

Unit
8

GRADE 2

Teacher's Edition

 NATIONAL GEOGRAPHIC

Reach for Reading

COMMON CORE PROGRAM





exploration

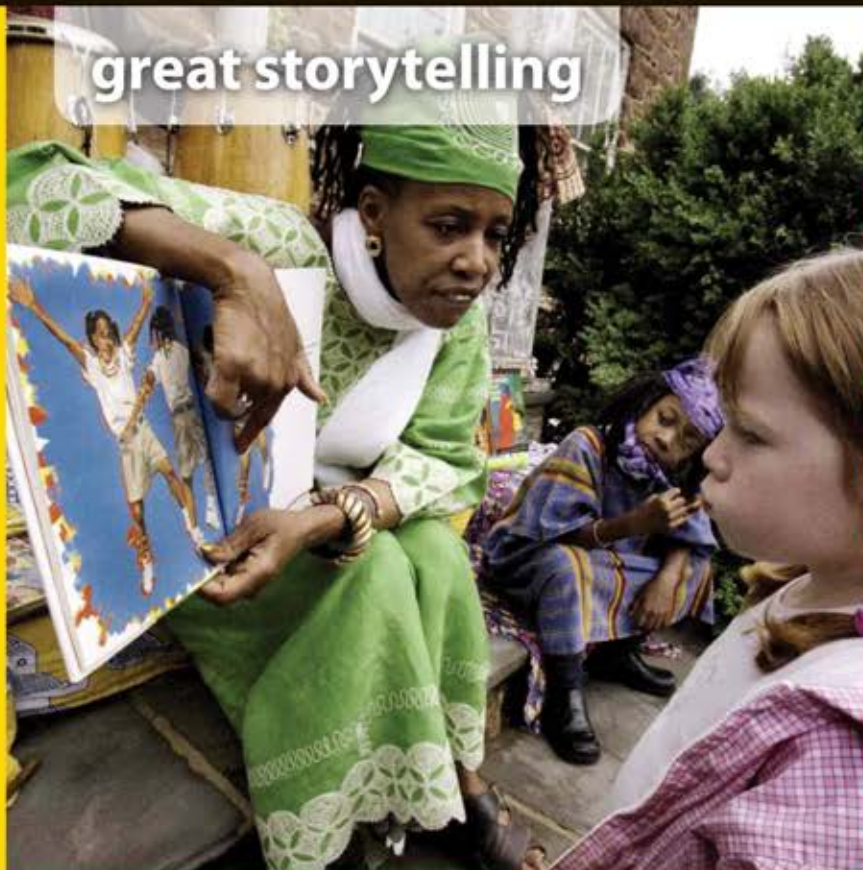


compelling
visuals



education

Forwarding the National Geographic Mission




great storytelling



celebration of cultures



authenticity

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



Program Authors
Nancy Frey
Lada Kratky
Nonie K. Lesaux
Sylvia Linan-Thompson
Deborah J. Short
Jennifer D. Turner



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

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12 14 15 16 17 18 19 20 21 22

10 9 8 7 6 5 4 3 2 1

Our United States



? BIG QUESTION

What does America mean to you?



PHONICS & READING SKILLS

Prefixes *dis-*, *pre-*, *im-*, *in-*
 Suffixes *-er*, *-or*, *-less*, *-ness*
 Analyze Characters' Feelings
 Choose Reading Strategies

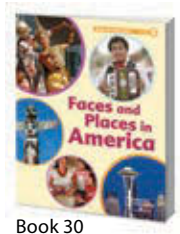
| | |
|---|-------------------------------|
| Week 1 | T471g |
| A Picnic in October | Realistic Fiction T476 |
| By Eve Bunting; Illustrated by Nancy Carpenter | |
| Apple Pie 4th of July | Realistic Fiction T481 |
| by Janet S. Wong; Illustrated by Margaret Chodos-Irvine | |
| | Comprehension Coach |

PHONICS BOOKS



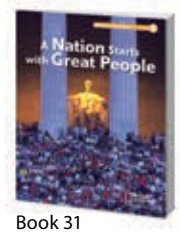
Final Syllable Consonant + *le*
 Final Syllables *-tion*, *-ture*
 Final Syllables *-sion*, *-cian*,
 Analyze Elements of Poetry
 Choose Reading Strategies

| | |
|---------------------------------------|-------------------------------|
| Week 2 | T495c |
| America: A Weaving | Poem T497 |
| By Bobbi Katz | |
| What America Means to Me | Poem 502f |
| by Bay Vo | |
| | Interactive Whiteboard |



Final Syllables with Schwa
 Final Syllables *-ent*, *-ant*
 Analyze Author's Purpose
 Use Reading Strategies

| | |
|--|---------------------------------|
| Week 3 | T503e |
| Celebrate Independence Day | Social Studies Book T506 |
| by Deborah Heiligman; Consultant, Dr. Matthew Dennis | |
| America Is | Literary Nonfiction T511 |
| by Louise Borden; Illustrated by Stacey Schuett | |
| | Comprehension Coach |



Different Syllable Types
 Multisyllabic Words
 Analyze Elements of Poetry
 Use Reading Strategies

| | |
|---|--|
| Week 4 | T527c |
| This Land is Your Land | Song Lyrics T529 |
| words and music by Woody Guthrie; photos by Sam Abell | |
| NATIONAL GEOGRAPHIC EXCLUSIVE | |
| Celebrating Our Country's Flag | Historical Article with Song Lyrics T536f |
| by David Torres | |
| | Interactive Whiteboard |



RESOURCES

Practice Masters PM8.1–PM8.57
 Leveled Reading LR1–LR19

Assessment Masters A8.1–A.8.48
 Reteaching Masters RT8.1–RT8.15

Classroom Management

Whole Group Time

TEACHER

- Conduct Phonics Lessons
- Conduct Reading Lessons
- Teach Daily Language Arts
 - Daily Spelling & Word Work
 - Daily Grammar
- Differentiate Instruction
- Guide Writing Projects
- Assess Progress

STUDENT

- Learn to Read
- Read and Respond to Fiction and Nonfiction
- Build Content Knowledge
- Engage in Daily Language Arts Activities
- Collaborate on Writing Projects
- Complete Assessments

Leveled Reading Time

TEACHER

- Introduce Books
- Monitor Small Group Reading
- Guide Discussion
- Assess Progress

STUDENT

- Read and Discuss Books
- Extend Content Knowledge
- Apply Reading Skills
- Connect and Compare Texts
- Demonstrate Comprehension

Learning Station Time

TEACHER

- Suggest Books for Independent Reading
- Introduce Learning Stations
- Meet with Small Groups or Individuals for Intervention, Reteaching, or Acceleration
- Guide and Redirect as Needed

STUDENT

- Read Independently
- Complete Learning Station Activities
- Meet for Intervention, Reteaching, or Acceleration
- Work on Assigned Skills Practice

Our United States



 **BIG** Question

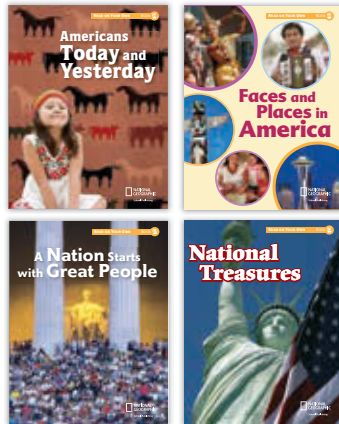
What does America mean to you?

Unit 8 Program Resources

WHOLE GROUP TIME



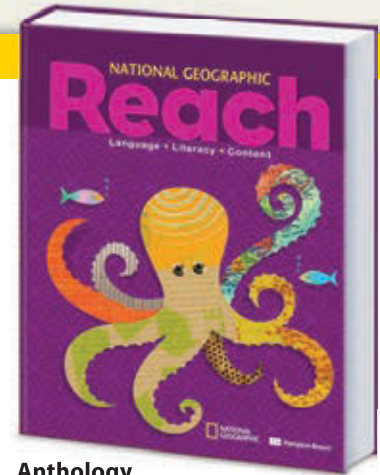
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Read On Your Own
Decodable Books



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



Anthology
Volume 2, pages T471b–T543a



Build Background Video



Big Books



Interactive Whiteboard

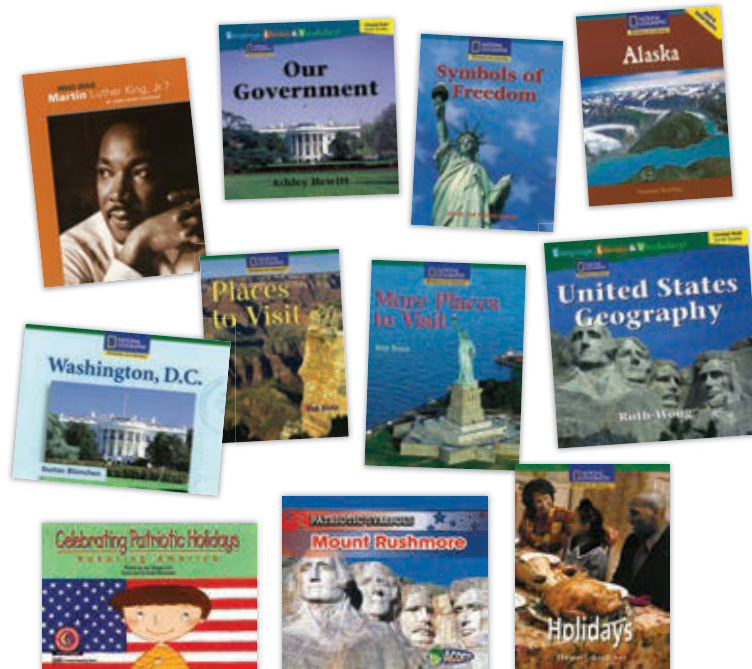


Interactive Read Alouds 15 and 16

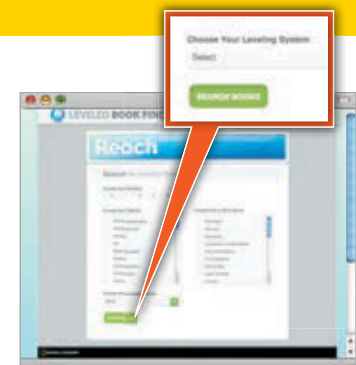
LEVELED READING TIME



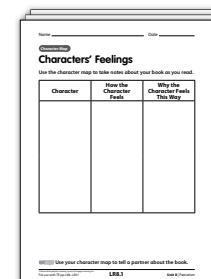
Fiction Leveled Books



Nonfiction Leveled Books



Leveled Book Finder



Leveled Reading Masters
LR8.1–LR8.3

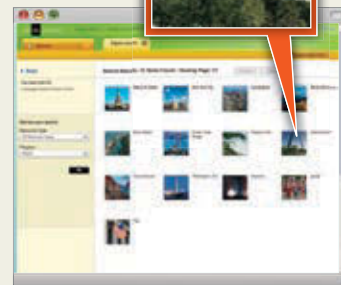
LEARNING STATION TIME



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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



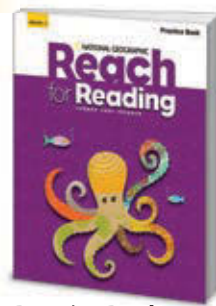
Digital Library



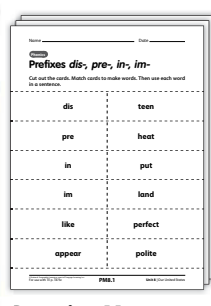
My Vocabulary Notebook



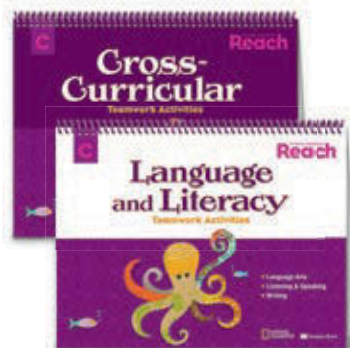
Phonics Games & Vocabulary Games



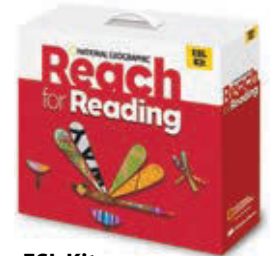
Practice Book
PM8.1–PM8.57



Practice Masters
PM8.1–PM8.45



Teamwork Activities



ESL Kit

PLANNING RESOURCES



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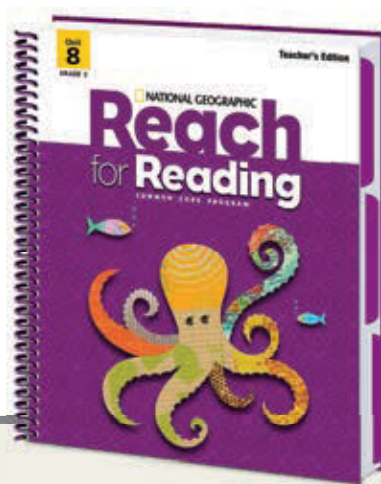
Teacher Technology

- Student and Teacher eEditions
- Online Lesson Planner
- eVisuals 8.1–8.18
- Family Newsletter 8 (in 7 languages)
- Teamwork Activities Teacher's Guides
- Test-Taking Strategies Teacher's Guide
- Professional Development
- Other Teacher Resources



Teacher's eEdition

Online Lesson Planner



Teacher's Edition

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

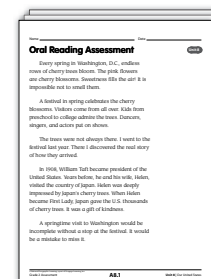
ASSESSMENT & RETEACHING



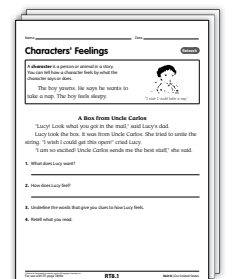
eAssessment™



ExamView®



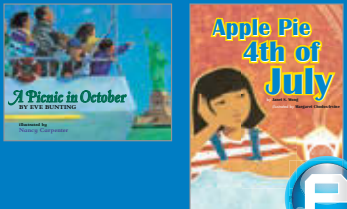


Assessment Masters
A8.1–A8.48



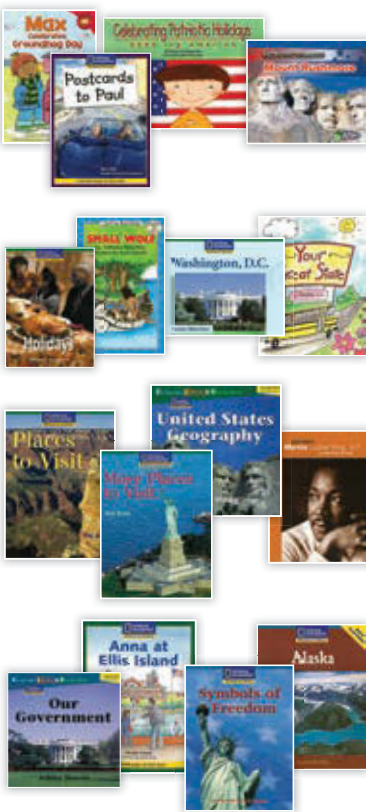
Reteaching Masters
RT8.1–RT8.15

Unit 8 Skills at a Glance

✔ = TESTED SKILL

| Introduce Unit 8 | BUILD BACKGROUND VIDEO | INTRODUCE THE BIG QUESTION | |
|---|---|---|---|
| | WHOLE GROUP TIME | Speaking and Listening | Language and Vocabulary |
| Week 1   | Listen to Realistic Fiction ✔ Analyze Character's Feelings ✔ Choose Reading Strategies Make a Request Recount an Experience Preview and Predict Tell a Story Talk About <i>Apple Pie 4th of July</i> | Final Syllables ✔ Read and Spell Words with Prefixes <i>dis-</i> , <i>pre-</i> , <i>im-</i> , <i>in-</i> and Suffixes <i>-er</i> , <i>-or</i> , <i>-less</i> , <i>-ness</i> ✔ Grammar: Prepositions ✔ Science Vocabulary American belief culture history holidays language traditions ✔ Academic Vocabulary alike celebrate difference expect variety | Read and Comprehend Realistic Fiction ✔ Analyze Character's Feelings ✔ Choose Reading Strategies ✔ Read Decodable Texts ✔ Read and Spell High Frequency Words America country father idea learn mother picture read seem word  |
| Week 2    | Preview and Predict Discuss How to Read Poetry Read Poetry Aloud Relate Readings to the Big Question | Delete and Add Final Syllables ✔ Read and Spell Words with Final Syllable <i>C + le</i> ✔ Read and Spell Words with Final Syllables <i>-tion</i> , <i>-ture</i> ✔ Grammar: Prepositions ✔ Use a Dictionary | Read and Comprehend a Poem ✔ Analyze Elements of Poetry ✔ Use Reading Strategies ✔ Read Decodable Texts ✔ Read and Spell High Frequency Words example got music sing song state still story tell today  |
| Week 3   | Listen to a Social Studies Article ✔ Analyze Author's Purpose ✔ Use Reading Strategies Express Intentions Discuss Times and Places Preview and Predict Ask Questions Talk About "America Is..." | Segment Syllables ✔ Read and Spell Words with Final Syllables with Schwa and with <i>-ent</i> , <i>-ant</i> ✔ Grammar: Prepositional Phrases ✔ Science Vocabulary body of water immigrant landform monument state ✔ Academic Vocabulary freedom remember seek symbol united | Read and Comprehend a Social Studies Article Read and Comprehend Literary Nonfiction ✔ Analyze Author's Purpose ✔ Choose Reading Strategies ✔ Read Decodable Texts ✔ Read and Spell High Frequency Words ate bed big came floor home left life new sure  |
| Week 4    | Preview and Predict Discuss Meaning Make Audio Relate Readings to the Big Question | Substitute Syllables ✔ Read and Spell Words with Different Syllable Types ✔ Read and Spell Multisyllabic Words ✔ Grammar: Prepositional Phrases ✔ Use Prefixes | Read and Comprehend Song Lyrics ✔ Analyze Elements of Poetry ✔ Use Reading Strategies ✔ Read Decodable Texts ✔ Read and Spell High Frequency Words best bring color face fly lot man same tree white  |
| Unit 8 Wrap-Up | ANSWER THE BIG QUESTION | UNIT PROJECTS | |

BIG Question What does America mean to you?

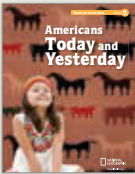
| Writing | LEARNING STATION TIME | ASSESSMENT & RETEACHING | LEVELED READING |
|--|---|--|--|
| <p>Power Writing Write About Characters' Feelings Write a Description Write a Response Writer's Craft: Use Varying Sentence Lengths Write About <i>Apple Pie 4th of July</i></p> | <p>Speaking and Listening How I Spend the 4th; The Art of Fireworks</p> <p>Language and Vocabulary Vocabulary Games; My Vocabulary Notebook</p> <p>Writing Send a Postcard; Your Fourth of July</p> <p>Cross-Curricular Design a Display; About China</p> <p>Reading and Intervention Rating Importance; Games; Reteach Suffixes; ESL Kit</p> | <ul style="list-style-type: none"> ✓ Read and Spell Words with Prefixes <i>dis-</i>, <i>pre-</i>, <i>im-</i>, <i>in-</i> ✓ Read and Spell Words with Suffixes <i>-er</i>, <i>-or</i>, <i>-less</i>, <i>-ness</i> ✓ High Frequency Words ✓ Fluency: Intonation ✓ Analyze Characters' Feelings ✓ Choose Reading Strategies ✓ Social Studies and Academic Vocabulary ✓ Grammar: Prepositions ✓ Write a Description | <p>GUIDED READING LEVELS A - K Weeks 1-4</p>  <ul style="list-style-type: none"> F Max Celebrates Groundhog Day G Postcards to Paul H Celebrating Patriotic Holidays: Honoring America I Mount Rushmore J Holidays J Small Wolf K Washington, D.C. K Your Great State L Places to Visit L More Places to Visit M United States Geography M Who Was Martin Luther King, Jr.? N Our Government N Anna at Ellis Island O Symbols of Freedom O Alaska <p> Leveled Book Finder</p> |
| <p>Power Writing Write a Response Write an Opinion Write a Poem Write a Book Introduction</p> | <p>Speaking and Listening May We Go?; You and Me</p> <p>Language and Vocabulary Vocabulary Games</p> <p>Writing Write a Poem; Write Quiz Questions</p> <p>Cross-Curricular My Favorite Holiday; Weaving and More!</p> <p>Reading and Intervention Read for a Reason; Phonics Games; Reteach Words with Final Syllables <i>-tion</i>, <i>-ture</i>; ESL Kit</p> | <ul style="list-style-type: none"> ✓ Read and Spell Words with Final Syllable <i>C + le</i> ✓ Read and Spell Words with Final Syllables <i>-tion</i>, <i>-ture</i> ✓ High Frequency Words ✓ Fluency: Intonation ✓ Analyze Elements of Poetry ✓ Use Reading Strategies ✓ Grammar: Prepositions ✓ Use a Dictionary ✓ Write an Opinion | |
| <p>Power Writing Write About Author's Purpose Write a Description Write a Response Write a Conclusion Write About "America Is..."</p> | <p>Speaking and Listening What America Means; Promote a Park</p> <p>Language and Vocabulary Vocabulary Games</p> <p>Writing A Poem About America; Write a Letter</p> <p>Cross-Curricular Symbols of America; Grand Canyon Brainteaser!</p> <p>Reading and Intervention The Light of Liberty; Reteach Final Syllables with Schwa; ESL Kit</p> | <ul style="list-style-type: none"> ✓ Read and Spell Words with Final Syllables with Schwa ✓ Read and Spell Words with Final Syllables <i>-ent</i>, <i>-ant</i> ✓ High Frequency Words ✓ Fluency: Phrasing ✓ Analyze Author's Purpose ✓ Choose Reading Strategies ✓ Social Studies and Academic Vocabulary ✓ Grammar: Prepositional Phrases ✓ Write a Description | |
| <p>Power Writing Write About the Song Write to Compare Write an Opinion Write a New Verse Write About What America Means</p> <p>Writing Project Write a Song</p> | <p>Speaking and Listening Where Will We Go?; Sing Along</p> <p>Language and Vocabulary Vocabulary Games</p> <p>Writing America's Resources; Which One and Why?</p> <p>Cross-Curricular Where Were You Born?; Our National Bird</p> <p>Reading and Intervention Patriotic Song Lyrics; Phonics Games; Reteach Syllable Division; ESL Kit</p> | <ul style="list-style-type: none"> ✓ Read and Spell Words with Different Syllable Types ✓ Read and Spell Multisyllabic Words ✓ High Frequency Words ✓ Fluency: Phrasing ✓ Analyze Elements of Poetry ✓ Use Reading Strategies ✓ Use Prefixes ✓ Grammar: Prepositional Phrases ✓ Write an Opinion ✓ Writing Trait: Organization | |


Week 1 Planner


Online Lesson Planner
NGReach.com

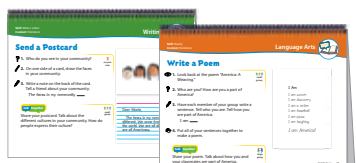


✓ = TESTED

| | | Day 1 | Day 2 |
|-------------------------|---|---|---|
| WHOLE GROUP TIME | | Learn Sounds, Letters, and Words | Read and Comprehend |
| Decodable Text | Phonological Awareness 🕒 5 minutes | ✓ Delete Initial Syllables T473a | ✓ Delete Initial Syllables T476e |
| | Phonics and Spelling 🕒 20–30 minutes  | Phonics CC.2.Rfou.3 ✓ Word with Prefixes <i>dis-</i> , <i>pre-</i> , <i>im-</i> , <i>in-</i> T473a Spelling CC.2.L.2.d ✓ Daily Spelling and Word Work: Pretest T471k ✓ Word with Prefixes <i>dis-</i> , <i>pre-</i> , <i>im-</i> , <i>in-</i> T473c | Phonics CC.2.Rfou.3; CC.2.Rfou.4 ✓ Word with Prefixes <i>dis-</i> , <i>pre-</i> , <i>im-</i> , <i>in-</i> T476e ✓ Read with Fluency T476g Spelling CC.2.L.2.d ✓ Word with Prefixes <i>dis-</i> , <i>pre-</i> , <i>im-</i> , <i>in-</i> T471k, T476f |
| | High Frequency Words 🕒 5–10 minutes | ✓ Learn High Frequency Words T471k, T473d CC.2.Rfou.3.f | ✓ Practice High Frequency Words T476f CC.2.Rfou.3.f |

| WHOLE GROUP TIME | | Listen and Comprehend | Listen and Analyze |
|---------------------------------|---|---|--|
| Anthology & Big Book | Speaking and Listening 🕒 10 minutes | Introduce the Big Question; CC.2.SL.1–2 Preview Unit Projects T472–T473 Make a Request T474 CC.2.SL.1 | Recount an Experience T476i CC.2.SL.4 |
| | Language and Vocabulary 🕒 15–25 minutes | Daily Grammar CC.2.L.1; CC.2.L.3 ✓ Use Prepositions T471m Science Vocabulary CC.2.L.4 ✓ Learn Key Words T474 American belief culture history holidays language traditions | Daily Grammar CC.2.L.1; CC.2.L.3 ✓ Use Prepositions T471m Academic Vocabulary CC.2.L.4 ✓ Learn More Key Words T476i alike celebrate difference expect variety |
| | Reading 🕒 20–40 minutes | Read ✓ Read-Aloud: Realistic Fiction T476 Comprehension CC.2.Rlit.3 ✓ Characters' Feelings T475a  | Reread ✓ Read-Aloud: Realistic Fiction T478 Comprehension CC.2.Rlit.10 ✓ Choose Reading Strategies T478  |
| | Writing 🕒 15 minutes | Power Writing T474 CC.2.W.8 Writing CC.2.Rlit.3 Write About Characters' Feelings T476d | Power Writing T476i CC.2.W.8 Writing CC.2.Rlit.4 Write a Description T478 |

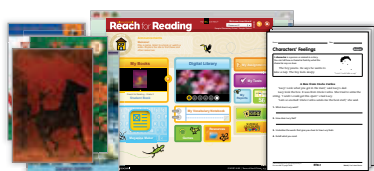
| LEVELED READING TIME | | Reading | Reading |
|---------------------------------|---|--|--|
| Fiction & Nonfiction | 🕒 20 minutes  | Introduce LR2 CC.2.Rlit.3; CC.2.Rlit.10; Read LR4–LR11 CC.2.Rinf.6; CC.2.Rinf.10 | Read and Integrate Ideas LR2 CC.2.Rlit.3; CC.2.Rlit.10; CC.2.Rinf.6; CC.2.Rinf.10 |
| | | <ul style="list-style-type: none"> ✓ Choose and Use Reading Strategies ✓ Analyze Character's Feelings ✓ Identify Author's Purpose | <ul style="list-style-type: none"> ✓ Choose and Use Reading Strategies ✓ Analyze Character's Feelings ✓ Identify Author's Purpose |

| LEARNING STATION TIME | | Speaking and Listening | Language and Vocabulary | Writing | Cross-Curricular | Reading and Intervention |
|------------------------------|--|----------------------------------|--------------------------------|--|-------------------------|------------------------------------|
| 🕒 20 minutes |  | T471i CC.2.Rinf.10; CC.2.SL.2, 5 | T471i CC.2.W.6; CC.2.L.4, 6 | T471i CC.2.W.8; CC.2.SL.4; CC.2.L.2.b; | T471j CC.2.SL.2, 5 | T471j CC.2.Rfou.3.d, 4; CC.2.L.2.d |

Big Question What languages do people speak in the United States?

| Day 3 | | Day 4 | | Day 5 | |
|---|--|---|--|--|--|
| Learn Sounds, Letters, and Words | | Read and Comprehend | | Review and Apply | |
| <input checked="" type="checkbox"/> Add Final Syllables T479a | | <input checked="" type="checkbox"/> Delete Final Syllables T492a | | <input checked="" type="checkbox"/> Review T493b | |
| Phonics CC.2.Rfou.3; CC.2.Rfou.3.d <input checked="" type="checkbox"/> Words with Suffixes <i>-er, -or, -less, -ness</i> T479a | | Phonics CC.2.Rfou.3; CC.2.Rfou.3.d; CC.2.Rfou.4 <input checked="" type="checkbox"/> Words with Suffixes <i>-er, -or, -less, -ness</i> T492a <input checked="" type="checkbox"/> Read with Fluency T492c | | Phonics CC.2.Rfou.3; CC.2.Rfou.3.d <input checked="" type="checkbox"/> Word with Prefixes <i>dis-, pre-, im-, in-</i> T493b <input checked="" type="checkbox"/> Words with Suffixes <i>-er, -or, -less, -ness</i> T493b | |
| Spelling CC.2.L.2.d <input checked="" type="checkbox"/> Words with Suffixes <i>-er, -or, -less, -ness</i> T471k, T479c | | Spelling CC.2.L.2.d <input checked="" type="checkbox"/> Words with Suffixes <i>-er, -or, -less, -ness</i> T471k, T492a | | Spelling CC.2.L.2.d <input checked="" type="checkbox"/> Word with Prefixes <i>dis-, pre-, im-, in-</i> T493b <input checked="" type="checkbox"/> Words with Suffixes <i>-er, -or, -less, -ness</i> T493b | |
| <input checked="" type="checkbox"/> Practice High Frequency Words T479d CC.2.Rfou.3.f | | <input checked="" type="checkbox"/> Practice High Frequency Words T492b CC.2.Rfou.3.f | | <input checked="" type="checkbox"/> Review High Frequency Words T493a CC.2.Rfou.3.f | |
| Read and Comprehend | | Reread and Analyze | | Review and Apply | |
| Preview and Predict T480 CC.2.SL.6 | | Tell a Story T492e CC.2.SL.4 | | Talk About It T494 CC.2.SL.1 | |
| Daily Grammar CC.2.L.1; CC.2.L.3 <input checked="" type="checkbox"/> Use Prepositions T471n | | Daily Grammar CC.2.L.1; CC.2.L.3 <input checked="" type="checkbox"/> Grammar and Writing T471n | | Daily Grammar CC.2.L.1; CC.2.L.3 <input checked="" type="checkbox"/> Review T471n | |
| Vocabulary CC.2.L.4 <input checked="" type="checkbox"/> Expand Word Knowledge T480 | | Vocabulary CC.2.L.4 <input checked="" type="checkbox"/> Share Word Knowledge T492e | | Vocabulary CC.2.L.6 <input checked="" type="checkbox"/> Apply Word Knowledge T493a | |
| Read <input checked="" type="checkbox"/> Read Realistic Fiction T474–493 | | Reread <input checked="" type="checkbox"/> Realistic Fiction T481 | | Reread and Integrate | |
| Comprehension CC.2.Rlit.3; CC.2.Rlit.10 <input checked="" type="checkbox"/> Characters' Feelings T474–T493 <input checked="" type="checkbox"/> Choose Reading Strategies T474–T493 | | Comprehension CC.2.Rlit.3; CC.2.Rlit.10 <input checked="" type="checkbox"/> Characters' Feelings T481 <input checked="" type="checkbox"/> Choose Reading Strategies T474–T493 | | Comprehension CC.2.Rlit.3; CC.2.Rlit.10 <input checked="" type="checkbox"/> Characters' Feelings T494 <input checked="" type="checkbox"/> Choose Reading Strategies T494 | |
| Power Writing T480 CC.2.W.8 Writing CC.2.Rlit.3 Write a Response T492 | | Power Writing T492e CC.2.W.8 Writing CC.2.W.7 Writer's Craft T493 | | Power Writing T493a CC.2.W.8 Writing CC.2.W.7 Write About It T494 | |
| Reading CC.2.Rlit.10; CC.2.Rinf.6; CC.2.Rinf.10; CC.2.SL.1 Introduce LR2 Read LR4–LR11 <input checked="" type="checkbox"/> Choose and Use Reading Strategies <input checked="" type="checkbox"/> Analyze Character's Feelings <input checked="" type="checkbox"/> Identify Author's Purpose | | Reading CC.2.Rlit.10; CC.2.Rinf.10; CC.2.SL.1; CC.2.SL.1.a Read and Integrate Ideas LR2 <input checked="" type="checkbox"/> Choose and Use Reading Strategies <input checked="" type="checkbox"/> Analyze Character's Feelings <input checked="" type="checkbox"/> Identify Author's Purpose | | 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




| | | | |
|--|--|--|--|
| Assessment & Reteaching T495a–T495b | | <input checked="" type="checkbox"/> Reading Comprehension Test A8.8–A8.9 CC.2.Rlit.6, 10 | |
| <input checked="" type="checkbox"/> Foundational Skills A8.5–A8.7 CC.2.Rfou.3; CC.2.Rfou.3.f; CC.2.L.2.d | | <input checked="" type="checkbox"/> Reading Strategy Assessment LR8.5–LR8.6 CC.2.Rlit.1 | |
| <input checked="" type="checkbox"/> Spelling Test T471k CC.2.Rfou.3; CC.2.L.2.d | | <input checked="" type="checkbox"/> Vocabulary Test A8.10–A8.11 CC.2.L.4; CC.2.L.6 | |
| <input checked="" type="checkbox"/> Oral Reading Assessment A8.1–A8.4 CC.2.Rfou.4 | | <input checked="" type="checkbox"/> Grammar and Writing Test A8.12 CC.2.W.8; CC.2.L.1.e | |
| <input checked="" type="checkbox"/> Reteaching Masters RT8.1–RT8.3 | | | |

Week 1 Learning Stations

Speaking and Listening

Option 1: How I Spend the 4th



Skills: Time, Schedules
Content: Holiday

Math **1.1-2**

How I Spend the 4th

1. Talk about 4th of July events.
2. Think about what you like to do on the 4th of July.
3. Make up a schedule of events. What time does each event begin?
4. What time does your favorite event begin? Draw a clock to show the time. Draw a picture of the event.

Independence Day Events

8:00 a.m. Pancake Breakfast
12:00 p.m. Parade
5:00 p.m. Picnic
9:00 p.m. Fireworks

Talk Together
Share your schedule. Show your pictures.

Digital Option: Use a drawing program to draw pictures.

PROGRAM RESOURCES & MATERIALS

Cross-Curricular Activities: Card 49

Teacher's Guide on NGReach.com

colored markers and crayons

Add Visuals to Clarify

CC.2.SL.5

Option 2: The Art of Fireworks



Resources

NGReach.com Student Resources

- To learn about fireworks, have children go to Resources > Unit 8 > Learning Stations > Week 1 > Fireworks.
- Have children scroll through the photos and read each caption.
- Then have children in small groups share what they have learned about the art and science of fireworks.

Read and Comprehend Informational Text CC.2.Rinf.10
Recount or Describe Key Details CC.2.SL.2

Language and Vocabulary

Key Words

alike · American · belief · celebrate · culture
difference · expect · history · holidays · language
traditions · variety

Option 1: Vocabulary Games

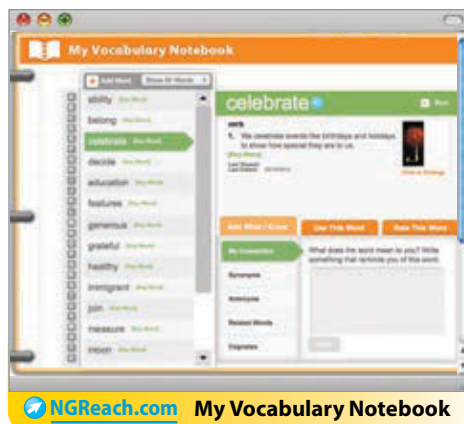


NGReach.com Vocabulary Games

Determine the Meaning of Words

CC.2.L.4

Option 2: My Vocabulary Notebook



My Vocabulary Notebook

celebrate
verb
to do something special for birthdays and holidays or other happy occasions and to do it with joy

NGReach.com My Vocabulary Notebook

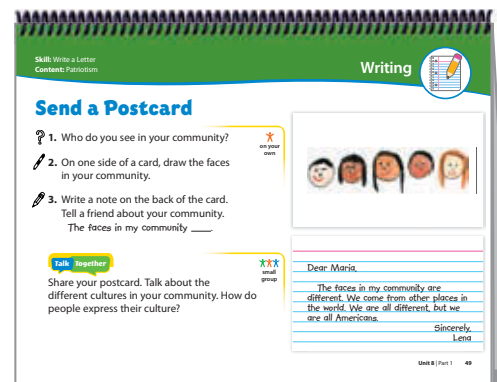
Have children expand word knowledge by

- looking up words
- adding images and definitions
- writing sentences that contain both a **Key Word** and a preposition that shows location.

Use Technology in Writing CC.2.W.6
Determine the Meaning of Words CC.2.L.4
Use Words and Phrases CC.2.L.6

Writing

Option 1: Send a Postcard



Skills: Write a Letter
Content: Paragraph

Writing

Send a Postcard

1. Who do you see in your community?
2. On one side of a card, draw the faces in your community.
3. Write a note on the back of the card. Tell a friend about your community. The faces in my community ____.

Talk Together
Share your postcard. Talk about the different cultures in your community. How do people express their culture?

Dear Maria,
The faces in my community are different. We come from other places in the world. We are all different, but we are all Americans.
Sincerely,
Lena

PROGRAM RESOURCES & MATERIALS

Language and Literacy Activities: Card 49

Teacher's Guide on NGReach.com

index cards • colored markers and crayons

Recall Information

CC.2.W.8

Use Commas in Greetings and Closings

CC.2.L.2.b

Option 2: Your Fourth of July



PROGRAM RESOURCES

Digital Library: Language Builder Picture Cards C102–C104

Display the images and point out that parades, fireworks, and flags are all part of Independence Day celebrations. Instruct children to write a paragraph describing personal experiences with parades, firework displays, or the United States flag on the Fourth of July.

Recall Information
Recount an Experience

CC.2.W.8
CC.2.SL.4

Cross-Curricular

Option 1: Design a Display



PROGRAM RESOURCES & MATERIALS

Cross-Curricular Teamwork Activities: Card 47

Digital Library: Language Builder Picture Card C102

Teacher's Guide on [NGReach.com](https://www.ncreach.com)

computers with Internet access • colored markers and crayons

Recount or Describe Key Details CC.2.SL.2

Option 2: About China



MATERIALS

colored markers and crayons

- To research China, have partners go to Resources > Unit 8 > Learning Stations > Week 1 > China.
- Have children draw and caption pictures to show a fact they learned about China or the Chinese people.
- Let children show their work and tell the class about it.

Recount or Describe Key Details CC.2.SL.2
Add Visuals to Clarify CC.2.SL.5

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: Rating Importance

| Idea | Number of Votes |
|------|-----------------|
| 1. | |
| 2. | |
| 3. | |
| 4. | |
| 5. | |

Have children recall some important ideas from a book or article they have all read. List the ideas on a chart. Then have children vote on what they think is the most important idea by raising their hands as you read through the list. Record the results of the vote.

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 Suffixes CC.2.Rfou.3.d

Option 2: Reteach Suffixes

PROGRAM RESOURCES

Phonics Picture Cards 151, 174

Use **Reteaching Routine 1**.

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

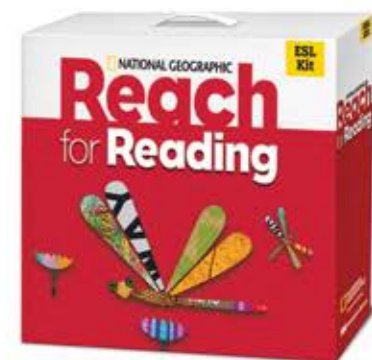
For **Reteaching Routine 1**, see page BP36.

For **Reteaching Masters**, see pages RT8.1–RT8.3.

Decode Words with Suffixes CC.2.Rfou.3.d
Spell Words with Suffixes CC.2.L.2.d

Additional Resources

ESL Kit



ESL Teacher's Edition pages T471i–T495

Week 1 Daily Spelling & Word Work

OBJECTIVES

Thematic Connection: The United States

- ✓ Spell Words with Prefixes *dis-*, *pre-*, *im-*, *in-*
- ✓ Spell Words with Suffixes *-er*, *-or*, *-less*, *-ness*
- ✓ Spell High Frequency Words

SUGGESTED PACING

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

Spelling Pretest

Day 1



Spelling Test

Day 5



Spelling Words

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

Words with Prefixes *dis-*, *pre-*, *im-*, *in-*

- disagree My friend and I **disagree** about playing softball.
- infield She likes to play **infield**, but I prefer outfield.

Words with Suffixes *-er*, *-or*, *-less*, *-ness*

- explorer I feel like an **explorer** in all the tall grass.
- fairness **Fairness** is important, so we each got our first choice.

High Frequency Words

- America Our nation is the United States of **America**.
- country We Americans all love our **country**.
- father The **father** of our country is George Washington.
- idea The founders of our country had a great **idea**.
- learn We **learn** about the early American leaders in school.
- mother Why isn't there a **mother** of our country, too?
- picture I saw a **picture** of George Washington in a museum.
- read Anyone can **read** about Washington's interesting life.
- seem There **seem** to be a lot of biographies about him.
- word One **word** that describes him is *dignified*.

More Words

Use these words and sentences for additional Pretest and Test items.

- display I saw this picnic cookbook on a **display** at the store.
- precook The book says to **precook** chicken before grilling it.
- impolite It is **impolite** to complain about the food choices.
- visitor Any **visitor** to our town is welcome at the picnic.
- countless The cakes at the dessert tent were almost **countless**!
- richness The **richness** of the icing was over the top!

Sort Words

Day 2



Option 1

PROGRAM RESOURCES

Word Cards: Practice Master PM8.4

MATERIALS

scissors

Prepare

Have pairs cut out the **Word Cards** and sort them into piles based on the prefix they contain (*dis-*, *pre-*, *im-*, *in-*).

Play a Game

- One child mixes up some 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 Work

Words with Prefixes *dis-*, *pre-*, *im-*, *in-*

| | | | |
|------------|------------|------------|--------------|
| display | preschool | impossible | inside |
| disagree | disrespect | immature | inhuman |
| prepay | indecent | preview | immobile |
| impolite | disorder | imperfect | informal |
| disservice | improper | disapprove | prejudge |
| infield | incorrect | pregame | dissatisfied |
| precook | preorder | insecure | impatient |

For use with TE p. 747H PM8.4 Unit 8 | Our United States

NGReach.com Practice Master PM8.4

Decode Multisyllabic Words
Decode Words with Prefixes

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

Alphabetize

Day 2



Option 2

PROGRAM RESOURCES

High Frequency Word Cards:
Practice Master PM8.5

MATERIALS

scissors

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.

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

Spelling & Word Work

High Frequency Word Cards

| | |
|--------|---------|
| move | seem |
| ball | word |
| few | read |
| eye | learn |
| food | idea |
| large | father |
| number | mother |
| animal | country |
| often | picture |
| might | America |

For use with TE p. 747H PM8.5 Unit 8 | Our United States

NGReach.com Practice Master PM8.5

Read Irregularly Spelled Words
Demonstrate Command of English Spelling

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



Word Worm

Day 3



Option 1

MATERIALS

grid paper

Prepare

Display the Spelling Words. Explain that children will build words connected to other words. Share this example:

| | | | | |
|--|---|---|---|---|
| | | | L | |
| | I | D | E | A |
| | | | A | |
| | | | R | |
| | | | N | |

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 connected to each other as they can.
- The pair that writes the most words wins.

Demonstrate Command of English Spelling
Spell Words with Prefixes and Suffixes

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

Build Words Online

Day 3

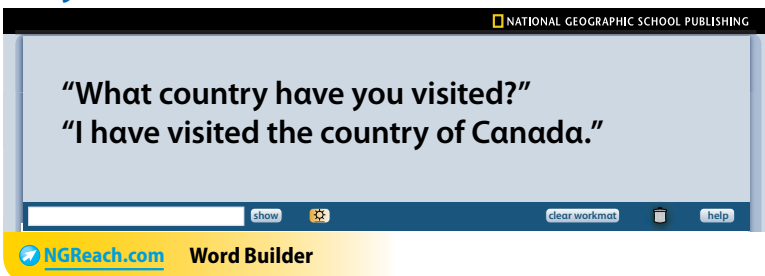


Option 2

Prepare

Have children access **Word Builder** at NGReach.com.

Play a Game



- Have one child choose a word and write a question on the board using the word.
- Have the second child write a sentence that answers the question, using the word.
- Have children rotate roles until ten words have been used.

Decode Words with Prefixes and Suffixes
Read Irregularly Spelled Words
Demonstrate Command of English Spelling
Spell Words with Prefixes and Suffixes

CC.2.Rfou.3.d
CC.2.Rfou.3.f
CC.2.L.2
CC.2.L.2.d

Riddles

Day 4



Option 1

Prepare

Display the Spelling Words.

Play a Game

- Have a volunteer silently choose a word.
- Have the volunteer ask a riddle question about the chosen word. Share this example:

I am a word that means "someone who comes to see you." What am I? (visitor)

- The child who answers correctly spells the word and then gets to choose the next word and say a riddle. Continue play until all the words have been used.

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

I am a word that means "someone who comes to see you."

Demonstrate Command of English Spelling
Spell Words with Prefixes and Suffixes

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

Talk About July 4

Day 4



Option 2

Prepare

Write *Fourth of July* on the board. Display the Spelling Words.

Play a Game

- Have a volunteer use one of the Spelling Words in a sentence about the holiday. Write the sentence on the board.
- Have another child find the Spelling Word, underline it, and spell it.
- Continue until all the words have been used.

I saw my teacher at the fireworks display.

Decode Words with Prefixes and Suffixes
Read Irregularly Spelled Words
Demonstrate Command of English Spelling
Spell Words with Prefixes and Suffixes

CC.2.Rfou.3.d
CC.2.Rfou.3.f
CC.2.L.2
CC.2.L.2.d

Week 1 Daily Grammar

OBJECTIVES

Thematic Connection: The United States

 Use Prepositions

COMMON CORE STANDARDS

Demonstrate Command of English Grammar

Use Knowledge of Language and Its Conventions

CC.2.L.1

CC.2.L.3

Day 1

PROGRAM RESOURCES

Prepositions: eVisual 8.2

Teach the Rules

Use page T476d to introduce prepositions. Then teach the rules.

Prepositions

- You can use **prepositions** to add details.
We watched the parade **on** Main Street.
- Some prepositions tell where something or someone is.
We sat **under** a big tree.
The sun **above** us was very hot.
Then we had a picnic **in** the park.

 Prepositions: eVisual 8.2

Play a Game

Display these prepositions: *in, on, under, above*. Describe the location of a classroom object using one of the prepositions. Provide examples: *The aquarium is on the table. The waste basket is under the desk.*

Then say a different preposition, identify a classroom object, and select a child to say a sentence describing its location. Have that child choose another child to say a sentence using a preposition and a new identified object.

Continue play until each child has said two sentences.

Differentiate

SN Special Needs

ISSUE Children need visual cues to help identify prepositions.

STRATEGY Have them circle the prepositions in these sentences:

We watched the parade on First Avenue.

Many friends were in the parade.

I saw you on a float.

There was a TV camera right above me.

We kept cool under a big tent.

Day 2

PROGRAM RESOURCES

Prepositions That Show Location:
eVisual 8.3

MATERIALS

index cards

Teach the Rules

Use page T479 to introduce prepositions that show location. Then teach the rules.

Prepositions That Show Location

- You can use **prepositions** to show where someone or something is.
Sam was **in** the parade.
He rode **on** a float.
The parade ended **at** the school.

 Prepositions: eVisual 8.3

Play a Game

Have partners make index card sets with these prepositions that show location: *in, on, at*. One child chooses a card and says a short sentence about something in the classroom, for example: *Our class picture is on the wall*. Then the other child chooses a different card and says a new sentence.

Continue play until both children have used all the preposition cards at least twice.

Differentiate

EL English Learners

ISSUE In Spanish and in other languages, the meanings of prepositions do not always correspond to those in English.

STRATEGY Have children keep a list of prepositions with examples of how they are used in English. Share this example:

on: on Main Street, on the table, on the wall

in: in the parade, in the box, in school



Day 3

PROGRAM RESOURCES

Prepositions: Relationships:
eVisual 8.5

Word Cards: Prepositions: Practice
Master PM8.8

Teach the Rules

Use page T492 to introduce prepositions that show relationships. Then teach the rules.

Prepositions: Relationships

- You can use some **prepositions** to show where someone or something is in relation to something else.

Sam is **beside** the picnic table.
The picnic table is **beside** Sam.
The picnic basket is **in front of** the pie.
The pie is **behind** the picnic basket.

NGReach.com Prepositions: Relationships: eVisual 8.5

Play a Game

Have partners cut apart the cards on **Practice Master PM8.8**, then place the gray cards face up and the white ones facedown. Each partner chooses a white card, then a gray card and says a sentence using both words. Continue play for ten minutes.

| Grammar: Prepositions | | | |
|--------------------------|-----------|--------|-------------|
| Word Cards: Prepositions | | | |
| above | behind | in | in front of |
| at | beside | on | under |
| flag | door | parade | picnic |
| lunch | sky | car | band |
| birthday | fireworks | party | food |
| milk | pie | table | customers |
| roof | window | chairs | horses |
| people | house | street | float |

NGReach.com Practice Master PM8.8

Differentiate

AL Above Level

ISSUE Children are aware that some prepositions can also be used as other parts of speech.

STRATEGY Share these sentences with children and have them underline the prepositions.

Please sit down. Sam lives down the street.
Look up the word. I am going up the stairs.
Watch out! Dad is going out the door.

Day 4

PROGRAM RESOURCES

Write Prepositions: Practice
Master PM8.10

Grammar and Writing

Use page T493 to model how good writers use prepositions to add details or describe relationships between objects.

Distribute **Practice Master PM8.10**. Read the story. Have children write the word from the box that correctly completes each sentence.

Name _____ Date _____

Write Prepositions

Read the story. Then choose the word from the box that correctly completes each sentence.

above behind beside in on under

I watched the Fourth of July parade last week. I watched it sitting beside my parents. The parade was on Main Street. My sister plays in the high school band. The band marched in the parade. We waited for the band. The sky above us was very clear. I got really hot. Mom gave me a cold drink from the cooler under her chair. Then, we finally saw my sister. She was playing the trumpet. She was marching behind a boy playing a drum.

For use with TE p. T471n **PM8.10** Unit 8 | Our United States

NGReach.com Practice Master PM8.10

Day 5

PROGRAM RESOURCES

Grammar and Writing Test:
Assessment Master A8.12

Review and Assess

Display the sentences below. Have partners work together to complete each sentence by adding a preposition.

- My sister is ____ the parade. (in)
- She is riding ____ a horse. (on)
- She will ride ____ her best friend. (beside, behind, in front of, with)
- She put a blanket ____ her horse's saddle. (on)
- The sky ____ the parade was deep blue. (above)

Administer the **Grammar and Writing Test**.

Day 1 Introduce Unit 8

OBJECTIVES

Thematic Connection: The United States

Preview Content

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Family Newsletter 8

TECHNOLOGY ONLY

Unit 8 Build Background Video

MATERIALS

scissors • markers • tape



MORNING WARM-UP

Which languages do people speak in the United States?

Have small groups discuss, then share their answers with the class. Have children count how many languages were listed in total.

Social Studies Background

1 Big Question *Anthology* page 472

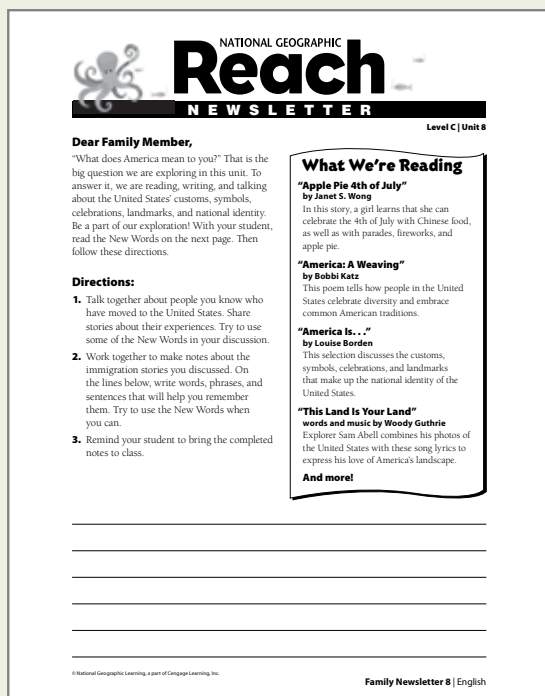
Read aloud the Big Question. Explain that this unit is about what brings us together as Americans. Distribute **Family Newsletter 8**.

2 Share What You Know *Anthology* page 473

Read step 1 and activate prior knowledge: *What is special about your family? What does your family like to do together?* Prompt children to give examples. Explain that our country respects that families have different ways of doing things. Say: *This makes America special*. Distribute materials and have children complete steps 2 and 3. Tape the quilt squares together and hang the quilt in the classroom where children can refer to it throughout the unit.

3 Build Background Video

Set a purpose for viewing: *Watch and listen. I wonder, what does the United States mean to different people?* Play and discuss the video.



NGReach.com Family Newsletter 8
in seven languages

COMMON CORE STANDARDS

Speaking and Listening

Recount or Describe Key Details

CC.2.SL.2

Mini Lesson

Respond to Media

Explain: *Audio and video work together to help you understand ideas*. Play the video a second time. Pause at 34 seconds: *The audio tells me that people who come from another country are immigrants. The video shows black-and-white photos of immigrants who came to the United States a long time ago.*



NGReach.com Build Background Video

Remind children that they can analyze both audio and video to help them learn about what all Americans have in common. Resume playing the video. Pause periodically and invite volunteers to share one thing they learned from audio and one thing they learned from video.

Our United States



BIG Question What does America mean to you?

Share What You Know

- 1 Make a quilt square that tells about you, your family, or your culture.
- 2 Put all the squares together to make a class quilt.
- 3 Tell the class about your square. What does the quilt say about the United States?

My square tells about my family.



Build Background: Watch a video about America's national identity and symbols.
NGReach.com

STUDENT TECHNOLOGY



Student eEdition



Video

NGReach.com

Anthology
pages 472–473

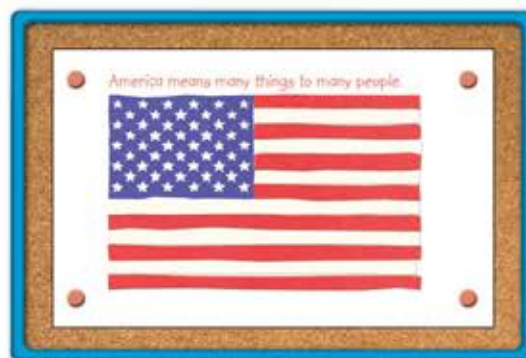
Unit Projects

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 what America means to different people?* Have children discuss the pages they think might answer this question.

Post a class concept map. Explain: *We will organize our answers to the Big Question using this class concept map.*

Model: *In the video, I learned that America means many things to many people.* Record this idea on the class concept map. Ask: *What other ideas can we add from the video?* (Possible response: The Statue of Liberty stands for hope and freedom.) Record children's ideas on the map. Repeat the process with the question: *Why do people from all over the world come here?* (Possible response: America is a place made of different people and different ways of doing things.)



Concept Map

5 Preview Unit Projects

Read aloud the project options on page 543. Ask children to begin thinking about which option they will choose.

Weekly Folder

- ✓ Vocabulary Graphic Organizers (T480, T492e)
- ✓ Writing (T476d, T478, T493)
- ✓ Character Map: **Practice Master PM8.11**
- ✓ Wrap-Ups (T479, T495)



Sing with Me
Phonics Songs Book

OBJECTIVES

Thematic Connection: The United States

Delete Initial Syllables

- ✓ Read and Spell Words with Prefixes *dis-*, *pre-*, *im-*, *in-*
- ✓ Read and Spell High Frequency Words

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Sing with Me Phonics Songs Book, page 64

Read On Your Own Book 29

Prefixes *dis-*, *pre-*, *in-*, *im-*: Practice Master PM8.1

Write-On/Wipe-Off Boards

Sound/Spelling Cards 1, 3, 7, 8, 9, 11, 12, 13, 14, 33, 34, 39

TECHNOLOGY ONLY

Sing with Me Phonics Songs MP3 or CD 4,
Tracks 17–18

Word Builder

Phonics Games

Letter Cards

Phonological Awareness

1 Delete Initial Syllables

Use **Phonological Awareness Routine 10**.

- **Say a word and clap:** *disorder*. Clap the syllables with me: dis-or-der.
- **Delete a syllable:** *Let's take away the first syllable, dis-: order*.
- **Say the new word:** *order*. Say the new word with me: order.

For **Phonological Awareness Routine 10**, see page BP31.

Have children repeat the routine with *intense* (tense), *disagree* (agree), *preteen* (teen), *indirect* (direct), and *preheat* (heat).

Check & Reteach

OBJECTIVE: Delete Initial Syllables

Ask: *What word do you get if you take the syllable im away from imperfect?* (perfect)

If children cannot answer, use the opposite approach. Ask: *What word you get if you add the prefix im- to the word perfect?* (imperfect). Say and blend each syllable: *im-perfect, imperfect*.

Repeat with *like* (dislike) and *judge* (prejudge).

Phonics

2 Learn Words with Prefixes *dis-*, *pre-*, *im-*, *in-* ✓

Sing with Me Phonics Songs Book page 64

Scaffold language. Point to and name the painting supplies and equipment. Play Track 17 and have children listen, follow along, and then listen again and chime in when they can. Play Track 18 and have children sing on their own. Practice the gestures until children can perform smoothly.

- 1 Pretend to straighten clothes; point to self and nod "yes."
- 2 3 4 "Paint" freely; let movements grow in intensity.

When Disorder Is Good

In most things I like to be **1**
Orderly and neat.
But when I am painting, **2**
I have to change the beat.

Disorder! Imperfection! **3**
Paint in every direction!

Then my creativity is **4**
Intense! Intense!



Sing with Me Phonics
Songs Book page 64

COMMON CORE STANDARDS

Reading

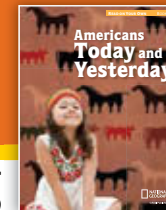
| | |
|--------------------------------|---------------|
| Decode Multisyllabic Words | CC.2.Rfou.3 |
| Decode Words with Prefixes | CC.2.Rfou.3.d |
| Read Irregularly Spelled Words | CC.2.Rfou.3.f |

Language and Vocabulary

| | |
|---------------------------|------------|
| Spell Words with Prefixes | CC.2.L.2.d |
|---------------------------|------------|

Use the routine below to teach prefixes *dis-*, *pre-*, *im-*, and *in-* and to blend words.

| Step 1 Develop Phonological Awareness | <i>dis-</i> | <i>pre-</i> | <i>in-, im-</i> |
|---|---|---|--|
| <p>1. Tell children to listen to these words and tell you what sounds they hear in the first syllable: <i>dis-cuss</i>, <i>dis-miss</i>, <i>dis-play</i> (/d/ /ɪ/ /s/).</p> <p>2. Follow the same procedure with these sets of words: <i>prepay</i>, <i>preschool</i>, <i>prepare</i>; <i>inside</i>, <i>indeed</i>, <i>insect</i>; <i>imprint</i>, <i>import</i>, <i>implant</i>.</p> | <p>discuss dismiss display dislike displease disown</p> | <p>prepay preschool prepare</p> | <p>inside indeed insect imprint import implant</p> |
| Step 2 Associate Sounds and Spellings | | | |
| <p>1. Display <i>dis-</i> and sound it out: /d/ /ɪ/ /s/. Explain that <i>dis-</i> is a prefix, a word part that can be added to the front of a word to make a new word.</p> <p>2. Add <i>like</i> to form <i>dislike</i> and say the word. Have children repeat. Explain that <i>dislike</i> means “do not like.” Discuss likes and dislikes. Explain that <i>dis-</i> isn’t always added to a real word; it can just be the first syllable in a word. Display <i>disturb</i>, pronounce it, have children repeat, and discuss meaning.</p> <p>3. Repeat with <i>pre-</i>, using <i>preteen</i> (“the age before teenage”) and <i>prefer</i>.</p> <p>4. Continue with <i>in-</i>, using <i>inside</i> (“side that is in, not out”), <i>incorrect</i> (“not correct”), and <i>infant</i>. Explain that <i>im</i> is the same prefix spelled differently. Use <i>implant</i> (“plant in”), <i>impolite</i> (“not polite”), and <i>immune</i>. Contrast <i>in-</i> and <i>im-</i>; note that <i>im-</i> mainly comes before a <i>p</i> or <i>m</i>. Then point to the example words <i>disorder</i>, <i>imperfection</i>, and <i>intense</i> in the song on page 64 of Sing with Me Phonics Songs Book.</p> | <p>dis- + like dis-turb</p> | <p>pre- + teen pre-fer</p> | <p>in- + side in- + correct in-fant im- + plant im- + polite im-mune</p> |
| Step 3 Blend Sounds to Read Words | | | |
| <p>1. Display <i>displease</i>. Have children look for a smaller word they know, framing <i>please</i> if necessary. Sound out and blend with children: /p/ /l/ /ē/ /z/. Together, sound out and blend <i>dis-</i> (/d/ /ɪ/ /s/). Then, together, sound out each syllable and blend them: <i>dis-please</i>, <i>displease</i>. Display <i>distant</i>. Model: <i>When I don’t see a smaller word I know, I sound out the word syllable by syllable</i>. Blend the syllables: <i>dis-tant</i>, <i>distant</i>.</p> <p>2. Follow a similar procedure with <i>pregame</i> and <i>prevent</i>; <i>infield</i> and <i>insect</i>; <i>impure</i> and <i>imprint</i>.</p> | <p>displease distant</p> | <p>pregame prevent</p> | <p>infield insect impure imprint</p> |



Read On Your Own Book 29

Name _____ Date _____

Phonics

Prefixes *dis-*, *pre-*, *in-*, *im-*

Cut out the cards. Match cards to make words. Then use each word in a sentence.

| | |
|--------|---------|
| dis | teen |
| pre | heat |
| in | put |
| im | land |
| like | perfect |
| appear | polite |

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PM8.1 Unit 8 | Our United States

NGReach.com Practice Master PM8.1



Daily Language Arts

Daily Spelling & Word Work ✓

Spelling Pretest on page T471k

3 Read Words with Prefixes *dis-*, *pre-*, *im-*, *in-* ✓

Read On Your Own Book 29 page 2

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

Have children turn to **Read On Your Own Book 29**, page 2. Review prefixes *dis-*, *pre-*, *im-*, and *in-* and complete the example together. Then have partners take turns reading the picture labels. Assign **Practice Master PM8.1**.

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

NGReach.com Word Builder

4 Spell Words with Prefixes *dis-*, *pre-*, *im-*, *in-* ✓

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

- **Say a word:** *dislike*.
- **Segment syllables:** *dis-like*.
- **Display Sound/Spelling Cards.** Have children match each sound to a card. (cards: **13** /d/, **11** /i/, **1** /s/, **8** /l/, **34** /i/, **14** /k/)
- **Repeat the word:** *dislike*. Have children write the word.
- **Write the correct spelling.** Have children check and correct their spelling. Repeat for *prefer* and *inside* using cards **9** /p/, **12** /r/, **33** /ē/, **3** /f/, **39** /ûr/, **11** /i/, **7** /n/, **1** /s/, **34** /i/, and **13** /d/.

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

Write-On/Wipe-Off Board

Then apply the spelling rule to complete sentences: *I prefer to stay inside. I dislike cold days*. Have children say and write the sentences. Write the correct sentence and have children check and correct their spelling.

Check & Reteach

OBJECTIVE: Read and Spell Words with Prefixes *dis-*, *pre-*, *im-*, *in-* ✓

Check the dictation sentences for the correct spelling of *prefer*, *inside* and *dislike*. Call out words and ask children to spell them. Prompt self-correction.

If children misspell words, have partners use **Letter Cards** to practice building words.

Repeat with this sentence: *It is impolite to disturb a preteen doing homework.*



Prefixes dis-, pre-, in-, im-

Look at each picture. Read the words.

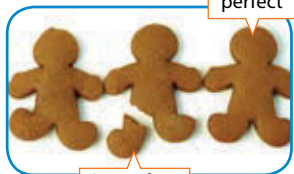
Example:



disagree



dislike



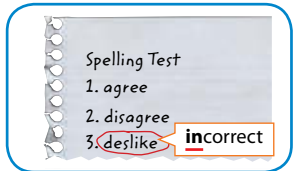
perfect

imperfect



teen

preteen



Spelling Test

1. agree

2. disagree

3. dislike

incorrect

2

Key Words

Look at the picture. Read the sentences.



High Frequency Words

America

country

father

idea

learn

mother

picture

read

seem

word

A Good Idea

1. Sam's **father** and **mother** had an **idea** for a new life.
2. They moved to this **country**.
3. They **seem** to be happy now in **America**.
4. Their children **learn** to **read** in English and say new **words** each day.
5. Look at the **picture** they are painting.

What idea does the picture show?



Phonics Games

NGReach.com

3

STUDENT TECHNOLOGY



Student eEdition



Word Builder



Phonics Games

NGReach.com

Read On Your Own Book 29
pages 2–3

High Frequency Words

5 Read and Spell Key Words Read On Your Own Book 29 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:** *father*.
- **Say a sentence with the word:** *The father bear played with his cub.*
- **Say the word again and have children repeat it and then write it.**

For *High Frequency Words Routine 1*, see BP37.

See **Differentiate**

Have children track print and echo as you reread sentences 1–5. Distribute **High Frequency Word Cards** and reread, pausing at each High Frequency Word. Have children hold up the correct card. Then have partners take turns reading and spelling each High Frequency Word and pointing to the word in the list.

Check & Reteach

OBJECTIVE: Read and Spell High Frequency Words

Have children read and write a word from the list on page 3. Scan for misspellings. Repeat for all the words.

If children misspell the words, say the meaning of the word and have children guess the correct word, say it, and spell it.

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.

father mother *A father is a parent. A mother is a parent, too. A father is a man. A mother is a woman.*

idea *Idea means "a thought" or "a plan."* (Point to head.)

country *A country is a part of the world where people live.* (Point to the United States on a map.)
The United States is a country.

seem *Seem means "look as if" or "appear to be."*
It might seem like winter because it's cold out.

America *The United States is sometimes called America.*

learn *Learn means "find out how" or "get to know."*
I would like to learn to speak Spanish.

read word *When you read, you look at and understand writing. A word (point to a word) is made up of letters.*

picture *A picture is an image drawn, painted, or taken with a camera.* (Point to pictures in the classroom.)



OBJECTIVES

Thematic Connection: The United States

- ✔ Use Social Studies Vocabulary in Speaking
- ✔ Analyze Characters' Feelings

PROGRAM RESOURCES

PRINT ONLY

Big Book: A Picnic in October

PRINT & TECHNOLOGY

Family Newsletter 8

Character Map: Practice Master PM8.2

TECHNOLOGY ONLY

Sing with Me MP3

Digital Library: Key Word Images

My Vocabulary Notebook

Read Aloud: eVisual 8.1

Power Writing

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

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

COMMON CORE STANDARDS

Reading

| | |
|--|---------------|
| Ask and Answer Questions About Key Details | CC.2.Rlit.1 |
| Describe Characters' Responses | CC.2.Rlit.3 |
| Describe Words and Phrases | CC.2.Rlit.4 |
| Identify Points of View | CC.2.Rlit.6 |
| Read with Fluency | CC.2.Rfou.4 |
| Read Orally with Expression | CC.2.Rfou.4.b |

Writing

| | |
|--------------------|----------|
| 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 |

Language and Vocabulary

| | |
|---|----------|
| Demonstrate Command of English Grammar | CC.2.L.1 |
| Use Knowledge of Language and Its Conventions | CC.2.L.3 |
| Determine the Meaning of Words | CC.2.L.4 |
| Use Words and Phrases | CC.2.L.6 |

Academic Talk

1 Make a Request Anthology page 474

Explain: "*Independence Days*" is a song about two friends who talk about **holidays** and make requests as they bake in the kitchen. When you make a request, you ask for something. It is polite to use the words *may* and *please*.

Play the song. Have children listen and sing along. Ask a volunteer to pantomime cooking. Model making requests. Ask: *May I help you?* Have the volunteer nod or say "yes" or "no" and then say "thank you." Continue to model making requests with other volunteers.

Have partners continue the activity. One child pantomimes an action while the other makes requests using *may*, *please*, *we*, and *will*. Then have partners switch roles.

Social Studies Vocabulary

2 Key Words Anthology page 475

Read aloud the text and use the diagram to discuss how the pictures relate to American culture. Say: **American culture** has many **languages**, **traditions**, and **holidays**. Our country has a special **history**. For many, many years, people from different countries have moved to the United States. They have brought with them new **cultures** and **beliefs**. We are lucky that our country now has many different **cultures**.

Key Words

American · belief · culture
 history · holidays · language
 traditions

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

- **Pronounce the word and point to the examples:** **culture**
- **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:** **Culture** is the way of life, art, and ideas of a group of people.
- **Elaborate.** Relate the word to your personal experience. *In my **culture**, we stay up until midnight at the end of the month of December to celebrate New Year's Eve.*

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

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



| |
|----------------------|
| High Frequency Words |
| may |
| please |
| we |
| will |

Make a Request

Listen and sing.

Independence Days

Song

A Mexican tradition is Independence Day. It's on September 16. That's when **we** celebrate. There's dancing and there's music, and good food to eat.

May I help you make some?

Yes, thank you. That's sweet.

The U.S. also has an Independence Day. July Fourth is a time for picnics and parades.

Please tell me what **will** happen on July the Fourth.

We'll go to see some fireworks, And we'll play some sports.

Tune: "Corre, Niño"



Key Words

What do the pictures tell you about **American culture**?



Talk Together

What other things are part of American culture? Which parts are most important to you?

STUDENT TECHNOLOGY

- Student eEdition
- Sing with Me
- Digital Library
- My Vocabulary Notebook

NGReach.com

Anthology
pages 474–475

Have partners take turns repeating **Vocabulary Routine 1** for each word on page 475. Then have children add the words to **My Vocabulary Notebook**.

See **Differentiate**

- 3 Talk Together** Anthology page 475
Read aloud both questions and model a response: *The stories we tell are a part of **American culture**. The **holidays** and **traditions** are most important to me.*

Have children share their responses with a partner.



Differentiate

EL English Learners

ISSUE Children do not understand definitions.

STRATEGY Provide translations of **Key Words** using **Family Newsletter 8** for translations in seven languages. Use cognates for Spanish speakers:

American/Americano culture/cultura
history/historia language/lenguaje
tradition/tradición

Check & Reteach

OBJECTIVE: Use Social Studies Vocabulary in Speaking

Listen for the correct usage of **Key Words** as children discuss their answers to the **Talk Together** questions.

If children do not use **Key Words** correctly, ask clarifying questions.

- What **holiday** is special to you and your family?
- Which school **traditions** do you like best?
- Which **languages** do people in our **culture** speak?



Name _____ Date _____

Character Map

Characters' Feelings

Make a character map to tell how a character feels and why.

| Character | How the Character Feels | Why the Character Feels This Way |
|--|-------------------------|----------------------------------|
| Responses will vary depending on the stories children share. | | |

Use your character map to tell a partner about a character's feelings in a story that you like.

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PM8.2

Unit 8 | Our United States

NGReach.com Practice Master PM8.2

Comprehension

4 Analyze Characters' Feelings Anthology page 476

Read the introduction and remind children how to identify a character's feelings and motives. Say: *Remember that we can learn about characters by thinking about what they say, think, and do. We can also think about how they feel and why.*

Point out that sometimes a character's feelings are stated and sometimes they are not. Emphasize that thoughtful readers use what they know about a character's point of view and motives to figure out the character's feelings.

Introduce **eVisual 8.1**: *Now I will read "4th of July Holiday." Think about how the characters feel and why.*



4th of July Holiday

It is Independence Day! Anita visits the Liberty Bell. It is almost as tall as she is. She wonders what caused the bell to crack. Nearby, Patrick marches in a parade. He is asked to hold the flag. What a great day!

NGReach.com Read Aloud: eVisual 8.1



INTERACTIVE WHITEBOARD TIP: Circle the word *wonders* and ask how Anita feels.

Display **eVisual 8.1**. Reread the story and guide children to understand how to use the Character Map to record information about how a character feels and why.

Check & Reteach

OBJECTIVE: Analyze Characters' Feelings

Have children describe how people usually feel when they see a parade. (Possible responses: happy; excited; proud) Ask: *How do you know how they feel?* (Possible responses: They are smiling, clapping, and jumping.)

If a child cannot answer the question, use facial expressions and nonverbal cues to make a sad face. Ask: *Do I look happy or sad?* (sad) *How can you tell?* (Possible responses: sad mouth; not smiling; head down; wiping away tears)

5 Talk Together Anthology page 476

Distribute **Practice Master PM8.2**. Have children tell a partner why the main character feels the way he or she does. Then have them complete the Character Maps.

See **Differentiate**

Differentiate

EL English Learners

ISSUE Children need language support.

STRATEGY Provide sentence frames to extend language:

_____ feels _____.



I know this because _____.



Character's Feelings

A character is a person in a story. A **character has feelings**. Use a character map to name the feelings. Then tell why the character has those feelings.

Character Map

| Character | How the Character Feels | Why the Character Feels This Way |
|--|-------------------------|---|
| Anita  | Anita is curious. | Anita wants to find out more about the Liberty Bell and why it has a crack in it. |
| Patrick  | Patrick is happy. | Patrick likes marching in a parade and holding a flag. |

Write the name of the character here.

Describe how the character feels here.

Explain why the character feels that way here.

Talk Together

Tell your partner about a story that you like. Talk about the main character's feelings. Then, fill in a character map.

476

Anthology page 476

Big Book Read-Aloud

6 Share Realistic Fiction

Display the cover and read aloud the title. Ask: *What do you think this story is about?* (Possible response: A family who goes on a picnic in October.) *What details in the picture support your prediction?* (Possible response: fall leaves)

SOCIAL STUDIES BACKGROUND Explain: *In the past, people from other countries came to New York by boat. They saw the Statue of Liberty from far away. The statue is a sign of our **American belief** in freedom for all. People still move to the United States, just like the author Eve Bunting, who came from Ireland.*

GENRE Explain: *Realistic fiction is not about real people and events, but the events could really happen. A Picnic in October is realistic fiction.* Read aloud pages 2–28. Use the questions on pages T476a–T476c 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 Characters' Feelings

Day 2 Listen and Analyze

- ✓ Choose Reading Strategies
- Critical Thinking



2

Dad and Mom and I take the bus to Battery Park. We're carrying the stuff for the birthday picnic. Mom has the cake.

It's October 28, bright and sharp and cold. Really cold.


"Why do we always have to do this?" I ask Mom. "A picnic in October! It's dumb!"

"This is the way Grandma wants it," Mom says.

And that's the end of it.

3

Big Book pages 2–3




4

When we get to Battery Park, I see Grandma right away. Grandpa's with her, and Uncle Joe and Aunt Louise, and my cousins, Rosa and Mike.

We all hug and kiss.

Grandpa reaches inside his overcoat and gives Rosa and Mike and me licorice sticks. He keeps a row of them in his top jacket pocket the way other people keep pens.



5

Big Book pages 4–5

1

"We'd better hurry and get in the ferry line," Aunt Louise says. I look at the line and I can see we're going to have a long wait. We stomp our feet and blow on our hands.

Across on the island, the Statue of Liberty stands, bright and gleaming.

"She was all spruced up a few years back," Grandma says.

"She sure looks good for her age."


Grandpa strokes Grandma's cheek. "Like you, sweetheart," he says. Grandpa can be really soppy.

Mike's holding the cake now, in its see-through container.

"Remember last year? Remember trying to get all the candles to fit on here?"


I nod. "We only brought ten this time. Grandma says when you're real old, you don't care about having one for every year, anyway."

2



6

Big Book pages 6–7



8


A woman with a thick braid of black hair pulls at my arm. The woman points to the ferry, which is chugging away from the dock. She's talking to me and I don't understand the words, but I can see she's worried.

"What's she saying?" Mike asks me.

"I think she's worried because the boat's gone," I say.

I smile at the woman. "It's OK," I say. I point at the ferry. "Another will come."

She smiles and nods, and I can tell she understands and feels better.



9

Big Book pages 8–9

Fluency ✓

Intonation Explain: *Fluent readers change their intonation, or the tones of their voices, to reflect what is written in a text. They use clues from the text, such as punctuation, to figure out proper intonation.*

Model intonation as you read aloud the boy's dialogue on page 3. Point out how your voice went up when he asked a question and how it got stronger when he expressed frustration.

Have children practice reading aloud the page with proper intonation.

Build Comprehension

FIRST READ

Day 1 Listen and Comprehend

- 1 Active Reading** Have children chorally read the dialogue on these pages. Remind them to use proper expression and intonation.
- 2 Make Predictions** *Where is the family going to celebrate Grandma's birthday? Why are they going there?* (Possible response: They are going somewhere near the Statue of Liberty. It must be a special place for Grandma.)

SECOND READ

Day 2 Listen and Analyze

- 3 Choose Reading Strategies: Determine Importance** ✓ *What is the most important idea in the story so far?* (Possible response: A family takes a ferry ride so they can have a birthday picnic.)

4 Mike sniggers. "Man! You looked like a third-base umpire, waving your arms like that. You looked like a dork."
 "Don't be rude, Mike," Grandma says. "Tony was being kind. You are not being kind."
 I wiggle my ears at Mike and that makes him laugh, so Grandma gives him another disapproving stare.
 The next ferry comes and we manage to squeeze on. I watch for the woman and her family, but they don't make it onto this boat. I hope they don't give up.



10 11

Big Book pages 10–11

The grown-ups rush inside where it's warm, but we just put our stuff in there and run to the front of the boat. We pretend to throw up over the railing. There's nobody up at the bow, so we spit into the wind and see who it blows back on. Spit is lucky.





Liberty Island is coming closer. The statue is getting bigger.



12 13

Big Book pages 12–13

We straggle off at the dock, lugging the picnic stuff.
 The island is crowded, but Dad finds a grassy spot and the grown-ups spread the blankets. The three of us run around.
 Mike points. "There's Brooklyn." Brooklyn is where Mike and Rosa live.
 "There's Ellis Island," Rosa says in a reading kind of way. "Seventeen million immigrants entered the United States of America through Ellis Island. We learned that in school."
 "You told us last year," I say. Rosa's offended. "So?"

14 15

Big Book pages 14–15

6 "Tony! Rosa! Mike!" Dad calls. "Chow time," Mike says. We all sit on the blankets except for Grandma and Grandpa. We brought the folding chairs for them. There's a ton of food.



16 17

Big Book pages 16–17

Build Comprehension

FIRST READ

Day 1 Listen and Comprehend

- 4 Analyze Characters' Feelings** ✓ *Do you think Tony feels hurt when Mike makes fun of him? (No.) What happened in the story to support your opinion?* (Possible responses: Tony wiggled his ears at Mike to make him laugh. Both Mike and Tony are making faces and laughing in the picture.) See **Differentiate**

SECOND READ

Day 2 Listen and Analyze

- 5 Choose Reading Strategies: Ask Questions** ✓ *What questions do you have about the story so far?* (Possible responses: Why is the Statue of Liberty called "Lady Liberty"? Why is Ellis Island special?)
- 6 Use Visuals** *Why are Tony's family members looking up instead of looking at each other?* (They are looking up at the Statue of Liberty.) *Why do you think the illustrator drew Tony facing away from the rest of his family?* (Possible response: She wanted to show that Tony is not interested.)

Differentiate

EL English Learners

ISSUE Children have a limited vocabulary to analyze feelings.

STRATEGY Encourage children to point to the words and pictures in the story to support their opinions about how Tony feels.

Lady Liberty gazes down on us with her calm, old eyes.
 “You’d think she’d get tired, holding her arm up like that,” Rosa says.
 I groan. “Give us a break! She’s not real!”
 Grandma frowns. “She’s not alive, if that’s what you mean. But she’s certainly real. And so is what she stands for.”
 She smiles at Grandpa. “It’s time for the birthday. Light the candles, Luigi.”




18 19

Big Book pages 18–19

We stand to face Lady Liberty. “Happy Birthday!” we shout.
 “When I came from the old country,” Grandma says, “I came out here and I said, ‘Thank you, Lady Liberty. Thank you for taking me in.’ I spoke in Italian, of course, but she understands all languages. ‘This is America, and I am here and I am a part of it,’ I thought.”
 She says this every time. Grandma thinks the statue is such a big deal. Grandpa leads us in the Happy Birthday song to Lady Liberty and then Grandma begins to recite the famous words:

1
 “Give me your tired, your poor,
 Your huddled masses yearning to breathe free . . .”

There’s more. She recites them here on Lady Liberty’s birthday every single year.
 Grandpa blows kisses, so we feel we have to. I sincerely hope no one is watching.



22 23

Big Book pages 22–23

The wind blows out every match Grandpa lights. The candles lean toward Staten Island and the wicks get stuck in the frosting. We straighten them and make a hands barrier between them and the wind.
 It’s a miracle they stay lit while Dad lifts the cake for Grandma to blow them out. They go with one huff when we take our hands away.
 “Brava, Bella!” Grandpa cries.
 “Brava” means “you’re wonderful!” in Italian. “Bella” means “beautiful.” Grandpa is being soppy again.



20 21

Big Book pages 20–21

After that we pack up what’s left of the picnic and walk to the back part of the island, called the mall. There’s a birthday program there, too. A brass band is playing. The Veterans of Foreign Wars are having a parade. What a party Lady Liberty’s having! We stay for a while, and then we come back around.



24 25

Big Book pages 24–25

Build Comprehension

FIRST READ

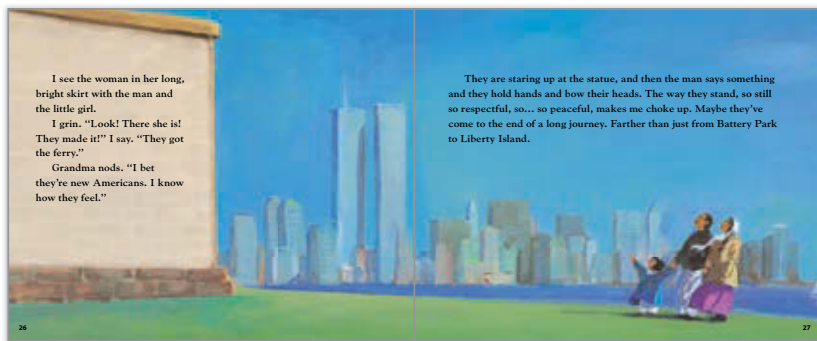
Day 1 Listen and Comprehend

- 1 **Confirm Predictions** *Was your prediction correct?* (Possible response: Yes; Grandma likes to come here because she came to America from Italy.)
- 2 **Analyze Characters’ Feelings** ✓ *How does Tony feel when the crowd sings to Lady Liberty?* (Possible response: embarrassed) *Why do you think that?* (The last sentence on the page says that the boy hopes no one is watching.) *What clues does the picture give?* (Possible responses: stands away from the crowd; nervous expression; hands in pockets)

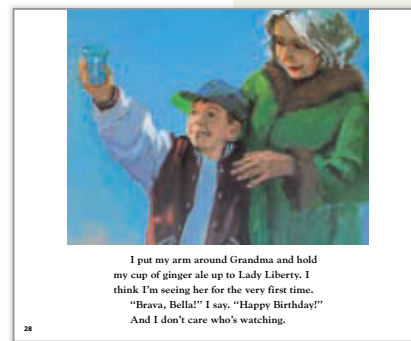
SECOND READ

Day 2 Listen and Analyze

- 3 **Choose Reading Strategies: Make Inferences** ✓ *What does Tony’s grandma mean when she says that Lady Liberty is not alive but she is certainly real?* (Possible response: She is not a live person but what she stands for is real. Lady Liberty is a symbol of freedom.)



Big Book pages 26–27



Big Book page 28



Daily Language Arts

Daily Grammar

Point out the prepositions on **Big Book** page 6. (*in, on*) Then use the Daily Grammar lesson on page T471m to teach prepositions.

Writing

7 Write About Characters' Feelings

Have partners use a character map and choose one character from the story to write about. Have them explain how that character feels about the picnic and the reason for the celebration.

Then display the **Key Words** and encourage children to use them as they write about how the character feels and why.

Invite volunteers to share their character maps with the class. Then group their character maps by character and post them in the classroom. Allot time for children to revisit the maps and compare responses.

See **Differentiate**

Differentiate

SN Special Needs

ISSUE Children have difficulty completing their character maps.

STRATEGY Allow children who struggle with fine motor skills to dictate their ideas to a partner who then fills in the chart. For those who struggle with expressive language, encourage them to sketch their ideas and then add words or phrases to expand on them.

AL Above Level

ISSUE Children are ready for deeper levels of discussion.

STRATEGY Challenge children to discuss how the story would be different if their character felt another way. Remind children to explain why and give reasons to justify their answers.

WRAP-UP Have partners turn and talk about why languages other than English are spoken in the United States. Then have them share which languages their family speaks.

OBJECTIVES

Thematic Connection: The United States

Delete Initial Syllables

- ✓ Read and Spell Words with Prefixes *dis-*, *pre-*, *im-*, *in-*
- ✓ Read and Spell High Frequency Words
- ✓ Read Decodable Texts Fluently and with Comprehension

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Prefixes *dis-*, *pre-*, *in-*, *im-*: Practice Master PM8.3

Write-On/Wipe-Off Boards

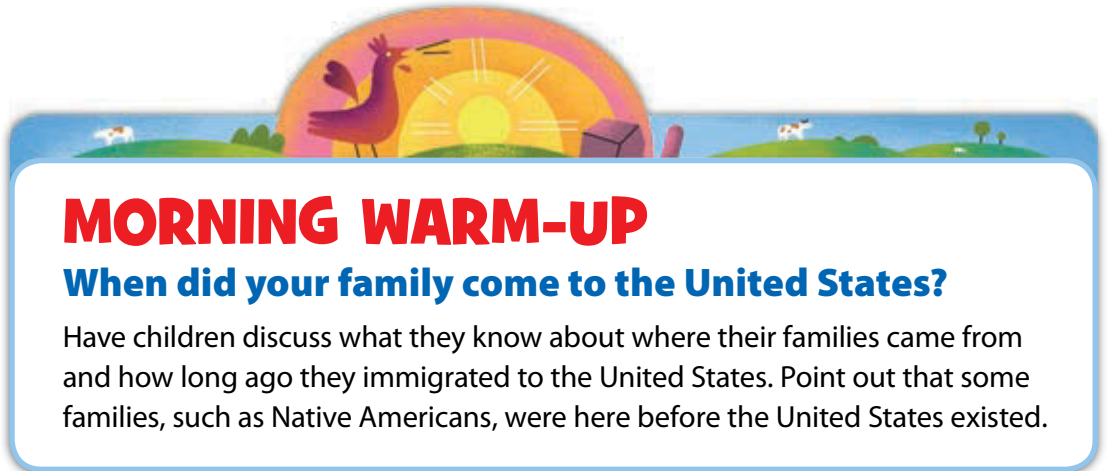
Sound/Spelling Cards 1, 7, 8, 9, 11, 12, 13, 22, 33, 35, 38

Read On Your Own Book 29

TECHNOLOGY ONLY

Letter Cards

Comprehension Coach



MORNING WARM-UP

When did your family come to the United States?

Have children discuss what they know about where their families came from and how long ago they immigrated to the United States. Point out that some families, such as Native Americans, were here before the United States existed.

Phonological Awareness

1 Delete Initial Syllables

Use **Phonological Awareness Routine 10**.

- **Say a word and clap:** *dishonest*. Clap the syllables with me: dis-hon-est.
- **Delete a syllable:** *Let's take away the first syllable of the word, dis-: honest.*
- **Say the new word:** *honest*. Say the new word with me: honest.

For **Phonological Awareness Routine 10**, see page BP31.

Repeat the routine with *impolite* (polite), *preschool* (school), and *disbelief* (belief).

Check & Reteach

OBJECTIVE: Delete Initial Syllables

Ask: *What word is left when I take the syllable in- away from incorrect?* (correct)

If children cannot answer, ask: *How can you make the word incorrect into the word correct?*

(take away the *in-*) Repeat with *disagree* (agree), *prewriting* (writing), and *imperfect* (perfect).

Phonics

2 Read Words with Prefixes *dis-*, *pre-*, *im-*, *in-*

REVIEW Remind children that prefixes are word parts that change the meaning of a word. Review the meanings of prefixes *dis-*, *im-*, *in-* ("not" or "opposite of"), and *pre-* ("before"). Display *distrust*, *preplan*, *immoral*, and *inactive*. Have children identify each prefix and then segment and blend the word.

Print, cut out, and distribute **Letter Cards**. Make a four-column chart with heads *dis-*, *pre-*, *im-*, and *in-*. Model building *disarm*. Have partners build and blend the word and write it in the first column. Have them continue building, blending, and sorting *disapprove*, *preset*, *imbalance*, *inedible*, *disagree*, *premix*, *immature*, *incapable*, *disregard*, *prepay*, *impatient*, and *inactive*. Have partners take turns reading each group of words. Encourage them to add other words they know with prefixes *dis-*, *pre-*, *im-*, and *in-*. Assign **Practice Master PM8.3**.

Name _____ Date _____

Phonics

Prefixes *dis-*, *pre-*, *in-*, *im-*

Write the word that completes each sentence.

1. distrust preschool indoors

Cole and Rosa have to stay indoors today because it is raining.



2. disagree impolite incomplete

At first they disagree about what to do, but then they decide to make cookies.

3. precut incorrect immigrate

Rosa thinks Cole likes peanut butter cookies, but she is incorrect.

4. inputs prepays dislikes

Cole dislikes peanut butter, so they decide to make oatmeal cookies.

5. disarmed pregame imperfect

They don't want the cookies to be imperfect, so they work carefully.

6. implant preplan insight

They preplan and prepare before they begin.

7. indirect improper disappear

After the cookies are baked, they disappear quickly! Yum!

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PM8.3

Unit 8 | Our United States

NGReach.com Practice Master PM8.3

COMMON CORE STANDARDS

Reading

| | |
|--|---------------|
| Decode Multisyllabic Words | CC.2.Rfou.3 |
| Decode Words with Prefixes | CC.2.Rfou.3.d |
| Read Irregularly Spelled Words | CC.2.Rfou.3.f |
| Read with Fluency | CC.2.Rfou.4 |
| Read with Purpose and Understanding | CC.2.Rfou.4a |
| Use Context to Confirm or Self-Correct | CC.2.Rfou.4c |

Language and Vocabulary

| | |
|---------------------------|------------|
| Spell Words with Prefixes | CC.2.L.2.d |
|---------------------------|------------|

3 Spell Words with Prefixes *dis-*, *pre-*, *im-*, *in-* ✓

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

- **Say a word:** *prepay*.
- **Segment sounds:** /p/ /r/ /ē/ /p/ /ā/.
- **Display Sound/Spelling Cards.** Have children match each sound to a card. (cards: 9 /p/, 12 /r/, 33 /ē/, 35 /ā/).
- **Repeat the word:** *prepay*. Have children write the word.
- **Write the spelling.** Have children check and correct their spelling. Repeat for *displease* and *indoor* using cards 13 /d/, 11 /i/, 1 /s/, 9 /p/, 8 /l/, 33 /ē/, 22 /z/, 7 /n/, and 38 /ōr/.

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

Then apply the spelling rule to complete sentences: *We prepay for indoor seats.*
The seats displease us. Have children say and write the sentences. Write the correct sentences and have children check and correct.

High Frequency Words

4 Read and Spell Key Words ✓

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

| | | |
|---------|---------|---|
| mother | America | <u>M</u> other was born in <u>A</u> merica. |
| | father | <u>F</u> ather was born in Spain. |
| picture | country | I see a <u>p</u> icture of his <u>c</u> ountry. |
| | read | I want to <u>r</u> ead Spanish. |
| learn | word | I can <u>l</u> earn a word a day. |
| seem | idea | My parents <u>s</u> eem to like the <u>i</u> dea. |

Echo read each sentence. Have children hold up a **High Frequency Word Card** when they read the High Frequency Word. Post one example of each card on the Word Wall.

Check & Reteach

OBJECTIVES: Read and Spell Words with Prefixes *dis-*, *pre-*, *im-*, *in-* ✓
Read and Spell High Frequency Words ✓

Use **Dictation Routine 2**. Dictate: *Father dislikes people who seem impolite.*

If children misspell words, have them make flash cards of problem words and work with a partner to read and spell the words. Repeat with this sentence: *Mother prefers America to a distant country.*

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

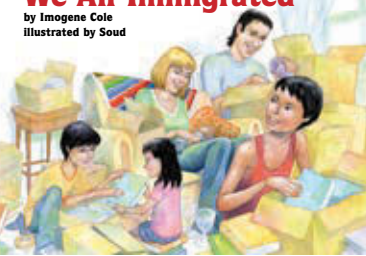


Daily Language Arts


Daily Spelling & Word Work ✓

Practice options on page T471k


We All Immigrated
by Imogene Cole
Illustrated by Soud




Carlos and his family were leaving Mexico. They were moving to the United States. His family was packing, so boxes stood everywhere. The house was in **disorder**.
Cousin Berto came to help. Berto was a **preteen**, but he was nearly thirteen. Berto asked if people spoke Spanish where Carlos's family was going.



Carlos's **father** said that just a few people spoke Spanish. Carlos gasped in **disbelief**. How could his family **immigrate** to this place? He just spoke Spanish. How would he make friends?
His **mother** told him that he'd make friends. He'd **learn** to understand people.



At first Carlos felt glad to be in school in **America**. His teacher, Mrs. Ortez, spoke some Spanish. But he felt sad when he found that not one of his classmates spoke Spanish. Carlos sat by himself at lunchtime. He watched the other kids discussing things. He wished he could speak with them.



The weeks passed. Bit by bit, Carlos **learned** to **read** and say new **words**. He spoke with his classmates. Carlos often used a wrong **word**. Then he felt ashamed and wished he could **disappear**.

Legend

- words with Prefixes *dis-*, *pre-*, *in-*, *im-*
- high frequency words
- * story words

Read On Your Own Book 29
pages 4–7

Decodable Reading

5 Read “We All Immigrated” Read On Your Own Book 29 pages 4–14

Use illustrations to pre-teach story words *Mexico* (page 4), *Japan* (page 11), and *Africa* (page 12). Then use **Decoding Routine 4** to conduct two readings of “We All Immigrated.” 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 accuracy. Use the following questions to build comprehension.

- 1 Identify Details** *Why is Carlos unhappy in his new school?* (He doesn't speak English well. He uses the wrong words, and that makes him feel ashamed.)
- 2 Recognize Key Events** *How does Mrs. Ortez help Carlos?* (She has everyone in class tell when their family came to the United States.)
- 3 Make Inferences** *How can you tell that Carlos is feeling happier in his new school?* (Possible response: He talks and smiles in class.)
- 4 Make Connections** *How can you make a new student like Carlos feel welcome?* (Possible responses: You can ask the student about himself/herself. You can invite the student to eat lunch with you.)

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

Differentiate

BL Below Level

ISSUE Children mispronounce words with previously taught phonics elements.

STRATEGY Use the chart to identify specific resources for review and reteaching.

| Skill | Book 29 | Teacher's Edition |
|--|--|--|
| words with suffixes <i>-ly</i> , <i>-ful</i> | nearly (page 4) instantly (page 8) disrespectful (page 9) | <i>-ly</i> (page T411b) <i>-ful</i> (page T411b) |
| words with <i>r</i> -controlled vowels | nearly (page 4) disappear (page 7) years (page 11) disorder (page 4) Ortez (pages 6, 8, 9, 14) short (page 9) born (pages 9, 11, 12, 13) before (page 12) | <i>/ir/_ ear</i> (page T396b) <i>/ôr/or</i> (page T357I) <i>/ôr/ore</i> (page T357I) |

SN Special Needs

ISSUE Children need extra time to decode the text.

STRATEGY Pair each child with a more proficient reader. Allow partners time to conduct an echo read.



Student eEdition



Comprehension Coach



Mrs. Ortiz spoke with Carlos. She said, "I hope you don't dislike school. You seem sad, but you shouldn't be. You understand what people say."

Carlos said, "I want to speak like Nancy." His sister was just in preschool, but she seemed to learn new words instantly.

1



Mrs. Ortiz said, "You've been in this country a short time. Soon you'll speak and read like you were born here."

Carlos disagreed, but he didn't say so. He didn't want to seem disrespectful.



Mrs. Ortiz wanted Carlos to feel happy. She had an idea for a project. She told the class, "I want each of you to ask your family when they immigrated to America. Tomorrow you can share what you learned."

2



The next day, Carlos spoke first. "My family came to America fifteen weeks ago."
Kento said, "My parents came from Japan, but I was born in America."

Paul spoke next. "My grandparents immigrated here fifty years ago. They came from Poland."



Shawn's family took an indirect path to America. "My parents' families came from Africa to South America a long time ago," he explained. "Then my grandparents left and came here way before I was born."



Amy said, "My parents were born in the United States, but both their families came from Scotland in the 1700s."

Grace said, "All of us are like Carlos. Our families immigrated, too!"

Carlos smiled. He said, "We all are alike. Our families all immigrated."

3



Then Carlos asked, "Mrs. Ortiz, can we paint a big picture? We can show where our families came from."

Paul said, "That's a good idea!"

Mrs. Ortiz said, "Yes! I invite you all to point!"

4

Practice Phonics

Prefixes dis-, pre-, in-, im-

Read these words.

disorderly preheat imperfect disorganized pretend
inside disagree preview messy inform

Find the words with the prefixes **dis-**, **pre-**, **in-**, and **im-**. Use letters to build them.

d i s o r d e r l y

Task *Searcher* The room is *disorderly*.

Choose words from the box above to describe the room in the picture.

Read On Your Own Book 29
pages 8–15

Practice Phonics

6 Prefixes **dis-**, **pre-**, **in-**, **im-** Read On Your Own Book 29 page 15

Distribute **Letter Cards**. Read aloud page 15. Have partners find and build words with prefixes **dis-**, **pre-**, **im-**, and **in-**.



7 Talk Together Read On Your Own Book 29 page 15

Have children fill in the blank in the sentence frame with words from the box. (Possible responses: The room is disorganized/imperfect/messy.)

Check & Reteach

OBJECTIVE: Read Decodable Texts Fluently and with Comprehension

Have each child read aloud a page from "We All Immigrated." Note reading speed and miscues.

Have children who have low reading speeds conduct partner readings or use the

Comprehension Coach to build automaticity. Use **Reteaching Routine 1** to conduct one-on-one reteaching for miscues.

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



Anthology

Big Book

OBJECTIVES

Thematic Connection: The United States

- ✔ Use Academic Vocabulary in Speaking
- ✔ Choose Reading Strategies

PROGRAM RESOURCES

PRINT ONLY

Big Book: *A Picnic in October*

TECHNOLOGY ONLY

Digital Library: Key Word Images

My Vocabulary Notebook

MATERIALS

index cards

Power Writing

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

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

Academic Talk

1 Recount an Experience

Briefly review the events from *A Picnic in October*. Ask: *How did Tony's feelings about the picnic change?* (Possible response: At first he thinks a birthday picnic for the Statue of Liberty is a silly family **tradition**. Then he realizes that his grandparents and other immigrants like the Statue of Liberty because she stands for freedom.)

Why do you think Tony's feelings changed? (Possible response: Tony watches an immigrant family and understands why the Statue of Liberty is so important to families like his.)

Encourage children to think of a time they did not want to do something but then were glad they did it.

Have children turn and talk to a partner about what the activity was, how they felt at first, what happened to change the way they felt, and how they felt at the end.

Academic Vocabulary

2 More Key Words Anthology page 477

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

- **Pronounce the word and point to its picture:** **expect**
- **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 **expect** something, you think it will happen.*
- **Elaborate.** Relate the word to your experience. *I saw storm clouds this morning, so I **expect** rain.*

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

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

Key Words

alike · celebrate · difference
expect · variety

COMMON CORE STANDARDS

Reading

| | |
|--|---------------|
| Ask and Answer Questions About Key Details | CC.2.Rlit.1 |
| Describe Characters' Responses | CC.2.Rlit.3 |
| Describe Words and Phrases | CC.2.Rlit.4 |
| Identify Points of View | CC.2.Rlit.6 |
| Read and Comprehend Prose | CC.2.Rlit.10 |
| Read with Fluency | CC.2.Rfou.4 |
| Read Orally with Expression | CC.2.Rfou.4.b |

Writing

| | |
|--------------------|----------|
| Recall Information | CC.2.W.8 |
|--------------------|----------|

Speaking and Listening

| | |
|---------------------------------|-----------|
| Recount or Describe Key Details | CC.2.SL.2 |
| Recount an Experience | CC.2.SL.4 |

Language and Vocabulary

| | |
|---|----------|
| Demonstrate Command of English Grammar | CC.2.L.1 |
| Use Knowledge of Language and Its Conventions | CC.2.L.3 |
| Use Words and Phrases | CC.2.L.6 |

More Key Words

alike

(i-lik) *adjective*



These dogs look **alike**.

celebrate

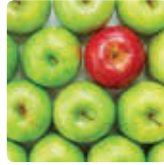
(se-lu-brāt) *verb*



Many people **celebrate** the Fourth of July by watching fireworks.

difference

(di-fur-uns) *noun*



One apple is red. That is the **difference**.

expect

(ik-spekt) *verb*



I **expect** the clouds will turn into rain today.

variety

(vu-rī-u-tē) *noun*



I have a **variety** of crayons. They are many colors.

Talk Together

Make a study card using each **Key Word**. Write the word on the front. Write the meaning and a sentence on the back. Use the cards to quiz your partner.



Add words to My Vocabulary Notebook.
NGReach.com

STUDENT TECHNOLOGY



Student eEdition



Digital Library



My Vocabulary Notebook

NGReach.com

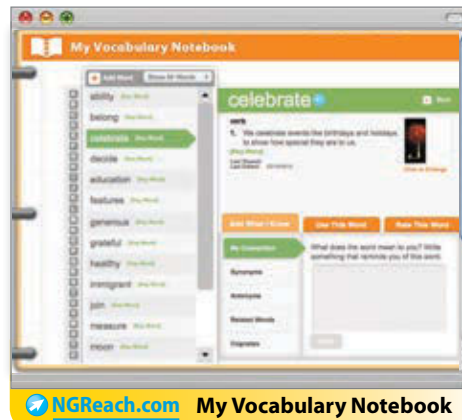
477

Anthology page 477

Have partners take turns repeating **Vocabulary Routine 1** for each word on page 477. Have children add the words to **My Vocabulary Notebook**.

See **Differentiate**

- 3 Talk Together** Anthology page 477
Read the directions. Have children take turns sharing their study cards. Call on volunteers to explain how their cards are the same as and different from their partner's cards.



Differentiate

AL Above Level

ISSUE Children can handle challenging sentences.

STRATEGY Challenge children to use as many **Key Words** as they can in a sentence.

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 **Key Word** study cards they wrote during the **Talk Together** activity. Monitor for understanding.



Comprehension

4 Choose Reading Strategies Anthology pages 478–479

Read aloud the introduction and point out the toolbox illustration on page 478. Explain: *Good readers use several strategies all at once to help them understand.* Guide children to name some of the reading strategies they have learned. Have them chorally read the list at the top of page 479 to review each strategy.

Read aloud the How to Choose a Reading Strategy chart and model choosing a strategy: *I want to know how a story fits with my life. I can use the Make Connections strategy. This strategy helps me connect what I read with what I know. This will help me understand the text in a new way.*

5 Talk Together Anthology page 479

Read aloud the first few lines of “An American Holiday” and say: *I am not sure what the main idea is. Should I use the Make Connections or Determine Importance strategy?* (Determine Importance) Have pairs read aloud the remainder of the story. Guide them to choose two reading strategies they think will help them most as they read.

Check & Reteach

OBJECTIVE: Choose Reading Strategies 

If children have difficulty choosing a strategy, ask guiding questions: *What do you want to remember or understand in the second paragraph?* (what the food smells, looks, and tastes like) *What helps you remember all of these details?* (I picture them in my head as I read.) *Do you think the Make Inferences or Visualize strategy will best help you?* (Visualize)

Listen Again and Analyze

6 Build Comprehension Big Book pages 3–24

Use the **Listen and Analyze** questions on pages T476a–T476c as you reread *A Picnic in October* to give children practice in choosing reading strategies.



Writing

7 Write a Description

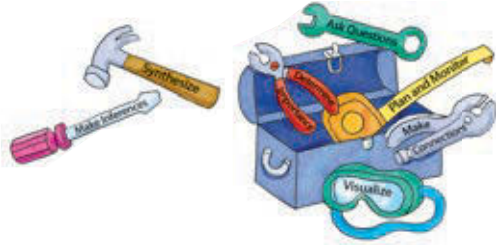
Explain: *Visualization is a strategy that helps readers and writers describe what they see, taste, smell, feel, and hear.* Explain that visualizing helps writers choose descriptive words to strengthen their writing. Descriptive words make their writing more interesting to read. Explain to children that they will write a description. Model the process using page 20 of *A Picnic in October*.



Choose Reading Strategies

Good readers use reading strategies. You can use more than one strategy. It is important to know what strategies to use and when to use them. As you read:

- Think about the strategies. Each one is a different tool. It can help you understand what you read.



When you read, choose a reading strategy to help you understand.

How to Choose a Reading Strategy

- | | | |
|--|--|-------------------------------|
| | 1. Think about what you want to understand. | I want to Know _____. |
| | 2. Figure out which strategy will help you understand what you read. | I can _____. |
| | 3. Think about how the strategy helps you. | This strategy helps me _____. |

478

Reading Strategies

- Plan and Monitor
- Make Inferences
- Ask Questions
- Make Connections
- Visualize
- Determine Importance
- Synthesize

Talk Together

Practice using at least two reading strategies.

Description

An American Holiday

My favorite holiday is Thanksgiving. We **celebrate** the Pilgrims who settled Plymouth Colony in 1620. We celebrate the Wampanoag who helped the Pilgrims survive in the New Land. And we celebrate all the good things we have today.

Today, the best part of the holiday is having a big family dinner. We eat a **variety** of food, such as turkey, stuffing, yams, and green beans. Then we have yummy desserts. No two pies are ever **alike**! Slowly, the food disappears from our plates. After dinner, the children get impatient to go and play. The grown-ups stay inside and watch football.

Even when we don't know what to **expect** next, it's good to give thanks for what we have. I wonder if the Pilgrims would ever have predicted that people would remember them with a feast nearly 400 years after they came to America.



479

Anthology
pages 478–479

Think Aloud

I read that the candles lean forward and the wicks get stuck in the frosting. I think the candles look like tiny people bowing.

Write

The pink, striped candles look like tiny people bowing before a king.

Have partners make a list of adjectives that describe the Statue of Liberty in *A Picnic in October*, or one that describes the sights and sounds associated with a favorite holiday. Have partners use their lists to write about a holiday, monument, or statue they have either seen in person or learned about from a book or movie.

Encourage them to include **Key Words** in their writing. Allow time for children to add illustrations and then share their work with the class.

WRAP-UP

Ask: *Why do people from other countries want to come to the United States?* Invite children to describe reasons for moving to other places. Have them cite examples from their reading.

Daily Language Arts

Daily Grammar

Point out the prepositions on **Big Book** page 12. (*over, on*) Then use the Daily Grammar lesson on page T471m to teach prepositions that show location.

Day 3 Learn Sounds, Letters, and Words



Sing with Me
Phonics Songs Book

OBJECTIVES

Thematic Connection: The United States

Add Final Syllables

✓ Read and Spell Words with Suffixes *-er, -or, -less, -ness*

✓ Read and Spell High Frequency Words

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Sing with Me Phonics Songs Book, page 65

Read On Your Own Book 29

Suffixes *-er, -or, -less, -ness*: Practice Master PM8.6

Write-On/Wipe-Off Boards

Sound/Spelling Cards 1, 2, 3, 5, 7, 8, 12, 21, 32, 33, 37, 39

High Frequency Words: Practice Master PM8.7

TECHNOLOGY ONLY

Sing with Me Phonics Songs MP3 or CD 4, Tracks 19–20

Word Builder

MATERIALS

Word grids, 1 per child • small chips or coins for game markers



MORNING WARM-UP

Where does your favorite food come from?

Have children name the foods they enjoy and the nations the foods represent.

Phonological Awareness

1 Add Final Syllables

Use **Phonological Awareness Routine 4**.

- **Say a word:** *teach*.
- **Add a syllable:** *Let's add the syllable -er to the end of teach: teach-er.*
- **Say the new word:** *teacher. Say the new word with me: teacher.*

For **Phonological Awareness Routine 4**, see page BP29.

Have children repeat the routine with *bake* (baker), *time* (timeless), *sculpt* (sculptor), and *happy* (happiness).

Check & Reteach

OBJECTIVE: Add Final Syllables

Ask: *What word do I get if I add -ness to the end of dry?* (dryness)

If children cannot answer, have them clap for the syllable in *dry* and ask: *How many claps?* (one). Then have them clap for each syllable in *dryness* and ask again. (two) Ask: *What was added to increase the number of syllables?* (-ness) Repeat with *rain* (rainless) and *ranch* (rancher).

Phonics

2 Learn Words with Suffixes *-er, -or, -less, -ness* ✓

Sing with Me Phonics Songs Book page 65

Point out southwestern states on a map of the country. Then play Track 19 and have children listen, follow along, and then listen again as they try to chime in. Play Track 20 and have children sing on their own. Practice the gestures until children can perform smoothly.

- 1 3 Fan self with hand as if very warm.
- 2 Hold out hand to feel for rain.
- 4 6 Shake hands with a partner.
- 5 Hold up fingers as if counting the professions.

Visitors to the Southwest



- 1 Visitors to the Southwest can spend time in the desert.
- 2 They will see the dryness there. They will have some rainless days.
- 3 Visitors to the Southwest can spend time in the desert.
- 4 Visitors to the Southwest will meet people who live there.
- 5 Bakers, weavers, and potters. Teachers, farmers, ranchers, too.
- 6 Visitors to the Southwest will meet people who live there.

Sing with Me Phonics
Songs Book page 65

COMMON CORE STANDARDS

Reading

Decode Multisyllabic Words CC.2.Rfou.3
Decode Words with Suffixes CC.2.Rfou.3.d
Read Irregularly Spelled Words CC.2.Rfou.3.f

Language and Vocabulary

Spell Words with Suffixes CC.2.L.2.d

Use the routine below to teach suffixes *-er*, *-or*, *-less*, and *-ness* and to blend words.

| Step 1 Develop Phonological Awareness | <i>-less</i> | <i>-ness</i> | <i>-er, -or</i> |
|--|--|---|---|
| <p>1. Tell children to listen to these words and tell you what sounds they hear in the last syllable: <i>fear-less</i>, <i>hope-less</i>, <i>use-less</i>; <i>sick-ness</i>, <i>neat-ness</i>, <i>quick-ness</i>; <i>sail-or</i>, <i>farm-er</i>, <i>read-er</i> (always say /ər/).</p> | <p>fearless hopeless useless</p> | <p>sickness neatness quickness</p> | <p>sailor farmer reader</p> |
| Step 2 Spell Words with Suffixes | | | |
| <p>1. Display and read <i>harm</i> and briefly discuss its meaning. Add <i>-less</i> to form <i>harmless</i>, say the word, and have children repeat. Explain that <i>-less</i> is a suffix, a word part added at the end of a word to make a new word. Explain that <i>harmless</i> means “without harm.” Explore the meaning: <i>Which of these cause harm and which are harmless: kitten, lightning, rainbow, forest fire</i>. Follow a similar procedure with <i>rainless</i> and <i>cordless</i>.</p> <p>2. Repeat the procedures for <i>-ness</i>, using <i>kindness</i>, <i>brightness</i>, and <i>happiness</i>. Explore the meanings: <i>A kind person shows kindness. A bright color has brightness. A happy person feels happiness</i>. Make sure children notice that the <i>y</i> in <i>happy</i> is changed to <i>i</i> before the suffix <i>-ness</i> is added.</p> <p>3. Continue with <i>-er</i>, using <i>heater</i>, <i>hiker</i>, and <i>planner</i>. Explore the meanings: Something that heats, someone who hikes, someone who plans. Point out that the final <i>n</i> in <i>plan</i> is doubled.</p> <p>4. Explain that <i>-or</i> has the same meaning as <i>-er</i>. Repeat the procedure with <i>actor</i> and <i>visitor</i>. Contrast <i>-er</i> and <i>-or</i>, telling children to always pay attention to how /ər/ is spelled at the end of a word. Point to the example words <i>visitors</i>, <i>dryness</i>, <i>rainless</i>, and <i>bakers</i> in the song on page 65 of Sing With Me Phonics Songs Book.</p> | <p>harm + less rain + less cord + less</p> | <p>kind + ness bright + ness happy – y + i + ness</p> | <p>heat + er hike – e + er plan + n + er</p> <p>act + or visit + or</p> |
| Step 3 Blend Sound to Read Words | | | |
| <p>1. Display <i>cloudless</i>. Have children look for a smaller word they know (base word), framing <i>cloud</i> if necessary. Together, sound/blend each syllable. Then blend syllables: <i>cloud-less</i>, <i>cloudless</i>.</p> <p>2. Repeat for <i>flatness</i>.</p> <p>3. Repeat for <i>sailor</i> and <i>singer</i>. After children blend and read the words with you, draw attention to how /ər/ is spelled in each word.</p> | <p>cloud cloudless</p> | <p>flat flatness</p> | <p>sail, sing sailor, singer</p> |



Read On Your Own Book 29

Name _____ Date _____

Phonics
Suffixes -er, -or, -less, -ness

Circle the word that names the picture.

| | | |
|--------------------------------------|---------------------------------------|-------------------------------------|
| 1. brainless brightness baker | 2. farmer fearless fondness | 3. trainer tractor truthless |
| 4. darkness dancer dodger | 5. hardness hunter hopeless | 7. supper slowness swimmer |
| 7. dryness doctor danger | 8. sailor singer sadness | 9. thicker thinker timeless |
| 10. batter boneless blackness | 11. spineless spotless speaker | 12. kicker cordless kindness |

Read It Together The sailor is a fearless swimmer.

© National Geographic Learning, a part of Cengage Learning Inc. For use with TE p. T479c **PM8.6** **Unit 8 | Our United States**

3 Read Words with Suffixes -er, -or, -less, -ness

Read On Your Own Book 29 page 16

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

Have children turn to **Read On Your Own Book 29** page 16. Review suffixes *-er, -or, -less, and -ness* and complete the example together. Then have partners take turns reading the picture labels. Assign **Practice Master PM8.6** for more practice.

4 Spell Words with Suffixes -er, -or, -less, -ness

Use **Dictation Routine 1** to have children practice spelling *farmer, mower, restless* and *neatness* on their **Write-On/Wipe-Off Boards**.

- **Say a word:** *farmer*.
- **Segment sounds:** /f/ /är/ /m/ /ər/. *What are the sounds you hear in the first syllable?* (/f/ /är/ /m/) Ask: *What are the sounds you hear in the second syllable?* (/ər/)
- **Display Sound/Spelling Cards.** Have children match each sound to a card. (cards: **3** /f/, **37** /är/, **2** /m/, **39** /ər/)
- **Repeat the word:** *farmer*. Have children write the word.
- **Write the correct word.** Have children check and correct their spelling. Repeat for *mower, restless*, and *neatness* using **Sound/Spelling Cards 2** /m/, **32** /ō/, **39** /ûr/, **12** /r/, **21** /ě/, **1** /s/, **5** /t/, **8** /l/, **7** /n/, and **33** /ē/.

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

Then apply the spelling rule to complete sentences: *The restless farmer uses a mower. He likes neatness.* Have children say and write the sentences. Write the correct sentences and have children check and correct their spelling.

Check & Reteach

OBJECTIVE: Read and Spell Words with -er, -or, -less, -ness

Check dictation sentences for the correct spelling of *restless, farmer, mower* and *neatness*. Prompt self-correction.

If children misspell words, dictate: *joyless, slowness, worker, director* and have children repeat each word, write it, read it, and spell it back to you.



Suffixes -er, -or, -less, -ness

Look at each picture. Read the word.

Example:



zipper



reader



baker



actor



cord

cordless



darkness

Key Words

Look at the pictures. Read the sentences.



Southwest Desert Pictures

1. This **mother**, **father**, and children are in a desert in **America**.
2. They are in the Southwest of this **country**.
3. They **read** a map to **learn** where to go, which is a good **idea**.
4. A desert may **seem** like a painted **picture**.
5. The **word** *dry* tells what a desert is like.

What do you think the people are saying?



High Frequency Words

America
country
father
idea
learn
mother
picture
read
seem
word

STUDENT TECHNOLOGY



Student eEdition



Word Builder

NGReach.com



Phonics Games

NGReach.com

Read On Your Own Book 29 pages 16–17

High Frequency Words

5 Read and Spell Key Words Read On Your Own Book 29 page 17

Read aloud the list of High Frequency Words on page 17. Then read the sentences, pausing before each High Frequency Word. Have children supply the word orally. Assign **Practice Master PM8.7** for independent practice.

Play Wordo.

- Make and distribute Wordo grids and chips for markers. Have children write the High Frequency Words plus two duplicates on their grids, one word to a space.
- Call out a word and have children chant the spelling with you. Then have them place a marker on the word you call out. The first child to mark a 4-word row horizontally, vertically, or diagonally calls out "Wordo!" and wins the game.
- Repeat until all words have been used.

For **Wordo Game**, see page BP39.

REVIEW Play **Wordo** to check children's retention of High Frequency Words from Unit 7. Use these words: *move, ball, few, eye, food, large, number, animal, often, might, room, head, small, pick, own, stay, along, change, sometimes, enough.*

Check & Reteach

OBJECTIVE: Read and Spell High Frequency Words

Have partners chorally read and spell the words from the list on page 17. Then have them use their fingers to write the spelling of each word on their desks.

If children misspell words, use **High Frequency Words Routine 2** to reteach.

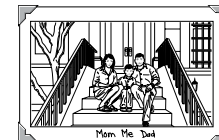
For **High Frequency Words Routine 2**, see page BP37.

Name _____ Date _____

High Frequency Words

A New Home

Write a word from the box to complete each sentence.



High Frequency Words
America
country
father
idea
learn
mother
picture
read
seem
word

Dear Grandma and Grandpa,

Here is a picture of my father, my mother, and me. We are in our new country, the United States of America. I learn new things in school every day. I can read in English now. I teach myself at least one new English word every day. I am happy, and Mom and Dad seem happy, too. I have a great idea! Can you come and visit us soon? I miss you!
Your grandson,
Hector

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PM8.7

Unit 8 | Our United States

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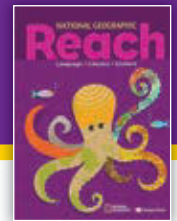
Practice Master PM8.7



Daily Language Arts

Daily Spelling & Word Work

Practice options on page T4711



Anthology

OBJECTIVES

Thematic Connection: The United States
Preview Realistic Fiction and Make Predictions

PROGRAM RESOURCES

TECHNOLOGY ONLY

My Vocabulary Notebook

Read with Me MP3 or CD 2, Tracks 19–21

Digital Library: Key Word Images

Writing Options: eVisual 8.4

Power Writing

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

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 Fold-Up Tab for the word **alike**.

- 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 Fold-Up Tabs for their word. Then have them add their sentences to **My Vocabulary Notebook**.

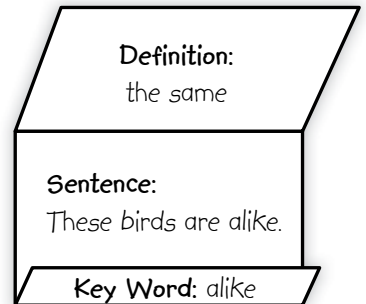
For more images of the **Key Words**, use the **Digital Library**.

Key Words

alike · American · belief
celebrate · culture · difference
expect · history · holidays
language · traditions · variety



Key Word: alike



Definition:
the same

Sentence:
These birds are alike.

Key Word: alike

Fold-Up Tab

Academic Talk

2 Preview and Predict

Read aloud the title of the story. Explain: *The Fourth of July is America's birthday, and apple pie is a food that is considered very **American**.*

Then have children flip through the illustrations and work in pairs to make predictions about the characters, settings, and events. Encourage them to respond by using the **Key Words** in complete sentences. Ask questions such as: *Who do you think the main character is? What **variety** of foods do you see in the store? What are the girl and her parents doing for the **holiday**? Can you see any signs of their **culture**?*

COMMON CORE STANDARDS

Reading

| | |
|---|---------------|
| Ask and Answer Questions About Key Details | CC.2.Rlit.1 |
| Describe Characters' Responses | CC.2.Rlit.3 |
| Identify Points of View | CC.2.Rlit.6 |
| Read and Comprehend Prose | CC.2.Rlit.10 |
| Read with Accuracy and Fluency | CC.2.Rfou.4 |
| Read with Purpose and Understanding | CC.2.Rfou.4.a |
| Read Orally with Expression | CC.2.Rfou.4.b |

Writing

Recall Information CC.2.W.8

Speaking and Listening

Produce Complete Sentences CC.2.SL.6

Language and Vocabulary

Demonstrate Command of English Grammar CC.2.L.1

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

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

Use Words and Phrases CC.2.L.6

Check & Reteach

OBJECTIVE: Preview Realistic Fiction and Make Predictions ✓

Ask children to share at least one of their predictions with the class. Allow for many possibilities, as long as they are supported by the illustrations.

However, if children do not predict something reasonable, ask them to reread the title of the story and study the illustration on page 481. Ask: *What do you see in this illustration?* (a girl wearing red, white, and blue, and a carton of Chinese food) Then have them observe what the girl does in the other illustrations. Compare that to their original predictions and encourage them to modify their predictions as needed.

Read a Story

Genre

This story is **realistic fiction**. It tells about things that could really happen.

Features of Fiction

A fiction story has characters, a setting, and a plot.

The plot tells what happens.

So, I **straighten** the milk and the videos and **sample** a few new candy bars until five o'clock,

when two hungry customers walk inside for some Chinese food to go.

This setting is in a store on July 4.

The girl is a character in the story.



Apple Pie 4th of July

by Janet S. Wong

illustrated by Margaret Chodos-Irvine



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Read with Me



My Vocabulary Notebook



Digital Library

NGReach.com



Comprehension Coach

480

Anthology
pages 480–481

Shared Reading

3 Read Realistic Fiction

GENRE AND FEATURES OF FICTION Read aloud Genre and Features of Fiction. Explain: *The characters are the people in the story, the setting is when and where the story takes place, and the plot is made up of the events that happen.*

SOCIAL STUDIES BACKGROUND Build background about holidays:

- People **celebrate** some **holidays** all over the world.
- Thanksgiving is an **American holiday**, but many countries celebrate harvests.
- Different cultures **celebrate** New Year's Day on different dates. For example, Chinese New Year occurs at the end of January or beginning of February.
- The Fourth of July is **American**. It is a **celebration** of America's birthday.

Read pages 482–492 to the class. Use the questions on pages T482–483 to T490–491 to guide discussion on the first read (Day 3) and second read (Day 4).

Comprehension Focus

FIRST READ

Day 3 Read and Comprehend

- Make and Confirm Predictions
- Active Reading

SECOND READ

Day 4 Reread and Analyze

- ✓ Analyze Characters' Feelings
- ✓ Choose Reading Strategies
 - Critical Thinking

► **Set a Purpose**

A family's store is almost always open. Will it stay open on the **Fourth of July**?

Seven days a week, fifty-two weeks, three hundred sixty-four days a year (and three hundred sixty-five in a **leap year**), our store is open.

Christmas is the only day we close. **2**

Even on Thanksgiving we open the store. Even on New Year's Day. Even today, the Fourth of July. **1 3**



In Other Words
the Fourth of July the United States of America's birthday
a leap year the year when February has an extra day

Anthology
 pages 482–483

Build Comprehension

FIRST READ


Day 3 Read and Comprehend

- 1 Active Reading** Have children practice greeting people with the proper holiday greeting for each day the store is open. Greetings should include: *Happy Thanksgiving, Happy New Year, and Happy Fourth of July.*

SECOND READ

Day 4 Reread and Analyze

- 2 Choose Reading Strategies: Make Inferences** ✓ *How does the girl feel about the store always being open?* (Possible response: She cannot believe that they only close one day a year. She would like to do other things on **holidays**.)
- 3 Determine Author's Purpose** *Why do you think the author lists all of the **holidays** that the girl's family works on?* (to show that they work hard)



6 I hear the **parade** coming this way—boom, boom, boom.

I smell apple pie in Laura's oven upstairs and—**chow mein** in our kitchen. Chow mein! Chinese food on the Fourth of July?

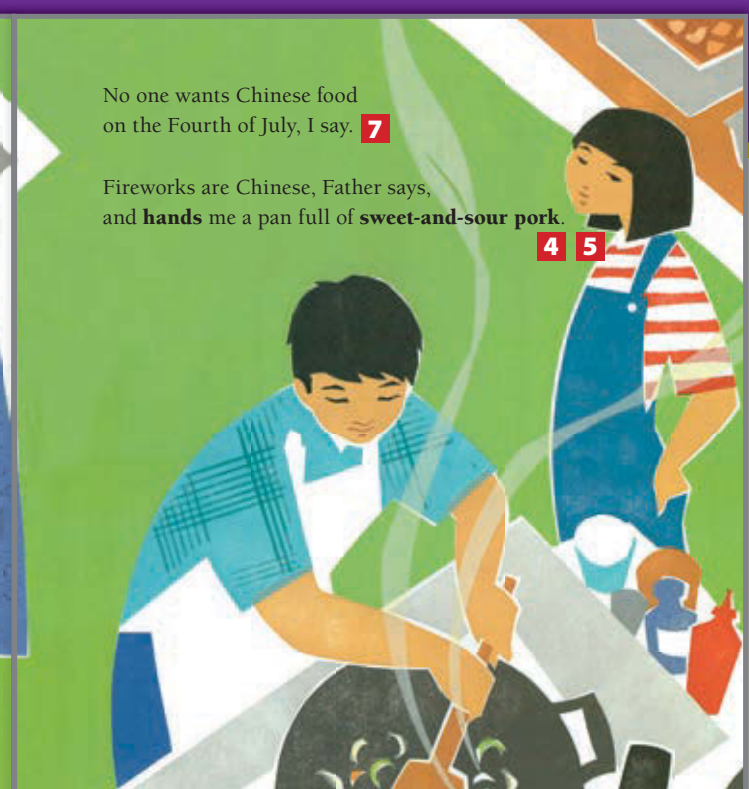


In Other Words
parade people walking and playing music
chow mein thin noodles

484

No one wants Chinese food on the Fourth of July, I say. **7**

Fireworks are Chinese, Father says, and **hands** me a pan full of **sweet-and-sour pork**. **4 5**



In Other Words
hands gives
sweet-and-sour pork a Chinese meat dish

► **Before You Move On**

- 1. Clarify** How can you tell this story is fiction? Name two things.
- 2. Visualize** What do you see, hear, and smell in your mind when you read about the family's store?

485

Anthology
pages 484–485

Build Comprehension

FIRST READ

Day 3 Read and Comprehend

- 4 Make Predictions** *Do you think anyone will buy the family's Chinese food?* (Possible response: No, I do not think anyone will buy it.)
- 5 Active Reading** Have children identify the dialogue between the girl and her father, and then say the two characters' lines with proper intonation.

SECOND READ

Day 4 Reread and Analyze

- 6 Describe Setting** *What is going on outside the store?* (A Fourth of July parade is going by.) *How do you know?* (The girl can hear it.)
- 7 Analyze Characters' Feelings** ✓ *How does the narrator feel about her parents cooking Chinese food on the Fourth of July?* (Possible response: She thinks it is silly and that no one will want to eat it.)

Fluency ✓

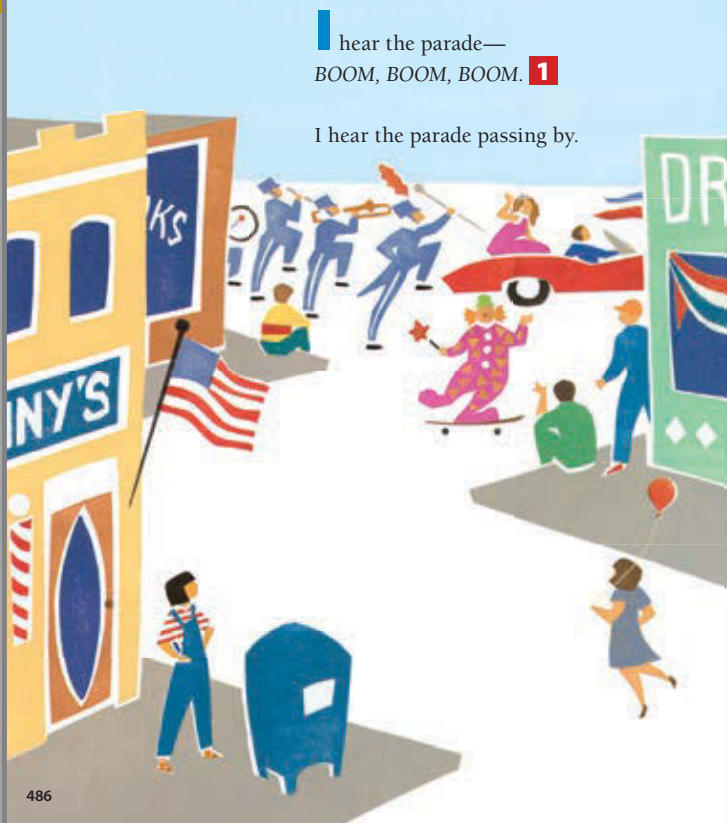
Intonation Explain the concept: *Fluent readers raise their voices at the end of a question, speak louder and faster to show strong feelings, and let their voices go down at the end of a sentence. Using correct intonation shows that you understand the text, and it helps your listeners to understand the text as well.* Read page 484 with correct intonation, speaking louder during the sentence ending in an exclamation point and raising your voice at the end of the question. Then have children read the page aloud together, mimicking the intonation you modeled.

Answers Before You Move On

- 1. Clarify** Possible response: I can tell the story is fiction because it is told by a character, not an actual person. Also, the pictures are drawings, not photos.
- 2. Visualize** Possible responses: I see the girl's mother and father cooking. I hear a parade outside. I smell apple pie and sweet-and-sour pork.

Predict

Do you think anyone will want Chinese food on the Fourth of July?



I hear the parade—
BOOM, BOOM, BOOM. **1**

I hear the parade passing by.

Noon, and **customers** come
for soda and potato chips.

One o'clock,
and they buy ice cream.

Two o'clock.

2 The **egg rolls** are getting hard.

Three o'clock.
Ice and matches.

2 Four o'clock,
and the noodles feel like shoelaces.

No one wants Chinese food on the
Fourth of July, I say. **3**



In Other Words
customers shoppers
egg rolls small Chinese meals

Anthology
pages 486–487

Build Comprehension

FIRST READ

Day 3 Read and Comprehend

1 Active Reading Have children chime in when you read “BOOM, BOOM, BOOM” with expression.

SECOND READ

Day 4 Reread and Analyze

2 Draw Conclusions *Why do the egg rolls get hard and the noodles feel like shoelaces?* (They have been sitting out for a long time. No one is buying the Chinese food.) *Why is that important?* (The girl might be right about no one wanting Chinese food on the Fourth of July.)

3 Analyze Characters’ Feelings *How do you think the girl feels now?* (She is bored and wants to go **celebrate** the **holiday**.) *How do you know?* (She is sitting in a chair looking unhappy. She keeps looking at the clock. She notices that the food is getting stale.)

See **Differentiate**

Differentiate

SN Special Needs

ISSUE Children have difficulty identifying the girl’s feelings.

STRATEGY Direct children to look carefully at the girl’s expression in different pictures. Have them answer with a thumbs up for yes or a thumbs down for no in response to the following questions: *Is the girl happy the store is open on the holidays?* (No.) *Does the girl like having many customers?* (Yes.)



Mother **piles** noodles on my plate.
My parents do not understand all **American** things.
They were not born here.

Even though my father has lived here
since he was twelve,
even though my mother loves apple pie,
I cannot **expect** them to know
Americans
do not eat Chinese food
on the Fourth of July. **6**

In Other Words
piles puts a lot of

488

4 So, I **straighten** the milk and the videos
and **sample** a few new candy bars

until five o'clock,

when two hungry customers
walk inside
for some Chinese food **to go**.



In Other Words
straighten clean up
sample try
to go to eat at home

► **Before You Move On**

- 1. Confirm Prediction** Was your prediction correct? Did anyone want Chinese food? Explain.
- 2. Clarify** What does the girl want her parents to understand?

489

Anthology
pages 488–489

Build Comprehension

FIRST READ

Day 3 Read and Comprehend

- 4 Make Predictions** *Do you think the store will get busier?* (Possible response: Yes, I think they will get customers.)

SECOND READ

Day 4 Reread and Analyze

- 5 Use Visuals** *What does the picture show you about how the girl feels?*
(Possible response: She looks sad in the picture.)
- 6 Analyze Characters' Feelings** ✓ *How does the girl feel about her parents?*
(Possible response: She is a little frustrated that her parents do not understand that no one wants Chinese food on the Fourth of July, but she understands that she cannot **expect** them to get it. They were not born in America.)
See **Differentiate**

Differentiate

BL Below Level

ISSUE Children lack the vocabulary needed to describe a character's feelings.

STRATEGY Display feeling words such as *happy, sad, bored, angry, frustrated, annoyed, and anxious*. Provide children with sentence frames to complete with the provided words as they describe a character's feelings: I think the girl feels _____. The girl feels _____ because _____.

Answers Before You Move On

- 1. Confirm Predictions** Possible response: No. I thought no one would buy Chinese food, but some customers came in. Then more people crowded into the store.
- 2. Clarify** Possible response: The girl wants her parents to understand that no one wants Chinese food on an **American holiday**.

► **Predict**
Will the girl's feelings change?



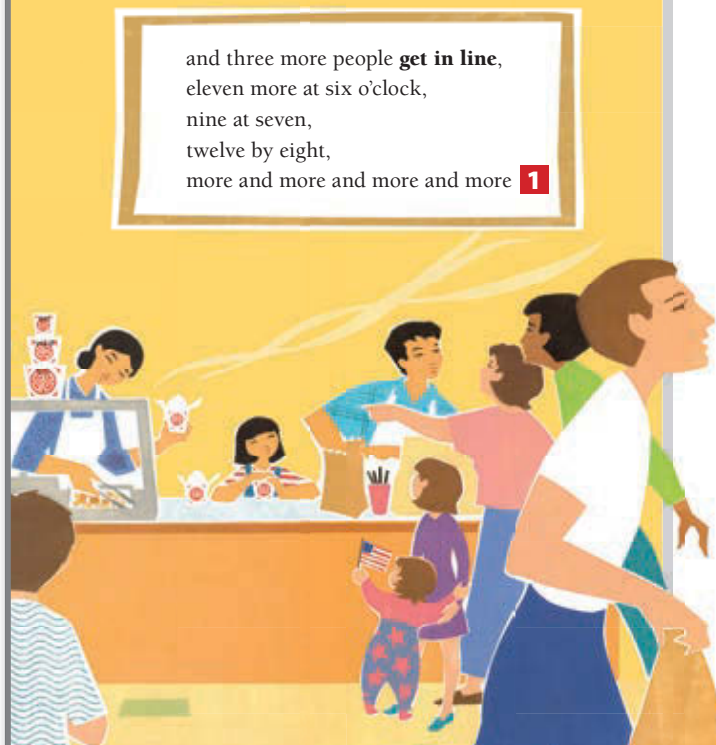
1 tell them no one—no one—came, 3
so we ate it up ourselves

2 but the customers smell food in the
kitchen now—
and Mother walks through the
swinging door
holding a tray of chicken chow mein,

and Father follows her
step for step
with a **brand-new** pan of
sweet-and-sour pork—

In Other Words
step for step close behind
brand-new hot and fresh

490



and three more people **get in line**,
eleven more at six o'clock,
nine at seven,
twelve by eight,
more and more and more and more 1

In Other Words
get in line wait to buy food

491

Anthology
pages 490–491

Build Comprehension

FIRST READ

Day 3 Read and Comprehend

- 1 **Confirm Predictions** *Were your predictions about the store getting busier and people buying food correct?* (Possible response: Yes.)

SECOND READ

Day 4 Reread and Analyze

- 2 **Analyze Details** *What details and clues throughout the story tell you that the girl's parents **expected** customers all along?* (Possible responses: They kept making Chinese food. They ignored the girl's comments.)
- 3 **Choose Reading Strategies: Synthesize** ✓ *What conclusion can you draw about the girl's ideas about Chinese food?* (Possible response: She does not see Chinese food as part of an **American** celebration.)
- 4 **Analyze Characters' Feelings** ✓ *How does the girl feel by the end of the night?* (Possible response: She is happy that she can participate in the **holiday** and that the store is closed.)

until it's time to close the store—

time to climb to our **rooftop chairs**,
way up high, **beyond the crowd**,

where we sit and watch the fireworks show—

and eat our apple pie. ❖ 4



In Other Words
rooftop chairs chairs on the roof
beyond the crowd above all the people

► **Before You Move On**

1. **Confirm Prediction** Why did the girl's feelings change? Was your prediction correct?
2. **Make Connections** Describe how you **celebrate** a favorite holiday. How is it like a holiday in this story?

492

Anthology page 492

Writing

4 Write a Response

Display **eVisual 8.4** and read aloud the options for writing. Encourage children to use **Key Words** in their writing.



Writing Options

1. Make a list of reasons why people do or do not want to eat Chinese food on the Fourth of July. Tell why the girl's parents do not understand.
2. Write a letter from the main character to her parents, explaining how she wants to spend the Fourth of July **holiday**.

Key Words

alike · American · belief
celebrate · culture · difference
expect · history · holidays
language · traditions · variety

[NGReach.com](https://www.ncreach.com) Writing Options: eVisual 8.4



INTERACTIVE WHITEBOARD TIP: If children need help, have them summarize page 488.



Daily Language Arts

Daily Grammar ✓

Point out the preposition *beyond* on page 492. Explain that it tells where the family sits to watch the fireworks. Elaborate: *The word beyond explains where they are in relation to the crowd.* Then use the Daily Grammar lesson on page T471n to teach prepositions that show relationships.

Answers Before You Move On

1. **Confirm Predictions** Possible response: The girl becomes more cheerful because people buy Chinese food and she gets to see the fireworks. I predicted that the family would close the store early for the **holiday**. They did not close it early, but they did close the store and see fireworks.
2. **Make Connections** Possible response: My family **celebrates** the Fourth of July by going to a parade and seeing fireworks. We do some of the same things the girl does, but we do not work in a store all day.

WRAP-UP

Have children list foods from the story. Ask: *Which foods do you like to eat on the Fourth of July? Where do those foods come from?*

OBJECTIVES

Thematic Connection: The United States

Delete Final Syllables

- Read and Spell Words with Suffixes
-er, -or, -less, -ness
- Read and Spell High Frequency Words
- Read Decodable Texts Fluently and with Comprehension

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Suffixes -er, -or, -ness, -less: Practice Master PM8.9

Write-On/Wipe-Off Boards

Read On Your Own Book 29

TECHNOLOGY ONLY

Letter Cards

Comprehension Coach



MORNING WARM-UP

What part of the United States is made of deserts?

Have children turn and talk about what it would be like to live in the deserts of the Southwest.

Phonological Awareness

1 Delete Final Syllables

Use **Phonological Awareness Routine 10**.

- **Say a word and clap:** *weaver*. Clap the syllables with me: *weav-er*.
- **Delete a syllable:** *Let's take away the last syllable of the word, -er: weave.*
- **Say the new word:** *weave*. Say the new word with me: *weave*.

For **Phonological Awareness Routine 10**, see page BP31.

Have children repeat the routine with *washer* (wash), *driver* (drive), *carefulness* (careful), and *dampness* (damp).

Check & Reteach

OBJECTIVE: Delete Final Syllables

Ask: *What word is left when I take -ness away from dustiness?* (dusty)

If children cannot answer, try the exercise backwards. Say *dusty* and ask: *What happens when we add -ness to the end?* (dustiness) Repeat with *ride* (rider), *edit* (editor), and *mind* (mindless).

Phonics

2 Read and Spell Words with Suffixes -er, -or, -less, -ness

REVIEW Display the suffixes -er, -or, -less, and -ness. Read them and review their meanings. Remind children that suffixes -er and -or mean the same thing but are spelled differently. Display *teacher*, *printer*, *actor*, *treeless*, and *thickness*, and have children identify the suffix in each word and then segment and blend the word.

Print, cut out, and distribute **Letter Cards**. Create a three-column chart with heads -er/-or, -less, and -ness. Model how to build *timer*. Have partners build and blend the word and write it in the first column. Have them continue building, blending, sorting, and writing *airless*, *thinness*, *priceless*, *harness*, *sailor*, *grassless*, *shopper*, and *furriness*. Have partners take turns reading each group of words.


For more practice, assign **Practice Master PM8.9**.

Name _____ Date _____

Phonics

Suffixes -er, -or, -less, -ness

Write the word that completes each sentence.

1. **fondness** **careless** **tractor**
Dale has a fondness for the sea. 
2. **helpless** **brightness** **sailor**
That's why he wants to be a sailor when he grows up.
3. **rancher** **cloudless** **actor**
He wants to travel under cloudless skies.
4. **joyless** **diver** **dryness**
Maybe he will also be a diver who explores life under the water.
5. **richness** **painter** **useless**
He will learn about the richness of life in the sea.
6. **settler** **visitor** **darkness**
Maybe he will study life in the darkness at the bottom.
7. **cordless** **teacher** **lightless**
It is lightless down where the sun doesn't shine!
8. **worker** **harmless** **moistness**
What kind of worker would you like to be when you grow up?
9. **greenness** **hairless** **countless**
You have countless jobs to choose from!

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For use with TE p. T492a **PM8.9** Unit 8 | Our United States

 Practice Master PM8.9

COMMON CORE STANDARDS

Reading

| | |
|--------------------------------|---------------|
| Decode Multisyllabic Words | CC.2.Rfou.3 |
| Decode Words with Suffixes | CC.2.Rfou.3.d |
| Read Irregularly Spelled Words | CC.2.Rfou.3.f |
| Read with Fluency | CC.2.Rfou.4 |

Language and Vocabulary

| | |
|---------------------------|------------|
| Spell Words with Suffixes | CC.2.L.2.d |
|---------------------------|------------|

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

- **Say a sentence:** *The careless hiker got lost in the darkness.*
- **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.

High Frequency Words

3 Read and Spell Key Words ✓

Model pronouncing each of this week's High Frequency Words (*America, country, father, idea, learn, mother, picture, read, seem, word*). Point to a word on the Word Wall, read it, and have children echo read and spell the word.

REVIEW Have children review previously taught words *move, ball, few, eye, food, large, number, animal, often, might, room, head, small, pick, own, stay, along, change, sometimes, and enough*. Ask partners to sort the words by beginning letters, then by the number of letters in the word.

Check & Reteach

OBJECTIVES: Read and Spell Words with Suffixes *-er, -or, -less, -ness* ✓
Read and Spell High Frequency Words ✓

Have partners write sentences that use at least one of this week's High Frequency Words and at least one word with a suffix (*-er, -or, -less, -ness*).

If children misspell words, have partners pair up with another set of partners to check each others' sentences for spelling errors and to help each other spell words correctly.



Daily Language Arts

Daily Spelling & Word Work ✓

Practice options on page T4711



Read On Your Own Book 29

Legend
 words with Suffixes *-er, -or, -less, -ness*
 high frequency words
 * story words

The United States of **America** is a large **country**. The Southwest is one part of it. People have different **ideas** about which states are part of the Southwest. The map shows one **idea**. The Southwest appears in yellow on the map. Which states make up the Southwest? Have you been a **visitor** to any of these states?

1

Visiting the Southwest
 The Southwest has **countless visitors** each year. Much of the Southwest is dry, sunny, and **rainless** for long stretches of time. In spring, it often rains and flowers bloom. Then the **dryness** returns, and the land is baked by the hot summer sun.

Many people like to visit deserts in the Southwest. **Hikers, campers, and bike riders** spend time here, looking at the amazing sights and taking **pictures**.

Doesn't this photograph **seem** like a **priceless** painted **picture**? It shows part of the Painted Desert. The Painted Desert is one of the deserts in the Southwest. Why do you think the **word painted** is part of this desert's name?

Read On Your Own Book 29
pages 18–21

Decodable Reading

4 Read "The Timeless Southwest" Read On Your Own Book 29 pages 18–28

Point out the **Key Word** *Americans* (page 22). Use the photos to pre-teach story words *Native Americans* and *Spain* (page 22), *today* (page 23), and *popular* (page 26). Then use **Decoding Routine 4** to conduct two readings of "The Timeless Southwest." First, conduct a whisper read to monitor decoding. Then conduct a choral read to monitor progress.

FIRST READ

Day 4 Decode and Self-Correct

Have children whisper read. Monitor and listen for miscues. Prompt self-correction. If children cannot self-correct, provide corrective feedback. See **Differentiate**

SECOND READ

Day 4 Reread and Comprehend

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

- 1 Identify Details** *Which states are sometimes called the Southwest?* (Arizona, New Mexico, Texas, and Oklahoma)
- 2 Make Inferences** *Why are there so many different foods in the Southwest?* (Possible response: Many different people settled there, and they brought their own foods and spices.)
- 3 Summarize** *What can visitors see in the Southwest?* (Visitors can see deserts, arts and crafts, ranches, and beautiful sunsets.)
- 4 Make Connections** *Why do you think the Southwest is amazing?* (Possible responses: It is beautiful and full of history.)

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

Differentiate

BL Below Level

ISSUE Children mispronounce words with previously taught phonics elements.

STRATEGY Use the chart to identify specific resources for review and reteaching.

| Skill | Book 29 | Teacher's Edition |
|-------------------|--|---------------------|
| words with /ō/o | photograph (page 21) Mexico (pages 22, 27) photo(s) (pages 23, 24, 26) | /ō/o (page T159l) |
| words with /ōō/oo | bloom (page 19) too (page 22) hoop (page 23) food(s) (pages 26, 27) soon (page 28) | /ōō/oo (page T297n) |
| words with /ōō/oo | looking (page 20) look (page 24) good (page 26) cooking (page 27) | /ōō/oo (page T429l) |

AL Above Level

ISSUE Children quickly decode the text.

STRATEGY Challenge children to discuss their answer to question 4, Make Connections, with small groups. Have them tally their opinions.



People of the Southwest

Native Americans lived here first. Spanish explorers came in the 1500s. Later, people from Spain and Mexico moved here in large numbers. People came from other parts of the world, too.



Native Americans are an important part of the Southwest today. Some make a living showing their skills to visitors. Rather than reading about Native American dancers, the spectators in this photo are watching a live dancer. This Native American man is doing a hoop dance.



Native Americans keep the old skills alive. How? Artists act as teachers. A weaver teaches some young people the art of weaving. A potter teaches children the art of making pottery. Look at the photos. What might this modern-day weaver be weaving? What is the potter making?



Many different people make their homes in the Southwest. Some live and work in cities and suburbs. Some work the land—farmers growing crops, ranchers raising sheep and cattle. Some are drawn to the richness under the land. Mining, oil, and gas are important industries in the Southwest.



Food of the Southwest

The first people of the Southwest, the Native Americans, grew beans, corn, and squash. These foods are still popular. The greenness of the squash in this photo makes it look as good as it tastes!



Settlers from Mexico added peppers to the cooking. Adding peppers adds spiciness to food. Barbecue and stews are other foods you'll find in the Southwest. What foods from the Southwest have you eaten?



The sun will soon set, leaving this southwestern desert in darkness. But it will rise again tomorrow on the enchanting land of the Southwest.

Practice Phonics

Suffixes -er, -or, -less, -ness

Read these words.

baker explore visitor rainless hiker
dryness cloudless corn brightness sandiness

Find the words with the suffixes **-er**, **-or**, **-less**, and **-ness**. Use letters to build them.

b a k e r

Talk Together

Choose words from the box above to tell your partner what the hikers like about the Southwest desert.



The hikers like the brightness of the cloudless desert.

Practice Phonics

5 Suffixes -er, -or, -ness, -less ✓ Read On Your Own Book 29 page 29

Distribute **Letter Cards**. Read aloud page 29. Have partners build words with suffixes. See **Differentiate**



6 Talk Together Read On Your Own Book 29 page 29

Have children fill in the sentence frame with words from the box. (Possible responses: The hikers like the dryness/sandiness of the rainless/cloudless desert.)

Check & Reteach

OBJECTIVE: Read Decodable Texts Fluently and with Comprehension ✓

Have each child read aloud a page from "The Timeless Southwest." 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

SN Special Needs

ISSUE Children have difficulty manipulating the **Letter Cards**.

STRATEGY Pair children with others who can manipulate the **Letter Cards** as they direct.

EL English Learners

ISSUE Children have difficulty reading words with suffixes *-er, -or, -less, -ness*.

STRATEGY Have pairs read through the text and write a list of words with suffixes *-er, -or, -less, -ness*. Have them read the words with a more proficient speaker/reader and practice their pronunciation to ensure their understanding of the meanings of the words.

STUDENT TECHNOLOGY



Student eEdition



Comprehension Coach

NGReach.com

Read On Your Own Book 29 pages 22–29



Anthology

OBJECTIVES

Thematic Connection: The United States

- ✓ Analyze Characters' Feelings
- ✓ Choose Reading Strategies

PROGRAM RESOURCES

TECHNOLOGY ONLY

Read with Me MP3 or CD 2, Tracks 19–21

MATERIALS

children's Fold-Up Tabs from Day 3

Power Writing

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

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

Vocabulary Practice

1 Share Word Knowledge ✓

Remind children: *Yesterday you became an expert on one word. Today you will share what you know and learn from others.* 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 Fold-Up Tabs they made on Day 3 (see page T480). Partner children who studied different **Key Words**. Have partners follow the steps of **Vocabulary Routine 3**. Have children:

- take turns reading the Fold-Up Tabs they previously created.
- talk about how the pictures and sentences in their Fold-Up Tabs show the meanings of the **Key Words**
- create sentences using both **Key Words** and write the sentence on the backs of their tabs

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

Key Words

alike · American · belief · celebrate
culture · difference · expect · history
holidays · language · traditions · variety

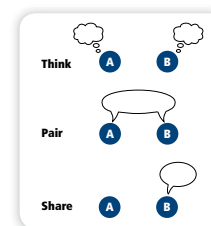
Academic Talk

2 Tell a Story

Recall that *Apple Pie 4th of July* tells what one girl did with her family on the Fourth of July. Have children study the pictures in the story. Instruct children: *Now, draw a picture of something that your family or neighborhood does during a holiday.* Give children time to complete their drawings.

Then use **Think, Pair, Share** to have children tell about their holidays and what is happening in the pictures they drew. Then have children tell their story to a partner. Invite partners to individually share their pictures and stories with the class.

For **Think, Pair, Share**, see page BP61.



Think, Pair, Share

COMMON CORE STANDARDS

Reading

| | |
|---|---------------|
| Ask and Answer Questions About Key Details | CC.2.Rlit.1 |
| Describe Characters' Responses | CC.2.Rlit.3 |
| Identify Points of View | CC.2.Rlit.6 |
| Use Illustrations and Details to Demonstrate Understanding | CC.2.Rlit.7 |
| Read and Comprehend Realistic Fiction | CC.2.Rlit.10 |
| Read with Fluency | CC.2.Rfou.4 |
| Read with Purpose and Understanding | CC.2.Rfou.4.a |
| Read Orally with Expression | CC.2.Rfou.4.b |

Writing

Recall Information CC.2.W.8

Speaking and Listening

Tell a Story CC.2.SL.4
Add Visuals to Clarify CC.2.SL.5

Language and Vocabulary

Use Knowledge of Language
and Its Conventions CC.2.L.3
Determine the Meaning of Words CC.2.L.4
Use Words and Phrases CC.2.L.6

Read a Story

Genre

This story is **realistic fiction**. It tells about things that could really happen.

Features of Fiction

A fiction story has characters, a setting, and a plot.

The plot tells what happens.

So, I straighten the milk and the vitamins and sample a few new candy bars until five o'clock.

When two hungry customers walk inside for some Chinese food to go

This setting is in a store on July 4.

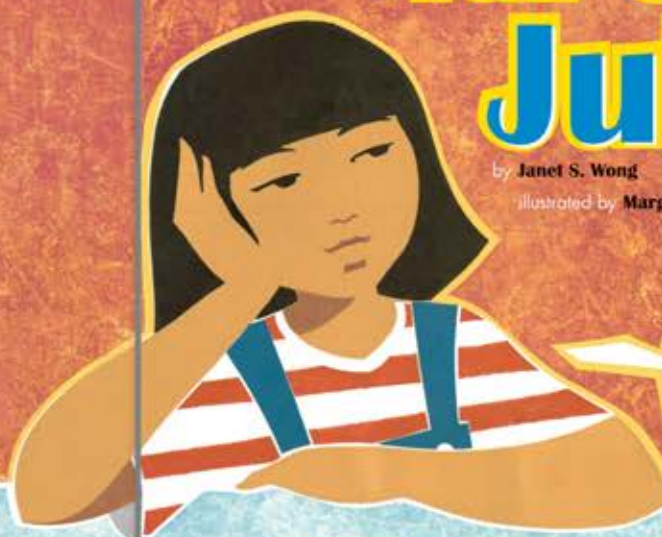
The girl is a character in the story.



Apple Pie 4th of July

by Janet S. Wong

illustrated by Margaret Chodos-Irvine



STUDENT TECHNOLOGY



Student eEdition



Read with Me

NGReach.com

Comprehension Coach

480

Anthology
pages 480–481

Reread and Analyze

3 Build Comprehension

Reread pages 480–492 together. Explain: *Each character has his or her own point of view, or way of thinking, about the situation.* Discuss how *Apple Pie 4th of July* might have been different if the parents told the story. (Possible response: They would not have been bored and annoyed all day.) Use the **Reread and Analyze** questions on pages T482–483 to T490–491 to build comprehension.

See **Differentiate**

Check & Reteach

OBJECTIVE: Analyze Characters' Feelings ✓

Ask: *How do the girl's feelings change during the day?* (First she is bored because no one is in the shop and because her parents do not understand the Fourth of July. At the end she is happy to see customers in the shop and then see the fireworks.)

If children have difficulty with the girl's feelings, have them study the pictures. Ask: *How would you feel if you had to work on a holiday and could not watch a parade?*

OBJECTIVE: Choose Reading Strategies ✓

As children reread, check their understanding of the chain of events. Ask: *What strategy can you use to understand sequence?* (summarizing)

If children are not able to understand how time is important to the story, have the class review and summarize what happens on each page.

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 or CD 2, Tracks 19–20.**

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.



Fluency ✓

Intonation Model reading with intonation as you dramatize a character in the story. Have children read with intonation as they act out the story.

Use **Fluency Routines** on page BP40.

Mini Lesson

Setting

Explain to children that the setting of *Apple Pie 4th of July* is important to the plot. Explain: *You can study illustrations and pay attention to details in a story in order to understand the setting.*

- Ask: *In what place does the girl spend her day?* (in her family's store, which also serves Chinese food) *How do you know?* (She mentions the store, and I see pictures of it. At the end of the story, they serve food.)
- Guide children in finding out more about the setting. Direct children to pages 482–483. Think aloud: *The text says the family store is open every day. I can see the girl and her family in the store. I can see groceries and other things on the shelves.* Flip to page 490: *Later in the story, I can tell that the store has a swinging door to the kitchen. I read that it smells like Chinese food.*
- Have children work in small groups to identify things the family sells in the store. (Possible answers: potato chips, soda, ice cream, ice, matches, candy bars, milk, videos) Have small groups make a list of inventory the store might carry.
- Then have them identify Chinese foods the family sells. (Possible answers: egg rolls, chicken chow mein, sweet-and-sour pork)

Lead a discussion about the store: *Why is the store important to the girl's family?* (It is theirs. They work hard in the store.) *How do they bring their culture into the store?* (by selling Chinese food)

4 Meet the Author Anthology page 493

Read aloud the biography of Janet S. Wong. Use the biography to build comprehension:

- **Draw Conclusions:** *The author's father is Chinese and her mother is Korean. How do you think this inspired the events in *Apple Pie 4th of July*?* (Possible response: Her mother and father were new to the country, just like the girl's parents in the story.)
- **Make Connections:** *To Janet S. Wong, being American can mean many things. What does being American mean to the girl in the story? What does it mean to you?* (Possible answer: To the girl in the story, Americans eat apple pie, not Chinese food, on the Fourth of July. To me, being American means that I have opportunities and that I celebrate American holidays.)
- *Why do you think Janet S. Wong wrote this story about the Fourth of July?* (Possible response: The Fourth of July is a very American holiday. I think that being American is important to Janet S. Wong.)

See page LR12 for a list of additional books written by Janet S. Wong.

Meet the Author

Janet S. Wong

Janet Wong knows that the word “American” can mean many things. Although she was born in California, her father is Chinese and her mother is Korean.

As a college student, Ms. Wong started a special art program for children who were new to the United States. Later, she became a popular children’s book writer. Ms. Wong was even invited to the White House to read a part of *Apple Pie 4th of July*.

AWARD
WINNER



▲ Janet S. Wong

Writer’s Craft

Janet Wong uses some long sentences and some short ones to make her writing interesting. Try writing a description of your favorite holiday. Mix up the length of your sentences to make it really interesting to read!

493

Anthology page 493

Writing

5 Writer’s Craft

Read aloud **Writer’s Craft** on page 493. Explain: *Good writers use sentences with different lengths to make writing interesting.* Have students write two or three sentences about their favorite holiday. *Write short and long sentences to describe it. If you start with a long sentence, write a short sentence next.*

See **Differentiate**

| Think Aloud | Write |
|---|--|
| <i>I want to write about Chinese New Year. I will tell how my family celebrates the holiday.</i> | My brother and I clean the house and decorate it in red while Mom cooks. |
| <i>My first sentence was long. Next, I will write a short sentence.</i> | It smells delicious! |

Differentiate

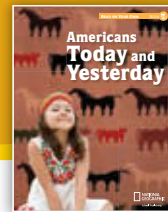
EL English Learners

ISSUE English learners may have ideas about a story, but they may not know the words to express them.

STRATEGY Refer to the pictures children drew in **Academic Talk**. Ask questions that provide vocabulary and give options, such as: *On the Fourth of July, did you see a parade or watch fireworks?*

WRAP-UP

Review the readings from today. Discuss the different settings. Ask: *What did you learn about the places you read about?*



Read On Your Own Book 29

OBJECTIVES

Thematic Connection: The United States

- ✓ Read and Spell Words with Prefixes *dis-*, *pre-*, *im-*, *in*
- ✓ Read and Spell Words with Suffixes *-er*, *-or*, *-less*, *-ness*
- ✓ Read and Spell High Frequency Words
- Demonstrate Understanding of Realistic Fiction
- ✓ Analyze Characters' Feelings
- ✓ Choose Reading Strategies

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Character Map: Practice Master PM8.11
Read On Your Own Book 29

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 *difference*.

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

MORNING WARM-UP

What did you learn about the United States from the selections this week?

Review the selections children have read. Have them choose one and tell what they learned.

Vocabulary Review

1 Apply Word Knowledge ✓

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

VOCABULARY GAME

Key Words

alike · American · belief
celebrate · culture · difference
expect · history · holidays
language · traditions · variety

Introduce **Yes or No?** Ask questions that contain the **Key Words**.

Instruct children to listen to each question and answer it, raising one hand for “yes” and two hands for “no.” For example: *Are there many ways to celebrate a holiday?* (Yes.) Invite volunteers to ask yes-or-no questions to continue the game.

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

ONLINE VOCABULARY GAME



NGReach.com Online Vocabulary Games

COMMON CORE STANDARDS

Reading

| | |
|---|---------------|
| Describe Characters' Responses | CC.2.Rlit.3 |
| Identify Points of View | CC.2.Rlit.6 |
| Decode Multisyllabic Words | CC.2.Rfou.3 |
| Decode Words with Prefixes and Suffixes | CC.2.Rfou.3.d |
| Read Irregularly Spelled Words | CC.2.Rfou.3.f |
| Read with Fluency | CC.2.Rfou.4 |

Writing

Support Opinions CC.2.W.1

Speaking and Listening

Build on Others' Talk CC.2.SL.1.b

Language and Vocabulary

| | |
|---|------------|
| Spell Words with Prefixes and Suffixes | CC.2.L.2.d |
| Use Knowledge of Language and Its Conventions | CC.2.L.3 |
| Use Words and Phrases | CC.2.L.6 |

Review Phonics and High Frequency Words

A Desert in America

Look at the picture with a partner. Take turns reading the clues and pointing to answers.

1. Find one hiker in the dryness of the desert who is talking on a cordless phone.
2. Find the painter painting the sky inexactly.
3. Find the word elelevator in the picture.
4. Find a father disagreeing with his preteen. (Hint: This preteen wants to learn how to ride.)
5. Find a visitor who dislikes imperfect fruit.
6. Find a mother with two dogs that seem harmless.

STUDENT TECHNOLOGY

Vocabulary Games

Resources

NGReach.com

Legend
 words with prefixes *dis-*, *pre-*, *in-*, *im-*, and suffixes *-er*, *-or*, *-less*, *-ness*
 High Frequency Words

Read On Your Own Book 29
 pages 30–31

Phonics Review

2 Play A Desert in America Read On Your Own Book 29 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:

- five words with prefixes *dis-*, *pre-*, *im-*, and *in-*. (inexactly, disagreeing, preteen, dislikes, imperfect)
- seven words with suffixes *-er*, *-or*, *-less*, and *-ness*. (hiker, dryness, cordless, painter, elevator, visitor, harmless)
- High Frequency Words *father*, *learn*, *mother*, *picture*, and *seem*.

Check & Reteach

OBJECTIVES: Read and Spell Words with Prefixes *dis-*, *pre-*, *im-*, *in-*
 Read and Spell Words with Suffixes *-er*, *-or*, *-less*, *-ness*
 Read and Spell High Frequency Words

Have children follow along as you read aloud the clues listed on page 31 several times through. On the first read, have children clap when they hear a word that starts with prefix *dis-*, *pre-*, *im-*, or *in-*. Repeat for words that end with suffixes *-er*, *-or*, *-less*, or *-ness*. Have them say each word and spell it. Repeat for High Frequency Words.



Daily Language Arts

Daily Spelling & Word Work

Spelling Test on page T471k



Answers Talk About It

- 1. Realistic Fiction** Possible response: The parts that could really happen are the family working at a store and watching fireworks.
- 2. Describe** Possible response: The girl wants her parents to sell **American** food, like apple pie, instead of Chinese food.
- 3. Make a Request** Possible response: The girl could say, "Please make apple pie for the Fourth of July."

Name _____ Date _____

Character Map

Apple Pie 4th of July

Make a character map for the characters in "Apple Pie 4th of July."
Responses will vary. Possible responses are shown.

| Character | How the Character Feels | Why the Character Feels This Way |
|----------------------------|-------------------------|---|
| The girl telling the story | Unhappy | She thinks no one will want Chinese food on the Fourth of July. |
| Her mother | Patient | She works patiently. She waits for customers to come. |
| Her father | Cheerful | He smiles as he works. He believes customers will come. |

Use your character map to describe the story characters to a partner.

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For use with TE p. T494 **PM8.11** Unit 8 | Our United States

Academic Talk

- 3 Talk About It** Anthology page 494
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 494
Read aloud the directions and give an example based on the supplied sentence frame: *I think people should **celebrate holidays** in their own way, because America is a place where we **celebrate our differences**.* Explain that adding a reason helps convince readers to agree with your ideas. Encourage children to use **Key Words** in their writing.

Check & Reteach

OBJECTIVE: Demonstrate Understanding of Realistic Fiction

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 Characters' Feelings** ✓ Anthology page 495
REVIEW Read aloud the introduction. Model how to fill out the character map: *Completing this character map will help me describe characters' feelings. First, I will write the character's name in the left column. Next, I will write the character's feelings. Then I will explain why the character feels this way.* Remind them to use reading strategies in order to help them analyze characters.

Distribute **Practice Master PM8.11**. Read aloud the directions and help children complete their character maps. When children are finished, have them pair up and use their maps to take turns telling the story.

Check & Reteach

OBJECTIVES: Analyze Characters' Feelings ✓
Choose Reading Strategies ✓

If children have trouble retelling the story using **Practice Master PM8.11**, have them cover up their entire story map except for the section they are focusing on and tell what they wrote, section by section.
For children who are unable to determine why characters feel as they do, have them reread the story and tell what the character says. Ask: *Why did s/he say that?* Help them write an explanation in the correct box of the character map.

Daily Language Arts

Daily Grammar ✓

Point to the **Write About It** instructions on page 494. Have children find the prepositional phrase "in the story" in question 2 in the **Talk About It** section. Then use Review and Assess on page T471n.

Talk About It

1. What parts of this **realistic fiction** story could really happen?
The parts that could really happen are _____.
2. Describe what the girl in the story wants her parents to do. How is it different from what they usually do?
The girl wants her parents to _____ instead of _____.
3. How could the girl **ask for** what she wants? What could she say to her parents?
The girl could say, "_____."

Learn test-taking strategies.
NGReach.com

Write About It

Do you think everyone should **celebrate** the 4th of July in the same way? Why or why not? Write a sentence. Try to convince the girl in the story to agree with your way of thinking. Use **Key Words**.

I think _____ because _____.
You should/shouldn't _____ because _____.



Character's Feelings

Think about how the characters feel and why. Then fill in a character map for "Apple Pie 4th of July."

Character Map

| Character | How the Character Feels | Why the Character Feels This Way |
|-----------------------------|-------------------------|--|
| The girl telling the story. | Unhappy | She thinks no one will want Chinese food on the 4th of July. |
| | | |

Now use your character map. Tell your partner about the other characters in "Apple Pie 4th of July."

The main character is _____.
She feels _____ because _____.



Fluency Comprehension Coach

Use the Comprehension Coach to practice reading with the correct intonation. Rate your reading.

STUDENT TECHNOLOGY



Student eEdition



Resources



Comprehension Coach



Online Assessment

NGReach.com

Anthology
pages 494–495

6 Fluency Anthology page 495

Have children use the **Comprehension Coach** to practice fluency.



WRAP-UP

Have children review the contents of their Weekly Folders. Form groups and ask children to use what they have learned as they discuss the Big Question: What does America mean to you? Circulate among the groups and prompt discussion as needed:

- What holidays do we **celebrate** in **America**?
- Why are **differences** important?



NGReach.com **Comprehension Coach**

Week 1 Assessment & Reteaching

= TESTED SKILL

Assess

OBJECTIVES

Foundational Skills

Phonics

- Decode Multisyllabic Words
- Decode Words with Prefixes and Suffixes

High Frequency Words

- Read High Frequency Words

Spelling

- Spell Words with Prefixes and Suffixes
- Spell High Frequency Words

Fluency

- Intonation
- Accuracy and Rate

Reading

- Analyze Characters' Feelings
- Choose Reading Strategies

Vocabulary

- Use Social Studies Vocabulary
- Use Academic Vocabulary

Grammar and Writing

- Prepositions
- Write a Description

ASSESSMENTS

Foundational Skills Test Unit 8, Week 1

Decoding TTT
 •Prefixes: -dis-, -pre-, -in-, -im-
 •Suffixes: -er, -ly, -less, -ness

The Decoding Test on page AB.5 is a multiple-choice test and may be administered to a group of students. Give each child a copy of the test. Record the TTT responses on a copy of the Student Profile on page AB.7.

See: [Letter to the Parent](#)

Circle the word.

Week 1

seem father
 word mother
 read country
 learn picture
 idea America

Grade 2 Assessment AB.5 Unit 8 Our United States

Foundational Skills Unit 8, Week 1

1. disown
 dream
 desire

2. spritzer
 present
 impostor

3. possor
 prosod
 prodote

4. voided
 valor
 voiding

5. slowly
 showed
 showedts

6. enjoy
 joyful
 joyless

Grade 2 Assessment AB.6 Unit 8 Our United States

Spelling Words

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

Words with Prefixes dis-, pre-, in-, im-

- diagnose My friend and I **disagree** about playing softball.
- infield She likes to play **infield**, but I prefer outfield.

Words with Suffixes -er, -ly, -less, -ness

- explorer I feel like an **explorer** in all the tall grass.
- fairness **Fairness** is important, so we each got our first choice.

High Frequency Words

- America Our nation is the United States of **America**.
- country We Americans all love our **country**.
- father The **father** of our country is George Washington.
- idea The founders of our country had a great **idea**.
- learn We **learn** about the early American leaders in school.
- mother Why isn't there a **mother** of our country, too?
- picture I saw a **picture** of George Washington in a museum.
- read Anyone can **read** about Washington's interesting life.
- seem There **seem** to be a lot of biographies about him.
- word One **word** that describes him is dignified.

More Words

Use these words and sentences for additional Pretest and Test items.

- display I saw this picnic cookbook on a **display** at the store.
- precook The book says to **precook** chicken before grilling it.
- impolite It is **impolite** to complain about the food choices.
- visitor Any **visitor** to our town is welcome at the picnic.
- countless The cakes at the desert tent were almost **countless**!
- richness The **richness** of the icing was over the top!

Grade 2 Assessment AB.7 Unit 8 Our United States

Foundational Skills Test

A8.5–A8.7

Spelling Pretest/Spelling Test

See page T471k

Oral Reading Assessment Unit 8

Every spring in Washington, D.C., endless rows of cherry trees bloom. The pink flowers are cherry blossoms. Sweetness fills the air. It is impossible not to smell them.

A festival in spring celebrates the cherry blossoms. Visitors come from all over. Kids from preschool to college admire the trees. Dancers, singers, and actors put on shows.

The trees were not always there. I went to the festival last year. There I discovered the real story of how they arrived.

In 1906, William Taft became president of the United States. Years before, he and his wife, Helen, visited the country of Japan. Helen was deeply impressed by Japan's cherry trees. When Helen became First Lady, Japan gave the U.S. thousands of cherry trees. It was a gift of kindness.

A springtime visit to Washington would be incomplete without a stop at the festival. It would be a mistake to miss it.

Grade 2 Assessment AB.1 Unit 8 Our United States

Oral Reading Assessment Unit 8

Every spring in Washington, D.C., endless rows of cherry trees bloom. The pink flowers are cherry blossoms. Sweetness fills the air. It is impossible not to smell them.

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Miscellaneous Observations

Grade 2 Assessment AB.2 Unit 8 Our United States

Oral Reading Assessment Unit 8

| Grade | Reading Accuracy | | Reading Fluency | | Reading Comprehension | |
|-------|------------------|---------|-----------------|---------|-----------------------|---------|
| | Score | Percent | Score | Percent | Score | Percent |
| 2 | | | | | | |
| 3 | | | | | | |
| 4 | | | | | | |
| 5 | | | | | | |
| 6 | | | | | | |
| 7 | | | | | | |
| 8 | | | | | | |
| 9 | | | | | | |
| 10 | | | | | | |
| 11 | | | | | | |
| 12 | | | | | | |

Grade 2 Assessment AB.3 Unit 8 Our United States

Oral Reading Assessment

A8.1–A8.4

Use these passages throughout Unit 8. Work with below-level readers this week.

Reading Comprehension Test Unit 8, Week 1

Directions: Read the story. Then answer the questions about the story.

Serena's Mom

Today is a big day for Serena's mom. She's wearing red, white, and blue, the colors of the United States flag.

Serena's mom is from Panama, and her dad is American. Her parents met on a trip long ago. Serena's mom left Panama when she married Serena's dad.

Serena's mom does many things in the United States. She owns a shop, teaches Spanish, and helps at Serena's school. Still, Serena's mom is a citizen of Panama. She is not an American.

Today, that is changing. The family drives into the city. There, in a big office, Serena's mom stands with people from all over the world. They make a promise to be good Americans and to follow the laws. Then they stand together as proud Americans, and everyone claps.

Grade 2 Assessment AB.8 Unit 8 Our United States

Reading Strategy Assessment Unit 8

Check the reading strategies the student used and ask the questions that follow about how the student used the strategy. Use the circle to help you determine how well the student used the strategy. Circle the student's score.

Ask: *How do you usually find what you need to read?*
What do you do when you don't understand what you are reading?

| Plan and Monitor | Read Strategically | Ask Questions |
|------------------|--------------------|---------------|
| 1 | 1 | 1 |
| 2 | 2 | 2 |
| 3 | 3 | 3 |
| 4 | 4 | 4 |

Grade 2 Assessment LRB.5 Unit 8 Our United States

Reading Strategy Assessment Unit 8

| Reading Comprehension | Reading Strategy Rating | Subscore |
|-----------------------|-------------------------|----------|
| 1 | 1 | 1 |
| 2 | 2 | 2 |
| 3 | 3 | 3 |
| 4 | 4 | 4 |
| 5 | 5 | 5 |
| 6 | 6 | 6 |
| 7 | 7 | 7 |
| 8 | 8 | 8 |
| 9 | 9 | 9 |
| 10 | 10 | 10 |
| 11 | 11 | 11 |
| 12 | 12 | 12 |

Grade 2 Assessment LRB.6 Unit 8 Our United States

Reading Comprehension Test

A8.8–A8.9

Reading Strategy Assessment

LR8.5–LR8.6

Vocabulary Test Unit 8, Week 1

Directions: Choose the answer that completes the sentence correctly.

- A pilot is a birthday _____
 tradition
 building
 hospital
 society
- Thinking is a _____
 holiday
 shadow
 predator
 machine
- When we talk, we use _____
 weather
 language
 citizenship
 vegetation
- _____ is what happened a long time ago.
 Mission
 History
 Shelter
 Opportunity
- The Statue of Liberty shows a _____ in freedom.
 chain
 doctor
 species
 belief
- This flag is _____
 possible
 generous
 American
 thoughtful

Grade 2 Assessment AB.10 Unit 8 Our United States

Grammar and Writing Test Unit 8, Week 1

Directions: Choose the answer that completes the sentence correctly.

- He watched fireworks _____ the park last night.
 in
 into
 down
- The boat goes _____ the Mississippi River.
 at
 up
 of
- There was an eagle sitting _____ a rock.
 on
 off
 out
- I sat _____ my parents at the concert.
 in
 under
 beside

Think about the foods people usually bring to a picnic. Write a description of your favorite picnic food. Tell how the food looks, tastes, smells, and feels.

Grade 2 Assessment AB.12 Unit 8 Our United States

Writing Rubric

| Grade | Content | Organization | Style | Conventions |
|-------|---|---|---|---|
| 2 | Writes a simple story or description with a beginning, middle, and end. | Writes a simple story or description with a beginning, middle, and end. | Writes a simple story or description with a beginning, middle, and end. | Writes a simple story or description with a beginning, middle, and end. |
| 3 | Writes a simple story or description with a beginning, middle, and end. | Writes a simple story or description with a beginning, middle, and end. | Writes a simple story or description with a beginning, middle, and end. | Writes a simple story or description with a beginning, middle, and end. |
| 4 | Writes a simple story or description with a beginning, middle, and end. | Writes a simple story or description with a beginning, middle, and end. | Writes a simple story or description with a beginning, middle, and end. | Writes a simple story or description with a beginning, middle, and end. |
| 5 | Writes a simple story or description with a beginning, middle, and end. | Writes a simple story or description with a beginning, middle, and end. | Writes a simple story or description with a beginning, middle, and end. | Writes a simple story or description with a beginning, middle, and end. |
| 6 | Writes a simple story or description with a beginning, middle, and end. | Writes a simple story or description with a beginning, middle, and end. | Writes a simple story or description with a beginning, middle, and end. | Writes a simple story or description with a beginning, middle, and end. |
| 7 | Writes a simple story or description with a beginning, middle, and end. | Writes a simple story or description with a beginning, middle, and end. | Writes a simple story or description with a beginning, middle, and end. | Writes a simple story or description with a beginning, middle, and end. |
| 8 | Writes a simple story or description with a beginning, middle, and end. | Writes a simple story or description with a beginning, middle, and end. | Writes a simple story or description with a beginning, middle, and end. | Writes a simple story or description with a beginning, middle, and end. |
| 9 | Writes a simple story or description with a beginning, middle, and end. | Writes a simple story or description with a beginning, middle, and end. | Writes a simple story or description with a beginning, middle, and end. | Writes a simple story or description with a beginning, middle, and end. |
| 10 | Writes a simple story or description with a beginning, middle, and end. | Writes a simple story or description with a beginning, middle, and end. | Writes a simple story or description with a beginning, middle, and end. | Writes a simple story or description with a beginning, middle, and end. |
| 11 | Writes a simple story or description with a beginning, middle, and end. | Writes a simple story or description with a beginning, middle, and end. | Writes a simple story or description with a beginning, middle, and end. | Writes a simple story or description with a beginning, middle, and end. |
| 12 | Writes a simple story or description with a beginning, middle, and end. | Writes a simple story or description with a beginning, middle, and end. | Writes a simple story or description with a beginning, middle, and end. | Writes a simple story or description with a beginning, middle, and end. |

Grade 2 Assessment AB.44 Unit 8 Our United States

Vocabulary Test

A8.10–A8.11

Grammar and Writing Test

A8.12

Writing Rubric

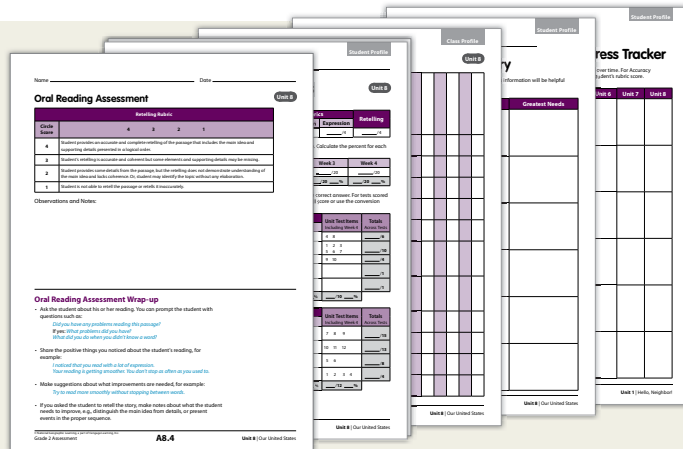
A8.44



Reteach and Practice

REPORTS

RESOURCES AND ROUTINES



PRINT & ONLINE Report Forms for Teacher to Complete

- Student Profile: Foundational Skills** A8.4
- Student Profile: Weekly and Unit Tests** A8.40–A8.41
- Class Profile: Weekly and Unit Tests** A8.42
- Student Profile: Strengths and Needs Summary** A8.43
- 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

- Phonics Games** [NGReach.com](https://www.ngreach.com)
- Word Builder** [NGReach.com](https://www.ngreach.com)
- Activities for Daily Practice**, pages BP38–BP39



eAssessment™

ONLINE ONLY Automated Reports

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

Reading

RETEACH

- Characters' Feelings: Reteaching Master RT8.1**
- Choose Reading Strategies: Reteaching Master RT8.2**

ADDITIONAL PRACTICE

- Leveled Books**, pages LR4–LR12
- Comprehension Coach** [NGReach.com](https://www.ngreach.com)

Vocabulary, Grammar and Writing

RETEACH

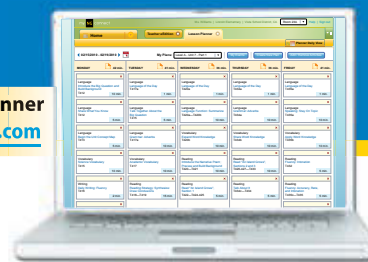
- Prepositions: Anthology Handbook**, page 588
- Interactive Writing Routine**, page BP58

ADDITIONAL PRACTICE

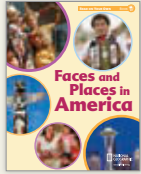
- More Grammar Practice, Reteaching Master RT8.3**



Week 2 Planner


Online Lesson Planner
NGReach.com




☑ = TESTED

| | | Day 1 | Day 2 |
|-------------------------|---|--|---|
| WHOLE GROUP TIME | | Learn Sounds, Letters, and Words | Read and Comprehend |
| Decodable Text | Phonological Awareness 🕒 5 minutes | ☑ Delete Final Syllables T495K | ☑ Delete Final Syllables T501a |
| | Phonics and Spelling 🕒 20–30 minutes  | Phonics CC.2.Rfou.3 ☑ Words with Final Syllables C + /e T495k | Phonics CC.2.Rfou.3; CC.2.Rfou.4 ☑ Words with Final Syllables C + /e T501a ☑ Read with Fluency T501c |
| | High Frequency Words 🕒 5–10 minutes | Spelling CC.2.L.2.d ☑ Daily Spelling and Word Work: Pretest T495g ☑ Words with Final Syllables C + /e T495m | Spelling CC.2.L.2.d ☑ Words with Final Syllables C + /e T495g, T501b |
| | | ☑ Learn High Frequency Words T495g, T495n CC.2.Rfou.3.f | ☑ Practice High Frequency Words T501b CC.2.Rfou.3.f |

| | | Listen and Comprehend | Listen and Analyze |
|---------------------------------|---|---|---|
| WHOLE GROUP TIME | | Listen and Comprehend | Listen and Analyze |
| Anthology & Big Book | Speaking and Listening 🕒 10 minutes | Preview and Predict T496 CC.2.SL.1 | Discuss How to Read Poetry T501e CC.2.SL.1 |
| | Language and Vocabulary 🕒 15–25 minutes | Daily Grammar CC.2.L.1.3 ☑ Use Prepositions T495i Vocabulary CC.2.L.4.e ☑ Use a Dictionary T496 | Daily Grammar CC.2.L.1.3 ☑ Use Prepositions T495i Vocabulary CC.2.L.4.e ☑ Use a Dictionary T501e |
| | Reading 🕒 20–40 minutes | Read CC.2.Rlit.10 ☑ Read a Poem T496  | Reread CC.2.Rlit.10 ☑ Read a Poem T501f Comprehension CC.2.Rlit.10 ☑ Analyze Elements of Poetry T501f  |
| | Writing 🕒 15 minutes | Power Writing T496 CC.2.W.8 Writing CC.2.W.8 Write a Response T500–501 | Power Writing T501e CC.2.W.8 Writing CC.2.W.1 Write an Opinion T502 |

| | | Reading | Reading |
|---------------------------------|---|---|---|
| LEVELED READING TIME | | Reading CC.2.Rlit.3; CC.2.Rlit.10; CC.2.Rinf.6; CC.2.Rinf.10 Introduce LR2 Read LR4–LR11 ☑ Choose and Use Reading Strategies ☑ Analyze Character's Feelings ☑ Identify Author's Purpose | Reading CC.2.Rlit.3; CC.2.Rlit.10; CC.2.Rinf.6; CC.2.Rinf.10 Read and Integrate Ideas LR2 ☑ Choose and Use Reading Strategies ☑ Analyze Character's Feelings ☑ Identify Author's Purpose |
| Fiction & Nonfiction | 🕒 20 minutes  | | |

| | | Speaking and Listening | Language and Vocabulary | Writing | Cross-Curricular | Reading and Intervention |
|--|--|--------------------------|-------------------------|-----------------------|-------------------------------|----------------------------|
| LEARNING STATION TIME | | ☑ T495e | ☑ T495e | ☑ T495e | ☑ T495f | ☑ T495f |
| 🕒 20 minutes  | | CC.2.SL.1.b; CC.2.SL.3.5 | CC.2.W.6; CC.2.L.3.4, 6 | CC.2.W.7, 8; CC.2.L.3 | CC.2.W.8; CC.2.SL.1; CC.2.L.6 | CC.2.Rfou.3, 4; CC.2.L.2.d |

Big Question What languages do people speak in the United States?

| Day 3 | Day 4 | Day 5 |
|--|--|---|
| Learn Sounds, Letters, and Words | Read and Comprehend | Review and Apply |
| <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Add Final Syllables T502a | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Add Final Syllables T502i | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Review T502o |
| <p>Phonics CC.2.Rfou.3</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Words with Final Syllables <i>-tion, -ture</i> T502a <p>Spelling CC.2.L.2.d</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Words with Final Syllables <i>-tion, -ture</i> T495g, T502c | <p>Phonics CC.2.Rfou.3; CC.2.Rfou.4</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Words with Final Syllables <i>-tion, -ture, -sion, -cian, -ation, -ition</i> T502i–T502j <input checked="" type="checkbox"/> Read with Fluency T502k <p>Spelling CC.2.L.2.d</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Words with Final Syllables <i>-tion, -ture, -sion, -cian, -ation, -ition</i> T495g, T502i–T502j | <p>Phonics CC.2.Rfou.3</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Words with Final Syllables <i>C + le</i> T502o <input checked="" type="checkbox"/> Words with Final Syllables <i>-tion, -ture, -sion, -cian, -ation, -ition</i> T502o <p>Spelling CC.2.L.2.d</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Words with Final Syllables <i>C + le</i> T502o <input checked="" type="checkbox"/> Words with Final Syllables <i>-tion, -ture, -sion, -cian, -ation, -ition</i> T502o |
| <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Practice High Frequency Words T502d CC.2.Rfou.3.f | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Practice High Frequency Words T502j CC.2.Rfou.3.f | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Review High Frequency Words T503 CC.2.Rfou.3.f |
| Read and Comprehend | Reread and Analyze | Review and Apply |
| <ul style="list-style-type: none"> Preview and Predict T502e CC.2.SL.1 | <ul style="list-style-type: none"> Read Poetry Aloud T502n CC.2.SL.1 | <ul style="list-style-type: none"> Relate Readings to the Big Question T503a CC.2.SL.1.b |
| <p>Daily Grammar CC.2.L.1, 3</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Use Prepositions T495j <p>Vocabulary CC.2.L.6</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Review Social Studies and Academic Vocabulary T502e | <p>Daily Grammar CC.2.L.1, 3</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Grammar and Writing T495j <p>Vocabulary CC.2.L.3</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Sort Words T502m | <p>Daily Grammar CC.2.L.1, 3</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Review T495j <p>Vocabulary CC.2.L.6</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Apply Word Knowledge T503 |
| <p>Read CC.2.Rlit.10</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Interactive Read-Aloud: Share a Poem T502e  | <p>Reread CC.2.Rlit.10</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Interactive Read-Aloud: Share a Poem T502m  <p>Comprehension CC.2.Rlit.10</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Analyze Elements of Poetry T502m | <p>Comprehension CC.2.Rlit.10</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Analyze Elements of Poetry T503a   |
| <p>Power Writing T502e CC.2.W.8</p> <p>Writing CC.2.W.1</p> <ul style="list-style-type: none"> Write an Opinion T502h | <p>Power Writing T502m CC.2.W.8</p> <p>Writing CC.2.W.7</p> <ul style="list-style-type: none"> Write a Poem T502n | <p>Power Writing T502o CC.2.W.8</p> <p>Writing CC.2.W.7</p> <ul style="list-style-type: none"> Write a Book Intro T503b |

Reading CC.2.Rinf.6; CC.2.Rlit.10; CC.2.Rinf.10; CC.2.SL.1

- Introduce LR2
- Read LR4–LR11
- Choose and Use Reading Strategies
- Analyze Character's Feelings
- Identify Author's Purpose

Reading CC.2.Rlit.10; CC.2.Rinf.10; CC.2.SL.1; CC.2.SL.1.a

- Read and Integrate Ideas LR2
- Choose and Use Reading Strategies
- Analyze Character's Feelings
- Identify Author's Purpose

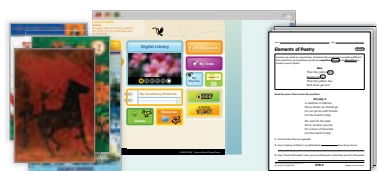
Reading CC.2.W.1–3; CC.2.SL.1.a

- Connect Across Texts LR3

Writing CC.2.W.3

- Choose a Writing Option LR4–LR11

ASSESSMENT & RETEACHING



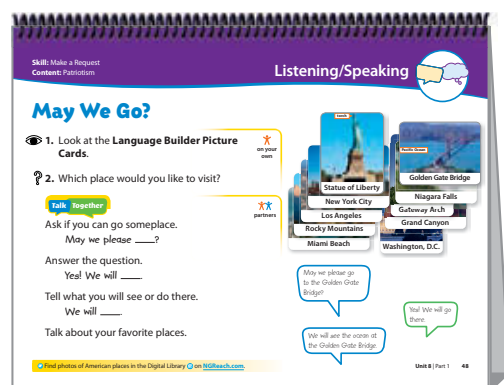
Assessment & Reteaching T503c–T503d

- Foundational Skills A8.13–A8.14 CC.2.Rfou.3; CC.2.Rfou.3.f; CC.2.L.2.d
- Spelling Test T495g CC.2.Rfou.3; CC.2.L.2.d
- Oral Reading Assessment A8.1–A8.4 CC.2.Rfou.4
- Reading Comprehension Test A8.15–A8.16 CC.2.Rlit.6, 10
- Reading Strategy Assessment LR8.5–LR8.6 CC.2.Rlit.1
- Vocabulary Test A8.17–A8.18 CC.2.L.4; CC.2.L.6
- Grammar and Writing Test A8.19 CC.2.W.8; CC.2.L.1.e
- Reteaching Masters RT8.4–RT8.6

Week 2 Learning Stations

Speaking and Listening

Option 1: May We Go?



PROGRAM RESOURCES

Language and Literacy Teamwork Activities: Card 48

Digital Library: Language Builder Picture Cards C92–C101

Teacher's Guide on [NGReach.com](https://www.ncreach.com)

| | |
|---|-------------|
| Build on Others' Talk | CC.2.SL.1.b |
| Ask and Answer Questions | CC.2.SL.3 |
| Use Knowledge of Language and Its Conventions | CC.2.L.3 |

Option 2: You and Me



Arrange for children to work in pairs.

- Have partners create an audio recording of "America: A Weaving" by taking turns reading the stanzas. Remind children to read with expression.
- Allow time for children to listen to their recordings.
- If children wish, let them redo their recordings to improve their use of expression.

| | |
|-----------------------------|---------------|
| Read Orally with Expression | CC.2.Rfou.4.b |
| Create Audio Recordings | CC.2.SL.5 |

Language and Vocabulary

Key Words

alike · American · belief · celebrate · culture
difference · expect · history · holidays · language
traditions · variety

Option 1: Vocabulary Games



[NGReach.com](https://www.ncreach.com) Vocabulary Games

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

Option 2: My Vocabulary Notebook



[NGReach.com](https://www.ncreach.com) My Vocabulary Notebook

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 preposition that shows time.

| | |
|---|----------|
| Use Technology in Writing | CC.2.W.6 |
| Use Knowledge of Language and Its Conventions | CC.2.L.3 |
| Determine the Meaning of Words | CC.2.L.4 |
| Use Words and Phrases | CC.2.L.6 |

Writing

Option 1: Write a Poem



PROGRAM RESOURCES

Language and Literacy Teamwork Activities: Card 47

Teacher's Guide on [NGReach.com](https://www.ncreach.com)

| | |
|---|----------|
| Participate in Shared Research and Writing Projects | CC.2.W.7 |
| Use Knowledge of Language and Its Conventions | CC.2.L.3 |

Option 2: Write Quiz Questions



[NGReach.com](https://www.ncreach.com) Student Resources

Have children go to Resources > Unit 8 > Learning Stations > Week 2 > United States of America.

- Instruct children to read about America and then write three quiz questions about the material.
- Have children turn to partners and use their questions to quiz each other.

| | |
|---|----------|
| Participate in Shared Research and Writing Projects | CC.2.W.7 |
| Recall Information | CC.2.W.8 |
| Use Knowledge of Language and Its Conventions | CC.2.L.3 |

Cross-Curricular

Option 1: My Favorite Holiday



PROGRAM RESOURCES & MATERIALS

Cross-Curricular Teamwork Activities: Card 48

Teacher's Guide on [NGReach.com](https://www.ncreach.com)

colored markers and crayons • magazines • drawing paper or poster board • scissors • glue

Recall Information

CC.2.W.8

Option 2: Weaving and More!



[NGReach.com](https://www.ncreach.com) Student Resources

Have children go to Resources > Unit 8 > Learning Stations > Week 2 > Weaving.

- Have children view the video and read the comments about a young Guatemalan weaver. Discuss why she likes to weave and what other people think about her designs.
- Then lead a class discussion about crafts that children like to do. How did they learn them? Are there specific things they do for holidays or celebrations?

Participate in Conversations
Use Words and Phrases

CC.2.SL.1
CC.2.L.6

Reading

Option 1: Comprehension Coach



[NGReach.com](https://www.ncreach.com) Comprehension Coach

Have children use the software according to their individual needs:

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

Read with Fluency

CC.2.Rfou.4

Option 2: Read for a Reason



[NGReach.com](https://www.ncreach.com) Student Resources

- Have children go to Resources > Unit 8 > Learning Stations > Week 2 > Countries.
- Have each child select a country and read to identify something an immigrant from that country might contribute to the fabric of America.
- Let children share their ideas with the class.

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

Read with Fluency

CC.2.Rfou.4

Intervention

Option 1: Phonics Games



[NGReach.com](https://www.ncreach.com) Online Phonics Games

Decode Words with Final
Syllables -tion, -ture

CC.2.Rfou.3

Option 2: Reteach Final Syllables -tion, -ture

Use **Reteaching Routine 1**.

- **Display the word.** *lotion*
- **Say the word:** *lotion*. Have children repeat.
- **Read the word.** Point to the letters *tion* and ask: *What are these letters? What is the sound?*
- **Scaffold spelling.** Say: *lotion*. 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 RT8.4–RT8.6.

Decode Words with Final
Syllables -tion, -ture

CC.2.Rfou.3

Spell Words with Final Syllables -tion, -ture

CC.2.L.2.d

Additional Resources

ESL Kit



ESL Teacher's Edition pages T495e–T503b

Week 2 Daily Spelling & Word Work

OBJECTIVES

Thematic Connection: The United States

- ✓ Spell Words with Final Syllables C + *le*, *-tion*, *-ture*
- ✓ Spell High Frequency Words

SUGGESTED PACING

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

Spelling Pretest

Day 1



Spelling Test

Day 5



Spelling Words

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

Words with C + *le*, *-tion*, *-ture*

| | |
|------------|--|
| 1. purple | Does the American flag have the color purple in it? |
| 2. single | One single flag stands for all 50 states. |
| 3. nation | Our nation has grown a lot in 230 years. |
| 4. culture | Many groups are part of American culture . |

High Frequency Words

| | |
|------------|---|
| 5. example | New York is an example of a big American city. |
| 6. got | I got a postcard from my aunt in New York City. |
| 7. music | Aunt Pat's favorite kind of music is bluegrass. |
| 8. sing | She wants to sing in a bluegrass band. |
| 9. song | She sang me her favorite bluegrass song . |
| 10. state | Do you know which state bluegrass comes from? |
| 11. still | Many bluegrass singers still live in Kentucky. |
| 12. story | Many bluegrass songs tell an interesting story . |
| 13. tell | I like songs that tell a good tale. |
| 14. today | Today bluegrass music is popular everywhere. |

More Words

Use these words and sentences for additional Pretest and Test items.

| | |
|----------------|---|
| 1. middle | I'm standing in the middle of a big forest. |
| 2. eagle | Sitting on a tree branch is a bald eagle . |
| 3. instruction | The eagle provides instruction to its babies. |
| 4. future | The eaglets will hunt on their own in the future . |
| 5. explosion | A far-off explosion startled the eagles. |
| 6. musician | A musician should write a song about eagles. |

Sort Words

Day 2



Option 1

PROGRAM RESOURCES

Word Cards: Practice Master PM8.14

MATERIALS

scissors

Prepare

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

Play a Game

- One child mixes up some 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 Work | | | |
|--------------------------------------|---------|--------|---------|
| Word Cards: Words with C + <i>le</i> | | | |
| eagle | candle | turtle | puzzle |
| purple | middle | silly | finally |
| squeal | skillet | candy | stable |
| single | fable | let | pale |
| example | crate | maple | bridle |
| quilt | rifle | pellet | whale |
| rally | gentle | noble | steeple |

NGReach.com Practice Master PM8.14

Decode Words with Final Syllable C + *le*

CC.2.Rfou.3

Decode Multisyllabic Words

CC.2.Rfou.3

Alphabetize

Day 2



Option 2

PROGRAM RESOURCES

High Frequency Word Cards:
Practice Master PM8.15

MATERIALS

scissors

Prepare

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

Play a Game

- Each group turns its 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.

| Spelling & Word Work | |
|---------------------------|---------|
| High Frequency Word Cards | |
| room | got |
| head | tell |
| small | story |
| pick | sing |
| own | song |
| stay | music |
| along | still |
| change | state |
| sometimes | today |
| enough | example |

NGReach.com Practice Master PM8.15

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

Read Irregularly Spelled Words

CC.2.Rfou.3.f

Demonstrate Command of English Spelling

CC.2.L.2



Word Scramble

Day 3



Option 1

Prepare

Display the Spelling Words. Scramble the letters of one word. For example, write *glnies* and have a volunteer write the word *single* correctly.

Play a Game

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

glnies

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

| | |
|--|---------------|
| Decode Words with Final Syllables C + le, -tion, -ture, -sion, -cian | 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 Final Syllables C + le, -tion, -ture | CC.2.L.2.d |

Build Words Online

Day 3

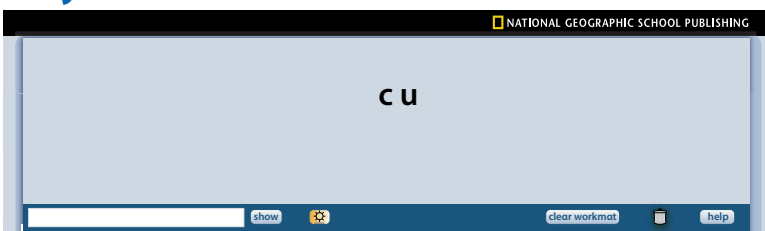


Option 2

Prepare

Have children access **Word Builder** at NGReach.com.

Play a Game



NGReach.com Word Builder

- Have one child choose a Spelling 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 Final Syllables C + le, -tion, -ture, -sion, -cian | 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 Final Syllables C + le, -tion, -ture | CC.2.L.2.d |

Draw Words

Day 4



Option 1

MATERIALS

chart paper • markers

Prepare

Display the Spelling Words.

Play a Game

- Have each group secretly choose one Spelling Word. Each group should choose one child who will create a drawing.
- When a group takes its turn, allow the artist a minute to complete the picture. The first group to guess and write the word correctly is awarded one point.
- Continue until one group has collected three points.

future

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 Final Syllables C + le, -tion, -ture | CC.2.L.2.d |

Spelling Q and A

Day 4



Option 2

MATERIALS

index cards

Prepare

Have each group of children make a set of word cards by writing each Spelling Word on an index card. Have them mix up the cards and put them in a pile facedown.

Play a Game

- Have one child draw a card and ask a question using the word on the card.
- Have a second child draw the next card and attempt to answer the question using the new word. Use this example:
If the words eagle and single are drawn, the question might be Is there an eagle in the tree? The answer might be Yes, I see a single one there.
- If the child is able to answer, the children each keep a card. If the child cannot, the cards are placed back into the pile.
- Have groups continue play for five minutes.

| | |
|--|---------------|
| Decode Words with Final Syllables C + le, -tion, -ture, -sion, -cian | CC.2.Rfou.3 |
| Read Irregularly Spelled Words | CC.2.Rfou.3.f |

Week 2 Daily Grammar

OBJECTIVES

Thematic Connection: The United States

 Use Prepositions

COMMON CORE STANDARDS

Demonstrate Command of English Grammar

Use Knowledge of Language and Its Conventions

CC.2.L.1

CC.2.L.3

Day 1

PROGRAM RESOURCES

Prepositions of Direction:
eVisual 8.7

Teach the Rules

Use page T500–501 to introduce prepositions that show direction. Then teach the rules.

Prepositions of Direction

- You can use some **prepositions** to show where someone is going.
We walked **up** the street. Then we walked **across** the street.
My brother walked **down** the street.
- Use these words after an action verb like **go, walk, come, or run**.
He went **to** the store and walked **through** the entrance.
Chris ran **over** the hill.

 **Prepositions of Direction: eVisual 8.7**

Play a Game

Display these prepositions that show direction: *across, down, over, through, to, up*. Say one of the prepositions. Then use the preposition in a short sentence about America or your community. For example, say: *I come to school at 8:00*. Then point to a child. Have the child say one of the prepositions and then choose another child to use it in a sentence.

Continue play until each child has used at least two different prepositions.

Differentiate

BL Below Level

ISSUE Children need extra practice identifying prepositions of direction.

STRATEGY Have them underline the prepositions in these sentences:

Many people have come to America.

Some came over the ocean.

Mr. Chen walked across the street.

He waved through his window.

Then he walked down the street.

Day 2

PROGRAM RESOURCES

Prepositions of Time: eVisual 8.8

Teach the Rules

Use page T502 to introduce prepositions that show time. Then teach the rules.

Prepositions of Time

- You can use some **prepositions** to show when something happens.
We ate Chinese food **on** Friday.
We ate dinner **at** 6 p.m.
We cooked some rice **before** dinner.
We talked about our favorite foods **during** dinner.
Dad and I cleaned up **after** dinner.

 **Prepositions of Time: eVisual 8.8**

Play a Game

Display these prepositions that show direction or time: *across, down, over, up; at, after, before, during*. Have one child say a preposition. The other child should say a sentence about your school or community using the preposition; for example: *I walked across the bridge*. Then have partners switch roles.

Continue play until both children use all the prepositions at least once.

Differentiate

AL Above Level

ISSUE Children are ready to say more sentences using prepositions that show direction and time.

STRATEGY Have children continue the game by using the prepositions in sentences about family activities, customs, and traditions.



Day 3

PROGRAM RESOURCES

Identify Prepositions: eVisual 8.9

Use Prepositions: Practice Master PM8.19

Teach the Rules

Use page T502h to review prepositions that show direction and time. Then teach the rules.

Identify Prepositions

- Some prepositions show **direction**.
Let's run **up** the hill.
Go **through** the gate.
- Some prepositions show **time**.
Meet me **after** school.
I will arrive **before** you.

NGReach.com Identify Prepositions: eVisual 8.9

Play a Game

Distribute Practice Master PM8.19 and have children play the game with a partner.

Name _____ Date _____

Grammar: Prepositions

Use Prepositions

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 preposition you land on. Then have your partner say whether the preposition in your sentence shows time or direction.

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.

PM8.19 Unit 8 | Our United States

NGReach.com Practice Master PM8.19

Differentiate

SN Special Needs

ISSUE Children need help differentiating prepositions that show time from those that show direction.

STRATEGY Read these sentences to children. Have them act out the sentences with prepositions that show direction.

- | | |
|----------------------------------|------------------------------|
| Come to my desk. | Whistle during my talk. |
| Step over this book. | Finish before recess. |
| Peek through your fingers at me. | Eat your snack after school. |

Day 4

PROGRAM RESOURCES

Write Prepositions: Practice Master PM8.22

Grammar and Writing

Use page T502n to model using prepositions to describe both direction and time.

Distribute Practice Master PM8.22. Read the story. Have children write the word from the box that correctly completes each sentence.

Name _____ Date _____

Grammar and Writing

Write Prepositions

Read the story. Then write the word from the box that correctly completes each sentence.

across before through after to down

Welcome to our special celebration of America.

Did you walk _____ the park or ride in a car? You can walk to many exhibits _____ the hill. You can get your lunch ticket in the big tent. Be sure to go there _____ lunch. To find the international café, walk _____ the bridge. _____ lunch, you can see the exhibits. To get to the exhibits, go _____ the gates.

PM8.22 Unit 8 | Our United States

NGReach.com Practice Master PM8.22

Day 5

PROGRAM RESOURCES

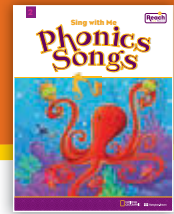
Grammar and Writing Test: Assessment Master A8.19

Review and Assess

See page T503 for a review of prepositions that show direction and time.

Administer the Grammar and Writing Test.

Day 1 Learn Sounds, Letters, and Words



Sing with Me
Phonics Songs Book

OBJECTIVES

Thematic Connection: The United States

Delete Final Syllables

- ✓ Read and Spell Words with Final Syllable C + /e
- ✓ Read and Spell High Frequency Words

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Sing with Me Phonics Songs Book, page 66
- Phonics Picture Card 121
- Sound/Spelling Cards 1, 2, 9, 10, 11, 18, 22, 24
- Read On Your Own Book 30
- Final Syllable: Consonant + /e: Practice Master PM8.12
- Write-On/Wipe-Off Boards

TECHNOLOGY ONLY

- Sing with Me Phonics Songs MP3 or CD 4, Tracks 21–22
- Word Builder
- Phonics Games

MATERIALS

index cards • container to hold Word Cards

MORNING WARM-UP

What are some things that people bring to the United States from their cultures?

Invite children to name things people bring from their home countries to the United States, such as food, clothing, and music.

Phonological Awareness

1 Delete Final Syllables

Use **Phonological Awareness Routine 10**.

- **Say a word and clap:** *needle*. Clap the syllables with me: nee-dle.
- **Delete a syllable:** *Let's take away the last syllable of the word: dle.*
- **Say the new word:** *knee*. Say the new word with me: knee.

For **Phonological Awareness Routine 10**, see page BP31.

Repeat the routine with *noodle* (new), *bundle* (bun), *startle* (star), and *beagle* (bee).

Check & Reteach

OBJECTIVE: Delete Final Syllables

Ask: *What word is left if I take away the last syllable from title?* (tie)

If children cannot answer, have them clap the syllables as you repeat the word: *ti-tle*. Say: *Title has two syllables. What is the first syllable?* (tie) *What is the last syllable?* (tle) *If I take away the last syllable, the first syllable is left. Say that syllable:* tie. *What is the new word?* (tie) Repeat with *muffle* (muff) and *dabble* (dab).

Phonics

2 Learn Words with Final Syllables

C + /e ✓ Sing with Me Phonics Songs Book page 66

Explain that Seattle is in the state of Washington. Point to and name the Space Needle. Play tracks 21 and 22 and follow the directions. Practice the gestures until children can perform them smoothly.

- 1 2 Point to class for “you” and to self for “I.”
- 3 Point up for “Space Needle.”
- 4 Pantomime eating.

COMMON CORE STANDARDS

Reading

- | | |
|--|---------------|
| Decode Words with Final Syllables C + /e | CC.2.Rfou.3 |
| Decode Multisyllabic Words | CC.2.Rfou.3 |
| Read Irregularly Spelled Words | CC.2.Rfou.3.f |
| Language and Vocabulary | |
| Spell Words with Final Syllables C + /e | CC.2.L.2.d |

If You Go to Seattle



If you go to Seattle, **1**
Seattle, Seattle,
I will tell you what to do **2**
In Seattle.






You can see the Space Needle, **3**
Space Needle, Space Needle.
You can eat some noodles, too, **4**
And some apples.



Sing with Me Phonics
Songs Book page 66

Use the routine to teach final syllable consonant + *le* and to blend words.

| Step 1 Develop Phonological Awareness | Final Syllable Consonant + <i>le</i> |
|---|---|
| 1. Tell children: <i>These words have one part, or syllable. These longer words have two syllables. Clap the syllables with me as we say each word.</i> | wig, hum, fizz wiggle, humble, fizzle |
| 2. Tell children: <i>I will say a word. Then you clap the syllables as you say the word.</i> | dab, dabble, purr, noodles, purple |
| 3. Have children listen to and identify the second syllable these words share: <i>simple, purple, steeple</i> . (pəl) Do the same with <i>gargle, eagle</i> , and <i>jingle</i> . (gəl) | simple, purple, steeple gargle, eagle, jingle |
| Step 2 Introduce the Sound/Spelling | |
| 1. Display the picture-only side of Phonics Picture Card 121 . Say: <i>needle, nee-dle</i> . Have children name the sounds they hear in the second syllable. (dəl) 2. Turn the card over. Point to <i>dle</i> and explain: <i>The word needle ends in a consonant plus l-e. When l-e comes at the end of a two-syllable word, it stands for the əl sound.</i> Say <i>nee-dle</i> with children. 3. Note that different consonants can come before <i>l-e</i> . Display <i>table</i> . Point out the consonant <i>b</i> plus <i>-le</i> as you say <i>table</i> syllable by syllable and then blend: <i>ta-ble, table</i> . Have children repeat after you. |  Card 121: needle needle table ta ble |
| 4. Give examples of other <i>-le</i> words. Point to the example words <i>Seattle, Needle, noodles</i> , and <i>apples</i> in the song on page 66 of Sing with Me Phonics Songs Book . Point out the consonant plus <i>-le</i> in each word. | riddle, puddle, jungle, beetle, uncle, maple |
| Step 3 Blend Sound-by-Sound | |
| 1. Display <i>circle</i> . Divide it into syllables. (<i>cir-cle</i>) Explain: <i>When a two-syllable word ends in a consonant plus l-e, it is divided before the consonant; the first syllable may end with a vowel or a consonant.</i> 2. Blend the sounds in each syllable. Repeat with children, framing each syllable if necessary. 3. Blend the two syllables together: <i>cir-cle, circle</i> . Have children say the word. |  circle  |
| 4. Repeat for the remaining words. | gentle, jumble, turtle, eagle |

See **Differentiate**

Weekly Folder

- ✓ Writing (T500–501, T502, T502h, T502n, T503b)
- ✓ Comparison Chart: **Practice Master PM8.16**

Differentiate

EL English Learners

PHONICS TRANSFER

ISSUE Children may need practice reading and blending words with final syllable consonant + *le*.

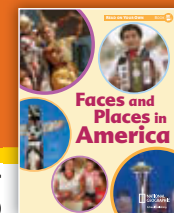
STRATEGY Have children:

- tell whether the əl sound is used in their home languages.
- practice making the əl sound.
- join a partner in reading and acting out these sentences:
 We wiggle and giggle. We mumble and grumble.
 We tickle and tackle. We jingle and jangle.

AL Above Level

ISSUE Children can easily blend C + *le* words.

STRATEGY Challenge children to think of words that end in C + *le*. Have partners take turns saying and spelling a word that begins with each letter of the alphabet, such as *apple, bubble, circle, dabble, eagle*, and so on. Have the listener identify the C + *le* spelling of the final syllable in the word.



Read On Your Own Book 30

Name _____ Date _____

Phonics

Final Syllable Consonant + /e/

Circle the word that names the picture.

| | | |
|---------------------------------|----------------------------------|---------------------------------|
| 1. able apple anthill | 2. candle candy cuddle | 3. pebble paddle puzzle |
| 4. bottle bottom bumble | 5. needy nibble needle | 7. bundle bunny bubble |
| 7. tattle table trouble | 8. cattle crackle cable | 9. cradle circus circle |
| 10. purple poodle puddle | 11. little laundry lentil | 12. turtle tunnel tangle |

Read It Together Would you put an apple or cattle on a table?

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3 Read Words with Final Syllable C + /e/ ✓

Read On Your Own Book 30 page 2

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

NGReach.com Word Builder

Have children turn to **Read On Your Own Book 30** page 2. Review final syllable consonant + /e/ and complete the example together. Then have partners take turns reading the picture labels. Assign **Practice Master PM8.12** for more practice.

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

4 Spell Words with Final Syllable C + /e/ ✓

Use **Dictation Routine 1** to have children practice spelling *bubbles*, *giggle*, *simple*, and *puzzles* on their **Write-On/Wipe-Off Boards**.

- **Say a word:** *bubbles*.
- **Segment sounds:** /b/ /ü/ /b/ /ə/ /z/. *What is the first sound you hear in bubbles?* (/b/)
- **Display Sound/Spelling Cards.** Have children match each sound to a card. (cards: **18** /b/, **24** /ü/, **22** /z/.) Create a card for ə.
- **Repeat the word:** *bubbles*. Have children write the word.
- **Write the correct spelling.** Have children check and correct their spelling. Repeat for *giggle*, *simple*, and *puzzle* using **Sound/Spelling Cards 10** /g/, **11** /i/, **1** /s/, **2** /m/, **9** /p/, **24** /ü/, **22** /z/, and the ə card.

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

Then apply the spelling rule to the following sentences: *We blow bubbles and giggle. Then we play with simple puzzles.* Have children say and then write the sentences. Then display the sentences and have them check and correct.

Check & Reteach

OBJECTIVE: Read and Spell Words with Final Syllable C + /e/ ✓

Check the dictation sentences for the correct spelling of *bubbles*, *giggle*, *simple*, and *puzzles*. Prompt self-correction. Read aloud the sentences and ask children to try again. If errors persist, display *uncle* and *eagle*. Read the words aloud with children and have volunteers draw a line under the letters that stand for ə. Then dictate: *My uncle saw an eagle.* Have children practice writing the sentence.

Daily Language Arts
Daily Spelling & Word Work ✓
 Spelling Pretest on page T495g



Final Syllable: Consonant + le

Look at each picture. Read the words.

Example:



apple



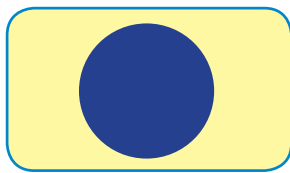
turtle



table



needle



circle



bicycle

2

Key Words

Look at the pictures. Read the sentences.



Washington State

1. Washington is a **state** in the Northwest.
2. Here is an **example** of a market in this state.
3. A shopper just **got** food there.
4. You can hear **music** in that state.
5. **Today** some singers **still sing** old songs.
6. A **song** may **tell** a **story**.

Do you know where Washington is? Hint: It's on the West Coast.



Phonics Games

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High Frequency Words

example
got
music
sing
song
state
still
story
tell
today

STUDENT TECHNOLOGY



Student eEdition



Word Builder



Phonics Games

NGReach.com

3

Read On Your Own Book 30
pages 2–3

High Frequency Words

5 Read and Spell Key Words Read On Your Own Book 30 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:** *state*.
- **Say a sentence with the word:** *Which state do we live in?*
- **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 1–6. Reread, pausing for children to say the High Frequency Words. Then have children work in pairs. Partner A says a High Frequency Word, and Partner B points to the word and spells it. Have children reverse roles and repeat the routine.

Check & Reteach

OBJECTIVE: Read and Spell High Frequency Words

Place **High Frequency Word Cards** in a container. Have children take turns pulling a word from the box. Have them read the word, use it in a sentence, spell it, and say it again.

If children misspell a word, have them create flash cards for the words they need to review and work with a partner throughout the week to practice 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.

state *A state is a part of a country.*

example *An example is a sample of something.*

got *Use got to tell about the past: Yesterday I got a sandwich in the lunchroom.*

music *Music is made up of sounds put together in a pleasing way. (Hum or play music.)*

today still *Today means "this day" or "at this time." Still can mean "even now."*

sing song *When you sing, you make music with your voice. A song is music with words for singing.*

tell story *When you tell something, you say or write about it. You can tell a story. (Point to story in book.)*



OBJECTIVES

Thematic Connection: The United States

✔ Use a Dictionary

Preview a Poem to Make Predictions

PROGRAM RESOURCES

TECHNOLOGY ONLY

Vocabulary Practice: eVisual 8.6

Power Writing

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

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

Vocabulary Strategy

1 Use a Dictionary ✔ Anthology page 496

Review how to use a dictionary to check the spelling of a word. Then use page 496 to review alphabetical order and find *celebrate*. Display **eVisual 8.6**. Have children put the words in alphabetical order and look up each underlined word in the **Picture Dictionary** of the **Student Edition**. Explain: *The Picture Dictionary can also be called a glossary because it gives definitions only for words in the book.*



Vocabulary Practice

1. holiday, history, honor
2. American, after, answer

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Vocabulary Practice: eVisual 8.6



INTERACTIVE WHITEBOARD TIP: Have children circle the second letter in each word.

2 Try It Together Anthology page 496

Read the directions. Guide children to answer the questions. See **Differentiate**

Check & Reteach

OBJECTIVE: Use a Dictionary ✔

Ask: *Which word comes first in a dictionary: celebrate or centipede? (celebrate)*

If children answer incorrectly, write the first letter, and then the second and third letter of *celebrate* and *centipede*. Then ask: *Which word comes first?*

Academic Talk

3 Preview and Predict

Have children use the **Key Words** to describe the photos and make predictions.

Check & Reteach

OBJECTIVE: Preview a Poem to Make Predictions

Listen as children make predictions. If children do not understand that this poem is about America, reread the title and point to the stars and stripes on each page.

Shared Reading

4 Read a Poem

CONNECT ACROSS TEXTS Explain: *There are many different cultures and traditions in America. Let's learn about more of them.*

COMMON CORE STANDARDS

Reading

| | |
|-------------------------------------|---------------|
| Read and Comprehend Poetry | CC.2.Rlit.10 |
| Read with Accuracy | CC.2.Rfou.4 |
| Read with Purpose and Understanding | CC.2.Rfou.4.a |
| Read Orally with Expression | CC.2.Rfou.4.b |

Writing

| | |
|--------------------|----------|
| Recall Information | CC.2.W.8 |
|--------------------|----------|

Speaking and Listening

| | |
|------------------------------|-----------|
| Participate in Conversations | CC.2.SL.1 |
|------------------------------|-----------|

Language and Vocabulary

| | |
|---|------------|
| Demonstrate Command of English Grammar | CC.2.L.1 |
| Check Spelling | CC.2.L.2.e |
| Use Knowledge of Language and Its Conventions | CC.2.L.3 |
| Use Glossaries and Dictionaries | CC.2.L.4.e |
| Use Words and Phrases | CC.2.L.6 |



Use a Dictionary

You can **use a dictionary** to find out how to spell and say words. You can also learn what words mean. Use alphabetical order to find the word **celebrate** in the dictionary.

Look at the guide words to find the right page.



This entry tells about the word **celebrate**.

The entry for **centipede** comes after **celebrate**.

Try It Together

1. What word comes before **celebrate** on this dictionary page?
2. Where would you find the words **before** and **belong**? Between the guide words **beet** > **begin** or **bell** > **below**?

Connect Across Texts Find out what America means to some other children.

Genre A poem tells about feelings and ideas in a special way. Sometimes, the words don't mean exactly what they say.

AMERICA

a weaving

by Bobbi Katz





**Have you ever seen a weaving
With colors woven through it?
Different colors all together
Making beauty as they do it.**

In Other Words
weaving a cloth made by passing different threads over and under each other

Before You Move On

1. **Plan and Monitor** What do you think this poem is going to be about?
2. **Visualize** What do you picture in your mind when you read the title?

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TECHNOLOGY



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Anthology
pages 496–497

GENRE Read aloud the genre description. Elaborate: *Poets use repetition, rhyme, rhythm, and special language to convey emotions and share their ideas.*

REVIEW Remind children how to choose a reading strategy.

How to Choose a Reading Strategy

- | | | |
|---|--|-------------------------------|
| 🧠 | 1. Think about what you want to understand. | I want to know _____. |
| 💡 | 2. Figure out which strategy will help you understand what you read. | I can _____. |
| 🧩 | 3. Think about how the strategy helps you. | This strategy helps me _____. |

Read pages 497–501 to the class. Use the questions on page T498–499 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

Day 2 Reread and Analyze

- ✓ Use Reading Strategies
- ✓ Analyze Elements of Poetry
- Critical Thinking

Answers Before You Move On

1. **Plan and Monitor** ✓ Possible response: I predict that this poem will be about all the people and things that weave together to make up America.
2. **Visualize** Possible response: I picture a blanket woven in a beautiful pattern with many colors.

Differentiate

BL Below Level

ISSUE Children have difficulty understanding how guide words work.

STRATEGY Post the guide word pairs *beet/begin* and *bell/below* on top of each other. With children, circle the letters that are the same and then draw a box of a different color around the letters that are different.

EL English Learners

ISSUE Children do not understand that in a dictionary, a word that comes before another is above it.

STRATEGY Practice using the prepositions *before*, *after*, *above*, and *below*. Make observations about the words, such as: *Centipede appears above cereal. This means it is before cereal.* Then have children practice.

Sushi, chili, spring rolls, curry
Enchiladas, lamb kebabs!
Different dances, different rhythms
Different songs that they are singing!

America, America: a never-ending weaving! **2**
A never-ending blending that embraces all who come.

1 Could a country be a weaving—
Different tongues, different faces,
People coming, always coming
From so many different places?
People bringing, always bringing
Special foods and special things:

2 **Before You Move On**
1. **Confirm Prediction** In what way is America a weaving? What are its threads?
2. **Clarify** The poet lists many kinds of foods. What country does each one come from?

In Other Words
tongues languages
embraces welcomes; includes

498 499

Anthology
pages 498–499

Answers Before You Move On

- 1. Confirm Prediction** ✓ Possible response: America is a weaving of different **cultures**. Some of its threads are its people, foods, and dances.
- 2. Clarify** ✓ Possible response: Sushi is from Japan. Curry is from India. Enchiladas are from Mexico or South America.

Build Comprehension

FIRST READ

Day 1 Read and Comprehend

- 1 Active Reading** Use choral reading to allow children to hear the poem. Encourage children to tap fingers on their desktops to the poem's rhythm.

SECOND READ

Day 2 Reread and Analyze

- 2 Use Reading Strategies: Clarify Meaning** ✓ *Does the poet mean that the things people do are actually weaving and blending together like threads in a weaving?* (No.) *What is the poet using poetic language to describe?* (Possible response: how America is made up of many **cultures**; how **cultures** mix with each other to create something new)
- 3 Analyze Elements of Poetry** ✓ Discuss how sometimes words in poems do not always rhyme perfectly. Ask: *Can you find two words in this poem that rhyme?* (Possible response: before/more) *What are two words that almost rhyme?* (Possible response: buns/tongues) See **Differentiate**
- 4 Determine Author's Purpose** *What are some examples of repeated words?* (bit by bit and more and more; those who came before) *Why do you think the author repeats these words?* (They are important to the main idea.)

Differentiate

BL Below Level

ISSUE Children have difficulty identifying words that rhyme.

STRATEGY Explain that rhyming words often occur at the end of a line. Together, read the words at the end of the lines on pages 500 and 501. Have children raise a hand when they hear a rhyming pair.

We all contribute to this country
Built by those who came before.
We're connected to that weaving
Bit by bit, then more and more!

We buy blue jeans! We make pizza!
We eat hot dogs on soft buns.
We speak the English language.
And we speak our native tongues. **3**

Watch us play baseball,
See us jumping Double Dutch.
We work, we play, we study,
Learning, learning oh, so much!
We become part of the weaving
4 Bit by bit, then more and more.
We are blending with the blending
Made by those who came before.

America, America: a never-ending weaving
A never-ending blending that embraces everyone.

In Other Words
contribute give our best
We're connected to We become part of

In Other Words
Double Dutch a jump rope game

Before You Move On

- 1. Explain** Who is the "We" in this poem? How can you tell?
- 2. Visualize** What do you picture when you think of the words "We are blending with the blending made by those who came before"?

500

501

Anthology
pages 500–501

Writing

5 Write a Response

Discuss the meaning of the poem with children. Begin by displaying lines they think are important, such as *bit by bit and more and more*; *we're connected*; *those who came before*; *we all contribute to this country*; and *America: a never-ending blending that embraces everyone*. Make sure children understand what the lines mean by having them restate the phrases in their own words.

Have children work in pairs to write two or three sentences about what they think the poem means. Model an example: *"America: A Weaving" is about how the different cultures in America weave together to create something great. Different foods, customs, and ways to play all mix together. I think this poem is about how America welcomes new cultures and people.* Have children share their paragraphs with the class.



Daily Language Arts

Daily Grammar

Act out how to weave strands up, down, and over each other. Then use the Daily Grammar lesson on page T495i to teach prepositions of direction.

WRAP-UP

Ask children to use their own experience to draw a picture of how many "threads" weave together to make up America. Have children present their pictures to a partner.

OBJECTIVES

Thematic Connection: The United States

Delete Final Syllables

- ✓ Read and Spell Words with Final Syllable C + /e
- ✓ Read and Spell High Frequency Words
- ✓ Read Decodable Texts Fluently and with Comprehension

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Phonics Picture Cards 85, 121

Final Syllable: Consonant + /e: Practice Master PM8.13

Write-On/Wipe-Off Boards

Read On Your Own Book 30


TECHNOLOGY ONLY

Letter Cards

Comprehension Coach

MATERIALS

beanbag or soft ball



MORNING WARM-UP

How can you see the world in your city?

Have children discuss places in the community that reflect world cultures.

Phonological Awareness

1 Delete Final Syllables

Use **Phonological Awareness Routine 10**.

- **Say a word and clap:** *crumble*. Clap the syllables with me: *crum-ble*.
- **Delete a syllable:** *Let's take away the last syllable of the word: ble*.
- **Say the new word:** *crumb*. Say the new word with me: *crumb*.

For **Phonological Awareness Routine 10**, see page BP31.

Have children repeat the routine with *wiggle* (wig), *purple* (purr), *beetle* (bee), *rattle* (rat), and *cycle* (sigh).

Check & Reteach

OBJECTIVE: Delete Final Syllables

Ask: *What word is left when I take the last syllable from maple?* (may)

If children cannot answer, try the exercise backwards. Say *may* and ask: *What word do we get when we add ple at the end?* (maple) Repeat with *hum* (humble) and *rid* (riddle).

Phonics

2 Read Words with Final Syllable C + /e ✓

REVIEW Display the word side of **Phonics Picture Cards 85** and **121**. Have children segment each word with you (*tur-tle*, *nee-dle*), blend the syllables (*turtle*, *needle*), and identify the second syllable (*-tle*, *-dle*) as you point.



Display *simple*, *sparkle*, *jungle*, *bubble*, *apple*, and *noodle*. Say a word and have a volunteer point to and read it. Point to a word and have the entire group read it.

Create a four-column chart. Label the columns *-ble*, *-dle*, *-gle*, and *-tle*. Write the word *bundle* above the columns. Have children write *bundle* on their **Write-On/Wipe-Off Boards** and blend the word.

| <u>-ble</u> | <u>-dle</u> | <u>-gle</u> | <u>-tle</u> |
|-------------|-------------|-------------|-------------|
| table | bundle | wiggle | rattle |
| dabble | fiddle | snuggle | gentle |
| jumble | handle | dangle | bottle |

Word Bank

COMMON CORE STANDARDS

Reading

Decode Words with Final Syllable C + /e CC.2.Rfou.3

Decode Multisyllabic Words CC.2.Rfou.3

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

Read with Fluency CC.2.Rfou.4

Language and Vocabulary

Spell Words with Final Syllable C + /e CC.2.L.2.d

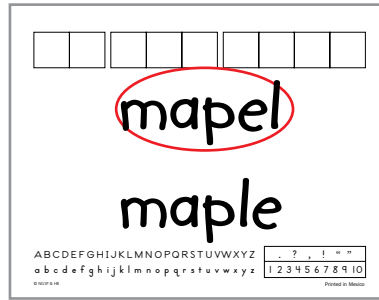
Have children name the column where the word fits. Write *bundle* on the chart. Draw attention to the last three letters (-*dle*) if needed. Repeat with *table*, *rattle*, *wiggle*, *gentle*, *dabble*, *snuggle*, *fiddle*, *jumble*, *dangle*, *handle*, and *bottle*. Encourage children to add other words to the chart. Assign **Practice Master PM8.13**.

3 Spell Words with Final Syllable C + le ✓

Use **Dictation Routine 2** as children practice on their **Write-On/Wipe-Off Boards**.

- **Say a sentence:** *My uncle has a maple tree.*
- **Repeat the sentence.** Have children write it.
- **Write the sentence.** Have children check and correct. Then repeat with the sentence: *Beetles nibble its leaves.*

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



Write-On/Wipe-Off Board

High Frequency Words

4 Read and Spell Key Words ✓

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

| | |
|---------|--|
| song | I like this <u>song</u> . |
| got | I just <u>got</u> it <u>today</u> at school. |
| story | It is a <u>story</u> set to <u>music</u> . |
| tells | It <u>tells</u> about our <u>state</u> . |
| example | It is an <u>example</u> of an old song. |
| still | People <u>still</u> <u>sing</u> it today. |

Distribute **High Frequency Word Cards**. Have children chorally reread each sentence, holding up the matching word and spelling it.

Check & Reteach

OBJECTIVES: Read and Spell Words with Final Syllable C + le ✓
Read and Spell High Frequency Words ✓

Dictate *maple*, *turtle*, *needle*, and *pebble* and the High Frequency Words to children. Have children write the words and keep the list.

If children misspell words, have them form a circle. Toss a beanbag to a child. Call out a final syllable C + le word or a High Frequency Word for the child to spell. If the child spells the word correctly, the child 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 it correctly and then spell another word. Continue until all the words have been spelled twice.

Name _____ Date _____

Phonics

Final Syllable Consonant + le

Write the word that completes each sentence.

- maples riddles giggles**
Can you answer these riddles?
- turtle cradle sprinkle**
I am a reptile, and I have a shell. I am a turtle.
- handle gentle poodle**
I am a dog, and I have curly fur. I am a poodle.
- apple uncle eagle**
I fly high in the sky because I am a bird. I am an eagle.
- beetle title noodle**
I am a small bug with a shell. I am a beetle.
- fiddles pebbles wiggles**
We are small rocks. We are pebbles.
- rattle bubble saddle**
You put me on a horse before you ride. I am a saddle.
- fizzle jungle gobble**
I am where tigers and monkeys live. I am the jungle.
- purple sparkle cuddle**
You get me if you mix red and blue paint. I am purple.

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For use with TE p. T501b

PM8.13 Unit 8 | Our United States

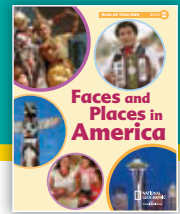
[NGReach.com](https://www.ngeach.com) Practice Master PM8.13



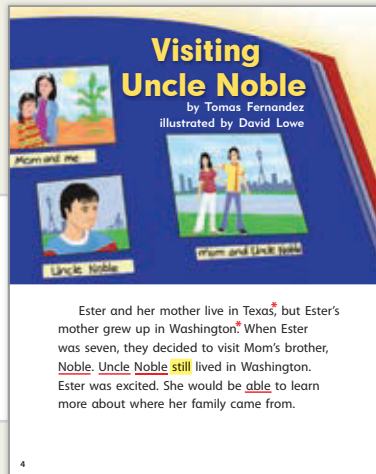
Daily Language Arts

Daily Spelling & Word Work ✓

Practice options on page T495g



Read On Your Own Book 30



Uncle Noble lived in Seattle, Washington, the biggest city in the state. About 600,000 people live there. Ester made a map of the United States and drew a circle around Washington. She added a big purple dot for Seattle. Can you find Seattle on the map?



Uncle Noble took Ester and her mom for a bicycle ride around Seattle. Mom wanted to see the Space Needle. She had loved to visit it when she was a girl. "I always thought it looked like something from outer space," she said. What about you? Do you agree with Mom?



"Let's eat lunch at Pike Place Market," Mom said to Uncle Noble. "People from all over the world settle in Seattle," she told Ester. "Some have shops in the market." Uncle Noble, Mom, and Ester sat at a table. They ate noodles.

Legend

- words Final Syllable: Consonant + /e
- high frequency words
- * story words

Read On Your Own Book 30
pages 4–7

Decodable Reading

5 Read "Visiting Uncle Noble" ✓ Read On Your Own Book 30 pages 4–14

Use the illustrations to pre-teach story words *Texas* and *Washington* (page 4) and *Salish* (page 12). Then use **Decoding Routine 4** to conduct two readings of "Visiting Uncle Noble." 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.

- 1 **Identify Details** *Where does Ester live? Where does she go? Point to the map.* (She lives in Texas and goes to Washington.)
- 2 **Summarize** *What can visitors see and do in Washington?* (Visitors can see the Space Needle, go to a market, hear music, visit a rain forest, and see totem poles.)
- 3 **Make Inferences** *Ester is sad to leave. How does Uncle Noble make her feel better?* (He says he will visit her in Texas.)
- 4 **Make Connections** *What would you show visitors who come to your state?* (Responses may include interesting sights and parks.)

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

Differentiate

BL Below Level

ISSUE Children mispronounce words with previously taught phonics elements.

STRATEGY Use the chart to identify specific resources for review and reteaching.

| Skill | Book 30 | Teacher's Edition |
|----------------------------------|---|---------------------|
| words with vowel digraph ew | grew (page 4) drew (page 5) knew (page 14) | /ōō/ew (page T319I) |
| words with r-controlled vowel ar | market (page 7) artist(s) (pages 12, 13) carver(s) (pages 12, 13) | /ār/ar (page T333b) |
| words with vowel digraph oo | looked (page 6) shook (page 9) wood (page 12) | /ōō/oo (page T429I) |

AL Above Level

ISSUE Children quickly decode the passage.

STRATEGY Challenge children to turn and talk about the most important sights to show people who visit your state. Have them give reasons for each choice.



Student eEdition



Comprehension Coach



Later they **got** some fruit. Ester chose a **pineapple**. **Uncle Noble got** **apples** and some **purple plums**.

Uncle Noble asked, "Did you know that Washington produces more **apples** than the other **states**?"



"There used to be such great concerts in **Seattle**," Mom recalled.

"There **still are!**" exclaimed **Uncle Noble**. That night, he took them to a concert. One band member shook a **rattle** as she sang a **song**.

"I like the way she **sings!**" Ester said.



One day **Uncle Noble** said, "Let's go to a rain forest. It's in a wet part of the **state**. More than 150 inches of rain may fall there each year."


The rain forest was a green **jungle**. **Tangles** of moss hung from **maple** trees. **Jumbies** of moss-coated branches lay on the ground. A **drizzle** of rain **sprinkled** everything. **Puddles** dotted the trail.



Ester watched **beetles scuttle** on the moss. Just then she whispered, "Did some leaves just **crackle**?"

"Elk are making that sound," said **Uncle Noble**. "See them?"

Later the sun **sparkled** in the sky. Ester saw a **bald eagle** flying high above.



"You know that we are Coast Salish," a tribe of the Northwest. Many of us are artists." **Uncle Noble** told Ester. "Did you know that your great-grandfather was a carver? He made tall totem poles out of wood."

"I knew he was a carver," said Ester. "But I've never seen any of his totem poles."



Ester saw an **example** of her grandfather's work. "It's amazing!" she cried.

"Carvers **today still** make totem poles the old way," **Uncle Noble** pointed out. "Each pole has a **story** behind it. It may **tell** about the tribe, the family, or the artist."



The week passed quickly. "**Uncle Noble** is lots of fun. I don't want to go home yet," **grumbled** Ester.

"I'll visit soon. Then you can show me around your state," said **Uncle Noble**.

"That's a deal!" said Ester. She knew lots of sights to show **Uncle Noble**.

Practice Phonics

Final Syllable: Consonant + le

Read these words.

| | | | | |
|--------|--------|---------|--------|-------|
| rode | puddle | bicycle | saw | uncle |
| jungle | held | table | beetle | eagle |

Find the words that end with a consonant +le. Use letters to build them.

pu d d l e

Talk Together

Choose words from the box above to tell your partner what each girl did.

The girl held a beetle.

- 
- 
- 

Read On Your Own Book 30 pages 8–15

Practice Phonics

6 Final Syllable: Consonant + le

Read On Your Own Book 30 page 15

Distribute **Letter Cards**. Partners build the words. See **Differentiate**



7 Talk Together Read On Your Own Book 30 page 15

Have children fill in the blanks in the sentence frame with words from the box. (Possible responses: The girl saw/rode a beetle/puddle/jungle/bicycle.)

Check & Reteach

OBJECTIVE: Read Decodable Texts Fluently and with Comprehension ✓

Have each child read aloud a page from "Visiting Uncle Noble." 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

BL Below Level

ISSUE Children misspell words with final syllable consonant + le, for example: *tabel* or *bundel*.

STRATEGY Display *pebble*, *riddle*, *jungle*, and *battle*. Read the words and remind children that the final syllable is made up of a consonant and the letters *le*. Have children write the words, underline the final syllable, and blend the words.



OBJECTIVES

Thematic Connection: The United States

- Use a Dictionary
- Analyze Elements of Poetry
- Compare Language

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Comparison Chart: Practice Master PM8.16

TECHNOLOGY ONLY

My Vocabulary Notebook

Power Writing

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

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

Academic Talk

1 Discuss How to Read Poetry

Remind children that poets use rhyme, rhythm, and specially chosen descriptive words to help readers see and feel the ideas in their poems.

- Note: *Sometimes, the ends of rhyming words are spelled differently, but they sound the same.* Have children chorally read the first stanza on page 501. Point out the rhyming words *Dutch/much*.
- Elaborate: *The rhythm is the beat of the words. Different lines in a poem might be read with different rhythms.* Have children listen carefully for the beat and clap along as you read aloud the stanzas on page 500.
- Explain: *Poets often use language that makes pictures in your mind, as well as words and phrases that may have a different meaning in a poem than their usual meaning.* Reread the first two lines on page 498 and ask: *Does the poet mean that America is made by weaving actual tongues and faces together?* (No.) *What does “tongues” mean here?* (the **languages** people speak) *What is the poet really saying?* (The country of America is made up of many different people and their **cultures** and **languages**.)

Assign parts of the poem to small groups. Have groups discuss the rhyme, rhythm, and meaning of their portion of the poem and then practice chorally reading it aloud. Have groups read aloud their part of the poem for the class.

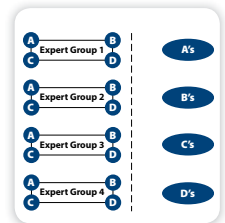
Vocabulary Practice

2 Use a Dictionary

Have children turn to page 595 of the **Picture Dictionary** and identify:

- Guide words at the top of the page.
- How the entries are organized in alphabetical order.
- Pictures or context sentences that help them understand the word.

Use **Jigsaw** to help children learn more about poetic language. Assign small groups one of the following words and have them use a dictionary to find its poetry-related definition: *imagery, poem, rhyme, rhythm, stanza*. Have groups write a definition in their own words in **My Vocabulary Notebook** and then use a dictionary to check and correct the spelling of all words. Mix the groups so each new group has a member of each expert group. Have the experts share what they learned.



Jigsaw

COMMON CORE STANDARDS

Reading

| | |
|-----------------------------|---------------|
| Describe Words and Phrases | CC.2.Rlit.4 |
| Read and Comprehend Poetry | CC.2.Rlit.10 |
| Read with Fluency | CC.2.Rfou.4 |
| Read Orally with Expression | CC.2.Rfou.4.b |

Writing

| | |
|--------------------|----------|
| Recall Information | CC.2.W.8 |
|--------------------|----------|

Language and Vocabulary

| | |
|---|------------|
| Demonstrate Command of English Grammar | CC.2.L.1 |
| Check Spelling | CC.2.L.2.e |
| Use Knowledge of Language and Its Conventions | CC.2.L.3 |
| Determine the Meaning of Words | CC.2.L.4 |
| Determine the Meaning of Multiple-Meaning Words | CC.2.L.4 |
| Use Glossaries and Dictionaries | CC.2.L.4.e |

Check & Reteach

OBJECTIVE: Use a Dictionary

Check that children selected the dictionary definition related to poetry.

If children have difficulty identifying the correct definition, have them discuss when each definition might be used and eliminate ones that do not fit the subject.

Connect Across Texts Find out what America means to some other children.

Genre A poem tells about feelings and ideas in a special way. Sometimes, the words don't mean exactly what they say.

AMERICA

a weaving

by Bobbi Katz

Have you ever seen a weaving
With colors woven through it?
Different colors all together
Making beauty as they do it.

In Other Words
weaving a cloth made by passing different threads over and under each other

Before You Move On

- 1. Plan and Monitor** What do you think this poem is going to be about?
- 2. Visualize** What do you picture in your mind when you read the title?

497

STUDENT TECHNOLOGY

e Student eEdition

My Vocabulary Notebook

NGReach.com

Anthology page 497

Comprehension

3 Analyze Elements of Poetry ✓

Explain that poets often help the reader imagine something that they would see, hear, touch, taste, or smell. Read an example from page 500 and have children identify the senses it uses: *We eat hot dogs on soft buns.* (taste, touch)

Elaborate: *Sometimes, a poet uses words in ways that do not match the words' exact meaning and gives them new meanings.* Ask children to figure out the meaning of this phrase from page 501: *We are blending with the blending/Made by those who came before.* (People before us brought customs from many **cultures**. We continue those **traditions** and also add new ones.)

Check & Reteach

OBJECTIVE: Analyze Elements of Poetry ✓

Listen carefully as children describe the meaning of the phrase from page 501. If children struggle to figure out the meaning, direct them to related parts of the poem, such as: *We all contribute to this country/Built by those who came before.*

Reread and Analyze

4 Build Comprehension

Use the **Reread and Analyze** questions on page T498–499 as you reread “America: A Weaving.” See **Differentiate**

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.

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.



Name _____ Date _____

Comparison Chart

Compare Language

Responses will vary. Possible responses are shown.

Compare the language in "Apple Pie 4th of July" and "America: A Weaving." Write what the sentences or phrases mean.

| "Apple Pie 4th of July" | "America: A Weaving" |
|---|--|
| I hear the parade passing by. This means exactly what it says. | America, America, a never-ending weaving! Meaning: Many cultures and traditions make America. |
| My parents do not understand all American things. This means exactly what it says. | We all contribute to this country. Meaning: We all have special things to share. |

Take turns with a partner. Explain which words mean exactly what they say and which words do not.

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PM8.16

Unit 8 | Our United States

NGReach.com Practice Master PM8.16

Respond and Extend

5 Compare Language Anthology page 502

Read aloud the introduction on page 502, and then guide children through the chart and callouts. Reinforce that "Apple Pie 4th of July" is realistic fiction and "America: A Weaving" is a poem, so they use language in different ways.

Model how to complete the comparison chart by identifying and comparing the ways language is used in the two selections. Ask: *Can the girl in "Apple Pie 4th of July" really hear a parade pass by?* (Yes.) Turn back to page 486 if needed.

Then move on to the second example: *Is America really a weaving?* (No, it is a country.) *What does the poet mean by calling America a weaving?* (She means that America has many **cultures** and **traditions** that are mixing together like woven threads.) Direct children to other parts of the poem—such as those that list different foods and customs—that support this meaning. Explain: *The poet uses special language and images to give the words a meaning beyond their ordinary, everyday definitions.*

Have children work in small groups to figure out the poetic meaning of the language used in another example, from page 500: *We're connected to that weaving/Bit by bit, then more and more!* (We all are part of the many **cultures** and **traditions** that make up America.) Then have children complete **Practice Master PM8.16**. Circulate around the classroom to monitor understanding and offer support as needed.

Check & Reteach

OBJECTIVE: Compare Language

Listen carefully as children identify the meaning of the line from page 500.

If children have difficulty answering, have them draw a picture or describe what it would look like if people were stuck to a weaving and unable to escape. Ask: *Does this meaning make sense with the rest of the poem?* (No.)

6 Talk Together Anthology page 502

Read aloud the **Talk Together**. Prompt a whole-class discussion by asking: *What would a "never-ending blending" actually look like? Can people actually blend together?*

Have children use their thoughts about the meaning of these words to make their drawings. When children are finished, ask: *How is your drawing like and unlike the caption?* Invite children to share their drawings and discuss what the words mean if you listen to their exact meaning first, and then their poetic meaning.



Compare Language

Sometimes words mean exactly what they say. Sometimes they mean something else. Read the sentences from "Apple Pie 4th of July" and "America: A Weaving." Does each sentence mean exactly what it says? If not, tell what the sentence really means.

Comparison Chart

| | "Apple Pie 4th of July" | "America: A Weaving" | |
|--------------------------------------|---|--|--|
| These words mean just what they say. | I hear the parade passing by. This means exactly what it says. | America, America, a never-ending weaving. Meaning: Many cultures and traditions make America. | These words do not mean exactly what they say. |
| | My parents do not understand all American things. | | |

Talk Together

Draw a picture that shows exactly what these words say:

"A never-ending blending that embraces everyone."

Then write a caption that tells what the words really mean. Try to use **Key Words**.

502

Anthology page 502

Writing

7 Write an Opinion

Have children review their comparison charts on **Practice Master PM8.16**. Ask: *Which do you like better—words that mean exactly what they say or words that mean something else? Why?* Have children use information from their comparison charts to explain why they feel the way they do. Encourage them to give examples that support their opinions.


Provide an example: *I thought the language in "America: A Weaving" made the poem more interesting. It helped me imagine the people, traditions, and languages weaving together to create something new and interesting.*

Encourage children to write two or three sentences that tell about their opinions. Then invite children to share their opinions.

Daily Language Arts

Daily Grammar ✓

Point out the preposition of time *during* in the following sentence: *During the blending, many people and cultures mix together.* Then use the Daily Grammar lesson on page T495i to teach prepositions that show time.



WRAP-UP Ask: *What cultures, traditions, foods, and languages can you see in the community around you?* Encourage children to give examples, such as restaurants, stores, and parades held near them.

Day 3 Learn Sounds, Letters, and Words



Sing with Me
Phonics Songs Book

OBJECTIVES

Thematic Connection: The United States

Add Final Syllables

✓ Read and Spell Words with Final Syllables
-tion, -ture

✓ Read and Spell High Frequency Words

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Sing with Me Phonics Songs Book, page 67

Phonics Picture Card 156

Read On Your Own Book 30

Final Syllables -tion, -ture: Practice Master PM8.17

Write-On/Wipe-Off Boards

High Frequency Words: Practice Master PM8.18


TECHNOLOGY ONLY

Sing with Me Phonics Songs MP3 or CD 4,
Tracks 23–24

Word Builder

MATERIALS

beanbag or soft ball • index cards • container



MORNING WARM-UP

What are some qualities of being an American?

Toss a beanbag as children share American qualities, such as the freedom to say what you want and the chance to choose whatever career you want.

Phonological Awareness

1 Add Final Syllables

Use **Phonological Awareness Routine 4**.

- **Say a word:** *few*. Say the word with me: *few*.
- **Add a syllable:** *Let's add the syllable -ture to the end of few: few-ture*.
- **Say the new word:** *future*. Say the new word with me: *future*.

For **Phonological Awareness Routine 4**, see page BP29.

Have children repeat the routine with *stay/station*, *low/lotion*, *mix/mixture*, *cap/capture*, *no/notion*, and *fee/feature*.

Check & Reteach

OBJECTIVE: Add Final Syllables

Ask: *What word do I get when I add -ture to the end of pass?* (pasture)

If children cannot answer, ask: *What syllable did I add to pass to form the word pasture?* (-ture)

Repeat with *mow/motion* (-tion) and *nay/nature* (-ture).

Phonics

2 Learn Words with Final Syllables -tion, -ture ✓

Sing with Me Phonics Songs Book page 67

Explain that your culture is your way of life, including your beliefs and traditions. Play track 23 and have children listen, follow along, and then listen again and chime in. Play track 24 and have children sing on their own.

- 1 3 Stretch out arms and sing proudly.
- 2 Pantomime playing a musical instrument.
- 4 Point way in front of you for "future."

Preserve Your Culture

- 1 Preserve your culture. Remember old ways.
- 2 Musicians play old songs, singers can sing along.
- 3 Preserve your culture. Remember old ways.
- 4 Make a contribution to the nation's future.



Sing with Me Phonics
Songs Book page 67

COMMON CORE STANDARDS

Reading

Decode Words with Final Syllables
-tion, -ture CC.2.Rfou.3



Decode Multisyllabic Words CC.2.Rfou.3

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

Language and Vocabulary

Spell Words with Final Syllables
-tion, -ture CC.2.L.2.d

Use the routine to teach final syllables *-tion* and *-ture* and to blend words.

| Step 1 Develop Phonological Awareness | <i>-tion, -ture</i> |
|---|--|
| <ol style="list-style-type: none"> 1. Tell children: <i>These words have two syllables. Clap the syllables with me as we say each word.</i> 2. Have children listen to three words and tell what the second syllable sounds like: <i>cap-tion, men-tion, ac-tion.</i> (shən) Do the same with <i>pic-ture, fu-ture,</i> and <i>na-ture.</i> (chər) | <p>caution, lotion, capture, sculpture</p> <p>caption, mention, action picture, future, nature</p> |
| Step 2 Connect the Sound/Spellings | |
| <ol style="list-style-type: none"> 1. Display the picture-only side of Phonics Picture Card 156. Say: <i>ques-tion</i>. Have children repeat. 2. Turn the card over. Read <i>question mark</i> and point to <i>-tion</i>. Connect the spelling <i>-tion</i> to the syllable sounds shən. Have children repeat. Give examples of other words with the final syllable <i>-tion</i>. Have children say the words with you. 3. Display <i>nature</i>, say it syllable by syllable, and blend: <i>na-ture, nature</i>. Have children repeat. Point out <i>-ture</i>; connect it to the syllable sounds chər. Have children repeat. Give other examples of <i>-ture</i> words. Have children say them with you. | <div data-bbox="962 776 1116 887" style="text-align: center;">  <p>question mark</p> </div> <p>Card 159 question mark question</p> <p>nation, fraction, caption, action, caution</p> <p>nature</p> <p>fixture, creature, future, culture, lecture</p> |
| <ol style="list-style-type: none"> 4. Give other examples of words with final syllables <i>-tion</i> and <i>-ture</i>. Point to the words <i>culture, contribution,</i> and <i>nation's</i> in the song on page 67 of Sing with Me Phonics Songs Book. | <p>culture, contribution, future, traction, fraction, vulture</p> |
| Step 3 Blend the Parts | |
| <ol style="list-style-type: none"> 1. Display <i>fiction</i> and divide it into syllables. 2. Blend the sounds in each syllable. Repeat with children. 3. Blend the two syllables together: <i>fic tion, fiction.</i> Have children say the word. 4. Repeat for other <i>-tion</i> words. | <p><i>fiction</i> → </p> <p><i>fiction</i> →</p> <p>lotion, section, station</p> |
| <ol style="list-style-type: none"> 5. Follow the same procedure for <i>picture</i> (<i>pic-ture, picture</i>). Repeat for <i>-ture</i> words. | <p>picture, feature, texture, moisture</p> |

See **Differentiate**

Differentiate

EL English Learners

PHONICS TRANSFER

ISSUE There are endings similar to *-tion* in other languages, but they may be pronounced differently.

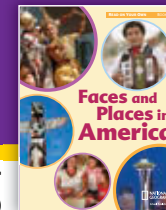
STRATEGY Have children:

- tell whether their home languages include endings such as *-tion* and *-ture*.
- practice making the sounds /sh/ and /ch/.
- join a partner in reading phrases with *-tion* and *-ture*: *action picture, future station, moisture lotion, nature question.*

BL Below Level

ISSUE Children have difficulty blending the sounds in words with final syllables *-tion* and *-ture*.

STRATEGY Have children write *-tion* and *-ture* on index cards. Remind them that *t-i-o-n* stands for the sound shən and *t-u-r-e* stands for the sound chər. Say to children that you will say some words. They should hold up *-tion* if they hear shən in the final syllable and *-ture* if they hear chər. Dictate: *picture, lotion, furniture, potion, fraction, future, nature.*



Read On Your Own Book 30

Name _____ Date _____

Phonics
Final Syllables -tion, -ture

Circle the word that names the picture.

| | | |
|-------------------------------------|-------------------------------------|--------------------------------------|
| 1. vulture value vacation | 2. fiction fracture fraction | 3. queenly question quotation |
| 4. potter potion pasture | 5. noodle nation nowhere | 7. posture picture pebble |
| 7. caption capture caution | 8. lotion lecture ladle | 9. notion nature never |
| 10. traction teacher texture | 11. section scary sculpture | 12. station stature stampede |

Read It Together The structure near the pasture is a bus station.

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NGReach.com Practice Master PM8.17

3 Read Words with Final Syllables -tion, -ture

Read On Your Own Book 30 page 16

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

lotion future action
mixture dislike sculpture
countless moisture
feature grumble

The picture has a caption.
It tells about the sculpture.

NGReach.com Word Builder

Have children turn to **Read On Your Own Book 30** page 16. Review final syllables *-tion* and *-ture* and complete the example together. Then have partners take turns reading the picture labels. Assign **Practice Master PM8.17** for more practice.

4 Spell Words with Final Syllables -tion, -ture

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

- **Say a sentence:** *I mention the nature story.*
- **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. Then repeat with this sentence: *I like the section about vultures.*

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

menton
mention

Write-On/Wipe-Off Board

Check & Reteach

OBJECTIVE: Read and Spell Words with Final Syllables -tion, -ture

Check dictation sentences for the correct spelling of *mention*, *nature*, *section*, and *vultures*. Prompt self-correction. Read aloud the sentences and ask children to try again.

If errors persist, use **Reteaching Routine 1** to reteach words with final syllables *-tion* and *-ture*. Repeat with: *We learned about the cultures of many nations.*

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



Final Syllables with -tion, -ture

Look at each picture. Read the words.

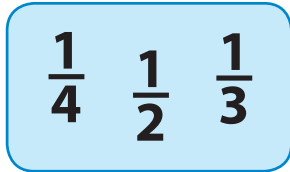
Example:



question mark



lotion



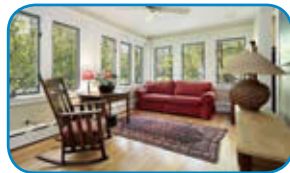
fractions



culture



picture



furniture

16

Key Words

Look at the pictures. Read the sentences.



High Frequency Words

example
got
music
sing
song
state
still
story
tell
today

Examples of Culture

1. Some artists **today** keep cultures alive.
2. For **example**, they may **still** play old **music**.
3. They may **sing** an old **song**.
4. They may **tell** an old, old **story**.
5. This female artist **got** a prize for storytelling.
6. What cultures are in your **state**?

What can you tell others about your culture?



Phonics Games

NGReach.com

17

STUDENT TECHNOLOGY



Student eEdition



Word Builder

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Read On Your Own Book 30
pages 16–17

High Frequency Words

5 Read and Spell Key Words Read On Your Own Book 30 page 17

Read aloud page 17. Point to the list of High Frequency Words. Reread sentences 1–6, pausing for children to supply the High Frequency Words orally as you point to them. Assign **Practice Master PM8.18** for independent practice.

Play Bang!

- Place **High Frequency Word Cards** in a container along with three or four cards with **Bang!** written on them.
- Have children sit in a circle, pass the container, and choose a card.
- If children read and spell the word and use it in a sentence, they keep the card.
- If they get a Bang! card, they must return all of their cards to the container.
- Play continues until all the cards have been drawn.

For **Bang! Game**, see page BP39.

REVIEW Check children's retention of the High Frequency Words from Unit 7. Have children play **Bang!** with *along, animal, ball, change, enough, eye, few, food, head, large, might, move, number, often, own, pick, room, small, sometimes, and stay*.

Check & Reteach

OBJECTIVE: Read and Spell High Frequency Words

Have children read a word from the list on page 17 and then write the word. Scan for misspellings. Repeat for all the words.

If children misspell a word, use **High Frequency Words Routine 2** to reteach.

For **High Frequency Words Routine 2**, see page BP37.

Name _____ Date _____

High Frequency Words

Story Time

Write a word from the box to complete each sentence.



High Frequency Words
example
got
music
sing
song
state
still
story
tell
today

1. Morgan goes to summer camp in the _____ state of New York.
2. Every Sunday night is music night. The campers sit in a circle and _____ sing camp songs.
3. Every Friday night is story night. A camper can _____ tell any kind of story.
4. For _____ example, Morgan told a spooky story last Friday night.
5. Some campers _____ got scared when Morgan told her story.
6. They _____ still jump when they hear loud noises!
7. It is Friday _____ today. What story would you tell the other campers?

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PM8.18

Unit 8 | Our United States

NGReach.com Practice Master PM8.18



Daily Language Arts

Daily Spelling & Word Work

Practice options on page T495h

OBJECTIVES

Thematic Connection: The United States

Preview a Poem to Make Predictions

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Interactive Read-Aloud 15 or Interactive Read-Aloud 15 PDF R10–R12

MATERIALS

beanbag

Power Writing

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

For *Writing Routine 1*, see page BP56.

COMMON CORE STANDARDS

Reading

| | |
|-----------------------------|---------------|
| Describe Words and Phrases | CC.2.Rlit.4 |
| Read and Comprehend Poetry | CC.2.Rlit.10 |
| Read Orally with Expression | CC.2.Rfou.4.b |
| Read Orally with Accuracy | CC.2.Rfou.4.b |

Writing

| | |
|------------------------------|----------|
| Write Opinions on Texts | CC.2.W.1 |
| Connect Opinions and Reasons | CC.2.W.1 |

Speaking and Listening

| | |
|------------------------------|-----------|
| Participate in Conversations | CC.2.SL.1 |
|------------------------------|-----------|

Language and Vocabulary

| | |
|---|----------|
| Demonstrate Command of English Grammar | CC.2.L.1 |
| Use Knowledge of Language and Its Conventions | CC.2.L.3 |
| Use Words and Phrases | CC.2.L.6 |

Vocabulary Practice

1 Review Social Studies and Academic Vocabulary

Review the **Key Words** to prepare children for reading “What America Means to Me.” Display the words. Chorally read and define the words as a class.

Key Words

alike · American · belief · celebrate
culture · difference · expect · history
holidays · language · traditions · variety

Have children form small groups. Direct each group to use the **Key Words** to sum up the big ideas in “America: A Weaving.” Have children work together to add another stanza to the poem. Encourage children to think of words they associate with America and the way it weaves together different cultures and traditions. Ask: *What does America mean to you?* Have each group share a sentence with a **Key Word**.

Academic Talk

2 Preview and Predict Interactive Read-Aloud 15 SCREENS 1–3

Read the title aloud. Have students preview the illustrations on screens 1–3. Ask: *How does the way the boy looks change from the first picture to the third one?* (Possible response: He looks nervous in the first picture and confident in the third one.) Discuss how the settings are different: an airport, a city, and a school. Set a purpose: *Let’s read to find out more about what happens to this boy.*

Check & Reteach

OBJECTIVE: Preview a Poem to Make Predictions

Ask children to make a one-sentence prediction about this poem. (Possible response: I think I will learn about what happens to this boy when he arrives in America.)

If children give an off-topic prediction, reread the title and point to pictures. Ask: *What is the boy doing here? What do you notice about the setting here?* Have children use this sentence frame: I think I will learn about _____.

Interactive Read-Aloud

3 Share a Poem Interactive Read-Aloud 15 SCREEN 1

GENRE Explain: *A poem tells about emotions and ideas. It uses rhyme, rhythm, and other types of poetic language.*

CONNECT ACROSS TEXTS Explain: *“America: A Weaving” tells how America contains many **cultures** and **traditions**. This poem, “What America Means to Me,” tells how one boy feels about America.* Explain that Bay Vo came to America when he was a young boy, so his point of view may be different than someone who was born and grew up in America. Ask children to make predictions about how this selection might be different from the last one. Set a purpose: *Let’s read on to find out more about what America means to Bay Vo.*



SCREEN 1

What *America* Means to Me
 by Bay Vo, 12th grade
 Philadelphia, Pennsylvania

The first day I came to America,
 I met my Sponsor mom in an airport.
 She is a very nice mom.
 She took me home

Alliteration helps create rhythm and meaning in a poem. Alliteration is the repetition of the same beginning consonant sound in two or more words.

More

Alliteration

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SOCIAL STUDIES BACKGROUND Share information about Vietnamese immigration:

- *Over one million people per year become legal residents of the United States. There are over one million immigrants from Vietnam living in the United States, making it the fifth-largest immigrant group.*
- *Someone who is already a United States citizen can sponsor an immigrant entering the country, especially if the person is a family member. To sponsor means “petition for,” or swear that they would make a good citizen of the United States.*
- *Mountains, hills, and thick forests cover most of the land in Vietnam. Most of its population lives on its flat plains.*

Read screens 1–5 to the class. Use the questions on T502g 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 | Day 4 Listen and Analyze |
| <ul style="list-style-type: none"> • Make and Confirm Predictions • Active Reading | <ul style="list-style-type: none"> ✓ Analyze Elements of Poetry ✓ Clarify Meaning • Critical Thinking |

SCREEN 2

NATIONAL GEOGRAPHIC Research for Reading

A few days later
She taught me,
Here is America.
It doesn't look like your Country
Everything is different **3**




Alliteration

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SCREEN 3

NATIONAL GEOGRAPHIC Research for Reading

She taught me how to speak English **2**
How to get buses
How to learn a map of the City
How to talk to the people **3**
How to behave in school
How to stay free in America.



Repeated words and phrases also create rhythm and meaning in a poem. **More**

Repeated Words and Phrases

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4

Build Comprehension

FIRST READ

Day 3 Listen and Comprehend

- 1 Make and Confirm Predictions** *How do you think America will be different from the poet's native country?* (Possible response: I think the **language** will be different and the land will look different.) After children read, have them check whether their predictions were accurate.
- 2 Active Reading** Have children echo read the things Bay's mom taught him to do.

SECOND READ

Day 4 Listen and Analyze

- 3 Analyze Elements of Poetry** ✓ *Which extra words are capitalized?* (Sponsor, Country, City) *Why do you think those words are capitalized?* (because the poet thinks they are important) Explain that this is a way poets can draw attention to words.
- 4 Clarify Meaning** ✓ *What are some things that are different in Vietnam?* (Possible response: the buses, the map of the city, the **language**, the schools, the freedom) *What makes you think those things are different?* (because he says those are things he needed to learn in America)
- 5 Determine Author's Purpose** *What is the poet's main purpose for writing this poem?* (Possible response: He wants to tell about his experience coming to America and how America is different from his country.)



SCREEN 4

What Does America Mean to You?

Bay Vo wrote a poem about America, and so can you!

My America

America means many things to many people.

When I think of America,

I think of _____.

I think of _____.

I think of _____.

America means many things to many people.

And that's what being American is all about!

SCREEN 5

All-American Poetry Slam

The best way to share your poem is to read it aloud! Organize an America-themed poetry slam. Be creative! **1 4 5**

OUR POETRY SLAM

What America Means to Us

Poems by

Writing

4 Write an Opinion Interactive Read-Aloud 15 SCREENS 1-5

Remind children that when you write your opinion about a text, you should support your thoughts with examples from the text.

Key Words

alike · American · belief · celebrate
 culture · difference · expect · history
 holidays · language · traditions · variety

Have children think about what they did or did not like about "What America Means to Me." Ask children to think about what the poet thinks about America and the techniques used, such as repeated words and phrases, capitalization, and rhythm.

Model how to tell your opinion and support it: *I liked the part of the poem when Bay's mom told him everything in America was different. I liked that Bay listed all the new things he had to learn. That helped me understand how much his life changed when he came to America.*

Have children use **Key Words** to write their opinions about the poem.



WRAP-UP Say: *Think about what you have read today. What things make someone an **American**?* Toss a beanbag and have children continue with their own ideas about what things make them American.



Daily Language Arts

Daily Grammar ✓

Read the first two sentences on screen 1. Challenge children to identify the two prepositions and tell what they show. (to: direction; in: location or where) Then use the Daily Grammar lesson on page T495j to review prepositions.

OBJECTIVES

Thematic Connection: The United States

Add Final Syllables

- ✓ Read and Spell Words with Final Syllables *-tion, -ture*
- ✓ Read and Spell Words with Final Syllables *-sion, -cian; -ation, -ition*
- ✓ Read and Spell High Frequency Words
- ✓ Read Decodable Texts Fluently and with Comprehension

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Phonics Picture Card 156

Final Syllables *-tion, -ture*: Practice Master PM8.20

Final Syllables *-sion, -cian*: Practice Master PM8.21

Write-On/Wipe-Off Boards

Read On Your Own Book 30

TECHNOLOGY ONLY

Letter Cards

Comprehension Coach

MATERIALS

newspapers or magazines



MORNING WARM-UP

What makes up a culture?

Invite children to name parts of a culture, such as music, language, and stories.

Phonological Awareness

1 Add Final Syllables

Use **Phonological Awareness Routine 4**.

- **Say a word:** *cap*. Say the word with me: *cap*.
- **Add a syllable:** *Let's add -tion to the end of cap: cap-tion*.
- **Say the new word:** *caption*. Say the new word with me: *caption*.

For **Phonological Awareness Routine 4**, see page BP29.

Repeat the routine with *pick/picture, men/mention, track/traction, and fix/fixture*.

Check & Reteach

OBJECTIVE: Add Final Syllables

Ask: *What word do I get when I add -ture to the end of rap?* (rapture)

For children who cannot answer, ask: *What is the first syllable in rapture?* (rap) *What is the last syllable in rapture?* (-ture) *What is rap + ture?* (rapture) Repeat with *nation* and *overture*.

Phonics

2 Read and Spell Words with Final Syllables *-tion, -ture* ✓

REVIEW Display **Phonics Picture Card 156** to review final syllable *-tion*. Write and blend *nature* to review final syllable *-ture*. Remind children: *The syllable -tion stands for shən and -ture stands for chər. Some long words end with -tion and -ture.*

Say: *subtraction*. Have children repeat the word and clap the syllables. Display *subtraction*. Remind children: *When the first two syllables in a word have three consonants between two vowels, divide the syllables after the first consonant. When a word ends with -tion, those letters stay together as the last syllable.* Model how to divide *subtraction* into syllables (sub|trac|tion). Read and blend each syllable and have children repeat: *sub-trac-tion, subtraction*. Then have children write the word.

Repeat for *attention, instruction, invention, adventure, furniture, and departure*. Model how to divide each word. Then frame each syllable and blend and spell with children. Assign **Practice Master PM8.20** for more practice.

COMMON CORE STANDARDS

Reading

Decode Words with Final Syllables *-tion, -ture* CC.2.Rfou.3

Decode Multisyllabic Words CC.2.Rfou.3

Decode Words with Final Syllables *-sion, -cian; -ation, -ition* CC.2.Rfou.3

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

Read with Fluency CC.2.Rfou.4

Language and Vocabulary

Spell Words with Final Syllables *-tion, -ture* CC.2.L.2.d

3 Read Words with Final Syllables *-sion, -cian; -ation, -ition* ✓

Explain to children that sometimes the syllable *-tion* has another vowel syllable added before it. Ask: *What vowel sound do you hear before -tion in location?* (/ā/) Follow a similar procedure for *addition*, helping children identify the short *i*. Then have children identify the vowel sounds they hear before *-tion* in these words: *relation, position, condition, formation, ambition, donation*.

Display *action, narration, and addition*. Underline *-tion* in each word as you say it with children. Have them tell the sound *-tion* stands for in the words. (shən)

Display *mansion* and *musician*. Follow a similar procedure. Help children understand that *shən* can be spelled *-tion, -sion, or -cian*.

Create a chart with columns labeled *-tion, -ation, -ition, -sion, and -cian*. Help children blend and sort each word in the Word Bank. Display the words on the chart. Read all the words again with children. Scaffold meaning as needed. Assign **Practice Master PM8.21** for more practice.

| | |
|--------------|--------------|
| tension | collection |
| construction | optician |
| electrician | illustration |
| decision | disposition |
| condition | conversation |

Word Bank

High Frequency Words

4 Read and Spell Key Words ✓

Model pronouncing each of this week's High Frequency Words. Have children chant and spell the words three times as you point to them on the Word Wall: *example, got, music, sing, song, state, still, story, tell, today*.

REVIEW Have partners play **Build, Mix, Fix** with previously taught High Frequency Words: *along, animal, ball, change, enough, eye, few, food, head, large, might, move, number, often, own, pick, room, small, sometimes, stay*.

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

Check & Reteach

- OBJECTIVES:** Read and Spell Words with Final Syllables *-tion, -ture* ✓
 Read and Spell Words with Final Syllables *-sion, -cian; -ation, -ition* ✓
 Read and Spell High Frequency Words ✓

Display this sentence: *Did I mention that the show **today** features a musician?* Have children read the sentence. Then cover up the sentence and have children write *mention, today, features, and musician*.


If children have difficulty, have them use **Letter Cards** to build the words. Repeat with: *After he **sings**, he will give a lecture about the condition of our nation.*

Name _____ Date _____

Phonics

Final Syllables *-tion, -ture*

Write the word that completes each sentence.

- education moisture lotion**
The children at Pine Street School get a great education.
- nation instruction capture**
Teachers give them instruction in a lot of subjects.
- section caption addition**
In math class, they learn addition and subtraction.
- mixture fiction furniture**
In English class, they read books that are fiction.
- pictures lectures portions**
In art class, they paint different kinds of pictures.
- question mention nature**
The students go outside to study nature.
- attention futures creatures**
They see many living creatures. 
- fraction culture donation**
Once they saw a culture circling in the sky.
- cultures stations features**
They learned that a bald head is one of its features.

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NGReach.com Practice Master PM8.20

Name _____ Date _____

Phonics

Final Syllables *-sion, -cian*

Write the words to complete each sentence.

- mansion musician**
A musician lives in that huge mansion. 
- electrician television**
She calls an electrician to help her with the wires for her new television.
- permission magician**
Then she gives her friend the magician her permission to perform a show.
- decision admission**
The friends make a decision to give children free admission to the show.
- division sessions**
So many children come that there is a division of the show into two sessions.
- expression musician**
In one, the musician plays music with expression.
- magician vision**
In the other, the magician plays tricks on the children's vision.

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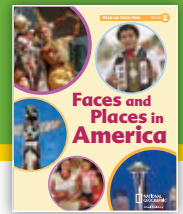
NGReach.com Practice Master PM8.21



Daily Language Arts

Daily Spelling & Word Work ✓

Practice options on page T495h



Read On Your Own Book 30

Keep Cultures Alive
by Tory Bonaventure

18

19

20

21

- Legend**
- words with *-tion, -ture, -sion, -cian, -ation, -ition*
 - high frequency words
 - * story words

Read On Your Own Book 30
pages 18–21

Decodable Reading

5 Read “Keep Cultures Alive” Read On Your Own Book 30 pages 18–28

Point out the **Key Word** *American* (page 24). Use the photos to pre-teach story words *Yeon* and *Korea* (page 20), *accordion* and *Texas* (page 22), *Evalena* and *Native American* (page 24), *Simmons* and *iron* (page 26), and *hearts* (page 27). Then use **Decoding Routine 4** to conduct two readings of “Keep Cultures Alive.” First, conduct a whisper read to monitor decoding. Then conduct a choral read to monitor progress.

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 30 | Teacher’s Edition |
|---|--|--|
| words with long <i>i, igh</i> | kind (page 22) tightly (page 24) might (page 27) | /i/i (page T265b) /i/igh (page T265b) |
| words with short vowel digraphs <i>ea, ou</i> | young (page 20) read (page 28) | /ü/ou (page T429I) /ë/ea (page T429I) |
| words with diphthong <i>ou</i> | about (pages 18, 23, 28) founded (page 20) | /ow/ou (page T459I) |

SN Special Needs

ISSUE Children need more time to decode the passage.

STRATEGY Pair children with more proficient classmates who have quickly decoded the passage. Have partners echo read the text.

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** *How many artists does the United States give fellowships to each year?* (The United States gives fellowships to about 12 artists.)
- Make Comparisons** *How are these artists alike?* (They are all good at their art and want to keep their culture alive.)
- Draw Conclusions** *How do Salvador’s songs keep his culture alive?* (Possible response: The songs tell about life in his culture.)
- Make Connections** *How can you keep your own culture alive through art?* (Responses might include singing, dancing, or artwork.)

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

Domingo "Mingo" Saldívar **got** a fellowship in 2002. He is a well-known accordion player. Born in Texas, he plays a kind of Tex-Mex **music**. Tex-Mex **music** comes from his home **state** and Mexico. It started in the mid-1800s with the **introduction** of something new to those places—the accordion.

Saldívar likes to answer **questions** about his **music**. He explains that the **songs** he plays are stories about real life. For **example**, a **song** may **tell** a **story** about working in the fields.

3

Evalena Henry is a basketweaver. She **got** a fellowship in 2001. Basket weaving is an old, old Apache art. Henry learned to weave baskets from her mother. Native American tribes used baskets for many things—even carrying water! The baskets were so tightly woven that **moisture** did not leak through.

Henry gives basket-weaving **instruction** to people. Her **ambition** is to keep the art of basket-weaving alive.

Look at the basket on page 24. What **features** do you see? Do you see the **creatures**? Does the basket have a bumpy **texture** or a smooth **texture**? What are your **conclusions**?

Philip Simmons **got** a fellowship in 1982. He trained as a blacksmith. He crafted fences, gates, and other objects from **iron**. Today you can see many of them in cities.

Look at the **picture**. Simmons made this gate for a well-known **institution**. The gate has details that you might see in **sculptures**. Can you find the hearts?

Keeping **cultures** alive is a **celebration** of what makes our **nation** great. You have read about some prize-winning artists. You have seen how they use their art or craft to keep their **cultures** alive. What arts from your **culture** do you keep alive?

Practice Phonics

Final Syllables with -tion, -ture

Read these words.

| | | | | |
|-----------|--------|-----------|-----------|--------------|
| nation | child | question | sculpture | contribution |
| furniture | artist | invention | culture | creature |

Find the words with the final syllables **-tion** or **-ture**. Use letters to build them. n a t i o n

Talk Together

Choose words from the box and either a, an, or no article to talk about what each person is making.

1. 2. 3.

Read On Your Own Book 30
pages 22–29

Practice Phonics

6 Final Syllables with -tion, -ture Read On Your Own Book 30 page 29

Distribute **Letter Cards**. Read aloud page 29. Have partners complete the activities. See **Differentiate**

n a t i o n

7 Talk Together Read On Your Own Book 30 page 29

Have children fill in the blanks in the sentence frame with words from the box. (Possible responses: This child/artist is making this sculpture/furniture/invention.)

Check & Reteach

OBJECTIVE: Read Decodable Texts Fluently and with Comprehension

Have each child read aloud a page from "Keep Cultures Alive." 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 misread words with final syllables **-tion** and **-ture** during blending.

STRATEGY Give children support while reading longer words with **-tion** or **-ture**.

- First, have children cover the **-tion** or **-ture** syllable.
- Next, help them divide and blend the rest of the word.
- Finally, have them add the final syllable and read the whole word.

AL Above Level

ISSUE Children quickly build words with final syllables **-tion** and **-ture**.

STRATEGY Challenge children to brainstorm more words they know with final syllables **-tion** and **-ture**. Have them make lists for each ending and share their lists with the rest of the class.

OBJECTIVES**Thematic Connection: The United States**

Sort Words

✔ Analyze Elements of Poetry

PROGRAM RESOURCES**PRINT & TECHNOLOGY**Interactive Read-Aloud 15 or Interactive
Read-Aloud 15 PDF R10–R12**MATERIALS**

index cards • tape

Power WritingHave children write as much as they can as well as they can in one minute about the word *variety*.For **Writing Routine 1**, see page BP56.**Vocabulary Practice****1 Sort Words** Interactive Read-Aloud 15 **SCREEN 4****REVIEW** Assign each small group a category, such as Food in America, Places in America, Languages in America, Cultures in America, Activities in America, or Values in America. Have each group brainstorm examples of words that fit in their category. Have children copy three or four examples on index cards.

After groups have finished brainstorming, collect the word cards and shuffle them together. Display the names of the categories. Then hold up each word card and have children tell the category in which it belongs. Children can play as individuals calling out answers or in teams that take organized turns.

Check & Reteach**OBJECTIVE:** Sort Words ✔

Distribute four cards to each group. Have children sort the cards by category.

If children are unable to sort the cards, have them identify the defining characteristic of each category and restate it as a question they can ask themselves. For example: *Can I eat this? Is it a person, a place, or an idea?***Comprehension****2 Analyze Elements of Poetry** ✔ Interactive Read-Aloud 15 **SCREENS 1–3**Display Screen 1 and introduce alliteration. Have a volunteer read aloud the description on the More tab. Ask: *Which letter do you see several times on this page?* (*m*) Have volunteers circle words they think are examples of alliteration. Click on the Alliteration button to reveal all the *m* words. Repeat with *l* words on Screen 2.

Display Screen 3. Explain that poets often repeat important words or phrases. Read aloud the More tab. Ask children to underline words or phrases that are repeated. Click the Repeated Words and Phrases button to reveal the answers.

Check & Reteach**OBJECTIVE:** Analyze Elements of Poetry ✔Have children search for examples of the repeated word *America* in the poem.If children have difficulty finding the repeated word, read the poem aloud, emphasizing the word *America* whenever it appears.**Listen Again and Analyze****3 Build Comprehension** Interactive Read-Aloud 15 **SCREENS 1–5**Use the **Listen and Analyze** questions on page T502g as you reread “What America Means to Me” and practice identifying elements of poetry.**COMMON CORE STANDARDS****Reading**

| | |
|--|---------------|
| Describe Words and Phrases | CC.2.Rlit.4 |
| Read and Comprehend Poetry | CC.2.Rlit.10 |
| Read Orally with Appropriate Rate and Expression | CC.2.Rfou.4.b |
| Read Orally with Expression | CC.2.Rfou.4.b |

Speaking and Listening

| | |
|------------------------------|-----------|
| Participate in Conversations | CC.2.SL.1 |
|------------------------------|-----------|

Language and Vocabulary

| | |
|---|----------|
| Demonstrate Command of English Grammar | CC.2.L.1 |
| Use Knowledge of Language and Its Conventions | CC.2.L.3 |



SCREEN 1

What *America* Means to Me
by Bay Vo, 12th grade
Philadelphia, Pennsylvania

The first day I came to America,
I met my Sponsor **mom** in an airport.
She is a very nice **mom**.
She took **me** home

Alliteration helps create rhythm and meaning in a poem. Alliteration is the repetition of the same beginning consonant sound in two or more words.

More

Alliteration

Interactive Read-Aloud

Writing

4 Write a Poem Interactive Read-Aloud 15 SCREENS 4-5

Have small groups write poems about what America means to them, using either the sentence frames on Screen 4 or their own format. Children can use the words from the Vocabulary Practice or other words that remind them of our country.

Allow each group time to write in the poem starter on Screen 4. Encourage children to use techniques such as repeated words, alliteration, rhyme, and rhythm. Have groups put their names and the title of their poem on Screen 5.

Academic Talk

5 Read Poetry Aloud Interactive Read-Aloud 15 SCREEN 5

As children read their poems aloud with expression for the class, have classmates listen for and identify examples of rhyme, rhythm, repetition, or alliteration.

WRAP-UP Ask: *What did your poems say about **American culture**? What do they have in common with one of the selections you read?*
Encourage children to give examples.



Daily Language Arts

Daily Grammar

Ask children to identify the three prepositions in the following sentence and tell what they show: *In the past, Bay Vo traveled across the ocean to America. (in, time; across: direction; to: direction)* Then have children complete the Grammar and Writing lesson on T495j.

Day 5 Review and Apply



Read On Your Own Book 30

Anthology

OBJECTIVES

Thematic Connection: The United States

- ✓ Read and Spell Words with Final Syllable C + *-le*
- ✓ Read and Spell Words with Final Syllables *-tion, -ture*
- ✓ Read and Spell Words with Final Syllables *-sion, -cian, -ation, -ition*
- ✓ Read and Spell High Frequency Words
- ✓ Analyze Elements of Poetry

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Grammar: Prepositions: Practice Master PM8.23

Read On Your Own Book 30

Interactive Read-Aloud 15 or Interactive Read-Aloud 15 PDF R10–R12

TECHNOLOGY ONLY

Online Vocabulary Games

MATERIALS

self-stick notes

MORNING WARM-UP

Which story or poem this week contained ideas that were the most like your idea of America?

Have children talk with a partner about the selections they read this week.

Power Writing

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

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

COMMON CORE STANDARDS

Reading

| | |
|---|--------------|
| Describe Words and Phrases | CC.2.Rlit.4 |
| Read and Comprehend Poetry | CC.2.Rlit.10 |
| Decode Words with Final Syllable C + <i>-le</i> | CC.2.Rfou.3 |
| Decode Words with Final Syllables <i>-tion, -ture, -sion, -cian, -ation, -ition</i> | CC.2.Rfou.3 |
| Decode Multisyllabic Words | CC.2.Rfou.3 |

Writing

| | |
|---|-------------|
| Participate in Shared Research and Writing Projects | CC.2.W.7 |
| Recall Information | CC.2.W.8 |
| Speaking and Listening | |
| Build on Others' Talk | CC.2.SL.1.b |

Language and Vocabulary

| | |
|--|------------|
| Demonstrate Command of English Grammar | CC.2.L.1 |
| Spell Words with Final Syllable C + <i>-le</i> | CC.2.L.2.d |
| Spell Words with Final Syllables <i>-tion, -ture, -sion, -cian, -ation, -ition</i> | CC.2.L.2.d |
| Use Knowledge of Language and Its Conventions | CC.2.L.3 |
| Use Glossaries and Dictionaries | CC.2.L.4.e |
| Use Words and Phrases | CC.2.L.6 |

Review Phonics and High Frequency Words

Help Uncle Find His Bicycle

Help Uncle Able find his bicycle. Follow the instructions. The steps tell you the route to take.

- Pass a furniture store with a television in the window. It has a sale today.
- Go up at the sculpture of an eagle and a turtle. It's in great condition!
- Turn after you pass the musician playing fiddle music and singing a song.
- Pass the picture of the bus station.
- Pass a man who just got a mixture of pickles at a nearby shop.
- Stay on the road. It leads to the bicycle.

Legend

Words with Final Syllables: Consonant + *le, -tion, -ture, -sion, -cian, -ation, -ition*

High Frequency Words

Read On Your Own Book 30
pages 30–31

Phonics Review

1 Play Help Uncle Find His Bicycle ✓ Read On Your Own Book 30

pages 30–31

Have partners take turns reading the instructions and following the route on pages 30–31. Have partners discuss what they found along the way.

Then have children find and read:

- seven words with final syllable consonant + *le*.
- nine words with final syllable *-tion, -ture, -sion, or -cian*.
- High Frequency Words. (Explain that one word has *-ing* added to it.)

Check & Reteach

OBJECTIVES: Read and Spell Words with Final Syllables C + *le, -tion, -ture, -sion, -cian, -ation, -ition* ✓
Read and Spell High Frequency Words ✓

Dictate: *Uncle, station, furniture, television, musician, condition, today, singing*. Have children write each word on a self-stick note. Read aloud each word and have children echo you and spell the word. Then have children match the self-stick note with a word on page 30.



Grammar

Skills Trace: ▶ Prepositions
▶ Prepositions That Tell Where
⊙ Prepositions

Prepositions


A **preposition** links a noun or pronoun to the other words in the sentence.

Grammar Rules Prepositions

| | |
|---|--|
| • A preposition often tells where. | The fireworks burst over the buildings.  |
| • Prepositions that are used often: <i>over, under, beside, between, in, out, on, off, up, down, through, across, around, and into.</i> | Then the lights shine in the sky.  |

Read Prepositions
Read these sentences from "Apple Pie 4th of July" with a partner. Find three prepositions. Explain or show what they mean.


I smell apple pie in Laura's oven and chow mein in our kitchen.
Chow mein!
Chinese food on the Fourth of July?


Write Prepositions 
Write two sentences about going to a fireworks show. Use prepositions to tell about a place or direction. Share your sentences with a partner.


503


Anthology page 503

STUDENT TECHNOLOGY

 Student eEdition


 Vocabulary Games

 Resources





Daily Language Arts

Daily Spelling & Word Work 
Spelling Test on page T495g



VOCABULARY GAME

Introduce **Around the World**. Review the **Key Words** and use a digital dictionary or glossary to teach additional words related to the theme, such as *patriot, allegiance, and country*. Then choose a traveler. Have the traveler stand next to a neighboring child, or challenger. Give both the challenger and the traveler a definition of one of the **Key Words** or one of the new words related to the theme, such as *People who live in the United States can be described by this word (American)*. If the traveler answers correctly, s/he can move on to the next challenger. If the challenger answers correctly, s/he becomes the traveler. The first child to travel around the room and return to his or her old desk is the winner and has gone "around the world."

For **Around the World**, see BP55.



ONLINE VOCABULARY GAME



 Online Vocabulary Games

Vocabulary Review

2 Apply Word Knowledge

Have students 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 Prepositions Anthology page 503

Read aloud the introduction and the Grammar Rules box. Explain: *Prepositions can show time, location, direction, and other relationships*. Have children chorally read the prepositions in the Grammar Rules box. Discuss the relationships these prepositions show. Then read the model sentences and have children chime in when they hear a preposition.

Complete the Read Prepositions activity with children. Ask: *Which words from the list do you see in the selection?* (*in, on*) Then have children complete Write Prepositions. Encourage partners to give each other feedback.

Then use pages T495i–T495j to review more prepositions. Organize children into pairs and display the sentences below. Have children identify the prepositions.

1. Memorial Day is an important American holiday for my family. (for)
2. Every year, we remember my Uncle Troy, who fought in Iraq. (in)
3. We go to his grave and leave flowers beside it. (to; beside)

Assign **Practice Master PM8.23**.

Comprehension

4 Analyze Elements of Poetry Interactive Read-Aloud 15 SCREENS 1-3

Have children recall some of the elements of poetry they learned about while reading “America: A Weaving” and “What America Means to Me.”

- Ask children to look for examples of rhyme in each poem, such as *faces/places* and *bringing/singing* on pages 498–499 of “America: A Weaving.” Discuss how Bay Vo does not use rhyming words in “What America Means to Me.”
- Then discuss rhythm. Have children read aloud the last stanza on page 500, emphasizing the rhythm. Note that there is not a strong or regular rhythm in “What America Means to Me” because it is a different kind of poetry.
- Then have children find repetition in both poems. (“America: A Weaving”: *bit by bit, then more and more; a never-ending blending; built by those who came before;* “What America Means to Me”: *how to* on screen 3)
- Finally, have children look for alliteration in both poems. As necessary, have children click the More button to locate the examples in “What America Means to Me.” Examples in “America: A Weaving” include *contribute/country* and *built/before* on page 500.

Check & Reteach

OBJECTIVE: Analyze Elements of Poetry 

Ask: *Which poem did you think was more effective? What elements did it use?* (Possible response: I thought “America: A Weaving” was more effective because I could hear the rhyme and the rhythm. Those elements made it fun to read.)

If children are unable to identify the elements of poetry that match with each poem, guide them to list the elements and examples they identified earlier. Remind children to use examples from the text to support their opinions as they tell which poem they liked better.

Academic Talk

5 Relate Readings to the Big Question

Use **Team Word Webbing**.

- Have children form small groups. Give a large piece of paper to each group.
- Have children brainstorm ideas related to the Big Question. Ask: *What did we learn about how people make America what it is in “America: A Weaving?”* Have children write a few words in response, creating a word web.
- Have children rotate the paper and add more ideas to the word web related to another selection. Continue until all are discussed.

For **Team Word Webbing**, see page BP61.



Writing

6 Write a Book Introduction

Have children help make a classroom book that collects all the poems they created on Day 4. Begin by having children illustrate the poems they made. Make sure each poem has a title. Then assemble the poems together into a book.

Next, take suggestions from children for the title of the book. Suggest that children use some of the definitions from the vocabulary activity to help them start brainstorming title ideas. Vote as a class on the best title.

Then, explain that most books have introductions. Elaborate: *Introductions give you information about what you are about to read. Sometimes, they tell about the author of the book or the process the author went through while writing the book. Introductions can tell why the author wrote this book. Sometimes, introductions also tell about the title or the theme of the book.*

Work with children to identify the theme of their book of poems. Their theme might relate to what America means to them, or it might tell about how people and special things make America what it is.

Once children have identified their book's theme, have them work together to write a short introduction that explains to their audience what their book of poems is about and why they wrote it.



Daily Language Arts

Daily Grammar

Review and Assess on page T495j



WRAP-UP

Have children review the contents of their Weekly Folders. Form heterogeneous groups. Ask: *What is your favorite thing about living in America?* Create a list of special things that remind children why they like living in America.

Week 2 Assessment & Reteaching

= TESTED SKILL

Assess

OBJECTIVES

Foundational Skills

Phonics

- Decode Words with Final Syllable C + le
- Decode Multisyllabic Words
- Decode Words with Final Syllables *-tion, -ture; -sion, -cian; -ation, -ition*

High Frequency Words

- Read High Frequency Words

Spelling

- Spell Words with Final Syllable C + le
- Spell Words with Final Syllables *-tion, -ture; -sion, -cian; -ation, -ition*
- Spell High Frequency Words

Fluency

- Intonation
- Accuracy and Rate

Reading

- Analyze Elements of Poetry
- Use Reading Strategies

Vocabulary

- Use Social Studies Vocabulary
- Use Academic Vocabulary

Grammar and Writing

- Prepositions
- Write an Opinion

ASSESSMENTS

Foundational Skills Test Unit 8, Week 2

Decoding TTT
Read Syllable Consistent + le
Read Syllable Consistent + le
Read Syllable Consistent + le

High Frequency Words #1
Make a copy of this page so you can cut out the list of words and use them to practice reading. Read each word and write it on a card. Use the cards to practice reading.

Week 2

got music
tell still
story state
sing today
song example

Grade 2 Assessment AB.13 Unit 8 Our United States

Foundational Skills Unit 8, Week 2

1. table
2. ladder
3. bottle
4. beautiful

5. loon
6. lesson
7. eagle
8. eager
9. warning
10. fiddle
11. instruction
12. furniture

Grade 2 Assessment AB.14 Unit 8 Our United States

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

Words with C + le, -tion, -ture

- purple Does the American flag have the color purple in it?
- single One single flag stands for all 50 states.
- nation Our nation has grown a lot in 230 years.
- culture Many groups are part of American culture.

High Frequency Words

- example New York is an example of a big American city.
- got I got a postcard from my aunt in New York City.
- music Aunt Pat's favorite kind of music is bluegrass.
- sing She wants to sing in a bluegrass band.
- song She sang me her favorite bluegrass song.
- state Do you know which state bluegrass comes from?
- still Many bluegrass singers still live in Kentucky.
- story Many bluegrass songs tell an interesting story.
- tell I like songs that tell a good tale.
- today Today bluegrass music is popular everywhere.

More Words
Use these words and sentences for additional Pretest and Test items.

- middle I'm standing in the middle of a big forest.
- eagle Sitting on a tree branch is a bald eagle.
- instruction The eagle provides instruction to its babies.
- future The eaglets will hunt on their own in the future.
- explosion A far-off explosion started the eagles.
- musician A musician should write a song about eagles.

Grade 2 Assessment AB.15 Unit 8 Our United States

Oral Reading Assessment Unit 8

Every spring in Washington, D.C., endless rows of cherry trees bloom. The pink flowers are cherry blossoms. Sweetness fills the air. It is impossible not to smell them.

A festival in spring celebrates the cherry blossoms. Visitors come from all over. Kids from preschool to college admire the trees. Dancers, singers, and actors put on shows.

The trees were not always there. I went to the festival last year. There I discovered the real story of how they arrived.

In 1906, William Taft became president of the United States. Years before, he and his wife, Helen, visited the country of Japan. Helen was deeply impressed by Japan's cherry trees. When Helen became First Lady, Japan gave the U.S. thousands of cherry trees. It was a gift of kindness.

A springtime visit to Washington would be incomplete without a stop at the festival. It would be a mistake to miss it.

Grade 2 Assessment AB.1 Unit 8 Our United States

Oral Reading Assessment Unit 8

Every spring in Washington, D.C., endless rows of cherry trees bloom. The pink flowers are cherry blossoms. Sweetness fills the air. It is impossible not to smell them.

A festival in spring celebrates the cherry blossoms. Visitors come from all over. Kids from preschool to college admire the trees. Dancers, singers, and actors put on shows.

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A springtime visit to Washington would be incomplete without a stop at the festival. It would be a mistake to miss it.

Miscellaneous Observations

Grade 2 Assessment AB.2 Unit 8 Our United States

Oral Reading Assessment Unit 8

| Assessment | Score | Comments |
|------------|-------|----------|
| AB.1 | | |
| AB.2 | | |
| AB.3 | | |

Grade 2 Assessment AB.3 Unit 8 Our United States

Reading Comprehension Test Unit 8, Week 2

July 4th

I race with my dog Rowdy
Through the park and back we run.
The summer sun smiles on us
Until the day is done.

My family, too, comes to the park
And finds a spot to sit.
We eat and eat and eat some more
I can't eat another bit!

The moon swims high above the trees
And people whisper in the dark.
I tell you, it's so exciting
So many of us, all at the park!

Then suddenly there is a flash
The sky turns red, then green, then blue.
Stars rain down like silver flowers
Really, what I say is true!

Grade 2 Assessment AB.15 Unit 8 Our United States

Reading Strategy Assessment Unit 8

Check the reading strategies the student used and list the questions that follow about how the student used the strategy. Use the skills to help you determine how well the student used the strategy. Circle the student's name.

Reading Strategy Rubric

| Plan and Monitor | Read and Monitor | Ask Questions |
|------------------|------------------|---------------|
| 1 | 1 | 1 |
| 2 | 2 | 2 |
| 3 | 3 | 3 |
| 4 | 4 | 4 |

Grade 2 Assessment LRB.5 Unit 8 Our United States

Reading Strategy Assessment Unit 8

Check the reading strategies the student used and list the questions that follow about how the student used the strategy. Use the skills to help you determine how well the student used the strategy. Circle the student's name.

Reading Strategy Rubric

| Read and Monitor | Read and Monitor | Ask Questions | Summarize |
|------------------|------------------|---------------|-----------|
| 1 | 1 | 1 | 1 |
| 2 | 2 | 2 | 2 |
| 3 | 3 | 3 | 3 |
| 4 | 4 | 4 | 4 |

Grade 2 Assessment LRB.6 Unit 8 Our United States

Vocabulary Test Unit 8, Week 2

Directions: Read the question. Choose the correct answer.

- You want to find the word **help** in the dictionary. Which guide word would help you find the right page?
 head — help
 hold — hope
 health — hen
 happy — head
- You are on a dictionary page with the guide words **fill** — **film**. Where would you find the word **fit**?
 before this page
 on this page
 after this page
- Which list shows these words in alphabetical order?
 dip, dirt, dish
 dirt, dish, dip
 on, dip, dirt
 dip, dish, dirt
- Where would you find the word **cut**?
 after cut
 before cut
 after cut
 before cut

Grade 2 Assessment AB.17 Unit 8 Our United States

Grammar and Writing Test Unit 8, Week 2

Directions: Choose the answer that completes the sentence correctly.

- The farmer drove his tractor _____ the field.
 until
 under
 across
- I sat out my picture _____ below it on the page.
 after
 down
 beside
- The houses on the ground looked really tiny _____ our plane ride.
 into
 over
 during
- I walked _____ the block looking for my lost dog.
 around
 before
- Think of traditions or customs that your family has or that you have read about. Which one do you enjoy, or would you enjoy, the most? Explain the reason for your opinion.

Grade 2 Assessment AB.19 Unit 8 Our United States

Writing Rubric

| Criteria | 4 | 3 | 2 | 1 |
|--------------|--|---|---|--|
| Content | Includes all required information and details. | Includes most required information and details. | Includes some required information and details. | Includes few required information and details. |
| Organization | Organized and easy to read. | Organized and easy to read. | Organized and easy to read. | Organized and easy to read. |
| Language | Uses a variety of words and phrases. | Uses a variety of words and phrases. | Uses a variety of words and phrases. | Uses a variety of words and phrases. |
| Conventions | Follows all conventions. | Follows most conventions. | Follows some conventions. | Follows few conventions. |

Grade 2 Assessment AB.44 Unit 8 Our United States

Foundational Skills Test
A8.13–A8.14

Spelling Pretest/ Spelling Test
See page T495g

Oral Reading Assessment
A8.1–A8.4

Use these passages throughout Unit 8. Work with on-level readers this week.

Reading Comprehension Test
A8.15–A8.16

Reading Strategy Assessment
LR8.5–LR8.6

Vocabulary Test
A8.17–A8.18

Grammar and Writing Test
A8.19

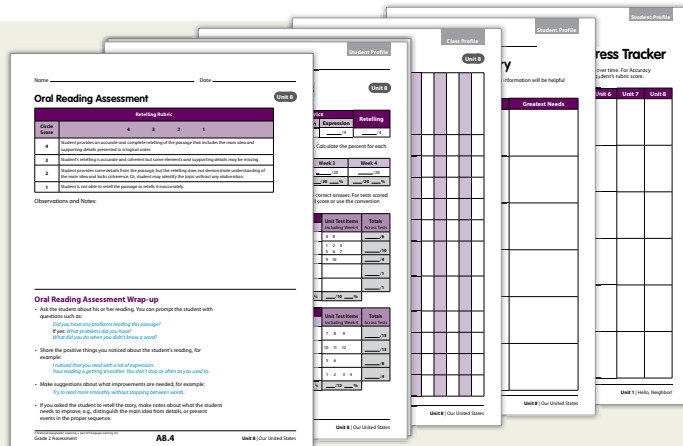
Writing Rubric
A8.44



Reteach and Practice

REPORTS

RESOURCES AND ROUTINES



PRINT & ONLINE Report Forms for Teacher to Complete

- Student Profile: Foundational Skills** A8.4
- Student Profile: Weekly and Unit Tests** A8.40–A8.41
- Class Profile: Weekly and Unit Tests** A8.42
- Student Profile: Strengths and Needs Summary** A8.43
- 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

- Phonics Games** [NGReach.com](https://www.ngreach.com)
- Word Builder** [NGReach.com](https://www.ngreach.com)
- Activities for Daily Practice**, pages BP38–BP39



eAssessment™

ONLINE ONLY Automated Reports

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

Reading

RETEACH

- Elements of Poetry: Reteaching Master** RT8.4
- Use Reading Strategies: Reteaching Master** RT8.5

ADDITIONAL PRACTICE

- Leveled Books**, pages LR4–LR12
- Comprehension Coach** [NGReach.com](https://www.ngreach.com)

Vocabulary, Grammar and Writing

RETEACH

- Prepositions: Anthology Handbook**, page 588
- Interactive Writing Routine**, page BP58

ADDITIONAL PRACTICE

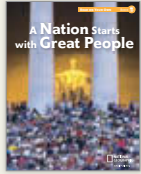

- More Grammar Practice, Reteaching Master** RT8.6

Week 3 Planner

Online Lesson Planner
NGReach.com






☑ = TESTED

| | | Day 1 | Day 2 |
|------------------------------|---|--|---|
| WHOLE GROUP TIME | | Learn Sounds, Letters, and Words | Read and Comprehend |
| Decodable Text | Phonological Awareness 🕒 5 minutes | ☑ Delete Final Syllables T503m | ☑ Delete Final Syllables T506e |
| | Phonics and Spelling 🕒 20–30 minutes  | Phonics CC.2.Rfou.3 ☑ Words with Final Syllables with Schwa T503m | Phonics CC.2.Rfou.3 ☑ Words with Final Syllables with Schwa T506e ☑ Read with Fluency T506g |
| | High Frequency Words 🕒 5–10 minutes | ☑ Learn High Frequency Words T503i, T503p CC.2.Rfou.3.f | ☑ Practice High Frequency Words T506f CC.2.Rfou.3.f |
| WHOLE GROUP TIME | | Listen and Comprehend | Listen and Analyze |
| Anthology & Big Book | Speaking and Listening 🕒 10 minutes | Express Intentions T504 CC.2.SL.1 | Discuss Times and Places T507 CC.2.SL.2 |
| | Language and Vocabulary 🕒 15–25 minutes | Daily Grammar CC.2.L.1.3 ☑ Use Prepositional Phrases T503k Social Studies Vocabulary CC.2.L.4 ☑ Learn Key Words T504 body of water immigrant landform monument state | Daily Grammar CC.2.L.1.3 ☑ Use Prepositional Phrases T503k Academic Vocabulary CC.2.L.4 ☑ Learn More Key Words T506i freedom remember seek symbol united |
| | Reading 🕒 20–40 minutes | Read ☑ Read-Aloud: Social Studies Book T506 Comprehension CC.2.Rinf.6 ☑ Author's Purpose T505a  | Reread ☑ Read-Aloud: Social Studies Book T508 Comprehension CC.2.Rinf.10 ☑ Use Reading Strategies T508  |
| | Writing 🕒 15 minutes | Power Writing T504 CC.2.W.8 Writing CC.2.W.7 Write About Author's Purpose T506d | Power Writing T506i CC.2.W.8 Writing CC.2.W.7 Write a Description T508 |
| LEVELED READING TIME | | Reading CC.2.Rlit.3; CC.2.Rlit.10; CC.2.Rinf.6; CC.2.Rinf.10 Introduce LR2 Read LR4–LR11 ☑ Choose and Use Reading Strategies ☑ Analyze Character's Feelings ☑ Identify Author's Purpose | Reading CC.2.Rlit.3; CC.2.Rlit.10; CC.2.Rinf.6; CC.2.Rinf.10 Read and Integrate Ideas LR2 ☑ Choose and Use Reading Strategies ☑ Analyze Character's Feelings ☑ Identify Author's Purpose |
| LEARNING STATION TIME | |  | Speaking and Listening T503g CC.2.Rinf.10; CC.2.SL.2 Language and Vocabulary T503g CC.2.W.6; CC.2.L.4 Writing T503g CC.2.Rfou.4.b; CC.2.W.2; CC.2.L.5, 6 Cross-Curricular T503h CC.2.Rinf.1; CC.2.W.8; CC.2.SL.2, 5 Reading and Intervention T503h CC.2.Rinf.1; CC.2.Rfou.3, 4 |

Big Question What languages do people speak in the United States?

| Day 3 | Day 4 | Day 5 |
|--|---|---|
| Learn Sounds, Letters, and Words | Read and Comprehend | Review and Apply |
| <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Segment Syllables T509a | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Segment Syllables T525a | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Review T525h |
| <p>Phonics CC.2.Rfou.3</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Words with Final Syllables <i>-ent, -ant</i> T509a <p>Spelling CC.2.L.2.d</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Words with Final Syllables <i>-ent, -ant</i> T503i, T509c | <p>Phonics CC.2.Rfou.3</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Words with Final Syllables <i>-ent, -ant</i> T525a <input checked="" type="checkbox"/> Read with Fluency T525c <p>Spelling CC.2.L.2.d</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Words with Final Syllables <i>-ent, -ant</i> T503i, T525b | <p>Phonics CC.2.Rfou.3</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Words with Final Syllables with Schwa T525h <input checked="" type="checkbox"/> Words with Final Syllables <i>-ent, -ant</i> T525h <p>Spelling CC.2.L.2.d</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Words with Final Syllables with Schwa T525h <input checked="" type="checkbox"/> Words with Final Syllables <i>-ent, -ant</i> T525h |
| <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Practice High Frequency Words T509d CC.2.Rfou.3.f | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Practice High Frequency Words T525b CC.2.Rfou.3.f | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Review High Frequency Words T525g CC.2.Rfou.3.f |

| Day 3 | Day 4 | Day 5 |
|--|---|--|
| Read and Comprehend | Reread and Analyze | Review and Apply |
| <ul style="list-style-type: none"> Preview and Predict T510 CC.2.SL.1 | <ul style="list-style-type: none"> Ask Questions T525e CC.2.SL.3 | <ul style="list-style-type: none"> Talk About It T526 CC.2.SL.1 |
| <p>Daily Grammar CC.2.L.1, 3</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Use Prepositional Phrases T503I <p>Vocabulary CC.2.L.4</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Expand Word Knowledge T510 | <p>Daily Grammar CC.2.L.1, 3</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Grammar and Writing T503I <p>Vocabulary CC.2.L.4</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Share Word Knowledge T525e | <p>Daily Grammar CC.2.L.1, 3</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Review T503I <p>Vocabulary CC.2.L.6</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Apply Word Knowledge T525g |
| <p>Read</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Read Literary Nonfiction T504–T525  | <p>Reread</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Reread Literary Nonfiction T525e <p>Comprehension CC.2.Rinf.6; CC.2.Rinf.10</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Author's Purpose T504–T525 <input checked="" type="checkbox"/> Use Reading Strategies T504–T525  | <p>Reread and Integrate Ideas</p> <p>Comprehension CC.2.Rinf.6; CC.2.Rinf.10</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Author's Purpose T526 <input checked="" type="checkbox"/> Use Reading Strategies T526  |
| <p>Power Writing T510 CC.2.W.8</p> <p>Writing CC.2.W.7</p> <ul style="list-style-type: none"> Write a Response T524–T525 | <p>Power Writing T525e CC.2.W.8</p> <p>Writing CC.2.W.7</p> <ul style="list-style-type: none"> Write a Conclusion T525f | <p>Power Writing T525g CC.2.W.8</p> <p>Writing CC.2.W.7</p> <ul style="list-style-type: none"> Write About It T526 |

| | | |
|--|--|--|
| <p>Reading CC.2.Rlit.10; CC.2.Rinf.6; CC.2.Rinf.10; CC.2.SL.1</p> <ul style="list-style-type: none"> Introduce LR2 Read LR4–LR11 <input checked="" type="checkbox"/> Choose and Use Reading Strategies <input checked="" type="checkbox"/> Analyze Character's Feelings <input checked="" type="checkbox"/> Identify Author's Purpose | <p>Reading CC.2.Rlit.10; CC.2.Rinf.10; CC.2.SL.1; CC.2.SL.1.a</p> <ul style="list-style-type: none"> Read and Integrate Ideas LR2 <input checked="" type="checkbox"/> Choose and Use Reading Strategies <input checked="" type="checkbox"/> Analyze Character's Feelings <input checked="" type="checkbox"/> Identify Author's Purpose | <p>Reading CC.2.W.1–3; CC.2.SL.1.a</p> <ul style="list-style-type: none"> Connect Across Texts LR3 <p>Writing CC.2.W.3</p> <ul style="list-style-type: none"> Choose a Writing Option LR4–LR11 |
|--|--|--|

ASSESSMENT & RETEACHING



| | |
|---|--|
| <p>Assessment & Reteaching T527a–T527b</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Foundational Skills A8.20–A8.21 CC.2.Rfou.3; CC.2.L.2.d; CC.2.Rfou.3.f <input checked="" type="checkbox"/> Spelling Test T503i CC.2.Rfou.3; CC.2.L.2.d <input checked="" type="checkbox"/> Oral Reading Assessment A8.1–A8.4 CC.2.Rfou.4 | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Reading Comprehension Test A8.22–A8.23 CC.2.Rlit.6, 10 <input checked="" type="checkbox"/> Reading Strategy Assessment LR8.5–LR8.6 CC.2.Rlit.1 <input checked="" type="checkbox"/> Vocabulary Test A8.24–A8.25 CC.2.L.4; CC.2.L.6 <input checked="" type="checkbox"/> Grammar and Writing Test A8.26 CC.2.W.8; CC.2.L.1.e Reteaching Masters RT8.7–RT8.9 |
|---|--|

Week 3 Learning Stations

Speaking and Listening

Option 1: What America Means



What America Means

- Look at the Language Builder Picture Cards.
- Think about different symbols of America.
- What does America mean to you? Make a list. Start with your neighborhood.

What America Means to Me

- park
- town library
- ice cream shop
- hiking trail near my house
- movie
- American flag in front of school
- crossing guard on the corner
- bus to school

PROGRAM RESOURCES

Language and Literacy Teamwork Activities: Card 50

Digital Library: Language Builder Picture Cards C92, C102, C103, C104

Teacher's Guide on [NGReach.com](https://www.ncreach.com)

Recount or Describe Key Details

CC.2.SL.2

Option 2: Promote a Park



NGReach.com Student Resources

Have partners go to Resources > Unit 8 > Learning Stations > Week 3 > Parks.

- Have partners select a National Park photo and read the caption.
- Ask partners to create a short oral presentation to promote the park and highlight its most interesting features.
- Let children show the park photo to the class (or to a small group) as they make their presentations.

Read and Comprehend Informational Text

CC.2.Rinf.10

Recount or Describe Key Details

CC.2.SL.2

Language and Vocabulary

Key Words

body of water · freedom · immigrant · landform
monument · remember · seek · state · symbol
united

Option 1: Vocabulary Games



NGReach.com Vocabulary Games

Determine the Meaning of Words

CC.2.L.4

Option 2: My Vocabulary Notebook



NGReach.com My Vocabulary Notebook

Have children expand word knowledge by

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

Use Technology in Writing

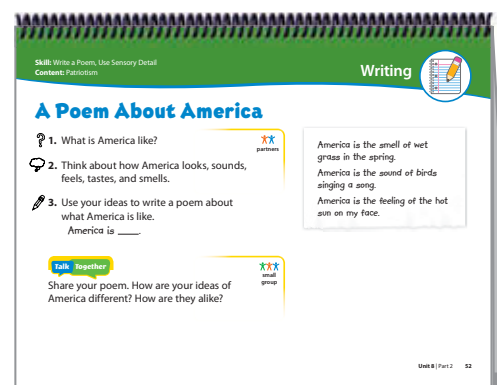
CC.2.W.6

Determine the Meaning of Words

CC.2.L.4

Writing

Option 1: A Poem About America



A Poem About America

- What is America like?
- Think about how America looks, sounds, feels, tastes, and smells.
- Use your ideas to write a poem about what America is like.
America is _____

What America Means to Me

- America is the smell of wet grass in the spring.
- America is the sound of birds singing a song.
- America is the feeling of the hot sun on my face.

Share your poem. How are your ideas of America different? How are they alike?

PROGRAM RESOURCES

Language and Literacy Teamwork Activities: Card 52

Teacher's Guide on [NGReach.com](https://www.ncreach.com)

Read Orally with Accuracy, Appropriate Rate, and Expression

CC.2.Rfou.4.b

Demonstrate Understanding of Nuances

CC.2.L.5

Option 2: Write a Letter



PROGRAM RESOURCES

Digital Library: Language Builder Picture Cards C92–C101

Display the images of American destinations. Have each child select a destination and pretend he or she has visited there. Have the child write a letter home describing the place. Suggest that children use at least one prepositional phrase in the description.

Write About Topics

CC.2.W.2

Use Words and Phrases

CC.2.L.6

Cross-Curricular

Option 1: Symbols of America



Symbols of America

1. Think about symbols that represent America.
2. Look at magazines and newspapers to find pictures of American symbols. Look online, too.
3. Use the pictures you find to create a collage. Label them if you want to.

Talk Together
Add your collage to a bulletin board. Then talk about the symbols you chose.

Images shown: Bald Eagle, Liberty Bell, United States Flag, Statue of Liberty, Washington Monument.

PROGRAM RESOURCES & MATERIALS

Cross-Curricular Teamwork Activities: Card 51

Teacher's Guide on

magazines • newspapers • computers with Internet access and a printer • scissors • glue

| | |
|---------------------------------|-----------|
| Recount or Describe Key Details | CC.2.SL.2 |
| Add Visuals to Clarify | CC.2.SL.5 |

Option 2: Grand Canyon Brainteaser



NGReach.com Student Resources

- Go to Resources > Unit 8 > Learning Stations > Week 3 > Grand Canyon Brainteaser.
- Read aloud the introductory information. Then play the geography game as a class.
- Have children raise their hands to vote on their answer choices. After children answer all the questions, let them play again to raise their scores.

| | |
|--|-------------|
| Ask and Answer Questions About Key Details | CC.2.Rinf.1 |
| Recall Information | CC.2.W.8 |

Reading

Option 1: Comprehension Coach



NGReach.com Comprehension Coach

Have children use the software according to their individual needs:

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

| | |
|-------------------|-------------|
| Read with Fluency | CC.2.Rfou.4 |
|-------------------|-------------|

Option 2: The Light of Liberty



NGReach.com Student Resources

To read the story of the Statue of Liberty, have children go to Resources > Unit 8 > Learning Stations > Week 3 > Liberty. When children finish reading the article, have partners take turns asking and answering questions about how the statue was designed and built.

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

| | |
|--|-------------|
| Ask and Answer Questions About Key Details | CC.2.Rinf.1 |
| Read with Fluency | CC.2.Rfou.4 |

Intervention

Option 1: Phonics Games



NGReach.com Online Phonics Games

Option 2: Reteach Final Syllables with Schwa

PROGRAM RESOURCES

Phonics Picture Cards 44, 46, 66, 73, 90, 137

Use **Reteaching Routine 1**.

- **Display the word.** *parrot*
- **Say the word:** *parrot*. Have children repeat.
- **Read the word.** Point to the letter o and ask: *What is this letter? What is the sound?*
- **Scaffold spelling.** Say: *parrot*. 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 RT8.7–RT8.9.

| | |
|--|-------------|
| Decode Words with Final Syllables with Schwa | CC.2.Rfou.3 |
| Spell Words with Final Syllables with Schwa | CC.2.L.2.d |

Additional Resources

ESL Kit



ESL Teacher's Edition pages T503g–T527

Week 3 Daily Spelling & Word Work

OBJECTIVES

Thematic Connection: The United States

- ✓ Spell Words with Final Syllables with Schwa, -ent, -ant
- ✓ Spell High Frequency Words

SUGGESTED PACING

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

Spelling Pretest

Day 1



Spelling Test

Day 5



Spelling Words

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

Words with Schwa

- flavor What is your favorite **flavor** of ice cream?
- nickel When Grandpa was little, a cone cost only a **nickel**.

Words with -ent, -ant

- silent Grandpa grows **silent** when he thinks about the past.
- pleasant He had a very **pleasant** childhood in a small town.

High Frequency Words

- ate Last night we **ate** corn on the cob.
- bed I stayed up late before going to **bed**.
- big The moon looked very **big** and bright in my window.
- came The moonlight **came** into my bedroom.
- floor The light made a silver patch on the **floor**.
- home I feel safe when I'm at **home** in my bed.
- left Because it was warm, I **left** my window open.
- life I could hear the sounds of **life** outside at night.
- new Every night I hear a **new** sound outside my window.
- sure I'm **sure** other people like to listen to night sounds.

More Words

Use these words and sentences for additional Pretest and Test items.

- kitchen I have good memories of my grandparents' **kitchen**.
- signal The smell of baked apples is a **signal** to those memories.
- cellar They stored apples in barrels in their **cellar**.
- talent Grandpa had a real **talent** for making pies.
- recent At a **recent** county fair, he won a blue ribbon.
- instant I would eat one of his pies in an **instant**.

Sort Words

Day 2



Option 1

PROGRAM RESOURCES

Word Cards: Practice Master PM8.27

MATERIALS

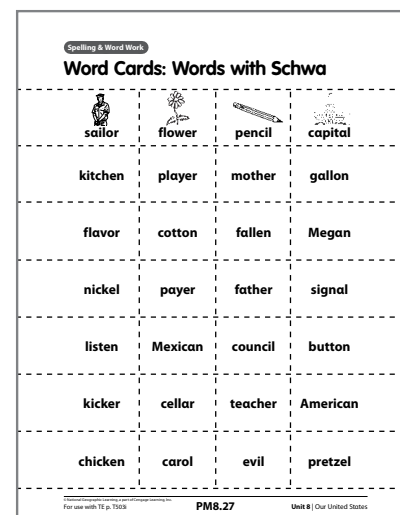
scissors

Prepare

Have pairs cut out the **Word Cards** and sort them into piles based on whether they contain schwa + *r*, schwa + *n*, or schwa + *l*.

Play a Game

- One child mixes up some 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.



NGReach.com Practice Master PM8.27

Decode Words with Final Syllables with Schwa

CC.2.Rfou.3

Alphabetize

Day 2



Option 2

PROGRAM RESOURCES

High Frequency Word Cards: Practice Master PM8.28

MATERIALS

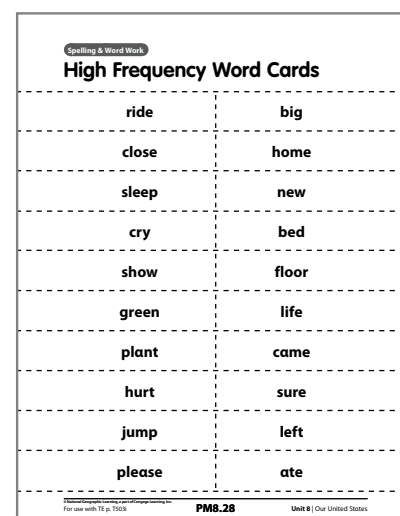
scissors

Prepare

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

Play a Game

- Each group turns its 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.



NGReach.com Practice Master PM8.28

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



Riddles

Day 3



Option 1

Prepare

Display the Spelling Words.

Play a Game

- A volunteer secretly chooses a word.
- The volunteer asks a riddle question about the chosen word. Share this example:
I am a word that means how you should be sneaking up on someone. What am I? (silent)
- The child who answers correctly spells the word, chooses the next word and says a riddle. Continue play until all the words have been used.

I am a word that means how you should be sneaking up on someone. What am I?

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

| | |
|--|---------------|
| Decode Words with Final Syllables with Schwa, -ent, -ant | 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 Final Syllables with Schwa, -ent, -ant | CC.2.L.2.d |

Build Words Online

Day 3

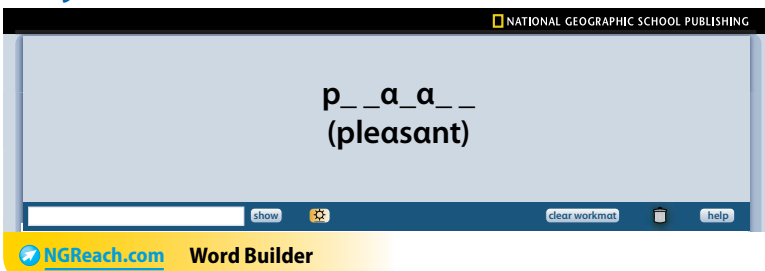


Option 2

Prepare

Have children access **Word Builder** at NGReach.com.

Play a Game



- A child chooses a word and sets the corresponding number of blanks for each letter on the screen.
- A second child asks if the word contains a particular letter. If yes, the first child drags the letter or letters into place. Play continues until the word is guessed. Then the next player must use the word in a sentence.
- Children rotate roles until all words have been identified.

| | |
|--|---------------|
| Decode Words with Final Syllables with Schwa, -ent, -ant | 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 Final Syllables with Schwa, -ent, -ant | CC.2.L.2. |

Pick a Winner

Day 4



Option 1

MATERIALS

index cards

Prepare

Have partners make a set of word cards by writing each Spelling Word on an index card.

Play a Game

- One partner takes all the cards. He or she places four cards on the table, one of which ends with -ent or -ant.
- The other partner identifies the card with the -ent or -ant word.
- Have partners play for five to ten minutes.



Extend the activity by having children use each of the four words in sentences.

| | |
|--|---------------|
| Decode Words with Final Syllables with Schwa, -ent, -ant | 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 Final Syllables with Schwa, -ent, -ant | CC.2.L.2.d |

Talk About America

Day 4



Option 2

Prepare

Write *America* on the board. Display the Spelling Words.

Play a Game

- Have a volunteer use one of the Spelling Words in a sentence about our country. Write the sentence on the board.
- Have another child find the Spelling Word, underline it, and spell it.
- Continue until all the words have been used.

The mountains out west are really big.

| | |
|--|---------------|
| Decode Words with Final Syllables with Schwa, -ent, -ant | 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 Final Syllables with Schwa, -ent, -ant | CC.2.L.2. |

Week 3 Daily Grammar

OBJECTIVES

Thematic Connection: The United States

✔ Use Prepositional Phrases

COMMON CORE STANDARDS

Demonstrate Command of English Grammar

Use Knowledge of Language and its Conventions

CC.2.L.1

CC.2.L.3

Day 1

PROGRAM RESOURCES

Prepositional Phrases: eVisual 8.11

MATERIALS

pictures from magazines

Teach the Rules

Use page T506d to introduce prepositional phrases. Then teach the rules.

Prepositional Phrases

- A **prepositional phrase** is a group of words that starts with a **preposition** and ends with **a noun or pronoun**.
This is a book **about the United States**.
America means freedom **to many people**.
- Use a prepositional phrase to add details to a sentence.
The book is there.
The book **about America** is **on the desk**.

 [NGReach.com](https://www.ngreach.com) Prepositional Phrases: eVisual 8.11

Play a Game

Hold up a magazine picture. Point to something in the picture and name it, for example: *The car*. Then say a sentence using a complete prepositional phrase: *The car is in the garage*.

Hold up pictures, one at a time. Have a child name something in the picture, then choose another child to say a sentence using the named object and a prepositional phrase. Continue play until all children have answered at least once.

Differentiate

SN Special Needs

ISSUE Children need visual cues to identify prepositional phrases.

STRATEGY Have them underline the prepositional phrases in these sentences:

This is a map of the United States.

The Statue of Liberty is in New York.

Can I borrow the book from you?

Yes, I will give it to you.

Day 2

PROGRAM RESOURCES

Prepositional Phrases II:
eVisual 8.12

MATERIALS

index cards

Teach the Rules

Use page T509 to introduce prepositional phrases that show location and relationships. Then teach the rules.

Prepositional Phrases II

- Some **prepositional phrases** show where something is.
My book is **on the desk**.
Our teacher is **at the board**.
I sit **in my seat**.
- Some prepositional phrases show a relationship.
I sit **between Chris and Sarah**.
Sarah sits **in front of David**.
- They answer the question "Where ____?"
David sits **behind Sarah**.

 [NGReach.com](https://www.ngreach.com) Prepositional Phrases II: eVisual 8.12

Play a Game

Sit in a circle. Begin by asking a question about location or relationship. For example, ask: *Where is the flag?* Point to a child, who answers the question with a complete sentence that contains a prepositional phrase that shows location: *The flag is on the wall*. For a relationship, ask: *Where does [name] sit?* The child answers, [Name] sits behind [name]. Then he or she asks a new question and chooses a child to answer. Continue play until each child has had at least one turn.

Differentiate

EL English Learners

ISSUE In Spanish and other languages, the meanings of prepositions do not always correspond to those in English.

STRATEGY Have children make index cards with five prepositions they think are troublesome. Have them add a sentence to each card that uses the preposition correctly in a prepositional phrase. Share this example:

I will meet you in the library.



Day 3

PROGRAM RESOURCES

Prepositional Phrases III:
eVisual 8.13

Word Cards: Prepositional Phrases:
Practice Master PM8.31

Teach the Rules

Use page T524–525 to introduce prepositional phrases that show direction. Then teach the rules.

Prepositional Phrases III

- Some **prepositional phrases** show direction.
 - They answer the question "Where _____?"
- I want to go **to the desert**.
Look **toward that mountain**.
Step **across the stream**.
Walk **through the forest**.
Jump **off the log**.

[NGReach.com](#) Prepositional Phrases III: eVisual 8.13

Play a Game ☆☆

Have partners cut out the word cards on **Practice Master PM8.31**, then place gray cards face up and white cards facedown. A child chooses a white card, then a gray card, and says a prepositional phrase with both words. The child's partner says a sentence with the prepositional phrase.

| Grammar: Prepositional Phrases | | | |
|-----------------------------------|-----------|--------|------------|
| Word Cards: Prepositional Phrases | | | |
| across | down | off | over |
| through | to | toward | up |
| bus | desert | city | skyscraper |
| car | barn | road | mountain |
| street | log | flag | stairs |
| swamp | creek | gate | valley |
| forest | waterfall | beach | hill |

[NGReach.com](#) Practice Master PM8.31

Differentiate

BL Below Level

ISSUE Children need more practice identifying prepositional phrases.

STRATEGY Have partners look through classroom reading materials and copy five prepositional phrases they find. Have them take turns identifying the preposition and the noun or pronoun that ends the prepositional phrase.

Day 4

PROGRAM RESOURCES

Write Prepositional Phrases:
Practice Master PM8.33

Grammar and Writing ☆

Use page T525f to model how good writers use prepositional phrases to add details to sentences.

Distribute **Practice Master PM8.33**. Read the story and the prepositional phrases in the box. Have children write the prepositional phrase from the box that correctly completes each sentence.

Name _____ Date _____

Grammar and Writing

Write Prepositional Phrases

Read the story. Then choose the prepositional phrase from the box that correctly completes each sentence. Write the phrase.

| | | |
|--------------------|----------------|-----------------|
| on their shirts | in February | of March |
| on Valentine's Day | to our friends | during the year |

There are many fun holidays _____ during the year _____.

One of them is Valentine's Day. This holiday is _____ in February _____. That is the day we give special cards _____ to our friends _____. Everything is red _____ on Valentine's Day _____. That changes just a month later on the 17th _____ of March _____. That is when we celebrate St. Patrick's Day. People wear green. They put little plants called shamrocks _____ on their shirts _____.

For use with TE, p. T508 **PM8.33** Unit 8 | Our United States

[NGReach.com](#) Practice Master PM8.33

Day 5

PROGRAM RESOURCES

Grammar and Writing Test:
Assessment Master A8.26

Review and Assess ☆☆

Display the sentences below. Have partners work together to complete each sentence by adding a prepositional phrase.

- I walked _____.
- You looked _____.
- We will go _____.
- They live _____.
- I sit _____.

Administer the **Grammar and Writing Test**.

Day 1 Learn Sounds, Letters, and Words



Sing with Me
Phonics Songs Book

OBJECTIVES

Thematic Connection: The United States

Delete Final Syllables

✓ Read and Spell Words with Final Syllables with Schwa

✓ Read and Spell High Frequency Words

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Write-On/Wipe-Off Boards

Sing with Me Phonics Songs Book, page 68

Sound/Spelling Cards 1, 7, 8, 11, 12, 13, 16, 33, 35

Read On Your Own Book 31

Words with Schwa: Practice Master PM8.24

TECHNOLOGY ONLY

Sing with Me Phonics Songs MP3 or CD 4,
Tracks 25–26

Word Builder

Phonics Games

MATERIALS

small chips or coins, 5 per child • container

MORNING WARM-UP

How do you celebrate the 4th of July?

Have children turn and talk about what they do on Independence Day.

Phonological Awareness

1 Delete Final Syllables

Use **Phonological Awareness Routine 10**.

- **Say a word and clap:** *dragon*. Clap the syllables with me: drag-on.
- **Delete a syllable:** *Let's take away the last syllable of the word, -on.*
- **Say the new word:** *drag*. Say the new word with me: drag.

For **Phonological Awareness Routine 10**, see page BP31.

Repeat with: *ribbon* (rib), *pencil* (pen), *cellar* (cell), and *Washington* (washing).

Check & Reteach

OBJECTIVE: Delete Final Syllables

Ask: *What is the new word if I take -el away from nickel?* (nick)

If children cannot answer, use **Phonological Awareness Routine 9**. Have children use chips and sound boxes to segment the syllables in *nickel*. Then have them take away the last chip and say the word without its final syllable: *nick*. Repeat with *bitten* and *fictional*.

For **Phonological Awareness Routine 9**, see page BP31.

Phonics

2 Learn Words with Final Syllables with Schwa ✓

Sing with Me Phonics Songs Book page 68

Point to Mount Vernon and explain that this is where George Washington lived. Play Tracks 25 and 26 and follow directions. Practice until children can perform smoothly.

- 1 Point to George Washington's photo.
- 2 Show "big" with arms spread wide; draw house in air.
- 3 Look through thumbs and fingers; gesture around you.
- 4 Show "big"; pantomime sniffing flower blossoms.

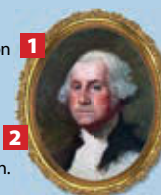
Mount Vernon

President Washington **1**
Lived long ago.
Lived long ago.

He had a big home **2**
Called Mount Vernon.

Visitors go there **3**
To see it today.

Big flower gardens **4**
Are part of the
Landscape of Mount Vernon.



Sing with Me Phonics
Songs Book page 68

COMMON CORE STANDARDS

Reading

Decode Words with Final Syllables with Schwa CC.2.Rfou.3



Decode Multisyllabic Words CC.2.Rfou.3

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

Language and Vocabulary

Spell Words with Final Syllables with Schwa CC.2.L.2.d

Use **Decoding Routine 1** to teach the spellings for schwa in final syllables ending in a vowel plus *r, n, or l* and to blend words.

| Step 1 Develop Phonological Awareness | /ə/+ r, n, l |
|--|---|
| <ol style="list-style-type: none"> 1. Tell children: <i>Each word has two syllables. What sound do you hear in the second syllable?</i> (/ə/) 2. Tell children: <i>I will say a word. Listen for /ə/ in the last syllable. If you hear /ə/, show thumbs up. If you don't hear /ə/, show thumbs down.</i> (Pinecone and playground do not have /ə/.) | <p>anchor, ladder, cotton, garden, pencil</p> <p>seven, metal, flower, pinecone, razor, playground, bacon</p> |
| Step 2 Associate Sounds and Spellings | |
| <ol style="list-style-type: none"> 1. Display the picture-only side of Sound/Spelling Card 33. Say: <i>easel</i>. Have children repeat. 2. Turn the card over. Point to <i>sel</i>. Explain: <i>The word easel has two syllables. The vowel sound in the second syllable is /ə/. Listen: ea-sel. In easel, the /ə/ sound is spelled with an e.</i> 3. Model spelling <i>easel</i>: <i>I see a consonant between vowels. I'll divide before it: ea sel.</i> Sound out/blend the first syllable: /ē/, ea. Model: <i>I know that a vowel at the end of a two-syllable word can be pronounced /ə/.</i> Sound out/blend the second syllable: /z/, /ə/ /l/, zəl. <i>The word is easel.</i> |  <p>Card 33 ea sel</p> |
| <ol style="list-style-type: none"> 4. Help children read other words with schwa. Point to the example words <i>Washington</i> and <i>Vernon</i> in the song on page 68 of Sing with Me Phonics Songs Book. Explain: <i>The /ə/ sound in the last syllable of words can be spelled a, e, i, or o, especially when it is followed by r, n, or l.</i> | <p>number, button, kitchen, towel</p> |
| Step 3 Blend Parts | |
| <ol style="list-style-type: none"> 1. Write <i>royal</i> and divide it into syllables. Blend the sounds in the first syllable: /r/ /oi/, roy. 2. Remind children that the vowel at the end of a word with more than one syllable often stands for the /ə/ sound. Blend the second syllable: /ə/ /l/, əl. Have children repeat. 3. Blend the two syllables. Repeat with children. | <p>roy al</p> <p>royal →</p>  |
| <ol style="list-style-type: none"> 4. Give examples of other words with schwa in the final syllable. | <p>doctor, normal, melon, gallon</p> |

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

See **Differentiate**

Weekly Folder

- ✓ Writing: (T506d, T509, T524–525, T525f, T526)
- ✓ Author's Purpose Chart: **Practice Master PM8.25**
- ✓ Author's Purpose Chart: **Practice Master PM8.34**

Differentiate

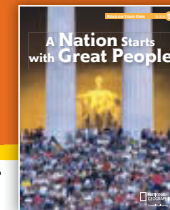
EL English Learners

PHONICS TRANSFER

ISSUE The Korean, Hmong, Spanish, Cantonese, and Vietnamese languages do not have the schwa sound. Children speaking these languages may substitute other sounds, such as the short vowel sounds they see in a word. Link the schwa + *r* sound to /ûr/ and the schwa sound with *n* or *l* to short *u*.

STRATEGY Have children:

- tell whether they have the /ə/ sound in their home languages.
- read aloud the words that end with a schwa syllable.
- join a partner to recite phrases that link /ûr/ and short *u* words to words with schwa syllables plus the same consonants: *sun wagon, dull metal, her flower.*



Read On Your Own Book 31

Name _____ Date _____

Phonics

Words with Schwa

Circle the word that names the picture.

| | | |
|---------------------------------|-------------------------------------|---------------------------------|
| 1. gerbil gallon garden | 2. person pardon pencil | 3. puffin parcel pretzel |
| 4. ribbon royal reason | 5. shovel station shorten | 7. wiggle wagon waken |
| 7. apple apron action | 8. squirrel shorten squirted | 9. satin slogan signal |
| 10. jacket jackal juggle | 11. channel chisel chicken | 12. seven sandal season |

Read It Together Do you wear an apron, a sandal, or a ribbon on your foot?

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3 Read Words with Final Syllables with Schwa ✓

Read On Your Own Book 31 page 2

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

NGReach.com Word Builder

Have children turn to **Read On Your Own Book 31**, page 2. Review the final sound /ə/ plus *r*, *n*, or *l* and read the example together. Then have partners take turns reading the remaining picture labels. Assign **Practice Master PM8.24**.

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

4 Spell Words with Final Syllables with Schwa ✓

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

- **Say a word:** *dollar*.
- **Segment sounds:** /d/ /ō/ /l/, dol-; /l/ /ə/ /r/; -lar.
- **Display Sound/Spelling Cards.** Have children match each sound to a card. (cards: **13** /d/, **16** /ō/, **8** /l/, and **12** /r/. Make a card for /ə/.)
- **Repeat the word:** *dollar*. Children write it.
- **Write the correct spelling.** Have children check and correct their spelling. Repeat for *sailor* and *dinner* using cards **1** /s/, **35** /ā/, **8** /l/, **12** /r/, **13** /d/, **11** /ī/, **7** /n/ and the schwa card.

Write-On/Wipe-Off Board

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

Then apply the spelling rule to a complete sentence: *The sailor spent a dollar for dinner*. Have children say and write the sentence. Write it and have children check and correct their spelling.

Check & Reteach

OBJECTIVE: Read and Spell Words with Final Syllables with Schwa ✓

Check dictation sentences for the correct spelling of *sailor*, *dollar*, and *dinner*. Prompt self-correction. Read aloud the sentence and ask children to try again.

If errors persist, use **Decoding Routine 2** to reteach final syllables with schwa. Repeat with this sentence: *Our new oven is in the kitchen*.

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

Daily Language Arts
Daily Spelling & Word Work ✓
 Spelling Pretest on page T503i



Words with Schwa

Look at the pictures. Read the words.
The dark letters all sound the same!

Example:



lemon



muffin



garden



camel



medal



pencil

2

Key Words

Look at the pictures. Read the sentences.



High Frequency Words

ate
bed
big
came
floor
home
left
life
new
sure

A Big Home

1. This **big home** is old, not **new**.
2. The **bed** and **floor** are old, too.
3. People had a good **life** in that home.
4. Many visitors **came**. They were **sure** they would have a good time.
5. Some of these visitors **left** after they **ate** dinner.

What do you think the visitors ate for dinner?



Phonics Games
NGReach.com

3

STUDENT TECHNOLOGY



Student eEdition



Word Builder



Phonics Games

NGReach.com

Read On Your Own Book 31
pages 2–3

High Frequency Words

5 Read and Spell Key Words Read On Your Own Book 31 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:** *home*.
- **Say a sentence with the word:** *This house is our home.*
- **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 1–5. Reread, pausing for children to say the High Frequency Words. Then have partners take turns saying and spelling each High Frequency Word and pointing to the word in the list.

Check & Reteach

OBJECTIVE: Read and Spell High Frequency Words

Have children read and write a word from the list on page 3. Scan for misspellings. Repeat for all the words.

If children misspell words, place the **High Frequency Word Cards** for the words in the list on page 3 in a container. Have children take turns pulling a card out of the container. Have them read the word, use it in a sentence, say it again, and spell it. If they misspell the word, have them repeat the turn again.

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.

big home *Big means "large."* (Gesture with your hands.) *Home is the place where people live.* (Point at the house in the picture on page 3.)

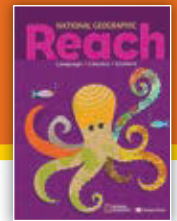
new *If something is new, it was just made.* (Point at the house in the picture on page 3.) *That house was built a long time ago, so it is not new.*

bed floor *A bed is what you lie on to rest or sleep.* (Point to the bed in the picture on page 3.) *The floor is what you walk on inside a room.* (Point to the floor in the picture on page 3.)

life *A life is what you have when you are alive.* (Gesture to everyone in the room.) *Each one of us has a life.*

came sure *Came means "showed up or arrived."* *Sure means "certain."* (Leave the room and then walk back in the door.) *I just came into the room. I am sure that I did that.*

left ate *Left means "went away."* (Walk out the door and call back into the room.) *I just left the room.* (Come back in. Pretend to eat an apple and throw the core in the trash.) *Ate means "to eat." I just ate an apple.*



Anthology

OBJECTIVES

Thematic Connection: The United States

- ✔ Use Social Studies Vocabulary in Speaking
- ✔ Analyze Author's Purpose

PROGRAM RESOURCES

PRINT ONLY

Big Book: Celebrate Independence Day

PRINT & TECHNOLOGY

Family Newsletter 8

Author's Purpose Chart: Practice Master PM8.25

TECHNOLOGY ONLY

Sing with Me MP3

Digital Library: Key Word Images

My Vocabulary Notebook

Read Aloud: eVisual 8.10

Power Writing

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

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

Academic Talk

1 Express Intentions **Anthology** page 504

Display "Trips We'll Take." Play the poem. Have children read it aloud as you play it again. Explain: *When you express intentions, you tell what you have decided to do.*

Track the print of the first two lines of the poem as you read them aloud: *This summer, I plan to see Utah. / I am going to Bryce Canyon there.* Repeat the procedure for the first line of the second stanza: *I will visit the state of Nevada.*

Ask: *What does the speaker plan to see?* (Utah) *Where does the speaker plan to go?* (Bryce Canyon) *What other state will the speaker visit?* (Nevada) Explain: *These are the speaker's intentions.*

Write these sentence frames:

- I am going to _____.
- I plan to _____.
- I will _____.

Have children practice using these sentence frames to express intentions about places nearby or far away that they plan to visit. Remind children that the High Frequency Words *going, there, and these* will help them talk about places they plan to visit someday.

Social Studies Vocabulary

2 Key Words **Anthology** page 505

Display the map and read aloud the introduction. Point to each item in the legend as you read it aloud. Read each **Key Word** again and have volunteers come up and point to the symbol for each word on the map.

Use **Vocabulary Routine 1** and the photos to teach the words.

- **Pronounce the word and point to its picture:** **body of water**
- **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 large area of water is called a **body of water**.*
- **Elaborate:** *Last summer, I swam in a **body of water** called the Great Salt Lake.*

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

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

Key Words

body of water · immigrant
landform · monument · state

COMMON CORE STANDARDS

Reading

| | |
|--|---------------|
| Describe Words and Phrases | CC.2.Rlit.4 |
| Ask and Answer Questions About Key Details | CC.2.Rinf.1 |
| Identify Author's Purpose | CC.2.Rinf.6 |
| Explain How Images Support Text | CC.2.Rinf.7 |
| Read with Fluency | CC.2.Rfou.4 |
| Read Orally with Accuracy and Appropriate Rate | CC.2.Rfou.4.b |

Writing

| | |
|---|----------|
| Participate in Shared Research and Writing Projects | CC.2.W.7 |
| 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 |
| Tell a Story | CC.2.SL.4 |

Language and Vocabulary

| | |
|---|----------|
| Demonstrate Command of English Grammar | CC.2.L.1 |
| Use Knowledge of Language and Its Conventions | CC.2.L.3 |
| Determine the Meaning of Words | CC.2.L.4 |
| Use Words and Phrases | CC.2.L.6 |





going
there
these

Express Intentions

Listen and read along.

Poem (MP3)



Trips We'll Take

This summer, I plan to see Utah.
I am **going** to Bryce Canyon **there**.
I hear they have landforms called hoodoos.
I'll be sure to take photos to share.



I will visit the state of Nevada
Where the sky is so blue and so clear.
We will stay near a body of water.
Lake Tahoe is super, I hear.



Both states have **these** beautiful landforms.
There are hoodoos and mesas and more.
We are lucky to live in a country
With such wonderful parks to explore!

hoodoos



504

Key Words

Look at the map. What things can you see in America?



Legend

body of water =

citizen =

immigrant =

landform =

monument =

state =

tree =

Talk Together

What would you like to visit in the United States? Explain your answer to a partner.

505

STUDENT
TECHNOLOGY



Student
eEdition



Sing
with Me



Digital
Library



My Vocabulary
Notebook

NGReach.com

Anthology
pages 504–505

3 Talk Together Anthology page 505

Read the question aloud and have pairs talk about places in the United States they would like to visit. Encourage children to give details about the places using the **Key Words**. Prompt them with questions: *Which **state** is it in? Is it near a **body of water**? Is it a **landform**? Is it a **monument**?*

Check & Reteach

OBJECTIVE: Use Social Studies Vocabulary in Speaking

Ask children to give an example for each of the **Key Words**.

If children struggle to think of examples or give incorrect examples, have them complete a matching activity with examples and the **Key Words**:

- | | |
|---|-------------------------|
| 1. ocean (a) | a. body of water |
| 2. mountain (c) | b. immigrant |
| 3. a person moving from China to Washington (b) | c. landform |
| 4. Mount Rushmore (e) | d. state |
| 5. Illinois (d) | e. monument |

Differentiate

EL English Learners

ISSUE Children do not understand the definitions.

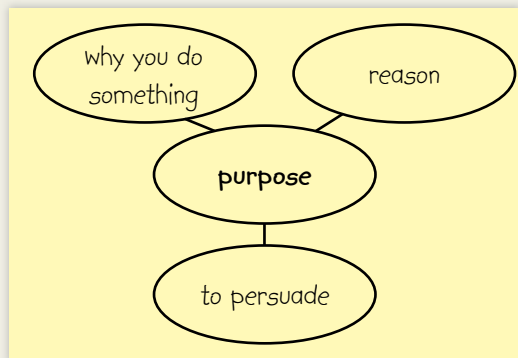
STRATEGY Provide translations of the **Key Words** to ensure children's understanding. Pronounce the **Key Words** and have children repeat each one after you two or three times. Access **Family Newsletter 8** for translations in seven languages. Use cognates for Spanish speakers:

*immigrant/inmigrante monument/monumento
state/estado*

Anthology



Word Web



Comprehension

4 Author's Purpose Anthology page 506

Use the Word Web to teach the term **purpose**. Explain: A **purpose** is a reason. It is why you do something. Authors can have many **purposes** for writing, such as to entertain, to inform, to explain, or to persuade by giving an opinion. Have children look at the image in the first box of the Author's Purpose chart on page 506. Explain: *This is the cover of an informational pamphlet about Yellowstone Park. Visitors to parks and museums often receive these pamphlets to learn about the place they are about to visit.* Point out the image in the second box. Elaborate: *Pamphlets often contain maps that illustrate the locations of interesting things to see.*

Display **eVisual 8.10**. Explain: *I am going to read this informational pamphlet. Listen for the author's **purpose**.* Read "What to See at Yellowstone Park."



What to See at Yellowstone Park

Welcome to Yellowstone Park! You can enjoy many interesting sights during your visit to this national treasure. View the Grand Canyon of the Yellowstone and the Upper and Lower Falls of the Yellowstone River. Tour our many geysers and hot springs, such as Mammoth Hot Springs, Norris Geyser Basin, and Old Faithful. Use the map to find each place and plan where to go during your visit.

NGReach.com Read Aloud: eVisual 8.10



INTERACTIVE WHITEBOARD TIP: Circle details that give clues to the author's purpose.

Model how to use clues from the Read Aloud to complete the Author's Purpose chart. Ask: *What is the reason the author wrote this text? What does the author want you to do?*

Check & Reteach

OBJECTIVE: Analyze Author's Purpose

Check that children correctly identify the author's purpose.

If children are unable to identify the reason the author wrote "What to See at Yellowstone Park," provide them with sentence frames to complete to help them organize their thoughts: The title of this text is _____. Its genre is _____. Its main idea is _____. I learned _____ about the main idea. I think the author's purpose is _____.

Differentiate

BL Below Level

ISSUE Children struggle to fill in the different sections of the Author's Purpose chart correctly.

STRATEGY Remind children that the main idea of a text is what it is mostly about and that the details in the text will provide additional bits of information about this main idea.

5 Talk Together Anthology page 506

Distribute **Practice Master PM8.25** and read the instructions aloud. You may suggest that children choose an article they have already read, or make a selection of articles available for children to choose from. Have pairs share their conclusion about the author's purpose with other pairs who have read the same article.

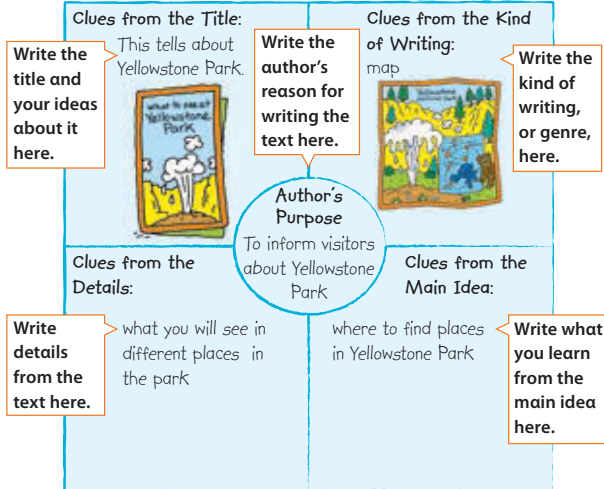
See **Differentiate**



Author's Purpose

The **author's purpose** tells why the author wrote the text.

Author's Purpose Chart



Talk Together

Read a magazine article or other nonfiction text with a partner. Then, use an author's purpose chart to figure out why the author wrote the text.

506

Anthology page 506

Big Book Read-Aloud

6 Share a Social Studies Book

Display the cover and read aloud the title and the name of the author. Ask children to make a prediction: *What do you think this book is about?* (Possible response: ways people celebrate Independence Day)

SOCIAL STUDIES BACKGROUND Explain: *You know Americans celebrate the Fourth of July in many different ways. The official name of this holiday is Independence Day. That is because the holiday honors the day the United States declared its independence from Great Britain many years ago.*

GENRE Define the genre: *A social studies book gives information about people and the world around us. It might talk about what people did in the past or what they do today.* Read aloud pages 2–20 of *Celebrate Independence Day*. Use the questions on pages T506a–T506c to build comprehension on the first read (Day 1) and second read (Day 2).

Comprehension Focus

FIRST READ

Day 1 Listen and Comprehend

- Active Reading
- ✓ Analyze Author's Purpose

SECOND READ

Day 2 Listen and Analyze

- ✓ Use Reading Strategies
- Critical Thinking

Name _____ Date _____

Author's Purpose Chart

Author's Purpose

Make an author's purpose chart to tell about a nonfiction text you have read.

| | |
|---|---------------------------------|
| Clues from the Title: Responses will vary. | Clues from the Kind of Writing: |
| Author's Purpose | |
| Clues from the Details: | Clues from the Main Idea: |

Share your chart with a partner and compare authors' purposes.

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parades **1**

Every July 4, people all over the United States celebrate Independence Day. We celebrate with parades, picnics, and fireworks.

We celebrate the birth of our country, the United States of America.



picnics



fireworks

Big Book pages 2–3



July 4th is our country's birthday. **1**

On Independence Day, we remember how our country was born. A long time ago, people from European countries came here to settle. By the 1700s, most of the Eastern part of this land was ruled by Great Britain. There were 13 British colonies.

Many colonies felt that Great Britain was not ruling them fairly. In 1775, those colonies decided to break away.

Thomas Jefferson wrote the Declaration of Independence. It was adopted on July 4, 1776. That's why we celebrate our country's birthday on the Fourth of July! **3**

Children look at an original copy of the Declaration of Independence on display at the National Constitution Center in Philadelphia, Pennsylvania.

Big Book pages 4–5



We dress in red,

And do we celebrate! All over the country Americans celebrate in big ways and small ways. People whose families have been here for 300 years or more celebrate. People who just moved here from other countries celebrate.



white, and blue. **1**

We celebrate what our country stands for: liberty, equality, justice, and freedom for all. We fly flags. We dress in red, white, and blue, the colors of our flag. **4**

Big Book pages 6–7



We have parades and picnics! **2**

Big Book pages 8–9



In many towns and cities the day starts off with a parade. We wave our flags, we cheer, we sing along. We have picnics and cookouts. We spend the day outside. People from different countries celebrate together.

Fluency **✓**

Phrasing Explain the concept: *Phrasing is the way you group words together when you read. Grouping words in a logical way helps listeners better understand the text.* Explain that in order to use proper phrasing, children must first be able to read with *accuracy*. That means they need to understand what the words mean. Explain: *When you read with accuracy, you understand all the words. Then you can see how the words fit together into phrases.* Model phrasing by reading the last sentence in the first paragraph on page 5, pausing after the opening phrase: *A long time ago*. Discuss with children how phrasing makes the sentence easier to understand. Point out that authors often help with phrasing by inserting a comma between phrases.

Build Comprehension

FIRST READ


Day 1 Listen and Comprehend

- Active Reading** Before reading each spread, have children chorally read the headers in large, blue type.
- Use Visuals** *What do the photos tell you about how people feel about Independence Day?* (The people are happy; they enjoy celebrating.)

SECOND READ

Day 2 Listen and Analyze


- Explain** *Why do we celebrate our country's birthday on July 4th?* (It is the day the Declaration of Independence was adopted.)
- Use Reading Strategies: Determine Importance** **✓** *Summarize what America stands for and what people are celebrating.* (Freedom and fairness for all.)




▲ The Lenth County Fair in Idaho is a great place to celebrate Independence Day.

5 We have many Independence Day traditions. We go to county fairs. We go to concerts. We listen to big orchestras play patriotic songs. We sing our national anthem. **7**

We also have sports traditions. We run races. We play games. And the Fourth of July is a perfect day to go to a baseball game, a great American tradition!



▶ Kids play tag of war at the Juneteenth Association Fourth of July picnic in San Francisco, California.



▶ Little League baseball players in Bend, Oregon, react to an umpire's call during an all-star game held Fourth of July weekend.

10

Big Book pages 10–11



▶ Many people take the oath of citizenship on Independence Day, such as the woman in Seattle, Washington.

At Monticello, the historic home of Thomas Jefferson in Charlottesville, Virginia, judge James H. Michael, Jr., swears in 77 people as United States citizens on July 4, 2001.

6 People fighting for rights also make speeches, often about freedom and equality. We think about what our country stands for. We think about how we can make our country better.



▶ In New York City, Julian Davis reads part of the Declaration of Independence at a ceremony to honor victims of the terrorist attacks of September 11, 2001.



12

Big Book pages 12–13



Fourth of July fireworks light up the sky over the Philadelphia Museum of Art in Philadelphia, Pennsylvania.



▶ Michael Hernandez holds his daughter as they watch the fireworks explode over the Hudson River during an annual Fourth of July fireworks display in New York.

8 We watch fireworks!

When night falls we have the grandest tradition of all: We watch fireworks! All over the country the night sky lights up with brilliant colors and fantastic display—birthday candles exploding in the sky! The sounds of the fireworks remind us of the war long ago in which we fought for independence.

14

Big Book pages 14–15



▶ Collin Erickson smiles at a parade in Clatskanie, Oregon.

8 We remember.



▶ War veterans march in an Independence Day parade held in Brandon, Vermont.



▶ At a park in New York City, people honor those who died in the attacks of September 11, 2001.

As we celebrate with our family and friends, we think about the Declaration of Independence. We remember the words that we keep trying to make true:

"We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness."

16

Big Book pages 16–17

Build Comprehension

FIRST READ

Day 1 Listen and Comprehend

- 5** **Relate to Personal Experience** *What are your Fourth of July traditions?* (Possible responses: fireworks; family gatherings; marching in a parade)
- 6** **Analyze Author's Purpose** *Why did the author include the information on these pages?* (Possible response: to inform readers about some of the serious things people do on Independence Day)
See **Differentiate**

SECOND READ

Day 2 Listen and Analyze

- 7** **Use Reading Strategies** *What strategy can you use to figure out why people play patriotic songs?* (Possible response: make an inference)
- 8** **Use Reading Strategies: Ask Questions** *What questions can you ask about these pages?* (Possible response: What do we remember?)

Differentiate

BL Below Level

ISSUE Children are unable to articulate a purpose.

STRATEGY Encourage children to use the visuals selected to accompany the text, as well as what the author wrote, to help them understand the author's purpose. Ask guiding questions: *Do the people in these pictures look happy or serious? Are the events in the pictures important to them? Why do you think the events are important?*

EL English Learners

ISSUE Children struggle to understand the text on the pages.

STRATEGY For Spanish speakers, point out that there are several cognates on the page: *independence/independencia, ceremony/ceremonia, attack/ataque, equality/igualdad*. Help children use a bilingual dictionary to look up other **Key Words**.



Big Book pages 18–19



Big Book page 20

Build Comprehension

FIRST READ

Day 1 Listen and Comprehend

- 1 Analyze Author's Purpose** *What do you think was the author's **purpose** in writing this book?* (Possible responses: to inform about different ways we celebrate Independence Day in the United States; to explain why we celebrate Independence Day)

SECOND READ

Day 2 Listen and Analyze

- 2 Identify Main Idea** *What is the main idea of this map and its captions?* (Many countries have Independence Days and their own ways of celebrating independence.)
- 3 Use Reading Strategies: Make Inferences** *Why did the people of Seattle put up an inflated Statue of Liberty for Independence Day?* (Possible response: because the Statue of Liberty is a symbol of our country, and the Fourth of July is our country's birthday)
- 4 Use Reading Strategies** *What strategy can you use to help you think about why the author included the map on page 20?* (Possible response: I can synthesize information to draw a conclusion. For example: I see and read on the map that many countries around the world celebrate freedom in different ways. I conclude that the author included this information to help me understand that freedom is important to people both inside and outside the United States.)
See **Differentiate**

Differentiate

EL English Learners

ISSUE Children cannot form sentences to state a conclusion.

STRATEGY Have children point to the text on which they are basing their conclusion and say *I see/read this detail*. Then have them complete the sentence frame: I conclude that _____.


Writing

7 Write About Author's Purpose

Have children work in pairs to write about the author's purpose for writing *Celebrate Independence Day*. Review: *An author might write a text to inform, to entertain, to explain, or to persuade.*

- Ask children to recall the answers given to the final Build Comprehension question about author's purpose. Have them ask themselves whether they agree with the responses that were given.
- Provide pairs with copies of **Practice Master PM8.25** to fill out to determine the author's purpose.
- Have pairs write a paragraph of at least three sentences that describes the author's purpose. The first sentence should state the author's purpose. The remaining sentences should explain the clues children used to determine the purpose.

Make copies of children's paragraphs to place in their Weekly Folders.



WRAP-UP Engage children in making up a cumulative story about what they will do on Independence Day. Begin by saying: *On Independence Day, I will put up an American flag.* Choose a volunteer to add another detail. See how many items children can string together to create an original story.

Daily Language Arts

Daily Grammar

Display page 19 of *Celebrate Independence Day* and read aloud the caption. Point out the phrase *At Gasworks Park in Seattle* and explain that it is a prepositional phrase. Then use the Daily Grammar lesson on page T503k to teach prepositional phrases.

OBJECTIVES

Thematic Connection: The United States

Delete Final Syllables

- Read and Spell Words with Final Syllables with Schwa
- Read and Spell High Frequency Words
- Read Decodable Texts Fluently and with Comprehension

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Words with Schwa: Practice Master PM8.26

Write-On/Wipe-Off Boards

Sound/Spelling Cards 2, 5, 7, 8, 11, 18, 21, 22, 24

Read On Your Own Book 31

TECHNOLOGY ONLY

Letter Cards

Comprehension Coach



MORNING WARM-UP

What is a president?

Invite children to name presidents and tell what they think presidents do.

Phonological Awareness

1 Delete Final Syllables

Use **Phonological Awareness Routine 10**.

- **Say a word and clap:** *hammer*. Clap the syllables with me: ham-mer.
- **Delete a syllable:** *Let's take away the last syllable of the word, -mer.*
- **Say the new word:** *ham*. Say the new word with me: ham.

For **Phonological Awareness Routine 10**, see page BP31.

Repeat the routine with *wagon* (wag), *robin* (rob), *kitten* (kit), and *season* (sea).

Check & Reteach

OBJECTIVE: Delete Final Syllables

Ask: *What is the new word if I take -ton away from cotton?* (cot)

If children cannot answer, choose a child to be *cot-* and a child to be *-ton*. Have each child say the syllable as you hold your hand over his or her head. Have the class echo. Then hold your hand only over the head of the child who is *cot-* and have him or her say the syllable. Have the class echo. Repeat with *raven* (rave) and *sailor* (say).

Phonics

2 Read Words with Final Syllables with Schwa

REVIEW Display and read *petal*, *wagon*, *razor*, *medal*, *kitchen*. Remind children:

The vowel sound in the second syllable of many two-syllable words is /ə/, which can be spelled with a vowel followed by consonants such as r, n, or l.

Explain that the vowel sound in the last syllable of words that are longer than two syllables is also often /ə/. Have children count and clap the syllables in *fictional*.

Display *fictional*; divide it into syllables. Model: *I see t-i-o-n in the middle. I know this syllable stands alone.* Sound out and blend the first syllable: /f/ /i/ /k/, *fic*. Add: *sh/ /ü/ /n/, -tion*. Remind children that the vowel sound at the end is probably /ə/. Sound out and blend: /ə/ /l/, *al*. Blend/read: *fic-tion-al, fictional*. Repeat for *popular*, *suburban*, *visitor*, and *general*. Assign **Practice Master PM8.26**.

Name _____ Date _____

Phonics

Words with Schwa



Write the words to complete each sentence.

1. person medal

My grandma is a person who should get a medal.
She does everything!

2. kitchen apron

Sometimes she puts on her apron and makes goodies
in the kitchen.

3. muffins lemon

She is a baker. She bakes the best lemon muffins.

4. mitten woolen

She is a knitter. She knits warm woolen things. Each hat
and mitten is perfect!

5. musical vocal

She is a vocal star in musical shows in the city.

6. wooden model

Grandma is a model maker. We make wooden
airplanes together.

7. petal garden

When she works in her garden, Grandma is like a farmer.
She knows every petal and leaf on her plants.

For use with TE p. T506e

PM8.26

Unit 8 | Our United States

[NGReach.com](https://www.ngr.com) Practice Master PM8.26

COMMON CORE STANDARDS

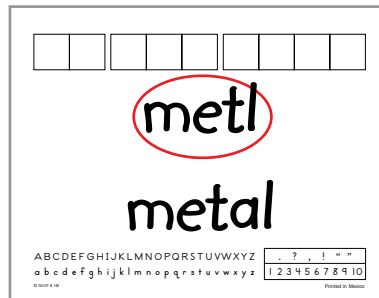
Reading

| | |
|--|---------------|
| Decode Words with Final Syllables with Schwa | CC.2.Rfou.3 |
| Decode Multisyllabic Words | CC.2.Rfou.3 |
| Read Irregularly Spelled Words | CC.2.Rfou.3.f |
| Read with Fluency | CC.2.Rfou.4 |
| Read with Purpose and Understanding | CC.2.Rfou.4.a |
| Use Context to Confirm or Self-Correct | CC.2.Rfou.4.c |
| Language and Vocabulary | |
| Spell Words with Final Syllables with Schwa | CC.2.L.2.d |

3 Spell Words with Final Syllables with Schwa ✓

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

- **Say a word:** *metal*.
- **Segment sounds:** /m/ /è/ /t/ /ə/ /l/.
- **Display Sound/Spelling Cards.** Have children match each sound to a card. (cards: **2** /m/, **21** /è/, **5** /t/, and **8** /l/. Make an /ə/ card.)
- **Repeat the word:** *metal*. Children write it.
- **Write the correct spelling.** Have children check and correct their spelling. Repeat for *linen* and *buttons* using additional **Sound/Spelling Cards 11** /i/, **7** /n/, **18** /b/, **24** /ü/ and **22** /z/.



Write-On/Wipe-Off Board

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

Then apply the spelling rule to a complete sentence: *His linen shirt had metal buttons*. 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 aloud the sentences below. Then say the underlined words.

| | | |
|------|-------|---|
| home | big | Washington's <u>home</u> is <u>big</u> . |
| life | sure | <u>Life</u> <u>sure</u> was fine here. |
| came | | Washington <u>came</u> here to rest. |
| bed | floor | His <u>bed</u> was on this <u>floor</u> . |
| ate | left | He <u>ate</u> here but soon <u>left</u> . |
| new | | The <u>new</u> nation needed him. |

Distribute **High Frequency Word Cards** and reread, having children hold up the correct card and spell each High Frequency Word when they hear it.

Check & Reteach

OBJECTIVES: Read and Spell Words with Final Syllables with Schwa ✓
Read and Spell High Frequency Words ✓

Use **Dictation Routine 2**. Dictate: *We cooked and ate bacon in the big kitchen.*

If children misspell words, help them correct their work and copy the words correctly three times. Repeat with: *She left seven flowers in the new vase.*

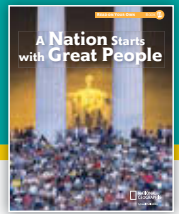
For **Dictation Routine 2**, see page BP35.



Daily Language Arts

Daily Spelling & Word Work ✓

Practice options on page T503i



Read On Your Own Book 31

A Visit to Mount Vernon
by Karen Cotton

Have you ever looked at a one-dollar bill? Then you have seen a picture of George Washington. He lived in the 1700s. He helped make the new nation called the United States of America. Washington was also its first president.

Read On Your Own Book 31
pages 4–7

Mount Vernon has farmlands and gardens. Look at this flower garden. It is one of the gardens at Mount Vernon.

Washington left Mount Vernon at times, but he liked to return. He had a good life there. Washington was a farmer. He tried new ways of farming. He was the first person in the United States to own mules. He was sure that they were better than horses for farm work.

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 31 | Teacher's Edition |
|--|--|--|
| words with suffixes -er, -or | farmer (page 7) workers (page 12) launder (page 12) visitors (pages 8, 9, 10) | -er (page T479b) -or (page T479b) |
| words with final syllables -ture, -tion, -sion | picture (page 4) nation (page 4) mansion (pages 5, 8) | -ture (page T502b) -tion (page T502b) -sion (page T502j) |
| compound words | farmlands (page 6) storeroom (page 11) salthouse (page 13) smokehouse (page 14) | compound words (page T249l) |

AL Above Level

ISSUE Children quickly decode the passage.

STRATEGY Challenge children to think of three questions they have about George Washington's life at Mount Vernon. Have them share and discuss their questions with a partner.

Decodable Reading

5 Read "A Visit to Mount Vernon" Read On Your Own Book 31 pages 8–14

Introduce the name *George* (page 4). Use the photos to pre-teach story word *outbuildings* (page 12). Then use **Decoding Routine 4** to conduct two readings of "A Visit to Mount Vernon." 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.

- 1 Identify Cause** *Why do visitors come to Mount Vernon?* (Visitors come to Mount Vernon to see how Washington lived.)
- 2 Identify Details** *What were Washington's buttons made of?* (Washington's buttons were made of shells and metal.)
- 3 Summarize** *How did people keep food from spoiling?* (They salted fish and smoked bacon and ham.)
- 4 Make Connections** *The author asked if you'd like to visit Mount Vernon. Respond and explain.* (Responses will vary but should show understanding of the text and include support for children's answers.)

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



Washington's bed

Washington's clothes

Today visitors come to Mount Vernon. They want to see how Washington lived. Visitors can go into the mansion. They can see Washington's bed. Visitors can see some of Washington's clothes, too. These clothes were mainly made of linen, cotton, or wool.

1



buttons

coffee pot

razor

Look at the buttons. They are made of shells and metals. Silver is one of the metals that was used. See the silver coffee pot? Visitors can see Washington's razors, too. He shaved with it. Have you ever seen a razor like it?

2



utensils

In the old days, many visitors come to visit Washington at Mount Vernon. They often ate dinner with him. This photo shows the kitchen at Mount Vernon. In Washington's time, cooks used the fireplace for cooking. Look at all the utensils, such as spoons and forks. What is the floor made of?



platter

Look at the pots, pans, platters, and dishes. These things are in a pantry, or storeroom, at Mount Vernon. Which of the objects look like things that people use today?



one of the outbuildings at Mount Vernon

inside the wash house


Mount Vernon also has many outbuildings. The wash house is one of them. Workers once did laundry in the wash house. They would launder clothes, towels, and linens. Do you see the clean laundry hanging up to dry?



barrels

salt-cured fish

The salt house is another outbuilding. Long ago, fish was salted and stored in barrels. Fish was "cured" with salt to keep it from spoiling. The people at Mount Vernon ate a lot of salt-cured fish.



Bacon and hams were smoked and stored in the smokehouse. Smoke kept meats from rotting. Washington and his visitors could eat the smoked meats much, much later. There are a number of things to see at Mount Vernon. Would you like to visit?

3 4

Practice Phonics

Words with Schwa

Read these words.



flower razor barrel garden pantry
towel seen kitchen person utensil

Find the words with schwa. Use letters to build them. g a r d e n

Talk Together

Choose words from the box above to tell your partner what you see in each place.

I see a barrel in the kitchen.

Read On Your Own Book 31
pages 8–15

Practice Phonics

6 Words with Schwa Read On Your Own Book 31 page 15

Distribute **Letter Cards**. Read aloud the directions. Have partners build the words.

g a r d e n

7 Talk Together Read On Your Own Book 31 page 15

Have children fill in the sentence frame with words from the box. (Possible responses: I see a utensil/person/barrel/flower in the kitchen/ garden.)

Check & Reteach

OBJECTIVE: Read Decodable Texts Fluently and with Comprehension

Have each child read aloud a page from "A Visit to Mount Vernon." 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.

STUDENT
TECHNOLOGY



Student
eEdition



Comprehension
Coach

NGReach.com

Anthology



Big Book

OBJECTIVES

Thematic Connection: The United States

- Use Academic Vocabulary in Speaking
- Use Reading Strategies

PROGRAM RESOURCES

PRINT ONLY

Big Book: *Celebrate Independence Day*

PRINT & TECHNOLOGY

Family Newsletter 8

TECHNOLOGY ONLY

Digital Library: Key Word Images

My Vocabulary Notebook

MATERIALS

globe or United States map

Academic Vocabulary

1 More Key Words Anthology page 507

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

- **Pronounce the word and point to its picture:** **symbol**
- **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 **symbol** is something you can see or touch that stands for an idea that you cannot see or touch.
- **Elaborate.** Relate the word to your experience. *The American flag is a symbol of the United States. Whenever I look at the flag, I think of our country.*

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

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

Key Words

freedom · remember · seek
symbol · united

Power Writing

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

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

Have partners take turns repeating **Vocabulary Routine 1** for each word on page 507. Have children add the words to **My Vocabulary Notebook**.

See **Differentiate**

2 Talk Together Anthology page 507

Have children work in pairs to define the **Key Words** and use them in sentences.

Have volunteers share their best **Key Word** sentences with the class.



NGReach.com My Vocabulary Notebook

COMMON CORE STANDARDS

Reading

| | |
|--|--------------|
| Describe Words and Phrases | CC.2.Rlit.4 |
| Ask and Answer Questions About Key Details | CC.2.Rinf.1 |
| Describe the Connection | CC.2.Rinf.3 |
| Identify Author's Purpose | CC.2.Rinf.6 |
| Explain How Images Support Text | CC.2.Rinf.7 |
| Read and Comprehend Informational Text | CC.2.Rinf.10 |

| | |
|--|---------------|
| Read with Fluency | CC.2.Rfou.4 |
| Read Orally with Accuracy and Appropriate Rate | CC.2.Rfou.4.b |

Writing

| | |
|--------------------|----------|
| Recall Information | CC.2.W.8 |
|--------------------|----------|

Speaking and Listening

| | |
|---------------------------------|-----------|
| Recount or Describe Key Details | CC.2.SL.2 |
| Ask and Answer Questions | CC.2.SL.3 |

Language and Vocabulary

| | |
|---|----------|
| Use Knowledge of Language and Its Conventions | CC.2.L.3 |
| Determine the Meaning of Words | CC.2.L.4 |
| Use Words and Phrases | CC.2.L.6 |

Check & Reteach

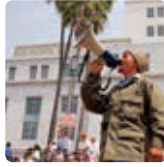
OBJECTIVE: Use Academic Vocabulary in Speaking

Circulate in the classroom and listen as children explain the **Key Words** and use them in sentences.

If children are unable to define the **Key Words**, or if they use them incorrectly, have children choose **Key Words** that go best with example sentences.

- A sign with a picture of two kids on a seesaw tells you where to find a playground. (**symbol**)
- I like to think about what my family did for Independence Day last year. (**remember**)

More Key Words

freedom(frē-dum) *noun*

We have the **freedom** to say what we want.

remember(ri-mem-bur) *verb*

Remember to call and say, "Happy birthday!"

seek(sēk) *verb*

The girl **seeks** the piñata with a stick. She finds it.

symbol(sim-bul) *noun*

Each candle on a birthday cake is a **symbol** for one year of your life.

united(yū-nī-tud) *adjective*

When we play soccer, we are **united** as a team.

Talk Together

Tell a partner what a **Key Word** means. Then your partner uses the word in a sentence.

A **symbol** is something that stands for something else.

The Statue of Liberty is a **symbol** of the United States.

Add words to My Vocabulary Notebook.

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STUDENT TECHNOLOGY



Student eEdition



Digital Library



My Vocabulary Notebook

NGReach.com

507

Anthology page 507

Academic Talk

3 Discuss Times and Places

Display the cover of *Celebrate Independence Day*. Say: *This book tells about events that happened a long time ago and events that happen every year. It tells about things people do in different parts of the United States. To understand more about the times and places in the book, you can ask questions and discuss the answers.*

Use a map of the United States or a globe to help children discuss places as you page through *Celebrate Independence Day*. Turn to pages 2–3 and say: *I can ask a question about this page: Where is the United States?* Show the United States on the globe. Turn to pages 4–5. Discuss the times and places of the events that led to the signing of the Declaration of Independence.

Then page through the rest of the book and encourage children to ask questions and discuss the times and places that are mentioned.

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 8** for translations in seven languages. Use cognates for Spanish speakers:

symbol/símbolo *united/unidos*

SN Special Needs

ISSUE Children have trouble with the concepts of the **Key Words**.

STRATEGY Help children tie each **Key Word** to a concrete example from their own lives. Examples:

freedom to choose what to have for lunch

remembering the day's homework assignment

playing hide and seek

a sports team's logo as a symbol for the team

being united with the rest of the team when playing tug-of-war

Anthology



Big Book

Comprehension

4 Use Reading Strategies Anthology pages 508–509

Read aloud page 508. Remind children that good readers can choose from many reading strategies to help them understand a text. Chorally read the list of reading strategies at the top of page 509.

Demonstrate using two reading strategies with “National Parks and Monuments.”

- *The first part of Plan and Monitor is “plan.” To plan my reading, I will start with the title “National Parks and Monuments.” I have been to a national park, and I enjoyed the visit very much. I would like to know more about this topic, so I will read to learn about national parks and **monuments**.*
- Read aloud the first two sentences. Say: *I can use the strategy Ask Questions right away. I wonder: When did the United States begin creating national parks? I will read on to find out.*
- Read the next two sentences: *This text answers my question. The first national park was created in 1872.*

5 Talk Together Anthology page 509

Read aloud the directions. Have children silently read the passage and then talk with a partner about which reading strategies they used.

Check & Reteach

OBJECTIVE: Use Reading Strategies 

Listen as children verbalize their reading strategies.

If children struggle to choose a strategy and implement it, provide more structured guidance. For example, read the first sentence and ask: *What question can you ask about this information?* After the first paragraph, say: *You can make a connection. What else do you know about national parks?*

Listen Again and Analyze

6 Build Comprehension Big Book pages 2–20

Use the **Listen and Analyze** questions on pages T506a–T506c as you reread *Celebrate Independence Day* to help children practice using reading strategies.

Writing

7 Write a Description

Say: *One reading strategy you can use is visualizing. Even if you cannot see the pictures on the pages, you can create your own pictures in your mind as I read the words aloud.* Display page 7 of *Celebrate Independence Day*.



Use Reading Strategies

Use reading strategies before, during, and after you read.

- Before: look through the text quickly. What is the text mostly about? Decide on your purpose, or reason, for reading.
- During: as you read, stop now and then. Ask yourself: *Does this make sense?* Use a reading strategy to help you understand better.
- After: when you finish reading, stop and think. Decide what you learned from reading the text. Share your ideas with others.



How to Use a Reading Strategy

- | | |
|--|--------------------------------------|
| 1. Before you start to read, stop and ask: <i>What strategies will help me get ready to read?</i> | Before I read I will _____. |
| 2. During reading, think about what strategies will help you understand. | As I read, I can _____. |
| 3. After reading, ask yourself: <i>What strategies can I use? How will they help me think about what I read?</i> | Now that I'm done, I think _____. |

Reading Strategies

- Plan and Monitor
- Make Inferences
- Ask Questions
- Make Connections
- Visualize
- Determine Importance
- Synthesize

Talk Together

Practice using at least two reading strategies.

Description

National Parks and Monuments

Did you know that the **United** States was the first country to use land for national parks? It's true. Yellowstone was the first national park. It was created in 1872. Since then, 57 more parks have been named. There are also 334 monuments. Some are historic structures. Others are battlefields where we **remember** soldiers who died in war. Still others are beautiful seashores. One of the monuments is the Statue of Liberty. It's a **symbol** of hope and **freedom** everywhere.

The national park system helps protect places like Great Smoky Mountains and the Grand Canyon. These parks and monuments are national treasures. Millions of people are going to take their vacations at one of these places. Why don't you?



Think Aloud

*I can visualize to help me understand the words. I read, "We celebrate what our country stands for: liberty, equality, justice, and **freedom** for all." For the word equality, I visualize people working together as equals, no matter where they come from.*

Write

I imagine a group of people from different places, who look different, working together to build a house.

Explain to children they will visualize a scene from *Celebrate Independence Day* and write a description of what they have visualized. Add children's writing to their Weekly Folders.

Daily Language Arts

Daily Grammar

Display page 13 of *Celebrate Independence Day*. Point to and read aloud the caption for the photo on the bottom half of the page. Explain that "In New York City" is a prepositional phrase that tells where the event happened. Then use the Daily Grammar lesson on page T503k to teach prepositional phrases that show location.

WRAP-UP

Hold a class discussion about what freedom and independence mean to children. Ask children to give examples of people exercising their freedom. Ask: *How do you think Independence Day would have been celebrated at Mount Vernon?*

Day 3 Learn Sounds, Letters, and Words



Sing with Me
Phonics Songs Book

OBJECTIVES

Thematic Connection: The United States

Segment Syllables

- ✓ Read and Spell Words with Final Syllables *-ent, -ant*
- ✓ Read and Spell High Frequency Words

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Sing with Me Phonics Songs Book, page 69

Phonics Picture Cards 55, 173

Final Syllables with *-ent, -ant*:

Practice Master PM8.29

High Frequency Words: Practice Master PM8.30

Read On Your Own Book 31

Write-On/Wipe-Off Boards

Sound/Spelling Cards 1, 3, 5, 6, 7, 9, 11, 12, 13, 21

TECHNOLOGY ONLY

Sing with Me Phonics Songs MP3 or CD 4,
Tracks 27–28

Word Builder

MATERIALS

beanbag or soft ball • small chips or coins, 5 per child • index cards, several per child



MORNING WARM-UP

What do you know about the United States?

Toss a beanbag as children share facts, such as American symbols and names of states and cities.

Phonological Awareness

1 Segment Syllables

Use **Phonological Awareness Routine 9**.

- **Say a word:** *infant*.
- **Clap the syllables:** *in-fant*. Clap the syllables with me: *in-fant*.
- **Say the syllables:** *in, fant*.

For **Phonological Awareness Routine 9**, see page BP31.

Have children repeat the routine with *hydrant, talent, student, and elephant*.

Check & Reteach

OBJECTIVE: Segment Syllables

Tell children: *Listen to the word and say the syllables: distant*. (dis-tant)

If children cannot answer, for each syllable you say have children march and echo: *dis-tant, dis-tant*. Repeat with *decent* and *radiant*.

Phonics

2 Learn Words with Final Syllables *-ent, -ant* ✓

Sing with Me Phonics Songs Book page 69

Point to and name *immigrants* and *infants*.

Explain: *Immigrants are people who move from one country to another*. Play Track 27 and have children listen, follow along, and then listen again and chime in. Play Track 28 and have children sing on their own. Practice the gestures until children can perform them smoothly.

- 1 Point with each hand to show time span; gesture wide for “millions.”
- 2 Hold up palm to indicate “stop.”
- 3 4 Gesture “Come on”; pantomime cradling a baby.

Millions of Immigrants

From 1892 **1**
To 1954

Millions of immigrants
Stopped at Ellis Island. **2**

They came from distant lands **3**
To the United States.

Parents with their infants **4**
Came from distant lands.



Sing with Me Phonics
Songs Book page 69

COMMON CORE STANDARDS

Reading

Decode Words with Final Syllables *-ent, -ant* CC.2.Rfou.3




Decode Multisyllabic Words CC.2.Rfou.3

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

Language and Vocabulary

Spell Words with Final Syllables *-ent, -ant* CC.2.L.2.d

Use **Decoding Routine 1** to connect ənt and spellings *-ent*, *-ant*, and to blend words.

| Step 1 Develop Phonological Awareness | | -ent, -ant |
|--|--|--|
| 1. Tell children: <i>These words have ənt in the last syllable.</i> | | parent, moment distant, hydrant |
| 2. Tell children: <i>I will say a word. Listen for ənt in the last syllable. If you hear ənt, clap your hands. If you don't hear ənt, don't clap your hands. (Report and sitting do not have ənt.)</i> | | absent, report, constant, sitting, recent, pleasant |
| Step 2 Associate Sounds and Spellings | | |
| 1. Display the picture-only side of Phonics Picture Card 173 . Say: <i>elephant</i> . Have children repeat. | |  |
| 2. Say: <i>ənt</i> . Have children repeat. | | Card 173 e l e phant |
| 3. Turn the card over. Point to the <i>-ant</i> spelling in the final syllable and name it. Have children repeat. | |  |
| Point out that <i>ənt</i> also can be spelled <i>e-n-t</i> . Display the picture-only side of Phonics Picture Card 55 . Identify the picture on the card as a present. Display <i>present</i> , say the word with children, and point out the <i>-ent</i> spelling. | | Card 55 pres ent |
| 4. Give examples of words with <i>-ent</i> and <i>-ant</i> in the last syllable. Point to the example words <i>immigrants</i> , <i>distant</i> , <i>parents</i> , and <i>infants</i> in the song on page 69 of Sing with Me Phonics Songs Book . | | silent, parent distant, instant |
| Step 3 Blend Parts | | |
| 1. Write <i>talent</i> and divide it into syllables. | | tal ent |
| 2. Blend the sounds in each syllable: /t/ /ă/ /l/ /ə/ /n/ /t/. Have children repeat it. | | talent  |
| 3. Blend the two syllables together: <i>tal-ent, talent</i> . | | |
| 4. Give examples of other multi-syllable words with <i>-ent</i> and <i>-ant</i> . | | absent, student infant, pleasant |

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

See **Differentiate**

Differentiate

EL English Learners

Scaffold Meaning

ISSUE Children have trouble understanding words with endings *-ent*, *-ant*.

STRATEGY Develop word meaning throughout lessons using simple drawings, gestures, realia, or **Phonics Picture Cards**.

For example:

distant: Point to something far away.

recent: Point to yesterday on a calendar.

student: Point to a child in the classroom.

talent: Demonstrate a talent, such as singing.

You can also use Spanish cognates to help children make connections to these English words:

- *accident* = *accidente*
- *different* = *diferente*
- *distant* = *distante*
- *immigrant* = *immigrante*
- *important* = *importante*
- *recent* = *reciente*
- *talent* = *talento*



Read On Your Own Book 31

Name _____ Date _____

Phonics

Final Syllables *-ent, -ant*

Circle the word that names the picture.

| | | |
|-----------------------------------|----------------------------------|---------------------------------|
| 1. student stable stubble | 2. pencil panther parent | 3. infant instant insist |
| 4. toaster talent target | 5. doormat distant duster | 7. music magnet merchant |
| 7. protect present pretest | 8. serpent servant settle | 9. actor agent absent |
| 10. cellar constant cement | 11. exit event eagle | 12. sunset silent seven |

Read It Together Are the absent students distant or in class?

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3 Read Words with Final Syllables *-ent, -ant* ✓

Read On Your Own Book 31 page 16

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

constant servant instant
absent bundle circle
decent garment
peasant station

The recent immigrant has a talent for singing.

NGReach.com Word Builder

Have children turn to **Read On Your Own Book 31** page 16. Review the sound/spellings /ə/ /n/ /t/ *-ent, -ant* and read the example together. Then have partners take turns reading the remaining picture labels. Assign **Practice Master PM8.29**.

4 Spell Words with Final Syllables *-ent, -ant* ✓

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

- **Say a word:** *distant*.
- **Segment sounds:** /d/ /i/ /s/ /t/ /ə/ /n/ /t/.
- **Display Sound/Spelling Cards.** Have children match each sound to a card. (Cards: **13** /d/, **11** /i/, **1** /s/, **5** /t/, and **7** /n/. Make a card for /ə/.)
- **Repeat the word:** *distant*. Have children write the word.
- **Write the correct spelling.** Have children check and correct their spelling. Repeat for *infant* and *present* using additional **Sound/Spelling Cards 3** /f/, **6** /ā/, **9** /p/, **12** /r/, and **21** /è/.

Write-On/Wipe-Off Board

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

Then apply the spelling rule to a complete sentence: *The distant infant played with the present*. 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 Final Syllables *-ent, -ant* ✓

Check dictation sentences for the correct spelling of *distant, infant* and *present*. 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. Have them match the sounds to **Sound/Spelling Cards** and then write the letters that match the sounds. Repeat with this sentence: *The pleasant student was absent*.



Final Syllables with -ent, -ant

Look at each picture. Read the word.

Example:



present



student



accident



parent

parent

infant



hydrant

Key Words

Look at the pictures. Read the sentences.



High Frequency Words

ate
bed
big
came
floor
home
left
life
new
sure

They Left Their Homes

1. Many immigrants **left home** and **came** to America.
2. They were **sure life** would be better.
3. They **ate** their meals at the **big** immigration station.
4. The **floor** was packed with people.
5. A sick person could rest in a **bed** there.
6. Soon they would leave to start a **new** life.

How do you think these immigrants felt?



Phonics Games
NGReach.com

STUDENT TECHNOLOGY



Student eEdition



Word Builder

NGReach.com

Read On Your Own Book 31 pages 16–17

High Frequency Words

5 Read and Spell Key Words Read On Your Own Book 31 page 17

Read aloud page 17. Distribute **High Frequency Word Cards**. Reread sentences 1–6, pausing before each High Frequency Word as children hold up the matching card and say and spell each word. Assign **Practice Master PM8.30**.

Play Toss and Spell.

- Have children sit in a circle. Say a High Frequency Word and toss a beanbag to a child, who says its first letter and tosses the beanbag to another child. That child says the next letter in the word, and so on until the word is complete.
- The child who says the last letter in the word uses the word in a sentence.
- Continue until all High Frequency Words have been spelled.

For **Toss and Spell Game**, see page BP38.

REVIEW Play **Toss and Spell** to check children's retention of High Frequency Words from Unit 7: *ride, close, sleep, cry, show, green, plant, hurt, jump, please, will, soon, black, brown, group, high, leave, study, open, point.*

Check & Reteach

OBJECTIVE: Read and Spell High Frequency Words

Have children read and write the High Frequency Words. Scan for misspellings. If children misspell words, have partners practice spelling. Partner A writes the letters of a word on his or her **Write-On/Wipe-Off Board** as Partner B names each letter as it is written, points to the word on page 17, and reads it. Then partners switch roles. Have children use index cards to make flash cards for words they need to practice.

Name _____ Date _____

High Frequency Words

A Bed for Carla's Puppy

Write a word from the box to complete each sentence.



High Frequency Words
ate
bed
big
came
floor
home
left
life
new
sure

Carla got a brand new bed for her puppy to sleep in. She put the big bed on the floor in her bedroom. On Tuesday morning when Carla left for school, the puppy was asleep in the bed. Then the puppy got hungry and ate some of the bed. When Carla came back home, there was a big hole in the bed. Carla looked at her puppy and said, "You sure are cute, but with you around, life will never be boring!"

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PM8.30

Unit 8 | Our United States

NGReach.com Practice Master PM8.30



Daily Language Arts

Daily Spelling & Word Work

Practice options on page T503j



Anthology

OBJECTIVES

Thematic Connection: The United States

Preview Literary Nonfiction and Make Predictions

PROGRAM RESOURCES

TECHNOLOGY ONLY

My Vocabulary Notebook

Read with Me MP3 or CD 2, Tracks 22–24

MATERIALS

paper • colored pencils or crayons

Power Writing

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

For *Writing Routine 1*, see page BP56.

Vocabulary Practice

1 Expand Word Knowledge ✓

Use **Vocabulary Routine 2** to model making a Portrait Graphic for the word **remember**.

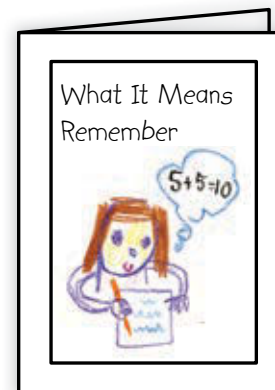
- Write the word.
- Add a picture.
- Write a definition and a sentence.

For *Vocabulary Routine 2*, see page BP47.

Assign one **Key Word** per pair. Have partners create a Portrait Graphic for their word. Then have them add their definitions and sentences to **My Vocabulary Notebook**.

Key Words

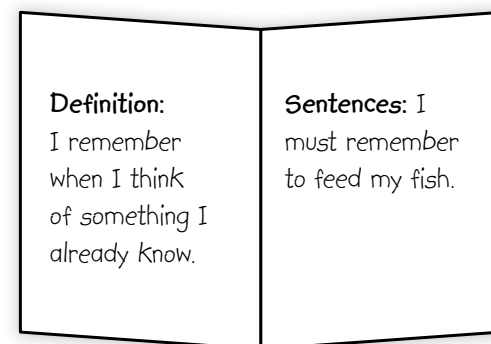
body of water • freedom • immigrant
landform • monument • remember
seek • state • symbol • united



Academic Talk

2 Preview and Predict

Remind children that authors write for different reasons, such as to inform and to entertain. Explain that illustrators have similar purposes—their illustrations help readers picture and understand a topic or give them something interesting to look at that relates to the text.



Portrait Graphic

Have children preview the illustrations. Ask pairs to look at the details in each picture and use **Key Words** to tell why the illustrator might have included each. Have the partners discuss which illustrations inform and which ones entertain or do both. Based on the illustrations, have children predict what the selection is about.

COMMON CORE STANDARDS

Reading

| | |
|--|---------------|
| Describe Words and Phrases | CC.2.Rlit.4.a |
| Ask and Answer Questions About Key Details | CC.2.Rinf.1 |
| Use Text Features | CC.2.Rinf.5 |
| Read and Comprehend Informational Text | CC.2.Rinf.10 |
| Read with Fluency | CC.2.Rfou.4 |
| Read Orally with Accuracy and Appropriate Rate | CC.2.Rfou.4.b |

Writing

Recall Information CC.2.W.8

Speaking and Listening

Participate in Conversations CC.2.SL.1

Language and Vocabulary

Demonstrate Command of English Grammar CC.2.L.1

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

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

Use Words and Phrases CC.2.L.6

Check & Reteach

OBJECTIVE: Preview Literary Nonfiction and Make Predictions

Choose some of the pictures and ask: *Why do you think the illustrator included this picture?*

If children cannot describe why the illustrator included certain pictures, have them examine the picture of the map on page 513. Ask: *What is the main purpose of this picture—to be interesting to look at or to provide the reader with important information? Explain why you think it informs or entertains.* (The main **purpose** of the map is to inform because it provides the reader with information about the fifty **states** that make up the United States of America.)

Read Literary Nonfiction

Genre

Literary nonfiction gives facts about a topic in a way that sounds a lot like a story or a poem.

Features of Nonfiction

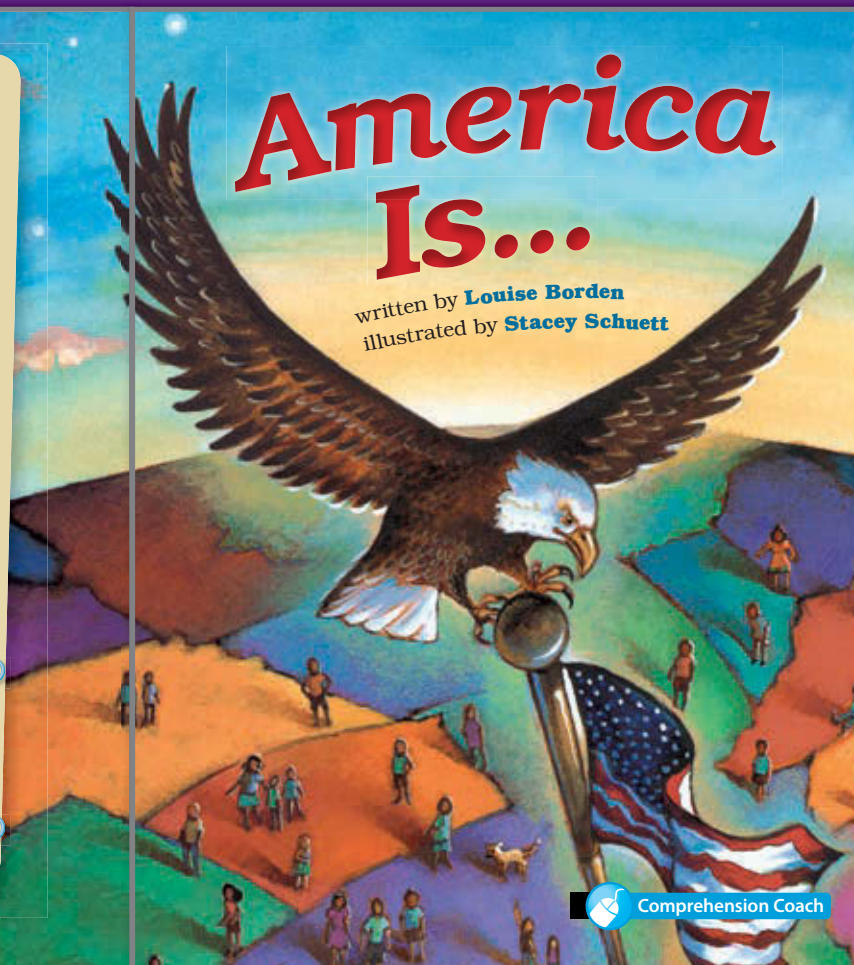
All nonfiction tells about real people, places, and events. It uses facts to explain or describe a topic.

Literary Nonfiction

America is fifty states. It reaches from the Atlantic coast to the Pacific Ocean and beyond.

Textbook Nonfiction

America is a country made up of fifty states. Most of its land is between the Atlantic and the Pacific Oceans.



STUDENT
TECHNOLOGY



Read
with Me



Student
eEdition



My Vocabulary
Notebook

NGReach.com

Comprehension Coach

510

Anthology
pages 510–511

Shared Reading

3 Read Literary Nonfiction Anthology pages 510–511

GENRE AND TEXT FEATURE Read aloud the definition of *literary nonfiction*. Elaborate: *Literary nonfiction both informs and entertains*. Read aloud the section on the features of nonfiction. Remind children that the topic is the subject of a text. Elaborate: *As you read, look for interesting descriptions of facts*.

SOCIAL STUDIES BACKGROUND Explain: *The first thirteen states were formed from thirteen colonies ruled by the British. The colonies won their independence from the British and stayed united because they believed they were more powerful together than apart. New states were added over the years.*

Read pages 511–525 to the class. Use the questions on pages T516–517 to T522–523 to guide discussion on the first read (Day 3) and second read (Day 4).

Comprehension Focus

FIRST READ

Day 3 Read and Comprehend

- Active Reading

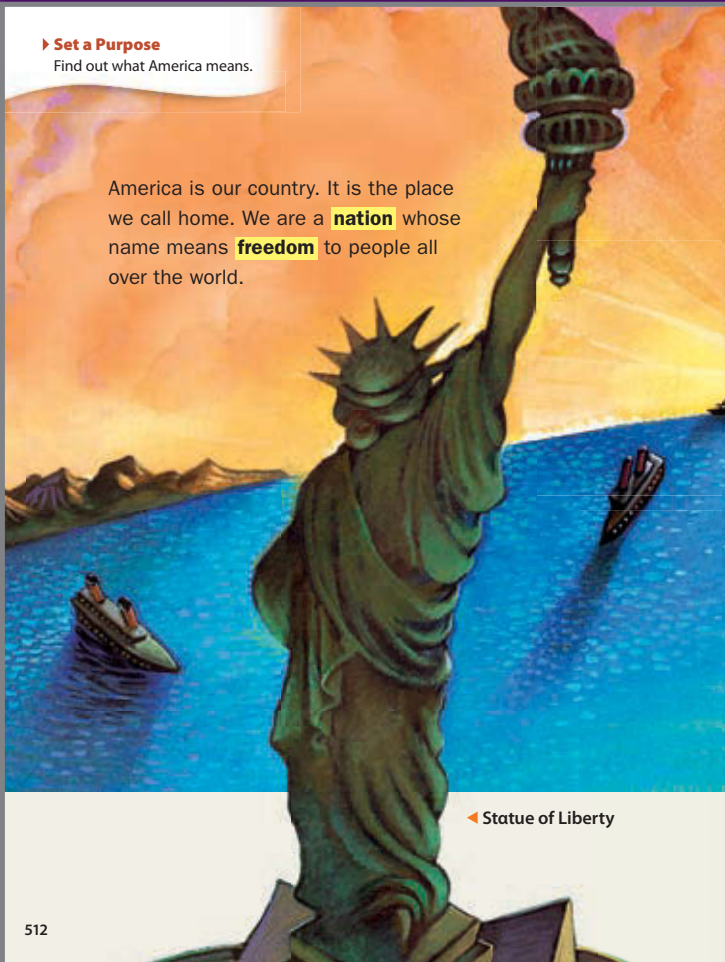
SECOND READ

Day 4 Reread and Analyze

- ✓ Analyze Author's Purpose
- ✓ Use Reading Strategies
- Critical Thinking

► **Set a Purpose**
Find out what America means.

America is our country. It is the place we call home. We are a **nation** whose name means **freedom** to people all over the world.



◀ Statue of Liberty

512

America is fifty **states**. It **reaches** from the Atlantic coast to the Pacific Ocean and **beyond**. America is the **United States** of America. Some states are big, and some states are small. Thirteen of the states are very old. The rest came later, one by one. **2**

3

The United States of America



These are the fifty states that make up the United States of America.

In Other Words
It **reaches** The land in America goes
beyond even farther

513

Anthology
pages 512–513

America is a flag of stars and stripes. Fifty stars **are for** the fifty states. Thirteen stripes are for the thirteen states that began our nation.



In Other Words
are for are **symbols** that stand for

514

America is the **pledge** we say at school. It is the song we sing, hands over our hearts. **1**



In Other Words
pledge promise

► **Before You Move On**

- 1. Use Text Features** Find and name three facts about America from the text.
- 2. Details** Many **symbols** stand for America. What details on pages 512–515 support this main idea?

515

Anthology
pages 514–515

► **Predict**

Who are the workers that make America special?

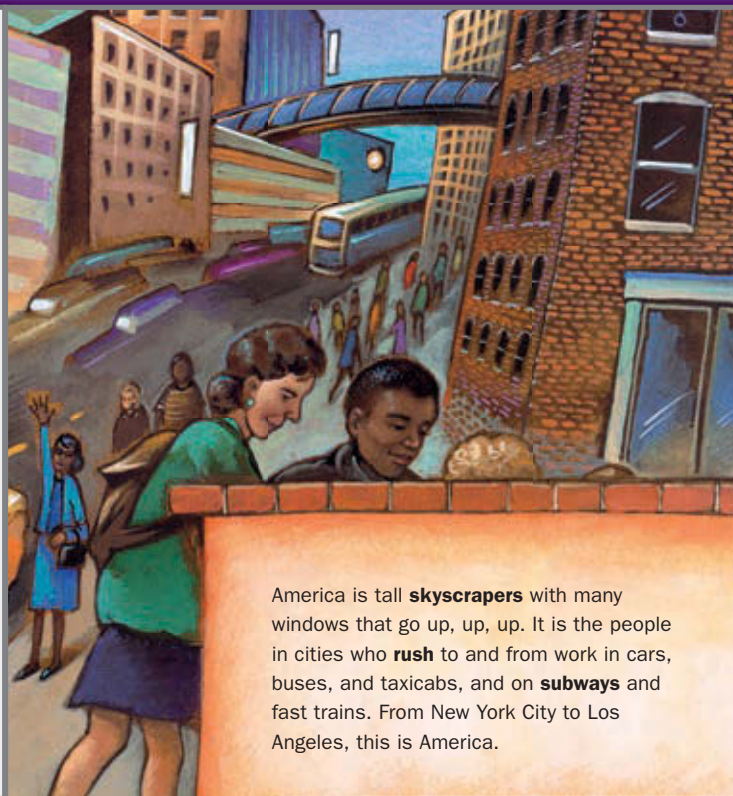
America is old barns and country roads. It is fields of corn and wheat. It is the farmers who work **sunup to sundown**.

America is teachers and their students in schools in every state. It is **miners and factory workers**. It is **artists and musicians**. It is bakers and bankers. It is millions of people who work many different jobs every day. **4**



In Other Words
sunup to sundown all day
miners and factory workers people who work with their hands
artists and musicians people who make art and music

516



America is tall **skyscrapers** with many windows that go up, up, up. It is the people in cities who **rush** to and from work in cars, buses, and taxicabs, and on **subways** and fast trains. From New York City to Los Angeles, this is America.

In Other Words
skyscrapers buildings
rush hurry
subways underground trains in the city

► **Before You Move On**

- 1. Main Idea** The topic of this section is America's workers. What is the main idea?
- 2. Make Connections** Name other workers you have seen or read about. How do they make America special?

517

Anthology
pages 516–517

Build Comprehension

FIRST READ

Day 3 Read and Comprehend

- 1 Active Reading** Have children stand up and show how to place their hands over their hearts to recite the Pledge of Allegiance.

SECOND READ

Day 4 Reread and Analyze

- 2 Use Reading Strategies** ✓ *Which reading strategy might help you understand this part of the selection?* (Possible response: making connections; the author says that **states** in America are both big and small. I live in a big **state** and my grandmother lives in a small one.)
- 3 Analyze Author's Purpose** ✓ *What is the author's purpose for writing? How can you tell?* (Possible response: to inform; the text includes facts about the United States and a map.)
- 4 Use Reading Strategies: Determine Importance** ✓ *How can you decide which details explain the main idea on page 516?* (Possible response: The topic is workers in America. An important detail about this topic is people can be many things, from farmers to artists to bakers. I can tell the main idea is that people in America work many different jobs.)

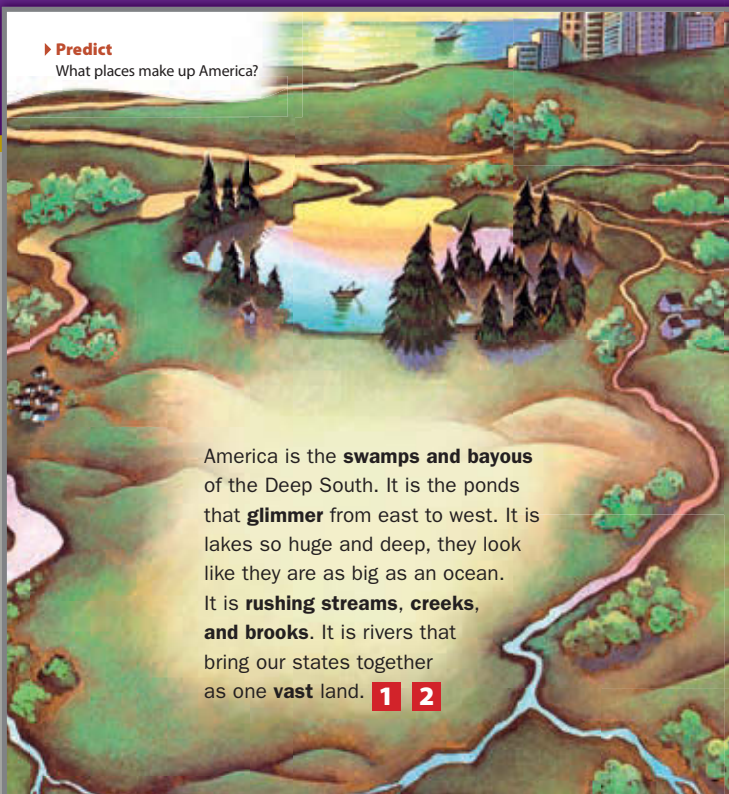
Answers Before You Move On (PAGE 515)

- 1. Use Text Features** Possible response: The stars on America's flag stand for the 50 **states**. The stripes stand for the first 13 **states**. People place their hands over their hearts when they say the Pledge of Allegiance in America.
- 2. Details** Possible response: The pictures show some **symbols** for America: the Statue of Liberty and the American flag. The text talks about the Pledge of Allegiance.

Answers Before You Move On (PAGE 517)

- 1. Main Idea** Possible response: The main idea is that there are "millions of people who work many different jobs every day."
- 2. Make Connections** Responses will vary but should connect to other texts and/or children's personal experiences. Possible response: I have also seen store owners who sell clothes and food. They make America special by providing people with the things they need to live.

Predict
What places make up America?



America is the **swamps and bayous** of the Deep South. It is the ponds that **glimmer** from east to west. It is lakes so huge and deep, they look like they are as big as an ocean. It is **rushing streams, creeks, and brooks**. It is rivers that bring our states together as one **vast** land. **1 2**

In Other Words
swamps and bayous wet land
glimmer shine in the sunlight
rushing streams, creeks, and brooks **bodies of water**
vast very large

518

America is the **prairie** and tall grass, and wind, and stars. Listen. This is America. America is the stone walls of New England and the forests of the Northwest. The West and its ranches are a part of this nation, too. This is America. **3 4**



In Other Words
prairie flat, grassy land

519

Anthology
pages 518–519

Fluency ✓

Phrasing Explain the concept: *Fluent readers read with correct phrasing. They pay attention to punctuation and pause briefly after commas and longer after end punctuation such as periods, question marks, and exclamation points.*

Model how to read the text on page 519 with correct phrasing, emphasizing the difference in the amount of time you pause after a comma and after a period. Then have children read the text aloud several times, mimicking the phrasing you modeled.

Build Comprehension

FIRST READ

Day 3 Read and Comprehend

- 1 Active Reading** Have children point to the illustrated landforms or bodies of water as you read about them in the text.
- 2 Relate to Personal Experience** *What are some **landforms** and **bodies of water** that you have seen in your community or in other areas of America?* (Possible response: We have prairies and streams in my community. I visited a big waterfall and a lake last summer during vacation.)

SECOND READ

Day 4 Reread and Analyze

- 3 Use Reading Strategies: Visualize** ✓ *What do you visualize when you read this page? How does this help you understand the text?* (Possible response: I see tall grass and the starry sky and hear the wind rustling the grass. This helps me understand what a prairie is like.)
- 4 Analyze Author's Purpose** ✓ *What does the author write that informs?* (Possible response: She writes facts about **landforms** and **bodies of water**.) *What does the author write that entertains?* (Possible response: She uses descriptive language, such as *glimmer*, *rushing*, and *vast*, that appeals to our senses. She writes "Listen," which helps us focus on sounds.)

5



6 America is **rugged** mountains with **caps of snow** and deserts that are hot and dry. It is Niagara Falls, the Grand Canyon, and sandy beaches. There is so much to see in every state.

In Other Words
rugged rough-looking
caps of snow tops that are covered with snow

7 America is roads that take us east, west, north, and south. It is old towns with old names and new towns, too. They tell **our history** then and now. It is a nation where states meet. It is a place where we are all one.

5



► **Before You Move On**
 1. **Confirm Prediction** Was your prediction correct? Why or why not?
 2. **Author's Purpose** Reread pages 518–521. What does the author want you to know? Find the text that supports your answer.

Build Comprehension

FIRST READ

Day 3 Read and Comprehend

5 **Use Visuals** Which **landforms** are illustrated on page 520? (mountains; desert) Have children point to an example of a city and the countryside in the picture on page 521.

SECOND READ

Day 4 Reread and Analyze

6 **Use Reading Strategies: Visualize** ✓ *How can you use the Visualize reading strategy to understand how it looks and feels to be in the mountains and deserts?* (Possible response: I can make a picture in my mind of rugged mountains with their tops covered in white snow. I also see the brown, sandy desert with a cactus and few plants. I feel the cold, fresh-smelling air of the mountains and the hot, dry air of the desert.)

See **Differentiate**

7 **Use Reading Strategies: Synthesize** ✓ *What conclusion can you draw from the statement that roads, old towns, and new towns tell America's history?* (Possible response: The author means that all things Americans have built in the past and present tell the story of America.)

Differentiate

BL Below Level

ISSUE Children cannot translate words into images to visualize a scene.

STRATEGY Have children read one sentence at a time while writing down words or phrases from the text that might help them create mental images. After reading, have children use their words to create sentences about their mental images.

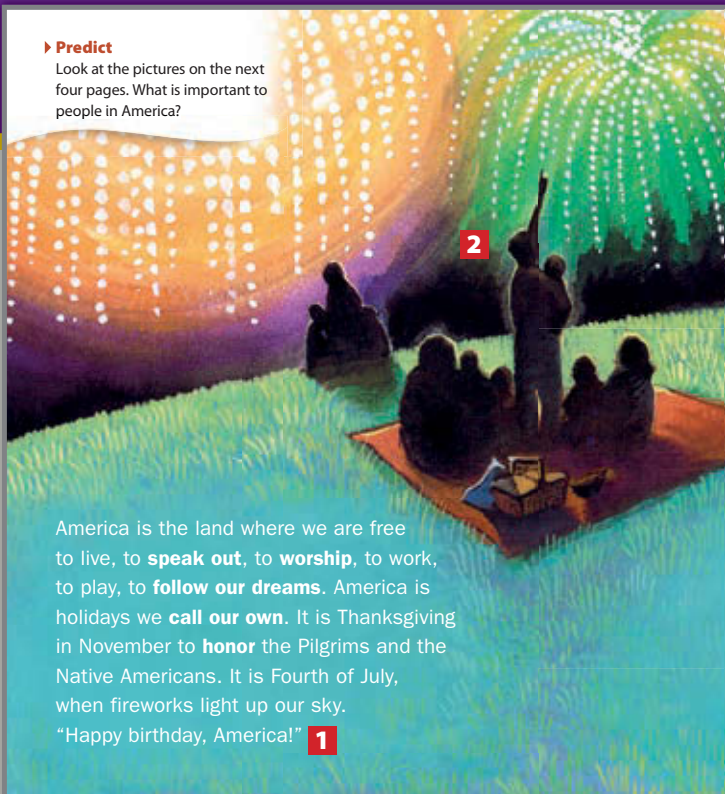
Answers Before You Move On

1. **Confirm Prediction** Possible response: Responses will vary, but children should tell what they learned on pages 518–521 about places in America.

2. **Author's Purpose** ✓ Possible response: The author wants me to know that America has many different **landforms**. The text tells me about places such as swamps, bayous, rivers, prairies, forests, and mountains.

Predict

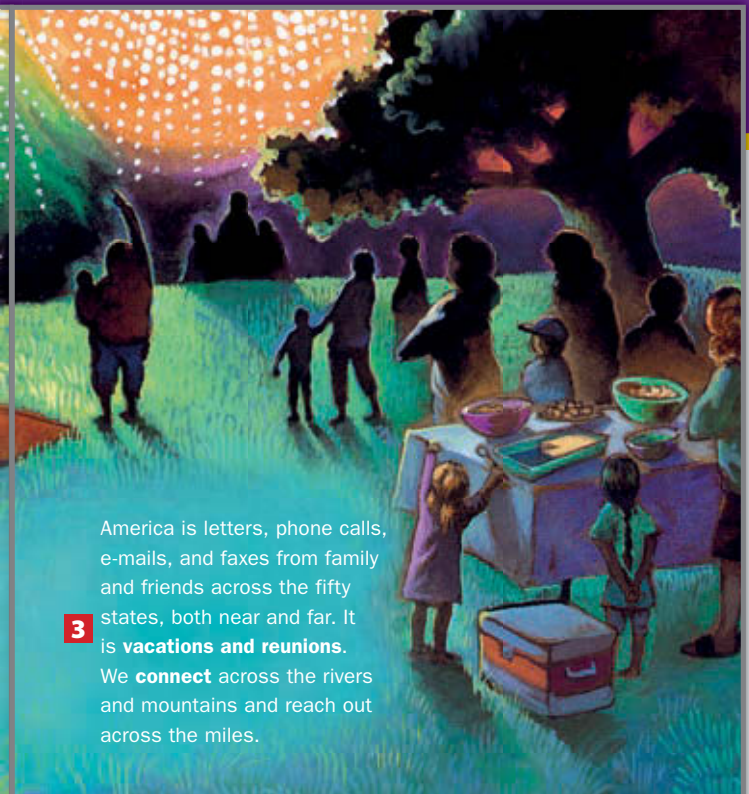
Look at the pictures on the next four pages. What is important to people in America?



America is the land where we are free to live, to **speak out**, to **worship**, to work, to play, to **follow our dreams**. America is holidays we **call our own**. It is Thanksgiving in November to **honor** the Pilgrims and the Native Americans. It is Fourth of July, when fireworks light up our sky. "Happy birthday, America!" **1**

In Other Words

speak out say what we want
worship believe
follow our dreams do what we want
call our own have and celebrate as Americans
honor remember



America is letters, phone calls, e-mails, and faxes from family and friends across the fifty states, both near and far. It is **vacations and reunions**. We **connect** across the rivers and mountains and reach out across the miles.

In Other Words

vacations and reunions good times we spend with others
connect stay together

Anthology
pages 522–523

Differentiate

BL **Below Level**

ISSUE Children have trouble comparing a group of things to infer how they are alike.

STRATEGY Have children describe how people use each of the items in the list. Then ask: *What do all of these things have in common?*

Answers Before You Move On

- 1. Summarize** Possible response: America's people and places make it special.
- 2. Generalize** Possible response: Being part of a team requires people to do things such as cooperate with and trust each other and share common goals. Being a part of America requires the same sorts of things.

Build Comprehension

FIRST READ

Day 3 Read and Comprehend

- 1 Active Reading** As you read the list on page 522 with feeling and expression, have children join in chorally to read the bold action words and particularly the phrase "Happy Birthday, America!"
- 2 Use Visuals** *What occasion is illustrated on these pages?* (Fourth of July) *What are people in the picture doing to celebrate?* (watching fireworks; picnicking) *What else have you seen people do to celebrate this holiday?* (Possible response: attend parades or concerts)

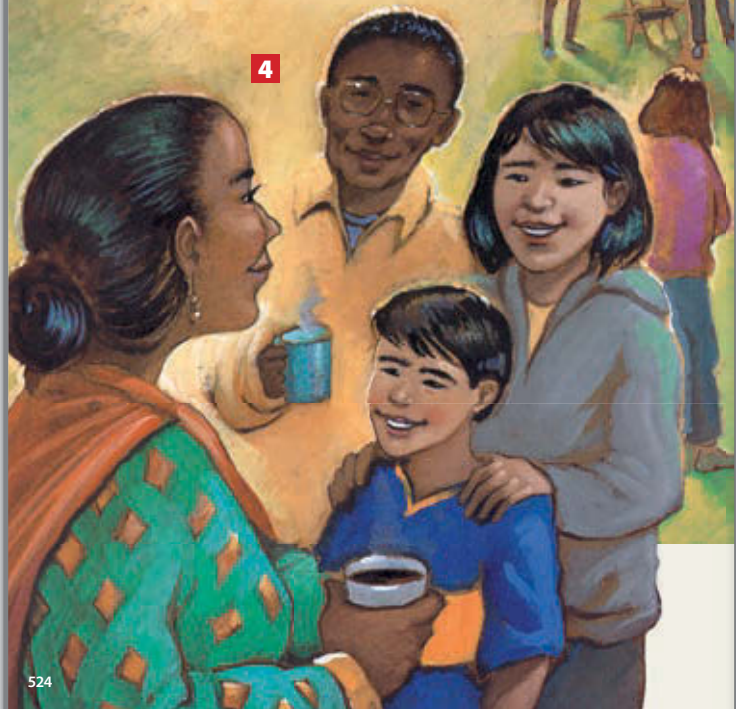
SECOND READ

Day 4 Reread and Analyze

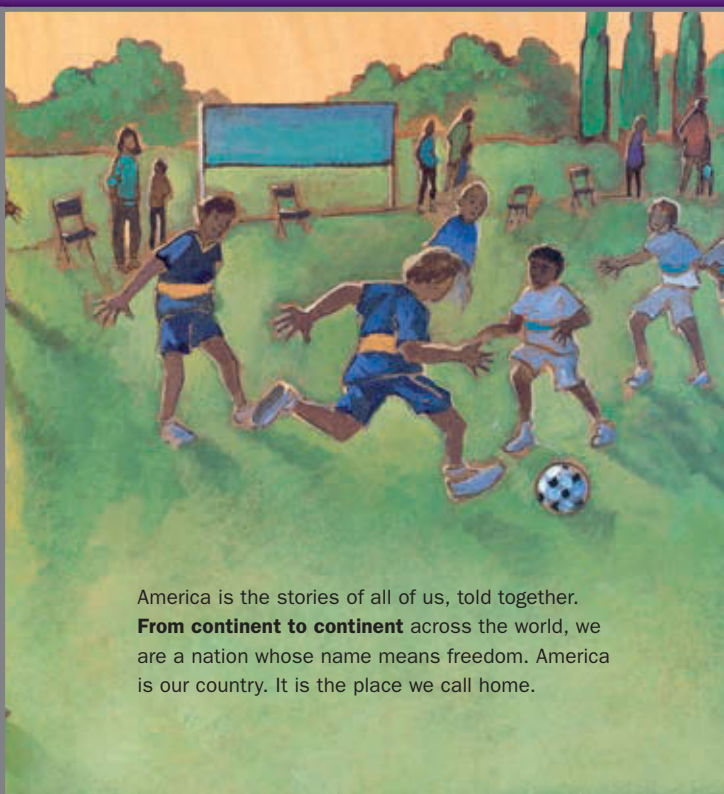
- 3 Make Inferences** *What does the author mean by "America is letters, phone calls, e-mails, and faxes from family and friends"?* (Possible response: People like to communicate, especially if they are far away from each other.)
See **Differentiate**
- 4 Analyze Illustrations** *What does this picture illustrate about America?* (Possible response: People of different genders and races all live in America, celebrate Independence Day, and play sports.)

America is home to its very first people. And America is those of us who came later. It is many kinds of people from many countries of the world. We are one family and one team. We are Americans.

4



524



America is the stories of all of us, told together. **From continent to continent** across the world, we are a nation whose name means freedom. America is our country. It is the place we call home.

In Other Words

From continent to continent We come from different countries

► **Before You Move On**

1. **Summarize** Think about this selection. Explain what makes America special.
2. **Generalize** Have you ever been a part of a team? Tell a partner what it means to be a part of something like America.

525

Anthology
pages 524–525

Writing

4 Write a Response

Remind children that they have just read many examples of what America is. Review with children some of the ways the author expressed her vision of what America is, such as listing and describing symbols, people, landforms, bodies of water, and special occasions.

Then ask children to express their ideas of what America is by completing the sentence frame: America is _____. Remind them to write with **Key Words** and use specific examples and vivid descriptive language to help their readers understand and visualize their idea of America. Add children's writing to their Weekly Folders.

Key Words

body of water · freedom · immigrant
landform · monument · remember
seek · state · symbol · united

Daily Language Arts

Daily Grammar ✓

Point out the phrase *to the Pacific Ocean and beyond* on page 513. Then use the Daily Grammar lesson on page T5031 to teach about prepositional phrases that show direction.

WRAP-UP

Ask: *What did you learn about America from your readings today?* Have children cite examples from selections they have read and their own experiences to answer the question.

OBJECTIVES

Thematic Connection: The United States

Segment Syllables

- Read and Spell Words with Final Syllables
-ent, -ant
- Read and Spell High Frequency Words
- Read Decodable Texts Fluently and with Comprehension

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Write-On/Wipe-Off Boards

Words with -ent, -ant: Practice Master PM8.32

Read On Your Own Book 31

Phonics Picture Card 173

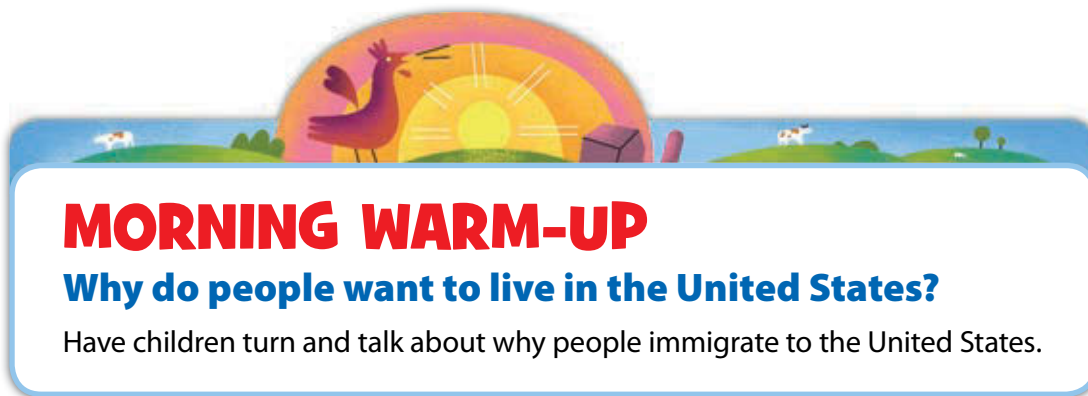
TECHNOLOGY ONLY

Letter Cards

Comprehension Coach

MATERIALS

Wordo grids • small chips or coins



MORNING WARM-UP

Why do people want to live in the United States?

Have children turn and talk about why people immigrate to the United States.

Phonological Awareness

1 Segment Syllables

Use **Phonological Awareness Routine 9**.

- **Say a word:** *immigrant*.
- **Clap the syllables:** *im-mi-grant*. Clap the syllables with me: im-mi-grant.
- **Say the syllables:** *im, mi, grant*.

For **Phonological Awareness Routine 9**, see page BP31.

Have children repeat the routine with *president*, *recent*, *important*, and *parents*.

Check & Reteach

OBJECTIVE: Segment Syllables

Ask: *How many syllables are in accident?* (three) *What are they?* (ac-ci-dent)

If children cannot answer, use the sound box on a **Write-On/Wipe-Off Board**. Divide the sound box into three sections and write the syllables: *ac-ci-dent*. Point to each box and have children say the syllables. Repeat with *moment* and *vacant*.

Phonics

2 Read Words with Final Syllables -ent, -ant

REVIEW Display and read *servant*, *constant*, *distant*, *talent*, *student*, *recent*. Remind children that the last syllables in some words have the spellings -ent or -ant at the end and that -ent and -ant are pronounced /ə/ /n/ /t/, as in *parent* and *infant*. Then have children blend the words.

Remind children that some words have more than two syllables. Say *different* and have children repeat the word as they clap and count the syllables.

Display *different*; divide it. Model: *When I see a long word, I look for places to break it into parts. I see i-f-f-e, two consonants between two vowels, so I'll break it between the f's. I know e-r usually stays together, so I'll break it after e-r and make e-n-t the last syllable. Now I'll read and blend the parts: dif-fer-ent, different.* Repeat for *excellent*, *important*, *detergent*, and *defendant*. Assign **Practice Master PM8.32**.

Name _____ Date _____

Phonics

Final Syllables -ent, -ant



Write the words to complete each sentence.

1. president important

I am important because I am the leader of a country.

I am a president.

2. innocent infant

I am small and innocent, and I need a lot of care.

I am an infant.

3. absent student

On most days I am in school, but sometimes I am

absent. I am a student.

4. parent constant

I have children who need constant attention.

I am a parent.

5. elephant different

I am an animal that is different because I have a

trunk. I am an elephant.

6. vacant occupant

This house is not vacant because I live in it.

I am the occupant.

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For use with TE p. T525a

PM8.32

Unit 8 | Our United States

NGReach.com Practice Master PM8.32

COMMON CORE STANDARDS

Reading

Decode Words with Final Syllables
-ent, -ant CC.2.Rfou.3

Decode Multisyllabic Words CC.2.Rfou.3

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

Read with Fluency CC.2.Rfou.4

Language and Vocabulary

Spell Words with Final Syllables
-ent, -ant CC.2.L.2.d

3 Spell Words with Final Syllables *-ent, -ant* ✓

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

- **Say the sentence:** *This present is for the infant.*
- **Repeat the sentence:** *This present is for the infant.* Say the sentence slowly and have children write it.
- **Write the sentence.** Have children check and correct their spelling. Then repeat with this sentence: *Give it to him this instant.*

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

High Frequency Words

4 Read and Spell Key Words ✓

Have children chant and spell each High Frequency Word three times as you point to it: *ate, bed, big, came, floor, home, left, life, new, sure*. Listen for correct pronunciation and spelling and provide feedback for the group.

Play **Wordo**.

- Create and distribute Wordo grids and game chips to all children.
- Have children write the target words in random order on the Wordo grid. They will have to repeat two words to fill the grids. Shuffle the **High Frequency Word Cards**.
- As you call out each word, chant the spelling together and have children mark their boards.
- The first child to mark a 4-word row horizontally, vertically, or diagonally says "Wordo!" and play begins again.

For **Wordo Game**, see page BP39.

REVIEW Play **Wordo** to check children's retention of previously taught High Frequency Words: *ride, close, sleep, cry, show, green, plant, hurt, jump, please, will, soon, black, brown, group, high, leave, study, open, point*.

Check & Reteach

OBJECTIVES: Read and Spell Words with Final Syllables *-ent, -ant* ✓
Read and Spell High Frequency Words ✓

Use **Dictation Routine 2**. Dictate: *That new girl came here with a different talent.*

If children misspell words, help them correct their work and have them copy the words correctly three times. Repeat with: *A recent big rain left constant puddles on the floor of his home.*



Daily Language Arts

Daily Spelling & Word Work ✓

Practice options on page T503j



Read On Your Own Book 31



Ellis Island is in **New** York Harbor. It was an immigration station from 1892 to 1954. More than 12,000,000 **immigrants** **came** to the United States through Ellis Island. **Immigrants** **came** from many **distant** countries. They **left** their **homes** and boarded crowded ships to get here. They hoped for a **new** and better **life**.

1



Annie Moore was the first **immigrant** to pass through this immigration station. She **came** from Ireland. Annie was just 15. She and her two younger brothers **came** to join their **parents**. Today you can see this statue of Annie at Ellis Island.

19



Immigrants **came** from different backgrounds. Many were workers, farmers, or servants—like the two **peasants** from Poland in the photo. Look at those large bundles! A few were musicians and artists with a lot of **talent**. Which one is the musician?

20



Look at this Greek family. Can you see the **big** suitcase? Which **parent** is carrying the **infant**? You can tell the photo is old. How? Look at the **garments**. The clothing styles are quite **different** from today's styles.

2

Legend

words with **-ent**, **-ant**

high frequency words

* story words

Read On Your Own Book 31
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 31 | Teacher's Edition |
|---|---|--|
| words with prefixes -im , -in | immigration (pages 18, 19, 23, 24, 26, 28) important (page 23) infant (page 21) inspectors (page 22) | -im (page T473b) -in (page T473b) |
| words with prefix dis- | distant (page 18) | dis- (page T473b) |
| words with final syllable consonant + le | bundles (page 20) | C + le (page T495l) |
| words with initial schwa | arrival(s) (pages 22, 23) about (pages 24, 28) | initial ə (page T464b) |

SN Special Needs

ISSUE Children misread words with **-ent** and **-ant** while reading the text.

STRATEGY Show children **Phonics Picture Card 173** and remind them that **-ant** and **-ent** stand for the /ə/ /n/ /t/ sounds heard in the last syllable of *elephant*. Then have children blend these words: *immigrants*, *parents*, *distant*, *peasant*, *talent*, *infant*, *garment*, *different*, *recent*, *important*.

Decodable Reading

5 Read "Immigrants Stopped Here" ✓ Read On Your Own Book 31

pages 18–28

Use the photos to pre-teach story words *island* and *boarded* (page 18) and *poems* (page 27). Then use **Decoding Routine 4** to conduct two readings of "Immigrants Stopped Here." First, conduct a whisper read to monitor decoding. Then conduct a choral read to monitor progress.

FIRST READ

Day 4 Decode and Self-Correct

Have children whisper read. Monitor and listen for miscues. Prompt self-correction. If children cannot self-correct, provide corrective feedback. See **Differentiate**

SECOND READ

Day 4 Reread and Comprehend

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

- 1 Identify Details** *Why is Ellis Island important?* (Ellis Island is important because millions of immigrants entered the United States there.)
- 2 Make Inferences** *Why did the families bring infants to Ellis Island?* (The infants were part of the family. They would not leave them behind.)
- 3 Interpret a Chart** *Did only about one million immigrants land on Ellis Island or Angel Island?* (Angel Island)
- 4 Make Connections** *Did you or someone in your family come from another country? Where?* (Responses will vary.)

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



Student eEdition



Comprehension Coach



Each recent arrival got a health exam. Immigrants stood on the floor in the Great Hall. Inspectors looked at each arrival's papers, too. Healthy arrivals with papers in order could start their new lives in the United States.



Sick arrivals had to stay on Ellis Island. They were sent to the hospital. It was important for them to get well. Then they could leave the immigration station.



The Angel Island Immigration Station opened in 1910. It stayed open for 30 years. About 1,000,000 immigrants came there. No one is sure of the exact number.

| Two Immigration Stations | | |
|---|----------------------|-----------------|
| | Ellis Island | Angel Island |
| Location | NY, East Coast | CA, West Coast |
| Year Opened | 1892 | 1910 |
| Year Closed | 1954 | 1940 |
| Number of Immigrants Who Passed Through | More than 12,000,000 | About 1,000,000 |

Look at the chart. How was Angel Island different from Ellis Island?



Immigrants at Angel Island got health exams, too. They answered questions. Many immigrants spent weeks at the immigration station. Some people stayed there longer. They ate meals there. They slept in beds like these.



Most of the Angel Island immigrants were Chinese. While they waited and waited to leave, some put poems in Chinese on the walls. The smaller photo shows a copy of a real poem. In it, the writer tells that he feels like a bird in a cage.



Angel Island Immigration Station closed in 1940. Ellis Island closed in 1954. Both were turned into state parks. They were set up to help visitors learn about the immigrants, who passed through these places.

Practice Phonics

Final Syllables with -ent, -ant

Read these words.

distant recent garment suitcase slept
infant parent important husband immigrant

Find the words with final -ent or -ant syllables.
Use letters to build them.

d i s t a n t

Talk Together

Do you see the immigrant holding the infant?

Choose words from the box above to ask your partner questions about each picture.



Read On Your Own Book 31
pages 22–29

Practice Phonics

6 Final Syllables -ent, -ant Read On Your Own Book 31 page 29

Distribute **Letter Cards**. Have partners build the words. See **Differentiate**

d i s t a n t

7 Talk Together Read On Your Own Book 31 page 29

Children fill in the sentence frame with words from the box. (Possible responses: Do you see the parent/immigrant/husband holding the infant/suitcase/garment?)

Check & Reteach

OBJECTIVE: Read Decodable Texts Fluently and with Comprehension

Have each child read aloud a page from "Immigrants Stopped Here." 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

AL Above Level

ISSUE Children quickly finish building the words in the box.

STRATEGY Challenge children to think of other words that end in -ent or -ant, and have them use **Letter Cards** to build those words.

EL English Learners

ISSUE Children have trouble knowing whether to use -ent or -ant to build words.

STRATEGY Have children make a two-column chart with -ent as the head of one column and -ant as the head of the other. Have children sort words with those endings and write them in their charts. Have them add to and refer to their charts as necessary.



Anthology

OBJECTIVES

Thematic Connection: The United States

- Analyze Author's Purpose
- Use Reading Strategies

PROGRAM RESOURCES

TECHNOLOGY ONLY

Read with Me MP3 or CD 2, Tracks 22–24

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 *symbol*.

For *Writing Routine 1*, see page BP56.

COMMON CORE STANDARDS

Reading

| | |
|--|---------------|
| Ask and Answer Questions About Key Details | CC.2.Rinf.1 |
| Identify Author's Purpose | CC.2.Rinf.6 |
| Read and Comprehend Informational Text | CC.2.Rinf.10 |
| Read with Fluency | CC.2.Rfou.4 |
| Read Orally with Accuracy and Appropriate Rate | CC.2.Rfou.4.b |

Writing

| | |
|---|----------|
| Participate in Shared Research and Writing Projects | CC.2.W.7 |
| Recall Information | CC.2.W.8 |

Speaking and Listening

| | |
|--------------------------|-----------|
| Ask and Answer Questions | CC.2.SL.3 |
|--------------------------|-----------|

Language and Vocabulary

| | |
|---|----------|
| Demonstrate Command of English Grammar | CC.2.L.1 |
| Use Knowledge of Language and Its Conventions | CC.2.L.3 |
| Determine the Meaning of Words | CC.2.L.4 |
| Use Words and Phrases | CC.2.L.6 |

Vocabulary Practice

1 Share Word Knowledge

Have children use the Portrait Graphics they made on Day 3 (see page T510). Pair children who studied different **Key Words** and have them follow the steps of **Vocabulary Routine 3**.

- Have children talk about how the pictures and sentences on their Portrait Graphics show the meaning of the **Key Words**.
- Have children create sentences using both **Key Words**.
- Have children share their sentences with the class and copy other children's sentences until they have one sentence for each **Key Word**.

For *Vocabulary Routine 3*, see page BP48.

Key Words

body of water · freedom · immigrant
landform · monument · remember
seek · state · symbol · united

Academic Talk

2 Ask Questions

REVIEW Remind children: *Asking questions about a text can help you clarify or better understand information you read. For example, I want to know: How large is America? I will look for the answer to this question as I reread the text.*

Have small groups work together to think of other questions they have about "America Is . . ." Point out that their questions could be about things they did not understand or things they want to know more about. Remind children to look for answers as the class rereads the selection.

Reread and Analyze

3 Build Comprehension

Reread pages 511–513 together. Ask: *What do you visualize after reading these pages?* (Possible responses: I read that America reaches from ocean to ocean. It helps me understand how big America is.) Use the **Reread and Analyze** questions on pages T516–517 to T522–523 to build comprehension and practice using reading strategies, such as visualize.

See **Differentiate**

Check & Reteach

OBJECTIVE: Analyze Author's Purpose

See if children can analyze the author's purpose as they answer the **Reread and Analyze** questions.

If children cannot identify the author's purpose, have them write a list of details they find in the text and pictures and decide whether the details mostly inform or mostly entertain.

Read Literary Nonfiction

Genre

Literary nonfiction gives facts about a topic in a way that sounds a lot like a story or a poem.

Features of Nonfiction

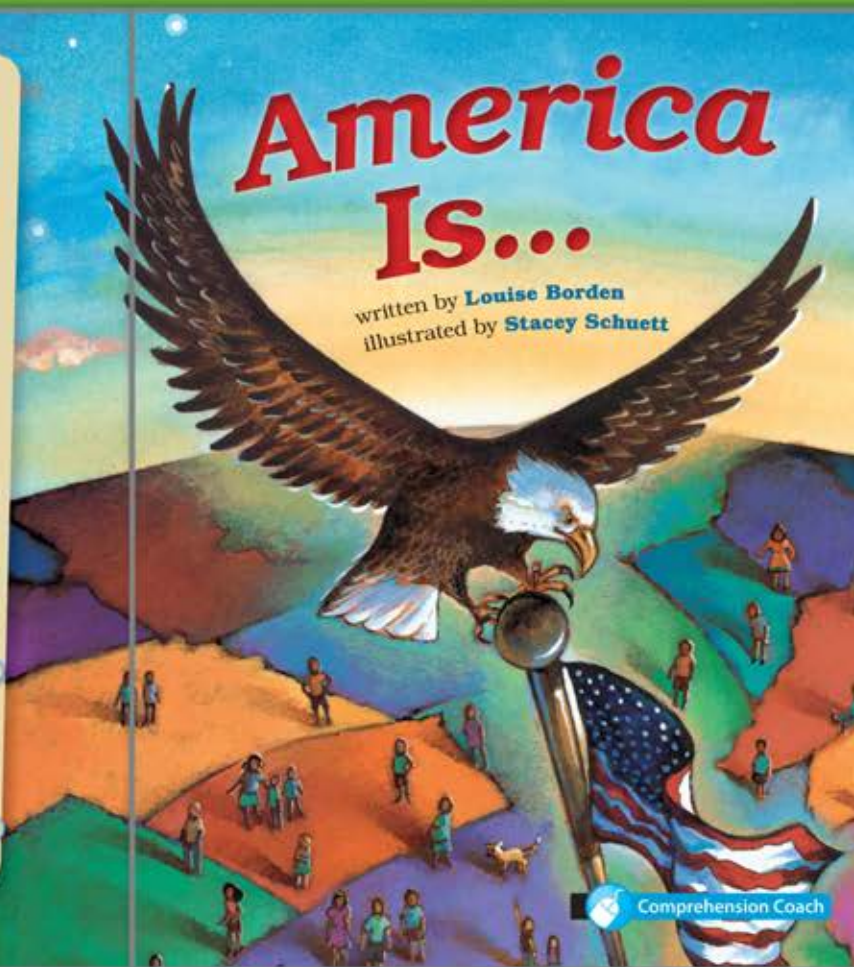
All nonfiction tells about real people, places, and events. It uses facts to explain or describe a topic.

Literary Nonfiction

America is fifty states. It reaches from the Atlantic coast to the Pacific Ocean and beyond.

Textbook Nonfiction

America is a country made up of fifty states. Most of its land is between the Atlantic and the Pacific Oceans.



STUDENT
TECHNOLOGY



Student
eEdition



Read
with Me

NGReach.com

Comprehension Coach

Anthology
pages 510–511

Check & Reteach

OBJECTIVE: Use Reading Strategies ✓

If children are unable to select and use reading strategies as they answer the **Reread and Analyze** questions, use prompts such as the following: *What is your purpose for reading this text? What are some important ideas that you see in the text?*

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 selection using the **Read with Me MP3 or CD 2, Tracks 22–24**.

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.

Writing

4 Write a Conclusion

Have pairs use details from “America Is . . .” to draw a conclusion about how the author feels about America. Provide the following sentence frame: The author feels that America _____. Invite pairs to share their writing with the class.

WRAP-UP Ask children to explain which symbol of America means the most to them. Ask: *How does the symbol help explain how you feel about living in America?*

Daily Language Arts

Daily Grammar ✓

Point out the prepositional phrase *to and from work* on page 517. Have children complete the Grammar and Writing lesson on page T503I and apply it as they write.



Read On Your Own Book 31

OBJECTIVES

Thematic Connection: The United States

- ✓ Read and Spell Words with Final Syllables with Schwa
 - ✓ Read and Spell Words with Final Syllables -ent, -ant
 - ✓ Read and Spell High Frequency Words
- Demonstrate Understanding of Literary Nonfiction
- ✓ Analyze Author's Purpose
 - ✓ Use Reading Strategies

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Author's Purpose Chart: Practice Master PM8.34

Read On Your Own Book 31

TECHNOLOGY ONLY

Online Vocabulary Games

Comprehension Coach

MATERIALS

self-stick notes

MORNING WARM-UP

What makes America a special place to live?

Ask children to remember what they read this week and describe some characteristics of America that make the country special, such as details about its people, history, and places.

Vocabulary Review

1 Apply Word Knowledge ✓

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



VOCABULARY GAME

Introduce **Rivet**. Display the **Key Words**.

Key Words

body of water · freedom · immigrant
landform · monument · remember
seek · state · symbol · united

To play this variation of the game Hangman, choose a **Key Word** and write a blank for each letter. Give a clue about the word. Fill in the blanks one letter at a time, pausing briefly to give children a chance to guess. When someone identifies the word correctly, have that child fill in the remaining blanks.

For **Rivet**, see page BP55.



ONLINE VOCABULARY GAME



NGReach.com Online Vocabulary Games

Power Writing

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

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

COMMON CORE STANDARDS

Reading

Identify Author's Purpose CC.2.Rinf.6
Read and Comprehend CC.2.Rinf.10
Informational Text

Decode Words with Final Syllables CC.2.Rfou.3
with Schwa, -ent, -ant

Decode Multisyllabic Words CC.2.Rfou.3
Read Irregularly Spelled Words CC.2.Rfou.3.f
Read with Fluency CC.2.Rfou.4

Writing

Recall Information CC.2.W.8

Speaking and Listening

Build on Others' Talk CC.2.SL.1.b

Language and Vocabulary

Demonstrate Command of English Grammar CC.2.L.1

Spell Words with Final Syllables with Schwa, -ent, -ant CC.2.L.2.d

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

Review Phonics and High Frequency Words

Help Isabel Pack

Help Isabel find the things she needs to pack. Look at the picture with a partner. Take turns reading the items and pointing to answers. Find these things:

1. a new garment with a silver button
2. a towel left on the bed of her home
3. a big wrapped present on the floor
4. a picture of Isabel's parents with an infant
5. a dinner platter (She has to wash it, it still has some of the food she ate for supper!)

STUDENT TECHNOLOGY

Vocabulary Games

Resources

NGReach.com

Legend

words with final schwa and -ent, -ant

High Frequency Words

Read On Your Own Book 31
pages 30–31

Phonics Review

2 Play Help Isabel Pack ✓ Read On Your Own Book 31 pages 30–31

Read aloud the directions on page 30 of **Read On Your Own Book 31**. Have partners play the game on pages 30–31. After all partners are finished playing, gather the class together and discuss which items Isabel should pack. Then have children find and read:

- eight words with schwa + *r*, *n*, or *l*. (partner, answers, silver, button, towel, dinner, platter, supper)
- four words with -ent, -ant. (garment, present, parents, infant)
- High Frequency Words *ate*, *bed*, *big*, *floor*, *home*, *left*, and *new*.

Check & Reteach

OBJECTIVES: Read and Spell Words with Final Syllables with Schwa ✓
 Read and Spell Words with Final Syllables -ent, -ant ✓
 Read and Spell High Frequency Words ✓

Name the word *platter*. 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 *partner*, *answers*, *silver*, *button*, *towel*, *dinner*, *supper*, *garment*, *present*, *parents*, and *infant*. Continue for High Frequency Words *ate*, *bed*, *big*, *floor*, *home*, *left*, and *new*.



Daily Language Arts

Spelling & Word Work ✓
 Spelling Test on page T503i



Answers Talk About It

- Analyze Genre** Possible response: It is nonfiction because it gives facts and information about a topic.
- Express Intentions** Possible response: I want to visit Mount Rushmore because that **monument** shows four great American presidents carved in stone.
- Generalize** Possible response: I think it is important to learn more about the United States' **symbols** because they help us think of important times in our nation's history.

Name _____ Date _____

Author's Purpose Chart

America Is . . .

Make an author's purpose chart. Figure out the author's purpose for writing "America Is . . ." Responses will vary. Possible responses are shown.

| | |
|--|---|
| Clues from the Title: "America Is . . ." The selection is about America. | Clues from the Kind of Writing: Literary nonfiction presents facts and ideas in an interesting way. |
| Author's Purpose to inform | |
| Clues from the Details: Americans have freedom. America is made up of many people from many different places. | Clues from the Main Idea: America is its people, ideas, places, and history. |

Work with a partner. Compare the author's purposes that you found.

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Academic Talk

- Talk About It** **Anthology** page 526
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 526
Read aloud the directions. Remind children to use vivid sensory language that will help the readers of their poem visualize America. Model: *I will write about the sights, sounds, smells, and feelings that make America special to me.*
America looks beautiful.
It feels like home.
It sounds like songs about heroes.
It smells like apple pie.

Monitor children. Have pairs display and read aloud their poems to the class.

Check & Reteach

OBJECTIVES: Demonstrate Understanding of Literary Nonfiction
Use Reading Strategies

Monitor discussions and review writing to see that children use visual details. 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

- Author's Purpose** **Anthology** page 527
REVIEW Read aloud the directions. Guide children through the example on the chart, pointing out which kind of clues should be used to fill in each box.

Distribute **Practice Master PM8.34** and read aloud the directions. Review the clues provided in the top boxes. Ask: *What are some important details from "America Is . . .?"* (Possible responses: Americans have **freedom**. People from many places come to live in America.) Have children record this information on the chart and then work together to identify the main idea and author's purpose.

Check & Reteach

OBJECTIVE: Analyze Author's Purpose

Monitor children as they analyze the author's reason for writing "America Is . . ." Provide sentence frames: The title is _____. Its genre is _____. Its main idea is _____. I learned _____ about the main idea. I think the author's purpose is _____.



Daily Language Arts

Daily Grammar

Point out the prepositional phrase *to you* in the **Write About It** directions. Have pairs identify other prepositional phrases on page 526, such as *about the symbols*. Then use **Review and Assess** on page T503I.

Talk About It

- How do you know this selection is **nonfiction**?
It is nonfiction because _____.
- Think of a **monument** that you want to visit. **Give a reason why** you want to visit this place.
I want to visit _____ because _____.
- Why do you think it is important to learn more about the **symbols** of the **United** States? Explain your answer.
I think it is important to learn more about United States symbols because _____.

Learn test-taking strategies.
NGReach.com

Write About It

Write a brief poem that tells what America means to you. Tell how America looks, sounds, feels, smells, and tastes. Use **Key Words** in your poem.

America looks _____.
It feels _____.
It sounds _____.
It smells _____.

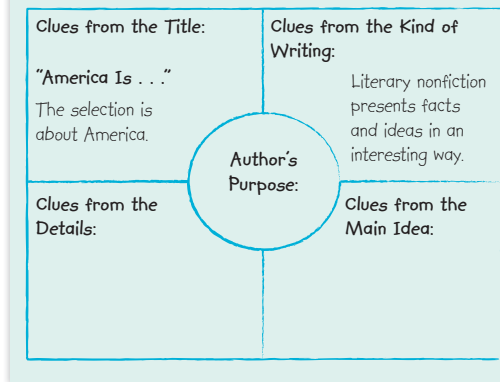


526

Author's Purpose

Think about the author's reasons for writing "America Is . . ."

Author's Purpose Chart



Now work with a partner and use your author's purpose chart to figure out the author's reason for writing "America Is . . ."

The author tells me _____.
The author wrote this selection to _____.
The author's purpose is _____.

Fluency

Use the Comprehension Coach to practice reading with correct phrasing. Rate your reading.

527

STUDENT TECHNOLOGY



Student eEdition



Resources



Comprehension Coach



Online Assessment

NGReach.com

Anthology
pages 526–527

6 Fluency

Anthology page 527

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: What does America mean to you? Circulate and prompt discussion as needed:

- What do the different **symbols** of the United States tell you about the country? How do they make you feel?
- Which **symbols** do you think best describe the United States?
- What are some **landforms**, **bodies of water**, **monuments**, or other places in the United States that have special meaning for you?



NGReach.com Comprehension Coach

Week 3 Assessment & Reteaching

= TESTED SKILL

Assess

OBJECTIVES

Foundational Skills

Phonics

- Decode Words with Final Syllables with Schwa
- Decode Multisyllabic Words
- Decode Words with Final Syllables -ent, -ant

High Frequency Words

- Read High Frequency Words

Spelling

- Spell Words with Final Syllables with Schwa
- Spell Words with Final Syllables -ent, -ant
- Spell High Frequency Words

Fluency

- Phrasing
- Accuracy and Rate

Reading

- Analyze Author's Purpose
- Choose Reading Strategies

Vocabulary

- Use Social Studies Vocabulary
- Use Academic Vocabulary

Grammar and Writing

- Prepositional Phrases
- Write a Description

ASSESSMENTS

Foundational Skills Test Unit 8, Week 3

Decoding TET
Read Syllable with Schwa
Read Syllable -ent, -ant

High Frequency Words #1

big life
home came
new sure
bed left
floor ate

AB.20

Foundational Skills Unit 8, Week 3

1. nickel
 meter
 insect

2. radio
 resistor
 infrared

3. sturt
 studies
 student

4. paper
 popular
 popcorn

5. disorgan
 disorgan
 determine

AB.21

Spelling Words

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

Words with Schwa

- flavor What is your favorite **flavor** of ice cream?
- nickel When Grandpa was little, a coin cost only a **nickel**.

Words with -ent, -ant

- silent Grandpa grows **silent** when he thinks about the past.
- pleasant He had a very **pleasant** childhood in a small town.

High Frequency Words

- ate Last night we **ate** corn on the cob.
- bed I **stayed** up late before going to **bed**.
- big The moon looked very **big** and bright in my window.
- came The moonlight **came** into my bedroom.
- floor The light made a silver path on the **floor**.
- home I feel safe when I'm at **home** in my bed.
- left Because it was warm, I **left** my window open.
- life I could hear the sounds of **life** outside at night.
- new Every night I hear a **new** sound outside my window.
- sure I'm **sure** other people like to listen to night sounds.

More Words

Use these words and sentences for additional Pretest and Test items.

- kitchen I have good memories of my grandparents' **kitchen**.
- signal The smell of baked apples is a **signal** to those memories.
- cellar They stored apples in barrels in their **cellar**.
- talent Grandpa had a real **talent** for making pies.
- recent At a **recent** county fair, he won a blue ribbon.
- instant I would eat one of his pies in an **instant**.

Oral Reading Assessment Unit 8

Every spring in Washington, D.C., endless rows of cherry trees bloom. The pink flowers are cherry blossoms. Sweetness fills the air. It is impossible not to smell them.

A festival in spring celebrates the cherry blossoms. Visitors come from all over. Kids from preschool to college admire the trees. Dancers, singers, and actors put on shows.

The trees were not always there. I went to the festival last year. There I discovered the real story of how they arrived.

In 1908, William Taft became president of the United States. Years before, he and his wife, Helen, visited the country of Japan. Helen was deeply impressed by Japan's cherry trees. When Helen became First Lady, Japan gave the U.S. thousands of cherry trees. It was a gift of kindness.

A springtime visit to Washington would be incomplete without a stop at the festival. It would be a mistake to miss it.

AB.1

Oral Reading Assessment Unit 8

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Miscellaneous Observations

AB.2

Oral Reading Assessment Unit 8

| Grade | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---------------|---|---|---|---|---|---|---|---|---|----|----|----|
| Accuracy | | | | | | | | | | | | |
| Rate | | | | | | | | | | | | |
| Fluency | | | | | | | | | | | | |
| Comprehension | | | | | | | | | | | | |

AB.3

Reading Comprehension Test Unit 8, Week 3

John Muir

John Muir moved to the United States from Scotland in 1849. When John arrived in the United States, he worked with wood. At his job one day, John hurt his eyes. He had to stop and rest for many months.

When John got better, he decided to change his life. The wide world under the big open sky called to him. He traveled and walked across many parts of the United States and came to love the wild places he visited. In California, there were soaring mountains and green valleys. John wrote about what he saw. His words painted wonderful pictures of mountains, trees, and plants. Readers learned about their beauty from John.

The natural beauty of the United States was important to John. He spent the rest of his life working to keep wild places safe. Many of these places are now parks. The parks have thousands of visitors a year. John loved this wild country. His life and writings teach us to love it, too.

AB.22

Reading Strategy Assessment Unit 8

Check the reading strategies the student used and ask the questions that follow about how the student used the strategy. Use the circle to help you determine how well the student used the strategy. Circle the appropriate number.

Ask: How often did you use this strategy? How did you use this strategy? How well did you use this strategy?

| Plan and Monitor | Read Strategically | Ask Questions |
|---|--|--|
| 1. I plan to read this passage about... 2. I monitor my understanding as I read... 3. I adjust my reading strategy as I read... 4. I summarize what I have read... | 1. I read this passage about... 2. I read this passage about... 3. I read this passage about... 4. I read this passage about... | 1. I ask myself questions about... 2. I ask myself questions about... 3. I ask myself questions about... 4. I ask myself questions about... |

LRB.5

Reading Strategy Assessment Unit 8

| Reading Strategy | Reading Strategy Rating | Substrate |
|--|--|--|
| 1. I read this passage about... 2. I read this passage about... 3. I read this passage about... 4. I read this passage about... | 1. I read this passage about... 2. I read this passage about... 3. I read this passage about... 4. I read this passage about... | 1. I read this passage about... 2. I read this passage about... 3. I read this passage about... 4. I read this passage about... |

LRB.6

Vocabulary Test Unit 8, Week 3

Directions: Choose the answer that completes the sentence correctly.

1. _____ are people who come from other countries.
 Features
 Habits
 Immigrants
 Adaptations

2. This is a _____ of water.
 food
 coat
 right
 body

3. This is a _____ of landform.
 community
 landform
 partner
 choice

4. This is a _____ of monument.
 character
 pattern
 season

5. Texas is a _____.
 role
 park
 state
 cloud

AB.24

Grammar and Writing Test Unit 8, Week 3

Directions: Choose the answer that completes the sentence correctly.

1. The menu _____ says they serve hamburger here.
 in front of
 on the window
 during the restaurant

2. The old house _____ once belonged to Benjamin Franklin.
 before
 of the roof
 in front of us

3. Let's go _____ to buy some ice cream.
 through
 on the park
 into this shop

4. The sign _____ says that George Washington "died here!"
 above the door
 in the morning
 down

Think of a landmark or monument you read about or have seen. Write a description of the landmark or monument. Tell how it looks, sounds, smells, and feels.

AB.26

Writing Rubric

| Grade | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|--------------|---|---|---|---|---|---|---|---|---|----|----|----|
| Content | | | | | | | | | | | | |
| Organization | | | | | | | | | | | | |
| Style | | | | | | | | | | | | |
| Conventions | | | | | | | | | | | | |

AB.44

Foundational Skills Test
A8.20–A8.21

Spelling Pretest/Spelling Test
See page T503i

Oral Reading Assessment
A8.1–A8.4

Use these passages throughout Unit 8. Work with above-level readers this week.

Reading Comprehension Test
A8.22–A8.23

Reading Strategy Assessment
LR8.5–LR8.6

Vocabulary Test
A8.24–A8.25

Grammar and Writing Test
A8.26

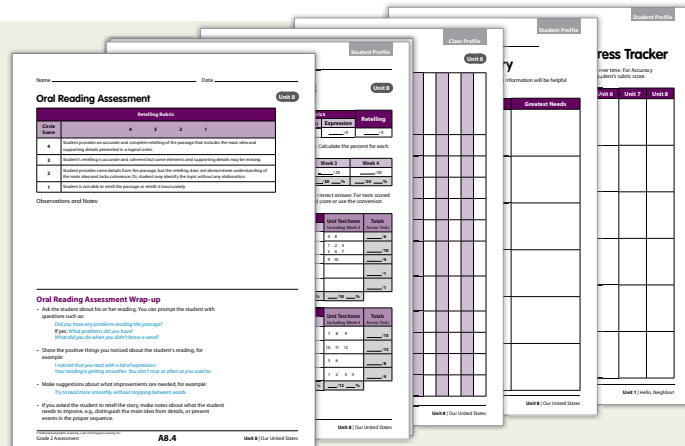
Writing Rubric
A8.44



Reteach and Practice

REPORTS

RESOURCES AND ROUTINES



PRINT & ONLINE Report Forms for Teacher to Complete

- Student Profile: Foundational Skills** A8.4
- Student Profile: Weekly and Unit Tests** A8.40–A8.41
- Class Profile: Weekly and Unit Tests** A8.42
- Student Profile: Strengths and Needs Summary** A8.43
- 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

- Phonics Games** [NGReach.com](https://www.ngreach.com)
- Word Builder** [NGReach.com](https://www.ngreach.com)
- Activities for Daily Practice**, pages BP38–BP39



eAssessment™

ONLINE ONLY Automated Reports

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

Reading

RETEACH

- Author's Purpose: Reteaching Master RT8.7**
- Choose Reading Strategies: Reteaching Master RT8.8**

ADDITIONAL PRACTICE

- Leveled Books**, pages LR4–LR12
- Comprehension Coach** [NGReach.com](https://www.ngreach.com)

Vocabulary, Grammar and Writing

RETEACH

- Prepositional Phrase: Anthology Handbook**, page 588
- Interactive Writing Routine**, page BP58

ADDITIONAL PRACTICE






- More Grammar Practice, Reteaching Master RT8.9**

Week 4 Planner

Online Lesson Planner
NGReach.com



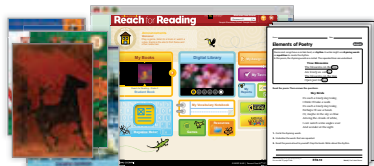
☑ = TESTED

| | | Day 1 | Day 2 |
|--|---|---|--|
| WHOLE GROUP TIME | | Learn Sounds, Letters, and Words | Read and Comprehend |
| Decodable Text | Phonological Awareness 🕒 5 minutes | ☑ Substitute Syllables T527k | ☑ Substitute Syllables T535b |
| | Phonics and Spelling 🕒 20–30 minutes  | Phonics CC.2.Rfou.3 ☑ Words with Different Syllables T527k | Phonics CC.2.Rfou.3; CC.2.Rfou.4 ☑ Words with Different Syllables T535b ☑ Read with Fluency T535d |
| | High Frequency Words 🕒 5–10 minutes | Spelling CC.2.L.2.d ☑ Daily Spelling and Word Work: Pretest T527g ☑ Words with Different Syllables T527m | Spelling CC.2.L.2.d ☑ Words with Different Syllables T527g, T535c |
| WHOLE GROUP TIME | | Listen and Comprehend | Listen and Analyze |
| Anthology & Big Book | Speaking and Listening 🕒 10 minutes | Preview and Predict T528 CC.2.SL.1 | Discuss Meaning T535f CC.2.SL.1; CC.2.L.4 |
| | Language and Vocabulary 🕒 15–25 minutes | Daily Grammar CC.2.L.1; CC.2.L.3 ☑ Use Prepositional Phrases T527i | Daily Grammar CC.2.L.1; CC.2.L.3 ☑ Use Prepositional Phrases T527i |
| | Reading 🕒 20–40 minutes | Vocabulary CC.2.L.4.b ☑ Use Prefixes T528 | Vocabulary CC.2.L.4.b ☑ Use Prefixes T535f |
| | Writing 🕒 15 minutes | Read CC.2.Rlit.10 ☑ Shared Reading: Song Lyrics T528  | Reread CC.2.Rlit.10 ☑ Shared Reading: Song Lyrics T535g Comprehension CC.2.Rlit.4 ☑ Analyze Elements of a Song T535g  |
| | | Power Writing T528 CC.2.W.8 Writing CC.2.W.1 Write About the Song T535a Writing Project: Personal Narrative CC.2.W.1, 5, 6 Study a Model T538 | Power Writing T535f CC.2.W.8 Writing CC.2.W.7 Write to Compare T536 Writing Project: Personal Narrative CC.2.W.1, 5, 6 Prewrite T538 |
| LEVELED READING TIME | | Reading CC.2.Rlit.3; CC.2.Rlit.10; CC.2.Rinf.6; CC.2.Rinf.10 Introduce LR2 Read LR4–LR11 ☑ Choose and Use Reading Strategies ☑ Analyze Character's Feelings ☑ Identify Author's Purpose | Reading CC.2.Rlit.3; CC.2.Rlit.10; CC.2.Rinf.6; CC.2.Rinf.10 Read and Integrate Ideas LR2 ☑ Choose and Use Reading Strategies ☑ Analyze Character's Feelings ☑ Identify Author's Purpose |
| Fiction & Nonfiction 🕒 20 minutes  | | | |
| LEARNING STATION TIME | |  | Speaking and Listening T527e CC.2.SL.5; CC.2.SL.6; CC.2.L.3 Language and Vocabulary T527e CC.2.W.6; CC.2.L.4 Writing T527e CC.2.W.1; CC.2.W.8; CC.2.L.3 Cross-Curricular T527f CC.2.W.7; CC.2.W.8; CC.2.SL.5 Reading and Intervention T527f CC.2.Rfou.3, 4, 4.b; CC.2.L.2.d |

Big Question What languages do people speak in the United States?

| Day 3 | | Day 4 | | Day 5 | |
|---|--|---|--|---|--|
| Learn Sounds, Letters, and Words | | Read and Comprehend | | Review and Apply | |
| <input checked="" type="checkbox"/> Substitute Syllables T536a | | <input checked="" type="checkbox"/> Substitute Syllables T536i | | <input checked="" type="checkbox"/> Review T536o | |
| Phonics CC.2.Rfou.3 <input checked="" type="checkbox"/> Multisyllabic Words T536a | | Phonics CC.2.Rfou.3; CC.2.Rfou.4 <input checked="" type="checkbox"/> Multisyllabic Words T536i <input checked="" type="checkbox"/> Read with Fluency T536k | | Phonics CC.2.Rfou.3 <input checked="" type="checkbox"/> Words with Different Syllables T536o <input checked="" type="checkbox"/> Multisyllabic Words T536o | |
| Spelling CC.2.L.2.d <input checked="" type="checkbox"/> Multisyllabic Words T527g, T536c | | Spelling CC.2.L.2.d <input checked="" type="checkbox"/> Multisyllabic Words T527g, T536j | | Spelling CC.2.L.2.d <input checked="" type="checkbox"/> Words with Different Syllables T536o <input checked="" type="checkbox"/> Multisyllabic Words T536o | |
| <input checked="" type="checkbox"/> Practice High Frequency Words T536d CC.2.Rfou.3.f | | <input checked="" type="checkbox"/> Practice High Frequency Words T536j CC.2.Rfou.3.f | | <input checked="" type="checkbox"/> Review High Frequency Words T537 CC.2.Rfou.3.f | |
| Read and Comprehend | | Reread and Analyze | | Review and Apply | |
| Preview and Predict T536e CC.2.SL.1 | | Make Audio T536n CC.2.SL.5 | | Relate Readings to the Big Questions T537a CC.2.SL.1 | |
| Daily Grammar CC.2.L.1; CC.2.L.3 <input checked="" type="checkbox"/> Use Prepositional Phrases T527j | | Daily Grammar CC.2.L.1; CC.2.L.3 <input checked="" type="checkbox"/> Grammar and Writing T527j | | Daily Grammar CC.2.L.1; CC.2.L.3 <input checked="" type="checkbox"/> Review T527j | |
| Vocabulary CC.2.L.3 <input checked="" type="checkbox"/> Review Social Studies and Academic Vocabulary T536e | | Vocabulary CC.2.L.4.b <input checked="" type="checkbox"/> Use Prefixes T536m | | Vocabulary CC.2.L.6 <input checked="" type="checkbox"/> Apply Word Knowledge T537 | |
| Read CC.2.Rfou.4.b <input checked="" type="checkbox"/> Interactive Read-Aloud: History Article T536e | | Reread CC.2.Rfou.4.b <input checked="" type="checkbox"/> Interactive Read-Aloud: History Article T536m | | Comprehension CC.2.Rlit.4 <input checked="" type="checkbox"/> Compare Songs T537a | |
| Power Writing T536e CC.2.W.8 Writing CC.2.W.1 Write an Opinion T536h | | Power Writing T536m CC.2.W.8 Writing CC.2.W.7 Write a New Verse T536n | | Power Writing T536o CC.2.W.8 Writing CC.2.W.7 Write About What America Needs T537b | |
| Writing Project: Personal Narrative CC.2.W.1, 5, 6 Draft T539 | | Writing Project: Personal Narrative CC.2.W.1, 5, 6 Revise and Edit T540 | | Writing Project: Personal Narrative CC.2.W.1, 5, 6 Publish and Present T541 | |
| Reading CC.2.Rlit.10; CC.2.Rinf.6; CC.2.Rinf.10; CC.2.SL.1 Introduce LR2 Read LR4–LR11 <input checked="" type="checkbox"/> Choose and Use Reading Strategies <input checked="" type="checkbox"/> Analyze Character's Feelings <input checked="" type="checkbox"/> Identify Author's Purpose | | Reading CC.2.Rlit.10; CC.2.Rinf.10; CC.2.SL.1; CC.2.SL.1.a Read and Integrate Ideas LR2 <input checked="" type="checkbox"/> Choose and Use Reading Strategies <input checked="" type="checkbox"/> Analyze Character's Feelings <input checked="" type="checkbox"/> Identify Author's Purpose | | 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

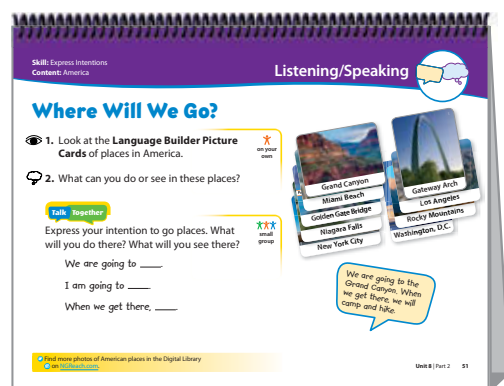


| | | | |
|--|--|--|--|
| Assessment & Reteaching T541a–T541b | | <input checked="" type="checkbox"/> Reading Comprehension Test A8.29–A8.34 CC.2.Rlit.6, 10 | |
| <input checked="" type="checkbox"/> Foundational Skills A8.27–A8.28 CC.2.Rfou.3; CC.2.L.2.d; CC.2.Rfou.3.f | | <input checked="" type="checkbox"/> Reading Strategy Assessment LR8.5–LR8.6 CC.2.Rlit.1 | |
| <input checked="" type="checkbox"/> Spelling Test T527g CC.2.Rfou.3; CC.2.L.2.d | | <input checked="" type="checkbox"/> Vocabulary Test A8.35–A8.37 CC.2.L.4; CC.2.L.6 | |
| <input checked="" type="checkbox"/> Oral Reading Assessment A8.1–A8.4 CC.2.Rfou.4 | | <input checked="" type="checkbox"/> Grammar and Writing Test A8.38–A8.39 CC.2.L.1.e | |
| Reteaching Masters RT8.10–RT8.13 | | | |

Week 4 Learning Stations

Speaking and Listening

Option 1: Where Will We Go?



Where Will We Go?

Skills: Express Intentions
Context: America

1. Look at the Language Builder Picture Cards of places in America.

2. What can you do or see in these places?

Talk Together
Express your intention to go places. What will you do there? What will you see there?

We are going to _____
I am going to _____
When we get there, _____

We are going to the Grand Canyon. When we get there, we will camp and hike.

Unit 8 | Part 2 | 51

PROGRAM RESOURCES

Language and Literacy Teamwork Activities: Card 51

Digital Library: Language Builder Picture Cards C92–C101

Teacher's Guide on [NGReach.com](https://www.ngr.com)

Produce Complete Sentences CC.2.SL.6
Use Knowledge of Language and Its Conventions CC.2.L.3

Option 2: Sing Along



Resources

1. Choose your song.

2. Choose a resource card.

3. Choose a resource card.

[NGReach.com](https://www.ngr.com) Student Resources

MATERIALS

audio recording equipment (optional)

Go to Resources > Unit 8 > Learning Stations > Week 4 > Guthrie Music.

- Let children listen to the music excerpt from Woody Guthrie's "This Land Is Your Land."
- Repeat. Have the class sing along.
- Suggest making an audio recording. Let the class choose whether to sing the lyrics or record them as a poem.

Create Audio Recordings CC.2.SL.5

Language and Vocabulary

Key Words

body of water · freedom · immigrant · landform
monument · purpose · remember · seek · state
symbol · united

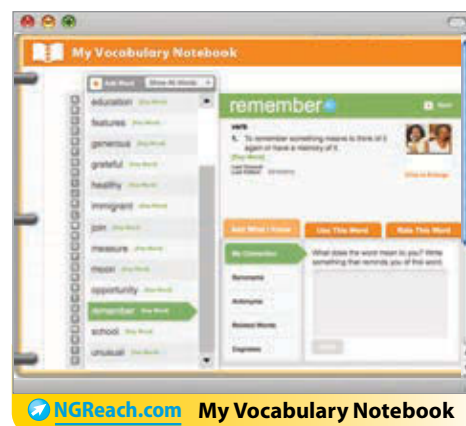
Option 1: Vocabulary Games



[NGReach.com](https://www.ngr.com) Vocabulary Games

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

Option 2: My Vocabulary Notebook



[NGReach.com](https://www.ngr.com) My Vocabulary Notebook

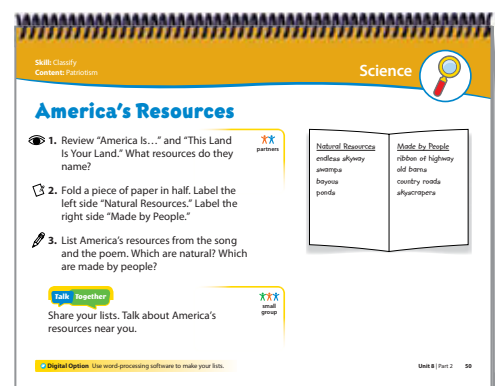
Have children expand word knowledge by

- looking up words
- adding images and synonyms
- writing sentences that include both a **Key Word** and a prepositional phrase that adds details.

Use Technology in Writing CC.2.W.6
Determine the Meaning of Words CC.2.L.4

Writing

Option 1: America's Resources



America's Resources

Skills: Classify
Context: Persuasion

1. Review "America Is..." and "This Land Is Your Land." What resources do they name?

2. Fold a piece of paper in half. Label the left side "Natural Resources." Label the right side "Made by People."

3. List America's resources from the song and the poem. Which are natural? Which are made by people?

Talk Together
Share your lists. Talk about America's resources near you.

Natural Resources
endless highway
swamps
bays
ponds

Made by People
ribbon of highway
old farms
country roads
aircraft

Digital Option Use word processing software to make your lists.

Unit 8 | Part 2 | 50

PROGRAM RESOURCES

Cross-Curricular Teamwork Activities: Card 50
Teacher's Guide on [NGReach.com](https://www.ngr.com)

Gather Information CC.2.W.8

Option 2: Which One and Why?



PROGRAM RESOURCES

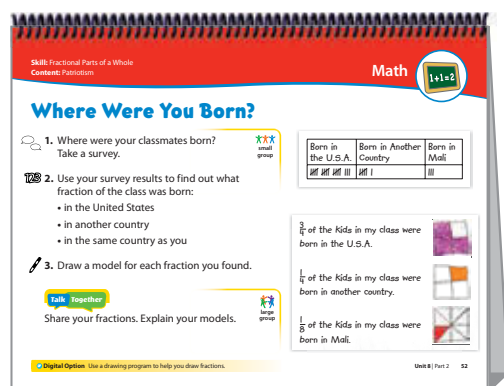
Digital Library: Language Builder Picture Cards C97, C101

Display a photo of the Golden Gate Bridge and a photo of Washington, D.C. Have children write a paragraph to explain which photo they think best represents America and why they have that opinion.

Write Opinions on Topics CC.2.W.1
Connect Opinions and Reasons CC.2.W.1
Use Knowledge of Language and Its Conventions CC.2.L.3

Cross-Curricular

Option 1: Where Were You Born?



PROGRAM RESOURCES & MATERIALS

Cross-Curricular Teamwork Activities: Card 52

Teacher's Guide on [NGReach.com](https://www.ngreach.com)

colored markers and crayons

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

Option 2: Our National Bird



Have children work in small groups and go to Resources > Unit 8 > Learning Stations > Week 4 > Bald Eagles to find facts about bald eagles.

- Assign each group a different topic: size, coloring, nests, capturing food, location.
- Have each group compile a list of facts related to the assigned topic.
- Let a spokesperson from each group report back to the class.

Participate in Shared Research and Writing Projects CC.2.W.7
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

Option 2: Patriotic Song Lyrics



Have partners go to Resources > Unit 8 > Learning Stations > Week 4 > Patriotic Song Lyrics. Instruct partners to select a song and take turns reading aloud the stanzas. Then have partners record details about the song, like the title, lyric writer, topic, and any rhyming words, or have partners use their own words to write about the lyrics.

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

Read Orally with Accuracy CC.2.Rfou.4.b

Intervention

Option 1: Phonics Games



Decode Words with Different Syllable Types CC.2.Rfou.3

Option 2: Reteach Syllable Division

PROGRAM RESOURCES

Phonics Picture Cards 12, 77, 80, 129, 133, 169, 177

Use **Phonological Awareness Routine 9**.

- **Say a word:** *seven*.
- **Clap the Syllables:** *sev-en*. Clap the syllables with me: *sev-en*
- **Say the Syllables:** *sev-en*. Repeat for the remaining examples.

For **Phonological Awareness Routine 9**, see BP31.

For **Reteaching Masters**, see pages RT8.10–RT8.13.

Decode Words with Different Syllable Types CC.2.Rfou.3
Decode Multisyllabic Words CC.2.Rfou.3
Spell Words with Different Syllable Types CC.2.L.2.d

Additional Resources

ESL Kit 



ESL Teacher's Edition pages T527e–T537b

Week 4 Daily Spelling & Word Work

OBJECTIVES

Thematic Connection: The United States

- ✓ Spell Words with Different Syllable Types
- ✓ Spell Multisyllabic Words
- ✓ Spell High Frequency Words

SUGGESTED PACING

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

Spelling Pretest

Day 1



Spelling Test

Day 5



Spelling Words

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

Multisyllabic Words

- | | |
|-------------|---|
| 1. compare | Compare two books to see how they are different. |
| 2. circle | Draw a circle around the correct answer on the test. |
| 3. faithful | I'm a faithful reader of the morning newspaper. |
| 4. vacation | I'll read a lot of books over summer vacation . |

High Frequency Words

- | | |
|-----------|---|
| 5. best | This will be the best trip we have ever taken. |
| 6. bring | Be sure to bring your camera on our trip. |
| 7. color | What color is your suitcase? |
| 8. fact | Tell me an interesting fact about the national park. |
| 9. fly | To get there, we will fly on an airplane. |
| 10. lot | Going to the airport will be a lot of fun. |
| 11. man | There's a man at the gate who will take your ticket. |
| 12. same | The planes on the runway are not painted the same . |
| 13. tree | There is not a single tree at the airport. |
| 14. white | Our plane is that white one, next to the silver one. |

More Words

Use these words and sentences for additional Pretest and Test items.

- | | |
|--------------|---|
| 1. resistant | Mountains seem to be resistant to change. |
| 2. landform | This mountain is the biggest landform in the park. |
| 3. duty | Which ranger is on duty today? |
| 4. travel | I love to travel to new places, don't you? |
| 5. happiness | I am filled with happiness after a great trip. |
| 6. explain | Let me explain how to plan a good trip. |

Sort Words

Day 2



Option 1

PROGRAM RESOURCES

Word Cards: Practice Master PM 8.37

MATERIALS

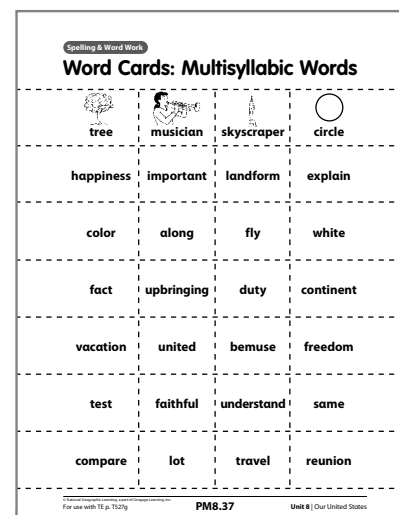
scissors

Prepare

Have pairs cut out the **Word Cards** and sort them into piles based on whether they contain one, two, or three syllables.

Play a Game

- One child mixes up some 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.



NGReach.com Practice Master PM8.37

Decode Multisyllabic Words
Demonstrate Command of English Spelling

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

Alphabetize

Day 2



Option 2

PROGRAM RESOURCES

High Frequency Word Cards:
Practice Master PM 8.38

MATERIALS

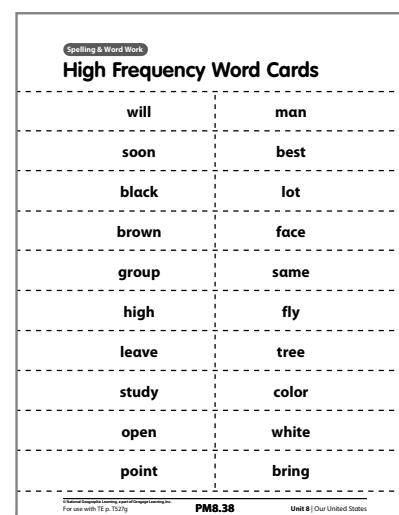
scissors

Prepare

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

Play a Game

- Each group turns its 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.



NGReach.com Practice Master PM8.38

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



Word Search

Day 3



Option 1

MATERIALS

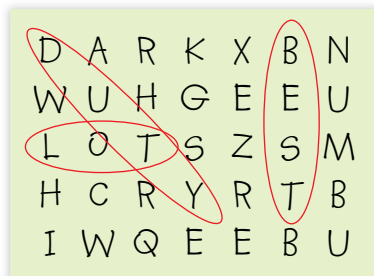
grid paper

Prepare

Display the Spelling Words and a portion of a word search puzzle. 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

- Partners use five words to make word search puzzles on grid paper.
- Children exchange puzzles with a partner and find the five words.



Decode Multisyllabic Words
 Read Irregularly Spelled Words
 Demonstrate Command of English Spelling
 Spell Multisyllabic Words

CC.2.Rfou.3
 CC.2.Rfou.3.f
 CC.2.L.2
 CC.2.L.2.d

Build Words Online

Day 3

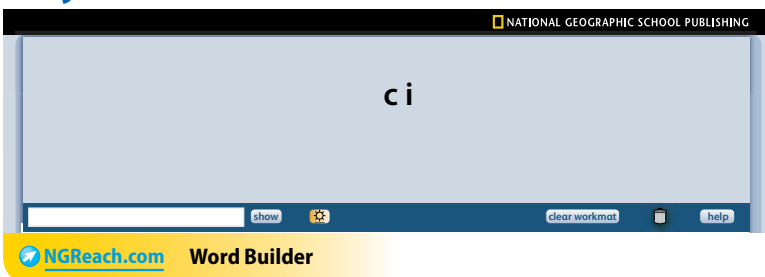


Option 2

Prepare

Have children access **Word Builder** at NGReach.com.

Play a Game



- One child chooses a word and drags each letter as children guess the word. The first child drags letters until the word is identified.
- When a player finally guesses the word, the next player uses it in a question, which someone in the group answers.
- Have children rotate roles until all the words have been identified.

Decode Multisyllabic Words
 Read Irregularly Spelled Words
 Demonstrate Command of English Spelling
 Spell Multisyllabic Words

CC.2.Rfou.3
 CC.2.Rfou.3.f
 CC.2.L.2
 CC.2.L.2.d

Word Worm

Day 4



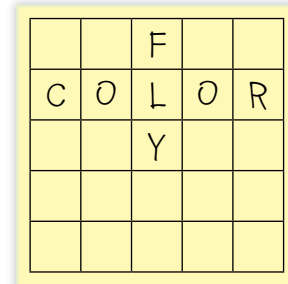
Option 1

MATERIALS

grid paper

Prepare

Display the Spelling Words. Explain that children will build words connected to each other. Share this example:



Play a Game

- Have partners 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 connected to each other as they can.

The pair with the most words wins.

Demonstrate Command of English Spelling
 Spell Multisyllabic Words

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

Act Out a Word

Day 4



Option 2

Prepare

Display the Spelling Words.

Play a Game

- Have the first child secretly choose a Spelling Word. Then have the child give clues to the word using pantomime 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.
- 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
 Spell Multisyllabic Words

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

Week 4 Daily Grammar

OBJECTIVES

Thematic Connection: The United States

✔ Use Prepositional Phrases

COMMON CORE STANDARDS

Produce Complete Sentences

CC.2.SL.6

Demonstrate Command of English Grammar

CC.2.L.1

Use Knowledge of Language and Its Conventions

CC.2.L.3

Day 1

PROGRAM RESOURCES

Prepositional Phrases IV:
eVisual 8.15

Teach the Rules

Use page T535a to introduce prepositional phrases that show time. Then teach the rules.

Prepositional Phrases IV

- Some **prepositional phrases** show when something happens.
We will sing the song **at 2:00**.
Call me **after school**.
I listen to music **before bed**.
- They answer the question "When ____?"
I dreamed about a redwood forest **during the night**.
I have to leave for school **in five minutes**.

NGReach.com Prepositional Phrases IV: eVisual 8.15

Play a Game

Sit in a circle. Begin by asking a question that can be answered with a sentence that contains a prepositional phrase that shows time. For example, say: *When is lunch?* Point to a child, who should answer the question with a complete sentence that contains a prepositional phrase that shows time: *Lunch is at 11:30.* Then he or she asks a new question and chooses a child to answer.

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

Differentiate

EL English Learners

ISSUE In Chinese, Hmong, and Vietnamese, there are no tense inflections. The lack of a future tense may prove troublesome to some children when using prepositional phrases that show time.

STRATEGY Share these examples with children and have them practice saying similar sentences with a partner:

I will eat lunch *at* noon.

He will arrive *in* ten minutes.

You are going to read *after* me.

Day 2

PROGRAM RESOURCES

Prepositional Phrases V:
eVisual 8.16

MATERIALS

index cards

Teach the Rules

Use page T536 to introduce prepositional phrases that add details. Then teach the rules.

Prepositional Phrases V

- Use **prepositional phrases** to add details.
We took a trip.
We took a trip **to California**.
- They can add many different kinds of information.
I saw forests.
I saw forests **of giant redwood trees**.
The trip was fantastic.
The trip was fantastic **for my family and me**.

NGReach.com Prepositional Phrases V: eVisual 8.16

Play a Game

Have partners make index card sets with these prepositions: *in, on, for, of, with, from, about, to*. Have one child choose a card and say a short sentence about America's different landforms, for example: *Bryce Canyon is in Utah*. The other child chooses a different card and says a new sentence.

Continue play until both children have used all the preposition cards at least once.

Differentiate

AL Above Level

ISSUE Children are aware that some prepositions such as *at, in,* and *on* can be used in different kinds of prepositional phrases.

STRATEGY Have partners use the index cards to say sentences that contain the same preposition. Have them use the same preposition to show different information. For example, one child might say: *Lunch is at 11:30.* (time) and the other child might say: *We are at school.* (location).



Day 3

PROGRAM RESOURCES

Rewriting Sentences: eVisual 8.17
Use Prepositional Phrases: Practice Master PM8.42

Teach the Rules

Use page T536h to introduce rewriting sentences by adding prepositional phrases. Then teach the rules.

Rewriting Sentences

- You can rewrite sentences to add more information by adding prepositional phrases.
I like the song.
I like the song about America.
We sang the song.
We sang the song about America in school on Monday.

NGReach.com Rewriting Sentences: eVisual 8.17

Play a Game

Distribute Practice Master PM8.42 and have children play the game with a partner.

Practice Master PM8.42: Use Prepositional Phrases. Includes directions for a spinner game and a circular spinner with prepositions like in, at, on, from, with, for, of.

NGReach.com Practice Master PM8.42

Differentiate

SN Special Needs

ISSUE Children need visual cues to add prepositional phrases.

STRATEGY Have children copy these sentences and use carets to mark places where prepositional phrases could be added.

- I walked a long way.
A voice was sounding.
I saw a skyway.
This land was made.
The fog was lifting.

Day 4

PROGRAM RESOURCES

Write Prepositional Phrases: Practice Master PM8.44

Grammar and Writing

Use page T536n to model using prepositional phrases to add details to sentences. Distribute Practice Master PM8.44. Read the story and the prepositional phrases in the box. Then have children write a prepositional phrase from the box that correctly completes each sentence.

Practice Master PM8.44: Write Prepositional Phrases. Includes a story about Sam Abell and a box of prepositional phrases to be used in the story.

NGReach.com Practice Master PM8.44

Day 5

PROGRAM RESOURCES

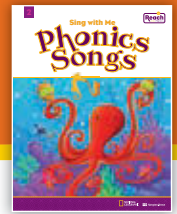
Grammar and Writing Unit Test: Assessment Masters A8.38–A8.39

Review and Assess

See page T537 for a review of prepositional phrases.

Administer the Grammar and Writing Unit Test.

Day 1 Learn Sounds, Letters, and Words



Sing with Me
Phonics Songs Book

OBJECTIVES

Thematic Connection: The United States

Substitute Syllables

✓ Read and Spell Words with Different Syllable Types

✓ Read and Spell High Frequency Words

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Sing with Me Phonics Songs Book, page 70

Phonics Picture Cards 19, 26, 70, 80, 117, 121, 129

Read On Your Own Book 32

Syllables: Practice Master PM8.35

Write-On/Wipe-Off Boards

Sound/Spelling Cards 1, 6, 7, 8, 13, 20, 22, 23, 33

TECHNOLOGY ONLY

Sing with Me Phonics Songs MP3 or CD 4, Tracks 29–30

Word Builder

Phonics Games

MATERIALS

small chips or coins, 5 per child

MORNING WARM-UP

Why do you think countries have national songs?

Have children discuss reasons for national songs, such as patriotism and pride.

Phonological Awareness

1 Substitute Syllables

Use **Phonological Awareness Routine 11**.

- **Say a word:** *pamper*. Clap the syllables with me: pam-per.
- **Substitute a syllable:** *Let's change pam- to pā-:* paper.
- **Say the new word:** *paper*. Say the new word with me: paper.

For **Phonological Awareness Routine 11**, see page BP31.

Have children repeat the routine with these word sets: *silver/fever*, *picture/creature*, *mumble/marble*, and *exhale/inhale*.

Check & Reteach

OBJECTIVE: Substitute Syllables

Ask: *If I change the first syllable in forty to par-, what's the new word?* (party)

If children cannot answer, assign each of the syllables in *forty* and the syllable *par-* to different children. Have the children representing the syllables in *forty* stand side by side and say their syllables in order, blending them faster and faster. Have the child representing the *for-* syllable sit down. Replace him or her with the child representing the *par-* syllable. Repeat with *donkey/monkey* and *belong/along*.

Phonics

2 Review Syllable Types ✓ Sing with Me

Phonics Songs Book page 70

Explain that *attractions* are things that people come to see. Play Tracks 29 and 30 and follow the directions. Practice the gestures until children can perform them smoothly.

- 1 Make a shrugging or questioning motion.
- 2 Shade eyes and point excitedly into the distance.
- 3 4 Walk in place; snap photos.

COMMON CORE STANDARDS

Reading

Decode Words with Different Syllable Types CC.2.Rfou.3

Decode Multisyllabic Words CC.2.Rfou.3

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

Language and Vocabulary

Spell Words with Different Syllable Types CC.2.L.2.d

Park Attractions

What attractions are in parks, are in parks, are in parks? 1


You can look at the landscape and see amazing sights. 2 grizzly bear

You can hike on miles of trails, see canyons, and see trees. 3

You may see some creatures, too, a bear or herd of deer. 4 deer

Sing with Me Phonics
Songs Book page 70

Use the following decoding routine to review syllable types and to blend words.

| Step 1 Develop Phonological Awareness | Syllable Types |
|---|--|
| <p>1. Tell children: <i>Words have one or more syllables, or parts. I'll say some words. Repeat each word and clap the syllables with me as we say the word.</i></p> | <p>go, canyon, creatures, whistle, happiness, see, vacation</p> |
| Step 2 Review Syllable Types | |
| <p>1. Explain: <i>If you need help reading a word, break it into syllables. Then you can read each syllable and blend the syllables to read the word. Let's practice reading and blending syllables.</i></p> <p>2. Display <i>robot</i> and divide it into syllables. Model sounding out each syllable: <i>When I see a vowel at the end of a syllable, I use the long sound. I'll sound out this syllable: /r/ /ō/. When I see a vowel between two consonants, I give the vowel a short sound: /b/ /ō/ /t/. Now I'll blend the syllables: ro-bot, robot.</i> Have children repeat.</p> | <p>ro bot</p> <p>robot</p>  |
| <p>3. Give examples of words with various syllable types. Point to the example words in the song on page 70 of Sing with Me Phonics Songs Book.</p> | <p>attractions, parks, landscape, amazing, miles, trees</p> |
| <p>4. Follow a similar procedure with these words, explaining, as you sound out a syllable, why you are using a particular vowel sound:</p> <ul style="list-style-type: none"> • Use <i>perfume</i> to review <i>r</i>-controlled <i>e</i> and CVCe syllables. • Use <i>around</i> to review initial schwa (<i>a</i>-) and vowel diphthong (<i>ou</i>) syllables. • Use <i>eagle</i> to review vowel digraph syllables (<i>ea</i>) and consonant + <i>-le</i> final syllables. • Use <i>lighting</i>, <i>faithful</i>, <i>portion</i>, <i>harness</i>, <i>reload</i>, <i>caller</i>, and <i>infield</i> to review more vowel sound/spellings and word parts (endings, prefixes, suffixes) in syllables. | <p>per fume, a round, ea gle, light ing, faith ful, por tion, har ness, re load, call er, in field</p> |

See **Differentiate**

Weekly Folder

- ✓ Writing (T535a, T536, T536h, T536n, T537b, T538–T541)
- ✓ Comparison Chart: **Practice Master PM8.39**

Differentiate

EL English Learners

PHONICS TRANSFER

ISSUE Children need extra practice with syllables and syllable types.

STRATEGY Use **Phonics Picture Cards** to give children the practice they need. Point to the pictures on the cards and display the picture names. Point out and pronounce the vowel sounds in each syllable. Then say the whole word.

- **Card 19** (feather)
- **Card 26** (hammer)
- **Card 70** (rabbit)
- **Card 80** (teapot)
- **Card 117** (yo-yo)
- **Card 121** (needle)
- **Card 129** (valentine)

Have children chorally say each word with you three times and then say it to a partner.



Read On Your Own Book 32

Name _____ Date _____

Phonics

Syllables

Circle the word that names the picture.

| | | |
|------------------------------------|--------------------------------------|---------------------------------------|
| 1. pencil puzzle paper | 2. ruler rubber raisin | 3. caption cabin capture |
| 4. aside ajar asleep | 5. action arrive airplane | 7. baseball bobcat beanbag |
| 7. razor raindrop raccoon | 8. question quotation quickly | 9. stubborn student starfish |
| 10. velvet vulture vacation | 11. address adore adult | 12. creatures crackles craters |

Read It Together Some creatures are asleep near the cabin.

PM8.35 Unit 8 | Our United States

3 Read Words with Different Syllable Types

Read On Your Own Book 32 page 2

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

Roam the nation's parks.
The landscape is amazing!

NGReach.com Word Builder

Have children turn to **Read On Your Own Book 32** page 2. Review the syllable types and read the labels together. Then have partners take turns reading the picture labels. Assign **Practice Master PM8.35**.

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

4 Spell Words with Different Syllable Types

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

- **Say a word:** *canyon*.
- **Segment sounds:** /c/ /ă/ /n/, can-; /y/ /ə/ /n/; -yon. Have children repeat.
- **Display Sound/Spelling Cards.** Have children match each sound in each syllable to a card. (cards: 20 /k/, 6 /ă/, 7 /n/, and 23 /y/. Provide handmade card for schwa.)
- **Repeat the word:** *canyon*. Have children write the word.
- **Write the correct spelling.** Have children check and correct their spelling. Repeat for *dazzle* and *easel* using additional **Sound/Spelling Cards 13** /d/, **22** /z/, **8** /l/, **33** /ē/, and **1** /s/.

Write-On/Wipe-Off Board

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

Apply the spelling rule to a sentence: *The Grand Canyon will dazzle you.* Children say and write it. Write it for children to check and correct their spelling.

Check & Reteach

OBJECTIVE: Read and Spell Words with Different Syllable Types

Check dictation sentences for correct spellings. Prompt self-correction. Read aloud the sentence and ask children to try again.

If errors persist, have children place chips in sound boxes for every sound they hear. Then have them match each sound to a Sound/Spelling Card. Repeat with this sentence: *Bring your easels and paintboxes.*



Daily Language Arts

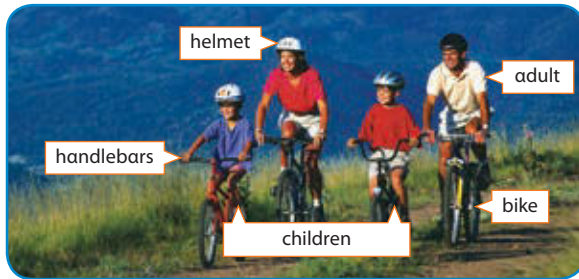
Daily Spelling & Word Work

Spelling Pretest on page T527g



Syllables

Look at each picture. Read each word. How many syllables do you hear? How would you divide each word into syllables?



2

Key Words

Look at the pictures. Read the sentences.



High Frequency Words

best
bring
color
face
fly
lot
man
same
tree
white

A Hiking Man

1. This **man** knows he must **bring** water on hikes.
2. He hikes in parks he knows **best**.
3. He sees a **lot** of deer that are the **same color**.
4. He sees a bald eagle **fly** to a **tree**.
5. It has a **white face** and head.
6. The man has a nice hike!

What place do you think is best for hiking?



Phonics Games
NGReach.com

3

STUDENT TECHNOLOGY



Student eEdition



Word Builder



Phonics Games

NGReach.com

Read On Your Own Book 32
pages 2–3

High Frequency Words

5 Read and Spell Key Words Read On Your Own Book 32 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:** *color*.
- **Say a sentence with the word:** *I like the **color** green the most.*
- **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 1–6. Distribute **High Frequency Word Cards** and reread, pausing for children to hold up the correct card. Then have partners take turns saying and spelling each High Frequency Word and pointing to the word in the list.

Check & Reteach

OBJECTIVE: Read and Spell High Frequency Words

Have children read and write a word from the list on page 3. Scan for misspellings. Repeat for all the words.

If children misspell words, display the first letter of a High Frequency Word (for example, *f*).

Have children guess the word. Continue adding one letter at a time (*a*, *c*, *e*) until the word is complete (*face*). Have children read the word together, cheer its spelling, and use the word in a sentence. Continue with the rest of the 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.

best *If you know something best, then you know the most about it. I know what's in that room (point in the direction of the room next to yours), but I know what's in this room the best.*

bring *If you bring something, you carry it to another place. (Carry something across the room.)*

color *Red, blue, yellow, and green are colors. (Point to items in your room that are those colors.)*

face *A face is the front part of a head. (Point to your face.)*

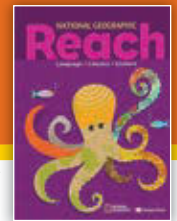
fly *To fly means to move through the air with wings. (Flap your arms.)*

same lot *Things that are the same are alike. (Point to the deer in the picture on page 3, noting how they are alike.) A lot of deer is a great many deer.*

man *A man is a boy who has grown up. (Point to the man in the picture on page 3.)*

tree *A tree is a tall plant with a stem of wood. (Point to the trees in the picture on page 3.)*

white *This is the color white. (Point to something white in your room.)*



OBJECTIVES

Thematic Connection: The United States

✔ Use Prefixes

Preview Song Lyrics to Make Predictions

PROGRAM RESOURCES

TECHNOLOGY ONLY

Vocabulary Practice: eVisual 8.14

Power Writing

Have children write as much as they can as well as they can in one minute about the phrase *body of water*.

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

Vocabulary Strategy

1 Use Prefixes ✔ Anthology page 528

Read the introduction and examples aloud. Display **eVisual 8.14** and have children decide the meaning of the underlined words.



Vocabulary Practice ✔

1. I studied hard and improved on my spelling test.
2. I have to rewrite my paragraph because it has too many mistakes.
3. I forgot to indent the first line in my paragraph.

NGReach.com

Vocabulary Practice: eVisual 8.14



INTERACTIVE WHITEBOARD TIP: Circle context clues for the meanings of the underlined words.

2 Try It Together Anthology page 528

Have partners work together to answer the questions. See **Differentiate**

Check & Reteach

OBJECTIVE: Use Prefixes ✔

Display: *replay, import, intend*. Ask: *What does each word mean?*

If children cannot answer, have them circle the prefixes *re-*, *im-*, and *in-* and look up the meaning of each base word. Have them combine the meanings to form each definition.

Academic Talk

3 Preview and Predict

Have pairs look at the photographs and use **Key Words** to describe them and make predictions about what they will read. Have pairs share their predictions.

Check & Reteach

OBJECTIVE: Preview Song Lyrics to Make Predictions

Circulate as partners make and discuss their predictions. If children respond off topic, remind them of the title and point out details in a photo for them to discuss.

Shared Reading

4 Read Song Lyrics

CONNECT ACROSS TEXTS Ask children to recall what America meant to the author of *America Is...* and "What America Means to Me." Explain that these song lyrics tell what America meant to songwriter Woody Guthrie.

GENRE Have a volunteer read aloud the genre description.

COMMON CORE STANDARDS

Reading

| | |
|--|---------------|
| Read and Comprehend Poetry | CC.2.Rlit.10 |
| Use Text Features | CC.2.Rinf.5 |
| Read with Purpose and Understanding | CC.2.Rfou.4.a |
| Read Orally with Accuracy and Appropriate Rate | CC.2.Rfou.4.b |

Writing

| | |
|------------------------------|----------|
| Write Opinions on Texts | CC.2.W.1 |
| Connect Opinions and Reasons | CC.2.W.1 |

Speaking and Listening

| | |
|------------------------------|-----------|
| Participate in Conversations | CC.2.SL.1 |
| Produce Complete Sentences | CC.2.SL.6 |

Language and Vocabulary

| | |
|---|------------|
| Demonstrate Command of English Grammar | CC.2.L.1 |
| Use Knowledge of Language and Its Conventions | CC.2.L.3 |
| Determine the Meaning of Words | CC.2.L.4 |
| Use Prefixes as Clues | CC.2.L.4.b |
| Use Root Words as Clues | CC.2.L.4.c |



Prefixes

A **prefix** is a word part that is added to the beginning of a word. A prefix can change the meaning of the word.

My grandparents were **immigrants** from Korea.



Prefix: **im-** Word: **migrant** **im** + migrant = **immigrant**

Meaning: into Meaning: a person who moves around Meaning: a person who has moved from one place to live in another place.

She inputs numbers into the computer.

Prefix: **in-** Word: **put** **in** + put = **input**

Meaning: into Meaning: place Meaning: place into



Try It Together

Read the sentences. Then answer the questions.

America is vacations and **reunions**. We connect across the rivers and mountains and reach out across the miles.

1. The prefix **re-** means again. What does the word **reunion** mean?
2. Write a sentence with a word that begins with a prefix.



Connect Across Texts Find out what the people of the **United States** share.

Genre **Song lyrics** are the words of a song. They often use rhyme, rhythm, and repetition like poems do.

THIS LAND IS YOUR LAND

words and music by Woody Guthrie
photos by Sam Abell

3 5 This land is your land. This land is my land.

From California to the New York Island.

From the Redwood Forest to the Gulf Stream waters

This land was made for you and me.

In Other Words

the Redwood Forest a big park in California full of redwood trees

Gulf Stream waters warm Atlantic Ocean waters

Before You Move On

1. **Analyze Genre** Read the song lyrics aloud. How are they like a poem?
2. **Main Idea** What is the most important idea of this verse? Tell it in your own words.

STUDENT
TECHNOLOGY



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Anthology
pages 528–529

REVIEW Remind children how to use reading strategies:

How to Use a Reading Strategy



1. Before you start to read, stop and ask: *What strategies will help me get ready to read?*

Before I read
I will _____.



2. During reading, think about what strategies will help you understand.

As I read,
I can _____.



3. After reading, ask yourself: *What strategies can I use? How will they help me think about what I read?*

Now that I'm done,
I think _____.

Read pages 529–535 to the class. Use the questions from pages T530–531 to T534–535 to build comprehension on the first read (Day 1) and second read (Day 2).

Comprehension Focus

FIRST READ

Day 1 Read and Comprehend

- Active Reading
- Critical Thinking

SECOND READ

Day 2 Reread and Analyze

- ✓ Use Reading Strategies
- ✓ Analyze Elements of Poetry
- Critical Thinking

Differentiate

EL English Learners

ISSUE Children do not know how to use the meaning of the prefix to help them understand the meaning of the word.

STRATEGY Say: *If you see a word you do not know, but you do know the prefix and base word, you can guess the word's meaning.* Display: *rebuild, redo, review, rehear, reenter.* Review that the prefix *re-* means “again.” Guide children in defining the words.

AL Above Level

ISSUE Children know the meanings of target words.

STRATEGY Use words with more challenging prefixes and base words, such as: *My brother and I cooperate to clean the kitchen. The teacher is working to reform her list of class rules.*

Answers Before You Move On

1. **Analyze Genre** Like a poem, the lyrics have rhythm, they repeat words and phrases, and they have rhyming words (*land, island*).
2. **Main Idea** America belongs to all of us.



2 As I was walking that ribbon of highway,
I saw above me that endless skyway.
I saw below me that golden valley.
This land was made for you and me. **4**

In Other Words
that ribbon of highway on a road that
looked like a long, thin piece of cloth
that endless skyway the sky

530



▶ Before You Move On

- 1. Ask Questions** What question do you have about this verse of the song? Look for an answer in the text or photos.
- 2. Figurative Language** Reread the first line on page 530. Was the speaker really walking on a ribbon? Explain.

531

Anthology
pages 530–531

Build Comprehension

FIRST READ

Day 1 Read and Comprehend

- 1 Use Text Features** Which lyric do you think the photograph on page 529 best illustrates? (“to the Gulf Stream waters”)
- 2 Active Reading** As you read page 530, have children echo read the song lyrics.

SECOND READ

Day 2 Reread and Analyze

- 3 Use Reading Strategies: Ask Questions** What can you do before you reread to better help you understand the song? (I can think of any questions I still have about the song and then reread the song lyrics to search for the answers to my questions.)
- 4 Relate to Personal Experience** Tell about a time you took a walk. Describe things you could see, hear, smell, taste, and touch. How does this help you understand the speaker’s feelings about the land? (Possible response: My feelings were like the speaker’s feelings because the walk helped me see how beautiful our land is.)

Answers Before You Move On

- 1. Ask Questions** Possible response: I wonder what a skyway is. I know what the words *sky* and *way* mean. The author tells me that he can see the “endless skyway” above the highway. The photo shows the sky above a road. I think *skyway* means “the open sky you see when you are traveling on a long road.”
- 2. Figurative Language** The speaker was not really walking on a ribbon. The highway reminded him of a ribbon because it is long and curves like a ribbon.



I've roamed and rambled and I followed my footsteps **7**

8 To the sparkling sands of her diamond deserts;

And all around me a voice was sounding:

This land was made for you and me. **6**

In Other Words
roamed and rambled gone to many places
sparkling sands of her diamond deserts dry, sandy areas of land that shine brightly in the sun
sounding singing

532



► Before You Move On

- 1. Make Inferences** What can you tell about the speaker from the song lyrics? How does he feel about the United States?
- 2. Visualize** Which words help you see, feel, and hear the places the song describes?

533

Anthology
pages 532–533

Build Comprehension

FIRST READ

Day 1 Read and Comprehend

- 5 Active Reading** Have children act out the speaker's actions in the first three stanzas of the song. Remind them to use expressions to show how he feels about the different landforms and bodies of water he sees.

SECOND READ

Day 2 Reread and Analyze

- 6 Analyze Elements of Poetry** *Which line repeats in every stanza?* ("This land was made for you and me.") *How does this line help you understand the meaning of the song?* (Possible response: It reminds me that the author's main purpose is to tell about what America means to people.)
- 7 Make Inferences** *What does the writer mean when he says that he followed his own footsteps?* (He has traveled here before.)
- 8 Analyze Poetic Language** Have children reread line 2 on page 532. Ask: *Were the deserts made of diamonds?* (No.) *What did the speaker really mean?* (The desert sands looked like they were made of diamonds because they sparkled.)

Answers Before You Move On

- 1. Make Inferences** Possible response: I think the speaker feels proud of the United States and glad he shares it with others.
- 2. Visualize** "Sparkling sands," "diamond deserts," and "a voice was sounding" help me see and hear the places described.



1 2 When the sun came shining, and I was strolling,
 And the wheat fields waving and the dust
 clouds rolling,
 As the fog was lifting a voice was chanting:
 This land was made for you and me. **3 4**

In Other Words
strolling walking
was lifting leaving
chanting singing

534



MORE ABOUT SAM ABELL

Sam Abell travels across the **United States** and around the world, taking photos of many places and people. He has provided photos for National Geographic Society for almost 40 years.

Mr. Abell learned **photography** from his father when he was very young.

“For me, photography means, ‘**Andiamo!**’” he said. “It’s what gets me out the door.”



In Other Words
photography how to take photos
Andiamo! Let’s go! (in Italian)

► Before You Move On

- 1. Make Inferences** The song tells about a singing voice. What do you think the speaker means?
- 2. Draw Conclusions** How are the speaker and Sam Abell alike?

535

Anthology
 pages 534–535

Build Comprehension

FIRST READ

Day 1 Read and Comprehend

- 1 Analyze Elements of Poetry** *Which words in this stanza rhyme?* (strolling/rolling) *What other sounds do you hear repeated in this stanza?* (The *-ing* words *shining, strolling, waving, rolling, lifting,* and *chanting* repeat in the stanza.) *How do the repeated sounds affect the rhythm of the song?* (They give the song a regular rhythm and help the listener picture many different things that are moving.)
- 2 Active Reading** Have children chorally read aloud page 534 with you.

SECOND READ

Day 2 Reread and Analyze

- 3 Determine Main Idea** *What is the topic of “This Land Is Your Land”?* (America/This Land) *What is the main idea of the text?* (America is large and beautiful, and it is a place we all share.)
- 4 Use Reading Strategies: Make Inferences** ✓ *What inference can you make to help you understand whose voice is chanting?* (I read about the voice chanting and I know that the speaker is alone without any other people around who would be singing or chanting. I think that the voice is the speaker singing to himself.)

Answers Before You Move On

- 1. Make Inferences** I think that the singing voice is the speaker singing to himself. He sings, “This land was made for you and me” as he wanders around the country.
- 2. Draw Conclusions** Both men see great beauty in the different landscapes across America.

Writing

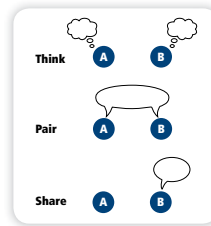
4 Write About the Song

Explain to children that they will be telling, in their own words, how they think the author of “This Land Is Your Land” feels about America. Explain that they will work with a partner to discuss their ideas.

Use **Think, Pair, Share**.

- Have children think individually about how the author of the song feels about America.
- Then have pairs discuss the topic, finding evidence in the text to support their responses.
- Have children individually write their responses. Remind them to give specific reasons and back them up with evidence from the text.
- Allow individual children to read their responses to the class.

For **Think, Pair, Share**, see page BP61.



Think, Pair, Share

Daily Language Arts

Daily Grammar ✓

Point out the prepositional phrase *for almost 40 years* in the second sentence on page 535: *He has provided photos for National Geographic for almost 40 years.* Explain that it shows a period of time. Then use the Daily Grammar lesson on page T527i to introduce prepositional phrases that show time.

WRAP-UP

Have children discuss the following question: *When might be a good time to sing “This Land Is Your Land”? Why?* Sing the song with the class.

OBJECTIVES

Thematic Connection: The United States

Substitute Syllables

- ✓ Read and Spell Words with Different Syllable Types
- ✓ Read and Spell High Frequency Words
- ✓ Read Decodable Texts Fluently and with Comprehension

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Syllables: Practice Master PM8.36

Write-On/Wipe-Off Boards

Read On Your Own Book 32

TECHNOLOGY ONLY

Letter Cards

Comprehension Coach

MATERIALS

tape • index cards, 10 per child



MORNING WARM-UP

Why do countries have national parks?

Invite children to share reasons for national parks, such as protecting the plants and animals that are native to the land.

Phonological Awareness

1 Substitute Syllables

Use **Phonological Awareness Routine 11**.

- **Say a word and clap:** *handsome*. Clap the syllables with me: hand-some.
- **Substitute a syllable:** *Let's change the last syllable -some to /ē/: handy.*
- **Say the new word:** *handy*. Say the new word with me: handy.

For **Phonological Awareness Routine 11**, see page BP31.

Have children repeat the routine with these word sets: *cannot/canyon*, *complete/complain*, *eager/eagle*, *admit/admire*.

Check & Reteach

OBJECTIVE: Substitute Syllables

Ask: *If I change the last syllable in tiny to -ger, what's the new word?* (tiger)

If children cannot answer, make two boxes on the floor with tape. Have children say *ti-* as they hop in the first box and *-ny* as they hop in the second box. Then have them say *ti-* as they hop in the first box and *-ger* as they hop in the second box. Have them hop back and forth, saying *tiny*, *tiger*. Repeat with *enclose/enjoy* and *away/ahead*.

Phonics

2 Read Words with Different Syllable Types ✓

REVIEW Display the following words, divided into syllables: *na|ture*, *rep|tile*, *shad|ow*, *dark|ness*, *per|form*, *a|float*, *ball|room*, *trou|ble*, *head|ed*. Sound out the syllables, explaining why you are using a particular vowel sound. Blend the syllables to read the word. You will be reviewing these syllable types:

- open and closed syllables (*nature*; *shadow*)
- CVC and CVCe syllables (*shadow*; *reptile*)
- various vowel sound/spellings (*shadow*; *afloat*; *ballroom*; *trouble*; *heading*)
- *r*-controlled and C + *le* syllables (*darkness*; *perform*; *trouble*)
- word parts (*nature*; *darkness*; *afloat*; *perform*; *headed*)

COMMON CORE STANDARDS

Reading

Decode Words with Different Syllable Types CC.2.Rfou.3

Decode Multisyllabic Words CC.2.Rfou.3

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

Read with Fluency CC.2.Rfou.4

Language and Vocabulary

Spell Words with Different Syllable Types CC.2.L.2.d

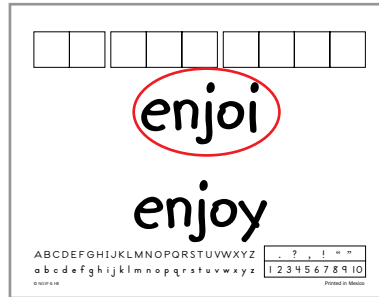
Display these longer words, divided into syllables: lo|ca|tion, es|tab|lish, u|ni|ted, for|get|ful, a|void|ing, con|tain|er, bi|cy|cle. Guide children to sound out each syllable. Then help them blend the parts to read each word. Scaffold word meanings. For more practice, assign **Practice Master PM8.36**.

3 Spell Words with Different Syllable Types ✓

Use **Dictation Routine 2** as children use their **Write-On/Wipe-Off Boards**.

- **Say the sentences:** *Do you enjoy horses? Then go horseback riding.*
- **Repeat the sentences.** Say the sentences and have children write them.
- **Write the sentences.** Have children check and correct their spelling. Then repeat with *Don't complain about the helmet!*

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



Write-On/Wipe-Off Board

High Frequency Words

4 Read and Spell Key Words ✓

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

| | | |
|-------|-------|---|
| lot | fly | A <u>lot</u> of birds <u>fly</u> there. |
| same | color | Are they the <u>same</u> <u>color</u> ? |
| bring | best | <u>Bring</u> your <u>best</u> paints. |
| man | | This <u>man</u> is an artist. |
| white | tree | Paint that <u>white</u> <u>tree</u> . |
| face | | Now paint my <u>face</u> . |

Have children write each High Frequency Word on an index card. Have them chorally read each sentence, holding up the correct card and spelling the word when they hear it. Post one example of each word on the Word Wall.

Check & Reteach

OBJECTIVES: Read and Spell Words with Different Syllable Types ✓
Read and Spell High Frequency Words ✓

Use **Dictation Routine 2**. Dictate: *He was the **best man** at the couple's wedding.*

If children misspell words, help them correct their work and have them copy the words correctly three times. Repeat with: *I will **bring** delicious **white** cheesecake.*


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

Name _____ Date _____

Phonics

Syllables

Write the words to complete each sentence.



- thousands** **jungle**
There are thousands of plants and animals living in a rain forest jungle.
- important** **reason**
That's one reason that these forests are important.
- plants** **illness**
We use some of the plants to fight illness.
- location** **equator**
The location of some rain forests is near the equator.
- treetops** **around**
It is sunny and windy around the tallest treetops.
- reptiles** **leafy**
Many reptiles, mammals, and insects live in the leafy parts of the trees.
- floor** **biggest**
The biggest animals live in the darkest part, on the forest floor.

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NGReach.com Practice Master PM8.36



Daily Language Arts

Daily Spelling & Word Work ✓

Practice options on page T527g



Read On Your Own Book 32

Exploring Two U.S. National Parks

by Ruben Alonzo

The United States has a **lot** of national parks. Look at the map. It shows the **location** of Yellowstone National Park. The map also shows the **location** of Big Bend National Park. Find these two parks on the map.

Legend

- words with Various Syllable Type
- high frequency words
- * story words

| Name of Park | Year | Some Sights to See |
|---------------------------|------|---|
| Yellowstone National Park | 1872 | hot springs, Old Faithful, lakes, animals |
| Big Bend National Park | 1944 | canyons, desert, cactuses, mountains, river |

Look at the chart. It gives information about these two parks. **Yellowstone** National Park is the **oldest** national park in the United States. When was it established? How would you **compare** the age of these two national parks?

Yellowstone
More than 3,000,000 people visit **Yellowstone** National Park in some years. It may be the best-known park in the United States. **Yellowstone** has many miles of roads. People can drive through the park to **enjoy** the sights.

Yellowstone National Park has more than 1,000 miles of trails. People can hike **along** these paths. They can enjoy nature. They can look at rivers and waterfalls, such as this one.

Read On Your Own Book 32 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 32 | Teacher's Edition |
|------------------------------|--|--|
| words with /ô/ | waterfalls (page 7) almost (page 9) bald (page 10) | /ô/all (page T437n) /ô/al (page T437n) |
| words with /ow/ | about (page 5) mountains (page 12) ground (page 13) | /ow/ou (page T459l) |
| words with suffixes -y, -ful | Faithful (page 8) careful (page 12) probably (page 9) grizzly (page 9) lucky (page 10) | suffix -ful (page T411b) suffix -y (page T411b) |

AL Above Level

ISSUE Children quickly decode the text.

STRATEGY Challenge children to think of two questions they have about Yellowstone National Park and two questions they have about Big Bend National Park. Have partners share their questions.

Decodable Reading

5 Read "Exploring Two U.S. National Parks" ✓

Read On Your Own Book 32 pages 4–14

Use photos to pre-teach the story words *geyser* (page 8), *wolves* and *dozen* (page 9), and *Rio Grande* (page 13). Then use **Decoding Routine 4** to conduct two readings of "Exploring Two U.S. National Parks." 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.

- 1 Interpret a Chart** Use the chart on page 5. Name an attraction at each park. (Possible response: Yellowstone has lakes. Big Bend has a desert.)
- 2 Identify Details** What does a geyser do? (A geyser shoots hot water and steam into the air every so often.)
- 3 Draw Conclusions** Why should hikers in Big Bend stay away from cactuses? (Possible response: Cactuses have sharp spines that can hurt.)
- 4 Make Connections** Which national park would you like to visit first? Tell why. (Responses will vary but should be supported.)

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


Old Faithful is a well-known feature at Yellowstone. It is a geyser that shoots hot water and steam up into the air every so often. The park has more than 200 geysers, but no one can be sure when they will shoot steam and water. Only Old Faithful keeps shooting every day.

Yellowstone is filled with forests and animals. The best-known creatures in the park are probably grizzly bears and gray wolves. There were no wolves in Yellowstone for almost 70 years. A few dozen were turned loose in the park in 1995. Now there are over a hundred.



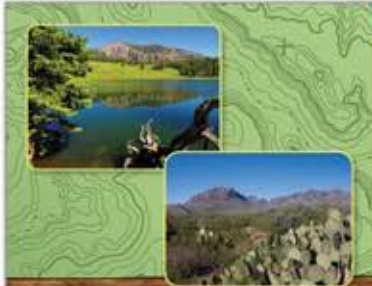


A lucky Yellowstone visitor may catch sight of this white face high up in a tree. It is a bald eagle. If you are lucky enough to see one, stay still and silent. Don't startle the bird, or it will fly off.

Big Bend
Much of Big Bend National Park is desert. A smart hiker, like the man in this picture, brings water in a backpack when hiking its trails. People often visit in spring. The cactuses are in bloom then. A cactus is a plant. Many cactuses have spines, or thorns. Can you find the spines?




Big Bend National Park has mountains. Visitors can go hiking. They should be careful. Mountain lions roam the park! Can you find the mountain lion? Its color helps it to blend in with the landscape.

A river forms part of the border of Big Bend National Park. The river is the Rio Grande. It has carved deep canyons into the ground. This amazing canyon has walls that reach up 1500 feet.

These two parks are different in some ways. Yellowstone has geysers and forests. Big Bend has deserts and cactuses. But these parks are the same in many ways. Both have hiking trails, wild animals, and amazing sights to see!

Practice Phonics

Syllables
Read these words.
landscape enjoy roam amazing visit
attractions park canyon nature steam

Find the words with more than one syllable. Use letters to build them.
l a n d s c a p e

Fun! Remember
Choose words from the box above to tell your partner what visitors can do in this place.
Visitors can enjoy the landscape.

Read On Your Own Book 32
pages 8–15

Practice Phonics

6 Syllables Read On Your Own Book 32 page 15

Distribute **Letter Cards**. Have partners build the words.



7 Talk Together Read On Your Own Book 32 page 15

Have children tell their partners what visitors can do in the place pictured. Have them fill in the sentence frame with words from the box. (Possible responses: Visitors can enjoy/visit/roam the canyon/attractions/park/landscape.)

Check & Reteach

OBJECTIVE: Read Decodable Texts Fluently and with Comprehension

Have each child read aloud a page from "Exploring Two U.S. National Parks." 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.

STUDENT
TECHNOLOGY

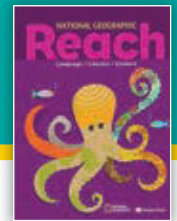


Student
eEdition



Comprehension
Coach

NGReach.com



Anthology

OBJECTIVES

Thematic Connection: United States

✔ Use Prefixes

✔ Analyze Elements of Poetry

Compare Authors' Purposes

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Compare Author's Purpose Chart:

Practice Master PM8.39

Digital Library: Language Builder Picture Cards

Power Writing

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

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

Vocabulary Practice

1 Use Prefixes ✔ Anthology page 528

REVIEW Ask: *What do the prefixes im- and in- mean?* (into) *What does the prefix re- mean?* (again) Explain that the prefix *dis-* means "not" or "the opposite of." *Using the meaning of the prefix dis- and the word like, what is the meaning of dislike?* (not feeling something is good or pleasant) Explain that the prefix *de-* means "to take away or make less of." Display *defrost*. Ask: *What is the meaning of defrost?* (taking away a thin layer of ice)

Divide the class into four groups. Assign each group one of the following words: *appear, forest, form, perfect*. Have them add prefixes: *im-, in-, re-, dis-, de-*. Have groups work together to determine which combinations form real words. They can use a dictionary as a reference. Then have them define each new word and discuss how the words they formed are related to each other. (*disappear, reappear; reform, deform, inform; imperfect; reforest, deforest*)

Check & Reteach

OBJECTIVE: Use Prefixes ✔

If children cannot define the word they formed in the Review activity, have them write the word and definitions as equations. For example,

re- + appear = reappear

again + be seen = be seen again

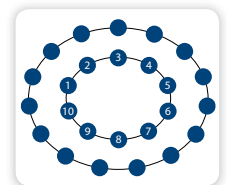
Academic Talk

2 Discuss Meaning

Use **Fishbowl** to discuss distinguishing shades of meaning among closely related verbs and adjectives from "This Land Is Your Land."

- Have part of the class sit in a close circle facing inward while the other part sits in a larger circle around them.
- Have children on the inside discuss differences in meaning between *walking, roamed, rambled, followed my footsteps,* and *strolling*. Have them discuss what they visualize with each verb. Children in the outside listen and think about how to act each one out. When the discussion is over, children on the outside act out each verb.
- Have groups reverse positions and discuss the difference between a voice *sounding* and a voice *chanting*. Children on the outside act out each verb.
- Gather the two groups together and discuss the meaning of the adjectives *sparkling* and *diamond* as they are used on page 532.

For **Fishbowl**, see page BP60.



Fishbowl

COMMON CORE STANDARDS

Reading

| | |
|--|---------------|
| Describe Words and Phrases | CC.2.Rlit.4 |
| Read Orally with Accuracy and Appropriate Rate | CC.2.Rfou.4.b |
| Read Orally with Fluency | CC.2.Rfou.4.b |

Writing

| | |
|--------------------|----------|
| Recall Information | CC.2.W.8 |
|--------------------|----------|

Language And Vocabulary

| | |
|---|------------|
| Use Knowledge of Language and Its Conventions | CC.2.L.3 |
| Determine the Meaning of Words | CC.2.L.4 |
| Use Prefixes as Clues | CC.2.L.4.b |
| Use Root Words as Clues | CC.2.L.4.c |
| Distinguish Shades of Meaning | CC.2.L.5.b |
| Use Words and Phrases | CC.2.L.6 |

Connect Across Texts Find out what the people of the **United States** share.

Genre **Song lyrics** are the words of a song. They often use rhyme, rhythm, and repetition like poems do.

THIS LAND IS YOUR LAND

words and music by Woody Guthrie
photos by Sam Abell

This land is your land. This land is my land.
From California to the New York Island.
From the Redwood Forest to the Gulf Stream waters
This land was made for you and me.

In Other Words
the Redwood Forest a big park in California full of redwood trees
Gulf Stream waters warm Atlantic Ocean waters

Before You Move On

- Analyze Genre** Read the song lyrics aloud. How are they like a poem?
- Main Idea** What is the most important idea of this verse? Tell it in your own words.

529

STUDENT TECHNOLOGY
Student eEdition
Digital Library
NGReach.com

Anthology page 529

Comprehension

3 Analyze Elements of a Song ✓

Read aloud **Anthology** page 529. Have children choral read the page. Ask: *Which words or phrases are repeated in this stanza?* (this land) Have children choral read page 530 and identify examples of repetition. (*I saw* and the word *me*) Then have them choral read page 534 and identify the repeating sounds. (*-ing* sound in *shining, strolling, waving, rolling, lifting, chanting*)

Check & Reteach

OBJECTIVE: Analyze Elements of Poetry ✓

Check that children can correctly identify repeating sounds, words, and phrases. If children cannot identify repeating elements when they hear the song read aloud, have them scan the written text for repeating words or patterns, circling or underlining the repeated parts if possible. Then have them choral read the text, emphasizing the repeating words or patterns.

Reread and Analyze

4 Build Comprehension

Use the **Reread and Analyze** questions on pages T530–531 through T534–535 as you reread “This Land Is Your Land.”

See **Differentiate**

Differentiate

BL Below Level

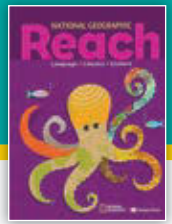
FRONTLOAD Have children do a picture walk with a partner, teacher assistant, or other adult volunteer before conducting the whole-class rereading.

OL On Level

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

AL Above Level

READ ALONG Read together page by page. Have children chime in to read words they know.



Respond and Extend

5 Compare Authors' Purposes Anthology page 536

As children reread “This Land Is Your Land” on their own, have them think about how its author’s purpose is similar to and different from the author’s purpose in “America Is...”

Read aloud the instructions on page 536. Then explain the comparison chart.
Say: *The chart helps us compare information from “America Is...” and “This Land Is Your Land.” An author might write a text for more than one purpose at a time—for example, an author can write a text that entertains while it informs—but every text has one main purpose that is the most important reason why the author wrote the text.*

Distribute **Practice Master PM8.39** and have children complete the comparison chart. Discuss their responses by asking: *What do the authors of “America Is...” and “This Land Is Your Land” have in common?* (Both authors think America is a special place to live.) *How are the authors’ purposes for writing about America different?* (Louise Borden wants to inform readers about what makes America special. Woody Guthrie wants to express his feelings about America and persuade others to share his opinions.)

Name _____ Date _____

Comparison Chart

Compare Author’s Purpose

Make a comparison chart. Show how “America Is...” and “This Land Is Your Land” are the same and how they are different.

| | “America Is...” by Louise Borden | “This Land Is Your Land” by Woody Guthrie |
|--------------------|--|---|
| persuade readers | | ✓ |
| inform readers | ✓ | |
| entertain readers | ✓ | ✓ |
| share experiences | ✓ | |
| express feelings | ✓ | ✓ |
| express creativity | | ✓ |

Share your chart with a partner. Take turns comparing the authors’ purposes in each selection.

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Check & Reteach

OBJECTIVE: Compare Authors’ Purposes

If children have difficulty completing the comparison chart on **Practice Master PM8.39**, return to the text and guide children in finding text evidence for each comparison. For example, ask: *Is there any part of “America Is...” that tries to persuade readers to feel a certain way?* (No.) *Is there any part of “This Land Is Your Land” that tries to persuade readers to feel a certain way?* (Yes, he says “this land is your land” and “this land was made for you and me.”) Continue with each row in the comparison chart citing text evidence.

6 Talk Together Anthology page 536

Read aloud **Talk Together**. Use the **Language Builder Picture Cards** for Unit 8. Ask: *Which pictures show symbols of the United States? Which bodies of water is America known for? How do the pictures make you think about freedom?*



Compare Author's Purpose

Authors have a purpose, or reason, for writing texts. What do you think the authors of "America Is..." and "This Land Is Your Land" are trying to do?

Comparison Chart

| | "America Is..." by Louise Borden | "This Land Is Your Land" by Woodie Guthrie |
|--------------------|-------------------------------------|---|
| persuade readers | | ✓ |
| inform readers | ✓ | |
| entertain readers | | |
| share experiences | | |
| express feelings | | |
| express creativity | | |

Authors can have more than one purpose.

Put a check if the statement is true for the selection.

Talk Together

With your partner, take turns choosing picture cards. Use the cards and **Key Words** to tell about America.

536

Anthology page 536



Daily Language Arts

Daily Grammar ✓

Point out the two prepositional phrases in the second line on page 532 of "This Land Is Your Land": *To the sparkling sands of her diamond deserts*. Explain that they give us more information about where the author went. Then use page T527i to teach prepositional phrases that add details.

Writing

7 Write to Compare

Have children examine their completed **Practice Master PM8.39** chart to identify which categories they thought applied to both "America Is..." and "This Land Is Your Land." Ask them to consider why they think the author of each selection had these particular purposes in mind while writing.

Once children have reflected on why they filled out their charts the way they did, have them write a paragraph summarizing which categories fit both texts. Emphasize that they should use specific examples from each text to support their opinions.

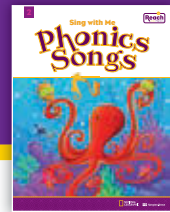
Invite children to share their completed writing with the class.



WRAP-UP

Prompt a whole-class discussion about the Big Question: What does America mean to you? Say: *Think about how the authors of "America Is..." and "This Land Is Your Land" would have answered that question. Did you get any ideas from their writing that help you answer the question?* Discuss with children ways they celebrate America.

Day 3 Learn Sounds, Letters, and Words



Sing with Me
Phonics Songs Book

OBJECTIVES

Thematic Connection: The United States

Substitute Syllables

- ✓ Read and Spell Multisyllabic Words
- ✓ Read and Spell High Frequency Words

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Write-On/Wipe-Off Boards

Sing with Me Phonics Songs Book, page 71

Phonics Picture Cards 80, 85

Syllable Division: Practice Master PM8.40

Read On Your Own Book 32

High Frequency Words: Practice Master PM8.41

TECHNOLOGY ONLY

Sing with Me Phonics Songs MP3 or CD 4, Tracks 31–32

Word Builder

MATERIALS

small chips or coins, 2 per child • self-stick notes



MORNING WARM-UP

What does it mean to be a citizen of a country?

Have children discuss what it means to belong to a country as a citizen.

Phonological Awareness

1 Substitute Syllables

Use **Phonological Awareness Routine 11**.

- **Say a word and clap:** *carpet*. *Clap the syllables with me:* car-pet.
- **Substitute a syllable:** *Let's change the first syllable car- to pup-:* puppet.
- **Say the new word:** *puppet*. *Say the new word with me:* puppet.

For **Phonological Awareness Routine 11**, see page BP31.

Have children repeat the routine with these word sets: *lobster/hamster*, *arctic/attic*, *hallway/highway*, *pretend/extend*.

Check & Reteach

OBJECTIVE: Substitute Syllables

Ask: *What word do I get if I change the cab- in cabin to rob-?* (robin)

If children cannot answer, say *cab-in* slowly as children put chips in the sound boxes on their **Write-On/Wipe-Off Boards** for each syllable they hear. Then say *rob-in* and have them put a chip in a sound box for each syllable they hear. Have children repeat *cab-in* and *rob-in* several times. Repeat with *handle/needle* and *postage/message*.

Phonics

2 Review Multisyllabic Words ✓

Sing with Me Phonics Songs Book page 71

Explain that Uncle Sam is a symbol, or something that stands for the United States.

Play Tracks 31 and 32 and follow the directions. Practice until children can perform smoothly.

- 1 Flap arms and soar like an eagle.
- 2 Hold up one finger, then count off on fingers.
- 3 Stand straight like Uncle Sam and stroke goatee.
- 4 Hunch shoulders as if asking a question.

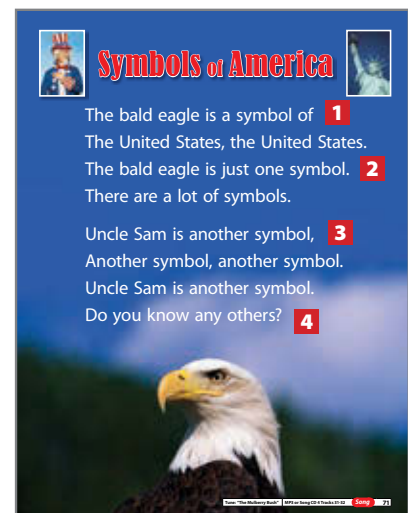
COMMON CORE STANDARDS

Reading

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

Language and Vocabulary

Spell Multisyllabic Words CC.2.L.2.d




Symbols of America

The bald eagle is a symbol of 1
The United States, the United States.
The bald eagle is just one symbol. 2
There are a lot of symbols.
Uncle Sam is another symbol. 3
Another symbol, another symbol.
Uncle Sam is another symbol.
Do you know any others? 4

Sing with Me Phonics
Songs Book page 71

Use the following decoding routine to review syllable division and to decode words.

| Step 1 Develop Phonological Awareness | Syllable Division |
|--|--|
| 1. Tell children: <i>Words have one or more syllables, or parts. I'll say a word. Repeat the word and clap the syllables with me.</i> | symbol, constant, handbag, day, rethink, visit, thread, people |
| Step 2 Review Syllable Types | |
| 1. Display the word <i>children</i> . Remind children: <i>Remember that we can divide a longer word into syllables to help us read it. Let's think about how to divide this word.</i> Point out the three consonants in the middle. Remind children that they should try dividing after the first consonant. If that doesn't work, they can try other divisions. 2. Together, blend the sounds in each syllable: /ch/ /ɪ/ /l/, /d/ /r/ /ě/ /n/. Remind children that words with more than one syllable often have an /ə/ sound in the second syllable. Adjust pronunciation as you blend the syllables together: <i>chil-dren, children</i> . | <div style="text-align: center;"> <p>child ren</p> <p>children</p>  </div> |
| 3. Give examples of words with different syllable division patterns. Point to the example words in the song on page 71 of Sing with Me Phonics Songs Book . | eagle, United, symbol, Uncle, another, any, others |
| 4. Repeat for the remaining words, using them to review different syllable divisions. Model: <ul style="list-style-type: none"> • <i>Look for familiar words or word parts and set them off as syllables.</i> (tea pot, a cross, kind ness, twist ing) • <i>Divide vowel-consonant-vowel words before the consonant if the word has a long first vowel, or after the consonant if the word has a short first vowel.</i> (o pen, stat ue) • <i>If a word ends with a consonant plus -le, divide before that consonant.</i> (cir cle) | across, teapot, kindness, open, twisting, circle |

See **Differentiate**

Differentiate

EL English Learners

SCAFFOLD MEANING

ISSUE Children do not know the meanings of some of the multisyllabic words.

STRATEGY Develop word meaning throughout the lesson using simple drawings, gestures, realia, or **Phonics Picture Cards**, such as these:



Card 80: teapot



Card 85: turtle



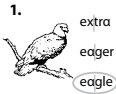
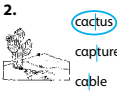
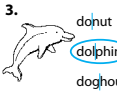
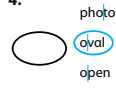

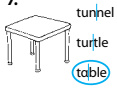
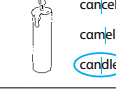
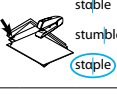
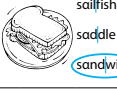
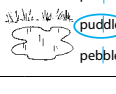
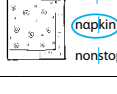
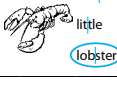
Read On Your Own Book 32

Name _____ Date _____

Phonics

Syllable Division

Divide the syllables and then circle the word that names the picture.

| | | |
|--|---|--|
| 1.  extra eager eagle | 2.  cactus capture cable | 3.  donut dolphin doghouse |
| 4.  photo oval open | 5.  menu medal major | 7.  tunnel turtle table |
| 7.  cancel camel candle | 8.  stable stumble staple | 9.  saifish saddle sandwich |
| 10.  poodle puddle pebble | 11.  needle napkin nonstop | 12.  lumber little lobster |

Read It Together Do eagles, giraffes, or lobsters fly in the sky?

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NGReach.com Practice Master PM8.40

3 Read Multisyllabic Words Read On Your Own Book 32 page 16

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

capture inspect complete
decay photo feathers
tackle event
childhood teaspoon

This flag has an eagle on it.
We are waving the flag.

NGReach.com Word Builder

4 Spell Multisyllabic Words

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

- **Say the sentences:** *I visited my uncle. We went to the harbor.*
- **Repeat the sentences.** Say the sentences slowly and have children write them.
- **Write the sentences.** Have children check and correct their spelling. Repeat with: *We saw the Statue of Liberty.*

statue

Statue

Write-On/Wipe-Off Board

Write-On/Wipe-Off Board

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

Check & Reteach

OBJECTIVE: Read and Spell Multisyllabic Words

Check dictation sentences for the correct spelling of words. Prompt self-correction. Read aloud the sentences and ask children to try again.

If children have difficulty spelling multisyllabic words, use **Phonological Awareness Routine 9** to review segmenting syllables. Work with children to segment and spell problem words.

For **Phonological Awareness Routine 9**, see page BP31.



Syllable Division

Look at each picture. Read each word. How did you know where to divide it into syllables?



trumpet



eagle



sandwich

pickle

paper

napkin



children

insects

16

Key Words

Look at the pictures. Read the sentences.



High Frequency Words

best
bring
color
face
fly
lot
man
same
tree
white

U.S. Symbols

1. Uncle Sam is one of the **best**-known U.S. symbols.
2. He is a **man** with a **lot** of **white** hair on his **face**.
3. The bald eagle's head is that **same color**.
4. This bald eagle is about to **fly** from the **tree**.
5. A ship had to **bring** this statue to America.

Which U.S. symbol do you like best?



Phonics Games

NGReach.com

17

STUDENT TECHNOLOGY



Student eEdition



Word Builder

NGReach.com

Read On Your Own Book 32
pages 16–17

High Frequency Words

5 Read and Spell Key Words Read On Your Own Book 32 page 17

Read aloud page 17. Point to the list of High Frequency Words. Then reread sentences 1–5, pausing before each High Frequency Word. Ask children to supply the word orally. Assign **Practice Master PM8.41** for more practice.

Play **Guess the Missing Word** with the High Frequency Words on page 17.

- Write sentences with the target High Frequency Words. Cover up the target word in each with a self-stick note.
- Have children guess the covered word. Write five reasonable guesses beside it. Uncover the onset and cross out eliminated guesses. Add guesses if necessary.
- Show the whole word and help children confirm the correct guess.

For **Guess the Missing Word Game**, see page BP39.

REVIEW Check children's retention of High Frequency Words from Unit 7. Play **Guess the Missing Word** with *black, brown, close, cry, green, group, high, hurt, jump, leave, open, plant, please, point, ride, show, sleep, soon, study, and will*.

Check & Reteach

OBJECTIVE: Read and Spell High Frequency Words

Have children read a word from the list on page 17 and then write the word. Scan for misspellings. Repeat for all the words.

If children misspell words, use **High Frequency Words Routine 2** to reteach.

For **High Frequency Words Routine 2**, see page BP37.

Name _____ Date _____

High Frequency Words

An Airplane Trip

Write a word from the box to complete each sentence.



Words
best
bring
color
face
fly
lot
man
same
tree
white

1. Do you go on airplane trips a lot ?
2. I don't, but I will fly on a plane today.
3. I will bring my suitcase with me.
4. It is white but has splotches of a bright red color.
5. It is the best suitcase because it is easy to find!
6. A man with a big grin on his face will be waiting for me when I get off the plane!
7. When I get to Grandpa's house, I will climb the tree to the same fort we made when I was little!

For use with 18 p. T536d

PM8.41

Unit 8 | Our United States

NGReach.com

Practice Master PM8.41



Daily Language Arts

Daily Spelling & Word Work

Practice options on page T527h

OBJECTIVES

Thematic Connection: The United States
Preview a History Article to Make Predictions

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Interactive Read-Aloud 16 or Interactive Read-Aloud
16 PDF R13–R15

Power Writing

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

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

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 each word in a sentence.

Key Words

body of water · freedom · immigrant
landform · monument · remember
seek · state · symbol · united

Remind children how prefixes are word parts that can change the meaning of a word.

Explain: *When we add a prefix to certain words, it makes a new word. The new word has the meaning of the prefix plus the word.* Display the prefix *re-* and the word *fold*.

Model making a new word: *I can add the prefix re- to the word fold.*

Re- means “again,” so refold must mean “to fold again.”

Display the prefixes *im-*, *in-*, *mis-*, and *re-* and the words *migrant*, *united*, and *use*. Have children work with a partner to match each word with a prefix to make a new word. (*immigrant*, *reunited*, *misuse*, *reuse*) Ask pairs to create a definition for each new word and check their definition in a dictionary.

Academic Talk

2 Preview and Predict INTERACTIVE READ-ALOUD 16 SCREENS 1–5

Read aloud the title. Scroll through the screens and have children study the map and photographs. Ask: *What do you think this article is about?* (the American flag) *Why do you think that?* (The photographs show the flag in different settings.) *Let’s read to find out more about our flag.*

Check & Reteach

OBJECTIVE: Preview a History Article to Make Predictions

Ask: *What can you predict about this selection by looking at the title and photos?*

If children respond off topic, have them read aloud the title and review the photos. Ask: *What do the title and the photos have in common?* Have children say the title aloud as they look at each photograph.

Interactive Read-Aloud

3 Share a History Article Interactive Read-Aloud 16 SCREEN 1

GENRE Explain: *A history article is nonfiction. The author writes to give information about a piece of history using facts and details that can be proven. Sometimes authors also include their opinions about the topic.*

CONNECT ACROSS TEXTS Remind children that “This Land Is Your Land” is also a song about America. *How are the two selections alike?* (They both use photographs and give lyrics to a song.)

COMMON CORE STANDARDS

Reading

Read Orally with Accuracy and Appropriate Rate CC.2.Rfou.4.b

Writing

Write Opinions on Topics CC.2.W.1
Write Opinions with Closure CC.2.W.1

Speaking and Listening

Participate in Conversations CC.2.SL.1

Language and Vocabulary

Use Knowledge of Language and Its Conventions CC.2.L.3
Use Glossaries and Dictionaries CC.2.L.4.e



SCREEN 1

NATIONAL GEOGRAPHIC **Reach for Reading**

Celebrating Our Country's Flag

by David Torres

Throughout the history of the United States, many people have written songs and poems celebrating our country's symbols. From "Yankee Doodle Dandy" to "The Star Spangled Banner," these songs and poems renew the pride we feel for our country.

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NGReach.com Interactive Read-Aloud

SOCIAL STUDIES BACKGROUND Share information about the American flag.

- *There have been many different versions of the American flag since the country was founded. The current version of the flag was introduced in 1960.*
- *The American flag is commonly nicknamed "the Stars and Stripes" because of its design. It has 13 red and white stripes to represent the original colonies that fought for **freedom** against Britain. It also has 50 stars to represent the 50 **states** of the United States.*
- *The American flag is a **symbol** of the United States. Hanging the flag is a way to show pride for our country. We hang the flag on national holidays, such as Memorial Day, Veterans Day, and Independence Day.*

Read screens 1–5 to children. Use the questions on page T536g 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

Day 4 Listen and Analyze

- Use Reading Strategies
- Analyze Elements of Poetry

SCREEN 2

One of the most celebrated American symbols is our flag. In 1906, George M. Cohan wrote the song "You're a Grand Old Flag" for a musical show called *George Washington, Jr.* The show received excellent reviews and the song quickly became a hit.

1 You're a Grand Old Flag

You're a grand old flag,
You're a high flying flag
And forever in peace may you wave.



▲ George M. Cohan

Like poems, songs also have rhythm, or regular beats.

More →

Rhythm

SCREEN 3



You're the emblem of
The land I love.
The home of the free and the brave. 3

Rhythm

Build Comprehension

FIRST READ

Day 3 Listen and Comprehend

- 1 **Active Reading** Have children chorally read, chant, and then sing the song with you.

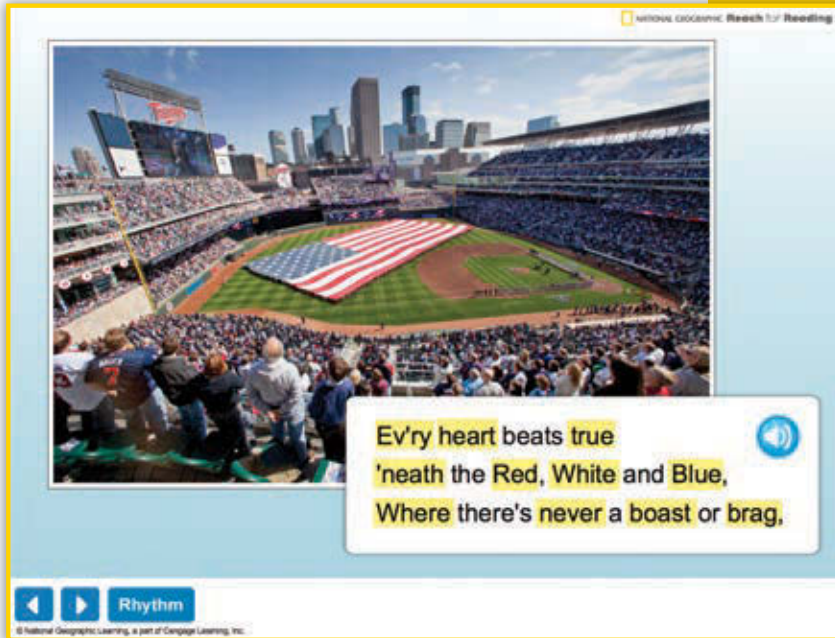
SECOND READ

Day 4 Listen and Analyze

- 2 **Use Reading Strategies: Ask Questions** ✓ *What questions do you have after reading this text?* (Possible responses: What are some other **symbols** of the United States? What are some other songs about America?) *How might you find the answer to your questions?* (Possible responses: search the Internet; read a book about American **symbols** or songs)
- 3 **Analyze Elements of Poetry** ✓ *How does the author use rhyme in the song?* (He rhymes the last words of stanzas as well as the last words of lines: *wave/brave, of/love*)
- 4 **Use Reading Strategies: Make Connections** *How does listening to the song make you feel?* (Possible responses: It makes me feel proud to be living in America; It makes me feel happy because the tune is cheerful.) *What other songs make you feel this way?* (Responses will vary.)



SCREEN 4



Ev'ry heart beats true
'neath the Red, White and Blue,
Where there's never a boast or brag,

SCREEN 5



But should auld acquaintance be forgot,
Keep your eye on the grand old flag.

Still Popular
The musical has disappeared, but Cohan's song is still sung all over the country, especially during Fourth of July celebrations and Flag Day parades. Why do you think it is so popular after all these years? **2 4**

Writing

4 Write an Opinion

Remind children that an opinion is what they think or feel about something; there is no right or wrong answer.

Have children write one or two sentences telling whether they think "You're a Grand Old Flag" is a good song to sing on the Fourth of July. Have them include a few sentences explaining their reasons. Encourage children to use **Key Words** in their sentences.

Ask volunteers to share their sentences with the class.

Key Words

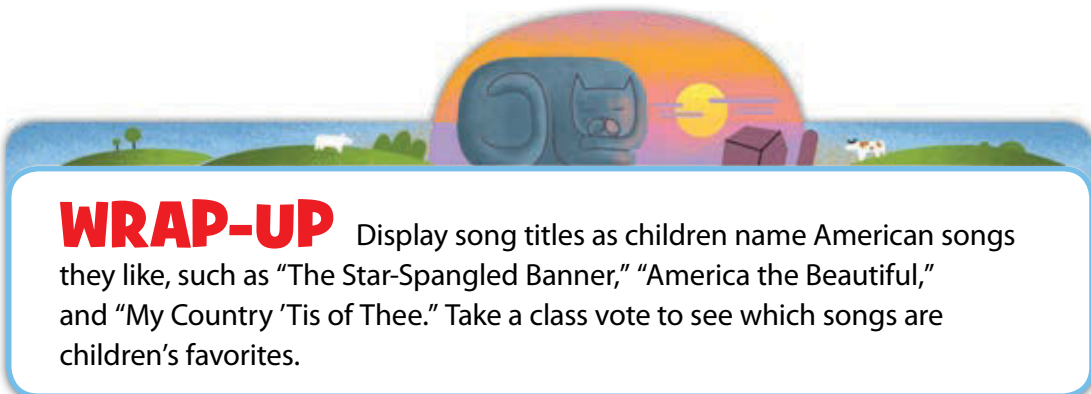
body of water · freedom · immigrant
landform · monument · remember
seek · state · symbol · united



Daily Language Arts

Daily Grammar

Point out the preposition *'neath* in the second line on screen 4 and explain that it is short for *beneath*. Then use page T527j to teach prepositions that show relationships between objects.



WRAP-UP Display song titles as children name American songs they like, such as "The Star-Spangled Banner," "America the Beautiful," and "My Country 'Tis of Thee." Take a class vote to see which songs are children's favorites.

OBJECTIVES**Thematic Connection: The United States**

Substitute Syllables

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

PROGRAM RESOURCES**PRINT & TECHNOLOGY**

Syllable Division: Practice Master PM8.43

Write-On/Wipe-Off Boards

Read On Your Own Book 32

TECHNOLOGY ONLY

Letter Cards

Comprehension Coach

MATERIALS

beanbag or soft ball • dictionary

**MORNING WARM-UP****What are some national symbols?**

Toss a beanbag as children name national symbols, such as the eagle and Statue of Liberty.

Phonological Awareness**1 Substitute Syllables**Use **Phonological Awareness Routine 11**.

- **Say a word and clap:** *inside*. Clap the syllables with me: in-side.
- **Substitute a syllable:** *Let's change the last syllable -side to -sect: insect*.
- **Say the new word:** *insect*. Say the new word with me: insect.

For **Phonological Awareness Routine 11**, see page BP31.

Have children repeat the routine with these word sets: *explain/express*, *sandbox/sandwich*, *teacup/teapot*, *nation/neighbor*.

Check & Reteach**OBJECTIVE:** Substitute Syllables

Ask: *What words can we make by changing the -am in exam to something else?* Accept all correct answers (e.g., excuse, exist, exact).

If children cannot answer, provide them with a dictionary and have them look up the prefix ex-. Have them make a list of simple words they find. Repeat with *easel* and *produce*.

Phonics**2 Read Multisyllabic Words** ✓

REVIEW Display and read *mistake*, *contrast*, *hardness*, *tiptoe*, *pretend*, *ready*, and *simple*. Remind children:

- *Look for and keep together familiar words and word parts.*
- *When there are two or more consonants in the middle, start by dividing after the first consonant. If that doesn't sound right, try dividing between other middle consonants.*
- *When there is a consonant between vowels, divide before the consonant and give the first vowel a long sound. If that doesn't sound right, divide after the consonant and give the first vowel a short sound.*

COMMON CORE STANDARDS**Reading**

| | |
|--------------------------------|---------------|
| Decode Multisyllabic Words | CC.2.Rfou.3 |
| Read Irregularly Spelled Words | CC.2.Rfou.3.f |
| Read with Fluency | CC.2.Rfou.4 |

Language and Vocabulary

| | |
|---------------------------|------------|
| Spell Multisyllabic Words | CC.2.L.2.d |
|---------------------------|------------|

Remind children they should do the same with longer words. Say: *excellent*. Have children repeat and clap syllables. Display *excellent*. Point to *-ent*. Model: *I know that these letters stay together*. Point to *xc* and *ll*. Model: *I see two consonants between vowels, so I'll divide between them*. Blend syllables: *ex-cel-lent*, *excellent*. Have children blend with you. Repeat for *fantastic*, *vacation*, *handlebar*, *agreement*, and *adventure*. For more practice, assign **Practice Master PM8.43**.

3 Spell Multisyllabic Words ✓

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

- **Say the sentences:** *I went to a show on my birthday. An actor played Ben Franklin.*
- **Repeat the sentences:** Say the sentences slowly and have children write them.
- **Write the sentences.** Have children check and correct their spelling. Repeat with: *An actress played Betsy Ross.*

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

High Frequency Words

4 Read and Spell Key Words ✓

Have children chant and spell each High Frequency Words three times: *best, bring, color, face, fly, lot, man, same, tree, white*. Listen for correct pronunciation and spelling and provide feedback for the group.

Play **Memory** with the High Frequency Words listed above.

- Create two sets of **High Frequency Word Cards** for each pair of children.
- Have partners lay the cards facedown 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 Play **Memory** to check children's retention of previously taught High Frequency Words: *black, brown, close, cry, green, group, high, hurt, jump, leave, open, plant, please, point, ride, show, sleep, soon, study, will*.

Check & Reteach

OBJECTIVES: Read and Spell Multisyllabic Words ✓
Read and Spell High Frequency Words ✓

Use **Dictation Routine 2**. Dictate: *The same eagles fly smoothly over the trees.*


If children misspell words, help them correct their work and have them copy the words correctly three times. Repeat with: *This excellent royal blue is the best color.*

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

Name _____ Date _____

Phonics

Syllable Division



Divide the syllables. Then write the word that completes each sentence.

- number dolphin nature**
A dolphin swims in the sea, but it is a mammal.
- hundreds candles robins**
Sometimes hundreds of these graceful animals swim together in a big group.
- tiptoe open turtle**
A loggerhead sea turtle swims in the sea, too.
- simple reptile kitchen**
It is a reptile, not a mammal.
- explains adults flippers**
It uses its flippers to glide and steer through the water.
- also circle recall**
Sharks also swim in the sea, but they are fish.
- sparkle around nation**
Sharks have been around for a very, very long time!
- Locate Visit Pretend**
Pretend you are swimming in the sea. What other animals might you see?

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For use with TE p. T536j **PM8.43** Unit 8 | Our United States

[NGReach.com](https://www.ngreach.com) Practice Master PM8.43



Daily Language Arts


Daily Spelling & Word Work ✓

Practice options on page T527h



Read On Your Own Book 32

Exploring National Symbols
by Carmen Flores




U.S. Flag
This flag is a symbol of the United States. It has fifty stars. Each star stands for one of the fifty states. The thirteen stripes stand for the thirteen states that first formed our nation, back in 1776.



In 1777, a group of people agreed that the flag should have thirteen stripes and thirteen stars. No one wrote instructions about arranging the stars. So some flags from that time have the stars in rows. Other flags have the stars in a circle. How are the stars arranged on this flag?



Bald Eagle
Another major U.S. symbol is the bald eagle, the national bird of the United States. Do the bald eagles in this tree look bald to you? Their heads are not bare, of course! Those are white feathers growing on their heads, necks, and faces.



The bald eagle lives only in North America. It is a big, powerful bird. Look at it spreads its wings and fly! Why is the bald eagle an excellent symbol for the United States?

Legend

- words with Varied Syllable Division
- high frequency words
- * story words

Read On Your Own Book 32
pages 18–21

Decodable Reading

5 Read “Exploring National Symbols” ✓ Read On Your Own Book 32
pages 18–28

Use the photos to pre-teach story words *major* and *course* (page 20) and *front* and *olive* (page 22). Then use **Decoding Routine 4** to conduct two readings of “Exploring National Symbols.” First, conduct a whisper read to monitor decoding. Then conduct a choral read to monitor progress.

FIRST READ

Day 4 Decode and Self-Correct

Have children whisper read. Monitor and listen for miscues. Prompt self-correction. If children cannot self-correct, provide corrective feedback. See **Differentiate**

SECOND READ

Day 4 Reread and Comprehend

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

- 1 Identify Cause** *Why do some early flags have stars in rows and others have them in a circle?* (No one wrote instructions for the stars.)
- 2 Make Inferences** *Why does Uncle Sam wear stars and stripes?* (Possible response: The flag has stars and stripes, so Uncle Sam wears them, too.)
- 3 Determine Author’s Purpose** *Why did the author write this book?* (Possible response: The author wants readers to understand symbols of the United States.)
- 4 Make Connections** *In your opinion, which symbol best stands for the United States? Why?* (Responses will vary but should be supported.)

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

Differentiate

BL Below Level

ISSUE Children mispronounce words with previously taught phonics elements.

STRATEGY Use the chart to identify specific resources for review and reteaching.

| Skill | Book 32 | Teacher’s Edition |
|--------------------------|--|---------------------|
| words with initial schwa | agreed (page 19) arranging (page 19) arrived (page 27) | /ə/a (page T464b) |
| words with /ōō/oo | look (page 20) wood (page 23) good (page 23) | /ōō/oo (page T429l) |
| words with /ē/ea | heads (page 20) feathers (page 20) spreads (page 21) | /ē/ea (page T429l) |

SN Special Needs

ISSUE Children don’t use syllable division patterns when decoding words.

STRATEGY Reteach syllable division patterns. Then pair children with more proficient readers and have them echo read the passage, practicing correct pronunciation.



The Great Seal
This same bird is on the front of the Great Seal, another U.S. symbol. The eagle holds arrows in one claw, to show that the United States is ready to fight. But it also holds an olive branch for peace.

The Oak Tree
Did you know that the oak is the national tree of the United States? This tree is hardy and lives a long time. It has strong wood. Why is the oak tree a good symbol of the United States?



Uncle Sam
Look at the picture of Uncle Sam. He may be one of the best-known symbols of the United States. Uncle Sam is not a real man. Artists drew Uncle Sam in cartoons and in posters.

Uncle Sam is tall and thin. He has a white beard on his face. His hair is the same color, too. Uncle Sam wears a top hat. His clothes are often red, white, and blue. He may be wearing stars and stripes. Which of the men in this cartoon is Uncle Sam?



The Statue of Liberty
This huge statue is another symbol of the United States. It was a gift from the people of France to the people of the United States. The statue stands for liberty and being free.



The Statue of Liberty is huge. Artists made the statue in France. Then workers took it apart. A ship had to bring the parts to New York. The ship arrived in New York in 1885. Then workers reconnected the parts of the statue.



More U.S. symbols include the White House and the song "Yankee Doodle Dandy." The rose is the national flower. The national march is "The Stars and Stripes Forever."
Which symbol do you think of when you think of the United States?

Practice Phonics

Syllable Division
Read these words.
lady locate bird symbol
eagle visit united statue

Find the words with more than one syllable. Use letters to build them. e a g l e

Talk Together
Choose words from the box above to tell your partner about the symbol in each picture.

STUDENT TECHNOLOGY

e Student eEdition

Comprehension Coach

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Practice Phonics

6 Syllable Division Read On Your Own Book 32 page 29

Distribute **Letter Cards**. Have partners build the words.
See **Differentiate**



7 Talk Together Read On Your Own Book 32 page 29

Have children fill in the sentence frame with words from the box. (Possible responses: The eagle/bird/lady/statue/symbol is a symbol/bird/lady/statue.)

Check & Reteach

OBJECTIVE: Read Decodable Texts Fluently and with Comprehension

Have each child read aloud a page from "Exploring National Symbols." 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.

Read On Your Own Book 32
pages 22–29

Differentiate

AL Above Level

ISSUE Children quickly build words.

STRATEGY Challenge children to find more multisyllabic words that apply to the symbols of our nation. Have them list and build those words. Then have them sort the words by number of syllables.

EL English Learners

ISSUE Children whose first language is not English have difficulty building multisyllabic words.

STRATEGY Pair children with others who are more proficient in English to build each syllable individually. Then have partners move the syllables together to make the word.

OBJECTIVES**Thematic Connection: The United States**

✔ Use Prefixes

✔ Analyze Elements of Poetry

PROGRAM RESOURCES**PRINT & TECHNOLOGY**

Interactive Read-Aloud 16 or Interactive Read-Aloud 16 PDF R13–R15

Power WritingHave children write as much as they can as well as they can in one minute about the word *seek*.For **Writing Routine 1**, see page BP56.**COMMON CORE STANDARDS****Reading**Describe Words and Phrases CC.2.Rlit.4
Read Orally with Accuracy, CC.2.Rfou.4.b
Appropriate Rate, Expression,
and Fluency**Speaking and Listening**

Create Audio Recordings CC.2.SL.5

Language and VocabularyUse Knowledge of Language
and Its Conventions CC.2.L.3
Determine the Meaning of Words CC.2.L.4
Use Prefixes as Clues CC.2.L.4.b
Use Root Words as Clues CC.2.L.4.c**Vocabulary Practice****1 Use Prefixes** ✔ INTERACTIVE READ-ALoud 16 SCREENS 1–5

Display screen 1 and have children circle the word that starts with *re-*. Ask: *What is the root word in renew?* (new) *Think about the meaning of re- and the meaning of new.* *What do you think renew means?* (make something new again) Repeat with the two *re-* words on screen 2. Have children define the word *reviews*. Then have children work with a partner to write one sentence each for the words *renew* and *review*. Ask partners to share their sentences aloud with the class.

Check & Reteach**OBJECTIVE:** Use Prefixes ✔

If children are unable to use prefixes and root words to define new words, put a slash between the *re-* and root word in a word.

Display the word *reheat* and put a slash between *re-* and *heat*. Ask: *What does the prefix re-mean?* (again) Display *heat + again* and ask children what the word *reheat* means.

Comprehension**2 Analyze Elements of Poetry** ✔ INTERACTIVE READ-ALoud 16 SCREENS 2–5

Use the More tab on screen 2 to review *rhythm*. Read aloud the lyrics to “You’re a Grand Old Flag” on screens 2–5 and have children clap along with the rhythm of the song. Then sing the song, or click on the audio button to listen to each stanza. Have children discuss how the rhythm changed when the lyrics were sung.

Explain that the meaning and feel of lyrics can change when the rhythm changes. For example: *When I hear the phrase grand old flag sung, I feel pride. When I hear the words in a normal speaking voice, the feeling is not as strong.* Have children talk with a partner to compare other words and phrases from the song in this way.

Check & Reteach**OBJECTIVE:** Analyze Elements of Poetry ✔

Listen as children clap along to the rhythm of the song.

If children have difficulty finding the rhythm, play or sing the song as children march to the beat. Make note of how everyone is stepping at the same time.

Listen Again and Analyze**3 Build Comprehension** INTERACTIVE READ-ALoud 16 SCREENS 1–5

Use the **Listen and Analyze** questions on page T536g as you reread “Celebrating Our Country’s Flag” and have children practice analyzing elements of poetry.



SCREEN 1

Celebrating Our Country's Flag
by David Torres

Throughout the history of the United States, many people have written songs and poems celebrating our country's symbols. From "Yankee Doodle Dandy" to "The Star Spangled Banner," these songs and poems renew the pride we feel for our country.

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Interactive Read-Aloud

Writing

4 Write a New Verse INTERACTIVE READ-ALOUD 16 SCREEN 2

Display the following sentence frames:

You're a grand _____,

You're a _____

And forever in _____ may you _____.

Have children view screen 1 and work with a partner to choose another symbol for America shown here, such as Mount Rushmore or the Statue of Liberty. Then have partners fill in the blanks and write a verse of a new song. Remind children to think of the rhythm of the words and how they will sound when they are sung.

Academic Talk

5 Make Audio

Have partners practice reading and singing aloud their verses, paying attention to rhythm and expression. Help children make an audio recording of the verses, reading and singing them. Invite partners to perform their verses for the class.



Daily Language Arts

Daily Grammar

Point out the prepositional phrases of *the land I love* and *of the free and the brave* on screen 3, and *on the grand old flag* on screen 5. Then use the Daily Grammar lesson on page T527j to review prepositional phrases.

WRAP-UP Have children review the symbols of America they read about today. Then have partners turn and talk to answer the question:
*What would you choose to be a **symbol** of America? Why?*



Read On Your Own Book 32

OBJECTIVES

Thematic Connection: The United States

Read and Spell Words with Different Syllable Types

Read and Spell Multisyllabic Words

✓ Read and Spell High Frequency Words

✓ Compare Songs

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Grammar: Prepositional Phrases:

Practice Master PM8.45

Read On Your Own Book 32

Interactive Read-Aloud 16 or Interactive Read-Aloud 16 PDF R13–R15

TECHNOLOGY ONLY

Online Vocabulary Games

MATERIALS

self-stick notes

MORNING WARM-UP

Which text did you most enjoy reading this week? Why?

Help children remember the selections they read this week. Lead them in voting and telling why they liked each one.

Power Writing

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

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

Review Phonics and High Frequency Words

Find the Amazing Sights

Find the sights to see in the park. Look at the picture with a partner. Take turns reading the items and pointing to answers. Find these things:

1. a bald eagle in a tree
2. a man holding a fishnet with a fish
3. two baby animals of the same color
4. a creature with a white face and body
5. a lot of deer grazing around a lake
6. one adult mountain lion that is partly hidden

Legend

words with VCCV, VCCCV, VCV, C + -le Syllable Division
 High Frequency Words

Read On Your Own Book 32
pages 30–31

Phonics Review

1 Play Find the Amazing Sights ✓ Read On Your Own Book 32 pages 30–31

Have partners play the game on pages 30–31. After all partners are finished playing, gather the class together and discuss and answer the clues.

Then have children find and read:

- twenty two-syllable words.
- two three-syllable words.
- High Frequency Words *color, face, lot, man, same, tree, and white.*

COMMON CORE STANDARDS

Reading

Describe Words and Phrases CC.2.Rlit.4
 Decode Words with Different Syllable Types CC.2.Rfou.3

Decode Multisyllabic Words CC.2.Rfou.3

Writing

Participate in Shared Research and Writing Projects CC.2.W.7
 Recall Information CC.2.W.8

Speaking and Listening

Participate in Conversations CC.2.SL.1

Language and Vocabulary

Spell Words with Different Syllable Types CC.2.L.2.d
 Spell Multisyllabic Words CC.2.L.2.d
 Use Knowledge of Language and Its Conventions CC.2.L.3
 Determine the Meaning of Words CC.2.L.4
 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

Check & Reteach



OBJECTIVES: Read and Spell Words with Different Syllable Types ✓
 Read and Spell Multisyllabic Words ✓
 Read and Spell High Frequency Words ✓

Say: *reading*. 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 the following words: *picture, partner, items, pointing, answers, eagle, holding, fishnet, baby, color, creature, body, grazing, around, adult, mountain, lion, partly, hidden*. Continue for High Frequency Words *color, face, lot, man, same, tree, and white*.

Prepositional Phrases

A **prepositional phrase** starts with a preposition and ends with a noun or pronoun. Prepositional phrases add details to a sentence.

Grammar Rules Prepositional Phrases

| | |
|---|--|
| Use prepositional phrases • to show where something is <i>above, below, between, in, out</i> | in Yosemite National Park below the waterfall |
| • to show direction  <i>up, down, through, around, into</i> | through the woods around the big boulder |
| • to show time  <i>before, during, after, until</i> | until our next visit during summer vacation |
| • to add details <i>at, for, of, to, about, with, without</i> | about the park without our backpack |

Read Prepositional Phrases

Read these sentences from "This Land is Your Land" with a partner. Identify two prepositional phrases.

I saw above me
that endless skyway.
I saw below me that
golden valley.
This land was made for you and me.



Use Prepositional Phrases

Write two sentences using the two prepositional phrases you found in the song above.

537

Anthology page 537

STUDENT TECHNOLOGY



Student eEdition



Vocabulary Games



Resources

NGReach.com

Daily Language Arts

Spelling & Word Work

Spelling Test on page T527g



VOCABULARY GAME

Display the following words: *ready, remake, restaurant, replace, imagine, imprint, inch, indoor, intake, insect, disc, disappear, disaster, disbelieve, missed, mister, misplace, misread.*

Have children work with a partner to sort the words according to those with the prefixes *im-*, *in-*, *re-*, *dis-*, or *mis-* and those without a prefix. Then have pairs work together to define the words with prefixes using the meaning of each prefix and root word. Have children check their definitions in a dictionary.

For more **More Vocabulary Routines**, see page BP53.



ONLINE VOCABULARY GAMES



NGReach.com Online Vocabulary Games

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 Use Prepositional Phrases Anthology page 537

Read aloud the Grammar Rules box. Review prepositional phrases. Review the meanings of the prepositions that show location, direction, and time. Point out the nouns at the end of each prepositional phrase. Complete the Read Prepositional Phrases activity with children. Ask: *What are the prepositional phrases in this song?* (*above me; below me; for you and me*) Have children complete Use Prepositional Phrases.

Use pages T527i–T527j to review more prepositions and prepositional phrases. Then organize children into groups. Have them work together to replace the prepositional phrases with new phrases in each sentence below.

1. We read about the park.
2. We went hiking without our backpacks.
3. We walked through the woods.
4. We learned a lot about the forest.

Assign **Practice Master PM8.45**.

Comprehension

4 Compare Songs ✓

Remind children that they have read the lyrics of two different songs, “This Land Is Your Land” and “You’re a Grand Old Flag.”

Divide children into groups. Have children compare “This Land Is Your Land” and “You’re a Grand Old Flag” and discuss what is similar and different about them.

Ask: *How are the songs “This Land Is Your Land” and “You’re a Grand Old Flag” the same?* (They both talk about **symbols** of America.) *How are they different?* (“This Land Is Your Land” is about different features of America’s land; “You’re a Grand Old Flag” is specifically about the American flag.) Encourage children to compare the rhyme and rhythm the songwriters used for their songs, as well as who the lyrics are written for and who might be singing each song. Have each group share their responses with the class.

Check & Reteach

OBJECTIVE: Compare Songs ✓

Ask: *Who is the singer singing to?* (to any American; to the flag)

If children cannot answer, have them review the lyrics in each song while asking guiding questions: *What does “This land is your land. This land is my land” mean? What is an emblem?*

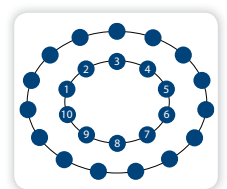
Academic Talk

5 Relate Readings to the Big Question

Use **Fishbowl**.

- Have the inside circle name landforms they have read about to answer the question: What is America? Children in the outside circle listen to and observe the discussion.
- Have groups reverse roles so that the outside circle is now inside discussing symbols of America they have read about to answer the question: What is America? Children on the outside listen and observe.
- Then have a class discussion about how these landforms and symbols of America answer the Big Question: What does America mean to you?

For **Fishbowl**, see page BP60.

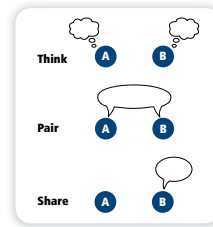


Fishbowl

Writing

6 Write About What America Means

Have children recall the texts they read this week, including “This Land is Your Land,” “Exploring Two U.S. National Parks,” “Celebrating Our Country’s Flag,” and “Exploring National Symbols.” Use **Think, Pair, Share** to have children write a paragraph about what America means to one of the authors whose work they read this week.



Think, Pair, Share

- Have children individually choose an author whose work they read this week. Prompt them to think about how the words the author uses show what America means to them.
- Have children partner with another child who chose the same author.
- Have pairs discuss the author and use the **Key Words** to write a paragraph about what they think America means to that author, based on his or her work. Encourage them to cite specific examples in the author’s work that led them to believe that is how the author feels.

Invite volunteers to share their completed paragraphs with the class and compare their work with paragraphs from other children who wrote about the same author.

For **Think, Pair, Share**, see page BP61.

WRAP-UP Have children review the contents of their Weekly Folders and the unit concept map. Form mixed groups. Have groups discuss what else they would like to learn about America. Ask: *What else do you want to know about the United States? How can you find this information?* Post a topic from each group. Guide children in finding classroom or library resources where they might learn more about their topic.



Daily Language Arts

Daily Grammar

Review and Assess on page T527j



Anthology

OBJECTIVES

Thematic Connection: The United States

Write a Personal Narrative with Opinion

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Writing Rubric: Assessment Master A8.44

SUGGESTED PACING

- DAY 1 Study a Model
- DAY 2 Prewrite
- DAY 3 Draft
- DAY 4 Revise and Edit
- DAY 5 Publish and Present

MATERIALS

resources for making scrapbooks

Study a Model

Read the Prompt Anthology page 538

Read aloud the prompt and clarify the role, audience, form, and topic: *Your role is yourself. The form is a personal narrative. What do you think makes a personal narrative interesting?* (Possible responses: true story, writer shows feelings, writer tells about self) Tell children that the audience will be their classmates and that they will choose a topic about what the United States of America means to them or to someone they know.

Teach the Trait: Voice Anthology page 538

Explain: *When writing has a unique voice, the words sound like the writer. The writer chooses words that best express what he or she thinks and feels.*

Read aloud Vijay's personal narrative on page 538 and point out examples of unique voice as you explain the trait: *The reader knows who Vijay is because Vijay's personality and voice come through in his writing. He includes his thoughts and feelings, especially when he says that America belongs to everyone.*

Prewrite

Choose a Topic Anthology page 539

Reread the prompt and unpack the role and form: *A personal narrative tells about something real that happened to the writer. Personal narratives use the words I, me, and my because the writer is telling about his or her own experiences.*

Guide children to choose a topic. Have children read step 1 and the Language Frames. Model using the Language Frames to start a conversation about what America means to you or to someone you know.

Have partners follow step 1. Then have children create a list of topic ideas by freewriting. Explain that when they freewrite, they should write all of the ideas that they can think of. Point out that they should not stop to decide what might be the best idea and that freewriting will help them get ideas about what to write.

Then have a volunteer read aloud step 2 on page 539. Have partners work together to discuss their answers to the questions in step 2.

Get Organized Anthology pages 538–539

Have children chorally read step 3. Model how to use "Everyone's Flag" on page 538 to complete the Feelings Chart. Think aloud: *I need to write the person's name in the first column. Then I need to complete the next two columns with what the person feels and why he or she feels that way.* Use the callouts and underlined text next to Vijay's narrative on page 538. Have children create their own charts for their personal narratives.

COMMON CORE STANDARDS

Writing

| | |
|--|------------|
| Write Opinions on Topics | CC.2.W.1 |
| Write Narratives | CC.2.W.3 |
| Provide Sense of Closure | CC.2.W.3 |
| Focus on a Topic | CC.2.W.5 |
| Revise and Edit to Strengthen Writing | CC.2.W.5 |
| Use Technology in Writing | CC.2.W.6 |
| Recall Information | CC.2.W.8 |
| Language and Vocabulary | |
| Demonstrate Command of English Grammar | CC.2.L.1 |
| Use Simple Sentences | CC.2.L.1.f |
| Demonstrate Command of English Capitalization, Punctuation, and Spelling | CC.2.L.2 |

Writing Project

Write About Yourself

Write a Personal Narrative

Tell what America means to you or someone you know. Put your story into a class scrapbook.



Study a Model

A personal narrative tells about a real event that means a lot to you. Read about Vijay's first 4th of July.

Everyone's Flag

by Vijay Kumar

My family moved to the United States three years ago. On **our first 4th of July**, we went to a parade. **My mom started crying**.

My mom said when she was growing up in India, people couldn't put up their own flags. Only the government could do that.

Here, everyone had a flag! There were flags on houses and flags on floats. People wore flag pins and flag shirts. **Even little babies waved flags!**

That's when I learned that **America belongs to everyone**. I'm glad that this country is my home.

The **beginning** tells what **event** Vijay is writing about.

The middle tells more about what happened. Vijay uses **words that sound like him**. He writes using his own voice.

The end tells why the event was **important**.

538

Prewrite

- 1. Choose a Topic** What will you write about? Talk with a partner. Choose an event from your life that is important to you.

Language Frames

| | |
|---|---|
| Tell Your Ideas I remember when _____. One of the most important things that ever happened to me is _____. I believe _____. | Respond to Ideas Tell me why _____ is important to you. _____ sounds interesting! What details will you use? I don't think this is a good topic because _____. |
|---|---|

- 2. Gather Information** Think about the event. What happened? Who was there? What did you see, hear, and feel?
- 3. Get Organized** Use a Feelings Chart to help you organize details.

Feelings Chart

| Character | How the Character Feels | Why the Character Feels This Way |
|-----------|-----------------------------------|----------------------------------|
| My mom. | She cries when she sees the flag. | |

Draft

Use your details and chart to write your draft. Remember to tell why the event is important. Use words and sentences that sound like you.

539

Anthology
pages 538–539

Draft

Write Anthology page 539

Use the Feelings Chart and Vijay's narrative about his first 4th of July to model how to write a personal narrative.

| Think Aloud | Write |
|---|--|
| <i>My beginning will tell what event I am writing about.</i> | My family moved to the United States three years ago. On our first 4th of July, we went to a parade. |
| <i>In the middle, I will include ideas from my feelings chart.</i> | My mom started crying. Here, everyone had a flag! There were flags on houses and flags on floats. People wore flag pins and flag shirts. |
| <i>I finish my writing with a paragraph that tells why the event was important.</i> | That's when I learned that America belongs to everyone. I'm glad that this country is my home. |

Have children use their Feelings Charts to plan their personal narratives. Remind them to check that the events are presented in the order that they happened.

See **Differentiate**

Differentiate

SN Special Needs

ISSUE Children have physical difficulty writing their drafts.

STRATEGY Utilize auditory learning by allowing children to speak into a tape recorder or to a partner to create their draft. Assign a child who is proficient at writing to jot down the ideas and make sure the events are in the correct order.

AL Above Level

ISSUE Children easily write with unique voice.

STRATEGY Challenge children to include figurative language, such as similes and metaphors, to add interest to their writing. Remind them to maintain their unique voices.

Differentiate

BL Below Level

ISSUE Children struggle with sentence variety.

STRATEGY Have children circle the first word in every sentence and note places where several sentences begin with the same word. Explain that repeated words indicate a need for sentence variety. Point out that joining sentences beginning with the same word or replacing repetitive words can improve sentence variety and make the narrative more interesting to read.

Revise

Read, Retell, Respond Anthology page 540

Read aloud step 1 on page 540. Have partners take turns reading their personal narratives to each other and retelling what they heard. Remind partners to use the Language Frames on page 540 and listen carefully to what their partner says.

Tell children that if their partners do not understand what their narratives are about, they need to improve the clarity. Some questions to ask might be:

- Which parts of the narrative sound most like me?
- Where can I improve my sentence variety?

Have partners discuss the feedback and how they can use it to revise their personal narratives.

Make Changes Anthology page 540

Review the revision examples. Ask: *How does replacing this sentence improve the narrative?* (Possible response: It sounds more natural and fits with Vijay's voice.) *How does inserting belongs to everyone and deleting was a good place to live improve the sentence?* (Possible response: It better explains what Vijay learned about America.)

Have children use the Revising Marks on **Anthology** page 563 to improve their drafts. Remind children to choose words that they use when they speak, like the examples on page 540.

Suggest that children take turns reading their narratives to a partner, who then listens for voice and sentence variety. Encourage the listener to gently tap the speaker's arm to signal places where the language sounds unnatural or inconsistent with the speaker's unique voice.

See **Differentiate**

Edit and Proofread

Check the Personal Narrative Anthology page 541

Have partners work to edit drafts. Have each pair make a checklist to use as they edit. Encourage them to include checklist items such as indenting paragraphs and adding commas after prepositional phrases at the beginning of sentences. Monitor children as they progress through the list, providing feedback when needed. Use Daily Language Arts lessons to reinforce spelling and grammar skills. Remind children of the Spelling Tip on page 541.

Daily Language Arts

Daily Spelling & Word Work

Practice pages T527g–T527h

Daily Grammar

Direct children's attention to Vijay's personal narrative on page 538. Point out the prepositional phrases "to a parade," "on houses," and "on floats." Use pages T527i–T527j to review the use of prepositional phrases before children edit their reports.

Writing Project, continued

Revise

- 1. Read, Retell, Respond** Read your draft aloud to a partner. Your partner listens and then retells the story. Next, talk about ways to make your writing better.

| Language Frames | |
|---|---|
| Retell You tell about _____. I think this story is important to you because _____. | Make Suggestions I'm not sure why _____ is special. Can you explain that more? The writing doesn't sound like you. Maybe you could change _____. |

- 2. Make Changes** Think about your draft and your partner's ideas. Then use the Revising Marks on page 563 to mark your changes.

- Do your words and sentences sound like you? If not, change some.

Even little babies waved flags!
~~Even-little-ones-hold-flags.~~

- Do you tell why the event is important? Add details that will help your reader understand.

That's when I learned that America ~~was a good place to live.~~
belongs to everyone.

Edit and Proofread

Work with a partner to edit and proofread your personal narrative. Look for prepositional phrases. If one starts a sentence, you may need to add a comma after it. Use the marks on page 563 to show your changes.

Spelling Tip

Watch out for words that sound alike: *through* is a preposition, but *threw* is a verb.

Publish

On Your Own Make a final copy of your personal narrative. Read it aloud to your classmates. You could also send it in an e-mail to a friend or family member.

| Presentation Tips | |
|---|---|
| If you are the speaker... | If you are the listener... |
| Listen to how you're telling the story. You should sound like you're talking to a friend. | As you listen, think of something similar that happened to you. |
| Change your voice when events are funny or sad or serious. | Think about why the event is important to the reader. |

With a Group Collect all of the personal narratives. Put them in a scrapbook. Add photographs, drawings, and decorations. Take turns bringing the book home to share with your families.



Anthology page 540–541

Publish

On Your Own Anthology page 541

Encourage children to make neat copies of their personal narratives. Invite them to prepare emails to send their narratives to friends or relatives.

Use the **Writing Rubric** to assess each child's report.

With a Group Anthology page 541

Let children decide if they will share their writing with the class by reading it aloud or retelling it from memory. Have children review the Presentation Tips on page 541 before sharing with the class. Remind them that when they are telling narratives about their own lives, they should sound as if they are talking to a friend. Point out that their language should sound informal and casual.

Have children collaborate on a scrapbook name and design a cover. Encourage them to include photos, pictures, mementos, or decorations in the scrapbook. Put the narratives together and scan or copy them to include in the book. Distribute copies of the complete book to each child.

Writing Rubric

| Score | Ideas | Organization | Voice | Word Choice | Fluency | Conventions | Presentation |
|-------|---|---|---|--|---|--|--|
| 4 | The message is clear and focused on the topic. Details are relevant and support the main idea. The writing shows excellent understanding of the topic. | The structure is clear and fits the purpose. All content flows in a logical sequence. | The tone is appropriate for the audience. The writing sounds like a friend. | Appropriate words are used to convey the message. The language is consistently and effectively used. | All sentences are clear and easy to read. The writing flows smoothly. | The writing has correct punctuation and capitalization. The writing has correct grammar and usage. | The text is presented in an organized and professional way. The writing is neat and legible. |
| 3 | Most of the writing has a clear message. Details are relevant and support the main idea. The writing shows good understanding of the topic. | Most of the structure is clear and fits the purpose. Most of the content flows in a logical sequence. | The tone is mostly appropriate for the audience. The writing sounds like a friend. | Many appropriate words are used to convey the message. The language is mostly effective. | Most sentences are clear and easy to read. The writing flows mostly smoothly. | Most of the writing has correct punctuation and capitalization. Most of the writing has correct grammar and usage. | Most of the text is presented in an organized and professional way. Most of the writing is neat and legible. |
| 2 | The message is somewhat clear and focused on the topic. Details are somewhat relevant and support the main idea. The writing shows some understanding of the topic. | The structure is somewhat clear and fits the purpose. Some content flows in a logical sequence. | The tone is somewhat appropriate for the audience. The writing sounds somewhat like a friend. | Some appropriate words are used to convey the message. The language is somewhat effective. | Some sentences are clear and easy to read. The writing flows somewhat smoothly. | Some of the writing has correct punctuation and capitalization. Some of the writing has correct grammar and usage. | Some of the text is presented in an organized and professional way. Some of the writing is neat and legible. |
| 1 | The message is not clear and focused on the topic. Details are not relevant and do not support the main idea. The writing shows no understanding of the topic. | There is no clear structure and the content does not flow in a logical sequence. | The tone is not appropriate for the audience. The writing does not sound like a friend. | Few appropriate words are used to convey the message. The language is not effective. | Few or none of the sentences are clear and easy to read. The writing does not flow. | Few or none of the writing has correct punctuation and capitalization. Few or none of the writing has correct grammar and usage. | The text is not presented in an organized and professional way. The writing is not neat and legible. |

Week 4 Assessment & Reteaching

= TESTED SKILL

Assess

OBJECTIVES

Foundational Skills

Phonics

- Decode Words with Different Syllable Types
- Decode Multisyllabic Words
- Decode Words with Closed Syllables

High Frequency Words

- Read High Frequency Words

Spelling

- Spell Words with Different Syllable Types
- Spell Words with Closed Syllables
- Spell High Frequency Words

Fluency

- Phrasing
- Accuracy and Rate

Reading

- Analyze Elements of Poetry
- Use Reading Strategies

Vocabulary

- Use Social Studies Vocabulary
- Use Academic Vocabulary

Grammar and Writing

- Prepositional Phrases
- Write an Opinion

ASSESSMENTS

Foundational Skills Test Unit 8, Week 4

Decoding **TTT**
Different Syllable Types
Multisyllabic Words

The Decoding Test on page AB.28 is multisyllabic and may be administered to a group of children. Give each child a copy of the test. Record the TTT requirements on a copy of the Student Profile on page AB.7.

See [Letter to the Parent](#) on page AB.7.

Choose the word.

locate
 bungee
 agree
 handkerchief
 agreement
 vacation

Week 3

man fly
 best tree
 lot color
 face white
 same bring

Grade 2 Assessment **AB.27** SMK # Our United States

Foundational Skills Unit 8, Week 4

1. locked
 locate

2. blow
 bungee
 boogie

3. oldhead
 chisel head
 chisel ahead
 chisel head

4. handkerchief
 hand dial (or)
 hand dial bar
 hand (b) bar

5. agreement
 a green ment
 ag ment
 agree ment

6. vacation
 vac | at | ion
 vac | at | ion
 vac | at | ion

Grade 2 Assessment **AB.28** SMK # Our United States

Spelling Words

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

Multisyllabic Words

- compare Compare two books to see how they are different.
- circle Draw a circle around the correct answer on the test.
- faithful I'm a faithful reader of the morning newspaper.
- vacation I'll read a lot of books over summer vacation.

High Frequency Words

- best This will be the best trip we have ever taken.
- bring Be sure to bring your camera on our trip.
- color What color is your suitcase?
- fact Tell me an interesting fact about the national park.
- fly To get there, we will fly on an airplane.
- lot Going to the airport will be a lot of fun.
- man There's a man at the gate who will take your ticket.
- same The planes on the runway are not painted the same.
- tree There is not a single tree at the airport.
- white Our plane is that white one, next to the silver one.

More Words

Use these words and sentences for additional Pretest and Test items.

- resistant Mountains seem to be resistant to change.
- landform This mountain is the biggest landform in the park.
- duty Which ranger is on duty today?
- travel I love to travel to new places, don't you?
- happiness I am filled with happiness after a great trip.
- explain Let me explain how to plan a good trip.

Foundational Skills Unit Test
 A8.27–A8.28

Spelling Pretest/ Spelling Test
 See page T527g

Oral Reading Assessment Unit 8

Every spring in Washington, D.C., endless rows of cherry trees bloom. The pink flowers are cherry blossoms. Sweetness fills the air. It is impossible not to smell them.

A festival in spring celebrates the cherry blossoms. Visitors come from all over. Kids from preschool to college admire the trees. Dancers, singers, and actors put on shows.

The trees were not always there. I went to the festival last year. There I discovered the real story of how they arrived.

In 1906, William Taft became president of the United States. Years before, he and his wife, Helen, visited the country of Japan. Helen was deeply impressed by Japan's cherry trees. When Helen became First Lady, Japan gave the U.S. thousands of cherry trees. It was a gift of kindness.

A springtime visit to Washington would be incomplete without a stop at the festival. It would be a mistake to miss it.

Grade 2 Assessment **AB.1** SMK # Our United States

Oral Reading Assessment Unit 8

Every spring in Washington, D.C., endless rows of cherry trees bloom. The pink flowers are cherry blossoms. Sweetness fills the air. It is impossible not to smell them.

A festival in spring celebrates the cherry blossoms. Visitors come from all over. Kids from preschool to college admire the trees. Dancers, singers, and actors put on shows.

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Miscellaneous Observations

Grade 2 Assessment **AB.2** SMK # Our United States

Oral Reading Assessment Unit 8

| Grade | Reading Accuracy | | | | Reading Fluency | | | | Reading Comprehension | | | |
|-------|------------------|--------|--------|--------|-----------------|--------|--------|--------|-----------------------|--------|--------|--------|
| | 90-100% | 80-89% | 70-79% | 60-69% | 90-100% | 80-89% | 70-79% | 60-69% | 90-100% | 80-89% | 70-79% | 60-69% |
| 2 | | | | | | | | | | | | |

Grade 2 Assessment **AB.3** SMK # Our United States

Oral Reading Assessment
 A8.1–A8.4

Use these passages throughout Unit 8. Work with below-level readers this week.

Reading Comprehension Test Unit 8

Directions: Read the song lyrics. Then answer the questions about the song.

I SING

I sing about America,
 Her land and shining sea,
 Her proud, purple mountains,
 Her people, brave and free!

I help to make America,
 A place that's free of fears,
 A land where we can all feel safe,
 For all the coming years.

I work to build America,
 With others true and strong,
 By helping when it's needed,
 And doing right, not wrong.

I show I love America,
 With every passing day,
 By being kind and thoughtful,
 In all I do and say.

Grade 2 Assessment **AB.29** SMK # Our United States

Reading Strategy Assessment Unit 8

Check the reading strategies the student used and ask the questions that follow about how the student used the strategy. Use the circle to help you determine how well the student used the strategy. Circle the appropriate value.

Ask: *When did you use this strategy? How often? How well? How often? How well?*

| Plan and Monitor | Read Strategically | Ask Questions |
|------------------|--------------------|---------------|
| 1 | 1 | 1 |
| 2 | 2 | 2 |
| 3 | 3 | 3 |
| 4 | 4 | 4 |

Grade 2 Assessment **LR8.5** SMK # Our United States

Reading Strategy Assessment Unit 8

| Grade | Reading Accuracy | | | | Reading Fluency | | | | Reading Comprehension | | | |
|-------|------------------|--------|--------|--------|-----------------|--------|--------|--------|-----------------------|--------|--------|--------|
| | 90-100% | 80-89% | 70-79% | 60-69% | 90-100% | 80-89% | 70-79% | 60-69% | 90-100% | 80-89% | 70-79% | 60-69% |
| 2 | | | | | | | | | | | | |

Grade 2 Assessment **LR8.6** SMK # Our United States

Reading Comprehension Unit Test
 A8.29–A8.34

Reading Strategy Assessment
 LR8.5–LR8.6

Vocabulary Test Unit 8

Directions: Read the question. Choose the correct answer.

1. What does the word **locate** mean in this sentence?
 I would like to **locate** the text.
 not safe
 take again
 take together

2. What does the word **impossible** mean in this sentence?
 It is **impossible** to jump that high.
 not possible
 possible again
 possible together

3. What does the word **dispose** mean in this sentence?
 They **dispose** on where to put the sofa.
 agree again
 do not agree
 agree together

4. What does the word **defog** mean in this sentence?
 My mom **defog** the car's front window on cold mornings.
 with fog
 fog again
 take away fog

Grade 2 Assessment **AB.35** SMK # Our United States

Grammar and Writing Test Unit 8

Directions: Choose the answer that completes the sentence correctly.

1. This book _____ has many interesting stories.
 in front of
 over the United States
 about America's history

2. I borrowed it _____ last week.
 between
 from the library
 behind the beginning

3. Lending the book _____ to I can read it during recess.
 under
 with fog
 below the street

4. It is so interesting that I read it _____.
 to the road
 between two shelves
 during the bus ride home

5. I read a little bit _____ dinner.
 after
 between
 in front of

6. I even read it _____ at night.
 beside
 into the light
 under the covers

Grade 2 Assessment **AB.38** SMK # Our United States

Writing Rubric

| Grade | Content | Organization | Style | Conventions |
|-------|---|---------------------------------------|--------------------------------|--|
| 2 | Writes a simple story or opinion piece with a beginning, middle, and end. | Organizes ideas in a simple sequence. | Uses simple words and phrases. | Writes legibly and uses basic punctuation. |

Grade 2 Assessment **AB.44** SMK # Our United States

Vocabulary Unit Test
 A8.35–A8.37

Grammar and Writing Unit Test
 A8.38–A8.39

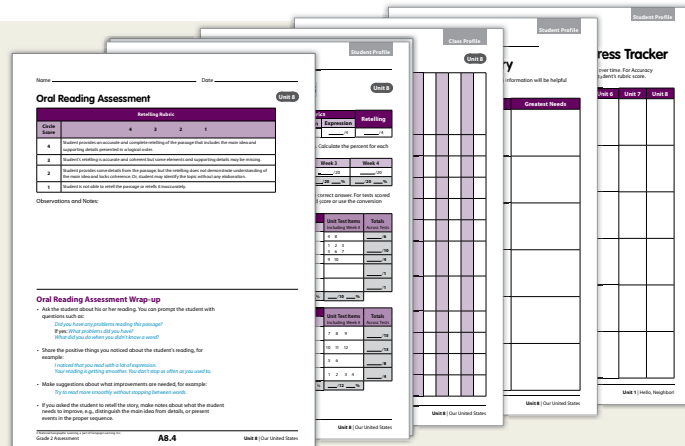
Writing Rubric
 A8.44



Reteach and Practice

REPORTS

RESOURCES AND ROUTINES



PRINT & ONLINE Report Forms for Teacher to Complete

- Student Profile: Foundational Skills** A8.4
- Student Profile: Weekly and Unit Tests** A8.40–A8.41
- Class Profile: Weekly and Unit Tests** A8.42
- Student Profile: Strengths and Needs Summary** A8.43
- 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

- Phonics Games** [NGReach.com](https://www.ngreach.com)
- Word Builder** [NGReach.com](https://www.ngreach.com)
- Activities for Daily Practice**, pages BP38–BP39



eAssessment™

ONLINE ONLY Automated Reports

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

Reading

RETEACH

- Elements of Poetry: Reteaching Master** RT8.10
- Use Reading Strategies: Reteaching Master** RT8.11

ADDITIONAL PRACTICE

- Leveled Books**, pages LR4–LR12
- Comprehension Coach** [NGReach.com](https://www.ngreach.com)

Vocabulary, Grammar and Writing

RETEACH

- Prepositional Phrase: Anthology Handbook**, page 588
- Interactive Writing Routine**, page BP58
- Voice: Reteaching Master** RT8.13

ADDITIONAL PRACTICE

- More Grammar Practice, Reteaching Master** RT8.12

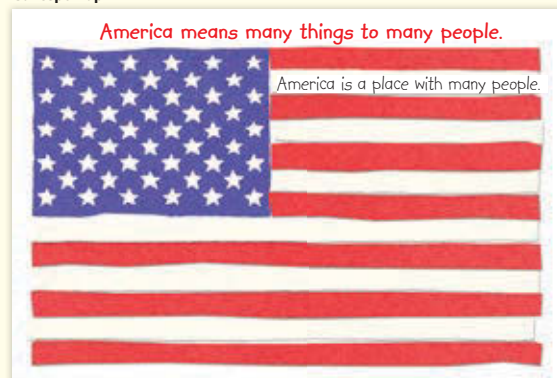
Unit 8 Wrap-Up



Talk Together

In this unit, you found lots of answers to the **Big Question**. Now, use your concept map to discuss the **Big Question** with the class.

Concept Map



542

Anthology
pages 542–543

OBJECTIVES

Thematic Connection: The United States
Review Content

PROGRAM RESOURCES

unit concept map

COMMON CORE STANDARDS

Writing

Participate in Shared Research and Writing Projects CC.2.W.7
Gather Information CC.2.W.8

Speaking and Listening

Ask and Answer Questions CC.2.SL.3
Tell a Story CC.2.SL.4

Language and Vocabulary

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

Unit 8 Wrap-Up

Share Your Ideas

Choose one of these ways to share your ideas about the **Big Question**.

Write It!

Write a Song

Work with a partner to write your own song about America. Perform your song for the class. Tell what America means to you.



Talk About It!

Give a News Report

Pretend that you and your partner are reporters on the local news. Give a news report about a famous American landmark close to where you live. Share your report with the class.

Do It!

Perform a Skit

Make up a skit about another holiday. Use the characters from "Apple Pie 4th of July." Assign roles and think of lines for each character to say. Make props to use in the skit. Then perform the skit for your class.



Write It!

Write a Recipe

Write the recipe for a favorite meal that you enjoy at home.



543

Academic Talk

1 Big Question Anthology page 542

Read aloud the Big Question. Explain that in this unit children learned that America means many things to many people. Read aloud **Talk Together** on page 542.

2 Talk Together Anthology page 542

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? Can you tell more?*

Unit Projects

3 Share Your Ideas Anthology page 543

Read aloud the project options. Have children who have chosen the **Write It!** “Write a Recipe” option work independently at their desks. Have the other children gather in designated areas to collaborate quietly.

Write It!



Plan

Work with the class to brainstorm a list of common tunes. Together, choose a tune everybody knows. Ask children to set their new songs to the tune. Explain that it will be easier to teach classmates the song if the tune is familiar.

Write a Song

Invite children to look back through the unit for ideas for their songs. Have them discuss what America means to them. Then have partners use their ideas to write their song. Invite pairs to teach their songs to the class. Encourage children to use movement and gestures to act out the lyrics.

Participate in Shared Research
and Writing Projects

CC.2.W.7

Talk About It!



Plan

Brainstorm a list of famous American landmarks close to your town. Elicit some information about each. Point out that finding the answers to *Who, What, Where, When, Why, and How* questions will help them write their news reports.

Give a News Report

Invite partners to choose the landmark that they find most interesting. Have them take turns asking and answering questions about the landmark to help them as they plan their report. Invite partners to give their news report to the class. Invite others to ask the reporters questions about the local landmark.

Ask and Answer Questions

CC.2.SL.3

Do It!



MATERIALS

props for skit • tape recorder/video camera (optional)

Plan

Reread the story with children and identify the characters: girl, brother, father, mother. Then assign roles. If you plan to record the skits, set up a video camera or tape recorder while groups are working on their skits.

Perform a Skit

Monitor as groups plan their holiday skits. Help children create dialogue. Provide materials for them to use to make props. After children have rehearsed, invite groups to present their skits to the class.

Tell a Story

CC.2.SL.4

Write It!



MATERIALS

note cards • colored pencils or markers

Plan

Display a recipe and point to these parts: title, ingredients, steps. Encourage children to use sequence words, such as *first*, *next*, and *last* to order their steps. Invite children to include a sentence about when they usually have this meal.

Write a Recipe

Have children use the sample recipe on page 543 as a model for their own recipes. Have them list as many ingredients as they can remember. If children need help, suggest that their family members help add the missing ingredients to their list. Encourage children to ask family members how they can help participate in the meal's preparation.

Gather Information

CC.2.W.8

Unit 8 Reflection

| Successful Teaching Moments | Adjustments for Next Year |
|-----------------------------|---------------------------|
| | |

| Additional Notes or Resources |
|-------------------------------|
| |



Click links in the Teacher eEdition

Access all resources using the Lesson Planner

Browse the Resource Directory



Display Practice Masters using the Presentation Tool

More Practice



Phonics Games and Vocabulary Games



Comprehension Coach



My Vocabulary Notebook



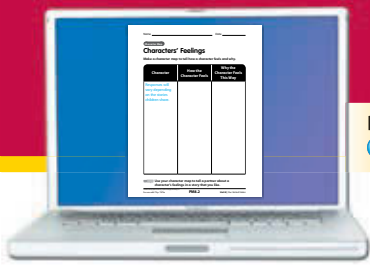
Read With Me MP3s



Sing With Me MP3s



Go to NGReach.com for practice resources.



Contents at a Glance

| | Practice Masters | Pages | Practice Masters | Pages |
|---------------|---|--------|--|--------|
| | Family Newsletter 3: English and Spanish | | | |
| Week 1 | Day 1: Prefixes <i>dis-, pre-, in-, im-</i> | PM8.1 | Day 3: Suffixes <i>-er, -or, -less, -ness</i> | PM8.6 |
| | Character Map | PM8.2 | High Frequency Words | PM8.7 |
| | Day 2: Prefixes <i>dis-, pre-, in-, im-</i> | PM8.3 | Grammar: Prepositions | PM8.8 |
| | Word Sort: Words with Prefixes <i>dis-, pre-, in-, im-</i> | PM8.4 | Day 4: Suffixes <i>-er, -or, -less, -ness</i> | PM8.9 |
| | High Frequency Word Cards | PM8.5 | Grammar and Writing | PM8.10 |
| | | | Day 5: Character Map | PM8.11 |
| Week 2 | Day 1: Final Syllable: Consonant + <i>le</i> | PM8.12 | Day 3: Final Syllables <i>-tion, -ture</i> | PM8.17 |
| | Day 2: Final Syllable: Consonant + <i>le</i> | PM8.13 | High Frequency Words | PM8.18 |
| | Word Sort: Words with C + <i>le</i> | PM8.14 | Grammar: Prepositions | PM8.19 |
| | High Frequency Word Cards | PM8.15 | Day 4: Final Syllables <i>-tion, -ture</i> | PM8.20 |
| | Comparison Chart | PM8.16 | Final Syllables <i>-sion, -cian</i> | PM8.21 |
| | | | Grammar and Writing | PM8.22 |
| | | | Day 5: Grammar: Prepositions | PM8.23 |
| Week 3 | Day 1: Words with Schwa | PM8.24 | Day 3: Final Syllables <i>-ent, -ant</i> | PM8.29 |
| | Author's Purpose Chart | PM8.25 | High Frequency Words | PM8.30 |
| | Day 2: Words with Schwa | PM8.26 | Grammar: Prepositional Phrases | PM8.31 |
| | Word Sort: Words with Schwa | PM8.27 | Day 4: Final Syllables <i>-ent, -ant</i> | PM8.32 |
| | High Frequency Word Cards | PM8.28 | Grammar and Writing | PM8.33 |
| | | | Day 5: Comparison Chart | PM8.34 |
| Week 4 | Day 1: Syllables | PM8.35 | Day 3: Syllable Division | PM8.40 |
| | Day 2: Syllables | PM8.36 | High Frequency Words | PM8.41 |
| | Word Sort: Syllables | PM8.37 | Grammar: Prepositional Phrases | PM8.42 |
| | High Frequency Word Cards | PM8.38 | Day 4: Syllable Division | PM8.43 |
| | Comparison Chart | PM8.39 | Grammar and Writing | PM8.44 |
| | | | Day 5: Grammar: Prepositional Phrases | PM8.45 |



NATIONAL GEOGRAPHIC Reach

NEWSLETTER

Level C | Unit 8

Dear Family Member,

“What does America mean to you?” That is the big question we are exploring in this unit. To answer it, we are reading, writing, and talking about the United States’ customs, symbols, celebrations, landmarks, and national identity. Be a part of our exploration! With your student, read the New Words on the next page. Then follow these directions.

Directions:

1. Talk together about people you know who have moved to the United States. Share stories about their experiences. Try to use some of the New Words in your discussion.
2. Work together to make notes about the immigration stories you discussed. On the lines below, write words, phrases, and sentences that will help you remember them. Try to use the New Words when you can.
3. Remind your student to bring the completed notes to class.

What We’re Reading

“Apple Pie 4th of July”

by Janet S. Wong

In this story, a girl learns that she can celebrate the 4th of July with Chinese food, as well as with parades, fireworks, and apple pie.

“America: A Weaving”

by Bobbi Katz

This poem tells how people in the United States celebrate diversity and embrace common American traditions.

“America Is. . .”

by Louise Borden

This selection discusses the customs, symbols, celebrations, and landmarks that make up the national identity of the United States.

“This Land Is Your Land”

words and music by Woody Guthrie

Explorer Sam Abell combines his photos of the United States with these song lyrics to express his love of America’s landscape.

And more!

COPY READY



New Words

Weeks 1 and 2

alike

culture

holidays

American

difference

language

belief

expect

tradition

celebrate

history

variety

Weeks 3 and 4

freedom

remember

united

immigrant

seek

body of water

landform

state

monument

symbol

Learn and play with words. [NGReach.com](https://www.ngreach.com)



NATIONAL GEOGRAPHIC Reach

BOLETÍN DE NOTICIAS

Nivel C | Unidad 8

Estimado miembro de la familia,

“¿Qué significa Estados Unidos para ustedes?” Esa es la gran pregunta que estamos explorando en esta unidad. Para responderla, estamos leyendo, escribiendo y hablando acerca de las costumbres, símbolos, celebraciones, sitios de interés e identidad nacional de Estados Unidos. ¡Sea parte de nuestra exploración! Con su estudiante, lea las Nuevas Palabras en la siguiente página. Luego siga estas instrucciones.

Instrucciones:

1. Juntos, hablen de algunas personas que conozcan que se hayan trasladado a Estados Unidos. Compartan historias acerca de las vivencias de ellos. Intenten usar algunas de las Nuevas Palabras en su conversación.
2. Juntos, tomen nota de las historias que escucharon de los inmigrantes. En las líneas siguientes, escriban palabras, frases y oraciones que les ayuden a recordarlas. Intenten usar las Nuevas Palabras cada vez que puedan.
3. Recuerde a su estudiante traer las notas completas a clase.

Qué estamos leyendo

“Apple Pie 4th of July”

por Janet S. Wong

En esta historia, una chica aprende que puede celebrar el Cuatro de Julio con comida china, desfiles, fuegos artificiales y pastel de manzana.

“America: A Weaving”

por Bobbi Katz

Este poema cuenta la manera en que las personas en Estados Unidos celebran la diversidad y adoptan tradiciones americanas comunes.

“America Is. . .”

por Louise Borden

Esta selección habla acerca de las costumbres, símbolos, celebraciones y lugares de interés que simbolizan la identidad nacional de los Estados Unidos.

“This Land Is Your Land”

letra y música por Woody Guthrie

El explorador Sam Abell combina sus fotografías de los Estados Unidos con letras de canciones para expresar su amor por el paisaje americano.

¡Y más!

COPY READY



Nuevas Palabras

Semanas 1 y 2

alike

similar

American

americano

belief

creencia

celebrate

celebrar

culture

cultura

difference

diferencia

expect

esperar

history

historia

holidays

festividades

language

idioma

tradition

tradición

variety

variedad

Semanas 3 y 4

body of water

cuerpo de agua

freedom

libertad

immigrant

inmigrante

landform

formación terrestre

monument

monumento

remember

recordar

seek

buscar

state

estado

symbol

símbolo

united

unido

COPY READY

Aprenda y juegue con palabras.  [NGReach.com](https://www.NGReach.com)

Phonics

Prefixes *dis-*, *pre-*, *in-*, *im-*

Cut out the cards. Match cards to make words. Then use each word in a sentence.

dis

teen

pre

heat

in

put

im

land

like

perfect

appear

polite

COPY READY

Name _____

Date _____

Character Map

Characters' Feelings

Make a character map to tell how a character feels and why.

| Character | How the Character Feels | Why the Character Feels This Way |
|-----------|-------------------------|----------------------------------|
| | | |

COPY READY

 Use your character map to tell a partner about a character's feelings in a story that you like.

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For use with TE p. T475a

PM8.2

Unit 8 | Our United States

Phonics

Prefixes *dis-*, *pre-*, *in-*, *im-*

Write the word that completes each sentence.

1. distrust preschool indoors

Cole and Rosa have to stay _____ today because it is raining.

2. disagree impolite incomplete

At first they _____ about what to do, but then they decide to make cookies.



3. precut incorrect immigrate

Rosa thinks Cole likes peanut butter cookies, but she is _____.

4. inputs prepays dislikes

Cole _____ peanut butter, so they decide to make oatmeal cookies.

5. disarmed pregame imperfect

They don't want the cookies to be _____, so they work carefully.

6. implant preplan insight

They _____ and prepare before they begin.

7. indirect improper disappear

After the cookies are baked, they _____ quickly! Yum!

COPY READY

Words with Prefixes *dis-*, *pre-*, *im-*, *in-*

COPY READY



display



preschool



impossible



inside

disagree

disrespect

immature

inhuman

prepay

indecent

preview

immobile

impolite

disorder

imperfect

informal

disservice

improper

disapprove

prejudge

infield

incorrect

pregame

dissatisfied

precook

preorder

insecure

impatient

High Frequency Word Cards

move

seem

ball

word

few

read

eye

learn

food

idea

large

father

number

mother

animal

country

often

picture

might



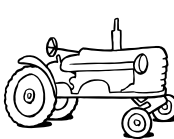





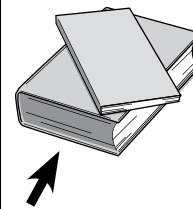

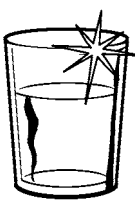

America

COPY READY

Phonics

Suffixes -er, -or, -less, -ness

Circle the word that names the picture.

| | | |
|--|---|--|
| <p>1.</p>  <p>brainless brightness baker</p> | <p>2.</p>  <p>farmer fearless fondness</p> | <p>3.</p>  <p>trainer tractor truthless</p> |
| <p>4.</p>  <p>darkness dancer dodger</p> | <p>5.</p>  <p>hardness hunter hopeless</p> | <p>7.</p>  <p>supper slowness swimmer</p> |
| <p>7.</p>  <p>dryness doctor danger</p> | <p>8.</p>  <p>sailor singer sadness</p> | <p>9.</p>  <p>thicker thinker timeless</p> |
| <p>10.</p>  <p>batter boneless blackness</p> | <p>11.</p>  <p>spineless spotless speaker</p> | <p>12.</p>  <p>kicker cordless kindness</p> |

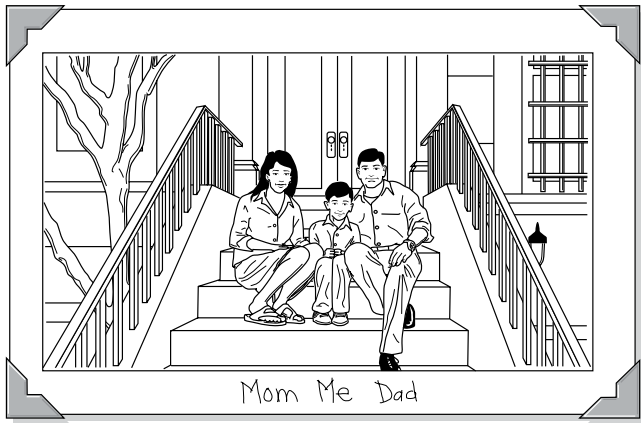
Read It Together

The sailor is a fearless swimmer.

High Frequency Words

A New Home

Write a word from the box to complete each sentence.



| High Frequency Words |
|----------------------|
| America |
| country |
| father |
| idea |
| learn |
| mother |
| picture |
| read |
| seem |
| word |

COPY READY

Dear Grandma and Grandpa,

Here is a _____ of my father, my mother, and me. We are in our new _____, the United States of America. I _____ new things in school every day. I can _____ in English now. I teach myself at least one new English _____ every day. I am happy, and Mom and Dad _____ happy, too. I have a great _____! Can you come and visit us soon? I miss you!

Your grandson,

Hector

Word Cards: Prepositions

COPY READY

above

behind

in

in front of

at

beside

on

under

flag

door

parade

picnic

lunch

sky

car

band

birthday

fireworks

party

food

milk

pie

table

customers

roof

window

chairs

horses

people

house

street

float

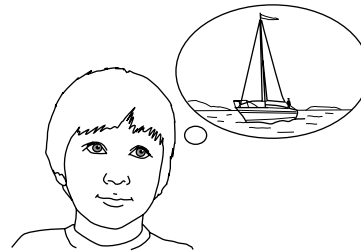
Phonics

Suffixes *-er, -or, -less, -ness*

Write the word that completes each sentence.

1. **fondness** **careless** **tractor**

Dale has a _____ for the sea.



2. **helpless** **brightness** **sailor**

That's why he wants to be a _____ when he grows up.

3. **rancher** **cloudless** **actor**

He wants to travel under _____ skies.

4. **joyless** **diver** **dryness**

Maybe he will also be a _____ who explores life under the water.

5. **richness** **painter** **useless**

He will learn about the _____ of life in the sea.

6. **settler** **visitor** **darkness**

Maybe he will study life in the _____ at the bottom.

7. **cordless** **teacher** **lightless**

It is _____ down where the sun doesn't shine!

8. **worker** **harmless** **moistness**

What kind of _____ would you like to be when you grow up?

9. **greenness** **hairless** **countless**

You have _____ jobs to choose from!

Grammar and Writing

Write Prepositions

Read the story. Then choose the word from the box that correctly completes each sentence.

above behind beside in on under

I watched the Fourth of July parade last week. I watched it sitting beside my parents. The parade was _____ Main Street. My sister plays in the high school band. The band marched _____ the parade. We waited for the band. The sky _____ us was very clear. I got really hot. Mom gave me a cold drink from the cooler _____ her chair. Then, we finally saw my sister. She was playing the trumpet. She was marching _____ a boy playing a drum.

Character Map

Apple Pie 4th of July

Make a character map for the characters in "Apple Pie 4th of July."

| Character | How the Character Feels | Why the Character Feels This Way |
|----------------------------|-------------------------|---|
| The girl telling the story | Unhappy | She thinks no one will want Chinese food on the Fourth of July. |
| | | |
| | | |

COPY READY

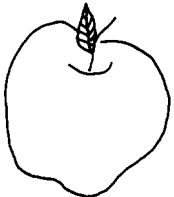
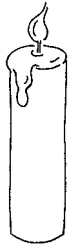
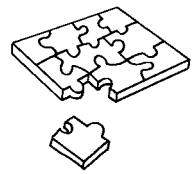

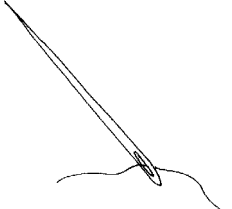
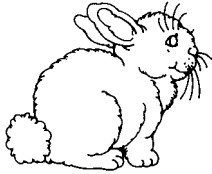
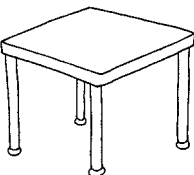
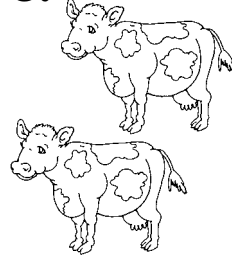
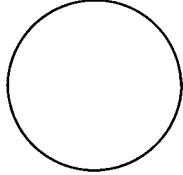
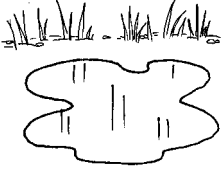

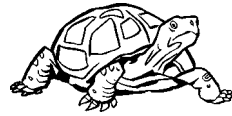
 Use your character map to describe the story characters to a partner.

Phonics

Final Syllable Consonant + le

Circle the word that names the picture.

COPY READY

| | | |
|--|--|--|
| <p>1.</p>  <p>able apple anthill</p> | <p>2.</p>  <p>candle candy cuddle</p> | <p>3.</p>  <p>pebble paddle puzzle</p> |
| <p>4.</p>  <p>bottle bottom bumble</p> | <p>5.</p>  <p>needy nibble needle</p> | <p>7.</p>  <p>bundle bunny bubble</p> |
| <p>7.</p>  <p>tattle table trouble</p> | <p>8.</p>  <p>cattle crackle cable</p> | <p>9.</p>  <p>cradle circus circle</p> |
| <p>10.</p>  <p>purple poodle puddle</p> | <p>11.</p>  <p>little laundry lentil</p> | <p>12.</p>  <p>turtle tunnel tangle</p> |

Read It Together

Would you put an apple or cattle on a table?

Phonics

Final Syllable Consonant + le



Write the word that completes each sentence.

1. **maples riddles giggles**

Can you answer these _____?

2. **turtle cradle sprinkle**

I am a reptile, and I have a shell. I am a _____.

3. **handle gentle poodle**

I am a dog, and I have curly fur. I am a _____.

4. **apple uncle eagle**

I fly high in the sky because I am a bird. I am an _____.

5. **beetle title noodle**

I am a small bug with a shell. I am a _____.

6. **fiddles pebbles wiggles**

We are small rocks. We are _____.

7. **rattle bubble saddle**

You put me on a horse before you ride. I am a _____.

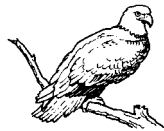
8. **fizzle jungle gobble**

I am where tigers and monkeys live. I am the _____.

9. **purple sparkle cuddle**

You get me if you mix red and blue paint. I am _____.

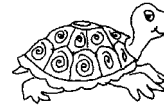
Word Cards: Words with C + le



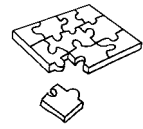
eagle



candle



turtle



puzzle

purple

middle

silly

finally

squeal

skillet

candy

stable

single

fable

let

pale

example

crate

maple

bridle

quilt

rifle

pellet

whale

rally

gentle

noble

steeple

COPY READY

High Frequency Word Cards

room

got

head

tell

small

story

pick

sing

own

song

stay

music

along

still

change

state

sometimes

today

enough

example

COPY READY

Comparison Chart

Compare Language

Compare the language in “Apple Pie 4th of July” and “America: A Weaving.” Write what the sentences or phrases mean.

COPY READY



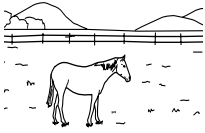
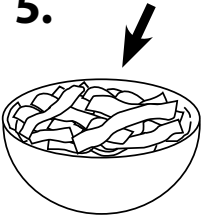



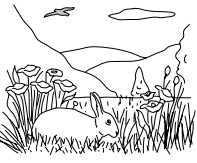


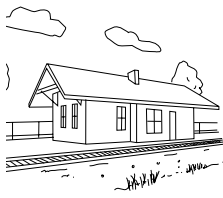
| “Apple Pie 4th of July” | “America: A Weaving” |
|---|--|
| <p>I hear the parade passing by.</p> <p><i>This means exactly what it says.</i></p> | <p>America, America, a never-ending weaving!</p> <p><i>Meaning: Many cultures and traditions make America.</i></p> |
| <p>My parents do not understand all American things.</p> | |

 **Take turns with a partner. Explain which words mean exactly what they say and which words do not.**

Phonics

Final Syllables *-tion, -ture*

Circle the word that names the picture.

| | | |
|---|--|---|
| <p>1.  <u>vulture</u> value vacation</p> | <p>2. $\frac{1}{2}$ fiction fracture fraction</p> | <p>3.  queenly question quotation</p> |
| <p>4.  potter potion pasture</p> | <p>5.  noodle nation nowhere</p> | <p>7.  posture picture pebble</p> |
| <p>7.  caption capture caution</p> | <p>8.  lotion lecture ladle</p> | <p>9.  notion nature never</p> |
| <p>10.  traction teacher texture</p> | <p>11.  section scary sculpture</p> | <p>12.  station stature stampede</p> |

Read It Together

The structure near the pasture is a bus station.

High Frequency Words

Story Time

Write a word from the box to complete each sentence.



High Frequency Words

- | |
|---------|
| example |
| got |
| music |
| sing |
| song |
| state |
| still |
| story |
| tell |
| today |

- Morgan goes to summer camp in the _____ of New York.
- Every Sunday night is music night. The campers sit in a circle and _____ camp songs.
- Every Friday night is story night. A camper can _____ any kind of story.
- For _____, Morgan told a spooky story last Friday night.
- Some campers _____ scared when Morgan told her story.
- They _____ jump when they hear loud noises!
- It is Friday _____. What story would you tell the other campers?

COPY READY


Grammar: Prepositions

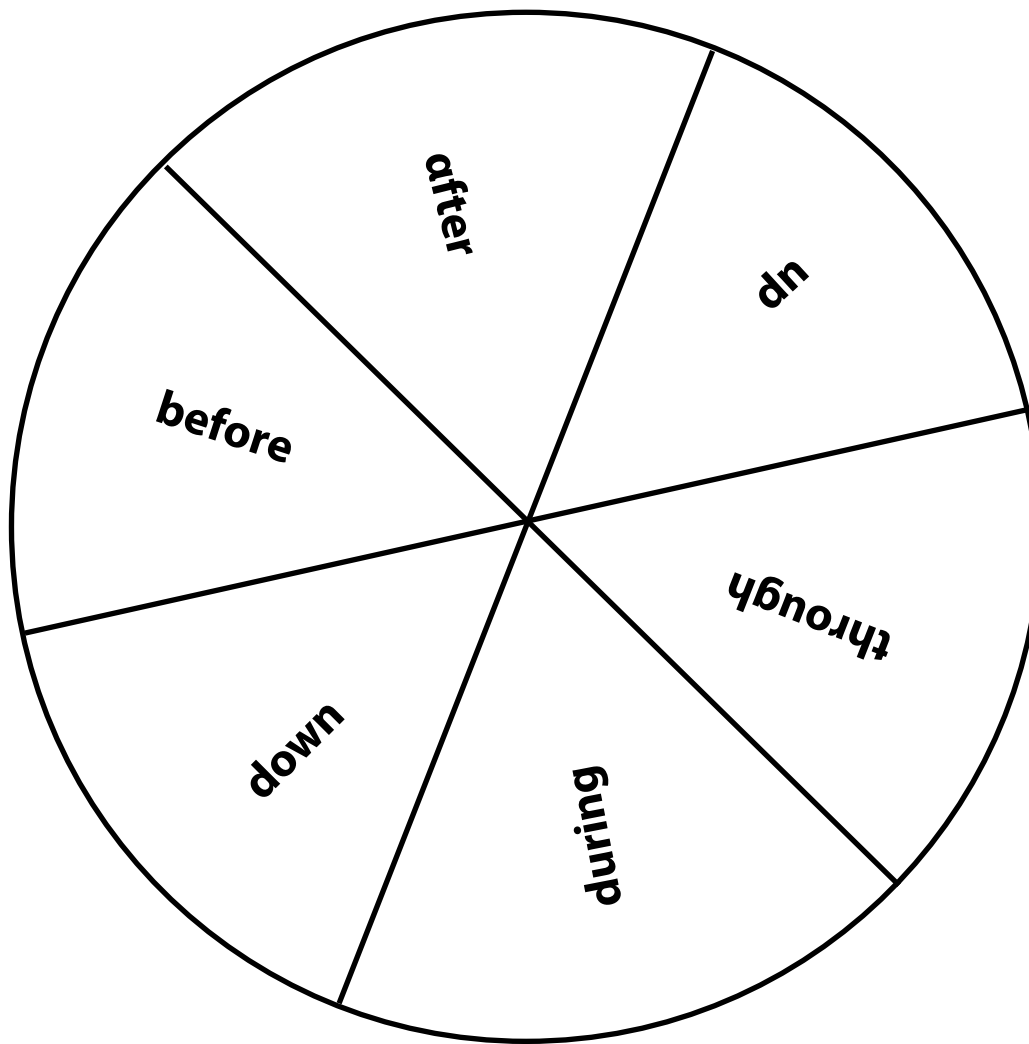
Use Prepositions

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 preposition you land on. Then have your partner say whether the preposition in your sentence shows time or direction.

Make a Spinner

1. Put a paper clip  in the center of the circle.
2. Hold one end of the paper clip with a pencil.
3. Spin the paper clip around the pencil.



COPY READY

Phonics

Final Syllables *-tion, -ture*

Write the word that completes each sentence.

1. education moisture lotion

The children at Pine Street School get a great _____.

2. nation instruction capture

Teachers give them _____ in a lot of subjects.

3. section caption addition

In math class, they learn _____ and subtraction.

4. mixture fiction furniture

In English class, they read books that are _____.

5. pictures lectures portions

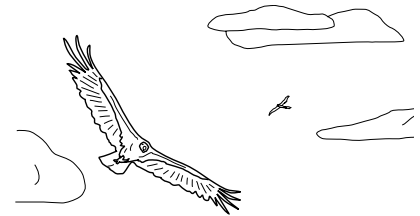
In art class, they paint different kinds of _____.

6. question mention nature

The students go outside to study _____.

7. attention futures creatures

They see many living _____.

**8. fraction vulture donation**

Once they saw a _____ circling in the sky.

9. cultures stations features

They learned that a bald head is one of its _____.

Phonics

Final Syllables *-sion, -cian*

Write the words to complete each sentence.



1. **mansion** **musician**

A _____ lives in that huge _____.

2. **electrician** **television**

She calls an _____ to help her with the wires for her new _____.

3. **permission** **magician**

Then she gives her friend the _____ her _____ to perform a show.

4. **decision** **admission**

The friends make a _____ to give children free _____ to the show.

5. **division** **sessions**

So many children come that there is a _____ of the show into two _____.

6. **expression** **musician**

In one, the _____ plays music with _____.

7. **magician** **vision**

In the other, the _____ plays tricks on the children's _____.

Name _____ Date _____

Grammar and Writing

Write Prepositions

Read the story. Then write the word from the box that correctly completes each sentence.

across before through after to down

Welcome to our special celebration of America.

Did you walk ^{to} _____ the park or ride in a car? You can walk to many exhibits _____ the hill. You can get your lunch ticket in the big tent. Be sure to go there _____ lunch. To find the international café, walk _____ the bridge. _____ lunch, you can see the exhibits. To get to the exhibits, go _____ the gates.

COPY READY

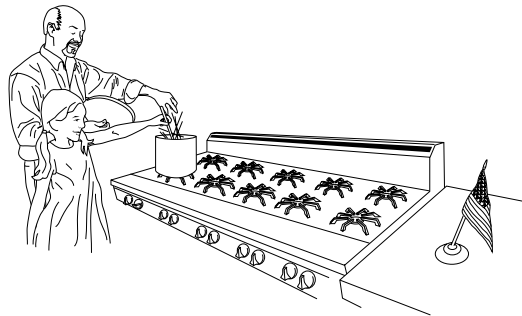
Grammar: Prepositions

Use Prepositions

Grammar Rules Prepositions

Some prepositions show location. → in, on, above, over, below, under, beside, next to

Some prepositions show direction. → up, down, through, across, into, around



Circle the word to complete each sentence. Then read the sentence.





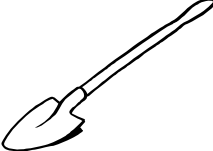

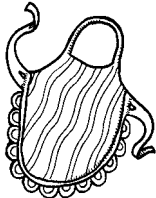

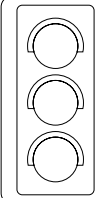

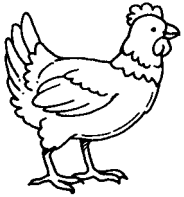

1. The pot is under/on the stove.
2. Dad puts noodles into/across the pot.
3. I stand next to/above Dad.
4. I stir the noodles around/down with a spoon.
5. The flag is beside/through the stove.

 Write a sentence that includes a preposition. Share your sentence with a partner.

Phonics

Words with Schwa

Circle the word that names the picture.

| | | |
|--|---|---|
| <p>1.</p>  <p>gerbil gallon <u>garden</u></p> | <p>2.</p>  <p>person pardon pencil</p> | <p>3.</p>  <p>puffin parcel pretzel</p> |
| <p>4.</p>  <p>ribbon royal reason</p> | <p>5.</p>  <p>shovel station shorten</p> | <p>7.</p>  <p>wiggle wagon waken</p> |
| <p>7.</p>  <p>apple apron action</p> | <p>8.</p>  <p>squirrel shorten squirted</p> | <p>9.</p>  <p>satin slogan signal</p> |
| <p>10.</p>  <p>jacket jackal juggle</p> | <p>11.</p>  <p>channel chisel chicken</p> | <p>12.</p>  <p>seven sandal season</p> |

Read It Together

Do you wear an apron, a sandal, or a ribbon on your foot?

Name _____ Date _____

Author's Purpose Chart

Author's Purpose

Make an author's purpose chart to tell about a nonfiction text you have read.

| | |
|--------------------------------|--|
| Clues from the Title: | Clues from the Kind of Writing: |
| Author's Purpose | |
| Clues from the Details: | Clues from the Main Idea: |

COPY READY

 Share your chart with a partner and compare authors' purposes.

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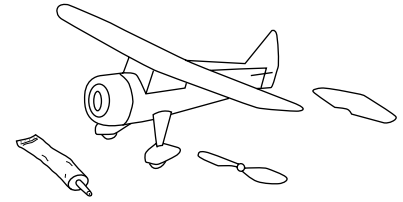
Unit 8 | Our United States

Name _____

Date _____

Phonics

Words with Schwa



Write the words to complete each sentence.

1. person medal

My grandma is a _____ who should get a _____.
She does everything!

2. kitchen apron

Sometimes she puts on her _____ and makes goodies
in the _____.

3. muffins lemon

She is a baker. She bakes the best _____!

4. mitten woolen

She is a knitter. She knits warm _____ things. Each hat
and _____ is perfect!

5. musical vocal

She is a _____ star in _____ shows in the city.

6. wooden model

Grandma is a _____ maker. We make _____
airplanes together.

7. petal garden

When she works in her _____, Grandma is like a farmer.
She knows every _____ and leaf on her plants.

Word Cards: Words with Schwa



sailor



flower



pencil



capital

kitchen

player

mother

gallon

flavor

cotton

fallen

Megan

nickel

payer

father

signal

listen

Mexican

council

button

kicker

cellar

teacher

American

chicken

carol

evil

pretzel

COPY READY

High Frequency Word Cards

COPY READY

ride

big

close

home

sleep

new

cry

bed

show

floor

green

life

plant

came

hurt

sure

jump

left




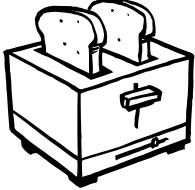
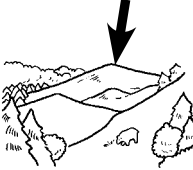


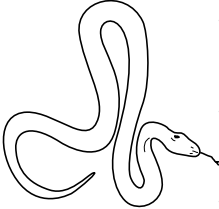
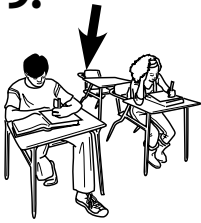
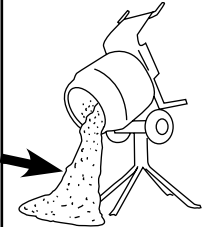
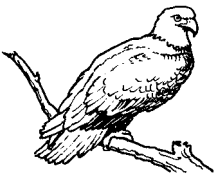

please

ate

Phonics

Final Syllables *-ent, -ant*

Circle the word that names the picture.

| | | |
|--|---|---|
| <p>1.</p>  <p>student stable stubble</p> | <p>2.</p>  <p>pencil panther parent</p> | <p>3.</p>  <p>infant instant insist</p> |
| <p>4.</p>  <p>toaster talent target</p> | <p>5.</p>  <p>doormat distant duster</p> | <p>7.</p>  <p>music magnet merchant</p> |
| <p>7.</p>  <p>protect present pretest</p> | <p>8.</p>  <p>serpent servant settle</p> | <p>9.</p>  <p>actor agent absent</p> |
| <p>10.</p>  <p>cellar constant cement</p> | <p>11.</p>  <p>exit event eagle</p> | <p>12.</p>  <p>sunset silent seven</p> |

COPY READY

Read It Together

Are the absent students distant or in class?

High Frequency Words

A Bed for Carla's Puppy

Write a word from the box to complete each sentence.

High Frequency
Words

ate

bed

big

came

floor

home

left

life

new

sure

Carla got a brand _____ bed for her puppy to sleep in. She put the big bed on the _____ in her bedroom. On Tuesday morning when Carla _____ for school, the puppy was asleep in the bed. Then the puppy got hungry and _____ some of the bed. When Carla _____ back home, there was a big hole in the bed. Carla looked at her puppy and said, "You _____ are cute, but with you around, _____ will never be boring!"

Word Cards: Prepositional Phrases

across

down

off

over

through

to

toward

up

bus

desert

city

skyscraper

car

barn

road

mountain

street

log

flag

stairs

swamp

creek

gate

valley

forest

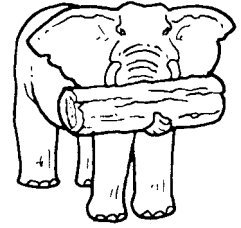
waterfall

beach

hill

COPY READY

Phonics

Final Syllables -ent, -ant

Write the words to complete each sentence.

1. president important

I am _____ because I am the leader of a country.

I am a _____.

2. innocent infant

I am small and _____, and I need a lot of care.

I am an _____.

3. absent student

On most days I am in school, but sometimes I am

_____. I am a _____.

4. parent constant

I have children who need _____ attention.

I am a _____.

5. elephant different

I am an animal that is _____ because I have a

trunk. I am an _____.

6. vacant occupant

This house is not _____ because I live in it.

I am the _____.

Grammar and Writing

Write Prepositional Phrases

Read the story. Then choose the prepositional phrase from the box that correctly completes each sentence. Write the phrase.

| | | |
|--------------------|----------------|-----------------|
| on their shirts | in February | of March |
| on Valentine's Day | to our friends | during the year |

There are many fun holidays during the year.

One of them is Valentine's Day. This holiday

is _____ . That is the day we give

special cards _____ . Everything is red

_____ . That changes just a month later

on the 17th _____ . That is when we

celebrate St. Patrick's Day. People wear green. They

put little plants called shamrocks _____ .

Author's Purpose Chart

America Is . . .

Make an author's purpose chart. Figure out the author's purpose for writing "America Is . . ."

COPY READY

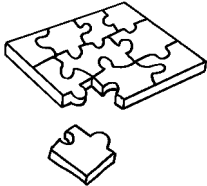
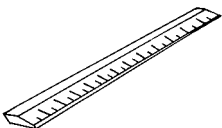






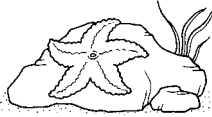



| | |
|---|---|
| <p>Clues from the Title:</p> <p>"America Is . . ."</p> <p><i>The selection is about America.</i></p> | <p>Clues from the Kind of Writing:</p> <p><i>Literary nonfiction presents facts and ideas in an interesting way.</i></p> |
| <p>Author's Purpose</p> | |
| <p>Clues from the Details:</p> | <p>Clues from the Main Idea:</p> |

 **Work with a partner. Compare the author's purposes that you found.**

Phonics

Syllables

Circle the word that names the picture.

| | | |
|---|---|--|
| <p>1.</p>  <p>pencil puzzle paper</p> | <p>2.</p>  <p>ruler rubber raisin</p> | <p>3.</p>  <p>caption cabin capture</p> |
| <p>4.</p>  <p>aside ajar asleep</p> | <p>5.</p>  <p>action arrive airplane</p> | <p>7.</p>  <p>baseball bobcat beanbag</p> |
| <p>7.</p>  <p>razor raindrop raccoon</p> | <p>8.</p>  <p>question quotation quickly</p> | <p>9.</p>  <p>stubborn student starfish</p> |
| <p>10.</p>  <p>velvet vulture vacation</p> | <p>11.</p>  <p>address adore adult</p> | <p>12.</p>  <p>creatures crackles craters</p> |

Read It Together

Some creatures are asleep near the cabin.

Name _____

Date _____

Phonics

Syllables



Write the words to complete each sentence.

1. thousands jungle

There are _____ of plants and animals living in a rain forest _____.

2. important reason

That's one _____ that these forests are _____.

3. plants illness

We use some of the _____ to fight _____.

4. location equator

The _____ of some rain forests is near the _____.

5. treetops around

It is sunny and windy _____ the tallest _____.

6. reptiles leafy

Many _____, mammals, and insects live in the _____ parts of the trees.

7. floor biggest

The _____ animals live in the darkest part, on the forest _____.

Word Cards: Multisyllabic Words



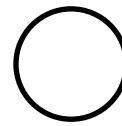
tree



musician



skyscraper



circle

happiness

important

landform

explain

color

along

fly

white

fact

upbringing

duty

continent

vacation

united

bemuse

freedom

test

faithful

understand

same

compare

lot

travel

reunion

COPY READY

High Frequency Word Cards

COPY READY

will

man

soon

best

black

lot

brown

face

group

same

high

fly

leave

tree

study

color

open

white

point

bring

Comparison Chart

Compare Author's Purpose

Make a comparison chart. Show how "America Is . . ." and "This Land Is Your Land" are the same and how they are different.

| | "America Is . . ." by Louise Borden | "This Land Is Your Land" by Woody Guthrie |
|--------------------|---|---|
| persuade readers | | ✓ |
| inform readers | ✓ | |
| entertain readers | | |
| share experiences | | |
| express feelings | | |
| express creativity | | |

COPY READY

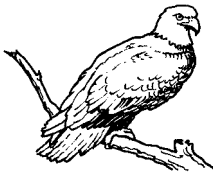
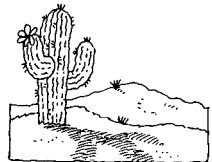
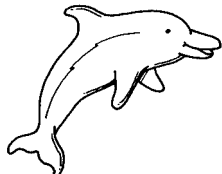
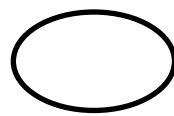
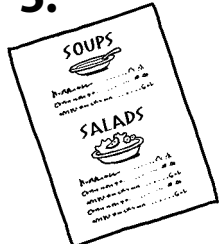
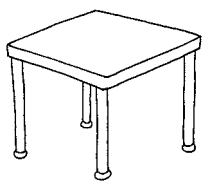
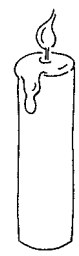
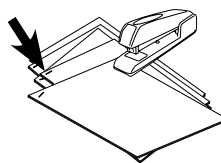
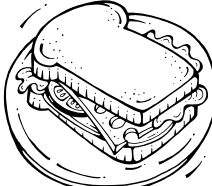

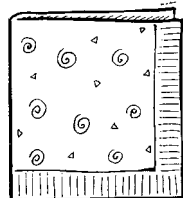
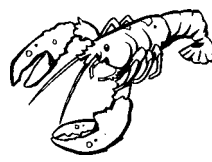
 Share your chart with a partner. Take turns comparing the authors' purposes in each selection.

Phonics

Syllable Division

Divide the syllables and then circle the word that names the picture.

COPY READY

| | | |
|---|--|---|
| <p>1.</p>  <p>extra eager <u>eagle</u></p> | <p>2.</p>  <p>cactus capture cable</p> | <p>3.</p>  <p>donut dolphin doghouse</p> |
| <p>4.</p>  <p>photo oval open</p> | <p>5.</p>  <p>menu medal major</p> | <p>7.</p>  <p>tunnel turtle table</p> |
| <p>7.</p>  <p>cancel camel candle</p> | <p>8.</p>  <p>stable stumble staple</p> | <p>9.</p>  <p>sailfish saddle sandwich</p> |
| <p>10.</p>  <p>poodle puddle pebble</p> | <p>11.</p>  <p>needle napkin nonstop</p> | <p>12.</p>  <p>lumber little lobster</p> |

Read It Together

Do eagles, giraffes, or lobsters fly in the sky?

High Frequency Words

An Airplane Trip

Write a word from the box to complete each sentence.



High Frequency
Words

best

bring

color

face

fly

lot

man

same

tree

white

1. Do you go on airplane trips a _____?
2. I don't, but I will _____ on a plane today.
3. I will _____ my suitcase with me.
4. It is _____ but has splotches of a bright red color.
5. It is the _____ suitcase because it is easy to find!
6. A man with a big grin on his _____ will be waiting for me when I get off the plane!
7. When I get to Grandpa's house, I will climb the _____ to the same fort we made when I was little!


Grammar: Prepositional Phrases

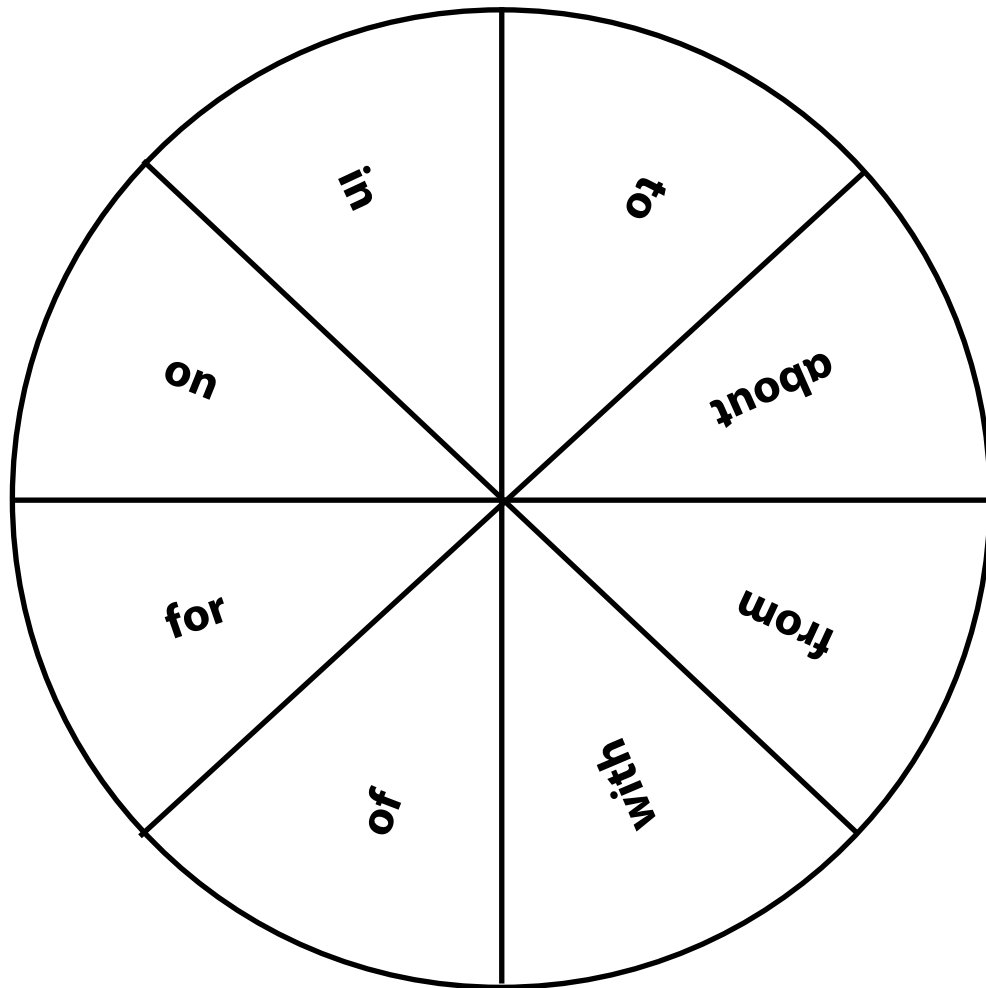
Use Prepositional Phrases

Directions:

1. Make a spinner.
2. Play with a partner.
3. First say a short sentence about America. Then spin the spinner and read the word.
4. Have your partner say your sentence with a prepositional phrase that adds more details. He or she must use the preposition you land on. Then switch roles.

Make a Spinner

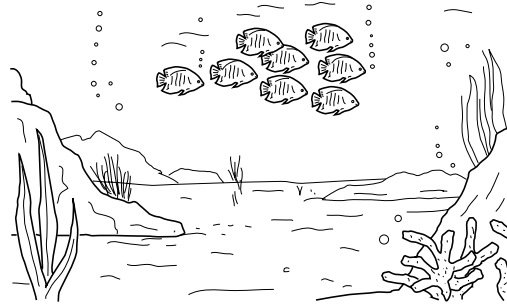
1. Put a paper clip  in the center of the circle.
2. Hold one end of the paper clip with a pencil.
3. Spin the paper clip around the pencil.



COPY READY

Phonics

Syllable Division



Divide the syllables. Then write the word that completes each sentence.

1. number dolphin nature

A _____ swims in the sea, but it is a mammal.

2. hundreds candles robins

Sometimes _____ of these graceful animals swim together in a big group.

3. tiptoe open turtle

A loggerhead sea _____ swims in the sea, too.

4. simple reptile kitchen

It is a _____, not a mammal.

5. explains adults flippers

It uses its _____ to glide and steer through the water.

6. also circle recall

Sharks _____ swim in the sea, but they are fish.

7. sparkle around nation

Sharks have been _____ for a very, very long time!

8. Locate Visit Pretend

_____ you are swimming in the sea. What other animals might you see?

Name _____ Date _____

Grammar and Writing

Write Prepositional Phrases

Read the story. Then choose the words from the box that correctly complete each sentence.

| | |
|-------------------------------------|-----------------|
| of interesting people and places | out the door |
| for the National Geographic Society | during the year |
| about his photograph | around America |

Sam Abell travels _____ around America

taking pictures. He may visit many different states

_____. His pictures

include many different subjects. They are photos

_____. He provides photos

_____. Here is what Sam

Abell says _____: "It's what

gets me _____."

Grammar: Prepositional Phrases

Use Prepositional Phrases

1. Partner 1 points to a sentence.
2. Partner 2 points to a prepositional phrase.
3. If the cards make a clear sentence, color in the squares. If not, begin again.
4. Play until all the squares are colored.

COPY READY

| | | | |
|------------------------------|----------------------------------|--------------------------------------|------------------------------|
| Sentences | | | |
| Sentence Starters | | | |
| We go _____ . | Teresa and I write _____ . | Koji and Lynn have fun _____ . | You and I read _____ . |
| Prepositional Phrases | | | |
| to the park | after breakfast | during the concert | into the monument |
| along the coast | with the map | about American history | under the blue sky |

Name _____ Date _____

Phonics

Prefixes *dis-*, *pre-*, *in-*, *im-*

Cut out the cards. Match cards to make words. Then use each word in a sentence.

| | |
|--------|---------|
| dis | teen |
| pre | heat |
| in | put |
| im | land |
| like | perfect |
| appear | polite |

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Name _____ Date _____

Character Map

Characters' Feelings

Make a character map to tell how a character feels and why.

| Character | How the Character Feels | Why the Character Feels This Way |
|--|-------------------------|----------------------------------|
| Responses will vary depending on the stories children share. | | |

Use your character map to tell a partner about a character's feelings in a story that you like.

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Name _____ Date _____

Phonics

Prefixes *dis-*, *pre-*, *in-*, *im-*

Write the word that completes each sentence.





- distrust preschool indoors**
Cole and Rosa have to stay indoors today because it is raining.
- disagree impolite incomplete**
At first they disagree about what to do, but then they decide to make cookies.
- precut incorrect immigrate**
Rosa thinks Cole likes peanut butter cookies, but she is incorrect.
- inputs prepays dislikes**
Cole dislikes peanut butter, so they decide to make oatmeal cookies.
- disarmed pregame imperfect**
They don't want the cookies to be imperfect, so they work carefully.
- implant preplan insight**
They preplan and prepare before they begin.
- indirect improper disappear**
After the cookies are baked, they disappear quickly! Yum!



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Spelling & Word Work

Words with Prefixes *dis-*, *pre-*, *im-*, *in-*

| | | | |
|---|---|--|--|
|  display |  preschool |  impossible |  inside |
| disagree | disrespect | immature | inhuman |
| prepay | indecent | preview | immobile |
| impolite | disorder | imperfect | informal |
| disservice | improper | disapprove | prejudge |
| infield | incorrect | pregame | dissatisfied |
| precook | preorder | insecure | impatient |

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Spelling & Word Work

High Frequency Word Cards

| | |
|--------|---------|
| move | seem |
| ball | word |
| few | read |
| eye | learn |
| food | idea |
| large | father |
| number | mother |
| animal | country |
| often | picture |
| might | America |

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PM8.5 Unit 8 | Our United States

Name _____ Date _____

Phonics

Suffixes -er, -or, -less, -ness

Circle the word that names the picture.

| | | |
|---|--|--|
| 1. brainless brightness baker | 2. farmer fearless fondness | 3. trainer tractor truthless |
| 4. darkness dancer dodger | 5. hardness hunter hopeless | 7. supper slowness swimmer |
| 7. dryness doctor danger | 8. sailor singer sadness | 9. thicker thinker timeless |
| 10. batter boneless blackness | 11. spineless spotless speaker | 12. kicker cordless kindness |

Read It Together The sailor is a fearless swimmer.

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PM8.6 Unit 8 | Our United States

Name _____ Date _____

High Frequency Words

A New Home

Write a word from the box to complete each sentence.

| |
|----------------------|
| High Frequency Words |
| America |
| country |
| father |
| idea |
| learn |
| mother |
| picture |
| read |
| seem |
| word |

Dear Grandma and Grandpa,

Here is a picture of my father, my mother, and me. We are in our new country, the United States of America. I learn new things in school every day. I can read in English now. I teach myself at least one new English word every day. I am happy, and Mom and Dad seem happy, too. I have a great idea! Can you come and visit us soon? I miss you!

Your grandson,
Hector

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PM8.7 Unit 8 | Our United States

Grammar: Prepositions

Word Cards: Prepositions

| | | | |
|----------|-----------|--------|-------------|
| above | behind | in | in front of |
| at | beside | on | under |
| flag | door | parade | picnic |
| lunch | sky | car | band |
| birthday | fireworks | party | food |
| milk | pie | table | customers |
| roof | window | chairs | horses |
| people | house | street | float |

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PM8.8 Unit 8 | Our United States

Name _____ Date _____

Phonics

Suffixes -er, -or, -less, -ness

Write the word that completes each sentence.

1. **fondness** **careless** **tractor**

Dale has a fondness for the sea.



2. **helpless** **brightness** **sailor**

That's why he wants to be a sailor when he grows up.

3. **rancher** **cloudless** **actor**

He wants to travel under cloudless skies.

4. **joyless** **diver** **dryness**

Maybe he will also be a diver who explores life under the water.

5. **richness** **painter** **useless**

He will learn about the richness of life in the sea.

6. **settler** **visitor** **darkness**

Maybe he will study life in the darkness at the bottom.

7. **cordless** **teacher** **lightless**

It is lightless down where the sun doesn't shine!

8. **worker** **harmless** **moistness**

What kind of worker would you like to be when you grow up?

9. **greenness** **hairless** **countless**

You have countless jobs to choose from!

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PM8.9

Unit 8 | Our United States

Name _____ Date _____

Grammar and Writing

Write Prepositions

Read the story. Then choose the word from the box that correctly completes each sentence.

above behind beside in on under

I watched the Fourth of July parade last week. I watched it sitting beside my parents. The parade was on Main Street. My sister plays in the high school band. The band marched in the parade. We waited for the band. The sky above us was very clear. I got really hot. Mom gave me a cold drink from the cooler under her chair. Then, we finally saw my sister. She was playing the trumpet. She was marching behind a boy playing a drum.

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PM8.10

Unit 8 | Our United States

Name _____ Date _____

Character Map

Apple Pie 4th of July

Make a character map for the characters in "Apple Pie 4th of July." Responses will vary. Possible responses are shown.

| Character | How the Character Feels | Why the Character Feels This Way |
|----------------------------|-------------------------|---|
| The girl telling the story | Unhappy | She thinks no one will want Chinese food on the Fourth of July. |
| Her mother | Patient | She works patiently. She waits for customers to come. |
| Her father | Cheerful | He smiles as he works. He believes customers will come. |

Use your character map to describe the story characters to a partner.

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PM8.11













Unit 8 | Our United States

Name _____ Date _____

Phonics

Final Syllable Consonant + le

Circle the word that names the picture.

| | | |
|---|--|---|
| 1.  able <u>apple</u> anthill | 2.  <u>candle</u> candy cuddle | 3.  pebble paddle <u>puzzle</u> |
| 4.  <u>bottle</u> bottom bumble | 5.  needy nibble <u>needle</u> | 7.  bundle <u>bunny</u> bubble |
| 7.  tattle <u>table</u> trouble | 8.  <u>cattle</u> crackle cable | 9.  cradle circus <u>circle</u> |
| 10.  purple poodle <u>puddle</u> | 11.  little <u>laundry</u> lentil | 12.  <u>turtle</u> tunnel tangle |

Read It Together

Would you put an apple or cattle on a table?

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PM8.12

Unit 8 | Our United States

Name _____ Date _____

Phonics

Final Syllable Consonant + le

Write the word that completes each sentence.

1. **maples riddles giggles**
Can you answer these riddles?

2. **turtle cradle sprinkle**
I am a reptile, and I have a shell. I am a turtle.

3. **handle gentle poodle**
I am a dog, and I have curly fur. I am a poodle.

4. **apple uncle eagle**
I fly high in the sky because I am a bird. I am an eagle.


5. **beetle title noodle**
I am a small bug with a shell. I am a beetle.

6. **fiddles pebbles wiggles**
We are small rocks. We are pebbles.

7. **rattle bubble saddle**
You put me on a horse before you ride. I am a saddle.

8. **fizzle jungle gobble**
I am where tigers and monkeys live. I am the jungle.

9. **purple sparkle cuddle**
You get me if you mix red and blue paint. I am purple.



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PM8.13 Unit 8 | Our United States

Page PM8.13

Spelling & Word Work

High Frequency Word Cards

| | |
|-----------|---------|
| room | got |
| head | tell |
| small | story |
| pick | sing |
| own | song |
| stay | music |
| along | still |
| change | state |
| sometimes | today |
| enough | example |





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PM8.15 Unit 8 | Our United States

Page PM8.15

Spelling & Word Work

Word Cards: Words with C + le

| | | | |
|---|--|--|--|
|  eagle |  candle |  turtle |  puzzle |
| purple | middle | silly | finally |
| squeal | skillet | candy | stable |
| single | fable | let | pale |
| example | crate | maple | bridle |
| quilt | rifle | pellet | whale |
| rally | gentle | noble | steeple |

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PM8.14 Unit 8 | Our United States

Page PM8.14

Name _____ Date _____

Comparison Chart

Compare Language

Responses will vary. Possible responses are shown.

Compare the language in "Apple Pie 4th of July" and "America: A Weaving." Write what the sentences or phrases mean.

| "Apple Pie 4th of July" | "America: A Weaving" |
|---|--|
| I hear the parade passing by. This means exactly what it says. | America, America, a never-ending weaving! Meaning: Many cultures and traditions make America. |
| My parents do not understand all American things. This means exactly what it says. | We all contribute to this country. Meaning: We all have special things to share. |

Take turns with a partner. Explain which words mean exactly what they say and which words do not.

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PM8.16 Unit 8 | Our United States

Page PM8.16

Phonics

Final Syllables *-tion, -ture*

Circle the word that names the picture.

| | | |
|--|--|---|
| 1.  vulture value vacation | 2.  fiction fracture fraction | 3.  queenly question quotation |
| 4.  potter potion pasture | 5.  noodle nation nowhere | 7.  posture picture pebble |
| 7.  caption capture caution | 8.  lotion lecture ladle | 9.  notion nature never |
| 10.  traction teacher texture | 11.  section scary sculpture | 12.  station stature stampede |

Read It Together The structure near the pasture is a bus station.

High Frequency Words

Story Time

Write a word from the box to complete each sentence.



| High Frequency Words |
|----------------------|
| example |
| got |
| music |
| sing |
| song |
| state |
| still |
| story |
| tell |
| today |

- Morgan goes to summer camp in the state of New York.
- Every Sunday night is music night. The campers sit in a circle and sing camp songs.
- Every Friday night is story night. A camper can tell any kind of story.
- For example, Morgan told a spooky story last Friday night.
- Some campers got scared when Morgan told her story.
- They still jump when they hear loud noises!
- It is Friday today. What story would you tell the other campers?


Grammar: Prepositions

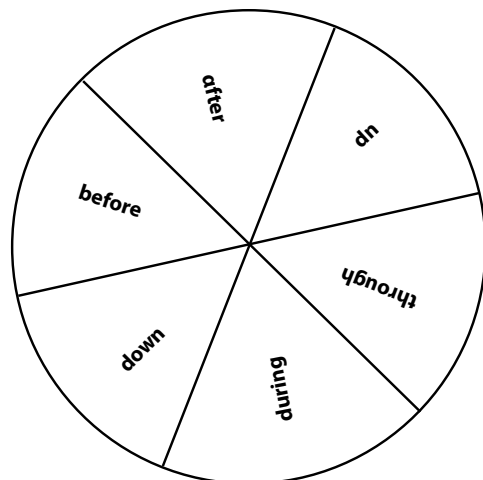
Use Prepositions

Directions:

- Make a spinner.
- Play with a partner.
- Take turns spinning the spinner.
- Read the word. Say a sentence using the preposition you land on. Then have your partner say whether the preposition in your sentence shows time or direction.

Make a Spinner

- Put a paper clip  in the center of the circle.
- Hold one end of the paper clip with a pencil.
- Spin the paper clip around the pencil.

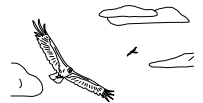


Phonics

Final Syllables *-tion, -ture*

Write the word that completes each sentence.

- education moisture lotion**
The children at Pine Street School get a great education.
- nation instruction capture**
Teachers give them instruction in a lot of subjects.
- section caption addition**
In math class, they learn addition and subtraction.
- mixture fiction furniture**
In English class, they read books that are fiction.
- pictures lectures portions**
In art class, they paint different kinds of pictures.
- question mention nature**
The students go outside to study nature.
- attention futures creatures**
They see many living creatures.
- fraction vulture donation**
Once they saw a vulture circling in the sky.
- cultures stations features**
They learned that a bald head is one of its features.



Name _____ Date _____

Phonics

Final Syllables *-sion, -cian*

Write the words to complete each sentence.



1. mansion musician

A musician lives in that huge mansion.

2. electrician television

She calls an electrician to help her with the wires for her new television.

3. permission magician

Then she gives her friend the magician her permission to perform a show.

4. decision admission

The friends make a decision to give children free admission to the show.

5. division sessions

So many children come that there is a division of the show into two sessions.

6. expression musician

In one, the musician plays music with expression.

7. magician vision

In the other, the magician plays tricks on the children's vision.

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PM8.21

Unit 8 | Our United States

Name _____ Date _____

Grammar and Writing

Write Prepositions

Read the story. Then write the word from the box that correctly completes each sentence.

across before through after to down

Welcome to our special celebration of America.

Did you walk to the park or ride in a car? You can walk to many exhibits down the hill. You can get your lunch ticket in the big tent. Be sure to go there before lunch. To find the international café, walk across the bridge. After lunch, you can see the exhibits. To get to the exhibits, go through the gates.

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PM8.22

Unit 8 | Our United States

Name _____ Date _____

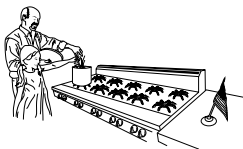
Grammar: Prepositions

Use Prepositions

Grammar Rules Prepositions

Some prepositions → in, on, above, over, below, under, beside, next to show location.

Some prepositions → up, down, through, across, into, around show direction.



Circle the word to complete each sentence. Then read the sentence.

- The pot is under/on the stove.
- Dad puts noodles into/across the pot.
- I stand next to/above Dad.
- I stir the noodles around/down with a spoon.
- The flag is beside/through the stove.

Write a sentence that includes a preposition. Share your sentence with a partner.

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PM8.23

Unit 8 | Our United States

Name _____ Date _____

Phonics

Words with Schwa

Circle the word that names the picture.

| | | |
|---------------------------------|-------------------------------------|---------------------------------|
| 1. gerbil gallon garden | 2. person pardon pencil | 3. puffin parcel pretzel |
| 4. ribbon royal reason | 5. shovel station shorten | 7. wiggle wagon waken |
| 7. apple apron action | 8. squirrel shorten squirred | 9. satin slogan signal |
| 10. jacket jackal juggle | 11. channel chisel chicken | 12. seven sandal season |

Read It Together

Do you wear an apron, a sandal, or a ribbon on your foot?

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PM8.24

Unit 8 | Our United States

Name _____ Date _____

Author's Purpose Chart

Author's Purpose

Make an author's purpose chart to tell about a nonfiction text you have read.

| | |
|--|---|
| <p>Clues from the Title: Responses will vary.</p> | <p>Clues from the Kind of Writing:</p> |
| <p>Author's Purpose</p> | |
| <p>Clues from the Details:</p> | <p>Clues from the Main Idea:</p> |

Share your chart with a partner and compare authors' purposes.

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PM8.25

Unit 8 | Our United States

Name _____ Date _____

Phonics

Words with Schwa



Write the words to complete each sentence.

1. **person medal**

My grandma is a person who should get a medal. She does everything!

2. **kitchen apron**

Sometimes she puts on her apron and makes goodies in the kitchen.

3. **muffins lemon**

She is a baker. She bakes the best lemon muffins!

4. **mitten woolen**

She is a knitter. She knits warm woolen things. Each hat and mitten is perfect!

5. **musical vocal**

She is a vocal star in musical shows in the city.

6. **wooden model**

Grandma is a model maker. We make wooden airplanes together.

7. **petal garden**

When she works in her garden, Grandma is like a farmer. She knows every petal and leaf on her plants.

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PM8.26

Unit 8 | Our United States

Spelling & Word Work

Word Cards: Words with Schwa

| | | | |
|---------|---------|---------|----------|
| sailor | flower | pencil | capital |
| kitchen | player | mother | gallon |
| flavor | cotton | fallen | Megan |
| nickel | payer | father | signal |
| listen | Mexican | council | button |
| kicker | cellar | teacher | American |
| chicken | carol | evil | pretzel |

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PM8.27

Unit 8 | Our United States

Spelling & Word Work

High Frequency Word Cards

| | |
|--------|-------|
| ride | big |
| close | home |
| sleep | new |
| cry | bed |
| show | floor |
| green | life |
| plant | came |
| hurt | sure |
| jump | left |
| please | ate |

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PM8.28













Unit 8 | Our United States

Name _____ Date _____

Phonics

Final Syllables *-ent, -ant*

Circle the word that names the picture.

| | | |
|--|---|--|
| 1.  student stable stubble | 2.  pencil panther parent | 3.  infant instant insist |
| 4.  toaster talent target | 5.  doormat distant duster | 7.  music magnet merchant |
| 7.  protect present pretest | 8.  serpent servant settle | 9.  actor agent absent |
| 10.  cellar constant cement | 11.  exit event eagle | 12.  sunset silent seven |

Read It Together Are the absent students distant or in class?

Name _____ Date _____

High Frequency Words

A Bed for Carla's Puppy

Write a word from the box to complete each sentence.



| High Frequency Words |
|----------------------|
| ate |
| bed |
| big |
| came |
| floor |
| home |
| left |
| life |
| new |
| sure |

Carla got a brand new bed for her puppy to sleep in. She put the big bed on the floor in her bedroom. On Tuesday morning when Carla left for school, the puppy was asleep in the bed. Then the puppy got hungry and ate some of the bed. When Carla came back home, there was a big hole in the bed. Carla looked at her puppy and said, "You sure are cute, but with you around, life will never be boring!"

Grammar: Prepositional Phrases

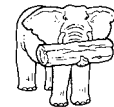
Word Cards: Prepositional Phrases

| | | | |
|---------|-----------|--------|------------|
| across | down | off | over |
| through | to | toward | up |
| bus | desert | city | skyscraper |
| car | barn | road | mountain |
| street | log | flag | stairs |
| swamp | creek | gate | valley |
| forest | waterfall | beach | hill |

Name _____ Date _____

Phonics

Final Syllables *-ent, -ant*



Write the words to complete each sentence.

- president important**
I am important because I am the leader of a country.
I am a president.
- innocent infant**
I am small and innocent, and I need a lot of care.
I am an infant.
- absent student**
On most days I am in school, but sometimes I am absent. I am a student.
- parent constant**
I have children who need constant attention.
I am a parent.
- elephant different**
I am an animal that is different because I have a trunk. I am an elephant.
- vacant occupant**
This house is not vacant because I live in it.
I am the occupant.

Name _____ Date _____

Grammar and Writing

Write Prepositional Phrases

Read the story. Then choose the prepositional phrase from the box that correctly completes each sentence. Write the phrase.

| | | |
|--------------------|----------------|-----------------|
| on their shirts | in February | of March |
| on Valentine's Day | to our friends | during the year |

There are many fun holidays during the year.

One of them is Valentine's Day. This holiday is in February. That is the day we give special cards to our friends. Everything is red on Valentine's Day. That changes just a month later on the 17th of March. That is when we celebrate St. Patrick's Day. People wear green. They put little plants called shamrocks on their shirts.

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PM8.33

Unit 8 | Our United States

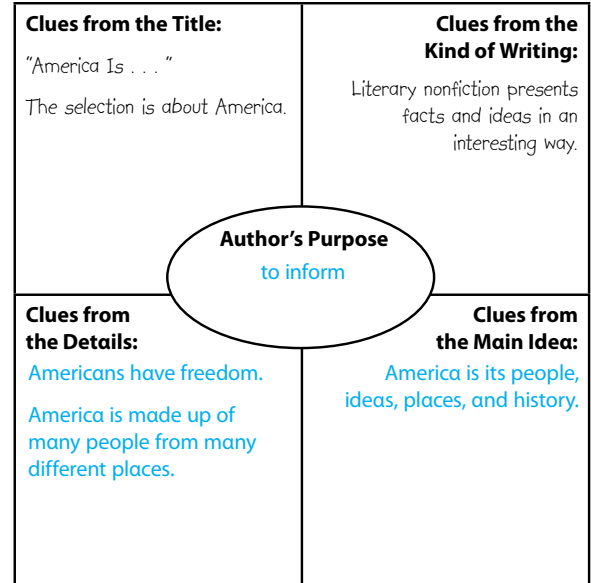
Name _____ Date _____

Author's Purpose Chart

America Is . . .

Make an author's purpose chart. Figure out the author's purpose for writing "America Is . . ."

Responses will vary. Possible responses are shown.



Work with a partner. Compare the author's purposes that you found.

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PM8.34

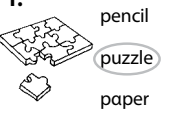
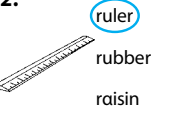
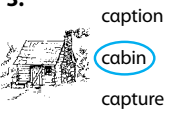
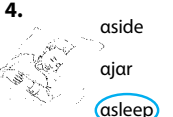

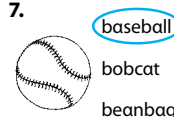
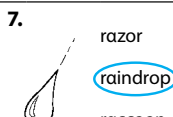
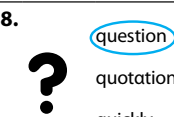
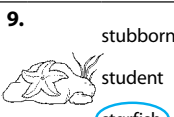

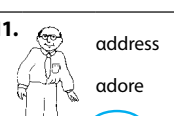
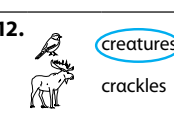
Unit 8 | Our United States

Name _____ Date _____

Phonics

Syllables

Circle the word that names the picture.

| | | |
|--|--|---|
| <p>1.  pencil puzzle paper</p> | <p>2.  ruler rubber raisin</p> | <p>3.  cabin capture</p> |
| <p>4.  aside ajar asleep</p> | <p>5.  action arrive airplane</p> | <p>7.  baseball bobcat beanbag</p> |
| <p>7.  razor raindrop raccoon</p> | <p>8.  question quotation quickly</p> | <p>9.  stubborn student starfish</p> |
| <p>10.  velvet vulture vacation</p> | <p>11.  address adore adult</p> | <p>12.  creatures crackles craters</p> |

Read It Together Some creatures are asleep near the cabin.

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PM8.35

Unit 8 | Our United States

Name _____ Date _____

Phonics

Syllables

Write the words to complete each sentence.



- thousands jungle**
There are thousands of plants and animals living in a rain forest jungle.
- important reason**
That's one reason that these forests are important.
- plants illness**
We use some of the plants to fight illness.
- location equator**
The location of some rain forests is near the equator.
- treetops around**
It is sunny and windy around the tallest treetops.
- reptiles leafy**
Many reptiles, mammals, and insects live in the leafy parts of the trees.
- floor biggest**
The biggest animals live in the darkest part, on the forest floor.





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PM8.36

Unit 8 | Our United States

Spelling & Word Work

Word Cards: Multisyllabic Words

| | | | |
|---|---|---|---|
|  tree |  musician |  skyscraper |  circle |
| happiness | important | landform | explain |
| color | along | fly | white |
| fact | upbringing | duty | continent |
| vacation | united | bemuse | freedom |
| test | faithful | understand | same |
| compare | lot | travel | reunion |

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Spelling & Word Work

High Frequency Word Cards

| | |
|-------|-------|
| will | man |
| soon | best |
| black | lot |
| brown | face |
| group | same |
| high | fly |
| leave | tree |
| study | color |
| open | white |
| point | bring |

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Name _____ Date _____

Comparison Chart

Compare Author's Purpose

Make a comparison chart. Show how "America Is . . ." and "This Land Is Your Land" are the same and how they are different.

| | "America Is . . ." by Louise Borden | "This Land Is Your Land" by Woody Guthrie |
|--------------------|-------------------------------------|---|
| persuade readers | | ✓ |
| inform readers | ✓ | |
| entertain readers | ✓ | ✓ |
| share experiences | ✓ | |
| express feelings | ✓ | ✓ |
| express creativity | | ✓ |

Share your chart with a partner. Take turns comparing the authors' purposes in each selection.







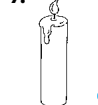





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Name _____ Date _____

Phonics

Syllable Division

Divide the syllables and then circle the word that names the picture.

| | | |
|--|---|---|
| 1.  extra eager eagle | 2.  cactus capture cable | 3.  donut dolphin doghouse |
| 4.  photo oval open | 5.  menu medal major | 7.  tunnel turtle table |
| 7.  cancel camel candle | 8.  stable stumble staple | 9.  sailfish saddle sandwich |
| 10.  poodle puddle pebble | 11.  needle napkin nonstop | 12.  lumber little lobster |

Read It Together Do eagles, giraffes, or lobsters fly in the sky?

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Name _____ Date _____

High Frequency Words

An Airplane Trip

Write a word from the box to complete each sentence.



| High Frequency Words |
|----------------------|
| best |
| bring |
| color |
| face |
| fly |
| lot |
| man |
| same |
| tree |
| white |

- Do you go on airplane trips a lot?
- I don't, but I will fly on a plane today.
- I will bring my suitcase with me.
- It is white but has splotches of a bright red color.
- It is the best suitcase because it is easy to find!
- A man with a big grin on his face will be waiting for me when I get off the plane!
- When I get to Grandpa's house, I will climb the tree to the same fort we made when I was little!

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PM8.41

Unit 8 | Our United States

Name _____ Date _____


Grammar: Prepositional Phrases

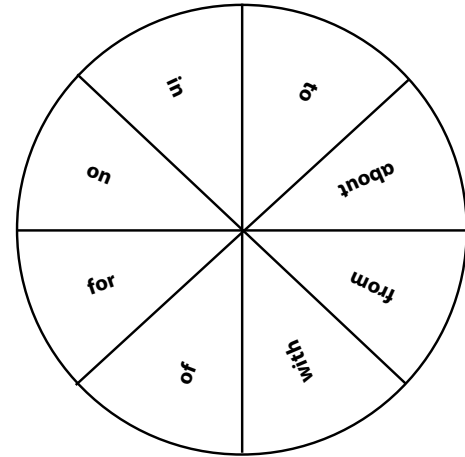
Use Prepositional Phrases

Directions:

- Make a spinner.
- Play with a partner.
- First say a short sentence about America. Then spin the spinner and read the word.
- Have your partner say your sentence with a prepositional phrase that adds more details. He or she must use the preposition you land on. Then switch roles.

Make a Spinner

- Put a paper clip  in the center of the circle.
- Hold one end of the paper clip with a pencil.
- Spin the paper clip around the pencil.



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PM8.42

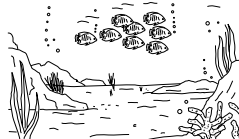
Unit 8 | Our United States

Name _____ Date _____

Phonics

Syllable Division

Divide the syllables. Then write the word that completes each sentence.



- number dolphin nature**
A dolphin swims in the sea, but it is a mammal.
- hundreds candles robins**
Sometimes hundreds of these graceful animals swim together in a big group.
- tiptoe open turtle**
A loggerhead sea turtle swims in the sea, too.
- simple reptile kitchen**
It is a reptile, not a mammal.
- explains adults flippers**
It uses its flippers to glide and steer through the water.
- also circle recall**
Sharks also swim in the sea, but they are fish.
- sparkle around nation**
Sharks have been around for a very, very long time!
- Locate Visit Pretend**
Pretend you are swimming in the sea. What other animals might you see?

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PM8.43

Unit 8 | Our United States

Name _____ Date _____

Grammar and Writing

Write Prepositional Phrases

Read the story. Then choose the words from the box that correctly complete each sentence.

| | |
|-------------------------------------|-----------------|
| of interesting people and places | out the door |
| for the National Geographic Society | during the year |
| about his photograph | around America |

Sam Abell travels _____ around America _____ taking pictures. He may visit many different states _____ during the year _____. His pictures include many different subjects. They are photos _____ of interesting people and places _____. He provides photos _____ for the National Geographic Society _____. Here is what Sam Abell says _____ about his photography _____: "It's what gets me _____ out the door _____."

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PM8.44

Unit 8 | Our United States

Name _____ Date _____

Grammar: Prepositional Phrases

Use Prepositional Phrases

1. Partner 1 points to a sentence.
2. Partner 2 points to a prepositional phrase.
3. If the cards make a clear sentence, color in the squares.
If not, begin again.
4. Play until all the squares are colored.

| Sentences | | | |
|-----------------------|---------------------------------|-------------------------------------|-----------------------------|
| Sentence Starters | | | |
| We go _____. | Teresa and I write _____. | Koji and Lynn have fun _____. | You and I read _____. |
| Prepositional Phrases | | | |
| to the park | after breakfast | during the concert | into the monument |
| along the coast | with the map | about American history | under the blue sky |

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PM8.45

Unit 8 | Our United States



Leveled Reading Time

TEACHER

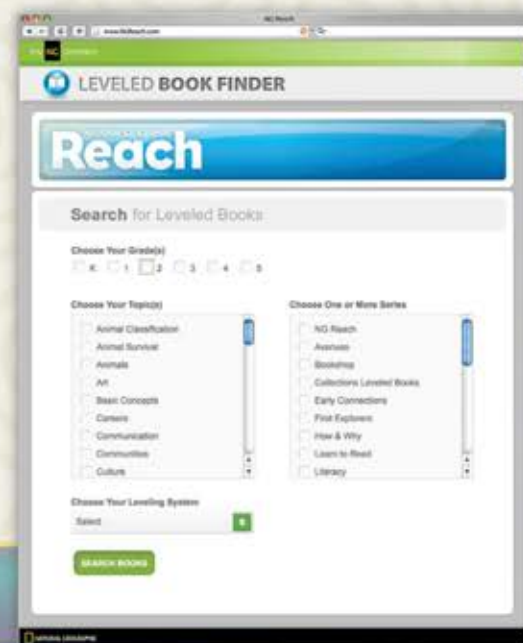
- Introduce Books
- Monitor Small Group Reading
- Guide Discussion
- Assess Progress

CHILDREN

- Read and Discuss Books
- Extend Content Knowledge
- Apply Reading Skills
- Connect and Compare Texts
- Demonstrate Comprehension

Contents

| | Page |
|--|------|
| Books at a Glance | LR1 |
| Reading Routines | LR2 |
| Teaching Resources | LR4 |
| Independent Reading | LR12 |
| Leveled Reading Practice Masters | LR13 |
| Assessment Masters | LR16 |



Go to NGReach.com for the Leveled Book Finder.

Suggested Pacing by Week 20 minutes per day



Books at a Glance

| Level* | Title | Author | Content Connection | Genre | Length | Pages |
|----------|---|---------------------------|-------------------------|------------|--------|-------|
| F | <i>Max Celebrates Groundhog Day</i> | Adria F. Worsham | Holidays | Fiction | 24 pp. | LR4 |
| G | <i>Postcards to Paul</i> | Talia Reed | Geography | Fiction | 16 pp. | LR4 |
| H | <i>Celebrating Patriotic Holidays: Honoring America</i> | Joel Kupperstein | Holidays | Nonfiction | 16 pp. | LR5 |
| I | <i>Mount Rushmore</i> | Nancy Harris | Symbols | Nonfiction | 24 pp. | LR5 |
| J | <i>Holidays</i> | Stewart Gardiner | Holidays | Nonfiction | 16 pp. | LR6 |
| J | <i>Small Wolf</i> | Nathaniel Benchley | History | Fiction | 64 pp. | LR6 |
| K | <i>Washington, D.C.</i> | Gustav Blümchen | U.S. Capital | Nonfiction | 16 pp. | LR7 |
| K | <i>Your Great State</i> | Daphne Liu | Geography | Fiction | 16 pp. | LR7 |
| L | <i>Places to Visit</i> | Nick Bruce | Geography and Landmarks | Nonfiction | 16 pp. | LR8 |
| L | <i>More Places to Visit</i> | Nick Bruce | Geography and Landmarks | Nonfiction | 16 pp. | LR8 |
| M | <i>United States Geography</i> | Ruth Wong | Geography and Landmarks | Nonfiction | 24 pp. | LR9 |
| M | <i>Who Was Martin Luther King, Jr.?</i> | Shirleyann Costigan | People | Nonfiction | 24 pp. | LR9 |
| N | <i>Our Government</i> | Ashley Hewitt | Government | Nonfiction | 24 pp. | LR10 |
| N | <i>Anna at Ellis Island</i> | Meredith Costain | Landmarks | Fiction | 32 pp. | LR10 |
| O | <i>Symbols of Freedom</i> | Jeanne and Bradley Weaver | Symbols | Nonfiction | 16 pp. | LR11 |
| O | <i>Alaska</i> | Pamela Rushby | Geography | Nonfiction | 24 pp. | LR11 |

* as measured by the Fountas and Pinnell leveling system; see page R2 for leveling translation information

Unit 8 Reading Routines

Fiction & Nonfiction Books

OBJECTIVES

Thematic Connection: Patriotism

Read and Comprehend Text

- ✓ Choose and Use Reading Strategies
- ✓ Analyze Character's Feelings
- ✓ Identify Author's Purpose

PROGRAM RESOURCES

PRINT ONLY

Fiction and Nonfiction Books

PRINT & TECHNOLOGY

Practice Masters LR8.1–LR8.3

Assessment Masters LR8.4–LR8.7

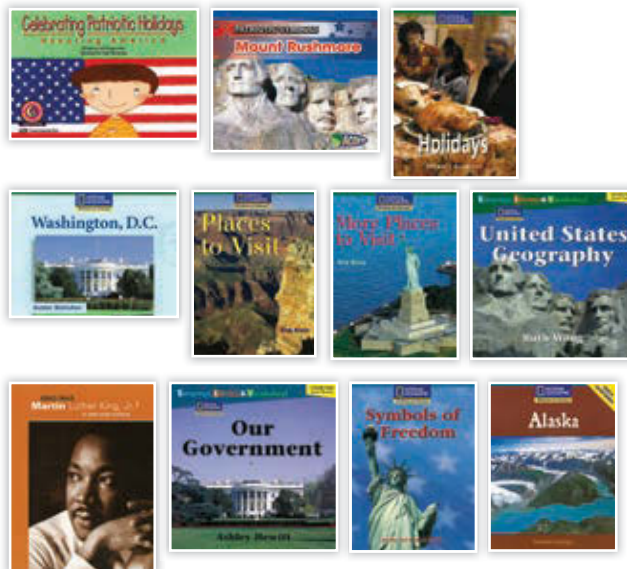
COMMON CORE STANDARDS

| | |
|--------------------------------|----------------|
| Describe Characters' Responses | CC.2.Rlit.3 |
| Read Prose | CC.2.Rlit.10 |
| Identify Author's Purpose | CC.2.Rinf.6 |
| 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.SL.1.a |

Fiction



Nonfiction



Introduce

Assign books. Review the Teaching Resources on pages LR4–LR11. Use the summary of each book for an overview of content. Select eight books for each child to read over the course of the four-week unit, based on the children's interests and their reading levels.

Introduce books. Use the Teaching Resources for each book to activate prior knowledge and preview the content. Remind children that they can use what they learn from the books to answer the Big Question: *What does America mean to you?*

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 self-correct by asking: *Did that make sense? You said _____. Does that sound right?*

Have homogenous pairs reread and discuss. Pair children who have read the same book. Have pairs reread the book. After children have learned the reading strategy and target skills, have them complete a graphic organizer together to demonstrate how the skill applies to their book.

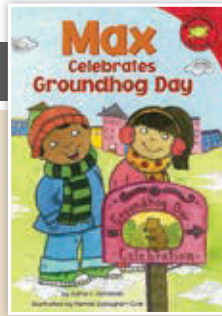
- Analyze Character's Feelings: **Practice Master LR8.1**
- Identify Author's Purpose: **Practice Master LR8.2**

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 LR8.7**. Have children evaluate their ability to read on their own and their ability to choose and use reading strategies.

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.

F Guided Reading Level



Max Celebrates Groundhog Day

by Adria F. Worsham

Fiction | Pages: 24

Content Connection: Holidays

Summary Max and his class go on a field trip to see the groundhog come out of his hole. It doesn't see its shadow, so they know spring will be here soon.

Activate Prior Knowledge Ask: *When does the weather start to get warmer after winter?* (Possible response: in March) Explain that there is a holiday to celebrate the coming of spring. Every February 2, people in the United States celebrate Groundhog Day.

Preview Display the cover and read aloud the title. Ask: *What do you think this book is about?* (Possible response: Groundhog Day) Tell children they will read to find out how one class celebrates Groundhog Day. Introduce the story words *celebration* (page 9), *shouts* (page 18), and *pointing* (page 19).

Build Comprehension

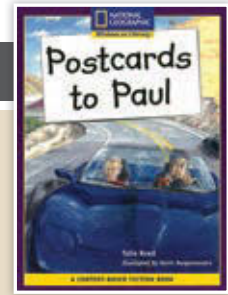
- ✓ **Choose Reading Strategies** Review the list of reading strategies with children on page 479 of their Student Book. Ask: *Which reading strategy would you use to compare how Max celebrates Groundhog Day to how you celebrate it? Explain.* (Possible response: I would use the strategy "make connections" because I am comparing the story to my own life.)
- ✓ **Analyze Character's Feelings** *How does Max feel about the way Groundhog Day turned out?* (Possible response: He is happy that spring will be here soon.)

Writing Options

Drawing and Caption Have children draw a picture of a groundhog and write a caption explaining whether or not it saw its shadow and what that means for spring.

Journal Entry Have children write about how they know when spring is coming. Encourage them to include details about the weather and/or activities that signal the start of spring.

G Guided Reading Level



Postcards to Paul

by Talia Reed

Fiction | Pages: 16

Content Connection: Geography

Summary Ari travels across the country to visit his cousin Paul. He writes postcards to Paul along the way, telling him about places in the United States.

Activate Prior Knowledge Ask: *Have you, or has someone you know, ever written or received a postcard? What do you know about postcards?* (Possible responses: They do not have an envelope. There is a picture on one side. You send them when you are away on vacation.)

Preview Display the cover and read aloud the title. Point to the picture and ask: *Where do you think these people are going?* (Possible response: on vacation) Introduce the story words *balconies* (page 6) and *ranch* (page 10).

Build Comprehension

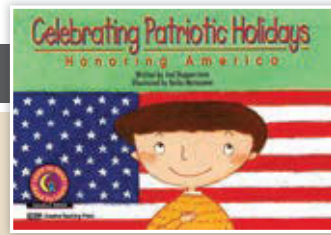
- ✓ **Choose Reading Strategies** Review the list of reading strategies with children on page 479 of their Student Book. Ask: *Which reading strategy could help you picture what the places Ari visited looked like? Explain.* (Possible response: The strategy that would help me is "visualize," because I can make a picture of the places in my mind.)
- ✓ **Analyze Character's Feelings** *Why do you think Ari writes to Paul?* (Possible response: He wants to share his trip with him.)

Writing Options

Postcard Have children create a postcard to someone in their family to tell about their day. Remind them to include the family member's name and address.

Journal Entry Have children write about a trip they have taken or would like to take. If it's an imagined trip, encourage them to tell why they would like to go on this trip. If it's a trip they have been on, have them tell whether or not they enjoyed it and why.

H Guided Reading Level



Celebrating Patriotic Holidays

by Joel Kupperstein

Nonfiction | Pages: 16
Content Connection: Holidays

Summary A boy explains why he is proud to be an American and describes patriotic American holidays, such as Labor Day, Veterans Day, Memorial Day, Flag Day, and Independence Day.

Activate Prior Knowledge Have students tell about holidays they like to celebrate. Have them explain why they celebrate each holiday.

Preview Display the cover and read aloud the title. Ask: *What does it mean to be patriotic?* (to be proud of one’s country) Tell children they will read to find out about important American holidays. Introduce the story words *proud* (page 2), *honor* (page 3), and *reminds* (page 4).

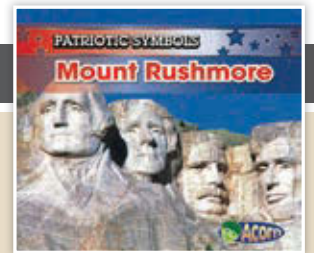
Build Comprehension

- ✓ **Choose Reading Strategies** Review the list of reading strategies with children on page 479 of their Student Book. *Which reading strategy would help you understand more about the holidays in the book by using what you already know about holidays? Explain.* (Possible response: The strategy that would help me is “synthesize,” because it combines what I already know about holidays with what I learned from the book.)
- ✓ **Identify Author’s Purpose** *Why did the author write this book?* (Possible response: to make the reader proud of America)

Writing Options

- Drawing and Caption** Have children draw a picture of their favorite holiday and write a caption to explain it.
- Journal Entry** Have children write about why they are proud of their country.

I Guided Reading Level



Mount Rushmore

by Nancy Harris

Nonfiction | Pages: 24
Content Connection: Symbols

Summary The book tells about Mount Rushmore as an American symbol, explains what it stands for, and gives more information about the four American presidents carved into it—Jefferson, Washington, T. Roosevelt, and Lincoln—each of whom is a symbol of an important American value.

Activate Prior Knowledge Ask: *What is a symbol?* (something that stands for something else) *What are some symbols you know?* (Possible response: A flag is a symbol for a country.)

Preview Display the cover and read aloud the title. Point to the picture and ask: *Do you know who these people are?* (Possible response: U.S. presidents) Tell children they will read to find out about an important American symbol—Mount Rushmore. Introduce the story words *patriotic* (page 8), *sculpture* (page 10), and *powerful* (page 19).

Build Comprehension

- ✓ **Choose Reading Strategies** Review the list of reading strategies with children on page 479 of their Student Book. *Which reading strategy would you use if you wanted to know more about Mount Rushmore? Explain.* (Possible response: I would use the strategy “ask questions,” because I want to know why these presidents are on Mount Rushmore.)
- ✓ **Identify Author’s Purpose** *Why did the author write this book?* (Possible response: to explain why Mount Rushmore is an important American symbol)

Writing Options

- Drawing and Explanation** Have children draw Mount Rushmore and write three sentences about it.
- Journal Entry** Have children write about what it means to them to be patriotic. Encourage them to include examples of ways they can show their patriotism.

J Guided Reading Level



Holidays

by Stewart Gardiner

Nonfiction | Pages: 16

Content Connection: Holidays

Summary This book discusses the American holidays of Martin Luther King Day, Presidents' Day, Memorial Day, Independence Day, Columbus Day, and Thanksgiving, and explains how these holidays represent important people or events in American history.

Activate Prior Knowledge Ask: *What are some holidays you celebrate?* Invite children to share how they and their families celebrate these holidays.

Preview Display the cover and read aloud the title. Point to the picture and ask: *What holiday is the family celebrating?* (Thanksgiving) Ask: *What does your family do on Thanksgiving?* Introduce the story words *pilgrims* (page 15) and *gather* (page 15).

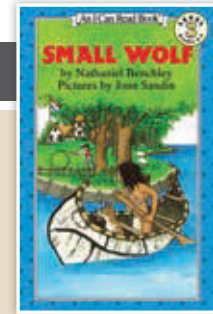
Build Comprehension

- ✓ **Choose Reading Strategies** Review the list of reading strategies with children on page 479 of their Student Book. *Which reading strategy helped you understand more about the holidays in the book by thinking about what you do on these holidays? Explain.* (Possible response: The strategy "make connections" helped me because I have celebrated many of the holidays in the book.)
- ✓ **Identify Author's Purpose** *Why did the author write this book?* (Possible response: to tell about some American holidays)

Writing Options

Description Have children propose a new American holiday and write about why the day would be important to Americans.
Journal Entry Have children write about a holiday they like to celebrate. Encourage them to tell how they celebrate it and what they like about it.

J Guided Reading Level



Small Wolf

by Nathaniel Benchley

Fiction | Pages: 64

Content Connection: History

Summary Small Wolf is a Native American boy who discovers European settlers on a hunting trip. He is shocked to see men with white faces, strange dwellings, and unusual animals. When he and his family return to visit them, they learn they are unwanted by the white settlers and are chased away. Small Wolf and his family are forced from their homes and must keep searching for a new home.

Activate Prior Knowledge Ask: *How do you know when something belongs to you?* (Possible responses: It was given to me; it has my name on it.) *Has anyone ever tried to take something from you? What happened?*

Preview Display the cover and read aloud the title. Point to the picture and ask: *What do you notice about this picture?* (Possible response: One boy seems surprised about the other.) Introduce the story words *woven* (page 9), *paddled* (page 29), *terrifying* (page 33), and *decision* (page 46).

Build Comprehension

- ✓ **Choose Reading Strategies** Review the list of reading strategies with children on page 479 of their Student Book. *Which reading strategy helped you understand that Small Wolf and his family were not wanted there? Explain.* (Possible response: The strategy "make inferences" helped me; I had to use what I was reading to figure out that Small Wolf's family was in danger.)
- ✓ **Analyze Character's Feelings** *How does Small Wolf feel about the white man?* (Possible response: At first, he is curious, then he is confused and afraid.)

Writing Options

Friendly Letter Have children write a letter from Small Wolf to the Dutch boy on the cover telling about his life and asking about the boy's life.
Journal Entry Have children write a response to what they read in the book and give their opinion about what happened to Small Wolf and his family.

K Guided Reading Level



Washington, D.C.

by Gustav Blümchen

Nonfiction | Pages: 16

Content Connection: U.S. Capital

Summary Washington, D.C., is the capital of the United States. It is home to the President, Congress, and many important American monuments and buildings.

Activate Prior Knowledge Ask: *What do you know about Washington, D.C.?* (Possible response: The President lives there.)

Preview Display the cover and read aloud the title. Ask: *What is this building?* (the White House) *Who lives there?* (the President and his family) Tell children they will read to find out why Washington, D.C., is important. Introduce the story words *memorial* (page 10) and *statue* (page 11).

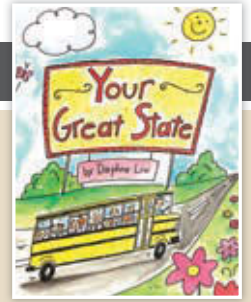
Build Comprehension

- ✓ **Choose Reading Strategies** Review the list of reading strategies with children on page 479 of their Student Book. *Which reading strategy would you use if you wanted to know why the monuments in the book were important? Explain.* (Possible response: I would use the strategy “ask questions,” because I would ask myself why each place is important to America and then read on to find the answer)
- ✓ **Identify Author’s Purpose** *Why did the author write this book?* (Possible response: to tell about important places in Washington, D.C.)

Writing Options

- Drawing and Caption** Have children draw one of the places mentioned in the book and write a caption telling why it is important.
- Journal Entry** Have children choose the place mentioned in the book that they would like to visit and tell why.

K Guided Reading Level



Your Great State

by Daphne Liu

Fiction | Pages: 16

Content Connection: Geography

Summary While on a field trip to the state capital, a student tells what the class is learning about what state governments do, including providing money for schools, hospitals, and roads.

Activate Prior Knowledge Ask: *What state do we live in? What is the capital city?* Explain that every state has a capital city.

Preview Display the cover and read aloud the title. Ask: *Where do you think these children are going?* (Possible response: on a field trip) Tell children they will read to find out how important their state is to them. Introduce the story words *university* (page 6) and *especially* (page 10).

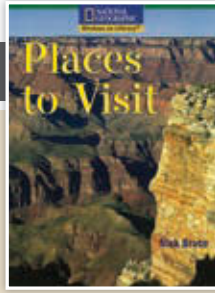
Build Comprehension

- ✓ **Choose Reading Strategies** Review the list of reading strategies with children on page 479 of their Student Book. *Which reading strategy would you use to compare the field trip in the book to your state capital? What would it help you understand?* (Possible response: I would use the strategy “make connections”; it would help me understand all the things my state government does for me.)
- ✓ **Identify Author’s Purpose** *Why did the author write this book?* (Possible response: to explain what state governments do)

Writing Options

- Travel Journal** Have children write a journal entry for the student in the book, telling about their field trip.
- Journal Entry** Have children write about one of the things they learned about state government that is important to their lives.

L Guided Reading Level



Places to Visit

by Nick Bruce

Nonfiction | Pages: 16

Content Connection: Geography and Landmarks

Summary This book gives information about famous natural landmarks in the United States—the Grand Canyon, Yellowstone National Park, Niagara Falls, and Mammoth Cave—including maps of the U.S. to show the location of each landmark.

Activate Prior Knowledge Ask: *What are some famous places you have visited?* Have volunteers share stories and information about trips they have taken to special places.

Preview Display the cover and read aloud the title. Point to the picture on the cover and ask: *Why might someone want to visit this place?* (Possible response: It is beautiful there.) Introduce the story words *crater* (page 9) and *marsh* (page 13).

Build Comprehension

✓ **Choose Reading Strategies** Review the list of reading strategies with children on page 479 of their Student Book. *Which reading strategy would help you picture what it would be like to see the places in your book? Explain.* (Possible response: The strategy “visualize” would help me because I can make a picture in my mind of what the place is like.)

✓ **Identify Author’s Purpose** *Why did the author write this book?* (Possible response: to tell about interesting places in the United States)

Make Comparisons *What do all the places in the book have in common?* (Possible responses: They are all in the United States; they were all made by nature; they are all famous.)

Writing Options

Travel Brochure Have children choose one location mentioned in the book and create a travel brochure telling about the place.

Journal Entry Have children choose one place from the book and tell why they would like to visit that place.

L Guided Reading Level



More Places to Visit

by Nick Bruce

Nonfiction | Pages: 16

Content Connection: Geography and Landmarks

Summary This book gives information about more famous places to visit in the United States—the Statue of Liberty, the Washington Monument, the Gateway Arch, and Mount Rushmore—including maps of the U.S. to show the location of each place.

Activate Prior Knowledge Ask: *What makes a place famous?* (Possible response: Many people visit it.) Have volunteers name some famous places they know.

Preview Display the cover and read aloud the title. Ask: *What is this famous place?* (the Statue of Liberty) Tell children they will read to find out about this and other famous places. Introduce the story words *gateway* (page 6), *suspension* (page 9), and *observation* (page 13).

Build Comprehension

✓ **Choose Reading Strategies** Review the list of reading strategies with children on page 479 of their Student Book. *Which reading strategy helped you understand what you read? Explain.* (Possible response: The strategy “make inferences” helped me because I was able to understand why these places are important.)

✓ **Identify Author’s Purpose** *Why did the author write this book?* (Possible response: to tell about important places in the United States)

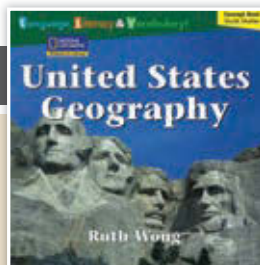
Make Comparisons *What do all the places in the book have in common?* (Possible responses: They are all in the United States; people made all of them; they are all famous.)

Writing Options

Drawing and Caption Have children choose one place mentioned in the book, draw it, and write a caption telling about the place.

Journal Entry Have children write about a special landmark or location where they live.

M Guided Reading Level



United States Geography

by Ruth Wong

Nonfiction | Pages: 24

Content Connection: Geography and Landmarks

Summary United States geography includes natural landmarks—such as canyons, rivers, and caves—and landmarks built by people—such as bridges, buildings, and monuments.

Activate Prior Knowledge Ask: *What famous statues, buildings, or places in the United States do you know about?* (Possible response: the Statue of Liberty, the Grand Canyon) Explain that there are many famous natural and man-made places in the United States.

Preview Display the cover and read aloud the title. Ask: *What do you think this book will be about?* (Possible response: famous places in the United States) Introduce the story words *landmarks* (page 8) and *active* (page 11).

Build Comprehension

- ✓ **Choose Reading Strategies** Review the list of reading strategies with children on page 479 of their Student Book. *Which reading strategy would help you set a purpose for why you were going to read the book? How would this help as you read? Explain.* (Possible response: The strategy “plan and monitor” would help me because I would think about what I wanted to learn before I started reading. Then I would be able to check what I was reading to make sure I understand.)
- ✓ **Identify Author’s Purpose** *Why did the author write this book?* (Possible response: to tell about important parts of United States geography)

Writing Options

- Travel Plan** Have children choose three places mentioned in the book and write a short travel plan telling what they will see at each place.
- Journal Entry** Have children write about a place mentioned in the book and explain why they think it is famous.

M Guided Reading Level



Who Was Martin Luther King, Jr.?

by Shirleyann Costigan

Nonfiction | Pages: 24

Content Connection: People

Summary Martin Luther King, Jr., was a minister, husband, father, and leader who fought for civil rights and equality. He was both loved and hated for his beliefs.

Activate Prior Knowledge Ask: *What does it mean to be treated equally?* (Possible response: Everyone gets the same things.) *Have you ever been treated unfairly by someone? How did it make you feel?* Have volunteers share their experiences with unfair treatment.

Preview Display the cover and read aloud the title. Page through the book and ask: *What do you think this book will be about?* (Possible response: why Martin Luther King, Jr., was important) Introduce the story words *minister* (page 8), *follower* (page 10), and *prohibited* (page 13).

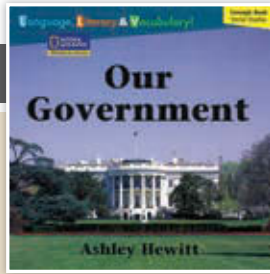
Build Comprehension

- ✓ **Choose Reading Strategies** Review the list of reading strategies with children on page 479 of their Student Book. *Which reading strategy would you use to figure out the most important points in the book? Explain.* (Possible response: I would use the strategy “determine importance” to summarize and look for the main ideas as I read.)
- ✓ **Identify Author’s Purpose** *Why did the author write this book?* (Possible response: to tell about an important person in American history)

Writing Options

- Poem** Have children write a poem about the life of Martin Luther King, Jr.
- Journal Entry** Have children write about why they think Martin Luther King, Jr., is an important person in American history.

N Guided Reading Level



Our Government

by Ashley Hewitt

Nonfiction | Pages: 24

Content Connection: Government

Summary The government is the group of people who make laws, keep people safe, provide services, and protect citizens' rights. It is divided into federal, state, and local governments. Also discussed are the rights and responsibilities of citizens, including the right to free speech and the responsibility to respect the rights of others.

Activate Prior Knowledge Ask: *What do you know about what a government does?* (Possible responses: They make laws; they have elections.)

Preview Display the cover and read aloud the title. Ask: *What does this building have to do with government?* (Possible response: It is where the President lives.) Tell children they will read to find out what the government does. Introduce the story words *provides* (page 6), *responsibilities* (page 8), *judicial* (page 15), and *council* (page 19).

Build Comprehension

✔ **Choose Reading Strategies** Review the list of reading strategies with children on page 479 of their Student Book. *Which reading strategy helped you understand what you read? Explain.* (Possible response: The strategy "ask questions" helped me because I wanted to know more as I read.)

✔ **Identify Author's Purpose** *Why did the author write this book?* (Possible response: to tell about what the government does)

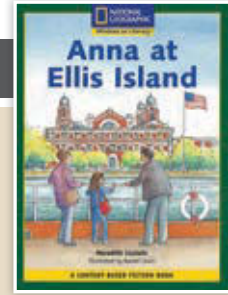
Make Comparisons *What is the difference between the federal government and the state government?* (Possible response: The federal government makes laws for the whole country. State governments make laws for single states.)

Writing Options

Summary Have children choose one level of government and write a summary of what it does.

Journal Entry Have children write about why government is important to them.

N Guided Reading Level



Anna at Ellis Island

by Meredith Costain

Fiction | Pages: 32

Content Connection: Landmarks

Summary Anna and her parents visit Ellis Island, where she learns about how immigrants, including her ancestors—one of whom was a famous ballerina—arrived in the United States.

Activate Prior Knowledge Ask: *Does anyone know which country his or her ancestors came from?* Invite volunteers to share stories about their lineage.

Preview Display the cover and read aloud the title. Ask: *What do you think this book will be about?* (Possible response: a girl who goes to an island on a boat) Tell children they will read to find out about an American landmark. Introduce the story words *deck* (page 4), *pestered* (page 10), and *register* (page 14).

Build Comprehension

✔ **Choose Reading Strategies** Review the list of reading strategies with children on page 479 of their Student Book. *Which reading strategy helped you understand what you read? Explain.* (Possible response: The strategy "make connections" helped me because I could understand why Anna didn't want to go to Ellis Island at first.)

✔ **Analyze Character's Feelings** *What made Anna change her mind about Ellis Island?* (Possible response: She met her cousin and learned about her ancestors.)

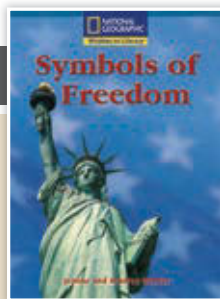
Explain *What is Ellis Island and why it is important?* (Possible response: Ellis Island is where people arrived who were coming to the United States to live. A lot of our relatives came to Ellis Island, which makes it important in American history.)

Writing Options

Short Story Invite children to imagine that they are immigrants on a boat to Ellis Island. Have them write a short story telling about their experiences.

Journal Entry Have children write about why they think Ellis Island is an important part of American history.

O Guided Reading Level



Symbols of Freedom

by Jeanne and Bradley Weaver

Nonfiction | Pages: 16

Content Connection: Symbols

Summary The American flag, the national anthem, the bald eagle, the Capitol Building, and the Statue of Liberty are some of the symbols of the freedoms and rights that Americans enjoy. This book gives information about each American symbol, such as its history and what it means.

Activate Prior Knowledge Ask: *What is freedom?* (Possible responses: being able to do what you want) Ask: *What are rights?* (Possible response: what you are allowed to do)

Preview Display the cover and read aloud the title. Ask: *What does this title mean to you?* (Possible response: The book will be about things that remind us of freedom.) Introduce the story words *pledge* (page 7), *anthem* (page 8), and *elect* (page 10).

Build Comprehension

- ✓ **Choose Reading Strategies** Review the list of reading strategies with children on page 479 of their Student Book. *Which reading strategy helped you relate what you read here to other things you have read about America? Explain.* (Possible response: The strategy “synthesize” helped me because I have read that Americans have freedoms, and the book tells me about symbols of freedom.)
- ✓ **Identify Author’s Purpose** *Why did the author write this book?* (Possible response: to tell about American symbols that remind us about our freedom)

Writing Options

- Labeled Drawing** Have children draw one of the symbols mentioned in the book and write a caption about it.
- Journal Entry** Have children answer the question on the back of the book: *What do the stars and stripes on our flag represent?*

O Guided Reading Level



Alaska

by Pamela Rushby

Nonfiction | Pages: 24

Content Connection: Geography

Summary Alaska is the largest and northernmost U.S. state. It has cold temperatures and a small population. The people work in the fishing or tourist industries or with natural resources. This book also explores Alaska as the Land of the Midnight Sun, the Northern Lights, native people and culture, and the Iditarod.

Activate Prior Knowledge Ask: *What do you know about Alaska?* (Possible responses: It is cold; Eskimos live there; it is one of the fifty U.S. states.)

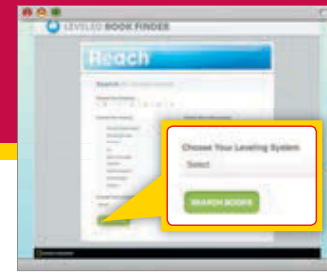
Preview Display the cover and read aloud the title. Ask: *What can you tell about Alaska from the picture?* (Possible response: It has mountains.) Tell children they will read to find out about the biggest U.S. state. Introduce the story words *shimmer* (page 10), *timber* (page 14), *industry* (page 15), and *traditions* (page 17).

Build Comprehension


- ✓ **Choose Reading Strategies** Review the list of reading strategies with children on page 479 of their Student Book. *Which reading strategy helped you understand what you read? Explain.* (Possible response: The strategy “visualize” helped me because I was able to see what life is like in Alaska.)
- ✓ **Identify Author’s Purpose** *Why did the author write this book?* (Possible response: to tell about Alaska)
- Explain** *Why is Alaska called the “Land of the Midnight Sun”?* (Possible response: because the sun does not set until after midnight during the summer)

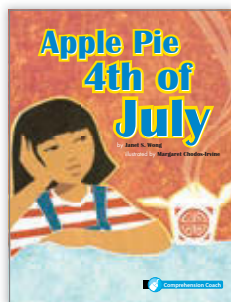
Writing Options

- Tourism Poster** Have children design a poster encouraging people to visit Alaska. Children should include at least three facts from their books.
- Journal Entry** Have children write about whether they would like to visit Alaska and tell why or why not.



Recommended Books

| Level* | Fiction About Patriotism | Nonfiction About Patriotism |
|----------|---|--|
| F | Sutherland, Margaret. Thanksgiving Is for Giving Thanks . Penguin Young Readers Group, 2000. Wilhelm, Hans. I'm No Turkey! Scholastic Trade Books, 2009. | Douglas, Lloyd G. The Bald Eagle . Children's Press, 2003. Douglas, Lloyd G. The Liberty Bell . Children's Press, 2003. |
| G | Bridwell, Norman. Clifford's Thanksgiving Visit . Cartwheel Books, 2010. | Bredeson, Carmen. Labor Day . Children's Press, 2000. Gardeski, Christina Mia. Columbus Day . Children's Press, 2000. |
| H | Kuskin, Karla. City Dog . Houghton Mifflin Harcourt, 1998. Raschka, Christopher. Charlie Parker Played Be Bop . Scholastic, 1997. | Bennett, Kelly. Arbor Day . Children's Press, 2003. Murphy, Patricia J. Election Day . Children's Press, 2002. |
| I | McNamara, Margaret. Happy Thanksgiving . Simon Spotlight, 2005. | Kuklin, Susan. All Aboard!: A True Train Story . Orchard, 2003. |
| J | Benchley, Nathaniel. Sam the Minuteman . HarperCollins Publishers, 2000. Winters, Kay. My Teacher for President . Dutton Juvenile, 2004. | Penner, Lucille Recht. The Statue of Liberty . Random House, Inc., 1995. Trueit, Trudi Strain. Independence Day . Children's Press, 2006. |
| K | Hall, Donald. Ox-Cart Man . Penguin Young Readers Group, 1983.  CALDECOTT MEDAL Sis, Peter. Madlenka . Square Fish, 2010. | Jackson, Garnet. George Washington: Our First President . Scholastic, 2002. Winters, Kay. Abe Lincoln: The Boy Who Loved Books . Aladdin, 2006. |
| L | Levine, Ellen. I Hate English! Scholastic Trade Books, 1995. Sandin, Joan. The Long Way to a New Land . HarperCollins Publishers, 2000. | Kennedy, Marge. See Inside the White House . Children's Press, 2009. Roop, Connie and Peter Roop. Let's Split Logs, Abe Lincoln . Scholastic Books, 2002. |
| M | Cohen, Barbara. Molly's Pilgrim . HarperCollins Publishers, 1998. Hopkinson, Deborah. Apples to Oregon . Aladdin, 2008. | Adler, David. A Picture Book of Frederick Douglass . Holiday House, 1995. Jenner, Caryn. The Story of Pocohantas . DK Publishing, 2009. |
| N | Dipucchio, Kelly. Grace for President . Hyperion Books, 2008. Skeers, Linda. The Impossible Patriotism Project . Penguin Young Readers Group, 2009. Wells, Rosemary. Otto Runs for President . Scholastic Press, 2008. | Hopkinson, Deborah. John Adams Speaks for Freedom . Simon Spotlight, 2005. Kennedy, Marge. Having Fun at the White House . Children's Press, 2009. |
| O | Figley, Marty Rhodes. Saving the Liberty Bell . Lerner Publishing Group, 2004. Goodnow, Patti. Yankee Doodle . Scholastic Inc., 2002. | Fritz, Jean. What's the Big Idea, Ben Franklin? Perfection Learning, 2001. Stevenson, Augusta. Molly Pitcher: Young Patriot . Simon & Schuster Children's Publishing, 1986. |



Author Study: Janet S. Wong
Alex and the Wednesday Chess Club. Margaret K. McElderry Books, 2004.
The Dumpster Diver. Candlewick, 2007.
Homegrown House. Margaret K. McElderry Books, 2009.
This Next New Year. Frances Foster Books, 2000.

* as measured by the Fountas and Pinnell leveling system; see page R2 for leveling translation information

Name _____

Date _____

Character Map

Characters' Feelings

Use the character map to take notes about your book as you read.

| Character | How the Character Feels | Why the Character Feels This Way |
|-----------|-------------------------|----------------------------------|
| | | |

COPY READY

 Use your character map to tell a partner about the book.

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For use with TE pp. LR4–LR11

LR8.1

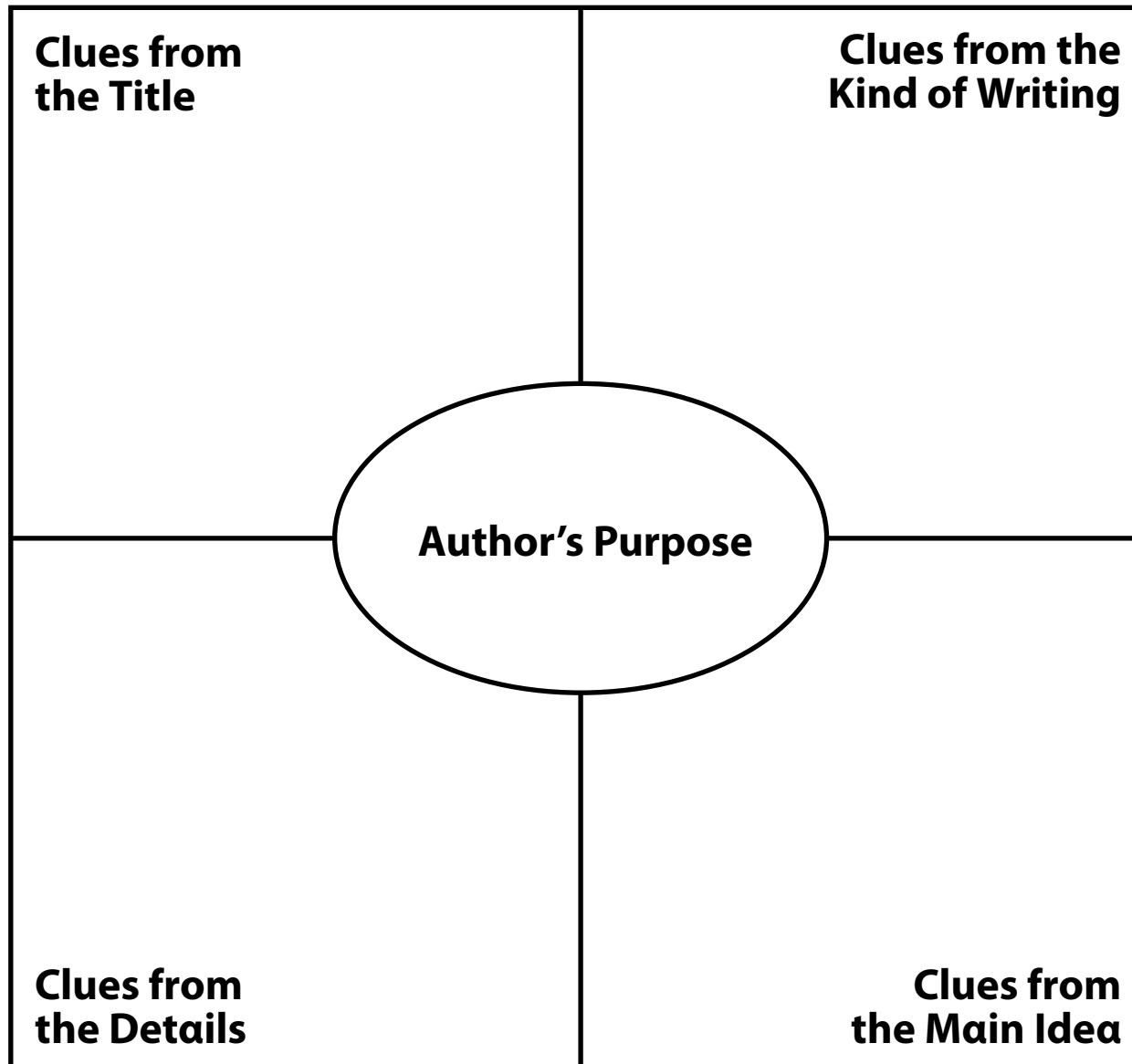
Unit 8 | Patriotism

Name _____ Date _____

Details Cluster

Author's Purpose Chart

Use the details cluster to take notes about your book as you read.



COPY READY

 Use your details cluster to tell a partner about the book.

Name _____ Date _____

Discussion Guide

Connect Across Texts

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

COPY READY

| | |
|---|---|
| Title: _____ | Title: _____ |
| Title: _____ | Title: _____ |

 **What does America mean to you?**

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For use with TE pp. LR4–LR11

LR8.3

Unit 8 | Patriotism

Name _____ Date _____

Book Title _____ Pages _____

Reading Strategy Assessment

Unit 8

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?

COPY READY

| Reading Strategy Rubrics | | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|--|---|---|---|--|
| Plan and Monitor | | | | Make Inferences | | | | Ask Questions | | | | |
| 4 | 3 | 2 | 1 | 4 | 3 | 2 | 1 | 4 | 3 | 2 | 1 | |
| <ul style="list-style-type: none"> • <i>What did you do before you started reading the book?</i> • <i>When you were reading, did you go back and reread any part of the book for better understanding?</i> • <i>When you didn't understand, what did you do?</i> • <i>How did the meaning become clear to you?</i> | | | | <ul style="list-style-type: none"> • <i>Did you infer, or figure out, something in the book that was not stated directly?</i> • <i>Were there details in the book that helped you figure this out?</i> • <i>What did you already know about those details that helped you make this inference?</i> | | | | <ul style="list-style-type: none"> • <i>What questions did you have when you were reading?</i> • <i>Did you find answers to the questions?</i> • <i>Can you tell me some examples of these kinds of questions and what you learned?</i> | | | | |
| 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. | | | | |

Name _____ Date _____

Book Title _____ Pages _____

Reading Strategy Assessment

Unit 8

| | | | | Reading Strategy Rubrics | | | | | | | | | | | | | | | |
|---|--|--|--|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | Make Connections | | | | Visualize | | | | Determine Importance | | | | Synthesize | | | |
| | | | | 4 | 3 | 2 | 1 | 4 | 3 | 2 | 1 | 4 | 3 | 2 | 1 | 4 | 3 | 2 | 1 |
| | | | | <ul style="list-style-type: none"> • Did you read anything in the book that connects to your life? What was that, and how does it connect? • Did you read anything that reminded you of something else you read? What was that, and how does it connect? • Did you read anything you already knew about in the world around you? What was that, and how does it connect? | | | | <ul style="list-style-type: none"> • Was there a part of the book that made you visualize (see pictures in your mind)? • How did this help you understand what you were reading? • Are there particular words that helped you visualize? | | | | <ul style="list-style-type: none"> • What is an important idea in the book you chose? • Why do you think that is important? • How would you summarize this book for someone who has not read it? | | | | <ul style="list-style-type: none"> • Tell me about the book you read. What about the book can you generalize, or say is true most of the time? • What can you conclude from these parts? • Based on this book and what you know about (topic), what do you think is probably true about (topic)? | | | |
| 4 | | | | Makes text-to-self, text-to-text, and/or text-to-world connections to enhance comprehension. Can explain how connections enrich understanding. | | | | Describes multi-sensory mental images that go beyond the literal text. Explains how this helped understanding. | | | | Uses many parts of the text (pictures, title, words) to accurately identify an important idea, and summarizes the important ideas in the book. | | | | Synthesizes text accurately to draw conclusions and/or make generalizations. Can explain how synthesis helps comprehension. | | | |
| 3 | | | | Makes some type of relevant connection, but does not elaborate on how the connection helped understanding. | | | | Describes multi-sensory mental images and goes beyond the literal text. | | | | Identifies and summarizes some important ideas from the text using a few parts of the text. Cannot explain importance. | | | | Combines some information from the text to draw basic conclusions or make limited generalizations. | | | |
| 2 | | | | Attempts to make connections, but the connections are not relevant to understanding the text. | | | | Describes few mental images directly related to text descriptions or pictures. | | | | Attempts to identify and summarize important ideas, but is inaccurate. | | | | Attempts to synthesize, but synthesis is limited or leads to inaccurate conclusions or generalizations. | | | |
| 1 | | | | Does not make connections with the text. | | | | Does not describe mental images related to the text. | | | | Cannot identify an important idea. | | | | Does not draw a conclusion or make a generalization about the text. | | | |

COPY READY

Reader Reflection

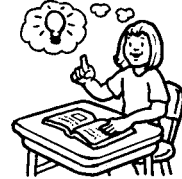
| Date | Title of Book | Author |
|------|---------------|--------|
| | | |

COPY READY

1. Before I read this book,



I looked at the title and the pictures.



I made a prediction.

2. If I didn't understand something,



I stopped to think about it.



I read it again.



I asked myself a question about it.

This book was: easy about right hard

Rate this book! ☆ ☆ ☆ ☆ ☆

I would like to read other books: about this topic by this author





Assessment Overview

| | | Printed Components | Online PDFs  | eAssessment™  | ExamView® |
|---------------------------------|--|------------------------|--|---|-----------|
| Oral Reading Assessments | Oral Reading Assessments | ✓ | ✓ | | |
| Progress Monitoring Assessments | Weekly Tests Reading Comprehension Vocabulary Grammar and Writing | ✓ | ✓ | ✓ | ✓ |
| | Spelling | ✓ | | | |
| | Foundational Skills, including Phonics | ✓ | ✓ | | |
| | Unit Tests Reading Comprehension Vocabulary Grammar and Writing | ✓ | ✓ | ✓ | ✓ |
| | Reading Strategy Assessments | ✓ | ✓ | | |
| | Benchmark Assessments | Benchmark Assessments* | ✓ | ✓ | ✓ |
| Scoring and Reporting Tools | Rubrics | ✓ | ✓ | | |
| | Student Profiles | ✓ | ✓ | | |
| | Strengths and Needs Summary | ✓ | ✓ | | |
| | Oral Reading Progress Tracker | ✓ | ✓ | | |
| | Class Profiles | ✓ | ✓ | ✓ | |
| | School and District Reports | | | ✓ | |
| Additional Assessment Tools | Speaking and Listening Observation Log | ✓ | ✓ | | |
| | Reader Reflections | ✓ | ✓ | | |
| | Unit Self-Assessments | ✓ | ✓ | | |
| | Affective and Metacognitive Measures | | ✓ | | |
| Reteaching | Reteaching Masters | ✓ | ✓ | | |

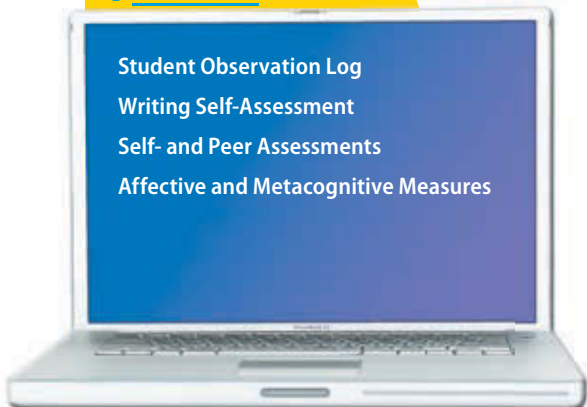
* Available in separate books.

Contents at a Glance

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| Oral Reading Assessment | A8.1 | | |
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Online Assessment Resources

NGReach.com



Student Observation Log
 Writing Self-Assessment
 Self- and Peer Assessments
 Affective and Metacognitive Measures

Oral Reading Assessment

Unit 8

Every spring in Washington, D.C., endless rows of cherry trees bloom. The pink flowers are cherry blossoms. Sweetness fills the air! It is impossible not to smell them.

A festival in spring celebrates the cherry blossoms. Visitors come from all over. Kids from preschool to college admire the trees. Dancers, singers, and actors put on shows.

The trees were not always there. I went to the festival last year. There I discovered the real story of how they arrived.

In 1908, William Taft became president of the United States. Years before, he and his wife, Helen, visited the country of Japan. Helen was deeply impressed by Japan's cherry trees. When Helen became First Lady, Japan gave the U.S. thousands of cherry trees. It was a gift of kindness.

A springtime visit to Washington would be incomplete without a stop at the festival. It would be a mistake to miss it.

COPY READY

Oral Reading Assessment

Unit 8

Every spring in Washington, D.C., endless rows of cherry trees bloom. The pink flowers are cherry blossoms. Sweetness fills the air! It is impossible not to smell them.

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6
14
23
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35
43
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75
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87
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104
111
119
128
135
144
150

Miscue Observations

Oral Reading Assessment

Unit 8

| 2006 Hasbrouck & Tindal Oral Reading Fluency Data | | | | |
|---|------------|-----------|-------------|-------------|
| Grade | Percentile | Fall WCPM | Winter WCPM | Spring WCPM |
| 2 | 90 | 106 | 125 | 142 |
| | 75 | 79 | 100 | 117 |
| | 50 | 51 | 72 | 89 |
| | 25 | 25 | 42 | 61 |
| | 10 | 11 | 18 | 31 |

Accuracy and Rate

$$\frac{\text{words attempted in one minute}}{\text{number of errors}} = \frac{\text{words correct per minute (wcpm)}}{\text{words correct per minute (wcpm)}}$$

| Oral Reading Fluency Rubrics | | | | |
|------------------------------|--|--|--|--|
| | 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. |
| 3 | Reads most words automatically but still pauses to decode some words. Pace varies but is mostly consistent. | Frequently pauses at all appropriate places in the text. | Changes pitch to match some of the content. | Reads with appropriate feeling for most content. |
| 2 | Pauses to decode many words. Pace is slow with occasional stops and starts. | Occasionally pauses while reading the text. | Changes pitch, but does not match the content. | Reads with appropriate feeling for some content. |
| 1 | Can only read some high frequency words automatically. Pauses to decode all others or skips words. Pace is very slow and irregular with many stops and starts. | Rarely pauses while reading the text. | Does not change pitch. | Does not read with feeling. |

Oral Reading Assessment

Unit 8

| 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.

Foundational Skills Test

Unit 8, Week 1

Decoding

- Prefixes *dis-*, *pre-*, *im-*, *in-*
- Suffixes *-er*, *-or*, *-less*, *-ness*

The Decoding Test on page A8.6 is multiple-choice and may be administered to a group of children. Give each child a copy of the test. Record each child's responses on a copy of the Student Profile on page A8.7.

Say: *Listen to this word:* _____.

Choose the word: _____.

- 1 disarm
- 2 imprint
- 3 predate
- 4 visitor
- 5 slowness
- 6 joyless

High Frequency Words

Make a copy of this page so you can cut out the list of High Frequency Words. Have the child read the list of words out loud to you. Record the child's responses on a copy of the Student Profile on page A8.7



Week 1

| | |
|-------|---------|
| seem | father |
| word | mother |
| read | country |
| learn | picture |
| idea | America |

COPY READY

 = one child  = two children  = three or more children

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Grade 2 Assessment

A8.5

Unit 8 | Our United States

Foundational Skills

Unit 8, Week 1

COPY READY

- 1 (A) disarm
(B) dream
(C) desire

- 2 (A) sprinter
(B) preset
(C) imprint

- 3 (A) paste
(B) proud
(C) predate

- 4 (A) visited
(B) visitor
(C) visiting

- 5 (A) slowly
(B) slowest
(C) slowness

- 6 (A) enjoy
(B) joyful
(C) joyless

| Score |
|---------|
| _____/6 |

DONE!

Name _____

Foundational Skills

Unit 8

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.

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <p>Week 1 Date _____</p> <p>Decoding</p> <ul style="list-style-type: none"> • Prefixes <i>dis-</i>, <i>pre-</i>, <i>im-</i>, <i>in</i> • Suffixes <i>-er</i>, <i>-or</i>, <i>-less</i>, <i>-ness</i> <table border="1"> <tr><td>disarm</td><td><input type="checkbox"/></td></tr> <tr><td>imprint</td><td><input type="checkbox"/></td></tr> <tr><td>predate</td><td><input type="checkbox"/></td></tr> <tr><td>visitor</td><td><input type="checkbox"/></td></tr> <tr><td>slowness</td><td><input type="checkbox"/></td></tr> <tr><td>joyless</td><td><input type="checkbox"/></td></tr> <tr><td>Total</td><td><input type="checkbox"/></td></tr> </table> <p>High Frequency Words</p> <table border="1"> <tr><td>seem</td><td><input type="checkbox"/></td></tr> <tr><td>word</td><td><input type="checkbox"/></td></tr> <tr><td>read</td><td><input type="checkbox"/></td></tr> <tr><td>learn</td><td><input type="checkbox"/></td></tr> <tr><td>idea</td><td><input type="checkbox"/></td></tr> <tr><td>father</td><td><input type="checkbox"/></td></tr> <tr><td>mother</td><td><input type="checkbox"/></td></tr> <tr><td>country</td><td><input type="checkbox"/></td></tr> <tr><td>picture</td><td><input type="checkbox"/></td></tr> <tr><td>America</td><td><input type="checkbox"/></td></tr> <tr><td>Total</td><td><input type="checkbox"/></td></tr> </table> <p>Weekly Total /16</p> | disarm | <input type="checkbox"/> | imprint | <input type="checkbox"/> | predate | <input type="checkbox"/> | visitor | <input type="checkbox"/> | slowness | <input type="checkbox"/> | joyless | <input type="checkbox"/> | Total | <input type="checkbox"/> | seem | <input type="checkbox"/> | word | <input type="checkbox"/> | read | <input type="checkbox"/> | learn | <input type="checkbox"/> | idea | <input type="checkbox"/> | father | <input type="checkbox"/> | mother | <input type="checkbox"/> | country | <input type="checkbox"/> | picture | <input type="checkbox"/> | America | <input type="checkbox"/> | Total | <input type="checkbox"/> | <p>Week 2 Date _____</p> <p>Decoding</p> <ul style="list-style-type: none"> • Final Syllable Consonant + <i>le</i> • Final Syllables + <i>-tion</i>, <i>-ture</i>, <i>-sion</i>, <i>-cian</i> <i>-ation</i>, <i>-ition</i> <table border="1"> <tr><td>table</td><td><input type="checkbox"/></td></tr> <tr><td>picture</td><td><input type="checkbox"/></td></tr> <tr><td>bottle</td><td><input type="checkbox"/></td></tr> <tr><td>lotion</td><td><input type="checkbox"/></td></tr> <tr><td>eagle</td><td><input type="checkbox"/></td></tr> <tr><td>furniture</td><td><input type="checkbox"/></td></tr> <tr><td>Total</td><td><input type="checkbox"/></td></tr> </table> <p>High Frequency Words</p> <table border="1"> <tr><td>got</td><td><input type="checkbox"/></td></tr> <tr><td>tell</td><td><input type="checkbox"/></td></tr> <tr><td>story</td><td><input type="checkbox"/></td></tr> <tr><td>sing</td><td><input type="checkbox"/></td></tr> <tr><td>song</td><td><input type="checkbox"/></td></tr> <tr><td>music</td><td><input type="checkbox"/></td></tr> <tr><td>still</td><td><input type="checkbox"/></td></tr> <tr><td>state</td><td><input type="checkbox"/></td></tr> <tr><td>today</td><td><input type="checkbox"/></td></tr> <tr><td>example</td><td><input type="checkbox"/></td></tr> <tr><td>Total</td><td><input type="checkbox"/></td></tr> </table> <p>Weekly Total /16</p> | table | <input type="checkbox"/> | picture | <input type="checkbox"/> | bottle | <input type="checkbox"/> | lotion | <input type="checkbox"/> | eagle | <input type="checkbox"/> | furniture | <input type="checkbox"/> | Total | <input type="checkbox"/> | got | <input type="checkbox"/> | tell | <input type="checkbox"/> | story | <input type="checkbox"/> | sing | <input type="checkbox"/> | song | <input type="checkbox"/> | music | <input type="checkbox"/> | still | <input type="checkbox"/> | state | <input type="checkbox"/> | today | <input type="checkbox"/> | example | <input type="checkbox"/> | Total | <input type="checkbox"/> | <p>Week 3 Date _____</p> <p>Decoding</p> <ul style="list-style-type: none"> • Final Syllables with Schwa • Final Syllables <i>-ent</i>, <i>-ant</i> <table border="1"> <tr><td>nickel</td><td><input type="checkbox"/></td></tr> <tr><td>razor</td><td><input type="checkbox"/></td></tr> <tr><td>infant</td><td><input type="checkbox"/></td></tr> <tr><td>student</td><td><input type="checkbox"/></td></tr> <tr><td>popular</td><td><input type="checkbox"/></td></tr> <tr><td>detergent</td><td><input type="checkbox"/></td></tr> <tr><td>Total</td><td><input type="checkbox"/></td></tr> </table> <p>High Frequency Words</p> <table border="1"> <tr><td>big</td><td><input type="checkbox"/></td></tr> <tr><td>home</td><td><input type="checkbox"/></td></tr> <tr><td>new</td><td><input type="checkbox"/></td></tr> <tr><td>bed</td><td><input type="checkbox"/></td></tr> <tr><td>floor</td><td><input type="checkbox"/></td></tr> <tr><td>life</td><td><input type="checkbox"/></td></tr> <tr><td>came</td><td><input type="checkbox"/></td></tr> <tr><td>sure</td><td><input type="checkbox"/></td></tr> <tr><td>left</td><td><input type="checkbox"/></td></tr> <tr><td>ate</td><td><input type="checkbox"/></td></tr> <tr><td>Total</td><td><input type="checkbox"/></td></tr> </table> <p>Weekly Total /16</p> | nickel | <input type="checkbox"/> | razor | <input type="checkbox"/> | infant | <input type="checkbox"/> | student | <input type="checkbox"/> | popular | <input type="checkbox"/> | detergent | <input type="checkbox"/> | Total | <input type="checkbox"/> | big | <input type="checkbox"/> | home | <input type="checkbox"/> | new | <input type="checkbox"/> | bed | <input type="checkbox"/> | floor | <input type="checkbox"/> | life | <input type="checkbox"/> | came | <input type="checkbox"/> | sure | <input type="checkbox"/> | left | <input type="checkbox"/> | ate | <input type="checkbox"/> | Total | <input type="checkbox"/> | <p>Week 4 Date _____</p> <p>Decoding</p> <ul style="list-style-type: none"> • Different Syllable Types • Multisyllabic Words <table border="1"> <tr><td>locate</td><td><input type="checkbox"/></td></tr> <tr><td>banjo</td><td><input type="checkbox"/></td></tr> <tr><td>child hood</td><td><input type="checkbox"/></td></tr> <tr><td>han dle bar</td><td><input type="checkbox"/></td></tr> <tr><td>a gree ment</td><td><input type="checkbox"/></td></tr> <tr><td>va ca tion</td><td><input type="checkbox"/></td></tr> <tr><td>Total</td><td><input type="checkbox"/></td></tr> </table> <p>High Frequency Words</p> <table border="1"> <tr><td>man</td><td><input type="checkbox"/></td></tr> <tr><td>best</td><td><input type="checkbox"/></td></tr> <tr><td>lot</td><td><input type="checkbox"/></td></tr> <tr><td>face</td><td><input type="checkbox"/></td></tr> <tr><td>same</td><td><input type="checkbox"/></td></tr> <tr><td>fly</td><td><input type="checkbox"/></td></tr> <tr><td>tree</td><td><input type="checkbox"/></td></tr> <tr><td>color</td><td><input type="checkbox"/></td></tr> <tr><td>white</td><td><input type="checkbox"/></td></tr> <tr><td>bring</td><td><input type="checkbox"/></td></tr> <tr><td>Total</td><td><input type="checkbox"/></td></tr> </table> <p>Weekly Total /16</p> | locate | <input type="checkbox"/> | banjo | <input type="checkbox"/> | child hood | <input type="checkbox"/> | han dle bar | <input type="checkbox"/> | a gree ment | <input type="checkbox"/> | va ca tion | <input type="checkbox"/> | Total | <input type="checkbox"/> | man | <input type="checkbox"/> | best | <input type="checkbox"/> | lot | <input type="checkbox"/> | face | <input type="checkbox"/> | same | <input type="checkbox"/> | fly | <input type="checkbox"/> | tree | <input type="checkbox"/> | color | <input type="checkbox"/> | white | <input type="checkbox"/> | bring | <input type="checkbox"/> | Total | <input type="checkbox"/> |
| disarm | <input type="checkbox"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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COPY READY

Reading Comprehension Test

Unit 8, Week 1

Directions: Read the story. Then answer the questions about the story.



Today is a big day for Serena's mom. She's wearing red, white, and blue, the colors of the United States flag.

Serena's mom is from Panama, and her dad is American. Her parents met on a trip long ago. Serena's mom left Panama when she married Serena's dad.

Serena's mom does many things in the United States. She owns a shop, teaches Spanish, and helps at Serena's school. Still, Serena's mom is a citizen of Panama. She is not an American.



Today, that is changing. The family drives into the city. There, in a big office, Serena's mom stands with people from all over the world. They make a promise to be good Americans and to follow the laws. Then they stand together as proud Americans, and everyone claps.

GO ON 

Reading Comprehension Test

Unit 8, Week 1

1 How does Serena’s mom feel about where she lives now?

- Ⓐ tired
- Ⓑ happy
- Ⓒ curious
- Ⓓ surprised

2 The words “Today is a big day” show that the characters —

- Ⓐ feel excited.
- Ⓑ will go to a party.
- Ⓒ have lots of work to do.
- Ⓓ think the day will seem long.

3 Why does everyone clap at the end?

- Ⓐ They miss their home countries.
- Ⓑ They are ready to leave the office.
- Ⓒ They want to start singing and dancing.
- Ⓓ They are happy for the people who became citizens.

4 At the end, Serena’s mom feels proud because she —

- Ⓐ owns a shop.
- Ⓑ is an American.
- Ⓒ goes to the city.
- Ⓓ teaches Spanish.

COPY READY

| Score |
|---------|
| _____/4 |

DONE!

Vocabulary Test

Unit 8, Week 1

Directions: Choose the answer that completes the sentence correctly.

1 A piñata is a birthday _____.

- (A) tradition
- (B) building
- (C) hospital
- (D) society



2 Thanksgiving is a _____.

- (A) holiday
- (B) shadow
- (C) predator
- (D) machine



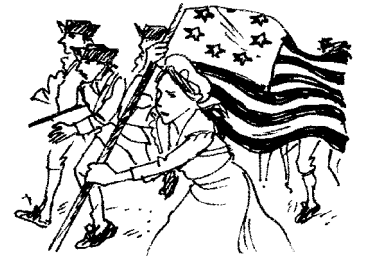
3 When we talk, we use _____.

- (A) weather
- (B) language
- (C) citizenship
- (D) vegetation



4 _____ is what happened a long time ago.

- (A) Motion
- (B) History
- (C) Shelter
- (D) Opportunity



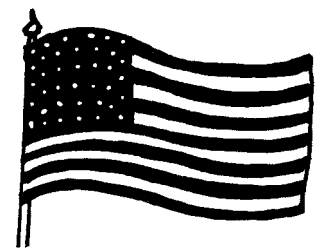
5 The Statue of Liberty shows a _____ in freedom.

- (A) chain
- (B) doctor
- (C) species
- (D) belief



6 This flag is _____.

- (A) possible
- (B) generous
- (C) American
- (D) thoughtful



GO ON

Vocabulary Test

Unit 8, Week 1

7 Fourth of July parades are part of the _____ in the United States.

- Ⓐ result
- Ⓑ motion
- Ⓒ culture
- Ⓓ courage

8 I have a _____ of crayons.

- Ⓐ neighbor
- Ⓑ chance
- Ⓒ result
- Ⓓ variety

9 No one could tell the twins apart because they looked so much _____.

- Ⓐ blue
- Ⓑ right
- Ⓒ cold
- Ⓓ alike

10 I _____ the clouds will turn into rain today.

- Ⓐ expect
- Ⓑ defend
- Ⓒ attack
- Ⓓ survive

11 Many people _____ the Fourth of July by watching fireworks.

- Ⓐ threaten
- Ⓑ celebrate
- Ⓒ relate
- Ⓓ decide

12 The _____ between my apple and yours is the color.

- Ⓐ ability
- Ⓑ project
- Ⓒ difference
- Ⓓ population

COPY READY

Score

_____/12

DONE!

Grammar and Writing Test

Unit 8, Week 1

Directions: Choose the answer that completes the sentence correctly.

1 We watched fireworks _____ the park last night.

- (A) in
- (B) into
- (C) down

3 There was an eagle sitting _____ a rock.

- (A) on
- (B) off
- (C) out

2 The boat goes _____ the Mississippi River.

- (A) at
- (B) up
- (C) of

4 I sat _____ my parents at the concert.

- (A) in
- (B) under
- (C) beside

5 Think about the foods people usually bring to a picnic. Write a description of your favorite picnic food. Tell how the food looks, tastes, smells, and feels.

| Score | |
|----------|-----------------|
| _____ /4 | multiple-choice |
| _____ /4 | writing |

DONE!

Foundational Skills Test

Unit 8, Week 2

Decoding

- Final Syllable Consonant + *le*
- Final Syllable *-tion, -ture, -sion, -cian, -ation, -ition*

The Decoding Test on page A8.14 is multiple-choice and may be administered to a group of children. Give each child a copy of the test. Record each child's responses on a copy of the Student Profile on page A8.7.

Say: *Listen to this word:* _____.


Choose the word: _____.

- 1 table
- 2 picture
- 3 bottle
- 4 lotion
- 5 eagle
- 6 furniture

High Frequency Words

Make a copy of this page so you can cut out the list of High Frequency Words. Have the child read the list of words out loud to you. Record the child's responses on a copy of the Student Profile on page A8.7.

Week 2



gotmusic


tellstill

storystate

singtoday

songexample

COPY READY

 = one child  = two children  = three or more children

Foundational Skills

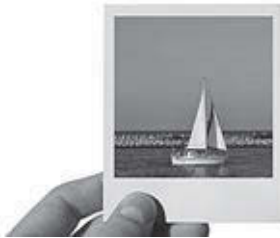
Unit 8, Week 2

COPY READY

- 1 (A) tale
(B) table
(C) tender



- 2 (A) pickle
(B) picture
(C) package



- 3 (A) bottle
(B) boater
(C) bowlful



- 4 (A) loan
(B) lotion
(C) lesson



- 5 (A) eagle
(B) eager
(C) earring



- 6 (A) fiddle
(B) fraction
(C) furniture



| Score |
|---------|
| _____/6 |

DONE!

Reading Comprehension Test

Unit 8, Week 2

Directions: Read the poem. Then answer the questions about the poem.

July 4th

I race with my dog Rowdy
Through the park and back we run.
The summer sun smiles on us
Until the day is done.

My family, too, comes to the park
And finds a spot to sit.
We eat and eat and eat some more
I can't eat another bit!

The moon swims high above the trees
And people whisper in the dark.
I tell you, it's so exciting
So many of us, all at the park!

Then suddenly there is a flash
The sky turns red, then green, then blue.
Stars rain down like silver flowers
Really, what I say is true!

A purple arrow pointing to the right with the words "GO ON" written inside in white capital letters.

Reading Comprehension Test

Unit 8, Week 2

So many people at the park
 From different homes and places.
 But all of us have fun tonight
 When the lights shine on our faces.



COPY READY

- 1** Which words from the poem use alliteration?
- (A) *race with my dog*
 - (B) *summer sun smiles*
 - (C) *comes to the park*
 - (D) *eat another bit*

- 2** Read this line from the poem.

We eat and eat and eat some more

Why does the narrator repeat the word "eat"?

- (A) to tell how the food tastes
- (B) to make the reader hungry
- (C) to show the family ate a lot
- (D) to explain what the family ate

Score

_____/4

- 3** Which words from the poem mean something different from their usual meaning?
- (A) *The moon swims high above the trees*
 - (B) *And people whisper in the dark.*
 - (C) *I tell you, it's so exciting*
 - (D) *So many of us, all at the park!*

- 4** What does "Stars rain down like silver flowers" mean?
- (A) It starts to rain during the fireworks.
 - (B) The fireworks and stars fall together.
 - (C) Everyone sets off lots of fireworks at the end.
 - (D) The fireworks look bright and pretty coming down.

DONE!

Vocabulary Test

Unit 8, Week 2

Directions: Read the question. Choose the correct answer.

1 You want to find the word help in the dictionary. Which guide words would help you find the right page?

- Ⓐ herd — hide
- Ⓑ hold — hope
- Ⓒ health — hem
- Ⓓ happy — head

2 You are on a dictionary page with the guide words **fiction** — **film**. Where would you find the word fly?

- Ⓐ before this page
- Ⓑ on this page
- Ⓒ after this page

3 Where would you find the word culture?

- Ⓐ after cup
- Ⓑ before cat
- Ⓒ after custard
- Ⓓ before cutlery

4 Which list shows these words in alphabetical order?

| | | |
|------|------|-----|
| dish | dirt | dip |
|------|------|-----|

- Ⓐ dip, dirt, dish
- Ⓑ dirt, dish, dip
- Ⓒ dish, dip, dirt
- Ⓓ dip, dish, dirt

COPY READY

GO ON 

Vocabulary Test

Unit 8, Week 2

Directions: Read the question. Use the dictionary entries to choose the best answer.

round (rownd) *adjective* **1** shaped like a circle **2** full or complete
verb **3** to go around a corner *preposition* **4** around

star (star) *noun* **1** a shape with five or six points **2** a large ball of gas in the sky **3** a famous person *verb* **4** to have the biggest role in a show

5 Which meaning of round has to do with math?

- (A) meaning 1
- (B) meaning 2
- (C) meaning 3
- (D) meaning 4

6 Which meaning of star has to do with science?

- (A) meaning 1
- (B) meaning 2
- (C) meaning 3
- (D) meaning 4

| |
|---------|
| Score |
| _____/6 |

DONE!

Grammar and Writing Test

Unit 8, Week 2

Directions: Choose the answer that completes the sentence correctly.

1 The farmer drove his tractor _____ the field.

- (A) until
- (B) under
- (C) across

2 I cut out my picture _____
I drew it on the paper.

- (A) after
- (B) down
- (C) beside

3 The houses on the ground looked really tiny _____ our plane ride.

- (A) into
- (B) over
- (C) during

4 I walked _____ the block looking for my lost dog.

- (A) during
- (B) around
- (C) before

5 Think of traditions or customs that your family has or that you have read about. Which one do you enjoy, or would you enjoy, the most? Explain the reason for your opinion.

| Score | |
|----------|-----------------|
| _____ /4 | multiple-choice |
| _____ /4 | writing |

DONE!

Foundational Skills Test

Unit 8, Week 3

Decoding

- Final Syllable with Schwa
- Final Syllable *-ent, -ant*

The Decoding Test on page A8.21 is multiple-choice and may be administered to a group of children. Give each child a copy of the test. Record each child's responses on a copy of the Student Profile on page A8.7.

Say: *Listen to this word:* _____.


Choose the word: _____.

- 1 nickel
- 2 razor
- 3 infant
- 4 student
- 5 popular
- 6 detergent

High Frequency Words

Make a copy of this page so you can cut out the list of High Frequency Words. Have the child read the list of words out loud to you. Record the child's responses on a copy of the Student Profile on page A8.7.

Week 3



| | |
|-------|------|
| big | life |
| home | came |
| new | sure |
| bed | left |
| floor | ate |

 = one child  = two children  = three or more children

Foundational Skills

Unit 8, Week 3

- 1 (A) nick
- (B) nicer
- (C) nickel



- 2 (A) raise
- (B) razor
- (C) resave



- 3 (A) infant
- (B) inform
- (C) insect



- 4 (A) stunt
- (B) studies
- (C) student



- 5 (A) paper
- (B) popular
- (C) popcorn

- 6 (A) disagree
- (B) detergent
- (C) determine

COPY READY

| |
|---------|
| Score |
| _____/6 |

DONE!

Reading Comprehension Test

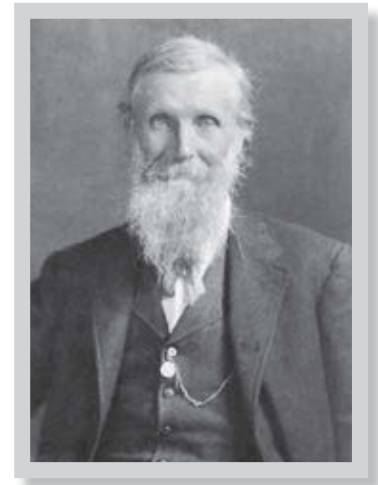
Unit 8, Week 3

Directions: Read the passage. Then answer the questions about the passage.

John Muir

John Muir moved to the United States from Scotland in 1849. When John arrived in the United States, he worked with wood. At his job one day, John hurt his eyes. He had to stop and rest for many months.

When John got better, he decided to change his life. The wide world under the big open sky called to him. He traveled and walked across many parts of the United States and came to love the wild places he visited. In California, there were soaring mountains and green valleys. John wrote about what he saw. His words painted wonderful pictures of mountains, rivers, and plants. Readers learned about their beauty from John.



The natural beauty of the United States was important to John. He spent the rest of his life working to keep wild places safe. Many of these places are now parks. The parks have thousands of visitors a year. John loved this wild country. His life and writings teach us to love it, too.

GO ON 

Reading Comprehension Test

Unit 8, Week 3

- 1** The author wrote this article to —
- (A) inform readers about a person.
 - (B) explain what the United States looks like.
 - (C) entertain readers with a story from long ago.
 - (D) persuade readers to walk across the United States.

- 2** Which detail is a clue to the author’s purpose?
- (A) In California, there were soaring mountains and green valleys.
 - (B) The natural beauty of the United States was important to John.
 - (C) Many of these places are now parks.
 - (D) The parks have thousands of visitors a year.

- 3** What caused John to take a break from his job?
- (A) He planned to go on a trip.
 - (B) He wanted to change his life.
 - (C) He hurt himself while working.
 - (D) He decided to become a writer.

- 4** John’s words painted wonderful pictures. Which of these is a reason that supports this point?
- (A) The wide world called to John.
 - (B) John came to love the wild places he visited.
 - (C) John spent his life trying to keep wild places safe.
 - (D) Readers learned about mountains, rivers, and plants from John.

COPY READY

| |
|---------|
| Score |
| _____/4 |

DONE!

Vocabulary Test

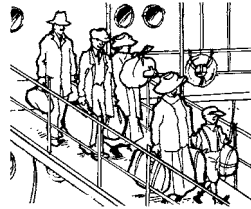
Unit 8, Week 3

Directions: Choose the answer that completes the sentence correctly.

COPY READY

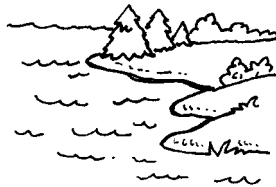
1 _____ are people who come from other countries.

- (A) Features
- (B) Habitats
- (C) Immigrants
- (D) Adaptations



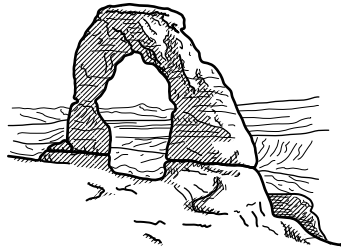
2 This is a _____ of water.

- (A) food
- (B) cost
- (C) night
- (D) body



3 This is a _____.

- (A) community
- (B) landform
- (C) partner
- (D) choice



4 This is a _____.

- (A) monument
- (B) character
- (C) pattern
- (D) season



5 Texas is a _____.

- (A) role
- (B) park
- (C) state
- (D) cloud



GO ON

Vocabulary Test

Unit 8, Week 3

6 We have the _____ to say what we want.

- Ⓐ variety
- Ⓑ wildlife
- Ⓒ success
- Ⓓ freedom

7 _____ that there is no school on Monday. It's a holiday!

- Ⓐ Remember
- Ⓑ Change
- Ⓒ Identify
- Ⓓ Attract

8 When we play soccer, we are _____ as a team.

- Ⓐ enough
- Ⓑ healthy
- Ⓒ united
- Ⓓ clean

9 The girl _____ an answer to her question.

- Ⓐ builds
- Ⓑ seeks
- Ⓒ cares
- Ⓓ aids

10 This bracelet is a _____ of our friendship.

- Ⓐ symbol
- Ⓑ source
- Ⓒ project
- Ⓓ well

COPY READY

| |
|----------|
| Score |
| _____/10 |

DONE!

Grammar and Writing Test

Unit 8, Week 3

Directions: Choose the answer that completes the sentence correctly.

1 The menu _____ says they serve hamburgers here.

- Ⓐ in front of
- Ⓑ on the window
- Ⓒ during the restaurant

3 Let's go _____ to buy some ice cream.

- Ⓐ through
- Ⓑ on the park
- Ⓒ into this shop

2 The old house _____ once belonged to Benjamin Franklin.

- Ⓐ before
- Ⓑ of the roof
- Ⓒ in front of us

4 The sign _____ says that George Washington slept here!

- Ⓐ above the door
- Ⓑ in the morning
- Ⓒ down

5 Think of a landform or monument you read about or have seen. Write a description of the landform or monument. Tell how it looks, sounds, smells, and feels.

| Score | |
|----------|-----------------|
| _____ /4 | multiple-choice |
| _____ /4 | writing |

DONE!

Foundational Skills Test

Unit 8, Week 4

Decoding

- Different Syllable Types
- Multisyllabic Words

The Decoding Test on page A8.28 is multiple-choice and may be administered to a group of children. Give each child a copy of the test. Record each child's responses on a copy of the Student Profile on page A8.7.

Say: *Listen to this word:* _____.

Choose the word: _____.

1 locate

2 banjo

Say: *Choose the correct way to divide the word into syllables.*

3 childhood

4 handlebar

5 agreement

6 vacation

High Frequency Words

Make a copy of this page so you can cut out the list of High Frequency Words. Have the child read the list of words out loud to you. Record the child's responses on a copy of the Student Profile on page A8.7.

Week 3



man

fly

best

tree

lot

color



face

white

same

bring

COPY READY

 = one child  = two children  = three or more children

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Grade 2 Assessment

A8.27

Unit 8 | Our United States

Foundational Skills

Unit 8, Week 4

COPY READY

- 1** (A) lacked
(B) locket
(C) locate

- 2** (A) blow
(B) banjo
(C) bangle

- 3** childhood
(A) child | hood
(B) chil | dhood
(C) chi | ld | hood

- 4** handlebar
(A) han | dleb | ar
(B) han | dle | bar
(C) hand | le | bar

- 5** agreement
(A) a | gree | ment
(B) ag | ree | ment
(C) agree | ment

- 6** vacation
(A) va | ca | tion
(B) vac | at | ion
(C) vac | a | tion

| Score |
|---------|
| _____/6 |

DONE!

Reading Comprehension Test

Unit Test

Directions: Read the song lyrics. Then answer the questions about the song.



I sing about America,
Her land and shining sea,
Her proud, purple mountains,
Her people, brave and free!

I help to make America,
A place that's free of fears,
A land where we can all feel safe,
For all the coming years.

I work to build America,
With others true and strong,
By helping when it's needed,
And doing right, not wrong.

I show I love America,
With every passing day,
By being kind and thoughtful,
In all I do and say.

GO ON 

Reading Comprehension Test**Unit Test**

I sing about America,
Her land and shining sea,
Her proud, purple mountains,
Her people, brave and free!

COPY READY

- 1** Which line from the first stanza uses alliteration?
- Ⓐ *I sing about America,*
 - Ⓑ *Her land and shining sea,*
 - Ⓒ *Her proud, purple mountains,*
 - Ⓓ *Her people, brave and free!*
- 2** Read this line from the poem.
- A land where we can all
feel safe,*
- When you clap or sing the rhythm of this line, which of these words has a strong beat?
- Ⓐ land
 - Ⓑ where
 - Ⓒ can
 - Ⓓ feel
- 3** What word appears in each stanza?
- Ⓐ sea
 - Ⓑ sing
 - Ⓒ people
 - Ⓓ America
- 4** How does the speaker in this poem feel about living in America?
- Ⓐ silly
 - Ⓑ happy
 - Ⓒ confused
 - Ⓓ disappointed

GO ON 

Reading Comprehension Test

Unit Test

Directions: Read the poem. Then answer the questions about the poem.

My Country

A land of mountains, lakes, and streams
A land for all our hopes and dreams.

Sand so dry, rain so wet
Morning sunrise, night sunset
Noisy cities, sleepy towns
Busy leaders, funny clowns
Quiet parks and singing birds
Cries of sadness, thoughtful words
Farm fields brown, forests green
Hidden things and all that's seen

A land of mountains, lakes, and streams
A land for all our hopes and dreams.

GO ON 

Reading Comprehension Test**Unit Test****COPY READY**

- 5** Which lines in the poem are repeated?
- Ⓐ lines 1 and 2
 - Ⓑ lines 2 and 3
 - Ⓒ lines 3 and 4
 - Ⓓ lines 4 and 5
- 6** Which two words rhyme?
- Ⓐ *farm — fields*
 - Ⓑ *birds — words*
 - Ⓒ *sleepy — towns*
 - Ⓓ *sunrise — sunset*
- 7** Which line from the poem uses alliteration?
- Ⓐ *Quiet parks and singing birds*
 - Ⓑ *Cries of sadness, thoughtful words*
 - Ⓒ *Farm fields brown, forests green*
 - Ⓓ *Hidden things and all that's seen*
- 8** How does the speaker feel about his country?
- Ⓐ sad
 - Ⓑ quiet
 - Ⓒ sleepy
 - Ⓓ hopeful

GO ON 

Reading Comprehension Test

Unit Test

Directions: Read the article. Then answer the questions about the article.

Anchee Min

In the United States, people can choose the jobs they want. It's not like this everywhere. In China during the 1970s, a girl named Anchee Min found this out. As a young woman, Anchee was made to work on a farm. The work was very hard, but she had to do it for three years. It was an unhappy time for Anchee.

Ten years later, Anchee left China and went to live in the United States. She knew very little English, but she knew how to work hard! Anchee started taking English classes, and for homework, she wrote about her life in China. Readers liked Anchee's writing. Her story was interesting to them.

Then Anchee was asked to write a whole book about her life. It was a big job, but she wasn't afraid to work hard. What began as a way to learn English turned into a job. Today, Anchee has written many books. For her, living in the United States means doing the kind of work she wants.



Name _____ Date _____

Reading Comprehension Test

Unit Test

COPY READY

- 9** The author wrote this article to —
- Ⓐ inform readers about a person.
 - Ⓑ persuade readers to work hard.
 - Ⓒ explain to readers how to get a good job.
 - Ⓓ entertain readers with a story about the author's life.
- 10** Which of these would most likely be written to inform the reader?
- Ⓐ a song
 - Ⓑ a poem
 - Ⓒ a folk tale
 - Ⓓ an article

| Score |
|----------|
| _____/10 |

DONE!

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Grade 2 Assessment

A8.34

Unit 8 | Our United States

Vocabulary Test

Unit Test

Directions: Read the question. Choose the correct answer.

- 1** What does the word retake mean in this sentence?

I would like to retake the test.

- (A) not take
- (B) take again
- (C) take together

- 2** What does the word impossible mean in this sentence?

It is impossible to jump that high.

- (A) not possible
- (B) possible again
- (C) possible together

- 3** What does the word disagree mean in this sentence?

They disagree on where to put the sofa.

- (A) agree again
- (B) do not agree
- (C) agree together

- 4** What does the word defogs mean in this sentence?

My mom defogs the car's front window on cold mornings.

- (A) with fog
- (B) fog again
- (C) take away fog

GO ON 

Vocabulary Test**Unit Test**

- 5** You are on a dictionary page with the guide words **friend** — **frost**. Where would you find the word freedom?
- Ⓐ before this page
- Ⓑ on this page
- Ⓒ after this page

- 6** Use the dictionary entry to choose the best answer.

beat (bēt) *verb* **1** to hit something **2** win a game or race
adjective **3** very tired *noun* **4** the repeating sound that your heart makes

Read the sentence.

She felt beat after the long trip.

Which meaning of beat is used in this sentence?

- Ⓐ meaning 1
- Ⓑ meaning 2
- Ⓒ meaning 3
- Ⓓ meaning 4

GO ON 

Vocabulary Test

Unit Test

Directions: Choose the answer that completes the sentence correctly.

7 My grandparents tell stories of our family's _____.

- (A) prey
- (B) history
- (C) holiday
- (D) landform

8 My cousin's first _____ is Spanish.

- (A) belief
- (B) tradition
- (C) language
- (D) monument

9 Texas is a large _____.

- (A) state
- (B) American
- (C) language
- (D) immigrant

10 We _____ with a parade on the Fourth of July.

- (A) seek
- (B) expect
- (C) celebrate
- (D) measure

11 The United States has a large _____ of landforms.

- (A) freedom
- (B) culture
- (C) symbol
- (D) variety

12 I will _____ to lock the door when I leave.

- (A) hide
- (B) defend
- (C) produce
- (D) remember

| |
|---------|
| Score |
| ____/12 |

DONE!

COPY READY

Grammar and Writing Test

Unit Test

Directions: Choose the answer that completes the sentence correctly.

- 1** This book _____ has many interesting stories.
- (A) in front of
 - (B) over the United States
 - (C) about American history
- 2** I borrowed it _____ last week.
- (A) between
 - (B) from the library
 - (C) behind the beginning
- 3** I bring the book _____ so I can read it during recess.
- (A) under
 - (B) to school
 - (C) before the street
- 4** It is so interesting that I read it _____!
- (A) to the road
 - (B) between two shelves
 - (C) during the bus ride home
- 5** I read a little bit _____ dinner.
- (A) after
 - (B) between
 - (C) in front of
- 6** I even read it _____ at night!
- (A) beside
 - (B) into the light
 - (C) under the covers

GO ON 

Grammar and Writing Test

Unit Test

7 I learned that the Pilgrims arrived _____ America in the year 1620.

- (A) in
- (B) at
- (C) into

9 I read a story about Paul Revere riding _____ the countryside.

- (A) under
- (B) during
- (C) through

8 I saw a beautiful picture of George Washington going _____ the Delaware River.

- (A) across
- (B) before
- (C) behind

10 I hope to finish the book _____.

- (A) to my class
- (B) before Friday
- (C) across the next day

11 Write a personal narrative for a student magazine about an event that made you feel your country was special. Explain why this event made you feel this way. Your narrative should have at least three paragraphs.

| Score |
|------------------------------|
| _____/10 multiple-choice |
| _____/4 weekly writing skill |
| _____/24 writing traits |

DONE!

Name _____ Date _____

Weekly and Unit Assessments

Unit 8

Enter the scores for the Oral Reading Assessment administered in this unit.

| Oral Reading Assessment | wcpm | Oral Reading Fluency Rubrics | | | | Retelling |
|-------------------------|------|------------------------------|----------|------------|------------|-----------|
| | | Automaticity | Phrasing | Intonation | Expression | |
| | | _____/4 | _____/4 | _____/4 | _____/4 | _____/4 |

Enter the scores from the Spelling Pre-Test and the End-of-Week Test in the table. Calculate the percent for each End-of-Week Test or use the conversion charts on page A8.48.

| Spelling Tests | Week 1 | Week 2 | Week 3 | Week 4 |
|--|----------------|----------------|----------------|----------------|
| Pre-Test CC.2.Rfou.3, L.2.d, L.2 | _____/20 | _____/20 | _____/20 | _____/20 |
| End-of-Week Test CC.2.Rfou.3, L.2.d, L.2 | _____/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 A8.48.

| Reading Comprehension Tests | Weekly Test Items | | | Unit Test Items Including Week 4 | Totals Across Tests |
|---|-------------------|---------------|---------------|----------------------------------|---------------------|
| | Week 1 | Week 2 | Week 3 | | |
| Characters CC.2.Rlit.3, Rlit.1 | 1 2 3 4 | | | 4 8 | _____/6 |
| Elements of a Poem CC.2.Rlit.4 | | 1 2 3 4 | | 1 2 3 5 6 7 | _____/10 |
| Author's Purpose CC.2.Rinf.6, Rinf.1 | | | 1 2 | 9 10 | _____/4 |
| Review Skill: Informational Text Structures CC.2.Rinf.3 | | | 3 | | _____/1 |
| Review Skill: Author's Reasons CC.2.Rinf.8 | | | 4 | | _____/1 |
| Total | _____/4 ____% | _____/4 ____% | _____/4 ____% | _____/10 ____% | |

| Vocabulary Tests | Weekly Test Items | | | Unit Test Items Including Week 4 | Totals Across Tests |
|------------------------------------|-------------------|----------------|----------------|----------------------------------|---------------------|
| | Week 1 | Week 2 | Week 3 | | |
| Social Studies Vocabulary CC.2.L.6 | 1 2 3 4 5 6 7 | | 1 2 3 4 5 | 7 8 9 | _____/15 |
| Academic Vocabulary CC.2.L.6 | 8 9 10 11 12 | | 6 7 8 9 10 | 10 11 12 | _____/13 |
| Use a Dictionary CC.2.L.4.e | | 1 2 3 4 5 6 | | 5 6 | _____/8 |
| Prefixes CC.2.L.4.b, Rfou.3.d | | | | 1 2 3 4 | _____/4 |
| Total | _____/12 ____% | _____/6 ____% | _____/10 ____% | _____/12 ____% | |

Name _____ Date _____

Weekly and Unit Assessments

Unit 8

| Grammar and Writing Tests | | Weekly Test Items | | | Unit Test Items Including Week 4 | Totals Across Tests |
|--|-----------------------------------|-------------------|--------------|--------------|-------------------------------------|------------------------|
| | | Week 1 | Week 2 | Week 3 | | |
| Grammar | Prepositions CC.2.L.1 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 5 6 7 8 9 10 | _____/22 |
| Subtotal | | _____/4 | _____/4 | _____/4 | _____/10 | |
| Weekly Writing Skills (Writing Prompts) | Write a Description CC.2.W.3 | _____/4 | | _____/4 | | _____/8 |
| | Write an Opinion CC.2.W.1, W.3 | | _____/4 | | _____/4 | _____/8 |
| Subtotal | | _____/4 | _____/4 | _____/4 | _____/4 | |
| Total | | ____/8 ____% | ____/8 ____% | ____/8 ____% | ____/14 ____% | |

| Unit Test Writing Prompt—Traits CC.2.W.1, W.3 | Ideas | Organization | Voice | Word Choice | Fluency | Conventions | Total |
|--|---------|--------------|---------|-------------|---------|-------------|----------|
| | _____/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 |

COPY READY

Weekly and Unit Assessments

The Class Profile will help you group students for review and reteaching. Use the Student Profiles to complete this summary information for your class. Write a minus sign (-) if the student would benefit from review and reteaching.

Student Name

| | | Student Name | | | | | | | | | | |
|------------------------------|---|--------------|--|--|--|--|--|--|--|--|--|--|
| Reading Comprehension | Characters CC.2.Rlit.3, Rlit.1 | | | | | | | | | | | |
| | Elements of a Poem CC.2.Rlit.4 | | | | | | | | | | | |
| | Author's Purpose CC.2.Rinf.6, Rinf.1 | | | | | | | | | | | |
| | Review Skill: Informational Text Structures CC.2.Rinf.3 | | | | | | | | | | | |
| | Review Skill: Author's Reasons CC.2.Rinf.8 | | | | | | | | | | | |
| Grammar and Writing | Prepositions CC.2.L.1 | | | | | | | | | | | |
| | Writing in Response to Prompt CC.2.W.3, W.1 | | | | | | | | | | | |
| Vocabulary | Social Studies Vocabulary CC.2.L.6 | | | | | | | | | | | |
| | Academic Vocabulary CC.2.L.6 | | | | | | | | | | | |
| | Use a Dictionary CC.2.L.4.e | | | | | | | | | | | |
| | Prefixes CC.2.L.4.b, Rfou.3.d | | | | | | | | | | | |

COPY READY

Name _____ Date _____

Strengths and Needs Summary

Use this chart to summarize the strengths and needs of individual students. This information will be helpful during student conferences and for instructional planning.

| | Consistent Strengths | Some Successes | Greatest Needs |
|-----------------------|----------------------|----------------|----------------|
| Reading Comprehension | | | |
| Oral Reading | | | |
| Vocabulary | | | |
| Spelling | | | |
| Grammar | | | |
| Written Composition | | | |

COPY READY

Writing Rubric

COPY READY

| Score Point | Ideas | Organization | Voice | Word Choice | Fluency | Conventions | Presentation |
|-------------|--|--|--|--|---|--|--|
| 4 | <ul style="list-style-type: none"> The message is clear and focused. Details are accurate and relevant, showing excellent understanding of the topic. | <ul style="list-style-type: none"> The structure is clear and fits the purpose. All content flows in a logical sequence. | <ul style="list-style-type: none"> The tone is appropriate for the purpose and the audience. The writing sounds genuine. | <ul style="list-style-type: none"> Appropriate words were chosen to clearly convey the message. The language consistently grabs readers' attention. | <ul style="list-style-type: none"> All sentences are varied and effective and have transitions. When read aloud, the writing sounds natural and rhythmic. | <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> The text is presented in an orderly way. Visuals are appropriate and support meaning. Letter formation or handwriting is neat and legible. |
| 3 | <ul style="list-style-type: none"> Most of the writing has a clear and focused message. Most details are accurate and relevant, showing good understanding of the topic. | <ul style="list-style-type: none"> Most of the structure is clear and fits the purpose. Most of the content flows in a logical sequence. | <ul style="list-style-type: none"> The tone is mostly appropriate for the purpose and the audience. Most of the writing sounds genuine. | <ul style="list-style-type: none"> Many appropriate words were chosen to clearly convey the message. Most of the language grabs readers' attention. | <ul style="list-style-type: none"> Most sentences are varied and effective and have transitions. When read aloud, most of the writing sounds natural and rhythmic. | <ul style="list-style-type: none"> The writing has some minor errors in spelling, capitalization, and punctuation. The writing has some errors in grammar and usage. | <ul style="list-style-type: none"> 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. |
| 2 | <ul style="list-style-type: none"> The message is present, but somewhat unclear or confusing. Some details are accurate and relevant, showing some understanding of the topic. | <ul style="list-style-type: none"> The structure is confusing and does not fit the purpose. Some content flows in a logical sequence. | <ul style="list-style-type: none"> The tone is sometimes appropriate for the purpose and the audience. Some of the writing sounds genuine. | <ul style="list-style-type: none"> Some appropriate words were chosen to clearly convey the message. Some of the language grabs readers' attention. | <ul style="list-style-type: none"> Some sentences are varied and effective and have transitions. When read aloud, some of the writing sounds natural and rhythmic. | <ul style="list-style-type: none"> The writing has several errors in spelling, punctuation, and capitalization. The writing has several errors in grammar and usage. | <ul style="list-style-type: none"> 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. |
| 1 | <ul style="list-style-type: none"> The writing does not have a clear, focused message. Few or no details are included, showing little or no understanding of the topic. | <ul style="list-style-type: none"> There is no structure or it is barely discernible. The content does not flow in a logical sequence. | <ul style="list-style-type: none"> The tone is not appropriate for the purpose and the audience. The writing does not sound genuine. | <ul style="list-style-type: none"> Few appropriate words were chosen to clearly convey the message. Little or none of the language grabs readers' attention. | <ul style="list-style-type: none"> Few or none of the sentences are varied, effective, or complete. Few or no transitions are present. When read aloud, the writing sounds unnatural. | <ul style="list-style-type: none"> The writing has many errors in spelling, punctuation, and capitalization. The writing has many errors in grammar and usage. | <ul style="list-style-type: none"> 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 not legible. |

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Grade 2 Assessment

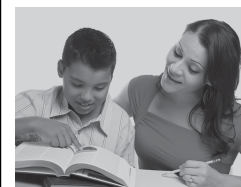
A8.44

Unit 8 | Our United States

Unit Self-Assessment

Unit 8

Directions: Mark a ✓ in one box for each skill.



| I can... | I can do this and can tell others how to do it. | I can do this by myself. | I can do this if I have help or look at an example. |
|--|---|--------------------------|---|
| find words and meanings in the dictionary. | | | |
| understand prefixes such as <i>re-</i> , <i>dis-</i> , <i>im-</i> , and <i>de-</i> . | | | |
| choose reading strategies to help me when I read. | | | |
| understand an author's purpose for writing. | | | |
| understand how characters feel. | | | |
| understand the meaning of special language in poems and songs. | | | |
| understand how an author arranges words and lines in a poem or song to express feelings. | | | |
| use prepositions correctly. | | | |

Of all the texts you read for Our United States, which one was your favorite? _____

What did you like about it? _____

Answer Keys and Rubrics

COPY READY

| Reading Comprehension | | | |
|------------------------------|-----|----------------------|---------------------|
| Week 1 | | | |
| Item | Key | Item Descriptor | CCSS Code |
| 1 | B | Characters' Feelings | CC.2.Rlit.3, Rlit.1 |
| 2 | A | Characters' Feelings | CC.2.Rlit.3, Rlit.1 |
| 3 | D | Characters' Feelings | CC.2.Rlit.3, Rlit.1 |
| 4 | B | Characters' Feelings | CC.2.Rlit.3, Rlit.1 |
| Week 2 | | | |
| Item | Key | Item Descriptor | CCSS Code |
| 1 | B | Elements of a Poem | CC.2.Rlit.4 |
| 2 | C | Elements of a Poem | CC.2.Rlit.4 |
| 3 | A | Elements of a Poem | CC.2.Rlit.4 |
| 4 | D | Elements of a Poem | CC.2.Rlit.4 |
| Week 3 | | | |
| Item | Key | Item Descriptor | CCSS Code |
| 1 | A | Author's Purpose | CC.2.Rinf.6, Rinf.1 |
| 2 | B | Author's Purpose | CC.2.Rinf.6, Rinf.1 |
| 3 | C | Cause and Effect | CC.2.Rinf.3 |
| 4 | D | Author's Reasons | CC.2.Rinf.8 |
| Unit Test (including Week 4) | | | |
| Item | Key | Item Descriptor | CCSS Code |
| 1 | C | Elements of a Poem | CC.2.Rlit.4 |
| 2 | A | Elements of a Poem | CC.2.Rlit.4 |
| 3 | D | Elements of a Poem | CC.2.Rlit.4 |
| 4 | B | Characters' Feelings | CC.2.Rlit.3, Rlit.1 |
| 5 | A | Elements of a Poem | CC.2.Rlit.4 |
| 6 | B | Elements of a Poem | CC.2.Rlit.4 |
| 7 | C | Elements of a Poem | CC.2.Rlit.4 |
| 8 | D | Characters' Feelings | CC.2.Rlit.3, Rlit.1 |
| 9 | A | Author's Purpose | CC.2.Rinf.6, Rinf.1 |
| 10 | D | Author's Purpose | CC.2.Rinf.6, Rinf.1 |

| Vocabulary | | | | | |
|--------------------|-----|------------|--------------------|-----|------------|
| Week 1 CC.2.L.6 | | | Week 3 CC.2.L.6 | | |
| Item | Key | Word | Item | Key | Word |
| 1 | A | tradition | 1 | C | Immigrants |
| 2 | A | holiday | 2 | D | body |
| 3 | B | language | 3 | B | landform |
| 4 | B | History | 4 | A | monument |
| 5 | D | belief | 5 | C | state |
| 6 | C | American | 6 | D | freedom |
| 7 | C | culture | 7 | A | Remember |
| 8 | D | variety | 8 | C | united |
| 9 | D | alike | 9 | B | seeks |
| 10 | A | expect | 10 | A | symbol |
| 11 | B | celebrate | | | |
| 12 | C | difference | | | |

| Week 2 | | | |
|------------------------------|-----|---------------------------|----------------------|
| Item | Key | Item Descriptor | CCSS Code |
| 1 | C | Use a Dictionary | CC.2.L.4.e |
| 2 | C | Use a Dictionary | CC.2.L.4.e |
| 3 | D | Use a Dictionary | CC.2.L.4.e |
| 4 | A | Use a Dictionary | CC.2.L.4.e |
| 5 | A | Use a Dictionary | CC.2.L.4.e |
| 6 | B | Use a Dictionary | CC.2.L.4.e |
| Unit Test (including Week 4) | | | |
| Item | Key | Item Descriptor | CCSS Code |
| 1 | B | Prefixes | CC.2.L.4.b, Rfou.3.d |
| 2 | A | Prefixes | CC.2.L.4.b, Rfou.3.d |
| 3 | B | Prefixes | CC.2.L.4.b, Rfou.3.d |
| 4 | C | Prefixes | CC.2.L.4.b, Rfou.3.d |
| 5 | A | Use a Dictionary | CC.2.L.4.e |
| 6 | C | Use a Dictionary | CC.2.L.4.e |
| 7 | B | Social Studies Vocabulary | CC.2.L.6 |
| 8 | C | Social Studies Vocabulary | CC.2.L.6 |
| 9 | A | Social Studies Vocabulary | CC.2.L.6 |
| 10 | C | Academic Vocabulary | CC.2.L.6 |
| 11 | D | Academic Vocabulary | CC.2.L.6 |
| 12 | D | Academic Vocabulary | CC.2.L.6 |

Answer Keys and Rubrics

Unit 8

| Grammar and Writing | | | | | | | |
|---------------------|--------------|-----------------------|-----------|------------------------------|------------------------------|-----------------------|---------------|
| Week 1 | | | | Unit Test (including Week 4) | | | |
| Item | Key | Item Descriptor | CCSS Code | Item | Key | Item Descriptor | CCSS Code |
| 1 | A | Prepositions | CC.2.L.1 | 1 | C | Prepositional Phrases | CC.2.L.1 |
| 2 | B | Prepositions | CC.2.L.1 | 2 | B | Prepositional Phrases | CC.2.L.1 |
| 3 | A | Prepositions | CC.2.L.1 | 3 | B | Prepositional Phrases | CC.2.L.1 |
| 4 | C | Prepositions | CC.2.L.1 | 4 | C | Prepositional Phrases | CC.2.L.1 |
| Prompt (5) | Skill Rubric | Write a Description | CC.2.W.3 | 5 | A | Prepositions | CC.2.L.1 |
| Week 2 | | | | 6 | C | Prepositional Phrases | CC.2.L.1 |
| Item | Key | Item Descriptor | CCSS Code | 7 | A | Prepositions | CC.2.L.1 |
| 1 | C | Prepositions | CC.2.L.1 | 8 | A | Prepositions | CC.2.L.1 |
| 2 | A | Prepositions | CC.2.L.1 | 9 | C | Prepositions | CC.2.L.1 |
| 3 | C | Prepositions | CC.2.L.1 | 10 | B | Prepositional Phrases | CC.2.L.1 |
| 4 | B | Prepositions | CC.2.L.1 | Prompt (11) | Skill Rubric; Writing Rubric | Write an Opinion | CC.2.W.1, W.3 |
| Prompt (5) | Skill Rubric | Write an Opinion | CC.2.W.1 | | | | |
| Week 3 | | | | | | | |
| Item | Key | Item Descriptor | CCSS Code | | | | |
| 1 | B | Prepositional Phrases | CC.2.L.1 | | | | |
| 2 | C | Prepositional Phrases | CC.2.L.1 | | | | |
| 3 | C | Prepositional Phrases | CC.2.L.1 | | | | |
| 4 | A | Prepositional Phrases | CC.2.L.1 | | | | |
| Prompt (5) | Skill Rubric | Write a Description | CC.2.W.3 | | | | |

COPY READY

Answer Keys and Rubrics

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 A8.44.

COPY READY

| Grammar and Writing | |
|---|---|
| Week 1 Skill Rubric Item 5 (Prompt) Write a Description | |
| Child writes descriptive sentences that | |
| 4 points | vividly describe a picnic food. |
| 3 points | adequately describe a picnic food. |
| 2 points | vaguely describe a picnic food. |
| 1 point | minimally describe a picnic food. |
| Week 2 Skill Rubric Item 5 (Prompt) Write an Opinion | |
| Child writes a paragraph about a tradition or custom that | |
| 4 points | clearly expresses and supports an opinion. |
| 3 points | adequately expresses and supports an opinion. |
| 2 points | vaguely expresses and supports an opinion. |
| 1 point | minimally expresses an opinion with little or no support. |
| Week 3 Skill Rubric Item 5 (Prompt) Write a Description | |
| Child writes sentences that | |
| 4 points | vividly describe a landform or monument. |
| 3 points | adequately describe a landform or monument. |
| 2 points | vaguely describe a landform or monument. |
| 1 point | minimally describe a landform or monument. |

Scoring Note: Assign a score of zero for no response or an unscorable response.

| Grammar and Writing | |
|---|---|
| Unit Test Week 4 Skill Rubric Item 11 (Prompt) Write an Opinion | |
| Child writes a personal narrative about a special event that | |
| 4 points | clearly expresses and supports an opinion about the event. |
| 3 points | adequately expresses and supports an opinion about the event. |
| 2 points | describes the event or setting and mentions an opinion about it. |
| 1 point | minimally describes either the event, the setting, or an opinion. |

Conversion Charts: Points Earned to Percent Scored

4 points

| | | | | |
|--------|----|----|----|-----|
| Points | 1 | 2 | 3 | 4 |
| % | 25 | 50 | 75 | 100 |

6 points

| | | | | | | |
|--------|----|----|----|----|----|-----|
| Points | 1 | 2 | 3 | 4 | 5 | 6 |
| % | 17 | 33 | 50 | 67 | 83 | 100 |

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 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| % | 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 |

20 points

| | | | | | | | | | | | | | | | | | | | | |
|--------|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|-----|
| Points | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| % | 5 | 10 | 15 | 20 | 25 | 30 | 35 | 40 | 45 | 50 | 55 | 60 | 65 | 70 | 75 | 80 | 85 | 90 | 95 | 100 |

Characters' Feelings

Reteach

A **character** is a person or animal in a story. You can tell how a character feels by what the character says or does.



"I wish I could take a nap."

The boy yawns. He says he wants to take a nap. The boy feels sleepy.

A Box from Uncle Carlos

"Lucy! Look what you got in the mail," said Lucy's dad.

Lucy took the box. It was from Uncle Carlos. She tried to untie the string. "I wish I could get this open!" cried Lucy.

"I am so excited! Uncle Carlos sends me the best stuff," she said.

1. What does Lucy want? _____

2. How does Lucy feel? _____

3. Underline the words that give you clues to how Lucy feels.

4. Talk to a partner. Retell what you read.

Choose Reading Strategies

Reteach

You have learned to use **reading strategies**. The strategies help you understand what you read.

- Plan and Monitor
- Visualize
- Make Inferences
- Determine Importance
- Ask Questions
- Synthesize
- Make Connections

Good Ideas from Carmen

Carmen likes to invent things. She thinks of mittens that don't get wet. She thinks of a small picnic basket. It fits in a pocket. She wants to make life better for people. One of her ideas won a big prize!

1. Read the title. What do you want to find out? _____

2. Read the last sentence. What is a question you want to ask? _____

3. What is the most important idea in this story? _____

4. Talk to a partner. Retell what you read.

Prepositions

Reteach

Grammar Rules Prepositions

Prepositions are small words such as **at**, **in**, and **under**. You can use **prepositions** to add details to sentences. You can use a **preposition** to show where something or someone is.

Jenny is **at** the table.

Some pencils are **in** the cup.

The paper is **in front of** Jenny.

An eraser is **beside** the paper.



Circle the preposition in each sentence.

1. Ana buys skates at the store.
2. She practices skating on her driveway.
3. After that, Ana skates next to the lake.
4. She skates under a bridge.
5. She stops in front of a sign to rest.

Elements of Poetry

Reteach

A poem uses words in a special way. Sometimes the words mean something different from what they say. Sometimes a poet uses **repetition**, **rhyme** and **alliteration** to create a poem's rhythm.

Bee

That tiny yellow (bee)
 Buzzes by (me)
 That tiny yellow bee
 Will never get me!

Read the poem. Then answer the questions.

On July 4

A rainbow of ribbons
 Show where we should go
 It's our picnic with friends
 For the fourth of July.
 We wait for the dark
 We're excited, you see,
 It's a feast of fireworks
 For the fourth of July.

1. Circle the lines that are repeated.
2. Does "rainbow of ribbons" use alliteration? _____ How do you know?

3. Does "a feast of fireworks" mean you can eat fireworks or that there are a lot of fireworks?

Choose Reading Strategies

Reteach

You have learned to use **reading strategies**. The strategies help you understand what you read.

- Plan and Monitor
- Visualize
- Make Inferences
- Determine Importance
- Ask Questions
- Synthesize
- Make Connections

Galileo and His Telescope

Galileo was the first man to use a telescope. A telescope helps you see things that are far away.

Galileo looked through one end of his telescope. He saw things in the night sky that no one had ever seen before!

1. What does this story remind you of? _____

2. What do you think Galileo saw in the night sky? _____

3. Picture in your mind what Galileo saw. Write a sentence that describes it.

4. Talk to a partner. Retell what you read.

Prepositions

Reteach

Grammar Rules Prepositions

You can use a **preposition** to show where someone is going.

- Use the prepositions **up, down, to, through, across,** and **over** to show direction.
- Use those prepositions after the action verbs **go, walk, come,** or **run.**

You can use a **preposition** to show when something happens.

- The prepositions **before, during, after,** and **until** show time.

Read the sentences. Choose the correct preposition and write it on the line.



1. Sarah walks _____ her bag. (to, on)
2. She puts her clothes in the bag _____ her shoes. (before, across)
3. Sarah won't leave _____ two o'clock. (over, until)
4. She will go _____ the ocean in a plane. (across, in)
5. She will arrive in Utah _____ lunch. (through, during)

Author's Purpose

Reteach

Authors write for different reasons, or **purposes**. They might write to explain, entertain, or persuade you to do something. Use clues from the writing to figure out the **author's purpose**.

Lions are big cats that live in Africa. They live in a group called a pride. The pride hunts together.

I read facts about lions. I think the author's purpose is to teach me something about lions.

Read the text. Then answer the questions.

The "Hoop and Stick" Game

Children in the 1800s didn't have many toys, but they did play games. One game was called "Hoop and Stick." The hoop was a large, round piece of metal. The stick was from a tree. A child used the stick to roll the hoop along the ground. The child who could roll the hoop the fastest was the winner!

1. The title tells me that the text is about _____. All the sentences are about _____.
2. From the details I can tell how _____.
3. From the main idea I learned that _____.
4. I think the author's purpose is _____.

Use Reading Strategies

Reteach

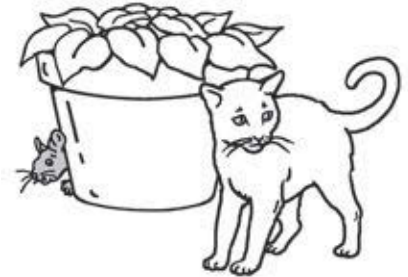
COPY READY

Reading strategies help you understand what you read. You can use **reading strategies** before, during, and after reading.

- Plan and Monitor
- Make Inferences
- Ask Questions
- Make Connections
- Visualize
- Determine Importance
- Synthesize

Kitten's First Hunt

Kitten sniffs and sniffs. What is that smell? It doesn't smell like his sister or his mother. It doesn't smell like Prince, the dog. Kitten is curious.



Kitten keeps looking around. Then something runs behind the pot. It's a fat mouse!

Fill in the chart. In the first box, write an idea you had before reading. In the middle box, write a question you asked as you read. In the last box, write what you learned from the story.

| Before | During | After |
|--------|--------|-------|
| | | |

Prepositional Phrases

Reteach

Grammar Rules Prepositional Phrases

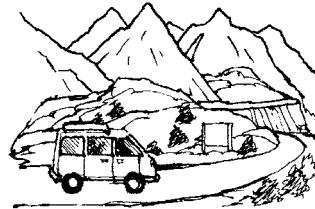
A **prepositional phrase** begins with a **preposition**. It ends with a noun or pronoun. **Prepositional phrases** add details to sentences to say

- **when** something happens
- **where** things are in relation to one another
- in which **direction**.

We left **after breakfast**.

We see a sign **next to the road**.

The road curves **through the mountains**.



Underline the prepositional phrase. Circle the preposition.

1. The Taylors camp in the mountains.
2. They find a campsite next to a stream.
3. The children wade across it.
4. They rest inside the tent.
5. Later, the family sits in front of a campfire.

Elements of Poetry

Reteach

Poems and songs have a certain beat, or **rhythm**. A writer might use **rhyming words** or **repetition** to create the rhythm.

In this poem, the rhyming words are circled. The repeated lines are underlined.

Tree Blossoms

The blossoms on the tree

Are lovely as can be.

The blossoms on the tree

Open just for me!

Read the poem. Then answer the questions.

Sky Birds

It's such a lovely day today,

I think I'll take a walk.

It's such a lovely day today,

Perhaps I'll see a hawk.

Or, maybe in the sky so blue

Among the clouds of white,

I can watch some eagles soar

And wonder at the sight.

1. Circle the rhyming words.
2. Underline the words that are repeated.
3. Read the poem aloud to yourself. Clap the beats. Write about the rhythm.

Use Reading Strategies

Reteach

You have learned to use **reading strategies**. You can use **reading strategies** before, during, and after reading.

- Plan and Monitor
- Visualize
- Make Inferences
- Determine Importance
- Ask Questions
- Synthesize
- Make Connections

Kyla's Hot Dog

At the class picnic, Kyla started to eat her hot dog. She took two bites. "Something is wrong with this hot dog," she said.

It looked like a hot dog. It smelled like a hot dog. But it didn't taste like a hot dog! Her friend Dylan came over. "Kyla, you forgot the mustard!" he cried.

1. Read the title. What do you think the story will be about? _____

2. Write one question you asked during reading. _____

3. What did you learn from this story? _____

4. Talk to a partner. Retell what you read.

Prepositional Phrases

Reteach

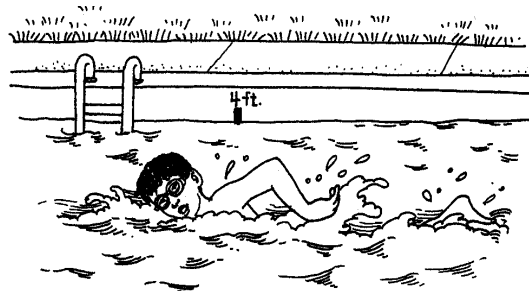
Grammar Rules Prepositional Phrases

You can use a **prepositional phrase** to add details and information to sentences. Use **prepositional phrases** give more information about a subject.

The boy swims.

The boy swims **in the pool**.

He swims **during the afternoon**.



Underline the prepositional phrase. Circle the preposition.

1. My dog and I played after lunch.
2. We walked around the park.
3. I threw a ball for Sadie.
4. Then we rested on the grass.
5. We got home before dinner.

Writing Trait: Voice

Reteach

Writing that has a strong **voice** shows the writer's thoughts and feelings. The words and sentences are interesting and varied. When you write, make the words and sentences sound like you.

Read the story.

The Butterfly Park

Last fall, my aunt took me to the coolest park. The trees were covered with orange, black, and white butterflies. Aunt Mimi said they were Monarch butterflies. These butterflies stop in the park every year to stay warm. Some butterflies floated around. Some sat on the tree branches. Some landed right on top of my head! I had the best time ever at that park.

1. Underline the words or sentences that show the writer's special voice.
2. Think about the sentences. Are all of the sentences the same or are some of them different? _____

3. Explain why the writing has a strong voice. _____

Practice the Trait

Write about a place you have visited. Make your writing sound like you. Use words and sentences that show your thoughts and feelings.

Reteaching Masters Answer Key

RT8.1 Characters' Feelings

1. Possible response: She wants to untie the string. She wants to find out what is in the box.
2. Possible response: She feels excited. She feels happy.
3. Underlined words: I wish, excited
4. Answers will vary, but should be an accurate summary of the content.

RT8.2 Choose Reading Strategies

1. Possible response: What is a good idea that Carmen has?
2. Possible response: Which idea won a big prize?
3. Carmen likes to invent things.
4. Answers will vary, but should be an accurate summary of the content.

RT8.3 Prepositions

1. at
2. on
3. next to
4. under
5. in front of

RT8.4 Elements of Poetry

1. Circled lines: For the fourth of July.
2. Yes. Each word begins with the letter *r*.
3. That there are a lot of fireworks.

RT8.5 Choose Reading Strategies

1. Possible response: My dad has a telescope.
2. Possible response: He might have seen the moon, stars, or a comet.
3. Possible response: Galileo saw sparkling stars and the bright white moon.
4. Answers will vary, but should be an accurate summary of the content.

RT8.6 Prepositions

1. to
2. before
3. until
4. across
5. during

RT8.7 Author's Purpose

1. The title tells me that the text is about a game. All the sentences are about a game called "Hoop and Stick."
2. From the details I can tell how the game was played.
3. From the main idea I learned that children in the past didn't have toys so they played games.
4. I think the author's purpose is to explain what children in the past did for fun.

RT8.8 Use Reading Strategies

Possible responses:

| Before | During | After |
|---|--------------------------------|---|
| I think the story will be about a kitten, a mouse, and a plant. | What does <i>curious</i> mean? | I learned that what the kitten smelled was a mouse. |

RT8.9 Prepositional Phrases

1. The Taylors camp in the mountains.
2. They find a campsite next to a stream.
3. The children wade across it.
4. They rest inside the tent.
5. Later, the family sits in front of a campfire.

RT8.10 Elements of Poetry

1., 2.

| Sky Birds |
|---|
| <u>It's such a lovely day today,</u> <u>I think I'll take a walk.</u> <u>It's such a lovely day today,</u> <u>Perhaps I'll see a hawk.</u> Or, maybe in the sky so blue Among the clouds of <u>white,</u> I can watch some eagles soar And wonder at the <u>sight.</u> |

3. Answers will vary, but should reflect that lines 1, 3, 5, and 7 have the same number of beats; and lines 2, 4, 6, and 8 have the same number.

RT8.11 Use Reading Strategies

1. Possible response: a girl named Kyla; a hot dog
2. Possible response: What is wrong with Kyla's hot dog?
3. Possible response: Kyla forgot to put mustard on her hot dog.
4. Answers will vary, but should be an accurate summary of the content.

RT8.12 Prepositional Phrases

1. My dog and I played after lunch.
2. We walked around the park.
3. I threw a ball for Sadie.
4. Then we rested on the grass.
5. We got home before dinner.

Reteaching Masters Answer Key, continued

RT8.13 Writing Trait: Voice

1.

The Butterfly Park

Last fall, my aunt took me to the coolest park. The trees were covered with orange, black, and white butterflies. Aunt Mimi said they were Monarch butterflies. These butterflies stop in the park every year to stay warm. Some butterflies floated around. Some sat on the tree branches. Some landed right on top of my head! I had the best time ever at that park.

2. Possible responses: Some of the sentences are long, some are short. The writer uses statements and exclamations.
3. Possible response: The writing has a strong voice because it shows how the writer feels, uses different kinds of sentences, and sounds interesting.

Contents

| Teaching Resources | | Pages |
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Reading Level Translation Key

| | Guided Reading | DRA | Lexile® | Reading Recovery | |
|----------|----------------|-------|------------|------------------|----------|
| K | A | A-2 | | A-2 | K |
| | B | 3 | | 3 | |
| | C | | | 4 | |
| 1 | D | 4 | 200L-400L | 5 | 1 |
| | | | | 6 | |
| | E | 6 | | 7 | |
| | F | 8 | | 8 | |
| | | | | 9 | |
| | G | 10 | | 10 | |
| | H | | | 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 | Ii |
| 2 | man | 61 | cage | 119 | nail | 177 | igloo |
| 3 | mask | 62 | cake | 120 | necklace | 178 | iguana |
| 4 | mitten | 63 | can | 121 | needle | 179 | ill |
| 5 | monkey | 64 | cap | 122 | nest | 180 | insect |
| 6 | moon | 65 | car | 123 | nine | | |
| 7 | mop | 66 | carrot | 124 | noodles | 181 | 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 | | |
| 12 | seven | 71 | rake | 129 | valentine | 186 | Uu |
| 13 | sign | 72 | red | 130 | van | 187 | umbrella |
| 14 | sink | 73 | ribbon | 131 | vase | 188 | umpire |
| 15 | soap | 74 | ring | 132 | vest | 189 | underwear |
| 16 | sock | 75 | rope | 133 | violin | | |
| | | 76 | rug | | | | |
| 17 | Ff | 77 | ruler | 134 | Ww | | |
| 18 | fan | | | 135 | wallet | Blends with l | |
| 19 | feather | 78 | Tt | 136 | watch | 190 | block |
| 20 | fence | 79 | tape | 137 | watermelon | 191 | clam |
| 21 | fish | 80 | teapot | 138 | wig | 192 | clock |
| 22 | foot | 81 | tent | 139 | window | 193 | flag |
| 23 | fork | 82 | tiger | 140 | wing | 194 | flute |
| 24 | fox | 83 | tire | 141 | worm | 195 | glass |
| | | 84 | top | | | 196 | plate |
| 25 | Hh | 85 | turtle | 142 | Jj | 197 | sled |
| 26 | hammer | | | 143 | jacket | 198 | slug |
| 27 | hand | 86 | Ll | 144 | judge | | |
| 28 | hat | 87 | ladder | 145 | jeans | Blends with r | |
| 29 | heart | 88 | lamp | 146 | jellybeans | 199 | brick |
| 30 | hen | 89 | leaf | 147 | jet | 200 | crab |
| 31 | horse | 90 | lemon | | | 201 | drill |
| 32 | hose | 91 | lion | 148 | Zz | 202 | frog |
| | | 92 | lizard | 149 | zebra | 203 | grass |
| 33 | Bb | 93 | lock | 150 | zero | 204 | truck |
| 34 | baby | | | 151 | zipper | | |
| 35 | ball | 94 | Kk | | | Blends with s | |
| 36 | bat | 95 | kangaroo | 152 | Qq | 205 | skunk |
| 37 | bear | 96 | key | 153 | quart | 206 | sling |
| 38 | bell | 97 | king | 154 | quarter | 207 | squid |
| 39 | bike | 98 | kitchen | 155 | queen | 208 | stamp |
| 40 | boat | 99 | kite | 156 | question mark | 209 | string |
| 41 | book | 100 | kitten | 157 | quilt | 210 | swing |
| | | | | | | | |
| 42 | Pp | 101 | Dd | 158 | Xx | Digraph ch | |
| 43 | pan | 102 | deer | 159 | ax | 211 | chick |
| 44 | parrot | 103 | desk | 160 | box | 212 | chin |
| 45 | pear | 104 | dime | 161 | fox | 213 | chip |
| 46 | pencil | 105 | dog | 162 | ox | | |
| 47 | penguin | 106 | doll | 163 | six | | |
| 48 | pig | 107 | donkey | | | Digraph sh | |
| 49 | pizza | 108 | door | 164 | Aa | 214 | shell |
| 50 | pot | 109 | duck | 165 | alligator | 215 | ship |
| 51 | puppet | | | 166 | anchor | 216 | shoe |
| | | 110 | Yy | 167 | ant | 217 | shrimp |
| 52 | Gg | 111 | yacht | 168 | apple | | |
| 53 | game | 112 | yam | 169 | astronaut | | |
| 54 | gate | 113 | yarn | | | | |
| 55 | gift | 114 | yawn | 170 | Ee | | |
| 56 | girl | 115 | yellow | 171 | egg | | |
| 57 | goat | 116 | yolk | 172 | elbow | | |
| 58 | gorilla | 117 | yo-yo | 173 | elephant | | |
| 59 | guitar | | | 174 | elevator | | |
| | | | | 175 | envelope | | |

Picture Dictionary

The definitions are for the words as they are introduced in the selections of this book.

Pronunciation Key

Say the sample word out loud to hear how to say, or pronounce, the symbol.

| Symbols for Consonant Sounds | Symbols for Short Vowel Sounds | Symbols for R-controlled Sounds | Symbols for Variant Vowel Sounds |
|------------------------------|--------------------------------|---------------------------------|----------------------------------|
| b box | a hat | ar barn | ah father |
| ch chick | e bell | air chair | aw ball |
| d dog | i chick | ear ear | oi boy |
| f fish | o box | ir fire | oo book |
| g girl | u bus | or corn | ü fruit |
| h hat | | ur girl | |
| th Earth | | | |
| lh father | | | |
| v vase | | | |
| w window | | | |
| wh whole | | | |
| y yarn | | | |
| z zipper | | | |
| zh treasure | | | |
| | Symbols for Long Vowel Sounds | Miscellaneous Symbols | |
| | á cake | shun fraction | ¿ |
| | é key | chun question | ? |
| | í bike | zhun division | 分 |
| | ó goat | | |
| | yü mule | | |

Parts of an Entry

The **entry** shows how the word is spelled.

The **pronunciation** shows you how to say the word and how to break it into syllables.

The **picture** helps you understand more about the meaning of the word.

variety
(vu-ri-u-tee) *noun*
A mix of the same kind of thing is called a **variety**.




I have a variety of crayons. They are many colors.

part of speech
The **definition** gives the meaning of the word.

The **sample sentence** uses the word in a way that shows its meaning.


ability > alone

ability
(u-bi-lu-tee) *noun*
When you are able to do something, you have an **ability**.




She has great ability in art.

adaptation
(a-dap-tá-shun) *noun*
An **adaptation** is a feature of an animal that helps it live.




A turtle's hard shell is an adaptation that keeps it safe.

aid
(áid) *verb*
To **aid** is to help someone.




The police officer aids the girl. She helps the girl find her way home.

absorb
(ub-zorb) *verb*
To **absorb** is to take in or soak up.




The mop absorbs the water.

add
(ad) *verb*
To **add** means to put things together.




When you add things to a group, you make the group bigger.

alike
(u-lik) *adjective*
Things that are **alike** look the same.




These dogs look alike.

accept
(ik-sept) *verb*
When you **accept** something, you take a thing that is offered to you.




Her mother accepts the flowers and a hug.

affect
(u-fekt) *verb*
When you **affect** something, you change it.



The hot sun affects the ice cream. It makes the ice cream melt.


alone
(u-lón) *adverb*
Alone means to be without anyone else.



She likes to be alone.


American > become

American
(u-mer-u-cun) *adjective*
American means having to do with the United States.




This is the American flag.

area
(air-ē-u) *noun*
An **area** is a part of a place.




Water covers a large area of Earth.

autumn
(ah-tum) *noun*
Autumn is the season between summer and winter. It is also called fall.




Autumn is when the leaves on trees turn color and fall to the ground.

animal
(a-nu-mul) *noun*
An **animal** is any living creature that can breathe and move around.




A horse is an animal you can ride.

attack
(u-tak) *verb*
When animals **attack** something, it means they try to hurt it.




Some animals attack other animals to say, "Go away!"

appear
(u-pēr) *verb*
When something **appears**, it comes into sight.




The whale appears above the water.

attract
(u-trakt) *verb*
To **attract** something means to get it to come close.



The light from a bulb will attract a moth to it.


become
(bē-kum) *verb*
To **become** means to turn into or grow to be something.



A caterpillar becomes a butterfly.

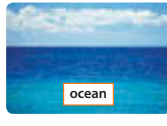
begin > care

begin
(bi-gin) *verb*
To **begin** means to start.




When the sun rises, the day begins.

body of water
(bah-dē uv wah-tur) *noun*
A **body of water** is a large amount of water, such as an ocean, lake, or river.




The Pacific Ocean is the largest body of water on Earth.

building
(bil-dēng) *noun*
A **building** is a house, or a school, or anything that has a roof and walls.



This tall building is called a skyscraper.

belief
(bu-lēf) *noun*
A **belief** is a strong feeling that something is true.



Her belief that people should share helped her to give half of her lunch to her friend.


lake



river



belong
(bē-long) *verb*
To **belong** is to be part of a group.




These girls belong to a softball team.

build
(bild) *verb*
When you **build** something, you make or create it.



He uses wood and tools to build a birdhouse.

care
(kair) *verb*
To **care** is to feel love for a person or thing.



People in families care for each other.

carry > choice

carry (kair-ē) *verb*
To **carry** something is to hold onto it and take it somewhere.



The friends **carry** their boat to the water.

chain (chān) *noun*
A **chain** is a series of things that are connected.



change (chān) *verb*
When you **change** something, you make it different.



He **changes** the color of the wall from white to red.

character (kair-ik-tur) *noun*
Character is the special way someone feels, thinks, and acts.



She helps her brother. This shows good **character**.

celebrate (se-lu-brāt) *verb*
We **celebrate** events like birthdays and holidays to show how special they are to us.



Many people **celebrate** the Fourth of July by watching fireworks.

chance (chans) *noun*
When something has a **chance**, it is possible.



She takes care of the plant so it has a **chance** to grow.

choice (chois) *noun*
When you have a **choice**, it means you have to pick between two or more things.




He will make a **choice** between the apple and the hotdog.

598


citizenship > cook

citizenship (si-tu-zen-ship) *noun*
Citizenship is belonging to a country. Citizenship also gives you the rights and duties of that country.




Her **citizenship** makes her proud and happy.

cloud (klowd) *noun*
A **cloud** is a mass of tiny drops of water floating in the air.




The **clouds** look light and fluffy.

color (ku-lur) *noun*
Color is the way things look due to the way light reflects off them.




You can make the **color** green. Mix together yellow and blue.

community (ku-myū-nu-tē) *noun*
A **community** is a place where people live, work, and play.




These people live in a small **community**.

connect (ku-nekt) *verb*
To **connect** things means to link or join them together.



He **connects** the wires to make the computer work.

cook (kook) *noun*
A **cook** is someone who prepares food for people to eat.



The **cook** chops the peppers.

599


cooperate > defend

cooperate (kō-ah-pu-rāt) *verb*
When you **cooperate**, it means you work with or help others.




Two girls **cooperate** with each other to plant trees.

cost (kawst) *noun*
The **cost** of something is how much you have to pay to own it.




The **cost** of the shirt is twenty dollars.

courage (kur-ij) *noun*
When you have **courage**, you do something even though you are scared.



She jumps into the pool. She has **courage**!

culture (kul-chur) *noun*
Culture is the way of life, art, ideas, and customs of a group of people.




He likes traveling and meeting people from different **cultures**.

danger (dān-jur) *noun*
Something is a **danger** when it can hurt you.




If you walk too close to the edge, you are in **danger** of falling.

day (dā) *noun*
The time between sunrise and sunset is **day**.




The sun can be seen in the sky during the **day**.

decide (di-sid) *verb*
When you **decide**, you make a choice about something.



She and her mom **decide** what to get at the store.

defend (di-fend) *verb*
To **defend** something means to keep it from being hurt.




The mother **defends** her baby so that it stays safe.

600


difference > enemy

difference (di-fur-uns) *noun*
The **difference** is the way that one thing is not the same as the other thing.




One apple is red. That is the **difference**.

difficult (di-fi-kult) *adjective*
When something is **difficult**, it is hard to do.




It can be **difficult** to learn some new things.

doctor (doc-tur) *noun*
A **doctor** is someone who treats people who are sick or injured.




The **doctor** will check the boy's heart.

draw (drah) *verb*
To **draw** means to pull up or pull out.




The girls **draw** up juice through their straws.

dream (drēm) *noun*
A **dream** is something you hope to do or succeed at in the future.




His **dream** is to win a medal at the track meet.

Earth (urth) *noun*
Earth is the planet we live on.




What does **Earth** look like from space?

education (e-ju-kā-shun) *noun*
To get an **education** means to learn things you didn't know before.




You go to school to get an **education**.

end (end) *verb*
The **end** is the last part of something.



We turned off the TV at the **end** of the program.

enemy (e-ne-mē) *noun*
An **enemy** is someone who hates you and wants to harm you.




The opposite of an **enemy** is a friend.

601


enough > **food**

enough (ē-nuf) *adjective*
To say you have **enough** means you have all that you need.




There is just **enough** milk to fill the glass.

example (ig-zam-pul) *noun*
To set an **example** is to do something good that other people might do too.




They set an **example** by cleaning up the park.

expect (ik-spekt) *verb*
When you **expect** something, you think it is likely to happen.




I **expect** it will rain today.

explain (ik-splān) *verb*
To **explain** is to talk about an idea so that someone else can understand it.




She **explains** the math problem to her student.

fall (fawl) *noun*
Fall is another word for autumn. It is the season between summer and winter.




In the **fall** children like to play in piles of leaves.

features (fē-churs) *noun*
Features are the important or interesting parts of something.



The giraffe's long neck is a **feature** that helps it eat leaves on trees.

food (fūd) *noun*
Food is something that people, animals and plants eat to stay alive and grow.




Fruit and vegetables are healthy **foods** to eat.

602


freedom > **hero**

freedom (frē-dum) *noun*
Freedom means you can do the things you want to do.




We have the **freedom** to say what we want.

grateful (grāt-ful) *adjective*
When you are **grateful**, you are thankful.




She is **grateful** for the gift.

habitat (ha-bu-tat) *noun*
A **habitat** is a place where an animal or plant can live and do well.




The **desert** is a very dry habitat.

happen (ha-pun) *verb*
When something **happens**, it takes place.




They watch what **happens** in the game.

healthy (hel-thē) *adjective*
Someone who is **healthy** is not sick.



Eating fruit helps you stay **healthy**.

hero (hear-ō) *noun*
A **hero** is a brave person who many other people admire.




The firefighter who saved the child is a **hero**.

603


hide > **idea**

hide (hid) *verb*
To **hide** is to put something where no one will find it.




She **hides** the gift so her dad cannot see it.

history (his-tu-rē) *noun*
History is the study of people and events from the past.




George Washington was the first president in U.S. **history**.

holiday (hah-lu-dō) *noun*
A **holiday** is a special day when many people do not work.




In America, the Fourth of July is a **holiday**.

home (hōm) *noun*
Your **home** is the place you live.




house



houseboat


Homes can come in different shapes and sizes. Your home might be a house, or an apartment, or even a houseboat on the water!

hospital (hos-pi-tul) *noun*
A **hospital** is a building in which doctors and nurses help people who are sick or injured.



This is the **hospital's** emergency entrance.

idea (i-dē-u) *noun*
An **idea** is something you think, believe, or imagine.




She had good **idea** for reaching the book.

604


identify > **lake**

identify (i-den-ti-fi) *verb*
To **identify** something is to recognize what or who it is.




Mom helps Ana **identify** places on a map.


insect (in-sekt) *noun*
An **insect** is a small creature with six legs and three main sections of its body.




bee




beetle



butterfly




grasshopper



praying mantis


Some **insects** also have wings.

immigrant (im-u-grunt) *noun*
An **immigrant** is someone who comes to a foreign country to live.




These **immigrants** came to the United States in the early 1900s.

important (im-por-tunt) *adjective*
If something is **important**, you care about it a lot.




Firefighters have an **important** job.

invention (in-ven-shun) *noun*
An **invention** is something new or a new way of doing something.




The cell phone is a new **invention**.

job (job) *noun*
A **job** is the work someone does to earn money.




His **job** is to walk the dog.

join (join) *verb*
To **join** means to become a member of a group.



He was happy to **join** a Little League team.

lake (lāk) *noun*
A **lake** is a large body of water with land all around it.




We fish for trout in the **lake**.

605


landform ▶ **mean**

landform
(land-form) *noun*
A **landform** is the way that the surface of the land is shaped.




This **landform** is called a valley.

language
(lāng-gwǐ) *noun*
A **language** is a system of words and grammar used by people to talk and write to each other.




These people are using sign **language**.

leader
(lǎ-dǔr) *noun*
Being a **leader** means that you lead or guide others.




The President of the United States is the **leader** of the country.

library
(lǐ-brǎi-è) *noun*
A **library** is a room or a building that has books, DVDs, magazines, and newspapers to read or to borrow.




People check out books at the **library**.




People also use the computers at the **library** to get information.

locate
(lǎ-kāi) *verb*
When you **locate** something, you find it.




The girl **locates** the books she is looking for.

machine
(mǔ-shēn) *noun*
A **machine** is something with moving parts that usually uses power to do a job.




A bicycle is a kind of **machine**.



My bicycle is a **machine** I can ride!

mean
(mēn) *adjective*
A **mean** person is not kind or nice.




It is **mean** to leave someone out.

606


measure ▶ **nurse**

measure
(mē-zhū) *verb*
To **measure** is to figure out the size or amount of something.




He **measures** the doorway to see how big it is.

message
(mē-sì) *noun*
A **message** is information you give by speaking or writing.




You can send a **message** for a friend to read.

monument
(mōn-yū-mǔnt) *noun*
A **monument** is something that is built so that people remember something important.




This is a **monument** to war heroes.

moon
(mūn) *noun*
A **moon** is a natural satellite that travels around, or orbits, a planet.




You can see our **moon** from Earth.

motion
(mō-shùn) *noun*
If something is in **motion**, it is moving.




The man is in **motion**.

necessary
(nē-sū-sāi-è) *adjective*
When something is **necessary**, it is absolutely needed.




A seatbelt is **necessary** to stay safe in a car.

neighbor
(nā-bù) *noun*
A **neighbor** is someone who lives near you.




Say "hello" to a **neighbor** who lives next door.

night
(nì) *noun*
Night is the time between sunset and sunrise.



It is dark outside at **night**.

nurse
(nǔs) *noun*
A **nurse** is someone whose job is to take care of people who are sick or injured.




The **nurse** takes the girl's temperature.

607


observe ▶ **partner**

observe
(ù-zhǔ) *verb*
When you **observe** something, you watch it.




She **observes** the insect.

ocean
(ō-shūn) *noun*
The **ocean** is the salt water that covers most of Earth's surface.




There are big waves in the **ocean** today.




Earth's **oceans** can be seen from outer space.

opportunity
(āh-pū-tū-nì-tè) *noun*
An **opportunity** is a chance to do something.




She has an **opportunity** to kick the ball.

organize
(ōr-gū-nìz) *verb*
To **organize** means to put things neatly in order.




She **organized** the robots on her shelf.

others
(ù-thǔz) *noun*
Others are people apart from you.




Casey stands away from the **others**.

park
(pǎk) *noun*
A **park** is a place with grass and trees, where people go to walk, bike, and play.




We take a long walk in the **park** every weekend.



Picnics in the **park** are nice when the weather is sunny.

partner
(pǎt-nǔ) *noun*
A **partner** is someone you do something with, such as dancing.




These people were famous dance **partners** in the movies.

608


pattern ▶ **prey**

pattern
(pǎ-tǔn) *noun*
When things are done in a **pattern**, they are done again and again in the same order or way.



Orange, grey, and blue tiles make a **pattern** on this floor.

pipe
(pǐp) *noun*
Pipes are tubes used for carrying water or gas.




Pipes carry water to the crops.

plan
(pǎn) *noun*
A **plan** is a set of organized ideas that help you reach a goal.

Plan to Clean My Room
1. Make bed.
2. Fold clothes.
3. Put away clothes.
4. Clean desk.


This is a **plan** to clean my room.

population
(pǎh-pyū-lǎ-shūn) *noun*
The **population** of a place is the number of people who live there.




Crowded cities have a very large **population** of people.

place
(plās) *noun*
A **place** is a space where something is.



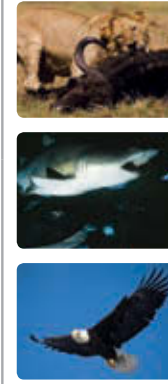
This cabin is in a quiet **place** by a lake.

possible
(pǎh-sū-bul) *adjective*
If something is **possible**, it means it could happen.




Airplanes make it **possible** for people to fly.

predator
(pē-dū-tǔ) *noun*
A **predator** is an animal that hunts other animals for food.



Lions, sharks, and eagles are **predators**.

prey
(pē) *noun*
An animal is **prey** if another animal hunts it for food.




The cat hunts the mouse, its **prey**.

609

project ▶ **repeat**


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z

project
(prə-ˈdʒekt) *noun*
A **project** is work that you plan carefully.



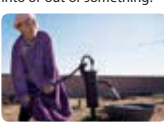
His school science **project** took a long time to finish.

provide
(pru-ˈvɪd) *verb*
To **provide** means to give what is needed.




A water fountain **provides** water to drink.

pump
(pʌmp) *noun*
A **pump** is a machine that makes liquids or gases go into or out of something.




The **pump** moves water from the well.

rain
(reɪn) *noun*
Rain is drops of water that fall from clouds in the sky.




The umbrella protects her from the **rain**.

reason
(riːzən) *noun*
A **reason** is why something is a certain way.




Hard work and practice are the **reasons** she is a good dancer.

recognize
(re-ˈkɪɡ-nɪz) *verb*
To **recognize** means to know who someone is or what something is.




It's easy to **recognize** people that you know.

relate
(rɪ-ˈleɪt) *verb*
When things **relate** to each other, there is a connection between them.




All the questions **relate** to what our teacher said in class.

remember
(rɪ-ˈmem-bər) *verb*
To **remember** something means to think of it again or have a memory of it.



Remember to call and say, "Happy birthday!"

repeat
(ri-ˈpi:t) *verb*
To **repeat** means to do or say the same thing again.




She has to **repeat** what she said because her friend did not hear her.

610

require ▶ **rise**


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n
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r
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w
x
y
z

require
(ri-ˈkwɪr) *verb*
To **require** something means to need it.




This ride **requires** two people.

respond
(ri-ˈspɒnd) *verb*
To **respond** is to answer someone by speaking or writing.




He **responds** to the letter from his friend.

result
(rɪ-ˈzʌlt) *noun*
The **result** is what happens after a series of actions.




If you trip and drop a cup, the **result** is broken pieces.

respect
(ri-ˈspekt) *noun*
When you show **respect**, you are polite. You treat others the way you want to be treated.




There are many different ways to show **respect**.

responsible
(ri-ˈspɒn-sə-bəl) *adjective*
A **responsible** person makes good decisions and can be trusted to do the right thing.




These **responsible** children helped their mother without being asked.

right
(raɪt) *adjective*
When you do good deeds, you do the **right** thing.



It is not wrong to help others. It is **right**.

rise
(raɪz) *verb*
To **rise** means to go up.




The buildings **rise** high up into the sky.

611

role ▶ **seek**


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z

role
(rɔ:l) *noun*
Something's **role** is its job or its purpose.




The guide dog's **role** is to help lead the blind man.

save
(seɪv) *verb*
When you **save** something, you keep it from being hurt or broken.




He **saves** the boy from falling.


season
(siːzən) *noun*
A **season** is one of the four parts of the year. The seasons are spring, summer, autumn or fall, and winter.




spring



summer




fall



winter


Which one is your favorite **season**?

safe
(seɪf) *adjective*
When you are **safe**, you will not be hurt.




He wears a helmet to keep his head **safe** in case he falls.

school
(sku:l) *noun*
School is the place people go to learn.



We learn to read and write in **school**.

seek
(si:k) *verb*
When you **seek** something, you are trying to find it.




The girl **seeks** the piñata with a stick.

612

seem ▶ **size**


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z

seem
(si:m) *verb*
To **seem** means to look or act like.




The game **seems** hard, but it is really easy to play.

shadow
(ˈshɑ-də) *noun*
A **shadow** is a dark area that is made when something blocks the light.



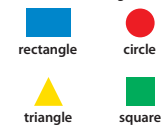
You can see the **shadow** of the palm tree on the wall.

serve
(sɜ:v) *verb*
When you **serve** others, you help them.



They **serve** their neighborhood. They plant a community garden.


shape
(ʃeɪp) *noun*
A **shape** is the outline or form of something.



rectangle circle triangle square


The **shape** of our clock is a circle.

share
(ʃeə) *verb*
When you **share** you give someone part of something you have.




The boy and girl **share** the ice cream.

shelter
(ˈʃel-tər) *noun*
A **shelter** is a covered place where you are safe from the weather.



A tent provides **shelter** in case it rains.

size
(saɪz) *noun*
Size is a measurement of how big or small something is.




The popcorn comes in these two **sizes**.

613


skill > **spring**

skill
(skil) *noun*
A **skill** is the ability to do something well.




Rock climbing takes a lot of **skill**.

society
(su-si-ti-tē) *noun*
A **society** is a group of people who live in the same area or country. It can also be a group of people with the same interests and hobbies.




In our **society** we salute the U.S. flag.




This chess **society** meets on Wednesdays.


species
(spē-shēz) *noun*
A **species** is a group of animals or plants that have similar characteristics.



lion




house cat



cougar


There are many different **species** of cats.

sky
(ski) *noun*
The **sky** is the space above Earth. It's where you find the sun, clouds, and stars.




The **sky** looks cloudy but bright.

source
(sors) *noun*
A **source** is where something comes from.



The sun is a **source** of heat and light.

spring
(sprēng) *noun*
Spring is one of the four seasons of the year. It comes between winter and summer.




blossoms

Spring is a time of regrowth.

614


stars > **team member**

stars
(staz) *noun*
Stars are very large balls of gas. From Earth, **stars** look like points of light in the night sky.




The **stars** shine brightly at night.

summer
(su-mur) *noun*
Summer is one of the four seasons of the year.




Summer comes after spring and before autumn.

state
(stāt) *noun*
A **state** is a part of the United States of America. There are 50 states in all.




Oregon is a **state** in the western part of the United States.

support
(su-port) *verb*
To **support** means to help.




Friends **support** each other by listening.

success
(suk-sēs) *noun*
Success is when you set out to do something and you get it done.




They win the game. It is a big **success**!

survive
(sur-viv) *verb*
To **survive** means to live.




Penguins **survive** cold weather by standing together to stay warm.

symbol
(sim-bul) *noun*
A **symbol** is something that represents something else.




Each birthday candle is a **symbol** for one year of your life.

teacher
(tē-čur) *noun*
A **teacher** is someone whose job is to show others how to do something.



My **teacher** writes math problems on the board.

team member
(tēm-mem-bur) *noun*
Team members are the people who work together to get something done.




These **team members** work together to win the game.

615


teamwork > **variety**

teamwork
(tēm-wurk) *noun*
When people work well together, they are using **teamwork**.




It takes **teamwork** to build a house.

together
(tu-ge-θur) *adverb*
People are **together** when they are with one another.




This family likes to spend time **together**.

thoughtful
(thawt-ful) *adjective*
Someone who is **thoughtful**, thinks about others.




He wrote a **thoughtful** note to his grandfather.

tradition
(tre-di-shun) *noun*
A **tradition** is a custom or belief that is shared by a group of people.




Dancing is part of their **tradition**.

threaten
(thre-tun) *verb*
If something or someone **threatens** you, it means you are afraid or in danger.




The angry dog **threatens** by barking.

together
(tu-ge-θur) *adverb*
People are **together** when they are with one another.




When we play soccer, we are **united** as a team.

unusual
(un-yū-zhū-wul) *adjective*
Something **unusual** is odd or uncommon.



This tiny animal is very **unusual**.


useful
(yūs-ful) *adjective*
When something is **useful**, it helps you.



Tools are **useful** for fixing broken things.

united
(yū-ni-tud) *adjective*
When a group is **united**, the people agree and work together.

variety
(yu-ti-u-tē) *noun*
A mix of the same kind of thing is called a **variety**.




I have a **variety** of crayons. They are many colors.

616


vegetation > **winter**

vegetation
(ve-ju-tā-shun) *noun*
Vegetation is all the plants of an area.




Can you name the different kinds of **vegetation**?

well
(wel) *noun*
A **well** is a deep hole in the ground from which you get water or oil.




How many gallons of oil did this **well** produce?

water
(wah-tur) *noun*
Water is the clear liquid that falls from the sky as rain.




All living things need **water** to survive.

wildlife
(wild-lif) *noun*
Animals that live in their natural environment are **wildlife**.



deer in forest


weather
(we-θur) *noun*
Weather is the current condition of the air. Weather is how cold or hot it is or if it is raining, snowing, or sunny.



snow


The **weather** is cold today.

winter
(win-tur) *noun*
Winter is one of the four seasons of the year. Winter comes after autumn and before the spring.



There are many fun things we can do in **winter**.

vegetation
(ve-ju-tā-shun) *noun*
Vegetation is all the plants of an area.



zebra in grasslands

Different **wildlife** live in different parts of the world.

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Poem

NATIONAL GEOGRAPHIC Reach for Reading

What *America* Means to Me

by Bay Vo, 12th grade
Philadelphia, Pennsylvania


The first day I came to America,
I met my Sponsor mom in an airport.
She is a very nice mom.
She took me home

Alliteration helps create rhythm and meaning in a poem. Alliteration is the repetition of the same beginning consonant sound in two or more words. [More](#)



NATIONAL GEOGRAPHIC Reach for Reading

A few days later
She taught me,
Here is America.
It doesn't look like your Country
Everything is different




Poem

NATIONAL GEOGRAPHIC Reach for Reading

She taught me how to speak English
 How to get buses
 How to learn a map of the City
 How to talk to the people
 How to behave in school
 How to stay free in America.

Repeated words and phrases also create rhythm and meaning in a poem. ↓ More



NATIONAL GEOGRAPHIC Reach for Reading

What Does America Mean to You?
 Bay Vo wrote a poem about America, and so can you!


My America

America means many things to many people.
 When I think of America,
 I think of _____.
 I think of _____.
 I think of _____.

America means many things to many people.
 And that's what being American is all about!

Name _____ Date _____

Poem

 NATIONAL GEOGRAPHIC **Reach for Reading**

All-American Poetry Slam

The best way to share your poem is to read it aloud! Organize an America-themed poetry slam. Be creative!

OUR POETRY SLAM
What America Means to Us

Poems by

COPY READY • Black & White or Color

History Article

Celebrating Our Country's Flag

by David Torres

Throughout the history of the United States, many people have written songs and poems celebrating our country's symbols. From "Yankee Doodle Dandy" to "The Star Spangled Banner," these songs and poems renew the pride we feel for our country.



One of the most celebrated American symbols is our flag. In 1906, George M. Cohan wrote the song "You're a Grand Old Flag" for a musical show called *George Washington, Jr.* The show received excellent reviews and the song quickly became a hit.

You're a Grand Old Flag

You're a grand old flag,
You're a high flying flag
And forever in peace may you wave.

Like poems, songs also have
rhythm, or regular beats.

More →



▲ George M. Cohan

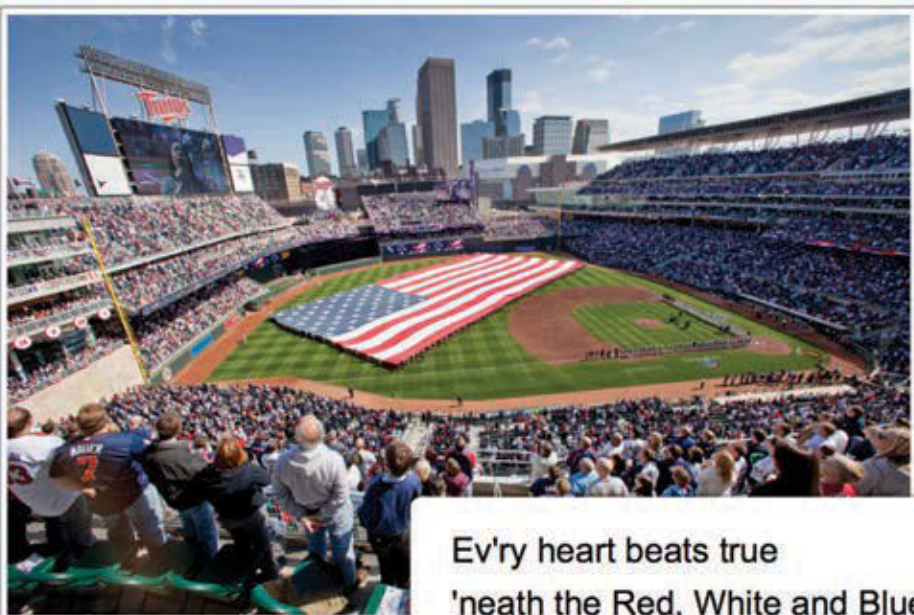
History Article

NATIONAL GEOGRAPHIC Reach for Reading



You're the emblem of
The land I love.
The home of the free and the brave.

NATIONAL GEOGRAPHIC Reach for Reading



Ev'ry heart beats true
'neath the Red, White and Blue,
Where there's never a boast or brag,

History Article



NATIONAL GEOGRAPHIC Reach for Reading

But should auld acquaintance be forgot,
Keep your eye on the grand old flag.

Still Popular
The musical has disappeared, but Cohan's song is still sung all over the country, especially during Fourth of July celebrations and Flag Day parades. Why do you think it is so popular after all these years?

Grade 2 Cumulative Key Word List

High Frequency Words

| | | | | |
|----------------|----------------|--------------|---------------|----------------|
| by | came | full | line | pick |
| a | carry | funny | little | picture |
| about | change | gave | live | place |
| above | children | get | long | plant |
| after | city | give | look | please |
| again | clean | goes | lot | point |
| air | close | going | made | pull |
| all | cold | good | man | push |
| almost | color | got | many | put |
| along | come | great | may | read |
| also | could | green | men | ride |
| always | country | group | might | river |
| am | cry | grow | mile | room |
| America | day | hard | more | round |
| and | dear | has | morning | said |
| animal | different | have | most | same |
| another | do | he | mother | saw |
| answer | does | head | mountain | say |
| any | done | hear | move | says |
| are | don't | help | much | school |
| around | door | her | music | sea |
| as | down | here | must | second |
| at | drink | high | my | see |
| ate | each | him | myself | seem |
| away | earth | his | name | she |
| back | eat | hold | near | should |
| ball | enough | home | never | show |
| be | even | house | new | side |
| because | ever | how | next | sing |
| bed | every | hurt | nice | sister |
| been | example | I | night | sleep |
| before | eye | idea | no | small |
| began | face | if | not | so |
| below | fall | important | now | some |
| best | family | in | number | something |
| better | far | into | of | sometimes |
| between | father | is | off | song |
| big | feel | it | often | soon |
| black | few | jump | old | sound |
| blue | find | just | on | start |
| body | first | kind | once | state |
| both | five | know | one | stay |
| boy | floor | land | only | still |
| bring | fly | large | open | stop |
| brother | follow | laugh | or | story |
| brown | food | learn | other | study |
| but | for | leave | our | such |
| buy | form | left | out | sure |
| by | found | let | over | surprise |
| call | four | letter | own | take |
| | friend | life | part | talk |
| | from | like | people | teacher |

Words from Unit 8 appear in red type. For additional content words and story words, please see the Leveled Reading section.

tell
than
thank
that
the
their
them
then
there
these
they
think
this
those
thought
three
through
to
today
together
tomorrow
too
took
tree
try
turn
two
under
up
upon
us
use
very
wait
walk
want
warm
was
wash
watch
water
way
we
well
went
were
what
when
where
while
white
who
why

will
wish
with
without
word
work
world
would
write
year
yellow
yes
you
young
your

Key Words

aid (v)
alone (adj)
American (adj)
animals (n)
autumn (n)
begins (v)
belief (n)
body of water (n)
building
chain (n)
citizenship (n)
cloud (n)
color (n)
cook (n)
culture (n)
day (n)
doctor (n)
draws (v)
Earth (n)
ends (v)
enemies (n)
example (n)
fall (n)
features (n)
food (n)
grateful (adj)
grown-ups (n)
habitat (n)
heroes (n)
history (n)
holidays (n)
home (n)
hospital (n)
ideas (n)
immigrant (n)
insects (n)

inventions (n)
jobs (n)
join (v)
kids (n)
lake (n)
landform (n)
language (n)
leaders (n)
library (n)
machine (n)
mean (adj)
monument (n)
moon (n)
night (n)
nurse (n)
ocean (n)
organize (v)
park (n)
partners (n)
pipes (n)
plan (n)
predators (n)
prey (n)
project (n)
pump (n)
rain (n)
relate (v)
respect (n)
respond (v)
responsible (adj)
roles (n)
school (n)
seasons (n)
serve (v)
shadows (n)
shape (n)
shelter (n)
size (n)
skills (n)
sky (n)
society (n)
species (n)
spring (n)
stars (n)
state (n)
summer (n)
teacher (n)
team members (n)
teamwork (n)
thoughtful (adj)
threaten (v)
together (adj)
traditions (n)

vegetation (n)
water (n)
weather (n)
wells (n)
wildlife (n)
winter (n)

Academic and Classroom Vocabulary

ability (n)
absorb (v)
accept (v)
adaptation (n)
add (v)
affect (v)
alike (adj)
appear (v)
area (n)
attack (v)
attract (v)
become (v)
belong (v)
build (v)
care (v)
carry (v)
cause (n)
celebrate (v)
chance (n)
change (v)
character (n)
choice (n)
clean (adj)
community (n)
compare (v)
connect (v)
contrast (v)
cooperate (v)
cost (n)
courage (n)
danger (n)
decide (v)
defend (v)
difference (n)
difficult (adj)
dream (n)
education (n)
effect (n)
enough (adj)
expect (v)
explain (v)
freedom (n)
generous (adj)

happen (v)
healthy (adj)
hide (v)
identify (v)
important (adj)
locate (v)
measure (v)
message (n)
motion (n)
motive (n)
necessary (adj)
neighbor (n)
observe (v)
opportunity (n)
others (n)
pattern (n)
place (n)
plot (n)
point of view (n)
population (n)
possible (adj)
prediction (n)
problem (n)
provide (v)
reason (n)
recognize (v)
remember (v)
repeat (v)
require (v)
result (n)
right (adj)
rise (v)
safe (adj)
save (v)
seek (v)
seem (v)
sequence (n)
setting (n)
share (v)
solution (n)
source (n)
success (n)
support (v)
survive (v)
symbol (n)
theme (n)
trait (n)
united (adj)
unusual (adj)
useful (adj)
variety (n)

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Scope and Sequence

| Reading | Grade | | | | | |
|--|-------|---|---|---|---|---|
| | 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 | | | ● | ● | ● | ● |

| Reading, continued | Grade | | | | | |
|--|-------|---|---|---|---|---|
| | 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 | | | | | ● | ● |

Scope and Sequence, continued

| Reading, continued | Grade | | | | | |
|--|-------|---|---|---|---|---|
| | 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

FOUNDATIONAL SKILLS

Print Concepts

| | K | 1 | 2 |
|---|---|---|---|
| Understand Directionality of Text | ● | ● | ● |
| Recognize the Relationship of Letters and Words to Speech | ● | ● | |
| Recognize and Name Alphabet Letters | ● | ● | |
| Know the Order of the Alphabet | ● | ● | |
| Identify Letters | ● | ● | ● |
| Match Uppercase and Lowercase Letters | ● | ● | ● |
| Identify a Word | ● | ● | ● |
| Identify End Punctuation | ● | ● | ● |
| Identify Title | ● | ● | ● |
| Hold a Book and Turn the Pages | ● | ● | ● |
| Identify Sentence Capitalization | ● | ● | ● |
| Use Page Numbers | ● | ● | ● |
| Identify Dialogue | | | ● |
| Identify Indentions of Paragraphs | | | ● |



Use **Reach into Phonics** to provide intervention for foundational reading skills in grades 3–5.

Phonological Awareness

| | | | |
|--|---|---|---|
| Distinguish Long and Short Vowel Sounds | ● | ● | ● |
| Isolate Words in a Sentence | ● | ● | ● |
| Identify Syllables | ● | ● | ● |
| Blend Syllables to Form a Word | ● | ● | ● |
| Segment a Word into Syllables | ● | ● | ● |
| Identify Rhyming Words | ● | ● | ● |
| Generate Rhyming Words | ● | ● | ● |
| Match Initial, Medial, and Final Sounds | ● | ● | ● |
| Identify and Isolate Initial, Medial, and Final Sounds | ● | ● | ● |
| Blend Onset and Rime | ● | ● | ● |
| Blend Sounds to Form a Word | ● | ● | ● |
| Segment a Word into Sounds | ● | ● | ● |
| Manipulate Sounds in Words (Add, Delete, Substitute) | ● | ● | ● |

Scope and Sequence, continued

| Reading, continued | Grade | | | | | |
|---|-------|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 |
| Phonics and Word Recognition | | | | | | |
| Identify Letter/Sounds and Read Words | ● | ● | ● | | | |
| Consonants | ● | ● | ● | | | |
| Short Vowels | ● | ● | ● | | | |
| Long Vowels | ● | ● | ● | | | |
| Consonant Blends and Digraphs | ● | ● | ● | | | |
| Vowel Digraphs: <i>ai, ay, ee, ea, ie, igh, oa, ow, oo, ou, ui</i> | ● | ● | ● | | | |
| <i>r</i> -Controlled Vowels: <i>ar, or, -ore, er, ir, ur, air, -are, eer, ear</i> | | ● | ● | | | |
| Sounds for <i>-y</i> : /ē/, /ī/ | ● | ● | ● | | | |
| Diphthongs: <i>oi, oy, ou, ow</i> | ● | ● | ● | | | |
| Variant Vowels: <i>aw, au, al, all, oo, ew, ea</i> | ● | ● | | | | |
| Vowel Patterns: <i>-igh, -old, -alk</i> | ● | ● | ● | | | |
| Vowel Patterns: <i>o, i, -ight</i> | | | | | | ● |
| Schwa | | | | | | ● |
| Soft <i>c</i> | ● | ● | ● | | | |
| Soft <i>g</i> | ● | ● | ● | | | |
| Silent Consonants <i>kn, wr, gn, mb</i> | ● | ● | ● | | | |
| Plurals <i>-s, -es, -ies</i> | | ● | ● | | | |
| Read Words with Spelling Patterns | | ● | ● | | | |
| CVCe Word Patterns with <i>a, i, o, u, e</i> | ● | ● | ● | | | |
| CV Word Patterns with <i>o, e</i> | ● | ● | ● | | | |
| Short and Long Vowels in CVC and CVCe Word Patterns | ● | ● | ● | | | |
| CVVC Word Patterns | | ● | ● | | | |
| Read Multisyllabic Words | | ● | ● | | | |
| Compound Words | | ● | ● | | | |
| VCCV Syllable Division (<i>bas/ket, kit/ten</i>) | | ● | ● | | | |
| VCCCV Syllable Division (<i>hun/dred</i>) | | ● | ● | | | |
| VCV Syllable Division (<i>mu/sic, cab/in</i>) | | ● | ● | | | |
| Words with Consonant + <i>le</i> | | ● | ● | | | |
| Suffixes | | ● | ● | | | |
| Prefixes | | ● | ● | | | |
| Inflected Forms | | ● | ● | | | |
| Syllable Types: <i>r</i> -Controlled, Consonant + <i>le</i> , Vowel Team, Vowel + Silent <i>e</i> | | ● | ● | | | |
| Final Syllables with <i>-tion, -ture, -ent, -ant</i> | | | | | | ● |



Use **Reach into Phonics** to provide intervention for foundational reading skills in grades 3–5.

| Reading, continued | Grade | | | | | |
|---|-------|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 |
| 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 | ● | ● | ● | ● | ● | ● |

Scope and Sequence, continued

| Writing, continued | Grade | | | | | |
|---|-------|---|---|---|---|---|
| | 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 | | ● | ● | ● | ● | ● |

| Writing, continued | Grade | | | | | |
|---|-------|---|---|---|---|---|
| | 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 | ● | ● | ● | ● | ● | ● |

Scope and Sequence, continued

| Speaking and Listening | Grade | | | | | |
|---|-------|---|---|---|---|---|
| | 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 | | ● | ● | ● | ● | ● |

| Language, continued | Grade | | | | | |
|---|-------|---|---|---|---|---|
| | 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 | | | | | ● | ● |

Scope and Sequence, continued

| Language, continued | Grade | | | | | |
|---|-------|---|---|--|---|---|
| | 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 Reach into Phonics for foundational spelling skills in G3–5 | | |
| Use Phonetic Knowledge to Spell | ● | ● | ● | Use Reach into Phonics for foundational spelling skills in G3–5 | | |
| Consult Reference Materials to Check Spelling | | ● | ● | ● | ● | ● |
| Use Spelling Patterns | ● | ● | ● | ● | ● | ● |

| Language, continued | Grade | | | | | |
|---|-------|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 |
| 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 | ● | ● | ● | ● | ● | ● |
| Identify Feeling Words and Sensory Words | ● | ● | ● | | ● | ● |
| Distinguish Literal from Nonliteral Meanings | | | | ● | ● | ● |
| Use Analogies | | | | | ● | ● |
| Figurative and Literary Language | | | | | ● | ● |
| Explain Similes and Metaphors | | | | | ● | ● |
| Identify Personification | | | | | ● | ● |
| Interpret Idioms, Expressions, Dialect, Adages, Proverbs, and Sayings | | | | | ● | ● |

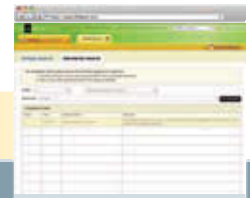
Grade 2 Common Core Standards

Reading

| Strand | Code | Standards Text | Grade 2 Correlations |
|---|---------------------------------------|---|---|
| Literature | | | |
| Key Ideas and Details | CC.2.Rlit.1 | 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, T476i, 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, 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 3: 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; Unit 7: 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](https://www.ngrach.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, T30m, 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, T192f, T192g, T192h, T192m, T192n; Unit 4: T199j, T223f, T224, T225, T226–227, T229g, T236, T237, T238–241, T242–243, T244–245, T247e, 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, T324n, 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, T440c, 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, 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, T31j, T31m, T31n, T31o, T34e, T37a, T37b, T51a, T51b, T51h, T53f, T53g, T53h, T53k, T53l, T53m, T57b, T57c, T58a, T58b, T58i, T58j, T58l, 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, T121l, T121m, T125b, T126a, T126b, 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, T185h, T187f, T187g, T187h, T187k, T187l, T191b, T192a, T192b, T192c, T192i, T192o; Unit 4: T199j, T199k, T199l, T201a, T201b, T201c, T204e, T204f, T207a, T207b, T207c, T220a, T220b, T223f, T223g, T223h, T223k, T223l, T227b, T227c, T228a, T228b, T228c, T228i, T228j, T228o, T229h, T229i, T229j, T229m, T229n, T229o, T232e, T235a, T235b, T235c, T247a, T247h, T249g, T249h, T249k, T249l, T249m, T249n, T255a, T256b, T256j, T256o; Unit 5: T263j, T263k, T263l, T265a, T265b, T268e, T271a, T271b, T286a, T287b, T289f, T289g, T289h, T289k, T289l, T289m, T295a, T295d, T296a, T296b, T296c, T296i, T296j, T297h, T297i, T297j, T297m, T297n, T300e, T303a, T303b, T303c, T317a, T317j, T319f, T319g, T319h, T319k, T319l, T323b, T323c, T324a, T324b, T324i, T324l, T324o; Unit 6: T331j, T331k, T331l, T333a, T333b, T336e, T339a, T339b, T339c, T339d, T354a, T354b, T357f, T357g, T357h, T357k, T357l, T357m, T365b, T366a, T366b, T366d, T366i, T366o, T367h, T367i, T367j, T367m, T367n, T370e, T373a, T373b, T373c, T387a, T387h, T389f, T389g, T389k, T389l, T389m, T395a, T396a, T396b, T396c, T396i, T396o; Unit 7: T403j, T405a, T405b, T405c, T408e, T411a, T411b, T411c, T426a, T427b, T429f, T429g, T429h, T429k, T429l, T429m, T435a, T435b, T436a, T436b, T436i, T436j, T436o, T437a, T437b, T437h, T437i, T437j, T437m, T437n, T437o, T440e, T440f, T443a, T443b, T443c, T457a, T457h, T459f, T459g, T459h, T459m, T463b, T464b, T464c, T464d, T464i, T464j, T464o; Unit 8: T471k, T473a, T473b, T473c, T473d, T476e, T476f, T476g, T479a, T479b, T479c, T492a, T493b, T495g, T495h, T495k, T495l, T495m, T495n, T501a, T501b, T501c, T501d, T502a, T502b, T502c, T502d, T502i, T502j, T502k, T502o, T503h, T503i, T503j, T503m, T503n, T503o, T506e, T506g, T509a, T509b, T509c, T509d, T525a, T525b, T525c, T525d, T525h, T527f, T527g, T527h, T527k, T527l, T527m, T527n, T535b, T535c, T535d, T535e, T536a, T536b, T536c, T536i, T536j, T536k, T536o |
| | 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, T223g, T223h, T223k, T227b, T228a, T228b, T228c, T228i, T228j, T228o, T229h, T229i, T229j, T229m, T229o, T232e, T247h; Unit 5: T263k, T263l, T265a, T265b, T265c, T268e, T268f, T268h, T287b, T297i, T297j, T297m, T297n, T300e, T300f, T300h, T317j, T319g, T319h, T319i, T319k, T319l, T323b, T323c, T323e, T324o; Unit 6: T389k, T389l, T389m, T395a, T395b, T396a, T396b, T396c, T396i, T396j; Unit 7: T429f, T429g, T429h, T429k, 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, T396i, T396j; Unit 7: T429f, T429g, T429h, T429k, T429l, T429m, T435a, T435b, T437i, T437j, T459f, T459g, T459h, 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. | <p>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,</p> <p>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, T185h, T187g, T187h, T187i, 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;</p> <p>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, T436c, 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, T495k, T495l, T495m, T495n, T501c, T502b, T502c, T502i, T502j, T502k, T503i, T503j, T503m, T503n, T503o, T506e, T506f, T509a, T509b, T509c, T509d, T525a, T525b, T525c, T525d, T527g, T527h, T527k, T527l, T527m, T527n, T535b, T535c, T535d, T535e, T536a, T536b, T536c, T536i, T536j, T536k</p> |
| Fluency | CC.2.Rfou.4 | 4. Read with sufficient accuracy and fluency to support comprehension. | <p>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, T121, T121f, T125d, T125e, T126k, T126l; Unit 3: T133j, T138a, T138g, T138h, T150–151, T156c, T156d, T156g, T159f, T163d, T163e, T164k, T164l, T165h, T168a, T168h, T168i, T178–179, T185c, T185d, T185f, T187f, T191d, T191e, T192k, T192l; Unit 4: T199j, T204a, T204g, T204h, T218–219, T220c, T220d, T220g, T223, 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, T296i, T296j, T296k, T296l, T300a, T300g, T300h, T306–307, T317c, T317d, T317g, T319, 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, T426c, 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</p> |
| | CC.2.Rfou.4.a | a. Read on-level text with purpose and understanding. | <p>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, T163e, 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, T286f, T286h, T291, T292–293, T294–295, T295c, T295d, T295e, 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</p> |
| | CC.2.Rfou.4.b | b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. | <p>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: T268a; 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</p> |
| | CC.2.Rfou.4.c | c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | <p>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, T256k, T256m, T268i; 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</p> |

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 |
| Production and Distribution of Writing | 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, T126, 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, T327; Unit 6: T336c, T336d, T338, T339, T354, T356, T357e, T365h, T366h, T366n, T367b, T368, T370d, T370i, T387e, T387g, T389, T389f, T396h, T396n, T397b; Unit 7: T408d, T410, 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, T525h, T527e, 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 | 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, T228n, 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, T403j, 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, T185e; 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, T476c, 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, T126n, T127b, T129, T130, T133; Unit 4: T249i, T249j; Unit 5: T263i, T263m, T263n, T270, T271, T272, T286, T286h, T286e, T287a, T289i, T290, T296, T296h, T296n, 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, T357i, T357j, T358, 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 | 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, T91o, 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, T367l, 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: T99l, 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

| 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, T187j, 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, T319i, 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, T31j, T31l, T51h, T53g, T53h, T53i, T53j, 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, T289i, T289j, T295a, T295b, T297i, T297j, T297l, T319g, T319h, T319i, T319j, T323a, T324, T324e, T324h, T324n, T325, T325b, T328, T329; Unit 6: T331k, T331l, T336d, T338, T339, T340, T354, T355, T357g, T357h, T366n, T367i, T367j, T370d, T389g, T389h, T394–395, T396, T396h, T396n, T397, 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: T31l, 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, T126, T126h, T126n, T127, T129, T130; Unit 4: T223h, T227c, T228o; Unit 6: T389e; Unit 7: T437l, T456, T457f, T458, T459i, T459j, 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, T99i, T99j, T102f, T105c, T119h, T121g, T121h, T121m, 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, T229i, T229j, T229o, T232f, T235c, T247b, T247h, T249g, T249h, T249m, T255b, T256c, T256j, T256o; 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, T317l, 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, T396j, T396o; Unit 7: T403j, T403k, T403l, T405c, T408f, T411c, T426b, T429f, T429g, T429h, 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, T527f, T536o; Unit 8: T471l, T473b, T473c, T473d, T476f, T476h, T479b, T479c, T479d, T492a, T492b, T492d, T495h, T495m, T495n, T501b, T501d, T502c, T502d, T502i, T502k, T502l, T502m, T502n, T503j, T503o, T506f, T506h, T509c, T509d, T525c, T525d, T527h, T527m, T527n, T535c, T535e, T536c, T536d, T536j, T536l |
| | 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, T25j, T26a, T29a, T29f, T30, T30e, T30h, T30n, T31a, T31b, T31g, T31h, T31k, T31l, T32, T34, T34d, T34i, T35, T36, T38, T50–51, T51e, T51f, T52, T53e, T53f, T53i, T53j, 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, T99g, T99k, T99l, T100, T101, T102, T102a, T102b, T102c, T102d, T102h, T102i, T103, T105, T106, T118–119, T119e, T120, T121e, T121i, T121j, T125a, T125h, T126, T126n, T127, T127a, T127b, T132; Unit 3: T133i, T133m, T133n, T136, T137, T138, T138a, T138b, T138c, T138d, T138i, T139, T141, T156, T156e, T157, T159e, T159i, T159j, T160, T162–163, T163a, T163f, T164h, T164n, T165, T165a, 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, T193, T193b, T194, T195, T196, T198; Unit 4: T199m, T199n, T202, T203, T204, T204a, T204b, T204c, T204d, T204i, T205, T206, T220, T220e, T221, T223i, T223j, T227a, T227e, T227f, T228, T228h, T228n, T229, T229a, T229b, T229k, 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, T268a, T268b, T268c, T268d, T268i, T271, T286, T286e, T286h, T288, T289i, T289j, T296n, T297, T297b, T297k, T297l, T298, T299, T300, T300a, T300b, T300c, T300d, T301, T303d, T305, T317h, T319i, T319j, T323a, T323f, T324, T324d, T324h, T325, T325a, T325b; Unit 6: T336h, T357h, T365e, T366l, T367j, T387d, T389h, T395d, T396l, T331i, T331m, T331n, T334, T335, T335a, T336, T336a, T336b, T336c, T336d, T336i, T337, T338, T354, T354e, T356, T357e, T357i, T357j, T365f, T365h, T366, T366h, T366n, T367, T367a, T367b, T367k, T367l, T370, T370a, T370b, T370c, T372, T386–387, T388, T389i, T389j, T394–395, T396, T396h, T396n, T397, T397b, T402; Unit 7: T403i, T403m, T403n, T406, T407, T408, T408a, T408b, T408c, T408d, T409, T412, T426, T426e, T427, T428, T428e, T429i, T429j, T434–435, T436, T436h, T436n, T437, T437a, T437b, T437d, T437g, T437k, T437l, T438, T439, T439a, T449, T440a, T440b, T440c, T440d, T441, T456–457, T457f, T458, T459e, T459i, T459j, T463a, T463f, T464, T464h, T464n, T465, T465a, T465b; Unit 8: T471m, T471n, T474, T475, T476, T476a, T476b, T476c, T476d, T476i, T476j, T478, T480, T492, T492e, T493, T494, T495e, T495i, T495j, T496, T500–501, T501g, T502, T502h, T502n, T503, T503a, T503b, T503k, T503l, T504, T505, T506, T506a, T506b, T506c, T506d, T506i, T507, T510, T525–525, T525e, T525f, T526, T527e, T527i, T528, T535a, T535f, T535h, T536, T535e, T536h, T537, T537a, T537b, T542 |

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 |
| | 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, T91o, 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 | 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, T126o, T127, T127a, T127b; Unit 3: T136, T137, T137a, T138, T138a, T138b, T138c, T138d, T156e, T156f, T156g, T157, T157a, T157b, T158, T159, 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, T220f, T220g, T221, T221a, T221b, T222, T223, T223i, T223j, T228e, T228f, T228g, T228h, T228m, T228n, T228o, T229, T229a, T229b, T230, T231, T231a, T232, T232a, T232b, T232c, T232d, T232i, 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, T268c, T268d, T268i, T269, T270, T271, T272, T273, T274–275, T276–277, T278–281, T282–283, T285, T286, T286e, T286f, T286g, T286h, T287a, T287b, T288, T289, T289a, T289b, T289e, T295e, T295f, T295g, T296, T296e, T296f, T296g, T296h, T296m, T296n, T296o, T297, T297a, T297b, T297c, T297d, T297g, T298, T299, T299a, T300, T300a, 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, T325a, T325b; Unit 6: T331i, T336i, T337, T338, T339, T340, T341, T342–343, T344–345, T346–347, T348–351, T352–353, T354, T354e, T354f, T354g, T355, T355a, T355b, T356, T357, T357e, T358, T359, T360–361, T362–363, T364–365, T365a, T366e, T366f, T366g, T366h, T367g, T374, T375, T376–377, T378–379, T380–381, T382–383, T384–385, T386–387, T387e, T387f, T387g, T387h, T388, T389, T389e, T390, T391, T392–393, T394–395, T395e, T395f, T395g, T396, T396e, T396f, T396g, T396h; Unit 7: T403i, T406, T407, T407a, T408, T408a, T408b, T408c, T408d, T412, T413, T414–415, T416–417, T418–421, T422–423, T424–425, T426, T426e, T426f, T426g, T427, T427a, T427b, T428, T429, T430, T431, T432–433, T434–435, T435e, T435f, T435g, T436, T436e, T436f, T436g, T436h, T436m, T436n, T436o, T437, T437a, T437b, T444, T445, T446–447, T448–449, T450–451, T452–453, T454–455, T456–457, T457g, T457h, T458, T459, T464o, T465, T465a, T465b; Unit 8: T471i, T474, T475, T476d, T476i, T477, T479, T480, T492e, T493a, T493b, T495e, T495f, T496, T502e, T502o, T503g, T504, T505, T506i, T510, T525e, T535f, T536o | |

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independent work 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

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, T527e

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, T527e–T527f

Lesson planners

ready set planner RS0–RS1

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unit skills at a glance T1d–T1e, T65e–T65f, T133e–T133f, T199e–T199f, T263e–T263f, T331e–T331f, 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–T223d, 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 each unit)

M

My Vocabulary Notebook *see Technology*

N

Nonfiction books *see Leveled reading*

O

Online lesson planner *see Technology*

Online resources *see Technology*

P

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–T204h, T207a–T207d, T220a–T220d, T223k–T223n, T227b–T227e, T228a–T228d, T228i–T228l, T229m–T229p, T232e–T232h, T235a–T235d, T247a–T247d, T249k–T249n, T255a–T255d,

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Power Writing *see Writing*

R

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

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—(a) (b) Hans Lippert/PhotoDisc; (c) David B. Fleetham/Visuals Unlimited; (d) Bill Haber/Photo Disc; (e) (f) Merijn van der Vliet/Stockphoto; (g) (h) Terring Rabgy/Machix; (i) (j) Jeff Hunter/Getty Images; (k) (l) Susala K'ner/Shutterstock; (m) (n) Tashi Rabgy/Machix; (o) Image Source/Getty Images; (p) (q) Isomee Jacobs/Stockphoto; (r) Catherine Yealer/Stockphoto; (s) Sean Locke/Stockphoto; (t) Richard Nowitz/National Geographic Image Collection; (u) (v) (w) (x) (y) (z) KellySam DePharis/Blend Images/Getty Images; (aa) (ab) (ac) (ad) (ae) (af) (ag) (ah) (ai) (aj) (ak) (al) (am) (an) (ao) (ap) (aq) (ar) (as) (at) (au) (av) (aw) (ax) (ay) (az) (ba) (bb) (bc) (bd) (be) (bf) (bg) (bh) (bi) (bj) (bk) (bl) (bm) (bn) (bo) (bp) (bq) (br) (bs) (bt) (bu) (bv) (bw) (bx) (by) (bz) (ca) (cb) (cc) (cd) (ce) (cf) (cg) (ch) (ci) (cj) (ck) (cl) (cm) (cn) (co) (cp) (cq) (cr) (cs) (ct) (cu) (cv) (cw) (cx) (cy) (cz) (da) (db) (dc) (dd) (de) (df) (dg) (dh) (di) (dj) (dk) (dl) (dm) (dn) (do) (dp) (dq) (dr) (ds) (dt) (du) (dv) (dw) (dx) (dy) (dz) (ea) (eb) (ec) (ed) (ee) (ef) (eg) (eh) (ei) (ej) (ek) (el) (em) (en) (eo) (ep) (eq) (er) (es) (et) (eu) (ev) (ew) (ex) (ey) (ez) (fa) (fb) (fc) (fd) (fe) (ff) (fg) (fh) (fi) (fj) (fk) (fl) (fm) (fn) (fo) (fp) (fq) (fr) (fs) (ft) (fu) (fv) (fw) (fx) (fy) (fz) (ga) (gb) (gc) (gd) (ge) (gf) (gg) (gh) (gi) (gj) (gk) (gl) (gm) (gn) (go) (gp) (gq) (gr) (gs) (gt) (gu) (gv) (gw) (gx) (gy) (gz) (ha) (hb) (hc) (hd) (he) (hf) (hg) (hh) (hi) (hj) (hk) (hl) (hm) (hn) (ho) (hp) (hq) (hr) (hs) (ht) (hu) (hv) (hw) (hx) (hy) (hz) (ia) (ib) (ic) (id) (ie) (if) (ig) (ih) (ii) (ij) (ik) (il) (im) (in) (io) (ip) (iq) (ir) (is) (it) (iu) (iv) (iw) (ix) (iy) (iz) (ja) (jb) (jc) (jd) (je) (jf) (jg) (jh) (ji) (jj) (jk) (jl) (jm) (jn) (jo) (jp) (jq) (jr) (js) (jt) (ju) (jv) (jw) (jx) (jy) (jz) (ka) (kb) (kc) (kd) (ke) (kf) (kg) (kh) (ki) (kj) (kk) (kl) (km) (kn) (ko) (kp) (kq) (kr) (ks) (kt) (ku) (kv) (kw) (kx) (ky) (kz) (la) (lb) (lc) (ld) (le) (lf) (lg) (lh) (li) (lj) (lk) (ll) (lm) (ln) (lo) (lp) (lq) (lr) (ls) (lt) (lu) (lv) (lw) (lx) (ly) (lz) (ma) (mb) (mc) (md) (me) (mf) (mg) (mh) (mi) (mj) (mk) (ml) (mn) (mo) (mp) (mq) (mr) (ms) (mt) (mu) (mv) (mw) (mx) (my) (mz) (na) (nb) (nc) (nd) (ne) (nf) (ng) (nh) (ni) (nj) (nk) (nl) (nm) (no) (np) (nq) (nr) (ns) (nt) (nu) (nv) (nw) (nx) (ny) (nz) (oa) (ob) (oc) (od) (oe) (of) (og) (oh) (oi) (oj) (ok) (ol) (om) (on) (oo) (op) (oq) (or) (os) (ot) (ou) (ov) (ow) (ox) (oy) (oz) (pa) (pb) (pc) (pd) (pe) (pf) (pg) (ph) (pi) (pj) (pk) (pl) (pm) (pn) (po) (pp) (pq) (pr) (ps) (pt) (pu) (pv) (pw) (px) (py) (pz) (qa) (qb) (qc) (qd) (qe) (qf) (qg) (qh) (qi) (qj) (qk) (ql) (qm) (qn) (qo) (qp) (qq) (qr) (qs) (qt) (qu) (qv) (qw) (qx) (qy) (qz) (ra) (rb) (rc) (rd) (re) (rf) (rg) (rh) (ri) (rj) (rk) (rl) (rm) (rn) (ro) (rp) (rq) (rr) (rs) (rt) (ru) (rv) (rw) (rx) (ry) (rz) (sa) (sb) (sc) (sd) (se) (sf) (sg) (sh) (si) (sj) (sk) (sl) (sm) (sn) (so) (sp) (sq) (sr) (ss) (st) (su) (sv) (sw) (sx) (sy) (sz) (ta) (tb) (tc) (td) (te) (tf) (tg) (th) (ti) (tj) (tk) (tl) (tm) (tn) (to) (tp) (tq) (tr) (ts) (tt) (tu) (tv) (tw) (tx) (ty) (tz) (ua) (ub) (uc) (ud) (ue) (uf) (ug) (uh) (ui) (uj) (uk) (ul) (um) (un) (uo) (up) (uq) (ur) (us) (ut) (uu) (uv) (uw) (ux) (uy) (uz) (va) (vb) (vc) (vd) (ve) (vf) (vg) (vh) (vi) (vj) (vk) (vl) (vm) (vn) (vo) (vp) (vq) (vr) (vs) (vt) (vu) (vv) (vw) (vx) (vy) (vz) (wa) (wb) (wc) (wd) (we) (wf) (wg) (wh) (wi) (wj) (wk) (wl) (wm) (wn) (wo) (wp) (wq) (wr) (ws) (wt) (wu) (wv) (ww) (wx) (wy) (wz) (xa) (xb) (xc) (xd) (xe) (xf) (xg) (xh) (xi) (xj) (xk) (xl) (xm) (xn) (xo) (xp) (xq) (xr) (xs) (xt) (xu) (xv) (xw) (xx) (xy) (xz) (ya) (yb) (yc) (yd) (ye) (yf) (yg) (yh) (yi) (yj) (yk) (yl) (ym) (yn) (yo) (yp) (yq) (yr) (ys) (yt) (yu) (yv) (yw) (yx) (yz) (za) (zb) (zc) (zd) (ze) (zf) (zg) (zh) (zi) (zj) (zk) (zl) (zm) (zn) (zo) (zp) (zq) (zr) (zs) (zt) (zu) (zv) (zw) (zx) (zy) (zz)

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William K. Mitten/Stockphoto; (b) Zartaria/Shutterstock; (c) Imaginate Media; (d) Daniel Pangbourne/Digital Vision/Getty Images; (e) Gene Chirba/Stockphoto; (f) (g) (h) (i) (j) (k) (l) (m) (n) (o) (p) (q) (r) (s) (t) (u) (v) (w) (x) (y) (z) (aa) (ab) (ac) (ad) (ae) (af) (ag) (ah) (ai) (aj) (ak) (al) (am) (an) (ao) (ap) (aq) (ar) (as) (at) (au) (av) (aw) (ax) (ay) (az) (ba) (bb) (bc) (bd) (be) (bf) (bg) (bh) (bi) (bj) (bk) (bl) (bm) (bn) (bo) (bp) (bq) (br) (bs) (bt) (bu) (bv) (bw) (bx) (by) (bz) (ca) (cb) (cc) (cd) (ce) (cf) (cg) (ch) (ci) (cj) (ck) (cl) (cm) (cn) (co) (cp) (cq) (cr) (cs) (ct) (cu) (cv) (cw) (cx) (cy) (cz) (da) (db) (dc) (dd) (de) (df) (dg) (dh) (di) (dj) (dk) (dl) (dm) (dn) (do) (dp) (dq) (dr) (ds) (dt) (du) (dv) (dw) (dx) (dy) (dz) (ea) (eb) (ec) (ed) (ee) (ef) (eg) (eh) (ei) (ej) (ek) (el) (em) (en) (eo) (ep) (eq) (er) (es) (et) (eu) (ev) (ew) (ex) (ey) (ez) (fa) (fb) (fc) (fd) (fe) (ff) (fg) (fh) (fi) (fj) (fk) (fl) (fm) (fn) (fo) (fp) (fq) (fr) (fs) (ft) (fu) (fv) (fw) (fx) (fy) (fz) (ga) (gb) (gc) (gd) (ge) (gf) (gg) (gh) (gi) (gj) (gk) (gl) (gm) (gn) (go) (gp) (gq) (gr) (gs) (gt) (gu) (gv) (gw) (gx) (gy) (gz) (ha) (hb) (hc) (hd) (he) (hf) (hg) (hh) (hi) (hj) (hk) (hl) (hm) (hn) (ho) (hp) (hq) (hr) (hs) (ht) (hu) (hv) (hw) (hx) (hy) (hz) (ia) (ib) (ic) (id) (ie) (if) (ig) (ih) (ii) (ij) (ik) (il) (im) (in) (io) (ip) (iq) (ir) (is) (it) (iu) (iv) (iw) (ix) (iy) (iz) (ja) (jb) (jc) (jd) (je) (jf) (jg) (jh) (ji) (jj) (jk) (jl) (jm) (jn) (jo) (jp) (jq) (jr) (js) (jt) (ju) (jv) (jw) (jx) (jy) (jz) (ka) (kb) (kc) (kd) (ke) (kf) (kg) (kh) (ki) (kj) (kk) (kl) (km) (kn) (ko) (kp) (kq) (kr) (ks) (kt) (ku) (kv) (kw) (kx) (ky) (kz) (la) (lb) (lc) (ld) (le) (lf) (lg) (lh) (li) (lj) (lk) (ll) (lm) (ln) (lo) (lp) (lq) (lr) (ls) (lt) (lu) (lv) (lw) (lx) (ly) (lz) (ma) (mb) (mc) (md) (me) (mf) (mg) (mh) (mi) (mj) (mk) (ml) (mn) (mo) (mp) (mq) (mr) (ms) (mt) (mu) (mv) (mw) (mx) (my) (mz) (na) (nb) (nc) (nd) (ne) (nf) (ng) (nh) (ni) (nj) (nk) (nl) (nm) (no) (np) (nq) (nr) (ns) (nt) (nu) (nv) (nw) (nx) (ny) (nz) (oa) (ob) (oc) (od) (oe) (of) (og) (oh) (oi) (oj) (ok) (ol) (om) (on) (oo) (op) (oq) (or) (os) (ot) (ou) (ov) (ow) (ox) (oy) (oz) (pa) (pb) (pc) (pd) (pe) (pf) (pg) (ph) (pi) (pj) (pk) (pl) (pm) (pn) (po) (pp) (pq) (pr) (ps) (pt) (pu) (pv) (pw) (px) (py) (pz) (qa) (qb) (qc) (qd) (qe) (qf) (qg) (qh) (qi) (qj) (qk) (ql) (qm) (qn) (qo) (qp) (qq) (qr) (qs) (qt) (qu) (qv) (qw) (qx) (qy) (qz) (ra) (rb) (rc) (rd) (re) (rf) (rg) (rh) (ri) (rj) (rk) (rl) (rm) (rn) (ro) (rp) (rq) (rr) (rs) (rt) (ru) (rv) (rw) (rx) (ry) (rz) (sa) (sb) (sc) (sd) (se) (sf) (sg) (sh) (si) (sj) (sk) (sl) (sm) (sn) (so) (sp) (sq) (sr) (ss) (st) (su) (sv) (sw) (sx) (sy) (sz) (ta) (tb) (tc) (td) (te) (tf) (tg) (th) (ti) (tj) (tk) (tl) (tm) (tn) (to) (tp) (tq) (tr) (ts) (tt) (tu) (tv) (tw) (tx) (ty) (tz) (ua) (ub) (uc) (ud) (ue) (uf) (ug) (uh) (ui) (uj) (uk) (ul) (um) (un) (uo) (up) (uq) (ur) (us) (ut) (uu) (uv) (uw) (ux) (uy) (uz) (va) (vb) (vc) (vd) (ve) (vf) (vg) (vh) (vi) (vj) (vk) (vl) (vm) (vn) (vo) (vp) (vq) (vr) (vs) (vt) (vu) (vv) (vw) (vx) (vy) (vz) (wa) (wb) (wc) (wd) (we) (wf) (wg) (wh) (wi) (wj) (wk) (wl) (wm) (wn) (wo) (wp) (wq) (wr) (ws) (wt) (wu) (wv) (ww) (wx) (wy) (wz) (xa) (xb) (xc) (xd) (xe) (xf) (xg) (xh) (xi) (xj) (xk) (xl) (xm) (xn) (xo) (xp) (xq) (xr) (xs) (xt) (xu) (xv) (xw) (xx) (xy) (xz) (ya) (yb) (yc) (yd) (ye) (yf) (yg) (yh) (yi) (yj) (yk) (yl) (ym) (yn) (yo) (yp) (yq) (yr) (ys) (yt) (yu) (yv) (yw) (yx) (yz) (za) (zb) (zc) (zd) (ze) (zf) (zg) (zh) (zi) (zj) (zk) (zl) (zm) (zn) (zo) (zp) (zq) (zr) (zs) (zt) (zu) (zv) (zw) (zx) (zy) (zz)

Illustrator Credits
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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: 8.1 (all) Rich Lo.

Photographs: 8.2 S1 Volina/Shutterstock, (tl, tr) Photodisc/Getty Images, (b) DigitalStock/Corbis; S2 Bettmann/CORBIS; S3 Bo Zaunders/Corbis; S4 Bruce Kluckhohn/Contributor/Getty Images Sport/Getty Images; S5 (tl) Chris Grill/Tetra Images/Corbis, (bl) Corbis Bridge/Alamy.

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 Daemrrich 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.

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