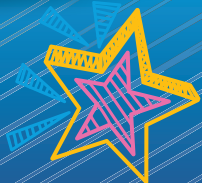
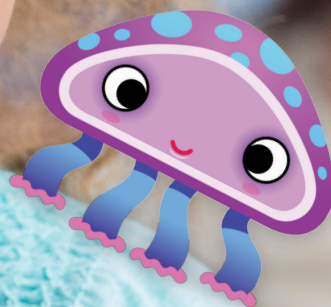


SAVVAS

LESSON WALKTHROUGH

# myView

L I T E R A C Y



**Create Your Story!**

GRADES K-5



# myView

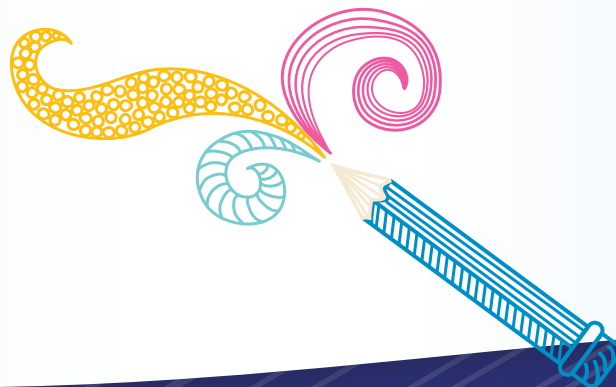
L I T E R A C Y



## Create Your Story!

A new literacy solution can be daunting- even one built with teachers in mind, like *myView Literacy*. What will this look like in my classroom? What does a lesson look like?

We created this guide to walk you through a *myView Literacy* lesson so that you can envision what *myView* would look like in your classroom, with your students.



# Instruction for Today's Classroom



**Contemporary instruction** helps you address literacy, content areas, social-emotional learning, and – most importantly – student curiosity every day.

## PROJECT-BASED INQUIRY

Tackle science and social studies themes in your literacy block while fostering student interest. *myView* selections build background knowledge, so students are equipped to solve a culminating, real-world challenge.



### Reading

Using whole group and small group instruction, the Reading block follows a **gradual release model** that enables you to easily differentiate for all reading abilities.



### Reading-Writing Bridge

In Bridge lessons, students practice skills that are complementary to both reading and writing, such as analyzing the author's craft, word study, spelling, and language and conventions.



### Writing

During Writing instruction, student authors participate in **daily minilessons** where they're immersed in genres through mentor texts and develop their own writer's craft.

**WHY BRIDGE?** As teachers, we know that reading and writing are reciprocal. The Bridge makes this crucial connection perfectly clear for your students. They have the opportunity to read as writers and write for readers with every selection!

UNIT 2  
UNIT OF STUDY

UNIT THEME

# I Spy

## Essential Question

How do living things grow and change?

**Weekly Questions**  
Students relate the weekly questions to their reading.  
WEEKS 1-5

WEEK  
**3**

### How Do Baby Animals Grow?

How are baby animals different from their parents?

BOOK CLUB

WEEK  
**2**

### The Life Cycle of a Sunflower

How do plants grow and change?

BOOK CLUB

WEEK  
**1**

### The Life of a Frog

How do animals grow and change?

T2 UNIT 2

The Unit of Study Overview provides the unit **Theme** and **Essential Question**.



Each week of the **Unit of Study** frames instruction with a focus question.





WEEK  
**4**

## Poetry Collection

How do animals change with the seasons?



WEEK  
**5**

## Bigger Shoes for the Big Race

How do people grow and change?



WEEK  
**6**

## Project



## Project-Based Inquiry

At the end of the unit, students will get the chance to apply what they've learned about "I Spy" in the **WEEK 6 PROJECT: New at the Zoo!**

I Spy T3



The Weekly Selections build to the culminating Week 6 **Project-Based inquiry**.



The **Unit Overview** provides a high-level view of the goals, key skills, and selections for each six weeks.



## UNIT 2 UNIT OVERVIEW

# UNIT THEME I Spy

	WEEK 1	WEEK 2	WEEK 3
<b>READING WORKSHOP</b>	<p><b>Informational Text</b> </p>  <p><b>The Life of a Frog</b></p> <p>Identify the main idea to understand informational text.</p>	<p><b>Informational Text</b> </p>  <p><b>The Life Cycle of a Sunflower</b></p> <p>Use informational text structures to make inferences from a text.</p>	<p><b>Informational Text</b> </p>  <p><b>How Do Baby Animals Grow?</b></p> <p>Read informational text to explore the author's purpose for writing.</p>
<b>FOUNDATIONAL SKILLS</b>	Phonological Awareness, Phonics, High-Frequency Words		
 <b>READING-WRITING WORKSHOP BRIDGE</b>	Bridge reading and writing informational text through: <ul style="list-style-type: none"> <li>• Academic Vocabulary</li> <li>• Handwriting</li> <li>• Read Like a Writer</li> <li>• Write for a Reader</li> </ul>		
<b>BOOK CLUB SEL</b>	<i>Red-Tailed Hawks at Big Bend</i> by Frances E. Ruffin What can we learn about the life cycle of animals?		
<b>WRITING WORKSHOP</b>	Introduce Mentor Stacks and immerse in informational texts.	Develop elements of informational writing.	Develop the structure of informational writing.
 <b>READING-WRITING WORKSHOP BRIDGE</b>	Bridge reading and writing informational text through: <ul style="list-style-type: none"> <li>• Spelling</li> <li>• Language &amp; Conventions</li> </ul>		





## UNIT GOALS

**SEL** SOCIAL-EMOTIONAL LEARNING

### UNIT THEME

- Talk with others about how living things grow and change.

### READING WORKSHOP

- Read informational text and understand its elements.

### READING-WRITING WORKSHOP BRIDGE

- Use language to make connections between reading and writing informational text.

### WRITING WORKSHOP

- Write informational texts using elements of informational text.

## WEEK 4

### Poetry



#### Poetry Collection

Describe elements of poetry to create new understandings.

## WEEK 5

### Drama



#### Bigger Shoes for the Big Race

Identify the elements of plays and what makes them unique.

## WEEK 6

### Inquiry and Research



#### New at the Zoo! Research Articles

### FOUNDATIONAL SKILLS

Phonological Awareness, Phonics, High-Frequency Words

### Project-Based Inquiry

- Generate questions for inquiry
- Research an animal to add to the local zoo
- Engage in productive collaboration
- Incorporate media
- Celebrate and reflect

Phonological Awareness, Phonics, High-Frequency Words

Bridge reading and writing informational text through:

- Academic Vocabulary
- Handwriting
- Read Like a Writer
- Write for a Reader

### Choose Your Book

How do other living things grow and change like we do?

Apply writer's craft and conventions of language to develop and write informational text.

Publish, celebrate, and assess informational writing.

Bridge reading and writing informational text through:

- Spelling
- Language & Conventions



Adaptations T5



The **Unit Skills Overview** provides a look at the key skills covered in the 6-week unit of study.



## UNIT 2 SKILLS OVERVIEW

### UNIT THEME **I Spy**

		WEEK 1 Informational Text The Life of a Frog	WEEK 2 Informational Text The Life Cycle of a Sunflower	WEEK 3 Informational Text How Do Baby Animals Grow?
READING WORKSHOP	Foundational Skills	Phonological Awareness: Segment and Blend Phonemes; Final Sounds; Change Phonemes Phonics: Initial Consonant Blends; Final Xx / ks/ High-Frequency Words: <i>help, little, come, my, saw</i>	Phonological Awareness: Produce Rhyming Words; Add and Remove Phonemes Phonics: /k/ Sound Spelled ck; /s/ Sound and /z/ Sound Spelled Ss High-Frequency Words: <i>walk, she, what, take, jump</i>	Phonological Awareness: Segment and Blend Phonemes; Add and Remove Phonemes Phonics: Final Consonant Blends; Inflectional Ending -s High-Frequency Words: <i>this, use, from, think, blue</i>
	Minilessons Bank	Infographic: How Big Is the Baby? Informational Text: <i>The Life of a Frog</i> Words that Tell About Frogs Find the Main Idea Find Important Details Talk About It: Respond to Informational Text	Diagram: Parts of a Plant Informational Text: <i>The Life Cycle of a Sunflower</i> Words that Tell About Plants Find Text Structure Make Inferences Talk About It: Respond to Informational Text	Infographic: Baby Animal Names Informational Text: <i>How Do Baby Animals Grow?</i> Words that Name Different Animals Discuss Author's Purpose Ask and Answer Questions Write to Sources: Respond to Informational Text
	Academic Vocabulary	Related Words	Synonyms	Context Clues
	Handwriting	Letters Tt and Write Letters with Correct Slant	Letters Oo and Letters Cc	Appropriate Spacing Between Letters in Words and Letters Aa
	Read Like a Writer/Write for a Reader	Word Choice	Word Choice	Description Text Structure
	Weekly Focus	<b>Introduce and Immerse</b>	<b>Develop Elements</b>	<b>Develop Structure</b>
WRITING WORKSHOP	Minilessons Bank	Informational Book Main Idea and Details Simple Graphics Brainstorm a Topic and Main Idea Plan Your Informational Book	Main Idea Explore Facts and Details Apply Facts and Details Explore Simple Graphics Apply Simple Graphics	Organize with Structure Explore Features and Simple Graphics Apply Features and Simple Graphics Explore Introduction and Conclusion Apply Introduction and Conclusion
	Spelling	Spell Words with Initial Consonant Blends	Spell Words with Consonant Pattern -ck	Words with Final Consonant Blends
	Language & Conventions	Simple Sentences	Declarative Sentences	Interrogative Sentences

T6 UNIT 2



Follow step-by-step, or use the flexible options to meet the needs of your students.







## Essential Question

What is a neighborhood?


### WEEK 4

Poetry
<b>Poetry Collection</b> 
Phonological Awareness: Produce Rhyming Words; Change Phonemes
Phonics: Consonant Digraphs <i>sh, th</i> ; Inflectional Ending <i>-ing</i>
High-Frequency Words: <i>goes, make, her, too, all</i>
Time Line: Changing with the Seasons
Poetry: "The Long Sleep" and "Changes"
Words that Tell About Animals
Describe Elements of Poetry
Create New Understandings
Talk About It: Respond to Literature
<b>Writer's Craft</b>
Edit for Capitalization
Explore Singular, Plural, Common, Proper, and Possessive Nouns
Apply Singular, Plural, Common, Proper, and Possessive Nouns
Explore Complete Sentences with Subject-Verb Agreement
Apply Complete Sentences with Subject-Verb Agreement
Spell Words with Consonant Digraphs <i>sh, th</i>
Exclamatory Sentences

### WEEK 5

Drama
<b>Bigger Shoes for the Big Race</b> 
Phonological Awareness: Change Phonemes; Medial Sounds; Distinguish Between Short and Long <i>a</i>
Phonics: Long <i>a</i> Sound Spelled VC <i>e</i> ; Vowel Digraphs <i>ai</i> and <i>aw</i>
High-Frequency Words: <i>four, five, ride, your, part</i>
Poem: Growing Older
Play: <i>Bigger Shoes for the Big Race</i>
Words that Describe
Find Elements of Drama
Make Inferences
Write to Sources: Opinion
<b>Publish, Celebrate, and Assess</b>
Edit for Capitalization
Edit for Commas
Prepare for Celebration
Celebrate
Assessment
Spell Long <i>a</i> Words
Imperative Sentences

### WEEK 6

Inquiry and Research
<b>New at the Zoo!</b> 
<b>Foundational Skills</b>
Phonological Awareness: Change Phonemes; Distinguish Between Short and Long <i>i</i> ; Segment and Blend Phonemes
Phonics: Long <i>i</i> Spelled VC <i>e</i> ; /s/ Sound Spelled <i>c</i> ; and /j/ Sound Spelled <i>g</i>
High-Frequency Words: <i>know, many, after, into, don't</i>
Spelling: Spell Long <i>i</i> Words
Compare Across Texts: "I Spy"
Inquire: Animals in Zoos
Leveled Research Articles
Academic Words
Explore and Plan: Introduce Persuasive Writing
Conduct Research: Use Print and Digital Sources
Collaborate and Discuss: Analyze Student Model
Search Online
Extend Research: Incorporate Media
Revise and Edit
Celebrate and Reflect

The **Reading Routines Companion: Practices Grounded in the Science of Reading** provides additional explicit instruction for Grades K-5.





## UNIT 2 INTRODUCE THE UNIT

# I Spy

### OBJECTIVES

Self-select text and interact independently with text for increasing periods of time.

Recognize characteristics of multimedia and digital texts.

Ask questions about organisms, objects, and events observed in the natural world.

## Essential Question

Introduce the Essential Question for Unit 2: *How do living things grow and change?* Tell students they will read many texts to learn about the ways living things grow and change. Explain that reading texts in a variety of genres, or types of texts, is important because each author gives different information.

**Watch the Unit Video** Tell students that a multimedia text can use both sound and pictures. A video is a multimedia text. Have students pay attention to the sound and pictures as they watch Unit 2 Video, “Who’s Been There?”

**TURN, TALK, AND SHARE** Tell partners to discuss what they learned about animal tracks by watching the video. Use the following questions to guide their discussions.

- What did you learn from the sounds in the video?
- What did you learn from the pictures?

Use the **Unit Launch Video** to engage students and introduce the unit theme and **Essential Question** for the unit. All texts connect to the Unit theme and prepare students for the final **Project-Based Inquiry**.

STUDENT INTERACTIVE, pp. 6-7

Spotlight on Informational Text	
<b>Reading Workshop</b>	
<b>Infographic: How Big Is the Baby?</b>	
<b>The Life of a Frog</b> by René Soldaño, Jr.	Informational Text
<b>Diagram: Parts of a Plant</b>	
<b>The Life Cycle of a Sunflower</b> by Linda Tagliarero	Informational Text
<b>Infographic: Baby Animal Names</b>	
<b>How Do Baby Animals Grow?</b> by Caroline Hutchinson	Informational Text
<b>Time Line: Changing with the Seasons</b>	
<b>"The Long Sleep" and "Changes"</b> by Chitra Divakaruni	Poetry
<b>Poem: Growing Older</b>	
<b>Bigger Shoes for the Big Race</b> by Wade Hudson	Drama
<b>Reading-Writing Bridge</b>	Informational Text
• Academic Vocabulary	
• Read Like a Writer, Write for a Reader	
• Spelling • Language and Conventions	
<b>Writing Workshop</b>	Informational Book
• Plan Your Informational Book	
• Simple Graphics • Introduction and Conclusion	
• Edit for Complete Sentences with Subject-Verb Agreement	
• Publish and Celebrate	
<b>Project-Based Inquiry</b>	Persuasive Text
Write an Opinion Letter	

T12 UNIT 2

**Turn, Talk, and Share** activities encourage students to be self-directed, critical learners who work collaboratively while continuously using metacognitive skills.





## WHOLE GROUP

**ELL Targeted Support Prior Knowledge** Play the Unit 2 Video, “Who’s Been There?”

Focus on words and facts in the video. Ask students if they have heard these words before and if they know what they mean. **EMERGING**

Begin by asking students what words they know related to how living things grow and change, and then move on to facts in the video. **DEVELOPING**



## Independent Reading

**Self-Select Texts** Read aloud pp. 8–9 in the *Student Interactive*. Then have students:

- Select texts by favorite authors, about things they enjoy, or in genres that are fun to read.
- Spend increasing periods of time reading and interacting independently throughout the unit to build stamina.

Students are encouraged to read self-selected texts throughout the Unit to build stamina and promote a love of reading.

STUDENT INTERACTIVE, pp. 8–9




**UNIT 2** INDEPENDENT READING Read Together

### Independent Reading

In this unit, you will read books with your teacher. You will read informational text, poetry, and drama. You will also read books on your own.

Choose a book you will enjoy reading.

**I want to read:**

What is your purpose, or reason, for reading?

**I want to:**

- Learn facts about \_\_\_\_\_
- Read a story for fun
- Read something new to me

**My Reading Log**

Date	Book	Pages Read	Minutes Read	My Ratings
				😊 😐 😞
				😊 😐 😞
				😊 😐 😞
				😊 😐 😞
				😊 😐 😞

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You may wish to use a Reader's Notebook to record and respond to your reading.



I Spy T13





## UNIT 2 INTRODUCE THE UNIT

### OBJECTIVE

Respond using newly acquired vocabulary as appropriate.

### ELL Language Transfer

**Cognates** Point out the Spanish cognates in this unit's Academic Vocabulary:

- nature : *naturaleza*
- reason : *razón*

### Word Wall

Begin an Academic Vocabulary Word Wall for display. Add to the Word Wall as you generate new vocabulary related to the theme throughout the unit.

## Unit Goals

- Read aloud the bulleted list of goals on p. 10 in the *Student Interactive*.
- **My TURN** Have students color the “thumbs up” if they feel they have already accomplished the goal, or the “thumbs down” if they think they have more to learn. Students will revisit this page in Week 6.

## Academic Vocabulary

**Oral Vocabulary Routine** Explain that as students talk about living things growing and changing, they will respond in meaningful ways by using the newly acquired Academic Vocabulary words. They will learn new words that are connected to these words. Read aloud the paragraph on p. 11 in the *Student Interactive*. Then use the **EXPAND** and **ASK** questions for each word. Have students respond, or say something in reply to someone else, using the newly acquired Academic Vocabulary as appropriate.

**Expand:** One **reason** for missing school is that you are sick.

**Ask:** What are some of the **reasons** why you like school?

**Expand:** The word **nature** means everything in the world that is not made by people.

**Ask:** What are some examples of **nature**?

**Expand:** A **pattern** is colors or shapes that appear over and over again in a design.

**Ask:** Can you find some **patterns** in our classroom?

**Expand:** When you **notice** something, you look at it and really see it.

**Ask:** What are some things you **notice** around you?

**TURN, TALK, AND SHARE** Have students use the Academic Vocabulary words as they talk about the picture in the *Student Interactive* with a partner.

### EXPERT'S VIEW Elfrieda “Freddy” Hiebert, CEO/President, TextProject, Inc.



“A small group of words does the heavy lifting in texts—about 2,500 morphological families account for over 90% of the words in elementary texts. *myView* supports students in becoming automatic with this vocabulary and helps them understand how the “other 10%” works. Students learn that in any text there are going to be rare words that they haven’t read before. Students develop word analysis and context strategies that support them in figuring out the rare words in texts.”

See PearsonRealize.com for more professional development on research-based practices.

T14 UNIT 2

Point of use **ELL support** helps make connections to cognates, foundational skills, and conventions.

At the beginning of each unit, students are introduced to **academic vocabulary** words with a close connection to the unit theme and essential question.

Point-of-use **Expert's View** notes are available throughout.





## WHOLE GROUP

**ELL Targeted Support Learn Academic Vocabulary** Using the Academic Vocabulary during classroom instruction and interactions helps students learn the meanings through listening.

Review the Academic Vocabulary words. Use the words in oral sentences. Have students raise a hand when they hear an Academic Vocabulary word. **EMERGING**

Use the Academic Vocabulary in questions for students to listen to and respond. Encourage them to use the Academic Vocabulary in their answers. **DEVELOPING**

Use the Academic Vocabulary in interactions with students. Ask students to write or draw pictures to help them learn the Academic Vocabulary they heard. **EXPANDING**

Have student pairs take turns asking and answering questions using the Academic Vocabulary in a social interaction to help them learn the words. **BRIDGING**

STUDENT INTERACTIVE, pp. 10-11

**UNIT 2** INTRODUCTION

**Unit Goals**

In this unit, you will

- read informational texts
- write an informational book
- learn about plants and animals

**MY TURN** Color the pictures to answer.

I can read informational text.	<input type="checkbox"/>	<input type="checkbox"/>
I can make and use words to read and write informational text.	<input type="checkbox"/>	<input type="checkbox"/>
I can write informational text.	<input type="checkbox"/>	<input type="checkbox"/>
I understand how living things grow and change.	<input type="checkbox"/>	<input type="checkbox"/>

**Academic Vocabulary**

reason   nature   notice   pattern

Using academic vocabulary helps you talk about ideas in meaningful ways.

In this unit, you will learn about **nature**. You will understand the **reason** things happen.

What do you **notice** about the picture? Do you see a **pattern**? When you respond, you say something to reply to someone else.

**TURN and TALK** Talk about what the Academic Vocabulary words mean. Use the words to talk about the picture.

Unit goals create student ownership of learning.



Students are introduced to several **academic vocabulary** words with a close connection to the unit theme and essential question.

The all-in-one  
**Teacher's Edition**  
 saves you time—no  
 need to bounce  
 between multiple  
 Teacher's Editions!

**UNIT 2 WEEK 1  
 SUGGESTED WEEKLY PLAN**

**Suggested Daily Times**

<b>READING WORKSHOP</b>	
FOUNDATIONAL SKILLS	20–30 min.
SHARED READING	40–50 min.
READING BRIDGE	5–10 min.
SMALL GROUP	25–30 min.
<b>WRITING WORKSHOP</b>	
MINILESSON	10 min.
INDEPENDENT WRITING	30–40 min.
WRITING BRIDGE	5–10 min.

**Learning Goals**

- I can read informational text.
- I can make and use words to read and write informational text.
- I can write an informational text.

**SEL** SOCIAL-EMOTIONAL LEARNING

**Assessment Options for the Week**

- Daily Formative Assessment Options
- Progress Check-Ups on SavvasRealize.com
- Cold Reads on SavvasRealize.com

**Materials**

Turn the page for a list of materials that will support planning for the week.

T14 UNIT 2 • WEEK 1

**LESSON 1**

**READING WORKSHOP**

**FOUNDATIONAL SKILLS**

- Word Work T18–T19
  - » Phonological Awareness: Segment and Blend Phonemes
- Phonics: Decode Words with Initial Consonant Blends
  - » High-Frequency Words

**GENRE & THEME**

- Interact with Sources: Explore the Infographic: Weekly Question T20–T21
- Listening Comprehension: Read Aloud: "A Kit Grows Up" T22–T23
- Informational Text T24–T25
  - » **Quick Check** T25

**READING BRIDGE**

- Academic Vocabulary: Related Words T26–T27
- Handwriting: Letters T1 T26–T27

**SMALL GROUP/INDEPENDENT**

**TEACHER-LED OPTIONS**

- Guided Reading/Leveled Readers T31
- Strategy, Intervention, and On-Level/Advanced Activities T30
- ELL Targeted Support T30
- Conferencing T31

**INDEPENDENT/COLLABORATIVE**

- Independent Reading T31
- Literacy Activities T31

**BOOK CLUB** T31 **SEL**

**WRITING WORKSHOP**

**MINILESSON**

- Informational Text T308–T309
  - » Informational Book
  - » Share Back

**INDEPENDENT WRITING**

- Informational Book T309
- Conferences T306

**WRITING BRIDGE**

- Spelling: Spell Words with Initial Consonant Blends T310
  - » **Assess Prior Knowledge** T310
- Language & Conventions: Spiral Review: Nouns, Verbs, Adjectives T311

**LESSON 2**

**READING WORKSHOP**

**FOUNDATIONAL SKILLS**

- Word Work T32–T33
  - » Phonics: Decode and Write Words with Initial Consonant Blends
    - » **Quick Check** T33
  - » High-Frequency Words

**SHARED READ**

- Introduce the Text T34–T41
  - » Preview Vocabulary
  - » Read: *The Life of a Frog*
- Respond and Analyze T42–T43
  - » My View
  - » Develop Vocabulary
    - » **Quick Check** T43
- Check for Understanding

**SMALL GROUP/INDEPENDENT**

**TEACHER-LED OPTIONS**

- Guided Reading/Leveled Readers T47
- Strategy and Intervention Activities T44, T46
- Fluency T46 • Conferencing T47
- ELL Targeted Support T44, T46

**INDEPENDENT/COLLABORATIVE**

- Word Work Activities and Decodable Reader T45
- Independent Reading T47
- Literacy Activities T47
- Collaboration T47

**WRITING WORKSHOP**

**MINILESSON**

- Informational Text T312–T313
  - » Informational Books: Main Idea and Details
  - » Share Back

**INDEPENDENT WRITING**

- Informational Book T313
- Conferences T306

**WRITING BRIDGE**

- Spelling: Teach Spell Words with Initial Consonant Blends T314
  - » **FLEXIBLE OPTION** Language & Conventions: Oral Language: Simple Sentences T315

Realistic **Suggested Daily Times** are provided to help you plan.

Foster student agency with clear **Learning Goals**.

**Assessment Options** allow you to begin with the end in mind.

**Materials** needed for the week are listed to make planning even easier.



## LESSON 3

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T48–T49
  - » Phonological Awareness: Final Sounds
  - » Phonics: Decode Words with Final x
- High-Frequency Words

#### CLOSE READ

- Find the Main Idea T50–T51
- Close Read: *The Life of a Frog*
  - ☑ **Quick Check** T51

### READING BRIDGE

- Read Like a Writer, Write for a Reader: Word Choice T52–T53
- Handwriting: Write Letters with Correct Slant T52–T53

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T55
- Strategy and Intervention Activities T54
- Fluency T54 • Conferring T55
- ELL Targeted Support T54

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T55
- Literacy Activities T55
- Partner Reading T55

### WRITING WORKSHOP

#### MINILESSON

- Informational Text T316–T317
  - » Informational Books: Simple Graphics
  - » Share Back

#### INDEPENDENT WRITING

- Informational Book T317
- Conferences T306

### WRITING BRIDGE

- Spelling: Review and More Practice: Spell Words with Initial Consonant Blends T318 **FLEXIBLE OPTION**
- Language & Conventions: Teach Simple Sentences T319

## LESSON 4

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T56–T57
  - » Phonics: Decode and Write Words with Final x
- ☑ **Quick Check** T57
- Decodable Story: Read *Big Fox, Little Fox* T58–T59

#### CLOSE READ

- Find Important Details T60–T61
- Close Read: *The Life of a Frog*
  - ☑ **Quick Check** T61

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T65
- Strategy and Intervention Activities T62, T64
- Fluency T64 • Conferring T65
- ELL Targeted Support T62, T64

#### INDEPENDENT/COLLABORATIVE

- Word Work Activities and Decodable Reader T63
- Independent Reading T65
- Literacy Activities T65

### WRITING WORKSHOP

#### MINILESSON

- Informational Text T320–T321
  - » Brainstorm a Topic and Main Idea
  - » Share Back

#### INDEPENDENT WRITING

- Informational Book T321
- Conferences T306

### WRITING BRIDGE

- Spelling: Spiral Review T322 **FLEXIBLE OPTION**
- Language & Conventions: Practice Simple Sentences T323

## LESSON 5

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T66–T67
  - » Phonological Awareness: Change Phonemes
  - » Phonics: Spiral Review: Qq, Vv, Yy, Zz
- High-Frequency Words

#### COMPARE TEXTS

- Reflect and Share T68–T69
  - » Talk About It
- ☑ **Quick Check** T69
- Weekly Question

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T71
- Strategy, Intervention, and On-Level/Advanced Activities T70
- ELL Targeted Support T70
- Conferring T71

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T71
- Literacy Activities T71

**BOOK CLUB** T71 **SEL**

### WRITING WORKSHOP

#### MINILESSON

- Informational Text T324
  - » Plan Your Informational Book
  - » Share Back

#### INDEPENDENT WRITING

- **WRITING CLUB** T324–T325 **SEL**
- Conferences T306

### WRITING BRIDGE

- Spelling: Spell Words with Initial Consonant Blends T326
- ☑ **Assess Understanding** T326
- Language & Conventions: Standards Practice T327 **FLEXIBLE OPTION**

*The Life of a Frog* T15

**Flexible Options**  
save you time.



**Text Complexity Charts** are provided for each selection.



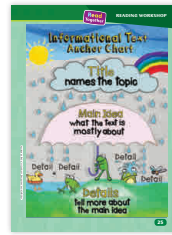
UNIT 2 WEEK 1  
WEEK AT A GLANCE: RESOURCE OVERVIEW

All **Materials** for the week are listed—notice the icons for digital resources.

# Materials



**INFOGRAPHIC**  
"How Big Is the Baby?"



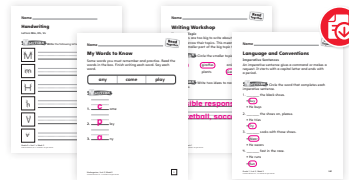
**READING ANCHOR CHART**  
Informational Text



**EDITABLE ANCHOR CHART**  
Informational Text



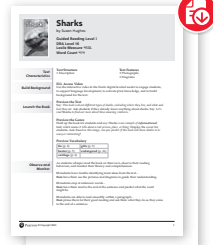
**DECODABLE READER**



**RESOURCE DOWNLOAD CENTER**  
Additional Practice



**SONGS AND POEMS BIG BOOK**



**LEVELED READER TEACHER'S GUIDE**

# Words of the Week

## High-Frequency Words

my  
saw  
help  
come  
come  
little

## Develop Vocabulary

eggs  
frog  
gills  
tadpole

## Spelling Words

snap  
snip  
snug  
stem  
step  
stop  
trap  
trip  
little  
come

## Unit Academic Vocabulary

nature  
notice  
pattern  
reason

T16 UNIT 2 • WEEK 1

**Words of the Week**, including High-Frequency Words, Spelling Words, Academic Vocabulary, and Selection Vocabulary are identified here.







myView Digital REALIZE READER DOWNLOAD ASSESSMENT



**Listening Comprehension**

**Read Aloud**

Read aloud to your students. This is a great way to model good reading habits and to help students develop their listening skills. You can also use this time to discuss the text and to answer questions.

**My Kit Grows Up**

A kit grows through the stages. It starts with a seed, then a seedling, then a sapling, then a tree. The kit grows and changes as it goes through the stages. It is a great way to teach about the life cycle of a tree.

READ ALOUD "A Kit Grows Up"



READ ALOUD TRADE BOOK LIBRARY

**Interactive Read Aloud Lesson Plan Guide**

This guide provides a structured approach to interactive read aloud lessons. It includes sections for objectives, materials, procedures, and assessment. The guide is designed to be used with any trade book.

INTERACTIVE READ ALOUD LESSON PLAN GUIDE



SHARED READ *The Life of a Frog*

**BOOK CLUB**

Titles related to Spotlight Genre and Theme: T464-T469

**Mentor STACK**

Writing Workshop T305

**LITERACY STATIONS**

**SCOUT**

Assessment Options for the Week

- Daily Formative Assessment Options on SavvasRealize.com
- Progress Check-Ups on SavvasRealize.com
- Cold Reads on SavvasRealize.com

**Assessment GUIDE**

myView LITERACY

ASSESSMENT GUIDE

*The Life of a Frog* T17



Quickly identify your **Assessment Options** to support and inform your teaching.



## WEEK 1 LESSON 1 READING WORKSHOP

# Word Work

In Grades K-1, phonological awareness activities occur three times a week to allow students to become aware of the sounds they will focus on in the day's phonics lessons.

### OBJECTIVES

Blend spoken phonemes to form one-syllable words, including initial and/or final consonant blends.

Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words.

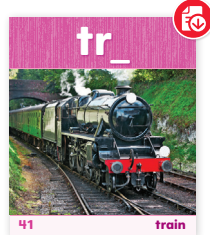
Decode words with initial and final consonant blends, digraphs, and trigraphs.

Identify and read common high-frequency words.

## Phonological Awareness: Segment and Blend Phonemes

**SEE AND SAY** Point to the picture of the flag on p. 14 in the *Student Interactive*. Tell students to listen to each sound as you say the word *flag*. Repeat segmenting and blending several times. Say: /f/ /l/ /a/ /g/, *flag*. Then repeat the activity with the pictures for *crab* and *frog*.

**PRACTICE** Say the following words and have students segment and then blend the phonemes: /b/ /l/ /a/ /k/, *black*; /g/ /r/ /a/ /b/, *grab*; /s/ /t/ /a/ /k/, *stack*; /s/ /t/ /o/ /p/, *stop*; /b/ /r/ /i/ /k/, *brick*; /g/ /l/ /a/ /d/, *glad*. Display Picture Cards with initial consonant blends for additional practice.



Sound-Spelling Card 41

### FOUNDATIONAL SKILLS EXTENSION

See p. T47 for an initial consonant blend extension activity that can be used as the text is read.

## Phonics: Decode Words with Initial Consonant Blends

### Minilesson

**FOCUS** Use Sound-Spelling Card 41 (*train*) to introduce initial consonant blends. Tell students that the sounds at the beginning of *train* are /t/ /r/. The sounds /t/ /r/ are spelled with the letters *tr*. When two consonants are at the beginning of a word and both consonant sounds are heard, they are called an initial consonant blend, like the *tr* in *train*.

**MODEL AND PRACTICE** Write and say the word *flag*. Say: *The word flag has two consonants at the beginning, the letters f and l. You hear both the sounds /f/ and /l/, but they are blended together when you read the word. This is how I read this word: /f/ /l/ /a/ /g/, flag. The sounds /f/ /l/ are spelled with the letters fl.* Write the words *crab* and *frog* and have students decode them.

**APPLY My TURN** Have students practice blending and decoding the words with initial consonant blends on the bottom of p. 14 in the *Student Interactive*.



Phonics minilessons have a three-part, explicit process – **Focus, Model and Practice**, and **Apply**.





myView Digital DOWNLOAD

## FOUNDATIONAL SKILLS

### ELL Targeted Support Consonant Blends

Have students read these words aloud and identify the initial consonant blends: *trip, slip, flip, grip*. **EMERGING**

Have students say these words and identify the two consonants that are blended in each word: *crane, train, plane, brain, spin, grin*. **DEVELOPING**

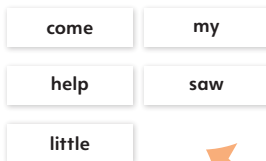
Display these sentences and read them aloud: *I like to clap and grin. I can spot a flat hat. I like to skip at the park*. Ask students to identify the words with initial consonant blends in each sentence and decode them. **EXPANDING**

Have students look around the classroom and find items that have words with consonant blends and decode them. For example: *flag, clock, stapler*. Then have them name or write the letters that spell the blend. **BRIDGING**

### HIGH-FREQUENCY WORDS

Display the high-frequency words *come, help, little, my, saw*. Tell students that they need to practice reading these words.

- Point to each word as you read it.
- Then spell the word and read it again.
- Have students spell and say the words with you.



Foundational Skills are integrated into the daily instruction for Grades K-2.

Daily instruction and practice focuses on **high-frequency words** from Dolch and Fry lists.

STUDENT INTERACTIVE, p. 14

PHONOLOGICAL AWARENESS | PHONICS

### Initial Sounds

**SEE and SAY** Sometimes you hear two sounds at the beginning of a word. Say each sound as you name each picture. Then say the name of each picture again.

Students should say **flag, crab, frog**.

### Initial Consonant Blends

Two consonants at the beginning of a word that are blended together are called **initial consonant blends**, like the **fl** in **flag**.

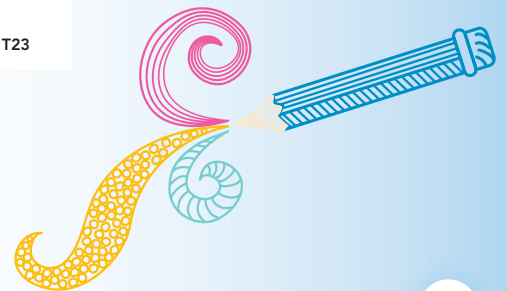
**MY TURN** Read these words.

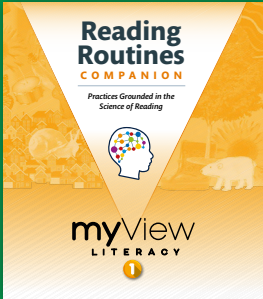
**t r i p**      **c l a p**

→ → →      → → →

14

The Life of a Frog T23





For additional explicit instruction in the areas of phonemic awareness, phonics, vocabulary, word study, and comprehension, consult the **Reading Routines Companion**.

Additional practice pages are available from the **Resource Download Center** on Realize

## WEEK 1 LESSON 2 READING WORKSHOP

# Word Work

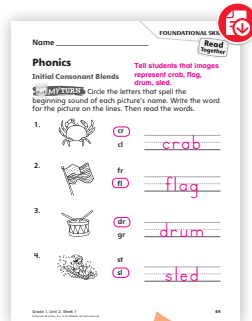
### OBJECTIVES

Decode words with initial and final consonant blends, digraphs, and trigraphs.

Identify and read common high-frequency words.

### ADDITIONAL PRACTICE

For additional student practice with initial consonant blends, use *Phonics* p. 69 from the *Resource Download Center*.



*Phonics*, p. 69

## Phonics: Decode and Write Words with Initial Consonant Blends

### Minilesson

**FOCUS** Review with students that initial consonant blends appear at the beginning of a word and that the sound of both consonants is heard.

**MODEL AND PRACTICE** Write the following VC patterns on index cards in black: *-at, -ab, -ip, -op*. On another set of index cards, write the following initial consonant blends in red: *cr, fl, st, gr*. Model how to put an initial consonant blend together with an ending to create a word. Say: **If you put the initial consonant blend *fl* with the letters *at*, you can make the word *flat*.** Point to the word *flat* and have students read it. Then have students work with a partner to make and read words with initial consonant blends. (*grab, crab; flop, stop; grip, flip*)

**TURN, TALK, AND SHARE** Have partners decode the words at the top of p. 15 in the *Student Interactive*.





myView Digital DOWNLOAD

## FOUNDATIONAL SKILLS

### FORMATIVE ASSESSMENT OPTIONS

#### Apply

**OPTION 1 My TURN** Have students complete the rest of p. 15 and p. 16 in the *Student Interactive*.

**OPTION 2 Independent Activity** Write a different blend on four cards. Have students draw a picture of a word that begins with one of the blends. Have a partner match the correct blend to the picture and then write the word.

#### QUICK CHECK

**Notice and Assess** Are students able to decode and write words with initial consonant blends?

#### Decide

- **If students struggle**, revisit instruction for Phonics in Small Group on pp. T52–T53.
- **If students show understanding**, extend instruction for Phonics in Small Group on pp. T52–T53.

#### HIGH-FREQUENCY WORDS

Write the words *come, help, little, my, saw*.

- Say and spell each word and then have students repeat.
- Cover the words and then dictate each word.
- Display the words and have students check their spellings.
- Have students correct any misspellings and practice the words they missed.

**Apply Options** are directly tied to the expectations of:

- Reading
- Writing
- Speaking and Listening
- Thinking

STUDENT INTERACTIVE, p. 15

**Read Together** FOUNDATIONAL SKILLS

### Initial Consonant Blends

**TURN and TALK** Decode these words with a partner.

flat	sled	trip
stop	clip	drip

**MY TURN** Say the picture name. Write the blend to finish the word. Read each word.

ab	flag
step	drum

15

STUDENT INTERACTIVE, p. 16

**Read Together** PHONICS | PHONOLOGICAL AWARENESS

### Initial Consonant Blends

**MY TURN** Read the sentences. Underline words with initial consonant blends.

Brad and Fran are on a trip.

They spot a flag.

Fran and Brad see a crab.

They do not grab the crab.

**MY TURN** Write another sentence about Brad and Fran. **Possible response:**

clap for the crab.

The Life of a Frog T25

**Quick Check If/Then** suggestions help you drive small group and independent placement.

The **write-in Student Interactive** pages are shown in the Teacher's Edition with answers provided.



## WEEK 1 LESSON 4 READING WORKSHOP

# Decodable Story

In **Grades K-1** a **decodable story** focuses on the application of the phonics skills and high-frequency words of the week.

### OBJECTIVES

Decode words in isolation and in context by applying common letter sound correspondences.

Decode words with initial and final consonant blends, digraphs, and trigraphs.

Identify and read common high-frequency words.

### ELL ACCESS

In Spanish, words often end in vowels, and the only consonants that can end words are *d, j, l, n, r, s,* and *z*. As a result, Spanish speakers may delete or substitute consonant sounds at the end of English words. Point out these differences in English and Spanish to students and practice pronouncing the words *fox* and *Rex* before reading the decodable story.

**ELL Access** notes provide guidance regarding common phonemic differences in English and Spanish.

## Read *Big Fox, Little Fox*

**FOCUS** Have students turn to p. 21 in the *Student Interactive*. Say: *We are going to read a story today about a fox and a crab. Point to the title of the story. The title of the story is *Big Fox, Little Fox*. I hear the sound /ks/ in the word *Fox*. In this story, we will read other words with the sound /ks/ spelled *x* and words with consonant blends.*

**IDENTIFY AND READ HIGH-FREQUENCY WORDS** Before reading, review this week's high-frequency words: *come, help, little, my, saw*. Display the words. Have students read them with you. Tell them that they will practice reading these high-frequency words in the story *Big Fox, Little Fox*.

STUDENT INTERACTIVE, p. 21



The screenshot shows a digital page titled "DECODABLE STORY" and "FOUNDATIONAL SKILLS". The main title is "Big Fox, Little Fox". Below the title, the text reads: "Rex is a little fox. His mom is a big fox. Rex saw a crab. The crab is on my grass." There is an illustration of a fox and a crab. At the bottom, there are icons for "AUDIO" (with a speaker icon), "Audio with Highlighting", and "ANNOTATE" (with a pencil icon). A small box at the bottom right says "21".



In addition to the K-1 decodable stories, **decodable readers** for K-2 focus on application of the phonics skills and high-frequency words of the week.



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Digital



REALIZE  
READER



AUDIO



ANNOTATE

## FOUNDATIONAL SKILLS

**READ** Pair students for reading and listen carefully as they use letter-sound relationships to decode. One student begins. Students read the entire story, switching readers after each page. Partners reread the story. This time the other student begins.

Call students' attention to the title on p. 21 in the *Student Interactive*. Say: **I see the letter *x* in the word *Fox*. What sound does the letter *x* spell when it is at the end of a word?** Have students decode the word *fox*. Then have them identify words with final *x* on p. 21 and highlight them.

Have students turn to pp. 22–23. Say: **Which words have initial consonant blends?** Students should supply the words *snap* and *plop*. **How do you know these words have initial consonant blends?** Students should say that the words have two consonants at the beginning. Have them underline the words.

Teachers have an opportunity to observe students' fluency skills as they partner and practice reading aloud.

STUDENT INTERACTIVE, pp. 22–23



DECODABLE STORY
FOUNDATIONAL SKILLS

Snap! Snap!  
Rex can not fix it.

Underline the words with initial consonant blends.

22

The big fox will come.  
The big fox will help the little fox.  
Plop!

Underline the word with the initial consonant blend.

23

The Life of a Frog T31





In **Grades 3-5**, students deepen their foundational literacy skills through **Word Study**. Lessons follow the Teach, Model & Practice, and Apply structure.

**Objectives** are clearly defined.

## WEEK 3 LESSON 1 READING-WRITING WORKSHOP BRIDGE

# Word Study Suffixes *-ful, -y, -ness*

### OBJECTIVES

Demonstrate and apply phonetic knowledge by decoding words using knowledge of suffixes, including how they can change base words such as dropping *-e*, changing *-y* to *-i*, and doubling final consonants

Identify the meaning of words with affixes such as *im-* (into), *non-*, *dis-*, *in-* (not, non), *pre-*, *-ness*, *-y*, and *-ful*.

### LESSON 1

#### Teach Suffixes *-ful, -y, -ness*

**FOCUS ON STRATEGIES** The suffixes *-ful, -y, -ness* change the meanings of the base words to which they have been added. The suffixes *-ful* and *-y* can both mean “full of” or “having the character of.” In some words that end in a consonant, that consonant is doubled before adding the suffix *-y*. The suffix *-ness* means “the state or quality of.” In some words ending in *-y*, the *y* is changed to *i* when the suffix *-ness* is added.

**MODEL AND PRACTICE** Display the words *silliness, witty, and merciful*. Have students identify the base word and suffix for each. Then guide students to identify the changes made to the base words when the suffixes were added.

Have students read, or decode, the following words: *emptiness, beautiful, fluffy, dutiful*. Then have students identify the base word changes, and use the meaning of the suffix to determine the meaning of each word.







### ELL Targeted Support

**Use Suffixes -ful, -y, -ness** Write the word *full* on the board. Have students describe something that is full, like a glass of water. **EMERGING**

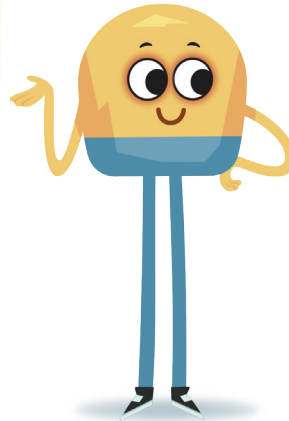
Have students describe how a snowy scene is full of snow and how someone thankful is full of thanks. **DEVELOPING**

Write the words *kindness*, *powdery*, and *fateful* on the board. Have partners determine the meanings of each based on the suffix and base meaning.

**EXPANDING**

Have volunteers determine spelling changes as these suffixes are added to base words. **BRIDGING**

**ELL Targeted Support** provides additional scaffolding for the specific lesson.



### LESSON 1

Teach Suffixes *-ful, -y, -ness*

### LESSON 2

Apply Suffixes *-ful, -y, -ness*

### FLEXIBLE OPTION LESSON 3

More Practice

### FLEXIBLE OPTION LESSON 4

Spiral Review: Abbreviations

### FLEXIBLE OPTION LESSON 5

Assess Understanding

Weekly lessons teach, apply, and practice—followed by **Spiral Review** and **Assess Understanding**.





## Interact with Sources

### OBJECTIVE

Interact with sources in meaningful ways such as illustrating or writing.

### ACADEMIC VOCABULARY

**Language of Ideas** The unit Academic Vocabulary words help students access ideas. Use these words to teach and reinforce instruction throughout the lesson. For example, as you discuss the infographic, ask: *What do you notice about the pictures? What things in nature do the pictures show?*

- nature
- pattern
- notice
- reason



**Big Books** are available for instruction in Grades K-1.



**Songs and Poems Big Book**  
See the *Songs and Poems Big Book* for selections that relate to the unit's theme.

### Explore the Infographic

Remind students of the Essential Question for Unit 2: *How do living things grow and change?* Point out and read the Week 1 Question: *How do animals grow and change?*

Have students follow along in their *Student Interactive*, pp. 12–13, as you read aloud “How Big Is the Baby?” Then organize students into small groups and have them use the pictures to share information about how animals grow and change. During the group discussions, encourage students to ask questions to clear up any confusion about the topic of the infographic.

Display the following statements as ideas groups might discuss:

- Some animals stay small and don't grow very much.
- Some animals start small but grow to be very large.

Then ask, *What can you notice by looking at different animals?* Guide students to go back to the infographic. Then have each group reach a consensus on an answer and choose a representative to share the group's answer with the class.

**My TURN** Have students interact with the infographic source by circling the name of each animal baby on pp. 12–13.

**WEEKLY QUESTION** Remind students of the Weekly Question: *How do animals grow and change?* Tell them that hedgehogs, blue whales, and pandas grow and change. Explain that other animals grow and change too, and students will learn more about them this week.

Teachers begin the week with a launch about genre and theme that focuses on a **Weekly Question** tying to the unit theme and essential question.





**ELL Targeted Support Visual Support** Read aloud the short paragraphs with each visual element as students listen closely.

Ask students leading questions about each visual shown. Discuss how it relates to the reading. Continue this way until students have discussed each illustration. **EMERGING**

Have students discuss how the baby animals are different from their parents. Encourage students to use the pictures for visual support. **DEVELOPING**

Have students describe the baby and parent animal for each one used in the infographic. **EXPANDING**

Have students work in small groups. Point out a challenging word in the infographic. Ask students to give a definition using visual support. **BRIDGING**

**Targeted Support** for English language learners is available for a range of proficiency levels.

STUDENT INTERACTIVE, pp. 12-13

WEEKLY LAUNCH: INFOGRAPHIC

**Read Together**

### How Big Is the Baby?

**MY TURN** Circle the name of each animal baby.

**Hedgehog**  
A baby hedgehog is called a **hoglet**. The hoglet has small, white spikes that feel smooth. The mother is covered in long, hard spikes that feel prickly.

**Blue Whale**  
A baby blue whale is called a **calf**. The calf weighs about 6,000 pounds when it is born! Even though the calf is big, its mother is much, much larger.

**Weekly Question**  
How do animals grow and change?

**Panda**  
A baby panda is called a  **cub** . It is very small compared to its mother.

The cub is pink and the size of a stick of butter.

Labels: hoglet, hedgehog, cub, panda, calf, whale

12 13



Each weekly launch includes a two-page multiliteracy text to introduce students to the **Weekly Question** and allow them to interact with sources.



Objectives are provided at point of use for every lesson.



# Listening Comprehension

## OBJECTIVES

Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses.

Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

Recognize characteristics and structures of informational text.

Ask and answer questions about key details in a text read aloud.

Use words and phrases, such as conjunctions, to signal simple relationships.

## ELL Language Transfer

**Cognates** Point out the Spanish cognates in "A Kit Grows Up":

- explore : *explorar*
- independent : *independiente*

## FLUENCY

After completing the Read-Aloud Routine, display "A Kit Grows Up." Model reading aloud a short section of the text, asking students to pay attention to how you read. Explain that fluency is about reading for accuracy, not speed. Tell students that this week they will read a text called *The Life of a Frog*. When it is time to read it, they should practice reading it for accuracy.

**THINK ALOUD** Analyze Informational Text After you reread the first paragraph, say: *In this paragraph, I read that a rabbit has soft fur and it hops. I also read that when it is a baby, a rabbit does not have fur and it cannot hop. This paragraph tells information about a real thing, a rabbit. An informational text tells about a real thing, so this text is an informational text.*

## Read Aloud

Tell students you will read aloud an informational text called "A Kit Grows Up." Have them listen for the phrase "... but it does not leave its nest." After reading, have students use words learned from the read aloud, along with the conjunctions *and* or *but*, to talk about this read-aloud text.

### START-UP

#### READ-ALOUD ROUTINE

**Purpose** Have students listen actively for elements of informational text.

**READ** the entire text aloud without stopping for the Think Aloud callouts.

**REREAD** the text aloud, pausing to model Think Aloud strategies related to the genre.

## A Kit Grows Up

A rabbit hops through the grass. It has soft fur and tall ears. But when a baby rabbit is first born, it does not have fur, and it cannot hop yet. A baby rabbit must grow and change.

A baby rabbit is called a kitten, or a kit. A kit is born with pink skin instead of fur. Its eyes are closed, so it cannot see. A kit is also deaf. That means it cannot hear.

In a few days, a kit's hair will begin to grow. By the time a kit is one week old, it is covered with soft fur. Now it can move around, but it does not leave its nest. It needs help from its mother.

Questions about key details in the read-aloud help check the students' listening comprehension.





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*"A Kit Grows Up," continued*

A kit begins to explore outside the nest when it is two weeks old. Finally, it can see and hear!

As the weeks go by, the kit's fur will grow thicker. Its floppy ears will grow longer. It will become more independent.

Finally, the kit can find food and dig a burrow. It has soft fur and tall ears, and it hops through the grass. The kit grew and changed. It became a rabbit.

**THINK ALOUD** Analyze **Informational Text** After you reread the fifth paragraph, say: *In this paragraph, I read many ways a kit grows and changes. Its fur grows thicker. Its ears grow longer. It becomes more independent. All of these details tell about the main idea that a rabbit grows and changes. An informational text has a main idea and details, so this text must be an informational text.*

**Think Alouds** help model the active thinking skills good readers (and listeners) use to comprehend.

**ELL Targeted Support Important Details** Read aloud "A Kit Grows Up" twice. Discuss the general meaning and give an example of one of the main points. Then provide an example of an important detail and tell how it supports the main point.

Discuss the general meaning of the text. Ask students to draw a picture to show this general meaning. Invite students to share and discuss their drawings with the class. **EMERGING**

Have small groups discuss the Read Aloud and identify the general meaning of the text in their own words. Have them verbalize in a simple sentence the main point of the text. **DEVELOPING**

Have small groups discuss the general meaning of "A Kit Grows Up" in their own words. Give an example of a main point and a detail that supports it. Then have small groups work together to identify and write down other main points and details. **EXPANDING/BRIDGING**



**FLEXIBLE OPTION**  
**INTERACTIVE**  
**Trade Book Read Aloud**

Conduct an interactive read aloud of a full-length trade book.

- Choose a book from the *Read Aloud Trade Book Library* or the school or classroom library.
- Select an **INTERACTIVE Read Aloud Lesson Plan Guide** and **Student Response** available on SavvasRealize.com.
- Preview the book you select for appropriateness for your students.



*The Life of a Frog* T23

**Interactive Trade Book Read Aloud** provide additional opportunities to extend learning.

**WRAP-UP**

**ISPY**

Kit

Rabbit

Ask students: *How are kits and rabbits alike and different?* Use a T-chart to record student responses. Explain that all of these details tell about the main idea: a rabbit grows and changes.



SPOTLIGHT ON GENRE

# Informational Text

**Learning Goals** are presented in student-friendly language and support ownership of learning.

**LEARNING GOAL**

I can read informational text.

**OBJECTIVES**

Identify the main topic and retell key details of a text.

Recognize characteristics and structures of informational text, including features and simple graphics to locate or gain information.

**LANGUAGE OF THE GENRE**

As you review the Anchor Chart, check that students understand the words that help them talk about informational text.

- title
- main idea
- details
- graphics

**FLEXIBLE OPTION**  
**ANCHOR CHARTS**

To make your own anchor chart to go with this lesson, begin with the genre, informational text.

- Have students talk about what informational texts do.
- Have them suggest headings and graphics.

**ELL Language Transfer**

**Cognates** Point out the Spanish cognates related to informational texts:

- information : *información*
- text : *texto*
- detail : *detalle*
- graphic : *gráfico*

**Minilesson**

**FOCUS ON STRATEGIES** An informational text has a title, or name. It also has a main, or central, idea. The main idea is what the text is mostly about. Details in an informational text tell more about the main idea. An informational text also has simple graphics to tell more about the main idea.

- Ask yourself what the title is. What does the title tell us about the main, or central, idea of the text?
- Think about the details. What do they tell about the main idea?
- Look at the graphics, such as pictures, photographs, and diagrams. How do they help you understand the text?

**MODEL AND PRACTICE** Read with students the model “From Egg to Butterfly” on p. 24 in the *Student Interactive*. Then assist students with recognizing informational texts by providing a model. Say: “From Egg to Butterfly” is the title of this text. The title tells me the main, or central, idea—how an egg becomes a butterfly. The details explain four stages. They give me more information about the main idea. The graphic, which is a photograph of a butterfly, helps me picture what the text is about. I can tell this is an informational text. Then read the Anchor Chart on p. 25 together.

**ELL Targeted Support Visual Support** Pause as you read aloud “From Egg to Butterfly” to explain the characteristics of informational texts.

Ask students leading questions about the callouts and visual. Discuss how the visual relates to the short passage. **EMERGING**

Have pairs take turns reading “From Egg to Butterfly” and telling how the visual helps him or her understand the text better. **DEVELOPING**

Have pairs take turns reading an informational text that has visuals. The reader should pause and ask the listener to identify the title, main idea, and details, using the Anchor Chart. Remind them to note details shown in the graphics if applicable. **EXPANDING**

Choose an informational text without visuals. Have students draw their own visuals to accompany the text. **BRIDGING**



**ELL Language Transfer** notes provide linguistic support to enhance and confirm understanding of complex language.





## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies to identify informational text.

**OPTION 1 TURN, TALK, AND SHARE** Have students turn and talk with a partner about the informational text “From Egg to Butterfly” on p. 24 in the *Student Interactive*. Students should identify the main, or central, idea and tell details about it. Then have partners share their ideas with the class.

**OPTION 2 Use Independent Text** Have students look at and read informational texts during independent reading. Have them place sticky notes on the parts that tell them the main idea.

### QUICK CHECK

**Notice and Assess** Can students identify the elements of informational text, such as title, main idea, and details?

#### Decide

- **If students struggle**, revisit instruction about informational text in Small Group on pp. T30–T31.
- **If students show understanding**, extend instruction about informational text in Small Group on pp. T30–T31.

STUDENT INTERACTIVE, pp. 24–25

GENRE: INFORMATIONAL TEXT

**My Learning Goal** I can read informational text.

**SPOTLIGHT ON GENRE**

### Informational Text

An informational text tells about a real person, place, or thing. It has a main idea, or central, idea.

**Title** → **From Egg to Butterfly**

**Main Idea** → A butterfly goes through four stages. First, it is an egg. Next, it is a caterpillar. Then it builds a chrysalis. Finally, it is a butterfly.

**Supporting Details**

**TURN and TALK** Talk about the main idea of “From Egg to Butterfly.”

READING WORKSHOP

## Informational Text Anchor Chart

**Title names the topic**

**Main Idea what the text is mostly about**

**Details tell more about the main idea**

Detail Detail Detail Detail

The Life of a Frog T25

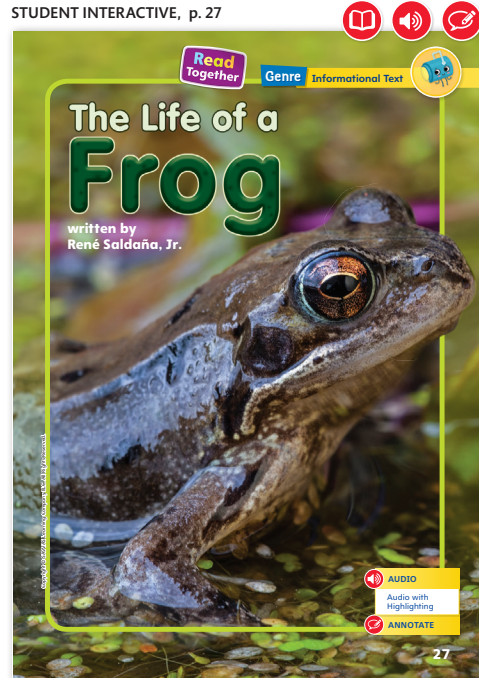
**Anchor Charts**, in the Student Interactive and on Realize, introduce key aspects of the genre of study.



## WEEK 1 LESSON 2 READING WORKSHOP > SHARED READ

**Shared Reading** provides a time for guidance that fosters student engagement, participation, and collaboration.

STUDENT INTERACTIVE, p. 27



Students read for understanding and enjoyment during the **First Read**.

### First Read

#### Read

**THINK ALOUD** As I start reading, I am excited to read about frogs. I think they are interesting animals. The text says, "A frog starts out as an egg." So a frog begins its life as an egg. I will read on now to find out about the other changes that happen to a frog as it grows.

T36 UNIT 2 • WEEK 1

### CROSS-CURRICULAR PERSPECTIVES Science



Frogs come in many different sizes and colors. A typical frog has smooth, wet skin, webbed back feet, and no tail. Many live in water and eat bugs. Some frogs have brightly colored skin, and others can even change the color of their skin!

**Cross-Curricular Perspectives** provide connections to science and social studies topics.







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AUDIO



ANNOTATE

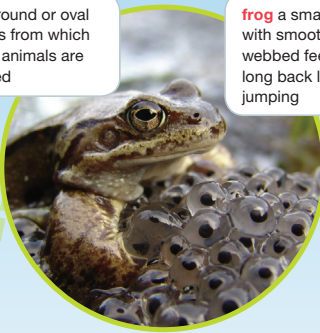
STUDENT INTERACTIVE, pp. 28–29

A frog changes many times  
as it grows.



28

**eggs** round or oval  
objects from which  
young animals are  
hatched



**frog** a small animal  
with smooth skin,  
webbed feet, and  
long back legs for  
jumping

A frog starts out as an egg.  
A mother frog lays many eggs  
in the pond.

CLOSE READ

Underline the words that tell you what  
the main, or central, idea is in this text.

29

### Possible Teaching Point



#### Language & Conventions | Simple Sentences

Use the Language & Conventions instruction on p. T319 in the Reading-Writing Workshop Bridge to teach about simple sentences. Read aloud the sentence on p. 28 in the *Student Interactive*. Then ask: A frog does what many times? (*changes*) Tell students that the word *changes* is a verb that tells what the subject (a frog) does.

### Close Read



#### Identify Main Idea

Ask students to read the Close Read note on p. 29. Prompt them to recognize the sentence on p. 28 as the central or main idea. Have students underline the sentence. Then ask: How can you tell that this is the main idea of the text? (It is a big idea about the life of a frog rather than a specific detail.) **DOK 2**

#### OBJECTIVE

Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance.

*The Life of a Frog* T37



The **Reading-Writing Bridge** offers teaching points to help students make meaningful connections, bringing together and illustrating the union between reading and writing.



## WEEK 1 LESSON 2 READING WORKSHOP > SHARED READ

Over the course of a week, the instructional plan builds on the selection words by **generating, applying,** and **synthesizing** the words to ensure that students' word knowledge will be incremental, multidimensional, and interrelated.

STUDENT INTERACTIVE, pp. 30–31



Look at the tadpole now. It has a wiggly tail to help it swim.

**tadpole** a creature that becomes a frog

After a few days, an egg hatches. A baby frog is born. The baby frog is called a tadpole.

**VOCABULARY IN CONTEXT**

What does the word **hatches** mean? Which words help you figure out what **hatches** means?  
Possible response: **to be born**

30 31



### First Read

#### Look

**THINK ALOUD** I can look at the photos, or pictures, to help me understand the text. I see in the picture on page 32 that the tadpoles have gills and no legs. But the tadpole on page 33 has legs but no gills. These photographs help me understand the details about changes that are described in the text.

T38 UNIT 2 • WEEK 1

### CROSS-CURRICULAR PERSPECTIVES Science



The tadpole stage usually lasts from one to three months. Usually, the warmer the place, the more quickly the tadpole develops. Compare this with the animals shown on the infographic on pp. 12–13 in the *Student Interactive*. Pandas usually leave their mothers around two years of age and reach their maximum size around age six. Blue whales take ten years to grow to young adulthood, and even then they will keep growing for many years.





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REALIZE  
READER



AUDIO



ANNOTATE

STUDENT INTERACTIVE, pp. 32–33

The tadpole has gills on its body. The gills help it breathe underwater.



32



**gills** a body part that helps fish and tadpoles breathe underwater

Look at the tadpole now. It has back legs. Its **gills** are gone. It will be hopping soon.

CLOSE READ

**Highlight** the body part that the tadpole uses to breathe. Use the text and pictures to help you.

33

During the **Close Read**, students focus on a skill or strategy that helps them unlock that text. **Depth of Knowledge** levels accompany close read questions.

## Foundational Skills Extension

### Initial Consonant Blends

Have students find words with initial consonant blends on p. 30 (*frog*), p. 31 (*swim*), and p. 32 (*breathe*) in the *Student Interactive*. Read the words aloud and have students echo.

## Close Read

### Vocabulary in Context

Guide students to read or listen to the text on p. 30 to learn or clarify the meaning of the word *hatches*. Have them underline the text that helped them find the word's meaning. **DOK 2**

### Find Important Details

Prompt students to use photos and text on pp. 32–33 to name the body part tadpoles use to breathe. (*gills*) Have them highlight this important detail in the text. **DOK 1**

### OBJECTIVES

Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.

Evaluate details to determine what is most important with adult assistance.

*The Life of a Frog* T39

**Foundational Skills Extensions** connect phonemic awareness, phonics, and high-frequency word instruction to the text for the week.





Students  
Respond and  
Analyze with  
myView.

## Respond and Analyze



The Life of a Frog

### OBJECTIVES

Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.

Use text evidence to support an appropriate response.

Interact with sources in meaningful ways such as illustrating or writing.

Respond using newly acquired vocabulary as appropriate.

### My View

Use these suggestions to prompt students' initial responses to reading *The Life of a Frog*.

- **Retell** Tell a partner about the information in the text that most surprised you. What was surprising about it?
- **Illustrate Details** Have students draw a tadpole and label the parts. Then have partners tell details about each part.

### Develop Vocabulary

#### Minilesson

**FOCUS ON STRATEGIES** Tell students that the vocabulary words *eggs*, *frog*, *gills*, and *tadpole* can be used to talk about the main idea in *The Life of a Frog*.

- Remind yourself of the word's meaning.
- Look for photographs or illustrations that help you picture and understand a word.
- Think about why the author chose to use this word. What information is the author trying to give the reader?

**MODEL AND PRACTICE** Have students turn to p. 38 in the *Student Interactive*. Read the directions aloud. Model how to complete the activity using the word *eggs*.

**ELL Targeted Support Using Visuals** Tell students that photographs are one kind of text feature we can use to better understand a word or concept.

Model for students how to find the text that goes with each image on p. 38 in the *Student Interactive*. Emphasize each vocabulary word as you read. **EMERGING/DEVELOPING**

Guide a discussion about information students learn from the photographs. **EXPANDING**





## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies for developing vocabulary.

**OPTION 1 My TURN** Have students practice developing vocabulary by completing p. 38 in the *Student Interactive*.

**OPTION 2 Use Independent Text** Have students find and list unfamiliar words that tell about a topic from their independent reading texts.

### QUICK CHECK

**Notice and Assess** Are students able to identify and use new vocabulary words?

#### Decide

- **If students struggle**, revisit instruction for vocabulary in Small Group on pp. T46–T47.
- **If students show understanding**, extend instruction for vocabulary in Small Group on pp. T46–T47.

**Apply**  
Two options for application utilizing the Student Interactive and Independent Texts.

**Check for Understanding My TURN** Have students complete p. 39 of the *Student Interactive*.

STUDENT INTERACTIVE, pp. 38–39

**VOCABULARY** Read Together

### Develop Vocabulary

**MY TURN** Draw a line from each word to the photo that shows the word.

eggs

frog

gills

tadpole

**COMPREHENSION** Read Together

### Check for Understanding

**MY TURN** Write the answers to the questions. You can look back at the text.

**DOK 2** 1. What makes this an informational text?  
Possible response:  
It tells about real frogs.

**DOK 2** 2. Why does the author use photos?  
Possible response:  
Photos help readers understand the text.

**DOK 2** 3. How are tadpoles and frogs different?  
Possible response:  
Frogs have legs. Tadpoles do not have legs.

The Life of a Frog T43



**Check for Understanding**  
Have students respond using newly acquired vocabulary and textual evidence.

At the end of each week, students **Reflect and Share** as they respond to the **Weekly Question**.

## Reflect and Share



*The Life of a Frog*

### OBJECTIVES

Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

Follow agreed-upon rules for discussions.

### ACADEMIC VOCABULARY

**Integrate** Offer students oral practice using the unit Academic Vocabulary words to discuss the weekly question and unit theme.

Ask students:

- What can you **notice** about animals growing and changing?
- How does reading this text add to your understanding about animals in **nature**?

## Talk About It

### Minilesson

**FOCUS ON STRATEGIES** Tell students that sometimes they will use more than one text to talk about a topic with their teacher or other readers. When they do, they can use ideas and information from both texts. They should

- make sure they know what the texts have in common.
- think about ideas or information they could pull from both texts to share with others about the topic.
- listen to others closely to connect ideas across texts.

**MODEL AND PRACTICE** Model comparing ideas and information about the topic from two texts using the Talk About It prompt on p. 42 in the *Student Interactive*. *I know that kittens are very small when they are born. They all have blue eyes. When they grow bigger, their eye color can change. I could share that information in a discussion about how other animals grow and change.*

**ELL Targeted Support Express Ideas** Remind students that the main idea of a text is what it is mostly about. Details are the facts or descriptions in the text that support that idea. These details can be used to talk about a text and to compare it to other texts.

Read a text aloud, and ask students to listen carefully and draw a picture of what they think is the most important detail in the text. Have students share their drawings and note the details shown in each one. **EMERGING/DEVELOPING**

Read a text aloud and ask students to recall one detail from the text that they think is important. Have them share their details and discuss what makes them important. **EXPANDING**

Call upon students to read the text aloud. Discuss some of the details in the text that students think are important. Then ask them to compare those details to other things they have read in this unit about how animals grow and change. **BRIDGING**





## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies for comparing information and ideas across texts.

**OPTION 1 Use the Shared Read** Have students use text evidence from this week's texts to make comparisons to how animals grow and change. If desired, distribute Speaking and Listening tips from the *Resource Download Center*.

**OPTION 2 Use Independent Text** Students should use their self-selected independent reading texts to discuss how other animals grow and change.

### QUICK CHECK

**Notice and Assess** Can students compare across texts?

#### Decide

- **If students struggle**, revisit instruction for making text comparisons in Small Group on pp. T70–T71.
- **If students show understanding**, extend instruction for making text comparisons in Small Group on pp. T70–T71.

**WEEKLY QUESTION** Have students use evidence from the texts they have read this week to respond to the Weekly Question. Tell them to write their responses on a separate sheet of paper.


STUDENT INTERACTIVE, p. 42

Read Together

RESPOND TO TEXT

### Reflect and Share

**Talk About It**  
You read about how tadpoles grow and change into frogs. What do you know about how other animals grow and change?



---

**Share Information and Ideas**  
When talking with others, it is important to:

- Share your ideas.
- Listen to others as they share their ideas.

Use the words on the note to help you share ideas and listen to others.

I know that . . .

I think that . . .

Now share your ideas.

---

Weekly Question

How do animals grow and change?

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42



The Life of a Frog T69



Some weeks students **Write to Sources** as they **Compare Texts**. Other weeks, students **Compare Texts** as they **Talk About it**.



Use the **QUICK CHECK** on p. T25 to determine small group instruction.

## Teacher-Led Options

Small Group pages provide **Teacher-Led Options** and suggest strategy and intervention groups for students.

### Word Work Strategy Group



#### INITIAL CONSONANT BLENDS

**Sound-Spelling Card** Display Sound-Spelling Card 41. The word *train* begins with the consonant blend *tr*. Say: **Other words begin with the blend *tr*.** The word *trip* begins with the sounds /t/ /r/ spelled *tr*. What other words begin with the blend *tr*? Record any words that begin with the blend *tr* on the board or a poster. Make corrections as needed.



#### ELL Targeted Support

Help students seek help with understanding words with sounds such as consonant blends by asking native speakers to speak clearly and slowly. **EMERGING**

Have students work in pairs to practice pronouncing consonant blends correctly. Have one student say the word *trip* slowly. Have the other repeat. Then have them say the word again. Tell them to ask each other for help as needed. **DEVELOPING**

Have students work in pairs to practice pronouncing words with consonant blends. One partner can say the word *trip* slowly, then use it in a sentence. The other partner can repeat with a different initial /tr/ word. **EXPANDING**

For additional support, see the online *Language Awareness Handbook*.

### Intervention Activity



#### DECODE WORDS: INITIAL AND FINAL BLENDS

Use Lesson 15 in the *myFocus Intervention Teacher's Guide* for instruction on reading words with initial consonant blends.

LEVEL 8 • MODEL AND TEACH

**Lesson 15** Decode Words: Initial and Final Blends

**INTRODUCTION** Today we will listen carefully to the sounds at the beginning and end of words and learn to recognize the letters that make each sound. Sometimes the sounds come very close together. We say that the sounds blend, even though you still hear each sound. For example, *jet* is a blend. Do you hear both /j/ and /t/? The blend /jet/ is formed from the letters *j* and *t*. /jet/, /jet/. Say it with me. /jet/, /jet/. You can hear this blend at the beginning of the word *jet*. /jet/ /jet/. You can hear it at the end of the word *jet*. /jet/, /jet/.

**MODEL** Display the chart and passage from Student Page 599. Point to each word and to each letter and sound combination as you say it. Two sounds are blended at the beginning or end of these words. These are called blends. Listen carefully to how I blend this *a* and *k* when I say *skin* and *mask*. /sk/ /sk/, /sk/ /sk/. Repeat the process for the two remaining blends.

sk	sp	st
skin	spot	stop
mask	spat	best

**The Costume**

I got the best costume! It has a mask with blue skin. Mom let out a gasp when she saw it. If you spot me, you will stop to look. Or you could want to run away!

**TEACH** Now I will read the passage. Listen carefully for words with blends. Then we will go back and read those words together very slowly. After reading the passage, go back and read sentences by sentence. Have students raise their hands when they hear words with blends. Then have students say the words with you slowly. For example, /sk/ /sk/. What is the blend? /sk/, /sk/ is the blend; it comes at the end. The letters *s* and *k* make up the blend. We have to remember to say each sound when we read best and to write each letter when we spell best.

Repeat for each word with a blend. Tell students they will learn more words with blends—some blends that come only at the beginning of words, and some that come only at the end of words.

Phonics, Morphology, and Spelling T • 99

### Intervention Activity



#### PHONOLOGICAL AWARENESS

For students who need support, Phonological Awareness lessons are available in the *myFocus Intervention Teacher's Guide*, Lessons 1–13.

Intervention support for phonological awareness and fluency is provided.

*myFocus Intervention Teacher's Guide* provides lessons tied to discrete skills allowing teachers to “dip in and dip out” as needed.







SMALL GROUP

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- REALIZE READER
- AUDIO
- ANNOTATE
- GAME
- DOWNLOAD

Independent/Collaborative

Word Work Activity



BUILD WORDS WITH LETTER TILES

Distribute Letter Tiles to students. Have students practice forming words with initial consonant blends: *trap*, *snap*, *clap*, *flap*, *slap*, *slip*, and *clip*.

Students can also play the Letter Tile game in the myView games on PearsonRealize.com.



Decodable Reader



Students can read Decodable Reader *The Sleds* to practice reading initial consonant blends and high-frequency words.

Pair students for reading, and listen carefully as they use letter-sound relationships to decode. One student begins. Students read the entire story, switching readers after each page. Partners reread the story. This time the other student begins.

High-Frequency Words

Have students make their own word cards for this week's high-frequency words (*my*, *saw*, *help*, *come*, and *little*) and two to three words from the previous week. Students can practice reading the words with a partner.

Decodable Reader

**The Sleds**  
Written by Alpha Heart

Read a story about sleds.  
Read the words.  
Listen to the audio.  
Use the letter tiles to build words.  
Use the word cards to read words.

1

Peg can get a sled.

2

Peg can get a little sled.

3

Meg can get a sled.

4

Meg can get a big sled.

5

Quin can get a sled.

6

Quin can get a red sled.

7

Get on the sleds!  
Get Ned.  
Get Fred.

8

In addition to the decodable story in the Student Interactive for Grades K-1, students also have an opportunity to practice **foundational skills** with **Decodable Readers**.



Small Group pages also provide **Center and Independent** suggestions for students.

The **myFocus Reader** provides engaging texts and online teacher support for Tier 2 Intervention.



Use the **QUICK CHECK** on p. T51 to determine small group instruction.

## Teacher-Led Options

### Strategy Group

#### DEVELOP VOCABULARY

**Teaching Point** Today I want to remind you that, when you come to a word you don't know, you can use the pictures to help you. Think about what word might make sense with the picture. Look back at p. 31 in the *Student Interactive* to demonstrate with the word *wiggly*.

#### ELL Targeted Support

Tell students that drawing pictures can help them learn words. Write these words on the board: *eggs, frog, gills, tadpole*.

Have students draw a picture for each vocabulary word. Have them show their pictures and say the word that names each one. **EMERGING**

Have students draw a picture in a notebook to help them remember what each word means when they hear it. Have them share their picture with a partner and describe it orally using a complete sentence. **DEVELOPING**

Have students make their own "picture story" using drawings of several of the vocabulary words. Invite them to give an oral telling of their picture story to the class, making sure to use the vocabulary words depicted. **EXPANDING/ BRIDGING**

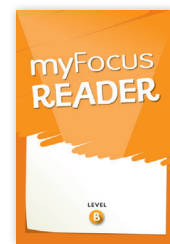
For additional support, see the online *Language Awareness Handbook*.

### Intervention Activity

#### myFOCUS READER

Read the text on pp. 18–19 in the *myFocus Reader* with students. Use the teaching support online at PearsonRealize.com.

Provide instructional support for decoding, comprehension, word study, and Academic Vocabulary.



### Fluency

Assess 2–4 students

#### PROSODY

Help students choose a short passage in an appropriate leveled reader. Ask pairs to take turns practicing reading their passage smoothly, until it sounds like normal conversation. If needed, model reading with expression.

#### ORAL READING RATE AND ACCURACY

Use pp. 31–36 in Unit 2, Week 1 *Cold Reads*, to assess students. Have partners practice reading the passage. Use the *Fluency Progress Chart* to track student progress.

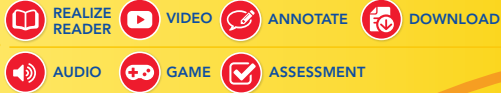
The **Language Awareness Handbook** is an online resource that provides linguistically accommodated lessons and focused scaffolds for English language learners during small group time.





## SMALL GROUP

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### Independent/Collaborative

#### Conferring

3 students/3–4 minutes  
per conference

##### DEVELOP VOCABULARY

**Talk About Independent Reading** Ask students to share their list of new words and tell what they learned about the main idea from those words. Ask them to share the strategies they used to determine the meanings of one or two of the words.

##### Possible Conference Prompts

- What important words did the author use to tell readers about the main idea?
- What helped you understand this word?

**Possible Teaching Point** Readers look for words that are important to the topic of the book they are reading. Learning these words helps us better understand what we've read.

#### Independent Reading



Students can

- reread or listen to *The Life of a Frog*.
- read a self-selected trade book or their Book Club text.
- partner-read a text, coaching each other as they read the book.

#### Literacy Activities



Students can

- work with a partner to discuss and answer the questions on p. 39 in the *Student Interactive*.
- play the myView games.
- choose a passage from the text and with a partner take turns reading the passage.

Tips and suggested **conferring prompts** tied to the whole group minilessons are provided to support teachers.



#### Leveled Readers



##### DEVELOP VOCABULARY

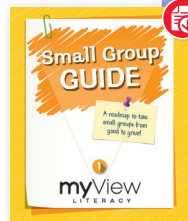
Build on today's minilesson by having students notice key words the author used to write about the topic.

- See Matching Texts to Learning, pp. T38–T39, or the *Leveled Reader Teacher's Guide* for suggested titles and instructional support.



#### SUPPORT COLLABORATION

Students can become partners in learning and gain important speaking, listening, and interpersonal skills through collaborative conversations. See the *Resource Download Center* and the *Small Group Guide* for additional support and resources to target your students' specific instructional needs.



The **Small Group Guide** provides research from the authors, support for setting the scene, and details on how to run an effective small group.

### Whole Group

**Share** Bring the class together in a whole group. Invite one or two students to share the new words they found in informational texts. Celebrate what they learned.

**myView Literacy** features **Leveled Readers** written to **Guided Reading levels** and connected to the unit themes and genres.



## WEEK 1 LESSON 3 READING-WRITING WORKSHOP BRIDGE

# Read Like a Writer, Write for a Reader

### OBJECTIVE

Discuss how the author uses words that help the reader visualize.

### ELL Access

**Visualization** Tell students that when a reader visualizes, he or she creates mental images based on the reading. After reading aloud the example on p. 44 in the *Student Interactive*, have students draw a picture of one thing they visualized from the reading. Have students share their drawings with the class.

## Word Choice

### Minilesson

**FOCUS ON STRATEGIES** Authors choose specific words to help readers visualize, or create pictures in their minds, about the meaning of texts.

- Choose words carefully.
- Use vivid, interesting words to help a reader visualize, or picture, the meaning in a text.

**MODEL AND PRACTICE** Model using the example on p. 44 in the *Student Interactive* to show students how writers use vivid, interesting words. Say: *In the sentence “It has a wiggly tail to help it swim,” the author uses the word wiggly to help the reader imagine how the tadpole’s tail moves. The word wiggly helps us see the tail clearly in our minds.*

Exclusive to *myView Literacy*, the **Reading-Writing Bridge** instructional support is provided for rereading every text to analyze writer’s craft and structure. As students learn the craft of reading, they learn to consider the audience who will read their writing.

## Handwriting

### OBJECTIVE

Develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words.

## Write Letters with Correct Slant

**FOCUS** Display uppercase and lowercase *Ll*, *li*, and *Tt*.

**MODEL** Model writing each letter, calling students’ attention to the slant of the letters. Have them practice forming the letters in the air with their fingers.





myView Digital DOWNLOAD



READING BRIDGE

ASSESS UNDERSTANDING

Apply

**MyTURN** Have students write sentences about frogs on p. 44 in the *Student Interactive*.

STUDENT INTERACTIVE, p. 44

**AUTHOR'S CRAFT**

**Read Like a Writer, Write for a Reader**  
 Authors choose words carefully. Interesting words can help a reader visualize the meaning of the text.

It has a **wiggly** tail to help it swim. The author uses this word to help readers visualize how the tail moves.

**MYTURN** Write sentences with interesting words that tell about a frog. The words should help you visualize the animal. **Possible response:**

**Frogs have slick skin.**

**Their skin can have speckles of color.**

44

Writing Workshop

Have students use specific words to help readers visualize in their Writing Workshop texts. During conferences, support students' writing by helping them find opportunities to meaningfully include specific words in their writing.

The **Reading-Writing Bridge** helps provide purposeful connections between the **Reading** and **Writing Blocks**.

**PRACTICE** Have students use *Handwriting* p. 88 from the *Resource Download Center* to practice writing these letters (*Lj, li, Tt*) with appropriate slant.

Name \_\_\_\_\_

**Handwriting**  
 Write Letters  
 It is important to write letters clearly so that others can read what you have written. Make sure your vertical lines are straight.

**MYTURN** Write the following sets of letters.

*Lj* \_\_\_\_\_  
*li* \_\_\_\_\_  
*Tt* \_\_\_\_\_

88

Handwriting, p. 88

*The Life of a Frog* T53



**Additional practice** online includes printable pages for **handwriting, vocabulary, spelling, and language and conventions.**





**FAST TRACK** Your Writing Workshop  
for Standards Success

UNIT  
**2**

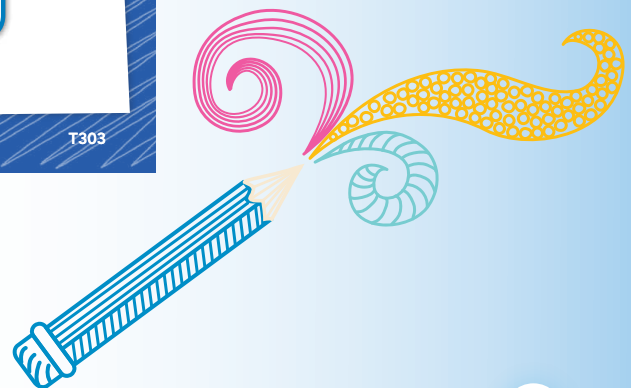
INFORMATIONAL TEXT: INFORMATIONAL BOOK

<p><b>WEEK 1</b> <b>INTRODUCE AND IMMERSE</b></p>	<p><b>Minilessons:</b></p> <ul style="list-style-type: none"> <li>• Informational Book</li> <li>• Brainstorm a Topic and Main Idea</li> <li>• Plan Your Informational Book</li> </ul>
<p><b>WEEK 2</b> <b>DEVELOP ELEMENTS</b></p>	<p><b>Minilessons:</b></p> <ul style="list-style-type: none"> <li>• Main Idea</li> <li>• Apply Facts and Details</li> <li>• Apply Simple Graphics</li> </ul>
<p><b>WEEK 3</b> <b>DEVELOP STRUCTURE</b></p>	<p><b>Minilessons:</b></p> <ul style="list-style-type: none"> <li>• Organize with Structure</li> <li>• Apply Features and Simple Graphics</li> <li>• Apply Introduction and Conclusion</li> </ul>
<p><b>WEEK 4</b> <b>WRITER'S CRAFT</b></p>	<p><b>Minilessons:</b></p> <ul style="list-style-type: none"> <li>• Edit for Capitalization</li> <li>• Apply Singular, Plural, Common, Proper, and Possessive Nouns</li> <li>• Apply Complete Sentences with Subject-Verb Agreement</li> </ul>
<p><b>WEEK 5</b> <b>PUBLISH, CELEBRATE, ASSESS</b></p>	<p><b>Minilessons:</b></p> <ul style="list-style-type: none"> <li>• Edit for Capitalization</li> <li>• Edit for Commas</li> <li>• Assessment</li> </ul>

Short on time? The **Writing Fast Track** helps you teach critical standards in less time.



T303





## Weekly Overview

Students will

- learn the characteristics of informational books.
- read a variety of informational books to see how authors write in the genre.
- begin writing their own informational books.

WEEK	WRITING PROCESS	FLEXIBLE PATH
1	Prewriting	Introduce and Immerse
2	Drafting	Develop Elements
3	Drafting	Develop Structure
4	Revising and Editing	Writer's Craft
5	Publishing	Publish, Celebrate, and Assess

After introducing and immersing students in the Writing Workshop the first week of a Unit, the following weeks allow **flexible paths** to develop **elements, structure, and writing craft**.

## Minilesson Bank

### Daily Plan

Based on what you know about your students' writing, choose one minilesson from the options below for each day's instruction.

#### FAST TRACK

	LESSON 1	LESSON 2	LESSON 3
<b>MINILESSON</b> 5–10 min.	Informational Book T308	Informational Books: Main Idea and Details T312	Informational Books: Simple Graphics T316
<b>INDEPENDENT WRITING AND CONFERENCES</b> 30–40 min.	Independent Writing and Conferences T309	Independent Writing and Conferences T313	Independent Writing and Conferences T317
<b>SHARE BACK FOCUS</b> 5–10 min.	Characteristics of the Genre T309	Finding Main Ideas and Details T313	Examples of Graphics T317
<b>READING-WRITING WORKSHOP BRIDGE</b> 5–10 min.	<p><b>FLEXIBLE OPTION</b> ←</p> <ul style="list-style-type: none"> <li>• <b>Spelling Assess Prior Knowledge</b> T310</li> </ul> <p><b>FLEXIBLE OPTION</b> ←</p> <ul style="list-style-type: none"> <li>• <b>Language &amp; Conventions</b> Spiral Review: Nouns, Verbs, Adjectives T311</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Spelling</b> Teach Spell Words with Initial Consonant Blends T314</li> </ul> <p><b>FLEXIBLE OPTION</b> ←</p> <ul style="list-style-type: none"> <li>• <b>Language &amp; Conventions</b> Oral Language: Simple Sentences T315</li> </ul>	<p><b>FLEXIBLE OPTION</b> ←</p> <ul style="list-style-type: none"> <li>• <b>Spelling</b> Review and More Practice T318</li> <li>• <b>Language &amp; Conventions</b> Teach Simple Sentences T319</li> </ul>

Teachers have a bank of **focused minilessons** to tailor their instruction to students' needs and interests.







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INFORMATIONAL BOOK

Mentor STACK



- *Lots and Lots of Zebra Stripes* by Stephen Swinburne
- *Wax to Crayons* by Inez Snyder
- *My Baseball Book* by Gail Gibbons
- *Snakes!* by Melissa Stewart

Use the following criteria to add to your informational book stack:

- The length of the text is approximately the same length as the students' writing should be.
- The main ideas and details are easy to identify.
- Simple graphics tell more about the main idea and details.

Preview these selections for appropriateness for your students. Selections are subject to availability.

**Mentor Stacks** are suggested model texts teachers can use to help students become acquainted with authentic models in the writing genre for each unit.

FAST TRACK

LESSON 4

Brainstorm a Topic and Main Idea T320

Independent Writing and Conferences T321

Topic Ideas T321

- **Spelling Spiral Review** T322
- **Language & Conventions Practice Simple Sentences** T323

FAST TRACK

LESSON 5

Plan Your Informational Book T324

Writing Club and Conferences T324–T325

Important Details T324

- **Spelling Assess Understanding** T326
- **Language & Conventions Standards Practice** T327

ADDITIONAL RESOURCES

MINILESSON		
5–10 min.	Use a KWL Chart	Narrow a Topic
30–40 min.	Independent Writing and Conferences	Independent Writing and Conferences
5–10 min.	Facts About Your Topic	Favorite Idea



See the online *Language Awareness Handbook* for additional writing support.



See the *Small Group Guide* for additional writing support.

T305




We put **scaffolding** in the hands of every teacher by providing options for every minilesson to be a modeled, guided or shared writing and students write independently every day.



## Conferences


During this time, assess for understanding of title, main idea, details, and simple graphics in order to gauge where students may need support in writing their informational books. Have stacks and minilessons available to reference during the conferences.

Teachers have productive writing conferences with students using **conferring tips** directly tied to Whole Group minilessons. Conference prompts are provided with **If/Then support** to guide instruction.

FORMATIVE ASSESSMENT		Conference Prompts
<b>Genre Immersion Lessons</b>		
<b>If</b> students need additional support,		<b>Then</b> review a book from the stack together, pointing out the main idea and details.
<b>If</b> students show understanding,		<b>Then</b> ask: How can you use graphics in an informational book you write?
<b>Brainstorm a Topic and Main Idea</b>		
<b>If</b> students need additional support,		<b>Then</b> ask: What do you enjoy talking to your friends about?
<b>If</b> students show understanding,		<b>Then</b> ask: What details will you write about in your book?
<b>Plan Your Informational Book</b>		
<b>If</b> students need additional support,		<b>Then</b> ask: Which part of your informational book do you feel most comfortable planning?
<b>If</b> students show understanding,		<b>Then</b> ask: Which part of your informational book do you feel least comfortable planning?

Conference Support for ELL	
<b>EMERGING</b>	
<ul style="list-style-type: none"> <li>Show examples of informational books and discuss the text's main idea.</li> <li>Learn key phrases in your students' home languages.</li> <li>Use modeled writing to help students plan informational writing.</li> </ul>	
<b>DEVELOPING</b>	
<ul style="list-style-type: none"> <li>Help students identify the main idea in an informational text.</li> <li>Model drawing for students so they know it is an acceptable form of communication.</li> <li>Use shared writing to identify main ideas and details.</li> </ul>	
<b>EXPANDING</b>	
<ul style="list-style-type: none"> <li>Use real-life experiences to generate topic ideas.</li> <li>Think aloud using a graphic organizer.</li> <li>Use guided writing to help students brainstorm and plan writing.</li> </ul>	
<b>BRIDGING</b>	
<ul style="list-style-type: none"> <li>Use visuals from stacks to discuss main ideas and details.</li> <li>Invite students to read and think aloud details from the text.</li> <li>Use guided writing to teach characteristics and structure of informational texts.</li> </ul>	

Additional conference support is provided for all **ELL proficiency levels**.

 **Reading-Writing Workshop Bridge**

While conferring with students, refer back to the Bridge minilessons on **word choice** and **simple sentences**.





myView Digital  DOWNLOAD

INFORMATIONAL BOOK

**ELL Minilesson Support**

**Week 1: Introduce and Immerse**

During the immersion week, your ELLs will benefit from additional writing support that expands their awareness and understanding of the characteristics of informational texts. These targeted supports were chosen to help students better communicate their understanding.

Use this note for the minilesson on p. T83.

**ELL Targeted Support**

**INFORMATIONAL BOOKS: MAIN IDEA AND DETAILS**

Let students know they can look for details in graphic sources as well as in the text.

With students, study one graphic in one of the stack texts. Ask students leading questions about what they see. **EMERGING**

Have students reread a stack text and look at the graphics. Then have them work in small groups to share details of what they learned from the graphics. **DEVELOPING**

Have student pairs explain the connection between the graphics and the main idea and details in the text. **EXPANDING**

Give students a stack text and ask them to identify the main idea and details. Then have students tell what kinds of graphics could enhance the text. **BRIDGING**



See the online *Language Awareness Handbook* for additional writing support.

Use this note for the minilesson on p. T84.

**ELL Targeted Support**

**INFORMATIONAL BOOKS: SIMPLE GRAPHICS**

Read a text aloud. Help students use visual support to enhance and confirm their understanding.

Ask students to look at a simple graphic and explain how the visual helps them understand the text. **EMERGING**

Have students work in pairs to discuss simple graphics and what they already know. Then have them take turns reading a paragraph of the text and telling how the visual is related to the text. **DEVELOPING**

Provide students with a grade-appropriate passage with a simple graphic. Have them look at the visual element. Then assign pairs to discuss how the simple graphic and their own background knowledge help them understand what they read. **EXPANDING**

Have student pairs take turns identifying simple graphics in texts and telling how each graphic helps to enhance their understanding. **BRIDGING**

Writing support for English language learners is provided at point of use as well as in the **Language Awareness Handbook** on Realize.





**FAST TRACK**

# Informational Book

## OBJECTIVE

Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance.

### STUDENT INTERACTIVE, p. 47

The screenshot shows a page from a student interactive. At the top, it says 'INFORMATIONAL BOOK' and 'WRITING WORKSHOP'. Below that, it says 'I can write informational text.' and 'My Learning Goal'. The main content is titled 'Informational Book' and lists characteristics: 'a title', 'a main idea', and 'supporting details about the main idea'. Below this is a 'Simple Graphic' of a butterfly. The text reads: 'From Egg to Butterfly. A butterfly goes through four stages. First, it is an egg. Next, it is a caterpillar. Then it builds a chrysalis. Finally, it is a butterfly.' Labels 'Title', 'Main Idea', and 'Supporting Details' are placed over the text to illustrate the structure.

## Minilesson

Mentor **STACK**

**TEACHING POINT** Authors write informational books to teach the reader about a topic. Informational books have:

- a title that tells what the book is about.
- a main, or central, idea that is the most important information in the book.
- details about the main idea.

**MODEL AND PRACTICE** Inform students that you will be reading multiple informational books together over the next three days to prepare them to write their own. Today, they will focus on the characteristics of an informational book.

Hold up a book from the stack. **An informational book has a title, a main idea, and details. Is this an informational book? Let's read it together to find out.** Point to and read the title. **This is the title. Informational books have titles. Let's keep reading to find out if this book also has a main idea and details.** Read the book as a class and model finding the main idea and details. After reading the book, ask students what makes it an informational book.

Direct students to p. 47 in the *Student Interactive*. Read aloud "From Egg to Butterfly." Explain that this is an informational text because it has a title, a main idea, and details. Have students identify the title, main idea, and details with you.

Read one or two more stack books following the routine above. Focus on the characteristics that make each one an informational book.



Each **Writing Minilesson** provides a teaching point and modeling before the students practice.



INFORMATIONAL BOOK

Independent Writing

Mentor STACK 

FOCUS ON INFORMATIONAL WRITING

- During independent writing time, students should read additional books from the stack to continue developing their understanding of informational text.

WRITING SUPPORT

- **Modeled** Choose a stack text and do a Think Aloud to model how to identify an informational book.
- **Shared** Have students choose a stack text. Prompt students to identify the title, main idea, and details.
- **Guided** Use the stack texts to provide explicit instruction on how to identify the main idea and details.

 **Intervention** Refer to the *Small Group Guide* for support.

- If time allows, students should transition to writing their informational books.

See the **Conference Prompts** on p. T306.

Share Back

Have several students share informational features they found in their reading or used in their writing.



The Life of a Frog T309

After each minilesson, support for **Independent Writing** and **Share Back** time is provided.



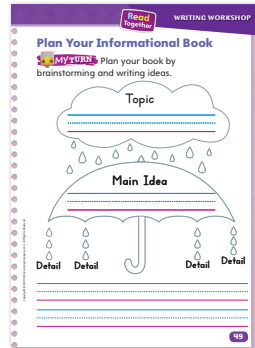
**FAST TRACK**

# Plan Your Informational Book

## OBJECTIVE

Plan a first draft by generating ideas for writing such as drawing and brainstorming.

STUDENT INTERACTIVE, p. 49



**Writing Club** consists of a set-aside time for students to meet with their peers and share their writing. It provides students an opportunity to apply speaking and listening skills while peer conferring about their writing.

## Minilesson

Mentor **STACK**

**TEACHING POINT** Authors plan the information they will include before they write an informational book. One way to plan our writing is to use a graphic organizer. Planning our writing is an important step because it helps us organize our ideas. When we plan an informational book, we think about the elements we will include, such as the topic, main idea, and details.

**MODEL AND PRACTICE** Hold up a book from your stack that you read during the genre immersion days. Tell students that the author of the book planned it out before he or she wrote it. Ask: *What did the author title this book? What is the main idea the author chose? What are some details the author included about the main idea?* Guide students as they discuss the title, main idea, and details.

Have students use p. 49 in the *Student Interactive* to plan their informational book. Provide strategies to help them plan each element.

- Your topic should be something you know a lot about.
- After you've thought of details, reread your main idea to make sure it doesn't need to be changed.
- Write down all the details you can think of. Later you can decide which ones should be included and in what order.

## WRITING CLUB

Place students into Writing Club groups. See p. T325 for details on how to run Writing Club. See the **Conference Prompts** on p. T306.

## Share Back

Call on students to share some details about their main idea. Ask them which detail they think is most important.





INFORMATIONAL BOOK

**WRITING CLUB**

**What's Happening This Week?** In this week's Writing Club, students will share their ideas for their books.

As students are in new Writing Club groups, they should spend the first 5–10 minutes in their groups discussing the following:

- How to appropriately ask and answer questions.
- The process for taking turns during discussions.
- The role of the audience when someone is sharing ideas.

**What Are We Sharing?** Tell students that they should share their main idea and details with their Writing Club. Their classmates should help them decide if the details they share are appropriate for their main idea.

**How Do We Get Started?** *Conversation Starters*

- How did you decide to write about \_\_\_\_?
- I like the detail about \_\_\_\_.
- Something I still don't understand about your topic is \_\_\_\_.

**Conversation Starters** are provided to help students begin their writing discussions.





The **Writing Bridge** pages focus on Spelling and Language and Conventions to help students write for readers.

WEEK 1 LESSON 1  
READING-WRITING WORKSHOP BRIDGE

# Spelling Spell Words with Initial Consonant Blends

**OBJECTIVES**

Spell words with initial and final consonant blends, digraphs, and trigraphs.

Spell high-frequency words.

**SPELLING WORDS**

snap	step
snip	stop
snug	trap
stem	trip

**HIGH-FREQUENCY WORDS**

little  
come

FLEXIBLE OPTION

**LESSON 1**

**Assess Prior Knowledge**

Read aloud the words and sentences. Have students spell each word with initial consonant blends and the two high-frequency words.

**Spelling Sentences**

1. I will **stop** at your house.
2. I fell down the **step**.
3. The plant has a long **stem**.
4. Can you **snap** your fingers?
5. My family took a **trip** to see my cousins.
6. She was as **snug** as a bug in the blanket.
7. The barber will **snip** my hair.
8. We caught a mouse in the **trap**.
9. Do you want to **come** to my house to play?
10. My favorite book is about a **little** horse.

**ELL Targeted Support**

**Initial Blends** Say the words *snap* and *snip*.

Have students write the words and underline the consonant blend. Check that they have employed the spelling pattern with accuracy. **EMERGING**

Have students employ the initial consonant blend spelling pattern by writing another word beginning with *sn* (*snug*). Repeat with *st*. **DEVELOPING**

Challenge students to write sentences using the spelling words. Then have students check that they used the consonant blend spelling patterns accurately. **EXPANDING/BRIDGING**

FLEXIBLE OPTION

**LESSON 1**

**Assess Prior Knowledge**

**LESSON 2**

Teach Initial Consonant Blends

FLEXIBLE OPTION

**LESSON 3**

Review and More Practice Initial Consonant Blends

FLEXIBLE OPTION

**LESSON 4**

**Spiral Review:**  
*qu, v, y, z*

**LESSON 5**

**Assess Understanding**

T310 UNIT 2 • WEEK 1

**Lesson 5** of the Reading-Writing Bridge allows teachers to quickly assess student understanding.







# Language & Conventions

## Spiral Review

FLEXIBLE OPTION

### LESSON 1



#### Spiral Review: Sentences with Nouns, Verbs, and Adjectives

**FOCUS** Review with students that sentences tell a complete idea. They have nouns, verbs, and sometimes they have adjectives. Nouns name people, animals, or things. Verbs tell about a noun. Adjectives describe nouns.

**MODEL AND PRACTICE** Write the sentence *Stan jumps over the red ball.* Explain to students that this sentence contains nouns, a verb, and an adjective as you: circle the nouns *Stan* and *ball*; underline the verb, *jumps*; and draw a box around the adjective, *red*.

Write another sentence: *The big cat sits here.* Have students identify the noun (*cat*), verb (*sits*), and adjective (*big*).

**APPLY** Have partners write sentences of their own, using nouns, verbs, and adjectives. Ask them to underline the verbs, circle the nouns, and draw boxes around the adjectives in their partners' sentences.

#### OBJECTIVES

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Use frequently occurring adjectives.

#### ELL Targeted Support

**Read Nouns, Verbs, and Adjectives** Write the following sentence on the board: *The red fish swims.*

Read aloud the sentence. Have students echo. Support students' understanding by displaying a picture of a red fish. Enhance their understanding by pointing out the noun, verb, and adjective in the sentence and providing additional examples of each. **EMERGING**

Have students read the sentence. Have them draw a picture to illustrate the sentence. Then using their picture or gestures for support, have them identify the noun, verb, and adjective of the sentence. **DEVELOPING**

Divide students in small groups. Have them read the sentence and work together to identify the noun, verb, and adjective. Then invite them to name other nouns, verbs, and adjectives. **EXPANDING/BRIDGING**



FLEXIBLE OPTION

### LESSON 1



#### Spiral Review: Sentences with Nouns, Verbs, and Adjectives

FLEXIBLE OPTION

#### LESSON 2

Oral Language: Simple Sentences

#### LESSON 3

Teach Simple Sentences

#### LESSON 4

Practice Simple Sentences

FLEXIBLE OPTION

#### LESSON 5

Standards Practice

The Life of a Frog T311

A **spiral review** of the previous week's skill is provided to reinforce learning.



## UNIT 2 WEEK 6 WEEKLY PLANNER

## I SPY

Each unit culminates with **Project-Based Inquiry**. The project embeds the unit theme and standards in a creative, rigorous, and authentic way.

### PROJECT FOCUS

#### This week students will

- research zoo animals.
- write an opinion letter to a zookeeper.

#### Lesson 1

T430–T431,  
T432  
T428–T429  
T448–T449

#### Foundational Skills

- Phonological Awareness: Change Phonemes
- Phonics: Long *i* Spelled VCe
- Spelling

#### Compare Across Texts

- Answer the Essential Question

#### Inquire

- Introduce the Project
- Read “Animals in Zoos”
- Choose a zoo animal
- Use Academic Words

#### Lesson 2

T434–T437,  
T432  
T450–T451  
T452–T453

#### Foundational Skills

- Phonics: Long *i* Spelled VCe
- Spelling: Spell Long *i* Words

#### Explore and Plan

- Introduce Persuasive Writing
- Read: “Schools Need Bird-Watching Clubs”
- Characteristics of persuasive texts

#### Conduct Research

- Use Print and Digital Sources
- Answer inquiry questions
- Scan page for key words

#### Lesson 3

T438–T439,  
T433  
T454–T455

#### Foundational Skills

- Phonological Awareness: Distinguish Between /i/ and /i/
- Phonics: Consonants *c /s/* and *g /j/*
- High-Frequency Words
- Spelling

#### Collaborate and Discuss

- Analyze Student Model
- Identify features of informational texts
- Search Online

#### Lesson 4

T440–T445,  
T433  
T456–T457

#### Foundational Skills

- Phonics: Consonants *c /s/* and *g /j/*
- Decodable Story: *Too Many Pups!*
- Spelling

#### Extend Research

- Incorporate Media
- Revise
- Edit

#### Lesson 5

T446–T447,  
T433  
T458  
T459

#### Foundational Skills

- Phonological Awareness: Segment and Blend Phonemes
- Phonics: Spiral Review
- Spelling

#### Celebrate and Reflect

- Share your letters
- Reflect on your project

#### Reflect on the Unit

- Reflect on your goals
- Reflect on your reading
- Reflect on your writing





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ASSESSMENT

## PROJECT-BASED INQUIRY

### INTEGRATE your INSTRUCTION

#### English Language Arts

- Write opinion pieces.
- Participate in shared research and writing projects.
- Gather information from provided sources to answer a question.

#### Engineer It!



For alternative inquiry projects with a science focus, go online to [SavvasRealize.com](http://SavvasRealize.com).

#### Science

- Use science knowledge to understand the world.
- Ask questions to begin investigations.

**myView Literacy** helps you plan, assess, and guide project-based inquiry. It identifies the standards and outcomes as well as content-area connections.

#### 4-Point Research Project Rubric



Score	Focus	Research	Development	Conventions	Speaking and Listening
4	Opinion is clearly stated.	One or more relevant sources are used to discover applicable facts.	Letter begins with an opinion, and a supporting reason and fact follow logically.	Spelling is correct. Sentences are capitalized and include appropriate end punctuation.	Student reads with clear enunciation and listens with full attention.
3	Opinion is stated.	At least one relevant source is consulted.	Opinion is not stated first. Opinion, reason, and fact may not all be clearly related.	Spelling, end punctuation, and capitalization are mostly correct.	Student reads mostly clearly but may read too quickly or too slowly. Student mostly pays attention to other speakers.
2	Opinion may be overly general.	A relevant source is consulted but facts may not be included in final writing.	Opinion, reason, and fact are not in logical order, or there is no obvious connection between them.	Writing includes multiple errors in spelling, punctuation, and/or capitalization.	Student may struggle to read clearly and/or with appropriate rate. Student may not be attentive to other speakers.
1	Opinion is confusing or unfocused.	No outside sources were used or included.	Sentence structure or word order is illogical. Reason and/or fact is absent.	Errors in spelling, punctuation, or capitalization are widespread and obscure meaning.	Student's speech is unclear. Student interrupts or is distracted while listening.
0	Possible characteristics that would warrant a 0: <ul style="list-style-type: none"> <li>• No response is given.</li> <li>• Student does not demonstrate adequate command of writing or delivery of an opinion letter.</li> <li>• Response is unintelligible, illegible, or off topic.</li> </ul>				



Have students complete the student-friendly Research Project Checklist, p. 136, from the Resource Download Center.

**Research Rubrics** are provided for each project, with student-friendly **Research Project Checklists** on Realize.



# Inquire

## OBJECTIVES

- Respond using newly acquired vocabulary as appropriate.
- Generate questions for formal and informal inquiry with adult assistance.
- Participate in shared research and writing projects.
- Develop and follow a research plan with adult assistance.

## Introduce the Project

This week students will work in pairs to research an animal, and then they will write a letter to a zookeeper requesting that this animal be added to the zoo. Read aloud the prompt on p. 208 in the *Student Interactive*. Motivate students by activating background knowledge and setting a purpose for the project.

Three levels of each **research article** help every student in class participate and use evidence for understanding.

## CRITICAL LITERACY Build Background

**Read-Pause-Make Connections** Distribute copies of “Animals in Zoos.” Use the research article to help students build background for the topic. Have partners take turns orally reading a paragraph or two. After each paragraph, have them pause to share connections to the text. Write the following stems on the board to start conversations.

- This reminds me of...
- I remember when I went to the zoo, I saw...
- I read another book about animals called...

After reading, have students discuss their connections with the class.

## RESEARCH ARTICLES

Animals in Zoos	280L, 340L, 400L
Schools Need Bird-Watching Clubs	280L, 320L, 400L
Safari Adventure	280L, 320L, 400L

See the *Small Group Guide* for additional information on how to distribute the articles.

## ELL Language Transfer

**Cognates** Point out the Spanish cognates related to the project:

- local : *local*
- animal : *animal*
- opinion : *opinión*

**COLLABORATE** Allow time for pairs to brainstorm by writing words and drawing pictures about zoo animals. As they work, point to their drawings or words and use prompts to assist students with generating, or asking, questions for inquiry. For example, ask: *In what part of the world would this animal live? What are some things you would like to know about this animal?*

## Use Academic Words

**COLLABORATE** Tell students to talk about the image using some of their newly acquired academic vocabulary. Remind students that they will also use some of these words in their letter to the zookeeper.



## EXPERT'S VIEW Alfred Tatum, University of Illinois at Chicago

“At the end of a reading or writing event, children are taking away new language, vocabulary, and ideas that become a part of them. The ideas, words and language do not stop at the end of the lesson. They ultimately shape a child’s academic and personal trajectories. That is what is most critical about the roles of reading and writing in students’ lives.”

See PearsonRealize.com for more professional development on research-based best practices.

Using Freddy Hiebert’s **generative vocabulary** students will have acquired more than 50 academic words per Unit. Students apply academic vocabulary during the Project-Based Inquiry.



## DIFFERENTIATED SUPPORT

**OPTION 1 Intervention** Give pairs time to verbally describe animals and explain what they like about each animal. Model drawing and writing what the students say. For example, say: *You said that you like a tiger. Write tiger. You said you like its stripes.* Make a simple drawing of a tiger with stripes.

**OPTION 2 Extend** If pairs easily generate ideas about animals they like, have them write a few sentences about the needs of the animal they chose, such as where it lives and what it eats.

### ELL Targeted Support

Allow pairs to draw to complete the activity on p. 208. Expand students' English vocabulary by offering key words and phrases to use to label the animals, such as *tail, wings, nose, body,* and *fur.* Add these terms to a word wall, and have students use the words to label their pictures with captions.



**NEXT STEPS** Remind students that they will need to develop and follow a research plan in order to complete the project in a week. Walk the students through the Zoo Animal Research Plan on p. 209. Make sure that students can cross off the first step by choosing an animal and generating questions for research.

STUDENT INTERACTIVE, pp. 208–209

INQUIRE
 PROJECT-BASED INQUIRY

## New at the ZOO!

**Activity**

Your local zoo wants to add a new animal. Write a letter to the zookeeper. Tell your opinion about which animal it should be and why.

**Use Academic Words**

 **COLLABORATE** You learned many new academic words in this unit. With your partner, use some of these new words to talk about the picture.

**Let's Read!**

This week you will read three articles about animals.

-  **Animals in Zoos**
-  **Schools Need Bird-Watching Clubs**
-  **Safari Adventure**

**Zoo Animal Research Plan**

-  **Day 1** Generate questions for research.
-  **Day 2** Research an animal.
-  **Day 3** Write a letter to the zookeeper.
-  **Day 4** Revise and edit the letter.
-  **Day 5** Present the letter to classmates.

208
209

**Inquiry and research** provide students with skills they can use in all areas of study. Students should understand that people conduct research for a variety of reasons.



# BOOK CLUB

## OBJECTIVES

Self-select text and interact independently with text for increasing periods of time.

Establish purpose for reading assigned and self-selected texts with adult assistance.

## MODEL LESSON PLAN

For Weeks 1–3, Book Club offers instruction specific to this unit's book, *Red-Tailed Hawks at Big Bend*. For Weeks 4–5, you can use a book from the list provided or a book of your own choosing. On pp. T460–T463 you will find a full description of the elements of Book Club with instruction that can be adapted to the book of your choice.

## Red-Tailed Hawks at Big Bend

**BOOK CLUB ROUTINE** Book Club will meet twice each week, during Small Group time. On each Book Club day, students will assemble and continue their collaborative discussion about the book, focusing on different elements from week to week.

**WEEKLY FOCUS** Over the course of Book Club, groups will focus on different aspects of the book.

**Week 1: Text** Students discuss the text of the book. What understandings do they come to from the words on the page?

**Week 2: Pictures** How do the images contribute to the book's theme and the author's message?

**Week 3: Design** Students examine the layout of the book, including the visual relationship between words and pictures, the size of the text, and other ways the author uses the page to get a message across.

**TEACHER'S ROLE** Since Book Club is a time for students to get their own enjoyment out of reading, the teacher's role should be as an observer and occasional facilitator, helping to start stalled conversations or direct groups to specific understandings.

Students form **Collaborative Groups** where they can have meaningful conversations about their Book Club book.



**EXPERT'S VIEW** Frank Serafini, Arizona State University

“Think about yourself as a reader—Where do you like to read? What do you like to have around you when you read? Then take a look around your classroom. Does the physical setting support readers? Are there places for children to sit and read? Is there a library of books to choose from?”

See [SavvasRealize.com](http://SavvasRealize.com) for more professional development on research-based best practices.






## Discussion Charts

As students discuss the text, pictures, and design, capture their thoughts by using a Discussion Chart. Each day the discussion will center on one of three distinct focuses:

- **Noticings** lets students note what catches their attention in the book.
- **Connections** encourages students to read the book through the lens of their own lives.
- **Wonderings** allows students to share any questions that remain after reading the text.

Noticings	Connections	Wonderings

**COLLABORATION** Each session of Book Club features reminders and sentence starters to give students opportunities to practice their collaborative conversation skills. **SEL** SOCIAL-EMOTIONAL LEARNING



### Book Club Options

See the *Small Group Guide* for help with

- choosing a different book for your class to read.
- conducting Book Club with a book of your or your students' choosing.
- guiding a student-led Book Club.
- facilitating Book Club when there are not enough books for all students.

READING WORKSHOP

SMALL GROUP



### CHOOSE YOUR BOOK

- Red-Tailed Hawks at Big Bend** by Frances E. Ruffin
- Seed to Plant** by Kristin Baird Rattini
- Caterpillar to Butterfly** by Laura Marsh
- The Carrot Seed** by Ruth Krauss
- Animal Mothers and Babies** by Dona Herweck Rice
- The Ugly Vegetables** by Grace Lin



**Book Club** offers instruction specific to a **Unit Book** tied to unit theme and genre as well as instructional plans that can be used with a **book of your own choosing**.

**Social-Emotional Learning** fosters respect and positive behaviors.



# Get a Better View

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