

PREPUBLICATION COPY

GRADE

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ReadyGEN 

# Teacher's Guide



PEARSON

Glenview, Illinois • Boston, Massachusetts • Chandler, Arizona • Upper Saddle River, New Jersey

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**PEARSON**

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## Welcome to *ReadyGEN*!

Dear *ReadyGEN* Teachers,

As we continue our partnership with you to develop a Core Curriculum that meets New York City's literacy requirements and the ELA Common Core Standards, we look to you for feedback on your *ReadyGEN* resources. The prepublication format of some of your current materials offers this unique opportunity to further shape *ReadyGEN*. We encourage you to visit [PearsonSchool.com/NYCRReadyGEN](http://PearsonSchool.com/NYCRReadyGEN) and look for the Feedback button, which you can use to share your comments with us. This Web site will continue to be your main resource for updated Professional Development schedules and tutorials, as well as for the advance postings of instructional materials.

In this delivery of *ReadyGEN* instructional materials, you will find:

### **Student Materials**

- Sleuth, Units 1–6
- Text Collection, Units 2–3
- Reader's and Writer's Journal (*prepublication format*), Units 2–3

### **Teacher Materials**

- Teacher's Guide (*prepublication format*), Units 2–3
- Reader's and Writer's Journal Teacher's Guide (*prepublication format*), Units 2–3
- Scaffolded Strategies Handbook (*prepublication format*), Units 2–3

We look forward to continuing our collaboration with you to set your students on the path to reading and writing success.

Sincerely,  
The *ReadyGEN* Team



## Greetings, fellow teachers!

I am very excited for you as you launch *ReadyGEN* in your classroom. Of all the interesting components represented in *ReadyGEN*, text-based approaches to comprehension are the ones that I am optimistic will bring a revitalized approach to reading instruction to your classroom. Based on the Common Core State Standards, we have designed instructional practices that will guide your students to more effective use of close reading of texts which in turn will lead them to a deeper understanding of text meaning, author's intent, perspective, and related comprehension goals. I am interested in how your students advance through oral, written, and listening skills as you use *ReadyGEN* to scaffold their learning. I encourage you to enjoy the leap forward with your students as they progress in reading skills and understandings with *ReadyGEN*.

Sincerely,  
**Sharon Vaughn**  
University of Texas

## Welcome to *ReadyGEN*!

We are very excited to bring you the opportunity to enjoy the integration of the reading and writing experience: a hallmark of the Common Core State Standards. The rich selection of literature in *ReadyGEN* combines with a strong foundation of knowledge learning in a wide range of subject areas to make this program a true standout for students and teachers alike. The program's creators have taken great care with the choice of texts, always paying close attention to the science and social studies standards that are crucial to students' success. The synergy between reading and writing is powerful—it speaks to the real-world lifestyles of 21st-century children while preparing them for college and their future careers.

This first unit creates a warm and inviting space for students to do their most rigorous work in both literary and informational texts, and to develop the writing skills that will guide them along the staircase of complexity! We are so glad to welcome you and your students as partners in this, the wonderful world of *ReadyGEN*.

**Pam Allyn**  
Executive Director and Founder, LitLife and LitWorld



## What Excites Me About CCSS, Knowledge, and *ReadyGEN*

What excites me about the Common Core State Standards is that knowledge is at the core. Acquiring knowledge and the skills to do this independently are the keys to success in our digital-global age.



What excites me about the digital-global age is the increased knowledge about words. Words are the labels for concepts, and concepts are the foundation of knowledge. The digital revolution has resulted in an increase in the amount of and access to knowledge; this has also increased our knowledge about words.

What excites me about *ReadyGEN* is that this is the first program to use the rich knowledge about words from the digital-global age to ensure that students attain the vast knowledge about the world that defines the 21st century. The rich, complex texts that are the instructional foundation of this program provide systems for understanding both how words work in complex texts and which of the words in these complex texts unlock the knowledge of critical content domains.

### **Elfrieda H. Hiebert**

TextProject and University of California, Santa Cruz

*ReadyGEN* is an exciting, engaging experience for kids.



*ReadyGEN* provides an exciting, engaging experience for children. The program features challenging but interesting selections, and rigorous yet motivating activities. *ReadyGEN* has everything you need to get this generation of readers and writers ready to meet the challenge presented by the Common Core.

### **P. David Pearson**

University of California, Berkeley



The *ReadyGEN* architecture provides the foundation and resources to prepare NYC educators for the new expectations and to meet the instructional shifts of the Common Core Standards. *ReadyGEN*'s overall progression of complexity of text, within and across grades, facilitates students' learning of academic vocabulary, close reading and foundational skills, and further deepens content knowledge and comprehension. At the heart of *ReadyGEN* is reciprocity between reading and writing, both of which are grounded in evidence, to promote student thinking and discourse as defined by the Reading, Writing, Speaking and Listening Standards.

## FOUNDATIONAL SKILLS STANDARDS

The Common Core Standards include a strong emphasis on the foundational skills of reading including phonemic awareness, phonics, and fluency across the elementary grades. The New York City Department of Education recognizes the importance of mastery of these high priority and necessary skills so that each student may access meaningful text through print.

New York City educators have a variety of Foundational Skill resources to choose from. One of the options is *ReadyGen Phonics (K-3) and Word Analysis (4-5) Kits* integrate these Foundational Skills into instructional routines and activities as a means of fostering student understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions. Foundational Skills Instruction, which takes place in addition to your daily 90 minutes with ReadyGEN, is best served in both whole group lessons and small group Guided Reading as a means of introducing and reinforcing these critical skills. To further extend learning, Independent Reading texts can be selected to showcase these skills in real-life application.

### Phonics Kit

- Phonics Teaching Guide (K-3)
- Picture Cards (K-3)
- Alphabet Cards (K-3)
- Letter Tiles (K-3)
- Sound-Spelling Cards (K-3)
- Decodable Practice Readers (1-3)
- High-Frequency Word Cards (K-3)
- Kindergarten Student Readers (K)
- Phonics Activity Mats (K-3)
- Phonics Songs and Rhymes Charts (K)

### Word Analysis Kit

- Word Analysis Teaching Guide (4-5)
- Practice Readers (4-5)
- Vocabulary Cards (4-5)
- Letter Tiles (4-5)



## UNIT 3

# Making Choices

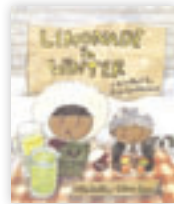


<b>MODULE A</b> Common Core Lesson Launch.....	<b>4–9</b>
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**TEXT SET**



**ANCHOR TEXT**  
*My Rows and Piles of Coins*



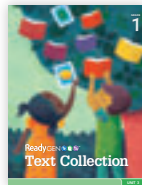
**SUPPORTING TEXT**  
*Lemonade in Winter*



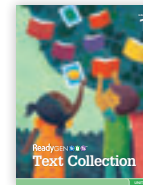
**SLEUTH**  
“Are You My Kitten?”  
“Cook Up a Surprise”

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**TEXT SET**



**ANCHOR TEXT**  
*Goods and Services*



**SUPPORTING TEXT**  
*Supermarket*



**SLEUTH**  
“Help Yourself and Others”

**UNIT 3** Common Core Teacher Resources

Routines .....	TR28–TR49
Graphic Organizers.....	TR51–TR65
Text Complexity Rubrics .....	TR66–TR69

Go to [PearsonSchool.com/NYCRReadyGEN](http://PearsonSchool.com/NYCRReadyGEN) for the Curriculum Updates.

- End-of-Unit Assessment

# Assessment

*ReadyGEN* provides various assessment opportunities for you to use with your students to gauge their progress toward mastery of the Common Core Learning Standards.

## FORMATIVE ASSESSMENT

### MONITOR PROGRESS

**If...** students struggle to explain how a character's actions contribute to a story's events,  
**Then...** use the Analysis Lesson in small group to help them work through the Four-Column Chart (*Reader's and Writer's Journal*, p. 000)

**If...** students need extra support to understand the story,  
**Then...** use the Close Reading Workshop in small groups to provide scaffolded support.

### MONITOR PROGRESS FORMATIVE ASSESSMENTS

Each lesson provides a chance for you to assess targeted skills and standards in order to monitor the progress of students. Using these Monitor Progress formative assessments, you will be consistently aware of how students are changing and developing throughout the year. You can use this performance data to meet the individual needs of students.

### Independent Writing Practice

**FORMATIVE ASSESSMENT** Review with children how Frederick wanted to improve the American society. Then have them consider the people who help improve their school community, such as teachers, the principal, and parents. Children will choose one of these people that they would like to interview and plan the questions for the interview on p. 170 of the *Reader's and Writer's Journal*. If time allows, have children conduct the interview. If not, have them answer the questions as if they were the person being interviewed.

### FORMATIVE WRITING ASSESSMENTS

Each student's strengths and weaknesses come into focus with the Formative Writing assessments that occur throughout the lessons. Using the data from students' progress on these tasks can help you quickly identify students needing additional practice. Responsive individual or group instruction can further students on the path toward the module assessment.



## PERFORMANCE-BASED WRITING ASSESSMENT

### Every Module

Each module has a **Performance-Based Assessment** that can be used to measure students' mastery of standards.

#### UNIT 3 • MODULE A Choices

**TASK:** The stories in this unit teach readers about choices and making decisions.

Students will write narratives about a time in their life when they had to make a choice. The students will recount two or more appropriately sequenced events, include some details regarding what happened, use transition words to signal event order, and provide some sense of closure.

Students will combine their narratives into a class book or presentation.

#### UNIT 3 • MODULE B Decisions

**TASK:** Together as a class, children will decide on the things that they need or want for the classroom community; they will compose a list of these items. Based on the readings of the two texts, they might decide to save for what they need or want, or for something someone else might need or want.

Each student will choose an item off the class-generated “Needs and Wants” list and write an opinion piece to support their belief that this item should be obtained by the class. Children will introduce the need or want, state their opinion, supply a reason, and create a sense of closure

**Performance-Based Assessment**

**Task Preparation**

**INTRODUCTION** Discuss the Essential Questions. How do readers understand an author's purpose? What is the author's purpose? How do readers understand an author's purpose? How do readers understand an author's purpose?

**REVIEW THE TEXT** Review students that in *The Case of the Giggling Gargoyle*. Check that students are able to identify the author's purpose and provide evidence to support their claims. As they make their observations, ask students to make predictions, and they make their observations. This task asks that they use their observations.

**TASK**

**NARRATING OUR WORLD**

Students will use their observations to write an original narrative story that includes two or more appropriately sequenced events, include some details regarding what happened, use transition words to signal event order, and provide some sense of closure.

**TEACHER NOTE** This may wish to administer this assessment over multiple sessions.

## END OF UNIT ASSESSMENT

There is an **End of Unit Assessment** that can give you further data on students' mastery of the standards.

**End of Unit Assessment**

**First Passage**

After just a hour with my Great Grandma's building across a garden, she is the person.

"You said David, that's my boy right?"

That said "I've been building paper airplanes, they are like of mine."

"You said David, that's my boy right?"

That said "I've been building paper airplanes, they are like of mine."

"You said David, that's my boy right?"

That said "I've been building paper airplanes, they are like of mine."

**Task Preparation**

**INTRODUCTION** Discuss the Essential Questions. How do readers understand an author's purpose? What is the author's purpose? How do readers understand an author's purpose? How do readers understand an author's purpose?

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**TEACHER NOTE** This may wish to administer this assessment over multiple sessions.

# Path to Common Core Success

## Dig Deeply into Complex Text

### Big Ideas

- Choices
- Decisions

### Enduring Understandings

- **Readers** understand that the details in the text support the author’s main points.
- **Writers** understand that an opinion has to be supported with a reason.
- **Learners** will explore content to understand that people make decisions about how to spend what they earn.

## “Knows” and “Dos”

### ESSENTIAL QUESTIONS

How can we use the details in a text to identify the reasons an author gives to support his or her points?

How can we use information to support an opinion?

### MODULE GOALS

**Readers** will state and explain the reasons an author gives to support points in a text.

**Writers** will compose an opinion and support the opinion by supplying a reason.

**EXPLORE CONTENT** **Learners** will explore content to understand that people make decisions by considering choices.

## Text Set

### ANCHOR TEXT



*Goods and Services*  
**Lexile 560L**  
**Informational**  
**Text**

### SUPPORTING TEXT



*Supermarket*  
**Lexile AD630L**  
**Informational**  
**Text**

### SLEUTH



*"Help Yourself and Others"*



## PERFORMANCE-BASED WRITING ASSESSMENT

### DECISIONS

Together as a class, children will decide on the things that they need or want for the classroom community; they will compose a list of these items. Based on the readings of the two texts, they might decide to save for what they need or want, or for something someone else might need or want.

Each student will choose an item off the class-generated "Needs and Wants" list and write an opinion piece to support their belief that this item should be obtained by the class. Children will introduce the need or want, state their opinion, supply a reason, and create a sense of closure.

### TARGET STANDARDS

**Common Core Learning Standard W.1.1.** Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

# Vocabulary to Unlock Text

*ReadyGEN* provides systems for understanding both how words work in complex texts and also which of the words in these complex texts unlock the knowledge of critical content domains.

## TEXT-BASED VOCABULARY

Generally, these are words that are important for understanding concepts within a text. These words are addressed during focused reading instruction.

- Words needed to comprehend the text
- Words from other disciplines
- Words that are part of a word family or semantic network
- Words central to unlocking the enduring understanding of the text

## WORDS IN CONTEXT

Generally, these are sophisticated or unusual words for known concepts. These words are taught in context during close reading and often reinforced after.

- Words requiring more explanation in order for text to be understood
- Words supported by the text for meaning
- Words that are less abstract

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**For Spanish cognates, see the *Scaffolded Strategies Handbook*.**

**Tier I vocabulary instruction is available in Pearson's *ReadyGEN Phonics Kit* or *Word Analysis Kit*.**

## ANCHOR TEXT *Goods and Services*

### TEXT-BASED VOCABULARY

goods	need	producers	earn	saves
services	collects	farmers	income	choices
want	taxes	consumers	sells	

### WORDS IN CONTEXT

income	government	supplies
--------	------------	----------

## SUPPORTING TEXT *Supermarket*

### TEXT-BASED VOCABULARY

supermarket	decisions	spend	neighbors
shopping	amazing	deciding	polite
shoppers	cost	labels	

### WORDS IN CONTEXT

departments	bakery	bar codes	groceries
section	dairy	cash register	average
vegetables	checkout	inventory	appeal



## Suggested Common Core Lesson Plan

### READING 30–40 minutes

- First Read of the Lesson
- Second Read of the Lesson
- Focused Reading Instruction
- Independent Reading Practice
- Reading Wrap-Up

### SMALL GROUP 30–40 minutes

- Strategic Support
- Extensions
- *Scaffolded Strategies Handbook*

### INDEPENDENT READING

- Daily

### WRITING 30–40 minutes

- Opinion Writing
- Independent Writing Practice
- Writing Wrap-Up

#### LESSON 1

*Teacher's Guide, 132–139*

**READ Text Collection** pp. 5–23  
*Goods and Services*

**READING FOCUS** Readers understand that the details in the text support the author's main points.

**WRITING FOCUS** Writers of informative texts focus on a topic.

#### LESSON 2

*Teacher's Guide, pp. 140–147*

**READ Text Collection** pp. 5–23  
*Goods and Services*

**READING FOCUS** Learners will understand that people make decisions about how to spend what they earn.

**WRITING FOCUS** Writers include examples to explain the main topic, including in photos.

#### LESSON 6

*Teacher's Guide, pp. 172–179*

**READ Text Collection**  
• *Goods and Services*, pp. 14–15  
• *Supermarket*, pp. 36–44

**READING FOCUS** Learners will understand that people make decisions about how to spend what they earn.

**WRITING FOCUS** Writers support opinions with reasons.

#### LESSON 7

*Teacher's Guide, pp. 180–187*

**READ Text Collection** pp. 5–23  
*Goods and Services*

**READING FOCUS** Readers understand that the details in the text support the author's main points.

**WRITING FOCUS** Writers choose a topic for writing.

#### LESSON 11

*Teacher's Guide, pp. 212–219*

**COMPARE**  
• *Goods and Services*  
• *Supermarket*

**READING FOCUS** Readers understand that the details in the text support the author's main points.

**WRITING FOCUS** Writers revise to support opinions with reasons and provide a sense of closure.

#### LESSON 12

*Teacher's Guide, pp. 220–227*

**COMPARE**  
• *Goods and Services*  
• *Supermarket*

**READING FOCUS** Writers understand that an opinion has to be supported with a reason.

**WRITING FOCUS** Writers do research.

## LESSON 3

*Teacher's Guide*, pp. 148–155

**READ Text Collection** pp. 5–23  
*Goods and Services*

**READING FOCUS** Writers understand that an opinion has to be supported with a reason.

**WRITING FOCUS** Overview: How do writers write an opinion piece?

## LESSON 4

*Teacher's Guide*, pp. 156–163

**READ Text Collection** pp. 25–56  
*Supermarket*

**READING FOCUS** Readers understand that the details in the text support the author's main points.

**WRITING FOCUS** Writers state an opinion.

## LESSON 5

*Teacher's Guide*, pp. 42–49

**READ Text Collection**  
• *Goods and Services*, pp. 12–13  
• *Supermarket*, pp. 27–36

**READING FOCUS** Readers understand that the details in the text support the author's main points.

**WRITING FOCUS** Writers use facts and details to support opinions.

## LESSON 8

*Teacher's Guide*, 188–195

**READ Text Collection** pp. 18–22  
*Goods and Services*

**READING FOCUS** Learners will understand that people make decisions about how to spend what they earn.

**WRITING FOCUS** Writers add details to support their opinions.

## LESSON 9

*Teacher's Guide*, 196–203

**READ Text Collection** pp. 45–47  
*Supermarket*

**READING FOCUS** Writers understand that an opinion has to be supported with a reason.

**WRITING FOCUS** Writers state opinions and supply reasons.

## LESSON 10

*Teacher's Guide*, pp. 204–211

**READ Text Collection** pp. 45–47  
*Supermarket*

**READING FOCUS** Readers understand that the details in the text support the author's main points.

**WRITING FOCUS** Writers share their writing with others and use suggestions to make it better.



## PERFORMANCE-BASED WRITING ASSESSMENT

*Teacher's Guide*, pp. 228–235

### TASK: DECISIONS

Together as a class, children will decide on the things that they need or want for the classroom community. Based on the readings of the two texts, they might decide to save for what they need or want, or for something someone else might need or want.

Each student will choose an item off the class-generated “Needs and Wants” list and write an opinion piece to support their belief that this item should be obtained by the class. Children will introduce the need or want, state their opinion, supply a reason, and create a sense of closure.

# Independent Reading

Accountable Independent Reading is an important part of a child’s day. Have children choose one of the suggested texts that is listed on the opposite page to read independently, or select a different text based on children’s interests or your own observations of children’s needs.

## ACCOUNTABLE INDEPENDENT READING

### Literary Text

Ask children questions such as the following to check accountability of their independent reading of literary text:

#### KEY IDEAS AND DETAILS

- Who are the characters? What happens first, next, and last?
- What is the central message of the story?

#### CRAFT AND STRUCTURE

- How do the words in the story help you understand the characters’ feelings?
- Who is telling the story?

#### INTEGRATION OF IDEAS

- How do the illustrations help you understand what happens?
- How are the characters in this text like characters in another text you have read? How are they different?

### Informational Text

Ask children questions such as the following to check accountability of their independent reading of informational text:

#### KEY IDEAS AND DETAILS

- What is the main topic of the text? How do key details support the topic?
- How are two people or ideas in the text connected to each other?

#### CRAFT AND STRUCTURE

- What words were important to understanding this text?
- What text features are used in the text? How do they help you find information?

#### INTEGRATION OF IDEAS

- How do the illustrations help you understand the text?
- How is this text the same as or different from other texts you’ve read on the same topic?

See the Independent Reading Routine on pp. TR38-TR39.

## Text Club

Encourage children to form a Text Club and discuss the texts they've read in Independent Reading with classmates who have read the same texts. In order to have a successful discussion, have them follow these Text Club tips.

- Talk one at a time.
- Listen to others with care.
- Build on the ideas of other children by responding to what they say.
- Talk about the topic and texts under discussion.
- Ask questions if you don't understand what someone said or if you want to know more.

**See the Text Club Routine on pp. TR40-TR41.**

**SUGGESTED TEXTS** The suggested texts listed below connect closely to the Enduring Understanding: *Readers understand that the details in the text support the author's main points.* As you build your Text Club library, consider using the texts below.

*Market Day: A Story Told With Folk Art*  
by Lois Ehlert  
Literary Text  
Lexile 50L

*Needs and Wants*  
by Gilla Olson  
Informational Text  
Lexile 280L

*Do I Need it or Want It?*  
by Jennifer Larson  
Informational Text  
Lexile 510L

*Bunny Money*  
by Rosemary Wells  
Literary Text  
Lexile 540L

# Small Group Center Ideas

During Small Group instruction, children can use independent center activities to work on and complete while you work with individuals or groups. Centers can provide opportunities for children to practice and apply what they are learning with *ReadyGEN*. Ideas for some specific activities have been included here that can help children focus on both instruction and concepts.

## Reading Center

### ENDURING UNDERSTANDING FOCUS

Readers understand that the details in the text support the author's main points.

### CENTER TASKS

- Have children create a visual for an informational book, showing the main points and supporting details of the book.
- Have children use sticky notes to mark the main points in an independent reading book.
- Have children list the headings from an informational book they read during independent reading time. They write the main point and a few details under each heading.

## Writing Center

### ENDURING UNDERSTANDING FOCUS

Writers understand that an opinion has to be supported with a reason.

### CENTER TASKS

- Have children write an opinion they have about supermarkets and list some reasons for their opinion.
- Have children draw a picture of something they wish they had and write a reason why they want it.
- Have children complete a sentence that begins, *My favorite lunch is* \_\_\_\_\_. Then they write three reasons why this is their favorite lunch.

## Word Work Center

### ENDURING UNDERSTANDING FOCUS

Readers understand that the details in the text support the author's main points.

### CENTER TASKS

- Have children add words to the class word wall from the *Goods and Services* Glossary under the heading *Social Studies Words*.
- Have children continue to add words to the class word wall under the heading *Opinion Words*.
- Have children write lists of words under the headings *Needs and Wants*.

## Research and Technology Center

### ENDURING UNDERSTANDING FOCUS

Learners will explore content to understand that people make decisions about how to spend what they earn.

### CENTER TASKS

- Have children research a particular food: where it comes from, how it can be prepared, and so on.
- Have children find out some basic nutrition information, from books or the school nurse, and prepare a poster on guidelines for a healthy meal.
- Have children create a For Sale poster advertising a real or fictional item they would like to sell. Have them use photos, online images, or an app, if available.

## LESSON

# 1

### UNIT 3 • MODULE B

#### LESSON OBJECTIVE

Understand that an informational text is focused on a topic and supported by key details.

#### READING OBJECTIVES

- Identify the key ideas of a text.
- Read closely to understand topic and key details.

# Read Anchor Text

## Build Understanding

**INTRODUCE** Tell children that today you will begin reading new informational texts in the *Text Collection*. The focus of this module is still making choices, but the text selections children will read for the next few weeks will both be nonfiction. Today you will read aloud *Goods and Services*, an informational text about things people buy and sell. Children will learn about earning money and the choices people make about spending money. Have children focus on the Enduring Understanding: *Readers understand that the details in the text support the author's main points.*

## First Read of the Lesson

**EXPLORE THE TEXT** Introduce the text selection *Goods and Services* to children. The selection begins on p. 5 of the *Text Collection* for Unit 3. Show children the cover picture and discuss what the people in the picture are doing. Page through the text and ask children to tell what jobs they see people doing. Explain that as children listen to and read the informational texts in this module, they will begin to answer the Essential Questions: *How can we use the details in a text to identify the reasons an author gives to support his or her points?* and *How can we use information to support an opinion?*

For additional support at unlocking the text, see the *Scaffolded Strategies Handbook*.

**READ ALOUD GOODS AND SERVICES** Use the **Read Aloud Routine**. As you prepare to read *Goods and Services*, encourage children to think about what topic the author focuses on and the details she uses to support her ideas. For this first reading, read aloud the entire text. After reading, discuss the questions below. Then have children draw a picture showing what they read in the text on p. 151 of the *Reader's and Writer's Journal*. Tell them to write a word or sentence to go with their drawings.

- What did you read?
- What did you learn?
- What questions do you have?



## Second Read of the Lesson

**CLOSE READING** During guided close reading, revisit key points from the entire text. For unfamiliar words, follow the **Close Reading Vocabulary Routine**. Use the following questions to lead the discussion.

- **The title of this text selection is *Goods and Services*. What are goods and services?** They are things people buy and sell. **Key Ideas and Details**
- **What do people use to buy goods and services?** They use money. **Where do people get the money?** They earn it by doing jobs or selling goods. **Key Ideas and Details**
- **Producers make and sell goods and services.** Look at p. 12. **What goods do the men produce?** They produce (grow) fruit and vegetables. Look at p. 13. **What service does the boy produce?** He delivers newspapers. **Consumers buy and use goods and services. Find some pictures of people consuming, or buying, in the selection.** Let children point to illustrations.
- **How are producers and consumers connected?** Producers need consumers to buy their goods and services. Consumers need goods and services to buy, so they need the producers to make them. **Integration of Knowledge and Ideas**
- **Vocabulary** **The money that people earn is called *income*.** Look at p. 16. **What is the woman using her income for?** She is using it to buy meat. Look at p. 19. **The boy behind the table is earning income. What is he doing to earn income?** He is selling his old toys.
- **Now turn to p. 20. This is the same boy who had a yard sale on p. 19.** Read the page aloud. **What does Joe do with the money he earned?** He saves some for camp, he uses some to buy school supplies, and he uses what's left to buy a book. **Key Ideas and Details**
- **What is the author's main point in the text?** People buy and sell goods and services. **How does the author use details to support her main idea?** She gives examples of goods and services that people buy and sell. She shows pictures of people buying and selling.

**Integration of Knowledge and Ideas**

### Scaffolded Instruction

#### ENGLISH LANGUAGE LEARNERS

**VOCABULARY** Explain to children that *to produce* means “to make something.” *To consume* means “to use something.” (Spanish speakers will recognize the cognates *producir* and *consumir*.) A producer is a person who produces, or makes. A consumer is a person who consumes, or uses.

#### STRATEGIC SUPPORT

**VOCABULARY** Role-play events involving producing and consuming. Give children a small classroom chore. Explain that by doing the chore they are producing a service. Pay children with pretend money and explain that this is their income. Have them choose a book to “spend” their income on to define *consumer*.



## READING OBJECTIVES

- Learn text-based vocabulary.
- Identify main topic and key details.

### Text-Based Vocabulary

- goods, p. 6
- services, p. 6



# Focused Reading Instruction

## Text-Based Vocabulary

Introduce children to key text-based vocabulary from *Goods and Services*. For each word, check children's understanding. Poll them to see if they *know the meaning, know it a little, or don't know it at all*. Teach the words children need to know with the **Text-Based Vocabulary Routine**. Ask children to write a sentence for each word on p. 153 in their *Reader's and Writer's Journals*.

Encourage children to use the Text-Based Vocabulary by asking: *What are some goods you buy with your parents? What are some services people here at school provide?* Tell children to use the vocabulary words as they respond.

## Text-Based Conversation

Have children look again at pp. 18–21 and discuss ways in which children can be producers and consumers. Remind children that Joe earned money by having a yard sale and then spent money on school supplies and a new book. Have children tell things they have done or could do to earn income (be producers) and ways in which they could spend it (be consumers). Use the **Whole Class Discussion Routine**.

Review with children the rules of having a discussion as a whole class. Ask children to tell the rules they already know. Fill in any gaps, focusing on remembering to stay on topic.

You may wish to provide a model through a think aloud, such as the following: *When many people have things to share, it's easy to get off topic. Suppose [use child's name] says that she set up a lemonade stand to earn money. That reminds me of the time I saw a lemonade stand in my neighborhood, which reminds me of a cute puppy I saw in my neighborhood yesterday. I want to tell you about the cute puppy! But that's not what we're talking about today, is it? I need to remember to talk about the text we are reading and how we are producers and consumers.*

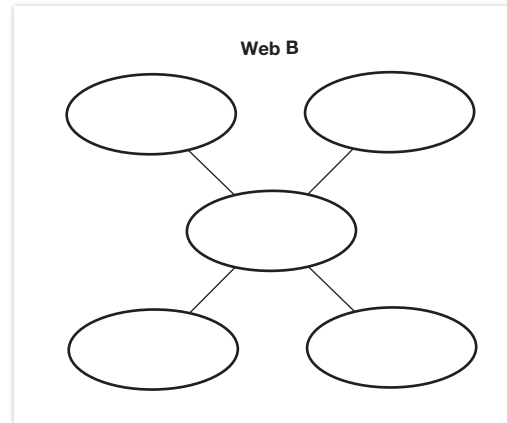
**TEAM TALK STATE AND SUPPORT AN OPINION** Use the **Team Talk Routine**. *Are goods or services more important? Why do you think so?* (Possible responses: Goods are more important because we need things to eat and clothes to wear. Services are more important because there are lots of things we can't do for ourselves.)

Remind children that the main topic of an informational text is what the text is about. Key details support, or tell more about, the main topic.

As a group, discuss the main topic and key details of *Goods and Services*. Use a word web to record the topic (center circle) and key points the author makes.

**KEY IDEAS AND DETAILS** Ask children questions to help them identify the topic and key details. Have them page through the text to give details.

- What is the topic—what is the text about?
- What are some goods the author of the text writes about? What are some services?
- What are producers and consumers?
- What is income?



## Independent Reading Practice

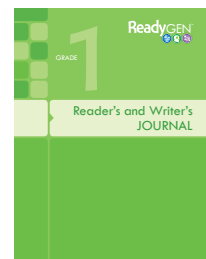
**READING ANALYSIS: TOPIC AND DETAILS** Have children work independently to draw a picture showing a producer and a consumer selling and buying a good or service. Have children label the producer, the consumer, and the good/service. Children can look at the text for examples.

**WRITING IN RESPONSE TO READING** Have children respond to the prompt on p. 155 of their *Reader's and Writer's Journal*. Children should complete the sentence by writing two things they consume.

**ACCOUNTABLE INDEPENDENT READING** As children read texts independently, remind them to look for details in the text that support the author's main points.

## Reading Wrap-Up

**SHARE WRITTEN RESPONSES** Take a few minutes to wrap up today's reading with children. Ask volunteers to share their Writing in Response to Reading.



## READING OBJECTIVES

- Identify main topic and key details.
- Read closely to understand text details.

# Scaffolded Instruction for Small Group

## STRATEGIC SUPPORT

### MONITOR PROGRESS

**If...**children struggle to understand key ideas of *Goods and Services*, **then...**use the Reading Analysis lesson in small group to help them.

**If...**children need extra support to understand the text, **then...**use the Close Reading Workshop in small group to provide scaffolded support.

## Reading Analysis

Turn to pp. 18–19 with children and guide them to understand what is happening in the photograph. Explain that Joe, the boy behind the table, is selling his old toys. He is the producer—he is providing goods for other people to buy. The other boy is buying some of Joe’s toys. He is giving Joe money and taking some of Joe’s goods, the toys. He is the consumer. Help children think of another scenario they could draw that shows one person selling goods and another person buying the goods. You might suggest a lemonade stand, a grocery store, a bake sale, a bookstore, etc. When children have drawn their picture, help them label the producer, the consumer, and the goods.

## Close Reading Workshop

**REVISIT GOODS AND SERVICES** Read aloud pp. 6–9 again. Then discuss the following questions. Help children find text evidence to support their answers.

- 1 **What clues can you find that tell about goods and services?** (Definitions on p. 6, examples on pp. 8–9.)
- 2 **What questions do you have about goods and services?** (Possible answers: Does everybody use goods and services? Are goods always things you can touch and use?)
- 3 **Do kids buy and sell goods and services? Use examples from the text and your own life.** (Possible answers: Yes. The kids in the text deliver newspapers and sell toys. They buy bikes and books. I buy my lunch at school.)

## EXTENSIONS

### MONITOR PROGRESS

**If...**children understand the main topic and key details of *Goods and Services*,  
**then...**extend the Reading Analysis activity by having them list goods and services they produce and consume themselves.

## Reading Analysis

Have children work independently to make a chart showing kid-related goods and services from the text and kid-related goods and services from their own life.

Have children make a T-chart. On the left side, ask them to list examples of goods and services produced and consumed by children in the text. On the right side, have them list goods and services produced and consumed by themselves (or by other children they know). When children have completed their chart, ask them to label each example by writing G for “Good” or S for “Service” next to each item.

Ask children to share their chart with a partner. Are any of the goods and services from their own lives the same?

## WRITING OBJECTIVES

- Retell key details from a text.
- Use indefinite pronouns.

# Writing

## Informative Writing

### Focus On a Topic

**TEACH** Remind children that writers of informational texts focus on one topic. They pick one main thing to write about. Each part of the text relates to the topic. Turn through the pages of the text selection, reading the headings and explaining briefly how each section of the text tells about goods and services.

**ANALYZE THE MODEL** Discuss specific examples from the text to emphasize the idea that the entire text selection is about one topic: goods and services. Turn to p. 6. Explain that on this page the writer tells what the text is about.

People buy things they need and want. They buy goods and services. Goods are real things that people can touch and use. A service is work done for other people.

This is the topic. The entire text will connect to this one big idea.

Turn to p. 15. Read aloud the passage below. Explain that this page, like every page, connects to the topic of goods and services. It tells about people who use goods and services, consumers.

Anyone who buys and uses goods and services is a consumer. Consumers choose what goods and services they buy. Jenna is a consumer. She uses her money to buy a new bike.

Each part of the text tells more about the topic.

Remind students that key details tell about a topic. The writer includes the details to help explain the topic. Other details, like the one about Jenna above, give more specific examples, but they still relate to the topic.

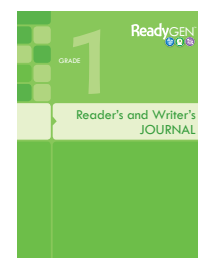
## Conventions Use Indefinite Pronouns

**TEACH AND MODEL** Explain to children that sometimes we use pronouns that do not take the place of a specific noun. Pronouns like *anyone*, *everybody*, *some*, or *all* are indefinite pronouns.

*Anyone is an indefinite pronoun. It does not replace a specific noun.*

Anyone who buys goods and services is a consumer.

**APPLY** Ask children to use one of these indefinite pronouns in their Independent Writing Practice: *everybody*, *anyone*, *all*, *some*. For extra practice, have children do the Lesson 1 activity on p. 157 of their *Reader's and Writer's Journal*.



## Independent Writing Practice

**WRITING** Now tell children they will retell key details of *Goods and Services*. Have children write sentences that tell what the text selection is about and at least three sentences telling key details about the topic. Remind children that in a retelling, they should include only the main ideas of the text. Let children look at the text to decide what details they will include, but tell them to write their own sentences about the text.

**USE TECHNOLOGY** If possible, let children compose their sentences on computers so that mistakes are easier to correct.

## Writing Wrap-Up

Have children share their retellings. Ask them to point out the indefinite pronoun they used.

### Scaffolded Instruction

#### ENGLISH LANGUAGE LEARNERS

**WRITING** Help children orally retell the topic and key details of the text. Page through the text and ask simple questions: What is a good? What is a service? Who uses goods and services? What do we call people who make and sell goods and services? What do we call people who buy and use goods and services?

#### STRATEGIC SUPPORT

**WRITING** Provide sentence frames for children to complete for their retelling: This text is about \_\_\_\_\_. Goods are \_\_\_\_\_. Services are \_\_\_\_\_. \_\_\_\_\_ uses goods and services. People who make and sell goods are \_\_\_\_\_. People who use goods are \_\_\_\_\_.

## LESSON OBJECTIVE

Understand the difference between wants and needs.

## READING OBJECTIVES

- Identify key details.
- Read closely, citing text-based evidence in discussions.

# Read Anchor Text

## Build Understanding

**INTRODUCE** Tell children that today you will read *Goods and Services* again. Today's lesson will help children think about things people want and things people need and how those things are different. You will help children focus on the Enduring Understanding: *Learners will understand that people make decisions about how to spend what they earn.*



## First Read of the Lesson

**EXPLORE THE TEXT** Review the text selection *Goods and Services* to children. Remind children that in Lesson 1 they learned what it means to be a producer and a consumer. Ask children to define the terms. Remind them that income is money earned by a producer. Today they will think about what people do with their income. Review the Essential Questions: *How can we use the details in a text to identify the reasons an author gives to support his or her points?* and *How can we use information to support an opinion?*

For additional support at unlocking the text, see the *Scaffolded Strategies Handbook*.



**READ ALOUD GOODS AND SERVICES** Use the **Read Aloud Routine**. As you prepare to read *Goods and Services*, encourage children to think about things people want and things people need. Tell them to think about choices people make about spending their money. For this first reading, read aloud the entire text. After reading, discuss the questions below. Then have children draw a picture showing what they learned on p. 151 of the *Reader's and Writer's Journal*. Tell them to write a word or sentence to go with their drawings.

- What did you read?
- What did you learn?
- What questions do you have?

## Second Read of the Lesson

**CLOSE READING** During guided close reading, revisit key points from the entire text. For unfamiliar words, follow the **Close Reading Vocabulary Routine**. Use the following questions to lead the discussion.

- **What are goods and services?** (They are things people buy and sell.) **Look at the picture on p. 7. Which part shows a good and which part shows a service?** (The glasses are a good. The eye doctor is providing a service.) **Key Ideas and Details**
- **Look at pp. 10–11. Does the police officer provide goods or a service?** (a service) **He is paid with money from the government called taxes. What else do taxes pay for?** (firefighters, parks, libraries, schools) **Key Ideas and Details**
- **The text says people buy things they want and things they need. Look at the pictures. Find an example of a person buying something he or she wants but doesn't really need.** (girl buying bike, boy buying toys, boy buying book) **Now find an example of a person buying something he or she needs.** (woman buying meat, boy getting his eyes checked, person getting teeth cleaned) **Key Ideas and Details**
- **What are some things people in the text do to earn income?** (They sell things like fruits and vegetables, meat, and used toys.) **What are some things that people in the text spend their income on?** (services like eye doctors and dentists, food, toys, and books) **Key Ideas and Details**
- **(Look at Joe on pp. 20–21. How do you think Joe decided what to do with his money?** (Guide children to understand that he first bought the things he needed [camp, school supplies] and then bought the thing he wanted [the book] with what was left.) **Do you think that was a good plan?** (Yes, it was a good plan.) **Why or why not?** (He made sure he could buy the important things first.) **Integration of Knowledge and Ideas**

### Scaffolded Instruction

#### ENGLISH LANGUAGE LEARNERS

**VOCABULARY** In Close Reading and in the Text-Based Vocabulary section, children will use the words *want* and *need* as verbs. In other sections and upcoming lessons, children will hear the words used as nouns: people have wants and needs. Explain to children that *wants* are the things people want. *Needs* are the things they need.

#### STRATEGIC SUPPORT

**CLOSE READING** Help children understand making choices with money. Tell children that Joe (p. 20) has \$15. Give children pretend money to role-play. Joe needs to decide how to spend his money. He is saving to go to camp, he needs school supplies, and he wants a new book. Help children divide the money into three parts (camp, supplies, book) and understand that Joe chose to spend his money this way.

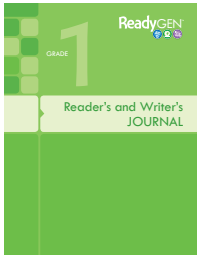


## READING OBJECTIVES

- Learn text-based vocabulary.
- Identify and use text features.

### Text-Based Vocabulary

- want, p. 6
- need, p. 6



# Focused Reading Instruction

## Text-Based Vocabulary

Introduce children to key text-based vocabulary from *Goods and Services*. For each word, check children's understanding. Poll them to see if they know the meaning, *know it a little*, or *don't know it at all*. Teach the words children need to know with the **Text-Based Vocabulary Routine**. Ask children to write a sentence for each word on p. 153 in their *Reader's and Writer's Journals*.

Encourage children to use the Text-Based Vocabulary by asking: **What are some goods and services we all need? What are some goods and services that people might want but not really need?** Tell children to use the vocabulary words as they respond.

## Text-Based Conversation

Explain to children that all people need air to breathe, food to eat, water to drink, and a safe place to live. Have children look again at pp. 8–9 and discuss the goods and services shown and written about on these pages. Ask children to tell which ones are wants, or things people want, and which ones are needs, things people really need. What else do they think people really need? What else do people want? Use the **Small Group Discussion Routine**.

Remind children to follow the rules for discussion they talked about yesterday, including staying on topic and being respectful of their peers' opinions.

You may wish to provide a model through a think aloud, such as the following: **I don't always agree with everything my group-mates say during a discussion. That's okay. We don't all have to agree. I remember, though, that I should listen respectfully to everyone's ideas. I do not say "That's wrong!" or "That's a stupid idea!" I would not like it if someone said that to me. I can say, "I have a different idea" when it is my turn to talk.**

**TEAM TALK STATE AND SUPPORT AN OPINION** Use the **Team Talk Routine**. **Is going outside for recess a want or a need? Why do you think so?** (Possible responses: It's a want. We can still be active and have fun inside. It's a need. We need to be outside in the fresh air to keep our bodies healthy.)

Remind children that text features are special parts of the text, such as headings, bold words, and photographs, that help the reader find information quickly. As a group, discuss the text features on pp. 12–13 of *Goods and Services*. Use a three-column chart. Write each text feature as a separate heading and use the columns to write examples and details about how each feature helps the reader.

**TEXT FEATURES** Help children identify the text features on the pages.

- What is the text feature you see at the top of the page? (the heading) What does the heading say? (Producers) How does the heading help you? (It tells what these pages are about.)
- What is the next text feature you notice? (boldfaced word) What is the word? (producers) How does it help you to see a word in boldface? (It tells me the word is important and one I need to know.) Does the text tell you what the word means? (Yes. Producers are people who sell goods and services.)
- The third text feature is the photographs. What do the photographs show? (producers) How do the photographs help you? (They show examples of what the text is talking about.)

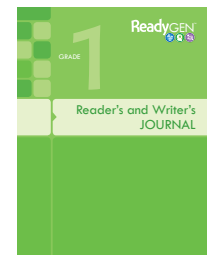
**Three-Column Chart**

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## Independent Reading Practice

**LANGUAGE ANALYSIS: CRAFT AND STRUCTURE** Have children work independently to complete p. 158 of the *Reader's and Writer's Journal*. Children will answer questions about the text features on pp. 14–15 of *Goods and Services*.

**WRITING IN RESPONSE TO READING** Have children respond to the prompt on p. 155 of their *Reader's and Writer's Journal*. Children should complete the sentences about Jenna.



## Reading Wrap-Up

**SHARE WRITTEN RESPONSES** Take a few minutes to wrap up today's reading with children. Ask one or two volunteers to share their Writing in Response to Reading. Then ask the class if a bike is a want or a need. Connect back to Saruni in *My Rows and Piles of Coins*. Was his bike a want or a need?

## READING OBJECTIVES

- Identify text features.
- Demonstrate fluency through oral reading.

# Scaffolded Instruction for Small Group

## STRATEGIC SUPPORT

### MONITOR PROGRESS

**If...**children struggle to understand the use of text features in *Goods and Services*,  
**then...**use the Language Analysis lesson in small group to help them.

**Fluency Check** To provide practice with reading fluently, have children use the Oral Reading activity.

## Language Analysis

Help children complete p. 158 in the *Reader's and Writer's Journal*. Have children open their journal and *Goods and Services* to pp. 14–15. Ask questions to guide children to complete the journal page. Ask: **Where is the heading on p. 15?** If necessary, explain that the heading is the big word at the top of the page. Discuss the purpose of the heading. Say: **The heading says *Consumers*. Write *Consumers* to answer question 1 in your journal.** Repeat the process to help children answer questions 2 and 3.

## Oral Reading

**RATE** Remind children that reading at an appropriate rate means reading at the right speed, not too fast and not too slow. Have children follow along as you read aloud from an appropriate-level book. Model reading at an appropriate rate.

Have children read the same passage aloud, stressing rate. Monitor progress and provide feedback. For optimal fluency, students should read the passage three to four times.

## EXTENSIONS

### MONITOR PROGRESS

**If...**children understand the use of text features in *Goods and Services*, **then...**extend the Language Analysis activity by having them create a table of contents for the text.

**Fluency Check** To provide practice with reading fluently, have children use the Oral Reading activity.

## Language Analysis

Remind children that a table of contents shows the sections of the text and the page number for each section. Have children work independently to use the headings and page numbers to create a table of contents for *Goods and Services*.

Ask children to title their page Table of Contents and to include each page heading as an entry in the table of contents.

When children have completed their pages, discuss whether they think a table of contents is necessary and/or helpful for this text.

## Oral Reading

**RATE** Remind children that reading at an appropriate rate means reading at the right speed, not too fast and not too slow. Have children follow along as you read aloud from an appropriate-level book. Model reading at an appropriate rate.

Have children read the same passage aloud, stressing rate. Monitor progress and provide feedback. For optimal fluency, students should read the passage three to four times.

## WRITING OBJECTIVES

- Use examples (pictures) to explain a topic.
- Use compound nouns.

# Writing

## Informative Writing

### Use Examples to Explain a Topic

**TEACH** Remind children that writers of informational texts focus on one topic. Explain that they use examples in the text and the illustrations to help explain the topic to the reader. Tell children to imagine a book about lions. Say: *The topic of the book is lions. The writer includes details about the lions that tell where lions live, what they eat, and what they look like. What photographs could the writer include to help explain the topic? The writer could include pictures of adult lions and baby lions, of lions chasing their prey, and of the places where lions live.*

**ANALYZE THE MODEL** Discuss examples the writer uses to explain the topic of *Goods and Services*. Turn to pp. 8–9. Point out to children that the text lists examples of goods and services. The photographs show some of the examples. Read the text from p. 8.

Goods can be large, like a house or a car. Goods can also be small. Notebooks, a bunch of bananas, and soap are some small goods.

The page is about goods. The text gives examples of different kinds of goods. The photos show some of them.

Read the text from p. 9. Point out the examples of services listed in the text. Ask children to tell which example the photo shows.

Men, women, boys, and girls can all do services. A dentist's work is a service. Washing cars, mowing lawns, and cutting hair are other services.

The page is about services. The text lists examples of services. The photo shows one example.

Point out that in this text, the photographs show some of the examples that the text includes. In other texts, photographs show additional examples.

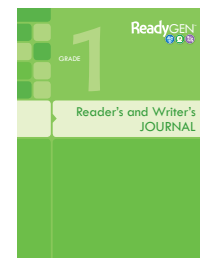
## Conventions Use Compound Nouns

**TEACH AND MODEL** Explain to children that a compound noun is one noun made up of two or more words. *Notebooks* is a compound noun made up of the word *note* and the word *books*.

*Firefighters* is a compound noun made up of the word *fire* and the word *fighters*.

Taxes pay for firefighters and police officers.

**APPLY** Brainstorm a classroom list of compound nouns. You might include *notebook*, *backpack*, *baseball*, *basketball*, *bedroom*, *cupcake*, *football*, *goldfish*, *homework*, *keyboard*, *newspaper*, *playground*, *skateboard*. For extra practice, have children do the Lesson 2 activity on p. 157 of their *Reader's and Writer's Journal*.



## Independent Writing Practice

**WRITING** Now tell children they will think about a topic and create examples to explain the topic. The topic is things children want and things children need. For their examples, children will draw two pictures (or take two photographs). One picture should show something they want and the other should show something they need. Have children label each picture to tell what it shows and whether the thing is a want or a need.

**USE TECHNOLOGY** If possible, let children use tablets or digital cameras to take pictures of things they want and need. Print the pictures and let children label them.

## Writing Wrap-Up

Have children share their pictures. Discuss similarities and differences. Ask children to explain why they need those things they selected.

### Scaffolded Instruction

#### ENGLISH LANGUAGE LEARNERS

**WRITING** Review *want* and *need* with children. Then ask simple questions and give directions to help them complete the task. For example, ask: Do you need food? Do you need a place to live? Draw something you need. Do you want a new book? Do you want a new basketball? Do you want a puppy? Draw something you want.

#### STRATEGIC SUPPORT

**WRITING** Work with children to help them select one thing they want and one thing they need. Remind children that if they need something, they must have it. Explain that the thing they draw as a need can be something they already have: a place to live, food, water, people who love and care for them.

## LESSON OBJECTIVE

Understand that facts and details support main ideas.

## READING OBJECTIVES

- Identify supporting details and examples.
- Read closely to focus on a main idea.

# Read Anchor Text

## Build Understanding

**INTRODUCE** Tell children that today you will read all of *Goods and Services* again. You will talk with children about services that people provide and look for examples of services in the text. You will help children focus on the Enduring Understanding: *Writers understand that an opinion has to be supported with a reason.* Remind children that an opinion tells what a person thinks about a subject. Opinions need to be supported with facts and examples. Give an example: *I think that bananas make the best snacks. They are delicious and nutritious. They are also easy to carry and eat on the go.*

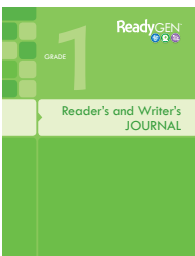
## First Read of the Lesson

**EXPLORE THE TEXT** Review *Goods and Services* with children. Ask children to tell what goods are and what services are. Explain that today they will think about what kinds of services are provided by people who work for the government. They will think about how those services help a community. Review the Essential Questions: *How can we use the details in a text to identify the reasons an author gives to support his or her points?* and *How can we use information to support an opinion?*

For additional support at unlocking the text, see the *Scaffolded Strategies Handbook*.

**READ ALOUD GOODS AND SERVICES** Use the **Read Aloud Routine**. As you prepare to read *Goods and Services*, encourage children to think about services they and their families use. Tell them to think about people they see every day who provide services. For this first reading, read aloud the entire text. After reading, discuss the questions below. Then have children draw a picture showing what they learned on p. 151 of the *Reader's and Writer's Journal*. Tell them to write a question to go with their drawings.

- What did you read?
- What did you learn?
- What questions do you have?



## Second Read of the Lesson

**CLOSE READING** During guided close reading, focus on pp. 10–11. For unfamiliar words, follow the **Close Reading Vocabulary Routine**. Use the following questions to lead the discussion.

- **Vocabulary** **What is a government (p. 10)?** (Let children respond. Then explain that a government is the people who lead a city, state, or country. They make decisions about what the city, state, or country should do.) **On p. 10, the text says some goods and services come from the government. What are some of those services?** (police officers, firefighters, parks, libraries, schools)
- **Where does a government get money to pay for those services? (taxes) How does the government spend the money it gets?** (The government pays people like police officers and firefighters to do their jobs. The government pays people to build libraries and schools, and it pays people to work in those places.) **Integration of Knowledge and Ideas**
- **What are some government services that you use? (school, library, parks) Suppose you never needed a firefighter. Would you still want your neighborhood to have a fire station? (yes) Why?** (The firefighters are there to help everyone.) **Integration of Knowledge and Ideas**
- **How did the author help you understand the idea of government services?** (She gave examples.) **Integration of Knowledge and Ideas**
- **Look back at the other pages of the text. What are some other services the text tells about? (eye doctor, dentist, washing cars, mowing lawns, cutting hair, delivering newspapers, fixing cars) Are there some services that we need more than others? (Answers will vary.) Why?** (Children could suggest that government services are more important because they help people stay safe and help people learn.) **Key Ideas and Details**

### ENGLISH LANGUAGE LEARNERS

**VOCABULARY** Use specific examples of local government services (a nearby fire or police station, your school, a public park) to help children understand this part of what a government does. Explain that the leaders of the government make choices about how to spend money and what services to provide.

### STRATEGIC SUPPORT

**VOCABULARY** Explain to children that even though a building like a school is something people can touch and use (the definition of a good), a school is more a service because it provides education to all the children in a community. The government provides the service—a school and teachers—to the people.



## READING OBJECTIVES

- Learn text-based vocabulary.
- Identify supporting details.

### Text-Based Vocabulary

- collects, p. 10
- taxes, p. 10



# Focused Reading Instruction

## Text-Based Vocabulary

Introduce children to key text-based vocabulary from *Goods and Services*. For each word, check children's understanding. Poll them to see if they *know the meaning, know it a little, or don't know it at all*. Teach the words children need to know with the **Text-Based Vocabulary Routine**. Ask children to write a sentence for each word on p. 153 in their *Reader's and Writer's Journals*.

Encourage children to use the Text-Based Vocabulary by asking: **The government collects taxes from people. What do I collect from you? What kinds of things do our taxes get spent on?** Tell children to use the vocabulary words as they respond.

## Text-Based Conversation

Remind children that they talked in Lesson 2 about wants and needs. Ask children to talk with a partner about whether the services provided by the government are wants or needs. Are some needs and some wants? Tell children to look back at p. 10 for examples of government services. Use the **Paired Discussion Routine**.

You may wish to provide a model through a think aloud, such as the following: **I remember that a need is something I have to have. Everybody needs air, water, food, and a place to live. What about a place to learn? Is a school something we need, or is just something we want? Does the government have to give us schools? I think yes, schools are things we need. It is necessary for children to get an education. It is part of the government's job to give children a place to learn.**

**TEAM TALK STATE AND SUPPORT AN OPINION** Use the **Team Talk Routine**. **Look at the list of services on p. 10. Which of those government services is the most important? Why do you think so?** (Possible responses: Police officers/police stations are the most important. They make sure we are all safe.)

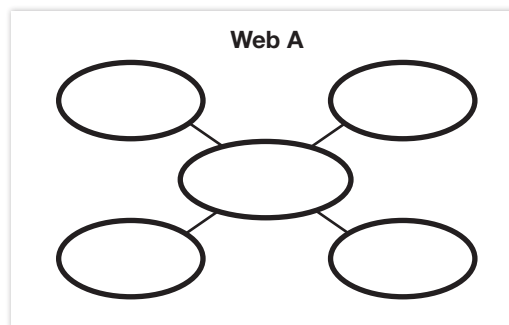
## Reading Analysis Supporting Details and Examples

Remind children that details and examples support the main idea in a text. The author of *Goods and Services* wants the reader to understand what goods are and what services are. She provides examples of both. On p. 10, the author's main idea is that governments provide services. She lists examples of those services.

As a group, list the supporting details and examples from p. 10 of *Goods and Services*. Use a word web with the main idea in the center circle.

**KEY IDEAS AND DETAILS** Help children identify the main idea and supporting details and examples on p. 10.

- What is the main idea of this page? (The government provides services.)
- Let's look for examples the author gives of services the government provides. We'll write one service on each line. (police officers, firefighters, parks, libraries, schools)



## Independent Reading Practice

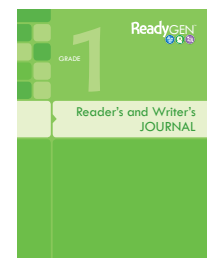
**READING ANALYSIS: SUPPORTING DETAILS AND EXAMPLES** Have children work independently to draw and label a picture showing an example of a government service. Children can use the text or the word web you created for support.

**WRITING IN RESPONSE TO READING** Have children respond to the prompt on p. 155 of their *Reader's and Writer's Journal*. Children should complete the sentence and list two government services.

**ACCOUNTABLE INDEPENDENT READING** As children read texts independently, remind them to look for details in the text that support the author's main points.

## Reading Wrap-Up

**SHARE WRITTEN RESPONSES** Take a few minutes to wrap up today's reading with children. Ask one or two volunteers to share their Writing in Response to Reading responses.



## READING OBJECTIVES

- Identify text features.
- Read closely to understand supporting details.

# Scaffolded Instruction for Small Group

## STRATEGIC SUPPORT

### MONITOR PROGRESS

**If...**children struggle to understand that examples support the main ideas in *Goods and Services*,  
**then...**use the Reading Analysis lesson in small group to help them.

**If...**children need extra support to understand the text,  
**then...**use the Close Reading Workshop in small group to provide scaffolded support.

## Reading Analysis

Help children first understand the main idea of p. 10. Ask: **What is this page about? What does the author want you to know?** Guide children to understand that the page is about the idea in the first sentence: *Some goods and services come from the government.* Help children find examples of services listed on the page. Point to the photo of the police officer as an example, too. Then help children choose one of the services to draw and label.

## Close Reading Workshop

**REVISIT GOODS AND SERVICES** Read aloud p. 10 again. Then discuss the following questions. Help children find text evidence to support their answers.

- 1 **What clues can you find that tell what this page is about?** (bold words government, taxes; photo of police officer)
- 2 **What questions do you still have about government goods and services?** (What other government services are there? How do taxes pay for services?)
- 3 **Why is it important to have government services?** (Possible answer: because people need to be protected and educated and have a place to play.)

## EXTENSIONS

### MONITOR PROGRESS

**If...** children understand that details and examples support the main idea on p. 10 of *Goods and Services*,  
**then...** extend the Reading Analysis activity by having them find details and examples on other pages of the text.

## Reading Analysis

After children have completed their drawing showing a government service, have them find another service listed as an example in the text. Examples might include an eye doctor, a dentist, a person mowing a lawn, a person cutting hair, a person washing a car, a person fixing a car, or a child delivering newspapers. Have children draw and label that service.

When children have completed both drawings, have them work with a partner to discuss the following questions:

- How is a government service different from another kind of service?
- How do we pay for government services? How do we pay for other services? For example, when you go to get your hair cut, does your parent pay the hair cutter or does somebody else pay?
- Which services do you think more people use, government services or other services? Why?

## WRITING OBJECTIVES

- State and support an opinion.
- Use contractions with *not*.

# Writing

## Opinion Writing

### State and Support an Opinion

**TEACH** Review that an **opinion piece** is a piece of writing that states and supports an opinion. Explain that an **opinion** is what the writer thinks, feels, or believes about something. When writing an opinion piece, the writer states an opinion and then supports it with facts and reasons. Tell children that in this lesson they will learn the answers to these questions:

- What words can you use to state an opinion?
- How can you support an opinion with facts or reasons?

**ANALYZE THE MODEL** Explain that an opinion is a statement of the writer's feelings or beliefs. It uses a word such as *great*, *terrible*, *love*, *hate*, *good*, or *bad*. Give children an example:

Washing cars is a **great** way to make money!

Expresses the writer's opinion using the belief word "great."

Help children see that this is an opinion because it is the writer's belief. Others may think that washing cars is a terrible way to make money.

To convince readers that your opinion is correct, writers need to give reasons or facts. Provide an example:

Many people in our neighborhood own cars. They will pay to get their cars washed. You do not need many supplies to get started: only water, soap, and a big sponge.

Supports opinion with facts and reasons.

## Conventions Use Contractions with *not*

**TEACH AND MODEL** Remind children that a contraction is a shortened form of two words. An apostrophe takes the place of the missing letters. Some contractions are made with the word *not*: *did + not = didn't*, *do + not = don't*, *does + not = doesn't*, *can + not = can't*, *is + not = isn't*.

*Doesn't* is a contraction of the words *does* and *not*

Joe sells clothes and toys he doesn't use anymore.

**APPLY** Encourage children to use a contraction with *not* in their conversation or their writing. You might provide a few examples: *Police officers don't think about themselves. Police officers aren't scared.* For extra practice, have children do the Lesson 3 activity on p. 157 of their *Reader's and Writer's Journal*.

## Independent Writing Practice

**WRITING** Now tell children they will write an opinion about one kind of government worker and write a fact to support that opinion. Read aloud the directions on p. 160 in their *Reader's and Writer's Journal*. Have children write an opinion word to complete the sentence. Then have them write a fact they know about police officers to support their opinion. For example, children might write, "Police officers are helpful. They protect people." Before children begin writing, discuss their opinions about police officers and what facts they know about police officers. Have children use information in the photograph on p. 11 to support their opinions.

**USE TECHNOLOGY** If possible, let children find pictures of police officers on the computer, either in clip art options or online at appropriate sites. Children can print the photos as evidence to support their opinions.

## Writing Wrap-Up

Have children share their opinions and facts.

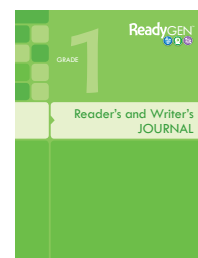
### Scaffolded Instruction

#### ENGLISH LANGUAGE LEARNERS

**WRITING** Let children draw a picture of a police officer. Work with children to label the drawing with an opinion word and a simple fact to support the opinion.

#### STRATEGIC SUPPORT

**WRITING** If children struggle to complete the activity, ask questions to elicit oral answers first: *What do you think police officers are? Are they brave? Strong? Smart? Which word do you want to write? Now tell me why you think police officers are [brave]. Write that here.*



## LESSON OBJECTIVE

Understand that details support a main idea.

## READING OBJECTIVES

- Understand the topic and main idea of a text.
- Read closely, citing text-based evidence in discussions.

# Read the Text

## Build Understanding

**INTRODUCE** Tell children that today you will read a new text in the *Text Collection* called *Supermarket*. You will talk with children about what a supermarket is, what goods and services it provides, and what choices people make when they go to the supermarket. You will help children focus on the Enduring Understanding: *Readers understand that the details in the text support the author’s main points.*

## First Read of the Lesson

**EXPLORE THE TEXT** Introduce the text selection *Supermarket* to children. Ask children to tell what a supermarket is. Point out that the word *supermarket* is a compound noun made up of *super* + *market*. Explain that here the word *super* means “very big.” A supermarket is a very big market, or store. Page through the text to show children the illustrations. Ask if this supermarket looks like the supermarket or grocery store they go to with their family. Review the Essential Questions: *How can we use the details in a text to identify the reasons an author gives to support his or her points?* and *How can we use information to support an opinion?*

For additional support at unlocking the text, see the *Scaffolded Strategies Handbook*.

**READ ALOUD SUPERMARKET** Use the **Read Aloud Routine**. As you prepare to read *Supermarket*, encourage children to think about the author’s main points and all the ways in which she gives the reader information. For this first reading, read aloud the entire text. After reading, discuss the questions below. Then have children draw a picture showing what they learned on p. 152 of the *Reader’s and Writer’s Journal*. Tell them to write a word or a sentence to go with their drawings.

- What did you read?
- What did you learn?
- What questions do you have?



## Second Read of the Lesson

**CLOSE READING** During guided close reading, revisit key points from the entire text. For unfamiliar words, follow the **Close Reading Vocabulary Routine**. Use the following questions to lead the discussion.

- Look at p. 27. Read the page aloud. *What are some words the author uses to describe the supermarket?* (special, necessary, real) *Necessary means we need it. Do you think we need the supermarket?* (Yes.) *Why?* (We need a place to buy food and other things.) **Key Ideas and Details**
- *What sound words does the author use on this page?* (clang, whiz) *Why do you think she uses those words?* (They are familiar sounds at a supermarket. She wants people to connect to the place she’s writing about.) **Craft and Structure**
- **Vocabulary** On p. 35, the text says grocery stores got bigger, “dividing items into different departments.” When she writes about the supermarket in the text, the author writes about sections of the store. *Department and section both mean “part.” What are some sections of the supermarket the author names?* (fruit and vegetable, dairy, frozen foods, meat, bakery)
- Look at p. 36. Read aloud the page. *What word does the author use to describe a supermarket here?* (amazing) *What evidence does she give in the next pages that the supermarket is “amazing”?* (She writes about the sections and all the different things you can buy.) **Key Ideas and Details**
- Look at the last page. Read aloud the page. *How does the author describe the supermarket here?* (She says it will always be around; it is never boring; it is a very real place like nowhere else.) *How does the information in the text support her idea?* (Children should point to specific examples in the text.) **Integration of Knowledge and Ideas**

### Scaffolded Instruction

#### ENGLISH LANGUAGE LEARNERS

**VOCABULARY** Use the text to reinforce basic vocabulary related to the grocery store. Point to the illustrations as you say *berries, fish, bread, milk*, etc.

#### STRATEGIC SUPPORT

**READING ANALYSIS** The complexity of the text may overwhelm children. Help children focus on the main thread of the text by pointing to each specific text box as you read the words in it.



## READING OBJECTIVES

- Learn text-based vocabulary.
- Analyze text features.

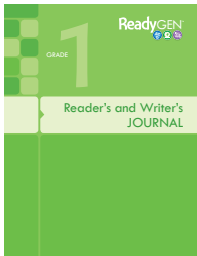
# Focused Reading Instruction

## Text-Based Vocabulary

Introduce children to key text-based vocabulary from *Supermarket*. For each word, check children’s understanding. Poll them to see if they *know the meaning, know it a little, or don’t know it at all*. Teach the words children need to know with the **Text-Based Vocabulary Routine**. Ask children to write a sentence for each word on p. 154 in their *Reader’s and Writer’s Journals*.

### Text-Based Vocabulary

- supermarket, p. 25
- shoppers, p. 29
- shopping, p. 48, p. 52



Encourage children to use the Text-Based Vocabulary by asking: *What do you like to buy at the supermarket? Who do you go shopping with? Are you a good shopper?* Tell children to use the vocabulary words as they respond.

## Text-Based Conversation

For this whole group discussion, have children look at pp. 38–39. Remind them that the author uses many different details and examples to support her ideas. Have children discuss ways in which the author supports her ideas on this page. Divide the discussion into two parts by reading the text on p. 38 and asking children to find examples of “fresh, juicy, strange, familiar” on the pages. Then read the text on p. 39 and have children tell who on the page is doing which action: look, touch, sniff, compare, weigh. Define words as necessary. Use the **Whole Group Discussion Routine**.

You may wish to provide a model through a think aloud, such as the following: *I’m going to find something in this fruit and vegetable section that is familiar. Something familiar is something I already know about, something I have seen before. On p. 39, I see something familiar and yellow: bananas!*

After children have pointed out examples for both sections, discuss how the fruit and vegetable section in the text is similar to and different from the fruit and vegetable section at the supermarket/grocery store they go to.

**TEAM TALK STATE AND SUPPORT AN OPINION** Use the **Team Talk Routine**. *Which section of this supermarket would you like to go to? Why?* Possible responses: I’d like to go to the dairy section to buy yogurt. I take yogurt in my lunch. I’d like to go the frozen foods section to buy ice cream. It’s my favorite treat.)

Remind children that text features are parts of a book that give the reader extra information or help the reader find information. Review text features that children have discussed. Then explain that in *Supermarket*, the author gives lots of extra information in text features. She includes extra information in the art and in special text boxes on the pages.

As a group, find examples of text features the author uses on pp. 44–45 to give extra information about the topic. Use a T-chart to identify the features and tell what information each one provides.

**TEXT FEATURES** Help children identify the main idea of the pages and the “extra” information the author puts in as text features.

- What are these two pages mostly about?
- Read the main text at the bottom of p. 44. Then point out the speech bubble on the same page. Read it aloud. Ask: *How does the speech bubble connect to the text at the bottom of the page?* It defines the word “nonfood.” Add *speech bubble* and *defines a word* to the chart.
- Ask children to point to the other two text features (the awning and the sign on the checkout register). Read the text and help children decide how to add the features and their functions to the chart.)

T-Chart

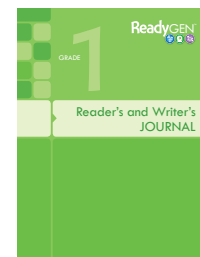

## Independent Reading Practice

**LANGUAGE ANALYSIS: CRAFT AND STRUCTURE** Have children turn to p. 43 and find the text feature that tells more about the page (the ice cream sign). Read the information on the sign. Then have children draw their own sign with information about the frozen foods section. They can draw ice cream or something else. Have children write words or sentences in the sign to tell about the frozen foods section.

**WRITING IN RESPONSE TO READING** Have children respond to the prompt on p. 156 of their *Reader’s and Writer’s Journal*. Children should complete the sentence about the supermarket.

## Reading Wrap-Up

**SHARE WRITTEN RESPONSES** Take a few minutes to wrap up today’s reading with children. Have children share their Writing in Response to Reading.



## READING OBJECTIVES

- Identify text features.
- Demonstrate fluency through oral reading.

# Scaffolded Instruction for Small Group

## STRATEGIC SUPPORT

### MONITOR PROGRESS

**If...**children struggle to understand that a text feature provides extra information,  
**then...**use the Language Analysis lesson in small group to help them.

**Fluency Check** To provide practice with reading fluently, have children use the Oral Reading activity.

## Language Analysis

Turn to p. 43 with children. Point to and read the text at the bottom of the page as children follow along. Ask children to tell what this page is about: the frozen foods section. Ask children what kinds of things might be in the frozen foods section. Mention ice cream if children do not. Then point to the ice cream sign and read the text aloud. Explain that this is extra information the author wants the reader to have about ice cream. It is a text feature. It tells more about something on the page, but it is not part of the main text of the page. The information is in an illustration that looks like an ice cream carton. It might be a sign in the frozen foods section. Then help children choose something to draw. Help them add words to label the drawing.

## Oral Reading

**ACCURACY** Remind children that reading with accuracy means reading without making mistakes. Have children follow along as you read aloud from an appropriate-level book. Model reading accurately.

Have children read the same passage aloud, stressing accuracy. Monitor progress and provide feedback. For optimal fluency, students should read the passage three to four times.

## EXTENSIONS

### MONITOR PROGRESS

**If...**children understand the author’s use of text features in *Supermarket*, **then...**extend the Language Analysis activity by having them create their own text feature for the book.

**Fluency Check** To provide practice with reading fluently, have children use the Oral Reading activity.

## Language Analysis

Have partners look through the text to find and discuss additional examples of text features the author uses.

After a few minutes of discussion, point specifically to the text features on pp. 52–53. Read or ask children to read the text of the page and then the text of the features. Then have children work independently to design their own text feature for one of these pages. Children can recreate a feature that already exists or come up with something totally new. For example, children can turn a speech bubble into a sign or add a new speech bubble or a new sign. Tell children the feature must relate to the main information on the page.

When children have finished their features, have them share their work with the group. Have them explain what their feature shows and on what page it belongs.

## Oral Reading

**ACCURACY** Remind children that reading with accuracy means reading without making mistakes. Have children follow along as you read aloud from an appropriate-level book. Model reading accurately.

Have children read the same passage aloud, stressing accuracy. Monitor progress and provide feedback. For optimal fluency, students should read the passage three to four times.

## WRITING OBJECTIVES

- State an opinion.
- Use adjectives that compare.

# Writing

## Opinion Writing

### State an Opinion

**TEACH** Remind children that an **opinion** is what the writer thinks, feels, or believes about something. In today's lesson you will show children examples of opinion statements.

- What words are used in opinion statements?

**ANALYZE THE MODEL** Explain to children that writers are stating an opinion when they write words such as *wonderful* and *terrific*. Give them examples:

The supermarket is full of **fabulous** food.

Chocolate tastes **wonderful!** It is my **favorite** candy.

Words like *fabulous* and *wonderful* express the writer's opinion.

*Favorite* is an opinion word.

Comparative words such as *good*, *better*, and *best* are also opinion words:

I think corn is **better** than potatoes.

Beans are **the best** vegetable.

These are **the worst** cookies I've ever tasted!

*Better* and *best*, *worse* and *worst* are opinion words.

Ask children why each of the examples is an opinion and not a fact. Guide them to see that people can disagree on which foods are best, and everyone has their own personal most favorite and least favorite foods.

## Conventions Adjectives that Compare

**TEACH AND MODEL** Write on the board: *big, bigger, biggest*. Explain that some adjectives describe by comparing two or more things, or telling how they relate to each other. If I say, *My desk is big*, I am describing just my desk. If I say, *My desk is bigger than your desk*, I am comparing your desk and mine. I am using the adjective *bigger* to describe my desk next to yours. If I say, *My desk is the biggest one in the room*, I am comparing my desk and all the other desks.

*Coldest* is an adjective describing the air in the frozen foods section. It compares the air in the frozen foods section to the air in all the other sections of the supermarket.

A sweater is handy in the frozen foods section, where the air is coldest.

**APPLY** Encourage children to use a comparative adjective in their writing. For more practice, have them do the Lesson 4 activity on p. 157 of the *Reader's and Writer's Journal*.

## Independent Writing Practice

**WRITING** Tell children they will write an opinion statement about a food they like or dislike. Have them draw a picture to go with their sentences. Remind them to use an opinion word, such as *best, favorite, or delicious*, in their sentences.

**USE TECHNOLOGY** If computers are available, have children find photographs of the food they are writing about, print out a photo, and attach it to a page. They can write their opinion statement below the photo.

## Writing Wrap-Up

Have children share their drawings and read their sentences.

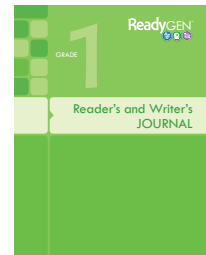
### Scaffolded Instruction

#### ENGLISH LANGUAGE LEARNERS

**WRITING** Let children draw their picture first and then write or dictate sentences to tell about the picture. Help children choose something to draw by asking questions about the supermarket: What can you buy at the supermarket? What do you need to buy every week? What do you want to buy for a treat?

#### STRATEGIC SUPPORT

**WRITING** If children struggle to complete the writing activity, discuss the foods their family buys at the supermarket. Ask children to list things their family buys at the store all the time. Then ask children to list treats they get at the store every now and then. Help children decide which one to draw and write about.



## LESSON OBJECTIVE

Understand that facts and details support a main idea.

## READING OBJECTIVES

- Understand that facts tell about a main topic.
- Read closely, citing text-based evidence in discussions.

# Read the Text

## Build Understanding

**INTRODUCE** Tell children that today you will read part of *Supermarket* and part of *Goods and Services*. Children will talk about how the two texts are connected and how they both give information about the same topic. You will help children focus on the Enduring Understanding: *Readers understand that the details in the text support the author's main points.*

## First Read of the Lesson

**EXPLORE THE TEXT** Review the texts with children, especially *Supermarket*. Remind children that the text describes the sections of a supermarket. It also has pages that tell about how food gets to the supermarket, the history of grocery stores, and what goes on in parts of the store we don't see. Briefly review *Goods and Services*, making the connection between the farmers on p. 12 and the farms in *Supermarket*. Review the Essential Questions: *How can we use the details in a text to identify the reasons an author gives to support his or her points?* and *How can we use information to support an opinion?*

For additional support at unlocking the text, see the *Scaffolded Strategies Handbook*.

**READ ALOUD THE TEXT** Use the **Read Aloud Routine**. As you prepare to read from both texts, encourage children to think about facts they learn in each text. For this first reading, read p. 12 from *Goods and Services* and pp. 27–36 of *Supermarket*. For *Supermarket*, read all of the text on the pages. After reading, discuss the questions below. Then have children draw a picture showing what they learned on p. 152 of the *Reader's and Writer's Journal*. Tell them to write a question to go with their drawings.

- What did you read?
- What did you learn?
- What questions do you have?



## Second Read of the Lesson

**CLOSE READING** During guided close reading, focus on p. 12 from *Goods and Services* and only the main text thread of pp. 28–35 of *Supermarket*. For unfamiliar words, follow the **Close Reading Vocabulary Routine**. Use the following questions to lead the discussion.

- Look at p. 12. What does the photograph show? (It shows men selling fruits and vegetables.) How do you think the men got the fruits and vegetables? (They grew them.) The text says, “Goods and services are sold by producers. Farmers sell the vegetables they grow.” So what are these men? (They are farmers and producers.) **Key Ideas and Details**
- Look at pp. 30–31 in *Supermarket*. What do these pages show and tell about? (They are about what happens on farms.) What do you see happening on this farm? (Workers are picking vegetables. Trucks are being loaded and are driving off.) Where are the trucks going? (to supermarkets, grocery stores, towns, cities, etc.) **Integration of Knowledge and Ideas**
- The text says, “Farmers make decisions every day during the long months of growing.” What kinds of decisions do you think farmers make? (Possible responses: what to plant, when to plant, when to harvest, how much to put on a truck, how many workers to hire) **Integration of Knowledge and Ideas**
- Look at p. 33 and p. 34. Read aloud the pages. What facts do you learn about farmers long ago from these pages? (Most people were farmers in early America. They learned what to grow from the American Indians. Families grew all their own food.) **Key Ideas and Details**
- Look at the illustrations on pp. 34–35. Tell what they show. (They show the change from families growing their own food, to trading and selling their food, to general stores, to small grocery stores, to supermarkets.) Tell why you think these changes happened. (Children should understand that as the country grew, more people had goods and services to buy and sell.) **Integration of Knowledge and Ideas**

### Scaffolded Instruction

#### ENGLISH LANGUAGE LEARNERS

**READING ANALYSIS** Be sure children understand the words *farm*, *farmer*, and *grow*. Write the words, have children pronounce them with you, and define the words. Use the text illustrations for support.

#### STRATEGIC SUPPORT

**READING ANALYSIS** Help children connect the chain of events shown in *Supermarket*: food is grown, the food is put on trucks, trucks go to other towns and cities to deliver the food, the food is put on the shelves at supermarkets and other stores.



## READING OBJECTIVES

- Learn text-based vocabulary.
- Connect ideas.

### Text-Based Vocabulary

- producers, p. 12
- farmers, p. 12
- decisions, p. 30



# Focused Reading Instruction

## Text-Based Vocabulary

Introduce children to key text-based vocabulary from *Goods and Services* and *Supermarket*. For each word, check children's understanding. Poll them to see if they *know the meaning*, *know it a little*, or *don't know it at all*. Teach the words children need to know with the **Text-Based Vocabulary Routine**. Ask children to write a sentence for each word on p. 154 in their *Reader's and Writer's Journals*.

Encourage children to use the Text-Based Vocabulary by asking: *What do producers do? What are some examples of producers? What do farmers do? What decisions do farmers have to make?* Tell children to use the vocabulary words as they respond.

## Text-Based Conversation

For this small group discussion, have children look at pp. 30–32 and p. 36 in *Supermarket*. Ask children to discuss the steps that happen from the farm to the supermarket. Children can use details from the illustrations and facts from the text to support their ideas. Encourage children to add other steps that they think have to happen as well. Use the **Small Group Discussion Routine**.

You may wish to provide a model through a think aloud, such as the following: *As I look at the pictures on pp. 30 and 31, I see the workers picking lettuce. I think about all the steps that have to happen before that lettuce is ready to pick. I see the drawings at the top of the page. Those pictures show details that are part of the process. The farmer has to plow the field to get it ready. Then the farmer has to plant the seeds. What happens next?*

After children have discussed the process in small groups, come back together as a whole group to write one master list of the steps between planting a seed and a food being sold on the shelves at a supermarket.

**TEAM TALK STATE AND SUPPORT AN OPINION** Use the **Team Talk Routine**. *Are big farms more important than small farms? Why or why not?* (Possible responses: Yes, big farms can grow more food and feed more people. No, small farms can sell their foods in smaller towns that don't have big supermarkets.)

Explain to children that sometimes they will find similar topics and ideas in two different books. They can understand more about a topic if they make connections between the two books. They can think about what each author says about the topic.

As a group, discuss the information about producers/farmers in *Goods and Services* and *Supermarket*. Use a T-chart to list details from each text.

**KEY IDEAS AND DETAILS** Help children connect the texts with the idea that farmers are producers.

- Look at p. 12. What is a producer? Let's write a definition. Who are the producers in this photograph? (They are farmers.) What do they sell? (They sell the vegetables they grow.)
- Now let's look at pp. 30–31. What are these pages about? (Farms and farmers.) What does the text say about farms and farmers? Let's write some details.
- What's the connection between these texts? What do they both help us understand about farmers? Guide children to understand that both texts explain that farmers grow/produce and sell food.

T-Chart

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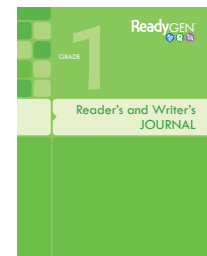
## Independent Reading Practice

**READING ANALYSIS: CONNECT IDEAS BETWEEN TEXTS** Now have children look at the photograph on p. 12 and the fruit and vegetable section on pp. 38–39. Ask children to complete p. 159 in their *Reader's and Writer's Journal*. Children should draw two things that they see that are the same on the truck and in the supermarket and complete the sentence telling about things that grow on farms.

**WRITING IN RESPONSE TO READING** Have children respond to the prompt on p. 156 of their *Reader's and Writer's Journal*. Children should complete the sentence about farms.

## Reading Wrap-Up

**SHARE WRITTEN RESPONSES** Take a few minutes to wrap up today's reading with children. Have children share their Writing in Response to Reading.



## READING OBJECTIVES

- Connect ideas between texts.
- Understand details and main points.

# Scaffolded Instruction for Small Group

## STRATEGIC SUPPORT

### MONITOR PROGRESS

**If...**children struggle to connect the ideas in *Goods and Services* and *Supermarket*,

**then...**use the Reading Analysis lesson in small group to help them.

**If...**children need extra support to understand the text,

**then...**use the Close Reading Workshop in small group to provide scaffolded support.

## Reading Analysis

Review with children the ideas in the T-chart you created during the whole group reading activity. Connect the idea of farms and farmers in each text, pointing to the photograph on p. 12 and the illustrations on pp. 30–31. Explain that farmers on big farms and small farms grow fruits and vegetables. They are producers. Then turn to pp. 38–39 with children. Ask them to name some of the fruits and vegetables they see in the supermarket. Turn back to p. 12 and ask them to name fruits and vegetables they see in the small farmstand. Connect the two: both places sell some of the same fruits and vegetables that farmers grow. Help children choose two items to draw and write about.

## Close Reading Workshop

**REVISIT SUPERMARKET** Read aloud the main text thread on pp. 30–35 again. Then discuss the following questions. Help children find text evidence to support their answers.

- 1 What clues in the text can you find that tell what farmers used to do long ago? (Farmers used to grow food just for their families.)
- 2 What questions do you still have about farms? (Why do different farmers grow different foods? How many workers do they need? How much food can a farm grow?)
- 3 How have farms stayed the same? How are some farms different now than they used to be? (Possible answers: They still grow food for people to eat. Some farms grow a lot more food so they can sell it to places like supermarkets.)

## EXTENSIONS

### MONITOR PROGRESS

**If...** children understand the main point of both texts, **then...** extend the Reading Analysis activity by having them draw and write about their own farm.

## Reading Analysis

Have children look at the illustration of Happy Farms on pp. 30–31. Then tell children to imagine what their own farm would look like if they were farmers. Have children draw a picture similar to the one in the text. Ask children to include these things in their drawing:

- the name of the farm
- at least one crop growing on the farm
- at least one person working on the farm
- at least one truck being loaded with food from the farm

After children have drawn their farms, have them share their pictures with a partner. Ask partners to ask and answer these questions as they discuss the drawings:

- What is the name of your farm?
- What do you produce on your farm?
- What decisions do you have to make on your farm?
- Where does the food from your farm go?
- Who buys the food from your farm?

## WRITING OBJECTIVES

- Use facts and details to support opinions.
- Use possessive pronouns.

# Writing

## Opinion Writing

### Use Facts and Details

**TEACH** Remind children that writers of opinion pieces use facts and details to support their opinions. The facts and details give reasons for the opinion. Tell children that today they will write an opinion about farmers and use a fact they learned to give a reason for their opinion. Review with children some facts they have learned about farmers and supermarkets:

- What do farmers do?
- What can you find at a supermarket?

**ANALYZE THE MODEL** Through discussion, help children understand that facts in the texts tell true pieces of information about the topic or about a main idea. Read aloud the excerpt from p. 30. Point out the facts the author includes to tell about farms and farmers.

It all begins on farms. Our food comes from places with lots of sunshine, rich soil, and clean water. Farmers make decisions every day during the long months of growing.

Facts and details support the author's ideas about farms and farmers.

Tell children that the facts above could support an opinion such as, “Farmers work hard” or “Farmers have to be really smart.”

Then read and discuss the pictures and text on pp. 31–32 of *Supermarket*, pointing out to children that all our fruits and vegetables come from farms. Explain that the fact that we get fruits and vegetables from farms would be a good fact to use to support an opinion such as: “Farmers are important!”

**TEACH AND MODEL** Remind children that pronouns take the place of nouns and that possessive pronouns tell who something belongs to. *My book is on the shelf. Your idea is a good one. My and your are both pronouns that tell who the book and the idea belong to.*

*Their is a possessive pronoun. It takes the place of family and tells who the car belongs to.*

The family has a car. It is their car.

**APPLY** Encourage children to use a possessive pronoun in their writing. For extra practice, have children do the Lesson 5 activity on p. 157 of their *Reader's and Writer's Journal*.

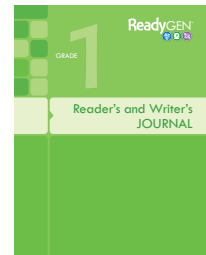
## Independent Writing Practice

**WRITING** Have children use what they learned from the texts to write an opinion about farmers--for example, "Farmers are important." Then they should write one or two facts about farmers that support their opinion. The fact can be one or two sentences. Remind children that the fact should be a reason that supports their opinion. Children can draw a picture to illustrate their fact.

**USE TECHNOLOGY** If a computer is available, let children write their sentences individually and then take turns typing their sentences into one class document, Farmers.

## Writing Wrap-Up

Have children share their fact sentences. Make a tally chart showing different facts children wrote and discuss the results. Did most children write the same fact?



### ENGLISH LANGUAGE LEARNERS

**CONVENTIONS** Review possessive pronouns with children. Write *my, your, our, his, her, its, their*. Use each pronoun in a simple sentence and have children repeat the sentence. Point to the possessive pronoun each time it is used. Use classroom items to reinforce meaning: *This is your backpack. This is our classroom.*

### STRATEGIC SUPPORT

**WRITING** If children struggle to complete the writing activity, ask questions about the texts to help children understand the facts they have learned. What does a farmer do? What do these farmers grow and sell? What does the farmer do at Happy Farms? Then help children formulate an opinion and a fact that supports it.

# LESSON 6

## UNIT 3 • MODULE B

### LESSON OBJECTIVE

Describe connections between ideas.

### READING OBJECTIVES

- Identify key details in a text.
- Read closely, citing text-based evidence in discussions.

# Read the Text

## Build Understanding

**INTRODUCE** Tell children that today you will continue reading *Goods and Services* and *Supermarket*. Have children focus on the Enduring Understanding: *Learners will understand that people make decisions about how to spend what they earn.*



## First Read of the Lesson

**EXPLORE THE TEXT** Have children examine the photo on pp. 14–15 of *Goods and Services*. Have them talk about what the girl is doing. Then have them turn to the illustration on pp. 38–39 of *Supermarket* and discuss what the people in the supermarket are doing. Guide children to conclude that the people in both the photo and illustration are shopping. As they listen and read, remind children of the Essential Questions: *How can we use the details in a text to identify the reasons an author gives to support his or her points?* and *How can we use information to support an opinion?*

For additional support at unlocking the text, see the *Scaffolded Strategies Handbook*.



**READ ALOUD** Use the **Read Aloud Routine**. Read aloud pp. 6–15 of *Goods and Services* and pp. 36–44 of *Supermarket*. Point out the details in the photographs and illustrations. After reading, discuss the questions below. Then have children draw a picture showing what they read in the text on p. 161 of the *Reader's and Writer's Journal*. Tell them to write a word or sentence to go with their drawings.

- What did you read?
- What did you learn?
- What questions do you have?

## Second Read of the Lesson

**CLOSE READING** During guided close reading, have children focus on key details from pp. 14–15 of *Goods and Services*, “Consumers,” and pp. 36–44 of *Supermarket*. For unfamiliar words, follow the **Close Reading Vocabulary Routine**. Use the following questions to lead the discussion.

- **What details do you learn about Jenna from reading the text and looking at the photo?** (Jenna is a consumer. She uses her money to buy a new bike. She looks at the prices of new bikes.) **What choice does Jenna have to make?** (She has to choose which bike to buy with her money.) **Key Ideas and Details**
- **Consumers** (p. 15) **are people who buy goods and services. Would you call teens in the United States consumers? Use the text in the box to support your answer.** (Yes, they spend over \$160 billion dollars each year.) **Integration of Knowledge and Ideas**
- **Vocabulary** **In the bakery** (p. 41), **shoppers can buy doughnuts, bread, cookies, cakes, and pies. Why does the text say that the best smells float around the bakery?** (Doughnuts and bread smell good when they are baking.)
- **Vocabulary** **What is sold in the dairy section of the supermarket** (p. 42)? (eggs, milk, yogurt, and cheese) **Why is the dairy section refrigerated?** (The foods have to be kept cold.)
- **What kinds of information do you get from the text boxes in Supermarket?** (extra facts, such as what are the most popular foods, how long the average wait in line is, and why people pick certain stores) **Craft and Structure**
- **What did you learn about people making choices from the two texts?** (People have a lot of choices of things to buy. People make choices about how to spend their money.) **Integration of Knowledge and Ideas**

### Scaffolded Instruction

#### ENGLISH LANGUAGE LEARNERS

**READING ANALYSIS** The illustrations in *Supermarket* provide an opportunity to introduce food names. Point to a picture, say the name, and have children repeat it: *banana* (p. 39), *bread* (p. 41), and *milk* (p. 42). Then name an item and have children find it on the page.

#### STRATEGIC SUPPORT

**READING ANALYSIS** If children have difficulty understanding that Jenna and the shoppers have choices to make, relate it to their own experience. What bike would you buy? What would you spend your money on in the frozen foods section?



## READING OBJECTIVES

- Learn text-based vocabulary.
- Compare and contrast ideas.

### Text-Based Vocabulary

- consumers, p. 15
- amazing, p. 36



# Focused Reading Instruction

## Text-Based Vocabulary

Introduce children to key text-based vocabulary from *Goods and Services* and *Supermarket*. For each word, check children's understanding. Poll them to see if they *know the meaning*, *know it a little*, or *don't know it at all*. Teach the words children need to know with the **Text-Based Vocabulary Routine**. Ask children to write a sentence for each word on p. 163 in their *Reader's and Writer's Journals*.

Encourage children to use the Text-Based Vocabulary by asking: *Do you think a supermarket is an amazing place? Why or why not? What might consumers buy in a supermarket? How do consumers decide what to buy with their money?* Tell children to use the vocabulary words as they respond.

## Text-Based Conversation

Have children go back to the illustrations and text on pp. 38–44 of *Supermarket* and pretend to be shoppers. Have them discuss the choices they make on how to spend their money in the different sections of the supermarket. Remind children to take turns speaking. Use the **Paired Discussion Routine**.

You may wish to provide a model through a think aloud, such as the following: *In the fruit and vegetable section, there are lots of choices to make. Should I buy broccoli, lettuce, or peppers? Which cost the most? Which vegetable looks the freshest? At the meat and fish section, I want to take home a B-B-Q chicken hot from the oven. Yum! I love chicken, so I don't pay attention to the cost. Look! There's a sale in the bakery. Should I pay full-price for the crusty bread in the basket or buy the bread in the bag that is on sale? There are so many choices to make!*

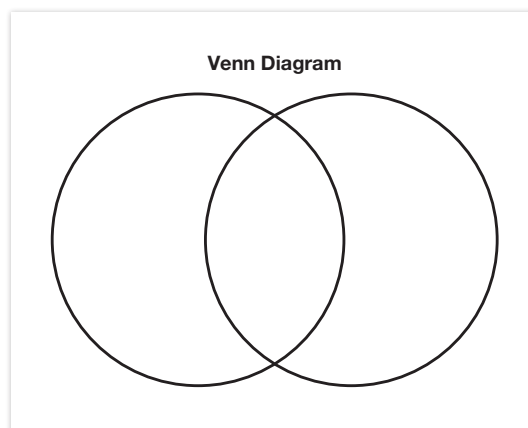
**TEAM TALK STATE AND SUPPORT AN OPINION** Use the **Team Talk Routine**. *Do you like the way the author organized Supermarket by showing consumers in different sections of the supermarket? Why or why not?* (Possible responses: Yes, you can easily see the choices consumers have to make in a real supermarket. No, it's hard to understand because there is too much on the pages.)

## Reading Analysis Compare and Contrast

Explain that when we compare things, we tell how they are alike. When we contrast things, we tell how they are different. Good readers pay attention to how things are alike and different. This helps them understand what they are reading.

**KEY IDEAS AND DETAILS** Read the text on pp. 12–15 of *Goods and Services*. Help children identify what makes someone a consumer or a producer. Use a Venn diagram to compare and contrast the two.

- What does the text tell you about producers? Guide children to understand that producers sell goods and services. They can be mechanics, farmers, and even kids. [Let's add this information to the chart.](#)
- What does the text say makes someone a consumer?
- How are producers and consumers alike? How are they different?



## Independent Reading Practice

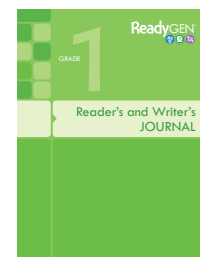
**READING ANALYSIS: COMPARE AND CONTRAST** Have children work independently to use the photos and the text on pp. 6–9 to compare and contrast goods and services. Have children record their findings on a Venn diagram.

**WRITING IN RESPONSE TO READING** Read aloud the prompt on p. 165 of the *Reader's and Writer's Journal*. Children should use the information from their Venn diagrams to complete the sentence frames.

**ACCOUNTABLE INDEPENDENT READING** As children read texts independently, remind them to look for details in the text that support the author's main points.

## Reading Wrap-Up

**SHARE WRITTEN RESPONSES** Take a few minutes to wrap up today's reading with children. Ask volunteers to share their Writing in Response to Reading.



## READING OBJECTIVES

- Compare and contrast ideas.
- Ask and answer questions about key details in a text.

# Scaffolded Instruction

## STRATEGIC SUPPORT

### MONITOR PROGRESS

**If...**children struggle to understand how to compare and contrast the ideas in *Goods and Services*,  
**then...**use the Reading Analysis lesson in small group to help them work through the Venn diagram.

**If...**children need extra support to understand the text,  
**then...**use the Close Reading Workshop in small group to provide scaffolded support.

## Reading Analysis

Together with children, echo read p. 6 of *Goods and Services*. Pause often to ask and answer questions, emphasizing words that cue a comparison or contrast: **What do we call things that people need and want?** (goods and services) **What do people buy?** (goods and services) **Yes, goods and services are alike. Both goods and services are things people want and need. Both goods and services are things people buy.** Have children record these ideas in the intersecting circle of the Venn diagram. **What do we call real things that people can touch and use?** (goods) **What do we call work that is done for other people?** (services) **Yes, goods and services are different. Goods are real things, but services are work done for other people.** Have children record these ideas in the circles under goods or services. Have children decide where “glasses” and “eye check-up” should be added.

## Close Reading Workshop

**REVISIT SUPERMARKET** Read aloud the text and text box information on pp. 42–43. Talk about the illustrations. Then discuss the following questions with the group.

- 1 **What clues can you find in the text and the illustration that tell you about the choices consumers have in the dairy section?** (The text says, there are “eggs, milk, yogurt, and cheese.” The illustration shows orange juice and lemonade.)
- 2 **What else do you want to know about the goods in the dairy and frozen foods sections?** (Possible answers: What happens to the food after the expiration date? Why is vanilla ice cream the most popular? Why are coolers found in this section?)
- 3 **Why would a consumer like to shop in this supermarket? Use text evidence to support your answers.** (Possible answers: There are a lot of food choices. It has sales on food. There is zippy music playing.)

## EXTENSIONS

### MONITOR PROGRESS

**If...** children understand how to compare and contrast ideas in *Goods and Services*,  
**then...** extend the Reading Analysis activity by having them draw pictures to compare and contrast other ideas.

## Reading Analysis

Tell children that “needs” are things that a person has to have to live. Explain that “wants” are things that a person would like to have but doesn’t need. Have children draw pictures of needs on one half of a sheet of paper and pictures of wants on the other. Encourage them to use the photos in *Goods and Services* for ideas. When the drawings are complete, have partners use them to compare and contrast the needs and wants pictured. To get children thinking, discuss the following questions:

- **Look at the photo of the girl on p. 7. Are glasses a want or a need? Explain your reasons.** (Children will most likely say “need” because she needs them to see. But some may say “wants” because she can live without them.)
- **Is the soap pictured on p. 8 a need or a want? Why?** (Children may say a want because a person doesn’t have to be clean to live. Others may say a need because a person has to stay clean to be healthy.)
- **Is a bike always a “want”? What about Tim’s bike pictured on p. 13? He uses it to deliver newspapers.** (Children may say it is always a want because people can walk. Others may say it is a need if you have to use it to do your job.)
- **Look at the photo on p. 21. Does Joe need books? Does anyone need books?** (Children may say no because you can live without books. Others may say yes because people need to learn by reading books.)

## WRITING OBJECTIVES

- Support an opinion with reasons.
- Use present- and past-tense forms of “to be.”

# Writing

## Opinion Writing

### Support Opinions with Reasons

**TEACH** Remind children that an opinion is what a writer thinks, feels, or believes. Writers support their opinions with reasons.

- What is your opinion of the illustrations in *Supermarket*?
- What reasons can you give to support your opinion?

**ANALYZE THE MODEL** Through discussion, help children see that the writer is stating an opinion and then supporting the opinion with reasons. Point to the illustration on p. 36 of *Supermarket* as you read aloud the following excerpt:

Now we have an amazing place...  
They have unpacked thousands of boxes and arranged everything on shelves just so.

The writer states an opinion. Then the writer supports the opinion with reasons.

Continue with another example. Point to the illustration on p. 41, as you read aloud the following excerpt:

The best smells float around the bakery.  
Bakers sometimes bake thousands of doughnuts a day and at least a dozen different kinds of bread.

The writer states an opinion. Then the writer supports the opinion with reasons.

Tell children that some words are clues that the writer is stating an opinion, such as *amazing*, *best*, *wonderful*, or *most*.

## Conventions Using Forms of “To Be”

**TEACH AND MODEL** Explain that the words *am*, *is*, *are*, *was*, and *were* are verbs even though they do not tell about actions. *Am*, *is*, and *are* tell about the present. The man *is* the children’s teacher now. *Was* and *were* tell about the past. The woman *was* the children’s teacher last year.

The verbs *am*, *is*, and *are* tell about the present.

Jenna is a consumer.

**APPLY** As children write their opinion on what fruit to buy, point out the verbs *am*, *is*, *are*, *was*, and *were* in their writing. Have children say whether the verb tells about the present or the past. For extra practice, have children complete the Lesson 6 activity on p. 167 of their *Reader’s and Writer’s Journal*.

## Independent Writing Practice

**WRITING** Tell children they will draw pictures and write sentences about choices they would make in the fruit section of the supermarket. Brainstorm a list of fruits and their qualities, using pp. 38–39 in *Supermarket* as a resource. Encourage children to describe fruits they eat in their home as well.

Now have children choose a fruit that they would buy. Tell them to draw a picture and write a sentence or two telling about the fruit and giving a reason why they would pick that one.

**USE TECHNOLOGY** If computers and printers are available, encourage children to use them to create a supermarket flyer that includes their fruit choice.

## Writing Wrap-Up

Invite children to share their fruit choice with the class. Have volunteers tell if the reason made them want to buy the fruit too.

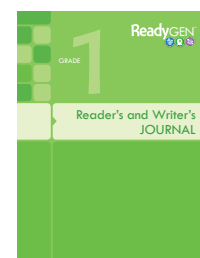
Scaffolded  
Instruction

### ENGLISH LANGUAGE LEARNERS

**CONVENTIONS** In some languages, including Chinese, Hmong, and Haitian Creole, the verb *to be* can be left out of a sentence. If children say *I happy* instead of *I am happy*, provide extra practice with forms of the verb *to be*.

### STRATEGIC SUPPORT

**WRITING** If children have difficulty supporting their fruit choice with a reason, have them describe how the fruit looks, tastes, smells, and feels. Talk about when and where they have eaten the fruit.



WHOLE GROUP

# LESSON 7

## UNIT 3 • MODULE B

### LESSON OBJECTIVE

Understand that details and text features support the author's main points.

### READING OBJECTIVES

- Identify key details in a text.
- Read closely, citing text-based evidence in discussions.

# Read Anchor Text

## Build Understanding

**INTRODUCE** Tell children that today you will continue to read *Goods and Services*. Have them focus on the Enduring Understanding: *Readers understand that the details in the text support the author's main points.*



## First Read of the Lesson

**EXPLORE THE TEXT** Browse the headings of *Goods and Services*. Ask children how the headings can help them as they read. Lead them to conclude that the headings tell the topic, or what the text is about. As they listen and read, remind children of the Essential Questions: *How can we use the details in a text to identify the reasons an author gives to support his or her points?* and *How can we use information to support an opinion?*

For additional support at unlocking the text, see the *Scaffolded Strategies Handbook*.

**READ ALOUD GOODS AND SERVICES** As you read aloud *Goods and Services*, have children think about the topic and key details of each chapter. Use the **Read Aloud Routine**. After reading, discuss the questions below. Then have children draw a picture showing what they learned in the text on p. 161 of the *Reader's and Writer's Journal*. Tell them to write a word or sentence to go with their drawings.

- What did you read?
- What did you learn?
- What questions do you have?

## Second Read of the Lesson

**CLOSE READING** During guided close reading, have children focus on key details from pp. 16–17 of *Goods and Services*, “Earning Income.” For unfamiliar words, follow the **Close Reading Vocabulary Routine**. Use the following questions to lead the discussion.

- **What did you learn by reading the chapter heading?** (Earning income is the topic. It’s what the text is about.) **Craft and Structure**
- **Goods and services are sold by producers. What do the producers earn for their work?** (They earn money, or income.) **Key Ideas and Details**
- **The text says that Mary sells candy in her shop. How does this detail support the author’s main point that producers earn money?** (Mary sells candy to earn money. This supports the point that producers earn money.) **Key Ideas and Details**
- **What does Mary do with the income she earns as a producer?** (Mary uses her income to buy goods and services from others. She buys meat from the market.) **How is Mary a consumer and a producer?** (She is a consumer because she buys goods and services. She is a producer because she earns income.) **Key Ideas and Details**
- **Look at the photo. Who is the producer? How does the producer earn money?** (The man is the producer. He earns money by selling meat.) **Who is the consumer? Why?** (Mary is the consumer because she is spending the money she earned to buy meat.) **Integration of Knowledge and Ideas**

### Scaffolded Instruction

#### ENGLISH LANGUAGE LEARNERS

**VOCABULARY** To help children understand the terms *earn* and *buy*, use simple sentences and play money to act out scenes such as: Joe paints. Joe earns money. Joe spends money. Joe buys a book.

#### STRATEGIC SUPPORT

**READING ANALYSIS** To help children understand how producers earn money and then become consumers when they spend the money they earn, have groups of three use play money and props to act out earning, buying, and spending money.



## READING OBJECTIVES

- Learn text-based vocabulary.
- Understand and use text features.

### Text-Based Vocabulary

- earn, p. 16
- income, p. 16



# Focused Reading Instruction

## Text-Based Vocabulary

Introduce children to key text-based vocabulary from *Goods and Services*. For each word, check children's understanding. Poll them to see if they *know the meaning, know it a little, or don't know it at all*. Teach the words children need to know with the **Text-Based Vocabulary Routine**. Ask children to write a sentence for each word on p. 163 in their *Reader's and Writer's Journals*.

Encourage children to use the Text-Based Vocabulary by asking: *What are some ways the people in Goods and Services earn income? What are some goods and services the people buy with the income they earn?* Tell children to use the vocabulary words as they respond.

## Text-Based Conversation

Have children go back to the illustrations and text on pp. 16–17 of *Goods and Services* to discuss how Mary and the man in the picture earn and spend money. Use the **Whole Class Discussion Routine**.

Explain that it is important for listeners to pay close attention to what the speaker is saying. Tell children that when it is their turn, listeners can respond to the speaker by making comments, asking questions, or giving more examples. Point out that the speaker may want to add to the listeners' ideas. Children in the group may go back and forth, speaking and listening.

You may wish to provide a model through a think aloud, such as the following: *When I'm in a group discussion, I look at the speaker and try to block out any other noise in the room. I think about what the speaker is saying. Do I agree? Is there something I don't understand? What can I add? I wait until the speaker is finished, and then I can respond. If the speaker has a comment about what I say, I listen, and then answer. Other people in the group may build on our comments too. We all learn something when everyone joins in.*

**TEAM TALK STATE AND SUPPORT AN OPINION** Use the **Team Talk Routine**. *What do you think are good ways for kids to earn money?* (Possible responses: keeping room clean, helping with chores, selling toys that are no longer needed, etc.)

Explain that a glossary is an alphabetized list of words and their meanings found in the back of some books. **The words in a glossary are words that are in the book. A glossary is helpful when reading facts and details about a topic.**

**SOCIAL STUDIES VOCABULARY** Tell children that authors of some texts use boldfaced print for important words that the reader needs to understand. **Boldface print has thicker, darker letters that make the words stand out. In this text, the boldfaced words are social studies words that have to do with the topics discussed in the text. The author defines these words in the glossary.** Have children turn to pp. 16–17 in *Goods and Services*.

- Which words are special social studies words? How do you know?
- Why does the author boldface these words?
- Where can you find the meanings of the words?
- What is the meaning of the word *earn*? What is the meaning of the word *income*?

Have children explain how the definitions help them understand the facts and details in “Earning Income.”

## Independent Reading Practice

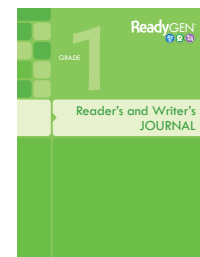
**LANGUAGE ANALYSIS: SOCIAL STUDIES VOCABULARY** Have children work independently to write words found on p. 10 of *Goods and Services* that are special social studies words. Have partners look up each word in the glossary and take turns reading the definitions aloud.

**WRITING IN RESPONSE TO READING** Read aloud the prompt on p.165 of the *Reader’s and Writer’s Journal*. Have children respond to the prompt by writing how a glossary can help them.

**ACCOUNTABLE INDEPENDENT READING** As children read texts independently, remind them to look for ways the author supports main points with details.

## Reading Wrap-Up

**SHARE WRITTEN RESPONSES** Take a few minutes to wrap up today’s reading with children. Ask volunteers to share their Writing in Response to Reading.



## READING OBJECTIVES

- Understand and use text features.
- Demonstrate fluency through oral reading.

# Scaffolded Instruction for Small Group

## STRATEGIC SUPPORT

### MONITOR PROGRESS

**If...**children struggle to understand how to identify and find the meanings of domain-specific words,  
**then...**use the Language Analysis lesson in small group to help them work through the use of these text features.

**Fluency Check** To provide practice with reading fluently, have children use the Oral Reading activity.

## Language Analysis

Guide children to identify and find definitions for social studies terms. Have children turn to pp. 10–11 of *Goods and Services*. Have them point to the words in dark print. (*government, taxes*) **These are special social studies words. The author made them stand out in the text. She put the words in dark print called boldface print. The author thinks that readers need to know the meanings of these words so that they will understand the text.** Read the first two sentences. Then have children read along with you. **When readers see words in dark print in this text selection, they know that the words will be in the glossary. What can readers find out in the glossary? (the meanings of the words) Where is the glossary? (at the end) Have children turn to the glossary. How are the words in a glossary organized? (in alphabetical order) Which word comes first in the glossary, *government* or *taxes*? (government)** Read the definitions of the words as children track the print. Then read the first two sentences on p. 10. Lead children to recognize that the definitions help them understand the two facts about government services.

## Oral Reading

**ACCURACY** Explain that reading with accuracy means reading without mistakes. Have students follow along as you read aloud p. 16 of *Goods and Services*. Model reading with accuracy.

Have children read the same passage aloud, stressing accuracy. Monitor progress and provide feedback. For optimal fluency, students should read the passage three to four times.

## EXTENSIONS

### MONITOR PROGRESS

**If...** children understand how to identify and find the meanings of domain-specific words in *Goods and Services*,  
**then...** extend the Language Analysis activity by having them choose other words for the glossary.

**Fluency Check** To provide practice with reading fluently, have children use the Oral Reading activity.

## Language Analysis

Have children turn to p. 6 in *Goods and Services*. Point out the word *need*. Explain that *need* is another social studies word that readers must know the meaning of to understand the text. Tell children to page through *Goods and Services* and find another social studies word that is not in the glossary. Have them use the information in the text and what they already know to write what the word means.

Have children discuss the following:

- What other social studies word did you find?
- What is the meaning of the word?
- Remember that words in a glossary are in alphabetical order. What word would come before your word in the glossary? What word would follow it?

Have partners discuss the words they found and their meanings.

## Oral Reading

**ACCURACY** Explain that reading with accuracy means reading without mistakes. Have students follow along as you read aloud p. 16 of *Goods and Services*. Model reading with accuracy.

Have children read the same passage aloud, stressing accuracy. Monitor progress and provide feedback. For optimal fluency, students should read the passage three to four times.

## WRITING OBJECTIVES

- Focus on a topic.
- Understand subject and verb agreement.

# Writing

## Opinion Writing

### Focus on a Topic

**TEACH** Remind children that writers need to focus on a topic when writing an opinion piece. A **topic** is what the text is all about. All the information in the opinion piece is about the topic.

The writer of an opinion piece tells readers what the topic is. The topic may be in a title at the top of the opinion piece, or it may be stated in a sentence at the beginning of the piece.

**PREPARE TO WRITE** Although sometimes students (and other writers) are given a topic to write about, at other times writers need to choose their own topic. Show children steps they can use to choose a topic.

- **Brainstorm**—Ask children to think of possible writing topics about shopping. Have them think of as many topics as they can. Remind children to name topics that they know something about. List the topics on the board, for example, stores, favorite stores, best stores for toys, buying a notebook for school, buying school supplies, and so on.
- **Narrow**—Review the topics with children. Point out which topics are too big (stores) and which are too small (buying a notebook for school). Cross those topics off the list.
- **Choose**—Ask children what information they know about the remaining topics. Encourage them to pick the topic that they think is most interesting and that they can write an opinion piece about. Remind them that their opinion statement about the topic will have to use an opinion word such as *best* or *favorite*.

## Conventions Subject-Verb Agreement

**TEACH AND MODEL** Explain that you can add an s to most verbs to tell what one person or thing does now. **Do not add an s to the verb if the sentence tells about more than one.**

Add s to tell what one person does.

Mary sells candy.

Do not add s to tell what more than one person does.

Producers earn money.

**APPLY** Tell children to review their writing for the Independent Writing Practice to be sure their verbs match the nouns. For extra practice, have them do the Lesson 7 activity on p. 167 of their *Reader's and Writer's Journal*.

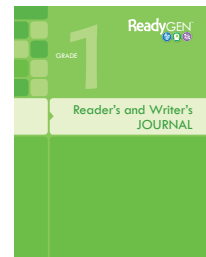
## Independent Writing Practice

**WRITING** Tell children that today they will begin writing an opinion piece that they will work on for the rest of the module. They will write on a topic related to shopping. Remind them of the topics you discussed related to shopping. Today, children choose a topic for their opinion piece, for example: My Favorite Store. Have them use p. 170 of their *Reader's and Writer's Journal* to help them choose a topic.

**USE TECHNOLOGY** You may wish to have children use tablets or a computer, if available, to compose their opinion pieces over the next few lessons.

## Writing Wrap-Up

Ask volunteers to share their topics with the class. Discuss how topics can be narrowed, if necessary.



WHOLE GROUP

Scaffolded Instruction

### ENGLISH LANGUAGE LEARNERS

**TOPICS** Explain the concept of “topic” by asking children this question: *What will your opinion piece be all about?* Remind children to choose a topic they feel strongly about or have experience with. Show pictures of people shopping and ask children where they shop and what their parents buy.

### STRATEGIC SUPPORT

**CHOOSE A TOPIC** If children struggle to narrow a topic, have them work with a partner or in a small group. Feedback from one or more listeners will help them understand how to find a suitable topic.

## LESSON OBJECTIVE

Connect ideas in a text about earning income and spending.

## READING OBJECTIVES

- Identify the key ideas of a text.
- Read closely, citing text-based evidence in discussions.

# Read Anchor Text

## Build Understanding

**INTRODUCE** Tell children that today they will continue reading the text selection *Goods and Services*. Children will learn about the people who prepare things to sell and then save or spend the money they make. Have children focus on the Enduring Understanding: *Learners will understand that people make decisions about how to spend what they earn.*

## First Read of the Lesson

**EXPLORE THE TEXT** Review the text *Goods and Services* with children. Point out the pictures of people selling goods and services. Then point out the pictures of people who are selecting or paying for a good or a service. Discuss the jobs of the people in the pictures who are selling a good or a service and how other people respond to them. Guide children to conclude that people respond by choosing what to buy and by using their money to pay for the item they chose. Explain that as children listen to and read the text selections in this module, they will continue to answer the Essential Questions: *How can we use details in a text to identify the reasons an author gives to support his or her points?* and *How can we use information to support an opinion?*

For additional support at unlocking the text, see the *Scaffolded Strategies Handbook*.

**READ INDEPENDENTLY GOODS AND SERVICES** Use the **Read Independently Routine**. As children prepare to read pp. 18–22 independently, encourage them to think about how two related ideas in the text, such as producers and consumers or selling and buying, are connected. After reading, discuss the questions below. Then have children draw a picture showing what they learned in the text on p. 161 of the *Reader's and Writer's Journal*. Tell them to write a question to go with their drawings.

- What did you read?
- What did you learn?
- What questions do you have?



## Second Read of the Lesson

**CLOSE READING** During guided close reading, have children focus on key ideas in the text on pp. 18–22 related to producers and consumers and the decisions they make. For unfamiliar words, follow the **Close Reading Vocabulary Routine**. Use the following questions to lead the discussion.

- The heading on p. 19 is “Joe Is a Producer.” What details in the photograph show us that Joe is a producer? (There is a yard sale, and one boy, who is most likely Joe, is selling trading cards to another boy.)  
**Key Ideas and Details**

- What have you learned about producers from Joe’s example? (Anyone who sells things is a producer. The money the producer earns can be spent on other goods and services.) **Key Ideas and Details**

- **Vocabulary** Joe buys some school supplies he needs. *Supplies* are the things that people need for an event such as a camping trip or the beginning of the school year. One example of a school supply is an eraser. What are some other school supplies? (pencils, crayons, notebooks, folders, a ruler, scissors, glue)

- How do details in the text on p. 20 support the Enduring Understanding: *Learners understand that people make decisions about how to spend what they earn*? (The text gives the example of Joe making choices about his income, including saving part of it and buying something he needs and something he wants.) **Integration of Knowledge and Details**

- Why do you think the writer shows a photo of Joe looking at a book in a bookstore? (The writer may want to support the text that says Joe has money to buy a book he wants. In the photo a boy is holding money and looking at a book as though he is thinking about buying it.)  
**Craft and Structure**

- On the “Amazing but True!” page, what amazing fact is described? (Taxes have been around for 5,000 years.) What are two key details related to that fact? (Possible responses: People paid many taxes in ancient Egypt. Taxes in ancient Egypt were collected by the king at least once a year. Workers counted and recorded the taxes.)  
**Key Ideas and Details**

### ENGLISH LANGUAGE LEARNERS

**VERBS** Help children learn the verbs with opposite or related meanings on pp. 18–22: *buy/sell, spend/save, need/want*. Have them answer questions such as: Does Joe buy or sell toys? Does he spend or save money for camp? Does he need or want to buy a book?

### STRATEGIC SUPPORT

**VOCABULARY** If children have difficulty recalling what taxes are, have them turn back to p. 10 and read the explanation aloud. Tell them that a tax is often added to the price of something that we buy, such as gas or food.



## READING OBJECTIVES

- Learn text-based vocabulary.
- Connect ideas.

# Focused Reading Instruction

## Text-Based Vocabulary

### Text-Based Vocabulary

- sells, p. 19
- choices, p. 20
- saves, p. 20

Introduce children to key text-based vocabulary from *Goods and Services*. For each word, check children’s understanding. Poll them to see if they *know the meaning*, *know it a little*, or *don’t know it at all*. Teach the words children need to know with the **Text-Based Vocabulary Routine**. Ask children to write a sentence for each word on p. 163 in their *Reader’s and Writer’s Journals*.

Encourage children to use the Text-Based Vocabulary by asking: *How does Joe sell his things? What does Joe make choices about? What does Joe do with the money that he doesn’t spend?* Tell children to use the vocabulary words as they respond.

## Text-Based Conversation

Have children go back to the illustrations and text on pp. 18–20 to discuss what makes Joe a producer and what makes him a consumer. Use the **Small Group Discussion Routine**.

Remind children that it is important for listeners to pay attention to what a speaker is talking about. At an appropriate time, listeners can build on what a speaker says by making comments, giving more examples, or asking questions. Review that the speaker may respond to what the listener says and that listeners and the speaker can continue to speak about a topic.

You may wish to provide a model through a think aloud, such as the following: *When I’m in a discussion with a small group, I think about what the speaker is saying and then ask myself if there’s anything I can add about the topic. If a group member is talking, I will wait patiently for my turn to speak. After I speak, I will listen to see if another group member comments on what I say, and, if so, I will respond again.*

**TEAM TALK STATE AND SUPPORT AN OPINION** Use the **Team Talk Routine**. *Do you think Joe’s idea of selling his old clothes and toys is a good one? Why or why not?* (Possible responses: Yes, because he no longer uses them and he can earn money from selling them. No, he might miss them, or he could have given them away to people who might need them.)



Explain to children that sometimes they find ideas in a text that are related. They can understand more about a text's topic if they can connect these ideas to each other and to the topic of the text.

**KEY IDEAS AND DETAILS** Read the text on pp. 18–20 of *Goods and Services*. Use a T-chart to record how producers and consumers are related.

- Look at the text on p. 19. Why is Joe a producer? (He sells clothes and toys. He earns income.)
- Now look at p. 20. Why is Joe a consumer? (He uses his money to save and buy things.)
- How does being a producer help Joe be a consumer? (He can spend and save the money that he earns.)
- When are you a producer? A consumer? (when I earn money; when I spend money)

T-Chart

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## Independent Reading Practice

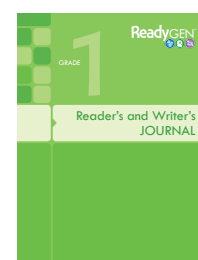
**READING ANALYSIS: CONNECTING TWO IDEAS IN A TEXT** Have children work independently to use the text and photos on pp. 18–20 to connect the ideas of buying and selling. Tell them to record on a T-chart the connection between Joe selling things he no longer needs and Joe buying things he needs and wants. Have children include their own experiences with selling and buying.

**WRITING IN RESPONSE TO READING** Have children respond to the prompt on p. 165 of their *Reader's and Writer's Journal*. Children should complete the sentence frames to connect the ideas of producers and consumers, using evidence from the text.

**ACCOUNTABLE INDEPENDENT READING** As children read texts independently, remind them to look for ways the author supports main points with details.

## Reading Wrap-Up

**SHARE WRITTEN RESPONSES** Take a few minutes to wrap up today's reading with children. Ask volunteers to share their Writing in Response to Reading.



## READING OBJECTIVES

- Ask and answer questions about key details in a text.
- Connect two ideas in a text.

# Scaffolded Instruction for Small Group

## STRATEGIC SUPPORT

### MONITOR PROGRESS

**If...**children struggle to understand how to connect two ideas in *Goods and Services*,  
**then...**use the Reading Analysis lesson in small group to help them work through the T-chart.

**SLEUTH WORK** Use the Sleuth steps in the Close Reading Workshop to provide more practice in close reading.

## Reading Analysis

Help children connect the ideas of selling and buying by asking questions, such as: **What does Joe get when he sells something?** (He gets money.) **What does he use when he buys something?** (He uses money.) **What happens to the things he sells?** (someone buys them) **Who does he buy things from?** (someone selling something) As children answer, help them fill in the two columns of the T-chart. Guide them to understand that buying and selling are different ways that money moves from one person to another.

## Close Reading Workshop

**SLEUTH WORK** Have children read “Help Yourself and Others,” on p. 28 of *Sleuth*. Then use the steps below to help groups answer the Sleuth questions. Have children use text evidence to support their answers.

**LOOK FOR CLUES** **What does the writer start out doing?** (cleans out a closet and makes a pile of old clothes and toys) **What do the writer and his or her mom do?** (put the old things in bags and take them to a large bin) **What is the writer’s first clue that others will be helped by this?** (“Give them to someone who needs them.”) **What other clue tells you this?** (“Then they’ll give them to people who need them.”)

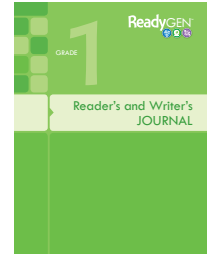
**ASK QUESTIONS** Have children imagine they meet a person who collects used toys and clothes to give them to others. Ask children to think of questions they would ask that person. Children can dictate a list of questions they would like to ask.

**MAKE YOUR CASE** Ask children which words the writer uses to tell what to do with unneeded clothes and toys. Have children use some of those words to tell what they think the main message of the text is.



**PROVE IT!** Have students work with a partner to discuss other things people can give away to help others. Have partners share their ideas with the class. Encourage children to think of ways of getting those items to the people who could use them.

After students discuss the Sleuth steps, direct them to pp. 168–169 of the *Reader’s and Writer’s Journal* to further explore “Help Yourself and Others.”



## EXTENSIONS

### MONITOR PROGRESS

**If...**children understand how to connect two ideas, **then...**extend the Reading Analysis activity by having them connect what the writer of “Help Yourself and Others” does to what Joe in *Goods and Services* does.

## Reading Analysis

As children read “Help Yourself and Others,” have them connect what the writer does to what Joe does in *Goods and Services*.

- **What does the writer of “Help Yourself and Others” do?** (The writer cleans out a closet and gives old clothes and toys to other people who need them.)
- **What does Joe in *Goods and Services* do?** (He sells his old toys and clothes at a yard sale.)
- **How are Joe and the writer of “Help Yourself and Others” alike?** (They get rid of clothes and toys they don’t use anymore.)
- **How are Joe and the writer of “Help Yourself and Others” different?** (Joe sells his things to earn income. The writer gives his or her things away without expecting to earn income.)

## WRITING OBJECTIVES

- Support an opinion with details.
- Use compound nouns.

# Writing

## Opinion Writing

### Use Details to Support Opinions

**TEACH** Review with children that writers use details, or small bits of information, to support opinions in a text. Details give reasons for the writer's opinion and help convince the reader that the opinion is right.

- What kinds of details help support an opinion?

**ANALYZE THE MODEL** Remind children that they are writing an opinion piece on shopping. Suppose they decide to write that their favorite store is the supermarket. The author of *Supermarket* gives details that support this opinion. Point to the art on p. 43 as you read aloud the following excerpt.

Zippy music makes some people hum along or dance right in the aisle.

Uses strong details that make the supermarket sound like a fun place to shop.

Tell children that a writer should use more than one detail to show why a store is their favorite. Point to the drawing on p. 41 as you read aloud the following excerpt:

The best smells float around the bakery.

Sensory details and the word *best* help support an opinion.

## Conventions Compound Nouns

**TEACH AND MODEL** Remind children that a noun is a person, place, thing, or animal. Explain that compound nouns are two words joined together to make a longer word. *The words **newspapers** and **notebooks** are words made up of two words.*

Compound nouns are made up of two smaller words

He earns **income** that he can spend on other goods and services.

**APPLY** If children use compound nouns in their writing, have them make sure they are spelled correctly and then circle them. For extra practice, have children do the Lesson 8 activity on p. 167 of their *Reader's and Writer's Journal*.

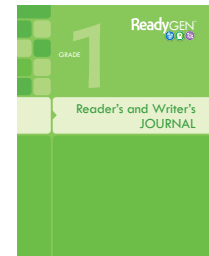
## Independent Writing Practice

**FORMATIVE ASSESSMENT** Tell children that today they will begin to work on their opinion piece about shopping. Remind them that they chose a topic in Lesson 7. Today, have them write an opinion statement, such as “My favorite store is the grocery store.” Then tell them to draw a picture and label it with details that will help support their opinion.

**USE TECHNOLOGY** If computers and printers are available, encourage children to use a computer to draft their sentences and then revise them, if necessary. Children can print out their final versions on a printer.

## Writing Wrap-Up

Ask children to share their writing and discuss the details they think will be most convincing in supporting their opinion.



WHOLE GROUP

### Scaffolded Instruction

#### ENGLISH LANGUAGE LEARNERS

**COMPOUND NOUNS** Ask children if there are words made up of two words in their own language, such as *lavaplatos* (dishwasher) in Spanish. Guide children to name the two smaller words in English compound nouns such as: *firefighter*, *notebooks*, *bookstore*. Have children practice using the words in sentences.

#### STRATEGIC SUPPORT

**COMPOUND NOUNS** Provide children with a list of words, such as *bookstore*, *firefighter*, *notebook*, and *newspapers*. Have children use them to complete sentence frames: Write your notes in your \_\_. A \_\_ will help you in a fire. You can buy \_\_ at that stand. We got our books at the \_\_.

# LESSON 9

## UNIT 3 • MODULE B

### LESSON 9 OBJECTIVE

Understand that an opinion needs to be supported with a reason.

### READING OBJECTIVES

- Identify the key ideas and details of a text.
- Read closely to understand language and integrate ideas.

# Read the Text

## Build Understanding

**INTRODUCE** Tell children that today they will go back to reading *Supermarket*. While reading, they will begin to look for reasons the author gives to support her points in the text. Have children focus on the Enduring Understanding: *Writers understand that an opinion has to be supported with a reason*. Remind children that an opinion tells what a person thinks about a subject. People who give their opinions should support them with reasons that include facts and examples. Give an example: *I think baseball is the most exciting sport. When a player hits a home run with runners on base, a team can come from behind to win.*

## First Read of the Lesson

**EXPLORE THE TEXT** Review *Supermarket* with children. Ask children to tell what a supermarket is and how it is different from smaller stores. Explain that today they will think about what it takes to get a supermarket ready for shoppers. Review the Essential Questions: *How can we use the details in a text to identify the reasons an author gives to support his or her points?* and *How can we use information to support an opinion?*

For additional support at unlocking the text, see the *Scaffolded Strategies Handbook*.

**READ ALOUD SUPERMARKET** Use the **Read Aloud Routine**. As you prepare to read from *Supermarket*, encourage children to think about their own experiences at a supermarket checkout and the workers they see there. For this first reading, read aloud pp. 45–47 as children follow along in their books. After reading, discuss the questions below. Then have children draw a picture showing what they learned on p. 162 of the *Reader's and Writer's Journal*. Tell them to write a word or sentence to go with their drawings.

- What did you read?
- What did you learn?
- What questions do you have?



## Second Read of the Lesson

**CLOSE READING** During guided close reading, have children focus on key details on pp. 45–47. For unfamiliar words, follow the **Close Reading Vocabulary Routine**. Use the following questions to lead the discussion.

- **How does the information on the sign on p. 45 support the text?** (The text says that people try to pick the shortest line, and the sign shows the fact that the wait time in a checkout line is usually eight minutes.)

### Key Ideas and Details

- **Vocabulary** **What is a checkout counter in a supermarket?** (It is where shoppers go to pay for items they buy.) **A bar code is a label with bars that gives a computer information. How is a bar code used at the checkout counter?** (It is scanned to show the cost of an item.) **What machine adds up the cost of everything you buy?** (a cash register)
- **What do workers at a checkout counter do?** (They scan the bar codes and use the cash register to find the cost of the all the items. The bagger asks the shopper, “Paper or plastic?” and then packs the groceries in the type of bag requested.) **Key Ideas and Details**
- **Vocabulary** **The text says, “Managers keep track of inventory, their supply of foods.” What clue words in that sentence tell you what the inventory in a supermarket is?** (“their supply of foods”)
- **What is the author’s opinion on p. 46?** (The author says that there are many things going on in a supermarket that shoppers do not see.) **What is one reason the author gives on the same page to support that opinion?** (Possible responses: Managers are keeping track of their supply of foods; stockrooms have food ready to be moved onto empty shelves; workers eat their lunch in a special room.)

### Integration of Knowledge and Ideas

- **How does the author use the illustrations on p. 47?** (She uses the picture of the man putting things in a garbage can to support the text about a place for garbage, the picture of the man with empty boxes and a bin to support text about a place for recycling boxes, and the picture of the supply closet to support text about keeping the supermarket clean.) **Craft and Structure**

## Scaffolded Instruction

### ENGLISH LANGUAGE LEARNERS

**COMPARISONS** In Spanish, Korean, and Hmong, comparisons are expressed with phrases rather than with adjectives that change form. In Spanish, for example, *fast/faster/fastest* becomes *rápido/más rápido/el más rápido* (or *rápida* for feminine nouns). Explain “the shortest line” on p. 45 and provide practice with other comparison adjectives.

### STRATEGIC SUPPORT

**VOCABULARY** Children may have difficulty understanding the terms related to the checkout counter. Ask children to recall their own experiences at stores and then act out the roles of a shopper, a clerk scanning bar codes and using a cash register, and the bagger.



## READING OBJECTIVES

- Learn text-based vocabulary.
- Identify author's reasons.

# Focused Reading Instruction

## Text-Based Vocabulary

### Text-Based Vocabulary

- cost, p. 45



Introduce children to key text-based vocabulary from *Supermarket*. For each word, check children's understanding. Poll them to see if they *know the meaning*, *know it a little*, or *don't know it at all*. Teach the words children need to know with the **Text-Based Vocabulary Routine**. Ask children to draw a picture for each word on p. 164 in their *Reader's and Writer's Journals*.

Encourage children to use the Text-Based Vocabulary by asking: **What gets added up at the checkout counter?** Tell children to use the vocabulary word as they respond.

## Text-Based Conversation

Have children go back to the illustrations and text on pp. 46–47 of *Supermarket* and discuss the various things that go on behind the scenes at the supermarket. Remind children to take turns speaking and to build on what the other speaker says. Use the **Paired Discussion Routine**.

You may wish to provide a model through a think aloud, such as the following: **The text tells me that a lot of things at the supermarket are happening that we shoppers don't even see. The first picture shows a man using a computer. He must be a manager. The text tells me that managers keep track of what items are selling so they know what to order. If no one did that, the supermarket would run out of food! The next picture is of two people putting boxes on a shelf. According to the text, they are keeping the new food in a stockroom until it is needed to fill shelves that are empty. I'm glad the supermarket works to keep providing food for us!**

**TEAM TALK STATE AND SUPPORT AN OPINION** Use the **Team Talk Routine**. **Do you like the way the author often uses small print in the illustrations to tell us more about the topic? Why or why not?** (Possible responses: Yes, because the print adds more interesting information to what is in the text. No, because all that print in the illustrations keeps me from focusing on the main information in the text.)

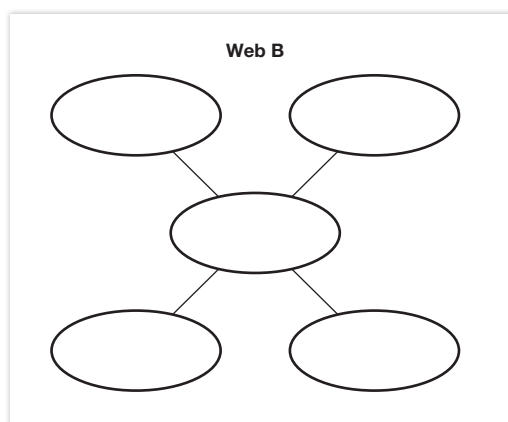
## Reading Analysis Author's Reasons

Explain that authors give reasons to support the points they make in a text. This is similar to using key details to support the main topic. When reading a point an author makes, it is important to look for the author's reasons that support it. This will help the reader understand what the author is trying to say.

As a group, discuss the author's point about the supermarket depending on farms. Use a word web like the one shown to record the author's point in the center circle and then one reason supporting that point in each outer circle. Model identifying the author's point and a supporting reason to record in the web.

**KEY IDEAS AND DETAILS** Read aloud pp. 30–31 of *Supermarket*. Then discuss the following questions.

- What is the author's point in this text?
- What reasons does the author give to support this point?
- What detail is not a reason that supports the author's main point?



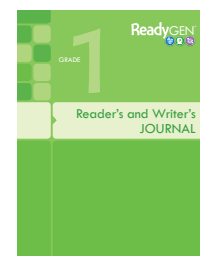
## Independent Reading Practice

**READING ANALYSIS: AUTHOR'S REASONS** Have children work independently to tell the author's point in the last sentence on p. 45 and her supporting reasons about workers on pp. 32, 36, 40, and 45. Help them fill in the center circle of a web with the author's point. Have children record the author's reasons in the outer circles and then share them with a partner.

**WRITING IN RESPONSE TO READING** Have children respond to the prompt on p. 166 of their *Reader's and Writer's Journal*. Children should answer the prompt about workers or machines that help shoppers just before they leave the supermarket. Tell children to refer to the text for evidence. Tell them there is more than one correct answer.

## Reading Wrap-Up

**SHARE WRITTEN RESPONSES** Take a few minutes to wrap up today's reading with children. Ask volunteers to share their Writing in Response to Reading.



## READING OBJECTIVES

- Ask and answer questions about key details in a text.
- Demonstrate fluency through oral reading.

# Scaffolded Instruction for Small Group

## STRATEGIC SUPPORT

### MONITOR PROGRESS

**If...**children struggle to identify the reasons an author gives to support points in *Supermarket*,  
**then...**use the Reading Analysis lesson in small group to help them work through the Web organizer.

**Fluency Check** To provide practice with reading fluently, have children use the Oral Reading activity.

## Reading Analysis

Help children find reasons in *Supermarket* to support the author's point that it takes many people to move food from farms to people's kitchen shelves. Have children review the people on pp. 32, 36, 40, and 45, and ask questions, such as: *Who takes food from farms to your town? Who unpacks boxes of food? Who wraps packages of meat in plastic? Who puts people's groceries in bags?* As children answer your questions, encourage them to elaborate by asking follow-up questions, such as: *When do drivers leave the farms? What do supermarket workers do after unpacking the boxes? What do butchers do before wrapping the packages of meat? What question does a bagger ask each shopper?*

## Oral Reading

**RATE** Remind children that reading at an appropriate rate means reading at the right speed, not too fast and not too slow. Have children follow along as you read aloud from an appropriate-level book. Model reading at an appropriate rate.

Have children read the same passage aloud, stressing rate. Monitor progress and provide feedback. For optimal fluency, students should reread the passage three to four times.

## EXTENSIONS

### MONITOR PROGRESS

**If...**children identify the reasons an author gives to support points in a text in *Supermarket*,  
**then...**extend the Reading Analysis activity by having them draw pictures that show the author's reasons for another point in the text.

**Fluency Check** To provide practice with reading fluently, have children use the Oral Reading activity.

## Reading Analysis

Have children use their webs to explain to a partner the author's reasons for her point that it takes many people to move food from farms to people's kitchens. Then have partners work together to find the author's point and reasons supporting the point on pp. 46–47 and draw pictures of two of the reasons. Children should look back at the text to make sure their drawings are accurate. Once the drawings are complete, have children share them with the class. Then have children discuss the following questions:

- **What is the author's point?** (There are many places and tasks done at the supermarket that shoppers do not see.)
- **What do managers do?** (They use computers to find out what items are selling, and they order more of what is needed.)
- **What do workers do with boxes of new items and empty boxes?** (They unload the boxes of new items in a special place and put the empty boxes in a bin for recycling.)
- **Why does the supermarket have cleaning supplies?** (Cleaning supplies are used to get rid of dirt and germs there because shoppers prefer a clean supermarket.)

## Oral Reading

**RATE** Remind children that reading at an appropriate rate means reading at the right speed, not too fast and not too slow. Have children follow along as you read aloud from an appropriate-level book. Model reading at an appropriate rate.

Have children read the same passage aloud, stressing rate. Monitor progress and provide feedback. For optimal fluency, students should reread the passage three to four times.

## WRITING OBJECTIVES

- Write an opinion and give a reason supporting it.
- Punctuate exclamatory sentences.

# Writing

## Opinion Writing

### State Opinions and Supply Reasons

**TEACH** Remind children that writers can state, or give, opinions in their writing. An opinion is what a writer believes, thinks, or feels. A good writer who states an opinion supplies reasons for the opinion. This helps the reader understand the writer’s thinking.

- What is your opinion of the place where your family buys food?
- What reasons can you give to support your opinion?

**ANALYZE THE MODEL** Through discussion, help children see that the writer states an opinion just after supplying reasons for that opinion. Point to the illustration on p. 27 of *Supermarket* as you read aloud the following excerpt:

Magic doors whiz open and shut.  
Colors glow under bright white lights.  
So many breakfasts, lunches, and dinners!  
It’s all at a special, necessary, very real place:  
the supermarket.

Gives three reasons for stating the opinion in the last sentence about the supermarket being a special place.

Help children see how the writer gives reasons for an opinion on the page before the opinion appears. Point to the illustrations of the supermarkets on pp. 55 and 56 of *Supermarket* as you read aloud the following excerpt:

New items are added all the time, especially from around the world. Some markets have other stores right inside—worlds of their own. . . .  
. . . But the supermarket will always be around—one place that is never boring, . . . .

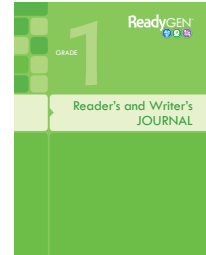
Sentences on p. 54 give two reasons for the opinion on p. 56 that the supermarket is never boring.

Remind children that a writer often gives clue words, such as *fabulous*, *special*, and *boring*, to tell us that an opinion is being stated. Also explain that a writer may state an opinion *before* listing reasons for that opinion, as the writer of *Supermarket* did on p. 36 and p. 41.

**TEACH AND MODEL** Explain to children that a sentence that expresses strong feeling is an exclamatory sentence. An exclamatory sentence always ends with an exclamation mark. For extra practice, have children do the Lesson 9 activity on p. 167 of their *Reader's and Writer's Journal*.

Think about all the people who move food from the farms to your kitchen shelves!

An exclamatory sentence is expressed with great feeling. It is punctuated with an exclamation mark at the end.



**APPLY** Remind children to use an exclamation mark whenever they express strong feeling. Have them find a sentence in the opinion they are writing that they can add an exclamation mark to.

## Independent Writing Practice

**WRITING** Tell children that today they will continue working on their opinion piece about shopping. Remind them that they have written an opinion statement and made a picture. Today, they will write a new page. On this page, they will write one or two reasons for their opinion. For example, if their opinion is *The toy store is a great place!*, they could write as a reason: *You can play with the train set.*

**USE TECHNOLOGY** If computers and printers are available, children may use them to write their opinion and reason and print out their draft.

## Writing Wrap-Up

Have children share their opinion and reason with the class. Have volunteers tell if the reason made them agree with the opinion expressed.

### ENGLISH LANGUAGE LEARNERS

**EXCLAMATORY SENTENCES** Model writing and saying a sentence about food such as “I love bananas!” Have children take turns saying exclamatory sentences about foods they love. They can also complete an opinion, such as I think supermarkets are \_\_\_!

### STRATEGIC SUPPORT

**EXCLAMATORY SENTENCES** Help children with using exclamatory sentences by providing a sentence frame: Shopping at a supermarket is \_\_\_! Guide children to complete it with describing words, such as *fun* or *boring*, and then say it out loud with strong feeling.

# LESSON 10

## UNIT 3 • MODULE B

### LESSON OBJECTIVE

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

### READING OBJECTIVES

- Identify key details in a text.
- Use text and illustrations to answer questions.

# Read the Text

## Build Understanding

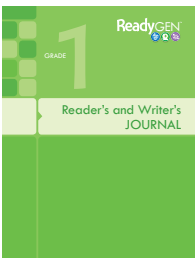
**INTRODUCE** Explain that today children will read the ending of *Supermarket*. As they pay close attention to the main topic and key details of the text, have them focus on the Enduring Understanding: *Readers understand that the details in the text support the author's main points.*



## First Read of the Lesson

**EXPLORE THE TEXT** Have children tell details about supermarkets from their experiences and from the text. Review the opinions about supermarkets stated in the text to address the Essential Questions: *How can we use the details in a text to identify the reasons an author gives to support his or her points?* and *How can we use information to support an opinion?* Explain that just as an opinion is supported by details, the main points in a text are also supported by key details.

For additional support at unlocking the text, see the *Scaffolded Strategies Handbook*.



**READ ALOUD SUPERMARKET** Read aloud pp. 48–56 to children. Have them listen for details that describe things that happen in a supermarket. Use the **Read Aloud Routine**. After reading, discuss the questions below. Then have children draw a picture showing what they read in the text on p. 162 of the *Reader's and Writer's Journal*. Tell them to write a question to go with their drawings.

- What did you read?
- What did you learn?
- What questions do you have?

## Second Read of the Lesson

**CLOSE READING** During guided close reading, have children focus on key details of the events on pp. 49–52. For unfamiliar words, follow the **Close Reading Vocabulary Routine**. Use the following questions to lead the discussion.

- According to the text box on p. 49, what do many shoppers use to make sure they don't forget to buy an item at the supermarket? (a shopping list) Do people only buy things on their lists? (No, they buy other things too.) How do you know? (The text box says "Still, over half of what shoppers buy in a store is not on their list.") **Key Ideas and Details**
- How do supermarkets help families celebrate holidays and other special times? (Families usually make and eat special foods on holidays and at other special times. They can buy the things they need to make these foods at the supermarket.) **Integration of Knowledge and Ideas**
- **Vocabulary** Point to the illustrations on pp. 50–51. *Groceries are foods that you buy at a supermarket. What groceries do you see in these pictures?* (candy, ice cream, turkey, cranberries, stuffing, cupcakes, eggs)
- Does the text in *Supermarket* tell a story? (No) How does the writer share information with the reader? (The writer explains many details by placing information in many different places on the pages.) **Craft and Structure**
- **Vocabulary** Point to the text box at the top of p. 52. *This says that "Shoppers with children (more than half) spend more time and money." What happens when you spend money? (A person uses money to buy an item.) What happens when a person "spends time"? (A person uses time to do something.) How is spending time different from spending money? (To spend money, you pay a certain amount. Time is not measured in the same way.)*
- Why do companies try hard to figure out what customers will buy? (Companies want customers to buy their products.) How do companies make products look good to kids? (They use cartoon characters on their products. Sometimes, they give toys away with products.) **Integration of Knowledge and Ideas**

### Scaffolded Instruction

#### ENGLISH LANGUAGE LEARNERS

**READING ANALYSIS** Ask children to identify any holidays or customs that they recognize on pp. 50–51, and invite them to share what they know. As needed, clarify holiday items or customs in the illustrations, such as the Thanksgiving turkey or birthday cake.

#### STRATEGIC SUPPORT

**READING ANALYSIS** If children have difficulty understanding the text on p. 51, read the sentences again and ask clarifying questions such as "How do foods help us know who we are?" and "What type of foods do you like to eat?"



## READING OBJECTIVES

- Learn text-based vocabulary.
- Identify the main topic and key details of a text.

### Text-Based Vocabulary

- spend, p. 49
- deciding, p. 52

# Focused Reading Instruction

## Text-Based Vocabulary

Introduce children to key text-based vocabulary from *Supermarket*. For each word, check children’s understanding. Poll them to see if they *know the meaning, know it a little, or don’t know it at all*. Teach the words children need to know with the **Text-Based Vocabulary Routine**. Ask children to write a sentence using each word on p. 164 in their *Reader’s and Writer’s Journals*.

Encourage children to use the Text-Based Vocabulary by asking: *How do you spend money? Would you rather save or spend money? Is deciding what to buy hard when you spend your own money?* Tell children to use the vocabulary words as they respond.

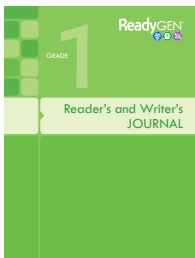
## Text-Based Conversation

Have children go back to the illustrations and text on pp. 49–52 to discuss how supermarkets affect everyone. Use the **Whole Class Discussion Routine**.

Remind children of the rules for participating in a group discussion. Pose the following question: *How does a supermarket affect your life?* Allow children a few seconds to think about the question before beginning the discussion. Remind children to listen to what others have to share about a topic. They can add to what others say, instead of repeating the same information.

You may wish to provide a model through a think aloud, such as the following: *I want to share with the group that my dad works at a supermarket. This is one way a supermarket affects my life. But I’m going to listen to others and wait for them to finish speaking before I share what I have to say.*

**TEAM TALK STATE AND SUPPORT AN OPINION** Use the **Team Talk Routine**. *Do you like to go to the supermarket? Why or why not?* (Possible responses: Yes, because I get to help choose the food we buy. No, because shopping at the supermarket takes a long time.)



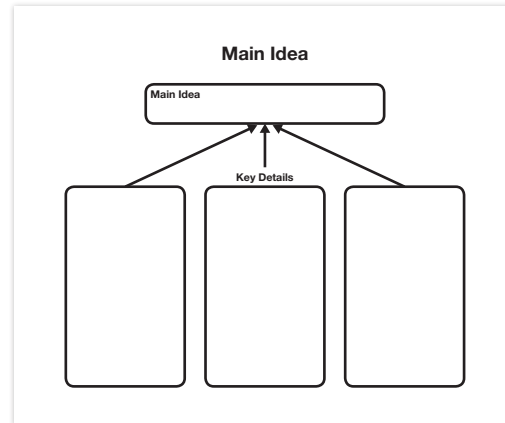
## Reading Analysis Main Topic and Key Details

Remind children that identifying the main topic of a text helps the reader to understand what the text is all about. The writer includes key details that tell more about the main topic. These tell the reader important information the writer wants to share.

As a group, determine the main topic and key details of *Supermarket*. Use a graphic organizer to record the information.

**KEY IDEAS AND DETAILS** Ask children the following questions to help them identify the main topic and key details.

- What is the topic—what is *Supermarket* all about?
- What important idea does the writer want you to know about supermarkets?
- How do people use supermarkets?
- Where does the food in supermarkets come from?
- What items can you find in supermarkets?

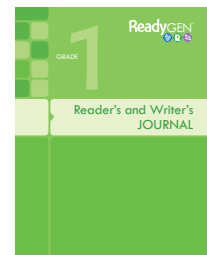


## Independent Reading Practice

**READING ANALYSIS: MAIN TOPIC AND KEY DETAILS** Have children work independently to draw a picture and write words or sentences that tell the main topic and one key detail in *Supermarket*.

**WRITING IN RESPONSE TO READING** Have children respond to the prompt on p. 166 of their *Reader's and Writer's Journal*. Children should complete the sentence, referring to the text for evidence.

**ACCOUNTABLE INDEPENDENT READING** As children read texts independently, remind them to look for the author's main points supported by details.



## Reading Wrap-Up

**SHARE WRITTEN RESPONSES** Take a few minutes to wrap up today's reading with children. Ask volunteers to share their Writing in Response to Reading.

## READING OBJECTIVES

- Answer questions to identify key details.
- Understand how key details support a main idea.

# Scaffolded Instruction

## STRATEGIC SUPPORT

### MONITOR PROGRESS

**If...**children struggle to identify the main topic and key details in *Supermarket*,  
**then...**use the Reading Analysis lesson in small group to help them.

**If...**children need extra support to understand the story,  
**then...**use the Close Reading Workshop in small group to provide scaffolded support.

## Reading Analysis

Help children find the main topic in *Supermarket* by asking: **What is the title of this text? What is the text all about?** Explain that often the title of the text is also the topic. **What important idea does the writer want you to know about supermarkets?** (They are important places.) Page through the text, asking follow-up questions and pointing out illustrations to help children determine key details. **Why do people go to supermarkets? What does a supermarket look like? Where does the food come from?** As children answer, have them add the information to their graphic organizer. Then have them draw a picture of a key detail from the text and use their drawings to explain to a partner how it supports the main topic.

## Close Reading Workshop

**REVISIT SUPERMARKET** Read aloud p. 49. Then discuss the following questions with the group. Have children include text evidence to support their answers.

- 1 **What clues can you find in the text and the illustration that tell you how a shopping list is used?** (The text says “to make sure they don’t forget anything.” The illustration shows a woman holding a list in the supermarket.)
- 2 **What questions do you have about this part of the story?** (Possible answers: Why do shoppers buy things that aren’t on their lists? How much money is \$440 billion? Why does it say “especially women” when the text tells how many shoppers use lists?)
- 3 **How would you describe a trip to the supermarket? Use details from the text to support your answer.** (Possible answers: Supermarkets are great places. There are many different things to see. I like reading the signs to help my dad shop.)

## EXTENSIONS

### MONITOR PROGRESS

**If...**children can identify the main topic and key details in *Supermarket*, **then...**extend the Reading Analysis activity by having them describe a supermarket in the future.

## Reading Analysis

Have partners work together to create a main idea and key details graphic organizer describing a supermarket of the future. Children should use the information and illustration on p. 56 as a resource. After completing the graphic organizer, children should write a few sentences and draw a picture about their future supermarket. Have children discuss the following questions:

- **What did you write about?** (A supermarket in the future)
- **What key details did you include?** (Answers will vary but should include details about what children think supermarkets will look like in the future.)
- **What is the most important idea you want your readers to know about supermarkets in the future?** (Answers will vary.)

## WRITING OBJECTIVES

- Write details to support an opinion.
- Use *too*, *to*, and *two* correctly in sentences.
- Respond to suggestions from peers.

# Writing

## Opinion Writing

### Include Details

**TEACH** Remind children that writers include details to tell more about the opinion in a text. Explain that *Supermarket* includes many details that tell more about the author’s opinion that supermarkets are important places. These details help the reader understand why supermarkets are important.

- What is the text (or section of the text) about?
- How do the details support this idea?
- Why did the writer include these details?

**ANALYZE THE MODEL** Through discussion, help children see that the writer includes details to support the opinion that supermarkets are important places. Point to the illustration on p. 48 as you read aloud the following excerpt:

The supermarket has row after row of colors, shapes, and words that shout.

Includes details about what a supermarket looks like.

Help children see how the writer explains details about things that happen in a supermarket. Point to the signs in the illustration on p. 48, as you read aloud the following excerpt:

Some kids learn how to read right here, from signs, labels, and shopping lists. The supermarket is a good place to practice math, too.

Includes details about what happens in a supermarket.

Explain that these details all tell more about the main idea of the text. The writer has only written about supermarkets and why they are important. All of the details support that main idea.

## Conventions Using *Too*, *To*, and *Two*

**TEACH AND MODEL** Explain that the words *too*, *to*, and *two* have different meanings and are used in different ways. Write the words as you explain: *The word too means “also,” as in I like watermelon, too. The word to can be used in many ways, such as I will go to the supermarket. The word two is the number word for 2.*

Think of what your sentence means. Then decide whether to use *too*, *to*, or *two*.

Some kids learn how to read right here, from signs, labels, and shopping lists.  
The supermarket is a good place to practice math, too.

**APPLY** Children should check their writing to make sure they used *too*, *to*, and *two* correctly in their sentences. For extra practice, have children do the Lesson 10 activity on p. 167 of their *Reader’s and Writer’s Journal*.

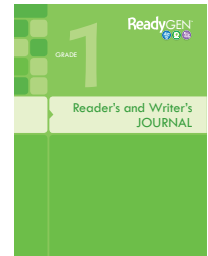
## Independent Writing Practice

**WRITING** Tell children that today they will work with a partner to review their opinion pieces. They will read their partner’s opinion piece and make suggestions for details that can be added to support the opinion. Then children will make at least one improvement to their opinion piece.

**USE TECHNOLOGY** If children are using a word processor to create their opinion pieces, show them how to use its editing functions to insert or delete text.

## Writing Wrap-Up

After children complete the activity, have volunteers share what they found most helpful about a peer review.



### ENGLISH LANGUAGE LEARNERS

**CONVENTIONS** Children may have difficulty with the fact that *too*, *to*, and *two* have different spellings but the same pronunciation. Provide extra practice reading these words aloud in sentences.

### STRATEGIC SUPPORT

**CONVENTIONS** If children have difficulty choosing whether to use *too*, *to*, or *two* in a sentence, have them practice by replacing those words with words that have a similar meaning. For example, children may replace the word *too* with the word *also* to see if the sentence makes sense.

## LESSON 11 OBJECTIVE

Compare two informational texts on similar topics.

## READING OBJECTIVES

- Identify the text structure of informational texts.
- Answer questions about details in an informational text.

# Read the Text

## Build Understanding

**INTRODUCE** Explain that today children will revisit both *Goods and Services* and *Supermarket*. They will be comparing the texts to see what information the writers shared with readers and to note how the text is presented. As they make their comparisons, have children focus on the Enduring Understanding: *Readers understand that the details in the text support the author's main points.*

## First Read of the Lesson

**EXPLORE THE TEXT** Have children look through *Goods and Services* and share what they remember from previous readings. Review the main idea and identify a few key details that support this main idea. Then have children review *Supermarket* and tell the main idea and key details of this text. Have children answer the Essential Questions for both texts: *How can we use the details in a text to identify the reasons an author gives to support his or her points?* and *How can we use information to support an opinion?*

For additional support in unlocking the text, see the *Scaffolded Strategies Handbook*.

**READ ALOUD GOODS AND SERVICES AND SUPERMARKET** Tell children to pay attention to the way the pages are laid out, or where the text is found on each page. Read pp. 6–9 in *Goods and Services* and pp. 48–53 in *Supermarket*. Use the **Read Aloud Routine**. After reading, discuss the questions below. Then have children draw a picture showing what they read in the text on p. 171 of the *Reader's and Writer's Journal*. Tell them to write a word or sentence to go with their drawings.

- What did you read?
- What did you learn?
- What questions do you have?



## Second Read of the Lesson

**CLOSE READING** During guided close reading, have children focus on key details on pp. 48–53 of *Supermarket*. For unfamiliar words, follow the **Close Reading Vocabulary Routine**. Use the following questions to lead the discussion.

- **Look at pp. 48–49. Where is the text found?** It is in an orange rectangle on p. 48. On p. 49, some text is on a sign hanging in the supermarket, and other text is written on a shopping list. **How is this different from where you find text in most books?** The text isn't all in one place on the page. There aren't any paragraphs. **Craft and Structure**
- **How are words used in the illustrations?** They are found on signs in the supermarket. **Why are words included in the illustrations?** In a real supermarket, the signs have words on them. The text says "Some kids learn how to read right here, from signs, labels, and shopping lists."  
**Key Ideas and Details**
- **How is the layout of the text on pp. 50–51 different from the layout on pp. 48–49?** There is less text on pp. 50–51. On p. 51, the text is written on a notebook. **Craft and Structure**
- **On pp. 52–53, how does the reader know that the text is spoken by one of the people in the illustration?** There are speech bubbles coming from the person who is speaking. **Why might a writer use speech bubbles instead of regular text?** It makes the text more fun to read. The page looks like a comic strip or cartoon instead of simply an informational text. **Integration of Knowledge and Ideas**
- **Where do you find the text that answers this question: *How many families go to the supermarket?*** It is at the bottom of p. 53. **What is the answer to the question?** Every family has to go to the supermarket.  
**Key Ideas and Details**

### Scaffolded Instruction

#### ENGLISH LANGUAGE LEARNERS

**IDIOMS** Explain the phrase "week in, week out" to children. If needed, review that a week has seven days. "Week in, week out" means that the same event repeats itself over and over every week. Have children explain why the writer used this phrase when talking about a supermarket.

#### STRATEGIC SUPPORT

**TEXT STRUCTURE** If children have difficulty understanding how the text is laid out in *Supermarket*, have them look at pp. 48–49 as you ask clarifying questions such as "What text is found on a sign?" and "What text is found on a shopping list?"



## READING OBJECTIVES

- Learn text-based vocabulary.
- Identify the text structure and ending of an informational text.

### Text-Based Vocabulary

- labels, p. 48

# Focused Reading Instruction

## Text-Based Vocabulary

Introduce children to key text-based vocabulary from *Supermarket*. Check children's understanding of the word *labels*. Poll them to see if they *know the meaning*, *know it a little*, or *don't know it at all*. Teach the word if children don't know it with the **Text-Based Vocabulary Routine**. Ask children to write a sentence for *labels* on p. 172 in their *Reader's and Writer's Journals*.

Encourage children to use the Text-Based Vocabulary by asking: *Where do you find labels? What do you learn about a food if you read the label? How could you use a label to choose which food to buy?* Tell children to use the word *label* as they respond.

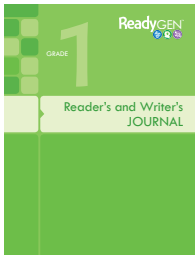
## Text-Based Conversation

Have children go back to the illustrations and text on pp. 48–53 to discuss how the text of *Supermarket* is laid out. Pose the following question to children: *Why would a writer choose to present the text in a different or unusual way?* Use the **Small Group Discussion Routine**.

Remind children to listen to each other's comments during the discussion. Two or more people may have multiple exchanges on a topic. Remind children to wait until the other speaker is finished before sharing his or her comment.

You may wish to provide a model through a think aloud, such as the following: *When we are having a discussion in a small group, remember to listen to what the others in your group have to say. You may want to comment on someone else's thoughts, so it is important to listen to what the other members of your group have to say about the question.*

**TEAM TALK STATE AND SUPPORT AN OPINION** Use the **Team Talk Routine**. *Do you like the layout of Supermarket or Goods and Services better? Why?* (Possible responses: I like the layout of *Supermarket* better because I think it is more interesting to read the text in different places. I like the layout of *Goods and Services* better because I think it is easier to read the text when it is always in the same spot on the page.)



Explain that writers can choose how they want to present information in a text. When writers write informational texts, they have different choices of layouts than narrative texts. Informational texts can include captions, sidebars, and other unique features.

**TEXT STRUCTURE** Have children look at pp. 52–56 in *Supermarket* and pp. 20–21 in *Goods and Services*. Focus on the layout of both texts.

- **How is *Supermarket* laid out? How is *Goods and Services* laid out?** (*Supermarket* has lots of bright pictures and the text is in different places. *Goods and Services* has text on a colored rectangle, with photos and fun facts on some pages.)
- **Why is it important to pay attention to how the text is laid out?** (It is important because the reader needs to know the order that the text should be read. The reader needs to know where to find information.)
- **How does *Goods and Services* end? How does the text tell the reader that they are reading the ending?** (*Goods and Services* asks the reader a question. The question gives the reader something to think about after they have finished reading.)

## Independent Reading Practice

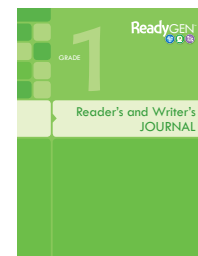
**LANGUAGE ANALYSIS: CRAFT AND STRUCTURE** Have children work independently to complete p. 177 in their *Reader's and Writer's Journals*. Children should draw the layout of the last page in *Supermarket* and write a sentence to tell the ending.

**WRITING IN RESPONSE TO READING** Have children work independently to complete p. 174 of their *Reader's and Writer's Journal*. Children should look at pp. 54–55 of *Supermarket* for help.

**ACCOUNTABLE INDEPENDENT READING** As children read texts independently, remind them to look for the author's main points supported by details.

## Reading Wrap-Up

**SHARE WRITTEN RESPONSES** Take a few minutes to wrap up today's reading with children. Ask volunteers to share their Writing in Response to Reading. Compare different responses and ask follow-up questions about children's writings.



## READING OBJECTIVES

- Understand the text structure and ending of an informational text.
- Answer questions posed in a text.

# Scaffolded Instruction for Small Group

## STRATEGIC SUPPORT

### MONITOR PROGRESS

**If...**children struggle to understand the layout and ending of *Supermarket*,  
**then...**use the Language Analysis lesson in small group to help them.

**If...**children need extra support to understand the story,  
**then...**use the Close Reading Workshop in small group to provide scaffolded support.

## Language Analysis

Help children understand the layout of *Supermarket* by asking questions, such as: *Where is the written information found? Do you have to read the information in a certain order? How do you know?* As children answer your questions, encourage them to elaborate by asking follow-up questions, such as: *Would this layout work well for narrative text? Why not? Why can writers use different layouts with informational text? How is the ending of an informational text different from the ending of a narrative text? How are they the same?* Have children draw pictures of p. 56 in *Supermarket* and share their endings with a partner.

## Close Reading Workshop

**REVISIT SUPERMARKET** Read aloud p. 49. Then discuss the following questions with the group. Have children include text evidence to support their answers.

- 1 **What clues can you find in the text and the illustration that tell you that this is an informational text, not a story?** (The text uses numbers, such as “Americans spend more than \$440 billion a year at our supermarkets.” The illustrations show a realistic looking supermarket.)
- 2 **What questions do you have about this part of the story?** (Possible answers: Why did the writer choose this layout? Could this layout work for *Goods and Services*?)
- 3 **How would you describe the supermarket shown? Use details from the text and illustrations to support your answer.** (Possible answers: It has bright colors and smiling people. Items are neatly placed in rows on shelves, so the workers do a good job.)

## EXTENSIONS

### MONITOR PROGRESS

**If...** children understand the layout and ending of *Supermarket*, **then...** extend the Language Analysis activity by having them create a page that answers the final question in *Goods and Services*.

## Language Analysis

Have children share their drawings and sentences showing the layout and ending of *Supermarket*. Then have them turn to pp. 20–21 in *Goods and Services*. Read the final question with children. Have children design a page that answers the question: *What goods and services do you buy?* Give children blank sheets of paper so they can choose any layout for the page. Remind children to use words to tell their readers that the text is finished. Then have children discuss the following questions:

- **What goods do you buy? What services do you buy?** (Answers will vary but should include goods and services that can be purchased.)
- **How did you design your page?** (Answers will vary.)
- **Why did you choose this design?** (Answers will vary but should explain children’s thinking about the layout.)
- **What words did you choose to let readers know that the text is finished?** (Answers will vary but should include words that signal an ending, without using “the end.”)

## WRITING OBJECTIVES

- Use details to support an opinion.
- Give a sense of closure.
- Use proper nouns correctly in sentences.

# Writing

## Opinion Writing

### Support an Opinion

**TEACH** Remind children that writers must **support their opinions with details**. If details are not included, then the writer's opinion is not strongly expressed. Writers also need to use appropriate words to let readers know that the text is wrapping up.

- What opinions are shared in *Supermarket*?
- What details support the opinions?
- How does the writer let the reader know that the text is finished?

**ANALYZE THE MODEL** Through discussion, help children see that the writer shares many opinions. Point to the illustration on p. 52, as you read aloud the following excerpt:

Begging for treats **makes parents crabby**.  
Shopping for groceries is a **super family time**,  
deciding which things to pile in your cart.

Opinions shared by the writer.

Explain to children that even if an opinion is shared by many people, it is still an opinion, not a fact. Facts must be proved.

Help children see how the writer uses her opinion to end the book. Point to the illustration on p. 56, as you read aloud the following excerpt:

But the supermarket **will always be around**—one place that is **never boring**, a very real place **like nowhere else**.

Author uses her opinions to wrap up the text.

Explain to children that authors have many different ways to end a text. Authors choose an ending that matches the writing style of the rest of the book. *Supermarket* contains many opinions, so the author chose to end the book with opinions.

## Conventions Proper Nouns

**TEACH AND MODEL** Explain that proper nouns can name a specific city, state, or country.

The name of a specific county is a proper noun. Proper nouns begin with a capital letter.

Americans spend more than \$440 billion a year at our supermarkets.

In ancient Egypt, people paid many taxes.

**APPLY** Children should check their sentences to make sure they used proper nouns correctly in sentences. For extra practice, have children do the Lesson 11 activity on p. 176 of their *Reader's and Writer's Journal*.

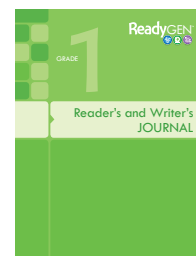
## Independent Writing Practice

**FORMATIVE ASSESSMENT** Tell children to review their opinion pieces one last time. They should be sure that they gave a reason for their opinion. They should also write a final sentence that gives a sense of closure in their writing. Have children use p. 179 in their *Reader's and Writer's Journals* to help them revise their writing.

**USE TECHNOLOGY** If available, have children use tablets or computers to search the Internet for images that support their opinions.

## Writing Wrap-Up

Discuss what children found easiest and most difficult about writing an opinion piece.



### ENGLISH LANGUAGE LEARNERS

**CAPITAL LETTERS** Children who have literacy skills in non-alphabetic languages such as Chinese may need additional practice in spelling proper nouns with an initial capital letter.

### STRATEGIC SUPPORT

**PROPER NOUNS** If children have difficulty deciding if a noun is proper, ask the following questions: *Does the noun name one city, state, or country, such as New York City, New Jersey, or United States of America?*

## LESSON OBJECTIVE

Identify the reasons an author uses to support an opinion in a text.

## READING OBJECTIVES

- Identify the reasons an author gives to support points in a text.
- Answer questions about a text.

# Read the Text

## Build Understanding

**INTRODUCE** Explain that children will revisit both *Goods and Services* and *Supermarket* today. Children will focus on the Enduring Understanding: *Writers understand that an opinion has to be supported with a reason.* As children revisit the text, they will look for the reasons the writer gives to support opinions presented in the text.

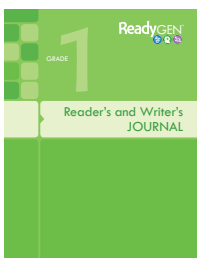
## First Read of the Lesson

**EXPLORE THE TEXT** Review the main topic of both texts. Explain that the main topic of a text is related to the author’s point of view. Both the author’s point of view and the main topic must be supported by details in a text. Today children will identify the reasons the writers give to support points in both texts. They will answer the Essential Questions: *How can we use the details in a text to identify the reasons an author gives to support his or her opinion?* and *How can we use information to support an opinion?*

For additional support at unlocking the text, see the *Scaffolded Strategies Handbook*.

**READ ALOUD GOODS AND SERVICES AND SUPERMARKET** Read pp. 10–11 in *Goods and Services* and pp. 52–56 in *Supermarket*. Have children listen for the author’s opinions in both texts. Use the **Read Aloud Routine**. After reading, discuss the questions below. Then have children draw a picture showing what they learned on p. 171 of the *Reader’s and Writer’s Journal*. Tell them to write a word or sentence to go with their drawings.

- What did you read?
- What did you learn?
- What questions do you have?



## Second Read of the Lesson

**CLOSE READING** During guided close reading, have children focus on key details on pp. 52–56 in *Supermarket*. For unfamiliar words, follow the **Close Reading Vocabulary Routine**. Use the following questions.

- **Vocabulary** The word *average* is used twice. The writer talks about an *average family* and an *average trip*. Something that is *average* is normal or what is to be expected. If your family is average, how many times will you visit the supermarket in one week? More than twice How long does the average trip to the supermarket take? 45 minutes
- **Vocabulary** To *appeal* means to interest. If packages are designed to appeal to kids, what would they look like? They would have bright colors and might have popular characters that kids would recognize. Think of some packages that you have seen in the supermarket. How do they appeal to kids? Answers will vary but should include real examples of packaging that kids can relate to.
- The illustrations on pp. 54–55 show many people in the supermarket. What do you see them doing? They are talking to each other. A woman buys flowers from a man. Another man is buying a salad at the Salad Bar. How do the illustrations show things that the text does not describe? These events are not mentioned in the text, but they happen in supermarkets. **Craft and Structure**
- How is it possible for people to get groceries without leaving the house? They can order them on the Internet. Why does the author include this detail? The author is talking about how supermarkets are always changing. **Key Ideas and Details**
- How does the author feel about supermarkets? The author thinks supermarkets are great places. How do you know? The details and illustrations show a supermarket as a great place to be. The author decided to write and publish a text about supermarkets. **Integration of Knowledge and Ideas**

### Scaffolded Instruction

#### ENGLISH LANGUAGE LEARNERS

**IDIOMS** Explain that the idiom “worlds of their own” means that the small stores within the supermarket are separate from the main store. They are not actually separate worlds apart from Earth.

#### STRATEGIC SUPPORT

**READING ANALYSIS** If children have difficulty understanding how the author feels about supermarkets, ask clarifying questions such as “Is the supermarket a good place to go?” and “How do you know?”

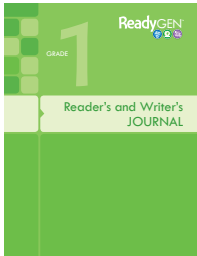


## READING OBJECTIVES

- Learn text-based vocabulary.
- Identify the author's point of view on a topic.

### Text-Based Vocabulary

- neighbors, p. 53
- polite, p. 53



# Focused Reading Instruction

## Text-Based Vocabulary

Introduce children to key text-based vocabulary from *Supermarket*. For each word, check children's understanding. Poll them to see if they *know the meaning*, *know it a little*, or *don't know it at all*. Teach the words children need to know with the **Text-Based Vocabulary Routine**. Ask children to write a sentence for each word on p. 172 in their *Reader's and Writer's Journals*.

Encourage children to use the Text-Based Vocabulary by asking: *Who are your neighbors? When is it important to be polite? Why isn't it polite to comment on what neighbors have in their carts?* Tell children to use the vocabulary words as they respond.

To review the Text-Based Vocabulary in this module, have children complete p. 173 in their *Reader's and Writer's Journals*.

## Text-Based Conversation

Have children go back to the illustrations and text on pp. 52–56 to discuss how customers choose what they put in their carts. Use the **Paired Discussion Routine**. Pose the following question to pairs: *How does your family decide what to buy at the supermarket?*

Remind children to listen to what their partner says and wait until the other person has finished speaking before adding comments. Explain that when a new comment relates to what the previous speaker said, it shows that the partner was listening closely.

You may wish to provide a model through a think aloud, such as the following: *When I am talking to another person, sometimes they say something that makes me think of an idea I would like to share. I need to remember to wait until they finish speaking before I share my idea.*

**TEAM TALK STATE AND SUPPORT AN OPINION** Use the **Team Talk Routine**. *What is your favorite section of the supermarket? Why?* (Possible responses: I like the produce section because I love fruit. I like the dairy section because I like to eat cheese and drink milk.)

## Reading Analysis Author's Viewpoint

Explain that authors state reasons in a text to support their viewpoint. This is similar to the way that key details support main ideas. Sometimes, readers have to think about what the author is saying in order to find the author's viewpoint.

**INTEGRATION OF KNOWLEDGE AND IDEAS** Read the speech bubbles on pp. 52–53 of *Supermarket*. Then discuss the following questions:

- How does the author feel about racing carts or begging for treats in the supermarket?
- How does the author share this viewpoint with the reader?
- In the author's opinion, what topics of conversations are polite and not polite?
- How does the reader know the author's opinion?

## Independent Reading Practice

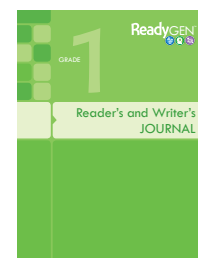
**READING ANALYSIS: AUTHOR'S VIEWPOINT** Read p. 56 in *Supermarket*. Have children work independently to complete p. 178 in their *Reader's and Writer's Journal*. Children should draw pictures to show reasons the author gives in the text to support her viewpoint.

**WRITING IN RESPONSE TO READING** Have children complete p. 175 of their *Reader's and Writer's Journal*. Children should draw things that they like to buy at the supermarket. They should write sentences about their drawings.

**ACCOUNTABLE INDEPENDENT READING** As children read texts independently, remind them to look for details in the text that support the author's main points.

## Reading Wrap-Up

**SHARE WRITTEN RESPONSES** Take a few minutes to wrap up today's reading with children. Ask volunteers to share their Writing in Response to Reading. Children can be grouped by items found in common sections. For example, all of the children who mention items in the produce section can be in one group and the children who mention items in the bakery can be in another group.



## READING OBJECTIVES

- Use details from the text to identify the author's viewpoint.
- Demonstrate fluency through oral reading.

# Scaffolded Instruction for Small Group

## STRATEGIC SUPPORT

### MONITOR PROGRESS

**If...**children struggle to understand the author's viewpoint in *Supermarket*,  
**then...**use the Reading Analysis lesson in small group to help them.

**Fluency Check** To provide practice with reading fluently, have children use the Oral Reading activity.

## Reading Analysis

Help children understand the author's viewpoint in *Supermarket* by asking questions, such as: **Does the author think supermarkets are interesting?** How do you know? As children answer your questions, encourage them to elaborate by asking follow-up questions, such as: **What changes in a supermarket? How often does it change? How are supermarkets different from other stores? Why does this make supermarkets special?** Have children draw pictures to illustrate the reasons given by the author and share their drawings with a partner.

## Oral Reading

**EXPRESSION** Explain that reading with expression means changing one's tone of voice when reading. Have children follow along as you read aloud from an appropriate-leveled book. Model reading with expression.

Have children read the same passage aloud, stressing reading with expression. Monitor progress and provide feedback. For optimal fluency, children should read the passage three to four times.

## EXTENSIONS

### MONITOR PROGRESS

**If...**children understand the author's viewpoint in *Supermarket*, **then...**extend the Reading Analysis activity by having them make a poster advertising a new supermarket.

**Fluency Check** To provide practice with reading fluently, have children use the Oral Reading activity.

## Reading Analysis

Have children use their pictures from p. 178 in their *Reader's and Writer's Journal* to explain the author's viewpoint in *Supermarket* to a partner. Then have partners work together to create a poster advertising a new supermarket. The poster should include the new supermarket's name and location. Children should look back at the text and include products found in the text that they would sell at their supermarket. The posters should reflect the author's viewpoint that supermarkets are never boring and are always changing. Once the posters are complete, have children share them with the class. Then have children discuss the following questions:

- **How do your posters show the author's viewpoint?** (Answers will vary but could include how they show that the supermarket will constantly change or be an exciting place to shop.)
- **What is the name of your supermarket? Why did you choose this name?** (Answers will vary.)
- **What products did you include on your poster? Why?** (Answers will vary but should include products found in the text.)
- **Where is your new supermarket? Why is this a good location for a store?** (Answers will vary, but children should be able to state a solid reason for the location they chose.)

## Oral Reading

**EXPRESSION** Explain that reading with expression means changing one's tone of voice when reading. Have children follow along as you read aloud from an appropriate-leveled book. Model reading with expression.

Have children read the same passage aloud, stressing reading with expression. Monitor progress and provide feedback. For optimal fluency, children should read the passage three to four times.

## WRITING OBJECTIVES

- Participate in shared research.
- Use verb tenses correctly in sentences.

# Writing

## Opinion Writing

### Research Facts

**TEACH** Explain that writers sometimes have to do research to find the facts they use in opinion writing. Ask children:

- Which facts do you think the author of *Supermarket* knew from her own experience?
- Which facts do you think she had to find through research?

**ANALYZE THE MODEL** Have children turn to p. 41 of *Supermarket*. First read aloud the following section:

The best smells float around the bakery.  
Bakers sometimes bake thousands of doughnuts a day and at least a dozen different kinds of bread.

Which parts of this information are based on research?

Ask children which sentence the author could write based on her own experience. (the first one) **How could the author find the information for the second sentence?** (She could ask a manager or owner of a supermarket. She could read a book on bakeries.)

Tell children that doing research involves these three steps:

- 1 Choose a topic and think of questions.** Remind children that questions can begin with *who*, *what*, *where*, *when*, *why*, and *how*. If children are researching bakeries, they might ask: What things are sold at a bakery? How many doughnuts a day do they sell? Where is the closest bakery to our school?
- 2 Find answers.** Children can find books in a library. They can also talk to a store manager or another adult.
- 3 Take notes** on the information. Model how to take notes by using the information you read above:

Bakery--  
Bake 1000s of doughnuts a day  
A dozen kinds of bread

## Conventions Past, Present, and Future Tense Verbs

**TEACH AND MODEL** Explain that verbs can tell whether the action happened in the past, present, or future. **Past tense verbs tell readers that an action already happened. Present tense verbs tell readers that an action is happening now. Future tense verbs tell readers that an action will happen in the future.**

*Grew* tells that the event happened in the past. *Float* tells that the event is happening now. *Will be* tells that the event will happen in the future.

Families **grew** all their own food. The best smells **float** around the bakery. The supermarket **will** always **be** around.

**APPLY** Ask children to identify the tense (past, present, or future) of the verbs in their opinion piece. For extra practice, have them do the Lesson 12 activity on p. 176 of their *Reader's and Writer's Journal*.

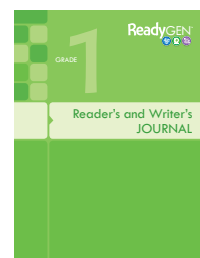
## Independent Writing Practice

**WRITE** Have children give a show of hands for which store they would like to research: a grocery, toy store, or bakery. Form small groups based on their choices. Have them write two or three questions they want to answer about the store they chose. They can use p. 180 of their *Reader's and Writer's Journal* to record their questions. Tell them to discuss how they might find the answers to their questions: in a book, on a Web site, or by talking to an adult. If time permits, have them find the answer to one of their questions.

**USE TECHNOLOGY** If Internet access is available, help children navigate to a child-friendly Web site as part of their research.

## Writing Wrap-Up

Ask volunteers to share the results of their research.



WHOLE GROUP

Scaffolded  
Instruction

### ENGLISH LANGUAGE LEARNERS

**CONVENTIONS** Children with various language backgrounds may have difficulty recognizing that *grew* is the past tense of *grow*. Children may not know that a change of a vowel in the middle of a word can signal a change in tense.

### STRATEGIC SUPPORT

**CONVENTIONS** If children have difficulty using the correct tense of a verb, have them explain when the action is happening. Ask the following questions to help children decide which tense to use: “Did this already happen?,” “Is it happening now?,” and “Will it happen in the future?”



## OBJECTIVES

- Write an opinion.
- State an opinion.
- Supply a reason for the opinion.
- Create a sense of closure.
- Use personal and possessive pronouns correctly.

# Performance-Based Assessment

## Task

## Decisions

The selections in this unit teach readers about needs and wants and the decisions people make based on these needs and wants. As a class, children will compose a list of items they need or want for the classroom community. Using the module texts as models, they may decide to save for a need or want, or they may decide to give someone else something that person wants or needs.

Each child will choose an item from a class-generated “Needs and Wants” list and write an opinion piece to support their belief that this item should be obtained by the class. Children will:

- a. state an opinion about a want or need the class should have.
- b. supply a reason for the choice.
- c. create a sense of closure.
- d. use personal and possessive pronouns correctly.

Children will share their opinion and reason with the class.

See p. 232 for a reproducible page for student distribution.

**TEACHER NOTE** You may wish to administer this assessment over multiple lessons.

## Task Preparation

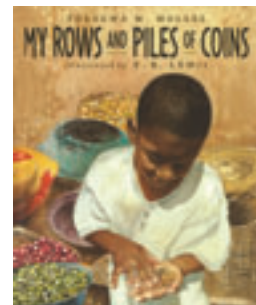
**INTRODUCE** Discuss the Essential Questions: *How can we use the details in a text to identify the reasons an author gives to support his or her points?* and *How can we use information to support an opinion?*

**REVISIT THE TEXT** Remind children that Saruni in *My Rows and Piles of Coins* decided that he needed a bicycle and then saved coins to buy one.

At the edge of the market, I stopped. In a neat sparkling row stood several big new bicycles. One of them was decorated all over with red and blue.

That's what I would buy!

—*My Rows and Piles of Coins*, p. 9



Tell children that when they write their opinions on what the class needs or wants, they will make a decision, just as Saruni did about the bicycle. Explain that they also need to give a reason for their opinion. Remind them that Saruni wanted a bicycle so that he could use it to run errands. Tell children that they need to make it clear why they chose their “want or need” item from the list. They should end their opinion pieces with a sentence that tells how the item might make the class better or happier.



# Set-Up

## ORGANIZATION

Have a full-class discussion about anything the class might possibly need or want, and record children's ideas on a large piece of chart paper. Divide the chart into two columns: "Needs" and "Wants." Review the T-chart and explanations from Lesson 8 that children created to distinguish a want from a need. After all the "Needs and Wants" ideas are recorded, explain that children should choose just one to write about. Have children recall that they considered the needs of others in Lesson 12. Remind them that they should consider others in the class when they make their choice of a need or want for the entire group. Also remind children that it is important to write a reason for their choice.

## MATERIALS

- chart of "Needs and Wants" ideas
- pencils
- paper

## BEST PRACTICES

- After children have made their choices, circulate and answer questions as they write independently.
- Make sure that they understand the three parts that should be included in their opinion pieces.
- Suggest that children spell words based on the way they sound.

## Scaffolded Support

In order for all children to access the Assessment, additional supports can be provided as necessary.

**Checklist:** Provide a checklist that details expectations for this project. The points should include: Did you choose a want or need? Did you give a reason? Did you write a good ending?

**Writing Tasks:** To help children write a reason for their opinion, have them ask themselves: Why will this want or need help our class? Why will it be something the class will like?

**Editing Tasks:** After children have written their opinion pieces, have them check that personal and possessive pronouns have been used correctly. Mention that substituting a pronoun for a noun may make their writing sound better.

**Graphic Organizers:** Children can use a T-chart if they are having trouble choosing. Have them copy a few items from the class “Needs and Wants” list, and then narrow their choices to one by thinking about what would be best for everyone in the class.

T-Chart


# Performance-Based Assessment

## Grade 1 • Unit 3 • Module B

### Task

### Decisions

Pick one thing from the “Needs and Wants” list. Why is this a good thing for the class?

Write your opinion. Think of a good reason for your choice. Write the reason.

Remember to:

- write the need or want you chose.
- tell why you picked it.
- write a good ending.
- use *I*, *me*, or *my* when you write about your opinion.
- use *it* when you write about one thing.
- use *we* or *our* when you write about the whole class.

# Opinion Writing Rubric

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Score	Focus	Organization	Development	Language and Vocabulary	Conventions
<b>4</b>	Opinion is clearly conveyed and well supported; response is focused.	Organization is clear and effective, creating a sense of cohesion.	Reasoning is thorough and persuasive.	Ideas are clearly and effectively conveyed, using precise language.	Command of personal and possessive pronouns is strongly demonstrated.
<b>3</b>	Opinion is clear, adequately supported; response is generally focused.	Organization is clear, though some ideas may be disconnected.	Reasoning is adequate.	Ideas are adequately conveyed, using general language.	Command of personal and possessive is demonstrated.
<b>2</b>	Opinion is somewhat supported; response may lack focus or include unnecessary material.	Organization is flawed.	Reasoning is uneven or incomplete.	Ideas are unevenly conveyed.	Command of personal and possessive is limited.
<b>1</b>	The response may be confusing, unfocused; opinion not sufficiently supported.	Organization is nonexistent.	Reasoning is poor or nonexistent.	Ideas are conveyed in an unclear or confusing manner.	There is very little or no command of correct personal or possessive pronoun usage.
<b>0</b>	Possible characteristics that would warrant a 0: <ul style="list-style-type: none"> <li>• No response is given.</li> <li>• Response is unintelligible, illegible, or off topic.</li> </ul>				

# Presentation

**Author Celebration:** Children read their opinions to the class.

Children have made thoughtful choices of needs and wants for the class, and now they will have a chance to hear their classmates' opinions.

- Have children read their opinion pieces to the class.
- Tally or keep a record of children's choices on the "Needs and Wants" list.
- Take a class vote on which need or want arguments they thought were the strongest or which choices were most popular with the group.
- Decide how the class will go about obtaining this item for the class, using *Lemonade in Winter* as inspiration. Children may suggest a bake sale, used-toy rummage sale, or other fundraising event.

## Reflect and Respond

**LOOKING AHEAD** For children who received a low score (0, 1, or 2) on the rubric, use the following suggestions to support them with specific elements of the Performance-Based Assessment. Graphic organizers and other means of support will help guide children to success as they complete other Performance-Based Assessments throughout the school year.

**If...**children struggle with giving a reason for their opinion,  
**then...**providing them with “Why” questions will help them with their reasoning: *Why did you pick this need/want? Why will this be a good thing for the class?*

**If...**children need support creating a sense of closure,  
**then...**giving them a statement to complete, such as “Our class will be happy if \_\_\_\_\_,” will provide one possible way to end their opinion piece.

**If...**children struggle with personal pronouns,  
**then...**reviewing how to substitute pronouns for nouns in simple sentences will help them master this skill.

**If...**children struggle with possessive pronouns,  
**then...**revisiting the selections and having children locate possessive pronouns on selected pages will help them understand how writers use pronouns.



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# Administering the Assessment

The End-of-Unit Assessment consists of a short passage followed by selected-response Comprehension and Vocabulary questions and a Writing section. Children should complete the test independently unless there is a strong rationale for reading aloud to some children. Use your professional judgment to determine whether reading aloud is necessary.

## Before the Assessment

**OPTIONS FOR ADMINISTERING** You may choose to administer this assessment in one session or in parts. The chart below offers suggestions for how to administer the test over two or three days. Use your professional judgment to determine which administration option best suits the needs of children.

SESSIONS	FIRST DAY	SECOND DAY	THIRD DAY
<b>TWO SESSIONS</b> Option 1	<ul style="list-style-type: none"><li>• Comprehension</li><li>• Vocabulary</li></ul>	<ul style="list-style-type: none"><li>• Writing</li></ul>	
<b>TWO SESSIONS</b> Option 2	<ul style="list-style-type: none"><li>• Comprehension</li></ul>	<ul style="list-style-type: none"><li>• Vocabulary</li><li>• Writing</li></ul>	
<b>THREE SESSIONS</b>	<ul style="list-style-type: none"><li>• Comprehension</li></ul>	<ul style="list-style-type: none"><li>• Vocabulary</li></ul>	<ul style="list-style-type: none"><li>• Writing</li></ul>

**DURATION** The time required for each part of the assessment will vary depending on how long it takes to read the passage, answer the questions, and respond to the Writing prompt. Some variation may also depend on children’s previous experience with selected-response tests and writing in response to prompts.

**PREPARING CHILDREN FOR THE ASSESSMENT** Make sure every child has a pencil with an eraser. Tell children that they will be taking a test in which they will read a passage, answer questions, and complete a short writing activity. If you choose to divide the test into multiple sessions, present only the section(s) that children will complete at that time.

## During the Assessment

**BEGINNING THE ASSESSMENT** Read aloud the directions for each section of the test to ensure that children understand what to do. Make sure they know that they must fill in the bubbles next to their answer choices and write their responses on the test pages. Although the test is intended to be completed independently, you may wish to read aloud the passages and/or questions, depending on the needs of children. Use your professional judgment to determine whether reading aloud is necessary.

**ONCE THE ASSESSMENT HAS BEGUN** Once the assessment begins, you may only answer questions related to the directions. You may not answer questions about unfamiliar words in the text or answer choices. You may, however, clarify the meanings of words in the directions. Remind children that good readers go back to the text to locate answers and find support for their responses.

# Administering the Assessment

## After the Assessment

### SCORING

**SCORING THE SELECTED-RESPONSE ITEMS** The selected-response questions focus on Comprehension and Vocabulary. Correct answers for these items are provided at the end of this section.

**SCORING THE WRITING PROMPT** The Writing section requires children to respond to a prompt. Examples of appropriate responses and a 2-point rubric are provided at the end of this section. Use the rubric to evaluate children's responses. Although the criteria provided in the rubric describe the majority of children's responses, you should use your professional judgment when evaluating responses that vary slightly from the rubric's descriptions.


**GENERATING FINAL SCORES AND/OR GRADES** If you choose, this assessment may be used to provide a Reading grade and a Writing grade. You may total the points from the selected-response items to determine a Reading grade. Also, you may use the points from the Writing section to determine a Writing grade. If you wish to create a combined grade for the purpose of report cards, you may convert numerical scores to letter grades based on your own classroom policies.

## USING THE ASSESSMENT RESULTS TO INFORM INSTRUCTION

**EXAMINING THE RESULTS** The test results for each child should be compared only with the scores of other children in the same class. In doing so, tests should be examined for general trends in order to inform your instruction for subsequent units.

**INFORMING YOUR INSTRUCTION** Depending on children's performance on the various sections of this assessment, you may wish to reteach in small groups or provide additional whole class instruction. If children struggle with the Comprehension questions, they may benefit from additional instruction in close reading and using the passage to locate information. If children struggle with the Vocabulary questions, they may benefit from additional instruction in phonics, decoding, word analysis, and using context clues to determine the meanings of unknown words. If children struggle with the Writing section, they may benefit from additional practice with writing in response to their reading.

# Scoring Information

 **UNIT 3 • COMPREHENSION**

## Comprehension

 Name \_\_\_\_\_

**Directions:** Read each question. Then fill in the bubble next to the best answer.

1. Where does the story take place?

- a forest
- a park
- a city

---

2. What happens first in the story?


- Big Bear hunts for tiny mice in the forest.
- Big Bear says that he will search for food.
- Big Bear gives sweet honey to Little Bear.

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**COMMON CORE LEARNING STANDARDS**

Literature 1. Ask and answer questions about key details in a text. Literature 3. Describe characters, settings, and major events in a story, using key details. Literature 7. Use illustrations and details in a story to describe its characters, setting, or events.

Unit 3 • End-of-Unit Assessment **TR13**

 **UNIT 3 • COMPREHENSION** *Continued*

3. How does Big Bear feel when he does not catch mice?

- glad
- pleased
- sad

---

4. Why does Big Bear get wet feet?


- It is raining in the forest.
- He stands in the water.
- He spills water on them.

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**COMMON CORE LEARNING STANDARDS**

Literature 1. Ask and answer questions about key details in a text. Literature 3. Describe characters, settings, and major events in a story, using key details. Literature 4. Identify words and phrases in a text or poem that suggest feelings or appeal to the senses. Literature 7. Use illustrations and details in a story to describe its characters, setting, or events.

**TR14** Unit 3 • End-of-Unit Assessment

 **UNIT 3 • COMPREHENSION** *Continued*

5. What makes Big Bear decide to look for honey?

- He sees many bees, and bees make honey.
- He knows honey tastes good on berries.
- He likes honey better than any other food.

---

6. How does Big Bear feel at the end of the story?


- He is mad because Little Bear eats all the honey he found.
- He is happy because Little Bear is eating a good dinner.
- He is sad because Little Bear does not have any berries.

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**COMMON CORE LEARNING STANDARDS**

Literature 1. Ask and answer questions about key details in a text. Literature 3. Describe characters, settings, and major events in a story, using key details. Literature 7. Use illustrations and details in a story to describe its characters, setting, or events.

Unit 3 • End-of-Unit Assessment **TR15**

 **UNIT 3 • VOCABULARY**

**Vocabulary** Name \_\_\_\_\_

**Directions:** Read each question. Then fill in the bubble next to the best answer.

1. In the story, Big Bear says, "I will search for food." What is the meaning of the word "search"?

work

pay

look

---

2. "Big Bear hunted for tiny mice." Which word from the story has almost the same meaning as "tiny"?

big

small


many

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**COMMON CORE LEARNING STANDARDS**

Language 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from an array of strategies.

TR16 Unit 3 • End-of-Unit Assessment

 **UNIT 3 • VOCABULARY** *Continued*

3. "He did not trap any big fish." Which word has almost the same meaning as "trap"?

eat

want

catch

---

4. Big Bear is pleased when he finds berries. What does the word "pleased" mean?

surprised

happy


sleepy

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**COMMON CORE LEARNING STANDARDS**

Language 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from an array of strategies.

Unit 3 • End-of-Unit Assessment **TR17**

 **UNIT 3 • VOCABULARY** *Continued*

5. Which word from the story tells how something tastes?

plump

small

sweet

---

6. "Big Bear found some sweet honey. It was in a tall tree." What word or words from these sentences does "it" take the place of?

Big Bear

honey

tree

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**COMMON CORE LEARNING STANDARDS**

Literature 4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. Language 1.d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my, they, them, their, anyone, everything).

TR18 Unit 3 • End-of-Unit Assessment

# Scoring Information

## Writing Answer Key

**DIRECTIONS:** Read the questions. Answer them in complete sentences to retell the story.

**PROMPT:** Big Bear needed to find dinner for Little Bear. What did Big Bear look for? What did Big Bear find? What did Little Bear do at the end of the story?

**POSSIBLE RESPONSE:** Big Bear looked for berries, mice, fish, and honey. He found berries and honey. Little Bear ate the honey.

### RUBRIC FOR WRITING

<b>2</b>	Response accurately recounts the sequence of events based on details from the story.
<b>1</b>	Response accurately recounts at least one event based on details from the story.
<b>0</b>	Response does not recount sequenced events from the story.

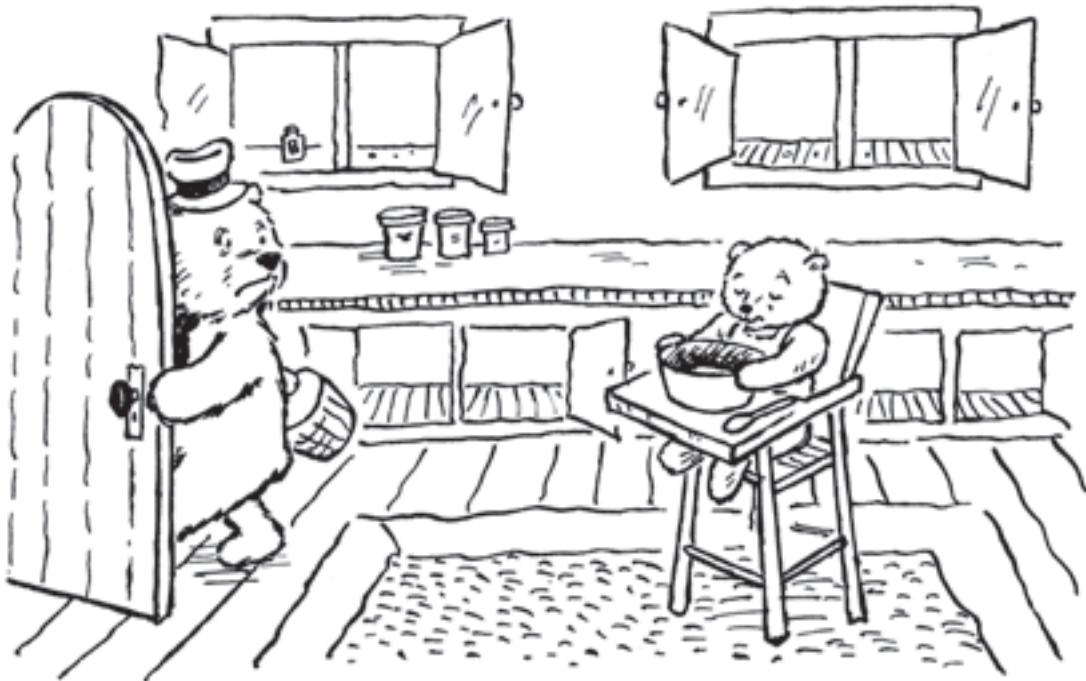


Name \_\_\_\_\_

## Passage

Directions: Read the following story. Then answer the questions that follow.

### Finding Dinner



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Little Bear and Big Bear needed dinner.  
The bears did not have any food.

Big Bear said, “I will go out.  
I will search for food.  
The forest has many foods we can eat.  
I think I would like berries for dinner.  
Mice or fish would make a good dinner too.”





Big Bear walked around the big forest.  
He wanted to pick plump berries.  
He found some fat berries.  
Big Bear was pleased.

He wanted Little Bear to have a choice of foods.  
He looked for more kinds of foods.

Big Bear hunted for tiny mice.  
He did not see any small mice.  
Big Bear was sad.

Big Bear tried to catch large fish.  
He did not trap any big fish.  
He just got wet feet.  
Big Bear was unhappy.



Then Big Bear saw a lot of bees.  
They were buzzing around flowers.  
Big Bear said, “Bees make honey.  
Honey is good food.  
I will look for honey.”

Big Bear found some sweet honey.  
It was in a tall tree.  
Big Bear filled his pail.  
Big Bear was glad.  
Now Little Bear could have berries or  
honey for dinner.



Big Bear ran home.  
He asked Little Bear, “Do you want berries or  
honey?”

Little Bear took the honey.  
Little Bear ate it all!  
“Thank you, Big Bear,” said Little Bear.  
“The honey tastes sweet.”



# Comprehension

 Name \_\_\_\_\_

**Directions:** Read each question. Then fill in the bubble next to the best answer.

1. Where does the story take place?

- a forest
  - a park
  - a city
- 

2. What happens first in the story?

- Big Bear hunts for tiny mice in the forest.
- Big Bear says that he will search for food.
- Big Bear gives sweet honey to Little Bear.

## COMMON CORE LEARNING STANDARDS

**Literature 1.** Ask and answer questions about key details in a text. **Literature 3.** Describe characters, settings, and major events in a story, using key details. **Literature 7.** Use illustrations and details in a story to describe its characters, setting, or events.



3. How does Big Bear feel when he does not catch mice?

- glad
  - pleased
  - sad
- 

4. Why does Big Bear get wet feet?

- It is raining in the forest.
- He stands in the water.
- He spills water on them.

**COMMON CORE LEARNING STANDARDS**

**Literature 1.** Ask and answer questions about key details in a text. **Literature 3.** Describe characters, settings, and major events in a story, using key details. **Literature 4.** Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. **Literature 7.** Use illustrations and details in a story to describe its characters, setting, or events.



5. What makes Big Bear decide to look for honey?

- He sees many bees, and bees make honey.
  - He knows honey tastes good on berries.
  - He likes honey better than any other food.
- 

6. How does Big Bear feel at the end of the story?

- He is mad because Little Bear eats all the honey he found.
- He is happy because Little Bear is eating a good dinner.
- He is sad because Little Bear does not have any berries.

**COMMON CORE LEARNING STANDARDS**

**Literature 1.** Ask and answer questions about key details in a text. **Literature 3.** Describe characters, settings, and major events in a story, using key details. **Literature 7.** Use illustrations and details in a story to describe its characters, setting, or events.



# Vocabulary

Name \_\_\_\_\_

**Directions:** Read each question. Then fill in the bubble next to the best answer.

1. In the story, Big Bear says, “I will search for food.” What is the meaning of the word “search”?

- work
  - pay
  - look
- 

2. “Big Bear hunted for tiny mice.” Which word from the story has almost the same meaning as “tiny”?

- big
- small
- many

## COMMON CORE LEARNING STANDARDS

**Language 4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.



3. “He did not trap any big fish.” Which word has almost the same meaning as “trap”?

- eat
  - want
  - catch
- 

4. Big Bear is pleased when he finds berries. What does the word “pleased” mean?

- surprised
- happy
- sleepy

**COMMON CORE LEARNING STANDARDS**

**Language 4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.





5. Which word from the story tells how something tastes?

- plump
  - small
  - sweet
- 

6. “Big Bear found some sweet honey. It was in a tall tree.” What word or words from these sentences does “it” take the place of?

- Big Bear
- honey
- tree

**COMMON CORE LEARNING STANDARDS**

**Literature 4.** Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. **Language 1.d.** Use personal, possessive, and indefinite pronouns (e.g., *I, me, my; they, them, their; anyone, everything*).



# Writing

Name \_\_\_\_\_

Directions: Read the questions. Answer them in complete sentences.

Big Bear tried to find dinner for Little Bear. What did Big Bear look for? What did Big Bear find? What did Little Bear do at the end of the story?

\_\_\_\_\_

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\_\_\_\_\_

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### COMMON CORE LEARNING STANDARDS

**Literature 2.** Retell stories, including key details, and demonstrate understanding of their central message or lesson. **Writing 3.** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. **Writing 8.** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

# Think-Pair-Share/Paired Discussion

## RATIONALE

**TEAM TALK** Think-Pair-Share provides a structure for pairs of children to think and talk together. The name aptly describes the stages of children’s participation:

- **THINKING**—Children have time to think about something they read.
- **PAIRING**—Children take turns expressing key ideas with a partner.
- **SHARING**—Children present their formulated ideas to a group.

Think-Pair-Share solves common problems associated with whole-class discussions. In the thinking stage, all children are allotted “think time,” which reduces the problems presented by the quiet child or the over-eager child. Pairing children gives each child an opportunity to use text-related language to discuss their ideas in a low-risk environment. This grouping encourages them to participate actively using key vocabulary and defend their ideas with text-based evidence. Finally, during the sharing stage, children present their rehearsed ideas to a group.

The Think-Pair-Share routine provides children with structured support as they engage in rich, rigorous text-reliant conversations. By asking children thought-provoking questions, children are involved in richer and more rigorous text-based discussions. Here are some questioning examples:

- *What is the main topic? What parts of the text help you know the main topic?*
- *How does the character act when he faces a challenge? What words tell you that?*

## IMPLEMENTING FOR SUCCESS

Use the following suggestions as you introduce and guide children in becoming familiar with the Think-Pair-Share/ Paired Discussion routine:

- Model how to do a Think-Pair-Share. Verbalize how you think through your ideas before stating them and how you support your ideas with text evidence. For example, *“On page 10, the text says \_\_\_\_\_. This tells me that \_\_\_\_\_.”*
- Describe how you use key vocabulary in your response. For example, *“On page 4, the author used the word screamed. That word helps me understand that the character was frightened.”*
- Teach children how to use language to respond to the views expressed by others. For example, *“I agree with you. I think that \_\_\_\_\_;”* or *“I don’t agree with you because I think that \_\_\_\_\_.”*

Practice by posing questions on familiar, non-threatening, non-academic topics, such as what children enjoy doing outside of school. Guide children in following each part of the Think-Pair-Share/ Paired Discussion routine. Give them a minute or two to think; then let them know it’s time to share. When children get back together as a class, let volunteers share ideas with the group. Gradually increase this sharing time to include more children as they feel ready to participate.

## GOING DEEPER

The following are additional activities to do with children once they are familiar with the routine.

- Incorporate retelling into the routine. Provide time for partners to repeat back what each said. Later, during the sharing stage, ask children to present their partner’s ideas.
- Encourage higher-level thinking. Ask the listener to frame his or her thoughts in response to the sharer. Explore how the listener can make connections (*I agree with what you said about ...*) as well as make comparisons (*I understand your point about \_\_\_\_\_, but I think ...*)
- At the end of the partner conversation, give children one minute to rate the discussion they had with their partner. They may give it a “thumbs up” or “thumbs down.” Encourage partners to talk about why they rated their discussion the way they did. For example, *“I gave our discussion a ‘thumbs up’ because we each had different ideas. Your ideas helped me to think about the text in a new way.”*

## COMMON CORE CONNECTIONS

CCLS.ELA.RL.1.1; CCLS.ELA.RI.1.1; CCLS.ELA.SL.1.1

## THE ROUTINE

- 1** Introduce Think-Pair-Share/Paired Discussion to children.  
*In your head, think about how you might answer a question I ask. When I signal it's time to pair up, you'll get together with a partner and share your ideas. I'll give you a reminder to make sure each partner has a chance to share. Then, pairs can volunteer to tell their ideas to the class.*
- 2** Pair children in random pairs, classmates sitting nearby, or in ability-focused pairs.
- 3** For successful conversation between partners, have children sit in close proximity to one another and away from other partners, so as to not get involved in other conversations. You might say, *"Sit knee-to-knee with your partner."* Remind children to engage in eye contact with each other to help each other know that their partner is listening closely.
- 4** Pose an open-ended question to ensure an engaging conversation. Specific text-related questions are suggested in the teaching lessons. Be sure children find evidence in the text to support their answers.
- 5** Invite pairs to take turns responding to the question. Remind children to respond to their partners by saying, *"I agree with you. I thought something similar when \_\_\_\_\_. I don't agree with you because I remember reading \_\_\_\_\_. I think the author is trying to tell readers \_\_\_\_\_ because he/she says \_\_\_\_\_."*
- 6** After a minute or so, remind children to make sure each partner has had a chance to contribute. You might say, *"Now's a good time to make sure each partner has shared an idea."*
- 7** Monitor children's conversations by listening in briefly to each pair's conversation. Offer prompts to focus their attention or encourage them to look at the text to find evidence to support their answers. For example, *"Explain your thoughts more. What part of the text helped you to draw that conclusion?;"* or *"Find the words the author used to describe the character."*
- 8** When pairs have had time to explore the question, have children choose a spokesperson. Have them rehearse briefly the one key point that they would like to share with their classmates. You may ask them to write this key point down. Then have volunteers present their pair's ideas to the class. Keep track of the children who act as spokespeople, so as to encourage different children to act as spokesperson with each pairing activity.

# Whole Class Discussion

## RATIONALE

Whole Class Discussion provides an opportunity for the class to process what they have read together. Thoughtful conversations about text provide opportunities for children to expand their oral vocabulary as they interact socially with their classmates. By engaging children in a whole class discussion, children are able to share their own ideas and respond to each other's ideas. A collective knowledge about a text results from Whole Class Discussions. Children gain a deeper understanding of the text along with repairing misinterpretations they may have about the text.

The Whole Class Discussion routine is an effective tool to use after reading a text to children for the first time or following a close reading exercise. This discussion helps children clarify their understandings of the text. Here are some engaging questioning examples:

- *What questions do you still have about the text? What prompted you to ask that question?*
- *What might you tell a friend about the text? Name the most interesting part to share.*

## IMPLEMENTING FOR SUCCESS

Use the following suggestions as you introduce and guide children in becoming familiar with the Whole Class Discussion routine:

- Set a time limit for the class discussion and for individuals who add their thoughts.
- State a specific focus for the discussion to help children respond in appropriate ways. For example, *"We just read about three different kinds of farmers. What did you learn about each of these kinds of farmers?"* If children get off topic, restate the discussion focus.
- Remind children of appropriate discussion manners, such as: listen carefully to others, do not interrupt others, and be positive about what classmates add to the discussion.
- Teach children how to refer back to the text as they add to the discussions. For example, *"In the book, the caterpillar was very hungry. I know this because he ate an apple, two pears, three plums, and even more than that!"*
- Teach children how to use language to respond to the views expressed by other children. For example, *"I agree with you. I think that \_\_\_,"* or *"I don't agree with you. I think that \_\_\_ because the text says \_\_\_."*

Practice by engaging children in Whole Class Discussions throughout the day about a variety of topics. Keep the discussions to short five-minute discussions.

## GOING DEEPER

The following are additional activities that you may choose to do with children once they are familiar with the routine.

- Ask children to restate what the previous participant said before adding their own thoughts to the discussion. This encourages children to listen actively to what their classmates are saying.
- Encourage higher-level thinking by asking children follow-up questions to their responses. For example, *"That's an interesting point. What made you think that?"*
- At the end of the Whole Class Discussion, have children turn to a classmate and share one new idea they learned from the discussion. For example, *"I like how Maria explained how she could relate to the family's trip to a new country. It made me understand the story better. I have never gone to a different country."*
- At the end of the Whole Class Discussion, have children write or draw one new idea they learned from the discussion.

## COMMON CORE CONNECTIONS

CCLS.ELA.RL.1.1; CCLS.ELA.RI.1.1; CCLS.ELA.SL.1.4

## THE ROUTINE

- 1** Introduce the Whole Class Discussion to children.  
*We are going to talk about this book together. Let's focus on \_\_\_\_\_. If you have something to say about this, raise your hand. Listen carefully to what your classmates say so when you add to our discussion, you add new ideas.*
- 2** State the focus of the discussion and any time parameters you have set, such as *"We're going to talk about this for the next 10 minutes."*
- 3** Pose an open-ended question to ensure an engaging conversation. Specific text-related questions are suggested in the teaching lessons. Give children think time before they respond, and remind them to find text evidence that supports their responses. For successful Whole Class Discussions, remind children to wait for others to finish talking before they jump in to talk.
- 4** As children add to the class discussion, act as moderator rather than leader.
  - Ask for more information after a response. This helps children develop their contributions fully. For example, *"Tell me more about what you are thinking."*
  - Ask children to point out text evidence that substantiates their response. For example, *"What words in the text help you know that?"* This helps children internalize the text and understand that it is important to back up what they say.
  - If children provide an opinion, ask other children to share their opinion in response. For example, *"What do you think about Stefan's opinion?"* Encourage children to support their opinions with valid reasons.
- 5** As you near the end of your allotted discussion time, invite children who have not participated to add their thoughts to the conversation. You might say, *"If you have not shared your thoughts, please share them with us now. You may have a new way to look at this text."*
- 6** Summarize one or two of the most important points discussed. Wrapping up the conversation for children in this way will help cement their new or revised understandings about the text.

# Small Group Discussion

## RATIONALE

Small Group Discussion provides a supportive and safe structure for groups of 3 or 4 children. Small Group Discussions allow individuals to practice and expand their oral vocabulary as they engage in thoughtful conversations about the text. Children interact with classmates in an intimate setting, allowing all group members to be actively involved.

The Small Group Discussion routine is effectively used after reading a text in a Whole Group setting. Small Group Discussions help children clarify or clear up understandings of the text. These discussions allow children to unpack text specifics, look at genre, text structure, and how a writer writes. Example questions to engage children in text-based discussions include:

- *What words describe what the character is like?*
- *What part of the text tells you about the steps for growing a bean plant?*

## IMPLEMENTING FOR SUCCESS

Use the following suggestions as you introduce and guide children in becoming familiar with the Small Group Discussion routine:

- State a clear focus for the Small Group Discussion. For example, *“Find the events that happened first, next, and last in the story.”*
- Remind children to listen carefully to their classmates, not interrupt others, and remain positive about what classmates add to the discussion.
- Model how to refer back to the text. For example, *“This part of the text tells about what happened after the fire.”*
- Teach children how to use language to respond to others’ views. For example, *“I agree with you. I think that \_\_\_\_.”* or *“I don’t agree with you because I think that \_\_\_\_.”*

Engage children in Small Group Discussions often. Discussions may revolve around subject matters, classroom management, or literature. Provide feedback as children participate.

## GOING DEEPER

These additional activities may be done with children once they are familiar with the routine.

- Add a Fact Checker to the roles of a small group. Have the Fact Checker flag text evidence as children share text details in their responses.
- Together, brainstorm a list of questions that the Elaborator might ask in the group discussions. For example, *“What made you think that?”* *“What more can you tell us about that event?”*
- At the end of the Small Group Discussion, have children decide if their group discussion earned a “thumbs up” or “thumbs down.” Have children name reasons for their rating.

COMMON CORE CONNECTIONS  
CCLS.ELA.SL.1.4

## THE ROUTINE

- 1** Introduce the Small Group Discussion to children.  
*You are going to work together with a few other children to talk about the text we just read. I will give you a question or two to think about and discuss. Each of you will have a role to play in your group. You will each also have the job of sharing your thoughts about the text.*
- 2** Organize children into groups of 3 or 4. Grouping can be in the form of ability grouping, interest grouping, or random grouping. Decide what works best for the task and your children.
- 3** For successful Small Group Discussions, have children sit in a circle so that all members of the group can both see and hear each other. Remind children to engage in eye contact with each of the members of the group as they take turns talking.
- 4** Introduce Small Group Discussion roles. These roles encourage all children to be active participants in the group. Group roles may include:
  - **Group Organizer:** introduces the task and keeps the group on target
  - **Clarifier:** restates what a group member has said to clarify and confirm
  - **Elaborator:** follows up with questions after a group member shares a response
  - **Reporter:** reports about the overall group discussion.
- 5** Pose an open-ended question to ensure an engaging conversation. If the question relates to a text, remind children to return to find supporting text evidence. Tasks may include thinking about a text through a graphic organizer. Suggestions are found in the teaching lessons.
- 6** State any parameters you have set, such as *“Talk in your groups for the next 10 minutes.”*
- 7** As group members take turns responding to the discussion question or the task outlined, remind them to respond appropriately. For example, *“I agree with you. I thought something similar when \_\_\_\_\_. I don’t agree with you because I remember reading \_\_\_\_\_.”*
- 8** Stop by each group briefly to monitor children’s conversations. If children aren’t engaged in rich discussion, offer prompts to encourage deeper conversations. For example: *“Show me the part of the text that supports your opinion;” “Tell me about the character. What words does the author use to describe the character?”*
- 9** As the end of the allotted time nears, remind children of the task. You might say, *“In these last few minutes, talk together about the most interesting part of your discussion. The Reporter can share this with the class.”* Encourage the Reporter to rehearse what he will say.



# Read Aloud

## RATIONALE

Read Aloud opportunities provide children with the chance to listen to a proficient reader model fluent reading. When children have the opportunity to listen to texts being read to them, the challenge of unlocking words and understanding difficult concepts becomes much easier thanks to the support of the proficient reader. Children are freed to listen and take in new vocabulary that often goes beyond the scope of what they would use in most oral language conversations. They also gain insight into how readers work their way through a variety of texts, such as reading dialogue with voice inflection or using text features like photos and captions.

The Read Aloud routine is an effective tool to use in a variety of group settings. Often the whole class will listen as you read aloud a text. Other times it may be helpful to read aloud to a small group, focusing on a particular reading or writing strategy, such as understanding and developing setting. For those individual students who need additional oral vocabulary knowledge, it may be helpful to read aloud one-on-one. As you read aloud, be aware of the number of times you stop to interject thoughts about the text. Plan your places for interjections carefully so as to not disrupt the flow of the overall reading. Consider these points when planning for a Read Aloud:

- What is my focus for this Read Aloud, for example, enjoyment, subject content, character development, text structure?
- What points in the text provide for the most natural stopping points to briefly discuss?

## IMPLEMENTING FOR SUCCESS

Use the following suggestions as you introduce and guide children in becoming familiar with the Read Aloud routine:

- State a clear focus for the Read Aloud. For example, *“As I read, listen for the main characters that we are introduced to.”*
- Remind children that their primary role is to listen carefully to the text being read aloud.
- Model how to refer back to the text as you stop for brief conversations during the Read Aloud. For example, *“That diagram helped me better understand the information in the text about \_\_\_\_.”*
- Describe how key vocabulary deepens your understanding of the text. For example, *“I knew Tony was really happy because the author used the phrase delighted beyond words.”*
- As children respond to the text, model how to use language to respond politely to others’ views. For example, *“I agree with you. I think that \_\_\_\_.”* or *“I don’t agree with you because I think that \_\_\_\_.”*

Engage children in Read Alouds often. Read Alouds should vary in text length and genre. They can be as quick as reading aloud a poem to begin or end the school day or as long as 15 minutes to engage in a rich piece of literature.

## GOING DEEPER

The following are additional activities that you may choose to do with children once they are familiar with the routine.

- Encourage higher-level thinking by asking children questions that require them to think specifically about the text or make connections from the text to themselves, other texts, or the world in general. For example, *“In what ways does the main character remind you of someone you know?”*
- At the end of the end of a Read Aloud, ask children to reflect on the reading by having them draw a picture or write a sentence as a response to the text. Suggestions for this appear in the teaching lessons.

## COMMON CORE CONNECTIONS

CCLS.ELA.RL.1.1; CCLS.ELA.RL.1.10; CCLS.ELA.RI.1.1; CCLS.ELA.RI.1.10

## THE ROUTINE

- 1** Introduce the Read Aloud routine to children.  
*I'm going to read aloud this text to you. Your job is to listen carefully for where this story takes place and how the author describes the setting. I'll stop from time to time for us to talk about what I've read.*
- 2** Gather the group in a comfortable, intimate setting. If possible, gather where children can partake in the visual aspects of the text as well as hear you easily.
- 3** Before reading the text aloud, explore the text with children. Provide a synopsis of the text. Explain the genre. Give children knowledge that they may need to understand before hearing the text read to them, such as *"This text is broken into different parts. Each part will tell us about a fruit or vegetable."* Suggestions for exploring the text are found in the teaching lessons.
- 4** During the Read Aloud, stop briefly to monitor children's understandings of the text. Engage children in brief conversations, such as *"What do we know about the main character now?"* You may also model aloud your own thinking. For example, *"I learned something new. I did not know that grasshoppers had five eyes."*
- 5** After completing the Read Aloud, give children an opportunity to talk about the text. Ask engaging, open-ended questions that draw them back into the text. For example, *"In what part of the book did we learn about pumpkin plants?"* or *"How did Alex react when his grandma surprised him?"* Ask questions to confirm understanding and model how to clarify understanding. For example, *"I was a bit confused in this part of the book. I'm glad I continued to read on. The next page helped me understand Uncle Ron's reaction."*

# Shared Reading/Read Together

## RATIONALE

The Shared Reading/Read Together routine provides children with the opportunity to engage in the shared responsibilities of reading text. This opportunity falls in the middle of the gradual release model, providing children with some responsibility while continuing to receive support from a proficient reader. During Shared Reading/Read Together opportunities, the teacher's role is to support children as they engage with the text. The teacher often maintains control over the reading while at the same time encouraging children to read along and build their confidence in tackling text challenges at the word level, sentence level, and text level.

The Shared Reading/Read Together routine is an effective tool to use in a whole class or small group setting. The text is usually familiar to children but provides some language or text structure challenges. The familiarity provides comfort to readers as they tackle these text challenges with greater responsibility. As you plan for a Shared Reading/Read Together opportunity, keep the following things in mind:

- What roles will children play in the reading? Will they read aloud during dialogue or repeated refrains? Will they read along silently as you read aloud? Will volunteers take turns reading sections of the text?
- What role will you play as the proficient reader?
- What opportunities will you take to demonstrate effective reading or writing strategies?

## IMPLEMENTING FOR SUCCESS

Use the following suggestions as you introduce and guide children in becoming familiar with the Shared Reading/Read Together routine:

- State a clear focus for the Shared Reading/Read Together opportunity. For example, *“As we read together, look for words that tell about the how the main character feels.”*
- Remind children that you are reading the text together, therefore, they are to be active readers right along with you.
- Stop periodically to check children's comprehension or to model a strategy. For example, *“Wait a minute! The author went back in time here. I have to think carefully about the order in which the story events happen.”*
- As children unpack key vocabulary, encourage them to think aloud about how they come to understand that vocabulary. Model appropriate strategies, such as using illustrations and context clues, reading on, or rereading to understand these terms.
- As children respond to the text and to their peers' responses about the text, remind them to listen carefully to what their classmates have to say. Then they may state their own opinions and support their opinions with reasons and text evidence.

Engage children in Shared Reading/Read Together opportunities during all subject matter lessons. Shared Reading/Read Together opportunities give young children the experience of engaging in more challenging text in a highly supportive way. Text conversations during Shared Reading/Read Together opportunities are rich and supportive, building children's oral vocabularies as well.

## GOING DEEPER

The following are additional activities that you may choose to do with children once they are familiar with the routine.

- As you return to familiar text, invite children to role-play characters in a fictional text. In an informational text, have volunteers read aloud captions for photos. Always encourage children to read along with you as they feel comfortable.
- After reading, have pairs discuss their a-ha moments as they read the text. Provide them with an open-ended question to discuss. See the teaching lessons for such questions.

**COMMON CORE CONNECTIONS**

CCLS.ELA.RL.1.1; CCLS.ELA.RL.1.10; CCLS.ELA.RI.1.1; CCLS.ELA.RI.1.10

## THE ROUTINE

- 1** Introduce the Shared Reading/Read Together routine. For example:  
*We're going to read this text together. As we read, your role will be to follow along and help me with the character dialogue. As we read, let's look for words or phrases the author uses to describe the characters.*
- 2** You may gather the group in a comfortable, intimate setting to promote a sense of working together through the text.
- 3** During the Shared Reading/Read Together, point out print conventions. Besides unlocking text meaning, this is an opportunity to model how text works, for example, reading from top to bottom and left to right, navigating text features, and attending to punctuation.
- 4** Stop briefly to monitor children's understandings of the text. Engage children in brief conversations, such as *"Name something new you learned,"* or *"Where does this story take place?"* Model your own thinking aloud, helping children understand how a proficient reader navigates text and overcomes challenges. Upon subsequent similar challenges, invite children to model their thinking. This allows you to assess children's understanding of what you previously modeled and their abilities to overcome challenges as they read.
- 5** After completing the Shared Reading/Read Together, discuss the text's overall meaning followed by open-ended questions that focus on more specific things, such as setting, characters, or text structure. Have children use text evidence to support their responses.

# Independent Reading

## RATIONALE

Independent Reading is reading children do on their own. Most often Independent Reading is done with self-selected texts at a child's independent reading level. In the early grades, Independent Reading gives children an opportunity to discover books and practice their understandings of print conventions. As beginning readers, Independent Reading provides practice in word recognition, word decoding skills, vocabulary knowledge, fluency skills, and comprehension strategies. Children practice these things with text that they can access with great accuracy.

Having an Independent Reading routine in your classroom is essential. Read Aloud and Shared Reading opportunities pave the way for children to take full control during Independent Reading. Children see models of proficient readers in Read Aloud and Shared Reading experiences. They transfer understandings from these experiences to use independently.

The Independent Reading routine is an effective tool to use after children have experienced rich conversations about text in Read Aloud and Shared Reading experiences. The text children read during Independent Reading is often chosen by the child. The teacher's role is to guide children in choosing appropriate texts, both literary and informational, and to assess that children are understanding what they read on their own.

## IMPLEMENTING FOR SUCCESS

Use the following suggestions as you introduce and guide children in becoming familiar with the Independent Reading routine:

- Set a time frame for the Independent Reading. It should be a daily routine with at least 15 minutes of reading time devoted to children reading independently.
- State a clear focus. For example, *“As you read your informational texts, pay attention to the text features. Think about which ones are most helpful to understanding the text.”*
- Remind children that they are reading independently, so it is important for them to find their own space to read quietly.
- Check in periodically with each child. Take time to model a reading strategy that you have noted he or she needs additional practice with. For example, *“What word(s) have you come across that you didn't know? What did you do? I would read on and see if there was more information in the text about the word's meaning. Why don't you try that the next time you find a word you don't know?”*
- As children wrap up their daily Independent Reading time, give them time to reflect on their reading, whether they share with the class, a small group, a partner, you, or in a journal. You may also wrap up this time with a quick class discussion, asking children to share examples from what they read that connect to the focus you provided earlier.

As children engage in Independent Reading, help them understand that this is the time to practice the skills and strategies they have learned in Read Aloud and Shared Reading experiences. Remind them to read a variety of genres.

## GOING DEEPER

The following are additional activities that you may choose to do with children once they are familiar with the routine.

- As children read for longer periods of time, ask them to journal as they read or after they read. This will help them solidify their understandings of the text.
- Have children work with partners to describe what they have read and why others should read that book.

**COMMON CORE CONNECTIONS**

CCLS.ELA.RL.1.1; CCLS.ELA.RL.1.2; CCLS.ELA.RL.1.3; CCLS.ELA.RL.1.10;  
CCLS.ELA.RI.1.1; CCLS.ELA.RI.1.2; CCLS.ELA.RI.1.3; CCLS.ELA.RI.1.10

## THE ROUTINE

- 1** Introduce the Independent Reading routine to children. For example:  
*Now you get to read a book of your choosing. To choose a book, first do a test. Open the book up to any page. Then try to read it. Can you read most of the words on the page? If so, then the book is likely “just right” for you to read. It is okay to have some hard words to work through, but you want to make sure that you can read most of the words.*
- 2** Have children find a comfortable place to dive into their Independent Reading. Just as we like to read for pleasure in a comfortable place; children want that, too.
- 3** Provide children with a focus for the day’s Independent Reading. For example, you might ask all children to read a narrative and focus on details that describe the story’s setting.
- 4** Check in with individuals as they read independently. Ask probing questions to assess whether they are reading and understanding appropriately leveled books. Independent Reading is the time for children to practice everything they have learned in Read Aloud and Shared Reading experiences. It is not the time for children to become frustrated with challenges.
- 5** As you check in with individuals about their reading, ask open-ended questions that help you assess comprehension and give you insight into the reading strategies they use to overcome challenges they may face. Open-ended questions may include *“What is the main idea of the text?”* or *“How did you figure out the meaning of this word?”*
- 6** After Independent Reading time, have volunteers share how their reading connected to the focus you provided for that day. Ask all children to reflect on their reading, having them draw a picture of the main topic or write a sentence that tells the most interesting thing they read. You might also have them write or explain the strategy that most helped them with their reading. Whatever the task, it is important for children to have time to reflect on their reading.

# Text Club

## RATIONALE

A Text Club provides a format in which 4–6 children are part of a temporary reading community with their peers. A Text Club allows children to read and discuss texts from different genres. By reading and discussing multiple genres, children develop genre knowledge and begin to build genre preferences. As children participate in peer conversations centered around texts, they develop critical and creative thinking skills. Children learn responsibility as they prepare to meet with their Text Clubs. They must read the book ahead of time and plan how they will fulfill their group roles. They learn to reflect on their own learning development as well.

As you prepare to implement Text Clubs, consider:

- the reading abilities of children. For children who are still unable to read independently, choose texts that they can listen to on audio recordings while they follow along or invite volunteers or older students to read the Text Club books to children before their Text Club meeting.
- modeling thoughtful responses about texts through read aloud and shared text discussions. Children are more likely to succeed with and enjoy Text Clubs if they have had experience with meaningful text discussions.

## IMPLEMENTING FOR SUCCESS

Use the following suggestions as you introduce Text Clubs:

- Give children job description cards to define each role's responsibilities.
- Preview titles by providing text summaries or reading a few pages aloud.
- Initially, have groups meet for 5 minutes to discuss an aspect of a text and practice roles. For instance, the Text Club might talk about the most important character or the text structure.
- Assess children's work during Text Club discussions by observing their interactions with peers and the text. Children can assess their own performance through checklists and conferences with you.

## GOING DEEPER

You may choose to do these activities once children are familiar with the routine.

- Have Text Clubs engage in projects to share texts with the class. For example, they may put on a puppet show or make a poster of interesting facts.
- Have children write or draw in reading journals after Text Club discussions. Provide sentence frames, such as *I shared \_\_\_\_\_; I learned \_\_\_\_\_; I like/ dislike the book because \_\_\_\_\_.*

**COMMON CORE CONNECTIONS**

CLS.ELA.RL.1.1; CCLS.ELA.RL.1.2; CCLS.ELA.RL.1.3; CCLS.ELA.RL.1.4; CCLS.ELA.RL.1.5; CCLS.ELA.RL.1.6;  
 CCLS.ELA.RL.1.7; CCLS.ELA.RL.1.9; CCLS.ELA.RL.1.10; CCLS.ELA.RI.1.1; CCLS.ELA.RI.1.2; CCLS.ELA.RI.1.3;  
 CCLS.ELA.RI.1.4; CCLS.ELA.RI.1.5; CCLS.ELA.RI.1.6; CCLS.ELA.RI.1.7; CCLS.ELA.RI.1.8; CCLS.ELA.RI.1.9; CCLS.ELA.RI.1.10

## THE ROUTINE

- 1** Introduce children to the idea of a Text Club.  
*In your Text Club, everyone will read the text on their own. Then Text Club members will share their thoughts with each other. For example, you may talk about how a character made you feel or about an interesting fact. Each of you will have a job to help your Text Club get the most out of your discussion together.*
- 2** Introduce and model Text Club roles. Initially, children will need time to practice each role. Sample roles include:

  - Discussion Leader:** leads the group discussion and keeps everyone on task
  - Word Wizard:** finds new, interesting, or challenging vocabulary words
  - Connector:** looks for connections between the text and the real world
  - Summarizer:** shares a short summary of the book being discussed
  - Art Director:** creates a drawing or diagram connected to the reading
- 3** Preview 3–5 texts that children may choose to read for Text Clubs. Include a variety of text levels so that all reading abilities are covered. Then give children time to preview the texts on their own and sign up for the texts they want to read. This sign-up system forms the Text Clubs. Each group member should have their own copy of the text.
- 4** Children read the text and prepare for the Text Club meeting. Depending on their roles, they may have additional work to do ahead of time, for example, the Word Wizard will want to flag interesting words to discuss at the meeting.
- 5** Children meet and discuss the text. They may only meet one time to discuss a text depending on text complexity and length. Rotate among Text Club discussions. Prompt for rich conversations with questions, such as *“What was the most interesting fact you learned?”* or *“Which character reminded you of someone you know?”*
- 6** After Text Club discussions, have children share the texts with the class.
- 7** Debrief with each Text Club to assess individual’s comprehension and group interactions. Ask children to rate their discussion with a “thumbs up” or “thumbs down” and explain their reasons.



# Text-Based Vocabulary Routine: Informational

## RATIONALE

Informational texts provide opportunities for children to develop subject matter concepts as well as build connections between words that are unique to those subject matter concepts. Because the number of words in English is enormous, and all words cannot be taught, it is imperative to both explicitly teach needed vocabulary for understanding text and provide children with a set of strategies for determining word and phrase meaning independently as they encounter them in texts. As children build their knowledge of vocabulary related to subject matters, it is important that they can call on their understandings of affixes, inflected endings, and root words, as well as learn to derive meaning from text information, such as pictures, charts, and context to understand the meaning of key words and phrases.

In informational texts, some of the critical vocabulary is more technical and singular in terms of relating to specific concepts and important to making meaning of the text. Readers have a greater challenge to comprehend specialized informational text vocabulary because the words rarely have synonyms. They are less able to use their own background knowledge of similar words to help comprehend such specific text. It is important to provide children with opportunities to experiment with and develop conceptual vocabularies so that they will move through the grades with a basic foundation of such words.

When planning Text-Based Vocabulary lessons for informational text, consider providing:

- opportunities for children to engage with the vocabulary through experimentations as well as conversations. For example, if reading an informational book about magnets, children will better understand the vocabulary *magnetic field*, *poles*, *attract*, and *repel* if they experiment with magnets and actually see these terms in action. Conversations then lead to better understanding and correct usage of those terms in oral language.
- rigorous vocabulary instruction to help children expand their domain-specific vocabularies.

## IMPLEMENTING FOR SUCCESS

Use the following suggestions as you introduce and guide children in becoming familiar with the Text-Based Vocabulary routine:

- Pronounce the word orally and then have children repeat it two times. Read aloud the passage in which the word is found in the text.
- Discuss the word's meaning through context clues, text features, a glossary, or a children's dictionary.
- Create a semantic map of the word so that children see the connections between the word and related words. Have children use the map to create sentences using the word.

As children engage in Text-Based Vocabulary discussions, their word knowledge will grow. The more words children know, the more words they can read and understand in text and use in their writing. In addition, the more children know about how words work in texts, the more they will be able to comprehend complex content-area texts.

## GOING DEEPER

You may choose to do these additional activities once children are familiar with the routine.

- As you read an informational text, sort specialized words into categories to create connections for children. For example, a book about seasons includes words like *autumn*, *spring*, *summer*, and *winter* as categories. Within each season, there are words specific to them, such as *harvest*, *bloom*, *humid*, and *snow*.
- Have children create word poems. They may draw a meaningful shape to represent the word and then list words around the outline of the shape that connect to the word. For example, an outline of the sun might have the words *rays*, *heat*, *bright*, and *star* around it.

**COMMON CORE CONNECTIONS**

CCLS.ELA.RL.1.4; CCLS.ELA.RI.1.4; CCLS.ELA.L.1.4; CCLS.ELA.L.1.5; CCLS.ELA.L.1.6

## THE ROUTINE

- 1** Introduce the Text-Based Vocabulary routine to children. For example, *As we read informational text, we will come across words that we have not seen or heard before. Sometimes the author gives us the meaning of the words right in the text. Other times, we might have to read on to understand what the word means, or we might have to look at a diagram in the text to understand the word.*
- 2** Write or display the sentence or passage containing the word. Say the word aloud and have children repeat the word. Use the word in another sentence, providing children with a similar context in which to hear the word used. For example, *“Leaves sprout on the trees”* is found in the text. You might share this sentence: *“Young plants sprout from the ground.”*
- 3** If there are context clues to help establish meaning of the word, have children share those. Help children understand how the word relates to other words. For example, in *Supermarket* by Kathleen Krull, the text reads, *“Behind all the eggs, milk, yogurt, and cheese is a refrigerated area keeping everything cold.”* The word *refrigerated* is defined further on in the sentence with the words *keeping everything cold*. Point out that *refrigerated* is similar to the word *refrigerator*, which most children are likely familiar with.
- 4** If the word is boldface in the text, show children how to find the glossary in the book and read the glossary definition aloud. If not, you might want to look it up in a dictionary. However, be aware that sometimes definitions of technical words are not helpful if children do not have some foundational knowledge regarding the concept.
- 5** Create a semantic map with children. This helps children see and make connections between the unknown word and known words and/or concepts. Samples of semantic maps can be found online by searching “semantic maps for vocabulary words.”
- 6** Encourage children to use the semantic map to help them use the word in a sentence. They can turn to a partner and have a quick one-minute conversation using the word. Have volunteers share their sentences with the class so that you may assess children’s understanding.

# Text-Based Vocabulary Routine: Literary

## RATIONALE

As children develop their oral and written vocabulary, they will encounter many words that they have not read before or used in their oral language. The number of words in English is enormous, and all words cannot be taught. Therefore, it is imperative to help children understand strategies to address and comprehend new vocabulary as they come upon them in texts. Children not only need to learn foundational skills in letter-sound knowledge, but they also need to develop an understanding of the complexities of affixes, inflected endings, root words, and multiple meanings as they pertain to individual words.

In narratives, vocabulary may center around categories of words, such as motivations, traits, emotions, actions, movement, communication, and character names. The vocabulary in narratives may be unique to the text and are unlikely to appear frequently in other texts. For example, in Eric Carle's *A House for Hermit Crab*, Carle says, "He had felt safe and snug in his shell. But now it was too snug." The word *snug* is likely not a word children will encounter in many texts or use in many conversations. Yet it perfectly describes how Hermit Crab is feeling in his shell. It is important to address these kinds of words so that children understand the text and how to tackle similar unique words in other literary texts.

When planning Text-Based Vocabulary lessons, consider that:

- teaching vocabulary words with lively routines develops vocabulary and stimulates an interest in and awareness of words that children can apply in their independent reading.
- rigorous vocabulary instruction helps children expand their oral vocabularies so that they truly "own" the new words and use them in their daily lives.

## IMPLEMENTING FOR SUCCESS

Use the following suggestions as you introduce and guide children in becoming familiar with the Text-Based Vocabulary routine:

- Pronounce the word and have children repeat it. Read aloud to them the passage in which the word is found in the text.
- Discuss the word's meaning within the given context. Rephrase the meaning in language that children can understand.
- Have a volunteer use the word in a sentence that is similar to the passage. Then have a volunteer use the word in a new context. Talk about the different usages.
- Discuss synonyms for the word. Reread the passage, substituting synonyms for the word. Talk about why the author may have chosen that word rather than one of its synonyms.

As children engage in Text-Based Vocabulary discussions, their word knowledge will grow. The more words children know, the more words they can read and understand in text and use in their writing. In addition, the more children know about how words work in texts, the more they will be able to comprehend complex texts.

## GOING DEEPER

You may choose to do these additional activities with children once they are familiar with the routine.

- Create word webs and post them around the room for children to reference when they write. Add synonyms or morphological family members of the word. For example, *snug*, *comfortable*, *comfort*, *tight*.
- Engage children in Word Hunts during read alouds, shared reading experiences, or independent reading time. Have them look for words that may be similar to or opposite from the featured words in the Text-Based Vocabulary instruction for the day.
- Have children suggest words to add to the classroom word wall.

## COMMON CORE CONNECTIONS

CCLS.ELA.RL.1.4; CCLS.ELA.RI.1.4; CCLS.ELA.L.1.4; CCLS.ELA.L.1.5; CCLS.ELA.L.1.6

## THE ROUTINE

- 1 Introduce the Text-Based Vocabulary routine to children. For example, *As we read narrative text, we will come across words that we have not seen before. Authors often give us clues to understand those words. Sometimes we need to look closely at the word and break it into word parts. Sometimes we need to look in a dictionary to define it. Let's look at how words work.*
- 2 Write or display the sentence or passage containing the word. Break the word into syllables and pronounce it. Have children repeat the word and share context clues about its meaning. This brings children back into the text. Help children understand the part of speech. For example, *Snug is a describing word. We call it an adjective.*
- 3 Model looking up the word in a children's dictionary and then read a simple definition. Relate the meaning to its use in the text to ensure comprehension. For example: *Snug can mean: "providing physical comfort; comfortable," or "firmly positioned in place and difficult to dislodge; tight." The use of snug in the first sentence fits the first definition: He had felt safe and snug in his shell. The use of snug in the second sentence fits the second definition. Now the word snug means that Hermit Crab's shell is tight, not that he is too comfortable in his shell.*
- 4 Use the word in other ways, for example, *After washing and drying my sweater, it was snug on me.* Then discuss the word in more depth. For example, *Why do you think Eric Carle used snug instead of tight to explain Hermit Crab's shell?*
- 5 Help children list synonyms for the word. Then compare and contrast the word with those synonyms. How is *tight* different from *snug*? How is *comfortable* different from *snug*?
- 6 Encourage children to practice using the word in a sentence. They can turn to a partner and have a quick one-minute conversation using the word. Have volunteers share their sentences with the class so that you may assess children's understanding.

# Reading Wrap-Up

## RATIONALE

Reading Wrap-Up is a 5–10 minute concluding activity held at the end of a reading lesson. Children come together as a community of readers and summarize what they have learned during the reading lesson. In Reading Wrap-Up, children are encouraged to make connections between previous learning and new ideas that emerged in today's lesson. Children share their own insights about the text and are encouraged to add on to what their classmates said before them. Children practice both their speaking and listening proficiencies. You can quickly assess the success of a lesson by observing and listening to children explain what they have learned in their own words.

As you plan for Reading Wrap-Ups, keep in mind:

- the end goal of the lesson. Prompt children with discussion questions that relate to this end goal.
- the types of questions you prompt children with. Provide opportunities for children to share their opinions and ideas or to ask questions.

## IMPLEMENTING FOR SUCCESS

Use the following suggestions as you introduce and guide children in meaningful participation in the Reading Wrap-Up.

- Be sure to schedule time at the end of the lesson for this important opportunity to make connections, recall and apply learning, and celebrate accomplishments.
- State a clear focus for the wrap-up. For example, *“Today we learned how to use an index. An index helps readers find information in a book. Let’s talk about when a reader might want to use an index.”*
- Teach children how to use language to respond to others’ views. For example, *“That was the part I thought was most interesting, too. Why did you find it so interesting?”* or *“I was really surprised at the ending! Did you think it was going to turn out that way? Why did you think so?”*

## GOING DEEPER

These additional activities may be done with children once they are familiar with the Reading Wrap-Up routine.

- Before having children share their observations in a wrap-up discussion, have them write or draw for one minute in their journals about what they read during the lesson. This will help children focus their thinking and remember what they want to say before speaking in front of the group.
- Have each child write down one big idea from the lesson’s reading. Have each child share his or her big idea with the group or with a partner.
- Remind children to use what they have learned, noticed, or thought about in the reading lesson as they move through the rest of the day. For example, *“Today in our reading we learned about the beginning, middle, and end of a story. Who can tell us what happened at the beginning, middle, and end of our day today?”*

**COMMON CORE CONNECTIONS**

CCLS.ELA.RL.1.1; CCLS.ELA.RL.1.2; CCLS.ELA.RI.1.1; CCLS.ELA.RI.1.2

## THE ROUTINE

- 1** Bring children together for a 5–10 minute wrap-up of the reading lesson.
- 2** Quickly review the lesson objectives and the text read during the lesson.  
*Today we read an informational text. An informational text tells about things that are real and true. This text told about how plants grow. The words told us how plants grow, and the photographs showed us how they grow.*
- 3** Pose open-ended questions to prompt meaningful conversation about the text read. Begin questions with *who*, *what*, *when*, *where*, *why*, and *how*. For example, *“What is one thing you remember from what we read today?”* *“Which part of the text did you like best? Why did you like it?”* or *“Who else do you know is like this character? How are they alike?”*
- 4** Encourage children to ask questions about the text or skills taught. If time allows, review, re-teach, or make notes to follow up in future lessons.
- 5** You may discuss any reading homework or talk about upcoming texts to be read. For example, *“Tomorrow we’ll be finishing our story maps and drawing pictures of our favorite part of the text.”*

# Writing Wrap-Up

## RATIONALE

Writing Wrap-Up is a 5–10 minute concluding activity held at the end of each writing lesson. Children are given time to discuss their writing with their peers as a community of writers. In Writing Wrap-Up, children are encouraged to share their writing and any new understandings they have about the craft of writing. You can quickly assess the success of a lesson by listening to children talk about their writing and their new understandings about the craft of writing.

As you plan for Writing Wrap-Ups, keep in mind:

- the format in which children will share their writing: with partners, in small groups, or as a whole class.
- the focus of the feedback. Do you want others providing suggestions for revisions? Do you want others commenting on the strongest parts of the writing? Do you want others making connections between their own writing and that of the student sharing?

## IMPLEMENTING FOR SUCCESS

Use the following suggestions as you introduce and guide children in meaningful participation in the Writing Wrap-Up.

- Be sure to schedule time at the end of a writing lesson for children to recall what they learned during the writing lesson, share their writing with others, and celebrate accomplishments.
- State a clear focus for wrap-up. For example: *Today we learned how authors use describing words to tell about their characters. Find places in your writing or your picture where you add details to describe your character.* Give children a minute to review their writing and prepare to share based on the wrap-up focus.
- Before asking children to provide feedback to their classmates' writing, model for them constructive ways to respond. For example, *"I like how you described your character as grumpy. That helped me really understand how he was feeling about missing the bus."*

## GOING DEEPER

These additional activities may be done with children once they are familiar with the Writing Wrap-Up routine.

- Before children share their writing with others, have them talk with a partner for one minute about what they wrote during the lesson. Encourage them to talk about what they enjoyed most about the writing exercise or what they found to be most challenging.
- Give each child an index card. Have them write or draw what they talked about or learned in the writing lesson that day. Share a few examples during the wrap-up and then send the cards home with children to share with their families.
- Remind children to use what they have learned, noticed, or thought about in today's writing lesson as they move through the rest of the day. For example, *During writing today, we talked about the topic of the text we read. As we do more reading in science today, think about what the topic is.*

**COMMON CORE CONNECTIONS**  
CCLS.ELA.SL.1.1; CCLS.ELA.W.1.5

## THE ROUTINE

- 1** Bring children together for a 5–10 minute wrap-up of the reading lesson.
- 2** Quickly review the lesson objectives and the writing task.  
*Today we talked about choosing a topic for writing. You drew three ideas for things you might write about.*
- 3** Have children share their writing and new understandings with each other. This may be done in pairs, small groups, or with volunteers sharing with the whole class. Prompt children to discuss writing in thoughtful ways by suggesting open-ended questions, such as *“What part of your classmate’s writing was most interesting to you? Why?”*
- 4** Discuss any questions children have about the writing skills they have learned. If time allows to review or re-teach, do so, or make notes to review in future lessons.
- 5** Preview for children how today’s lesson will carry over to the next writing lesson. For example, *“Today we created a character for our stories. Tomorrow we will draw the beginning, middle, and end of our stories.”*

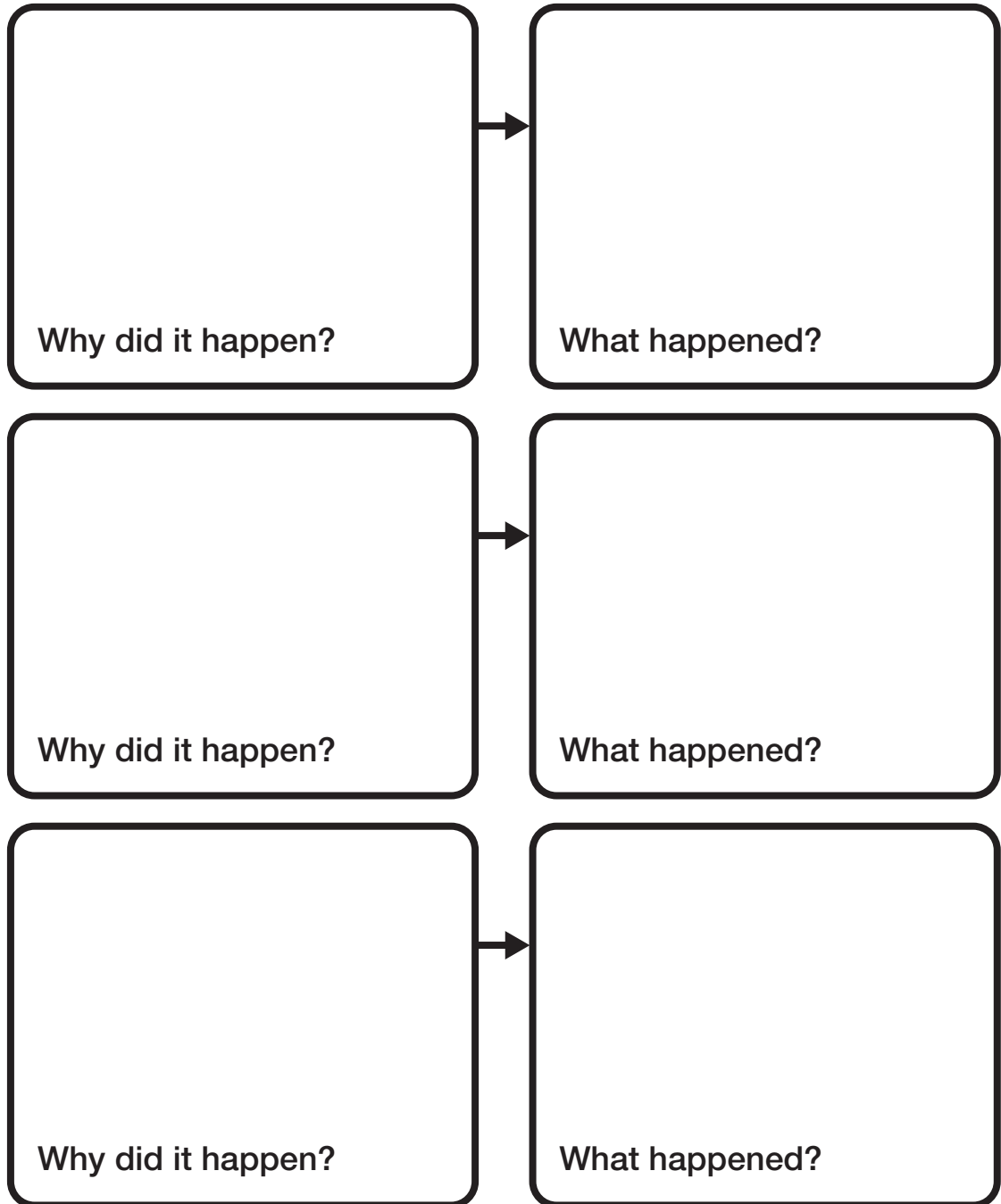




# Cause and Effect

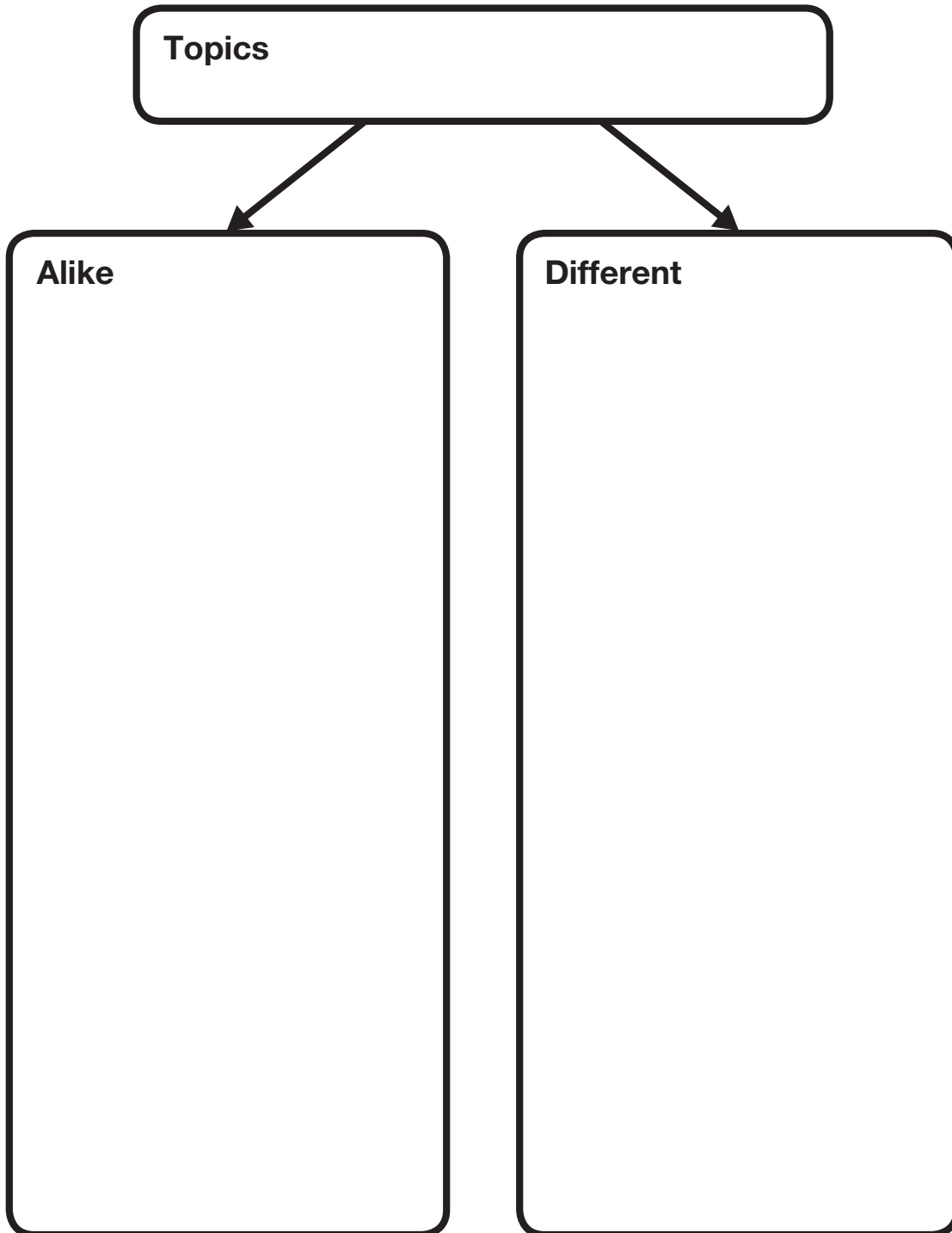
**Causes**

**Effects**



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# Compare and Contrast

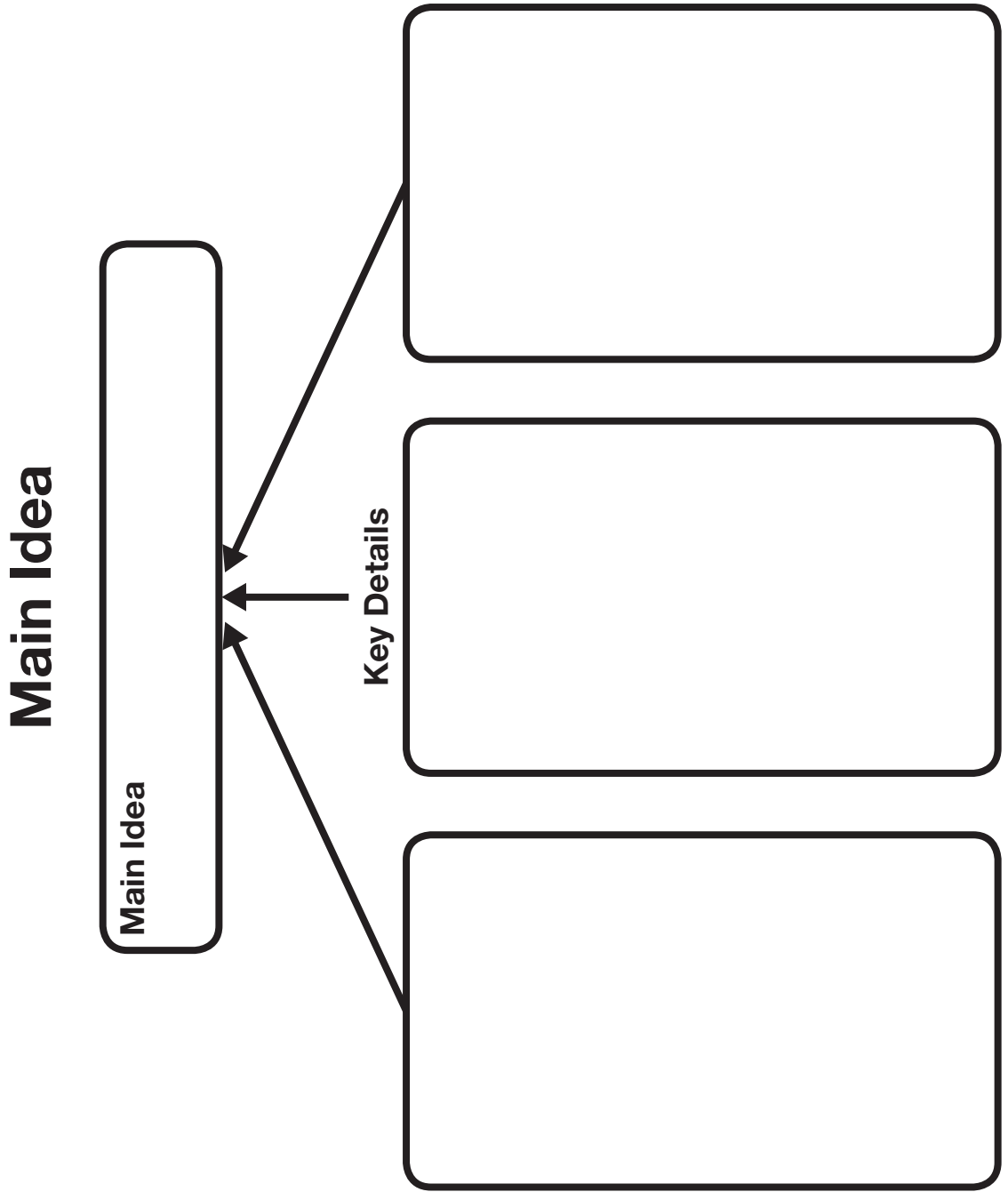


# Four-Column Chart


# K-W-L Chart

Topic \_\_\_\_\_

What We <b>K</b> now	What We <b>W</b> ant to Know	What We <b>L</b> earned



# Story Sequence A

Title \_\_\_\_\_

**Beginning**



**Middle**



**End**



# Story Sequence B

<b>Title</b>	
<b>Characters</b>	<b>Setting</b>

↓

<b>Events</b> 1. First	
---------------------------	--

↓

2. Next	
---------	--

↓

3. Then	
---------	--

↓

4. Last	
---------	--

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# T-Chart

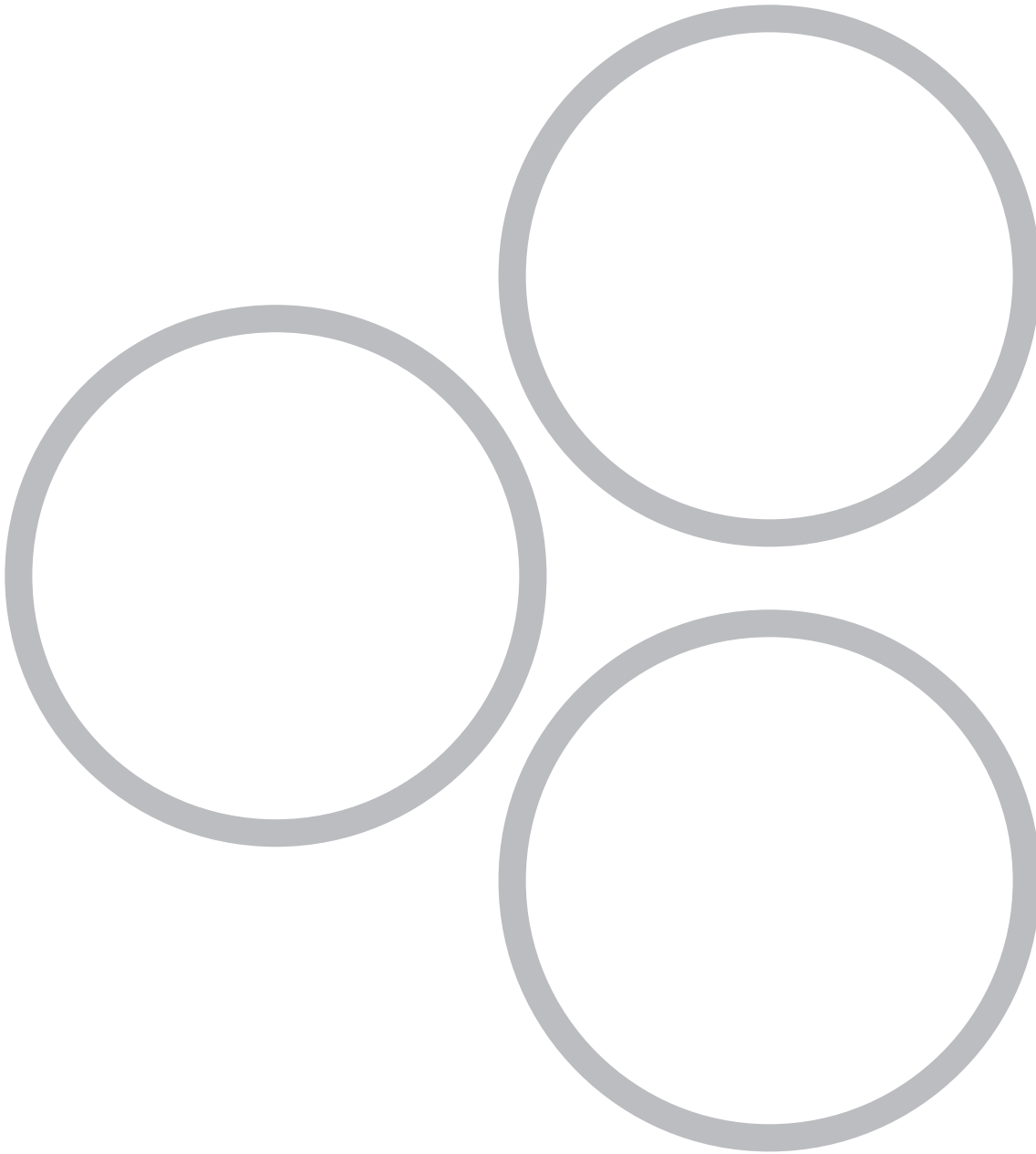

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# Three-Column Chart



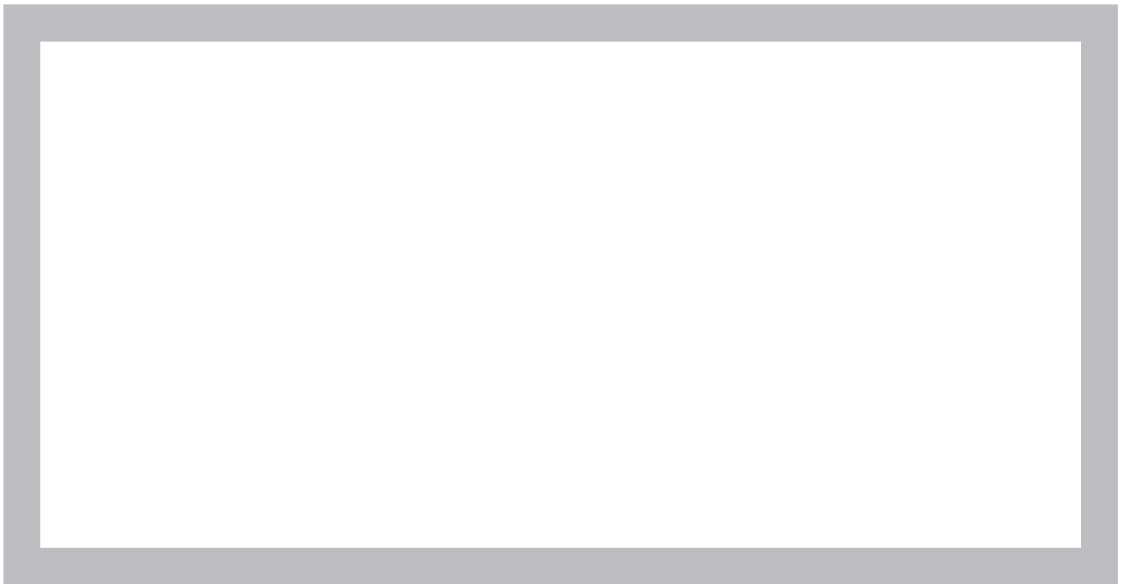
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# Three Sorting Circles



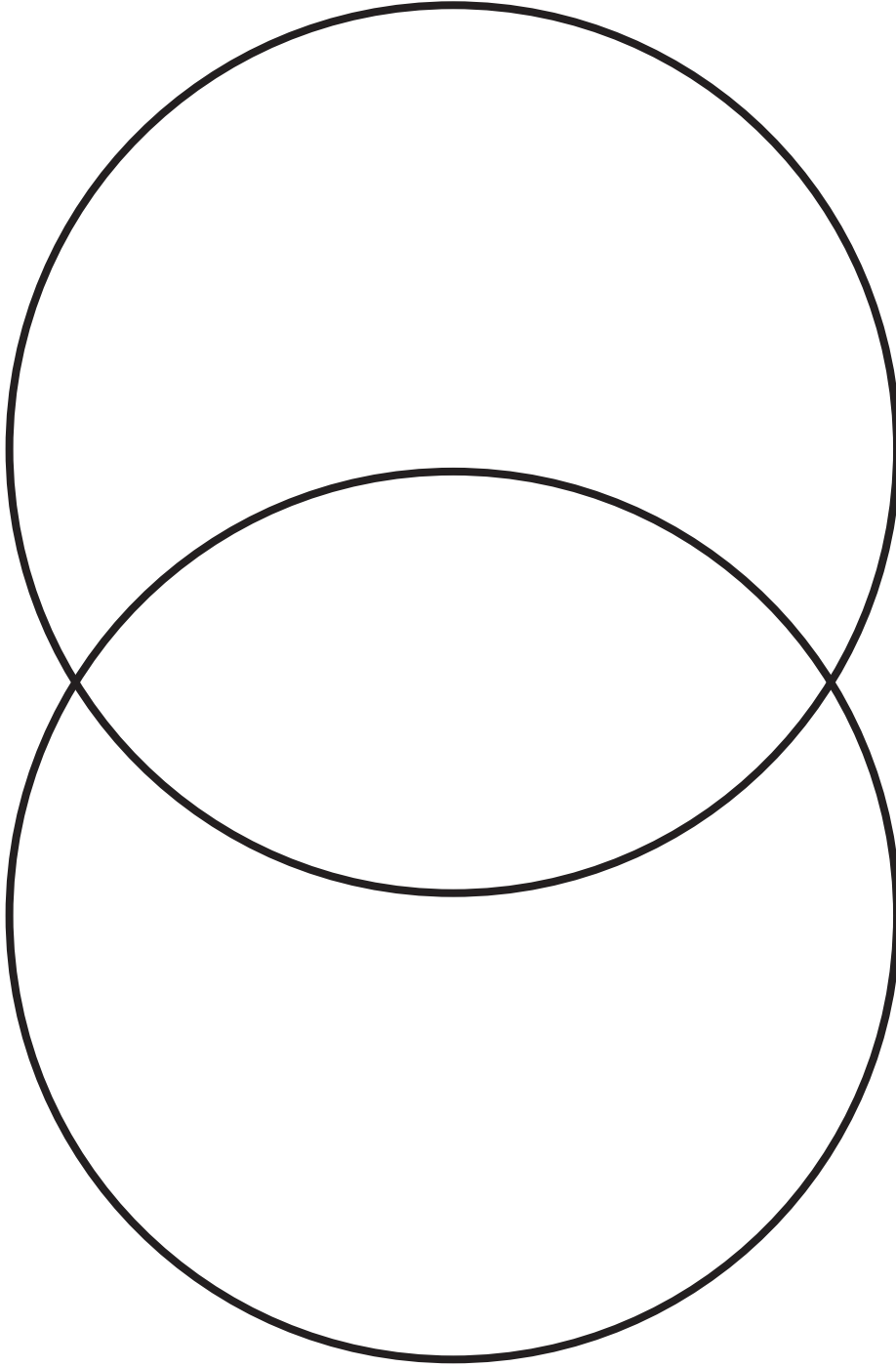
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# Two Sorting Boxes



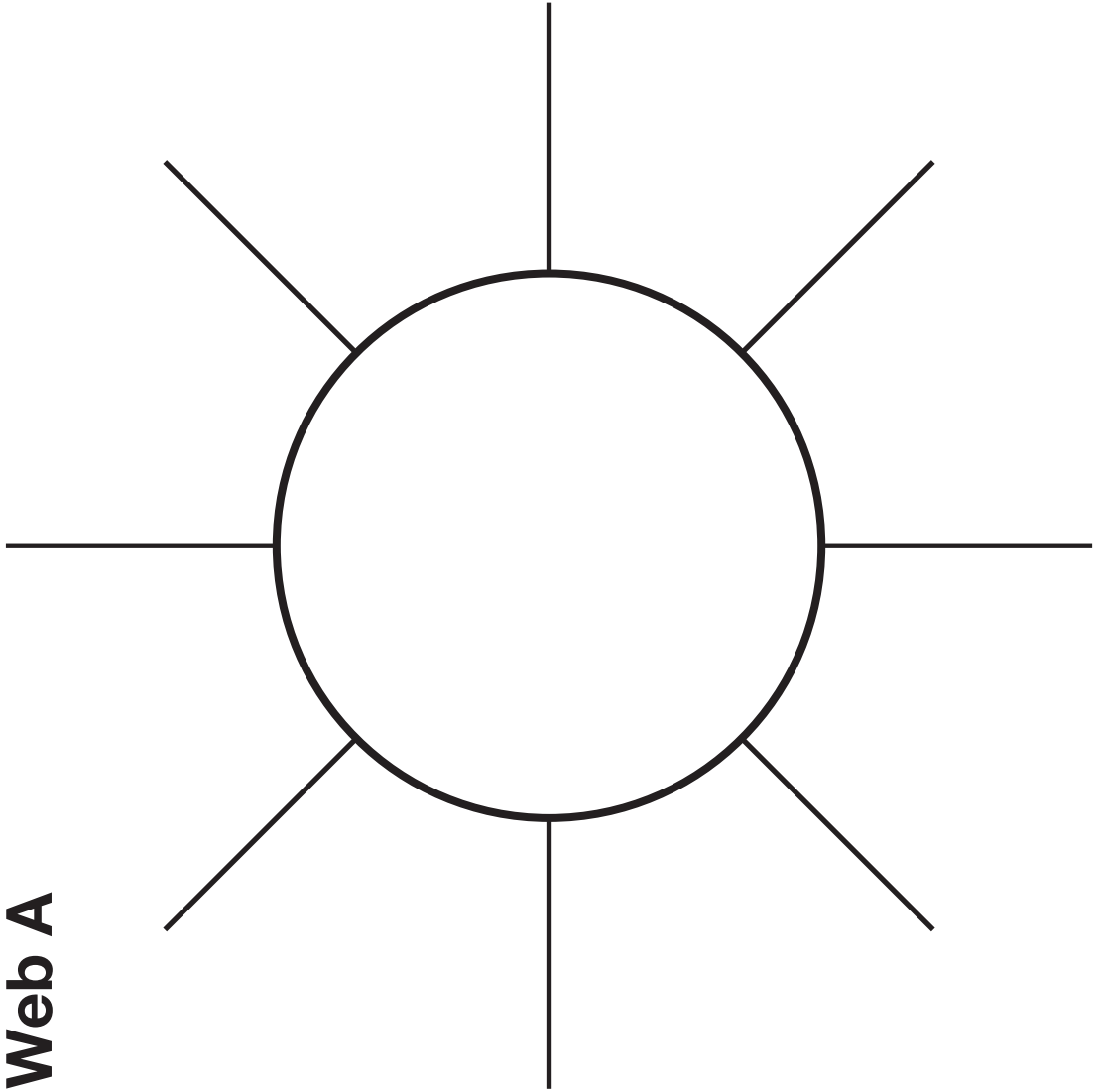
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# Venn Diagram

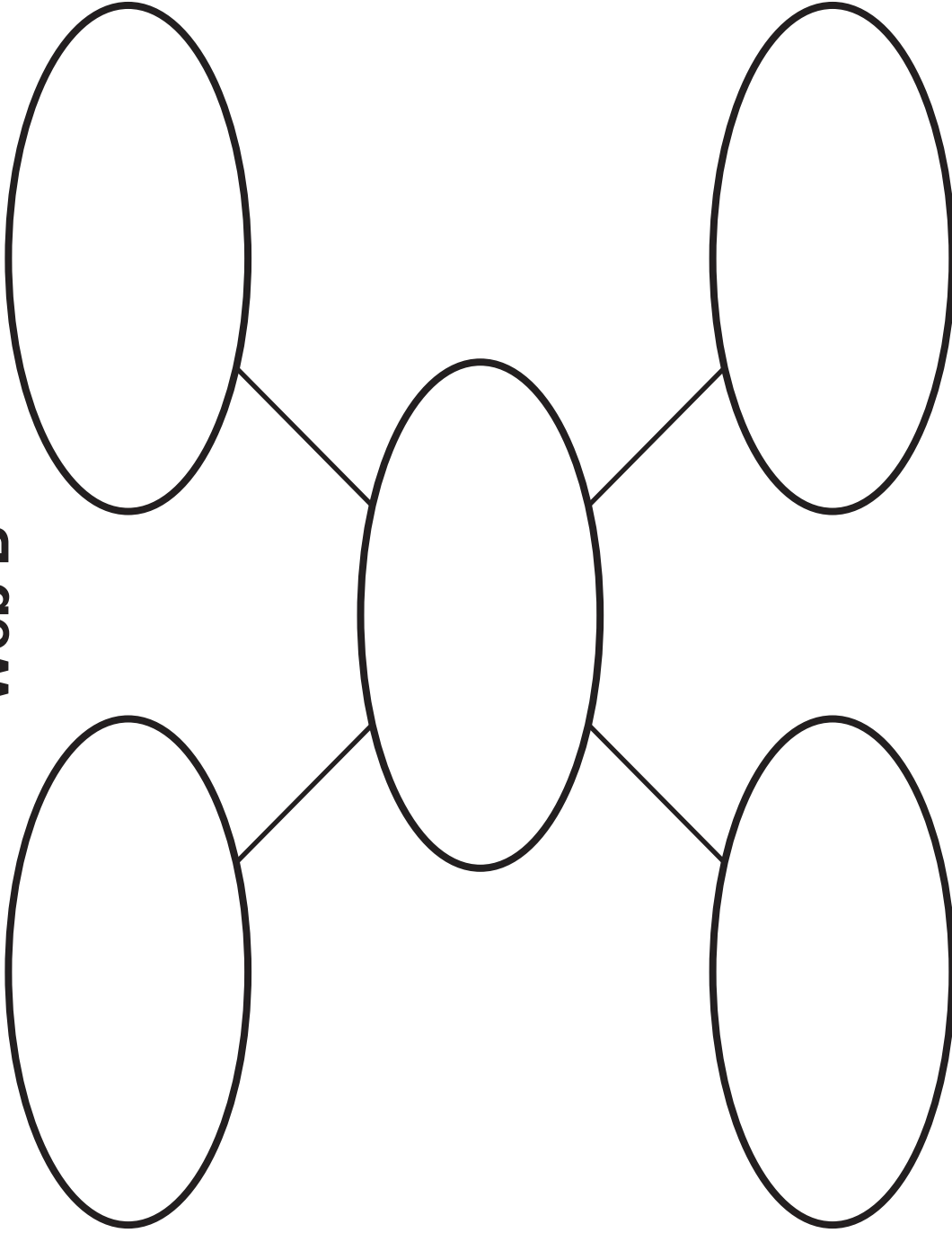


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# Web A



# Web B



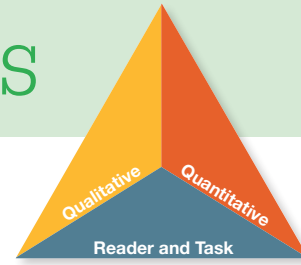
# Word Rating Chart

Word	Know	Have Seen	Don't Know

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# Text Complexity Rubrics



## Text Complexity Measure

Use the rubric to familiarize yourself with the text complexity of *My Rows and Piles of Coins*.

### QUANTITATIVE MEASURES

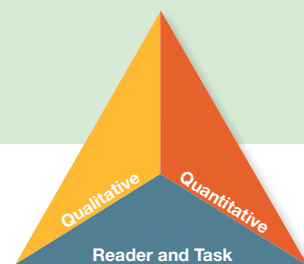
LEXILE	AD700L
AVERAGE SENTENCE LENGTH	10.57
WORD FREQUENCY	3.49
PAGE COUNT	32

### QUALITATIVE MEASURES

LEVELS OF MEANING	accessible concept about saving to buy a bicycle; somewhat more complex levels of meaning about the discipline of saving and of working together to benefit a family economy
STRUCTURE	conventional story structure; sequential, time-order events
LANGUAGE CONVENTIONALITY AND CLARITY	unfamiliar terms and Tanzanian expressions defined in glossary; occasional advanced vocabulary (e.g., <i>gaped</i> , <i>plunged</i> , <i>gruff</i> , <i>embarrassed</i> )
THEME AND KNOWLEDGE DEMANDS	background knowledge about Africa and its agrarian economy helpful; somewhat complex theme about working toward a goal and to benefit the greater good

### READER AND TASK CONSIDERATIONS

PREPARING TO READ THE TEXT	LEVELED TASKS
Discuss how families in African nations work together to grow and sell food. Build background about agrarian economies.	Help children understand how much U.S. money 30 shillings and 50 cents is—the cost of the bicycle in the story. Help children see how a “bundle of coins” may not amount to enough money to purchase a bicycle.

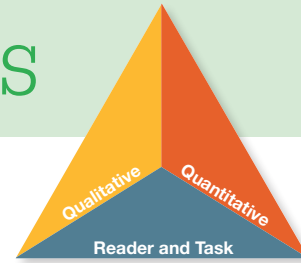


# Text Complexity Measure

Use the rubric to familiarize yourself with the text complexity of *Lemonade in Winter*.

QUANTITATIVE MEASURES	
LEXILE	AD410L
AVERAGE SENTENCE LENGTH	8.15
WORD FREQUENCY	3.36
PAGE COUNT	36
QUALITATIVE MEASURES	
LEVELS OF MEANING	accessible literal meaning about setting up a lemonade stand; more complex theme about persevering in the face of obstacles; additional purpose to teach applied math and cost/profit ratios
STRUCTURE	conventional narrative structure with informational chart to explain money concepts
LANGUAGE CONVENTIONALITY AND CLARITY	generally accessible language with frequent references to money
THEME AND KNOWLEDGE DEMANDS	some basic knowledge about how profits are made; applied math; knowledge about coins, dollars, and their purchasing power
READER AND TASK CONSIDERATIONS	
PREPARING TO READ THE TEXT	LEVELED TASKS
Invite children to share what they know about how they have earned money and about how businesses make money.	Work with children to learn about coins and their values. Have children create paper “money” and set up a classroom store to sell a product, make change, and assess profit.

# Text Complexity Rubrics



## Text Complexity Measure

Use the rubric to familiarize yourself with the text complexity of **Goods and Services**.

### QUANTITATIVE MEASURES

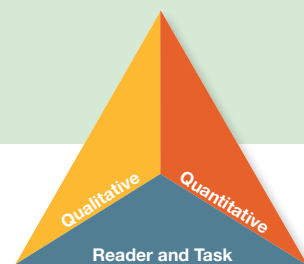
LEXILE	560L
AVERAGE SENTENCE LENGTH	8.76
WORD FREQUENCY	3.34
WORD COUNT	438

### QUALITATIVE MEASURES

LEVELS OF MEANING	literal meaning about how producers and consumers interact to provide goods and services that create an economy
STRUCTURE	descriptive informational text with considerate text features (heads) that call attention to main ideas
LANGUAGE CONVENTIONALITY AND CLARITY	content-specific vocabulary defined in text
THEME AND KNOWLEDGE DEMANDS	a basic understanding of how people and money are integral parts of an economy

### READER AND TASK CONSIDERATIONS

PREPARING TO READ THE TEXT	LEVELED TASKS
Invite children to share experiences about money they have earned and money they have spent.	Review with children how money allows people to acquire goods and services and how people use money as producers and consumers. Have children play act a story in which they show understanding of these terms.



# Text Complexity Measure

Use the rubric to familiarize yourself with the text complexity of **Supermarket**.

## QUANTITATIVE MEASURES

LEXILE	AD630L
AVERAGE SENTENCE LENGTH	12.07
WORD FREQUENCY	3.20
WORD COUNT	1376

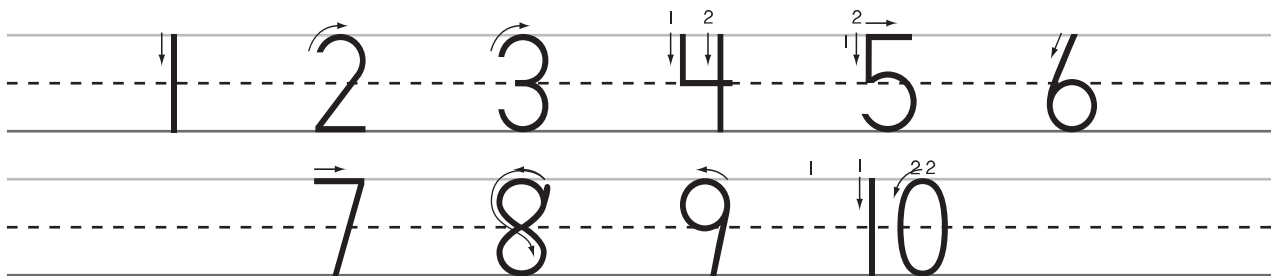
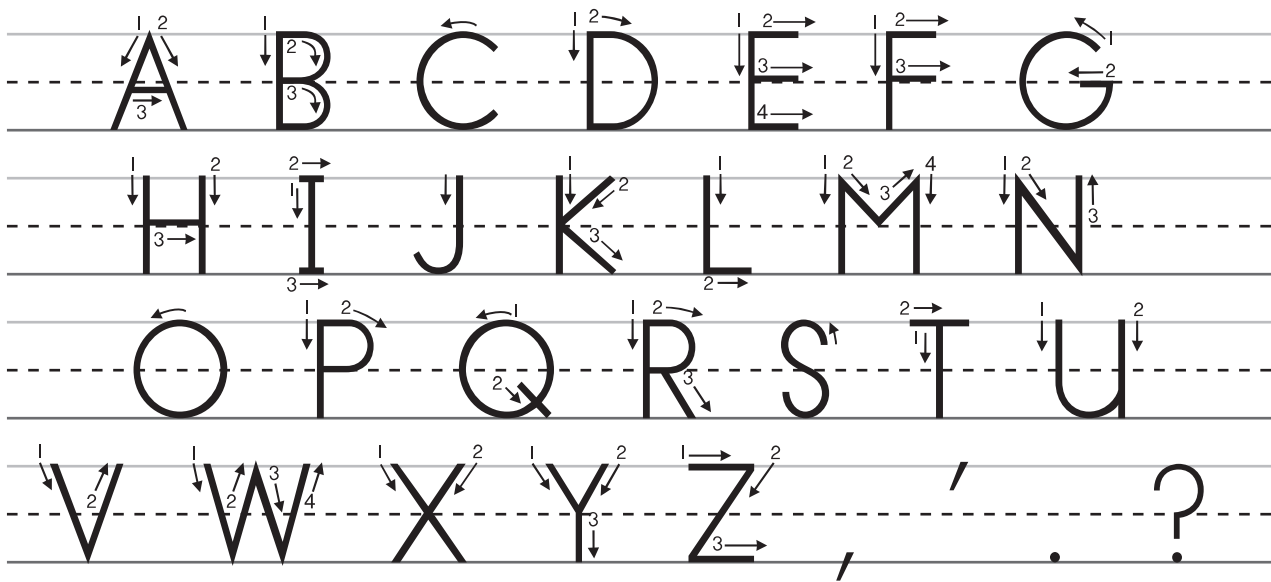
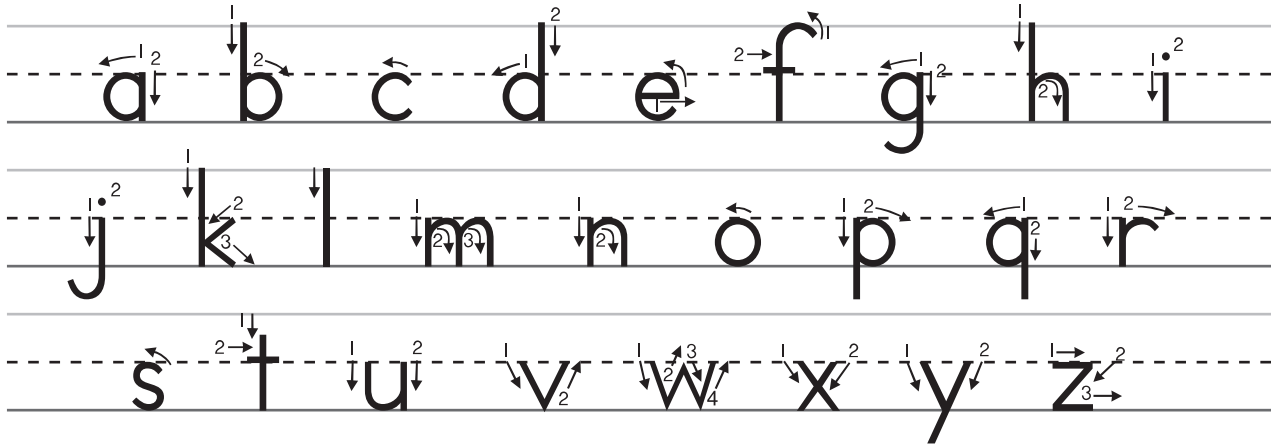
## QUALITATIVE MEASURES

LEVELS OF MEANING	accessible though somewhat complex concepts about how vast amounts of items get to supermarkets and are maintained and restocked; more complex meaning about how shoppers' purchases show who they are
STRUCTURE	informational text supported to a great extent by art and creative text features
LANGUAGE CONVENTIONALITY AND CLARITY	content-specific vocabulary mostly defined in context, in text features (sidebars), and in art
THEME AND KNOWLEDGE DEMANDS	a basic understanding of what supermarkets are, what they provide, and how shoppers use them

## READER AND TASK CONSIDERATIONS

PREPARING TO READ THE TEXT	LEVELED TASKS
Ask children to recall their experiences shopping at a supermarket and share what they know about how these stores operate.	Have the class choose one item from a supermarket and together create a steps-in-a-process flow chart that begins when the item is made or produced and ends when the item is purchased and used or consumed. Ask children to reflect on what the item might say about those who purchase it.

# Manuscript Alphabet



# D'Nealian™ Alphabet

a b c d e f g h i  
 j k l m n o p q r s t  
 u v w x y z

A B C D E F G  
 H I J K L M N O  
 P Q R S T U V  
 W X Y Z . , ' ?

1 2 3 4 5 6  
 7 8 9 10

# Acknowledgments

**Photo locators denoted as follows: Top (T), Center (C), Bottom (B), Left (L), Right (R), Background (Bkgd)**

10, 18, 26, 34, 42, 50, 58 Houghton Mifflin; 66, 74, 82, 90 Random House; 98, 106 (TL) Houghton Mifflin, (CL) Random House; 115, 229 Houghton Mifflin.