# Teacher's Resource Book 

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## Decodable passages

## Directions

The passages that follow contain words based on the phonics skills taught at this grade level. Use the passages to provide children with additional practice at identifying and reading words based on these skills. The key phonics concept is labeled at the top of each page. The passages are generally cumulative, so you may continue to review phonics skills previously taught.

An activity is provided at the bottom of each page. After children have read the passage on the page, have them complete the activity to extend their learning.


At Bat
Pam is at bat.
Pam hits the ball.
Pam will carefully pass the bat to Bill.
Bill will bat.
Bill hits the ball.
Where is it?
Sam has to bat.
Will Sam hit the ball?
Pam whispers to Bill, "Can Sam hit it far?"
Sam hits it far.


Circle the words that have a short $a$ sound.


Tag!
Jan ran to tag Tim.
Tim ran to tag Dan.
Tim is excited. He did not miss!
Jan, Tim, and Dan sat on a mat.
"Did I win?" asks Tim.
"You did!" says Jan.
Tim wins a pin as big as a pan!


## Tom Gets a Pet

Tom met six hens.
Tom met six pigs.
Tom met six pups.
The hens sit in the sun.
The pigs sit in the mud.
The pups sit on a rug.
Tom gets a pup for a pet. The pup runs and hops.
Tom enjoys his pet pup.


Underline the words that have a short e sound.


## Les Is on a Jet

Les gets on a jet.
He has a pen and a top.
Les sits with Jill. Jill has a bag with a pin.
Jill has a pin for Les.
Les shares his top with Jill.
He lets her spin the top.
The jet is hot. Jill gets a fan.
It is a lot less hot!

Underline the words that have a short e or o sound.


## Dad Saves a Cat

Jake's dad is in bed.
Jake has to wake him. A cat is in a well! "Wake up! Wake up!" says Jake to his dad.

His dad is a firefighter. He can save it.
His dad runs to the well.
He will use a rake to save the cat.
The cat is safe. Jake lets it sit in his lap.



## Ned in the Lake

Ned sits by a big lake.
The sun is very hot.
Ned can jump in the lake.
Ned can take his pet pup.
The pup can swim in the lake.
Ned and Pup jump and swim.
Ned can see Dave and Kate.
Dave and Kate jump in the lake.
Ned and Pup swim with Dave and Kate.


Make a list of words that rhyme with lake.


## Bike Ride!

Mike likes to ride his bike.
He will ride to his home on the lake.
Mike will ride up a hill. The ride is five miles.
It will take Mike a long time.
"Time to ride!" Mike yells.
Mike rides well and is not late.
;© Macmillan/McGraw-Hill
His mom has her arms open wide. She gives him
a hug.
"I made pancakes!" Mom says. "Time to dine!"


Write a story about Mike's bike.


## Game Time

Miles has a game with tiles. He likes this game.
He smiles.
It is a language game. His mom and dad sit on a mat.
They will play his game.
His game has lots of tiles. His mom takes tiles.
His dad takes tiles. Then he takes tiles.
Miles lines his tiles up on the mat.
Miles can not win all the time. He is nice when he does not win.


## Jove and Hope

Jove is a pup.
Hope is his mom.
Jove sits on Hope's lap.
Jove likes Hope a lot!
Hope takes a long nap.
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Jove pokes Hope with his big nose.
Hope gets up and gives Jove a big hug!


Circle the words that have a short o sound.


## A New Time Zone

Jan's home is in Rome. He will take a jet to
America.
He will be in a later time zone. He thinks he will like it.

Jan will ride a bike to a big lake.
He will take a cap, mitt, and bat.
Jan will play games like other kids.
"I will like it!" says Jan. "It will not be a bore. I will have fun."


## A Pine for Luke

Luke has a pine tree. It is big and wide.
It makes cones that hide its seeds.
로 Tom has a rose. It has six buds.
Tom gives it water so it will get big.
Tom ties his rose to a tube so it can stay up.
A pine and a rose like lots of water and sun.



## Jude's Tune

Jude's dad lets him play in the mud.
Jude has a tune he hums as he has fun in the mud.
"Can I make a tune about mud?" asked Jude.
"Yes, Jude, that is fine," his dad said.
Jude has a neighbor named Bud. He likes to hum, too.
Bud hums Jude's tune to his dad. "I like Jude's tune," said Bud.
"It is Jude's mud tune," said Dad.



A Slug on a Slope
Stan sat on a slope. He dug a hole in the wet mud.
"I see a slug-a big slug! It is a slug in the mud!" cried Stan.

His mom slid down the slope. She gave Stan a tube.
"Rescue the slug!" she yelled.
Stan put the tube in the mud. The slug slid in. "The slug will not get wet!" said Stan.
"I rescued him!"



## Spike's Slip

Drake is on a sled. A young pup slips and takes a spill.
Drake puts the pup on the sled. He gets a rope.
"I can pull the sled with the rope," says Drake.
"I will take him home and name him Spike."
Spike and Drake skip home. Drake's dad pets Spike.
"I will give you a bone. Then I will get a vet!" says his dad.


## Gail Is in Pain!

Gail is in bed. Gail is in pain! She may have a broken bone. She fell in a hole and cut her leg.
"Gail will be fine," said Dr. May. "But she must stay in bed and rest up."
"Stay still," said Gail's mom. "Stop! Do not slide your leg in bed!"

Gail gets lots and lots of mail. Gail will stay in bed and rest.



## Rain on a Sail

Fay's home is on a bay. She likes to sail with Dad in May and June.
On a Sunday in May, they set sail. Then the rain came.
Then the wind came. The wind cut the sail.
Dad had to tug on a rope.
Dad got them back to the bay.
Fay and Dad stay safe!
that are spelled with ay or ai.


## Light in a Hole

Ty spots a mole. It is in a hole. It does not like the light.
Ty will sit right by the hole. Might the mole come out at night?

Ty will rest. He will lie by the hole and wait for the mole.
"The mole peered out of its hole!" yells Ty. "It was
such a sight!"
Ty ties a light on a rope. He drops the rope in the hole.
"I do not spot the mole," he sighs.
"It may not like my light."



## Mike and Meg

High on a hill is a red fox named Mike.
Every fox recognizes Mike as a bright fox.
A fox might like Mike, but at night Mike
likes to fight.
His mom, Meg, likes to lie in the sunlight. "Stop,
Mike!" cried Meg. "Try not to fight. Stay by Mom
and lie in the sun!"
"Right," sighs Mike, "I will not
fight. Then I might be liked!"



## Joe Rows a Boat

Joe has a boat at home. He likes to row his boat in the moat around his home. His friend Bo will row with him. Dad will watch.

Joe puts on a uniform to row. "I row a lot," Joe tells Bo. "I row five times a day!"

Bo gets in the boat to help Joe row. "I know if I row I can stay fit," Joe tells
Bo. Joe and Bo get in the boat and row in the moat.


Write about what you would do if you had a moat by your home.


## Moe Mows

Moe has a job. He mows grass. Moe starts on the right and mows until the grass is low. "I mow day and night," says Moe.

Moe knows a girl named Jo who mows grass. Jo mows fast but does not mow at night. She mows a lot on Sunday.

Jo calls Moe. "Moe, I broke my toe!" Jo tells Moe.
"Can you mow for me?"
"Oh, no!" cries Moe. "I hope you get well fast. I will mow for you!"
Jo sits as Moe mows.



## Lee Tells Silly Tales

Lee likes to tell funny, silly tales. He tells tales about his dreams. Lee had a silly dream of a queen.

Nineteen green beans got stuck deep in the mud.
A queen sees the green beans and tries to free them from the mud. But the hill is too steep, and she cannot get to them. The queen tells a bee to get the beans. But the bee will not speak.
"Please, bee. I am too weak," weeps the queen.
The bee tells three fleas to help.
The queen, bee, and fleas get the beans. They eat the beans at a feast.
The beans are a yummy treat!


Write another tale that Lee would tell.


## Lady the Seal

Sally likes to sail on the sea. Sally plays with a seal named Lady. Lady's coat is wet and sleek.

Sally and Lady like to play hide-and-seek. Lady can leap high. Then she can dive deep into the sea to hide in the reeds.

Sally can see Lady float up to the top to breathe.
Sally waits until Lady peeks her nose up out of the reeds and squeaks a funny seal tune. "You do like to put on a show!" Sally says.
"You make it easy to play and
have fun."

Make up a funny seal tune that Sally might squeak.


## Good Rules

Rules are made to keep us safe. Staying out of the street is a good rule. Using a floating tube in the water is safe, too. Do not assume that a rule is made to make you mad.

When you are in someone else's home, try to follow the rules. You do not want to be rude! It is a good idea to follow rules in class, too. Your teacher wants you to keep safe. What rules must you follow?

Make a list of rules you should follow in the classroom.


## Bad Jude

Jude fell and cut his hand. His mom had
told him to be careful. She even repeated the swimming rule: "Do not run on the deck." Jude did not listen. He ran. The deck was wet and he cut his hand.

Dr. June told Jude, "I am going to put a bit of cream from this tube on your hand."

Jude was upset. "Will I be able to swim?" he asked.
"Yes, Jude. But not until you use up all the cream in this tube," said Dr. June.

Jude was not happy. But he will follow the rules from now on!


Write about rules you should follow at the pool.


## A Shell on the Shore

Thad found a big, thin shell. He got it on the shore. There is a chip in it.
"Who lived in this shell?" Thad asks. "I will share this with Jeff."

Thad runs to see Jeff. He shows Jeff the shell.
"Did it come from a ship?" asks Jeff. "No, I do not think so," says Thad.

Unable to tell when the shell came to the shore, Thad takes a guess.
"It has a chip in it but it is still white. I do not think it is ancient. Did a clam live in it?" Thad asks.
"Yes, I think so," says Jeff.



## Sheep and Goats

Chad likes to go to the farm. He can see a lot of sheep and goats. Dogs chase the sheep on the farm. That is their job.
Pat has a job at the farm. "I own nine sheep and five goats. I raise goats. I make cheese from the goat's milk," Pat tells Chad.
Chad thinks it's fun to have a job with sheep and goats. "Which job can I do?" asks Chad. Pat tells Chad that he can help shear the sheep's hair. The sheep's hair can be used to make sheets and coats. Chad stays and helps Pat.



## Rich the Chick

Seth will perform in a show. "You will see a chick that can do math!" yells Seth. "It is a play about a chick named Rich!"

Seth will be Rich the chick in the play. Rich is an odd chick. He lives by the lake with lots of fish. He likes to play ball and pitch. The chick can also do math. "Math is not bad," Rich the chick likes to say. "I do it each day!"

록 Rich must take a bath and dash up the path.
Rich sees a ranch with lots of sad chicks!
Rich must help these chicks. He must free the chicks and cut the chain. They will be free in a flash!


## Jill's Sash

Mitch makes clothes for shows. He gets cash to buy cloth.

Mitch is in a rush. He has to dash to a show. Jill has lost her red sash! "What a shame," says Mitch. "I ran out of red! I will make Jill a white sash."
But Mitch can not remember how to make the sash. "Just my luck!" he moans. "Did I stitch this up or down? I did not take notes!"
Mitch must rush the white sash to Jill. "I hope Jill will like it," he says. "I hope it will match."
Jill hugs Mitch when he ties on the sash. "This does match!" she cries. "What a day!" sighs Mitch.


Write about the show that Jill is doing.


## Chicks Can Scratch!

Stretch lives on Spring Street. He has dogs, cats, pigs, and chicks. Each day, Stretch puts a leash on his dogs, cats, and pigs. He takes them for a walk on Spring Street.

Stretch can not put his chicks on a leash. They get mad and scratch him! The chicks stay at home and strut around.

By ten, the dogs, cats, and pigs are home. So is Stretch. He then sprays the pens to clean them.
"Is it time for lunch yet?" asks Stretch impatiently. He feeds his animals scraps. Then he goes to his home to eat.



## The Scared Cat

Will has to paint the back steps. He scrapes the sides and then paints white stripes. As he paints, a stray cat snoops around the steps. Will sees that the cat is not walking well.
"Oh my!" yells Will. "Did you sprain your leg? Can I pick you up?" The cat is nearly out of Will's reach. The cat is scared. "Do not scratch," begs Will. "I will save you!"
Will strains to keep the cat in his arms. He takes the cat to the steps and feeds it milk. The cat laps it up and demands more. "Not yet, cat," says Will. "You need to rest!" Then Will and the cat take a nap.

Write about what
happens to the cat next.


## An Ape Named Marty

Marty is an ape. He needs to eat each day. Marty can go far from his home to seek food. He eats fruit, leaves, seeds, or a core. He also nibbles on corn.

For Marty, it is a bore to just sit. He likes to sort sticks and run. He likes to swing from his arm. Marty likes to lie under the stars. He likes to play and see the night sky. Marty likes to have fun!

Marty must stay far from cars. He needs to live in the forest where it is warm and safe. Marty is a kind ape!


## Bart Gets a Pet

Bart wants to have a pet. He will go and find a pet. But he needs to learn more about what kind of pet he can get.

After he reads about pets, Bart gets an idea. "I want a python!" he screams. "It can slide on my carpet." He will go and get this pet.

Bart darts out and sees Ned. Ned asks, "Bart, what pet will you get?"
"I will get a snake!" Bart tells Ned.
"Bart!" Ned cries. "Pythons hiss and hiss!"
Bart starts to think. "I think I will get a hamster instead!"

Write about a pet you would like to have.


## Arthur the Goat

Arthur is a goat. He was deserted by his herd.
"I do not need to go with a herd!" thinks Arthur.
"I will be fine without them."
He finds five yaks. He lives with them. Their names are Fern, Kurt, Bert, Wes, and Fay. Arthur
likes to eat wheat. He has a lot of fur but runs and hides when it freezes outside.
"I hate the snow!" Arthur moans. "I leave when the snow falls."
"Yes, Arthur, it is true. That is what you do!" say the yaks.

The yaks do not feel bad for Arthur. His fur is soft and keeps him very warm!


## Burt's Perch

Tate has a bird named Burt. Burt is red and lives with a cat named Sir. Sir likes to bother Burt. Tate will make a perch for Burt. That way, Burt will not get hurt.
"I will make you a red perch, Burt," says Tate.
"Do you like red?"
"I really like red!" yells Burt.
"Fine," says Tate. "I will get red paint and a stick and make you a perch."

Tate went shopping. He got paint and a stick. He made a perch for Burt.
"Nice perch, nice perch!" yells Burt. "Ha, ha, Sir!" "I am happy you like it," says Tate. Sir is not so happy!


Write about how
Tate might have made the perch.


## Should Brooke Cook?

Brooke stood by the stove. It was her turn to cook. Her sister did not think Brooke was a good cook. Brooke would show her! The hardest part so far had to be reading the cookbook.

So she took a fish from the brook and shook off the water. She had seen her dad cook a fish on a piece of wood. She took the wood and fish to the stove.

Then Brooke's sister ran into the house. "Did you cook?" she asked. Then she looked at what Brooke had made for dinner. Would she like the fish? She took a bit of it. Then she yelled, "Brooke can cook!"


Write about your favorite meal and who cooks it.


## A Look by the Brook

Ryan and his dad went to a brook and took a look.
"I see a hook!" yelled Ryan. "What can we do with it?"
They stood by the brook and looked at the hook.
"We can look for hidden treasures in nooks!" said Ryan.
"We can put the hook in the brook to look," said Dad.

Dad put one foot in the brook. He gave Ryan the hook. Ryan put it in the water and remained still.
"I got something!" he said. He had to tug, but the hook came up. A book was on the hook.
"That is a good book!" said Dad. "It looks like you own a lucky hook!"


## The Storm That Blew

Sue was chewing the stew that her mom made.
There was a big boom in the back room!
"Oh my!" said Sue. "The window blew shut.
There must be a lot of wind!"
Sue went to the back room and peered outside.
The sky was blue. Sue went back to eat the rest of her stew and drink her fruit juice. After she finished eating, she went to the back room again.
She peered outside. The sky was gray.
"Will it rain?" Sue thought. "I had better close
the windows. If there is a storm, it will not destroy my home!"
Sue closed the windows just in time. The rain started to fall hard when she closed the last one!


Write directions
to follow during a storm.


## Stew's Bruise

Stew has a new blue bruise on his arm. How did he get it? Stew's new car got stuck in the mud after a flood.

He did his best to move the car. His arm got stuck in the car's window. It just would not move! Then Stew's new car ran out of fuel. "I will have to push it!" exclaimed Stew. "The mud is preventing it from moving."

Stew got out of his car. He waded in the water. "Oh, no!" said Stew. "Why did it have to flood today?"

Stew pushed and pushed until his car was home. "My arm hurts from pushing," he said. Stew spotted a blue mark on his arm. "I got a bruise," he sighed. "I do not want to push my car again. That was no fun at all!"



## Paul and Dawn

Paul is a hawk. He lives in a tree near Mr. and Mrs. Sawtaw's home.

One day, Paul saw creatures crawl in the grass. Suddenly, he saw his daughter, Dawn, on the grass.
"Why are you down there?" asked Paul.
"I had time to explore!" said Dawn.
He swooped down and took her in his claws. "You must not sit on the lawn," yelled Paul. "You are a hawk," he said. "You need to stay in the trees!"
"I am sorry, Dad," said Dawn.
"You are a noble hawk," Paul said, "so you must
not squeak and squawk on the lawn. Do not cause me to get mad!"


Write about what Dawn did next.


## Tawny's Paw

In the city of Gawtin, there is a law about pets.
Cats and dogs can not be outside without their owners.

Tawny is a cat and belongs to Mrs. Pautil. Tawny likes to tiptoe out of the yard when Mrs. Pautil isn't watching!

Mrs. Pautil spotted Tawny outside this morning. "Bad cat!" said Mrs. Pautil. Then she saw that
Tawny's claw was bleeding. "You hurt your paw, you bad cat," said Mrs. Pautil.

She lifted Tawny up, and he wiggled to get loose.
She set him on the floor inside. "You are an indoor cat, Tawny!" she explained. "You can get hurt outside. You must be careful!"

With that, Mrs. Pautil cleaned Tawny's paw and let him go. Tawny lay down for a long nap!


Write about how to keep pets safe.


## Scowl the Owl

The town of Thousand Owls is dry. It has not rained in Thousand Owls for five years! There is not a flower anywhere in the town. But there are lots of owls! They sit outside the town hall.

One owl named Scowl always has a frown on his face. That is how he got his name. Scowl does not like Thousand Owls. "It is too dry!" he loudly complained one day. "I want to get out of here."

Scowl flew beyond Thousand Owls. It was wet and rainy. "I don't like it here either!" said Scowl. "It's too wet!"

Scowl flew to tell his mom. "Mom," he said, "let's get out of town. Let's go where it is wet part of the time and dry part of the time. We will have the best of both worlds!"



## Howling Sounds

Lisa lives in New York. Her dad just took her to Arizona. It is warm there all year round. When she came home, she told her classmates about her trip.
"It was very hot and dry there," said Lisa. "Some animals howl at night. They make loud sounds."
"Did you see snakes?" asked Ted. "Oh, yes!" exclaimed Lisa. "I saw lots of snakes. They are such outstanding creatures!"

Lisa's class asked to hear more. Just then, the bell sounded outside the school. "Not now," begged Lisa. "We'll be late for class! But after class, I will tell you what I found on my trip!"
Lisa and her classmates ran to school. They made it just in time!


## Mr. Moy's Toys

Mr. Moy makes toys. He has a toy shop on Boyer Street. Boys and girls like to visit Mr. Moy and see what he is making. A boy named Roy helps Mr. Moy make toys.
"It is a joy to make toys!" says Roy. "What are we making today, Mr. Moy?" he asks.

Mr. Moy grins. "How about a toy king?" he asks Roy. "We can gather foil and start to make him!"

Mr. Moy and Roy are happy. They set the king out in the shop for sale. "Will others know what it is?" asks Roy.
The boys and girls see the king and say, "That is such a royal king!" Mr. Moy and Roy grin. "It is indeed a royal king!" yells Roy with joy.


Write about a toy you would make with Mr. Moy.


## Troy Joins Joy

Joy is playing with her friends outside. Her brother, Troy, wants to join them. "Can I play with you?" he whines.
"Don't be so annoying!" says Joy. "You don't need to whine. We agree that you can join us. We are playing tag."
Troy jumps up and down. "I like tag! Can I be it?" he asks Joy. Jake says, "I want to be it, too."

Joy spots a coin. "We can flip a coin to see who will be it!" she says. Joy flips the coin and Troy wins.

Joy, Jake, and Troy play tag. Roy sees them playing and wants to join them. "Can I play, too?" asks Roy.
"Yes, you can! Join us!" says Joy. Joy,
Jake, Troy, and Roy play tag late into the day.



## Alissa's Job

Alissa is learning about jobs. She likes the idea that she can pick her job.

Alissa's teacher has asked the class to tell what job they want. It is Alissa's turn. "Alissa, what would you like to do?" asks Mrs. Rebba.
"I would like to travel!" exclaims Alissa. "I will go to China." Mrs. Rebba grins. "Alissa, a voyage is a good idea but China is so far away. Who will go with you?"
"I will go alone," says Alissa. "Then I will return to America and make cakes in a bakery."

Her class claps and claps. They like that idea!
"That is good, Alissa! And I will go visit
you in the bakery and watch you make cakes," says Mrs. Rebba.


Write about a job you would like to have.


## Yucca and Bananas for Pamela

Pamela likes plants. She is most interested in plants that she eats.
"Why don't you study about them?" asked Pamela's mom yesterday. "You can visit a farm or a library to learn more."
"That is a good idea!" said Pamela. "I can read about plants and then see them."

Pamela's mom called a farm nearby while Pamela went to the library. "There are so many books about plants!" Pamela exclaimed. She read about alfalfa, yucca, and bananas. When
Pamela got home, she had a lot to tell her mom.
Today, Pamela's mom is taking her to the nearby farm. The farm has vast fields for growing plants.
She will see bananas, yucca, and other plants, too. Maybe she will even get to eat them!


Write about other plants that we eat.


## Gnalla and the Wren

Gnalla has a garden. Yesterday, Gnalla worked in her garden. She knelt to cut plants and trim blooming flowers.

Suddenly, a wren swooped down and landed in the garden. "Little wren, what are you doing here?" asked Gnalla.

The wren stopped and looked at Gnalla. Then it began pecking at the dirt. "I know what you are doing!" exclaimed Gnalla. "You are eating gnats!" The wren looked at Gnalla again.

Gnalla got some seeds. She took the seeds and dropped them on the ground. "Here, little wren," she said. "Come and eat the seeds!"

Then Gnalla gave the wren some crumbs. "Tweet!" yelled the wren as it flew away. Gnalla grinned. "It is a sign that it will be a good day!" she said.



## Mr. Wrago's Wrench

Mr. Wrago owns a plumbing company. He helps people when the pipes around their homes don't work.

The phone rang. "Wrago Plumbing," he said when he picked up the phone.
"This is Mrs. Knop. I need help!" she wailed. "My sprinkler is leaking! I worked hard to stop it, but my thumb got numb and my muscles started to hurt."
"Don't fret, Mrs. Knop," he said. "I will be right there!" Mr. Wrago got into his plumbing van and drove to Mrs. Knop's house. Mrs. Knop met him in the driveway.

Mr. Wrago got his wrench and started to work. He put a rag over the sprinkler while he worked.
The rag got so wet, he had to wring it out!
When Mr. Wrago finished,
Mrs. Knop exclaimed, "Mr. Wrago's wrench saved the day!"



## Regis and Cindy's Spacecraft

Regis and Cindy like to play. "Let's make a fancy electric car that can fly to the moon!" said Cindy.
"Good!" exclaimed Regis. "First, use this pen to sketch the car. Then we can use the drawing to make a model of the car."
Cindy took the pen and began to draw. Since Regis wasn't drawing, she went to get supplies. "We need paper for the body of the car. We also need four circles for the wheels," he whined. "Can you help me?"
"Yes, I will help," said Cindy. She found a pile of round rocks. "These are circles. We can use these for the wheels."

Regis got red paint for Cindy. She painted the fancy electric car red and put the wheels on it.
"Let's go!" said Regis, jumping into the car. "To the moon we go!" Cindy yelled.


Regis and Cindy do on the moon.


## Brice in Space

When Brice gets older, he wants to be an astronaut. "I want to go to space," he told his teacher.
"That is a very good idea, Brice," said Mrs. Price.
"But you must study a lot before you can go to the moon! It is important to work hard now."
Brice grinned as he thought about what he does every day. He always listens in class and does his homework. He really enjoys reading books. He even visits a science center on weekends. He dreams of placing his feet on the moon and making footprints.
"Yes, it is important to study," Brice
said to Mrs. Price. "But I do not mind. I like to study, and someday I will walk on the moon!"


Write about a place you want to explore.


## A Smudge for Smidge

Marge is making fudge for a party. Marge needs a large amount since the party will be huge.

Marge went to fetch chocolate this morning. She came home to make the fudge. When she went to her pantry, she saw something strange. There had been a smudge of chocolate inside in the morning. Now, the chocolate was missing!
Shocked, Marge leaned on a ledge. "I put it in there just a while ago," she explained. "It should not have budged! Without the chocolate, there can be no fudge!"

Marge felt behind a ridge in the pantry. "Oh, no!" she yelled. Her dog,
Smidge, sneaked out of the pantry. His face was full of chocolate. Smidge licked Marge's face. "I forgive you. But what about my fudge?" she moaned.


## Midge's Picnic

"Let's have a picnic in the park by the bridge," said Midge. "We can get a whole range of food!" Midge's mom liked his idea.
"I will go to the market to get food," said his mom. "I can put it in the fridge at home until the party."

Midge stayed by the bridge to plan the picnic. He cleaned the picnic ledges and set out games. He arranged placemats on the ledges for a change of color. Then he called his friends.

His mom brought food and put it on the picnic ledges. "The rest is in the fridge at home. I will get it."

When his mom returned, Midge had finished setting up for the picnic. His friends came. "It is time to judge who can make their tummy bulge the most!" declared Midge, and they devoured the food.



## Princess Flair

Claire is writing a story about a princess named Flair.

Princess Flair had long hair. She spent most of her days sitting in a chair. She ruled the kingdom of Udair from her chair. Her large pair of princess slippers didn't fit well.

She had a magic wand in the shape of a star. One day, Princess Flair tripped on her princess slippers and fell down the stairs. "Oh, no!" she wailed. "I dare say I have a big cut on my arm!"

She was far from a doctor, so she waved her magic wand. "I wish for no scar and princess slippers that fit!" she whispered.
Suddenly, Princess Flair's slippers were just right, and her cut had vanished! The princess was so happy, she...

Claire stopped writing. "What should Princess Flair do next?" she wondered.
 Claire's story.


## Sar's Tar

Mark was given a journal. In it, he wrote about a make-believe city called Par.

In the land of Par, tar was rare. Every year, the people of Par searched for tar. Those who found tar made great things. Those who did not find tar had to wait until the next year.

The best tar finder was Sar. He found tar in strange places, like a lion's lair. Sar would put a jar by each place he went to look for tar. When he found tar, he would put it in the jar. Sar had searched for tar since he was little. He had memories of finding tar as a child.
He even remembered where he had found the tar!

Sar built roads with the tar. The people from Par loved Sar because he shared!



## Homer and Ameer

Homer and Ameer are peers in the same class. Homer and Ameer like to pretend that they lived long ago. "What do you think cavemen did?" asked Homer.
"I think they worked hard and played here and there," said Ameer.
Homer shook his head. "I think so, too. Let's pretend we are cavemen!" he said.

Homer and Ameer set up a cave in Homer's room. Then they began to play.
"Oh, dear!" exclaimed Ameer. "I am in fear! I see a big herd of animals headed this way."
Homer peered out of the cave they had made.
"Yes, I see the herd!" he said. "Let's run to the rear of the cave to stay safe."

Homer and Ameer went to the back of the cave. "Do you hear the herd on its way?" asked Homer. "No," said Ameer. "I think that noise is my tummy. I am hungry!"


Circle the words that end in er.


## Paneer Hears Thunder

Paneer is studying how people made music years ago. He has been reading about drums. Paneer has learned that some people played tambourines. These instruments make a sound like thunder.

Long ago, tambourines were made by stretching animal skin over a rim and stitching it in place. Then disks were put on the sides by the rim. The tiny disks hit each other when the tambourine was shaken. People still play the tambourine today. Tambourines can help keep the beat for singers.
Paneer wants to hear a tambourine. His music teacher shows him one.
He watches her shake the tambourine. Paneer taps it near his ear. It does sound like thunder!


## Dora's Wings

Dora likes to make things. She thinks of a thing to make and then she puts it together. Today, Dora was at the park. She saw a bird open its wings and soar.

Seeing this made Dora want wings, too. She went home and drew a pair of wings. Then she got more paper and drew herself soaring. "I will soar today!" said Dora.

It was time to make the wings. Dora used feathers for the tops of the wings. She used more feathers on the tips. Dora put on the wings and ran. She flapped her wings until she felt like she was soaring. "I am not a bore!" she yelled. "I can make wings and soar!"


Write three words that end in ore.


## Blair's Corn Planter

Henry Blair lived over one hundred years ago. He was an inventor, which means that he made new things. One thing he made was a corn planter.

Before Blair invented the corn planter, farmers had to put each seed in the ground. Blair thought it would be nice to have a machine do this fast. That is why he made a corn planter. He got a patent in 1834 for the corn planter.

The planter planted more than just corn. It also planted other seeds. Once farmers started using the corn planter, they did not have to lean over. Their backs were not sore!

Henry Blair was an important inventor. His corn planter has changed over the years. It has helped many farmers. Planters are used more and more every day!



## The Sire's Crier

"Sire! Sire, there is a fire!" yelled Yire. The king rolled out of bed. He was still sleepy.
"Tug on that wire, Yire," said the king as he pointed at the window. "Tell the town crier about the fire. Ask him to alert the town!"
"Yes, sire," said Yire. He tugged on the wire. The town crier came to the window.
"Crier, there is a fire. Tell the town this dire news!" yelled Yire.

The town crier ran to the hill and screamed. "A fire is in our town! Leave now!"

Many left right away. Others had to be

Soon, the town was empty. The king, Yire, and the town crier stood on the hill. The fire was put out quickly.
Before long, the town was as good as new. The crier had saved the day!
 Write about a day in the life of the king, Yire, or the town crier.

# Phonics 

Name
r-Controlled Vowels ire, ier;


## Kire's Tires

Kire has a tire shop. The name of the shop is Kire's Tires.

Kire can fix almost any tire problem. He can patch holes in tires. He can also pump air into them.

Lots of people bring their bikes and cars to Kire's Tires. Kire can fix any tire.

But Kire has too many tires to fix. He needs to hire a tire helper! He cannot endure so much work by himself!

Kire will make fliers to hand out about the job. Then he will talk to those who want to be his tire helper. Kire will look for people who can fix tires fast. He needs a good helper.

Kire hopes to hire a helper soon!


Write about Kire's

## Word Study

## Use the pages in this section to offer further practice with phonics, spelling, and word meanings.

Word-Building Cards ..... 66- lowercase and capital letter cards- use for phonics and spelling games and activities
Sorting with Students ..... 68- Dr. Donald Bear's suggestions for integrating wordsorts as part of word study
Spelling Word Cards. ..... 70

- reproducible cards for each week's words
- tested, review, and challenge words
- key words for sorting activities
Vocabulary Word Cards ..... 100- reproducible cards for each week's tested words- blank cards for additional words
Games ..... 130- Learning with Games - suggestions for games thatsupport word study strategies, dictionary skills, andcomprehension skills- boards, grids, spinners, and other ideas to customizefor your class
Sound-Spelling WorkBoard. ..... 143- reproducible black-and-white version for individual work- pictures for all letters and key phonics sounds
- three-, four-, and five-part sound boxes

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Sorting is an active part of word study. Here are tips to consider as you develop your word study program.

## Getting Started

- Make a copy of the sort for each student or pair. Increase the size of the copy to rid the page of the margin; this leaves less for students to cut.
- Students scribble distinctively on the back so that they recognize their chips.
- During independent work time, at their seats or in a station, students cut up the sort and place the chips in an envelope or plastic bag. Students can write their names on the fronts of the bags. Do not use instructional time for cutting up the word or picture sort.
- After cutting up the sort, students try it out; this is an "open sort." Observe how students sort before instruction to guide your pacing. Ask students to sort the words into several columns and to set aside unknown words.


## Instruction

Introduce the sort in small group. A few minutes of small group reading time is used for word study. This word study time is an opportunity to integrate phonics, spelling, and vocabulary.
Incorporate the following activities over several days. Spend just 10-15 minutes at any one time and pick up where you left off during the next small group lesson.
For each sort, use several key words to head the sorting categories. Also include an Oddball column for words or pictures that do not fit.

1) Check that students can read the words of the sort. Students must be able to read most of the words in the sort. Three or four unknown words are acceptable and are learned over the week. Choose an easier list and sort if too many words are unknown. Explain to students that you want them to read through the sort to make sure they can read the words or name the pictures.
When first sorting, model for students how to read through the words. Read the word cards in an "I know it; I don't know it" fashion. Put the known words in a pile in front of you; place the unknown words to the right. Show them how to count to three, and if they do not know the word, they place the unknown word card in, hopefully, a small pile to the right.
Ask students if they know the meaning of the words. You can teach several of the meanings over the week. If there are several unknown words, take the time to use them in a concept sort in which students sort the words into meaning categories, such as words that relate to animals, the landscape, and so on. Ask students to point to words that fit a category.
2) Teach four-step sorting in small group. When you show students how to sort, begin with an easier sort and teach students the four steps that they will follow with each sort. ${ }^{1}$

- Demonstrate. Show students how to sort by using the key words or pictures. Sort deliberately, and talk about what
${ }^{1}$ Bear, D.; M. Invernizzi; S. Templeton; and F. Johnston. Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction. (4 ${ }^{\text {th }}$ ed.) Columbus, OH: Merrill/ Prentice Hall, 2008.
you are doing as you compare the word or picture to the key words or pictures.
- Sort and check. Students sort individually or with a partner. Students read the words aloud as they sort and compare the words to the key words.
- Reflect. Ask students to explain to each other why they sorted the way they did. Guide students through a discussion of the principle and generalizations that underlie the sort.
- Extend. Repeated practice with the sort over several days is essential. Students enter the sort into their threering word study notebooks. They leave enough space to add related words that they find in Word Hunts when they go through the stories they have read. Students sort daily by themselves or with a partner. In their station activities they sort the words as part of a word study game.

3) Monitor and assess. To know when to go on or to continue studying the principle that underlies the sort, look for these aspects as students sort with you in small group.

- Accuracy in sorting. See if students sort the words in the correct columns.
- Fluency and speed in sorting. If students sort quickly and accurately, they are probably ready to move on to the next sort. Students who sort accurately and slowly benefit from more practice. They can continue to practice the sort. Set up a sorting station that contains sorts from the last three weeks.
- Reflection and use. See if students can explain the sort: "Why did you sort the way you did?" Look in students' first-
draft writing to see if they spell the sound or spelling pattern correctly in related words.


## Sorting at Different Instructional Levels

There are several considerations when sorting across instructional levels and grades.

- Students in the emergent and beginning stages of reading benefit from sorting by sound with pictures to focus on the way words sound alike at the beginning, middle, or end. For example, students consider how pairs of words sound alike: "I am going to say two words, tell me if they sound alike in the middle."
- Students in the beginning and the transitional levels sort by patterns in words. Begin to explain how patterns are related to sound. Look across vowels to find patterns. For example, ask students: "Look for long $a$ and long o words that have the CVVC pattern as in nail and coat."
- Students in the intermediate levels study the meaning patterns within words. They study the meaning and spelling of prefixes, suffixes, and roots. Grammar ties in here as different suffixes are often related to grammatical functions; e.g., the -tion suffix turns a verb into a noun. Word histories and word roots are an important focus. Students study words deeply using paperback etymologies such as these two favorites: Funk, W. Word Origins: An Exploration and History of Words and Language. NY: Wings Books, 1950.
Hoad, T. F. The Concise Oxford Dictionary of
English Etymology. NY: Oxford University
Press, 1993.































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© Macmillan/McGraw-Hill
sincerely

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accident enormous
attention obeys
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## Learning with Games

## What's the Ending?

## Materials

S-shaped board (p. 135)
Cards (p. 137)
4-part spinner (p. 133)
game markers
pencils
Skill: word endings
Prepare: This game is for two players. Use the S-shaped board. Write begin in the first square and end in the last square. In the remaining squares, alternate writing the endings -s, -ed, and -ing.

Write spelling words on the cards. Use verbs, such as chase, watch, and carry.

Players also use the four-part spinner. Write in the numbers $0,1,2$, and 3 .

Play: The first player spins the spinner and moves his or her marker that number of spaces. Then that player chooses a word card and says, then spells, the word with the ending the marker landed on. Players miss a turn by spinning a 0 or by spelling the word and ending incorrectly. The first player to get to the end is the winner.

## Time for Order

## Materials

old magazines and newspapers
Cards (p. 137)
scissors
glue
timer

## Skill: alphabetical order

Prepare: This game is for two players. Have players find and cut out interesting words from old magazines and newspapers. Have players glue each word on a card. Each player needs eight words.

Play: The first player must put all of the word cards in alphabetical order. The second player times the first as he or she organizes the words. The players then switch roles. They compete to alphabetize the words the fastest.


## Antonym Tic-Tac-Toe

## Materials

Tic-Tac-Toe grid (p. 138)
pencils
Skill: antonyms
Prepare: This game is for two players. Use a Tic-Tac-Toe grid. Have players fill in the grid with vocabulary words.


Play: To begin, a player reads one word on the grid and names an antonym for that word. If correct, the player writes an X or an O in the space on top of the word. Players take turns until one player gets three Xs or Os in a row horizontally, vertically, or diagonally.

## Word Maker

## Materials

Word Wheel or Slip Strips (p. 136, p. 141)

Cards (p. 137)
paper bag
pencils
Skill: prefixes
Prepare: Write the following prefixes on word cards: anti-, dis-, in-, im-, over-, mis-, pre-, re-, and un-. Fold the cards and place them in a paper bag.

Give each player a word wheel or slip strips. (If using slip strips, copy the squares several times so that players can construct strips with eight or twelve squares.)

Play: Each player chooses one prefix from the bag and writes it on the inside circle of their word wheel. On the outside of the wheel, have players come up with as many root words as possible that work with their chosen prefix. Players may want to refer to a dictionary for more word suggestions. (For Slip Strips, write the prefix on the rectangular card and root words on the squares.)

Same and Different

## Materials

4-part spinner (p. 133)
pencil
crayons
paper

## Skill: compare and contrast

Prepare: Two players are needed for this game. Give each pair a blank spinner. Ask them to color each part a different color then alternately label Compare or Contrast.

Play: Explain to players that they will be comparing and contrasting themselves in this game. The first player spins the spinner. If he or she lands on Compare, then the two players talk together to find something they have in common. If he or she lands on Contrast, then they talk to find how they are different. Have players record their discoveries on paper.

For a more advanced version of the game, choose topics from stories and literature for players to compare and contrast.

## Put it Together

## Materials

Puzzle Pieces, two pieces (p. 142)
plastic bags
timer

## Skill: compound words

Prepare: Players need five copies each of the puzzle pieces with two interlocking pieces. Ask them to write five different compound words with the first part of the word on the first puzzle piece, and the second part of the word on the second puzzle piece. You may want to suggest compound words to use, such as schoolhouse, dollhouse, grasshopper, uproot, grassland, raincoat, and inchworm.

Players then cut out their puzzle pieces and place them in plastic bags.
Play: Have players exchange their bag with another player. Set the timer at one minute. Challenge players to build all five of their partner's compound words in a minute. Continue by having players exchange with other players in the classroom.


## Medial Sound Bingo

## Materials

$5 \times 5$ grid (p. 140)
Spelling Word Cards (pp. 70-99) game markers

Skill: listening for long vowel medial sounds

Prepare: Each player needs a $5 \times 5$ grid. Above the first row, players write the following medial sounds: $\overline{\mathrm{a}}, \overline{\mathrm{e}}, \overline{\mathrm{i}}, \overline{\mathrm{o}}, \overline{\mathrm{u}}$. Players create their own bingo card by listing spelling words that have the same medial sound under each column. Have available the Spelling Word Cards for reference.

Play: Use the Spelling Word Cards to play bingo once players have filled in their grids. Remind children that the winner is the first player to get five game markers in a row vertically, horizontally, or diagonally. For a shorter game, use the $4 \times 4$ grid and four medial sounds.

| $\overline{\mathrm{a}}$ | $\overline{\mathrm{e}}$ | $\overline{\mathrm{o}}$ | $\overline{\mathrm{u}}$ |  |
| :---: | :---: | :---: | :---: | :---: |
| cape | eat | five | hope | cube |
| bake | seek | nine | rose | rude |
| rake | mean | side | grow | dude |
| ate | queen | pine | cone | rule |
| made | need | hike | rope | fume |

## What Do You Mean?

## Materials

Oval or S-shaped board (p. 134, p. 135)
4-part spinner (p. 133)
game markers
dictionary
Skill: multiple-meaning words
Prepare: Organize players into groups of four. Give each group a copy of the oval board, which may be copied at a larger size if desired, and a 4-part spinner numbered 0 , 1,2 , and 3.

First place a star in one of the squares to mark the beginning and ending. Have the group fill in the remaining squares with multiple-meaning words such as scratch, beam, signing, uniform, coach, watch, principal, trust, safe, foreign, patient, settled, burst, stage, peer, figure, enclosure.

Play: The first player begins the game by spinning the spinner to see how many spaces to go. The player reads the word he or she landed on and names one meaning of the word. As the game continues, if other players land on the same word, they must give another meaning for the same word. Players may want to keep a dictionary at hand to check definitions. The first player to reach the star is the winner.

The S-shaped board can also be used for this game. Write begin in the first square and end in the last square, and then write multiple-meaning words in the remaining squares.

Spinners


Oval Game Board.


Games

S-shaped Game Board


## Word Wheel

I. Cut out and complete each wheel.
2. Attach small wheel on top of large wheel with a brad.

## Cards



Tic-Tac-Toe

|  |  |  |
| :--- | :--- | :--- |
|  |  |  |
|  |  |  |
|  |  |  |

Games

4x4 Grid


5x5 Grid


Slip Strips


Puzzle Pieces


## $\therefore \stackrel{1}{0}$





## Additionol titeracy support

Use the pages in this section to support reading comprehension, writing, listening, and speaking activities.
Rhymes and Chimes ..... 146- illustrated poems that support phonemic awareness
Reader Response Sheets ..... 176- forms for fiction, non-fiction, and poetry
Book Talk ..... 179- forms for conducting Book Talks in small groups
Writer's Checklists ..... 185

- checklists for use with Unit Writing activities
Proofreading Marks ..... 191- common proofreading marks to post or hand out
Writing Frames ..... 192- forms to organize writing about Time for Kids selections
Short-Answer Reading Rubric ..... 198
- rubric for Show What You Know short-answer questions
Writing Rubrics ..... 199- four- and six-point rubrics
Anchor Papers ..... 209- writing samples with explanations of scoring
Picture Prompts ..... 233- writing prompts with illustrations and photos
Theme Project Checklists ..... 240- student checklists for the Unit Theme Projects
Listening and Speaking Checklist ..... 243- list of listening and speaking behaviors to post
$\qquad$


$$
\begin{aligned}
& \text { Who Is That? } \\
& \text { Who is that? } \\
& \text { It's a very fat cat. } \\
& \text { It's a dog with a hat. } \\
& \text { It's a very big bat! } \\
& \text { Who is that? } \\
& \text { It's Mom and Dad! }
\end{aligned}
$$


Phonemic Awareness: short /a/

II! $\mathrm{H}-\mathrm{MD}$ -


Phonemic Awareness: short /a/

Name

© Macmillan/McGraw-Hill
Brad the Crab has just one trick.
And that's okay with me.
When I grab for Brad the Crab,
He grabs right back at me.

Phonemic Awareness: blends /br/, /kr/, /gr/, and /tr/
$\qquad$
Skunk and Chipmunk

II!H-MDภ〇כW/UDII!யכDW ©
Hot Spot!
Hot spot! Hot spot!
Can you rhyme, or can you not?
I can rhyme, but I forgot.
Help me make a rhyme for spot.
Phonemic Awareness: short /o/



A Cub Scout's
Shout, shout,
Shout it out!
Today is the birthday
Of this Cub Scout.
His face has a smile,
Not a pout!
Phonemic Awareness: /sh/ and /th/
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The Bug and the Slug
Look at the bug.
Look at the slug.
Run, run, run.
The slug ran on a rug.
Chug, chug, chug.
The bug dug and dug.
Phonemic Awareness: rhyme and short/u/

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## May I?

May I? Please?
May I go with Dad
May I sleep tonig
May I bake a gin
May I? May I? May

Jake the Snake
Jake the Snake
Was not quite awake,
When he made a mistake
And curled up around a rake


Phonemic Awareness: /sn/sn-
Mom's Socks
When Mom sewed white socks,
stitch, stitch, stitch,
they made her two feet
itch, itch, itch.

Phonemic Awareness: rhyme, /ch/, and /hw/
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The Missing
Who stole the goose's
When was it taken?
What was the time?
Goodness! Gracious!
What a crime!
Phonemic Awareness: long /ī/

Name
It's Spling
I say, "It's spring!
Lett's go to the stream!
Let's jump and splash
and scream!"
Phonemic Awareness: triple-consonant blends /skr/, /spl/, /spr/, and /str/
II! $\mathrm{H}-\mathrm{MD}$.
$\qquad$
© Macmillan/McGraw-Hill
The Dragon Spoke
With a puff of smoke,
The Dragon spoke.
"Tell me a strir!
Tell me a joke!"
Phonemic Awareness: /ō/ o_e

Name
A Tune in June
One day in sunny June,
I learned to play the flute.
I played a happy tune
While my teacher played the


II! $\mathrm{H}-\mathrm{MD}$.
$\qquad$
Phonemic Awareness: long / $\overline{\mathrm{a}} /$

## Dog

Carefree
My
My dog
He gree
So don
He is re
And he

II!H-MDגפכW/upII!யכDW ©
© Macmillan/McGraw-Hill

$\qquad$

## Cold <br> the <br> . <br> Out

I go out in the cold
To watch the snowflakes float. I hold out both my hands, But they land upon my coat! Phonemic Awareness: long / $\overline{0} /$

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## Dwight the Knight

$$
\begin{aligned}
& \text { Dwight the Knight } \\
& \text { Was afraid he might } \\
& \text { Meet a wild monster } \\
& \text { And have to fight. } \\
& \text { Did he try one night? }
\end{aligned}
$$


$\qquad$

If I Saw an Alligator
For my part,
If I saw an alligator
With teeth so sharp,
I'd say I was busy
And quickly depart!

Phonemic Awareness: r-controlled vowel /är/
$\qquad$
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$\qquad$
Covered with Dirt

$$
\begin{aligned}
& \text { Look at my shirt! } \\
& \text { Look at your skirt! } \\
& \text { First, we fell in a puddle, } \\
& \text { Now, we're covered with dirt. }
\end{aligned}
$$



I! $\mathrm{H}-\mathrm{MD}$.
II!H-MDıפכW/идI!!шכDW ©
No Water to Be Found The river is down
To a muddy brown.
How is water to be found?
No water in any house!
No water in any town!
How is water to be found?


Name


A Little Look
My teacher says
I'm good, you see,
So now I'll take
a little look
Inside this book
in which I could
Draw pictures of
my family!

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Phonemic Awareness: variant vowel /ü/
My Pup Paul

Birthday Boy
\[

$$
\begin{aligned}
& \text { Point him out, } \\
& \text { The birthday boy! } \\
& \text { We all brought gifts } \\
& \text { We hope he'll enjoy. } \\
& \text { Happy birthday, } \\
& \text { Edward Roy! }
\end{aligned}
$$
\]

Name

## Reader Response

Title of Book: $\qquad$
Author:

How did you like this book? Circle a face.


Disliked


Response: Draw a picture of a new cover for this book. Include the story title and author on the cover.
$\square$

Name

## Reader Response

Title of Book: $\qquad$
Author:

How did you like this book? Circle a face.


Okay


Disliked


Response: Draw a picture of what you learned. Label your picture.
$\square$

Name $\qquad$

## Reader Response

Title of Book: $\qquad$
Author: $\qquad$

How did you like this book? Circle a face.


Disliked


Response: Choose three words that you liked in the poem.
Draw a picture of how you feel those words look.
$\square$

## Book Talk Roles

## Leader

- Remind each member of his or her role.
- Make sure each person asks a question.
- Make sure each person answers a question.


## Word Finder

- Find 3 or 4 interesting words from what you read.
- Write down the word and what it means.
- Write the page number to find the word.


## Summarizer

- Summarize what you read.
- Tell the most important parts of the story in order.


## Illustrator

- Pick your favorite part.
- Draw a picture of your favorite part.
- Tell why you picked that part.

Create your own roles.

## Book Talk

# Steps in a Book Talk 

## 1) Summarize the story.

Talk about interesting words you found.
(3) Talk about the book. Take turns asking questions. Take turns answering questions.

Illustrate your favorite part. Tell why it is your favorite part.

Work with your group to create more steps to your Book Talk. You can write a letter to the author telling what you liked about the book.

## Rules for your Book Talk

1. Talk about the book.

Take turns speaking.
Take turns listening.
Ask the speaker questions to find out more.

Tell the group why you agree or disagree.

Create your own rules with your group.
Make a Book Talk Rules poster.

## Book Talks for Fiction

Read your book.
Write questions in your journal.
Write answers to your questions.
You can use some of these questions.

- How can you tell what the genre is?
-Who are the main characters?
- Where does the story take place?
- What is the problem?
- What is the solution?

What do you want to tell your group about the book? Write your ideas in your journal.


## Book Talks for Nonfiction

Read your book.
Write questions in your journal.
Write answers to your questions.

## You can use some of these questions.

- How can you tell what the genre is?
- What is the main idea?
- What facts did you learn?
- What other questions do you have about the topic?
- Where can you look for more information?

What do you want to tell your group about the book? Write your ideas in your journal.


## Book Talks for Persuasive Writing

Read your book.
Write questions in your journal.
Write answers to your questions.
You can use some of these questions.

- How can you tell what the genre is?
- Why did the author write this book?
- Do you agree with the author?
- What other questions do you have about the topic?

What do you want to tell your group about the book?
Write your ideas in your journal.

$\qquad$

# My Writer's Checklist <br> <br> Personal Marrative 

 <br> <br> Personal Marrative}
$\checkmark$ Put a check by the items you completed.

| $\square$ | Do I tell a true story about something that happened <br> in my life? |
| :---: | :--- |
| $\square$ | Do I write in the first person? |
| $\square$ | Do I include details about my personal feelings? |
| $\square$ | Do I tell the events in sequence? |

What did I do well in my writing?

1. $\qquad$
2. $\qquad$

What will I change when I revise this work?

1. $\qquad$
2. 

Teacher: The main character can be the child in first person. See also Proofreading Marks, page I91, and Writing Rubrics, pages 199-208.
$\qquad$

# My Writer's Checklist How-fo Article 

$\checkmark$ Put a check by the items you completed.

| $\square$ | Do I inform the reader about how to do something? |
| :---: | :--- |
| $\square$ | Do I tell steps in an order that makes sense? |
| $\square$ | Do I use clear details? |
| $\square$ | Do I offer accurate information? |

What did I do well in my writing?

1. $\qquad$
2. $\qquad$

What will I change when I revise this work?
I. $\qquad$
2. $\qquad$

Teacher: See also Proofreading Marks, page 191, and Writing Rubrics, pages 199-208.
$\qquad$

## My Mriters Checkist Persuasive Lełter

$\checkmark$ Put a check by the items you completed.

| $\square$ | Do I express my opinion? |
| :---: | :--- |
| $\square$ | Do I use convincing language and persuasive <br> statements? |
| $\square$ | Do I use precise words? |
| $\square$ | Do I include reasons and examples to support my <br> opinions? |

What did I do well in my writing?
I. $\qquad$
2. $\qquad$

What will I change when I revise this work?

1. $\qquad$
2. 

Teacher: The main character can be the child in first person. See also Proofreading Marks, page I91, and Writing Rubrics, pages 199-208.
$\qquad$

# My Writer's Checklist <br> Expository Writing 

$\checkmark$ Put a check by the items you completed.

| $\square$ | Do I write using my own words? |
| :--- | :--- |
| $\square$ | Do I include the main idea about my topic? |
| $\square$ | Do I support the main idea with facts? |
| $\square$ | Do I support the main idea with details? |

What did I do well in my writing?

1. $\qquad$
2. $\qquad$

What will I change when I revise this work?
I. $\qquad$
2. $\qquad$

Teacher: See also Proofreading Marks, page 191, and Writing Rubrics, pages 199-208.
$\qquad$

# My Writer's Checklist <br> Realistic Fiction 

$\checkmark$ Put a check by the items you completed.

| $\square$ | Do I tell a made-up story that could happen in <br> real life? |
| :---: | :--- |
| $\square$ | Do I use made-up characters? |
| $\square$ | Do I create a plot that includes a beginning, middle, <br> and end? |
| $\square$ | Do I create a plot with a problem and a solution? |

What did I do well in my writing?

1. $\qquad$
2. $\qquad$

What will I change when I revise this work?

1. $\qquad$
2. 

Teacher: The main character can be the child in first person. See also Proofreading Marks, page I91, and Writing Rubrics, pages 199-208.
$\qquad$

# Compare-and-Contrast Article 

$\checkmark$ Put a check by the items you completed.

| $\square$ | Do I tell how two things are alike and different? |
| :---: | :--- |
| $\square$ | Do I organize details in a logical order? |
| $\square$ | Do I use compare-and-contrast words, such as <br> both and unlike? |

What did I do well in my writing?

1. $\qquad$
2. $\qquad$
What will I change when I revise this work?
I. $\qquad$
3. $\qquad$

Teacher: See also Proofreading Marks, page 191, and Writing Rubrics, pages 199-208.

# Proofreading Marks 

$\bar{\equiv}$ Make a capital letter. $\quad \underline{\underline{\underline{w}}}$ went to the park.
/ Make a small letter.
$\odot$ Add a period.
(SP) Check spelling.
$\Lambda$ Add.

I Take out.

व New paragraph

The fish were jumping $\odot$

The sky was beuatiful.
(5)

Thenate lunch.
$\Lambda$
The tafl trees were very tall.

Tl The town seemed busy and noisy after our day at the park.

## Description Writing Frame

## Summarize Family Farm - Then and Now.

 Use the Description Writing Frame below.Family farms have a long and interesting history in the United States.

One interesting fact about how farming began in the United States is $\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
An interesting fact about family farms today is $\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$

Rewrite the completed summary on another sheet of paper. Keep it as a model for writing a summary of an article or selection using this text structure.

## Description Writing Frame

Summarize A Tall Tale. Use the Description Writing Frame below.

The San Jacinto Monument memorializes an important moment in Texas history.

One interesting fact about the San Jacinto Monument is
$\qquad$
$\qquad$
$\qquad$
$\qquad$ .

Another interesting fact about the San Jacinto Monument is
$\qquad$
$\qquad$
$\qquad$
$\qquad$ .

Rewrite the completed summary on another sheet of paper. Keep it as a model for writing a summary of an article or selection using this text structure.

## Compare/Contrast Writing Frame

## Summarize Music of the Stone Age. Use the Compare/Contrast Writing Frame below.

Both music today and music long ago are the same in some ways. They are the same because $\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
However, in other ways music today and music long ago are different. They are different because $\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
So, music today and music long ago have both similarities and differences.

Rewrite the completed summary on another sheet of paper. Keep it as a model for writing a summary of an article or selection using this text structure.

## Sequence Writing Frame

## Summarize A Trip to the Emergency Room.

Use the Sequence Writing Frame below.
When you are sick or injure yourself, you sometimes have to go to the emergency room.

The first person you see is $\qquad$ . That person $\qquad$
$\qquad$
$\qquad$
$\qquad$
Next, you see $\qquad$ . That person
$\qquad$
$\qquad$
$\qquad$
Finally, you see $\qquad$ . That person $\qquad$
$\qquad$
$\qquad$
$\qquad$ .

All these people work together to help the sick and injured.

Rewrite the completed summary on another sheet of paper. Keep it as a model for writing a summary of an article or selection using this text structure.

## Description Writing Frame

## Summarize Meet the Super Croc. <br> Use the Description Writing Frame below.

The super croc is an interesting animal.
One interesting fact about this animal is $\qquad$
$\qquad$
$\qquad$
A second interesting fact about this animal is $\qquad$
$\qquad$
$\qquad$
A third interesting fact about this animal is $\qquad$
$\qquad$
$\qquad$
A fourth interesting fact about this animal is $\qquad$
$\qquad$
$\qquad$

Rewrite the completed summary on another sheet of paper. Keep it as a model for writing a summary of an article or selection using this text structure.

# Problem/Solution Writing Frame 

Summarize A Way to Help Planet Earth. Use the Problem/Solution Writing Frame below.

One of Earth's biggest problems is trash. Trash comes from $\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
To solve this problem, $\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
To recycle, people $\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
Recycling is one way to make a big difference in solving our planet's trash problem.

Rewrite the completed summary on another sheet of paper. Keep it as a model for writing a summary of an article or selection using this text structure.

## Shortanswer Reading Rubric

| Score | Description |
| :---: | :--- |
| 3 | An exemplary response gives an interesting and detailed <br> response strongly supported by text evidence. |
| 2 | A sufficient response gives a clear and reasonable response <br> supported by text evidence. |
| 1 | A partially sufficient response gives a reasonable but vague <br> response weakly connected to text evidence. |
| 0 | An insufficient response does not respond to the question. |

Evidence may be specific words from the story or a retelling.
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| Excellent |  | 3 | Good | 2 |
| :--- | :--- | :--- | :--- | :--- |


| Mritine iutoric |  |  |  |
| :---: | :---: | :---: | :---: |
| (4) Excellent | 3 Good | (2) Fair | (1) Unsatisfactory |
| - offers clear, easy-to-follow how-to instructions <br> - explains steps in a logical order that flows <br> - uses complete sentences that flow <br> - has a personal voice and an inviting, unique tone <br> - is free or almost free of errors <br> - is easy to read | - offers clear instructions <br> - explains steps in a logical order <br> - uses complete sentences that mostly flow <br> - has a personal voice and unique tone <br> - has minor errors <br> - is mostly easy to read | - attempts an explanation, but lacks details <br> - presents steps out of order <br> - uses complete sentences <br> - has difficulty expressing an inviting tone <br> - has many errors <br> - has some areas that are hard to read | - does not provide an explanation <br> - is not organized <br> - has incomplete and run-on sentences <br> - does not have a personal voice <br> - makes many serious errors <br> - is very hard to read |

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| Mritine iutoric |  |  |  |
| :---: | :---: | :---: | :---: |
| (4) Excellent | 3 Good | (2) Fair | (1) Unsatisfactory |
| - has detailed facts that support a main idea <br> - clearly presents the main idea and supporting details <br> - expresses ideas clearly <br> - has a convincing, factual tone <br> - is free or almost free of errors <br> - is easy to read | - has facts that support a main idea <br> - presents the main idea and supporting details <br> - expresses ideas well <br> - has a factual tone <br> - has minor errors <br> - is mostly easy to read | - attempts to state a main idea with some details <br> - is weakly organized with sentences out of order <br> - misuses some words <br> - does not have a factual tone <br> - has many errors <br> - has some areas that are hard to read | - does not have a main idea or details <br> - is organized poorly and is hard to follow <br> - misuses many words <br> - is not convincing and is confusing <br> - makes many serious errors <br> - is very hard to read |

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| Mutine inctoric |  |  |  |
| :---: | :---: | :---: | :---: |
| (4) Excellent | 3 Good | (2) Faip | (1) Unsatisfactory |
| - tells a story with a clear problem and a solution <br> - has a clear beginning, middle, and end <br> - thoroughly develops ideas <br> - has a personal voice and an inviting, unique tone <br> - is free or almost free of errors <br> - is easy to read | - tells a story with a problem and a solution <br> - has a beginning, middle, and end <br> - attempts to develop story <br> - has a personal voice and an inviting tone <br> - has minor errors <br> - is mostly easy to read | - attempts to tell a story with a problem and solution <br> - has an unclear beginning, middle, and end <br> - attempts to develop story, but may be inconsistent <br> - has difficulty expressing an inviting tone <br> - has many errors <br> - has some areas that are hard to read | - does not tell a story <br> - does not have a beginning, middle, and end <br> - provides little or no story development <br> - does not have a personal voice <br> - makes many serious errors <br> - is very hard to read |


| Writine intoric |  |  |  |
| :---: | :---: | :---: | :---: |
| (4) Excellent | (3) Good | (2) Fair | (1) Unsatisfactory |
| - presents a detailed, informative comparison <br> - organizes the comparison well <br> - uses a variety of comparison words <br> - has a lively tone that shows interest <br> - is free or almost free of errors <br> - is easy to read | - presents an informative comparison <br> - organizes the comparison <br> - uses comparison words <br> - has a tone that shows interest <br> - has minor errors <br> - is mostly easy to read | - presents a comparison with few details <br> - is organized but some details are out of order <br> - misuses some words and uses few comparison words <br> - shows little interest in the subject <br> - has many errors <br> - has some areas that are hard to read | - does not present a comparison <br> - is unorganized <br> - misuses words and uses no comparison words <br> - shows no interest in the subject <br> - makes many serious errors <br> - is very hard to read |

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| Muting woreste |  |  |  |
| :---: | :---: | :---: | :---: |
| (4) Excellent | 3 Good | (2) Faip | (1) Unsatisfactory |
| - Focus and Coherence | - Focus and Coherence | - Focus and Coherence | - Focus and Coherence |
| - Organization | - Organization | - Organization | - Organization |
| - Development of Ideas/Word Choice | - Development of Ideas/Word Choice | - Development of Ideas/Word Choice | - Development of Ideas/Word Choice |
| - Voice | - Voice | - Voice | - Voice |
| - Conventions/ Sentence Fluency | - Conventions/ Sentence Fluency | - Conventions/ Sentence Fluency | - Conventions/ Sentence Fluency |
| - Presentation | - Presentation | - Presentation | - Presentation |


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| Mritine indoric |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| (6) Excellent | 5 Very Good | (4) Good | (3) Fair | 2 Poor | (1) Unsatisfactory |
| - Focus and Coherence <br> - Organization | - Focus and Coherence <br> - Organization | - Focus and Coherence <br> - Organization | - Focus and Coherence <br> - Organization | - Focus and Coherence <br> - Organization | - Focus and Coherence <br> - Organization |
| - Development of Ideas/Word Choice <br> - Voice | - Development of Ideas/Word Choice <br> - Voice | - Development of Ideas/Word Choice <br> - Voice | - Development of Ideas/Word Choice <br> - Voice | - Development of Ideas/Word Choice <br> - Voice | - Development of Ideas/Word Choice <br> - Voice |
| - Conventions/ Sentence Fluency <br> - Presentation | - Conventions/ Sentence Fluency <br> - Presentation | - Conventions/ Sentence Fluency <br> - Presentation | - Conventions/ Sentence Fluency <br> - Presentation | - Conventions/ Sentence Fluency <br> - Presentation | - Conventions/ Sentence Fluency <br> - Presentation |

## Anchor Popers

## Personal Narrative Score: 1 Point

## Summer by Troy L.

Did not want to come out of my room. He got a pool. Marcus is a round. I didnt want to leeve we moved states. A boy ask if I liked to swim. He in a bathing soot. I have red bathing soot. Its hot out. Marcus will now my frend. He is good at swiming. There is a nock on doors.

Focus and Coherence The writer does not give information about a central topic.
Organization The writing does not present a topic or theme with a beginning, middle, and end.

Provides little or no development of ideas. Omits or fails to use chosen words correctly.

Voice The writer does not express a unique tone.
Conventions/Sentence Fluency Makes frequent errors in grammar, spelling, mechanics, and usage. Sentences run together or are confusing.

## Personal Narrative Score: 2 Points

## All About Time by Taj K.

My birthday just hapened. But I was having troble with something. My friends knew how already to read a clock rite. I feel bad. I just could read the number clock. Not the other kind. My dog is barking all night. I wanted a real watch but got mostly games.

Kit helped me. Then he drawed a big circul. He made lines. He said, here is a half. Here is a courter. He put marks on. I could see how the circul was a clock. We did this alot of times before and again.

Focus and Coherence The writer gives information about a topic, but may stray from focus.

Organization The writing may include a topic or theme but does not have a clear beginning, middle, and end.

## Development of Ideas/Word Choice

Attempts to develop ideas, but may be inconsistent. Chooses words that are often ill-suited for the purpose.

Voice The writer has difficulty expressing an inviting, unique tone.
Conventions/Sentence Fluency Makes mistakes that can interfere with the reading of the narrative. Sentences flow in a somewhat fluid manner.

## Anchor Papers

## Personal Narrative Score: 3 Points

## Lost on Ocean Street by Kaylie H.

We just moved to a new town. Dad walked me to school in the mornings. One day he said I can go all by myself. I went just the same way he showd me. I past the big store and the playground. Next I turned left like we did before. But then something was wrong. Nothing looked the same. I was lost!

Then I started to cry because I was getting late for school. A mom with her children stoped. What is wrong she asked. I told her I was lost, I could not find my school. She said she was taking her little boys there and I could come with them. I stoped crying and smiled.
Then I wasnt scared any more. The boys were nice.

Focus and Coherence The writer gives information about a central topic.

Organization The writing presents a topic or theme with a beginning, middle, and end.

## Development of Ideas/Word Choice

Attempts to develop ideas. Uses word choice to suit the purpose.

Voice The writer uses a personal voice that generally expresses an inviting, unique tone.

Conventions/Sentence Fluency Spelling, capitalization, punctuation, and usage are mostly correct. Sentences lead naturally to those that follow.

Personal Narrative Score: 4 Points

Team Work by Sophie P.

Last spring, I joined a softball team. First, we practiced throwing and catching. It seemed like I was the only one who didn't know how to catch. I was so upset!

Next, we practiced batting. I watched as my best friend hit the ball twice. She was like a profeshunal player! Then it was my turn to bat. I couldn't hit the ball. I was so mad at myself!

But Coach Paula helped me. She said it takes time. She practiced and practiced with me! Finally, I hit the ball. It sailed out of the park! I was so excited. Without her help, I think I would have quit.

Focus and Coherence The writer gives interesting and detailed information about a central topic.
Organization The information is well organized. The details are presented in a logical order.
Development of Ideas/Word Choice The ideas are thoroughly developed. Precise words are used in the writing.

Voice The writer uses a personal voice that adds an inviting, unique tone to the writing.

Conventions/Sentence Fluency The writing is almost entirely free of grammar, punctuation, and spelling errors. Sentences flow from one to the other.

## Anchor Papers

## Procedural: How-to Article Score: 1 Point

## Growing by Lisa B.

1. Dig up the grund pick a sunny spot
2. water it
3. good wether days go look.
4. I put been seeds in but i think you cuver them with dert.
5. When they ar in there I ading more water

Focus and Coherence The writer does not give information about a central topic.
Organization The writer does not support how-to explanation with relevant, clear details.

> Provides little or no development of ideas. Omits or fails to use chosen words correctly.

Voice The writer does not express a unique tone.
Conventions/Sentence Fluency Makes frequent errors in grammar, spelling, mechanics, and usage. Sentences run together or are confusing.

## Procedural: How-to Article Score: 2 Points

## Puppy Love <br> by Sara R.

1. When you bring your puppy home, have everything redy for Puppys need you to take good care of it. You shood give it toys.
2. Buy food and bowls for food and water. Ask the purson at the store how to feed at meals. Give dogs a hug.
3. Show your puppy where to ate and sleep and everything you need it to do make the dog very comftable

Focus and Coherence The writer gives information about a topic, but may stray from focus.

Organization Omits a main idea or offers few supporting details.
Development of Ideas/Word Choice
Attempts to develop ideas, but may be inconsistent. Chooses words that are often ill-suited for the purpose.

Voice The writer has difficulty expressing an inviting, unique tone.
Conventions/Sentence Fluency Makes mistakes that can interfere with the reading of the how-to article. Sentences flow in a somewhat fluid manner.

## Anchor Papers

## Procedural: How-to Article Score: 3 Points

## How to Help Take Care of Wild Birds by Gabriel P.

1. Make or buy a bird feeder. Hang the feeder on a tree branch in your yard. Put the feeder on right. Or else it could fall down. Use wire to fastin it. For some kinds you need a hammer.
2. Fill the feeder with bird seed. You can buy it at grosery stores. Get a big bag. You will probly use it all. The squirals will eat it too so put it where they can't get to it.
3. Always check to see if there is enough food. Birds come to dipend on having the seed in the feeder. If you keep it full, you will be able to watch some pretty birds all year along.

Focus and Coherence The writer gives information about a central topic.
Organization Presents a main idea and supports it with details.
Development of Ideas/Word Choice The writer attempts to develop ideas. Uses word choice to suit the purpose.

Voice The writer uses a personal voice that generally expresses an inviting, unique tone.

Conventions/Sentence Fluency Spelling, capitalization, punctuation, and usage are mostly correct. Sentences lead naturally to those that follow.

## Procedural: How-to Article Score: 4 Points

## How to Grow a Bell Pepper by Ana $R$.

1. Buy the pepper plant when the weather gets warm. Place it in a sunny spot in your garden. Bell peppers need a lot of sunlight to grow.
2. Give the pepper plant a lot of water. Water it when the soil is nearly dry. Don't water it too much!
3. Pick the bell peppers when they are giant. You can pick them green if you like a lot of flavor. Let them turn red if you like less flavor.

Focus and Coherence The writer gives interesting and detailed information about a central topic.

Organization The information is well organized. The details are presented in a logical order.
Development of Ideas/Word Choice The ideas are thoroughly developed. Precise words are used in the writing.

Voice The writer uses a personal voice that adds an inviting, unique tone to the writing.

Conventions/Sentence Fluency The writing is almost entirely free of grammar, punctuation, and spelling errors. Sentences flow from one to the other.

## Anchor Papers

## Persuasive Letter Score: 1 Point

Dear editor,
Electrisity heats up the air around the erth and moves are wether. that makes me sad the plants are importnent.
Our plants are all ways green.
My dad uses to much but we can make it difrint now.
Cal 0.

Focus and Coherence The writer does not give information about a central topic.
Organization Does not present a main idea supported by details.

## Development of Ideas/Word Choice

Provides little or no development of ideas.
Omits or fails to use chosen words correctly.

Voice The writer does not express an inviting tone.
Conventions/Sentence Fluency Makes frequent errors in grammar, spelling, mechanics, and usage. Sentences run together or are confusing.

Persuasive Letter Score: 2 Points

> Dear Dr Bond,
> I think my class will be very intrested to here about yur job. Taking care of animals is a job lots of us would like to have. Since that is your job too. you could tell us alot.

> Ms Lee has been talking about the work people do. We have learned about the fire fighters. They ride in cool trucks! Also about working in ofices and for govurment. we are learning about other contries too.

> Can't you pick a day to come to our class?

> Sincerly,
> Tasha W.

Focus and Coherence The writer gives information about a topic, but may stray from focus.

Organization Omits a main idea or offers few supporting details.
Development of Ideas/Word Choice
The writer attempts to develop ideas, but they are inconsistent. Chooses words that are often ill-suited for the purpose.

Voice The writer has difficulty expressing an inviting, unique tone.
Conventions/Sentence Fluency The writer makes mistakes that can interfere with the reading of the persuasive letter. Sentences flow in a somewhat fluid manner.

## Anchor Papers

## Persuasive Letter Score: 3 Points

Dear Editor,
I suport the plan to build a playground at our school. Kids use the playground. But ours is old. There aren't enough fun things to do either. Need more swings and slides. The climbing jim is broken too. We should have a good one. And a bigger slide.

At the school meeting people talked about whether a new playground is a good idea. Or not. I believe it is becawse kids need a safe, fun place to play. It is impordant to get fresh air and exersise. Playgrounds are the best places my Mom and Dad agree with me.

I think we should join to make this happen. Ive even heard that kids can help build playgrounds if grownups help them. I would volontir to help.

## Sincerely,

Pat $C$.

Focus and Coherence The writer gives information about a central topic.
Organization Presents a main idea and supports it with details.

## Development of Ideas/Word Choice

Attempts to develop ideas. Uses word choice to suit the purpose.

Voice Uses a personal voice that generally expresses an inviting, unique tone.

Conventions/Sentence Fluency Spelling, capitalization, punctuation, and usage are mostly correct. Sentences lead naturally to those that follow.

Persuasive Letter Score: 4 Points

January 7, 2 ---
Dear Editor,
Adams Park must stay open. The Parks Department does not have enough money to keep it open. It costs $\$ 15,000$ per year. The park is closing before summer.

I think our community needs a park with a pool. Children must have a place to play. I believe families need a place to keep cool during hot summers.

The Parks Department and our community should work together. We need to keep our only park open and accessible! Please sign the petition to keep Adams Park open!

Thank You.

Sincerely,
Steven J.

Focus and Coherence The writer gives interesting and detailed information about a central topic.
Organization The information is well organized. The details are presented in a logical order.
Development of Ideas/Word Choice The ideas are thoroughly developed. Precise words are used in the writing.

Voice The writer uses a personal voice that adds an inviting, unique tone to the writing.

Conventions/Sentence Fluency The writing is almost entirely free of grammar, punctuation, and spelling errors. Sentences flow from one to the other.

## Anchor Popers

## Expository Writing Score: 1 Point

## Night <br> by Caleb B.

I can see the man in the moon it is a face. The moon gos around the sky. It is bright i have a moon nitelite. When we look at it has difrent shapes. There is some haf and thair is full. You cant see a new one. I like the moon. I like it way better. Than sun. I want a telescope. The son is brite

Focus and Coherence The writer does not give information about a central topic.

Organization The writing does not present a main idea supported by details.

## Development of Ideas/Word Choice

Provides little or no development of ideas.
Omits or fails to use chosen words correctly.

Voice The writer has difficulty expressing an inviting tone.
Conventions/Sentence Fluency Makes frequent errors in grammar, spelling, mechanics, and usage. Sentences run together or are confusing.

## Expository Writing Score: 2 Points

Glashers by Mandy N.

Do you know where most of Earth's fresh water is. in the glashers. Sometimes part of a glasier break off. It can float in the ocean but are called icebergs. Glashers move slowly, you dont know they move at all. Because of the places where glashers form are too cold.

They are dangerous for ships. Like in Titannik. Now glashers are just at frozun places like the South pole. I read that glashers cover six million miles.

Focus and Coherence The writer gives information about a topic, but may stray from focus.

Organization Omits a main idea or offers few supporting details.
Development of Ideas/Word Choice
There are attempts to develop ideas, but it is inconsistent. Words are often ill-suited for the purpose.

Voice The writer has difficulty expressing an inviting, unique tone.
Conventions/Sentence Fluency The writer makes mistakes that can interfere with the reading of the expository writing. Sentences flow in a somewhat fluid manner.

## Anchor Papers

## Expository Writing Score: 3 Points

## The Welth of Rainforests by Kyu L.

The rainforests are important for the earth. That is why we should save them. Lots of rair animals live there. Half of the animals in the world live in these places. Rainforests are found around the world. Also has many helpful plants.

Rainforests get their name because a lot of rain falls. The hot wet air is good for many plants and anmals. That is why so many kinds can grow well there. It is a very rich envirament for living things.

Not ownly animals and plants benifet from rainforess. People get what they need from them. For example we get medicen from plants. We get cinamin and fruits like pine apples. The rainforest is only $6 \%$ of the earth. it is a important 6\%.

Focus and Coherence The writer gives information about a central topic.
Organization The writing has a main idea and supports it with details.
Development of Ideas/Word Choice

Voice Uses a personal voice that generally expresses an inviting, unique tone.

Conventions/Sentence Fluency Spelling, capitalization, punctuation, and usage are mostly correct. Sentences lead naturally to those that follow.

Expository Writing Score: 4 Points

## What Causes an Earthquake? by Austin $C$.

Even though we usually can't tell, Earth is changing all the time. The Earth is very hot inside. The heat needs to be released. When the heat leaves Earth it can make the surface of Earth move.

An earthquake is caused by how Earth's surface moves. The surface is made of plates. They fit together like very big puzzle pieces. Between the plates are faults. They are big cracks in Earth's crust. When the plates bump together at the faults, they cause that part of Earth to shake. That is an earthquake.

Earthquakes can be big or small depending on how hard the plates hit each other. When there's an earthquake we can feel how Earth changes.

Focus and Coherence The writer gives interesting and detailed information about a central topic.
Organization The information is well organized. The details are presented in a logical order.

## Development of Ideas/Word Choice The

 ideas are thoroughly developed. Precise words are used in the writing.Voice The writer uses a personal voice that adds an inviting, unique tone to the writing.
Conventions/Sentence Fluency The writing is almost entirely free of grammar, punctuation, and spelling errors. Sentences flow from one to the other.

## Anchor Popers

## Fiction Score: 1 Point

## Fun in the rane by Haley F.

They play in the yard! There was a dog barkin. The naybers dog there was no clouds. Go far to the trees. They run toward garden ched. The rane came down but they stayed dry. One was gardner and one was custermer. the dog still barking!

Focus and Coherence The writer does not tell a story with a specific theme or topic.

Organization The writing does not tell a story with a main character and a beginning, middle, and end.

Development of Ideas/Word Choice The writer provides little or no plot development. Omits or fails to use chosen words correctly.

Voice The writer does not express a personal voice.

Conventions/Sentence Fluency Makes frequent errors in grammar, spelling, mechanics, and usage. Sentences run together or are confusing.

## Fiction Score： 2 Points

## Paper Flowers <br> by Emi H．

Sunday Yuki was going to Aunt Akis house．It was pretty it was in the contry．Aunt Aki had a new baby and a dog．She sent lots of presents to her neeces．But Yuki＇s sister Hana got sick．So they coudlnt go．She felt bord too．Then it started raining．Mama said＂I will show you girls something nice．＂She had some clam shels in her hand．Those are just ordrany shels Yuki said．

Wait and see Mama told Yuki．She put the shels in a bole of water． They waited．Slowly the shels opened．Something was inside them．First they saw something green string．Then a bright flower

Focus and Coherence The writer tells a story with a specific theme or topic，but may stray from focus．

Organization The writer tells a story with a main character and a beginning，middle，and end that are not well defined．

Development of Ideas／Word Choice The writer attempts to develop plot，but may not fully succeed．Chooses words that are often ill－suited for the purpose．

Voice The writer has difficulty expressing an inviting，unique tone．
Conventions／Sentence Fluency Makes
mistakes that can interfere with the reading of the story．Sentences flow in a somewhat fluid manner．

Fiction Score: 3 Points

Leaf Pile<br>by Sam R.

One morning Dad said I need help raking the leafs
Joey said, "But I don't know how. And the rake is so big. Joey did not want to work in the yard. It was cold out side. He wanted to watch tv insted.

Dad said, "I got a small one just for you." They went outside and there were hundrids of red and yellow leaves on the ground. How could Dad and Joey pick them all up? "Little by little," Dad told his son. Joey raked and raked. His arms got tired and hurting. They took a brake for cookies and milk. They were cookies that the naybor gave them yesterday. They were good. Then they went back to work.

By lunch time Joey and Dad had a really big pile. "Now for the fun part! Dad said. And Dad jumped right in the pile of leaves! So did Joey. They both laughed and laughed. Joey tossed leaves high in the air.

Focus and Coherence The writer tells a story with a specific theme or topic.
Organization The writer tells a story with a well-defined main character and a beginning, middle, and end.
Development of Ideas/Word Choice The writer develops a believable plot. Uses word choice to suit the purpose.

Voice Uses a personal voice that generally expresses an inviting, unique tone.
Conventions/Sentence Fluency Spelling, capitalization, punctuation, and usage are mostly correct. Sentences lead naturally to those that follow.

## Alex Makes a Discovery <br> by Fernando $R$.

Alex sat in the kitchen snacking on a cookie. The telephone rang. Alex went to answer it. When he got back, the cookie was gone. He thought maybe he left it by the phone. He went to look, but it wasn't there. Alex shrugged his sholders. He took another cookie from the jar.

Then he heard his mom calling him. She said, "Alex! Can you help me for a minute?"

He covered his cookie with a napkin and went to help his mom. When he got back, the cookie was gone! But the napkin was still there!
"What's going on here?" Alex asked.
Then he got a fantastic idea. Alex put out another cookie and hid behind the door. He watched a squirrel come in through the window and take the cookie!

Alex rushed to look out the window. Three squirrels were eating cookies on the lawn! Alex decided to close the window. Then he ate a cookie.

Focus and Coherence The writer gives interesting and detailed information about a central topic.
Organization The information is well organized. The details are presented in a logical order.

## Development of Ideas/Word Choice The

 ideas are thoroughly developed. Precise words are used in the writing.Voice The writer uses a personal voice that adds an inviting, unique tone to the writing.
Conventions/Sentence Fluency The writing is almost entirely free of grammar, punctuation, and spelling errors. Sentences flow from one to the other.

## Anchor Popers

## Expository Article Score: 1 Point

School<br>by Brandon T.

I take the bus to school. but my big brother rides a bike. $A$ bus and a bike are diffrent.

Many people ride in a bus. It has a driver that lets you get on and drives you to school. The bus engin and the big wheels gets you there fast. Its big type of car. Parents like cars and hav howses.

Focus and Coherence The writer does not give information about a central topic.

Organization The writing does not present a main idea supported by details.

## Development of Ideas/Word Choice

Provides little or no development of ideas.
Omits or fails to use chosen words correctly.

Voice The writer does not use a personal voice that expresses a unique tone.

Conventions/Sentence Fluency Makes frequent errors in grammar, spelling, mechanics, and usage. Sentences run together or are confusing.

Expository Article Score: 2 Points

> Planets
> by Gregory J.

Some people think we can live on a planet. But Mars is not just like Earth. In some ways they are alike but in some ways they are very diffrent.

Mars have for sesons like our spring summer fall and winter. Days on the two planets are about the same lentgh. So some people think peopel or animals could live on Mars

Not like Earth, Mars might not have water. Maybe it did a long time ago. Insted it has a lot of dust covuring it. We can't breath dust. Earth has more air on it. Earth has one moon to and Mars has two.

So there might be life on Mars.

Focus and Coherence The writer gives information about a topic, but may stray from focus.

Organization The writing does not have a main idea or only includes a few supporting details.

## Development of Ideas/Word Choice

 Attempts to develop ideas, but may be inconsistent. Chooses words that are often ill-suited for the purpose.Voice The writer has difficulty expressing an inviting, unique tone.

Conventions/Sentence Fluency The writer makes mistakes that can interfere with the reading of the compare and contrast article. Sentences flow in a somewhat fluid manner.

## Anchor Papers

## Expository Article Score: 3 Points

## Frogs and Toads <br> by Lilianna K.

Frogs and toads may be cusins, but they are not just alike. Here are some ways they are the same and different.

Frogs have long webbed feet that help them swim quickly. They can also jump around. They live in water like ponds and lakes mostly. Their skin is smooth and they can be all colors.

Toads have short back legs. They walk, they also hop but don't jump. Their skin is brown bumpy and dry. You find them on land in the contry.

But both frogs and toads are able to live on land or in water. Both of them have short bodies. They do not have tales. Frogs and toads both lay eggs. They both can make their voices herd under the water or on land.

Focus and Coherence The writer gives information about a central topic.

Organization The writing includes a main idea and supports it with details.

## Development of Ideas/Word Choice

Voice The writer uses a personal voice that generally expresses an inviting, unique tone.

Conventions/Sentence Fluency Spelling, capitalization, punctuation, and usage are mostly correct. Sentences lead naturally to those that follow.

## Expository Article Score: 4 Points

## Getting Around by Marisa K.

Boats and planes are kinds of transportation, but they are different.
A boat takes you across water. It floats. You can stand on deck and look down at the sea, lake, or river. Even though most boats are big and heavy, they bob lightly up and down. They can go in rivers, lakes, and the ocean.

A plane is also big and heavy. Unlike a boat, it can fly. A plane takes you up in the air to high altitudes. It has wings and engines to help it move through the sky. You can look out the window and see clouds. The ground is far underneath the plane. A plane is much speedier, too.

Boats and planes both take you to where you want to go. You use a boat or plane to go across water, but you can only use a plane to go across land. You can compare them to see how you want to get around.

Focus and Coherence The writer gives interesting and detailed information about a central topic.
Organization The information is well organized. The details are presented in a logical order.
Development of Ideas/Word Choice The ideas are thoroughly developed. Precise words are used in the writing.

Voice The writer uses a personal voice that adds an inviting, unique tone to the writing.

Conventions/Sentence Fluency The writing is almost entirely free of grammar, punctuation, and spelling errors. Sentences flow from one to the other.

## Writing to a Picture Prompt

Children are sometimes asked to write about a picture instead of just responding to a writing prompt. The child will either tell about what they see in the picture, or write about something related to the picture. The form of the writing is usually a story or an essay.

Use the picture prompts as additional writing practice or to help children prepare for writing tasks on standardized tests.


Instruct children to do the following:

## Before Writing

1. Look closely at the picture. Think about what is happening in the picture.
2. Ask yourself questions about the picture:

- Where and when are the events shown in the picture taking place?
- Who or what is in the picture? What are they doing?
- Can you tell what is happening? What event may have happened prior to this one? What do you think might happen next?

3. You can use a graphic organizer to organize your ideas before you begin to write. You can also make an outline, create an idea web, or do other prewriting work.

## During Writing

Use a graphic organizer, or other prewriting work, to write about what is happening in the picture.

## After Writing

1. Use the Writer's Checklists, pages 185-190, to help you check your writing.
2. Proofread your writing using Proofreading Marks, page 191.
$\qquad$

Write to a picture prompt. Look at the photograph. Write a description about what you see.


## Writing Tips

- Use a graphic organizer to organize your thoughts.
- Write your description on lined paper. Leave space for margins.
- Use precise words.
- Proofread your description.
$\qquad$

Write to a picture prompt. Look at the picture of three firefighters. Write a description about what you see.
© Macmillan/McGraw-Hill

Writing Tips

- Use a graphic organizer to organize your ideas.
- Write your description on lined paper. Leave space for margins.
- Use lively and precise words.
- Proofread your description.
$\qquad$

Write to a picture prompt. Look at the photograph. Write a story about what the girl is doing. Make sure your story has a beginning, a middle, and an ending.


## Writing Tips

- Use a graphic organizer to organize your ideas.
- Write your story on lined paper. Leave space for margins.
- Write the events in the order in which they happened.
- Use your best spelling, grammar, and punctuation.
$\qquad$

Write to a picture prompt. Look at the picture. Write a story about the girl, her mother, and the doctor. Tell what happens first, next, and last.


## Writing Tips

- Think about your purpose for writing.
- Use a graphic organizer to plan your story.
- Write your story on lined paper. Leave space for margins.
- Make sure the events in your story are told in a clear sequence.
- Use your best spelling, grammar, and punctuation.
$\qquad$

Write to a picture prompt. Look at the picture of people finding fossils. Think about a time when you worked with a partner or a team. Write about what you did.


## Writing Tips

- Use a graphic organizer to organize your ideas.
- Write on lined paper. Leave space for margins.
- Think about your purpose for writing.
- Use a variety of sentence structures.
- Review and edit your story.
$\qquad$

Write to a picture prompt. Look at the picture. Write about what people can do to recycle their trash.


## Writing Tips

- Use a graphic organizer to organize your thoughts.
- Think about your purpose for writing.
- Write your essay on lined paper. Leave space for margins.
- Support your opinion with details.
- Be sure your ideas are organized.
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\begin{tabular}{|c|c|}
\hline Unit 3 - Let's Create \& Unit 4 - Better Together <br>
\hline Research Process \& Research Process <br>
\hline $\square$ Did you use multiple informational sources? \& $\square$ What was the most valuable informational source? <br>
\hline Did you identify the most valuable resource? \& I Did you use text features, such as tables of contents, to locate information? <br>
\hline Presenting \& Presenting <br>
\hline Speaking \& Speaking <br>
\hline Did you give clear instructions to listeners if you needed them to do something? \& $\square$ Did you present information in a logical sequence? <br>

\hline Did you speak in a clear voice that everyone could hear? \& \begin{tabular}{l}

<br>
Did you speak in a clear voice? <br>
Did you stay focused on your topic during
\end{tabular} <br>

\hline \multicolumn{2}{|l|}{Representing} <br>

\hline $\square$ Did you include pictures, illustrations, or photographs in your presentation? \& | \| Representing |
| :--- |
| \| Did you pass around your visuals for | <br>


\hline Did you pass around your visuals so that everyone could see them? \& | $\square$ |
| :--- |
| everyone to see? |
| Did you give credit for the ideas, images, | <br>


\hline \multirow[t]{4}{*}{| Listening |
| :--- |
| Did you follow any instructions and listen attentively? |} \& and information of others? <br>

\hline \& I <br>
\hline \& 1 <br>
\hline \& <br>
\hline
\end{tabular}



$\square$ Did you speak clearly and slowly enough
so everyone could hear?
$\square$ Did you answer audience questions with
relevant information? Presenting


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 Speaking

## Good Listening and Speaking Habits

## In our classroom we:

- Follow class procedures and rules
- Respect other people's feelings and ideas
- Speak clearly and to the point
- Listen to speakers attentively
- Take turns speaking
- Do not criticize people because of their ideas
- Ask relevant questions to better understand information
- Answer questions thoughtfully
- Work productively with others in teams

Some of our goals:

- Follow and give oral instructions
- Focus on the topic being discussed
- Contribute to discussions



## Oral Vocabulary Pre- and Posttests for Intensive Vocabulary Support

## Directions

The Oral Vocabulary Pre- and Posttests that follow are composed of vocabulary questions for all of the oral vocabulary words in each set of Oral Vocabulary Cards. There is a test for each unit and week, which corresponds to one story. In the Pre- and Posttest, some vocabulary words are boldfaced and some are underscored. Boldfaced words are Wonderful Words, which are highlighted in the Oral Vocabulary Card text and have detailed instructional routines in the sidebars. Underscored words are the additional vocabulary words that are underscored in the Oral Vocabulary Card text. Use the Define/Example/Ask routine to teach these words during your rereading of the Oral Vocabulary Cards.

The Pre- and Posttests can be administered individually or in small groups.

## Administering the Pretest

Administer the pretest on Day 1, before you read the Oral Vocabulary Card story for the week.

- Ask each question, and have children answer.
- If children's answers indicate an understanding of the word, guide them in a short discussion.
- If children cannot answer a question, move on quickly. At this point, it is likely that children will be unfamiliar with many of the words.
- Explain to children that they will hear these words again throughout the week in a story that you will read to them.


## Administering the Posttest

Administer the posttest on Day 5, after you have spent a minimum of 15 minutes per day using the Oral Vocabulary Cards for distributed practice of the vocabulary words.

- Ask each question, and have pairs of children discuss the answer with each other as you listen in. Then call on selected children to share their answers.
- Take note of words that continue to present a struggle for children. Provide opportunities for periodic review of these words in the coming weeks. For example, use these words in transition activities and classroom discussions.
- At the end of each unit, review 4 to 5 words per Oral Vocabulary Story by asking the question for those words again. Keep track of children's progress to see how well they maintain the vocabulary over an extended period of time.


## Oral Vocabolary pre- and Postiestis

## Unit 1, Week 1 <br> What Goat Learned

1. Why is it important not to quit if your first attempt at something doesn't work out?
2. What might happen if you pour milk in a clumsy way?
3. What do you like to do after you've completed your homework?
4. What are you eager to do this weekend?
5. Who are some experts in your neighborhood? What do they do?
6. Who moves more gracefully, a ballet dancer or a mail carrier?
7. What kind of knowledge does a doctor need?
8. What kind of lessons would you like to take?
9. Why do you need to have patience to complete a large jigsaw puzzle?
10. What is a sign of progress when you're learning to ride a bike?

## Unit 1, Week 2

The Three Friends

1. What are some things you and your friends agree about?
2. What has someone done that you appreciate?
3. Do you have a companion you like to spend time with? What do you like to do together?
4. What are some things that you are fond of?
5. When might a bird flap its wings frantically?
6. What animal gallops? When does it gallop?
7. What makes you a loyal companion to your friends?
8. What do you do when you need to get something done swiftly?
9. What kind of container could be used as a trap for caterpillars?
10. What might make you tremble?

## Oral Vocabulany pre- and Postiests

## Unit 1, Week 3

The Story of the Donkey

1. With what friend do you have a strong bond? What makes the bond strong?
2. Who are some cruel story characters that you know of? How are they cruel?
3. What activities make you feel fatigued?
4. Why is it a good idea to reflect before doing something important?
5. What family member do you have a close relationship with? What do you do together?
6. What remarks would you make if you wanted to say something nice about a friend?
7. Who is an adult that you have respect for? Why?
8. When does school resume after the summer?
9. Why might someone scold a puppy?
10. When have you volunteered your help? What did you volunteer to do?

## Unit 1, Week 4

## The Nightingale

1. What shows and movies do you watch for amusement?
2. What do you do to entertain your friends and family?
3. What gives you joy?
4. What place do you long to visit?
5. What have you seen that is magnificent?
6. What remarkable bird do you know about? What makes it remarkable?
7. What skills did you learn in first grade?
8. Which might make you feel sorrow, a good friend moving far away or beginning to read a new book?
9. What does a bird do when it is startled?
10. How has a friend or family member touched you with their kindness?

## Oral Vocabulary pre- and Postiestis

## Unit 1, Week 5

The Statue of Liberty

1. What holiday custom do you most enjoy?
2. Where is a good place in school to hold an art exhibit?
3. How do your friends greet you in the morning?
4. What journey would you go on if you could travel anywhere?
5. Do you think children should have the liberty to choose their own clothes?
6. What do you have at home that reminds you of what you were like when you were younger?
7. What symbol represents the United States of America?
8. Why would someone use a torch?
9. Where can you go to see towering buildings?
10. Why is it good that your classmates have varied backgrounds? How does that make the class interesting?

## Oral Vocabulany pre- and Postiests

## Unit 2, Week 1

Two Brothers

1. If you were determined to clean your messy room, would you keep working until you were finished or give up and leave your clothes all over the floor?
2. Who would you expect to act with dignity, a queen or a clown?
3. What kind of disposition does your best friend have?
4. When do you embrace a family member?
5. Who do you think is a generous person? What do they do that is generous?
6. What is a gracious thing to say when someone gives you a present?
7. Do you think it is just for an older sibling to stay up later than a younger one? Why or why not?
8. What materials are provided to you in class?
9. When you go outside at night, do the things that you see look clear or shadowy?
10. What is a silo used for, storing grain or grinding it?

## Unit 2, Week 2

## The Scent of Bread

1. What is a complaint that you have?
2. What do customers do at a supermarket?
3. Where do you have to pay a fee to enter, a library or a movie theater?
4. What are some nations in our world?
5. What is the opposite of a sunny day?
6. What are some privileges that you have at home?
7. What are some scents that you like?
8. How can you settle an argument with a friend?
9. What would a stingy person say to someone who wanted to borrow a toy?
10. What unique costumes have you seen or made?

## Oral Vocabulary pie- and Postiestis

## Unit 2, Week 3 <br> How Coyote Stole Fire

1. When have you felt brave? What brave thing did you do?
2. How might you feel if your pet escaped from your house? How could you find it?
3. Who should you call if you see a flaming building?
4. What is there in your house that glows?
5. How does a hen guard her eggs?
6. If you look out the window, what can you observe about today's weather?
7. What can you do to prevent yourself from getting cold?
8. What could scorch a grassy field?
9. What are some things people build to surround a yard?
10. What do you need to tend plants?

## Unit 2, Week 4

## John Henry

1. Where are you likely to see huge boulders?
2. What hard task or skill would you like to conquer?
3. What do you do when you are feeling energetic?
4. What makes you feel exhausted?
5. Who is your hero? Why?
6. What animal can outrun a guinea pig?
7. What kind of physical activities do you like to do?
8. How can you prove that you know how to read?
9. When would you be more likely to slump over, when you've finished a race or when you're eating lunch?
10. What makes a pinwheel whirl?

## Oral Vocabulany pie- and Postiestis

## Unit 2, Week 5

Daedalus and Icarus

1. How are the desks arranged in our classroom?
2. What animals wake up at dawn?
3. What kind of device could you use to write a letter?
4. What would you devise if you were asked to think up a new sandwich?
5. Which of these animals can flit, a butterfly or an elephant?
6. What would a grand house look like?
7. Who is the most ingenious person you know? Why?
8. What would you like to investigate? How would you investigate it?
9. What do you think a person has to do to become a superior athlete?
10. When is it important for you to keep your wits at school?

## Oral Vocabulary Pie- and Postiests

## Unit 3, Week 1

The Powwow: A Native American
Celebration

1. What are some annual events that your family celebrates?
2. What do you anticipate doing after school?
3. What kinds of games are played in an arena?
4. What is something you cherish? Why?
5. What emotions might you feel the day before going on a trip?
6. How could we decorate the classroom to make it look festive?
7. When and how do we celebrate the history of our country?
8. How do you treat an honored guest or visitor?
9. Where do the spectators stand at a parade?
10. What makes the branches of trees sway?

## Unit 3, Week 2

La Cucarachita Martina Gets Married

1. What animals do you think are attractive? Why?
2. Where do you go when you depart from school?
3. How could you exaggerate when telling about a trip to the zoo?
4. What gesture might you use to show you like someone?
5. Which can leap higher, a grasshopper or a cat?
6. Which sounds melodious, an orchestra playing or cars honking their horns?
7. Would you sob if you were very happy or very sad?
8. What is soothing for you?
9. If someone struts, are they showing off or shy?
10. What does the suitor of a woman hope for?

## Oral Vocabolany Pre- and Postitests

## Unit 3, Week 3

Spider Woman Teaches the Navajo How to Weave

1. What crafts do you like to make?
2. What have you decorated? How did you decorate it?
3. What are some things that you can divide?
4. What have you seen that was extraordinary?
5. What is the most wonderful birthday present that you can imagine?
6. When would I instruct you to clear your desks?
7. Which has an intricate design, a piece of notebook paper or a spider web?
8. What do you know about the legend of Bigfoot? Do you know any other legends?
9. What is precious to you?
10. What does a thumbs-up represent?

## Unit 3, Week 4

On the Farm

1. What do customers do at a bakery?
2. Who do you depend on to help you?
3. What vehicles have engines? What do engines do?
4. How do farmers harvest apples?
5. What hearty meal do you enjoy? When do you enjoy it most?
6. How is a modern phone different from an old-fashioned phone?
7. What are some machines that operate in your school? What do they do?
8. What do you buy that comes packaged in a box?
9. What produce do you most enjoy eating?
10. What are some of the things that schools supply to students?

## Oral Vocabulary pre- and Postiestis

## Unit 3, Week 5

How Anansi Brought Stories to Earth

1. What animals amaze you?
2. What clubs or groups do you belong to?
3. Which would you call a coincidence, a child just your age moving next door or getting a good grade on a test you studied hard for? Why?
4. What have you contemplated doing when you grow up?
5. What can you say when you're offered food but you've already had enough to eat?
6. Explain how you make your favorite sandwich.
7. What vegetable do gourds look like?
8. What do hornets do when they're angry or afraid?
9. What is your scheme for getting to school on time?
10. Who do you think is worthy of praise? Why?

## Oral Vocabolary pre- and Postiestis

Unit 4, Week 1The Enormous Yuca

1. What did you accomplish so far today?
2. What is the most arduous job you havedone lately?
3. If you tried moving a chair, but it wouldn'tbudge, what could you do?
4. What do your parents insist that you do at home?
5. Which is a kind of labor, building a brick wall or playing catch?
6. On an ordinary day, when do you do your homework?
7. Will you rejoice when summer vacationcomes? Why or why not?
8. What kind of results do people wait for after they plant seeds?
9. What kind of sauce is usually used on pizza?
10. What do you have to do to succeed atschool?
11. Which might cause you to have sweat onyour skin, running a race, working at acomputer, pulling up weeds, or watchingTV?

## Unit 4, Week 2

## Tikki Tikki Tembo

1. What advice do you get? What advice do you give?
2. What might make someone feel distraught?
3. What do dogs like to fetch?
4. Why do you think some people hesitate to try new foods?
5. What is the honorable thing to do if you find someone's purse?
6. What might cause someone to be in a panic?
7. Why is it important for a ladder to be secure?
8. What makes you shiver?
9. How is a village different from a city?
10. Have you ever vowed to do something? What?

## Oral Vocabulary pre- and Postiestis

Unit 4, Week 3
Little Red Riding Hood

1. When might you bat your eyes?2. If someone tells you a secret, do you blurtit out or keep it to yourself?
2. What clever characters do you know?How do they act clever?
3. How would you comfort a lost kitten?
4. What kinds of foods would you serve at a feast?
5. Why is it peculiar to have a snow storm in July?
6. What helps you recuperate from an illness?
7. Why isn't it a good idea to stray from the path in a forest?
8. When have you felt sympathy for afriend?
9. What kind of situation would you considerto be urgent?

## Unit 4, Week 4

The Woman, the Tiger, and the Jackal

1. When have you felt baffled?
2. When do you feel compassion? What do you do to help?
3. Why do firefighters have to be daring?
4. What is a fair way to share chores or jobs around the house?
5. What animals lunge? What do they lunge at?
6. What story have you heard so many times that you know it perfectly well?
7. When might you ask someone to repeat what they said?
8. What animal has the reputation of being "king" of the jungle?
9. How can you help animals survive?
10. What is an ungrateful way to act when someone gives you a gift?

## Oral Vocabolany Pre- and Postitests

## Unit 4, Week 5

The Emperor's New Clothes

1. When have you heard applause?
2. Who would you talk to if you felt ashamed about something?
3. How do most people feel when they have been deceived?
4. What are some things on display in your home?
5. If a girl gets a perfect score on a test, does that show that she is dull or clever?
6. What exquisite things have you seen lately?
7. Do you think the tooth fairy is real or imaginary?
8. When have you been praised for something you did?
9. What stories do you know about royalty? Who are the royal characters in the story?
10. Would you want a vain person as a friend? Why or why not?

## Oral Vocabulary pie- and Postiestis

## Unit 5, Week 1 <br> Jack and the Beanstalk

1. What appears on plants as they grow?
2. When you dash, do you move as fast or as slow as you can?
3. What sight would make you rub your eyes in disbelief?
4. What do you expect will happen in class today?
5. Why is it important for farms to have fertile soil?
6. Where do you long to go one day?
7. If you were late for school, what would you snatch before leaving home?
8. What happens to seeds after they sprout?
9. What do you do when a stranger knocks on your door?
10. What are some things that you need to thrive?

## Unit 5, Week 2

## Brer Rabbit in Mr. Man's Garden

1. What things are abundant in our classroom? What things are not abundant?
2. Where would you conceal a present if you wanted to surprise a family member with it?
3. How do you know when peaches or plums are edible?
4. How would you introduce a new student to your friends?
5. How can you pry a can open?
6. What happens when fruits and vegetables become too ripe?
7. What foods do you think are scrumptious?
8. How can you tell if a baked potato is tender?
9. What animal has a twitching nose?
10. Why would it be unneighborly to blast loud music out the window late at night?

## Oral Vocabulany pre- and Postiests

## Unit 5, Week 3

Sharks!

1. What enemies does a mouse have?
2. Which animals seem fierce to you?
3. Which part of your body is flexible, your bones or your ears?
4. Which of these is gigantic, a mountain, a mouse, an elephant, a whale, or a ball?
5. What animals are harmless? Why?
6. What immense animals live in the ocean?
7. What is something that you did prior to coming to school this morning?
8. What topic would you like to research? Why?
9. Why do some people have respect for spiders?
10. Do dogs roam around your neighborhood by themselves or do they have to be on leashes?
11. What animals might be ruthless when they are hunting for food?

## Unit 5, Week 4

## From Tadpole to Frog

1. What do you know about the way a bird develops?
2. How do people travel great distances?
3. What are some baby animals that hatch from eggs?
4. What are some baby animals called? What are they called when they become mature?
5. What healthy foods give us the nutrients that we need?
6. When does your birthday occur?
7. What can you wear to protect your feet from rain and snow?
8. What makes an ice cube shrink?
9. What are some things that are sturdy?
10. What do swimmers do when they come to the surface of the water?

## Oral Vocabulary pre- and Postiestis

## Unit 5, Week 5

## Coral Reefs

1. What creatures live in the ocean?
2. How does littering damage our community?
3. Why do animals need to defend themselves?
4. What animals might you encounter in the woods?
5. What do you do that takes a lot of energy?
6. What happens when your sleep gets interrupted?
7. Where is your house located?
8. What are some ways that humans pollute the Earth? How can we pollute less?
9. What positive steps can we take to clean up our classroom?
10. How do you react when something good happens to you?

## Oral Vocabulany pre- and Postiests

## Unit 6, Week 1

The Desert Is Their Home

1. What are the advantages of being in second grade?
2. What two countries share borders with the United States?
3. What do cows graze on?
4. What place do you know of that has harsh weather? What is the weather there like?
5. What kind of scenery do you see where you live?
6. How does the weather change when the seasons shift from summer to fall?
7. What do you do when the temperature soars?
8. What are some of the rules of our classroom society?
9. What is one strategy that you use when you don't know the meaning of a word?
10. What would you wear if the temperature outside was 90 degrees?
11. Which states in the United States have vast amounts of land?

## Unit 6, Week 2

The Fox and the Crane

1. How do you show affection?
2. How do you apologize when you've hurt someone's feelings?
3. What story characters are crafty? What tricks do they play on other characters?
4. What do you crave when you are thirsty or hungry?
5. What makes you feel frustrated?
6. Which is narrow, a bike path or a freeway?
7. What foods do you get nourishment from?
8. What do you seek when you go to the grocery store?
9. If you don't know how to swim, should you go in the deep end of a pool or stay in the shallow end? Why?
10. Would you trust a sly person to tell you the truth? Why or why not?

## Oral Vocabolary pre- and Postiestis

## Unit 6, Week 3 <br> Febold Feboldson, Drought Buster

1. When do you need to adjust the sound on a TV set?
2. Do you think a lion could defeat an elephant? Why or why not?
3. What happens to plants in a drought?
4. How does a towel feel after the water on it has evaporated?
5. What are some feats that circus performers can do?
6. What do you know about the legendary apple grower, Johnny Appleseed?
7. What have you persuaded someone to do?
8. What are some practical things to take with you when you go for a hike?
9. What is the purpose of carrying an umbrella?
10. What made life hard for early settlers in California?

## Unit 6, Week 4

The Stonecutter

1. How do you feel when you hear an abrupt sound?
2. How can you tell whether the clock in the classroom is accurate?
3. If you finished third place in a race, would you feel content or disappointed?
4. Do you think a cat could overwhelm a horse? Why or why not?
5. Who rides in a royal carriage?
6. If you hear a rumble outside, what might it be?
7. What should people do when a severe storm is on the way?
8. What might you eat for a very simple meal?
9. What would you wear to school if it threatened to rain?
10. What does a wealthy person have?

## Oral Vocabulany pie- and Postiestis

## Unit 6, Week 5

Why the Moon Is in the Sky

1. What things are you capable of doing now that you couldn't do last year?
2. What things are dazzling to your eyes?
3. What award do you deserve? Why do you deserve it?
4. Why is it important to give an equal amount of food to each child at a party?
5. How can you keep from swallowing big gulps of water when you dive into a pool?
6. What is the difference between a mighty river and a quiet stream?
7. What phases do babies go through when they are learning to walk?
8. How would you reward a dog for doing tricks?
9. Which of your fingers is the most slender?
10. What things have you seen that are spheres?

## Grophic Orgonizers



Web (Three Details)


## Web (Four Details)



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Web (Six Details)


Two-Column Chart (Three Rows)

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|  |  |
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|  |  |270

Two-Column Chart (Six Rows)

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## Cause and Effect Chart



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Summary Chart


## Grophic Orgonizers

Three-Column Chart
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Sequence Map (Three Events)


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Sequence Map (Four Events)
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## Problem and Solution Map

Character, Setting, Plot
$\square$
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## General Map



Main Idea and Details Chart
280

Name
Date


Name
Date


Name
Date




Name
Date


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