STUDENT ACHIEVEMENT PARTNERS

Reviewing Using the IMET: ELA

Introduction to the Instructional Materials Evaluation Tool (IMET): ELA

Essential Questions:

- What is the Instructional Materials Evaluation Tool (IMET)? How is it structured?
- How does the IMET enable reviewers to evaluate whether instructional materials are aligned to the major features of the Standards and fulfill the Shifts they require?
- How could the IMET be useful in a variety of settings to bring the CCSS and Shifts to life for students?

Goals:

- ✓ Understand that the IMET is a powerful tool that enables reviewers to evaluate whether instructional materials are aligned to the Common Core State Standards
- ✓ Understand how the IMET structure and levels of alignment illuminate the major features of the standards
- ✓ Consider pertinent uses for the IMET including evaluating new or current curricular materials, developing materials, and professional learning

Common Core Shifts for English Language Arts/Literacy

1. Regular practice with **complex text** and its **academic language**

Rather than focusing solely on the skills of reading and writing, the Standards highlight the growing complexity of the texts students must read to be ready for the demands of college and careers. The Standards build a staircase of text complexity so that all students are ready for the demands of college- and career-level reading no later than the end of high school. Closely related to text complexity—and inextricably connected to reading comprehension—is a focus on academic vocabulary: words that appear in a variety of content areas (such as *ignite* and *commit*).

2. Reading, writing and speaking grounded in **evidence from text**, both literary and informational

The Standards place a premium on students writing to sources, i.e., using evidence from texts to present careful analyses, well-defended claims, and clear information. Rather than asking students questions they can answer solely from their prior knowledge or experience, the Standards expect students to answer questions that depend on their having read the text or texts with care. The Standards also require the cultivation of narrative writing throughout the grades, and in later grades a command of sequence and detail will be essential for effective argumentative and informational writing.

Likewise, the reading standards focus on students' ability to read carefully and grasp information, arguments, ideas and details based on text evidence. Students should be able to answer a range of *text-dependent* questions, questions in which the answers require inferences based on careful attention to the text.

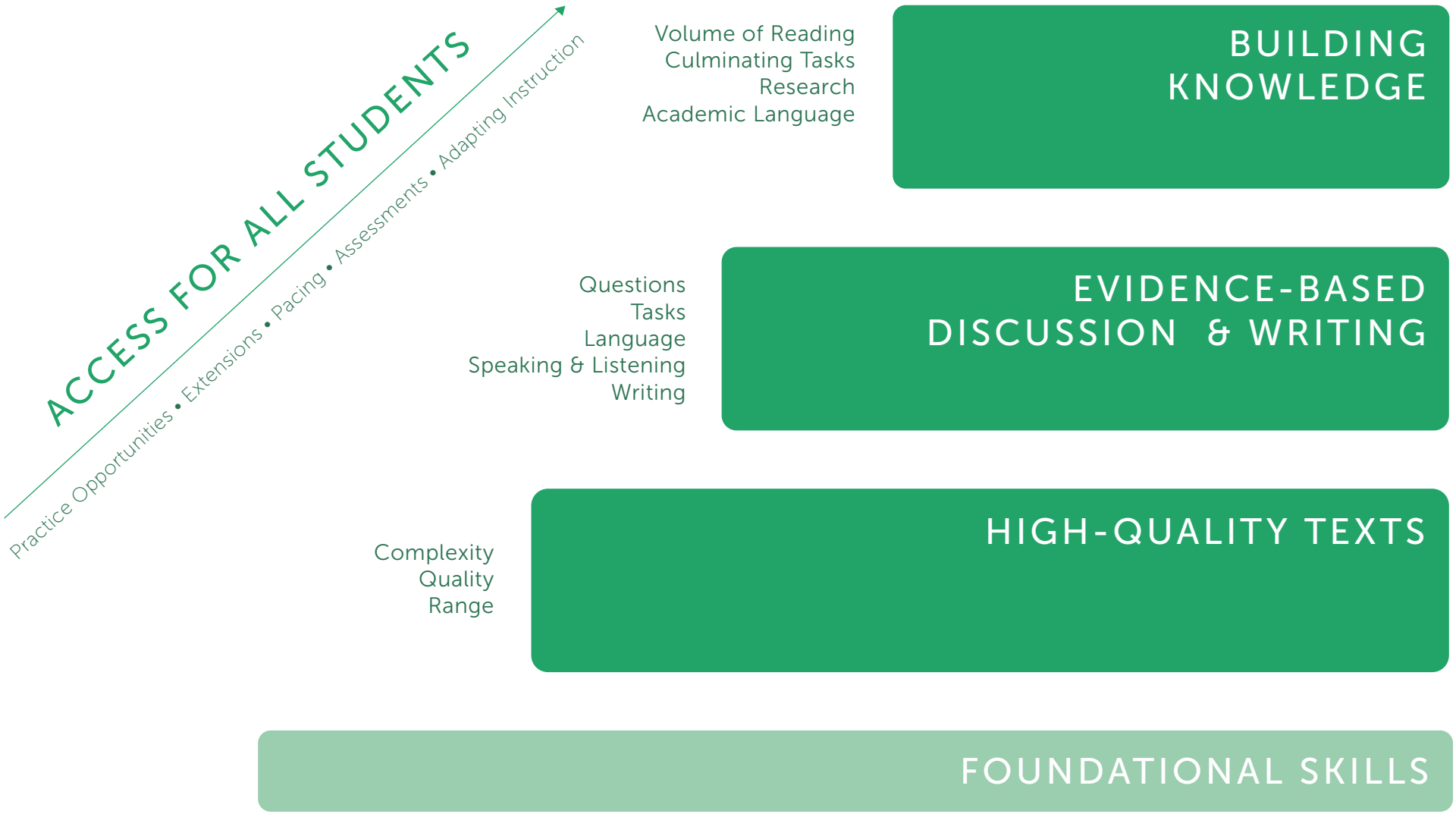
3. **Building knowledge** through **content-rich nonfiction**

Building knowledge through content rich non-fiction plays an essential role in literacy and in the Standards. In K–5, fulfilling the standards requires a 50–50 balance between informational and literary reading. Informational reading primarily includes content rich non-fiction in history/social studies, science and the arts; the K–5 Standards strongly recommend that students build coherent general knowledge both within each year and across years. In 6–12, ELA classes place much greater attention to a specific category of informational text—literary nonfiction—than has been traditional. In grades 6–12, the Standards for literacy in history/social studies, science and technical subjects ensure that students can independently build knowledge in these disciplines through reading and writing.

To be clear, the Standards do require substantial attention to literature throughout K–12, as half of the required work in K–5 and the core of the work of 6–12 ELA teachers.

IMET: Instructional Materials Evaluation Tool

ELA / Literacy



Reviewing using the IMET: ELA

Introduction Module

Non-Negotiable 1: Anchor texts are worthy of students' time and attention. Texts are of quality, containing rich academic language, and are rigorous, meeting the text complexity criteria for each grade.

NN Metric 1A: Anchor texts in the materials have the appropriate level of complexity for the grade as defined by the standards, according to quantitative and qualitative analysis. (Texts that are part of a series or chosen to build knowledge or for independent reading should vary in complexity levels.)

NN Metric 1B: Anchor texts in the materials are of publishable quality and worthy of especially careful reading; they include a mix of informational texts and literature.

Non-Negotiable 1: High-quality Text

From:
http://www.corestandards.org/assets/
E0813_Appendix_A_New_Research_on_Text_ Complexity.pdf

Supplemental Information for Appendix A of the Common Core State Standards fro English Language Arts and Literacy: New Research on Text Complexity

Updated Text Complexity Grade Bands and Associated Ranges from Multiple Measures

Common Core Band	ATOS	Degrees of Reading Power®	Flesch-Kincaid[8]	The Lexile Framework®	Reading Maturity	SourceRater
2nd – 3rd	2.75 – 5.14	42 – 54	1.98 – 5.34	420 – 820	3.53 – 6.13	0.05 – 2.48
4th – 5th	4.97 – 7.03	52 – 60	4.51 – 7.73	740 – 1010	5.42 – 7.92	0.84 – 5.75
6th – 8th	7.00 – 9.98	57 – 67	6.51 – 10.34	925 – 1185	7.04 – 9.57	4.11 – 10.66
9th – 10th	9.67 – 12.01	62 – 72	8.32 – 12.12	1050 – 1335	8.41 – 10.81	9.02 – 13.93
11th – CCR	11.20 – 14.10	67 – 74	10.34 – 14.2	1185 – 1385	9.57 – 12.00	12.30 – 14.50

STEP 2: Text Complexity - Qualitative Measures Rubric
INFORMATIONAL TEXTS

Text Title_____ Text Author_____

	Exceedingly Complex	Very Complex	Moderately Complex	Slightly Complex
PURPOSE	○ **Purpose:** Subtle, implied, difficult to determine; intricate, theoretical elements	○ **Purpose:** Implied, but fairly easy to infer; more theoretical than concrete	○ **Purpose:** Implied, but easy to identify based upon context or source	○ **Purpose:** Explicitly stated; clear, concrete with a narrow focus
TEXT STRUCTURE	○ **Organization of Main Ideas:** Connections between an extensive range of ideas or events are deep, intricate and often implicit or subtle; organization of the text is intricate or specialized for a particular discipline ○ **Text Features:** If used, are essential in understanding content ○ **Use of Graphics:** If used, extensive, intricate, essential integrated graphics, tables, charts, etc., necessary to make meaning of text; also may provide information not otherwise conveyed in the text	○ **Organization of Main Ideas:** Connections between an expanded range ideas, processes or events are deeper and often implicit or subtle; organization may contain multiple pathways and may exhibit traits common to a specific discipline ○ **Text Features:** If used, greatly enhance the reader's understanding of content ○ **Use of Graphics:** If used, essential integrated graphics, tables, charts, etc.; may occasionally be essential to understanding the text	○ **Organization of Main Ideas:** Connections between some ideas or events are implicit or subtle; organization is evident and generally sequential ○ **Text Features:** If used, enhance the reader's understanding of content ○ **Use of Graphics:** If used, graphics mostly supplementary to understanding of the text, such as indexes, glossaries; graphs, pictures, tables, and charts directly support the text	○ **Organization of Main Ideas:** Connections between ideas, processes or events are explicit and clear; organization of text is clear or chronological or easy to predict ○ **Text Features:** If used, help the reader navigate and understand content but are not essential ○ **Use of Graphics:** If used, simple graphics, unnecessary to understanding the text but directly support and assist in interpreting the written text
LANGUAGE FEATURES	○ **Conventionality:** Dense and complex; contains abstract, ironic, and/or figurative language ○ **Vocabulary:** Generally unfamiliar, archaic, subject-specific, or overly academic language; may be ambiguous or purposefully misleading ○ **Sentence Structure:** Mainly complex sentences often containing multiple concepts	○ **Conventionality:** Complex; contains some abstract, ironic, and/or figurative language ○ **Vocabulary:** Somewhat complex language that is sometimes unfamiliar, archaic, subject-specific, or overly academic ○ **Sentence Structure:** Many complex sentences with several subordinate phrases or clauses and transition words	○ **Conventionality:** Largely explicit and easy to understand with some occasions for more complex meaning ○ **Vocabulary:** Mostly contemporary, familiar, conversational; rarely unfamiliar or overly academic ○ **Sentence Structure:** Simple and compound sentences, with some more complex constructions	○ **Conventionality:** Explicit, literal, straightforward, easy to understand ○ **Vocabulary:** Contemporary, familiar, conversational language ○ **Sentence Structure:** Mainly simple sentences
KNOWLEDGE DEMANDS	○ **Subject Matter Knowledge:** Extensive, perhaps specialized or even theoretical discipline-specific content knowledge; range of challenging abstract and theoretical concepts ○ **Intertextuality:** Many references or allusions to other texts or outside ideas, theories, etc.	○ **Subject Matter Knowledge:** Moderate levels of discipline-specific content knowledge; some theoretical knowledge may enhance understanding; range of recognizable ideas and challenging abstract concepts ○ **Intertextuality:** Some references or allusions to other texts or outside ideas, theories, etc.	○ **Subject Matter Knowledge:** Everyday practical knowledge and some discipline-specific content knowledge; both simple and more complicated, abstract ideas ○ **Intertextuality:** A few references or allusions to other texts or outside ideas, theories, etc.	○ **Subject Matter Knowledge:** Everyday, practical knowledge; simple, concrete ideas ○ **Intertextuality:** No references or allusions to other texts, or outside ideas, theories, etc.

Text Complexity: Qualitative Measures Rubric[1]

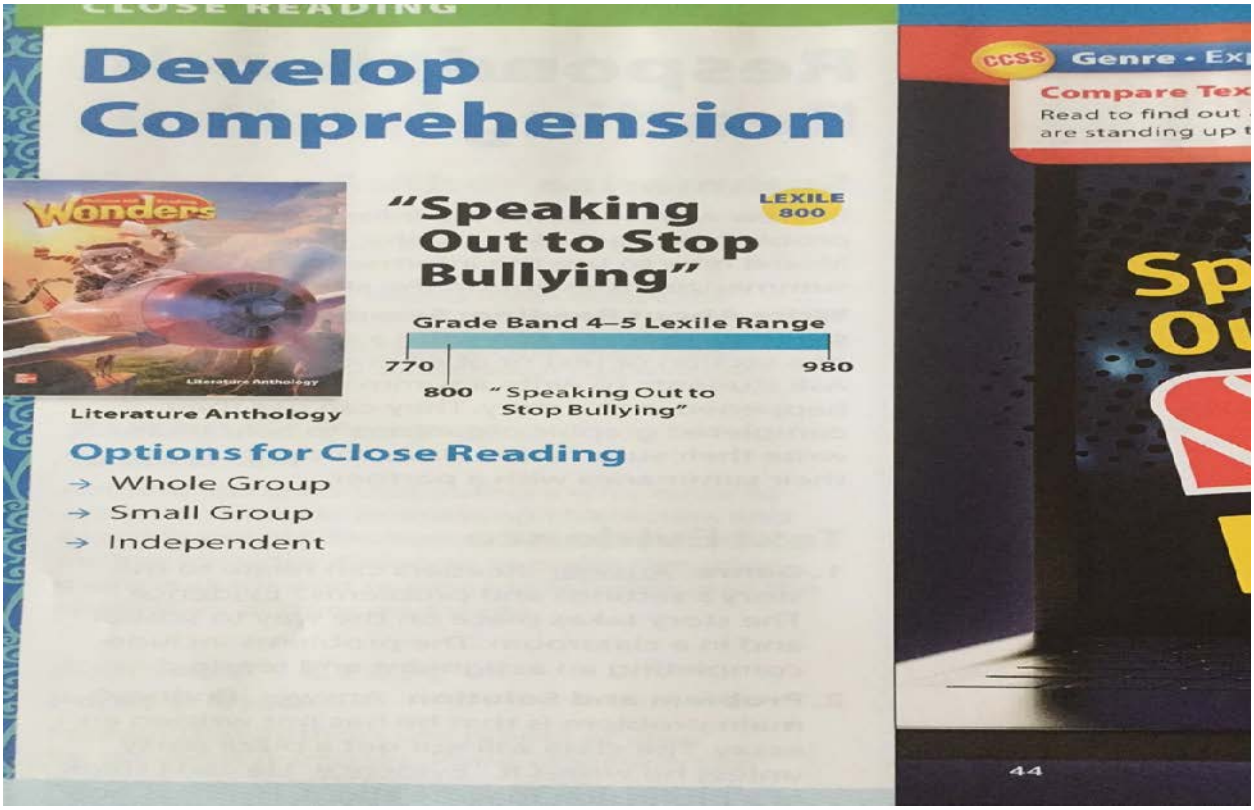
LITERATURE

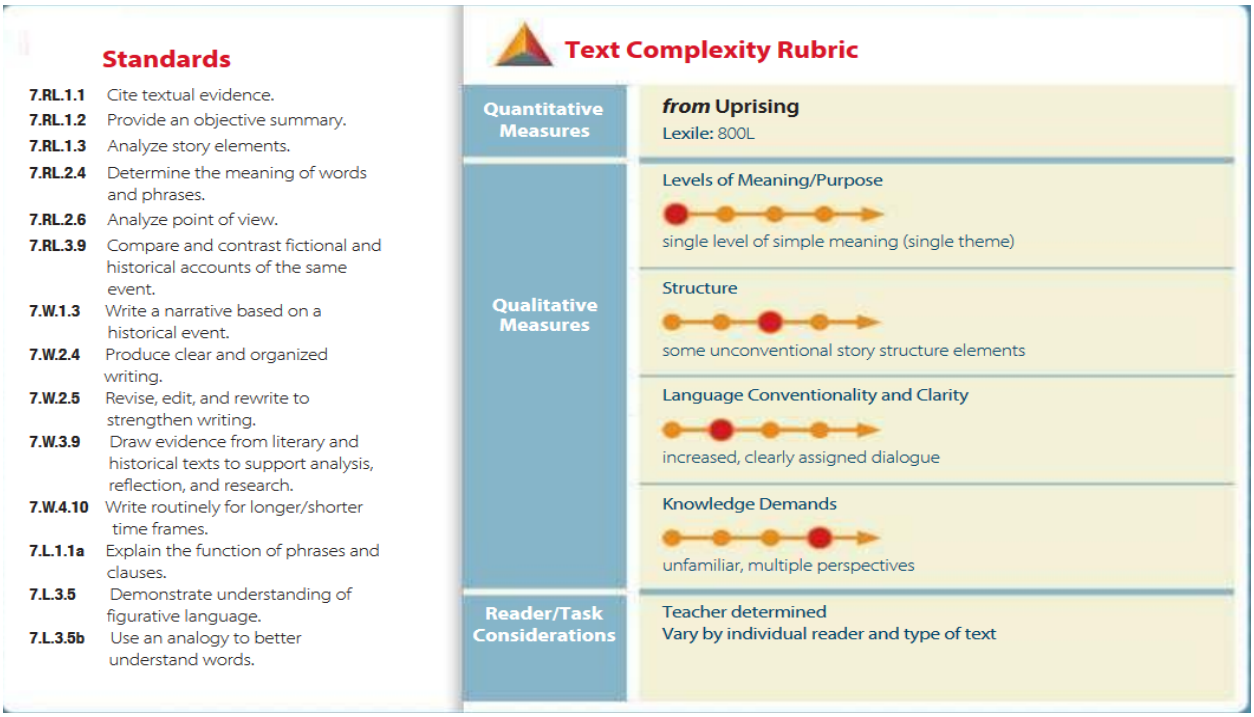
Text Title_____ Text Author_____

	Exceedingly Complex	Very Complex	Moderately Complex	Slightly Complex
TEXT STRUCTURE	○ **Organization:** Is intricate with regard to such elements as point of view, time shifts, multiple characters, storylines and detail ○ **Use of Graphics:** If used, illustrations or graphics are essential for understanding the meaning of the text	○ **Organization:** May include subplots, time shifts and more complex characters ○ **Use of Graphics:** If used, illustrations or graphics support or extend the meaning of the text	○ **Organization:** May have two or more storylines and occasionally be difficult to predict ○ **Use of Graphics:** If used, a range of illustrations or graphics support selected parts of the text	○ **Organization:** Is clear, chronological or easy to predict ○ **Use of Graphics:** If used, either illustrations directly support and assist in interpreting the text or are not necessary to understanding the meaning of the text
LANGUAGE FEATURES	○ **Conventionality**: Dense and complex; contains abstract, ironic, and/or figurative language ○ **Vocabulary:** Complex, generally unfamiliar, archaic, subject-specific, or overly academic language; may be ambiguous or purposefully misleading ○ **Sentence Structure:** Mainly complex sentences with several subordinate clauses or phrases; sentences often contain multiple concepts	○ **Conventionality**: Fairly complex; contains some abstract, ironic, and/or figurative language ○ **Vocabulary:** Fairly complex language that is sometimes unfamiliar, archaic, subject-specific, or overly academic ○ **Sentence Structure:** Many complex sentences with several subordinate phrases or clauses and transition words	○ **Conventionality**: Largely explicit and easy to understand with some occasions for more complex meaning ○ **Vocabulary:** Mostly contemporary, familiar, conversational; rarely unfamiliar or overly academic ○ **Sentence Structure:** Primarily simple and compound sentences, with some complex constructions	○ **Conventionality**: Explicit, literal, straightforward, easy to understand ○ **Vocabulary:** Contemporary, familiar, conversational language ○ **Sentence Structure:** Mainly simple sentences
MEANING	○ **Meaning:** Multiple competing levels of meaning that are difficult to identify, separate, and interpret; theme is implicit or subtle, often ambiguous and revealed over the entirety of the text	○ **Meaning:** Multiple levels of meaning that may be difficult to identify or separate; theme is implicit or subtle and may be revealed over the entirety of the text	○ **Meaning:** Multiple levels of meaning clearly distinguished from each other; theme is clear but may be conveyed with some subtlety	○ **Meaning:** One level of meaning; theme is obvious and revealed early in the text.
KNOWLEDGE DEMANDS	○ **Life Experiences:** Explores complex, sophisticated or abstract themes; experiences portrayed are distinctly different from the common reader ○ **Intertextuality and Cultural Knowledge:** Many references or allusions to other texts or cultural elements	○ **Life Experiences:** Explores themes of varying levels of complexity or abstraction; experiences portrayed are uncommon to most readers ○ **Intertextuality and Cultural Knowledge:** Some references or allusions to other texts or cultural elements	○ **Life Experiences:** Explores several themes; experiences portrayed are common to many readers ○ **Intertextuality and Cultural Knowledge:** Few references or allusions to other texts or cultural elements	○ **Life Experiences:** Explores a single theme; experiences portrayed are everyday and common to most readers ○ **Intertextuality and Cultural Knowledge:** No references or allusions to other texts or cultural elements

[1] Adapted from Appendix A: Research Supporting Key Elements of the Standards, Common Core State Standards for English Language Arts and Literacy in History/Social Studies and Science and Technical Subjects (2010).

Example or Non-example?





Standards

7.RL.1.1	Cite textual evidence.
7.RL.1.2	Provide an objective summary.
7.RL.1.3	Analyze story elements.
7.RL.2.4	Determine the meaning of words and phrases.
7.RL.2.6	Analyze point of view.
7.RL.3.9	Compare and contrast fictional and historical accounts of the same event.
7.W.1.3	Write a narrative based on a historical event.
7.W.2.4	Produce clear and organized writing.
7.W.2.5	Revise, edit, and rewrite to strengthen writing.
7.W.3.9	Draw evidence from literary and historical texts to support analysis, reflection, and research.
7.W.4.10	Write routinely for longer/shorter time frames.
7.L.1.1a	Explain the function of phrases and clauses.
7.L.3.5	Demonstrate understanding of figurative language.
7.L.3.5b	Use an analogy to better understand words.

Text Complexity Rubric

Quantitative Measures	***from* Uprising** Lexile: 800L
Qualitative Measures	Levels of Meaning/Purpose single level of simple meaning (single theme)
	Structure some unconventional story structure elements
	Language Conventionality and Clarity increased, clearly assigned dialogue
	Knowledge Demands unfamiliar, multiple perspectives
Reader/Task Considerations	Teacher determined Vary by individual reader and type of text

Reviewing Using the IMET: ELA

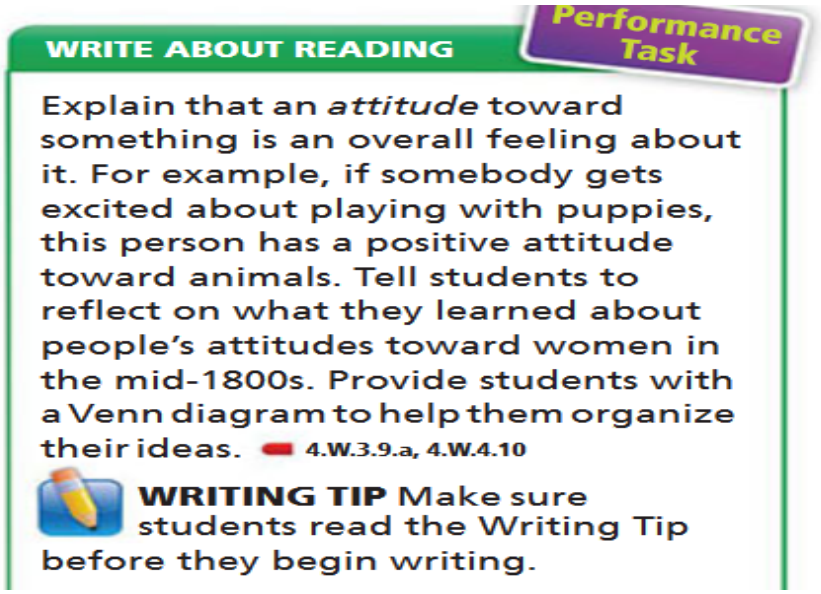
Introduction Module

Non-Negotiable 2: Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts to build strong literacy skills.

Metric 2A: At least 80% of all questions, tasks, and assignments in the materials are text-dependent, requiring students to draw on textual evidence to support both what is explicit as well as valid inferences from the text. The overwhelming majority of these questions and tasks are text-specific.

Metric 2B: Materials include frequent opportunities for evidence-based discussions and writing to support careful analyses, well-defended claims, and clear information about texts to address the analytical thinking required by the Standards at each grade level.

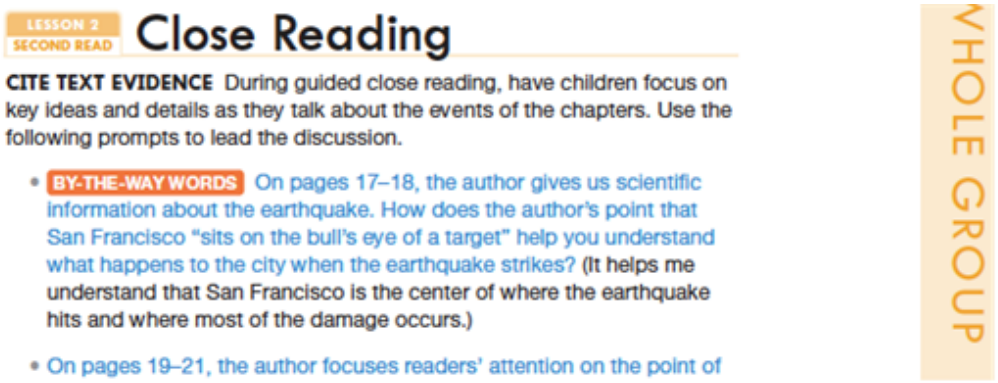
Example or Non-Example?



WRITE ABOUT READING Performance Task

Explain that an *attitude* toward something is an overall feeling about it. For example, if somebody gets excited about playing with puppies, this person has a positive attitude toward animals. Tell students to reflect on what they learned about people's attitudes toward women in the mid-1800s. Provide students with a Venn diagram to help them organize their ideas. 4.W.3.9.a, 4.W.4.10

WRITING TIP Make sure students read the Writing Tip before they begin writing.



LESSON 2 SECOND READ

Close Reading

CITE TEXT EVIDENCE During guided close reading, have children focus on key ideas and details as they talk about the events of the chapters. Use the following prompts to lead the discussion.

- BY-THE-WAY WORDS On pages 17–18, the author gives us scientific information about the earthquake. How does the author's point that San Francisco "sits on the bull's eye of a target" help you understand what happens to the city when the earthquake strikes? (It helps me understand that San Francisco is the center of where the earthquake hits and where most of the damage occurs.)
- On pages 19–21, the author focuses readers' attention on the point of view of Henry and his family, including Sawyer the dog. What words help you to understand their points of view? (On p. 19, the text says, "Sawyer has been restless the whole evening." Sawyer's point of view is that he is worried about something. Henry, on the other hand, tells Sawyer that everything is all right. He tries to remain calm.) **Craft and Structure**
- On pages 22–24, the author tells about the earthquake from Chin and Ah Sing's points of view. What words help you know how they are feeling? (On p. 22, Ah Sing says, "You can write your mother about your first earthquake." He says it unworriedly. His point of view is that the earthquake is no big deal. However, on p. 23, he shouts that the tenement is falling. Here you can see that Ah Sing's point of view has changed.) **Craft and Structure**
- How does Ah Sing respond to being trapped by the earthquake? What evidence can you find in the text to support his response? (On p. 28, Ah Sing says, "We'll have to rescue ourselves." These words help readers understand that Ah Sing is determined to live through the earthquake.) **Key Ideas and Details**

WHOLE GROUP

Whole Group

Go Digital • Online Magazine

DOMAIN: Life Science

LESSON TOPIC: Encounters with Nature

Connect to the Topic

Informational Text

PREVIEW THE ARTICLE

- Tell students that this article is a piece of informational text.
- Have students read the title and preview the photos, map, and Fun Fact text feature. Then have students read the text independently.

Think Through the Text

Use Text Evidence

1. *What sentence states the main idea of the second paragraph? The fish acted strangely, too. What details explain or support the main idea? It crawled on leg-like fins, oozed thick oil, and bit the captain's hand.*

2. *How can you tell that the captain saved the fi sh's body? The fish lived for three hours after its capture, so the captain hadn't thrown it back in the water. The captain noticed that the fish was unusual and called a museum owner who displayed odd fish.* RI.5.1, RI.5.10

Lesson 29

T164

Fossil Fish FOUND!

The year was 1938. A strange guest had found its way onboard the *Nerine*, a fishing boat sailing off the coast of South Africa. It was a huge fish with steel-blue eyes and a pale blue body with silver markings. The fishermen had never caught anything like it.

1 The fish acted strangely, too. It crawled slowly across the boat's deck on fins that looked like stubby legs. It oozed thick oil from its body, and bit the boat captain's hand. Then, about three hours after its capture, it died.

"Old Fourlegs," as the fishermen named it, had no value in the food market. But it was very unusual.

2 The captain called Marjorie Courtenay-Latimer, who sometimes displayed odd fish in her museum in East London, South Africa.

This was not just any old fish. It was a "living fossil" that caused a worldwide stir. Old Fourlegs turned out to be a *coelacanth* (SEE luh kanth), a fish that first lived about 400 million years ago. Until 1938, scientists had only seen fossils of this kind of fish. They believed it had been extinct for 70 million years!

Coelacanths are sometimes called dinofish because they were around even before dinosaurs.

50

ELL **ENGLISH LANGUAGE LEARNERS**

Scaffold

Beginning Preview the selection with students by looking at the photographs and the graphic features. Discuss what they think the selection might be about.

High Intermediate Have students write a sentence describing the main idea of the selection. Ask them to discuss the conclusions they draw from the selection.

Low Intermediate Read the first four paragraphs of the selection aloud. Have students state the main idea.

Proficient Ask students to write a short paragraph that includes conclusions and generalizations about the fossil fish.

COMMON CORE **RI.5.1** quote accurately when explaining what the text says explicitly and when drawing inferences; **RI.5.10** read and comprehend informational texts; **RF.5.4b** read orally with accuracy, appropriate rate, and expression

The coelacanth's official name is *Latimeria chalumnae* in honor of Ms. Courtenay-Latimer.

Unable to identify it, Ms. Courtenay-Latimer wrote to a scientist named J.L.B. Smith. Dr. Smith, an expert on fish, was excited. It sounded to him like the lost coelacanth. By the time he managed to reach East London, the fish had been stuffed and its organs thrown away. Still, he could tell it was a coelacanth.

Dr. Smith spent the next fourteen years looking for another one. He put up posters in places all along Africa's east coast. He offered a cash reward to anyone who found one.

In 1952, Dr. Smith heard that fishermen in the Comoros Islands, near Madagascar, had caught a coelacanth. He rushed to see it and was surprised to learn that the men had caught this kind of fish before, but threw them back in the ocean because they were not good to eat.

Since the discovery of Old Fourlegs, a number of coelacanths have been found, but they are still rare. Many consider this fossil the "most important scientific discovery of the 1900s." 3

The red dots on this map show where coelacanths have been caught. Since 1938, about 200 of them have been found in these waters.

Fun Fact:
Scientists believe the coelacanth can live up to 100 years.

3 *What do most of the people who saw or heard about coelacanths seem to think? Most of them found it interesting or exciting.* RI.5.1, RI.5.10

Practice Fluency

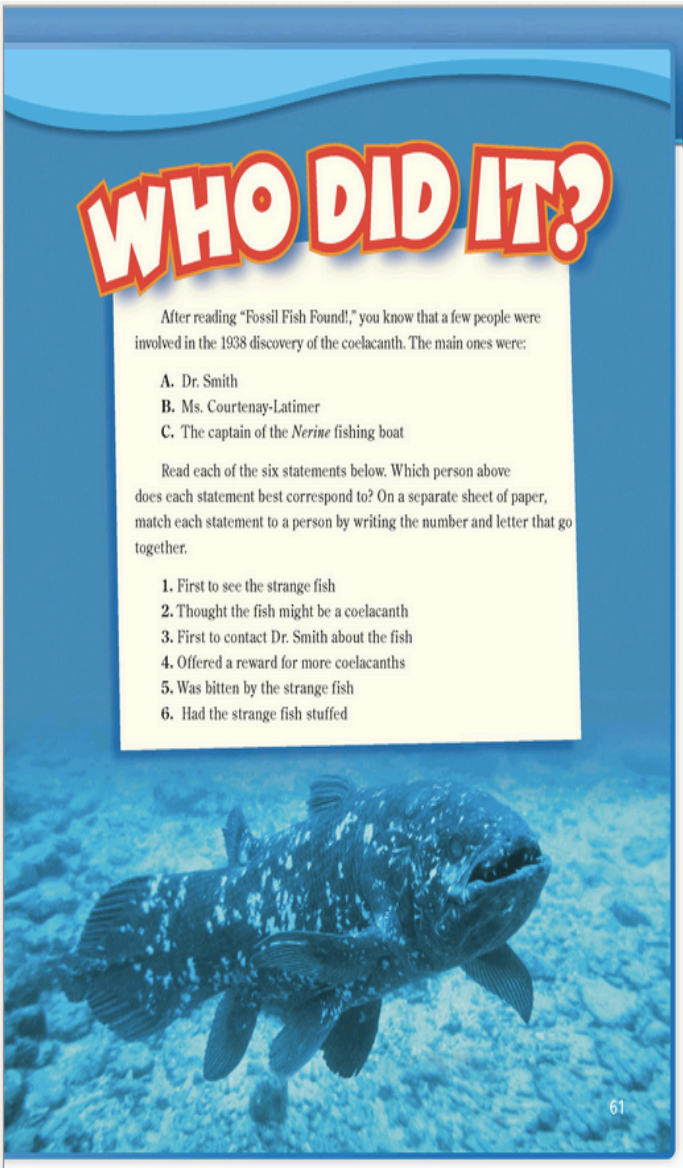
Stress Read aloud the first two paragraphs on **Student Magazine p. 51.**

- Remind students that good readers stress important words as they read. Stressing the important words helps bring out the meaning and what is important in the author's sentences.
- Have students echo read each sentence after you read it. Remind them to stress important words following your example. RF.5.4b

DOMAIN: Life Science

LESSON TOPIC: Encounters with Nature

Cross-Curricular Connection Have students reread the last paragraph and the photo caption on **Student Magazine p. 50.** Explain to students why it is unusual for a species to survive for millions of years without changing its structures or forms. *Most animals that lived millions of years ago became extinct, or died out, as the Earth became warmer or colder. Most animals can survive only in a particular environment. When the environment changes, the animals die or they change so that they can live in the new environment.* Explain that when a species adapts to a new environment, it usually has to change over time.



COMMON CORE T189

Review Comprehension

Review the explanation and the characters listed at the top of **Student Magazine p. 61.** Write the people's names on the board. Review the directions below the names.

Tell students to copy the letters and names on page 61 onto a separate piece of paper. Have students match the statements to the names by writing the correct numbers next to each letter. Encourage them to recall the answer first, and then verify by looking back into the article. *Look at the first statement. Think about the people listed. Could Ms. Courtenay-Latimer have been the first to see the fish? No, she did not learn about the fish until the captain told her. Dr. Smith found out about the fish when she did not know what it was. The first person to see the fish was the captain. Write C next to number 1.* RI.5.1

Answers:

1. C

2. A

3. B

4. A

5. C

6. B

Agenda	Teaching Notes
1. Opening A. Checking Independent Reading Homework and Engaging the Reader (8 minutes) B. Review Learning Targets (2 minutes) 2. Work Time A. First Read: What Is an Earthquake? (15 minutes) B. Second Read with a Partner: Cause and Effect Relationships about Earthquakes (15 minutes) C. Vocabulary to Deepen Understanding (13 minutes) 3. Closing and Assessment A. Debrief: What Have We Learned about Earthquakes? (5 minutes) B. Review Learning Targets (5 minutes) 4. Homework A. Reread the "Earthquakes" article aloud to someone at home. As you read, think about the causes and effects of an earthquake. B. Read your independent reading book. Be sure to read for evidence that can be added to the What Do We Know about Natural Disasters? anchor chart. Mark the evidence in your book using the evidence flags. C. Add vocabulary words to your scientific and academic word glossaries. Don't forget the academic words from the learning targets (relationship, concepts, context).	• This lesson is the first of two close reads in this unit in which students are reintroduced to standard RI.5.3. Students will explain the relationship between the scientific concepts behind the causes of an earthquake, as well as the effects on the environment and humans that categorize it as a natural disaster. • This unit is not designed for students to develop a full and deep understanding of the science behind earthquakes. Be sure to address these important scientific concepts much more fully during science lessons, including hands-on experiments or simulations as necessary. These literacy lessons "connect" to the science standards but do not fully address those standards. • Students read about certain scientific ideas (pressure and energy). They focus specifically on the concept of cause and effect relationships. Students have been introduced to this concept in previous modules (Jackie Robinson and the civil rights movement). This lesson includes a brief review of cause and effect relationships. The instruction aligns with RI.5.3. • In this unit, students will do most work with a partner. This allows for maximum engagement and participation by all members of the class. Consider purposefully partnering students so that stronger readers and writers are with those who struggle with complex text. Change students' partners periodically so that students can benefit from the thinking of other peers. • In this lesson, students use a new note-catcher: Earthquake Concepts. Students are accustomed to reproducing note-catchers into their journal and creating new ones as they continue practicing skills. However, due to the number of columns and wording in this note-catcher, students will be given the note-catcher to fill in. Consider stapling or taping the completed note-catcher into students' journals to keep all thinking about natural disasters in one place. • In advance: Write and post the vocabulary words and definitions for this lesson for students to refer to during Work Time, Part C and in preparation for homework. • Prepare necessary technology for the video. • Review: Give One, Get One protocol (Appendix 1).

Lesson Vocabulary	Materials
relationship, concepts, cause, effect, chronological, before, during, after, causal chain of events, context; plates, pressures, interior, upward, results, fault, energy, seismic waves, radiate	• What Do We Know about Natural Disasters? anchor chart (from Lesson 1) • Students' independent reading books • Journals • Earthquakes 101 video clip. **Play only from 0:00 to 1:33**. National Geographic. "Earthquakes 101." Video. http://video.nationalgeographic.com/video/environment/environment-natural-disasters/earthquakes/earthquake-101/ • "Earthquake" article (one per student) • Earthquake Concepts note-catcher (one per student and one to display) • Earthquakes Concepts Note-Catcher (for teacher reference) • Vocabulary Strategies anchor chart (Module 3) • Earthquakes anchor chart (from Lesson 1) • Evidence flags (five per student)

Work Time	Meeting Students' Needs
A. First Read: What Is an Earthquake? (15 minutes) • Distribute the article "**Earthquake**." Remind students of the process they have used when reading text for the first time. Ask them to share with a partner the first thing they do when reading a new text. Invite a few students to share their thinking. Listen for: "read for the gist," "read by ourselves," "if it is a really hard text, hear it read aloud as we read along," etc. • Ask students to read just the first three paragraphs of the article and annotate in the margin by writing the gist—what these paragraphs are about. Starting, "Earth's crust remains..." and ending, "...Aristotle said that underground winds shook the Earth." • After about 2-3 minutes, ask students to share with their partner the gist they wrote. Invite a few partners to share aloud. Listen for: "what causes an earthquake" or "damage that earthquakes cause." • Ask the class to listen to you read aloud the rest of the article, and tell them to write the gist in the margin when you pause after each section. • Then invite a student to share aloud the gist he or she wrote in the margin. Listen for ideas such as: – Causes of Earthquakes (paragraphs 4 and 5) —"slow movement of Earth's crust causes pressure; when large rocks break and slip there is an earthquake" – Seismic Waves (paragraphs 6, 7 and 8) —"seismic waves are shocks from the center of the quake that cause shaking" – Measuring Earthquakes (paragraphs 9 and 10) —"scientists read seismograms to learn about earthquakes" – Size and Strength of an Earthquake (paragraphs 11, 12 and 13) —"scientists measure earthquakes to learn more information about them" – How Often Do Earthquakes Occur? (paragraph 14) – "there are a lot of earthquakes every year, but most are small" – Predicting Earthquakes (paragraphs 15, 16 and 17) – "scientists are trying to figure out ways to help people prepare for earthquakes"	• Provide the "Earthquake" text in students' L1 language when possible. • Students who struggle reading complex text may need to have the article further chunked into single sentences rather than paragraphs. • Consider displaying the article on a document camera and modeling writing the gist in the margin after each paragraph is read and students share their thinking about the gist. • Some students may need the paragraphs read aloud more than one time.

Work Time (continued)	Meeting Students' Needs

B. Second Read with a Partner: Cause and Effect Relationships about Earthquakes (15 minutes)
• Ask students to think again about what good readers do when they read closely:
  * "What do readers do after reading for the gist?"
• Call on a few students to share aloud. Listen for: "read again," "read for a specific purpose," etc.
• Tell students that they will read a portion of the article a second time, this time paying close attention to the relationships between scientific concepts, or ideas, that explain what causes an earthquake and what happens during and after an earthquake. Remind students of the work they did with *cause* and *effect* in Module 3A. Ask students to think about and share with a partner:
  * "What do you know about cause and effect?"
• Invite a few students to share aloud their discussion. Listen for: "Causes and effects are related," "An effect is a result of whatever caused it," and "You don't always know the cause of an effect. Sometimes texts actually describe the effect first, then the cause. Sometimes you have to infer the cause or effect. For example, in our study about Jackie Robinson (Module 3A), we read abut causes of the civil rights movement and effects of what some people did during that time."
• Clarify as needed. Explain that they will be reading to learn what causes an earthquake. Remind them that the text may not describe the causes and effects in the order they actually happen. In real life, cause always comes first, then effect. They happen in *chronological* (first, second, third, etc. ...) order. But writers don't always give us the information so clearly.
• Distribute and display the **Earthquake Concepts note-catcher**. Tell students that in the left-hand column they will write what happens *before* an earthquake, in the middle columns they will write what happens *during* an earthquake, and in the right-hand column they will write what happens *after* an earthquake. Answer any clarifying questions about the note-catcher.
• Ask students to read along in their heads as you reread the fourth paragraph. Set purpose: Ask them to pay attention to what the text says about what happens before an earthquake. Read aloud from "Seismologists, scientists who study..." to the end of the paragraph, "...brittle rocks near the surface."
• Ask:
  * "What happens before an earthquake?"
• Listen for: "slow moving material (plates) build up and push rocks to the surface." Model writing "slow moving material (plates) build up and push rocks to the surface" in the first column of the note-catcher and invite students to record this in their own note-catchers.
	• Consider posting all questions asked during the lesson on chart paper or the white board for students to refer to throughout the lesson.
	• Students who struggle with writing would benefit from a partially filled-in note-catcher.
	• Consider pre-highlighting details to focus on in the text for students who struggle reading complex text in order to help them fill out the note-catcher.

Work Time (continued)	Meeting Students' Needs
• Ask students to take about 7-8 minutes with their partner to continue reading the next three paragraphs of the article and to record in the note-catcher what the text says about what happens during and after an earthquake (starting, "Earth's plates move only..." and ending, "...people feel a swaying or rolling motion.") Remind them that they should pause after every two to three sentences to consider and record relationships between concepts about earthquakes in their note-catchers. • Circulate among partners, redirecting or supporting students when necessary. • After about 7-8 minutes, refocus students whole group. Call on students to share what they wrote in their note-catchers. (See **Earthquake Concepts note-catcher, answers, for teacher reference** for ideas students may share.) • Help students notice that this is in effect a causal *chain of events*: A starting event causes the next effect and then that effect in turn causes another effect, and so on. Give students a concrete example (like dominoes falling) to help them understand this concept of a causal chain more clearly.	

Work Time (continued)	Meeting Students' Needs
C. Vocabulary to Deepen Understanding (13 minutes) • Read aloud the second leaning target, "I can use context clues to determine the meaning of new words in an article about earthquakes." Ask students to think about the word context and what it means in the learning target. Invite a few students to share their thoughts. Listen for: "in the text, what the sentence is about, or "the parts of the text that help to explain its meaning," etc. • Draw students' attention to **Vocabulary Strategies anchor chart**. Remind students of the work that they have done in previous modules finding the meaning of new words in context. Ask: * "Which strategy has been most helpful to you and why?" • Ask a few students to share with the class. • Post and focus students on the list of vocabulary for this lesson. Assign each student a partner and two or three words from the list, ensuring that all words are assigned. • As in previous modules, ask students to do the following: 1. Work with their partner to find each assigned word in the text. 2. Underline or circle the words or phrases. 3. Using strategies listed on the anchor chart, determine the meaning of each word in context. 4. Write the word, what it means, and a visual in the appropriate Glossary section of their journal. • Allow partners 4 to 5 minutes to determine the meaning of their words. Circulate to offer support and redirect as needed. • Refocus students whole group. Tell them that they will now use the **Give One, Get One protocol** to share some of the words they worked on. Tell them that as they share, they should write the words, what they mean, and visuals in the Glossary section of their journals. • Begin: Have partners locate another pair and give one of their words and definitions as well as receive one. • Ask students to return to their seats. Call on students to share aloud their words and what they think they mean in context. Write the meaning next to the words posted for students.	• Consider pre-highlighting vocabulary for students who may have difficulty finding it in the text. • Consider assigning students who struggle with language words whose meanings are more easily found in context. • Students who struggle with multiple tasks at the same time may not be able to circulate during the Give One, Get One protocol and write a word and its meaning. Consider allowing their partner to write for them or give them extra time later in the day to go back to the vocabulary and write it in their glossaries.

"Earthquake"

Earth's crust remains in constant motion. Slowly but powerfully, its pieces rub against each other and collide. These collisions produce earthquakes. So does the movement of melted rock pushing up to Earth's surface.

Thousands of earthquakes occur on our planet each year. The largest cause deadly damage. They crumple buildings and bridges. They set off massive landslides. Some also spark devastating waves called tsunamis.

Throughout history, people have known the terror of great earthquakes. In Japan, legend blamed them on the movement of a giant underground catfish. The ancient Chinese thought that they were caused by a huge tortoise. About 2,300 years ago the Greek philosopher Aristotle said that underground winds shook Earth.

Causes of Earthquakes

Seismologists, scientists who study the motion of Earth, now know that quakes stem from forces deep inside our planet. There, heated rocky material is flexible. It moves slowly and steadily. Near Earth's surface the rocky material cools. The crust of Earth is formed of plates made of this material. Plate tectonics is the study of how these giant fragments move. These plates are brittle and cannot move easily. The slow movement of material deep in the interior builds up. It pushes on the brittle rocks near the surface.

Earth's plates move only a few inches every year. No one feels this movement except where the plates rub together or stretch apart. The slow movements create large pressures. This causes huge areas of rock to break and slip. During this violent fracture, some rock dives into Earth's interior. Other rock thrusts upward. This results in an earthquake. Often a break in Earth's surface occurs at a fault. A fault is a break where two blocks of rock have moved past each other previously.

Seismic Waves

The movement of Earth releases a huge amount of energy. Some of it takes the form of shock waves called seismic waves. These shocks radiate out from the center of the quake. They can cause violent shaking. There are two main types of seismic waves: surface waves and body waves.

Surface waves travel along the surface of the ground. In large earthquakes, they can cause people to feel a swaying or rolling motion.

Body waves move deep underground. They are faster than surface waves. Compression waves are the fastest type of body wave. They are also known as P waves. Shear waves, or S waves, are the slower type of body wave.

Measuring Earthquakes

Scientists use seismometers to measure the distance the ground moves during an earthquake. This tells them how large the seismic waves are. There are thousands of seismometers in use all over the world.

Seismometers create records called seismograms. When an earthquake strikes, scientists read the seismograms to learn about the earthquake. These records show how powerful an earthquake is. By looking at several seismograms, scientists can also figure out the source of the earthquake. This source is called the epicenter. Directly below it is the hypocenter, the place where the rock actually breaks, causing an earthquake.

Size and Strength of an Earthquake

Earthquakes are measured in intensity, magnitude, and seismic moment. Intensity is how strong the shaking of an earthquake is. It is measured on the Modified Mercalli Intensity Scale. The scale uses 12 roman numerals. An intensity of I is the weakest; XII is the strongest. Measurements taken after an earthquake are used to create intensity maps.

The best-known gauge of earthquake magnitude is the Richter scale. It was invented by Charles Richter (1900–85) in 1935. The Richter scale starts at 0. Each whole-number increase represents a tenfold increase in earthquake size. That means that a 3.0 earthquake would be 10 times more powerful than one that measures 2.0. Today, scientists use many other scales in addition to the Richter scale.

Seismic moment measures the physical conditions at the earthquake source. The seismic moment is determined using three factors. The first is the fault slip. This is how far the rock slides along a fault surface after it breaks. The second factor is the area of the fault surface that is actually broken by the earthquake. And the third factor is the measurement of how rigid the rocks are near the broken fault. The seismic moment is found by multiplying these three numbers. It tells scientists an important combination of information about an earthquake's source.

How Often Do Earthquakes Occur?

Earthquakes occur thousands of times each year. But most pass unnoticed. Small earthquakes happen much more often than large ones. For each increase of one magnitude, there are about 10 times fewer earthquakes. Every year, about 10,000 earthquakes of magnitude 4 or greater strike. But there are only about 1,000 earthquakes of magnitude 5 or greater.

Predicting Earthquakes

Accurate and timely earthquake predictions could save thousands of lives each year. Unfortunately, precise predictions remain difficult to impossible. Still, many experts are learning how changes in Earth's crust may provide warnings. These warning signs include underground movements and changes in water levels.

By studying such precursors and other predictors, scientists hope to help communities prepare for quakes. For instance, engineers have learned how to build quake-resistant buildings and bridges. Their designs improve every year with stronger and more flexible designs.

We may never be able to control earthquakes. But we can learn to live with them.

"Earthquake." The New Book of Knowledge. Grolier Online, 2013. Web. 15 Oct. 2013.

Earthquakes Concepts

Note-catcher For Teacher Reference

Earthquake Concepts:					
What happens before an earthquake?	What causes an earthquake?	What happens during an earthquake Chain of Events			What happens after an earthquake?
	Event/cause	Effect (what happen next) This, them, causes...	Effect (what happens next) This, then, causes...	Effect (What happen last)	
The slow movement of material (plates) inside the Earth builds up and pushes brittle rocks to the surface.	**The slow movement of the plates creates pressure.**	**Pressure causes rocks to break and slip into the Earth's interior or to thrust upward.**	**An earthquake results (usually near a fault.)**	**A lot of energy is released and some of it forms shock waves called seismic waves.**	**Shocks radiate from the center of the earthquake and cause violent shaking.** **People sometimes feel a swaying or rolling motion.**

Reviewing Using the IMET: ELA

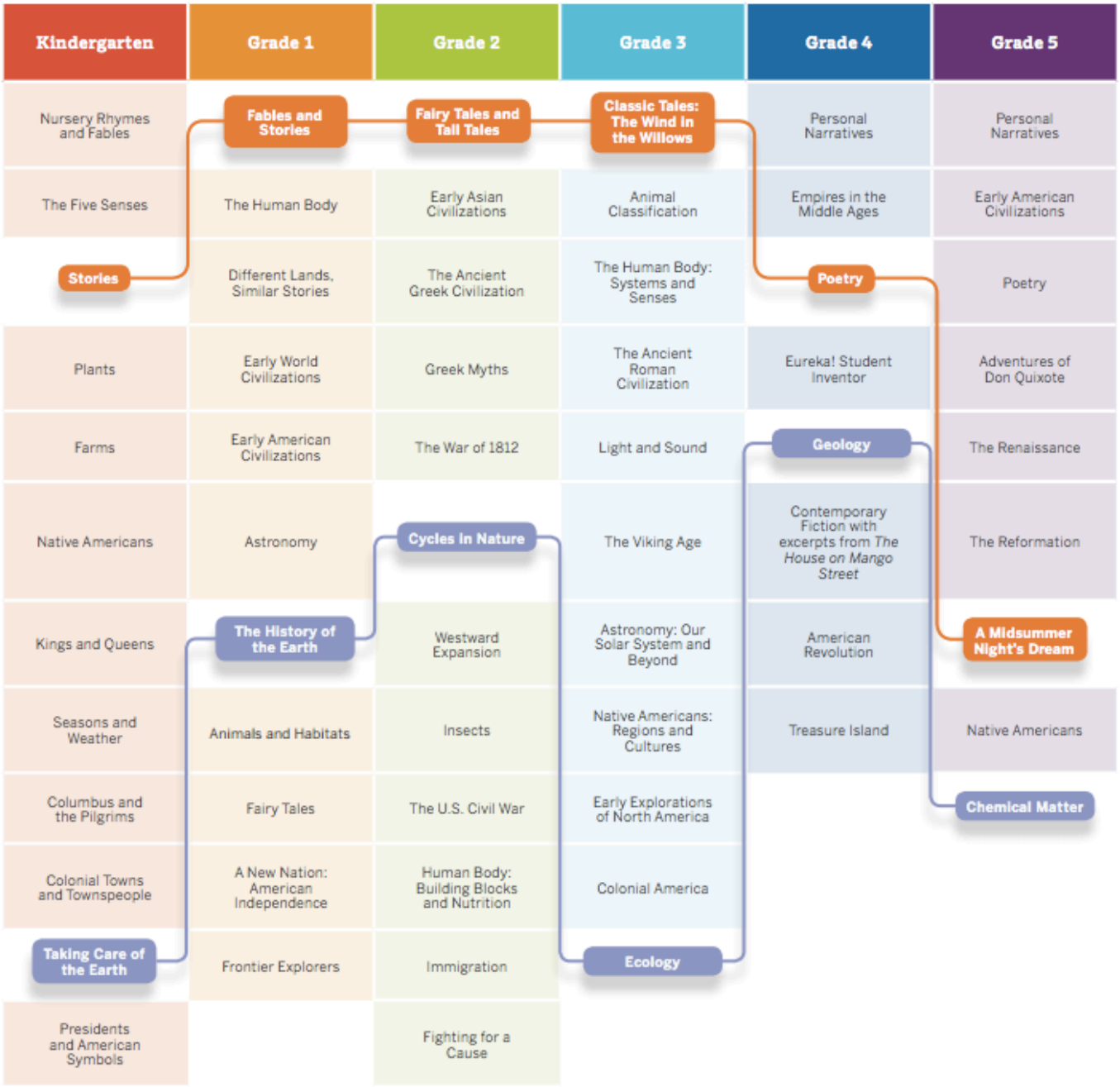
Introduction Module

Non-Negotiable 3: Materials build knowledge systematically through reading, writing, speaking and listening, and language study.

Metric 3A: Materials provide a sequence or series of texts that build knowledge and vocabulary systematically through reading, writing, listening, and speaking. These texts are organized around a variety of topics at each grade level.

Metric 3B: Materials provide instructions, clear design and lightweight student accountability, that guide instructors regarding how students will regularly engage in a volume of independent reading, both assigned, related to the anchor texts, or texts of their own choosing, in or outside of class.

Example



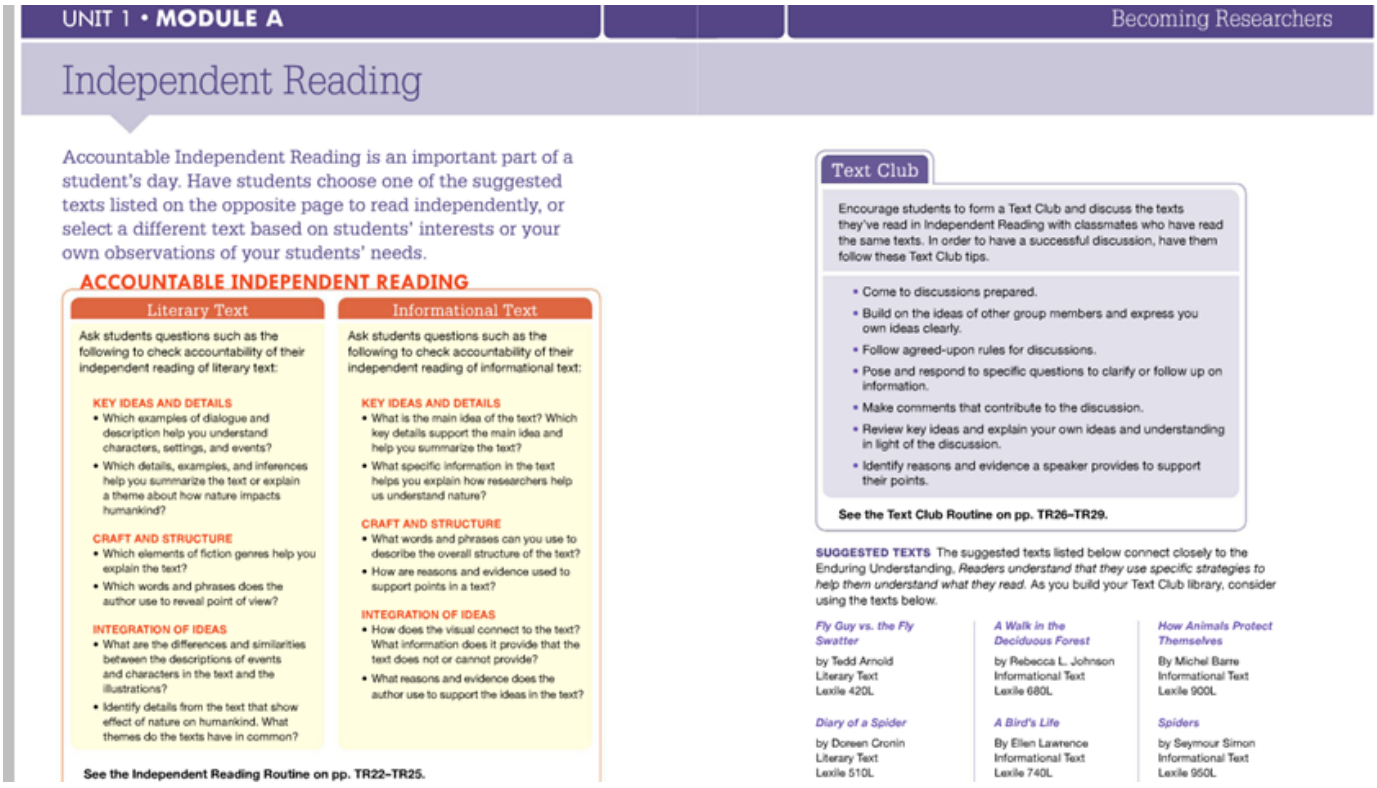
Knowledge Sequence K-5.
Although this Program Guide covers K-2 only, students who study CKLA CA through K-5 will continue to build coherent, sequenced background knowledge in 3rd-5th grade.

Close Reading and Volume of Reading

A volume of reading should be balanced with the close analytic reading.

Close Reading	Volume of Reading
Fewer pages	More pages
Grade-level complex text	Text at different levels of complexity
All students same text	Student or teacher choice of text
Teaches students to attend to text and to words	Rapidly builds knowledge & vocab
Heavy support	Light support
Solely instructional	Guided or independent
Exposes students to higher level content	Builds knowledge of words, and the world
Gives all students access	Builds love of reading

Independent Reading



Independent Reading

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

ACCOUNTABLE INDEPENDENT READING

Literary Text

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

KEY IDEAS AND DETAILS
- Which examples of dialogue and description help you understand characters, settings, and events?
- Which details, examples, and inferences help you summarize the text or explain a theme about how nature impacts humankind?

CRAFT AND STRUCTURE
- Which elements of fiction genres help you explain the text?
- Which words and phrases does the author use to reveal point of view?

INTEGRATION OF IDEAS
- What are the differences and similarities between the descriptions of events and characters in the text and the illustrations?
- Identify details from the text that show effect of nature on humankind. What themes do the texts have in common?

Informational Text

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

KEY IDEAS AND DETAILS
- What is the main idea of the text? Which key details support the main idea and help you summarize the text?
- What specific information in the text helps you explain how researchers help us understand nature?

CRAFT AND STRUCTURE
- What words and phrases can you use to describe the overall structure of the text?
- How are reasons and evidence used to support points in a text?

INTEGRATION OF IDEAS
- How does the visual connect to the text? What information does it provide that the text does not or cannot provide?
- What reasons and evidence does the author use to support the ideas in the text?

See the Independent Reading Routine on pp. TR22–TR25.

Text Club

Encourage students 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.

- Come to discussions prepared.
- Build on the ideas of other group members and express you own ideas clearly.
- Follow agreed-upon rules for discussions.
- Pose and respond to specific questions to clarify or follow up on information.
- Make comments that contribute to the discussion.
- Review key ideas and explain your own ideas and understanding in light of the discussion.
- Identify reasons and evidence a speaker provides to support their points.

See the Text Club Routine on pp. TR26–TR29.

SUGGESTED TEXTS The suggested texts listed below connect closely to the Enduring Understanding, *Readers understand that they use specific strategies to help them understand what they read.* As you build your Text Club library, consider using the texts below.

Fly Guy vs. the Fly Swatter by Tedd Arnold Literary Text Lexile 420L	*A Walk in the Deciduous Forest* by Rebecca L. Johnson Informational Text Lexile 680L	*How Animals Protect Themselves* By Michel Barre Informational Text Lexile 900L
Diary of a Spider by Doreen Cronin Literary Text Lexile 510L	*A Bird's Life* By Ellen Lawrence Informational Text Lexile 740L	*Spiders* by Seymour Simon Informational Text Lexile 950L

Reviewing Using the IMET: ELA
Introduction Module

Non-Negotiable 4: Materials develop foundational reading skills systematically, using research-based and transparent methods. This means materials provide explicit and systematic instruction and diagnostic support in: concepts of print, letter recognition, phonemic awareness, phonics, word awareness and vocabulary development, syntax, and fluency.

Metric 4A: Submissions address grade-level CCSS for foundational skills by providing instruction in concepts of print, letter recognition, phonemic awareness, phonics, word awareness, vocabulary development, syntax, and reading fluency in a research-based and transparent progression in each grade level.

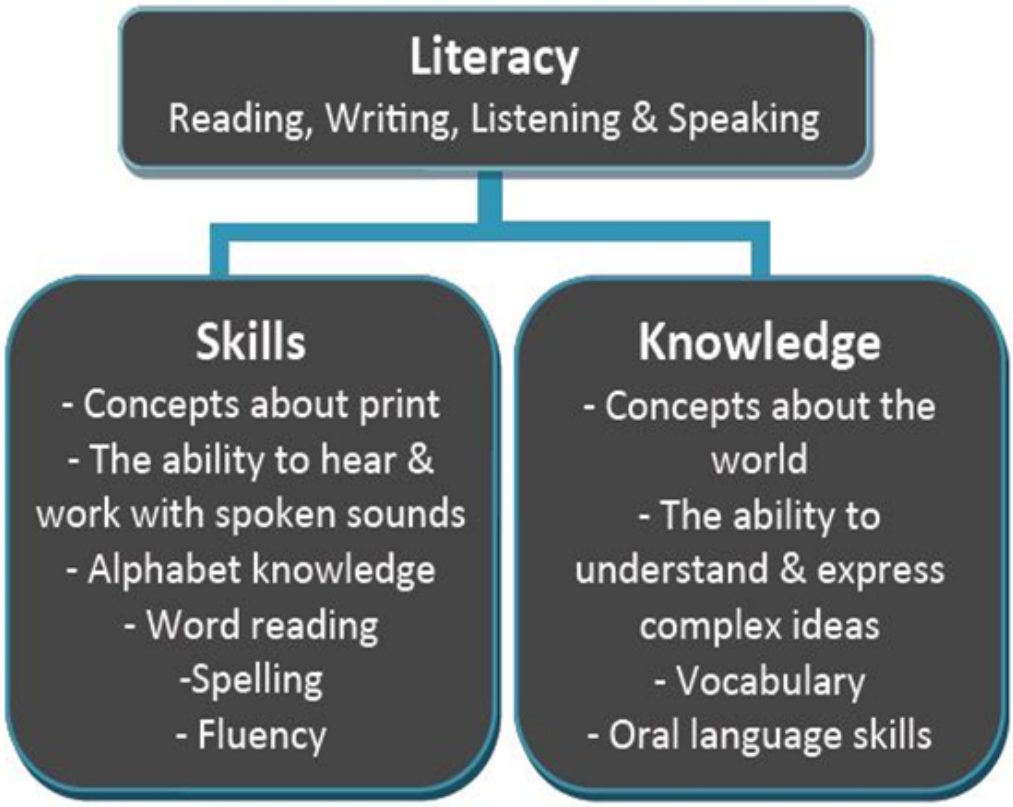
Metric 4B: Submissions include a variety of student reading material and activities that allows for systematic, regular, and frequent practice of all foundational skills.

Metric 4C: Submissions provide clear, well-structured diagnostic assessment protocols and materials for all foundational skills to guide instruction and remediation.

Metric 4D: Materials guide students to read with purpose and understanding and to make frequent connection between acquisition of foundational skills and making meaning from reading.

Metric 4E: Grade 2 materials provide opportunities for students to engage in a range and volume of reading to achieve reading fluency of grade level text as required by the Foundational Skills Standards.

What is K-2 Literacy?



Lesson 1

Basic Code

☑ *Objectives*

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ **Recognize the distinguishing features of a sentence (e.g., punctuation)** (RF.1.1a)
- ✓ **Distinguish long from short vowel sounds in spoken single-syllable works** (RF.1.2a)
- ✓ **Read one-syllable words in the Vowel Code Flip Book that include the letter-sound correspondences taught** (RF.1.3b)
- ✓ **Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words** (RF.1.2c)
- ✓ **Segment and blend phonemes to form one-syllable words** (RF.1.2d)
- ✓ **Read and understand decodable text in the story "Gran's Trips" that incorporates the letter-sound correspondences taught in one–syllable words, with purpose and understanding** (RF.1.4a)
- ✓ **Identify and use end punctuation, including periods, when writing answers to questions about the story "Gran's Trips"** (L.1.2b)
- ✓ **Read one-syllable short vowel words and then write each word under its corresponding picture** (RF.1.3b)
- ✓ **Read and write long vowel sound spelled with the vowel digraph /ee/ > 'ee'** (RF.1.3c)
- ✓ **Identify punctuation, including exclamation points, in writing** (L.1.2b)
- ✓ **Produce complete sentences orally and in writing** (SL.1.6)
- ✓ **Ask and answer questions, orally and in writing, about the story "Gran's Trips," requiring literal recall and understanding of the details and facts of a fiction text** (RL.1.1)
- ✓ **Use narrative language to describe characters, events, and facts from "Gran's Trips"** (RL.1.3)
- ✓ **Talk about the illustrations and details from "Gran's Trips" to describe its characters, setting, and events** (RL.1.7)
- ✓ **Read and understand decodable text in "Gran's Trips" of appropriate complexity for Grade 1 that incorporates the specific code knowledge taught** (RL.1.10)
- ✓ **Use adjectives orally** (L.1.1f)
- ✓ **Build simple and compound sentences orally in response to prompts** (L.1.1j)
- ✓ **Identify and use end punctuation in writing** (L.1.2b)

At a Glance	Exercise	Materials	Minutes
Warm-Up	**Flip Book Review**	Vowel Code Flip Book; Individual Code Charts; green markers	10
Introducing the Sound	**Hearing Medial Sounds**		5
Introducing the Spelling	**Teacher Modeling**	Vowel Code Flip Book; green markers; Spelling Card for 'ee' > /ee/ (*bee*); Individual Code Charts	10
Small Group	**Writing the Spellings and Word Box**	Individual Code Charts; Worksheet 1.1	10
Reading Time	**Demonstration Story: "Gran's Trips"**	*Gran* (Media Disk or Big Book); world map (optional); Worksheet 1.2; *Gran* Readers	25
Take-Home Material	**Phrasemaker**	Worksheet 1.3	*

Advance Preparation

Today you will introduce the Individual Code Chart to students. You will need to organize a complete set for each child.

In addition, you will begin a new Reader today, *Gran*. For today's story, you may wish to use a world map to show students the places where the grandmother travels: the Swiss Alps, Hong Kong, and a gulf.

Warm-Up — ***10*** *minutes*

Flip Book Review

- Before beginning the exercise, get out and display the Vowel Code Flip Book within view of all students.
- Tell students that this year, they will have their own Individual Code Charts that are similar to the Vowel Code Flip Book.
- Distribute the Individual Code Charts and have students write their names on the bottom of the pages.
- Point out that the Individual Code Chart contains spellings for vowel sounds. Tell students that they can use their charts when they need reminders about how to sound out and write vowel spellings.
- Write the word *flat* on the board. Tell students that if you came to this word and were unsure how to say it, you could use the Individual Code Chart to help figure out how to pronounce it. Point to the 'a' in *flat* and ask students to find this spelling on **page 1** in the **Individual Code Chart**. Ask students, "What example word is under this spelling? (*hat*) If the letter 'a' for this word is pronounced like /a/ like in *hat*, let's try that out for this word: /f/ /l/ /a/ /t/, *flat*. Does that sound right?"

- Have students outline the letter ‘a’ in green marker on their charts.
- Show students the ‘a’ > /a/ sound-spelling in the **Vowel Code Flip Book** on **page 1**.
- Review by saying, “This tells us that /a/ is spelled with the letter ‘a’ in written words. The power bar here shows me that this is a common way to write /a/, so if I were trying to spell and write a word with the /a/ sound (*flat*, *clap*, *snap*), I would spell it with the letter ‘a’.” (In fact, it is the only spelling for /a/; this information can be deduced based on the fact that there are no other spots on the chart in this row for other ways to spell /a/.)
- Review all of the remaining short vowel sound-spelling correspondences /e/, /i/, /o/, /u/ in the **Vowel Code Flip Book** on **pages 2–5.** As you review each sound, ask students to outline in green the appropriate spelling on their charts.
- Tell students to keep their Individual Code Charts on their desks, as they will learn a new sound-spelling today.

Introducing the Sound — *5 minutes*

Hearing Medial Sounds

For additional practice, see “Recognize and Isolate the Sounds Reviewed in Unit 2” in the Pausing Point. You may also use the *Assessment and Remediation Guide*.

- Tell students that today’s sound is /ee/ as in *feet*.
- Have students say the /ee/ sound several times.
- Ask students to repeat the following words that have the /ee/ sound at the beginning: *eat*, *each*, *east*, *eagle*.
- Ask students to repeat the following words that have the /ee/ sound in the middle: *peace*, *greet*, *meat*, *heat*.

Remember that this is oral practice. Students are only listening for the /ee/ sound, not seeing the different spellings.

- Ask students to repeat the following words that have the /ee/ sound at the end: *bee*, *me*, *key*, *tree*.
- Ask students if they think /ee/ is a vowel sound or a consonant sound. (It is a vowel sound, made with an open mouth and an unobstructed flow of air.)
- Tell students that you are going to say a number of words. Some of the words will have the /ee/ sound as their middle sound and some will not.
- Have students close their eyes and listen carefully. Tell students to raise their hands when they hear a word that has the /ee/ sound as its middle sound

  Note: If students have trouble hearing a word’s middle sound, say the word in a segmented fashion: /ch/ . . . /ee/ . . . /k/, and then repeat the word in its blended form: *cheek*.

For extra segmenting practice, have the students segment each word before deciding if it contains the /ee/ sound.

1. cheek	3. bed	5. pin	7. bean
2. cheap	4. meet	6. deep	8. hen

Introducing the Spelling

Teacher Modeling

10 *minutes*

Note: Ensure you have the Vowel Code Flip Book and the Spelling Card mentioned in the At a Glance chart.

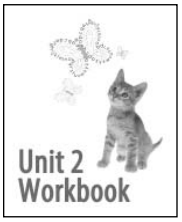
Vowel Code Flip Book

1. ‘ee’ > /ee/ (*bee*) Vowel Code Flip Book page 7

- Tell students that you are going to show them how to write the /ee/ sound.
- Write ‘ee’ on handwriting guidelines and explain that the two letters work together to stand for the /ee/ sound.
- Model drawing the spelling two or three more times.
- Turn to **Vowel Code Flip Book page 7** and put the Spelling Card ‘ee’ > /ee/ (*bee*) on the appropriate space. Have students read the sample word. Discuss the power bar. Explain that the mid-length power bar means that the /ee/ sound is sometimes spelled this way, but not always.
- Have students trace the spelling on their desks with a pointed finger while saying the sound.
- Have students find the ‘ee’ spelling on **Individual Code Chart page 2** and trace the code information in green marker. Remind students that when they see ‘ee’ when reading, they can look at the Individual Code Chart if they need help remembering how to sound out this spelling.
- Tell students that whenever the spelling ‘ee’ appears on a worksheet or in a story for the next few lessons, it will be printed in darker, bolder ink to remind them that the two letters stand for a single sound.

  Note: You may have students who know that some of the words they listened to earlier, such as *eat*, are written with spellings other than ‘ee’. If students point this out, congratulate them for recognizing this and already knowing other spellings for the /ee/ sound. Tell them that they will learn these spellings for /ee/ at a later time, and for now they just have to focus on the ‘ee’ spelling.

Small Group — **10** *minutes*



Worksheet 1.1

Writing the Spellings and Word Box

- Distribute Worksheet 1.1.
- Quickly review how to write the spelling of /ee/.
- Tell students to copy the spellings and words printed on the front of the worksheet.
- Look at the back of the worksheet as a class. Review the names of the pictures and ask students to read the words in the box at the top.
- Divide students into groups for small-group time.

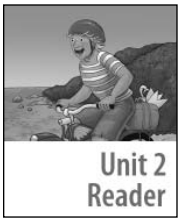
✪ **Group 1**: Ask students who are able to do independent work to complete the worksheet on their own or with a partner. If students finish early, they can illustrate one of the words or phrases from the Supplemental Materials section. Write several of these words or phrases on chart paper or a whiteboard where students can see them prior to starting small group work.

✪ **Group 2**: Have students who need more support with matching the phrases form a group. Work through each item, asking students to read each word aloud and then repeat the word as they write it.

Reading Time — **25** *minutes*

Demonstration Story: "Gran's Trips"

Introducing the Big Book



Page 2

- Tell students that today they will hear a story from their new Reader as you read aloud from the Big Book. Show students the cover of the Big Book and point to the title. Have students read the title and then ask, "What do you think the name *Gran* is short for?" (Grandma or Grandmother) Tell students that this book has three main characters, or people in a story, named Gran and her grandchildren, Josh and Jen. We learn that Gran is very adventurous; she likes to try new things.

Previewing the Story

- Show students the table of contents. Point to the first story and read the title of today's story, "Gran's Trips."
- Remind students that story's title often provides a clue as to what the story is about. Based on the title, ask students what they think this story might be about.
- Point to the apostrophe in *Gran's*. Tell students that this punctuation mark, which looks like a comma "up in the air," is called an apostrophe. It tells us that the next word after Gran, *trips*, belongs to Gran. You may wish to write the following examples on the board: *Nat's cat* and *Beth's mom*. Ask students, "What does Nat have? What does Beth have?"

- Tell students they will learn that Gran has traveled many places, including the Swiss Alps and Hong Kong. If a world map is available, show students these places on a map. Share with students that there are very high mountains covered in snow in the Swiss Alps, and ask them to predict what someone visiting there might do. Ask students to think about what a person might do in a big city full of people like Hong Kong. Tell students that Gran also visits a gulf, which is a part of the ocean, where the water is generally warm. Ask students to predict what a person visiting a gulf might do.

Previewing the Spellings

- You may wish to review the following spellings and Tricky Words before reading today's story.

'ee' > /ee/	'ng' > /ng/	Tricky Words
see	sing	says
street	wing	when
three	Hong Kong	here
steep		which
eel		was
feed		one
		where
		there
		were
		what
		from

Previewing the Vocabulary

If students are unfamiliar with *cabs*, you may wish to review this vocabulary word (used in *Snap Shots*) as well.

- You may wish to preview the following vocabulary before reading today's story.

1. **shrugs**—raises the shoulders up to show that a person does not know something or does not care (You may wish to demonstrate.)
2. **steep**—to have a sharp slope (You may wish to demonstrate a steep slope by angling your arm.)
3. **cliff**—a steep and high surface of rock or ice; the edge of a mountain
4. **slick**—slippery
5. **cling**—to hold on tightly
6. **gulf**—a part of the ocean that is enclosed by land on several sides
7. **eel**—a type of fish with a body like a snake

Purpose for Reading

- Tell students to listen to the story to find out what types of adventures Gran had in the Swiss Alps, Hong Kong, and the gulf.

Guided Reading Supports

- Before reading today's story, remind students that the tricky parts of Tricky Words are underlined to help us remember to be careful. Words with the new spelling, 'ee', are in bold print.
- Read the story once without interruption, running a finger or pointer beneath the words as you read them. Then use the following prompts and read the story a second time.

Page 2

- **Jen shrugs.** Show me what it means to shrug. (Demonstrate for students.)
- **. . . cab on the street.** Here you can see the 'ee' in *see* and *street* is bold.
- **"Gran is here!" Jen yells.** (Point to the exclamation point.) "What do we call this? What does it tell the reader to do?" (exclamation point; read with excitement)

Page 4

- **. . . were steep cliffs.** The Swiss Alps are part of a group of mountains in Switzerland, a country in Europe. The mountains are very tall and steep. Show me with your arms what it looks like if something is steep.
- **"Here is a snapshot."** In this snapshot, or picture, Gran is mountain climbing. This is a sport people do for fun.

Page 6

- **. . . Hong Kong," says Gran.** Remember that Hong Kong is a very large city on the continent of Asia; many, many people live there.
- **"Here is a snapshot."** The man with "wings" on his back is an opera singer. Opera is a musical show that is performed in a theatre; the actors and actresses sing songs to tell the story of the show.

Page 8

- **. . . feed the fish," says Gran.** Who can tell me the two words in this sentence that have the 'ee' spelling for the long /ee/ sound? (*eels*, *feed*)
- **"Here is a snapshot."** Gran is scuba diving. Scuba diving is when a person can swim under water, like a fish, by breathing oxygen through a mouth piece and wearing a face mask to protect the eyes and keep water from getting up the nose.
- **. . . see Josh and Jen!"** How do you think Josh, Jen, and Gran feel in this picture? What makes you think that?

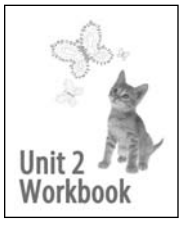
Wrap-Up

- Use the following discussion questions to guide your conversation about the story.
- After asking a question, ask a student to locate, point to, and read the actual text in the Big Book that provides the answer to the questions. Remember to encourage students to answer questions in a complete sentence by restating part of the question in their answer.

Discussion Questions on "Gran's Trips"

1. *Literal* Who are the main characters of this story? (Josh, Jen, Gran)
2. *Literal* What are Josh and Jen doing at the very beginning of the story? (waiting for Gran)
3. *Literal* Where did Gran go before she came to see Josh and Jen? (took trips to the Swiss Alps, Hong Kong, and the gulf)
4. *Literal* What did Gran do in the Swiss Alps? (climb steep cliffs)
5. *Literal* Who did Gran meet in Hong Kong? (a man who was an opera singer)
6. *Literal* What did Gran do when she visited the gulf? (swam with eels and fed the fish)
7. *Evaluative* I'm going to say some words. Give a thumbs-up if you think the word describes Gran, or a thumbs-down if you think it does not. (Ask students to explain why they give a thumbs-up or a thumbs-down.) *Lazy*, *adventurous*, *fun*, *shy*.

Story Questions Worksheet: "Gran's Trips"



Worksheet 1.2

- Distribute Worksheet 1.2.
- Explain to students that the worksheet has questions about the story "Gran's Trips."
- Have students reread the story using their student Readers and answer the questions. Please encourage students to write complete sentences.

Page 2

Take-Home Material

Phrasemaker

- Have students take Worksheet 1.3 home so that they can practice reading and writing phrases.

Supplemental Materials

If you have students who work quickly, give them the lists of words and chains to read, dictate to a partner, copy, or illustrate. You can also have them write silly sentences or stories with the words.

- Newly decodable words:

The words with asterisks are on the Dolch and/or Fry Word Lists.

1. feet*
2. green*
3. keep*
4. need*
5. see*
6. seem*
7. sleep*
8. three*
9. tree*
10. deep
11. feel
12. free
13. meet
14. speed
15. street
16. week

- Chains:

1. teeth > teen > seen > seem > seed > feed > reed > weed > weep > deep
2. see > bee > wee > week > seek > peek > peel > feel > heel > heed

- Phrases and sentences:

1. two left feet
2. meet and greet
3. deep sleep
4. no need
5. green grass
6. swim meet
7. Sweep up this mess!
8. Tim left last week.
9. That hill is steep.
10. Plant this seed.
11. I need three!
12. Is the pond deep?

Code Knowledge

- Before today's lesson: If the students read 1,000 words in a trade book, on average between 453 and 546 of those words would be completely decodable.
- After today's lesson: If the students read 1,000 words in a trade book, on average between 463 and 563 of those words would be completely decodable.
- The students have now been taught at least one way to write 31 of the 44 sounds in English.
- The sound /ee/ is the 12th most common sound in English
- The sound /ee/ is spelled 'ee' approximately 9 percent of the time.
- The spelling alternatives 'e' as in *me*, 'ea' as in *bead*, 'e_e' as in *scene*, 'y' as in *happy*, 'ie' as in *chief*, 'ei' as in *receive*, 'i_e' as in *machine*, 'ey' as in *key*, and 'i' as in *Maria* will be taught in later grades.

Gran's Trips

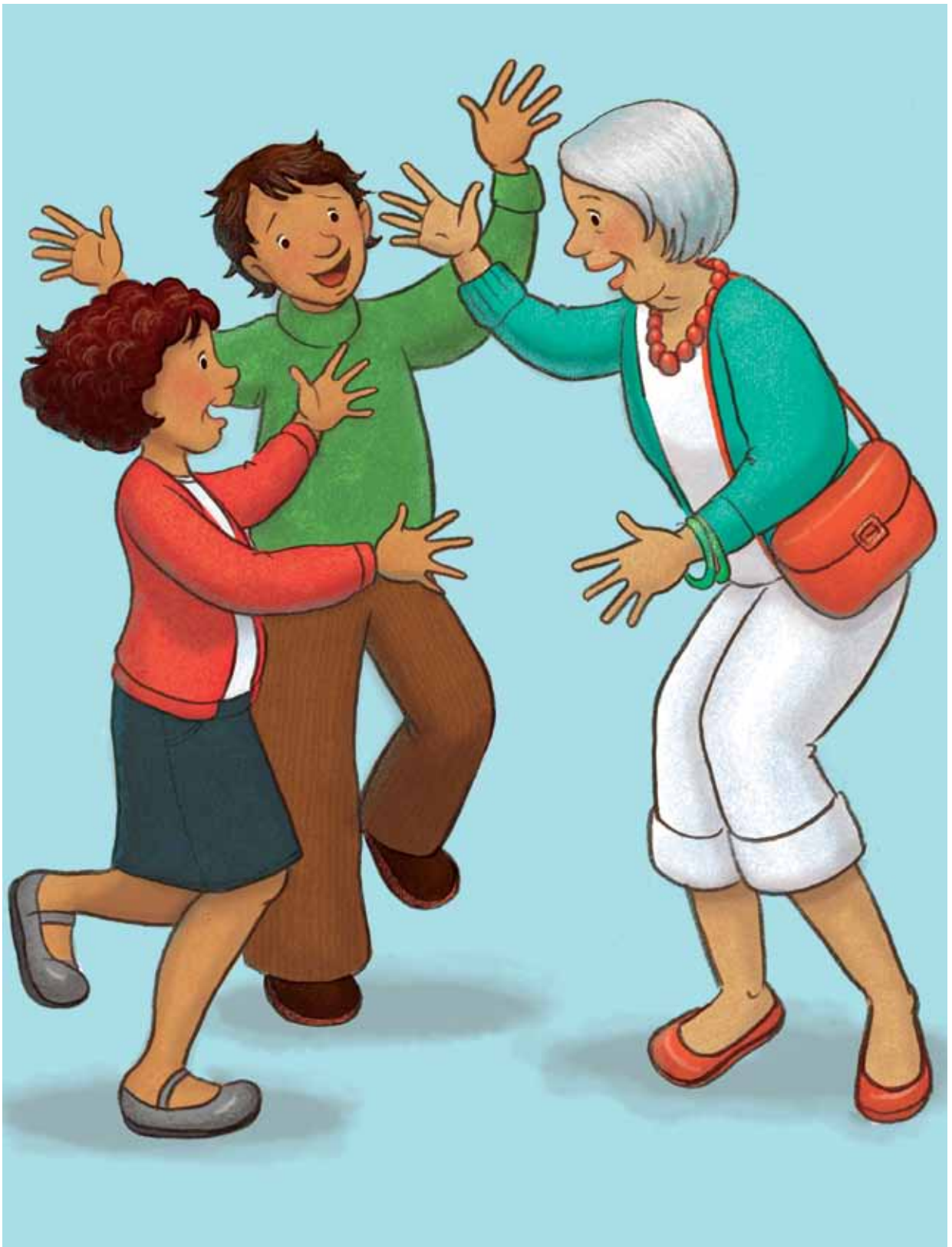
"When will Gran get here?" Josh asks.

Jen shrugs.

Just then, Josh and Jen s**ee** a cab on the str**ee**t.

"Gran is here!" Jen yells.

When Gran steps from the cab, Josh and Jen run up to get a hug.



"Was the trip fun?" Josh asks.

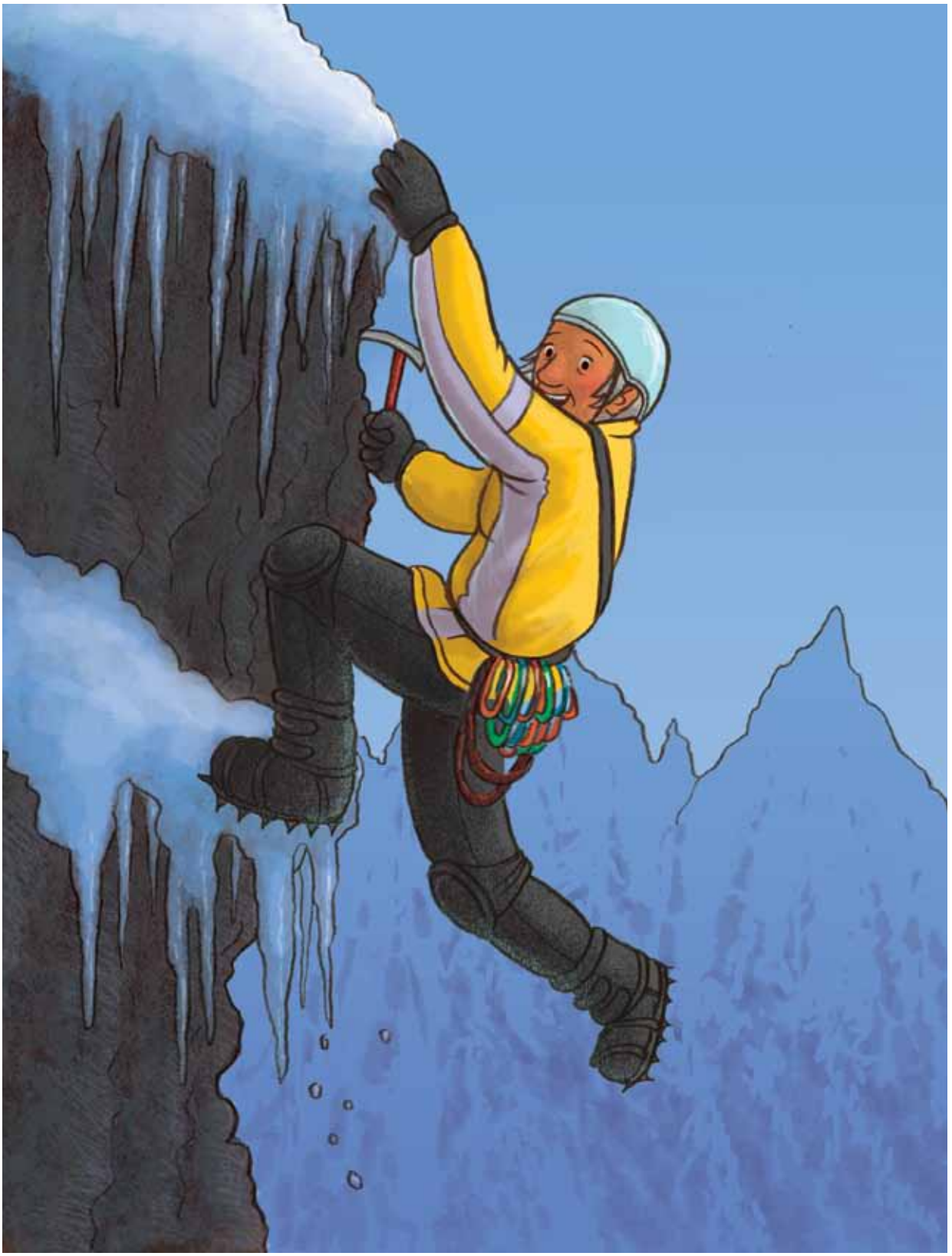
"Which one?" Gran asks. "I went on thr**ee** trips!"

"Where to?" asks Josh.

"One was to the Swiss Alps," says Gran. "In the Alps, there were st**ee**p cliffs. I went up to the top of one cliff, but it was slick. I fell and had to cling to the rocks!"

"No!" says Jen.

"Yes!" says Gran. "Here is a snap shot."



"What was the next trip?" Josh asks.

"I went to Hong Kong," says Gran.

"What is in Hong Kong?"

"Lots of stuff," says Gran. "In Hong Kong I met a man who sings and has wings on his back."

"No!" says Josh.

"Yes!" says Gran. "Here is a snap shot."

"What was the last trip?" asks Jen.

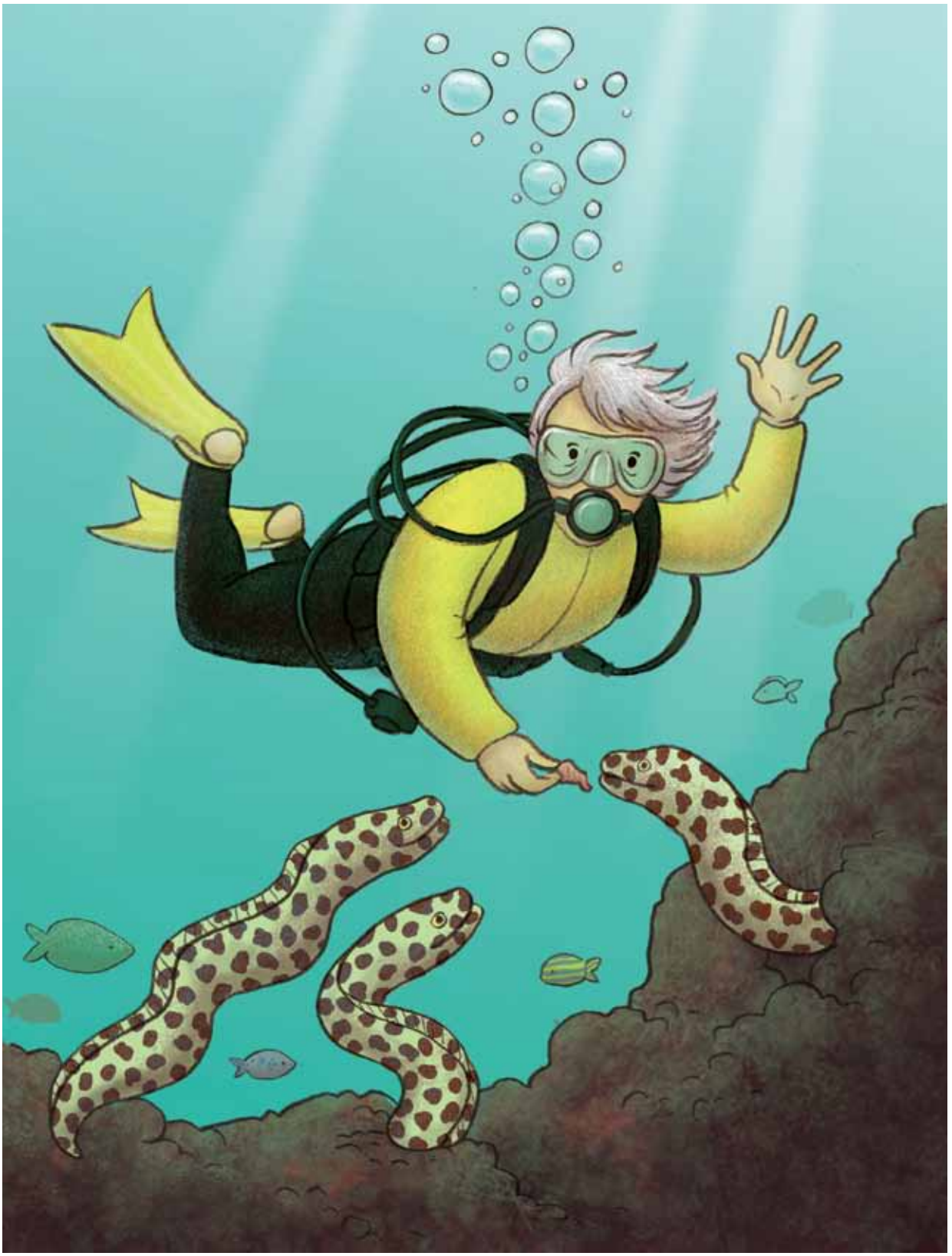
"I went to the gulf to swim with the **ee**ls and f**ee**d the fish," says Gran.

"No!" says Jen.

"Yes!" says Gran. "Here is a snap shot."

"Which trip was the best?" Josh asks.

"This one!" Gran says. "The one where I get to s**ee** Josh and Jen!"



The Pet

Gran says, "When I was in Hong Kong, I got a pet."

"What can it be?" asks Jen. "Is it a fish?"

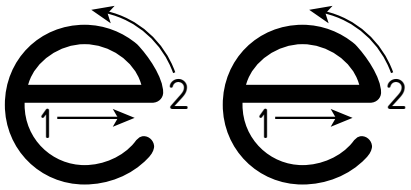
"No," says Gran.

"Is it a dog?" asks Josh.

"No," says Gran.

Name _____

1.1



Directions: Have students trace and copy the letters and words. Students should say the sounds while writing the letters.

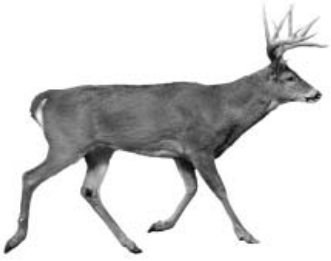
ee

bee

seen

feet

q**ee**n	sh**ee**p	thr**ee**
sw**ee**ts	d**ee**r	t**ee**th



3

Directions: Have students write each word under its matching picture.

Name _____

1.2

Gran's Trips

1. Where did Gran m**ee**t a man with wings on his back?

2. What did Gran do at the gulf?

Directions: Have students reread the story and answer the questions.

3. Which trip was Gran's best trip?

4. Gran gets to Josh and Jen. . .

○ on a shop.

○ in a cab.

○ in a truck.

Name _____

1.3

Dear Family Member,

Today our class started the second unit for the Core Knowledge Language Arts program. The reader for this unit is called *Gran*. Your child will bring home stories you can read together about the adventurous Gran and her grandchildren, Josh and Jen. Remember that reading at home with your child is important for his or her success as a reader.

In addition, your child today has been taught to read words with the double–letter spelling 'ee', as in *feet*. To practice this new spelling, ask your child to cut out the word cards below. In addition to words with the 'ee' spelling, some of the words below are Tricky Words; Tricky Words are underlined because they are words that do not play by the sound rules. Have your child read all of the words aloud, and arrange the cards to make phrases such as "the eel," "three sheep," "long speech," etc. You may also ask your child to copy the phrases onto a sheet of paper. Please keep the cards for future practice.

the	all	long
teeth	week	one
deep	eel	sheep
speech	three	sleep

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
I. Foundational Skills (including criteria specific to student reading materials in grades K and 1)			
Tier 1 and 2 Non-Negotiable* **1. FOUNDATIONAL SKILLS:** Materials address grade-level foundational skills by providing instruction in concepts of print, phonological awareness, phonics, word awareness, and reading fluency in a logical and transparent progression. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. ■ Yes ☐ No *As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)	**REQUIRED** **1a)** Materials follow a sequence of foundational skills instruction indicated by the standards and beginning on page 17 of Appendix A, while providing abundant opportunities for every student to become proficient in each of the foundational skills.	**Yes**	The materials follow the sequence of foundational skills instruction. There are 155 lessons that begin with objectives focused on special sounds, spellings, tricky words, and/or concepts that the students are expected to learn.
	REQUIRED **1b)** Materials include student texts that allows for systematic, regular and frequent practice of foundational skills as they are introduced.	**Yes**	Grade 1 offers 11 themes (i.e., domains) that provide multiple practice opportunities.
	REQUIRED **1c)** Materials are designed so there are regular opportunities for students to practice reading fluency both orally and silently with appropriate texts of a wide variety of types.	**Yes**	Opportunities are provided for reading favorite traditional read alouds, literacy based centers, and immersion in text, where teachers facilitate student choice from existing leveled libraries based on interest, availability, and readability.
	REQUIRED **1d)** Materials provide regular practice in encoding (spelling) the sound symbol relationships of English.	**Yes**	Materials provide regular practice in encoding.
	REQUIRED **1e)** Materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes and spelling/sound patterns, as well as decoding of grade-level words by using sound-symbol knowledge and knowledge of syllabication.	**Yes**	Materials provide grade-level appropriate practice in spelling and decoding of words. In addition to phonics, students are taught spelling, grammar, and writing.
	REQUIRED **1f)** Materials guide students to read with purpose and understanding and to make frequent connections between acquisition of foundation skills and making meaning from reading.	**Yes**	Materials allow students to gain purpose and understanding by making connections through the use of read-alouds and picture cards.