

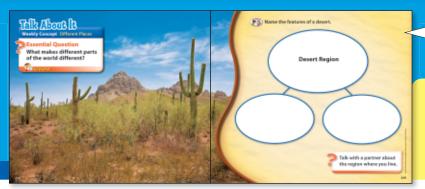
Teach and Model (1) (1) (2) (2) (3)

WEEK 1 LESSON

1

Objectives

- Develop oral language
- Build background about different places
- Understand and use weekly vocabulary
- Read expository text



Materials

- Interactive Worktext, pp. 228–235
- Visual Vocabulary Cards: 117-124
- High-Frequency Word Cards

Go Digital

- Interactive eWorktext
- Visual Vocabulary Cards

Scaffolding for Workshop

WEEKLY CONCEPT

5-10 Minutes

SL.2.1b SL.2.4



Talk About It

Essential Question Read aloud the Essential Question on page 228 of the **Interactive Worktext:** What makes different parts of the world different? Say: A region is any large area or territory. Explain that there are many different regions in the world. Tell children that different regions look and feel very different from each other. Say: Different regions have different climates, or temperatures, types of landforms and plants, trees and flowers.

- Discuss the photograph on page 228. Ask: What type of region do we see in this picture? (a desert) Ask: What do you know about a desert? Have children discuss what they know about a desert.
- Say: I am going to look at the photo and think about the features of a desert. I see that the ground is rocky and sandy. Point to the rocky and sandy areas of the photograph. Say: I will add this information to the web on page 229.
- We Do Say: Let's think about other features of a desert.

 Look at the photograph and share your ideas with your partner. Ask volunteers to share their ideas aloud.

 Then have children choose one feature of a desert to add to their web.
- You Do Guide partners to work together to talk about the features of the desert. Have children use the words from the web to start their sentences: A desert region has ______. You may wish to continue the discussion of different regions around the world by having children describe the region where you live.

REVIEW VOCABULARY

10-15 Minutes

L.2.5a L.2.6 RF.2.3



Review Weekly Vocabulary Words

- Use the **Visual Vocabulary Cards** to review the weekly vocabulary.
- Read together the directions on page 230 of the Interactive Worktext. Then complete the activity.
- 1 layers Have children brainstorm items that have layers. Tell children that people often wear layers of clothing. (shirt, sweater, coat) Encourage children to also think of food items that come in layers. Have children use this sentence frame: _____ is a food that has layers. (Possible answers: sandwich, lasagna, cake)
- **region** Guide children to brainstorm different regions. Tell them that deserts, wetlands, forests, and mountains are all different kinds of regions. Have children use the following sentence frame:

 _____ live in a mountain region. (Possible answers: bears, goats, eagles)
- 3 **location** Discuss with children where certain buildings are located in your community. Ask: What is the location our school? What is the location of the library? Then assist children as they describe the location of their home.
- 4 lively Ask children to name some things that they do at parties. (Possible answers: eat, play games) Ask a volunteer to act out how a lively person might act at a party. Have children use this sentence starter: A lively person might ______. (Possible answers: dance, sing, laugh, tell jokes)

- **growth** Ask children to name things that *grow*. (Possible answers: plants, animals, people) Then ask: Do you grow? How do you measure your growth? (Possible answers: with a scale, with a tape measure) Then help children complete the activity. (Possible answers: garden, field)
- **temperate** Ask: What word do we know that sounds very similar to the word temperate? (temperature)
 Explain that a temperate climate is one that is not too hot and not too cold. Then help children complete the activity, using this sentence frame: A person might wear _____ and ____ in a temperate climate. (Possible answers: a long-sleeve shirt, pants)
- **eerie** Provide an example of an *eerie* sound, such as a creaking door in an old building. Ask for a volunteer to tell another sound that could be *eerie*. Then ask a volunteer to suggest another word that will work in place of *eerie* in the sentence. (scary)
- **Seasons** Write the names of the four *seasons* on the board: *spring, summer, fall/autumn, winter*. Help children write a caption for their tree picture, using the following sentence starter: *My favorite* season *is* ______.

High-Frequency Words

Have children look at page 231 in the **Interactive Worktext**. Help them read, spell, and write each high-frequency word. Guide partners to use each word in a sentence. Then read the story aloud with children. Guide partners to work together to reread the story and circle the high-frequency words. (very, years, also, there, another, part) Listen in and provide assistance reading the high-frequency words, as necessary.

ELLANGUAGE LEARNERS

Display the **High-Frequency Word Cards** for: *part, very, also, another, years, there*. Write a sentence with each word on the board. Have children echo-read each sentence, and point out the high-frequency word. Then ask them to use the word in a new sentence.

READ COMPLEX TEXT

15–20 Minutes

RI.2.3 RI.2.5 SL.2.1b



Read "Alaska: A Special Place"

- Have children turn to page 232 in the Interactive
 Worktext and read aloud the Essential Question.
 Point to the photograph. Say: What are some features
 of Alaska? (mountains) Let's read to find out what
 makes Alaska different from other places. Have children
 echo-read the title.
- Read the story together. Note that the weekly vocabulary words are highlighted in yellow. Expand Vocabulary words are highlighted in blue.
- As children read, have them use the "My Notes" section on page 232 to write questions they have. Children can also write words they don't understand or things they want to remember. Model how to use the "My Notes" section. When I read the first paragraph on page 233, I find out that Alaska is a state with many regions. I will write a question about how one region in Alaska is different from another region in the "My Notes" section.

EMS ENGLISH LANGUAGE LEARNERS

As you read together, have children highlight parts of the text they have questions about. After reading, review the questions children have. Then help them locate the answers to their questions in the text.

Quick Check Can children understand the weekly vocabulary in context? If not, review vocabulary using the Visual Vocabulary Cards before teaching Lesson 2.

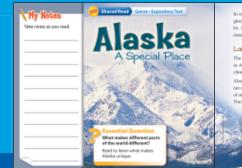
Can children read high-frequency words in context? If not, review using the Read/Spell/Write routine and the High-Frequency Word Cards.

Teach and Model

WEEK 1 **LESSON**

Objectives

- Read expository text
- Understand complex text through close reading
- Recognize and understand how to compare and contrast
- Respond to the selection using text evidence to support ideas



Land Features

Materials

Interactive Worktext, pp. 232–237

Go Digital

- Interactive eWorktext
- Compare and Contrast Mini-Lesson

Scaffolding for



REREAD COMPLEX TEXT

RI.2.3 RI.2.5 L.2.4a



Close Reading: "Alaska: A Special Place"

Reread "Alaska: A Special Place" with children from Interactive Worktext pages 232–235. As you read together, discuss important passages in the text. Guide children to respond to questions using evidence from the text.

Pages 232–233

Prior Knowledge (A) Explain to children that expository selections often give information to readers about a topic. Say: Sometimes authors include text features, such as a map or a diagram, to give readers more information. Point to the map on page 233 and say: Maps are drawings that show the surface features of an area. They often have a key that tells you what the symbols on the map stand for. Then review the key for the map of Florida with children.

Expand Vocabulary Explain to children that a *feature* is a special part of a place or thing. Reread the second paragraph aloud. Say: In the second paragraph, I read about a mountain in Alaska called Mt. McKinley. This must be a land feature. Guide children to circle the word in the paragraph that tells the land feature. (mountain)

Organization A Organization Point out the heading "Land" Features" on page 233. Explain to children that authors can organize expository or informational text by including headings that tell what the text under the heading will be about it. Reread the third paragraph aloud and ask: What land feature does this paragraph give facts and information about? Guide children to write the word that tells. (glaciers)

Vocabulary (1997) Explain to children that expository selections often have many new vocabulary words and concepts. If children have difficulty with the words glaciers or volcanoes, display pictures of them for reference.

Compare and Contrast Say: When we compare, we tell how they are alike. When we contrast, we tell how things are different. Have children look at the map. Say: Two regions on this map are alike because they both have the same land feature. Which land feature can be found in two of the regions? Guide children to draw a box around this land feature on the map. (pictures of mountains)

Page 234

Expand Vocabulary Have children reread the first paragraph. Explain that temperature refers to the hotness or coldness of the air in an environment. Ask: What is the temperature like in the Arctic region? Guide children to circle the sentence that tells. (It is very cold.)

Prior Knowledge (1997) Explain to children that the Arctic region is one of Earth's coldest regions. Alaska is the only state in the United States that has land in the Arctic region. Seven other countries also have land in the Arctic region.

Compare and Contrast Remind children that when we compare two things, we tell how they are alike, and when we contrast two things, we tell how they are different. Have them reread the second paragraph. Ask: How is southern Alaska different from northern Alaska? Guide children to draw a box around the sentence that tells. (It is warmer there.)

Organization (ACT) Point out the photo of the walruses and the caption below it. Explain to children that captions can give more facts and information about the topic. Read the caption out loud. Have children reread the two headings on the page. Ask: What heading do the photo and caption go with? Guide children to underline the heading that tells. (Animals)

Page 235

Organization Point to the heading and remind children that they use headings in expository selections to help tell what the text below the heading will be about. Have children reread the first paragraph. Ask: What sentence tells what the section "Daylight and Darkness" will be about? Guide children to underline their answers. (The seasons are special here.)

Expand Vocabulary Have children reread the second paragraph. Explain that *darkness* means having little or no light. Ask: *What could you do in Alaska during 60 days of* darkness? Guide children to circle the words that tell. (play soccer after school in the dark)

Compare and Contrast Have children reread the page. Ask: The author is telling about the seasons in Alaska. Which two seasons are being compared in this section of text? Guide children to write their answers. (summer and winter)

RESPOND TO READING

10–20 Minutes

RI.2.3 RI.2.5 SL.2.1b



Respond to "Alaska: A Special Place"

Read aloud the questions about "Alaska: A Special Place" on page 236 of the **Interactive Worktext**. Then read aloud the "Discussion Starter" for each of the questions. Guide children to work with a partner to answer the questions orally using the "Discussion Starters." Have children find text evidence to support their answers. Ask children to write the page number(s) on which they found the text evidence for each question.

- **1.** What is special about Alaska's land features? (Possible answers: Alaska has the tallest mountain in the states. Northern Alaska has glaciers. Text Evidence: p. 233)
- 2. What is special about the temperature and animals in Alaska? (Possible answers: I read that the northern region is very cold. The southern region is warmer. Some animals you may find in these regions are polar bears and black bears. Text Evidence: p. 234)
- **3.** What are the seasons like in Alaska? (Possible answers: During the summer in Alaska, the sun does not set for many days. Winter in Alaska is different because the sun does not rise in some parts. Text Evidence: p. 235)

After children discuss the questions on page 236, have them use the sentence starters to answer the question on page 237. Circulate and provide guidance.

V

Quick Check Do children understand vocabulary in context? If not, review and reteach using the instruction on page 194.

Can children identify compare and contrast? If not, review and reteach using the instruction on page 194 and assign the Unit 4 Week 1 digital mini-lesson.

Can children write a response to "Alaska: A Special Place"? If not, review the sentence starters and prompt children to respond orally. Help them write their responses.

3 1 3 1) 1 1 2 Apply

Rocky Mountain

National Park

WEEK 1 **LESSON**

Objectives

- Understand and use new vocabulary words
- Read an expository text
- Recognize and understand compare and contrast
- Understand complex text through close reading







Materials

- "Rocky Mountain National Park" Apprentice Leveled Reader: pp. 2-7
- **Compare and Contrast Graphic Organizer**

Go Digital

- · Apprentice Leveled Reader eBook
- Downloadable Graphic Organizer
- Compare and Contrast Mini-Lesson

Scaffolding for

BEFORE READING



Introduce "Rocky Mountain National Park"

- Read the Essential Question on the title page of "Rocky Mountain National Park" Apprentice Leveled **Reader:** What makes different parts of the world different? We will read about Rocky Mountain National Park. Rocky Mountain National Park is in Colorado.
- Read the title aloud. Point to the pictures and diagrams. Ask: *Is this text fiction or nonfiction?* (nonfiction) This nonfiction text gives facts and information about a real place, Rocky Mountain National Park. Let's read to find out what makes this park special.

Expand Vocabulary

Display each word below. Say the words and have children repeat them. Then use the Define/Example/Ask routine to introduce each word.

meadows (page 6)

Define: fields of grassy land

Example: The *meadows* were full of flowers and

golden grass.

Ask: Are there *meadows* where you live? What could

you do in them?

2 national (page 3)

Define: having to do with a land united under one

government

Example: Many people visit America's *national* parks.

Ask: What *national* holidays do we celebrate?

zones (page 4)

Define: areas with different features or uses

Example: The four *zones* at the picnic had different food and games.

Ask: If you were in charge of one picnic *zone* what would you have in it?

DURING READING



Close Reading

Pages 2–3

Prior Knowledge ASk: What do you know about our country's national parks? Explain that the United States has 58 national parks. These areas of land are protected by our national government. Everything in the park, including the plants and animals, are also protected. They cannot be hurt or taken away. Discuss what children might see if they went to a national park. Ask: Can a person take plants from a national park? (no)

Genre (AS) Explain that nonfiction often has text features to give more information. Point to the map. Say: What does this map show us about the Rocky Mountains? (The Rocky Mountains are very long.) Point to the map key. Say: This feature is called a map key. It tells how to use the map. Review the map key. Ask: What does the map tell us that text does not? (Answers will vary but may include where Rocky Mountain National Park is located and how long the mountain chain is.)

Main Topic and Key Details *Remind children that the* main topic of a selection is what the selection is mostly about. Ask: What is this selection about? (Rocky Mountain National Park) What details have you learned so far? (The Rocky Mountains start in Alaska and end in New Mexico.)

Pages 4-5

Compare and Contrast Say: When we compare two or more things, we tell how they are alike. When we contrast two or more things, we tell how they are different. We can look for clue words such as, like, just as, and the same to compare and words such as but, different, and unlike, which contrast. Read page 4 with children. Ask: Which clue word signals that the three life zones are going to be contrasted? (different) Ask: How are the life zones different from each other? (They have different plants and animals. They have different climates.) Model recording Life Zones in the middle section of their Compare and Contrast charts.

Genre AGT Point to the diagram on page 4. Say: *This diagram shows the three life zones. What does it tell us that the text doesn't?* (where each of the life zones in the park are) Ask: *Which life zone is the highest in the park?* (Alpine Tundra)

Vocabulary Explain that children can use the diagram to help understand the word zone. Ask: In the diagram, what is different about the areas of land in each of the three zones? (The zones are different colors. the zones are at different heights.) Can two zones be in the same place? (no) This is a clue to the meaning of zone.

Vocabulary On page 4 focus on the word *climate*. Say: *Climate is what the weather is like in a place over a long period of time*. Ask: *What is the climate like where you live?*

Organization Point to the heading on page 5 and read it along with children. Say: *The author has organized the text using a compare and contrast text structure. Each section will give facts and information about one of the three life zones to show how it is different from the other two. We can use the headings to know which life zone the author will tell about next. We know from page 4 that the life zones have different animals, plants, and climates. We also know from the diagram that each zone is at a different level in the park. Read page 5 with children. Ask: Which life zone does this section of text tell about? (the montane) Have children point to the text evidence in the second sentence.*

STOP AND CHECK Read the question in the Stop and Check box on page 4. (Answer: three)

Pages 6–7

Compare and Contrast Say: We'll compare and contrast the montane life zone with one of the other zones in Rocky Mountain National Park. Help children add Montane Life Zone as the heading of the left section of their charts. Let's read and look for information about the montane to add to our charts. Read page 6 with children. Ask: What information tells us how the montane zone's climate is different from the other two zones? (The montane is the warmest zone.) Help children record the warmest zone in the left section of their charts.

Compare and Contrast Say: Let's look for another detail that tells how the montane zone is different from the other two zones. What kinds of trees grow in the montane zone? (aspen trees, tall pine trees) Have children point to the text evidence on the page, and help them record these details in their charts.

Genre AGT Explain to children that in nonfiction texts, captions will sometimes give information that is not found anywhere else in the text. Say: We know from the text that squirrels eat seeds. Let's read the caption to see if we can find out more information about squirrels. Read the caption with children. Ask: What is one type of seed the caption tells us squirrels like to eat? (pine nuts)

STOP AND CHECK Read the question in the Stop and Check box on page 7. (<u>Possible answers</u>: The montane is the warmest zone. It has tall pine trees and aspen trees. Flowers grow in meadows. Squirrels, elk, bobcats, and bluebirds live in this zone.)

Have partners review their Compare and Contrast charts for pages 2–7 and discuss what they have learned.

Quick Check Do children understand weekly vocabulary in context? If not, review and reteach using the instruction on page 194.

Can children identify compare and contrast? If not, review and reteach using the instruction on page 194 and assign Unit 4 Week 1 digital mini-lesson.

3 1 3 1 1 1 1 Apply

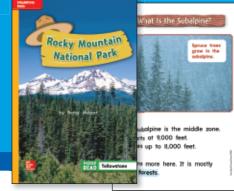
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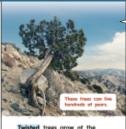
Objectives

- Understand and use new vocabulary words
- Read an expository text
- Recognize and understand expository

Approaching Leveled Reader

 Understand complex text through close reading





Materials

- "Rocky Mountain National Park" Apprentice Leveled Reader: pp. 8–20
- Compare and Contrast Graphic **Organizer**

Go Digital

- Apprentice Leveled Reader eBook
- Downloadable Graphic Organizer
- Compare and Contrast Mini-Lesson

BEFORE READING

SL.2.1a SL.2.6 L.2.5 L.2.6



Expand Vocabulary

Display each word below. Say the words and have children repeat them. Then use the Define/Example/Ask routine to introduce each word.

bend (page 9)

Define: to use force to cause a thing to become

Example: We saw a strong wind *bend* the small tree.

Ask: What could you bend with your hands?

2 dens (page 13)

Define: places where wild animals rest or sleep

Example: Some animal *dens* are under the ground.

Ask: Would bears or birds live in dens?

3 forests (page 8)

Define: a large area with a lot of trees and bushes

Example: We saw many trees on a walk in the forest.

Ask: Would a forest have many trees or very few?

4 frozen (page 11)

Define: hardened by the cold

Example: The lake is *frozen* in winter.

Ask: Is something that is *frozen* hot or cold?

5 twisted (page 9)

Define: to turn or bend a thing to change its shape

Example: The grape vines *twisted* up the fence.

Ask: What is a *twisted* road like?

DURING READING

RI.2.1 RI.2.2 RI.2.4 L.2.4b L.2.6

Close Reading



Vocabulary Write the word *subalpine* on the board and underline the prefix sub-. Say: The subalpine life zone is located above the montane life zone in Rocky Mountain National Park. Use your hands to mime one zone being above the other. Point the prefix sub-. The prefix submeans under or below. For example, a submarine is a boat that floats under the water. Subzero is below freezing temperature. Ask: What does the word subalpine mean? (below the alpine)

Organization (A) Remind children that the author has organized the text using a compare and contrast text structure. Ask: What is the author contrasting in this selection? (the different life zones in Rocky Mountain National Park) Point out the heading. Ask: What life zone will the author give facts and information about in this section of text? (the subalpine)

Genre Read the caption with children on page 9. Ask: How long can trees in the subalpine zone live? (hundreds of years)



Connection of Ideas Ask: Does it look warm or cold in this picture? (cold) Read the caption with children. Ask: What helps pine martens stay warm in the subarctic *life zone?* (They have thick fur.)

STOP AND CHECK Read the question in the Stop and Check box on page 10. (Possible answer: The subalpine is the middle zone. It rains more here. There are dark forests. Mule deer, pine martens, and juncos live there)

Page 11

Vocabulary Point to the word *Tundra* in the heading. Explain to children that tundra is a large area of land in the arctic region that has no trees. Say: Look at the photo. How does this photo help us understand what the word tundra means? (It shows a large area with no trees.) What words would you use to tell what the alpine tundra is like? (<u>Possible answers</u>: rocky, snowy, cold)

Key Details Read the heading with children. Ask: Which life zone is the topic of this section of text? (the alpine tundra) Say: We can find key details about a topic in the text, photos, and captions of an informational selection. Read page 11 with children. Ask: What is the ground like in this zone? (It is always frozen.)

Pages 12–13

Compare and Contrast Help children review the information in their Compare and Contrast Graphic charts. Say. Now we will look for details about the alpine tundra zone that tell how it is different from the montane. Model adding the heading Alpine Tundra Zone to their charts. Ask: How is the climate in this zone different from the warmer climate of the montane? (It snows a lot.) What kind of trees grow in this zone? (There are no trees.)

Connection of Ideas (A) Explain that both trees and flowers are types of plants. Say: We know that the ground is frozen in the alpine tundra zone. We also know there are no trees. Ask: Does frozen ground help trees grow in the alpine tundra zone? (no) Can plants grow in this zone? (yes) What type of plants can grow in the tundra? (small, low plants and some flowers)

Pages 14–15

Organization (A) Read pages 14–15. Ask children which zone these pages tell about. (They don't tell about a zone, they tell about the whole park) Ask: What other part of the book did not tell about a particular zone? (the beginning)

STOP AND CHECK Read the question in the Stop and Check box on page 15. (It is the highest zone in the park. It snows a lot. The ground is always frozen. No trees grow there.)

AFTER READING

10-15 Minutes RI.2.3 RI.2.4 RI.2.9 L.2.4b L.2.6



Respond to Reading

Compare Texts Ask children to compare features such as climate, mountains, plant life, and animal life in "Alaska: A Special Place" and "Rocky Mountain National Park." What makes these places special? What do you want to know about what makes different parts of the world different? Discuss with a partner.

Summarize Have children turn to page 16 and summarize the selection. Answers should include details that show how different park zones have different features.

Text Evidence

Have partners work together to answer questions on page 16. Remind children to use their Compare and Contrast Charts.

Compare and Contrast (Answers will vary but should explain that the zones are at different elevations have different climates and kinds of plants and animals.)

Vocabulary (the subalpine zone; center, in between.)

Write About Reading (Answers will vary but should point out that more plants grow in the warmer zones.)

Independent Reading

Encourage children to read the paired selection "Yellowstone" on pages 17–19. Have them summarize the selection and compare it to "Rocky Mountain National Park." Have them work with a partner to answer the "Make Connections" questions on page 19.

Quick Check Can children identify compare and contrast? If not, review and reteach using the instruction on page 194 and assign the Unit 4 Week 1 digital mini-lesson.

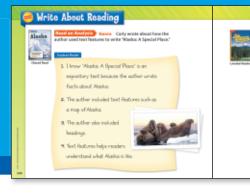
Can children respond to the selection using text evidence? If not, provide sentence frames to help them organize their ideas.

E&ASSE Integrate

WEEK 1 **LESSON**

Objectives

- Review weekly vocabulary words
- Review compare and contrast
- Write an analysis about an author's use of text features



Materials

- Visual Vocabulary Cards: 117-124
- Interactive Worktext, pp. 238-239
- Assessment Book, pp. 40–41

Go Digital

- Visual Vocabulary Cards
- Compare and Contrast Mini-Lesson
- Interactive eWorktext
- eAssessment

Scaffolding for Reading/Writing Workshop

REVIEW AND RETEACH

R.I.2.3 RI.2.5 L.2.4a



Weekly Vocabulary

Display one Visual Vocabulary Card at a time and guide children to use the vocabulary word in a sentence. If children have difficulty creating a sentence, have them find the word in "Alaska: A Special Place" or "A Special Sunset" and use context clues in the passage to define the vocabulary word.

Comprehension: Compare and Contrast

Write and say: Tennis and soccer are both fun sports. Tennis is played on a court, but soccer is played on a field. Tennis players use racquets to hit the ball, unlike soccer players, who kick the ball. Tennis matches have no time limit, but soccer matches do. Ask: What clue word shows how tennis and soccer are alike in the first sentence? Circle "both" and say: When we compare, we think about how things are alike. I know that clue words such as similar, both, and also can signal a comparison.

We Do Say: When we contrast, we think about how things are different. Ask: What clue word shows how tennis and soccer are different in the second sentence? The clue words unlike and but can help signal a contrast. Guide children to circle "but" and write contrast.

You Do Display: Rosa and Mike both like pizza. Rosa likes sausage pizza, but Mike likes plain. Guide one partner to ask a question about comparisons or contrasts in the text. Have the other partner find a clue word that helps to answer the question. Have partners switch and discuss their answers.

WRITE ABOUT READING

W.2.2 W.2.8 W.4.9



Read an Analysis

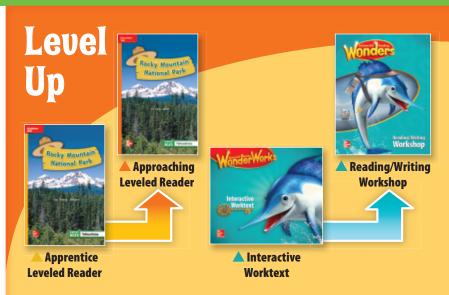
- Guide children to look back at "Alaska: A Special Place" in the **Interactive Worktext**. Have volunteers review the details they marked on page 233 and summarize the text. Repeat with pages 234–235. How did the author make the selection expository text?
- Read aloud the directions on page 238. Read aloud the student model. This student's work is not a summary. It is an analysis, or description, of how the author made "Alaska: A Special Place" an expository text.
- When you write an analysis, you should include key details from the text that tell about the selection. Read *Carly's first sentence.* Guide children to circle the topic of the selection. (Alaska) Ask: What part of the selection does this detail appear? (the beginning)
- Read the second sentence. Draw a box around the details in Carly's writing. (text features such as a map of Alaska)
- Guide children to point to the third sentence. This sentence tells of another text feature the author included. Guide children to name the text feature. (headings) Ask: How does the author use headings to help you understand the topic? (Headings help organize information.)
- The third part is the concluding statement. A good concluding statement sums up the paragraph and gives the reader closure. Have children underline the concluding statement. Why is this a good ending? (It says how the author uses text features to tell more about the topic.)

Analytical Write an Analysis

Guided Writing Read the writing prompt on page 239 together. Have children review the text features used in "Rocky Mountain National Park." Tell them to use the sentence starters to help them figure out what information to write in each section. If children have difficulty, have them select a section and find a text feature. Ask: How does the author use this text feature?

Peer Conference Have children read their analysis to a partner. Listeners should summarize the strongest text evidence that supports the topic sentence and discuss any sentences that are unclear.

Teacher Conference Check children's writing for complete sentences and whether they included details from the selection. Review the last sentence and ask: *Does the author use details to support the story?* If necessary, have children revise their sentences by adding more details.



IF children read the **Apprentice Level** Reader and the **Interactive Worktext** Shared Read fluently and answer the Respond to Reading questions

THEN read together the Approaching Level Reader main selection and the **Reading/Writing Workshop** Shared Read from *Reading Wonders*. Have children take notes as they read, using self-stick notes. Then ask and answer questions about their notes.

Writing Rubric

	4	3	2	1
Text Evidence	Includes three or more details from the text.	Includes two or more details from the text.	Includes only one detail from the text.	No text evidence is included.
Writing Style	Writes in complete sentences. Uses correct spelling and grammar.	Uses complete sentences. Writing has spelling and grammar errors.	Few complete sentences. There are many spelling and grammar errors.	Writing is not accurate or in complete sentences.

ASSESSMENT

Weekly Assessment

Have children complete the Weekly Assessment using **Assessment** book pages 40–41.