Reviewing Using the IMET: ELA

Module 104: Foundational Skills, K-2

Essential Questions:

- How does the **Instructional Materials Evaluation Tool (IMET**) reflect the major features of the Standards and the Shifts?

- What understandings support high-quality, accurate application of the IMET metrics?

Goals:

- ✓ Understand how aligned materials embody the shifts inherent in the Common Core State Standards

- ✓ Understand the precise meaning of each metric

- ✓ Recognize examples and non-examples related to each IMET criteria metric

What is K-2 Literacy?

Literacy
Reading, Writing, Listening & Speaking

Skills
- Concepts about print
- The ability to hear & work with spoken sounds
- Alphabet knowledge
- Word reading
- Spelling
- Fluency

Knowledge
- Concepts about the world
- The ability to understand & express complex ideas
- Vocabulary
- Oral language skills
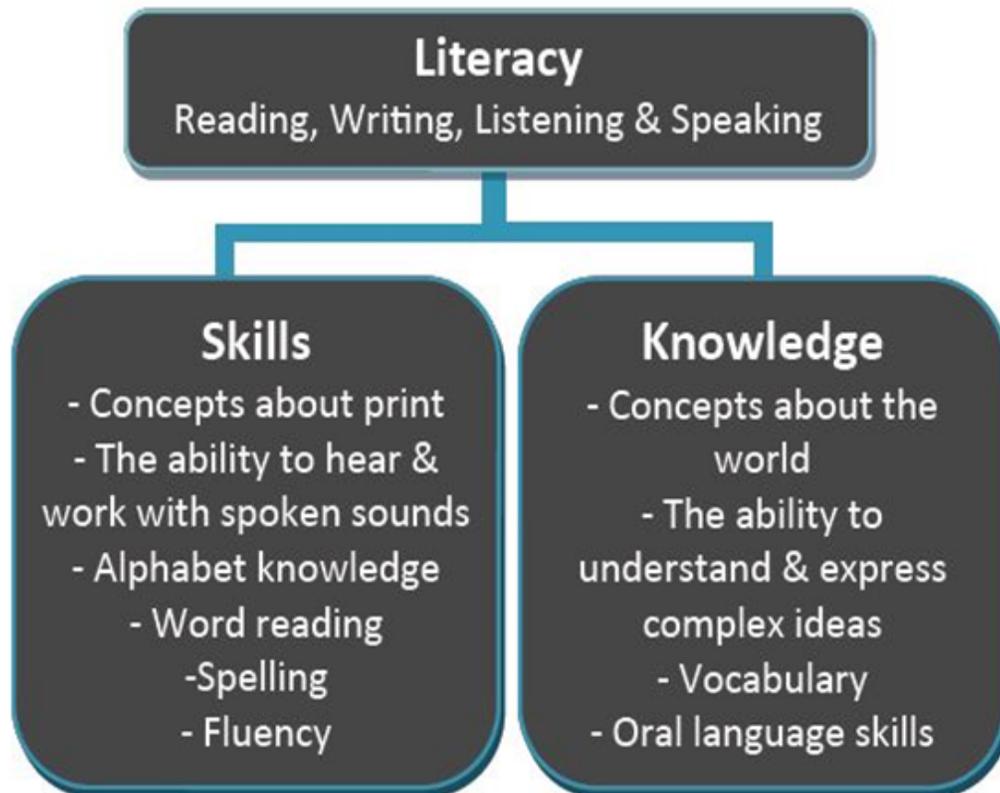
Reviewing Using the IMET: ELA
Module 104

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.

ACTIVITY: Foundational Skills Scavenger Hunt

Directions: Answer the following questions. Support your responses with details from the *CCSS Reading Standards for Foundational Skills.*

1. What is the importance or significance of the Standards for Foundational Skills?

2. Answer the following:

- After which grade are students expected to have mastered Print Concepts and Phonological Awareness skills?

- By which grade are students expected to have been introduced to all sound spelling patterns?

- In which grade are students expected to begin reading with enough fluency to support comprehension?

- In which grades are students expected to read grade level text fluently and with understanding?

3. What major categories of reading instruction are prioritized in the Standards for Foundational Skills? In which categories do the skills from question 2 belong?

Welcome Letter

Dear Teacher,

Welcome to the Grade 1 *Assessment and Remediation Guide*. For our youngest students, mastering early reading and writing skills is critical for advancing on to become competent readers in the later grades. You will find resources in this Guide to help you provide reteaching and reinforcement of the objectives taught in the Grade 1 Skills strand of the Core Knowledge Language Arts (CKLA) Program. There is a valuable benefit to struggling students when the *Assessment and Remediation Guide* is utilized for instruction intended to reteach and reinforce objectives not mastered from the Skills strand Teacher Guide lessons: continuity between the core classroom and supplemental instruction. Instruction beyond the Skills strand Teacher Guide lessons may be required for students who merely need particular gaps in knowledge addressed or for students who present more significant struggles with literacy.

Paralleling the Grade 1 Skills strand, this *Assessment and Remediation Guide* follows a developmental progression for skills in the areas of phonics, fluency and comprehension, and early writing. The units in this guide build incrementally, meaning that mastery of the skills taught in earlier units is assumed and therefore a prerequisite for success in later units. Students who struggle to master earlier skills will face increasing challenges with each new unit if they progress without adequate mastery of previous unit objectives.

Some students may only require targeted reinforcement of skills from individual *Assessment and Remediation Guide* units, as needed. Other students may require comprehensive reteaching spanning multiple units. If students progress through multiple units of the *Assessment and Remediation* Guide, they should do so in order, addressing weaknesses from the earliest point in the Grade 1 progression first. Within units, refer to the Scope and Sequence charts (provided when applicable) as you follow the steps for Determining Student Need under target sections.

Planning instruction with the *Assessment and Remediation Guide* is guided by:

- observation of student performance during instruction from the Grade 1 Teacher Guide lessons.

- student scores on performance assessments throughout the Grade 1 units.

- progress monitoring assessments from the *Assessment and Remediation Guide*.

In each section, Step 1 of Determining Student Need provides a helpful chart for reflecting on student performance from the Grade 1 Teacher Guide lessons and assessments. Next, you are prompted to consider student's level of instructional need. The level of instructional need will direct you to corresponding lesson templates. Finally, progress monitoring assessments are provided at the end of each section to facilitate decisions about student progress or ongoing remediation needs.

Thoughtful observation of daily performance, integratiion of assessment with instruction, and provision of targeted remediation as quickly as possible will help most struggling Grade 1 students become *successful* Grade 1 students!

Levels of Instructional Need

The Grade 1 *Assessment and Remediation Guide* will serve students who:

- may enter Grade 1 with known literacy skill educational needs requiring instruction beyond the Skills strand Teacher Guide lessons.

- may have significant instructional needs identified by the student performance assessments throughout the Grade 1 units.

- may complete some Grade 1 units yet demonstrate a lack of preparedness for subsequent units.

Depending on the severity of student instructional need, instructional personnel available, and student grouping options, materials from the Grade 1 *Assessment and Remediation Guide* may be used for:

- guided reinforcement

- explicit reteaching

- comprehensive reteaching

Guided reinforcement should be used when students demonstrate incomplete mastery of specific skills. Think of it as patching a hole, wherein a relatively short sequence of specific instructional attention will allow students to keep on pace with their peers. It will require additional guided practice, during temporary individual or small group time, on an as needed basis. This level of need tends to be met by differentiated classroom instruction. Consider the following examples relative to Unit 1 objectives:

- If certain students are picking up the phonics code knowledge taught, but struggle to apply it when spelling because their segmenting ability is weak, a series of lessons from the Segmenting Support! section may shore up the weakness.

- If certain students are challenged by particular sound-spelling correspondences (e.g., short vowels or consonant clusters with nasals /m/ or /n/), targeted lessons from the Single Letter Sound-Spellings section may fill in the hole(s).

- If certain students struggle with inferential comprehension questions, stories from the Student Readers may be revisited with instruction from the Fluency and Comprehension section to target inferential thinking.

- If certain students demonstrate weak letter formation when writing, instruction from the Writing section may reinforce specific letters.

Explicit reteaching should be used when students require explicit instruction in a component area of literacy (i.e., phonological awareness, phonics, comprehension, fluency, or writing). Either initial explicit instruction was missed or did not suffice to produce student understanding. Think of it as a repair job, wherein most aspects of literacy development are on pace, but specific component areas require more than additional guided practice. It will require committed time for explicit instruction with individuals or small groups. This level of need tends to be met by intervention instruction. Consider the following examples relative to Unit 1 objectives:

- If certain students consistently struggle to acquire code knowledge, ongoing reteaching from the Phonics sections may allow them to keep pace with the lesson sequence in the Unit 1 Teacher Guide.

- If certain students have a pattern of strong word recognition yet poor comprehension, regular reteaching from the Fluency and Comprehension section may relieve the discrepancy.

Comprehensive reteaching should be used when students require explicit instruction across multiple component areas of literacy (i.e., phonological awareness, phonics, comprehension, fluency, or writing). These students tend to have instructional needs preventing them from keeping up with the lesson sequence in the Teacher Guides. Think of it as a rebuilding job, wherein significant adaptations or alterations to the instructional plan are needed. It will require significant committed time for comprehensive instruction with individuals or small groups. This level of need tends to be met by intense intervention or individualized education plans serviced through Special Education. In this case, the scope and sequence of Grade 1 should be followed using comprehensive instruction from across the sections of the *Assessment and Remediation Guide* units. Students who are significantly below grade level will most likely need to continue with instruction from subsequent units of the *Assessment and Remediation Guide* as they continue to work toward grade level benchmarks.

Guide Organization

Instruction from the Grade 1 *Assessment and Remediation Guide* will be most effective when used in either one-on-one or small group settings. Learning is optimized when instruction is facilitated by a teacher with expertise related to literacy instruction. Small teacher to student ratios maximize individual learning, particularly through increased opportunity for immediate (reinforcing or corrective) feedback for each student.

A description of the Basic and Advanced Code taught to student using CKLA materials starting in Kindergarten immediately follows this overview. This description will provide insight and context for how phonics skills are introduced in Kindergarten and taught throughout Grade 1 and Grade 2.

The remaining materials in the guide are aligned with the objectives from the CKLA Skills strand units. Within the sections you will find:

Steps for Determining Student Need: First a helpful chart is provided to prompt reflection on student performance with the Grade 1 lessons and assessments. The goal is to identify which CKLA unit objectives are in need of remediation. Next, when applicable, a scope and sequence chart specific to the section is provided. Identifying the earliest point on the scope and sequence will inform where remedial instruction should begin. Then, you are prompted to consider student's level of instructional need. Determining the level of instructional need will direct you to corresponding lesson templates to use when planning instruction.

Planning for Instruction: Lesson templates correspond to the three levels of instructional need: guided reinforcement, explicit reteaching, or comprehensive reteaching. A sample remedial lesson is provided for each as a model of how specific skills and activities can be applied to the templates. Information about the dimensions of difficulty to consider when planning instruction is also provided to help you adjust the difficulty of your lessons, ensuring students are appropriately scaffolded or challenged.

Instructional Resources: Activities and games inviting students to apply and strengthen the target skills for each section are provided.

Progress Monitoring: Resources for progress monitoring, including student record sheets, are provided at the end of each section. Progress monitoring is intended to be integrated into instruction as much as possible. These tools can be used to create a systematic record of student skill development and to inform instructional planning. We recommend teachers use the Progress Monitoring resources provided:

- by integrating within instruction as much as possible. The resources are designed to parallel instructional tasks, facilitating brief, seamless integration. The intention is not to clog up instructional time with additional assessments.

- only when, based on observation of instructional performance, students appear to be ready for a comprehensive check of the target skills for the section. Set schedules for Progress Monitoring assessments tend to result in their overuse. The resources are intended to serve as confirmation and meaningful record of student progress, as opposed to a collection of numbers.

- to inform instruction! If student mastery of the target skills is confirmed by a Progress Monitoring assessment, then teachers can be confident in the decision to move students forward. If students do not achieve the goal scores for a Progress Monitoring assessment, analysis of errors will indicate areas of continued instructional need.

Instructional Materials:

- **Resource Information:** Any resource information supporting instructional planning or activities is provided at the beginning of the collection of Instructional Materials for each section.

- **Word Lists:** Specific to the Phonics sections, collections of words, phrases, or sentences needed for activities are provided. These lists are not intended to be exhaustive or restrictive. This resource is included to facilitate lesson preparation; however, teachers are welcome to use the lists as models for adding words, phrases, or sentences of their own.

- **Letter, Word, or Picture Cards:** Letter, word, or picture cards required for instructional activities are games are provided.

- **Stories for Oral Reading:** Specific to the Fluency and Comprehension sections, decodable text (reprinted or adapted from the Student Readers) is provided allowing students to practice the discrete skills taught and creating a bridge for the generalization of those skills to other forms of connected text.

- **Work Pages:** Pages needed to facilitate modeling during Explicit Instruction, supervised practice and application of skills during Guided Practice, or reinforcement during Independent Practice are provided.

    Note: If you have a complete printed version of a unit, tagging each of the above subsections within each unit section will facilitate your use of the materials.

2R Independent Reading Level Overview
Finish 1 Chapter Book Each Week

2.50 - 2.99

2R Learning Focus
Finish 1 Chapter Book Each Week

2R readers begin 2R as picture book readers and leave as chapter book readers. They develop the habit of silent reading, the ability to sustain interest across sittings, and finally, the chapter book reading habit, where they must engage and understand without the aid of illustrations. Students should not leave 2R until they are successfully reading (and finishing) at least one chapter book a week.

Decode All Multisyllabic and Irregularly Spelled Words Familiar from Everyday Speech

2R readers are able to try various vowel/consonant sounds in unfamiliar words until they recognize the word from everyday speech. 2R books are full of irregularly spelled words, multisyllabic words, and special vowel spellings, but all of the words in 2R books should be familiar to readers from their oral language (e.g., *gigantic, scientist*). Their use of decoding and context clues allows the 2R readers to get close enough to the pronunciation of any word so that as they try different possible pronunciations, they recognize one. Expect 2R readers to be able to approximate pronunciation of difficult names.

Key Common Core State Standards

CCSS RL/I.2.10 By the end of the year, read and comprehend literature and informational texts in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CCSS F.2.3e Identify and read words with inconsistent but common spelling-sound correspondences (*body, cloth, ton*).

Entry Requirements
Must be in place before earning 2R designation.
Phonics CCSS F.2.3e
- Identify words with inconsistent but common spelling-sound correspondences.

Comprehension CCSS F.2.4/ RL/I.2.1
- Read with sufficient accuracy and fluency to support comprehension.
- Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.

Exit Requirements
Must be in place before earning Wt designation.
Academic Vocabulary CCSS RL/I.3.4
- Determine the meaning of general academic and domain-specific words and phrases as they are used in a text relevant to a grade 3 topic or subject area, distinguishing literal from nonliteral language.

Phonics CCSS F.3.3c
- Decode multisyllable words.

Comprehension CCSS RL/I.3.1
- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Range of Reading CCSS RL/I.3.10
- By the end of the year, read and comprehend literature and informational texts in the grades 2-3 text complexity band independently and proficiently.

2R

COLLEGE & CAREER READY · AMERICAN · READING · COMPANY ·

Student _____ **Teacher** _____ **Room** _____ **Date Started** _____

2R Entry Requirements

2R Entry Requirements		Evidence/Date			Date Completed
		Scores	Dates		
Phonics CCSS F.2.3	**Decode Almost Any Word Familiar From Everyday Speech** Decode almost any word familiar from speech, including multisyllabic and irregularly spelled words, diphthongs, special vowel spellings, common prefixes and suffixes, plurals, and names.	See **Tricky Phonics Check** on page 119. Minimum score of 20.			
		Scores	Titles	Dates	
Comprehension CCSS F.2.4 CCSS RL/I.2.1	**Read and Comprehend Unfamiliar 2R Text** **Apply Foundational Skills (Word-Solving)** Use a combination of decoding skills, sight words, and context clues to read 2R text with 98-100% accuracy. Stop and try again if something doesn't look right, sound right, or make sense. **Apply Reading Standards (Comprehension)** Determine what a 2R text says explicitly and make logical inferences from it.	See **Cold Read Record** on page 120. Minimum score of 6 on one Cold Read Text.			

A reader who is proficient at all of the above enters 2R with 2.50 points.	**2.50**

2R

2R readers are able to try various vowel/consonant sounds in decoding unfamiliar words until they recognize the word from everyday speech.
Entry Level: 20 Words

i says e	i says long i	i says short i	vowels split	y says e	y says long i	y says short i
happier	divide	ability	create	easily	deny	mystery
curious	decided	American	ruin	trophy	satisfy	crystal
emptiness	invited	imagine	museum	county	rely	gymnast
skinnier	replied	terrible	area	vocabulary	rhyme	symbol
warrior	polite	promise	reality	necessary	hydrant	system

ch=k	ci=sh	soft c	t=tch	tion=shun	su=sh/zh	si=sh/zh
echo	delicious	center	adventure	direction	usually	decision
anchor	musician	certain	picture	invitation	sugar	television
stomach	official	except	temperature	education	treasure	division
schedule	electrician	announce	furniture	combination	pleasure	conclusion
ache	magician	innocent	mixture	abbreviation	ensure	explosion

Common Core State Standard Foundational Skills 3e: Identify words with inconsistent but common spelling-sound correspondences.

2R Entry Requirements: Cold Read Record

Title:_____   Date:_____

Given an unfamiliar 2R text (Cold Read), and NO help of any kind...

Running Record Record all errors as the student reads the passage. Indicate self-corrections.	Error/Miscue Analysis		
	Needs work on this Phonics Pattern	Needs to learn this Tricky Word	Not in background knowledge

Apply Foundational Skills

CCSS F.2.4 Read with sufficient accuracy and fluency to support comprehension.	Active Reading Strategies	Yes or No
	Read with 98 - 100% word accuracy. In a text of approximately 100 words, student makes no more than 2 uncorrected meaning errors.	
	Stop and try again if something doesn't look right, sound right, or make sense. Self-correct ALL errors that interfere with meaning.	
	Read fluently and with expression, using punctuation.	
	If answer to any of the above questions is No, STOP and move student to an easier level. **If the answers to all are Yes, continue on to Reading Standards. (See specific questions on Cold Read Text Pages.)**	

Apply Reading Standards

Comprehend 2R text See specific questions on Cold Read Text Pages		Student Response	Score Weak.........Strong
CCSS RL/I.2.1 Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.	Basic Understanding		1 2 3 4
	Analysis		1 2 3 4
Total Points (A minimum score of 6 is required in order to enter 2R.)			

2R

Marvin Redpost: Alone in His Teacher's House
by Louis Sachar
Random House

Basic Comprehension
What is happening so far in this story?

CCSS RL.2.1

Making Inferences
Why wouldn't Marvin want his friends to pretend to be him? Use evidence from the text to support your answer.

1
Teacher's Pet

"You will have a substitute teacher tomorrow," Mrs. North told her third-grade class.

"All right!" shouted Nick.

Mrs. North stared at Nick.

Marvin Redpost looked down at his desk and smiled. Nick Tuffle was Marvin's best friend. Marvin had two best friends. His other best friend was Stuart Albright.

"I will be gone for one week," said Mrs. North. "I won't be back until next Thursday. A week from tomorrow."

"Hot dog!" exclaimed Nick.

Mrs. North glared at Nick. "I will leave detailed instructions for the substitute," she warned. "And if any of you misbehave, I will know about it. That means you, Nick."

"Hey, why pick on me?" asked Nick.

When it was time to go home, Nick and Stuart gathered around Marvin's desk.

"A substitute for a week!" said Nick, rubbing his hands together. "This is going to be great."

"Let's pretend we're each other," said Stuart. "I'll be Marvin. Marvin, you be Nick. And Nick, you can be me."

"I don't want to be *you,*" Nick said to Stuart. "I'll be Marvin, and you be me."

"I don't want to be *you!*" said Stuart.

It made Marvin feel proud that both his friends wanted to be him.

On the other hand, he wasn't sure he wanted either of them to be him.
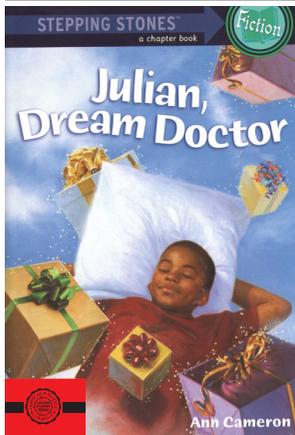
Julian, Dream Doctor
by Ann Cameron
Random House
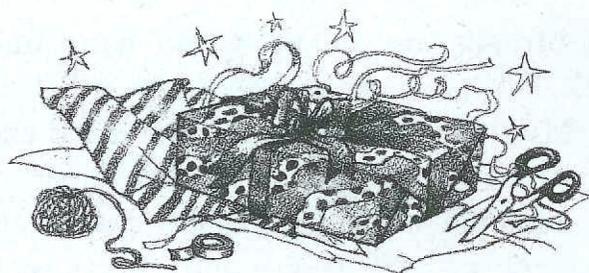
2.

My Very Good Idea

Every year we have a birthday party for my dad. Every year, the week before his birthday, my mom, Huey, and I go out and buy him a present.

This year was no different.

We went out. We got Dad a really good bowling ball. We wrapped it up and hid it in the back of the closet.

But then I started thinking. It would be nice to do something special for my dad. It would be nice to give him a surprise party and, besides the bowling ball, one special gift—something he had always dreamed of.

Once I thought of it, I could even imagine it happening. I could see myself showing Dad a mysterious box with a big bow on it, and Dad opening it and saying, "But Julian, nobody—nobody ever knew! This is what I've always dreamed of! Julian, you're a genius! This is the most unforgettable birthday that I have ever had!"

And then he would give me a big hug and be so excited he would lift me way off the ground.

Tarantulas are hairy spiders.
A big one would cover
your dinner plate.

Most tarantulas are gentle.
But some have
an unusual weapon—
their own hair.

When a coyote
tries to eat it,
the tarantula kicks
a cloud of itchy hairs
into the air.
The hairs make the coyote
cough and scratch.
Now the tarantula
can escape.

A tarantula's worst enemy
is a fierce wasp called
a tarantula hawk.

The spider tries to
fight off the wasp.
But the wasp darts in
and stings it.

Now the spider can't move.
The wasp drags it into its burrow
and lays an egg on it.
After the egg hatches,
the baby wasp
eats the tarantula alive.
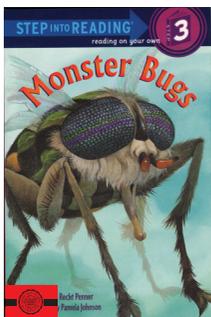
Monster Bugs
by Lucille Recht Penner
Random House

CCSS RI.2.1	
Basic Comprehension	**Making Inferences**
Tell me three things the text says about tarantulas.	*Which is more dangerous to a tarantula: a coyote or a tarantula hawk? Use evidence from the text to support your answer.*

2R

Iceberg

It is April 14, 1912. The <u>Titanic</u> is in icy waters off the coast of Canada.

It is almost midnight. The ship is quiet. The sea is smooth as glass. The air is biting cold.

The <u>passengers</u> have had a good dinner. Some of them are still up playing cards. Most are asleep in their rooms.

It is a good night to be inside. But the lookout must watch for danger. He is high above the ship in the crow's-nest. He stares into the darkness.

Suddenly the lookout sees a dark shape. It is a <u>mountain</u> of ice! And the Titanic is heading right into it! The lookout rings an alarm. He calls, "Iceberg straight ahead!"

A seaman is below, steering the ship. He tries to turn the ship away. But it is too late.

The giant iceberg scrapes along the side of the ship.

There is a bump. A grinding noise. It doesn't seem like much. Some people do not even notice.

But the captain hurries from his room. He goes down below. He wants to see if the ship is hurt. Soon he learns the terrible truth.

The iceberg has hurt the ship badly. Water is pouring in. Five of the watertight <u>compartments</u> are already flooded. And that is too many. Nothing can be done now.

It seems <u>impossible</u>. But it is true. The Titanic is going to sink!
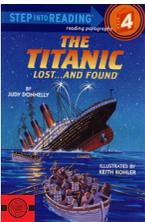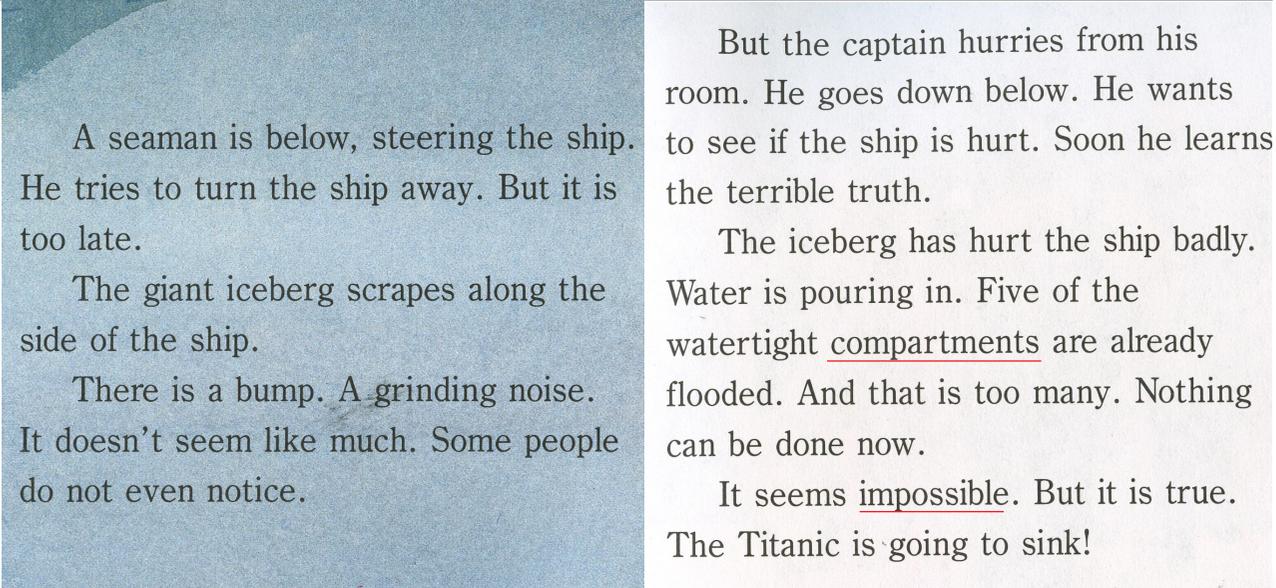
The Titanic: Lost...and Found
by Judy Donnelly
Random House

CCSS RI.2.1	
Basic Comprehension *Tell me three things the text says about the Titanic.*	**Making Inferences** *What makes the grinding noise? Use evidence from the text to support your answer.*

2R

2R Comprehension

Reading Standards for Literature and Informational Text

Proficiency in the standards below must be demonstrated while reading independently in 2R level text.

Key Ideas and Details: Using Text Evidence to Support Conclusions Understand, think about, and discuss <u>what</u> the author said.		Evidence/Date		
	Read actively and demonstrate an obvious understanding of the text (laugh at the funny parts, comment on the material, make personal connections) without prompting.		✓	
CCR 1	**RL/I.2.1** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. • *Who, what, when, where, why, how….?* • *Show me in the text where you got your answer.* • *Now you ask me a question about something in the text.*		✓	

CCR 2	**RL.2.2** Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
	• *Retell the story to me. Include: title, main character, the problem, and the solution.*
	• *What is a fable? Give me an example of one.*
	• *What is a folktale? Give me an example of one.*
	• *What is a moral? Give me an example of one.*
	• *Retell a fable or folktale, including:*
	  • *Title and main character*
	  • *Problem and solution*
	  • *Central message, lesson, or moral*
			✓	

	RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. • *What was this text mainly about (the topic)?* • *What were three of the most important things the author told us about this topic?* • *What was the topic of this paragraph?*		✓	

2R

CCR 3	**RL.2.3** Describe how characters in a story respond to major events and challenges. • *What challenge or major events did the main character face?* • *How did he or she respond to this challenge?* • *Did he or she grow or change in response to this challenge?* • *Describe a challenge/major event that a character in this story faced and explain how he or she responded to it. Include how the character learned or grew as a result, if appropriate.*		✓	
	RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. • *What were the major events, ideas, or steps in this text?* • *Based on what you just read, how are these historical events (___, ___, and ___) related to each other?* • *Based on what you just read, how are these two scientific ideas (__ and __) related to each other?* • *Based on what you just read, explain the steps in making a ____ and how they are connected.*		✓	

Craft and Structure: Analyzing the Effects of Authors' Choices
Understand and discuss <u>the way(s)</u> the author(s) said what was said.

CCR 4	**RL.2.4** Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. • *Define and give an example of: regular beats, alliteration, rhyme, repeated lines.* • *What do we mean by "rhythm" in a poem, song, or story?* • *How do the words in this poem, song, or story supply rhythm?* • *How does that rhythm add to the meaning of the poem, song, or story?* • *What do you think this word means? Why do you think the author chose this word instead of (synonym)? How does this word add to the meaning of the story/poem/song?*		✓	
	RI.2.4 Determine the meaning of words and phrases in a text relevant to a 2R topic or subject area. • *What does ____ mean? What does it have to do with this topic or subject area?*		✓	
CCR 5	**RL.2.5** Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. • *Describe the beginning of the story and how it sets up the action or the problem of the story.* • *Tell major events that occur and how they contribute to the overall structure of the story (rising action, climax, falling action).* • *Describe the ending and how it concludes the action or resolves the problem.*		✓	
	RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. • Ask student to show you the above features, where appropriate in his text. • *Where in this book would you look to find information about ____ (what tigers eat, what makes a seed grow)? How do you know?*		✓	

2R

			✓	
CCR 6	**RL.2.6** Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. • Ask student to read dialogue aloud, taking different voices for different characters. • Ask student to explain the differences between the characters' points of view on what is happening.		✓	
	RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe. • *Why do you think the author wrote this book? What did he/she want to answer, explain, or describe? What did he/she want us to know? Why? What evidence do you have for your answer?*		✓	

Integration of Knowledge and Ideas: Comparing Different Presentations
Discuss how the ideas in a book connect to each other and to the larger world.

CCR 7	**RL.2.7** Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. • *What does this illustration teach you about ___ (character, setting, or plot)?*		✓	
	RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. • *How does this diagram teach us about ____ (the life cycle of a bee; the water cycle; what wolves eat)?*		✓	
CCR 8	**RI.2.8** Describe how reasons support specific points the author makes in a text. • *The author is telling us that _____. What reasons does he give to convince us?*		✓	
CCR 9	**RL.2.9** Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. Give student two books that tell the same story/legend. • *How is this story the same in both books? How is the story different?* • *Which do you like better and why?*		✓	
	RI.2.9 Compare and contrast the most important points presented by two texts on the same topic. Give student two books on the same topic. • *What does the author most want us to remember from this first book?* • *What does the author most want us to remember from this second book?* • *How are they alike? How are they different?* • *Which do you like better and why?*		✓	

2R Comprehension ✓

2R

2R Foundational Skills

Range of Reading and Level of Text Complexity

	Evidence/Date	Points	
Engagement and Independence Read regularly and independently, sustaining engagement, in 2R-level materials for at least 30 minutes every day in the classroom.		**.0 1**	
Chapter Book Habit Regularly finish 2R chapter books, at least one a week.		**.1 0**	
Home Reading Have established a home reading habit and read for at least 30 minutes every night without prompting.		**.0 1**	
Genres Enjoy informational text, prose, and poetry at 2R level. CCSS RL/I.2.10		**.0 1**	
Range of Reading and Level of Text Complexity Total		**.1 3**	

Phonics: Multisyllable and Irregularly Spelled Words

	Evidence/Date	Points	
Decode Multisyllable and Irregularly Spelled Words Decode multisyllable words. CCSS F.3.3c Cover parts of unfamiliar words with finger and look for familiar chunks inside.		✓	
Use rules of syllabication to approximate the pronunciation of a word, including difficult names. • Every syllable must have a vowel. • Closed syllables: End in consonant. Vowel is short (*in-sect*). • Open syllables: End in vowel. Vowel is long (*ve-to*).		**.0 3**	
Decode any word familiar from speech, including irregularly spelled words, diphthongs (two vowel sounds in the same syllable: *boy*), special vowel spellings, common endings, and multisyllabic words.		**.0 5**	
Flexibility with letter sounds. Try different sounds for the letters/chunks in an unfamiliar word until the word is recognized from everyday speech. Identify words with inconsistent but common spelling-sound correspondences. CCSS F.2.3e Try different sounds for the vowels, e.g.,		**.0 3**	

short/long i	i says long e	i says long i	i is short	y says long e	y says long i
spin/spine	radio	reminder	holiday	envy	apply

2R

Try splitting the vowels. create museum graduate		**.0 3**
Try different sounds for consonants or consonant/vowel combinations, e.g., ch=k / si=sh/zh / s=sh / ti=sh / t=tch / ci=sh / c=s school / decision / sure / initial / future / official / certain		**.0 3**
Try making a letter silent, e.g., gn / pn / gh / wh / mb sign / pneumonia / sigh / white / thumb		**.0 1**
Tricky Words Recognize and read grade-appropriate irregularly spelled words. (See 2R Tricky Words.) CCSS F.2.3f		**.0 1**
Phonics Total		**.1 9**

Word Recognition and Vocabulary

Supply words represented by common abbreviations (e.g., *Mr., St., Dec., Mon.*). Mr. / Ms. / Mrs. / Dr. / St. / Rd. / Ave. / Mon. / Jan.		✓
Prefixes and Suffixes Decode words with common prefixes and suffixes. CCSS F.2.3d un- / re- / mis- / -ful / -able / -tion / -ly / -er/-ier / -iest		**.0 3**
Use adjectives and adverbs to describe. CCSS L.2.6		✓
Word Recognition Total		**.0 3**

Fluency and Self-Monitoring

Fluency Read on-level text with purpose and understanding. CCSS F.2.4a		✓
Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. CCSS F.2.4b		.0 1
Read with sufficient accuracy and fluency to support comprehension. CCSS F.2.4		.0 2
Sustain engagement and comprehension in books with few or no illustrations.		.0 2
Self-Monitoring Use context to confirm or self-correct word recognition and understanding, rereading as necessary. CCSS F.2.4c		✓
Fluency Total		.0 5
2R Foundational Skills Total		.4 0

Student Practice Page

Name									Dates	
accident		certain		daughter		Indian		practice	
among		certainly		diamond		island		prove	
beauty		chief		drawer		juice		rescue	
blood		chocolate		during		knife		scene	
blossom		choose		earn		loose		smooth	
borrow		closet		either		lose		study	
bowl		cloth		English		meant		swallow	
breath		comb		escape		mirror		tomato	
breathe		comfortable		except		mischief		tongue	
calendar		common		famous		muscle		toward	
calm		continue		fault		necklace		vegetable	
canoe		courage		forward		neither		whole	
captain		cousin		future		ocean		wisdom	
carrot		curtain		garage		pleasant		worry	
cellar		danger		gather		police		worse	

Common Core State Standard Foundational Skills 3ef: Identify words with inconsistent but common spelling-sound correspondences. Recognize and read grade-appropriate irregularly spelled words.

2R Running Record

Student _____ Teacher_____ Grade_____ Room_____ Date_____

Title:_____

	Error/Miscue Analysis		
	Needs work on this Phonics Pattern	Needs to learn this Tricky Word	Not in background knowledge

Active Reading

☐ Read fluently and with expression, using punctuation.

☐ Read actively: visualize, make predictions, make connections, and ask questions.

☐ Look for familiar parts of words inside unfamiliar words.

☐ Stop and try again when reading doesn't make sense, match the letters, or sound right.

☐ Have control of the sight words used at this level.

☐ Have most of the words in the book in his or her speaking vocabulary.

☐ Successfully decode any word used in everyday speech, including names and irregular three- and four-syllable words.

Comprehension

☐ Determine what a text says explicitly. (*What is this about so far? How do you know?*)

☐ Support an interpretation or analysis. (*Why…? What evidence from the text supports your answer?*)

Power Goal

2R

Transition to Wt

2R Entry Points	2.50	
2R Foundational Skills Points	.40	

Wt Transition Points. With NO help of any kind, student must demonstrate ability to:			Evidence/Date			Points	
Vocabulary CCSS R.3.4	**Notice and Define Academic and Technical Vocabulary** Notice unfamiliar academic and domain-specific vocabulary while reading and provide a word or phrase that could be substituted for the unfamiliar word while retaining the meaning of the sentence.	See **Vocabulary Check** on page 137. Minimum score of 4.	Scores	Dates		.02	
Phonics CCSS F.3.3c	**Decode Every Word Encountered in Wt Text** Use rules of syllabication to approximate the pronunciation of any word, including difficult names.	See **Phonics Gap Locator** on page 138. Minimum score of 30.	Scores	Dates		.01	
Comprehension CCSS RL/I.3.1	**Read and Comprehend Unfamiliar Wt Text (Successfully Apply Reading Standards)** Determine what a text says explicitly and make logical inferences from it. Interpret vocabulary and figurative language in context.	See **Cold Read Record** on page 139. Minimum score of 9 on one Cold Read Text.	Scores	Titles	Dates	.02	
Range of Reading CCSS RL/I.3.10	**Demonstrate Ability to Finish a Wt Chapter Book** Read and finish a Wt novel, demonstrating comprehension and a command of the vocabulary used in the text.	After reading a Wt chapter book, student is able to tell what problem the main character faced and how the problem was resolved.	**Yes** or **No**	Titles	Dates	.02	
	Demonstrate Ability to Read and Comprehend Wt Informational Text Read a Wt informational text, demonstrating comprehension and a command of the vocabulary used in the text.	After reading a Wt informational text, student is able to tell what s/he learned and show where in the text s/he learned that information.	**Yes** or **No**	Titles	Dates	.02	

Wt Transition Points	.09	
GRAND TOTAL: Student should transition to Wt with 2.99 points and demonstrated proficiency at Wt prerequisites.	**2.99**	

2R

2R: Skills Card

Reader: _____ Room: _____

Active Reading Habits

1. Figure out 3- and 4-syllable words familiar from everyday speech, including names.
2. Try different sounds for the letters or chunks in a new word until you recognize the word.
3. Use prefixes and suffixes to figure out words (un-, re-, mis-, -ful, -able, -tion, -ly, -ier, -iest).
4. Stop and self-correct when something doesn't look right, sound right, or make sense.
5. Finish at least one 2R chapter book every week.
6. Visualize as you read books with few or no illustrations.
7. Read fluently and with expression, using punctuation.
8. Read silently for at least 30 minutes without getting tired.
9. Read at home for at least 30 minutes every night.
10. Read fiction, nonfiction, poetry, plays, fables, and folktales.

Comprehension: Support answers with evidence from the text.

1. Is this fiction or informational? How do you know?
2. Answer *why, how,* and *what if* questions.
3. What connections can you make to your own life?
4. What did the author do well in writing this book?

Literature

5. Retell the story in 3 sentences:
   In the beginning...
   In the middle...
   In the end...
6. Describe the main characters. How do they react to events in the story?
7. Describe the setting, where and when the story takes place.
8. Read a good part out loud, using different voices for different characters.
9. What is the lesson or moral of this story? How do you know?

Informational Text

10. Tell the main idea and details that support it.
11. What text features does your book have for finding information quickly? Show how you can use them.
12. What did you learn from your reading?
13. What was fact and what was opinion? How do you know?
14. What questions do you have?

2R: Flexible Phonics

2R readers can figure out any word they know from everyday speech. Try one, try another, until you recognize the word.

Tricky Vowels

Be flexible with letter sounds.

i says e	i says i	Vowels split	y says e	y says i
radio	scientist	create	celebrity	simplify
stadium	reminder	piano	democracy	notify
experience	biography	museum	envy	apply
appreciate	divided	diagram	personality	identify
appreciation	excitement	graduate	nationality	multiply

Tricky Consonants

si says sh	ci says sh	s says sh/zh	t says tch	c says s (soft c)	ch says k
television	artificial	sure	future	celebrate	schools
decision	commercial	sugar	creature	certain	scholarship
explosion	official	measure	fracture	introduce	character
conclusion	racial	treasure	nature	Pacific	stomach
permission	appreciate	pleasure	capture	medicine	headache

Prefixes and Suffixes

Be able to read words with prefixes or suffixes. Tell how they change the meaning of the word.

un-	re-	mis-	-ful	-able	-ation
uncover	reread	misjudge	careful	dependable	separation
unable	recycle	misspell	colorful	breakable	fascination
untangle	repay	mistreat	graceful	predictable	multiplication
unequal	remodel	mismatch	thoughtful	lovable	refrigeration
unripe	renew	misbehave	beautiful	acceptable	celebration

What Will the Weather Be Like Today?
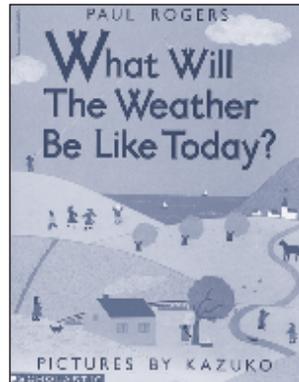
by **Paul Rogers**
genre: **science nonfiction**
word count: **158**
Level H

Summary The rhyming text of this book explores many different kinds of weather. It also explains how, at different times and in different parts of the world, these various kinds of weather can be found.

Background Information

This book features many major ecosystems of the world, including deserts, forests, grasslands, wetlands, oceans, and arctic tundras. An ecosystem is formed by the interaction of a community of organisms and its environment. This book focuses on a variety of different ecosystems and the weather that makes each system unique.

For more information about weather, see www.wildwildweather.com.

Supportive Text Features

The simple illustrations and colorful details draw children in to the subject matter and support the text. Rhyme makes the text predictable and fun to read. Together, the illustrations and the rhyme scheme will help children decode unfamiliar words. In this way, the art and text make the subject of weather accessible and easy to understand.

Praise children for specific use of "Behaviors to Notice and Support" on page 39 of the *Guided Reading Teacher's Guide.*

Challenging Text Features

This book is written like a poem. Some phrases or lines end with periods or other end marks that do not fall on a spread. Encourage children to pay close attention to commas and end marks. Help children understand that sometimes a thought continues onto the following page. Remind children that regardless of how text appears on a page or pages, a thought ends with an end mark such as a period.

Comprehension Strategy
Understanding Figurative Language

Have you ever noticed that sometimes authors compare two things in a creative way? This helps us to understand or picture what the author means or wants to say.

- Let's read aloud this sentence from the story: *The world has awakened.* Is the world a person or an animal? Can it really wake up? What is the author comparing the world to? How does this sentence help us to understand or picture what the author is trying to say?

- Now let's read aloud the words on the last four pages. Can the sun and rain really play and paint a rainbow? What are the sun and rain really doing? What does the author want you to imagine when he writes that the sun and rain meet to play and paint a rainbow?

Phonics and Word-Solving Strategies
Reading Words With *r*-Blends

Guide children to read story words with *r*-blends, such as *frog, dry,* and *bright.* Point out that each word begins with an *r*-blend.

- Write the word *frog* on the chalkboard or chart paper. Point to the letter *f* and say /f/. Point to the letter *r* and say /r/. Slowly slide your finger under the letters *fr* and say /fr/. Explain to children that the letters *fr* stand for the *r*-blend at the beginning of *frog.* Blend the word aloud as you run your finger under *frog.*

- Repeat this procedure with the story words *dry* and *bright.* Have children find other words in the story with *r*-blends.

Reading Multisyllabic Words

Tell children that words are made up of syllables, and each syllable has one vowel sound.

- Call attention to the word *moment* on the first page. Point out that *moment* has two syllables. Ask children to clap the word and identify the syllables. Cover the second syllable in *moment,* and tell children that when they see a syllable that ends with a vowel, it usually has the long vowel sound.

- Have children pronounce the first syllable in *moment.* Then cover *mo* and have children read the second syllable. Ask children how many syllables are in *moment*.

- Call attention to *fading* on the same page. Have children use the same procedure to identify the syllables.

Oral Language/Vocabulary

- Ask children to describe the weather of the day. Then have them look for a picture in the book that is like the weather they see outside. Ask children to compare and contrast the weather of the day with the weather in the book.

- Ask children to describe and talk about the animals in the book. If children do not know much about an animal, have them describe how the animal appears in the book and ask questions they have about that creature.

Extending Meaning Through Reading and Writing

- Have children review the pictures in the book without reading the text. Then ask children to write sentences about the illustrations on stick-on notes and post them on the appropriate pages. Invite children to read what they wrote on the notes, from the beginning of the book to the end. **(Expository)**

- Ask children to draw pictures that show their favorite kinds of weather. Then have children write sentences that describe the details of the weather. How does it make them feel? How does it make things look? What smells, tastes, or sounds are associated with it? **(Descriptive)**

Fluency Practice

Call attention to the different forms of punctuation in the book. Model how to read a sentence with a question mark, a comma, and a period. Then have children echo read with you, reading each page after you. Afterwards, have children reread the book to partners.

Lesson 1

☑ *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
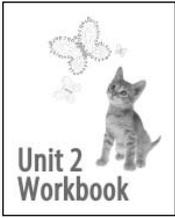

Unit 2 Workbook
Worksheet 1.1

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

Unit 2 Reader
Page 2

Demonstration Story: "Gran's Trips"

Introducing the Big Book
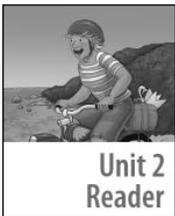
- Tell students that today they will hear a story from their new Reader as you read aloud from the Big Book. Show students the cover of the Big Book and point to the title. Have students read the title and then ask, "What do you think the name *Gran* is short for?" (Grandma or Grandmother) Tell students 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	s<u>ays</u>
street	wing	<u>wh</u>en
three	Hong Kong	h<u>ere</u>
steep		<u>wh</u>ich
eel		w<u>a</u>s
feed		<u>one</u>
		<u>where</u>
		t<u>here</u>
		w<u>ere</u>
		<u>wh</u>at
		fr<u>o</u>m

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.
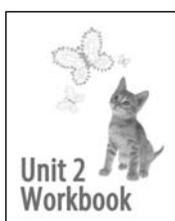
Page 2

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*	9.	tree*
2.	green*	10.	deep
3.	keep*	11.	feel
4.	need*	12.	free
5.	see*	13.	meet
6.	seem*	14.	speed
7.	sleep*	15.	street
8.	three*	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	7.	Sweep up this mess!
2.	meet and greet	8.	Tim left last week.
3.	deep sleep	9.	That hill is steep.
4.	no need	10.	Plant this seed.
5.	green grass	11.	I need three!
6.	swim meet	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 see a cab on the street.

"Gran is here!" Jen yells.

When Gran steps from the cab, Josh and Jen run up to get a hug.
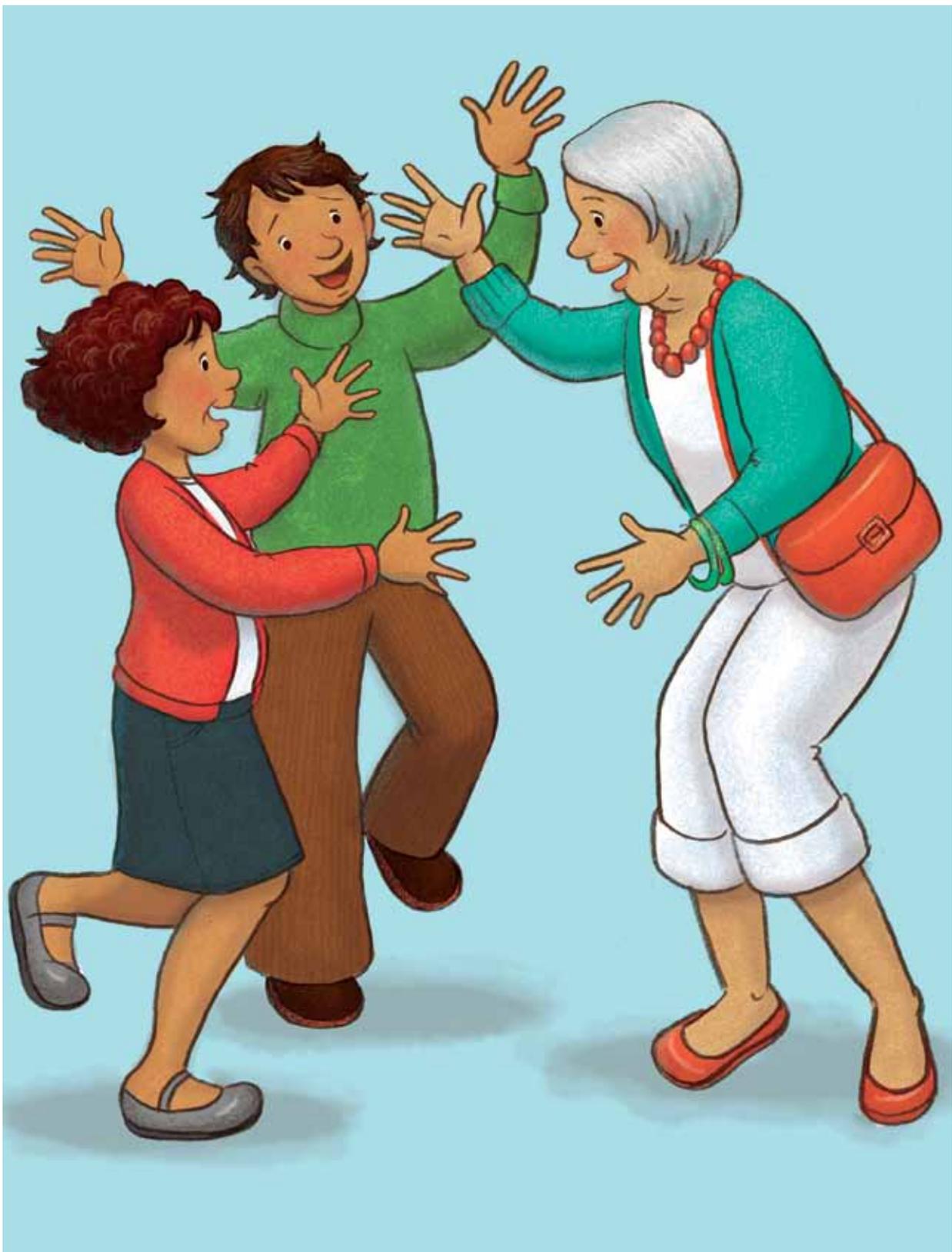
"Was the trip fun?" Josh asks.

"Which one?" Gran asks. "I went on three trips!"

"Where to?" asks Josh.

"One was to the Swiss Alps," says Gran. "In the Alps, there were steep 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."
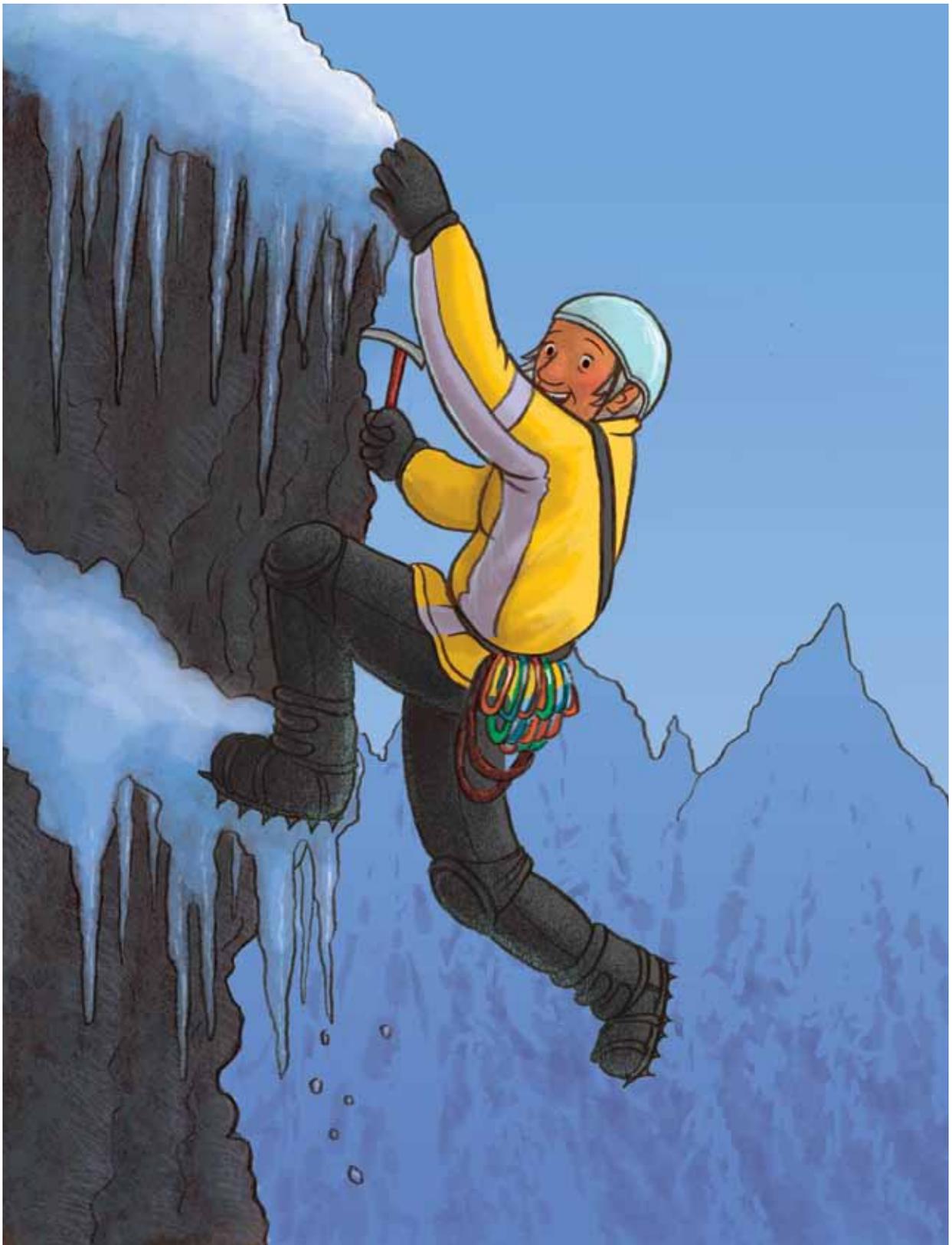
"What was the next trip?" Josh asks.

"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!"
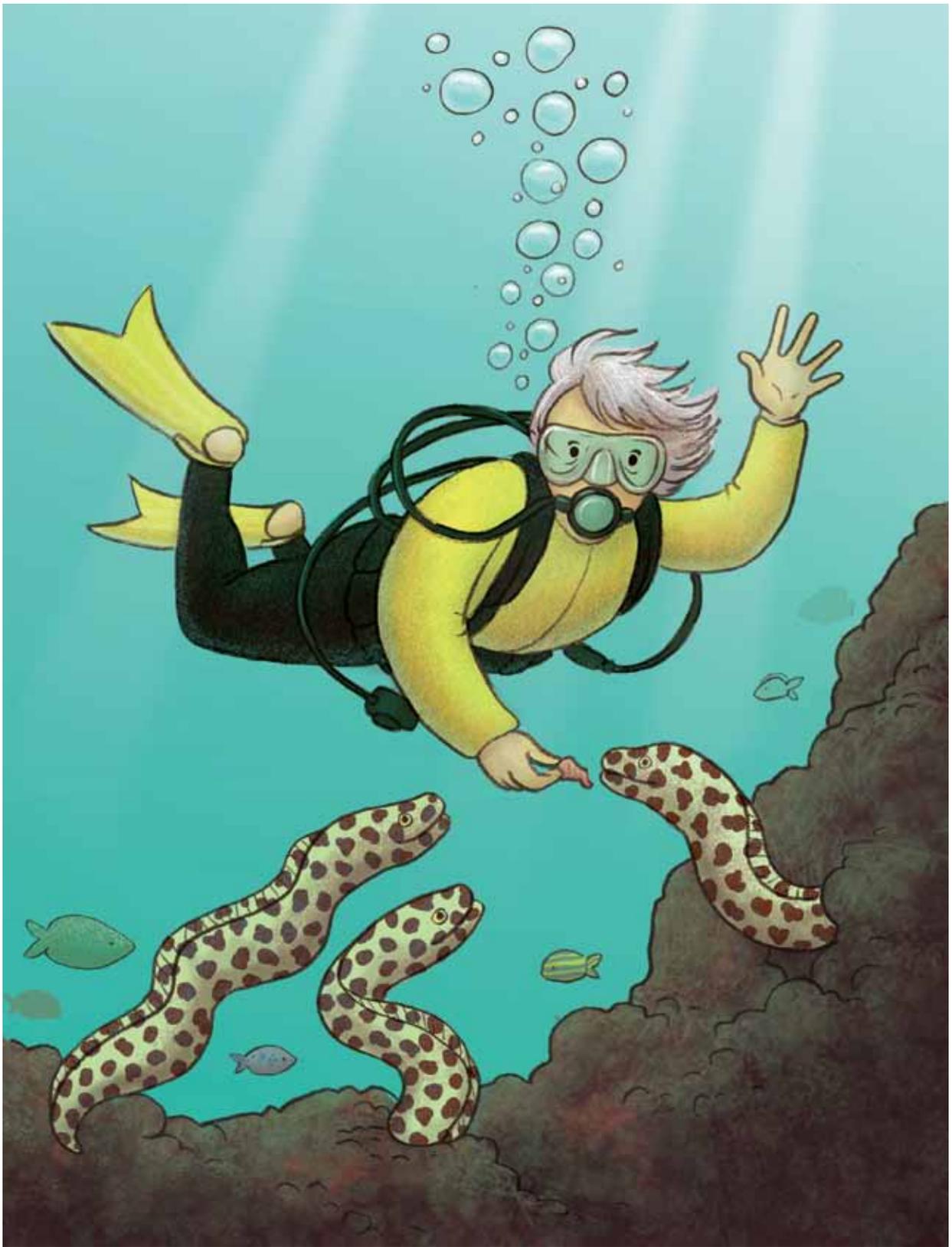
# The Pet

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.

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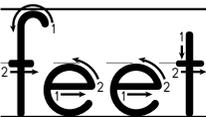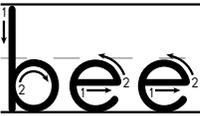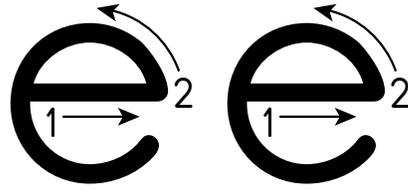
Directions: Have students trace and copy the letters and words. Students should say the sounds while writing the letters.

e̊e̊

bee

seen

feet

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

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

3

_____

- - - - - - - - - - - -

_____

Unit 2

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Gran's Trips

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

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   - - - - - - - - - - - - - - - - -
   _____
   _____
   - - - - - - - - - - - - - - - - -
   _____

2. <u>What</u> did Gran do at the gulf?

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   _____
   _____
   - - - - - - - - - - - - - - - - -
   _____
   _____

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

3. Which trip w<u>a</u>s Gran's best trip?

_____

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_____

4. Gran gets to Josh and Jen. . .

○ on a shop.

○ in a cab.

○ in a truck.

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.	**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.
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.	**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.
■ Yes ☐ No	**REQUIRED** **1d)** Materials provide regular practice in encoding (spelling) the sound symbol relationships of English.	Yes	Materials provide regular practice in encoding.
*As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)	**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.