

REGIENS NATIONAL GEOGRAPHIC REGIEN TO RECIENCE TO REC





Forwarding the National Geographic Mission



RECICIONAL GEOGRAPHIC COMMON CORE PROGRAM







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.

Acknowledgments

Grateful acknowledgment is given to the authors, artists, photographers, museums, publishers, and agents for permission to reprint copyrighted material. Every effort has been made to secure the appropriate permission. If any omissions have been made or if corrections are required, please contact the Publisher.

Lexile®, Lexile Framework® and the Lexile® logo are trademarks of MetaMetrics, Inc., and are registered in the United States and abroad.

Cover Design and Art Direction: Visual Asylum

Cover Illustration: Joel Sotelo

Photographs: IFC (tl) Design Pics Inc./Alamy, (cl) Blend Images/Alamy, (bl) Washington Post/Getty Images, (tr) ZSSD/Minden Pictures/National Geographic Stock, (cr) Glow Images/Getty Images, (br) Paul Nicklen/ National Geographic Images Collection; T331h, T357d, T367f, T389d (bl) flab/Alamy; T331i Dennis MacDonald/PhotoEdit; T357e (tr) Jupiterimages; T357f (bl) Jeff Greenberg/PhotoEdit; T367g (bl) Gibson Stock Photography; T389f idogesto/Shutterstock; A6.6 (tl) Image Club, (tr) AVAVA/Shutterstock, (cl) Stephen Sweet/iStockphoto; (bl) Getty Images; A6.14 (tl) luchschen/iStockphoto, (tr) AVTG/iStockphoto, (cl) Nikada/ iStockphoto, (cr, bl) Getty Images, (bl) dabjola/Shutterstock; A6.21 (tl) Pavlenko Evgenly/Shutterstock, (tr) Paul Flemming/iStockphoto, (cl) Hal_P/Shutterstock, (cr) eli_asenova/iStockphoto. (bl) Eric Isselée/ iStockphoto, (br) Getty Images; A6.30 (tl, tr, cl) Getty Images, (cr) Corbis, (bl) Sony Ho/Shutterstock, (bl) Yanik Chauvin/iStockphoto; A6.31 Records of the Office of the Secretary of Agriculture, National Archives; A6.33 Alexey Stiop/Shutterstock; A6.50 (tl) Jacek Chabraszewski/Shutterstock, (tc) paulaphoto/Shutterstock, (tr) Andy Dean Photography/Shutterstock.

Illustrations: All PM, RT, and Assessment illustrations by National Geographic Learning.

Acknowledgments and credits continued on page Ack1

Copyright © 2013 National Geographic Learning, Cengage Learning

ALL RIGHTS RESERVED. No part of this work covered by the copyright herein may be reproduced, transmitted, stored, or used in any form or by any means graphic, electronic, or mechanical, including but not limited to photocopying, recording, scanning, digitizing, taping, web distribution, information networks, or information storage and retrieval systems, except as permitted under Section 107 or 108 of the 1976 United States Copyright Act, without the prior written permission of the publisher.

National Geographic and the Yellow Border are registered trademarks of the National Geographic Society.

For permission to use material from this text or product, submit all requests online at www.cengage.com/permissions

Further permissions questions can be emailed to permission request@cengage.com

Visit National Geographic Learning online at www.NGSP.com

Visit our corporate website at www.cengage.com

Printed in the USA.

RR Donnelley, Menasha WI

ISBN: 978-07362-96496

12 14 15 16 17 18 19 20 21 22

 $10\,9\,8\,7\,6\,5\,4\,3\,2\,1$

Table of Contents Unit 6



Better Together

? BIG QUESTION

Why do people work together?



PHONICS & READING SKILLS

Words with *ar*Analyze Story Elements
Determine Importance

Week 1 T331g The Brother Who Gave Rice Folk Tale T336 by Dori Jones Yang; Illustrated by Oki S. Han Domino Soup Play T341 by Carmen Agra Deedy; Illustrated by Dani Jones





Words with *or, ore*Compare Stories

Determine Importance

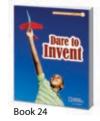
Week 2	T357c
Stone Soup	T359
By John Forster and Tom Chapin; Illustrated by Sonja Lamut	
Stone Soup	T366f
Based on the Chinantec Tradition	
by Justin Kiernan	



Words with *er, ir, ur*Identify Main Idea
Determine Importance



Words with *air*, _*are*, *ear*Words with _*eer*, *ear*Describe the Connection
Determine Importance



Classroom Management

Assess Progress

Whole Group Time

TEACHER STUDENT Conduct Phonics Lessons Learn to Read Read and Respond to Fiction Conduct Reading Lessons and Nonfiction Teach Daily Language Arts Daily Spelling & Word Work Build Content Knowledge Daily Grammar Engage in Daily Language Arts Differentiate Instruction **Activities** Collaborate on Writing Projects Guide Writing Projects

Complete Assessments

Leveled Reading Time

TEACHER	STUDENT
Introduce Books	Read and Discuss Books
Monitor Small Group Reading	Extend Content Knowledge
Guide Discussion	Apply Reading Skills
Assess Progress	Connect and Compare Texts
	 Demonstrate Comprehension



TEACHER	STUDENT
 Suggest Books for Independent Reading Introduce Learning Stations Meet with Small Groups or Individuals for Intervention, Reteaching, or Acceleration 	 Read Independently Complete Learning Station Activities Meet for Intervention, Reteaching, or Acceleration Work on Assigned Skills Practice
Guide and Redirect as Needed	

Unit 6



Unit 6 Program Resources

WHOLE GROUP TIME

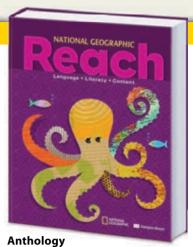




Read On Your Own



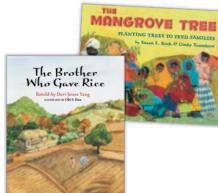
- Write-On/Wipe-Off Boards
- Sound/Spelling Cards
- Phonics Picture Cards
- Sing with Me Phonics Songs



Volume 2, pages T331b-T403a



Build Background Video



Decodable Books

Big Books



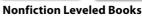
Interactive Read Alouds 11 and 12

LEVELED READING TIME





Cooperation





Leveled Book Finder



Leveled Reading Masters LR6.1-LR6.3

LEARNING STATION TIME





Digital Library



My Vocabulary Notebook



Phonics Games & Vocabulary Games

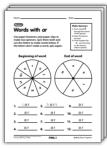
NGReach.com

Student Technology

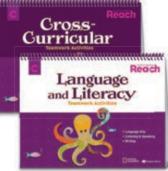
- My Assignments
- Phonics Games
- Vocabulary Games
- Digital Library
- My Vocabulary Notebook
- Comprehension Coach
- Read with Me MP3s
- Practice Masters
- Teamwork Activities

• Other Student Resources





Practice Masters PM6.1-PM6.45



Teamwork Activities



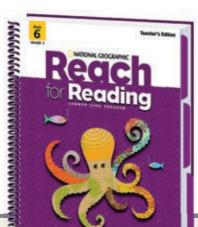
PLANNING RESOURCES



Teacher Technology

- Student and Teacher eEditions
- · Online Lesson Planner
- eVisuals 6.1-6.18
- Family Newsletter 6 (in 7 languages)
- Teamwork Activities Teacher's Guides
- Test-Taking Strategies Teacher's Guide
- Professional Development
- Other Teacher Resources





Teacher's Edition

- Whole Group Lessons
- Practice Masters
- Leveled Reading
- Assessment and Reteaching Masters

ASSESSMENT & RETEACHING



eAssessment™





Assessment Masters A6.1-A6.54



Reteaching Masters RT6.1-RT6.15

Unit 6 Skills at a Glance

= TESTED SKILL

Introduce Unit 6

BUILD BACKGROUND VIDEO

INTRODUCE THE BIG QUESTION

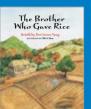
WHOLE GROUP TIME

Speaking and Listening

Language and Vocabulary Read

Reading

Week 1





Listen to a Play

- Analyze Story Elements
- ✓ Determine Importance
 Give and Carry Out Commands
 Describe Scenes
 Preview and Predict

Talk About "Domino Soup"

Preview and Predict Discuss Ideas

- Isolate and Substitute Medial and Vowel Sounds
- Read and Spell Words with ar
- Grammar: Subject and Object Pronouns
- Social Studies Vocabulary

 alone society team members

 teamwork together
- Academic Vocabulary

 add cooperate elements enough
 possible share summarize

Read and Comprehend a Folk Tale Read and Comprehend a Play

- Analyze Story Elements
- **☑** Determine Importance
- Read Decodable Texts
- Read and Spell High
 Frequency Words
 another began buy
 children found get
 just old school
 together



Week 2



Preview and Predict
Describe Song Elements
Ask and Answer Questions
Relate Readings to the Big Question

Isolate and Substitute Medial and Vowel Sounds

- Read and Spell Words with or, ore
- Grammar: Subject and Object Pronouns
- Prefixes

Read and Comprehend Song Lyrics

- Compare Stories
- **☑** Determine Importance
- Read Decodable Texts
- Read and Spell High
 Frequency Words
 done follow funny
 laugh line must
 next once side
 try



Week 3





Listen to a Human Interest Feature

- Identify Main Idea
- Determine Importance
 Express Needs and Wants

Retell Main Ideas
Preview and Predict

Describe Connections

Talk About "In a Mountain Community"

Isolate and Substitute Medial and Vowel

- Read and Spell Words with er, ir, ur
- Grammar: Possessive Pronouns
- Social Studies Vocabulary join organize plan project skills
- Academic Vocabulary

 dream education main idea

 opportunity result success

Read a Human Interest Story Read a Human Interest Feature

- 🗹 Identify Main Idea
- **☑** Determine Importance
- Read Decodable Texts
- Read and Spell High Frequency Words always boy brother gave

myself pull
sister took upon us



Week 4



Preview and Predict
Recount an Experience
Discuss Text Features
Relate Readings to the Big Question

Isolate and Substitute Final and Vowel Sounds

- Read and Spell Words with air, are, ear
- Read and Spell Words with eer, ear
- ☑ Grammar: Reflexive Pronouns
- ✓ Use Context Clues/Try It Together

Read and Comprehend a Photo-Essay

- Describe the Connection
- **☑** Determine Importance
- Read Decodable Texts
- Read and Spell High Frequency Words five four made

men night second such thought well wish



Unit 6 Wrap-Up

ANSWER THE BIG QUESTION

UNIT PROJECTS

BIG Question Why do people work together?

Writing

Power Writing Write About a Story Write a Summary Write About a Character Writer's Craft: Dialogue Write About "Domino Soup"

LEARNING STATION TIME

Speaking and Listening

Favorite Foods; Cartoon Dialogue

Language and Vocabulary

Vocabulary Games

What Do You Like to Eat?; Write Commands

Cross-Curricular

Domino Race; Dolphin Dinner

Reading and Intervention

Continue the Dialogue; Phonics Games; Reteach ar /är/; ESL Instruction

ASSESSMENT **& RETEACHING**

- Read and Spell Words with ar
- High Frequency Words
- Fluency: Expression
- Analyze Story Elements
- **Oetermine** Importance
- Social Studies and Academic Vocabulary
- Grammar: Subject and Object Pronouns
- **Write a Summary**

Power Writing Write a Recipe Write to Compare Write a Book Review Write About Working Together

Speaking and Listening

Tell Me How; Stone Pizza

Language and Vocabulary

Cook With Heat; My Vocabulary Notebook

Step-By-Step; We've Got Rhythm

Cross-Curricular

Fraction Soup; Cooperation Around Town

Reading and Intervention

Comprehension Coach; What a Character!; Phonics Games; Reteach or, ore /or/ with Reteaching Routine 1; ESL Instruction

- Read and Spell Words with or, ore
- High Frequency Words
- Fluency: Expression
- **Compare Stories**
- **Oetermine** Importance
- Grammar: Subject and Object Pronouns
- Prefixes
- Write a Comparison

Power Writing Write About Main Idea Write to Identify Important Details Write an Opinion Write to Identify Main Ideas Write About "In a Mountain Community"

Speaking and Listening

Lend a Hand; Lost Ladybug Project

Language and Vocabulary

Vocabulary Games; My Vocabulary Notebook

Writing

Green Schools; Write a Caption

Cross-Curricular

Take Up a Collection; Plant a Tree

Reading and Intervention

A Team Project in Kenya: Phonics Games: Reteach ir, er, ur /ûr/; ESL Instruction

- Read and Spell Words with er, ir, ur
- High Frequency Words
- Fluency: Phrasing
- Identify Main Idea
- **V** Determine Importance
- Social Studies and Academic Vocabulary
- Grammar: Possessive Pronouns
- Write a Main Idea and Details Paragraph

Power Writing Write About Murals Write to Compare Write to Make a Connection Write Instructions Write About Working Together

Writing Project

Write a Story

Speaking and Listening

When in Rome; My Neighborhood, Your Neighborhood

Language and Vocabulary

Vocabulary Games

Writing

Write About Your School Day

Cross-Curricular

Art in Your Town; How Far from Home?

Reading and Intervention

Book Murals; Phonics Games; Reteach air, ear, are /ar/: FSI Instruction

- Read and Spell Words with air, are, eer,
- High Frequency Words
- Fluency: Phrasing
- **Openity** Describe the Connection
- **Oetermine** Importance
- **☑** Use Context Clues
- Grammar: Reflexive Pronouns
- Write Narrative Sentences
- Writing Trait: Fluency

LEVELED **READING**

GUIDED READING LEVELS A - K

Weeks 1-4









- E Helping Toby's Team
- F Attack of the Bully Bug
- G The Perfect Pizza
- **H** Making Tortillas
- I Make a Piñata
- People Who Lead Us
- J Neighborhood Soup: A Play
- J Stone Soup
- K Frog and Toad Are Friends
- K Messy Bessey's Closet
- L Amelia Bedelia Helps Out
- **L** Cooperation
- M The Wind That Would Not Blow
- M The Meeting
- N The Stories Julian Tells
- O Work for Play
- Leveled Book Finder

Week 1 Planner



Day 1		Day 2	
WHOLE GROUP TIME		Learn Sounds, Letters, and Words	Read and Comprehend
	Phonological Awareness 5 minutes	☑ Isolate and Substitute Medial Sounds T333a	☑ Isolate and Substitute Medial Sounds T336e
Decodable Text	Phonics and Spelling 20–30 minutes	Phonics CC.2.Rfou.3 ✓ Words with <i>r</i> -Controlled Vowel <i>ar</i> T333a Spelling CC.2.L.2.d ✓ Daily Spelling and Word Work: Pretest T331k ✓ Words with <i>r</i> -Controlled Vowel <i>ar</i> T333c	Phonics CC.2.Rfou.3; CC.2.Rfou.4 ✓ Words with r-Controlled Vowel ar T336e ✓ Read with Fluency T336g Spelling CC.2.L.2.d ✓ Words with r-Controlled Vowel ar T331k, T336f
	High Frequency Words 5–10 minutes	Learn High Frequency Words CC.2. Rfou.3.f T331k, T333d	Practice High Frequency Words T336f CC.2.Rfou.3.f
WHO	OLE GROUP TIME	Listen and Comprehend	Listen and Analyze
	Speaking and Listening 10 minutes	Introduce the Big Question; Preview Unit Projects T332–T333 Give and Carry Out Commands T334 CC.2.SL.1	Describe Scenes T336i CC.2.SL.6
Big Book	Language and Vocabulary 15–25 minutes	Daily Grammar CC.2.SL.6; CC.2.L.1 ✓ Use Subject and Object Pronouns T331m Social Studies Vocabulary CC.2.L.4 ✓ Learn Key Words T334 alone society team member teamwork together	Daily Grammar CC.2.SL.6; CC.2.L.1 ✓ Use Subject and Object Pronouns T331m Academic Vocabulary CC.2.L.4 ✓ Learn More Key Words T336i add cooperate enough possible share
Anthology &	Reading 20–40 minutes	Read ✓ Read-Aloud: Folk Tale T336 Comprehension CC.2.Rlit.5 ✓ Analyze Story Elements T335a	Reread Read-Aloud: Folk Tale T338 Comprehension CC.2.Rlit.1 Determine Importance (Summarize) T338 Talk Together T338
	Writing 15 minutes	Power Writing T334 CC.2.W.8 Writing CC.2.W.7 Write About a Story Element T336d	Power Writing T336i CC.2.W.8 Writing CC.2.W.7 Write a Summary T338
LEV	ELED READING TIME		
a n	20 minutes	Reading CC.2.Rlit.5; CC.2.Rlit.10; Introduce LR2 CC.2.Rinf.2; CC.2.Rinf.10	Reading CC.2.Rlit.5; CC.2.Rlit.10; Read and Integrate Ideas LR2 CC.2.Rinf.2; CC.2.Rinf.10



20 minutes



Read LR4-LR11

- ☑ Determine Importance
- Analyze Story Elements 🗹 Identify Main Idea

- **☑** Determine Importance
- ✓ Analyze Story Elements
- Identify Main Idea

LEARNING STATION TIME



20 minutes



Speaking and Listening T331i CC.2.Rfou.4.b; CC.2.SL.1.c Language and Vocabulary T331i CC.2.L.4; CC.2.L.6 **Writing** T331i CC.2.W.2; CC.2.SL.5; CC.2.SL.6; CC.2.L.6 Cross-Curricular T331j CC.2.SL.1; CC.2.SL.2 **Reading and Intervention** T331j CC.2.Rfou.4; CC.2.Rfou.4.b

BIG Question How does your family work together?

Day 3	Day 4	Day 5
Learn Sounds, Letters, and Words	Read and Comprehend	Review and Apply
Isolate and Substitute Vowel Sounds T339a	☑ Isolate and Substitute Vowel Sounds T354a	Review T355b
Phonics ✓ Multisyllabic Words with ar T339a Spelling ✓ Multisyllabic Words with ar T331k, T339c CC.2.L.2.d	Phonics CC.2.Rfou.3; CC.2.Rfou.4 ✓ Multisyllabic Words with ar T354a ✓ Read with Fluency T354c Spelling CC.2.L.2.d ✓ Multisyllabic Words with ar T331k, T354a	Phonics ✓ Words with r-Controlled Vowel ar T355b ✓ Multisyllabic Words with ar T355b Spelling ✓ Words with r-Controlled Vowel ar T355b ✓ Multisyllabic Words with ar T355b ✓ Multisyllabic Words with ar T355b
Practice High Frequency Words T339d CC.2.Rfou.3.f	Practice High Frequency Words T354b CC.2.Rfou.3.f	Review High Frequency Words T355a CC.2.Rfou.3.f
Read and Comprehend	Reread and Analyze	Review and Apply
Preview and Predict T340 CC.2.SL.1	Discuss Ideas T354e CC.2.SL.3	Talk About It T356 CC.2.SL.1
Daily Grammar CC.2.SL.6; CC.2.L.1 ✓ Use Subject and Object Pronouns T331n Vocabulary CC.2.L.4 ✓ Expand Word Knowledge T340	Daily Grammar CC.2.SL.6; CC.2.L.1 ✓ Grammar and Writing T331n Vocabulary CC.2.L.4 ✓ Share Word Knowledge T354e	Daily Grammar CC.2.SL.6; CC.2.L.1 ✓ Review T331n Vocabulary CC.2.L.4 ✓ Apply Word Knowledge T355a
Read ✓ Read a Play T332–T357	Reread Reread a Play T354f Comprehension CC.2.Rlit.1; CC.2.Rlit.5 Analyze Story Elements T332–T357 Determine Importance T332–T357 Talk Together T332–T357	Reread and Retell Comprehension CC.2.Rlit.1; CC.2.Rlit.5 Analyze Story Elements T356 Determine Importance T356 Talk Together T356
Power Writing T340 CC.2.W.8 Writing CC.2.W.7 Write About a Character T354	Power Writing T354e CC.2.W.8 Writing CC.2.W.7 Writer's Craft T355	Power Writing T355a CC.2.W.8 Writing CC.2.W.7 Write About It T356
Reading Introduce LR2 Read LR4–LR11 ✓ Determine Importance ✓ Analyze Story Elements ✓ Identify Main Idea	Reading Read and Integrate Ideas LR2 ✓ Determine Importance ✓ Analyze Story Elements ✓ Identify Main Idea CC.2.Rlit.5; CC.2.Rlit.10; CC.2.Rinf.10; CC.2.SL.1.a	Reading CC.2.W.1–3; CC.2.SL.1.a Connect Across Texts LR3 Writing Choose a Writing Option LR4–LR11
	ASSESSMENT & RETEACHING	
Reach - Reading To the state of	Assessment & Reteaching T357a—T357b ✓ Foundational Skills Test A6.5—A6.6 CC.2.Rfou.3; CC.2.Rfou.3.f; CC.2.L.2.d	Reading Comprehension Test A6.8–A6.9 CC.2.Rlit.6,10 Reading Strategy Assessment LR6.5–LR6.6 CC.2.Rlit.1 Vocabulary Test A6.10–A6.11 CC.2.L.4; CC.2.L.6

Spelling Test T331k

☑ Oral Reading Assessment A6.1–A6.4

CC.2.Rfou.3; CC.2.L.2.d

CC.2.Rfou.4

Grammar and Writing Test A6.12

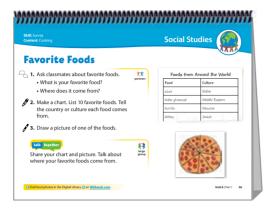
CC.2.W.8;

CC.2.L.1.e

Week 1 Learning Stations

Speaking and Listening

Option 1: Favorite Foods



PROGRAM RESOURCES & MATERIALS

Cross-Curricular Teamwork Activities: Card 36 Teacher's Guide on **ONGReach.com**

colored markers or crayons

CC.2.SL.1.c **Ask Questions About Topics**

Option 2: Cartoon Dialogue





Have partners go to Resources > Unit 6 > Learning Stations > Week 1 > Cartoons.

- · Partners select a cartoon.
- One partner writes the words for one of the cartoon characters. The other partner writes the response.
- Children print their work and share it with the class. Remind children to use expression as they read their cartoon dialogue to the class.

CC.2.Rfou.4.b Read with Expression Participate in Conversations CC.2.SL.1

Language and Vocabulary

Key Words

add alone cooperate elements enough possible setting share society summarize team members teamwork together

Option 1: Vocabulary Games X





CC.2.L.4 Determine the Meaning of Words **Use Words and Phrases**

Option 2: My Vocabulary Notebook 🕺





Have children expand word knowledge by

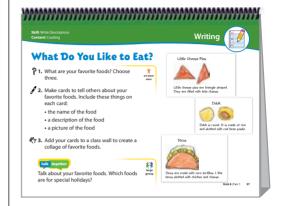
- looking up words
- · adding images
- · writing synonyms or antonyms.

Determine the Meaning of Words CC.2.L.4 **Use Words and Phrases** CC.2.1.6

Writing

Option 1: What Do You Like to Eat?





PROGRAM RESOURCES & MATERIALS

Language and Literacy Teamwork Activities:

Teacher's Guide on MGReach.com

unlined index cards • crayons or colored markers

Add Visuals to Clarify CC.2.SL.5 Use Words and Phrases (C.2.1.6)

Option 2: Write Commands



PROGRAM RESOURCES

Digital Library: Language Builder Picture Card C71

Display the photo and point out that the people are working together to put up a wall. Have children write commands that the people in the photo might be giving to each other. Remind children that a command usually begins with an action word.

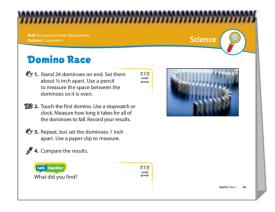
CC.2.W.2 Write About Topics **Produce Complete Sentences** CC.2.SL.6 **Use Words and Phrases** CC.2.L.6





Cross-Curricular

Option 1: Domino Race



PROGRAM RESOURCES & MATERIALS

Cross-Curricular Teamwork Activities: Card 35 Teacher's Guide on **ONGReach.com**

dominoes • stopwatch or clock • paper clips

Option 2: Dolphin Dinner



To watch a dolphin video, have children go to Resources > Unit 6 > Learning Stations > Week 1 > Dolphin Dinner. Then have partners discuss these questions:

- How do dolphins cooperate to find and round up fish?
- · How do dolphins work together to discourage other animals from eating their food?

Participate in Conversations CC.2.SL.1 Recount or Describe Key Details CC.2.SL.2

Reading

Option 1: Comprehension Coach 🟋

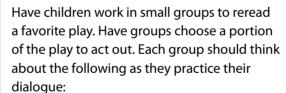


Have children use the software according to their individual needs:

- Read silently and answer questions.
- · Listen to fluent models.
- Record their reading and get a fluency report.

Read with Fluency CC.2.Rfou.4

Option 2: Continue the Dialogue



- · Assign parts according to characters in the play.
- Use stage directions to guide their actions.
- Use expression when reading dialogue.

Have groups perform their play for the class.

For additional reading opportunities, see **Recommended Reading** on page LR12.

CC.2.Rfou.4 Read with Fluency CC.2.Rfou.4.b Read Orally with Expression

Intervention

Option 1: Phonics Games 🔭





Decode Words with *r*-Controlled Vowel *ar* CC.2.Rfou.3

Option 2: Reteach /är/ar 🟋



PROGRAM RESOURCES

Phonics Picture Cards 65, 113 Sound/Spelling Card 37

Use Reteaching Routine 1.

- Display the word. Display card 113.
- Say the word: yarn. Have children repeat.
- Read the word. Ask: What are these letters? What is the sound?
- Scaffold spelling. Say: yarn. She used red yarn to knit a scarf. Have children repeat the word, say the first sound, and write its spelling. Repeat for the remaining sounds.

For **Reteaching Routine 1**, see page BP36.

For Reteaching Masters, see pages RT6.1–RT6.3.

Decode Words with *r*-Controlled Vowel *ar* CC.2.Rfou.3

Additional Resources

ESL Kit ***



ESL Teacher's Edition pages T333a-T357

Week 1 Daily Spelling & Word Work

OBJECTIVES

Thematic Connection: Cooperation

Spell Words with ar

Spell High Frequency Words

SUGGESTED PACING

DAY 1 Spelling Pretest DAY 2-4 **Daily Practice Options** DAY 5 Spelling Test

Spelling Pretest



Spelling Test

Day 5

XXX

Spelling Words

Use these words and sentences for the weekly Spelling Pretest and Spelling Test.

W	ord	s w	ith	ar

1. charge	Let's make the toy soldiers charge up the hill.
2. march	Now the soldiers march across the field.
3. garden	Uh-oh, the cat took a soldier into the <i>garden</i> .
4. backyard	We are playing with soldiers in my backyard .

High Frequency Words

If you lost your work gloves, I'll give you another pair.	
Our class began cleaning up the playground.	
We had to buy a big box of plastic trash bags.	
Many <i>children</i> are helping with the clean-up.	
I found someone's watch while picking up litter.	
We will all get very tired from working so hard.	
Let's take a short rest for just 15 minutes.	
I'm glad I wore old clothes to work in.	
Our school playground will look so much better.	
The clean-up went fast because we worked together .	

More Words Use these words and sentences for additional Pretest and Test items. We have a community garden in the *park*. 1. park 2. scarf I wear a **scarf** on my head while I weed the garden. 3. smart If you're **smart**, you will wear work gloves. 4. harvest I can't wait to *harvest* our vegetables. 5. cartoon I saw a funny *cartoon* about gardening on TV. We might sell the vegetables at the farmers' market. 6. market

Sort Words

Day 2



Option 1

PROGRAM RESOURCES

Word Cards: Practice Master PM6.4

Prepare

Have pairs cut out the Word Cards and sort them into piles based on whether or not they contain the letter combination ar.

Plav a Game

- · One child mixes up some of the words while the other is not lookina.
- The partner then tries to find all of the misplaced words and re-sort them as quickly as possible.

MATERIALS

scissors

©seling & Word Work Word Cards: Words with <i>ar</i>			
charm	farm	car	jar
charge	dart	march	far
harp	bαr	jαr	fort
mar	pαr	hate	tαr
chart	purrs	art	card
for	part	tart	tαrp
tore	hard	lard	north
Extend Empirical Leating, and of Company Leating Inc. For use with TE p. T311k PM6.4 Unit 6 Better Together			
NGReach.com Practice Master PM6.4			

Decode Words with r-Controlled Vowel ar Decode Multisyllabic Words

CC.2.Rfou.3 CC.2.Rfou.3

Alphabetize

Day 2



MATERIALS

scissors

Option 2

PROGRAM RESOURCES

High Frequency Word Cards: Practice Master PM6.5

Prepare

Have each group cut out the cards. Note that the words in the first column are review.

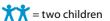
Play a Game

- Each group turns their cards facedown and mixes 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 groups shuffle the cards for another round.

High Frequency Word Cards get buy near old morning αir just earth school children began start another round even together NGReach.com **Practice Master PM6.5**

After several rounds, the group with the most points wins.

Read Irregularly Spelled Words CC.2.Rfou.3.f **Demonstrate Command of English Spelling**







Word Scramble

Day 3

Option 1

Prepare

Display the Spelling Words. Scramble the letters of one word. For example, write oatrcno and have a volunteer write the word cartoon correctly.

Play a Game

- Have children choose five words to scramble.
- Then have them exchange puzzles with a partner and unscramble the five words by writing them correctly.

Extend the activity by having children say sentences using their unscrambled words.

Demonstrate Command of English Spelling Spell Words with r-Controlled Vowel ar

CC.2.L.2 CC.2.L.2.d

oatrcno

Draw Words

Day 4

XXX

Option 1

MATERIALS

chart paper • markers

Prepare

Display the Spelling Words.

Play a Game

harvest

- · Have each group choose one Spelling Word, without telling the other groups. Each group should choose one child who will create a drawing reflecting that word.
- · When a group takes its turn, allow the artist 30 seconds to a minute to complete the picture. The first group to guess and spell the word correctly is awarded one point.
- · Continue until one group has collected three points.

Extend the activity by having the group who guessed the word use it correctly in a sentence.

Demonstrate Command of English Spelling Spell Words with r-Controlled Vowel ar

CC.2.L.2 CC.2.L.2.d

Build Words Online

Day 3

XXX

Option 2

Prepare

Have children access Word Builder at NGReach.com.

Play a Game



- Have one child choose a word and drag the first letter.
- A second child tries to guess the word. After each guess, the first child drags another letter until the word is identified.
- When a player finally guesses the word, the next player must use it in a sentence.
- Have children rotate roles until all the words have been identified.

Decode Words with r-Controlled Vowel ar CC.2.Rfou.3 Decode Multisyllabic Words CC.2.Rfou.3 Read Irregularly Spelled Words CC.2.Rfou.3.f Demonstrate Command of English Spelling CC.2.L.2 Spell Words with r-Controlled Vowel ar CC.2.L.2.d

Talk About Working Together Day 4

Option 2

Prepare

Write the words Working Together on the board. Display the Spelling Words.

Play a Game

· Have a volunteer use one of the Spelling Words in a sentence about people working together. Write the sentence on the board.

People work together to harvest the vegetables.

- Have another child find the Spelling Word, underline it, and spell it.
- Continue until all the words have been used.

Decode Words with r-Controlled Vowel ar CC.2.Rfou.3 Decode Multisyllabic Words CC.2.Rfou.3 Read Irregularly Spelled Words CC.2.Rfou.3.f **Demonstrate Command of English Spelling** CC.2.L.2 Spell Words with r-Controlled Vowel ar CC.2.L.2.d

Week 1 Daily Grammar

OBJECTIVE

Thematic Connection: Cooperation

Use Subject and Object Pronouns

COMMON CORE STANDARDS

Produce Complete Sentences Demonstrate Command of English Grammar CC.2.SL.6 CC.2.L.1

Day 1

PROGRAM RESOURCES

Subject Pronouns: Singular: eVisual 6.2

Teach the Rules

Use page T336d to introduce singular subject pronouns. Then teach the rules.

Subject Pronouns: Singular

• A pronoun takes the place of a noun.

The girl washes the car. **She** washes the car.

 Use a subject pronoun to tell who or what is doing the action.

The boy rakes the leaves. **He** rakes the leaves.

Singular subject pronouns are I, you, he, she, and it.

The rake is very light. **It** is very light.

ONGReach.com Subject Pronouns: Singular: eVisual 6.2

Play a Game XXX

Display the words I, you, he, she, and it. Say a short sentence with a singular noun as the subject. For example, say: The girl carries the bag. Point to a child and have the child replace the subject with the correct singular subject pronoun: She carries the bag. Continue play until each child has had a turn.

Differentiate

EL English Learners

ISSUE In spoken Chinese, Haitian Creole, Hmong, and Vietnamese, there is no gender difference for third-person singular pronouns.

STRATEGY Have children make a chart with artwork that lists the masculine, feminine, and neuter third-person singular pronouns. Have children describe the chart and its drawings to a partner.

Day 2

PROGRAM RESOURCES

MATERIALS

Subject Pronouns: Plural: eVisual 6.3

pictures from magazines

Teach the Rules

Use page T339 to introduce plural subject pronouns. Then teach the rules.

Subject Pronouns: Plural

• A pronoun takes the place of a noun.

My friend and I shovel snow. **We** shovel snow.

• Use a **subject pronoun** to tell who or what is doing the action. **The boy and girl** help around the house. **They** help around the house.

 Plural subject pronouns are we, you, and they.

⊘NGReach.com Subject Pronouns: Plural: eVisual 6.3

Plav a Game XXX

Hold up a magazine picture. Say a short sentence about something in the picture with a plural noun as the subject. For example, say: *The dogs are chasing the cat.* Then say your sentence again using a plural subject pronoun: They are chasing the cat.

Hold up an assortment of pictures. Choose a child to say a short sentence about something in the picture with a plural noun as the subject. Have that child choose another child to say the sentence again using a plural subject pronoun.

Continue play until each child has had at least two turns.

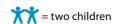
Differentiate

SN Special Needs

ISSUE Children need more practice replacing nouns with subject pronouns.

STRATEGY Have pairs of children use these sentence frames to practice replacing nouns with subject pronouns:

Darren is your friend. Tamika is my friend. <u>Darren and</u> I rake leaves. You and Darren eat dinner. Darren and Tamika are cousins. The weather is cold.







Day 3

PROGRAM RESOURCES

Object Pronouns: Singular: eVisual 6.5

Mix and Match Sentences: Practice Master PM6.8

Teach the Rules

Use page T354 to introduce singular object pronouns. Then teach the rules.

Object Pronouns: Singular

- Use an **object pronoun** after an action verb.
- Singular object pronouns are
- me, you, him, her, and it.
- Use an **object pronoun** after words like to, for, at, with, and of.

Give **her** the rolls. You went to the café with Anne. You went to the café

The cook makes the soup.

The cook makes it.

I helped the cook. I

Give **Denise** the rolls.

Mix and Match Sentences

Read a sentence in column A. Then draw a line to a wa column B that can replace the underlined part of the s Have your partner say the sentence using the word fro

helped him.

with her.

Mr. Adams cuts the grass.

Give the shovel to the girl.

That tree is huge! Walk to the garden with your sister.

Mrs. Adams is a good gardene

Is <u>David</u> raking the leaves now? Help Mr. Adams with that heavy bag.

Do <u>your parents</u> like gardening? Give the bag to the boys.

Gardening is fun for my brother. Aunt June and I will plant some seeds.

Hand this watering can to Aunt June.

Don't stand under that tree in a lightning storm.

PM6.8

NGReach.com Practice Master PM6.8

Object Pronouns: Singular: eVisual 6.5

Play a Game XX

Distribute Practice Master **PM6.8**. Read the directions at the top of the page. Then have partners take turns playing the Practice Master game.

Differentiate

BL Below Level

ISSUE Children need extra help identifying object pronouns.

STRATEGY Have children look

through classroom reading materials and write down ten object pronouns. Have them note each object pronoun's use: with an action verb or following a word like to, for, at, with, and of.

Day 4

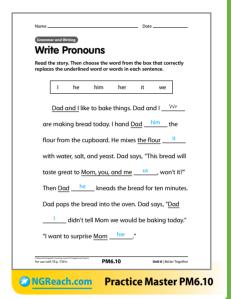
PROGRAM RESOURCES

Write Pronouns: Practice Master PM6.10

Grammar and Writing X

Use page T355 to model how good writers use subject and object pronouns to avoid repeating the same nouns.

Distribute **Practice Master** PM6.10. Read the story. Have children write a word from the box that correctly completes each sentence.



Day 5

PROGRAM RESOURCES

Grammar and Writing Test: Assessment Master A6.12

Review and Assess XX

Display the sentences below. Have partners work together to complete each sentence, replacing the underlined word with a subject or object pronoun.

- 1. Teamwork is very important.
- 2. Sean and I work well together.
- 3. Sean is my best friend.
- 4. I also like Sean's sister.
- 5. Sean's sister gave Sean some work gloves.

Administer the Grammar and Writing Test.

1 Introduce Unit 6

OBJECTIVES

Thematic Connection: Cooperation

Preview Content

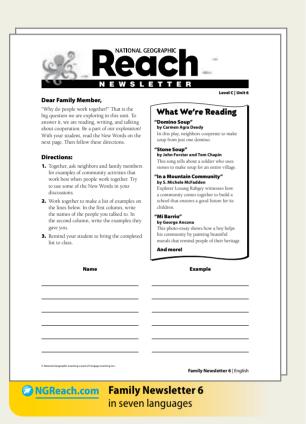
PROGRAM RESOURCES

PRINT & TECHNOLOGY

Family Newsletter 6

TECHNOLOGY ONLY

Unit 6 Build Background Video



COMMON CORE STANDARDS

Reading

Read with Expression

CC.2.Rfou.4.b

Speaking and Listening

Recount or Describe Key Details

CC.2.SL.2

MORNING WARM-UP How does your family work together? Have children give examples of jobs and activities their family has done together.

Social Studies Background

- 1 Big Question Anthology page 332 Read aloud the Big Question. Explain that this unit is about how and why people work together. Distribute Family Newsletter 6.
- 2 Share What You Know Anthology page 333 Activate prior knowledge: What kinds of classroom activities work best when you work together as team members? Prompt children to give examples. Invite them to explain how teamwork helps make the activities easier to complete.

Review the directions on page 333. Form pairs and have partners complete steps 1 and 2. After they finish, provide ample time for them to complete step 3. Invite volunteers to share what they learned from their partner discussions.

3 Build Background Video

Set a purpose for viewing: Watch this video about people working together as team members. How can teamwork help people get their jobs done? Play the video without sound. Invite children to call out descriptive phrases for what they see.

Mini Lesson

Analyze Audio

Explain: Now I will play the video again, but this time you will hear the sound. As you listen, raise your hand when you hear a main idea. Record children's main ideas. Replay the video once more and double-check that all main ideas are recorded. Cross off any details. Play short segments of the video, pausing and asking children to explain how the audio helps them understand the content. Have children share one main idea they learned from the audio.





Anthology pages 332-333

Unit Projects

4 Introduce the Unit Concept Map

Review the Big Question. Ask children to page through the unit and prompt them to predict: What do you think you will learn about people working together? Have children turn and talk about the pages they think might answer this question.

Post a class concept map. Explain: As we go through this unit, we will organize our answers to the Big Question using this class concept map.

Model: In the video, I learned that when people work together they help each other succeed. Record this idea on the class concept map. Ask: What other ideas can we add from the video? (Possible response: Sharing tasks helps get a job done faster.) What happens when people work together? (Possible response: They use teamwork.) Record children's ideas on the map



Concept Map

5 Preview Unit Projects

Read aloud the project options on page 403. Explain: At the end of the unit, you will choose one of these projects to help you share your ideas about the Big Question. Ask children to begin thinking about which option they will choose.

Weekly Folder

- √ Vocabulary Graphic Organizers (T340, T354e)
- √ Writing (T336d, T339, T355)
- √ Story Map: Practice Master PM6.11
- √ Wrap-Up (T357)

Day 1

Learn Sounds, Letters, and Words



Sing with Me Phonics Songs Book

OBJECTIVES

Thematic Connection: Cooperation

Isolate and Substitute Medial Sounds

Read and Spell Words with r-Controlled Vowel ar

Read and Spell High Frequency Words

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Write-On/Wipe-Off Boards

Sing with Me Phonics Songs Book, page 48

Sound/Spelling Cards 1, 5, 9, 13, 20, 22, 37

Read On Your Own Book 21

Words with ar: Practice Master PM6.1

TECHNOLOGY ONLY

Sing with Me MP3 or CD 3, Tracks 17-18

Word Builder

Phonics Games

Letter Cards

MATERIALS

small chips or coins, 3 per child • beanbag or soft ball

Phonological Awareness

1 Isolate and Substitute Medial Sounds

Use Phonological Awareness Routine 6.

- Say a word: pat.
- Segment sounds: /p/ /ă/ /t/. Have children put chips in sound boxes as they repeat each sound. Ask: What is the middle sound? (/ă/)
- Substitute a sound: Let's change /ă/ to /är/: /p/ /är/ /t/.
- Say the new word: part. Say the new word with me: part.

For **Phonological Awareness Routine 6**, see page BP30.

Have children repeat the routine with *dot/dart*, *hid/hard*, and *match/march*.

Check & Reteach

OBJECTIVE: Isolate and Substitute Vowel Sounds

Ask: What word do I get if I change the /ĭ/ in kit to /är/? (cart)

If children cannot answer, use **Phonological Awareness Routine 1** to practice identifying sounds. Say: *kit*. Have children repeat each sound as you clap. Then say: *cart*. Have children say the sounds, identify the new sound, and repeat the word. Repeat with *ship/sharp* and *bin/barn*.

For **Phonological Awareness Routine 1**, see page BP28.

Phonics



Sing with Me Phonics Songs Book page 48
Scaffold language. Point to the trash bags and name them. Play Track 17 and have children listen, follow along, and then listen again and chime in. Play Track 18 and have children sing the song on their own. Practice the gestures until children can perform smoothly.

- 1 3 5 7 Point to self and others.
- Pantomime carrying a heavy bag.
- 4 6 Pantomime raking; pantomime washing a car.



Sing with Me Phonics Songs Book page 48

COMMON CORE STANDARDS

Reading

Decode Words with *r*-Controlled CC.2.Rfou.3

Vowel ar

Read Irregularly Spelled Words CC.2.Rfou.3.f

Language and Vocabulary

Spell Words with *r*-Controlled CC.2.L.2.d

Vowel ar

T333a Unit 6

Use **Decoding Routine 1** to connect sound/spelling /är/ar and to blend words.

Step 1 Develop Phonological Awareness	/är/ <i>ar</i>
1. Tell children: These words have /är/ at the beginning. These words have /är/ in the middle. These words have /är/ at the end.	art, arm, ark park, barn, sharp far, bar, tar
2. Tell children: I will say a word. Listen for /är/. If you hear /är/, shake your arm. (Bat, fog, and pot do not have /är/.)	car, arm, bat, fog, jar, shark, pot, yarn
Step 2 Introduce the Sound/Spelling	
 Display the picture-only side of Sound/Spelling Card 37. Say: star. Have children repeat. Say: /är/. Have children repeat. Turn the card over. Point to the sound/spelling /är/ar and name it. Have children repeat. 	card 37 star, /är/ar
4. Give examples of words with /är/ar in beginning, middle, and end positions. Point to the example words part, hard, yard, car, and smart in the song on page 48 of Sing with Me Phonics Songs Book.	arm, art, arch hard, farm, shark jar, far, car
Step 3 Blend Sound-by-Sound	
1. Display <i>sm</i> . Sweep your hand beneath the spelling as you blend /s/ /m/. Have children repeat.	sm smar
2. Add <i>ar</i> . Point to <i>ar</i> on Sound/Spelling Card 37 . Blend /s/ /m/ /är/, sweeping your hand beneath the spellings. Have children blend with you.	smart
3. Add <i>t</i> . Say: /t/. Model blending the whole word. Have children blend with you.	
4. Repeat the routine, writing and blending other /är/ar words. Point out that the letters ar stand for one sound and stay together, even in longer words.	bar, yard, farm, start, charge

For **Decoding Routine 1**, see page BP32.

See **Differentiate**

Differentiate

EL English Learners

PHONICS TRANSFER

ISSUE In Vietnamese, Hmong, Korean, and Haitian Creole, there is no equivalent for the /är/ sound in English. Spanish and Cantonese have a similar, but not identical, sound for /är/.

STRATEGY Have children:

- tell whether the /ar/ sound is used in their home languages.
- practice making the /är/ sound.
- repeat sentences, pantomiming to support meaning and using words containing /är/: I see a star in the sky. I eat a snack bar. I am smart.

SN Special Needs

ISSUE Children have trouble remembering that the letters *a* and *r* stay together.

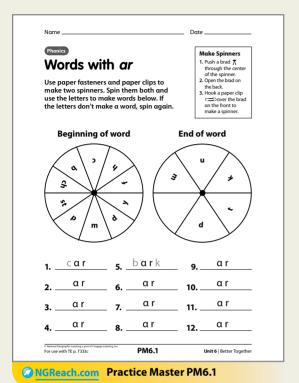
STRATEGY Print, cut out, and distribute multiple sets of **Letter Cards** *a* and *r*. Have children who have cards with letters *a* and *r* find each other and sit together. Then have pairs chant /är/.

Day 1

Learn Sounds, Letters, and Words



Read On Your Own Book 21

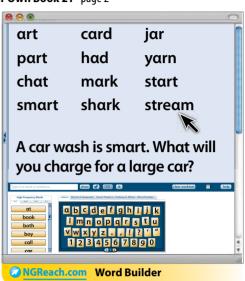


3 Read Words with ar ✓ Read On Your Own Book 21 page 2

Display the words and sentences using the **Word Builder**. Have children blend the words. Then point out High Frequency Words *What, is,* and *wash* and ask children to read the sentences.

Have children turn to **Read On Your Own Book 21** page 2. Review words with /är/ar and read the example together. Then have partners take turns reading the picture labels. Assign **Practice Master PM6.1** for more practice.

Children can also play **Phonics Games** at **NGReach.com** to reinforce phonics skills.



4 Spell Words with ar

Use **Dictation Routine 1** to have children practice spelling on their **Write-On/ Wipe-Off Boards**.

- Say a word: dark.
- Segment sounds: /d/ /är/ /k/. What is the first sound you hear? (/d/)
- Display Sound/Spelling Cards. Have children match each sound to a card. (cards: 13 /d/, 37 /är/. 20 /k/)

Write-On/Wipe-Off Board

- Repeat the word: dark. Have children write the word.
- Write the correct spelling. Have children check and correct their spelling. Repeat for *park* and *stars* using cards **9** /p/, **37** /är/, **20** /k/, **1** /s/, **5** /t/, and **22** /z/. For Dictation Routine 1, see page BP35.

Then apply the spelling rule to a complete sentence: We see stars at the park in the dark. Have children say and write the sentence. Write the correct sentence and have children check and correct.

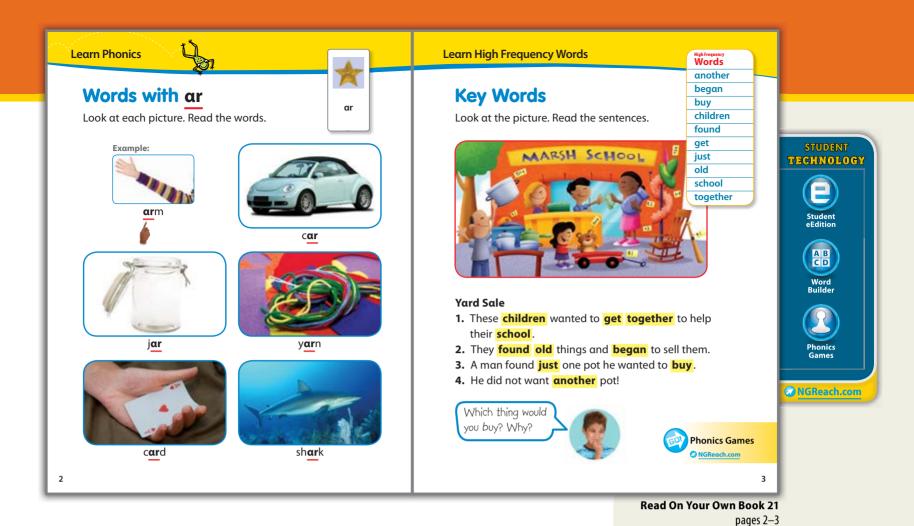
Daily Language Arts Daily Spelling & Word Work Spelling Pretest on page T331k

Check & Reteach

OBJECTIVE: Read and Spell Words with *r*-Controlled Vowel *ar*

Check the dictation sentence for the correct spelling of *stars*, *park*, and *dark*. Call out words and ask children to spell them aloud.

If children have difficulty spelling words with /är/ar, have them search printed materials in the classroom to find ar words and write them. Then have children call out the words they found as you make a master list to display.



High Frequency Words

5 Read and Spell Key Words ✓ Read On Your Own Book 21 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: children.
- Say a sentence with the word: I have three grown children.
- · 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 sentences 1–4. Reread, pausing for children to say the High Frequency Words. Then have partners take turns reading and spelling the words.

Check & Reteach

OBJECTIVE: Read and Spell High Frequency Words

Have children sit in a circle. Toss a beanbag or ball to a child. Call out a High Frequency Word for the child to spell. If the word is spelled correctly, have the child toss the beanbag to another child, who then spells a different word you call out.

If the child spells the word incorrectly, he or she must spell the word correctly and then spell another word. Continue until all the words have been spelled correctly at least twice.

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 meanings.

children *These* children (Point) *are about your age*.

get together *The words* get together *mean "to be in a group."* (Point to picture.) *They* get together, or meet with each other.

school *You are in school. You come to school to learn.*

found old Found is the past tense of find.

Something old is not new. The baby toys you found are old.

began Began means "started." When the children were ready, they began, or started, to sell things.

buy When you buy something, you pay money for it. I am going to buy a new skateboard.

just another Just *means* "only." Another *means* "one more."

Day 1

Listen and Comprehend

Folk Tale

Reach

Anthology

Key Words

teamwork together

alone society team members

OBJECTIVES

Thematic Connection: Cooperation

✓ Use Social Studies Vocabulary in Speaking
✓ Analyze Story Elements

PROGRAM RESOURCES

PRINT ONLY

Big Book: The Brother Who Gave Rice

PRINT & TECHNOLOGY

Family Newsletter 6

Story Map: Practice Master PM6.2

TECHNOLOGY ONLY

Sing with Me MP3

Digital Library: Key Word Images

My Vocabulary Notebook Read Aloud: eVisual 6.1

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.

COMMON CORE STANDARDS

eading	
k and Answer Questions About Key Details	CC.2.Rlit.1
escribe Story Structures	CC.2.Rlit.5
ad with Expression	CC.2.Rfou.4.b
riting	
rticipate in Shared Research and	CC.2.W.7
Writing Projects	
call Information	CC.2.W.8
eaking and Listening	
rticipate in Conversations	CC.2.SL.1
count or Describe Key Details	CC.2.SL.2
oduce Complete Sentences	CC.2.SL.6
nguage and Vocabulary	
emonstrate Command of	CC.2.L.2
English Capitalization	
etermine the Meaning of Words	CC.2.L.4
	escribe Story Structures and with Expression riting rticipate in Shared Research and Writing Projects call Information reaking and Listening rticipate in Conversations count or Describe Key Details oduce Complete Sentences anguage and Vocabulary emonstrate Command of

Academic Talk

1 Give and Carry Out Commands Anthology page 334

Explain: "Teamwork" is a poem about a boy and a girl who work together to clean up their park. Play the poem. Have children follow in their books as they listen and chant along. Then read aloud the third sentence of the poem.

Explain: This sentence gives a command. When you give a command, you tell someone to do something. When you carry out a command, you do what someone tells you to do. Point to the High Frequency Word find in the first sentence. Explain that most commands begin with an action word, such as find. Have volunteers point out the other action words in the poem.

Have partners practice the High Frequency Words *find*, *take*, and *turn* by giving and carrying out simple commands in a game of Simon Says:

- Simon says: Find an object that is round. Point to it.
- Simon says: Take a deep breath.
- Simon says: Turn around in a circle.

Have children give commands for the rest of the class to follow. Remind them to speak clearly as they give their commands. Emphasize that listening attentively will help them carry out the commands.

Social Studies Vocabulary

2 Key Words ✓ **Anthology** page 335

Read aloud the introductory question. Use the photos to discuss what the people are doing in each picture. Say: *People can*

work **alone** or **together** to get a job done.

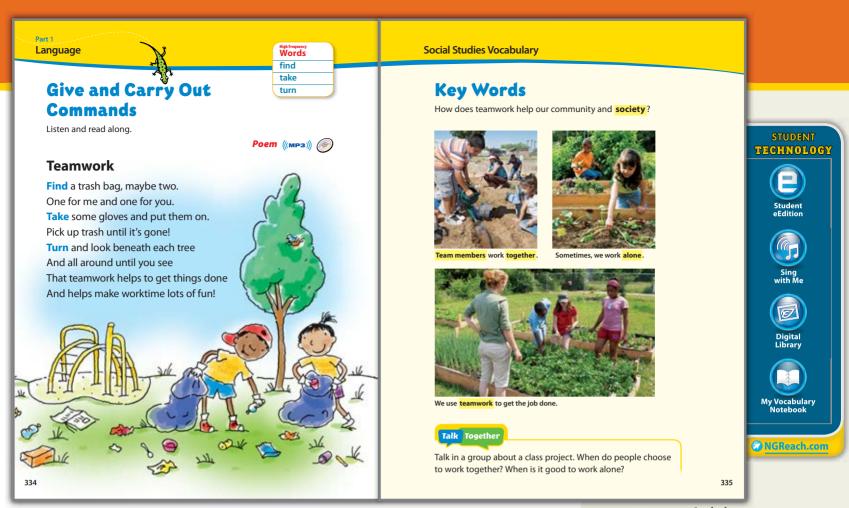
When **team members** work well **together**, they are using **teamwork**. The members of this **society** are taking care of a community garden. They make their **society** a better place to live.

Use **Vocabulary Routine 1** and the images to teach the **Key Words**.

- Pronounce the word and point to the examples: society
- Rate the word. Have children give a thumbs up if they know the word or a thumbs down if they do not. Ask: What do you know about this word?
- **Define the word:** A **society** is a group of people who live in the same area or country.
- **Elaborate.** Relate the word to your personal experience. In our **society**, we often wave or shake hands when we say hello.

For Vocabulary Routine 1, see page BP46.

For more images of the **Key Words**, use the **Digital Library**.



Anthology pages 334-335

Have partners take turns repeating Vocabulary Routine 1 for each word on page 335. Then have children add the words to My Vocabulary Notebook.

See **Differentiate**

3 Talk Together Anthology page 335 Have groups use the **Key Words** and High Frequency Words on pages 334-335 to discuss their class projects and answer the questions. If children need help answering the questions, provide these prompts:

- It is good to work alone when you need _
- People work **together** when they want to _____.

Check & Reteach

OBJECTIVE: Use Social Studies Vocabulary in Speaking **Y**

Listen for the correct usage of social studies vocabulary words as children discuss their answers to the **Talk Together** guestions.

If children use words incorrectly, have them look at the pictures and listen for **Key Words** as they answer these questions:

NGReach.com

My Vocabulary Notebook

Why is it easier to work **alone** than **together** if you are counting canned goods? Why is it easier to work **together** than **alone** if you are lifting boxes of canned goods?

Differentiate

EL English Learners

ISSUE Children do not understand definitions.

STRATEGY Provide translations of **Key Words** using Family Newsletter 6 for translations in seven languages. Use cognates for Spanish speakers:

member/miembro society/sociedad

AL Above Level

ISSUE Children need more challenging ways to use Key Words when speaking.

STRATEGY Challenge partners to take turns using several **Key Words** in a sentence. Have them use elaboration to develop their ideas.

Day 1

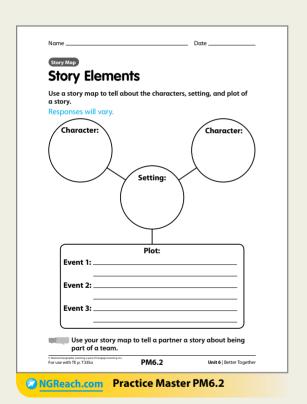
Listen and Comprehend

Folk Tale



Anthology

characters setting plot (events)



Differentiate

BL Below Level

ISSUE Children struggle to connect the Story Map to their story about teamwork.

STRATEGY Encourage partners to fill in their Story Maps before they formulate their stories. Suggest that they include both pictures and words, as shown on page 336.

T335a Unit 6

Comprehension

4 Analyze Story Elements ✓ Anthology page 336

Use a Word Web to teach the term *elements*. Remind children that story elements are the characters, setting, and plot of the story. Have children look at the Story Map on page 336. Reinforce that the characters are the people in a story, the setting is where the story takes place, and the plot is what happens. Review that sometimes writers use signal words to help readers understand the order of plot events.

Introduce **eVisual 6.1**: I am going to read a short story. As I read, pay attention to the characters, **setting**, and plot of the story. You can use these story **elements** to uncover clues that can help you figure out more about the story.

Cleaning Up the Park

Daniela and Brian want to clean up the neighborhood park **together**. First, they get trash bags. Then, the two **team members** walk around the park. They pick up trash **together**. Finally, when the bags are full, they look around. Their **teamwork** makes the park look great!

✓ NGReach.com Read Aloud: eVisual 6.1



Display **eVisual 6.1**. Reread the story and guide children to understand how to use the Story Map to organize information about characters, setting, and plot.

Check & Reteach

OBJECTIVE: Analyze Story Elements

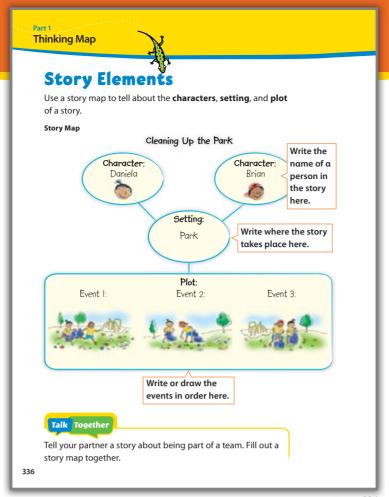
Ask: What are the story elements in "Cleaning Up the Park"? (Characters: Daniela and Brian; Setting: park; Plot: events)

If a child cannot name elements of the story, ask guiding questions as they review the story map on page 336. Ask: What story element bubble says "Park"? (setting) What story element bubbles say "Daniela" and "Brian"? (characters) What happens in the story? (Possible response: Daniela and Brian work together to clean up the park.) What story element bubble tells you this? (plot)

5 Talk Together Anthology page 336

Distribute **Practice Master PM6.2**. Read aloud the instructions. Encourage children to tell a story that has at least three plot events and uses the order words *first, then,* and *finally*.

See **Differentiate**



Anthology page 336

Big Book Read-Aloud

6 Share a Folk Tale

Display the cover. Read aloud the title and the names of the author and illustrator. Ask: *What details on the cover show* **teamwork**? (Possible response: I see two men working **together** in a rice field.)

GENRE Explain: The Brother Who Gave Rice is a folk tale. A folk tale is an old story that people have told for many years. Many cultures have folk tales in which people work **together**. Read aloud pages 2–24. Use the questions on pages T336a–T336c to build comprehension on the first read (Day 1) and second read (Day 2).

Comprehension Focus

FIRST READ SECOND READ

Day 1 Listen and Comprehend

- Make and Confirm Predictions
- Active Reading
- Analyze Story Elements

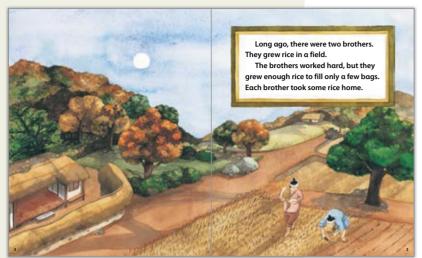
Determine Importance

Day 2 Listen and Analyze

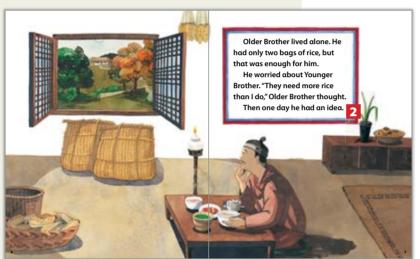
Critical Thinking

Listen and Comprehend

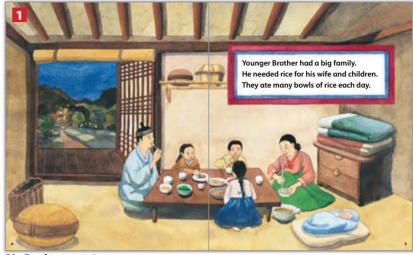
Folk Tale



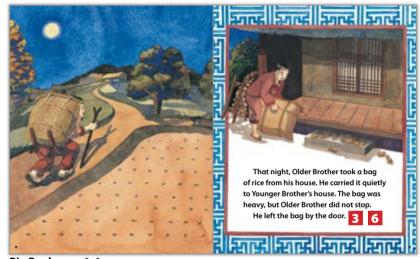
Big Book pages 2-3



Big Book pages 6-7



Big Book pages 4-5



Big Book pages 8–9

Build Comprehension

FIRST READ

Day 1 Listen and Comprehend

- Analyze Story Elements: Setting Where do you think the story takes place? What picture clues help you describe the setting? (Possible responses: rice fields in Asia; chopsticks, rice fields, Asian characters and houses)
- **Active Reading** Have children read the dialogue, with one half of the class chiming in for "Older Brother" and the other for "Younger Brother."

SECOND READ

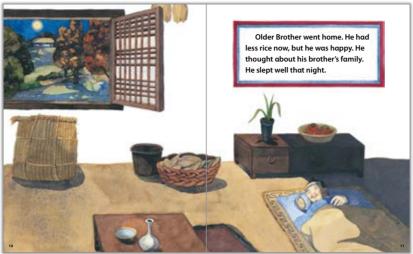
Day 2 Listen and Analyze

Determine Importance (Summarize) ✓ What are the most important events in the story so far? (Two brothers work hard growing rice, but they need more. Older Brother worries that Younger Brother does not have enough rice .)

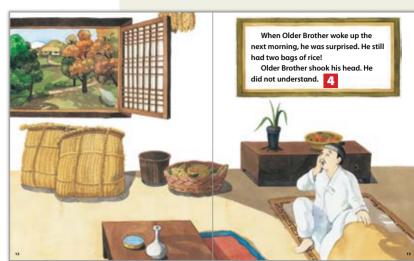
Fluency 🗹

Expression Explain: Fluent readers use expression to communicate how the characters feel. Model expression as you read aloud **Big Book** page 7. Point out how you read the dialogue in a worried voice to express Older Brother's concern. Then read the next sentence in a monotone voice. Ask children to repeat the sentence using a hopeful voice to emphasize that Older Brother might have a solution.

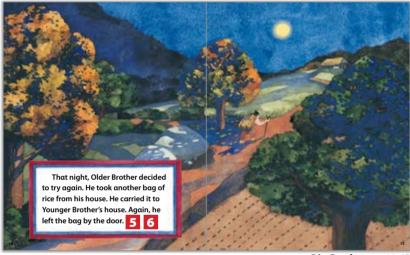
T336a Unit 6



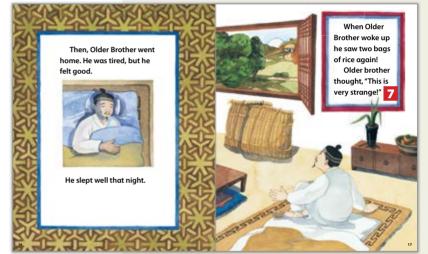
Big Book pages 10-11



Big Book pages 12-13



Big Book pages 14-15



Big Book pages 16-17

Build Comprehension

FIRST READ

Day 1 Listen and Comprehend

- Make Predictions Why do you think the bag of rice reappears? (Possible response: Someone else in the village is sharing with Older Brother.)

SECOND READ

Day 2 Listen and Analyze

- **Make Inferences** Why do you think Older Brother delivers the rice at night? (He does not want Younger Brother to know it is from him.)
- **Determine Importance (Summarize)** ✓ What causes Older Brother to sleep well? (He could sleep well because he was tired and happy.)

Differentiate

SN Special Needs

ISSUE Children struggle to make the connection between the illustrations and how the character feels.

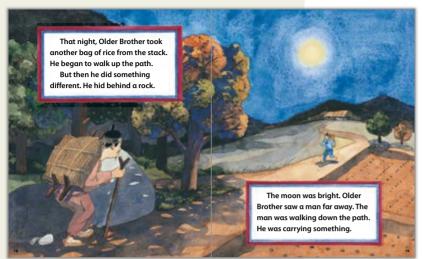
STRATEGY Point to various pictures of Older Brother on page 11 and ask clarifying questions such as the following:

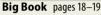
- Is Older Brother smiling or frowning?
- Does Older Brother look happy or sad?
- Did Older Brother do something nice or mean?
- Are smiling, happy people who do nice things kind or mean?
- Is Older Brother kind or mean?

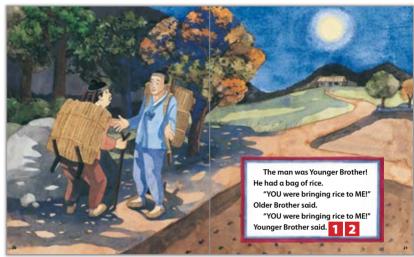
Day 1

Listen and Comprehend

Folk Tale







Big Book pages 20–21

Build Comprehension

FIRST READ

Day 1 Listen and Comprehend

- **Confirm Predictions** Was your prediction correct? Which information did you use to make your prediction? (Possible response: No. I thought someone else in the village gave Older Brother the rice.

SECOND READ

AL Above Level

characters.

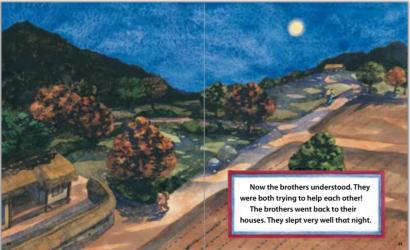
Differentiate

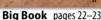
ISSUE Children can use illustrations to analyze

STRATEGY Challenge partners to discuss how the illustrator could modify Younger Brother's expression and body language to portray him as selfish, mean, or lazy.

Day 2 Listen and Comprehend

- **Relate to Personal Experience** Describe a time you were generous with a family member without being asked. How did it make you feel? (Responses will vary.)
- **Draw Conclusions** What happened to the bags of rice? (Possible response: The last sentence said that everybody ate many bowls of rice. I think they used the bags of rice to make the big dinner.)







Big Book page 24

Writing

Write About a Story Element

Remind children that the folk tale you just read included characters, a setting, and a plot. Explain to children that they will now write about one of these story elements. Use **Corners**.

- Assign small groups and give each group one story element.
 Designate a corner of the room for each group.
- Provide time for each group to discuss its story element.
 Each child writes down two or three sentences that describe their story element.



Corners

- Have children from each group move to a new corner, ensuring that each corner now has at least one child who described what a character is, what a setting is, or what a plot is.
- Children take turns sharing their sentences and reporting what they learned about the story element from their corner discussion.
- Add children's sentences to their Weekly Folders.

partners to share their responses with the class.

For **Corners**, see page BP60.

See Differentiate



Daily Language Arts

Daily Grammar 🌠

Point out the singular subject pronouns on **Big Book** page 7. (*he, I*) Remind children that the pronoun *he* is another way to name Older Brother, and that Older Brother uses the pronoun *I* to name himself. Then use the Daily Grammar lesson on page T331m to teach singular subject pronouns.

Differentiate

SN Special Needs

ISSUE Children have physical difficulty writing down what they learned.

STRATEGY Utilize auditory learning by allowing children to speak to a partner about what they learned during their corner discussions.

Encourage them to choose two or three ideas they would like to share with the group. Assign a child who is proficient at writing to jot down the ideas.

Read and Comprehend Decodable Informational Text



P.,

Read On Your Own Book 21

OBJECTIVES

Thematic Connection: Cooperation

Isolate and Substitute Medial Sounds

- Read and Spell Words with r-Controlled Vowel ar
- Read and Spell High Frequency Words
- Read Decodable Texts Fluently and with Comprehension

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Write-On/Wipe-Off Boards Sound/Spelling Cards 8, 13, 14, 17, 23, 37 Words with ar: Practice Master PM6.3

Read On Your Own Book 21

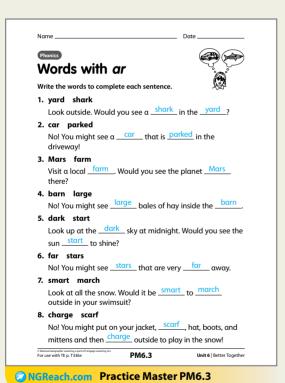
TECHNOLOGY ONLY

Letter Cards

Comprehension Coach

MATERIALS

beanbag or soft ball • small chips or coins, 3 per child



COMMON CORE STANDARDS

Reading

Decode Words with r-Controlled Vowel ar CC.2.Rfou.3 CC.2.Rfou.3.f Read Irregularly Spelled Words Read with Fluency CC.2.Rfou.4 Use Context to Confirm or Self-Correct CC.2.Rfou.4.c

Language and Vocabulary

Spell Words with r-Controlled Vowel ar CC.2.I.2.d



MORNING WARM-UP

What are some ways that you helped another person?

Toss a beanbag as children share examples of when they helped someone.

Phonological Awareness

Isolate and Substitute Medial Sounds

Use **Phonological Awareness Routine 6**.

- Say a word: kid.
- Segment sounds: /k/ /ĭ/ /d/. Have children put chips in sound boxes as they repeat each sound.
- Substitute a sound: Let's change /ĭ/ to /är/: /k/ /är/ /d/.
- Say the new word: card. Say the new word with me: card.

For **Phonological Awareness Routine 6**, see page BP30.

Repeat the routine with pet/part, yawn/yarn, shack/shark, and back/bark.

Check & Reteach

OBJECTIVE: Isolate and Substitute Medial Sounds

Ask: What word do I get if I change the /ĕ/ in head to /är/? (hard)

If children cannot answer, tap slowly, separating the words into onset and rhyme: /h//ĕd/ and /h//ärd/. Have children repeat the words, tapping their fingers on the table for each sound. Ask: How are the words different? Repeat with him/harm and chat/chart.

Phonics



REVIEW Display Sound/Spelling Card 37 and ask: What is the picture? (star) What is the sound? (/är/) What is the spelling? (ar) Have children use a finger to write the spelling on their palms. Distribute **Letter Cards**. Model building car. Have partners build and blend car and write it in the first column of a three-column chart.



Build and blend cart and park. Use these words as the remaining heads for the chart. Have children build, blend, and sort the following words and write them in the proper column: tar, tart, star, start, part, spark, bar, mark, bark. Have children take turns reading the words and using them in sentences. Assign Practice Master PM6.3.

car	cart	park
tar	start	spark
star	tart	mark
bar	part	bark

Use **Dictation Routine 1** as children practice spelling on their **Write-On/Wipe-Off Boards**.

- Say a word: yard.
- Segment sounds: /y/ /är/ /d/.
- Display Sound/Spelling Cards. Have children match each sound to a card. (cards: 23 /y/, 37 /är/, 13 /d/)
- Repeat the word: yard. Have children write the word.



Write-On/Wipe-Off Board

• Write the correct spelling. Have children check and correct. Repeat for *card* and *large* using cards 14 /k/, 37 /är/, 13 /d/, 8 /l/, and 17 /j/.

For **Dictation Routine 1**, see page BP35.

Apply the spelling rule to a complete sentence: *Is this a large yard?* Have children say and write the sentence. Display the sentence as children check and correct.

High Frequency Words

4 Read and Spell Key Words

Display and read these sentences. Then say the underlined words.

Do you want to <u>get together</u>? There is a yard sale at my <u>school</u>. <u>Children</u> put out <u>old</u> toys to sell. We can <u>buy</u> some of those toys. The yard sale <u>just began</u>. I <u>found</u> a toy I like. There is <u>another</u> toy I like!

Distribute **High Frequency Word Cards**. Chorally read each sentence as a whole class. Have children hold up the correct card when they hear the High Frequency Word. Post one example of each card on the Word Wall.

Check & Reteach

OBJECTIVES: Read and Spell Words with ar

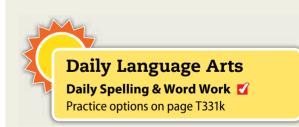
Read and Spell High Frequency Words

✓

Use **Dictation Routine 2**. Dictate: The **children found** the **old** car in the large barn on the farm. Scan for errors.

If children misspell a word, display the sentences and guide them to find and correct their errors. Have them write each word three times correctly. Repeat with this sentence: *Marge and Lars came here* together from another school far away.

For **Dictation Routine 2**, see page BP35.



Legend

words with ar

* story words

Read and Comprehend

Decodable Informational Text









Read On Your Own Book 21 pages 4-7

Differentiate

BI 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 21	Teacher's Edition
words with consonant digraphs ch, -tch	watch(ing) (page 5) catch (page 6) children (pages 6, 12, 13, 14) march (page 6) teacher (page 8)	digraph -tch (page T99n) digraph ch (page T99n)
words with consonant digraph sh	fish(ing) (pages 6, 13, 14) wash(es) (pages 7, 8, 10) cash (page 11)	digraph <i>sh</i> (page T121I)
words with /ē/ee, ea	team (pages 4, 13, 14) cheap (page 11) three (page 8) keeps (page 13)	/ē/ea (page T228b) /ē/ee (page T228b)

SN Special Needs

ISSUE Children cannot decode the text quickly enough to keep up with the whisper read.

STRATEGY Pair children with partners who can decode easily. Have partners work together to decode the text, page by page.

Decodable Reading

5 Read "Star Team" ✓ Read On Your Own Book 21 pages 4–14

Use the photos to pre-teach story words Tyler (page 4), money (page 7), and lemonade (page 10). Then use **Decoding Routine 4** to conduct two readings of "Star Team." 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 cannot self-correct, provide corrective feedback. See **Differentiate**

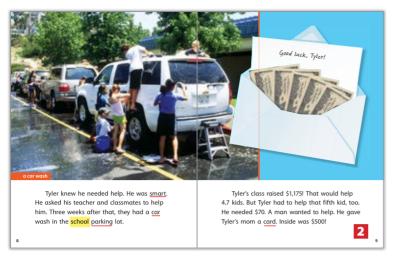
SECOND READ

Day 2 Reread and Comprehend

Have children chorally reread the text. Listen for improvement in rate and accuracy. Use the following questions to build comprehension.

- **Identify Details** What do the "fishing children" do? (They march hundreds of miles to a lake and fish all day.)
- **Make Inferences** Why was a car wash a good way for Tyler to raise money? (Possible responses: A car wash doesn't cost much money to run. People will pay to have their cars washed.)
- **Analyze Character** You read about what Tyler did. What is he like as a person? (Possible response: He works hard and cares about other people.)
- **Make Connections** What can kids do to help other children in need? (Possible response: organize a school toy, clothing, or book drive)

For **Decoding Routine 4**, see page BP34.









Read On Your Own Book 21 pages 8–15

Practice Phonics

6 Words with ar
☑ Read On Your Own Book 21 page 15
Print, cut out, and distribute Letter Cards. Read aloud page 15. Have partners find and build words with ar.

c a r

Talk Together Read On Your Own Book 21 page 15
Have children ask a partner questions about the picture by filling in the blanks in the sentence frames with words from the box. Encourage children to think about which words make sense. (Possible responses: Where is the yarn/shark/star/jar/rake/scarf.)

Check & Reteach

OBJECTIVE: Read Decodable Texts Fluently and with Comprehension

Have each child read aloud a page from "Star Team." 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.

Listen and Analyze

Folk Tale

The Brother
To Gave Rice
Record
Willy the large wife,
with the large wife,
and the lar

Anthology

OBJECTIVES

Thematic Connection: Cooperation

Use Academic Vocabulary in Speaking

☑ Determine Importance

PROGRAM RESOURCES

PRINT ONLY

Big Book: The Brother Who Gave Rice

TECHNOLOGY ONLY

Digital Library: Key Word Images My Vocabulary Notebook

Power Writing

Have children write as much as they can as well as they can in one minute about the word *teamwork*.

For **Writing Routine 1**, see page BP56.

Academic Vocabulary

1 More Key Words ✓ Anthology page 337
Use Vocabulary Routine 1 and the images on page 337 to teach the Key Words.

Pronounce the word and point to its picture: cooperate



- Rate the word. Have children give a thumbs up if they know the word or a thumbs down if they do not. Ask: What do you know about this word?
- **Define the word:** When you **cooperate**, you work with another person or a group of people.
- **Elaborate.** Relate the word to your experience. *Every person in my family* **cooperates** to keep our home clean.

For **Vocabulary Routine 1**, see page BP46.

For more images of the **Key Words**, use the **Digital Library**.

Vocabulary Routine 1 for each word. Have children add the words to **My Vocabulary Notebook**.

See **Differentiate**

2 Talk Together Anthology page 337
Read the directions and have children form pairs. Direct partners to take turns sharing their Key Word drawings. Invite



volunteers to tell how their drawings are the same as and different from their partner's drawings.

COMMON CORE STANDARDS

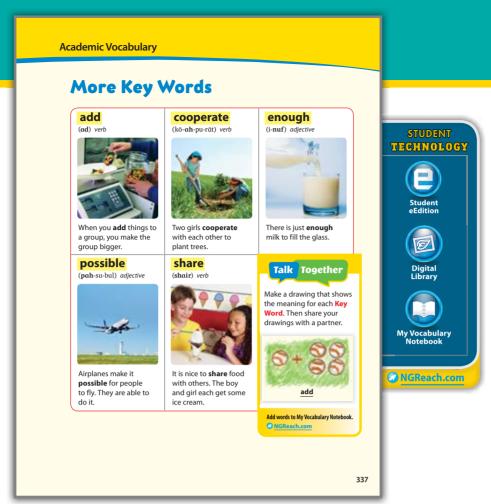
-	- 11		w n
Rea	di	in	g

Ask and Answer Questions About CC.2.Rlit.1 **Key Details** Recount Stories with Central Message CC.2.Rlit.2 CC.2.Rlit.5 Describe Story Structure Read with Expression CC.2.Rfou.4.b Writing **Recall Information** CC.2.W.8 **Speaking and Listening** CC.2.SL.2 Recount or Describe Key Details **Produce Complete Sentences** CC.2.SL.6 Language and Vocabulary **Demonstrate Command of English** CC.2.L.2 Capitalization Determine the Meaning of Words CC.2.L.4 Distinguish Shades of Meaning CC.2.L.5.b **Use Words and Phrases** CC.2.L.6

Check & Reteach

OBJECTIVE: Use Academic Vocabulary in Speaking

Point to the picture of each **Key Word** and ask children to explain what each word means. If children do not use **Key Words** in the correct context, direct children to review the meanings and examples from the **Key Word** drawings they made during the **Talk Together** activity. Have them use the words in new sentences.



Anthology page 337

Academic Talk

3 Describe Scenes

Have children turn to the poem "Teamwork" on page 334. Point to the words look and see. Explain: Some words like look and see have similar meanings. We can use the words and pictures to help us figure out their meanings.

Ask children why the boy and girl are looking beneath trees and around the park. (They are looking for trash.) Point out that they are searching for something. Lead children to conclude that in this poem, *look* means "search."

Ask: Do the boy and girl have to search for anything to see if the park is clean? (No, they can see if it is clean by looking around.) Explain: In this poem, "to see" does not mean "to search." Lead children to conclude that the word see means "inspect" or "check."

Have children look at the photos on page 335. Point to the teamwork photo. Provide this model: *The woman watches the children work*. Encourage children to suggest other words to replace *watches*, such as *observes* or *studies*.

Differentiate

EL English Learners

ISSUE Children do not understand **Key Words**.

STRATEGY Use rhymes to help children retain meaning. Encourage the children to sketch pictures to go along with the following:

Cooperate with me!

Together we can see

how easy it can be

if you **share** the work with me.

It's possible to have enough

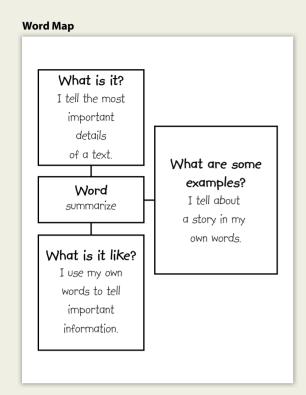
when **people** share their stuff.

Listen and Analyze

Folk Tale



Anthology



Comprehension

Determine Importance (Summarize) ✓ Anthology page 338
Read aloud the introduction and use the Word Map to teach the term **summarize**: We can look for details in the words and pictures. Then we can **summarize**, or retell, the most important ideas in our own words. Explain to children that they will see and read "Helping People Is Easy" and summarize the most important information.

Read aloud the How to Summarize chart. Model how to use the details in the cartoon to summarize the most important ideas.

- I see and read that a woman has too many things to carry.
- The important details are that the woman needs help. Daniela and Brian have a good time helping her.
- I say in my own words: "Helping people can be easy and fun."

5 Talk Together Anthology page 339

Read aloud the instructions and the first section of "Helping Is Fun." Pause and read aloud the sample summary. Identify the important details used to summarize the first section of Daniela's story.

Have pairs read the rest of the story. Then have children reread and pause to summarize what they read. Circulate and check that children use their own words.

Check & Reteach

OBJECTIVE: Determine Importance

Circulate as partners do the Talk Together activity.

For children who have difficulty summarizing, cover the last section of the story and have children look at the picture. Ask these clarifying questions: What is the woman doing in the picture? Where is she going? What are Daniela and Brian holding? Why?

Listen Again and Analyze

6 Build Comprehension Big Book pages 2–24

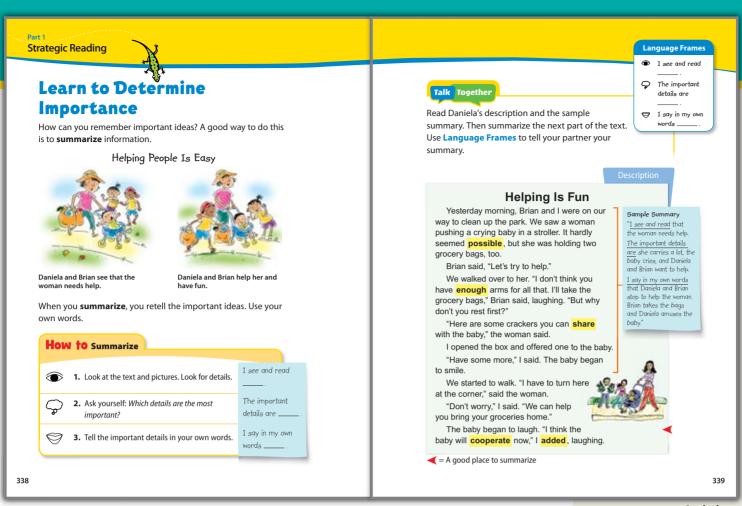
Use the **Listen and Analyze** questions on pages T336a–T336c as you reread *The Brother Who Gave Rice* to give children practice at determining importance as the first step toward summarizing.



Writing

Write a Summary

Review: **Summarizing** helps you remember the most important parts of a story. A good summary includes only the most important details. It is also written in your own words. Children will write a summary of *The Brother Who Gave Rice*. Model the process using pages 2–7 of the folk tale.



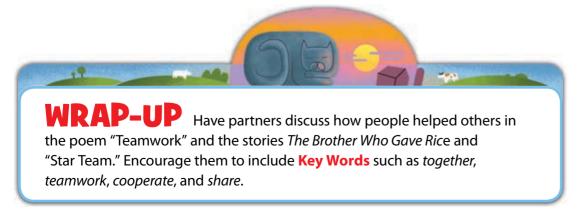
Anthology pages 338–339

Think Aloud Write

I read about two brothers who grow barely **enough** rice to eat. One important detail is that Older Brother worries about Younger Brother and wants to help. Two brothers grow barely <u>enough</u> rice to feed everyone, so Older Brother decides to <u>share</u> his rice to help feed Younger Brother's family.

Pair children and ask them to discuss the plot of *The Brother Who Gave Rice*. Then have children work together to jot down the five most important details in the story. Explain that they will use these details to write a summary of the story. Remind children to use their own words as they write.

Have children illustrate their summaries and share their work with the class. Then add children's writing to their Weekly Folders.



Daily Language Arts

Daily Grammar 🌠

Point out the plural subject pronoun (they) in both the second and third sentences on **Big Book** page 3. Remind children that the pronoun they is a way to refer to more than one person. (two brothers; the brothers) Then use the Daily Grammar lesson on page T331m to teach plural subject pronouns.

Day 3 Learn Sounds, Letters, and Words



Sing with Me Phonics Songs Book

OBJECTIVES

Thematic Connection: Cooperation

Isolate and Substitute Vowel Sounds

- Read and Spell Multisyllabic Words with ar
- Read and Spell High Frequency Words

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Write-On/Wipe-Off Boards

Sing with Me Phonics Songs Book, page 49

Sound/Spelling Cards 1, 7, 8, 9, 10, 11, 13, 14, 21, 33, 37

Longer Words with ar: Practice Master PM6.6

Read On Your Own Book 21

High Frequency Words: Practice Master PM6.7

TECHNOLOGY ONLY

Sing with Me MP3 or CD 3, Tracks 19–20 Word Builder

MATERIALS

small chips or coins, 5 per child • self-stick notes • empty cardboard tubes, 2 • beanbag or soft ball



Phonological Awareness

1 Isolate and Substitute Vowel Sounds

Use **Phonological Awareness Routine 6**.

- Say a word: match.
- Segment sounds: /m/ /ā/ /ch/. Have children put chips in sound boxes as they repeat each sound. Ask: What is the vowel sound in match? (/ă/)
- Substitute a sound: Let's change /ă/ to /är/: /m/ /är/ /ch/.
- Say the new word: march. Say the new word with me: march.

For **Phonological Awareness Routine 6**, see page BP30.

Repeat the routine with *cotton/carton*, *feather/farther*, and *hidden/harden*.

Check & Reteach

OBJECTIVE: Isolate and Substitute Vowel Sounds

Ask: What word do I get if I change the /ă/ in Patty to /är/? (party)

If children cannot answer, use **Phonological Awareness Routine 1**. Say *Patty, party.* Children tap for each sound and identify sounds that changed. Repeat with *chilly/Charlie* and *pet/part.* For **Phonological Awareness Routine 1**, see page BP28.

Phonics

2 Learn Longer Words with ar

Sing with Me Phonics Songs Book page 49
Play Tracks 19 and 20 and follow directions.
Practice the gestures until children can perform smoothly.

- 1 2 4 Bend to pick food from garden and put in basket.
- 2 Count the four vegetables on fingers as you name them.
- 5 6 8 Reach to pick food from display and put in basket.



Sing with Me Phonics Songs Book page 49

COMMON CORE STANDARDS

Reading

Decode Words with *r*-Controlled CC.2.Rfou.3 Vowel *ar*

CC.2.Rfou.3

CC.2.Rfou.3.f

Decode Multisyllabic Words Read Irregularly Spelled Words

Language and VocabularySpell Words with *r*-Controlled CC.2.L.2.d

. Vowel ar Use **Decoding Routine 1** to connect sound/spelling /är/ar and to blend words.

Step 1 Develop Phonological Awareness	-ar in Longer Words
1. Explain: Longer words often have two or more syllables. These words have /ar/ in the first syllable.	harvest, garden, parsnip
These words have /ar/ in the second syllable.	boxcar, guitar, radar
2. Tell children: I will say a word. Listen for /är/. If you hear /är/, wiggle your arms. (Jacket, scramble, and famous do not have /är/.)	farmer, jacket, parsley, margin, scramble, famous, starfish
Step 2 Review the Sound/Spelling	
 Display the picture-only side of Sound/Spelling Card 37. Say: star. Have children repeat. Then say /är/ and have children repeat. Turn the card over. Point to the spelling and name it. Have children repeat. 	card 37 star, /är/ar
2. Give examples using two-syllable words; stress the /är/ syllable. Point out that these two letters always stay together. Point to the example words garden, parsley, parsnips, market, and farmers' in the song on page 49 of Sing with Me Phonics Songs Book.	parsnip, scarlet, carpet sidecar, crowbar
Step 3 Blend Sounds in Syllables	
 Display margin; divide it into syllables. Remind children to divide VCCV words between the middle consonants. Point to mar. 	margin mar∖gin
2. Blend the first syllable, /m/ /är/, sweeping your hand beneath the spellings. Have children repeat.	mar gin
3. Blend the second syllable, /j/ /ĭ/ /n/, sweeping your hand beneath the spellings. Have children repeat.	margin
 Blend the syllables together. Have children repeat. 	
5. Repeat for remaining words; point out VCCV, VCCCV, or compound-word division as you do so.	garlic, parsley, cartwheel, sandbar, boxcar

For **Decoding Routine 1**, see page BP32.

See **Differentiate**

Differentiate

EL English Learners

PHONICS TRANSFER

ISSUE Speakers of Cantonese, Spanish, Vietnamese, Hmong, Korean, and Haitian Creole languages may need help creating the /är/ sound.

STRATEGY Use sets of rhyming words to provide practice saying the sounds:

star/car/bar/mar/tar,

smart/cart/mart/dart/start

Use the following cognates to help Spanishspeaking children make meaning and pronunciation connections:

guitar = guitarra margin = margen garden = jardin scarlet = escarlata

BL Below Level

ISSUE Children have difficulty associating the letters *a* and *r* with the sound /är/.

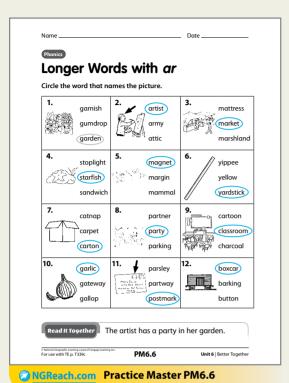
STRATEGY Have pairs of children walk around the room and do a word hunt for words with /är/. As children find the words, have them write the words as they chant them three times.

Learn Sounds, Letters, and Words

Realistic Fiction



Read On Your Own Book 21



Display the words and sentences using the **Word Builder**. Have children blend the words. Then point out High Frequency Words *the* and *her* and ask children to read the sentences.

Have children turn to **Read On Your Own Book 21** page 16. Review the sound/spellings /är/ar and read the example together. Then have partners take turns reading the picture labels. Assign **Practice Master PM6.6** for more practice.

Read On Your Own Book 21 page 16

harvest boxcar cargo
artist backyard carton
parsnip star
tarnish postmark

The farmer digs in her garden.
Chicks scratch in the barnyard.

4 Spell Longer Words with *ar* **☑**

Use **Dictation Routine 1** to have children practice spelling on their **Write-On/Wipe-Off Boards**.

- Say a word: garlic.
- Segment sounds: /g/ /är/ /l/ /ĭ/ /k/. What is the first sound? (/g/)
- Display Sound/Spelling Cards. Have children match each sound to a card. (cards: 10 /g/, 37 /är/, 8 /l/, 11 /ĭ/, 14 /k/)
- **Repeat the word**: *garlic*. Have children write the word.
- Write the correct spelling. Have children check and correct their spelling. Repeat for parsley and garden using cards 9 /p/, 37 /är/, 1 /s/, 8 /l/, 33 /ē/, 10 /g/, 13 /d/, 21 /ĕ/, and 7 /n/.

For **Dictation Routine 1**, see page BP35.

Then apply the spelling rule to a complete sentence: *Plant parsley and garlic in your garden*. Have children say and write the sentence. Write the correct sentence and have children check and correct.



Write-On/Wipe-Off Board

Check & Reteach

OBJECTIVE: Read and Spell Multisyllabic Words with *ar*

Check the dictation sentence for the correct spelling of *parsley*, *garlic*, and *garden*. Call out words and ask children how to spell them.

If children have difficulty spelling longer words with *ar*, have children write words and use self-stick notes to divide and cover up syllables, one at a time. Have them spell each syllable, say it, and then blend the syllables together and spell the whole word. Use *tarnish*, *farming*, *armpits*, *largest*, and *market*.



High Frequency Words

5 Read and Spell Key Words ✓ Read On Your Own Book 21 page 17
Read aloud the list of High Frequency Words and sentences. Have children sort the words by number of syllables and then spell them. Assign Practice Master PM6.7.

Play Bop!

- Divide children into two teams and have them stand in front of the Word Wall.
- Give the first child on each team an empty cardboard tube.
- Read a word. The first child to bop the word on the Word Wall with the tube spells and reads the word and earns a point for his or her team.
- Play continues until all children have had a turn.

For **Bop! Game**, see page BP38.

REVIEW Check children's retention of High Frequency Words from Unit 5. Have children play **Bop!** with here, near, morning, air, earth, hear, sound, start, round, even, family, mountain, every, blue, only, first, fall, many, most, and also.

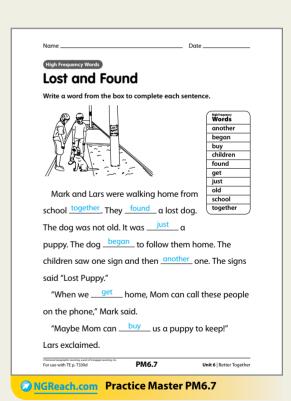
Check & Reteach

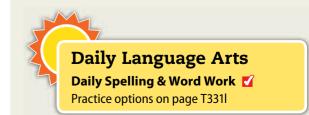
OBJECTIVE: Read and Spell High Frequency Words

Have children sit in a circle. Toss a beanbag or soft ball to a child. Call out one of this week's High Frequency Words for the child to spell (another, began, buy, children, found, get, just, old, school, together). If the child spells the word correctly, he or she tosses the beanbag to another child, who then spells a different word you call out.

If the child spells the word incorrectly, he or she must spell the word correctly and then spell another word. Continue until all the words have been spelled correctly at least twice.

Read On Your Own Book 21 pages 16–17





Read and Comprehend

Reach

Anthology

OBJECTIVES

Thematic Connection: Cooperation Preview a Play and Make Predictions

PROGRAM RESOURCES

TECHNOLOGY ONLY

Read with Me MP3 or CD 2, Tracks 7–9 My Vocabulary Notebook Writing Options: eVisual 6.4

Power Writing

Have children write as much as they can as well as they can in one minute about the word *possible*.

For **Writing Routine 1**, see page BP56.

Vocabulary Practice

1 Expand Word Knowledge **☑**

Explain that partners will become experts about one **Key Word**. Use **Vocabulary Routine 2** as you model making a Window Graphic for the word **possible**.

- · Write the word.
- · Add a picture.
- Add a definition.
- · Add a context sentence.

For **Vocabulary Routine 2**, see page BP47.

Assign one **Key Word** per pair. Have partners create Window Graphics for their word. Then have them add their sentences to **My Vocabulary Notebook**.

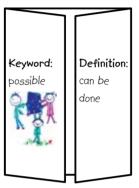
See **Differentiate**

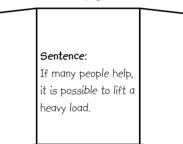
Academic Talk

2 Preview and Predict

Read aloud the name of the play. Explain that this play is based on a well-known folk tale, "Stone Soup." Lead children through a picture walk of the play.







Window Graphic

Have partners make predictions about the play based on their picture walks: What do you think this play will be about? (Possible response: I think it will be about a group of people making and **sharing** soup or stew with a domino in it.) Why do you think that? (I see a pot of something cooking. I also see a domino in the pot.) Have children share their predictions with the class.

COMMON CORE STANDARDS

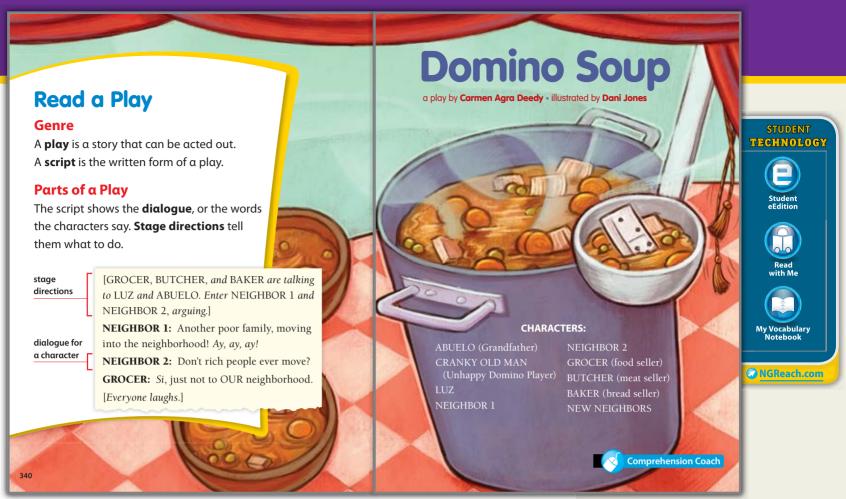
COMMON COME STANDA	1100
Reading	
Recount Stories with Central	CC.2.Rlit.2
Message	
Read and Comprehend Prose	CC.2.Rlit.10
Read with Fluency	CC.2.Rfou.4
Read with Purpose and	CC.2.Rfou.4.a
Understanding	
Read with Expression	CC.2.Rfou.4.b
Writing	
Recall Information	CC.2.W.8
Speaking and Listening	
Participate in Conversations	CC.2.SL.1
Produce Complete Sentences	CC.2.SL.6
Language and Vocabulary	
Demonstrate Command of English	CC.2.L.2
Capitalization	
Determine the Meaning of Words	CC.2.L.4
Use Words and Phrases	CC.2.L.6

Check & Reteach

OBJECTIVE: Preview a Play and Make Predictions

Ask children to explain how they make their predictions.

If children do not predict something reasonable, ask them to look at the title of the play and the cover picture. Ask: What do you see on the cover? (a pot of soup or stew) Why might the title be "Domino Soup"? (There is a domino in the soup.)



Anthology pages 340–341

Shared Reading

3 Read a Play Anthology pages 340–341

GENRE Read aloud the definition of *play* on page 340. Elaborate: *When actors* perform in a play, they follow a script that tells them what to say and how to say it.

PARTS OF A PLAY Call attention to the heads signifying Act One, Act Two, and Act Three. Explain: Plays may be divided into acts and scenes just as books are divided into parts and chapters. Read aloud the definitions of dialogue and stage directions. Explain: The words in plain type tell what each character is saying. The words in brackets are stage directions. They tell the actors what to do. Explain that children can use the stage directions to help them understand what the characters might be thinking and feeling as they speak.

Read pages 341–354 to the class. Use the questions on T342–343 to T352–353 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

- Make and Confirm Predictions
- Active Reading

Analyze Story Elements

Day 4 Reread and Analyze

- Determine Importance
- Critical Thinking

Differentiate

EL English Learners

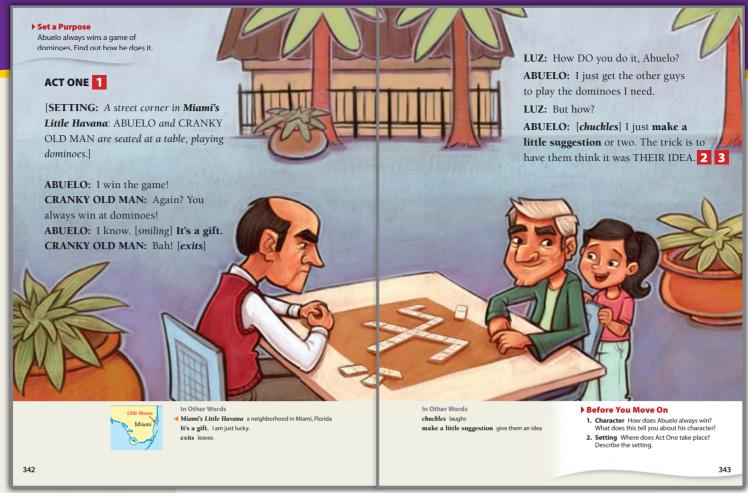
ISSUE Children do not have the language necessary to write a context sentence.

STRATEGY Provide sentence frames that children can complete with a **Key Word** and copy onto their Window Graphics. For example: I _____ my toys with my friends. (share)

BL Below Level

ISSUE Children cannot remember definitions.

STRATEGY Have children make flash cards with the words on one side and an illustration on the other. Have them share their cards with a partner and drill each other on the words and definitions.



Anthology pages 342–343

Fluency 🗸

Expression Explain the concept: Fluent readers match the sounds of their voices to the reading to show expression. For example, a slow and quiet voice may indicate sad feelings. A loud and fast voice may indicate angry or excited feelings.

Choose a section of dialogue from the play and read it with different expressions. Ask children to tell which type of expression best fits the words.

Build Comprehension

FIRST READ

Day 3 Read and Comprehend

- **Active Reading** Have one volunteer read aloud the setting and others perform the three stage directions given to the actors. (Children should demonstrate smiling, exiting, and chuckling.)
- Make Predictions What do you think this play will be about? (Possible response: I think the play will be about how Abuelo tricks someone into doing something by making them think it was their idea.)

SECOND READ

Day 4 Reread and Analyze



Anthology pages 344-345

Build Comprehension

FIRST READ

Day 3 Read and Comprehend

- **Active Reading** Have children use the stage direction to act out Luz's part, saying her lines with expression.
- **Make Predictions** How do you think Luz will make a welcome dinner if none of the neighbors have money to spare? (Possible response: I think everyone in the neighborhood will help by bringing something to the dinner.)

SECOND READ

Day 4 Reread and Analyze

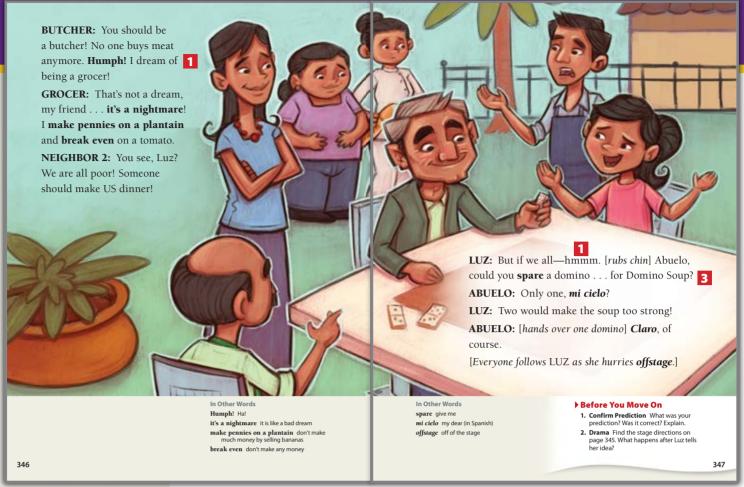
- **6 Analyze Story Elements ☑** *What kind of neighborhood do the* characters live in? (a poor neighborhood) How do you know? (The baker says he does not make a lot of money; one of the neighbors says it is "another poor family" who is moving in.)
- See **Differentiate**
- **Describe Character** What kind of person do you think Luz might be? (generous; giving; nice; welcoming) Why do you think that? (She wants to welcome the new family.)

Differentiate

BL Below Level

ISSUE Children have difficulty using details from the story to identify the setting.

STRATEGY Have children review the pages they have read to identify details they have learned so far. As they identify details, ask: Does this detail tell you about the kind of neighborhood where the play takes place?



Anthology pages 346–347

Differentiate

BL Below Level

ISSUE Children are unable to distinguish important information from details.

STRATEGY Provide children with three sentences, including "Abuelo, could you spare a domino...for Domino Soup?" Guide children to choose the sentence that best indicates that something important will happen next.

Answers Before You Move On

- Confirm Predictions Responses will vary.
 Possible response: I predicted that the neighbors and store owners would work together.
- **2. Drama** The stage directions say that everyone stops laughing.

Answers Before You Move On

- **1. Summarize** Possible response: She gets everyone to **cooperate** by making suggestions about what the soup might need.
- **2. Drama** Abuelo speaks next. He says you must have a big heart in order to smell Domino Soup.

Build Comprehension

FIRST READ

Day 3 Read and Comprehend

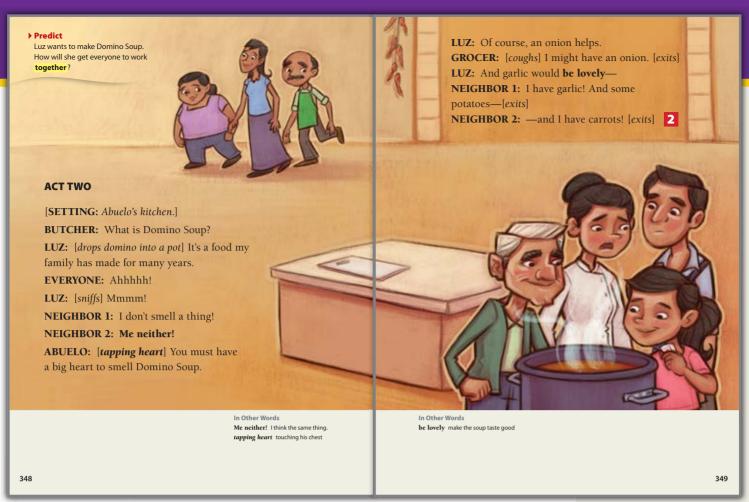
- **1 Active Reading** Have children chime in when reading "Humph!" and "hmmm." Encourage children to read with expression.
- **Confirm Predictions** Were your predictions on the welcome dinner correct? (Possible response: Yes. Different neighbors **added** to the soup.)

SECOND READ

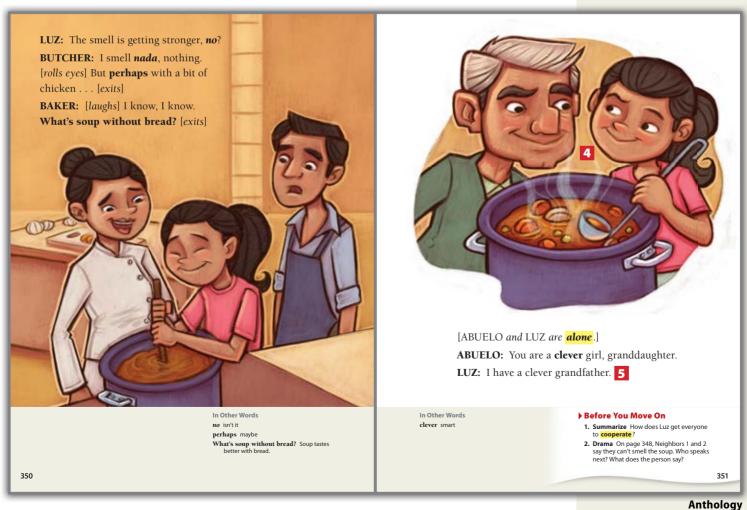
Day 4 Reread and Analyze

- 4 Analyze Story Elements ✓ What clues from the pictures tell you that Luz and Abuelo care about each other? (The pictures show them smiling together.) How does the dialogue show that they support and respect each other? (They both call each other clever.)
- **Compare and Contrast** *How are Luz and Abuelo similar and different?* (They are both clever. Abuelo talks to get what he wants, and Luz uses action.)

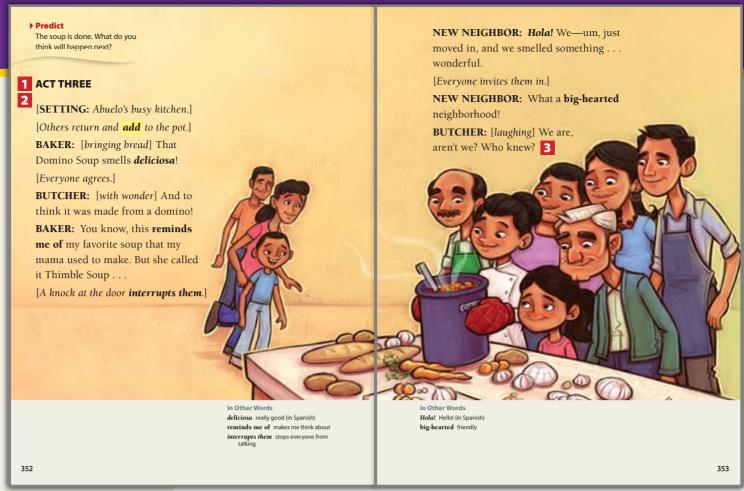
T346-347 Unit 6



Anthology pages 348–349



Anthology pages 350–351



Anthology pages 352–353

Build Comprehension

FIRST READ

Day 3 Read and Comprehend

- 1 Confirm Predictions Was your prediction from page 343 correct?
 (Possible response: No. I thought Abuelo would trick someone, but Luz was the one who tricked her neighbors into making soup.)
- **Active Reading** Allow volunteers to act out these pages of the play using the dialogue and stage directions to guide their acting.

SECOND READ

Differentiate

AL Above Level

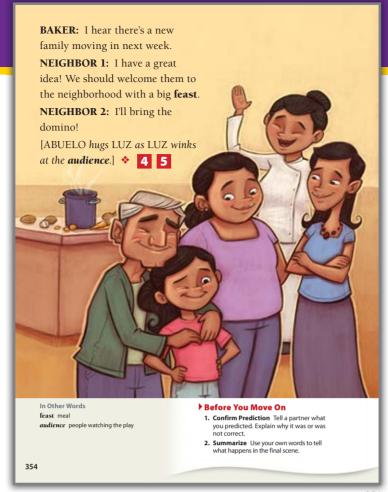
ISSUE Children are able to expand on the neighbors' characteristics.

STRATEGY Have children discuss and generate a list of adjectives that describe traits of the neighbors based on their actions in the play. (Possible responses: generous, kind, welcoming, willing, hardworking, enthusiastic)

Day 4 Reread and Analyze

- Analyze Story Elements Why is the butcher surprised when the neighbors are called "big-hearted"? (He and the other neighbors did not know they could help with the dinner.) See **Differentiate**
- Determine Importance Use your own words to restate the important ideas. (The new family comes to share the soup. The neighbors welcome them. The baker and butcher learn that everyone can benefit by sharing.)
- Make Inferences How do you think the neighbors feel about the soup?

 Why? (Possible response: I think they enjoy it because they helped make it.)
- **Make Connections** *Tell about a time you* **shared** *something and got a good result.* (Responses will vary.)



Anthology page 354

Writing

Write About a Character

Say: You can tell what characters are like by thinking about the things they do and the things they say. Have children choose one of the characters in the play and describe him or her. Display eVisual 6.4 and read aloud the options for writing.



Writing Options

- 1. Compare one of the characters in the play to someone you know. Describe how they are similar and why you think so.
- 2. Write a letter to a character in the play about his or her actions and what you thought about them. Encourage children to use **Key Words** in their writing.

add alone cooperate enough possible share society team members teamwork together

Key Words

NGReach.com Writing Options: eVisual 6.4



INTERACTIVE WHITEBOARD TIP: Circle words



WRAP-UP Have pairs of children talk about how important cooperation is when working with a group of people.

Daily Language Arts

Daily Grammar 🌠

Challenge children to find the object pronoun on page 354 in "Domino Soup." (them) Review object pronouns on page T331n.

Answers Before You Move On

- 1. Confirm Predictions | | predicted that everyone would pitch in with ingredients to make the soup. I was correct; everyone added something to the soup.
- **2. Summarize** Some people wanted to make a meal for new neighbors, but no one had enough extra food to make it **possible**. However, the neighbors **cooperated**. Each person **added** one ingredient to a soup pot. Together they could make more food than any one person could make on his or her own.

Pay 4 Read and Comprehend Decodable Informational Text

OBJECTIVES

Thematic Connection: Cooperation

Isolate and Substitute Vowel Sounds

- Read and Spell Multisyllabic Words with ar
- Read and Spell High Frequency Words
- Read Decodable Texts Fluently and with Comprehension

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Write-On/Wipe-Off Boards
Sound/Spelling Card 37

Longer Words with ar: Practice Master PM6.9

Read On Your Own Book 21

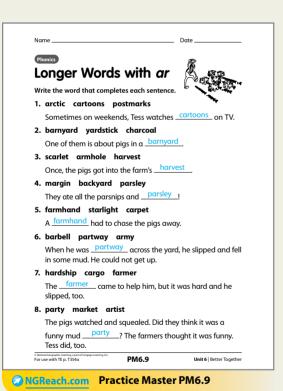
TECHNOLOGY ONLY

Letter Cards

Comprehension Coach

MATERIALS

small chips or coins, 5 per child • index cards



COMMON CORE STANDARDS

Reading

Decode Words with *r*-Controlled CC.2.Rfou.3 Vowel *ar*

Decode Multisyllabic Words CC.2.Rfou.3
Read Irregularly Spelled Words CC.2.Rfou.3.f
Read with Fluency CC.2.Rfou.4
Use Context to Confirm or Self-Correct CC.2.Rfou.4.c

Language and Vocabulary

Spell Words with *r*-Controlled CC.2.L.2.d

Vowel ar



Phonological Awareness

1 Isolate and Substitute Vowel Sounds

Use Phonological Awareness Routine 6.

- Say a word: vanish.
- **Segment sounds:** /v//ă//n//ĭ//sh/. Have children put chips in sound boxes as they repeat each sound. Ask: *What is the first vowel sound in vanish?* (/ă/)
- Substitute a sound: Let's change /ă/ to /är/: /v/ /är/ /n/ /ĭ/ /sh/.
- Say the new word: varnish. Say the new word with me: varnish.

For **Phonological Awareness Routine 6**, see page BP30.

Repeat the routine with dealing/darling, kitten/carton, bitter/barter, and Amy/army.

Check & Reteach

OBJECTIVE: Isolate and Substitute Vowel Sounds

Ask: What word do I get if I change /i/ in itchy to /ar/? (Archie)

If children cannot answer, use **Phonological Awareness Routine 12**. Say *itchy* and move a chip into a sound box for each sound as children repeat sounds. Then repeat with *Archie*. Ask children which sound changed. Repeat with *chatter/charter* and *homeless/harmless*. For **Phonological Awareness Routine 12**, see page BP31.

Phonics

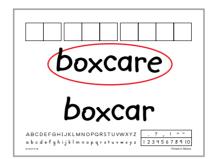
Read and Spell Longer Words with ar

REVIEW Display **Sound/Spelling Card 37**. Ask: *What is the picture?* (star) *What is the sound?* (/är/) *What is the spelling?* (*ar*) Have children use a finger to write the *ar* spelling in the air. Remind children that words often have more than one syllable. Say *cargo* and have children repeat as they clap and count the syllables. Ask children how many syllables they clapped. (two) Display *cargo*.

Remind children how to divide VCCV words. Model: I divide cargo between the middle consonants. The ar stays together and stands for /är/. I'll read each syllable: cargo. Then I'll blend the syllables: cargo. Repeat with the compound word starlight. Then help children divide, blend, and read party, yardstick, market, and barnyard. For more practice, assign **Practice Master PM6.9**.

- Use Dictation Routine 2 to have children spell a sentence on their Write-On/Wipe-Off Boards.
- **Say a sentence:** Parsnips are the cargo in that boxcar.
- Repeat the sentence. Have children write the sentence.
- Write the sentence. Have children check and correct their spelling.

For **Dictation Routine 2**, see page BP35.



Write-On/Wipe-Off Board

High Frequency Words

Read and Spell Key Words ✓

Model pronouncing each of this week's High Frequency Words. Have children sort words by beginning sounds and then take turns spelling them.

REVIEW Have children review previously taught words here, near, morning, air, earth, hear, sound, start, round, even, family, mountain, every, blue, only, first, fall, many, most, and also. Call out a word and ask children to repeat the word, spell it, and use it in a sentence.

Check & Reteach

OBJECTIVE: Read and Spell Multisyllabic Words with ar

Read and Spell High Frequency Words

✓

Have children do a word hunt in the classroom for multisyllabic words with *ar* and for High Frequency Words *another*, *began*, *buy*, *children*, *found*, *get*, *just*, *old*, *school*, and *together*. Ask children to look in books and magazines and write each word on an index card as they find it. Time children, and then see who found the most words. Have partners exchange cards and challenge each other to spell the words without looking.

If children misspell words, have them gather the cards with words that give them trouble and pair children so that partners can use the cards to drill each other on correct spelling and pronunciation.



Legend longer words with ar

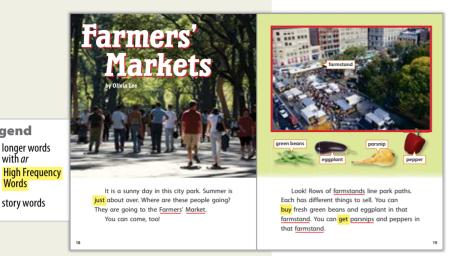
story words

Read and Comprehend

Decodable Informational Text









Read On Your Own Book 21 pages 18-21

Differentiate

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 13	Teacher's Edition
words with consonant digraph /th/th	paths (page 19) things (page 19)	/th/th (page T105b)
words with consonant digraph <i>ph</i>	graph (page 25)	/f/ph (page T121I)
words with /oo/oo	mushrooms (page 20) school (pages 26, 27)	/oo/oo (page T297n)
words with /ō/_o	over (pages 18, 26) going (page 18) cargo (page 25)	/ō/_ <i>o</i> (page T164b)

AL Above Level

ISSUE Children can easily decode the text.

STRATEGY Challenge children to compare their experiences with eating fresh fruit and vegetables to their experiences eating frozen food or food from a can. Have them turn and talk.

Decodable Reading

4 Read "Farmers' Markets" ✓ Read On Your Own Book 21 pages 18–28 Use photos to pre-teach story words supermarket (page 21), sometimes (page 22), and food and money (page 23). Then use **Decoding Routine 4** to conduct two readings of "Farmers' Markets." 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 selfcorrection. If children cannot self-correct, provide corrective feedback. See **Differentiate**

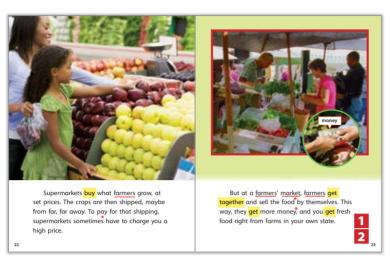
SECOND READ

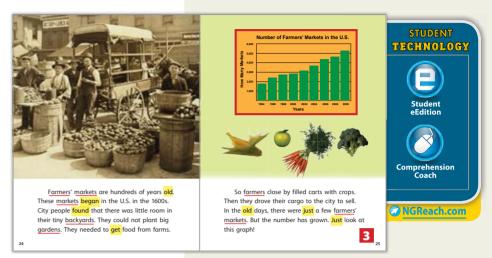
Day 4 Reread and Comprehend

Have children chorally reread the text. Listen for improvement in rate and accuracy. Use the following questions to build comprehension.

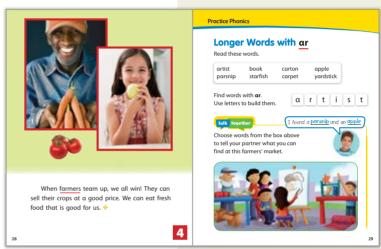
- **Contrast** How is a supermarket different from a farmers' market? (A supermarket sets its own prices. At a farmers' market, farmers set prices.)
- **Generalize** *Do you think the food you buy in a farmers' market is always* fresher than the food you buy in a supermarket? (Possible response: If farmers sell to a local supermarket, that food can be just as fresh.)
- **Interpret Graphs** Which year had the most farmers' markets in the United States? (The most farmers' markets existed in 2009.)
- Make Connections Do you have a Farm-to-School team in your school? If so, how well do you think it works? If not, do you think it would be good to have one? Why or why not? (Possible response: No, but it would be good because all the fruits and vegetables would be fresh instead of canned or frozen.)

For **Decoding Routine 4**, see page BP34.









Read On Your Own Book 21 pages 22–29

Practice Phonics

5 Longer Words with *ar* ✓ Read On Your Own Book 21 page 29 Distribute Letter Cards. Read aloud page

a r t i s t

6 Talk Together Read On Your Own Book 21 page 29

29. Have partners build words with ar.

Have children choose words from the box to complete the sentence, telling about the things they can find at a farmers' market. (Possible responses: I found a <u>book/starfish/carpet/carton/parsnip/yardstick</u> and an <u>artist/apple</u>.)
See **Differentiate**

Check & Reteach

OBJECTIVE: Read Decodable Texts Fluently and with Comprehension

Have each child read aloud a page from "Farmers' Markets." 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.

Differentiate

EL English Learners

PHONICS TRANSFER

ISSUE Children mispronounce /är/ and say a short or long vowel sound for the letter *a*.

STRATEGY Display **Sound/Spelling Card 37** and remind children that *ar* stands for /är/. Then have children practice blending the following compound words: *starfish*, *yardstick*, *backyard*, *postcard*, *landmark*, *trademark*.

SN Special Needs

ISSUE Children have trouble remembering that the letters *a* and *r* stay together.

STRATEGY Display compound words *starfish*, *yardstick*, *backyard*, *postcard*, *landmark*, and *trademark*. Have children circle the letters that stand for the /är/ sound, say the word, and then clap for each sound they hear in the word.

Reread and Analyze

Redch

Anthology

OBJECTIVES

Thematic Connection: Cooperation

Analyze Story Elements

Determine Importance

PROGRAM RESOURCES

TECHNOLOGY ONLY

Read with Me MP3 or CD 2, Tracks 7-9

MATERIALS

children's Window Graphics from Day 3

Power Writing

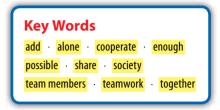
Have children write as much as they can as well as they can in one minute about the word *share*.

For **Writing Routine 1**, see page BP56.

Vocabulary Practice

1 Share Word Knowledge **☑**

Review how to ask and answer questions about what a speaker says in order to improve comprehension, gather additional information, or deepen understanding. Have children use the Window Graphics they made on Day 3



(see page T340). Partner children who studied a different **Key Word**. Have partners follow the steps of **Vocabulary Routine 3** to share their word knowledge. Have children:

- take turns reading the Window Graphics they previously created
- talk about how the pictures and sentences in their Window Graphics show the meanings of the words
- write sentences using both words
- draw a line under each Key Word.

For **Vocabulary Routine 3**, see page BP48.

Academic Talk

2 Discuss Ideas

Have children reread page 351 together. Have pairs use **Key Words** to discuss what Luz has learned from her grandfather, asking questions such as:

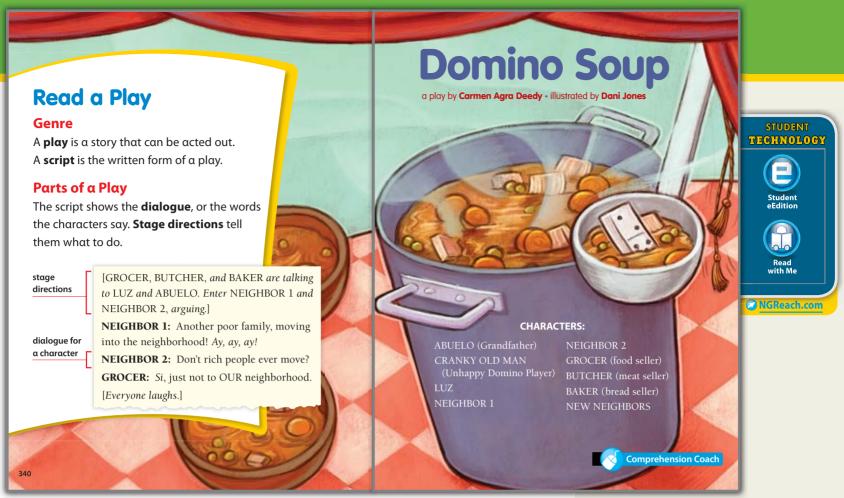
- What did Luz learn about **teamwork** from Abuelo?
- What did Luz learn about society from Abuelo?
- How did Luz learn that cooperation makes difficult things possible?

Then have children reread page 353 and discuss what the neighbors learned from Luz. Point out the sentences "We are, aren't we?" and "Who knew?" Ask:

- What did the neighbors learn about working **together**?
- In this play, why is it better to work as **team members** than to work **alone**?

COMMON CORE STANDARDS

Reading Recount Stories with Central Message CC.2.Rlit.2 Describe Characters' Responses CC.2.Rlit.3 **Describe Words and Phrases** CC.2.Rlit.4 **Describe Story Structure** CC.2.Rlit.5 **Identify Points of View** CC.2.Rlit.6 Read with Expression CC.2.Rfou.4.b Writing CC.2.W.7 Participate in Shared Research and Writing Projects Speaking and Listening CC.2.SL.3 **Ask and Answer Ouestions Produce Complete Sentences** CC.2.SL.6 Language and Vocabulary **Demonstrate Command of English** CC.2.L.2 Capitalization CC.2.L.4 Determine the Meaning of Words **Use Words and Phrases** CC.2.1.6



Anthology pages 340–341

Reread and Analyze

3 Build Comprehension

Reread pages 342–354 together. Ask: What is the most important idea from "Domino Soup"? (Possible response: By working together, everyone can feed the neighborhood.) Have children think of the important details of each act as they reread "Domino Soup". Use the Reread and Analyze questions on pages T342–T343 and T352–T353 to build comprehension.

See Differentiate

Check & Reteach OBJECTIVE: Analyze Story Elements ✓ Listen to children's responses and check that they are able to identify and analyze characters, setting, and plot in their reading. If children are not able to analyze story elements in "Domino Soup," provide sentence frames such as: The character ______ thinks/feels ______. I know because ______. OBJECTIVE: Determine Importance ✓ As children answer the Reread and Analyze questions, check their understanding of important and unimportant details. If children are not able to distinguish important details from unimportant ones, have the

class review each page of the play and tell the most important detail in the dialogue.

Differentiate

BL Below Level

FRONTLOAD Have children do a picture walk with a partner, teacher assistant, or other adult volunteer before conducting the whole-class rereading. For additional support, have children listen to the story using the **Read with Me MP3**..

OL On Level

READ TOGETHER Have children track the print as you reread the play.

AL Above Level

READ ALONG Have children whisper read as you conduct the rereading.

Reread and Analyze

Plav

Fluency 🗹

Expression Model proper expression as you read the lines from one of the characters in the play. Have children practice expression as they pretend to be one of the characters.

Use **Fluency Routines** on page BP40.

Mini Lesson

Analyze Characters

Explain: You can tell how a character feels by what he or she says. Each character has his or her own point of view, or way of thinking about the situation. Sometimes, characters may **share** a point of view. We will look at the main characters in the play and explore their points of view to see how similar or different they are.

- Read page 346. Do a Think Aloud about the butcher's point of view: The butcher says that no one buys meat anymore, and he dreams about being a grocer. I think he means that his business is not busy anymore because people are going to a big grocery store to buy things other than meat. From his point of view, the grocer is the one who is busy and making money.
- Ask: What is the grocer's point of view? (He thinks he is worse off than the butcher because he does not make a profit on some of his goods.)
- In small groups, have children identify the other characters and their points of view. Have groups use the following question to guide their discussions: What does the character see as his or her problem?

Have small groups practice reading a passage from the play, using expression to show each character's point of view. Then have groups perform their passages for the rest of the class.

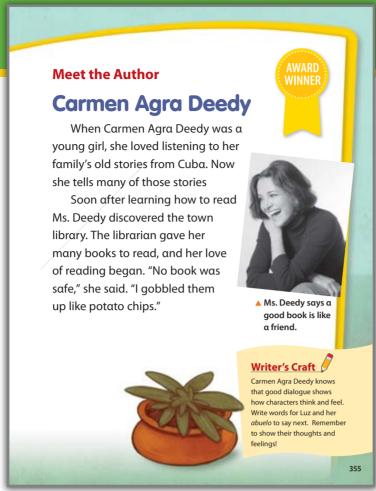
After groups have read their passages, assume the role of a reporter and interview each of the actors about his or her character.

4 Meet the Author Anthology page 355

Read aloud the biography of Carmen Agra Deedy. Use the biography to build comprehension:

- **Draw Conclusions:** This author says that a good book is like a friend. What do you think she means? (Possible responses: She enjoys reading the way she enjoys being with a friend; like doing an activity with a friend, she can have adventures by reading a book.)
- **Make Connections:** Carmen Agra Deedy loves to read and compares it to gobbling up potato chips. How do you feel about reading, and what would you compare it to?

See page LR12 for a list of additional books written by Carmen Agra Deedy.



Anthology page 355

Writing

6 Writer's Craft

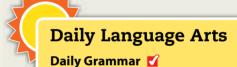
Read aloud **Writer's Craft** on page 355. Explain to children that you will write the beginning of a new act for "Domino Soup." Model writing good dialogue:

Think Aloud	Write
Next, Abuelo will want to get bowls to serve the soup. I write dialogue to show what he thinks.	Abuelo: We need bowls to serve this tasty soup!

Have small groups write a different beginning for the next act in the play. Remind them to include setting and stage directions. Have the groups take turns reading what they have written. Then have them add their acts to their Weekly Folders.

See **Differentiate**





Point out the subject and object pronouns in Meet the Author. Have children complete the Grammar and Writing lesson on page T331n and apply the skill as they write.

Differentiate

EL English Learners

ISSUE English learners have ideas for the next act to the play, but they lack the necessary vocabulary.

STRATEGY Have children work with a partner proficient in English. English learners can share ideas by drawing the opening scene or acting it out. Their partners can help them determine the best words to use as they write the dialogue.

Day 5 Review and Apply



Read On Your Own Book 21

OBJECTIVES

Thematic Connection: Cooperation

- Read and Spell Words with r-Controlled Vowel ar
- Read and Spell Multisyllabic Words with ar
- Read and Spell High Frequency Words

Demonstrate Understanding of a Play

- Analyze Story Elements
- **☑** Determine Importance

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Story Map: Practice Master PM6.11

Family Newsletter 6

Read on Your Own Book 21

TECHNOLOGY ONLY

Comprehension Coach

Online Vocabulary Games

Power Writing

Have children write as much as they can as well as they can in one minute about the phrase *team members*.

For **Writing Routine 1**, see page BP56.

COMMON CORE STANDARDS

Reading	
Ask and Answer Questions About	CC.2.Rlit.1
Key Details	
Recount Stories with Central Message	CC.2.Rlit.2
Describe Words and Phrases	CC.2.Rlit.4
Describe Story Structure	CC.2.Rlit.5
Decode Words with r-Controlled	CC.2.Rfou.3
Vowel ar	
Decode Multisyllabic Words	CC.2.Rfou.3
Read Irregularly Spelled Words	CC.2.Rfou.3.f
Read with Expression	CC.2.Rfou.4.b
Writing	
Recall Information	CC.2.W.8
Speaking and Listening	
Tell a Story	CC.2.SL.4
Produce Complete Sentences	CC.2.SL.6
Language and Vocabulary	
Spell Words with r-Controlled	CC.2.L.2.d
Vowel ar	
Use Words and Phrases	CC.2.L.6



Vocabulary Review

1 Apply Word Knowledge

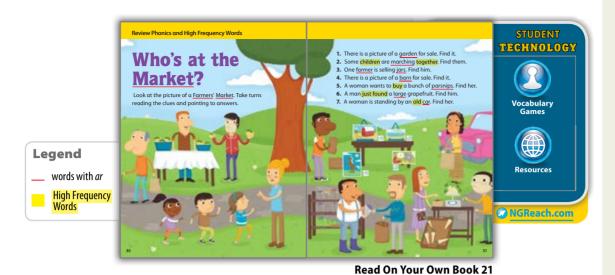
Have children apply their knowledge of the **Key Words** to play games.



answer using a complete sentence.

For **Yes or No?**, see page BP53.





pages 30-31

Phonics Review

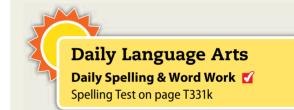
- 2 Play Who's at the Market? ✓ Read On Your Own Book 21 pages 30–31
 Read aloud the directions and clues on pages 30–31. Have children take turns guessing the answers. Gather the group and discuss the clues and answers. Then have children find and read:
 - four one-syllable words with ar. (jars, barn, large, car)
 - six two-syllable words with ar. (Market, farmers', garden, marching, farmer, parsnips)
 - High Frequency Words buy, children, found, just, old, and together.

Check & Reteach

OBJECTIVES: Read and Spell Words with ar
Read and Spell Multisyllabic Words with ar
Read and Spell High Frequency Words

✓

Have children follow along as you read aloud directions and clues on pages 30–31. Have children clap when they hear a word with *ar*. When they clap, have them say the word and spell it. Repeat for High Frequency Words.



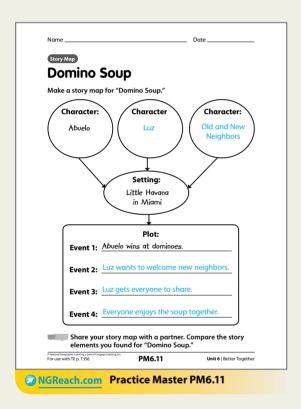
Review and Apply

Reach

Anthology

Answers Talk About It

- **1. Play and Dialogue** Possible response: The play shows dialogue with characters' names to show who talks. One example is: **ABUELO**: I win the game!
- **2. Give Commands** Possible response: Please bring me the pot. Then take a domino and **add** it to the pot. Last, **add** water.
- **3. Figurative Language** Possible response: Abuelo means that you need to care for others and want to make them feel welcome. I think so because that is how he and Luz felt about the new neighbors.





Academic Talk

3 Talk About It Anthology page 356

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 356

Read aloud the directions and give an example based on the supplied sentence frame: I think about why sharing food is important. I write: We should share our food because everyone needs to eat. Explain that adding details tells more about an

idea. Model: I add: When people eat together, they feel like they belong to a group. Encourage children to use **Key Words** in their writing.

Check & Reteach

OBJECTIVE: Demonstrate Understanding of a Play

Monitor discussions and review writing.

Have children who do not demonstrate comprehension listen to the **Student eEdition** audio selection. Use questions from the **Comprehension Coach** to guide comprehension.

Reread and Retell

Story Elements ✓ Anthology page 357

REVIEW Story elements are the characters, setting, and plot of a story or play.

Read aloud the introduction. Explain: Completing this Story Map will help me retell the play. First I will write the characters in the top circles. Next I will write the setting in the oval in the middle. Then I will write the important story events under "Plot."

Distribute **Practice Master PM6.11**. Read aloud the directions and help children complete their Maps as needed. When children are finished, have them pair up and use their Maps to take turns retelling the play.

Check & Reteach

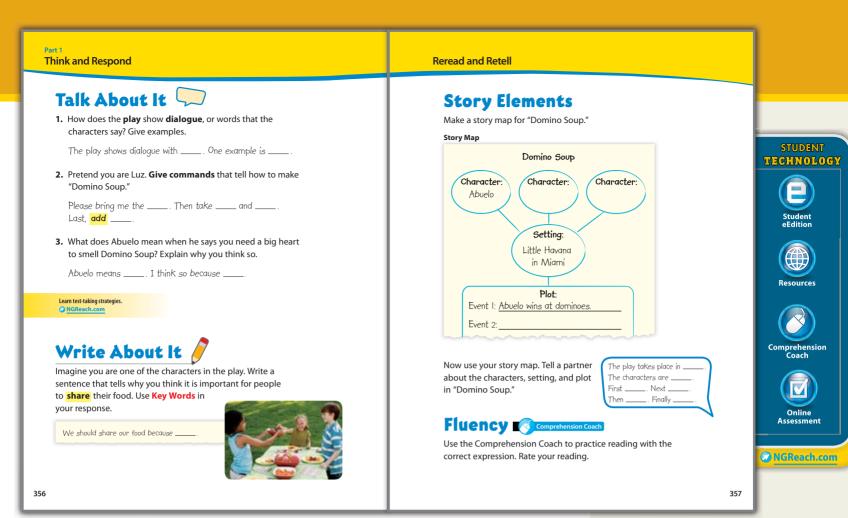
OBJECTIVES: Analyze Story Elements

✓

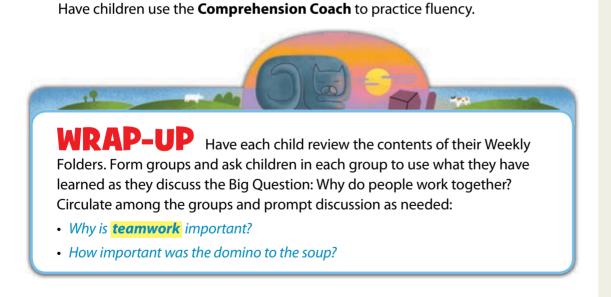
Determine Importance ✓

If children have trouble retelling the story using **Practice Master PM6.11**, have them cover up their entire Story Map except for the one section they are focusing on and tell what they wrote, section by section.

For children who are unable to determine which story events are most important, have them reread the play and tell what happened on each page. Ask: *How important is this event to the plot of the story?* If it is important, help them write the event on the Plot line of their Map.



Anthology pages 356–357



6 Fluency ✓ Anthology page 357



Week 1 Assessment & Reteaching

= TESTED SKILL

Assess

OBJECTIVES

Foundational Skills

Phonics

- ✓ Decode Words with *r*-Controlled Vowel *ar*
- ☑ Decode Multisyllabic Words

High Frequency Words

Read High Frequency Words

Spelling

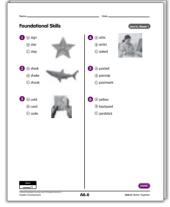
- Spell Words with *r*-Controlled Vowel *ar*
- ☑ Spell High Frequency Words

Fluency

- Expression
- Accuracy and Rate

ASSESSMENTS



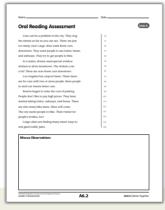


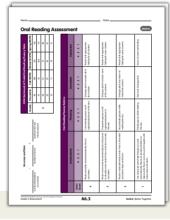


Foundational Skills Test A6.5–A6.7

Spelling Pretest/ Spelling Test See page T331k







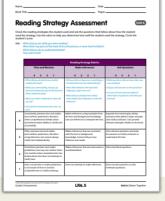
Oral Reading Assessment A6.1–A6.4

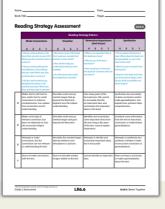
Use these passages throughout Unit 6. Work with below-level readers this week.

Reading

- Analyze Story Elements
- **☑** Determine Importance







Reading Comprehension Test A6.8–A6.9

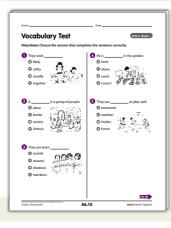
Reading Strategy Assessment LR6.5-LR6.6

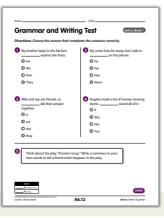
Vocabulary

- ☑ Use Social Studies Vocabulary
- ☑ Use Academic Vocabulary

Grammar and Writing

- Subject and Object Pronouns
- Write a Summary







Vocabulary Test A6.10–A6.11

Grammar and Writing Test A6.12

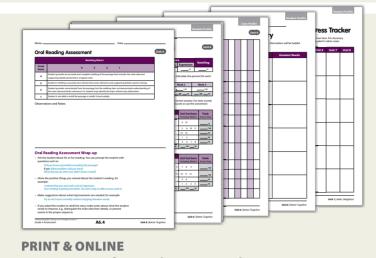
Writing Rubric A6.49



Reteach and Practice

RESOURCES AND ROUTINES

REPORTS



Report Forms for Teacher to Complete

Student Profile: Foundational Skills A6.4 **Student Profile:** Weekly and Unit Tests A6.45-A6.46 Class Profile: Weekly and Unit Tests A6.47 Student Profile: Strengths and Needs Summary A6.48

Student Profile: Oral Reading Assessment

Automated Reports

Standards Summary Report

Progress Tracker A1.3

Foundational Skills, Spelling, Fluency

RETEACH

Decoding Routines, page BP36

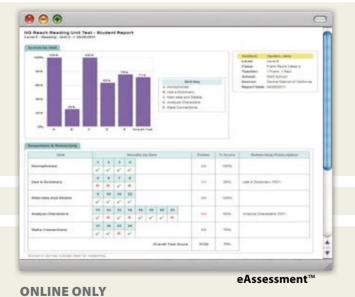
High Frequency Words Routines, page BP37

Fluency Routines, page BP40

ADDITIONAL PRACTICE

Word Builder MGReach.com

Activities for Daily Practice, pages BP38-BP39



Student Profile: Weekly and Unit Assessments Class Profile: Weekly and Unit Assessments

Reading

RETEACH

Story Elements: Reteaching Master RT6.1 **Determine Importance: Reteaching Master RT6.2**

ADDITIONAL PRACTICE

Leveled Books, pages LR4-LR12

Vocabulary, Grammar and Writing

Pronouns: Anthology Handbook, page 579 **Interactive Writing Routine**, page BP58

ADDITIONAL PRACTICE

More Grammar Practice, Reteaching Master RT6.3

Week 2 Planner



☑ = TESTED		Day 1	Day 2	
WHOLE GROUP TIME		Learn Sounds, Letters, and Words	Read and Comprehend	
	Phonological Awareness 5 minutes	☑ Isolate and Substitute Medial Sounds T357k	☑ Isolate and Substitute Medial Sounds T365b	
le Text	Phonics and Spelling 20–30 minutes	Phonics CC.2.Rfou.3 ✓ Words with <i>or, ore</i> T357k	Phonics CC.2.Rfou.3; CC.2.Rfou.4 ✓ Words with <i>or, ore</i> T365b ✓ Read with Fluency T365d	
Decodable Text	Game Plan	Spelling CC.2.L.2.d Daily Spelling and Word Work: Pretest T357g Words with <i>or, ore</i> T357m	Spelling CC.2.L.2.d Words with <i>or, ore</i> T357g, T365c	
	High Frequency Words 5–10 minutes	Learn High Frequency Words CC.2.Rfou.3.f T357g, T357n	Practice High Frequency Words T365c CC.2.Rfou.3.f	
WH	OLE GROUP TIME	Listen and Comprehend	Listen and Analyze	
	Speaking and Listening 10 minutes	Preview and Predict T358 CC.2.SL.1	Describe Song Elements T365f CC.2.SL.1	
Big Book	Language and Vocabulary 15–25 minutes	Daily Grammar CC.2.SL.6; CC.2.L.1 ✓ Use Subject and Object Pronouns T357i Vocabulary CC.2.L.4.b ✓ Identify Prefixes T358	Daily Grammar CC.2.SL.6; CC.2.L.1 ✓ Use Subject and Object Pronouns T357i Vocabulary CC.2.L.4.b ✓ Identify Prefixes T365f	
Anthology & Big Book	Reading 20–40 minutes	Read Shared Reading: Song Lyrics T358	Reread ✓ Shared Reading: Song Lyrics T365g Comprehension CC.2.Rlit.9 ✓ Compare Stories T365g	
	Writing 15 minutes	Power Writing T358 CC.2.W.8 Writing CC.2.W.7 Write a Recipe T365a	Power Writing T365f CC.2.W.8 Writing CC.2.W.7 Write to Compare T366	
LEV	ELED READING TIME			
a c	20 minutes	Reading CC.2.Rlit.5; CC.2.Rlit.10; Introduce LR2 CC.2.Rinf.2; CC.2.Rinf.10	Reading CC.2.Rlit.5; CC.2.Rlit.10; Read and Integrate Ideas LR2 CC.2.Rinf.2; CC.2.Rinf.10	

LEARNING STATION TIME

20 minutes



Read LR4-LR11

🗹 Identify Main Idea

Oetermine Importance

Analyze Story Elements

Speaking and Listening T357e

☑ Determine Importance

Analyze Story Elements

Identify Main Idea

CC.2.Rlit.9; CC.2.SL.1.b; CC.2.SL.4

 Language and Vocabulary
 T357e
 CC.2.L.4.b; CC.2.L.4.c

 Writing T357e
 CC.2.W.8; CC.2.SL.5; CC.2.L.6

 Cross-Curricular T357f
 CC.2.SL.1; CC.2.SL.1.b; CC.2.SL.5

 Reading and Intervention
 T357f
 CC.2.Rfou.3; CC.2.Rfou.4

BIG Question How does your family work together?

Day 3	Day 4	Day 5
Learn Sounds, Letters, and Words	Read and Comprehend	Review and Apply
☑ Isolate and Substitute Vowel Sounds T366a	Isolate and Substitute Medial Sounds T366i	Review T3660
Phonics CC.2.Rfou.3 Multisyllabic Words with or, ore T366a	Phonics CC.2.Rfou.3; CC.2.Rfou.4 Multisyllabic Words with <i>or, ore</i> T366i Read with Fluency T366k	Phonics CC.2.Rfou.3; CC.2.Rfou.4 Words with <i>or, ore</i> T3660 Multisyllabic Words with <i>or, ore</i> T3660
Spelling CC.2.L.2.d Multisyllabic Words with <i>or, ore</i> T357g, T366c	Spelling CC.2.L.2.d ✓ Multisyllabic Words with <i>or, ore</i> T357g, T366j	Spelling CC.2.L.2.d ✓ Words with <i>or, ore</i> T3660 ✓ Multisyllabic Words with <i>or, ore</i> T3660
Practice High Frequency Words T366d CC.2.Rfou.3.f	Practice High Frequency Words T366j CC.2.Rfou.3.f	Review High Frequency Words T367 CC.2.Rfou.3.f
Read and Comprehend	Reread and Analyze	Review and Apply
Preview and Predict T366e CC.2.SL.1	Ask and Answer Questions T366n CC.2.SL.3	Relate Readings to the Big Question CC.2.SL.1.b T367a
Daily Grammar CC.2.SL.6; CC.2.L.1 ✓ Use Subject and Object Pronouns T357j Vocabulary CC.2.L.6 ✓ Review Social Studies and Academic Vocabulary T366e	Daily Grammar CC.2.SL.6; CC.2.L.1 ✓ Grammar and Writing T357j Vocabulary CC.2.L.4.b ✓ Identify Prefixes T366m	Daily Grammar CC.2.SL.6; CC.2.L.1 ✓ Review T357j Vocabulary CC.2.L.6 ✓ Apply Word Knowledge T367
Read ✓ Interactive Read-Aloud: Folk Tale T366e	Reread ✓ Interactive Read-Aloud: Folk Tale T366n Comprehension CC.2.Rlit.9 ✓ Compare Stories T366m	Comprehension ✓ Compare Stories T367a CC.2.Rlit.9 Stone Soup Stories Soup Storie
Power Writing T366e CC.2.W.8 Writing CC.2.W.7 Write to Compare T366h	Power Writing T366m CC.2.W.8 Writing CC.2.W.1 Write a Book Review T366n	Power Writing T3660 CC.2.W.8 Writing CC.2.W.7 Write About Working Together T367b
Reading CC.2.Rlit.10; CC.2.Rinf.2; Introduce LR2 CC.2.Rinf.10; CC.2.SL.1 Read LR4−LR11 ✓ Determine Importance ✓ Analyze Story Elements ✓ Identify Main Idea	Reading Read and Integrate Ideas LR2 ✓ Determine Importance ✓ Analyze Story Elements ✓ Identify Main Idea	Reading CC.2.W.1–3; CC.2.SL.1.a Connect Across Texts LR3 Writing CC.2.W.3 Choose a Writing Option LR4–LR11
	ASSESSMENT & RETEACHING	
Reach v Reading Section Reports Sectio	Assessment & Reteaching T367c–T367d ✓ Foundational Skills Test A6.13–A6.14 CC.2.Rfou.3; CC.2.Rfou.3.f; CC.2.L.2.d	Reading Comprehension Test A6.15–A6.17CC.2.Rlit.6,10 Reading Strategy Assessment LR6.5–LR6.6 CC.2.Rlit.1 Vocabulary Test A6.18 CC.2.L.4; CC.2.L.6

Spelling Test T357g

☑ Oral Reading Assessment A6.1–A6.4

CC.2.Rfou.3; CC.2.L.2.d

CC.2.Rfou.4

CC.2.W.8;

CC.2.L.1.e

Grammar and Writing Test A6.19

Reteaching Masters RT6.5-RT6.7

Week 2 Learning Stations

Speaking and Listening

Option 1: Tell Me How 💢



PROGRAM RESOURCES & MATERIALS

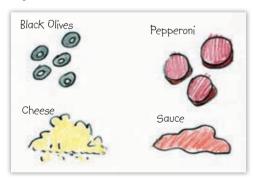
Language and Literacy Teamwork Activities:

Teacher's Guide on **QNGReach.com**

colored markers or crayons

Recount an Experience CC.2.SL.4

Option 2: Stone Pizza



MATERIALS

unlined index cards • crayons or colored markers

Have children work in small groups to use ideas from "Domino Soup" and "Stone Soup" to create a story called "Stone Pizza."

- · Have children create a story line and draw items characters contributed to make pizza.
- · Have groups share their stories.

Compare Stories CC.2.Rlit.9 Build on Others' Talk CC.2.SL.1.b

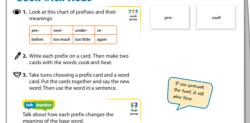
Language and Vocabulary

Key Words

add alone cooperate elements enough possible setting share society summarize team members teamwork together

Option 1: Cook with Heat





PROGRAM RESOURCES & MATERIALS

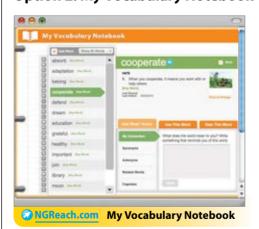
Language and Literacy Teamwork Activities: Card 35

Teacher's Guide on MGReach.com

unlined index cards

Use Prefixes as Clues CC.2.L.4.b **Use Root Words as Clues** CC.2.I.4.c

Option 2: My Vocabulary Notebook X



Have children expand word knowledge by

- · looking up words
- · adding images
- using **Key Words** in sentences.

Determine the Meaning of Words CC.2.L.4

Writing

Option 1: Step-By-Step



PROGRAM RESOURCES

Digital Library

- Display the photo and ask children to discuss with a partner why it is important to work together when they are on a team.
- Each partner writes a separate sentence about the importance of cooperation. Then partners draw a picture to illustrate teamwork.

Recall Information CC.2.W.8 Add Visuals to Clarify CC.2.SL.5

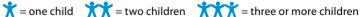
Option 2: We've Got Rhythm



- 1. A soldier comes to a hungry town.
- 2 He starts to make stone soup.
- 3. Villagers bring ingredients to add to the soup.
- 4. The soup feeds everyone in the village.
- · Remind children of the story of "Stone Soup." Help children determine four main events in the story. Display these events.
- · Arrange children in four groups. Assign each group one event.
- Children work together to write a rhyming couplet about the event.

Use Words and Phrases CC.2.L.6





Cross-Curricular

Option 1: Fraction Soup



PROGRAM RESOURCES & MATERIALS

Cross-Curricular Teamwork Activities: Card 37

Teacher's Guide on **ONGReach.com**

lined index cards • crayons or colored markers

CC.2.SL.1 Participate in Conversations Add Visuals to Clarify CC.2.SL.5

Option 2: Cooperation Around **Town**



Have children work in small groups to find how much money they could raise in a bake sale if:

- Each group member donates 12 cookies.
- · Cookies are sold for 25 cents each.

Have groups report their results. Work as a class to find the total amount for all groups.

CC.2.SL.1

CC.2.SL.1.b

Participate in Conversations Build on Others' Talk

Reading

Option 1: Comprehension Coach 🟋

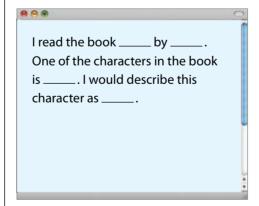


Have children use the software according to their individual needs:

- Read silently and answer questions.
- · Listen to fluent models.
- · Record their reading and get a fluency report.

Read with Fluency CC.2.Rfou.4

Option 2: What a Character!



Ask children to recall a character from a book they have read. Then have children use the sentence frames shown here or their own words to write a description of the character. Children should include a physical description of the character, as well as information about the character's traits, feelings, and motivations.

For additional reading opportunities, see **Recommended Reading** on page LR12.

Read with Fluency CC.2.Rfou.4

Intervention

Option 1: Phonics Games 🔭



Decode Words with r-Controlled CC.2.Rfou.3 Vowels or, ore

Option 2: Reteach /ôr/or, ore



PROGRAM RESOURCES

Phonics Picture Cards 23, 31, 58

Use Reteaching Routine 1.

- Display the word. horse.
- Say the word: horse. Have children repeat.
- Read the word. Point to the letters or and ask: What are these letters? What is the sound?
- Scaffold spelling. Say: horse. Have children repeat the word, say the first sound, and write its spelling. Repeat.

For **Reteaching Routine 1**, see page BP36. For Reteaching Masters, see pages RT6.4–RT6.6.

Decode Words with r-Controlled CC.2.Rfou.3 Vowels or, ore

Additional Resources

ESL Kit XXX



ESL Teacher's Edition pages T357k-T367b

Week 2 Daily Spelling & Word Work

OBJECTIVES

Thematic Connection: Cooperation

Spell Words with or, ore

Spell High Frequency Words

SUGGESTED PACING

DAY 1 Spelling Pretest DAY 2-4 **Daily Practice Options**

DAY 5 Spelling Test

Spelling Pretest

Spelling Test

Day 5



Spelling Words

Use these words and sentences for the weekly Spelling Pretest and Spelling Test.

Words with or, ore

1. sports	I'm a huge fan of sports such as football and basketball.
2. chore	I have one <i>chore</i> to do before I watch a game.
3. popcorn	I have to pop some <i>popcorn</i> for my dad and me.
4. boredom	I don't like the boredom when no games are on.

High Frequency Words

5. done	The soup will be <i>done</i> in a few minutes.
6. follow	Just follow me into the kitchen.
7. funny	Tell us a funny joke while we wait.
8. laugh	That silly joke really made me <i>laugh</i> .
9. line	Please form a <i>line</i> at the kitchen door.
10. must	You all must wash your hands before eating.
11. next	Max is first in line, and Sandra is next .
12. once	Once you taste the soup, you will want more.
13. side	I'll put your spoon on the <i>side</i> of your plate.
14. try	Be sure to <i>try</i> the new baked bread.

More Words Use these words and sentences for additional Pretest and Test items. 1. porch I can sit on my front **porch** and see the ocean. 2. force The waves pound the beach with incredible *force*. 3. stormy The waves get even bigger on stormy days. It is *correct* that birds look for food on the beach. 4. correct 5. order Lifequards can *order* people to stay out of the water. 6. north Beaches in the **north** stay cooler than in the south.

Sort Words

Day 2



MATERIALS

Option 1

PROGRAM RESOURCES

Word Cards: Practice Master PM6.14 Words with or, ore

scissors

Prepare

Have pairs cut out the Word Cards and sort them into piles based on whether they contain the or sound formed by or or by ore.

Play a Game

- One child mixes up some of the words while the other isn't looking.
- The partner then tries to find and re-sort all of the misplaced words as quickly as possible.

Word Cards: Words with or, ore				
horse	chore	core	shore	
sports	tore	sore	or	
bore	force	stork	more	
wore	corn	for	yore	
nor	pork	snore	port	
sort	spore	torn	ore	
store	porch	born	score	
The annual Engagetic Learning, several Congagnifications in the Foruse with TE p. T357/g PM6.14 Unit 6 Better Together				
NGReach.com Practice Master PM6.14				

Decode Words with r-Controlled Vowels or, ore Decode Multisyllabic Words

CC.2.Rfou.3 CC.2.Rfou.3

Alphabetize

Day 2



Option 2

PROGRAM RESOURCES

High Frequency Word Cards: Practice Master PM6.15

scissors

MATERIALS

Prepare

Have each group cut out the cards. Note that the words in the first column are review.

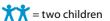
Play a Game

- · Each group turns their cards facedown and mixes 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 groups shuffle the cards for another round.

High Frequency Word Cards line mountair side every blue only once funny many most follow αlso laugh NGReach.com **Practice Master PM6.15**

After several rounds, the group with the most points wins.

Read Irregularly Spelled Words **Demonstrate Command of English Spelling** CC.2.Rfou.3.f







Rhymes

Day 3



Option 1

or

more

Prepare

Display the Spelling Words.

Play a Game

- Have one child choose a Spelling Word and name a word that rhymes with it.
- The second child must say a sentence using both words. Share this example:

If I choose the word chore and rhyme it with bore, my partner's sentence could be, "This chore is such a bore!"

• Have children continue taking turns until each child has chosen ten words.

Decode Words with r-Controlled Vowels or, ore **Decode Multisyllabic Words** Read Irregularly Spelled Words

CC.2.Rfou.3 CC.2.Rfou.3 CC.2.Rfou.3.f

Build Words Online

Day 3



Option 2

Prepare

Have children access Word Builder at NGReach.com.

Play a Game



- One child chooses a word and sets a blank for each letter.
- A second child asks if the word contains a particular letter. If the answer is yes, the first child writes the letter in the appropriate blank.
- Then a third child takes a turn guessing the letter. At any time, children can guess the word, filling in the remaining blanks to spell the word.
- Have children rotate roles until all the words have been identified.

Extend the activity by having the child who guesses correctly use the word in a sentence.

Demonstrate Command of English Spelling CC.2.1.2 Spell Words with r-Controlled Vowels or, ore CC.2.L.2.d Spell Multisyllabic Words with or, ore CC.2.L.2.d **Guess the Word**

Day 4



Option 1

Prepare

Display the Spelling Words.

Play a Game

 Have one child start by choosing a secret word. He or she should give a clue about the word. Share this example:

I am what people do when they hear something funny.

If the word I choose is laugh, my clue might be, "I am what people do when they hear something funny."

- The second child tries to guess the word after one clue. If the guess is incorrect, the first child gives another clue for a third child.
- If the third child cannot guess the word, the first child tells the word and explains the clues. Then have children switch roles.
- If a child guesses correctly, he or she spells the word and then chooses a new secret word.
- · Have children continue playing until each child has chosen five secret words.

Demonstrate Command of English Spelling Spell Words with r-Controlled Vowels or, ore Spell Multisyllabic Word with or, ore

CC.2.L.2 CC.2.L.2.d CC.2.L.2.d

Crack the Code

Day 4

Option 2

Prepare

Explain that children will use a secret code that assigns a number to each letter of the alphabet: 1 = A, 2 = B, 3 = C, and so on. Have volunteers write the numbers and their letter equivalents for everyone to see. Display the Spelling Words.

Play a Game

· Have a volunteer choose a Spelling Word and write it on the board using the number code.

15, 14, 3, 5

• Have the class decode the word using their code key. The first person to call out the word is the next encoder.

Extend the activity by having children say a sentence using each word.

Decode Words with r-Controlled Vowels or, ore	CC.2.Rfou.3
Decode Multisyllabic Words	CC.2.Rfou.3
Read Irregularly Spelled Words	CC.2.Rfou.3.f
Demonstrate Command of English Spelling	CC.2.L.2
Spell Words with r-Controlled Vowels or, ore	CC.2.L.2.d
Spell Multisyllabic Word with or, ore	CC.2.L.2.d

Week 2 Daily Grammar

OBJECTIVE

Thematic Connection: Cooperation

Use Subject and Object Pronouns

COMMON CORE STANDARDS

Produce Complete Sentences Demonstrate Command of English Grammar CC.2.SL.6 CC.2.L.1

Day 1

PROGRAM RESOURCES

Object Pronouns: Plural: eVisual 6.7

Teach the Rules

Use page T365a to introduce plural object pronouns. Then teach the rules.

Object Pronouns: Plural

- Use an **object pronoun** after action verbs.
- Plural object pronouns are us, you, and them.
- Use an **object pronoun** after words such as to, for, at, with, and of.

We ate **the rolls**. We ate them.

Pass the butter to **Mom and me**. Pass the butter to **us**.

Give some milk to **Aaron** and Sasha. Give some milk to them.

This table is for **Max and me**. This table is for **us**.

Object Pronouns: Plural: eVisual 6.7

Play a Game XXX

Display the words us, you, and them. Say a short sentence that uses one of these plural object pronouns. For example, say: Show them the new book. Point to a child and have the child replace the pronoun with a noun that goes with the sentence: Show your parents the new book.

Continue play until each child has had a turn.

Differentiate

BI Below Level

ISSUE Children need more practice differentiating between singular and plural words.

STRATEGY Display singular and plural words and have children identify which ones are plural. Then have them use each plural word in a sentence.

Day 2

PROGRAM RESOURCES

MATERIALS

Using I and me: eVisual 6.8

1 potato or other item per group

Teach the Rules

Use page T366 to review I and me. Then teach the rules.

Using I and me

- I is a **subject pronoun**. Use it when you are talking about what you are doing.
- I washed the dishes.
- When you tell what you and another person are doing, name yourself last.
- Dad and I put them away.
- Me is an object pronoun. Use it after an action verb.
- The work made **me** tired.
- When you tell what happens to you and another person, use me and name yourself last.
- The work made Dad and **me** tired.

NGReach.com Using I and me: eVisual 6.8

Play a Game ***

Have children play "Hot Potato" in small groups. Have one child hold the potato and say I or me. The child should then toss the potato to another child, who must use the spoken word in a sentence. If the group agrees the usage is correct, that child says I or me and tosses the potato to another child.

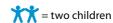
Continue play until each child has had at least three turns.

Differentiate

SN Special Needs

ISSUE Children need extra help correctly using *I* and *me*.

STRATEGY Have pairs of children look through written texts and copy short sentences containing these words. Have them exchange sentences, underline each use of I and me, and explain why the word used is correct.







Day 3

PROGRAM RESOURCES

Subject and Object Pronouns: eVisual 6.9

Use Subject and Object Pronouns: Practice Master PM6.19

Teach the Rules

Use page T366h to review pronouns. Then teach the rules.

Subject and Object Pronouns

- Use a **subject pronoun** to tell who or what is doing the action.
- Subject pronouns are I, you, he, she, it, we, and they.
- Use an **object pronoun** after action verbs and after words such as to, for, at, with, and of.
- Object pronouns are me, you, him, her, it, us, and them.

I saw a tired traveler.

You asked for some food.

He knocked on the door.

We watched the traveler.

They saved some soup.

Please give **me** some soup.

I saw **you** by the fire.

They handed **him** a carrot.

The travelers looked for us.

We met **them** near the pot.

Subject and Object Pronouns: eVisual 6.9

Play a Game XX

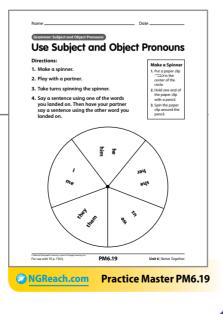
Have children play the game on Practice Master PM6.19.

Differentiate

EL English Learners

ISSUE In Hmong, there is no distinction between subject and object pronouns.

STRATEGY Display sentences: She is my sister. Say hi to her. Have children say new sentences, such as: She is my friend. Call her on the phone.



Day 4

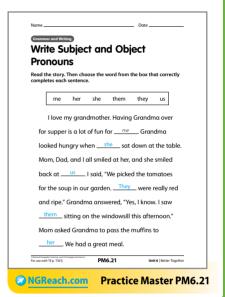
PROGRAM RESOURCES

Write Subject and Object Pronouns: Practice Master PM6.21

Grammar and Writing X

Use page T366n to model how good writers use a mixture of subject and object pronouns to keep their writing from sounding repetitive.

Distribute **Practice Master** PM6.21. Read the story. Have children write a word from the box that correctly completes each sentence.



Day 5

PROGRAM RESOURCES

Grammar and Writing Test: Assessment Master A6.19

Review and Assess

See page T367 for a review of subject and object pronouns.

Administer the Grammar and Writing Test.

Learn Sounds, Letters, and Words



Sing with Me **Phonics Songs Book**

OBJECTIVES

Thematic Connection: Cooperation Isolate and Substitute Medial Sounds

Read and Spell Words with or, ore

Read and Spell High Frequency Words

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Write-On/Wipe-Off Boards Sing with Me Phonics Songs Book, page 50 Sound/Spelling Cards 2, 3, 5, 7, 14, 38

Read On Your Own Book 22

Words with or, ore: Practice Master PM6.12

TECHNOLOGY ONLY

Sing with Me Phonics Songs MP3 or CD 3, Tracks 21-22

Word Builder

Phonics Games

MATERIALS

small chips or coins, 3 per child • timer



Phonological Awareness

Isolate and Substitute Medial Sounds

Use **Phonological Awareness Routine 6**.

- Say a word: bone.
- Segment sounds: /b/ /ō/ /n/. Have children put chips in sound boxes as they repeat each sound. Ask: What is the middle sound? (/ō/)
- Substitute a sound: Let's change /ō/ to /ôr/: /b/ /ôr/ /n/.
- **Say the new word**: born. Say the new word with me: born.

For **Phonological Awareness Routine 6**, see page BP30.

Repeat the routine with pot (port), cone (corn), foam (form), and shot (short).

Check & Reteach

OBJECTIVE: Isolate and Substitute Medial Sounds

Ask: What word do I get if I change /ē/ in peach to /ôr/? (porch)

If children cannot answer, choose a child to stand and say each sound as you point. Have children echo. Choose another child to replace /ē/ with /ôr/. Ask: What's the new word? (porch) Repeat with code (cord) and stake (stork).

Phonics



Sing with Me Phonics Songs Book page 50 Play Tracks 21 and 22 and follow directions. Practice the gestures until children can perform them smoothly.

1 2 5 6 Pantomime tossing a beanbag and laughing.

3 4 7 8 Smile and give a high-five to a partner.



Sing with Me Phonics Songs Book page 50

COMMON CORE STANDARDS

Reading

CC.2.Rfou.3 Decode Words with r-Controlled Vowels or, ore

CC.2.Rfou.3.f

Read Irregularly Spelled Words

Language and Vocabulary Spell Words with r-Controlled CC.2.L.2.d

Vowels or, ore

Use **Decoding Routine 1** to connect sound/spellings /ôr/or, ore and to blend words.

Step 1 Develop Phonological Awareness	/ôr/or, ore
1. Tell children: These words have /ôr/ in the middle. These words have /ôr/ at the end.	corn, sort, snort more, sore, store
2. Tell children: I will say a word. Listen for /ôr/. If you hear /ôr/, raise one hand. (Clock and face do not have /ôr/.)	horse, fork, clock, porch, storm, face, snore
Step 2 Introduce the Sound/Spelling	
 Display the picture-only side of Sound/Spelling Card 38. Say: horn. Have children repeat. Say: /ôr/. Have children repeat. Display the words form and store and read them. 	
3. Turn the card over. Point to the <i>or</i> and <i>ore</i> spellings and name them. Have children repeat. Point out the <i>or</i> in <i>form</i> and the <i>ore</i> in <i>store</i> .	or ore Card 38 horn, /ôr/or, ore
4. Give examples of words with <i>or</i> and <i>ore</i> . Point to the example words <i>sports</i> , <i>more</i> , <i>corn</i> , <i>snort</i> , and <i>horses</i> in the song on page 50 of Sing with Me Phonics Songs Book .	or, corn, snort ore, more, store
Step 3 Blend Sound-by-Sound	
1. Display <i>sp</i> . Sweep a hand beneath the spelling as you blend /s//p/. Have children repeat.	SP
2. Add <i>or</i> . Say: /ôr/. Blend /s/ /p/ /ôr/, sweeping your hand beneath the spellings. Have children blend the sounds with you.	spor sport
3. Add <i>t</i> . Say: /t/. Model blending the whole word. Then have children blend with you. Point out the <i>or</i> pattern.	→
4. Repeat for the remaining words. Explain: The spellings or and ore stand for one sound and stay together in longer words.	corn, store, more

For **Decoding Routine 1**, see page BP32.

See **Differentiate**

Weekly Folder

- √ Writing (T365a, T366, T366h, T366n, T367b)
- √ Comparison Chart: Practice Master PM6.16

Differentiate

EL English Learners

PHONICS TRANSFER

ISSUE In Vietnamese, Hmong, Korean, and Haitian Creole, there is no equivalent for the /ôr/ sound in English. Spanish and Cantonese languages have a similar, but not identical, sound for /ôr/.

STRATEGY Have children:

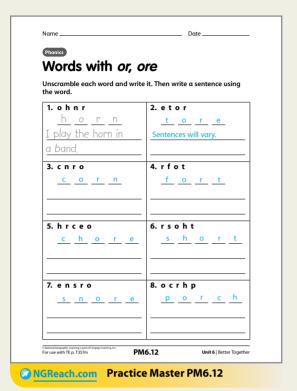
- tell whether the /ôr/ sound is used in their home languages.
- practice making the /ôr/ sound.

Day 1

Learn Sounds, Letters, and Words



Read On Your Own Book 22



3 Read Words with *or*, *ore* ✓ Read On Your Own Book 22 page 2

Display the words and sentences using the **Word Builder**. Have children blend the words. Then point out High Frequency Words *One*, *a*, and *too*, and ask children to read the sentences.

Have children turn to **Read On Your Own Book 22** page 2. Review the /ôr/
or, ore sound/spellings and complete the example together. Then have partners take turns reading the picture labels.
Assign **Practice Master PM6.12** for more practice.

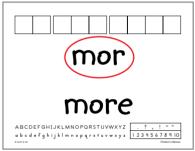
or ore north clock for sore fort smoke thorn force store torch One sport is tossing a corn bag. Toss one more to score! abcdefghijk NGReach.com Word Builder

Children can also play **Phonics Games** on **NGReach.com** to reinforce phonics skills.

4 Spell Words with *or, ore* ✓

Use **Dictation Routine 1** as children practice spelling on their **Write-On/Wipe-Off Boards**.

- Say a word: more.
- Segment sounds: /m/ /ôr/. What is the first sound you hear in more? (/m/)
- Display Sound/Spelling Cards. Have children match each sound to a card. (cards: 2 /m/, 38 /ôr/)

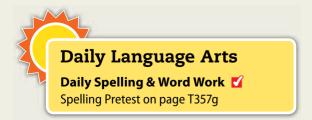


Write-On/Wipe-Off Board

- Repeat the word: more. Have children write the word.
- Write the correct spelling. Have children check and correct their spelling.
 Repeat for corn and fork using cards 14 /k/, 38 /ôr/, 7 /n/, and 3 /f/.

For **Dictation Routine 1**, see page BP35.

Then apply the spelling rule to a complete sentence: Who can pick up more corn with a fork? Have children say and write the sentence. Write the correct sentence and have children check and correct their spelling.



Check & Reteach

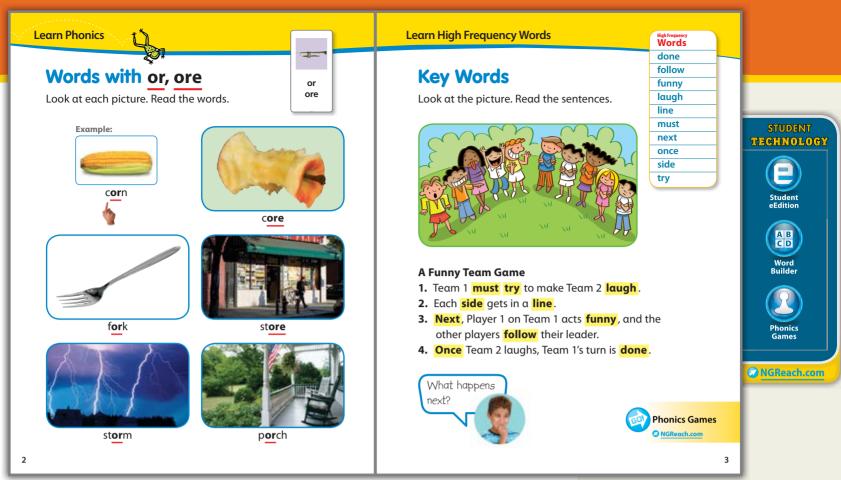
OBJECTIVE: Read and Spell Words with or, ore

Check dictation sentences for the correct spelling of *more*, *corn*, and *fork*. Prompt self-correction. Repeat the sentence and ask children to try again.

If errors persist, use **Decoding Routine 2** to reteach /ôr/or, ore. Repeat with this sentence:

In this sport we might score five or more goals.

For **Decoding Routine 2**, see page BP33.



Read On Your Own Book 22 pages 2–3

High Frequency Words

5 Read and Spell Key Words ✓ Read On Your Own Book 22 page 3 Read aloud page 3. Teach each highlighted word and review known sound/spellings.

Use High Frequency Words Routine 1.

- Say the High Frequency Word: must.
- Say a sentence with the word: We must all work together to get the job done.
- · 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 sentences 1–4. Reread, pausing for children to say the High Frequency Words. Say the High Frequency Words in random order as children point to the word in the sentence and on the list and read it aloud. Then have children look away and spell the word.

Check & Reteach

OBJECTIVE: Read and Spell High Frequency Words 🗹

Display the High Frequency Words. Read and spell the words chorally. Then cover the words. Have partners write as many words as they can remember on paper in a set amount of time. When time is up, have children share the words they wrote. Scan for misspellings. If children misspell words, have them make flash cards for words they need to practice. 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 word meanings.

must try Must means "have to." Team 1 must try, or work, to make Team 2 do something.

laugh They act silly to make the others laugh. (Laugh.)

side When you choose a team, you take sides. Team 1 is Side 1. Team 2 is Side 2.

line *The children stand in line, or behind one another.*

next funny *After the first step is the* next *step. One step is to do* funny *things.* Funny *things make us laugh.*

follow Follow *means "act the same."* (Demonstrate.)

once Once can mean "when." The team wins once, or when, the other team laughs.

done Done *means "finished."*

Read and Comprehend

Song Lyrics



Anthology

OBJECTIVES

Thematic Connection: Cooperation

Identify Prefixes

Preview Song Lyrics to Make Predictions

PROGRAM RESOURCES

TECHNOLOGY ONLY

Vocabulary Practice: eVisual 6.6

MATERIALS

strips of paper

Power Writing

Have children write as much as they can as well as they can in one minute about the word cooperate. For Writing Routine 1, see page BP56.

Vocabulary Strategy

1 Identify Prefixes ✓ **Anthology** page 358

Say: Knowing prefixes and root words can help you define words. Display and read eVisual 6.6. Have children use prefixes and root words to define words.



Vocabulary Practice

- 1. It is impractical for each of us to make soup on our own.
- 2. Let's coordinate our cooking and take turns adding ingredients.
- 3. Meat and vegetables will coexist in our soup..

MGReach.com Vocabulary Practice: eVisual 6.6



2 Try It Together Anthology page 358

Have children use prefixes and root words to define coworker and impolite. Have them use coworker in a sentence. (My dad's coworker is very smart.)

See **Differentiate**

Check & Reteach

OBJECTIVE: Identify Prefixes

Display the word impure. Ask: What is the prefix? (im-) What does impure mean? (not pure) If children cannot answer, display several prefixes and have children look for them in the word. Then ask: Would a glass of cloudy water be impure? (Yes.)

Academic Talk

Preview and Predict

Read the title. Have partners preview the illustrations. Ask: What do you see in the illustrations? What does it tell you this song will be about?

Check & Reteach

OBJECTIVE: Preview Song Lyrics to Make Predictions

Listen as children make predictions. If a child makes an off-topic prediction, ask: Why do you think that? Encourage children to point to evidence in the pictures.

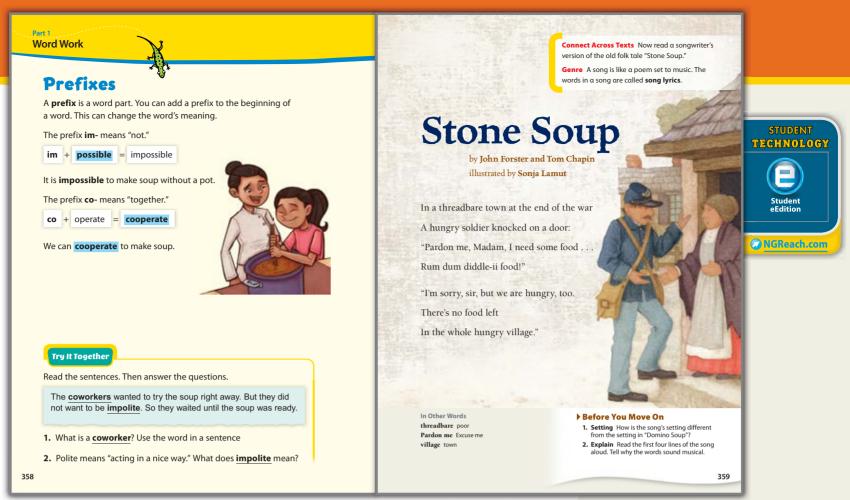
Shared Reading

4 Read Song Lyrics

CONNECT ACROSS TEXTS, Read Connect Across Texts.

COMMON CORE STANDARDS

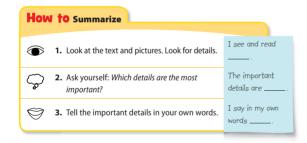
Reading CC.2.Rlit.10 Read and Comprehend Poetry CC.2.Rfou.4.a Read with Purpose and Understanding CC.2.Rfou.4.b Read with Expression Participate in Shared Research and CC.2.W.7 Writing Projects Speaking and Listening Participate in Conversations CC.2.SL.1 **Produce Complete Sentences** CC.2.SL.6 Language and Vocabulary CC.2.L.1 Demonstrate Command of **English Grammar** Use Prefixes as Clues CC.2.L.4.b Use Root Words as Clues CC.2.L.4.c **Use Words and Phrases** CC.2.L.6



Anthology pages 358–359

GENRE Read aloud the genre description.

REVIEW Remind children that one way to determine importance is to summarize the most important details.



Read pages 359–365 to the class. Use the questions on T360–361 to T364–365 to build comprehension on the first read (Day 1) and second read (Day 2).

Comprehension Focus

Day 1 Read and Comprehend Day 2 R

- Active Reading
- Make and Confirm Predictions
- Critical Thinking

Day 2 Reread and Analyze

- Determine Importance
- Compare Stories
- · Critical Thinking

Answers Before You Move On

- **1. Setting** "Domino Soup" is set in a present-day Cuban neighborhood in Miami. "Stone Soup" is set long ago in a small village.
- **2. Explain** The end words rhyme, and the lines have the same rhythm. The last line is all fun sounds.

Differentiate

EL English Learners

ISSUE Children need help using prefixes.

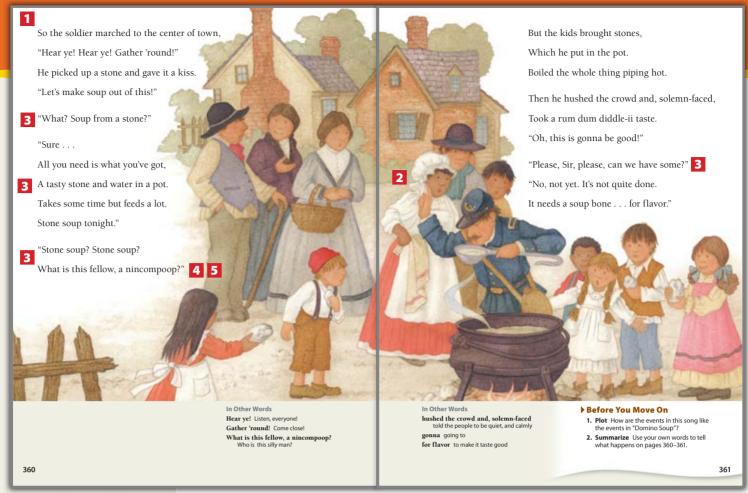
STRATEGY Have children work in mixed-level pairs to perform short skits about the words with and without prefixes. For example, have one child be impolite by pushing someone as another child holds the door politely. Similarly, have children work together to act out *coworker*.

BI Below Level

ISSUE Children need to make a kinesthetic connection.

STRATEGY Have children write the word parts *co*, *worker*, *im*, and *polite* on strips of paper and define the word parts on the back. Then have them put the papers together and blend the word parts to read the full word. Children can flip the strips over to check the meanings.

Day 1



Anthology pages 360–361

Fluency

Expression Ask: How do the townspeople react to the soldier's idea? (They are surprised, and they are not sure it will work.) Model for children how to sound surprised and doubtful as you read the townspeople's lines. Have children repeat after you.

Answers Before You Move On

- **1. Plot** In both stories, people are helping to make soup from things you cannot eat.
- 2. Summarize Possible response: I see and read that the soldier is making soup out of a stone and some water. The important details are that he is hungry and the people are curious about his plan. I say in my own words: The soldier is hungry, so he gets the people curious about stone soup.

Differentiate

EL English Learners

ISSUE Children are confused by the "rum dum diddle-ii" lines.

STRATEGY Explain that these lines are not real words in English or any other language. They are nonsense words that sound musical.

pages 360–361

Build Comprehension

FIRST READ

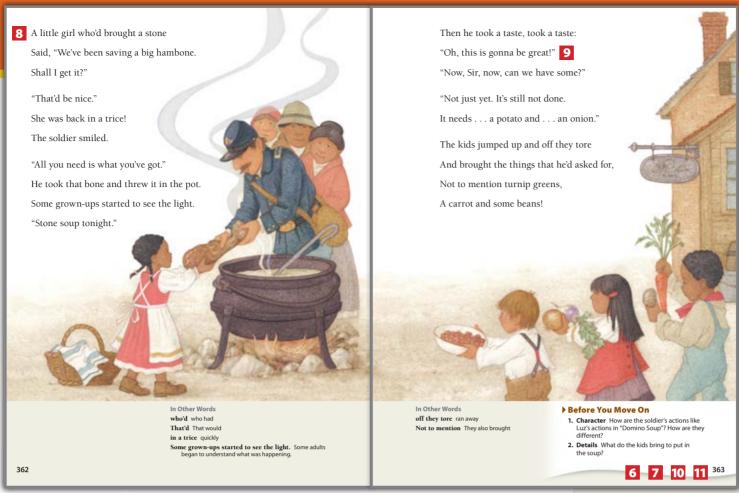
Day 1 Read and Comprehend

- 1 Make Predictions How do you think the soldier will solve the problem of being hungry? (Possible response: He will start making soup with a stone and persuade each of the townspeople to share what he or she can.)
- **Use Visuals** Have children study the people's faces. Ask: *How do you think the people feel about the soldier?* (They are surprised and a bit confused.)
- **Active Reading** Have children pretend to be the townspeople and read aloud the different responses to the soldier's ideas. Encourage them to read with expression.

SECOND READ

Day 2 Reread and Analyze

- **Compare Stories** ✓ *How is stone soup like domino soup?* (Possible response: They both start with something you cannot eat, and the characters **cooperate** to make a soup that everyone can eat.)
- Analyze Elements of Poetry What are some words in this song that rhyme? (Possible responses: kiss/this, got/pot/lot, soup/nincompoop)
 See Differentiate



Anthology pages 362–363

Build Comprehension

FIRST READ

Day 1 Read and Comprehend

- Confirm Predictions Does your prediction match the text? Why or why not? (Possible response: Yes, the soldier is making soup by getting the villagers to **share** ingredients like a hambone and vegetables.)
- Make Predictions Do you think the soldier will share the soup with the villagers? (Possible response: Yes, because he says the soup feeds a lot.)
- **Active Reading** Have children act out tasting the soup, throwing a bone in the pot, and getting vegetables for the soup as they read.

SECOND READ

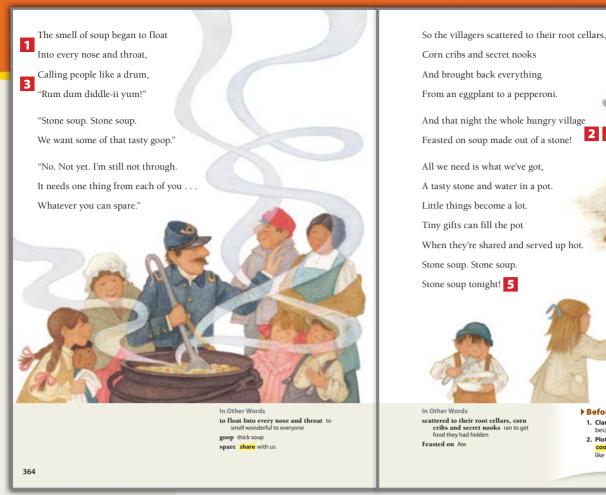
Day 2 Reread and Analyze

- **Identify Cause and Effect** How did the soldier encourage the villagers to help him? (Possible response: He tasted the soup and said it was good.)
- Determine Importance: Summarize ✓ Use your own words to tell what happens on pages 362–363. (Possible response: The children help the soldier by bringing vegetables and a hambone for the stone soup.)
- **Describe Character** How would you describe the soldier's character? (Possible response: He is determined. Even when no one thinks he can make stone soup, he keeps trying.)

Answers Before You Move On

- **1. Character** ✓ Possible response: Both the soldier and Luz get other people to **share** items for soup. Unlike Luz, the soldier asks for certain ingredients directly, while Luz just gives hints about what people could bring.
- **2. Details** The kids bring a hambone, a potato, an onion, turnip greens, a carrot, and some beans.

Day 1



Anthology pages 364–365

Build Comprehension

FIRST READ

Day 1 Read and Comprehend

1 Active Reading Have children close their eyes and pretend they smell delicious soup. Ask them to describe how they imagine it smells.

▶ Before You Move On

 Clarify The song says "Little things become a lot." What does this mean

2. Plot How do the people in this song cooperate to make the soup? How is this like the events in "Domino Soup"?

365

Confirm Prediction *Did the villagers eat some of the soup? Was your prediction correct?* (Yes. Possible response: Yes.)

SECOND READ

Day 2 Reread and Analyze

- Analyze Elements of Poetry Point out the simile about soup "calling people like a drum." What two things does this simile compare? How are they alike? (the smell of the soup and a drum; they make people gather around)
- **Compare Stories** ✓ How are the villagers in "Stone Soup" like the neighbors in "Domino Soup"? (Possible response: First, they are not sure about the idea. Then they get excited and bring food for the soup.)
- Determine Importance: Summarize ✓ How would you summarize the important details of this story? (Possible response: A hungry soldier came to town and decided to make stone soup. He started with a stone, and everyone in the village gave a little food. That night, everyone in the village feasted on stone soup.)

Answers Before You Move On

- **1. Clarify** Possible response: This line means that if each person **shares** a little bit of food, there will be **enough** for a feast.
- 2. Plot Possible response: Like the characters in "Domino Soup," each person in the village adds something to the pot to make the soup better. They cooperate and accomplish their goal through teamwork.

Writing

5 Write a Recipe

Explain that when people want to know how to cook something, they need a recipe to follow. A recipe lists ingredients, or the things that go into a dish, and tells how much of each ingredient is needed. Then it describes the order in which the ingredients are added and how the cook should mix them together.

Display an example of a recipe for stone soup:

Ingredients

1 stone

1 potato

1 onion

1 carrot

1 hambone

Instructions

Fill a pot with water and boil the water until it is piping hot. Add a stone and taste it. Then decide what else is needed. Chop an onion and add it to the pot. Add a potato and carrot, too. Next, add a hambone for flavor. Finally, have friends taste your stone soup and feed it to them. Yum!

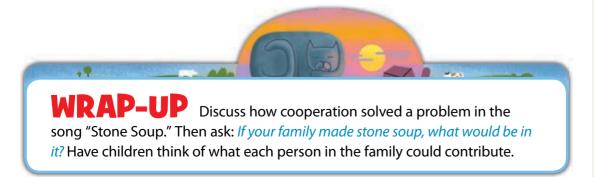
You may wish to use **Interactive Writing**.

- Set a purpose: Let's write a recipe for stone soup.
- Talk through how to write the ingredients of the recipe. Explain that children need to tell how much of each ingredient is needed.
- Then ask: What do you do first in the recipe? Problem-solve with children how to add all the ingredients.
- Reread frequently to make sure the recipe makes sense and that children included all of the appropriate steps. Remind children to use sequence words to make clear the order in which the ingredients are to be added.

Have children work in pairs to write a recipe for their version of stone soup or domino soup.

For **Writing Routine 3**, or **Interactive Writing**, see page BP58.

See Differentiate



Daily Language Arts Daily Grammar

Point to the word *them* in the writing example and explain that it refers to the noun *friends*. Then use the Daily Grammar lesson on page T357i to teach object pronouns.

Differentiate

EL English Learners

ISSUE Children do not know cooking-specific words in English.

STRATEGY Post cooking words such as *boil*, *cook*, *heat*, *mix*, *chop*, *pot*, and *season*. Define each word. Encourage children to suggest other words in their native languages or use gestures, while you provide the English words.

Day 2 Read and Comprehend Decodable Informational Text

OBJECTIVES

Thematic Connection: Cooperation Isolate and Substitute Medial Sounds

- Read and Spell Words with or, ore
- Read and Spell High Frequency Words
- Read Decodable Texts Fluently and with Comprehension

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Write-On/Wipe-Off Boards Sound/Spelling Card 38

Words with or, ore: Practice Master PM6.13

Read On Your Own Book 22

TECHNOLOGY ONLY

Letter Cards

Comprehension Coach

MATERIALS

small chips or coins, 3 per child • index cards, 10 per child



Phonological Awareness

1 Isolate and Substitute Medial Sounds

Use **Phonological Awareness Routine 6**.

- · Say a word: fake.
- **Segment sounds:** /f/ /ā/ /k/. Have children put chips in sound boxes as they repeat each sound. Ask: *What is the middle sound?* (/ā/)
- Substitute a sound: Let's change /ā/ to /ôr/: /f/ /ôr/ /k/.
- Say the new word: fork. Say the new word with me: fork.

For **Phonological Awareness Routine 6**, see page BP30.

Repeat the routine with patch (porch), hose (horse), seat (sort), and fame (form).

Check & Reteach

OBJECTIVE: Isolate and Substitute Medial Sounds

Ask: What word do I get when I change /ō/ in tone to /ôr/? (torn)

If children cannot answer, say *tone* and have children repeat each sound as you clap. Ask what sound children hear in the middle of the word. Then say *torn*. Have children say the sounds, identify the new sound, and repeat the word. Repeat for *face/force* and *hen/horn*.

Phonics



REVIEW Display **Sound/Spelling Card 38**. Review the sound/spellings /ôr/or, ore. Display stork and shore. Ask children to read and blend the words with you. Remind children that when vowel o is followed by consonant r or by re, the or and the ore spellings stand for the sound /ôr/. Ask: Which letters stand for /ôr/ in stork? (or) Which



letters stand for /ôr/ in shore? (ore) Have children blend and read the words again.

Display for, porch, core, tore, horn, score, sort, and snore, and have children sort the words into a two-column chart with heads <u>or</u> and <u>ore</u>. Assign **Practice Master PM6.13**.

COMMON CORE STANDARDS

Reading

Decode Words with *r*-Controlled CC.2.Rfou.3

Vowels or, ore

Read Irregularly Spelled Words CC.2.Rfou.3.f

Read with Fluency CC.2.Rfou.4

Use Context to Confirm or Self-Correct CC.2.Rfou.4.c

Language and Vocabulary

Spell Words with *r*-Controlled Vowels CC.2.L.2.d

or, ore

Use Knowledge of Language and CC.2.L.3

Its Conventions

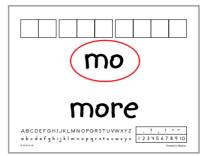
T365b Unit 6

3 Spell Words with or, ore ✓

Use **Dictation Routine 2** to have children spell sentences on their **Write-On/Wipe-Off Boards**.

- Say a sentence: Will more sports bore you?
- **Repeat the sentence.** Have children write the sentence.
- Write the sentence. Have children check and correct their spelling.

For **Dictation Routine 2**, see page BP35.



Write-On/Wipe-Off Board

Check & Reteach

OBJECTIVE: Read and Spell Words with *or, ore*

Dictate the following words for children to write and spell: *tore, horn, cord, sore*. Have children read what they wrote. Monitor spelling and pronunciation.

If children have difficulty, remind them that *or* and *ore* stand for the sound /ôr/. Have children copy the words, underline *or* or *ore*, blend the sounds, and spell the words.

High Frequency Words

■ Read and Spell Key Words ■

Display and read these sentences. Then reread, having children snap their fingers when they hear the High Frequency Word.

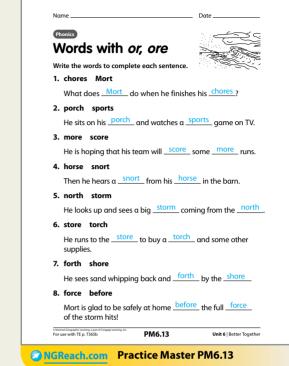
<u>Try</u> my <u>funny</u> sport! Get in <u>line</u> on this <u>side</u>. You will do what I have <u>done</u>. You <u>must</u> not <u>laugh!</u> <u>Once</u> you laugh, I win. <u>Next</u> time, I'll follow you.

Have children write each High Frequency Word on a card. Reread each sentence slowly and have children hold up a card when they hear each High Frequency Word. Post one example of each card on the Word Wall.

Check & Reteach

OBJECTIVE: Read and Spell High Frequency Words

Have partners place **High Frequency Word Cards** face up in random order. Partner A says a word and Partner B identifies the cards with that word, reads the word, turns the cards facedown, and spells the word aloud. Players take turns to match all the cards. If children misspell words, have them copy the correct words three times and use each in a sentence.





Day 2

words with
or, ore
High Frequency

story words

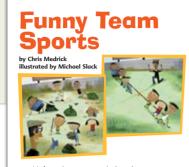
Read and Comprehend

Decodable Informational Text



2





fun when you play on a team! Here are some funny



Team B <mark>laugh</mark> in that time. But all Team A can do

is snort or snore! Once any Team B member laughs

the other side takes a turn



her, tossing the bag back and forth.



Read On Your Own Book 22 pages 4–7

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 22	Teacher's Edition
words with /oo/oo	spoon (pages 8, 9) broom (pages 10, 11)	/oo/oo (page T297n)
words with inflected endings -er,-est	harder (page 7) faster (page 9) fastest (page 12)	-er (page T303b) -est (page T303b)
words with soft c	once (page 5) circle (page 8)	/s/c (page T296b)
words with -y	funny (pages 4, 14) try (page 14)	/ē/y (page T289l) /ī/y (page T289l)

AL Above Level

ISSUE Children can quickly decode the passage.

STRATEGY Have partners devise another funny team sport. Encourage them to use *or* and *ore* words. Invite children to describe their sports to the class. Challenge the group to identify the /ôr/ words.

Decodable Reading

Sports"
☐ Read On Your Own Book 22 pages 4–14

Use the illustrations to pre-teach story words minutes (page 5), circle (page 8), and shoulder (page 13). Then use Decoding Routine 4 to conduct two readings of "Funny Team Sports." 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 cannot self-correct, provide corrective feedback. See **Differentiate**

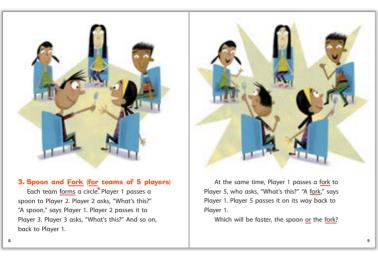
SECOND READ

Day 2 Reread and Comprehend

Have children chorally reread the text. Listen for improvement in rate and accuracy. Use the following questions to build comprehension.

- **Identify Cause** In the Snort and Snore sport, what makes Team B laugh? (Team A acts silly by snorting and snoring.)
- **Identify Sequence** In the Corn Bag Toss, what must you do after each toss? (You must take a step back after each toss.)
- **Compare and Contrast** How is a relay race, such as the Horse Relay, the same or different from other races you run? (In all races, you try to be the fastest runner. In a relay, each person only runs part of the race.)
- 4 Make Connections If we voted for a funny sport to try first, which sport do you think we would choose? Why? (Responses may vary but should be supported by reasons.)

For **Decoding Routine 4**, see page BP34.









Read On Your Own Book 22 pages 8–15

Practice Phonics

f o r m

Talk Together Read On Your Own Book 22 page 15
Have partners turn and talk about what they see in the illustration. Have partners share **Talk Together** answers with the class. (Possible responses: These kids <u>form</u> lines/hold torches/play horns/ride horses.)

Check & Reteach

OBJECTIVE: Read Decodable Texts Fluently and with Comprehension

Have each child read aloud a page from "Funny Team Sports." Note reading speeds and miscues.

Have children with 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.

Differentiate

EL English Learners

ISSUE Children do not understand the meaning of some of the *or* and *ore* words.

STRATEGY Use illustrations, actions, or realia to help clarify the words. For example:

- act out *snort* and *snore* (page 5)
- point to the horses in the illustration (page 15)
- help children form a circle (page 8)
- use the illustration or bring a flashlight to class to teach the word torch (page 12)

Reread and Analyze

Song Lyrics

Anthology

OBJECTIVES

Thematic Connection: Cooperation

Identify Prefixes

Compare Stories

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Comparison Chart: Practice Master PM6.16

MATERIALS

slips of paper

Power Writing

Have children write as much as they can as well as they can in one minute about the word society.

For **Writing Routine 1**, see page BP56.

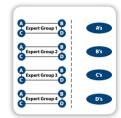
Academic Talk

1 Describe Song Elements

Use Jigsaw to help children explore rhythm, meaning, and humor in "Stone Soup." Model by rereading the last two lines from page 362. Point out how these lines not only tell how the characters are changing their view of stone soup, but also repeat a phrase that appears throughout the song: Stone soup tonight.

Have children locate other places this phrase appears and clap and read it aloud each time to see that both the rhythm and the words repeat. Elaborate: The phrase must be important to the overall meaning of the song because it is repeated several times. I think it is repeated because the whole song is about how making and eating this meal of stone soup brings the town together on this night.

Put children in groups according to topic: rhythm, meaning, or humor. Have each group discuss their topic, searching for examples of words, phrases, and other parts of the song that relate to their topic. Regroup children so that each new group has at least one representative from each old group, and have experts report on their group discussions. For **Jigsaw**, see page BP60.



Jigsaw

Vocabulary Practice

2 Identify Prefixes 🗹

REVIEW Explain: Both the prefix and the root word can give you hints about a word's meaning. Break the word into a prefix and a root word and put the meanings together to understand the new word.

Introduce the prefixes un- and in-. Explain that both mean "not." Display the words incivility, incomplete, indirect, inedible; unappealing, uncertain, uncharitable, and unfriendly. Have pairs choose one or two words, identify the prefixes, tell the meanings of the prefixes and roots, and find the meaning of each whole word.

Next, have children use the words in sentences about the characters or events in "Stone Soup." Listen carefully for understanding as they share their sentences.

Describe Words and Phrases CC.2.Rlit.4 CC.2.Rlit.9 Compare Stories Read with Fluency CC.2.Rfou.4 Read with Expression

COMMON CORE STANDARDS

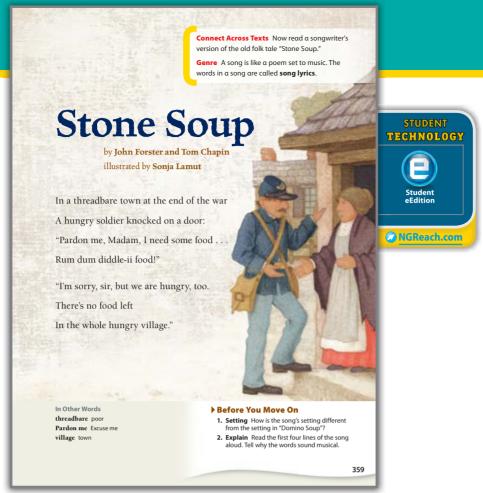
Reading CC.2.Rfou.4.b Writing Participate in Shared Research and CC.2.W.7 Writing Projects CC.2.W.8 **Recall Information** Speaking and Listening **Produce Complete Sentences** CC.2.SL.6 Language and Vocabulary Demonstrate Command of CC.2.L.1 **English Grammar** CC.2.L.4.b Use Prefixes as Clues Use Root Words as Clues CC.2.L.4.c

Check & Reteach

OBJECTIVE: Identify Prefixes

Display the words unable and incomplete. Ask: What are the prefixes? (un-; in-) What do they mean? (not) What are the root words? (able; complete) What do they mean? (can do something; finished) Have children combine the meanings.

If children have difficulty combining the meanings, have one child write down the meaning of the prefix on a slip of paper as another writes the meaning of the root word. Have them display both meanings and then combine them orally.



Anthology page 359

Comprehension

Have children compare "Domino Soup" and "Stone Soup," focusing on the story elements of character, setting, and plot.

- Why did people listen to the characters in both stories? (Luz made her neighbors think the soup was their idea. The soldier said how delicious the soup was.)
- How were the settings different? ("Domino Soup" takes place in a Cuban neighborhood in Miami. "Stone Soup" takes place in a village after a war.)

Check & Reteach

OBJECTIVE: Compare Stories

Ask: *How are the plots similar*? (In both, people work **together** to make soup for everyone.) If children cannot compare the plots, ask: *What problem came at the beginning*? (There was not enough food.) Discuss how the domino and stone served similar functions.

Reread and Analyze

4 Build Comprehension

Use the **Reread and Analyze** questions on pages T360–361 to T364–365 as you reread "Stone Soup."

See **Differentiate**

Differentiate

BL Below Level

FRONTLOAD Have children do a picture walk with a partner, teacher assistant, or other parent volunteer 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.

Day 2

Reread and Analyze

Song Lyrics

Reach

Anthology

Respond and Extend

- **Compare Two Versions of the Same Story** Anthology page 366 Compare the story elements of "Domino Soup" and "Stone Soup."
 - Begin by comparing the genres. Make sure children understand that "Domino Soup" is a play and "Stone Soup" is a song. Ask: How are these genres different?
 (A play is meant to be acted out. A song is meant to be sung.) How are these genres similar? (They are both meant to be performed for an audience.)
 - Have children work in small groups and record their answers on Practice
 Master PM6.16. First, have children identify all the characters in each story.
 Then ask them to look for clues about the setting. Finally, have children determine the important details and summarize the plot. After they finish, encourage them to circle or underline words or phrases that appear on both sides of the chart.
 - Discuss the themes of the selections. Remind children that they can figure out themes by thinking about the lessons the characters learned. Ask: What lesson did the people in Luz's village learn? (They learned they had more food than they thought when they put it together. They learned that it was important to welcome the neighbors.) What lesson did the people in "Stone Soup" learn? (Little things become a lot.) Direct children to the last stanza on page 365 if needed.

Check & Reteach

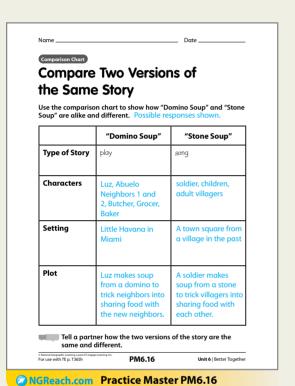
OBJECTIVE: Compare Stories

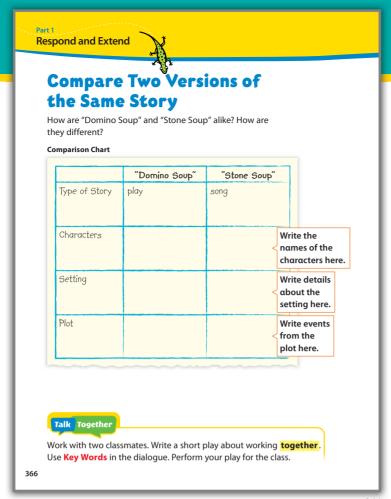
Ask: How did the neighbors react to the soup in both stories? (The neighbors in both stories were doubtful at first, but they came around and **added** to the soup.)

If children cannot compare aspects of the two versions, encourage them to look for details in the illustrations. For example, they may notice that the village women look surprised and concerned on page 360 but very happy on page 364.

6 Talk Together Anthology page 366

Read aloud the **Talk Together**. Have children form groups of three. Then ask each group to think of a task they do at home or at school where they might need to work together with other people, such as cooking dinner, cleaning a room, or completing a project. As they write their plays, remind groups to include information about who their characters are and where the play takes place, as well as plot events that show people working together.





Anthology page 366

Writing

Write to Compare

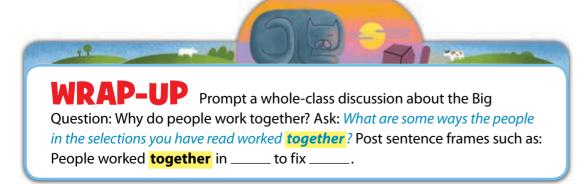
Use **Corners** to help children compare "Domino Soup" and "Stone Soup." Assign the four elements of a story from the Comparison Chart to four corners of the room and have children pick a corner to join.

Have each group write two or three sentences comparing how their story element was used in "Domino Soup" and "Stone Soup." Encourage groups to illustrate their writing with a scene from either story.

For **Corners**, see page BP60.



Corners



Daily Language Arts Daily Grammar Point out the subject pronoun / on page 359 of "Stone Soun" Then use the

Point out the subject pronoun *I* on page 359 of "Stone Soup." Then use the Daily Grammar lesson on page T357i to teach how to use the subject pronoun *I* and the object pronoun *me*.

Learn Sounds, Letters, and Words



P.,

Sing with Me **Phonics Songs Book**

OBJECTIVES

Thematic Connection: Cooperation

Isolate and Substitute Vowel Sounds

- Read and Spell Multisyllabic Words with or, ore
- Read and Spell High Frequency Words

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Sing with Me Phonics Songs Book, page 51

Sound/Spelling Cards 1, 2, 5, 7, 9, 12, 14, 16, 35, 36, 38

Read On Your Own Book 22

Write-On/Wipe-Off Boards

Longer Words with or, ore: Practice Master PM6.17

High Frequency Words: Practice Master PM6.18

TECHNOLOGY ONLY

Sing with Me Phonics Songs MP3 or CD 3,

Tracks 23-24

Word Builder

Letter Cards

MATERIALS

small chips or coins, 5 per child



Why should you cooperate when you work together?

Have children discuss how reaching a goal is easier if everyone cooperates.

Phonological Awareness

1 Isolate and Substitute Vowel Sounds

Use **Phonological Awareness Routine 6**.

- Say a word: meaning.
- Segment sounds: /m/ /ē/ /n/ /ī/ /ng/. Have children put chips in sound boxes as they repeat each sound. Ask: What is the first vowel sound you hear? (/ē/)
- Substitute a sound: Change /ē/ to /ôr/: /m/ /ôr/ /n/ /ĭ/ /ng/.
- Say the new word: morning. Say the new word with me: morning.

For **Phonological Awareness Routine 6**, see page BP30.

Repeat the routine with staying (storing), seated (sorted), and sketches (scorches).

Check & Reteach

OBJECTIVE: Isolate and Substitute Vowel Sounds

Ask: What word do I get if I change the /ē/ in steamy to /ôr/? (stormy)

If children cannot answer, review vowel sounds /ē/ and /ôr/. Repeat steamy and stormy several times in random order. Have children stand if the first vowel sound is /ôr/ and sit if not and name the vowel sound. Repeat with bidder, border, hornet, hairnet, reset, and resort.

Phonics

2 Learn Longer Words with *or, ore*

Sing with Me Phonics Songs Book page 51 Play Tracks 23 and 24 and follow directions. Have children follow the gestures until they can perform them smoothly.

- 1 2 Wave at passersby to come in.
- **3** Point out objects for sale.
- 4 B Hold hands high in the air.
- 5 6 Look around carefully.



Sing with Me Phonics Songs Book page 51

COMMON CORE STANDARDS

Reading

Decode Words with r-Controlled CC.2.Rfou.3 Vowels or, ore

CC.2.Rfou.3 **Decode Multisyllabic Words** Read Irregularly Spelled Words CC.2.Rfou.3.f

Language and Vocabulary

CC.2.L.2.d Spell Words with r-Controlled

Vowels or, ore

Use **Decoding Routine 1** to connect sound/spellings /ôr/or, ore in longer words and to blend words.

Step 1 Develop Phonological Awareness	or, ore in Longer Words
 Tell children: Longer words often have two or more parts, or syllables. These words have /ôr/ in the first syllable. These words have /ôr/ in the second syllable. 	morning, orbit, corner carport, popcorn, pitchfork
2. Tell children: I will say a word. Listen for /ôr/. If you hear /ôr/ in the first syllable, cross your arms. (Fifty and pencil do not have /ôr/.)	forest, hornet, forty, fifty, order, pencil, forget
Step 2 Review the Sound/Spelling	
 Display the picture-only side of Sound/Spelling Card 38. Say: horn. Have children repeat. Then say /ôr/ and have children repeat. Turn the card over. Point to the spellings and name them. Have children repeat. 	or ore Card 38 horn, /ôr/or, ore
3. Give examples of words with <i>or, ore</i> . Point to the example words <i>story, snorkel, pitchfork, horrible, explore, popcorn,</i> and <i>gorgeous</i> in the song on page 51 of Sing with Me Phonics Songs Book .	morning, snorkel, forty explore, popcorn, carport
Step 3 Blend Sounds in Syllables	
1. Display forget and divide it into syllables. Remind children how to divide VCCV words. Model: I divided forget between the middle consonants. See how I kept or together?	for get for
2. Blend /f/ /ôr/, sweeping your hand beneath the spellings. Have children blend the sounds with you.	get
3. Blend /g/ /ĕ/ /t/, sweeping your hand beneath the spellings. Have children repeat.	>
4. Blend syllables together. Have children repeat.	forget >
5. Repeat for the remaining words, pointing out VCCV, compound-word, and VCV divisions as you do so.	hornet, cornmeal, stormy snowstorm, acorn, report

For **Decoding Routine 1**, see page BP32.

See **Differentiate**

Differentiate

EL English Learners

PHONICS TRANSFER

ISSUE Speakers of Spanish may need help creating an /ôr/ sound.

STRATEGY Use the following cognates to help them make meaning and pronunciation connections:

order = orden border = borde horrible = horrible explore = explorar

SN Special Needs

ISSUE Children need practice identifying /ôr/ in words.

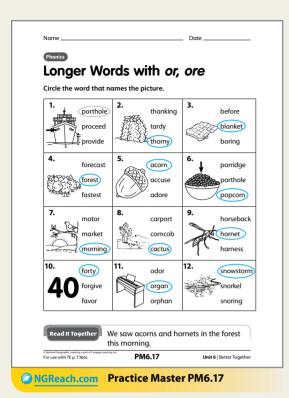
STRATEGY Review with children the /ôr/ sound. Then have children clap the syllables in the following words as you say them: *organ, pitchfork, explore, story, carport, snorkel.* Repeat the words and have children hold up one finger if the /ôr/ sound is in the first syllable and two fingers if it is in the second syllable.

Day 3

Learn Sounds, Letters, and Words



Read On Your Own Book 22



3 Read Longer Words with or, ore

Read On Your Own Book 22 page 16
Use the Word Builder to display the words and sentences shown. Have children blend the syllables as they did in step 3 on page T366b. Point out High Frequency Words was and the in the two sentences. Ask children to read the sentences.

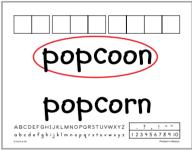
Use the example and the word *seashore* on page 16 to review sound/spellings /ôr/or, ore. Then have partners take turns reading the picture labels. Assign **Practice Master PM6.17** for more practice.



4 Spell Longer Words with or, ore

Use **Dictation Routine 1** to have children practice spelling on their **Write-On/Wipe-Off Boards**.

- Say a word: popcorn. Repeat and have children clap the syllables. Say the two smaller words in popcorn. (pop, corn)
- Segment sounds: /p/ /ŏ/ /p/ /k/ /ôr/ /n/.
- Display Sound/Spelling Cards. Have children match each sound to a card. (cards: 9 /p/, 16 /ŏ/, 14 /k/, 38 /ôr/, 7 /n/)

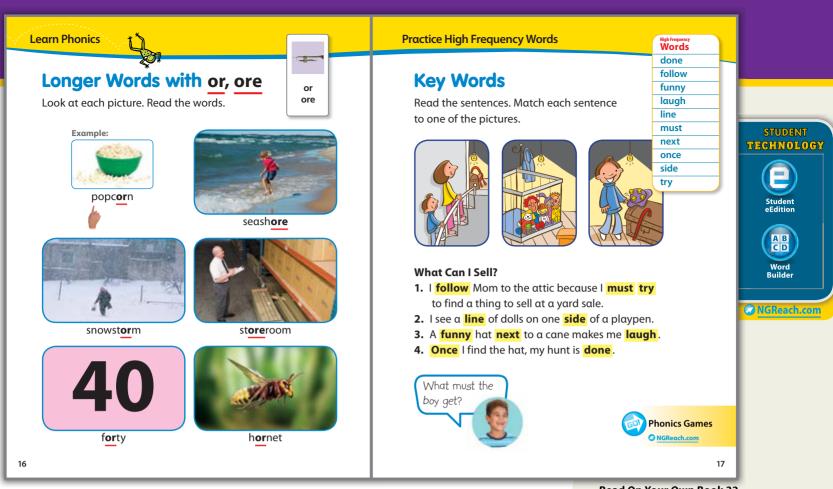


Write-On/Wipe-Off Board

- Repeat the word: popcorn. Have children write the word.
- Write the correct spelling. Have children check and correct their spelling.
 Repeat for *acorn* and *storeroom*, using cards 35 /ā/, 14 /k/, 38 /ôr/, 7 /n/, 1 /s/, 5 /t/, 12 /r/, 36 /oo/, and 2 /m/.

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:** Put the popcorn and acorns in the storeroom.
- Repeat the sentence. Have children write the sentence as you slowly repeat it several times.
- Write the sentence. Have children use your sentence to check and correct their spelling. Repeat with this sentence: Morgan and Mort will explore the forest. For Dictation Routines 1 and 2, see page BP35.



High Frequency Words

Sead and Spell Key Words ✓ Read On Your Own Book 22 page 17
Read aloud page 17. Point to the list of High Frequency Words and read them together. Reread the sentences, pausing before each High Frequency Word. Ask children to supply the word orally. Assign **Practice Master PM6.18** for practice.

Play Build, Mix, Fix.

- Print, cut out, and distribute Letter Cards. Display a High Frequency Word.
 Have children use Letter Cards to build the word.
- Have children shuffle the letters.
- Cover the displayed word and have children arrange the letters to spell the word. Uncover the word and have children check and correct their spelling.
- Repeat for the other High Frequency Words.

For **Build**, **Mix**, **Fix Game**, see page BP38.

REVIEW Check children's retention of High Frequency Words from Unit 5. Have children play **Build**, **Mix**, **Fix** with air, also, blue, earth, even, every, fall, family, first, hear, here, many, morning, most, mountain, near, only, round, sound, and start.



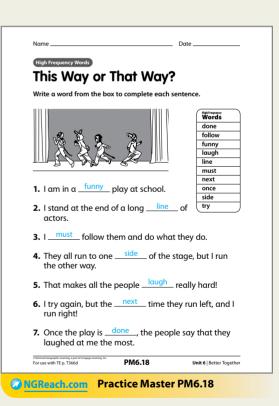
OBJECTIVES: Read and Spell Multisyllabic Words with *or, ore*Read and Spell High Frequency Words

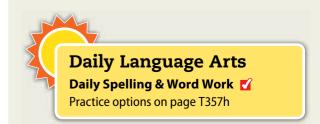
Display hornet, forecast, storeroom, and record and the High Frequency Words. Have children chorally read each word. Then cover the word and have children write it.

If children misspell words, have children write them correctly three times.

Read On Your Own Book 22

pages 16–17





Listen and Comprehend

Folk Tale

OBJECTIVES

Thematic Connection: CooperationPreview a Folk Tale to Make Predictions

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Interactive Read-Aloud 11 or Interactive Read-Aloud 11 PDF R10-R12

MATERIALS

index cards

Power Writing

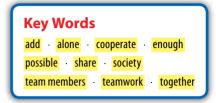
Have children write as much as they can as well as they can in one minute about the word *alone*.

For **Writing Routine 1**, see page BP56.

Vocabulary Practice

1 Review Social Studies and Academic Vocabulary

Review the **Key Words** to prepare children for reading "Stone Soup: Based on the Chinantec Tradition." Display the words. Chorally read the words as a class, and then define each one.



Have children work in small groups. Children

should write each **Key Word** on an index card and place the cards in a pile. Revisit the Big Question: Why do people work together? Children can take turns drawing a card and using the word in a sentence about how people work together. Encourage children to think about how people worked together in "Stone Soup" or "Domino Soup."

Academic Talk

2 Preview and Predict Interactive Read-Aloud 11 SCREEN 1

Have children look at the screen as you read aloud the title. Have children predict: What do you think this folk tale will be about? (people making soup out of a stone) Why do you think that? (because of the title) Guide children to predict how the characters and setting for this version of the story will be different from the versions they have read so far. Set a purpose: Let's read to find out how this version of "Stone Soup" is similar to and different from the others.

Check & Reteach

OBJECTIVE: Preview a Folk Tale to Make Predictions

If children do not understand that this is another version of "Stone Soup," identify similarities. Direct their attention to the stones being added to the bowl on screens 2 and 3. Ask: What are the men adding to the soup? What do you think will happen? Have children think back on what happened in "Domino Soup" and the other version of "Stone Soup."

Interactive Read-Aloud

3 Share a Folk Tale Interactive Read-Aloud 11 SCREEN 1

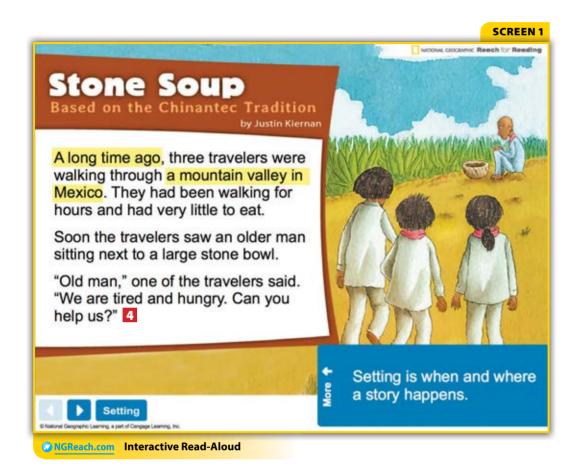
GENRE Explain: "Stone Soup" is a folk tale. A folk tale is a story that has been told for many years. It often teaches a lesson or explains how things work.

CONNECT ACROSS TEXTS Have children think back to how soup fed everyone in "Domino Soup" and "Stone Soup." Ask: *What happened when a stone was added to soup in the other story?* (Everyone contributed something, and everyone tasted the delicious soup.) Then direct children to the illustrations of the mountains and discuss how the setting in this story is different.

COMMON CORE STANDARDS

Reading **Read and Comprehend Prose** CC.2.Rlit.10 CC.2.Rfou.4.a Read with Purpose and Understanding CC.2.Rfou.4.b Read with Expression Writing **Recall Information** CC.2.W.8 Speaking and Listening Participate in Conversations CC.2.SL.1 CC.2.SL.2 Recount or Describe Key Details **Produce Complete Sentences** CC.2.SL.6 Language and Vocabulary Demonstrate Command of CC.2.L.1 **English Grammar** Use Words and Phrases CC.2.L.6





SOCIAL STUDIES BACKGROUND Share information about "Stone Soup."

- The Chinantec are a native people of Mexico. They live in a region of southern Mexico now known as Oaxaca.
- Chinantecs knew that food was the true source of life, and so the story of stone soup remains an important part of their culture. For them stone soup represents peace, cooperation, and unity.
- A group of Chinantec men make stone soup. Each man is responsible for one job in making the soup, such as catching fish, choosing stones, or finding firewood.
- Stone soup usually has fish and leaves, and is served in a gourd. The region in which it is made contains many different kinds of fish, shrimp, and vegetables.

Read screens 1–5 to the class. Use the questions on page T366g 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

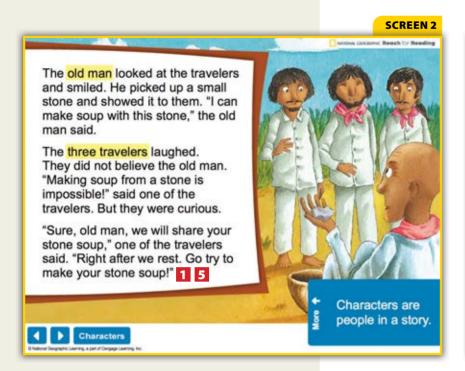
- Make and Confirm Predictions
- Active Reading

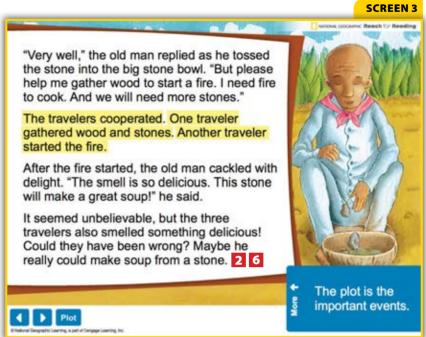
Day 4 Listen and Analyze

- Compare Stories
- ✓ Determine Importance
- Critical Thinking

Listen and Comprehend

Folk Tale





Build Comprehension

FIRST READ

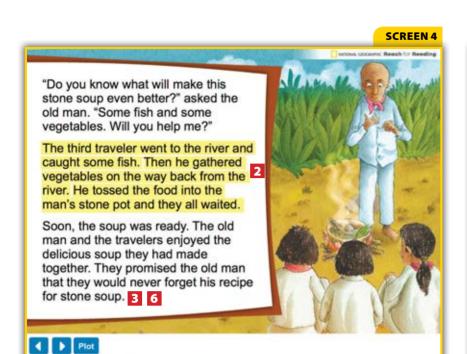
Day 3 Listen and Comprehend

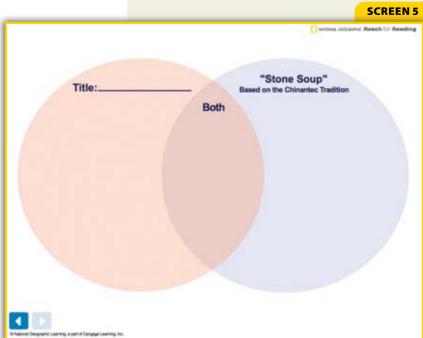
- **Make Predictions** Do you think the old man can make soup from a stone? How? (Possible response: Yes, by persuading the other men to help him.)
- **Active Reading** Have children perform the actions of the travelers by smelling something delicious, fishing, and gathering vegetables.
- **Confirm Predictions** *Does your prediction match the text?* (Possible response: Yes, the characters work **together** to make stone soup.)

SECOND READ

Day 4 Listen and Analyze

- **Contrast Viewpoints** How are the ways the travelers and the old man think about stone soup different? (Possible response: The travelers do not think soup can be made from a stone, but the old man is sure that it can.)
- **Determine Importance: Summarize** ✓ After reading screen 4, ask children to summarize in their own words how the travelers and the old man work together to make stone soup. (Possible response: They gather wood and stones and make a fire. Then they **add** fish and vegetables.)

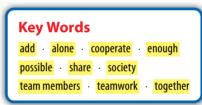




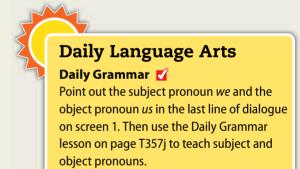
Writing

4 Write to Compare Interactive Read-Aloud 11 SCREEN 1-3

Have children work in pairs to compare the Chinantec version of "Stone Soup" with the song "Stone Soup." Ask pairs to write two sentences to compare the settings, the characters, or the plots. Remind children that when they compare, they should include details that tell how the stories are alike and different.







Pay 4 Read and Comprehend Decodable Narrative Text

OBJECTIVES

Thematic Connection: Cooperation

Isolate and Substitute Vowel Sounds

- Read and Spell Multisyllabic Words with or, ore
- Read and Spell High Frequency Words
- Read Decodable Texts Fluently and with Comprehension

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Sound/Spelling Cards 1, 5, 7, 8, 9, 21, 26, 28, 29, 33, 38 Longer Words with *or, ore*: Practice Master PM6.20 Write-On/Wipe-Off Boards

Read On Your Own Book 22

TECHNOLOGY ONLY

Letter Cards

Comprehension Coach

MATERIALS

beanbag or soft ball • small chips or coins, 6 per child • index cards



Phonological Awareness

1 Isolate and Substitute Vowel Sounds

Use Phonological Awareness Routine 6.

- Say a word: explode.
- **Segment sounds:** /ĕ/ /ks/ /p/ /l/ /ō/ /d/. Have children put chips in sound boxes as they repeat each sound. Ask: *What is the last vowel sound you hear?* (/ō/)
- Substitute a sound: Let's change /ō/ to /ôr/: /ē/ /ks/ /p/ /l/ /ôr/ /d/.
- Say the new word: explored. Say the new word with me: explored.

For **Phonological Awareness Routine 6**, see page BP30.

Repeat the routine with carpet (carport), ado (adore), and recess (resource).

Check & Reteach

OBJECTIVE: Isolate and Substitute Vowel Sounds

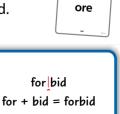
Ask: What is the last vowel sound in repeat? (/ē/) Change it to /ôr/. What is the word? (report) If children cannot answer, assign each of the sounds (/r/, /ē/, /p/, /ē/, /t/, and /ôr/) to a different child. Have the children stand side by side and say their sounds in order, blending the sounds faster and faster. Change the final vowel sound to /ôr/ and repeat. Ask: What is the new word? (report) Repeat with housefly (horsefly) and potter (porter).

Phonics



REVIEW Display **Sound/Spelling Card 38** and review spellings *or* and *ore*. Remind children that *or* and *ore* stand for the /ôr/ sound.

Remind children that some words have more than one syllable. Say: *forbid*. Have children repeat the word and clap the syllables. Display *forbid* and have children read the word. Model how to divide *forbid*. Repeat with *seashore*. Assign **Practice Master PM6.20**.



COMMON CORE STANDARDS

Reading

Decode Words with r-Controlled
Vowels or, ore
Decode Multisyllabic Words
Read Irregularly Spelled Words
Read with Fluency
Use Context to Confirm or Self-Correct
CC.2.Rfou.4.

Language and Vocabulary

CC.2.Rfou.4.

Spell Words with r-Controlled CC.2.L.2.d

Vowels

Use Knowledge of Language and CC.2.L.3

Its Conventions

Spell Words with *r*-Controlled CC.2.L.2.d

Vowels or, ore

T366i Unit 6

3 Spell Longer Words with or, ore ✓

Use **Dictation Routine 1** as children practice spelling on their **Write-On/Wipe-Off Boards**.

- **Say a word:** *explore.* Repeat and have children clap the syllables.
- Segment sounds: /ĕ/ /ks/ /p/ /l/ /ôr/.
- Display Sound/Spelling Cards. Have children match each sound to a card. (cards: 21 /ĕ/, 26 /ks/, 9 /p/, 8 /l/, 38 /ôr/)
- **Repeat the word:** *explore.* Have children write the word.
- Write the correct spelling. Have children check and correct their spelling.
 Repeat for northeast and seashore, using cards 7 /n/, 38 /ôr/, 29 /th/, 33 /ē/, 1 /s/, 5 /t/, 1 /s, and 28 /sh/.

For **Dictation Routine 1**, see page BP35.

Then dictate: *Will you explore the northeast seashore?* Have children write the sentence. Display the correct sentence so children can check their work.

High Frequency Words

Model pronouncing each of this week's High Frequency Words. Have children chant the words three times and spell each word aloud as you point to the words on the Word Wall: *done, follow, funny, laugh, line, must, next, once, side, try.*

REVIEW Have children review previously taught High Frequency Words *air*, *also*, *blue*, *earth*, *even*, *every*, *fall*, *family*, *first*, *hear*, *here*, *many*, *morning*, *most*, *mountain*, *near*, *only*, *round*, *sound*, and *start*. Make and distribute multiple sets of the words on index cards. Have children walk around the room and find children with the same card. Each child spells the word and says it aloud.

Check & Reteach

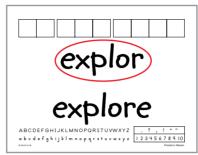
OBJECTIVES: Read and Spell Multisyllabic Words with *or, ore*

Read and Spell High Frequency Words

✓

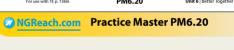
Display the words *laugh*, *follow*, *line*, *side*, *explore*, *rainstorm*, *popcorn*, and *forecast*. Divide children into two teams. Invite a child to come to the front of the class. Whisper a word for him or her to act out. The first child to correctly point to, read, and spell the word is awarded a point for his or her team. All players then read and spell the word. Play continues until all the words have been used.

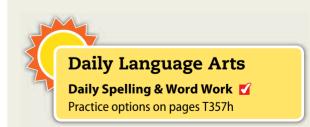
If children misspell words, have partners practice dictating and building words correctly with **Letter Cards**.



Write-On/Wipe-Off Board







Leaend longer words with or, ore

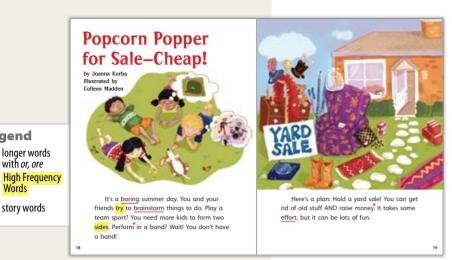
story words

Read and Comprehend

Decodable Narrative Text









Read On Your Own Book 22 pages 18-21

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 22	Teacher's Edition
words with silent	wreck	<i>wr</i> - (page T271b)
consonants wr, gn	(page 20) signs (page 24)	<i>-gn</i> (page T271b)
words with inflected endings -ed, -ing	supposed (page 20) used (page 21) boring (page 18)	-ed (page T324b) -ing (page T324b)
words with /a/ai, ay	raise (page 19) rainstorm (page 20) stay (page 26)	/a/ai (page T201b) /a/ay (page T201b)

SN Special Needs

ISSUE Children need additional practice with longer or, ore words.

STRATEGY Display and read rainstorm, popcorn, snorkel, and pitchfork. Have children find the words in the passage and discuss what they mean. Use each word in a sentence. Have children fold a paper in half vertically and then horizontally to make four boxes. Have them write and illustrate a word in each box.

Decodable Reading

S Read "Popcorn Popper for Sale—Cheap!" ✓

Read On Your Own Book 22 pages 18-28

Use the illustrations to pre-teach story words perform (page 18), money (page 19), and dollars (page 23). Then use **Decoding Routine 4** to conduct two readings of "Popcorn Popper for Sale—Cheap!" 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**

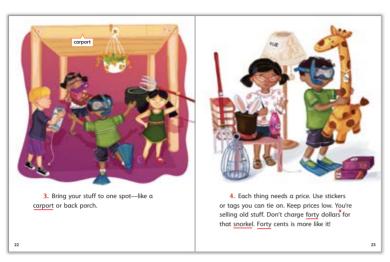
SECOND READ

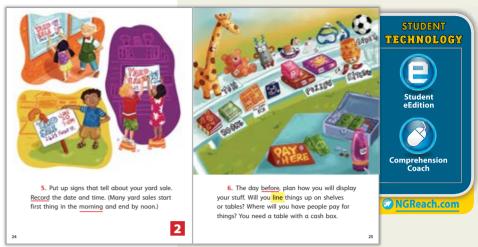
Day 4 Reread and Comprehend

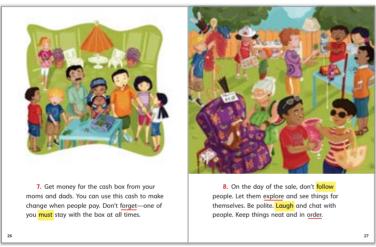
Have children chorally reread the text. Listen for improvement in rate and accuracy. Use the following questions to build comprehension.

- **Make Inferences** Why might a rainstorm wreck a yard sale? (Yard sales are outside. People and objects would get wet.)
- **Identify Details** What information should be on a yard sale sign? (You should display the date and time of the yard sale.)
- **Ask Questions** What would you like to ask the author about having a yard sale? (Possible responses: How do you set prices? How do you split the money fairly?)
- **Make Connections** How could you help your school have a yard sale? (Possible responses: making signs; bringing in old toys; recording sales)

For **Decoding Routine 4**, see page BP34.









Read On Your Own Book 22 pages 22-29

Practice Phonics

6 Longer Words with *or*, *ore* Read On Your Own Book 22 page 29 Print, cut out, and distribute Letter Cards. Read aloud page 29. Have partners build the words. See **Differentiate**



7 Talk Together Read On Your Own Book 22 page 29 Have partners tell about the picture by filling in the blanks in the sentence frame with words from the box. (Possible responses: The kid explores a carport/escapes a hornet/sketches a forest/brainstorms a story.)

Check & Reteach

OBJECTIVE: Read Decodable Texts Fluently and with Comprehension

Have each child read aloud a page from "Popcorn Popper for Sale—Cheap!" 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.

Differentiate

EL English Learners

ISSUE Children have difficulty building the or and ore words on page 29.

STRATEGY Have children work in pairs. Partner A points to an or or an ore word on the list, reads it aloud, and spells it slowly as Partner B uses Letter Cards to build that word. Partner B then reads and spells the word. Have children reverse roles and repeat until all the target words have been built.

AL Above Level

ISSUE Children can easily build the words from the box.

STRATEGY Challenge children to build other *or* and ore words that they know or read in the text. Have children share their words.

Listen and Analyze

Folk Tale

OBJECTIVES

Thematic Connection: Cooperation

Identify Prefixes

Compare Stories

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Interactive Read-Aloud 11 or Interactive Read-Aloud 11 PDF R10-R12

Power Writing

Have children write as much as they can as well as they can in one minute about the word *add*.

For **Writing Routine 1**, see page BP56.

Vocabulary Practice

1 Identify Prefixes ☑ Interactive Read-Aloud 11 SCREENS 3-4

REVIEW Remind children: A prefix is a word part that comes before a root word. It changes the word's meaning or part of speech. Display the word unbelievable from screen 3 and divide it into a prefix (un-), a root word (believe), and a suffix (-able). Explain: The prefix un-means "not." The word believable means "able to be believed."

Use believable and unbelievable in a sentence: It is believable that you could eat two bowls of soup. It is unbelievable that you could eat an entire pot of soup in one minute! Discuss other words with the un- prefix, such as unable and unavailable. Point out the word enjoyed on screen 4. Explain that en- is also a prefix meaning "to cause to be in." Have pairs find the meaning of enjoyed. (caused to feel joy)

Check & Reteach

OBJECTIVE: Identify Prefixes

Display: *reheat*, *undo*. Have children identify the prefixes (*re-*, *un-*) and define the words (to heat again; to take something apart).

If children cannot correctly identify prefixes, explain that prefixes are different than suffixes, which appear at the end of a word, or compound words in which both parts of the word make sense on their own.

Comprehension

2 Compare Stories ✓ Interactive Read-Aloud 11 SCREENS 1-4

Display and read aloud the More tab on screen 1. Ask: Which words tell when and where this story takes place? (a long time ago; a mountain valley in Mexico) Click the "Setting" button on screen 1 to highlight the answers. Discuss how this setting is different than the one in "Stone Soup" (a small town after a war).

Next, have volunteers read the definition for *characters* on screen 2. Ask: *Who* are the characters in this story? (old man, three travelers) Have a child click the "Characters" button on screen 2 to highlight the answers. Repeat for *plot* on screen 3. As a class, compare the characters and plot from this version of "Stone Soup" to those in the song.

Check & Reteach

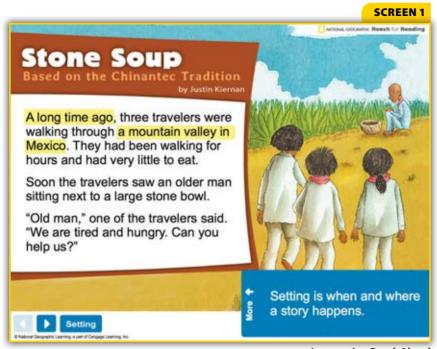
OBJECTIVE: Compare Stories

Ask: How were the plots of the two versions of "Stone Soup" different? (In the song version, an entire village made the soup. In the folk tale, only three travelers and the old man made the soup. Different ingredients went into the soup.)

If children have difficulty comparing the plots of two versions of the same story, ask: Who helped make the soup? What did they use to make the soup?

COMMON CORE STANDARDS

Reading **Recount Folk Tales with Central** CC.2.Rlit.2 Message **Compare Stories** CC.2.Rlit.9 Writing Write Opinions on Texts CC.2.W.1 **Recall Information** CC.2.W.8 Speaking and Listening **Ask and Answer Questions** CC.2.SL.3 CC.2.SL.6 **Produce Complete Sentences** Language and Vocabulary **Demonstrate Command of English** CC.2.L.2 Capitalization CC.2.L.4.b Use Prefixes as Clues Use Root Words as Clues CC.2.L.4.c



Interactive Read-Aloud

Listen Again and Analyze

3 Build Comprehension Interactive Read-Aloud 11 SCREENS 1-5
Use the Listen and Analyze questions on page T366g as you reread "Stone Soup:
Based on the Chinantec Tradition" and practice comparing stories.

Writing

4 Write a Book Review

Have children decide whether they liked "Domino Soup" or one of the versions of "Stone Soup" best. Have pairs that liked the same story work together to write a few sentences telling why they think that story is the most interesting. Remind them to support their opinions with examples from the text.

Academic Talk

5 Ask and Answer Questions

Have each pair share their writing with another pair. Have readers ask at least two questions about the writing and writers answer to clarify comprehension.





Daily Language Arts

Daily Grammar

Challenge children to find examples of subject and object pronouns in the first paragraph on screen 3 (subject pronouns: *he, I, we*; object pronoun: *me*). Then have children complete the Grammar and Writing lesson on page T357j.

${ m Day}\,{f 5}\,$ Review and Apply



Read on Your

OBJECTIVES

Thematic Connection: Cooperation

- Read and Spell Words with r-Controlled Vowels or, ore
- Read and Spell Multisyllabic Words with or, ore
- Read and Spell High-Frequency Words
- Compare Stories

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Grammar: Pronouns: Practice Master PM6.22

Read On Your Own Book 22

Interactive Read-Aloud 11 or Interactive

Read-Aloud 11 PDF R10-R12

TECHNOLOGY ONLY

Online Vocabulary Games

MATERIALS

index cards • posterboard

Power Writing

Have children write as much as they can as well as they can in one minute about the word *enough*.

For **Writing Routine 1**, see page BP56.

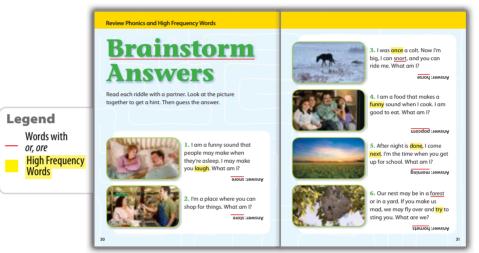
COMMON CORE STANDARDS

Reading	
Compare Stories	CC.2.Rlit.9
Decode Words with r-Controlled	CC.2.Rfou.3
Vowels or, ore	
Decode Multisyllabic Words	CC.2.Rfou.3
Read Irregularly Spelled Words	CC.2.Rfou.3.f
Read with Expression	CC.2.Rfou.4.b
Writing	
Participate in Shared Research and	CC.2.W.7
Writing Projects	
Recall Information	CC.2.W.8
Speaking and Listening	
Build on Others' Talk	CC.2.SL.1.b
Produce Complete Sentences	CC.2.SL.6
Language and Vocabulary	
Demonstrate Command of English	CC.2.L.1
Grammar	
Spell Words with r-Controlled	CC.2.L.2.d
Vowels or, ore	
Use Prefixes as Clues	CC.2.L.4.b
Use Root Words as Clues	CC.2.L.4.c
	Compare Stories Decode Words with r-Controlled Vowels or, ore Decode Multisyllabic Words Read Irregularly Spelled Words Read with Expression Writing Participate in Shared Research and Writing Projects Recall Information Speaking and Listening Build on Others' Talk Produce Complete Sentences Language and Vocabulary Demonstrate Command of English Grammar Spell Words with r-Controlled Vowels or, ore Use Prefixes as Clues

MORNING WARM-UP

Guess the story: This story took place in Mexico.

Play a guessing game with children. Name elements from the each of the selections they read this week and have children guess the story.



Read On Your Own Book 22 pages 30–31

Phonics Review

1 Play Brainstorm Answers ☑ Read On Your Own Book 22 pages 30–31 Read aloud the directions. Have partners read and answer the riddles.

Have children find these words in the text or in their answers:

- five one-syllable words with /ôr/or, ore. (snort, for, snore, store, horse)
- five two-syllable words with /ôr/or, ore. (Brainstorm, forest, popcorn, morning, hornets)
- High Frequency Words done, funny, laugh, next, once, and try.

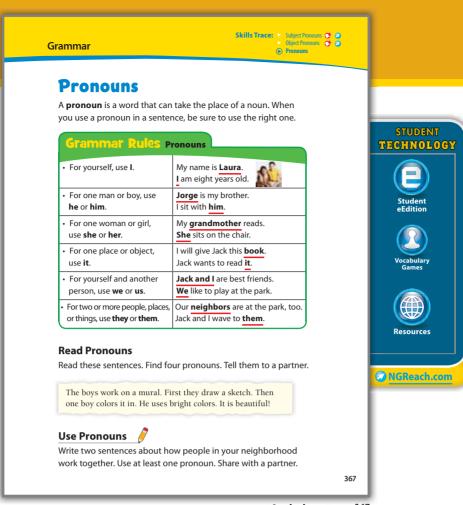
Check & Reteach

OBJECTIVES: Read and Spell Words with *r*-Controlled Vowels *or*, *ore*
Read and Spell Multisyllabic Words with *or*, *ore*Read and Spell High Frequency Words

✓

Have children write the words *porch, forest, morning, storeroom, follow, line, must,* and *side* on index cards. Then have partners combine their cards and lay them facedown on the floor to play **Memory**. Tell children to take turns trying to match identical words. As children match pairs, tell them to read the word and spell it.

For **Memory Game**, see page BP38.



Anthology page 367

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 Pronouns <a> Image Anthology page 367

Explain that subject pronouns name who or what does something and object pronouns go after action words or prepositions. With children, create a chart to classify the pronouns on page 367 as singular/plural and subject/object pronouns.

Have children complete the Read Pronouns activity. Finally, have partners exchange sentences and check that pronouns were used correctly. Then use pages T357i-T357j to review subject and object pronouns. Have them work in groups to find the pronouns in the sentences below. Have them tell whether each pronoun is a subject or object pronoun.

- 1. We each brought an ingredient for making stone soup. (We: subject)
- 2. Movan's father works at a store, so he brought the meat. (he: subject)
- 3. Emir brought some carrots with him. (him: object)
- 4. We will give our soup to the homeless by bringing it over to them. (We: subject; it: object; them: object)

Assign Practice Master PM6.22.



VOCABULARY GAME

Introduce Word Sorts. Provide children with a list of words beginning with co-, im-, un-, and in-, including some **Key Words**. (For example, together, alone, cooperate, enough, possible, impossible, share, coaster, cookie, co-host, undo, inexact, inside.) Have groups write the words on index cards, discuss the meaning of each word, and work together to sort the words by those that contain prefixes and those that do not contain prefixes. Then have children sort the words with prefixes into categories by prefix.

For **Word Sorts**, see page BP54.



Comprehension

4 Compare Stories ✓

Review stories children read this week and last: "Domino Soup," "Stone Soup," and "Stone Soup: Based on the Chinantec Tradition." Guide them to compare and contrast the stories.

- Ask: How are the genres of the stories different? (One is a play, one is a song, and one is a folk tale.)
- How are the settings of the stories different? (One takes place in a modern Miami neighborhood, one takes place in a small town after a war, and the last one takes place a long time ago in a mountain valley in Mexico.)
- How are the characters similar and different? (In all three stories, the main character guides people to make soup out of an object, such as a stone or domino. Everyone contributes. The main characters are different though, and the number of people making the soup is different in each version.)

Check & Reteach

OBJECTIVE: Compare Stories

Check that children identify and compare the main characters from the different selections. If children cannot discuss and compare the characters, have them list the characters from each selection and circle the main character in each case. Then have children list some actions taken by the main characters, and compare and contrast them to see how the characters are alike and different.

Academic Talk

5 Relate Readings to the Big Question

Use Inside-Out Circle.

- Form two concentric circles. Then name one of the stories from this week.
- Have children in the outside circle ask one question about the story. Encourage them to start the questions with who, what, when, where, or why. Have children in the inside circle answer the question.
- Have children rotate. Repeat with a different story from this week. Then have children switch roles for the third story.
- Have children discuss the Big Question: What can we gain when we give? Ask: Who is one character that learned something or gained something by giving? What did he/she gain?
- Have volunteers share their questions, answers, and connections to the Big Question.

For Inside-Out Circle, see page BP60.



Writing

6 Write About Working Together

Explain that children are going to make a poster that shows why people work together. Use **Jigsaw**.

Group children evenly into three expert groups, one for each selection: "Domino Soup," "Stone Soup," and "Stone Soup: Based on the Chinantec Tradition." Have each group discuss what their selection told them about why people work together. Children should answer the following questions with their group:



Jigsaw

- When did people in your selection work **together**?
- What did they learn? What did they gain?
- What were they able to do **together** that they would not have done alone?

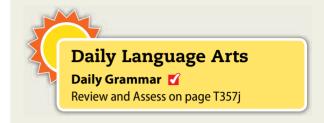
After groups have finished answering each question, regroup children so that each new group has at least one member from each expert group. In their new groups, have children discuss one of the questions. Each child can report on the question, based on the selection of their expert group.

Have each group write at least two sentences that answer the group's question on a piece of posterboard. Then each child can illustrate the sentences on the group's posterboard with scenes from the selection of their expert group.

Remind children that they can use pronouns on their posterboards instead of repeating the names of the characters again and again. After the posters are finished, display them in the classroom. Give children a chance to read the finished posters and offer comments or ask questions about them. For **Jigsaw**, see page BP60.



Folders. Form heterogeneous groups. Have groups choose something else they want to learn about the Big Question. Ask: What else do you want to know? How can you find out? Display one question from each group. Help children find classroom resources that might answer their questions.



Week 2 Assessment & Reteaching

= TESTED SKILL

Assess

OBJECTIVES

Foundational Skills

Phonics

- Decode Words with *r*-Controlled Vowels *or*, *ore*
- ☑ Decode Multisyllabic Words

High Frequency Words

Read High Frequency Words

Spelling

- Spell Words with *r*-Controlled Vowels *or*, *ore*
- **☑** Spell High Frequency Words

Fluency

- **Expression**
- Accuracy and Rate

ASSESSMENTS





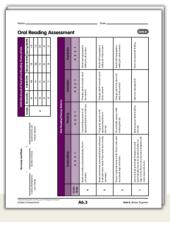


Foundational Skills Test A6.13–A6.14

Spelling Pretest/ Spelling Test See page T357g







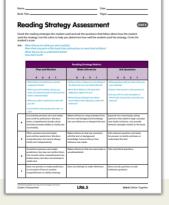
Oral Reading Assessment A6.1–A6.4

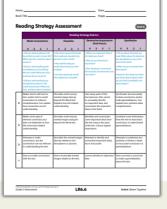
Use these passages throughout Unit 6. Work with on-level readers this week.

Reading

- Compare Stories
- ☑ Determine Importance







Reading Comprehension Test A6.15–A6.17

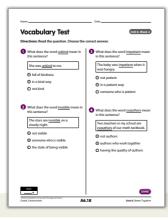
Reading Strategy Assessment LR6.5-LR6.6

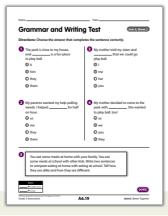
Vocabulary

- ☑ Use Social Studies Vocabulary
- ☑ Use Academic Vocabulary

Grammar and Writing

- ☑ Subject and Object Pronouns
- Write a Comparison





Score	*		*	
Ideas	The result to due and	Most of the other med of our med from only met step. The steps occurs and relevant, occurs and occurs and relevant, occurs and occurs and	The res seep to secretarity but secretarity as secretarity confusing 5 come details are consensed relevant and relevant	The not despleas and the not described for the notation of the
Organi assion	- The shrut has be observed to the observed. - All content flows into highest impaired.	Mease the short and street the parties of the parties of the parties of the short street the contract flows in categood suppart on	Be shot her b controlling and controlling and purpose. Sees controlling from in allogated inquarios.	There is no control of the force of the forc
	operation is against the the pages and the authors.	The torus is modified to the property for the medicer. When your medical with your fire	Therese is secondaries in secondaries in the papers and the audience 5 consective with proach pending.	The torus is not a copy opening for the propose or the order or
Word Choice	A Agrespation means to cheek consequences to cheek consequences to the consequence to consequence consequence grade on entering	Vitery reports the reports the reports the results next chean to cleady consult the remange. Vitera of the language grabs in offers in offers at offers	Serve opposition methorary change change to consult the remande. Serve of the language grade in sites?	For appropriate needs near dream to classify conseptible mentage. Little or need of the forces of the forces of the forces of the forces of
Ruency	- Ad some receives auriblished and cell on earth has a transition. I liften med sidned, the sidned and sidned and retard and retard and	Wed server on with ord on with ord has even olden. When sect olden, recent the relies to conditional	Some seek rects on winds and has execution. When sed observed a con- th a relate to conditional	Francesed for the second of th
Convertions	The needing has only a law rate or or the law rate or or the law rate or or of part and and the law rate or or he has rate or or the law rate or or or the law rate or or or or or or or or or or	The avilleg has some extent or more than or many to the region of the avilleg has premise a route grammar a ro	The seriting has seemed errors in specifiery, parts backers, and oppositionation of the seriting has a series and seriors in the series and series.	The sering has received in party arceiving part that has not operations or the entire party party arceiving party arceiving party arceiving that party arceiving that that the that that that the that that the that that the that that that the that that the that the that that the that the that that the the the that the the the the the the the th
Passentotion	The test to per sorted lean code by seap. Visuals are upport treated upport treated cohoracie altituda cohoracie altituda neutrand highla.	blook of the least beginner and rean cate to least it was con appropriate and appropriate and appropriate and appropriate and to the of the least and branched in quite.	Some of the con- beness and rea- beness and rea- form shakes appropriation of appropriation of appropriation of the formation in the formation of the formation of the formation of the formation of the real seed the dis-	The test is net per sented in ear- could be may. Visually or net, opportable and contraspect meaning, or they devel make.

Vocabulary Test A6.18

Grammar and Writing Test A6.19

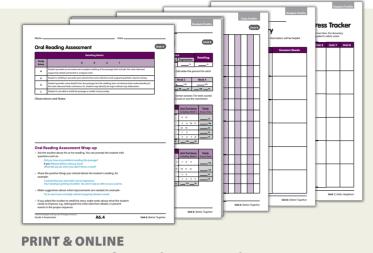
Writing Rubric A6.49



Reteach and Practice

RESOURCES AND ROUTINES

REPORTS



Report Forms for Teacher to Complete

Student Profile: Foundational Skills A6.4 **Student Profile:** Weekly and Unit Tests A6.45-A6.46 Class Profile: Weekly and Unit Tests A6.47 Student Profile: Strengths and Needs Summary A6.48 Student Profile: Oral Reading Assessment

A1.3

Foundational Skills, Spelling, Fluency

RETEACH

Decoding Routines, page BP36

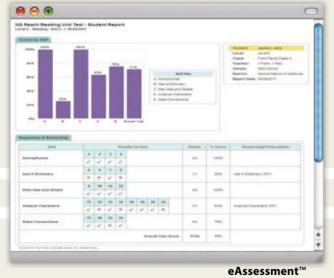
High Frequency Words Routines, page BP37

Fluency Routines, page BP40

ADDITIONAL PRACTICE

Word Builder MGReach.com

Activities for Daily Practice, pages BP38-BP39



Reading

RETEACH

Stories: Reteaching Master RT6.4

Determine Importance: Reteaching Master RT6.5

ADDITIONAL PRACTICE

Leveled Books, pages LR4-LR12

Vocabulary, Grammar and Writing

Pronouns: Anthology Handbook, page 579 **Interactive Writing Routine**, page BP58

ADDITIONAL PRACTICE

More Grammar Practice, Reteaching Master RT6.6

ONLINE ONLY

Progress Tracker

Automated Reports

Student Profile: Weekly and Unit Assessments Class Profile: Weekly and Unit Assessments

Standards Summary Report

Week 3 Planner



√ = TES1	TED	Day 1	Day 2
WHO	OLE GROUP TIME	Learn Sounds, Letters, and Words	Read and Comprehend
	Phonological Awareness 5 minutes	☑ Isolate and Substitute Medial Sounds T367m	☑ Isolate and Substitute Medial Sounds T370e
le Text	Phonics and Spelling 20–30 minutes Teams Work	Phonics CC.2.Rfou.3 ✓ Words with <i>er, ir, ur</i> T367m	Phonics CC.2.Rfou.3; CC.2.Rfou.4 ✓ Words with <i>er, ir, ur</i> T370e ✓ Read with Fluency T370g
Decodable Text	Together	Spelling CC.2.L.2.d ☑ Daily Spelling and Word Work: Pretest T367i ☑ Words with <i>er, ir, ur</i> T367o	Spelling CC.2.L.2.d ✓ Words with <i>er, ir, ur</i> T367i, T370f
	High Frequency Words 5–10 minutes	Learn High Frequency Words CC.2.Rfou.3.f T367i, T367p	☑ Practice High Frequency Words T370f CC.2.Rfou.3.f
WHO	OLE GROUP TIME	Listen and Comprehend	Listen and Analyze
	Speaking and Listening 10 minutes	Express Needs and Wants T368 CC.2.SL.1	More Key Words T370i CC.2.L.4
	Language and Vocabulary	Daily Grammar CC.2.L.1	Daily Grammar CC.2.L.1
Big Book	15–25 minutes	 ✓ Use Possessive Pronouns T367k Social Studies Vocabulary ✓ Learn Key Words T368 project organize plan join skills 	✓ Use Possessive Pronouns T367k Academic Vocabulary CC.2.L.4 ✓ Learn More Key Words T370i dream education opportunity result success
Anthology &	Reading 20–40 minutes	Read ✓ Read-Aloud: Human Interest Story T369a Comprehension CC.2.Rinf.2 ✓ Identify Main Idea T369a	Reread ✓ Read-Aloud: Human Interest Story T372 Comprehension CC.2.Rinf.2 ✓ Determine Importance T372 ✓ Talk Together T372
	Writing 15 minutes	Power Writing T368 CC.2.W.8 Writing CC.2.W.7 Write About Main Idea T370d	Power Writing T370i CC.2.W.8 Writing CC.2.W.7 Write to Identify Important Details T372
LEV	ELED READING TIME		
s & ion	20 minutes	Reading CC.2.Rlit.5; CC.2.Rlit.10; Introduce LR2 CC.2.Rinf.2; CC.2.Rinf.10	Reading CC.2.Rlit.5; CC.2.Rlit.10; Read and Integrate Ideas LR2 CC.2.Rinf.2; CC.2.Rinf.10

LEARNING STATION TIME

20 minutes



20 minutes



Read LR4-LR11

🗹 Identify Main Idea

Oetermine Importance

Analyze Story Elements

Speaking and Listening T367gCC.2.Rinf.1; CC.2.SL.1, 2Language and Vocabulary T367gCC.2.L.4; CC.2.L.6Writing T367gCC.2.W.2; CC.2.SL.6Cross-Curricular T367hCC.2.Rinf.10Reading and Intervention T367hCC.2.Rinf.10; CC.2.Rfou.3, 4

☑ Determine Importance

✓ Analyze Story Elements

Identify Main Idea

BIG Question How does your family work together?

Day 3	Day 4	Day 5
Learn Sounds, Letters, and Words	Read and Comprehend	Review and Apply
☑ Isolate and Substitute Vowel Sounds T373a	☑ Isolate and Substitute Vowel Sounds T387a	Review T387h
Phonics CC.2.Rfou.3 ✓ Multisyllabic Words with <i>er, ir, ur</i> T373a	Phonics CC.2.Rfou.3; CC.2.Rfou.4 Multisyllabic Words with er, ir, ur T387a Read with Fluency T387c	Phonics CC.2.Rfou.3; CC.2.Rfou.4 Words with er, ir, ur T387h Multisyllabic Words with er, ir, ur T387h
Spelling CC.2.L.2.c Multisyllabic Words with <i>er, ir, ur</i> T367i, T373c	Spelling CC.2.L.2.d Multisyllabic Words with <i>er, ir, ur</i> T367i, T387a	Spelling CC.2.L.2.d ✓ Words with <i>er, ir, ur</i> T387h ✓ Multisyllabic Words with <i>er, ir, ur</i> T387h
Practice High Frequency Words T373d CC.2.Rfou.3.	Practice High Frequency Words T387b CC.2.Rfou.3.f	Review High Frequency Words T387g CC.2.Rfou.3.f
Read and Comprehend	Reread and Analyze	Review and Apply
Preview and Predict T374 CC.2.SL.1	Describe Connections T387e CC.2.Rinf.3	Talk About It T388 CC.2.SL.1.b
Daily Grammar CC.2.L.1 ✓ Use Possessive Pronouns T367l Vocabulary CC.2.L.4 ✓ Expand Word Knowledge T374	🗹 Grammar and Writing T367l	Daily Grammar CC.2.L.1 ✓ Review T367l Vocabulary CC.2.L.4 ✓ Apply Word Knowledge T387g
Read ✓ Read a Human Interest Feature T368–T387	Reread Reread a Human Interest Feature T387e Comprehension CC.2.Rinf.2 Identify Main Idea T368–T387 Determine Importance T368–T387	Reread and Integrate Comprehension CC.2.Rinf.2 Identify Main Idea T388 Determine Importance T388
Power Writing T374 CC.2.W.8 Writing CC.2.W.1 Write an Opinion T386–387	•	Power Writing T387g CC.2.W.8 Writing CC.2.W.7 Write About It T388
Reading CC.2.Rlit.10; CC.2.Rinf.2 Introduce LR2 CC.2.Rinf.10; CC.2.SL.1 Read LR4−LR11 ✓ Determine Importance ✓ Analyze Story Elements ✓ Identify Main Idea	•	Reading CC.2.W.1–3; CC.2.SL.1.a Connect Across Texts LR3 Writing CC.2.W.3 Choose a Writing Option LR4–LR11
	ASSESSMENT & RETEACHING	
Reach: Reading	Assessment & Reteaching T389a−T389b Foundational Skills Test A6.20−A6.21 CC.2.Rfou.3; CC.2.Rfou.3 f: CC.2.L.2.d	Reading Comprehension Test A6.22–A6.25 CC.2.Rlit.6,10 Reading Strategy Assessment LR6.5–LR6.6 CC.2.Rlit.1

Spelling Test T367i

✓ Oral Reading Assessment A6.1–A6.4

CC.2.Rfou.3.f; CC.2.L.2.d

CC.2.Rfou.3; CC.2.L.2.d

CC.2.Rfou.4

CC.2.W.8;

CC.2.L.1.e

✓ Vocabulary Test A6.26–A6.27 CC.2.L.4; CC.2.L.6

Grammar and Writing Test A6.28

Reteaching Masters RT6.8-RT6.10

Week 3 Learning Stations

Speaking and Listening

Option 1: Lend a Hand 🟋



PROGRAM RESOURCES & MATERIALS

Language and Literacy Teamwork Activities:

Digital Library: Language Builder Picture Cards C68-C71, C74-C75

Teacher's Guide on **QNGReach.com**

Recount or Describe Key Details CC.2.SL.2

Option 2: Lost Ladybug Project



Have children go to Resources > Unit 6 > Learning Stations > Week 3 > Ladybugs.

- · Have children ask and answer questions about how and why ladybugs need to be found, identified, and photographed.
- Ask for ideas on how to join the project, individually or as a class.
- Then listen to the Lost Ladybug Song. (Go to Teaching Resources > Unit 6 > Learning Stations > Week 3 > Lost Ladybug Song.)

Participate in Conversations

Language and Vocabulary

Kev Words

dream education join opportunity organize plan project result skills success

Option 1: Vocabulary Games X



Determine the Meaning of Words CC.2.L.4 Use Words and Phrases

Option 2: My Vocabulary Notebook X



Have children expand word knowledge by

- · looking up words
- writing definitions in their own words
- writing sentences that contain both a Key Word and a possessive pronoun.

Determine the Meaning of Words CC.2.L.4 **Use Words and Phrases** CC.2.L.6

Writing

Option 1: Green Schools



PROGRAM RESOURCES

Cross-Curricular Teamwork Activities: Card 38 Digital Library: Language Builder Picture Cards C72 and C73

Teacher's Guide on ONGReach.com

computers with Internet access

CC.2.W.2 Write About Topics

Option 2: Write a Caption X



PROGRAM RESOURCES

Digital Library: Language Builder Picture Card C72

Display the photo of people recycling and have children write a caption for it. Remind children that a photo caption gives information and details about the photo or the topic of the photo. Children's captions should be at least two sentences in length.

CC.2.W.2 Write About Topics **Produce Complete Sentences** CC.2.SL.6





Cross-Curricular

Option 1: Take Up a Collection ****



PROGRAM RESOURCES & MATERIALS

Cross-Curricular Teamwork Activities: Card 40

Teacher's Guide on **ONGReach.com**

play coins • colored markers and crayons

Option 2: Plant a Tree ****



- Have children review how planting mangrove trees helped the community in Eritrea.
- Go to Resources > Unit 6 > Learning Stations > Week 3 > Plant a Tree. Have children read the first paragraph of "Improve the Outdoors."
- Discuss how planting a tree can help the community.
- Click on "Learn how to plant a tree" and help children make plans to plant a tree.

Read and Comprehend Informational Text CC.2.Rinf.10

Reading

Option 1: 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.2.Rfou.4

Option 2: A Team Project in Kenya



Go to Resources > Unit 6 > Learning Stations > Week 3 > Kenya. Children locate Kenya on a world map. Partners take turns asking and answering questions about the project, the skills the girls are learning, and the importance of the project.

For additional reading opportunities, see **Recommended Reading** on page LR12.

Read and Comprehend Informational Text CC.2.Rinf.10 CC.2.Rfou.4 Read with Fluency

Intervention

Option 1: Phonics Games 🕺





Decode Words with r-Controlled Vowels ir. er. ur

CC.2.Rfou.3

Option 2: Reteach /ûr/ir, er, ur 🟋



PROGRAM RESOURCES

Phonics Picture Cards 77, 82, 85, 87, 137

Use Reteaching Routine 1.

- Display the word. ruler
- Say the word: ruler. Have children repeat.
- Read the word. Point to the letters er. Ask: What are these letters? What is the sound?
- Scaffold spelling. Say: ruler. Have children repeat the word, say the first sound, and write its spelling. Repeat.

For **Reteaching Routine 1**, see page BP36. For Reteaching Masters, see pages RT6.7–RT6.9.

Decode Words with r-Controlled Vowels ir, er, ur

CC.2.Rfou.3

Additional Resources

ESL Kit XXX



ESL Teacher's Edition pages T367m-T389

Week 3 Daily Spelling & Word Work

OBJECTIVES

Thematic Connection: Cooperation

Spell Words with er, ir, ur

Spell High Frequency Words

SUGGESTED PACING

DAY 1 Spelling Pretest DAY 2-4 **Daily Practice Options** DAY 5 Spelling Test

Spelling Pretest

Spelling Test

Day 5

XXX

Spelling Words

Use these words and sentences for the weekly Spelling Pretest and Spelling Test.

ls with	

1. third	December the third is a special day for me.
2. burger	My mom and I went out for a big, juicy burger .
3. perfect	That was the perfect dinner for me.
4. curly	It came with <i>curly</i> fries.

High Frequency Words

5. always	I <i>always</i> help Dad when he works around the house.
6. boy	He says that I can do anything a boy can do.
7. brother	I have three sisters, but I do not have a brother .
8. gave	Dad <i>gave</i> me my own little hammer for my birthday.
9. myself	I can pound in nails all by myself .
10. pull	I use the other end of the hammer to <i>pull</i> nails out.
11. sister	One <i>sister</i> is older than I am.
12. took	She took a class last summer about using tools.
13. upon	She plans to build upon her tool skills this year.
14. us	The neighbors see <i>us</i> working around the house.

More Words Use these words and sentences for additional Pretest and Test items. 1. shirt I opened the box and saw a cool new shirt. 2. serve Does this restaurant serve pizza? 3. nurse Dad is a *nurse*, and Mom is a teacher. 4. birthday We had a big party for my ninth birthday. 5. squirm My little sisters start to **squirm** if they get bored. 6. further I cannot explain *further* because it is time to eat.

Sort Words

Day 2



MATERIALS

Option 1

PROGRAM RESOURCES

Word Cards: Practice Master PM6.26

scissors

Prepare

Have pairs cut out the Word Cards and sort them into piles based on whether they contain er, ir, or ur.

Play a Game

- One child mixes up some of the words while the other isn't looking.
- The partner then tries to find and re-sort all of the misplaced words as quickly as possible.

Spelling & Word Worl Word Ca	-	rds with	er, ir, ur
shirt	bird	ြို့ mother	curl
squirm	serve	third	herd
fir	term	girl	dirt
nerve !	her	flirt	after
father	birth	burn	nurse
fur	sir	hurt	surf
turn	sister	squirt	spurt
tational Companyla Country, a part of Comp or use with TE p. T367i	paprimenting the PM	6.26	Unit 6 Better Together

Practice Master PM6.26

Decode Words with r-Controlled Vowels er, ir, ur Decode Multisyllabic Words **Identify Inconsistent Sound-Spellings**

CC.2.Rfou.3 CC.2.Rfou.3 CC.2.Rfou.3.e

Alphabetize

Day 2

XXX

MATERIALS

scissors

Option 2

PROGRAM RESOURCES

High Frequency Word Cards: Practice Master PM6.27

Prepare

Have each group cut out the cards. Note that the words in the first column are review.

Play a Game

- Each group turns their cards facedown and mixes them up.
- · On signal, each group turns over the cards and arranges them in alphabetical order.
- Assign a point for each correctly alphabetized word.

After several rounds, the group with the most points wins.

Read Irregularly Spelled Words **Demonstrate Command of English Spelling**

High Frequency Word Cards while goes above gave talk took long myself something brother better sister full always NGReach.com

Practice Master PM6.27

CC.2.Rfou.3.f



Word Search

Day 3

Option 1

MATERIALS

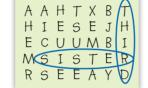
grid paper

Prepare

Display the Spelling Words. Create a portion of a word search puzzle on the board. Include a word that can be read across from left to right, down from top to bottom, and diagonally from upper left to bottom right. Do not write any words backwards.

Play a Game

· Have partners make word search puzzles on grid paper like your example using eight of the Spelling Words.



· Have children exchange puzzles with a partner and find the eight words.

Decode Words with r-Controlled Vowels er, ir, u
Decode Multisyllabic Words
Identify Inconsistent Sound-Spellings
Read Irregularly Spelled Words
Demonstrate Command of English Spelling
Spell Words with <i>r</i> -Controlled Vowels <i>er</i> , <i>ir</i> , <i>ur</i>
Spell Multisyllabic Words

CC.2.Rfou.3
CC.2.Rfou.3
CC.2.Rfou.3.e
CC.2.Rfou.3.f
CC.2.L.2
CC.2.L.2.d
CC.2.L.2.d

Build Words Online

Day 3

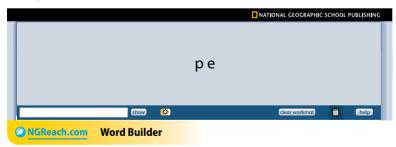


Option 2

Prepare

Have children access Word Builder at NGReach.com.

Play a Game



- Have one child choose a word and drag the first letter.
- A second child tries to guess the word. After each guess, the first child drags another letter until the word is identified.
- When the word is guessed, the next player must use it in a sentence.
- Have children rotate roles until all the words have been identified.

Decode Words with r-Controlled Vowels er, ir, ur	CC.2.Rfou.3
Decode Multisyllabic Words	CC.2.Rfou.3
Identify Inconsistent Sound-Spellings	CC.2.Rfou.3.e
Read Irregularly Spelled Words	CC.2.Rfou.3.f
Demonstrate Command of English Spelling	CC.2.L.2
Spell Words with <i>r</i> -Controlled Vowels <i>er</i> , <i>ir</i> , <i>ur</i>	CC.2.L.2.d
Spell Multisyllabic Words	CC.2.L.2.d

Odd One Out

Day 4



Option 1

MATERIALS

index cards

Prepare

Have partners write each Spelling Word on an index card to make a set of word cards.

Play a Game

The first player takes all the cards and lays down three cards, two of which have the same letter combination (er, ir, or ur).



• The second player identifies the odd card, the one that does not match the letter combination of the other two cards.

 Have children switch roles after each round and play for five to ten minutes.

Extend the activity by having children use each of the words in sentences.

Decode Words with <i>r</i> -Controlled Vowels <i>er</i> , <i>ir</i> , <i>ur</i>
Decode Multisyllabic Words
Identify Inconsistent Sound-Spellings
Read Irregularly Spelled Words

CC.2.Rfou.3 CC.2.Rfou.3 CC.2.Rfou.3.e CC.2.Rfou.3.f

Act Out a Word

Day 4

XXX

Option 2

Prepare

Display the Spelling Words.

Play a Game



- Have the first child secretly choose a Spelling Word. Then have him or her give clues about the word using gestures and facial expressions.
- Have the other children guess the word. Ask the child who guesses the word to spell it aloud without looking at the displayed list while the group checks the spelling.
- Then have the child who correctly guessed the word choose a new word and continue the game.
- Have groups play until all words have been used.

Demonstrate Command of English Spelling	CC.2.L.2
Spell Words with r-Controlled Vowels er, ir, ur	CC.2.L.2.d
Spell Multisyllabic Words	CC.2.L.2.d

Week 3 Daily Grammar

OBJECTIVE

Thematic Connection: Cooperation

Use Possessive Pronouns

COMMON CORE STANDARDS

Produce Complete Sentences Demonstrate Command of English Grammar CC.2.SL.6 CC.2.L.1

Day 1

PROGRAM RESOURCES

Subject and Object Pronouns: eVisual 6.11

Teach the Rules

Use page T370d to review pronouns. Then teach the rules.

Subject and Object Pronouns

- Pronouns replace nouns in sentences.
- **Subject pronouns** tell who or what is doing the action.
- Subject pronouns are I, you, he, she, it, we, and they.
- Use **object pronouns** after action verbs and after words like to, for, at, with, and of.
- Object pronouns are me, you, him, her, it, us, and them.

The boy goes to school. **He** studies science.

The girl also goes to school. **She** uses computers.

The people are farmers. They grow crops.

Please send some money to **my** friend and me. Address the letter to us.

> They helped **the girl** build a library. I saw **her** at the library.

They built **classrooms**. The children went to school in them.

Subject and Object Pronouns: eVisual 6.11

Play a Game XXX

Display subject pronouns in one column and object pronouns in another. Say a short sentence using a pronoun: We like our neighborhood. Then have the child say a short sentence using another pronoun. Continue until each child has at least two turns.

Differentiate

BL Below Level

ISSUE Children need extra review in subject and object pronouns.

STRATEGY Have children write sentence pairs like the ones above and exchange them with a partner. Have them identify both the nouns and the replacement pronouns.

Day 2

PROGRAM RESOURCES

MATERIALS

Possessive Pronouns: eVisual 6.12

pictures from magazines

Teach the Rules

Use page T373 to introduce singular possessive pronouns. Then teach the rules.

Possessive Pronouns

- Pronouns take the place of nouns.
- Possessive pronouns tell who has or owns something.
- Singular possessive pronouns are **mine**, **yours**, his, and hers.

That is **my horse**. That is **mine**.

This is **your country**. It is **yours**.

This is a volunteer's hat. This is **his**.

Is that **the girl's scarf**? Is that **hers**?

NGReach.com Possessive Pronouns: eVisual 6.12

Play a Game XXX

Hold up a magazine picture. Point to something in the picture and say a short sentence about ownership: This is the boy's hat. Then repeat with a possessive pronoun: This is his. Hold up another picture and have a child say a sentence about ownership, then choose another child to repeat it with a possessive pronoun. Continue play until each child has had at least two turns.

Differentiate

SN Special Needs

ISSUE Children need a visual cue to connect the possessive pronoun with its antecedent.

STRATEGY Have children draw an arrow from the possessive pronoun in the second sentence to the words it replaces in the first sentence. Have them copy these sentences:

That is my coat. That is mine. Is that Sarah's book? Is that hers? *Is this your glove? Is this yours?*







Day 3

PROGRAM RESOURCES

Plural Possessive Pronouns: eVisual 6.13

Use Possessive Pronouns: Practice Master PM6.30

Teach the Rules

Use page T386–387 to introduce plural possessive pronouns. Then teach the rules.

Plural Possessive Pronouns

- Pronouns take the place of nouns.
- Possessive pronouns tell who has or owns something.
- Plural possessive pronouns are ours, yours, and theirs.

That is our new school. That is **ours**.

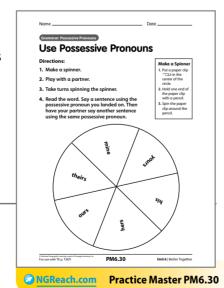
Girls, this is **your** greenhouse. Girls, this is **yours**.

This is **Pencho and** Tsering's money. This is **theirs**.

NGReach.com Plural Possessive Pronouns: eVisual 6.13

Play a Game XX

Distribute Practice Master PM6.30. Read the directions at the top of the page. Then have children play the Practice Master game.



Differentiate

BI Below Level

ISSUE Children need practice differentiating between

possessive pronouns and possessive adjectives.

STRATEGY Have children copy all the possessive pronouns and possessive adjectives in separate columns. Have them underline the s in the possessive pronouns yours, hers, ours, and theirs to distinguish them from your, her, our, and their.

Day 4

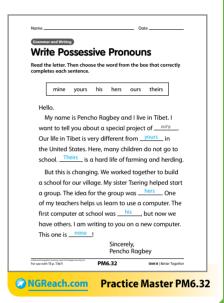
PROGRAM RESOURCES

Write Possessive Pronouns: Practice Master PM6.32

Grammar and Writing X

Use pages T386-T387f to model replacing possessive nouns with possessive pronouns to make writing flow more smoothly.

Distribute **Practice Master** PM6.32. Read the letter. Have children write a word from the box that correctly completes each sentence.



Day 5

PROGRAM RESOURCES

Grammar and Writing Test: Assessment Master A6.28

Review and Assess XX

Display the sentences below. Have partners work together to complete each sentence with a possessive pronoun.

- 1. Hi, my name is Rachel. What is ____?
- 2. We share this locker. It is ____
- 3. That is Sandra. Your desk will be next to _
- 4. Mr. Jackson is our teacher. The red car in the parking
- 5. This is our reading group's computer, and that one is _

Administer the Grammar and Writing Test.

${ m Day}\,{f 1}\,$ Learn Sounds, Letters, and Words



Sing with Me Phonics Songs Book

OBJECTIVES

Thematic Connection: Cooperation Isolate and Substitute Medial Sounds

Read and Spell Words with er, ir, ur

Read and Spell High Frequency Words

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Write-On/Wipe-Off Boards

Sing with Me Phonics Songs Book, page 52 Sound/Spelling Cards 4, 5, 8, 10, 13, 18, 39

Read On Your Own Book 23

Words with er, ir, ur: Practice Master PM6.23

TECHNOLOGY ONLY

Sing with Me MP3 or CD 3, Tracks 25-26

Word Builder

Phonics Games

MATERIALS

small chips or coins, 4 per child • index cards

MORNING WARM-UP How is helping someone cooperating with them?

Have children discuss how helping someone is a form of cooperation.

Phonological Awareness

1 Isolate and Substitute Medial Sounds

Use Phonological Awareness Routine 6.

- Say a word: shut.
- **Segment sounds**: /sh/ /ŭ/ /t/. Have children put chips in sound boxes as they repeat each sound. Ask: *What is the middle sound*? (/ŭ/)
- Substitute a sound: Let's change /ŭ/ to /ûr/: /sh/ /ûr/ /t/.
- **Say the new word**: *shirt. Say the new word with me*: *shirt.*

For **Phonological Awareness Routine 6**, see page BP30.

Repeat the routine with *skate* (skirt), *coal* (curl), *peek* (perk), and *gull* (girl).

Check & Reteach

OBJECTIVE: Isolate and Substitute Medial Sounds

Ask: If I change the middle sound in farm to /ûr/, what is the new word? (firm)

If children cannot answer, assign each of the sounds (/f/, /är/, /m/, and /ûr/) to a different child. Have the children stand side by side and say their sounds in order, blending the sounds faster and faster. Switch the children with the middle sounds and repeat. After the switch, ask: *What has changed?* Repeat with *fine* (fern), *both* (birth), and *hot* (hurt).

Phonics

2 Learn Words with er, ir, ur 🗹

Sing with Me Phonics Songs Book page 52 Play Tracks 25 and 26 and follow directions. Practice until children can perform smoothly.

- 1 2 Put hands on hips and sway while singing.
- Tug clothing at shoulder, then at thigh; curl hair with finger; point for *over there*.
- 5 6 Shrug shoulders; shake head "no," then point to self.



Sing with Me Phonics Songs Book page 52

COMMON CORE STANDARDS

Reading

Decode Words with r-Controlled CC.2.Rfou.3 Vowels er, ir, ur

Identify Inconsistent Sound-Spellings CC.2.Rfou.3.e Read Irregularly Spelled Words CC.2.Rfou.3.f

Language and Vocabulary

Spell Words with r-Controlled CC.2.L.2.d Vowels er, ir, ur

T367m Unit 6

Use **Decoding Routine 1** to connect the sound/spellings /ûr/er, ir, ur and to blend words.

Step 1 Develop Phonological Awareness	/ûr/er, ir, ur
1. Tell children: This word has /ûr/ at the beginning. These words have /ûr/ in the middle. These words have /ûr/ at the end.	urge fern, girl, hurt purr, stir, blur
2. Tell children: I will say a word. Listen for /ûr/. If you hear /ûr/, flap your arms like a bird's wings. (Barn, clock, and store do not have /ûr/.)	verb, birth, barn, surf, clock, firm, store, churn
Step 2 Introduce the Sound/Spelling	
 Display the picture-only side of Sound/Spelling Card 39. Say: curb. Have children repeat. Say: /ûr/. Have children repeat. Turn the card over. Point to all the spellings and name them. Have children repeat. 	ur er ir Card 39 curb, /ûr/er, ir, ur
4. Give examples of words with /ûr/. Point to the example words work, shirts, skirts, curl, dirt, and perks in the song on page 52 of the Sing with Me Phonics Songs Book .	term, bird, burn, herd, chirp, blurt
Step 3 Blend Sound-by-Sound	
 Display d. Point to d and say: /d/. Have children repeat. Add ir. Point to the ir spelling on Sound/Spelling Card 39. Blend /d/ /ûr/, sweeping your hand beneath the spellings. Have children repeat. Add t. Say: /t/. Model blending the whole word, and then have children blend with you. 	d dir → dirt
4. Display and blend other words with /ûr/ spelled <i>er</i> , <i>ir</i> , and <i>ur</i> . Explain: <i>Each spelling</i> —er, ir, and ur—stands for the same /ûr/ sound. In each spelling, the letters stay together,	germ, turn, perch, first

For **Decoding Routine 1**, see page BP32.

even in longer words.

See **Differentiate**

Weekly Folder

- √ Writing (T370d, T373, T386–387, T387f, T388)
- √ Main Idea Diagram: Practice Master PM6.24
- √ Main Idea Diagram: Practice Master PM6.34

Differentiate

EL English Learners

PHONICS TRANSFER

ISSUE There is no /ûr/ sound in Vietnamese, Hmong, Korean, or Haitian Creole. In Spanish and Cantonese, there is a similar sound, but children may need help creating the /ûr/ sound.

STRATEGY Have children:

- tell whether the /ûr/ sound is used in their home languages.
- practice making the /ûr/ sound.
- join a partner in reading and acting out a chant.
 Scaffold meaning as necessary: I can curl up like a cat. I can chirp like a bird. I can kick like a colt in a herd.

SN Special Needs

ISSUE Children have trouble remembering that *er*, *ir*, and *ur* make the same sound.

STRATEGY Divide children into three teams and line them up as for a relay race. The first child in each team says a word with the /ûr/ sound and walks to the other side of the room. Then the next child on each team does the same thing until all children are on the opposite side from where they began.

Day 1

Learn Sounds, Letters, and Words



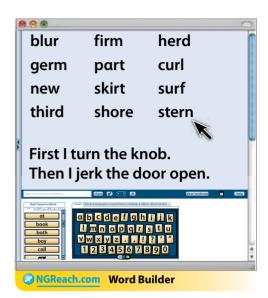
Read On Your Own Book 23



3 Read Words with er, ir, ur ✓

Read On Your Own Book 23 page 2
Display the words and sentences using the Word Builder. Have children blend the words. Then point out High Frequency Words I and the and ask children to read the sentences.

Have children turn to **Read On Your Own Book 23** page 2. Review the sound spellings /ûr/er, ir, ur and read the example together. Then have partners take turns reading the picture labels.
Assign **Practice Master PM6.23**.

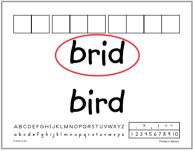


Children can also play **Phonics Games** at **NGReach.com** to reinforce phonics skills.

4 Spell Words with er, ir, ur

Use **Dictation Routine 1** as children practice spelling on their **Write-On/Wipe-Off Boards**.

- · Say a word: bird.
- Segment sounds: /b/ /ûr/ /d/.
- Display Sound/Spelling Cards. Have children match each sound to a card. (cards: 18 /b/, 39 /ûr/, 13 /d/)
- Repeat the word: bird. Have children write the word.



Write-On/Wipe-Off Board

• Write the correct spelling. Have children check and correct their spelling. Repeat for *girl* and *hurt* using cards 10 /g/, 39 /ûr/, 8 /l/, 4 /h/, and 5 /t/. For Dictation Routine 1, see page BP35.

Then apply the spelling rule to a complete sentence: *The bird hurt her.* Have children say and write the sentence. Write the correct sentence and have children check and correct.

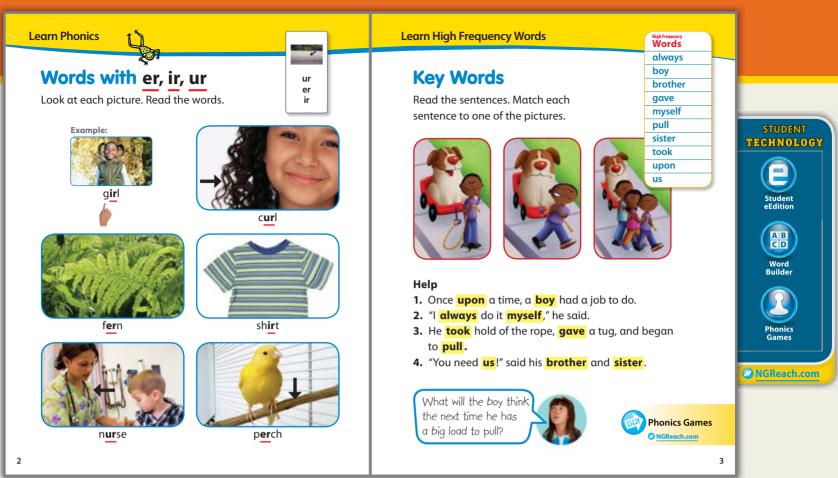
Daily Language Arts Daily Spelling & Word Work Spelling Pretest on page T367i

Check & Reteach

OBJECTIVE: Read and Spell Words with er, ir, ur

Check the dictation sentence for the correct spelling of *bird*, *hurt*, and *her*. Call out words and ask children how to spell them.

If children spell a word incorrectly, have children place chips in sound boxes and identify the consonants they hear. Then display the words without *ir*, *ur*, and *er*. Have volunteers complete the words with either *ir*, *ur*, or *er*. Repeat with *The girl helped a hurt bird*.



Read On Your Own Book 23 pages 2–3

High Frequency Words

Use High Frequency Words Routine 1.

- Say the High Frequency Word: upon.
- **Say a sentence with the word**: *She heard a noise upon opening the door.*
- · 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 sentences 1–4. Reread, pausing for children to say the High Frequency Words. Then have partners take turns saying and spelling the words.

Check & Reteach

OBJECTIVE: Read and Spell High Frequency Words

Have partners take turns reading the High Frequency Words. Then Partner A "writes" 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.

If children misspell words, have them make flash cards for words they need to practice and have partners take turns reading and spelling the words.

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 meanings.

upon Upon means "on." When a story begins, "Once upon a time," the words mean "in the past."

boy A boy is a young male. The person telling the story is a boy. (Point to a male student.) Raise your hand if you are a boy.

always Always means "every time."

myself When the boy says, "I always do it myself," he means that no one else helps him.

took gave pull *The boy* took *the rope*. (Grab something in your hand.) *He* gave *it a tug* (gesture) *and began to* pull. (gesture)

us When you say us, you mean yourself and others.

brother sister A brother and sister have the same parents. A brother is a boy. A sister is a girl.

Listen and Comprehend

Human Interest Feature

Reach

Anthology

OBJECTIVES

Thematic Connection: Cooperation

Use Social Studies Vocabulary in Speaking

Identify Main Idea

PROGRAM RESOURCES

PRINT ONLY

Big Book: The Mangrove Tree

PRINT & TECHNOLOGY

Sing with Me MP3

Family Newsletter 6

Main Idea Diagram: Practice Master PM6.24

TECHNOLOGY ONLY

Digital Library: Key Word Images

My Vocabulary Notebook

Read Aloud: eVisual 6.10

Power Writing

Have children write as much as they can as well as they can in one minute about the word *project*.

For **Writing Routine 1**, see page BP56.

COMMON CORE STANDARDS

Reading	
Identify Main Topic	CC.2.Rinf.2
Read and Comprehend	CC.2.Rinf.10
Informational Text	
Read Orally with Accuracy	CC.2.Rfou.4.l
Writing	
Participate in Shared Research	CC.2.W.7
and Writing Projects	
Recall Information	CC.2.W.8
Speaking and Listening	
Participate in Conversations	CC.2.SL.1
Recount or Describe Key Details	CC.2.SL.2
Recount an Experience	CC.2.SL.4
Produce Complete Sentences	CC.2.SL.6
Language and Vocabulary	
Demonstrate Command of English	
Capitalization	CC.2.L.2
Determine the Meaning of Words	CC.2.L.4

Academic Talk

1 Express Needs and Wants Anthology page 368

Review the High Frequency Words *good*, *need*, *some*, and *want*. Play the song and have children sing along as you play it again. Explain: When you express a need, you tell about something you must have, like food or help. When you express a want, you tell about something you do not need but would like to have, like toys and treats.

Display examples that use the High Frequency Words:

- I want a good project to work on.
- Our library needs some more money.
- We need more books for our library.

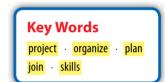
Have children work in pairs to draw pictures of things they want or need. Ask volunteers to show one of their pictures and explain why they want or need the item. Choose one or two additional pictures and have the class discuss why each item is a want or a need.

Social Studies Vocabulary

2 Key Words

✓ Anthology page 369

Read aloud the introduction and the steps in the process. Point to the **Key Words** as you read them. Use **Vocabulary Routine 1**.



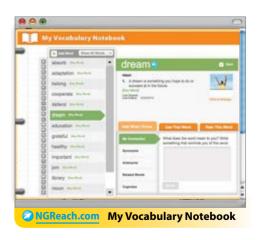
- Pronounce the word and point to its picture: join
- **Rate the word.** Have children give a thumbs up if they know the word or a thumbs down if they do not. Ask: *What do you know about this word?*
- **Define the word:** When you **join** with other people, you decide to work with them or be part of a group with them.
- **Elaborate.** Relate the word to your personal experience. *I like to join groups that help other people.* Ask children when they have joined a group.

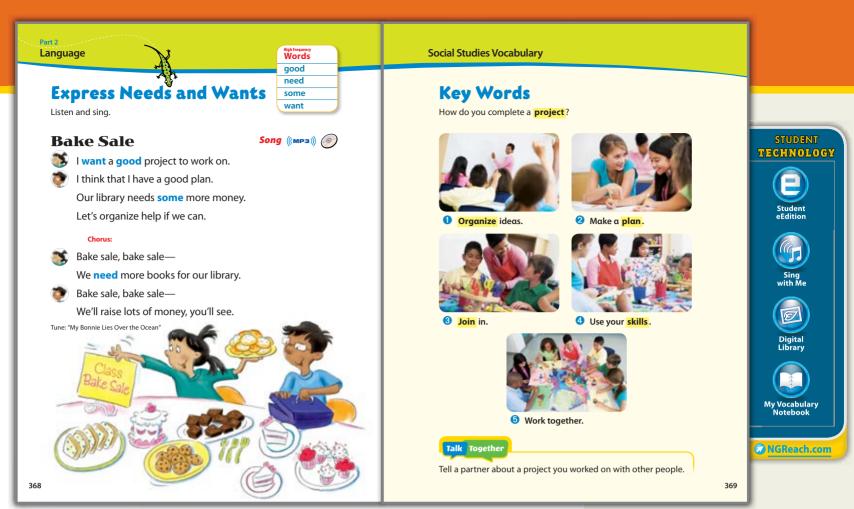
For **Vocabulary Routine 1**, see page BP46.

For more images of the **Key Words**, use the **Digital Library**.

Vocabulary Routine 1 for each word on page 369. Then have children add the words to **My Vocabulary Notebook**.

See **Differentiate**





Anthology pages 368-369

3 Talk Together Anthology page 369

Have children describe to a partner a project they have worked on. To help jog children's memories, help them brainstorm a list of classroom projects they have completed this year and any school-wide projects in which they have participated.

Check & Reteach

OBJECTIVE: Use Social Studies Vocabulary in Speaking

Ask children questions about the photos on page 369, such as What skills are the children using? and How do you make a plan?

If children struggle to answer, or use the **Key Words** incorrectly, have them place the correct Key Word in each sentence.

- I am very good at drawing and painting. These are my ____
- In this _____, we need to make posters for the canned food drive. (project)
- I would like to _____ the group when you make posters and put them up. (join)
- ___. First, we will get posterboard and markers. Next, we will meet after Here is the ____ school and start drawing. (plan)
- We need to _____ our tasks. Mrs. Gomez will get the materials. Marisa and Todd will put up posters. (organize)

Differentiate

EL English Learners

ISSUE Children do not understand the definitions.

STRATEGY Provide translations of the **Key Words** to ensure children's understanding. Pronounce the **Key Words** and have children repeat each one after you two or three times. Access Family Newsletter 6 for translations in seven languages. Use cognates for Spanish speakers:

project/proyecto organize/organizar plan/plan

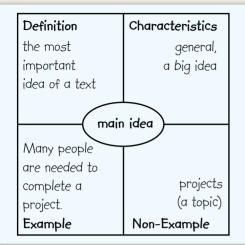
Listen and Comprehend

Human Interest Feature



Anthology

Frayer Model



Comprehension 4 Identify Main Idea Mathology page 370

Read aloud the introduction and use the Frayer Model to teach the term main idea. Reinforce: There are many ideas in a text, but the main idea is the most important one. To find the **main idea**, think about the important details. Do they all tell about the same thing? Try putting the details together to figure out the most important idea.

Introduce and display eVisual 6.10. Have children listen for the main idea and important details as you read "Working Together" aloud.



Working Together

Asami needs a jar for her **project**. The jar is on a high shelf in the cupboard. She gets a ladder, but she still needs help. Fernando helps Asami. He can hold the ladder while she climbs it. Now Asami can get the jar. When two friends work together, they reach their highest goal!

NGReach.com Read Aloud: eVisual 6.10



Introduce the main idea diagram and point out each section. Use examples from "Working Together" to model adding information. Explain: The first two pictures show details. For example, Asami is wearing a green shirt. Is this an important detail? (No.) What are the important details in the story? (Asami gets a ladder. Fernando holds the ladder.) These are the details I add to the boxes.

Explain: The third box shows the **main idea**. What is the **main idea** that these details show? (You can work together to reach a goal.) I can write this as the main idea.

Differentiate

Below Level

ISSUE Children struggle to describe a time when they worked with someone else.

STRATEGY Prompt children with questions:

- · When did you work with a partner on a school project?
- · What did you need to do, or what was your goal?
- How did you reach your goal together?

Have children write or draw pictures of steps they took in the first or second boxes of the diagram. The third box should show the goal.

AL Above Level

ISSUE Children need a lengthier or more challenging activity.

STRATEGY Ask children which skills each partner brought to the project that helped them reach their goal. Encourage them to incorporate these skills into their sentences in the Detail boxes of the diagram.

Check & Reteach

OBJECTIVE: Identify Main Idea

Ask children to explain what a main idea is. (the most important idea in a text) If children struggle to define main idea, ask guiding questions:

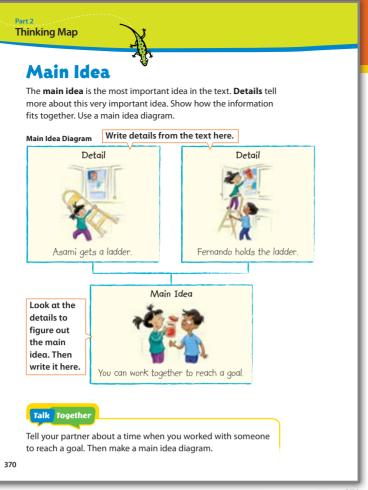
- How can you tell if a detail is important? (The story or text would not be the same without it.)
- What do all the important details in a text tell about? (main idea)

5 Talk Together Anthology page 370

Distribute Practice Master PM6.24. Read aloud the instructions and remind children that a goal is a project you want to finish. After children have completed the activity, have them share their Main Idea Diagrams with their partners.

See Differentiate

T369a Unit 6



Anthology page 370

Big Book Read-Aloud

6 Share a Human Interest Story

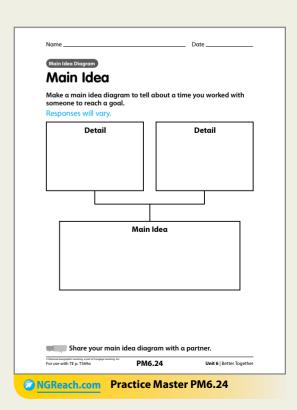
Display the cover and read aloud the title and the names of the authors and the illustrator. Ask children to make a prediction: What do you think this book is about? (Possible response: people planting trees)

SOCIAL STUDIES BACKGROUND Explain: Not many land plants can grow at the edge of the ocean because the ocean's water is very salty. Mangroves, however, grow very well in this environment. They give food and shelter to many types of animals.

GENRE Define the genre: A human interest feature tells about something that happened in the lives of real people. It is called "human interest" because the author thinks the story will interest readers and make them care about the people in the story.

Read aloud pages 2–20 of *The Mangrove Tree*. Use the questions on pages T370a–T370c to build comprehension on the first read (Day 1) and second read (Day 2).

Comprehension Focus



Listen and Comprehend

Human Interest Feature



little village called Hargigo ide of cloth, tin cans The families used to be

Big Book pages 2-3



Big Book pages 6-7



Big Book pages 4-5



Big Book pages 8-9

Fluency 🗹

Phrasing Explain the concept: When you use correct phrasing, you pause between groups of words in a sentence. This gives your listeners time to better understand what is being read. Explain that a *phrase* is a group of words that go together: Sometimes punctuation can help a reader tell where a phrase begins. Sometimes short words, such as and, but, and so, signal the start of a phrase. Read aloud the last sentence on page 5 to model correct phrasing. Have children read silently with you and point to the places where you pause. Then have children read the sentence aloud with you, using correct phrasing.

Build Comprehension

FIRST READ

Day 1 Listen and Comprehend

Active Reading As you read, have children act out having an idea by looking surprised and touching their heads. Ask: Why was the scientist's idea important? (It would help give animals food to eat.)

SECOND READ

Day 2 Listen and Analyze

- **Identify Cause and Effect** Why are the people of Hargigo hungry? (Because the land gets little rain, the people are not able to grow plants to feed themselves or their sheep and goats.)
- **Determine Importance** Which detail supports the **main idea** that the mangrove trees helped the people of Hargigo in many ways? (Women earned money by tending the mangrove seedlings.) See **Differentiate**



Big Book pages 10-11



Big Book pages 12-13



Big Book pages 14-15



Big Book pages 16-17

Build Comprehension

FIRST READ

Day 1 Listen and Comprehend

- Identify Main Idea What is the main idea of this page? (Possible response: People could raise healthier animals because of mangroves.)
- **Use Visuals** How do the people feel at this point in the story? (very happy)

SECOND READ

Day 2 Listen and Analyze

- **Draw Conclusions** Did Gordon's **plan** for making mangrove trees grow near Hargigo work? How? (Yes. So many trees grew, there was a forest of them.)
- **Determine Problem and Solution** What problem did the shepherds have? How did the mangroves solve the problem? (The shepherds had to walk a long way to find food for the animals. With the mangroves, the animals could eat plenty of food without leaving the village.)

Differentiate



ISSUE Children struggle to link the detail about women earning money close to home with the main idea.

STRATEGY Ask guiding questions: Who was planting and caring for the seedlings? What did they gain from their work?

AL Above Level

ISSUE Children are able to think creatively beyond the text.

STRATEGY Point out the sentence "The project gave them a way to earn money close to home." Ask: What do you suppose the author means? Where were the women earning money before the mangroves were planted?

Listen and Comprehend

Human Interest Feature



Big Book pages 18-19

Build Comprehension

FIRST READ

Day 1 Listen and Comprehend

Identify Main Idea ✓ Which main idea do the details on this page support? (Possible responses: The mangroves help the people of Hargigo in many different ways. The mangroves feed many different animals that help the people live.)

See **Differentiate**

Day 2 Listen and Analyze

SECOND READ

- 2 Monitor Comprehension Why is it important that seawater can be pumped to places such as the Sahara and Atacama Deserts? (because mangroves live in salty water)
- Make Judgments Do you think mangrove forests will be able to help people in other parts of the world? Why? (Possible response: Yes. If people are having the same kinds of problems as the people of Hargigo did, the mangroves can help them grow more food for themselves and their animals.)

Differentiate

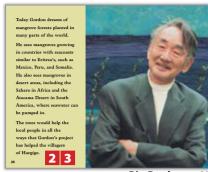
BL Below Level

ISSUE Children struggle to articulate a main idea.

STRATEGY Help children state the important details. Provide sentence frames for children to complete:

- _____ hide in the mangrove tree roots.
 (Small sea creatures)
- eat these animals. (Bigger fish)
- The people _____ the bigger fish. (eat and sell)

After discussing the details, guide children to stating the main idea: *The mangroves help the people and animals of Hargigo in many different ways*.



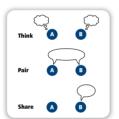
Big Book page 20

Writing

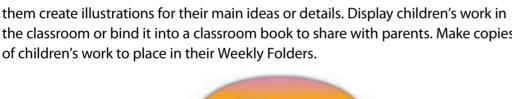
Write About Main Idea

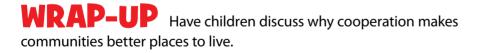
Use **Think**, **Pair**, **Share** to have children think about the main idea of the story and then discuss it with their partners. Provide copies of the Main Idea Diagram on Practice Master PM6.34 to help children articulate their ideas.

Have partners work together to write two or three sentences in which they state the main idea and provide one or two important details that support it. You may wish to pair children who are working above level and ask them to provide more details. Then have children share their work with the class.



When children have shared their work with the class, have Think, Pair, Share them create illustrations for their main ideas or details. Display children's work in the classroom or bind it into a classroom book to share with parents. Make copies





Daily Language Arts Daily Grammar 🌠

Display page 7 of The Mangrove Tree and read aloud the first sentence. Point to the word they and explain that this word is a subject pronoun that replaces the noun seeds. Then display page 8 and read the first two sentences. Point to the word them and explain that the word is an object pronoun that replaces the noun women. Then use the Daily Grammar lesson on page T367k to teach the correct use of subject and object pronouns.

Read and Comprehend Decodable Narrative Text

OBJECTIVES

Thematic Connection: Cooperation

Isolate and Substitute Medial Sounds

- Read and Spell Words with er. ir. ur
- Read and Spell High Frequency Words
- Read Decodable Texts Fluently and with Comprehension

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Write-On/Wipe-Off Boards Sound/Spelling Cards 1, 3, 5, 8, 14, 18, 39 Words with er, ir, ur: Practice Master PM6.25

Read On Your Own Book 23

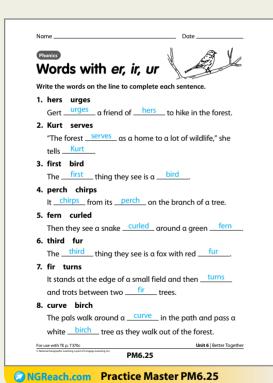
TECHNOLOGY ONLY

Letter Cards

Comprehension Coach

MATERIALS

small chips or coins, 4 per child • masking tape



COMMON CORE STANDARDS

Reading

Decode Words with r-Controlled CC.2.Rfou.3 Vowels er, ir, ur Identify Inconsistent Sound-Spellings CC.2.Rfou.3.e CC.2.Rfou.3.f Read Irregularly Spelled Words Read with Fluency CC.2.Rfou.4 Use Context to Confirm or Self-Correct CC.2.Rfou.4.c Language and Vocabulary

Spell Words with r-Controlled CC.2.L.2.d

Vowels er, ir, ur



Phonological Awareness

Isolate and Substitute Medial Sounds

Use **Phonological Awareness Routine 6**.

- Say a word: slips.
- Segment sounds: /s/ /l/ /i/ /p/ /s/. Have children put chips in sound boxes as they repeat each sound. Ask: What is the middle sound? (/ĭ/)
- Substitute a sound: Let's change /ĭ/ to /ûr/: /s/ /l/ /ûr/ /p/ /s/.
- Say the new word: slurps. Say the new word with me: slurps.

For **Phonological Awareness Routine 6**, see page BP30.

Repeat the routine with fin (fern), wheel (whirl), chin (churn), and peach (perch).

Check & Reteach

OBJECTIVE: Isolate and Substitute Medial Sounds

Ask: If I change the vowel sound in safe to /ür/, what is the new word? (surf)

If children cannot answer, make three boxes on the floor with tape. Have children say /s/ as they hop in the first box, \bar{a} as they hop in the second box, and f as they hop in the last box. Then have them blend the sounds as they slide, or surf, from one box to another. Repeat, changing the middle sound to /ür/. Repeat with cab (curb), gem (germ), bed (bird).

Phonics



REVIEW Display Sound/Spelling Card 39 and ask: What is the picture? (curb) What is the sound? (/ûr/) What are the spellings? (er, ir, ur) Remind children that the letters that make /ûr/ always stay together. Display and read jerk, bird, urge, verb, birth, and churn. Have children blend each word and identify the letters that stand for /ûr/.



Distribute **Letter Cards**. Model how to build *germ*. Have children draw a three-column chart headed er, ir, ur and have them say, build, and write these words in the correct columns: dirt, burn, turn, stir, fern, chirp, perch, blur. Assign Practice Master PM6.25.

<u>er</u> germ	<u>ir</u> dirt	<u>ur</u> burn
fern	stir	turn
perch	chirp	blur

3 Spell Words with er, ir, ur

Use **Dictation Routine 1** as children practice spelling on their **Write-On/Wipe-Off Boards**.

- Say a word: first.
- Segment sounds: /f/ /ûr/ /s/ /t/.
- Display Sound/Spelling Cards. Have children match each sound to a card. (cards: 3 /f/, 39 /ûr/, 1 /s/, 5 /t/)
- Repeat the word: first. Children write it.
- Write the correct spelling. Have children check and correct their spelling. Repeat for *clerk* and *curb* using cards 14 /k/, 8 /l/, 39 /ûr/, and 18 /b/.

For **Dictation Routine 1**, see page BP35.

Apply the spelling rule to a sentence: *The first clerk waits at the curb*. Children say and write the sentence. Write the correct sentence as children check and correct.

Check & Reteach

OBJECTIVE: Read and Spell Words with *er, ir, ur*

Dictate: *Turn at the first dirt road*. Have children identify and write the words with /ûr/. If children misspell a word, review **Sound/Spelling Card 39**. Have children sound out the word with you and write it correctly. Repeat with *The bird sat on a perch to chirp*.

High Frequency Words

4 Read and Spell Key Words 🗹

Display and read these sentences. Then say the underlined words.

The <u>brother</u> and sister play. She sat <u>upon</u> the cart. He <u>always</u> likes to <u>pull</u>. He <u>took</u> hold and <u>gave</u> a tug. "I can do it <u>myself</u>," said the <u>boy</u>. "Look at <u>us!"</u> said the girl.

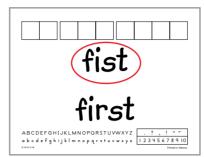
Read the sentences again as children chime in with each High Frequency Word. Then have them spell each word as they repeat it.

Check & Reteach

OBJECTIVE: Read and Spell High Frequency Words

Have partners take turns dictating and spelling the High Frequency Words. If children misspell words, use **High Frequency Words Routine 2** to reteach.

For **High Frequency Words Routine 2**, see page BP37.



Write-On/Wipe-Off Board



Day 2

Legend

words with *er, ir, ur*High Frequency
Words

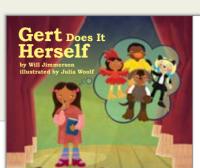
story words

Read and Comprehend

Decodable Narrative Text







Gert had written a play called *The Little Rea*Hen. She wanted to stage it at school. She'd
be the Little Red Hen. She gave her friends the



"We have lots to do. <u>First</u>, who will make costumes?" <u>Gert</u> asked.
"Not me," said <u>Curtis</u>. "I have to work on my



purring." She was the Cat.

"I have to work on my quacking," said Herb.
He was the Duck.



"Then I'll do it myself," said <u>Gert.</u> "Second, who can paint scener??" "Not me!" said <u>Curtis</u>, And <u>Shirl</u>, And <u>Herb,</u> "Then I'll do it myself," muttered <u>Gert.</u>

Read On Your Own Book 23 pages 4–7

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 23	Teacher's Edition
contractions	you're (page 8) we're (page 11) can't (page 11) I'm (page 14)	're (page T119b) n't (page T119b) 'm (page T119b)
words with inflected endings	purring (page 6) going (page 11) muttered (page 7) nodded (pages 8, 14) cried (pages 11, 14) urged (page 11)	-ing (page T324b) -ed (page T324b)
words with VCCV syllables	written (page 4) costume(s) (pages 5, 10, 12) posters (page 13)	VC/CV (page T30b)

AL Above Level

ISSUE Children quickly decode the text.

STRATEGY Challenge children to think about other possible solutions to Gert's problem. Have them turn and talk.

Decodable Reading

5 Read "Gert Does It Herself"
☑ Read On Your Own Book 23 pages 4–14

Use the illustration on page 7 to pre-teach the story word scenery. Then use
Decoding Routine 4 to conduct two readings of "Gert Does It Herself." 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 cannot self-correct, provide corrective feedback. See **Differentiate**

SECOND READ

Day 2 Reread and Comprehend

Have children chorally reread the text. Listen for improvement in rate and accuracy. Use the following questions to build comprehension.

- **Identify Details** What must be done to get ready for the play? (Costumes must be made. Scenery must be painted. Tickets must be sold.)
- **Analyze Character** What kind of person is Gert? (Possible response: Gert is a good planner and a hard worker. She doesn't give up.)
- Identify Problem and Solution What problem does Gert have? How is the problem solved? (Gert has to do all the work herself. Her friends decide to help, and they all work together as a team.)
- 4 Make Connections How do people in your school work together as a team? (Possible responses: We work on classroom projects together. We work on a coat drive in the winter.)

For **Decoding Routine 4**, see page BP34.









Read On Your Own Book 23 pages 8–15

Practice Phonics

6 Words with er, ir, ur
☐ Read On Your Own Book 23 page 15

Print, cut out, and distribute **Letter Cards**. Read aloud page 15. Have partners find and build words with /ûr/.

g i r l

See **Differentiate**

7 Talk Together Read On Your Own Book 23 page 15

Have children tell what the kids in the play do by using words from the box to fill in the sentence frame. (Possible responses: The girl turns/bird perches/boy turns.)

Check & Reteach

OBJECTIVE: Read Decodable Texts Fluently and with Comprehension

Have each child read aloud a page from "Gert Does It Herself." 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.

Differentiate

EL English Learners

ISSUE Children have trouble remembering the different ways to spell the $/\hat{u}r/$ sound.

STRATEGY Have partners work together to find and write all of the words in the story that contain *er, ir,* and *ur.* Then have them take turns reading their lists aloud

SN Special Needs

ISSUE Children need practice differentiating among *er*, *ir*, and *ur*.

STRATEGY Print, cut out, and distribute multiple sets of **Letter Cards** for *er*, *ir*, and *ur*. Call out a word and have children who are holding the correct /ûr/ spelling get into a group. Use *dirt*, *urge*, and *fern*. Gather the cards, mix them up, and redistribute, playing again with *first*, *hurt*, and *perch*.

Listen and Analyze

Human Interest Feature



Anthology

OBJECTIVES

Thematic Connection: Cooperation

Use Academic Vocabulary in Speaking

Retell Main Ideas

OperationDetermine Importance

PROGRAM RESOURCES

PRINT ONLY

Big Book: The Mangrove Tree

PRINT AND TECHNOLOGY

Family Newsletter 6

TECHNOLOGY ONLY

Digital Library: Key Word Images

My Vocabulary Notebook

Power Writing

Have children write as much as they can as well as they can in one minute about the word dream.

For **Writing Routine 1**, see page BP56.

Academic Vocabulary

1 More Key Words ✓ Anthology page 371 Use Vocabulary Routine 1 and the images to teach the **Key Words**.

Key Words dream education opportunity result success

Pronounce the word and point to its

picture: opportunity

Rate the word. Have children give a thumbs up if they know the word or a thumbs down if they do not. Ask: What do you know about this word?

Define the word: An **opportunity** is a chance to do something.

Elaborate. Relate the word to your experience. Sometimes, being on a team gives you the **opportunity** to work with your friends.

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** for each word on page 371. Have children add the words to My Vocabulary Notebook.

See Differentiate

2 Talk Together Anthology page 371

Review asking and answering questions with children. Remind them of the question words who, what, when, where, and how. Have partners take turns asking

and answering questions about the **Key Words**. Have volunteers share one question and answer with the class.



Check & Reteach

OBJECTIVE: Use Academic Vocabulary in Speaking

Monitor children as they ask and answer questions.

If children use the **Key Words** incorrectly in questions and answers, have children practice the words by completing these sentence frames.

- The party was a _____; everyone had a great time! (success)
- Belonging to the choir gives me the ______ to sing with my friends. (opportunity)
- I told a joke, and the _____ was that everybody laughed. (result)
- Tisha's _____ is to travel all over the world one day. (dream)
- After middle school, you continue your _____ in high school. (education)

COMMON CORE STANDARDS

Reading

CC.2.Rinf.1 **Ask and Answer Questions About Key Details** CC 2 Rinf 2 **Identify Main Topic** CC.2.Rfou.4.b Read Orally with Accuracy Writing **Recall Information** CC.2.W.8 **Speaking and Listening**

Build on Others' Talk CC.2.SL.1.b Recount or Describe Key Ideas CC.2.SL.2 **Ask and Answer Questions** CC.2.SL.3 **Produce Complete Sentences** CC.2.SL.6

Language and Vocabulary

Determine the Meaning of Words CC.2.1.4



Anthology page 371

Academic Vocabulary

3 Retell Main Ideas

Display page 5 of The Mangrove Tree and say: A scientist started a **project** to help the people of this village. That is the main idea of the page. What is a **project**? (Encourage children to answer in complete sentences using the **Key Word** project.) Let's go through the book and tell about the scientist's **project**.

Display page 7. Say: Gordon made a plan before he started the project. What did he do first? (studied the seedlings; figured out how to plant them next to the sea) What details did Gordon learn about the mangroves? (how the seedlings sprout)

Continue displaying pages from *The Mangrove Tree* and prompting children with questions to elicit the main idea of each page. When possible, use the **Key Words** in your questions and encourage children to use them in their retellings.

Check & Reteach

OBJECTIVE: Retell Main Ideas

Ask volunteers to retell the main ideas as you display pages from *The Mangrove Tree*. If children struggle to retell the main ideas, ask yes/no questions and provide sentence frames. For example, when you display page 13, ask: *Did the mangrove trees help the sheep and goats?* (Yes.) *What was the result of eating mangrove leaves for the animals?* (They produced more nutritious milk.) *The mangrove trees helped the animals by* ______. (helping them produce better milk)

Differentiate

EL English Learners

ISSUE Children do not understand the definitions.

STRATEGY Provide translations of the **Key Words** to ensure children's understanding. Pronounce the **Key Words** and have children repeat each one after you two or three times. Access **Family Newsletter 6** for translations in seven languages. Use cognates for Spanish speakers:

opportunity/oportunidad

result/resultado

SN Special Needs

ISSUE Children are not able to define the words.

STRATEGY Provide children with concrete examples they can relate to for each **Key Word**. Encourage children to contribute one example.

dream: winning an Olympic medal; being a firefighter when you grow up

education: going to school; learning math

opportunity: getting to go on a field trip; going to a movie you wanted to see

result: you drop a ball and it bounces; you water a plant and it grows

success: getting a good grade; scoring a goal

Day 2

Listen and Analyze

Human Interest Feature



Anthology

Comprehension

4 Determine Importance ✓ Anthology page 372

Read aloud the introduction. Have children describe what is happening in each illustration. Ask: What do the pictures show? (steps people take to do a job) Explain: Each step is a detail. We can use the details to figure out the main, or most important, idea.

Read aloud the How to Identify Main Idea and Details chart. Model identifying the main idea and details:

- I read about some ways that people work together.
- The important details are that some people carry things and bring them to a donation truck for a homeless shelter.
- The **main idea** is that people can work together to help others.

5 Talk Together Anthology page 373

Read aloud the directions and point out the Language Frames. Then read aloud the first two paragraphs of "Helping Others" and the sample main idea and details. Then have children read the rest of the story silently and share their main ideas and details with a partner.

Check & Reteach

OBJECTIVE: Determine Importance

Listen as children describe their details and main ideas to their partners.

If children choose details that are unimportant or unrelated to the main idea, make a list of the details in the paragraph and display it: *The children told their parents about the project; Many parents decided to help; The children learned a lot; Some gave toys and furniture; Some loaded the truck; Everyone unloaded the truck together; The project was very successful.* Point to each detail and discuss which ones contribute to the main idea.

Listen Again and Analyze

6 Build Comprehension

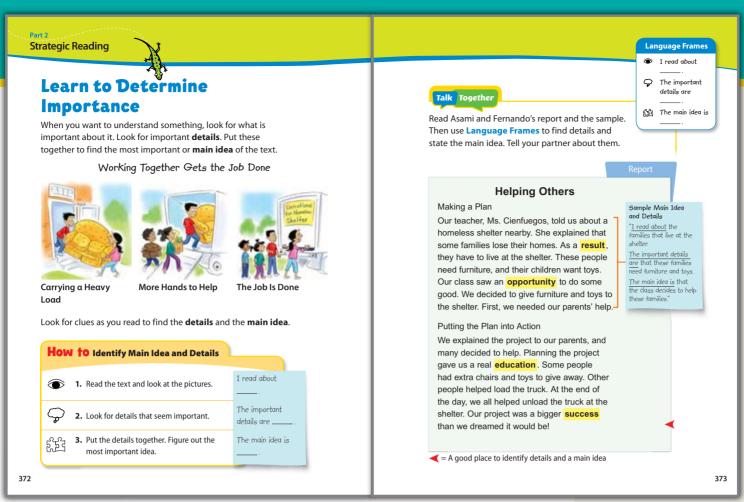
✓ Big Book page 2–20

Use the **Listen and Analyze** questions on pages T370a–T370c as you reread *The Mangrove Tree* to help children practice identifying main idea and details.

Writing

Write to Identify Important Details

Say: There are many details in The Mangrove Tree. Some of them are more important to the **main idea** than other smaller, or less important, details. Display page 13 and say: This page has a detail that is important to the **main idea** of the human interest feature.



Anthology pages 372-373

Think Aloud

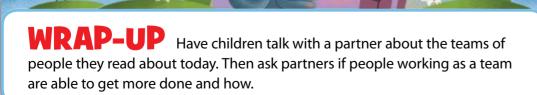
Write

I think the **main idea** is that the mangrove trees helped the people of Hargigo. Eating the leaves helped animals make better milk for their babies.

Eating mangrove leaves helped the sheep and goats produce better milk for their babies. This detail is important because it shows one way the mangroves helped the people of Hargigo.

Have children identify a detail in *The Mangrove Tree* that they believe is important to the main idea. Have children write short paragraphs explaining why their details are important and how they support the main idea.

Have children share their writing with the class. Encourage the class to listen attentively. Allow volunteers to offer additional comments on how a detail might support the main idea. Add children's writing to their Weekly Folders.



Daily Language Arts

Daily Grammar 🌠

Display page 7 of The Mangrove Tree and read aloud the last sentence. Point out the word his. Explain that this word is a possessive pronoun; it tells to whom the project belongs. Explain further that his is a singular possessive pronoun, because it replaces a noun that names one person. Then use the Daily Grammar lesson on page T367k to teach singular possessive pronouns.

Day 3 Learn Sounds, Letters, and Words



Sing with Me Phonics Songs Book

OBJECTIVES

Thematic Connection: Cooperation

Isolate and Substitute Vowel Sounds

- Read and Spell Multisyllabic Words with er, ir, ur
- Read and Spell High Frequency Words

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Write-On/Wipe-Off Boards

Sing with Me Phonics Songs Book, page 53

Sound/Spelling Cards 1, 5, 8, 9, 13, 14, 18, 29, 33, 36, 39

Read On Your Own Book 23

Longer Words with *er, ir, ur*: Practice Master PM6.28

High Frequency Words: Practice Master PM6.29

TECHNOLOGY ONLY

Sing with Me MP3 or CD 3, Tracks 27–28

Word Builder

MATERIALS

small chips or coins, 5 per child • beanbag or soft ball

MORNING WARM-UP

What can one person do to help a whole city?

Invite children to share ideas about things one person can do to help a city.

Phonological Awareness

1 Isolate and Substitute Vowel Sounds

Use **Phonological Awareness Routine 6**.

- Say a word: people.
- **Segment sounds**: /p/ /ē/ /p/ /əl/. Have children put chips in sound boxes as they repeat each sound. Ask: *What is the first vowel sound?* (/ē/)
- Substitute a sound: Let's change /ē/ to /ûr/: /p/ /ûr/ /p/ /əl/.
- Say the new word: purple. Say the new word with me: purple.

For **Phonological Awareness Routine 6**, see page BP30.

Repeat the routine with *bigger* (burger), *title* (turtle), and *cooling* (curling).

Check & Reteach

OBJECTIVE: Isolate and Substitute Vowel Sounds

Ask: What word do I get if I change the /ī/ in cycle to /ûr/? (circle)

If children cannot answer, use **Phonological Awareness Routine 1**. Say *cycle* and *circle*. Have children tap for each sound in a word and identify which sounds are the same and which are different. Repeat with *hitting* (hurting), *study* (sturdy), and *farmer* (firmer).

For **Phonological Awareness Routine 1**, see page BP28.

Phonics



Sing with Me Phonics Songs Book page 53 Play Tracks 27 and 28 and follow directions. Practice until children can perform smoothly.

- Pretend to plant a seed in your palm.
- 2 Move your hand up for *grows*; dust off your hands for *dirty*.
- Act out pulling, straining.
- Gesture to show surprise.



Songs Book page 53

COMMON CORE STANDARDS

Reading

Decode Words with r-Controlled
Vowels er, ir, ur

Decode Multisyllabic Words
Identify Inconsistent Sound-Spellings
Read Irregularly Spelled Words
Read with Fluency

CC.2.Rfou.3.

CC.2.Rfou.3.

CC.2.Rfou.3.

Language and Vocabulary

Spell Words with *r*-Controlled CC.2.L.2.d

Vowels er, ir, ur

Spell Multisyllabic Words CC.2.L.2.d

Use **Decoding Routine 1** to connect sound/spellings /ûr/er, ir, ur and to blend longer words.

Step 1 Develop Phonological Awareness	/ûr/er, ir, ur
1. Explain: Longer words often have two or more parts, or syllables. These words have /ûr/ in the first syllable. These words have /ûr/ in the second syllable.	turnip, person, circle river, winter, sister
2. Tell children: I will say a word. Listen for /ûr/. If you hear /ûr/ in the first syllable, put up one finger. (Garden and carpet do not have /ûr/.)	turkey, birthday, garden, certain, circle, carpet, purple
Step 2 Review the Sound/Spelling	
 Display the picture-only side of Sound/Spelling Card 39. Say: curb. Have children repeat. Then say /ûr/ and have children repeat. Turn the card over. Point to the spellings and 	
name them. Have children repeat. Explain that /ûr/, spelled <i>er</i> , <i>ir</i> , or <i>ur</i> , can appear in different syllables in words.	ur er ir ~
	curb, /ûr/ <i>er, ir, ur</i>
3. Give examples of two-syllable words with /ûr/, stressing the syllable with /ûr/. Point out that the letters that stand for /ûr/ stay together in a syllable. Point to the example words turnip, farmer, perfectly, dirty, and surprise in the song on page 53 of Sing with Me Phonics Songs Book.	perfect, circus, perfume letter, hamster, water
Step 3 Blend Sounds in Syllables	
1. Display <i>turkey</i> ; divide it into syllables. Remind children of how to divide VCCV words. Model: <i>I divided</i> turkey <i>between the middle consonants</i> . <i>See how I kept</i> ur <i>together</i> ? Point to <i>tur</i> .	tur key
2. Blend /t/ /ûr/, sweeping your hand underneath the spellings. Have children repeat.	tur ->
3. Do the same with $/k//\bar{e}/$. Have children repeat.	. •
4. Blend the syllables together. Have children blend with you.	key ->
	turkey
5. Repeat for remaining words, pointing out the VCCV or compound-word division as you do.	birthday, furry, adverb, blackbird

For **Decoding Routine 1**, see page BP32.

See **Differentiate**

Differentiate

EL English Learners

PHONICS TRANSFER

ISSUE Speakers of Vietnamese, Hmong, Korean, Haitian Creole, Spanish, and Cantonese may need help pronouncing /ûr/er, ir, ur in two-syllable words.

STRATEGY Have children:

- continue to practice making the /ûr/ sound.
- join a partner in reading two-syllable words with /ûr/: birthday, better, furry, dirty, winter, burning.

BL Below Level

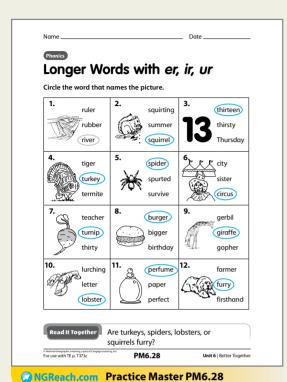
ISSUE Children have difficulty remembering and saying the /ûr/ sound.

STRATEGY Review **Sound/Spelling Card 39** and model blending words with /ûr/. Sing "Turnip Tale" again. Have children find and read the words *farmer*, *perfectly*, *turnip*, *dirty*, and *surprise*.

Learn Sounds, Letters, and Words



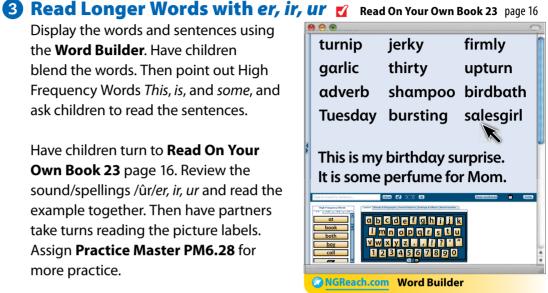
Read On Your Own Book 23



Display the words and sentences using the Word Builder. Have children blend the words. Then point out High

Frequency Words *This*, is, and some, and ask children to read the sentences.

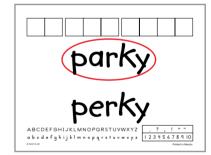
Have children turn to Read On Your Own Book 23 page 16. Review the sound/spellings /ûr/er, ir, ur and read the example together. Then have partners take turns reading the picture labels. Assign Practice Master PM6.28 for more practice.



4 Spell Longer Words with er, ir, ur 🌠

Use **Dictation Routine 1** as children practice spelling on their Write-On/Wipe-Off Boards.

- Say a word: perky.
- Segment sounds: /p/ /ûr/ /k/ /ē/. What is the first syllable you hear? (/perk/)
- Display Sound/Spelling Cards. Have children match each sound to a card. (cards: 9 /p/, **39** /ûr/, **14** /k/, **33** /ē/)
- Repeat the word: perky. Have children write the word.



Write-On/Wipe-Off Board

 Write the correct spelling. Have children check and correct their spelling. Repeat for bluebird and thirsty using cards 18 /b/, 8 /l/, 36 $\overline{00}$ /, 39 $\overline{00}$ /, 13 /d/, 29 /th/, 1 /s/, 5 /t/, and 33 /ē/.

For **Dictation Routine 1**, see page BP35.

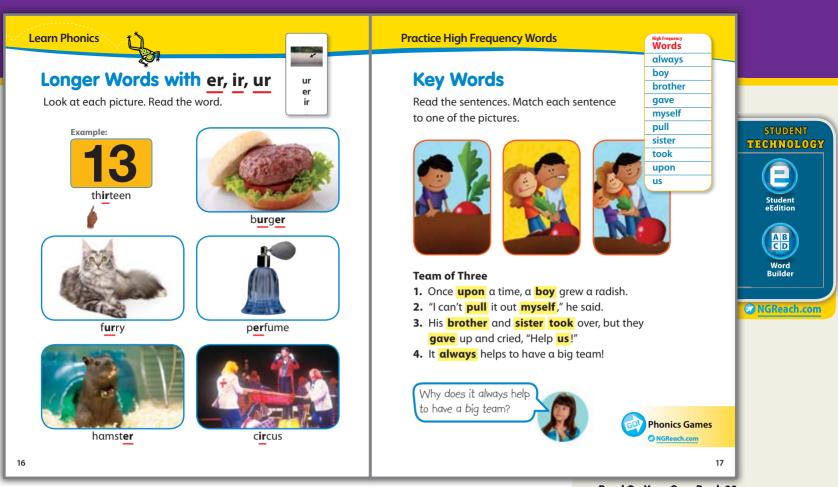
Then apply the spelling rule to a complete sentence: The perky bluebird is thirsty. Have children say and write the sentence. Write the correct sentence and have children check and correct.

Check & Reteach

OBJECTIVE: Read and Spell Multisyllabic Words with er, ir, ur

Check the dictation sentence for the correct spelling of perky, bluebird, and thirsty. Call out words and ask children how to spell them.

If children have difficulty spelling /ûr/ words, display a two-column chart with 1st and 2nd at the top. Call out two-syllable words with /ûr/ and have children tell you which syllable has the /ûr/ sound. Have volunteers write the words in the correct column. Use purple, curtain, river, certain, blackbird, circle, farmer, and painter.



High Frequency Words

Play Toss and Spell.

- Say a High Frequency Word and toss a beanbag to a child.
- The child says the word's first letter and tosses the beanbag to another child, who says the next letter in the word and tosses to someone else.
- Tossing continues until the word has been correctly spelled.
- The child who says the last letter of the word uses it in a sentence and starts the game again with a new word.

For **Toss and Spell Game**, see page BP38.

REVIEW Check children's retention of High Frequency Words from Unit 5 by playing **Toss and Spell** with watch, while, goes, above, talk, long, far, something, better, full, almost, again, tomorrow, between, went, surprise, never, any, grow, below.

Check & Reteach

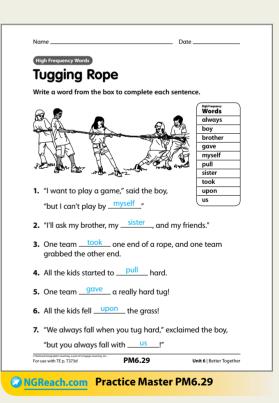
OBJECTIVE: Read and Spell High Frequency Words

Have partners make up sentences that include at least one of this week's High Frequency Words. Have them write their sentences and share them with the class.

If children misspell words, model writing the sentence correctly. Have children find and correct their errors and copy the correct spelling three times.

Read On Your Own Book 23

pages 16–17





Read and Comprehend

Human Interest Feature



Anthology

Key Words

dream education join

opportunity organize plan

project result skills success

OBJECTIVES

Thematic Connection: Cooperation Preview a Feature and Make Predictions

PROGRAM RESOURCES

TECHNOLOGY ONLY

My Vocabulary Notebook
Read with Me MP3 or CD 2, Tracks 10–12

MATERIALS

self-stick notes

Power Writing

Have children write as much as they can as well as they can in one minute about the word *result*.

For **Writing Routine 1**, see page BP56.

Vocabulary Practice

■ Expand Word Knowledge

Use **Vocabulary Routine 2** to model making a Portrait Graphic for the word **result**.

- · Write the word.
- Add a picture.
- Add a definition.
- Add a context sentence.

For **Vocabulary Routine 2**, see page BP47.

Assign one **Key Word** per pair. Have partners create a Portrait Graphic. Then have them add their context sentences to **My Vocabulary Notebook**.

Academic Talk

2 Preview and Predict

Read aloud the title of the feature and explain that it takes place in a community located on a mountainside. Have children preview the photographs on pages 374–377. Ask children to describe the landscape shown in the photos, noting details such as what grows on the sides of the mountain and where the people build their homes.

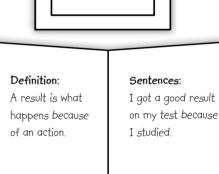
Then have partners page through the rest of the selection and preview the photos, describing what they see in each photo and making predictions about what they think they will read about this community. Help children focus their predictions by asking them what they think the kids are doing and what the people of the community might be building.

Check & Reteach

OBJECTIVE: Preview a Feature and Make Predictions

Have children preview a photo in which people are active and use it to make a prediction. If children cannot use a photo to make a prediction, have them point to different details in the photo and explain to a partner what they see. Then ask: What do you see in the photo that might show something people can do to care for their communities? (Possible response: It looks like people care for their community by picking up trash and cleaning the ground outside.)

Keyword: Result



COMMON CORE STANDARDS

Reading

Ask and Answer Questions About
Key Details
Identify Main Topic
Read and Comprehend
Informational Text
Read with Purpose and Understanding
Read Orally with Accuracy
Writing
Write Opinions on Topics and State
an Opinion

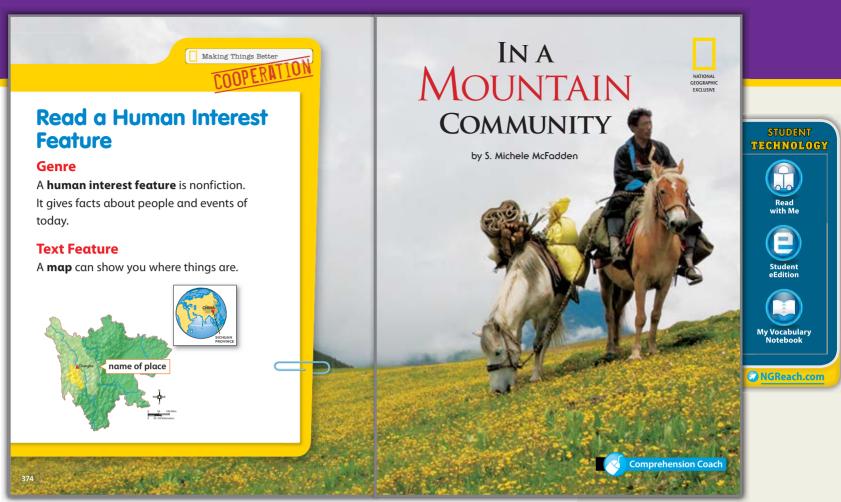
CC.2.Rinf.10
CC.2.Rinf.10
CC.2.Rinf.10
CC.2.Rinf.4.0
CC.2.Riou.4.a
CC.2.Riou.4.b
CC.2.W.1

Speaking and Listening

Participate in Conversations CC.2.SL.1
Produce Complete Sentences CC.2.SL.6

Language and Vocabulary

Determine the Meaning of Words CC.2.L.4
Use Words and Phrases CC.2.L.6



Anthology pages 374–375

Shared Reading

3 Read a Human Interest Feature Anthology pages 374–375
GENRE AND TEXT FEATURE Elaborate: This selection is nonfiction, so the photographs and information about the people, places, and events are real. Explain that a map shows where places like countries and communities are located: This map shows that the people of Chungba live in a province in the country of China.

SOCIAL STUDIES BACKGROUND Explain: In some areas of the world, people live where they have no, or very few, neighbors. Homes and towns are so far apart that children cannot travel back and forth to the nearest school every day. To help boys and girls who live very far from towns and cities, people build schools where the children can stay for days or weeks at a time.

Read pages 375–387 to the class. Use the questions on pages T376–377 to T384–385 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

- Active Reading
- Make and Confirm Predictions

Day 4 Reread and Analyze

- Identify Main Idea
- Determine Importance
- Critical Thinking

Find out how people in one village work together to build a school.

THE PEOPLE OF CHUNGBA

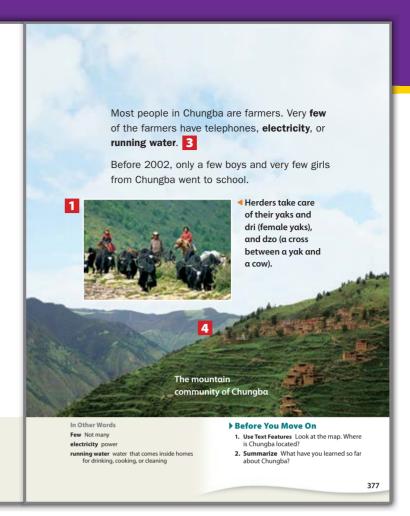
The Chungba community is high in the mountains on the Tibetan Plateau. It is far away from cities.

Many families in Chungba are herders. They move their animals from place to place. That way the animals can always find grass to eat.

2

In Other Words

herders, people who make groups of animals move



Anthology pages 376–377

376

Answers Before You Move On

- **1. Use Text Features** Chungba is high in the mountains, in the Sichuan Province.
- **2. Summarize** Possible response: Chungba is high in the mountains. Most people are farmers. Only a few boys and hardly any girls went to school before 2002.

Differentiate

EL English Learners

ISSUE Children have difficulty stating cause and effect about herders in Chungba.

STRATEGY Allow children to draw or act out their answers as you ask: *What do herders do?* (move animals from place to place) *How do you think moving an animal from one place to another can help it find food?* (Possible response: A new place probably has fresh food for animals to eat.) Then provide sentence frames:

The animals ______, so _____.
The herders _____, because _____

Build Comprehension

FIRST READ

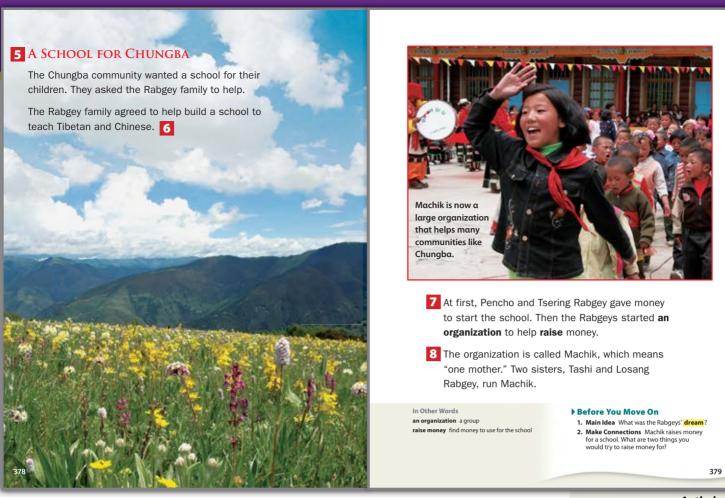
Day 3 Read and Comprehend

Active Reading Point to the picture of herders on page 377 and then have the children move their hands from place to place to act out how herders take their animals from place to place to find food for them.

SECOND READ

Day 4 Reread and Analyze

- Identify Cause and Effect Why do herders move their animals from place to place? (Possible response: The animals need grass to eat, so the herders move them from place to place so that they can find enough food.)
 See Differentiate
- Determine Importance What important details did you learn about the people of Chungba? (many of them are farmers; not many have telephones, electricity, or running water; not many went to school) What can you tell about the people in Chungba, based on these details? (They are poor.)
- **Use Visuals** What details in the photographs support the idea in the text that Chungba is far away from cities? (Possible response: One photo shows a tall mountain with just a few houses. Another photo shows herders on a country road with no buildings in sight.)



Anthology pages 378–379

Build Comprehension

FIRST READ

Day 3 Read and Comprehend

Make Predictions How do you think the Chungba community will get a school for their children? (Possible responses: People will raise money to buy the building materials. They will work hard to build a school.)

SECOND READ

Day 4 Reread and Analyze

- Identify Main Idea ✓ What did the Rabgey family want the new school to teach? (The new school would teach the children Tibetan and Chinese.)

 How does this detail support the main idea about the Rabgeys' dream? (It explains what the school would do.) See Differentiate
- Analyze Sequence Pencho and Tsering Rabgey needed more help after they gave money to build the school. What did the Rabgey family do next? (They started an organization to raise more money.)
- Make Inferences Why do you think the Rabgeys' organization is called Machik? (Possible response: Machik means "one mother." I know that mothers take care of their children. I think the Rabgeys named the organization "one mother" because the school will help take care of children like a parent would.)

Differentiate

SN Special Needs

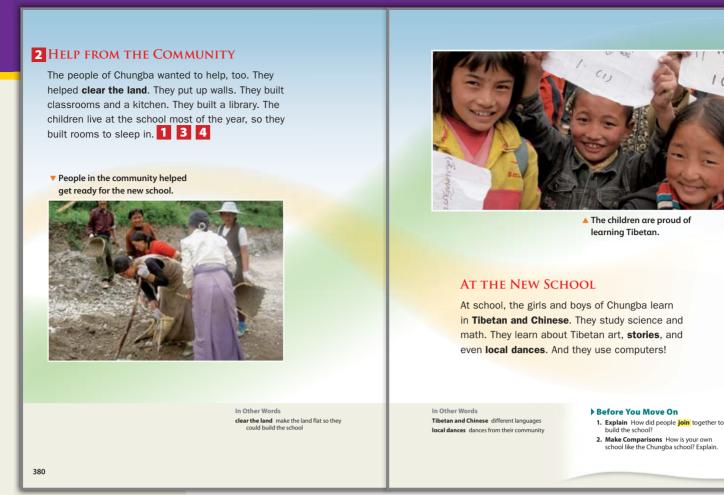
ISSUE Children cannot distinguish between the main idea and details.

STRATEGY Have children write the information from a section on self-stick notes. Help children arrange the notes to express the relationships between each main idea and set of supporting details.

Answers Before You Move On

- **1. Main Idea** The Rabgeys' dream was to build a school for Chungba.
- **2. Make Connections** Possible response: I would try to raise money for school supplies for children in need in my community and for winter coats for families that could not afford to buy them.

Week 3 | Day 3 T378-379



Anthology pages 380–381

Fluency 🗸

Phrasing Explain the concept: Fluent readers use phrasing to group words and phrases together as they read.

Read the text on page 381 with proper phrasing. Then have children read the page aloud, mimicking the phrasing you modeled.

Build Comprehension

FIRST READ

Day 3 Read and Comprehend

Confirm Predictions *Did your prediction match the text? Why or why not?* (Possible response: Yes, the text said that the Rabgey family gave money and started an organization to raise money to build a school. It also said that the Chungba people worked hard to help build the school.)

381

SECOND READ

Day 4 Reread and Analyze

- Make Connections How have you worked together on a project with your family, school, or community in the way the Chungba people worked together to build their school? (Possible response: Our school worked together to raise money to build a new playground.)
- Identify Main Idea ✓ What is the main idea on this page? (The people of Chungba helped build the school.)
- Determine Importance What important details support the main idea? (The people of Chungba helped clear the land and put up walls. They built classrooms, a kitchen, and a library.)

Answers Before You Move On

- **1. Explain** Possible response: The people of Chungba worked together to clear the land and build the school.
- **2. Make Comparisons** Possible response: At my school, I study science and math, too, just like the children at the Chungba school.

T380-381 Unit 6



Anthology pages 382–383

Build Comprehension

FIRST READ

Day 3 Read and Comprehend

Active Reading Explain that the Rabgeys want to take care of Earth. Have children raise their hand when they hear about a way the school was built to take care of Earth.

SECOND READ

Day 4 Reread and Analyze

- **Identify Main Idea** What is the **main idea** of these pages? (The school teaches kids how to take care of Earth.)
- Make Inferences Why would using local materials help people care for Earth? (Possible response: If the people use local materials, they will use less energy to bring the materials to the building. By using less energy, there is less pollution, which helps save the Earth.)
- Determine Importance ✓ Which important details tell how the school teaches kids about caring for Earth? (The school uses solar panels to turn the sun's heat into electricity and has a greenhouse to grow food so they do not have to travel far for vegetables.)

 See Differentiate

Differentiate

BL Below Level

ISSUE Children cannot understand why a detail is important.

STRATEGY As children point out details from the text, prompt with questions such as: What does this detail tell you? Is this important to know? Why or why not? Is there another detail that is more important?

- **1. Make Inferences** Possible response: People in Chungba can use the greenhouse to grow food when it is cold outside. Children can learn how to grow food.
- **2. Use Text Features** Possible response: I can see what the solar panels and greenhouse look like. It helps me know what they are.

STUDENTS SHOW THEY CARE

Students at the new Chungba school want to care for Earth, too. They plant trees and help in the greenhouse. Many students are part of the "Clean Sweep" **project**. They work together to keep Chungba clean.



ANOTHER NEW SCHOOL FOR CHUNGBA

In 2008, Chungba Middle School opened. Now the children have a new school to go to when they get older. 2

This school has stores on the bottom floor. The money the stores make helps to pay for the new school. It also has a place where students in both schools can eat.



▶ Before You Move On

- Details What do the children do in the "Clean Sweep" project?
- Determine Importance Do you think it is important to have stores at the school? Explain.

385

Anthology pages 384–385

Build Comprehension

FIRST READ

Day 3 Read and Comprehend

1 Active Reading Have children echo read the captions. Ask: Which caption tells more about how students at the Chungba school care for Earth? (Students and teachers pick up trash in the community.)

SECOND READ

Day 4 Reread and Analyze

- 2 Identify Cause and Effect Why did the community build Chungba Middle School? (Possible response: to give older children a place to continue going to school)
- Determine Importance What important details help you understand the main idea of the "Community Pride" section? (Some parents walk for two days to meet with teachers, the teachers are proud of the children, and some children have never been to school before.)
- 4 Identify Main Idea What is the main idea of the "Community Pride" section? (Parents, teachers, and children are all proud of their school because it has changed their lives in good ways.)

- **1. Details** The children pick up trash to keep their community clean.
- **2. Determine Importance** ✓ Possible response: Yes, I think the stores are important because they give children a place to eat. They also help pay for the school.



Anthology

Writing

4 Write an Opinion

Remind children that an opinion is what you think or how you feel about a topic. Explain: When you write your opinion, you should include your thoughts or feelings and why you think the way you do. It is important to include good reasons for your opinions.

Key Words dream education join

opportunity organize plan

project result skills success

Ask children whether they think it would be hard or easy to build and start a new school. Have them write their opinions, using **Key Words** and including reasons, evidence from the text, or their own experiences to support their beliefs. Model a beginning sentence as an example: I think it would be easier to build a school if everyone agreed on a **plan** for it first.



pages 386-387

Daily Language Arts

Daily Grammar 🌠

Point out the plural possessive pronoun their on page 378 of "In a Mountain Community." Then use the Daily Grammar lesson on page T367l to teach about plural possessive pronouns.

- **1. Make Connections** Possible response: I met new friends and learned new things, just like the children in Chungba.
- 2. Summarize Possible response: Many people worked hard to make the Chungba people's **dream** of a school for their children come true.

Day 4 Read and Comprehend Decodable Narrative Text

OBJECTIVES

Thematic Connection: Cooperation

Isolate and Substitute Vowel Sounds

- Read and Spell Multisyllabic Words with er. ir. ur
- Read and Spell High Frequency Words
- Read Decodable Texts Fluently and with Comprehension

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Write-On/Wipe-Off Boards

Sound/Spelling Card 39

Longer Words with er, ir, ur: Practice Master PM6.31

Read On Your Own Book 23

TECHNOLOGY ONLY

Letter Cards

Comprehension Coach

MATERIALS

beanbag or soft ball • small chips or coins, 6 per child



Toss a beanbag as children name activities that are hard to do without help, such as raking leaves or cleaning the house.

Phonological Awareness

1 Isolate and Substitute Vowel Sounds

Use Phonological Awareness Routine 6.

- Say a word: kitten.
- **Segment sounds**: /k/ /i/ /t/ /ə/ /n/. Have children put chips in sound boxes as they repeat each sound. Ask: *What is the first vowel sound?* (/i/)
- Substitute a sound: Let's change /ĭ/ to /ûr/: /k/ /ûr/ /t/ /ə/ /n/.
- Say the new word: curtain. Say the new word with me: curtain.

For **Phonological Awareness Routine 6**, see page BP30.

Have children repeat the routine with *farther* (further), *boasting* (bursting), and *tanning* (turning).

Check & Reteach

OBJECTIVE: Isolate and Substitute Vowel Sounds

Ask: What word do I get if I change the /ē/ in wheeling to /ûr/? (whirling)

If children cannot answer, use **Phonological Awareness Routine 12**. Say *wheeling* and move a chip into a sound box as children repeat each sound. Then repeat with *whirling*. Ask: *Which sound is different?* Repeat with *jockey* (jerky) and *swelling* (swirling).

For **Phonological Awareness Routine 12**, see page BP31.

COMMON CORE STANDARDS

Reading

Decode Words with r-Controlled
Vowels er, ir, ur

Decode Multisyllabic Words
Identify Inconsistent Sound-Spellings
Read Irregularly Spelled Words
Read with Fluency
Use Context to Confirm or Self-Correct

CC.2.Rfou.3.

CC.2.Rfou.3.

CC.2.Rfou.4.

Language and Vocabulary

Spell Words with r-Controlled CC.2.L.2.d

Vowels er, ir, ur

Spell Multisyllabic Words CC.2.L.2.d Use Knowledge of Language and CC.2.L.3

Its Conventions

Phonics

Read and Spell Longer Words with er, ir, ur

REVIEW Display **Sound/Spelling Card 39**. Ask: *What is the picture?* (curb) *What is the sound?* (/ûr/) *What are the spellings?* (*er, ir, ur*) Have children use a finger to write the spellings on their desks. Display and read *verb, girl, fur, germ, first,* and *churn*. Have children blend the words and identify the /ûr/ spellings.

Remind children that some words have more than one syllable. Say *perfume* and have children repeat as they tap and count the syllables. Display *perfume*. Remind children to divide the word between the middle consonants. Say and blend: *per-fume*, *perfume*. Then have children blend the word. Repeat for *thirsty*, *burrow*, *dinner*, and *hamster*, framing each syllable as children sound it out. Help them blend the syllables. For more practice, assign **Practice Master PM6.31**.

Use **Dictation Routine 2** to have children spell sentences on their **Write-On/Wipe-Off Boards**.

- **Say a sentence:** Dirty snow is swirling on the turnpike.
- **Repeat the sentence.** Have children write the sentence.
- Write the sentence. Have children check and correct their spelling.

For **Dictation Routine 2**, see page BP35.



Write-On/Wipe-Off Board

High Frequency Words

Read and Spell Key Words

Model pronouncing each of the High Frequency Words: *always, boy, brother, gave, myself, pull, sister, took, upon, us.* Point to a word at random and have children read and spell the word. Ask volunteers to use the word in a sentence.

REVIEW Have children review the following previously taught words: *watch*, *while*, *goes*, *above*, *talk*, *long*, *far*, *something*, *better*, *full*, *almost*, *again*, *tomorrow*, *between*, *went*, *surprise*, *never*, *any*, *grow*, *below*. Call out a word and ask children to spell it and use it in a sentence.

Check & Reteach

OBJECTIVES: Read and Spell Multisyllabic Words with *er, ir, ur*

Read and Spell High Frequency Words

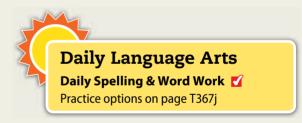
✓

Use **Dictation Routine 2**. Dictate this sentence: We **always took** time to turn in circles in the swirling snow. Monitor as children write the sentence.

If children misspell words, have them find and correct the errors in their sentences. Have them write another sentence using the word(s), spelling them accurately. Repeat with this sentence: *My brother gave my sister* a sturdy turtle.

For **Dictation Routine 2**, see page BP35.





Legend longer words with er. ir. ur **High Frequency**

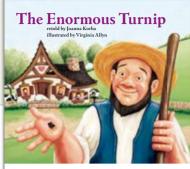
story words

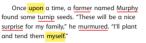
Read and Comprehend

Decodable Narrative Text



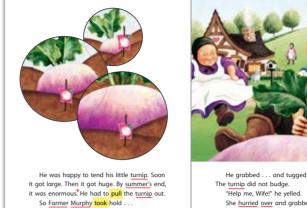








He <mark>always gave</mark> the <u>thirsty</u> seeds plenty of water. But <u>after</u> a while, only one seedling had burst through the dirt. Still, Farmer Murphy was not the sort of person to be sad



She <u>hurried</u> <u>over</u> and grabbed his wais

Read On Your Own Book 23 pages 18-21

Differentiate

Blow Level

ISSUE Children mispronounce words with previously taught phonics elements.

STRATEGY Use the chart to identify specific resources for review and reteaching.

Skill	Book 23	Teacher's Edition
words with -y	thirsty (page 19) plenty (page 19) dirty (page 27) my (page 18) by (page 20)	/ē/y (page T289l) /ī/y (page T289l)
possessives	summer's (page 20) mom's (page 22) brother's (page 23)	's (page T22b)
words with /är/	farmer (pages 18, 19, 20, 28) large (page 20) party (page 28)	/är/ <i>ar</i> (page T333b)

SN Special Needs

ISSUE Children cannot keep up with the class as they whisper read.

STRATEGY Pair children who need extra time with partners who can decode easily. Have them work together to decode the story page by page.

Decodable Reading

Use the illustrations to pre-teach story words enormous (page 20) and son (page 22). Then use **Decoding Routine 4** to conduct two readings of "The Enormous Turnip." 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.

- **Identify Details** What does Farmer Murphy plant? What happens? (He plants turnip seeds. One seed grows to be an enormous turnip.)
- **Identify Sequence** Who helps Farmer Murphy pull out the turnip? Name the helpers in order. (First his wife helps. Then his son and the sister help. Then the dog, the cat, and the bluebird help.)
- **Draw Conclusions** *How were they all a perfect team?* (Possible response: They worked hard together, got the job done, and enjoyed the rewards of their work.)
- **Make Connections** *Would you rather be on Farmer Murphy's team or* Gert's team from "Gert Does It Herself"? (Reponses will vary, but children should cite examples from the texts to support their opinions.)

For **Decoding Routine 4**, see page BP34.







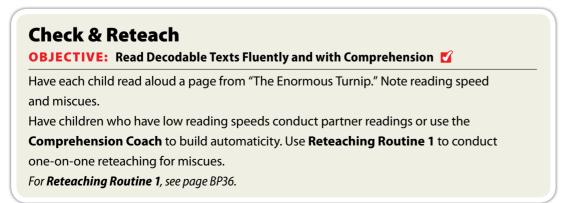


Read On Your Own Book 23 pages 22–29

Practice Phonics

Description of the property o

6 Talk Together Read On Your Own Book 23 page 29
Have children choose words from the box to complete the sentence frame, telling what they see in the garden. (Possible responses: The gerbil is scurrying. The turnip is dirty. The person is thirsty.)



Reread and Analyze

Human Interest Feature



Anthology

OBJECTIVES

Thematic Connection: Cooperation

Identify Main Idea and Details

Determine Importance

PROGRAM RESOURCES

TECHNOLOGY ONLY

Read with Me MP3 or CD 2, Tracks 10-12

MATERIALS

children's Portrait Graphics from Day 3

Power Writing

Have children write as much as they can as well as they can in one minute about the word *opportunity*.

For **Writing Routine 1**, see page BP56.

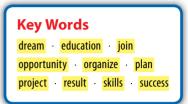
Vocabulary Practice

1 Share Word Knowledge **☑**

Have children use the Portrait Graphics they made on Day 3 (see page T374). Use **Jigsaw**.

- Have children form expert groups based on the Key Words they studied on Day 3. Have groups discuss how the pictures on their portraits show the meanings of the words.
- Regroup children so that each new group has at least one member from each expert group.
- Experts report on the Key Words from their portraits while the other children create sentences using each word. Repeat until children have collected information about each word.

For **Jigsaw**, see page BP60.





Jigsaw

Academic Talk

2 Describe Connections

REVIEW Remind children that when they describe events in sequence, they put the events in order. Elaborate: *You can look for dates in a text to help you tell which event comes first, next, and last.* Model how to locate dates in the text by pointing out the references to 2002 (page 377) and 2008 (page 385).

Then explain to children that they will describe the sequence of historical events in "In a Mountain Community." Have partners take turns using **Key Words** to describe in order the historical events from this selection.

Reread and Analyze

3 Build Comprehension Anthology pages 375–387

Reread pages 375–387 together. After you read each section, ask children to determine the main idea of that section and identify the important details that support this main idea. Use the **Reread and Analyze** questions on pages T376–377 to T384–385 to build comprehension.

See **Differentiate**

COMMON CORE STANDARDS

Reading

Ask and Answer Questions About
Key Details
Identify Main Topic
Describe the Connection
Read Orally with Accuracy
Writing
Recall Information
CC.2.W.8

Speaking and Listening
CC.2.Rinf.1
CC.2.Rinf.2
CC.2.Rinf.3
CC.2.Rinf.3
CC.2.Rfou.4.b
CC.2.Rfou.4.b

Produce Complete Sentences

Language and Vocabulary

Demonstrate Command of CC.2.L.1
English Grammar

CC.2.SL.6

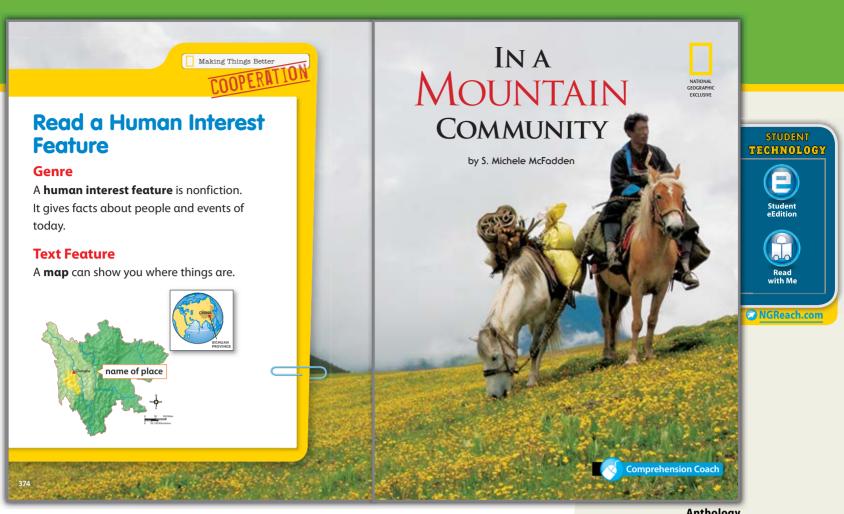
Determine the Meaning of Words CC.2.L.4
Use Words and Phrases CC.2.L.6

Check & Reteach

OBJECTIVE: Identify Main Idea 🗹

Monitor children as they answer the **Reread and Analyze** questions.

If children cannot identify the main idea, remind them that it is the most important idea in a text and that details give more information about this idea.



Anthology pages 374–375

Check & Reteach

OBJECTIVE: Determine Importance

See if children can determine which important details support the main idea as they answer the **Reread and Analyze** questions.

If children cannot determine importance, ask: Could you understand the **main idea** without this detail? Which detail would not need to be included in a summary of this section?

Writing

4 Write to Identify Main Ideas

Divide children into nine groups and assign each group one section from "In a Mountain Community." Have each group work together to write the main idea of its assigned section. Then have groups share their ideas with the whole class and work together to determine the main idea of the entire selection. Have children add their writing to their Weekly Folders.



WRAP-UP Have the class discuss why giving and getting help is important and ways they can help the community or care for the Earth.

Differentiate

BL Below Level

FRONTLOAD Have children do a picture walk with a partner, teacher assistant, or other adult volunteer before conducting the whole-class rereading. For additional support, have children listen to the feature using the **Read with Me MP3** or **CD 2**, **Tracks 10–12**.

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 plural possessive pronoun *their* on page 376 of "In a Mountain Community." Have children complete the Grammar and Writing lesson on page T367I and apply it as they write.

${ m Day}\,{f 5}\,$ Review and Apply



Read On Your Own Book 23

OBJECTIVES

Thematic Connection: Cooperation

- Read and Spell Words with r-Controlled Vowels er, ir, ur
- Read and Spell Multisyllabic Words with er, ir, ur
- Read and Spell High Frequency Words

Demonstrate Understanding of a Human Interest Feature

- **Identify** Main Idea
- **Operation** Determine Importance

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Vocabulary: Practice Master PM6.33

Main Idea Diagram: Practice Master PM6.34

Read On Your Own Book 23

TECHNOLOGY ONLY

Online Vocabulary Games

Comprehension Coach

Power Writing

Have children write as much as they can as well as they can in one minute about the word *skills*.

For **Writing Routine 1**, see page BP56.

COMMON CORE STANDARDS

Reading	
Ask and Answer Questions About Key Details	CC.2.Rinf.1
Identify Main Topic	CC.2.Rinf.2
•	
Decode Words with r-Controlled Vowels er, ir, ur	CC.2.Rfou.3
Decode Multisyllabic Words	CC.2.Rfou.3
Read Irregularly Spelled Words	CC.2.Rfou.3.f
Read Orally with Accuracy	CC.2.Rfou.4.b
Writing	
Recall Information	CC.2.W.8
Speaking and Listening	
Build on Others' Talk	CC.2.SL.1.b
Produce Complete Sentences	CC.2.SL.6
Language and Vocabulary	
Demonstrate Command of English Grammar	CC.2.L.1
Spell Words with r-Controlled Vowels er, ir, ur	CC.2.L.2.d
Determine the Meaning of Words	CC.2.L.4
Use Words and Phrases	CC.2.L.6

MORNING WARM-UP

What are some ways people can improve a community by working together?

Ask children to remember what they read this week and describe some ways people can improve a community by working together. Have children include detailed examples from both the readings and their own experiences.

Vocabulary Review

● Apply Word Knowledge

Have children apply their knowledge of the **Key Words** to play games.



Introduce **Vocabulary Bingo**. Display the **Key Words** and distribute **Practice Master PM6.33**.

Key Words

dream education join opportunity organize plan project result skills success

Read aloud the directions. Call out a clue for a **Key Word**. For example:

Playing the piano is one of the _____ that I have. (skills) Allow time for children to place their markers. Repeat until a child says "Bingo!" For Vocabulary Bingo, see page BP53.





Read On Your Own Book 23

pages 30-31

Phonics Review

Play A Surprise Birthday Party № Read On Your Own Book 23 pages 30–31
Read aloud the directions and clues on page 30. Have children take turns reading the clues. Gather the group and discuss the clues and answers. Then have children find and read:

- five words with /ûr/ spelled er. (answers, person, perch, brother, sister)
- four words with /ûr/ spelled ir. (birthday, girl, shirt, bird)
- five words with /ûr/ spelled *ur*. (surprise, turns, purse, surprised, purple)
- High Frequency Words gave, boy, brother, sister, upon, and us.

Check & Reteach

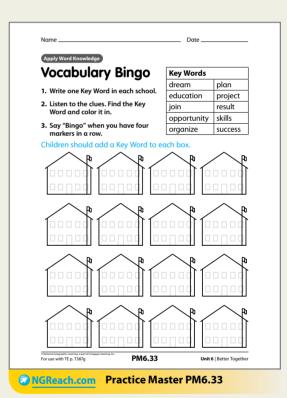
OBJECTIVES: Read and Spell Words with er, ir, ur

Read and Spell Multisyllabic Words with er, ir, ur

Read and Spell High Frequency Words

✓

Read aloud the title, directions, and clues on page 30 of **Read On Your Own Book 23** two times. On the first read, have children clap when they hear a word with the /ûr/ sound. If the word has two syllables, have them clap for each syllable. Repeat for High Frequency Words.



Daily Language Arts

Daily Spelling & Word Work

Spelling Test on page T367i

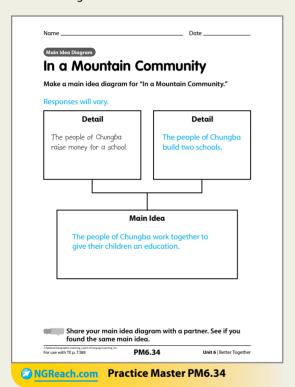
Review and Apply

Reach

Anthology

Answers Talk About It

- **1. Genre** Possible response: It is a human-interest feature because it gives facts about people and events of today.
- **2. Determine Importance** Possible response: The main reason is that many people worked together to make the school a **success**. I know because the selection tells about how the Rabgeys, the people who donated to the Rabgeys' organization, and the people of Chungba all helped.
- **3. Make Inferences** Possible response: The people of Chungba are proud of their school. They worked together to build and take care of it.





Identify the singular possessive pronoun her in the first sentence of the Write

About It directions on page 388. Have pairs practice using singular and plural-possessive pronouns to tell about the school in Chungba. Then use Review and Assess on page T367I.

Academic Talk

3 Talk About It Anthology page 388

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

4 Write About It Anthology page 388

Read aloud the directions, and remind children that their sentences should include their opinions, or what they think about the Chungba School. Model expressing your thoughts about the school: *The school in Chungba is great for many people*.

Model using your thoughts to complete the sentence frame: I think the school in Chungba is inspiring because it made many people's **dreams** come true.

Monitor children. When writing is complete, have partners display and read aloud their sentences for the class.

Check & Reteach

OBJECTIVE: Demonstrate Understanding of a Human Interest Feature

Determine Importance

✓

Monitor discussions and review writing.

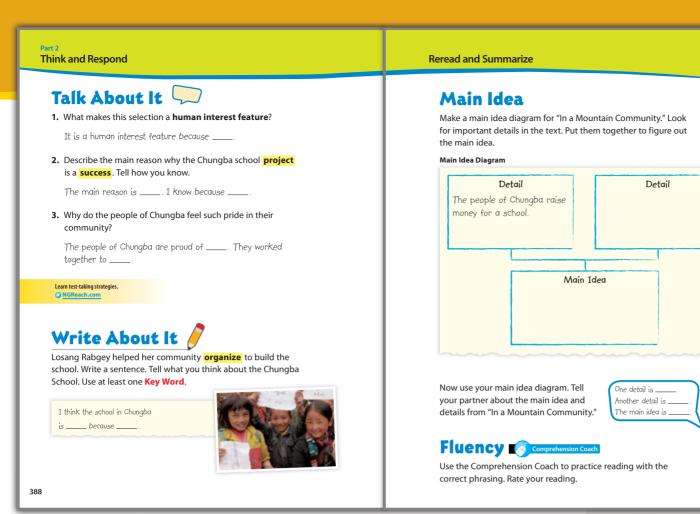
Have children who do not demonstrate comprehension listen to the **Student eEdition** audio selection. Use questions from the **Comprehension Coach** to guide comprehension.

Reread and Integrate

5 Identify Main Idea ☑ Anthology page 389

REVIEW Remind children that details help give information about a main idea. Read aloud the directions. Guide children through the example main idea diagram. Point out and explain how to fill in each box.

Distribute **Practice Master PM6.34**. Read aloud the directions. Point out the empty boxes for writing details and the main idea and ask children: *What is one important detail from "In a Mountain Community"?* (The people of Chungba raise money for a school.) Circulate and guide children as they complete their main idea diagrams. Have children work with a partner to compare answers and discuss any differences in opinions.





TECHNOLOGY

NGReach.com



Check & Reteach

OBJECTIVE: Identify Main Idea

Monitor children as they identify the main idea.

If children are unable to identify the main idea from "In a Mountain Community," have them make sentences out of any section headings that are not yet sentences. Students should then determine the main idea of each section.

6 Fluency ✓ **Anthology** page 389

Have children use the **Comprehension Coach** to practice fluency.



WRAP-UP Have children review the contents of their Weekly Folders and the unit concept map. Form groups and ask children to use what they have learned to discuss the Big Question: Why do people work together? Circulate and prompt discussion as needed:

- How can a shared dream encourage people to work together?
- How are **projects** easier and harder when people work together?

Week 3 Assessment & Reteaching

= TESTED SKILL

Assess

OBJECTIVES

Foundational Skills

Phonics

- Decode Words with *r*-Controlled Vowels *er*, *ir*, *ur*
- ☑ Decode Multisyllabic Words

High Frequency Words

Read High Frequency Words

Spelling

- Spell Words with *r*-Controlled Vowels *er*, *ir*, *ur*
- Spell High Frequency Words

Fluency

- Phrasing
- Accuracy and Rate

ASSESSMENTS



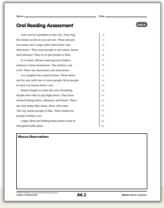


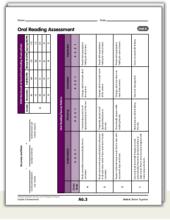


Foundational Skills Test A6.20–A6.21

Spelling Pretest/ Spelling Test See page T367i







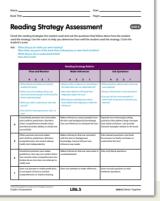
Oral Reading Assessment A6.1–A6.4

Use these passages throughout Unit 6. Work with above-level readers this week.

Reading

- Identify Main Idea
- Determine Importance







Reading Comprehension Test A6.22-A6.25

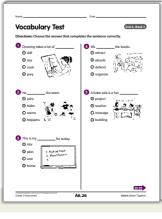
Reading Strategy Assessment LR6.5-LR6.6

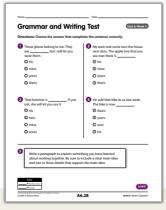
Vocabulary

- ☑ Use Social Studies Vocabulary
- ☑ Use Academic Vocabulary

Grammar and Writing

- Possessive Pronouns
- Write a Main Idea and Details Paragraph







Vocabulary Test A6.26–A6.27

Grammar and Writing Test A6.28

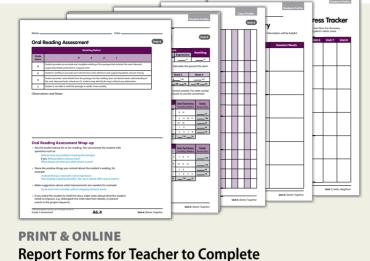
Writing Rubric A6.49



Reteach and Practice

RESOURCES AND ROUTINES

REPORTS



Student Profile: Foundational Skills A6.4

Student Profile: Weekly and Unit Tests A6.45-A6.46

Class Profile: Weekly and Unit Tests A6.47 Student Profile: Strengths and Needs Summary A6.48

Student Profile: Oral Reading Assessment

Progress Tracker A1.3

Foundational Skills, Spelling, Fluency

RETEACH

Decoding Routines, page BP36

High Frequency Words Routines, page BP37

Fluency Routines, page BP40

ADDITIONAL PRACTICE

Word Builder MGReach.com

Activities for Daily Practice, pages BP38-BP39



Reading

RETEACH

Main Idea: Reteaching Master RT6.7

Determine Importance: Reteaching Master RT6.8

ADDITIONAL PRACTICE

Leveled Books, pages LR4-LR12

Vocabulary, Grammar and Writing

Pronouns: Anthology Handbook, page 579 **Interactive Writing Routine**, page BP58

ADDITIONAL PRACTICE

More Grammar Practice, Reteaching Master RT6.9

ONLINE ONLY

Automated Reports

Student Profile: Weekly and Unit Assessments Class Profile: Weekly and Unit Assessments

Standards Summary Report

Week 4 Planner



= TEST	TED	Day 1	Day 2	
WHOLE GROUP TIME		Learn Sounds, Letters, and Words		
WIL	Phonological Awareness 5 minutes	Isolate and Substitute Final Sounds T389k	Read and Comprehend Isolate and Substitute Vowel Sounds T395a	
Decodable Text	Phonics and Spelling 20–30 minutes	Phonics CC.2.Rfou.3; CC.2.Rfou.3.b Words with air, are, ear T389k Spelling CC.2.L.2.d Daily Spelling and Word Work: Pretest T389g Words with air, are, ear T389m	Phonics CC.2.Rfou.3; CC.2.Rfou.3.b; CC.2.Rfou.4 ✓ Words with air, are, ear T395a ✓ Read with Fluency T395c Spelling CC.2.L.2.d ✓ Words with air, are, ear T389g, T395b	
	High Frequency Words 5–10 minutes	Learn High Frequency Words CC.2.Rfou.3.f T389g, T389n	Practice High Frequency Words T395b CC.2.Rfou.3.f	
WHO	DLE GROUP TIME	Listen and Comprehend	Listen and Analyze	
Anthology & Big Book	Speaking and Listening 10 minutes	Preview and Predict T390 CC.2.SL.1	Recount an Experience T395e CC.2.SL.4	
	Language and Vocabulary 15–25 minutes	Daily Grammar CC.2.L.1.c ✓ Use Reflexive Pronouns T389i Vocabulary CC.2.L.4.a ✓ Use Context Clues T390	Daily Grammar CC.2.L.1.c ✓ Use Reflexive Pronouns T389i Vocabulary CC.2.L.4.a ✓ Use Context Clues T395e	
	Reading 20–40 minutes	Read CC.2.Rinf.10 Shared Reading: Photo-Essay T390 CC.2.Rinf.10 Read CC.2.Rinf.10 Compared National Control of Con	Reread CC.2.Rinf.10 ✓ Shared Reading: Photo-Essay T395f Comprehension CC.2.Rinf.3 ✓ Describe the Connection T395f	
	Writing 15 minutes	Power Writing T390 CC.2.W.8 Writing CC.2.W.1 Write About Murals T394–T395 Writing Project: Write a Narrative Story Study a Model T398 CC.2.W.5	Power Writing T395e CC.2.W.8 Writing CC.2.W.1 Write to Compare T396 Writing Project: Write a Narrative Story CC.2.W.3; Prewrite T398 CC.2.W.5	
LEV	ELED READING TIME			
-	Married and some	Reading CC.2.Rlit.5; CC.2.Rlit.10;	Reading CC.2.Rlit.5: CC.2.Rlit.10:	

Fiction & Nonfiction



20 minutes



Reading

Introduce LR2 Read LR4-LR11

- Determine Importance
- Analyze Story ElementsIdentify Main Idea

CC.2.Rlit.5; CC.2.Rlit.10; CC.2.Rinf.2; CC.2.Rinf.10

.10; **I**

Reading CC.2.Rlit.5; CC.2.Rlit.10; Read and Integrate Ideas LR2 CC.2.Rinf.2; CC.2.Rinf.10

- Determine Importance
- Analyze Story Elements
- Identify Main Idea

LEARNING STATION TIME



20 minutes



Speaking and Listening T389e CC.2.SL.1, 4, 5
Language and Vocabulary T389e CC.2.L.2.c; CC.2.L.4, 6
Writing T389e CC.2.W.1; CC.2.SL.6; CC.2.L.2.b
Cross-Curricular T389f CC.2.Rinf.3; CC.2.W.8; CC.2.SL.5
Reading and Intervention T389f CC.2.Rfou.3; CC.2.Rfou.4, 4.b

BIG Question How does your family work together?

Day 3	Day 4	Day 5
Learn Sounds, Letters, and Words	Read and Comprehend	Review and Apply
☑ Isolate and Substitute Final Sounds T396a	☑ Isolate and Substitute Vowel Sounds T396i	☑ Review T396o
Phonics CC.2.Rfou.3; CC.2.Rfou.3.b ✓ Words with <i>eer, ear</i> T396a	Phonics CC.2.Rfou.3; CC.2.Rfou.3.b; CC.Rfou.4 ✓ Words with eer, ear T396i ✓ Read with Fluency T396k	Phonics CC.2.Rfou.3; CC.2.Rfou.3.b ✓ Words with <i>air</i> , <i>are</i> , <i>er</i> T3960 ✓ Words with <i>eer</i> , <i>ear</i> T3960
Spelling CC.2.L.2.d Words with eer, ear T389g, T396c	Spelling CC.2.L.2.d Words with <i>eer, ear</i> T389g, T396j	Spelling CC.2.L.2.d ✓ Words with <i>air, are, er</i> T3960 ✓ Words with <i>eer, ear</i> T3960
Practice High Frequency Words T396d CC.2.Rfou.3.f	Practice High Frequency Words T396j CC.2.Rfou.3.f	Review High Frequency Words T3960 CC.2.Rfou.3.f
Read and Comprehend	Reread and Analyze	Review and Apply
Preview and Predict T396e CC.2.SL.1	Discuss Text Features T396n CC.2.SL.2	Relate Readings to the Big Question T397a CC.2.SL.1.b
Daily Grammar CC.2.L.1.c ✓ Use Reflexive Pronouns T389j Vocabulary CC.2.L.4 ✓ Review Social Studies and Academic Vocabulary T396e	Daily Grammar CC.2.L.1.c ✓ Grammar and Writing T389j Vocabulary CC.2.L.4.a ✓ Use Context Clues T396m	Daily Grammar CC.2.L.1.c ✓ Review T389j Vocabulary CC.2.L.6 ✓ Apply Word Knowledge T397
Read CC.2.Rinf.10 ✓ Interactive Read-Aloud: Photo-Essay T396e	Reread CC.2.Rinf.10 ✓ Interactive Read-Aloud: Photo- Essay T396n Comprehension CC.2.Rinf.3 ✓ Describe the Connection T396m	Comprehension ✓ Compare Texts T397a CC.2.Rinf.9 CC.2.Rinf.9 CC.2.Rinf.9 Compare Texts T397a
Power Writing T396e CC.2.W.8	Power Writing T396m CC.2.W.8	Power Writing T3960 CC.2.W.8
Writing CC.2.W.7 Write to Make a Connection T396h	Writing CC.2.W.7 Write Instructions T396n	Writing CC.2.W.7 Write About Working Together T397b
Writing Project: Write a Narrative Story Draft T399 CC.2.W.5	Writing Project: Write a Narrative Story CC.2.W.3; Revise and Edit T400 CC.2.W.5	Writing Project: Write a Narrative Story Publish and Present T401 CC.2.W.3; CC.2.W.5
Reading CC.2.Rlit.10; CC.2.Rinf.2; Introduce LR2 CC.2.Rinf.10; CC.2.SL.1 Read LR4−LR11 ✓ Determine Importance ✓ Analyze Story Elements ✓ Identify Main Idea	Reading Read and Integrate Ideas LR2 ✓ Determine Importance ✓ Analyze Story Elements ✓ Identify Main Idea	Reading CC.2.W.1–3; CC.2.SL.1.a Connect Across Texts LR3 Writing CC.2.W.3 Choose a Writing Option LR4–LR11
	ASSESSMENT & RETEACHING	
Reachty Reading	Assessment & Reteaching T401a–T401b Foundational Skills Test A6.29–A6.30 CC.2.Rfou.3;	Reading Comprehension Test A6.31–A6.38 CC.2.Rlit.6,10 Reading Strategy Assessment LR6.5–LR6.6 CC.2.Rlit.1



Foundational Skills Test A6.29–A6.30 CC.2.Rfou.3; CC.2.Rfou.3.f; CC.2.L.2.d

CC.2.Rfou.3; CC.2.L.2.d Spelling Test T389g

✓ Oral Reading Assessment A6.1–A6.4 CC.2.Rfou.4

Reading Strategy Assessment LR6.5–LR6.6 CC.2.Rlit.1

✓ Vocabulary Test A6.39–A6.41 CC.2.L.4; CC.2.L.6 Grammar and Writing Test A6.42–A6.44 CC.2.W.8;

Reteaching Masters RT6.11-RT6.13

CC.2.L.1.e

Week 4 Learning Stations

Speaking and Listening

Option 1: When in Rome



To watch a video about a neighborhood in Rome, have children go to Resources > Unit 6 > Learning Stations > Week 4 > Rome.

- · Talk about how the neighborhood has changed and why.
- · Let children vote. If they lived there, would they like the changes or not?
- Brainstorm projects that could help the people maintain their culture amidst the changes.

Participate in Conversations Build on Others' Talk

CC.2.SL.1 CC.2.SI.1.b

Option 2: My Neighborhood, **Your Neighborhood**



- Have children draw something kids do for fun in their neighborhoods.
- Then have children share their drawings in small groups, tell about the event or activity they drew, and talk about how their neighborhoods are alike or different.

Participate in Conversations CC.2.SL.1 Recount an Experience CC.2.SL.4 Add Visuals to Clarify CC.2.SL.5

Language and Vocabulary

Kev Words

dream education join opportunity organize plan project result skills success

Option 1: Contraction Cards XX



PROGRAM RESOURCES & MATERIALS

Language and Literacy Teamwork Activities: Card 38

Teacher's Guide on **NGReach.com**

unlined index cards

Use Apostrophes in Contractions Use Words and Phrases

CC.2.L.2.c CC.2.L.6

Option 2: My Vocabulary Notebook 🗡



Have children expand word knowledge by

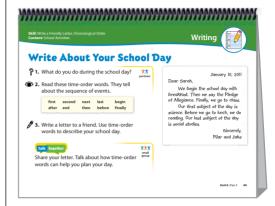
- · looking up words
- adding images and synonyms
- writing sentences that contain both a Key Word and a reflexive pronoun, such as myself, yourself, or ourselves.

Determine the Meaning of Words

CC.2.L.4

Writing

Option 1: Write About Your **School Day**



PROGRAM RESOURCES & MATERIALS

Language and Literacy Teamwork Activities: Card 40

Teacher's Guide on **ONGReach.com**

Use Commas in Greetings and Closings

CC.2.L.2.b

Option 2: Which is Best?



PROGRAM RESOURCES

Digital Library: Language Builder Picture Cards C76-C79

Display the four photos. Instruct children to select the mural they prefer and write a paragraph about it. The paragraph should tell which mural the child likes best and explain why the child holds that opinion.

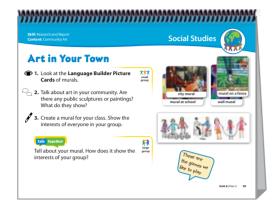
Write Opinions on Topics CC.2.W.1 **Produce Complete Sentences** CC.2.SL.6





Cross-Curricular

Option 1: Art in Your Town



PROGRAM RESOURCES & MATERIALS

Cross-Curricular Teamwork Activities: Card 39 Digital Library: Language Builder Picture **Cards C76-C79**

Teacher's Guide on ONGReach.com

butcher paper • crayons and colored markers

Add Visuals to Clarify CC.2.SL.5

Option 2: How Far from Home?



MATERIALS

U.S. map • world map • globe • self-stick notes • string

- Ask if any children or their parents came from Puerto Rico. Have children mark Puerto Rico on a map with a self-stick note. Use string to connect it to your town.
- Repeat the activity with other countries using a world map or a globe. Compare the lengths of string to determine which country is farther away.

CC.2.Rinf.3 Describe the Connection **Recall Information** CC.2.W.8

Reading

Option 1: 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.2.Rfou.4 Read Orally with Accuracy CC.2.Rfou.4.b

Option 2: Book Murals X



Remind children of the books they have read this week. Have each child review the story they most enjoyed and illustrate the part of the story they liked most. Combine all of the drawings into a class mural and display in the classroom or in a hallway.

For additional reading opportunities, see **Recommended Reading** on page LR12.

Read with Fluency CC.2.Rfou.4

Intervention

Option 1: Phonics Games 🕺





Decode Words with r-Controlled Vowels air ear are

CC.2.Rfou.3

Option 2: Reteach /âr/air, ear, are 🟋



PROGRAM RESOURCES

Sound/Spelling Card 40

Use Reteaching Routine 1.

- Display the word. chair
- Say the word: chair. Have children repeat.
- Read the word. Point to the letters air. Ask: What are these letters? What is the sound?
- Scaffold spelling. Say: chair. Have children repeat the word, say the first sound, and write its spelling. Repeat.

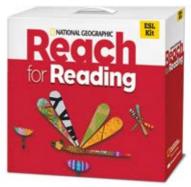
For **Reteaching Routine 1**, see page BP36. For Reteaching Masters, see pages RT6.10-RT6.13.

Decode Words with r-Controlled Vowels air, ear, are

CC.2.Rfou.3

Additional Resources

ESL Kit ***



ESL Teacher's Edition pages T389k-T397b

Week 4 Daily Spelling & Word Work

OBJECTIVES

Thematic Connection: Cooperation

Spell Words with air, are, ear

Spell Words with eer, ear

Spell High Frequency Words

SUGGESTED PACING

DAY 1 Spelling Pretest DAY 2-4 **Daily Practice Options**

DAY 5 Spelling Test

Spelling Pretest

Day 1 XXX

Spelling Test



Spelling Words

Use these words and sentences for the weekly Spelling Pretest and Spelling Test.

Words with air, are, ear

1. airplane	I am flying to Hawaii on a big airplane .
2. dare	I dare my sister to stay awake on the flight.

Words with eer, ear

3. gear	I brought a lot of <i>gear</i> on the plane to stay busy.
4 fears	The crying child next to me has fears about flying

High Frequency Words

5. five	<i>Five</i> families live in the apartments in our building.
6. four	The family that lives above us has four children.
7. made	We made decorations for the hallway on July 4th.
8. men	Two men came to fix our refrigerator.
9. night	I see lots of people and cars out my window at night .
10. second	This is the second apartment in which we have lived.
11. such	It is such a nice place that I would not want to move.
12. thought	I thought it would be hard to live in the city.
13. well	My family took well to living in the city.
14. wish	I wish we could have a dog in this apartment.

More Words Use these words and sentences for additional Pretest and Test items. Dad sits in his favorite *armchair* and reads the paper. 1. armchair 2. pear He cut an apple and a *pear* for us to eat. I said, "Thanks for **sharing** the fruit, Dad." 3. sharing 4. peer Our cats *peer* out at us from behind the couch. One looks like a little **bear** hiding in a cave. 5. bear 6. nearby It's fun having a nice park nearby.

Sort Words

Day 2



MATERIALS

Option 1

PROGRAM RESOURCES

Word Cards: Practice Master PM6.37

scissors

Prepare

Have pairs cut out the Word Cards and sort them into piles based on letter combination (air, are, ear).

Play a Game

- · One child mixes up some of the words while the other isn't looking.
- The partner then tries to find all of the misplaced words and re-sort them as quickly as possible.

(Spelling & Word Work) Word Cards: Words with <i>air, are, ear</i>			
chair	αirplαne	رُّدُ) hare	Dear
stair	lair	mare	hairy
share	cαre	rare	glare
pear	hair	stare	pair
air	weαr	fairy	bare
fair	scare	dare	dairy
tear	spare	swear	fare
I I I I I I I I I I I I I I I I I I I			

Practice Master PM6.37

CC.2.Rfou.3

Decode Words with air, are, ear **Identify Inconsistent Sound-Spellings**

CC.2.Rfou.3.e

Alphabetize

Day 2

XXX

MATERIALS

NGReach.com

scissors

Option 2

PROGRAM RESOURCES

High Frequency Word Cards: Practice Master PM6.38

Prepare

Have each group cut out the cards. Note that the words in the first column are review.

Play a Game

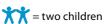
- · Each group turns their cards facedown and mixes them up.
- On signal, each group turns over the cards and arranges them in alphabetical order.
- Check the words and assign a point for each correctly alphabetized word.
- Have groups shuffle the cards for another round.

High Frequency Word Cards made almost again five tomorrow four between went night surprise such well never αny wish grow second belov thought

After several rounds, the group with the most points wins.

Read Irregularly Spelled Words **Demonstrate Command of English Spelling** CC.2.Rfou.3.f CC.2.L.2

Practice Master PM6.38







r-Controlled Vowels air, are, ear and eer, ear; High Frequency Words

Word Worm

Day 3

Option 1

S

U

С

H

MATERIALS

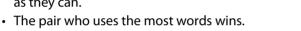
grid paper

Prepare

Display the Spelling Words. Explain that children will build words attached to other words. Share this example:

Play a Game

- Have pairs choose a word and write it on the grid paper, one letter per square, in the middle of the paper.
- Then have them work together to build as many Spelling Words attached to each other as they can.



Demonstrate Command of English Spelling	CC.2.L.2
Spell Words with air, are, ear	CC.2.L.2.d
Spell Words with eer, ear	CC.2.L.2.d

Build Words Online

Day 3

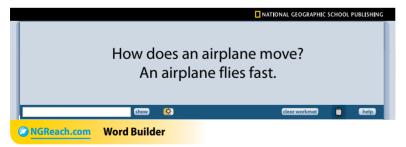


Option 2

Prepare

Have children access Word Builder at NGReach.com.

Play a Game



- Have one child build a question that includes one of the Spelling Words.
- · Have the second child build a complete sentence to answer. It should answer the question using a Spelling Word, too.
- Have children rotate roles until 12 Spelling Words have been used.

Demonstrate Command of English Spelling CC.2.L.2.d Spell Words with air, are, ear CC.2.L.2.d Spell Words with eer, ear

Draw Words Day 4 XXX Option 1

MATERIALS

chart paper • markers

Prepare

Display the Spelling Words.

four night

Play a Game

- · Have each group secretly choose one Spelling Word. Each group should choose one child to create a drawing reflecting that word.
- · When a group takes its turn, allow the artist a minute to complete the picture. The first group to guess and spell the Spelling Word correctly is awarded one point.
- · Continue until one group has collected three points.

Extend the activity by having the group who guessed the word use it correctly in a sentence.

Demonstrate Command of English Spelling	CC.2.L.2
Spell Words with air, are, ear	CC.2.L.2.d
Spell Words with eer, ear	CC.2.L.2.d

Adding Words

Day 4

XXX

Option 2

dare

airplane

bear

MATERIALS

index cards

Prepare

Organize groups of three. Have them write each Spelling Word on an index card to make a set of word cards and place the cards face up on a table or desk.

Play a Game

- The first player chooses a card, places it in the middle of the table, and says the word.
- The second player chooses any card, places it before or after the first card, and says a sentence using both words.
- The third player chooses a card, places it before or after either of the cards, and adds to the sentence, using all three words.
- Play continues until all the cards have been used. Share this example: The first card is hare. The second card is airplane. A complete sentence is We dare to fly an airplane. The third card is bear. Another complete sentence using all three words is We dare to fly an airplane to visit the bear.

Demonstrate Command of English Spelling	CC.2.L.2
Spell Words with air, are, ear	CC.2.L.2.d
Spell Words with eer, ear	CC.2.L.2.d

Week 4 Daily Grammar

OBJECTIVE

Thematic Connection: Cooperation

Use Possessive Pronouns

Use Reflexive Pronouns

COMMON CORE STANDARDS

Produce Complete Sentences Demonstrate Command of English Grammar Use Reflexive Pronouns

CC.2.SL.6 CC.2.L.1 CC.2.L.1.c

Day 1

PROGRAM RESOURCES

MATERIALS

Possessive Pronouns: eVisual 6.15

index cards—7 per group

Teach the Rules

Use page T394–395 to review possessive pronouns. Then teach the rules.

Possessive Pronouns

• Use a **possessive pronoun** to tell who has or owns something.

Possessive pronouns are mine, yours, his, hers, ours, and theirs.

Here is **my painting**. This painting is **mine**.

Can I see **your painting**? Where is **yours**?

That one is **Jose's painting**. It is **his**.

All of these are **our paintings**. They are **ours**.

The other class's paintings are nice. Have you seen **theirs**?

ONGReach.com Possessive Pronouns: eVisual 6.15

Play a Game XXX

Have children work in small groups with possessive pronoun cards (mine, yours, his, hers, ours, theirs). Have children take turns drawing a card and using the possessive pronoun in a sentence about the neighborhood they live in. Share these examples: This neighborhood is mine. Do you like yours? Where is his?

Continue play until each child has used each pronoun once.

Differentiate

OL On Level

ISSUE Children may place an apostrophe before the s in possessive

STRATEGY Have children write five sentence pairs like the ones above, using possessive pronouns. Have them exchange sentences with a partner. The partner should check to see that the possessive pronoun is used and written correctly.

Day 2

PROGRAM RESOURCES

Reflexive Pronouns: eVisual 6.16

Teach the Rules

Use page T396 to introduce reflexive pronouns. Point out that reflexive pronouns end in -self or -selves. Then teach the rules.

Reflexive Pronouns

• A reflexive pronoun refers to the **subject** of a simple sentence.

· Reflexive pronouns are myself, yourself, himself, herself, itself, ourselves, yourselves, and themselves.

I saw **myself** in the mirror.

Did **you** draw that picture **yourself**?

Dan wrote **himself** a note.

Sonia wrote **herself** a note.

We painted the mural **ourselves**.

The girls painted themselves in the mural.

NGReach.com Reflexive Pronouns: eVisual 6.16

Play a Game XXX

Display a series of short sentences; for example: *I caught the fish*. Choose children to add a reflexive pronoun to the sentence: I caught the fish myself.

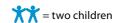
Continue play until each child has had at least two turns.

Differentiate

EL English Learners

ISSUE In Hmong, there is no distinction between subject, object, and reflexive pronouns.

STRATEGY Display the reflexive and subject pronouns. Have pairs of children take turns using them in sentences about the neighborhood they live in.







PROGRAM RESOURCES

Nouns and Pronouns: eVisual 6.17 **Mix and Match Sentences: Practice** Master PM6.42

Teach the Rules

Use page T396h to review replacing nouns with pronouns. Then teach the rules.

Nouns and Pronouns

- A subject, object, or **possessive pronoun** refers to a **noun** in a sentence.
- A reflexive **pronoun** refers to the **subject** of a sentence.

Chris read the book about murals. **He** read it in one day.

Mom called **the artists**. She called **them** yesterday.

These sketches are **Shana's sketches**. These sketches are **hers**.

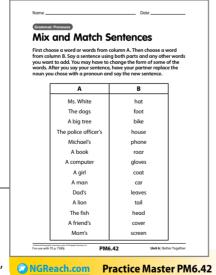
Did **you** paint the mural by **yourself**?

NGReach.com

Nouns and Pronouns: eVisual 6.17

Plav a Game XX

Distribute Practice Master PM6.42. Have children play the Practice Master game.



Differentiate

EL English Learners

ISSUE In Chinese, Haitian Creole, Hmong, and Vietnamese, there is no distinction between subject and object pronouns.

STRATEGY Have pairs of children make a set of flash cards with a subject or object pronoun on each one. Have them print subject pronouns in one color and object pronouns in another color. Have partners practice using the pronouns in sentences.

Day 4

PROGRAM RESOURCES

Write Pronouns: Practice Master PM6.44

Grammar and Writing X

Use page T396n to model how good writers replace nouns with pronouns to make their writing sound more natural.

Distribute **Practice Master** PM6.44. Read the story. Have children write a word from the box that correctly completes each sentence.



Day 5

PROGRAM RESOURCES

Grammar and Writing Unit Test: Assessment Masters A6.42-A6.44

Review and Assess

See page T397 for a review of pronouns.

Administer the **Grammar and Writing Unit Test**.

Learn Sounds, Letters, and Words



Sing with Me **Phonics Songs Book**

OBJECTIVES

Thematic Connection: Cooperation

Isolate and Substitute Final Sounds

- Read and Spell Words with air, are, ear
- Read and Spell High Frequency Words

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Write-On/Wipe-Off Boards

Sing with Me Phonics Songs Book, page 54

Sound/Spelling Cards 4, 18, 19, 22, 40

Read On Your Own Book 24

Words with air, are, ear: Practice Master PM6.35

TECHNOLOGY ONLY

Sing with Me Phonics Songs MP3 or CD 3, Tracks 29-30

Word Builder

Phonics Games

MATERIALS

small chips or coins, 3 per child

MORNING WARM-UP

How can making someone happy help them?

Have children share how making people happy can inspire them to do good.

Phonological Awareness

1 Isolate and Substitute Final Sounds

Use **Phonological Awareness Routine 6**.

- Say a word: die.
- **Segment sounds:** /d/ /ī/. Children put chips in sound boxes and repeat sounds.
- Substitute a sound: Let's change /ī/ to /âr/: /d/ /âr/.
- **Say the new word:** dare. Say the new word with me: dare.

For **Phonological Awareness Routine 6**, see page BP30.

Repeat the routine with *shoe* (share), *purr* (pear), *he* (hair), and *stir* (stair).

Check & Reteach

OBJECTIVE: Isolate and Substitute Final Sounds

Ask: If I change the final sound in by to /ar/, what is the new word? (bear)

If children cannot answer, assign the sounds /b/, /ī/, and /âr/ to different children. Have them stand side by side and say the sounds in order, faster and faster. Change children with the final sound and repeat. Ask: What has changed? Repeat with fee (fair) and chew (chair).

Phonics

2 Learn Words with air, are, ear 🗹

Sing with Me Phonics Songs Book page 54 Point to and name Clare in the picture. Explain that someone who is daring is brave. Play Tracks 29 and 30 and follow directions. Practice the gestures until children can perform them smoothly.

- 1 4 Stretch out arms as if flying; smile.
- Point to eyes for *I see*.
- 3 Point to self; pantomime paying for a ticket.



Sing with Me Phonics Songs Book page 54

COMMON CORE STANDARDS

Decode Words with r-Controlled CC.2.Rfou.3

Vowels air, are, ear

Know Vowel Teams air, are, ear CC.2.Rfou.3.b Identify Inconsistent Sound-Spellings CC.2.Rfou.3.e

CC.2.Rfou.3.f

Read Irregularly Spelled Words Language and Vocabulary

CC.2.L.2.d Spell Words with r-Controlled

Vowels air, are, ear

T389k Unit 6

Use **Decoding Routine 1** to connect sound/spellings /âr/air, are, ear and to blend words.

Step 1 Develop Phonological Awareness	/âr/air, are, ear
1. Tell children: This word has /âr/ at the beginning. These words have /âr/ at the end.	airs stair, dare, tear, flair
2. Tell children: I will say a word. Listen for /âr/. If you hear /âr/, point up in the air. (Dirt and store do not have /âr/.)	fair, rare, pear, dirt, hair, store, square
Step 2 Introduce the Sound/Spelling	
 Display the picture-only side of Sound/Spelling Card 40. Say: chair. Have children repeat. Say: /âr/. Have children repeat. 	qir
Turn the card over. Point to all the spellings and name them. Have children repeat.	_egr _are
	Card 40 chair, /âr/air, are, ear
4. Give examples of words with /âr/air, are, ear. Point to the example words tears, air, daring, Clare, airplane, and fare in the song on page 54 of Sing with Me Phonics Songs Book .	pair, fare, bear, flair, glare, swear
Step 3 Blend Sound-by-Sound	
1. Display h. Point to h and say: /h/. Have children repeat.	h
 Add air. Point to the air spelling on Sound/Spelling Card 40. Blend /h//âr/, sweeping your hand beneath the spellings. Have children repeat. 	hair —>
3. Display and blend other words with /âr/ spelled air, are, ear. Explain: The spellings air, are, and ear stand for one sound, /âr/, and stay together in longer words, such as airplane.	care, flair, scare, wear, pair

For **Decoding Routine 1**, see page BP32.

See **Differentiate**

Weekly Folder

- ✓ Writing (T394–395, T396, T396h, T396n, T397b, T398–T401)
- √ Comparison Chart: Practice Master PM6.39

Differentiate

EL English Learners

PHONICS TRANSFER

ISSUE There is no /âr/ sound in Spanish, Cantonese, Vietnamese, Hmong, Korean, or Haitian Creole.

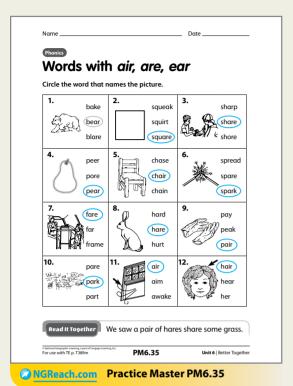
STRATEGY Have children:

- tell whether the /âr/ sound is used in their home language.
- practice making the /âr/ sound.
- repeat and act out sentences with the /âr/ sound.
 Scaffold meaning as necessary: I sit in a chair and brush my hair. I climb the stairs and share my pears.
 I see a bear, a mare, and a hare.

Learn Sounds, Letters, and Words



Read On Your Own Book 24



3 Read Words with air, are, ear
☐ Read On Your Own Book 24 page 2

Display the words and sentences using **Word Builder**. Have children blend the words. Then point out High Frequency Words *A*, *of*, and *friends*, and ask children to read the sentences.

Have children turn to **Read On Your Own Book 24** page 2. Review the sound/spellings /âr/air, are, and ear. Read the example and have children echo.
Then have partners take turns reading the remaining picture labels. Assign **Practice Master PM6.35**

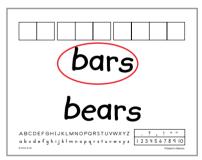
Children can also play **Phonics Games** at **NGReach.com** to reinforce phonics skills.



4 Spell Words with air, are, ear

Use **Dictation Routine 1** as children practice spelling on their **Write-On/Wipe-Off Boards**.

- Say a word: bears.
- Segment sounds: /b/ /âr/ /z/. Which vowel sound do you hear in bears? (/âr/)
- Display Sound/Spelling Cards. Have children match each sound to a card. (cards: 18 /b/, 40 /âr/, 22 /z/)



Write-On/Wipe-Off Board

- Repeat the word: bears. Have children write the word.
- Write the correct spelling. Have children check and correct their spelling.
 Repeat for wear and hair using cards 19 /w/, 40 /âr/, and 4 /h/.

For **Dictation Routine 1**, see page BP35.

Then apply the spelling rule to a complete sentence: Can two bears wear that hair? Have children say and write the sentence. Display the correct sentence and have children check and correct their spelling.

Daily Language Arts Daily Spelling & Word Work Spelling Pretest on page T389g

Check & Reteach

OBJECTIVE: Read and Spell Words with air, are, ear 🌠

Check dictation sentences for the correct spelling of *bears*, *wear*, and *hair*. Prompt self-correction. Read aloud the sentence and ask children to try again.

If errors persist, use **Decoding Routine 2** to reteach words with *air*, *are*, and *ear*. Repeat with this sentence: *I swear my pair of mares did not scare Clare*.

For **Decoding Routine 2**, see page BP33.



Read On Your Own Book 24 pages 2–3

High Frequency Words

5 Read and Spell Key Words ✓ Read On Your Own Book 24 page 3 Read aloud page 3. Teach each highlighted word and review known sound/spellings.

Use High Frequency Words Routine 1.

- · Say the High Frequency Word: thought.
- Say a sentence with the word: I thought that today was Tuesday.
- 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 sentence 1–4. Reread, pausing for children to 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 read a word from the list on page 3 and then write the word. Scan for misspellings. Repeat for all the words.

If children misspell the words, write the first letter of a High Frequency Word on the board. For example: *s*. Have children guess the word. Continue adding one letter at a time (*u*, *c*, *h*) until the word is complete (such). Have children read the word together, cheer its spelling, and use the word in a sentence. Continue for all High Frequency Words.

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 meanings.

four (Count.) Four is the number after three.

men (Point to the men in the pictures on page 3.) We use men to mean "more than one man."

made (Point to the planes in the first picture on page 3, then use hands to show putting something together.) Made can mean "built, or put together."

five (Count.) Five is the number after four.

wish night (Point to the man making a wish in picture 2 on page 3.) Wish can mean "would like." (Point to the dark sky in picture 2 on page 3.) Night is the time when it is dark outside. The man would like to fly the planes when it is dark outside.

such thought (Hold arms apart as if measuring something big.) Such *can mean "so much."* (Tap the side of your head.) A thought *is what you think.* What he is thinking is not so smart.

second (Count.) Second *comes after first.* (Count on fingers.) *First,* second.

well (Nod head, looking satisfied.) *Something done* well *is done the right way.*

Read and Comprehend

Photo-Essav



Anthology

OBJECTIVES

Thematic Connection: Cooperation

Use Context Clues

Preview a Photo-Essay to Make Predictions

PROGRAM RESOURCES

TECHNOLOGY ONLY

Vocabulary Practice: eVisual 6.14 **My Vocabulary Notebook**

Power Writing

Have children write as much as they can as well as they can in one minute about the word *organize*.

For Writing Routine 1, see page BP56.

Vocabulary Strategy

1 Use Context Clues ✓ Anthology page 390

Explain: Context clues are words or phrases that help you understand the meaning of an unfamiliar word. Think about context clues when you reread to understand.



Vocabulary Practice

- 1. We needed a calculator to help us add the numbers. We pushed buttons on the small machine until the answer appeared on its screen.
- 2. We wanted a new machine to do the work for us, so we worked together to make this invention!

NGReach.com Vocabulary Practice: eVisual6.14



2 Try It Together Anthology page 390

Read aloud the directions. Have partners work together to answer the questions.

See **Differentiate**

Check & Reteach

OBJECTIVE: Use Context Clues

Display: After following a series of steps, we ended up with a pot of homemade soup. The result was a yummy lunch! Ask: What does result mean?

If children cannot answer correctly, have them underline the context clues. Ask: What do these context clues tell you? (Result means "what happens after following a series of steps.")

COMMON CODE CTANDADDO

COMMON CORE STANDARDS	
Reading	
Describe the Connection	CC.2.Rinf.3
Compare Two Texts	CC.2.Rinf.9
Read and Comprehend	CC.2.Rinf.10
Informational Text	
Read with Purpose and	CC.2.Rfou.4.a
Understanding	
Read Orally with Accuracy	CC.2.Rfou.4.b
Use Context to Confirm or	CC.2.Rfou.4.c
Self-Correct	
Writing	
Write Opinions on Topics	CC.2.W.1
State an Opinion	CC.2.W.1
Speaking and Listening	
Participate in Conversations	CC.2.SL.1
Produce Complete Sentences	CC.2.SL.6
Language and Vocabulary	
Use Reflexive Pronouns	CC.2.L.1.c
Demonstrate Command of English	CC.2.L.2

CC.2.L.4

CC.2.L.6

CC.2.L.4.a

Academic Talk

3 Preview and Predict

Model making predictions: In the photo on page 392, I see two boys painting on a table. I predict that they are creating a mural together. Have pairs make predictions.

Check & Reteach

OBJECTIVE: Preview a Photo-Essay to Make Predictions

Listen as pairs describe photos and make predictions.

If pairs make off-topic predictions, ask: What does the photo caption tell you?

Shared Reading

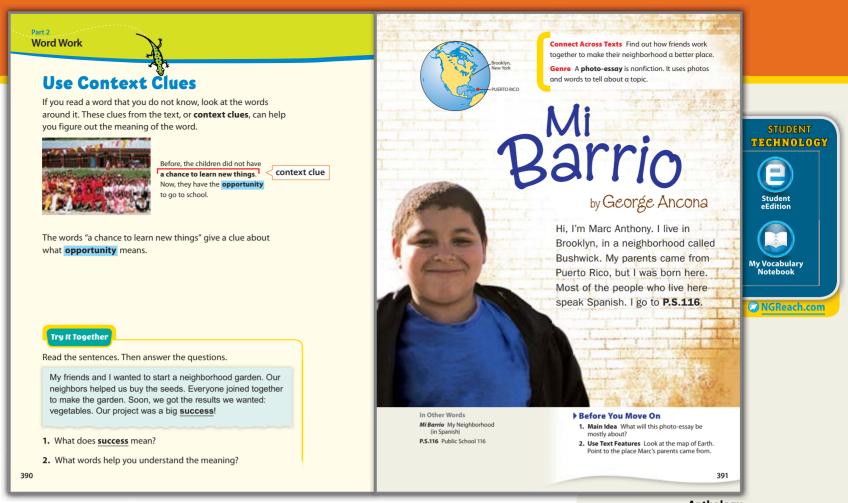
4 Read a Photo-Essay Anthology page 391 **CONNECT ACROSS TEXTS** Read aloud **Connect Across Texts**.

Capitalization

Use Context Clues

Use Words and Phrases

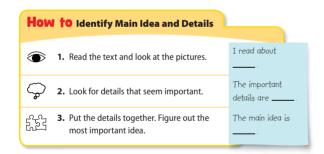
Determine the Meaning of Words



Anthology pages 390-391

GENRE Elaborate: Photos in a photo-essay help you visualize the ideas in the text.

REVIEW DETERMINE IMPORTANCE Remind children how to determine importance:



Read pages 391–395 with the class. Use the questions on page T392–393 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
- Critical Thinking

- Day 2 Reread and Analyze
- Describe the Connection Determine Importance
- Critical Thinking

Differentiate

EL English Learners

ISSUE Children do not know the meaning of the clue word machine.

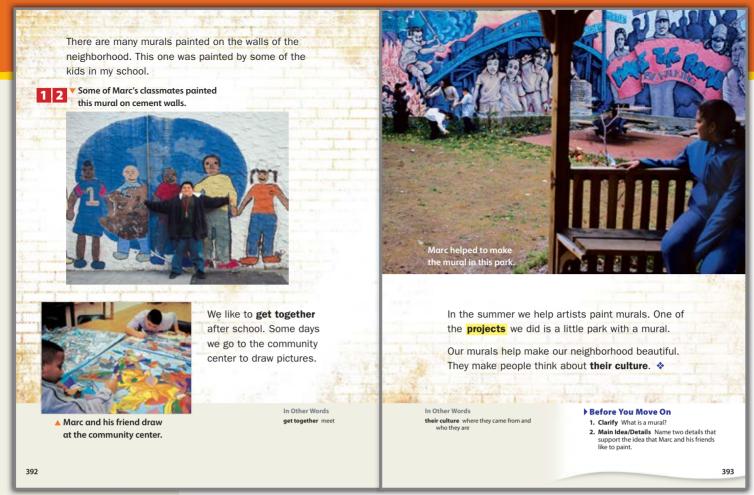
STRATEGY Guide children to find the entry for machine in the **Picture Dictionary** on page 606. After reading the definition and studying the photos, have children point out machines in the classroom or

AL Above Level

ISSUE Children know the meanings of target

STRATEGY Use more difficult sentences, such as: Lupe has the <u>ability</u> to organize people for a project. She also has many other skills.

- **1. Main Idea 1. Main Idea 1. This selection will be mostly about** Marc Anthony and his Brooklyn neighborhood.
- 2. Use Text Features Help children point to Puerto Rico on the map.



Anthology pages 392–393

Build Comprehension

FIRST READ

Day 1 Read and Comprehend

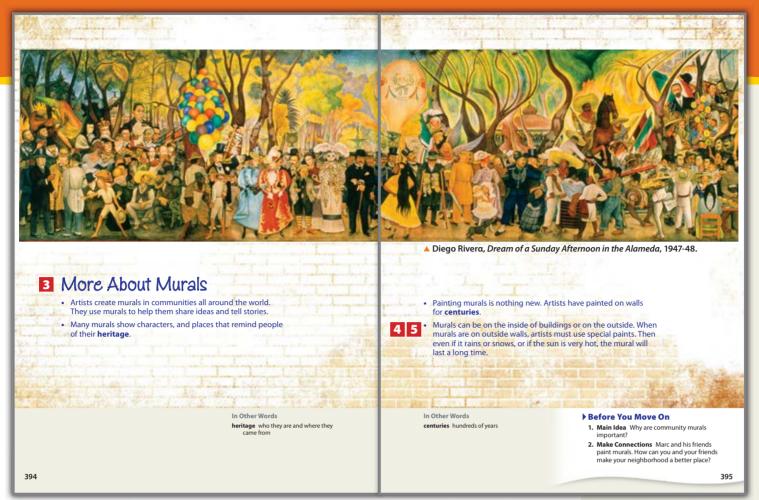
- 1 Use Text Features Look at the caption above the photograph of Marc standing in front of the mural. What information do you learn about the mural? (It was a project painted by children at Marc's school.)
- **Active Reading** As you read, have children stop at each picture. Ask a volunteer to read a caption while children point to the photo it describes.

SECOND READ

Day 2 Reread and Analyze

- **Use Text Features** Read the heading on page 394. What information do you expect to learn in this section? (how murals are made; where they are found; who has painted murals)
- Describe the Connection Why do people make murals? (to share ideas, stories, and heritage) How do Marc and his classmates share their ideas? (paint murals; draw pictures; help artists paint murals)
- Determine Importance ✓ Name two important details that support the idea that outdoor murals are different from indoor murals. (Outdoor murals must be painted with special paints. They need to be painted so they can last a long time, no matter what the weather.)

- **1. Clarify** A mural is a large painting on a wall.
- **2. Main Idea/Details** Responses will vary. As children identify details, have them explain how each detail supports the main idea.



Anthology pages 394–395

Writing

6 Write About Murals

Have children recall what they read in "Mi Barrio" and decide why they think people paint murals on walls. Review: Your opinion is what you think about a topic. You should support your opinion by including reasons and evidence for why you think and believe as you do.

Display the following sentence frame:

I think people paint murals because _____ and _____.

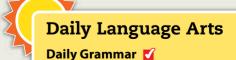
Have children pick two examples from "Mi Barrio" or their own experience and use them and the sentence frame to write a sentence about why they think people paint murals on walls. Encourage children to share their completed sentences with the class.



Have you ever joined with others to make a mural? Have children describe the projects they worked on, what skills were necessary to complete them, and if any of the projects are displayed for others to see.

Answers Before You Move On

- **1. Main Idea** Possible response: Community murals are important because they tell about the community and its history.
- **2. Make Connections** Possible response: We can pick up trash, plant trees, or make our own mural.



Display these sentences: *This is your painting. It is yours.* Explain that *yours* takes the place of *your painting.* Then use page T389i to teach possessive pronouns.

Day 2 Read and Comprehend Decodable Informational Text

OBJECTIVES

Thematic Connection: Cooperation

Isolate and Substitute Vowel Sounds

- Read and Spell Words with air, are, ear
- Read and Spell High Frequency Words
- Read Decodable Texts Fluently and with Comprehension

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Write-On/Wipe-Off Boards
Sound/Spelling Cards 1, 3, 5, 14, 18, 35, 40
Words with *air*, *are*, *ear*: Practice Master PM6.36
Read On Your Own Book 24

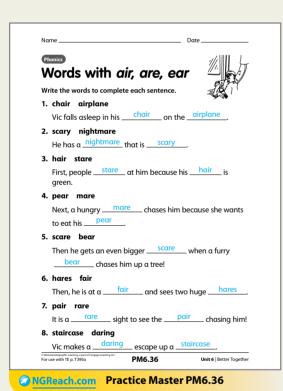
TECHNOLOGY ONLY

Letter Cards

Comprehension Coach

MATERIALS

small chips or coins, 5 per child • masking tape



COMMON CORE STANDARDS

Decode Words with air, are, ear
Decode Multisyllabic Words
CC.2.Rfou.3
Know Vowel Teams air, are, ear
Read Irregularly Spelled Words
CC.2.Rfou.3.f
Read with Fluency
Use Context to Confirm or Self-Correct
Language and Vocabulary
Spell Words with air, are, ear
Use Knowledge of Language and
CC.2.L.3

MORNING WARM-UP
Why does having a goal help people work together?
Have children discuss why sharing a goal helps build cooperation.

Phonological Awareness

1 Isolate and Substitute Vowel Sounds

Use Phonological Awareness Routine 6.

- Say a word: hurry.
- Segment sounds: /h/ /ûr/ /ē/. Have children put chips in sound boxes as they repeat each sound.
- Substitute a sound: Let's change /ûr/ to /âr/: /h/ /âr/ /ē/.
- Say the new word: hairy. Say the new word with me: hairy.

For **Phonological Awareness Routine 6**, see page BP30.

Repeat the routine with boring (bearing), glowing (glaring), and really (rarely).

Check & Reteach

OBJECTIVE: Isolate and Substitute Vowel Sounds

Ask: If I change the /ō/ in showing to /âr/, what's the new word? (sharing)

If children cannot answer, make boxes on the floor with tape. Have children say each consecutive sound as they hop from box to box. Then have them hop again, substituting /âr/ for /ō/ in the third box. Repeat with *furry* (fairy) and *blurring* (blaring).

Phonics

2 Read Words with air, are, ear 🗹

REVIEW Display **Sound/Spelling Card 40**. Ask: *What's the picture?* (chair) *What is the sound?* (/âr/) *What are the spellings?* (air, ear, are) Review that the letters air, are, and ear stay together and make one sound. Have children write the spellings on their **Write-On/Wipe-Off Boards**. Display and read hair, care, bear, fair, scare, wear. Have children blend each word and identify the letters that stand for /âr/.

Say *airplane* and have children repeat the word as they tap the syllables on their desk. Ask: *How many syllables do you hear*? (two) Divide *airplane* into syllables. Model: *When I see two smaller words in a word, I know it is a compound word. I divide it between the two words. I keep the letters that make /âr/ together: air plane, airplane.* Help children repeat with *nightmare*, *staircase*, *scarecrow*, *sleepwear*, and *armchair*. Assign **Practice Master PM6.36** for more practice.

Its Conventions

3 Spell Words with air, are, ear ✓

Use **Dictation Routine 1** as children practice spelling on their **Write-On/Wipe-Off Boards**.

- Say a word: airfare.
- Segment sounds: âr/ /f/ /âr/.
- Display Sound/Spelling Cards. Have children match each sound to a card. (cards 40 /âr/ and 3 /f/)
- Repeat the word: airfare. Children write it.



Write the correct spelling. Have children check and correct their spelling.
 Repeat for bear and staircase using additional Sound/Spelling Cards 18 /b/, 1 /s/, 5 /t/, 14 /k/, and 35 /ā/.

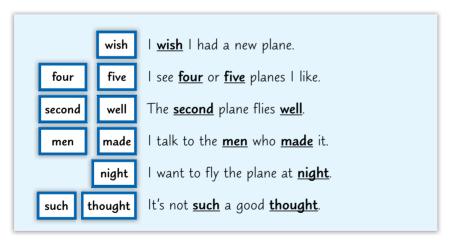
For **Dictation Routine 1**, see page BP35.

Then dictate: *The bear paid his airfare*. Have children say and write the sentence. Write the correct sentence and have children check and correct.

High Frequency Words

4 Read and Spell Key Words

Display and read these sentences. Then reread, having children raise a hand when they hear the underlined word. Next, distribute **High Frequency Word Cards** to children. Reread each sentence slowly. Have children display the card when they hear the High Frequency Word. Then have them read the card and spell the word.



Check & Reteach

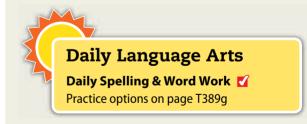
OBJECTIVES: Read and Spell Words with air, are, ear

Read and Spell High Frequency Words

✓

Use **Dictation Routine 2**. Dictate: Last **night**, **four men** sat in armchairs and ate **five** pears. If children misspell words, have them copy the words correctly three times. Repeat with this sentence: I **wish** that I could snare a **second** pair of bears.

For **Dictation Routine 2**, see page BP35.



Legend

are, ear

story words

Read and Comprehend

Decodable Informational Text









Read On Your Own Book 24 pages 4-7

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 24	Teacher's Edition
words with /ī/ie, igh	Wright (page 4) flight (pages 5, 8, 12) nightmare (page 13) skies (page 14)	/ī/igh (page T265b) /ī/ie (page T265b)
words with /ī/-y	fly (pages 4, 11) why (page 6) try (page 7)	/ī/-y (page T289l)
words with /ē/-y	teddy (page 7)	/ē/-y (page T289l)

AL Above Level

ISSUE Children quickly decode the text.

STRATEGY Challenge children to answer these two questions: Why do you think Maynard Hill kept trying to set the record for longest model-airplane flight? Why do you think the teams lost contact with the model airplane on the second day of its flight? Have children turn and talk.

Decodable Reading

Read On Your Own Book 24 pages 4-14

Use the photos to pre-teach story words ocean (page 9) and radio (page 10). Then use **Decoding Routine 4** to conduct two readings of "The Little Airplane That Could." 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 cannot self-correct, provide corrective feedback. See **Differentiate**

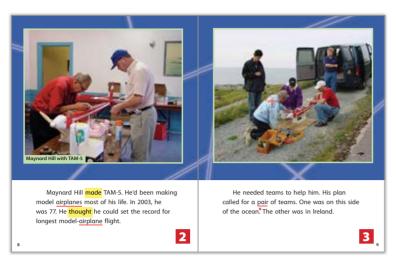
SECOND READ

Day 2 Reread and Comprehend

Have children chorally reread the text. Listen for improvement in rate and accuracy. Use the following questions to build comprehension.

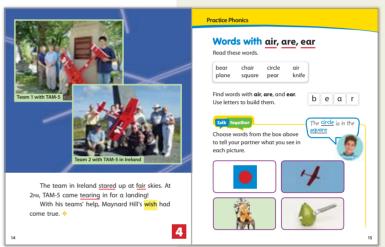
- **Use Visuals** Where did the flight of TAM-5 begin? Where did it end? (The flight began in Newfoundland. It ended in Ireland.)
- 2 Identify Details Why did Maynard Hill build TAM-5? (He wanted to set the record for the longest model-airplane flight.)
- **Make Inferences** Why do you think people wanted to join Hill's team and help make his wish come true? (Possible responses: They enjoyed flying model planes. They wanted to help set a record.)
- **Make Connections** What other teams do you know that have made wishes come true for people? (Possible response: teams that help sick people or communities in trouble)

For **Decoding Routine 4**, see page BP34.









α

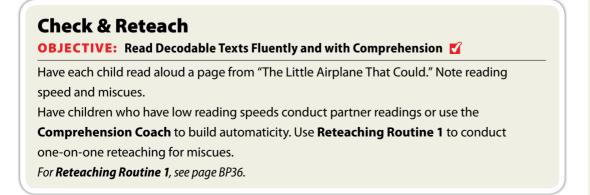
r

Read On Your Own Book 24 pages 8–15

Practice Phonics

6 Words with air, are, ear Read On Your Own Book 24 page 15
Print, cut out, and distribute Letter Cards. Read aloud the directions for the first activity on page 15. Have partners build the words.

Talk Together Read On Your Own Book 24 page 15
Have children tell their partners about each picture by filling in the blanks in the sentence frame with words from the box. (Possible responses: The plane/bear/knife is in the air/chair/pear.)



Day 2

Reread and Analyze

Photo-Essay

Reach

Anthology

OBJECTIVES

Thematic Connection: Cooperation

Use Context Clues

Describe the Connection

Compare Texts

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Comparison Chart: Practice Master PM6.39

Power Writing

Have children write as much as they can as well as they can in one minute about the word *dream*.

For **Writing Routine 1**, see page BP56.

Vocabulary Practice

1 Use Context Clues ✓

REVIEW Remind children that if they read a word they do not know, they should look at the words around it. There are often context clues in the text. Ask: *How do context clues help us know the meaning of an unfamiliar word?* (These words or phrases tell the meaning of the word.)

Have children read the first caption on page 392 of "Mi Barrio." Ask: What are some words that can help you understand the meaning of mural? (painted; cement walls) How could you define mural? (a painting on a wall)

Have pairs work together to identify and use context clues to define some other words from "Mi Barrio":

- community center in the second paragraph on page 392
- heritage on page 394
- artists on pages 394-395
- centuries on page 395

Check & Reteach

OBJECTIVE: Use Context Clues **Y**

Ask: What does community center mean?

If children have trouble using context clues to define *community center*, reread the sentence on page 392 in which *community center* appears, and point to the context clue *we go to*. Then reread the first sentence of this paragraph and ask: *What kind of place is a community center*? (a place where kids can go to get together after school)

Academic Talk

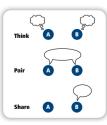
2 Recount an Experience

Use **Think**, **Pair**, **Share** to have children tell about murals or other public art they have seen or helped create, including art displayed in your school. Encourage children to use **Key Words** in their responses.

Key Words
dream education join
opportunity organize
plan project result
skills success

- Give children time to think about their experiences.
- Have pairs share their experiences with each other.
- Then have children individually share their experiences with the class.

For **Think, Pair, Share**, see page BP61.



Think, Pair, Share

COMMON CORE STANDARDS

Reading

Describe the Connection CC.2.Rinf.3
Read Orally with Accuracy CC.2.Rfou.4.b
Use Context to Confirm or Self-Correct CC.2.Rfou.4.c

Writing

Write Opinions on Texts CC.2.W.1
Support Opinions CC.2.W.1

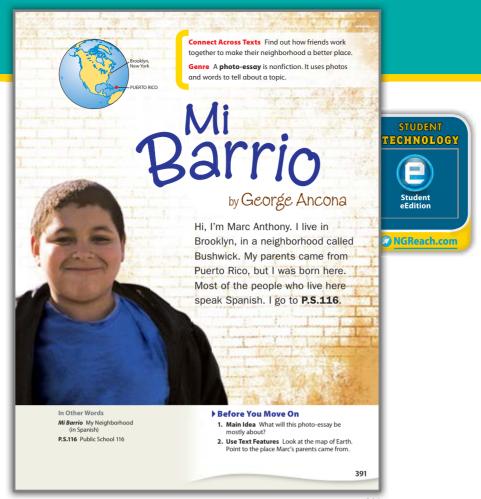
Speaking and Listening

Recount an Experience CC.2.SL.4
Produce Complete Sentences CC.2.SL.6

Language and Vocabulary

Use Reflexive Pronouns CC.2.L.1.c
Demonstrate Command of CC.2.L.2
English Capitalization

Determine the Meaning of Words
Use Context Clues
Use Words and Phrases
CC.2.L.4
CC.2.L.6



Anthology page 391

Comprehension

3 Describe the Connection

Have children look at the mural on pages 394–395. Point out the date in the caption and explain that it shows people in a park in Mexico City and how people dressed long ago. These are important people from Mexican history. Remind students what they have read about artists painting murals for centuries. The Rivera mural helps remind people in Mexico of their heritage. Then ask how the mural on the top of page 392 connects Marc and his classmates to their heritage.

Check & Reteach

OBJECTIVE: Describe the Connection

Ask: How did Marc and his classmates show their heritage in the mural on page 392? (They show how people look and dress today and how different people can be friendly.) If children cannot connect the picture to the point on page 394, ask: What is in the background of the mural? How does this show where they are from?

Reread and Analyze

4 Build Comprehension

Use the **Reread and Analyze** questions on page T392–393 as you reread "Mi Barrio."

See **Differentiate**

Differentiate

BL Below Level

FRONTLOAD Have children do a picture walk with a partner, teacher assistant, or other adult volunteer before 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 words they know.

Day 2

Reread and Analyze

Photo-Essay

Reach

Anthology

Respond and Extend

5 Compare Texts ✓ Anthology page 396

As children reread "Mi Barrio" on their own, have them think about how the information from this photo-essay is similar to and different from information in "In a Mountain Community."

Read aloud the introduction on page 396. Then explain the comparison chart. Say: The chart helps us compare information from the two selections. Explain how to read the chart. Ask: Is "In a Mountain Community" about an urban community? (No.) There is no checkmark for it. Is "Mi Barrio" about an urban community? (Yes.) A checkmark is below "Mi Barrio" to show this statement is true. Why is there a checkmark in the "In a Mountain Community" column for "in a rural community"? ("In a Mountain Community" is about a rural community.)

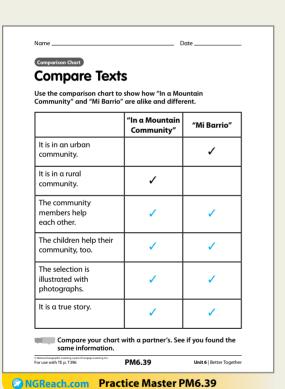
Have pairs work together to complete **Practice Master PM6.39**. Then have children share how the two selections are alike and different.

Check & Reteach

OBJECTIVE: Compare Texts

6 Talk Together Anthology page 396

Read aloud **Talk Together**. Suggest that children choose a photo that interests them and also shows people working together. You might ask: What **project** are the people doing? Who are they? Do they look happy or sad? What else is in the photo? How does the photo make you feel? Would you like to **join** in and help the people? Invite children to discuss the different ways people cooperated with each other in their Unit 6 reading.



a Mountain Community" is a li Barrio" is a photo-essay. How d different? mparison Chart		
mpanson Chart	"In a Mountain Community"	"Mi Barrio"
It is in an urban community.		~
It is in a rural community.	V	
The community members help each other.		
The children help their community, too.		
The selection is illustrated with photographs.		
It is a true story.	Put a check if	
	is true for the	

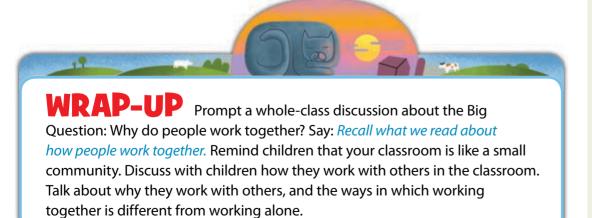
Anthology page 396

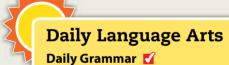
Writing

Write to Compare

Have children write a statement that tells which selection they think best shows people working together: "In a Mountain Community" or "Mi Barrio." Once they have completed their statements, have children return to the selection they chose and find evidence in the text or photos to support their opinions. Have children use this textual evidence to write supporting sentences that tell why they think the way they do.

Have children share their writing with the class.





Display the following sentence: Sometimes I like working by myself and other times I like working with others. Point out the reflexive pronoun myself. Then use page T389i to teach reflexive pronouns.

Day 3 Learn Sounds, Letters, and Words



Sing with Me Phonics Songs Book

OBJECTIVES

Thematic Connection: Cooperation
Isolate and Substitute Final Sounds

Read and Spell Words with eer, ear

Read and Spell High Frequency Words

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Write-On/Wipe-Off Boards
Sing with Me Phonics Songs Book, page 55
Sound/Spelling Cards 4, 10, 22, 27, 41
Read On Your Own Book 24

Words with *eer*, *ear*: Practice Master PM6.40 High Frequency Words: Practice Master PM6.41

TECHNOLOGY ONLY

Sing with Me Phonics Songs MP3 or CD 3, Tracks 31–32

Word Builder

MATERIALS

small chips or coins, 3 per child



MORNING WARM-UP

What things help build cooperation among people?

Have children discuss what can build cooperation, such as sharing a dream.

Phonological Awareness

1 Isolate and Substitute Final Sounds

Use **Phonological Awareness Routine 6**.

- Say a word: go.
- **Segment sounds**: /g/ /ō/. Have children put chips in sound boxes as they repeat each sound.
- Substitute a sound: Let's change /ō/ to /îr/: /g/ /îr/.
- **Say the new word**: *gear. Say the new word with me*: gear.

For **Phonological Awareness Routine 6**, see page BP30.

Repeat the routine with *high* (hear), *stay* (steer), *fur* (fear), and *chore* (cheer).

Check & Reteach

OBJECTIVE: Isolate and Substitute Final Sounds

Ask: What word do I get if I change the /ôr/ in door to /îr/? (dear)

If children cannot answer, say *door* and move chips into sound boxes as children repeat.

Repeat with dear. Ask: Which sound changed? Continue with jar (jeer) and tie (tear).

Phonics

2 Learn Words with eer, ear 🗹

Sing with Me Phonics Songs Book page 55 Play Tracks 31 and 32 and follow directions. Practice the gestures until children can perform them smoothly.

- Give a thumbs up sign when singing cool gear.
- Raise arms high in the air; point down.
- Pretend to steer a wheel; shake head "no" for never.



Songs Book page 55

COMMON CORE STANDARDS

Reading

Decode Words with eer, ear CC.2.Rfou.3

Know Vowel Teams eer, ear CC.2.Rfou.3.b
Identify Inconsistent Sound-Spellings
Read Irregularly Spelled Words CC.2.Rfou.3.f

Language and Vocabulary

Spell Words with *eer, ear* CC.2.L.2.d

Use **Decoding Routine 1** to connect sound/spellings /îr/ear, eer and to blend words.

Step 1 Develop Phonological Awareness	/îr/ear, eer
1. Tell children: This word has /îr/ at the beginning. These words have /îr/ at the end.	ears gear, steer, fear, cheer
2. Tell children: I will say a word. Listen for /îr/. If you hear /îr/, clap your hands. If you don't hear /îr/, don't clap. (Farm and store do not have /îr/.)	near, sheer, hear, farm, veer, store, beard
Step 2 Introduce the Sound/Spelling	
 Display the picture-only side of Sound/Spelling Card 41. Say: deer. Have children repeat. Say: /îr/. Have children repeat. Turn the card over. Point to the spellings and name them. Have children repeat. 	_eer ear Card 41 deer, /îr/ear, eer
4. Give examples of words with /îr/ear, eer. Point to the example words gear, steer, and fear in the song on page 55 of Sing with Me Phonics Songs Book .	hear, cheer, fear, veer, spear, shears
Step 3 Blend Sound-by-Sound	
 Write n. Point to n and say: /n/. Have children repeat. Add ear. Point to the ear spelling on Sound/Spelling Card 41. Blend /n/ /îr/, sweeping your hand beneath the spellings. Have children repeat. 	n near ->
3. Write and blend other words with /îr/ spelled ear, eer. Explain: The spellings ear and eer stand for one sound, /îr/, and stay together in longer words.	year, deer, sheer, clear, beard

For **Decoding Routine 1**, see page BP32.

See **Differentiate**

Differentiate

EL English Learners

PHONICS TRANSFER

ISSUE There is no /îr/ sound in Spanish, Cantonese, Vietnamese, Hmong, Korean, or Haitian Creole. Give children help creating the /îr/ sound.

STRATEGY Have children:

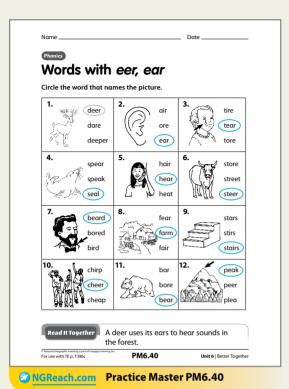
- tell whether the /îr/ sound is used in their home languages.
- practice making the /îr/ sound.
- pronounce words with /îr/: ear, hear, tear, deer, cheer, steer, beard.

Day 3

Learn Sounds, Letters, and Words



Read On Your Own Book 24



3 Read Words with eer, ear
☑ Read On Your Own Book 24 page 16

Display the words and sentences using **Word Builder**. Have children blend the words. Then point out previously taught High Frequency Words *the* and *of*, and ask children to read the sentences.

Have children turn to **Read On Your Own Book 24** page 16. Review the sound/spellings /îr/ear, eer and read the example together. Then have partners take turns reading the remaining picture labels. Assign **Practice Master PM6.40** for more practice.



4 Spell Words with eer, ear ✓

Use **Dictation Routine 1** as children practice spelling on their **Write-On/Wipe-Off Boards**.

- Say a word: hear.
- Segment sounds: /h/ /îr/. Which vowel sound do you hear? (/îr/)
- Display Sound/Spelling Cards. Have children match each sound to a card. (cards: 4 /h/ and 41 /îr/)
- **Repeat the word**: *hear*. Have children write the word.
- Write the correct word. Have children check and correct their spelling.



Write-On/Wipe-Off Board

Repeat for *cheers* and *gear* using cards **27** /ch/, **41** /îr/, **22** /z/, and **10** /g/. For **Dictation Routine 1**, see page BP35.

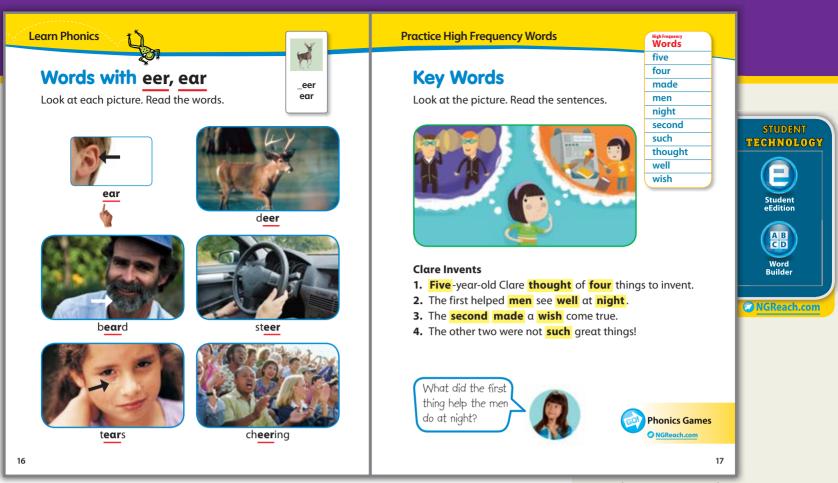
Then apply the spelling rule to a complete sentence: We hear cheers for our new gear. Have children say and write the sentence. Display the correct sentence and have children check and correct their spelling.

Check & Reteach

OBJECTIVE: Read and Spell Words with *eer, ear*

Check the dictation sentence for the correct spelling of *hear*, *cheers*, and *gear*. Prompt self-correction. Read aloud the sentence and ask children to try again.

If errors persist, repeat the word and have children place chips in their sound boxes for every sound they hear. Display *heer/hear*, *cheers/chears*, and *geer/gear* and have children raise their hands for the spelling they think is correct. Repeat with this sentence: *We steer our gear without fear*.



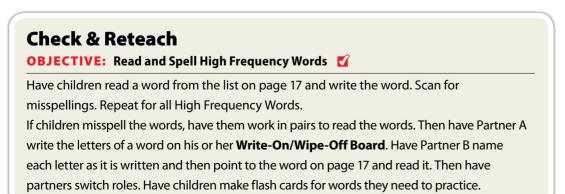
High Frequency Words

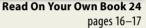
5 Read and Spell Key Words ☑ Read On Your Own Book 24 page 17
Read aloud page 17. Distribute High Frequency Word Cards and reread sentences 1–4, pausing before each High Frequency Word. Ask children to hold up the matching card and read and spell the word chorally. Assign Practice Master PM6.41 for additional practice.

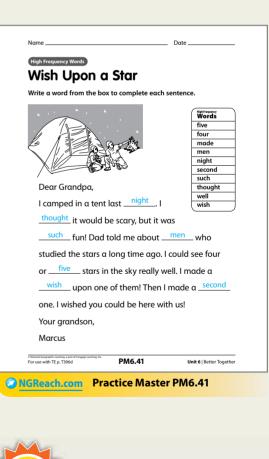
Then play the following game with the **High Frequency Word Cards**.

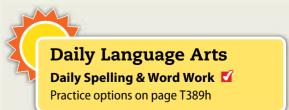
- Make a path through the room with the **High Frequency Word Cards**.
- Have partners follow the path and stop at each card along the way.
- Ask children to read and spell each word and use it in an oral sentence. Then have them place the card back on the path.

REVIEW Play the game above to check children's retention of High Frequency Words from Unit 5: above, again, almost, any, below, better, between, far, full, goes, grow, long, never, something, surprise, talk, tomorrow, watch, went, while.









Listen and Comprehend

Photo-Essay

OBJECTIVES

Thematic Connection: Cooperation
Preview a Photo-Essay to Make Predictions

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Interactive Read-Aloud 12 or Interactive Read-Aloud 12 PDF R13-R15

Power Writing

Have children write as much as they can as well as they can in one minute about the word *success*.

For **Writing Routine 1**, see page BP56.

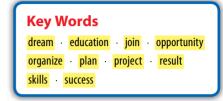
COMMON CORE STANDARDS

COMMON CORE STANDA	KDS
Reading	
Read and Comprehend	CC.2.Rinf.10
Informational Text	
Read with Purpose and	CC.2.Rfou.4.a
Understanding	
Read Orally with Accuracy	CC.2.Rfou.4.b
Writing	
Participate in Shared Research and	CC.2.W.7
Writing Projects	
Recall Information	CC.2.W.8
Speaking and Listening	
Participate in Conversations	CC.2.SL.1
Recount or Describe Key Details	CC.2.SL.2
Produce Complete Sentences	CC.2.SL.6
Language and Vocabulary	
Use Reflexive Pronouns	CC.2.L.1.c
Demonstrate Command of English Capitalization	CC.2.L.2
Determine the Meaning of Words	CC.2.L.4
Use Words and Phrases	CC.2.L.6

Vocabulary Practice

1 Review Social Studies and Academic Vocabulary

Display the **Key Words**. Point to each and have children read the words chorally. Ask volunteers to use words or phrases to give brief definitions of each word.



Remind children that readers can use context

clues to understand a new word. Display the following sentence: *My dream is to play in a band someday. I hope to take guitar lessons to help me learn how to play better.* Have children identify the context clue "hope" as the meaning of *dream*.

Have children form pairs. Assign each pair two **Key Words**. Have children write sentences with embedded context clues. Have them put a blank in the sentence for each word. Then have them trade sentences with another pair and use the context clues to write the **Key Word** that completes each sentence.

Academic Talk

2 Preview and Predict Interactive Read-Aloud 12 SCREEN 1

Have children look at the title, author, photographs, headings, and captions in the selection. Ask: What do you think this essay is about? (how murals are made) Why do you think that? (The headings Working Together, Adding the Details, and Make Your Own Class Mural are clues.) Say: Let's read to find out how to make a mural.

Check & Reteach

OBJECTIVE: Preview a Photo-Essay to Make Predictions

Ask: What can you predict about this selection by looking at the photos and headings? If children respond off topic, have them read aloud the title and headings. Ask: Which word is repeated? (mural) This word tells the main idea. Have children use the headings to complete the sentence frame: We _____ and _____ to make a mural. (work together; add details)

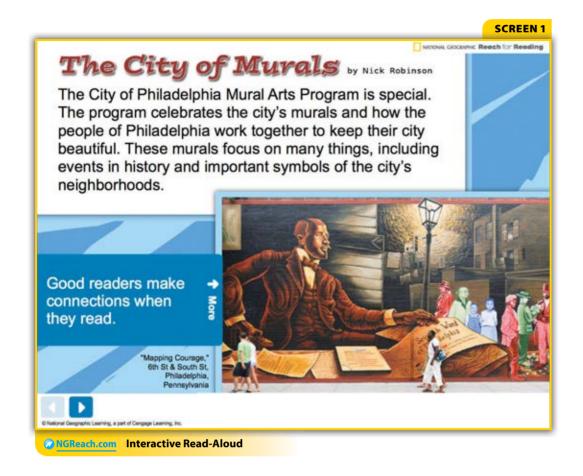
Interactive Read-Aloud

3 Share a Photo-Essay Interactive Read-Aloud 12 SCREEN 1
GENRE Explain: "The City of Murals" is a photo-essay A photo-essay

GENRE Explain: "The City of Murals" is a photo-essay. A photo-essay uses photos and text to illustrate the selection's ideas.

CONNECT ACROSS TEXTS Have children think about who painted the murals at Marc's school and community center. Ask: *Who is painting the mural on screen 1 of "The City of Murals"?* (a child) Ask: *How does this remind you of the mural at Marc's school?* (They are both painted by children.)





SOCIAL STUDIES BACKGROUND Explain:

- Graffiti is writing and drawings scribbled or spray-painted on walls in public places.
- Graffiti is often painted without permission and is against the law in many cities. Muralist Jane Golden worked with the Philadelphia Anti-Graffiti Network to stop graffiti in Philadelphia.
- Jane Golden worked with graffiti artists to teach them to make murals on walls instead of graffiti.
- The program was so successful that the name was changed to the Mural Arts Program. The artists have produced over 3,000 murals. These murals earned Philadelphia the nickname "City of Murals."

Read screens 1–5 to children. Use the questions on T396g 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

- · Active Reading
- Make and Confirm Predictions

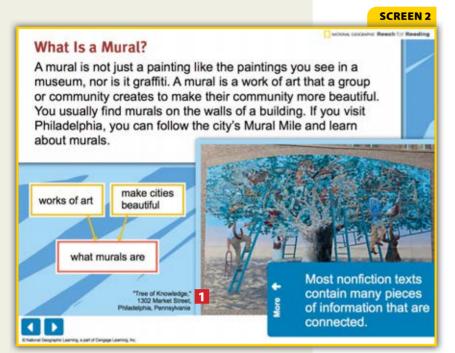
Day 4 Listen and Analyze

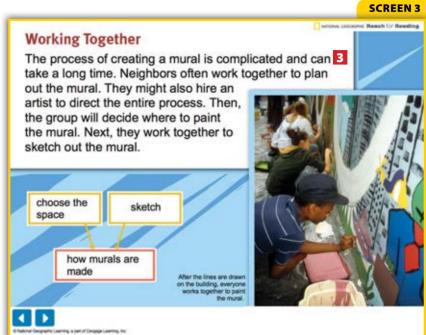
- ☑ Use Context Clues
- ✓ Describe the Connection
- Critical Thinking

Day 3

Listen and Comprehend

Photo-Essay





Build Comprehension

FIRST READ

Day 3 Listen and Comprehend

- **Active Reading** Have children chorally read aloud each caption as they point to each photo.
- Make Predictions What do you think artists will do to turn their sketch into a mural? (Possible responses: First, draw the same picture on a wall. Then outline and paint the picture.)

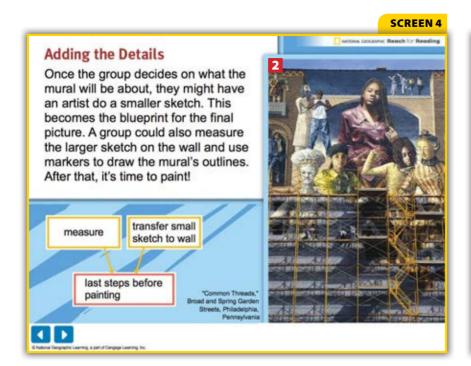
SECOND READ

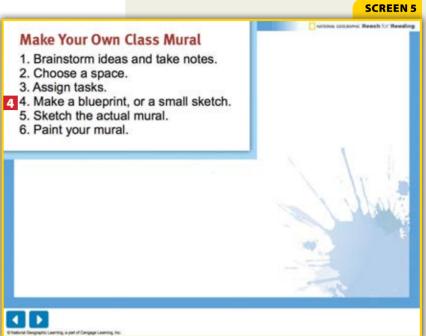
Day 4 Listen and Analyze

- Use Context Clues

 What context clues can you use to determine the definition of the word complicated on screen 3? (Possible responses: other words in the sentence; the sentences that follow; the photographs)
- **Describe the Connection** Look at the steps listed on screen 5. Which steps connect to the text on screen 4? (steps 4, 5, and 6–about making a small sketch or blueprint, sketching the mural, and then painting it–connect to the text on screen 4)



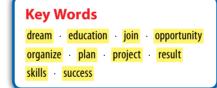




Writing

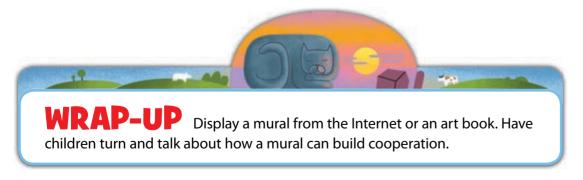
4 Write to Make a Connection

In small groups, have children brainstorm a list of art found in their community. Remind them that the list may include murals, statues, sculptures, photography, or other works of art.



Have each child choose one piece of art they are familiar with. Ask them to write a paragraph that first describes the piece of art. Then have children tell how the piece of art is similar to and different from the murals in the photo-essay. Remind children to use **Key Words** in their sentences.

Allow volunteers to share their paragraphs with the class.



Daily Language Arts

Daily Grammar 🌠

Point out the pronoun *they* in the third sentence on screen 3. Explain that it replaces "neighbors" in the sentence before it. Then use page T389j to practice replacing nouns with pronouns.

Read and Comprehend Decodable Informational Text

OBJECTIVES

Thematic Connection: Cooperation

Isolate and Substitute Vowel Sounds

- Read and Spell Words with eer, ear
- Read and Spell High Frequency Words
- Read Decodable Texts Fluently and with Comprehension

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Write-On/Wipe-Off Boards

Sound/Spelling Cards 1, 2, 3, 5, 7, 8, 9, 11, 24, 27, 41

Words with eer, ear: Practice Master PM6.43

Read On Your Own Book 24

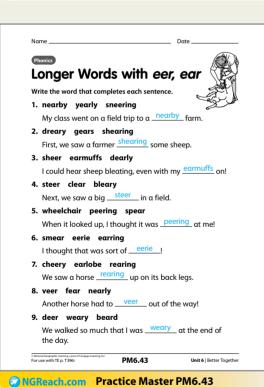
TECHNOLOGY ONLY

Letter Cards

Comprehension Coach

MATERIALS

small chips or coins, 5 per child



COMMON CORE STANDARDS

Reading

CC.2.Rfou.3 Decode Words with eer, ear **Decode Multisyllabic Words** CC.2.Rfou.3 Know Vowel Teams eer, ear CC.2.Rfou.3.b Identify Inconsistent Sound-Spellings CC.2.Rfou.3.e CC.2.Rfou.3.f Read Irregularly Spelled Words Read with Fluency CC.2.Rfou.4 Use Context to Confirm or Self-Correct CC.2.Rfou.4.c Language and Vocabulary

CC.2.L.2.d Spell Words with eer, ear Use Knowledge of Language and CC.2.L.3

Its Conventions



Phonological Awareness

1 Isolate and Substitute Vowel Sounds

Use **Phonological Awareness Routine 6**.

- Say a word: beaded.
- Segment sounds: /b/ /ē/ /d/ /ē/ /d/. Have children put chips in sound boxes as they repeat each sound.
- Substitute a sound: Let's change /ē/ to /îr/: /b/ /îr/ /d/ /ĕ/ /d/.
- Say the new word: bearded. Say the new word with me: bearded.

For **Phonological Awareness Routine 6**, see page BP30.

Have children repeat the routine with *newly* (nearly), *airy* (eerie), and *wiry* (weary).

Check & Reteach

OBJECTIVE: Isolate and Substitute Vowel Sounds

Ask: If I change the /ar/ in sharing to /ir/, what's the new word? (shearing)

If children cannot answer, repeat several times: sharing, /âr/; shearing, /îr/. Emphasize the /âr/ and /îr/ sounds by tapping your foot. Then have children say the words and tap their feet when they hear /âr/ and /îr/. Repeat with eyeful (earful) and spying (spearing).

Phonics



REVIEW Display Sound/Spelling Card 41. Ask: What's the picture? (deer) What's the sound? (/îr/) What are the spellings? (eer, ear) Have children write the spellings. Then display and read *gear*, *cheer*, *fear*, veer, rear, and steer. Have children blend each word and identify the letters that stand for /îr/.



Say: clearly. Have children repeat the word as they tap the syllables on their desks. Ask: How many syllables do you hear? (two) Read the word, syllable by syllable, and then blend the syllables. Display *clearly*; divide it into syllables. Model: *I divided* before the -ly ending. The ear spelling stands for one sound, /îr/, and the letters stay together: clearly, clearly, Repeat with cheery, nearly, hearing, teardrop, and deerfly. Assign Practice Master PM6.43.

3 Spell Words with eer, ear ✓

Use **Dictation Routine 1** to have children practice spelling on their **Write-On/Wipe-Off Boards**.

- Say a word: cheerful.
- Segment sounds: /ch/ /îr/ /f/ /ŭ/ /l/.
- Display Sound/Spelling Cards. Have children match each sound to a card. (cards: 27 /ch/, 41 /îr/, 3 /f/, 24 /ŭ/, 8 /l/)
- Repeat the word: cheerful. Children write it.
- Write the correct word. Children check and correct. Repeat for earmuffs and spearmint using cards 41 /îr/, 2 /m/, 24 /ŭ/, 3 /f/, 1 /s/, 9 /p/, 11 /ĭ/, 7 /n/, and 5 /t/.

For **Dictation Routine 1**, see page BP35.



High Frequency Words

4 Read and Spell Key Words

Model pronouncing each of the High Frequency Words. Have children chant and spell the words two times as you point to them. Listen for correct pronunciation and provide feedback for the group.

Play **Memory** with the High Frequency Words listed above.

- Distribute two sets of **High Frequency Word Cards** to pairs of children.
- Have partners lay the cards facedown, mix them up, and take turns turning over two cards. If the cards match, the child keeps the cards. If the cards don't match, the child turns the cards facedown again and play continues.
- When all cards are matched up, the child with the most pairs wins. For **Memory Game**, see page BP38.

REVIEW Have children play **Memory** to check their retention of High Frequency Words from Unit 5: *above, again, almost, any, below, better, between, far, full, goes, grow, long, never, something, surprise, talk, tomorrow, watch, went, while.*

Check & Reteach

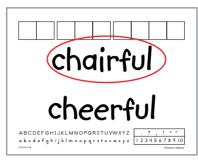
OBJECTIVES: Read and Spell Words with *eer, ear*

Read and Spell High Frequency Words

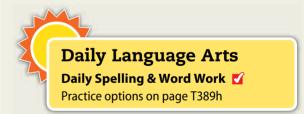
✓

Have partners take turns dictating and spelling *cheerful*, *nearly*, *steering*, *earful*, and this week's High Frequency Words. Monitor for correct spelling.

If children misspell words, display the correctly spelled words. Have children copy the words three times and use them to write short sentences.



Write-On/Wipe-Off Board



Day 4

Legend

Words

* story words

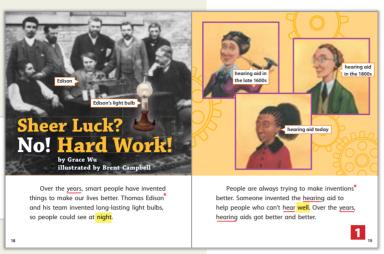
words with eer,

Read and Comprehend

Decodable Informational Text









Read On Your Own Book 24 pages 18–21

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 24	Teacher's Edition
words with soft <i>g</i>	change (page 25) veggies (page 25)	/j/ge (page T296b) /j/gg (page T296b)
words with silent consonants	Knight (page 20) design (page 21) Wright (page 22) wrong (page 27)	kn (page T271b) gn (page T271b) wr (page T271b)
words with inflected endings	used (page 20) trying (page 21) using (page 24) crashes (page 22) bikes (page 26)	-ed (page T324b) -ing (page T324b) -es (page T324b) -s (page T324b)

SN Special Needs

ISSUE Children are shy about participating in the whisper read.

STRATEGY Pair children who have special needs with partners who are especially helpful and compassionate. Allow partners time to practice whisper reading both before and after the First Read.

Decodable Reading

⑤ Read "Sheer Luck? No! Hard Work!" **☑**

Read On Your Own Book 24 pages 18-28

Use the pictures to pre-teach *Thomas Edison* (page 18), *Margaret* (page 20), *Greenwood* (page 23), *inventions* (page 19), and *chocolate* (page 25). Then use **Decoding Routine 4** to conduct two readings of "Sheer Luck? No! Hard Work!" 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**

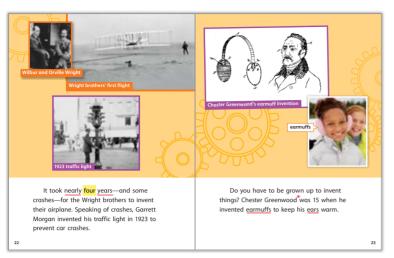
SECOND READ

Day 4 Reread and Comprehend

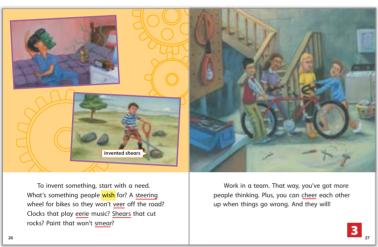
Have children chorally reread the text. Listen for improvement in rate and accuracy. Use the following questions to build comprehension.

- **Identify Details** Which inventions keep getting better over the years? (the light bulb, hearing aid, and airplane)
- **Form Opinions** Which two inventions do you think are most useful? Why? (Possible response: the light bulb and airplane; many people use them)
- **Sequence Steps in a Process** What steps can you take to invent something new? (Think about what people need. Work in a team. Get all the team members thinking. Don't give up.)
- 4 Make Connections What could you and your teammates invent that people might like? (Responses will vary, but they should be reasonable.)

For **Decoding Routine 4**, see page BP34.









Read On Your Own Book 24 pages 22–29

Practice Phonics

6 Words with eer, ear Read On Your Own Book 24 page 29 Distribute Letter Cards. Read aloud the first activity. Have partners build the words.
See Differentiate

s p e α r

7 Talk Together Read On Your Own Book 24 page 29
Have children tell their partners what the children in the picture invented by filling in the blanks in the sentence frame with words from the box. (Possible responses: A deer/doll/truck can steer/cheer/hear.)

Check & Reteach

OBJECTIVE: Read Decodable Texts Fluently and with Comprehension

Have each child read aloud a page from "Sheer Luck? No! Hard Work!" 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.

Differentiate

EL English Learners

ISSUE Because there is no /îr/ sound in Spanish, Cantonese, Vietnamese, Hmong, Korean, or Haitian Creole, children misread words with /îr/ during blending.

STRATEGY If children confuse the *r*-controlled vowel sound /îr/ with /âr/, make two lists, side by side: (1) *chair, hair, pear, fare;* (2) *cheer, hear, peer, fear.* Have children blend each word in list 1 and name the vowel sound. Next, have them blend the words in list 2 and identify the common vowel sound. Then work across, having children blend and compare *chair/cheer, hair/hear, pear/peer,* and *fare/fear.*

AL Above Level

ISSUE Children quickly build all the words with *eer*

STRATEGY Have children brainstorm and build more words with the /îr/ sound. Have them make a list of these words to display in the classroom.

Listen and Analyze

Photo-Essay

OBJECTIVES

Thematic Connection: Cooperation

Use Context Clues

Describe the Connection

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Interactive Read-Aloud 12 or Interactive Read-Aloud 12 PDF R13-R15

Power Writing

Have children write as much as they can as well as they can in one minute about the word *education*.

For **Writing Routine 1**, see page BP56.

COMMON CORE STANDARDS

COMMON CORE STANDAR	RDS
Reading	
Describe the Connection	CC.2.Rinf.3
Explain How Images Support Text	CC.2.Rinf.7
Read Orally with Accuracy	CC.2.Rfou.4.b
Use Context to Confirm or Self-Correct	CC.2.Rfou.4.c
Writing	
Participate in Shared Research and	CC.2.W.7
Writing Projects	
Recall Information	CC.2.W.8
Speaking and Listening	
Recount or Describe Key Ideas	CC.2.SL.2
Produce Complete Sentences	CC.2.SL.6
Language and Vocabulary	
Use Reflexive Pronouns	CC.2.L.1.c
Demonstrate Command of English	CC.2.L.2
Capitalization	
Determine the Meaning of Words	CC.2.L.4
Use Context Clues	CC.2.L.4.a

Vocabulary Practice

1 Use Context Clues ☑ Interactive Read-Aloud 12 SCREENS 1-5

Display screen 2 and underline the word *museum*. Ask: *What are some words or phrases near the word* museum *that give you clues to its meaning?* (*paintings you see in*) *How can you use these context clues to define the word* museum? (A museum is a place where you see paintings.)

Have children use this strategy to determine the meaning of *mural* on screen 2 (a work of art on the wall of a building, painted by a group) and *blueprint* on screen 4 (a small sketch used to make a large sketch on a wall).

Check & Reteach

OBJECTIVE: Use Context Clues

Display and read aloud these sentences: The artist drew the outline of the mural on the wall. Then we painted inside the line so the picture kept its shape. Ask: What does outline mean? If children cannot answer, have them underline the words "painted inside the line so the picture kept its shape." Ask: How does this help you understand what the word outline means?

Comprehension

2 Describe the Connection ☑ Interactive Read-Aloud 12 SCREENS 1-5
Display screen 2. Have a volunteer read the text on the More tab. Ask: What
does the photo-essay tell you about murals? (they are works of art; they make a
community more beautiful) Have children use the Erase tool to reveal the answers
in the graphic organizer. Repeat the process for screens 3–4.

Display screen 5. Explain: *The steps on this screen tell us how to make our own mural. How are they connected to the text on the previous screens?* (They are the same steps.) Have children work in small groups to locate each of the steps in screens 1–4.

Check & Reteach

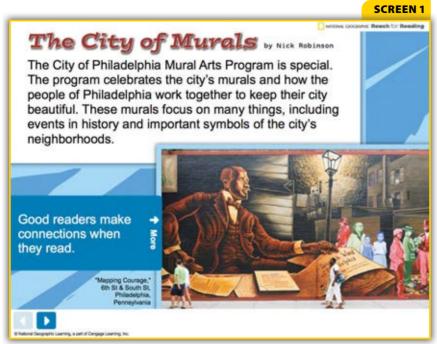
OBJECTIVE: Describe the Connection **I**

Ask: How does the mural "Tree of Knowledge" connect to the text on screen 2?

If children cannot answer, have them reread screen 2 and ask: How does the mural connect to "make their community more beautiful"? How does it connect to "on the walls of a building"?

Listen and Analyze

3 Build Comprehension Interactive Read-Aloud 12 SCREENS 1-5
Use the Listen and Analyze questions on page T396g as you reread "The City of Murals" and have children practice describing connections.



Interactive Read-Aloud

Writing

4 Write Instructions Interactive Read-Aloud 12 SCREEN 5

Have children work in groups of four and imagine that they have been assigned to make a community mural. Have the groups write a list of steps they would take to make the mural. Once they have completed their lists, have children go back and make sure each step is written as a complete sentence. Allow each group to compare their completed lists of steps to the ones on screen 5.

Academic Talk

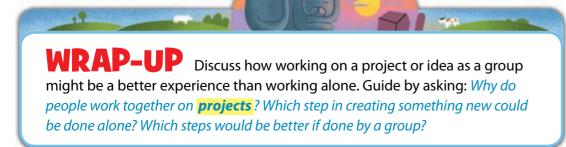
5 Discuss Text Features Interactive Read-Aloud 12 SCREENS 1-5

Use **Jigsaw**. Assign each group: photos and captions, graphic organizers, or lists. Each group studies and discusses what they learned from their feature. Regroup children and have experts report their findings to their new groups.

For **Jigsaw**, see page BP60.



Jigsaw



Daily Language Arts Daily Grammar

Display this sentence and challenge children to point out the pronouns: I made the sketch by myself, but the whole class worked on painting the mural together. (I, myself) Then have children complete the Grammar and Writing lesson on page T389j.

$\operatorname{Day} \mathbf{5}$ Review and Apply



Read On Your Own Book 24

OBJECTIVES

Thematic Connection: Cooperation

Read and Spell Words with r-Controlled Vowels air, are, ear

Read and Spell Words with r-Controlled Vowels

Read and Spell High Frequency Words

Compare Texts

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Possessive Pronouns: Practice Master PM6.45

Read On Your Own Book 24

Interactive Read-Aloud 12 or Interactive Read-Aloud 12 PDF R13–R15

TECHNOLOGY ONLY

Online Vocabulary Games

MATERIALS

self-stick notes

Power Writing

Reading

Have children write as much as they can as well as they can in one minute about the word *join*.

For **Writing Routine 1**, see page BP56.

Review Phonics and High Frequency Words A Crazy Painting This painting is filled with such strange things! Look at it with a partner. Take turns reading clues and pointing out answers. High Frequency Words Review Phonics and High Frequency Words 1. Find a teddy bear in an armchair. 2. Find a deer wearing a beard and earrings. 3. Find four men wearing acmuntfs. 4. Find five pears on a staircase. 5. Find an animal that sees well at night. 6. Find a pain of squares near a spear. 7. Find a deer that cheers.

Which text this week was your favorite? Why?

Lead children in voting and telling why they liked each selection this week.

MORNING WARM-UP

Read On Your Own Book 24 pages 30–31

Phonics Review

- seven words with /âr/ spelled air, are, or ear.
- eight words with /îr/ spelled ear or eer.
- High Frequency Words five, four, men, night, and well.

COMMON CORE STANDARDS

CC.2.Rinf.3 Describe the Connection CC.2.Rinf.9 Compare Two Texts Decode Words with r-Controlled CC.2.Rfou.3 Vowels air, are, ear; eer, ear CC.2.Rfou.3.f Read Irregularly Spelled Words Read Orally with Accuracy CC.2.Rfou.4.b Writing Participate in Shared Research and CC.2.W.7 **Writing Projects** CC.2.W.8 **Recall Information** Speaking and Listening Build on Others' Talk CC.2.SL.1.b Produce Complete Sentences CC.2.SL.6 Language and Vocabulary **Use Reflexive Pronouns** CC.2.L.1.c

CC.2.L.2

CC.2.L.2.d

Check & Reteach

OBJECTIVES: Read and Spell Words with r-Controlled Vowels air, are, ear
Read and Spell Words with r-Controlled Vowels eer, ear
Read and Spell High Frequency Words

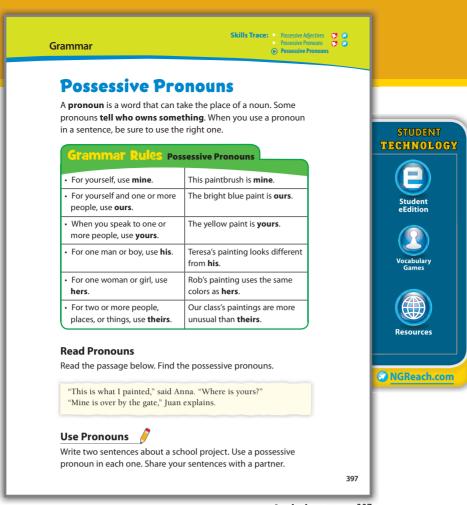
✓

Name the word *armchair*. Have children search pages 30–31, find the word, and use a self-stick note to cover it up. Dictate the word and have children spell it on their own. Repeat for *bear*, *wearing*, *pears*, *staircase*, *pair*, *squares*, *deer*, *beard*, *earrings*, *earmuffs*, *near*, *spear*, and *cheers*. Continue for High Frequency Words *five*, *four*, *men*, *night*, and *well*.

Capitalization
Spell Words with *r*-Controlled

Demonstrate Command of English

Vowels air, are, ear; eer, ear



Anthology page 397

Vocabulary Review

2 Apply Word Knowledge

Have children apply their knowledge of the words on the Spelling Test and the **Key Words** to play a game. Display the Spelling Words and the **Key Words**.

Grammar Review

3 Possessive Pronouns ✓ Anthology page 397

Read the introduction and the rules aloud. Read aloud the directions and passage from **Practice Master PM6.45**. If necessary, help children identify each possessive pronoun by asking: *Which words show who owns something?* (yours, mine)

Form small groups and have children complete the Read Pronouns activity together. Have children practice identifying objects with personal pronouns. For example: *This backpack is* mine. *That backpack is* yours. Have children complete the writing activity independently.

Then use pages T389i–T389j to review pronouns. Have children work in groups to choose the correct pronoun for each underlined word in the sentences below.

- 1. Daniel looked at the mural. (He)
- 2. He looked at the mural for a long time. (it)
- 3. "This mural is better than our mural," he said. (ours)
- 4. "We will get our friends to help my brother and me." (us)

Assign Practice Master PM6.45.



VOCABULARY GAME

Introduce a vocabulary game. Write the following sentence on the board: *The party was a ____!* and ask children to guess the missing **Key Word**. List the possible words on the board. Then add to the sentence: The party was a $_!$ It went just as we planned. Have children use context clues to identify the unknown word. (success) The child who guesses correctly should write a new sentence on the board with the **Key Word** missing. As children continue the game, remind them of the importance of reading the whole sentence or looking beyond the unfamiliar words for context clues.



Comprehension

4 Compare Texts ✓ Anthology page 396

Display and review the comparison chart on page 396. Explain that children will put a check in the column for "Mi Barrio" or "The City of Murals" if a statement is true for that selection and leave the space blank if the statement is not true. Model how to fill in the chart: Do the community members help each other in "Mi Barrio"? (Yes.) Do the community members help each other in "The City of Murals"? (Yes.) One way the selections are alike is that they are both about working together.

Have pairs use information from the two selections to complete the comparison chart. Have each pair share their responses. Then ask: *Are these two photo-essays more alike or different?* (alike) *Why?* (They both take place in an urban setting, they are both about community members working together, they both show children helping the community, they both have photos, and they are both true stories.)

Check & Reteach

OBJECTIVE: Compare Texts

Ask: How are the features of "Mi Barrio" and "The City of Murals" the same? (They both are illustrated with photographs.)

If children cannot answer, have them circle the checks that are the same in the fifth row of the chart. Have them find text features that show how the two photo-essays are alike.

Academic Talk

5 Relate Readings to the Big Question

Use **Roundtable**.

- Seat children around tables in groups of four.
- Ask: How can working together bring change? Relate what you read in "Mi Barrio" and "The City of Murals" to answer the question.
- Have each child around the table answer the question in a different way.

For **Roundtable**, see page BP61.



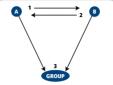
Writing

6 Write About Working Together

Use a **Three-Step Interview** to have children discuss what rules make it possible for people to work well together.

- Have children sit together in pairs.
- Have Partner A ask Partner B questions about what rules are necessary for people to work well together. Partner A records responses.
- Then have partners reverse roles.
- Pairs combine their responses into a set of rules. Allow them to share their completed rules with the class.

For **Three-Step Interview**, see page BP61.



Three-Step Interview



WRAP-UP Have children review the contents of their Weekly Folders and the unit concept map. Form mixed groups. Have children use what they learned to discuss the Big Question: Why do people work together? Circulate and prompt discussion as needed:

- Can people work together to plan and organize a project? Why would they do a project together?
- How can working together help people have greater success?
- When have you **joined** with others to work together? Why did you, and what happened?



Week 4 Writing Project

Anthology

OBJECTIVES

Thematic Connection: Cooperation

Write a Narrative Story

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Writing Rubric: Assessment Master A6.49

SUGGESTED PACING

DAY 1 Study a Model

DAY 2 Prewrite

DAY 3 Draft

DAY 4 Revise and Edit

DAY 5 **Publish and Present**

COMMON CORE STANDARDS			
Writing			
Write Narratives	CC.2.W.3		
Signal Event Order	CC.2.W.3		
Provide Sense of Closure	CC.2.W.3		
Revise and Edit to Strengthen Writing	CC.2.W.5		
Use Technology in Writing	CC.2.W.6		
Speaking and Listening			
Tell a Story	CC.2.SL.4		
Produce Complete Sentences	CC.2.SL.6		
Language and Vocabulary			
Demonstrate Command of	CC.2.L.1		
English Grammar			
Use Reflexive Pronouns	CC.2.L.1.c		
Use Simple Sentences	CC.2.L.1.f		
Demonstrate Command of	CC.2.L.2		
English Capitalization,			
Punctuation, and Spelling			

Study a Model

Read the Prompt Anthology page 398

Read aloud the prompt and clarify the role, audience, form, and topic: Your role is a storyteller. The form is a story about people. What do you think makes a good storyteller? (Possible responses: tells about characters and setting, includes a problem and solution, includes believable events and details) Tell children that the audience will be their classmates and that they will tell a story about people who cooperate to solve a problem.

Teach the Trait: Fluency Anthology page 398

Explain: Good writers use fluent sentences that go together from the beginning to the end in order to tell the story. These sentences introduce characters and setting, explain a problem the characters face, and tell about a solution by the end.

Read aloud "Max's Bath" on page 398 and point out examples of fluency as you explain the trait: The first sentences introduce the characters, Max and Jaime. Notice that the second sentence goes with the first. It tells more about Max; he's all muddy. Point out other examples of fluency. For example, the next sentences tell about the problem— Max weighs more than Jaime, so giving him a bath is difficult.

Prewrite

Choose a Topic Anthology page 399

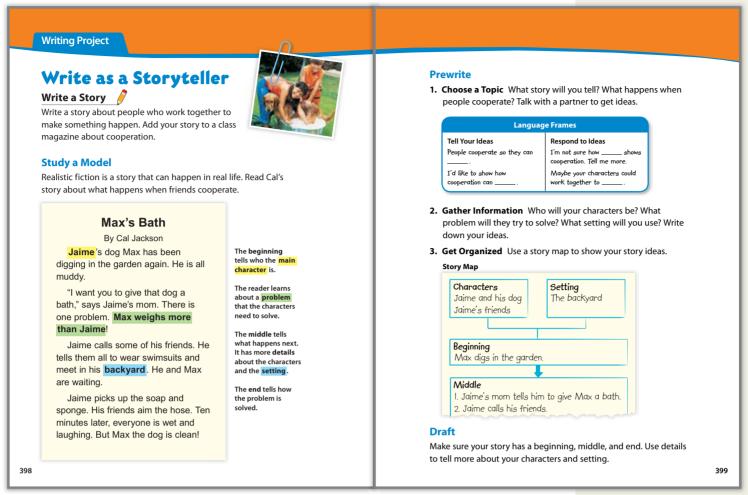
Reread the prompt and unpack the role and form. Say: Realistic fiction tells about something that can really happen. Guide children to choose a topic. Have children read step 1 and the Language Frames. Model using the Language Frames to start a list of questions about cooperation: Why do people cooperate with each other? How can cooperation solve problems?

Have partners follow step 2, make a list of ideas, and give feedback on each idea. If children have difficulty choosing a story idea, have them tell about times they solved a problem by cooperating with someone else. Have them write about made-up characters in one of the situations they told about.

Get Organized Anthology pages 398–399

Have a volunteer read aloud step 3 on page 399. Model using the story on page 398 to complete the Story Map. Think aloud: I write the story characters in the first box. The main character is Jaime. Repeat for the other parts of the Story Map. Use the callouts and highlighted text on the story model on page 398.

Have partners create Story Maps for their stories.



Anthology pages 398–399

Draft

Write Anthology page 399

Use the story map and "Max's Bath" to model how to write a realistic story that introduces characters and setting and tells about a problem and its solution.

Think Aloud	Write
I need to introduce my main characters. I should do this so I give readers enough information but in an interesting way.	Jaime's dog Max has been digging in the garden again. He is all muddy.
I need to show what the problem is. Using dialogue helps my story seem more real.	"I want you to give that dog a bath," says Jaime's mom. There is one problem. Max weighs more than Jaime.

Have children use their story maps to plan their stories. Remind them to make sure their sentences go together and to connect ideas as they draft.

See **Differentiate**

Differentiate

BL Below Level

ISSUE Children use low-interest simple sentences to identify characters and setting.

STRATEGY Point out that good writers do not directly identify characters in isolation. Write these sentences on the board: *Jaime is a boy. Max is a dog. Max belongs to Jaime*.

Then show this sentence: Max is Jaime's dog.

Point out how this sentence gives the same information but in a more interesting way. Readers learn about the characters, but don't need to be explicitly told that they are characters.

Repeat with these sentences about setting: The story takes place in a backyard. The children meet in Jaime's backyard.

Week 4 Writing Project

Differentiate

EL English Learners

ISSUE Children have difficulty using the correct preposition when writing phrases that show location.

STRATEGY Identify *in the garden* and *in the backyard* in "Max's Bath" on page 398. Explain that certain words begin phrases that show location in writing: *in, on, at, under, over,* and so on. Help children understand the differences in meaning among these words by acting out a phrase using each one in relation to objects in the classroom; for example, *in the room, under the desk,* and *on the table*.

Revise

Read, Retell, Respond Anthology page 400

Read aloud step 1 on page 400. Have partners take turns reading their stories and retelling what they heard. Remind partners to use the Language Frames on page 400 and to listen carefully to what their partner says.

Tell children that if their partners do not understand what their stories are about, they need to make them clearer. Some questions to ask might be:

- Who are the characters in the story?
- Where does the story take place?
- Which details show how people work together to find a solution?

Have partners discuss the feedback and how they can use it to revise their stories.

Make Changes Anthology page 400

Review the revision examples. Ask: *How does adding* He is all muddy *help readers picture the characters and setting*? (Possible response: It shows that Max is muddy from digging. This detail makes the problem clear.) *How does adding this missing event improve the story*? (Possible response: It helps me better picture the events that lead up to the solution.)

Have children use the Revising Marks on **Anthology** page 563 to improve their drafts. Remind children to include details that help their sentences flow and to connect ideas, like the examples on page 400. Suggest that children work in small groups, asking and answering questions to help each other add details that strengthen the characters, setting, problem, and solution.

See **Differentiate**

Daily Language Arts Daily Spelling & Word Work

Practice pages T389g–T389h

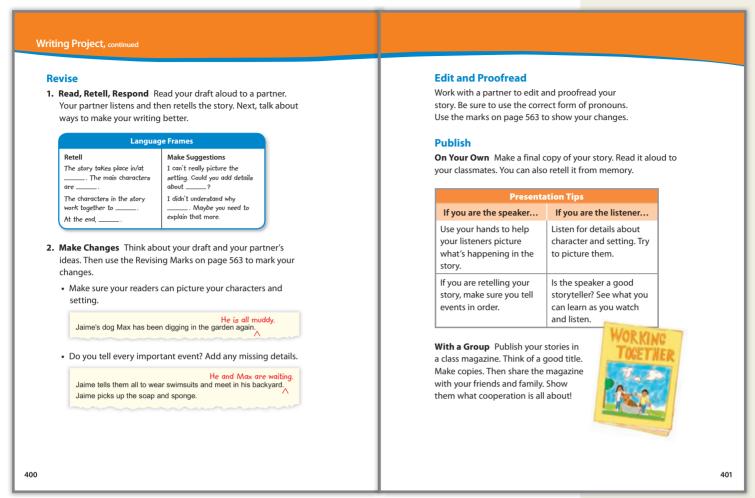
Daily Grammar

Remind children that possessive pronouns can replace possessive nouns, and point out *Jaime's* and *his* in the model on **Anthology** page 398. Use pages T389i–T389j to review pronouns before children edit their stories.

Edit and Proofread

Check the Story Anthology page 401

Have partners work to edit drafts. Tell children to read their partner's draft two times. On the first read, they should underline any errors in grammar. Remind them to check that each sentence and all proper names start with a capital letter. On the second read, they should circle misspellings. As the writers review the feedback and make edits, circulate and provide feedback. Use Daily Language Arts lessons to reinforce spelling and grammar skills.



Anthology pages 400–401

Publish

On Your Own Anthology page 401

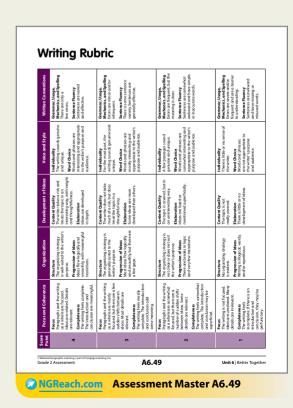
Have children turn their stories into a class book by copying their final drafts onto blank paper, leaving room for illustrations. Ask each child to illustrate his or her story by drawing a picture that matches a key event. Then bind the stories together, adding a cover with the title *Here to Help: Our Stories of Working Together*.

Use the Writing Rubric to assess each child's story.

With a Group Anthology page 401

Arrange for children to take turns reading stories to the class as you display each child's page. Prepare for the read-aloud by modeling the Presentation Tips. Remind children that gestures can add drama to a story or make it more interesting. Demonstrate by showing how quick movements show excitement or how reading slowly word by word as you open your eyes wide shows suspense.

Also remind children to practice and review their stories several times before they share them, so they do not leave out or change the order of any key events.



Week 4 Assessment & Reteaching

= TESTED SKILL

Assess

OBJECTIVES

Foundational Skills

Phonics

- Decode Words with air, are, ear
- Decode Words with eer, ear
- ✓ Decode Multisyllabic Words

High Frequency Words

Read High Frequency Words

Spelling

- Spell Words with air, are, ear
- Spell Words with eer, ear
- Spell High Frequency Words

Fluency

- Phrasing
- Accuracy and Rate

ASSESSMENTS



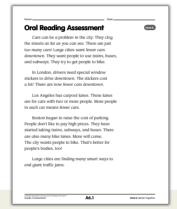


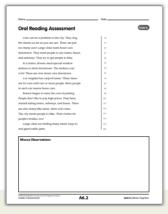


Foundational Skills Unit Test

A6.29-A6.30

Spelling Pretest/ Spelling Test See page T389g





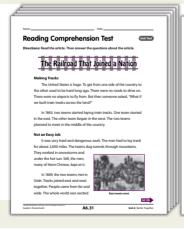


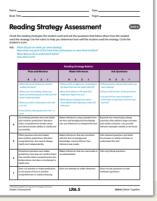
Oral Reading Assessment A6.1–A6.4

Use these passages throughout Unit 6. Work with below-level readers this week.

Reading

- **☑** Describe the Connection
- Determine Importance







Reading Comprehension Unit Test

A6.31-A6.38

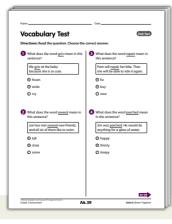
Reading Strategy Assessment LR6.5-LR6.6

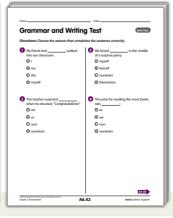
Vocabulary

- ☑ Use Social Studies Vocabulary
- ☑ Use Academic Vocabulary

Grammar and Writing

- Reflexive Pronouns
- ✓ Write Narrative Sentences





Prosecotion The test is per sorted learn enter the man, when he man, when he may per provide or of test of her and he man he ma	blook of the least by percentage read by percentage of least is well are expressive or lapport readers of or readers by an order to get by an orde	Some of the total by peace of the sec- cledy by may, Some shades appropriate and appropriate and appropriate appropriate and appropriate and appropriate	The test is net per sorted been. Could be sort. Could be sort. Open depths and Good support. The sort. Could be sort. Could be sort.
Convertion The ording has only a low ratio of the trade of the ratio of the trade	The neitled has corner release or yet held ny, copie lebellen, or figure tablen, or figure et or sin grammer et or sin g	The neitles has several et en sin- spelling, part landiste, and operationies. The neitles has the neitles has the neitles has the neitles has grammed et en sin- spelling.	The avilled has mary area in yor flow, per bushio, and operalization. The avilled has mary area in yourselvent
Monte consumer and a service of the consumer service o	Med serteron electric and end electric and has et modes. When sed the series to and electric conditions.	Some seek record on which and the transfer. He as the seed the seed the seed to see the seed the seed the seed the seed the seed	fenceson of the arterion or crossing factor, crossing to factor crossing to fac- torion and sharf, the white sounds white sounds
World Oxide Agree date seets were consult to monitor. The language consulted of grates and of direction.	Viery processing medis and consult to consult to consult to vieracity begang ends a natural	Serve equipment methorers to clearly consult to consult to consult to consult to serve of the language great in effect.	- Few appropriate meets name to clearly control to the control to
Welco There is reproduce for the preparation and the moderne. The melitric	The trave is records records for the propose and the melector. Most of the parties.	The tone to secondary to repropriette for the papers and the anderco. Some of the walking south gentles.	operation in the present of the present or the water or . The water of the training general or
Organization The short herb character is the pergent. An orner flow is the pergent in the legal or the legal organization.	Meatathie avotare is the avotare is the read first per post. Meatathie content flows in alogical august on.	The shirt has be controlled and the parties. Some contact from the parties. Some contact from in also good suggesters.	Parties of a state of
Tokon The re seep to deer med freesend. On was to the end of the	West of the well-rights in white-globs in frozens frozens frozens we are considered from the second residual from the sec	The results in present that is common that are included and included a	The sellinguistics of the control of
# # # # # # # # # # # # # # # # # # #	-	~	-

Vocabulary Unit Test A6.39–A6.41

Grammar and Writing Unit Test

A6.42-A6.44

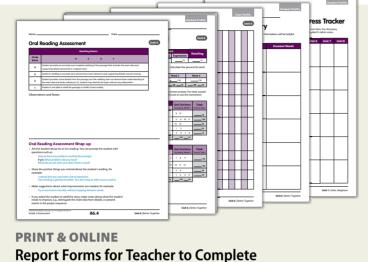
Writing Rubric A6.49



Reteach and Practice

RESOURCES AND ROUTINES

REPORTS



Student Profile: Foundational Skills A6.4

Student Profile: Weekly and Unit Tests A6.45-A6.46

Class Profile: Weekly and Unit Tests A6.47 Student Profile: Strengths and Needs Summary A6.48

Student Profile: Oral Reading Assessment

Progress Tracker A1.3

Foundational Skills, Spelling, Fluency

RETEACH

Decoding Routines, page BP36

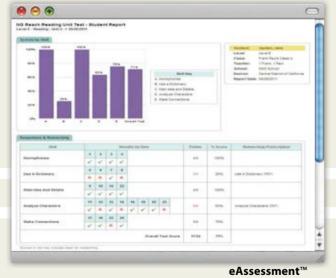
High Frequency Words Routines, page BP37

Fluency Routines, page BP40

ADDITIONAL PRACTICE

Word Builder MGReach.com

Activities for Daily Practice, pages BP38-BP39



Reading

RETEACH

Connection: Reteaching Master RT6.10

Determine Importance: Reteaching Master RT6.11

ADDITIONAL PRACTICE

Leveled Books, pages LR4-LR12

Vocabulary, Grammar and Writing

Pronouns: Anthology Handbook, pages 578–579

Interactive Writing Routine, page BP58

Fluency: Reteaching Master RT6.13

ADDITIONAL PRACTICE

More Grammar Practice, Reteaching Master RT6.12

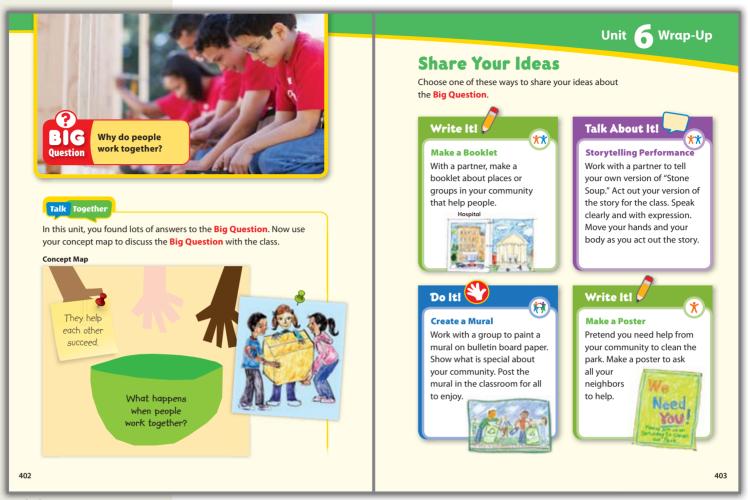
ONLINE ONLY

Automated Reports

Student Profile: Weekly and Unit Assessments Class Profile: Weekly and Unit Assessments

Standards Summary Report

Unit 6 Wrap-Up



Anthology pages 402–403

OBJECTIVES

Thematic Connection: CooperationReview Content

PROGRAM RESOURCES

unit concept map

COMMON CORE STANDARDS

Writina

Write Facts About Topics CC.2.W.2

Speaking and Listening

Tell a Story CC.2.SL.4
Create Audio Recordings CC.2.SL.5
Add Visuals to Clarify CC.2.SL.5

Academic Talk

1 Big Question Anthology page 402

Read aloud the Big Question. Explain that in this unit, children learned that when people cooperate, they can help each other succeed. Read aloud **Talk Together** on page 402.

2 Talk Together Anthology page 402

Have children revisit their unit concept maps to remind them of their answers to the Big Question. Invite them to add any additional ideas. Encourage children to recall their class discussions by looking at the selections in the unit and their leveled reading books.

Have children share their favorite answers to the Big Question. Encourage children to provide details to justify their responses: Can you give an example? Why do you think that?

Unit Projects

3 Share Your Ideas Anthology page 403

Read aloud the project options. Have children who chose the Write It! "Make a Poster" option work independently at their desks. Have the other children gather in designated areas to work in pairs or groups.

Write It!

XX

MATERIALS

colored pencils, markers, or crayons • scissors • yarn • hole punch

Invite volunteers to name people, places, and groups they have learned about in this unit that help people. Then show children how to use yarn to sew a booklet together.

Make a Booklet

Provide ample time for partners to discuss and plan their drawings. After they have completed their drawings, have pairs bind their booklets. Provide help if needed. Invite partners to share their books with other pairs. Have them point to and describe the places or groups they have drawn on each page.

Write Facts About Topics

CC.2.W.2

Talk About It!



**

MATERIALS

props for the TV show • tape recorder/video camera (optional)

Provide props for children to use for their performances. While children are working, set up a video camera or a tape recorder if you are planning to record the presentations.

Storytelling Performance

Have pairs review "Stone Soup" on pages 359–365. Provide ample time for children to plan their stories. Encourage them to take notes to help them remember their stories. Say that they can refer to their notes during their reenactments. After they have rehearsed their parts, invite pairs to act out their stories.

Tell a Story Create Audio Recordings CC.2.SI.4 CC.2.SL.5

Do It!

newspaper • poster paper • poster paints • paintbrushes • jars of water (for rinsing brushes)

Plan

Prior to the activity, spread newspaper on the floor to protect work areas. Then provide each group with poster paper and materials. Give each child an area in which to paint what they find special about their community.

Create a Mural

Encourage children to look at the murals on pages 392–395 for ideas. Then allot time for children to paint their murals. After murals are completely dry, have groups present their murals and point out the special people and places they included.

Add Visuals to Clarify

CC.2.SL.5

Write It!



MATERIALS

colored pencils, markers, or crayons

As a group, have children brainstorm reasons why neighbors should help clean the park. Encourage them to identify at least one reason that the park needs to be cleaned and one reason why they want it to be cleaned.

Make a Poster

Have children return to their seats. Distribute materials to each child. Encourage children to reflect on the group discussion and choose an idea for their posters. When each child has finished, invite children to share their posters with the class. Then display their posters around the classroom.



Unit 6 Reflection

Successful Teaching Moments	Adjustments for Next Year
Additional Notes or Resources	

Practice Masters







Access all resources using the Lesson Planner

Display Practice Masters using the Presentation Tool

Browse the Resource Directory

More Practice



Phonics Games and Vocabulary Games



Comprehension Coach



My Vocabulary Notebook



Read With Me MP3s





Sing With Me MP3s



Practice Masters Unit 6

Contents at a Glance

	Practice Masters	Pages	Practice Masters	Pages
	Family Newsletter 3: English and Spanish			
Week 1	Day 1: Words with ar Story Map Day 2: Words with ar Word Sort: Words with ar High Frequency Word Cards		Day 3: Longer Words with ar High Frequency Words Grammar: Subject and Object Pronouns Day 4: Longer Words with ar Grammar and Writing Day 5: Story Map	PM6.9 PM6.10
Week 2	Day 1: Words with <i>or, ore</i> Day 2: Words with <i>or, ore</i> Word Sort: Words with <i>or, ore</i> High Frequency Word Cards Comparison Chart	PM6.13 PM6.14 PM6.15	Day 3: Longer Words with <i>or, ore</i> High Frequency Words Grammar: Subject and Object Pronouns Day 4: Longer Words with <i>or, ore</i> Grammar and Writing Day 5: Grammar: Pronouns	PM6.20 PM6.21
Week 3	Day 1: Words with er, ir, ur Main Idea Diagram Day 2: Words with er, ir, ur Word Sort: Words with er, ir, ur High Frequency Word Cards	PM6.25	Day 3: Longer Words with er, ir, ur High Frequency Words Grammar: Possessive Pronouns Day 4: Longer Words with er, ir, ur Grammar and Writing Day 5: Vocabulary Bingo Main Idea Diagram	PM6.31 PM6.32 PM6.33
Week 4	Day 1: Words with air, are, ear Day 2: Words with air, are, ear Word Sort: Words with air, are, ear High Frequency Word Cards Comparison Chart	PM6.36 PM6.37 PM6.38	Day 3: Words with eer, ear High Frequency Words Grammar: Pronouns Day 4: Longer Words with eer, ear Grammar and Writing Day 5: Grammar: Possessive Pronouns	PM6.42 PM6.43 PM6.44



Level C | Unit 6

Dear Family Member,

"Why do people work together?" That is the big question we are exploring in this unit. To answer it, we are reading, writing, and talking about cooperation. Be a part of our exploration! With your student, read the New Words on the next page. Then follow these directions.

Directions:

- **1.** Together, ask neighbors and family members for examples of community activities that work best when people work together. Try to use some of the New Words in your discussions.
- **2.** Work together to make a list of examples on the lines below. In the first column, write the names of the people you talked to. In the second column, write the examples they gave you.
- **3.** Remind your student to bring the completed list to class.

What We're Reading

"Domino Soup" by Carmen Agra Deedy

In this play, neighbors cooperate to make soup from just one domino.

"Stone Soup" by John Forster and Tom Chapin

This song tells about a soldier who uses stones to make soup for an entire village.

"In a Mountain Community" by S. Michele McFadden

Explorer Losang Rabgey witnesses how a community comes together to build a school that ensures a good future for its children.

"Mi Barrio" by George Ancona

This photo-essay shows how a boy helps his community by painting beautiful murals that remind people of their heritage.

And more!

Name	Example

© National Geographic Learning, a part of Cengage Learning, Inc.

Family Newsletter 6 | English



New Words

Weeks 1 and 2

add	possible	together
alone	share	team member
cooperate	society	
enough	teamwork	

Weeks 3 and 4

dream	organize	skills
education	plan	success
join	project	
opportunity	result	

Learn and play with words. MGReach.com

© National Geographic Learning, a part of Cengage Learning, Inc.

New Words | English



Nivel C | Unidad 6

Estimado miembro de la familia,

"¿Por qué las personas trabajan juntas?" Esa es la gran pregunta que estamos explorando en esta unidad. Para responderla, estamos leyendo, escribiendo y hablando acerca de la cooperación. ¡Sea parte de nuestra exploración! Con su estudiante, lea las Nuevas Palabras en la siguiente página. Luego siga estas instrucciones.

Instrucciones:

- **1.** Juntos, pidan a vecinos y familiares ejemplos de actividades comunitarias que funcionan mejor cuando las personas trabajan juntas. Intenten usar algunas de las Nuevas Palabras en sus conversaciones.
- **2.** Juntos, hagan una lista de ejemplos y escríbanlos en las líneas siguientes. En la primera columna, escriban los nombres de las personas con las que hablaron.
 En la segunda columna, escriban los ejemplos que les dieron.
- **3.** Recuerde a su estudiante traer la lista completa a clase.

 ${\small @\ National\ Geographic\ Learning,\ a\ part\ of\ Cengage\ Learning,\ Inc.}$

Qué estamos leyendo

"Domino Soup" por Carmen Agra Deedy

En esta obra de teatro, los vecinos cooperan para preparar sopa con sólo un dominó.

"Stone Soup" por John Forster y Tom Chapin

Esta canción cuenta de un soldado que usa piedras para preparar sopa para una villa entera.

"In a Mountain Community" por S. Michele McFadden

La exploradora Losang Rabgey observa cómo una comunidad se une para construir una escuela que asegure un buen futuro para los niños que viven allí.

"Mi Barrio" por George Ancona

Este foto-ensayo muestra cómo un chico ayuda a su comunidad pintando hermosos murales que recuerdan a las personas su herencia cultural.

Family Newsletter 6 | Spanish

¡Y más!

Nombre	Ejemplo



Nuevas Palabras

Semanas 1 y 2

add

agregar

alone

solo

cooperate

cooperar

enough

suficiente

possible

posible

share

compartir

society

sociedad

teamwork

trabajo en equipo

together

juntos

team member

miembro de un equipo

Semanas 3 y 4

education

dream

sueño

organize

organizar

plan

plan

skills

habilidades

success

éxito

join

educación

unirse

opportunity oportunidad

result

proyecto

project

resultado

Aprenda y juegue con palabras. NGReach.com

© National Geographic Learning, a part of Cengage Learning, Inc

New Words | Spanish

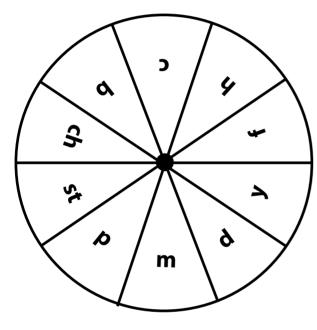
Words with ar

Use paper fasteners and paper clips to make two spinners. Spin them both and use the letters to make words below. If the letters don't make a word, spin again.

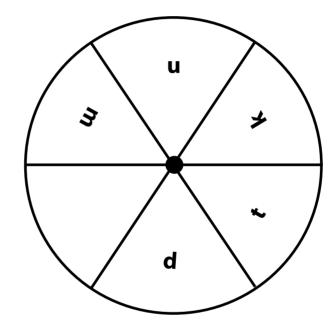
Make Spinners

- 1. Push a brad ₹ through the center of the spinner.
- **2.** Open the brad on the back.
- 3. Hook a paper clip over the brad on the front to make a spinner.

Beginning of word



End of word



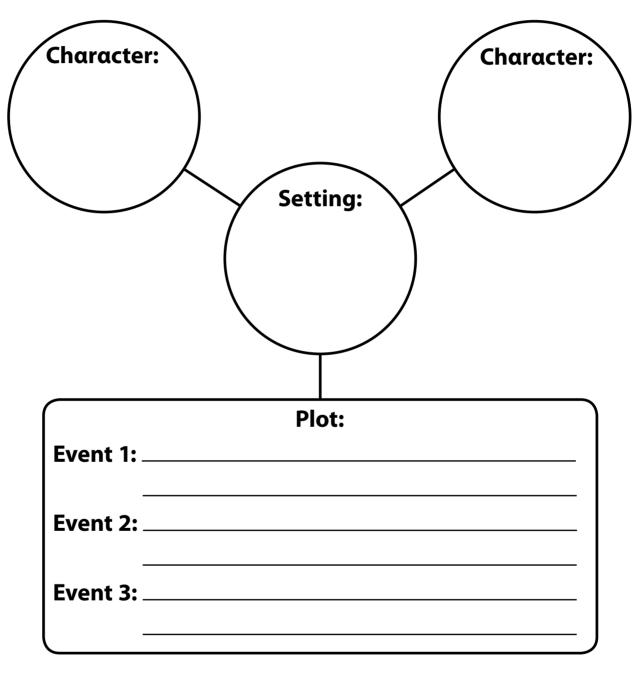
$$\mathbf{4}$$
 ar

Name	_ Date

Story Map

Story Elements

Use a story map to tell about the characters, setting, and plot of a story.





Use your story map to tell a partner a story about being part of a team.

© National Geographic Learning, a part of Cengage Learning, Inc.

For use with TE p. T335α

PM6.2

Words with ar



Write the words to complete each sentence.

1. yard shark

Look outside. Would you see a _____ in the ____?

2. car parked

No! You might see a $_$ that is $_$ in the driveway!

3. Mars farm

Visit a local _____. Would you see the planet _____ there?

4. barn large

No! You might see _____ bales of hay inside the _____.

5. dark start

Look up at the _____ sky at midnight. Would you see the sun ____ to shine?

6. far stars

No! You might see _____ that are very ____ away.

7. smart march

Look at all the snow. Would it be _____ to ____ outside in your swimsuit?

8. charge scarf

No! You might put on your jacket, _____, hat, boots, and mittens and then ____ outside to play in the snow!

© National Geographic Learning, a part of Cengage Learning, Inc.

For use with TE p. T336e

PM6.3

Spelling & Word Work

Word Cards: Words with ar

charm	farm	car	jar
charge	dart	 mαrch	far
hαrp	bar	jαr	fort
mar	pαr	hαte	tar
chart	purrs	art	card
for	part	tart	tαrp
tore	hard	lard	north
© National Geographic Learning, a part of Cenc	gage Learning, Inc.		Unit 6 Rottor Togothor

For use with TE p. T331k

PM6.4

Spelling & Word Work

High Frequency Word Cards

here	 ¦ get		
near	¦ 		
	<u> </u>		
morning 	¦ old ¦		
air	; just 		
earth	school		
hear	children		
sound	found		
start	¦ begαn		
round	¦ αnother		
even	together		
© National Geographic Learning, a part of Cengage Learning, Inc.			

© National Geographic Learning, a part of Cengage Learning, Inc.
For use with TE p. T331k

PM6.5

COPY READY

Phonics

Longer Words with ar

Circle the word that names the picture.

1.	garnish gumdrop garden	2.	artist army attic	3.	mattress market marshland
4.	stoplight starfish sandwich	5.	magnet margin mammal	6.	yippee yellow yardstick
7.	catnap carpet carton	8.	partner party parking	9.	cartoon classroom charcoal
10.	garlic gateway gallop	Mary Smith 1050 Oak Street Monterey, California 93940	parsley partway postmark	12.	boxcar barking button

Read It Together

The artist has a party in her garden.

© National Geographic Learning, a part of Cengage Learning, Inc.

For use with TE p. T339c

PM6.6

High Frequency Words

Lost and Found

Write a word from the box to complete each sentence.



Mark and Lars were walking home from school _____ a lost dog.

The dog was not old. It was ____ a

High Frequency
Words

another
began
buy
children
found
get
just
old
school
together

puppy. The dog ______ to follow them home. The children saw one sign and then _____ one. The signs said "Lost Puppy."

"When we _____ home, Mom can call these people on the phone," Mark said.

"Maybe Mom can _____ us a puppy to keep!" Lars exclaimed.

© National Geographic Learning, a part of Cengage Learning, Inc.

For use with TE p. T339d

PM6.7

N Laurea a	Desta
Name	Date

Grammar: Subject and Object Pronouns

Mix and Match Sentences

Read a sentence in column A. Then draw a line to a word in column B that can replace the underlined part of the sentence. Have your partner say the sentence using the word from column B. Take turns drawing a line and saying the sentence. You can use the words in column B more than once.

A	В
Mr. Adams cuts the grass.	he
Give the shovel to the girl.	
Mrs. Adams is a good gardener.	she
That tree is huge!	
Walk to the garden with <u>your sister</u> .	it
Is <u>David</u> raking the leaves now?	
Help Mr. Adams with that heavy bag.	we
Do <u>your parents</u> like gardening?	
Give the bag to the boys.	they
Gardening is fun for my brother.	
<u>Aunt June and Ι</u> will plant some seeds.	him
Hand this watering can to Aunt June.	
Don't stand under that tree in a lightning storm.	her

Phonics

Longer Words with ar



Write the word that completes each sentence.

1. arctic cartoons postmarks

Sometimes on weekends, Tess watches _____ on TV.

2. barnyard yardstick charcoal

One of them is about pigs in a _____.

3. scarlet armhole harvest

Once, the pigs got into the farm's _____.

4. margin backyard parsley

They ate all the parsnips and _____!

5. farmhand starlight carpet

A _____ had to chase the pigs away.

6. barbell partway army

When he was _____ across the yard, he slipped and fell in some mud. He could not get up.

7. hardship cargo farmer

The _____ came to help him, but it was hard and he slipped, too.

8. party market artist

The pigs watched and squealed. Did they think it was a funny mud _____? The farmers thought it was funny. Tess did, too.

© National Geographic Learning, a part of Cengage Learning, Inc. For use with TE p. $T354\alpha$

PM6.9

Name	Date

Grammar and Writing

Write Pronouns

Read the story. Then choose the word from the box that correctly replaces the underlined word or words in each sentence.

i ne min nei it we	I	he	him	her	it	we
--------------------	---	----	-----	-----	----	----

<u>Dad and I</u> like to bake things. Dad and I <u>We</u>
are making bread today. I hand <u>Dad</u> the
flour from the cupboard. He mixes the flour
with water, salt, and yeast. Dad says, "This bread will
taste great to Mom, you, and me, won't it?"
Then <u>Dad</u> kneads the bread for ten minutes.
Dad pops the bread into the oven. Dad says, " <u>Dad</u>
didn't tell Mom we would be baking today."
"I want to surprise Mom"

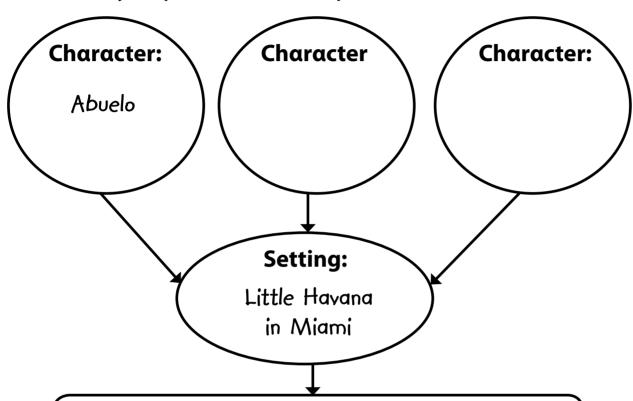
© National Geographic Learning, a part of Cengage Learning, Inc.
For use with TE p. T331n

PM6.10

Story Map

Domino Soup

Make a story map for "Domino Soup."



Plot:

Event 1: Abuelo wins at dominoes.

Event 2:

Event 4: _____



Share your story map with a partner. Compare the story elements you found for "Domino Soup."

© National Geographic Learning, a part of Cengage Learning, Inc. For use with TE p. T356

PM6.11

Name	Date

Phonics

Words with or, ore

Unscramble each word and write it. Then write a sentence using the word.

1. o h n r	2. etor
horn	
I play the horn in	
a band.	
3. c n r o	4. rfot
5. hrceo	6. r s o h t
7. ensro	8. o c r h p

© National Geographic Learning, a part of Cengage Learning, Inc.

For use with TE p. T357m

PM6.12

Words with or, ore



Write the words to complete each sentence.

1. chores Mort

What does _____ do when he finishes his ____?

2. porch sports

He sits on his _____ and watches a ____ game on TV.

3. more score

He is hoping that his team will _____ some ____ runs.

4. horse snort

Then he hears a _____ from his ____ in the barn.

5. north storm

He looks up and sees a big _____ coming from the _____.

6. store torch

He runs to the _____ to buy a ____ and some other supplies.

7. forth shore

He sees sand whipping back and _____ by the _____.

8. force before

Mort is glad to be safely at home _____ the full _____ of the storm hits!

© National Geographic Learning, a part of Cengage Learning, Inc. For use with TE p. T365b

PM6.13

Spelling & Word Work

Word Cards: Words with or, ore

horse	chore	core	shore
sports	tore	sore	or
bore	force	stork	more
wore	corn	for	yore
nor	pork	snore	port
sort	spore	torn	ore
store	porch	born	score

© National Geographic Learning, a part of Cengage Learning, Inc.

For use with TE p. T357g

PM6.14

Spelling & Word Work

High Frequency Word Cards

family	line		
mountain	done		
every	side		
blue	try		
only	once		
first	¦ must 		
fall	next		
mαny	funny		
most	follow		
αlso	laugh		
© National Geographic Learning, a part of Cengage Learning, Inc. For use with TE p. T357g. DM6 15 Unit 6 Better Together			

© National Geographic Learning, a part of Cengage Learning, Inc. For use with TE p. T357g

PM6.15

Name	Dαte

Comparison Chart

Compare Two Versions of the Same Story

Use the comparison chart to show how "Domino Soup" and "Stone Soup" are alike and different.

	"Domino Soup"	"Stone Soup"
Type of Story	play	song
Characters		
Setting		
Plot		



Tell a partner how the two versions of the story are the same and different.

© National Geographic Learning, a part of Cengage Learning, Inc.

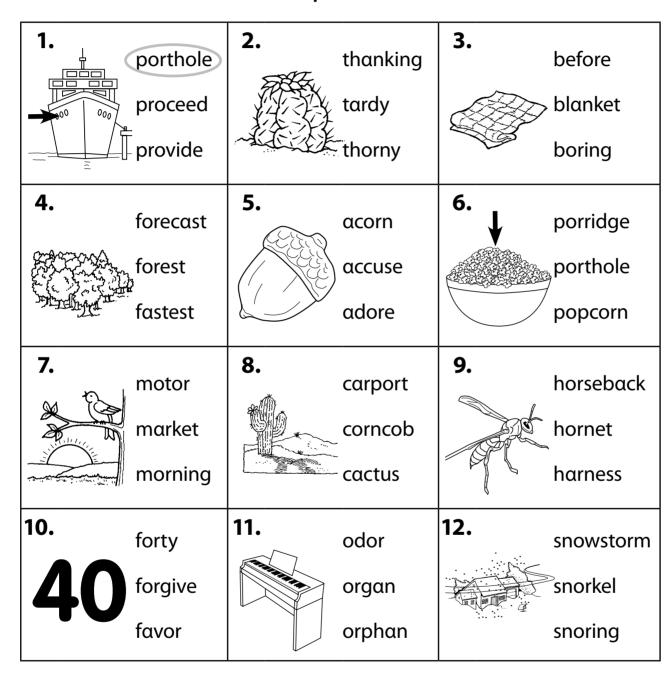
For use with TE p. T365h

PM6.16

Phonics

Longer Words with or, ore

Circle the word that names the picture.



Read It Together

We saw acorns and hornets in the forest this morning.

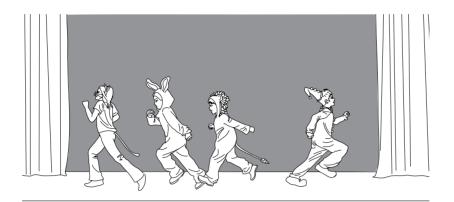
© National Geographic Learning, a part of Cengage Learning, Inc. For use with TE p. T366c

PM6.17

High Frequency Words

This Way or That Way?

Write a word from the box to complete each sentence.



- High Frequency
 Words

 done
 follow
 funny
 laugh
 line
 must
 next
 once
 side
 try
- 1. I am in a _____ play at school.
- **2.** I stand at the end of a long _____ of actors.
- **3.** I _____ follow them and do what they do.
- **4.** They all run to one _____ of the stage, but I run the other way.
- 5. That makes all the people _____ really hard!
- **6.** I try again, but the _____ time they run left, and I run right!
- **7.** Once the play is _____, the people say that they laughed at me the most.

© National Geographic Learning, a part of Cengage Learning, Inc. For use with TE p. T366d

PM6.18

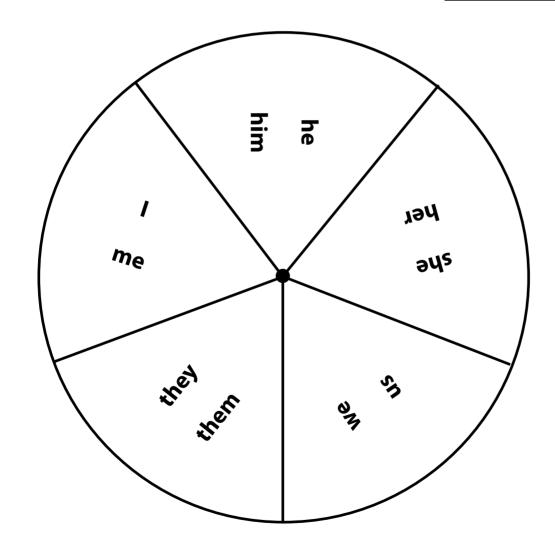
Use Subject and Object Pronouns

Directions:

- 1. Make a spinner.
- 2. Play with a partner.
- 3. Take turns spinning the spinner.
- 4. Say a sentence using one of the words you landed on. Then have your partner say a sentence using the other word you landed on.

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.



© National Geographic Learning, a part of Cengage Learning, Inc. For use with TE p. T357j

PM6.19

Name	Date



Longer Words with or, ore

Write the word that completes each sentence.

1. seashore hornet effort

Tory is at the _____ with her family.

2. pitchfork porridge explore

She wants to _____ the beach and look for fish in the water.

3. export forecast favor

She wakes up in the morning, but the _____ is for rain.

4. northwest stormy morning

It might get too _____ to be on the beach!

5. forest ignore boring

What will Tory do? It is _____ to stay inside the cabin!

6. popcorn thorny adore

"I know!" says Dad. "We can play games and eat _____."

7. forgets before orphan

Tory has so much fun that she _____ all about the rainstorm.

8. corncob odor report

The next morning, the $__$ is for α hot, sunny day.

9. snorkel organ porthole

Tory goes to the beach with her _____. Which fish will she see?

© National Geographic Learning, a part of Cengage Learning, Inc.
For use with TE p. T366i

PM6.20

Grammar and Writing

Write Subject and Object Pronouns

Read the story. Then choose the word from the box that correctly completes each sentence.

me her she them they us

I love my grandmother. Having Grandma over for supper is a lot of fun for _______. Grandma looked hungry when ______ sat down at the table. Mom, Dad, and I all smiled at her, and she smiled back at ______. I said, "We picked the tomatoes for the soup in our garden. _____ were really red and ripe." Grandma answered, "Yes, I know. I saw _____ sitting on the windowsill this afternoon." Mom asked Grandma to pass the muffins to _____. We had a great meal.

COPY READY

Grammar: Pronouns

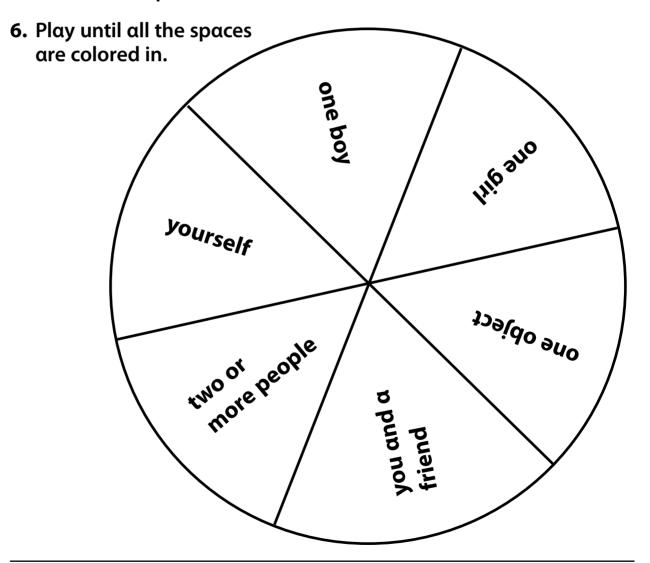
Use Pronouns

Directions:

- 1. Play with a partner.
- 2. Spin the spinner.
- 3. Name a pronoun to replace the words in the space.
- **4.** Say a sentence using the pronoun.
- **5.** Color in the space.

Mαke α 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.



© National Geographic Learning, a part of Cengage Learning, Inc.

For use with TE p. T367

PM6.22



Words with er, ir, ur

Cut out the words and mix them up. Then sort them by er, ir, and ur spellings.

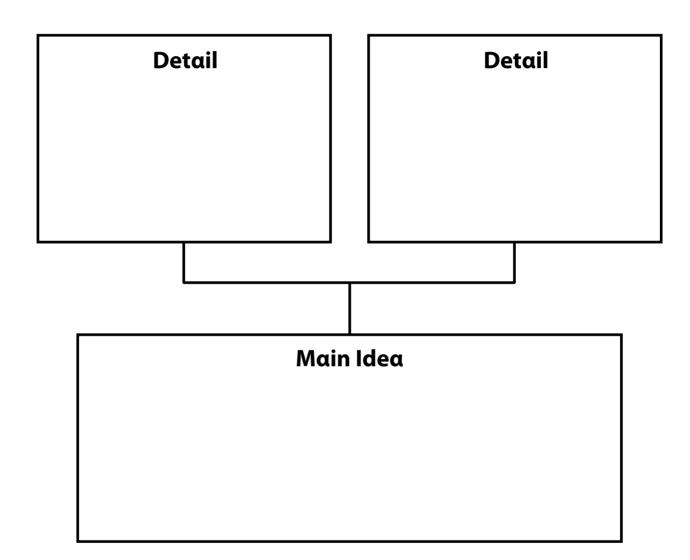
fern	first
her	¦ third
herd	¦ burn
perch	burst
birch	church
bird	tur
© National Geographic Learning, a part of Cengage Learning, Inc. For use with TE p. T367o	PM6.23 Unit 6 Better Together

. 1	D .
Name	Date
NATIC	

Main Idea Diagram

Main Idea

Make a main idea diagram to tell about a time you worked with someone to reach a goal.





Share your main idea diagram with a partner.

 $\ \, \odot \,$ National Geographic Learning, a part of Cengage Learning, Inc. For use with TE p. $T369\alpha$

PM6.24



Words with er, ir, ur



Write the words on the line to complete each sentence.

1. hers urges

Gert _____ a friend of ____ to hike in the forest.

2. Kurt serves

"The forest ____ as a home to a lot of wildlife," she tells

3. first bird

The _____ thing they see is α _____.

4. perch chirps

It _____ from its ____ on the branch of a tree.

5. fern curled

Then they see a snake _____ around a green _____.

6. third fur

The _____ thing they see is α fox with red _____.

7. fir turns

It stands at the edge of a small field and then _____ and trots between two _____ trees.

8. curve birch

For use with TE p. T370c

The pals walk around a _____ in the path and pass a white ____ tree as they walk out of the forest.

© National Geographic Learning, a part of Cengage Learning, Inc.

Unit 6 | Better Together

PM6.25

COPY READY

Spelling & Word Work

Word Cards: Words with er, ir, ur

shirt	bird	mother	curl
squirm	serve	third	herd
fir	term	girl	dirt
nerve	her	flirt	after
father	birth	burn	nurse
fur	sir	hurt	surf
turn	sister	squirt	spurt

© National Geographic Learning, a part of Cengage Learning, Inc.

For use with TE p. T367i

PM6.26

High Frequency Word Cards

watch	boy		
while	us		
goes	¦ pull		
above	¦ gαve		
talk	took		
long	myself		
far	upon		
something	brother		
better	¦ sister		
full	¦ αlwαys		
© National Geographic Learning, a part of Cengage Learning, Inc. For use with TE p. T367i DM6. 27 Unit 6 Retter Together			

© National Geographic Learning, a part of Cengage Learning, Inc. For use with TE p. T367i

PM6.27

Phonics

Longer Words with er, ir, ur

Circle the word that names the picture.

1.	ruler rubber	2.	squirting summer	3. 13	thirteen thirsty
	river		squirrel		Thursday
4.	tiger	5.	spider	6.	city
	turkey		spurted		sister
A die responde (MAXX.)	termite		survive		circus
7.	teacher	8.	burger	9.	gerbil
	turnip		bigger		giraffe
	thirty		birthday		gopher
10.	lurching	11.	perfume	12.	farmer
(i) is	letter		paper		furry
	lobster		perfect	and my the state of the state o	firsthand

Read It Together

Are turkeys, spiders, lobsters, or squirrels furry?

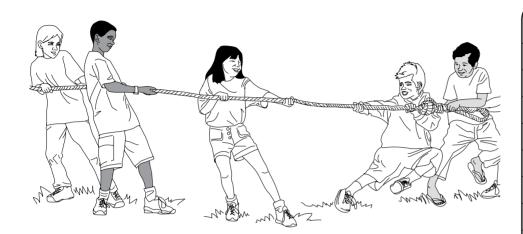
© National Geographic Learning, a part of Cengage Learning, Inc.

For use with TE p. T373c

PM6.28

Tugging Rope

Write a word from the box to complete each sentence.



High Frequency Words
always
boy
brother
gave
myself
pull
sister
took
upon
us

- 1. "I want to play a game," said the boy, "but I can't play by _____."
- 2. "I'll ask my brother, my _____, and my friends."
- **3.** One team _____ one end of a rope, and one team grabbed the other end.
- 4. All the kids started to _____ hard.
- 5. One team _____ a really hard tug!
- 6. All the kids fell _____ the grass!
- 7. "We always fall when you tug hard," exclaimed the boy, "but you always fall with _____!"

© National Geographic Learning, a part of Cengage Learning, Inc.

For use with TE p. T373d

PM6.29

Grammar: Possessive Pronouns

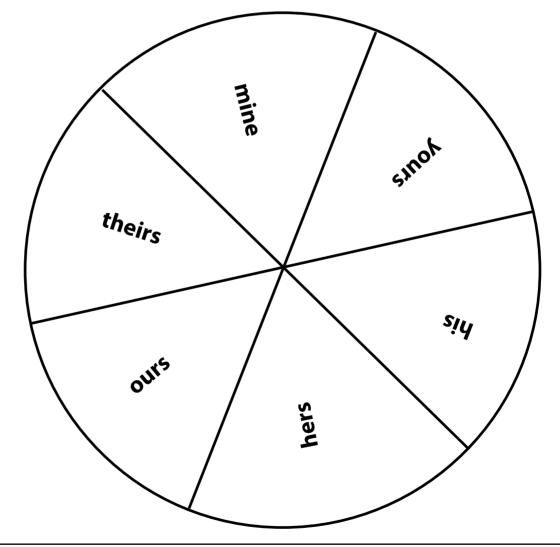
Use Possessive Pronouns

Directions:

- 1. Make a spinner.
- 2. Play with a partner.
- 3. Take turns spinning the spinner.
- 4. Read the word. Say a sentence using the possessive pronoun you landed on. Then have your partner say another sentence using the same possessive pronoun.

Mαke α Spinner

- 1. Put α pαper 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.



© National Geographic Learning, a part of Cengage Learning, Inc.

For use with TE p. T367l

PM6.30

Phonics

Longer Words with er, ir, ur

Write the word that completes each sentence.

1. crater blurry perfect

Shirley thinks that her two pet gerbils are _____ pets.

2. birthday ladder murmur

They were a _____ gift from her mom and dad.

3. surprised winter person

Shirley was _____ and happy when she got them!

4. painter desert herself

She found out that gerbils come from the _____.

5. after Thursday thirsty

That's why they don't get too _____.



6. survive blurry sternly

They can _____ without a lot of water!

7. hamsters numbers dirty

Some people confuse gerbils and _____.

8. furry thirty perform

Gerbils are the ones that have long, _____ tails.

9. pepper turnip chirping

When they are happy, they make _____ sounds.

PM6.31

Name	Date

Grammar and Writing

Write Possessive Pronouns

Read the letter. Then choose the word from the box that correctly completes each sentence.

mine	yours	his	hers	ours	theirs	

Hello.

My name is Pencho Ragbey and I live in Tibet. I want to tell you about a special project of ___ours__.

Our life in Tibet is very different from _____ in the United States. Here, many children do not go to school. _____ is a hard life of farming and herding.

But this is changing. We worked together to build a school for our village. My sister Tsering helped start a group. The idea for the group was ______. One of my teachers helps us learn to use a computer. The first computer at school was ______, but now we have others. I am writing to you on a new computer. This one is _____!

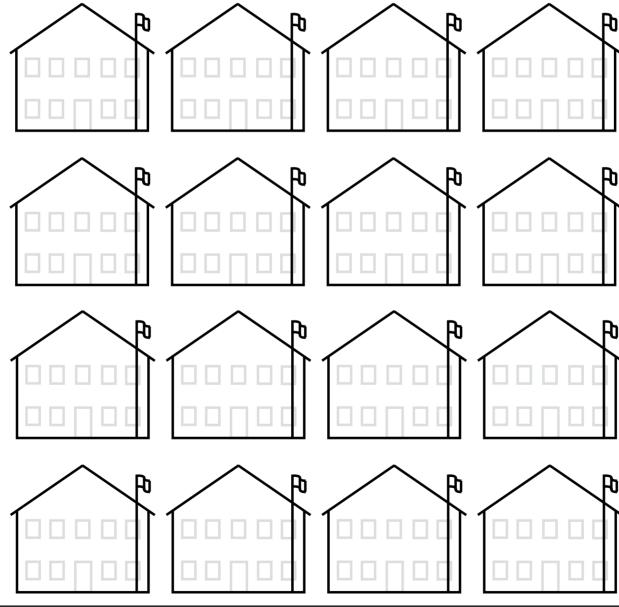
Sincerely, Pencho Ragbey

Apply Word Knowledge

Vocabulary Bingo

- 1. Write one Key Word in each school.
- 2. Listen to the clues. Find the Key Word and color it in.
- 3. Say "Bingo" when you have four markers in a row.

Key Words	
dream	plan
education	project
join	result
opportunity	skills
organize	success



© National Geographic Learning, a part of Cengage Learning, Inc. For use with TE p. T387g

PM6.33

Name	Date

Main Idea Diagram

In a Mountain Community

Make a main idea diagram for "In a Mountain Community."

Detail

The people of Chungba raise money for a school.

Detail

Main Idea



Share your main idea diagram with a partner. See if you found the same main idea.

© National Geographic Learning, a part of Cengage Learning, Inc.

For use with TE p. T388

PM6.34

Phonics

Words with air, are, ear

Circle the word that names the picture.

1.	bake bear blare	2.	squeak squirt square	3.	sharp share shore
4.	peer pore pear	5.	chase chair chain	6.	spread spare spark
7.	fare far frame	8.	hard hare hurt	9.	pay peak pair
10.	pare park part	11.	air aim awake	12.	hair hear her

Read It Together

We saw a pair of hares share some grass.

© National Geographic Learning, a part of Cengage Learning, Inc.
For use with TE p. T389m

PM6.35

Name Date	<u> </u>
-----------	----------

Phonics

Words with air. are. ear



Wr	rite the words to complete each sentence.
1.	chair airplane
	Vic falls asleep in his on the
2.	scary nightmare
	He has a that is
3.	hair stare
	First, people at him because his is green.
4.	pear mare
	Next, a hungry chases him because she wants
	to eat his
5.	scare bear
	Then he gets an even bigger when a furry
	chαses him up α tree!
6.	hares fair
	Then, he is at a and sees two huge
7.	pair rare
	It is a sight to see the chasing him!

8. staircase daring

Vic makes a _____ escape up a _____.

© National Geographic Learning, a part of Cengage Learning, Inc. For use with TE p. T395a

PM6.36



Word Cards: Words with air, are, ear

chair	airplane	hare	bear
stair	lair	mare	hαiry
share	care	rare	glare
peαr	hαir	stare	pαir
αir	weαr	fairy	bαre
fair	scare	dare	dαiry
tear	spare	swear	fαre
© National Geographic Learning, a part of Cer			

© National Geographic Learning, a part of Cengage Learning, Inc

For use with TE p. T389g

PM6.37

Spelling & Word Work

High Frequency Word Cards

almost	¦ mαde
again	¦ five
tomorrow	four
between	¦ men
went	¦ night
surprise	¦ such
never	¦ well
αny	¦ wish
grow	second
below	thought
© National Geographic Learning, a part of Cengage Learning, Inc.	6 39 Unit 6 Retter Together

© National Geographic Learning, a part of Cengage Learning, Inc. For use with TE p. T389g

PM6.38

Comparison Chart

Compare Texts

Use the comparison chart to show how "In a Mountain Community" and "Mi Barrio" are alike and different.

	"In a Mountain Community"	"Mi Barrio"
It is in an urban community.		✓
It is in a rural community.	✓	
The community members help each other.		
The children help their community, too.		
The selection is illustrated with photographs.		
It is α true story.		



Compare your chart with a partner's. See if you found the same information.

© National Geographic Learning, a part of Cengage Learning, Inc.

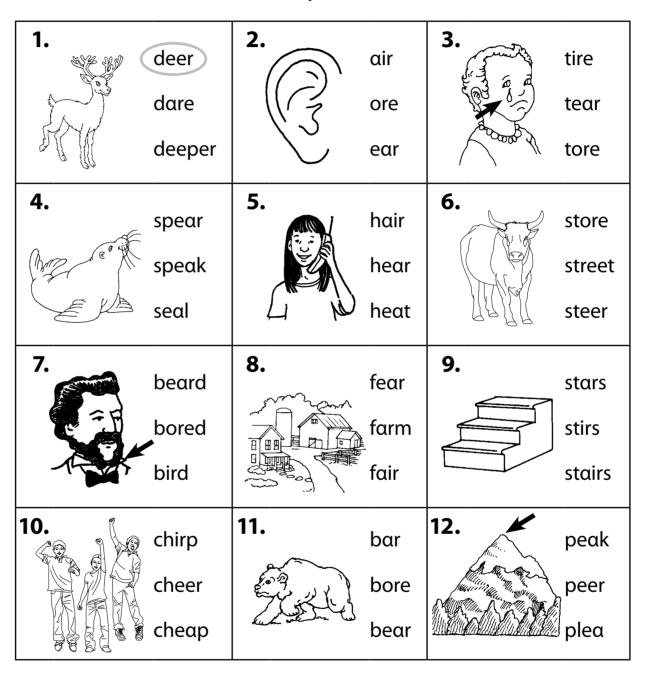
For use with TE p. T395g

PM6.39

Phonics

Words with eer, ear

Circle the word that names the picture.



Read It Together

A deer uses its ears to hear sounds in the forest.

© National Geographic Learning, a part of Cengage Learning, Inc.

For use with TE p. T396c

PM6.40

High Frequency
Words

five four

made

men

night

such

well

wish

second

thought

High Frequency Words

Wish Upon a Star

Write a word from the box to complete each sentence.



Dear Grandpa,

I camped in a tent last _____. I

it would be scary, but it was

_____ fun! Dad told me about _____ who

or _____ stars in the sky really well. I made α

studied the stars a long time ago. I could see four

_____ upon one of them! Then I made a _____

one. I wished you could be here with us!

Your grandson,

Marcus

© National Geographic Learning, a part of Cengage Learning, Inc.
For use with TE p. T396d

PM6.41

Name	Date
NULLE	Duie

Grammar: Pronouns

Mix and Match Sentences

First choose a word or words from column A. Then choose a word from column B. Say a sentence using both parts and any other words you want to add. You may have to change the form of some of the words. After you say your sentence, have your partner replace the noun you chose with a pronoun and say the new sentence.

Α	В
Ms. White	hαt
The dogs	foot
A big tree	bike
The police officer's	house
Michael's	phone
A book	roar
A computer	gloves
A girl	coat
A man	car
Dad's	leaves
A lion	tail
The fish	head
A friend's	cover
Mom's	screen

© National Geographic Learning, a part of Cengage Learning, Inc.

For use with TE p. T389j

PM6.42

Longer Words with eer, ear

Write the word that completes each sentence.

1. nearby yearly sneering

My class went on a field trip to a $_$ farm.

2. dreary gears shearing

First, we saw a farmer _____ some sheep.

3. sheer earmuffs dearly

I could hear sheep bleating, even with my _____ on!

4. steer clear bleary

Next, we saw a big _____ in a field.

5. wheelchair peering spear

When it looked up, I thought it was _____ at me!

6. smear eerie earring

I thought that was sort of _____!

7. cheery earlobe rearing

We saw a horse _____ up on its back legs.

8. veer fear nearly

Another horse had to _____ out of the way!

9. deer weary beard

We walked so much that I was _____ at the end of the day.

© National Geographic Learning, a part of Cengage Learning, Inc.
For use with TE p. T396i

PM6.43

Name	Date

Grammar and Writing

Write Pronouns

Read the story. Then choose the word from the box that correctly completes each sentence.

I she him us his herself

Some kids in Amber's class want to learn about the neighborhood. Amber tells __herself__ that she knows whom they should see to learn about the neighborhood. ______ suggests they talk to Mr.

Sanchez. The kids go to see ______ at his store.

Amber opens the door and says, "Here we go. This store is ______." They ask Mr. Sanchez about all his memories of the neighborhood. "_____ am so glad you talked about the neighborhood," Amber says. "Thank you so much for talking to _____."

Use Possessive Pronouns

Directions:

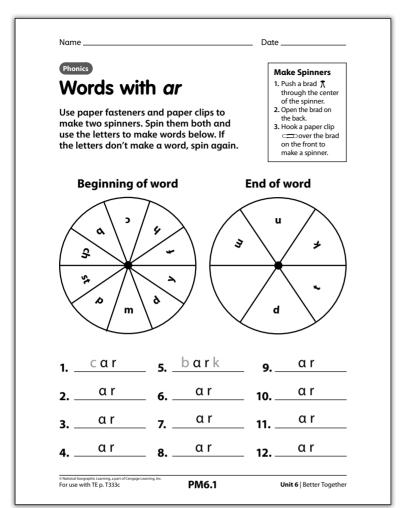
- 1. Play with two or three people. Copy all the words below onto separate cards.
- 2. Mix the cards up and put them facedown.
- 3. Turn over two cards and read them aloud. If the possessive pronoun card matches the noun card, keep both cards. If the two cards do not match, turn them facedown again in the same place.
- 4. The player with the most cards at the end wins.

	No	uns	
Lee and Ana's notes	Our project	Lupe's and your plans	Lilu's marker
My goals	Your skill	Jackson's paper	

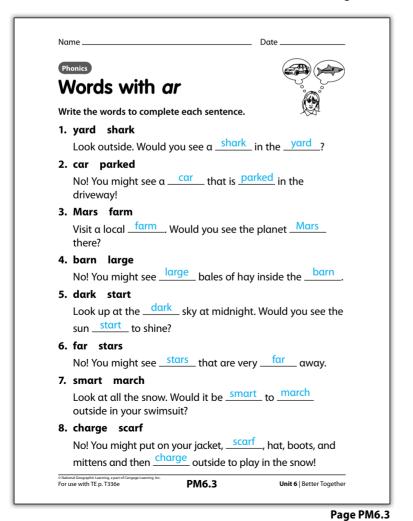
	Possessive	Pronouns	
Mine	Yours	Ours	Theirs
His	Hers	Yours	

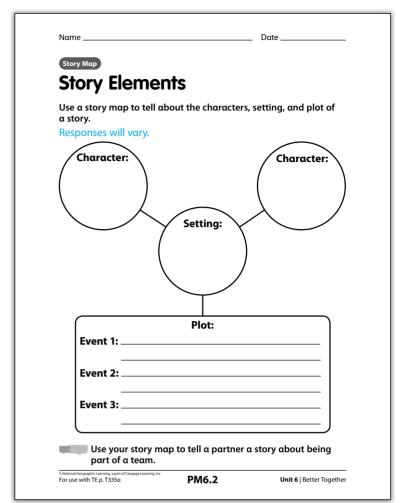


Use three of the nouns above. Tell a partner something about yourself.



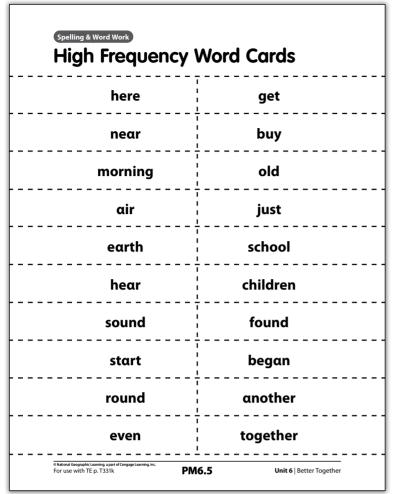
Page PM6.1



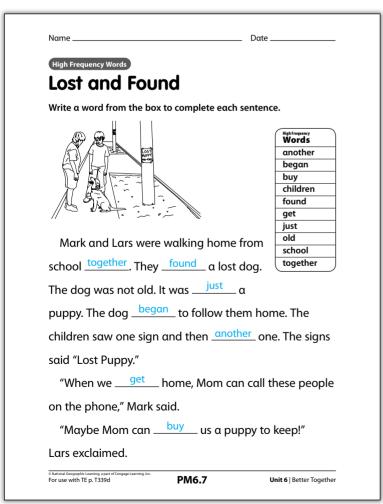


Page PM6.2

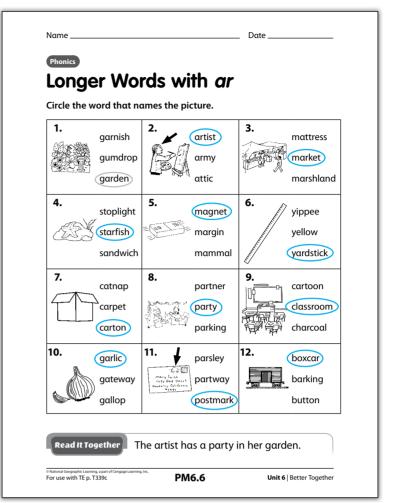
Spelling & Word Word Word Co		rds with	ar
charm	farm	car	jar
charge	dαrt	¦ mαrch	far
harp	bαr	j jαr	fort
mar	pαr	hαte	tαr
chart	purrs	art	cαrd
for	part	tart	tarp
tore	hard	l lard	north
© National Geographic Learning, a part of Cer For use with TE p. T331k	ngage Learning, Inc. PM	6.4	Unit 6 Better Together



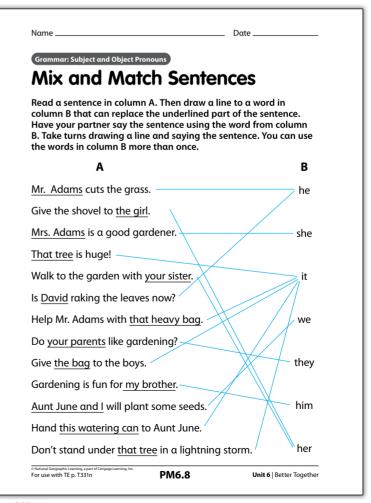
Page PM6.5



Page PM6.7



Page PM6.6



Page PM6.8

Phonics		Ð
Longer	r Words with <i>a</i>	r Å
Write the wor	rd that completes each sente	nce.
	cartoons postmarks	***
Sometime	es on weekends, Tess watch	nes <u>cartoons</u> on TV.
•	d yardstick charcoal	
One of th	iem is αbout pigs in α <u>barn</u>	yard .
	armhole harvest	
Once, the	e pigs got into the farm's <u>h</u>	arvest
-	backyard parsley	
	all the parsnips and <u>parsl</u>	<u>ey</u> i
	d starlight carpet	
A farmho	and had to chase the pigs o	away.
	partway army	
	was <u>partway</u> across the mud. He could not get up.	yard, he slipped and fell
7. hardship	cargo farmer	
The <u>far</u> slipped, to	<u>mer</u> came to help him, bu oo.	ut it was hard and he
8. party n	market artist	
The pigs v	watched and squealed. Did	they think it was a
funny mu Tess did, t		thought it was funny.
National Geographic Learning, a p	part of Cengage Learning, Inc. 4a PM6.9	Unit 6 Better Together

Page PM6.9

Name Date
Story Map
Domino Soup
Make a story map for "Domino Soup."
Make a story map for Domino soup.
Character: Character Character:
Abuelo Luz Old and New Neighbors
Setting:
Little Havana
in Miami
Plot:
Event 1: Abuelo wins at dominoes.
Event 2: Luz wants to welcome new neighbors.
Event 3: Luz gets everyone to share.
Event 4: Everyone enjoys the soup together.
Share your story map with a partner. Compare the story elements you found for "Domino Soup."
o National Geographic Learning, a part of Congage Learning, Inc. For use with TE p. T356 PM6.11 Unit 6 Better Together

		ınderline	d word or	word from words in e			ectly
	I	he	him	her	it	we	
	<u>Dad</u>	and I lik	e to bake	e things.	Dad ar	nd I	Ve
αr	e mak	ing bred	ad today.	I hαnd <u>C</u>	Dad	him t	he
flo	our froi	m the cເ	ıpboαrd.	He mixe	s <u>the f</u> l	our	it
wi	th wat	er, salt,	and yea:	st. Dad s	ays, "Tl	nis brea	d will
ta	ste gre	at to <u>M</u>	om, you,	and me	us	, won	't it?"
Th	nen <u>Da</u>	d he	knea	ds the br	ead fo	r ten mi	nutes
Do	ad pop	s the br	read into	the over	n. Dad	sαys, " <u>D</u>	<u>ad</u>
_	I	didn't t	ell Mom	we woul	d be b	aking to	odαy."
			se Mom .	her			

Page PM6.10

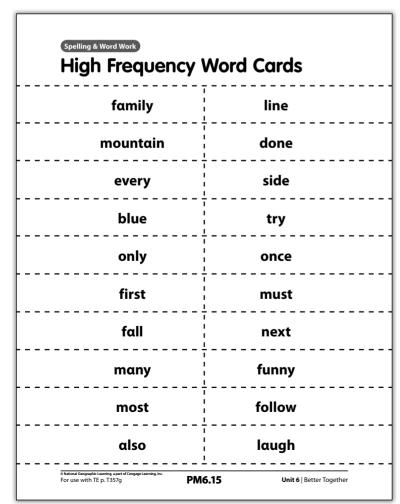
Phonics Words with <i>or, o</i>	ore.
Unscramble each word and write the word.	
1. o h n r	2. etor
horn	t o r e
I play the horn in	Sentences will vary.
a band.	
3. c n r o	4. rfot
<u>c o r n</u>	<u>f</u> <u>o</u> <u>r</u> <u>t</u>
5. hrceo	6. rsoht
c h o r e	s h o r t
·	
,	
7. ensro	8. o c r h p
s n o r e	p o r c h

Page PM6.11

Page PM6.12

Ph	onics		
W	ord/	s with <i>or, ore</i>	
Wri	ite the w	vords to complete each sentence.	
1.	chores	s Mort	
	What c	does <u>Mort</u> do when he finishe	s his <u>chores</u> ?
2.	porch	sports	
	He sits	on his <u>porch</u> and watches a <u>s</u>	ports game on TV.
3.	more	score	
	He is h	oping that his team will <u>score</u>	some <u>more</u> runs.
4.	horse	snort	
	Then h	e hears a <u>snort</u> from his <u>hors</u>	e in the barn.
5.		storm	
	He lool	ks up αnd sees α big <u>storm</u> con	ning from the nort
6.	store	-	J
•	He run:	s to the $\frac{\text{store}}{\text{ss.}}$ to buy a $\frac{\text{torch}}{\text{ss.}}$	$_{\scriptscriptstyle \perp}$ and some other
7.	forth	shore	
	He sees	s sand whipping back and <u>forth</u>	by the <u>shore</u> .
8.	force	before	
	Mort is	glad to be safely at home before	the full <u>force</u>

Page PM6.13



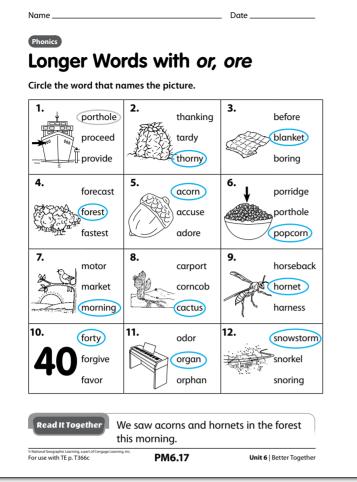
Page PM6.15

Spelling & Word Word Word Co	ırds: Wo	rds with	or, ore
horse	chore	core	shore
sports	tore	sore	' ' or '
bore	force	stork	 more
wore	corn	for	yore
nor	pork	snore	port
sort	spore	torn	ore
store	porch	born	score
National Geographic Learning, a part of Cer or use with TE p. T357g	ngage Learning, Inc.	<u>- </u>	Unit 6 Better Togethe

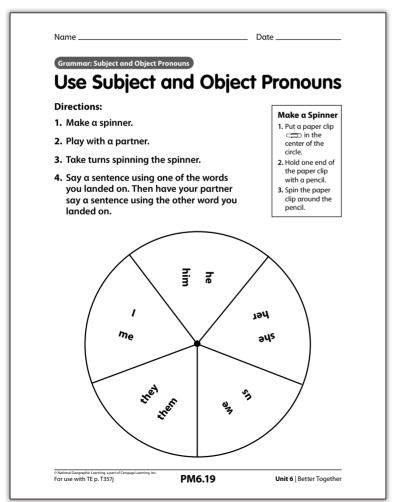
Page PM6.14

<u> </u>	
play	song
Luz, Abuelo Neighbors 1 and 2, Butcher, Grocer, Baker	soldier, children, adult villagers
Little Havana in Miami	A town square from a village in the past
Luz makes soup from a domino to trick neighbors into sharing food with the new neighbors.	A soldier makes soup from a stone to trick villagers into sharing food with each other.
	Neighbors 1 and 2, Butcher, Grocer, Baker Little Havana in Miami Luz makes soup from a domino to trick neighbors into sharing food with

Page PM6.16



Page PM6.17



Name Date This Way or That Way? Write α word from the box to complete each sentence. High Frequency Words done follow funnv laugh line must next 1. I am in a funny play at school. once side **2.** I stand at the end of a long $\underline{\underline{\quad \text{line}\quad}}$ of **3.** I <u>must</u> follow them and do what they do. 4. They all run to one <u>side</u> of the stage, but I run the other way. 5. That makes all the people <u>laugh</u> really hard! **6.** I try again, but the <u>next</u> time they run left, and I run right!

7. Once the play is <u>done</u>, the people say that they

PM6.18

laughed at me the most.

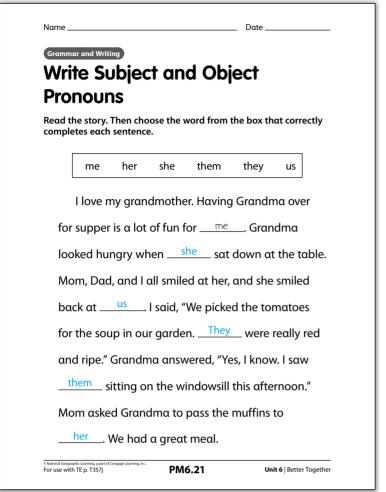
o National Geographic Learning, a part of For use with TE p. T366d

Page PM6.18

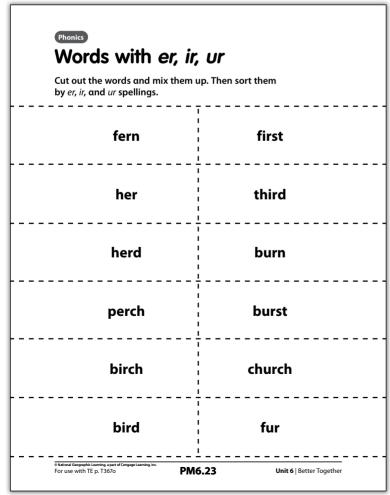
Unit 6 | Better Together

Ph	onics
L	onger Words with <i>or, ore</i>
Wr	ite the word that completes each sentence.
1.	seashore hornet effort Tory is at the <u>seashore</u> with her family.
2.	pitchfork porridge explore
	She wants to <u>explore</u> the beach and look for fish in the water.
3.	export forecast favor
	She wakes up in the morning, but the <u>forecast</u> is for rain.
4.	northwest stormy morning
	It might get too <u>stormy</u> to be on the beach!
5.	forest ignore boring What will Tory do? It is boring to stay inside the cabin!
6.	popcorn thorny adore
	"I know!" says Dad. "We can play games and eat popcorn."
7.	forgets before orphan
	Tory has so much fun that she <u>forgets</u> all about the rainstorm.
8.	corncob odor report
	The next morning, the $\underline{\hspace{1.5cm}}^{\hspace{1.5cm}}$ report is for a hot, sunny day.
9.	snorkel organ porthole
	Tory goes to the beach with her <u>snorkel</u> . Which fish will

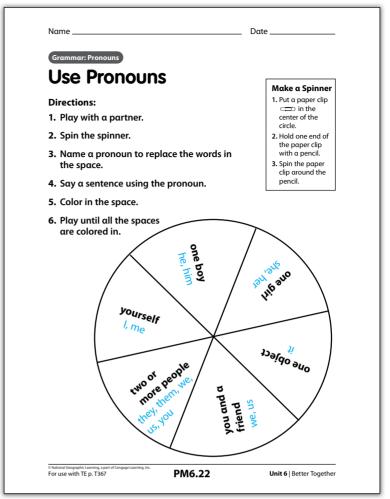
Page PM6.19



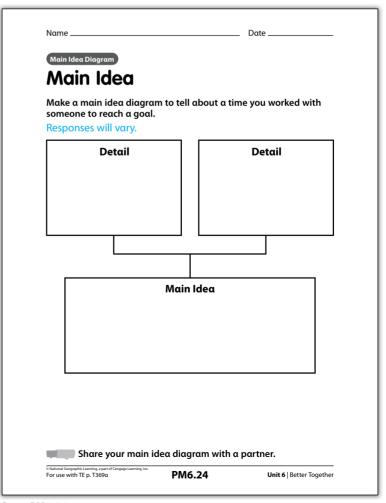
Page PM6.21



Page PM6.23



Page PM6.22



Page PM6.24

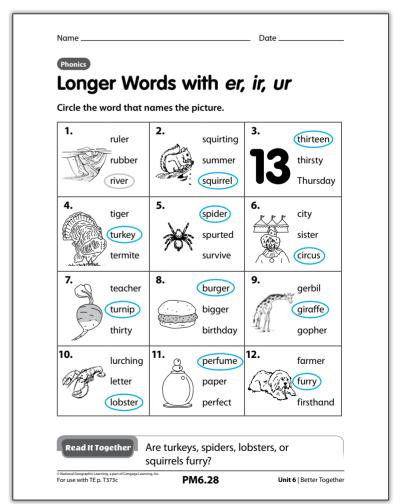
Words with er, ir, ur Write the words on the line to complete each sentence. 1. hers urges Gert urges a friend of hers to hike in the forest. 2. Kurt serves "The forest serves as a home to a lot of wildlife," she tells Kurt 3. first bird The first thing they see is a bird 4. perch chirps It chirps from its perch on the branch of a tree. 5. fern curled Then they see a snake curled around a green fern 6. third fur The third thing they see is a fox with red fur 7. fir turns It stands at the edge of a small field and then turns and trots between two fir trees. 8. curve birch The pals walk around a curve in the path and pass a white birch tree as they walk out of the forest.	Name	Date
Write the words on the line to complete each sentence. 1. hers urges Gert urges a friend of hers to hike in the forest. 2. Kurt serves "The forest serves as a home to a lot of wildlife," she tells Kurt 3. first bird The first thing they see is a bird 4. perch chirps It chirps from its perch on the branch of a tree. 5. fern curled Then they see a snake curled around a green fern 5. third fur The third thing they see is a fox with red fur 7. fir turns It stands at the edge of a small field and then turns and trots between two fir trees. 8. curve birch The pals walk around a curve in the path and pass a	Phon	ics V
Gerturges a friend ofhers to hike in the forest. 2. Kurt serves "The forestserves as a home to a lot of wildlife," she tellsKurt 3. first bird Thefirstthing they see is abird 4. perchchirps trom itsperch on the branch of a tree. 5. ferncurled Then they see a snakecurled around a greenfern 5. thirdfur Thethird thing they see is a fox with redfur 7. firturns It stands at the edge of a small field and thenturns and trots between twofir trees. 3. curvebirch The pals walk around acurve in the path and pass a	W	ords with er, ir, ur
Gert urges a friend of hers to hike in the forest. 2. Kurt serves "The forest serves as a home to a lot of wildlife," she tells Kurt 3. first bird The first thing they see is a bird 4. perch chirps It chirps from its perch on the branch of a tree. 5. fern curled Then they see a snake curled around a green fern The third thing they see is a fox with red fur The third thing they see is a fox with red fur 7. fir turns It stands at the edge of a small field and then turns and trots between two fir trees. 3. curve birch The pals walk around a curve in the path and pass a	Write	the words on the line to complete each sentence.
"The forestserves as a home to a lot of wildlife," she tellsKurt 3. first bird thing they see is a bird 4. perch chirps trom itsperch on the branch of a tree. 5. fern curled then they see a snakecurled around a green fern 5. third fur third thing they see is a fox with red fur 7. fir turns tsands at the edge of a small field and then turns and trots between two fir trees. 8. curve birch the third the path and pass a trees.		•
tellsKurt 3. first bird Thefirst thing they see is a 4. perch chirps It chirps from its perch on the branch of a tree. 5. fern curled around a green fern 5. third third thing they see is a fox with red 7. fir third thing they see is a fox with red 7. fir turns it stands at the edge of a small field and then and trots between two	2. K	urt serves
Thefirstthing they see is abird 4. perchchirps Itchirpsfrom itsperch on the branch of a tree. 5. ferncurled Then they see a snakecurledaround a greenfern 5. thirdfur Thethirdthing they see is a fox with redfur 7. firturns It stands at the edge of a small field and thenturns and trots between twofirtrees. 8. curvebirch The pals walk around acurve in the path and pass a		
14. perch chirps Itchirpsfrom itsperch on the branch of a tree. 55. ferncurled around a green fern 56. third fur third thing they see is a fox with red fur 77. fir turns		
Itchirpsfrom itsperch on the branch of a tree. 5. ferncurled around a green fern 5. third third thing they see is a fox with red fur 7. fir turns	T	he <u>first</u> thing they see is α <u>bird</u> .
Then they see a snakecurled_ around a greenfern third fur Thethird_ thing they see is a fox with redfur tstands at the edge of a small field and thenturns_ and trots between twofir trees. curve birch The pals walk around acurve_ in the path and pass a	•	· · · · · · · · · · · · · · · · · · ·
Then they see a snakecurled_ around a greenfern 5. third fur Thethird_ thing they see is a fox with redfur 7. fir turns It stands at the edge of a small field and thenturns_ and trots between twofir trees. 8. curve birch The pals walk around acurve_ in the path and pass a	lt	<u>chirps</u> from its <u>perch</u> on the branch of a tree.
The third thing they see is a fox with red fur The third thing they see is a fox with red fur The turns It stands at the edge of a small field and then turns and trots between two fir trees. The pals walk around a curve in the path and pass a		
The <u>third</u> thing they see is a fox with red <u>fur</u> . 7. fir turns It stands at the edge of a small field and then <u>turns</u> and trots between two <u>fir</u> trees. 8. curve birch The pals walk around a <u>curve</u> in the path and pass a	T	hen they see a snake <u>curled</u> around a green <u>fern</u> .
7. fir turns It stands at the edge of a small field and thenturns and trots between twofirtrees. 3. curve birch The pals walk around acurvein the path and pass a	6. tl	nird fur
It stands at the edge of a small field and then <u>turns</u> and trots between two <u>fir</u> trees. 3. curve birch The pals walk around a <u>curve</u> in the path and pass a	Т	he <u>third</u> thing they see is α fox with red <u>fur</u> .
and trots between two <u>fir</u> trees. 3. curve birch The pals walk around a <u>curve</u> in the path and pass a	7. fi	r turns
3. curve birch The pals walk around a $\underline{\text{curve}}$ in the path and pass a	lt	stands at the edge of a small field and then <u>turns</u>
The pals walk around a <u>curve</u> in the path and pass a	α	nd trots between two <u>fir</u> trees.
·	8. c	urve birch
white birch tree as they walk out of the forest	Т	he pals walk around a <u>curve</u> in the path and pass a
te are as are, main out or the forest.	W	hite <u>birch</u> tree as they walk out of the forest.
or use with TE p. T370c Unit 6 Better Together National Geographic Learning a part of Cengage Learning Inc.		

Page PM6.25

goes pull above gave talk took	far	Illysell
αbove	talk long	took
goes ¦ pull		· - !
	goes	pull
watch boy while us		

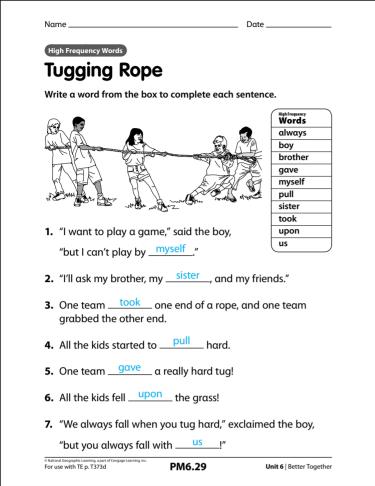
Spelling & Word Work Word Cards: Words with er, ir, ur					
shirt	shirt bird mother curl				
squirm	serve	third	herd		
fir	term	girl	dirt		
nerve !	her	flirt	αfter		
father	birth	burn	nurse		
fur	sir	hurt	surf		
turn	sister	squirt	spurt		
© National Geographic Learning, a part of Cen For use with TE p. T367i	gage Learning, Inc.	<u></u> 6.26	Unit 6 Better Together		

Page PM6.26

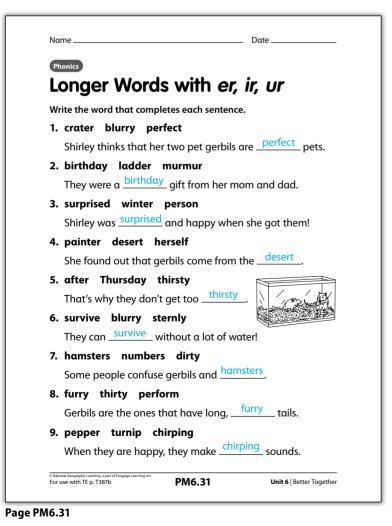


Page PM6.27

Page PM6.28



Page PM6.29

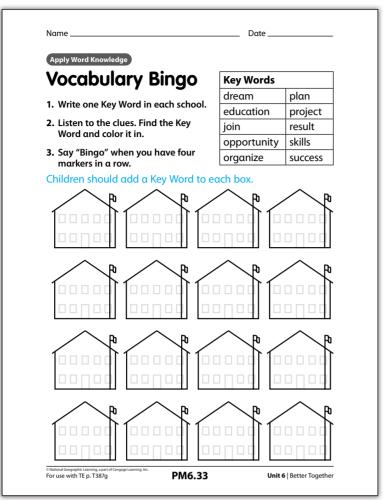


Use Possessive Pronouns Directions Mαke α Spinner 1. Put a paper clip
in the
center of the 1. Make a spinner. 2. Play with a partner. circle. 3. Take turns spinning the spinner. the paper clip with a pencil. 4. Read the word. Say a sentence using the 3. Spin the paper possessive pronoun you landed on. Then clip around the pencil. have your partner say another sentence using the same possessive pronoun. theirs siy ours © National Geographic Learning, a par For use with TE p. T367I PM6.30 Unit 6 | Better Together

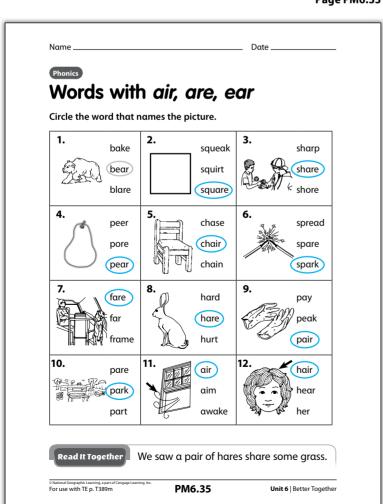
Page PM6.30

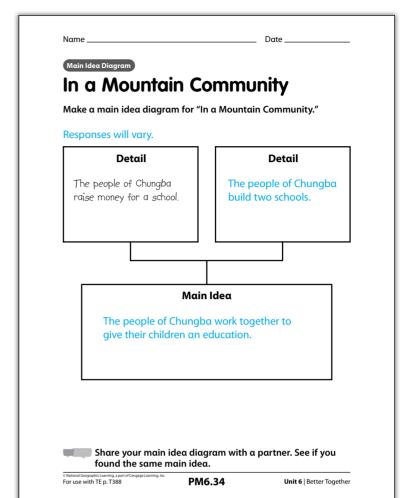
lame Grammar and W	riting		D0	tte	
		sive Pro	nour	าร	
				ox that correctly	
ompletes ea				,	
mir	e yours	his hers	ours	theirs	
Hello.					
My na	me is Penc	:ho Ragbey a	ınd I live	e in Tibet. I	
want to	tell you αb	out a specia	l projec	t of <u>ours</u> .	
Our life i	n Tibet is v	ery different	from _	yours in	
the Unite	ed States. H	Here, many c	hildren	do not go to	
school.	Theirs is	a hard life of	farmin	g and herding.	
Rut th	is is chanai	ina We work	ed toge	ether to build	
	,	3	,	ig helped start	
		for the group			
				computer. The	
-	•			•	
first computer at school was <u>his</u> , but now we have others. I am writing to you on a new computer.					
	is mine	,	i on a n	iew computer.	
i nis one	IS	_! Since	rolu		
		2000	ı ⊢ıv		
			no Ragi	pey	

Page PM6.32



Page PM6.33





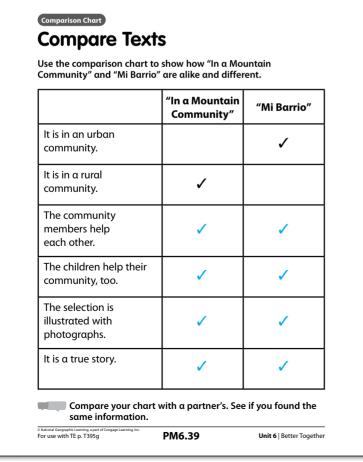
Page PM6.34

	Date
W	ords with <i>air, are, ear</i>
Wri	te the words to complete each sentence.
	chair airplane
	Vic falls asleep in his <u>chair</u> on the <u>airplane</u> .
2.	scary nightmare
	He hαs α <u>nightmare</u> that is <u>scary</u> .
3.	hair stare
	First, people <u>stare</u> at him because his <u>hair</u> is green.
4.	pear mare
	Next, a hungry <u>mare</u> chases him because she wants to eat his <u>pear</u> .
5.	scare bear
	Then he gets an even bigger <u>scare</u> when a furry <u>bear</u> chases him up a tree!
6.	hares fair
	Then, he is at a <u>fair</u> and sees two huge <u>hares</u> .
7.	pair rare
	It is a <u>rare</u> sight to see the <u>pair</u> chasing him!
8.	staircase daring
	Vic makes a <u>daring</u> escape up a <u>staircase</u> .

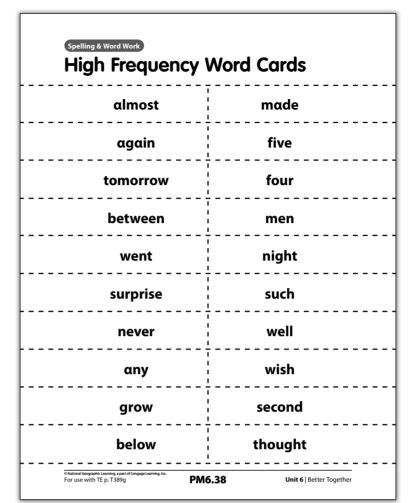
Page PM6.35



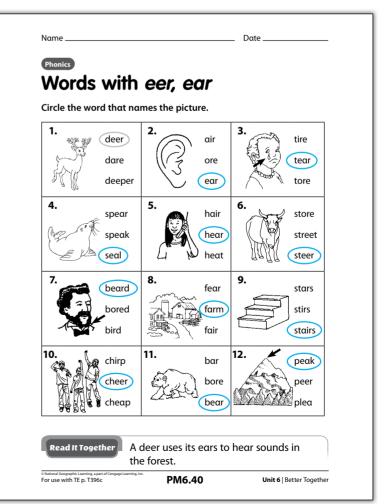
Page PM6.37



Page PM6.39



Page PM6.38



Page PM6.40

Vrite a word from the box to complete each sent	ence.
x ** * * *	High Frequency Words
	five
	four
	made
	men
	night second
	such
Dear Grandpa,	thought
•	well
I camped in a tent last <u>night</u> . I	wish
thought it would be scary, but it was	
<u>such</u> fun! Dad told me about <u>me</u>	en who
studied the stars a long time ago. I co	uld see four
or <u>five</u> stars in the sky really well.	I made a
<u>wish</u> upon one of them! Then I mo	ide a <u>second</u>
one. I wished you could be here with u	ıs!
Your grandson,	
Marcus	

Page PM6.41

	open Words with oar oar
	onger Words with <i>eer, ear</i>
	rite the word that completes each sentence.
1.	nearby yearly sneering
_	My class went on a field trip to a <u>nearby</u> farm.
2.	dreary gears shearing
	First, we saw a farmer shearing some sheep.
3.	sheer earmuffs dearly
	I could hear sheep bleating, even with my <u>earmuffs</u> on!
4.	steer clear bleary
	Next, we saw α big <u>steer</u> in α field.
5.	wheelchair peering spear
	When it looked up, I thought it was <u>peering</u> at me!
6.	smear eerie earring
	I thought that was sort of <u>eerie</u> !
7.	cheery earlobe rearing
	We saw a horse <u>rearing</u> up on its back legs.
8.	veer fear nearly
	Another horse had to <u>veer</u> out of the way!
9.	deer weary beard
	We walked so much that I was <u>weary</u> at the end of the day.

Name	Date

Mix and Match Sentences

First choose α word or words from column A. Then choose α word from column B. Say a sentence using both parts and any other words you want to add. You may have to change the form of some of the words. After you say your sentence, have your partner replace the noun you chose with a pronoun and say the new sentence.

Α	В
Ms. White	hat
The dogs	foot
A big tree	bike
The police officer's	house
Michael's	phone
A book	roar
A computer	gloves
A girl	coat
A man	car
Dad's	leaves
A lion	tail
The fish	heαd
A friend's	cover
Mom's	screen
itational Geographic Learning, a part of Cengage Learning, Inc. pr use with TE p. T389j	6.42 Unit 6 Bette

Page PM6.42

Unit 6 | Better Together

Name	Date

Write Pronouns

Read the story. Then choose the word from the box that correctly completes each sentence.

1	she	him	us	his	herself

Some kids in Amber's class want to learn about the neighborhood. Amber tells <u>herself</u> that she knows whom they should see to learn about the neighborhood. <u>She</u> suggests they talk to Mr. Sanchez. The kids go to see <u>him</u> at his store. Amber opens the door and says, "Here we go. This store is <u>his</u>." They ask Mr. Sanchez about all his memories of the neighborhood. " $\underline{\hspace{1cm}}$ am so glad you talked about the neighborhood," Amber says. "Thank you so much for talking to ____."

O National Geographic Learning, a part For use with TE p. T389j PM6.44

•	or three people.	Copy all the wor	ds below onto
separate card	ls. · up αnd put them	fd	
the two cards the same pla	I matches the nou do not match, tu ce. th the most cards	rn them facedow	/n αgαin in
p.u.y c			
	No	uns	
Lee and Ana's notes	No Our project	uns Lupe's αnd your plαns	Lilu's marker
Lee αnd		Lupe's and	Lilu's marker
Lee and Ana's notes	Our project Your skill	Lupe's and your plans Jackson's paper	Lilu's marker
Lee and Ana's notes	Our project Your skill	Lupe's and your plans Jackson's	Lilu's marker

Page PM6.45

Leveled Reading



Leveled Reading Time

т				

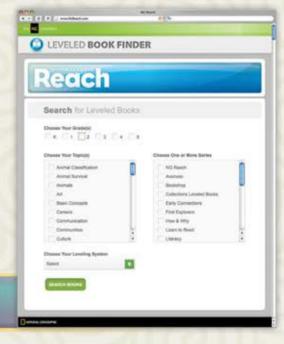
- Introduce Books
- Monitor Small Group Reading
- Guide Discussion
- Assess Progress

CHILDREN

- Read and Discuss Books
- Extend Content Knowledge
- Apply Reading Skills
- Connect and Compare Texts
- Demonstrate Comprehension

Contents

	· ugc
Books at a Glance	LR1
Reading Routines	LR2
Teaching Resources	LR4
Independent Reading	LR12
Leveled Reading Practice Masters	LR13
Assessment Masters	LR16







Books at a Glance

Level*	Title	Author	Content Connection	Genre	Length	Pages
E	Helping Toby's Team	Sandra Fitzgerald	Teamwork	Fiction	16 pp.	LR4
F	Attack of the Bully Bug	Jeff Dinardo	Teamwork	Fiction	16 pp.	LR4
G	The Perfect Pizza	Charlie Walker	Cooperation	Fiction	16 pp.	LR5
Н	Making Tortillas	Michelle Freeman	Teamwork	Nonfiction	12 pp.	LR5
I	Make a Piñata	Michelle Freeman	Teamwork	Nonfiction	16 pp.	LR6
I	People Who Lead Us	Lesley Pether	Leaders	Nonfiction	12 pp.	LR6
J	Neighborhood Soup: A Play	Janet Stutley	Cooperation	Fiction	24 pp.	LR7
J	Stone Soup	Marcia Brown	Cooperation	Fiction	48 pp.	LR7
K	Frog and Toad Are Friends	Arnold Lobel	Support	Fiction	64 pp.	LR8
K	Messy Bessey's Closet	Patricia and Fredrick McKissack	Sharing	Fiction	32 pp.	LR8
L	Amelia Bedelia Helps Out	Peggy Parish	Teamwork	Fiction	64 pp.	LR9
L	Cooperation	Janet Riehecky	Cooperation	Nonfiction	24 pp.	LR9
M	The Wind That Would Not Blow	Anna Kunari	Cooperation	Fiction	16 pp.	LR10
M	The Meeting	Brigitte Luciani and Eve Tharlet	Cooperation	Fiction	32 pp.	LR10
N	The Stories Julian Tells	Ann Cameron	Teamwork	Fiction	72 pp.	LR11
0	Work for Play	Sharon Holt	Cooperation	Fiction	32 pp.	LR11

^{*} as measured by the Fountas and Pinnell leveling system; see page R2 for leveling translation information

Unit 6 Reading Routines Fiction & Nonfiction Books

OBJECTIVES

Thematic Connection: Working Together Read and Comprehend Text

- **☑** Determine Importance
- Analyze Story Elements
- Identify Main Idea

PROGRAM RESOURCES

PRINT ONLY

Fiction and Nonfiction Books

PRINT & TECHNOLOGY

Practice Masters LR6.1-LR6.3 Assessment Masters LR6.4-LR6.7

COMMON CORE STANDARDS

Describe Story Structure CC.2.Rlit.5 **Read Prose** CC.2.Rlit.10 **Identify Main Topic** CC.2.Rinf.2 Read Informational Text CC.2.Rinf.10 Respond to Reading CC.2.W.1. 2. 3 **Engage in Discussion** CC.2.SL.1 Connect Across Texts CC 2 SI 1a

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: Why do people work together?

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.

SUGGESTED PACING

- 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 a small group with children who have read
 - different books.

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 selfcorrect 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.

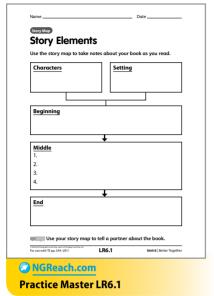
- Analyze Story Elements: Practice Master LR6.1
- Identify Main Idea: Practice Master LR6.2

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.

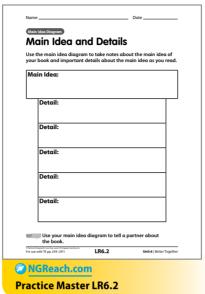
Have children self-assess. Distribute Assessment Master LR6.7. Have children evaluate their ability to read on their own and their ability to determine importance.

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.

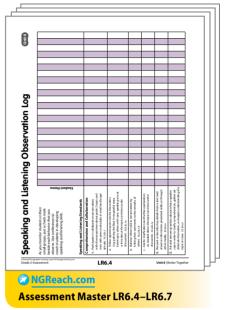
AFTER READING



AFTER READING



AFTER READING/IN CONFERENCES



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: Why do people work together? Distribute Practice Master LR6.3. 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 the story or summarize the book. Have listeners use **Practice Master**

LR6.3 to draw or take notes. 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 Practice Master **LR6.3** to guide discussion. Monitor their discussions and use Speaking and **Listening Observation Log** Assessment Master LR6.4 to assess children's participation.



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: Why should people work together? or What does this book show about ways people can work together?

Use the Reading Strategy Rubrics on Assessment Masters **LR6.5–LR6.6** to assess the child's use of reading strategies. Say:

- What is one important idea or event from the book? How do you know it is important?
- Were there any parts of the book that you did not 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 did not 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.





Weeks 1-4 Teaching Resources Fiction & Nonfiction

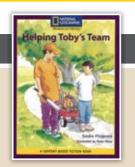
Guided Reading Level

Helping Toby's Team

by Sandra Fitzgerald

Fiction | Pages: 16

Content Connection: Teamwork



Summary A boy uses his wagon to help Toby move his team's baseball equipment to the field.

Activate Prior Knowledge Have children tell about what it means to help someone.

Preview Display the cover and read aloud the title. Ask: *What* are the two boys doing? (Possible response: walking in a park with a wagon) Tell children they will read to find out how the boys solve a problem. Introduce the story words everything (page 3), wagon (page 4), and heavy (page 6).

Build Comprehension

- **☑ Determine Importance** *What problem does the boy help* Toby to solve? (There are too many things to carry.) How does the boy help Toby? (He let him borrow his wagon to carry everything. He also helped pull it.)
- ✓ Analyze Story Elements Why do the boys need to go to the park? (Possible response: They have the things Toby's team needs for the baseball game.)

Writing Options

Explanation and Drawing Have children write a sentence telling another way they could use a wagon and draw a picture to go with their sentence.

Journal Entry Have children write about a time they helped someone or were helped by someone.

Guided Reading Level

Attack of the Bully Bug

by Jeff Dinardo

Fiction | Pages: 16

Content Connection: Teamwork



Summary Beetle and the other small bugs work together to disguise themselves as a bug-eating bird to stop Bully Bug from bullying them.

Activate Prior Knowledge Ask: What does it mean to work together? (Possible responses: Everyone helps each other to do something.)

Preview Display the cover and read aloud the title. Point to the picture and ask: How can you tell who the bully is in this picture? (Possible response: The big bug looks mean.) Introduce the story words customers (page 3), wrong (page 4), and tasty (page 13).

Build Comprehension

- **✓ Identify Main Idea** *Why do the bugs have to work together* to scare Bully Bug? (Possible response: They are too small to scare him by themselves.)
- **☑ Determine Importance** How do the little bugs stop Bully Bug's bullying? (Possible response: They work together to scare him away.)

Writing Options

Sequel Have children write and illustrate a page for the book showing what happens when Bully Bug comes back.

Journal Entry Have children write a few sentences about what they think about bullying.



Guided Reading Level

The Perfect Pizza

by Charlie Walker

Fiction | Pages: 16

Content Connection: Cooperation

Summary The students in Mrs. Lee's class choose their favorite pizza toppings and make graphs that represent their choices. Then they share their real perfect pizza.

Activate Prior Knowledge Have students tell about their favorite type of pizza. Encourage students to share how their family decides what to put on their pizza.

Preview Display the cover and read aloud the title. Ask: *Do you* think the children in this class like pizza? Explain. (Possible response: Yes, there is a big pizza on the wall.) Introduce the story words toppings (page 2) and graph (page 10).

Build Comprehension

- **✓ Identify Main Idea** How does Mrs. Lee use questions to help the class make a graph? (Possible response: She asks the class to vote on what they like on a pizza. She uses their answers to make a graph.)
- **Determine Importance** Why is a pizza a good way to show a graph? (Possible response: It can be divided into pieces just like a graph.)

Writing Options

Labeled Drawing Have children draw and label their own perfect pizza.

Journal Entry Have children write about a class activity they enjoyed and tell what they learned from it.



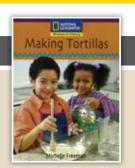
Guided Reading Level

Making Tortillas

by Michelle Freeman

Nonfiction | Pages: 12

Content Connection: Teamwork



Summary Two children show the steps involved in making tortillas, from gathering the ingredients and tools to eating them.

Activate Prior Knowledge Ask: Have you ever had a tortilla? What did you eat with it? Explain that tortillas are something that can be made at home.

Preview Display the cover and read aloud the title. Point to the picture and ask: How are these children working together? (They are helping each other make something.) Tell children they will read to find out how to make tortillas. Introduce the story words skillet (page 3), dough (page 4), and drain (page 10).

Build Comprehension

- **Determine Importance** Look at pages 8 and 9. Why is it important to roll the balls of dough? (Possible response: to make the tortillas round and flat)
- **✓ Identify Main Idea** What is this book mainly about? (how to make tortillas) What might happen if you do not follow the steps in order? (Possible response: The tortillas might not taste right.)

Writing Options

Drawing and Caption Have children choose one of the steps for making tortillas, draw a picture of it, and write a caption explaining the step.

Journal Entry Have children write about a food they like to make or that they have seen someone make for them.

Weeks 1-4 Teaching Resources Fiction & Nonfiction

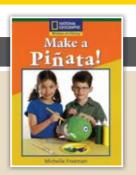
Guided Reading Level

Make a Piñata

by Michelle Freeman

Nonfiction | Pages: 16

Content Connection: Teamwork



Summary Two children work together to make a piñata. They show the materials and steps necessary for making a piñata and then try to break it.

Activate Prior Knowledge Ask: Have you ever seen a piñata? What happened? Invite volunteers to share their experiences.

Preview Display the cover and read aloud the title. Page through the book and ask: How are these children working together? (Possible response: They are helping each other with a project.) Introduce the story words glitter (page 3), paste (page 5), and overnight (page 11).

Build Comprehension

- **☑ Determine Importance** Reread pages 12–16. Why is it important to close the opening of the piñata with tape? (Possible response: to keep the candy from falling out)
- **✓ Identify Main Idea** Why would someone make a piñata? (Possible response: It is fun and easy to do.)

Writing Options

Description and Drawing Have children design their own piñata, draw it, and write a few sentences describing it or telling what they will do with it.

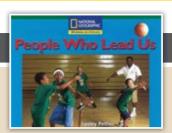
Journal Entry Have children write about a favorite craft project they have done and the materials they used to do it. Encourage children to tell what they enjoyed most about the project.

Guided Reading Level

People Who Lead Us

by Lesley Pether

Nonfiction | Pages: 12 **Content Connection:** Leaders



Summary Leaders help people work together as a team. Some examples of leaders are coaches, principals, scout troop leaders, and conductors.

Activate Prior Knowledge Ask: Who are some people you look up to? Why? Invite volunteers to tell about people they look up to and the qualities that make those people admirable.

Preview Display the cover and read aloud the title. Point to the cover and ask: Who do you think is the leader in this photo? (the adult) Why? (Possible response: He looks like a teacher.) Introduce the story words coach (page 4), campfires (page 8), and orchestra (page 10).

Build Comprehension

- **✓ Identify Main Idea** *What does a leader do?* (Possible response: shows people how to work together) What are some examples of a leader from the book? (Possible responses: a couch, a principal, a scout troop leader, a conductor)
- **✓ Determine Importance** *Why are leaders important?* (Possible response: They help people to get things done the right way.)

Writing Options

Description and Drawing Have children write about a person they see as a leader and draw a picture of the person. **Journal Entry** Have children write about a time they have been a leader. Encourage children to include the qualities it takes to be a good leader.



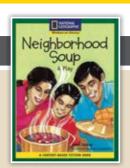
Guided Reading Level

Neighborhood Soup: A Play

by Janet Stutley

Fiction | Pages: 24

Content Connection: Cooperation



Summary Kapi's family is making soup for Uncle Sampat's visit. As neighbors stop by with vegetables from their gardens, they add ingredients to the soup and invite everyone for dinner.

Activate Prior Knowledge Ask: Who are our neighbors? (Possible response: the people who live close to us)

Preview Display the cover and read aloud the title. Show the title page and ask: What do you think these vegetables are for? (making soup) Tell children they will read to find out how a family makes a special soup. Introduce the story words favorite (page 4), already (page 10), and ingredients (page 24).

Build Comprehension

- **☑ Determine Importance** Why do Mom and Dad keep adding water to the pot? (Possible response: They are making more soup for the new visitors.)
- ✓ Analyze Story Elements How can you tell how the characters feel about each other? (Possible response: I know they care about each other because they share their food.)

Writing Options

Recipe Have children write a list of ingredients for their favorite food and a short explanation for how to make it. Then they can draw a picture of the food.

Journal Entry Have children write about a meal they enjoy with their family.

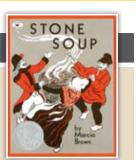
Guided Reading Level

Stone Soup

by Marcia Brown

Fiction | Pages: 48

Content Connection: Cooperation



Summary Three hungry soldiers reach a village where the people will not share their food. As the soldiers make stone soup, the curious villagers are tricked into adding ingredients to the pot.

Activate Prior Knowledge Ask: What does it mean to share? (to give something or a part of something you have to someone else)

Preview Display the cover and read aloud the title. Ask: How do you think stone soup would taste? Tell children they will read to find out how a village makes soup out of stones. Introduce the story words soldier (page 7), trudged (page 7), impossible (page 8), and cellars (page 11).

Build Comprehension

- **☑ Determine Importance** Why do the villagers give their food to the soldiers? (Possible response: They want to try a soup made from stones.)
- ✓ **Analyze Story Elements** Why do the soldiers offer to make stone soup? (Possible response: They want to trick villagers into giving them real food.)

Writing Options

Drawing and Caption Have children draw their favorite scene from the book and write a caption for their picture. **Journal Entry** Have children write about something they share with friends or family members. Encourage students to tell whether or not they like sharing and why.

Weeks 1-4 Teaching Resources Fiction & Nonfiction

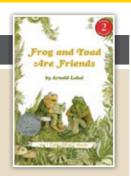
Guided Reading Level

Frog and Toad Are Friends

by Arnold Lobel

Fiction | Pages: 64

Content Connection: Support



Summary Friends Frog and Toad share fun times together. They greet the spring, tell stories, search for a lost button, go swimming, and wait for the mail.

Activate Prior Knowledge Ask: What are some things you like to do with your friends? (Possible responses: play outside, play games, have sleepovers)

Preview Display the cover and read aloud the title. Ask: Do Frog and Toad look like friends? Explain. (Possible response: Yes, they are reading a book together.) Tell children they will read about two special friends. Introduce the story words voice (page 4), shutters (page 6), and terrible (page 25).

Build Comprehension

- **✓ Determine Importance** What can you tell about Frog and Toad from these stories? Explain. (Possible response: They are good friends. They help each other and do nice things for each other.)
- ✓ Analyze Story Elements How does Frog show that he cares about Toad? (Possible response: He tells Toad a good story and writes him a letter.)

Writing Options

Drawing and Caption Have children draw a picture of their favorite story from the book and write a few sentences about their picture.

Journal Entry Have children write about a time a friend made them feel better.

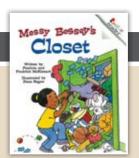
Guided Reading Level

Messy Bessey's Closet

by Patricia and Fredrick McKissack

Fiction | Pages: 32

Content Connection: Sharing



Summary Messy Bessey has a clean room and a messy closet. After cleaning her closet, her room is messy, so she gives all of her old, unused things to other children.

Activate Prior Knowledge Ask: Do you have some old toys you don't play with anymore? Have children share ideas for what they can do with these things.

Preview Display the cover and read aloud the title. Ask: What makes Bessey's closet messy? (Possible response: There is too much stuff in it.) Tell children they will read to find out what Bessey does to clean her closet. Introduce the story words confused (page 14) and caring (page 26).

Build Comprehension

- **Determine Importance** Why does Bessey need to clean her closet? (Possible response: When she opens the door, everything falls out.)
- **✓ Analyze Story Elements** How would you describe Bessey? (Possible response: She is kind and giving.)

Writing Options

Thank You Note Have children imagine that Bessey gave them one of her used toys and write a thank you note to her. **Journal Entry** Have children write about a time they gave something away. Encourage them to tell how it feels to give something to someone.



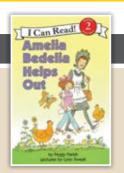
Guided Reading Level

Amelia Bedelia Helps Out

by Peggy Parish

Fiction | Pages: 64

Content Connection: Teamwork



Summary Amelia Bedelia and Effie Lou visit Miss Emma and offer to help her. Amelia Bedelia misunderstands each task Miss Emma gives and creates a strange mess around the house.

Activate Prior Knowledge Have volunteers pantomime various chores they do around the house and have children guess what they are doing.

Preview Display the cover and read aloud the title. Ask: How do you think Amelia Bedelia might help out? (Possible response: She might take care of the girl or the chickens.) Tell children they will read about the interesting ways Amelia Bedelia helps someone. Introduce the story words fret (page 8), wonder (page 12), and scraps (page 28).

Build Comprehension

- **☑ Determine Importance** What are two ways Ameila Bedelia tries to help out? (Possible response: She puts weeds in the garden and ties steak to the beans.)
- **✓ Analyze Story Elements** Do you think Amelia Bedelia is really being helpful? Explain. (Possible responses: Yes, she is helpful because she thinks she is doing the right things. No, she is not helpful because she does everything wrong.)

Writing Options

Book Page Have children create another page for the book in which Amelia Bedelia is doing a chore in her own special way. **Journal Entry** Have children write about the ways they help around the house.



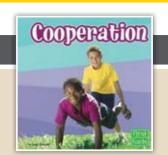
Guided Reading Level

Cooperation

by Janet Riehecky

Nonfiction | Pages: 24

Content Connection: | Cooperation



Summary Nick cooperates with other children when they play and work in school and with his family at home. By cooperating, many important things get done.

Activate Prior Knowledge Ask: Why is it important to work together? (Possible response: When people work together, they can get more work done.)

Preview Display the cover and read aloud the title. Point to the cover photo and ask: How are the children helping each other? (They are working together to move through the grass.) Introduce the story words rules (page 4) and pleasant (page 12).

Build Comprehension

- **Determine Importance** How is following the rules a way of cooperating? (Possible response: If everyone follows the rules, everything will be fair for everyone.)
- **Identify Main Idea** What are three places where it is very helpful to cooperate? (Possible responses: at school, with friends, at home, in the community)

Writing Options

Drawing and Caption Have children draw a picture of people cooperating and write a caption explaining what is happening in the picture.

Journal Entry Have children write about a time they had to work with another person to get something done. Encourage children to tell what they enjoyed about working together.

Weeks 1-4 Teaching Resources Fiction & Nonfiction

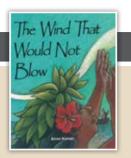
Guided Reading Level

The Wind That Would Not Blow

by Anna Kunari

Fiction | Pages: 16

Content Connection: Cooperation



Summary On an island, the people complained about the wind. The wind got upset and left the island. Then the people missed the wind. The children worked together to get it to come back.

Activate Prior Knowledge Ask: What happens on a windy day? (Possible responses: Flags flap; trees and clouds move.) Explain that sometimes the wind can be helpful or troublesome.

Preview Display the cover and read aloud the title. Page through the book and ask: Why do you think the wind wouldn't blow? Tell children they will read to find out what happens to the wind. Introduce the story words complain (page 3), blamed (page 3), bellowed (page 6), and jangled (page 6).

Build Comprehension

- **Determine Importance** How do the people learn that the wind is important? (Possible response: Without the wind, it is too hot and there are too many bugs.)
- **Analyze Story Elements** What do you think it is like on the island? Explain. (Possible response: It is warm there. The people are dressed for warm weather.)

Writing Options

Pro-Con List Have children fold a piece of paper in half vertically and write positive things about the wind on the left and negative things on the right.

Journal Entry Have children write about a windy day they remember. Encourage children to tell why it was memorable.

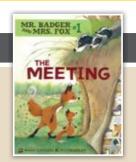
Guided Reading Level

The Meetina

by Brigitte Luciani and Eve Tharlet

Fiction | Pages: 32

Content Connection: Cooperation



Summary Mrs. Fox and Mr. Badger plan to share a den, but their children do not think that foxes and badgers should live together. They make a plan to change their parents' minds, but end up getting along.

Activate Prior Knowledge Ask children to tell how they are the same as and different from their brothers and sisters or other family members.

Preview Display the cover and read aloud the title. Ask: Who do you think the meeting will be between? (Possible response: the animal families) Tell children they will read to find out how the badgers and foxes get along. Introduce the story words cheater (page 4) and disturbed (page 8).

Build Comprehension

- **Determine Importance** Why do the foxes need a place to *live?* (Possible response: Some hunters destroyed their burrow.)
- **✓ Analyze Story Elements** *How are the children in the story* alike and different? (Possible response: They don't want to live together. The badgers are slow, and the fox is fast.)

Writing Options

Game Rules Grub, Bristle, and Ginger like games. Have children write the rules to a game they can play together and tell what the game is called.

Journal Entry Have children write about a time when they ended up liking someone or something they thought they would dislike.

Guided Reading Level

The Stories Julian Tells

by Ann Cameron

Fiction | Pages: 72

Content Connection: Teamwork

Summary Julian tells outrageous stories. He convinces his brother that cats come out of catalogs. He thinks that eating leaves from fig trees will help him grow and that his teeth are prehistoric.

Activate Prior Knowledge Ask: What is a funny or silly story you have heard? Have volunteers share their stories. Explain that it takes imagination to tell a good story.

Preview Display the cover and read aloud the title. Ask: Does this picture look real or imaginary? Explain. (Possible response: It looks imaginary because of the cat on the moon.) Tell children they will read about the stories Julian tells. Introduce the story words shiver (page 2), invisible (page 26), and quiver (page 28).

Build Comprehension

- **☑ Determine Importance** Why does Julian's father tell Huey catalog cats are invisible? (Possible response: Huey is upset that he can't see the cats come out of the catalog.)
- **✓ Analyze Story Elements** What does Julian's father think of Julian's stories? Explain. (Possible response: He likes them. He adds to the stories, making them more real.)

Writing Options

Reader's Response Have children write about their favorite story Julian tells and explain why it is their favorite. **Journal Entry** Have children write about something fun they have done with a family member or friend.

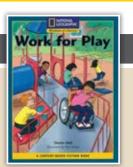
Guided Reading Level

Work for Play

by Sharon Holt

Fiction | Pages: 32

Content Connection: Cooperation



Summary Maribel, Valaria, and Theo work with Mr. Carter to design a new playground that would be wheelchair accessible. They use many simple machines in the process.

Activate Prior Knowledge Have children tell about their favorite thing to do on the playground and why they like it.

Preview Display the cover and read aloud the title. Ask: Do these children look like they are working or playing? (Possible response: playing) Tell children they will read to find out how the children worked hard for a new playground. Introduce the story words fundraiser (page 7), update (page 8), and budget (page 16).

Build Comprehension

- **Determine Importance** Why do the children want a new playground? (Possible response: Valaria can't play on the school's playground in her wheelchair.)
- **Identify Main Idea** What do the children learn about simple machines? (Possible response: Simple machines are everywhere: levers in the seesaw and ramps in the slides.)

Writing Options

Poster Have children make a poster, designing a playground of their own that uses at least two of the simple machines mentioned in the book and writing a few sentences about their design.

Journal Entry Have children write about a time they worked together with friends or classmates to help someone.

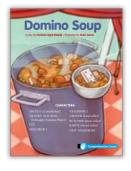
Unit 6 Independent Reading Fiction and Nonfiction



Leveled Book Finder

Recommended Books

Level*	Fiction About Working Together	Nonfiction About Working Together
Е	Behr, Alexandra. <i>Find the Sock</i> . National Geographic, 1999.	Fehlmann, Sonja. <i>Helping Mom and Dad</i> . Creative Teaching Press, 1998.
	Falwell, Cathryn. Feast for Ten. Houghton Mifflin Harcourt, 1995.	Street, Sharon. <i>Cooking Together</i> . National Geographic, 2001.
F	Bergen, Lara. <i>The Fix-It Crew</i> . Innovative Kids, 2008.	Chan, Harley. <i>Jobs: Making and Helping</i> . National Geographic, 2001.
	Finch, Mary. Little Red Hen and the Ear of Wheat. Barefoot Books, 2001.	Trumbauer, Lisa. <i>Teamwork</i> . Capstone Press, 2001.
G	McNamara, Margaret. <i>The Counting Race</i> . Simon & Schuster Children's Publishing, 2003.	Martin, Elena. Working Together. Capstone Press, 2003.
	Mayer, Mercer. Little Critter's Snowball Soup. HarperCollins, 2007.	Sweeny, Alyse. Police Officers on the Go! Scholastic Press, 2007.
Н		Sweeny, Alyse. Who Works at the Zoo? Children's Press, 2002.
	Torres, Leyla. <i>The Subway Sparrow</i> . Farrar, Straus and Giroux, 1997.	Burch, Regina. Working Together. Creative Teaching Press, 2002.
•	Wood, Audrey. The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear. Masters Press, 1996.	
	Bourgeois, Paulette. <i>Franklin Is Bossy</i> . Scholastic, 1998.	Bunnett, Rochelle. <i>Friends at School</i> . Star Bright Books, 2006.
	McNamera, Margaret. Fall Leaf Project. Simon Spotlight, 2006.	Miller, Amanda. <i>This Is the Way We Help at Home</i> . Children's Press, 2009.
K	Jacobson, Jennifer Richard. Andy Shane and the Queen of Egypt. Candlewick Press, 2008.	Catalano, Angela. <i>Community Resources: The Land and the People in Communities</i> . Rosen Publishing Group, 2005.
	Lord, John Vernon. <i>The Giant Jam Sandwich</i> . Houghton Mifflin Harcourt, 1987.	
	Parish, Peggy. Good Work, Amelia Bedelia. Greenwillow Books, 2003.	Mitten, Christopher. <i>Firefighters</i> . Scholastic, 2002.
_	Yee, Wong Herbert. <i>Upstairs Mouse, Downstairs Mole</i> . Houghton Mifflin, 2005.	Scheunemann, Pam. Working Together. Sandcastle, 2004.
M	Brett, Jan. <i>Hedgie's Surprise</i> . Putnam Juvenile, 2000.	Gibbons, Gail. <i>How a House Is Built</i> . Holiday House, 1996.
IVI	Davis, Aubrey. <i>Bone Button Borscht</i> . Kids Can Press, 1996.	
N	Alley, R. W. <i>The Case of Hermie the Missing Hamster</i> . Scholastic, 2001.	Hill, Christina. Community Leaders: Then and Now. Teacher Created Materials,
IN	Hopkinson, Deborah. <i>Under the Quilt of Night</i> . Aladdin, 2005.	2009.
0	Flournoy, Valerie. <i>The Patchwork Quilt</i> . Dial, 1985.	Hock, Peggy. Our Earth: Helping Out. Children's Press, 2008.



Author Study: Carmen Agra Deedy
The Cheshire Cheese Cat. Peachtree Publishers, 2011.
The Last Dance. Peachtree Publishers, 1995.
The Library Dragon. Peachtree Publishers, 1994.
Martina the Beautiful Cockroach. Peachtree Publishers, 2008.

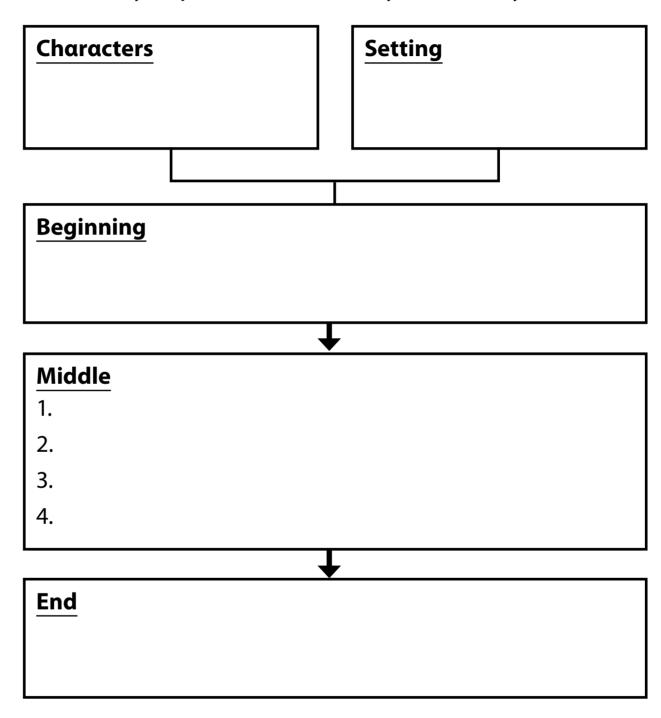
 $^{^* \,} as \, measured \, by \, the \, Fountas \, and \, Pinnell \, leveling \, system; see \, page \, R2 \, for \, leveling \, translation \, information \, and \, Pinnell \, leveling \, system; see \, page \, R2 \, for \, leveling \, translation \, information \, and \, Pinnell \, leveling \, system; see \, page \, R2 \, for \, leveling \, translation \, information \, and \, Pinnell \, leveling \, system; see \, page \, R2 \, for \, leveling \, translation \, information \, and \, Pinnell \, leveling \, system; see \, page \, R3 \, for \, leveling \, translation \, information \, and \, Pinnell \, leveling \, system; see \, page \, R3 \, for \, leveling \, translation \, information \, and \, Pinnell \, leveling \, system; see \, page \, R3 \, for \, leveling \, translation \, information \, and \, Pinnell \, leveling \, system; see \, page \, R4 \, for \, leveling \, translation \, and \, Pinnell \, leveling \, system; see \, page \, R4 \, for \, leveling \, system; see \, page \, R4 \, for \, leveling \, system; see \, page \, R5 \, for \, leveling \, s$

Name	_ Date

Story Map

Story Elements

Use the story map to take notes about your book as you read.





Use your story map to tell a partner about the book.

© National Geographic Learning, a part of Cengage Learning, Inc. For use with TE pp. LR4-LR11

LR6.1

Name	Dαte

Main Idea Diagram

Main Idea and Details

Use the main idea diagram to take notes about the main idea of your book and important details about the main idea as you read.

·
-



Use your main idea diagram to tell a partner about the book.

© National Geographic Learning, a part of Cengage Learning, Inc.

For use with TE pp. LR4–LR11

LR6.2

>	Ξ
7	
C	
_	-
	4
Ц	Ц
٥	2
•	_
2	
	_
•	-)

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:



Why do people work together?

© National Geographic Learning, a part of Cengage Learning, Inc. For use with TE pp. LR4–LR11

LR6.3



Speaking and Listening Observation Log

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.	Speaking and Listening Standards	Comprehension and Collaboration	 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. CC.2.SL.1 	a. Follow agreed-upon rules for discussions (e.g. gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and text under discussion). CC.2.SL.1.a	Build on others' talk in conversations by Inking their comments to the remarks of others. Cc.2.2L.1.b	c. Ask for clarification and further explanation as needed about the topics and text under discussion. Cc.2.SL.1.c	2. Recount or describe key details from a text read aloud or information presented orally or through other media. CC.2.SL.2	3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. CC.3.5L.3

© National Geographic Learning, a part of Cengage Learning, Inc.

Grade 2 Assessment

LR6.4

Name	Date
Book Title	Pages

Reading Strategy Assessment



Check the reading strategies the student used and ask the questions that follow about how the student used the strategy. Use the rubric to help you determine how well the student used the strategy. Circle the student'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?

	Reading Strategy Rubrics							
	Plan and Monitor	Make Inferences	Ask Questions					
	4 3 2 1	4 3 2 1	4 3 2 1					
	 What did you do before you started reading the book? When you were reading, did you go back and reread any part of the book for better understanding? When you didn't understand, what did you do? How did the meaning become clear to you? 	 Did you infer, or figure out, something in the book that was not stated directly? Were there details in the book that helped you figure this out? What did you already know about those details that helped you make this inference? 	 What questions did you have when you were reading? Did you find answers to the questions? Can you tell me some examples of these kinds of questions and what you learned? 					
4	Consistently previews text and makes and confirms predictions. Monitors when comprehension breaks down and demonstrates ability to clarify text successfully.	Makes inferences using examples from the text and background knowledge. Can use inferences to interpret the text.	Expands text meaning by asking questions that address large concepts and clarify confusion. Can provide relevant examples related to the book.					
3	Often previews text and makes and confirms predictions. Monitors comprehension, but cannot always clarify text independently.	Makes inferences that are consistent with the text or background knowledge. Cannot tell you how inference was made.	Asks relevant questions and looks for answers to clarify confusion or understand the text.					
2	Sometimes previews and makes predictions, but may not confirm them. Can monitor when comprehension has broken down, but does not attempt to clarify text.	Makes inferences that are inaccurate or unsubstantiated.	Asks only literal questions.					
1	Does not preview or make predictions. Is not aware of how to monitor comprehension or clarify meaning.	Does not attempt to make inferences.	Does not ask questions or asks irrelevant questions.					

@ National	Geographic		a nart of	Canagaa	Lagraina	ln c
♥ National	Geographic	Learnina.	a bartor	Cenadae	Learnina,	IIIC.

Book Title Pages	

Reading Strategy Assessment



							Read	ling Str	ategy F	Rubrics	;					
	Mo	ake Cor	nectio	ons		Visu	alize		Det		Impor			Synt	hesize	e
	book th What w connect • Did yo reminde else you and how • Did yo already world a	au read anat conne vas that, of t? bu read and read? We way does it bu read and rea	ects to your and how	our life? v does it that ning s that, t? you he t was	• Was the that mad pictures in • How dia understain reading? • Are then that help	e you v n your I this he nd who	risualize mind)? elp you at you w	e (see vere ords	• Why import	ok you c do you t tant? would yo ook for so	hink tha	t is	• Tell me read. Whyou gene most of the what countries part of the separation of the	nat about an an you arts? on this wabout hink is the about the ab	out the or say ne? conclu book a ut (topic	book can is true ude from and what c), what
4	text, ar connec compre how co	text-to-s nd/or tex ctions to ehension onnection tanding.	tt-to-wo enhαnc n. Can e: ns enric	orld ce xplain	Describe mental ir beyond t Explains understo	nαges :he lite how th	that g ral text nis help	o t.	text (p to acc an imp summ	oictures, urately portant	irts of th title, wo identify idea, ar ne impo ook.	ords) nd	Synthesi to draw make ge explain comprel	conclu enerali how s	usions ization ynthes	and/or is. Can
3	relevar does no the cor	some ty nt conne ot elabo nnection tanding	ction, b rate on helped	how	Describe mental ir beyond t	nages	and go	oes	some the te	importo xt using text. Co	summa int ideα: α few p innot ex	s from arts	Combine from the conclusi generali	e text t ons or	to drav make	v basic
2	connec	ots to mo ctions, bu ctions are erstandi	ut the e not re		Describe directly r descripti	elated	to text	t	summ	-	dentify c aportant ate.		Attempt synthesi to inacc generali	s is lim urate (nited o conclu	r leads
1	Does now with the	ot make e text.	connec	ctions	Does not images r				Canno idea.	ot identi	fy an im	portant	Does no or make about th	a gen	eraliza	

NI	Dt -
Name	Ιλατο
nuite	DUIC

Reader Reflection

Date	Title of Book	Author

1. Before I read this book,



☐ I looked at the title and the pictures.



 \square I made a prediction.

2. If I didn't understand something,



☐ I stopped to think about it.



☐ I read it again.



 \square I asked myself a question about it.

hard This book was: easy about right

I would like to read other books: \square about this topic \square by this author

© National Geographic Learning, a part of Cengage Learning, Inc.

Grade 2 Assessment

LR6.7

Assessment & Reteaching





Assessment Overview

uppeppilielit	Overview				
		Printed Components	Online PDFs NGReach.com	eAssessment	ExamView
Oral Reading Assessments	Oral Reading Assessments	1	1		
Progress Monitoring Assessments	Weekly Tests Reading Comprehension Vocabulary Grammar and Writing	✓	1	1	1
	Spelling	✓			
	Foundational Skills, including Phonics	1	1		
	Unit Tests Reading Comprehension Vocabulary Grammar and Writing	✓	1	1	1
	Reading Strategy Assessments	1	1		
Benchmark Assessments	Benchmark Assessments*	1	1	1	
Scoring and Reporting Tools	Rubrics	1	1		
10013	Student Profiles	1	1		
	Strengths and Needs Summary	1	1		
	Oral Reading Progress Tracker	1	1		
	Class Profiles	1	1	1	
	School and District Reports			1	
Additional Assessment Tools	Speaking and Listening Observation Log	1	1		
	Reader Reflections	1	1		
	Unit Self-Assessments	1	1		
	Affective and Metacognitive Measures		1		
Reteaching	Reteaching Masters	1	1		

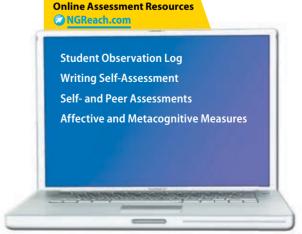
^{*} Available in separate books.

Contents at a Glance

Speaking and Listening Observation LogLR6.4Reading Strategy AssessmentLR6.5Reader ReflectionLR6.7

Leveled Reading Assessments

Assessment Masters	Pages	Reteaching Masters	Page
Week 1			
Foundational Skills Test	A6.5	Comprehension: Story Elements	RT6.1
Reading Comprehension Test	A6.8	Comprehension: Determine Importance	RT6.2
Vocabulary Test	A6.10	Grammar: Subject and Object Pronouns	RT6.3
Grammar and Writing Test	A6.12		
Week 2			
Foundational Skills Test	A6.13	Comprehension: Compare Stories	RT6.4
Reading Comprehension Test	A6.15	Comprehension: Determine Importance	RT6.5
Vocabulary Test	A6.18	Grammar: Subject and Object Pronouns	RT6.6
Grammar and Writing Test	A6.19		
Week 3			
Foundational Skills Test	A6.20	Comprehension: Main Idea	RT6.7
Reading Comprehension Test	A6.22	Comprehension: Determine Importance	RT6.8
Vocabulary Test	A6.26	Grammar: Possessive Pronouns	RT6.9
Grammar and Writing Test	A6.28		
Week 4			
Foundational Skills Test	A6.29	Comprehension: Describe the Connection	RT6.1
Reading Comprehension Unit Test	A6.31	Comprehension: Determine Importance	RT6.1
Vocabulary Unit Test	A6.39	Grammar: Reflexive Pronouns	RT6.1
Grammar and Writing Unit Test	A6.42	Writing Trait: Fluency	RT6.1
Oral Reading Assessment (Also see Unit 1 for the Oral Reading Assessment Routine	A6.1		
and Progress Tracker.)			
Profiles		Outling Assessment Co.	
Student Profile: Weekly and Unit Assessments	A6.45	Online Assessment Resources NGReach.com	
Class Profile: Weekly and Unit Assessments	A6.47		
Student Profile: Strengths and Needs Summary	A6.48	Student Observation Log	
Writing Rubric	A6.49	Writing Self-Assessment	
Unit Self-Assessment	A6.50	Self- and Peer Assessments	



Oral Reading Assessment

Unit 6

Cars can be a problem in the city. They clog the streets as far as you can see. There are just too many cars! Large cities want fewer cars downtown. They want people to use trains, buses, and subways. They try to get people to bike.

In London, drivers need special window stickers to drive downtown. The stickers cost a lot! There are now fewer cars downtown.

Los Angeles has carpool lanes. These lanes are for cars with two or more people. More people in each car means fewer cars.

Boston began to raise the cost of parking. People don't like to pay high prices. They have started taking trains, subways, and buses. There are also many bike lanes. More will come. The city wants people to bike. That's better for people's bodies, too!

Large cities are finding many smart ways to end giant traffic jams.

N.	Б
Name	Date

10

21

29

37

46

52

59

67

74

84

90

98

107

114

122

131

134

142

146

Oral Reading Assessment

Unit 6

Cars can be a problem in the city. They clog
the streets as far as you can see. There are just
too many cars! Large cities want fewer cars
downtown. They want people to use trains, buses,
and subways. They try to get people to bike.

In London, drivers need special window stickers to drive downtown. The stickers cost a lot! There are now fewer cars downtown.

Los Angeles has carpool lanes. These lanes are for cars with two or more people. More people in each car means fewer cars.

Boston began to raise the cost of parking.

People don't like to pay high prices. They have started taking trains, subways, and buses. There are also many bike lanes. More will come.

The city wants people to bike. That's better for people's bodies, too!

Large cities are finding many smart ways to end giant traffic jams.

Miscue Observations

© National Geographic Learning, a part of Cengage Learning, Inc.

Grade 2 Assessment

A6.2

Unit 6

Oral Reading Assessment

2	006 Hasbroud	ck & Tindal Oral	2006 Hasbrouck & Tindal Oral Reading Fluency Data	:y Data
Grade	Percentile	Fall WCPM	Winter WCPM Spring WCPM	Spring WCPM
	06	106	125	142
	75	62	100	117
7	50	51	7.2	68
	25	25	42	61
	10	11	18	31

words correct per minute (wcpm)

number of errors

words attempted in one minute

N	.006 Hasbroud	:k & Tindal Oral	2006 Hasbrouck & Tindal Oral Reading Fluency Data	cy Data
Grade	Percentile	Fall WCPM	Winter WCPM Spring	Spring
	06	106	125	14.
	75	62	100	11
7	20	51	7.2	68
	25	25	42	19
	10	11	18	31

		Oral Reading Fluency Rubrics	cs	
	Automaticity	Phrasing	Intonation	Expression
Circle Score	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1
4	Reads smoothly and automatically. Pace is consistent.	Consistently pauses at all appropriate places in the text.	Changes pitch to match all of the content.	Reads with appropriate feeling for all content.
m	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.
7	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.

© National Geographic Learning, a part of Cengage Learning, Inc.

Grade 2 Assessment

A6.3

	_
Nama	Data
Name	Date

Oral Reading Assessment



	Retelling Rubric					
Circle Score	4 3 2 1					
4	Student provides an accurate and complete retelling of the passage that includes the main idea and supporting details presented in a logical order.					
3	Student's retelling is accurate and coherent but some elements and supporting details may be missing.					
2	Student provides some details from the passage, but the retelling does not demonstrate understanding of the main idea and lacks coherence. Or, student may identify the topic without any elaboration.					
1	Student is not able to retell the passage or retells it inaccurately.					

Observations and Notes:

Oral Reading Assessment Wrap-up

• Ask the student about his or her reading. You can prompt the student 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 student'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 student to retell the story, make notes about what the student needs to improve, e.g., distinguish the main idea from details, or present events in the proper sequence.

© National Geographic Learning, a part of Cengage Learning, Inc.

Grade 2 Assessment

A6.4

Foundational Skills Test

Unit 6, Week 1

Decoding XXX

• r Controlled Vowel ar

The Decoding Test on page A6.6 is multiplechoice 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 A6.7.

Say: Listen to this word: _____. Choose the word: _____.

- 1 star
- 2 shark
- 3 card
- 4 artist
- 6 postmark
- **6** yardstick

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 α copy of the Student Profile on page A6.7.

Week 1



children get buy found old began another just school together



Foundational Skills

Unit 6, Week 1









4 A attic







2 A shark

B shake

© shook



5 A posted

B parsnip

 \bigcirc postmark

3 A cold

B card

© code



6 A yellow

B backyard

© yardstick

Score _____/6

DONE!

© National Geographic Learning, a part of Cengage Learning, Inc.

Grade 2 Assessment

A6.6

Unit 6

Foundational Skills

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.

Week 1 Date	Week 2 Date	Week 3 Date	Week 4 Date
Decoding • r Controlled Vowel ar	Decoding • r Controlled Vowel or, ore	Decoding • r Controlled Vowel er, ir, ur	Decoding • Sound/Spelling /âr/ air, are, ear • Sound/Spelling /îr/ eer, ear
star shark card artist postmark yardstick Total	organ torch corn forest seashore hornet	skirt fern perch birdbath perfume thirty Total	chair bear scarecrow deer beard teardrop Total
High Frequency Word	line	High Frequency Words boy	High Frequency Words
buy old just	done side try	us pull gαve	five four men
school children found	once must next	took myself upon	night such well
began another together	funny follow laugh	brother sister always	wish second thought
Total Weekly Total	Total Weekly Total /1	Totαl 6 Weekly Totαl /16	Total Weekly Total /16

Grade 2 Assessment

A6.7

Name	Date

Reading Comprehension Test

Unit 6, Week 1

Directions: Read the story. Then answer the questions about the story.

The King's Baker

Long ago, in a kingdom far away, there was a baker named Lulu. Everyone loved Lulu's pies and cakes, but she longed to be the king's baker.

One spring, the rains would not stop. The people in the valley had to climb up to the mountain village where it was dry. The mountain villagers decided to have a feast for the people from the valley. It was a way to help them and to cheer them up.

"I will bring a hundred ears of corn," said one man. "I will bring a hundred cooked chickens," said another. Other people offered rice, apples, and milk.

Lulu was busy, but she still wanted to help. She could bring only ten cakes. It took Lulu all night to finish.

News of the feast traveled far. Even the king came! Everyone enjoyed the feast. They especially loved Lulu's cakes. The king took one bite and said it was the best

GO ON

Reading Comprehension Test

Unit 6, Week 1

taste to ever touch his tongue! "I must meet the baker," he said. "My daughter is getting married. I will need a very special cake."

With that, Lulu became the king's baker.

- 1 Where does the feast in this story take place?
 - A at a palace
 - $\ensuremath{\mathbb{B}}$ at a wedding
 - © in a valley village
 - (1) in a mountain village
- Which of these events comes first in the story?
 - (A) The baker made ten special cakes.
 - ® The king wanted to meet the baker.
 - © The mountain villagers planned a feast.
 - The valley villagers climbed the mountain.

- 3 Which of these is important to put in a summary?
 - A Everyone enjoyed the feast.
 - B Lulu took cakes to the feast.
 - © It was dry in the mountains.
 - People brought rice, αpples, and milk.
- 4 One important idea in this story is that wishes can come true. Which detail supports this idea?
 - A Lulu became the king's baker.
 - B Everyone liked Lulu's pies and cakes.
 - © One man brought a hundred ears of corn.
 - ① The mountain villagers welcomed the valley people.

Score _____/4

DONE!

Vocabulary Test

Unit 6, Week 1

Directions: Choose the answer that completes the sentence correctly.

- 1 They work _____
 - (A) likely
 - ® softly
 - © usually
 - (D) together



- 4 He is _____ in the garden.
 - (A) hard
 - ® alone
 - © usual
 - (D) correct



- **2** A _____ is α group of people.
 - A place
 - ® leader

 - ① chance



- 5 They use _____ to play well.
 - (A) teamwork
 - ® weather
 - © shelter
 - ① home



- 3 They are team _____
 - (A) sounds
 - ® reasons
 - © shadows
 - (D) members



GO ON

Vocabulary Test

Unit 6, Week 1

- 6 Airplanes make it _____ for people to fly.
 - (A) old
 - ® possible
 - © generous
 - ① thoughtful
- When you _____ things to a group, you make the group bigger.
 - (A) end
 - ® add
 - © hear
 - ① survive
- 8 The dessert is too big for one person, so Alice ______ it with α friend.
 - A shares
 - **®** requires
 - © locates
 - (D) repeats

- 9 Two girls _____ with each other to plant trees.
 - (A) draw
 - ® identify
 - © measure
 - (D) cooperate
- There is just _____ milk to fill the glass.
 - (A) right
 - ® mean
 - © enough
 - grateful

Score /10

DONE!

© National Geographic Learning, a part of Cengage Learning, Inc.

Grade 2 Assessment

A6.11

Grammar and Writing Test

Unit 6, Week 1

Directions: Choose the answer that completes the sentence correctly.

- 1 My brother helps in the kitchen.
 washes the fruits.
 - (A) He
 - ® We
 - © Him
 - ① They
- Miki αnd Jαy αre friends, so _____ did their project together.
 - (A) it
 - ® we
 - © she
 - (D) they

- My uncle lives far away, but I talk to _____ on the phone.
 - (A) he
 - ® her
 - © him
 - ① them
- 4 Angela made a lot of money mowing lawns. _____ saved all of it.
 - A It
 - B She
 - © Her
 - ① You

5

Think about the play "Domino Soup." Write a summary in your own words to tell a friend what happens in the play.



DONE!

© National Geographic Learning, a part of Cengage Learning, Inc.

Grade 2 Assessment

A6.12

Foundational Skills Test

Unit 6, Week 2

Decoding XXX

• Controlled Vowel or, ore

The Decoding Test on page A6.14 is multiplechoice 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 A6.7.

Say: *Listen to this word:* ______. Choose the word: _____.

- 1 organ
- 2 torch
- 3 corn
- 4 forest
- **5** seashore
- 6 hornet

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 α copy of the Student Profile on page A6.7.a



line must done next side funny follow try laugh once

x = one child **x** = two children **x** = three or more children

A6.13

Foundational Skills

Unit 6, Week 2



- ® olden
- © organ



- 4 A forest
 - (B) farmer
 - © fastest





- **B** torch
- © teach



- 5 A seasick
 - **B** seashell
 - © seashore



- 3 A can
 - (B) cane
 - © corn



- 6 A ignore
 - **B** hornet
 - © harness



Score _____/6

DONE!

© National Geographic Learning, a part of Cengage Learning, Inc.

Grade 2 Assessment

A6.14

Reading Comprehension Test

Unit 6, Week 2

Directions: Read both "Pebble Soup" and "Nail Soup." Then answer the questions about the stories.

Pebble Soup

A man on a long trip became hungry, so he stopped at an inn. "I have no money," the man said. "May I sit by the fire and boil some water?"

A waiter sat the man down and hung a pot over the fire. The man then leaned forward and dropped a handful of pebbles into the water. "These tiny stones will keep me full on my long trip," he said. "I wonder, though. Is there some meat to add to the pot?"

The waiter ran and got the meat. The man stirred the pot. "It needs something else," he said. "Are there any vegetables to add to the pot?"

The waiter brought some vegetables. The man put them in the soup. "Now all I need is some bread," the man said.

The waiter brought the bread. The man ate up everything but the pebbles. "I'm full," he said. "I have no room for the pebbles. Please keep them. When I return, I'll make another pot of pebble soup."

GO ON

Reading Comprehension Test

Unit 6, Week 2



A builder went from house to house looking for work. It was almost dark when he came to the last house. A man and woman met him at the door. "Oh, dear," they said. "We're too poor to pay for work. We can hardly feed ourselves."

"You must be hungry," said the builder. "Please let me feed you." He set a pot of water on their fire. Then he took a nail from his pocket and dropped it into the pot.

The builder said he was making nail soup. The man and woman had never heard of such a thing! Right away they wanted to help.

"This nail makes very good soup," said the builder.

"But a handful of flour makes it even better." The woman found some flour. "Some salted beef and a potato or two would make this fit for company," said the builder. The man found a meat bone and some potatoes.

The builder stirred the pot. At last, the soup was done. He took out the nail. The three of them feasted like kings.

GO ON

_____ © National Geographic Learning, a part of Cengage Learning, Inc

Grade 2 Assessment

A6.16

Reading Comprehension Test

Unit 6, Week 2

- 1 How are the plots in these stories alike? Both stories have characters who
 - (A) are looking for work.
 - B have a job as a cook.
 - © make soup by being clever.
 - ① share their soup with others.
- 2 How are the settings in these stories different?
 - (A) One takes place long ago, and one takes place today.
 - B One takes place at an inn, and one takes place at a home.
 - © One takes place in the country, and one takes place in a city.
 - One takes place during the day, and one takes place at night.

- 3 The man and woman are different from the waiter because they
 - A know they are being tricked.
 - ® do not know the soup maker.
 - © bring things to add to the soup.
 - ① say they do not have much food.
- f 4 In both stories, the soup -
 - A has pebbles.
 - ® starts with a nail.
 - © is eaten with bread.
 - \bigcirc is cooked over a fire.

Score _____/4

DONE!

Vocabulary Test

Unit 6, Week 2

Directions: Read the question. Choose the correct answer.

1 What does the word <u>unkind</u> mean in this sentence?

She was unkind to me.

- (A) full of kindness
- in a kind way
- © not kind
- What does the word <u>invisible</u> mean in this sentence?

The stars are <u>invisible</u> on a cloudy night.

- (A) not visible
- (B) someone who is visible
- © the state of being visible

3 What does the word <u>impatient</u> mean in this sentence?

The baby was <u>impatient</u> when it was hungry.

- A not patient
- © someone who is patient
- 4 What does the word <u>coauthors</u> mean in this sentence?

Two teachers in my school are coauthors of our math textbook.

- (A) not authors
- ® authors who work together
- © having the quality of authors

Score _____/4

DONE!

© National Geographic Learning, a part of Cengage Learning, Inc.

Grade 2 Assessment

A6.18

Grammar and Writing Test

Unit 6, Week 2

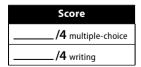
Directions: Choose the answer that completes the sentence correctly.

- 1 The park is close to my house, and _____ is a fun place to play ball.
 - (A) it
 - ® him
 - © they
 - (D) them
- 2 My parents wanted my help pulling weeds. I helped _____ for half an hour.
 - (A) us
 - ® me
 - © they
 - ① them

- My mother told my sister and _____ that we could go play ball.
 - ΑI
 - ® me
 - © her
 - ① you
- 4 My mother decided to come to the park with ______. She wanted to play ball, too!
 - A us
 - ® we
 - © you
 - (D) they

5

You eat some meals at home with your family. You eat some meals at school with other kids. Write two sentences to compare eating at home with eating at school. Tell how they are alike and how they are different.



DONE!

© National Geographic Learning, a part of Cengage Learning, Inc.

Grade 2 Assessment

A6.19

Foundational Skills Test

Unit 6, Week 3

Decoding XXX

• r Controlled Vowel er, ir, ur

The Decoding Test on page A6.21 is multiplechoice 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 A6.7.

Say: Listen to this word: _____. Choose the word: _____.

- 1 skirt
- 2 fern
- g perch
- 4 birdbath
- **6** perfume
- 6 thirty

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 α copy of the Student Profile on page A6.7.

myself
upon
brother
sister
always



© National Geographic Learning, a part of Cengage Learning, Inc.

Grade 2 Assessment

A6.20

Foundational Skills

1 A skirt

- **B** start
- © score



- 2 A fort
 - **B** fern
 - © farm



- 3 A perch
 - B peach
 - © poach



- 4 A burn
 - **B** barter
 - © birdbath



Unit 6, Week 3

- 5 A purse
 - **B** pitchfork
 - © perfume



- 6 A thirty
 - **B** trusty
 - © thorny



Score

DONE!

Reading Comprehension Test

Unit 6, Week 3

Directions: Read the article. Then answer the questions about the article.



Barns are important to farmers because they keep things safe and dry. Barns hold cows and horses and store hay for the animals to eat. Sometimes a barn becomes too old to keep out the wind and cold. When this happens, a new barn must be built.



Barns are especially important to a group of people called the Amish. Amish people choose to live simply and follow old traditions. Many Amish people are farmers.

The Amish work together to build their barns. They all help each other. The men and older boys build the wood frame for the barn. They work as a team and share their tools. One by one the walls go up. The roof is put on last. The women help, too. They make food and set it out on long tables for everyone to eat. Even young children help. They run and get things for their moms or dads.

For the Amish, a barn is not just a place to keep things. It is much more than that. It is a building they make with the whole community.

Reading Comprehension Test

Unit 6, Week 3

- 1 What is the main idea of the first paragraph?
 - A Barns store hay for animals.
 - ® Barns hold cows and horses.
 - © Barns are important to farmers.
 - D Barns keep out the wind and cold.
- 2 What is the main idea of the article?
 - (A) The Amish share their tools.
 - **®** The Amish choose to live simply.
 - © The Amish make food for everyone.
 - The Amish build their barns together.

- Which detail is important to the main idea?
 - A The roof is put on last.
 - (B) The men work as a team.
 - © The barn has a wood frame.
 - ① The walls go up one by one.
- 4 One important idea from the article is that parents and young children work together. How do the children help?
 - A They build the wood frame.
 - ® They make food for the builders.
 - © They get things for their parents.
 - ① They take care of the cows and horses.

Reading Comprehension Test

Unit 6, Week 3

Directions: Read the passage. Then answer the questions about the passage.



Running a farm is hard work. Animals and crops need care every day. Even if a farmer gets sick, the animals have to be fed. The fields must be watered.

That's one reason it's important to have help. Unless it's a very small farm, there's too much work for just one person. The whole family needs to do their part. For example, the children can be in charge of caring for the chickens. Each morning, they get up and feed them. The hens lay eggs that must be gathered. The eggs will make a good meal.

The grown-ups can be in charge of big jobs. One grown-up rides a tractor and plows the fields. Another one feeds the horses, sheep, and pigs. If there are milk cows, they take a lot of time. They must be milked two or three times a day.

During harvest season, the family loads up their truck with vegetables. They take fresh eggs, too. Then they drive to town to sell them at the farmers' market. This is the fun part of farming. But when they get home, there will still be chores waiting!

Reading Comprehension Test

Unit 6, Week 3

- What is the main idea of the first paragraph?
 - A Running a farm takes work.
 - B Animals need special care.
 - © Even a farmer can get sick.
 - © Fields have to be watered.
- 6 What is the main idea of the article?
 - A Everyone has to help on the farm.
 - ® The family sells things at a market.
 - © All of the farm animals need to be fed.
 - The fields are plowed with a tractor.

- Which detail is important to the main idea?
 - A The hens lay lots of eggs.
 - B The eggs will make a good meal.
 - © The grown-ups handle the big jobs.
 - Some vegetables are sold at a farmers' market.
- 8 One important idea is that farmers have work to do every day. Which detail does **not** tell about this idea?
 - A Each morning the children feed the chickens.
 - B The family has fun going to the farmers' market.
 - © The cows must be milked two or three times a day.
 - There are chores to do after the trip to the farmers' market.

Score _____/8

DONE!

Vocabulary Test

Unit 6, Week 3

Directions: Choose the answer that completes the sentence correctly.

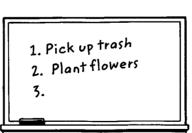
- Drawing takes a lot of ______
 - (A) skill
 - ® size
 - © cook
 - (D) prey



- **2** He _____ the teαm.
 - (A) joins
 - B hides
 - © seems
 - D happens



- 3 This is my _____ for today.
 - A star
 - ${}^{\textstyle{(\! \! B)}}\,plan$
 - © cost
 - (1) home



- 4 We _____ the books.
 - (A) attract
 - ® absorb
 - © defend
 - (D) organize



- 5 A bake sale is a fun
 - (A) project
 - ® teacher
 - © message
 - D building



GO ON

© National Geographic Learning, a part of Cengage Learning, Inc.

Grade 2 Assessment

A6.26

Vocabulary Test

Unit 6, Week 3

- 6 You go to school to get an
 - (A) ocean
 - (B) animal
 - © invention
 - (D) education
- 7 The concert was sold out. It was a big _____.
 - (A) choice
 - ® pattern
 - © success
 - (D) machine
- 8 If you trip and drop a cup, the _____ is broken pieces.
 - A night
 - ® result
 - © school
 - ① feature

- 9 The runner's _____ is to win a medal at the race.
 - (A) color
 - ® source
 - © dream
 - (D) season
- The soccer player runs toward the ball. She has an _____ to make a goal.
 - (A) insect
 - ® example

 - opportunity

Score _____/10

DONE!

© National Geographic Learning, a part of Cengage Learning, Inc.

Grade 2 Assessment

A6.27

Grammar and Writing Test

Unit 6, Week 3

Directions: Choose the answer that completes the sentence correctly.

- 1 Those gloves belong to me. They are _____, but I will let you wear them.
 - (A) his
 - (B) mine
 - © yours
 - (D) theirs
- That hammer is ______. If you ask, she will let you use it.
 - A his
 - ® hers
 - © mine
 - D yours

- 3 My aunt and uncle own the house next door. The apple tree that you see over there is _____.
 - (A) his
 - ® mine
 - © yours
 - (D) theirs
- 4 He sold that bike to us last week. The bike is now
 - (A) theirs
 - **B** yours
 - © ours
 - (D) his

5

Write a paragraph to explain something you have learned about working together. Be sure to include a clear main idea and two or three details that support the main idea.





© National Geographic Learning, a part of Cengage Learning, Inc.

Grade 2 Assessment

A6.28

Foundational Skills Test

Unit 6, Week 4

Decoding XXX

- Sound/Spelling /âr/ air, are, ear
- Sound/Spelling /îr/eer, ear

The Decoding Test on page A6.7 is multiplechoice 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 A6.7.

Say: Listen to this word: _____. Choose the word: ______.

- 1 chair
- 2 bear
- 3 scarecrow
- 4 deer
- **6** beard
- 6 teardrop

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 α copy of the Student Profile on page A6.30.

Week 4



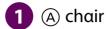
made such five well four wish second men night thought

x = one child **x** = two children **x** = three or more children

A6.29

Foundational Skills

Unit 6, Week 4



- (B) cheer
- © churn



- 4 A door
 - (B) deer
 - © dare





- **B** barn
- © bear



- 5 A bold
 - (B) beard
 - © bored



- 3 A scarecrow
 - ® shirtsleeve
 - \bigcirc skateboard



- 6 A turnip
 - **B** tarnish
 - © teardrop



DONE!

© National Geographic Learning, a part of Cengage Learning, Inc.

Grade 2 Assessment

A6.30

Reading Comprehension Test

Unit Test

Directions: Read the article. Then answer the questions about the article.

The Railroad That Joined a Nation

Making Tracks

The United States is huge. To get from one side of the country to the other used to be hard long ago. There were no roads to drive on. There were no airports to fly from. But then someone asked, "What if we built train tracks across the land?"

In 1863, two teams started laying train tracks. One team started in the east. The other team began in the west. The two teams planned to meet in the middle of the country.

Not an Easy Job

It was very hard and dangerous work. The men had to lay track for about 2,000 miles. The teams dug tunnels through mountains.

They worked in snowstorms and under the hot sun. Still, the men, many of them Chinese, kept at it.

In 1869, the two teams met in Utah. Tracks joined east and west together. People came from far and wide. The whole world was excited



East meets west

Reading Comprehension Test

Unit Test

about the news. Thanks to railroad workers, the country was joined together.

- 1 What is the main idea of this article?
 - (A) Utah was where the train tracks joined together.
 - B The world was excited about the idea of train tracks.
 - © Two teams built the first train tracks across the United States.
 - ① Chinese workers helped build train tracks in the United States.
- Which sentence is α detail that is important to the main idea?
 - A There were no roads to drive on.
 - ® There were no airports to fly from.
 - © Tracks joined east and west together.
 - D People came from far and wide.

- The picture helps the reader understand the article because the picture shows
 - A how long it took to lay the tracks.
 - B how anyone could travel by train.
 - © how people had to work in bad weather.
 - D how excited people were to finish the job.
- 4 The second part of the article connects to the first part by telling more about
 - A what the tracks looked like.
 - ® what trains first used the tracks.
 - © how hard it was to lay the tracks.
 - D how the idea for the tracks began.

Reading Comprehension Test

Unit Test

Directions: Read the article. Then answer the questions about the article.

Nature's Surprises

What Is a Disaster?

There are different kinds of surprises. Some can be happy, like surprise parties. Other surprises are no fun at all. For example, a flood is an unhappy surprise because it can cause a lot of problems.

Nature has many surprises like this. When they are really bad, they are called disasters. Rivers cover towns with water. Fires burn down forests and nearby homes. Strong winds blow down buildings. Sometimes the earth shakes and makes a giant wave called a tidal wave, or tsunami. These are all disasters.

Cleaning Up

Disasters usually leave a big mess that has to be cleaned up. Special helpers may come to lend a hand. For example, after a flood, these workers go into homes and shovel out the mud. They take out things that are wet or broken. They even help rebuild the town.

Some of the disaster helpers go from one unhappy surprise to another. Why do they do it? The helpers don't get paid. They say it just feels good to help other people.



Reading Comprehension Test

Unit Test

- **5** What is the main idea of the first part of this article?
 - (A) Fires can burn down forests.
 - B Surprises like α party can be α lot of fun.
 - © A disaster is an unhappy surprise caused by nature.
 - D It is a disaster when a river covers a town with water.
- 6 Which detail belongs in a summary of this article?
 - A Surprise parties are happy surprises.
 - B Strong winds can blow down buildings.
 - © After a flood, homes may be filled with mud.
 - Some helpers go from one disaster to another.

- 7 The picture helps the reader understand the article because the picture shows
 - A what causes a disaster.
 - ® what happens after a disaster.
 - © how a disaster makes people feel.
 - D how to know if a disaster is coming.
- 8 The second part of the article connects to the first part by telling how people help after
 - A a flood.
 - ® α forest fire.
 - © a tidal wave.
 - α strong wind.

Reading Comprehension Test

Unit Test

Directions: Read the story. Then answer the questions about the story.



A loud voice boomed out. "I saw it first," the elephant said. "This fruit tree belongs to me."

The furry monkey shook his head. "I ate its fruit before you knew the tree was here."

"I ate the tree's leaves when it was still small," whispered a white rabbit. "It should be mine."

Last to speak was an old black crow, who said, "I spit out the seed that grew into this tree."

The animals looked at each other and knew that the crow was first.

Then the crow said, "Let's share the tree among us."

The rabbit gathered the fruit that fell to the ground. The monkey climbed the low branches and found fruit there. The elephant reached high with his trunk to pick fruit. The crow got fruit by flying into the top branches of

Reading Comprehension Test

Unit Test

the tree. When the sun grew hot, the four friends rested in the shade of the fruit tree. By sharing, not one of them went hungry.

- 9 Where does this story take place?
 - (A) near a market
 - [®] by α tree
 - © on a farm
 - ① at a zoo
- Which detail is most important to the story?
 - A The rabbit ate the leaves.
 - B The crow had a good idea.
 - © The animals rested in the shade.
 - The elephant had a booming voice.

- Which of these tells an important idea in the story?
 - A The elephant reached high with his trunk to pick fruit.
 - ® The furry monkey shook his head.
 - © The animals looked at each other.
 - ① The four friends shared their food.

Reading Comprehension Test

Unit Test

Directions: Read the story. Then answer the questions about the story.

One Body

One day, the different parts of the body held a meeting.

"We work hard," said the Hands. "All day, we grab and lift things."

"We're always busy," said the Eyes. "But other body parts don't do as much."

"Don't look at us," said the Legs. "We walk around all day. What work does the Belly do?"

"I'm very busy!" said the Belly. "You just can't see what I do because my work is on the inside."

The others would not listen. To teach the Belly a lesson, the Legs would not walk to food. The Eyes would not look for food. The Hands would not hold food.

After two days, something was not right. The Hands felt weak. The Eyes could not stay open. The Legs had trouble holding the body up.

Reading Comprehension Test

Unit Test

"I told you," grumbled the Belly. "Now you know that I work, too."

"We're so sorry!" said the Hands.

"We see what you mean," said the Eyes.

"Here, we'll go get you something," said the Legs. With that, the Legs walked into the kitchen.

- Who is treated poorly in this story?
 - (A) the Legs
 - ® the Belly
 - © the Eyes
 - (D) the Hands
- What lesson do the characters learn in "Four Friends" and "One Body"?
 - A Everyone is important.
 - ® Food makes us strong.
 - © Rest comes after work.
 - D It's hard to make friends.

- 14 The crow in "Four Friends" and the Belly in "One Body" are similar because
 - A the other characters learn from them.
 - B the other characters are mean to them.
 - © they are smarter than the other characters.
 - (1) they find food for all the other characters.

Score _____/14

DONE!

Vocabulary Test

Unit Test

Directions: Read the question. Choose the correct answer.

What does the word grin mean in this sentence?

> We grin at the baby because she is so cute.

- (A) frown
- ® smile
- © cry
- 2 What does the word several mean in this sentence?

Joe has met several new friends. and all six of them like to swim.

- A tall
- (B) close
- © some

3 What does the word repair mean in this sentence?

> Pam will repair her bike. Then she will be able to ride it again.

- (A) fix
- B buy
- © race
- 4 What does the word parched mean in this sentence?

Jim was parched. He would do anything for a glass of water.

- A happy
- **B** thirsty
- © sleepy

Vocabulary Test

Unit Test

Directions: Choose the answer that completes the sentence correctly.

5 What does the word <u>incorrect</u> mean in this sentence?

The student gave an <u>incorrect</u> answer on the test.

- A someone who corrects
- ® in a correct way
- © not correct
- 6 What does the word <u>unfair</u> mean in this sentence?

The new rules were unfair.

- (A) not fair
- **B** in a fair way
- $\hbox{$\mathbb{C}$}$ the quality of being fair

- Our _____ has many rules.
 - (A) skill
 - ® dream
 - © society
 - (D) shadow
- 8 I will soon _____ the math club.
 - (A) join
 - ® share
 - © decide
 - (D) appear

Vocabulary Test

Unit Test

- Janet works on the class ______ with Sally.
 - (A) result
 - ® dream
 - © society
 - D project
- 10 If people on the teαm _____, they can win the game.
 - (A) affect
 - B happen
 - © measure
 - (D) cooperate

- 11 Her good test score was the of studying hard.
 - (A) chance
 - ® result
 - © motion
 - (D) society
- 12 There are many _____ answers to the question.
 - (A) alone
 - B enough
 - © possible
 - (D) generous

Score

DONE!

© National Geographic Learning, a part of Cengage Learning, Inc.

Grade 2 Assessment

A6.41

Name	Date
INGITIC	Dutc

Grammar and Writing Test

Unit Test

Directions: Choose the answer that completes the sentence correctly.

- 1 My friend and _____ walked into our classroom.
 - (A) I
 - ® me
 - © she
 - (D) myself
- 2 The teacher surprised ____ when he shouted, "Congratulations!"
 - (A) we
 - B us
 - © ours
 - ① ourselves

- We found _____ in the middle of a surprise party.
 - A myself
 - ® herself
 - © ourselves
 - (D) themselves
- The prize for reading the most books was !
 - (A) us
 - we
 - © ours
 - ourselves

GO ON

© National Geographic Learning, a part of Cengage Learning, Inc.

Grade 2 Assessment

A6.42

Unit Test

Grammar and Writing Test

- 5 The teacher gave ribbons to my classmates and _____.
 - ΑI
 - ® me
 - © myself
 - ourselves
- 6 Our parents cooked most of the food for the party _____.
 - (A) himself
 - ® yourself
 - © ourselves
 - (D) themselves

- 7 The teacher put up a banner that he made _____.
 - (A) himself
 - ® him
 - © his
 - ① it
- 8 The principal brought a cake that she had baked _____.
 - (A) her
 - ® she
 - © hers
 - (D) herself

Grammar and Writing Test

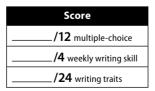
Unit Test

- 9 I had to pinch _____ to make sure this was really happening.
 - (A) myself
 - (B) herself
 - © yourself
 - Ourselves
- My friend was surprised, too.
 _____ could not believe
 her eyes!
 - (A) Hers
 - She
 - © We
 - ① Us

- We thanked our parents for the great party. The idea was _____.
 - (A) they
 - ® them
 - © theirs
 - (D) themselves
- My classmates and I have never enjoyed ______ so much.
 - (A) us
 - ® we
 - © ourselves
 - (D) themselves

13

Your class is sharing stories about teamwork with another class. Write a story about two children who make friends when they work together. Your story should have at least three paragraphs.



DONE!

© National Geographic Learning, a part of Cengage Learning, Inc.

Grade 2 Assessment

A6.44

|--|

Weekly and Unit Assessments

Unit 6

Enter the scores for the Oral Reading Assessment administered in this unit.

Oral Reading		Ord	al Reading Fl	uency Rubrio	cs	Retelling
Assessment	wcpm	Automaticity	Phrasing	Intonation	Expression	Reteiling
		/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 A6.53.

Spelling Tests	Week 1	Week 2	Week 3	Week 4
Pre-Test CC.2.Rfou.3, L.2.d, L.2, Rfou.3.f	/20	/20	/20	/20
End-of-Week Test CC.2.Rfou.3, L.2.d	/20%	/20%	/20%	/20%

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 A6.53.

Reading Comprehension	W	eekly Test Iter	Unit Test Items	Totals	
Tests	Week 1	Week 2	Week 3	Including Week 4	Across Tests
Literature Text Structures CC.2.Rlit.5, Rlit.1	1 2			9 12	/4
Determine Importance	3 4		3 4 7 8	2 6 10 11	/10
Compare Stories CC.2.Rlit.9		1 2 3 4		13 14	/6
Main Topic CC.2.Rlit.2			1 2 5 6	1 5	/6
Connections cc.2.Rinf.3				3 4 7 8	/4
Tota	/4%	/4%	/8%	/14%	

Vocabulary Tests					Weekly Test Items Unit Test Items							Unit Test Items				Totals					
		,	We	ek	1			W	eek	2			W						g We	Across Tests	
Social Studies Vocabulary CC.2.L.6		1	2	3	4	5						1	2	3	4	5	7	8	9		/13
Academic Vocabulary CC.2.L.6		6	7	8	9	10						6	7	8	9	10	10	11	12		/13
Prefixes CC.2.L.4.b, Rfou.3.d							1	2	3	4							5	6			/6
Use Context Clues CC.2.L.4.a																	1	2	3	4	/4
	Total		_/10	0 _		%		/	4 _	%	, 0		/	10		_%		_/12	<u> </u>	_%	

Name	Date

Weekly and Unit Assessments

Unit 6

Grammar and Writing Tests					V	/eel	kly	Te	st l	lter	ns					Unit Test Items				Totals
		Week 1					Week 2					W	eek	3		Including Week 4				Across Tests
Grammar	Pronouns CC.2.L.1, L.2, L.1.c	1	2	3 4	4	1	2	3	4		1	2	3	4		1 5 9	2 6 10	3 7 11	4 8 12	/24
	Subtotal		_		/4					_/4					_/4		-		/12	
	Write a Summary cc.2.w.8		-		/4															/4
Weekly Writing	Write a Comparison CC.2.W.8									_/4										/4
Skills (Writing Prompts)	Write a Main Idea and Details Paragraph CC.2.W.2, W.8														_/4					/4
	Write Narrative Sentences																		/4	/4
	Subtotal		_		/4					_/4					_/4				/4	
	Total	_	/	8 _	%	-		/8		_%	_		/8		_%	_	/.	16 _	%	

Unit Test Writing	Ideas	Organization	Voice	Word Choice	Fluency	Conventions	Total
Prompt—Traits							
CC.2.W.3	/4	/4	/4	/4	/4	/4	/24

Enter the scores for the strategies assessed each week during this unit.

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

Enter the score for each Weekly Project.

Weekly Projects	Week 1	Week 2	Week 3	Week 4	
Writing or Research Project	/24	/24	/24	/24	

Weekly and Unit Assessments

Unit 6

	•							
gro rete Pro sun clas if th	e Class Profile will help you up students for review and eaching. Use the Student files to complete this nmary information for your ess. Write a minus sign (–) ne student would benefit m review and reteaching.							
	Literature Text Structures CC.2.Rlit.5, Rlit.1							
Reading Comprehension	Determine Importance							
Compre	Compare Stories CC.2.Rlit.9							
Reading	Main Topic CC.2.Rlit.2							
	Connections CC.2.Rinf.3							
mar and Writing	Pronouns CC.2.L.1,L.2, L.1.c							
Grammar o	Writing in Response to Prompt CC.2.W.8, W.2, W.3							
	Social Studies Vocabulary cc.2.L.6							
Vocabulary	Academic Vocabulary cc.2.L.6							
Vocak	Prefixes CC.2.L.4.b, Rfou.3.d							
	Use Context Clues CC.2.L.4.a							

© National Geographic Learning, a part of Cengage Learning, Inc.

Grade 2 Assessment

A6.47

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			
Written Composition			

© National Geographic Learning, a part of Cengage Learning, Inc.

Grade 2 Assessment

A6.48

Writing Rubric

Presentation	The text is presented in an orderly way. Visuals are appropriate and support meaning. Letter formation or handwriting is neat and legible.	Most of the text is presented in an orderly way. Most visuals are appropriate and support meaning. Most of the letter formation or handwriting is neat and legible.	 Some of the text is presented in an orderly way. Some visuals are appropriate and support meaning. Some of the letter formation or handwriting is neat and legible. 	The text is not presented in an orderly way. Visuals are not appropriate and do not support meaning, or they do not exist. Letter formation or handwriting is
Conventions	The writing has only a few minor errors in spelling, capitalization, and punctuation. The writing has only a few minor errors in grammar and usage.	The writing has some minor errors in spelling, capitalization, and punctuation. The writing has some errors in grammar and usage.	The writing has several errors in spelling, punctuation, and capitalization. The writing has several errors in grammar and usage.	The writing has many errors in spelling, punctuation, and capitalization. The writing has many errors in grammar and usage.
Fluency	All sentences are varied and effective and have transitions. When read aloud, the writing sounds natural and rhythmic.	Most sentences are varied and effective and have transitions. When read aloud, most of the writing sounds natural and rhythmic.	Some sentences are varied and effective and have transitions. When read aloud, some of the writing sounds natural and rhythmic.	Few or none of the sentences are varied, effective, or complete. Few or no transitions are present. When read aloud, the writing sounds unnatural.
Word Choice	Appropriate words were chosen to clearly convey the message. The language consistently grabs readers' attention.	Many appropriate words were chosen to clearly convey the message. Most of the language grabs readers' attention.	Some appropriate words were chosen to clearly convey the message. Some of the language grabs readers' attention.	Few appropriate words were chosen to clearly convey the message. Little or none of the language grabs readers' attention.
Voice	 The tone is appropriate for the purpose and the audience. The writing sounds genuine. 	The tone is mostly appropriate for the purpose and the audience. Most of the writing sounds genuine.	The tone is sometimes appropriate for the purpose and the audience. Some of the writing sounds genuine.	 The tone is not appropriate for the purpose or the audience. The writing does not sound genuine.
Organization	 The structure is clear and fits the purpose. All content flows in a logical sequence. 	Most of the structure is clear and fits the purpose. Most of the content flows in a logical sequence.	The structure is confusing and does not fit the purpose. Some content flows in a logical sequence.	There is no structure or it is barely discernible. The content does not flow in a logical sequence.
Ideαs	The message is clear and focused. Details are accurate and relevant, showing excellent understanding of the topic.	Most of the writing has a clear and focused message. Most details are accurate and relevant, showing good understanding of the topic.	The message is present, but somewhat unclear or confusing. Some details are accurate and relevant, showing some understanding of the topic.	The writing does not have a clear, focused message. Few or no details are included, showing little or no understanding of the topic.
Score	4	m	8	-

© National Geographic Learning, a part of Cengage Learning, Inc.

Grade 2 Assessment

A6.49

Unit Self-Assessment

Unit 6

Directions: Mark a **✓** in one box for each skill.







	I can do this	I can do this	I can do this if I
l cαn	and can tell others how to do it.	by myself.	have help or look at an example.
understand prefixes.			
use context clues to understand			
new words.			
tell what's important when I read.			
identify the main idea.			
tell about the setting, plot, and characters of a story.			
tell how stories are alike and different.			
mαke connections when I reαd.			
use words like <i>I, you, he, she, we, they</i> correctly.			
use words like <i>me, him, her, us, them</i> correctly.			
use words like myself, yourself, himself, herself, ourselves, and themselves correctly.			
use words like my, mine, your, yours, his, her, hers, our, ours, their, theirs correctly.			

Of all	the texts \	∕ou read fo	r Better To	aether, whic	h one was v	our favorite?	
	,	,		9	,		

What did you like about it?		

© National Geographic Learning, a part of Cengage Learning, Inc. Grade 2 Assessment

A6.50

Answer Keys and Rubrics



	Reading Comprehension							
	Week 1							
Item	Key	Item Descriptor	CCSS Code					
1	D	Story Elements	CC.2.Rlit.5, Rlit.1					
2	D	Story Elements	CC.2.Rlit.5, Rlit.1					
3	В	Determine Importance						
4	Α	Determine Importance						
		Week 2						
Item	Key	Item Descriptor	CCSS Code					
1	С	Compare Stories	CC.2.Rlit.9					
2	В	Compare Stories	CC.2.Rlit.9					
3	D	Compare Stories	CC.2.Rlit.9					
4	D	Compare Stories	CC.2.Rlit.9					
	Week 3							
Item	Key	Item Descriptor	CCSS Code					
1	С	Topic and Main Ideas	CC.2.Rlit.2					
2	D	Topic and Main Ideas	CC.2.Rlit.2					
3	В	Determine Importance						
4	С	Determine Importance						
5	Α	Topic and Main Ideas	CC.2.Rlit.2					
6	Α	Topic and Main Ideas	CC.2.Rlit.2					
7	С	Determine Importance						
8	В	Determine Importance						
		Unit Test (including Week	4)					
Item	Key	Item Descriptor	CCSS Code					
1	С	Topic and Main Ideas	CC.2.Rlit.2					
2	С	Determine Importance						
3	D	Make Connections	CC.2.Rinf.3					
4	С	Make Connections	CC.2.Rinf.3					
5	С	Topic and Main Ideas	CC.2.Rlit.2					
6	D	Determine Importance						
7	В	Make Connections	CC.2.Rinf.3					
8	Α	Make Connections	CC.2.Rinf.3					
9	В	Story Elements	CC.2.Rlit.5, Rlit.1					
10	В	Determine Importance						
11	D	Determine Importance						
12	В	Story Elements	CC.2.Rlit.5, Rlit.1					
13	Α	Compare Stories	CC.2.Rlit.9					
14	Α	Compare Stories	CC.2.Rlit.9					

	Vocabulary								
		/eek 1 CC.2.L.6			/eek 3 CC.2.L.6				
Item	Key	Word	ltem	Key	Word				
1	D	together	1	Α	skill				
2	С	society	2	Α	joins				
3	D	members	3	В	plan				
4	В	alone	4	D	organize				
5	Α	teamwork	5	Α	project				
6	В	possible	6	D	education				
7	В	add	7	С	success				
8	Α	shares	8	В	result				
9	D	cooperate	9	С	dream				
10	С	enough	10	D	opportunity				

	Week 2								
Item	Key	Item Descriptor	CCSS Code						
1	С	Prefixes	CC.2.L.4.b, Rfou.3.d						
2	Α	Prefixes	CC.2.L.4.b, Rfou.3.d						
3	Α	Prefixes	CC.2.L.4.b, Rfou.3.d						
4	В	Prefixes	CC.2.L.4.b, Rfou.3.d						
	Unit Test (including Week 4)								
ltem	Key	Item Descriptor	CCSS Code						
1	В	Use Context Clues	CC.2.L.4.a						
2	С	Use Context Clues	CC.2.L.4.a						
3	Α	Use Context Clues	CC.2.L.4.a						
4	В	Use Context Clues	CC.2.L.4.a						
5	С	Prefixes	CC.2.L.4.b, Rfou.3.d						
6	Α	Prefixes	CC.2.L.4.b, Rfou.3.d						
7	С	Social Studies Vocabulary	CC.2.L.6						
8	Α	Social Studies Vocabulary	CC.2.L.6						
9	D	Social Studies Vocabulary	CC.2.L.6						
10	D	Academic Vocabulary	CC.2.L.6						
11	В	Academic Vocabulary	CC.2.L.6						
12	С	Academic Vocabulary	CC.2.L.6						

Answer Keys and Rubrics



			Grammar o	and V	Vritin	g	
		Week 1				Unit Test (including Week	4)
Item	Key	Item Descriptor	CCSS Code	Item	Key	Item Descriptor	CCSS Code
1	Α	Subject Pronouns	CC.2.L.1, L.2	1	Α	Subject Pronouns	CC.2.L.1, L.2
2	D	Subject Pronouns	CC.2.L.1, L.2	2	В	Object Pronouns	CC.2.L.1, L.2
3	С	Object Pronouns	CC.2.L.1, L.2	3	С	Reflexive Pronouns	CC.2.L.1.c, L.2
4	В	Subject Pronouns	CC.2.L.1, L.2	4	С	Possessive Pronouns	CC.2.L.1, L.2
Prompt (5)	Skill Rubric	Write a Summary	CC.2.W.8	5	В	Object Pronouns	CC.2.L.1, L.2
	Week 2				D	Reflexive Pronouns	CC.2.L.1.c, L.2
Item	Key	Item Descriptor	CCSS Code	7	Α	Reflexive Pronouns	CC.2.L.1.c, L.2
1	Α	Subject Pronouns	CC.2.L.1, L.2	8	D	Reflexive Pronouns	CC.2.L.1.c, L.2
2	D	Object Pronouns	CC.2.L.1, L.2	9	Α	Reflexive Pronouns	CC.2.L.1.c, L.2
3	В	Object Pronouns	CC.2.L.1, L.2	10	В	Subject Pronouns	CC.2.L.1, L.2
4	Α	Object Pronouns	CC.2.L.1, L.2	11	С	Possessive Pronouns	CC.2.L.1, L.2
Prompt (5)	Skill Rubric	Write a Comparison	CC.2.W.8	12	С	Reflexive Pronouns	CC.2.L.1.c, L.2
		Week 3		Prompt (13)	Skill Rubric; Writing Rubric	Write Narrative Sentences	CC.2.W.3
Item	Key	Item Descriptor	CCSS Code				
1	В	Possessive Pronouns	CC.2.L.1, L.2				
2	В	Possessive Pronouns	CC.2.L.1, L.2				
3	D	Possessive Pronouns	CC.2.L.1, L.2				
4	С	Possessive Pronouns	CC.2.L.1, L.2				

CC.2.W.2, W.8

Write a Main Idea and Details Paragraph

Skill Rubric

Answer Keys and Rubrics

Unit 6

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 A6.49.

	Grammar and Writing
	Week 1 Skill Rubric Item 5 (Prompt) Write a Summary
Child write	s sentences that
4 points	cover relevant and important ideas.
3 points	contain mostly relevant ideas with minor extraneous detail.
2 points	have some relevant ideas and some extraneous detail.
1 point	include minimal relevant ideas and/or mostly extraneous detail.
	Week 2 Skill Rubric Item 5 (Prompt) Write α Comparison
Child write	es sentences that
4 points	clearly compare eating at school and at home.
3 points	adequately compare eating at school and at home.
2 points	tell about eating at school and at home but do not compare them.
1 point	minimally mention eating at school and at home or refer to only one.
lten	Week 3 Skill Rubric n 5 (Prompt) Write α Main Idea and Details Paragraph
Child write	s a paragraph about working together that includes
4 points	α clear main idea and strong supporting details.
3 points	an adequate main idea and some supporting details.
2 points	α vague main idea and a supporting detail.
1 point	a statement with no relevant details.

Scoring Note: Assign α score of zero for no response or αn unscorable response.

	Grammar and Writing
	Unit Test Week 4 Skill Rubric Item 13 (Prompt) Write Narrative Sentences
Child write	es a narrative story about teamwork that
4 points	effectively tells what hαppens.
3 points	adequately tells what happens.
2 points	vaguely tells what happens.
1 point	does not tell what happens or is unclear.

Conversion Charts: Points Earned to Percent Scored

4 points

Points	1	2	3	4
%	25	50	75	10

8 points

Points	1	2	3	4	5	6	7	8
%	13	25	38	50	63	75	88	100

10 points

Points	1	2	3	4	5	6	7	8	9	10
%	10	20	30	40	50	60	70	80	90	100

12 points

Points												
%	8	17	25	33	42	50	58	67	75	83	92	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

20 points

Points																				
%	5	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95	100

Story Elements

Reteach

A story has **characters**, a **setting**, and a **plot**.

character

setting)

plot

Mark and Tim toss the ball in the yard today.

First, Mark throws. Tim misses the ball, though.

It flies into the neighbor's garden. "Uh, oh," they say.

Read the story.

The Soccer Game

At Oak Park on Saturday, the Wildcats and the Bears play soccer. The game is tied. The Wildcats have the ball. First, Maria kicks the ball to Jan. Then Jan kicks it back to Maria. Finally, Maria kicks the ball hard into the net. Whomp! She scores the winning point!

- 1. Circle the names of the characters.
- 2. Underline the words that tell you about the setting.
- **3.** Retell the story to a partner. Describe the plot events in order.

Determine Importance

Reteach

To **determine importance**, you find the most important ideas. Then you **summarize**, or retell, those ideas in your own words. Look at the underlined important details below. Then read the summary.

Use an old can for something new. Draw a picture. Glue it to the can. Then put your pencils in it!

Summary: You can use an old can to make a pencil holder.

Read "Hints for Spending Less."

Hints for Spending Less

Here are three hints to help you spend less:

- **Hint 1** Do you want new shoes or some t-shirts? Wait until they go on sale. At a sale, things cost less.
- **Hint 2** Repair things that are broken, or mend them if you can. A good repair can make something look brand new!
- **Hint 3** Try not to buy books. Borrow them from a library. Be sure to return them!

Follow the directions.

- 1. Underline the important details.
- **2.** Use the important details to summarize what you read. Tell a partner. Use your own words.

© National Geographic Learning, a part of Cengage Learning, Inc.

For use with TE page T357b

RT6.2

Subject and Object Pronouns

Reteach

Grammar Rules Subject and Object Pronouns

Pronouns can take the place of nouns in sentences.

- In the subject, use I, you, he, she, or it for one person, place, or thing. Use we, you, or they for more than one person, place, or thing.
- After an action verb or the words to, for, at, with, and of, use me, you, him, her, or it.



The boys fix the tent for Dad.

They fix it for him.

Read each sentence. Circle the correct pronoun.

- 1. I / Me love to walk in the park.
- 2. Mom takes I / me there on Saturdays.
- **3.** Today, I show **him** / **her** a new path.
- 4. She / He asks "Where does the path go?"
- **5.** Mom smiles as I point to **it** / **they** on a map.

Compare Stories

Reteach

To **compare stories**, look at the kinds of writing, the characters, and the setting. Think about the plot. Ask yourself: *What is the same? What is different?*

Read these stories.

The Rabbit and the Turtle

Rabbit: I can beat you in a race, Turtle.

Turtle: OK, Rabbit. Let's race.

Rabbit: Turtle is so far behind, I'll stop for some carrots.

Turtle: Hey, Rabbit. Where are you? I'm here at the finish line!

The Race

"I'm the best runner," said Rabbit one day.

"Let's race, Turtle, so I can prove what I say."

Rabbit took off and was soon far ahead.

"I have plenty of time for a nap," he said.

Rabbit woke up and looked toward the sign,

And there was Turtle crossing the finish line!

1.	Write one way the stories are the same.
2.	Write one way the stories are different.

© National Geographic Learning, a part of Cengage Learning, Inc.
For use with TE page T367d

RT6.4

Name	Date

Determine Importance



To **determine importance**, you find the most important ideas. Then you **summarize**, or retell, those ideas in your own words. Look at the underlined important details below. Then read the summary.

Zack reads <u>a book about birds</u>. He looks at all the colorful photos. He <u>points to a hummingbird</u>. "This <u>bird is amazing</u>," he says. "It can fly backwards!"

Summary: Zack likes birds, especially the hummingbird.

Read "The Bald Eagle."

The Bald Eagle

A bald eagle really likes fish. To catch the fish, this big bird swoops down to the water. Then it lifts the fish out of the water with its claws. Sometimes an eagle will steal fish! The eagle waits for a hawk to bring fish for its babies. The eagle bothers the hawk so much that it drops the fish. Then the eagle grabs the fish.

Follow the directions.

- 1. Underline the important details.
- **2.** Use the important details to summarize what you read. Tell a partner. Use your own words.

COPY READY

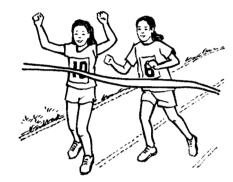
Subject and Object Pronouns

Reteach

Grammar Rules Subject and Object Pronouns

Pronouns can take the place of nouns in sentences.

- In the subject, use **I**, **you**, **he**, **she**, or **it** for one person, place, or thing. Use **we**, **you**, or **they** for more than one person, place, or thing.
- After an action verb or the words to, for, at, with, and of, use me, you, him, her, or it. Use them or us for more than one person, place, or thing.



The girls are in a **race**. Who will win **it**?

Where are the **girls** now? Can you see **them**?

"We are at the finish line," say the girls.

"Nobody can catch us!"

Complete the sentences. Write the correct pronoun.

- 1. The girls are friends. _____ do everything together.
- **2.** The girls ride bikes. The girls ride _____ in the park.
- 3. The friends shop. "_____ like the mall," the girls say.
- **4.** One girl always says "Show _____ what's on sale!"
- **5.** The girls watch a movie. _____ watch the movie with Mom.

National Geographic Learning, a part of Cengage Learning, Inc.
 For use with TE page T367d

RT6.6

Name	Date

Identify Main Idea

Reteach

The **main idea** is what a text is mostly about. Use the important details to figure out the main idea.

Look at the underlined important details. Read the circled main idea.

In the city, some people drive cars. Others ride a <u>bus</u> or the <u>subway</u>. People also <u>take taxis</u> to get somewhere. There are many ways to get around in the city.

Read "A Mole's Home."

A Mole's Home

What are those little hills of dirt in your yard? They are probably part of a mole's home. A mole digs tunnels. A tunnel is a long hole under the ground. Every little mole lives in a tunnel with its mother. When a mole grows up, it makes a home in a new tunnel.



- **1.** Underline the important details.
- 2. What is the main idea?
- 3. Retell what you read. Talk to a partner.

COPY READY

Determine Importance

Reteach

To **determine importance**, you decide which idea matters the most. You use important details to figure out the main idea. The circled idea below is the main idea.

Blue and red. Round or square. (Buttons can be)

(all colors and sizes) What do your buttons look like?

The Best Gift

Sam wanted to give Mom a gift. He had \$5 to spend. Sam went to the Craft Shop. He bought red and pink felt for \$1. He bought a soft strap for \$2. Then he found some brass rings. They cost \$2.

At home, Sam cut up the felt. Then he wrapped the felt around the strap. Last, he added the brass rings.

Sam had a belt. Mom said she got the very best gift.

- 1. Underline the important details.
- 2. Write the main idea.
- 3. Share the main idea with a partner. Do you have the same one?

COPY READY

Possessive Pronouns

Reteach

Grammar Rules Possessive Pronouns

A **singular possessive pronoun** shows that one person owns or has something. Use **mine**, **yours**, **his**, or **hers** to tell what the person owns.

A **plural possessive pronoun** shows that more than one person owns or has something. Use **ours**, **yours**, or **theirs** to tell what the people own.



Circle the correct possessive pronoun. Write it on the line.

- **1.** These are our pails. They are ______. (theirs, ours)
- **2.** Mom has a book. The book is ______. (his, hers)
- **3.** You and Pete have a ball. It is ______. (yours, ours)
- **4.** The family owns the umbrella. It is ______. (yours, theirs)
- **5.** That is my hat. It is ______. (yours, mine)

Describe the Connection

Reteach

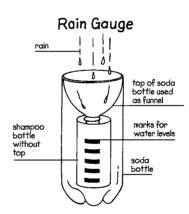
Good readers connect, or put together, different ideas to understand a text. These ideas are connected because each step tells what you should do to score a goal in soccer.

To score a goal:

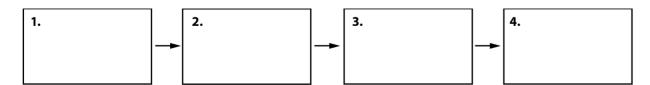
- 1. Face the net.
- 2. Get behind the ball.
- 3. Bring your leg back in a straight line.
- 4. Kick the ball hard.

Use a Rain Gauge

Put your rain gauge outside. Then check the gauge every day. Look at the water level. Write the number of inches. This tells how much rain falls.



- 1. Retell what you read.
- **2.** Complete the chart to show how to use a rain gauge.



3. Tell a partner how the steps connect to each other.

© National Geographic Learning, a part of Cengage Learning, Inc.
For use with TE page T401b

RT6.10

Name	Date
Name	Dutc

Determine Importance



To **determine importance**, you can use important details to figure out the main idea. The circled idea below is the most important, or main idea.

Farmers bring vegetables to town. They set up stands with fresh apples and oranges. Walk around the market. Pick out what you want. (A farmer's market has a lot of fresh food.)

Let's Shop

A shop can be a shack, a shed, or a big building. Come and see!

One shop is full of clothes. You can get a silk sash. One shop is full of dishes. You can get a mug.

Here is a shop that is full of beach things. You can get a shell. Another shop is full of fresh fish. You can get a crab. Look at the shop full of masks. You can get one.

What have you found out? Where would you like to shop next?

- 1. What kinds of things are in the shops? Underline the details.
- 2. Write the main idea.
- 3. Share the main idea with a partner. Do you have the same one?

© National Geographic Learning, a part of Cengage Learning, Inc.

For use with TE page T401b

RT6.11

COTT NEX

Reflexive Pronouns

Reteach

Grammar Rules Reflexive Pronouns

A **reflexive pronoun** refers to the subject of α sentence.

- If the subject talks about one person, place, or thing, use **myself**, **yourself**, **himself**, herself, or itself.
- If the subject talks about more than one person, place, or thing, use ourselves, yourselves, or themselves.



Read each sentence. Circle the correct reflexive pronoun.

- 1. Rosa and Mark are proud of themselves / yourselves.
- **2.** Rosa taught $\underline{\text{herself}}$ how to play guitar.
- **3.** Mark taught **herself** / **himself** some songs.
- 4. Brett asks **myself / himself**, "Will they let me play drums?"
- **5.** We started the band **itself / ourselves**.

Nαme	Date
Nume	Dute

Writing Trait: Fluency



Good writers make sure their writing is easy for the reader to follow. They use words to connect ideas. They use some short and some long sentences make the writing flow smoothly. **Fluent writing** is interesting to read.

Read both of the stories. Then answer the questions.

At the Park

My family loves the park. We swing and play on the slide. When our friends are there, we play ball in the field. Sometimes we let our dog run and jump in the field. The park is our dog's favorite place, too!

At the Park

My family loves the park. We swing. We play on the slide. Our friends go there. We play ball. We let our dog run in the field. He jumps. Our dog has a favorite place. The dog likes the park.

- 1. Circle the writing that is fluent.
- 2. Give two reasons the writing you chose is better or more interesting.

Practice the Trait

Write about a place you love. Make sure your sentences go smoothly together.

© National Geographic Learning, a part of Cengage Learning, Inc.

For use with TE page T401b

RT6.13

Reteaching Masters Answer Key

RT6.1 Story Elements

1., 2.

The Soccer Game

At Oak Park on Saturday, the Wildcats and the Bears play soccer. The game is tied. The Wildcats have the ball. First, Maria kicks the ball to an Then Jan kicks it back to Maria. Finally, Maria kicks the ball hard into the net. Whomp! She scores the winning point!

3. Answers should reflect the sequence cued by the words *First*, *Then*, and *Finally*.

RT6.2 Determine Importance

1.

Hints for Spending Less

Here are three hints to help you spend less:

- **Hint 1** Do you want new shoes or some t-shirts? Wait until they go on sale. At a sale, things cost less.
- **Hint 2** Repair things that are broken, or mend them if you can.
- **Hint 3** Try not to buy books. <u>Borrow books</u> from a library. Be sure to return them!
- 2. Possible summary: You can spend less if you buy things on sale, repair old things, or borrow books.

RT6.3 Subject and Object Pronouns

- 1. I
- 2. me
- 3. her
- 4. She
- 5. it

RT6.4 Compare Stories

- 1. Possible response: The plot is the same in both stories.
- 2. Possible response: The kinds of writing are different. One is a play and the other is a poem.

RT6.5 Determine Importance

1.

The Bald Eagle

A bald eagle <u>really likes fish</u>. To catch the fish, this big bird swoops down to the water. Then it lifts the fish out of the water with its claws. Sometimes <u>an eagle will steal fish!</u> The eagle waits for a hawk to bring fish for its babies. The eagle bothers the hawk so much that it drops the fish. Then the eagle grabs the fish.

2. Possible summary: An eagle loves fish so much it might even steal fish from a hawk.

RT6.6 Subject and Object Pronouns

- 1. They
- 2. them
- 3. We
- 4. me
- 5. They

RT6.7 Identify Main Idea

1

A Mole's Home

What are those little hills of dirt in your yard? They are probably part of a mole's home. A mole digs tunnels. A tunnel is a long hole under the ground. Every little mole lives in a tunnel with its mother. When a mole grows up, it makes a home in a new tunnel.

- 2. A mole lives in tunnels underground.
- 3. Answers will vary, but should reflect the content of the text.

RT6.8 Determine Importance

1.

The Best Gift

Sam wanted to give Mom a gift. He had \$5 to spend. Sam went to the Craft Shop. He bought red and pink <u>felt</u> for \$1. He bought a soft strap for \$2. Then he found some brass rings. They cost \$2.

At home, Sam cut up the felt. Then he wrapped the felt around the strap. Last, he added the brass rings.

Sam had a belt. Mom said she got the very best gift.

- 2. Sam made a belt as a gift for Mom.
- 3. Answers will vary, but should reflect the content.

RT6.9 Possessive Pronouns

Circled pronouns:

- 1. ours
- 2. hers
- 3. yours
- 4. theirs
- 5. mine

RT6.10 Describe the Connection

- 1. Answers will vary, but should be an accurate summary of the content.
- 2. 1. Put the rain gauge outside.
 - 2. Check the gauge every day.
 - 3. Look at the water level.
 - 4. Write the number of inches.
- 3. Possible response: Each step shows when you should do something.

RT6.11 Determine Importance

- 1. Underlined details include: clothes, dishes, beach things, fresh fish, masks.
- 2. Answers will vary slightly. Possible responses: Shops are different. Shops have different kinds of things to sell.
- 3. Answers will vary, but should reflect the content.

RT6.12 Reflexive Pronouns

- 1. themselves
- 2. herself
- 3. himself
- 4. himself
- 5. ourselves

RT6.13 Writing Trait: Fluency

- 1. The first story should be circled.
- 2. Possible responses: The writing is smooth, not choppy; the sentences start in different ways; some sentences are short, some are long; some ideas were combined.

Contents

Teaching Resources	Pages
Reading Level Translation Key	R2
Phonics Picture Card Index	R3
Anthology Picture Dictionary	R4
Interactive Read-Aloud PDFs	R10
Cumulative Key Word List	R16
Anthology Index	R18
Professional Resources	Pages
Research Base and Bibliography	R21
Research Base and Bibliography Scope and Sequence	
Scope and Sequence	S&S1
Scope and Sequence Common Core Standards Correlation	S&S1
	S&S1 CC1 Pages
Scope and Sequence Common Core Standards Correlation Additional Resources	S&S1 CC1 Pages

Reading Level Translation Key

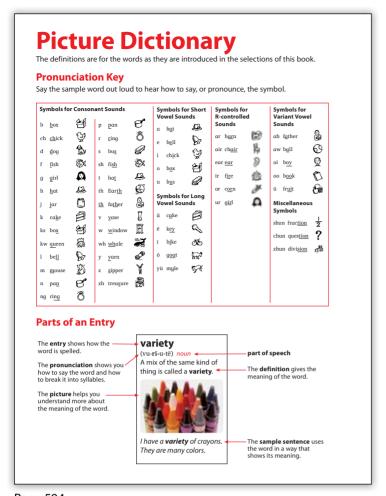
	Guided Reading	DRA	Lexile [®]	Reading Recovery	
	A	A-2		A-2	
K	В	3		3	K
	С			4	
	D	4		5	
				6	
	E	6		7	
	F	8		8	
1			200L-400L	9	1
	G	10		10	
	Н			11	
	I	12		12	
	J	14		14	
				15	
2		16	200L-400L		2
	K				
	L-M	18-28	300L-500L	18-20	
3	N-P	30-38	500L-700L	22–24	3
4	Q-R	40	650L-850L	26	4
5	S-U	44	750L-950L	28	5
6	V-W	50	850L-1000L		6

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	Mm	60	Cc	118	Nn	176	li
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	101	
7	mop	66	carrot	124	noodles	181	Oo
8	mouse	67	cat	125	nose	182	octopus
		68	cup	126	nut	183	olive
9	Ss					184	ostrich
10	saw	69	Rr	127	Vv	185	otter
11	seal	70	rabbit	128	vacuum	186	Uu
12	seven	71	rake	129	valentine	187	umbrella
13	sign	72	red	130	van	188	umpire
14	sink	73	ribbon	131	vase	189	underwear
15	soap	74	ring	132	vest	Pland	s with I
16	sock	75	rope	133	violin		
17	Ff	76	rug	134	Ww	190	block
18	fan	77	ruler	135	wallet	191	clam
19	feather	78	Tt	136	watch	192	clock
20	fence	79	tape	137	watermelon	193	flag
21	fish	80	teapot	138	wig	194	flute
22	foot	81	tent	139	window	195	glass
23	fork	82	tiger	140	wing	196	plate
24	fox	83	tire	141	worm	197	sled
		84	top			198	slug
25	Hh	85	turtle	142	Jj _.	Blend	s with r
26	hammer			143	jacket	199	brick
27	hand	86	LI	144	judge	200	crab
28	hat	87	ladder	145	jeans	201	drill
29	heart	88	lamp	146	jellybeans	202	frog
30	hen	89	leaf	147	jet	203	grass
31	horse	90	lemon	148	Zz	204	truck
32	hose	91	lion	149	zebra		
33	Bb	92	lizard	150	zero		s with s
34	baby	93	lock	151	zipper		skunk
35	ball	94	Kk			206	sling
36	bat	95	kangaroo	152	Qq	207	squid
37	bear	96	key	153	quart	208	stamp
38	bell	97	king	154	quarter	209	string
39	bike	98	kitchen	155	queen	210	swing
40	boat	99	kite	156	question mark	Digra	ph ch
41	book	100	kitten	157	quilt	211	chick
				158	Xx	212	chin
42	Рр	101	Dd	159	a <u>x</u>	213	chip
43	pan	102	deer	160	 bo <u>x</u>		
44	parrot	103	desk	161	fo <u>x</u>	Digra _l	
45	pear	104	dime	162	0 <u>X</u>	214	shell
46	pencil	105	dog	163	si <u>x</u>	215	ship
47	penguin	106	doll			216	shoe
48	pig	107	donkey	164	Aa	217	shrimp
49	pizza	108	door	165 166	alligator		
50	pot	109	duck	166	anchor		
51	puppet	110	Yy	167	ant		
52	Gg	111	yacht	168	apple		
53	game	112	yam	169	astronaut		
54	gate	113	yarn	170	Ee		
55	gift	114	yawn	171	egg		
56	girl	115	yellow	172	elbow		
57	goat	116	yolk	173	elephant		
58	gorilla	117	yo-yo	174	elevator		
59	guitar	11/	,~ ,~	175	envelope		
3,5	94.14.	•		•	'	•	

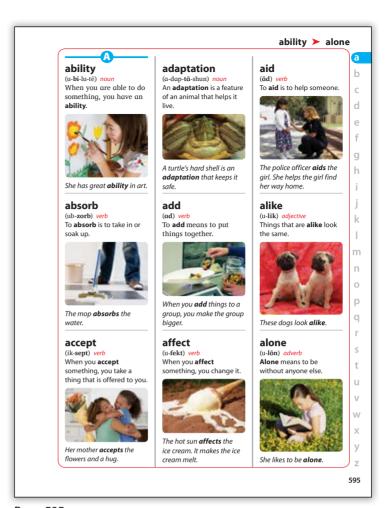
Anthology Picture Dictionary



Page 594



Page 596



Page 595



Page 597



Page 598



Page 600 Page 601



Page 599



Anthology Picture Dictionary, continued



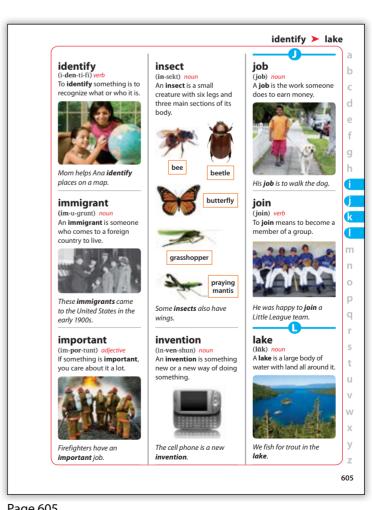
Page 602



Page 604



Page 603



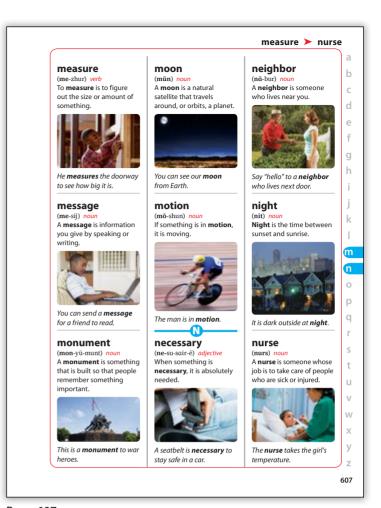
Page 605



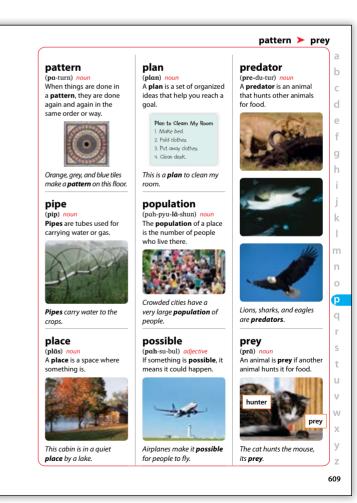
Page 606



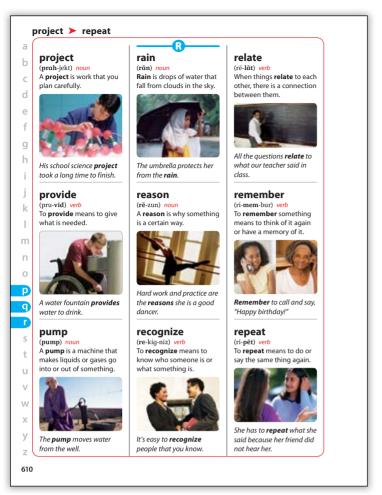




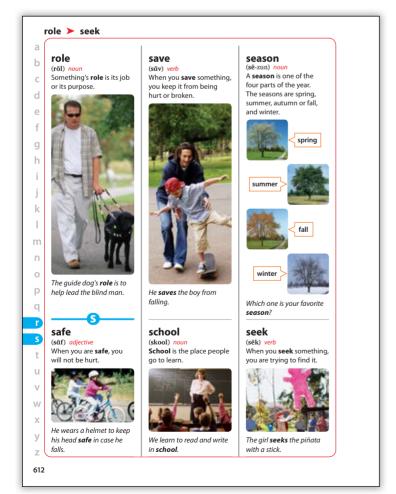
Page 607



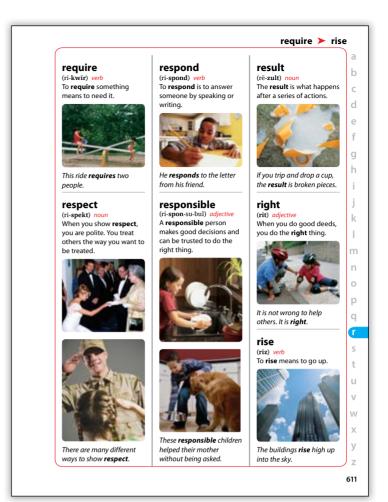
Anthology Picture Dictionary, continued



Page 610



Page 612



Page 611



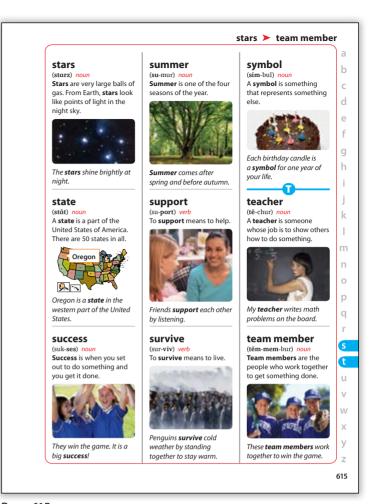
Page 613



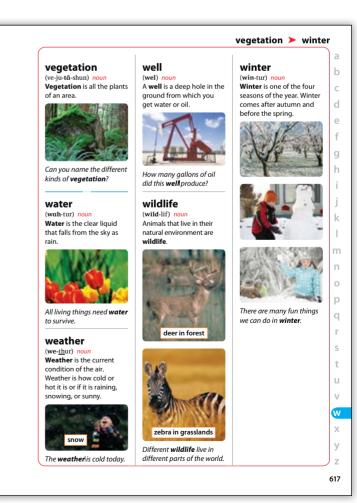
Page 614



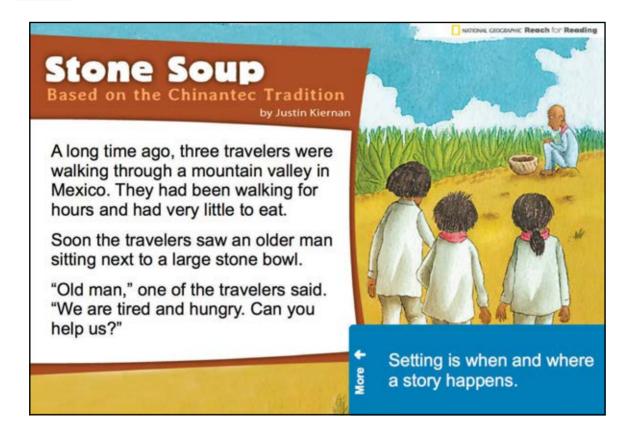
Page 616 Page 617

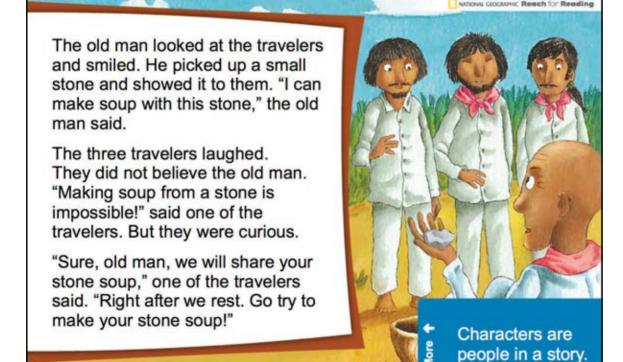


Page 615



Folk Tale





Name Date

Folk Tale

"Very well," the old man replied as he tossed the stone into the big stone bowl. "But please help me gather wood to start a fire. I need fire to cook. And we will need more stones."

The travelers cooperated. One traveler gathered wood and stones. Another traveler started the fire.

After the fire started, the old man cackled with delight. "The smell is so delicious. This stone will make a great soup!" he said.

It seemed unbelievable, but the three travelers also smelled something delicious! Could they have been wrong? Maybe he really could make soup from a stone.

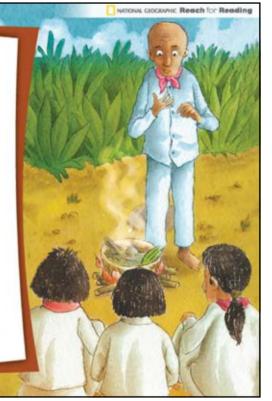
The plot is the

important events.

"Do you know what will make this stone soup even better?" asked the old man. "Some fish and some vegetables. Will you help me?"

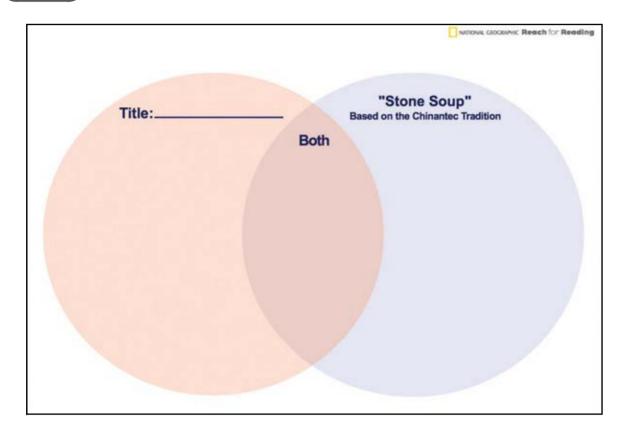
The third traveler went to the river and caught some fish. Then he gathered vegetables on the way back from the river. He tossed the food into the man's stone pot and they all waited.

Soon, the soup was ready. The old man and the travelers enjoyed the delicious soup they had made together. They promised the old man that they would never forget his recipe for stone soup.



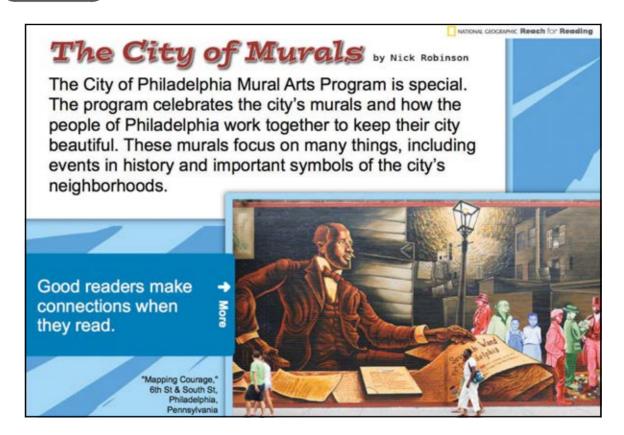
Name Date

Folk Tale



Ν	Name	Date

Photo-Essay



NATIONAL GEOGRAPHIC Reach for Reading What Is a Mural? A mural is not just a painting like the paintings you see in a museum, nor is it graffiti. A mural is a work of art that a group or community creates to make their community more beautiful. You usually find murals on the walls of a building. If you visit Philadelphia, you can follow the city's Mural Mile and learn about murals. make cities works of art beautiful what murals are Most nonfiction texts contain many pieces "Tree of Knowledge," 1302 Market Street Philadelphia, Pennsylvania of information that are connected.

 $\ensuremath{\text{@}}$ National Geographic Learning, a part of Cengage Learning, Inc. For use with TE pp. T396f-T396h

R13

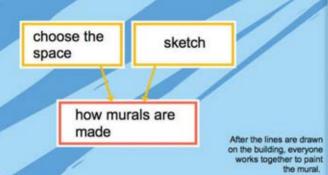
NATIONAL GIOCEAPHIC Reach for Reading

Photo-Essay

Working Together

The process of creating a mural is complicated and can take a long time. Neighbors often work together to plan

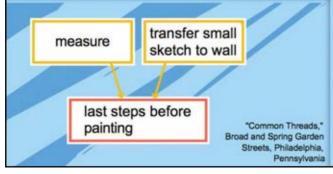
out the mural. They might also hire an artist to direct the entire process. Then, the group will decide where to paint the mural. Next, they work together to sketch out the mural.



NATIONAL GEOGRAPHIC Reach for Reading

Adding the Details

Once the group decides on what the mural will be about, they might have an artist do a smaller sketch. This becomes the blueprint for the final picture. A group could also measure the larger sketch on the wall and use markers to draw the mural's outlines. After that, it's time to paint!





 $\ensuremath{\text{@}}$ National Geographic Learning, a part of Cengage Learning, Inc. For use with TE pp. T396f-T396h

R14

Name	Date

Photo-Essay

Make Your Own Class Mural

- 1. Brainstorm ideas and take notes.
- 2. Choose a space.
- 3. Assign tasks.
- 4. Make a blueprint, or a small sketch.
- 5. Sketch the actual mural.
- 6. Paint your mural.



NUTOWAL GEOGRAPHIC Reach for Reading

Grade 2 Cumulative Key Word List

High Frequency	came	full	line	pick
Words	carry	funny	little	picture
by	change	gave	live	place
a	children	get	long	plant
about	city	give	look	please
above	clean	goes	lot	point
after	close	going	made	pull
again	cold	good	man	push
air	color	got	many	put
all	come	great	may	read
almost	could	green	men	ride
along	country	group	might	river
also	cry	grow	mile	room
always	day	hard	more	round
am	dear	has	morning	said
America	different	have	most	same
and	do	he	mother	saw
animal	does	head	mountain	say
another	done	hear	move	says
answer	don't	help	much	school
any	door	her	music	sea
are	down	here	must	second
around	drink	high	my	see
as	each	him	myself	seem
at	earth	his	name	she
ate	eat	hold	near	should
away	enough	home	never	show
back	even	house	new	side
ball	ever	how	next	sing
be	every	hurt	nice	sister
because	example	1	night	sleep
bed	eye	idea	no	small
been	face	if	not	so
before	fall	important	now	some
began	family	in	number	something
below	far	into	of	sometimes
best	father	is	off	song
better	feel	it	often	soon
between	few	jump	old	sound
big	find	just	on	start
black	first	kind	once	state
blue	five	know	one	stay
body	floor	land	only	still
both	fly	large	open	stop
boy	follow	laugh	or	story
bring	food	learn	other	study
brother	for	leave	our	such
brown	form	left	out	sure
but	found	let	over	surprise
buy	four	letter	own	take
by	friend	life	part	talk
call	from	like	people	teacher

Words from Unit 6 appear in red type. For additional content words and story words, please see the Leveled Reading section.

tell will inventions (n) happen (v) vegetation (n) than wish healthy (adj) iobs (n) water (n) with hide (v) thank join (v) weather (n) that without kids (n) wells (n) identify (v) the word lake (n) wildlife (n) important (adj) their work landform (n) winter (n) locate (v) them world language (n) measure (v) **Academic and** would then leaders (n) message (n) Classroom there write library (n) motion (n) **Vocabulary** these machine (n) vear motive (n) ability (n) they yellow mean (adj) necessary (adj) absorb (v) think monument (n) neighbor (n) yes accept (v) this moon (n) observe (v) you adaptation (n) those young night (n) opportunity (n) add (v) thought your nurse (n) others (n) affect (v) three ocean (n) pattern (n) **Key Words** alike (adj) through place (n) organize (v) aid (v) appear (v) to park (n) plot (n) alone (adj) area (n) today partners (n) point of view (n) American (adj) attack (v) together pipes (n) population (n) animals (n) attract (v) tomorrow plan (n) possible (adj) autumn (n) become (v) predators (n) prediction (n) too begins (v) belong (v) took prey (n) problem (n) belief (n) build (v) tree project (n) provide (v) body of water (n) care (v) pump (n) reason (n) try building carry (v) recognize (v) turn rain (n) cause (n) chain (n) remember (v) two relate (v) citizenship (n) celebrate (v) under respect (n) repeat (v) cloud (n) chance (n) respond (v) require (v) up color (n) change (v) upon responsible (adj) result (n) cook (n) character (n) roles (n) us right (adj) culture (n) choice (n) school (n) rise (v) use day (n) clean (adj) seasons (n) safe (adj) very doctor (n) community (n) wait serve (v) save (v) draws (v) compare (v) walk shadows (n) seek (v) Earth (n) connect (v) shape (n) seem (v) want ends (v) contrast (v) warm shelter (n) sequence (n) enemies (n) cooperate (v) was size (n) setting (n) example (n) cost (n) wash skills (n) share (v) fall (n) courage (n) watch sky (n) solution (n) features (n) danger (n) water society (n) source (n) food (n) decide (v) species (n) success (n) way defend (v) grateful (adj) we spring (n) support (v) difference (n) grown-ups (n) well stars (n) survive (v) habitat (n) difficult (adj) symbol (n) went state (n) heroes (n) dream (n) summer (n) theme (n) were history (n) education (n) what teacher (n) trait (n) holidays (n) effect (n) when team members (n) united (adj) home (n) enough (adj) where teamwork (n) unusual (adj) hospital (n) expect (v) while thoughtful (adj) useful (adj) ideas (n) explain (v) white threaten (v) variety (n) immigrant (n) freedom (n) who together (adj) generous (adj) insects (n) why traditions (n)

Anthology Index

Index Characters, story 19, 336, 357, 480 feelings 22, 151, 220, 286, 476, 495, 539 Abbreviations 59 Academic vocabulary 7, 35, 71, 103, 139, 169, 205, 233, 269, 301, 337, 371, 409, 441, 477, 507 identifying 10, 25, 272, 398, 412 motivations **408**, 421, **429** traits **6**, **24**, 204, 213, 217, 220, 223, 343, 363 see also Play, parts of Activate prior knowledge 3, 67, 135, 170, 201, 265, 333, 405, 473 Adjectives 165, 576 functions 580 Clarify 15, 27, 36–37, 43, 49, 51, 57, 125, 225, 255, 288, 295, 356, 365, 393, 461, 485, 489 to compare 581 Adverbs 193, 197, 587 **Alphabetizing 54**, 92, 430, 496 Compare author's purpose 256, 296, 536 Answer questions 32 using background knowledge 170, 171 character's adventures 363 explanations **164** facts 102, 113, 115, 121, 175, 317, 318, using resources 140, 141, 151, 433 using text 45, 140, 158, 161, 170, 171, 175, 183, 189, 191, 433, 531 genres **30**, **98**, **126**, **324**, **436**, 529 information **192**, 451 language **502** Antonyms 290, 549 Ask questions 32, 55–57, 258, 478–479, 508–509, 554 main ideas 464 about stories 90, **140–141**, 151, 158, plots 228, 361 170 171 about other texts 45, 52, 161, 175, 183, 189, 191, 433, 531 of author 179 settings 222, 228 texts 243, 396, 464 topics 464 topics **404** two versions of the same story **366 Compare/contrast** 45, 115, 175, 222, 243, 247, **300**, 318, **319**, 323, 363, 451 of others 258, 546 see Speaking of self 140, 170, 547 types literal 45, 140, 151, 158, 161, 171, 175, 179, 183, 189, 191, 433 Compound words see Vocabulary, strategies Comprehension strategies open-ended 140, 151, 158, 170, 171, see Strategies for reading comprehension Conclusions, drawing 206–207, 410–411, 426, 431, 435, 442–443, 478–479, 508–509, 535 Author's purpose 41, 506, 521, 527, 536 Author's style 23, 89, 157, 221, 287, 355, Connections, making 478-479, 508text to self 29 51 206 213 227 247 Capitalization 248, 253, 379, 381, 387, 431, 492 see Conventions, in writing Cause and effect 168, 177, 183, 187, text to text 27, 55, 93, 123, 161, 189, 618

Page 618

```
Index, continued
                                                                                          see also Adjectives, Adverbs, Complete
Sentences, Nouns, Prepositional Phrases,
Prepositions, Questions, Sentences,
Subjects, Subject-Verb Agreement, Verbs
               374-387, 388
           Internet bulletin board 55–57 interview 65, 258 journal 9, 73, 207
           letter 199, 248, 303, 428
literary nonfiction 510–525
magazine article 172–185, 186
                                                                                       Graphic organizers
author's purpose chart 506, 527
beginning-middle-end chart 70, 91
cause-and-effect chart 168, 187
           newsletter 261
opinion essay 235
oral report 105
                                                                                          character map 6, 25, 204, 223, 408, 429, 476, 495
cluster 561, 562
           personal narrative 538
photo-essay 27, 30, 38–51, 52, 60, 391–395
                                                                                          Ciuster 361, 362
comparison chart 58, 102, 121, 126,
129, 164, 192, 228, 256, 296, 300,
319, 327, 366, 396, 464, 502, 536
concept map 64, 101, 132, 198, 262,
330, 402, 470, 542
            play and skit 340-354, 356, 543
           poetry 123–125, 304–317, 318, 497, 526
                                                                                          details chart 467
details cluster 34, 53, 61, 64
feelings chart 539
            profile 189-191, 431
            proverbs 225–227 realistic fiction 10–22, 24, 30, 74–88, 90, 272–286, 288, 398, 480–492, 494
                                                                                          main idea diagram 370, 389 outline 561, 562
           recipe 543
report 37, 373, 466, 543
science article 93, 106–119, 120,
291–295, 321–323, 444–457, 458,
                                                                                           plot 70, 91
                                                                                          problem-and-solution chart 138, 159, 195
                                                                                           sequence chain 232, 249, 259
                                                                                          story map 336, 357, 399
theme chart 268, 289
topic and main idea chart 440, 459,
               461-463
           science experiment 161–163
script 340–354, 543
            song 65, 359, 543
song lyrics 359–365, 529–535, 543
story 10, 271, 398
                                                                                               467
                                                                                          Venn diagram 324
Word web 301
            traditional tale 142-156, 158
            Web-based news article 251–255
                                                                                         in poetry 123, 309, 313, 318, 497, 501, 526
            using to convey meaning 547
            watching to derive meaning 547
                                                                                       Inferences, making 43, 72–73, 83, 88, 95, 97, 104, 105, 109, 111, 113, 125,
       Glossary, picture dictionary
meanings 594–617
                                                                                           245, 251, 321, 383, 433, 478–479, 508, 509, 533, 535, 555
            pronunciation 594–617
syllabication 594–617
        Grammar 31 59 99 127 165 193 229
            257, 297, 325, 367, 397, 437, 465, 503,
                                                                                       Language learning strategies 568, 569
620
```

```
217, 225, 251, 291, 321, 359, 391, 431, 461, 497, 517, 529 text to world 27, 234–235, 239, 247, 251, 255, 379, 391, 395, 499, 517,
                                                                               Evidence
                                                                                  gathering
from sources 72, 90, 104, 128, 158,
248, 288, 436, 466, 494, 526
from interviews 65, 199, 258–261
       529
 Context clues, using to determine
   multiple meaning words 26, 160, 320 unfamiliar words 122, 390, 460, 549 see also Vocabulary, strategies
                                                                                     Extual using to support answers 52, 72, 90, 104, 105, 120, 158, 186, 222, 248, 288, 318, 339, 356, 388, 464, 494, 502, 536, 521, 526 discussing 90, 105, 121, 223, 248, 288, 318, 339, 370, 373, 388, 389, 436, 464, 502
Contractions 131, 401
Conventions, in writing 564
    capitalization 59, 63, 199, 229, 248, 297, 325, 428, 589
   parts of speech
      see Adjectives, Adverbs, Articles, Nouns,
Prepositions, Pronouns, Verbs
                                                                               Facts, locating 52, 102, 120, 121, 168, 248, 300, 318, 319, 388, 436, 458, 464, 502, 536
    punctuation
       apostrophe
in contractions 127, 131, 401, 593
in possessives 59, 401, 593
                                                                               Figurative language 531, 552, 553
                                                                                   see also Vocabulary strategies
       comma 541 592
       exclamation point 297, 591
period 59, 229, 297, 329, 591
                                                                                  expression 91, 159, 223, 289, 357, 429
                                                                                  intonation 25, 187, 319, 459, 495
phrasing 53, 121, 249, 389, 527
        question mark 261, 297, 325, 329,
                                                                              Folk tales 194, 412–426, 428
comparing characters 429, 436
comparing plot 436
       quotation mark 593
                                                                                   comparing setting 436
Details, locating
about stories 15, 363
   about other texts 34, 45, 47, 53, 55, 115, 119, 123, 161, 177, 185, 189, 253, 309, 339, 370, 385 identifying 111, 372, 515
                                                                              Generalizations, forming 442, 443, 449, 453, 455, 457, 458, 463, 525
                                                                               Genres
                                                                                   article 93, 128
Determine importance 338–339, 372–373, 385, 478–479, 508–509, 554 main idea and details see Main Idea and
                                                                                  blog entry 443
booklet 403
                                                                                   comparison 326 description 52, 141, 339, 411, 479, 509
       details
    summarize see Summari
                                                                                   essav 171
Dialogue, elements of 340. 351
                                                                                   fable 208-220 222
Dictionary 92, 430, 496
                                                                                   folk tale 194, 412–426, 428
                                                                                   human interest feature 236-247, 248.
    see Dialogue, elements of; Play, parts of
                                                                                                                                                       619
```

Page 619

```
techniques 58
     istening
ask and answer questions 32, 33, 167,
171, 192, 197, 199, 329, 335, 469
ask for and give information 3, 4, 5,
6, 24, 25, 53, 67, 132, 135, 136, 137,
138, 141, 201, 265, 331, 507
carry out commands 197, 329, 334
collaborate with peers 3, 6, 9, 34, 53,
65, 67, 102, 105, 126, 135, 138, 168,
192, 207, 228, 232, 265, 268, 324,
331, 333, 336, 366, 401, 403, 408,
436, 440, 464, 473, 506, 507, 540
conduct an interview 65, 199
monitor understanding of spoken
                                                                                                               Moral lessons
                                                                                                                 Multiple-meaning words 26, 160, 320
                                                                                                               Nouns 31
                                                                                                                   common 573
                                                                                                                     plural 31, 63, 574
                                                                                                                    proper 59, 63, 573
possessive 59, 577
singular 31, 574
      conduct an interview 63, 199
monitor understanding of spoken
language 4, 32, 62, 63, 68, 100, 130,
131, 196, 199, 230, 266, 328, 329,
331, 334, 368, 400, 403, 438, 468,
469, 540, 541
                                                                                                              Oral language
see Speaking; Listening
     to speakers asking questions 329, 331, 469 making comments 261, 328, 329, 401, 468, 540
                                                                                                              Outline 561, 562
                                                                                                              Paraphrasing 91, 159, 232, 249, 338, 357, 373, 438
 taking notes 131, 547

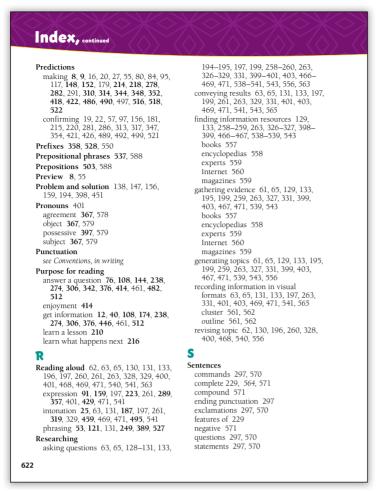
Logical order 199, 232, 248, 249, 263, 373, 543
                                                                                                              Parts of speech
see Conventions, in writing
                                                                                                              Plan and monitor 8–9, 36–37, 478–479, 508–509, 554
Main idea 52, 323, 370, 379, 389, 391, 395, 440, 457, 463, 517, 529

Main idea and details 53, 372, 373, 385, 393, 435, 440, 459, 463, 466, 515
                                                                                                                     preview and predict see Predict; Preview
                                                                                                                     monitor and clarify see Monitor and
                                                                                                                         clarify
 Meanings, of words
literal 548–551
                                                                                                               Play, parts of
                                                                                                                     characters 341
       non-literal 552, 553
                                                                                                                    dialogue 340, 351, 356
stage directions 340, 347
non-literal 552, 553

Media, non-print 3, 4, 7, 24, 32, 35, 52, 55–57, 67, 68, 71, 90, 100, 103, 120, 135, 136, 139, 158, 166, 169, 186, 201, 202, 205, 222, 230, 233, 248, 251, 252–254, 265, 266, 269, 288, 298, 301, 318, 329, 333, 334, 337, 356, 368, 371, 388, 405, 406, 409, 428, 438, 441, 458, 473, 474, 477, 494, 504, 507, 526
                                                                                                                Plot 70, 74, 79, 83, 88, 91, 336, 357, 361, 365, 398, 480
                                                                                                               Poetry 100, 266, 334, 438, 504
repetition 123–125, 307, 309, 311, 316,
498–501
                                                                                                                     rhyme 123-125, 306-317, 498-501
                                                                                                                     rhythm 123–125, 306–317, 498–501 see also Speaking, Listening
      conventions 58
purposes 58
                                                                                                                                                                                                                     621
```

Page 621

Page 620



Page 622

```
Index, continued
                                                                                      forms of be and have 127, 582
               197, 261, 329, 401, 430, 469, 496,
                                                                                     future tense 465, 586 helping 99, 127, 583 linking 582
              541, 564
        Story elements
          see Characters: Plot: Setting
                                                                                      main 257
        Strategies for reading comprehension
           see Ask questions, Determine importance,
Make connections, Make inferences,
Plan and monitor, Review, Synthesize,
                                                                                         regular 437, 585
                                                                                     irregular 437, 468, 585
present tense 584
        Subjects 257 571
                                                                                  Visualize 3, 265, 270–271, 277, 281, 293, 302–303, 309, 313, 321, 478–479, 485, 497, 501, 508–509, 533, 555
        Subject-verb agreement 257
        Suffixes 188, 224, 550, 551
                                                                                  Vocabulary
       Summarize 121, 329, 338–339, 351, 354, 361, 377, 387, 389, 459, 525, 527
                                                                                     ocabulary
academic
see Academic vocabulary
high-frequency words 4, 32, 68, 100,
136, 166, 202, 230, 266, 298, 334,
368, 406, 438, 474, 504
science 69, 101, 137, 167, 267, 299,
        Synonyms 250, 549
        Synthesize
           draw conclusions
              see Conclusions, drawing
          form generalizations
see Generalizations, forming
                                                                                         407, 439
                                                                                     social studies 5, 33, 203, 231, 335, 369, 475, 505
                                                                                      strategies
       Text features
captions 38, 41, 47, 49, 502
diagrams 172, 181, 291, 295, 304
facts 515
                                                                                         ask and answer questions 71, 139,
                                                                                         cognates 548
         hacts 515
headings 106, 109, 117, 183, 444, 449
illustrations 163
photographs 38, 47, 49, 241, 383
maps 185, 236, 239, 374, 377, 391
titles 59
                                                                                        cognates 548
compound words 550
context clues 549
drawings/pictures 337
example chart 7, 103
expanded meaning map 269
figurative language 552, 553
Greek, Latin, and other roots 551
           see also Play, parts of
       Theme 268, 289
moral 208, 215
                                                                                         prefixes 550
study cards 35, 205, 477
       Topic 29, 326, 435, 440, 457, 459, 463, 466
                                                                                         suffixes 551
                                                                                         word families 548
word map 441
       Transition words 258-260 232 249
                                                                                         word parts 550
                                                                                          word web of examples 301
       Verbs
                                                                                  Voice
           action 99, 437, 582
                                                                                      see Writing traits
           contractions with 583
624
```

Page 624

```
give presentations 5, 63, 65, 131, 133, 197, 199, 201, 228, 261, 263, 265,
     subjects 571
    subject-verb agreement in 257 types of 297
                                                                                                                      329, 331, 401, 403, 405, 469, 471, 473, 541, 543
Sequence 79, 232, 241, 243, 245, 249, 265
                                                                                                                473, 541, 543 identify objects, people, and places 473 make a request 474 make comparisons 121, 267, 298, 300, 318, 319, 329, 335,
Setting 142, 147, 336, 343, 357, 359, 398, 412, 417, 480
Speaking
                                                                                                                 narrate 197 401 403 541 543
     adapt spoken language for
purposes 63, 65, 131, 133, 197, 199,
261, 263, 329, 331, 401, 403, 469,
471, 541, 543
                                                                                                                 perform skits, plays, and mimes 228, 263, 331, 366, 403, 471, 543 poems 100, 266, 438, 504
                                                                                                               poems 100, 266, 438, 504
provide suggestions 62, 130, 196, 260, 328, 400, 468, 540, 563
retell 25, 62, 91, 121, 159, 187, 223, 249, 289, 319, 357, 389, 400, 438, 459, 468, 495, 527, 540, 563
share ideas 3, 5, 9, 25, 30, 34, 37, 53, 58, 64, 67, 70, 73, 98, 99, 102, 105, 132, 138, 141, 159, 164, 168, 192, 199, 204, 207, 232, 256, 262, 263, 265, 271, 288, 300, 303, 331, 333, 336, 337, 339, 405, 408, 411, 436, 443, 473, 479, 502, 505, 506, 509, 525, 540, 541
share information 69, 90, 101, 120.
    471, 541, 543
ask and answer questions 32, 33, 52, 126, 132, 133, 141, 158, 167, 171, 186, 192, 331, 335, 475, 546
ask for and give information 3, 4, 5, 24, 25, 53, 67, 98, 132, 135, 136,
          137 138 476
     chant 230, 263, 267, 507, 527
     conduct an interview 65, 199
     define 186
     describe 25, 68, 69, 70, 90, 98, 187, 223, 227, 288, 289, 299, 319, 357, 225, 388, 396, 429, 436, 494, 495
     ---, 500, 390, 429, 436, 494, 495
engage in discussion 266, 267, 288,
396
                                                                                                                 share information 69, 90, 101, 120,
                                                                                                                share information 69, 90, 101, 120, 126, 135, 167, 187, 192, 201, 203, 205, 267, 297, 319, 335, 367, 369, 370, 373, 389, 407, 437, 439, 459, 464, 475, 536, 527, 536, 543 songs 4, 6, 32, 65, 68, 136, 166, 202, 263, 298, 368, 406, 471, 474, 543, 546
   396 explain 3, 5, 100, 101, 119, 120, 135, 159, 163, 166, 167, 186, 201, 213, 247, 256, 271, 277, 293, 296, 324, 333, 359, 381, 385, 428, 453, 455, 473, 501, 505, 526, 529
          dislikes 406 407 428
                                                                                                                 summarize 53, 121, 339
          feelings 202, 203, 222, 428 ideas 5, 202, 203, 222, 405, 473
                                                                                                                 tell a story 91, 268, 336, 401, 403, 405, 408, 476, 503
         tices 5, 202, 203, 222, 403, 473 intentions 504, 526 likes 406, 407, 428, 475 needs 368 opinions, 230, 231, 235, 248, 263, 333, 475, 505, 526 wants 368
                                                                                                                 use a variety of grammatical
structures 297
                                                                                                                 see also Vocabulary
                                                                                                            Spelling
                                                                                                                 base words with inflectional
                                                                                                                      endings 31, 59, 63, 99, 193, 197, 257,
437
     form a generalization 443, 458
    give commands 334, 356
give information 4, 5, 24, 69, 158, 229
                                                                                                                 contractions 127, 131, 401
                                                                                                                 using resources to check 63 92 131
                                                                                                                                                                                                               623
```

Page 623

```
poetry 318, 526
W
                                                                                noster 403
                                                                               proverb 263
realistic fiction 24, 90, 288, 398, 494
   answers 158, 258, 458, 494
   paragraphs 60–63, 128–131, 133, 194–197, 199, 326–329, 398–401, 466–469, 471, 538–541, 543 questions 158, 258, 325, 458
                                                                               recipe 543
report 466, 471, 543
riddle 133
                                                                               science article 120, 458
     sentences
                                                                               scientific log 133
skit 471, 543
      complete 31, 52, 99, 120, 126, 158, 165, 186, 193, 229, 257, 288, 297, 356, 367, 388, 397, 437, 465, 494, 503, 537
                                                                               song 65, 263, 471, 543
story 271, 398
study card 35
       simple 59
                                                                               traditional tale 158
Writing forms
article 128
blog entry 443
booklet 403, 471
                                                                               TV show 133
see also Researching
                                                                           Writing process
drafting 61, 129, 195, 259, 327, 399,
467, 539, 562
   caption 59, 90, 502
cartoon 331
                                                                               editing 63, 131, 197, 261, 329, 401, 469, 541 capitalization 564
   chant 263
   comic strip 405
commercial 65
                                                                              grammar 564
punctuation 564
revising 62, 130, 196, 260, 328, 400,
468, 540, 563
   comparison 326
   description 52
e-mail 541
   essav 171
    explanation 222
fable 222
                                                                                 planning 61, 129, 195, 259, 327, 399, 467, 539, 556
                                                                             +07, 559, 556
organizing 61, 129, 195, 259, 327,
399, 467, 539, 561
publishing 63, 131, 197, 261, 329, 401,
469, 541
   folk tale 194
   guide book 3
human-interest feature 248, 388
   interview 65, 199, 258
journal 9, 73, 207
letter 199, 248, 428
                                                                                   add visuals 565
                                                                                   present writing 565
   list 24
                                                                           Writing traits
coherence 566
development of ideas 568
   map 65
nature log 331
newsletter 261
                                                                               focus 566
   opinion essay 235
oral report 105
                                                                               organization 567
                                                                               voice 569
   personal narrative 538
                                                                               written conventions 569
   photo-essay 52, 60
play 366
                                                                                                                                                  625
```

Page 625

Research Base and Bibliography

Foundations of Reading

- **Adams, M.** (1990). Beginning to read: Thinking and learning about print. Cambridge, MA: MIT Press.
- **Baumann, J. F., Hoffman, J. V., Moon, J. S., & Duffy-Hester, A.** (1998). Where are the teachers' voices in the phonics/whole language debate? Results from a survey of U.S. elementary classroom teachers. *Reading Teacher*, 51(8), 636–650.
- Bear, D. R., Invernizzi, M., Templeton, S., & Johnston, F. (2000). Words Their Way. New Jersey: Prentice Hall, Inc.
- **Beck, I. L.** (2006). *Making sense of phonics: The hows and whys.* New York: Guilford Press.
- **Blevins, W.** (1998). *Phonics from A to Z.* New York: Scholastic.
- **Briggs, D.** (2007). Synthesizing casual inferences. *Educational Researcher*, 37, 15–22.
- Camilli, G., Vargas, S., & Yurecko, M. (2003). Teaching children to read: The fragile link between science and federal education policy. *Education Policy Analysis Archive*, 11(15). Retrieved March 20, 2007, from http://epaa.asu.edu/epaa/v11n15/.
- **Camilli, G., & Wolfe, P. M.** (2004). Meta-analysis and instructional policies in reading. *Educational Leadership*, 61(6), 26–29.
- Camilli, G., Wolfe, P. M., & Smith, M. L. (2006). Meta-analysis and reading policy: Perspectives on teaching children to read. *The Elementary School Journal*, 107, 27–36.
- Carnine, W., Kameenui, E., Silbert, J., Tarver, S., & Jungjohann, K. (2005). Teaching Struggling and At-Risk Readers: A Direct-Instruction Approach. Upper Saddle River, NJ: Prentice-Hall, Inc.
- Center for the Improvement of Early Reading Achievement (1999). Ready reference for reading excellence: A research collection. Ann Arbor, MI: Author.
- **Cook, T.** (1997). Lessons learned in evaluation over the last 25 years. In E. Chelimsky & W. R. Shadish (Eds.), *Evaluation for the 21st century: A handbook* (pp. 30–52). Thousand Oaks, CA: SAGE.
- **Cooper, H. G.** (2005). Reading between the lines: Observations on the report of the National Reading Panel and its critics. *Phi Delta Kappan*, 86, 456–461.
- Clay, Marie M. (1993). An Observation Survey. Portsmouth, NH: Heinemann.
- **Clay, Marie M.** (1991). *Becoming Literate.* Auckland, New Zealand: Heinemann Education.
- **Crawford, E. C., & Torgesen, J. K.** (2006). Teaching all students to read: Practices from Reading First schools with strong intervention outcomes. Tallahassee, FL: Florida Center for Reading Research. Available at: www.fcrr.org
- Cunningham, P. M., & Allington, R. L. (1994). Classrooms That Work. USA: HarperCollins College Publishers.
- **Cunningham, P., & Hall, D. O.** (1994). *Making Words*. Parsippany, NJ: Good Apple, Inc.

- **Dawson, R., & Tilley, N.** (1997). An introduction to scientific realist evaluation. In E. Chelimsky & W. R. Shadish (Eds.), *Evaluation for the 21st century: A handbook* (pp. 405–418). Thousand Oaks, CA: SAGE.
- **DeFord, D. E., Lyons, C. A., & Pinnell, G. S.** (1991). *Bridges to Literacy*. New Hampshire: Heinemann Educational Books, Inc.
- **Garan, E. M.** (2001). Beyond the Smoke and Mirrors. *Phi Delta Kappan*, 82, 500–506.
- **Ehri, L. C.** (1998). The development of spelling knowledge and its role in reading acquisition and reading disability. *Journal of Reading Disabilities*, 22(6), 356–365.
- **Fisher, D., Lapp, D., & Flood, J.** (1999). How is phonics really taught? *Yearbook of the National Reading Conference*, 48, 134–145.
- **Fletcher, J., & Lyon, R.** (1998). Reading: A research-based approach. In W. Evers (Ed.), *What¹s gone wrong in America¹s class-rooms*. Palo Alto, CA: Hoover Institution Press, Stanford University.
- **Foorman, B. R., Francis, D. J., Fletcher, J. M., Schatschneider, C., & Metha, P.** (1998). The role of instruction in learning to read: Preventing reading failure in at-risk children. *Journal of Educational Psychology*, 90, 1–15.
- Hammill, D. D., & Swanson, H. L. (2006). The National Reading Panel's meta-analysis of phonics instruction: Another point of view. *Elementary School Journal*, 107, 17–26.
- Honig, B., Diamond, L., & Gutlohn, L. (2008). Teaching Reading Sourcebook, 2nd Ed. Novato, CA: Arena Press.
- International Reading Association and the National Association for the Education of Young Children. (1998). Learning to read and write: Developmentally appropriate practices for young children. Newark, DE and Washington, DC: Authors.
- Kamil, M., Mosenthal, P., Pearson, P. D., & Barr, R. (Eds.) (2000). Handbook of reading research: Vol. 3. Mahwah, NJ: Lawrence Erlbaum.
- **Lafrance, A., & Gottardo, A.** (2005). A longitudinal study of phonological processing skills and reading in bilingual children. *Applied Psycholinguistics*, 26, 559–578.
- Leafstedt, J. M., Richards, C. R., & Gerber, M. M. (2004). Effectiveness of explicit phonological-awareness instruction for at-risk English learners. *Learning Disabilities: Research & Practice*, 19, 252–261.
- **Learning First Alliance** (1998). *Every child reading: An action plan.* Washington, DC: Author.
- **Liberman, I., Shankweiler, D., & Liberman A.** (Eds.) (1989). *Phonology and reading disability: Solving the reading puzzle.* Ann Arbor, MI: University of Michigan Press.
- **Linan-Thompson, S.** (2004). "Effective Reading Instruction for English Language Learners," *LD Forum, Council for Learning Disabilities* (pp. 3–8).
- **Linan-Thompson, S., & Hickman-Davis, P.** (2002). Supplemental reading instruction for students at risk for reading disabilities: Improve reading 30 minutes at a time. *Learning Disabilities Research and Practice*, 17(4), 242–251.

Research Base and Bibliography, continued

- Linan-Thompson, S., Vaughn, S., Hickman-Davis, P., & Kouzekanani, K. (2003). Effectiveness of supplemental reading instruction for second-grade English language learners with reading difficulties. The Elementary School Journal, 103(3), 221-238.
- Manis, F. R., Lindsey, K. A., & Bailey, C. E. (2004). Development of reading in grades K–2 in Spanish-speaking English language learners. Learning Disabilities Research & Practice, 19, 214–224.
- Moats, L., & Tolman, C. (2009). Language Essentials for Teachers of Reading and Spelling (LETRS): The speech sounds of English: Phonetics, phonology, and phoneme awareness. Boston: Sopris West.
- Morrow, L. M., & Tracey, D. H. (1997). Strategies used for phonics instruction in early childhood classrooms. Reading Teacher, 50(8), 644-651.
- National Reading Panel (2000). Report of the National Reading Panel: Teaching children to read. Bethesda, MD: National Institute of Child Health and Human Development.
- Pressley, M., Rankin, J., & Yokoi, L. (1996). A survey of instructional practices of primary teachers nominated as effective in promoting literacy. Elementary School Journal, 96(4), 363-384.
- Reading Initiative Center of the Sacramento County Office of **Education.** (1999). Read all about it: Readings to inform the profession. Sacramento, CA: California State Board of Education.
- Russell G., & Geva, E. (April 2003). Teaching reading to early language learners. Educational Leadership, 44–49.
- Scriven, M. (1981). Product evaluation. In N. L. Smith (Ed.), New Techniques for evaluation (pp. 121–166). Beverly Hills, CA: Sage.
- Shanahan, T. (n. d.). The national reading panel: Using research to create more literate students. Reading Online. Retrieved November 20, 2007, from http://www.readingonline.org/critical/shanahan/panel. html.
- Snow, C., Burns, S., & Griffin, P. (1998). Preventing reading difficulties in young children. Washington, DC: National Academy Press.
- Stuebing, K. K., Barth, A. E., Cirino, P. T., Francis, D. J., & **Fletcher, J. M.** (2008). A response to recent re-analyses of the National Reading Panel Report: Effects of systematic phonics instruction are practically significant. Journal of Educational Psychology, 100, 123–134.

- Texas Reading Initiative (2002). Promoting Vocabulary Development.
- Torgesen, J., Alexander, A., Wagner, R. Rashotte, C. Voeller, K., & Conway, T. (2001). Intensive remedial instruction for children with reading disabilities. Journal of Learning Disabilities, 34, 32-58.
- Torgesen, J. K. (2006). A principal's guide to intensive reading interventions for struggling readers in early elementary school. Portsmouth, NH: RMC Research Corporation, Center on Instruction. Available at: www.centeroninstruction.org.
- Triplett, C. F., & Stahl, S. A. (1998). Words, words, words. Word sorts: Maximizing student input in word study. *Illinois Reading Council Journal*, 26(3), 84–87.
- Tunmer, W. E., & Hoover, W. A. (1993). Phonological recording skill and beginning reading. Reading and Writing: An Interdisciplinary Journal, 5, 161-179.
- Vaughn, S., Cirino, P. T., Linan-Thompson, S., Mathes, P. G., Carlson, C. D., Cardenas-Hagan, E., et al. (2006). Effectiveness of a Spanish intervention and an English intervention for English language learners at risk for reading problems. American Educational Research Journal, 43, 449-487.
- Vaughn, S., Mathes, P., Linan-Thompson, S., & Francis, D. (2005). Teaching English language learners at risk for reading disabilities to read: Putting research into practice. Learning Disabilities Research and Practice, 20(1), 58-67.
- Verhoeven, L. T. (2000). Components in early second language reading and spelling. Scientific Studies of Reading, 4, 313-330.
- Vickery, K. S., Reynolds, V. A., & Cochran, S. W. (1987). Multisensory teaching approach for reading, spelling, and handwriting, Orton-Gillingham based curriculum, in a public school setting. Annals of Dyslexia, 37, 189-200.
- Yopp, H. K., & Yopp, R. H. (2000). Supporting phonemic awareness development in the classroom. The Reading Teacher, 54 (2), 130–143.

Language and Literacy

- **Asher, J., & Price, B**. (1967). The learning strategy of total physical response: Some age differences. *Child Development*, 38, 1219–1227.
- **Asher, J.** (1969). The total physical response approach to second language learning. The Modern Language Journal, 53, 1.
- **Au, K.** (2006). *Multicultural issues and literacy achievement*. Mahwah, NJ: Lawrence Erlbaum.
- **August, D., & Hakuta, K.** (1998). *Educating language-minority children*. Washington, DC: National Research Council.
- August, D., & Shanahan, T. (Eds.). (2006). Developing literacy in second-language learners: Report of the National Literacy Panel on Language-Minority Children and Youth. Mahwah, NJ: Erlbaum.
- August, D. L., & Shanahan, T. (2006). Synthesis: Instruction and professional development. In D. L. August & T. Shanahan (Eds.), Developing literacy in a second language: Report of the National Literacy Panel. Mahwah, NJ: Lawrence Erlbaum Associates.
- **Bailey, A. (Ed.).** (2006). The language demands of school: Putting academic English to the test. New Haven, CT: Yale University Press.
- **Bauman, J. F., Russell, N.S., & Jones, L. A.** (1992). Effects of thinkaloud instruction on elementary students' comprehension abilities. *Journal of Reading Behavior*, 24 (2), 143–172.
- **Berg, C.** (1999). The effects of trained peer response on esl students' revision types and writing quality. *Journal of Second Language Writing*, 8 (3), 215–241.
- **Bicais, J., & Correira, M. G.** (2008). Peer-learning spaces: A staple in the English learner's tool kit for developing language and literacy. *Journal of Research in Childhood Education*, 22(4), 363–375.
- **Biemiller, A.** (1999). *Language and reading success*. Newton Upper Falls, MA: Brookline Books.
- **Blum-Kulka, S., & Snow, C. E.** (2004). Introduction: The potential of peer talk. *Discourse Studies*, 6(3), 291–306.
- **Brice, A., & Roseberry-McKibben, C.** (1999). Turning frustration into success for English language learners. *Educational Leadership*, 56(7), 53–55.
- **Brown, A., Campoine, J., and Day, J.** (1981). Learning to learn: On training students to learn from texts. *Educational Researcher*, 10, 14–24.
- **Bruner, J., Goodnow, J, & Austin, G. A.** (1967). A study of thinking. New York: Science Editions.
- **Callow, J.** (2008, May). Show me: principles for assessing students' visual literacy. *The Reading Teacher*, 61(8), 616–626.
- Celce-Murcia, M., Brinton, D., & Goodwin, J. (1996). Teaching pronunciation: A reference for teachers of English to speakers of other languages. Cambridge: Cambridge University Press.
- **Chamot, A. U., & O'Malley, J. M.** (1994) The calla handbook: implementing the cognitive academic language learning approach. White Plains, NY: Addison Wesley Longman.

- Collier, V. P. (1995). Promoting academic success for ESL students: Understanding second language acquisition for school. Elizabeth, NJ: New Jersey Teachers of English to Speakers of Other Languages-Bilingual Educators.
- **Collier, V. P., & Thomas, W. P.** (1989). How quickly can immigrants become proficient in school English? *Journal of Educational Issues of Language Minority Students*, 5, 26–38.
- **Crandall, J. (Ed.).** 1987. ESL through content area instruction: mathematics, science, social studies. Englewood Cliffs, NJ: Prentice Hall.
- **Cummins, J.** (2000). Language, power and pedagogy: Bilingual children in the crossfire. Buffalo, NY: Multilingual Matters.
- **Cunningham-Flores, M.** (1998). *Improving adult esl learners' pronunciation skills*. National Center for ESL Literacy Education.
- **Day, J. P.** (2002). We learn from each other: Collaboration and community in a bilingual classroom. In R. Allington & P. H. Johnston (Eds.), *Reading to learn: Lessons learned from exemplary fourth-grade classrooms* (pp. 99–122). New York: Guildford Press.
- **Diaz-Rico, L. T., & Weed, K. Z.** (2002). The crosscultural, language, and academic development handbook: A complete K–12 reference guide. Boston, MA: Allyn & Bacon.
- **Dickinson, D. K., & Tabors, P. (Eds.).** (2001). *Beginning literacy with language.* Baltimore: Brookes.
- **Dong, Y. R.** (2006/2007). Learning to think in English. *Educational Leadership, Best of 2006–2007*, 9–13.
- **Dressler, C.** (2006). First and second-language literacy. In D. L. August & T. Shanahan (Eds.), *Developing literacy in a second language: Report of the National Literacy Panel*. Mahwah, NJ: Lawrence Erlbaum Associates.
- **Droop, M., & Verhoeven, L.** (2003). Language proficiency and reading ability in first- and second-language learners. *Reading Research Quarterly*, 38(1), 78–103.
- **Dutro, S., & Moran, C.** (2002), Rethinking English language instruction: An architectural approach. In G. Garcia (Ed.), *English learners reading at the highest level of English literacy.* Newark, DE: International Reading Association.
- **Echevarria, J., Short, D., & Vogt, M. (2008).** Making content comprehensible. The sheltered instruction observation protocol. Boston, MA: Pearson.
- Echevarria, J., Vogt, M. A., & Short, D. J. (2004). Making content comprehensible for English learners: The SIOP model (2nd ed.). Boston, MA: Allyn & Bacon.
- Feldman, K., & Kinsella, K. (2005). Create an active participation classroom. The CORE Reading Expert. Retrieved from www.corelearn. com/pdfs/Newsletters/CORE%202005%20Spring%20 Newsletter.pdf. Fillmore, L. W. (2004). The role of language in academic development. In Excerpts from a presentation by Lily Wong Fillmore at the Closing the Achievement Gap for EL Students conference. Santa Rosa: CA: Sonoma County Office of Education. Retreived from www.scoe.k12.ca.us/aiming_high/docs/AH_language.pdf.

Research Base and Bibliography, continued

- Fitzgerald, J. (1995). English-as-a-second-language learners' cognitive reading processes: A review of research in the United States. Review of Educational Research, 65, 145-190.
- Fitzgerald, J. (1993). Literacy and students who are learning English as a second language. The Reading Teacher, 46, 638-647.
- Francis, D., Lesaux, N., & August, D. (2006). Language instruction. In D. August & T. Shanahan (Eds.), Developing literacy in secondlanguage learners: Report of the National Literacy Panel on Language-Minority Children and Youth (pp. 365-413). Mahwah, NJ: Erlbaum.
- Francis, D. J., Rivera, M., Lesaux, N., Kieffer, M., & Rivera, H. (2006). Practical guidelines for the education of English language learners: Research-based recommendations for instruction and academic interventions. Retrieved from www.centeroninstruction.org/files/ELL1-Interventions.pdf.
- Gambrell, L. B., Morrow, L. M., & Pressley, M. (Eds.). (2007) Best Practices in Literacy Instruction. New York: Guilford.
- Garcia, G., & Beltran, D. (2005) Revisioning the blueprint: Building for the academic success of English learners. In G. Garcia (Ed.). English learners: Reaching the highest levels of English literacy. Newark: DE: International Reading Association.
- Genesee, F., Lindholm-Leary, K., Saunders, W., & Christian, D. (2006). Educating English language learners: A synthesis of research evidence. New York: Cambridge University Press.
- Genesee, F. & Geva, E. (2006). Cross-linguistic relationships in working memory, phonological processes, and oral language. In D. L. August & T. Shanahan (Eds.), Developing literacy in a second language: Report of the National Literacy Panel. Mahwah, NJ: Lawrence Erlbaum
- Gersten, R., & Baker, S. (2000). What we know about effective instructional practices for English-language learners. Exceptional Children, 66, 454-470.
- Gibbons, P. (2002). Scaffolding language, scaffolding learning: Teaching second language learners in the mainstream classroom. Portsmouth, NH: Heinemann.
- Girard, V. (2005). English learners and the language arts. In V. Girard (Ed.), *Schools moving up: A WestEd initiative*. Retrieved November 8, 2006, from www.schoolsmovingup.net/cs/wested/view/e/140
- Goldenberg, C. (2006). Improving achievement for English learners: Conclusions from 2 research reviews. Retrieved from www.colorincolorado.org/article/12918
- Goldenberg, C. (2004). Successful school change: Creating settings to improve teaching and learning. New York: Teachers College Press.
- Goldenberg, C. (1992–1993). Instructional conversations: promoting comprehension through discussion, The Reading Teacher, 46 (4), 316-326.
- Goldenberg, C., Rueda, R., & August, D. (2006). Sociocultural influences on the literacy attainment of language-minority children and youth. In D. August & T. Shanahan (Eds.), Developing literacy in second-language learners: Report of the National Literacy Panel on Language-Minority Children and Youth (pp. 269-318). Mahwah, NJ: Erlbaum. High, J. (1993). Second language learning through cooperative learning. San Clemente, CA: Kagan Publishing.

- Hill, J., & Flynn, K. (2006). Classroom instruction that works with English language learners. Alexandria, VA: Association for Supervision and Curriculum Development.
- Johnson, D., & Johnson, R. (1995). Creative controversy: Intellectual challenge in the classroom (3rd ed.). Edina, MN: Interaction Book Company.
- Kagan, S. (1990). Cooperative learning for students limited in language proficiency. In M. Brubacker, R. Payne & K. Rickett (Eds.), Perspectives on small group learning. Oakville, Ontario, Canada.
- Kagan, S. (1992). Cooperative learning. San Juan Capistrano, CA: Kagan Cooperative Learning.
- Kim, Y., & Turner, J. D. (2006). Creating literacy communities in multicultural and multilingual classrooms: Lessons learned from two European American elementary teachers. In R.T. Jimenez & V.O. Pang (Eds.), Race, Ethnicity, and Education Volume 2: Language and Literacy in Schools (pp.219-236). Westport, CT: Praeger Publishing Group.
- Kirschner, P. A., Sweller, J., and Clark, R. E. (2006). Why minimal guidance during instruction does not work: An analysis of the failure of constructivist, discovery, problem-based, experiential, and inquirybased teaching. Educational Psychologist, 41, 75–86.
- Krashen, S. (1987). Principles and practices in second language acquisition. New York: Prentice-Hall.
- Leeman, J. (2003). Recasts and second language development: Beyond negative evidence. Studies in Second Language Acquisition, 25, 37–63.
- Lesaux, N. K. (2006). Development of literacy of language minority learners. In D. L. August & T. Shanahan (Eds.), Developing literacy in a second language: Report of the National Literacy Panel. Mahwah, NJ: Lawrence Erlbaum Associates.
- Lesaux, N., & Siegel, L. (2003). The development of reading in children who speak English as a second language. Developmental Psychology, 39, 1005-1019.
- Lesaux, N. K., Lipka, O., & Siegel, L.S. (2006). Investigating cognitive and linguistic abilities that influence the reading comprehension skills of children from diverse linguistic backgrounds. Reading and Writing: An Interdisciplinary Journal, 19(1), 99–131.
- Lesaux, N. K. & Crosson, A.C. (2005). Addressing variability and vulnerability: Promoting the academic achievement of English learners in San Diego. In R. Hess (Ed.), Urban reform: Lessons from San Diego(pp. 263-281). Cambridge, MA: Harvard Education Press.
- Lyman, F. T. (1981). The responsive classroom discussion: The inclusion of all students. In A. Anderson (Ed.), Mainstreaming Digest (pp. 109–113). College Park: University of Maryland Press.
- Marzano, R. J., Pickering, D. J., & Pollock, J. E. (2001). Classroom instruction that works: Research-based strategies for increasing student achievement. Alexandria, VA: Association for Supervision and Curriculum Development.
- Marzano, R. (2004). Building academic background. Alexandria, VA: MCREL, ASCD.
- Mayer, R. (2003). Learning and instruction. New Jersey: Pearson Education, Inc.

- Medina-Jerez, W., Clark, D.B., Medina, A., & Ramirez-Marin, F. (2007). Science for ELLs: Rethinking our approach. *The Science Teacher*, 74, 52–56.
- Miller, J. F., Heilmann, J., Nockerts, A., Iglesias, A., Fabiano, L., & Francis, D. J. (2006). Oral language and reading in bilingual children. *Learning Disabilities Research & Practice*, 21, 30–43.
- Morrison Institute for Public Policy. (2006). Why some schools with Latino children beat the odds and others don't. Tempe, AZ: Author.
- National Research Council. (2000). How people learn: Brain, mind, experience, and school. Washington, DC: National Academies Press.
- Novak, J. D. (1995). Concept mapping: a strategy for organizing knowledge. In S. M. Glynn & R. Duit (eds.), *Learning Science in the Schools: Research Reforming Practice*. Mahwah, NJ: Lawrence Erlbaum Associates.
- **Pearson, P. D., & Gallagher, G.** (1983). The gradual release of responsibility model of instruction. *Contemporary Educational Psychology, 8*, 112–123.
- **Powell, M.** (1996). *Presenting in English*. Hove: Language Teaching Publications.
- **Saenz, L. M., Fuchs, L. S., & Fuchs, D.** (2005). Peer-assisted learning strategies for English language learners with learning disabilities. *Exceptional Children*, 71, 231–247.
- **Rousculp, E. E., & Maring, G. H.** (1992). Portfolios for a community of learners. *Journal of Reading, 35*, 378–385.
- **Samway K., & McKeon, D.** (2007). Myths and realities: best practices for English language learners. Portsmouth NH: Heineman.
- **Saunders, W. M., & Goldenberg, C.** (1999). Effects of instructional conversations and literature logs on limited- and fluent-English proficient students' story comprehension and thematic understanding. *Elementary School Journal*, 99(4), 277–301.
- **Saunders, W. M., Foorman, B. P., & Carlson, C. D.** (2006). Do we need a separate block of time for oral English language development in programs for English learners? *The Elementary School Journal*, 107, 181–198.
- **Scarcella, R.** (2003). *Academic English: A conceptual framework.* Los Angeles: Language Minority Research Institute.
- **Scarcella, R.** (2003). Accelerating academic English: A focus on the English learner. Oakland, CA: Regents of the University of California.
- **Schleppegrell, M. J.** (2001). Linguistic features of the language of schooling. *Linguistics and Education*, 12, 431–459.
- **Schleppegrell, M. J.** (2004). The language of schooling: A functional linguistics perspective. Mahwah, NJ: Erlbaum.
- Seidlitz, J. (2008) Navigating the ELPS: Using the new standards to improve instruction for English language learners. San Antonio, TX: Canter Press. Seidlitz, J. & Perryman, B., (2008) Seven steps to building an interactive classroom: Engaging all students in academic conversation. San Antonio TX: Canter Press.
- **Shanahan, T. & Beck, I.L.** (2006). Effective literacy teaching for English-language learners. In D. L. August & T. Shanahan (Eds.), *Developing literacy in a second language: Report of the National Literacy Panel.* Mahwah, NJ: Lawrence Erlbaum Associates.

- **Snow, C. E., & Fillmore, L. W.** (2000). *Clearinghouse on languages and linguistics*. Retrieved from www.cal.org/ericcll/teachers/teacher.pdf.
- **Tabors, P., Paez, M., & Lopez, L.** (2003). Dual language abilities of bilingual four- year olds: Initial findings from the Early Childhood Study of language and literacy development of Spanish-speaking children. *NABE Journal of Research and Practice*, 1(1), 70–91.
- **Taba, H.** (1962). Curriculum development: Theory and practice. New York: Harcourt Brace & World.
- Thornburry, S. (2005). How to teach speaking. Essex, England: Pearson.
- **Turner, J. D., & Kim, Y.** (2005). Learning about building literacy communities in multicultural and multilingual communities from effective elementary teachers. *Literacy Teaching and Learning, 10,* 21–42.
- **Turner, J.** (2007). Beyond cultural awareness: Prospective teachers' visions of culturally responsive teaching. *Action in Teacher Education*, 29(3), 12–24.
- **Uchikoshi, Y.** (2005). Narrative development in bilingual kindergarteners: Can Arthur help? Developmental Psychology, 41, 464–478.
- **Vail, N. J. and Papenfuss, J.** (1993). *Daily oral language plus*. Evanston, IL: McDougal, Littell.
- Vaughn, S., Cirino, P. T., Linan-Thompson, S., Mathes, P. G., Carlson, C. D., Cardenas-Hagan, E., et al. (2006). Effectiveness of a Spanish intervention and an English intervention for English language learners at risk for reading problems. *American Educational Research Journal*, 43, 449–487.
- **Weaver, C.** (1996). *Teaching grammar in context*. Portsmouth, NH: Boynton, Cook Publishers.
- **Wennerstrom, A.** (1993). Content-based pronunciation. *TESOL Journal*, 1(3), 15–18.
- Wong-Fillmore, L. & Snow, C. (2000). What teachers need to know about language. Washington, DC: ERIC Clearinghouse on Languages and Linguistics.
- **Zwiers, J.** (2008). *Building Academic Language*. Newark, DE: Jossey-Bass/International Reading Association.

Vocabulary

- **August, D., Carlo, M., Dressler, C., & Snow, C.** (2005). The critical role of vocabulary development for English language learners. *Learning Disabilities Research and Practice*, 20, 50–57.
- Bauman, J. F., & E. Kame'enui (Eds.). (2004). Vocabulary Instruction: Research to Practice. New York: Guilford.Bear, D. R., Invernizzi, M., Templeton, S., & Johnson, F. (2004). Words their way: Word study for phonics, vocabulary, and spelling instruction (2nd Ed.). Upper Saddle River, NJ: Merrill Prentice Hall.
- Beck, I. L., McKeown, M.G., & Kucan, L. (2002). Bringing words to life. New York: The Guilford Press.
- **Beck, I. L., & McKeown, M. G.** (1991). Conditions of vocabulary acquisition. In R. Barr, M. L. Kamil, P. B. Mosenthal, & P. D. Pearson (Eds.), *Handbook of reading research* (Vol. 2, pp. 789–814). White Plains, NY: Longman.

Research Base and Bibliography, continued

- Beck, I. L., McKeown, M. G., & Omanson, R. C. (1987). The effects and uses of diverse vocabulary instructional techniques. In M.G. McKeown & M.E. Curtis (Eds.), The nature of vocabulary acquisition (pp.147–163). Mahwah, NJ: Lawrence Erlbaum Associates.
- Biemiller, A. (2004). Teaching vocabulary in the primary grades: Vocabulary instruction needed. In J.F. Baumann & E. Kame'enui (Eds.), Vocabulary instruction: Bringing research to practice (pp.209–242). Mahwah, NJ: Lawrence Erlbaum Associates.
- Blachowicz, C. L. Z., & Fisher, P. J. L. (2000). Vocabulary instruction. In M. L. Kamil, P. B. Mosenthal, P. D. Pearson, & R. Barr (Eds.), Handbook of reading research (Vol. 3, pp. 503-523). White Plains, NY: Longman.
- Blachowicz, C. L. Z., Fisher, P. J. L., Ogle D., & Watts-Taffe, S. (2006). Vocabulary: Questions from the classroom. Reading Research Quarterly, 41, 524-539.
- Carlo, M. S., August, D., McLaughlin, B., Snow, C. E., Dressler, C., Lippman, D. N., Lively, T. J., & White, C. E. (2004). Closing the gap: Addressing the vocabulary needs of English-language learners in bilingual and mainstream classrooms. Reading Research Quarterly, 39, 188-215.
- Carlo, M. S., August, D., & Snow, C. E. (2005). Sustained vocabularylearning strategies for English language learners. In E. H. Hiebert & M. Kamil (Eds.), Teaching and learning vocabulary: Bringing research to practice (pp.137–153). Mahwah, NJ: Lawrence Erlbaum Associates.
- Coxhead, A. (2000). A new Academic Word List. TESOL Quarterly, 34(2): 213–238.
- Eyraud, K., Giles, G., Koenig, S., & Stoller, F. (2000). The word wall approach: Promoting L2 vocabulary learning. English Teaching Forum, 38, pp. 2–11.
- Graves, M. F. (2006). The vocabulary book: Learning and instruction. New York: Teacher's College Press.
- Harrington, M. J. (1996). Basic instruction in word analysis skills to improve spelling competence. Education, 117, 22. Available at: www. questia.com.
- Kieffer, M. J., & Lesaux, N. K. (in press). Breaking down words to build meaning: Morphology, vocabulary, and reading comprehension in the urban classroom. The Reading Teacher.
- Lehr, F., Osborn, J., & Hiebert, E. H. (2004). A focus on vocabulary. Honolulu, HI: Pacific Regional Educational Laboratory. Available at: www.prel.org/programs/rel/vocabularyforum.asp.
- Nagy, W. E., & Scott, J. A. (2000). Vocabulary processes. In R. Barr, M. L. Kamil, P. Mosenthal, & P. D. Pearson (Eds.), Handbook of reading research: Vol. 3 (pp. 269-284). New York: Longman.
- Nagy, W. E., & Stahl, S. A. (2006). Teaching word meanings. Mahwah, NJ: Lawrence Erlbaum Associates.
- Roser, N., & Juel, C. (1982). Effects of vocabulary instruction on reading comprehension. In J.A. Niles & L.A. Harris (Eds.), Yearbook of the National Reading Conference: Vol. 31. New inquiries in reading research and Instruction (pp. 110-118). Rochester, NY: National Reading Conference.
- Ruddell, M. R., & Shearer, B. A. (2002). "Extraordinary," "tremendous," exhilarating," "magnificient": Middle school at-risk students

- become avid word learners with the vocabulary-self collection strategy (VSS). Journal of Adolescent and Adult Literacy, 45(4), 352-363.
- Stahl, S. A. (1999). Vocabulary development. Cambridge, MA: Brookline Books.
- Stahl, S. A., & Nagy, W. E. (2006). Teaching word meanings. Mahwah, NJ: Lawrence Erlbaum Associates.
- White, T., Sowell, J., & Yanagihara, A. (1989). Teaching elementary students to use word-part clues. The Reading Teacher, 42, 302-308.
- Wixson, K. K. (1986). Vocabulary instruction and children's comprehension of basal stories. Reading Research Quarterly, 21(3) 317-329.

Reading

- **Allington, R. L.** (2001). What really matters for struggling readers: Designing research-based programs. New York, NY: Addison Wesley Educational Publishers Inc.
- **Baker, L.** (2004). Reading comprehension and science inquiry: Metacognitive connections. In E.W. Saul (Ed.), Crossing borders in literacy and science instruction: Perspectives on theory and practice. Newark, DE: International Reading Association; Arlington, VA: National Science Teachers Association (NSTA) Press.
- Beck, I. L. (2006). Making sense of phonics: The hows and whys. New York: Guilford Press.
- Beck, I. L., & McKeown, M. G., (2001). Inviting students into the pursuit of meaning. Educational Psychology Review, 13(3), 225–241.
- Beck, I. L., McKeown, M. G., Hamilton, R. L., and Kucan, L. (1997). Questioning the Author: An approach for enhancing student engagement with text. Delaware: International Reading Association.
- Boulware, B. J., & Crow, M. (2008, March). Using the concept attainment strategy to enhance reading comprehension. The Reading Teacher, 61(6), 491-495.
- Cain, K. & Oakhill, J. (1998). Comprehension skill and inferencemaking ability: Issues and causality. In C. Hulme and R.M. Joshi (Eds.), Reading and spelling: Development and disorders. London: Lawrence Erlbaum.
- Cain, K. & Oakhill, J. (2000). Inference making ability and its relation to comprehension failure in young children. Reading and Writing: An Interdisciplinary Journal, 11,489–503.
- Calhoon, M. B., Al Otaiba, S., Cihak, D., King, A., & Avalos, A. C. (2006). Effects of a peer-mediated program on reading skill acquisition for two-way bilingual first grade classrooms. Manuscript submitted for publication.
- Cirino, P. T., Vaughn, S., Linan-Thompson, S., Cardenas-Hagan, E., Fletcher, J. M., & Francis, D. J. (2007). One year follow-up outcomes of Spanish and English interventions for English language learners at-risk for reading problems. Manuscript submitted for publication.
- Crawford, E. C., & Torgesen, J. K. (2006). Teaching all students to read: Practices from Reading First schools with strong intervention outcomes. Tallahassee, FL: Florida Center for Reading Research. Available at: www.fcrr.org.

- Cunningham, A. E., & Stanovich, K. (1998). What reading does to the mind. American Educator, 22 (1), 8–15.
- **Denton, C. A., Anthony, J. L., Parker, R., & Hasbrouck, J. E.** (2004). Effects of two tutoring programs on the English reading development of Spanish-English bilingual students. *The Elementary School Journal*, 104, 289–305.
- **Dole, J., Duffy, G., Roehler, L., & Pearson, P.** (1991). Moving from the old to the new: Research in reading comprehension instruction. *Review of Educational Research*, 61, 239–264.
- **Duke, N. K., & Pearson, P. D.** (2002). Effective practices for developing reading comprehension. In A. E. Farstrup & S. J. Samuels (Eds.), *What research has to say about reading instruction* (3rd ed.) (pp. 205–242). Newark, DE: International Reading Association.
- **Fielding, L., Kerr, N., & Rosier, P.** (2007). Annual growth for all students, catch-up growth for those who are behind. Kennewick, WA: The New Foundation Press.
- **Garcia, G. E.** (2000). Bilingual children's reading. In M. L. Kamil, P. B. Mosenthal, P. D. Pearson, & R. Barr (Eds.), *Handbook of reading research: Volume III* (pp. 813–834). Mahwah, NJ: Lawrence Erlbaum Associates.
- Gerber, M., Jimenez, T., Leafstedt, J., Villaruz, J., Richards, C., & English, J. (2004). English reading effects of small-group intensive instruction in Spanish for K–1 English learners. *Learning Disabilities Research & Practice*, 19(4), 239–251.
- **Head, M., & Readence, J.** (1986). Anticipation guides: Meaning through prediction. In E. Dishner, T. Bean, J. Readence, & D. Moore (Eds.), *Reading in the Content Areas*, Dubuque, IA: Kendall/Hunt.
- Kosanovich, M., Ladinsky, K., Nelson, L., & Torgesen, J. (2006). Differentiated reading instruction: Small group lesson structures for all students. Tallahassee, FL: Florida Center for Reading Research. Available at: www.fcrr.org.
- **Lehr, F. & Osborne, J.** (2006). *Focus on comprehension*. Honolulu, HI: Pacific Regional Educational Laboratory. Available at: www.prel.org/programs/rel/comprehensionforum.asp.
- **Lesaux, N. K., & Kieffer, M. J.** (in press). Sources of reading comprehension difficulties for language minority learners and their classmates in early adolescence. *American Educational Research Journal*.
- **Lesaux, N. K., & Siegel, L. S.** (2003). The development of reading in children who speak English as a second language. *Developmental Psychology*, 39(6), 1005–1019.
- **Lesaux, N. K., Lipka, O., & Siegel, L. S.** (2006). Investigating cognitive and linguistic abilities that influence the reading comprehension skills of children from diverse linguistic backgrounds. *Reading and Writing: An Interdisciplinary Journal*, 19, 99–131.
- **Linan-Thompson, S., & Hickman-Davis, P.** (2002). Supplemental reading instruction for students at risk for reading disabilities: Improve reading 30 minutes at a time. *Learning Disabilities Research and Practice*, 17(4), 242–251.
- **Linan-Thompson, S., Vaughn, S., Hickman-Davis, P., & Kouzeka-nani, K.** (2003). Effectiveness of supplemental reading instruction for second-grade English language learners with reading difficulties. *The Elementary School Journal*, 103(3), 221–238.

- **McMaster, K. L., Kung, H., Han, I., & Cao, M.** (in press). Peer-assisted learning strategies: A "tier 1" approach to promoting responsiveness to beginning reading instruction for English learners. *Exceptional Children*.
- McKeown, M. G., Beck, I. L., & Worthy, M. J. (1993). Grappling with text ideas: Questioning the author. *Reading Teacher*, 46, 560–66.
- National Reading Panel. (2000). Report of the National Reading Panel: Teaching children to read. Bethesda, MD: National Institute of Child Health and Human Development.
- **Ogle, D. S.** (1986). K-W-L group instructional strategy. In A. S. Palincsar, D. S. Ogle, B. F. Jones, & E. G. Carr (Eds.), *Teaching reading as thinking*. Alexandria, VA: Association for Supervision and Curriculum Development.
- **Palincsar, A. S., & Brown, A. L.** (1985). Reciprocal teaching: Activities to promote reading with your mind. In T. L. Harris & E. J. Cooper (Eds.), *Reading thinking and concept development: Strategies for the class-room*. New York: The College Board.
- **Pressley, M.** (2000). What should comprehension instruction be the instruction of? In M. Kamil, P. B. Mosenthal, P. D. Pearson, & R. Barr (Eds.), *Handbook of Reading Research: Vol. 3* (pp. 545–561). Mahwah, NJ: Lawrence Erlbaum Associates.
- **Pressley, M., & Afflerbach, P.** (1995). Verbal protocols of reading: The nature of constructively responsive reading. Hillsdale, NJ: Erlbaum.
- Proctor, C. P., Carlo, M., August, D., & Snow, C. (2005). Native Spanish-speaking children reading in English: Toward a model of comprehension. *Journal of Educational Psychology*, 97, 246–256.
- Quiroga, T., Lemos-Britton, Z., Mostafapour, E., Abbott, R. D., & Berninger, V. W. (2002). Phonological awareness and beginning reading in Spanish-speaking ESL first graders: Research into practice. *Journal of School Psychology*, 40, 85–111.
- **Riedel, B. W.** (2007). The relation between DIBELS, reading comprehension, and vocabulary in urban, first grade students. *Reading Research Quarterly*, 42, 460–466.
- **Saunders, W. M., & Goldenberg, C.** (1999). Effects of instructional conversations and literature logs on limited- and fluent- English-proficient students' story comprehension and thematic understanding. *Elementary School Journal*, 99, 277–301.
- **Schlick Noe, K., & Johnson, N.** (1999). *Getting started with literature circles*. Norwood, MA: Christopher-Gordon Publishers, Inc.
- **Slavin, R., & Cheung, A.** (2005). A synthesis of research on language of reading instruction for English language learners. *Review of Educational Research*, 75, 247–284.
- **Snow, C. E., Burns, M. S., & Griffin, P.** (Eds.). (1998). *Preventing reading difficulties in young children*. Washington, DC: National Academy Press.
- Swanson, H. L., Sáez, L., & Gerber, M. (2004). Do phonological and executive processes in English learners at risk for reading disabilities in grade 1 predict performance in grade 2? *Learning Disabilities Research & Practice*, 19, 225–238.
- **Taylor, W.** (1953). Close procedure a new tool for measuring readability. *Journalism Quarterly*, 30, 415–433.

Research Base and Bibliography, continued

- Torgesen, J. K. (2006). A principal's guide to intensive reading interventions for struggling readers in early elementary school. Portsmouth, NH: RMC Research Corporation, Center on Instruction. Available at: www.centeroninstruction.org.
- Tumner, J., & Chapman, J. (1995). Context use in early reading development: Premature exclusion of a source or individual differences? Issues in Education, 1, 97–100.
- Vaughn, S., Cirino, P. T., Linan-Thompson, S., Mathes, P. G., Carlson, C. D., Cardenas-Hagan, E., et al. (2006). Effectiveness of a Spanish intervention and an English intervention for English language learners at risk for reading problems. American Educational Research *Journal*, 43, 449–487.
- Vaughn, S., Mathes, P., Linan-Thompson, S., Cirino, P., Carlson, C., Pollard-Durodola, S., et al. (2006). Effectiveness of an English intervention for first-grade English language learners at risk for reading problems. Elementary School Journal, 107, 153-180.
- Vaughn, S., Linan-Thompson, S., & Hickman-Davis, P. (2003). Response to treatment as a means for identifying students with reading/ learning disabilities. Exceptional Children, 69, 391-410.
- Vaughn, S., Mathes, P., Linan-Thompson, S., & Francis, D. (2005). Teaching English language learners at risk for reading disabilities to read: Putting research into practice. Learning Disabilities Research and Practice, 20(1), 58-67.
- Verhoeven, L. (1990). Acquisition of reading in a second language. Reading Research Quarterly, 25, 90-114.
- Verhoeven, L. T. (2000). Components in early second language reading and spelling. Scientific Studies of Reading, 4, 313-330.
- Willhelm, J. (2002). Action strategies for deepening comprehension. New York: Scholastic.

Writing

- Britton, J. (1983). Writing and the story of the world. In B. Kroll & E. Wells (Eds.), Explorations in the development of writing theory, research, and practice (p. 3–30). New York: Wiley.
- Calderón, M., Hertz-Lazarowitz, R., & Slavin, R. (1998). Effects of bilingual cooperative integrated reading and composition on students transitioning from Spanish to English reading. Elementary School Journal, 99, 153-165.
- Celce-Murcia, M. (2002). On the use of selected grammatical features in academic writing. In M. C. Colombi & M. J. Schleppegrell (Eds.), Developing advanced literacy in first and second languages (pp. 143–158). Mahwah, NJ: Erlbaum.
- Cunningham, P., & Allington, R. (2003). Classrooms that work. New York: Pearson Education, Inc.
- Dyson, A. H. (1989). Multiple worlds of child writers: Friends learning to write. New York: Teachers College Press.
- **Elbow, P.** (1998). Writing with power. Oxford: Oxford University Press.
- Fisher, D., & Frey, N. (2008). Releasing responsibility. Educational Leadership, 66(3), 32-37.
- Fisher, D., & Frey, N. (2007). Scaffolded writing instruction: Teaching with a gradual-release framework. New York: Scholastic.

- Fisher, D., Frey, N., & Rothenberg, C., (2008). Content area conversations: How to plan discussion-based lessons for diverse language learners. Alexandria, VA: Association for Supervision and Curriculum Develop-
- Fearn, L., & Farnan, N. (2001). Interactions: Teaching writing and the language arts. Boston: Houghton Mifflin.
- Kirby, D., Kirby, D. L., & Liner, T. (2004). Inside out: Strategies for teaching writing. Portsmouth, NH: Heinemann.
- McCarrier, A., Pinnell, G. S., & Fountas, I. C. (2000). Interactive writing: How language and literacy come together, K-2. Portsmouth, NH: Heinemann.
- Samway, K. (2006). When English language learners write: connecting research to practice. Portsmouth: Heineman.
- Schleppegrell, M. J., & Go, A. L. (2007). Analyzing the writing of English learners: A functional approach. Language Arts, 84(6), 529-538.
- **Strong, W.** (2001). Coaching writing: *The power of guided practice*. Portsmouth, NH: Heinemann-Boynton/Cook.

Fluency

- Breznitz, Z. (2006). Fluency in reading. Mahwah, NJ: Lawrence Erlbaum Associates.
- Crosson, A. C., & Lesaux, N. K. (in press). Revisiting assumptions about the relationship of fluent reading to comprehension: Spanishspeakers' text-reading fluency in English. Reading and Writing: An Interdisciplinary Journal.
- **Downhower, S. L.** (1987). Effects of repeated reading on second grade transitional readers' fluency and comprehension. Reading Research Quarterly, 22(4), 389-406.
- Geva, E., & Yaghoub-Zadeh, Z. (2006). Reading efficiency in native English-speaking and English-as-a-second-language children: The role of oral proficiency and underlying cognitive-linguistic processes. Scientific Studies of Reading, 10, 31–57.
- Kuhn, M. R. (2005). Helping students become accurate, expressive readers: Fluency instruction for small groups. The Reading Teacher, 58, 338-344.
- Kung, S. H. (2009). Predicting the success on a state standards test for culturally and linguistically diverse students using curriculum-based oral reading measures. Unpublished doctoral dissertation, University of Minnesota.
- LaBerge, D., & Samuels, S. J. (1974). Toward a theory of automatic information processing in reading. Cognitive Psychology, 6, 293–323.
- Maurice, K. (1983). The fluency workshop. TESOL Newsletter, 17, 4.
- Osborn, J., Lehr, F., & Hiebert, E. H. (2003). A Focus on Fluency. Honolulu, HI: Pacific Resources for Education and Learning. Available at www.prel.org/programs/rel/rel.asp.
- Pikulski, J., & Chard, D. (2005). Fluency: the bridge between decoding and reading comprehension. The Reading Teacher, 58, 510-521.
- Samuels, S. J., & Farstrup, A. E. (2006). What research has to say about fluency instruction. Newark, DE: International Reading Association.

- Schilling, S. G., Carlisle, J. F., Scott, S. E., & Zeng, J. (2007). Are fluency measures accurate predictors of reading achievement? *The Elementary School Journal*, 107, 429–448.
- Vaughn, S., Chard, D. J., Bryant, D. P., Coleman, M., Tyler, B. J., Linan-Thompson, S., & Kouzekanani, K. (2000). Fluency and comprehension interventions for third-grade students. *Remedial and Special Education*, 21(6), 325–335.

Technology

- **Fisher, D., & Frey, N.** (in press). *Literacy 2.0: Language, literacy and learning in a new century* [working title]. Bloomington, IN: Solution Tree.
- **Gee, J. P.** (2007). What video games have to teach us about learning and literacy. New York: Palgrave Macmillan.
- International Reading Association. (May 2009). New literacies and 21st century technologies: A position statement of the International Reading Association. Newark, DE: Author. Used with permission.
- Leu, D. J., O'Byrne, W. I., Zawilinski, L., McVerry, J. G., & Everett-Cacopardo, H. (2009). Expanding the new literacies conversation. *Educational Researcher*, 38(4), 264–269.
- Mayer, R. E. (2001). Multimedia learning. New York: Cambridge University Press. Partnership for 21st Century Skills. (2009). Framework for 21st century learning. Retrieved from www.21stcenturyskills.org/index.php?option=com_content&task=view&id=254&Itemid=120.
- **Ybarra, R. & Green, T.** (2003). Using technology to teach ESL/EFL students to develop language skills. *The Internet TESL Journal*, *9*, n.p.

Assessment

- **Afflerbach, P.** (2007). *Understanding and using reading assessment K–12*. Newark, DE: International Reading Association.
- Carpenter, S. K., Pashler, H., Cepeda, N. J., and Alvarez, D. (2007). Applying the principles of testing and spacing to classroom learning. In D. S. McNamara and J. G. Trafton (Eds.), *Proceedings of the 29th Annual Cognitive Science Society* (p. 19). Nashville, TN: Cognitive Science Society.
- Carpenter, S. K., Pashler, H., Wixted, J. T., and Vul, E. (in press). The effects of tests on learning and forgetting. *Memory & Cognition*.
- **Dempster, F. N., & Perkins, P. G.** (1993). Revitalizing classroom assessment: Using tests to promote learning. *Journal of Instructional Psychology*, 20, 197–203.
- **Dominguez de Ramirez, R., & Shapiro, E. S.** (2006). Curriculumbased measurement and the evaluation of reading skills of Spanish-speaking English language learners in bilingual education classrooms. *School Psychology Review*, 35, 356–369.
- **Edwards, P., Turner, J. D., & Mokhtari, K.** (2008). Balancing the assessment of and the assessment for learning in support of student literacy achievement. *Reading Teacher*, 61, 682–684.
- **Fisher, D., & Frey, N.** (2007). Checking for understanding: Formative assessment techniques for your classroom. Alexandria, VA: Association for Supervision and Curriculum Development.

- Frey, N., & Heibert, E. (2002). Teacher-based assessment of literacy learning. In J. Flood, D. Lapp, J. R. Squire, & J. M. Jensen (Eds.). Handbook of Research on the Teaching of English Language Arts (2nd ed.), pp.608–618. Mahwah, NJ: Lawrence Erlbaum.
- **Gersten, R., Dimino, J., & Jayanthi, M.** (in press). Development of a classroom observational system. In B. Taylor & J. Ysseldyke (Eds.), *Reading instruction for English language learners: The Bond symposium*. New York: Teachers College.
- **Goodman, Y.** (2002). Informal methods of evaluation. In J. Flood, D. Lapp, J. R. Squire, & J. M. Jensen (Eds.). *Handbook of Research on the Teaching of English Language Arts* (2nd ed.), pp. 600–607. Mahwah, NJ: Lawrence Erlbaum.
- **Johnston, P.** (2005). Literacy assessment and the future. *The Reading Teacher*, 58(7), 684–686.
- **Limbos, M.** (2006). Early identification of second language students at risk for reading disability. *Dissertation Abstracts International*, 66 (10-A), 3566A.
- **Schumm, J. S. & Arguelles, M. E.** (2006). No two learners are alike: The importance of assessment and differentiated instruction. In J. S. Schumm (Ed.), *Reading assessment and instruction for all learners*. New York: Guilford Press.
- **Torgesen, J. K.** (2006). A comprehensive K–3 reading assessment plan: Guidance for school leaders. Portsmouth, NH: RMC Research Corporation, Center on Instruction. Available at: www.centeroninstruction.org.
- **Townsend, D., Lee, E., & Chiappe, P.** (2006). English or Spanish? The efficacy of assessing Latinola children in Spanish for risk of reading disabilities. Paper presented at the meeting of the Society for the Scientific Study of Reading, Vancouver, BC, Canada.
- Wiley, H. I., & Deno, S. L. (2005). Oral reading and maze measures as predictors of success for English learners on a state standards assessment. *Remedial and Special Education*, 26, 207–214.

Scope and Sequence

			Gra	ade		
Reading	K	1	2	3	4	5
LITERATURE						
Key Ideas and Details						
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					•	•
Craft and Structure						
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			•	•	•	•

c	ra	٨	_
u	ГА	О	$\boldsymbol{\epsilon}$

Reading, continued	K	1	2	3	4	5
Integration of Knowledge and Ideas						
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				•	•	•
Range of Reading and Level of Text Complexity						
Read and Comprehend Literature at and Above Grade Level Complexity	•	•	•	•	•	•
Participate in Shared Reading	•	•	•	•	•	•
Read Independently	•	•	•	•	•	•

INFORMATIONAL TEXT						
Key Ideas and Details						
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					•	•

	Grade					
Reading, continued	K	1	2	3	4	5
Craft and Structure					_	
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				•	•	•
Integration of Knowledge and Ideas						
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	•	•	•	•	•	•
Range of Reading and Level of Text Complexity						
Read and Comprehend Text at and above Grade Level Complexity		•	•	•	•	•
Participate in Shared Reading	•	•	•	•	•	•
Read Independently	•	•	•	•	•	•

	Grade							
Reading, continued	K	1	2	3	4	5		
FOUNDATIONAL SKILLS								
Print Concepts								
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	•	•	•	6				
Hold a Book and Turn the Pages	•	•	•		Reach	2		
Identify Sentence Capitalization	•	•	•		No.	1		
Use Page Numbers	•	•	•		¥	_/		
Identify Dialogue			•		h into Phon e interventi			
Identify Indentions of Paragraphs			•	for found	ational reac			
Phonological Awareness				in grades	3–5.			
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)	•	•	•					

	Grade						
Reading, continued	K	1	2	3	4	5	
Phonics and Word Recognition						•	
Identify Letter/Sounds and Read Words	•	•	•				
Consonants	•	•	•				
Short Vowels	•	•	•				
Long Vowels	•	•	•				
Consonant Blends and Digraphs	•	•	•				
Vowel Digraphs: ai, ay, ee, ea, ie, igh, oa, ow, oo, ou, ui	•	•	•				
r-Controlled Vowels: ar, or, -ore, er, ir, ur, air, -are, eer, ear		•	•				
Sounds for <i>-y</i> : /ē/, /ī/	•	•	•				
Diphthongs: oi, oy, ou, ow	•	•	•				
Variant Vowels: aw, au, al, all, oo, ew, ea	•	•		6			
Vowel Patterns: -igh, -old, -alk	•	•	•		Reach	2	
Vowel Patterns: o, i, -ight			•	-	No.	3	
Schwa			•	200	_/		
Soft c	•	•	•	Use Reacl to provide			
Soft g	•	•	•	for found	ational read		
Silent Consonants kn, wr, gn, mb	•	•	•	in grades	3–5.		
Plurals -s, -es, -ies		•	•				
Read Words with Spelling Patterns		•	•				
CVCe Word Patterns with a, i, o, u, e	•	•	•				
CV Word Patterns with o, e	•	•	•				
Short and Long Vowels in CVC and CVCe Word Patterns	•	•	•				
CVVC Word Patterns		•	•				
Read Multisyllabic Words		•	•				
Compound Words		•	•				
VCCV Syllable Division (bas/ket, kit/ten)		•	•				
VCCCV Syllable Division (hun/dred)		•	•				
VCV Syllable Division (mu/sic, cab/in)		•	•				
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 -tion, -ture, -ent, -ant			•				

			Gr	ade		
Reading, continued	K	1	2	3	4	5
Phonics and Word Recognition, continued						
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	•	•	•			
Fluency						
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

Text Types and Purposes						
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	•	•	•	•	•	•

			Gr	ade		
Writing, continued	K	1	2	3	4	5
Writing Skills						
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		•	•	•	•	•
Production and Distribution of Writing						
Produce Writing for Specific Tasks, Purposes, and Audiences	•	•	•	•	•	•
Prewrite		•	•	•	•	•
Analyze a Model		•	•	•	•	•
Determine the Role, Audience, Form, and Topic		•	•	•	•	•
Organize Ideas		•	•	•	•	•

			Gra	ade		
Writing, continued	K	1	2	3	4	5
Production and Distribution of Writing, continued						
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	•	•	•	•	•	•
Writing Traits						
Ideas		•	•	•	•	•
Organization		•	•	•	•	•
Voice		•	•	•	•	•
Word Choice		•	•	•	•	•
Sentence Fluency		•	•	•	•	•
Conventions		•	•	•	•	•
Presentation		•	•	•	•	•
Research to Build and Present Knowledge						
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				•	•	•
Range of Writing						
Write Routinely for a Variety of Tasks, Purposes, and Audiences	•	•	•	•	•	•

	Grade					
Speaking and Listening	K	1	2	3	4	5
Comprehension and Collaboration						
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					•	•
Presentation of Knowledge and Ideas						
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

Conventions of Standard English						
Print Upper and Lower Case Letters	•	•				
Sentences	•	•	•	•	•	•
Statements, Questions, Exclamations, and Commands	•	•	•	•	•	•
Negative Sentences	•	•	•	•	•	•
Compound Sentences		•	•	•	•	•
Complex Sentences				•	•	•
Complete Subject	•	•	•	•	•	•
Simple Subject	•	•	•	•	•	•
Compound Subject		•	•	•	•	•

	Grade					
Language, continued	K	1	2	3	4	5
Conventions of Standard English, continued						
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					•	•

	Grade					
Language, continued	K	1	2	3	4	5
Conventions of Standard English, continued						
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 R	each into Pho	nics for
Use Phonetic Knowledge to Spell	•	•	•		onal spelling ski	
Consult Reference Materials to Check Spelling		•	•	•	•	•
Use Spelling Patterns	•	•	•	•	•	•

	Grade					
Language, continued	K	1	2	3	4	5
Knowledge of Language						
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		•	•	•	•	•
Vocabulary Acquisition and Use						
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

Use Analogies

and Sayings

Figurative and Literary Language

Identify Personification

Explain Similes and Metaphors

Identify Feeling Words and Sensory Words Distinguish Literal from Nonliteral Meanings

Interpret Idioms, Expressions, Dialect, Adages, Proverbs,

•

•

Grade 2 Common Core Standards

Reading

Strand	Code	Standards Text	Grade 2 Correlations
Literature			
Key Ideas and Details	CC.2.Rlit.1	Ask and answer questions such as who, what, when, why, and how to demonstrate understanding of key details in a text.	Unit 2: T71, T104; Unit 3: T136, T138a, T138b, T138c, T138i, T140, T158; Unit 5: T305, T306–307, T308–309, T310–311, T312–313, T314–315, T316–317; Unit 6: T355a; Unit 8: T475a, T476, T476a, T476b, T476c, T476i, T480, T484–485, T486–487, T488–T489, T490–491, T492f, T492g
	CC.2.Rlit.2	2. Recount stories, including fables and folktales from diverse cultures, and determine their central message or lessons.	Unit 2: T220e, T220f, T220g; Unit 4: T222, T227f, T227g, T227h, T228n, T229a, T229b; Unit 5: T267a, T268c, T268d, T286f, T286g, T286h, T288, T289; Unit 6: T338, T339, T352–353, T354e, T354f, T356, T366m, T366n
	CC.2.Rlit.3	3. Describe how characters in a story respond to major events and challenges.	Unit 1: T22f, T22g, T24; Unit 3: T136, T138a, T138d, T156e; Unit 4: T199j, T203a, T204d, T210–211, T212–213, T220f, T221, T222, T223; Unit 6: T354g; Unit 7: T403j, T407a, T408b, T408c, T408d, T411, T416–417, T426f, T429; Unit 8: T475a, T476b, T476c, T476d, T476d, T482–T483, T484–485, T486–487, T488–T489, T490–491, T492f, T492g, T494
Craft and Structure	CC.2.Rlit.4	4. Describe how words and phrases (e.g. regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	Unit 1: T22e; Unit 2: T67a, T68, T69, T70i, T71, T74, T88e, T98e, T100, T101, T102i, T103, T125f, T126e, T126m, T127; Unit 3: T136, T137, T138i, T139, T166, T167, T168, T169; Unit 5: T268i, T269, T270, T271, T286e, T286f, T290, T292—293, T300i, T305, T317e, T317f, T317g, T317i; Unit 6: T354e, T355a, T365f; Unit 7: T408i, T409; Unit 8: T474, T475, T476i, T476j, T501f, T501g, T502e, T502m, T502o, T503, T504, T505, T506i, T511, T516-517, T518-519, T520-521, T522-523, T535g, T536e, T536g, T536m, T536o
	CC.2.Rlit.5	5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	Unit 2: LR3, T65j, T68, T69a, T70i, T75, T86–87, T88f, T88g, T90; Unit 3: T133i, T137a, T156g, T157b; Unit 4: T199i, T220g, T222, T231a, T232d; Unit 5: T269, T270, T271, T288, T289; Unit 6: T335a, T336a, T336b, T336c, T336d, T338, T354g, T354f, T356
	CC.2.Rlit.6	6. Acknowledge differences in points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	Unit 3: T156g; Unit 6: T354g; Unit 7: T407a, T411, T416–417, T424–425, T426g, T428; Unit 8: T475a, T476b, T476c, T476d, T476i, T482–T483, T484–485, T486–487, T488–T489, T490–491, T492f, T494
Integration of Knowledge and Ideas	CC.2.Rlit.7	7. Use information gained from the illustrations and words in print or digital text to demonstrate understanding of its characters, setting, or plot.	Unit 1: LR2, T7, T8, T9, T10, T12–13, T14–15, T16–17, T18–19, T20–21, T22, T22e, T22f, T22g, T23, T24; Unit 2: T68, T69a, T70i, T72, T74, T78–79, T84–85, T88e, T88f, T88g, T89, T90, T99g, T100, T101a, T102a, T102b, T102c, T102d, T104, T105; Unit 3: T136, T137a, T138, T138a, T138b, T138c, T138d, T138i; Unit 4: T203a, T204, T204a, T204b, T204c, T205, T207, T208, T212–213, T227g, T231a, T232a, T232b, T232c, T232d, T232i, T233, T234, T235; Unit 5: T269, T270, T271, T304, T305, T306–307, T308–309, T310–311, T312–313, T314–315, T316–317, T317f, T317g, T317h; Unit 7: T426e; Unit 8: T492e, T492g
	CC.2.Rlit.9 [Rlit 8 not in G2]	9. Compare and contrast two or more versions of the same story (e.g. Cinderella stories) by different authors or from different cultures.	Unit 4: T199i, T227h, T229a; Unit 6: T357e, T365g, T365h, T366n, T366o, T367a, T367b
Range and Level of Complexity	CC.2.Rlit.10	10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Unit 1: LR2, LR3, T1i, T7, T8, T9, T11, T12–13, T14–15, T16–17, T18–19, T20–21, T22, T22f, T22g, T23; Unit 2: LR2, LR3, T65j, T69a, T70a, T70b, T70c, T70d, T72, T73, T75, T76–77, T78–79, T80–83, T84–85, T101, T101a, T102, T102a, T102b, T102c, T102d, T104, T105, T123, T124–125, T125a, T125g, T125h, T126, T126e, T126f, T126g, T126h, T126m, T126n, T127a, T127b; Unit 3: T133j, T136, T139, T140, T141, T143, T144–147, T148–149, T150–151, T152–153, T154–155, T156f, T157, T165h; Unit 4: T206, T207, T209, T210–211, T212–213, T214–215, T216–217, T218–219, T228e, T228f, T228g, T228m, T228m, T228n, T231a, T232, T232a, T232b, T232c, T234, T235; Unit 5: T263j, T268, T269, T270, T271, T268a, T268b, T268c, T268d, T286f, T286g, T288, T289, T297h, T301, T302, T303, T305, T306–307, T308–309, T310–311, T312–313, T314–315, T316–317, T317f, T317g, T317h, T318, T319; Unit 6: T341, T342–343, T344–345, T346–347, T348–351, T352–353, T354, T359, T360–361, T362–363, T364–365, T366f, T366g, T366h; Unit 7: T403j, T407a, T408, T408a, T408b, T408c, T408d, T410, T411, T413, T414–415, T416–417, T426f, T426g, T426h; Unit 8: T478, T481, T482–483, T484–485, T486–487, T488–489, T490–491, T492f, T492g, T496, T497, T498, T501e, T501f, T501g, T502e, T502g, T502m, T503a, T529, T530–531, T532–533, T534–535
Informational Text			
Key Ideas and Details	CC.2.Rinf.1	1. Ask and answer questions such as who, what, when, why, and how to demonstrate understanding of key details in a text.	Unit 1: T32, T35, T44–45, T46–47, T51e, T53f, T57a, T57h, T58m; Unit 2: LR3, T99b; Unit 3: T165h, T168i, T170, T171; Unit 5: T299a, T322–323, T323a; Unit 6: T367g, T370i; Unit 7: T437h; Unit 8: T503h, T506a, T506b, T506c, T507, T516–517, T518–519, T520–521, T522–523, T525e
	CC.2.Rinf.2	2 Identify the main topic of a multiparagraph text, as well as that of specific paragraphs within the text.	Unit 1: T29f, T29g, T30, T30m, T31a, T51f, T52, T58m, T59a, T59b; Unit 2: T98m; Unit 6: T369a, T370b, T370c, T370d, T371, T372, T373, T378–379, T380–381, T382–383, T384–385, T387e, T387f, T388; Unit 7: T439a, T440b, T440c, T457e, T457f, T458, T463h
	CC.2.Rinf.3	3. Describe the connection between a series of historical events, scientific concepts, or steps in technical procedures in a text.	Unit 2: LR3, T104, T119e, T119f; Unit 3: T163f, T163g, T164n, T167, T168c, T185e, T185f; Unit 4: T248, T256m, T256n; Unit 5: T286e, T286g, T289f, T295e, T295f, T296m, T296n, T317e, T317f, T318, T319, T319f, T324m, T324n; Unit 6: T387e, T389f, T391, T395e, T395f, T396m, T397a; Unit 7: T435g, T436m, T436n; Unit 8: T507
Craft and Structure	CC.2.Rinf.4	4. Determine the meaning of words and phrases in text relevant to a grade 2 topic or subject areas.	Unit 1: T12–13, T25o, T30m, T34a, T34b, T34c, T36, T42–43, T51e, T51f, T56–57, T58g; Unit 2: T98m; Unit 4: T202, T203, T204g, T220c, T224, T227d, T228e, T228k, T230, T231, T232i, T232g, T255e, T256e; Unit 5: T266, T267, T268i, T289k, T292–293, T298, T299, T300i, T323f; Unit 6: T334, T336i, T368, T369, T370i, T371, T406; U7: T405a, T407, T408i, T409, T438, T439, T440i
	CC.2.Rinf.5	5. Know and use various text features (e.g. captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	Unit 1: T25o, T30e, T30g, T34i, T35, T38, T44–45, T46–47, T48–49, T51f, T53f, T57f, T57g, T58e, T58g, T58m; Unit 2: T91e, T92a, T97f, T98e, T107, T112–113, T119e; Unit 3: T165h, T185e; Unit 4: T236, T250, T252–253; Unit 5: T295e, T295f, T296m, T296n; Unit 7: T445, T446–447, T454–455, T457e; Unit 8: T510, T511, T516–517, T520–521, T522–523, T530–531
	CC.2.Rinf.6	6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	Unit 2: T99h, T119f; Unit 4: T249f, T255e, T255f, T255g, T256m, T257a; Unit 8: T505a, T506c, T506d, T508, T525f, T526

Reading, continued

Search for activities that meet each Common Core Standard. NGReach.com

			Common Core Standard. Wigkeach.com
Strand	Code	Standards Text	Grade 2 Correlations
Integration of Knowledge and Ideas	CC.2.Rinf.7	7. Explain how specific images (e.g a diagram showing how a machine works) contribute to and clarify a text.	Unit 1: T38, T52, T53f, T54a, T56–57, T57f, T57g, T58e, T58g, T58m, T59a; Unit 3: T163h; Unit 4: T247e, T250; Unit 5: T296m, T296n, T323f; Unit 6: T396n; Unit 7: T435e, T436m; Unit 8: T505a, T506a, T508
	CC.2.Rinf.8	8 Describe how reasons support specific points the author makes in a text.	Unit 3: T191g, T192m; Unit 4: T256n; Unit 5: T322–323, T323g, T324m, T324n, T325a; Unit 7: T463g, T464n
	CC.2.Rinf.9	9. Compare and contrast the most important points presented by two texts on the same topic.	Unit 1: T29h, T31a, T57h, T58; Unit 3: T163h, T164, T165a, T165b, T191h, T193a; Unit 4: T257a; Unit 5: T323h, T324, T325a, T325b; Unit 6: T392–393, T397a; Unit 7: T437a, T437b, 465a,
Range and Level of Text Complexity	CC.2.Rinf.10	10. By the end of the year, read and comprehend information texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Unit 1: LR2, LR3, T26, T26a, T27, T28–29, T29f, T29g, T30e, T30f, T30g, T30h, T30n, T30n, T31a, T31h, T34, T34a, T34b, T34c, T35, T36, T37, T39, T40–41, T42–43, T44–45, T46–47, T48–49, T51e, T51f, T52, T53, T53f, T55, T56–57, T57g, T57h, T58e, T58f, T58g, T58h, T58m, T59a, T59b; Unit 2: LR2, LR3, T91f, T92a, T93, T94–95, T96–97, T97e, T97f, T98e, T98g, T98h, T98m, T98n, T99g, T99h, T108–109, T110–111, T112–113, T114–115, T116–117, T118–119, T119e, T119f, T120, T121, T121f; Unit 3: T159f, T160, T161, T162–163, T163a, T163f, T163g, T165h, T167, T167a, T168, T168a, T168b, T168d, T172, T173, T174–175, T176–177, T178–179, T180–181, T182–183, T184–185, T187f, T188, T188a, T189, T190–191, T191a, T191g, T191h, T192, T192e, T192e, T192g, T192h, T192m, T192n; Unit 4: T199j, T223f, T224, T225, T226–227, T229g, T236, T237, T238–241, T242–243, T244–245, T247f, T248, T250, T251, T252–253, T255f, T255g, T256e, T256f, T256g, T256m, T256n; Unit 5: T289f, T291, T292–293, T294–295, T295e, T295f, T295g, T296, T296e, T296f, T296g, T296h, T296m, T296n, T319f, T321, T322–323, T323g, T323h, T324, T324e, T324f, T324g, T324h, T324m, T324m, T325a, T325b; Unit 6: T367h, T369a, T370, T370a, T370b, T370c, T370d, T375, T376–377, T378–379, T380–381, T382–383, T384–385, T386–387, T390, T391, T392–393, T396e, T396f, T396g, T396h; Unit 7: T410, T411, T431, T432–433, T434–435, T435f, T435g, T436, T436e, T436f, T436g, T436h, T439a, T440, T440a, T440b, T440d, T441, T442, T443, T445, T446–447, T448–449, T450–451, T452–453, T454–455, T456–457, T457e, T457f, T459f, T461, T462–463, T463a, T464e, T464f, T464g, T464f, T464g, T464h; Unit 8: T471i, T503g, T508, T511, T516–T517, T523, T525e, T526
Foundational Skills			
Phonics and Word Recognition	CC.2.Rfou.3 [G2 Does not have Rfou.1 or Rfou.2]	3. Know and apply grade-level phonics and word analysis skills in decoding words.	Unit 1: T1i, T1j, T1k, T3a, T3b, T3c, T6e, T6f, T9a, T9b, T9c, T22a, T22b, T23b, T25f, T25g, T25h, T25k, T25l, T25m, T29b, T29c, T30a, T30b, T30o, T31h, T31i, T31in, T31n, T31o, T34e, T37a, T37b, T51a, T51b, T51h, T53f, T53g, T53h, T53k, T53l, T53m, T57b, T57c, T58a, T58b, T58i, T58j, T58j, T58i, T58o; Unit 2: T65j, T65k, T65l, T67a, T67b, T70e, T70g, T70h, T73a, T73b, T88a, T88b, T91f, T91g, T91h, T91k, T91l, T91m, T97a, T98a, T98b, T98i, T98o, T99h, T99i, T99j, T102e, T102f, T105a, T105b, T105c, T119a, T119b, T119h, T121f, T121g, T121h, T121k, T121k, T121h, T125b, T126a, T126i, T126i, T126j, T126o; Unit 3: T133j, T133k, T135a, T135b, T135c, T138e, T141a, T141b, T141c, T156a, T156b, T157b, T159f, T159g, T159k, T159l, T163b, T164a, T164b, T164i, T164j, T164o, T165h, T165i, T165j, T165m, T165n, T165o, T168e, T171a, T171b, T171c, T185a, T185b, T187b, T187g, T187h, T187k, T187l, T191b, T192a, T192b, T192c, T192i, T192c; Unit 4: T199j, T199k, T199l, T201a, T201b, T201c, T204e, T204f, T207a, T207b, T207c, T220a, T220b, T223f, T222g, T223h, T223b, T223b, T223b, T223c, T224a, T227b, T227c, T228a, T228b, T228c, T228i, T228j, T228o, T229h, T229i, T229j, T229n, T229o, T232e, T235a, T235b, T235c, T247a, T247h, T249h, T249h, T249h, T249m, T249h, T249k, T249k, T249k, T249k, T249k, T249k, T249k, T249k, T249h, T
	CC.2.Rfou.3.a	a. Distinguish long and short vowels when reading regularly spelled one-syllable words.	Unit 3: T159g, T165i, T187g, T187h; Unit 4: T221b; Unit 5: T268e, T268f
	CC.2.Rfou.3.b	b. Know spelling-sound correspondences for additional common vowel teams.	Unit 3: T138e, T163b, T164i, T164j, T168e, T168f, T191b, T192i, T192j; Unit 4: T199k, T199l, T201a, T201b, T201c, T204e, T204f, T221b, T223f, T223d, T223h, T223k, T227b, T228a, T228b, T228c, T228i, T228j, T228o, T229h, T229i, T229m, T229o, T232e, T247h; Unit 5: T263k, T263l, T265a, T265b, T265c, T268e, T268f, T268h, T287b, T297i, T297j, T297n, T300e, T300f, T300h, T317j, T319g, T319h, T319k, T319l, T319m, T323b, T323c, T323e, T324o; Unit 6: T389k, T389l, T389m, T395a, T395b, T396a, T396b, T396c, T396i, T396j; Unit 7: T429f, T429g, T429h, T429l, T429l, T429m, T435a, T435b, T436a, T436b, T436i, T436j, T437j, T443a, T443b, T443c, T457a, T459g, T459h, T459k, T459l, T463b, T463c
	CC.2.Rfou.3.c	c. Decode regularly spelled two-syllable words with long vowels.	Unit 2: T98a, T98b, T98i; Unit 3: T141a, T141b, T141c, T156a, T156b, T157b, T163b, T163c, T164i, T164j, T168f, T185h, T191c, T192i, T192j; Unit 4: T199l, T204e, T204f, T207a, T207b, T207c, T220a, T220b, T221b, T227b, T228i, T228j, T232e, T247a, T255a; Unit 5: T263k, T263l, T268e, T296i, T296j, T297i, T297j, T297o, T300e, T303a, T303b, T303c, T317a, T323b
	CC.2.Rfou.3.d	d. Decode words with common prefixes and suffixes.	Unit 1: T25e; Unit 3: T187e; Unit 4: T199i, T224; Unit 7: T403j, T403k, T403l, T405a, T405b, T405c, T408e, T411a, T411b, T411c, T426a, T427b; Unit 8: T471j, T471k, T471l, T473a, T473b, T473c, T473d, T476e, T476f, T476g, T479a, T479b, T479c, T492a, T493b
	CC.2.Rfou.3.e	e. Identify words with inconsistent but common spelling-sound correspondences.	Unit 4: T199k, T199l, T223h, T228a, T228i, T229i, T229j, T229n, T232e, T247a, T256b, T256j; Unit 5: T263k, T263l, T265b, T265c, T268e, T268h, T271a, T286a, T286b, T289g, T289h, T289m, T295b, T296b, T296c, T297i, T297j, T319g, T319h, T319k, T319l, T323b, T323c; Unit 6: T367j, T367m, T370e, T370f, T373a, T373b, T387a, T389g, T389k, T389l, T389m, T396a, T396b, T396j; Unit 7: T429f, T429g, T429h, T429k, T429l, T429m, T435a, T435b, T437i, T437j, T459f, T459g, T459h, T459k, T459k, T459l, T459m, T464b, T464c, T464i, T464j

Grade 2 Common Core Standards

Reading, continued

Strand	Code	Standards Text	Grade 2 Correlations
Foundational Skills			
Phonics and Word Recognition	CC.2.Rfou.3f	f. Recognize and read grade-appropriate irregularly spelled words.	Unit 1: T1k, T3c, T6e, T6f, T9c, T22a, T22b, T23b, T25g, T25h, T25k, T29b, T30a, T30c, T31, T31j, T31o, T34e, T37c, T51a, T51b, T51h, T53h, T57b, T57c, T58c, T58d, T58j, T58o, Unit 2: T65l, T67c, T70e, T70f, T70h, T73c, T88a, T88b, T91g, T91h, T91m, T97a, T97d, T98a, T98b, T98c, T98i, T98o, T99j, T102e, T102f, T105c, T119a, T119b, T119h, T121h, T121m, T125c, T126c, T126i, T126o; Unit 3: T133k, T135c, T138e, T141c, T141d, T156a, T156b, T157b, T159g, T159m, T163b, T164c, T164i, T164j, T164o, T165i, T165j, T165o, T168e, T168f; T171c, T185a, T185b, T187b, T187g, T187h, T187l, T191b, T192c, T192i, T192j, T192o; Unit 4: T199k, T199l, T201c, T204f, T204g, T207c, T220a, T220b, T221a, T221b, T223g, T223h, T223m, T227b, T227c, T228c, T228i, T228o, T229i, T229o, T232e, T235c, T247a, T249f, T249g, T249h, T249m, T255a, T255b, T256c, T256i, T256j, T256o; Unit 5: T263k, T263l, T265b, T265c, T268e, T271c, T271d, T286a, T286b, T286d, T287b, T289g, T289h, T289m, T295b, T296c, T296i, T296j, T297i, T297j, T297o, T300e, T303c, T317a, T317b, T319g, T319m, T323b, T324b, T324c, T324i, T324o; Unit 6: T331k, T331l, T333c, T336e, T339c, T354a, T354b, T357g, T357h, T357m, T365b, T366c, T366d, T366i, T367i, T367j, T367o, T370e, T373c, T387a, T387b, T387h, T389g, T389m, T395a, T396c, T396i; Unit 7: T403k, T403l, T405c, T408f, T411c, T426a, T429g, T429h, T429m, T435b, T436i, T436j, T437i, T437j, T437o, T440f, T443c, T457a, T457b, T459g, T459h, T459m, T463b, T463c, T464c, T464i, T464j; Unit 8: T471k, T471l, T473a, T473b, T473c, T473d, T476e, T476f, T476g, T479b, T479d, T492a, T492d, T495g, T495h, T495b, T495h, T495m, T495m, T501c, T502b, T502c, T502i, T502j, T502k, T503i, T503j, T503m, T503n, T503o, T506e, T506f, T509a, T509b, T509c, T509d, T525a, T525b, T525c, T525d, T527d, T527h, T527h, T527m, T527n, T535b, T535c, T535d, T535e, T536a, T536b, T536c, T536i, T536j, T536k
Fluency	CC.2.Rfou.4	4. Read with sufficient accuracy and fluency to support comprehension.	Unit 1: T1i, T6g, T6h, T12–13, T22c, T22d, T22g, T25, T25f, T29d, T29e, T31h, T34a, T34g, T34h, T40–41, T48–49, T51c, T51d, T51f, T53, T57d, T57e, T58k, T58l; Unit 2: T65j, T70a, T70g, T70h, T88c, T88d, T88g, T91, T91f, T97c, T97d, T98k, T98l, T99h, T104, T112–113, T119c, T119d, T119e, T121f, T125c, T125e, T126k, T126l; Unit 3: T133j, T138a, T138g, T138h, T150–151, T156c, T156d, T156g, T159f, T163d, T163e, T164k, T164l, T165h, T168a, T168g, T168h, T178–179, T185c, T185d, T185f, T187f, T191d, T191e, T192k, T192l; Unit 4: T199j, T204a, T204g, T204h, T218–219, T220c, T220d, T220g, T223f, T227d, T227e, T228k, T228l, T229h, T232a, T232g, T232h, T247c, T247d, T249, T249f, T255c, T255d, T256k, T256l; Unit 5: T263j, T268a, T268g, T268h, T286c, T286d, T289, T289f, T295c, T295d, T296j, T296j, T296k, T296l, T300a, T300g, T300h, T306–307, T317c, T317d, T317g, T319f, T319f, T323d, T323e, T324k, T324l; Unit 6: T331j, T336g, T336h, T342–343, T344–345, T346–347, T354c, T354d, T357f, T365d, T365e, T365f, T366k, T366l, T367h, T370g, T370h, T373c, T373d, T387c, T387d, T389f, T395c, T395d, T396k, T396l; Unit 7: T408a, T408g, T408h, T424–425, T426d, T426g, T429, T429f, T435c, T435d, T436k, T436l, T437h, T440a, T440g, T440h, T457c, T457d, T459f, T450–451, T459, T463d, T463e, T464k, T464l; Unit 8: T471i, T476a, T476g, T478, T484–485, T492c, T492g, T495, T495f, T501c, T501e, T502k, T503h, T506a, T506g, T508, T518–519, T525d, T525f, T527, T527f, T536k
	CC.2.Rfou.4.a	a. Read on-level text with purpose and understanding.	Unit 1: T6g, T6h, T11, T12–13, T14–15, T16–17, T18–19, T20–21, T22c, T22d, T22f, T25, T27, T28–29, T29d, T29e, T29g, T30g, T30h, T30k, T30l, T34g, T34h, T39, T40–41, T42–43, T44–45, T46–47, T48–49, T51c, T51d, T51e, T51f, T54a, T55, T56–57, T57d, T57e, T57g, T58k, T58l; Unit 2: T70g, T70h, T75, T76–77, T78–79, T84–85, T86–87, T88c, T88d, T88f, T88g, T92a, T93, T94–95, T97c, T97d, T97f, T98k, T98l, T102a, T102b, T107, T108–109, T110–111, T112–113, T114–115, T116–117, T119c, T119d, T122a, T123, T124–125, T126k, T126l, T125d, T125e; Unit 3: T138g, T138h, T143, T148–149, T150–151, T152–153, T154–155, T156c, T156d, T156f, T156g, T160a, T161, T162–163, T163d, 163e, T164k, T164l, T168g, T168h, T173, T174–175, T176–177, T178–179, T180–181, T182–183, T185c, T185d, T189, T190–191, T191d, T191e, T192k, T192l; Unit 4: T209, T210–211, T212–213, T214–215, T216–217, T218–219, T220f, T220g, T225, T226–227, T237, T242–243, T244–245, T251, T252–253; Unit 5: T268g, T268h, T273, T274–275, T276–277, T282–283, T285, T286c, T286d, T286h, T291, T292–293, T294–295, T295c, T295c, T295d, T300g, T300h, T305, T306–307, T308–309, T310–311, T312–313, T314–315, T317c, T317d, T317f, T317g, T320, T321, T322–323, T323d, T323e, T323g, T323h, T324k, T324l; Unit 6: T342–343, T344–345, T346–347, T365a, T366e, T380–381, T382–383, T392–393, T396e; Unit 7: T413, T414–415, T416–417, T422–423, T434–435, T431, T434–433, T445, T446–447, T448–449, T450–451, T452–453, T454–455, T461, T462–463, T463h; Unit 8: T476g, T476h, T481, T482–483, T484–485, T486–487, T488–489, T490–491, T492c, T492d, T497, T498–499, T501c, T501d, T502k, T502l, T506g, T506h, T525c, T525d, T529, T530–531, T532–533, T534–535, T535d, T535e, T536k, T536l
	CC.2.Rfou.4.b	b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	Unit 1: T12–13, T22g; Unit 2: T65j, T70a, T70c, T88g, T91, T91f; Unit 3: T138a, T148–149, T150–151, T152–153, T156g, T197; Unit 4: T204a, T210–211, T212–213; Unit 5: 268a; Unit 6: T331i, T331j, T336a, T342–343, T344–345, T346–347, T354g, T357, T360–361, T365f, T370a, T380–381, T387e, T389, T389f, T396e, T396m, T396o; Unit 7: T403j, T408a, T408i, T424–425, T426g, T450–451, T459; Unit 8: T476a, T478, T484–485, T492g, T495e, T498–499, T501e, T502e, T502n, T503g, T506a, T508, T518–519, T525f, T527f, T528, T535g, T536g, T536m
	CC.2.Rfou.4.c	c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Unit 1: T6g, T12–13, T22c, T25o, T29d, T30k, T30m, T34c, T34g, T36, T51c, T56–57, T57d, T58g, T58k; Unit 2: T70g, T88c, T97c, T98k, T102g, T119c, T121o, T122, T125d, T126k, T126m; Unit 3: T138g, T156c, T159o, T160, T163d, T163f, T164k, T164m, T168g, T185c, T191d, T192k; Unit 4: T204g, T204i, T220c, T227d, T228k, T232g, T247c, T255c, T255e, T256m, T266m; Unit 5: T268g, T286c, T295c, T296c, T296k, T300g, T300i, T317c, T320, T323d, T323f, T324k, T324m; Unit 6: T336g, T354c, T365d, T366k, T370g, T387c, T390, T395c, T395e, T396k, T396m; Unit 7: T408g, T426c, T435c, T436k, T440g, T457c, T460, T463f, T464m, T463d, T464k; Unit 8: T476g, T476h, T492c, T492d, T501c, T501d, T502k, T502l, T506g, T506h, T525c, T525d, T535d, T535e, T536k, T536l

Writing

Strand	Code	Standards Text	Grade 2 Correlations
Text Types and Purposes	CC.2.W.1	1 Write opinions in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinions, use linking words (e.g. because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	Unit 1: LR2, LR3, T1h, T58h, T61, T62; Unit 2: LR2, LR3, T91e, T98h, T121e, T126h; Unit 3: T192h; Unit 4: T258, T259, T260; Unit 5: T319e, T324h; Unit 6: T366n, T386–387, T389e, T394–395, T396; Unit 7: T403i, T426, T436n, T456–457, T464n; Unit 8: T502h, T527e, T535a, T536h, T539
	CC.2.W.2	2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	Unit 1: LR2, LR3, T53e, T61, T62; Unit 2: LR2, LR3, T65i, T99g, T129, T130, T133; Unit 3: T165g, T187e, T199; Unit 4: T199i, T249e, T258, T259, T260; Unit 5: T326, T327, T328; Unit 6: T331i, T367g, T403; Unit 7: T429e, T437g, T459e, T466, T467, T468, T469; Unit 8: T503g
	CC.2.W.3	3. Write narratives in which they recount a well- elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	Unit 1: LR2, LR3; Unit 2: LR2, LR3, T91e, T121e; Unit 3: T156g, T157, T165g, T194, T195, T196; Unit 4: T263; Unit 5: T263i, T319e; Unit 6: T399, T400, T401; Unit 8: T539
	CC.2.W.5 [W.4 not in G2]	5. With guidance from adults, focus on a topic and strengthen writing as needed by revising and editing.	Unit 1: T31g, T60, T61, T62, T63; Unit 2: T128, T129, T130, T131; Unit 3: T133i, T133j, T159e, T199; Unit 4: T223f, T249e, T258, T259, T260; Unit 5: T327, T328, T329; Unit 6: T400; Unit 7: T466, T467, T468, T469; Unit 8: T539, T540
	CC.2.W.6	6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with others.	Unit 1: T1h, T25e, T25f, T31g, T53e; Unit 2: T65k, T91e, T99g, T121e; Unit 3: T131i, T159e, T165g, T187e; Unit 4: T199i, T223e, T229g, T249e, T261; Unit 5: T263i, T274–275, T286, T289e, T297g, T319g, T329; Unit 6: T331i, T357e, T367g, T389e, T401; Unit 7: T403i, T429e, T437g, T459e, T469; Unit 8: T471i, T495e, T503g, T527e, T541
Research to Build and Present Knowledge	CC.2.W.7	7. Participate in shared research and writing projects (e.g. read a number of books on a single topic to produce a report; record science observations).	Unit 1: T25e, T29a, T31b, T31g, T34d, T35, T36, T37, T59b, T60, T61, T62, T63, T65; Unit 2: T65i, T70d, T96–97, T99b, T99g, T102d, T127b, T128, T129, T130, T131; Unit 3: T159e, T159f, T165b, T168d, T187f, T193b; Unit 4: T202, T204d, T220, T223e, T227a, T229a, T229b, T246–247, T247e, T256h, T257b, T258, T259, T260, T261; Unit 5: T263i, T268d, T294–295, T296h, T296n, T300d, T316–317, T317h, T325b, T326, T327, T328, T329; Unit 6: T336d, T355, T365a, T366, T367b, T370d, T396h, T396n, T397b; Unit 7: T403i, T408d, T429f, T437b, T442, T443, T465b; Unit 8: T495e, T503b, T506d, T525f, T527f, T537b, T543
	CC.2.W.8	8. Recall information from experiences or gather information from provided sources to answer a question.	Unit 1: T1h, T1i, T6i, T7, T8, T9, T10, T12–13, T14–15, T16–17, T18–19, T20–21, T22, T22e, T22g, T23, T23a, T24, T25, T25e, T29h, T30, T30g, T30h, T30n, T30o, T31b, T31g, T32, T34d, T51f, T51g, T52, T53, T57f, T57h, T58, T58m, T58n, T59a, T59b, T60, T61, T62, T65; Unit 2: T65i, T65j, T68, T70i, T71, T72, T73, T74, T88, T88g, T89a, T90, T98, T98n, T99a, T99b, T99g, T100, T101, T104, T105, T116–117, T118–119, T119e, T119g, T121, T121e, T121f, T124–125, T126n, T127b, T128, T129, T130, T133; Unit 3: T137a, T138a, T140, T141, T156, T158, T163a, T163f, T164n, T164o, T168c, T168d, T168i, T170, T171, T185f, T185g, T191a, T192, T192n, T193b; Unit 4: T199i, T202, T203a, T204a, T204d, T205, T206, T207, T208, T210–211, T214–215, T220e, T222, T223, T223e, T223f, T227f, T227h, T228h, T228n, T228o, T229b, T229g, T234, T235, T236, T242–243, T247e, T247h, T248, T252–253, T254–255, T255f, T256, T256g, T256m, T256n, T257a, T257b, T258; Unit 5: T263j, T267a, T268, T268a, T268b, T268c, T268d, T269, T270, T271, T274–275, T284–285, T286, T288, T289e, T295g, T296e, T296m, T296n, T297g, T298–299, T300b, T300i, T302, T303, T305, T306–307, T308–309, T310–311, T312–313, T314–315, T316–317, T317e, T317f, T317g, T317h, T318, T319, T320, T322–323, T323a, T323h, T324, T324m, T324n, T325, T325b, T326, T326f, T337f, T317e, T317f, T317g, T317h, T318, T319, T320, T322–323, T323a, T323h, T324, T324m, T324n, T325, T325b, T326, T327; Unit 6: T336c, T336d, T338, T339, T354, T356, T357e, T365h, T366h, T366h, T367b, T368, T370d, T370i, T387e, T387g, T389, T389f, T396h, T396n, T397b; Unit 7: T408d, T411, T428, T429, T429e, T429f, T434–435, T436, T436h, T437b, T440d, T441, T457f, T458, T459e, T463a, T464, T464h, T465b; Unit 8: T471i, T476d, T478, T479, T480, T493, T495e, T500–501, T502, T503b, T503h, T506d, T508, T509, T524–525, T525f, T525f, T525f, T527f, T536, T537b, T539, T540, T543

Grade 2 Common Core Standards

Speaking and Listening

Strand	Code	Standards Text	Grade 2 Correlations
Comprehension and Collaboration	CC.2.SL.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.	Unit 1: T1h, T2, T3, T10, T20–21, T22, T25e, T25f, T30e, T30h, T53e, T53f, T54, T57a, T58h, T65; Unit 2: LR2, LR3, T65i, T66, T67, T74, T91i, T91j, T98h, T99g, T121e, T121f, T121o, T125h, T126, T126h, T126n; Unit 3: T134, T135, T150–151, T159, T159o, T160, T165h, T184–185, T187, T187e, T191a, T192h, T199; Unit 4: T199i, T200, T208, T220, T223e, T224, T227a, T228h, T229g, T229g, T229h, T230, T231, T232d, T236, T246–247, T250, T256h, T263; Unit 5: T263i, T264, T265, T266, T267, T267a, T268d, T272, T286, T289e, T296e, T296h, T297g, T299, T299a, T305, T323a, T324h; Unit 6: T331i, T331j, T336d, T354, T357f, T365a, T366h, T367g, T370d, T374, T389e, T394–395, T396h; Unit 7: T403i, T403i, T408d, T426, T429e, T429, T429f, T434–435, T436, T436h, T456–457, T459e, T464h; Unit 8: T474, T475, T475a, T475d, T495f, T496, T502e, T502m, T504, T505, T510, T528, T536e, T537a
	CC.2.SL.1.a	a. Follow agreed-upon rules for discussions (e.g. gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	Unit 3: T199; Unit 4: T199j, T223e, T230, T250; Unit 5: T266, T267, T268d
	CC.2.SL.1.b	b. Build on others' talk in conversation by linking their comments to the remarks of others.	Unit 1: T25e, T25f, T30n, T31a, T57f, T57h, T59a, T59b, T65; Unit 2: T74, T91e, T99b, T121e, T127b; Unit 3: T165, 185e; Unit 4: T229a, T249e, T249f, T256m, T256n; Unit 5: T319e, T324m, T324n, T325b; Unit 6: T357e, T357f, T367a, T367b, T373, T389, T389e, T397b; Unit 7: T429e, T437b, T440i, T459, T459e; Unit 8: T495e, T503, T526
	CC.2.SL.1.c	c. Ask for clarification and further explanation as needed about the topics and texts under discussion.	Unit 1: T2, T31g, T31h, T32, T33, T65; Unit 2: T66, T91f; Unit 3: T140, T164n, T168i, T170, T171, T199; Unit 4: T229g, T258; Unit 5: T286e, T289f, T296n, T299a, T323a; Unit 6: T331i; Unit 7: T403i, T429f, T436n
	CC.2.SL.2	2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	Unit 1: T2, T3, T25e, T31g, T31h, T51f, T53e, T53f, T57h, T58, T65; Unit 2: T66, T88e, T88f, T88g, T89, T99h, T121f, T126; Unit 3: T133i, T134, T135, T165g, T167a, T168a, T168b, T168c, T168d, T170, T171, T187e, T187f, T191g, T191h, T192; Unit 4: T199j, T201, T205, T207, T223e, T223f, T229g, T229h, T233, T234, T249e, T256m, T256n; Unit 5: T263i, T264, T265, T289e, T289f, T297g, T297h, T319e, T319f, T324m, T324n; Unit 6: T331j, T332, T333, T334, T335a, T336a, T336b, T336c, T338, T339, T366e, T366g, T366h, T367g, T370d, T371, T372, T373, T396g, T396h, T396m, T396n; Unit 7:T403i, T403j, T404, T405, T409, T410, T411, T429e, T436e, T436f, T436g, T436h, T436m, T436n, T437g, T437h, T441, T442, T443, T459e, T459f, T464m, T464n, T466, T467, T468, T469; Unit 8: T471i, T471j, T472, T473, T475a, T476a, T476b, T476i, T503g, T503h, T504, T505, T505a, T507, T543
	CC.2.SL.3	3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	Unit 1: T1i, T31g, T31h, T34i, T35, T53e, T65; Unit 2: T88e, T91f, T133; Unit 3: T159e, T168i, T171, T199; Unit 4: T205, T233, T234, T249f, T258, T263; Unit 5: T289e, T317e, T319f; Unit 6: T354g, T366n, T370i; Unit 8: T495e, T507, T525e, T542, T543
Presentation of Knowledge and Ideas	CC.2.SL.4	4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	Unit 1: T53e; Unit 3: T163f, T187e, T195, T196, T199; Unit 4: T199j, T221, T227f, T228, T263; Unit 5: T263i, T319e; Unit 6: T356, T357e, T368, T369, T389e, T395e, T398, T399, T400, T403; Unit 7: T437g, T438; Unit 8: T471i, T476i, T492e, T504, T505
	CC.2.SL.5	5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	Unit 1: T1h, T1i, T31g, T31h, T57f, T60, T62, T63, T65; Unit 2: T65i, T65j, T91e, T91f, T98n, T121e, T133; Unit 3: T133i, T133j, T166, T167a, T187e, T197; Unit 4: T199i, T223f, T229h, T249e, T249f, T263; Unit 6: T331i, T357e, T357f, T389e, T389f, T403; Unit 7: T427, T437h; Unit 8: T471i, T471j, T492e, T495e, T503h, T527e, T527f, T536n
	CC.2.SL.6	6. Produce complete sentences when appropriate to task and situation to provide requested detail or clarification (see grade 2 Language standards 1 and 3 for specific expectations).	Unit 1:T1h, T7, T22, T34d; Unit 2: T65i, T65j, T68, T70d, T71, T73, T91e, T91f, T99g, T99h, T121i, T121j, T125a, T125f, T126h, T126h, T127b, T127b, T130, T133; Unit 4: T249i, T249j; Unit 5: T263i, T263m, T263n, T270, T271, T272, T286, T286h, T286e, T287a, T289i, T290, T296, T296h, T296h, T297g, T297k, T297l, T300d, T301, T319e, T319i, T319j, T323a, T324, T324e, T324h, T324n, T325, T325b; Unit 6: T331i, T331m, T331n, T336d, T338, T339, T340, T354, T355, T355a, T357j, T355, T365f, T366, T366h, T366n, T367, T367b, T367g, T367k, T367l, T369, T370i, T374, T386–387, T387e, T388, T389e, T389i, T389j, T394–395, T396, T396e, T396h, T396n, T397, T397b, T399, T400, T401; Unit 7: T429i, T429j, T434–435, T436, T436h, T436n, T437, T459i, T459j, T463a, T463b, T464; Unit 8: T527e, T527i, T527j, T535a

Language

Strand	Code	Standards Text	Grade 2 Correlations
Conventions of Standard English	CC.2.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Unit 1: T1l, T1m, T25i, T25j, T53i, T53j, T60, T61, T62; Unit 2: T65m, T65n, T70d, T910, T98, T98h, T98n, T99, T99l, T121i, T121j; Unit 3: T133m, T133n, T159i, T159j, T165k, T165l, T168d, T187i, T187j; Unit 4: T199m, T199n, T202, T204d, T223i, T223j, T229k, T229l, T249i, T249j, T256, T256h, T256n, T257b, T259, T260; Unit 5: T263m, T263n, T272, T286, T289i, T289j, T297k, T297l, T328; Unit 6: T331m, T331n, T357i, T357j, T365a, T366, T366h, T367, T367k, T387f, T388, T389i, T389j, T400; Unit 7: T403m, T403n, T408d, T411, T426, T428, T437k, T437l, T459i, T459j, T464h, T464n, T468; Unit 8: T471m, T471n, T476d, T476i, T477, T492, T495i, T495j, T500—501, T501e, T502h, T502n, T503, T503k, T503l, T506d, T524—525, T525f, T526, T527i, T527j, T535a, T540
	CC.2.L.1.a	a. Use collective nouns (e.g. group)	Unit 1: T25i, T25j, T29h, T30h, T30n, T31a, T31k, T31l
	CC.2.L.1.b	b. Form and use frequently occurring irregular plural nouns (e.g. feet, children, teeth, mice, fish)	Unit 1: T25i, T25j, T25o, T30h, T30m, T31
	CC.2.L.1.c	c. Use reflexive pronouns (e.g. myself, ourselves)	Unit 6: T389i, T389j, T394–395, T396, T396h, T396n, T397, T400
	CC.2.L.1.d	d. Form and use the past tense of frequently occurring irregular verbs (e.g. sat, hid, told)	Unit 2: T991, T102d, T105, T118–119, T119f, T121i, T121j, T125a, T126, T126h, T126n, T127, T129, T130; Unit 7: T429i, T429j, T434–435, T436, T436h, T436n, T437b

Language, continued

Lariguage, contin			
Strand	Code	Standards Text	Grade 2 Correlations
Conventions of Standard English	CC.2.L.1.e	e. Use adjectives and adverbs, and choose between them depending on what is to be modified.	Unit 2: T65i; Unit 3: T133m, T133n, T138d, T141, T156, T157, T158, T159e, T159i, T159j, T163a, T164n, T165k, T165l, T171, T184—185, T185f, T186, T187i, T197i, T191a, T192, T192h, T192m, T192n, T193b, T193c, T196; Unit 5: T263i, T297g
	CC.2.L.1.f	f. Produce, expand, and rearrange complete simple and compound sentences. (e.g. The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy.)	Unit 1: T1h, T1i, T23, T25e, T25f, T30n; Unit 2: T91e, T121f; Unit 4: T199i, T199m, T199n, T202, T207, T208, T221, T223e, T223i, T223j, T226–227, T227a, T228, T228h, T228n, T229, T229b, T229g, T229k, T229l, T232d, T232i, T233, T235, T236, T246–247, T247f, T248, T249e, T249i, T249j, T254–255, T259, T260; Unit 5: T263j, T263m, T263n, T268d, T270, T271, T286, T286e, T286h, T289e, T289j, T290, T294–295, T296, T296h, T296n, T297g, T297k, T297l, T300d, T301, T303, T319j, T319j, T323a, T324, T324h, T324n, T325b, T328; Unit 6: T399, T400, T401; Unit 7: T467, T468, T469; Unit 8: T539, T540
	CC.2.L.2	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Unit 1: T1j, T1k, T25g, T25h, T30o, T31, T31b, T31i, T31i, T31l, T51h, T53g, T53h, T53i, T60, T61, T62; Unit 2: T65k, T65l, T91g, T91h, T99i, T99j, T119h, T121g, T121h, T127; Unit 3: T133k, T133l, T159g, T159h, T165i, T165j, T185g, T185h, T187g, T187h; Unit 4: T199k, T199l, T223g, T223h, T223i, T223j, T228, T229i, T229j, T249g, T249h, T256b, T256c, T256j, T260, T263; Unit 5: T263k, T263l, T263m, T263n, T268d, T270, T271, T284–285, T286, T286e, T286h, T289g, T289h, T289j, T289j, T295a, T295b, T297i, T297j, T297l, T319g, T319h, T319j, T319j, T323a, T324, T324e, T324h, T324n, T325, T325b, T328, T329; Unit 6: T331k, T331l, T336d, T338, T339, T340, T354, T355, T357g, T357h, T366n, T367j, T370d, T389g, T389h, T394–395, T396h, T396h, T397b, T397b, T399, T400, T401; Unit 7: T403k, T403l, T429g, T429h, T437i, T437j, T459g, T459h, T467, T468, T469; Unit 8: T471k, T471l, T495g, T495h, T503i, T503j, T527g, T527h, T539, T540
	CC.2.L.2.a	a. Capitalize holidays, product names, and geographic names.	Unit 1: T31I, T34d, T37, T50–51, T51f, T52, T53i, T53j, T55, T58h, T59, T60, T61, T62
	CC.2.L.2.b	b. Use commas in greetings and closings of letters.	Unit 3: T199; Unit 6: T389e; Unit 7: T427b, T429e; Unit 8: T471i
	CC.2.L.2.c	c. Use an apostrophe to form contractions and frequently occurring possessives.	Unit 1: T1k, T22b, T23b, T53i, T53j, T55, T58, T58h, T58n, T59, T60, T61, T62; Unit 2: T99i, T99j, T119a, T119b, T119h, T121i, T121j, T125a, T126h, T126h, T126n, T127, T129, T130; Unit 4: T223h, T227c, T228o; Unit 6: T389e; Unit 7: T437l, T456 457, T457f, T458, T459j, T469j, T464, T465b
	CC.2.L.2.d	d. Generalize learned spelling patterns when writing words (e.g. cage badge; boy boil).	Unit 1: T1j, T1k, T3c, T6f, T9c, T22a, T22b, T23b, T25g, T25h, T25m, T29b, T29c, T30c, T30d, T30o, T31i, T31j, T31o, T34f, T37c, T51b, T51h, T53g, T53h, T53m, T57c, T58c, T58d, T58i, T58j, T58o; Unit 2: T65k, T65l, T67c, T67d, T70f, T70h, T73c, T88a, T88b, T91g, T91h, T91m, T97b, T98c, T98d, T98i, T98j, T98o, T99j, T102f, T105c, T119h, T121g, T121h, T122m, T125c, T126c, T126i, T126j, T126o; Unit 3: T133l, T135c, T138f, T141c, T141d, T156b, T157b, T159g, T159h, T159m, T163c, T164c, T164j, T164o, T165i, T165j, T165o, T168f, T171c, T185a, T185b, T185h, T187g, T187h, T187l, T191c, T192c, T192j, T192o; Unit 4: T199k, T199l, T201c, T207c, T220b, T223m, T221b, T223g, T223h, T227c, T228c, T228j, T228o, T229j, T229j, T229o, T232f, T235c, T247b, T247h, T249g, T249h, T249m, T255b, T256c, T256j, T256c; Unit 5: T263k, T263l, T265c, T268f, T271c, T271d, T286a, T286b, T286d, T287b, T289g, T289h, T289m, T296a, T296j, T297i, T297j, T297o, T300f, T300h, T303c, T317a, T317b, T317d, T317j, T319g, T319h, T319m, T323c, T324c, T324j, T324o; Unit 6: T331l, T333c, T336f, T339c, T354a, T354b, T357h, T357m, T365c, T366c, T366d, T366j, T366o, T367j, T367o, T370f, T373c, T387a, T387b, T387h, T389h, T389m, T395b, T396c, T396i, T396o; Unit 7: T403j, T403k, T403l, T405c, T408f, T411c, T426b, T429f, T429g, T429m, T435b, T436c, T436i, T436j, T436o, T437h, T437i, T437j, T437o, T440f, T443c, T457a, T457b, T4597h, T459f, T459g, T459h, T459m, T463c, T464c, T464j, T464o, T471j, T493b, T495f, T502o, T503h, T525h, T525f, T536o; Unit 8: T471l, T473b, T473c, T473d, T476f, T476h, T479b, T479d, T492a, T492b, T492d, T492h, T495h, T459m, T550c, T502d, T502i, T502i, T503i, T503i, T5036, T506f, T506h, T509c, T509d, T525c, T525d, T527h, T527m, T537n, T535c, T535e, T536c, T536d, T536i, T536i
	CC.2.L.2.e	e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	Unit 1: T58n; Unit 2: T91o, T92, T97e, T98m; Unit 4: T207c, T223h; T229j; Unit 5: T263l, T265c, T268f, T271c, T286b, T317b, T324i; Unit 7: T430, T435e, T436m, T468; Unit 8: T496, T501e
Vocabulary Acquisition and Use	CC.2.L.3	3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Unit 1: T1h, T1i, T1l, T1m, T4, T6, T6d, T7, T8, T9, T10, T22, T22e, T23, T24, T25e, T25f, T25i, T25i, T26a, T29a, T29f, T30, T30e, T30h, T30n, T31a, T31b, T31b, T31b, T31k, T31l, T32, T34, T34d, T34i, T35, T36, T38, T50–51, T51e, T51f, T52, T53e, T53f, T53i, T53i, T54a, T57a, T57f, T58, T58e, T58h, T58m, T59, T59a, T59b, T61; Unit 2: T65j, T65l, T65m, T65n, T68, T69, T70, T70a, T70b, T70c, T70d, T70i, T71, T74, T88, T88d, T88e, T89, T90, T91h, T91i, T91j, T92a, T96-97, T97g, T98, T98h, T98n, T99, T99b, T99b, T99k, T99l, T100, T101, T102, T102a, T102b, T102c, T102d, T102h, T102i, T103, T105, T106, T118-119, T119e, T120, T121e, T121i, T125a, T125h, T126, T126n, T127, T127a, T127b, T132; Unit 3: T133i, T133m, T133n, T136, T137, T138, T138a, T138b, T138c, T138d, T138i, T139, T141, T156, T156, T156, T157, T159, T159e, T159i, T159j, T160, T162-163, T163a, T163f, T164h, T164n, T165, T165k, T165k, T165l, T166, T167, T167a, T168, T168a, T168b, T168c, T168d, T168i, T169, T171, T184-185, T185e, T185f, T186, T187i, T187j, T188a, T191a, T191f, T191h, T192, T192e, T192h, T192n, T192n, T193, T193b, T195, T196, T198; Unit 4: T199m, T199n, T202, T203, T204, T204a, T204b, T204c, T204d, T204i, T205, T206, T220, T220e, T221, T223i, T227a, T227e, T227f, T228, T228, T228h, T228n, T229p, T229a, T229b, T229k, T229l, T229l, T230, T231, T231a, T232, T232a, T232b, T232c, T232d, T232i, T246–247, T247f, T248, T249i, T249j, T254–255, T256, T256h, T256n, T257, T257a, T257b, T258, T259, T260, T262; Unit 5: T263k, T263l, T266, T267, T268, T268k, T268b, T268c, T268d, T268i, T267l, T286, T286e, T286h, T286, T286e, T286h, T287, T37b, T319j, T319j, T323a, T333f, T324, T334d, T332b, T335d, T336b, T336d, T336b, T336h, T336h, T337h, T319j, T319j, T323a, T333f, T334, T334, T335b, T335a, T336, T336a, T336b, T336h, T336h, T367h, T367b, T367b, T367b, T370c, T370c, T370c, T370c, T370c, T372, T386–387, T388, T389j, T389j, T394–395, T396, T396h, T396n, T397h, T307b, T370, T370a, T370b, T370c, T372, T386–387, T388, T389j, T389j, T394–395, T396, T396h, T396n

Grade 2 Common Core Standards

Language, continued

Strand	Code	Standards Text	Grade 2 Correlations
Vocabulary Acquisition and Use	CC.2.L.3.a	a. Compare formal and informal uses of English.	Unit 2: T121i, T121j, T126h, T126n, T127, T130, T133
u.	CC.2.L.4	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.	Unit 1: T1h, T6i, T10, T11, T12–13, T22e, T25e, T25o, T26, T29f, T30m, T31g, T32, T33, T33a, T34i, T36, T38, T51e, T53e, Unit 2: T65i, T68, T69, T70i, T74, T91e, T91e, T92a, T98m, T99g, T100, T101, T101a, T102i, T106, T118–119, T119e, T121e, T121o, T122; Unit 3: T133i, T136, T138i, T142, T156e, T159e, T159h, T159o, T163f, T164n, T165g, T166, T167, T168i, T172, T185e, T187e, T187o, T188, T192n; Unit 4: T199i, T202, T203, T204i, T208, T209, T220e, T223e, T224, T227f, T227g, T228e, T228m, T229g, T230, T231, T231a, T236, T237, T247e, T249e, T250, T256e, T256m; Unit 5: T266, T267, T268i, T272, T286, T286e, T289e, T297g, T298, T299, T300i, T304, T305, T317e, T317f, T317g, T320, T323f, T324e, T324m; Unit 6: T331i, T334, T336i, T337, T340, T354e, T357e, T367g, T368, T370i, T374, T387e, T387g, T389e, T390, T395e, T396e, T396m; Unit 7: T403i, T406, T407, T408i, T409, T412, T426e, T429e, T437g, T438, T439, T440i, T444, T457g, T459e, T460, T463f, T464e; Unit 8: T471i, T474, T475, T480, T492e, T495e, T501e, T503g, T504, T505, T506i, T510, T525e, T527e, T528, T535f, T536m, T536o, T537
	CC.2.L.4.a	a. Use sentence-level context as a clue to the meaning of a word or phrase.	Unit 2: T121o, T122; Unit 4: T256m; Unit 5: T295e, T296m, T320, T323f, T324e, T324m; Unit 6: T390, T395e, T396m, Unit 7: T459e, T460, T462–463, T463f, T464e, T464m, T465
	CC.2.L.4.b	b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g. happy/unhappy, tell/retell)	Unit 6: T357e, T358, T365f, T366m; Unit 8: T528, T535f, T536m, T536o
	CC.2.L.4.c	 Use a known root word as a clue to the meaning of an unknown word with the same root (addition, additional) 	Unit 3: T187e; Unit 4: T199i, T224, T227f, T228m, T229; Unit 6: T357e, T358, T365f, T366m; Unit 8: T528, T535f, T536m, T536o
	CC.2.L.4.d	d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g. birdhouse, lighthouse, housefly, bookshelf, notebook, bookmark).	Unit 4: T255a, T256o; Unit 5: T295e, T296e, T296m
	CC.2.L.4.e	e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	Unit 1: T1h, T25e, T30m, T53o, T58n; Unit 2: T65i, T91o, T92, T97e, T98m, T99g; Unit 3: T159h, T163f, T191f; Unit 4: T257; Unit 7: T429e, T430, T436, T436m, T437; Unit 8: T496, T501e, T503, T536e
	CC.2.L.5	5. Demonstrate understanding of word relationships and nuances in word meanings.	Unit 3: T191f; Unit 4: T255e, T263; Unit 5: T290, T294–295, T295e; Unit 8: T503g
	CC.2.L.5.a	a. Identify real-life connections between words and their use (e.g. describe foods that are spicy or juicy).	Unit 2: T100, T101; Unit 4: T227f, T247e, T247f, T255e
	CC.2.L.5.b	b. Distinguish shades of meaning among closely related verbs (e.g. toss, throw, hurl) and closely related adjectives (e.g. thin, slender, skinny, scrawny).	Unit 1: T29f; Unit 3: T191f; Unit 4: T255e; Unit 6: T337; Unit 8: T535f
	CC.2.L.6	6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. (e.g. When other kids are happy that makes me happy.)	Unit 1: T6i, T7, T8, T9, T23a, T23b, T24, T25, T25f, T29f, T29g, T29h, T30, T30e, T30f, T30g, T30h, T30o, T31, T31a, T31b, T51g, T51h, T52, T53, T58e, T58f, T58g, T58h, T58o, T59, T59a, T59b; Unit 2: T65i, T68, T69, T69a, T70, T70a, T70b, T70c, T70d, T70i, T71, T72, T73, T74, T75, T76–77, T78–79, T80–83, T84–85, T86–87, T88, T88e, T88f, T88g, T89, T89a, T89b, T90, T91, T91f, T97e, T97f, T97g, T98, T98e, T98f, T98g, T98h, T98o, T99, T99a, T99b, T100, T101, T101a, T102, T102a, T102b, T102c, T102d, T119g, T119h, T120, T121, T121e, T126e, T126g, T126h, T126c, T127b, T157b, T157a, T137a, T138, T138a, T138b, T138c, T138d, T136c, T156f, T156f, T156g, T157, T157a, T157b, T158, T159e, T159e, T164o, T165, T165a, T165b, T185g, T185h, T186, T187, T192e, T192f, T192g, T192h, T192o, T193, T193a, T193b; Unit 4: T202, T203, T203a, T204, T204a, T204b, T204c, T204d, T204i, T205, T206, T207, T208, T209, T210–211 T212–213, T214–215, T216–217, T218–219, T220, T220e, T220e, T220g, T221, T221a, T221b, T222, T223a, T223b, T232b, T232d, T232i, T233h, T233, T234, T235, T236, T237, T238–241, T242–243, T244–245, T246–247, T247e, T247f, T247g, T247h, T248, T249, T249e, T256e, T256f, T256g, T256h, T256m, T256n; Unit 5: T266, T267, T267a, T268, T268a, T268b, T268d, T268d, T268f, T286h, T287a, T287b, T287b, T287b, T287b, T287b, T287b, T297b, T297c, T297d, T297g, T299, T299a, T300, T300a, T300b, T300c, T300d, T300b, T300c, T300d, T300i, T301, T302, T303, T304, T305, T306–307, T308–309, T310–311, T312–313, T314–315, T316–317, T317e, T317f, T317g, T317h, T317i, T317j, T318, T319, T324o, T325, T325b, Unit 6: T331i, T336, T337, T338, T338, T338, T339, T340, T341, T342–343, T344–345, T346–347, T348–355, T355a, T355b, T356, T357, T357e, T357e, T357e, T357e, T378–379, T380–381, T380–383, T384–385, T386–387, T387e, T357f, T376–377, T378–379, T380–381, T382–383, T384–385, T386–387, T387e, T357f, T376–377, T378–379, T380–381, T382–383, T384–385, T386–387, T387e, T354f, T359g, T396h, Unit 7: T403i, T406, T407, T407a, T407a, T408, T406, T407a, T407a, T407

Program Features and Resources Index

Academic talk T4, T7, T10, T22e, T24, T26a, T29f, T30e, T30n, T31a, T31b, T32, T34i-T35, T38, T51e, T52, T54a, T57f, T58e, T58m, T59a, T64, T68, T70i, T74, T88e, T90, T92a, T97e, T98e, T98n, T99a, T102i, T106, T119e, T120, T122a, T125f, T126e, T126n, T127a, T132, T136, T138i, T142, T156e, T158, T160a, T163f, T164e, T164n, T165a, T166, T168i, T172, T185e, T186, T188a, T191f, T192e, T192n, T193a, T193b, T198, T205, T208, T220e, T222, T224, T227f, T228, T228e, T228n, T229a, T229b, T230, T232i-T233, T236, T247e, T248, T250, T255e, T256e, T256n, T257a, T257b, T257c, T272, T286e, T288, T290, T295e, T296e, T296n, T297a, T297b, T301, T304, T317e, T318, T320, T323f, T324e, T324n, T325a, T325b, T330, T334, T337, T340, T354e, T356, T358, T365f, T366e, T366n, T367a, T368, T371, T374, T387e, T388, T390, T395e, T396e, T396n, T397a, T398, T402, T406, T408i, T412, T426e, T428, T430, T435e, T436e, T436n, T437a, T438, T441, T444, T457e, T458, T460, T463f, T464e, T464n, T465a, T470, T474, T476i, T480, T492e, T493, T494, T496, T501e, T502e, T502n, T503a, T504, T507, T510, T525e, T526, T528, T535f, T536e, T536n, T537a, T542

Assessment A1.1-A1.50, A2.1-A2.51, A3.1-A3.47, A4.1-A4.54, A5.1-A5.54, A6.1-A6.54, A7.1-A7.54, A8.1-A8.54

Audio

chants T100, T230

Read with Me T10, T11, T22e, T22f, T38, T39, T51e, T51f, T75, T88f, T106, T107, T119e, T119f, T142, T143, T156e, T156f, T173, T185e, T185f, T208, T209, T220e, T220f, T236, T237, T247e, T247f, T272, T286e, T286f, T305, T317e, T317f, T340, T354e, T374, T375, T387e, T387f, T412, T413, T426e, T426f, T444, T445, T457e, T457f, T473a, T480, T481, T492f, T510, T511, T525e, T525f

Sing with Me T4, T5, T32, T33, T67, T68, T69, T100, T101, T135, T136, T137, T166, T167, T172, T202, T203, T230, T231, T266, T267, T273, T298, T299, T334, T335, T341, T354f, T368, T369, T407, T474, T475, T504, T505

Sing with Me Phonics RS15, RS17, RS19, RS21, RS23, RS25, RS27, RS29, RS31, RS33, T3a, T3b, T9a, T9b, T25k, T25l, T30a, T30b, T31m, T31n, T37a, T37b, T53k, T53l, T58a, T58b, T58i, T58j, T67a, T73a, T91k, T91l, T98a, T99m, T99n, T105a, T105b, T121k, T121l, T126a, T126b, T135a, T141a, T159k, T164a, T165m, T171a, T187k, T192a, T201a, T207a, T223k, T228a, T229m, T235a, T249k, T256a, T265a, T271a, T289k, T296a, T297m, T303a, T319k, T324a, T333a, T339a, T339b, T357k, T357l, T366a, T366b, T367m, T367n, T373a, T373b, T389k, T389l, T396a, T396b, T405a, T411a, T429k, T429l, T436a, T437m, T437n, T443a, T443b, T459k, T459l, T464a, T464b, T473a, T473b, T479a, T479b, T495k, T495l, T502a, T502b, T503m, T503n, T509a, T509b, T527k, T527l, T536a, T536b song T495e, T527e, T527f, T528, T529, T535a, T536h,

T536n, T537a Author and illustrator profiles T23, T88g, T156g, T220g, T286g, T354g, T426g, T492g

see also Authors and Illustrator list in Skills Index Author study LR12 (in each unit)

Big Question T1a, T2, T31a, T59a, T64, T65f, T66, T67, T99a, T127a, T133b, T133f, T133h, T134, T135, T165a, T187, T192, T193a, T198, T199b, T200, T249, T256, T257a, T257c, T263b, T265, T296, T297a, T324, T325a, T330, T331b, T332, T357, T366, T367a, T389, T396, T397a, T398, T403b, T404, T437a, T459,

T464, T465a, T465b, T470, T471b, T472, T495, T503a, T527, T536, T537a, T542

Centers see Learning stations

Comprehension Coach see Technology

Cooperative learning

corners T74, T88e, T119f, T127a, T156e, T297a, T317e, T336d, T366, T444

fishbowl T102i, T126n, T286e, T535f, T537a inside- outside circle T22e, T51e, T205, T257a, T317e, T367a, T437a, T464n

jigsaw T99a, T191a, T247e, T324n, T365f, T367b, T387e, T396n, T436n, T501e

numbered heads together T57f, T57g, T191f, T233, T323f, T408d, T463h, T465b

roundtable T59a, T59b, T97e, T193a, T397a, T435e,

team word webbing T29f, T220e, T229a, T255e, T325a, T503a

think, pair, share T31a, T35, T57a, T59b, T125f, T227f, T255g, T295e, T297b, T300d, T370d, T395e, T465a, T492e, T535a, T537b three-step interview T29a, T58m, T88e, T119e, T220e,

T397b, T463a, T535a

Cross-Curricular Teamwork Activities see Learning

Daily grammar see Grammar

Daily language arts see Grammar; Spelling; Writing Daily spelling and word work see Spelling

Daily writing skills see Writing

Differentiation strategies

above level T5, T6g, T7, T22c, T22f, T28-29, T29d, T29e, T30k, T33a, T34g, T51c, T51f, T57d, T57e, T57g, T58k, T69, T70g, T70h, T88c, T88f, T91j, T97c, T97f, T98k, T101a, T102g, T103, T119c, T119e, T121i, T122, T125d, T125g, T126k, T133m, T135b, T137, T138g, T139, T154-155, T156c, T156f, T163d, T163e, T163g, T164b, T164k, T167a, T168b, T168g, T185d, T185f, T187i, T187j, T188, T191d, T191g, T196, T220c, T223i, T227g, T228k, T231a, T232h, T234, T247c, T251, T255c, T255f, T256l, T259, T268b, T268g, T269, T286d, T286f, T289l, T291, T295d, T295f, T296k, T297k, T300g, T302, T317c, T317f, T323d, T324k, T335, T336c, T352–353, T354c, T365d, T365g, T366l, T369a, T370b, T370g, T387f, T391, T395c, T395f, T396l, T407, T408b, T408g, T426d, T435d, T435f, T436k, T440g, T457d, T457f, T461, T463d, T463g, T464l, T471n, T476d, T477, T492c, T495i, T495l, T501c, T501f, T502l, T506g, T525d, T525f, T527i, T529, T535d, T536l, T538

 $below\ level\ \ T1l,\ T5a,\ T6b,\ T6d,\ T6g,\ T9b,\ T14-15,$ T22c, T22f, T25l, T29d, T29g, T30k, T33a, T34c, T34g, T36, T48-49, T51c, T51f, T57d, T57g, T58b, T58k, T58l, T65n, T70b, T70d, T70g, T73b, T78-79, T88c, T88f, T91i, T91l, T97c, T97d, T97f, T98b, T98k, T98l, T99k, T99l, T101, T102b, T102g, T104, T116-117, T119c, T119e, T121l, T125d, T125e, T125g, T126b, T126k, T133n, T138b, T138d, T138g, T138h, T148-149, T152-153, T156c, T156f, T159j, T160, T163d, T163g, T164k, T165l, T167a, T168b, T168c, T168g, T182-183, T185c, T185f, T187i, T191d, T191g, T203, T204g, T207b, T220c, T220f, T227d, T227g, T228k, T229k, T231a, T232g, T235b, T244-245, T247c, T247f, T255c, T255f, T256g, T256k, T260,

T263n, T268c, T268g, T274-275, T286c, T286f, T289i, T295c, T295f, T296k, T299a, T300c, T300g, T302, T312-313, T314-315, T317c, T317f, T319i, T323d, T323g, T324k, T327, T331n, T336g, T339b, T341, T344-345, T346-347, T354c, T354f, T357i, T359, T365d, T365g, T366k, T367k, T369a, T370b, T370c, T370g, T373b, T382-383, T387c, T387f, T395c, T395f, T396k, T399, T403m, T408b, T408g, T409, T414-415, T424-425, T426c, T426f, T429j, T432-433, T435c, T435f, T436b, T436k, T437k, T439a, T440b, T440g, T443b, T448-449, T457c, T457f, T459j, T463d, T463g, T464k, T467, T468, T476g, T488-489, T492c, T492f, T495i, T497, T498-499, T501c, T501d, T501f, T502b, T502k, T503l, T505a, T506b, T506g, T520-521, T522-523, T525c, T525f, T535d, T535g, T536k,

English learners RS15, RS17, RS19, RS21, RS23, RS25, RS27, RS29, RS31, RS33, T1m, T3b, T3d, T5, T6d, T9b, T22d, T25j, T25l, T25n, T26, T29e, T30b, T31l, T31n, T31p, T33, T34a, T35, T37b, T46-47, T53j, T53l, T53n, T54, T58b, T65m, T67d, T69, T69a, T70d, T71, T73b, T84-85, T89, T91i, T91l, T91n, T92, T98b, T99k, T99n, T99p, T101, T102d, T103, T119f, T121l, T121n, T122, T126b, T133m, T135b, T135d, T137, T138b, T141b, T157, T159i, T159l, T159n, T160, T164b, T165k, T165n, T165p, T167, T169, T178-179, T185d, T187l, T188, T192b, T199m, T199n, T201b, T201d, T203, T204c, T204d, T205, T207b, T220d, T221, T223j, T223l, T223n, T225, T228b, T229n, T229p, T231, T232d, T233, T235b, T247f, T249i, T249l, T249n, T251, T256b, T256l, T265b, T265d, T267, T268b, T268d, T286h, T289j, T289l, T289n, T291, T296b, T297l, T297n, T297p, T299, T301, T310-311, T317d, T317h, T319i, T319l, T319n, T324l, T331m, T333b, T333d, T335, T337, T339b, T341, T354d, T355, T357j, T357n, T359, T360-361, T365a, T365e, T366b, T366l, T367b, T367n, T367p, T369, T370h, T371, T373b, T376-377, T387f, T389i, T389j, T389l, T389n, T391, T396b, T396l, T400, T403m, T405d, T407, T408d, T411b, T426d, T427, T429i, T429n, T431, T435d, T436b, T437k, T437n, T437p, T439, T440b, T441, T443b, T457c, T459l, T459n, T461, T464b, T464l, T467, T471m, T473d, T475, T475a, T475b, T492d, T493, T495l, T495n, T497, T502b, T502l, T503k, T503n, T503p, T505, T506b, T506c, T507, T509b, T525d, T525f, T527i, T527l, T527n, T529, T536b, T536l

on level T22f, T25i, T29g, T51f, T57g, T88f, T97f, T119e, T121j, T125g, T156f, T163g, T185f, T191g, T227g, T229l, T247f, T255f, T286f, T295f, T297k, T317f, T323g, T354f, T365g, T367l, T387f, T389i, T395f, T426f, T429i, T435f, T457f, T459i, T463g, T492f, T501f, T525f, T535g

leveled reading LR4–LR12 (in each unit) special needs T3b, T30l, T31k, T31n, T37b, T42–43, T51d, T53l, T54, T65m, T70b, T92, T101a, T108-109, T121i, T125e, T137a, T138d, T159i, T159l, T163e, T165k, T167, T185c, T192b, T195, T199m, T203a, T204b, T204c, T204g, T212–213, T214-215, T220d, T223i, T225, T227d, T228l, T229k, T229n, T231, T231a, T232g, T249j, T255d, T256k, T265b, T267a, T282-283, T286c, T295c, T297n, T300b, T317d, T324l, T327, T331m, T333b, T336b, T336d, T336g, T354d, T357i, T366b, T366k, T367k, T367n, T370h, T371, T378-379, T387c, T396k, T403n, T407a, T426c, T431, T435c, T436l, T437l, T437n, T439, T446-447, T457d, T459i, T464k, T471m, T476d, T476g, T486-487, T492d, T495j, T502k, T503k, T507, T525c, T527j, T536k, T538

Digital Library see Technology

Program Features and Resources Index, continued

ESL kit T1i, T25f, T31h, T53f, T65j, T91f, T99h, T121f, T133j, T159f, T165h, T187f, T199j, T223f, T229h, T249f, T263j, T289f, T297h, T319f, T331j, T357f, T367h, T389f, T403j, T429f, T437h, T459f, T471j, T495f, T503h, T527f

Family Newsletter T2, T4, T5, T34i, T35, Family News 1, T66, T70i, T89a, T102i, Family News 2, T134, T167, Family News 3, T200, T203, T204i, T221a, T264, Family News 4, T287a, T300i, T332, Family News 5, T334, T335a, T368, T369, T371, Family News 6, T404, T406, T427a, T438, T441, Family News 7, T472, T474, T507, Family News 8

Fiction books see Leveled reading; Small Group Reading Fluency see Skills Index

G

Grammar T1l-T1m, T6d, T9, T22, T23, T24, T25i-T25j, T29a, T30, T30h, T30n, T31b, T31k-T31l, T34d, T37, T50-51, T51f, T52, T57a, T58, T58h, T58n, T59b, T65m-T65n, T70d, T73, T88, T89, T90, T91i-T91j, T96-97, T98, T98h, T98n, T99b, T99k-T99l, T102d, T105, T118-119, T119f, T120, T121i-T121j, T125a, T126, T126h, T126n, T127b, T133m-T133n, T138d, T141, T156, T157, T158, T159i-T159j, T163a, T164, T164h, T164n, T165b, T165k-T165l, T168d, T171, T184-185, T185f, T186, T191a, T192, T192h, T192n, T193b, T196, T199m-T199n, T204d, T207, T220, T221, T222, T223i-T223j, T227a, T228, T228h, T228n, T229b, T229k-T229l, T232d, T235, T246-247, T247f, T248, T249i-T249j, T254-255, T256, T256h, T256n, T257b, T260, T263k-T263l, T268d, T271, T286, T286h, T288, T289i-T289j, T294-295, T296 T296n, T297b, T297k-T297l, T300d, T303, T316-317, T317h, T318, T319i-T319i, T323a, T324, T324h, T324n, T325b, T327, T331m-T331n, T336d, T339, T354, T355, T356, T357i-T357j, T365a, T366, T366h, T366n, T367b, T367k-T367l, T370d, T373, T386-387, T387f, T388, T389i-T389j, T394-395, T396, T396h, T396n, T397b, T400, T403m-T403n, T408d, T411, T426, T427, T428, T429i-T429j, T434-435, T436, T436h, T436n, T437b, T437k-T437l, T440d, T443, T456-457, T457f, T458, T463a, T464, T464h, T464n, T465b, T471m-T471n, T476d, T479, T492, T494, T500-501, T502, T502h, T502n, T503b, T503k-T503l, T506d, T509, T524-525, T525f, T526, T527i-T527j, T535a, T536, T536h, T536n, T537b, T540

Independent work see Learning stations Interactive whiteboard lessons see Technology Interactive Whiteboard tips see Technology: eVisuals

Language and Literacy Teamwork Activities see Learning stations

Learning stations

Cross-Curricular Teamwork Activities T1h, T1i, T25f, T31h, T53f, T65i, T65j, T99g, T99h, T133j, T159e, T159f, T165h, T187e, T187f, T199j, T223f, T229h, T249e, T249f, T263j, T289e, T289f, T297h, T319f, T331i, T331j, T357f, T367g, T367h, T389f, T403j, T429f, T459e, T459f, T471i, T471j, T495f, T503h,

independent work T1h-T1i, T25e-T25f, T31g-T31h, T53e-T53f, T65i-T65j, T91e-T91f, T99g-T99h, T121e-T121f, T133i-T133j, T159e-T159f, T165gT165h, T187e-T187f, T199i-T199j, T223e-T223f, T229g-T229h, T249e-T249f, T263i-T263j, T289e-T289f, T297g-T297h, T319e-T319f, T331i-T331j, T357e-T357f, T367g-T367h, T389e-T389f, T403i-T403j, T429e-T429f, T437g-T437h, T459e-T459f, T471i-T471j, T495e-T495f, T503g-T503h, T527e-T527f

Language and Literacy Teamwork Activities T25e, T31g, T53e, T91e, T91f, T99g, T133i, T159e, T165g, T187e, T199i, T223e, T229g, T249e, T263i, T289e, T297g, T319e, T331i, T357e, T367g, T389e, T403i, T429e, T437g, T459e, T471i, T495e, T503g,

online activities T1h-T1i, T25e-T25f, T31g-T31h, T53e-T53f, T65i-T65j, T91e-T91f, T99g-T99h, T121e-T121f, T133i-T133j, T159e-T159f, T165g-T165h, T187e-T187f, T199i-T199j, T223e-T223f, T229g-T229h, T249e-T249f, T263i-T263j, T289e-T289f, T297g-T297h, T319e-T319f, T331i-T331j, T357e-T357f, T367g-T367h, T389e-T389f, T403i-T403j, T429e-T429f, T437g-T437h, T459e-T459f, T471i-T471j, T495e-T495f, T503g-T503h,

Lesson planners

ready set planner RS0-RS1 unit projects T65, T133, T135, T199, T265, T331 unit skills at a glance T1d-T1e, T65e-T65f, T133e-T133f, T199e-T199f, T263e-T263f, T331e-T3311f, T403e-T403f, T471e-T471f

weekly planners T1f-T1g, T25c-T25d, T31e-T31f, T53c-T53d, T65g-T65h, T91c-T91d, T99e-T99f, T121c-T121d, T133g-T133h, T159c-T159d, T165e-T165f, T187c-T187d, T199g-T199h, T223c-T233d, T229e-T229f, T249c-T249d, T263g-T263h, T289c-T289d, T297e-T297f, T319c-T319d, T331g-T331h, T357a-T357b, T367e-T367f, T389c-T389d, T403g-T403h, T429c-T429d, T437e-T437f, T459c-T459d, T471g-T471h, T495c-T495d, T503e-T503f, T527c-T527d

see also Technology: online lesson planners

Leveled Reading, fiction and nonfiction LR1-LR11 (in

My Vocabulary Notebook see Technology

Nonfiction books see Leveled reading

Online lesson planner see Technology Online resources see Technology

Phonics RS14-RS33, T3a-T3d, T6e-T6h, T9a-T9d, T22a-T22d, T25k-T25n, T29b-T29e, T30a-T30d, T30i-T30l, T31m-T31p, T34e-T34h, T37a-T37d, T51a-T51d, T53k-T53n, T57b-T57e, T58a-T58d, T58i-T58l, T67a-T67d, T70e-T70h, T73a-T73d, T88a-T88d, T91k-T91n, T97a-T97d, T98a-T98d, T98i-T98l, T99m-T99p, T102e-T102h, T105a-T105d, T119a-T119c, T121k-T121n, T125b-T125e, T126a-T126d, T126i-T126l, T135a-T135d, T138e-T138h, T141a-T141d, T156a-T156d, T159k-T159n, T163b-T163e, T164a-T164d, T164i-T164k, T165m-T165p, T168e-T168h, T171a-T171d, T185a-T185d, T187k-T187n, T191b-T191e, T192a-T192d, T192i-T192l, T201a-T201d, T204e-T220h, T207a-T207d, T220a-T220d, T223k-T223n, T227b-T227e, T228a-T228d, T228i-T228l, T229m-T229p, T232e-T232h, T235a-T235d, T247a-T247d, T249k-T249n, T255a-T255d,

T256a-T256d, T256i-T256l, T265a-T265d, T268e-T268h, T271a-T271d, T286a-T286d, T289k-T289n, T295a-T295d, T296a-T296d, T296i-T296l, T297m-T297p, T300e-T300h, T303a-T303d, T317a-T317d, T319k-T319n, T323b-T323e, T324a-T324d, T324i-T324l, T333a-T333d, T336e-T336h, T339a-T339d, T354a-T354d, T357k-T357n, T365b-T365e, T366a-T366d, T366i-T366l, T367m-T367p, T370e-T370h, T373a-T373d, T386-387a-T386-387d, T389k-T389n, T394-395a-T394-395d, T396a-T396d, T396i-T396l, T405a-T405d, T408e-T408h, T411a-T411d, T426a-T426d, T429k-T429n, T435a-T435d, T436a-T436d, T436i-T436l, T437m-T437p, T440e-T440h, T443a-T443d, T459k-T459n, T462-463b-T462-463e, T464a-T464d, T464i-T464l, T473a-T473d, T476e-T476h, T479a-T479d, T492a-T492d, T495k-T495n, T501a-T501d, T502a-T502d, T502i-T502l, T503m-T503p, T506e-T506h, T509a-T509d, T525a-T525d, T527k-T527n, T535b-T535e, T536a-T536d, T536i-T536l

Power Writing see Writing

Reach into Phonics see Phonics

Read on Your Own Books T3c-T3d, T6g-T6h, T9c-T9d, T22c-T22d, T25m-T25n, T29d-T29e, T30c-T30d, T30k–T30l, T31o–T31p, T34g–T34h, T37c–T37d, T51c-T51d, T53m-T53n, T57d-T57e, T58c-T58d, T58i-T58j, T58k-T58l, T67c-T67d, T70g-T70h, T73c-T73d, T88c-T88d, T91m-T91n, T97c-T97d, T98c–T98d, T98k–T98l, T99o–T99p, T102g–T102h, T105c-T105d, T119c-T119d, T121m-T121n, T125d-T125e, T126c-T126d, T126k-T126l, T135c-T135d, T138g-T138h, T141c-T141d, T156c-T156d, T159m-T159n, T163c-T163d, T164c-T164d, T164k-T164l, T165o-T165p, T168g-T168h, T171c-T171d, T185c-T185d, T187m-T187n, T191d-T191e, T192c-T192d, T192k-T192l, T201c-T201d, T204g-T204h, T207c-T207d, T220c-T220d, T221a-T221b, T223m-T223n, T227d-T227e, T228c-T228d, T228k-T228l, T228o, T229o-T229p, T232g-T232h, T235c-T235d, T247c-T247d, T247g-T247h, T249m-T249n, T255c-T255d, T256c-T256d, T256k-T256l, T256o, T265c-T265d, T268g-T268h, T271c-T271d, T286c-T286d, T289m-T289n, T295c-T295d, T296c-T296d, T296k-T296l,T297o-T297p, T300g-T300h, T303c-T303d, T317c-T317d, T319m-T319n, T323d-T323e, T324c-T324d, T324k-T324l, T333c-T333d, T335a, T336g-T336h, T339c-T339d, T354c-T354d, T355b, T357m-T357n, T365d-T365e, T366c-T366d, T366k-T366l, T366o, T367o-T367p, T370g-T370h, T373c-T373d, T386-387c-T386-687d, T387g, T387h, T389m-T389n,T394-395c-T394-395d, T396c-T396d, T396k-T396l, T396o, T405c-T405d, T408g-T408h, T411c-T411d, T426c-T426d, T427b, T429f, T429m-T429n, T435c-T435d, T436c-T436d, T436k-T436l, T437h, T437o-T437p, T443c-T443d, T457c-T457d, T457h, T459f, T459m-T459n, T463d-T463e, T463o, T464c-T464d, T464k-T464l, T464o, T473a, T473c-T473d, T476g-T476h, T479c-T479d, T492c-T492d, T493b, T496m-T496n, T501c-T501d, T502c-T502d, T502k-T502l, T502o, T503o-T503p, T506g-T506h, T509a-T509d, T525c-T525d, T525h, T527m-T527n, T535d-T535e, T536c-T536d, T536k-T536l, T536o

Reteaching RT1-RT15 (in each unit)

Scope and Sequence S&S1-S&S12

Spelling RS15, RS17, RS19, RS21, RS23, RS25, RS27, RS29, RS31, RS33, T1j-t1k, T3c, T6f, T9d, T22b, T23b, T25g-T25h, T25m, T29c, T30c, T30j, T31, T31i-T31k, T31n, T31o, T34f, T37d, T51b, T51h, T53m, T57c, T58d, T58j, T59, T65k-T65l, T67a, T67c, T70f, T73d, T88b, T89b, T91g-T91h, T91m, T97b, T98d, T98j, T99, T99i–T99j, T99o, T102f, T105d, T119b, T119h, T121g-T121h, T121m, T125c,

T126d, T126j, T127, T133k-T133l, T135c, T138f, T141d, T156b, T157b, T159g-T159h, T159m, T163c, T164d, T164j, T165, T165i-T165j, T165o, T168f, T171d, T185b, T185h, T187m, T191c, T192d, T196, T199k-T199l, T201c, T204f, T207d, T220b, T221b, T223g-T223h, T223m, T227c, T228c, T228j, T229, T229i-T229j, T229o, T232f, T235d, T247b, T247h, T249g-T249h, T249m, T255b, T256c, T256j, T257, T260, T263i-T263j, T265c, T268f, T286b, T287b, T289g-T289h, T289m, T295b, T296c, T296i, T297i-T297j, T297o, T300f, T303d, T317b, T317j, T319g-T319h, T319m, T323c, T324c, T324j, T325, T327, T331k-T331l, T333c, T336d, T336f, T339d, T354b, T355b, T357g-T357h, T357m, T365c, T366j, T367, T367i-T367j, T367o, T370f, T373d, T387b, T387h, T389g-T389h, T389m, T395b, T396d, T396j, T397, T400, T403k-T403l, T405c, T408f, T411d, T426b, T427b, T429g-T429h, T429m, T435b, T436d, T436j, T437, T437i-T437j, T440f, T443d, T457b, T457h, T459m, T463c, T464d, T464j, T465, T471k-T471l, T473c, T476f, T479d, T492b, T493b, T495m, T501b, T502d, T502j, T503, T503i-T503j, T503o, T506f, T509d, T525b, T525h, T527g-T527h, T527m, T535c, T536d, T536j, T537, T540

Т

Technology

building background videos and interactive T2, T66, T134, T200, T264, T332, T404, T472 Comprehension Coach T1i, T6e, T6h, T22d, T23a, T23b, T24, T25, T25f, T29e, T30i, T30l, T31h, T34h, T51d, T51g, T52, T52i, T53, T57e, T58l, T65j, T70e, T70h, T88d, T90, T91, T91f, T97d, T98l, T99h, T102h, T119d, T119g, T120, T121, T125e, T126l, T133j, T138e, T156a, T156d, T158, T159, T163b, T163e, T164i, T164l, T165h, T168h, T185a, T185d, T185g, T186, T187, T187f, T191e, T199j, T204e, T204h, T220d, T221a, T222, T223, T223f, T227b, T227e, T228i, T228l, T229h, T232e, T232h, T247a, T247d, T247g, T248, T249, T249f, T255a, T255d, T256i, T256l, T263j, T268e, T268h, T286a, T286d, T287a, T288, T289, T289f, T295a, T295d, T296i, T296l, T297h, T300e, T300h, T317a, T317d, T317i, T319, T319f, T323b, T323e, T324i, T324l, T331j, T335a, T336e, T336h, T354a, T354d, T357, T357f, T365b, T365e, T366i, T367h, T370e, T370h, T387a, T387d, T387g, T388, T389, T389f, T395a, T395d, T396i, T396l, T403j, T408e, T408h, T426a, T426d, T427a, T428, T429, T429f, T435a, T435d, T436l, T437h, T440h, T457d, T457g, T458, T459, T459f, T463e, T464l, T471j, T476h, T492a, T492d, T493a, T494, T495, T495f, T501a, T501d, T502l, T503h, T506e, T506h, T525a, T525d, T525g, T526, T527, T527f, T535b, T535e, T536i, T536l

Digital Library T1h, T4, T5, T6i, T7, T11, T25e, T32, T33, T34i, T35, T39, T53e, T65i, T68, T69, T70i, T71, T91e, T100, T101, T102i, T103, T107, T133i, T136, T137, T138i, T139, T143, T159e, T159f, T165g, T166, T167, T168i, T169, T187f, T199i, T202, T203, T204i, T205, T208, T209, T223e, T229g, T230, T231, T232i, T237, T249e, T256e, $T256 \tilde{h}, T263 i, T266, T267, T268 i, T269, T273,$ T289e, T297g, T298, T299, T300i, T301, T305, T331i, T334, T335, T336i, T337, T341, T357e, T367g, T368, T369, T370i, T371, T375, T389e, T389f, T403i, T406, T407, T408i, T409, T412, T413, T437g, T437h, T438, T439, T440i, T441, T459e, T471i, T474, T475, T476i, T477, T480, T481, T503g, T504, T505, T506i, T507, T527e

eAssessment T25, T53, T91, T121, T159, T187, T223, T249, T289, T319, T357, T389, T429, T459, T495,

eEdition T3, T3d, T6h, T7, T9d, T11, T22d, T22f, T24, T25, T25n, T26, T29e, T29g, T30d, T30l, T31, T31p, T33, T34h, T35, T37d, T39, T51d, T51f, T52, T53, T53n, T54, T57e, T57g, T58d, T58l, T59, T67, T69, T70h, T71, T73d, T75, T88d, T88f, T90, T91, T91n, T92, T97d, T98d, T98l, T99,

T99p, T101, T102h, T103, T105d, T107, T119d, T119f, T120, T121, T121n, T125e, T125g, T126d, T126l, T127, T135, T137, T139, T141, T141d, T143, T156d, T156f, T156g, T158, T159, T159n, T160, T163e, T164d, T164l, T165, T165p, T167, T168h, T169, T171d, T173, T185d, T185h, T186, T187, T187n, T188, T188a, T191e, T191g, T192d, T193, T194, T201, T201d, T203, T204h, T205, T207d, T209, T220d, T220f, T220g, T222, T223, T223n, T225, T227e, T228d, T228l, T229, T229p, T231, T232h, T233, T235d, T237, T247d, T247f, T248, T249, T249n, T251, T255d, T256d, T256l, T257, T265, T265d, T267, T268h, T269, T271d, T273, T286d, T286f, T288, T289n, T291, T295d, T296d, T296l, T297, T297p, T299, T300h, T301, T303d, T305, T317d, T317f, T317g, T319, T319n, T321, T323e, T323g, T324d, T324l, T325, T333, T333d, T335, T336d, T336h, T337, T339d, T341, T354d, T354f, T356, T357, T357n, T359, T365e, T365g, T367, T367p, T369, T370h, T371, T373d, T375, T387d, T387f, T388, T389, T389n, T390, T391, T395d, T395f, T396d, T396l, T397, T405, T405d, T407, T408h, T409, T411d, T413, T426d, T426f, T428, T429, T429n, T431, T435d, T436d, T436m, T437, T437p, T439, T440h, T441, T443d, T445, T457d, T457f, T458, T459, T459n, T461, T463e, T464d, T464l, T465, T473, T473d, T475, T476h, T477, T479d, T481, T492d, T492f, T495, T495n, T496, T497, T501d, T501f, T502d, T502l, T503, T503p, T505, T506h, T507, T509d, T511, T525d, T525f, T526, T527, T527n, T529, T535e, T535g, T536d, T536l, T537

 $eVisuals\ T1l,\,T1m,\,T2,\,T5a,\,T10,\,T22,\,T25i,\,T25j,$ T250, T31k, T31l, T32, T33a, T53i, T53o, T65m, T65n, T69a, T88, T91i, T91j, T91o, T99k, T99l, T101a, T121i, T121j, T121o, T133m, T133n, T137a, T142, T156, T159i, T159j, T159o, T165k, T165l, T166, T167a, T172, T184-185, T187i, T187j, T187o, T199m, T199n, T202, T203a, T223i, T223j, T224, T229k, T229l, T230, T231a, T249i, T249j, T263m, T263n, T266, T267a, T289i, T289j, T290, T297k, T297l, T298, T299a, T319i, T319j, T320, T331m, T331n, T334, T335a, T340, T354, T357i, T357j, T358, T367k, T367l, T368, T369a, T389i, T389j, T390, T403m, T403n, T406, T407a, T429i, T429j, T430, T437k, T437l, T438, T439a, T459i, T459j, T471m, T471n, T473, T474, T475a, T480, T492, T495i, T495j, T496, T503k, T503l, T504, T505a, T527i, T527j, T528

interactive whiteboard lessons T30e-T30h, T30m-T30n, T58e-T58h, T58m-T58n, T64m-T64n, T98e-T98h, T98m-T98n, T126e-T126h, T126m-T126n, T164e-T164h, T164m-T164n, T192e-T192h, T192m-T192n, T228e-T228h, T228m-T228n, T256e-T256h, T256m-T256n, T296e-T296h, T296m-T296n, T324e-T324h, T324m-T324n, T366e-T366h, T366m-T366n, T396e-T396h, T396m-T396n, T436e-T436h, T436m-T436n, T464e-T464h, T464m-T464n, T502e-T502h, T502m-T502n, T536e-T536h, T536m-T536n

My Vocabulary Notebook T1h, T4, T5, T6i, T7, T10, T25e, T25o, T31g, T33, T34i, T38, T53e, T53o, T65i, T69, T71, T74, T75, T91e, T91o, T92, T99g, T100, T101, T102i, T103, T106, T107, T121o, T133i, T136, T137, T138i, T139, T142, T143, T159e, T159o, T160, T165g, T166, T167, T168i, T169, T172, T173, T187e, T187o, T188, T199i, T202, T203, T204i, T205, T208, T209, T220e, T223e, T229g, T230, T231, T232i, T236, T237, T247e, T249e, T263i, T267, T268i, T269, T272, T273, T286e, T289e, T297, T297g, T299, T300i, T301, T305, T319e, T320, T331i, T335, T336i, T337, T340, T341, T354e, T357e, T367g, T369, T370i, T371, T374, T375, T389e, T390, T391, T403i, T406, T407, T409, T412, T413, T429e, T437, T437g, T439, T440i, T441, T444, T445, T459e, T463o, T471i, T474, T475, T477, T480, T481, T495e, T501e, T501f, T503g, T504, T505, T506i, T507, T510, T511, T527e

online lesson planners T1h, T25e, T31g, T53e, T65i, T91e, T99g, T121e, T133i, T159e, T165g, T187e, T199i, T223e, T229g, T249e, T263i, T289e, T297g, T319e, T331i, T357e, T367g, T389e, T403i, T429e, T437g, T459e, T471i, T495e, T503g, T527e

phonics games T1i, T3c, T3d, T25f, T25m, T25n, T31h, T31m, T31o, T31p, T53f, T53m, T53n, T67a, T67c, T89b, T91f, T91m, T91n, T99h, T99m, T99o, T99p, T121m, T121n, T133j, T135a, T159f, T159k, T159m, T159n, T165h, T165m, T165o, T165p, T185h, T187f, T187k, T187m, T187n, T199j, T201a, T201d, T221b, T223f, T223k, T223n, T228o, T229h, T229m, T229p, T249f, T249k, T249n, T263j, T265a, T265c, T265d, T289f, T289k, T289n, T297h, T297m, T297p, T303d, T319f, T319k, T319n, T331j, T333a, T333c, T333d, T357f, T357k, T357n, T366o, T367h, T367m, T367p, T389f, T389k, T389n, T396o, T403i, T403j, T405c, T405d, T429f, T429m, T429n, T437h, T437o, T459f, T459m, T459n, T464o, T471j, T473a, T473d, T495f, T495k, T495m, T495n, T503h, T503m, T503p, T527f, T527k, T527n

videos T3, T135, T200, T201, T331j, T333, T389e, T403j, T405, T429e, T473, T495f

vocabulary games T23a, T23b, T30o, T31, T31g, T51g, T53e, T59, T65i, T67, T89a, T91e, T99, T119g, T127, T133i, T157a, T159e, T164o, T165, T165g, T185g, T192o, T193, T221a, T228o, T229, T229g, T247g, T247h, T249e, T257, T263i, T287a, T289e, T297, T297g, T317i, T317j, T319e, T324o, T325, T331i, T335a, T367, T367g, T387g, T397, T427a, T427b, T437, T437g, T457g, T457h, T463o, T464o, T465, T471i, T493a, T495e, T503, T503g, T525g, T527e, T536o, T537

Word Builder RS15, RS17, RS19, RS21, RS23, RS25, RS27, RS29, RS31, RS33, T1k, T3c, T3d, T9c, T9d, T25h, T25m, T25n, T30c, T30d, T31j, T31m, T31o, T31p, T37c, T37d, T53h, T53m, T53n, T58c, T58d, T65l, T67a, T67c, T73a, T73c, T73d, T91h, T91m, T91n, T98a, T98c, T98d, T99j, T99m, T990, T99p, T105c, T105d, T121h, T121m, T121n, T126c, T126d, T133l, T135, T135a, T135c, T141c, T159h, T159k, T159m, T159n, T164a, T164c, T164d, T164j, T165m, T165o, T165p, T171a, T171c, T171d, T187h, T187k, T187m, T187n, T192a, T192c, T192d, T199l, T201a, T201c, T201d, T207a, T207d, T223h, T223k, T223m, T223n, T228a, T228c, T228d, T229j, T229m, T229o, T229p, T235c, T235d, T249h, T249k, T249m, T249n, T256c, T256d, T263l, T265a, T265c, T265d, T271a, T271c, T271d, T289h, T289k, T289m, T289n, T296a, T296c, T296d, T297j, T297m, T297o, T297p, T303a, T303c, T303d, T319h, T319k, T319m, T319n, T324a, T324c, T324d, T331l, T333a, T333c, T333d, T336d, T339a, T339c, T339d, T357h, T357k, T357m, T357n, T366a, T366c, T367j, T367m, T367o, T367p, T373a, T373c, T373d, T389h, T389k, T389m, T389n, T396a, T396c, T396d, T405a, T405c, T405d, T411c, T411d, T429h, T429m, T429n, T436a, T436c, T436d, T437j, T437o, T443c, T443d, T459h, T459m, T459n, T464c, T464d, T471l, T473a, T473d, T479a, T479c, T479d, T495h, T495k, T495m, T495n, T502a, T502c, T502d, T503j, T503m, T503o, T503p, T509a, T509c, T509d, T527h, T527k, T527m, T527n, T536a, T536c, T536d



Unit planner see Lesson planners

Unit projects T3, T65, T67, T133, T135, T199, T201, T263, T265, T331, T333, T403, T405, T471, T473, T543

Program Features and Resources Index, continued

Vocabulary

academic T30e, T34i-T35, T58e, T70i-T71, T98e, T102i-T103, T126e, T138i-T139, T164e, T168i-T169, T192e, T204i, T228e, T232i-T233, T256e, T268i-T269, T296e, T300i-T301, T324e, T335i-T337, T336i, T366e, T370i-T371, T396e, T408i-T409, T436e, T440i-T441, T464e, T476i-T477, T502e, T506i-T507, T536e

domain-specific T4-T5, T30e, T32-T33, T58e, T68-T69, T98e, T100-T101, T126e, T136-T137, T164e, T166-T167, T192e, T202-T203, T228e, T230-T231, T256e, T266-T267, T296e, T298-T299, T324e, T334-T335, T366e, T368-T369, T396e, T406-T407, T436e, T438-T439, T464e, T474-T475, T502e, T504-T505, T536e

high frequency words RS15, RS17, RS19, RS21, RS23, RS25, RS27, RS29, RS31, RS33, T3d, T6f, T9d, T22b, T29c, T30c-T30d, T30j, T30o, T31p, T34f, T37d, T51b, T51h, T53n, T57c, T58c-T58d, T58j, T580, T67d, T70f, T73d, T88b, T91g-T91h, T91n, T97b, T98c–T98d, T98j, T99p, T102f, T105d, T119b, T121n, T125c, T126d, T126j, T133k-T133l, T135d, T138f, T141c-T141d, T156b, T159n, T163c, T164d, T164j, T165p, T168f, T171d, T185b, T187n, T191c, T192d, T201d, T204f, T207d, T220b, T223n, T227c, T228d, T228j, T229p, T232f, T235d, T247b, T249n, T255b, T256d, T256j, T256o, T265d, T268f, T271d, T286b, T289g-T289h, T289n, T295b, T296d, T296j, T297p, T300f, T303d, T317b, T319n, T323c, T324d, T324j, T333d, T333f, T339d, T354b, T355b, T357n, T365c, T366d, T366j, T366o, T367p, T370f, T373d, T387b, T389n, T395b, T396d, T396j, T396o, T405d, T408f, T411d, T426b, T427b, T429n, T435b, T436c-T436d, T436j, T436o, T437p, T440f, T443d, T457b, T457h, T459n, T463c, T464d, T464j, T464o, T473d, T476f, T479d, T492b, T493b, T495n, T501b, T502d, T502j, T502o, T503p, T506f, T509d, T525b, T525c, T525h, T527n, T535c, T536d, T536j, T536o

key words RS15, RS17, RS19, RS21, RS23, RS25, RS27, RS29, RS31, RS33, T1h, T4, T6i, T7, T10, T22e, T23a, T25e, T30e, T30h, T31, T31g, T32, T33, T34i, T38, T50-51, T51e, T53e, T58e, T58h, T65i, T68, T70d, T70i, T73d, T88b, T88e, T89a, T91e, T91n, T97b, T98h, T98j, T99, T99g, T100-T101, T102f, T102i, T106, T118-119, T119b, T119e, T121e, T121g, T121n, T125c, T125f, T126d, T126e, T126h, T126j, T127, T133i, T136-T137, T138f, T138i-T139, T141c, T142, T156, T156b, T156e, T157a, T159e, T159n, T163c, T164d, T164h, T165g, T165p, T166-T167, T168f, T168i-T169, T171d, T172, T184-185, T185e, T185g, T187e, T191c,

T192h, T199i, T202-T203, T204f, T204i, T207d, T220b, T220e, T221a, T227c, T228d, T228j, T229, T229g, T230-T231, T232f, T232i, T236, T247b, T247e, T247g, T255b, T256e, T256h, T257, T263i, T265d, T266-T267, T268i, T271d, T286, T286b, T286e, T289e, T294e, T295b, T296e, T296j, T297g, T297p, T298-T299, T300i, T303d, T304, T316-317, T317b, T317e, T317i, T319e, T319n, T323c, T324d, T324e, T324j, T331i, T333d, T333f, T334-T335, T336i, T340, T354, T354b, T354e, T355a, T357e, T357n, T366d, T366j, T367, T367g, T367p, T368-T369, T370i, T373d, T378e, T389e, T389n, T395b, T396d, T396j, T397, T403i, T406-T407, T408f, T408i-T409, T412, T426b, T426e, T427a, T429e, T430, T435b, T436c, T436e, T437, T437g, T438-T439, T440f, T440i, T457b, T457e, T457g, T459e, T463c, T464e, T464j, T465, T471i, T474-T475, T476i-T477, T479d, T492e, T493a, T495e, T502d, T503g, T504-T505, T506i, T524-525, T525e, T525g, T527e

strategies T250-T26, T29f, T30m, T530-T54, T57f, T58n, T91o, T97e, T98m, T121o-T122, T125f, T126m, T159o-T160, T163f, T164m, T187o-T188, T191f, T192m, T224, T227f, T228m, T250, T255e, T256m, T290, T295e, T296m, T320, T323f, T324m, T358, T365f, T366m, T390, T395e, T396g, T396m, T430, T435e, T436m, T460, T463f, T464m, T496, T501e, T502m, T528, T535f, T536m

W

Weekly planners see Lesson planners Weekly writing folder see Writing Writing

modeled writing T60, T128, T194, T258, T326, T398, T466, T538

power writing T4, T6i, T10, T22e, T23a, T25o, T29f, T30e, T30m, T30o, T32, T34i, T38, T51e, T51g, T530, T57f, T58e, T58m, T580, T68, T70i, T74, T88e, T89a, T91o, T97e, T98e, T98m, T98o, T100, T102i, T106, T119e, T119g, T121o, T125f, T126e, T126m, T126o, T136, T138i, T142, T156e, T157a, T1590, T163f, T164e, T164m, T1640, T166, T168i, T172, T185e, T185g, T187o, T191f, T192e, T192m, T1920, T202, T208, T220e, T221a, T224, T227f, T228e, T228m, T228o, T230, T232i, T236, T247e, T247g, T250, T255e, T256e, T256m, T256o, T266, T268i, T272, T286e, T287a, T290, T295e, T296e, T296m, T296o, T298, T300i, T304, T317e, T317i, T320, T323f, T324e, T324m, T334, T335a, T336i, T340, T354e, T358, T365f, T366e, T366m, T366o, T368, T370i, T374, T387e, T387g, T390, T395e, T396e, T396m, T396o, T406, T408i, T412, T426e, T435e, T436e, T436m, T440i, T444, T457e, T457g,

T460, T463f, T463o, T464e, T464m, T464o, T476i, T492e, T493a, T496, T501e, T502e, T502m, T502o, T506i, T510, T525e, T528, T535f, T536e, T536m, T536o

weekly folders T3, T25l, T31b, T31n, T34d, T53, T53l, T59b, T89, T91, T99b, T99n, T121, T127b, T135, T138d, T157, T159l, T165n, T187, T187l, T193b, T201, T204d, T207, T221, T223l, T229b, T229n, T249, T249l, T257b, T265, T268d, T289, T289l, T297b, T297n, T300d, T319, T319l, T325b, T333, T336d, T339, T355, T357l, T367b, T367n, T370d, T373, T387f, T389, T389l, T397b, T405, T408d, T411, T427, T437b, T440d, T443, T457f, T459, T465b, T473, T493, T495, T495l, T503b, T503n, T506d, T509, T524-525, T527, T527l, T537b

writing activities T6d, T8-T9, T22, T23, T24, T29a, T30, T30h, T30n, T31b, T34d, T36-T37, T50-51, T51f, T52, T57a, T58, T58h, T58m, T59b, T70d, T72, T88, T88g, T90, T96-97, T98, T98h, T98n, T99b, T102d, T104-T105, T118-119, T119f, T120, T125a, T126, T126h, T126n, T127b, T138d, T140-T141, T156, T156g-T157, T158, T163a, T164, T164h, T164n, T165b, T168d, T170-T171, T184-185, T185f, T186, T191a, T192, T192h, T192n, T193b, T204d, T206-T207, T220, T221, T222, T227a, T228, T228h, T228n, T229b, T232d, T234-T235, T246-247, T248, T254-255, T256, T256h, T256n, T257b, T268d, T270-T271, T286, T286h, T288, T294-295, T296, T296h, T296n, T297b, T300d, T302-T303, T316-317, T317h, T318, T323a, T324, T324h, T324n, T324o, T325b, T336d, T338, T354, T355, T356, T365a, T366, T366h, T366n, T367b, T370d, T372-T373, T386-387, T387f, T388, T394-395, T396, T396h, T396n, T397b, T398-T401, T408d, T410-T411, T426, T427, T428, T434-435, T436, T436h, T436n, T437b, T440d, T442-443, T456-457, T457f, T458, T463a, T464, T464h, T464n, T465b, T476d, T478-T479, T492, T493, T494, T500–501, T502, T502h, T502n, T503b, T506d, T508-T509, T524-525, T525f, T526, T535a, T536, T536h, T536n, T537b

writing projects T60-T63, T128-T131, T194-T197, T258-T261, T326-T329, T398-T401, T466-T469, T538-T541

writing stations T1h, T25e, T31g, T53e, T65i, T91e, T99g, T121e, T133i, T159e, T165g, T187e, T199i, T223e, T229g, T249e, T263i, T289e, T297g, T319e, T331i, T357e, T367g, T389e, T403i, T429e, T437g, T459e, T471i, T495e, T503g, T527e



Abbreviations T53i, T249g-T249h, T256a-T256c, T256i-T256j, T256j, T256l, T256o, T294f Academic talk see Program Features and Resources Index Academic vocabulary T6i, T30e, T34i-T35, T58e, T70i-T71, T98e, T102i-T103, T126e, T138i-T139, T164e, T168i-T169, T192e, T204i, T228e, T232i-T233, T256e, T268i-T269, T296e, T300i-T301, T324e, T335i-T337, T336i, T366e, T370i-T371, T396e, T408i-T409, T436e, T440i-T441, T464e, T476i-T477, T502e, T506i-T507, T536e Action verbs T65m, T99, T165k Activate prior knowledge LR4, LR5, LR6, LR7, LR8, LR9, LR10, LR11 (in each unit) Activities for daily practice routines BP38-39 Adjectives T133m-T133n, T159i, T165, RT3.3 adverbs vs. T187i demonstrative T133n that compare T133m, T297i-T297j, T303a-T303b, T303c, T317a-T317b Adverbs T165k, T193, T193, RT3.9, RT3.12 adjectives vs. T187i that tell how T187i that tell when T1651 that tell where T187i Alliteration T502m, T503a Alphabetize T1j, T25g, T31i, T53g, T53o-T54, T57f, T65k, T91g, T99i, T121g, T133k, T159g, T165i, T187g, T189g, T199k, T223g, T229i, T249g, T263k, T297i, T319g, T331k, T357g, T367i, T389g, T403k, T429g, T437i, T459g, T471k, T495g, T496, T503i, T527g Analyze T138g, T228k audio T200, T332, T404 author's purposes T252-253, T255e-T255f, T256g, **T256m**, RT5.10, T506b, T506c, T516-517, T518-519, T525f, T526, RT8.7 author's reasons T323g, T324g, T463g, T464g, T464m, RT7.10 cause/effect T110-111, T150-151, T164g, T182-183, T228g, T232c, T300a, T432-433, **T435f**, T436g, **T436m**, **T437a**, RT7.4 character traits T203a, T204a, T204b, T210-211, T212-213, T214-215, T220f, T223 characters T6b, T6c, T12-13, T14-15, T18-19, T20-21, T24, LR2.6, LR2.7, LR2.8, LR2.9, LR2.10, T138a, T154-155, LR4.4, LR4.5, LR4.7, LR4.8, LR4.9, LR4.10, LR4.11, T336b, T336c, T336g, T344-345, T346-347, T352-353, T354f, T354g, T370g character's feelings T475a, T476b, T476c, T484-485,

T486-487, T488-489, T490-491, T492f, T494, character's motives T407a, T408b, T408c, T414-415, T416-417, T422-423, T426f, RT7.1 details T462-463, T490-491 elements of poetry T360-361, T364-365, T498-499, **T501f**, T502g, **T502m**, **T503a**, T532–533, T534– 535, **T535g**, T536g, **T536m**, RT8.4, RT8.10 elements of realistic fiction T86-87, T284-T285 figurative language T310-311, T312-313 illustrations T150-151, T522-523 images T200 plot T78-79, T86-87 poetic language T532-533 point of view T416-417, T424-425 problem/solution T192g, T436g sequence **T231a**, T232b, T232c, T244-245, T247f, T248, T249, LR4.4, LR4.5, LR4.6, LR4.7, LR4.8, LR4.9, LR4.10, LR4.11, T378-379 settings T336a, T354f

steps in a process T292-293, T295e-T295f, T296g,

T296m, RT5.4

story elements T335a, T336a, T336b, T336c, T344-345, T346–347, T352–353, T354f, **T356**, LR6.4, LR6.7, LR6.8, LR6.9, LR6.10, LR6.11, RT6.1 theme T226-227, T227g, T228g, T228m, T268c, T282-283, LR5.5, LR5.6, LR5.7, LR5.8, RT5.1 see also Listen again and analyze; Listen and analyze; Reread and analyze

Antonyms T290

Apostrophe T53i-T53j, T59, T121i-T121j, T459i Apply word knowledge see Vocabulary Articles T159i-T159j, T165, RT3.6 Artist's craft T427 Ask and answer questions T32, T34i-T35, T134, T138i,

T276-277, T286e, T366n Ask and answer riddles T164n

Ask for and give information T136

Ask questions T29c, T138a, T138b, T138c, T140, T148-149, **T161**, T162-163, T164g, T168a, **T170**, T180-181, T189, T190-191, T192g, RT3.2, RT3.5, RT3.8, RT3.11, T366k, T436n, T463b, T476b, T506b, T525e, T530-531, T536g

Assessment see Program Features and Resources Index Audio, make T536n

see also Program Features and Resources Index

Author monographs BP1-BP27

Author study

Aesop LR4.12 Ajmera, Maya LR1.12 Bruchac, Joseph LR3.12 Deedy, Carmen Agra LR6.12 Florian, Douglas LR2.12 MacDonald, Margaret Reed LR7.12 Wong, Janet S. LR8.12 Zotolow, Charlotte LR5.12

Author's point of view, identify T242-243

Author's purpose T56-57, T505a, T526, T527 analyze T252-253, T255e-T255f, T256g, T256m, RT5.10, T506b, T506c, T516-517, T518-519, T525f, RT8.7

compare **T255g**, **T257a**, **T295g**, T535h, **T536** determine T30k, T34c, RT4.9, T296k, T482-483, T498–499, T502g, T536k

identify T435c, LR8.5, LR8.6, LR8.7, LR8.8, LR8.9,

Author's reasons, identify RT3.10, T324m

analyze T323g, T324g, T463g, T464g, T464m, RT7.10 compare **T193a**, **T325a** discuss T192n, T324n, T464n identify T190-191, T191g, T192g, T192m, T322-323

Best practices

differentiate routines BP56 model and guide practice BP30 observe students as they read BP43 pronouncing and segmenting sounds BP29 scaffold meaning BP28 select a blending routine BP33 self-correction BP36 streamline instructional language BP30 teach in small groups BP31

Big Book read-aloud T6-T6c, T34-T34c, T70-T70d, T102-T102c, T138-T138c, T167-T168c, T204-T204c, T232-T232c, T268-T268c, T299a-T300c, T336-T336c, T370-T370c, T408-T408c, T440-T440c, T476-T476c, T506-T506c

Big question see Program Features and Resources Index

Build background T2, T66, T134, T200, T264, T332,

see also Science background; Social studies background

Capitalization

of first word in sentences T223i of proper nouns T31k-T31l, T53j, T59

Categorize T18-19

Cause/effect T12-13, T86-87, T167a, T168a, T168b, T168c, T185e, T186, T187, RT3.7 analyze T110-111, T150-151, T164g, T176-177, T182-183, T228g, T232c, T300a, T432-433, T435f, T436g, T436m, T437a, RT7.4 determine T227d, T295c, T324k identify T70g, T163d, **T167a**, T168g, T185c, T191d, T192g, T204g, T242-243, T268g, T300g, T306-307, T308-309, T310-311, T362-363, T365d, T370a, T376–377, T384–385, T408g, T414–415, T436k, T457c, T506g, T536k

Centers see Learning stations; Program Features and Resources Index

Chants see Program Features and Resources Index: Audio

Characters, story T5a, T11, T22g, T25 analyze see Analyze: characters describe T220e, T344-345, T362-363 feelings of T70b, T268a, T268b, T284-T285, T475a, T476b, T476c, T484-485, T486-487, T488-489, T490-491, T492f, T494, T495, LR8.4, LR8.6, LR8.10, RT8.1

jobs of T22e motives of **T407a**, T408b, T408c, T414-415, T416-417, T422-423, T426f, T429, T429, LR7.4, LR7.7,

LR7.8, RT7.1, LR8.4 point of view of **T156g** traits of **T203a**, T204a, T204b, T210–211, T212–213, T214-215, T220f, **T222-T223**, T232b, T282-283

Check and reteach see each lesson

Clarify T12-13, T34a, T34b, T34c, T40-41, T44-45, T46-47, **T55**, T56-57, T58g ideas T98k, T126k, T164k, T247c, T457c meaning T138b, T138c, T292-293, T440a, T498-499,

T502g Classify facts T99a

Comma T297k

Commands T289i, T289j, T297k

Compare T101a, T121

authors' purposes T255g, T257a, T295g, T535h author's reasons T325a details T119e details in photographs T51e experiments T297a

explanations T163h genres T29h, T29h, T97g, T125h, T323h, T435g information T191h language T501g media **T57h**, **T66**

photographs T102i, T301 poems T127a settings and plots T227h

songs T537a stories T360-361, T364-365, T365g, T366g, T366m,

T367a, RT6.4 story elements T365h texts T395g, **T396**, **T397a**

themes T229a topic and main idea T31a, T463h, T464, T465a two versions of same story T365h, T365h visuals T59a

Skills Index, continued

community places LR1.4, LR1.5 verbs T65m-T65n, T91i-T91j, T99, T121i-T121j, Compare/Contrast T22c, T34g, T44-45, T46-47, T98g, T98k, **T101a**, T102b, T102c, T102g, T108-109, community roles/responsibilities LR1.10 T165k, T249i-T249j, T257, T403m-T403n, T429i-T429j, T437, T437k-T437l, T459i-T112-113, T114-115, T116-117, T120, T124-125, community services LR1.10 community workers LR1.4, LR1.6, LR1.11 T125d, T152-153, T154-155, T162-163, T164k, **T459j**, **T465**, RT7.3, RT7.6, RT7.9, RT7.12 T178-179, T191d, T244-245, T286c, T295c, T298, cooperation LR6.5, LR6.7, LR6.9, LR6.10, LR6.11, punctuation T299a, T300a, T300b, T300c, T308-309, T312-313, of abbreviations T53i apostrophe T53i-T53j, T53i-T53j, T59, T121i-T314-315, T318, T319, LR5.4, LR5.5, LR5.6, LR5.7, desert communities LR1.9 T121j, T459i LR5.8, LR5.9, LR5.10, LR5.11, RT5.7, T346-347, following rules LR4.4, LR4.8 T354c, T365d, T408g, T452-453, T457c, T464i, T502k, food chain LR7.7 comma T297k forces of nature LR5.11 of sentences T223i, T263n, T289i-T289j, T297i, T297k, T325, RT5.12 friendship LR4.5 Complete predicate T2291 geography LR8.4, LR8.7, LR8.8, LR8.11 see also Sentences Complete sentences T229 good deeds LR4.10 Cooperative learning routines BP60-BP61 Complete subject T2291 government LR8.10 Cooperative learning structures see Program Features and Compound sentences T297k, RT5.9 habitats LR2.10, LR7.5, LR7.9 helping LR4.4, LR4.5, LR4.6, LR4.7, LR4.11 Compound words T249g-T249h, T249k-T249l, T249m, Corrective feedback see Reading: decoding and self-correction history LR8.6 T255a-T255b, T255d, T256o, T295e, T296m holidays LR8.4, LR8.5, LR8.6 Corrective feedback and reteaching routines BP36 Comprehension Coach see Program Features and Resources homes LR1.8 Creative projects see Program Features and Resources Index: Index: Technology interdependence LR7.6, LR7.10, LR7.11 Unit projects Comprehension focus T6, T11, T28-29, T30f, T34, T39, lakes LR3.5 Critical thinking T408c T55, T58f, T70, T75, T93, T98f, T102, T107, T123, landforms LR5.6 T126f, T138, T143, T161, T164f, T168, T173, T189, Critical viewing T14-15 landmarks LR8.8, LR8.9, LR8.10 T192f, T204, T209, T225, T228f, T232, T237, T251, Cross-Curricular learning stations T1i, T25f, T31h, T53f, leaders LR6.6 T256f, T268, T273, T291, T296f, T300, T305, T321, T65j, T91f, T99h, T121f, T133j, T159f, T165h, T187f, mail service LR1.7 T324f, T336, T341, T359, T366f, T370, T375, T391, T199j, T223f, T229h, T249f, T263j, T289f, T294f, meeting basic needs LR2.5 T396f, T408, T413, T431, T436f, T440, T445, T461, T297h, T319f, T331j, T357f, T367h, T389f, T403j, night LR5.5 T464f, T476, T481, T497, T502e, T506, T511, T529, T429f, T437h, T459f, T471j, T495f, T503h, T527f people LR8.9 people in cities LR1.8 Cumulative word list R5 (in each unit) Comprehension strategies see Strategies for reading phases of the moon LR5.8 comprehension protection LR2.6 Concept maps T3, T67, T135, T198, T201, T258, T265, rain LR3.4, LR3.8, LR3.9 D T330, T333, T398, T402, T405, T470, T473, T542 rainbows LR3.6 $\textbf{Conclusions}, \textbf{draw} \;\; T6c, T34g, T51c, T76-77, T84-85,$ relationships LR7.7 Daily grammar see Program Features and Resources Index: respecting others LR4.9, LR4.10 T138g, T174-175, T204c, T232g, T256k, T268a, responsibility LR4.9 T286g, T317c, T336c, T354g, T370b, T387c, T408a, Daily language arts see Program Features and Resources rivers LR3.11 T408b, T408c, **T431**, T436g, T486–487, T502k, T535d Index: Grammar, Spelling, Writing; Spelling; Writing safety and shelter LR2.10, LR2.11 Confirm predictions T6b, T28-29, T30g, T34c, T70a, Daily spelling and word work see Program Features and seasons LR5.4, LR5.5, LR5.7, LR5.8, LR5.9, LR5.10, T78-79, T86-87, T126g, T164g, T182-183, T192g, Resources Index: Spelling LR5.11 T204b, T204c, T212-213, T228g, T232c, T244-245, Dates T311 sharing LR6.8 T268b, T276-277, T296g, T310-311, T314-315, shelter LR2.5 Decoding see Reading: decoding T336c, T346-347, T352-353, T362-363, T364-365, spring LR7.8 Decoding routines BP32-BP34 T366g, T380-381, T416-417, T422-423, T436g, states of water LR3.7, LR3.8, LR3.9 T448-449, T476c, T502g Define and explain T166 support LR6.8 Conjunctions T297k, T319i Describe T68 symbols LR8.5, LR8.11 characters T205, T220e, T344-345, T362-363 Connect across texts T26a, T54a, T58e, T92a, T98e, teamwork LR6.4, LR6.5, LR6.6, LR6.9, LR6.11 T122a, T126e, T160a, T164e, T188a, T192e, T224, characters' jobs T22e tide pool food chain LR2.8 characters' responses T156e T228e, T251, T256e, T290, T296e, T320, T324e, U. S. Capital LR8.7 connections T378e, T395f, T396g, T396m, RT6.10 T358, T366e, T390, T396e, T430, T436e, T461, T464e, water cycle LR3.10 T496, T502e, T529, T536e details T310-311 water on Earth LR3.5, LR3.6 elements of poetry T124-125, **T125f**, T126g, **T126m** water supply LR3.10 Connections, make events and actions T247e text to self T6g, T22c, T22g, T29c, T30k, T34g, T44–45, T48–49, T51c, T57d, T58k, T70g, T88c, weather LR5.6, LR5.9 favorite places T57f winter LR5.4 illustrations T7, **T70i-T71**, **T232i-T233** T98k, T102g, T119c, T125d, T126k, T138c, T138g, working together LR4.8 jobs around the world T29f T156c, T156g, T163d, T164k, T168g, T185c, Content vocabulary see Vocabulary language T408i T190–191, T191d, T204a, T204c, T204g, **T206**, Context clues, using to determine meaning T121o-T122, photographs T97e T210-211, T214-215, T220f, T223, T225, T228k, T390, T395e, T396g, T396m, T460, T462-463, T463f, scenes T269, T337 T232a, T232c, T232g, T234, T242-243, T247c, T464m seasonal changes T317e T247e, T251, T252-253, T255c, T256g, T256k, settings T16-T17, T484-485 Contractions with verbs T119b, T121i-T121j, T437l, LR4.4, LR4.5, LR4.6, LR4.8, LR4.9, T286c, T295c, song elements T365f T459i T296k, T317c, T323d, T324k, T352-353, T354g, story elements RT4.4 T365d, T366k, T380-381, T387c, T392-T393, Conventions, in writing **Details T53**, T124-125 T396k, T426c, T426g, T435c, T476g, T501c, T502k, T506g, T525c, T535d, T536g capitalization analyze T462-463, T490-491 of first word in sentences T223i of proper nouns T31k-T31l, T53j, T59 compare T51e, T119e text to text T16-T17, T206, T218-219, T226-227, T228g, T234, T251, T336g, T457c parts of speech decoding LR2.11 adjectives T133m-T133n, T159i, T165, T187j, describe T310-311 text to world T97c, T168c, T227d, T268g, T300g, identify T6g, T29c, T30k, T33a, T34b, T34c, T34g, T317c, T354c, T370g, T395c, T408g, T436k, adverbs T165k-T165l, T187i-T187j, T193, RT3.9, T40-41, T42-43, T48-49, T51c, **T52**, T57d, T58k, T440g, T463b, T464i, T492c, T536k RT3.12 LR1.4, LR1.5, T88c, T97c, T112-113, T114-115, Content connection articles T159i-T159j, T165, RT3.6 T119c, T125d, T126k, LR2.4, LR2.5, LR2.6, LR2.7, adaptations LR2.4, LR2.6, LR2.11 conjunctions T297k, T319i LR2.8, LR2.9, LR2.10, T138c, T138g, T156c, animal behavior LR7.4 nouns T1l-T1m, T25i-T25j, T31, T31k-T31l, T168g, T185c, T191d, T228k, T232g, T247c, animals in nature LR7.4, LR7.5, LR7.6 T53i-T53j, T59, T249i T255c, T256k, T268g, T284-T285, T286c, T295c, basic needs LR2.4, LR2.7, LR7.8, LR7.10 $\begin{array}{lll} & \begin{array}{lll} \dot{T471m} - T471n, \, T495i - T495j, \, T503, \end{array} \end{array}$ T300b, T300g, T317c, T323d, T336g, T366k, camouflage LR2.7, LR2.8, LR2.9 T370g, T387c, T395c, T396k, T426c, T435c, RT8.3, RT8.6 changes in nature LR5.10 pronouns T331m-T331n, T357i-T357j, T367, T436k, T440a, T440g, T450-451, T452-453, cities LR1.7, LR1.11 T367k-T367l, T389i-T389j, T397, RT6.3, T463b, T464i, T476g, T492c, T501c, T502k, T506g, community emergencies LR1.9

RT6.6, RT6.9, RT6.12

T525c, T535d

recall T102g, T296k, T324k

community needs LR1.5

Determine Importance RT4.2, RT4.5, RT4.8, RT4.11, T296g, T336a, T336b, T338, T342-343, T346-347, T352-353, T354f, T356, T359, T362-363, T364-365, T366g, T370a, T372, T376-377, T380-381, T382-383, T384-385, T387f, T391, T392-T393, LR6.4, LR6.5, LR6.6, LR6.7, LR6.8, LR6.10, LR6.11, RT6.2, RT6.5, RT6.8, RT6.11, T476a, T506a, T516-517 main idea and details see Details; Main idea summarize see Summarize Dictation routines BP35 Dictionary alphabetical order T496 electronic T436m glossary compared to T435e guide words T430, T435e meanings **T910**, T97e, T98m, T159g, **T430**, **T496**, T501e Differentiation strategies see Program Features and Resources Index Digital Library see Program Features and Resources Index: Discuss author's reasons T324n, T464n how to read poetry T501e

ideas T354e illustrations T88e, T426e images T435e main ideas T30n, T463f meanings T535f persuasiveness T256n reasons T192n rhythm T126n text features T396n times and places T507 visuals T58m water sources T191f word meanings T255e Do It! see Unit projects

Ε

Edit see Writing process

Draft see Writing process

Engage in discussion T266

English-Spanish cognates T5, T35, T69, T98b, T103, T167, T203, T233, T371, T441, T475, T506b, T507

ESL kit see Program Features and Resources Index

citing T164k, T227d opinions and RT4.7

eVisuals see Technology

Exclamation point T289i, T289i Exclamatory sentences T289i, T289j

Expand word knowledge see Vocabulary

Explain T100, T506a, LR8.10 day and night T295e experiments T296n photographs T323f the water cycle T168i

Explorer books see Program Features and Resources Index: Leveled Reading

Express feelings and ideas T202 Express intentions T504 Express likes and dislike T406 Express needs and wants T368 Express opinions T20-21, T220g, T230



Facts

classify T99a identify T94-95, T97e-T97f, T98g, T98m

Family Newsletters see Program Features and Resources Index

Fiction, distinguished from nonfiction T22g

Fiction books see Program Features and Resources Index: Leveled Reading

Figurative language, analyze T310-311, T312-313

assessment T25, T53, A1.3-A1.7, T91, T121, A2.1-A2.4, T159, T187, A3.1-A3.4, T223, T249, A4.1-A4.4, T289, T319, A5.1-A5.4, T357, T389, A6.1-A6.4, T429, T459, A7.1-A7.4, T495, T527, A8.1-A8.4

expression T70a, T86-87, T88g, T138a, T150-151, T156g, T204a, T218-219, T220g, T268a, T284-T285, T286g, T336a, T342-343, T354g, T360-361, T408a

intonation T6a, T12-13, T22g, T168a, T178-179, T306-307, T317g, T440a, T450-451, T476a, T484-485, T492g

phrasing T34a, T40-41, T102a, T112-113, T232a, T244-245, T370a, T380-381, T506a, T518-519 see also Program Features and Resources Index

Fluency routines BP40

Forms of be and bave T99k-T99l, T127, T459i

Foundational skills see Phonics; Phonological awareness

Foundational skills routines BP28-BP39

Foundational skills test RS34, A1.16-A1.17, A1.22-A1.23, A1.30-A1.31, A2.5-A2.7, A2.13-A2.14, A2.21-A2.22, A2.29-A2.30, A3.5-A3.7, A3.15-A3.016, A3.23-A3.24, A3.30-A3.31

Future-tense verbs T437k, T459i, T465, T465, RT7.9,



Generalize T22c, T88c, T98k, T354c, T426c, T462-463,

Genre see Compare: genres; Genres at a Glance page xxiii-xxiv

Give and carry out commands T334

Give information T4

Give instructions T163f

Glossary T496

dictionary compared to T435e electronic T436m see also Picture dictionary

Grammar

reteaching RT1.3, RT1.6, RT1.9, RT1.12, RT2.3, RT2.6, RT2.9, RT2.12, RT4.3, RT4.6, RT4.9, RT4.12, RT5.3, RT5.6, RT5.9, RT5.12, RT6.3, RT6.6, RT6.9, RT6.12, RT7.3, RT7.6, RT7.9, RT7.12, RT8.3, RT8.6, RT8.9, RT8.12

test A1.15, A1.21, A1.28-A1.29, A1.39, A2.12, A2.20, A2.27-A2.28, A2.40-A2.42, A3.12-A3.14, A3.20-A3.22, A3.28-A3.29, A3.37-A3.38, A4.8-A4.9, A4.15-A4.17, A4.21-A4.22, A4.31-A4.34

writing and T1m, T25i, T31l, T56j, T65n, T91j, T99l, T121j, T133n, T159j, T165l, T187j, T199n, T223j, T229l, T249j, T263n, T289j, T297i, T319j, T331n, T357j, T367l, T389j, T403n, T429j, T437l, T459j, T471n, T495j, T503l, T527j

see also Action verbs; Adjectives; Adverbs; Articles; Capitalization; Conjunctions; Conventions, in writing; Future-tense verbs; Nouns; Past-tense verbs; Prepositions: Present-tense action verbs: Pronouns: Sentences: Verbs

Graphic organizers

4-corner poster T74, T142 author's purpose chart T295g, T505a, T506a, T527c beginning-middle-end chart T69a, T90 cause and effect chart T167a character map T5a, T24, T408a, T429c, T476a, T494, T495c classification chart T101a comparison chart T57h, T101a, T120, T125h, T191, T299a, T365h, T397a, T436a, T464a, T502a, T536a details cluster T33a, T52 diagrams T98n fold-up tab T10, T106, T172, T272, T480, T492e

four-corner poster T444 main idea and details chart T372 main idea diagram T369a, T370d, T388 portrait graphic T374, T510 problem solution chart T137a story map T70, T335a, T494 summarize chart T338 theme chart T267a, T288 topic and main idea chart T440a, T459c Venn diagram T97g, T323h what it means poster T304 window graphic T38, T340, T412 word map T33a, T69a, T137a, T167a, T267a, T338, T505a word web T57f, T255e



Handwriting

diagnostic assessment RS5-RS6 scripts for letter formation BP62-BP65

Helping verbs T65n, T91i–T91j, T99

High frequency word routines BP37-BP39

High frequency words RS15, RS17, RS19, RS21, RS23, RS25, RS27, RS29, RS31, RS33, T1j-T1k, T3d, T6f, T9d, T22b, T25g-T25h, T29c, T30c-T30d, T30j, T30j, T30o, T30o, T31i-T33j, T31p, T34f, T37d, T51b, T51h, T53g-T53h, T53n, T57c, T58c-T58d, T58j, T58o, T58o, T65k-T65l, T67d, T70f, T73d, T88b, T91g-T91h, T91n, T97b, T98c-T98d, T98j, T99p, T102f, T105d, T119b, T121g-T121h, T121n, T125c, T126d, T126j, T133k-T133l, T135d, T138f, T141c-T141d, T156b, T159g-T159h, T159n, T163c, T164d, T164j, T165p, T168f, T171d, T185b, T187f-T187g, T187n, T191c, T192d, T199k-T199l, T201d, T204f, T207d, T220b, T223g-T223h, T223n, T227c,T228d, T228j, T229i-T229j, T229p, T232f, T235d, T247b, T249g-T249h, T249n, T255b, T256d, T256j, T256o, T263k-T263l, T265d, T268f, T271d, T286b, T289g-T289h, T289n, T295b, T296d, T296j, T297i-T297j, T297p, T300f, T303d, T317b, T319g-T319h, $T319n,\,T323c,\,T324d,\,T324j,\,T331k-T331l,\,T333d,$ T333f, T339d, T354b, T355b, T357g-T357h, T357n, T365c, T366d, T366j, T366o, T367i-T367j, T367p, T370f, T373d, T387b, T389g-T389h, T389n, T395b, T396d, T396j, T396o, T403k-T403l, T405d, T408f, T411d, T426b, T427b, T429g-T429h, T429n, T435b,T436c-T436d, T436j, T436o, T437i-T437j, T437p, T440f, T443d, T457b, T457h, T459g-T459h, T459n, T463c, T464d, T464j, T464o, T471k-T471l, T473d,T476f, T479d, T492b, T493b, T495g-T495h, T495n, T501b, T502d, T502j, T502o, T503i-T503j, T503p, T506f, T506f, T509d, T525b, T525c, T525h, T527g-T527h, T527n, T535c, T536d, T536j, T536o diagnostic assessment RS7-RS8

Ideas

clarify T164k illustrate T228n

Illustrations

analyze T150-151, T522-523 ask and answer questions about T138i $describe \ \, \vec{T232i-T233}$ discuss T426e

Imagery see Simile

Images

analyze T200 discuss T435e

Imperative sentences see Commands

Independent reading see Program Features and Resources Index: Read On Your Own Books; Reading: independent

Independent reading routines BP45

Skills Index, continued

Independent work see Program Features and Resources Index: Learning Stations; Program Features and Resources Index: Read on Your Own Books

Inferences, make T6a, T6g, T30g, T30k, T42–43, T51c, T57d, T58k, T70a, T70b, T70g, T72, T72, T76–77, T84–85, T88c, T93, T94–95, T98g, T102a, T102b, T102c, T104, T112–113, T116–117, T119c, T123, T124–125, T126g, T126k, T185c, T204b, T204g, T212–213, T214–215, T216–217, T218–219, T220g, T228k, T232b, T244–245, T252–253, T256k, T268c, T274–275, T286c, T292–293, T300c, T306–307, T308–309, T314–315, T323d, T336b, T336g, T352–353, T366k, T378–379, T382–383, T395c, T408g, T435c, T440a, T446–447, T448–449, T476g, T492c, T501c, T506c, T522–523, T525c, T532–533, T534–535, T536k

Information, categorize T18-19

Interactive read-aloud R10–R15 (each unit), T30e–T30g, T58e–T58g, T98e–T98h, T126e–T126g, T164e–T164g, T192e–T192g, T228e–T228g, T256e–T256g, T296e–T296g, T324e–T324g, T366e–T366g, T396e–T396g, T436e–T436g, T464e–T464g, T502e–T502g, T536e–T536g

Interactive whiteboard lessons see Program Features and Resources Index: Technology

Interpret a chart T525c, T535d

Interpret graphs T354c

Intervention stations T1i, T25f, T31h, T53f, T65j, T91f,
T99h, T121f, T121h, T159f, T165h, T187f, T199j,
T223f, T229h, T263j, T289f, T297h, T319f, T331j,
T357f, T367h, T389f, T403j, T429f, T437h, T459f,
T471j, T495f, T503h, T527f

Irregular verbs T429i–T429j, T437

see also Forms of be and have

J

Judgments, make T370c, T454-455

K

Key events, recognize T476g Key words see Vocabulary Kratky, Lada BP4-BP6, BP22-BP24

Language and Literacy Teamwork Activities see Program Features and Resources Index: Learning stations

Language and vocabulary stations T1h, T25e, T31g, T53e, T65i, T91e, T99g, T121e, T121g, T133i, T159e, T165g, T187e, T199i, T223e, T229g, T263i, T289e, T294e, T297g, T319e, T331i, T357e, T367g, T389e, T403i, T429e, T437g, T459e, T471i, T495e, T503g, T537e

Language functions see Listening; Speaking

Language of text

compare **T501g** describe **T408i**

poetic T532-533 see also Poetry

Language transfer T31n, T207b, T411b, T436b Learning station routines BP43-BP44

Learning stations T1h–T1i, T25e–T25f, T31g–T31h, T53e–T53f, T65i–T65j, T91e–T91f, T99g–T99h, T121e–T121f, T133i–T133j, T159e–T159f, T165g–T165h, T187e–T187f, T199i–T199j, T223e–T223f, T229g–T229h, T249e–T249f, T263i–T263j, T289e–T289f, T297g–T297h, T319e–T319f, T331i–T331j, T357e–T357f, T367g–T367h, T389e–T389f, T403i–T403j, T429e–T429f, T437g–T437h, T459e–T459f, T471i–T471j, T495e–T495f, T503g–T503h, T527e–T527f

see also Program Features and Resources Index

Lesson planners see Program Features and Resources Index

Leveled readers LR1-LR12 (in each unit)

Leveled reading routines BP41-BP42

Lesaux, Nonie K. BP10-BP15

Listen again and analyze T8, T30m, T36, T58m, T72, T98m–T98n, T126m, T140, T170, T192m, T206, T234, T256m, T270, T296m, T302, T324m, T338, T366n, T372, T410, T436n, T442, T464m, T478, T502n, T508, T536m

Listen and analyze T70a, T70b, T98g, T102a, T102b, T102c, T104, T104–T105, T126g, T126m–T126n, T138c, T138i–T141, T164g, T164m–T164n, T168a, T168b, T168c, T168i–T171, T192g, T192m–T192n, T204a, T204b, T204c, T204i–T207, T228g, T228m–T228n, T232a, T232b, T232c, T232i–T235, T256g, T256m–T256n, T268a, T268c, T268i–T271, T296g, T296m–T296n, T300a, T300b, T300c, T300i–T303, T324g, T324m–T324n, T336a, T336b, T336c, T336i–T339, T366g, T366m–T366n, T370a, T370b, T372–T373, T396g, T396m–T396n, T408a, T408b, T408c, T408i–T411, T440a, T440b, T440c, T442–T443, T404g, T476a, T476b, T476c, T476i–T479, T506a, T506b, T506c, T506i–T509, T536m–T536n collaborate with peers T301

Listen and comprehend T30e-T30h, T70a, T70b, T98e-T98h, T101a-T102d, T108-109, T126e-T126h, T136-T138d, T137a-T138d, T164e-T164i, T166-T168d, T192e-T192h, T202-T204d, T228e-T228h, T230-232d, T256e-T256h, T267a-T268d, T296e-T296i, T298-T300d, T324e-T324h, T334-T336d, T366e-T366h, T368-T370d, T396e-396h, T406-T408d, T436e-T436h, T438-T440d, T464e-T464h, T474-T476d, T502e-T502h, T505a-T506d, T536e-T536h

Listening

analyze **T200**, **T332**, **T404** ask and answer questions **T32**, **T34i–T35**, **T134**, **T138i**, **T286e**, **T366n**, T367g, **T436n**, **T525e**

ask and answer riddles **T164n** ask for and give information **T4**, **T136**

collaborate with peers T5, T5a, T6i, T8, T29h, T30l, T33, T33a, T34i, T36, T57h, T69a, T98n, T137a, T138h, T206, T232i, T234, T267a, T270, T299a, T439a, T478, T505a, T508

engage in discussions **T88e**, T97g, T132, T163h, **T191f**, T191h, T227h, **T255e**, T255g, **T256n**, **T266**, **T269**, T295g, T317e, T323h, **T324n**, T331, T331i, **T354e**, T389e, T395g, **T396n**, T403i, **T426e**, T435e,

T464n, **T501e**, T501g, **T507**, **T535f** give an interview T199

give and carry out commands **T334** to media

MP3/CD RS15, RS17, RS19, RS21, RS23, RS25, RS27, RS29, RS31, RS33, T3a, T3b, T4, T5, T9a, T9b, T10, T11, T22e, T22f, T25k, T25l, T30a, T30b, T31m, T31n, T32, T33, T37a, T37b, T38, T39, T51e, T51f, T53k, T53l, T58a, T58b, T58i, T58j, T67, T67a, T68, T69, T73a, T75, T88f, T91k, T91l, T98a, T99m, T99n, T100, T101, T105a, T105b, T106, T107, T119e, T119f, T121k, T121l, T126a, T126b, T135, T135a, T136, T137, T141a, T142, T143, T156e, T156f, T159k, T164a, T165m, T166, T167, T171a, T172, T173, T185e, T185f, T187k, T192a, T201a, T202, T203, T207a, T208, T209, T220e, T220f, T223k, T228a, T229m, T230, T231, T235a, T236, T237, T247e, T247f, T249k, T256a, T265a, T266, T267, T271a, T271b, T272, T273, T286e, T286f, T289k, T296a, T297m, T298, T299, T303a, T305, T317e, T317f, T319k, T324a, T333a, T334, T335, T339a, T339b, T340, T341, T354e, T354f, T357k, T357l, T366a, T366b, T367m, T367n, T368, T369, T373a, T373b, T374, T375, T387e, T387f, T389k, T389l, T396a, T396b, T405a, T407, T411a, T412, T413, T426e, T426f, T429k, T429l, T436a, T437m, T437n, T443a, T443b, T444, T445, T457e, T457f, T459k, T459l, T464a, T464b, T473a, T473b,

T474, T475, T479a, T479b, T480, T481, T492f,

T495e, T495k, T495l, T502a, T502b, T503m, T503n, T504, T505, T509a, T509b, T510, T511, T525e, T525f, T527e, T527f, T527k, T527l, T528, T529, T535a, T536a, T536b, T536h, T536n, T537a videos T2, T3, T66, T134, T135, T200, T201, T264, T331i, T331j, T332, T333, T389e, T403j, T404, T405, T429e, T472, T473, T495f to phonetic sounds see Phonics to poetry T502n to presentations **T261**, T329, T401, T469, T471, T503g, T536n, T541 to a story T335a, T356, T357e, T438, T492e to vocabulary see Vocabulary see also Big Book read-aloud; Listen and analyze; Listen and comprehend

Literary analysis see Characters, story; Plot; Setting Logical order see Sequence

M

Main idea T369a, T389
compare T463h, T465a
determine T20–21, T534–535
discuss T463f
identify T29f–T29g, T30g, T102g, T228k, T255c,
T370b, T370c, T378–379, T380–381, T382–383,
T384–385, T387f, T388, LR6.4, LR6.5, LR6.6,
LR6.9, LR6.11, RT6.7, T426c, T439a, T440b,
T440c, T440g, T448–449, T454–455, T457e, T457f,
T458, T463b, T464g, LR7.4, LR7.5, LR7.6, LR7.7,
LR7.8, LR7.9, LR7.10, LR7.11, T506c
topic and T28–29, T30g, T30m, T31a, T439a, T459,
T464, RT7.7

Mapping see Graphic organizers

Mark-up reading see Program Features and Resources Index

Mechanics see Conventions, in writing

Media

compare **T57h**, **T66** identify elements of T2 respond to **T472**

Meet the author/illustrator

Aesop T220g Bruchac, Joseph T156g Cumpiano, Ina T23 Deedy, Carmen Agra T354g Oliver, Narelle T88g Valério, Geraldo T426g Wong, Janet S. T492g Zolotow, Charlotte T286g

Monitor comprehension T370c

Monitor understanding T264

Morning warm-up see first of each day

Multiple-meaning words T250-T26, T30m, T1590-T160, T163f, T164m, T320, T323f, T324m

Music see Program Features and Resources Index: Audio

My Vocabulary Notebook see Program Features and Resources Index: Technology

N

$Nonfiction, distinguished \ from \ fiction \ T22g$

Nonfiction books see Program Features and Resources Index: Leveled readers

Nouns T1l-T1m
collective T25i
common T59
possessive T53i-T53j, T59
proper T31k-T31l, T53j, T59
singular/plural T1l-T1m, T25i-T25j, T31, T53i,
T126i-T126j, T165h, T171c, T185a-T185c, T249i,
T324a-T324c, T324i-T324j, T324l

Object pronouns T331n, T357i, T367, T389j, RT6.3, RT6.6 Online lesson planner see Program Features and Resources Index: Technology Online resources see Program Features and Resources Index: Technology **Opinions** evidence and RT4.7 expressing T20-21, T220g, T230, T259 form T97c, T227d, T396k, T416-417, T436k writing T436n, T456-457, T464n, T502, T502h, Oral language see Listening; Speaking Organize ideas see Writing process; Writing traits Pacing RS0, T1f, T1j, T25e, T25g, T31e, T31i, T53c, T53g, LR1.1, T65g, T65k, T91c, T91g, T98i, T99e,

T121c, T121g, LR2.1, T133i, T133k, T159c, T159g, T165e, T165i, T187c, T187g, LR3.1, T199g, T199k, T223c, T223g, T229e, T229i, T249c, T249g, T263g, T263k, LR4.1, T289c, T289g, T297e, T297i, T313g, T319c, T319g, LR5.1, T331k, T357c, T357g, T367e, T367i, T389c, T389g, LR6.1, T403g, T403k, T429c, T429g, T437e, T437i, T459c, T459g, LR7.1, T471g, T471k, T495g, T503i, T527g, LR8.1 Parts of speech see Conventions, in writing Past-tense verbs T429i, T437, T437k, RT7.3, RT7.6

Phonics

Period T53i, T223i, T289i abbreviations T256a-T256c, T256i-T256j, T256l, T256o, T294f with r, l RS24-RS25, T65j, T67a-T67c, T70e-T70f. T70h with s RS24-RS25, T73a-T73c, T88a-T88b, T88d triple blends T88a-T88b compound words T249k-T249m, T255a-T255b, T255d, T256o consonant digraphs RS28-RS29 ch, tch T99h, T99m-T99o, T102e-T102f, T102h gh T435a-T435b, T436o sh, ph T121k-T121m, T125b-T125c, T125e th, wh T105a-T105c, T119a-T119b, T119d consonants /b/, /w/, /j/, /z/ RS20-RS21 /f/, /n/, /l/, /p/, /c/ **RS16–RS17** /g/, /v/, /d/, /r/ **RS18–RS19** /m/, /s/, /h/, /t/ **RS14–RS15**

/y/y, /kw/qu, /ks/x, /k/k RS22-RS23 contractions T119b, T227c decoding see Reading: decoding words, decoding and selfcorrecting diagnostic assessment RS2-RS4, RS9-RS13

diphthongs oi, oy **T443a-T443c**, **T457a-T457b**, T457d, T457h

ow, ou T459f, T459k-T459m, T463b, T463b-463c, T464o double final consonants T53f, T57b-T57c, T58o

final blends RS26, RS26-RS27, T91k-T91m, T97a-**T97b**, T97d

final consonants ck, ng RS26-RS27, T53k-T53m, **T57b–T57c**, T57e, T58o, T263j final -s T6e-T6f

final syllables

C + -le **T495k-T495m**, **T501a-T501b**, T501d, T502o

-ent, -ant T509a-T509c, T525a-T525b, T525d, T525h

-sion, -cian, -ation, -ition T502o

-tion, -ture T495f, T502a-T502c, T502i-T502j, T502l, T502o

inflected endings

-ed, -ing T126a-T126c, T126i-T126j, T126l, T165h, T185a-T185c, T185d, T324a-T324c, T324i-T324j, T324l

-er, -est T303a-T303b, T317a-T317b, T317d

-s, -es T126i-T126j, T165h, T185a-T185c, T185d, T324a-T324c, T324i-T324j, T324l long vowels

a T135a-T135c, T138e-T138f, T138h

e T165m-T165o, T168e-T168f, T168h

i T159k-T159m, T163b-T163c, T163e, T265a-T265b, T268f, T268h

o T164a-T164c, T164i-T164j, T164l, T247d, T492c

u T187f–T187g, **T187k–T187m**, **T191b–T191c**, T191e, T192a-T192c, T192i-T192i

multisyllabic words T30i-T30j, T220a, T220a-T220b, T5360

plurals -s, -es T126i-T126j possessives T22a-T22b

prefixes T403i

dis-, pre-, im-, in- T473a-T473c, T476e-T476f, T476h, T493b

un-, re-, mis- T405a-T405c, T408e-T408f, T408h, T427h

r-controlled vowels

air, are, ear T389f, T389k-T389m, T394-395a-T394-395b, T395d, T396o

ar T331j, T333a-T333c, T336e-T336f, T336h, T339a-T339c, T354a-T354b, T354d, T355b

ear, or, ore T476g

eer, ear T396a-T396c, T396i-T396j, T396l er, ir, ur T367h, T367m–T367o, T370e–T370f, T370h, T373a-T373c, T387a-T387b, T387d, T387h

or, ore T357f, T357k-T357m, T365b-T365c, T365e, T366a-T366c, T366i-T366j, T366l, T366o

short vowels T58a-T58c, T58i-T58j, T58l

a RS14-RS15, T1i, T3a-T3c, T6e-T6f, T6h

e RS20, RS20-RS21, RS22-RS23, T31h, T31m-T31n, T31o, T34e-T34f, T34h, T51h, T168e-T168f

i RS16, RS16-RS17, T9a-T9c, T22a-T22b, T22d, T163b-T163c

σ RS18, RS18-RS19, T25k-T25m, T29b-T29c, T29e, T30o, T164i-T164j

u RS22, T37a-T37c, T51a-T51b, T51d, T51h, T191b-T191c

silent letters kn, gn, wr, mb T271a-T271c, T286a-**T286b**, T286d

soft c, g T289f, T296a-T296c, T296i-T296j, T296l suffixes T403j, T471j

-er, -or, -less, -ness T479a-T479c, T492a-T492b, T492d, T493b

-y, -ly, -ful **T411a–T411c**, **T426a–T426b**, T426d, Ť427b, T476g

syllable division T301, T301, T981, T220d, T527f, T536a-T536c, T536i-T536j, T536l VCCV T30a-T30c, T30i-T30j, T30o

VCV T199j, T207a-T207c syllable types T525b-T525c, T527k-T527m, T535e closed T29b-T29c, T168e-T168f CVC RS30-RS31, RS32-RS33 CVCe T141a-T141c, T156a-T156b, T156d, T159f open syllables T168e-T168f

VCCCV T98a-T98c, T98i-T98i

vowel digraphs

ai, ay T201a-T201c, T204e-T204f, T204h au, aw T436a-T436c, T436i-T436j, T436l, T436o ea, ie T223f, T228a-T228c, T228i-T228j, T228l ee T223k-T223m, T227b, T227e

ew, ui, ou, ue T319k-T319m, T323b-T323c, T323e

oa, ow T229h, T229m-T229o, T232e-T232f,

oo, ea, ou T429f, T429k-T429m, T435a-T435b, T435d, T436o, T492c

oo, ue T297h, T297m-T297o, T300e-T300f, T300h, T492c

words ending in -nt T91f

words with al, all T437h, T437m-T437o, T440e-T440f, T440h, T457h

words with o, -old T235a-T235c, T247a-T247bwords with schwa T464a-T464c, T464i-T464j, T464o, T506h, T525h

in final syllable T503h, T503m-T503o, T506e-T506f

initial T464l

words with -y T289k-T289m, T295a-T295b, T295d see also High frequency words; Program Features and Resources Index; Reach Into Phonics

Phonics games see Phonics review; Program Features and Resources Index: Technology

Phonics Picture Card Index R3 (each unit)

Phonics review T23b, T30o, T51h, T58o, T89b, T98o, T119h, T126o, T157b, T164o, T185h, T192o, T221b, T228o, T247h, T256o, T287b, T296o, T317j, T355b, T3660, T387h, T3960, T427b, T4360, T457h, T493b, T502o, T525h, T536o

Phonics transfer T3b, T9b, T25l, T29e, T30b, T31n, T37b, T53l, T58b, T73b, T91l, T99n, T121l, T126b, T135b, T141b, T159l, T164b, T165n, T187l, T192b, T201b, T223l, T228b, T229n, T235b, T265b, T289l, T296b, T297n, T317d, T319l, T324l, T333b, T339b, T354d, T357l, T366b, T367n, T373b, T389l, T396b, T396l, T435d, T437n, T443b, T459l, T464b, T495l, T502b, T503n, T527l

Phonological awareness

add final sounds T91k, T97a, T126a, T126i, T185a add final syllable T479a, T502a, T502i add initial sounds T67a, T70e

assessment RS2-RS4, A1.16-A1.17, A1.22-A1.23, A1.30-A1.31, A2.5-A2.7, A2.13-A2.14, A2.21-A2.22, A2.29-A2.30, A3.5-A3.7, A3.15-A3.016, A3.23-A3.24, A3.30-A3.31

blend and delete sounds T37a, T51a

blend sounds RS22, T58a, T58i

combine syllables T98a, T98i, T207a, T220a, T249k, T255a

delete final sound from blends T235a, T247a delete final sounds T164a, T164i, T165m, T168e delete final syllables RS28, T289k, T295a, T411a, T426a, T492a, T495k, T501a, T503m, T506e delete initial sound from blends T73a, T88a, T201a,

T204e delete initial syllables T405a, T408e, T464a, T464i, T473a, T476e

 $delete\ initial\ sounds\ RS26$

delete second sound from blends T229m, T232e distinguish between short and long vowel sounds RS30, **RS32**

identify and distinguish rhyme RS14, RS16 isolate and substitute final sounds T389k, T396a isolate and substitute medial sounds T333a, T336e,

T357k, T365b, T367m, T370e isolate and substitute vowel sounds T339a, T354a,

T366a, T366i, T373a, T386-387a, T394-395a, T396i match and isolate final sounds T31m, T34e, T53k,

T57b, T159k, T163b

match and isolate initial sounds T3, T3a, T6e, T9a, T22a, T25k, T29b, T30a, T30i

match and isolate medial sounds T135a, T138e, T141a, T156a, T187k, T191b, T436a

match and isolate vowel sounds T429k, T435a, T436i, T437m, T440e

segment sounds RS24, T99m, T102e, T105a, T119a, T121k, T125b, T228a, T228i

segment syllables RS18, RS20, T256a, T256i, T509a, T525a

substitute final sounds T223k, T227b, T319k, T323b substitute final syllables T303a, T317a, T324a, T324i substitute initial sounds T192a, T192i, T265a, T268e-

T268f, T271a, T286a, T296a, T296i substitute medial sounds T297m, T300e substitute syllables T525b, T527k, T536a, T536i

substitute vowel sounds T443a, T457a, T459k, T463b

Phonological awareness routines BP28-BP31

Skills Index, continued

Photographs, compare T102i Phrases T537 prepositional T503k-T503l, T527i-T527j, T537, T537 that show direction/time T537 Phrasing see Fluency: phrasing Picture Dictionary R6-R9 (each unit) Plan see Writing process Plan and monitor T6a, T6c, T8, T14-15, T18-19, T28-29, T30g, T34a, T34b, T34c, T36, T40-41, T44-45, T46–47, **T55**, T56–57, T58g, LR1.4, LR1.5, LR2.4, LR2.5, LR2.7, LR2.8, LR2.9, LR2.10, LR2.11 Play T341 Play a game see Grammar; Phonics games; Phonics review; determine T370b Spelling Plot T69, T69a, T91, T220g, T268c analyze T78-79, T86-87, T354f compare T227h identify T70a, T70b Plural nouns see Nouns Poetry alliteration T502m, T503a analyze elements of T498-499, T501f, T502g, T502m, **T503a**, T532–533, **T535g**, RT8.4, RT8.10 capitalization in T502g compare T127a describe elements of T124-125, T125f, T126g, T126m discuss how to read T501e repetition T502m, T503a, T532-533, T534-535, T535g rhyme T124-125, T125f, T126g, T126m, T317g, T360-361, T501f, T502m, T503a, T534-535, rhythm T126g, T126m, T317g, T498-499, T501f, T502m, T503a, T534-535, T535g, T536m sensory language T501f simile T364-365 writing T126h Point of view T108-109, T110-111, T426g analyze T416-417, T424-425 of characters T156g contrast T366g distinguish RT4.10 Possessive words T22b, T53i-T53j, T59, T367k-T367l, T389i, T397, RT6.9 Power writing see Program Features and Resources Index: Writing Predicate (telling part of sentence) T199n, T223i, T223j, T229, T229k-T229l Predictions, make T6a, T6c, T8, T10, T14-15, T18-19, T20-21, T26a, T28-29, T30e, T30g, T34a, T38, **T54a**, T57d, **T58e**, T58g, T70a, **T74**, T76–77, T84–85, **T92a**, **T98e**, T98g, T102a, T102b, **T106**, T108–109, T110-111, T114-115, T116-117, **T122a**, **T126e**, T126g, T138a, T138b, T142, T148-149, T152-153, T160a,

T162-163, T164e, T164g, T172, T188a, T192e, T192g, T204a, T204b, T208, T210-211, T224, T228e, T228g, T232b, T236, T242-243, T250, T256e, T256g, T268a, T272, T274-275, T290, T296e, T296g, T304, T308-309, T312–313, **T320**, **T324e**, T324g, T336b, **T340**, T342-343, T344-345, **T358**, T360-361, T362-363, T366e, T366g, T374, T378-379, T390, T396e, T396g, T408a, T408c, T412, T414-415, T422-423, T430, T436e, T436g, **T444**, T446–447, **T460**, **T464e**, T476a, T480, T484-485, T488-489, T490-491, T496, T502e, T502g, **T510**, **T528**, **T536e**

see also Confirm predictions

Prefixes T358, T365f, T366m, T403j, T403k-T403l, T405c, T405f, T427b, T471k-T471l, T473c, T476f, T493b, T528

Prepositional phrases T503k-T503l, T537, RT8.9, RT8.12 that add details/show time T527i

that show direction T5031 that show location/relationship T503k, T537

Prepositions T471m-T471n, T495i-T495j, T503, T503, RT8.3, RT8.6

that show direction/time T495i that show location/relationship T471m-T471n

Present see Writing process

Present-tense action verbs T403m-T403n, T437k

Preview T10, T26a, T30e, T38, T54a, T58e, T74, T92a, T98e, T106, T122a, T126e, T142, T160, T164e, T172, T188a, T192e, T208, T224, T228e, T236, T250, T256e, T272, T290, T296e, T304, T324e, T340, T358, T366e, T374, T390, T396e, T412, T430, T444, T460, T464e, T480, T496, T502e, T510, T528, T536e

Prewrite see Writing process

Problem and Solution T137a, T158, RT3.1

analyze T192g, T436g

identify T138a, T138b, T138c, T148-149, T152-153, T232a, T370g, T448-449

Propouns T367

object pronouns T331n, T357i, T367, T389j, RT6.3,

possessive T367k-T367l, T389i, T397, RT6.9 reflexive T389i, T389j, RT6.12 singular/plural T331m

subject pronouns T331m, T357i-T357j, T367, T367k, T389j, RT6.3, RT6.6

Proofreading see Writing process

Proper nouns T31k-T31l, T53i, T59

Publish see Writing process

Punctuation see Conventions, in writing: punctuation

Question mark T289j

Question words T319i, T325

Questions T263n, T289j, T297i, T325, T325, RT5.12 compound T319i

statements turned into T319j

see also Ask questions; Listening; Speaking

RAFT (Role, Audience, Form, Topic) T60, T128, T194, T326, T398, T466, T538

Read and comprehend T6e-T6h, T22a-T22d, T29a-T29e, T30i-T30l, T34e-T34h, T51a-T51d, T57a-T57d, T58i-T58l, T70e-T88d, T76-77, T78-79, T86-87, T88a-T88d, T94-95, T97a-T98l, T106-T118-119, T119a-T119d, T121, T121o-T125a, T125b-T125e, T126i-T126l, T142-T156d, T159o-T163e, T172-T185d, T204e-T204h, T208-T220, T220a-T220d, T224-227a, T227b-T227e, T228i-228l, T232e-T232h, T236-T246-247, T247a-T247d, T250-T254-255, T255a-T255d, T256i-T256l, T268e-T268h, T272-T286, T286c-T286f, T290-T294-295, T296i-T296l, T300e-T300h, T304-T316-317, T317a-T317d, T320-T323e, T324i-T324l, T336e-T336h, T340-354, T358-T365a, T365b-T365e, T366i-T366l, T370e-T370h, T374-T386-3687, T387a-T387d, T390-T395, T395a-T395d, T396i-T396l, T408e-T408h, T412-T426, T426a-T426d, T430-T434-435, T435a-T435d, T436i-T436l, T440e-T440h, T444-T456-457, T457a T457d, T460-T463a, T463b-T463e, T464i-T464l, T473e-T476h, T480-T492, T492a-T492c, T496-T500-501, T501a-T501c, T502i-T502l, T506e-T506h, T510-T524-525, T525a-T525d, T528-T535a, T535b-T535e, T536i-T536l

Read On Your Own books see Program Features and Resources Index

Read poetry aloud T502n

Reading

active T6a, T12-13, T14-15, T16-T17, T28-29, T30g, T34b, T40-41, T42-43, T45-47, T48-49, T56-57, T58g, T70c, T76-77, T84-85, T94-95, T98g, T102a, T108-109, T110-111, T112-113, T116-117, T124-125, T126g, T148-149, T150-151, T152-153,

T154-155, T162-163, T164g, T168a, T174-175, T180-181, T182-183, T190-191, T192g, T204a, T204c, T210-211, T212-213, T214-215, T216-217, T218-219, T226-227, T228g, T232a, T242-243, T252-253, T256g, T268c, T274-275, T276-277, T282-283, T292-293, T296g, T300a, T306-307, T308-309, T310-311, T312-313, T314-315, T322-323, T324g, T336a, T342-343, T344-345, T346-347, T352-353, T360-361, T362-363, T364-365, T366g, T370a, T376-377, T382-383, T384-385, T392-T393, T396g, T408a, T408b, T414-415, T416-417, T422-423, T424-425, T432-433, T436g, T440a, T440b, T440c, T448-449, T450-451, T452-453, T462-463, T464g, T476a, T482-483, T484-485, T486-487, T498-499, T502g, T506a, T516-517, T518-519, T522-523, T530-531, T532-533, T534-535, T536g aloud T72 see also Big Book read aloud; Fluency;

Interactive read-aloud analyze text see Listen and analyze; Reread and analyze

choral reading T72, T104, T140, T192g, T204g, T220c, T227d, T228k

comprehension see Strategies for reading comprehension decoding and self-correcting T6g, T22c, T29d, T30k, T34g, T51c, T57d, T58j, T67b, T70g, T73b, T88c, T97c, T98k, T99n, T102g, T119c, T125d, T126k, T135b, T138g, T141b, T156c, T159l, T163d, T164b, T164k, T164k-T164l, T165n, T168g, T171b, T185c, T187l, T191d, T192k, T204g, T220c, T227d, T228k, T232g, T247c, T255c, T256k, T265d, T268g, T286c, T295c, T296k, T300g, T317c, T323d, T324k, T336g, T354c, T366k, T370g, T387c, T394-395c, T396k,T408g, T426c, T435c, T436k, T440g, T457c, T463d, T464k, T476g, T492c, T501c, T502k, T506g, T525c, T535d, T536k

decoding words T3b, T9b, T25l, T30b, T31n, T37b, T531, T58b, T911, T105b, T1211, T126b, T192b, T201b, T207b, T223l, T228b, T229n, T235b, T249l, **T256b**, T265b, **T271b**, **T289l**, **T295c**, T296b, T297n, T303b, T319l, T324b, T333b, T339b, T357l, T366b, T367n, T373b, T389l, T396b, T405b, T411b, T429l, T436b, T437n, T443b, T459l, T464b, T473b, T479b, T495l, T502b, T503n, T509b, T527l, T536b

fluency see Fluency

independent T1i, T25f, T53f, LR1.12, LR2.12, LR3.12, T229h, LR4.12, T319f, LR5.12, T389f, LR6.12, T403j, T437h, T459f, LR7.12, T471j, T495f, T503h, T527f, LR8.12

reread see Reread and analyze

shared T11-T20-21, T26a-T28-29, T39-T48-49, T54a-T56-57, T75-T86-87, T92-T94-95, T107-T116-117, T143-T156, T160a-T162-163, T173-T182-183, T188a-T190-191, T209-T218-219, T225-T226-227, T237-T246-247, T251-T254-255, T256e-T256h, T273-T284-285, T291-T292-293, T304-T314-315, T321-T322-323, T341-T354, T358-T364-365, T375-T386-387, T391-T394-395, T413-T424-425, T445-T456-457, T461-T462-463, T481-T492, T511-T524-525, T529-T534-535 silent T104

whisper reading see Reading: decoding and self-correction

Reading comprehension

assessment A1.11-A1.12, A1.18-A1.19, A1.24-A1.25, A1.32-A1.35, A2.8-A2.9, A2.15-A2.16, A2.23-A2.24, A2.31-A2.36, A3.8-A3.9, A3.17-A3.18, A3.25-A3.26, A3.32-A3.34, A4.4-A4.5, A4.10-A4.13, A4.17-A4.18, A4.23-A4.28 reteaching RT1.1, RT1.4, RT1.7, RT1.10, RT2.1, RT2.4, RT2.7, RT2.10, RT4.1, RT4.4, RT4.7, RT4.10, A5.1, RT5.4, RT5.7, RT5.10, RT6.1, RT6.4, RT6.7, RT6.10, RT7.1, RT7.4, RT7.7, RT7.10, RT8.1, RT8.4, RT8.7, RT8.10 see also Strategies for reading comprehension; and specific strategy

Reading learning stations T1i, T25f, T31h, T53f, T65j, T91f, T99h, T121f, T121h, T159f, T165h, T187f, T199j, T223f, T229h, T263j, T289f, T297h, T319f, T331j,

T357f, T367h, T389f, T403j, T429f, T437h, T459f, T471j, T495f, T503h, T527f

 $\textbf{Reading routines} \;\; LR2-LR3 \; (in \; each \; unit), \; BP40-BP45$

Reading strategies see Strategies for reading comprehension

Realistic fiction, elements of T86-87, T284-T285

Recommended reading see Reading: independent

Recount an experience T227f, T395e, T476i

Relate reading to big question T31a, T59a, T99a, T127a, T165a, T193a, T229a, T257a, T297a, T325a, T367a, T397a, T437a, T465a, T503a, T537a

Relate to personal experience T6b, T16–T17, T88g, T138a, T174–175, T226–227, T232c, T286g, T300b, T336c, T506b, T518–519, T530–531

Repetition in poetry T502m, **T503a**, T532–533, T534–535, **T535g**

Request, make T474

Reread and analyze T22f, T29g, T51e-T51f, T57f-T58, T76-77, T78-79, T84-85, T86-87, T88e-T89, T94-95, T97e-T98, T108-109, T110-111, T112-113, T114-115, T116-117, T119e, T119e-T119f, T124-126, T125g, T125h-T126, T148-149, T152-153, T154-155, T156e-T157, T162-164, T176-177, T178-179, T180-181, T185c, T185e-T185f, T191f-T192, T210-211, T214-215, T216-217, T218-219, T220f, T226-228, T242-243, T244-245, T247e-T247f, T252-253, T255e-T256, T268g, T274-275, T276-277, T282-283, T284-T285, T286f, T286g-T287, T295e-T296, T306-307, T308-309, T310-311, T312-313, T314-315, T317c, T317e-T317h, T317f, T322-324, T323g, T323h-T324, T342-343, T344-345, T346-347, T352-353, T354e-T355, T360-361, T362-363, T364-366, T370g, T376-377, T378-379, T380-381, T384-385, T387e-T387f, T392-T393, T395e-T396, T408g, T414-415, T416-T417, T422-423, T424-425, T426e-T427, T432-433, T435e-T436, T446-447, T448-449, T450-451, T452-453, T454-455, T457e-T457f, T462-464, T482-483, T484-485, T486-487, T488-489, T490-491, T492e-T493, T498-499, T501f, T501g-T502, T506g, T516-517, T518-519, T520-521, T522-523, T525e-T525f, T530-531, T532-533, T534-536

Reread and comprehend T6g, T22c, T29c, T30k, T57d, T58i, T70g, T88c, T97c, T98k, T102g, T119c, T125d, T126k, T138g, T156c, T164k, T168g, T191d, T220c, T227d, T228k, T232g, T247c, T255c, T256k, T295c, T296k, T300g, T323d, T324k, T336g, T354c, T366k, T387c, T395c, T396k, T426c, T435c, T436k, T440g, T457c, T463b, T464i, T476g, T492c, T501c, T502k, T506g, T525c, T535d, T536k

Reread and describe T288, T318

Reread and integrate T24, T52, T59a, T90, T120, T127a, T158, T186, T222–T223, T248, T388, T429, T457e, T458, T494, T526

Reread and retell T356

Respond and extend T29h, T57h, T97g, T163h, T191h, T227h, T255g, T295g, T323h, T365h, T395g, T435g, T463h, T501g, T535h

Reteaching see Program Features and Resources Index

Retell a story T438

Retell main ideas T371, T441

Review and apply T90–T91, T98o–T99, T119g–T121, T157a–T159, T164o–T164p, T185g–T187, T192o–T193, T221a–T223, T247g–T249, T256o–T257, T287a–T287d, T296o–T297, T318–T319, T324o–T325, T355a–T357, T366o–T367, T387g–T389, T427a–T429, T436o–T437, T457g–T459, T464o–T465, T493a–T495, T502o–T503, T525g–T527, T536o–T537

Review and compare T99a–T99b, T126o–T127b, T165a, T193a–T193b, T257a–T257b, T297a–T297b, T325a–T325b, T367a–T367b, T437a–T437b, T465a–T465b, T537a–T537b

Revise see Writing process

Rhyme in poetry T124–125, T125f, T126g, T126m, T317g, T360–361, T498–499, T501f, T502m, T503a, T534–535, T536g

Rhyming sentences, create T125f Rhythm in poetry T126g, T126m, T126n, T317g, T501f, T502m, T503a, T534–535, T535g, T536m

S

Science background T70, T75, T92a, T98f, T102, T107, T122a, T126f, T134, T138, T143, T160a, T164f, T168, T188a, T192f, T256f, T264, T268, T273, T296f, T300, T305, T324f, T404, T408, T413, T436f, T440, T445, T464f

Scope and sequence see Program Features and Resources
Index

Scripts for letter formation RS15, RS17, BP62–BP65 Selection summaries LR4, LR5, LR6, LR7, LR8, LR9, LR10, LR11 (in each unit)

Sensory language T501f

Sentences RT5.3, RT5.6

add prepositional phrases **T527j** complete **T199m–T199n**, T229 kinds of **T263m–T263n**, **T289i–T289j**, T297

parts of **T199m-T199n**, **T223i-T223j**, T229, **T229k- T229l**

punctuation of T223i

rewriting tense T429j, T459j

see also Commands; Complete sentences; Compound sentences; Questions; Statements; Subject-verb agreement

Sequence T70a, RT3.4, **T231a**, **T248**, **T249**, T282–283, **T286g**

analyze T232b, T232c, T244–245, T247f, LR4.4, LR4.5, LR4.6, LR4.7, LR4.8, LR4.9, LR4.10, LR4.11, T378–379

compare T165a

determine T162–163, T164g, **T164m**, T180–181, T218–219, T323d identify T6g, T22c, T365d, T387c, T408b steps in a process T255c, T396k, T464i

Setting T88g, T492g

analyze T336a, T354f compare **T227h** describe T16–T17, T484–485

Simile T364-365

Sing with me see Program Features and Resources Index: Audio

Small group games/activities BP54

Social studies background T2, T6, T11, T26a, T30f, T34, T54a-T55, T58f, T66, T173, T200, T204, T209, T228f, T232, T237, T332, T366f, T370, T375, T396f, T472, T476, T481, T502e, T506, T511, T536f

Social studies vocabulary see Vocabulary: social studies Song elements T365f

Songs see Program Features and Resources Index: Audio

Sort words T1j, T25g, T31i, T53g, T121g, T125f, T133k, T159g, T165i, T187g, T189g, T199k, T223g, T229i, T249g, T263k, T297i, T319g, T331k, T357g, T367i, T389g, T403k, T429g, T437i, T459g, T471k, T495g, T496, T502m, T503i, T527g

Speaking

act out skits/plays/concepts/mimes T199, T259, T331, T399, T471, T543

ask and answer questions T32, T34i-T35, T134, T136, T138i, T286e, T366n, T367g, T436n, T525e ask and answer riddles T164n

ask for and give information T4, T136

collaborate with peers T5, T5a, T6i, T8, T29h, T30l, T33, T33a, T34i, T36, T57h, T69a, T98n, T137a, T138h, T206, T232i, T234, T267a, T270, T299a, T439a, T478, T505a, T508

create audio recordings T495e, T527e, **T536n**

create rhyming sentences T125f

define and explain T166

describe T29f, T57f, T68, T70i-T71, T97e, T99g, T101a, T133i, T156e, T205, T232i-T233, T247e, T263i, T337, T344-345, T408i, T476h

engage in discussions T88e, T97g, T132, T163h, T191f, T191h, T227h, **T255e**, T255g, **T256n**, **T266**, **T269**, T295g, T317e, T323h, T324n, T331, T331i, T354e, T389e, T395g, T396n, T403i, T426e, T435e, T464n, T501e, T501g, T507, T535f explain T100, T159e, T168i, T295e, T296n, T323f express feelings and ideas T202, T258 express intentions T504 express likes and dislikes T406 express needs and wants T368 express opinions T20-21, T220g, T230, T259 give an interview T199 give and carry out commands T334 give information T4 give instructions T163f give news report T543 make a request T474 make presentations T199i, T261, T329, T401, T469, T471, T503g, T541 preview and predict T10, T26a, T30e, T38, T54a, T58e, T74, T92a, T98e, T106, T122a, T126e, T142, T160, T164e, T172, T188a, T192e, T208, T224, T228e, T236, T250, T256e, T272, T290, T296e, T304, T320, T324e, T340, T358, T366e, T374, T390, T396e, T412, T430, T436e, T444, $T460,\,T464e,\,T480,\,T496,\,T502e,\,T510,\,T528,$ read poetry aloud $\,T502n$ recount an experience T223e, T227f, T395e, T476i relate reading to the big question T31a, T59a, T165a, T193a, T229a, T257a, T297a, T325a, T367a, T397a, T402, T437a, T465a, T503a, T537a retell T356, T371, T372, T438, T441 summarize T338 tell a story T335a, T357e, T403, **T492e**

Speaking and listening stations T1h, T25e, T31g, T53e, T65i, T91e, T99g, T121e, T133i, T159e, T165g, T187e, T199i, T223e, T229g, T249e, T263i, T289e, T297g, T319e, T331i, T357e, T367g, T389e, T403i, T429e, T437g, T459e, T471i, T495e, T503g, T527e

use vocabulary see Academic vocabulary; Vocabulary

Spelling

abbreviations **T249g–T249h**, **T256c**, T256j commonly misspelled words **T133k–T133l**, **T159g– T159h**, T187f–T187g, **T199k–T199l**, **T223g– T223h**

common/proper nouns T99i-T99j compound words T249g-T249h, T249m, T255b contractions T119b

double final consonant words T580

final blends RS27

long vowel words

a T133k-T133l, T135c, T138f

e **T165i–T165j**, T165o

i T159g–T159h, T163c, T263k–T263l, T265c, T268f

 T159g-T159h, T159m, T164c, T164j, T229i-T229i

u T187f-T187g, T187k-T187m, T191c, T192c
 multisyllabic words T30c, T30i-T30j, T30o, T98c,
 T98i-T98j, T199k-T199l, T207c, T527g-T527h,
 T536c, T536j

possessives T22b

short vowel words **T53g–T53h**, **T58c**, **T58i–T58j**, T58o

a RS15, T1j-T1k, T3c, T6f, T23b

e RS21, T31i-T33j, T31o, T34f, T51h

i **RS17**, **T1j–T1k**, **T9c**, T23b

o **T25g–T25h**, **T25m**, T30o

u **RS23**, **T31i–T33j**, **T37c**, **T51b**, T51h

words with blends

r, l RS25, T65k-T65l, T67c, T70f

s RS25, T65k–T65l, T73c, T88a–T88b words with C+ /e T495g–T495h, T495m, T501b

words with C+ le **T495g–T495h**, **T495m**, **T501b** words with -ck, -ng **RS27**, **T53g–T53h**, **T53m**, **T57c**, T58o

words with consonant digraphs RS29, T125c ch, tch T99i-T99j, T99o, T102f, T105c sh, ph T121g-T121h, T121m th, wh T119a

Skills Index, continued

words with consonants see also Characters, story; Plot; Setting b, w, j, z RS21 Strategies for reading comprehension f, n, l, p, c **RS17** assessment LR17 (in each unit) g, d, v, r **RS19** m, s, h, t RS15 y, qu, x, k RS23 words with CV T159g-T159h words with CVCC with long o T229i-T229j words with CVCe syllables RS31, RS33, T141c, T159g-T159h words with different syllable types T527m, T535c RT7.11, RT8.2, RT8.5, RT8.8, RT8.11 words with final blends T91g-T91h, T91m-T91n, words with final syllables T534-535, T536g, RT8.8, RT8.11 -ent, -ant T503i-T503j, **T509c**, **T525b** -tion, -ture T495g-T495h, T502c, T502i words with inflected endings -ed, -ing T23b, T121g-T121h, T126c, T126i, T171c, T319g-T319h, T324c, T324j Summarize: Visualize: Visuals -er, -est T297i-T297j, T303c, T317a -s, -es T23b, T126j, T171c, T319g-T319h, T324c, T324i T466, T538 words with kn, gn, wr, mb T271c, T286a-T286b words with o, -old T235c T229, T229k-T229l words with open/closed syllables T29c, T168f agreement with verb T257 words with prefixes dis-, pre-, im-, in- T471k-T471l, T473c, T476f un-, re-, mis- T403k-T403l, T405c, T405f T389j, RT6.3, RT6.6 words with r-controlled vowels T387a-T387b Subject-verb agreement T249j, T257 air, are, ear T389g-T389h, T389m, T395b ar T331k-T3311, T333c, T333f, T339c, T354a-T4711, T479c, T493b eer, ear T389g-T389h, T396c, T396j Summarize T88g, T102c, T119c, T152-153, T156g, er, ir, ur T367i-T367j, T367o, T370f, T373c or, ore T357g-T357h, T357m, T365c, T366c, T366i words with schwa T459g-T459h, T464c, T464j, T492c, T501c, T506a, T506g T503i-T503i, T503o, T506f Synonyms T250, T255e, T256m words with silent consonants kn, wr, gn, mb T263k-T2631 Synthesize T408a, T408b, T408c, T410, T422-423, words with soft c, g T289g-T289h, T296c, T296j words with suffixes -er, -or, -less, -ness T471k-T4711, T479c -y, -ly, -ful T403k-T403l, T411c, T426a-T426b words with VCCCV syllables T91g-T91h RT7.8, RT7.11, T520-521 words with VCVe syllables T133k-T133l words with vowel digraphs ai, ay **T199k-T199l**, T201c au, aw T436c, T436i-T436j ea, ie **T228c**, T228i ee T223m ee, ea, ie T223g-T223h T471, T494, T526 ew, ui, ou, ue T319g-T319h, T319m, T323c oa, ow T229i-T229j, T229o, T232f Tell a story T492e oo, ea, au, aw T429g-T429h, T429m, T435a-T435b Text features boldface type T190-191 oo, ue T297i-T297j, T297o, T300f words with vowel diphthongs oi, oy T437i-T437j, T443c, T457a-T457b charts T156c ou, ow T459g-T459h, T459m, T463c diagrams T314-315 words with vowel variant, al, all T437i-T437j, T437o, globes T30g icons T56-57 words with -y T289g-T289h, T289m, T295b illustrations T292-293 see also High frequency words maps T48-49, T176-177 Spelling routines BP35 Statements T223j, T263m, T289j, T297k pronunciation guides T454-455 turning into questions T319j visuals T296k Steps in a process T396k analyze T292-293, T295e-T295f, T296g, T296m, RT5.4 determine T168b compare T229a identify T125d, T232g identify T424-425 sequence T255c, T464i Thesaurus T191f Story elements T335a, T354f, T357 Titles of people T311 analyze T335a, T336a, T336b, T336c, T344-345, T346-347, T352-353, T356, LR6.4, LR6.7, LR6.8, LR6.9, LR6.10, LR6.11, RT6.1 compare T463h, T465a compare **T365h**, T365h describe RT4.4

choose T476a, T476b, T476c, T478, T482-483, T490-491, T497, LR8.4, LR8.5, LR8.6, LR8.7, LR8.8, LR8.9, LR8.10, LR8.11, RT8.2, RT8.5

reteaching RT1.2, RT1.5, RT1.8, RT1.11, RT2., RT2.2, RT2.5, RT2.8, RT2.11, RT4.2, RT4.5, RT4.8, RT4.11, RT5.2, RT5.5, RT5.8, RT5.11, RT6.2, RT6.5, RT6.8, RT6.11, RT7.2, RT7.5, RT7.8,

use T498-499, T506a, T506b, T506c, **T508**, T508, T516-517, T518-519, T520-521, T525f, T530-531,

see also Analyze; Ask questions; Causeleffect; Compare; Compare/Contrast; Conclusions, draw; Confirm predictions; Connections, make; Details; Inferences, make; Main idea; Predictions, make; Preview;

Student edition index facsimiles R16-R18 (each unit) Study a model T60, T128, T194, T258, T326, T398,

Subject (naming part of sentence) T199m, T223i, T223j,

Subject pronouns T331m, T357i-T357j, T367, T367k,

Suffixes T187o-T188, T224, T227f, T228m, T403j, T403k-T403l, T411c, T426a-T426b, T427b, T471k-

T163d, T168b, T168c, T168g, T204g, T268g, T300c, T336a, T336b, **T338**, **T359**, T362–363, T364–365, T366g, T432-433, T440g, T450-451, T454-455,

T424-425, T426f, T426g, T431, T432-433, T436g, T440b, T440c, **T442**, T446-447, T450-451, T457f, T458, T461, T462-463, T464g, LR7.4, LR7.5, LR7.6, LR7.7, LR7.8, LR7.9, LR7.10, LR7.11, RT7.2, RT7.5,

Talk about it T24, T52, T65, T120, T158, T186, T222, T248, T259, T288, T318, T356, T388, T428, T458,

Technology see Program Features and Resources Index

captions T252-253, T296g, T392-T393 headings T34a, T392-T393, T446-447 photographs T322-323, T462-463, T530-531

Theme T267a, RT4.1, T288, T289, RT5.1

analyze T226-227, T227g, T228g, T228m, T268c, T282-283, LR5.5, LR5.6, LR5.7, LR5.8

Topic T28-29, T30g, T30m, T31a, T439a, T459, T464,

identify T439a, T440b, T440c, T448-449, T454-455, T457f, T458, T464g, LR7.4, LR7.5, LR7.6, LR7.7, LR7.8, LR7.9, LR7.10, LR7.11

Truner, Jennifer D. BP1-BP3, BP16-BP18, BP22-BP24 Try it together T26, T54, T92, T122, T160, T188, T224, T250, T320, T358, T390, T430, T460, T496, T528

U

Unfamiliar words see Dictionary; Picture dictionary Unit planner see Program Features and Resources Index: Lesson planners

Unit projects T3, T64-T65, T67, T132-T133, T135, T198-T199, T201, T262-T263, T265, T330-T331, T333, T402-T403, T405, T470-T471, T473, T543



Verbs T65m-T65n

agreement with subject T249j, T257 ending in -ed, -ing T121g-T121h, T126a-T126c, T126i, T126i, T126i, T126l, T165h, T171c, T185a-T185c, T324a-T324c, T324i-T324j, T324l plural T324c, T324j rewriting tense T429j, T459j with -s, -es **T249i** see also Action verbs; Contractions with verbs; Forms of be and have; Future-tense verbs; Helping verbs; Past-tense

verbs; Present-tense action verbs Visualize T268b, T270, T274-275, T284-T285, T292-293, T296g, T300a, T300b, **T302**, T306-307,

T322-323, T324g, LR5.4, LR5.5, LR5.6, LR5.7, LR5.8, LR5.9, LR5.10, LR5.11, RT5.2, RT5.5, RT5.8, RT5.11, T518-519, T520-521

Visuals T291

compare T59a discuss T58m

use T6b, T29c, T56-57, T57f, T58g, T58k, T58m, T70g, T78-79, T94-95, T97c, T114-115, T148-149, T178-179, T216-217, T226-227, T276-277, T300g, T310-311, T317c, T324k, T360-361, T370b, T376-377, T395c, T424-425, T476b, T488-489, T498-499, T506a, T520-521, T522-523

academic see Academic vocabulary apply word knowledge T23a, T31, T51g, T59, T89a, T99, T119g, T127, T157a, T165, T193, T221a, T229, T247g, T257, T287a, T297, T317i, T325, T355a, T367, T387g, T397, T427a, T437, T457g, T465, T493a, T503, T525g, T537 cumulative word list R4-R5 (each unit) expand word knowledge T10, T38, T74, T106, T142,

T172, T208, T236, T272, T304, T340, T374, T412, T444, T480, T510 high frequency words see High frequency words key words RS15, RS17, RS19, RS21, RS23, RS25,

RS27, RS29, RS31, RS33, T1h, T4, T6i, T7, T10, T22e, T23a, T25e, T30e, T30h, T31, T31g, T32, T33, T34i, T38, **T50-51**, T51e, T53e, T58e, T58h, T65i, T68, T70d, T70i, T73d, T88b, T88e, T89a, T91e, T91n, **T97b**, T98h, T98j, T99, T99g, **T100**– T101, T102f, T102i, T106, T118-119, T119b, T119e, T121e, T121g, T121n, T125c, T125f, T126d, T126e, T126h, **T126j**, T127, T133i, **T136–T137**, T138f, T138i-T139, T141c, T142, T156, T156b, T156e, T157a, T159e, T159n, T163c, T164d, $T164h,\,T165g,\,T165p,\,\textbf{T166--T167},\,T168f,\,\textbf{T168i--}$ T169, T171d, T172, T184-185, T185e, T185g, T187e, T191c, T192h, T199i, T202-T203, T204f, T204i, T207d, T220b, T220e, T221a, T227c, T228d, T228j, T229, T229g, **T230-T231**, T232f, T232i, T236, T247b, T247e, T247g, T255b, T256e, T256h, T257, T263i, T265d, T266-T267, T268i, T271d, T286, T286b, T286e, T289e, T294e, **T295b**, T296e, T296j, T297g, T297p, T298-T299,

T300i, T303d, T304, T316–317, T317b, T317e,	Word work routines BP35	chant/song T259
T317i, T319e, T319n, T323c, T324d, T324e, T324j,	Wrap-Up T64-T65, T132-T133, T198-T199, T262-	checklist LR4.8
T331i, T333d, T333f , T334–T335 , T336i , T340,	T263, T330-T331, T402-T403, T470-T471, T542-543	class book T1i
T354, T354b, T354e, T355a, T357e, T357n , T366d,	see also end of each day	comic strip/cartoon LR1.5, LR2.5, T331
T366j, T367, T367g, T367p, T368–T369 , T370i ,		commands T331i
T373d, T378e, T389e, T389n, T395b, T396d,	Write about it T24, T52, T65, T90, T120, T158, T186,	comparison T25e, T58, T102d, T118-119, T126,
T396j, T397, T403i, T406–T407 , T408f, T408i –	T222, T248, T259, T288, T318, T356, T388, T428,	T300d, T317e-T317h, T324, T326-T329 , T326-
T409 , T412, T426b, T426e, T427a, T429e, T430 ,	T458, T471, T494, T526	T329, T366, T366h, T396, T463a, T464, T536
T435b, T436c, T436e, T437, T437g, T438-T439 ,	Writer's craft T23, T88g-T89, T156g-T157, T221, T287,	conclusion T410-T411, T525f
T440f, T440i, T457b, T457e, T457g, T459e, T463c,	T355, T427, T493	definition LR4.9
T464e, T464j , T465, T471i, T474–T475 , T476i –	Writing	description T6d, LR1.4, T88, LR2.4, LR2.8, LR2.9,
T477, T479d, T492e, T493a, T495e, T502d, T503g,	adding to stories LR6.4	LR2.11, T223e, T270-T271, LR4.5, LR4.8, LR4.10,
T504–T505 , T506i , T524–525, T525e, T525g,	to answer questions T36-T37	T289e, T302-T303, LR5.6, LR5.7, LR5.10, LR6.6,
T527e	assessment A2.12, A2.20, A2.27-A2.28, A2.40-A2.42,	T436h, T437g, LR7.6, T471i, T478-T479, T508-
science T4-T5, T32-T33, T68-T69, T98e, T100-	A3.9, A3.13, A3.19, A3.28	T509, LR8.6
T101 , T126e, T136–T137 , T164e, T166–T167 ,	about the author T191a, T323a	dialogue LR4.9, LR4.11, T355
T192e, T256e, T266–T267 , T296e, T298–T299 ,	about author's purpose T119f, T296, T506d	explanation LR1.5, T96-97, T104-T105, LR2.5,
T324e, T334–T335 , T368–T369 , T406–T407 ,	about author's reasons T324n, T464h	T159e, T165g, LR4.10, T296n, LR5.10, LR6.4,
T436e, T438–T439 , T464e, T474–T475 , T502e,	about cause and effect T168d	T527e, LR8.5
T504-T505	about change T297b, T325b	fact sheet T65i
share word knowledge T22e, T51e, T88e, T119e, T156e,	about a character T204d, T354	folk tale T194–T197
T185e, T220e, T247e, T286e, T317e, T354e, T378e,	about character's feelings T476d	food chain LR7.10
T426e, T457e, T492e, T525e	about character's motives T408d	game rules LR6.10
social studies T4-T5, T30e, T32-T33, T58e, T202-	about communities T57a, T59b	generalization T442-T443
T203, T228e, T230-T231, T334-T335, T366e,	about a connection T206-T207, T228h, T234-T235,	instructions T193b, T396n
T368-T369, T396e, T474-T475, T504-T505,	T294e	interview questions and answers LR2.6, LR2.8, LR2.11,
T536e	about cooperation T357e	T140-T141, T258-T261
strategies	about day and night T294–295	job description LR4.11
alphabetize words T53o-T54, T57f, T58n	about dependence T465b	journal entry LR1.4, LR1.5, LR1.6, LR1.7, LR1.8,
analyze word meanings T29f	to describe T88	LR1.9, LR1.10, LR1.11, LR2.4, LR2.5, LR2.6,
antonyms T290	about details T34d	LR2.7, LR2.8, LR2.9, LR2.10, LR2.11, T187e,
compound words T295e , T296m	about an experience T228	LR3.4, LR3.5, LR3.6, LR3.7, LR3.8, LR3.9, LR3.10,
multiple-meaning words T250-T26, T30m,	about fables T222	LR3.11, LR4.4, LR4.5, LR4.6, LR4.7, LR4.8, LR4.9,
T159o-T160, T163f, T164m, T320, T323f,	about features T98n, T125a	LR4.10, LR4.11, LR5.4, LR5.5, LR5.6, LR5.7,
T324m	about genres T436	LR5.8, LR5.9, LR5.10, LR5.11, LR6.4, LR6.5,
prefixes T358, T365f, T366m, T528, T535f,	grammar and T1m, T25i, T31l, T56j, T65n, T91j,	LR6.6, LR6.7, LR6.8, LR6.9, LR6.10, LR6.11,
T536m	T99l, T121j, T133n, T159j, T165l, T187j, T199n,	LR7.4, LR7.5, LR7.6, LR7.7, LR7.8, LR7.9, LR7.10,
sort words T125f, T502m	T223j, T229l, T249j, T263n, T289j, T297i, T319j,	LR7.11, LR8.4, LR8.5, LR8.6, LR8.7, LR8.8, LR8.9,
suffixes T187o-T188, T192m, T224, T227f,	T331n, T357j, T367l, T389j, T403n, T429j, T437l,	LR8.10, LR8.11
T228m	T459j, T471n, T495j, T503l, T527j	labels/captions for pictures/photos LR1.4, T91f, LR2.4,
synonyms T191f, T250, T255e, T256m	about helping T30h, T199i, T254–255, T257b	LR4.4, LR4.5, LR5.4, LR5.6, LR5.7, T367g, LR6.5,
use a dictionary T910 , T97e, T98m, T430 , T435e,	to identify details T51f, T372-T373	LR6.7, LR6.8, LR6.9, LR7.4, LR7.5, LR7.9, LR7.11,
T436m, T496 , T501e	to identify main ideas T387f	LR8.4, LR8.5, LR8.7, LR8.8, LR8.11
use context clues T121o-T122, T126m, T390,	about a job T31b	letter T31g, T199, LR4.6, T429e, T503g, LR8.6
T395e, T396g, T396m, T460 , T463f, T464m	about main ideas T30n, T370c	list T24, T25e, LR5.4, LR6.10, T471
test A1.13-A1.14, A1.20, A1.26-A1.27, A1.36-	to make connections T256h, T396h	log T199, T331
A1.38, A2.10-A2.11, A2.17-A2.18, A2.25-	to make inferences T72	lyrics LR5.5, T471, T543
A2.26, A2.37-A2.39, A3.10-A3.11, A3.19,	mix-and match facts T98	map T65
A3.27, A3.35-A3.36, A4.6-A4.7, A4.14, A4.19-	about murals T394-395	moral T220
A4.20, A4.29-A4.30	about nature T286	observation T164h
see also High frequency words	about neighborhoods T22, T50-51	opinion T58h, T91e, T98h, T126n, LR2.10, T192h,
Vocabulary games see Program Features and Resources Index:	about a partnership T440d	T244-245, T324h, T386-387, T389e, T426,
Technology; Vocabulary: apply word knowledge	about plot T70d	T436n, T456-457, T464n, T502, T502h, T536h
Vocabulary routines BP37, BP46–BP55	about rain T135d	personal narrative T538-T541
vocabulary fournies of 5/, bi 40-bi))	about reading T288	personal response T192n
	about responsibilities T229b	photo essay T60-T63
NA/	about school T389e	poem T126h, T133i, LR5.5, LR7.8, LR7.10, T495e,
W	about seasons T297g, T319e	T502n, T503g, T536n, LR8.9
	about sequence T247f	poster LR2.9, LR4.6, LR5.11, T399, LR6.11, LR8.11
Weekly planners see Program Features and Resources Index:	about the song T535a	prediction T8-T9
Lesson planners	about states of water T164n	proverb T227a, T259
Weekly writing folder see Program Features and Resources	about story elements T336d	questions T29a, T99g, T162-163, T170-T171, T495e
Index: Writing	about subject of a profile T434-435	reasons T192, T316-317
Word Builder see Program Features and Resources Index:	about surviving T99b, T127b	recipe T365a, LR6.7, T542, T543
Technology	about theme T228n, T268d	response T184-185, T248, T256n, T356, T388,
Word meanings	about topic and main idea T30, T457f	LR6.11, T458, T492, T500-501, T524-525, T526
multiple-meaning words T250-T26, T30m, T1590-	about visuals T58m	rhyming couplet T357e
T160 , T163f , T164m, T320 , T323f , T324m	about what America means T537b	riddles T133, LR5.8
use a dictionary/glossary T910 , T97e, T98m, T159g,	about working together T367b, T397b	rule cards LR4.4
T430 , T435e, T436m, T496 , T501e	see also Handwriting; Program Features and Resources	science article T128-T131
use context clues T1210–T122 , T126m, T390 , T395e,	Index	science log T133
T396g, T396m, T460 , T463f, T464m	Writing forms	science report T466-T469
use prefixes T358 , T365f, T366m, T403j, T403k –	advice T223e	sequel LR7.4, LR7.7
T403l, T405c, T405f, T427b, T471k-T471l, T473c,	article T128-T131	sequence of events T164, T165b
T476f , T493b, T528 , T535f, T536m	award LR2.7, LR4.7	slogans T187e
use suffixes T1870–T188 , T192m, T224 , T227f ,	book introduction T503b	solution T156
T228m, T403j, T403k–T403l , T411c, T426a–	book mirodaction 19030 book pages LR2.6, LR2.7, LR4.7, LR6.9	steps in a process T229g, T296h
T426b, T427b, T471k–T471l, T479c , T493b	book review T366n	story LR5.9, T398–T401 , LR7.7, LR7.9, LR8.10
use synonyms T191f, T250 , T255e , T256m	booklet T399, T403, T471	story map LR5.8
Word order T223j	cause-and-effect paragraph T185f	summary T232d, LR5.11, T338-T339, LR8.10

Word order T223j

Skills Index, continued

Halfmann, Janet T70-T70d thank-you letter LR2.10, T256, LR5.9, LR6.8 **Index of Authors** travel brochure LR8.8 Hall, Margaret LR5.8 travel journal LR7.8, LR8.7 Ada, Alma Flor LR2.6 Hallogran, Anna T191d-T191e travel plan LR8.9 Aesop T209-T218-219, T220f-T220h, T221, LR4.12 Halpern, Monica LR2.11, LR5.10 wish T53e Ajmera, Maya T39-T50-51, T51f, LR1.12 Harris, Nancy LR8.5 Writing learning stations T1h, T25e, T31g, T53e, T65i, Allard, William Albert T237-T246-247 T91e, T99g, T121e, T133i, T159e, T165g, T187e, T199i, Harte, Jason LR1.5 T223e, T229g, T249e, T263i, T289e, T297g, T319e, Ancona, George T390-T395 Hayes, Dr. Tyrone T321-T322, T323g T331i, T357e, T367g, T389e, T403i, T429e, T437g, Averill, Esther LR4.7 Hewitt, Ashley LR8.10 T459e, T471i, T495e, T503g, T527e Balingit, Alejo T51c-T51d Hill, Brenda, LR74 Writing process Behr, Alexandra LR4.9 Hillman Robert I R4 11 draft, write T61, T129, T195, T259, T327, T399, Benchley, Nathaniel LR8.6 Holt, Sharon LR6.11 T467, T539 Bendix, Mary T57c-T57d, T408g-T408h Huxley, George LR3.8, LR7.9 edit and proofread T62, T130, T196, T260, T328, T400, T468, T540 Birchall, Brian LR3.9, LR3.10 Ivanko, John D. T39-T50-51, T51f prewrite Blocksma, Mary LR3.4 James, Felix LR2.9 choose a topic T60, T128, T194, T258, T326, Blümchen, Gustav LR8.7 James, Kim LR2.4 T398, T466, T538 Boothroyd, Jennifer LR7.5 Johnson, Trent LR5.6 organize T60, T128, T194, T258, T326, T398, Brenner, Barbara LR7.9 Jordan, Carol T251-T254-255 T466 T538 publish and present Brock, Donovan T317c-T317d Jose, Isabella LR7.6 with a group T63, T131, T197, T261, T329, T401, Brown, Marcia LR6.7 Kalman, Bobbie LR5.10 T469, T541 Bruce, Kelsey T300g Kells, Deanne W. T268g-T268h on your own T63, T131, T197, T261, T329, T401, Bruce, Nick LR8.8 Kincaid, Jane T29d-T29e, T457c-T457d T469, T541 Bruchac, Joseph T143-T156, T156f, T156g, T157, LR3.12 revise Korba, Joanna T366k-T366l, T387c-T387d make changes T62, T130, T196, T260, T328, Buckley, Marvin LR1.4, LR1.6 Kramer, Michelle LR2.9 T400, T468, T540 Bullard, Lisa LR5.7 Kratsky, Lada Josefa LR2.7, LR4.8 read, retell, respond T62, T130, T196, T260, T328, Cameron, Ann LR6.11 Kunari, Anna LR5.5, LR6.10 T400, T468, T540 Camillo, Hector T463d Kupperstein, Joel LR8.5 revise and edit test A1.15, A1.21, A1.28-A1.29, A1.39-A1.41, A2.12, A2.20, A2.27-A2.28, A2.40-A2.42, Capra, Louis LR2.8 LaMarche, Jim LR3.11 A3.12-A3.14, A3.20-A3.22, A3.28-A3.29, A3.37-Cash, Megan Montague T305-T316-317, T317g Lauber, Patricia LR7.10 A3.38, A4.8-A4.9, A4.15-A4.17, A4.21-A4.22, Cavanaugh, Claire T27-T28-29, T29g Lenski, Lois LR1.8 A4.31-A4.34 Chan, Harley LR1.8 Lin, Ruby T436k Writing projects T60-T63, T128-T131, T194-T197, Chanek, Sherilin LR1.9 Lionni, Leo LR7.8 T258-T261, T326-T329, T398-T401, T466-T469, Choi, Tae T286c Liu, Daphne T204-T204c T538-T541 Cipriano, Jeri S. LR4.4 Lobel, Arnold LR5.9, LR6.8 Writing routines BP56-BP59 Writing traits T60, RT1.13, T128, RT2.13, RT4.13, Clyne, Margaret LR7.5 Lopez, Martin T126k-T126l RT5.13, RT6.13, RT7.13, RT8.13 Conway, David T138a-T138e Luciani, Brigitte LR6.10 conventions see Conventions, in writing Costain, Meredith LR8.10 MacAulay, Kelley LR5.10 fluency RT4.3, T398 Costigan, Shirleyann T209-T218-219, T220f-T220h, MacDonald, Margaret Reed LR7.12 ideas RT4.12 LR4.5, LR8.9 Mahran, Zeina LR1.5 organization T258, T326, T466 Cox, David LR5.8 Malone, Pat LR3.6, LR3.9 spelling see Spelling voice RT3.13, RT4.6, **T538** Cumpiano, Ina T11-T22, T23 Mangieri, Catherine C. LR3.6 word choice T194, RT3.13 Damon, Arwa T251-T254-255 Martinez, Ana T256k-T256l Davies, Nicola LR2.10 Mayer, Mercer LR4.7, LR5.4 Deedy, Carmen Agra T341-T354, T354e-T355, T354g, Mbwana, Didi T255c-T255d T355, T357, LR6.12 McGough, Kate LR3.11, LR7.11 Demi LR4.10 McKissack, Fredrick LR6.8 Yes/No questions T297i Desjardin, Dr. Dennis T107-T118-119 McKissack, Patricia LR6.8 Dinardo, Jeff LR6.4 McPhail, David LR5.6 Eggers, Casey LR1.7 Mead, Kathryn T88c-T88d, T98k-T98l Evans, Daniel T164f-T165h Medina, Juan T30k-T30l Facklam, Margery LR7.7 Medrick, Chris T365d-T365e Figley, Marty Rhodes LR5.9 Meharry, Dot LR2.5 Fitzgerald, Sandra LR6.4 Menglet, Penelope LR5.7 Florian, Douglas T123-T124, T125g, LR2.12 Mortezai, Mimi T161-T162-163, T189-T190-191 Forster, John T359-T364-365, T365g-T366 Moser, Lisa LR7.7 Fox, Catherine Clarke T173-T184-185, T185f Murano, Carl T156c-T156d Frederick, Shirley LR2.10, LR7.10 Nelson, Robin LR3.4 Freeman, Michelle LR6.5, LR6.6 Nick, Bruce LR8.8 Frost, Helen LR3.7, LR4.6 Obach, Rowan T163d Gardiner, Stewart LR8.6 Oliver, Narelle T75-T88, T88f, T88g, T89 Gibbons, Gail LR5.5

Glaser, Linda LR7.8

Gomi, Taro LR7.4

Gonzalez, Ana T228k-T228l

Graham, Pamela T102-T102d

Gordon, Solomon LR4.6

Graham, Wendy LR1.10

Griffiths, Rachel LR7.5

Ortega, Jamie T435c

Owen, Ann LR1.7

Parish, Peggy LR6.9

O'Sullivan, Robyn LR2.11

Patel, Malik T295c-T295d

Patel, Maurice T58k-T58l

Perez, Belle LR1.9, LR3.7

Pershing, Kate T227d

Pether, Lesley LR6.6

Phelan, Glen T291-T294-295

Postel, Sandra T192f-T192h

Prince, Stevie LR1.11

Rake, Jody Sullivan LR7.6

Ready, Dee LR1.11

Reed, Martin LR4.4

Reed, Talia LR8.4

Richards, Sharon T138g-T138h

Richardson, Lily LR2.8, LR3.5

Riehecky, Janet LR6.9

Rish, David LR4.10

Roberts, Bill LR2.5

Rodriguez, David LR1.6

Rojas, Madeline T464k

Rosinsky, Natalie M. LR3.10

Rossetti, Christina T126f-T126n

Rowley, Jamie T6g-T6h, T22c-T22d, T440g-T440h

Roza, Greg LR3.5

Rushby, Pamela LR8.11

Schaefer, Lola M. T168-T168d

Schaffer, Suzy T34g-T34h

Schuette, Sarah L. LR4.5

Shannon, David LR3.8

Silva, Nisha Da LR5.11

Simmons, Ryan T98f-T99n

Singh, Paula T395c-T395d

Smith, Cathy LR2.6

Spear, Sterling T204g-T204h

Spencer, Wil LR4.8

Steig, William LR4.11

Stewart, Melissa LR5.11

Stone, Evelyn LR2.7

Street, Sharon LR2.4

Stutley, Janet LR6.7

Taylor, Leroy LR1.4 Tharlet, Eve LR6.10

Thayer, Tanya LR5.4

Thompson, Gare LR1.10

Valério, Geraldo T413-T426, T427

Vazquez, Carlos T324k

Vigliano, Adrian LR4.9

Villa, Christina T30f-T30h, T30n

Wagner, Rose T426c

Walker, Charlie LR6.5

Walls, Dee T296k-T296l

Ward, Janet T247c-T247d

Weaver, Bradley LR8.11

Weaver, Jeanne LR7.11, LR8.11

White, Winston T164k-T164l

Winter, Nora T125d

Wong, Janet S. T481-T492, T481-T492g, T493

Wong, Ruth LR8.9

Wood, Barbara T70g-T70h

Worsham, Adria F. LR8.4

Wren, Tory T232g

Wu, Grace T396k-T396l

Zolotow, Charlotte T273-T284-285, T287

Zotolow, Charlotte LR5.12

Index of Illustrators

Allyn, Virginia T387c-T387d

Aviles, Martha T204-T204c

Bynum, Janie T209-T218-219, T220f-T220h

Campbell, Brent T396k-T396l

Cash, Megan Montague T305-T316-317, T317g

Catusanu, Mircea T58k-T58l

Cis, Valeria T227d

Daly, Jude T138a-T

Florian, Douglas T123-T124

Grosshouser, Peter T163d

Lamut, Sonja T359-T364-365, T365g-T366

Madden, Colleen T366k-T366l

Nelson, S. D. T143-T156, T156f

Oliver, Narelle T75-T88, T88g

Sorra, Kristin T29d-T29e

Tate, Dan T57c-T57d

Valério, Geraldo T411-426, T426f, T426g

Vitale, Stefano T273-T286

Wilson-Max, Ken T6g-T6h

Acknowledgements, continued

Page 626

Page 627

Cross Curricular Teamwork

8 Digital Stock/Corbis. 11 Corel. 14 Christopher Russell/iStockphoto. 22 (t) Jo Ann Snover/iStockphoto, (b) Soubrette/iStockphoto. 24-25 flavijus/Shutterstock. 27 (tr) Brian Harkin/Getty Images, (mr) Andersen Ross / Blend Images / Getty Images, (br) Corbis. 33 (ml) Helen Sessions / Alamy, (mc, mr) Artville/Photodisc. 35 Sebastian Duda/iStockphoto. 51 (tr) Image Club, (tl, mr, bl) PHotoDisc/Getty Images, (br) Digital Stock/Corbis.

Interactive Read-Aloud

Illustrations: Antonio Vincenti

Photographs: 6.1 S1 Nikreates/Alamy; S2 B. O'Kane/Alamy; S3 Richrd Levine/Alamy; S4 Jerry Irwin/Photo Researchers, Inc.

Language and Literacy Teamwork

19 Premier Edition Images Library/Superstock.

Language Builder Picture Cards

C1 David Young-Wolff/PhotoEdit. C2 Tony Freeman/PhotoEdit. C3 ARCO/Geduldig/age footstock. C4 Rudi Von Briel/PhotoEdit. C5 Izzy Schwartz/Stockbyte/Getty Images. C6 Nancy Brammer/ Shutterstock. C7 Andersen Ross/Blend Images/Getty Images. C8 Vasiliki Varvaki/iStockphoto. C9 Dennis MacDonald/Alamy Images. C10 Denise Kappa/Shutterstock. C11 Andre Jenny/ Alamy Images. C12 Frank Whitney/Image Bank/Getty Images. C13 Rudi Von Briel/PhotoEdit. C14 Digital Stock/Corbis. C15 Creatas/Jupiterimages. C16 PhotoDisc/Getty Images. C17 Tim Laman/National Geographic Image Collection. C18 Michele Burgess/Corbis Premium RF/Alamy Images. C19 dirkr/ Shutterstock. C20 Ewan Chesser/Shutterstock. C21 Daniel Heuclin/Photoshot. C22 Corel. C23 Rena Schild/Shutterstock. C24 Lightwave Photography, Inc./Animals Animals. C25 Mark Conlin/VWPics/Photoshot. C26 Andre Bonn/Shutterstock C27 Flip Nicklin/Minden Pictures/National Geographic Image Collection. C28 Gib Martinez/Alamy Images. C29 MIXA/ Getty Images. C30 Greenshoots Communications/Alamy Images. C31 Franc & Jean Shor/National Geographic Image Collection. C32 Lisa F. Young/Shutterstock. C33-C34 Robert Glusic/Digital Vision/Getty Images. C35 AlaskaStock. C36 Corbis/Photolibrary; Norbert Rosing/National Geographic Image Collection; Todd Gipstein/National Geographic Image Collection; David R. Frazier/Photo Researchers, Inc. C37-C40 Michael Newman/PhotoEdit. C41 Terry Vine/Getty Images. C42 Blend Images/Alamy Images. C43 Colorblind/Getty Images. C44 Image Source/Corbis. C45 Michael Kell/Corbis. C46 Muellek/ Shutterstock. C47 Comstock Images/Jupiterimages. C48 MalibuBooks/Shutterstock. C49 Michael Ventura/Alamy Images. C50-C53 Michael Newman/PhotoEdit. C54 Matthias Breiter/ Minden Pictures/National Geographic Image Collection. C55 Igor Shpilenok/Minden Pictures. C56 Jim Brandenburg/Minden Pictures/National Geographic Image Collection. C57 Imagestate RM/Cornelia Doerr/Photolibrary. C58 Millard H. Sharp/Photo Researchers, Inc. C59 M & J Bloomfield/Alamy Images. C60 Juice Images/Jupiterimages. C61 Vstock/Jupiterimages. C62-C63 Radius Images/Jupiterimages. C64 Yuri Arcurs/Shutterstock. C65 Ariel Skelley/Jupiterimages. C66 Steve Cole/Photographer's Choice/Getty Images. C67 Barbara Stitzer/PhotoEdit. C68 Hill Street Studios/Blend Images/Getty Images. C69 Bob Daemmrich Photography. C70 Jonathan A. Meyers/Photo Researchers, Inc. C71 Dennis MacDonald/PhotoEdit. C72 Gibson Stock Photography. C73 Mia Song/Star Ledger/Corbis. C74-C75 Jeff Greenberg/PhotoEdit. C76 Wolfgang Kaehler Photography. C77 Alison Wright/National Geographic Image Collection C78 Blend Images/SuperStock. C79 2008 City of Philadelphia Mural Arts Program/Willis Humphrey/Sponsored by the City of Philadelphia Department of Human Services and Amy Hillier, Ph.D./Franz-Marc Frei/Terra/Corbis. C80 Johan Swanepoel/ Shutterstock. C81 Nigel J. Dennis/Photo Researchers, Inc. C82 Tropical Marine Reef Fish and Invertebrates/Alamy Images. C83 Digital Vision/Getty Images. C84 LWA/Getty Images. C85 Tom Brakefield/Corbis. C86 Steven Kazlowski/Science Faction/ Corbis. C87 PhotoDisc/Getty Images. C88 Phil Schermeister/ National Geographic Image Collection. C89 Zurijeta/ Shutterstock. C90 Ulrich Doering/Alamy Images. C91 Daniel Hurst/Alamy Images. C92 ErickN/Shutterstock. C93 VanHart/ Shutterstock. C94 DigitalStock/Corbis. C95 Robert Fullerton/ Shutterstock. C96 Kevin Fleming/Corbis. C97 DigitalStock/ Corbis. C98 Skip Brown/National Geographic Image Collection C99 Thinkstock Images/Jupiterimages. C100 Michael Nichols/ National Geographic Image Collection. C101 Jonathan Larsen/ Shutterstock. C102 Wayne Eastep/Getty Images. C103 Gary Conner/PhotoEdit. C104 Comstock Images/Getty Images.

Teacher's Edition



NATIONAL GEOGRAPHIC Redding for Reading

Unit	Title	Unit	Title
1	Hello, Neighbor!	5	Everything Changes
2	Staying Alive	6	Better Together
3	Water for Everyone	7	Best Buddies
4	Lend a Hand	8	Our United States



Start your online experience at NGReach.com

Nancy Frey Lada Kratky Nonie K. Lesaux Sylvia Linan-Thompson Deborah J. Short Jennifer D. Turner



Hampton-Brown

888-915-3276 www.NGSP.com

