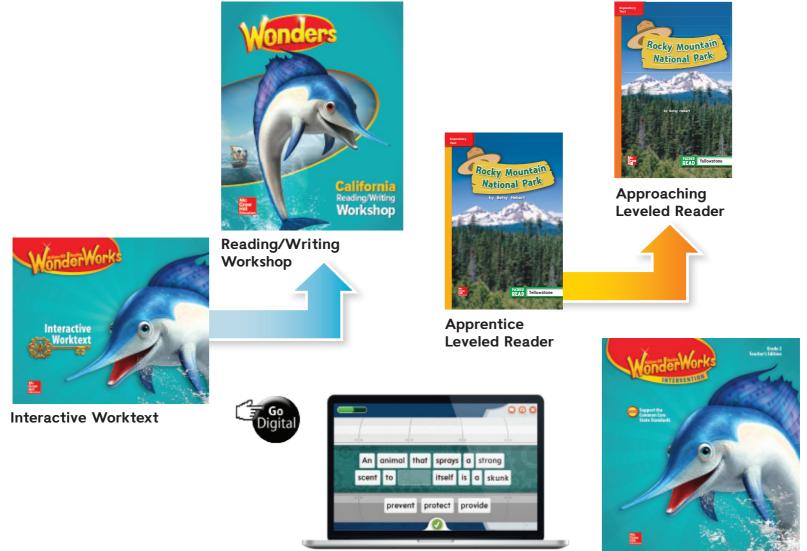
# SAMPLER







### **Your Connected Intervention Solution**



Adaptive Learning

*WonderWorks* Teacher's Edition

# *WonderWorks* intervention moves students towards grade level expectations more quickly with:

- Connected skills, strategies, vocabulary, and texts
- Scaffolded support for accelerated progress
- Targeted reinforcement of foundational skills
- Ample practice for accuracy and fluency

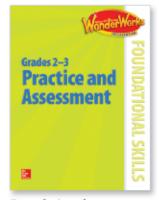
### More WonderWorks Resources

- Flexible, explicit instruction for phonics, structural analysis, word recognition, and fluency
- Ample practice for achieving accuracy and fluency
- Assessment to monitor progress and mastery



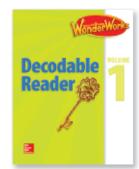
**Foundational Skills** Lesson Cards

Sound-Spelling Cards



Foundational **Skills Practice and** Assessment

Sound-Spelling WorkBoards



Grades 2-3

STRA 111

**SKILLS KIT** 

FOUNDATIONA

**Decodable Readers** 



Digital Support

eBooks

Phonological Awareness Phonemic Awareness

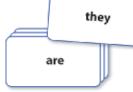
Phonics

Fluency

Structural Analysis Word Automaticity

> Online Assessments and Reporting





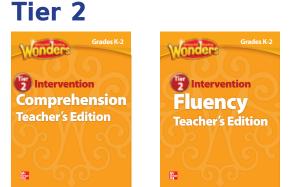
High-Frequency Word Cards

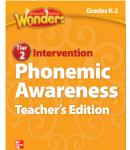


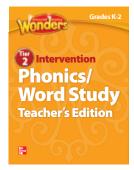
Letter and Word-Building Cards

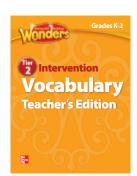


Photo Cards









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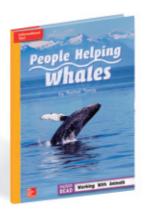
# **Program Components**



# How WonderWorks Supports Wonders

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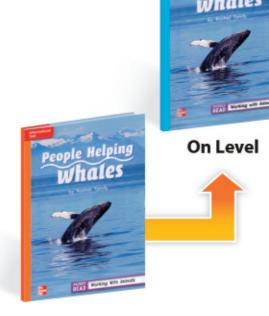
**Practice and Apply** 



Apprentice Level

### Apprentice Leveled Reader

- Same weekly content and vocabulary as Reading Wonders
- Two selections in each reader that allow students to apply close reading skills
- Acceleration plan that allows students to level up to the leveled readers in *Reading* Wonders

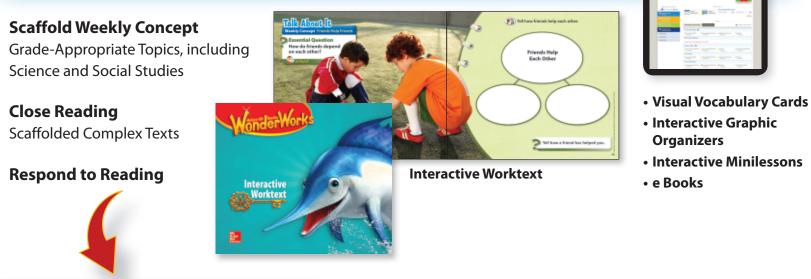


### **Approaching Level**

Helping

# Teaching with WonderWorks

### TEACH AND MODEL



### PRACTICE AND APPLY

**Close Reading** Scaffolded Complex Texts

**Respond to Reading** 





- Interactive Graphic Organizers
- Interactive Minilessons
- e Books



**Review and Reteach** Vocabulary Comprehension Skills

Write About Reading Scaffolded Analytical Writing

**Assess** Weekly Assessment



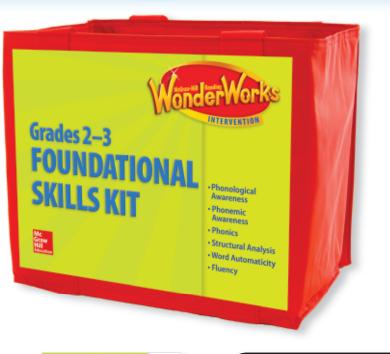
Assessment

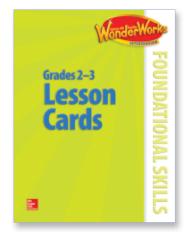


### **DIFFERENTIATE** Foundational Skills

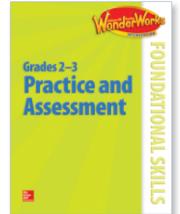
### **Foundational Skills Kit**

- Flexible, explicit instruction for the following strands:
  - Phonological Awareness
  - Phonemic Awareness
  - Phonics
  - Structural Analysis
  - Word Recognition
  - Fluency
- Ample practice for achieving accuracy and fluency
- Assessment to monitor progress and mastery

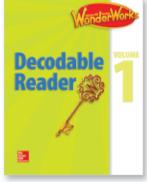




Foundational Skills Lesson Cards



Foundational Skills Practice and Assessment

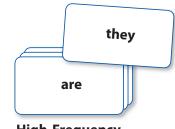


**Decodable Readers** 



**Digital Support** 

- e Books
- Online Assessments and Reporting



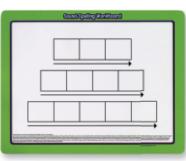
High-Frequency Word Cards







Sound-Spelling Cards



Sound-Spelling WorkBoards





Letter and Word-Building Cards

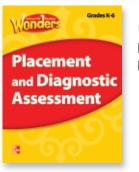
# Assessment in WonderWorks

### **Placement and Diagnostic Assessment**

Includes diagnostic assessments for

- Phonological Awareness and Phonemic Awareness
- Phonics
- Fluency
- Reading Comprehension

Recommendations for placement into Reading WonderWorks



*Wonders* Placement and Diagnostic Assessment

### **Quick Checks**

Informal teacher observations based on student practice within daily lessons

**Quick Check** Can children identify key details? If not, review and reteach using the instruction on page 16 and assign the Unit 1 Week 1 digital mini-lesson.

### **Weekly Assessment**

- Assesses comprehension and vocabulary
- Focused on finding and citing text evidence
- Includes written short responses
- One text per test
- 50% Literature and 50% Informational Text

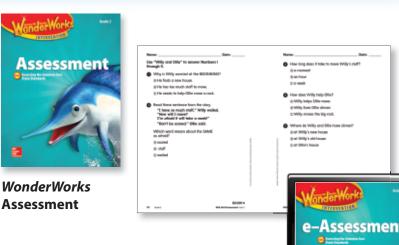


WonderWorks Assessment

Real "Real" No" before you or	Date:	Name:	Date
Read World High Before you an fromgh 1.	ower Maribers I	Use "Nick's Trip" to answ	
Rick's Trip		Where does Grow live?	
Bub gets alletter.			
The letter is from Gron.		How do like and Man	and the Court has not
Gran lives in Itely.		Enew o box cound th	
Bulk wants to shift from.		brew o box created th	a perferice that ten.
More and Rick fly on a plone.		D Biok does not undersite	end the words he hears.
Then they ride or train to Gran's he	NIR.	Circle the aronis that t	tell you why
But hears people talk.		C Haw date Rick from d	
They speek a different language.			
They use words blok does not long	• I	Underline the ambero	es that hell pau.
Bub and Manyshill for a week.		How long do Rich and	More visit Georit
Rick learns about lifely's outhers.		Draw o hos ormand yo	NF DIEWEC
He tries new food.			
Einen shenen him och	1		
Then they say goodbye to Gran.			
It is time to fly home.	1	1	

### Mid-Unit Assessment

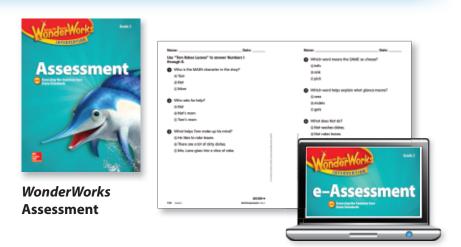
- Assesses text-dependent comprehension and vocabulary
- Includes two texts per test with text-dependent questions
- 50% Literature and 50% Informational Text



### **Unit Assessment**

Every 6 weeks

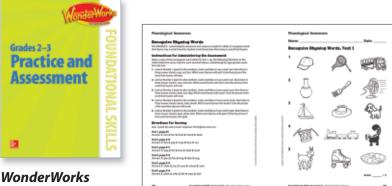
- Assesses text-dependent comprehension and vocabulary
- Includes two texts per test with textdependent questions
- 50% Literature and 50% Informational Text



### **Foundational Skills Assessment**

Every 6 weeks

- Phonological Awareness
- Phonemic Awareness
- Letter Naming Fluency
- Sight Word Fluency
- Phonics and Structural Analysis Survey
- Oral Reading Fluency Assessment



Foundational Skills Practice and Assessment

### Exit Test

- Assesses text-dependent comprehension and vocabulary
- Includes two texts per test with text-dependent questions
- 50% Literature and 50% Informational Text

### **Exiting Out of WonderWorks**

Students who score 85% or higher on the *Reading WonderWorks* Unit Assessment participate in "Level Up" instruction during Week 6 of the unit and take the Exit Test.

If students

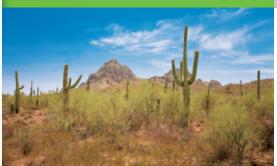
- score 85% or higher on the *Reading WonderWorks* Exit Test
- achieve Fluency Assessment goals for the unit
- successfully apply close reading skills with the Approaching Leveled Reader
- score mostly 3–4 on the Level Up Write About Reading prompt
- reach grade-level benchmarks in the Foundational Skills Assessments and Reading Wonders Adaptive Learning

Then consider moving students out of *Reading WonderWorks*.



# Our Life, Our World

### Week 1 **Different Places**



**ESSENTIAL QUESTION** What makes different parts of the world different?

### **Build Background**

### ᄚ Vocabulary

L.2.4a eerie, growth, layers, lively, location, region, seasons, temperate

> Access Complex Text Organization

Comprehension RI.2.9 Skill: Compare and Contrast Respond to Reading

### 📾 Write About Reading W.4.9 Inform/Explain: Genre

Week 2 **Earth Changes** 



**ESSENTIAL QUESTION** How does the Earth change?

### **Build Background**

🚧 Vocabulary L.2.4a active, earth, explode, island, local, properties, solid, steep

> Access Complex Text Genre

📾 Comprehension RI.2.3 Skill: Cause and Effect **Respond to Reading** 

📾 Write About Reading 🛛 🔩 👹 W.4.9 Inform/Explain: Cause and Effect

S

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### Week 3 Our Culture Makes Us Special



**ESSENTIAL QUESTION** How are kids around the world different?

### **Build Background**

### 🚧 Vocabulary

L.2.4a common, costume, customs, favorite, parades, surrounded, travels, wonder

> Access Complex Text Connection of Ideas

### Comprehension CESS

RI.2.9 Skill: Compare and Contrast **Respond to Reading** 

📾 Write About Reading W.4.9 Inform/Explain: Compare

Ν



and Contrast



🕝 Quick Check

Vocabulary, Comprehension

S

S

Weekly Assessment Assessment Book, pp. 40-41



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Vocabulary, Comprehension

Weekly Assessment Assessment Book, pp. 42-43 🕝 Quick Check

F

Vocabulary, Comprehension

Weekly Assessment Assessment Book, pp. 44-45

> MID-UNIT ASSESSMENT Assessment Book, pp. 96–103

**Fluency Assessment** Assessment Book, pp. 250–265

Т

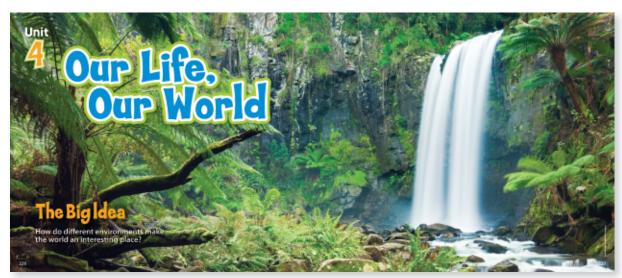


Use the Foundational Skills Kit for explicit instruction of phonics, structural analysis, fluency, and word recognition. Includes *Reading Wonders* Adaptive Learning.

Week 4 Week 5 Week 6 **Folktales About Nature Poems About Nature** ASSESS RETEACH LEVEL UP **ESSENTIAL QUESTION ESSENTIAL QUESTION** Reteach How can we understand nature? What excites us about nature? **Comprehension Skills** Vocabulary **Build Background Build Background** Write About Reading ᄚ Vocabulary 🚳 Vocabulary L.2.4a ashamed, boast, dash, holler, plenty, L.2.4a drops, excite, outdoors, pale Level Up similarities, victory, wisdom Read Approaching Leveled Reader **Poetry Words** Write About Reading: Access Complex Text alliteration, free verse, repetition, simile **Compare Texts** Genre Access Complex Text Comprehension Connection of Ideas RL.2.2 Skill: Theme **Respond to Reading** Comprehension RL.2.2 Skill: Theme 📾 Write About Reading **Respond to Reading** W.4.9 Inform/Explain: Theme 📾 Write About Reading W.4.9 Opinion: Word Choice S S S F Ε S M Т Α Ν 🥝 Quick Check **Quick Check** Unit Assessment Assessment Book, pp. 149–157 Vocabulary, Comprehension Vocabulary, Comprehension **Fluency Assessment** Weekly Assessment Weekly Assessment Assessment Book, pp. 250–265 Assessment Book, pp. 46-47 Assessment Book, pp. 48-49 **EXIT TEST** Assessment Book, pp. 205-213

to r) Mike Theiss

# ABOUT UNIT 4



UNIT 4 OPENER, pp. 226–227

### The Big Idea

How do different environments make the world an interesting place?

### Talk About It

Read aloud the Big Idea on page 226 of the **Interactive Worktext:** How do different environments make the world an interesting place? Ask children if they have ever been to a forest. Have volunteers describe the forest. If children have difficulty, model describing a forest. Ask children to tell what they find interesting about forests.

Discuss the photo on pages 226–227. Ask: What do you see in the picture? (A waterfall in a forest) What else do you see? (rocks, plants, a tree) What do you find interesting about the picture? (Answers will vary.)

Then say: Let's name some other environments that we have seen or visited. (jungle, desert, beach and so on.) *How is a beach different from a forest?* Have children discuss with their partners. Instruct children to come up with two ways they are different. Then have partners share their ideas with the group.

Then say: Let's look back at our Big Idea. How do different environments make the world an interesting place? Have children discuss with partners and then share their ideas with the group. Explain to children that they will be discussing the Big Idea throughout the unit. Each week they will talk, read and write about different environments.

### **Build Fluency**

Each week, use the **Interactive Worktext** Shared Reads and **Apprentice Leveled Readers** for fluency instruction and practice. Keep in mind that reading rates vary with the type of text that children are reading as well as the purpose for reading. For example, comprehension of complex informational texts generally requires slower reading.

**Explain/Model** Use the Fluency lessons on pages 378–382 to explain the skill. Then model the skill by reading the first page of the week's Shared Read or Leveled Reader.

**Practice/Apply** Choose a page from the Shared Read or Leveled Reader. Have one group read the top half of the page one sentence at a time. Remind children to apply the skill. Have the second group echo-read the passage. Then have the groups switch roles for the second half of the page. Discuss how each group applied the skill.

### **Weekly Fluency Focus**

Week 1	Pronunciation
Week 2	Phrasing
Week 3	Expression
Week 4	Expression
Week 5	Phrasing

Foundational Skills Kit You can also use the Lesson Cards and Practice pages from the Foundational Skills Kit for targeted Fluency instruction and practice.

### Access Complex Text



### **Interactive Worktext**

ACT

	Week 1	Week 2	Week 3	Week 4	Week 5
	"Alaska: A Special Place"	"Into the Sea"	"Happy New Year!"	"Why the Sun and the Moon Live in the Sky"	"Snow Shape"
Quantitative	Lexile 430 TextEvaluator™ 17	Lexile 490 TextEvaluator™ 6	Lexi <b>l</b> e 420 TextEvaluator™ 10	Lexile NP TextEvaluator™ NP	Lexile NP TextEvaluator™ NP
Qualitative	<ul> <li>Organization</li> <li>Vocabulary</li> </ul>	• Genre • Vocabulary	<ul> <li>Connection of Ideas</li> <li>Vocabulary</li> </ul>	• Genre • Vocabulary	<ul> <li>Connection of Ideas</li> <li>Vocabulary</li> </ul>
¥	The Weekly Concept lessons will help determine the reader's knowledge and engagement in the weekly concept.				
Reader and Task	Weekly Concept: p. 186 Questions and tasks: pp. 188–189	Weekly Concept: p. 196 Questions and tasks: pp. 198–199	Weekly Concept: p. 206 Questions and tasks: pp. 208–209	Weekly Concept: p. 218 Questions and tasks: pp. 220–221	Weekly Concept: p. 228 Questions and tasks: pp. 230–231

### **Apprentice Leveled Reader**

	Week 1	Week 2	Week 3	Week4	Week 5
	"Rocky Mountain National Park"	"Earthquakes"	"Sharing Cultures"	"Why Turtles Live in Water"	"A Hike in the Woods"
Quantitative	Lexile 270 TextEvaluator™ 12	Lexile 290 TextEvaluator™ 6	Lexile 260 TextEvaluator™ 16	Lexile NP TextEvaluator™ NP	Lexile 240 TextEvaluator™ 6
Qualitative	<ul> <li>Organization</li> <li>Prior Knowledge</li> <li>Genre</li> <li>Connection of Ideas</li> <li>Vocabulary</li> </ul>	<ul> <li>Genre</li> <li>Connection of Ideas</li> <li>Vocabulary</li> </ul>	<ul> <li>Connection of Ideas</li> <li>Organization</li> <li>Genre</li> <li>Vocabulary</li> </ul>	<ul> <li>Genre</li> <li>Connection of Ideas</li> <li>Organization</li> <li>Vocabulary</li> </ul>	<ul> <li>Connection of Ideas</li> <li>Vocabulary</li> </ul>
¥	The Weekly Concept lessons will help determine the reader's knowledge and engagement in the weekly concept.				
Reader and Task	Weekly Concept: p. 186 Questions and tasks: pp. 190–193	Weekly Concept: p. 196 Questions and tasks: pp. 200–203	Weekly Concept: p. 206 Questions and tasks: pp. 210–213	Weekly Concept: p. 218 Questions and tasks: pp. 222–225	Weekly Concept: p. 228 Questions and tasks: pp. 232–235

See page 383 for details about Text Complexity measures.

# Teach and Model



Scaffolding for

**Objectives** 

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

Reading/Writing Workshop

Read expository text

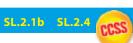


### Materials

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

### WEEKLY CONCEPT





### 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.
- **Do** 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** L.2.5a L.2.6 RF.2.3

10–15 Minutes

### **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)
- **2 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)

- 5 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)
- 6 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)
- 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)
- 8 **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 highfrequency 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.

### **EIII** ENGLISH LANGUAGE 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 RL2.3 RL2.5 SL2.1b

### 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.

### 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 **MORKTEXT**

Ny Notes



### **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

Scaffolding for Wonders Reading/Writing Workshop

# <complex-block>

### Materials

Interactive Worktext, pp. 232–237

Go Digital • Interactive eWorktext • Compare and Contrast Mini-Lesson

### **REREAD COMPLEX TEXT**

20–25 Minutes

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) C T 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 AC1** 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** (AGT) 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** (ACT) 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 AGT** 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)

### 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.

- What is special about Alaska's land features? (Possible answers: Alaska has the tallest mountain in the states. Northern Alaska has glaciers. <u>Text Evidence</u>: 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. <u>Text Evidence</u>: 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.

**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.

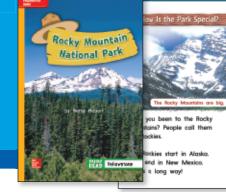
Can children write a response to "Alaska: A Special Place"? If not, review the sentence starters and prompt children to respond orally. Help them write their responses.

### ELED RE Apply WEEK 1



### **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

### **Gr Go** Digital

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

Scaffolding for **Approaching Leveled Reader** 

### **BEFORE READING** 10-15 Minutes

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

**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

ial place. Can you find i

**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** 20–30 Minutes RI.2.1 RI.2.2 RI.2.5 L.2.4a L.2.5

### **Close Reading**

**Pages 2–3** 

**Prior Knowledge AC1** 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 AGr** 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** (AC) 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 A C •** 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** (ACT) 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.

### EVELED READER Apply WEEK 1



Scaffolding for

### Objectives · Understand and use new vocabulary

- words Read an expository text Recognize and understand expository
- text Understand complex text through
- close reading

Approaching Leveled Reader

### Rocky Mountain National Park at 9,000 feet up to ILOOO feet

# this zo ds bend the tr wind changes their g

### Materials

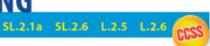
- "Rocky Mountain National Park" Apprentice Leveled Reader: pp. 8-20
- **Compare and Contrast Graphic** Organizer

### Gr Go Digital

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

### **BEFORE READING**





### 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 curved

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?

### 6 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

20-30 Minutes 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)97 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 (A)** Read the caption with children on page 9. Ask: How long can trees in the subalpine zone live? (hundreds of years)

### 🔘 Page 10

**Connection of Ideas** (AG) 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 guestion 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*? (Possible answers: 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** (AGT) 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 AC1** 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.

# Integrate **REBASSESS**

WEEK 1 LESSON	<b>Objectives</b> <ul> <li>Review weekly vocabulary words</li> <li>Review compare and contrast</li> <li>Write an analysis about an author's use of text features</li> </ul>	ee Wr Alaska Jacob Ree		Entrance         General         Write about how the author coeffiction basis           coeffiction basis         Social "Rocky Meansis" National Fact" an expectiony text. Complete the sentences.           1. This is an expectacy text because the author entre about	Materials Visual Vocabulary Cards: 117–1. • Interactive Worktext, pp. 238–2 • Assessment Book, pp. 40–41
5			expension y text because the author unute facts about Alaska 3. The subter included text features such as a map of Alaska 3. The active should leading.	A. the author included trut features outh as      A. the author included trut features outh as      A. fault features drawes      4. Text features helps reades and estand	<b>Go</b> Digital • Visual Vocabulary Cards • Compare and Contrast Mini-Lesson
Scaffolding for	Reading/Writing Workshop	-	<ul> <li>Toot features helps reactions understand what Alapha is like.</li> </ul>		Interactive eWorktext     eAssessment

### **REVIEW AND RETEACH**





### **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

25–35 Minutes

### 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.)

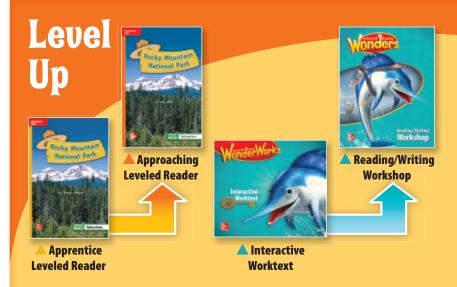
### Unit 4

### 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 <b>F</b>	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.

# **Additional Resources**

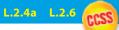
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### WEEKLY VOCABULARY



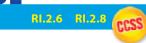
- Use the **Visual Vocabulary Cards** to reteach Weekly Vocabulary words. Focus on any words that children found difficult. Display the card and have children read the word. Show the image. Explain the word's meaning and have them repeat the meaning and use the word in a sentence. Provide sentence starters as needed. For example, say: *Something that is simple to do is* \_\_\_\_\_\_. For more practice, have children use the Partner Talk activities on the Visual Vocabulary Cards.
- Have children write the words on a sheet of paper or index card. Say the meaning of a word. Have children hold up the card and say the word. Then have them repeat the meaning and use the word in a sentence orally.
- Have children write a sentence using each word. Then ask them to draw a picture to illustrate their sentence.
- For any vocabulary words that children continue to find troublesome, reinforce the meanings using the **Define/Example/Ask** routine. Describe the routine in detail to children.

**Define** Tell children the meaning of the word using child-friendly language, or words they already know. For example, say: *The word* enormous *means "very big."* Try restating the definition or using it differently from the way it was first presented. **Example** Give children an example of how the word is used, using their own common experiences. For example, say: *Our school has an* enormous *gym. It is bigger than any other room in the school.* 

**Ask** Use a question to help children connect the word to known words and use the word in speaking. For example, ask: *What have you seen that is* enormous? *What words mean the same, or nearly the same, as* enormous? *What words mean the opposite of* enormous? Through questions, you can observe if children understand a word's meaning. If they don't, try using a series of Yes/ No questions such as these: *Would an ant that is 10 feet tall be enormous? Is 20 feet an enormous distance for you to walk?* 

- Always have children pronounce the words multiple times. Ask them to discuss meanings with a partner, which will give them opportunities to use the words in speaking and listening.
- If children confuse words that look or sound the same, such as *carnival* and *carnivore*, write the words on the board, one above the other. Say each word slowly. Have children repeat it. Then help children compare the spellings. Ask: *What's the same in both words? What's different?*

### **AUTHOR'S PURPOSE**



### Informational

Unit and Week	Pages
Unit 3 Week 1	132–139
Unit 3 Week 3	152–159
Unit 6 Week 2	328–335

Write and say: A snowplow is a truck that pushes snow. Snowplows move snow off the street. They are used after big snowstorms. They do very important work. Driving in snow can be very dangerous. They get the snow off the road so people can drive to work.

Say: Remember, the author's purpose is the main reason an author writes a text. An author might write to tell information, to explain a topic, or to describe something. To find the author's purpose for writing a selection, I can look for clues in the text and ask myself, "What does the author want me to know?" In the first sentence, I read that a snowplow is a truck that pushes snow. The author wants me to know what a snowplow is. Underline the first sentence and write "what a snowplow is." Say: The rest of the selection gives me details about snowplows and what they can do. Draw an arrow pointing to the rest of the passage and write, "information about snowplows." When I look at these clues, I can tell the author's purpose is to inform the reader about snowplows and why they are important.

We Do Display: Florida is a great place to live. There are beaches everywhere. The weather is almost always warm. There are lots of theme parks. There are also water parks. There are many things to do there. I know you would love it! Ask: What is the purpose of these sentences? (to explain why Florida is a great place to live) How can you tell? (The writer states an opinion and then gives reasons for holding that opinion.)

You Do Display: Fish make great pets. They are so much fun to watch. They swim and dart around their tanks. There are many different types of fish you can choose from. They come in many different colors and patterns. Fish are pretty when they swim. Also, it is easy to care for a fish. Guide partners to work together to decide on the purpose of the text.

For more practice, have children use the digital minilesson or use an Interactive Worktext Shared Read or Apprentice Leveled Reader from one of the weeks in the chart above.

### **CAUSE AND EFFECT**



### Informational

Unit and Week	Pages
Unit 4 Week 2	204–211
Unit 5 Week 5	298–305

Write and say: Ben's muscles are very sore today. That's because he played soccer all day yesterday! Say: Remember that the effect is what happened and the cause is what made it happen. The first sentence tells me what happened. That is the effect. Underline the first sentence and write "effect." Say: To find the cause I will ask myself "Why were Ben's muscles sore?" I read in the second sentence that Ben's muscles are sore because he played soccer all day. Circle the second sentence and write "cause." Say: The signal word "because" gave me a clue that the author is telling me about a cause.

- We Do Display: Lee ate too much ice cream. So, now he feels sick. Ask: How does Lee feel? (He feels sick.) Is this a cause or an effect? (effect) What signal word tells you it is an effect? (So) Why does Lee feel sick? (because he ate too much ice cream) Is this a cause or an effect? (cause)
- You Do Display: Sara put her fishing pole in the water. Then she caught a big fish. Bill sat in the boat reading a book. He did not catch any fish. Guide partners to work together to decide on the causes and effects in the text. Have children identify the signal words.

For more practice, have children use the digital minilesson or use an Interactive Worktext Shared Read or Apprentice Leveled Reader from one of the weeks in the chart above.

### CHARACTER, SETTING, EVENTS

RL.2.3 RL.2.7 CCS

### Literature

Unit and Week	Pages
Unit 1 Week 2	18–25
Unit 1 Week 3	28–35

Nora. They were walking in the woods. It was a quiet afternoon. Nora found an old tennis ball. Gary threw the ball for Nora. Nora chased after it. They had a fun time together.

Say: To find the characters in the story I will ask myself, "Who are the people and animals in the story?" Underline "Gary" and "Nora," and write "characters." Say: Gary and Nora are the characters. To find the setting I will ask myself, "Where and when does the story take place?" Underline the second and third sentences and write "setting." Say: These sentences tell me that the setting is in the woods in the afternoon. To find the events, I will ask myself, "What are the things that happen in the story?" Underline sentences two, four, five, and six. Write "events." Say: These sentences tell me the events, or what happened in the story.

- We Do Display: Tucker and Lily went to the market. There were lots of people there. Lily ate a banana. Tucker bought a gift for his Mom. Ask: Who are the characters in the story? (Tucker and Lily) What is the setting? (the market) What are the events? (Lily ate a banana and Tucker bought a gift for his Mom.) How do you know these are the events? (because these are the things that happen in the story)
- You Do Display: Gram and John were at the beach. They played in the sand all morning. Gram built a sand castle. John looked for shells. They went for a swim in the afternoon. Guide partners to work together to identify the characters, setting, and events.

For more practice, have children use the digital minilesson or use an Interactive Worktext Shared Read or Apprentice Leveled Reader from one of the weeks in this chart.

### COMPARE AND CONTRAST

### Literature

Unit and Week	Pages
Unit 4 Week 3	214–221

Write and say: Ted and Lea have the same goal. They both want to be doctors. They want to be different kinds, though. Lea wants to be a foot doctor. Ted wants to be a doctor for animals.

Say: You can compare and contrast characters and events in a story. To compare two things, think about how they are alike. To contrast two things, think about how they are different. Circle "same" in the first sentence. Say: The signal word same tells me that the author is showing how two things are alike. How are Ted and Lea alike in this story? Underline the second sentence. Say: I read here that Lea and Ted both want to be doctors. What is different about Ted and Lea? Circle the "different" in the third sentence. Say: Different is a signal word. It tells me the author is contrasting two things. What is different about Ted and Leah? Underline "a foot doctor" in the fourth sentence and "a doctor for animals." Say: I read here that Lea wants to be a foot doctor, but Ted wants to be a doctor for animals. That is how they are different.

We Do Display: Sandy and Jeff are friends. They are the same age. They both live on Kane Street but they were born in different towns. Also, Jeff is tall and Sandy is short. Say: Let's compare the two characters. How are Sandy and Jeff alike? (They are the same age. The live on the same street.) How do you know? (The signal words "same" and "both" tell me these are ways they are alike.) Let's contrast the two characters. How are they different? (They are from different towns.) What is the signal word that gives you a clue? (different)

You Do Display: Hal and Grace are in the same class at school. Hal likes math best. Grace loves to read stories. But they both love music. At lunch, they both like to eat turkey sandwiches. After school, they both play basketball. Guide partners to work together to decide how the characters are alike and how they are different. Have children identify any signal words.

For more practice, have children use the digital minilesson or use an Interactive Worktext Shared Read or Apprentice Leveled Reader from the week in the chart above.

## COMPARE AND CONTRAST

### Informational

Unit and Week	Pages
Unit 4 Week 1	194–201

Do Display and read aloud: Dolphins and blue whales both live in the ocean. Both need air to breath. They look very different though. Blue whales are the biggest ocean animals. Dolphins are much smaller. Say: When you compare, you tell how things are alike. When you contrast, you tell how things are different. Readers can think about how an author compares and contrasts two things to understand how they are connected. Circle "both" in the first sentence. Say: Both is a signal word. It tells me the author is showing how two things are alike. How are dolphins and blue whales alike? Underline "live in the ocean." I also read in the second sentence that both need air to breath. How are dolphins and blue whales different? Circle "different" in the third sentence. Say: The signal word different tells me that blue whales and dolphins are different in how they look.

We Do Display and say: Pugs and boxers are both types of dogs. Pugs and boxers are different sizes. Pugs are small, but boxers are big. Say: Let's compare pugs and boxers. How are pugs and boxers alike? (They are both types of dogs.) How do you know? (The signal word "both" tells me) Let's contrast pugs and boxers. How are they different? (They are different sizes.) What signal word that gives you a clue? (different)

You Do Display: Live oaks and redwoods are pretty trees. They are both found in America. Live oaks and redwoods are different in some ways. Live oaks are found in the southeast, but redwoods are found in the northwest. Redwoods are much taller than live oaks. Guide partners to work together to decide how the redwoods and live oaks are alike and how they are different. Have children identify any signal words. For more practice, have children use the digital minilesson or use an Interactive Worktext Shared Read or Apprentice Leveled Reader from the week in the chart above.

### **KEY DETAILS**



Unit and Week	Pages
Unit 1 Week 1	8–15
Unit 1 Week 4	40–47
Unit 1 Week 5	50–57

**RI.2.1** 

Write and say: Dolphins are neat animals. Dolphins are friendly to humans. Dolphins make sounds and whistle to communicate. They are also smart and playful. That is why so many people love dolphins.

Say: Key details are the most important details of a selection. Usually, key details are facts. They explain more about the topic. The topic here is dolphins. To find the key details, I will ask myself, "Does this detail give me more information about dolphins?" Underline the second sentence. Write "key detail." Say: This sentence tells me that dolphins are friendly to humans. This is a key detail because it tells me more about the topic. Underline "sounds" and "whistle" in the third sentence. Write "key details." Underline "smart" and "playful" in the fourth sentence. Write "key details." Say: The fourth sentence tells me that dolphins are smart and playful. These are two more key details about dolphins.

- We Do Display: A salmon is a fish. They are born in a stream. When they grow, they swim to the sea. They stay in the sea for years. Then they swim back to the stream. They lay their eggs there and die. Ask: Where are salmon born? (in a stream) Where do salmon go when they grow? (to the sea) Where do they go to lay their eggs? (back to the stream) Are these key details? (yes) How do you know? (because they give more information about the topic)
- You Do Display: A seal is an animal that lives in the sea. They also spend time on land. Seals are mammals. They feed milk to their babies. Seals are very curious. They sometimes follow boats to see what is happening on the boat. Seals can be found all over the world. Guide partners to work together to identify the key details.

For more practice, have children use the digital minilesson or use an Interactive Worktext Shared Read or Apprentice Leveled Reader from one of the weeks in the chart above.

### **KEY DETAILS**

Literature	RL.2.1 CCSS
Unit and Week	Pages
Unit 1 Week 1	8–15

**IDo** Write and say: Austin and Ian are brothers. They go with their parents to visit their Grandma for her birthday. Austin brings her a card he made. Ian gives Grandma a drawing he made at school.

Say: Key details are the most important details of a selection. Ask: Why do Austin and lan go to visit their Grandma? I can look for key details to learn the answer. Circle "for her birthday" in the second sentence and write key detail. Say: This part of the sentence tells me why they visit their Grandma. It is a key detail. Then circle "Austin brings her a card" and "Ian gives Grandma a drawing" and write key details. Say: These are two more key details because tell me important information about Grandma's birthday.

- We Do Display: Freddy the frog was sitting in his pond. It was a sunny day. His friend Sam the salamander swam over to him. Sam asked him if he wanted to play hide and seek. Freddy said yes! Then he swam down to the bottom of the pond to hide. Ask: What key detail tells you who Sam is? (his friend) Where are Freddy and Sam? (in a pond) What does Sam want to do? (play hide and seek) Are these key details? (yes) How do you know? (because they tell important information about what's happening in the story)
- You Do Display: Jennifer rode her bicycle with her Dad. They rode to the town fair. When they got there, they were very excited. They couldn't decide whether to have a lemonade or go on a ride first. Guide partners to work together to ask each other questions to identify the key details.

For more practice, have children use the digital minilesson or use an Interactive Worktext Shared Read or Apprentice Leveled Reader from the week listed in the chart above.

# MAIN IDEA AND KEY DETAILS



Unit and Week	Pages
Unit 3 Week 4	164–171
Unit 3 Week 5	174–181
Unit 6 Week 3	338–345

Write and say: Did you know that robots are all around us? There are robots that clean people's floors. Doctors use robots to heal people. Some people do not have an arm or a leg. They use robot arms to help them live.

Say: Remember, the main idea is the most important point an author makes about a topic. To find the main idea, I need to look for key details. I see that some of these sentences give details about robots. Underline the second sentence and write "key detail." Say: This sentence gives a key detail about robots. I will look for more key details about robots. Underline the third and fifth sentences and write "key details." Say: To find the main idea I will ask myself, "What do these details have in common?" I see that all three details tell me about the ways robots make our lives easier. So, the main idea is: Robots do many things to make our lives easier.

We Do Display: Bees help our crops to grow. They also make honey. We use the honey to make our food taste sweet. We also use the wax bees make. We use it for lip balm, candles, and many other things. Say: Let's look at the key details in the sentences to find the main idea. What is one key detail? (Bees help our crops to grow.) What other key details can you find? (We use bees' honey to make our food sweet; we use bees' wax for many things) What do all the details have in common? (They all tell how bees are useful to humans.) What is the main idea of the passage? (Bees are useful to humans in many ways.) You Do Display: Days of heavy rain can cause dangerous floods. A flood can also happen when snow melts or water rises in a river and goes over the bank. Floods can ruin buildings. When flood water fills the streets, disease can spread. People can become stuck at home for days. Floods can even cause fires. Guide partners to work together to identify the main idea and which details support the main idea.

For more practice, have children use the digital minilesson or use an Interactive Worktext Shared Read or Apprentice Leveled Reader from one of the weeks in the chart above.

# MAIN TOPIC AND KEY DETAILS

### Informational

Unit and Week	Pages
Unit 2 Week 3	90–97
Unit 2 Week 4	102–109

Do Display and read aloud: The birds live in a nest. The nest is high up in the tree. It is made of grass and sticks. The nest holds the birds' eggs. It keeps them safe. Ask: What is this paragraph about? I can look for a main topic. Circle the words birds and nest in the first sentence. Say: I notice the text is mostly about the birds' nest. The nest must be the main topic of the paragraph. Underline sentences 2–5. Say: These sentences give me important information about the birds' nest. That tells me that these are the key details.

We Do Display and say: Baking cookies is fun. You mix the ingredients in a bowl. You bake them in the oven. The cookies come out warm and tasty. Ask: What are these sentences mainly about? (baking cookies) How do you know? (When I reread the sentences, they all tell something about baking cookies.) Which key details tell how to make the cookies? (You mix the ingredients in a bowl.; You bake them in the oven.) How do you know these are key details? (because they give important information about the main topic)

You Do Display: Ana's new shoes are great. She can run fast in them. She can jump over puddles in them. Ana's new shoes feel good on her feet. Have partners read the sentences out loud to each other. Then guide one partner to tell the main topic and the other to identify key details. Have partners switch and discuss their answers.

For more practice, have children use the digital minilesson or use an Interactive Worktext Shared Read or Apprentice Leveled Reader from one of the weeks in the chart above.

### PLOT

Literature

Unit and We

	RL.2.5	CCSS
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ek	Pages	

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Unit 2 Week 1	70–77

Do Display and read aloud: Jen and Frank are outside. Jen sees a dark cloud. She tells Frank it might rain. Frank stays outside. Jen goes in the house. It rains. Frank gets wet. Say: Remember, the plot is the key events that happen in the story. To find the plot, I can think about the key events in the beginning, middle, and end of the story. Ask: What does Jen do at the beginning of the story? Circle "She tells Frank it might rain." Say: At the beginning of the story Jen sees a dark could and tells Frank it might rain. Ask: What do Jen and Frank do in the middle of the story? Circle the fourth and fifth sentences. Say: I read that Frank stays outside and Jen goes in the house. How does the story end? Circle the last sentence. Say: The story ends with Frank getting wet.

- We Do Display and say: Hiro got in the boat. He rowed the bow around the island. Then he stopped on the beach. Hiro took a swim. Then Hiro rowed his boat home. Ask: What did Hiro do after he stopped on the beach? (He took a swim and rowed home.) How do you know? (I read it in the last two sentences.)
- You Do Display: Hanna and Burt want to fly their kite. They have to add a tail to the kite. Burt holds the string. Hanna ties the ribbon. Finally, the kite is ready to fly. Guide one partner to ask a question and the other to answer it. Have partners focus on the events that happen in the beginning, middle and end of the story.

For more practice, have children use the digital minilesson or use an Interactive Worktext Shared Read or Apprentice Leveled Reader from the week listed in the chart above.

### **POINT OF VIEW**



### Literature

Unit and Week	Pages
Unit 5 Week 1	256–263
Unit 5 Week 2	266–273
Unit 6 Week 5	360–367

Write and say: Joe is sitting alone. "Do you want to play checkers with me?" a girl asks. "Sure!" Joe says, smiling at his new friend. Say: Remember, you can figure out a character's point of view by what the character says and does. Underline the third sentence. Say: I read that Joe says "Sure" and smiles at his new friend. So, I know that Joe's point of view is that he wants to play checkers.

We Do Display and say: Eve is playing soccer with her team. Her coach says he needs her to come out of the match. She doesn't want to. "Can I play for five more minutes?" Eve asks. "I think I can score a goal." Say: To find a character's point of view, we must look at what the character thinks and says. What does Eve do when her coach asks her to stop playing? (She asks if she can play for five more minutes.) What is Eve's point of view about coming out of the match? (She doesn't want to.) What is her coach's point of view? (He thinks Eve should come out of the match.)

You Do Display: Jan is eating lunch. She puts her fork down. "I don't like fish," Jan says. "I want to have pizza for lunch." "Oh, Jan," her dad says. "Fish is good for you." Have partners ask each other questions to identify Jan and her dad's points of view.

For more practice, have children use the digital minilesson or use an Interactive Worktext Shared Read or Apprentice Leveled Reader from one of the weeks in the chart above.

### **PROBLEM AND SOLUTION**

### Informational

Unit and Week	Pages
Unit 6 Week 4	350–357

Write and say: Sometimes your bike tire can go flat. You can a patch kit at the store. You can fix the hole in the tire with a patch. Then you can put air in the tire. Now you can ride your bike! Say: One way an author can present information is by writing about a problem and a solution. You can think about the problem and how it is solved to make connections in the text. What is the problem in the text? Underline the first sentence. Write "problem." Say: The problem your bike has a flat tire. What are the steps taken to try to solve the problem? Circle the third and fourth sentences. Write "steps to solve the problem. What is the solution? The solution is to fix the hole and put air in the tire.

We Do Display: People have to pay for electricity. Some people want to save money on this. One way to help is to turn out the lights when they leave a room. They can watch less TV. They can wear a sweater indoors during the winter. Now they are using less electricity and will save money. Ask: What is the problem? (Some people save money on electricity.) What is one step people can take to solve this problem? (They can turn out the lights when they leave a room.) Have children identify the other steps to solving the problem. (Watch less TV; wear a sweater indoors during the winter.) What is the solution to the problem? (Find ways to use less electricity and save money.)

You Do Display: If you sprain your ankle, it can be painful. First, you should sit down. Put your ankle up on a pillow. You can also put ice on the ankle. These things can stop the swelling. Your ankle will not hurt as much. Guide partners to work together to identify the problem, steps to solving the problem, and the solution. For more practice, have children use the digital minilesson or use an Interactive Worktext Shared Read or Apprentice Leveled Reader from the week listed in the chart above.

### PROBLEM AND SOLUTION

### Literature

Unit and Week	Pages
Unit 2 Week 2	80–87
Unit 5 Week 4	288–295

I Do Write and say: Sue and Abe want to buy a new board game. They don't have enough money to pay for the game. Sue and Abe ask Grandma to help them earn the money. Grandma lets Sue and Abe rake her leaves to earn the money. Ask: What problem do Sue and Abe have? Circle "They don't have enough money to pay for the game." Ask: What step do Sue and Abe take to solve their problem? Circle "Sue and Abe ask Grandma to help them earn the money." Say: How does Grandma help Sue and Abe rake her leaves to earn the money."

We Do Display and say: Dev finds a backpack in the lunch room. The backpack belongs to someone else. Dev thinks about what she should do. Dev decides to bring the backpack to the Lost and Found. Ask: What problem does Dev face in this story? (The backpack belongs to someone else.) How does Dev solve this problem? (Dev brings the backpack to the Lost and Found.) You Do Display: Kat is at the movies with her dad. She finds a seat where she can see the screen. A tall man sits in front of Kat. Now Kat cannot see the screen. Her dad tells Kat he will switch seats with her. Kat agrees to switch seats. Guide one partner to ask a question about the problem or solution and the other partner to respond with details that answers it.

For more practice, have children use the digital minilesson or use an Interactive Worktext Shared Read or Apprentice Leveled Reader from one of the weeks in the chart above.

### **SEQUENCE**

### Literature

Unit and Week	Pages
Unit 3 Week 2	142–149

Do Display and read aloud: Karl wants to make lemonade. First, he squeezes the lemons and saves the juice. Next, he adds sugar. Then, Karl mixes them with water. At last, Karl has tasty lemonade. Say: The sequence is the order of the key events in a story. I know that words such as first, next, then, and last can help tell the order of what happens in a story. Ask: What happens first in the story? Circle "he squeezes the lemons and saves the juice," and write first. The word first tells me that this is the first thing to happen. Ask: What even happens next? Circle "Next, he adds sugar," and write next. Continue with the remaining events.

We Do Display and say: First Ben wakes up. Next, he brushes his teeth. Then, he goes downstairs for breakfast. Finally, he makes a bowl of cereal. Ask: What is the first event that happens? (Ben wakes up.) What clue word helps tell what the order of this event in the story? (First) What clue word tells what happens at the end of story? (Finally)

You Do Display: Cara jumped into the snow. First she rolled around in the snow. Next she threw handfuls of snow into the wind. Then, she made big snow balls. Last she shook off the snow from her coat. Guide one partner to ask the other to identify the story's sequence of events. Have partners discuss the clue words to the sequence of events.

For more practice, have children use the digital minilesson or use an Interactive Worktext Shared Read or Apprentice Leveled Reader from the week listed in the chart above.

### **SEQUENCE**

Informational	RI.2.6 RI.2.8 CCSS
Unit and Week	Pages
Unit 5 Week 3	276–283

Do Display and read aloud: Anna made a vinegar volcano. First, she put a cup on newspaper. Next, she poured vinegar in the cup. Then, she added some baking soda. The last thing that happened was bubbles began to fizz up. It worked! Say: Sequence is the order in which events happen. Readers can think about a sequence of events to understand how events are connected. Words such as first, then, next, and last can help show when events happened. Ask: What did Anna do first? Circle "she put a cup on newspaper," and underline First. Ask: What event happens next? Circle "she poured vinegar in the cup," and underline Next. Continue with the remaining events.

We Do Display and say: First, Lee marked the space for his garden. Then he dug up the land. Next, he planted the seeds. The last thing Lee did was water the seeds. Ask: What is the first thing Lee did? (marked the space for a garden) What sequence word helps you understand this? (First) What sequence word tells what Lee does at the end of the selection? (last)

You Do Display: Rosa wanted to see if oil and water would mix. First, she put some water and cooking oil in a bottle. Then, she screwed on the lid and shook the bottle. Next she sat the bottle down and waited. At last the oil floated to the top. Oil and water do not mix! Guide one partner to ask the other to identify the selection's sequence of events. Have partners discuss the sequence words that helped show how the events are connected.

For more practice, have children use the digital minilesson or use an Interactive Worktext Shared Read or Apprentice Leveled Reader from the week listed in the chart above.

### THEME



### Literature

Unit and Week	Pages
Unit 4 Week 4	226–233
Unit 4 Week 5	236–243
Unit 6 Week 1	318–325

Do Display and read aloud: Dre has a lot to do, but Nan asked Dre to come to her play. Dre ran home to eat dinner. He cleaned the dishes. He did his homework. Dre did not want to miss his friend's play. Dre hurried and made it on time. At then end, he clapped and clapped. Say: I can use the key details to figure out the theme. I read that Dre has many things to do, but he tries hard to see Nan's play. Underline the first sentence and write, "key details." Say: The last sentences tell me that Dre cares about his friend Nan. Underline the last two sentences and write, "key details." Say: When I think about these details, I can come up with the theme: Dre cares about his friend Nan.

We Do Display and say: Bree's little brother left for school in a hurry. He forgot to water his plant. Bree knew that the plant was special to his brother. Bree watered the plant for him. Bree wanted to do a nice thing. Bree's little brother came home and thanked Bree. Say: To find the theme, we must look for the key details. What does Bree do for her brother? (water his plant) Why does Bree do this for her brother? (Bree wanted to be nice.)

You Do Display: Lex likes to play with his soccer ball outside. Lex was kicking it in his yard. But he quickly got bored. He wished he had a friend to play with. Then he saw Sara sitting alone. Lex asked Sara to kick the ball with him. They had fun playing soccer together. Have partners look at the characters' actions and what they say and do to come up with the theme of the story. For more practice, have children use the digital minilesson or use an Interactive Worktext Shared Read or Apprentice Leveled Reader from one of the weeks in the chart above.

### INFORM/EXPLAIN

	W.2.2 W.2.5 W.4.9 CCSS		
Unit and Week	Pages		
U1W1	14–15		
U1W2	24–25		
U1W3	34–35		
U1W5	56–57		
U2W1	74–75		
U2W2	84–85		
U2W3	94–95		
U2W5	116–117		
U3W1	134–135		
U3W2	144–145		
U3W3	154–155		
U3W5	176–177		
U4W1	194–195		
U4W2	204–205		
U4W3	214–215		
U4W4	226–227		
U5W1	254–255		
U5W2	264–265		
U5W4	286–287		
U5W5	296–297		
U6W1	314–415		
U6W2	324–325		
U6W4	346–347		

### **Review an Analysis**

- Have children turn to a student model of an analysis that informs and explains in the **Interactive Worktext**. Read aloud the student model while children follow along.
- Explain to children that in this analysis the student informs and explains how an author developed the text. Point to the first sentence and identify the key details from the text. Then work with children to identify the key details in the remaining sentences. Point out how the details support the topic.
- Read aloud the last sentence. Have children turn to a partner and answer the questions: *What does this student explain about the text?*

### **Revise an Analysis**

**Revise Writing** Work with children to select a writing product that they completed in Weeks 1–5 that would benefit from revision. Review with children the writing you selected and the related **Interactive Worktext** lesson. Discuss the writing selection and the checklist of items that the selection should include.

Guide children to check that their writing includes details from the selection. Have children identify whether or not the details support the topic. Remind children to include details from the beginning, middle and end of the selection.

Guide children to determine how best to revise their writing. Work with them to add or improve the elements that they found were missing or in need of work. Have children revise the writing based on their review.

**Teacher Conference** Compare children' revision to their original writing. Check children' writing for complete sentences. Did they cite text evidence to support their topic?

### **OPINION**

	W.2.1 W.2.5 W.4.9 CCSS		
Unit and Week	/eek Pages		
U1W4	46–47		
U2W4	106–107		
U3W4	166–167		
U4W5	236–237		
U5W3	274–275		
U6W3	334–335		
U6W5	356–357		

### **Review an Analysis**

- Have children turn to a student model of an analysis that shares an opinion in the **Interactive Worktext**. Read aloud the student model while children follow along.
- Explain to children that in this analysis the student gives an opinion about the text. Point out opinion words, such as *I think*, *I like*, and *good/bad*. Have children point out facts, details, quotations, and other text evidence that support the student's opinion.

### **Revise an Analysis**

**Revise Writing** Work with children to select a writing product that they completed in Weeks 1–5 that would benefit from revision. Review with children the writing you selected and the related **Interactive Worktext** lesson. Discuss the writing selection and the checklist of items that the selection should include.

Guide children to check that their writing begins with a topic sentence and that it includes the title of the selection. Have children identify whether or not the writing includes details from the text that support their opinion. Remind children to include details from the text.

Guide children to determine how best to revise their writing. Work with them to add or improve the elements that they found were missing or in need of work. Have children revise the writing based on their review.

**Teacher Conference** Compare children' revision to their original writing. Check children' writing for complete sentences. Did they include an opinion? Did they cite text evidence to support their opinion?

### **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 was 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.