



Macmillan/McGraw-Hill

Published by Macmillan/McGraw-Hill, of McGraw-Hill Education, a division of The McGraw-Hill Companies, Inc.,
Two Penn Plaza, New York, New York 10121.

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Printed in the United States of America

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Using Comprehension Intervention

Purpose and Use

Treasures provides a set of strategic intervention materials, one set for each of the key technical skill domains of beginning reading (phonemic awareness and phonological awareness, phonics and decoding, oral reading fluency, vocabulary, and reading comprehension skills) plus writing and grammar. Each set of materials contains over ninety 15-minute lessons. These lessons

- focus on children in Kindergarten through Grade 2 who need reteaching and practice in one or more technical skills (e.g., comprehension);
- provide explicit, sequential, and systematic needs-based instruction of standards taught in the target grade or previous grade that have not been mastered by children;
- are connected to the basic program and consistent with the key instructional routines used;
- are designed for efficient and effective use in tutorial or small-group instructional settings;
- can be administered by a teacher's aide but are also great for after-school programs or one-on-one tutoring sessions.

Contents and Resources

Comprehension Intervention organizes instruction and practice on two-page spreads for ease of use. A short, 15-minute lesson provides targeted instruction in a discrete strategy or skill. A Practice Reproducible provides scaffolded practice with a fiction or nonfiction passage. Lessons are grouped into seven kinds of sections: Question-Answer Relationship, Beginning Literary Skills, Strategies and Skills, Literary Elements, Study Skills, Text Features, and Genres.

LESSON 37
Comprehension

ACQUISITION

Cause and Effect

TEACH
Introduce Say, *A cause makes something else happen. An effect is something that happens. Clue words such as because help to tell about causes and effects.*
Academic Language Ask these questions to reinforce academic language: *What might cause a balloon to pop? What is the effect of being tickled?*

MODEL
Practice Reproducible Copy and distribute **Practice Reproducible C37**. Echo-read "The Elephant and the Orange Tree." Model using **text evidence** to find what caused Elephant to use the orange tree.
Think Aloud I'll reread the beginning of the story. First, Elephant's back was itching. He couldn't reach it, so he scratched on the orange tree. That's if Elephant's itch, and not being able to reach it, caused him to use the tree.

GUIDED PRACTICE
Have children partner-read "The Elephant and the Orange Tree." Then help partners complete Row 1. Use the following support as needed.
Scaffolded Support for Row 1 Help partners underline additional causes and effects. Discuss the relationship between each event. Then have them use the underlined text to complete Row 1.

APPLY
Have children work independently to complete Rows 2-3. If children need help, provide the following support. Discuss answers as a group.
Scaffolded Support for Row 2 Ask, *What caused the peels to fall on the ground? Look for the circled sentence that tells you.*
Scaffolded Support for Row 3 Say, *What is the effect of the worms liking the orange peels? Look for the circled sentence that tells you.*

Quick Check
Can children use text evidence to identify both causes and effects?
If No → Have children draw story events and then use their pictures to retell the story. Then guide them to complete the graphic organizer.
If Yes → Teach Focused Application Lesson 36, pages 76-77.

Answer Key: 1. the oranges fall down 2. A group of monkeys ate them. 3. They asked Elephant to scratch his back again.

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Name _____ Date _____

Practice Reproducible C37

Cause and Effect

Read the passage. Then complete the chart.

The Elephant and the Orange Tree

Elephant was unhappy.
He had to scratch his back!
But he could never reach it.
He saw an orange tree.
He scratched his back against it.
The oranges fell down.
(A group of monkeys ate them.)
The peels fell on the ground.
The worms around it ate them.
The worms liked the peels.
(They asked Elephant to scratch his back again!)

	Cause	Effect
1.	Elephant scratches his back	→
2.		→ The peels fell on the ground.
3.	The worms liked the peels.	→

Practice Reproducible 75

Sample Lesson

Assessment

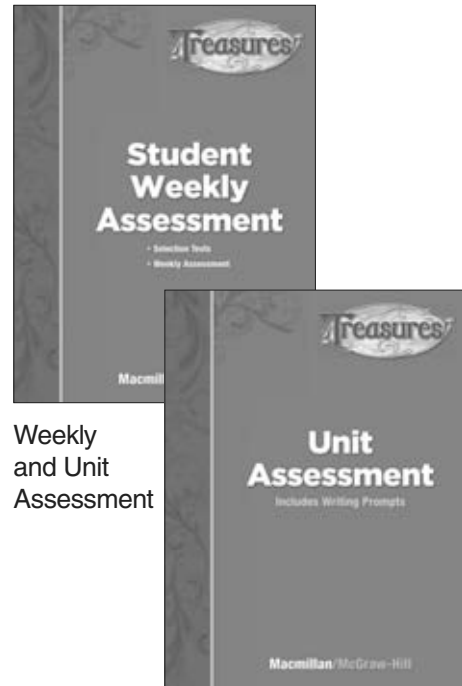
Placement To assess which children need comprehension intervention, monitor their comprehension of the literature in *Treasures*, as well their performance on comprehension assignments and weekly and unit assessments.

Each section in *Comprehension Intervention* teaches a small set of comprehension skills. You can place children in one of the following ways:

- You can teach a discrete lesson or a discrete group of lessons as a prescription for specific skills that children have not yet mastered.
- You can provide sequential and systematic instruction over a longer period of time, perhaps as a regular part of additional instruction that you might be providing a group of struggling readers.

Progress Monitoring *Comprehension Intervention* provides informal assessments to monitor children’s progress.

- A Quick Check box supports progress monitoring at the end of the lessons on strategies and skills, question-answer relationships, and genre.



Weekly and Unit Assessment

Instructional Routines

Highly explicit and narrow in focus, *Comprehension Intervention* follows a scope and sequence that is consistent with the *Treasures* core program. Lessons use routines for explicit instruction and teacher modeling, as well as guided and independent practice, that are also consistent with the core program. In Section 1–Section 8, comprehension strategies and skills are taught in three phases.

- Lessons in the Acquisition phase provide explicit explanations of the strategy or skill, as well as clear definitions of academic language. The Practice Reproducible generally includes a graphic organizer as well as specific techniques for marking up the text. Support is provided for teachers to scaffold children’s application of the strategy or skill.
- In the Focused Application and Strategic Integration phases, lessons review the strategy or skill and reinforce academic language. These lessons guide children to take more responsibility for applying the strategy or skill, although support for scaffolding children’s learning is still provided.

Instructional Modifications

Most children who struggle with decoding will also struggle with comprehension. These children need more time and practice to master foundational skills. The lessons in the *Comprehension Intervention* are ideal for these children.

- Watch for children who decode texts but struggle to understand them. These children might read a text aloud with some measure of fluency but have difficulty retelling, answering questions, or participating in a discussion about it.
- Pay particular attention to how well children apply skills and strategies that require inferential thinking such as making inferences, finding the author’s purpose, evaluating, drawing conclusions, and so on. Many children need extra help with these skills.
- Keep in mind as well that children who have difficulty with comprehension might also be struggling with a vocabulary deficit. Children with limited vocabularies will benefit from targeted instruction in additional word meanings as well as independent word-learning strategies. (For this purpose, use *Vocabulary Intervention*.)

Research and Guiding Principles

Research on comprehension has shown the following:

- Children need to be taught specific comprehension strategies and skills. Instruction that teaches children how to monitor their comprehension and recognize text structure is particularly helpful.
- Explicit comprehension instruction should include direct explanation, teacher modeling, guided practice, and independent application.
- Children benefit from being taught how to use graphic organizers. These help children focus on text structure and make connections among important ideas in the text.
- Answering questions also supports comprehension. Questions give children a purpose for reading, encourage them to apply specific strategies, and scaffold their active engagement with the text.
- Specific instruction on how to answer questions (question-answer relationships) also supports the development of children’s comprehension.
- Children’s comprehension is also improved by working with partners or small groups, as long as opportunities for group and partner discussion are structured in a way that engages children while keeping them focused on the text.

Skills Correlations

This chart will help you identify practice pages for skills taught in this book.

Skill	Pages where skill is taught	*
Ask (or Generate) Questions	56–61	
Author's Purpose	116–121	
Classify and Categorize	134–139	
Compare and Contrast	80–85	
Details	92–97	
Distinguish Between Fantasy and Reality	200–201	
Draw Conclusions	122–127	
Genre: Autobiography	208–209	
Genre: Biography	208–209	
Genre: Fable	194–195	
Genre: Fairy Tale	194–195	
Genre: Fantasy	200–201	
Genre: Folktale	194–195	
Genre: How-To Article	210–211	
Genre: Legend	196–197	
Genre: Myth	196–197	
Genre: Nonfiction Article	206–207	*
Genre: Play	202–203	
Genre: Poetry	204–205	
Genre: Realistic Fiction	198–199	
Identify Cause and Effect	74–79	
Identify Character	38–43	
Identify Main Idea and Details	92–97	
Identify Plot	44–49	
Identify Sequence of Events	68–73	
Identify Setting	32–37	
Literary Elements: Alliteration	140–141	
Literary Elements: Onomatopoeia	144–145	
Literary Elements: Repetition and Word Choice	150–151	
Literary Elements: Rhyming Patterns	142–143	
Literary Elements: Rhythm	142–143	
Literary Elements: Sensory Language	148–149	
Literary Elements: Simile	146–147	
Main Idea and Details	92–97	
Make and Confirm Predictions	62–67	
Make Inferences	110–115	
Monitor Comprehension	50–55	

* Practice for these skills can also be found in the Teacher's Edition for:

C = Comprehension Intervention
F = Fluency Intervention
PWS = Phonics/Word Study Intervention
V = Vocabulary Intervention

Skills Correlations (continued)

Skill	Pages where skill is taught	*
Problem and Solution	98–103	
Question-Answer Relationships: Author and Me	14–19	
Question-Answer Relationships: Right There	2–7	
Question-Answer Relationships: Think and Search	8–13	
Recognize and Analyze Story Structure	26–31	
Recognize and Analyze Text Structures	20–25	
Retell	128–133	
Study Skills: Choosing Research Materials	154–155	
Study Skills: Narrowing a Topic for Research	152–153	
Study Skills: Parts of a Book	156–157	
Study Skills: Using a Dictionary	166–167	V
Study Skills: Using a Telephone Directory	162–163	
Study Skills: Using Periodicals/Newspapers	160–161	
Study Skills: Using the Internet	158–159	
Study Skills: Using the Media Center	164–165	
Summarize	86–91	
Text Features: Bold Print and Capital Letters	168–169	
Text Features: Captions	174–175	
Text Features: Drop-Down Menus	188–189	
Text Features: Headings	178–179	
Text Features: Labels	186–187	
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Text Features: Using Diagrams	186–187	
Text Features: Using Illustrations, Photographs, and Captions	174–175	
Text Features: Using Interviews	192–193	
Text Features: Using Lists	182–183	
Text Features: Using Signs and Symbols	176–177	
Text Features: Using Text Features	168–169	
Text Features: Using Written Directions	190–191	
Visualize	104–109	

ACQUISITION**QAR: Right There****TEACH**

Introduce Explain that readers can learn to identify different kinds of questions. Say: **Right There** questions have answers that are “right there” in a passage. Readers can identify a Right There question because it often includes words like, *According to the passage . . . , How many . . . , Who is . . . , Where is . . . , and What is . . .* Right There questions usually include key words from the passage that help readers find the answer. To answer a Right There question, look for key words.

MODEL

Practice Reproducible Copy and distribute **Practice Reproducible C1**. Echo-read “Fun Pets.” Model using **text evidence** to answer the question: *According to the passage, what do all pets need?*

Think Aloud *The phrase According to the passage tells me that this is probably a Right There question. I see the key words all pets. They might help me find the answer. I’ll reread the passage and look for the key words all pets. I see them right here in the second sentence: All pets need to eat. That’s the answer.*

GUIDED PRACTICE

Have children partner-read “Fun Pets.” Have partners complete Exercises 1–2.

Scaffolded Support for Exercise 1 Help children identify the key words *every day* and find them in the story. Have them read the underlined sentence aloud.

Scaffolded Support for Exercise 2 Ask: *What key words are in this question? (need to clean) Can you find these key words in the passage?*

APPLY

Have children work independently to complete Exercise 3. If children need help, provide the following support. Discuss answers as a group.

Scaffolded Support for Exercise 3 Ask: *What key words do you see in this question? (dogs, play) Can you find these key words in the passage?*

Quick Check

Can children use text evidence to answer Right There questions?

If No → Read aloud each question they got incorrect, as well as the corresponding underlined sentence. Have them identify the key words that appear in both the question and the answer in the passage.

If Yes → Teach Focused Application Lesson 2, pages 4–5.

Answer Key: 1. feed it 2. your pet’s cage 3. balls

QAR: Right There

Read the passage. Then complete the exercises.

Fun Pets

A pet can be a lot of work.

All pets need to eat.

Feed your pet every day.

Pets need to keep clean, too.

Always clean your pet's cage.

Brush your pet.

Many pets like to play.

Cats like to play with yarn.

Dogs like to play with balls.

Pets can be fun!

1. What must you do for your pet every day?

2. What do you need to clean for your pet?

3. What do dogs like to play with?

FOCUSED APPLICATION**QAR: Right There****TEACH/MODEL**

Review Explain that **Right There** questions have answers that are “right there” in a passage. To answer a Right There question, readers need to go back to the passage. They reread to find the answer, looking for key words from the question.

Practice Reproducible Copy and distribute **Practice Reproducible C2**. Choral-read “Wendy’s Trip” with children. Remind them to keep their voices with yours. Then model using **text evidence** to find what Wendy asks Dad.

Think Aloud *The question is about what Wendy asks. I remember that Wendy asks a question in the story, so I can probably find the answer right there in the passage. What are the key words? I think ask is a key word. I’ll look for that in the story. I see it right here in the third sentence, She asked Dad for a trip to see snow. That’s the answer to my question. I’ll underline that sentence in the passage to show where I found my answer.*

GUIDED PRACTICE

Have children partner-read “Wendy’s Trip.” Then have partners work together to complete Exercises 1–2. Use the following support as needed.

Scaffolded Support for Exercise 1 Help children identify the key words *Wendy* and *want* and find them in the story. Then have children read aloud the sentences that contain these words and underline them.

Scaffolded Support for Exercise 2 Repeat for the key words *one day took*. Guide children to find these words and underline the sentences in the story.

APPLY

Have children work individually to complete Exercise 3. If children need help, provide the following support. Discuss answers as a group.

Scaffolded Support for Exercise 3 *Ask: Where in the passage do you see some of the same words that are in this question? Underline them. Now, look for your answer in that same sentence.*

Quick Check

Can children use text evidence to answer Right There questions?

If No → Teach or reteach Acquisition Lesson 1, pages 2–3.

If Yes → Teach Strategic Integration Lesson 3, pages 6–7.

Answer Key: 1. see snow 2. a store 3. warm, heavy coats

QAR: Right There

Read the passage. Then complete the exercises.
Underline the sentences in the passage where you found your answers.

Wendy's Trip

Wendy lived in a hot place.
Wendy wanted to see snow.
She asked Dad for a trip to see snow.
Dad did not answer.

One day, Dad took Wendy to a store.
The store had warm, heavy coats.
Dad got Wendy a coat.
Wendy and Dad went to see the snow!

1. What did Wendy want to do?

2. Where did Dad take Wendy one day?

3. What did the store have?

STRATEGIC INTEGRATION**QAR: Right There****TEACH/MODEL**

Review Right There questions have answers that are “right there” in a passage. To find the answer to a Right There question, readers need to go back to the passage. Then they reread to find the answer, looking for key words from the question.

Practice Reproducible Copy and distribute **Practice Reproducible C3**. Model reading “Sports” with children. Then model using **text evidence** to answer this question: *According to the passage, what do you need to do to play some sports?* (move)

Teacher Think Aloud *The question asks about what you need to do to play some sports. Prompt children to apply the strategy.*

Student Think Aloud *I can probably find the answer “right there” in the passage. I think need is a key word. I see need right there in the second sentence. You need to move to play some sports. I’ll underline move since that’s the answer!*

PRACTICE/APPLY

Have children partner-read “Sports.” Then have children work individually to complete Exercises 1–3. If individuals have difficulty, use the following support. Discuss answers as a group.

Scaffolded Support for Exercise 1 Help children identify the key words *sports* and *like*. Then have children read aloud the sentence that contains these words and underline them.

Scaffolded Support for Exercise 2 Help children identify the key words *need* and *play*. Guide them to find these words in the story. Then have them read aloud the sentence that contains these words and underline them.

Scaffolded Support for Exercise 3 *Say: Find a key word in the question. Then underline the sentence in the passage that includes it. Does this sentence answer the question?*

Quick Check

If children are having trouble using text evidence to answer Right There questions, teach or reteach Focused Application Lesson 2, pages 4–5.

Answer Key: 1. games 2. a ball 3. new friends

QAR: Right There

Read the passage. Then complete the exercises.
Underline the parts of the passage that helped
you to complete the exercises.

Sports

Sports are like games.

You need to move when you play some sports.

You need a ball to play some sports.

Sometimes you jump or run fast.

There are many kinds of sports.

People play some sports as a team.

You can meet new friends when you join a team.

I love sports!

Do you?

1. What are sports like?

2. As it says in the passage, what do you need to
play some sports?

3. Who can you meet when you join a team?

ACQUISITION**QAR: Think and Search****TEACH**

Introduce Say: Readers can learn to identify different kinds of questions. **Think and Search** questions have answers that are in more than one place in a passage. Explain that a Think and Search question might include phrases like *the main idea of the passage, what caused, alike and different, or compare and contrast*. Readers must search the passage for details, then think about how they fit together.

MODEL

Practice Reproducible Copy and distribute **Practice Reproducible C4**. Echo-read “Birds and Fish” with children. Then model using **text evidence** to answer this question: *What is the main idea of this passage?*

Think Aloud *This question asks me to find the main idea of the passage, or what it is mostly about. This is a Think and Search question. First, I’ll look back at the passage for details. The title is “Birds and Fish.” This may be what the passage is about, but I’ll look for more details to be sure. The first paragraph is about birds. That’s one part of the main idea. The second paragraph is about fish. That’s the other part. This passage is about birds and fish!*

GUIDED PRACTICE

Have children partner-read “Birds and Fish.” Then have them use the underlined information to complete Exercise 1. Use the following support as needed.

Scaffolded Support for Exercise 1 Ask: *What details about birds are underlined? What details about fish? Use these details to answer the question.*

APPLY

Have children work independently to complete Exercise 2 using the circled information. Provide the following support. Discuss answers as a group.

Scaffolded Support for Exercise 2 Ask: *What details about birds are circled? What details about fish? Use the circled information to answer the question.*

Quick Check

Can children use text evidence to answer Think and Search questions?

If No → Have children create a graphic organizer to help answer the question.

If Yes → Teach Focused Application Lesson 5, pages 10–11.

Answer Key: **1.** Birds live on land and have feathers; fish live in water and have scales **2.** They both lay eggs and eat bugs.

QAR: Think and Search

Read the passage. Then complete the exercises.

Birds and Fish

Birds live on land.

Most birds have feathers.

Almost all birds can fly.

Birds (lay eggs.)

Some birds (eat bugs.)

Fish live in water.

Most fish have scales.

Fish (lay eggs.)

Some fish (eat bugs.)

1. How are birds and fish different?

2. How are birds and fish alike?

FOCUSED APPLICATION**QAR: Think and Search****TEACH/MODEL**

Review Think and Search questions have answers that are in more than one place in a passage. To find the answer to a Think and Search question, readers need to search the passage for details to answer the question. Then they need to think about how the details they found fit together.

Practice Reproducible Copy and distribute **Practice Reproducible C5**. Choral-read “A New Friend.” Model using **text evidence** to find the main idea of the first paragraph.

Think Aloud *I'll need to search the first paragraph for important ideas and think about them. That means this is a Think and Search question. When I read, I see three ideas: Kim is new in school, Kim feels shy, Kim worries that it will be hard to make friends. When I put those ideas together, I come up with a main idea: Kim is worried that it will be hard to make friends at her new school.*

GUIDED PRACTICE

Have children partner-read “A New Friend.” Then have partners work together to complete Exercise 1 using the underlined details in the passage. Use the following support as needed.

Scaffolded Support for Exercise 1 *Ask: What details about Kim are underlined? What details about Sam are underlined? What do these details tell about how Kim and Sam are different?*

APPLY

Have children work individually to complete Exercise 2. If children need help, provide the following support. Discuss answers as a group.

Scaffolded Support for Exercise 2 *Say: Look at the circled details. What does Kim think at the beginning of the story? at the end? How has her thinking changed?*

Quick Check

Can children use text evidence to answer Think and Search questions?

If No → Teach or reteach Acquisition Lesson 4, pages 8–9.

If Yes → Teach Strategic Integration Lesson 6, pages 12–13.

Answer Key: **1.** Kim is shy, Sam is not. **2.** At first, Kim thinks it is too hard to make friends, then she realizes it is not.

QAR: Think and Search

Read the passage. Then complete the exercises.

A New Friend

It was Kim's first day at school.

She felt shy.

"It's hard to make new friends," she thought.

"Hello, my name is Sam. Are you new?" said a boy.

He was not shy!

"I am Kim," said Kim.

"Would you like to play a game?" said Sam.

"Sure!" said Kim.

Then she thought, "It's not so hard to make friends!"

1. How are Kim and Sam different at the beginning of the passage?

2. How does Kim change from the beginning to the end of the passage?

STRATEGIC INTEGRATION**QAR: Think and Search****TEACH/MODEL**

Review Think and Search questions have answers that are in more than one place in a passage. To find the answer to a Think and Search question, readers need to search the passage for details to answer the question. Then they need to think about how the details they found fit together.

Practice Reproducible Copy and distribute **Practice Reproducible C6**. Model reading “Play Clay” with children. Then model using **text evidence** to answer this question: *What is the main idea of this passage?* (how to make and play with play clay)

Teacher Think Aloud *To figure out the main idea, I need to search for important ideas and think about them. Prompt children to apply the strategy.*

Student Think Aloud *This means this is a Think and Search question. When I read, I see details about making play clay. When I put the details together I come up with the main idea: making play clay!*

PRACTICE/APPLY

Have children partner-read “Play Clay.” Then have children work individually to complete Exercises 1–3. If individuals have difficulty, use the following support. Discuss answers as a group.

Scaffolded Support for Exercise 1 *Ask: Which details tell you how to make play clay? Underline them. Which details tell how to play with play clay? Circle them.*

Scaffolded Support for Exercise 2 Help children use the details they underlined to write their answer.

Scaffolded Support for Exercise 3 Help children see that all the details in the first paragraph are underlined and all the details in the second paragraph are circled. Ask: *What kind of details did you underline? What kind of details did you circle?* Help children use these details to write their answer.

Quick Check

If children are having trouble using text evidence to answer Think and Search questions, teach or reteach Focused Application Lesson 5, pages 10–11.

Answer Key: **1.** Underline details in the first paragraph. Circle details in the second paragraph. **2.** Mix two cups of flour and one cup of water in a bowl until it gets thick. **3.** The first paragraph tells you how to make play clay; the second paragraph tells what you can make with play clay.

QAR: Think and Search

Read the passage. Then complete the exercises.

Play Clay

We can make our own play clay.

Go get a big bowl.

Put in a cup of water.

Put in two cups of flour.

Use your hands to mix it up.

When the mix gets thick, play clay is done.

You can make a lot of things.

You can make a little car.

You can make a tree and more.

1. Underline the details that tell you how to make play clay. Circle the details that tell you how to play with it.
2. How do you make play clay?

3. How are the details in the second paragraph different from the details in the first paragraph?

ACQUISITION**QAR: Author and Me****TEACH**

Introduce Explain that readers can learn to identify different kinds of questions. Say: **Author and Me** questions ask about something not directly stated in the passage. Readers can identify Author and Me questions because they often include words like *the passage suggests*, *why did the author*, or *the author's purpose*. To answer an Author and Me question, readers search the passage for clues. They use the clues and their own ideas to figure out what the author means.

MODEL

Practice Reproducible Copy and distribute **Practice Reproducible C7**. Echo-read "Linda's New Day." Remind children to read each phrase or sentence back to you. Model using **text evidence** to find the time of day in the first paragraph.

Think Aloud *The author doesn't tell me directly what time of day it is. I'll have to use clues provided by the author to help me figure out what the author means. The underlined text clues tell me that Linda wakes up, gets out of bed, brushes her teeth, and gets dressed. What time of day do most people do these things? They usually do these things in the morning. That must be the time of day.*

GUIDED PRACTICE

Have children partner-read "Linda's New Day." Help them use the underlined text in the second paragraph to complete Exercise 1. Discuss how the clues help them to make the inference. Use the following support as needed.

Scaffolded Support for Exercise 1 Say: *Reread the underlined details. What is usually the first meal of the day? At what meal do people eat cereal and fruit?*

APPLY

Have children work independently to complete Exercise 2. If children need help, provide the following support. Discuss answers as a group.

Scaffolded Support for Exercise 2 Have children reread the circled details. Ask: *Where would a child be going carrying books, lunch, and homework?*

Quick Check

Can children use text evidence to find the correct answers to Author and Me questions?

If No → Model how the underlined details help you make an inference.

If Yes → Teach Focused Application Lesson 8, pages 16–17.

Answer Key: 1. breakfast: cereal, fruit 2. school: books, lunch, homework

QAR: Author and Me

Read the passage. Then complete the exercises.

Linda's New Day

Linda woke up.
She got out of bed.
Linda brushed her teeth.
Then she got dressed.

Linda sat at the table.
It was the first meal of the day.
She ate cereal and fruit.
Then Linda packed her bag.
She put in her books.
She put in her lunch.
She put in her homework.
Then she left.

1. Look at the underlined details. What meal is Linda eating? What clues tell you this?

2. Look at the circled details. Where is Linda going? What clues tell you this?

FOCUSED APPLICATION**QAR: Author and Me****TEACH/MODEL**

Review Author and Me questions ask about something not directly stated in the passage. To answer them, readers need to search the passage for clues. Then they use the clues and their own ideas to figure out what the author means.

Practice Reproducible Copy and distribute **Practice Reproducible C8**.

Choral-read “Fun at the Park” with children. Remind them to keep their voices with yours. Then model using **text evidence** to answer this question: *How does the author feel about a park in the first paragraph?*

Think Aloud *First, I’ll reread the first paragraph. The author does not say directly how he or she feels about a park, so I’ll have to use clues in the paragraph to help me figure it out. The author says that a park is a great place to visit and there is so much to do. How would someone who says these things feel about a park? I think someone who says these things would like a park, so the author must like parks.*

GUIDED PRACTICE

Have children partner-read “Fun at the Park.” Then have partners work together to complete Exercise 1. Use the following support as needed.

Scaffolded Support for Exercise 1 Have children reread and underline clues about how people feel. Ask: *How do you feel when you need to cool off?*

APPLY

Have children work individually to complete Exercise 2. If children need help, provide the following support. Discuss answers as a group.

Scaffolded Support for Exercise 2 Have children reread the third paragraph. Ask: *How would a park look if people left trash and litter? How would it look if they picked it up? Which way would the author like better?*

Quick Check

Can children use text evidence to answer Author and Me questions?

If No → Teach or reteach Acquisition Lesson 7, pages 14–15.

If Yes → Teach Strategic Integration Lesson 9, pages 18–19.

Answer Key: **1.** The sun makes people feel hot. **Details:** *find shade, have a drink, cool off* **2.** Trash and litter will spoil other people’s fun. **Details:** *Don’t leave trash or litter at the park.*

QAR: Author and Me

Read the passage. Then complete the exercises.

Fun at the Park

A park is a great place to visit.
You can play there with your friends.
There is so much to do!

It can be very sunny at a park.
You can find some shade.
You can have a drink.
Then you can cool off!

Always take your things when you leave.
Don't leave trash or litter at the park.
We all can have fun if the park is clean!

1. Look at the second paragraph. How does the sun at a park make people feel? What clue tells you this?

2. Look at the third paragraph. What does the author think can spoil people's fun at a park? What clues tell you this?

STRATEGIC INTEGRATION**QAR: Author and Me****TEACH/MODEL**

Review Author and Me questions ask about something not directly stated in the passage. To answer an Author and Me question, readers need to search the passage for clues. Then they use the clues and their own ideas to figure out what the author means.

Practice Reproducible Copy and distribute **Practice Reproducible C9**. Model reading “*Coco the Cat*” with children. Then model using **text evidence** to answer this question: *How does Coco feel?* (upset, impatient)

Teacher Think Aloud *First, I’ll reread the first paragraph. The author does not say directly how Coco feels. Prompt children to apply the strategy.*

Student Think Aloud *I’ll use clues to help me figure it out. The author says that Coco is waiting for his dinner. His tail is moving, and he’s walking back-and-forth. If I were waiting for my dinner, I’d feel upset or impatient. I think this is how Coco feels.*

PRACTICE/APPLY

Have children partner-read “*Coco the Cat*.” Then have children work individually to complete Exercises 1–2. If they have difficulty, use the following support. Discuss answers as a group.

Scaffolded Support for Exercise 1 *Say: Underline the details that show Coco’s actions. What do these actions show Coco wants to get?*

Scaffolded Support for Exercise 2 *Say: Underline the details that show how Coco feels. How does a cat usually feel if it purrs?*

Quick Check

If children are having trouble using text evidence to answer Author and Me questions, teach or reteach Focused Application Lesson 8, pages 16–17.

Answer Key: **1.** Coco wants to get his bowl of food. **Details:** jumps on the table, his bowl is full **2.** Coco feels happy. **Details:** he eats and eats, he purrs a lot

QAR: Author and Me

Read the passage. Then complete the exercises.

Coco the Cat

Coco the cat is waiting for his dinner.
His tail moves back and forth.
Coco the cat walks back-and-forth.
His tail moves down and up.

Coco the cat jumps on the table.
His bowl is full!

Coco the cat eats and eats.
He purrs a lot!

1. Look at the second paragraph. Why do you think Coco jumps on the table? What clues tell you this?

2. Look at the third paragraph. How does Coco feel now? What clues tell you this?

ACQUISITION

Recognize and Analyze Text Structure

TEACH

Introduce Tell children that **text structure** is the way a nonfiction text is organized. Explain that text can be organized by different groups of things or by the order events happen, using the signal words *first*, *next*, and *last*.

Academic Language Have children think about the **text structure** of a book about toys. Say: *Each page could tell about a different toy.*

MODEL

Practice Reproducible Copy and distribute **Practice Reproducible C10**. Read aloud the directions. Echo-read “Different Kinds of Bicycles.” Then model using **text evidence** to recognize **text structure**.

Think Aloud *I can use evidence from the text to figure out how this text is organized. The first paragraph tells about one kind of bicycle. The text could be organized into paragraphs about different kinds of bicycles!*

GUIDED PRACTICE

Have children partner-read “Different Kinds of Bicycles.” Then have partners complete Exercise 1. Use the following support as needed.

Scaffolded Support for Exercise 1 Ask: *What kind of bicycle is light, has thin tires, and can go fast? What kind of bicycle is being described?*

APPLY

Have children work independently to complete Exercises 2–3. If children need help, provide the following support. Discuss answers as a group.

Scaffolded Support for Exercises 2–3 Ask: *What words in paragraph 3 describe bikes? What kind of text structure is used in each of the three paragraphs?*

Quick Check

Can children use text evidence to recognize text structure?

If No → Have one partner read aloud the first part of “Different Kinds of Bicycles.” Then have the other partner tell what that part is about. Switch roles.

If Yes → Teach Focused Application Lesson 11, pages 22–23.

Answer Key: 1. racing bicycles 2. circle *heavy, fat tires, strong* 3. circle *different groups of things*

Recognize and Analyze Text Structure

Read the passage. Then complete the exercises.

Different Kinds of Bicycles

Not all bicycles are the same.

Some bicycles are light.

They have thin tires and go fast.

They are racing bicycles.

Other bicycles are heavy.

They have fat tires.

They are strong.

They are mountain bicycles.

Some bicycles are small and strong.

Children race them on a track.

The track has bumps and jumps.

They are BMX bicycles.

1. What kind of bicycle is being described in paragraph 1?

2. Circle the words in paragraph 3 that help you figure out text structure.

3. Circle the text structure the author of this text used.

different groups of things sequence of events

FOCUSED APPLICATION

Recognize and Analyze Text Structure

TEACH/MODEL

Review Tell children that **text structure** is the way a nonfiction text is organized. Explain that some text is organized by different groups of things. Other text is organized by the order events happen, using the signal words *first*, *next*, and *last*. Other text structures include problem and solution and description.

Academic Language Write these sentences on the board: *In summer, animals swim in the pond. In winter, the ice is frozen.* Have children read the sentences with you. Discuss how the pond is different in winter. Ask: *What animals might you see in summer? What animals might you see in winter?* Suggest that text about a pond could be **organized** by one part telling about summer and another part about winter.

Practice Reproducible Copy and distribute **Practice Reproducible C11**. Read aloud the directions. Choral read “At the Pond.” Model using **text evidence** to recognize **text structure**.

Think Aloud *The first paragraph is about the pond in the summer. This tells me the text might be organized by descriptions of the seasons at the pond.*

GUIDED PRACTICE

Have children partner-read “At the Pond.” Then have partners work together to complete Exercise 1. Use the following support as needed.

Scaffolded Support for Exercise 1 Ask: *What season is the second paragraph telling about? What details tell you what’s happening during that season?*

APPLY

Have children work independently to complete Exercise 2. If children need help, provide the following support. Discuss answers as a group.

Scaffolded Support for Exercise 2 Say: *Think about what you read about in each paragraph. How did the author organize this nonfiction text?*

Quick Check

Can children use text evidence to recognize text structure?

If No → Teach or reteach Acquisition Lesson 10, pages 20–21.

If Yes → Teach Strategic Integration Lesson 12, pages 24–25.

Answer Key: 1. fall 2. description

Recognize and Analyze Text Structure

Read the passage. Then complete the exercises.

At the Pond

We go to the pond in the summer.
Trees grow all around.
The leaves are green.
We see ducks and we can swim.

We go to the pond in the fall.
The leaves are red, yellow, and orange.
We see ducks flying away.
The water is too cold to swim.

We go to the pond in the winter.
The trees do not have leaves.
The ducks are far, far away.
The water has turned to ice.

We go to the pond in the spring.
The trees are starting to grow leaves.
The ducks are coming back.
The ice is melting.

1. What did you read about in the second paragraph? _____
2. Circle the kind of text structure the author used.
sequence description

STRATEGIC INTEGRATION

Recognize and Analyze Text Structure

TEACH/MODEL

Review Remind students that **text structure** is the way a nonfiction text is organized. Various text structures include sequence, cause and effect, problem and solution, compare and contrast, and description.

Academic Language Have children practice using academic language by using **sequence of events** to describe the **text structure** of a nonfiction text. Provide a topic, such as how to feed a pet or make pancakes. Remind children to use the signal words such as *first*, *next*, *then*, and *last*. Record each sentence on the board. Circle the signal words in each sentence. Leave the sentences on the board for children to reference.

Practice Reproducible Copy and distribute **Practice Reproducible C12**. Read aloud the directions. Model reading “Butterfly Stages” with children. Then model using **text evidence** to recognize and analyze text structure.

Teacher Think Aloud *I can use text evidence to figure out the structure, or how this text is organized. Prompt children to apply the strategy.*

Student Think Aloud *I will look for signal words. I see the word first. This signal word tells me that the text may be organized by telling the sequence of events.*

PRACTICE/APPLY

Have children partner-read “Butterfly Stages.” Then have children work individually to complete the sequence chart. If individuals have difficulty, use the following support. Discuss answers as a group.

Scaffolded Support for Rows 1 and 2 Ask: *What is the first signal word you see? What is the first stage? What is the second signal word you see? What is the second stage?* If necessary, point to the sequence signal words circled on the board.

Scaffolded Support for Rows 3 and 4 Ask: *What is the third signal word you see? What is the third stage? What is the last signal word you see? What is the last stage?*

Quick Check

If children are having trouble using text evidence to recognize and analyze text structure, teach or reteach Focused Application Lesson 11, pages 22–23.

Answer Key: 1. egg 2. caterpillar 3. hard shell 4. butterfly

Recognize and Analyze Text Structure

Read the passage. Then complete the chart.

Butterfly Stages

A butterfly starts as an egg.
First, the egg breaks open.
Next, a caterpillar crawls out.

The caterpillar grows.
It grows and grows.
Then it makes a hard shell.
It rests for a long time.

The shell breaks open.
At last, a butterfly pops out.
It shakes its wings.
It flies away.

Butterfly Stages	
First	1. _____
Next	2. _____
Then	3. _____
Last	4. _____

ACQUISITION

Analyze Story Structure

TEACH

Introduce Explain that **story structure** is the order of events in a story. The **beginning, middle, and end** are the three important parts of a story. Clue words such as *first, next, then, finally, and last* can help identify important parts.

Academic Language Have children think of a story, such as “Little Red Riding Hood.” Ask: *What happened in the **beginning?** in the **middle?** in the **end?***

MODEL

Practice Reproducible Copy and distribute **Practice Reproducible C13**. Echo-read “Cooking with Grandma” with children. Remind them to read each phrase or sentence back to you. Then model using **text evidence** to find the beginning.

Think Aloud *I want to think about what happened at the beginning of the story. I’ll reread the first paragraph to find out. I see the underlined sentences: Danny is visiting his grandma. First, they are going to cook together. The first thing that happens is Danny and his grandma are going to cook together.*

GUIDED PRACTICE

Have children partner-read “Cooking with Grandma.” Then help partners complete Rows 1–2 of the chart. Use the following support as needed.

Scaffolded Support for Rows 1–2 Ask: *What happened first? Circle these events. Remember to look for clue words. Say: Think about what happened in the middle. Circle these events. Remember to look for clue words.*

APPLY

Have children work independently to complete the last row. If children need help, provide the following support. Discuss answers as a group.

Scaffolded Support for Row 3 Say: *Now let’s think about what happened in the end. Events at the end are the last things that happen. Circle these events.*

Quick Check

Can children use text evidence to analyze story structure?

If No → Have children draw story events and then use their pictures to retell the story. Then guide them to complete the chart.

If Yes → Teach Focused Application Lesson 14, pages 28–29.

Answer Key: **1. Beginning:** Danny and Grandma are going to cook together. **2. Middle:** They prepare everything. **3. End:** The food is ready. It’s time to eat!

Analyze Story Structure

Read the passage. Then complete the chart.

Cooking with Grandma

Danny is visiting his grandma.
First they are going to cook together.
Danny is very excited!

Grandma and Danny prepare everything.
Danny washes the vegetables.
Then Grandma cuts the bread.

They have cooked the dish.
Finally it's ready.
It's time to eat!

1. Beginning _____



2. Middle _____



3. End _____

FOCUSED APPLICATION

Analyze Story Structure

TEACH/MODEL

Review **Story structure** is what happens in the **beginning, middle, and end** of a story. Look for clue words such as *first, next, then, finally, and last*.

Academic Language Have partners generate an example of **story structure**, telling a story's **beginning, middle, and end** with clue words such as *first, next, and last*. Discuss examples as a group. Prompt children to use academic language.

Practice Reproducible Copy and distribute **Practice Reproducible C14**. Read aloud the directions. Choral-read "Sue and the Dog." Model using **text evidence** to find the beginning of the story.

Think Aloud *I'll reread the first paragraph to find the beginning. I see the underlined sentence: One day she found a little dog. So the first thing that happens is that Sue finds a little dog. That's the beginning of the story.*

GUIDED PRACTICE

Have children partner-read "Sue and the Dog." Then have partners work together to complete Exercise 1. Use the following support as needed.

Scaffolded Support for Exercise 1 Say: *Let's go back to the beginning of the story. Which events happened in the beginning? Write the letter B beside those events. Repeat with M for events in the middle and E for events at the end.*

APPLY

Have children work individually to complete Exercises 2–3. If children need help, provide the following support. Discuss answers as a group.

Scaffolded Support for Exercise 2 Ask: *Where can you find the middle of the story? Reread the second paragraph. What did Sue do?*

Scaffolded Support for Exercise 3 Ask: *Where can you find the end of the story? How does the little dog help Sue at the end of the story?*

Quick Check

Can children use text evidence to analyze story structure?

If No → Teach or reteach Acquisition Lesson 13, pages 26–27.

If Yes → Teach Strategic Integration Lesson 15, pages 30–31.

Answer Key: **1. B:** One day Sue found a dog. **M:** Sue was worried. Could she keep the dog? **E:** The dog wakes Sue every morning. **2.** Sample Answer: She asked to keep the dog. **3.** She takes care of the dog; he wakes her every day.

Analyze Story Structure

Read the passage. Then complete the exercises.

Sue and the Dog

Sometimes Sue could not wake up on time.

She was always late.

One day she found a little dog.

He followed her home.

Sue was worried.

Could she keep the little dog?

Her mom said yes.

Sue takes care of the little dog.

She feeds him every day.

He wakes her every morning.

Now she is never late!

1. Write *B* next to events in the beginning, *M* next to events in the middle, and *E* next to events in the end.
2. Why is Sue worried in the middle of the story?

3. What happens with Sue at the end?

STRATEGIC INTEGRATION

Analyze Story Structure

TEACH/MODEL

Review Story structure is what happens in the **beginning, middle, and end** of a story. Look for clue words such as *first, next, then, finally, and last*.

Academic Language Have partners work together to write sentences using ***beginning, middle, and end*** to describe **story structure**. Encourage them to use clue words. Discuss sentences as a group.

Practice Reproducible Copy and distribute **Practice Reproducible C15**. Model reading “Little Seed” with children. Then model using **text evidence** to answer this question: *What happened at the beginning of the story?*

Teacher Think Aloud *I want to think about what happened at the beginning of the story. Prompt children to apply the strategy.*

Student Think Aloud *I see the sentence: Little Seed lived inside an apple. So the first thing that happened is that Little Seed lives in an apple.*

PRACTICE/APPLY

Have children partner-read “Little Seed.” Then have children work individually to complete Exercises 1–3. If individuals have difficulty, use the following support. Discuss answers as a group.

Scaffolded Support for Exercise 1 *Say: Let’s go back to the beginning of the story. Which events happened in the beginning of the story? Underline those events, and write the letter B beside them. Which events happened in the middle? Underline those events, and write the letter M beside them. Which events happened in the end? Underline those events, and write E beside them.*

Scaffolded Support for Exercise 2 *Say: Find the middle of the story where Little Seed is on the ground. Where does he end up?*

Scaffolded Support for Exercise 3 *Ask: What do you know about trees, and what did you read about where Little Seed came from?*

Quick Check

If children are having trouble using text evidence to analyze story structure, teach or reteach Focused Application Lesson 14, pages 28–29.

Answer Key: **1. B:** *Little Seed lived in an apple on a tree. M:* *The apple fell and broke open. Little Seed was on the ground. The wind blew Little Seed around. Little Seed fell into a hole. E:* *Little Seed grew into a little tree.* **2.** a hole **3.** Sample Answer: The little tree might grow apples.

Analyze Story Structure

Read the passage. Then complete the exercises.

Little Seed

Little Seed lived inside an apple.
The apple was on a tree.

The apple fell from the tree and broke open.
Little Seed fell to the ground.
The wind blew Little Seed here.
The wind blew Little Seed there.
Little Seed fell into a hole!

Then Little Seed started to grow.
Little Seed grew and grew.
Now Little Seed is a little apple tree!

1. Underline and write *B* next to events in the beginning, *M* next to events in the middle, and *E* next to events in the end.
2. What did Little Seed fall into after the wind blew it about?

3. What might happen now that Little Seed is a little tree?

ACQUISITION

Identify Setting

TEACH

Introduce Tell children the **setting** is where and when a story happens. Paying attention to the setting helps readers understand what happens in the story.

Academic Language Show children pictures of characters doing something in a **setting**. Ask: *What do you see in the picture? **Where** are the characters? What are they doing? **When** are they doing it? What is the **setting**?*

MODEL

Practice Reproducible Copy and distribute **Practice Reproducible C16**. Read aloud the directions. Echo-read “Julie Waits.” Then model using **text evidence** to identify setting.

Think Aloud *I’ll use evidence from the story to find the setting. At first, I read that Julie is playing in the snow. She wears warm clothes. It must be winter. Then she goes inside. So far, the setting is inside and outside of Julie’s house.*

GUIDED PRACTICE

Have children partner-read “Julie Waits.” Then have partners complete Exercise 1. Use the following support as needed.

Scaffolded Support for Exercise 1 *Say: The first paragraph says that Julie goes in the house when she gets cold. So, the story must take place both inside and outside of Julie’s house. I will write “at Julie’s house” on the line.*

APPLY

Have children work independently to complete Exercises 2–3. If children need help, provide the following support. Discuss answers as a group.

Scaffolded Support for Exercises 2 and 3 *Ask: What does Julie do at the beginning of the story? Would she do this in winter or in spring? What can Julie do at the end of the story? Would she do this in winter or in spring?*

Quick Check

Can children use text evidence to identify setting?

If No → Have partners write the questions *Where?* and *When?* Then have them look at pictures in classroom books. Have the partners decide together where and when the events take place.

If Yes → Teach Focused Application Lesson 17, pages 34–35.

Answer Key: 1. at Julie’s house 2. winter 3. spring

Identify Setting

Read the passage. Then complete the exercises.

Julie Waits

Julie puts on a warm coat.
She puts on boots and a hat.
Julie plays in the snow.
But Julie is cold.
She goes in the house.

Julie wants to play ball.
She will not play ball in the snow.

Julie watches.
She waits and waits.
The snow melts.
Flowers come up.
Now Julie can play ball!

1. Where does this story take place?

2. What is the time of year at the beginning?

winter

spring

3. What is the time of year at the end?

spring

winter

FOCUSED APPLICATION

Identify Setting

TEACH/MODEL

Review Tell children the **setting** is the place and time a story happens. Explain that the setting of a story can change, and words that describe place and time help readers figure out the setting. Knowing the setting helps readers understand what the characters do.

Academic Language Write the word *setting* on the board. Then create a chart with the heads **Place** and **Time**. Ask children to think of stories they've read recently. As they name a story's setting, write it under the correct head. Provide help as needed. When finished, read the lists together.

Practice Reproducible Copy and distribute **Practice Reproducible C17**. Read aloud the directions. Choral read "A Hot and Cold Day." Model using **text evidence** to identify setting.

Think Aloud *To find the setting, I'll use evidence from the text. The setting is the place and the time. In the first paragraph, Tom and Tina are at the park. That would be the place. It says it is a hot day, so I know that it is day, not night. I'll read on to find out if the setting changes or stays the same.*

GUIDED PRACTICE

Have children partner-read "A Hot and Cold Day." Then have partners work together to complete Exercises 1–2. Use the following support as needed.

Scaffolded Support for Exercises 1 and 2 *Ask: What time of day is it in the first paragraph? How do you know? Where are Tom and Tina in the first paragraph? How do you know?*

APPLY

Have children work independently to complete Exercises 3–4. If children need help, provide the following support. Discuss answers with the group.

Scaffolded Support for Exercises 3 and 4 *Ask: What time of day is it in the second paragraph? How do you know? Where are Tom and Tina in the second paragraph? How do you know?*

Quick Check

Can children use text evidence to identify setting?

If No → Teach or reteach Acquisition Lesson 16, pages 32–33.

If Yes → Teach Strategic Integration Lesson 18, pages 36–37.

Answer Key: 1. day 2. park 3. night 4. beach

Identify Setting

Read the passage. Then complete the exercises.

A Hot and Cold Day

Tom and Tina go on rides at the park.
They go up and down.
Tom and Tina get a drink.
The ice melts.
It is a hot day.

Tom and Tina can cool off.
They go to the beach.
The sun goes down.
Tom and Tina swim in the water.
They get cold at night!

1. It is hot during the _____ .
2. Tom and Tina are at the _____ .
3. It gets cold at _____ .
4. Tom and Tina are at the _____ .

STRATEGIC INTEGRATION

Identify Setting

TEACH/MODEL

Review Tell children that the place and time during which a story happens is called its **setting**. Explain that the settings at the beginning, middle, and end of a story may be different. Say: *Keeping track of where characters are will help you understand what happens in a story.*

Academic Language Have children practice using academic language by working with the group to write sentences about the settings of stories they know. For example, children might say, “The setting of *Little Red Riding Hood* is a forest on the way to Grandma’s house,” or “*Cinderella* takes place a long time ago.” As children provide sentences, write them on the board.

Practice Reproducible Copy and distribute **Practice Reproducible C18**. Read aloud the directions. Model reading “Wolf and Frog” with children. Then model using **text evidence** to identify **setting**.

Teacher Think Aloud *I want to tell about the story’s setting. I need to think about the place and time where the story happens. Prompt children to apply the strategy.*

Student Think Aloud *First, I will look for words that tell where Wolf and Frog are at the beginning of the story. The story says they go down a path. The word path tells me they are outside. Maybe they are on a path in the woods. Or they could be in a park. Then they come to an open place.*

PRACTICE/APPLY

Have children partner-read “Wolf and Frog.” Then have children work individually to complete the chart. If individuals have difficulty, use the following support. Discuss answers as a group.

Scaffolded Support for Rows 1 and 2 Ask: *What are Wolf and Frog doing at the beginning of the story? Where are they? What do they see? What do they do next? Where are they now? What do they do while they are in the spaceship?*

Scaffolded Support for Row 3 and Exercise 4 *Where are Wolf and Frog when the story ends? Does the story tell what time it is? What does it say? How do you know it is night?*

Quick Check

If children are having trouble using text evidence to identify setting, teach or reteach Focused Application Lesson 17, pages 34–35.

Answer Key: 1. on a path that leads to an open place 2. in the spaceship 3. back in the open place 4. at night

Identify Setting

Read the passage. Then complete the exercises.

Wolf and Frog

Wolf and Frog go down a path.
They come to an open place.
They see a spaceship!
They get in.

Wolf and Frog fly up and up.
Frog does not know how to turn around.
Then Wolf turns a big wheel.
The spaceship goes back.

It is night.
The spaceship lands.
Wolf and Frog are glad to be back.

Where Are Wolf and Frog?	
Beginning	1. _____
Middle	2. _____
End	3. _____

4. When do Wolf and Frog come back?

ACQUISITION**Identify Character****TEACH**

Introduce Explain to children that the people or animals in stories are the **characters**. When you read a story, you learn who or what the characters are, what they look like, what they think, and what they do.

Academic Language Suggest that the children think of a well-known story such as “Little Red Riding Hood.” Ask them to identify the characters. Work with them to describe the characters—who they are, what they look like, and what they do. Choose a character. Have children visualize and describe the character.

MODEL

Practice Reproducible Copy and distribute **Practice Reproducible C19**. Read aloud the directions. Echo-read “Harry and Peanut.” Then model using **text evidence** to identify the characters.

Think Aloud *I can use text evidence to identify the characters. This story tells about a cat named Harry. It tells me what he looks like, what he does, and what he likes to eat. If I close my eyes, I can visualize, or picture him in my mind.*

GUIDED PRACTICE

Have children partner-read “Harry and Peanut.” Then have partners complete Row 1. Use the following support as needed.

Scaffolded Support for Row 1 Ask: *What is the name of the second cat?*

APPLY

Have children work independently to complete Rows 2–3. If children need help, provide the following support. Discuss answers as a group.

Scaffolded Support for Rows 2 and 3 Ask: *Read the underlined words. Which words tell about how each cat looks? Which words tell about what they like to do?*

Quick Check

Can children use text evidence to identify characters?

If No → Have one partner read the first three sentences aloud. Ask the other partner to tell what color Harry is. Then switch roles. Have the second partner read the next three sentences aloud. Have the first partner tell what color Peanut is.

If Yes → Teach Focused Application Lesson 20, pages 40–41.

Answer Key: Row 1: Peanut **Row 2:** green eyes; tan cat, blue eyes **Row 3:** go outside, sleep; stay inside, play

Identify Character

Read the passage. Then complete the chart.

Harry and Peanut

Here is a gray cat.
His name is Harry.
He has green eyes.

Here is a tan cat.
His name is Peanut.
He has blue eyes.

Harry likes to go outside.
Peanut likes to stay inside.
Harry likes to sleep.
Peanut likes to play.

Who are the characters?	Harry	_____
What do they look like?	gray cat	_____ _____
What do they like to do?	_____	_____ _____

FOCUSED APPLICATION

Identify Character

TEACH/MODEL

Review Remind children that the **characters** are the people or animals a story is about. Tell children that paying attention to whom the characters are, what they do, where they are, and the reasons for their actions and feelings can help them better understand the story.

Academic Language Write the terms **real/realistic** and **make-believe/fantasy** on the board. Explain that **real** or **realistic** characters act like the people they know. In contrast, **make-believe** or **fantasy** characters could not exist in the real world. Offer examples, such as a real frog versus a talking frog.

Practice Reproducible Copy and distribute **Practice Reproducible C20**. Read aloud the directions. Echo-read “Doug and Dog.” Then model using **text evidence** to identify the characters as real/realistic or make-believe/fantasy.

Think Aloud *I need to ask myself, “Could this character exist in the real world?” There are two characters, Doug and Dog. When I read about what they do, I see clues that help me. For example, Dog pours himself a glass of milk. In the real world, dogs cannot do this. Dog is a make-believe character.*

GUIDED PRACTICE

Have children partner-read “Doug and Dog.” Then have partners complete Exercise 1. Use the following support as needed.

Scaffolded Support for Exercise 1 Ask: *What words tell what Dog does?*

APPLY

Have children work independently to complete Exercises 2–3. If children need help, provide the following support. Discuss answers as a group.

Scaffolded Support for Exercises 2 and 3 Ask: *What words tell what real dogs can do? Which character could exist in the real world?*

Quick Check

Can children use text evidence to identify characters?

If No → Teach or reteach Acquisition Lesson 19, pages 38–39.

If Yes → Teach Strategic Integration Lesson 21, pages 42–43.

Answer Key (Sample answers): 1. packed his lunch 2. ate his food 3. Doug, because a real boy can do all the things Doug did.

Identify Character

Read the passage. Then answer the questions.

Doug and Dog

Doug and Dog got ready for school.

Doug ate his cereal.

Dog ate his food.

Doug poured a glass of milk.

Dog poured a glass of milk.

Doug packed his lunch.

Dog packed his lunch.

Doug walked to the bus.

Dog walked to the bus.

Doug got on the bus.

Dog got on the bus.

1. What does Dog do that a real dog can't?

2. What does Dog do that a real dog can?

3. Which character is realistic? Why?

STRATEGIC INTEGRATION**Identify Character****TEACH/MODEL**

Review Discuss with children that **details** about characters help us **visualize** or picture them in our minds. Some characters are **realistic**; they are like real people. Some characters are **make-believe** or **fantasy**; they say and do things that could not happen in the real world.

Academic Language Work with the group to generate characters and details about them. Write a silly character’s name on the board, such as Freckles the Clown. Explain that one way to learn about a character is to ask questions. Write a question about Freckles, such as “How tall is Freckles?” Have children provide details. Based on the details, decide whether Freckles is realistic or make-believe.

Practice Reproducible Copy and distribute **Practice Reproducible C21**. Read aloud the directions. Echo-read “Matt, Pat, and Rat.” Then model using **text evidence** to identify details about the characters.

Teacher Think Aloud *I’ll look for the characters’ names and see what the story says about them.* Prompt the students to apply the strategy.

Student Think Aloud *The characters’ names are Matt, Pat, and Rat. Now I will look for details—what they look like, what they do, and what they like.*

PRACTICE/APPLY

Have children partner-read “Matt, Pat, and Rat.” Then have children work individually to answer Exercises 1–3. If individuals have difficulty, use the following support. Discuss answers as a group.

Scaffolded Support for Exercise 1 *Ask: What words in the passage tell you about Matt?*

Scaffolded Support for Exercise 2 *Ask: What words in the passage tell you about Pat?*

Scaffolded Support for Exercise 3 *Ask: What words in the passage tell you about Rat?*

Quick Check

If children are having trouble using text evidence to identify characters, teach or reteach Focused Application Lesson 20, pages 40-41.

Answer Key: **1.** red hair, likes apples, plays ball **2.** black hair, likes berries, runs fast **3.** brown fur, likes cheese, sleeps in the grass

Identify Character

Read the passage. Then complete the exercises.

Matt, Pat, and Rat

Here are three friends named Matt, Pat, and Rat.
Matt has red hair.
Pat has black hair.
Rat has brown fur.
Matt likes apples.
Pat likes berries.
Rat likes cheese.
Matt plays ball.
Pat runs fast.
Rat sleeps in the grass.

1. What details tell about Matt? _____

2. What details tell about Pat? _____

3. What details tell about Rat? _____

ACQUISITION**Identify Plot****TEACH**

Introduce Say: **Characters** are the people or animals in a story. The **setting** is where the story takes place. The **plot** is the problem the characters face and the solution. Think about what happens at the beginning, middle, and end of the story, too.

Academic Language Have children think of a familiar story such as “The Three Little Pigs.” Ask: *Who are the **characters**? What is the **setting**? What is the **plot**?*

MODEL

Practice Reproducible Copy and distribute **Practice Reproducible C22**. Read aloud the directions. Echo-read “Bridge to a Friend.” Then model using **text evidence** to find the plot.

Think Aloud *I’ll use the text to figure out the plot. What problem do the characters face? I remember that Eric didn’t have enough boxes, but I don’t know what he did. I’ll reread that part. Jack didn’t know what to build, but he had many boxes. How did they solve the problem? I’ll reread to find out.*

GUIDED PRACTICE

Have children partner-read “Bridge to a Friend.” Have partners complete Row 1 in the story map. Use the following support.

Scaffolded Support for Row 1 Say: *I’ll write each character’s name on the map. Then I’ll write details about each one.*

APPLY

Have children work independently to complete Rows 2–3. If children need help, provide the following support. Discuss answers as a group.

Scaffolded Support for Row 2 Ask: *What words tell about the setting?*

Scaffolded Support for Row 3 Ask: *What was the problem Eric and Jack faced? How did they solve it?*

Quick Check

Can children use text evidence to identify plot?

If No → Have children draw the ending of the story and then use their picture to retell the story. Then guide them to complete the story map.

If Yes → Teach Focused Application Lesson 23, pages 46–47.

Answer Key: **1. Characters:** Eric, Jack **2. Setting:** art class at school **3. Plot:** Problem: Eric did not have enough boxes. Jack did not know what to build. Solution: They worked together.

Identify Plot

Read the passage. Then complete the story map.

Bridge to a Friend

Eric loved to build things!
He loved art class at school.
He wanted to build a long bridge.

Eric had some boxes.
But he did not have enough.
What could he do?

Jack had some boxes.
But he did not know what to build.
Eric asked if they could work together.
They made the most beautiful bridge!

Story Map	
1. Characters	_____
2. Setting	_____
3. Plot	Problem: _____
	Solution: _____

FOCUSED APPLICATION

Identify Plot

TEACH/MODEL

Review Tell children that to understand the **plot**, they should think about the problem the characters face and the solution. They should also think about the events that occur in the beginning, middle, and end of the story.

Academic Language Have students generate an example of a story that has a plot, such as “The Three Little Pigs.” What problem do the pigs have at the beginning of the story, in the middle, and at the end? Discuss other examples.

Practice Reproducible Copy and distribute **Practice Reproducible C23**. Read aloud the directions. Echo-read “The Princess and the Dragon.” Then model using **text evidence** to answer this question: *What is the plot of the story?*

Think Aloud *I want to figure out the plot. First, what problem do the characters face? Cindy and Maria had a problem in the beginning. I'll reread that part. I'll keep reading to find the solution.*

GUIDED PRACTICE

Have children partner-read “The Princess and the Dragon.” Then have partners work together to complete Exercise 1. Use the following support as needed.

Scaffolded Support for Exercise 1 Ask: *Who are the people in this story?*

APPLY

Have children work individually to answer Exercises 2–3. If children need help, provide the following support. Discuss answers as a group.

Scaffolded Support for Exercise 2 Ask: *What does Cindy want? What happens?*

Scaffolded Support for Exercise 3 Say: *Reread the ending. What happens?*

Quick Check

Can children use text evidence to identify plot?

If No → Teach or reteach Acquisition Lesson 22, pages 44–45.

If Yes → Teach Strategic Integration Lesson 24, pages 48–49.

Answer Key: **1.** Cindy and Maria **2.** Both Cindy and Maria want to play the princess. **3.** The teacher said they could have two class plays, so they could do both parts.

Identify Plot

Read the passage. Then complete the exercises.

The Princess and The Dragon

Cindy wanted to be the princess
in the class play.

Maria did, too.

Someone would be the princess.

Someone would be the dragon.

Cindy and Maria were sad.

What could they do?

The teacher said they
could have two class plays!

They could do both parts!

1. Who are the characters in this story?

2. What is the problem?

3. How was the problem solved?

STRATEGIC INTEGRATION

Identify Plot

TEACH/MODEL

Review Tell children that to understand the **plot**, they should think about the problem the characters face and the solution. They should also think about the events that occur in the beginning, middle, and end of the story.

Academic Language Have children work together to write sentences about a story using the terms **plot**, **beginning**, **middle**, and **end**. Discuss sentences as a group.

Practice Reproducible Copy and distribute **Practice Reproducible C24**. Read aloud the directions. Model reading “Maria and the Band” with children. Then model using **text evidence** to identify plot.

Teacher Think Aloud *I want to find the plot of the story. I’ll ask myself what happens at the beginning, middle, and end.* Prompt children to apply the strategy.

Student Think Aloud *I’ll look for the problem first. I read that Maria loves music and the band, but she cannot practice at home. I know that’s a problem, because Maria probably needs to practice every day. I’ll read on to find out how Maria solves her problem.*

PRACTICE/APPLY

Have children partner-read “Maria and the Band.” Then have children work individually to complete Exercises 1–3. If individuals have difficulty, use the following support. Discuss answers as a group.

Scaffolded Support for Exercise 1 Ask: *Think about what happened first. What is the plot, or problem in this story?*

Scaffolded Support for Exercise 2 Ask: *Reread the second paragraph. How did the band solve the problem?*

Scaffolded Support for Exercise 3 Ask: *What happened when Maria’s mom heard Maria play with the band? How was that different from the beginning?*

Quick Check

If children are having trouble using text evidence to identify plot, teach or reteach Focused Application Lesson 23, pages 46–47.

Answer Key: **1.** She could not practice at home. **2.** They practiced in the band room. **3.** She feels proud of Maria’s drumming.

Identify Plot

Read the passage. Then complete the exercises.

Maria and The Band

Maria loved music.
She played drums in the school band!
But she could not practice at home.
Her mom said it was too loud.

Maria told her problem to the band.
They started to use the band room.
They practiced together.
They got better!

Maria's mom heard the band one day.
The drums sounded great!
Maria's mom felt proud!

1. What was Maria's problem? _____

2. How did the band solve the problem?

3. How did Maria's mom change at the end of the story? _____

ACQUISITION

Monitor Comprehension

TEACH

Introduce Say: Good readers **monitor**, or keep watch over, their comprehension as they read. They regularly stop to check that they understand what they have read. If they are confused, they **reread** the confusing part or **read ahead**.

Academic Language To reinforce academic language, ask: How would you **monitor** the weather? How would you monitor something you were cooking?

MODEL

Practice Reproducible Copy and distribute **Practice Reproducible C25**. Echo-read "Sammy Shops." Model using **text evidence** to find why he shopped.

Think Aloud The writer tells us why Sammy was at the market at the beginning. I'll read that again. It says that Sammy's friend Rose was sick. I'm not sure that tells why Sammy was at the market. I'll read ahead. The next paragraph says Rose wanted cereal. Sammy is buying cereal for his sick friend.

GUIDED PRACTICE

Have children partner-read "Sammy Shops." Then help partners complete Exercise 1. Use the following support as needed.

Scaffolded Support for Exercise 1 Have children restate the question: *I need to find out _____*. Reread the underlined sentence in the second paragraph. Say: *Think about the circled word. How does it help answer the question?*

APPLY

Have children work independently to complete Exercise 2. If children need help, provide the following support. Discuss answers as a group.

Scaffolded Support for Exercise 2 Have children restate the question: *I need to find out _____*. Reread the underlined sentence in the third paragraph. Say: *Think about the circled words. How do they help answer the question?*

Quick Check

Can children use text evidence to monitor comprehension?

If No → Have pairs of children retell the story. One child can play Rose waiting for her cereal, and the other can play Sammy at the market.

If Yes → Teach Focused Application Lesson 26, pages 52–53.

Answer Key: 1. He bought cereal. 2. Sammy bought milk for Rose.

Monitor Comprehension

Read the passage. Then complete the exercises.

Sammy Shops

Sammy was at the market.
His friend Rose was sick.
Rose needed help.

Rose wanted to eat breakfast.
She had no cereal at home.
Sammy would buy it.
He saw many things at the market.
He saw vegetables and meat.
Then he saw (cereal!)
Just what Rose needed!

But Rose needed another thing.
Sammy (bought milk.)
Now Rose would feel better!

1. What is the first thing Sammy bought for Rose's breakfast?

2. What else did Sammy get for Rose?

FOCUSED APPLICATION

Monitor Comprehension

TEACH/MODEL

Review You can **monitor** comprehension by stopping to check that you understand what you have read. If you are confused, **reread** or **read ahead**.

Academic Language Have partners think of two things they might **monitor**, or watch over. Discuss examples as a group using academic language.

MODEL

Practice Reproducible Copy and distribute **Practice Reproducible C26**. Choral-read “Pond Party” with children. Remind them to keep their voices with yours. Then model using **text evidence** to answer this question: *Why was Flora late?*

Think Aloud *What did the author write that tells us why Flora was late? At the beginning, the author explained the problem. I’ll reread. Flora is late because she has to find the pond.*

GUIDED PRACTICE

Have children partner-read “Pond Party.” Then have partners work together to complete Exercise 1. Use the following support as needed.

Scaffolded Support for Exercise 1 Have children restate the question: *I need to find out _____*. Reread the underlined sentence in the second paragraph. Then say: *Circle the sentences that help answer this question.*

APPLY

Have children work individually to complete Exercise 2. If children need help, provide the following support. Discuss answers as a group.

Scaffolded Support for Exercise 2 Have children restate the question: *I need to figure out _____*. Reread the underlined sentence in the third paragraph. Then say: *Circle the sentence that helps answer this question.*

Quick Check

Can children use text evidence to monitor comprehension?

If No → Teach or reteach Acquisition Lesson 25, pages 50–51.

If Yes → Teach Strategic Integration Lesson 27, pages 54–55.

Answer Key: **1.** Walk past the barn. Then go over the bridge. Find the pond behind a big tree. **2.** She heard a loud splash.

Monitor Comprehension

Read the passage. Then complete the exercises.

Pond Party

Flora the hen was late.
The ducks were having a party.
Flora had to find the pond.

Flora knew the directions.
Walk past the barn.
Then go over the bridge.
Find the pond behind a tree.

Flora saw a lot of big trees.
Then she heard a loud splash behind one tree.
There was the duck's pond.
Flora had found the pond party!

1. What directions did Flora need to follow?

2. How did Flora find out which big tree was the right one?

STRATEGIC INTEGRATION

Monitor Comprehension

TEACH/MODEL

Review You can **monitor** comprehension by stopping to check that you understand what you have read. If you are confused, **reread** or **read ahead**.

Academic Language Review that **monitor** means “to watch over.” Have partners write one or two sentences using *monitor*. Discuss sentences as a group.

Practice Reproducible Copy and distribute **Practice Reproducible C27**. Model reading “Box City” with children. Then model using **text evidence** to answer this question: *How do you begin to make a box city?*

Teacher Think Aloud *What did the author write to tell us how to begin making a box city? Prompt children to apply the strategy.*

Student Think Aloud *I'll reread. The first paragraph says to find some big and small boxes. That answers the question!*

PRACTICE/APPLY

Have children partner-read “Box City.” Then have children work individually to complete Exercises 1–2. If individuals have difficulty, use the following support. Discuss answers as a group.

Scaffolded Support for Exercise 1 Have children restate the question: *I need to find out _____.* (what to do with the squares cut from colored paper) Then say: *Circle the words that help answer this question.* [If necessary, prompt children to circle *stick them; boxes; windows; doors*] *Discuss these words with a partner. How do they help you?*

Scaffolded Support for Exercise 2 Have children restate the question: *I need to find out _____.* (where to paint the road) Then say: *Circle the words that help answer this question.* [If necessary, prompt children to circle *a large piece of paper* in the third paragraph.] *Discuss this sentence with a partner. How does it help you? Help children write their answer.*

Quick Check

If children are having trouble using text evidence to monitor comprehension, teach or reteach Focused Application Lesson 26, pages 52–53.

Answer Key: **1.** Stick them to the boxes to make windows and doors. **2.** on the large piece of paper where you put your buildings

Monitor Comprehension

Read the passage. Then complete the exercises.

Box City

Make your own city with boxes!
First, find some big and small boxes.

Now paint your boxes.
These are the houses and buildings.
Cut squares from colored paper.
Stick them to the boxes.
These are the windows and doors.

Put your buildings on a large piece of paper.
Then paint a road on it.
You have made your city!

1. What will you do with the squares cut from colored paper?

2. Where will you paint the road?

ACQUISITION**Generate/Ask Questions****TEACH**

Introduce Readers **generate questions**, or think of good questions to **ask**, as they read. They read to find the answers. This helps to understand a story better.

Academic Language Ask these questions to reinforce academic language: *Why would you **generate** or **ask questions** if you were looking for a lost pet? Why would you generate/ask questions if you were learning a new game?*

MODEL

Practice Reproducible Copy and distribute **Practice Reproducible C28**. Read aloud the directions. Echo-read “Earth Meets Our Needs” with children. Remind children to read each phrase or sentence back to you. Then model generating, or asking, this question and then using **text evidence** to find the answer.

Think Aloud *I want to be sure I understand what I’ve read, so I’ll pause and ask myself the question, How does Earth meet our needs? When I reread the first paragraph, I see that it says Earth has all the things we need to live. So Earth meets our needs by giving us what we need to live.*

GUIDED PRACTICE

Have children partner-read “Earth Meets Our Needs.” Then help partners complete Row 1 of the chart. Use the following support as needed.

Scaffolded Support for Row 1 Ask: *What question do the underlined details in the second paragraph answer? What things do _____ need to live?*

APPLY

Have children work independently to complete Row 2. If children need help, provide the following support. Discuss answers as a group.

Scaffolded Support for Row 2 Ask: *What question do the underlined details in the third paragraph answer? What things do _____ need to live?*

Quick Check

Can children generate/ask questions and use text evidence to find the answer?

If No → Have one partner ask the question and the other partner read to find the answer. Have the first partner complete Row 1. Then switch roles.

If Yes → Teach Focused Application Lesson 29, pages 58–59.

Answer Key (Sample answers): **1.** What things do people and animals need? water, air, food, sunlight **2.** What things do plants need? water, food, air, sunlight

Generate/Ask Questions

Read the second paragraph, and generate/ask a question. Then reread the paragraph, and write the answer. Repeat for the third paragraph.

Earth Meets Our Needs

Earth is our home.

Earth has what we need to live.

People and animals need things.

Plants need things, too.

People and animals need water to drink.

We need air to breathe.

We need food.

We need sunlight.

Plants also need things.

They need water and food from the ground.

They need air and sunlight, too.

Question	Answer
1. _____ _____	_____ _____
2. _____ _____	_____ _____

FOCUSED APPLICATION

Generate/Ask Questions

TEACH/MODEL

Review You can **generate** or **ask questions** as you read a story, and then read to find the answers. This will help you understand a story better.

Academic Language Have partners give an example of when they might **generate** or **ask questions** outside of school. Discuss examples as a group.

Practice Reproducible Copy and distribute **Practice Reproducible C29**. Read aloud the directions. Choral-read “Going to the Ball Game.” Remind children to keep their voices with yours. Model generating a question and using **text evidence** to find an answer.

Think Aloud *I want to be sure I understand what I’ve read so far, so I’ll ask myself a question. What question can I generate from the first paragraph of the story? I’ll ask, “Where is Teddy going?” Now I’ll reread to find out. I see. It says that Teddy and his dad are going to a ball game.*

GUIDED PRACTICE

Have children partner-read “Going to the Ball Game.” Help partners use information in the second paragraph to generate a question. Then have them work together to complete Exercise 1. Use the following support as needed.

Scaffolded Support for Exercise 1 Help children ask the question, “Which team is Teddy’s favorite?” Say: *Reread the second paragraph. Find the underlined sentence that answers the question. Discuss your answer with a partner.*

APPLY

Have children work individually to complete Exercise 2. If children need help, provide the following support. Discuss answers as a group.

Scaffolded Support for Exercise 2 Help children generate the question, “Why were Teddy and his dad so excited?” Say: *Reread the third paragraph. Find the underlined details that answer the question.*

Quick Check

Can children generate/ask questions and use text evidence to find answers?

If No → Teach or reteach Acquisition Lesson 28, pages 56–57.

If Yes → Teach Strategic Integration Lesson 30, pages 60–61.

Answer Key: **1.** Which team is Teddy’s favorite? the Arrows **2.** Why were Teddy and his dad so excited? This was a very important game.

Generate/Ask Questions

Read the passage. Then complete the exercises.

Going to the Ball Game

Teddy is going out with his dad.

They are going to a ball game.

The Arrows are Teddy's favorite team.

They are going to play in the city.

Teddy and his dad are going to see them.

This is a very important game.

The Arrows could win this year!

Teddy and his dad are very excited!

1. Reread the second paragraph. What question does the underlined sentence answer? Write the question. Then write the answer.

Question: _____

Answer: _____

2. Reread the third paragraph. What question do the underlined details answer? Write the question. Then write the answer.

Question: _____

Answer: _____

STRATEGIC INTEGRATION

Generate/Ask Questions

TEACH/MODEL

Review You can **generate** or **ask questions** as you read a story, and then read to find the answers. This will help you understand a story better.

Academic Language Have partners work together to write one or two sentences that **generate** or **ask questions**. Discuss as a group.

Practice Reproducible Copy and distribute **Practice Reproducible C30**. Read aloud the directions. Model reading “At the Zoo” with children. Then model generating this question and using **text evidence** to find the answer: *What did the people learn about animals?*

Teacher Think Aloud *I want to be sure I understand what I’ve read, so I’ll ask myself a question. What question can I generate from the first paragraph?* Prompt children to apply the strategy.

Student Think Aloud *I’ll ask, “What did the characters learn about at the zoo?” I’ll reread to find out. It says they learned about how animals live.*

PRACTICE/APPLY

Have children partner-read “At the Zoo.” Then have children work individually to complete Exercises 1–2. If individuals have difficulty, use the following support. Discuss answers as a group.

Scaffolded Support for Exercise 1 Have children reread the paragraph. Encourage them to generate their own question or help them generate this one: “What animals did they see first?” Say: *Underline the words and sentences that answer your question.* Have children discuss their answer with a partner before writing it.

Scaffolded Support for Exercise 2 Have children reread the paragraph. Encourage them to generate their own question or help them generate this one: “What did they learn about lions and tigers?” Say: *Circle the words that answer the question.* Have children discuss their answer with a partner before writing it.

Quick Check

If children are having trouble generating/asking questions and using text evidence to find answers, teach or reteach Focused Application Lesson 29, pages 58–59.

Answer Key (Sample answers): 1. What animals did they see first? elephants and bears 2. What did they learn about lions and tigers? they sleep a lot

Generate/Ask Questions

Read the passage. Then complete the exercises.

At the Zoo

My dad and I went to the zoo today.
We saw many animals.
We learned about how they live.

There were elephants and bears.
The elephants were huge!
I saw big, brown bears, too.

Lions and tigers are big cats.
They sleep a lot, like my cat.
I wonder what they dream of?

1. Read the second paragraph. What question does it answer? Write the question. Underline details that answer it. Write your answer.

Question: _____

Answer: _____

2. Reread the third paragraph. What question does it answer? Write the question. Circle details that answer it. Write your answer.

Question: _____

Answer: _____

ACQUISITION**Make and Confirm Predictions****TEACH**

Introduce Explain that to **make a prediction**, a reader uses the text, the pictures, and what he or she knows to guess what will happen in a story. Then the reader reads to **confirm a prediction**, or find out if it was true or not true.

Academic Language To reinforce academic language, ask: *What will you do after school today? **Make a prediction.** How can you **confirm the prediction?***

MODEL

Practice Reproducible Copy and distribute **Practice Reproducible C31**. Read aloud the directions. Echo-read the title. Model making a prediction from it.

Think Aloud *I want to predict what this story might be about, so I'll read the title again: "A Birthday Cake for Dog." What does the title tell me? Dog is getting a birthday cake. I predict that someone will buy a birthday cake for Dog. Now I need to read the story to find out whether my prediction is true.*

GUIDED PRACTICE

Say: *We predicted that someone would buy a birthday cake for Dog.* [Help children write Prediction A above the story.] Say: *Let's make a second prediction from the title. We can predict that Dog has a birthday party.* Help children write Prediction B. Now echo-read "A Birthday Cake for Dog." Have partners read the story and use the underlined sentences to confirm Prediction A. Use the following support.

Scaffolded Support for Exercise 1 Ask: *Was Prediction A true or not true? Look at the underlined sentences. Then explain why Prediction A was true or not true.*

APPLY

Have children complete Exercise 2 independently. Discuss answers as a group.

Scaffolded Support for Exercise 2 Ask: *Was Prediction B true or not true? Look at the circled sentence. Explain why Prediction B was true or not true.*

Quick Check

Can children make and use text evidence to confirm predictions?

If No → Have one partner make a prediction and the other partner read to confirm it. Then have partners switch roles.

If Yes → Teach Focused Application Lesson 32, pages 64–65.

Answer Key: **1.** A: Someone will buy a birthday cake for Dog. Not true. Cat baked a cake. **2.** B: Dog will have a birthday party. True. Cat gave a surprise party.

Make and Confirm Predictions

Read the title, and write two predictions. Then read the passage, and complete the exercises.

A Birthday Cake for Dog

A. I predict _____

B. I predict _____

Cat is at the market.

She needs flour, sugar, and eggs.

She is making a cake.

Today is her friend Dog's birthday.

They spoke last week.

"No one will remember my birthday!" Dog said.

"We will see about that," thought Cat.

Cat told Dog to come to her house today.

There will be a surprise party waiting for him.

And also a big cake!

1. Underlined details tell about Prediction A. Reread these details. Was Prediction A true or not true? Explain.

2. Circled details tell about Prediction B. Reread these details. Was Prediction B true or not true? Explain. _____

FOCUSED APPLICATION

Make and Confirm Predictions

TEACH/MODEL

Review **Make a prediction** to tell what a passage will be about. **Confirm a prediction** by reading the passage to see if the prediction was true or not true.

Academic Language Have partners generate an example of **making** and **confirming a prediction**. Have them use events from their everyday lives.

Practice Reproducible Copy and distribute **Practice Reproducible C32**. Read aloud the directions. Choral-read the title. Model making a prediction and using **text evidence** to confirm it.

Think Aloud *I want to predict what this story might be about, so I'll read the title again: "Colorful Starfish in the Sea." What does it tell me? I can predict that starfish live in the sea. I'll read the passage to confirm my prediction.*

GUIDED PRACTICE

Say: *We predicted that starfish live in the sea.* [Help children write Prediction A above the story.] Say: *Let's make a second prediction from the title. We can predict there are many colors of starfish.* Help children write Prediction B.

Choral-read "Colorful Starfish in the Sea." Have children partner-read the story. Have partners work together to complete Exercise 1. Use the following support.

Scaffolded Support for Exercise 1 Say: *We predicted that starfish live in the sea. Was Prediction A true or not true? Underline sentences that help you decide. Tell why Prediction A was true or not true. Discuss with a partner.*

APPLY

Have children work individually to complete Exercise 2. If children need help, provide the following support. Discuss answers as a group.

Scaffolded Support for Exercise 2 Say: *We predicted that there are many colors of starfish. Was Prediction B true or not true? Circle sentences and words that helped you decide. Explain why Prediction B was true or not true.*

Quick Check

Can children make and use text evidence to confirm predictions?

If No → Teach or reteach Acquisition Lesson 31, pages 62–63.

If Yes → Teach Strategic Integration Lesson 33, pages 66–67.

Answer Key: **1.** A: Starfish live in the sea. Underline details. True **2.** B: There are many colors of starfish. Circle details. True

Make and Confirm Predictions

Read the title, and write two predictions. Then read the passage, and complete the exercises.

Colorful Starfish in the Sea

A. I predict _____

B. I predict _____

Starfish live in the sea.
They live near rocks or in the water.
The sea waves wash over them.

Starfish look like colorful stars!
Starfish have flat bodies.
Some have five arms.
Some can have 24 arms!

Starfish come in many colors.
Some look like rocks or sand.
Others can be red, yellow, or orange.

1. Underline the details that tell about Prediction A. Was Prediction A true or not true? Explain.

2. Circle the details that tell about Prediction B. Was Prediction B true or not true? Explain.

STRATEGIC INTEGRATION

Make and Confirm Predictions

TEACH/MODEL

Review **Make a prediction** to tell what a passage will be about. **Confirm a prediction** by reading the passage to find out if the prediction was true or not.

Academic Language Have partners work together to write two sentences in which they **make a prediction** and tell how they could **confirm** that **prediction**. Discuss sentences as a group.

Practice Reproducible Copy and distribute **Practice Reproducible C33**. Model reading the title “Kim Picks Apples” with children. Model making a prediction and using **text evidence** to confirm it.

Teacher Think Aloud *I want to predict what this story might be about. I’ll read the title again: “Kim Picks Apples.” Prompt children to apply the strategy.*

Student Think Aloud *I can predict that Kim will pick apples. Now I need to read the passage to find out whether my prediction is true or not true.*

PRACTICE/APPLY

Say: *We predicted that Kim will pick apples.* [Help children write Prediction A above the story.] Say: *Now make another prediction from the title.* Help children write Prediction B.

Model reading “Kim Picks Apples.” Then have children partner-read it. Have them work individually to complete Exercises 1–2. If individuals have difficulty, use the following support. Discuss answers as a group.

Scaffolded Support for Exercise 1 *Ask: Was Prediction A true or not true? Underline details that helped you decide. Then explain why Prediction A was true or not true.* Have children discuss their answer with a partner.

Scaffolded Support for Exercise 2 *Ask: Was Prediction B true or not true? Circle sentences and words that helped you decide. Explain why Prediction B was true or not true.* Have children discuss their answer with a partner before writing it.

Quick Check

If children are having trouble making and using text evidence to confirm predictions, teach or reteach Focused Application Lesson 32, pages 64–65.

Answer Key: 1. A: Kim will pick apples. Underline *We picked a lot of apples!* True.
2. Sample prediction: Kim will climb an apple tree. Not true. Kim does not climb a tree.

Make and Confirm Predictions

Read the title, and write two predictions. Then read the passage, and complete the exercises.

Kim Picks Apples

A. I predict _____

B. I predict _____

My family drove to an apple orchard this morning.
An orchard is like a garden with fruit trees.
We picked a lot of apples!

Most of the apples were very high up.
We had to jump to reach them!
Then some apples fell right on our heads!

We had a lot of fun.
We filled two baskets with apples.
But we ate many more!

1. Underline the details that tell about Prediction A. Was Prediction A true or not true? Explain.

2. Circle the details that tell about Prediction B. Was Prediction B true or not true? Explain.

ACQUISITION

Sequence

TEACH

Introduce Good readers recall the **sequence** of **events** in a story to understand what they read. Say: *An event is something that happens. Sequence is the order in which events happen. Clue words such as first, next, and last tell the sequence.*

Academic Language Say: *Name three **events** that have happened this year. In what **sequence** did they happen? Use clue words to tell the sequence of events.*

MODEL

Practice Reproducible Copy and distribute **Practice Reproducible C34**. Read aloud the directions. Echo-read “Clare’s New Dog.” Then model using **text evidence** to tell the sequence of events before it was the time to go.

Think Aloud *I want to find out the sequence of events that happened before it was time to go. I’ll read that part again slowly. In the first paragraph, it says: First, Clare brushed her teeth. The underlined clue word First tells me that this event happened first. Then it says: Next, she got dressed. The clue word Next tells me that this event happened second. Then it was time to go.*

GUIDED PRACTICE

Have children partner-read “Clare’s New Dog.” Then have partners complete Rows 1–2 of the chart. Use the following support as needed.

Scaffolded Support for Rows 1–2 Ask: *What clue word tells what happened first when Clare looked for a dog?* Guide children to find the clue word *First* and the first event. Assist as they write *First* in Row 1. Repeat for Row 2 with *Next*.

APPLY

Have children work independently to complete the last row. If children need help, provide the following support. Discuss answers as a group.

Scaffolded Support for Row 3 Ask: *What clue word tells me what happened last when Clare looked for a dog?* Guide children to write *Last*.

Quick Check

Can children use text evidence to identify sequence of events?

If No → Have one partner say the clue word and the other partner read to find the event. Have the first partner complete Row 1. Then switch roles.

If Yes → Teach Focused Application Lesson 35, pages 70–71.

Answer Key: 1. First 2. Next 3. Last

Sequence

Read the passage. Then complete the chart.

Clare's New Dog

It was Clare's birthday.
She was going to get a dog!
She got ready to go to the shelter.
First, she brushed her teeth.
Next, she got dressed.
It was time to go!

Clare looked at the dogs in the shelter.
Next, she ate lunch.
Last, she returned to the shelter.
Clare picked her new dog.
He was perfect!

1
_____, she looked at dogs in the shelter.



2
_____, she had lunch.



3
_____, she returned to the shelter.

FOCUSED APPLICATION

Sequence

TEACH/MODEL

Review Events are things that happen and **sequence** is the order in which they happen. Clue words such as *first*, *then*, *next*, and *last* help tell the sequence.

Academic Language Have partners think of examples of a **sequence of events** from an activity such as brushing their teeth. Discuss examples as a group.

Practice Reproducible Copy and distribute **Practice Reproducible C35**. Read aloud the directions. Choral-read “A Trip to Remember.” Then model using **text evidence** to find the sequence of events that happened when the boys packed.

Think Aloud *In the first paragraph, I see two clue words: First and Then. They help me to know the sequence in which the boys packed. It says: First, they packed their clothes. First tells me this event happened first. Then it says: Then they packed toys and games. Then tells me that this event happened second. These sentences tell me the sequence of events when the boys packed.*

GUIDED PRACTICE

Have children partner-read “A Trip to Remember.” Then have partners work together to complete Exercise 1. Use the following support as needed.

Scaffolded Support for Exercise 1 *Ask: What happened first? What clue word tells you this? What number should you write? Repeat with the remaining events.*

APPLY

Have children work individually to complete Exercises 2–3. If children need help, provide the following support. Discuss answers as a group.

Scaffolded Support for Exercise 2 *Say: Look for the sentence that begins with the underlined word First. What city is named in it?*

Scaffolded Support for Exercise 3 *Say: Look for the sentence that begins with the underlined word Last. What state is named in it?*

Quick Check

Can children use text evidence to identify sequence of events?

If No → Teach or reteach Acquisition Lesson 34, pages 68–69.

If Yes → Teach Strategic Integration Lesson 36, pages 72–73.

Answer Key: 1. sentence beginning with *first*: 1; with *then*: 2; with *next*: 3; with *last*: 4 2. Boston 3. California

Sequence

Read the passage. Then complete the exercises.

A Trip to Remember

Jack and Jed were going on a family trip.
They needed to pack.

First, they packed their clothes.

Then, they packed books and games.

They were ready!

First, the family drove to Boston.

Then, they drove to New York City.

Next, they flew to Chicago.

Last, they rode on a train to California.

They all had a great trip!

1. Reread the events in the second paragraph.
Think about the clue words. Then number them
in order. Write 1, 2, 3, or 4 above each event.

2. What city did Jack and Jed visit first?

3. Where did the boys and their parents go last?

STRATEGIC INTEGRATION

Sequence

TEACH/MODEL

Review Events are things that happen and **sequence** is the order in which they happen. Clue words such as *first*, *second*, and *finally* help to tell the sequence.

Academic Language Work with the group to write sentences about a common sequence they know, such as making a sandwich. Ask children to use the words **event** and **sequence**. As children provide sentences, write them on the board. Remind children to use clue words including *first*, *next*, *then*, and *last*, if possible.

Practice Reproducible Copy and distribute **Practice Reproducible C36**. Read aloud the directions. Model reading “A Loud Green Giant” with children. Then model using **text evidence** to identify the sequence.

Teacher Think Aloud *This story tells about four big things that happen as bullfrogs grow. I can use the clue words to tell me the sequence of those four big things. Prompt children to apply the strategy.*

Student Think Aloud *I will look for clue words that tell me the order in which the events happen. I see the word First in the second paragraph. I think that bullfrogs start as eggs. I'll keep reading and looking for clue words.*

PRACTICE/APPLY

Have children partner-read “A Loud Green Giant.” Then have children work individually to complete Exercises 1–3. If individuals have difficulty, use the following support. Discuss answers as a group.

Scaffolded Support for Exercise 1 Help children underline the four clue words and number the events. Point out the relationship between the numerals 1, 2, and 3 and the number words *first*, *second*, and *third*. Ask: *What number word could we use to replace Last? (Fourth)*

Scaffolded Support for Exercise 2 Ask: *What clue word did you read in the question? Find that clue word in the passage and copy the sentence that it begins.*

Scaffolded Support for Exercise 3 Say: *Think about what you know and have read about a bullfrog. Write one thing it might do after it becomes an adult.*

Quick Check

If children are having trouble using text evidence to identify sequence, teach or reteach Focused Application Lesson 35, pages 70–71.

Answer Key: **1.** *First: 1; Second: 2; Third: 3; Last: 4* **2.** The tadpole begins to grow legs. **3.** Sample Answers: It lays eggs; it croaks loudly; it leaps and swims.

Sequence

Read the passage. Then complete the exercises.

A Loud Green Giant

Bullfrogs are large green frogs.
They live near ponds or lakes.

Four big things happen as bullfrogs grow.
First, they start as eggs.
Second, tadpoles are born from the eggs.

Third, the tadpole grows legs.
Last, it becomes an adult.
Then it has four legs and no tail . . .
and a very loud voice!

1. Draw a line under each of the four clue words.
Then write 1, 2, 3, and 4 to number the events
in sequence.
2. What is the third big event in a bullfrog's life?

3. Once the tadpole becomes an adult bullfrog,
what might happen next?

ACQUISITION

Cause and Effect

TEACH

Introduce Say: A **cause** makes something else happen. An **effect** is something that happens. Clue words such as *because* help to tell about causes and effects.

Academic Language Ask these questions to reinforce academic language: What might **cause** a balloon to pop? What is the **effect** of being tickled?

MODEL

Practice Reproducible Copy and distribute **Practice Reproducible C37**. Echo-read “The Elephant and the Orange Tree.” Model using **text evidence** to find what caused Elephant to use the orange tree.

Think Aloud *I’ll reread the beginning of the story. First, Elephant’s back was itching. He couldn’t reach it, so he scratched on the orange tree. That’s it! Elephant’s itch, and not being able to reach it, caused him to use the tree.*

GUIDED PRACTICE

Have children partner-read “The Elephant and the Orange Tree.” Then help partners complete Row 1. Use the following support as needed.

Scaffolded Support for Row 1 Help partners underline additional causes and effects. Discuss the relationship between each event. Then have them use the underlined text to complete Row 1.

APPLY

Have children work independently to complete Rows 2–3. If children need help, provide the following support. Discuss answers as a group.

Scaffolded Support for Row 2 Ask: *What caused the peels to fall on the ground? Look for the circled sentence that tells you.*

Scaffolded Support for Row 3 Say: *What is the effect of the worms liking the orange peels? Look for the circled sentence that tells you.*

Quick Check

Can children use text evidence to identify both causes and effects?

If No → Have children draw story events and then use their pictures to retell the story. Then guide them to complete the graphic organizer.

If Yes → Teach Focused Application Lesson 38, pages 76–77.

Answer Key: **1.** the oranges fall down **2.** A group of monkeys ate them. **3.** They asked Elephant to scratch his back again.

Cause and Effect

Read the passage. Then complete the chart.

The Elephant and the Orange Tree

Elephant was unhappy.

He had to scratch his back!

But he could never reach it.

He saw an orange tree.

He scratched his back against it.

The oranges fell down.

A group of monkeys ate them.

The peels fell on the ground.

The worms around it ate them.

The worms liked the peels.

They asked Elephant to scratch his back again!

	Cause		Effect
1.	Elephant scratches his back	➔	
2.		➔	The peels fell on the ground.
3.	The worms liked the peels.	➔	

FOCUSED APPLICATION

Cause and Effect

TEACH/MODEL

Review A **cause** makes something else happen. An **effect** is something that happens. Say: *Clue words such as because help to tell about causes and effects.*

Academic Language Have partners generate an example of a **cause** and an **effect**. Discuss examples as a group. Prompt children to use academic language.

Practice Reproducible Copy and distribute **Practice Reproducible C38**. Choral-read “What Scares a Horse?” Model using **text evidence** to find why some people are scared of horses.

Think Aloud *I’m looking for things that cause people to be afraid of horses. Where did I read about people? I see people at the beginning. I also see the word at the end. I’ll reread those parts. In the beginning, I read that people are scared because horses are so large. In the end, I read they are scared because horses can run away.*

GUIDED PRACTICE

Have children partner-read “What Scares a Horse?” Then have partners work together to complete Exercise 1. Use the following support as needed.

Scaffolded Support for Exercise 1 Say: *Look at the words A loud noise. Does that make something happen? Yes. So that’s a cause. What does a loud noise make happen? It makes a horse jump. So that’s an effect.*

APPLY

Have children work individually to complete Exercises 2–3. If children need help, provide the following support. Discuss answers as a group.

Scaffolded Support for Exercise 2 Say: *Look back at the passage. Look for the causes where you wrote C. Which of these is something that makes a horse afraid?*

Scaffolded Support for Exercise 3 Say: *Now look for effects in the passage. Which of these is something that a horse does when it is afraid?*

Quick Check

Can children use text evidence to identify both causes and effects?

If No → Teach or reteach Acquisition Lesson 37, pages 74–75.

If Yes → Teach Strategic Integration Lesson 39, pages 78–79.

Answer Key: **1.** Write *C* above causes and *E* above effects. **2.** a loud noise, anyone moving too fast, a small noise **3.** jump, snort, run away

Cause and Effect

Read the passage. Then complete the exercises.

What Scares a Horse?

Some people are scared of horses.
That is because horses are so large.
But many things scare horses, too.
A loud noise can make a horse jump.
Anyone moving too fast can scare them.
Even a small noise can make them snort.

Scared horses want to run away.
Sometimes people may still be on them.
That can scare people also.

1. Mark the underlined words. Write *C* above words that tell a cause. Write *E* above words that tell an effect.
2. What are three things that can make a horse afraid? List the three causes.

3. What are three things that a horse does because it is afraid? List these three effects.

STRATEGIC INTEGRATION**Cause and Effect****TEACH/MODEL**

Review A **cause** makes something else happen. An **effect** is something that happens. Say: *Clue words such as because help to tell about causes and effects.*

Academic Language Have partners work together to write one or two sentences using **cause** and **effect**. Discuss sentences as a group.

Practice Reproducible Copy and distribute **Practice Reproducible C39**. Model reading “Erosion” with children. Then model using **text evidence** to answer this question: *What causes erosion?*

Teacher Think Aloud *I want to find the cause of erosion. Prompt children to apply the strategy.*

Student Think Aloud *I'll reread the beginning. The first sentence says that rain and wind move dirt. That's the cause.*

PRACTICE/APPLY

Have children partner-read “Erosion.” Then have children work individually to complete Exercises 1–3. If individuals have difficulty, use the following support. Discuss answers as a group.

Scaffolded Support for Exercise 1 Help children underline and label causes. Ask: *What words tell about events that make other events happen?* Then help children underline and label effects. Ask: *What words tell about events that something else made happen?*

Scaffolded Support for Exercise 2 Say: *Look back at the passage. Look for effects. Which of these is an effect of erosion from rain? Which of these is an effect of erosion from wind?*

Scaffolded Support for Exercise 3 Children may need support making inferences here. Say: *Look back at the passage. What causes erosion to stop? (plants) Why do plants stop erosion? (roots hold dirt down) How do plants start growing in a place? Can people put them there?*

Quick Check

If children are having trouble using text evidence to identify both causes and effects, teach or reteach Focused Application Lesson 38, pages 76–77.

Answer Key: **1.** Sample Causes: *Rain and wind move dirt, Rain washes, Wind blows*; Sample Effects: *erosion, dirt down hills, muddy stream, cloud of dust, hold dirt down* **2.** *dirt washes down hills; dirt blows off fields* **3.** *People can plant plants; this will help hold dirt down while rain falls or wind blows.*

Cause and Effect

Read the passage. Then complete the exercises.

Erosion

Rain and wind move dirt.
This is called erosion.

Rain washes dirt down hills.
This is one kind of erosion.
Mud in a river after the rain is erosion.

Wind blows dirt off fields.
This is erosion.
A lot of dust over a field is erosion, too.

Plants stop erosion.
Their roots hold dirt down.

1. Underline words that tell causes and effects.
Write *C* above causes. Write *E* above effects.
2. Write one effect of erosion caused by rain. Write
one effect of erosion caused by wind.

3. What can people do to stop erosion? Why will
this help? _____

ACQUISITION

Compare and Contrast

TEACH

Introduce When you **compare** two or more things, you tell how they are alike. When you **contrast** two or more things, you tell how they are different.

Academic Language Tell children that clue words such as *alike*, *same*, *both*, and *also* are used to **compare**. Explain that clue words such as *but* and *different* are used to **contrast**. Ask: *How could you compare and contrast a mitten and a glove, or tell how they're alike and different?*

MODEL

Practice Reproducible Copy and distribute **Practice Reproducible C40**. Read aloud the directions. Echo-read "Cats and Dogs." Then model using **text evidence** to compare and contrast cats and dogs.

Think Aloud *I'll use evidence from the text to tell how cats and dogs are alike and different. I see the word also in the first paragraph. I know this is a clue word! This section compares cats and dogs: they are both pets. In the third paragraph I see another clue word: different. This part contrasts cats and dogs.*

GUIDED PRACTICE

Have children partner-read "Cats and Dogs." Have them write an *A* by comparing sentences and a *D* by contrasting sentences. Have partners complete row 1.

Scaffolded Support for Row 1 Ask: *What is a way cats and dogs are alike? Write it under Alike. Write a way cats and dogs are different under Different.*

APPLY

Have children work independently to fill out Row 2. Use the following support.

Scaffolded Support for Row 2 Ask: *What is alike about both cats and dogs? What is one way you read that cats and dogs are different?*

Quick Check

Can children use text evidence to compare and contrast?

If No → Have one partner read aloud something about cats. Then have the other partner say whether this is the same as or different from dogs. Then have partners switch roles.

If Yes → Teach Focused Application Lesson 41, pages 82–83.

Answer Key: Children should mark paragraphs 1 and 2 with *A*, and paragraph 3 with *D*. **1.** Sample answers: both are pets; quiet, loud. **2.** both have four legs; meow, bark.

Compare and Contrast

Read the passage. Then fill out the chart.

Cats and Dogs

Do you have a pet?
Cats are pets.
Dogs are also pets.

Cats and dogs are alike.
Both have a tail.
Both have four legs.

Cats and dogs are different.
Cats are quiet, but dogs are loud.
Cats meow.
Dogs bark.

Cats and Dogs		
	Alike	Different
1.	Cats and dogs _____	Cats are _____, but dogs are _____.
2.	Cats and dogs _____	Cats _____, but dogs _____.

FOCUSED APPLICATION

Compare and Contrast

TEACH/MODEL

Review When you **compare** two or more things, you tell how they are alike. When you **contrast** two or more things, you tell how they are different. Some clue words for comparing are *alike, same, both,* and *also*. Some clue words for contrasting are *different* and *but*.

Academic Language Write on the board **compare** and the words *alike, same, both,* and *also* below it. Then write on the board **contrast** and the words *different* and *but* below it. Have children repeat the words as you read them.

Practice Reproducible Copy and distribute **Practice Reproducible C41**. Read aloud the directions. Choral read “Ben and Jen.” Model using **text evidence** to compare and contrast the two friends.

Think Aloud *I need to look at how Ben and Jen are alike and different. First, I will look for clue words. I see the word also. The text says Ben is also smart. This clue word tells me that Ben and Jen must be alike. Now I’ll look for a contrast clue word. I see the word but. This shows how they are different.*

GUIDED PRACTICE

Have children partner-read “Ben and Jen.” Have partners work together to complete Exercise 1. Use the following support as needed.

Scaffolded Support for Exercise 1 Ask: *What compare clue words do you see in the first paragraph?* (alike, also, both) *What contrast clue words do you see in the second paragraph?* (but, different)

APPLY

Have children work independently to complete Exercises 2–3. Use the following support as needed. Discuss answers with the group.

Scaffolded Support for Exercise 2 Ask: *Who is smart? Who likes to run?*

Scaffolded Support for Exercise 3 Ask: *Do Ben and Jen do the same things?*

Quick Check

Can children use text evidence to compare and contrast?

If No → Teach or reteach Acquisition Lesson 40, pages 80–81.

If Yes → Teach Strategic Integration Lesson 42, pages 84–85.

Answer Key: 1. circle *alike, also, both, but, different* 2. smart; likes to run 3. tall/short; sing/swim

Compare and Contrast

Read the passage. Then complete the exercises.

Ben and Jen

Ben and Jen are friends.

They are alike in some ways.

Jen is smart.

Ben is also smart.

They both like to run.

Ben and Jen are friends.

They are different in some ways.

Jen is tall, but Ben is short.

Jen likes to sing.

Ben likes to swim.

They are good friends.

1. Circle the comparing and contrasting clue words.
2. Write two ways that Ben and Jen are alike.

3. Write two ways that Ben and Jen are different.

STRATEGIC INTEGRATION

Compare and Contrast

TEACH/MODEL

Review When you **compare** two or more things, you tell how they are alike. When you **contrast** two or more things, you tell how they are different. Some clue words for comparing are *alike, same, both,* and *also*. Some clue words for contrasting are *different* and *but*.

Academic Language Have children generate compare and contrast sentences. Provide two or more things to compare and contrast, such as summer and winter or water and stone. Remind children to use compare and contrast clue words. Record each sentence on the board. Circle the comparing or contrasting clue words in each sentence.

Practice Reproducible Copy and distribute **Practice Reproducible C42**. Read aloud the directions. Model reading “Planes and Boats” with children. Then model using **text evidence** to compare and contrast.

Teacher Think Aloud *I want to compare and contrast planes and boats. I need to look at how they are alike and how they are different. Prompt children to apply the strategy.*

Student Think Aloud *I see the word both. This clue word tells me that planes and boats can both get people from place to place. The clue word but tells me they are different. Planes fly in the sky. Boats go on water.*

PRACTICE/APPLY

Have children partner-read “Planes and Boats.” Then have children work individually to complete Exercise 1 and the Compare and Contrast Chart. If individuals have difficulty, use the following support. Discuss answers as a group.

Scaffolded Support for Exercise 1 *Ask: What compare clue words do you see in the first paragraph? What contrast clue words do you see in the second paragraph? If necessary, point to the clue words circled on the board.*

Scaffolded Support for Compare and Contrast Chart *Ask: What did you read that planes do? What did you read that boats do? How are they alike? How are they different?*

Quick Check

If children are having trouble using text evidence to compare and contrast, teach or reteach Focused Application Lesson 41, pages 82–83.

Answer Key: 1. circle *alike, both, also, different, but* **Chart:** Planes: fly in the sky, go very fast; Alike: ways people can get from place to place, can be big; Boats: go on water, not as fast as planes.

Compare and Contrast

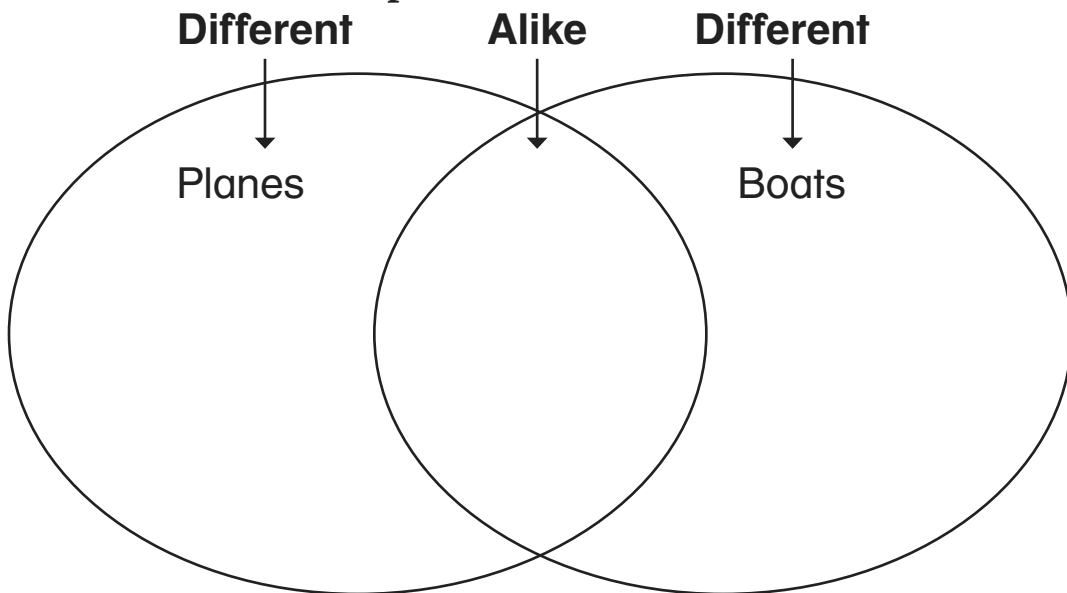
Read the passage. Complete the exercise and the chart.

Planes and Boats

Planes and boats are alike in some ways.
Both can get people from place to place.
Planes can be big.
Boats can also be big.

Planes and boats are different.
Planes fly in the sky,
but boats go on water.
Most planes go very fast.
Boats are not as fast as planes.

1. Circle each compare or contrast clue word.



ACQUISITION**Summarize****TEACH**

Introduce Say: **Summarizing** helps you remember the key points as you read.

Explain that when readers summarize what they have read, they tell the main idea and the most **important details** of a passage briefly and in their own words.

Academic Language To reinforce academic language, ask: Can you **summarize** what you did yesterday? What is one **important detail** you want to include?

MODEL

Practice Reproducible Distribute **Practice Reproducible C43**. Read the directions. Echo-read “A Surprise for Mom.” Model using **text evidence** to summarize.

Think Aloud *In a few words I want to tell what the story is about. I’ll reread the title and the first few sentences to help me. In the title, the writer tells me that I will read about a surprise for Mom. The first sentence tells me that the twins want to surprise Mom. Later, the writer tells me more about the twins’ plan. So this story is mostly about how the twins plan a surprise for Mom.*

GUIDED PRACTICE

Have children partner-read “A Surprise for Mom.” Then have them complete the summarizing sentence. Help children underline important details in the passage. Have partners work together on Exercise 1. Use the following support.

Scaffolded Support for Exercise 1 Ask: *What sentence best tells what the twins will do to surprise Mom?* (“First, let’s clean the house,” said Pete.) Say: *This is an important detail.* Have children write this in their own words in Exercise 1.

APPLY

Have children work independently to write a second and third important detail. Provide the following support if needed. Discuss answers as a group.

Scaffolded Support for Exercise 2 Ask: *How else did the twins surprise Mom?*

Scaffolded Support for Exercise 3 Ask: *How does the story end?*

Quick Check

Can children use text evidence to summarize a story?

If No → Have children retell “A Surprise for Mom” orally and then list only the important events. Guide them in completing the graphic organizer.

If Yes → Teach Focused Application Lesson 44, pages 88–89.

Answer Key: Summarize: how the twins plan a surprise for Mom **Important Details:** 1. clean the house 2. make a cake 3. was very happy

Summarize

Read the passage. Then complete the chart.

A Surprise for Mom

The twins wanted to surprise mom.
She was away that day.

“First, let’s clean the house,” said Pete.
“We can dust the rooms.
We will pick up our toys.”

“Then we can make a cake,” said Kay.
“Dad will help us.”

They got to work.
Mom was very happy!
She loved the twin’s surprise!

Summarize

This passage is about _____ .

Most Important Details

1. The twins _____
_____ .
2. They also _____
_____ .
3. Mom _____
_____ .

FOCUSED APPLICATION

Summarize

TEACH/MODEL

Review Explain that to **summarize** means to briefly tell what the passage is mostly about, including only the main idea and the most **important details**.

Academic Language Have partners **summarize** playing a favorite game and tell **important details**. Discuss examples. Prompt children to use academic language.

Practice Reproducible Distribute **Practice Reproducible C44**. Choral-read “Take Good Care of Yourself.” Model using **text evidence** to summarize.

Think Aloud *I can read the title and the first sentence to help me find what the passage is about. The title tells me that this passage is about taking good care of yourself. The first sentence asks how you can keep from getting sick. After that, the writer gives more details about how to stay well. So I think this passage is mostly about how you can keep yourself well and not get sick.*

GUIDED PRACTICE

Have children partner-read “Take Good Care of Yourself” and complete the summarizing sentence. Next, help children underline important details in the passage. Then have partners complete Exercise 1. Use this support as needed.

Scaffolded Support for Exercise 1 Ask: *What is one important detail that tells more about how to stay well?*

APPLY

Have children work individually to complete Exercises 2–3. If children need help, provide the following support. Discuss answers as a group.

Scaffolded Support for Exercise 2 Say: *In the first paragraph, find important details about not getting sick. What does the paragraph say about eating?*

Scaffolded Support for Exercise 3 Say: *The second paragraph gives more important details. It tells more ways of taking care of yourself. Write one of these.*

Quick Check

Can children use text evidence to summarize a passage?

If No → Teach or reteach Acquisition Lesson 43, pages 86–87.

If Yes → Teach Strategic Integration Lesson 45, pages 90–91.

Answer Key: **1.** how to stay well **2.** to eat three times a day **3.** sleep ten hours every night

Summarize

Read the passage. Then complete the exercises.

Take Good Care of Yourself

How can you keep from getting sick?

Eat three times every day.

Eat lots of fruits and vegetables.

Carrots and apples are better
for you than candy and cookies.

Milk is good, and so is water.

Sleep ten hours every night.

Brush your teeth.

Play outside at least an hour a day.

All this will keep you well!

Summarize

1. This passage is mainly about _____ .

Most Important Details

2. One way to stay well is _____
_____ .
3. Another way to stay well is _____
_____ .

STRATEGIC INTEGRATION

Summarize

TEACH/MODEL

Review Explain that to **summarize** means to use your own words to briefly tell the main idea and most **important details** about a passage.

Academic Language Work with the group to write sentences that **summarize** a special class memory or a shared experience. Remind children to include **important details**. Discuss the summaries as a group.

Practice Reproducible Copy and distribute **Practice Reproducible C45**. Read aloud the directions. Model reading “Bees That Make Honey” with children. Then model using **text evidence** to summarize.

Teacher Think Aloud *This passage tells how honeybees make honey. I'll look for words that tell how they do this. Prompt children to apply the strategy.*

Student Think Aloud *I see that first the bees drink nectar from flowers. That's the first step in the process. Now I'll look for other details that tell how people get the honey from the bees.*

PRACTICE/APPLY

Have children partner-read “Bees That Make Honey.” Then have children work individually to complete Exercises 1–3. If individuals have difficulty, use the following support. Discuss answers as a group.

Scaffolded Support for Exercise 1 *Ask: What words tell about bees making honey? Underline these words. What words don't tell about bees making honey? Words you didn't underline add interest but are not important details.*

Scaffolded Support for Exercise 2 *Ask: Does this passage tell everything about honeybees or does it mostly tell about one thing honeybees do? What one thing does it tell about? (making honey)*

Scaffolded Support for Exercise 3 Children may need support summarizing in their own words. *Say: Think about the steps honeybees follow to make honey. Write two steps in your own words.* Have children write their answers.

Quick Check

If children are having trouble using text evidence to summarize a passage, teach or reteach Focused Application Lesson 44, pages 88–89.

Answer Key: **1.** Honeybees drink sweet juice from flowers; nectar becomes honey inside a bee's stomach. Bees put honey into the hive. Honey becomes dry and thick. **2.** Honeybees and how they make honey **3. a.** First honeybees drink the nectar. **b.** The nectar turns into honey inside a bee.

Summarize

Read the passage. Then complete the exercises.

Bees That Make Honey

Honeybees make the honey
we like to eat.

They are insects with brown
and yellow stripes.

They drink a sweet juice from
flowers called *nectar*.

This becomes honey inside
a bee's stomach.

Later the bees put the honey into
small spaces in the hive.

The honey becomes dry and thick.

Then people gather the honey from
the hives to eat.

1. Underline the most important details in the passage above. Include only those words that tell about how bees make honey.
2. This passage is mostly about _____
_____.
3. Write two important details from the passage.
 - a. _____
 - b. _____

ACQUISITION

Main Ideas and Details

TEACH

Introduce Say: Readers look for a **main idea** and **supporting details**. A main idea is the most important idea. Supporting details tell more about the main idea.

Academic Language To reinforce academic language, ask: What is your favorite sport? Tell the **main idea** and a **supporting detail** about this sport.

MODEL

Practice Reproducible Copy and distribute **Practice Reproducible C46**.

Read aloud the directions. Echo-read "On the Move!" with children. Then model using **text evidence** to find the main idea and supporting details of the first paragraph.

Think Aloud *The first sentence often tells what the paragraph is about. It might be the main idea. The sentence says that buses, trains, and cars go on land. Other sentences should tell supporting details. I read that trains run on tracks and buses and cars drive on roads. These are the supporting details.*

GUIDED PRACTICE

Have children partner-read "On the Move!" Help partners underline supporting details in the second and third paragraphs and complete Exercises 1–2.

Scaffolded Support for Exercise 1 Ask: *The main idea is in the first sentence. So look for the underlined details about ways to travel on land. Now write those details.*

Scaffolded Support for Exercise 2 Ask: *Which sentence is the main idea for this paragraph? Now look for details about ships. Now write those details.*

APPLY

Have children work independently to complete Exercise 3. If children need help, provide the following support. Discuss answers as a group.

Scaffolded Support for Exercise 3 Ask: *Which sentence is the main idea for this paragraph? Now underline details about planes and write them.*

Quick Check

Can children use text evidence to identify main idea and supporting details?

If No → Have one partner tell the main idea about one form of transportation. Have the other partner say supporting details. Then switch roles.

If Yes → Teach Focused Application Lesson 47, pages 94–95.

Answer Key: **1. Sample Detail:** Many people travel by car. **2. Sample Detail:** Big ships sail across the sea. **3. Sample Detail:** Airplanes are very fast.

Main Ideas and Details

Read the passage. Then complete the exercises.

On the Move!

Trains, buses, and cars go on land.

Trains run on tracks.

Buses and cars drive on roads.

Many people travel by car.

Ships go on water.

Small boats sail through lakes and rivers.

Big ships sail across the sea.

Airplanes fly in the air.

Airplanes are very fast.

People travel all around the world in airplanes.

Where would you like to go?

1. Main Idea: Trains, buses, and cars go on land.

Supporting Details: _____

2. Main Idea: Ships go on water.

Supporting Details: _____

3. Main Idea: Airplanes fly in the air.

Supporting Details: _____

FOCUSED APPLICATION

Main Idea and Details

TEACH/MODEL

Review A **main idea** is the most important idea or information about a section of text. The **supporting details** tell more about the main idea.

Academic Language Have partners generate an example of a **main idea** and a **supporting detail**. Discuss this and other examples as a group. Prompt children to use academic language.

Practice Reproducible Copy and distribute **Practice Reproducible C47**. Choral-read “Let’s Play Basketball” with children. Remind them to keep their voices with yours. Then model using **text evidence** to find the main idea and supporting details in the first paragraph:

Think Aloud *The first sentence often tells the most important idea. I’ll reread it. Yes, the writer wants to tell about the game of basketball. Then I’ll reread the other underlined sentences. They should tell me more about playing the game.*

GUIDED PRACTICE

Have children partner-read “Let’s Play Basketball.” Then have partners work together to underline supporting details in paragraph 2. Use the following support as needed.

Scaffolded Support for Exercise 1 Say: *What is the second paragraph about? Read the first sentence. Write the main idea. Then help children write one detail.*

APPLY

Have children work individually to complete Exercise 2. If children need help, provide the following support. Discuss answers as a group.

Scaffolded Support for Exercise 2 Ask: *What is the third paragraph about? Read the first sentence. Write the main idea. Then help children write one detail.*

Quick Check

Can children use text evidence to identify main ideas and supporting details?

If No → Teach or reteach Acquisition Lesson 46, pages 92–93.

If Yes → Teach Strategic Integration Lesson 48, pages 96–97.

Answer Key: **1. Main Idea:** what you need to play basketball **Detail:** You need a basketball and two hoops, or baskets. **2. Main Idea:** how a team scores points **Detail:** points are scored when one team shoots the basketball through the hoop.

Main Idea and Details

Read the passage. Then complete the exercises.

Let's Play Basketball!

Basketball is a game in which two teams try to score against one another. Each team has five players.

To play, you need a basketball and two 10-foot high hoops, or baskets. You also need a long area called a court.

Points are scored when one team shoots the basketball through the hoop. The team with the most points at the end of the game wins.

1. What is the main idea in the second paragraph?

Write one detail about this main idea. _____

2. What is the main idea of the third paragraph?

Write one detail about this main idea. _____

STRATEGIC INTEGRATION**Main Idea and Details****TEACH/MODEL**

Review A **main idea** is the most important idea or information the writer wants to give about a section of text. The **supporting details** tell more about the main idea.

Academic Language Work with the group to complete these sentence starters in writing. A **main idea** could be _____. A **supporting detail** about this idea could be _____. Discuss completed sentences as a group.

Practice Reproducible Distribute **Practice Reproducible C48**. Read aloud the directions. Model reading “I Am a Sea Sponge” with children. Then model using **text evidence** to answer this question: *Is a sea sponge a plant or an animal?* (The passage tells that the sea sponge looks like a plant, but is in fact, an animal.)

Teacher Think Aloud *This passage tells about sea sponges. I’ll reread the passage and look for information about the sponge. Prompt children to apply the strategy.*

Student Think Aloud *In the first paragraph, I find out that the sea sponge looks like a plant but is an animal. I will look for other details about the sea sponge as I read.*

PRACTICE/APPLY

Have children partner-read “I Am a Sea Sponge.” Then have children work individually to complete Exercises 1–2. If individuals have difficulty, use the following support. Discuss answers as a group.

Scaffolded Support for Exercise 1 *Ask: What is the second paragraph about? What are all the sentences telling about? Write the main idea. Then help children write one detail about sea sponges.*

Scaffolded Support for Exercise 2 *Ask: What is the third paragraph about? What are all the sentences telling about? Write the main idea. Then help children write one detail about uses for sea sponges.*

Quick Check

If children are having trouble using text evidence to identify main ideas and details, teach or reteach Focused Application Lesson 47, pages 94–95.

Answer Key: **1. Main Idea:** How sea sponges look and eat. **Detail:** Sample answer: Sea sponges eat tiny things in the water. **2. Main Idea:** Sea sponges have many uses. **Detail:** Sample answer: You can use a sea sponge to clean the house.

Main Idea and Details

Read the passage. Then complete the exercises.

I Am a Sea Sponge

I am a sea sponge.

I live in the ocean.

I look like a plant,
but I am an animal.

I can be many colors.

I do not eat like most plants.

Water passes through me.

I eat tiny things that live in the water.

I have many uses.

I help clean the house.

I help you wash, too!

1. What is the main idea in the second paragraph?

Write one detail about this main idea.

2. What is the main idea in the third paragraph?

Write one detail about this main idea.

ACQUISITION

Problem and Solution

TEACH

Introduce Say: A **problem** is something that needs to be changed, fixed, or figured out. A **solution** is how a problem is solved, or fixed. Readers can look for problems and solutions of story characters. This helps to understand the story plot.

Academic Language To reinforce academic language, ask: *What **problem** might you have on a rainy day? What **solution** will you decide on?*

MODEL

Practice Reproducible Distribute **Practice Reproducible C49**. Read aloud the directions. Echo-read “How Turtle Got to the Other Side.” Model using **text evidence** to find the problem and the first solution.

Think Aloud *Where does it say that Turtle has a problem? I’ll reread the first few sentences. I learn that a tree blocked Turtle’s way, and he couldn’t go on. That’s the problem. I’ll keep reading to find out the solution to this problem.*

GUIDED PRACTICE

Have children partner-read “How Turtle Got to the Other Side.” Help partners find and underline the ways Turtle tries to solve his problem and then complete Exercises 1–2.

Scaffolded Support for Exercises 1–2 Ask: *Who first tried to help? Why didn’t that solve the problem? Who tried next? Why didn’t that solve it?*

APPLY

Have children work independently to complete Exercise 3. If children need help, provide the following support. Discuss answers as a group.

Scaffolded Support for Exercise 3 Say: *Look at the end of the story. How did Turtle solve his problem in the end?*

Quick Check

Can children use text evidence to identify a problem and its solutions?

If No → In groups of three, have children take turns playing each character and acting out the different solutions in the story.

If Yes → Teach Focused Application Lesson 50, pages 100–101.

Answer Key: **1.** Turtle’s legs are too short to jump over the tree. **2.** Turtle couldn’t climb over the tree. **3.** Turtle dug under the tree.

Problem and Solution

Read the passage. Then complete the chart.

How Turtle Got to the Other Side

Turtle was walking in the forest.

A tree fell and blocked his way.

He could not go on.

Rabbit said, “Jump over it!”

But Turtle’s legs were too short.

Squirrel said, “Climb over very fast!”

But Turtle could not climb well.

Turtle thanked his friends for their ideas.

He said, “I think I’ll dig under the tree.”

And he did!

Problem: A tree is blocking Turtle’s way. He can’t go on.

Solutions That Do Not Work:

1. _____

2. _____

How the Problem Is Solved:

3. _____

FOCUSED APPLICATION

Problem and Solution

TEACH/MODEL

Review A **problem** is something that must be changed, fixed, or figured out. A **solution** is how the problem is fixed.

Academic Language Have partners suggest a **problem** someone might have on the playground. Have them come up with a **solution**. Discuss these problems and solutions as a group. Prompt children to use academic language.

Practice Reproducible Copy and distribute **Practice Reproducible C50**. Choral-read “Help Needed.” Model using **text evidence** to find the problem and first possible solution.

Think Aloud *The beginning of a story often tells about a problem characters need to solve. I’ll reread the beginning. I read that Jon’s family was going away and needed someone to care for their dog Bailey. That must be the problem. How will they solve it? It says that first Mom asked Mr. Banks to watch the dog. That was the first solution they tried. Did it work? No, Mr. Banks was too busy.*

GUIDED PRACTICE

Have children partner-read “Help Needed.” Then have partners work together to complete Exercise 1. Use the following support as needed.

Scaffolded Support for Exercise 1 Ask: *Who did Jon and Mom ask to care for the dog?* Have children underline details about these three people.

APPLY

Have children work individually to complete Exercises 2–3. If children need help, provide the following support. Discuss answers as a group.

Scaffolded Support for Exercise 2 Have children reread the second paragraph. Ask: *Why did Mrs. Hunt not want to take care of the dog?*

Scaffolded Support for Exercise 3 Have children reread the third paragraph. Ask: *Who solved the problem? What happened to solve the problem?*

Quick Check

Can children use text evidence to identify a problem and its solutions?

If No → Teach or reteach Acquisition Lesson 49, pages 98–99.

If Yes → Teach Strategic Integration Lesson 51, pages 102–103.

Answer Key: **1.** Underline beneath *First, Mom...; Next, Mom...; He asked ...*
2. She was afraid of dogs. **3.** The new girl would take care of Bailey.

Problem and Solution

Read the passage. Then complete the exercises.

Help Needed

Jon's family was going on a trip.
Who would care for their Bailey dog while they were gone?

First, Mom asked Mr. Banks.

He was too busy.

Next, Mom asked Mrs. Hunt.

She was afraid of dogs.

A new family had moved in.

Jon saw a girl playing with a dog.

Jon thought she might take care of Bailey.

He asked her for help.

The girl said yes!

1. Underline the three solutions Jon and his mom tried to solve their problem.

2. Why couldn't Mrs. Hunt help solve Jon's problem? _____

3. How did Jon finally solve the problem?

STRATEGIC INTEGRATION

Problem and Solution

TEACH/MODEL

Review A **problem** is something that must be changed, fixed, or figured out. A **solution** is how the problem is fixed.

Academic Language Have children practice using academic language. Work with the group to complete these sentence starters in writing. A **main idea** could be _____. A **supporting detail** about this idea could be _____. Discuss sentences as a group. Leave the sentences on the board for children to reference.

Practice Reproducible Copy and distribute **Practice Reproducible C51**. Read aloud the directions. Model reading “Lost!” with children. Then model using **text evidence** to find the problem and first possible solution.

Teacher Think Aloud *I learn the problem in the first sentence in this passage: Tim’s cat is missing. Prompt children to apply the strategy.*

Student Think Aloud *I’ll read on to find out how Tim tries to solve the problem and find Tiger. He calls for Tiger and looks all over.*

PRACTICE/APPLY

Have children partner-read “Lost!” Then have children work individually to complete Exercises 1–3. If individuals have difficulty, use the following support. Discuss answers as a group.

Scaffolded Support for Exercise 1 Help children circle the problem and underline the sentences that tell about three attempts to solve the problem. Say: *The problem and the first try to solve the problem are found in paragraph one. You can find the second try to solve the problem in paragraph two, and the solution that works is in paragraph three.*

Scaffolded Support for Exercise 2 Say: *Look at the second paragraph. What did Tim do to try to find Tiger?*

Scaffolded Support for Exercise 3 Children may need support making inferences. Ask: *Would she have seen the signs in his neighborhood? Why did the ad work better than those solutions?*

Quick Check

If children are having trouble using text evidence to identify problem and solution, teach or reteach **Focused Application Lesson 50, pages 100–101**.

Answer Key: **1.** Circle *Tim’s cat Tiger was missing!* Underline *Tim called for Tiger and looked all over; put up signs on the street; put an ad in the paper.* **2.** He put up signs. **3.** Sample Answer: The lady saw the ad, not the signs.

Problem and Solution

Read the passage. Then complete the exercises.

Lost!

Tim's cat Tiger was missing!
Tiger didn't come home one night.
Tim called for Tiger.
He looked all over.

Tim put up signs on the street.
He offered a reward for Tiger.
No one had seen the orange cat.

Tim put an ad in the paper.
A neighbor called.
She had found a cat.
Tim went to see if it was Tiger.
It was!

1. Circle the sentence that tells the story problem.
Then underline the three solutions that Tim
tried to solve his problem.
2. What was the second solution that Tim tried to
solve his problem? _____

3. Why do you think the newspaper ad worked
better than the signs? _____

ACQUISITION

Visualize

TEACH

Introduce Good readers visualize what they read. They use details in the passage to form pictures in their minds.

Academic Language Ask these questions to reinforce academic language: *What do you see if you **visualize** a forest? (trees, rocks) a beach? (waves, sand, sun)*

MODEL

Practice Reproducible Copy and distribute **Practice Reproducible C52**. Echo-read “A Forest Walk” with children. Remind them to read each phrase or sentence back to you. Then model using **text evidence** to visualize part of the first paragraph.

Think Aloud *This passage is about a walk in the forest. How can I visualize the walk? I’ll reread the first paragraph. Look at the underlined words: It is dark and cool. A path runs through it. I can picture the walkers and the forest in my mind.*

GUIDED PRACTICE

Have children partner-read “A Forest Walk.” Then help them complete Exercise 1. Use the following support as needed.

Scaffolded Support for Exercise 1 *Say: Look at the details about the field. How do you picture it? Describe what you see to a partner. Then write your answer.*

APPLY

Have children work independently to complete Exercise 2. If children have difficulty, provide the following support. Discuss answers as a group.

Scaffolded Support for Exercise 2 Reread the underlined details in the third paragraph. Ask: *How do you picture the pond?* Have children describe what they visualize to a partner. Then have them write their answer.

Quick Check

Can children use text evidence to visualize?

If No → Have them draw a picture and describe the scene in words. Guide them to use their description to write their answer to each question.

If Yes → Teach Focused Application Lesson 53, pages 106–107.

Answer Key (Sample answers): 1. I see yellow flowers dancing in the wind.
2. I see birds, frogs, green grasses, and tall trees.

Visualize

Read the passage. Then complete the exercises.

A Forest Walk

My mom and I like to walk in the forest.

There is one near home.

It is dark and cool.

We walk along a winding path.

The path leads to a field.

It is full of yellow flowers.

They dance in the wind.

There is a pond to one side.

Noisy birds and quick frogs live there.

Green grasses and tall trees grow there, too.

1. What do you see when you visualize the field?

2. What do you see when you visualize the pond?

Write your answer. _____

FOCUSED APPLICATION

Visualize

TEACH/MODEL

Review Visualize by using details in the passage to form pictures in your mind.

Academic Language Have partners generate an example of something they can **visualize**. Then discuss examples as a group. Prompt children to use academic language.

Practice Reproducible Copy and distribute **Practice Reproducible C53**. Choral-read “The Farmers’ Market” with children. Remind them to keep their voices with yours. Then model using **text evidence** to visualize part of the first paragraph.

Think Aloud *This passage is about a farmers’ market. How can I visualize the farmers’ market? I’ll reread the first paragraph and look at the underlined words. There is a big open barn. It is in a green field. I can picture the barn and the field in my mind.*

GUIDED PRACTICE

Have children partner-read “The Farmers’ Market.” Then have partners work together to complete Exercise 1. Use the following support as needed.

Scaffolded Support for Exercise 1 Ask: *What do you see when you visualize the carrots? Underline details that help you picture the carrots.* Have children describe what they visualize to a partner and write their answer.

APPLY

Have children work individually to complete Exercise 2. If children need help, provide the following support. Discuss answers as a group.

Scaffolded Support for Exercise 2 Ask: *What do you see when you visualize the fruits? Underline details that help you visualize the fruits.* Have children describe what they visualize to a partner and write their answer.

Quick Check

Can children use text evidence to visualize?

If No → Teach or reteach Acquisition Lesson 52, pages 104–105.

If Yes → Teach Strategic Integration Lesson 54, pages 108–109.

Answer Key (Sample answers): **1.** Underline: *Orange and yellow carrots rest in a circle.* Orange and yellow carrots in a circle like the sun. **2.** Underline: *They are colored shapes that taste sweet.* Red, orange, and purple fruits in a basket.

Visualize

Read the passage. Then complete the exercises.

The Farmers' Market

The farmers' market is beautiful!

It is a big open barn.

It stands in a green field.

Many vegetables are in baskets.

They make pretty patterns.

Orange and yellow carrots rest in a circle.

They are rays of a sun you can eat!

Many fruits are in baskets, too.

They are red, orange, and purple.

They are colored shapes that taste sweet!

1. What do you see when you visualize the carrots? Underline details that help answer the question. Then write your answer.

2. What do you see when you visualize the fruits? Underline details that help answer the question. Then write your answer.

STRATEGIC INTEGRATION

Visualize

TEACH/MODEL

Review Visualize by using details in the passage to form pictures in your mind.

Academic Language Have partners work together to write one or two sentences to support **visualizing**. Discuss sentences as a group.

Practice Reproducible Copy and distribute **Practice Reproducible C54**. Model reading “A Day at the Beach” with children. Then model using **text evidence** to visualize the beach described in the first paragraph.

Teacher Think Aloud *This passage is about a beach. How can I visualize the beach?* Prompt children to apply the strategy.

Student Think Aloud *I'll reread the first paragraph to find details. The sky is very blue, and children build sand castles. I can picture the sky and the sand castles in my mind.*

PRACTICE/APPLY

Have children partner-read “A Day at the Beach.” Then have children work individually to complete Exercises 1–2. If individuals have difficulty, use the following support. Discuss answers as a group.

Scaffolded Support for Exercise 1 *Ask: How do you visualize the sun setting? Underline details that help you visualize the sun setting.* Have children describe what they visualize to a partner. Then have them write their answer.

Scaffolded Support for Exercise 2 *Ask: How do you visualize the lighthouse? Underline details that help you visualize the lighthouse.* Have children describe what they visualize to a partner. Then have them write their answer.

Quick Check

If children are having trouble using text evidence to visualize, teach or reteach Focused Application Lesson 53, pages 106–107.

Answer Key (Sample answers): **1.** Underline: *The sky turns orange and red.* I see the sky turning orange and red. **2.** Underline: *A lighthouse is a tall tower. It is painted white and red. The light on top* The lighthouse is a tall tower that’s painted red and white with a light on top.

Visualize

Read the passage. Then complete the exercises.

A Day at the Beach

It is a perfect day at the beach!
The sky is very blue.
Children build castles in the sand.

Soon it is evening.
The sun is setting.
The sky turns orange and red.
The children go home.

There is a lighthouse on the shore.
A lighthouse is a tall tower.
It is painted white and red.
The light on top helps ships find
their way at night.

1. What do you see when you visualize the sun setting? Underline details that help answer the question. Then write your answer.

2. What do you see when you visualize the lighthouse? Underline details that help answer the question. Then write your answer.

ACQUISITION

Make Inferences

TEACH

Introduce Say: To make an **inference** means to figure out something that is not stated. **Clues** are information that is used to understand something. Then explain that authors don't always tell readers everything. Sometimes readers must use **clues** to make **inferences** about what the author wants them to understand.

Academic Language Ask: You hear a fire truck's siren. You smell smoke. What **inference** can you make? What clues helped you make the **inference**?

MODEL

Practice Reproducible Distribute **Practice Reproducible C55**. Echo-read "The Family." Then model using **text evidence** to find what kind of person Mom is.

Think Aloud *The author doesn't tell what kind of person Mom is. So I need to reread the first paragraph and look for clues about Mom. I read that Mom finds out a neighbor is sick. Mom wants to help, so she makes food for her neighbor. These clues help me make the inference that Mom is a kind, helpful person.*

GUIDED PRACTICE

Have children partner-read the second paragraph of "The Family." Then help partners complete Row 1 of the chart. Use the following support as needed.

Scaffolded Support for Row 1 Reread each detail in the second paragraph. Ask: What does this tell you about Josh? What kind of person acts like this?

APPLY

Have children work independently to read the last paragraph and complete Row 2. If children need help, provide the following support. Discuss answers as a group.

Scaffolded Support for Row 2 Reread each detail in the third paragraph. Ask: What does this tell you about Sandy? What kind of person acts like this?

Quick Check

Can children use text evidence to make inferences?

If No → Work together to list the actions of each character. Provide an option for answering questions, such as *Mom makes food for a sick neighbor* and *Is Mom selfish or kind?*

If Yes → Teach Focused Application Lesson 56, pages 112–113.

Answer Key: **1. Clues:** homework, cleaned, set table **Inference:** hard working
2. Clues: threw coat, scared cat, did not help **Inference:** careless

Make Inferences

Read the passage. Then complete the chart.

The Family

Mom found out a neighbor was sick.
She wanted to help.
Mom made food for the neighbor.
Now the neighbor will not have to cook.

Josh got home from school.
He did his homework.
Josh cleaned his room.
Then Josh set the table.

Sandy got home from school.
She threw her coat on the floor.
Sandy frightened the cat.
She did not help with dinner.

Character	Clues	Inference
1. Josh		
2. Sandy		

FOCUSED APPLICATION

Make Inferences

TEACH/MODEL

Review To make **inferences**, readers must use **clues** to figure out information not stated by an author.

Academic Language Have partners generate examples from their lives of using clues to make **inferences**. Discuss examples as a group using academic language.

Practice Reproducible Distribute **Practice Reproducible C56**. Choral-read “Jason Builds a Birdhouse” with children. Remind them to keep their voices with yours. Then model using **text evidence** to find what kind of person Jason is.

Think Aloud *To find out what kind of person Jason is, I’ll reread the first paragraph. Here’s the first clue I read: Jason loved birds. The next clue tells me that Jason wanted to help them. He wants to build a bird house! At the end of the paragraph, I read more clues: Jason got a book about birdhouses. From these clues, I can make the inference that Jason is curious and helpful.*

GUIDED PRACTICE

Have children partner-read the second paragraph of “Jason Builds a Birdhouse.” Then have them work together to complete Exercise 1. Use the following support.

Scaffolded Support for Exercise 1 *Say: The things that Jason does are clues to the kind of person he is. Reread the second paragraph. [Help children underline Jason’s actions.] What do these clues tell you about Jason?*

APPLY

Have children work individually to read the last paragraph and complete Exercise 2. If they need help, provide this support. Discuss answers as a group.

Scaffolded Support for Exercise 2 *Say: As you reread the last paragraph, pay attention to what Jason does. [Help children underline his actions.] These actions are clues to how Jason feels. What do the clues tell you about how he feels?*

Quick Check

Can children use text evidence to make inferences?

If No → Teach or reteach Acquisition Lesson 55, pages 110–111.

If Yes → Teach Strategic Integration Lesson 57, pages 114–115.

Answer Key: **1. Clues:** *found some wood, made his own birdhouse* **Inference:** smart, resourceful **2. Clues:** *smiled when he saw the birds, told all his friends* **Inference:** proud

Make Inferences

Read the passage. Then complete the exercises.

Jason Builds a Birdhouse

Jason loved birds.

He wanted to help them.

He wanted to make a birdhouse.

Jason got a book about birdhouses.

Jason did not have much money.

He found some wood at home.

He made his own birdhouse.

Jason put it in his yard.

Some birds made a nest in it!

Jason smiled when he saw the birds.

He told all his friends about it!

1. Underline the details in the second paragraph that show what Jason is like.

Jason is _____
_____ .

2. Underline the details in the third paragraph that show how Jason feels.

Jason feels _____
_____ .

STRATEGIC INTEGRATION

Make Inferences

TEACH/MODEL

Review To make **inferences**, readers must use **clues** to figure out information not stated by an author.

Academic Language Have partners work together to write one or two sentences using the words **clues** and **inferences**. Discuss sentences as a group.

Practice Reproducible Copy and distribute **Practice Reproducible C57**. Model reading “Waiting for Snow” with children. Then model using **text evidence** to answer this question: *What is the weather like?*

Teacher Think Aloud *To find out what the weather is like, I’ll reread the first paragraph. Prompt children to apply the strategy.*

Student Think Aloud *Here’s the first clue I read: The sky was filled with clouds. The next clue tells me that there’s a sled by the door. At the end of the paragraph I read that it’s getting very cold. I can make the inference that it’s supposed to snow. That’s what the weather is like.*

PRACTICE/APPLY

Have children partner-read “Waiting for Snow.” Then have children work individually to complete Exercises 1–2. Tell them to underline clues in the passage before completing each exercise. If individuals have difficulty, use the following support. Discuss answers as a group.

Scaffolded Support for Exercise 1 Help children underline actions that demonstrate Jackie’s feelings in the beginning of the passage. Ask: *What do these clues tell you about how Jackie feels?*

Scaffolded Support for Exercise 2 Help children underline actions that demonstrate Jackie’s feelings at the end of the passage. Ask: *What do these clues tell you about how Jackie feels?*

Quick Check

If children are having trouble using text evidence to make inferences, teach or reteach Focused Application Lesson 56, pages 112–113.

Answer Key: **1. Clues:** *kept looking out the window, grabbed her heavy coat, can’t wait for snow* **Inference:** Jackie feels excited. **2. Clues:** *put her face in her hands, realized it wasn’t going to snow* **Inference:** Jackie feels disappointed.

Make Inferences

Read the passage. Then complete the exercises.

Waiting for Snow

The sky was filled with clouds.
Jackie kept looking out the window.
She grabbed her heavy coat.
Her new sled was by the door.
It was getting very cold.

“I can’t wait for the snow!” said Jackie.

Jackie sat down to wait.

Two hours passed.

Jackie put her face in her hands.

“I guess it’s not going to snow today,” said Jackie.
She slowly put her new sled away.

1. Underline the details that show how Jackie feels at the beginning of the passage.

How does Jackie feel at the beginning? _____

2. Underline the details that show how Jackie feels at the end of the passage.

How does Jackie feel at the end? _____

ACQUISITION**Author's Purpose****TEACH**

Introduce Say: A **purpose** is the reason someone does something. Explain that the author's **purpose** is the reason why an author writes a story. Readers pay attention to details to find out what the author wants them to understand.

Academic Language Ask these questions to reinforce academic language: *What is the **purpose** of an umbrella? What is the **purpose** of going to school?*

MODEL

Practice Reproducible Distribute **Practice Reproducible C58**. Echo-read "The Good Day and the Bad Day." Model using **text evidence** to find author's purpose.

Think Aloud *First, the title, "The Good Day and the Bad Day," gives a clue about the author's purpose. When I reread, I see that the author describes the days of two girls. One has good things happen and the other has bad things happen. The author wants to show readers what a very good day and a very bad day are like.*

GUIDED PRACTICE

Have children partner-read "The Good Day and the Bad Day." Then help partners complete Row 1 of the chart. Use the following support as needed.

Scaffolded Support for Row 1 Read the first paragraph. Ask: *Would these be events on a good day or a bad day? Why might the author tell us these details?*

APPLY

Have children work independently to complete Row 2. If children need help, provide the following support. Discuss answers as a group.

Scaffolded Support for Row 2 Read the second paragraph. Ask: *Would these be events on a good day or a bad day? Why might the author tell us these details?*

Quick Check

Can children use text evidence to identify the author's purpose?

If No → Have children act out each event. Ask: *If this happened to you, would it be a good day or a bad day? What does the author want you to understand?*

If Yes → Teach Focused Application Lesson 59, pages 118–119.

Answer Key: **1. Details:** *pancakes, finds dollar, new friend, book* **Author's Purpose:** to show Rosa's good day **2. Details:** *wakes up late, misses bus, can't find her lunch, gets wet* **Author's Purpose:** to show Amy's bad day

Author's Purpose

Read the passage. Then complete the chart.

The Good Day and the Bad Day

Rosa's mom makes pancakes for breakfast.
Rosa finds a dollar while walking to school.
She meets a new friend at lunch.
Rosa gets a gift that afternoon.
Her aunt has sent her a book!

Amy wakes up late.
She misses the school bus.
Then Amy can't find her lunch.
It starts to rain on her way home.
Amy gets wet!

Character	Details	Author's Purpose
1. Rosa		
2. Amy		

FOCUSED APPLICATION

Author's Purpose

TEACH/MODEL

Review Readers use details to understand an author's **purpose**, or reason, for writing.

Academic Language Have partners generate an example from their everyday lives of a **purpose**. Discuss examples as a group using academic language.

Practice Reproducible Copy and distribute **Practice Reproducible C59**. Choral-read "Two Special Pets" with children. Remind them to keep their voices with yours. Then model using **text evidence** to answer this question: *What is the author's purpose for writing this passage?*

Think Aloud *The title gives a clue about the author's purpose in writing this passage. It tells me that the topic is special pets. The details in the passage tell more about the topic. The author wants readers to understand the different ways to care for special pets.*

GUIDED PRACTICE

Have children partner-read "Two Special Pets." Then have partners work together to complete Exercise 1. Use the following support as needed.

Scaffolded Support for Exercise 1 *Say: Read the details that are underlined in the second paragraph. Do they help you understand more about caring for turtles? Yes. So the author included that information to explain the topic of caring for turtles.*

APPLY

Have children work individually to complete Exercise 2. If children need help, provide the following support. Discuss answers as a group.

Scaffolded Support for Exercise 2 *Say: Read the details underlined in the third paragraph. How do they connect to the idea of caring for rabbits? Do the details help you understand more about caring for rabbits?*

Quick Check

Can children use text evidence to identify the author's purpose?

If No → Teach or reteach Acquisition Lesson 58, pages 116–117.

If Yes → Teach Strategic Integration Lesson 60, pages 120–121.

Answer Key: **1.** *room to move, good light, water to swim* **2.** *special food, a place where they can dig, never pick up your rabbit too hard*

Author's Purpose

Read the passage. Then complete the exercises.

Two Special Pets

Turtles and rabbits can be great pets!
But they are special animals.
They need special care.

A turtle needs room to move.
It needs good light.
It needs water to swim.
Above all, wash your hands after
touching your turtle.

Rabbits need special food.
They need a place where they can dig.
Above all, never pick up your rabbit too hard.
It may get hurt!

1. What details did the author include to explain more about caring for turtles as pets?

2. What details did the author include to explain more about caring for rabbits as pets?

STRATEGIC INTEGRATION**Author's Purpose****TEACH/MODEL**

Review Readers use details to understand an author's **purpose**, or reason, for writing.

Academic Language Have children practice using academic language. Work with the group to write one or two sentences using the word **purpose**. Discuss sentences as a group. Leave sentences on the board for children to reference.

Practice Reproducible Copy and distribute **Practice Reproducible C60**. Model reading "All About Peanuts" with children. Then model using **text evidence** to answer this question: *What is the author's purpose for writing this passage?*

Teacher Think Aloud *The title gives a clue in the author's purpose in writing this passage. Prompt children to apply the strategy.*

Student Think Aloud *It tells me that the topic is peanuts. The details in the passage tell more about the topic. The author wants the reader to understand more about peanuts.*

PRACTICE/APPLY

Have children partner-read "All About Peanuts." Then have children work individually to complete Exercises 1–3. If individuals have difficulty, use the following support. Discuss answers as a group.

Scaffolded Support for Exercise 1 Have children reread the title and the passage. Ask: *What is the most important thing that the author wants you to understand from this passage?*

Scaffolded Support for Exercise 2 Say: *Look back at the first paragraph. It's about peanut plants. Look for words that tell about peanut plants.*

Scaffolded Support for Exercise 3 Say: *Look back at the second paragraph. It's about ways to use peanuts. Look for words that tell about making peanut butter.*

Quick Check

If children are having trouble using text evidence to identify author's purpose, teach or reteach Focused Application Lesson 59, pages 118–119.

Answer Key: **1.** to give information about peanuts **2.** like beans, same family of plants, yellow flowers, grow under the ground **3.** take the whole plant from the ground, shell the peanuts and mash them, put everything in jars

Author's Purpose

Read the passage. Then complete the exercises.

All About Peanuts

Peanuts are like beans.

Both are in the same family of plants.

Peanut plants are interesting.

They have yellow flowers.

But peanuts grow under the ground!

Peanuts have many uses.

One is making peanut butter.

Do you know how?

First, they take the whole plant from the ground.

Then they shell the peanuts and mash them.

Last, they put everything in jars.

1. What was the author's purpose in writing this passage? _____

2. What details did the author include to describe peanut plants?

3. What details did the author include to explain how to make peanut butter?

ACQUISITION

Draw Conclusions

TEACH

Introduce Explain that authors don't always tell readers everything. Say: *Sometimes readers must **draw conclusions**, or figure things out that are not stated. Readers think about two or more facts or **details** in the text. Then they put these facts and details together to make and **support** their conclusion.*

Academic Language Say: *A girl sits on the sand. She hears seagulls. Waves crash.*
Ask: *Can you **draw a conclusion** about where she is? Which **details support** it?*

MODEL

Practice Reproducible Distribute **Practice Reproducible C61**. Read aloud the directions. Echo-read "At Drama Class." Model using **text evidence** to draw a conclusion.

Think Aloud *After I read the first paragraph, I draw the conclusion that Lena is sure of herself as an actor. I use details in the text to support this: She walks onto the stage. She says her lines perfectly. She looks happy. I know from my experience that these are details that show a person is sure of himself or herself.*

GUIDED PRACTICE

Have children partner-read "At Drama Class." Then help partners complete Exercise 1. Use the following support as needed.

Scaffolded Support for Exercise 1 Ask: *Do the details support this conclusion? Is someone nervous if he or she does the things that Sandy does?*

APPLY

Have children work independently to complete Exercise 2. If children need help, provide the following support. Discuss answers as a group.

Scaffolded Support for Exercise 2 Ask: *Do the details support this conclusion? Is someone kind if he or she does the things that Lena does?*

Quick Check

Can children use text evidence to draw conclusions?

If No → List each character's actions. Provide an option for answering questions, such as, *Sandy stands behind the curtains. Is she nervous or sure of herself?*

If Yes → Teach Focused Application Lesson 62, pages 124–125.

Answer Key: **1.** Yes. **Details:** Sandy stands behind curtains; forgets her lines. **2.** Yes. **Details:** Lena tells Sandy not to worry; helps Sandy remember her lines.

Draw Conclusions

Read the passage. Then complete the exercises.

At Drama Class

Lena is practicing her part in the play.
She walks onto the stage.
Her lines are perfect.
She looks happy.

Sandy stands behind the curtains.
She slowly moves to the stage.
Then she moves from foot to foot.
She can't remember her lines.

Lena tells Sandy not to worry.
She helps Sandy remember her lines.
Lena smiles when Sandy says them!

1. Sandy is nervous about saying her lines in the play. Do you think this is true? Why? Explain. Use the underlined details.

2. Lena is kind to Sandy. Do you think this is true? Why? Explain. Use the underlined details.

FOCUSED APPLICATION**Draw Conclusions****TEACH/MODEL**

Review Readers **draw conclusions** about information an author does not state directly. They **support** their conclusions with **details** from the passage.

Academic Language Have partners generate an example from their lives of **drawing conclusions** and using **details** to **support** them. Discuss examples.

Practice Reproducible Copy and distribute **Practice Reproducible C62**. Read aloud the directions. Choral-read “A Day at School.” Model using **text evidence** to draw this conclusion: *Mrs. Lin is a teacher.*

Think Aloud *After I read the first paragraph, I draw the conclusion that Mrs. Lin is a teacher. Details in the paragraph support this conclusion: Mrs. Lin sits at her desk; the bell rings; her students came into the room; she began the reading lesson. These are all tasks that a teacher does, so I draw the conclusion that Mrs. Lin is a teacher.*

GUIDED PRACTICE

Have children partner-read “A Day at School.” Then have partners work together to complete Exercises 1–2. Use the following support as needed.

Scaffolded Support for Exercise 1 Say: *Look for words that tell what Pam and Bob do. These details will help you draw conclusions about them.*

Scaffolded Support for Exercise 2 Ask: *Do the details support this conclusion? Is someone forgetful if she doesn't remember to do things, if she leaves her coat?*

APPLY

Have children work individually to complete Exercise 3. If children need help, provide the following support. Discuss answers as a group.

Scaffolded Support for Exercise 3 Say: *Read the details you underlined about Bob. Are those things that make a good student?*

Quick Check

Can children use text evidence to draw conclusions?

If No → Teach or reteach Acquisition Lesson 61, pages 122–123.

If Yes → Teach Strategic Integration Lesson 63, pages 126–127.

Answer Key: **1.** Details in the text should be underlined. **2.** Yes **Details:** Pam forgot to pick up the books and loses her coat. **3.** Yes **Details:** Bob listens, takes notes, and learns to read the words.

Draw Conclusions

Read the passage. Then complete the exercises.

A Day at School

Mrs. Lin sits at her desk.
Children come in when the bell rings.
She shows them how to read long words.

Mrs. Lin asks Pam to pick up the books.
Pam thinks she will do it later.
She does not.
Then Pam takes off her coat.
She loses it.

Bob listens to Mrs. Lin.
He takes good notes.
He learns to read all the words.

1. Underline details that tell about Pam and Bob.
2. Pam is forgetful. Do you think this is true? Why? Explain. Use supporting details.

3. Bob is a good student. Do you think this is true? Why? Explain. Use supporting details.

STRATEGIC INTEGRATION**Draw Conclusions****TEACH/MODEL**

Review Readers **draw conclusions** about information an author does not state directly. Readers **support** their conclusions with **details** from the passage.

Academic Language Work with the group to write sentences around these situations: *people are carrying umbrellas above their heads; Taylor comes to school dressed in a heavy coat, boots, mittens, and a scarf.* Ask children what conclusions they can draw. Write on the board their **conclusions, details, and support.** Discuss the sentences as a group.

Practice Reproducible Copy and distribute **Practice Reproducible C63.** Read aloud the directions. Model reading “Plant Eaters” with children. Then model using **text evidence** to draw a conclusion and answer this question: *Goats are more likely to get into trouble than sheep. Do you think this is true? Why? Explain.*

Teacher Think Aloud *The text says that goats are curious and that they are willing to eat almost anything. I know from experience that goats will eat garbage and will wander off by themselves.* Prompt children to apply the strategy.

Student Think Aloud *The text also says that sheep like to gather together. I think sheep are not as curious, and would not be as likely to get into trouble.*

PRACTICE/APPLY

Have children partner-read “Plant Eaters.” Then have children work individually to complete Exercises 1–2. Tell them to underline clues in the passage before completing each exercise. If individuals have difficulty, use the following support. Discuss answers as a group.

Scaffolded Support for Exercise 1 Help children underline details about goats and sheep. Say: *Look for words that describe the animals, what they eat, and how they get along with others.*

Scaffolded Support for Exercise 2 Say: *Look back at the passage. Look for the details that tell what sheep like to eat. Would you find lots of grass in a big city?*

Quick Check

If children are having trouble using text evidence to draw conclusions, teach or reteach Focused Application Lesson 62, pages 124–125.

Answer Key: 1. Details: Goats: *curious and smart; willing to eat almost anything; eat leaves and bushes; reach up to eat them; get along with others but also love to be alone. Details: Sheep:* *smart; like to eat plants and grasses; keep their heads down to eat; like to gather together; follow the first sheep. 2.* It is true. Sheep eat lots of plants and grasses. In most big cities, there isn’t a lot of plants and grasses.

Draw Conclusions

Read the passage. Then complete the exercises.

Plant Eaters

Goats are curious and smart.
They are willing to eat almost anything.
They eat leaves and bushes.
They reach up to eat them.
They get along with others, but
they also love to be alone.

Sheep are smart, too.
They like to eat plants and grasses.
They keep their heads down to eat.
They like to gather together.
They follow the first sheep to say, "Let's go!"

1. Underline details that tell about goats and sheep.
2. It would be hard to raise sheep in a big city. Do you think this is true? Why? Explain. Use supporting details. _____

ACQUISITION**Retell****TEACH**

Introduce Say: When you **retell**, you think about what you read. Then you use your own words to tell what happened. Tell the events in the correct order.

Academic Language Discuss with children how a story has a **beginning**, **middle**, and an **end**. Have children retell the events of one day using the terms.

MODEL

Practice Reproducible Copy and distribute **Practice Reproducible C64**. Read aloud the directions. Echo-read “Mary and Her Hats.” Then model using **text evidence** to retell the events in the beginning of the story.

Think Aloud *To tell the events in the order in which they happened, I need to remember what happens at the beginning of this story. If I reread the passage, I find out that Mary is looking at all her hats. I think she is deciding what hat to wear.*

GUIDED PRACTICE

Have children partner-read “Mary and Her Hats.” Then have partners complete Exercise 1. Use the following support as needed.

Scaffolded Support for Exercise 1 Ask: *The first hat Mary looks at is red. That happens at the beginning of the story. How do you find out what happens after that? If I need help, I’ll reread the story.*

APPLY

Have children work independently to complete Exercises 2 and 3. If they need help, provide the following support. Discuss answers as a group.

Scaffolded Support for Exercises 2–3 Say: *Read the text to find out what happens in the middle (end) of the story.*

Quick Check

Can children use text evidence to retell the events in the story?

If No → Have children work with a partner. Have one child read aloud the first six sentences. Ask the partner to retell the story. Then have the second partner read the last five sentences. Have the first partner retell the end.

If Yes → Teach Focused Application Lesson 65, pages 130–131.

Answer Key (Sample answers): **1.** Mary is deciding which hat to wear. **2.** She tries on a red one, a blue one, and one with flowers. **3.** Mary likes the hat with spots best.

Retell

Read the passage. Then complete the exercises.

Mary and Her Hats

Mary has a lot of hats.
She looks at all of them.
Which one should she wear?
She tries on the red one,
but it does not match her shoes.
She tries on the blue one,
but it is too big.
She tries on a hat with flowers,
but it is too heavy.
At last she puts on the one with spots.
She loves this hat the most!

1. What happens at the beginning of the story?
Retell the events. _____

2. What does Mary do in the middle of the story?

3. Retell what happens at the end of the story.

FOCUSED APPLICATION**Retell****TEACH/MODEL**

Review Review with children that **retelling** the events in the **beginning**, **middle**, and **end** of a story helps readers remember and understand what is happening in a story.

Academic Language Use a story with which all children will be familiar, such as “The Three Little Pigs” or “Jack and the Beanstalk.” Work with children as a group to **retell** the events in the **beginning**, **middle**, and **end** of the story.

Practice Reproducible Copy and distribute **Practice Reproducible C65**. Read aloud the directions. Echo-read “Jim’s Garden.” Then model using **text evidence** to retell the events in the beginning of the story.

Think Aloud *I’ll use my own words to retell the story. In the beginning, Jim planted the seeds but didn’t cover them. The next morning, Jim saw that his seeds were gone. Then I’ll think about what happens next.*

GUIDED PRACTICE

Have children partner-read “Jim’s Garden.” Then have partners complete Exercise 1. Use the following support as needed.

Scaffolded Support for Exercise 1 *Ask: Who is the main character in this story? What did he do at the beginning of the story? What problem did he face?*

APPLY

Have children work independently to complete Exercises 2 and 3. If children need help, provide the following support. Discuss answers as a group.

Scaffolded Support for Exercise 2 *Ask: Whom does Jim ask about the missing seeds? What does she tell him to do? Why do you think that’s important?*

Scaffolded Support for Exercise 3 *How does Jim solve his problem? What happens at the end of the story?*

Quick Check

Can children use text evidence to retell the events in the beginning, middle, and end of a story?

If No → Teach or reteach Acquisition Lesson 64, pages 128–129.

If Yes → Teach Strategic Integration Lesson 66, pages 132–133.

Answer Key: **1.** Jim plants seeds, but he does not cover them. **2.** The seeds are gone, and he has to replant them. **3.** Jim sees green sprouts and knows that his garden is growing.

Retell

Read the passage. Then complete the exercises.

Jim's Garden

Jim was eager to plant a garden.
He placed the seeds in the soil,
but he didn't cover them.
The next morning, the seeds were gone!
Jim asked his mom about the seeds.
She told him to plant some more,
but to cover them with soil.
Jim did as his mom told him.
In a few weeks, he began to
see green sprouts.
His seeds were growing!

1. What does Jim do at the beginning of the story?

2. What problem does Jim face in the middle of the story?

3. What happens at the end of the story?

STRATEGIC INTEGRATION

Retell

TEACH/MODEL

Review Remind children that retelling the events in the beginning, middle, and end of a story helps readers remember and understand what is happening in a story. Remind them to use their own words to describe what happened in the story, telling the events in the order in which they happened.

Academic Language Have children practice using academic language. Work with the group to retell the events from the **beginning, middle, and end** of a story with which children are familiar, such as “Hansel and Gretel.” Record the events on the board, and discuss responses. Write and leave posted *beginning, middle, and end* for children to reference.

Practice Reproducible Copy and distribute **Practice Reproducible C66**. Read aloud the directions. Model reading “Mouse Goes to the Store” with children. Then model using **text evidence** to retell the events in the beginning of the story.

Teacher Think Aloud *What does Mouse do at the beginning of “Mouse Goes to the Store”? I’m going to use my own words and if I need help, I’ll reread the story. Prompt the students to apply the strategy*

Student Think Aloud *In the beginning, Mouse puts on his hat and runs to the store. I think he is going to buy something at the store because he takes a small basket.*

PRACTICE/APPLY

Have children partner-read “Mouse Goes to the Store.” Then have children work individually to answer Exercises 1 and 2. If individuals have difficulty, use the following support. Discuss answers as a group.

Scaffolded Support for Exercise 1 *Ask: What problem does Mouse face in the middle of the story. Retell the problem in your own words.*

Scaffolded Support for Exercise 2 *Ask: How does Mouse solve his problem? What do he and Rabbit do all the way home?*

Quick Check

If children are having trouble using text evidence to retell the events in the beginning, middle, and end of the story, teach or reteach Focused Application Lesson 65, pages 130–131.

Answer Key: **1.** The piece of cheese won’t fit in Mouse’s basket. **2.** He shares the cheese with Rabbit, and they enjoy it all the way home.

Retell

Read the passage. Then complete the exercises.

Mouse Goes to the Store

It was a bright day.
Mouse put on his hat.
He ran to the store.
He had a very small basket.
Mouse got to the store.
The piece of cheese he wanted was too big.
How could he carry it home?
Mouse saw his friend Rabbit at the store.
He shared his cheese with his friend.
They ate all the way home!

1. What problem does Mouse face in the middle of the story? Retell it in your own words.

2. What happens at the end of the story?

ACQUISITION

Classify and Categorize

TEACH

Introduce When you **classify** information or details, you look for things that are similar. Then you **categorize**, or put them in a group. Explain that putting ideas into categories is a good way to understand information from a passage.

Academic Language Work with children to categorize and classify classroom objects. Record responses on the board and discuss.

MODEL

Practice Reproducible Distribute **Practice Reproducible C67**. Read aloud the directions. Echo-read the passage “Plants.” Then model using **text evidence** to classify and categorize information from the passage.

Think Aloud *As I read, I’ll think about which plants are the same. I can sort them into categories, such as “flowers” and “plants we eat.” Then I can classify plants we eat into fruits and vegetables.*

GUIDED PRACTICE

Have children partner-read “Plants.” Help them use the underlined information to complete Exercise 1. Use the following support as needed.

Scaffolded Support for Exercise 1 *Say: Look for the underlined sentences in the second part. Which foods belong to the category of “plants we eat?”*

APPLY

Have children work independently to complete Exercises 2 and 3. If children need help, provide the following support. Discuss answers as a group.

Scaffolded Support for Exercise 2 *Say: Look at the underlined sentence in the last part. How can you classify flowers?*

Scaffolded Support for Exercise 3 *Say: Think about the categories of plants you have read about. Which plants that you know are flowers? Can you think of a fruit or vegetable to label and sort?*

Quick Check

Can children use text evidence to classify and categorize?

If No → Have children work with a partner to reread each section of the passage. Have them identify the categories of plants in the passage.

If Yes → Teach Focused Application Lesson 68, pages 136–137.

Answer Key: 1. apples, oranges, lettuce 2. by color and size 3. Answers will vary.

Classify and Categorize

Read the passage. Then complete the exercises.

Plants

Plants are all around us.
Some plants are green.
Others have many colors.
Some plants have flowers.
We eat some plants.

Fruits are plants we eat.
Apples and oranges are fruits.
We also eat vegetable plants.
Sometimes we eat the leaves of a plant,
like lettuce.

Daisies and roses are flower plants.
Flowers come in many colors and sizes.
Which plant do you like best?

1. What are the names of plants that we eat in the passage? _____

2. What are two ways to classify flowers? _____

3. List two plants you know. Tell whether each is a flower, fruit, or vegetable. _____

ACQUISITION

Classify and Categorize

TEACH/MODEL

Review Remind children that when you **classify** or **categorize** things, you put them into groups with things that are similar in some way. Say: *When you read, you can sort information into different groups to help you understand.*

Academic Language Say: *Think about how you would **classify** a collection of rocks. How are some of the rocks similar? What **categories** can you put them in?*

MODEL

Practice Reproducible Copy and distribute **Practice Reproducible C68**. Read aloud the directions. Choral-read “Fish Are Fun.” Model using **text evidence** to classify and categorize the kinds of fish in the passage.

Think Aloud *As I read the passage about fish, I need to think about how to classify the information. I notice the author explains two kinds of fish tanks that I could have. I can find the details about where some fish live. This tells me the two categories are freshwater and saltwater. With this information, it’s easy to sort the fish into categories by reading the details.*

GUIDED PRACTICE

Have children partner-read “Fish Are Fun.” Then have partners work together to complete Column 1. Use the following support as needed.

Scaffolded Support for Column 1 Say: *Look at the second part. What details help you classify the fish in this category?*

APPLY

Have children work independently to complete Column 2. If children need help, provide the following support. Discuss answers as a group.

Scaffolded Support for Column 2 Say: *Look at the third part. Which fish belong in the saltwater category?*

Quick Check

Can children use text evidence to classify and categorize?

If No → Teach or reteach Acquisition Lesson 67, pages 134–135.

If Yes → Teach Strategic Intervention Lesson 69, pages 138–139.

Answer Key: **1. Freshwater Fish:** guppy, goldfish **2. Saltwater Fish:** clownfish, butterfly fish

Classify and Categorize

Read the passage. Then complete the chart.

Fish Are Fun

Fish are fun to watch.
There are many kinds of fish.
A guppy lives in fresh water.
Goldfish live in fresh water, too.
So many sizes!
So many colors!
Look at the salt water fish!
Colorful butterfly fish.
Little clownfish.
Which fish will you choose?

1. Freshwater Fish	2. Saltwater Fish

STRATEGIC INTEGRATION

Classify and Categorize

TEACH/MODEL

Review Remind students that when you **classify** or **categorize** things, you put them into groups with things that are similar in some way. Say: *When you read, you can sort information into different groups to help you understand.*

Academic Language Have children practice using academic language by working with the group to generate classify and categorize sentences. Provide a topic, such as fruits and vegetables. Remind children to classify and categorize by sorting like things into groups. Record the items in categories on the board. Leave the lists on the board for children to reference.

Practice Reproducible Copy and distribute **Practice Reproducible C69**. Read aloud the directions. Model reading “Books, Books, Books!” with children. Then model using **text evidence** to classify and categorize information from the passage.

Teacher Think Aloud *I want to classify and categorize different kinds of books. I need to think about which books I can sort into a category. Prompt children to apply the strategy.*

Student Think Aloud *First, I will look for books that are similar. Some books are about real things and others are make-believe. I could put them into categories this way.*

PRACTICE/APPLY

Have children partner-read “Books, Books, Books!” Then have children work individually to complete the exercises. If individuals have difficulty, use the following support. Discuss any answers as a group.

Scaffolded Support for Column 1 Ask: *Which books fit the category of what Rob likes?* Remind students to look at the categorized lists on the board.

Scaffolded Support for Column 2 Ask: *Which books fit the category of what Kim likes?*

Quick Check

If children are having trouble using text evidence to classify and categorize, teach or reteach Focused Application Lesson 68, pages 136–137.

Answer Key: **1.** sports books, baseball books, hockey books **2.** funny stories, funny animal stories, funny made-up stories

Classify and Categorize

Read the passage. Then complete the exercises.

Books, Books, Books!

Do you like to read books?

Rob likes sports books.

He likes baseball.

He also likes hockey.

Kim likes funny stories.

She likes funny animal stories.

She also likes funny made-up stories

Some books are made-up.

Some books are about real things.

What do you like to read about?

1. Books Rob Likes	2. Books Kim Likes

LITERARY ELEMENTS

Alliteration

TEACH/MODEL

Introduce Say: *Many poems and songs have groups of words that begin with the same sound. This is called **alliteration**. For example, Barbara bakes banana bread or The rain rolls off the roof rapidly. Authors use these sounds to help the reader see or feel what they are writing about.*

Academic Language Tell children that **alliteration** is when the same beginning sound in a group of words is repeated. Alliteration makes poems and songs fun to read or sing. Sometimes it can add meaning to a poem, too.

Practice Reproducible Copy and distribute **Practice Reproducible C70**. Read aloud the directions. Echo-read “Swinging” with children. Then model using **text evidence** to find examples of alliteration in “Swinging.”

Think Aloud *When I read the first two lines of the poem, I hear the /s/ sound repeated in the words sitting, swing, and spring. Repeating the /s/ sound makes the poem more fun to read. It also reminds me of swinging back and forth on a swing.*

GUIDED PRACTICE

Have children partner-read “Swinging.” Help children find examples of alliteration in the poem. Then have partners complete Exercises 1–2. Use the following support as needed.

Scaffolded Support for Exercise 1 Ask: *Read line 3 aloud. What beginning sound do you hear repeated? Write the words that begin with this letter.*

Scaffolded Support for Exercise 2 Ask: *What sound do you hear repeated in line 5? What letters make this sound? Write the words that have this beginning sound. Point out that whoosh and whip sound like a swing moving through the air.*

APPLY

Have children work independently to complete Exercises 3–4. If they need help, provide the following support. Discuss answers as a group.

Scaffolded Support for Exercise 3 Say: *Reread the last four lines aloud. What beginning sounds of words are repeated in lines 6 and 7?*

Scaffolded Support for Exercise 4 Ask: *What do you think of when you think of spring? List words that have the beginning s sound and remind you of spring.*

Answer Key: **1.** push, pull, press **2.** whoosh, whip **3.** Line 6: swing, skyward; line 7: clearing, crown **4.** Sample Answers: sweet, soft, surprising, sprouting

Alliteration

Read the poem. Then complete the exercises.

Swinging

Sitting on a swing
on a warm day in spring.
I push and pull and press
until I hear my breath.
Whoosh, whoosh, I whip
my swing on skyward trip.
I'm clearing the tree's crown.
Whoops, I won't fall down!

1. Find the words that have a repeated beginning sound in line 3. Write the words.

2. Find the words that have a repeated beginning sound in line 5. Write the words.

3. Find another line in the poem that has repeated beginning sounds. Write the words.

4. What words that begin with the *s* sound make you think of spring? Write the words.

LITERARY ELEMENTS

Rhyme and Rhythmic Patterns

TEACH/MODEL

Introduce Explain that rhyming words have the same ending vowel and consonant sounds. Say: *Listen to these words: ball, call, tall, and wall. These words rhyme.* Many poems have rhyming words at the end of lines. Then explain that poems and songs also have **rhythmic patterns**, or sounds and words that repeat. Say: *Rhythmic patterns create a beat or sound pattern. This helps readers picture and remember what the poem or song is about.*

Academic Language Remind children of **rhymes** and **rhythmic patterns** with which they are familiar. Write on the board: *Twinkle, twinkle, little star,/ How I wonder what you are./ Up above the world so high,/ Like a diamond in the sky./ Twinkle, twinkle, little star,/ How I wonder what you are.* Ask volunteers to identify the rhyming words. Then clap out the rhythmic pattern and have children do the same as you read the rhyme aloud.

Practice Reproducible Copy and distribute **Practice Reproducible C71**. Read aloud the directions. Choral-read “To Market” with children. Then model using **text evidence** to identify rhyme and rhythmic patterns.

Think Aloud *I’ll look for the rhyming words in the first stanza, or set of lines. It helps if I read the poem aloud. I hear the word pig at the end of the first line. Then I hear jig at the end of the second line. Pig and jig have the same ending sounds. They are rhyming words. I also hear the words to market and home again repeat. These words create a rhythmic pattern, or beat.*

GUIDED PRACTICE

Have children partner-read “To Market.” Then have partners work together to answer Exercises 1–2. Use the following support as needed.

Scaffolded Support for Exercise 1 Say: *Words that have the same ending sounds rhyme. Say the lines aloud quietly to yourself to find the rhyming words.*

Scaffolded Support for Exercise 2 Say: *Read the lines in the last stanza aloud to hear the rhyming sounds at the end of the two lines.*

APPLY

Have children work individually to complete Exercise 3. If individuals have difficulty, use the following support. Discuss answers as a group.

Scaffolded Support for Exercise 3 Ask: *What words are repeated in this poem? How does the rhythmic pattern help you remember the poem?*

Answer Key: **1.** Circle: *dog, jog* **2.** *bun, done* **3.** *to market, to market; home again, home again*

Rhyme and Rhythmic Patterns

Read the poem. Then complete the exercises.

To Market

To market, to market to buy a fat pig.
Home again, home again, jiggety jig.

To market, to market to buy a big dog.
Home again, home again, jiggety jog.

To market, to market to buy a plum bun.
Home again, home again, market is done.

1. Circle the words that rhyme in the second set of lines.
2. Which words rhyme in the last set of lines?

3. What two groups of words repeat to give the poem a pattern?

LITERARY ELEMENTS

Onomatopoeia

TEACH/MODEL

Introduce Say: **Onomatopoeia** is the use of a word like the object or action it refers to. Write these words on the board: *buzz* and *boom*. Have children say them aloud. Say: *Buzz is the sound that bees make. Boom is like the sound of a drum. These words make you hear something happening. They help you visualize, or see a picture in your mind.*

Academic Language Say: *We're going to talk about **onomatopoeia**. Write the following words on the board and discuss what each sounds like or refers to: *crunch, sizzle, bang, growl, plop, zoom, splat*. Guide children to add examples of their own to the list. Leave the examples on the board for children to reference.*

Practice Reproducible Copy and distribute **Practice Reproducible C72**. Read aloud the directions. Choral-read "Bad Puppy" with children. Then model using **text evidence** to identify onomatopoeia.

Think Aloud *When I read the poem aloud, I noticed that the word clang. This poem is about a puppy that knocks over a garbage can. When a metal garbage can hits the ground, it makes a noise just like the word clang. This is an example of onomatopoeia.*

GUIDED PRACTICE

Have children partner-read "Bad Puppy." Then have partners work together to complete Exercise 1. Use the following support as needed.

Scaffolded Support for Exercise 1 *Ask: What other words in the first line are examples of onomatopoeia? Which other words sound like an object or action it refers to?*

APPLY

Have children work individually to complete Exercises 2–3. If individuals have difficulty, provide the following support. Discuss answers as a group.

Scaffolded Support for Exercise 2 Direct children to reread the last two lines of the poem. Ask: *What words sound like the noise a puppy makes when it barks?*

Scaffolded Support for Exercise 3 Have children read the words aloud. Ask: *What object does each word refer to?*

Answer Key: **1.** Underline: *clash, clank, and bang.* **2.** *woof-woof* **3.** *clock, bee, horn, sheep, kitten or cat*

Onomatopoeia

Read the poem. Then complete the exercises.

Bad Puppy

Clang, clash, clank, and bang.
Pup knocks over a garbage can.
“Do not be mad, please,”
his sad eyes say.
I forgive him.
Splish-splash, woof-woof
We play in a puddle.

1. Underline three words that sound like a garbage can hitting the ground.
2. What words sound like the noise a puppy makes?

3. Complete the sentence about each sound word.

Tick-tock goes a _____

Buzz goes the _____ .

Beep-beep goes the _____ .

Baa goes the _____ .

Purr goes the _____ .

LITERARY ELEMENTS

Similes

TEACH/MODEL

Introduce Explain that a **simile** compares one thing to another. Say: *A simile is a figure of speech that uses the words like or as to help readers picture what something looks, sounds, or feels like. Writers use similes to make their writing more interesting and fun to read.* Write these sentences on the board, underline the similes, and help children identify the comparisons: The wind is as cold as ice. When Tamika smiles, her eyes shine like stars.

Academic Language Write *simile* on the board and say it with children. Explain how to recognize a simile by looking for the words *like* or *as* when two things are compared. Write the following similes on the board. Have children draw the comparison: *The tire was as flat as a pancake. Marco was as cool as a cucumber during the math test. Bethany's eyes sparkled like diamonds.*

Practice Reproducible Copy and distribute **Practice Reproducible C73**. Read aloud the directions. Echo-read the similes with children. Then model using **text evidence** to identify similes and their figurative meanings.

Think Aloud *When I read the poem aloud, I see that the poet uses the word silk to describe the dog's fur. The topic of the sentence is not silk. I know that the word like is used in similes to compare things. The poet is comparing the dog's fur to silk, which is very smooth. This simile helps me picture the dog's fur and makes the poem fun to read.*

GUIDED PRACTICE

Have children partner-read the poem. Then have partners work together to find the similes. If individuals have difficulty, use the following support. Discuss answers as a group.

Scaffolded Support for Exercise 1 Say: *Look for the word run in the poem. Then underline the words that tell about how fast Maggie runs.*

APPLY

Have children work individually to complete Exercises 2–3. If they need help, provide the following support. Discuss answers as a group.

Scaffolded Support for Exercise 2 Ask: *What did you read about Maggie's nose? How do you know this is a simile?*

Scaffolded Support for Exercise 3 Ask: *What is Maggie sleeping being compared to? How does this help you know the way she is sleeping?*

Answer Key: **1.** *like a deer.* **2.** Sample Answer: The poet compares Maggie's nose to ice. A simile uses *like* or *as* to compare. **3.** Sample Answer: Maggie sleeps like a log; I know logs are heavy and very still, so this is a deep sleep.

Similes

Read the poem. Then complete the exercises.

Maggie

Maggie's fur is as smooth as silk.
It is white, the color of milk.
She runs fast like a deer when I throw her ball.
Sometimes she stumbles, and I see her fall.
Her nose is as cold as ice,
but her kisses are especially nice.
Mom says Maggie sleeps like a log.
But Maggie's my best friend, my dog.

1. Underline the words that tell how fast Maggie can run.
2. To what does the poet compare Maggie's nose? How can you tell that the comparison is a simile?

3. Does Maggie sleep very lightly or deeply? How do you know?

LITERARY ELEMENTS

Sensory Language

TEACH/MODEL

Introduce Ask children to name their five senses. Say: *The five senses—sight, sound, touch, smell, and taste—help us understand the world around us. Words that describe what we experience with our senses are called **sensory language**.*

Academic Language Say: *As you read descriptions, ask yourself to which of your senses the words appeal. Think about how the sensory language helps you visualize, or see in your mind what you are reading. Write this sentence on the board: The icy lemonade tastes sweet. Ask children to identify the sensory language in the sentence. (icy, sweet)*

Work with children to complete the following sentence frames, using sensory language:

I see a _____ .

The _____ makes a _____ sound.

The _____ feels _____ .

The _____ smells _____ .

Practice Reproducible Copy and distribute **Practice Reproducible C74**. Read aloud the directions. Have children echo-read “At the Beach.” Then model using **text evidence** to identify sensory language describing the way the sand feels.

Think Aloud *As I read, I see that the word rough describes the sand. I know that sand can feel gritty. This poem uses words that I can imagine feeling.*

Guide children to use this strategy as they complete the exercises.

GUIDED PRACTICE

Have children partner-read “At the Beach.” Then have partners work together to complete Exercise 1. Use the following support as needed.

Scaffolded Support for Exercise 1 Ask: *Look in the poem for things the poet hears at the beach. What word tells how the birds sound?*

APPLY

Have children work individually to complete Exercises 2–3. If individuals have difficulty, use the following support. Discuss answers as a group.

Scaffolded Support for Exercise 2 Say: *Look in the poem for the words that tell about the sea air.*

Scaffolded Support for Exercise 3 Say: *Look in the poem for the word that tells about ocean water.*

Answer Key: 1. screech 2. like fish 3. salty

Sensory Language

Read the poem. Then complete the exercises.

At the Beach

I like to spend the day at the beach.
The sun bakes my skin and I dig
in the rough sand.
I hear the waves crash along the shore.
Birds screech to one another and
dive into the ocean.
The sea air smells like fish.
I jump into the ocean and taste the
salty water on my tongue.

1. What word describes the way that the birds sound?

2. What word describes the way the sea air smells?

3. What word describes the way that the ocean water tastes?

LITERARY ELEMENTS

Repetition and Word Choice

TEACH/MODEL

Introduce Say: **Repetition** occurs when a word or phrase appears two or more times in a poem. Authors use repetition to create a feeling or mood in a story. The words a poet chooses can also give a feeling or mood to a poem.

Academic Language Remind children of the song, “Row, row, row your boat.” Say or sing it aloud with children. Point out that *row* is repeated three times in the first line. Tell them that the repetition of this word makes you think of the rhythm of rowing. Then ask: *What other word is repeated in the poem?* (merrily) *Why do you think this word is repeated?* (Rowing is fun.) Tell children that the poet chose the word *merrily* to show that rowing is fun and to give the poem a happy feeling.

Practice Reproducible Copy and distribute **Practice Reproducible C75**. Read aloud the directions. Choral-read “Spring” with children. Then model using **text evidence** to identify repetition and word choice.

Think Aloud *I see that the phrase “Spring jumps up!” is repeated four times. I think the poet wanted to create the feeling of excitement. I think the poet wants me to understand that in springtime, everything grows and changes very quickly.*

GUIDED PRACTICE

Have children partner-read “Spring.” Then have partners work together to complete Exercise 1. Use the following support as needed.

Scaffolded Support for Exercise 1 Ask: *Which words tell you about things that happen in spring?*

APPLY

Have children work individually to complete Exercises 2–3. If individuals have difficulty, use the following support. Discuss answers as a group.

Scaffolded Support for Exercise 2 Ask: *When you read these words, what pictures do you see in your mind? How do the words make you feel? The poet chose these words to help the reader. How do these words help you understand the poem?*

Scaffolded Support for Exercise 3 Say: *Think of another thing that happens in spring that makes you feel happy.*

Answer Key: **1.** Underline: *buds open; birds spread their wings; flowers smile; rain pouring down* **2.** Sample Answer: They are all things that happen in nature in spring. **3.** *Spring jumps up!* Additional lines will vary.

Repetition and Word Choice

Read the poem. Then complete the exercises.

Spring

Spring jumps up!
Buds open on trees.
Spring jumps up!
Birds spread their wings.
Spring jumps up!
Flowers smile at the sun.
Spring jumps up!

1. Underline the words that tell you about things that happen in the spring.
2. Why do you think the poet chose these words to tell about spring?

3. Write the repeated line here. Add a line telling about something else that happens in spring.

STUDY SKILLS

Narrowing a Topic for Research

TEACH/MODEL

Introduce Tell children that if they do **research** about a topic, they should make sure their topic is **narrow** enough. Explain that this means they must choose a smaller **topic** about the main topic they will research. Say: *You want your topic to be small enough to fit in the space you have for your report.*

Academic Language Have partners talk about **topics** they might like to **research**. Discuss how they can **narrow** these **main topics** into smaller topics. Point out that one way is to look in an index. Say: *The index is a list of smaller topics found in a book.* Display the index of a nonfiction book from your classroom library. Guide children to use academic language to tell how they can use the index to narrow a topic for research.

Practice Reproducible Copy and distribute **Practice Reproducible C76**. Read aloud the directions and introduction. Then model using **text evidence** to answer this question: *Does Sam need to narrow his topic?*

Think Aloud *Sam needs to do research about a job. I know that there is a great deal of information about all kinds of jobs. The report is only one page. Sam should do his report about one job. He decides to do the report on being a community helper. There are many different community helper jobs, such as firefighter, police officer, and teacher. He needs to narrow his topic.*

GUIDED PRACTICE

Have children partner-read the introduction again. Have partners work together to complete Exercise 1. Use the following support as needed.

Scaffolded Support for Exercise 1 Ask: *What topic did Sam choose? Is this topic about one job or more than one job? What makes it hard to research?*

APPLY

Have children work independently to complete Exercises 2–3. If they need help, provide the following support. Discuss answers as a group.

Scaffolded Support for Exercise 2 Ask: *What book is the index from? Are all of the topics listed in the index related to workers in a community? How do you know? Why might Sam look in the index before doing his research report?*

Scaffolded Support for Exercise 3 Ask: *What topics from the index are narrower? What topics would be good for Sam's report?*

Answer Key: **1.** No, it is too big. There is too much information. It is not about just one job. There are many community helper jobs. **2.** He can use the index to narrow his topic. He can find one community helper job. **3.** Sample Answers: *firefighter, police officer, teacher*

Narrowing a Topic for Research

Read the introduction. Then complete the exercises.

Assignment: Write a one-page research report about a job you might like to have.

“I’ll write about being a community helper,” says Sam.

1. Did Sam choose a good topic? Why or why not?

Look at part of the index from the book *Workers In Our Community*.

Index

fire engine.....	32
firefighter.....	30–34
police officer.....	60–65
post office.....	53
teacher.....	45–49

2. How can Sam use the index to help him?

3. Write a better topic choice for Sam.

STUDY SKILLS

Choosing Research Materials

TEACH/MODEL

Introduce Define (and display, if available,) the following research materials: An **encyclopedia** is a book or collection of books with articles about real people, places, things, and events. A **dictionary** is a book with words, their pronunciations, definitions, origins, and parts of speech. An **atlas** is a book of maps. Other resources that give facts and information are **nonfiction books** and **articles** in magazines or on-line.

Academic Language Have partners think of a question they have about a real person, place, thing, or event. Discuss the different kinds of **research materials**, or **resources**, they would use to answer the question. Have children identify whether they would use an encyclopedia, dictionary, atlas, nonfiction book or article, and tell why.

Practice Reproducible Copy and distribute **Practice Reproducible C77**. Read aloud the directions and introduction. Then model answering this question:
Where was the bicycle invented?

Think Aloud *I need to find out about the history of the bicycle. A dictionary will tell about the word bicycle and how to say it. The magazine article is about how to change a bicycle tire. Famous Bicycle Race Winners is a book about people who ride in bicycle races. An encyclopedia would be the best resource.*

GUIDED PRACTICE

Have children partner-read the list of research materials. Then have partners work together to complete Exercises 1–2. Use the following support as needed.

Scaffolded Support for Exercise 1 *Say: Think about the kind of information that is in each resource. Which one would be the best resource? Write the letter on the line.*

Scaffolded Support for Exercise 2 *Ask: Which resource has definitions?*

APPLY

Have children work independently to complete Exercises 3–6. If they need help, provide the following support. Discuss answers as a group.

Scaffolded Support for Exercises 3–5 *Say: Think about what you need to know and look back at each resource. Eliminate resources that you are sure will not have information to answer the question. Think about the resources that are left. Choose the best one.*

Scaffolded Support for Exercise 6 *Ask: What is a question you would like to answer? What resource would be best to use to find the answer?*

Answer Key: 1. a 2. d 3. a 4. c 5. a 6. Resource and questions will vary.

Choosing Research Materials

Read the list of resources. Choose the one that would best answer each question.

RESOURCES:

- a. *World Encyclopedia*
- b. *Famous Bicycle Race Winners*
- c. "How To Change a Tire," an article from *Bike World Magazine*
- d. *School Dictionary*

- 1. Who invented the bicycle? _____
- 2. What does the word *brake* mean? _____
- 3. What is a high-wheeler bicycle? _____
- 4. How can I fix a flat tire on my bike? _____
- 5. What bicycle races did Lance Armstrong win?

Choose one reference material. Write a question you could answer using that resource.

- 6. Resource: _____
Question: _____

STUDY SKILLS

Using Parts of a Book

TEACH/MODEL

Introduce Tell children that books are made of many parts, such as the title, author, illustrator, cover, title page, table of contents, and index. Say: A **table of contents** is found at the beginning of a book. It lists the chapters or sections of the book, and the page numbers on which each chapter begins. An **index** is found at the back of the book, and lists important words and the page number where they can find these words. These parts help readers learn more about the book.

Academic Language Select a book from your classroom library. Invite volunteers to show the following to the rest of the group: the cover, the title, the author, the illustrator, the **table of contents**, and the **index**. Have a discussion using academic language about how the table of contents can help you know about the book. Use a similar procedure using academic language and the **index** to show how to find specific topics in the book.

Practice Reproducible Distribute **Practice Reproducible C78**. Read aloud the directions. Review the information in the table of contents and index with children. Then model using book parts effectively.

Think Aloud *I want to find out what food to buy for my dog. I'll read the table of contents to see if there is a chapter that has this information. I see Chapter 3 is about Feeding and Walking a Dog. I know this is the right book. Next I'll look up the word food in the index. I see that topic is on pages 30–32.*

GUIDED PRACTICE

Have children partner-read the directions and book title. Read the table of contents and index together with children. Then have partners work together to complete Exercises 1–2. Use the following support as needed.

Scaffolded Support for Exercise 1 Say: *A table of contents lists the chapters in the book. What is the last chapter number shown in the table of contents?*

Scaffolded Support for Exercise 2 Ask: *What do you want to find out? Is Chapter 1 about things a dog needs? Is Chapter 2? How can you tell?*

APPLY

Have children work independently to complete Exercises 3–5. If they need help, provide the following support. Discuss answers as a group.

Scaffolded Support for Exercise 3: Ask: *What do the chapter titles tell you? Which chapter title answers the questions?*

Scaffolded Support for Exercises 4–5: Ask: *What do you want to find?*

Answer Key: 1. 5 2. Chapter 2 3. Chapter 5 4. Pages 4–9 5. Page 38

Using Parts of a Book

Use the Table of Contents and the Index to complete the exercises.

Book Title: You and Your Dog

Table of Contents

Chapter 1: Choosing the Right Dog.....	2
Chapter 2: What You'll Need Right Away.....	12
Chapter 3: Feeding and Walking a Dog.....	25
Chapter 4: A Trip to the Vet.....	36
Chapter 5: As a Dog Gets Older.....	45

1. How many chapters are in this book? _____
2. Which chapter tells what things you need to buy? _____
3. In which chapter would you find information about caring for an older dog? _____

Index

Collar.....	14	Senior dogs	45–50
Collies	4–9	Shots	38
Feeding time.....	30–32	Vet	36–45

4. On which pages would you find information about collies? _____
5. On what page would you find information about shots for dogs? _____

STUDY SKILLS

Using the Internet

TEACH/MODEL

Introduce Tell students that they can use the **Internet** to do research. Say: A **URL** is the address of a Web site. You can type a URL in the bar at the top of your browser. It will take you to the Web site. A **search engine** is a program that helps you find information on the World Wide Web. A **home page** is the main page of a Web site. A home page might have a **menu**. You can click on the menu to find information you are looking for.

Academic Language Display the home page of the search engine you use on your classroom computer. Use academic language to guide children to identify the name of the search engine. Discuss a topic children might want to learn about such as dinosaurs. Use academic language to explain how you can type keywords into the search engine and find the URLs for Web sites that might contain the information you need.

Practice Reproducible Copy and distribute **Practice Reproducible C79**. Read aloud the directions. Then model finding information on the Internet about how plants grow.

Think Aloud *I want to use the Internet to research how plants grow. I type how plants grow into a search engine. The search engine provides me with a list of Web sites that match my keywords.*

GUIDED PRACTICE

Read aloud the directions. Read the names of the Web sites and information together with children. Then have partners work together to complete Exercise 1. Use the following support as needed.

Scaffolded Support for Exercise 1 *Ask: What is a search engine? Where do you see these words on the computer screen? What words name the search engine Emma used?*

APPLY

Have children work independently to complete Exercises 2–3. If individuals need help, provide the following support. Discuss answers as a group.

Scaffolded Support for Exercise 2 *Ask: What do you want to find out? Where do you type keywords when you want to search for information on the Internet?*

Scaffolded Support for Exercise 3 *Ask: Which animals would you like to find out about?*

Answer Key: **1.** FindItNow **2.** how plants grow **3.** Sample Answers: farm animals, cows, chickens, horses

Using the Internet

Emma used the Internet to research how plants grow.

Use her search results to complete the exercises.

FindItNow Search Engine: how plants grow

SEARCH RESULTS

All About How Plants Grow

Plants get food in two ways. This is how food is made. The plants use the food to grow.

<http://www.thinkaboutitlibrary.example.org>

How To Grow Tomato Plants

Do you want to grow big red ripe tomatoes? Here is how to do it.

www.plantwise.example.com

1. What is the name of the search engine Emma used? _____
2. What keywords did Emma type into the search engine? _____
3. What keywords could you use to find information about animals?

STUDY SKILLS

Using Periodicals/Newspapers

TEACH/MODEL

Introduce Tell children that they can use periodicals and newspapers to do research. Say: *These informational articles give facts about a topic. **Periodicals**, such as magazines, combine words, images, and graphics to tell about a subject. **Newspapers** also contain articles and are usually published every day.*

Academic Language Display an example of a periodical and a newspaper. Use academic language to discuss the different features in each. Point out the graphics, drawings, charts, and photos in the periodical. Point out the headlines, captions, and images in the newspaper. Discuss how these features help a reader determine what an article is about before actually reading it.

Practice Reproducible Copy and distribute **Practice Reproducible C80**. Read aloud the directions. Then refer to the article and model identifying the different features of periodicals and newspapers.

Think Aloud *I can see different features of this article. The name of the newspaper is at the top. [Point to it, but do not read aloud, the name.] Then I see a date, this tells me when the article was published. [Point to the date.] The article also has a headline [point to the headline], and it tells me where the event takes place [point to event location]. These are all different features of a newspaper article.*

GUIDED PRACTICE

Have children partner-read the directions. Read the article together with children. Then have partners work together to complete Exercise 1. Use the following support as needed.

Scaffolded Support for Exercise 1 Ask: *Where did we find the name of the newspaper I showed you? Where is the name of the newspaper on this page?*

APPLY

Have children work independently to complete Exercises 2–3. If they need help, provide the following support. Discuss answers as a group.

Scaffolded Support for Exercise 2 Ask: *What is a headline? Where do you usually find the headline? What kind of print is usually used for the headline?*

Scaffolded Support for Exercise 3 Say: *Remember, you can use the article to find information, or facts. What is one fact you learned from this article?*

Answer Key: **1.** *Daily Journal* **2.** *Grand Opening At Mall* **3.** Sample answers: *The Town Square Mall has just opened six new stores. The Grand Opening was today. Prizes were given out to the first 200 people at the mall.*

Using Periodicals/Newspaper

Read the newspaper article. Then complete the exercises.

DAILY JOURNAL

Monday, June 6, 2011

Grand Opening at Mall!

Middle Town — The Town Square Mall has just opened six new stores. The Grand Opening was today.

Prizes were given out to the first 200 people at the mall. Most shoppers were happy with the new stores.

Alan Brown of Spring Street said, "It's about time this mall had a computer store. Computer Haven looks to have some great deals so far."

1. What is the name of the newspaper?

2. What is the headline?

3. Write a fact you learned from the article.

STUDY SKILLS

Using a Telephone Directory

TEACH/MODEL

Introduce Ask: *If you wanted to find a telephone number for one of your friends, where would you look?* Explain that a **telephone directory** lists names, addresses, and telephone numbers in alphabetical order according to the person's last name.

Academic Language Display a telephone directory. Demonstrate how to use alphabetical (or ABC) order to find a telephone number for a specific person. Discuss using academic language about how to use the directory, and when children might need to use it. Ask questions such as: *Would you use a telephone directory to find directions on how to get to someone's house? Why or why not?*

Practice Reproducible Copy and distribute **Practice Reproducible C81**. Read aloud the directions. Refer to the sample directory on the page as you model how use a telephone directory.

Think Aloud *I want to call my friend Josh Smith. I don't remember his phone number, so I'll look it up in the telephone directory. I know the directory lists people's last names in ABC order, so I'll look under the names that begin with S. As I look on the page I see many listings for the last name Smith. I know Josh lives on North Ave., so this must be Josh's number. I'll write the phone number down so I will have it when I need it.*

GUIDED PRACTICE

Have children partner-read the directions. Read the names in the directory together with children. Then have partners work together to complete Exercises 1–2. Use the following support as needed.

Scaffolded Support for Exercise 1 Ask: *How are names shown in a telephone directory? How will you find the name Tang?*

Scaffolded Support for Exercise 2 Ask: *How many people with the last name of Tang are listed? What are their first names?*

APPLY

Have children work independently to complete Exercises 3–5. If they need help, provide the following support. Discuss answers as a group.

Scaffolded Support for Exercise 3–4 Ask: *Which name will you look for? Where can you find the rest of the information you need?*

Scaffolded Support for Exercise 5 Say: *Think about how names look in the telephone directory. Now write your name in the same way.*

Answer Key: **1.** 2 **2.** 1224 Third St. **3.** 555-6734 **4.** 2 Oak St., 555-1243 **5.** Check that children write their last name and then their first name.

Using a Telephone Directory

Use the telephone directory to complete the exercises.

Smith, Ashley and Josh	213 North Ave.	555-2145
Solis, Josh	55 Hollis Road	555-6734
Solis, Maria	55 Hollis Road	555-6766
Tang, Timothy	1224 Third St.	555-4987
Tang, Wendy	2 Oak St.	555-1243

1. How many people are listed with the last name *Tang*?

2. Where does Timothy Tang live?

3. What is Josh Solis's phone number?

4. What is Wendy Tang's address and phone number?

5. How would your name be listed in the telephone directory?

STUDY SKILLS

Using the Media Center

TEACH/MODEL

Introduce Remind children that they can find information about a variety of topics in the school's **media center**. Make sure that children know the location of the school's media center. Say: *The media center has all types of communication tools such as books, periodicals, newspapers, videos, and computers.*

Academic Language Remind children that they learned how to use computers and the Internet to find information. Use academic language to discuss how children would use the computers in the media center, and how to use keywords to search for information about a specific topic. If the media center is available, take children there for a tour.

Practice Reproducible Copy and distribute **Practice Reproducible C82**. Read aloud the directions. Then model how to search for a Web site you could use to find information about birdhouses.

Think Aloud *To learn about birdhouses, I went to the media center. I went to the computer, typed the keyword birdhouse into the search engine, and clicked SEARCH. The search engine found and listed many different Web sites. I read the overview of each Web site. I can click on the one that best matches what I'm looking for.*

GUIDED PRACTICE

Have children partner-read the directions. Read the Web sites and information together with children. Then have partners work together to complete Exercise 1. Use the following support as needed.

Scaffolded Support for Exercise 1 Say: *Think about the information you need to find for this report. Will a Web site about building birdhouses have this information? Which Web site probably tells about different kinds of birdhouses?*

APPLY

Have children work independently to complete Exercises 2–3. If individuals need help, provide the following support. Discuss answers as a group.

Scaffolded Support for Exercise 2 Ask: *What do you want to find out? How can you tell what information will be on this Web site?*

Scaffolded Support for Exercise 3 Ask: *What words would you use for a search about blue jays?*

Answer Key: **1.** <http://www.learnbirdhouselibrary.example.org> **2.** <http://www.birdhouseconstruction.example.com> **3.** blue jays

Using the Media Center

Use the Web results to complete the exercises.

FindItNow Search Engine: bird houses

SEARCH RESULTS

How To Build a Birdhouse

Do you want to build a birdhouse in your back yard? This article tells you what you need and how to do it. <http://www.birdhouseconstruction.example.com>

Learning About Birdhouses

Find out about fancy birdhouses. Learn about birdhouses for many kinds of birds. <http://www.learnbirdhouselibrary.example.org>

1. Which URL would you use to find out about birdhouses for different kinds of birds?

2. What is the best Web site listed to help you build a birdhouse for your yard?

3. What keywords might you type in to find out about birdhouses for blue jays?

STUDY SKILLS

Using a Dictionary

TEACH/MODEL

Introduce Say: A **dictionary** helps you find the meaning and correct spelling of unknown words. The words in a dictionary are in alphabetical, or ABC, order.

Academic Language Show children a classroom dictionary. Demonstrate using alphabetical order to locate a specific word, such as *difficult*. Use the dictionary entry to point out the correct spelling and meaning of the word. Have a group discussion using academic language about using the dictionary and when children might need to use it. Ask questions such as: *Would you use a dictionary to check whether you spelled a word correctly? What would you do if you don't know how to spell an unfamiliar word?*

Practice Reproducible Copy and distribute **Practice Reproducible C83**. Read aloud the directions. Use a classroom dictionary as you model how to look up a word and find its meaning.

Think Aloud *I don't know what a garment is, so I will look up the word in a dictionary. I know the words in a dictionary are in alphabetical order. Garment begins with the letter g, so I will look on the pages with words that begin with the letter g. I find the word garment and read its definition. I see that a garment is a piece of clothing.*

GUIDED PRACTICE

Have children partner-read the directions. Read the words together with children. Then have partners work together to complete the first section. Use the following support as needed.

Scaffolded Support Say: Remember, a dictionary lists words in alphabetical, or ABC order. Begin with the first letter of each word. Which words come first? Since some words have the same first letter, look at the second letter of each word, too.

APPLY

Have children work independently to complete Exercises 1–4. If children need help, provide the following support. Discuss answers as a group.

Scaffolded Support for Exercises 1–4 Ask: *What letter do you need to look up in the dictionary? Where can you find this word? What does this word mean?*

Answer Key: Section 1 2, 4, 3, 1 **1–4**. Answers will vary, but children should write an actual definition for each word based on what they find in the classroom dictionary.

Using a Dictionary

Number the words to put them in ABC order.

goose _____

horse _____

hat _____

giggle _____

Write the words in the correct order. Use a classroom dictionary to find a definition of each word.

1. _____

2. _____

3. _____

4. _____

TEXT FEATURES

Using Text Features

TEACH/MODEL

Introduce Explain that some words in a passage can appear in a special way.

- Write **OUCH!** in all capital letters. Say: *Sometimes words may be shown in all **capital letters**. This can show strong feeling or that the word would be said loudly.*
- Write: *That really hurt!* Press down hard so *really* shows up in heavy letters. Say: *Authors also show words in dark print, called **boldface**. Words in dark print can show strong feeling, too. They also can show that the word was spoken very loudly.*
- Say: A **sidebar** can be a shorter story, a chart or graph, or a picture that is placed next to the main article. Sidebars give you more information about the topic.

Practice Reproducible Copy and distribute **Practice Reproducible C84**. Read aloud the directions. Then model using **text evidence** to find why a word is shown in all capital letters.

Think Aloud *I see the word YUM in all capital letters. That tells me that the author wants me to say this word with strong feeling.*

GUIDED PRACTICE

Have children partner-read “Taste Buds.” Then have partners work together to complete Exercise 1. Use the following support as needed.

Scaffolded Support for Exercise 1 *I’ll reread the passage to find that information. The author tells me to look in the mirror and to look at the bumps on my tongue. Those are my taste buds.*

APPLY

Have children work individually to complete Exercises 2–4. If children need help, use the following support. Discuss answers as a group.

Scaffolded Support for Exercise 2 *Say: Use the sidebar for this information. Count the different types of taste buds.*

Scaffolded Support for Exercise 3 *Say: Look at the sidebar. Find the word salty and read across to find where the salty taste buds are located.*

Scaffolded Support for Exercise 4 *Say: Think about the information you have learned by reading the sidebar.*

Answer Key: **1.** bumps on your tongue **2.** four **3.** front sides **4.** where the taste buds are found for different tastes

Using Text Features

Read the passage and the sidebar. Then complete the exercises.

Taste Buds

YUM! Have you ever tasted something good?

You can thank your **taste buds**.

Taste buds are found on your tongue.

They help you taste all kinds of food.

Stick out your tongue. Look in the mirror.

Most of the bumps you see are taste buds!

You use different taste buds for different tastes.

1. What do taste buds look like?

2. How many kinds of taste buds do we have?

3. Where are the taste buds that help you taste salty food?

4. What information does the sidebar give?

Where Are Your Taste Buds?

sweet	front
salty	front sides
sour	back sides
bitter	back

TEXT FEATURES

Using a Time Line

TEACH/MODEL

Introduce Explain that a **time line** shows when important things happened. Tell children that you read the dates in a time line from left to right. Say: *The dates show events in order from ones that happened long ago to events that happened more recently.*

Practice Reproducible Copy and distribute **Practice Reproducible C85**. Read aloud the directions. Model reading the time line with children. Then model using **text evidence** to answer this question: *What is the time line about?*

Think Aloud *I know that a time line shows me when important events happened. I see the dates along the bottom of the time line. The events in this time line took place between the years 1750 and 2000. The pictures show a hot air balloon and different kinds of airplanes. Now I'll read the sentences below the pictures. This time line lists when important things about flight happened.*

GUIDED PRACTICE

Have children partner-read the time line. Then have partners work together to complete Exercise 1. Use the following support as needed.

Scaffolded Support for Exercise 1 Say: *Look for the information that tells about the first supersonic jet. What is the date below the information?*

APPLY

Have children work individually to complete Exercises 2–4. If children need help, provide the following support. Discuss answers as a group.

Scaffolded Support for Exercise 2 Say: *Follow the dates of the time line in order from left to right. Where can you find the year 1891? What happened in that year?*

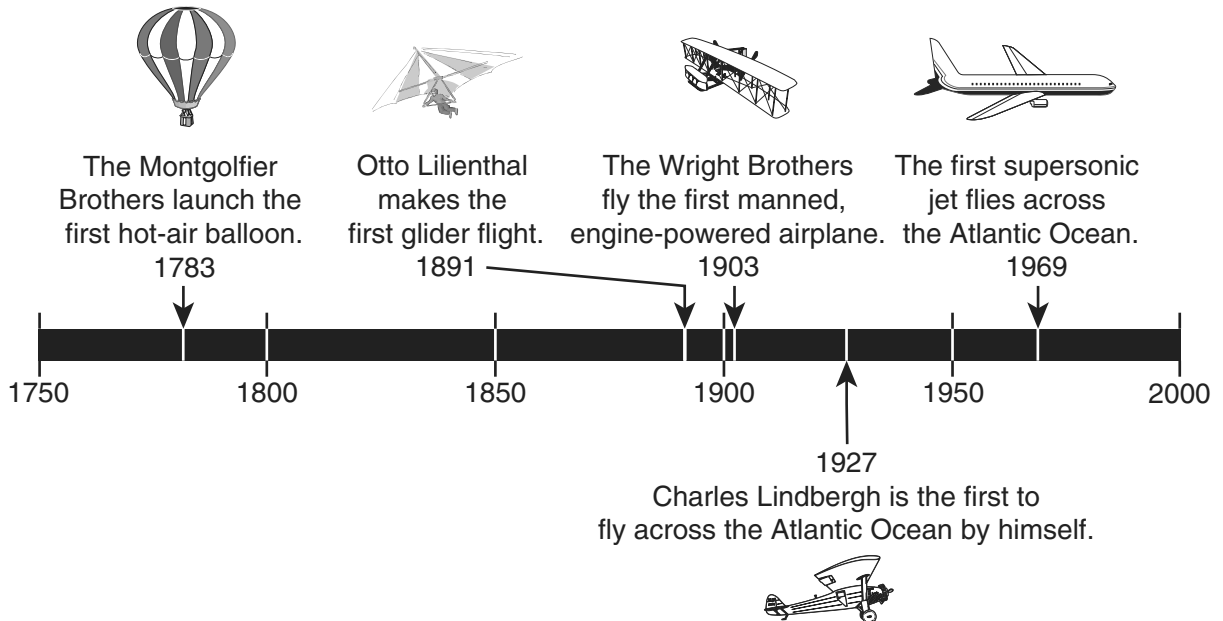
Scaffolded Support for Exercise 3 Ask: *What year do you need to look for? Read the information next to the date to answer the question.*

Scaffolded Support for Exercise 4 Say: *Find each event on the time line. What are the dates? How can you find the difference to know how much time passed?*

Answer Key: **1.** 1969 **2.** Otto Lilienthal made the first glider flight **3.** the Wright Brothers **4.** 24 years

Using a Time Line

Use the time line to answer the questions.



1. In what year did the first supersonic jet fly across the Atlantic Ocean?

2. What happened in 1891?

3. Who flew the first manned, engine-powered airplane in 1903?

4. How many years after the Wright Brothers' flight did Charles Lindbergh fly across the Atlantic Ocean? _____

TEXT FEATURES

Using a Chart

TEACH/MODEL

Introduce Explain that a **chart** organizes information. Then draw a simple two-column chart on the board. Show two columns and two rows.

- Write a title: *What Animals Eat*. Say: *A title tells what the chart is about.*
- Point to the columns and then to the rows. Say: *The information in a chart is separated into columns and rows.*
- Write a heading for each column: *Animal* for column 1 and *Food* for column 2. Say: *A heading tells what information is in each column.*
- Fill in information in two of the rows. Write *dogs* and *dog food*, *horses* and *hay*. Discuss the relationship between each word and the column heading.

Practice Reproducible Copy and distribute **Practice Reproducible C86**. Read aloud the directions. Then model using the chart to answer this question: *Where does a squirrel live?*

Think Aloud *A squirrel is an animal. I see the heading Animal above the first column, so I will look there. Squirrel is at the top. The other column has the heading Home. In the same row as squirrel, I see tree. So a squirrel's home is a tree.*

GUIDED PRACTICE

Have children partner-read *Animal Homes*. Then have partners work together to complete Exercises 1–2. Use the following support as needed.

Scaffolded Support for Exercise 1 Say: *A column runs down. A row runs across. Count the number of columns.*

Scaffolded Support for Exercise 2 Say: *Look at the chart again. There are more rows than columns. Count the number of rows. Do not include the heads when you're counting, just count the number of rows telling about each animal and its home.*

APPLY

Have children work individually to complete Exercises 3–4. If individuals have difficulty, use the following support. Discuss answers as a group.

Scaffolded Support for Exercise 3 Say: *Find the word spider in the first column. Read across to find its home.*

Scaffolded Support for Exercise 4 Say: *Find the word soil in the second column. Read across to find the animal that lives in the soil.*

Answer Key: 1. 2 2. 6 3. web 4. worm

Using a Chart

Read the passage and the chart. Then complete the exercises.

Animal Homes

Your home keeps you safe.

Animals stay safe in their own homes.

Where are animal homes?

Animal	Home
squirrel	tree
bear	cave
bee	hive
bird	nest
spider	web
worm	soil

1. This chart has _____ columns.
2. This chart has _____ rows.
3. Where does a spider live?

4. What animal lives in the soil?

TEXT FEATURES

Using Illustrations, Photographs, and Captions

TEACH/MODEL

Introduce Say: **Illustrations** are pictures in a selection. An illustration tells you about characters and events in a story. If you don't understand something in the text, you can look for clues in an illustration. **Photographs** are pictures that show people, animals, and things in real life. **Captions** are the words below an illustration or photograph. A caption tells what an illustration or a photograph is about.

Practice Reproducible Copy and distribute **Practice Reproducible C87**. Read aloud the directions. Then model using the illustration to answer this question: *What do you see in this illustration? What do you think the man is doing?*

Think Aloud *When I look at the illustration, I see a man and his dog. The man looks like he is taking care of the dog.*

GUIDED PRACTICE

Have children discuss the first image with a partner. Then have partners work together to complete Exercise 1. Use the following support as needed.

Scaffolded Support for Exercise 1 Say: *When I look at this illustration, I see a man taking care of his dog. I know that a caption tells what an illustration or photograph is about. My caption will tell what the man is doing.*

APPLY

Have children work individually to complete Exercises 2–5. If children need help, provide the following support. Discuss answers as a group.

Scaffolded Support for Exercise 2 Ask: *Who are the people in this illustration? What are they doing?*

Scaffolded Support for Exercise 3 Ask: *Which of the terms is a drawing?*

Scaffolded Support for Exercise 4 Ask: *Which term tells about people, animals, or things in real life?*

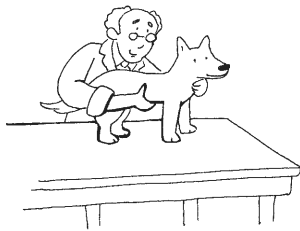
Scaffolded Support for Exercise 5 Ask: *Which term tells what an illustration or a photograph is about?*

Answer Key: **1.** Sample Answer: The man takes care of a dog. **2.** Sample Answer: The girl helps the man to walk. **3.** Illustrations **4.** Photographs **5.** Captions

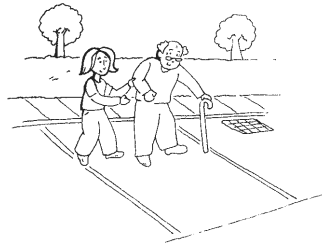
Using Illustrations, Photographs, and Captions

Write a caption to go with each picture. Make each caption a complete sentence.

1.



2.



Write a word from the box to complete each sentence.

Photographs	Captions	Illustrations
-------------	----------	---------------

- _____ are drawings.
- _____ are pictures that show people, animals, and things in real life.
- _____ tell about a photograph or illustration.

TEXT FEATURES

Using Signs and Symbols

TEACH/MODEL

Introduce Explain that a **sign** gives information. Tell children that some signs have a **symbol** or picture that stands for an idea. Say: *You use the information from signs and symbols every day.* On the board, draw a simple directional sign, such as a *One Way* sign or an *Exit* sign. Ask: *What information does this sign give you? What symbol(s) do you see?*

Practice Reproducible Copy and distribute **Practice Reproducible C88**. Read aloud the directions. Model reading the signs with children. Then model answering this question: *How do some signs help people stay safe?*

Think Aloud *I have seen some of these signs before. The sign that shows a person walking helps people cross the street safely. A Stop sign tells cars when to stop for traffic. Another sign, an Exit sign, tells people where to leave a building safely. Signs and symbols help keep us safe so it's important to know their meanings!*

GUIDED PRACTICE

Have children partner-read the signs and their meanings. Then have partners work together to complete Exercise 1. Use the following support as needed.

Scaffolded Support for Exercise 1 Say: *Look at the first sign. Where do you think you might see this sign? What does the sign mean? Draw a line to the meaning of the sign.*

APPLY

Have children work individually to complete Exercises 2–6. If children need help, provide the following support. Discuss answers as a group

Scaffolded Support for Exercise 2 Ask: *What does this sign show? How does it help you stay safe? Draw a line to the sign's meaning.*

Scaffolded Support for Exercise 3 Ask: *What do you see on this sign? Draw a line to the sign's meaning.*

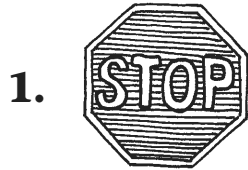
Scaffolded Support for Exercise 4 Ask: *What do you see on this sign? What do you think you would find near a sign like this one?*

Scaffolded Support for Exercises 5–6 Ask: *What do the colors in a traffic light tell you?*

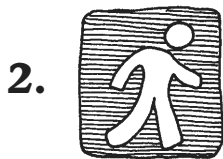
Answer Key: **1.** Line drawn to *tells you not to go* **2.** Line drawn to *tells you it is safe to cross* **3.** Line drawn to *tells you a place to play* **4.** Line drawn to *tells you a place to eat* **5.** green **6.** red

Using Signs and Symbols

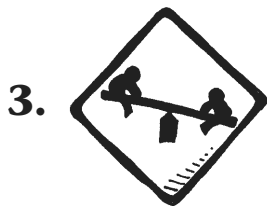
Match each sign with the information it gives.



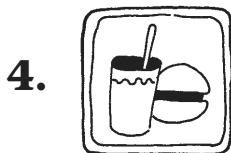
tells you a place to play



tells you it is safe to cross



tells you a place to eat

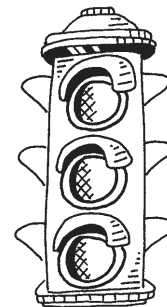


tells you not to go

Color the traffic light with red, yellow, and green.
Then answer the questions.

5. Which color tells you to go?

6. Which color tells you to stop?



TEXT FEATURES

Using Headings

TEACH/MODEL

Introduce Explain that an author may use **headings** to tell what information is found in the sections of an expository, or nonfiction, article. Say: *A heading can be used to locate information. A heading gives clues about what you will be reading. It is a word or phrase that tells the main idea of the text that follows it. The heading is on a separate line.*

Practice Reproducible Copy and distribute **Practice Reproducible C89**. Read aloud the directions. Model reading the passage, including the headings, with children. Then model using **text evidence** to answer this question: *What do you think you will learn about weather after reading the first heading?*

Think Aloud *The first heading is Temperature. I know that a heading tells the main idea of the text that comes after it. So this heading makes me think that the text will be about temperature.*

GUIDED PRACTICE

Have children partner-read “Weather.” Then have partners work together to complete Exercise 1. Use the following support as needed.

Scaffolded Support for Exercise 1 Say: *What is the heading? What does this tell you about the main idea of this paragraph?*

APPLY

Have children work individually to complete Exercises 2–3. If children need help, provide the following support. Discuss answers as a group.

Scaffolded Support for Exercise 2 Say: *What is the heading? What does this tell you about the topic of this paragraph?*

Scaffolded Support for Exercise 3 Have children think about what weather topics have not been covered in this article. Ask: *What other cold weather event could be covered in this article? Write a heading to tell about that topic.*

Answer Key: 1. wind 2. clouds and rain 3. Sample Answer: Snow and Ice

Using Headings

Read the passage. Then complete the exercises.

Weather

Temperature

The air outside can be hot or cold.

The temperature changes from day to night.

Wind

Wind is moving air.

It can blow hard or gently.

Clouds and Rain

Clouds are made of water.

When the drops get heavy, they fall as rain.

1. Reread the second heading. What is the main idea of the paragraph?

2. What is the weather topic under the third heading?

3. Write a heading for a new paragraph that tells about weather.

TEXT FEATURES

Using Maps

TEACH/MODEL

Introduce Explain that a **map** is an image that shows where places are located. Tell children that a map can give more information than what they read in the text. Say: *Maps use pictures or **symbols**. We can use a map to help us get to where we want to go safely and easily. The **key** tells what the symbols stand for.*

Work with children to draw a quick map of your classroom on the board. Have children point out important features, such as desks, doors, activity areas, and so on. Brainstorm symbols to use on the map, and include those symbols in a key.

Practice Reproducible Copy and distribute **Practice Reproducible C90**. Read aloud the directions. Model reading the map with children. Then model using **text evidence** to answer this question: *In which part of Quiet Town are most of the houses located?*

Think Aloud *I'll look at this map to get to know Quiet Town. The key shows symbols for a house, a park, a school, and a post office. At the top of the map, there are six houses in a row. This must be the part of town I'm looking for! Most of the houses are on Main Street.*

GUIDED PRACTICE

Have children partner-read the map and key. Then have partners work together to complete Exercise 1. Use the following support as needed.

Scaffolded Support for Exercise 1 Say: *Look for the symbol for a house. Count the number of house symbols in Quiet Town.*

APPLY

Have children work individually to complete Exercises 2–5. If children need help, provide the following support. Discuss answers as a group.

Scaffolded Support for Exercise 2 Say: *Look for Second Avenue on the map. Find the houses on both sides of the street. Look for the letters of those houses.*

Scaffolded Support for Exercise 3 Say: *Find the symbol for the post office on the map key. Find that symbol on the map.*

Scaffolded Support for Exercise 4 Say: *Find the symbol for the school on the map key. Find that symbol on the map.*

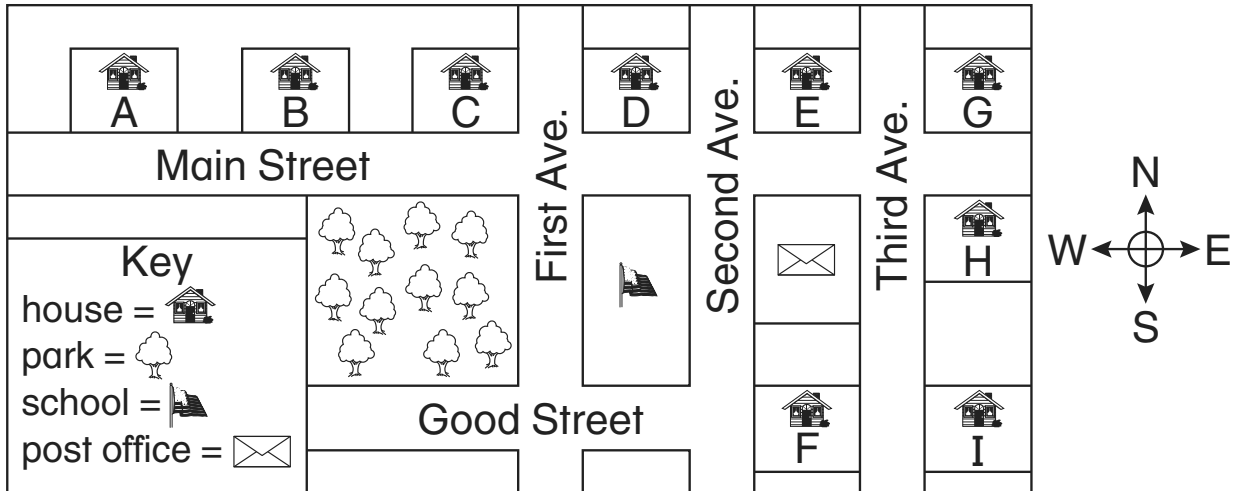
Scaffolded Support for Exercise 5 Say: *Find house I on the map. Now find the park. Use your finger to trace how you would walk from house I to the park. Write the names of the streets on which you'd walk.*

Answer Key: **1.** 9 **2.** D, E, and F **3.** Students should circle the post office. **4.** Students should draw a star next to the school. **5.** Sample Answer: Go right on Third Avenue to Main Street. Turn left on Main Street and walk to the park.

Using Maps

Read the map. Then complete the exercises.

Quiet Town



1. How many houses are in Quiet Town? _____
2. What are the letters of the houses on Second Avenue? _____
3. Circle the post office.
4. Draw a star next to the school.
5. If you lived in house I, how could you get to the park? _____

TEXT FEATURES

Using Lists

TEACH/MODEL

Introduce Explain that a **list** is a clear way to give readers information. Tell children that a list can give more information than what they read in the text. Numbered lists can help readers put things in order. Say: *You can list ideas, questions, or directions to make a message clear.*

Ask children to tell what they've done in class so far today, and record responses on the board. Then work with children to create a numbered list, telling what they've done in order. If time allows, have children make their own lists, providing help writing as needed.

Practice Reproducible Copy and distribute **Practice Reproducible C91**. Read aloud the directions. Model reading the list with children. Then model using **text evidence** to answer this question: *Why did the author make this a numbered list?*

Think Aloud *This list tells steps for giving a speech. The first step is about using everyday language to write the speech. I see the next step tells the reader how to practice the speech. The rest of the list tells things to do when you give your speech. These steps are in order and the numbers help me understand what to do next. So the author made this a numbered list so readers would know what to do and when to do it.*

GUIDED PRACTICE

Have children partner-read the list. Then have partners work together to complete Exercise 1. Use the following support as needed.

Scaffolded Support for Exercise 1 Say: *Look for the numbered steps. Which step is listed as number 1?*

APPLY

Have children work individually to complete Exercises 2–4. If children need help, provide the following support. Discuss answers as a group.

Scaffolded Support for Exercise 2 Say: *Look at each step. Which number tells you how fast you should speak?*

Scaffolded Support for Exercise 3 Say: *Look at the list to find the steps that tell about the audience. Which step tells when to thank them?*

Scaffolded Support for Exercise 4 Say: *Second is another word for two. What is step number two?*

Answer Key: 1. use everyday language 2. step 4 3. step 6 (the last step) 4. Read your speech aloud many times to practice.

Using Lists

Read the list. Then complete the exercises.

How to Give a Speech

1. Use everyday language in your speech.
2. Read your speech aloud many times to practice.
3. When you give your speech, speak a little louder than normal.
4. Speak a little more slowly than normal.
5. Look at your audience when you speak.
6. Thank your audience when you are done.

1. What is the first step on the list? _____

2. Which step tells how fast you should speak?

3. Which step tells when to thank your audience?

4. What is the second step? _____

TEXT FEATURES

Using Bar Graphs

TEACH/MODEL

Introduce Explain that a **bar graph** is a drawing that uses bars to compare amounts. Say: *A title tells what the graph is about. Bars show the amounts of the things being compared. A label identifies each thing that is being compared. Numbers along one side of the graph show the amounts.*

Draw a simple bar graph frame on the board. Write the numbers 10 through 20 and the heading “Number of Students” up the left side. Then write “Boys” and “Girls” at the bottom. Work with children to count and graph the number of boys and girls in the classroom. Point out how to find the number each bar represents. Then work with children to generate a title for the bar graph.

Practice Reproducible Copy and distribute **Practice Reproducible C92**. Read aloud the directions. Then use the bar graph to model answering this question: *What is being compared?*

Think Aloud *I'll read the labels to find out what is being compared. The names at the bottom of the bar graph identify the frogs. The label on the left reads number of feet. I think this bar graph compares the number of feet that these frogs jumped. When I reread the title my thinking makes sense!*

GUIDED PRACTICE

Have children partner-read the bar graph. Then have partners work together to complete Exercise 1. Use the following support as needed.

Scaffolded Support for Exercise 1 Say: *To find the number of frogs, count the names at the bottom of the bar graph.*

APPLY

Have children work individually to complete Exercises 2–4. If children need help, provide the following support. Discuss answers as a group.

Scaffolded Support for Exercise 2 Say: *To find the frog that jumped the farthest, look for longest gray bar. Then read across to find the number of feet that frog jumped.*

Scaffolded Support for Exercise 3 Say: *Find the number 15. Then look for the gray bars that are the same length.*

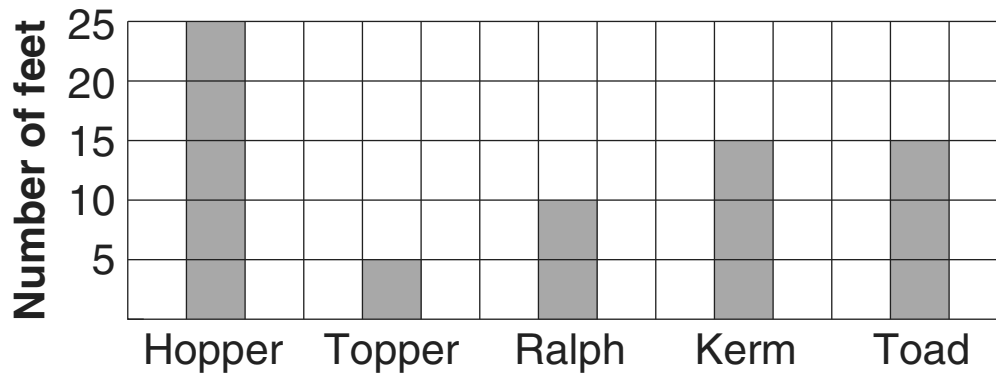
Scaffolded Support for Exercise 4 Say: *Find Topper's name along the bottom of the bar graph. Then read across to see how many feet Topper jumped. Now look at the gray bars for the other frogs. Which is more than Topper but less than Kerm, Toad, and Hopper?*

Answer Key: 1. five 2. Hopper, 25 feet 3. Kerm and Toad 4. Ralph

Using Bar Graphs

Read the bar graph. Then complete the exercises.

Distance Frogs Jumped



1. How many frogs were measured?

2. Which frog jumped the farthest? How many feet did it jump?

3. Which two frogs jumped 15 feet?

4. Which frog jumped farther than Topper but less than Kerm, Toad, and Hopper?

TEXT FEATURES

Using Diagrams and Labels

TEACH/MODEL

Introduce Say: A **diagram** is a drawing. A diagram can show how something works. It can also tell you the different parts of something. Explain that each part of a diagram has a **label** with a line connecting the name with the part. Say: Sometimes a diagram tells facts that you do not learn about from words. Sometimes words tell facts that you do not learn about from the diagram.

Draw a simple diagram of an arm and hand on the board. Work with children to identify the elbow, wrist, fingers, and so on, and label each part. Have children suggest other known items that they could diagram to show how something works. For example, the group could diagram a pencil sharpener or a doorknob.

Practice Reproducible Copy and distribute **Practice Reproducible C93**. Then model finding information to answer this question: *What are the parts of a pine tree?*

Think Aloud *The diagram shows a drawing of a pine tree and labels for each of its parts. Those parts are the branches and trunk, the roots, the needles, and the pine cones.*

GUIDED PRACTICE

Have children partner-read “The Parts of a Pine Tree.” Then have partners work together to complete Exercises 1–2. Use the following support as needed.

Scaffolded Support for Exercise 1 Say: *Read the title for this diagram. It will tell you what is being labeled.*

Scaffolded Support for Exercise 2 Tell children that a label points to the parts of the plant. One label for branches and trunk points out both parts. Have children count the labels.

APPLY

Have children work individually to complete Exercises 3–4. If children need help, provide the following support. Discuss answers as a group.

Scaffolded Support for Exercise 3 Have children reread the labels, looking for the words “green all year.” Ask: *Which part of the pine tree does that label point to?*

Scaffolded Support for Exercise 4 Say: *Find the label for “roots.” What does the label tell you?*

Answer Key: 1. parts of a pine tree 2. 5 3. needles 4. Roots take water from the soil.

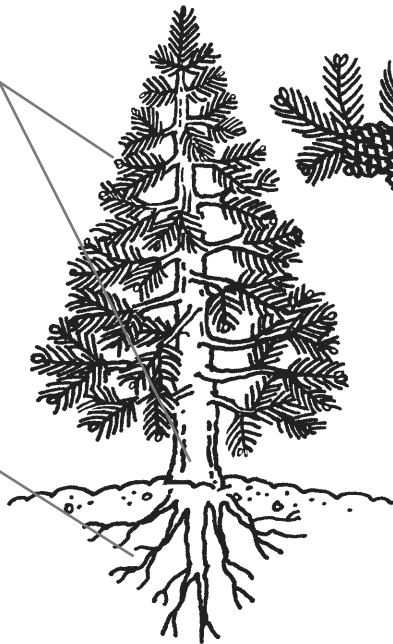
Using Diagrams and Labels

Look at the diagram. Read the labels.
Then complete the exercises.

The Parts of a Pine Tree

Branches and **trunk** carry water and food to different parts of the tree.

Roots take water from the soil.



Needles make food for the tree. They stay green all year.

Cones hold the tree's seeds.

1. What is labeled in this diagram? _____

2. How many parts are labeled? _____

3. Which part stays green all year? _____

4. What do roots do? _____

TEXT FEATURES

Using Drop-Down Menus

TEACH/MODEL

Introduce Explain that a **drop-down menu** is a feature of a home-page on the Internet. It lists links to other related information. Tell children they can find more information related to the text on a Web site by following the links on the drop-down menu. *Say: Drop-down menus are helpful. They point you to other Web sites on the Internet.*

If time allows, use a classroom computer or take children to the Media Center to provide a real-world example of a drop-down menu from a trusted Web site.

Practice Reproducible Copy and distribute **Practice Reproducible C94**. Read aloud the directions. Model reading the drop-down menus on the home page with children. Then model using **text evidence** to answer these questions: *How many drop-down menus are on this Web site? What do you think you'll learn from this site?*

Think Aloud *The title of this Web site is Stories Galore. I see three drop-down menus: Products, Programs, and About Us. I think I could find books, CDs, DVDs, and posters under the Products menu. It looks like some programs on writing stories and poems are under the Programs menu. I would find out more about Stories Galore and the people behind it under About Us.*

GUIDED PRACTICE

Have children partner-read the home page. Then have partners work together to complete Exercise 1. Use the following support as needed.

Scaffolded Support for Exercise 1 *Say: Look for the link posters. Which drop-down menu is it under?*

APPLY

Have children work individually to complete Exercises 2–4. If children need help, provide the following support. Discuss answers as a group.

Scaffolded Support for Exercise 2 *Say: Find the Programs drop-down menu. What is the last program in the list?*

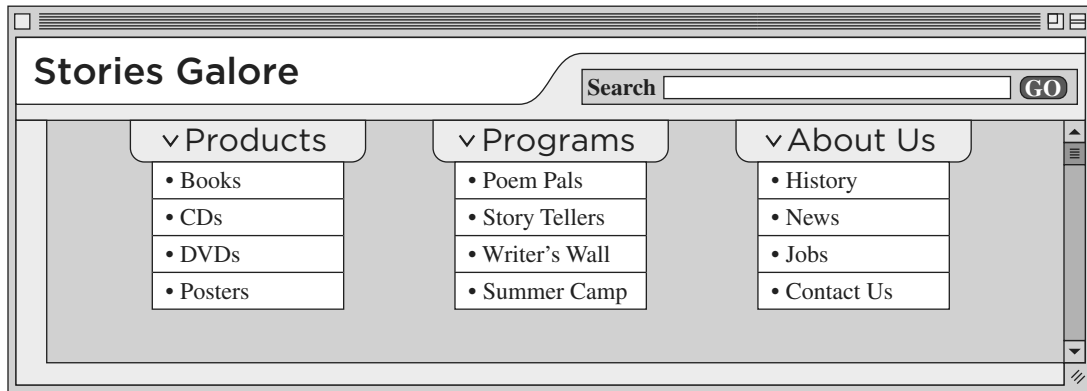
Scaffolded Support for Exercise 3 *Say: Look at the drop-down menu under About Us. Count the number of links shown.*

Scaffolded Support for Exercise 4 *Ask: What drop-down menu tells you more about the people behind the Web site? What links could you click in that drop-down menu?*

Answer Key: **1.** Products **2.** Summer Camp **3.** **4.** the History or News links under About Us

Using Drop-Down Menus

Look at the home page. Then complete the exercises.



1. What drop-down menu has a link to posters?

2. What is the last link under *Programs*?

3. How many links are under *About Us*?

4. Which link would you click on to learn more about Stories Galore?

TEXT FEATURES

Using Written Directions

TEACH/MODEL

Introduce Explain that **written directions** are steps that tell you how to make or do something. A **recipe** is an example of written directions. The steps are usually listed in order; sometimes these steps are numbered. Say: *The numbers help you follow the directions in the correct order.*

Work with children to create a simple set of written directions. For example, write on the board how to put on a jacket or a pair of mittens. Have children explain what is needed to complete the process (e.g., a jacket) and put the directions in the correct, numbered order.

Practice Reproducible Copy and distribute **Practice Reproducible C95**.

Read aloud the directions. Model reading the written directions with children. Then model using **text evidence** to answer this question: *What do you think the purpose is for this recipe?*

Think Aloud *First I'll read the title. I think this is going to tell me how to make a sandwich. I see the list of ingredients, or things I'll need to make the sandwich. The steps to making the sandwich are numbered. I know that it's important to do each step in the correct order. The purpose of this recipe is to provide written directions for making Tom's Turkey Sandwich.*

GUIDED PRACTICE

Have children partner-read the written directions. Then have partners work together to complete Exercise 1. Use the following support as needed.

Scaffolded Support for Exercise 1 Ask: *What would you need to slice the turkey and tomato? Why is it a good idea for an adult to use that?*

APPLY

Have children work individually to complete Exercises 2–4. If children need help, provide the following support. Discuss answers as a group

Scaffolded Support for Exercise 2 Say: *Look at step 4 in the recipe. What do you have to do before step 4?*

Scaffolded Support for Exercise 3 Say: *Reread step 5. Why is it important that the second piece of bread go on last?*

Scaffolded Support for Exercise 4 Say: *Reread steps 4 and 5. Think about what would happen if you did these steps out of order.*

Answer Key: **1.** To be safe, an adult should use the knife for slicing. **2.** Add the lettuce, tomato, and pickles after adding the turkey to one piece of bread. **3.** The last step is to add the second piece of bread on top. **4.** For the sandwich to turn out correctly, it's important to follow the steps in order.

Using Written Directions

Read the written directions. Then complete the exercises.

Tom's Turkey Sandwich

Ingredients: 2 pieces of bread, sliced turkey, tomato, lettuce, pickles

1. Ask an adult to slice the turkey and tomato.
2. Place one piece of bread on a plate.
3. Place the sliced turkey on top of the bread.
4. Put the tomato, lettuce, and pickles on top of the turkey.
5. Put the second piece of bread on top.

1. Why is it important to ask an adult to slice the turkey and tomato? _____

2. When do you put on the lettuce, tomato, and pickles? _____

3. What is the last step in this recipe? _____

4. Why should you follow the steps in order?

TEXT FEATURES

Using Interviews

TEACH/MODEL

Introduce Explain that an **interview** is a series of questions asked by one person and answered by another. The questions are used to gather information about a topic. Tell children that when they see an interview in a text, it might have a *Q* before the question that is asked, and an *A* before the answer to the question. Say: *The format for an interview makes it easy to know who is asking and who is answering the questions.*

Practice Reproducible Copy and distribute **Practice Reproducible C96**. Read aloud the directions. Model reading the interview with children. Then model using **text evidence** to answer this question: *What is the last question of the interview?*

Think Aloud *I can tell this passage is an interview. The format shows the word Question next to each question asked and the word Answer next to each answer given. This makes it easy to read and to know which answer goes with each question. I can read the entire interview to answer the question, or I can simply look for the word Question to find the last one! The last question is What is your favorite thing to do with students?*

GUIDED PRACTICE

Have children partner-read the interview. Then have partners work together to complete Exercise 1. Use the following support as needed.

Scaffolded Support for Exercise 1 Say: *Look for the question that asks what Mr. Chavez likes most about teaching. What is the answer? Underline the answer.*

APPLY

Have children work individually to complete Exercises 2–4. If children need help, provide the following support. Discuss answers as a group.

Scaffolded Support for Exercise 2 Say: *What did Mr. Chavez say was the hardest thing about teaching? Circle that answer.*

Scaffolded Support for Exercise 3 Say: *Reread each question. Then read the answer that goes with it. What would you like to know more about?*

Scaffolded Support for Exercise 4 Say: *Think about a person who is interesting to you. What would you like to know about that person?*

Answer Key: **1.** helping kids learn new things **2.** all the papers to grade
3. Sample Answer: I want to know more about why he became a teacher.
4. Answers will vary.

Using Interviews

Read the interview. Then complete the exercises.

Question: Mr. Chavez, when did you decide to become a teacher?

Answer: I knew when I was in high school.

Question: What do you like most about teaching?

Answer: I like helping kids learn new things.

Question: What is the hardest thing about teaching?

Answer: I have so many papers to grade!

Question: What is your favorite thing to do with students?

Answer: I like to read some of my favorite stories aloud.

1. Underline what Mr. Chavez likes most about teaching.
2. Circle what Mr. Chavez thinks is the hardest thing about teaching.
3. For what question would you like Mr. Chavez to give a longer answer? Why?

4. Who would you like to interview? Why?

GENRE

Folktale, Fairy Tale, and Fable

TEACH/MODEL

Introduce Explain that **folktales**, **fairy tales**, and **fables** are different kinds of stories. Say: A folktale is a made-up story based on the customs and traditions of a people or region. The events in a folktale may not happen in real life, but they may teach a lesson or explain how things came to be. A fairy tale is a story with magical characters and magical events. Fairy tales usually begin “Once upon a time.” A fable is a story with animal characters that act like people. It always teaches a lesson.

Academic Language Have partners recall known folktales, fairy tales, and fables. Discuss the **features** of each as a group.

Practice Reproducible Copy and distribute **Practice Reproducible C97**. Echo-read the first story with children. Model using **text evidence** to identify folktales, fairy tales, and fables. Also use this model as **Scaffolded Support** for Exercise 1.

Think Aloud *The story is about a wise girl who fools a bad king. It has been told for many years and has many versions. I don’t think this is a fairy tale because there is no magic. I don’t think it is a fable because the characters are not animals. Also, it does not tell you the lesson or moral. I’ll use what I’ve figured out to circle the words that tell what kind of story this is.*

GUIDED PRACTICE

Have children partner-read the second story. Then have partners work together to decide what kind of story it is. Use the following support as needed.

Scaffolded Support for Exercise 2 Say: *This story begins with Once upon a time. It has magic. Things happen that cannot really happen. What kind of story is this?*

APPLY

Have children work individually to complete Exercise 3. If children need help, provide the following support. Discuss answers as a group.

Scaffolded Support for Exercise 3 *This story has talking animals that act like people. There is a moral at the end of the story. What kind of story does this?*

Quick Check

Can children identify the features of a folktale, fairy tale, or fable?

If No → Help them identify the features of a known folktale, fairy tale, or fable.

If Yes → Assign children an appropriate folktale, fairy tale, or fable from your classroom library.

Answer Key: 1. folktale 2. fairy tale 3. fable

Folktale, Fairy Tale, and Fable

Read about each story. Then circle the words that describe the kind of story it is.

1. This story is about a clever girl who fools a greedy king. The story takes place long ago. The story is based on the customs and traditions of a people or region. It has many versions. It teaches a lesson.

Fable Folktale Fairy Tale

2. This story begins “Once upon a time.” In this story, a princess is told she must kiss a frog to find true love. She kisses the frog and it turns into a handsome prince. This story has magical things that cannot happen.

Fable Folktale Fairy Tale

3. In this story, a lion catches a mouse. The mouse tells the lion to let him go because someday he can help him. Later, the mouse saves the lion’s life. The moral is: Small friends can be a big help.

Fable Folktale Fairy Tale

GENRE

Myth and Legend

TEACH/MODEL

Introduce Explain that a **legend** is a story about a hero from the past. For example, Robin Hood was probably a real person, but the stories that are told about him are sometimes made up. Then explain that a **myth** is a made-up story that tells how something in nature came to be. Say: *A myth might explain how a turtle got its shell. Other myths tell about gods from olden times or magical creatures. These are all made-up stories.*

Academic Language Ask children for heroes of legends they may have seen in movies or on TV. Then have them retell a myth they may have read. Discuss.

Practice Reproducible Distribute **Practice Reproducible C98**. Echo-read “How Spiders Came into the World.” Model using **text evidence** to identify myths and legends. Also use this model as **Scaffolded Support** for Exercise 1.

Think Aloud *I'm not sure whether this is a myth or a legend. I know that legends tell stories about heroes. Myths tell how something in nature came to be. Myths can also tell about gods and goddesses. What does this story do?*

GUIDED PRACTICE

Have children partner-read “How Spiders Came into the World.” Then have them work together to complete Exercise 2. Use the follow support as needed.

Scaffolded Support for Exercise 2 Say: *Think about how you know a story is a myth or a legend. What features does this story have that all myths or legends have?*

APPLY

Have children work individually to complete Exercise 3. If children need help, provide the following support. Discuss answers as a group.

Scaffolded Support for Exercise 3 Say: *What is something in nature that you could explain in a myth? How would you tell that it came to be?*

Quick Check

Can children use text evidence to identify the features of a myth or legend?

If No → Have children identify the features of a known myth or legend.

If Yes → Assign children an appropriate myth or legend from your classroom library.

Answer Key: 1. myth. 2. It tells about a goddess, and it explains something in nature. 3. Answers will vary.

Myth and Legend

Read the story. Then complete the exercises.

How Spiders Came into the World

Long ago, there was a girl.

The girl was very proud of her weaving.

She thought she was the best weaver
in the world.

A goddess heard about the girl.

The goddess knew she was really
the best weaver.

The girl and the goddess had
a weaving contest.

The goddess won the contest, but she
was angry at the girl.

The goddess turned the girl into a spider!

That is how spiders came into the world.

1. Is this a myth or a legend?

2. Tell how you know that this is a myth or legend.

3. Think of a something in nature that you might explain with a myth.

GENRE

Realistic Fiction

TEACH/MODEL

Introduce Define **realistic fiction**: *a made-up story about events that could happen in real life.* Discuss the **features** of this genre: *Realistic fiction has **characters** and **settings** like those found in real life. The characters' actions, feelings, problems, as well as their **dialogue**, or spoken words, are like those of real people.*

Academic Language Have partners recall a **realistic fiction** story and tell how **features** such as **characters**, **dialogue**, and **setting** seem **realistic**. Discuss stories as a group.

Practice Reproducible Distribute **Practice Reproducible C99**. Choral-read "The Little Plant." Model using **text evidence** to decide if the setting is realistic.

Think Aloud *I'll look back to see where and when the action takes place. The story takes place in Peter's home. This is a place that could be in the world around us. So I know the setting is realistic.*

GUIDED PRACTICE

Have children partner-read "The Little Plant." Then have partners work together to complete Exercises 1–2. Use the following support as needed.

Scaffolded Support for Exercise 1 Say: *Characters are people in a story. Circle characters. Words a character speaks are called dialogue. Underline dialogue.*

Scaffolded Support for Exercise 2 Say: *Look back at the passage. What does Peter do when the leaves of his plant turn brown? Would a real person do that?*

APPLY

Have children work individually to complete Exercise 3. If children need help, use the following support. Discuss answers as a group.

Scaffolded Support for Exercise 3 Say: *Now find what Peter does to help his plant. Would a real person act that way?*

Quick Check

Can children use text evidence to identify the features of realistic fiction?

If No → Have children explain why the characters, setting, and dialogue in a realistic fiction story they have read are realistic.

If Yes → Assign children an appropriate story from your classroom library.

Answer Key: **1.** Circle characters, underline dialogue. **2.** Peter is worried about his plant. Yes, a real person would do that. **3.** Peter takes the worm outside. Yes, a real person might do this.

Realistic Fiction

Read the passage. Then complete the exercises.

The Little Plant

“Mom, can you come here?” said Peter.

Peter was in his room.

There he kept a little plant.

He was worried about it.

Once it had nice green leaves.

But they were turning brown!

Peter’s mom came in.

They looked at the plant.

“Look, I see a worm!” said Peter’s mom.

“Let’s take it outside,” said Peter.

Soon, the plant was healthy again!

1. Circle the names of characters.
Underline the dialogue.
2. How does Peter feel about his plant at the beginning of the story? Why? Would a real person feel like this, too?

3. What does Peter do about the plant? Would a real person do this, too?

GENRE

Fantasy

TEACH/MODEL

Review Fantasy is a made-up story about events that could not happen in real life. Discuss the **features** of this genre. Say: *Sometimes **characters** act in impossible ways. Sometimes the **setting** seems real, but sometimes it is unlike the real world.*

Academic Language Have partners recall an example of a **fantasy**. Discuss how the **characters, dialogue, setting,** and events make the story a **fantasy**.

Practice Reproducible Distribute **Practice Reproducible C100**. Read aloud the directions. Choral-read "Sophie and the Dragon." Model using **text evidence** to find the first impossible event in "Sophie and the Dragon."

Think Aloud *I'll read until I find the first impossible event. The beginning of the story seems realistic. Sophie could work in a castle, and she might be walking in the forest. Real people do those things. However, she hears a dragon crying. That is something that could not happen in real life. Now I know that I am reading a fantasy.*

GUIDED PRACTICE

Have children partner-read "Sophie and the Dragon." Then have partners work together to complete Exercises 1–2. Use the following support as needed.

Scaffolded Support for Exercise 1 Say: *The setting is the time and place in which a story takes place. Find words that tell where the story takes place.*

Scaffolded Support for Exercise 2 Say: *Look back at the passage to find the dialogue. Look for the characters that speak. Write which characters speak.*

APPLY

Have children work individually to complete Exercise 3. If children need help, provide the following support. Discuss answers as a group.

Scaffolded Support for Exercise 3 Say: *Look back at the passage to find something that could not happen in real life.*

Quick Check

Can children use text evidence to identify the features of fantasy?

If No → Have children identify the impossible events in a fantasy they know.

If Yes → Assign children an appropriate fantasy from your classroom library.

Answer Key: **1.** Underline: *One morning, the forest, the kitchen* **2.** Sophie, the dragon **3.** Sample answers: The dragon cries and speaks. The dragon has bad breath. The dragon follows Sophie's advice.

Fantasy

Read the passage. Then complete the exercises.

Sophie and the Dragon

Sophie lived in a castle.
She worked in the kitchen.

One morning, she was walking in the forest.
She heard someone crying.
It was a giant green dragon!

“What happened?” asked Sophie.

“I have bad breath!” said the dragon.

“Eat these leaves,” said Sophie.
(She knew lots about plants.)

“Do you need anything?” asked the dragon.
Now he helps light the fire in the kitchen.
And his breath smells very sweet!

1. Underline the setting of the story.
2. Which characters in this story speak? _____

3. What happens in this story that could not happen in real life? _____

GENRE

Play

TEACH/MODEL

Introduce Define a **play**: *It tells a story using what **characters** say and do.* Discuss **features** of the genre: *A play has a cast of characters, **dialogue**, and **stage directions**. Stage directions tell characters what to do and how to say lines.*

Academic Language Have partners share **plays** that they know. Discuss **characters**, **dialogue**, and **stage directions** as a group using academic language.

Practice Reproducible Copy and distribute **Practice Reproducible C101**. Read aloud the directions. Choral-read “Bo Peep’s Sheep.” Model using **text evidence** to find the character with the first line of dialogue.

Think Aloud *In a play, whenever a character’s name appears in bold letters followed by a colon, it means that the character is about to speak. So, I’ll start at the beginning and look for the first name that is in bold letters followed by a colon. Here it is, Bo Peep. So, Bo Peep has the first line of dialogue in the play.*

GUIDED PRACTICE

Have children partner-read “Bo Peep’s Sheep.” Then have partners work together to complete Exercises 1–2. Use the following support as needed.

Scaffolded Support for Exercise 1 *Say: Stage directions appear inside parentheses. Look for stage directions that tell Bo Peep how to say her first line.*

Scaffolded Support for Exercise 2 *Say: Find the sheep’s dialogue. Remember that a character’s name is in bold letters followed by a colon before dialogue.*

APPLY

Have children work individually to complete Exercise 3. If children need help, provide the following support. Discuss answers as a group.

Scaffolded Support for Exercise 3 *Say: Find stage directions that tell the sheep what to do. If they explain why Bo Peep cannot see the sheep, underline them.*

Quick Check

Can children use text evidence to identify the features of a play?

If No → Have children identify the features of a play that they know well.

If Yes → Assign children an appropriate play from your classroom library.

Answer Key: **1.** (sleepily) **2.** Baa! Baa! **3.** (they hide behind Bo Peep), (turns around, but sheep keep hiding)

Play

Read the play. Then complete the exercises.

Bo Peep's Sheep

Bo Peep: *(sleepily)* I'm so tired!
I'll sleep while my sheep eat. *(falls asleep)*

Sheep: Baa! Baa! *(they hide behind Bo Peep)*

Bo Peep: *(awake, worried)* Oh no!
Where are my sheep?
(turns around, sheep keep hiding)

There's a farmer!
(runs to farmer)
Help! I've lost my sheep!
(sheep laugh)

Farmer: Leave them alone. They'll come home!

1. Underline the stage directions that tell how Bo Peep's voice should sound when she speaks her first line of dialogue.
2. What do the sheep say? _____

3. Which two stage directions explain why Bo Peep cannot see the sheep? _____

GENRE

Poetry

TEACH/MODEL

Introduce Say: A poem uses **rhyme** or other sound patterns to express thoughts and feelings. Discuss genre **features**: A poem may have more than one **stanza**, or separate group of lines. Often, the last words in some lines of the poem rhyme.

Academic Language Remind children of a poem they all know, such as “Humpty Dumpty.” Have partners identify the number of **stanzas** in the poem, the number of **lines** in the stanza, and the words that **rhyme**.

Practice Reproducible Copy and distribute **Practice Reproducible C102**. Read aloud the directions. Choral-read “My Dream” with children. Then model using **text evidence** to find the number of stanzas.

Think Aloud *When I look at “My Dream” I see that there is a space between the first four lines of the poem and the next four lines. So, the first four lines are one stanza, or group of lines. I see that this poem has a space between each stanza. I’ll count the stanzas: one, two, three. “My Dream” has three stanzas.*

GUIDED PRACTICE

Have children partner-read “My Dream.” Then have partners work together to complete Exercises 1–2. Use the following support as needed.

Scaffolded Support for Exercise 1 Say: Reread the first stanza, and listen for the words at the end of the lines that rhyme. Now circle the rhyming words.

Scaffolded Support for Exercise 2 Say: Reread the second stanza, and listen for the rhyming words. Write the words that rhyme.

APPLY

Have children work individually to complete Exercise 3. If children need help, provide the following support. Discuss answers as a group.

Scaffolded Support for Exercise 3 Say: Recall the rhyming words in the first and second stanzas. Which lines are they in? Reread the third stanza. Which lines rhyme?

Quick Check

Can children use text evidence to identify the features of poetry?

If No → Help children identify the lines, stanzas, and rhymes in a familiar poem.

If Yes → Assign children an appropriate poem from your classroom library.

Answer Key: 1. Circled words: *night, light; me, see* 2. *bee, tree; course, horse*
3. first and third, second and fourth lines rhyme

Poetry

Read the poem. Then complete the exercises.

My Dream

I had a dream last night.
In it someone spoke to me.
When I turned on a light,
You won't believe what I could see!

I saw a bear shaped like a bee
And a bat with glasses, of course.
A fish was swimming in a tree,
And a hen was riding a horse!

They danced to the left and to the right.
They said, "No matter what you do,
Think of the fun we had tonight!
Remember, we're dreaming of *you!*"

1. Circle the words that rhyme in the first stanza.
2. Which words rhyme in the second stanza?

3. Which lines of each stanza rhyme? _____

GENRE

Nonfiction Article

TEACH/MODEL

Introduce Define a **nonfiction article**: *It tells **facts** and gives **information** about a **topic**.*

Academic Language Have partners recall a **nonfiction article** that they have read. Discuss examples as a group using academic language. Have them identify the **topic** of the article and share some **facts** and information from it.

Practice Reproducible Distribute **Practice Reproducible C103**. Read aloud the directions. Choral-read “Why Dogs Wag Their Tails.” Model using **text evidence** to answer the question: *What information does the article give about dogs?*

Think Aloud *At the beginning of the article, I read why dogs wag their tails. The first sentence tells that wagging is a way for dogs to talk or tell how they feel. It also says that dogs wag their tails to talk to people or to other dogs.*

GUIDED PRACTICE

Have children partner-read “Why Dogs Wag Their Tails.” Then have partners work together to complete Exercises 1–2. Use the following support as needed.

Scaffolded Support for Exercise 1 *Say: Reread the title. Look back at the passage. What is the passage mainly about?*

Scaffolded Support for Exercise 2 *Say: Look back at the passage. Find the fact that tells why dogs wag their tails.*

APPLY

Have children work individually to complete Exercise 3. If children need help, provide the following support. Discuss answers as a group.

Scaffolded Support for Exercise 3 *Say: At times, a dog might wag its tail when it is not happy. What does the article tell you about those times?*

Quick Check

Can children use text evidence to identify the features of a nonfiction article?

If No → Reteach this lesson, or help children to identify the topic, facts, and information in a nonfiction article of your choosing.

If Yes → Assign children an appropriate nonfiction article from your classroom library.

Answer Key: **1.** Underline: *Why Dogs Wag Their Tails* **2.** *It is the way they talk or tell how they feel.* **3.** *A dog might wag its tail when it is angry or frightened.*

Nonfiction Article

Read the passage. Then complete the exercises.

Why Dogs Wag Their Tails

Do you know why dogs wag their tails? It is the way they talk or tell how they feel.

Dogs talk this way to people or to other dogs. They wag their tails when they are happy or when they are excited about something.

Dogs might wag their tails to tell you they want to play. Sometimes dogs wag their tails when they may be angry or frightened.

1. Underline the topic of this nonfiction article.
2. Why do dogs wag their tails? Write the fact.

3. Why should you be careful before petting a dog that is wagging its tail? _____

GENRE

Biography and Autobiography

TEACH/MODEL

Introduce Define a **biography**: It tells the true story about the most important events in a person's life. Say: *An **autobiography** is the story of a real person's life told by the person whose life it is about.*

Academic Language Have partners recall a **biography** that they have read. Discuss examples as a group using academic language. Have children tell who the biography was about and list some important **events** in the person's life. Then ask children what facts they would include in their **autobiography**.

Practice Reproducible Copy and distribute **Practice Reproducible C104**. Read aloud the directions. Choral-read "Abraham Lincoln" with children. Then model using **text evidence** to answer this question: *When was Lincoln born?*

Think Aloud *I read a date at the beginning of the passage. I'll look in the first paragraph for a date. Here it is. I'll reread the sentence: Abraham Lincoln was born February 12, 1809. Now I know when Lincoln was born.*

GUIDED PRACTICE

Have children partner-read "Abraham Lincoln." Then have partners work together to complete Exercises 1–2. Use the following support as needed.

Scaffolded Support for Exercise 1 Ask: *Was this written by the person whose life it is about? What type of passage is this?*

Scaffolded Support for Exercise 2 Say: *Look back at the passage. Find the first important event that is mentioned. What is it?*

APPLY

Have children work individually to complete Exercise 3. If children need help, provide the following support. Discuss answers as a group.

Scaffolded Support for Exercise 3 Say: *Look for the year 1861 in the passage. Then reread the sentence that mentions 1861. What event happened in 1861?*

Quick Check

Can children identify the features of a biography or autobiography?

If No → Reteach this lesson, or help children to identify the important events in a biography or autobiography of your choosing.

If Yes → Assign a biography or autobiography from your classroom library.

Answer Key: 1. biography 2. born February 12, 1809 3. became president

Biography and Autobiography

Read the passage. Then complete the exercises.

Abraham Lincoln

Abraham Lincoln was born February 12, 1809.
He was born in Kentucky.
Abe did not go to school for long.
He loved books, though.

Abe did different jobs when he was young.
Then he became a lawyer.
He worked for the people.

Abe became president in 1861.
Soon a war began.
Then Abe worked even harder to help people.

1. Is this a biography or an autobiography?
Why? _____

2. What is the first important event in this
person's life? _____

3. What event happened in 1861? _____

GENRE

How-To Article

TEACH/MODEL

Introduce Define a **how-to article**: *It tells how to do or make something. It may include a **list** of items needed to complete the activity and give **instructions** as **steps**.*

Academic Language Have partners recall a **how-to article**. Discuss examples as a group using academic language. Have children tell what the article taught, the items needed, and whether the **steps** of the **instructions** were clear.

MODEL

Practice Reproducible Copy and distribute **Practice Reproducible C105**. Read aloud the directions. Choral-read "Potato Stamps." Model using **text evidence** to find what the how-to article is about.

Think Aloud *I remember that the beginning of this passage told me what the how-to article was about, so I'll reread the first sentence: Potato stamps are fun to make! The passage tells how to make potato stamps.*

GUIDED PRACTICE

Have children partner-read "Potato Stamps." Then have partners work together to complete Exercises 1–2. Use the following support as needed.

Scaffolded Support for Exercise 1 Say: *Reread the second sentence with me: You will need. How are those items shown?*

Scaffolded Support for Exercise 2 Say: *Order words help you figure out the order of steps. Find the order word that tells what to do first. Reread that sentence.*

APPLY

Have children work individually to complete Exercise 3. If children need help, provide the following support. Discuss answers as a group.

Scaffolded Support for Exercise 3 Say: *Find the sentence that mentions dipping the potato into the paint. Reread it to find out what you do next.*

Quick Check

Can children use text evidence to identify the features of a how-to article?

If No → Identify the items, steps, and instructions in another how-to article.

If Yes → Assign children an appropriate how-to article from your classroom library.

Answer Key: **1.** Circle words in bulleted list. **2.** Ask an adult to cut the potato in half. **3.** Press the painted potato onto paper.

How-To Article

Read the passage. Then complete the exercises.

Potato Stamps

Potato stamps are fun to make!
You will need:

- an adult and a knife
- a potato
- a pencil
- some paint
- paper

First, ask an adult to cut the potato in half.
Then, draw a shape on the potato.
Ask the adult to cut around the shape.
Next, pour the paint into a dish.
Dip the potato into the paint.
Finally, press the painted potato onto paper.

1. Circle the list of items you need to make potato stamps.
2. What is the first step in making potato stamps?

3. What do you do after you dip the potato into the paint? _____
