

# Oklahoma Instructional Strategies and Routines





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# Introduction

This guide includes instructional strategies and routines specifically designed to enhance instruction on the content standards outlined in the Oklahoma Academic Standards for English Language Arts. Teachers may incorporate these routines throughout the Amplify Core Knowledge Language Arts (CKLA) program, providing ample opportunities for guided and independent practice.

Each routine includes the following:

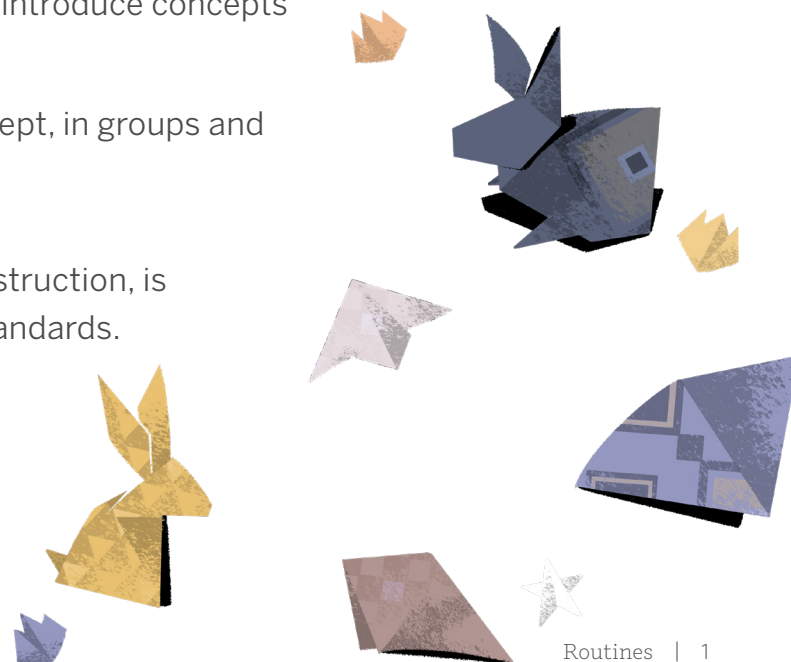
**CKLA Connection:** suggested moments within the program when teachers may use the routine

**Introduce:** information that teachers may use to explain or introduce concepts

**Model:** routines for modeling each concept or skill

**Practice:** activities for students to practice the skill or concept, in groups and independently

Using these routines, along with the program's daily core instruction, is recommended to help all students master the Oklahoma standards.



# Kindergarten

## Reading and Writing Foundations • • • • • Phonological Awareness

**K.2.PA.5** Students will blend and segment onset and rime in one-syllable spoken words (e.g., blending: /j/ + og = *jog*; segmenting: *cat* = /c/ + at).

**CKLA Connection** Use this routine when teaching oral blending and segmenting beginning in Skills 4.

**Introduce** Explain to students that they are going to “clap” to blend, or put together, sounds to make words. Then they are going to “chop” to segment, or take apart, a word to identify its sounds. They are going to listen for the first sound of the word, called the *onset*. Explain that they will also listen for the sound that follows, called the *rime*. The rime includes a vowel sound.

**Model** Hold up your left hand with the palm facing right.

**Say:** /j/

Hold up your right hand with your palm facing left.

**Say:** og

Clap your hands together while you say *jog*.

**Group Practice** Have students mimic your actions and sounds, using their own hands to model clapping to blend: /d/ + ay = *day* and /m/ + ud = *mud*.

**Independent Practice** Project pictures of objects that have one-syllable names, such as a dog, a fly, and a fish. Have students practice clapping to blend the onset and rime of each word with a partner. Circulate and listen to ensure that students are identifying the onset and rime correctly.

**Model** Start with your hand at the bottom of your chin. Extend your arm forward to create a curve to indicate that sounds are coming out of your mouth.

**Say:** cat. Let’s chop off the *at*.

Start making the curve of your arm.

**Say:** /k/

Mouth *at* without using your voice, and make the chopping motion with your arm.

**Say:** We turned *cat* into /k/!



## Reading and Writing Foundations • • • • • Phonological Awareness

**K.2.PA.5** Students will blend and segment onset and rime in one-syllable spoken words (e.g., blending: /j/ + og = *jog*; segmenting: *cat* = /c/ + at).

**Group Practice** Have students practice segmenting the words *bat* and *dog* using the sound chop routine you modeled.

**Independent Practice** Have students practice with a partner as you circulate to hear them segment these words: *say*, *milk*, *cake*. Show pictures of the words, if possible.

# Kindergarten

## Reading and Writing Foundations ..... Print Concepts

**K.2.PC.1** Students will demonstrate their understanding that print carries a message by recognizing labels, signs, and other print in the environment.

**CKLA Connection** Use this routine when discussing print in the environment, such as recognizing labels, signs, and other print in students' environment. Begin in Skills Units 1 or 2.

**Introduce** Explain to students that the text on labels, signs, and other printed items is made up of words that tell a message. Point out that words are made up of letters that are grouped together. Explain that students will be able to tell where words start and stop because of the spaces before and after each word.

**Model** Project or hold up a label that students might see in their classroom, school, or home, such as a label for a drink or a food.

**Say:** A label tells us what something is. The words on the label carry a message about what will be found inside the bottle or package with the label.

Read the label, and think aloud about what will be inside the bottle or package. Next, show images of common street signs, such as a STOP sign and a sign with a library icon.

**Say:** Signs tell us important information, such as where we are or what to do at an intersection. Have you seen signs like this before?

Accept all student responses. Then read each sign, and ask students what message is on each sign.

**Ask:** What labels, signs, and other print information do you see in our classroom?

Prompt students to identify examples of print in your classroom, such as labels on a map, labels on cubbies, signs for a classroom library, or any other examples of print that are available.

**Group Practice** Project a collection of common labels and signs. Have students in small groups identify whether they have seen the label or sign and use clues to determine the message each label or sign provides. Circulate to offer hints and feedback as needed.

**Independent Practice** Have students draw or find pictures of labels and signs that they see every day. Circulate and have students describe the message behind each label or sign. Offer corrective feedback as needed.

## Reading and Writing Foundations ..... Fluency

**K.2.F.1** Students will read their first and last names in print.

**CKLA Connection** Use this routine when discussing how to recognize and read names in print, such as during Skills Unit 2.

**Introduce** Explain to students that they will see their first and last names in print many times throughout their lives, whether on their homework, on their mail, or in other places. Point out that names are made up of letters that are grouped together. Explain that students will be able to tell where their first names and last names stop because of the spaces before and after each name. Each name begins with a capital letter.

**Model** Tell students that they will learn to recognize and read their first and last names in print.

**Say:** You can start to recognize your name by hearing your name and identifying the letters.

Write or display the name of one of your students or your own name. Point to the first name.

**Say:** I know this is the first name because it appears first. What letters do you see in the first name?

Accept responses and offer corrective feedback as needed. When all letters are identified, blend the letters and say the first name aloud. Point out the capital letter in the first name. Then point to the last name.

**Say:** The last name appears second. What letters do you see in the last name?

Accept responses and offer corrective feedback as needed. When all letters are identified, blend the letters and say the last name aloud. Point out the capital letter in the last name.

**Group Practice** Project the first and last names of all of the students in your classroom. Have students identify the names of the students in their small groups. Then have them identify the letters in each name. Circulate and assist students in reading and blending the first and last names of each small-group member.

**Independent Practice** Have students think of where they might see their first and last names in the classroom and at home. Ask them to determine what other first and last names they might see, such as the last names of relatives, teachers or school administrators, and neighbors or other community members. Circulate and have students say their first and last names aloud. For homework, encourage them to find one item in their home that shows their first and last names and bring it to show the class.

# Kindergarten

## Reading and Writing Process ..... Writing

**K.2.W.3** Students will use appropriate spacing between letters and words in emergent writing.

**CKLA Connection** Use this routine with any writing activity, such as when writing words starting in Unit 3.

**Introduce** Explain to students that, when they write, they should only have small gaps between letters in a word, and there should be larger spaces between words. Tell them that appropriate spacing allows someone to more easily read what they have written.

**Model** State aloud a two- or three-word sentence.

**Say:** *He ran home. He* is spelled *h-e*. I need to write these letters close together to spell the word.

Write *He* on the board.

**Say:** The next word is *ran*. To show that I am starting a new word, I will leave a slightly larger space—but not too large—after *He* before I start writing the *r* of *ran*.

Leave a space and write *ran* on the board.

**Say:** You can see that I left only small spaces between the letters of *ran*, just as I did when I wrote *he*. Now I will leave another space and write *home*.

**Group Practice** Provide another short sentence, such as *Pat sat*. Have students use their own primary lined writing paper to transcribe from your dictation. Follow the same routine that you modeled. Call one student to the board to show how to write the first word with appropriate spacing between letters. Call on another student to show how to write the next word leaving an appropriate space between words.

**Independent Practice** Have students work on primary lined writing paper. Say another short sentence aloud, such as *She is last*, going one-by-one as students work. Accept misspellings for words in the transcribed phrases, but confirm that students have used appropriate spacing when you collect students' papers.

## Vocabulary ..... Reading

**K.4.R.1** Students will name and sort familiar objects into categories based on similarities and differences with prompting.

**CKLA Connection** Use this routine during any Vocabulary lesson. Use objects related to the lesson as well as additional pictures from the Read-Alouds or books in your classroom library to support students' understanding of categorizing objects.

**Introduce** Explain that, when we sort objects, we group them by one thing they have in common, or a similarity. For example, we can sort familiar food items into categories by naming the type of food. We can sort objects into what they are used for or by where they are used. To sort objects into categories:

- Look at each object.
- Identify what the object is.
- Ask yourself, what do some of these objects have in common? What makes them different?

**Model** Display a group of objects, such as a pencil, crayon, chalk, building block, doll, plastic food, library book, bookmark, and library sign-out sheet.

**Say:** I have seen these objects before. Now, I will identify each one.

Point to each object and identify each object aloud, twice.

**Say:** Next, I will think about what each object has in common. A pencil can be used to write. Are there other objects that can be used to write? (*crayon, chalk*) So I will sort the pencil, crayon, and chalk into their own category and label it "Writing Tools."

Repeat this routine with the remaining words.

**Group Practice** Provide students with a set of pictures that show familiar objects, such as pictures showing an apple, orange, banana, strawberry, broccoli, lettuce, carrot, and corn. Tell students that these objects can be sorted into categories. Elicit from students that the categories could be named "Fruits" and "Vegetables." Call on students to sort the objects into the two categories.

**Independent Practice** Provide students with another set of pictures that show familiar objects, such as pictures showing an owl, eagle, woodpecker, goldfish, clown fish, and starfish. Have students work independently to identify each object. Then have them identify two categories for the objects and sort the objects into these categories (*categories: birds and fish*). Then circulate to ensure that students understand that each word is made up of one closed syllable with a short vowel sound.

# Kindergarten

## Research

**K.6.W.1** Students will generate topics of interest and decide if a friend, teacher, or expert can answer their questions with prompting.

## Writing

**CKLA Connection** Use this routine during any lesson in which students do research.

**Introduce** Explain that when researching, one of the first things students need to do is to choose a topic. This process can be done by looking at a prompt and determining topics related to that prompt or by making a list of topics and choosing the one that most interests them. After choosing a topic, students should create questions to help them gather information related to the topic. Point out that students can then decide whether a friend, teacher, or expert can help them answer their questions.

**Model** Tell students that you will model brainstorming a topic and generating questions about that topic. Choose a simple nonfiction topic, such as *weather*.

**Say:** I want to research the weather, but I need to determine what topic I want to focus on. What are some topics related to the weather?

Have students offer possible responses. Then record them for the class. Have students vote on their favorite topic and circle it.

**Say:** Now that I have my topic, I need to think of some questions that will help me find information about my topic. For example, I might ask: *What is the weather like in my area?* What other questions might help me find more information?

Have students offer suggestions. Then record them for the class.

**Say:** Next I will decide whether a friend, teacher, or expert can help me answer my questions. For my topic, I think that a weather expert could help me answer my questions.

**Group Practice** Divide the class into small groups and display a sample category, such as *animals* or *historical figures*. Have groups work together to list possible topics and select one from the list. Then have students record questions that will help them find information about the topics they chose. Have groups share their ideas with the class and determine whether a friend, teacher, or expert could help them answer their questions.

**Independent Practice** Have students apply what they learned about choosing a research topic and generating a list of questions when they do their own research. Circulate and ask students to share whether a friend, teacher, or expert could help them answer their questions.



# Grade 1

## Reading and Writing Foundations ••••• Phonological Awareness

**1.2.PA.1** Students will count, segment, blend, and delete syllables in spoken words.

**CKLA Connection** Use this routine in Skills 1, Lessons 1–5, in which students use chaining to create new words. Conduct this oral routine before showing students the letter cards.

**Introduce** Explain to students that they are going to practice counting, segmenting, blending, and deleting syllables in words.

**Model** Tell students that you will practice counting, combining, and separating the syllables in spoken compound words. If possible, project an image of a cupcake for students to see before you say the word *cupcake* aloud.

**Say:** The name of the food in this picture is a compound word. That means it is made up of two words that have been pushed together. Each of the words by itself is one syllable: *cup* and *cake*. When the words are combined, the new word has two syllables: *cupcake*.

Have students repeat each sound and then clap the syllables with you: *cup • cake*. Then blend the syllables together and smoothly say *cupcake*. Have students repeat the blended word with you.

If possible, project an image of a baseball.

**Say:** Let's count the number of syllables in the compound word that names the object in this picture: *base • ball*. I hear two syllables. Now let's break apart the word into its two original words: *base* and *ball*. If I took away the word *ball*, I would be left with the word *base*. Or, if I took away the word *base*, I would be left with the word *ball*.

**Group Practice** Call on students as you repeat the first part of your routine with the word *pancake*. Then call on students as you repeat the second part of your routine with the word *snowman*.

**Independent Practice** Have students continue practicing counting, segmenting, blending, and deleting syllables in compound words. Provide picture cards that show pictures with names that are compound words, such as *earring*, *raincoat*, *birdhouse*, *toothbrush*, and *airplane* to pairs or small groups. Circulate to ensure that students are blending, segmenting, or deleting the syllables correctly.



## Reading and Writing Foundations • • • • • Phonological Awareness

**1.2.PA.2** Students will blend and segment onset and rime in spoken words (e.g., /ch/ + at = *chat*).

**CKLA Connection** Use this routine when teaching oral blending and segmenting.

**Introduce** Explain to students that they are going to “clap” to blend, or put together, sounds to make words. Then they are going to “chop” to segment, or take apart, a word to identify its sounds. They are going to listen for the first sound of the word, called the *onset*. Explain that they will also listen for the sound that follows, called the *rime*. The rime includes a vowel sound.

### Blend—Sound Clap

**Model** Hold up your left hand with the palm facing right. **Say:** /ch/

Hold up your right hand with your palm facing left. **Say:** at

Clap your hands together while you say *chat*.

**Group Practice** Have students mimic your actions and sounds, using their own hands to model clapping to blend /sh/ + ut = *shut* and /th/ + row = *throw*.

**Independent Practice** Project pictures of objects that have one-syllable names, such as a shoe, a tree, and a chair. Have students practice clapping to blend the onset and rime of each word with a partner. Circulate among students and listen to ensure that they are identifying the onset and rime correctly.

### Segment—Sound Chop

**Model** Start with your hand at the bottom of your chin. Extend your arm forward to create a curve to indicate that sounds are coming out of your mouth. **Say:** *Thin*. Let's chop off *in*.

Start making the curve of your arm. **Say:** /th/

Mouth *in* without using your voice, and make the chopping motion with your arm. **Say:** We turned *thin* into /th/!

**Group Practice** Have students practice segmenting the words *third* and *chip* using the sound chop routine you modeled.

**Independent Practice** Have students practice with a partner as you circulate to hear them segment these words: *cheese, shirt, thumb*. Show pictures of the words, if possible.

# Grade 1

## Reading and Writing Foundations ••••• Phonological Awareness

**1.2.PA.6** Students will add\*, delete\*, and substitute\* phonemes in one-syllable spoken words with 3–5 phonemes (e.g., add /c/ to the beginning of *at* to say *cat*; delete the /p/ from *pin*, to say *in*; substitute the /o/ in *stop* with /e/ to say *step*).

\*Manipulation does not involve consonant blends.

**CKLA Connection** Use this routine when teaching one-syllable spoken words. Conduct this oral routine before showing students letter cards.

**Introduce** Explain to students that they are going to practice adding, deleting, and substituting sounds in words. For example, adding the sound /k/ to the word *at* makes the word *cat*. Deleting, or taking away, the sound /p/ from *pin* makes the word *in*. Substituting sounds, or changing one sound for another, can also make a new word. Substituting /o/ for /e/ in *stop* changes the word to *step*.

**Model** Point out that sounds can be added, deleted, or substituted at the beginning or end of a word.

**Say:** Let's try adding, deleting, and substituting phonemes using the word *an*. The sounds in *an* are /a/ /n/. I can add the /p/ sound to the beginning of the word *an* to make the word *pan*.

Have students repeat each sound and then say the word with you.

**Say:** I can delete the /p/ sound to change *pan* back to *an*.

Have students repeat each sound and then say the word with you.

**Say:** I can substitute the /i/ sound for /a/ in *an* to make the word *in*.

Have students repeat each sound and then say the word with you.

**Say:** We can change many phonemes to make new words. Let's start with *tap*.

Substitute /g/ for the ending /p/ to make *tag*.

Have students repeat each word with you.

**Group Practice** Call on students as you repeat the first part of your routine with the word *at* (*mat*, *map*).

**Independent Practice** Listen one-on-one as students continue practicing adding, deleting, and substituting phonemes in words. Have students start with *it* and make new words, such as *sit*, *sip*, *lip*, *lit*, *bit*, and *bat*.

## Reading and Writing Foundations ••••• Phonics and Word Study

- 1.2.PWS.1\*** Students will decode one-syllable phonetically-regular words by using their knowledge of the following phonics skills:
- single consonants (e.g., b = /b/, f = /f/, t = /t/)
  - short vowel sounds (i.e., ä, ë, ĭ, ö, ü)
  - consonant blends (e.g., bl, br, cr)
  - consonant digraphs and trigraphs (e.g., sh, tch)
  - vowel-consonant-silent e (e.g., lake)
  - r-controlled vowels (i.e., ar, er, ir, or, ur)
  - vowel digraphs (e.g., ea, oa, ee)

\*sequential skills

**CKLA Connection** Use this routine to support the teaching of one-syllable words with single consonants, short vowel sounds, consonant blends, consonant digraphs and trigraphs, vowel-consonant-silent e, r-controlled vowels, and vowel digraphs.

**Introduce** Explain to students that they can decode, or read, one-syllable words. They can do this by chunking, or breaking apart, the words.

**Model** Display the words *bet*, *blot*, *catch*, *lake*, *bird*, and *eat*. As you say each part of a word, point to the letter or letters. Point to *bet*. **Say:** I see the single consonant *b* and the single consonant *t*. I also see the short vowel sound /e/. Say this word with me: /b/ /e/ /t/.

Point to *blot*. **Say:** I see the consonant blend /bl/. When two consonant sounds are blended together, they make a consonant blend. In *blot*, I also see the single consonant *t* and the short vowel sound /o/. Say this word with me: /bl/ /o/ /t/.

Point to *catch*. **Say:** I see the consonant trigraph *tch*. Consonant digraphs and trigraphs are combinations of letters that make a single sound, such as *ch*, *sh*, and *tch*. I also see the single consonant *c* and the short vowel sound /a/. Say this word with me: /k/ /a/ /tch/.

Point to *lake*. **Say:** I see the pattern vowel-consonant-silent e in *lake*. This pattern creates a long vowel sound. Say this word with me: /l/ /ay/ /k/.

Point to *bird*. **Say:** R-controlled vowel sounds are made by combining a vowel and the letter *r*. In this combination, the *r* changes the vowel so it makes the /er/ sound in combinations such as *ir*, *er*, and *ur*. In *bird*, the *ir* makes the /er/ sound. I also see the single consonant *b* and the single consonant *d*. Say this word with me: /b/ /er/ /d/.

Point to *eat*. **Say:** Vowel digraphs are two vowels that make one vowel sound, such as the long o spelled o-a in *boat*. In *eat*, I see the vowel digraph *ea*, which makes the /ee/ sound. I also see the single consonant *t*. Say this word with me: /ee/ /t/.

**Group Practice** Display the following words: *tip*, *brunch*, *life*, *part*, *boat*. Have students work in small groups to decode the words and identify the pattern or patterns used.

**Independent Practice** Project the following words or write them on the board: *kit*, *flat*, *patch*, *cake*, *turn*, *seek*. Circulate to hear students decode the patterns in each word. Encourage them to underline and identify the patterns they see.

# Grade 1

## Reading and Writing Foundations ••••• Phonics and Word Study

**1.2.PWS.2\*** Students will decode words by applying knowledge of syllable types in one-syllable words:

- a. closed
- b. open

\*sequential skills

**CKLA Connection** Use this routine when students encounter closed and open one-syllable words.

**Introduce** Explain to students that they can decode, or read, words by chunking them, or breaking them apart into syllables. A syllable is a part of a word that has one vowel sound. Words may have one or many syllables. Syllables may be closed or open. A closed syllable has a vowel followed by a consonant, as in the word *at*. An open syllable ends with a vowel, as in the word *go*.

**Model** Display the words *me* and *got*. Point to *me*.

**Say:** I see that *me* has one vowel sound, /ee/. It is a one-syllable word. I also see that the vowel is at the end of the syllable, which means it is an open syllable. Say it with me: *me*.

Point to *got*.

**Say:** I see that *got* also has one vowel sound, /o/. It is a one-syllable word. I see that the syllable ends with the consonant *t*. This tells me that *got* is a closed syllable.

**Group Practice** Display the words *no*, *be*, *cut*, and *tap*. Have students work in small groups to decode the words and identify whether they have closed or open syllables. Have each group share what students decided.

**Independent Practice** Project or provide copies of a worksheet with the following words: *pet*, *sit*, *to*, *so*, *man*, *we*. Have students circle the words that have open syllables (*to*, *we*, *so*), and underline the words that have closed syllables (*pet*, *sit*, *man*). Collect students' work.

## Reading and Writing Process ..... Writing

**1.2.W.1** Students will develop and edit drafts using appropriate spacing between letters, words, and sentences using left-to-right and top-to-bottom progression.

**CKLA Connection** Use this routine with any writing or editing activity.

**Introduce** Explain to students that when they edit their writing, they should read from left to right and from top to bottom to check for appropriate spacing between letters, words, and sentences. Explain that they should have small gaps between letters in a word, and there should be larger spaces between words and sentences. Tell them that appropriate spacing allows someone to more easily read what they have written.

**Model** Write two short sentences. For at least one word, make the spaces between the letters too far apart. Write at least two of the words too close together. Leave very little space between the sentences. For example, **write and say:** *S h e walksto school.She opens the door.*

**Say:** I'm going to edit my writing from left to right and from top to bottom to make sure I've used appropriate spacing. That will make my work clear and easy to read.

**Say:** The first thing I notice is that the letters in the word *She* are too far apart from each other. When they are this far apart, it's not easy to recognize that I've written a word instead of random letters. I need to rewrite this so the letters are a bit closer together.

Erase and rewrite the word properly. **Say:** I will keep reading. The next thing I notice is that the words *walks* and *to* are too close together. They look like a single word. I need to rewrite these so there's a space between them.

Erase and rewrite the words properly. **Say:** The last thing I notice is that I haven't left enough space after the period of my first sentence. I need a larger space there to show that one sentence is ending and another is starting. Now I will leave another space and write *to*, followed by *school*.

Erase and rewrite as much of the second sentence as needed to show proper spacing.

**Group Practice** Provide two more short sentences with inappropriate spacing:

*H e likesapples.He alsolikes ca r r ots.*

Have students use their own paper to rewrite the sentences with appropriate spacing. Follow the same routine that you modeled. Call students to the board to show the changes they made.

**Independent Practice** Have students select a piece of their own writing. Have them review from left to right and from top to bottom to identify and correct spacing errors. Collect their work.

# Grade 1

## Reading and Writing Process ..... Writing

**1.2.W.4** Students will correctly spell grade-level, highly decodable words (e.g., *cup*, *like*, *cart*) and common, irregularly spelled sight words (e.g., *the*) while editing using resources as needed.

**CKLA Connection** Use this routine during any lesson in which students write and edit.

**Introduce** Explain to students that highly decodable words and common, irregularly spelled sight words are words they will encounter often as they read and write. Students will come to recognize these words when they see them. Tell students they can segment and blend to spell these words correctly when they write. Some words follow regular patterns, such as highly decodable words like *cup* and *cut*. Other words may have parts that do not follow regular patterns, such as the sight word *the*. To learn these words, students can make a list of them and add to it each time they come across a new one. Students can also use resources to help them spell while editing. For example, they use alphabetical order in a grade-level dictionary to find a word and check its spelling.

**Model** Read a passage from a text and point out highly decodable words, such as *fish*, and sight words, such as *the*. Remind students that they can use grade-level dictionaries or other resources to check the spelling of words as needed.

**Say:** I recognize the pattern of this word. It is a consonant-vowel-consonant-consonant (CVCC) word. The first sound is /f/, the second sound is /i/, and the last sound is /sh/: /f/ /i/ /sh/. Say it with me: *fish*. Because I can sound out the word, I know that it is spelled *f i s h*.

Write the word *fish* on the board.

**Say:** *The*. I see this word a lot when I read. The first sound is /th/. The second sound depends on how I'm using the word. Before a word that starts with a consonant, the e makes the /ə/ sound. Repeat after me: *the bear*. Before a word that starts with a vowel, the e makes the /e/ sound. Repeat after me: *the apple*. Because the rules are a little different, this is a word I will just memorize so I know how to write it: *t h e*.

Write the word *the* on the board.

**Say:** When I come to a decodable word or a sight word, I can follow these steps to learn and remember it. First, I will add this word to my list so I can practice it when writing and editing.

Then, I will read the word aloud twice: *the. the.*

Next, I will spell the word twice. I will say each letter as I spell it: *t h e*. Writing it will help me remember its spelling so that I recognize the word quickly when I see it again.

## Reading and Writing Process ..... Writing (Continued)

**1.2.W.4** Students will correctly spell grade-level, highly decodable words (e.g., *cup*, *like*, *cart*) and common, irregularly spelled sight words (e.g., *the*) while editing using resources as needed.

**Group Practice** Introduce students to additional decodable words and sight words. Remind students of the first step of the routine you modeled. Have students repeat the step aloud and then complete the step. Continue with the remaining steps. Circulate and help students find the words in grade-level dictionaries as needed

**Independent Practice** Have students practice the decodable words and sight words they learned on their own by saying them aloud twice and writing them twice. Then have students practice finding the words in a grade-level dictionary to confirm the spelling of each. Circulate to offer corrective feedback as needed. Collect students' work to confirm the spellings.

# Grade 1

## Critical Reading and Writing ..... Reading

**1.3.R.1** Students will identify the author's purpose (i.e., tell a story, provide information) with prompting.

**CKLA Connection** Use this routine when introducing new reading material, such as a Read-Aloud, or beginning a research project.

**Introduce** Tell students that every author has a *purpose* (a reason) for writing. Explain that sometimes authors write to tell their readers a story; they write something that they think their readers will enjoy. An author might also write to explain or give information about a topic. Emphasize that there are many purposes for writing and that students can get more out of a book if they know what the author's purpose was.

**Model** Gather several books from the classroom library. Include a variety of genres. Adapt the model to the books you selected. Display books one at a time.

**Say:** Here's a book of jokes. What do you think the author's purpose is for this book? What do you think the author wants readers to do when they read the book? (*laugh*) Yes, the author's purpose is to use humor to make readers laugh.

**Say:** Here's a nonfiction book about sea creatures. I know that the author's purpose is to teach, or to help readers learn something new. I can tell from the kinds of information the author includes, such as charts, diagrams, and photographs.

**Group Practice** Display three or four books of different types, such as a book of nonfiction, a book of fiction, a math textbook, and a book of poetry. Ask the class to identify the author's purpose for writing each book.

**Independent Practice** Have students look through books in the classroom and identify the author's purpose for writing each one. Circulate to ensure that students can identify the authors' purposes.



## Critical Reading and Writing ..... Reading

**1.3.R.4** Students will ask and answer basic questions (e.g., who, what, where, why, and when) about texts.

**CKLA Connection** Use this routine in any Knowledge domain to support students in asking questions about details in the Read-Aloud texts. Consider adding this routine to supplement the questions that appear throughout each text.

**Introduce** Explain to students that asking questions about a text while they read is a good way to identify what they want to learn or need to get more information about. Tell students that their questions might be different based on the kind of text they are reading. For example, they may wonder about the steps in a process in an informational text, or they may wonder about why a character in a literary text does something. For any text they read, they may have questions about details in the text.

**Model** Read aloud a paragraph of the text once without stopping. Then ask questions about details in the text, including *who*, *what*, *where*, *when*, *why*, and *how* questions. For example: *Why did he stop to help the other boy? What does this detail tell me about the character?*

**Say:** I'm going to reread to see whether I can figure it out.

Read aloud the same passage again. Describe what the detail you pointed out helps you understand about the larger passage, character, or text. For example, *The detail about Jim stopping to pick up Leo's book tells me that Jim is kind and thoughtful.* Point to the specific details that helped you clarify, including any details that you gleaned from looking at images.

**Independent Practice** Write *who*, *what*, *where*, *why*, *when*, and *how* on the board. Before you read a text aloud, remind students to think about these questions as they listen or follow along. Ask them to raise their hands when they notice a detail that they think might be important. Call on volunteers to share the question they asked themselves about the detail and what they think the detail means.

# Grade 1

## Vocabulary

## Reading

**1.4.R.4** Students will begin to use grade-level resource materials (e.g., simple dictionary, glossary) to clarify the meaning of words.

**CKLA Connection** Use this routine during any Vocabulary lesson. Provide simple dictionaries and glossaries to help students confirm the meaning of words.

**Introduce** Explain to students that sometimes we hear or read words that are unfamiliar. We can use certain strategies to clarify the meaning of these words. To clarify the meaning of words:

- Identify the word.
- Ask yourself: What other words surround this word? Where have you heard this word before?
- Finally, identify which resource materials you can use to define the word, such as a simple dictionary or glossary.

**Model** Choose a book from the classroom library that uses words that students may not know. Read a few pages aloud.

**Say:** I am not sure I know the word \_\_\_\_\_.

Point to the word. **Say:** I will think about the other words that are around this word. I will also think about where I have heard this word before.

Discuss the words surrounding the word you have chosen, and have students brainstorm where they may have heard the chosen word before. If the book has a glossary, **say:** This book has a glossary. I can go to the back of the book and use the alphabetized list of words to find my word. When I find the word, I can confirm what it means.

If the book does not have a glossary, **say:** I can use a simple dictionary, find the first letter of the word, and use the alphabetized list of words to find my word. When I find the word, I can confirm the meaning.

**Group Practice** Display a Read-Aloud or other classroom text. Read the text for the class, and circle a word that students may be unfamiliar with. Have students use the strategy from the model to clarify the meaning of the word you circled.

**Independent Practice** Provide students with another Read-Aloud or classroom text. Have students work independently to identify unfamiliar words, and then have them use grade-level resource materials to clarify the meanings. Have them write the meaning of the word on their own paper, or circulate to hear students' definitions. Point out that students can use this strategy when they encounter unfamiliar words.

**1.5.R.2** Students will recognize parts of speech in sentences:

- nouns as concrete objects (i.e., people, places, and things)
- regular plural nouns
- present-tense verbs as actions
- color, size, and number adjectives
- prepositions
- the pronouns *I, me, you,* and *we*
- the conjunctions *and, or,* and *but*
- the adverbs *too* and *very*

**CKLA Connection** Use this routine with any lesson in which students are learning new words or parts of speech.

**Introduce** Tell students that they can sort words into different groups when they read. Briefly discuss the following categories:

- Words that name people, places, and things, such as *horse, lunch,* and *fly,* are **nouns**.
- **Regular plural nouns** are nouns with the letter *s* added at the end, like *horses, lunches,* and *flies*. To make a plural noun, you usually just add *-s* to the end of the word. However, some words have different rules. For example, you add *-es* to words that end in *-s, -ss, -sh, -ch, -x,* or *-z*. For words that end in *y,* you drop the *y* and add *-ies* to make the plural noun.
- Words that are used to stand for nouns, like *I, me, you,* and *we,* are called **pronouns**.
- **Verbs** are action words, such as *run, sing,* and *cook*.
- **Prepositions** are words that tell where or when, such as *to, for,* and *in*.
- Words that connect ideas or other words, like *and, or,* and *but,* are **conjunctions**.

Tell students that they will learn about some other groups of words in this routine.

### **Color, Size, and Number Adjectives**

**Model** Use three similar objects, such as a red crayon, a blue crayon, and a yellow crayon, with one crayon being notably longer than the others.

**Say:** Some words tell about nouns. They describe the noun so you can easily tell which noun we're talking about. These words are called adjectives. Some important adjectives are color words, size words, and number words.

Hold up the red crayon. **Ask:** What is this? (*a crayon*)

**Say:** We can use a color word to describe this crayon. What color is the crayon? (*red*) That's right. It's a red crayon. *Red* is an adjective. It tells about the crayon. We can talk about the red crayon, the blue crayon, or the yellow crayon. We can also use a different kind of adjective: a size word.

# Grade 1

## Language ..... Reading (Continued)

**1.5.R.2** Students will recognize parts of speech in sentences:

- nouns as concrete objects (i.e., people, places, and things)
- regular plural nouns
- present-tense verbs as actions
- color, size, and number adjectives
- prepositions
- the pronouns *I, me, you,* and *we*
- the conjunctions *and, or,* and *but*
- the adverbs *too* and *very*

Hold up two crayons of different sizes.

**Say:** One of these crayons is long. The other is short. Which one is the long crayon? Which one is a short crayon? We can talk about the long crayon or the short crayons. We could also talk about the big crayon and the small crayons. Those are all size adjectives.

Display all three crayons together.

**Say:** We can also use number words to talk about nouns. How many crayons do I have? (*three*) That's right; I have three crayons. In this sentence, *three* is an adjective.

### **Adverbs *Too* and *Very***

**Model** Pretend to build a tower out of imaginary blocks.

**Say:** I'm building a tall tower out of blocks. It is going to be a very tall tower. In this sentence, *very* is an adverb. It tells how tall. An adverb describes an adjective, like *tall*, or a verb or another adverb.

Pretend to add a final block to the top of the imaginary tower.

**Say:** I finished my tower! It's very, very tall. But I'm worried that it might be too tall. *Too* is another adverb. If something is too tall, it is taller than it should be. Uh-oh! It's falling down! Look out! (Pause) Yes, I think that tower was too tall—don't you?

**Group Practice** Display a variety of objects in the room. Guide students to refer to the objects using color, size, or number words, such as the *brown chair, a big book, or four marbles*. Then ask them to find things in the room that are *very small, too high to reach*, and other combinations involving *very* or *too*.

**Independent Practice** Have students find a book at their reading level. Have them identify words that represent various parts of speech as they read, particularly color, size, and number words, along with the adverbs *too* and *very*. Circulate, helping students find appropriate words and guiding them to sort each word into its category.

**1.5.W.3** Students will capitalize the first letter of a sentence, proper names, and months and days of the week.

**CKLA Connection** Use this routine during lessons on the mechanics of writing and when focusing on how to write dates.

**Introduce** Write a capital *H* and lowercase *h*, and have students tell you how they are alike and different. Tell students that a capital letter is used at the beginning of a sentence and at the beginning of proper nouns, or words that name specific people, places, or things.

**Model** Write the following words on the board: *Jane*, *Oklahoma*, *Monday*, and the name of the current month. Capitalize all but the name of the month, which should be left in all lowercase. Read the words aloud.

**Say:** These are some words that are always capitalized—they always begin with a capital letter. *Jane* and *Oklahoma* are proper nouns, which means that they tell about a particular person or place. Proper nouns are always capitalized. What are some proper nouns that you know? (*Henry*, *Ramon*, *Jen*, *Canada*, *Texas*) *Monday* is also capitalized because it is the name of a day. Name some other days. They all begin with a capital letter (*Sunday*, *Tuesday*).

Indicate the name of the month and have students read it with you. **Say:** This is one of the months of the year. Remember that there are twelve months in the year in all. What are some other months that you know? (*January*, *February*, *July*) Whenever you write the name of a month, you need to start with a capital letter. Months are always capitalized.

Erase the initial letter of the month's name and replace it with a capital letter. Then say the names of all the months with students. Write the names of three or four more months on the board, using initial capitals for each one. Read the names of the months with students. **Say:** Like proper nouns and the names of days, each of these months begins with a capital letter.

**Group Practice** Write the words *september*, *August*, *june*, *March*, and *may* on the board. Read these words with students. Then have students identify which of these words are written incorrectly because they lack an initial capital (*September*, *June*, and *May*).

**Independent Practice** Have students practice writing the names of the months on their own, copying from the board or from a book as needed. Be sure they capitalize each word. If time permits, have them write simple sentences including the names of months, such as *My birthday is in October* or *February is my favorite month*. Collect students' work.

# Grade 1

## Research

**1.6.R.1** Students will identify who can answer questions about their topic or what resources they will need to find the information.

**CKLA Connection** Use this routine during any lesson in which students conduct research.

**Introduce** Explain to students that when they are looking for information on a topic, they must identify who can answer their questions and what resources they will need. Point out that students may ask an adult to help them research a topic or to answer their questions, or students may use books and websites to find information.

**Model** Tell students that it is important to evaluate their sources to determine whether these sources will help them understand their topic. Choose a simple topic related to what students have been reading or learning.

**Say:** I am doing research on the topic of bees. The first step is to identify who can answer my questions. I could ask anyone, but I'm more likely to get the information I need if I choose someone who knows about bees or who knows where to find books or resources about bees. A librarian would probably be able to help me find books, but my Aunt Cleo keeps beehives and takes care of bees. She might also have useful information for me.

**Say:** The second step is to determine what other resources I need to find information on my topic. Those resources might be books, websites, magazine articles, or encyclopedia entries. This might be another way for the librarian to help me, or I might ask my teacher.

**Group Practice** Write a list of tips to help students identify and evaluate sources.

- Ask yourself questions about your research topic. Are there experts you know? Does my topic need up-to-date information, or can I use older information? How can my teacher and other trusted adults help me explore this topic?
- Write or ask an adult to help you record what you want to learn and where you can get information.

Choose a topic, such as the history of the Cherokee people, and ask students to suggest possible reliable sources of information.

**Independent Practice** When students do research on a topic, have them use what they learned to help them determine and evaluate sources. Before they research a topic, have students write or have an adult help them record the names of sources they need, where they will find the sources, and how they will evaluate each source. Collect students' work or circulate to discuss their research plans.

## Reading

**1.6.R.2** Students will identify and use graphic and text features to understand texts:

- photos
- illustrations
- titles
- labels
- headings
- charts
- graphs

**CKLA Connection** You may also use this routine when students read an informational text, such as *Green Fern Zoo* (Domain 4), or an informational trade book from your classroom library or online. Note: You can also have students access the ebook of *Green Fern Zoo* through the CKLA Hub.

**Introduce** Explain to students that text features can help them locate key facts or information in printed or digital texts. Point out that text features in print and digital books include the following:

- **photos and illustrations:** These help you look through a book quickly to find information.
- **titles and headings:** These are the titles for each section of a book.
- **labels and captions:** Text that explains a picture or diagram.
- **charts and graphs:** Graphics that present data in a visual way.

**Model** Select a nonfiction trade book from your physical or digital classroom library. Point to each of the text features mentioned above. Then use your own text to customize this model.

**Say:** This book is about bats. We can read this entire book to find out facts about bats. But if we have one particular question that we want to find the answer to, we can use text features. I want to know what bats eat. If I look at the table of contents and read each chapter title, which chapter might have facts I want to know? I'm going to go to that chapter. Now let's use the headings. Which of these sections will probably have the facts I'm looking for? Okay, now I want to know whether this book has information about where bats live. But I'm in a big hurry!

A quick way to find information is to flip through the pages looking for images, charts, or graphs. **Ask:** Do any of the images on this page have to do with where bats live? No? Okay, so I will keep looking.

**Group Practice** Ask students to share some things they want to know on the topic of the text that you used in the model. Ask them to suggest how they could find that information.

**Independent Practice** Have each student select an informational book from the classroom library. Ask students to think of some facts or information that they want to know that might be in that book. Then have them practice using what they have learned to locate key facts or information. As a class, discuss the text features they identified and how the features helped them find key facts or details in the text.

# Grade 1

## Research

## Writing

**1.6.W.1** Students will generate questions about topics of interest for research.

**CKLA Connection** Use this routine during any lesson in which students conduct research.

**Introduce** Explain that when students prepare to do research, they will generate questions about a topic to help them gather information.

**Model** Tell students that you will model generating, or creating, questions about a topic. Lead students to brainstorm different topics or choose a simple nonfiction topic, such as thunderstorms.

**Say:** When I have a topic, I can generate questions to help me gather information and learn more about the topic. For the thunderstorms topic, I might ask: *What causes a thunderstorm? What happens during a thunderstorm? What can I do to stay safe during a thunderstorm?*

**Ask:** What other questions might help me find more information?

Have students offer suggestions. Then record them for the class. **Say:** Now that I have questions to guide my research, I can start looking for resources that will help me find answers to my questions.

**Group Practice** Divide the class into small groups. Have groups work together to list possible topics, and select the one from the list. Then have students discuss questions that will help them find information about their chosen topic. Circulate to offer feedback and additional questions as needed.

**Independent Practice** When students do research, have them use what they learned to help them generate a list of research topics and a list of questions. Remind students to create these lists orally or in writing with the help of a partner or adult, if needed.



## Multimodal Literacies

## Reading

**1.7.R** Students will explain how ideas and topics are depicted in multimodal content.

**CKLA Connection** Use this routine in lessons when students are asked to learn in ways other than from the written word.

**Introduce** Tell students that people can learn a lot from reading books and other types of writing. Explain that there are other ways that people can learn as well. Tell students that people can also learn from pictures and through movement and sound.

**Model** Find a picture of a person on the internet or elsewhere and display it for students. Adapt the modeling to suit the particular picture.

**Say:** There aren't any words here to tell about this person, but you can learn quite a lot about her just by looking at the picture.

**Ask:** What is she wearing on her head? (*a big hat with a floppy brim*) What is she sitting on? (*a blanket*) Where do you think she is? How do you know? (*at a picnic; I can see what looks like a picnic basket behind her*) What else do you know about this person? (*Acknowledge all answers.*) There is lots of information in pictures.

**Say:** You can also learn through movement and sound. Show me what you would do if your soccer team won its game. (*Students respond with excited movements.*) Those are happy movements! I can tell your team won; I don't need words to know what you would be feeling.

**Ask:** What about if your team lost? What sounds would you make? (*Students respond with disappointed groans.*)

**Say:** Sounds and movements can communicate ideas and information too.

**Group Practice** Play a short video clip taken from the internet or elsewhere, preferably one that has few spoken words. Point out that the video shows movements, images, and sounds. Guide students to tell what information and ideas they can learn from the video. Ask them to tell whether this information comes from pictures, movements, or sound.

**Independent Practice** Have students work in pairs. Ask them to look at pictures in books or on the internet and tell each other what ideas and information the picture gives them. Circulate to ensure mastery.

# Grade 1

## Independent Reading and Writing ..... Reading

**1.8.R** Students will select texts for academic and personal purposes and read independently for extended periods of time.

**CKLA Connection** Use this routine when you want students to select books on their own for independent reading.

**Introduce** Explain that sometimes students read assigned books in groups, but sometimes they have the opportunity to choose their own reading materials and read on their own. Tell students that they can make good choices about books by thinking carefully about what they are interested in.

**Model** Gather three or four books of different levels and genres from the classroom library. Display the titles, and call students' attention to the pictures on the front. Adapt the modeling below to match the books you selected.

**Say:** Some of these books look more interesting to me than others. Here's one about penguins. I like penguins, and I'd like to find out more about penguins today! But here's a story about three children who go to a zoo, and that looks interesting too. I think I'll look inside both books to look at the words and pictures before I choose one.

Look at several pages in each book.

**Say:** I know all the words in the penguin book, but I didn't recognize a few of the words in the zoo book right away. I think I'll try the zoo book today because I like a challenge—I can always use a dictionary to help with the words I don't know. I can read the penguin book another day.

**Ask:** When you read on your own, what helps you to concentrate on the book you're reading? (*sitting comfortably in your chair, being in a quiet room*) Yes, you find a comfortable place to read and read silently so you don't disturb others. Get ready, get set, read!

**Independent Practice** Have students find books that they think they will like. Ask them to give a reason why they chose the books they did. Then have them find a quiet, comfortable spot for independent reading. Circulate to ensure that students selected a book and are reading quietly.



## Grade 2

### Reading and Writing Foundations ••••• Phonological Awareness

**2.2.PA** Students will add, delete, and substitute phonemes in spoken words with 5–6 phonemes (e.g., add /th/ to the beginning of *rowing* to say *throwing*; delete the /r/ in *trips* to say *tips*; substitute the /l/ in *clank* with /r/ to say *crank*).

**CKLA Connection** Use this routine when teaching chaining words with up to five or six phonemes. Before you show the printed letters in the chaining activities, use these verbal routines to reinforce phonological awareness.

**Introduce** Explain to students that they are going to practice adding, deleting, and substituting sounds in words. For example, adding the sound /p/ to the word *out* makes the word *pout*, but adding the sound /sh/ to the word *out* makes the word *shout*. The phonemes /p/ and /sh/ make the words *pout* and *shout* different from each other.

#### Add

**Model** Point out that sounds can be added to the beginning or end of a word.

**Say:** I can add the sound /th/ to the word *rowing*, /th/ + *rowing*.

Have students repeat each sound and then say the word with you.

**Say:** Let's try adding a sound to the end of a word. I can add the sound /ee/ to *frost* to make the word *frosty*, *frost* + /ee/.

Have students repeat each sound and then say the word with you.

**Group Practice** Call on students as you repeat your routine with the words *leap* (*sleep*), *lend* (*blend*), *ring* (*bring*), and *Stan* (*stand*).

**Independent Practice** Have students continue practicing adding sounds in words. Suggest that students start with the word *rust* and add sounds to the beginning and end to make new words, such as *trust* and *rusting*.

#### Delete

**Model** Point out that sounds can be deleted from the beginning, middle, or end of a word.

**Say:** Let's try deleting a sound from the beginning of a word. I can delete the /k/ in *crust* to make the word *rust*.

## Reading and Writing Foundations • • • • • Phonological Awareness (Continued)

**2.2.PA** Students will add, delete, and substitute phonemes in spoken words with 5–6 phonemes (e.g., add /th/ to the beginning of *rowing* to say *throwing*; delete the /r/ in *trips* to say *tips*; substitute the /l/ in *clank* with /r/ to say *crank*).

Have students repeat each sound and then say the word with you. **Say:** I can delete a sound from the middle of a word to make a new word. If I delete the /r/ in the word *trips*, I can make the word *tips*. I can also delete the /t/ from the end of the word *stunt* to make the word *stun*.

Have students repeat each sound and then say the word with you.

**Group Practice** Call on students to repeat your routine. Have them remove the initial sounds of *plate* (*late*) and *speak* (*peak*), the medial sound of *blimp* (*blip*), and the final sound of *fleet* (*flee*).

**Independent Practice** Listen as students continue to practice. Have them delete the initial sound from *tramp* (*ramp*), the medial sound from *blank* (*bank*), and the final sound from *clasp* (*class*).

### Substitute

**Model** Point out that sounds can be substituted in the beginning, middle, or end of a word.

**Say:** The word *crank* has the sounds /k/ /r/ /a/ /n/ /k/. If we substitute the /k/ at the beginning of *crank* for /f/, then the word becomes *frank*.

Have students repeat each sound and then say each word with you. **Say:** Now, let's substitute sounds in the middle of a word. The word *branch* has the sounds /b/ /r/ /a/ /n/ /ch/. If we substitute /u/ for the /a/ in the middle of the word, then the word *branch* becomes *brunch*.

Have students repeat each sound and then say each word with you. **Say:** Finally, let's substitute sounds at the end of a word. The word *looked* has the sounds /l/ /oo/ /k/ /t/. If we substitute /ing/ for the /t/ at the end of the word, then the word *looked* becomes *looking*.

Have students repeat each sound and then say each word with you.

**Group Practice** Call on students as you repeat your routine with other words, such as *cream* (*stream*), *spring* (*string*, *sprung*), and *screen* (*screech*).

**Independent Practice** Listen to students continue to practice substituting sounds in words, such as *blink* (*brink*, *clink*, *clank*, *plank*, *plane*). Ensure that they are identifying how to substitute sounds at the beginning, end, or middle of the word.

## Grade 2

### Reading and Writing Foundations ..... Print Concepts

**2.2.PC** Students will correctly form letters in print and use appropriate spacing for letters, words, and sentences.

**CKLA Connection** Use this routine during short writing prompts. Refer to the Professional Learning site, Planning Resources, Grade 2, Reference Documents for Letter Formation Guidance documents.

**Introduce** Draw or project handwriting lines on the board. Use them to write a sentence starter such as *Today, Ray will. . . .*

**Say:** Today we will practice writing words and sentences.

Point to each letter in the word *Today*. **Say:** Remember that letters in a word need to be the correct size. Each letter in *Today* ends on the bottom handwriting line. The letter *y* has a “tail,” so the tail goes below the bottom line. Each lowercase letter starts at the middle line.

Point out the spacing between each letter in the word *Today*. **Say:** Remember that the letters in a word need to be spaced appropriately so that the word is easy to read.

Point to the capital *T* in *Today*. **Say:** Remember that a capital letter is always used for the first word of a sentence.

Point to the capital *R* in *Ray*. **Say:** A capital letter is also used for the first letter in a name.

Point to each word as you read it aloud, and have students repeat after you.

**Model** Write *walk the dog*. As you write each word, describe what you are doing.

**Say:** First I move my pencil over to start a new word after *will*. I start each letter in the word *walk* at the center line. First I write *w*, then *a*, *l*, and *k*. Then I move my pencil over and start to write the word *the*.

Model writing *the* and *dog*. Remind students that sentences end with a period and that there must be a space before the start of the next sentence.

**Group Practice** Work together to complete the sentence starter in a different way, such as *play basketball*.

**Independent Practice** Have students practice completing the sentence starter on their own paper. Collect their work.

## Reading and Writing Foundations ••••• Phonics and Word Study and Spelling/Encoding

**2.2.PWS.2\*** Students will decode words by applying knowledge of all major syllable types:

- a. closed
- b. open
- c. vowel digraphs
- d. vowel-consonant-silent e
- e. r-controlled
- f. consonant +le

\*sequential skills

**2.2.SE.2\*** Students will use correct spelling when writing the following syllable types in single-syllable and multisyllabic words:

- a. closed
- b. open
- c. vowel-consonant-silent e
- d. r-controlled

\*sequential skills

**CKLA Connection** Use this routine to support decoding and spelling of single-syllable and multisyllabic words with major syllable types.

**Introduce** Explain that when students are decoding, or reading, they will come across single-syllable and multisyllabic words. Point out that students can use what they know about syllable types and chunking to read these words. Students can also use their knowledge of syllable types to spell, or encode, single-syllable and multisyllabic words.

**Model** Follow the routine to help students decode words with the spelling patterns you are studying, such as closed, open, vowel digraphs, vowel-consonant-silent e, r-controlled, and consonant + le. Display the following words: *magnet*, *toehold*, *surprise*, and *horrible*. Point to *magnet*.

**Say:** I see two vowels surrounded by consonants. I can chunk this word into two closed syllables: *mag • net*. This helps me read the word: *magnet*.

Show how the same strategy can be used to spell a word that follows the same closed syllable pattern.

**Say:** I can use the same strategy to spell a word that follows the same rules, such as permit: *per • mit*.

Draw a slash or a dot between the syllables. (*per • mit*)

Point to *toehold*.

**Say:** I see one open syllable and one closed syllable, and I can also see the vowel digraph *oe* at the beginning of the word. I can chunk this word into two syllables: *toe • hold*. This helps me read the word: *toehold*.

Show how the same strategy can be used to spell a word that includes an open syllable and vowel digraph.

**Say:** I can use the same strategy to spell a word that follows the same rules, such as rescue: *res • cue*.

Draw a slash or a dot between the syllables. (*res • cue*)

Point to *surprise*.

## Grade 2

### Reading and Writing Foundations ••••• Phonics and Word Study and Spelling/Encoding (Continued)

**2.2.PWS.2\*** Students will decode words by applying knowledge of all major syllable types:

- a. closed
- b. open
- c. vowel digraphs
- d. vowel-consonant-silent e
- e. r-controlled
- f. consonant +le

\*sequential skills

**2.2.SE.2\*** Students will use correct spelling when writing the following syllable types in single-syllable and multisyllabic words:

- a. closed
- b. open
- c. vowel-consonant-silent e
- d. r-controlled

\*sequential skills

**Say:** I see close syllables and I also see the pattern vowel-consonant-silent e and an *r*-controlled vowel. I can chunk this word into two syllables: *sur • prise*. This helps me read the word: *surprise*.

Show how the same strategy can be used to spell a word that includes a closed syllable, a vowel-consonant-silent e, and an *r*-controlled vowel.

**Say:** I can use the same strategy to spell a word that follows the same rules, such as *tornado*: *t o r n a d o*.

Draw a slash or a dot between the syllables. (*tor • na • do*)

Point to *horrible*.

**Say:** I see a close syllable and open syllables. I also see an *r*-controlled vowel and the consonant + *le* pattern. I can chunk this word into three syllables: *hor • ri • ble*. This helps me read the word: *horrible*.

Show how the same strategy can be used to spell words.

**Say:** I can use the same strategy to spell a word that follows similar rules, such as *marble*: *m a r b l e*.

Draw a slash or a dot between the syllables (*mar • ble*).

**Group Practice** Display the following words: *account* and *valentine*. Have students work in small groups to decode the words and identify the syllable patterns used. Then orally provide the words *leadership* and *orchard*. Have students spell the words on a separate sheet of paper. Circulate to offer corrective feedback as needed.

**Independent Practice** Project the following words: *thousand* and *illustrate*. Circulate to hear students decode the syllable patterns in each word. Then orally provide the words *reaching* and *magnificent*. Have students use slashes or dots to separate the syllables. Collect students' spelling papers.



## Reading and Writing Foundations ..... Spelling/Encoding

**2.2.SE.3\*** Students will use structural analysis to correctly spell the following parts of words:

- common prefixes
- common suffixes
- common spelling rules related to adding prefixes and suffixes (e.g., dropping the final -e, doubling a consonant)

\*sequential skills

**CKLA Connection** Use this routine during any word work segment in which students are studying prefixes, such as Domain 1, Lesson 3, or suffixes, such as Domain 5, Lesson 3.

**Introduce** Explain to students that prefixes and suffixes change the meaning of a word. Prefixes are word parts added to the beginning of words. Some common prefixes include *pro-*, *trans-*, *non-*, and *re-*. Suffixes are word parts added to the end of words. Some common suffixes include *-ful*, *-less*, *-ness*, *-ed*, *-ing*, *-es*, *-er*, *-est*, *-en*, *-y*, and *-ly*. Explain that students can spell words by adding prefixes and suffixes to root words.

**Model** Use the chunking method to decode words with suffixes. Use the routine for any word, making sure to note when nouns ending in *ch*, *sh*, *s*, *ss*, *x*, or *z* use *-es*, or when a word ending in *y* changes to *-i* before adding *-es* or *-er*. If possible, use markers of different colors to mark suffixes, prefixes, root words, and letter changes.

**Say:** Let's start with adding a prefix to a word. Let's say that I need to heat my dinner again because it got cold. I need to reheat the dinner.

Write *heat* on the board. **Say:** I can add the prefix *re-* to the root word *heat* to create *reheat*.

Write *re-* before *heat* in a different color. Then write *quick* on the board. **Say:** I want to write that Melissa is *quicker* than Graham. I need to add the suffix *-er* to show comparison between the two runners.

Add the suffix in a different color. **Say:** Say it with me: *quicker*.

Write *quick* again on the board. **Say:** If Jonas was faster than the other two runners, I would say he is *quickest*. To spell that, I would need to use the suffix *-est*.

Write *-est* in a different color.

**Say:** Some root words need to be changed to work with a suffix. Let's look at an example.

Write *spy* on the board. **Say:** The word *spy* becomes *spies* by changing the *y* to *i* and adding *-ies*.

Use a different color to mark up the *y* and add *-ies*. Then rewrite the word: *spies*.

## Grade 2

### Reading and Writing Foundations ..... Spelling/Encoding

**2.2.SE.3\*** Students will use structural analysis to correctly spell the following parts of words:

- a. common prefixes
- b. common suffixes
- c. common spelling rules related to adding prefixes and suffixes (e.g., dropping the final -e, doubling a consonant)

\*sequential skills

**Group Practice** Have students work in small groups. Project or provide a list of root words and suffixes for students to combine to spell new words. Ask students to state whether the spelling of the root word does or does not change when the prefix or suffix is added. Call on groups to share the words they made.

**Independent Practice** Have students work independently to spell words using prefixes and suffixes with root words. Collect students' work. Ensure that students understand when the spelling of the root word changes and when it does not.

## Reading and Writing Process ..... Writing

**2.2.W.2** Students will edit drafts using appropriate spacing between letters, words, and sentences.

**CKLA Connection** Use this routine with any writing or editing activity.

**Introduce** Explain to students that when they edit their writing, they should check for appropriate spacing between letters, words, and sentences. Explain that they should have small gaps between letters in a word, and there should be larger spaces between words and sentences. Tell them that appropriate spacing allows someone to more easily read what they have written.

**Model** Write two short sentences. For at least one word, make the spaces between the letters too far apart. Write at least two of the words too close together. Leave very little space between the sentences. For example, **write and say:** *M a t t r i d e s t h e b u s . H e s e e s J a c k .*

**Say:** I'm going to edit my writing to make sure I've used appropriate spacing so my work is clear and easy to read. The first thing I notice is that the word *Matt* is written with some of the letters too far apart from each other. When they are this far apart, it's not easy to recognize that I've written a word instead of random letters. I need to rewrite this so the letters are a bit closer together.

Erase and rewrite the word properly. **Say:** I will keep reading. The next thing I notice is that the words *rides* and *the* are too close together. They look like a single word. I need to rewrite these so there's a space between them.

Erase and rewrite the words properly. **Say:** The last thing I notice is that I haven't left enough space after the period of my first sentence. I need a larger space there to show that one sentence is ending and another is starting.

**Say:** Now I will fix the spacing between *sees* and *Jack*, and I will also fix the spaces between the letters of *Jack* so they look like they are part of the same word.

Erase and rewrite as much of the second sentence as needed to show proper spacing.

**Group Practice** Provide two more short sentences with inappropriate spacing, such as: *L u z l i k e s g o i n g t o t h e p a r k . S h e l i k e t h e s w i n g s .* Have students use their own paper to rewrite the sentences with appropriate spacing. Follow the same routine that you modeled. Call students to the board to show the changes they made.

**Independent Practice** Have students select a piece of their own writing. Have them carefully identify and correct spacing errors. Collect their work.

## Grade 2

### Critical Reading and Writing ..... Reading

**2.3.R.1** Students will determine the author’s purpose (i.e., tell a story, provide information).

**CKLA Connection** Use this routine when introducing new reading material, such as a Read-Aloud, or beginning a research project.

**Introduce** Explain that the term *author’s purpose* means “the author’s reason for writing.” Explain that authors write books and articles for many reasons, such as to provide information, to tell a story, or to share their opinions. Stress that there are many purposes for writing, and tell students that they can benefit from knowing the author’s purpose.

**Model** Gather several books in a variety of genres from the classroom library. Adjust the model to the books at hand.

Display books one at a time. **Say:** Here’s a book about maps. Is this book fiction or nonfiction? (*nonfiction*) How do you know? (*It tells information about real things.*) If you read this book, what could you learn? (*You could learn how to read a map or how people know the shapes of the countries.*) That’s right. The author’s purpose was probably to provide information about maps.

**Say:** This book is about recycling. I see lots of pictures with information about recycling, but I also see words such as *must, should, good, and bad*. The authors want to teach people about recycling, but they have another purpose as well. They want to tell the reader that recycling is really important! The authors have an opinion and they want to share that opinion with the reader. Their purpose is to persuade the reader, or make the reader agree with their ideas.

**Say:** This is a book of poetry. What do you think the author’s purpose might be in writing these poems? (*to entertain the reader, to inspire readers to write their own poems*)

**Group Practice** Display five or six books of different types, such as a book of nonfiction, a book of fiction, a cookbook, and a book of knock-knock jokes. Have the class identify the author’s purpose or purposes for writing each book.

**Independent Practice** Have students look through books in the classroom. Ask them to find books in which the author’s purpose was to tell a story, to provide information, or to persuade. Have them write a few sentences that show how they know what the author’s purpose is. Collect students’ work.

## Critical Reading and Writing ..... Reading

**2.3.R.2** Students will determine whether a grade-level literary text is narrated in first- or third-person point of view with prompting.

**CKLA Connection** Use this routine when students are beginning to read a new work of fiction.

**Introduce** Tell students that works of fiction are usually written in one of two ways. Explain that one way is called *first person* and the other is called *third person*. Tell students that in first-person narration, the storyteller is a character in the story, and the narrative uses lots of words like *I*, *me*, and *we*; the story is told from the narrator's point of view. Then explain that in third-person narration, the story is told by someone who is not a character in the story, and the narration includes lots of names and words like *she*, *he*, and *they*.

**Model** Write the following sentences on the board: *I grew up in Tulsa. My parents loved animals, so we always had a lot of pets.* Read the sentences aloud with students.

**Say:** This is the beginning of a story I'm reading. I'm wondering whether this story is told from a first-person point of view or a third-person point of view. I'll look at the pronouns to find out. Let's see. . . . The story begins with *I*, which suggests the first-person point of view. I also see the word *my* and the word *we*. It seems like this story is being told by a character in the story, so it's being told in the first-person point of view.

Circle the pronouns *I*, *my*, and *we*. Then rewrite the sentences so they read *Joli grew up in Tulsa. Her parents loved animals, so they always had a lot of pets.* Underline *Joli*, *her*, and *they*.

**Say:** These sentences tell the same story as the first ones I wrote. But the point of view is different. This time, the person telling the story is not the person that the story is about. This story is told in the third-person point of view. How can you tell? (*It uses the name Joli and the pronouns her and they.*)

**Group Practice** Write the following story starters on the board and read them aloud:

*Clara and Ken couldn't wait to go visit their grandmother. They spent all day packing their suitcases.*

*Last week I went to visit my friend Julio. Our favorite outdoor activity is playing baseball, but it was raining.*

Have students identify which story is in the first person (*the second*) and which is in the third person (*the first*).

**Independent Practice** Have students look through fiction books from your classroom library and identify whether they are told in the first-person or third-person point of view. Circulate to hear students' assessments, or have them write their responses on their own paper for you to collect.

## Grade 2

### Critical Reading and Writing ..... Reading

**2.3.R.4** Students will find examples of literary devices:

- simile
- alliteration
- onomatopoeia

**CKLA Connection** Use this routine when students are studying literary devices or when you want to encourage them to look for specific devices in texts.

**Introduce** Tell students that literary devices are words and phrases used in writing that make a story or poem more interesting. Explain that in this routine students will learn about three types of literary devices.

**Model** Write the sentence *That dog was as big as a house* on the board. Read it aloud.

**Say:** This is an example of a simile. When you write a simile, you compare two things using the word *as* or the word *like*. What did the person who wrote this sentence see? (*a dog*) Was the dog big or small? (*big*) What did the writer compare the size of the dog to? (*the size of a house*) When you see a simile, the writer is usually comparing two things that aren't really related, like a dog and a house. Also, a simile isn't always completely true. The dog wasn't really as big as the house; comparing it to a house is just a fun way of saying *That dog was really big!*

Write the sentence *Lulu likes little lollipops* on the board and read it aloud. **Ask:** What do you notice about this sentence? (*It has lots of Ls; all the words start with L.*) Yes, we say this sentence uses alliteration. Alliteration means starting words with the same sound. In this sentence, that sound is /l/. Here's another example: *Many mice make music*. Which sound do you hear at the start of these words? (/m/) You will find alliteration in stories, but it's especially common in poetry.

Write the sentence *Ding-dong went the doorbell* on the board and read it aloud. **Say:** This literary device has a long and wonderful name: it's called *onomatopoeia*. Onomatopoeia means using words that sound like what they describe. Doorbells really don't make the sound *ding-dong*, but it's fun to write it that way. *Meow* is another example of onomatopoeia. So are the words *buzz* and *boom!*

**Group Practice** Guide students to work together to complete the simile *His hair was as \_\_\_\_\_ as \_\_\_\_\_*. Then have students complete the alliterative sentence *Sammi saw \_\_\_\_\_*. Then have them add onomatopoeia to the sentence *The birds \_\_\_\_\_ outside my window*.

**Independent Practice** Have pairs of students look through the classroom library for examples of similes, alliteration, and onomatopoeia. If possible, choose books ahead of time that you know contain one or more of these devices. Circulate as students read and ask them to point out the examples they found. Alternatively, have them write what they find on their own paper for you to collect.

## Critical Reading and Writing ..... Reading

**2.3.R.7** Students will describe the structure of an informational text with prompting:

- description
- sequential

**CKLA Connection** Use this routine when students read a text that has a description of sequential text structure.

**Introduce** Explain to students that informational texts can be organized in different ways. Point out that a historical article might be organized by the order in which events happened, or in sequence. An article about a work of art may be organized by description of the features of the artwork.

**Model** Select and project or make copies of an article with a description structure, and distribute it to students. Read the article aloud to students as they follow along. The article or excerpt should have transitions that clearly signal the text structure, such as *is an example of*, *to illustrate*, and *such as*.

**Say:** Let's examine the structure of this text. First, let's look for transition words that can be clues.

**Ask:** Oh look here: I see a transition word clue. (Name the word or phrase.)

**Ask:** What relationship does the word \_\_\_\_ signal between two ideas or events?

**Ask:** What is an example of \_\_\_\_? What does \_\_\_\_ illustrate?

**Ask:** What text structure does this article have?

Repeat the routine as needed with a text that has a sequence text structure, looking for transition words such as *first*, *then*, *finally*, and *as a result*.

**Group Practice** Select a second article that uses the same structure as the text in the model. Use the prompts to guide students to identify the text structure. Repeat the routine as needed with other text structures.

**Independent Practice** Provide students with copies of another informational article that has a clear organizational structure and uses plenty of transitions. Have students write several sentences that describe the text structure and show how they identified the text structure. Repeat the routine as needed with other text structures.

## Grade 2

### Language

**2.5.R.1** Students will recognize simple and compound sentences.

### Reading

**CKLA Connection** Use this routine when students conduct any writing or revising activity, such as in Domain 2, Lessons 9–11.

**Introduce** Explain that, when students write sentences, they can change and move words and phrases around to create new sentences. Coordinating conjunctions join simple sentences that work together, or are of equal importance, to create a compound sentence. Recognizing simple and compound sentences will help students employ them to create variety in their own writing.

**Model** Write the coordinating conjunctions *for*, *and*, *nor*, *but*, *or*, *yet*, and *so* on the board. Also write two simple sentences: *The wind picked up. The clouds turned dark.*

**Say:** I have written two simple sentences, or sentences that contain one subject and one predicate. These sentences are short and choppy. I can use a coordinating conjunction to make a smoother new sentence: *The wind picked up, and the clouds turned dark.* This new sentence is a compound sentence. It combines two simple sentences with a comma and the coordinating conjunction *and*.

**Say:** The conjunction *and* makes the most sense here because the two simple sentences describe similar or closely connected events in a storm.

**Ask:** How could you combine these two simple sentences? *The first test was easy. The second test was hard.* (*The first test was easy, but the second test was hard.*)

**Say:** The conjunction *but* (or *yet*) makes sense here because it shows that the two tests were different.

Point out the meanings of the other conjunctions to show why you did not use them. For example, *for* can mean “because,” which doesn’t make sense here: *The first test was easy “because” the second test was hard.* Repeat with *nor*: “neither”; *or*: “either”; and *so*: “therefore.”

**Group Practice** Write some simple and compound sentences on the board, such as *You can write a paragraph on a computer. You can write a paragraph with a pencil and paper. Your paragraph could be a biography, or it could be a story.* Ask volunteers to identify whether the sentences are simple or compound and explain how they know.

**Independent Practice** Have students review a paper they already wrote or a text they are currently reading. Have them write or annotate to identify simple and compound sentences. Collect their work.



- 2.5.R.2** Students will recognize parts of speech in sentences:
- common, proper, and irregular plural nouns
  - tenses of verbs (i.e., past, present, future)
  - the simple subject and simple predicate of a sentence
  - descriptive adjectives and articles (i.e., *a*, *an*, *the*) as adjectives
  - prepositions
  - singular and plural personal pronouns and the nouns they replace
  - the conjunctions *and*, *or*, and *but*
  - -ly adverbs

**CKLA Connection** Use this routine when students are learning about parts of speech or other grammatical structures.

**Introduce** Remind students that there are different types of words, known as parts of speech, and that they can sort words by type as they read. Briefly discuss the following categories:

- **Plural nouns** are nouns that refer to two or more people, places, or things, like *boxes*, *the Smiths*, and *children*.
- **Verb tenses** can be past (*I jumped*), present (*I jump* or *I am jumping*), or future (*I will jump*).
- **Subjects** and **predicates** make up simple sentences, such as *Lacey saw a cat* (*Lacey* is the subject; *saw a cat* is the predicate).
- **Adjectives** describe nouns: the *green* shirt; the *smooth* rock.
- **Adverbs** tell about verbs, adjectives, or other adverbs and usually end in *-ly*, such as *quickly* and *happily*.

Tell students that they will learn about some other parts of speech in this routine.

### Articles

**Model** On the board, write the sentences *A mouse went out of her nest. Then the mouse saw an eagle.* Underline *A*, *the*, and *an*. Have students read the sentences. **Say:** These words are called **articles**. We use *the* to tell about a particular noun—a person, animal, place, or thing. The first time we hear about the mouse, it could be any mouse, so we use *a mouse*. Now we know which mouse, so we use *the mouse* in the second sentence. We also use *an*, not *a*, to tell about the eagle because *eagle* begins with a vowel.

### Prepositions

**Model** Write the following on the board: *Sam went to the lake after dinner.* Underline *to* and *after*, and have students read the sentence. **Say:** These words are called **prepositions**. Most prepositions are small words, such as *to*, *for*, *in*, and *from*. They connect parts of sentences and often tell when and where. Where does the sentence say Sam went? (*to the lake*) When did Sam go there? (*after dinner*)

## Grade 2

### Language ..... Reading (Continued)

**2.5.R.2** Students will recognize parts of speech in sentences:

- common, proper, and irregular plural nouns
- tenses of verbs (i.e., past, present, future)
- the simple subject and simple predicate of a sentence
- descriptive adjectives and articles (i.e., *a*, *an*, *the*) as adjectives
- prepositions
- singular and plural personal pronouns and the nouns they replace
- the conjunctions *and*, *or*, and *but*
- -ly adverbs

Erase the prepositions in the sentence. **Say:** Prepositions are small but important. It wouldn't make sense to say *Sam went the lake dinner!*

#### Personal Pronouns

**Model** Write the following on the board: *Shari went for a bike ride. She met her friend Jake. He had a bike too. They rode bikes together.* Have students read the sentences. **Ask:** What two people are these sentences about? (*Shari and Jake*) There are lots of ways we could say these sentences. We could use their names all the time: *Shari went for a bike ride. Shari met Shari's friend Jake. . . .* But that sounds a bit repetitive. Instead, we use **pronouns**, which are words that stand for the people, places, or things.

Point to the first *She*. **Ask:** What word does *she* stand for in this sentence? (*Shari*) What word stands for Jake later in the story? (*he*) Sometimes pronouns stand for one noun. Sometimes pronouns stand for more than one noun. What does the word *they* stand for in the last sentence? (*Shari and Jake*)

#### Conjunctions

**Model** On the board, write the sentences *My cousin likes to dance. My uncle likes baseball.* Read them with students. **Say:** I can combine these sentences by using a comma and the word *and*.

Revise the sentences so the board reads *My cousin likes to dance, and my uncle likes baseball.* Read the new sentence with students. **Say:** In this sentence, the word *and* is called a **conjunction**. It connects two separate ideas. You can also use the words *but* and *or* as conjunctions: *The first spelling test was hard, but the second spelling test was easier. You can go outside now, or you can go outside later.*

**Group Practice** On the board, write the sentences *Jamal went to an old theater, but he didn't go alone. His sister, Lisa, was already in the theater. Jamal and Lisa saw a funny puppet show, and after the show they walked home.* Help students identify the articles *a*, *an*, and *the*; the prepositions *to*, *in*, and *after*; the personal pronouns *he*, *his*, and *they*; and the conjunctions *but* and *and*.

**Independent Practice** Ask students to write sentences using one or more of these parts of speech. Circulate through the room, asking students to identify a conjunction, a preposition, a pronoun, or an article. Collect students' work.

**2.5.W.1** Students will compose simple and compound declarative, interrogative, imperative, and exclamatory sentences that begin with a capital letter and conclude with an end mark.

**CKLA Connection** Use this routine when you are introducing different types of end punctuation or when you want students to write a greater variety of sentence types.

**Introduce** Tell students that there are four types of sentences:

- Sentences that tell or explain something, like “I ate my lunch.”
- Sentences that are questions, such as “Did you eat your lunch?”
- Sentences that tell someone to do something, such as “Please eat your lunch.”
- Sentences that are exclamations, such as “This is the best lunch ever!”

Explain that these sentences are alike because they begin with a capital letter and end with a punctuation mark, but explain that they don’t always end with the same punctuation mark. Tell students that, in this routine, they will learn how to write all four of these sentence types.

**Model** Write the sentence *My friend Jamal has a pet cat* on the board, leaving out the final period, and read it with students. **Say:** This is a sentence. It begins with a capital letter, which is good; sentences need to begin with a capital. But the sentence is missing something. What is it missing? (*an end mark*) This sentence is a telling sentence; it gives the reader information. So, we need a period at the end.

Add a period and read the sentence again. Then write *Does Jamal have a pet cat*, again leaving out the final punctuation mark. Read the sentence with students as before. **Ask:** What is missing from this sentence? (*an end mark*) Is this a telling sentence or an asking sentence? (*an asking sentence*) Asking sentences are questions; you use them when you want to know something. We end asking questions with a question mark.

Add a question mark and read the sentence again. Then write *please tell Jamal that he needs to feed his cat*, with no end mark or initial capital. Read the sentence with the class. **Say:** What is missing from this sentence? (*initial capital and end mark*) Yes, it needs an initial capital *P*. This sentence tells the listener to do something. Usually a period comes at the end of this type of sentence, just like with a telling sentence.

Replace the lowercase *p* at the beginning of the sentence and add a period; then read the sentence again. Write the sentence *look out for the cat*, again with no initial capital or end mark, and read it with students.

## Grade 2

### Language ..... Writing (Continued)

**2.5.W.1** Students will compose simple and compound declarative, interrogative, imperative, and exclamatory sentences that begin with a capital letter and conclude with an end mark.

**Say:** This is an exclamation! You say it when you are very excited or scared! What do we need? (*a capital L and an end mark*) That's right. This time, we need an exclamation mark. That mark shows our excitement.

Rewrite the sentence with a capital *L* and a final exclamation mark. Read it with students, using an excited voice.

**Group Practice** On the board, make a simple two-column editing checklist, with the left category labeled *Capital letter* and the right category labeled *End mark*. Include four lines for check marks. Then write the following sentences, omitting the end punctuation and using a lowercase letter at the beginning of the first word.

- *please take your dirty dishes off the table*
- *wow, what a great catch*
- *my mom likes to eat pasta, and she also likes rice*
- *do you want to go for a bike ride, or do you want to stay home*

Have students tell you how to fix the sentences by adding an initial capital to each and ending the first and third sentences with a period, the second sentence with an exclamation mark, and the fourth sentence with a question mark. As each sentence is fixed, put a check mark in the corresponding part of the checklist.

**Independent Practice** Give students a copy of the editing checklist. Then have students write simple and compound sentences, using initial capital letters and at least two types of end punctuation. Move through the classroom, asking students what types of sentences they are writing and why they chose the particular end mark for each. Have students read their sentences to a partner. Collect students' work.

**2.5.W.3** Students will punctuate initials and capitalize holidays, product names, initials, and months and days of the week.

**CKLA Connection** Use this routine when students are editing their writing.

**Introduce** Ask students to tell you what a capital letter is and how it is different from a lowercase letter. Remind students that a capital letter is used at the beginning of a sentence. Explain that capital letters are used in other situations as well, such as the names of holidays (*Thanksgiving, Labor Day*) and months and days of the week (*April, Tuesday*). Tell students that they will learn two other situations in which they will use capital letters.

**Model** Gather several products with names that students know, such as food or drink brands, facial tissues, or types of technology. Customize the routine based on the specific products you choose. Display one of the products.

**Say:** This is a *product*, or something made by a company or a person. This product is called \_\_\_\_\_. You use it to \_\_\_\_\_. I'm going to write the name of this product on the board. Watch closely. What do you notice? (*You capitalized the first letter.*) That's right. When you write the name of a product, the first letter is always a capital. If there are two or more words, each word gets a capital letter.

**Say:** Here's another example of when you use capital letters. Instead of writing your whole name, you can sometimes just write your *initials*. Your initials are the first letter of your first name, followed by the first letter of your last name. For instance, my initials are L. G., L for Louise and G for Gonzalez. If you have a middle name, you can use all three initials. After each capital letter, I will add a period.

Write your initials on the board. Make sure to place a period after each initial. **Say:** Notice that I used capital letters for each initial. Initials are always capital letters and always have a period after each letter. Look around the class and see whether you can find someone whose initials are A. P. . . whose initials are J. D. . . whose initials are R. R. . . (*Students indicate classmates with those initials as you write the initials on the board using capital letters and periods.*) How do people write initials? (*with capital letters and periods*)

**Group Practice** Display the other products, one at a time. Have students tell you how to write the names of the products using an initial capital letter for each. Then have several students come to the board to write their initials using capital letters and periods.

**Independent Practice** Have students work in pairs to write one or two sentences about a product they would like to invent. Check that they capitalize the product name. Then have them put their initials on their work instead of their names. Check again for capitalization and periods. Collect students' work.

## Grade 2

### Language

### Writing

**2.5.W.6** Students will use commas in dates (e.g., September 6, 2020).

**CKLA Connection** Use this routine when students are learning to write dates or when the class is learning about comma usage.

**Introduce** Remind students that when they write a date, they need to include three parts: first, the name of the month, then the number of the day, and then the year. Tell students that there is one other mark they must include to write the date properly and that they will learn about that mark in this routine.

**Model** Write the date *September 6 2020* on the board, leaving out the comma.

**Say:** I have a family member who was born on September 6 in the year 2020. What month was that person born? (*September*) What year? (*2020*) What day? (*the 6th*) I wrote all that information on the board: first the month, then the day, and finally the year.

Insert a comma between 6 and 2020.

**Say:** What I wrote was perfect, except for one small thing: I need a comma between the number of the day and the number of the year. There! Now it's just the way it should be.

Write other dates, including the comma. Read them with students.

**Say:** When you write a date, you write month, day, COMMA, year; month, day, COMMA, year.

**Group Practice** Dictate a series of dates. Have students work together to write the dates on the board, remembering to include the comma between the day and the year.

**Independent Practice** Ask students to write two or three sentences on a topic of their choosing and then to add today's date, remembering to insert the comma. Have students check with a partner to make sure the comma is there. Collect students' work.

## Language

**2.5.W.7** Students will use a colon to indicate time (e.g., The bell rings at 3:15.).

## Writing

**CKLA Connection** Use this routine when students are learning about how to write times using numbers.

**Introduce** Review with students that when they say and write times, there are two different parts to the time: the hour and the minute. Explain that, when they write a time, they need to include another mark as well to help them keep the hours and the minutes separate. Tell students that they will learn about that mark in this routine.

**Model** Write the digits 1115 on the board.

**Say:** At 1115 in the morning, we are usually (doing independent reading/having science class/getting ready for recess). I'm trying to write the time 11:15 on the board. But it's tricky to read, with all those numbers smushed together. What I need is a mark called a colon. A colon is made of two dots, one on top of the other. I put the colon between the hours and the minutes, like this.

Rewrite 1115 as 11:15 and draw an arrow pointing to the colon.

**Say:** I read this time as eleven-fifteen. The hours and minutes are separated.

Write several other times.

**Say:** I write the hour, then the colon, then the minutes; the hour, then the colon, then the minutes.

**Group Practice** Dictate a series of times. Have students work together to write the times on the board, remembering to include the colon. Check their work.

**Independent Practice** Ask students to imagine a daily schedule that they would enjoy. Have them write three or four activities they would like to do during the course of a day. Next to each activity, they should write the time they would like to carry it out. Circulate, making sure that students include hours and minutes separated by a colon for each time.

## Grade 2

### Research ..... Reading and Writing

**2.6.R.1** Students will create their own questions to find information on their topic.

**2.6.W.1** Students will generate a list of topics and questions about an area of interest for research.

**CKLA Connection** Use this routine during any lesson in which students conduct research.

**Introduce** Explain that, when researching, one of the first things students need to do is to choose a topic. This process can be done by looking at a prompt and determining topics related to that prompt or by making a list of topics and choosing the one that most interests them. After students choose a topic, they should create questions to help them gather information related to their topic. Remind students that information can come from many different resources, such as books, articles in magazines and on the internet, and other reference books, such as encyclopedias. If you have access to the internet in your classroom or school library, this may be an appropriate opportunity to briefly introduce a search engine and the use of keywords for doing a search.

**Model** Tell students that you will model brainstorming a topic and generating questions about that topic. Choose a simple nonfiction topic, such as *important historical figures*.

**Say:** I want to research an important historical figure, but I need to determine which one. Who are some historical figures?

Have students offer possible responses. Then record them for the class. Then have students vote on their favorite topic and circle it.

**Say:** Now that I have my topic, I need to think of some questions that will help me find information about my topic. For a historical figure, I might ask: *When was this person born? Where did this person live? What did this person do? Why is this person important?* What other questions might help me find more information?

Have students offer suggestions and record them for the class.

**Group Practice** Divide the class into small groups and display a sample prompt or topic. Have groups work together to list possible topics and select the one from the list. Then have students record questions that will help them find information about their topics. Have them talk about why they chose the questions they did.

**Independent Practice** When students do research, have them use what they learned to generate a list of topics and a list of questions. Have students create these lists orally or in writing with the help of a partner or adult, if needed. Collect their work.



**2.6.R.2** Students will identify and use graphic and text features to understand texts:

- photos
- illustrations
- titles
- labels
- headings
- charts
- graphs
- captions
- subheadings

**CKLA Connection** Use this routine when students read any literary or informational text, including trade books and digital Student Readers on the CKLA Hub.

**Introduce** Explain to students that text features can help them locate key facts or information in printed or digital texts. Point out that text features in print and digital books include the following:

- **photos and illustrations:** These help you look through a book quickly to find information.
- **title:** This is the name of the text.
- **headings:** These are the titles of each section of a book, often listed in a table of contents.
- **subheadings:** These are the titles of shorter sections within a larger section or chapter.
- **labels and captions:** These consist of text that explains a picture or diagram.
- **charts and graphs:** These are graphics that present data in a visual way.

**Model** Use a text from your classroom library to customize the following routine.

**Say:** I want to learn more about blue whales. I found a book about whales in the library. First, I am going to use the table of contents to find titles or chapters in the book that are specifically about blue whales.

Model using the table of contents to find a specific page or section. **Say:** I see a heading on this page that says “Blue Whales.” I think I’m in the right place. Now I want to find out just how big blue whales are. I see this subheading: “The Largest Animals to Ever Exist.” Now I’m going to scan the section quickly for information that will help me understand how big the whales can be. I’ll start with looking at the images and captions.

**Say:** Look at this illustration of a whale compared to a school bus. It helps me understand just how big blue whales really are. The caption says that whales can grow to be more than 100 feet long and weigh up to 200 tons!

Point out other text features on the page, such as charts or graphs that provide data about blue whales.

**Independent Practice** Have students use a subject matter textbook or trade book to find examples of text features. As students identify their examples, write the names on the board and ask students to explain how each text feature helps them understand the text.

## Grade 2

### Multimodal Literacies ..... Reading

**2.7.R** Students will explore and compare ideas and topics in multimodal content.

**CKLA Connection** Use this routine in lessons that use learning modalities other than the written word.

**Introduce** Remind students that they often learn by reading books and other materials. Then remind them that people can learn in other ways too, such as by looking at pictures, watching video, using gestures, and listening to sounds.

**Model** Display a picture from the internet or elsewhere. Adjust the following to match the picture you chose.

**Say:** There aren't any words here to tell what's happening, but just looking at the picture can give you a lot of information. What are the people in the picture doing? (*riding bicycles*) What are they wearing? (*helmets, T-shirts, and short pants*) Do you think they are in a race or just having fun riding their bikes? How do you know? (*just having fun; they are sitting up straight and talking to each other*) What other information does this picture tell you? (*Acknowledge all answers.*)

**Say:** You can also learn a lot from gestures and movements. I'm going to pretend to be two different people. Watch me as I walk up and down the way each of those people would walk. I won't say any words, but see whether you can tell how the two people are feeling just by watching my motions.

Walk quickly and purposefully with your head high in the air, your arms moving back and forth, and a smile on your face. Then sigh and walk slowly with slumped shoulders.

**Ask:** How was the first person feeling? (*happy*) How do you know? (*When people smile and swing their arms like that, it usually means they're in a good mood.*) How was the second person feeling? (*sad*) How do you know? (*You were walking slowly and you were sighing, and that made me think of how I walk when I'm sad.*)

**Group Practice** Play a short video clip taken from the internet or elsewhere, ideally one that has few spoken words. Point out that the video includes movements, images, and sounds. Have students talk about what information and ideas they can learn from the video and whether the information comes from images, gestures and movements, or sounds.

**Independent Practice** Have students work with a partner. Have them use movements, facial expressions, and gestures to communicate emotions. Observe as pairs work.

## Multimodal Literacies ..... Writing

**2.7.W** Students will use a combination of writing, sound, visual content, and/or movement to communicate ideas, thoughts, and feelings.

**CKLA Connection** This routine can be used when students are being asked to use modalities other than writing to communicate ideas.

**Introduce** Explain that writing is an excellent way to communicate, but that there are many other ways to share ideas and information. Tell students that ideas and information can also be communicated through pictures, movements, gestures, and sounds, and technology is a good way to combine several of these modalities.

**Model** Sketch a simple picture of a smiling person on the board. Beside that figure, draw another one in which the person is frowning.

**Say:** When you look at these pictures, you can tell which person is sad and which person is happy. Which one is sad? (*the second one*) Which one is happy? (*the first one*) You can also use movements, gestures, and sounds to communicate feelings like these. Show me what angry looks like. (*Children frown and narrow their eyes.*) Show me what it looks and sounds like when you hear something funny. (*Students grin and laugh.*)

Demonstrate a video recording application, customizing the model to suit the application you use most often.

**Say:** I can make a recording with sound and pictures. I'm going to make a presentation about rabbits. Here's the first slide. I'll put a title on the first slide. Information about rabbits will start on the second slide. I'll begin with a picture I stored on my computer already. You can see that it's a photo of a rabbit. What is the rabbit doing? (*jumping or running*) Now I'll write a few words about the rabbit and record myself saying something about rabbits too.

**Group Practice** Continue with another slide or two, having students tell you what kind of images to look for and what to say in oral and written narration.

**Independent Practice** Have students choose a topic for a simple presentation. Have them write an outline describing what they would say, what they would write, and what types of images they would use. Ask them whether they would like to use technology to create the presentation and, if so, what kind.

## Grade 2

### Independent Reading and Writing ..... Reading

**2.8.R** Students will select texts for academic and personal purposes and read independently for extended periods of time.

**CKLA Connection** Use this routine when you want students to select a text for independent reading.

**Introduce** Explain that both adults and children need to be able to read on their own. Tell students that this is called *independent reading*. Explain that there are times when reading in a group or reading aloud makes good sense, but emphasize that independent reading is important too. Then tell students that they are more likely to have success reading independently if they are reading a book that they enjoy and that is neither too hard nor too easy for them.

**Model** Tell students that you will model for them how they might go about selecting a book for independent reading. Display a stack of six or seven books of various levels and genres. Adapt the routine according to the books you selected.

**Say:** Some days, I'm in the mood to read a story. Other days, I'm more interested in learning about a new topic. Today I think I'd like to read an informational text. Let's see—here are a few books that are nonfiction. They're about real things; they aren't made-up stories.

Display three or four nonfiction books.

**Say:** This one is about animals. This one is about sports. This one is about a well-known historical event.

Page quickly through the books.

**Say:** I think the book about animals has the best pictures. I also saw a picture of a kangaroo in that book, and I'm really interested in learning about kangaroos. The book looks about the right level for me too. There are some words that I don't know, but I can always use a dictionary to try to figure out what they mean. I think I'll choose this book.

Open the book you chose.

**Say:** Next I'm going to take this to a nice, cozy, quiet spot to do some reading!

**Independent Practice** Have students find books that they think they will like. Be sure they can explain why they chose the books they did. Then have them find a quiet, comfortable spot for independent reading. Circulate to observe students' reading.



## Grade 3

# Listening and Speaking ..... Speaking

**3.1.S.1** Students will work effectively and respectfully in diverse groups by sharing responsibility for collaborative work and recognizing individual contributions made by each group member.

**CKLA Connection** Use this routine to support students when they participate in group work activities.

**Introduce** Explain to students that when working in small groups, group members share responsibility for the work they do together. To work effectively and respectfully, everyone should recognize the contributions made by each group member. For example, students can participate in a small-group discussion about a text. As group members discuss the text, each group member can share ideas and reactions. If preparing to return to a whole-group discussion, group members can summarize the group's ideas by including contributions from everyone in the group.

### Delete

**Model** Choose a simple topic for discussion, and model sharing responsibility and recognizing individual contributions.

**Say:** Let's discuss the topic \_\_\_\_\_. What do you think about \_\_\_\_\_?

Call on several different students to share their ideas. Then record their ideas for the class.

**Say:** We have many different ideas on this topic.

Point to each idea you recorded, and summarize the main ideas.

**Say:** \_\_\_\_\_ gave us this idea, and \_\_\_\_\_ gave us this idea. I really like the point that \_\_\_\_\_ made about \_\_\_\_\_. Together, we seem to think \_\_\_\_\_.

**Group Practice** Place students in small groups and give them a sample topic to discuss, such as favorite stories or favorite foods. Have students discuss the topic. Circulate and ask students to identify ideas from each group member.

**Independent Practice** Have students write a brief summary of a small-group discussion of the text they are currently reading. Remind students to recognize individual contributions made by each group member as they develop their summaries. Collect students' work.

## Reading and Writing Foundations ..... Phonological Awareness

**3.2.PA** Students will add, delete, substitute, and reverse phonemes in spoken words (e.g., add /g/ to the beginning of *listen* to say *glisten*; delete the /b/ in *bridges* to say *ridges*; substitute the /f/ in *frighten* with /b/ to say *brighten*; reverse the initial and final sounds in *safe* to say *face*).

**CKLA Connection** Use this routine to support students' phonological awareness, such as foundational skills activities in Unit 1.

**Introduce** Explain to students that they are going to practice adding, deleting, substituting, and reversing sounds within words to make new words.

### **Add**

**Model** Point out that sounds can be added to the beginning or end of words to make new words.

**Say:** I can add /g/ to the word *listen* to make the word *glisten*. Have students repeat each sound and then say the word with you.

**Group Practice** Call on students as you repeat your routine. Have them add a sound to the word *late* (*plate*) and *ten* (*tend*).

**Independent Practice** Have students continue to practice. Circulate to hear their spoken words. Have them add a sound to the beginning of *led* (*sled*) and a sound to the end of *guess* (*guest*).

### **Delete**

**Model** Point out that sounds can be deleted from words to make new words.

**Say:** I can delete the /t/ from the word *train* to make the word *rain*. Have students repeat each sound and then say the word with you.

**Group Practice** Call on students as you repeat your routine. Have them remove a sound from the beginning of *spoke* (*poke*) and a sound from the end of *lift* (*lit*).

**Independent Practice** Have students continue to practice. Have them delete a sound from the beginning of *bridges* (*ridges*) and a sound from the end of *teach* (*tea*).

## Grade 3

### Reading and Writing Foundations ..... Phonological Awareness (Continued)

**3.2.PA** Students will add, delete, substitute, and reverse phonemes in spoken words (e.g., add /g/ to the beginning of *listen* to say *glisten*; delete the /b/ in *bridges* to say *ridges*; substitute the /f/ in *frighten* with /b/ to say *brighten*; reverse the initial and final sounds in *safe* to say *face*).

#### **Substitute**

**Model** Point out that initial and final sounds can be substituted in a word.

**Say:** The word *shin* has the sounds /sh/ /i/ /n/. If we substitute the /sh/ at the beginning of the word with /ch/, then the word *shin* becomes *chin*.

Have students repeat each sound and then say each word with you.

**Say:** Let's substitute sounds at the end of a word. The word *bath* has the sounds /b/ /a/ /th/. If we substitute the /th/ at the end of the word with /sh/, then the word *bath* becomes *bash*.

Have students repeat each sound and then say each word with you.

**Group Practice** Call on students as you repeat your routine with *sweep* (*sleep*) and *bend* (*bent*).

**Independent Practice** Have partners practice substituting sounds in words, such as *shake* (*steak*) and *frighten* (*brighten*). The first student says a word, and the second student changes a sound to make a new word. Circulate among students, and ensure that each student is identifying how to substitute individual sounds.

#### **Reverse**

**Model** Point out that the beginning and ending sounds in some words can be reversed.

**Say:** *Tack* has the sounds /t/ /a/ /k/. If we switch the /k/ with the /t/, we get the word *cat*.

**Group Practice** Call on students as you repeat your routine with the words *safe/face* and *park/carp*.

**Independent Practice** Have partners reverse the initial and final sounds of *slack/class*, *pit/tip*, *top/pot*, and *net/ten*. The first student should say one word, and the second student should reverse the initial and final sounds. Circulate among students to ensure that each student is reversing the sounds correctly.



## Reading and Writing Foundations ..... Print Concepts

**3.2.PC** Students will correctly form words in print and cursive and use appropriate spacing for letters, words, and sentences.

**CKLA Connection** Use this routine during short writing prompts. Refer to the Professional Learning site for Letter Formation Guidance documents.

**Introduce** Draw or project handwriting lines on the board. Use them to write a sentence starter, such as *Today, we should. . . .*

- **Say:** Today we will practice writing words and sentences.
- Point to each letter in the word *Today*. **Say:** Remember that letters in a word need to be the correct size. Each letter in *Today* ends on the bottom handwriting line. The letter *y* has a “tail,” so the tail goes below the bottom line. Each lowercase letter starts at the middle line.
- Point out the spacing between each letter in the word *Today*. **Say:** Remember that the letters in a word need to be spaced appropriately so the word is easy to read.
- Point to the capital *T* in *Today*. **Say:** Remember that a capital letter is always used for the first word of a sentence.
- Point to each word as you read it aloud, and have students repeat after you.

**Model** Write *go to the park*. As you write each word, describe what you are doing.

**Say:** First I move my pencil over to start a new word after *should*. I start each letter in the word *go* at the center line. First I write *g*, then *o*. Then I move my pencil over again and start to write the word *to*.

Model writing *the* and *park*. Remind students that sentences end with a period and that there must be a space before the start of the next sentence.

**Group Practice** Work together to complete the sentence starter in a different way, such as *make chicken soup*.

**Independent Practice** Have students practice completing the sentence starter on their own paper. Collect their work.

## Grade 3

### Reading and Writing Foundations ..... Phonics and Word Study

**3.2.PWS.1** Students will decode multisyllabic words using their knowledge of the following phonics skills:

- vowel diphthongs
- all major syllable types (i.e., closed, consonant +le, open, vowel digraphs, vowel silent e, r-controlled)

**CKLA Connection** Use this routine to support the teaching of multisyllabic words with vowel diphthongs and major syllable types.

**Introduce** Explain to students that they can decode, or read, words with multiple syllables. They can do this by chunking, or breaking apart, the words into syllables. A syllable is a part of a word that contains one vowel sound. Syllables may be open (end in a vowel sound, as in *go*) or closed (end in a consonant, as in *it*). The vowel sound in a syllable may be a diphthong, which is a special vowel sound made up of two vowels. The gliding /oy/ sound spelled *o-y* or *o-i* is a diphthong, as in the words *employ* (*em • ploy*) and *tinfoil* (*tin • foil*). Vowel sounds found in the syllables of multisyllabic words may also include patterns such as consonant + *le*, vowel digraphs, vowel silent *e*, and *r*-controlled vowels.

**Model** Display the words *playpen*, *program*, *drawstring*, *invisible*, *highway*, *incomplete*, and *cornmeal*.

Point to *playpen*. **Say:** I see a closed syllable pattern of a vowel followed by a consonant in the second syllable of this word: *pen*. So I can read this word as *play • pen*. Say it with me: *playpen*.

Point to *program*. **Say:** I see an open syllable pattern in the first syllable of this word. Open syllables are syllables that end with a vowel sound. I can read this word as *pro • gram*. Say it with me: *program*.

Point to *drawstring*. **Say:** I see the vowel diphthong *aw* in the first syllable of the word *drawstring*. This diphthong makes the /aw/ sound, so I can read the word as *draw • string*. Say it with me: *drawstring*.

Point to *invisible*. **Say:** I see the consonant + *le* pattern in the final syllable of this word. The syllable pattern is made by a single consonant followed by *l* and a silent *e*. I can read this word as *in • vi • si • ble*. Say it with me: *invisible*.

Point to *highway*. **Say:** I see the vowel digraph *ay* in this word. Vowel digraphs are two vowels that are combined to make one vowel sound. The word *highway* has the long /ay/ sound spelled *a-y*, so I can read the word as *high • way*. Say it with me: *highway*.

## Reading and Writing Foundations ..... Phonics and Word Study (Continued)

**3.2.PWS.1** Students will decode multisyllabic words using their knowledge of the following phonics skills:

- vowel diphthongs
- all major syllable types (i.e., closed, consonant +le, open, vowel digraphs, vowel silent e, r-controlled)

Point to *incomplete*. **Say:** I see the vowel with the silent e syllable pattern at the end of this word. The vowel with the silent e pattern is a vowel sound made with a vowel, a consonant, and a silent e at the end of the word. The last syllable of the word has the long /ee/ sound made by e-t-e, so I can read the word as *in • com • plete*. Say it with me: *incomplete*.

Point to *cornmeal*. **Say:** I see an r-controlled vowel in this word. When a vowel is followed by an r, the sound of the vowel changes. This word has the /or/ sound in the first syllable. I can read the word as *corn • meal*. Say it with me: *cornmeal*.

**Group Practice** Display the following words: *account, instruction, whistle, began, painted, valentine, thirsty*. Have students work in small groups to decode the words and identify the syllable pattern or patterns used. Circulate to offer corrective feedback as needed.

**Independent Practice** Project the following words: *thousand, pumpkin, castle, pretend, housework, illustrate, turnip*. Have students copy the words on their own paper, making a slash or a dot between the syllables. Circulate to hear students decode the syllable patterns in each word.

## Grade 3

### Reading and Writing Foundations ..... Phonics and Word Study

**3.2.PWS.2** Students will decode words by applying knowledge of structural analysis:

- contractions
- abbreviations
- common roots and related prefixes and suffixes
- morphology

**CKLA Connection** Use this routine to support the teaching of structural analysis with contractions, abbreviations, common roots and related prefixes and suffixes, and morphology.

**Introduce** Explain to students that they can decode, or read, words using their knowledge of contractions, abbreviations, common roots and related prefixes and suffixes, and morphology.

**Model** Customize this routine as needed to support the skill that students are working on. Display the words *would not*, *wouldn't*, *Monday*, *Mon.*, *autobiography*, *discover*, and *percent*. Point to *would not* and *wouldn't*. **Say:** Contractions are made by putting two words together and using an apostrophe in place of certain letters. *Would not* can be combined and shortened to *wouldn't*.

Point to *Monday* and *Mon.* **Say:** An abbreviation is a short way to write a full word. It usually begins with a capital letter and ends with a period. Types of words that may be abbreviated include days of the week, months of the year, titles before names, measurements, streets in addresses, and states. For example, the word *Monday* can be written in a shorter form as capital *M* and *on* with a period at the end.

Point to *autobiography*. **Say:** You will see common roots in many other words, so knowing common roots can help you decode new words. For example, the root *auto* means “self” and can be found in words like *autobiography*.

Point to *discover*. **Say:** Common prefixes and suffixes can also help you decode words. For example, *dis-* is a common prefix that means “not” or “opposite of,” so the word *discover* can be decoded to mean “the opposite of cover” or “to uncover.”

Point to *percent*. **Say:** By decoding common roots, prefixes, and suffixes, we are looking at a word's morphology, or a word's parts. In the word *percent*, there is the common root *cent*, which means “one hundred,” and the word part *per* can mean “part of.” Looking at these word parts help me understand that *percent* means “part of a hundred.”

## Reading and Writing Foundations ..... Phonics and Word Study (Continued)

**3.2.PWS.2** Students will decode words by applying knowledge of structural analysis:

- contractions
- abbreviations
- common roots and related prefixes and suffixes
- morphology

**Group Practice** Display the following words: *don't, Jan., reform, preoccupy, multiple*. Have students work in small groups to decode the words and identify the structure or structures used in each word, such as contractions, abbreviations, roots, prefixes, and suffixes.

**Independent Practice** Project the following words: *I've, Tues., portable, disruption, microscope*. Have students copy the words on their own paper. Circulate to hear students decode the structures in each word. Encourage students to write additional examples of contractions, abbreviations, roots, prefixes, and suffixes. Offer corrective feedback and other examples to students as needed. Collect students' work.

## Grade 3

### Reading and Writing Foundations ..... Fluency

**3.2.F.1** Students will expand their sight word vocabulary by reading regularly- and irregularly-spelled words in isolation and context with increasing automaticity.

**CKLA Connection** Use this routine to highlight high-frequency words when they appear in students' spelling lists, such as in Unit 2, Lesson 15 (*carry/carries*), and Unit 8, Lesson 5 (*about*), or in the Student Readers, such as Chapter 2 in the Unit 1 Reader (*together*).

**Introduce** Explain to students that high-frequency words are words they will encounter often as they read and write. Students will come to recognize them by sight. Tell students they can segment and blend to spell these words correctly when they write. Some high-frequency words—or parts of the words—follow regular patterns, such as *way*, *number*, and *word*. Others may have parts that do not follow regular patterns. Students may need to memorize certain sound spellings to recognize patterns such as *is*, which is pronounced /i/ /z/. To learn these words, students can make a list of them and add to it each time they come across a new one.

**Model** Read a passage from a text, and point out a high-frequency word, such as *about*. Write the word on the board.

**Say:** This is a high-frequency word. I see this word a lot when I read. Some of the sounds in this word are sounds that I would expect, but the first sound doesn't make the /æ/ or /a/ sound. Instead it is the /ə/ sound. The rest of the sounds are familiar: /b/ /ou/ /t/. Say it with me: *about*.

**Say:** When I come to a high-frequency word, I can follow these steps to learn and remember it.

First, I will add this word to my list so I can practice it.

Then, I will read the word aloud twice: *about, about*.

Next, I will spell the word twice. I will say each letter as I spell it: *a b o u t*. Writing it will help me remember its spelling so that I recognize the word quickly when I see it again.

**Group Practice** Introduce students to additional high-frequency words, such as *other*, *from*, *carries*, and *together*. Remind students of the first step of the routine you modeled. Have students repeat the step aloud and then complete the step. Continue with the remaining steps.

**Independent Practice** Have students practice the high-frequency words they learned on their own by saying them aloud twice and writing them twice. Then have students try to find one of the new words in a text they are reading. Circulate to confirm that students are noting high-frequency words.

## Reading and Writing Process ..... Reading

**3.2.R.2** Students will identify elements of various genres in fiction, poetry, and nonfiction texts.

**CKLA Connection** Use this routine to support the teaching of genre elements.

**Introduce** Explain that most texts can be categorized as fiction, poetry, or nonfiction. Within these categories, there are many different genres. Display the chart below and use it to point out a few examples of different genres. Briefly discuss with students which genres are their favorites.

<b>Fiction</b>	<b>Poetry</b>	<b>Nonfiction</b>
realistic fiction historical fiction science fiction fable folktale	lyric narrative	autobiography biography science text historical text

Tell students that each genre is characterized by particular details.

**Model** Select a nonfiction text from the classroom library. Display the work and read the title aloud.

**Say:** I am going to think about how I can tell that this text is a work of nonfiction. I am going to think about nonfiction characteristics and details.

**Say:** A nonfiction text gives information. It usually includes a main idea or topic, related details, and photographs or other graphic elements. A nonfiction text about a person's life is a biography. A text about a person's life written by that person is an autobiography. A nonfiction text about a scientific topic is a science text. Which of these elements do you see in this text?

Accept all relevant answers and offer support as needed.

Repeat the process above using a fictional text and a poem. Point out that fiction often includes characters and a plot, setting, and theme. Explain that genres of fiction include realistic fiction (stories based on real life), historical fiction (stories based on historical events), and folktales (stories passed down within cultures). Point out that poetry often includes rhyme, stanzas, and words arranged in a particular form. Explain that genres of poetry include lyric poetry (poems with a musical rhythm) and narrative poetry (poems that tell a story).

## Grade 3

### Reading and Writing Process ..... Reading (Continued)

**3.2.R.2** Students will identify elements of various genres in fiction, poetry, and nonfiction texts.

**Group Practice** Select a number of fiction, poetry, and nonfiction texts from the classroom library. Have students form small groups, and give each group a mix of texts. Tell groups to work together to identify the characteristics of each book that help them determine the book's genre. Have students record the genres for each text and share their findings with the class.

**Independent Practice** Have students select a book from the classroom library and identify details of the work that characterize its genre. Have students record their thoughts on a separate sheet of paper. Collect students' work.



## Reading and Writing Process ..... Writing

**3.2.W.4** Students will routinely use a recursive process to publish final drafts for an authentic audience (e.g., reading aloud, posting on blog, displaying, entering contest).

**CKLA Connection** Use this routine when students are completing a writing task for an authentic audience.

**Introduce** Explain to students that writing is a recursive process made up of five distinct steps:

1. Prewriting: Brainstorm ideas, gather information, take notes, make an outline, and set a purpose for writing.
2. Drafting: Draft, or prepare, a first version of the writing and organize and explain ideas.
3. Revising: Review and rewrite as many times as needed to make the writing clearer and stronger and add details.
4. Editing: Check the writing for correct grammar, spelling, and punctuation to create a final draft.
5. Publishing: Present the writing to an authentic audience, such as by reading it aloud to friends or family, posting it on a blog, displaying it in a classroom or school library, or entering it into a writing contest.

As necessary, explain that an authentic audience is typically made up of people outside the classroom who choose to read or listen to a writer's work.

Tell students that they should use this process when they have a writing project, whether it be writing fiction such as a narrative or creating an informational piece such as a letter or essay. While they are planning and drafting, they should keep their audience in mind.

**Model** Prepare or identify a short informational paragraph to use to model the five steps in the writing process. Have available an outline or notes, a first draft, a revised draft, an edited draft, and a final draft to be read aloud in step 5, publishing.

Display and read aloud prewriting ideas, writing purpose, and any notes. **Say:** In this first step, Prewriting, I took notes about my topic and decided on a purpose for writing. I wanted to write about \_\_\_\_\_, so I took notes about what interests me most about that topic.

Display and read aloud the draft. **Say:** In this second step, I used my outline and my notes to write down my ideas in a basic paragraph form. I did not worry about spelling or grammar. I just wanted to express

## Grade 3

### Reading and Writing Process ..... Writing (Continued)

**3.2.W.4** Students will routinely use a recursive process to publish final drafts for an authentic audience (e.g., reading aloud, posting on blog, displaying, entering contest).

my ideas in the order in which they would make the most sense and make sure that my ideas are addressing my purpose and audience.

Display and read aloud the revised draft, pointing out revisions. **Say:** In this third step, I reread my draft. I noticed some details that could be rearranged to make my main idea clearer. I added more information from my notes to help support my ideas.

**Ask:** What aspects of your writing should you think about when you revise? (*Sample answers: clarity of ideas, organization of ideas, amount of information needed for readers to understand the ideas*) How do you think this revised draft compares to the first draft?

Display and read aloud the edited draft, pointing out corrections. **Say:** To edit my writing, I reread my writing very carefully, making sure I used correct grammar, spelling, and punctuation. I used a dictionary when needed, and I referred to an editing checklist to help me know what errors to look for. I also read my work backward, word by word, which helped me see errors that I missed when I read it through from start to finish.

Model publishing your writing by reading aloud the final draft to the class. **Say:** I decided that to publish my writing, I will read the final draft aloud to you and then display it in the library.

**Ask:** What are some other ways to publish a piece of writing?

**Independent Practice** Have students use the writing process to complete a writing assignment. Circulate as they work to ensure that they are following the steps of the writing process, and then collect their planning notes and drafts.

## Critical Reading and Writing ..... Reading

**3.3.R.1** Students will determine if the author’s purpose is to entertain, inform, or persuade.

**CKLA Connection** Use this routine when students read a literary or informational text.

**Introduce** Explain that an author writes a narrative or informational text for a particular reason. That reason is called the author’s purpose. Point out the following three reasons, or purposes, for writing:

- to entertain
- to inform
- to persuade

Further explain that an author may clearly state the reason for writing somewhere in the text, often at the beginning. Tell students to look for particular information and language in the text to help them determine the author’s purpose:

Purpose	What to Look For in the Text	Clues
To entertain	Humor Colorful language	Amusing characters and events Jokes
To inform	Explanations, data, facts	The reason for I want readers to understand These facts show
To persuade	Strong language to convince readers to take action or think a in certain way	I know you can see What people need to do You must believe

Explain to students that when an author does not state the reason directly, and readers have to infer, or figure out, the purpose using words or phrases from the text. Explain that, today, students will work with text in which an author states the purpose for writing.

## Grade 3

### Critical Reading and Writing ..... Reading (Continued)

**3.3.R.1** Students will determine if the author’s purpose is to entertain, inform, or persuade.

**Model** Display the title and first paragraph or two of an informational text that directly states the author’s purpose.

**Say:** I want to determine the author’s purpose, or reason, for writing this text. As I read, I will ask myself whether the main purpose is to entertain, inform, or persuade. To determine this, I am going to pay attention to the particular words and phrases the author uses and look for a sentence or two that states the author’s purpose for writing.

Read the title and excerpt aloud.

**Ask:** What type of information and language does the author use? Which sentence or sentences state the author’s purpose for writing? Is the purpose to entertain me? Is it to inform me about a topic or explain something? Is it to persuade me to think a certain way or take some action?

**Group Practice** Display a short informational text in which the author states the purpose for writing. Place students in small groups and have them use the questions above to determine the author’s purpose for writing. Circulate and ask students to state the author’s purpose and to explain how they determined it.

**Independent Practice** Provide students a short text in which the author states the purpose for writing. Have students determine the author’s purpose and write the statement or statements that reveal the purpose. Then have them write the purpose in their own words. Collect students’ work.

## Critical Reading and Writing ..... Reading

**3.3.R.4** Students will find examples of literary devices:

- personification
- hyperbole
- simile
- alliteration
- onomatopoeia

**CKLA Connection** Use this routine when students read texts that include multiple examples of literary devices.

**Introduce** Explain to students that stories, poems, and other types of literature often include figurative language. Figurative language is language used in nonliteral ways to create strong images and to evoke strong feelings in readers. These are common types of figurative language:

- **Personification** is a type of figurative language in which human qualities are given to an object, animal, or idea. *The sun smiled on us all weekend.*
- **Hyperbole** is a figure of speech in which the truth is exaggerated for emphasis or for humor. *It took forever for my package to arrive in the mail.*
- A **simile** uses *like* or *as* to compare how two very different things have something in common. *Gina ran like a cheetah.*
- **Alliteration** is the repetition of consonant sounds at the beginnings of words. It gives poetry and other literary writing a musical quality. *Five furry foxes hid in the high grass.*
- **Onomatopoeia** is the use of words with sounds that echo their meanings, such as *buzz*, *bing*, and *whoosh*.

**Model** Display an excerpt from a literary work that includes several different types of figurative language. Choose one of the examples, and use prompts such as the following to model how to explain what figurative language contributes to the meaning of the text.

**Ask:** In the \_\_\_\_ sentence, what type of figurative language is used? Why do you think so? What image does this create in your mind? What does this figurative language add to the meaning of the text? What does it help you understand about the text?

**Group Practice** Guide small groups to read another excerpt and discuss other examples of figurative language. Have groups share what each example contributes to the text.

**Independent Practice** Have students look through a text to find other examples of figurative language. Ask students to name it (simile, onomatopoeia, etc.), interpret it, and explain what it contributes to the text.

## Grade 3

### Critical Reading and Writing ..... Reading

**3.3.R.6** Students will distinguish fact from opinion in an informational text.

**CKLA Connection** Use this routine with informational texts, including Student Readers, Read-Alouds, or other texts from your classroom library, that provide both opinions and facts.

**Introduce** Explain to students that when they read informational text, they will need to be able to distinguish fact from opinion.

- A **fact** is a statement that can be proved. Clues include numbers, dates, and other verifiable information.
- An **opinion** is a statement that cannot be proved because it expresses a person's feelings or beliefs. Clues include words such as *believe*, *feel*, or *think*; phrases such as *should be* or *must show*; or words that clearly show bias, such as *harmful*, *good*, or *bad*.

**Model** Display an excerpt from an informational text that includes facts and opinions. Read the text aloud and pause at the first fact or opinion.

**Say:** I am not sure whether this is a fact or an opinion. First, I will draw on what I already know. I know that a fact is a statement that can be proved. Is this a statement that can be proved? Or is it a statement that expresses a person's feelings or beliefs?

Continue reading the text. At the end, ask the class to discuss whether the text was mostly fact or mostly opinion. Ask whether their analysis changes their understanding of the text.

**Group Practice** Have students read a paragraph or section from another text and distinguish facts from opinions. Call on volunteers to share their evidence and their evaluations.

**Independent Practice** Have students look through an informational text they have read recently. Ask students to find at least one fact and one opinion. Then have them write to explain the differences between the facts and opinions.

## Critical Reading and Writing ..... Reading

**3.3.R.7** Students will describe the structure of an informational text:

- problem/solution
- description
- sequential

**CKLA Connection** Use this routine when students read a text that has a problem/solution, description, or sequential text structure.

**Introduce** Explain to students that informational texts can be organized in different ways. Point out that a science text may present a problem and how it was solved. A historical article might be organized by the order in which events happened, or in sequence. An article about a work of art may be organized by description of the features of the artwork.

**Model** Select and make copies of an article with a problem/solution text structure and distribute it to students. Read the article aloud to students as they follow along. The article or excerpt should have transitions that clearly signal the text structure, such as *cause, result, outcome, or issue*.

**Say:** Let's examine the structure of this text. First, let's look for transition words that can act as clues.

**Ask:** Oh look here: I see a transition word clue. (Name the word or phrase.)

**Ask:** What relationship does the word \_\_\_\_\_ signal between two ideas or events?

**Ask:** What is the problem or issue? What was the solution or result?

**Ask:** What text structure does this article have?

Repeat the routine as needed with a text that has a description text structure (looking for transition words such as *is an example of, to illustrate, and such as*) or a sequence text structure (looking for transition words such as *first, then, finally, and as a result*).

**Group Practice** Select a second article that uses the same structure as the text in the model. Use the prompts to guide students to identify the text structure. Repeat the routine as needed with other text structures.

**Independent Practice** Provide students with copies of another informational article that has a clear organizational structure and uses plenty of transitions. Have students write several sentences that describe the text structure and show how they identified the text structure. Repeat the routine as needed with other text structures.

## Grade 3

### Critical Reading and Writing ..... Writing

**3.3.W.3** Students will write an opinion about a topic and provide relevant evidence as support in multiple paragraphs with transitional words and phrases.

**CKLA Connection** Use this routine to encourage students to include transitions when writing opinion paragraphs, such as in Domain 4.

**Introduce** Explain that when students write paragraphs, they use words and phrases to connect sentences. These are called transitional words and phrases. Words such as *as a result* show how ideas are connected. For example: *She woke up late. She missed the bus. She had to wait for a ride. She was late to school.* This short story becomes clearer with some transitions to show a sequence of events: *First, she woke up late. Then, she missed the bus. Finally, she had to wait for a ride. As a result, she was late for school.*

Point out that writers also use transitional words when they write an opinion on a topic. Remind students that when they state an opinion, they say what they feel or think. Explain that an opinion cannot be proven, so it is important to give reasons to support it. Students should include details, or information, to explain why they feel or think what they do. They should use transitional words like *first*, *second*, *finally*, and *as a result* to connect ideas and help readers follow and understand them.

**Model** Write the following on the board: *I like basketball more than ice skating. I like to play on a team.*

**Say:** A transitional word can help connect these sentences and make the opinion clearer.

Write: *I like basketball more than skating. First of all, I like to play on a team.*

**Say:** The transitional words *second* and *finally* tell readers to expect new details.

Write: *Second, I like basketball because I like dribbling the ball. Finally, I love to run.*

**Say:** Now that I've given my reasons, I'm going to sum up or conclude my opinion.

Write: *As a result, I think basketball is a better sport than ice skating.*

**Group Practice** Have students use sentence frames based on the model to write and share opinions in small groups.

I like \_\_\_\_\_ more. First, \_\_\_\_\_. Second, I like \_\_\_\_\_. Finally, \_\_\_\_\_. As a result, I think \_\_\_\_\_.

**Independent Practice** Have students use transitional words to write an opinion about the text they are currently reading or about an event in their daily lives.



## Vocabulary ..... Reading

**3.4.R.3** Students will use word parts (e.g., affixes, Anglo-Saxon roots, stems) to define and determine the meaning of new words.

**CKLA Connection** Use this routine when students are studying morphology.

**Introduce** Explain to students that understanding the meanings or origins of different word parts such as prefixes and suffixes, known as affixes, roots, and stems, can help them figure out and remember the meanings of new words. Tell students that today they will focus on root words and that the root of a word is the part that carries the main meaning. Explain that once they know the meaning of a root, they can figure out the meanings of many unfamiliar words with the same root.

Tell students that many words we use today come from other languages. Words with Greek and Latin roots are very common. For example, the word *telephone* is formed from the Greek root *phon*, which means “sound,” and the prefix *tele-*, which means “from far away.” Explain that students can use this knowledge to define other words, such as *phonics* and *symphony*, which have the same root, or *television* and *telescope*, which have the same prefix.

Then point out that some words we use today come from Anglo-Saxon roots. Explain that Anglo-Saxons were Germanic people who lived centuries ago in what is today part of Great Britain. Words that come from Anglo-Saxon roots are some of the oldest words in the English language. Tell students that learning to use Anglo-Saxon roots can help them unlock the meanings of new words.

**Model** Display the following chart:

Anglo-Saxon Root Word	Meaning of the Root Word	Examples of English Words
wit-/wis-	know	witness, wisdom
dear	valued	dear, endear, endearing, dearest
drif-	carry along	drift, adrift
tru	faithful	true, truth, truthfulness

Point to the first row in the chart.

## Grade 3

### Vocabulary ..... Reading (Continued)

**3.4.R.3** Students will use word parts (e.g., affixes, Anglo-Saxon roots, stems) to define and determine the meaning of new words.

**Say:** I know that the Anglo-Saxon root *wit-* or *wis-* means “know.” So, when I see the root *wit-* in the word *witness*, I can figure out that the meaning of *witness* has to do with knowing something. What is a witness? (*A person who has knowledge of some event taking place, often a crime.*) What do you think *witness* means in the following sentence, when it is used as a verb? *The firefighter witnessed one of the worst fires in history. (to have knowledge of, or see, an event)*

**Ask:** What do you think *wisdom* means? How does the root word help you figure out the meaning? What other words have the root *wit-* or *wis-*? (*wit, witty, wise*)

As needed, repeat the process with the root word *dear* shown in the second row of the chart.

**Group Practice** Have students work in pairs to use the Anglo-Saxon root *drif-*, to define the words *drift* and *adrift* shown in the third row of the chart. Have students write the definitions and then use a dictionary to check them. Then have student pairs identify other words with the root *drif-* such as *drifter* and *driftwood*, and discuss how to use the root to determine the meaning of these words.

**Independent Practice** Have students work independently to use the root word *tru-* to determine the meaning of the words listed in the fourth row on the chart. Tell students to write their definitions and then use a dictionary to check them. Then have students write a sentence using each word with the root *tru-*. Collect students’ work.

## Vocabulary ..... Reading

**3.4.R.4** Students will consult reference materials (e.g., dictionaries, glossaries, thesauruses) to comprehend the words in a text.

**CKLA Connection** Use this routine when students need support to understand an unfamiliar word in a text.

**Introduce** Explain to students that reference materials are books and other resources that provide information and facts. Dictionaries, glossaries, and thesauruses are three reference materials that can help them understand unfamiliar words in a text. Point out that such reference materials typically have both print and online editions. Discuss the function of each of the three references:

- **Dictionary:** A resource that provides definitions of words along with information about their spelling and pronunciation, the part of speech, origin, and the correct way to divide a word into syllables; may include synonyms and antonyms (words with opposite meanings). Words are listed in alphabetical order.
- **Glossary:** An alphabetical list of specialized or technical words and terms relating to a particular subject or area of study along with their definitions; often found in the back of an informational text
- **Thesaurus:** A resource that lists words and their synonyms, or words that have the same meaning or almost the same meaning; it also includes antonyms. A thesaurus includes a word's part of speech and examples of word usage. Words are typically listed in alphabetical order.

Tell students that today they are going to focus on consulting a thesaurus to comprehend words in a text. Point out that in a thesaurus entry or word listing, students will find words they already know, as well as new words. Also point out that each synonym offers a slightly different shade of meaning for the entry word.

**Model** Have a print or electronic thesaurus on hand. Display a brief paragraph from a classroom library text that includes a few words that may be unfamiliar to students. Read the text aloud, stopping at the end of a sentence with the unfamiliar word.

**Say:** I am not sure what the word \_\_\_\_\_ means. I will use the thesaurus to help me understand its meaning. The thesaurus tells me that this word is a \_\_\_\_\_ (part of speech) and then lists synonyms.

Read aloud some of the synonyms.

## Grade 3

### Vocabulary ..... Reading (Continued)

**3.4.R.4** Students will consult reference materials (e.g., dictionaries, glossaries, thesauruses) to comprehend the words in a text.

**Ask:** Which of these synonyms do I know? Which one makes the most sense in the sentence?

**Say:** I know the meaning of the synonyms \_\_\_\_\_ and \_\_\_\_\_. I will replace the unfamiliar word in the sentence with each of these synonyms and determine which one makes the most sense in the sentence.

Read aloud several antonyms.

**Ask:** Do I know any of these antonyms? Do any of them help understand the meaning of \_\_\_\_\_?

**Say:** Using the synonyms and antonyms listed in the thesaurus helped me understand the meaning of the unfamiliar word \_\_\_\_\_.

**Group Practice** Have students work in pairs to use a print or online thesaurus to comprehend another unfamiliar word in a text that they have recently read. Tell students to use the process presented in the Model section. Have them share with the class the unfamiliar word and the synonym they found for it.

**Independent Practice** Have students select a text they have read or provide texts from the classroom library. Tell them to identify several unfamiliar words and use a thesaurus to help them understand the words' meanings. Then have students write a new sentence using each word they looked up in the reference. Collect students' work.

**3.4.W.2** Students will use precise vocabulary in writing for the intended mode and effect on the audience.

**CKLA Connection** Use this routine when students are revising their writing.

**Introduce** Explain to students that using precise vocabulary—specific nouns, verbs, adjectives, and adverbs—in their writing helps to clarify ideas, strengthen meaning, and communicate a strong message. The use of precise words also keeps the audience interested. Tell students that precise vocabulary can have an emotional effect on readers, creating feelings such as anger, sadness, or joy. For example, the noun *person* does not stir up strong feelings, but the precise noun *monster* creates feelings of fear and terror.

Point out that when students revise their writing—whether informational, narrative, or opinion—they should look for words that can be replaced with precise vocabulary. Also tell them that reading their writing aloud will help them identify general, common, and overused vocabulary that should be replaced.

**Model** Display the following sentences to illustrate using precise vocabulary.

*The animal walked across the path. The boy stood behind a tree to protect himself.*

**Say:** I am going to identify general nouns and verbs that I can replace with more precise words so as to paint a clearer picture of this event for readers. I am also going to identify where I can add a specific adjective or adverb to make the text more colorful and exact.

Read the first sentence aloud.

**Say:** The noun *animal* is a general term. It does not tell what kind of animal is on the path.

**Ask:** What precise noun can we use to make the sentence more specific and more interesting? (*Responses will vary.*) Cross out *animal* and write the precise noun above.

**Say:** The verb *walked* is a very common verb that does not tell the way in which the animal moved.

**Ask:** What lively verb can we use to describe the way the animal crossed the path? (*Possible answers include scampered, strolled, wandered, dashed, and scooted.*)

Cross out *walked* and write the precise verb above it.

**Say:** The sentence does not tell readers anything about the path.

## Grade 3

### Vocabulary ..... Writing (Continued)

**3.4.W.2** Students will use precise vocabulary in writing for the intended mode and effect on the audience.

**Ask:** What adjective can we use to describe the path? (*Possible answers include* dirty, winding, narrow, dark, slippery, *and* stony.)

Point out that students should avoid adding overused and vague adjectives, such as *nice*, *good*, and *interesting*. Add the adjective before the word *path*. Read the revised sentence aloud.

**Ask:** What effect do the precise words \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ have on you? (*Possible responses: I can clearly picture the \_\_\_\_\_ and how quickly/slowly it moved. I can also imagine exactly what the \_\_\_\_\_ path looks like.*)

**Group Practice** Have students work in small groups to revise the second sentence displayed in the Model section by replacing general nouns and verbs with precise vocabulary and by adding precise adjectives or adverbs. Invite volunteers to share their revised sentences with the class and discuss the effect of the revisions.

**Independent Practice** Have students take out a piece of writing they have been working on recently and work independently to make revisions by replacing general nouns and verbs with precise vocabulary and by adding precise adjectives or adverbs. Circulate to monitor students' progress or collect their revisions.

**3.5.R.2** Students will recognize parts of speech in sentences:

- concrete, abstract, and possessive nouns
- different types of verbs (i.e., action, linking, helping) and their roles in a sentence
- the complete subject and complete predicate of a sentence
- possessive adjectives
- prepositional phrases
- possessive pronouns and the nouns they replace
- coordinating conjunctions (i.e., *for, and, nor, but, or, yet, so*)
- adverbs of frequency (e.g., *always, often, never*)

**CKLA Connection** Use this routine when students are studying parts of speech or other grammatical structures.

**Introduce** Explain to students that today they will learn about specific parts of speech and their roles in a sentence: concrete, abstract, and possessive nouns; different types of verbs; possessive adjectives; prepositional phrases; possessive pronouns; coordinating conjunctions; and adverbs of frequency.

Remind students that complete sentences have a complete subject and a complete predicate. A **complete subject** is the subject and all the words that go with it. A **complete predicate** is the verb in a sentence and all the words that go with it.

- **Verbs** are part of a subject's predicate. An **action verb** describes an action. A **linking verb** connects the subject to the rest of the sentence, and most linking verbs are forms to "to be," such as *is, am, was, and can be*. A **helping verb** is a verb that helps other verbs, so they usually are in front of action or linking verbs. For example, a helping verb is the *could* in *could have* or the *will* in *will run*.

### **Concrete, Abstract, and Possessive Nouns**

**Model** Display the following sentence: *The book's plot is about two friends and their quest for happiness.*

**Say: Concrete nouns** are nouns that you can experience, see, hear, taste, smell, or touch. If you cannot do those things, then the noun is an **abstract noun**. **Possessive nouns** are nouns that show possession, and these nouns are made with a noun and an apostrophe s or just an apostrophe. What nouns from this sentence can you see, hear, taste, smell, or touch? (*plot, friends, quest*) What abstract noun do you see? (*happiness*) What noun do you see that shows possession? (*book's*)

# Grade 3

## Language ..... Reading (Continued)

**3.5.R.2** Students will recognize parts of speech in sentences:

- concrete, abstract, and possessive nouns
- different types of verbs (i.e., action, linking, helping) and their roles in a sentence
- the complete subject and complete predicate of a sentence
- possessive adjectives
- prepositional phrases
- possessive pronouns and the nouns they replace
- coordinating conjunctions (i.e., *for, and, nor, but, or, yet, so*)
- adverbs of frequency (e.g., *always, often, never*)

### Prepositional Phrases

**Model** Display the following sentence: *Sandra went to the theme park on the island.* Underline *to* and *on*, and have students read the sentence.

**Say:** These words are called **prepositions**. Most prepositions are small words, such as *to, for, in,* and *from*. They connect parts of sentences and often tell when and where. **Prepositional phrases** are the modifying phrases that include a preposition and its object. What prepositional phrases do you see in the sentence? (*to the theme park and on the island*) What are the objects in each prepositional phrase? (*the theme park and the island*) What do the prepositional phrases tell you? (*where Sandra went and when*)

### Possessive Adjectives and Pronouns

**Model** Tell students that **possessive adjectives** modify nouns to show ownership. Remind students that a pronoun takes the place of a noun in a sentence. Point out that a possessive pronoun shows ownership.

<b>Possessive Adjectives</b>	my, your, his, her, its, our, their	Use to show who owns something	<u>Teddy</u> plays video games with his friends. <u>Teddy, Jessica, and Naveed</u> play <u>their</u> favorite video game every Saturday.
<b>Possessive Pronouns</b>	mine, yours, his, hers, its, ours, theirs	Use to show ownership	Whose favorite video game is it? It is <u>theirs</u> .

Display these sentences and read the first one aloud:

Tamera named her dog Patches.

The dog loves to play with its toys.

Whose dog is Patches? It is hers.



## Language ..... Reading (Continued)

**3.5.R.2** Students will recognize parts of speech in sentences:

- concrete, abstract, and possessive nouns
- different types of verbs (i.e., action, linking, helping) and their roles in a sentence
- the complete subject and complete predicate of a sentence
- possessive adjectives
- prepositional phrases
- possessive pronouns and the nouns they replace
- coordinating conjunctions (i.e., *for, and, nor, but, or, yet, so*)
- adverbs of frequency (e.g., *always, often, never*)

**Say:** I recognize the possessive adjective *her* in the first sentence. *Her* refers to the subject Tamera. What is the possessive adjective in the second sentence? (*its*) What noun does the possessive adjective refer to? (*dog*) What possessive is in the third example? (*hers*) What noun does this possessive pronoun refer to? (*Tamera*)

### Coordinating Conjunctions

**Model** Display the following sentence: *Kelsey and Benedict like to dance. Their favorite music is pop, but they also like hip hop.* Underline *and* and *but*, and have students read the sentences.

**Say:** These words are called **coordinating conjunctions**. Coordinating conjunctions are words like *for, and, nor, but, or, yet, and so*. They connect grammatical parts of similar rank, such as two subjects, two verbs, or two independent clauses.

### Adverbs of Frequency

**Model** Display the following sentence: *I always do my homework after dinner.* Underline *always*.

**Say:** Words like *always, often, and never* are **adverbs of frequency** that describe how often something happens. Other common adverbs of frequency are *usually, normally, sometimes, and rarely*.

**Group Practice** Display the following sentences: *Titus went to the dog park with his puppy Loki, and they spent the whole afternoon there. They always spend several hours there because Loki loves meeting other dogs. Loki's excitement makes Titus happy as well.* Have small groups identify the different parts of each sentence using the parts of speech they have learned. Circulate and offer corrective feedback as needed.

**Independent Practice** Provide or have students find a text to analyze for use of these parts of speech. Have students annotate the text or transcribe sentences onto their own paper as they identify nouns, pronouns, prepositional phrases, coordinating conjunctions, and adverbs of frequency. Collect students' work.

## Grade 3

### Language

**3.5.W.1** Students will compose simple and compound declarative, interrogative, imperative, and exclamatory sentences, avoiding and correcting fragments.

**3.5.W.4** Students will use periods with declarative and imperative sentences, question marks with interrogative sentences, and exclamation points with exclamatory sentences.

### Writing

**CKLA Connection** Use this routine when teaching types of sentences and how to write them while avoiding and correcting fragments.

**Introduce** Tell students that there are four types of sentences:

- **Declarative** sentences tell or explain something, like “I did my homework.”
- **Interrogative** sentences are questions, like “Did you do your homework?”
- **Imperative** sentences tell someone to do something, like “Do your homework.”
- **Exclamatory** sentences are exclamations, like “I learned so much!”

Explain that these sentences are complete sentences because they have a complete idea with a verb and a subject. Clarify that imperative sentences have an implied subject *you*, such as *You do your homework*. Point out that compound sentences are two or more independent clauses combined. Tell students that they will learn how to write all four sentence types in this routine.

**Model** Write the sentence *What will you have for lunch?*

**Say:** This is an interrogative sentence because it is a question and it ends in a question mark.

Write the sentence *Eat at noon.*

**Say:** This is an imperative sentence because it is telling someone to do something. The implied subject is *you*, so this sentence is a complete thought.

Write the sentence *For lunch, I will have* on the board, leaving out the final part of the sentence, and read it with students.

**Say:** This is a declarative sentence because it is telling something, but the sentence is a fragment. It does not give a complete thought. How can we make this sentence complete?

Accept students' ideas and record one for all students to see, such as *For lunch, I will have a sandwich.*

Write *It was delicious!*

**Ask:** What kind of sentence is this?

## Language ..... Writing (Continued)

**3.5.W.1** Students will compose simple and compound declarative, interrogative, imperative, and exclamatory sentences, avoiding and correcting fragments.

**3.5.W.4** Students will use periods with declarative and imperative sentences, question marks with interrogative sentences, and exclamation points with exclamatory sentences.

Elicit that this sentence is an example of an exclamatory sentence.

**Say:** We can make a compound sentence by combining two independent clauses, such as *I want grilled cheese* and *They are serving soup and grilled cheese in the cafeteria*. I can combine these ideas with a comma and the word *and*: *I want grilled cheese for lunch, and they are serving soup and grilled cheese in the cafeteria*.

**Group Practice** Make a simple two-column editing checklist, with *Complete sentence* and *Correct punctuation* in the left column and empty spaces for check marks in the right column. Have students work in small groups to write an example for each sentence type. Then have groups trade sentences and use the editing checklist to review each other's work. Remind students that they should avoid fragments. When groups get their sentences back, have them correct fragments and other writing errors as needed.

**Independent Practice** Give students a copy of the editing checklist. Then have students write simple and compound sentences, using at least two types of sentences. Circulate and ask students what type of sentences they are writing. Remind students to write complete sentences. Have students read their sentences to a partner. Collect students' work.

## Grade 3

### Language

**3.5.W.2** Students will use nouns, verbs, adjectives, prepositions, and adverbs to add clarity and variety to their writing.

**CKLA Connection** Use this routine when students are revising their writing.

**Introduce** Explain to students that they should choose their words carefully to make their writing interesting and understandable for readers. Tell students that, when editing their work, they should pay attention to whether any information is confusing or repetitive. They can strengthen their writing by adding or replacing words, including nouns, verbs, adjectives, prepositions, and adverbs, to add clarity, specificity, or interest.

**Model** Display the following sentences.

*My favorite season is summer. Summer is my favorite season because it is warm. I like to go swimming. I also like riding my bike.*

**Say:** I am going to look for words or phrases that are repeated and that I can replace with other words or phrases to make the writing more interesting.

Read the first two sentences. **Say:** The words “my favorite season” are repeated. Let’s replace these words with something else. We might need to move other words in the sentence to use a different type of word. What is another way to say “summer is my favorite season”? (*Possible answers: I like summer; I prefer summer.*) Cross out “Summer is my favorite season” and write the new phrase above it.

**Say:** Now I’m going to look for any information that might need more details.

Read the revised second sentence. **Say:** Where is it warm? How warm is it? We can add a few more words to make this sentence more specific. What words should we add to provide more details? (*Possible answers: it is warm outside; it is very warm; it is always warm outside.*) Add the new words.

**Group Practice** Have students work in small groups to revise the third and fourth sentences by adding or replacing words to avoid repetition or add more information. Invite volunteers to share their revised sentences with the class and discuss how their revisions improved the sentences.

**Independent Practice** Have students take out a piece of writing they have been working on and work independently to revise areas that are repetitive or need more information to enhance their readers’ understanding. Collect students’ work.

### Writing

## Language

**3.5.W.3** Students will capitalize and punctuate titles of respect, words in titles, and geographical names.

## Writing

**CKLA Connection** Use this extension when students are editing their writing, such as in Unit 1, Lesson 13 or Unit 10, Lesson 12.

**Introduce** Explain to students that there are special words that we capitalize, such as titles of respect, words in titles, and geographical names. Explain that we also often abbreviate these words. Tell students that an abbreviation is a short way to write a full word. It usually begins with a capital letter and ends with a period. Here are some common examples of capitalized and abbreviated words.

- days of the week: Mon., Tues., Wed., Thurs., Fri., Sat., Sun.
- months of the year with more than four letters: Jan., Feb., Mar., Apr., Aug., Sept., Oct., Nov., Dec.
- titles of respect before names: Dr. Garcia, Mrs. Lam, Mr. Green
- streets in addresses: 100 Main St. (street), 25 First Ave. (avenue), 208 Miller Rd. (road)
- states: AL (Alabama), ME (Maine)

**Model** Write the following text on the board:

David Chen's 8th Birthday

When: Saturday, October 10, 12:00

Where: 200 Oak Street, Wagoner, Oklahoma 36600

Directions: Turn left on Main Street and right on Green Drive

Reply to: Doctor Chen, (123) 456-7890

**Say:** David's parents are sending out party invitations. On an invitation, it is very common to use abbreviations because space is limited. Let's see whether we can abbreviate any of the words. What about the word *Saturday*? (*Sat.*) Is there another word that we can abbreviate on the When line? (*Oct.*)

Point out *Oklahoma*. Explain that every state has a special two-letter abbreviation. Both letters are capitalized and there is no period after the letters. **Say:** OK doesn't need periods, but when Doctor is abbreviated, we add a period after Dr. just as we would do for Mr. or Mrs.

**Independent Practice** Have students take out a piece of writing they have completed recently, such as the letter they wrote in Unit 10, Lesson 12. Ask them to edit their writing to include capitalized titles or geographical names. Alternatively, provide sample sentences for students to edit. Collect students' work.

# Grade 3

## Language

## Writing

**3.5.W.5** Students will use apostrophes to form complex contractions (e.g., *should've*, *won't*, *y'all*) and to show possession.

**CKLA Connection** Use this routine when students spell any contractions.

**Introduce** Tell students that a contraction is a word or combined group of words in which a letter or letters have been left out.

**Model** Follow the routine to help students spell words with contractions:

**Say:** When we speak, we often use contractions for common words that we say. Some examples are *don't* instead of *do not*, *can't* instead of *cannot*, and *wasn't* instead of *was not*. Contractions use an apostrophe in place of the letters that have been left out. Most follow the same rule: put the apostrophe where the missing letter or letters would have gone.

Write *do not*, *cannot*, and *should have* on the board.

**Say:** To write these words as contractions, I simply swap out the missing letter or group of letters for an apostrophe.

Below each word on the board, write its contraction, pointing out where the apostrophe takes the place of a letter or letters.

**Say:** Some contractions, however, don't follow the expected rules, so we just have to memorize how to spell them.

Write *will not* on the board.

**Say:** We form the contraction of the words *will not* as *won't*. You can see that just swapping out the "ill" of *will* for an apostrophe doesn't work. That would make the word *w'not* instead of *won't*.

**Group Practice** Provide the words *you all*, *could have*, and *must not* on the board. Explain that these phrases follow the expected rule for apostrophes with contractions. Have students come up to the board to write contractions beneath each phrase.

**Independent Practice** Provide additional phrases for students, such as *we will*, *they would*, and *that is* for students. Have them use their own paper to form proper contractions.

**3.5.W.6** Students will use commas before a coordinating conjunction and to separate individual words in a series.

**CKLA Connection** Use this routine when students edit their own writing.

**Introduce** Explain that students can use commas to separate words in a series, or list, in a sentence.

- A series is a list of three or more words.
- A comma follows each word in the series except for the last one.
- The words *and* or *or* come before the last word in the series.

Explain that we also use a comma before a coordinating conjunction when we create a compound sentence from two independent clauses that are closely related. Common coordinating conjunctions include *for, and, nor, but, or, and so*.

**Model** Start by explaining how to use a comma to separate items in a series. Write the following sentence on the board: *The fruit salad has oranges bananas and apples.*

**Say:** When we write a list of three or more things, we use commas to separate the items. This sentence needs two commas. What words should they follow? (*oranges and bananas*) Yes. This sentence has a list of three fruits. Commas go after the first two words in the list. What is the last fruit? (*apples*) What word goes before apples? (*and*) Now let's try using a comma to create a compound sentence.

Write the following sentences on the board: *She saw a shell on the beach. She picked it up.*

**Say:** Having several simple sentences like this sounds a little choppy. We can make the thought a bit more interesting by creating a compound sentence and adding a coordinating conjunction.

Write this sentence below the first two: *She saw a shell on the beach, and she picked it up.*

**Say:** I added the coordinating conjunction *and* because there were two things that the girl was doing, and she was doing them together. Just before the conjunction, I added a comma.

**Independent Practice** Have students take out a piece of writing they have finished recently. Tell them to read through their writing and look for sentences that have three or more words in a series. Ask students to check that they have written complete sentences that use commas correctly between the words in the series. Next, have them identify simple sentences that they could combine into compound sentences using a comma and a coordinating conjunction. Collect their revised writing. Alternatively, provide students with sample items to correct and turn in.

## Grade 3

### Language

### Writing

**3.5.W.7** Students will use a colon to indicate time.

**CKLA Connection** Use this routine when students write times using numbers.

**Introduce** Review with students that when they say and write times, there are two different parts to the time: the hour and the minute. Explain that when they write a time, they need to include another mark to help them keep the hours and the minutes separate. Tell students that they will learn about that mark in this routine.

**Model** Write the digits 1230 on the board.

**Say:** I'm trying to write the time 12:30 on the board. But it's tricky to read, with all those numbers smushed together. What I need is a mark called a colon. A colon is made of two dots, one on top of the other. I put the colon between the hours and the minutes, like this.

Rewrite 1230 as 12:30 and draw an arrow pointing to the colon.

**Say:** I read this time as twelve-thirty. The hours and minutes are separated.

Write several other times.

**Say:** I write the hour, then the colon, then the minutes. The hour, then the colon, then the minutes.

**Group Practice** Dictate a series of times. Have students work together to write the times on the board, remembering to include the colon. Check their work.

**Independent Practice** Ask students to imagine a daily schedule that they would enjoy. Have them write three or four activities they would like to do during the course of a day. Next to each activity, write the time when they would like to do the activity. Circulate, making sure that students include hours and minutes separated by a colon for each time.



## Research ..... Reading and Writing

**3.6.R.1** Students will conduct research to answer questions, including self-generated questions, and to build knowledge.

**3.6.W.1** Students will choose a topic of interest and generate several questions about it for research.

**CKLA Connection** Use this routine during any lesson in which students conduct research.

**Introduce** Explain that the research process includes choosing a topic, generating questions, answering questions, and using the information they find during their research to build their knowledge of a topic. Remind students that they can find information in sources such as books, articles in magazines and on the internet, and other reference sources. If your classroom or school library has access to the internet, this may be an appropriate opportunity to briefly introduce a search engine and the use of keywords for doing a search.

**Model** Tell students that you will model generating questions about a research topic. Choose a simple nonfiction topic, such as an important historical event.

**Say:** I want to research an important historical event, but I need to determine which one.

Have students offer examples of historical events and record them for the whole class. Then have students vote on their favorite topic and circle it.

**Say:** Now that I have my topic, I need to generate some questions about my topic that will help me focus my research. For example, *Why is this historical event important? When did this event happen? Where did it happen? Who were the important people involved?*

**Ask:** What other questions might help me research my topic?

Have students offer suggestions and record them for the whole class.

**Say:** I can use these questions to guide my research. As I find the answers, I will be building my knowledge of the topic.

**Group Practice** Display a sample prompt or topic with a related question. Have small groups work together to determine a specific topic. Then have students generate their own questions to guide their research. Circulate and ask students to explain how their questions will help them build knowledge about their topic.

**Independent Practice** When students do research, have them use what they learned to help them answer questions and generate a list of their own questions. Encourage students to write these questions and keep them nearby when doing their research. Circulate to observe or collect students' work.

## Grade 3

### Research ..... Reading

**3.6.R.2** Students will identify and use text features (e.g., graphics, captions, subheadings, italics, charts, tables, legends) to comprehend informational texts.

**CKLA Connection** Use this routine when students read any literary or informational text, including trade books and digital Student Readers on the CKLA Hub.

**Introduce** Explain to students that text features can help them locate key facts or information in printed or digital texts. Point out that text features in print and digital books include the following:

- **graphics:** These are visuals, such as photos, illustrations, charts, graphs, or tables, that help you find information or show data in a visual way.
- **captions:** These appear as text that explains a picture or diagram.
- **headings:** These are the titles of each large section or chapter of a book, usually listed in a table of contents.
- **subheadings:** These are the titles of shorter sections within a larger section or chapter.
- **italic print:** This text formatting shows important ideas and may indicate words that are defined in the glossary.

**Model** Use a text from your classroom library to customize the following routine. **Say:** I want to learn more about the planet Jupiter. I found a book about the solar system in the library. First I am going to use the table of contents to find sections of the book that are specifically about Jupiter.

Model using the table of contents to find a specific page or section. **Say:** I see a heading on this page that says “Outer Planets.” I see a subheading, “Jupiter,” so I think I’m in the right place. Now I’m going to scan the section quickly for information that will help me understand how big Jupiter is compared to Earth. I’ll start with looking at the graphics and captions.

**Say:** Look at this chart that compares the size of Jupiter to Earth. It helps me understand just how much bigger Jupiter is. The caption of the diagram next to the chart says that 1,300 Earths could fit inside Jupiter!

Point out other text features on the page, such as italic words that indicate important ideas or glossary words.

**Independent Practice** Have students use a subject matter textbook or trade book to find examples of text features. As students identify their examples, write the names on the board and ask students to explain how each text feature helps them understand the text.

## Research ..... Reading

**3.6.R.3** Students will begin to determine the relevance of the information gathered.

**CKLA Connection** Use this routine when students conduct research, such as in Unit 5.

**Introduce** Explain to students that, when they conduct research, they will often come across information that is not relevant to their topic. They will need to use their own judgment to determine whether they should include certain information when writing about a topic.

**Model** Tell students to imagine they are researching the invention of the telephone and will write an essay about it. Display the following information for students:

Although many people contributed to the technology that would lead to the invention of the telephone, Alexander Graham Bell is known as the “father” of the telephone. Bell was born in Scotland. When he was young, he became interested in inventing devices that solved problems. In 1871 he began working on technology that would transmit sound over electricity. Bell received the patent for the telephone in 1876. The Bell Telephone Company, which is today known as AT&T, was formed in 1877.

**Say:** I want to determine what information in this paragraph is relevant to my research topic, the invention of the telephone.

Read the first three sentences aloud. **Say:** In the first sentence, we learn about the people who invented the telephone. In the second and third sentences, we learn where the inventor of the telephone was born and what he was interested in as a child. What information is relevant to our topic? What information is not relevant? (*Sample answer: Information in the first sentence is relevant; information about where Bell was born is not relevant.*)

**Say:** Remember, when conducting research, you should keep your specific topic in mind. In this case, we are researching the invention of the telephone, not the inventor. Once we’ve found the relevant information, we might want to conduct further research on the technology that led to the invention of the telephone.

**Group Practice** Have students work in small groups and read the rest of the paragraph, determining what information is relevant and what is not relevant. Ask students to explain their reasoning, as well as any other information they might want to research about this topic to fill in any gaps.

**Independent Practice** Have students turn to information they have gathered while researching a topic independently. Ask students to read through their information to determine what information is relevant and what is not relevant to their topic. Collect the notes they make about their findings.

## Grade 3

### Multimodal Literacies ..... Reading

**3.7.R** Students will locate and use information from a variety of alphabetic, aural, visual, spatial, and/or gestural content to compare perspectives about ideas and topics.

**CKLA Connection** Use this routine in lessons that use learning modalities other than the written word.

**Introduce** Remind students that they can learn a lot by reading books and articles. Then remind them that people can learn through other means as well, such as by looking at pictures, watching video, listening to sound, and using gestures.

**Model** Shade your eyes as if you are looking at something in the distance.

**Say:** I am watching the end of a baseball game. Look at my face and my hands and see whether you can tell if the final score makes me happy or unhappy.

Smile and wave your arms in the air. **Ask:** Did my favorite team win? How do you know? (*Yes, you looked happy and looked like you were celebrating.*)

**Say:** You can see how much you can learn from movements, expressions, and gestures; you can tell who won the game just by paying attention to my reaction! What else might I do if my favorite team won? (*high-five a friend, pump your fist*)

**Say:** Now suppose that I am a fan of the other team. I watch the end of the same game. Show me what my face will probably look like after the game is over. (*Students frown or otherwise look sad.*) Instead of waving my arms around, I might slump my shoulders, like this. Another thing I might do is shake my head. These are all gestures and movements that show you how I'm feeling. You can compare different perspectives by looking at movements and gestures and find people who are happy as well as people who are sad.

**Group Practice** Play a short video clip taken from the internet or elsewhere, ideally one that includes exaggerated movements. Point out that the video includes movements, images, and sounds. Have students talk about what information and ideas they can learn from the video, focusing particularly on information that comes from gestures and movements.

**Independent Practice** Have students work with a partner. Have them use movements, facial expressions, and gestures to communicate different perspectives or a simple story. Circulate to observe students' interactions.

## Multimodal Literacies ..... Writing

**3.7W** Students will communicate their ideas, thoughts, and feelings by combining two or more kinds of content:

- writing/alphabetic
- sound, visual, and/or spatial
- movement

**CKLA Connection** Use this routine when you ask students to use modalities other than writing to communicate ideas.

**Introduce** Remind students that writing is an excellent way to communicate, but there are many other ways to share feelings, ideas, and information. Tell students that they can also communicate through pictures, gestures, sounds, and movements and that one good way to combine some of these ways is through acting out a story or an event.

**Model** Choose a story that students will be familiar with, such as “The Three Little Pigs.”

**Say:** I’m going to act out the part of the big bad wolf in this story. Watch and listen.

Make a scary-looking face and pretend to show a wolf’s claws to students.

**Say:** I think I’m in the mood to have a little pig for lunch! Let me see. There were three little pigs running around here not so long ago. I wonder where they went? Oh, there’s a house made of straw! I guess one of the little pigs built it to keep him safe. Well, he won’t stay safe for long.

Walk to a desk or a wall, knock on it as if it were a front door, and then pretend to listen.

**Say:** He says he won’t let me in, not by the hair of his chinny-chin-chin! That won’t keep me out! I’ll huff and I’ll puff, and I’ll blow your house in!

**Say:** You can see how we used movement, gestures, and sound to retell part of a story. You can do the same thing with other stories too.

**Group Practice** Choose a different story children know. Have two or three children act out different parts, being sure to use movements, gestures, and sounds to help them tell the story.

**Independent Practice** Have students work in pairs. Ask them to choose a familiar story and act it out using movements, gestures, and sounds, including speech and sound effects. Circulate, asking students how they are using movements and sounds to communicate the story.

## Grade 3

### Independent Reading and Writing ..... Reading

**3.8.R** Students will read selected texts independently and for various lengths of time, choosing genres to suit and expand their personal preferences and purposes.

**CKLA Connection** Use this routine when you want students to select books on their own, especially when they are learning about genres, and when students are asked to read independently.

**Introduce** Remind students that they often need to choose their own books for independent reading. Tell students that it can sometimes be hard to choose books that are right for them. Explain that in this routine they will learn good ways of choosing reading materials. Adapt the modeling below to match the books you have in your classroom library.

**Model** Display a stack of seven or eight books from your classroom library. Be sure the books are at a variety of reading levels and come from several distinct genres. Read the titles of the books with students.

**Say:** There are a lot of books here! Some of them look very interesting. One way I can choose a book is to think about a genre I especially like. What are some examples of genre? (*adventure, realistic fiction, science fiction, mystery*)

**Say:** I like a lot of genres. Today, I think I'm in the mood for a good story. I think I'd like an adventure story or maybe a mystery story. I've been thinking about writing a mystery story or an adventure story of my own, so I'd be interested in learning more about how a professional author goes about writing one.

Go through the books one by one, having students help you identify the genre of each. Separate out two or three adventure or mystery fiction books.

**Say:** These all look good!

Choose one book.

**Say:** I think I'll choose this book because it's the longest, and I feel like it would be good to stretch my brain by reading a book that will take more than one day. Another day I might want something shorter, but today I think I'd like to try something that's more of a challenge. Now I'll just find a place where I can sit comfortably, and I'm all set!

**Independent Practice** Have students find books in genres that they think they will enjoy. Ask students to explain why they chose the books and genres they did. Then have them find a quiet, comfortable spot for independent reading. Circulate to observe what and how they are reading.

## Independent Reading and Writing ..... Writing

**3.8.W** Students will write independently using print, cursive, and/or typing for various lengths of time, choosing modes and genres to suit their audience and purpose.

**CKLA Connection** Consider using this routine when you are having students do free writing.

**Introduce** Tell students that while you often have them write on a particular topic, at other times they can choose their own genres and subjects. Explain that this is often called *free writing* and that students have two main decisions to make when they write freely: what subject to write about and what *mode* to use (expository, descriptive, narrative, or persuasive). Tell students that both these decisions will be influenced by their writing purpose and by who they think their audience will be.

**Model** Demonstrate choosing a topic and a mode for a piece of writing. **Say:** I've been reading about the ocean, and I think that would be a good subject for my free write. I could write an expository essay, which means I could write to teach my readers about the ocean. Expository writing is a type of nonfiction. I could begin by writing *The ocean is a strange and fascinating place, with creatures ranging in size from blue whales to microorganisms*. That would be an interesting way to start an essay.

Pause as if to think. **Say:** Or I could write a persuasive essay about the ocean. Persuasive writing is another type of nonfiction in which you try to convince your readers to do something or think a certain way. A persuasive essay could give my opinion on the topic of pollution in the oceans. I might begin my persuasive essay with *We have to stop polluting the oceans before it's too late!*

Pause again. **Say:** Or maybe I'd prefer to write a poem about the ocean. That would be a way to write using the descriptive mode. When you use the descriptive mode, you describe what you see, what you hear, or what your feelings are. My poem might start with *The ocean stretches as far as I can see/The waves tumble/The seagulls cry/I love the dark shimmery blue of the water*. That describes the ocean.

Pause one last time. **Say:** Actually, I think I'm going to write a work of fiction that involves the ocean. This is called narrative writing, in which you tell a story. Let's see—I think I'll begin with *Kara had never seen the ocean before, and she could hardly believe how big it was. She stuck her toe in the water, afraid that she would lose her balance and be swept away*. There! Expository, persuasive, descriptive, and narrative are the four modes, and you can write in genres such as poetry, historical fiction, science, and much more.

**Independent Practice** Have students free write. Move through the room, asking them to identify the genre and the mode they are using. Encourage them to print, type, or use cursive, whichever they find easiest. Collect students' work.

## Grade 4

# Listening and Speaking ..... Speaking

**4.1.S.1** Students will work effectively and respectfully in diverse groups by sharing responsibility for collaborative work and recognizing individual contributions made by each group member.

**CKLA Connection** Use this routine to support students when they participate in group work activities.

**Introduce** Explain to students that when we work in groups, we share responsibility for the work we do together. To work effectively and respectfully, we should recognize the contributions made by each group member.

For example, we can participate in a small-group discussion about a Read-Aloud. As we discuss the Read-Aloud, we allow each group member to share ideas and reactions. If we are preparing to return to a whole group discussion, we can summarize our ideas by including contributions from everyone in the group.

**Model** Choose a type of text to discuss, and model sharing responsibility and recognizing individual contributions.

**Say:** Let's discuss the characteristics of \_\_\_\_\_. What do you notice when you are reading \_\_\_\_\_?

Call on several different students to share their ideas. Then record their ideas for the class.

**Say:** I really like \_\_\_\_\_'s point that \_\_\_\_\_.

Point to each idea you recorded and then summarize the main ideas.

**Say:** \_\_\_\_\_ gave us this characteristic of \_\_\_\_\_, and \_\_\_\_\_ gave us this characteristic. Together, we determined that \_\_\_\_\_ texts should include \_\_\_\_\_.

**Group Practice** Put students into small groups, and have them discuss a text from a previous lesson. Have students discuss the text and characteristics of that text. Circulate and ask students to identify ideas from each group member.

**Independent Practice** Have students create a brief oral or written summary of their small-group discussion. Remind students to recognize and note individual contributions made by each group member as they develop their summaries. Collect students' work.



## Reading and Writing Foundations ..... Print Concepts

**4.2.PC** Students will correctly form words in print and cursive and use appropriate spacing for letters, words, and sentences.

**CKLA Connection** Use this routine during short writing prompts. Refer to the Professional Learning site for Letter Formation Guidance documents.

**Introduce** Draw or project handwriting lines on the board. Use them to print a sentence starter, such as *Today, I would like to. . .*

**Say:** Today, we will practice writing words and sentences.

Point to the word *Today*. **Say:** Remember that letters in a word need to be the correct size. Each letter in *Today* ends on the bottom handwriting line. The letter *y* has a “tail,” so the tail goes below the bottom line. Each lowercase letter starts at the middle line.

Point out the spacing between each letter in the word *Today*. **Say:** Remember that the letters in a word need to be spaced appropriately so the word is easy to read.

Point to the capital *T* in *Today*. **Say:** Remember that a capital letter is always used for the first word of a sentence.

Point to each word as you read it aloud, and have students repeat after you.

**Model** Write *watch a movie*. As you write each word, describe what you are doing.

**Say:** First I move my pencil over to start a new word after *to*. I start each letter in the word *watch* at the center line. First I write *w*, then *a*, *t*, *c*, and *h*. Then I move my pencil over again and start to write the word *a*.

Model writing *movie*. Remind students that sentences end with a period and that there must be a space before the start of the next sentence.

**Group Practice** Work together to complete the sentence starter in a different way, such as *play soccer*.

**Independent Practice** Have students practice completing the sentence starter on their own paper. Collect their work.

## Grade 4

# Reading and Writing Foundations ..... Phonics and Word Study and Spelling/Encoding

**4.2.PWS.1** Students will decode unfamiliar and multisyllabic words using their combined knowledge of the following phonics skills:

- letter-sound correspondences
- all major syllable types (i.e., closed, consonant +le, open, vowel digraphs, vowel silent e, r-controlled)

**4.2.SE.1** Students will use correct spelling when writing unfamiliar and multisyllabic words, using their combined knowledge of the following skills:

- letter-sound correspondences
- all major syllable types (i.e., closed, consonant +le, open, vowel digraphs, vowel silent e, r-controlled)

**CKLA Connection** Use this routine to support decoding and spelling unfamiliar and multisyllabic words.

**Introduce** Explain that when students are reading, they may come across words that they don't know. Point out that students can use what they know about letter-sound relationships, blending, syllable patterns, and chunking to read unfamiliar multisyllabic words. Students can also spell, or encode, unfamiliar and multisyllabic words using their knowledge of letter-sound correspondences and syllable types.

**Model** Follow the routine to help students decode words with the spelling patterns you are studying, such as syllable patterns including closed, consonant + *le*, open, vowel digraphs, vowel silent *e*, and *r*-controlled. Display the following words: *permit*, *exclusive*, and *terrible*. Point to *permit*.

**Say:** I see a vowel followed by an *r*, which tells me that the *e* and *r* in this word makes the /er/ sound. I can chunk this word into two closed syllables: *per • mit*. This helps me read the word: *permit*.

Show how the same strategy can be used to spell a word that follows the same closed syllable pattern.

**Say:** I can use the same strategy to spell a word that follows the same rules, such as *picnic*: *p i c n i c*.

Draw a slash or a dot between the syllables. (*pic • nic*)

Point to *exclusive*.

**Say:** I see one closed syllable and one open syllable, and I can also see the pattern vowel silent *e* at the end of the word. I can chunk this word into three syllables: *ex • clu • sive*. This helps me read the word: *exclusive*.

Show how the same strategy can be used to spell a word that includes an open syllable and the vowel silent *e* pattern.

**Say:** I can use the same strategy to spell a word that follows the same rules, such as *inventive*: *i n v e n t i v e*.

Draw a slash or a dot between the syllables. (*in • ven • tive*)

## Reading and Writing Foundations ..... Phonics and Word Study and Spelling/Encoding (Continued)

**4.2.PWS.1** Students will decode unfamiliar and multisyllabic words using their combined knowledge of the following phonics skills:

- letter-sound correspondences
- all major syllable types (i.e., closed, consonant +le, open, vowel digraphs, vowel silent e, r-controlled)

**4.2.SE.1** Students will use correct spelling when writing unfamiliar and multisyllabic words, using their combined knowledge of the following skills:

- letter-sound correspondences
- all major syllable types (i.e., closed, consonant +le, open, vowel digraphs, vowel silent e, r-controlled)

Point to *terrible*.

**Say:** I see the pattern consonant + *le* and I also see a closed syllable and an open syllable. I can chunk this word into three syllables: *ter • ri • ble*. This helps me read the word: *terrible*.

Show how the same strategy can be used to spell a word that includes a closed syllable, an open syllable, and the vowel silent *e* pattern.

**Say:** I can use the same strategy to spell a word that follows the same rules, such as *obstacle*:  
*o b s t a c l e*.

Draw a slash or a dot between the syllables. (*ob • sta • cle*)

**Group Practice** Display the following words: *attentive* and *drawer*. Have students work in small groups to decode the words and identify the syllable patterns used. Then orally provide the words *carefree* and *orchard*. Have students spell the word on a separate sheet of paper. Circulate to offer corrective feedback as needed.

**Independent Practice** Project the following words: *constitution* and *difficult*. Circulate to hear students decode the syllable patterns in each word. Then orally provide the words *teaching* and *significant*. Have students use slashes or dots to separate the syllables. Collect students' spelling papers.

## Grade 4

# Reading and Writing Foundations ..... Phonics and Word Study and Spelling/Encoding

**4.2.PWS.2** Students will decode words by applying knowledge of structural analysis:

- contractions
- abbreviations
- common roots and related affixes
- morphology
- semantics

**4.2.SE.2** Students will use structural analysis to correctly spell the following parts of words:

- contractions
- abbreviations
- common spelling rules related to adding prefixes and suffixes

**CKLA Connection** Use this routine to support the teaching of structural analysis with contractions, abbreviations, common roots and related affixes, morphology, and semantics when reading and spelling.

**Introduce** Explain to students that they can decode, or read, words using their knowledge of contractions, abbreviations, common roots and related prefixes and suffixes, and morphology. Point out that students can also use this knowledge to correctly spell parts of words. Tell students that sometimes the spelling of a word changes when word parts are added, such as doubling consonants or changing *y* to *i*.

**Model** Display the words *could not*, *September*, *admit*, *poetic*, and *write*. Point to *could not*. **Say:** Contractions are made by putting two words together and using an apostrophe in place of certain letters. *Could not* can be combined and shortened into the contraction *couldn't*. This word is spelled by combining *could* and *not* and by replacing the *o* with an apostrophe: *c o u l d n ' t*. I can use this information to spell other contractions, such as *wouldn't*: *w o u l d n ' t*.

Point to *September*. **Say:** An abbreviation is a short way to write a full word. It usually begins with a capital letter and sometimes ends with a period. Types of words that may be abbreviated include days of the week, months of the year, titles before names, measurements, streets in addresses, and states. For example, the month *September* can be abbreviated: *Sept.*, spelled capital *S e p t*. I can use this information to spell other abbreviations, such as *Mon.*, spelled *M o n*.

Point to *admit*. **Say:** By decoding common roots and affixes, we are looking at a word's morphology, or a word's parts. You will see common roots in many other words, so knowing common roots can help you decode new words. For example, the root *mit* means "to send" and can be found in words like *admit* and *transmit*. I can spell *admit* by using the root *mit*: *a d m i t*. If I want to add the ending *-ed*, then I double the ending consonant *t* to spell the word *admitted*: *a d m i t t e d*. I can use this information to help me spell words that follow similar patterns, such as *transmit* and *transmitted*: *t r a n s m i t* and *t r a n s m i t t e d*.

Point to *poetic*. **Say:** Common affixes can also help you decode words. For example, *-ic* is a common affix that means "characteristic of," so the word *poetic* can be decoded to mean "having the

## Reading and Writing Foundations ..... Phonics and Word Study and Spelling/Encoding (Continued)

**4.2.PWS.2** Students will decode words by applying knowledge of structural analysis:

- contractions
- abbreviations
- common roots and related affixes
- morphology
- semantics

**4.2.SE.2** Students will use structural analysis to correctly spell the following parts of words:

- contractions
- abbreviations
- common spelling rules related to adding prefixes and suffixes

characteristics of a poet or poetry.” I can spell *poetic* by removing the *ry* from *poetry* and adding the affix *-ic*: *p o e t i c*. I can use this information to help me spell words that follow similar patterns. For example, the word *careless* ends in the common suffix *-less*: *c a r e l e s s*.

Point to *write*. **Say:** Semantics refers to a word’s meaning. A word’s meaning depends on which word parts are added or removed. For example, *write* means “to form words.” I can add the affix *re-* to make the word *rewrite*. I can spell this word as *r e w r i t e*. The affix *re-* means “again,” so the word *rewrite* means “to form words again.”

**Group Practice** Display the following words: *I’m*, *Feb.*, *instruct*. Have students work in small groups to decode the words and identify the structure or structures used in each word, such as contractions, abbreviations, roots, and affixes. As students decode the words, encourage them to identify the meaning of the word parts using their background knowledge and classroom resources. Then orally provide the words *don’t*, *reform*, and *subway*. Have students spell the words on their own paper.

**Independent Practice** Project the following words: *you’ve*, *Tues.*, *multiple*. Have students copy the words on their own paper. Circulate to hear students decode using the structures in each word. Encourage students to identify the meanings of the word parts using their background knowledge and classroom resources. Then orally provide the words *devalue*, *reaction*, and *could’ve*. Have them spell the words. Collect students’ work.

## Grade 4

### Reading and Writing Foundations ..... Fluency

**4.2.F.1** Students will expand their sight word vocabulary by reading regularly- and irregularly-spelled words in isolation and context with increasing automaticity.

**CKLA Connection** Use this routine when students encounter sight words in their reading or spelling lists.

**Introduce** Explain to students that high-frequency words are words they will encounter often as they read and write. Students will come to recognize these words by sight. Tell students they can segment and blend to spell these words correctly when they write. Some high-frequency words—or parts of the words—follow regular patterns, such as *way*, *number*, and *word*. Others may have parts that do not follow regular patterns. Students may need to memorize certain sound spellings to recognize patterns such as *is*, which is pronounced /i/ /z/. To learn these words, students can make a list of them and add to it each time they come across a new one.

**Model** Read a passage from a text, and point out a high-frequency word, such as *design*. Write the word on the board.

**Say:** This is a high-frequency word. I see this word pretty often when I read. Some of the sounds in this word are sounds that I would expect, but the second syllable doesn't start with /s/, it starts with /z/. Say it with me: *design*.

**Say:** When I come to a high-frequency word, I can follow these steps to learn and remember it.

First, I will add this word to my list so I can practice it.

Then, I will read the word aloud twice: *design, design*.

Next, I will spell the word twice. I will say each letter as I spell it: *d e s i g n*. Writing it will help me remember its spelling so that I recognize the word quickly when I see it again.

**Group Practice** Introduce students to additional high-frequency words, such as *action*, *equal*, *usually*, and *straight*. Remind students of the first step of the routine you modeled. Have students repeat the step aloud and then complete the step. Continue with the remaining steps.

**Independent Practice** Have students practice the high-frequency words they learned on their own by saying them aloud twice and writing them twice. Then have students try to find one of the new words in a text they are reading. Circulate to confirm that students are noting high-frequency words.

## Reading and Writing Foundations ..... Fluency

**4.2.F.2** Students will orally and accurately read grade-level text at a smooth rate with expression that connotes comprehension.

**CKLA Connection** Use this routine with any text from your classroom library to help students practice reading aloud with expression.

**Introduce** Explain to students that, when they read aloud, they can practice reading with expression—using the sounds of their voices to help tell the story and make their reading sound natural and interesting. Explain that they can pause at periods separating sentences and between paragraphs.

**Model** Project the text of a story that students are reading currently. Point out punctuation and paragraph breaks that help you know where to pause.

**Say:** I am going to read the text aloud, and I want you to listen and tell me what you think of the way I read it.

Read the text once without expression or proper phrasing.

**Ask:** What did my reading sound like? (*Elicit responses that it was too fast, too jumbled, didn't sound interesting or clear, etc.*)

**Say:** I'm going to try that again, but this time I'm going to pause at the end of each sentence and at each comma.

Read the text again with effective expression. Ask students to describe how this reading differed from the first one. Point out how the pauses helped create flow and made the text easier to understand.

**Group Practice** Lead students in a choral read of the text in which you all pause at each sentence or paragraph break, using punctuation to guide your expression.

**Independent Practice** Have students practice reading another text quietly to themselves for a few minutes, pausing at commas, sentence breaks, and paragraphs. Then call on individuals to read aloud. Have students use this routine with other texts they read for additional practice. Circulate to ensure each student's mastery.

# Grade 4

## Reading and Writing Process ..... Reading

**4.2.R.2** Students will compare fiction, poetry, and nonfiction to distinguish various genres.

**CKLA Connection** Use this routine to support the teaching of genre elements.

**Introduce** Explain that most texts can be categorized as fiction, poetry, or nonfiction. Within these categories, there are many different genres. Tell students that each genre has particular details that characterize it, such as historical fiction, lyric poetry, and autobiography. Briefly discuss with students which genres are their favorites. Display the chart below to help students compare genres.

Fiction	Poetry	Nonfiction
realistic fiction historical fiction science fiction fable folktale	lyric narrative	autobiography biography science text historical text

**Model** Select a nonfiction text and a fiction text from the classroom library. Display each work and read the titles aloud. Begin with the nonfiction text.

**Say:** I am going to think about how I can tell that this text is a work of nonfiction. A nonfiction text gives information. It usually includes a main idea or topic, related details, and photographs or other graphic elements. A nonfiction text about a person’s life is a biography. A text about a person’s life written by that person is an autobiography. A nonfiction text about a scientific topic is a science text.

**Ask:** Which of these elements do you see in this text?

Accept all relevant answers and offer support as needed. Point out the fiction text.

**Say:** I am going to think about how I can tell that this text is a work of fiction. A fiction text tells a story. It usually includes a characters and a plot, setting, and theme. A fictional text tells a story of realistic characters in a realistic setting is realistic fiction. A text that tells a story about fictional characters living during a historical event is historical fiction. Stories that are passed down in cultures are folktales.

**Ask:** Which of these elements do you see in this text?

Accept all relevant answers and offer support as needed.

**Ask:** How are these texts different? How are they similar?



## Reading and Writing Process ..... Reading (Continued)

**4.2.R.2** Students will compare fiction, poetry, and nonfiction to distinguish various genres.

Accept all relevant answers and offer support as needed.

Repeat the process by comparing a poem and either a nonfiction text or a fiction text. Point out that poetry often includes rhyme, stanzas, and words arranged in a particular form. Explain that genres of poetry include lyric poetry (poems with a musical rhythm) and narrative poetry (poems that tell a story). Discuss the characteristics of either nonfiction or fiction based on the other text you chose. Then have students compare the two texts. Offer corrective feedback as needed.

**Group Practice** Select a number of fiction, poetry, and nonfiction texts from the classroom library. Have students form small groups, and give each group a mix of texts. Tell groups to work together to identify the characteristics of each book that help them determine the book's genre. Have students record the genres for each text. Then have students compare the texts and their characteristics. Circulate to offer feedback as needed.

**Independent Practice** Have students select two books of different genres from the classroom library and compare the characteristics of each work. Have students record their thoughts on a separate sheet of paper. Collect students' work.

## Grade 4

### Reading and Writing Process ..... Reading

**4.2.R.3** Students will summarize and sequence the important events of a story.

**CKLA Connection** Use this routine when students read a literary text that has a clear sequence of events.

**Introduce** Explain to students that when they read stories, it is important to identify and understand the important events that take place and the sequence, or order, in which they happen. Common sequence of events signal words include *first*, *then*, *next*, and *finally*. Point out that the sequence of events in a story is called the plot. Then tell students that when they have sequenced the important events of the story, they can summarize the plot. Explain that summarizing means restating key points and information in your own words. Further explain that summarizing helps them understand and remember important events in a story.

Tell students that taking notes on the sequence of events can help them to better understand what they are reading. For example, they can find the first important event and list it. Then they look for the next important events that happen and list those in order. Point out that paying attention to signal words such as *first* and *next* can help them find the key events.

**Model** Remind students of a story they have read in an earlier lesson. **Say:** The first important event in the story is \_\_\_\_\_. The next important event is \_\_\_\_\_. The signal words \_\_\_\_\_ helped me identify these events.

Continue through the story, sorting the important events, identifying the signal words, and listing the events in the order in which they happened.

**Ask:** What important event happened next? Can you identify other important events? What signal words help you identify the events? Is each event important enough to be included in a summary? How does the story end?

List the events on the board. **Say:** Once we have sequenced all the important events, we can summarize the plot of the story.

Read the events in sequence and demonstrate how to summarize them. **Say:** I am going to use my notes to tell about the key events in the story, but I will put them in my own words. I can include some signal words to help readers understand the order of events.

Present your summary to the class.

## Reading and Writing Process ..... Reading (Continued)

**4.2.R.3** Students will summarize and sequence the important events of a story.

**Group Practice** Follow the same procedure for another story that students read in an earlier lesson or independently. Guide students to sequence the key events in the story. Then list the events in order on the board. Ask a volunteer to use the listed events and sequence to summarize the plot of the story. Provide sentence starters as needed: *First, \_\_\_\_ happened. Then \_\_\_\_\_. Finally, \_\_\_\_\_.* Ask volunteers to share their summaries with the class.

**Independent Practice** Have students sequence the important events in the story they are reading in the current lesson by listing the events in the order in which they happened. Tell students to identify the signal words that helped them determine the sequence. Then have students use their list of events to summarize the story. Collect their written summaries.

# Grade 4

## Critical Reading and Writing ..... Reading

**4.3.R.1** Students will determine the author’s purpose (i.e., entertain, inform, persuade) by identifying key details.

**CKLA Connection** Use this routine when students read a literary or informational text.

**Introduce** Explain that an author writes a narrative or informational text for a particular reason. That reason is called the author’s purpose. Point out the following three reasons, or purposes, for writing:

- to entertain
- to inform
- to persuade

Further explain that an author may clearly state the reason for writing somewhere in the text, often at the beginning. Tell students to look for particular information and language in the text to help them determine the author’s purpose:

Purpose	What to Look For in the Text	Clues
To entertain	Humor Colorful language	Pleasing or amusing characters and events Jokes
To inform	Explanations, data, facts	The reason for I want readers to understand These facts show
To persuade	Strong language to convince readers to take action or think a in certain way	I know you can see What people need to do You must believe

Explain to students that when an author does not state the reason directly, readers have to infer, or figure out, the purpose using words or phrases from the text. Finally, tell students that an author may have more than one reason for writing, but usually there is one main purpose. Explain that, today, students will work with text in which an author states the purpose for writing.

## Critical Reading and Writing ..... Reading (Continued)

**4.3.R.1** Students will determine the author's purpose (i.e., entertain, inform, persuade) by identifying key details.

**Model** Display the title and first paragraph or two of an informational text that directly states the author's purpose.

**Say:** I want to determine the author's purpose, or reason, for writing this text. As I read, I will ask myself whether the main purpose is to entertain, inform, or persuade. To determine this, I am going to pay attention to the particular words and phrases the author uses and look for a sentence or two that state the author's purpose for writing.

Read the title and excerpt aloud.

**Ask:** What type of information and language does the author use? Am I supposed to learn something from this text? Is it supposed to make me laugh, cry, or feel something else? Is it trying to convince me to believe or do something? Which sentence or sentences state the author's purpose for writing?

**Group Practice** Display a short informational text in which the author states the purpose for writing. Place students in small groups and have them use the questions above to determine the author's purpose for writing. Ask students to share their groups' conclusions about the author's purpose and to explain how they determined it.

**Independent Practice** Provide students with a short text in which the author states the purpose for writing. Have students determine the author's purpose and write the statement or statements that reveal the purpose. Then have them write the purpose in their own words.

# Grade 4

## Critical Reading and Writing ..... Reading

**4.3.R.3** Students will find textual evidence of literary elements:

- setting
- plot
- characters (i.e., protagonist, antagonist)
- characterization
- conflict

**CKLA Connection** Use this routine when students are analyzing literary text.

**Introduce** Explain that literary texts, or narratives, such as novels and short stories are made up of the following main elements:

- **setting:** where and when the story takes place
- **plot:** the sequence of events in the story; has a beginning, middle, and end; sequence words often help identify events
- **characters:** people, animals, or other beings in the story
  - **protagonist:** the main character around whom the action unfolds
  - **antagonist:** the main opponent of the protagonist who wants to keep the protagonist from achieving their goals

Point out that although all narratives have a protagonist, they may not include an antagonist.

- **characterization:** the development of characters by revealing their thoughts and actions, describing their appearances, and providing details about what other characters think or say about them
- **conflict:** the main problem or struggle in the story, often between the protagonist and antagonists

Explain that students can find text evidence to help identify and understand key literary elements in narratives. Text evidence includes specific information; words and phrases such as transitions that reveal the sequence of events in the plot; and details that reveal the protagonist and antagonist, characterization, and conflict. Tell students that finding textual evidence will help them gain a deeper understanding of a narrative text.

**Model** Use a narrative text from the classroom library to model finding textual evidence of plot, characters, characterization, and conflict. If necessary, display the list of literary elements and their definitions.

**Say:** I am going to read the text aloud and pay attention to evidence in the text that tells me about the protagonist and/or antagonist, the plot, the author’s characterizations, the setting, and the conflict in the story.

## Critical Reading and Writing ..... Reading (Continued)

**4.3.R.3** Students will find textual evidence of literary elements:

- setting
- plot
- characters (i.e., protagonist, antagonist)
- characterization
- conflict

Stop reading when you come across evidence of the literary elements so as to help students find that evidence. Use and/or adapt the questions below as appropriate.

**Say:** The author just introduced the protagonist/antagonist.

**Ask:** Who are the main characters, or protagonist and antagonist? What are some key words and phrases that tell you these are the protagonist and antagonist?

**Say:** The first major event (the next important event, the final event) in the story has just taken place.

**Ask:** What is this event? What key words tell you that this is an important event? Who is involved? What is the next important event? What is the final event?

**Say:** Here the author just revealed some important information about a character.

**Ask:** What is that character thinking? What does the character say? What do other people say about this character? What details does the author provide about the way the character looks?

**Say:** The conflict, or main problem, is now revealed.

**Ask:** What is the main problem or struggle the protagonist has to face? Who else is involved? What are some key words and phrases that describe the conflict?

**Group Practice** Have students work in pairs to find evidence of literary elements in a narrative text they have read. As students find evidence of each element, write the evidence on the board and ask students to explain what element the evidence reveals.

**Independent Practice** Have students use another narrative text to find evidence of the following literary elements: protagonist and/or antagonist, plot, characterization, setting, and conflict. Tell students to list each element and write the evidence they find of that element. Collect students' work.

# Grade 4

## Critical Reading and Writing ..... Reading

**4.3.R.4** Students will find textual evidence of literary devices:

- metaphor
- idiom
- personification
- hyperbole
- simile
- alliteration
- onomatopoeia

**CKLA Connection** Use this routine when students read texts that include multiple examples of literary devices.

**Introduce** Explain to students that stories, poems, and other types of literature often include figurative language. Figurative language is language used in nonliteral ways to create strong images and to evoke strong feelings in readers. These are common types of figurative language:

- A **metaphor** directly compares two different things to show something they have in common. A metaphor does not use *like* or *as*. *Our eyes are windows to the world.*
- **Idioms** are sayings that cannot be understood from their words alone; they have figurative meanings. For example, *It's raining cats and dogs* is an idiom that means it's raining very heavily, but cats and dogs are not actually coming down from the sky.
- **Personification** is a type of figurative language in which human qualities are given to an object, animal, or idea. *The sun smiled on us all weekend.*
- **Hyperbole** is a figure of speech in which the truth is exaggerated for emphasis or for humor. *It took forever for my package to arrive in the mail.*
- A **simile** uses *like* or *as* to compare how two very different things have something in common. *Gina ran like a cheetah.*
- **Alliteration** is the repetition of consonant sounds at the beginnings of words. It gives poetry and other literary writing a musical quality. *Five furry foxes hid in the high grass.*
- **Onomatopoeia** is the use of words with sounds that echo their meanings, such as *buzz* and *whoosh*.

**Model** Display an excerpt from a literary work that includes several different types of figurative language. Choose one of the examples, and use prompts to model how figurative language contributes to the meaning of the text. **Ask:** In the \_\_\_\_ sentence, what type of figurative language is used? Why do you think so? What image does this create in your mind? What does this language add to the meaning of the text? What does it help you understand about the text?

**Group Practice** Guide small groups to read another excerpt and discuss other examples of figurative language. Have groups share what each example contributes to the text.

**Independent Practice** Have students look at a text to find other examples of figurative language. Ask them to name the type of language (metaphor, idiom, etc.), interpret it, and explain what it contributes to the text.



## Critical Reading and Writing ..... Reading

**4.3.R.6** Students will distinguish fact from opinion in an informational text and explain how reasons and facts support specific points.

**CKLA Connection** Use this routine with informational texts, including Student Readers or other texts from your classroom library, that provide both opinions and facts. Have students distinguish fact from opinion and explain how reasons and facts in the text support particular ideas.

**Introduce** Explain that when students read informational text, they must distinguish fact from opinion.

- A **fact** is a statement that can be proved.
- An **opinion** is a statement that cannot be proved because it expresses a person's feelings or beliefs.

Point out that facts are based on research or observation. Opinions are usually less reliable than facts, but it depends on whose opinion it is. The opinion of an expert may carry more validity. A strong opinion is well reasoned and supported by facts and particular information provided by experts. Tell students that when reading informational text, they should explain how reasons and facts support main ideas.

**Model** Display an excerpt from an informational text that includes facts and opinions. Read the text aloud and pause at the first fact or opinion. **Say:** I want to determine whether this statement is a fact or an opinion. First, I will ask myself whether the statement can be proved or whether it is a statement that expresses someone's feelings or beliefs. If the statement is an opinion, I will think about whether it is supported by facts. I will also think about how the fact or the opinion supports a main idea in the text.

Read aloud until you find a verifiable fact. **Say:** This detail is a statement of fact. If I wanted to confirm whether it is true, I could simply look up the information for myself.

Read aloud until you find an opinion. **Say:** I see words that show me that this statement is someone's belief or feeling, so it must be an opinion. I think the author provided a lot of facts to support an opinion about the topic so that the opinion would come across as strong and convincing.

**Group Practice** Have students work in pairs to read another paragraph or section from the text and distinguish facts from opinions. Then have students explain how each fact or opinion supports a specific point in the text, such as a main idea. Call on volunteers to share their explanations.

**Independent Practice** Have students find at least one fact and one opinion in an informational text that they have recently read. Have them write a quick explanation of how they distinguished fact from opinion. Then have them write an explanation of how the fact and the opinion support a main idea.

## Grade 4

### Critical Reading and Writing ..... Writing

**4.3.W.2** Students will compose informative essays that:

- introduce and develop a topic
- incorporate evidence (e.g., specific facts, examples)
- maintain an organized structure with transitional words and phrases
- use sentence variety and word choice to create interest
- model literary devices from mentor texts

**CKLA Connection** Use this routine when students are writing informative essays, such as in Unit 7, Lesson 10.

**Introduce** Explain to students that an informative essay explains or informs about a topic, and it includes facts and other information relevant to that topic. Informative essays usually have a beginning or introduction that identifies the topic and states the main idea, a middle—also called the body of the essay—that develops the topic, and an end, or conclusion that summarizes the main ideas. Tell students that when composing an informative essay, they should remember to incorporate the following strategies:

- introduce and develop a topic
- incorporate evidence to support the topic (e.g., specific facts, examples)
- maintain an organized structure with transitional words and phrases
- use a variety of sentences and word choice to create interest
- model literary devices from informative texts they have read or used as models for writing

Point out that today students will focus on using literary devices, such as similes and metaphors. Explain that a simile is a comparison between two things. It uses *like* or *as* in the comparison. Then explain that a metaphor compares one thing to another by stating that one thing is something else. It does not use *like* or *as* in the comparison. For example, *An eagle diving at speeds of 100 miles per hour is a feathered blur that sounds like an explosion of thunder.*

Guide students to identify the metaphor (*eagle diving is a feathered blur*) and the simile (*eagle diving sounds like an explosion of thunder*). Tell students that using such literary devices in their writing can help to better explain and emphasize an idea and/or fact or make it more colorful and memorable.

## Critical Reading and Writing ..... Writing (Continued)

**4.3.W.2** Students will compose informative essays that:

- introduce and develop a topic
- incorporate evidence (e.g., specific facts, examples)
- maintain an organized structure with transitional words and phrases
- use sentence variety and word choice to create interest
- model literary devices from mentor texts

**Model** Read aloud a passage from the mentor text you chose. Customize the routine below based on the literary devices that appear in the text. For example, for a text that includes a metaphor:

**Say:** I see that the author is comparing \_\_\_\_\_ and \_\_\_\_\_. I don't see *like* or *as*, so this must be a metaphor rather than a simile. The vivid comparison helps me understand the text because \_\_\_\_\_. I really like how this literary device—a metaphor—allows me to understand the main idea. It also will help me remember the idea because it creates a clear picture in my mind of \_\_\_\_\_. I am going to try to re-create this kind of device in the paragraph I am currently writing.

**Group Practice** Have small groups identify and discuss another comparison or literary device in the passage and use the routine presented in the Model to understand its structure and effect on the reader.

**Independent Practice** Have students take out a piece of writing they have been working on or finished recently and add literary devices such as those they studied in the mentor text. Collect students' revisions.

# Grade 4

## Vocabulary ..... Reading

**4.4.R.1** Students will identify relationships among words, including synonyms, antonyms, analogies, homophones, and homographs.

**CKLA Connection** Use this routine when students analyze words in a text.

**Introduce** Display the following chart:

	Definition	Examples
Homophones	Words that sound the same but have different meanings and/or spellings; may be different parts of speech	ate, eight bear (animal), bear (to endure) nose, knows
Homographs	Words that are spelled the same way but have different meanings and sometimes different pronunciations; may be different parts of speech	lean (thin) lean (rest against)  train (mode of transportation) train (teach a skill or behavior)  conduct (con DUCT) conduct (CON duct )
Analogies	Comparisons between two items based on a similar characteristic or feature; show relationships between two sets of words	<i>hot is to summer as cold is to winter</i>  <i>boat is to water as plane is to air</i>

Explain that homophones and homographs are common in the English language. Read aloud the definitions and examples, pointing out parts of speech and word meaning. Explain that students must learn the differences in the spelling and meaning of homophones. Also tell students that when they encounter a homograph in a sentence, they should determine its part of speech and then use context clues to figure out its meaning and pronunciation. Use the homographs in the chart in sample sentences, such as *The train sped down the tracks; Sam had to train his dog to stay off the furniture.*

Next, read aloud the definition and examples of analogies. Explain that in an analogy, the first pair of words, such as *hot* and *summer*, have the same relationship as the second pair, *cold* and *winter*. *Hot* describes the temperature in summer and *cold* describes the temperature in winter. Point out that analogies can help students learn new words and better understand their meaning and relationships.

**Model** Display this sentence: *Leyla had been learning to conduct the school orchestra, and she had her first performance in just seven \_\_\_\_\_. (days, daze)*

## Vocabulary ..... Reading (Continued)

**4.4.R.1** Students will identify relationships among words, including synonyms, antonyms, analogies, homophones, and homographs.

**Say:** The first underlined word is a homograph. It has two different meanings. We can use context clues, or words that are in the sentence, to choose the right meaning. Two meanings of the word *conduct* are “how someone behaves,” which is pronounced *CON • duct*, and “to direct something,” which is pronounced *con • DUCT*. In the sentence, what part of speech is *conduct*? What clues in the text suggest which meaning is correct in this context? (*orchestra and performance*) Right! Since Leyla is learning to do something with the school orchestra and is giving a performance, she must be getting ready to *con • DUCT*, or direct it.

**Say:** *Days* and *daze* are homographs; they are pronounced the same but are spelled differently. What is the meaning of each word? (*Daze is “a state of confusion”; days are “periods of time.”*) Which word correctly completes the sentence? (*Days is correct because days can be counted and show passage of time—the performance is in seven days.*)

Display this analogy: *Sun* is to *day* as *moon* is to \_\_\_\_\_.

**Ask:** What is the first pair of words in this analogy? What is their relationship? (*The sun appears during the day.*) To complete the analogy, think about what word has the same relationship to *moon* that *sun* has to *day*. What word can you use to complete the analogy? (*night*)

Provide other analogies as needed. Omit different parts of the analogy in each example.

**Group Practice** Display these sentences and analogy for students to copy.

1. The cars traveled slowly and carefully along the windy \_\_\_\_\_ (*rode, road*).
2. Carlos wanted to paint his room a very dark shade of blue.
3. Lin felt a little blue after her best friend moved away.
4. *Petal* is to *flower* as \_\_\_\_\_ is to *tree*.

Have students use the processes modeled above to complete the sentence 1 with the correct homophone and explain their choice. Have them define each underlined homograph in sentences 2 and 3 and finish the analogy in item 4. Ask students to explain the relationship between the word pairs in the analogy.

**Independent Practice** Provide students with a text that includes homophones and homographs. Ask students to copy each sentence and underline the homophone or homograph. Then have them explain the meaning of the words. Also have students write at least one analogy and explain the relationship between the word pairs.

# Grade 4

## Language ..... Reading

**4.5.R.1** Students will recognize simple and compound sentences.

**CKLA Connection** Use this routine when students conduct any writing or revising activity.

**Introduce** Explain that when students write sentences, they can change and move words and phrases around to create new sentences. Coordinating conjunctions join simple sentences that work together, or are of equal importance, to create a compound sentence. Recognizing simple and compound sentences will help students employ them to create variety in their own writing.

**Model** Write the coordinating conjunctions *for, and, nor, but, or, yet, and so* on the board. Also write two simple sentences: *The video stopped. The screen went dark.*

**Say:** I have written two simple sentences, or sentences that contain one subject and one predicate. These sentences are short and choppy. I can use a coordinating conjunction to make a smoother new sentence: *The video stopped, and the screen went dark.* This new sentence is a compound sentence. It combines two simple sentences with a comma and the coordinating conjunction *and*.

**Say:** The conjunction *and* makes the most sense here because the two simple sentences describe similar or closely connected events.

**Ask:** How could you combine these two simple sentences? *The scent was faint. The hound still knew which way to go.* (*The scent was faint, but the hound still knew which way to go.*)

**Say:** The conjunction *but* (or *yet*) makes sense here because it shows that the hound could still smell the scent even though it was fading away.

Point out the meanings of the other conjunctions to show why you did not use them. For example, *for* can mean “because,” which doesn’t make sense here: The scent was faint “because” the bloodhound still knew which way to go. Repeat with *nor*: “neither”; *or*: “either”; and *so*: “therefore.”

**Group Practice** Write some simple and compound sentences on the board, such as *You can jump on a trampoline. You can jump on a diving board. You can jump on a plane, or you can jump on a train!* Ask volunteers to identify whether the sentences are simple or compound and explain how they know.

**Independent Practice** Have students review a paper they already wrote or a text they are currently reading. Have them write or annotate to identify simple and compound sentences. Collect their work.

## Language ..... Reading

**4.5.R.2** Students will recognize parts of speech in sentences:

- irregular possessive nouns (e.g., *children's*)
- irregular and past participle verbs and verb tense to identify settings, times, and sequences
- subject and verb agreement
- comparative and superlative adjectives
- prepositional phrases
- possessive pronouns and the nouns they replace (i.e., antecedents)
- coordinating conjunctions
- comparative and superlative adverbs
- interjections

**CKLA Connection** Use this routine when students are studying parts of speech.

**Introduce** Explain to students that today they will learn about five parts of speech: irregular and past participle verbs and verb tense to identify settings, times, and sequences; irregular possessive nouns; possessive pronouns and the nouns they replace (i.e., antecedents); comparative and superlative adjectives; and interjections.

### **Irregular and Past Participle Verbs and Verb Tense**

**Model** Explain to students that they are going to learn about how verb tense can help to identify settings, times, and sequences in text. Remind students that *past tense* means something has already happened in the past and is over and done. Also remind them that some verbs such as *buy* are irregular—the past tense participle, which is *bought*, is not formed by adding *-d* or *-ed*. Students have to memorize the past tense forms of Irregular verbs.

Display these sentences:

The night had flown by quickly and the sky was beginning to glow.

The water had risen to the point that it would soon overflow into our boat.

Read the first sentence aloud.

**Say:** I see the past participle *flown*. I know that it is the past participle of the irregular verb *fly*. The past participle *flown* tells me that the night had ended. So, I know that the setting is the next day.

Read aloud the second sentence. **Ask:** What is the past participle in this sentence? (*risen*) What is the present tense of this irregular verb? (*rise*) What does this verb tell you about the setting of the event described in the sentence? (*It tells me that the boat is on a body of water such as a river or ocean.*) What does it tell you about time? (*The boat may have been there for a while because the water had been rising.*)

# Grade 4

## Language ..... Reading (Continued)

**4.5.R.2** Students will recognize parts of speech in sentences:

- irregular possessive nouns (e.g., *children's*)
- irregular and past participle verbs and verb tense to identify settings, times, and sequences
- subject and verb agreement
- comparative and superlative adjectives
- prepositional phrases
- possessive pronouns and the nouns they replace (i.e., antecedents)
- coordinating conjunctions
- comparative and superlative adverbs
- interjections

### Irregular Possessive Nouns

**Model** Remind students that most plural nouns end in -s and that, to show possession or ownership, we add an apostrophe after the s. Explain that some plural nouns don't end in s, such as *children* and *men*. Tell students that we add an apostrophe and an s to the end of these irregular plural nouns to make them show ownership.

Display these sentences:

The children's backpacks are heavy.

The men's jackets have hoods.

**Say:** I see that the word *children's* ends in 's. I know that *children* is the plural form of *child*. The 's shows that the backpacks belong to the children. So, *children's* is an irregular possessive noun.

Read aloud the second sentence. Model asking these questions to identify the irregular possessive noun. **Ask:** What is the possessive noun in this sentence? (*men's*) What is the plural form of this possessive noun? (*men*) How do you know this word is a possessive noun? (*It ends in 's and shows ownership.*)

### Possessive Pronouns

**Model** Tell students that possessive pronouns show ownership. Remind students that a pronoun takes the place of a noun in a sentence. The noun it replaces is called its antecedent.

<b>Possessive Pronouns</b>	my, mine, your, yours, our, ours, her, hers, his, their, theirs, its	Use to show ownership.	<u>Corrine</u> loves <u>her</u> new bike. <u>Corrine</u> and <u>Lil</u> ride <u>their</u> bikes to the park.
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Display these sentences and read the first one aloud:

Sal named his dog Acorn.

The dog quickly learned its name.



## Language ..... Reading (Continued)

**4.5.R.2** Students will recognize parts of speech in sentences:

- irregular possessive nouns (e.g., *children's*)
- irregular and past participle verbs and verb tense to identify settings, times, and sequences
- subject and verb agreement
- comparative and superlative adjectives
- prepositional phrases
- possessive pronouns and the nouns they replace (i.e., antecedents)
- coordinating conjunctions
- comparative and superlative adverbs
- interjections

**Say:** I recognize the possessive pronoun *his* in the first sentence. *His* takes the place of the noun *Sal*. The possessive pronoun shows that the dog Acorn belongs to Sal.

Model asking these questions to identify the pronoun and its antecedent for the second sentence. **Ask:** What is the possessive pronoun in the second sentence? (*its*) What noun does the pronoun take the place of? (*dog*) What does the possessive pronoun tell you? (*It shows that the name belongs to the dog.*)

### Comparative and Superlative Adjectives

**Model** Remind students that an adjective is a word that describes a noun. Explain that a comparative adjective compares two people, places, or things. Comparative adjectives that are one syllable end in *-er*, such as *fast*. To make a multisyllable adjective comparative, we use the word *more* instead of adding the *-er* ending; for example, *more beautiful*. Also explain that a superlative adjective compares more than two people, places, or things. A single-syllable superlative adjective ends in *-est*, such as *fastest*. Multisyllable superlatives use *most* instead of the ending; one example is *most beautiful*.

Display these sentences. Then read the first two sentences aloud:

The white house is taller than the blue one.

My new bedroom is more comfortable than my old one.

The red house is the tallest house in the neighborhood.

The living room is the most comfortable room in the house.

I think my new neighborhood is more welcoming than my old neighborhood.

What is the most welcoming neighborhood you have lived in?

**Say:** I see that the word *taller* ends in *-er* and is comparing the height of the white house to the height of the blue house. So, *taller* is a comparative adjective comparing two nouns. In the second sentence, I see that the adjective *comfortable* is more than one syllable. So, *more* is used before the adjective *comfortable* to compare the new bedroom and the old bedroom.

Read aloud the third sentence. **Ask:** What is the superlative adjective? (*tallest*) How do you know? (*It ends in -est and compares all the houses in the neighborhood, which is comparing more than two things.*)

# Grade 4

## Language ..... Reading (Continued)

**4.5.R.2** Students will recognize parts of speech in sentences:

- irregular possessive nouns (e.g., *children's*)
- irregular and past participle verbs and verb tense to identify settings, times, and sequences
- subject and verb agreement
- comparative and superlative adjectives
- prepositional phrases
- possessive pronouns and the nouns they replace (i.e., antecedents)
- coordinating conjunctions
- comparative and superlative adverbs
- interjections

### Interjections

**Model** Explain that a word or phrase such as *wow*, *ouch*, or *ah* that expresses an emotion or strong feeling is called an interjection. Also tell students that an interjection often stands alone and may be followed by an exclamation mark, or it may begin a sentence and be followed by a comma. Further explain that an interjection has no grammatical purpose in a sentence.

Display these sentences and read the first two sentences aloud:

Wow, that movie was scary.

Yikes! The reviews say the movie features scary creatures.

Yeah, I knew that but I still got scared.

Hmm. Maybe you don't really like scary movies!

Gee, I hadn't thought of that!

**Say:** I see the sentence begins with *Wow* followed by a comma. The word *wow* expresses surprise but has no grammatical purpose. It is an interjection. The phrase *Yikes* ends with an exclamation point. The phrase expresses the idea that something is obvious. *Yikes!* Is an interjection.

**Ask:** What is the interjection in the sentence? What feeling does it express? How do you know it is an interjection?

**Group Practice** Provide small groups with excerpts from a literary text from the classroom library. (A passage with a lot of dialogue may be more likely to include an interjection.) Have students read the passage and identify examples of each of the four parts of speech modeled above. Have students discuss their responses.

**Independent Practice** Have students work in pairs to identify irregular possessive nouns, comparative and superlative adjectives, possessive pronouns and the nouns they replace (i.e., antecedents), and interjections in their own writing or in a text. If possible, collect students' revisions or annotated readings.

## Language ..... Writing

**4.5.W.4** Students will capitalize familial relations, proper adjectives, conventions of letter writing, and the first letter of a quotation.

**CKLA Connection** Use this routine when students are editing their writing.

**Introduce** Explain to students that as they edit their writing, they should check for correct capitalization. They should make sure they have capitalized any family relationships when they are used with names, proper adjectives, certain words in letters, and the first letter of a quotation.

- Familial relations are capitalized when they're used as proper nouns: Grandpa Joe, Aunt Rosie, Uncle Rick (but lowercase otherwise: my grandma, her uncle).
- Proper adjectives are adjectives formed from proper nouns, such as Puerto Rican and Canadian.
- When writing a letter, capitalize the first letter in the greeting word (Dear, To) and the first letter in the closing word (From, Sincerely).
- The first word of a quotation is always capitalized: She said, "We are going to the museum."

**Model** Write the following sentence on the board: *My aunt bought a birthday gift for my grandmother.*

Point to and read the sentence aloud. **Say:** I am going to replace the underlined phrases with names and familial relations. What could be the name of your aunt or grandmother? (*Accept responses.*) We should always capitalize people's names because they are proper nouns. When we put a familial relation with a name, the relation should be capitalized as well.

Replace the underlined phrases with names suggested by students.

**Group Practice** Display these sentences.

My favorite kind of food is \_\_\_\_\_ food. (proper adjective)

I asked, "\_\_\_\_\_ are you doing this weekend?" (first word of a quotation)

\_\_\_\_\_ Mr. Smith, (greeting in a letter)

On Saturday, \_\_\_\_\_ came to my volleyball game. (familial relation)

Have students copy and complete the sentences. Call on volunteers to share their answers.

**Independent Practice** Have students write a short letter about a family event in which they include correct capitalization of familial relations, proper adjectives, greeting and closing words, and the first letter of quotations. Alternatively, have students edit a recent piece of writing.

# Grade 4

## Language ..... Writing

**4.5.W.5** Students will use periods with declarative and imperative sentences, question marks with interrogative sentences, and exclamation points with exclamatory sentences.

**CKLA Connection** Use this routine when students are editing their writing.

**Introduce** Remind students that all sentences must end with a punctuation mark. The type of punctuation mark depends on the type of sentence it is. A declarative sentence makes a statement or provides an explanation. An imperative sentence gives a command or instruction. Both declarative and imperative sentences end in periods. An interrogative sentence asks a question, and it ends with a question mark. An exclamatory sentence expresses a strong emotion and ends with an exclamation point.

**Model** Display the following sentences.

I am going to the grocery store

Will you pick up some milk

Don't forget to buy some apples

I can't wait to get some ice cream

**Say:** I am going to look at what each sentence is saying and then determine which punctuation mark should end the sentence.

Read the first sentence out loud. **Say:** This sentence is making a statement, so it is a declarative sentence. What type of punctuation mark should end this sentence?

Insert a period at the end of the sentence. Repeat this process for the next three sentences.

**Group Practice** Display these sentences.

When would you like to meet

I have basketball practice after school

I'm excited to see you

Remember to bring your books

Have students add the correct end punctuation. Have volunteers share their answers.

**Independent Practice** Have students work in pairs. One student should write a few sentences without end punctuation marks. The other student should then complete the sentences with the correct punctuation marks. Then have students switch roles. Alternatively, have students edit a piece of their writing. Collect students' work.

## Language ..... Writing

**4.5.W.6** Students will use apostrophes to show possession of singular and plural nouns and recognize and remove apostrophes used to form plurals.

**CKLA Connection** Use this routine when students are editing their writing.

**Introduce** Tell students that apostrophes are punctuation marks that can be used to show possession. We can show possession in a singular noun by adding an apostrophe followed by the letter s. If a plural noun already ends in s (such as *dogs*), we can show possession by adding only an apostrophe after the s. If a plural noun does not end in s (such as *people*), we add both an apostrophe and the letter s to show possession. Apostrophes are never used to make a noun plural.

**Model** Display the following sentences.

The bike that belongs to the girl is yellow.

The backpacks that belong to the students are on the hooks.

The toys that belong to the children are in the box.

Read the first sentence. **Say:** We can revise this sentence by making a noun possessive. What noun should be possessive? Is the noun singular or plural? How can we make the noun possessive?

Revise the sentence to say “The girl’s bike is yellow.” Repeat this process for the next two sentences. Display the following sentence: *I go to piano lessons on Thursday’s.*

**Say:** This is an incorrect use of the apostrophe. We should remove the apostrophe so that *Thursdays* is written correctly as a plural noun.

**Group Practice** Display these sentences.

The water bowls that belong to the cats need to be filled.

This house has belonged to my grandmother since the 1980’s.

The car that belongs to my mother is green.

The tracks that belong to the mice led us to the trash can.

Have students copy and revise the sentences to use possessive nouns with apostrophes or to remove apostrophes when necessary. Call on volunteers to share their answers.

**Independent Practice** Have students take out a piece of writing that they have completed recently. Ask them to edit their writing to make sure they have used apostrophes correctly when showing possession and that they have not used apostrophes to form plural nouns. Collect students’ work.

# Grade 4

## Language ..... Writing

**4.5.W.7** Students will use commas in greetings and closings in letters and emails, to separate individual words in a series, and to indicate dialogue.

**CKLA Connection** Use this routine when students are studying commas, such as in Unit 5, Lesson 2 or Unit 7, Lesson 2.

**Introduce** Tell students that they can use a comma for the following reasons:

- after a greeting in a letter or email
- in the closing of a letter or email
- to separate words in a series or list
- to show that dialogue will follow in quotation marks

**Model** Display the following for students.

Dear Grandma  
I'm so excited to visit you this summer. The other day I was telling my friend how we like to hike swim and ride bikes when it is warm outside. She asked "What do you do if it's raining?" I told her that when we have to stay inside we bake cookies watch movies or read our books. She said "It sounds like you have fun no matter what the weather is like!" I told her she was right!  
See you soon  
Lily

**Say:** When we begin a letter or email, we add a comma after the greeting phrase. What is the greeting phrase in this email? Where should we add a comma?

Insert a comma after *Grandma*. Then read the first two sentences of the email. **Say:** When listing words or phrases, we should add commas in between the words or phrases to separate them. What words are part of a series or list? Where should we add commas in the list? (*after* hike *and* swim)

Then read the third sentence of the email. **Say:** There is dialogue in this sentence. We should add a comma to indicate where the dialogue begins. After which word should we add a comma? (*after* asked)

**Group Practice** Have students work with a partner to read the rest of the email and add commas where needed. Once all students have finished, ask students to share where they added commas and why.

**Independent Practice** Have students write a letter or email to someone of their choosing describing their day. Tell students to include a greeting, a series or list, some dialogue, and a closing. Alternatively, have students edit a recent piece of writing. Collect students' work.

## Language ..... Writing

**4.5.W.8** Students will use a colon to introduce a list (e.g., Deb only needed three things from the grocery store: milk, eggs, and bread.).

**CKLA Connection** Use this routine when students are editing their writing.

**Introduce** Tell students that, if they want to include a list in their writing, they will introduce the list with a colon as long as the words before the colon form a complete sentence. The words in the list should be separated by commas. The first word after a colon should only be capitalized if it is a proper noun.

**Model** Display the following for students.

When I go to the grocery store, I will buy three ingredients to bake a cake sugar, flour, and eggs.

**Say:** I can restructure this sentence to have a colon that introduces a list of items.

**Ask:** What items will be part of the list? (*sugar, flour, and eggs*)

**Say:** There needs to be a complete sentence before the colon.

**Ask:** What complete sentence can we write before the colon? (*Sample answer: When I go to the grocery store, I will buy three ingredients to bake a cake.*)

**Ask:** How can we complete the sentence with a colon and a list? (*Sample answer: When I go to the grocery store, I will buy three ingredients to bake a cake: sugar, flour, and eggs.*)

**Group Practice** Display these sentences.

A puppy needs these things to be happy food, water, and exercise.

Before going on a camping trip, I need to pack the following items clothes, a tent, and a sleeping bag.

Someday I want to travel to three places San Francisco, Paris, and Rome.

Have students copy and revise the sentences to use colons that introduce a list. Call on volunteers to share their answers.

**Independent Practice** Have students write their own sentences using colons to introduce a list. Alternatively, have students take out a piece of writing they have completed recently. Ask them to edit their writing to use colons to introduce a list when necessary. Collect students' work.

# Grade 4

## Language ..... Writing

**4.5.W.10** Students will use underlining or italics to indicate titles of works.

**CKLA Connection** Use this routine when students are editing their writing.

**Introduce** Explain to students that when they reference certain works in their writing, such as books or movies, the titles should be underlined or italicized. When writing by hand, titles should be underlined, but when typing, titles can be indicated with italics.

**Model** Display the following for students.

My favorite book is *Charlotte's Web* by E. B. White

**Say:** This sentence includes the title of a novel.

**Ask:** What is the title? How should we indicate that it is the title of a novel?

Underline the title.

**Say:** If I were to type this sentence, I would use italics to indicate that *Charlotte's Web* is a title. Remember to use either an underline or italics to indicate a title, but do not use both.

**Group Practice** Display the following for students.

My sister loves to watch *Frozen* and *Frozen 2*.

Have you read *James and the Giant Peach*?

Have students copy and revise the sentences to correctly indicate the titles of works. Call on volunteers to share their answers.

**Independent Practice** Have students write their own sentences that include titles of books or movies. Have them use the correct style of underlining or italics to indicate the titles. Alternatively, have students take out a piece of writing they have completed recently. Ask them to edit their writing to correctly indicate titles of works. Collect students' work.



## Research ..... Reading and Writing

**4.6.R.1** Students will conduct research to answer questions, including self-generated questions, and to build knowledge, using multiple sources (e.g., visual and text reference sources, electronic resources, and/or interviews).

**4.6.W.1** Students will generate a viable research question about a topic.

**CKLA Connection** Use this routine during any lesson in which students conduct research.

**Introduce** Explain that the research process includes generating viable research questions and using multiple sources to build knowledge of a topic. Remind students that they can find information in sources such as books, articles in magazines and on the internet, and other reference sources. If your classroom or school library has access to the Internet, this may be an opportunity to briefly introduce a search engine and the use of keywords for doing an internet search.

**Model** Tell students that you will model answering questions and building knowledge about a research topic. Choose a simple research prompt, such as *Research a planet in our solar system*. Have students offer examples of planets and record them for the whole class. Then have students vote on their favorite topic and circle it.

**Say:** I want to conduct research to help me answer the prompt. Thinking of a specific research question can help me focus my research. For this prompt, I might use the research question: *What makes the planet unique?* Then I can generate related questions to help me build my knowledge and find possible sources. For example, I may ask: *What does this planet look like? What is the atmosphere like? Where is this planet in relation to other planets?*

**Ask:** What other questions might help me research my topic?

Have students offer suggestions and record them for the whole class. **Say:** I can use these questions to guide my research. I will look for several different sources, such as photographs of the planet and articles about the planet, to help me build knowledge.

**Group Practice** Display a sample prompt. Have small groups work together to determine a specific topic and then generate a main research question and related questions to guide research. Encourage students to list possible sources that might help them build their knowledge, such as visual, text, or electronic sources.

**Independent Practice** When students do research, they can use what they learned to help them answer prompts, generate viable research questions, and make a list of related questions. Encourage students to write their questions and list multiple sources that might help them answer these questions. Remind students to keep their questions nearby when they are doing their research. Circulate to observe students working, or collect their list of questions.

# Grade 4

## Research ..... Reading

**4.6.R.2** Students will identify and use text features (e.g., graphics, captions, headings/subheadings, bold/italicized words, charts, tables, legends) to comprehend informational texts.

**CKLA Connection** Use this routine when students read any literary or informational text, including trade books and digital Student Readers on the CKLA Hub.

**Introduce** Explain to students that text features can help them locate key facts or information in printed or digital texts. Point out that text features in informational texts include the following:

- **graphics:** These are visuals, such as photos, illustrations, maps, charts, graphs, and tables, that help you find information or show data in a visual way.
- **captions and legends:** These appear as text that explains a picture, diagram, or features on a map.
- **headings and subheadings:** These are the titles of main and supporting sections or chapters of a book, often listed in a table of contents.
- **Bold** or *italic* print: This text formatting shows important ideas and may indicate words that are defined in the glossary.

**Model** Use a text from your classroom library and information about your specific community to customize the following routine. **Say:** I want to learn more about the history and people of our city. I found a book about Oklahoma in the library. First, I am going to use the table of contents to find sections of the book that are specifically about where we live.

Model using the table of contents to find a specific page or section. **Say:** I see a heading on this page that says “Northeast Oklahoma.” I see a subheading, “Tulsa,” so I think I’m in the right place. Now I’m going to scan the section quickly for information that will help me understand the geographic area around Tulsa. I’ll start with looking at the graphics. Look at this map. The legend helps me understand that the map compares the boundaries of the city in 1920 and today. The overlapping colors show how the city has grown. The chart on the facing page describes how the population has grown over the same period of time.

Point out other text features on the page, such as italic or bold words that indicate important ideas or glossary words.

**Independent Practice** Have students use a subject matter textbook or trade book to find examples of text features. As students identify their examples, write the names on the board and ask students to explain how each text feature helps them understand the text.

## Research ..... Reading

**4.6.R.3** Students will determine the relevance of the information gathered.

**CKLA Connection** Use this routine when students conduct research, such as in Unit 4.

**Introduce** Explain to students that, when they conduct research, they will often come across information that is not relevant to their topic. They will need to use their own judgment to determine whether they should include certain information when writing about a topic.

**Model** Tell students to imagine they are researching the invention of the telephone and will write an essay about it. Display the following information for students:

Although many people contributed to the technology that would lead to the invention of the telephone, Alexander Graham Bell is known as the “father” of the telephone. Bell was born in Scotland. When he was young, he was interested in inventing devices that solved problem. In 1871 he began working on technology that would transmit sound over electricity. Bell received the patent for the telephone in 1876. The Bell Telephone Company, which is today known as AT&T, was formed in 1877.

**Say:** I want to determine what information in this paragraph is relevant to my research topic, the invention of the telephone.

Read the first three sentences aloud. **Say:** In the first sentence, we learn about the people who invented the telephone. In the second and third sentences, we learn where the inventor of the telephone was born and what he was interested in as a child. What information is relevant to our topic? What information is not relevant? (*Sample answer: Information in the first sentence is relevant; information about where Bell was born is not relevant.*)

**Say:** When conducting research, you should keep your topic in mind. In this case, we are researching the invention of the telephone, not the inventor. Once we’ve determined the relevant information, we might want to conduct further research on the technology that led to the invention of the telephone.

**Group Practice** Have students work in small groups and read the rest of the paragraph, determining what information is relevant and what is not relevant. Ask students to explain their reasoning, as well as any other information they might want to research about this topic to fill in any gaps.

**Independent Practice** Have students turn to information they have gathered while researching a topic independently. Ask students to read through their information to determine what information is relevant and what is not relevant to their topic. Have them take notes, and then collect their notes.

## Grade 4

### Research ..... Writing

**4.6.W.2** Students will organize information found during research, following a modified citation style (i.e., author, title, publication year).

**CKLA Connection** Use this routine when students conduct research, such as in Unit 4.

**Introduce** Explain to students that, once they have finished conducting research on a topic, they will need to organize that information before writing about it. They can think of subtopics within their topic and decide which subtopic each piece of information belongs to. They will also need to make sure to cite, or reference, the source in which they found the information. Students should either use information from the source in their own words, or, if they need to use words directly from a source, they should put the words in quotation marks. When citing a source, they should put the author's name, the title of the work, and the publication year in parentheses following the information that came from the source.

**Model** Tell students you have conducted research on how the invention of the car changed the United States. You found this information in an article titled "The History of the Automobile" by Emily Frank, published in 2019. Display the following information for students.

The first modern car was invented by Karl Benz in 1885. Several inventors continued to improve the design of the automobile, including American mechanics Charles Duryea and J. Frank. Their design was the first to be sold in the United States in 1896. But, it wasn't until Henry Ford invented an assembly line at his automobile plant in 1913 that cars became available to more Americans. Because the assembly line made the production of cars faster, many more cars could be produced and sold around the country and the world. Once people could travel farther more easily, highways began to be built around the country.

**Say:** Before I begin writing, I want to think of subtopics related to my topic, how the invention of the car changed the United States. One subtopic would be how cars were first invented.

Read the first three sentences aloud. **Say:** These sentences are about the invention of the early automobile. I can include this information in a paragraph about how cars were first invented. How should I cite this information? (*Emily Frank, "The History of the Automobile," 2019*)

**Group Practice** Working in small groups, have students read the rest of the paragraph and discuss how they would organize and cite the information in an essay. Once all groups have finished, discuss their thoughts as a class.

**Independent Practice** Have students turn to information they have gathered while researching a topic independently. Ask students to read through their information and organize it into different subtopics, making sure to cite the source for each piece of information. Collect students' work.

## Research ..... Writing

**4.6.W.3** Students will write informative texts independently for short timeframes (e.g., a single sitting or a day or two) that organize related information about a topic and convey details and quotations from two or more sources.

**CKLA Connection** Use this routine when students write informative texts, such as in Unit 2.

**Introduce** Tell students that, once they have finished conducting research and organizing information, they are ready to begin writing an informative text. Explain to students that an informative text should have the following:

- an introductory paragraph that states the main idea
- body paragraphs that are each focused around one specific sub-topic
- facts and details in each body paragraph to support your topic
- quotations from at least two sources
- a concluding paragraph summarizing the information in the text

**Model** Select or prepare an informative essay of your choice that is a strong example of an informative text and includes at least one direct quote from a source. Read aloud the first paragraph. **Say:** In this introduction, the author states the main idea, or topic, that they will cover in this text. This lets the reader know what the rest of the text will be about.

Continue reading the next paragraph. **Ask:** What is this paragraph about? How is the information in this paragraph related? What details does the author include about the topic? How does this paragraph help you understand the topic?

Continue reading, asking similar questions about each paragraph. Stop at an example of the author including a quote and a citation. **Ask:** What is the purpose of this quote and citation?

**Group Practice** Have students work in pairs to continue reading the text you have modeled or another exemplar text of your choice. Ask students to discuss how the text effectively conveys the main idea or topic. Have students share their ideas with the class.

**Independent Practice** Have students turn to information they have researched and organized independently. Have them write an informative text on this information, making sure to organize related information by paragraph, include details that will help readers understand their topic, and include quotations from at least two sources that they cite properly. Collect students' work.

## Grade 4

### Multimodal Literacies ..... Writing

**4.7.W** Students will communicate their ideas, thoughts, and feelings by combining two or more kinds of content:

- writing/alphabetic
- sound, visual, and/or spatial
- movement

**CKLA Connection** This routine can be used when you want students to use technology or modalities other than writing to communicate ideas.

**Introduce** Explain to students that writing is one of the best communication methods, but stress that there are other ways to share ideas, feelings, and information. Tell students that they can also communicate through images, movements, gestures, and sounds and that using technology is often an especially good way to communicate.

**Model** Pretend to drink from two different cups. After drinking from the first one, make a face, put your hand to your throat, and pretend to push the cup away. After drinking from the second one, smile, lick your lips, and nod your head.

**Say:** One of those drinks tasted good. The other one did not. Which one tasted good, the first one or the second one? (*the second one*) How do you know? (*You looked happy, licked your lips, and nodded, which is what people do when they like something.*) How do you know the first drink didn't taste very good? (*You looked unhappy. You made a face and pushed the cup away.*) You can see how you can communicate feelings and ideas through movement, gestures, and facial expressions!

Demonstrate a video recording application. Adapt the model to suit the application you use most often.

**Say:** I can make a presentation that uses writing, pictures, and sounds. I think I'll create a presentation about soccer. The title goes on the first slide, and I'll put information about soccer beginning on the second slide. Here's a picture I stored on my computer; it shows some girls playing soccer. I'll put that picture on the second slide and, let's see, the third slide will have a close-up photo of a soccer ball. Next, I'll write a few words about soccer to use as captions for the pictures, and I'll also record myself saying some important information about soccer.

**Group Practice** Continue with another slide or two, having students tell you what images would work well as part of your presentation and what oral and written narratives you might use.

**Independent Practice** Ask students to choose their own topics for a simple presentation. Have them write a simple script explaining what they will say, what they will write, and what pictures they plan to use. Ask them whether they would like to use technology to create the presentation, and, if so what kind. If time permits, have students deliver their presentations. Otherwise, have them share their presentations with you for grading.

## Independent Reading and Writing ..... Reading

**4.8.R** Students will read selected texts independently and for various lengths of time, choosing genres to suit and expand their personal preferences and purposes.

**CKLA Connection** Use this routine when you want students to select their own reading materials, especially when they have a choice of genres for independent reading.

**Introduce** Remind students that they are often asked to read independently. Explain that it can sometimes be hard to choose the right book, but add that one good way to choose is to think about the genre of a book. Remind students that fiction genres include adventure or mystery and nonfiction genres include science or biography. Tell students that they can make good choices by thinking about the genres they especially like. Adapt the modeling below to suit the books you have in your classroom library.

**Model** Display seven or eight books of various genres, reading levels, and lengths. Have students read the titles and describe the images on the covers, if any.

**Say:** These books are very different from each other! To choose the one that's best for me today, I'll start by thinking about genre. I've read a lot of fiction lately, and I love fiction books, but I think I'm in the mood for nonfiction now. I want to read to learn something new about the world.

Have students help you sort the books into fiction and nonfiction. Set the fiction books aside.

**Say:** Here's a nonfiction book about someone's trip to Antarctica. That looks like fun—it's in the travel genre. Here's a book in the science genre; it's about electricity. And here's a book about what it was like to work in a factory a long time ago; that's in the history genre.

**Ask:** Which one would you pick? Why?

**Say:** I think I'm most interested in science right now, and the book about electricity looks like it's on a good level for me. So that's the one I'll choose. I can always read the others another day.

**Independent Practice** Have students select a book for independent reading, using the book's genre as one consideration for their choice. Ask each student why they chose the book they did and what genre the book fits into. Then have students read independently. Circulate to observe students.

## Grade 4

### Independent Reading and Writing ..... Writing

**4.8.W** Students will write independently using print, cursive, and/or typing for various lengths of time, choosing modes and genres to suit their audience and purpose.

**CKLA Connection** Use this routine when you ask students to do free writing.

**Introduce** Remind students that sometimes they do free writing, in which they choose their own genre, subject, and mode (expository, descriptive, narrative, or persuasive). Tell students that what they choose will depend on their purpose for writing and who they suppose their audience to be.

**Model** Demonstrate choosing a topic and a mode for a piece of writing. **Say:** I think I'll do my free write about horses. Maybe I'll write an expository essay, which is a type of nonfiction that would teach my readers about horses. I can begin by writing *Horses in our world are big and strong, but millions of years ago they were much smaller and weaker than they are today.* I can share what I know about horses in expository writing.

Pause as if to think. **Say:** I could also write a persuasive essay about horses. Persuasive writing is another type of nonfiction. The goal is to persuade, or convince, readers to think in a certain way or to do something. A persuasive essay about horses would give an opinion I have about horses. So, I might begin my persuasive essay with the sentence *There is no animal more beautiful than a horse.* My essay will try to persuade readers that horses are the most beautiful animals on Earth.

Pause again. **Say:** I can also write using the descriptive mode. When you use the descriptive mode, you describe your feelings or what you see and hear. Many poems are written in the descriptive mode. A poem about horses might begin with the lines *I love its gentle whinny/I love its powerful legs/A horse makes me feel happy.* That describes horses and my feelings about horses.

Pause a final time. **Say:** Or maybe I'll write a work of fiction that involves horses. We call this mode narrative writing. In narrative writing the author tells a story. I'll begin *Freya galloped across the field, avoiding the puddles when she could. The wind riffled through her mane. It was the first day of spring, and Freya was overjoyed to be outside.* Remember that there are four basic modes of writing—expository, persuasive, descriptive, and narrative—and that you can write in all kinds of genres, such as mystery, fiction, or poetry.

**Group Practice** Give students a genre or a mode, such as realistic fiction or exposition. Have students work as a group to create opening lines for a piece of writing that fits the category.

**Independent Practice** Have students free write. Encourage them to use print, type, or cursive, whichever they find easiest. Circulate, asking students to identify the genre and the mode they are using. Collect students' work.





# Grade 5

## Listening and Speaking ..... Listening

**5.1.L.1** Students will actively listen using agreed-upon discussion rules with awareness of verbal and nonverbal cues.

**5.1.L.2** Students will actively listen and interpret a speaker's verbal messages and ask questions to clarify the speaker's purpose.

**CKLA Connection** Use this routine to support students as they actively listen during group work activities.

**Introduce** Explain to students that when we work in groups, we are actively listening to the ideas of others. To work effectively and respectfully, we should follow agreed-upon discussion rules and ask clarifying questions. For example, we can participate in a small-group discussion about a classroom text. As we discuss the text, we allow each group member to share ideas and reactions. We pay attention to the verbal and nonverbal cues of other group members. We can also interpret a speaker's verbal message and ask clarifying questions.

**Model** Choose a type of text to discuss, and model following agreed-upon discussion rules and actively listening.

**Say:** Before we discuss, we agreed that we would take turns sharing our ideas and listening. Let's discuss the characteristics of \_\_\_\_\_. What do you notice when you are reading?

Call on several different students to share their ideas. Record their ideas for the class.

**Say:** I heard that \_\_\_\_\_ said \_\_\_\_\_ about this text. I saw from the nods around the room that other students also agree with this point.

Emphasize one idea from students to support asking clarifying questions.

**Say:** The verbal message we got from \_\_\_\_\_ was \_\_\_\_\_. We may want to know more about this idea.

**Ask:** \_\_\_\_\_, can you tell us more about this idea?

**Group Practice** Place students in small groups, and have them discuss a text from a previous lesson. Have them determine discussion rules. Then have them discuss the text and characteristics of that text. Remind students to look for verbal and nonverbal cues, and remind them to determine verbal messages and to ask clarifying questions.

**Independent Practice** Have students create a brief oral or written summary of their small-group discussion. Remind them to recognize and note the discussion rules of their group, the verbal and nonverbal cues they recognized, what verbal messages were given, and the clarifying questions that were asked. Collect students' work.

## Listening and Speaking ..... Speaking

**5.1.S.1** Students will work effectively and respectfully in diverse groups by sharing responsibility for collaborative work and recognizing individual contributions made by each group member.

**CKLA Connection** Use this routine to support students when they participate in group discussions of texts and other collaborative work.

**Introduce** Explain to students that when we work in groups, we share responsibility for the work we do together. To work effectively and respectfully, we should recognize the contributions made by each group member. For example, we can participate in a small-group discussion about characterization in a Read-Aloud. As we discuss the Read-Aloud, we allow each group member to share their ideas about how the author develops each character. If we are preparing to return to a whole-group discussion, we can summarize our ideas by including contributions from everyone in the group.

**Model** Choose a text that students are familiar with to discuss and model sharing responsibility and recognizing individual contributions.

**Say:** Let's discuss \_\_\_\_\_. What ideas do you notice? What text structure does this text have? What other elements do you notice?

Call on several students to share their ideas. Record their ideas for the class.

Point to each idea you recorded and then summarize the main ideas.

**Say:** \_\_\_\_\_ gave us the idea \_\_\_\_\_, and \_\_\_\_\_ told us that this text uses the text structure \_\_\_\_\_. I really liked the idea that \_\_\_\_\_ shared with the group. Together, we determined that this text has \_\_\_\_\_.

**Group Practice** Place students in small groups and have them reenact a scene from a story in a previous lesson. Have them discuss the text and characteristics of that text. Then have them determine roles for each group member. Circulate and ask students to explain the contributions of each group member.

**Independent Practice** Have students create a brief oral or written summary of their small-group activity. As they develop their summaries, remind them to recognize individual contributions made by each group member and the roles each group member reenacted. Collect students' work.

# Grade 5

## Listening and Speaking ..... Speaking

**5.1.S.3** Students will give formal and informal presentations in a group or individually, organizing information and determining content for the audience, speaking audibly and clearly in coherent sentences.

**CKLA Connection** Use this routine to support students when they give formal and informal presentations in a group or individually.

**Introduce** Explain to students that, when giving presentations, it is important to have a plan and to consider the audience. Emphasize that the speaker should speak audibly and clearly in coherent sentences to make sure their information comes across. Point out that these principles can apply to a group presentation or an individual presentation.

**Model** Choose a topic related to what students have been studying, such as a text from their reading.

**Say:** I am going to give an informal presentation to a small group of people who have not read this text. To prepare for this presentation, I will organize the most important information about this text and the points I think my audience will need to know. I am going to create a short digital slideshow to accompany my presentation. Visuals often help an audience follow along and grasp a speaker’s main points.

Model using a digital slideshow tool to organize the main points of your presentation.

**Say:** When I give the presentation, I will speak so everyone can hear me, I will speak clearly, and I will speak in coherent sentences.

Model giving the presentation.

**Practice** Place students in small groups and have them choose another text they have read recently. Have them plan a presentation to tell the rest of the class about this text. Remind students to organize their information and determine who will present each part of their presentation. Have them work together to organize the groups’ presentations into digital slideshows. Then have each group deliver its presentation. Remind students to speak clearly, coherently, and loud enough so that everyone can hear.

## Reading and Writing Foundations ..... Print Concepts

**5.2.PC** Students will correctly form words in print and cursive and use appropriate spacing for letters, words, and sentences.

**CKLA Connection** Use this routine during short writing prompts. Refer to the Professional Learning site for Letter Formation Guidance documents.

**Introduce** Draw or project handwriting lines on the board. Use them to print a sentence starter, such as *Today, the class will. . . .*

**Say:** Today, we will practice writing words and sentences.

Point to the word *Today*. **Say:** Remember that letters in a word need to be the correct size. Each letter in *Today* ends on the bottom handwriting line. The letter *y* has a “tail,” so the tail goes below the bottom line. Each lowercase letter starts at the middle line.

Point out the spacing between each letter in the word *Today*. **Say:** Remember that the letters in a word need to be spaced appropriately so that the word is easy to read.

Point to the capital *T* in *Today*. **Say:** Remember that a capital letter is always used for the first word of a sentence.

Point to each word as you read it aloud, and have students repeat after you.

**Model** Write *read this book*. As you write each word, describe what you are doing.

**Say:** First I move my pencil over to start a new word after *will*. I start each letter in the word *read* at the center line. First I write *r*, then *e*, *a*, and *d*. Then I move my pencil over again and start to write the word *this*.

Model writing *book*. Remind students that sentences end with a period and that there must be a space before the start of the next sentence.

**Group Practice** Work together to complete the sentence starter in a different way, such as *go to the gym*.

**Independent Practice** Have students practice completing the sentence starter on their own paper. Collect their work.

## Grade 5

### Reading and Writing Foundations ..... Spelling/Encoding

**5.2.SE.1** Students will use correct spelling when writing unfamiliar and multisyllabic words, using their combined knowledge of the following skills:

- letter-sound correspondences
- all major syllable types (i.e., closed, consonant +le, open, vowel digraphs, vowel silent e, r-controlled)

**CKLA Connection** Use this routine when students encounter unfamiliar multisyllabic words.

**Introduce** Explain that when students are reading, they may come across words that they don't know. Point out that students can use what they know about letter-sound relationships, blending, syllable patterns, and chunking to read unfamiliar multisyllabic words.

**Model** Read aloud the following sentences:

The experiment was inconclusive because the scientists were unable to reproduce the study's results. They will have to try the experiment again.

**Say:** *Inconclusive* is an unfamiliar word. To figure out how to spell it, I can think about the word's parts.

Say the word slowly: *in • con • clu • sive*.

**Say:** I hear the open syllables *in* and *clu*. An open syllable is one that ends in a vowel. I also hear the closed syllable *con*. A closed syllable is one that ends in a consonant. Finally, I hear the ending syllable with the vowel silent e syllable pattern. I can break apart the word using what I know about sounds and syllable patterns: *in • con • clu • sive*.

**Say:** I can spell this word by putting together the different syllable patterns: *in c o n c l u s i v e*.

**Group Practice** Read aloud the following sentences, or orally provide the underlined words:

1. The autobiographical story included a lot of specific details from the author's life. It seemed as if all of her memories were in those pages.
2. The translator misinterpreted the word. He didn't understand it because it did not match any word in English.

Have students use their knowledge of syllable patterns and letter-sound correspondences to chunk and spell each of the underlined words. Have volunteers share their spellings.

**Independent Practice** Provide the following words orally for students: *mandatory*, *indecisive*, and *contradicting*. Ask students to use their knowledge of letter-sound correspondences and syllable patterns to chunk and spell each of the words. Collect students' work.

## Reading and Writing Foundations ..... Spelling/Encoding

**5.2.SE.2** Students will use structural analysis to correctly spell the following parts of words:

- contractions
- abbreviations
- common spelling rules related to adding prefixes and suffixes

**CKLA Connection** Use this routine to support the teaching of structural analysis with contractions, abbreviations, prefixes, and suffixes when spelling.

**Introduce** Explain that students can use their knowledge of contractions, abbreviations, and prefixes and suffixes to help them spell words. Point out that contractions are made by putting two words together and using an apostrophe in place of certain letters. Tell students that abbreviations are a short way to write a full word, usually by beginning with a capital letter and sometimes ending with a period. Types of words that may be abbreviated include days of the week, months of the year, titles before names, measurements, streets in addresses, and states. Finally, remind students that common spelling rules for adding prefixes and suffixes include doubling consonants or changing *y* to *i*.

**Model** Display the words *I am*, *January*, *Oklahoma*, *agree*, and *decide*. Point to *I am*.

**Say:** I can make a contraction with the words *I* and *am*. To combine the words, I put the words together and replace the *a* with an apostrophe: *I ' m*.

**Say:** I can use this information to spell other contractions, such as *wouldn't*: *w o u l d n ' t*.

Point to *January* and *Oklahoma*.

**Say:** I can abbreviate these words. *January* is a month. I can abbreviate this word by making a capital *J* and ending the abbreviation with a period: *J a n .* *Oklahoma* is a state, so I can abbreviate it by using two capital letters: *O K*. State abbreviations do not use periods; they are an exception to the rule.

**Say:** I can use this information to spell other abbreviations, such as *Fri.* for *Friday*: *F r i*.

Point to *agree*.

**Say:** I can use common spelling rules to add prefixes and suffixes to words. If I want to add the prefix *dis-* to *agree*, I do not have to change the spelling of the word. Adding *dis-* makes *disagree*: *d i s a g r e e*.

Point to *decide*.

**Say:** If I want to add the suffix *-ing* to *decide*, I do have to change the spelling of the word, because *decide* ends in a silent *e*. I drop the *e* before I add *-ing* to make *deciding*: *d e c i d i n g*.

## Grade 5

### Reading and Writing Foundations ..... Spelling/Encoding (Continued)

**5.2.SE.2** Students will use structural analysis to correctly spell the following parts of words:

- contractions
- abbreviations
- common spelling rules related to adding prefixes and suffixes

**Group Practice** Orally provide the words *can't*, *LOL*, *admitting*, and *prewrite*. Have students work in small groups to spell the words and identify the structure or structures used in each word, such as contractions, abbreviations, prefixes, and suffixes. Circulate to offer corrective feedback as needed.

**Independent Practice** Orally provide the following words: *we've*, *Oct.*, *impossible*, and *happiness*. Have students spell the words on their own paper. Then have them identify the structure or structures used in each word, such as contractions, abbreviations, prefixes, and suffixes. Collect students' work.



## Reading and Writing Foundations ..... Fluency

**5.2.F.1** Students will expand their sight word vocabulary by reading regularly- and irregularly-spelled words in isolation and context with increasing automaticity.

**CKLA Connection** Use this routine when students encounter sight words in their reading or spelling lists.

**Introduce** Explain to students that high-frequency words are words they will encounter often as they read and write. Students will come to recognize them by sight. Tell students that they can segment and blend to spell these words correctly when they write. Some high-frequency words—or parts of the words—follow regular patterns, such as *way*, *number*, and *word*. Others may have parts that do not follow regular patterns. Students may need to memorize certain sound spellings to recognize patterns such as *is*, which is pronounced /i/ /z/. To learn these words, students can make a list of them and add to it each time they come across a new one.

**Model** Read a passage from a text, and point out a high-frequency word, such as *special*. Write the word on the board.

**Say:** This is a high-frequency word. I see this word often when I read. Some of the sounds in this word are sounds that I would expect, but the second syllable doesn't start with /c/, it starts with /sh/. Say it with me: *special*.

**Say:** When I come to a high-frequency word, I can follow these steps to learn and remember it.

First, I will add this word to my list so I can practice it.

Then, I will read the word aloud twice: *special, special*.

Next, I will spell the word twice. I will say each letter as I spell it: *s p e c i a l*. Writing it will help me remember its spelling so that I recognize the word quickly when I see it again.

**Group Practice** Introduce students to additional high-frequency words, such as *believe*, *course*, *although*, and *material*. Remind students of the first step of the routine you modeled. Have students repeat the step aloud and complete the step. Continue with the remaining steps.

**Independent Practice** Have students practice the high-frequency words they learned on their own by saying them aloud twice and writing them twice. Then have students try to find one of the new words in a text they are reading. Circulate to confirm that students are noting high-frequency words.

# Grade 5

## Reading and Writing Process ..... Reading

**5.2.R.2** Students will identify details in fiction, poetry, and nonfiction texts to distinguish various genres.

**CKLA Connection** Use this routine when students read words of fiction, poetry, or nonfiction to determine the genre.

**Introduce** Explain that there are three major types of literature: fiction, poetry, and nonfiction. Tell students that each type of literature includes many different genres. Display the following chart and use it to point out some of the different categories of literature and texts in each genre. Briefly discuss with students which categories are their favorites.

	<b>Fiction</b>	<b>Poetry</b>	<b>Nonfiction</b>
<b>Genre</b>	short story historical fiction science fiction myth folktale	lyric narrative	biography memoir/autobiography news articles essay speeches

Tell students that each genre has particular details that characterize it. Today, they will identify those details so as to distinguish various genres.

**Model** Select a work of fiction from the classroom library, such as a short story with which students are fairly familiar. Display the work and read the title aloud.

**Say:** I am going to think about how I can tell that this literary work is a work of fiction. I am going to think about the characteristics and details that make it different from other types of text, such as poetry and nonfiction.

**Say:** I know that this story has characters, plot, setting, conflict, and a theme. These story elements, or details, distinguish fiction from poetry and nonfiction.

## Reading and Writing Process ..... Reading (Continued)

**5.2.R.2** Students will identify details in fiction, poetry, and nonfiction texts to distinguish various genres.

**Say:** Now I want to figure out what the genre of fiction is. Science fiction usually tells about something futuristic. Myths often tell stories about how things came to be the way they are. Folktales are stories that have been passed down among people for generations. Historical fiction tells stories about made-up people who lived during real events in history.

Look through the text again and point at elements that reveal the genre.

Repeat the process above using a poem and a nonfiction text. Point out the following details that distinguish each genre:

**Poetry** often has rhyme, rhythm, short lines that may be organized into stanzas, words arranged in a particular way to form a pattern. Lyric poetry has a musical quality or rhythm, while narrative poetry tells a story.

**Nonfiction** includes facts and tells about true events; may include text elements such as charts and graphs. A biography tells the story of a real person's life. An autobiography is someone's telling of their own life story. News articles give information about current events, and essays and speeches provide details or opinions about a topic.

Adjust the types of works listed in the questions, as needed.

**Group Practice** Select a number of works of fiction, poetry, and nonfiction from the classroom library. Place each group of books on a separate shelf or table. Do not label each grouping. Then have students form small groups, and have each group select one text from each of the three groupings of books. Tell students to work together to identify the details in each book so as to determine its genre. Have students share with the class the genre of each book they evaluated and the details that helped them to distinguish one genre from the other.

**Independent Practice** Have students select a book from the classroom library. Have them identify and list the details of the work that characterize its genre. Then have them write a statement or two about how details help them to distinguish various genres. Collect students' work.

# Grade 5

## Reading and Writing Process ..... Reading

**5.2.R.3** Students will summarize and sequence the important events of a story.

**CKLA Connection** Use this routine when students read a literary text that has a clear sequence of events, such as in Unit 4.

**Introduce** Explain to students that when they read stories, it is important to identify and understand the important events that take place and the sequence, or order, in which they happen. Point out that the sequence of events in a story is called the plot. Then tell students that, when they have sequenced the important events of the story, they can summarize the plot. Explain that summarizing means restating key points and information in one's own words. Further explain that summarizing helps understand and remember important events in a story.

Tell students that taking notes on the sequence of events can help them to better understand what they are reading. For example, they can find the first important event and list it. Then they look for the next important events that happen and list those in order.

**Model** Remind students of a story they have read in an earlier lesson. **Say:** The first important event in the story is \_\_\_\_\_. The next important event is \_\_\_\_\_.

Continue through the story, sorting the important events and listing them in the order in which they happened. **Ask:** What important event happened next? Can you identify other important events? Is this detail important enough to be included in a summary? How does the story end?

List the events on the board. **Say:** Once we have sequenced all the important events, we can summarize the plot of the story.

Read the events in sequence and demonstrate how to summarize them. **Say:** I am going to use my notes to tell about the key events in the story, but I will put them in my own words.

**Group Practice** Follow the same procedure for another story students read in an earlier lesson or independently. Guide students to sequence the key events in the story and list the events in order on the board. Then ask a volunteer to use the listed events and sequence to summarize the plot of the story. Provide sentence starters as needed: *First, \_\_\_\_ happened. Then \_\_\_\_\_.*

**Independent Practice** Have students sequence the important events in the story they are reading in the current lesson by listing the events in the order in which they happened. Then have students use the list of events to summarize the story. Collect their written summaries.

## Critical Reading and Writing ..... Reading

**5.3.R.1** Students will determine the author's purpose (i.e., entertain, inform, persuade), and draw conclusions to determine if the author's purpose was achieved.

**CKLA Connection** Use this routine anytime students read a literary or informational text.

**Introduce** Explain that an author writes a narrative or informational text for a particular reason. That reason is called the author's purpose. Point out the following three reasons, or purposes, for writing:

- to entertain
- to inform
- to persuade

Further explain that an author may clearly state the reason for writing somewhere in the text, often at the beginning. Tell students to look for particular information and language in the text to help them determine the author's purpose:

Purpose	What to Look For in the Text	Examples
To entertain	Humor Colorful language	Pleasing or amusing characters and events Jokes
To inform	Explanations, data, facts	The reason for I want readers to understand These facts show
To persuade	Strong language to convince readers to take action or think in a certain way	I know you can see What people need to do You must believe

Explain to students that when an author does not state the reason directly, readers have to infer, or figure out, the purpose using words or phrases from the text. Finally, tell students that an author may have more than one reason for writing, but usually there is one main purpose. Explain that, today, students will work with text in which an author states the purpose for writing.

## Grade 5

### Critical Reading and Writing ..... Reading (Continued)

**5.3.R.1** Students will determine the author's purpose (i.e., entertain, inform, persuade), and draw conclusions to determine if the author's purpose was achieved.

**Model** Display the title and first paragraph or two of an informational text that directly states the author's purpose.

**Say:** I want to determine the author's purpose, or reason, for writing this text. As I read, I will ask myself whether the main purpose is to entertain, inform, or persuade. To determine this, I am going to pay attention to the particular words and phrases the author uses and look for a sentence or two that state the author's purpose for writing.

Read the title and excerpt aloud.

**Ask:** What type of information and language does the author use? Am I supposed to learn something from this text? Is it supposed to make me laugh, cry, or feel something else? Is it trying to convince me to believe or do something? Which sentence or sentences state the author's purpose for writing?

**Ask:** Did the author actually succeed in what they were trying to do? Did I feel the emotion they wanted me to feel? Did I learn the information they wanted me to learn? Am I convinced to do what they asked me to do?

**Group Practice** Display a short informational text in which the author states the purpose for writing. Place students in small groups and have them use the questions above to determine the author's purpose for writing. Ask groups to share their conclusions about the author's purpose, to explain how they determined it, and to state whether the purpose was achieved.

**Independent Practice** Provide students with a short text in which the author states the purpose for writing. Have students determine the author's purpose and write the statement or statements that reveal the purpose. Then have them write the purpose in their own words and evaluate whether the purpose was achieved.

## Critical Reading and Writing ..... Reading

**5.3.R.2** Students will determine whether a grade-level literary text is narrated in first- or third-person point of view (limited and omniscient) and describe its effect.

**CKLA Connection** Use this routine for teaching point of view with any literary text that students read.

**Introduce** Explain that a text's point of view is the perspective from which the story is told. For example, a story told by one of the characters is in the first-person point of view. The narrator uses such pronouns as *I*, *we*, and *our*. A text told from the third-person point of view is told by a narrator who is not a character in the story. This text uses such pronouns as *she*, *he*, and *they*. A narrator who tells about the thoughts and feelings of all the characters is telling the story from the third-person omniscient point of view. However, if the narrator tells only the thoughts and feelings of one character, the story's point of view is called limited omniscient.

**Model** On the board, start a list with the heading *Point of View*. Under this head, write *first-person* and *third-person*. Under *third-person*, list *omniscient* and *limited*. Point to these points of view as you model examples from texts that students have recently read.

**Say:** Authors make choices about which point of view to use when they write. If the narrator is a character in the story and says things like "I grew up in an old house on Main Street," then the author is using the first-person point of view. However, if the author writes, "T. S. Jones grew up in an apartment in New York City with his mom and two brothers," then the author is using the third-person point of view.

**Say:** The third-person point of view can be omniscient or limited. An omniscient narrator relates not only what all the characters say and do but also what they think and feel. A third-person limited narrator relates what all the characters do and say but reveals the thoughts and feelings of only one character.

**Group Practice** Read excerpts from several texts, and have students identify the point of view. They can discuss in small groups and share their reasoning with the class using text evidence.

**Independent Practice** Provide students with copies of texts that exhibit each point of view described. Have students mark clues in each text that reveal the narrator's point of view. Call on students to share examples, and collect their work for further review.

# Grade 5

## Critical Reading and Writing ..... Reading

**5.3.R.3** Students will determine how literary elements contribute to the meaning of a literary text:

- setting
- plot
- characters (i.e., protagonist, antagonist)
- characterization
- conflict
- theme

**CKLA Connection** Use this routine when students are analyzing a literary text.

**Introduce** Explain that literary texts, or narratives, such as novels and short stories are made up of the following main elements:

- **setting:** where and when the story takes place
- **plot:** the sequence of events in the story; has a beginning, middle, and end; sequence words often help identify events
- **characters:** people, animals, or other beings in the story
  - **protagonist:** the main character around whom the action unfolds
  - **antagonist:** the main opponent of the protagonist who wants to keep the protagonist from achieving their goals

Point out that, although all narratives have a protagonist, they may not include an antagonist.

- **characterization:** the development of characters by revealing their thoughts and actions, describing their appearances, and providing details about what other characters think or say about them
- **conflict:** the main problem or struggle in the story, often between the protagonist and antagonists
- **theme:** the message or lesson of a story

Explain that these key literary elements contribute to the meaning of a literary text and develop the theme. Students can identify and analyze literary elements to help them determine overall meaning. Tell students that gathering and analyzing textual evidence about each of the literary elements will help them gain a deeper understanding of the theme and a narrative text as a whole.

**Model** Use a narrative text from the classroom library to model analyzing literary elements and gathering textual evidence. If necessary, display the list of literary elements and their definitions.

**Say:** I am going to read the text aloud and pay attention to evidence in the text that tells me about the protagonist and/or antagonist, the plot, the author’s characterizations, the setting, and the conflict in the story.



## Critical Reading and Writing ..... Reading (Continued)

**5.3.R.3** Students will determine how literary elements contribute to the meaning of a literary text:

- setting
- plot
- characters (i.e., protagonist, antagonist)
- characterization
- conflict
- theme

Stop reading when you come across evidence of the literary elements. Customize the routine as appropriate.

**Say:** The author just introduced the protagonist/antagonist.

**Ask:** Who are the main characters, or protagonist and antagonist? What are some key words and phrases that tell you these are the protagonist and antagonist?

**Say:** The first major event (the next important event, the final event) in the story has just taken place.

**Ask:** What is this event? What key words tell you that this is an important event? Who is involved? What is the next important event? What is the final event?

**Say:** Here the author just revealed some important information about a character.

**Ask:** What is that character thinking? What does the character say? What do other people say about this character? What details does the author provide about the way the character looks?

**Say:** The conflict, or main problem, is now revealed.

**Ask:** What is the main problem or struggle the protagonist has to face? Who else is involved? What are some key words and phrases that describe the conflict?

**Say:** We can analyze the characters, events, and conflict to see how they contribute to the theme of the text.

**Ask:** What do the characters have in common, or how do their characteristics relate or contrast one another? Is the conflict resolved or changed by the end of the story? What overall idea or theme do you think the author suggests through the characters and the conflict?

**Group Practice** Have students work in pairs to analyze evidence of literary elements in a narrative text they have read. As students find evidence of each element, write the evidence on the board and ask students to explain what element the evidence reveals about the overall theme of the text.

**Independent Practice** Have students use another narrative text to analyze evidence of the following literary elements: protagonist and/or antagonist, plot, characterization, setting, and conflict. Tell students to list each element and write the evidence they find. Then have students determine how the elements contribute to the overall theme of the text. Collect students' work.

## Grade 5

### Critical Reading and Writing ..... Reading

**5.3.R.4** Students will determine how literary devices contribute to the meaning of a text:

- imagery
- metaphor
- idiom
- personification
- hyperbole
- simile
- alliteration
- onomatopoeia

**CKLA Connection** Use this routine when students read texts that include multiple examples of literary devices.

**Introduce** Explain to students that stories, poems, and other types of literature often include figurative language. Figurative language is language used in nonliteral ways to create strong images and to evoke strong feelings in readers. These are common types of figurative language:

- **Imagery** refers to words and phrases that create vivid sensory experiences for readers. Authors use a lot of visual imagery, but imagery can also appeal to the senses of smell, taste, touch, or hearing. *The roar of the ocean filled my ears, and the cold salty air whipped my hair in my face.*
- A **metaphor** directly compares two different things to show something they have in common. A metaphor does not use *like* or *as*. *Our eyes are windows to the world.*
- **Idioms** are sayings that cannot be understood from their words alone; they have figurative meanings. For example, *It's raining cats and dogs* is an idiom that means it's raining very heavily, cats and dogs are not actually coming down from the sky.
- **Personification** is a type of figurative language in which human qualities are given to an object, animal, or idea. *The sun smiled on us all weekend.*
- **Hyperbole** is a figure of speech in which the truth is exaggerated for emphasis or for humor. *It took forever for my package to arrive in the mail.*
- A **simile** uses *like* or *as* to compare how two very different things have something in common. *Gina ran like a cheetah.*
- **Alliteration** is the repetition of consonant sounds at the beginnings of words. It gives poetry and other literary writing a musical quality. *Five furry foxes hid in the high grass.*
- **Onomatopoeia** is the use of words with sounds that echo their meanings, such as *buzz*, *bing*, and *whoosh*.

**Model** Display an excerpt from a literary work that includes several different types of figurative language. Choose one of the examples, and use prompts to model what figurative language contributes to the meaning of the text.

## Critical Reading and Writing ..... Reading (Continued)

**5.3.R.4** Students will determine how literary devices contribute to the meaning of a text:

- imagery
- metaphor
- idiom
- personification
- hyperbole
- simile
- alliteration
- onomatopoeia

**Ask:** In the \_\_\_\_ sentence, what type of figurative language is used? Why do you think so?

**Ask:** What image does this create in your mind?

**Ask:** What does this figurative language add to the meaning of the text? What does it help you understand about the text?

**Group Practice** Guide small groups to read another excerpt and discuss other examples of figurative language. Have groups share what each example contributes to the text.

**Independent Practice** Have students look at a text to find other examples of figurative language. Ask them to name the type of language (idiom, imagery, etc.), interpret it, and explain what it contributes to the text.

# Grade 5

## Critical Reading and Writing ..... Reading

**5.3.R.7** Students will distinguish the structures of informational texts

- compare/contrast
- cause/effect
- problem/solution
- description
- sequential

**CKLA Connection** Use this routine when students read an informational text that has a clear organizational structure.

**Introduce** Explain to students that informational texts such as articles, essays, and textbooks can be organized in different ways. Common structures in informational texts include compare/contrast, cause/effect, problem/solution, description, and sequential

- **Compare/Contrast** shows how two or more things are alike and/or different. A comparison points out similarities while a contrast points out differences. Common signal words and phrases for comparison are *similar to*, *like*, and *in the same way*. Common signal words for contrast include *on the contrary*, *even though*, *but*, and *nevertheless*.
- **Cause/Effect** explains how certain events cause other events to happen. Common signal words and phrases include *because*, *so*, *therefore*, and *as a result*.
- **Problem/Solution** outlines a problem and indicates ways to solve it or shows how it was solved. Common problem/solution signal words and phrases include *one reason*, *problem*, *the answer*, and *the solution*.
- **Description** explains a topic, idea, person, place, or thing using specific details that reflect features and characteristics. Often sensory details are included. Common signal phrases include *for example*, *such as*, and *to illustrate*.
- **Sequential**, or sequence of events, shows the order in which events happened. Common sequential signal words include *first*, *then*, *next*, and *finally*.

**Model** Select and make copies of an article with a compare/contrast structure and distribute to students. Read the article aloud to students as they follow along. The article or excerpt should have signal words and phrases that clearly point to the text structure, such as *similar to*, *like*, *in the same way*, *on the contrary*, *but*, and *nevertheless*.

**Say:** Let's examine the structure of this text. First, let's look for signal words that help distinguish the text structure.

**Ask:** What is this article about?

## Critical Reading and Writing ..... Reading (Continued)

**5.3.R.7** Students will distinguish the structures of informational texts

- compare/contrast
- cause/effect
- problem/solution
- description
- sequential

**Say:** I see a signal word. (List the word or phrase.) I already think I have an idea of what the text structure might be just from seeing the signal words, but let's look for a few other words and phrases. (Add the other words and/or phrases to the list.)

**Ask:** What do these clues tell you about the way this text is organized?

**Ask:** What text structure does this article have?

Repeat the routine with other text structures.

**Group Practice** Select an article with a cause/effect structure. Use prompts such as those above to guide students to identify the text structure. Repeat the routine as desired with other text structures.

**Independent Practice** Provide students with copies of another informational article that has a clear organizational structure. Have students circle the signal words in the article to help them distinguish the text structure. Then have them write several sentences about how they identified the structure. Repeat the routine as needed with other text structures. Collect students' work.

## Grade 5

### Critical Reading and Writing ..... Writing

**5.3.W.1** Students will compose narratives reflecting real or imagined experiences that:

- include plots with a climax and resolution
- include developed characters who overcome conflicts and use dialogue
- use a consistent point of view
- unfold in chronological sequence
- use sentence variety, sensory details, and vivid language to create interest
- model literary elements and/or literary devices from mentor texts

**CKLA Connection** Use this routine when students are writing narratives, such as in Unit 6.

**Introduce** Explain that a narrative can be a story based on a true event or experience, or it can be a made-up story with imagined experiences and characters. Display the following list of elements and, if needed, their definitions. Tell students that when they compose narratives, they should include these elements:

- **plots** with a **climax** and **resolution**
  - a plot is the sequence of events in the story with a beginning, middle, and end; the events take place in chronological, or time, order
  - the climax is the part of the plot that is the most intense or high point in the action
  - the resolution is the part of the plot in which struggles and problems are solved and the story ends; it should provide a sense of closure
- developed **characters** who overcome **conflicts** and use **dialogue**
  - characters, the people or animals in the story, may be based on reality or they may be imaginary; you can develop characters by revealing their thoughts and actions, describing their appearances, and giving details about what other characters think or say about them
  - conflict is the main problem or struggle in the story
  - dialogue is what characters say
- a consistent **point of view**—the perspective from which the story is told
  - in stories told from first-person point of view, a character tells the story using pronouns such as *I* and *me*
  - in stories told from third-person point of view, a narrator—someone outside the narrative—tells the story using pronouns such as *they*, *he*, and *she*.
- **sentence variety**, **sensory details**, and **vivid language** to create interest
  - sensory details appeal to the five senses: sight, sound, touch, taste, and smell
  - vivid language includes specific words and phrases that create clear images in readers' minds and capture their interest

## Critical Reading and Writing ..... Writing (Continued)

- 5.3.W.1** Students will compose narratives reflecting real or imagined experiences that:
- include plots with a climax and resolution
  - include developed characters who overcome conflicts and use dialogue
  - use a consistent point of view
  - unfold in chronological sequence
  - use sentence variety, sensory details, and vivid language to create interest
  - model literary elements and/or literary devices from mentor texts

- **figurative language**, such as **simile**, **metaphor**, or **personification** to create interesting or vivid comparisons or descriptions
  - a simile compares two things using *like* or *as*
  - a metaphor compares two things without using *like* or *as*
  - personification gives human characteristics to inanimate objects

Point out that when students compose their narratives, they should refer to mentor texts to model literary elements listed above. Also point out that, by incorporating the literary elements on the list into their writing, they will develop strong and engaging narratives.

**Model** Use a narrative text from the classroom library or an exemplar of student narrative writing to model use of the literary elements discussed in the introduction. The events should be told in chronological order. Display the list of literary elements and their definitions.

**Say:** I am going to read the text aloud and pay attention to the literary elements included in the story.

Stop reading when you come across a particular element so as to help students identify it and understand its form and function. Customize this routine as needed to work with the text you have selected.

**Say:** I see that the narrator of the story is using pronouns such as \_\_\_\_\_. (*I and me; she and them*)

**Ask:** From what point of view is the story being told? (*first-person or third-person point of view*)

**Say:** We have just been introduced to the main character. Who is the main character? What do you know about this character from the author's description? What do you know from the dialogue? As we read, we will pay attention to other details that reveal this character's thoughts and actions and appearance and what other characters think and say about them.

**Ask:** What are the major events of the story? In what order do they unfold? What is the climax? What is the resolution? Is it satisfying? What is the final event?

**Say:** The conflict is revealed here. What is the main problem or struggle the main character has to face? Who else is involved? What are some key words and phrases that describe the conflict?

## Grade 5

### Critical Reading and Writing ..... Writing (Continued)

**5.3.W.1** Students will compose narratives reflecting real or imagined experiences that:

- include plots with a climax and resolution
- include developed characters who overcome conflicts and use dialogue
- use a consistent point of view
- unfold in chronological sequence
- use sentence variety, sensory details, and vivid language to create interest
- model literary elements and/or literary devices from mentor texts

**Say:** I see a wide variety of sentences and colorful language that makes the characters and the events really come alive.

**Ask:** Which sentences demonstrate different sentence structures? What are some examples of colorful language?

**Say:** Here I see some descriptive details that appeal to the senses. I also see a simile.

Continue to describe the elements that are present in the text.

**Say:** When I write my own narrative, I am going to try to use each of these elements, and I will continue to use mentor texts to help me craft an engaging story.

**Independent Practice** Have students plan and write a narrative text that includes the literary elements listed above. As they plan, they should consider the order of events and how they want their characters to appear to the reader. Provide or have them select a mentor narrative text they can use as a reference as they craft their story. Have students exchange papers and give feedback using the list as a rubric. Provide time for students to make revisions. Collect students' work



## Critical Reading and Writing ..... Writing

**5.3.W.2** Students will compose informative essays that

- introduce and develop a topic
- incorporate evidence (e.g., specific facts, examples, charts, and graphs)
- maintain an organized structure with transitional words and phrases
- use sentence variety and word choice to create interest
- model literary devices from mentor texts

**CKLA Connection** Use this routine when students are writing informative essays, such as in Unit 2, Lesson 7.

**Introduce** Explain to students that an informative essay explains or informs about a topic and includes facts and other information that is relevant to that topic. Tell students that when composing an informative essay, they should remember to do the following:

- introduce and develop a topic
- incorporate evidence to support the topic (e.g., specific facts, examples, charts, and graphs)
- maintain an organized structure with transitional words and phrases
- use sentence variety and word choice to create interest
- incorporate literary devices as they have seen used in mentor texts

As needed, expand on the bulleted items listed above by pointing out the following:

- Important supporting information, including statistics and other data, can be effectively presented in a chart or graph.
- Informative essays usually have a three-part structure: the introduction that identifies the topic and states the main idea; the body paragraphs that develop the topic; and a conclusion that summarizes the main ideas. Transitional words and phrases such as *first*, *then*, *further*, and *in addition* help connect ideas and key points.
- Varying sentence structure and using specific nouns and verbs help clarify ideas.
- Literary devices include similes and metaphors; a simile is a comparison between two things using *like* or *as* in the comparison; a metaphor compares two things by stating that one thing is something else without using *like* or *as*. For example, *The tornado was a freight train barreling through the town. The roof of one building came off like a hat from your head.* Guide students to identify the metaphor (*the tornado was a freight train*) and the simile (*roof came off like a hat from your head*). Tell students that using such literary devices in their writing can help to better explain and emphasize an idea and/or fact or make it more colorful and memorable.

## Grade 5

### Critical Reading and Writing ..... Writing (Continued)

**5.3.W.2** Students will compose informative essays that

- introduce and develop a topic
- incorporate evidence (e.g., specific facts, examples, charts, and graphs)
- maintain an organized structure with transitional words and phrases
- use sentence variety and word choice to create interest
- model literary devices from mentor texts

**Model** Select a passage from a mentor text or exemplar essay of your choice. Customize this routine based on the aspect of writing you are supporting.

**Say:** I see that, in the first paragraph of this text, the author states the main idea and a few of the supporting details they will describe across the essay.

Continue through the text, noting the evidence, transitional words and phrases, or examples of pronoun replacement and precise language to add variety.

**Ask:** What aspect of composing an informative essay is evident here? What is its purpose? What effect does it have on the reader?

Stop at an example of a literary device, such as a simile or metaphor.

**Say:** I see that two things are being compared here.

**Ask:** What two things is the author comparing?

**Say:** I don't see *like* or *as* in the comparison, so this is a metaphor. I really like how this vivid comparison allows me to understand the main idea. It also will help me remember the idea because it creates a clear picture in my mind of \_\_\_\_\_. I am going to try to re-create this kind of device in the paragraph I am currently writing.

**Group Practice** Have students work in pairs to identify another comparison or literary device in the passage and use the routine presented in the Model to understand its structure and effect on the reader. Have students share their ideas with the class.

**Independent Practice** Have students take out a piece of informative writing they have been working on. Have them review their work for an introduction that clearly states the main idea, evidence that supports the main idea, transitional words and phrases that show relationships between ideas, and sentence variety. Then have them add a literary device, such as one of those they encountered in a mentor text. Collect students' work.

# Vocabulary ..... Reading

**5.4.R.1** Students will identify relationships among words, including synonyms, antonyms, analogies, homophones, and homographs.

**CKLA Connection** Use this routine when students analyze words in a text.

**Introduce** Display the following chart:

	Definition	Examples
Synonyms	Words that have the same meaning	argue, disagree recognize, identify
Antonyms	Words that have the opposite meaning	absent, present victory, defeat
Homophones	Words that sound the same but have different meanings and/or spellings; may be different parts of speech	deer, dear night, knight nose, knows
Homographs	Words that are spelled the same way but have different meanings and sometimes different pronunciations; may be different parts of speech	bat (sporting equipment) bat (flying animal) produce (to make something) produce (fruits and vegetables)
Analogies	Comparisons between two items based on a similar characteristic or feature; show relationships between two sets of words	<i>tropical is to hot as arctic is to cold</i> <i>bee is to hive as bird is to nest</i>

Explain that identifying the synonyms and antonyms of an unfamiliar word can help students better understand what they read. Read aloud the definitions and examples of homophones and homographs. Explain that students must learn the differences in the spellings and meanings of homophones. Also tell students that, when they encounter a homograph in a sentence, they should determine its part of speech and then use context clues to figure out its meaning and pronunciation. Use the homographs in the chart in sample sentences, such as *Players were required to bring their own bats to baseball practice; Bats are nocturnal creatures and have few natural predators.*

## Grade 5

### Vocabulary ..... Reading (Continued)

**5.4.R.1** Students will identify relationships among words, including synonyms, antonyms, analogies, homophones, and homographs.

Next, read aloud the definition and examples of analogies. Explain that the first pair of words in an analogy—such as *tropical* and *hot*—have the same relationship as the second pair, *arctic* and *cold*. *Hot* describes the temperature in a tropical environment, and *cold* describes the temperature in an arctic environment. Point out that analogies can help students learn new words and better understand their meanings and relationships.

**Model** Display this sentence.

A cold wind blew around Arlo as he walked home that \_\_\_\_\_. (*night, knight*)

**Say:** The first underlined word is a homograph. It has two different meanings. We can use context clues, or words that are in the sentence, to choose the right meaning. Two meanings of the word *wind* are “the movement of air,” which is pronounced /w/ /i/ /nd/, and “to turn or coil,” which is pronounced /w/ /ie/ /nd/.

**Ask:** In the sentence, what part of speech is *wind*? What clues in the text suggest which meaning is correct in this context? (*cold and blew around*)

**Say:** Right! Since Arlo is walking home, he must be outside and feeling the weather, so he must be feeling the /w/ /i/ /nd/, or the movement of air.

**Say:** *Night* and *knight* are homophones; they are pronounced the same but are spelled differently.

**Ask:** What is the meaning of each word? (*Night is “evening or state of darkness”; knight is “a man serving a king in feudal society or a man devoted to helping a lady.”*) Which word correctly completes the sentence? (*Night is correct because Arlo is walking home during a time of day.*)

Display this analogy: *Left* is to *right* as *down* is to \_\_\_\_\_.

**Ask:** What is the first pair of words in this analogy? What is their relationship? (*Left and right are opposite directions.*)

**Say:** To complete the analogy, think about a word that has the same relationship to *down* that *left* has to *right*.

**Ask:** What word can you use to complete the analogy? (*up*)

Provide other analogies as needed. Omit different parts of the analogy in each example.

## Vocabulary ..... Reading (Continued)

**5.4.R.1** Students will identify relationships among words, including synonyms, antonyms, analogies, homophones, and homographs.

**Group Practice** Display these sentences and analogy for students to copy.

1. The baker used more \_\_\_\_\_ to thicken the batter. (*flower, flour*)
2. The biker filled her front tire with air before the race.
3. Toward the end of the race, her legs began to tire.
4. *Water* is to *liquid* as *ice* is to \_\_\_\_\_.

Have students use the processes modeled above to complete sentence 1 with the correct homophone and explain their choice. Have them define each underlined homograph in sentences 2 and 3 and finish the analogy in item 4. Ask students to explain the relationship between the word pairs in the analogy.

**Independent Practice** Provide students with a text that includes homophones and homographs. Ask them to copy each sentence and underline the homophone or homograph. Then have them explain the meaning of the words. Also have students write at least one analogy and explain the relationship between the word pairs. Collect students' work.

# Grade 5

## Language

## Reading

**5.5.R.1** Students will recognize simple, compound, and complex (i.e., independent and dependent clauses) sentences.

**CKLA Connection** Use this routine when students conduct any writing or revising activity.

**Introduce** Explain that when students write sentences, they can change and move words and phrases around to create new sentences. Coordinating conjunctions join simple sentences that work together, or are of equal importance, to create a compound sentence. Recognizing simple and compound sentences will help students employ those sentence structures to create variety in their own writing.

Explain that a complex sentence combines an independent clause (a complete statement that can stand alone as a sentence) and one or more dependent clauses (statements that lack a subject or a verb).

**Model** Write the coordinating conjunctions *for, and, nor, but, or, yet, and so* on the board. Then write two simple sentences: *The rain stopped. The sun came out.* **Say:** I have written two simple sentences, or sentences that contain one subject and one predicate. These sentences are short and choppy. I can use a coordinating conjunction to make a smoother new sentence: *The rain stopped, and the sun came out.* This new sentence is a compound sentence. It combines two simple sentences with a comma and the coordinating conjunction *and*.

Write *When I went to the zoo.* **Say:** This is a dependent clause. It has a subject *I* and the verb *went*, but it does not express a complete thought. The word *when* signals that this is a clause. Other words that signal dependent clauses include *after, as, because, though, unless, and while*. I can make a complex sentence by combining the dependent clause *When I went to the zoo* with the simple sentence *I saw a tiger cub*. I can write the dependent clause first and then add a comma. If I add the dependent clause to the end, then I do not need a comma.

Write and read the complex sentence: *When I went to the zoo, I saw a tiger cub.*

**Group Practice** Write some simple, compound, and complex sentences on the board, such as *You can plant tulips. You can plant daffodils, and you can plant hyacinths. When spring comes, your garden will be full of color!* Ask volunteers to identify whether the sentences are simple, compound, or complex and explain how they know.

**Independent Practice** Have students review a paper they already wrote or a text they are currently reading. Have them write or annotate to identify simple, compound, and complex sentences. Collect their work.

# Language ..... Reading

**5.5.R.2** Students will recognize and explain the impact on meaning of parts of speech in sentences:

- nouns
- verb tense to identify settings, times, sequences, and conditions
- subject and verb agreement
- adjectives
- prepositional phrases
- intensive pronouns and their antecedents
- coordinating conjunctions
- adverbs
- interjections

**CKLA Connection** Use this routine when students are learning about parts of speech.

**Introduce** Explain that a part of speech is a word that has a particular function in a sentence. Parts of speech include nouns, verbs, adjectives, adverbs, pronouns, prepositions, conjunctions, and interjections. Tell students that today they will learn to recognize and explain the use of the following parts of speech: nouns; intensive pronouns and their antecedents—words that pronouns refer to; coordinating conjunctions; and adverbs. Point out that recognizing parts of speech and understanding their use help students grasp the intended meaning of text.

Display the following chart to explain these parts of speech and their function in a sentence.

Part of Speech	Definition and Function in a Sentence	Examples
Noun	<ul style="list-style-type: none"> <li>• names a person, place, thing, or idea</li> <li>• can be common (city) or proper (Stillwater)</li> <li>• often the subject or object of a sentence.</li> </ul>	<p>The <u>cat</u> scampered away.</p> <p><u>Callie</u> rescued the <u>animal</u>.</p>
Intensive Pronoun and Its Antecedent	<ul style="list-style-type: none"> <li>• emphasizes or intensifies a noun or other pronoun (antecedent) in a sentence</li> <li>• not needed to understand the meaning of the sentence</li> <li>• ends in <i>-self</i> or <i>-selves</i>: <i>myself, himself, herself, itself, yourself, ourselves, yourselves, themselves</i></li> </ul>	<p>The <i>pilot</i> <u>herself</u> said she made an emergency landing.</p> <p>The new <i>chefs</i> made the special meal <u>themselves</u>.</p>

# Grade 5

## Language ..... Reading (Continued)

**5.5.R.2** Students will recognize and explain the impact on meaning of parts of speech in sentences:

- nouns
- verb tense to identify settings, times, sequences, and conditions
- subject and verb agreement
- adjectives
- prepositional phrases
- intensive pronouns and their antecedents
- coordinating conjunctions
- adverbs
- interjections

Part of Speech	Definition and Function in a Sentence	Examples
Adverb	<ul style="list-style-type: none"><li>• modifies, or describes, a verb, adjective, another adverb</li><li>• often ends in <i>-ly</i></li><li>• tells how, when, where, why, how often, how much</li></ul>	The turtle <i>crawled slowly</i> across the path.  I am <i>very excited</i> about going to the game.  The crowd cheered <i>extremely loudly</i> .
Coordinating Conjunction	<ul style="list-style-type: none"><li>• words such as <i>and</i>, <i>or</i>, and <i>but</i> that are used to connect words, phrases, or sentences that work together or are of equal importance</li></ul>	Is that planet Mars <i>or</i> Saturn?  Chris wants to walk on the moon, <i>but</i> I prefer to land on Mars.

When discussing the examples, point out the following:

- **nouns:** the common noun *cat* and proper noun *Callie*; *cat* and *Callie* are subjects; these nouns tell who is doing the action; *animal* is an object—it tells what Callie rescued
- **intensive pronouns:** *herself* emphasizes that the pilot, the subject of the sentence and the antecedent, or word that *herself* refers to, made the landing herself—with no one’s help. Read the sentence, omitting the intensive pronoun to demonstrate that the meaning of the sentence has not changed. Repeat with the other examples, guiding students to identify the antecedent as necessary.



## Language ..... Reading (Continued)

**5.5.R.2** Students will recognize and explain the impact on meaning of parts of speech in sentences:

- nouns
- verb tense to identify settings, times, sequences, and conditions
- subject and verb agreement
- adjectives
- prepositional phrases
- intensive pronouns and their antecedents
- coordinating conjunctions
- adverbs
- interjections

- **adverbs:** *slowly*, which modifies the verb, tells how the turtle crawled; *very* modifies the adjective *excited* and tells how much; *extremely* modifies the adjective *loudly* and tells how much
- **coordinating conjunctions:** the two words (*Mars* and *Saturn*) and two independent clauses (*Chris wants to walk on the moon* and *I prefer to land on Mars.*) connected by coordinating conjunctions are of equal importance

**Model** Project a text from the classroom library to model. Point out the four parts of speech discussed in the introduction and explain their function and effect on sentence meaning. Customize the routine as appropriate for each part of speech. As needed, display the chart presented in the introduction.

**Say:** I am going to read the text aloud and look for nouns, intensive pronouns and their antecedents, adverbs, and coordinating conjunctions.

Stop when you find one of the four parts of speech.

**Say:** In this sentence, I see the word(s) \_\_\_\_\_.

Circle the word(s) or write them on the board.

**Ask:** What part of speech is this word? What is its antecedent? What is its function in the sentence? How does it help you understand the meaning of the sentence? Is this part of speech necessary in the sentence?

Repeat the routine until you have identified examples of each of the four parts of speech listed in the chart.

**Group Practice** Provide students with a passage that includes nouns, intensive pronouns and their antecedents, adverbs, and coordinating conjunctions. Have students work in small groups to circle several examples of each of these parts of speech. Then have them write answers to the questions posed in the routine presented in the Model to explain the use of the part of speech and how it affects the meaning of the sentence. Ask volunteers to share their work with the class.

**Independent Practice** Have students select a text or provide them with a text and tell them to identify examples of nouns, intensive pronouns and their antecedents, adverbs, and coordinating conjunctions. Have students write an explanation of how knowing the use of these parts of speech helps them to understand sentence meaning. Collect students' work.

# Grade 5

## Language

**5.5.W.1** Students will compose simple, compound, and complex (i.e., independent and dependent clauses) sentences.

**5.5.W.7** Students will use commas to separate individual words in a series, to indicate dialogue, and to separate the independent and dependent clauses in a complex sentence.

**5.5.W.11** Students will use a semicolon to punctuate compound sentences.

## Writing

**CKLA Connection** Use this routine when teaching how to write simple, compound, and complex sentences.

**Introduce** Explain that a simple sentence has a subject and a verb and expresses a complete thought. Say that, when used in a longer sentence, a simple sentence is called an independent clause. Both have a subject and a verb and express a complete thought. On the other hand, a dependent clause has a subject and a verb but does not express a complete thought.

Now point out that a compound sentence combines two or more independent clauses, and a complex sentence combines an independent clause and one or more dependent clauses. Tell students that they will learn how to write simple, compound, and complex sentences.

Explain to students that punctuation helps combine sentences. Semicolons and commas can be used in compound sentences, and commas can be used in complex sentences. Remind students that commas can also be used to separate words in a series and to indicate dialogue.

**Model** Write the sentence *I read books about tornadoes, thunderstorms, and snowstorms.*

**Say:** This is a simple sentence. It has a subject, *I*, and a verb, *read*, and it expresses a complete thought. It also includes a series of words separated by commas.

Write *I read a book about tornadoes* and *I learned that most tornadoes form in Tornado Alley.*

**Say:** I can make a compound sentence by combining two simple sentences, *I read a book about tornadoes* and *I learned that most tornadoes form in Tornado Alley.* I can combine them with a comma and a coordinating conjunction, such as *and* or *but*.

Write and read the combined compound sentence: *I read a book about tornadoes, and I learned that most tornadoes form in Tornado Alley.*

**Say:** I could also use a semicolon to join the independent clauses. If I use a semicolon, I don't have to use a coordinating conjunction.

Use a marker of a different color to edit the sentence to read *I read a book about tornadoes; I learned that most tornadoes form in Tornado Alley.*

## Language ..... Writing (Continued)

**5.5.W.1** Students will compose simple, compound, and complex (i.e., independent and dependent clauses) sentences.

**5.5.W.7** Students will use commas to separate individual words in a series, to indicate dialogue, and to separate the independent and dependent clauses in a complex sentence.

**5.5.W.11** Students will use a semicolon to punctuate compound sentences.

Write *When I went to the library*.

**Say:** This is a dependent clause. It has a subject *I* and the verb *went*, but it does not express a complete thought. The word *when* signals that this is a clause. Other words that signal dependent clauses include *after, as, because, though, unless, and while*.

**Say:** I can make a complex sentence by combining the dependent clause *When I went to the library* and the simple sentence *I read a book about tornadoes*. I can write the dependent clause first and then add a comma. If I add the dependent clause to the end, then I do not need a comma.

Write and read the complex sentence: *When I went to the library, I read a book about tornadoes*.

**Say:** We also used commas to separate items in a series.

Write and read the sentence: *When I went to the library, I read books about tornadoes, Tornado Alley, and the Enhanced Fujita Scale*.

**Say:** I can make this dialogue by adding a comma and dialogue marks.

Write and read: *I told my friends, "When I went to the library, I read books about tornadoes, Tornado Alley, and the Enhanced Fujita Scale."*

**Group Practice** Make a simple two-column editing checklist, with *Simple sentence, Compound sentence, Complex sentence, and Correct punctuation* in the left column and empty spaces for check marks in the right column. Have students work in small groups to write examples of simple, compound, and complex sentences. Then have groups trade sentences and use the editing checklist to review each other's work. Remind students that they should use correct punctuation in each type of sentence. Encourage students to include series and dialogue, if possible.

**Independent Practice** Give students a copy of the editing checklist. Then have students write their own examples of simple, compound, and complex sentences. Circulate and ask students what types of sentences they are writing. Remind students to use the correct punctuation in each sentence type and to include series or dialogue, if possible. Have students read their sentences to a partners. Collect students' work.

# Grade 5

## Language

## Writing

**5.5.W.2** Students will use nouns, verbs, adjectives, prepositions, adverbs, and pronouns to add clarity and variety to their writing.

**CKLA Connection** Use this routine during an editing lesson in any writing activity, such as in Unit 5, Lesson 18.

**Introduce** Explain to students that using a range of nouns, verbs, adjectives, prepositions, adverbs, and pronouns can add variety and clarity to their writing. As they edit their work, they can look for words that seem repetitive or could be replaced with more vivid synonyms.

**Model** Display this sentence and read it aloud: *Juan read Juan's little sister a story from Juan's sister's favorite book.* **Say:** This sentence feels choppy and repetitive. Let's see if we can improve it.

Write a new sentence below the first: *Juan read his little sister a story from her favorite book.* **Say:** In this example, replacing the repeated noun *Juan* with pronouns makes the sentence flow.

Write a new example: *He read the book.* **Say:** This is a pretty basic, even boring sentence. We can do better.

Write a new sentence beneath: *He whispered and croaked as he haltingly read the spookiest parts of the book.* **Say:** In this example, adding vivid verbs and descriptions creates interest and excitement.

**Group Practice** Provide bland new sentences for students to read. Ask volunteers to share ideas for improving the clarity or variety of the sentences by revising them with new nouns, verbs, adjectives, prepositions, adverbs, or pronouns. Have them share their reasoning for the changes.

**Independent Practice** Have students take out a piece of writing they have finished recently and use the list of parts of speech to revise their writing for variety or clarity. Collect their revisions.

## Language

## Writing

**5.5.W.6** Students will use the correct forms of *it's/its*, *you're/your*, and *they're/there/their*.

**CKLA Connection** Use this routine during any editing lesson, such as Unit 8, Lesson 13.

**Introduce** Explain that as they edit their writing, students can make sure the words they use are the right words and are spelled correctly. Some words sound similar but have different meanings and/or spellings, such as *its/it's*, *your/you're*, and *they're/there/their*. Explain that memorizing the spellings of commonly misused words will help students use the correct word.

**Model** Display these sentences:

*it's, its*: It's a great movie. Its special effects are incredible!

*your, you're*: Your shoes don't match. You're still sleepy!

*they're/there/their*: My aunt and uncle live over there. Their house is white, but they're going to paint it yellow.

Read aloud the first example.

**Say:** *It's* and *its* sound the same, but they are spelled differently.

**Ask:** What is the difference between *it's* and *its*? (*One has an apostrophe and one does not.*)

**Say:** In the first sentence, *it's* is a contraction. *It's* means "it is." "It is a great movie." In the second sentence, *its* is the possessive form of *it*, so the sentence means, "the movie's special effects are incredible."

**Group Practice** Have students work in groups to discuss the differences between *your/you're* and *they're/there/their* in the next two sentences. Ask students to discuss the meaning of each word and how they can remember the correct spellings and meanings.

**Independent Practice** Have students work on their own to write sentences with *it's/its*, *your/you're*, and *they're/there/their*. Alternatively, have students take out a piece of writing they have completed recently. Ask them to edit their writing to make sure they have spelled these words correctly. Collect students' work.

# Grade 5

## Language

## Writing

**5.5.W.8** Students will use a colon to introduce a list.

**CKLA Connection** Use this routine during an editing lesson in any writing activity.

**Introduce** Tell students that, if they want to include a list in their writing, they should introduce the list with a colon as long as the words before the colon form a complete sentence. Remind students that the words in a list should be separated by commas. The first word after a colon should only be capitalized if it is a proper noun.

**Model** Display the following for students.

When it snows outside, I like to go sledding, build a snowman, and drink hot chocolate.

**Say:** I can rewrite this sentence to use a colon that introduces a list.

**Ask:** What items should be part of the list? (*go sledding, build a snowman, drink hot chocolate*)

**Say:** The words that come before the colon and list must form a complete sentence.

**Ask:** What is a complete sentence that we can write before the list? (Sample answer: *I like to do three things when it snows outside.*)

**Ask:** How can we complete the sentence with a colon and a list?

**Group Practice** Display the following sentences.

The people in my study group are Maya, Jane, Federico, and Paul.

I need to buy napkins, plates, utensils, and decorations for the party.

Before dinner, I need to do my homework, clean my room, and walk the dog.

Have students copy and rewrite each sentence to include a complete sentence followed by a colon and a list. Call on volunteers to share their answers.

**Independent Practice** Have students write their own sentences using colons to introduce lists. Alternatively, have students take out a piece of writing they have completed recently. Ask them to edit their writing to use a colon to introduce a list when necessary. Collect students' work.

## Research ..... Reading and Writing

**5.6.R.1** Students will conduct research to answer questions, including self-generated questions, and to build knowledge, using multiple sources (e.g., visual and text reference sources, electronic resources, and/or interviews).

**5.6.W.1** Students will formulate a viable research question.

**CKLA Connection** Use this routine during any lesson in which students conduct research, such as Unit 1, Lesson 5, Unit 5, Lesson 8, or Unit 9, Lesson 14.

**Introduce** Explain that the research process includes generating viable research questions and using multiple sources to build knowledge of a topic. Point out that a viable research question is one that can be *successfully* researched—it is neither too broad nor too specific. Remind students that they can find information in sources such as books, articles in magazines and on the internet, and other reference sources. If your classroom or school library has access to the internet, this may be an appropriate opportunity to briefly introduce a search engine and the use of keywords for doing an internet search.

**Model** Tell students that you will model answering questions and building knowledge about a research topic. Choose a simple research prompt, such as *Research a city, state, or country that interests you.*

**Say:** This prompt is really broad. If I'm going to generate a viable research question, I will need to set some limits on what I want to find out. First, I'm going to choose a place.

Have students offer examples of places, and record the examples for the class. Then have students vote on their favorite topic and circle it. **Say:** Now I'm going to decide what aspect of that place is “interesting” to me. I really like arts and culture, so I'm going to focus on food, museums, and cultural events.

**Say:** Now I need to generate specific questions to try to answer in my research. How about these: *Where is this place located? What kinds of museums does it have? Are there any special foods that the area is known for? Are there any music or cultural festivals that would be fun to attend? What other questions might help me research my topic?*

Have students offer suggestions. **Say:** I can use these questions to guide my research. I will look for several different sources, such as photographs and articles about the place, to help me build knowledge.

**Group Practice** Display a sample prompt. Have small groups work together to determine a specific topic and then generate a main research question and related questions. Encourage students to list possible sources that might help them build their knowledge, such as visual, text, or electronic sources.

**Independent Practice** When students do research, have them use what they learned to help them answer prompts, generate viable research questions, and make a list of related questions. Encourage students to write their questions and list multiple sources that might help them answer these questions. Circulate to observe students' research, or collect their research questions.

# Grade 5

## Research ..... Reading

**5.6.R.3** Students will determine the relevance and reliability of the information gathered.

**CKLA Connection** Use this routine during any lesson in which students conduct research.

**Introduce** Explain to students that, when they conduct research, they will often come across information that is not relevant to their specific topic. They will need to use their own judgment to determine whether they should include certain information when writing about a topic. They will also need to make sure that the information is reliable, or trustworthy. They can do this by only gathering information from reliable sources, which include the following:

- websites of government agencies or educational institutions (ending in .gov or .edu)
- sources published within the last 10 years
- sources written by well-known or respected authors

If students question any information they find when researching, they should look for another source to back up that information.

**Model** Tell students to imagine they are researching the government of ancient Greece. Display the following information for students:

The people of ancient Greece were the first to create a democracy, or a government in which citizens have an active role. The word *democracy* comes from the Greek words *demos*, meaning “people,” and “kratos” meaning *rule*. The government created by the ancient Greeks is the exact same kind we have in the United States today. But in ancient Greece, only free men were considered citizens and could have a say in the government. The assembly in Athens met a few times a month in a space near a hill to vote on laws.

**Say:** I want to determine what information in this paragraph is relevant to my research topic, the government of ancient Greece.

Read the first sentence aloud.

**Say:** In the first sentence, we learn about the type of government people created in ancient Greece. In the second sentence, we learn where the word that describes that government came from.



## Research ..... Reading (Continued)

**5.6.R.3** Students will determine the relevance and reliability of the information gathered.

**Ask:** What information is relevant to our topic? What information is not relevant? (*Sample answer: Information in the first sentence is relevant; information about the origin of the word democracy is not relevant.*)

**Say:** Remember to keep in mind your specific topic when conducting research.

**Say:** I want to make sure the information is reliable.

Read the third sentence aloud.

**Ask:** Do you think this information is reliable?

**Say:** I don't think we have the exact same government as the people of ancient Greece did thousands of years ago. I would do more research to see whether this information is true.

**Group Practice** Have students work in small groups and read the rest of the paragraph, determining which information is relevant or not relevant and whether any information needs to be researched further. Ask students to explain their reasoning.

**Independent Practice** Have students turn to information they have gathered while researching a topic independently. Ask students to read through their information to determine which information is relevant or not relevant to their topic and whether or not the information is reliable. Have them take notes on their findings, and collect their work.

# Grade 5

## Research

## Writing

**5.6.W.3** Students will write informative texts independently for short timeframes (e.g., a single sitting or a day or two) that organize related information logically and convey key details, quotations, or other relevant information from multiple sources.

**CKLA Connection** Use this routine when students write informative texts.

**Introduce** Tell students that, once they have finished conducting research and organizing information, they are ready to begin writing an informative text. Explain to students that an informative text should have the following:

- an introductory paragraph that states the main idea
- body paragraphs that are each focused around one specific sub-topic
- facts and details in each body paragraph to support your topic
- quotations from at least two sources
- a concluding paragraph summarizing the information in the text

**Model** Select or prepare an informative essay of your choice that is a strong example of an informative text and includes several direct quotes from a source. Read aloud the first paragraph. **Say:** In this introduction, the author states the main idea, or topic, that they will cover in this text. This lets the reader know what the rest of the text will be about.

Continue reading the next paragraph. **Ask:** What is this paragraph about? How did the author logically connect the information in this paragraph? What transition words do you see that show how the information is connected? What details does the author include about the topic? How does this paragraph help you understand the topic?

Continue reading, asking similar questions about each paragraph. Stop at an example of the author including a quote and a citation. **Ask:** What is the purpose of this quote and citation?

**Group Practice** Have students work in pairs to continue reading the text you have modeled or another exemplar text of your choice. Ask students to discuss how the text effectively conveys the main idea or topic. Have students share their ideas with the class.

**Independent Practice** Have students turn to information they have researched and organized independently. Have them write an informative text on this information, making sure to logically organize related information by paragraph, include details that will help readers understand their topic, and include quotations from multiple sources and cite them properly. Collect students' work.

## Independent Reading and Writing ..... Reading

**5.8.R** Students will read selected texts independently and for various lengths of time, choosing genres to suit and expand their personal preferences and purposes.

**CKLA Connection** Use this routine when you want students to choose books for independent reading, especially when they are being asked to choose a book for a book report, research project, or another class assignment.

**Introduce** Remind students that they are sometimes asked to choose a book for a project, such as a book report or a research task. Explain that it can sometimes be hard for students to choose the right text for the assignment. Tell students that one good way to make a choice is to think about the genres, or types of fiction and nonfiction, that would work best with the assignment. Adapt the following routine according to the types of books you have in your classroom library.

**Model** Display eight or ten books from your classroom library. Make sure they are of various genres and reflect different reading levels. Briefly review the titles of the books and have students identify the genres as well as they can.

**Say:** I need to write a book report. The first step will be to choose a book. I'm better off choosing a book in a genre I like, because that will be interesting to me. Let's see: here's a science fiction book, which looks interesting. I like science fiction because I like science and thinking about the future, so I'll put it aside. Here's a biography. Biographies seem a little less interesting to me today. Maybe I'll write my next book report on a biography, but not this one.

Set the biography aside.

**Say:** Another genre I like is historical fiction, because I like made-up stories about people from the past. Here are a couple of historical fiction books. Now I have just a few books to choose from, and the decision will be much easier! Thinking about genre can help you find a book any time you have a book report or other assignment that involves independent reading.

**Independent Practice** Have students choose one or two genres they are most interested in. Then have them look through the bookshelves of your classroom library for books of that type. Circulate to observe students during independent reading time.

## Grade 5

### Independent Reading and Writing ..... Writing

**5.8.W** Students will write independently using print, cursive, and/or typing for various lengths of time, choosing modes and genres to suit their audience and purpose.

**CKLA Connection** Use this routine when students are doing a free writing assignment.

**Introduce** Remind students that, when they free write, they choose their own genre, subject, and mode (expository, descriptive, narrative, or persuasive). Tell students that what they choose will depend on their purpose in writing and who they think their audience will be.

**Model** Demonstrate choosing a topic and a mode for a piece of writing.

**Say:** I'll do a free write about baseball. I'll plan to write an expository essay, which is a type of nonfiction that I can use to teach my readers about baseball. I can make a brief outline like this: First, I'll describe how baseball is played. Then, I'll explain how baseball got its start. After that, I'll write about the professional leagues. An outline like this will help me write a good expository essay that will help my audience learn more about baseball.

Pause as if to think.

**Say:** Or I can write a persuasive essay about baseball. Persuasive writing is another mode of writing; it's a type of nonfiction in which the goal is to persuade readers to think in a certain way or to do something. A persuasive essay about baseball would state an opinion I have about baseball. My outline might look like this: First, I'll explain that baseball is fun to play because it feels really good to make a great defensive play in the field. Then, I'll add that baseball is fun to play because hitting a line drive also feels really good. My essay will try to persuade readers that they can have a great time playing baseball.

Pause once more.

**Say:** I can also write using the descriptive mode. Using the descriptive mode means telling about your feelings or what you see and hear. In my piece of descriptive writing, I can write about the sounds and sights of baseball—the sharp *crack* of the bat hitting the ball, the shortstop frantically running to catch a grounder, the bright green of the outfield grass. Sometimes descriptive writing works best in a poem, but you can use descriptive writing to write in other genres too.

## Independent Reading and Writing ..... Writing (Continued)

**5.8.W** Students will write independently using print, cursive, and/or typing for various lengths of time, choosing modes and genres to suit their audience and purpose.

Pause a final time.

**Say:** I could also write a work of narrative fiction that has to do with baseball. Narrative writing means telling a story. I'll start putting together a brief outline of my story. First, I'll explain that Jack didn't think he was very good at sports. Then I'll write about Jack deciding to try out for the school baseball team even though he was afraid he might fail.

**Ask:** What are four basic modes of writing? (*expository, persuasive, descriptive, and narrative*) What are some kinds of genres? (*poetry, science fiction, history*) When you free write, you can use any of these genres and modes.

**Group Practice** Assign a genre or mode to students, such as *historical fiction* or *descriptive*. Have students work together to create a simple outline for a piece of writing that fits the category.

**Independent Practice** Have students free write. Encourage them to print, type, or use cursive, whichever they find easiest. Circulate, asking students to identify the mode and genre they chose. Collect students' work.

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Olioli Buika

Bill Cheng

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Edel Ferri

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Parker-Nia Gordon

Ken Harney

Molly Hensley

David Herubin

Isabel Hetrick

Ian Horst

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