

SCHOOLWIDE

TEACHING AND LEARNING PARTNER



LITERACY SAMPLER

**GRADES K-8
2019**

READING • WRITING • GRAMMAR • PROFESSIONAL DEVELOPMENT



SCHOOLWIDE.COM | 800.261.9964

Schoolwide is dedicated to providing collaborative and responsive professional learning opportunities, along with high-quality resources, to enhance literacy practices and student achievement.

Fundamentals Units of Study

– Fundamentals Unlimited	3
– Fundamentals and Best Practices	5
– The Interactive Read-Aloud Lessons	8
– The Mini-Lessons	10

Reading Fundamentals and Guided Reading

– What’s Included?	14
– Reading Fundamentals Menu of Units Chart	16
– What’s Taught	18
– Sample Lessons and Components	20
– Units of Study Descriptions and Pricing	48
– <i>What You Need to Know About Guided Reading.</i>	81
– Print Guided Reading Collections	82
– Sample Guided Reading Plan	83
– Guided Reading Collection Descriptions and Pricing	87
– Professional Development Opportunities in Reading	92

**WHAT’S
INSIDE**

What Is Fundamentals Unlimited?



High-Quality, Dynamic, Responsive Resources to Support Literacy Teaching and Learning



It is our job as educators to ensure that our instructional practices and curriculum materials are research-based, adhere to the rigorous criteria set forth in national and state standards, and promote responsive teaching to meet the diverse learning needs of all students.

Fundamentals Unlimited gives educators unlimited open access to a dynamic shared platform with a continually updated and expanding collection of research-based resources for reading, writing, speaking and listening. These customizable resources can be used for planning whole-group, small-group, and/or personalized instruction.

Fundamentals Unlimited is a digital, mobile-friendly platform that provides access to all of Schoolwide's proprietary, research-based, and standards-aligned reading, writing, grammar, and assessment curriculum products for grades K–8, including:

- Reading Fundamentals Units of Study (K–8);
- Writing Fundamentals Units of Study (K–8);
- Fundamentals of Grammar and Conventions (K–8);
- Content Literacy Units of Study (K–8);
- Guided Reading Resources (K–5);
- Complete Assessment Solutions (K–5); and
- 1,000+ short shared digital texts.

TRY IT FOR FREE FOR 7 DAYS!

[FUNDAMENTALS.SCHOOLWIDE.COM/TRY](https://fundamentals.schoolwide.com/try)

Teaching and Learning Partnership

Our talented team of professionals is committed to working alongside educators to enact positive and lasting changes in literacy teaching and learning. Schoolwide partners with schools and districts across the country to promote effective literacy practices that positively impact student learning and growth. To meet our dedicated team and learn more about our professional learning opportunities, please visit our website, www.schoolwide.com.

What Are the Fundamentals Units of Study?

Schoolwide, Inc. produces digital and print resources to support reading, writing, and grammar instruction in your classroom. It is our job as educators to ensure that our curriculum materials and instructional practices are research based, meet the rigorous criteria set forth in national and state standards, and promote responsive teaching to meet the diverse learning needs of all students.

Schoolwide's Fundamentals Units of Study are designed to meet the instructional needs of literacy educators, with a particular focus on authenticity, usability, and effectiveness. Created using the workshop model, Schoolwide's units teach students to be critical thinkers, readers, and writers who learn from each other as well as the texts they read and discuss.

Created by teachers for teachers, these units are designed for ease of instruction, providing clear frameworks and opportunities for differentiation. Our units can be easily integrated with each other for seamless academic instruction.

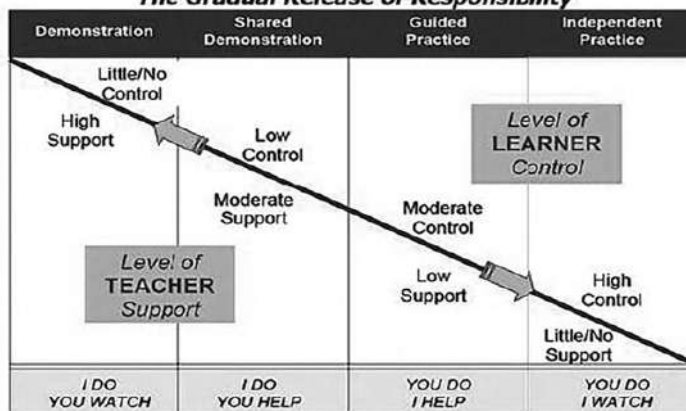
Fundamentals and Best Practices

BALANCED LITERACY AND THE GRADUAL RELEASE OF RESPONSIBILITY

Balanced Literacy is a framework for reading and writing instruction. It includes various components or instructional practices that operate together in order to develop skillful readers and writers. This approach to curriculum development and instruction is aligned to the important work of P. David Pearson and Margaret C. Gallagher described in their “Gradual Release of Responsibility Model.” This model posits that when teaching students effective strategies for processing and composing texts, teachers should first explicitly model the strategy (e.g., Interactive Read-Alouds, Mini-Lessons, word study), then guide students as they implement the strategy, or practice the strategy jointly with the students (e.g., shared reading, shared writing), then move toward the teacher supporting and coaching the students’ independent practice of the strategy (e.g., guided reading and writing), and finally conclude with independent practice and application by the students with teacher feedback (e.g., independent reading and writing).



The Optimal Learning Model
The Gradual Release of Responsibility



Based on the Gradual Release of Responsibility Model (Pearson and Gallagher, 1983)

Adapted from the Optimal Learning Model by Regie Routman, © 2008. *Teaching Essentials: Expecting the Most and Getting the Best from Every Learner, K-8*, Portsmouth, NH: Heinemann. Used with permission from the publisher

Fundamentals and Best Practices

MENTOR TEXTS

Mentor texts are carefully selected pieces of writing we turn to, and often return to, in order to model how authors craft texts and how readers engage with texts. Mentor texts hold many possibilities for teaching and learning. Often the conversations shared about these stories, characters, subjects, structures, illustrations, or themes become part of a collaborative classroom culture where books play a significant role.

Each Reading, Writing, and Grammar Fundamentals unit includes 5–10 rich, engaging, authentic literary and/or informational texts that span grade-level complexity bands. They include a wide variety of genres, authors, cultures, and content.

Additionally, each unit includes 3–13 short shared texts (e.g., articles, essays, poems, short stories, editorials, book reviews, primary source documents, etc.) to be used during whole-class and small-group instruction.

CRITERIA FOR MENTOR TEXT SELECTION

- Variety: varied genres and subgenres, text structures, authors, content, and cultures
- Complexity: providing regular practice with grade-appropriate complex texts. The following are important criteria for determining complexity:
 - Quantitative measures: word length or frequency, sentence length, and formula (Lexile, Accelerated Reader)
 - Qualitative measures: content analysis, levels of meaning and purpose, structure and style, language conventionality, and clarity
 - Reader and task considerations: language, knowledge, experiences, and motivational factors



Fundamentals and Best Practices

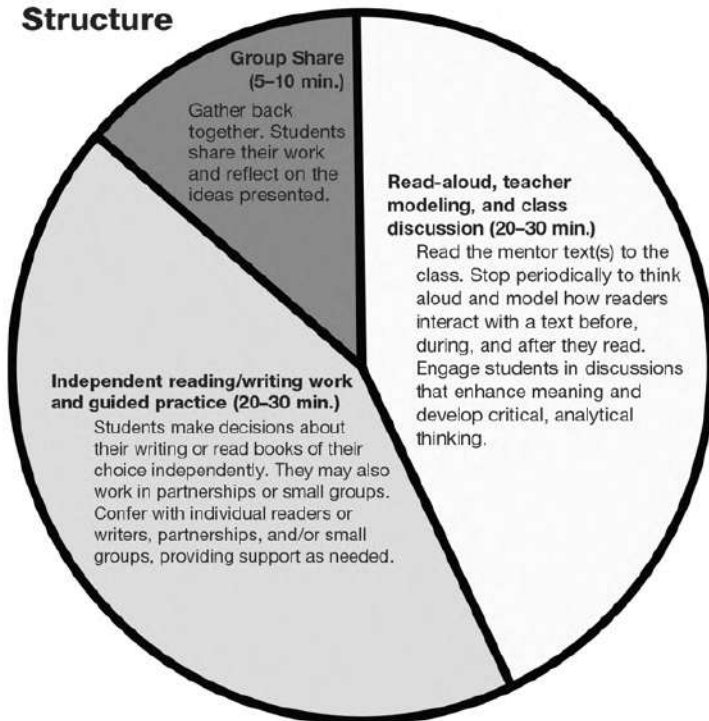
READING AND WRITING WORKSHOP

During reading and writing workshop, a supportive teaching and learning environment is created, in which students engage in authentic reading and writing tasks driven by student choice and intention. Students purposefully select materials to read and topics to write about. Students also use Reading Notebooks and Writers' Notebooks to respond, react, and reflect on what they read, as well as to record thoughts and observations about their world.

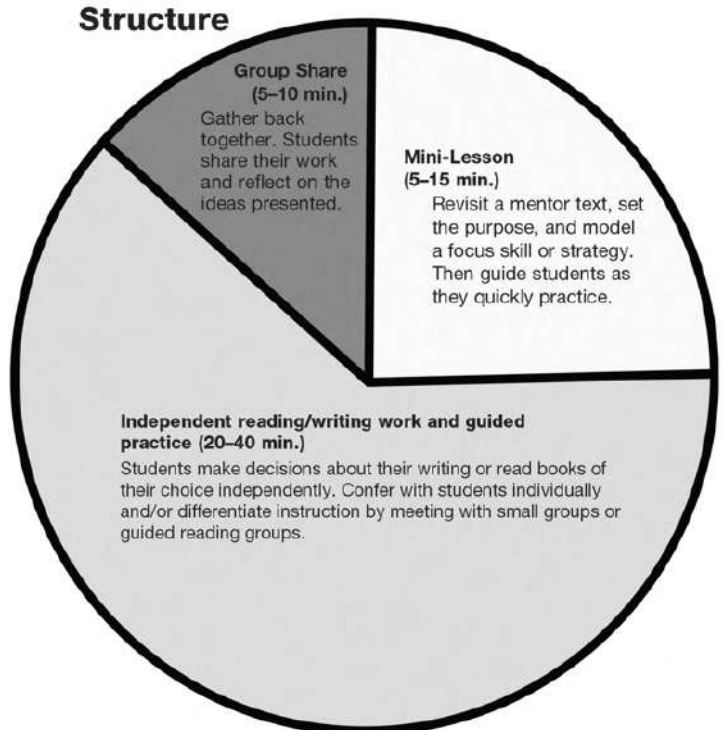
During reading and writing workshop, teachers focus on students as readers and writers, nurture their reading and writing identities, and help them develop a repertoire of reading and writing skills and strategies. Teachers model what readers and writers do and share their own experiences, including how they think, problem-solve, and make meaning. As students read and write, or struggle to read and write, they feel comfort knowing they are part of a supportive community. This builds their confidence, knowledge, and motivation, which results in risk-taking and growth.

The charts below define each part of the workshop and provide approximate time allocations (times may be slightly modified depending upon students' abilities and grade-level expectations). Please note that as students develop stamina, the time for independent reading and writing should be increased. This time includes guided and collaborative structures that are necessary for students to practice and internalize essential reading and writing skills and strategies.

Interactive Read-Aloud Structure



Mini-Lesson Structure





The Interactive Read-Aloud Lessons

The architecture of the Fundamentals Interactive Read-Aloud lessons is based on models of best practice. The language of each lesson has been carefully crafted to support teachers in presenting the lesson in a specific, clear, and organized manner.

Essay Grade 5

Immersion: Day 3 Defining the Genre: The Body

Preparation:

This section lists the materials teachers and students will need for the lesson, including the mentor text(s) and appendices that will be used.

Preparation

- *A Quiet Place* by Douglas Wood
- Essay Exemplar "Who Wants to Be a Millionaire?" by Kara I. Stevens (for display)
- Appendix 4 "Essay Structure" (for During the Read; Make copies for students)

Before the Read:

The teacher will introduce the mentor text and state the purpose for the day's reading. The teacher will often tap into students' background knowledge about the book's topic, theme, and/or genre, as well as connect the day's rationale to the reading or writing work the class has been or will be immersed in.

Before the Read

We have discussed three features of an essay: the introduction, the thesis, and the closing. Today we will look at the book *A Quiet Place* and the essay "Who Wants to Be a Millionaire?" to learn about another essay feature: the body.

During the Read

Read the first page of A Quiet Place.

Douglas Wood begins his book by telling readers that sometimes everyone needs a quiet place and that all you have to do to find one is know where to look.

During the Read:

The teacher reads the text, stopping periodically to think aloud about the author's inspiration, purpose, and use of genre features, and/or to demonstrate how readers think and problem solve. The teacher poses questions that enhance meaning and may also guide students to read like writers.

If there were a visual representation of this essay, it might look like this.

Display Appendix 4 "Essay Structure."

Douglas's thesis statement would be in the "Introduction" part of this graphic organizer.

What comes next would be all of the supporting details and examples that he used to support his central argument or opinion. The part of the essay where all of this information goes is called the body. The body is the part of the essay that contains the most information and details. It helps

Standard text formatting:

Standard text formatting represents model language for teachers to use when speaking to students.

Italicized text formatting:

Italicized text formatting represents instructional directives for the teacher that support implementation of the lesson.

WRITING FUNDAMENTALS



Interactive Read-Aloud | 20–30 min.

Rationale

Use *A Quiet Place* by Douglas Wood to highlight the body of the essay and how it provides readers with the information that supports the author’s thesis.

Pie Chart:

The pie chart shows the stage of the reading or writing workshop with the recommended time frame for instruction.

(play and/or student copies)
for Independent Writing & Small-Group Work.)

readers understand and respond to the writer’s ideas or opinions.

Continue to read, stopping to point out interesting details that support Wood’s central idea or thesis.

Now let’s read the essay “Who Wants to Be a Millionaire?” As I read it aloud, we will stop at different points to discuss the author’s opinion or point of view; the reasons, facts, and details that support the opinion; and the essay structure the author uses to present her information.

Rationale:

This section provides an introductory explanation of what is being taught and why.

After the Read:

The teacher restates what was learned and encourages students to use the same strategies as they read or write independently.

ELL Support(s):

This section includes activities to do before the lesson, during the lesson, and after the lesson that are intended to help teachers of ELLs provide an effective learning environment for their students.

Essay Grade 5

Immersion: Day 3 Defining the Genre: The Body



Independent Writing & Small-Group Work | 20–30 min.



ELL Support(s)

Students should be provided with copies of the Essay Exemplar “Who Wants to Be a Millionaire?” prior to the lesson. Pre-teach the following vocabulary words in a small group: debt, financial, budget, savings account, expensive. When pre-teaching the vocabulary, you may first present words in isolation, offering picture clues as support. Help students with the articulation and pronunciation of these new words.

Students will benefit from using the following sentence stems to help organize and structure their thinking for Appendix 4, which they will complete for independent writing. The prompts will assist students in getting started while providing them with the necessary language to be successful in completing their independent writing work. In addition, these prompts provide English language learners with a model of complex sentence structures, verb agreement, and correct grammar:

- My favorite “quiet place” to think, read, and relax is . . .
- This is a good “quiet place” because . . .
- Another reason it is a good “quiet place” is . . .
- Finally, it is my favorite “quiet place” because . . .
- My favorite place to imagine is . . .
- My favorite place to dream about is . . .

Students can work independently or in partnerships to generate an essay about another “quiet place” with supporting details for a body paragraph, or another example of financial literacy with supporting facts and details, using the “Essay Structure” template (see Appendix 4).

write

The Mini-Lessons

The architecture of the Fundamentals Mini-Lessons is based on models of best practice in reading and writing workshop. The language of each lesson has been carefully crafted to support teachers in presenting the lesson in a specific, clear, and organized manner.

Nonfiction Grade 1 Lesson 3: We Can Figure It Out!

Preparation

- *Grow Your Own Sandwich* by John Malam

- Appendix 1 "Let's Look for Clues" (for display for Pa Small Group work)
- Appendix 2 "We Can Figure It Out!" (optional for dis assessment)

Rationale:

This states the learning objective of the lesson. It is the introductory explanation of what skill or strategy is being taught and why.

Preparation:

This is a list of materials the teacher and students will need for the lesson.

Inform:

The teacher tells students about the skill or strategy that will be taught and how it will help them as readers or writers.

Present:

The teacher presents students with information by using a mentor or shared text to demonstrate or model the skill or strategy, think aloud, and/or brainstorm ideas.

Engage:

Students quickly practice the skill or strategy that was modeled by the teacher. This guided practice enables the teacher to do a quick assessment of the students.

Reiterate:

The teacher restates the skill or strategy learned, tells why it is important, and explains how it connects to the work students are doing as readers or writers.

Inform

Often the information presented in a nonfiction book is very new to readers, and it can seem complicated or difficult to understand. However, nonfiction writers really want us to understand their ideas, so they usually include clues and definitions in their books. Today we're going to study *Grow Your Own Sandwich* to see how some difficult words are easy to understand if we know how and where to find the author's clues. Let's get started!

Present

Nonfiction readers usually learn a lot when they pick up a book. One of the things that they will learn is specific vocabulary related to the book's topic. Nonfiction writers know that these words are so specific that they might not be familiar to everyone. When this happens, they include clues or even a full definition in the book, but readers need to know where to look. Let's take a look at an example of this on page 16 of *Grow Your Own Sandwich*. The word in bold letters, "seedlings," is a new vocabulary word. It is specific to growing tomato plants or plants in general, but what do you think it means?

Allow responses.

Let's go back and read the whole paragraph.

READING FUNDAMENTALS



Mini-Lesson | 10–15 min.

Readers can determine the meaning of unknown words by using fix-up strategies, background knowledge, and context clues to help them. Students will determine the meaning of unfamiliar, content-specific vocabulary by using fix-up strategies, background knowledge, and context clues.

Pie Chart:

The pie chart shows the stage of the reading or writing workshop with the recommended time frame for instruction.

Rationale

for Partnership or
or display for

Read the paragraph with the class.

It looks like the author has defined the word in the previous sentence: “tiny shoots will appear.” These tiny shoots must be the seedlings. Seedlings are the very young plants that first sprout from seeds. Let’s try this again.

Turn to p. 21.

Independent and Small-Group Work and Guided Practice:

This includes information for transitioning students to independent reading or writing in order for them to practice the skills and strategies taught during the lesson. It also provides suggestions for structures and routines, independent reading or writing, partnership or small-group work, and/or guided reading to facilitate this transition.

Conference Questions:

These questions are designed to help teachers assess and understand students’ individual needs so teachers can best support, guide, and differentiate instruction.

Assessment:

The formative assessment opportunities provide evidence of student learning and/or a need for reinforcement or additional practice.

Extension(s):

These suggestions are provided to help extend students’ learning and application of the skills and strategies taught. These options include ideas for reading responses, homework, or follow-up mini-lessons using books or lessons/skills from other Units of Study.

Nonfiction Grade 1

Lesson 3: We Can Figure It Out!

Transition to Independent Reading and Guided Practice

It is essential that your students have time to read books of their choice on a daily basis. Send your students off to read independently, practice the strategies and skills taught, and engage with texts. Confer with students to support their progress. This is also the time to meet with students in small groups to provide guided practice and reinforcement of the focus strategies.

Partnership or Small Group

Have groups of students search through nonfiction books in the classroom library for new vocabulary words that are defined within the text. Display Appendix 1 “Let’s Look for Clues” to help guide the search for meaning within the text.

Guided Reading

While introducing a book during guided reading, avoid scaffolding the meanings of words and introducing new vocabulary. Instead, during the read, coach students to figure out new word meanings by using the strategies learned in this lesson. During the “After the Read” discussions, have students talk about the new vocabulary words and what strategies they used to help them learn the words.

Independent Reading & Guided Practice | 20–30 min.

Conference Questions

Was it easy or difficult to find the definitions of the new words?

Do you think it’s better to put the definition before or after the new vocabulary word? Why?

Assessment

Display Appendix 2 “We Can Figure It Out!” to see if students can use context clues to find the definitions of words taken from other unit books.

Have students create context clues for a vocabulary word that they don’t know from *Abraham Lincoln* by Marion Dane Bauer. They can look up the definition and write a new sentence for the book using their own context clues.

Extension(s)

Writing Fundamentals

If you are using the *All-About Books* unit, refer to the *Immersion Day 3* lesson titled “Wondering About Our World” to discuss how nonfiction writers present information in ways that their readers can understand.

READING FUNDAMENTALS

Reading Fundamentals has a central mission to develop, expand, and enhance the skills, strategies, and tools students can use to make meaning of and interact with text.

Reading Fundamentals Units of Study exist inside a balanced literacy framework. Within this framework, there are opportunities to read to students (mentor texts), to read with students (shared texts), and to have students read independently (books and texts at their independent reading levels). Lessons are designed to help educators improve their students' ability to:

- Identify key ideas, themes, or topics and distinguish between important and unimportant information;
- Ask and answer questions as they interact with texts and construct meaning;
- Use prior knowledge and textual information to draw conclusions, make predictions, and form interpretations;
- Synthesize important textual information with existing knowledge to summarize what was read and form new ideas or opinions;
- Find the meaning of unfamiliar words and broaden their range of academic and domain-specific vocabulary;
- Draw evidence from literary or informational texts to support research, analysis, and reflection;
- Use various text and genre features to identify important information and construct meaning; and
- Read closely from a wide range of texts in order to gain deeper understanding, meaning, and/or knowledge.

Reading Fundamentals Units of Study align to:

- Depth of Knowledge (DOK) and higher-level thinking strategies;
- The Gradual Release of Responsibility Model; and
- Research-based best practices.

SCHOOLWIDE

Reading

- **What's Included** 14
- **Reading Fundamentals Menu of Units Chart** 16
- **What's Taught** 18
- **Sample Lessons and Components** 20
- **Units of Study Descriptions and Pricing** 48
- *What You Need To Know About Guided Reading* 81
- **Print Guided Reading Collections** 82
- **Sample Guided Reading Plan** 83
- **Guided Reading Collection Descriptions and Pricing** 87
- **Professional Development Opportunities** 92

**INSIDE
READING
FUNDAMENTALS**





Reading Fundamentals: What's Included in Each Unit of Study?

Anchor/Mentor Texts (5–6 Mentor Texts and 3–13 Short Shared Texts)

- High-quality literature and short texts
- Aligned to complexity requirements
- Wide variety of genres, authors, cultures, and content
- Reflective of grade-level genre features and text structure

Unit Introduction

- Student outcomes
- Instructional beliefs and components
- Mentor and shared text summaries
- Academic and domain-specific vocabulary
- Comprehension strategies
- Description of lesson structure(s)
- How to get started, teacher preparation, and classroom environment

Unit Overview (Unit at a Glance)

- Unit scope and sequence
- Lesson rationales and objectives
- Specific skills and strategies addressed in each lesson

Interactive Read-Aloud Lessons (8–10)

- Immersion
- Teacher modeling builds content understanding, genre awareness, strategy use, and structure/feature knowledge
- Close readings of anchor/mentor texts
- Text-dependent analysis, discussion, and questions

Mini-Lessons (6–12)

- Guide students through the skills and strategies that readers employ to attain deeper meaning
- Close rereadings of anchor/mentor texts focused on specific standards-based skills, text features, and structures



Transition to Independent Reading and Guided Practice

- Guided reading
- Independent reading
- Partnership or small group

Conference Questions (Independent Reading and/or Writing)

- Differentiate instruction
- Formative assessment

Lesson Extensions

- Response to reading
- Reading and/or Writing Fundamentals connections
- Homework or home-school connection

Appendices

- Sample anchor charts
- Parent letters
- Graphic organizers
- Assessment tools

Assessments

- Kid-watching tool (formative assessment)
- Student performance checklist (formative assessment)
- Summative assessment (grades 2–8)

Digital Resources

- Digital versions of select appendices
- Assessment tools and rubrics
- Digital versions of short shared texts
- Classroom environment photos
- Multimedia and Internet resources to engage students



Reading Fundamentals Menu of Units: Launching and Genre Studies

	Launching	Nonfiction	Fiction	Poetry
K	Launching	Nonfiction	Fiction	Poetry
1	Launching	Nonfiction	Fiction	Poetry
2	Launching	Nonfiction	Fiction	Poetry
3	Launching	Nonfiction	Fiction	Poetry
4	Launching	Nonfiction	Fiction	Poetry
5	Launching	Nonfiction	Fiction	Poetry
6	Launching	Nonfiction	Fiction	Poetry
7	Launching	Nonfiction	Fiction	
8	Launching	Nonfiction	Fiction	

Content Literacy Units

Content literacy instruction is multi-purpose teaching that provides opportunities for students to engage in real-world reading and writing experiences. These units of study support students' building enduring understandings about science and social studies topics through close reading and responding to authentic texts in meaningful ways.

Social Studies	Social Studies	Science	Science
Content Literacy: My Place in the World	Content Literacy: Schools Help Us Learn	Content Literacy: Plants	Content Literacy: Weather All Around Us
Content Literacy: Communities, Families, and Traditions	Content Literacy: Rules and Laws	Content Literacy: Life Cycles of Animals	Content Literacy: Energy on the Move: Light and Sound
Content Literacy: Communities: Urban, Suburban, and Rural	Content Literacy: Characteristics of Good Citizenship	Content Literacy: Patterns in the Natural World	Content Literacy: Earth's Systems: Processes That Shape the Earth
Content Literacy: Communities Past and Present	Content Literacy: U.S. Government – Fundamental Concepts	Content Literacy: Plants and Animals Adapt to Survive	Content Literacy: Forces and Interactions: Force, Motion, and Magnetism
Content Literacy: Communities Adapt to Their Environment	Content Literacy: Colonial America	Content Literacy: Roles of Plants and Animals in Ecosystems	Content Literacy: Energy: Electric, Sound, Light, and Heat
Content Literacy: Humans Affect the Environment	Content Literacy: The American Revolution	Content Literacy: Ecosystems: The Human Impact	Content Literacy: Our Solar System
Content Literacy: Culture Shapes Perspective	Content Literacy: Roots of Democracy	Content Literacy: Cells	Content Literacy: Extreme Weather
Content Literacy: U.S. Immigration: 1840–1920		Content Literacy: The Human Brain	
Content Literacy: The Women's Suffrage Movement		Content Literacy: Genetics	

What's Taught in Each Launching and Genre Unit of Study

The following research-based skills and strategies are addressed in every Reading Fundamentals Launching and Genre Unit of Study.

SKILLS AND STRATEGIES	DESCRIPTION
Text and Genre Features/Structure	Good readers are better able to recognize and retain important information and appreciate and understand text when they are familiar with text structure and genre features (e.g., story elements, characters, plot, setting, problem/solution, cause/effect, temporal sequence, illustrations, Table of Contents, headings, bold print, Index, captions, etc.).
Using Schema	Good readers make connections and retrieve and activate prior knowledge to connect to what is known and deepen understanding of the texts they read.
Questioning	Good readers ask and answer questions as they interact with texts and construct meaning.
Visualizing	Good readers use their background knowledge and the writer's words to create mental images as they read, enhance understanding, and bring the text to life.
Making Inferences	Good readers use prior knowledge and textual information to draw conclusions, make predictions, and form interpretations.
Determining Importance	Good readers identify key ideas, themes, or topics and distinguish between important and unimportant information.
Synthesizing	Good readers synthesize or combine important textual information with existing knowledge to summarize what was read and form new ideas or opinions.
Monitoring and Repairing Comprehension	Good readers are aware of their understanding of text while reading and have a repertoire of fix-up strategies when meaning breaks down.
Finding Word Meaning (Vocabulary)	Good readers use context clues to find the meaning of unfamiliar words. Good readers possess a broad range of domain- and academic-specific vocabulary, fostering deeper understanding of topics and subjects.
Reading Foundational Skills: Print Concepts and Features (K-1)	Good readers recognize that spoken words are represented by written language; they understand that words move from left to right, top to bottom, and page by page.
Speaking to Communicate (Speaking and Listening)	Effective speakers consider their audience and purpose, using appropriate tone, voice, and vocabulary to express their ideas, experiences, and/or opinions clearly.
Listening and Responding (Speaking and Listening)	Active listeners pay attention through eye contact and body language and respond to what others say through relevant comments and questions.
Engaging in Discussion/ Collaborating (Speaking and Listening)	Individuals engage in collaborative discussions with agreed-upon rules, building on and evaluating others' ideas, points of view, and use of evidence.

What's Taught in Each Content Literacy Unit of Study

The following research-based skills and strategies are addressed in every Reading Fundamentals Content Literacy Unit of Study.

SKILLS AND STRATEGIES	DESCRIPTION
Text and Genre Features/Structure	Content readers know and use various text and genre features to locate and identify important information and integrate visual information with print and/or digital text to demonstrate understanding (e.g., headings, Table of Contents, Glossary, charts, time lines, photographs, web sites).
Using Schema	Content readers use their prior knowledge and the text itself to build understanding of key concepts. They make text-to-text connections, comparing and contrasting key points or information and/or the presentation or structure of two or more texts on the same topic.
Questioning	Content readers ask and answer questions as they interact with texts and use essential questions to focus on and clarify key ideas as they make meaning and build content knowledge.
Determining Importance	Content readers distinguish between unimportant and important details in a text. They identify and retell key ideas, as well as categorize and summarize important information.
Making Inferences	Content readers use prior knowledge and textual information to differentiate fact from opinion, support analysis of primary and secondary sources, draw conclusions, build theories, and form interpretations. Content readers analyze cause and effect relationships between and among key ideas.
Synthesizing	Content readers synthesize or combine important textual information with existing knowledge to summarize what was read, integrate and evaluate information to form new ideas, and construct a reasoned argument or opinion.
Monitoring and Repairing Comprehension	Content readers are aware of their understanding of texts while reading and have a repertoire of fix-up strategies when meaning breaks down. Content readers engage in close reading—a careful and purposeful rereading of portions of complex texts. They utilize text features and context clues to make sense of key details and build content knowledge.
Finding Word Meaning (Vocabulary)	Content readers use context clues to determine the meaning of unknown words. They also look for morphology or word structure cues, such as meaningful word parts (e.g., prefixes, suffixes, and root words) to infer the meaning of unfamiliar words. Content readers build a broad range of domain-specific and academic vocabulary through reading widely, fostering deeper understanding of topics and subjects. They define and apply discipline-based conceptual vocabulary.
Speaking to Communicate (Speaking and Listening)	Effective speakers consider their audience and purpose, using appropriate tone, intonation, voice, and vocabulary to express their ideas, experiences, and/or opinions clearly.
Listening and Responding (Speaking and Listening)	Active listeners pay attention through eye contact and body language and respond to what others say through relevant comments and questions.
Engaging in Discussion/ Collaborating (Speaking and Listening)	Individuals engage in collaborative conversations with agreed-upon rules, building on and evaluating others' ideas, points of view, and use of evidence.
Researching to Build and Present Knowledge (Writing)	Effective writers recall, research, and record information from experiences and from primary and/or secondary sources to build content understanding. They take notes to categorize and summarize important information for later reflection and analysis.
Writing Opinions/Arguments Focused on Discipline-Specific Content (Writing)	Students demonstrate content understanding by composing responses to essential questions with comprehension and clarity. Effective writers compose opinion pieces on content-specific topics while supporting their points of view with textual evidence.

Mentor Texts

The Best Place to Read
by Debbie Bertram and Susan Bloom

Born to Read
by Judy Sierra

Ice Cream: The Full Scoop
by Gail Gibbons

Library Mouse: A World to Explore
by Daniel Kirk

Miss Smith's Incredible Storybook
by Michael Garland

Red Sings from Treetops: A Year in Colors
by Joyce Sidman

Launching Shared Texts

"The Adventures of Spot"
by Marileta Robinson from
Highlights High Five

"Lost and Found"
by Susan Yoder Ackerman
from *Zootles: Zebras* (Lexile
Level: 870L)

"Mr. Sticky Paws"
by Lissa Rovetch from
Highlights High Five (Lexile
Level: 380L)

"On the Move: An Action
Rhyme"
by Mandy C. Yates from
Highlights High Five

"Sharing the Wheat: A Middle
Eastern Folktale"
retold by Nina Jaffe from
Highlights High Five (Lexile
Level: 690L)

"The Sweet Smell of Books"
by Pat Pollack (Lexile Level:
680L)

"Watching Whales"
by Agnieszka Biskup from
Zootles: Whales (Lexile Level:
750L)

Launching Grade 1 Overview

Interactive Read-Aloud and Shared Reading Lessons

- Lesson 1: Building a Community of Readers**
uses all of the mentor texts from the unit, particularly *Library Mouse: A World to Explore* by Daniel Kirk.

Rationale: Readers gather as a community to learn how to read, to share ideas, to listen, and to celebrate their progress as developing readers. Students will learn what it means to be part of a community that values listening, sharing, learning, and reading.

Skills and Strategies: Text and Genre Features/Structure, Using Schema, Speaking to Communicate, Listening and Responding, Engaging in Discussion/ Collaborating
- Lesson 2: The Parts of a Book**
uses *Library Mouse: A World to Explore* by Daniel Kirk and "The Sweet Smell of Books" by Pat Pollack from the Launching Shared Texts.

Rationale: Readers recognize and use the different parts of books in order to handle them properly, locate information, and gain meaning. Students will identify book parts and text features, examine their purposes, and think about what they contribute to a book's overall message.

Skills and Strategies: Text and Genre Features/Structure, Using Schema, Determining Importance, Reading Foundational Skills: Print Concepts and Features, Speaking to Communicate, Listening and Responding, Engaging in Discussion/ Collaborating
- Lesson 3: Introducing Reading Workshop**
uses *Miss Smith's Incredible Storybook* by Michael Garland.

Rationale: Readers listen, share, and use the ideas that are discussed during reading workshop to help them grow as readers. Students will learn about the rituals, routines, and expectations for reading workshop.

Skills and Strategies: Text and Genre Features/Structure, Using Schema, Speaking to Communicate, Listening and Responding, Engaging in Discussion/ Collaborating
- Lesson 4: The Best Place to Read**
uses *The Best Place to Read* by Debbie Bertram and Susan Bloom.

Rationale: Readers determine places in their environment where they can do their best thinking and reading work. Students will think about, discuss, and select the best places in their classroom and homes where they can think and read.

Skills and Strategies: Text and Genre Features/Structure, Using Schema, Speaking to Communicate, Listening and Responding, Engaging in Discussion/ Collaborating

- **Lesson 5: Conversations and Partnerships**

uses *Ice Cream: The Full Scoop* by Gail Gibbons.

Rationale: Readers use strategies and remember routines when participating in conversation and discussion about the books they listen to and read. Students will engage with text and exhibit a greater appreciation for the conversation and discussion components of reading workshop.

Skills and Strategies: Text and Genre Features/Structure, Using Schema, Listening and Responding, Engaging in Discussion/Collaborating

- **Lesson 6: Featuring Fiction**

uses *Library Mouse: A World to Explore* by Daniel Kirk and “Mr. Sticky Paws” by Lissa Rovetch from *Highlights High Five* from the Launching Shared Texts.

Rationale: Readers of fiction use story elements to help them understand what they are reading. Students will enhance their understanding of fictional stories through identifying the story elements of characters, setting, problem, and solution.

Skills and Strategies: Text and Genre Features/Structure, Determining Importance, Synthesizing, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

- **Lesson 7: Born to Read**

uses *Born to Read* by Judy Sierra.

Rationale: Readers use their personal experiences when reading in order to share what they know and develop questions regarding the things they wonder about. Students will make personal connections and ask questions as they read in order to develop a better understanding of texts.

Skills and Strategies: Text and Genre Features/Structure, Using Schema, Questioning, Listening and Responding, Engaging in Discussion/Collaborating

- **Lesson 8: Building on Fiction**

uses “Sharing the Wheat: A Middle Eastern Folktale” retold by Nina Jaffe from *Highlights High Five* from the Launching Shared Texts.

Rationale: Readers use their knowledge of the elements of fiction—including character, setting, problem, and solution—in order to support comprehension, make predictions, and understand texts. Students will begin to recognize character, setting, problem, and solution as fictional text elements that help them better understand what the story is mainly about.

Skills and Strategies: Text and Genre Features/Structure, Using Schema, Determining Importance, Synthesizing, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

- **Lesson 9: Readers Can Do Anything!**

uses *Born to Read* by Judy Sierra.

Rationale: Readers visualize when they investigate, learn from, and practice their reading. Students will continue to build confidence, develop and grow as readers, and create mental images to clarify their thinking and enhance their understanding of texts.

Skills and Strategies: Text and Genre Features/Structure, Using Schema, Visualizing, Listening and Responding, Engaging in Discussion/Collaborating

- **Lesson 10: Poetry Moves Us!**

uses “On the Move: An Action Rhyme” by Mandy C. Yates from *Highlights High Five* from the Launching Shared Texts.

Rationale: Readers celebrate and remember the poems they listen to and read by performing them with gestures and expressive appreciation. Students will act out poems by using inflection, expression, gesture, and movement in order to enhance their understanding and appreciation of the rhythm, rhyme, meaning, and musicality of the genre of poetry.

Skills and Strategies: Text and Genre Features/Structure, Visualizing, Reading Foundational Skills: Print Concepts and Features, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

- **Lesson 11: Learning New Words**

uses *Red Sings from Treetops: A Year in Colors* by Joyce Sidman.

Rationale: Readers use clues to help them determine the meaning of unfamiliar words. Students will use context clues and word meaning strategies in order to discover the meaning of unfamiliar words.

Skills and Strategies: Text and Genre Features/Structure, Using Schema, Visualizing, Finding Word Meaning (Vocabulary), Listening and Responding, Engaging in Discussion/Collaborating

- **Lesson 12: What’s the Scoop?**

uses *Ice Cream: The Full Scoop* by Gail Gibbons.

Rationale: Readers notice and learn from information presented in pictures or illustrations and information provided by the words in text. Students will use the pictures to assist them in gaining deeper meaning from the text.

Skills and Strategies: Visualizing, Determining Importance, Finding Word Meaning (Vocabulary), Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Mini-Lessons

- **Lesson 1: Let’s Choose Carefully!**

uses “The Adventures of Spot” by Marileta Robinson from *Highlights High Five* from the Launching Shared Texts, a chapter book from the classroom library of older students, and *The Best Place to Read* by Debbie Bertram and Susan Bloom.

Rationale: Readers choose books carefully so that they don’t find themselves reading a book that is either too easy or too hard for them to understand. Students will use strategies to determine whether a book is too easy, too hard, or just right for them to read.

Skills and Strategies: Text and Genre Features/Structure, Determining Importance, Finding Word Meaning (Vocabulary), Listening and Responding, Engaging in Discussion/Collaborating

- **Lesson 2: Digging Deeper to Discover Genre**

uses *Red Sings from Treetops: A Year in Colors* by Joyce Sidman, *Ice Cream: The Full Scoop* by Gail Gibbons, and *Miss Smith’s Incredible Storybook* by Michael Garland.

Rationale: Readers explore a variety of genres as they expand their curiosity about the different books they can read. Students will discover the different components and features of the genres of fiction, nonfiction, and poetry.

Skill and Strategy: Text and Genre Features/Structure

- **Lesson 3: Let's Think About It!**

uses "Lost and Found" by Susan Yoder Ackerman from *Zootles: Zebras* from the Launching Shared Texts.

Rationale: Readers record what they think about and learn from the books they read in order to gain deeper meaning and enhance their understanding. Students will record and organize their questions, connections, and inferences to help clarify their thinking and understanding.

Skills and Strategies: Using Schema, Questioning, Determining Importance, Engaging in Discussion/Collaborating

- **Lesson 4: Read, Retell, and Remember**

uses "Watching Whales" by Agnieszka Biskup from *Zootles: Whales* from the Launching Shared Texts.

Rationale: Readers remember facts from their nonfiction texts when they retell and share this information with a partner. Students will share what they have learned from their independent reading with a partner in order to enhance their understanding and grow new ideas.

Skills and Strategies: Using Schema, Determining Importance, Synthesizing, Engaging in Discussion/Collaborating

- **Lesson 5: Getting Stronger**

uses a "just-right" reading book for each student chosen from the classroom library.

Rationale: In order for readers to improve and grow, they need to practice so that they can build their reading strength. Students will learn about the role stamina plays in their reading development and will discover the importance of thinking, practicing, and working hard so that they will gain confidence and reading strength.

Skills and Strategies: Text and Genre Features/Structure, Using Schema

- **Lesson 6: A Balanced Reading Diet**

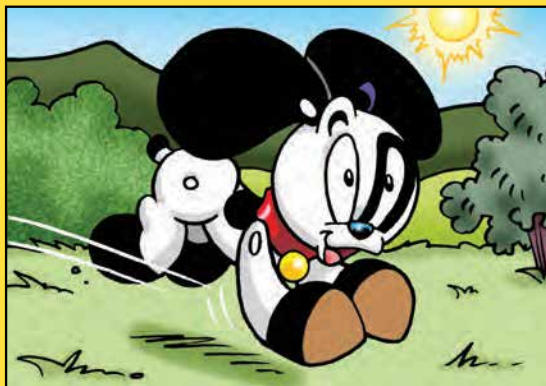
uses all of the mentor texts from the unit.

Rationale: Readers vary their reading selections to incorporate different genres. Students will enhance their reading lives and be greater contributors to their reading community by expanding their reading choices to include a wide variety of texts and genres.

Skills and Strategies: Text and Genre Features/Structure, Using Schema

The Adventures of Spot

by Marjorie Weinman



It's a warm sunny day.



Hello, baby flowers!



Hello, baby leaves!



Hello, baby birds!



Hello, baby squirrels!



Hello, spring!

Launching Grade 1

Lesson 1: Let's Choose Carefully!

Mini-Lesson | 10–15 min.



Readers choose books carefully so that they don't find themselves reading a book that is either too easy or too hard for them to understand. Students will use strategies to determine whether a book is too easy, too hard, or just right for them to read.

Preparation

- A chapter book from the classroom library of older students
- *The Best Place to Read* by Debbie Bertram and Susan Bloom
- "The Adventures of Spot" by Marileta Robinson from *Highlights High Five* (from the Launching Shared Texts)

Rationale

- Appendix "Just-Right Books" (for display)

Inform

It's important when we read that we choose a book that is just right for each of us. If a book is too easy or too hard, we won't grow as readers or enjoy the experience of thinking, learning, and reading. Today we're going to talk about what makes a book too easy or too hard and how to find one that's just right.

little bit of a book, we can stop and ask ourselves a few questions.

Display and read the first three boxes of "The Adventures of Spot." Ask the questions from the first section of the Appendix.

Present

We all know the story "Goldilocks and the Three Bears," right? What happens when Goldilocks tries to find a place to sit in the bears' home?

Yes, I think this story is too easy. Let's read a page of this book.

Display the chapter book for older students and read the title. Read a page or paragraph very slowly, stopping to sound out some hard words.

Allow student sharing, guiding conversation to say one chair is too big, one is too small, and one is just right.

Let's look at our list.

Read the questions on the "Too Hard" section of the Appendix.

This book is too hard for us right now.

Display *The Best Place to Read*. Read the first two pages at a steady pace, sounding out "comfortable" and "cozy."

Let's look at the list.

Read through the Appendix questions and determine with the class that it is a just-right book.

I'm going to use this information to try out three different books and see which one is just right for me. After reading a

Launching Grade 1

Lesson 1: Let's Choose Carefully!

Engage

A just-right book may have some words that we don't understand. In that case, we can use strategies that allow us to learn new vocabulary. A just-right book will also teach us new information or make us think in a new way by telling us an interesting story. A just-right book will have pictures to accompany the words and sentences, but the pictures alone don't tell the whole story. When we find a just-right book, we will be able to read at a steady pace and understand what we have read. Which book from our reading workshops do you think is a just-right book for you? Turn and talk to a partner about your most recent or favorite just-right text, explaining why it is just right for you.

Allow partner turn-and-talk. Circulate through the room, asking some of the questions from the Appendix if you see partners stuck in the conversation.

Reiterate

When we pick a book to read, it's important to pick a just-right book. If a book is too hard, we won't be able to understand the writer's message because we will spend too much time trying to figure out new words and their meaning. It can also be frustrating and make the reading process less fun. A book that is too easy won't challenge us to grow as readers. A just-right book will teach us new words, ideas, and ways of thinking while allowing us to grow and explore as readers. Taking the time to discover whether a book is just right is an important step to becoming stronger readers each and every day.

Launching Grade 1

Lesson 1: Let's Choose Carefully!



Independent Reading & Guided Practice | 20–30 min.

Transition to Independent Reading and Guided Practice

It is essential that your students have time to read books of their choice on a daily basis. Send your students off to read independently, practice the strategies and skills taught, and engage with texts. Confer with students to support their progress. This is also the time to meet with students in small groups to provide guided practice and reinforcement of the focus strategies.

Structures and Routines

Have students create classroom posters for too easy, too hard, and just-right books. They can use their own words to state the characteristics of each of the book types. Display the posters in the room so that students can refer to them when choosing their own books.

Partnership or Small Group

Have students discuss with a partner which books from the classroom library seem to be just-right reads for them. Partners should discuss how their just-right selections are personal and different from each other's selections. Remind students that everyone's just-right readings may be different.

Conference Questions

Why is it important to find a book that is just right?

How do you know if a book is a just-right book?

Why wouldn't you want to read books that are too easy all the time?

Assessment

During student conferences, assess students' ability to determine their own just-right books by having them tell you about a perfect reading book and why it is a just-right read for them.

Extension(s)

Response to Reading

With the students, create a story similar to "Goldilocks and the Three Bears" about a child trying to find a just-right book after trying out one that is too hard and one that is too easy. After you have created the simple story, allow groups of students to illustrate each sentence. Place your story in a binder as a published class book.

Just-Right Books

When we try to find a just-right book, we are like Goldilocks trying to find a comfortable chair. Here are some suggestions to help determine whether a book is too hard, too easy, or just right.

After reading one or two pages, ask yourself the following questions:

Does the book . . .

- have more pictures than words?
- have only words that you know and no new vocabulary?
- tell a very easy story that doesn't make you think or isn't very interesting?
- allow you to read very quickly?

If you answered "yes" to some of these questions, this book is **TOO EASY!**



Does the book . . .

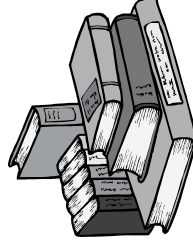
- have more than four words per page that you don't know or understand?
- have too much important information for you to remember?
- contain information that isn't very interesting to you?
- cause you to read very slowly just to try to understand the message?

If you answered "yes" to some of these questions, this book is **TOO HARD!**

Does the book . . .

- have two to four words per page that you don't know or understand, teaching you new vocabulary?
- offer new information that you didn't already know or tell an interesting story?
- have some pictures to accompany longer sentences?
- allow you to read at a good pace and understand the message?

If you answered "yes" to some of these questions, this book is **JUST RIGHT!**



Mentor Texts

Articles from *Cobblestone Magazine* issue titled “The Perfect Storm,” March 2012

Extreme Weather
by H. Michael Mogil and
Barbara G. Levine

*Extreme Weather: Science
Tackles Global Warming and
Climate Change*
by Kathleen Simpson

Hurricanes
by Seymour Simon

Tsunamis!
by Kimiko Kajikawa

Tsunamis: Earth’s Power
by David and Patricia
Armentrout

Shared Texts and Documents

“Know Your Streams”
by Gabriel Susca-Lopata and
Peg Lopata from *ODYSSEY
Magazine* (Lexile Level: 1310L)

“Meteorologist Ken Aucoin:
‘Weighing In’ on
Atmospheric Pressure”
by Nick D’Alto from *ODYSSEY
Magazine* (Lexile Level: 890L)

“On Deadly Ground:
Storm Surge”
by Stephen James O’Meara
from *ODYSSEY Magazine*
(Lexile Level: 1280L)

“Terrible Twister”
by Kathryn Hulick from
ODYSSEY Magazine (Lexile
Level: 1100L)

“We Should Have,
But We Didn’t”
by Erica Denman (Lexile
Level: 800L)

Extreme Weather Grade 6 Overview

Interactive Read-Aloud Lessons

- Lesson 1: Building an Enduring Understanding**
uses all of the mentor texts from the unit, particularly *Extreme Weather* by H. Michael Mogil and Barbara G. Levine.

Rationale: Readers understand the context of and purpose for reading and learning in the content areas. Students will learn how essential questions help them build critical thinking skills and an enduring understanding of extreme weather.

Content Literacy Skills and Strategies: Text and Genre Features/Structure, Using Schema, Questioning, Making Inferences, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating, Researching to Build and Present Knowledge
- Lesson 2: Exploring the Causes of Extreme Weather**
uses *Extreme Weather* by H. Michael Mogil and Barbara G. Levine.

Rationale: Readers of science texts build their content understanding by reading a variety of texts. Students will identify the causes of extreme weather and key details to understand how they are formed and how they interact with one another.

Content Literacy Skills and Strategies: Text and Genre Features/Structure, Using Schema, Determining Importance, Making Inferences, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating, Researching to Build and Present Knowledge
- Lesson 3: Reading Critically With Key Questions**
uses *Extreme Weather: Science Tackles Global Warming and Climate Change* by Kathleen Simpson.

Rationale: Readers of science texts analyze scientific research. Students will identify evidence of global warming and techniques for data collection.

Content Literacy Skills and Strategies: Questioning, Determining Importance, Making Inferences, Synthesizing, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating, Researching to Build and Present Knowledge
- Lesson 4: Sketching Supports Comprehension**
uses *Hurricanes* by Seymour Simon.

Rationale: Readers of science texts use a variety of strategies to comprehend complex information and the processes of science. Students will create a sketch in order to support their understanding of the process of hurricane formation.

Content Literacy Skills and Strategies: Text and Genre Features/Structure, Using Schema, Visualizing, Making Inferences, Monitoring and Repairing Comprehension, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating, Researching to Build and Present Knowledge

- **Lesson 5: Building Content Understanding**
uses *Tsunamis: Earth's Power* by David and Patricia Armentrout.

Rationale: Readers of science texts build their understanding of content by determining important ideas and finding evidence to support those ideas. Students will identify key details in order to answer focus questions.

Content Literacy Skills and Strategies: Questioning, Determining Importance, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating, Researching to Build and Present Knowledge

- **Lesson 6: Synthesizing Learning Across Texts**
uses *Tsunami!* by Kimiko Kajikawa and “We Should Have, But We Didn’t” by Erica Denman from the Shared Texts and Documents.

Rationale: Readers of content area texts bring their knowledge from one text to another. Students will synthesize what they have learned in order to enable deeper comprehension of a story.

Content Literacy Skills and Strategies: Text and Genre Features/Structure, Using Schema, Visualizing, Making Inferences, Synthesizing, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating, Researching to Build and Present Knowledge

- **Lesson 7: Individuals Contribute to Science**
uses “Father of All Forecasters” by Charlene Brusso and “At Your Fingertips” by Ruth Tenzer Feldman from *Cobblestone Magazine* issue “The Perfect Storm.”

Rationale: Readers of science texts understand that individuals contribute to scientific progress. Students will identify the contributions of one scientist to the field of meteorology and see how his efforts changed the field.

Content Literacy Skills and Strategies: Text and Genre Features/Structure, Visualizing, Monitoring and Repairing Comprehension, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating, Researching to Build and Present Knowledge

- **Lesson 8: Individuals Make a Difference**
uses “Blizzard!” by Jeanie Mebane, “Giving Back” by Dennis Denenberg, and “A Famous Flood” by Marcia Amidon Lusted from *Cobblestone Magazine* issue “The Perfect Storm.”

Rationale: Readers of science texts understand that the field of science is filled with stories of obstacles and individuals who help overcome those obstacles. Students will identify and analyze weather-related problems that people have faced and the solutions that individuals have attempted.

Content Literacy Skills and Strategies: Using Schema, Determining Importance, Making Inferences, Synthesizing, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating, Researching to Build and Present Knowledge

Mini-Lessons

- **Lesson 1: Dealing With Dense Text**
uses “Know Your Streams” by Gabriel Susca-Lopata and Peg Lopata from *ODYSSEY Magazine* and “Meteorologist Ken Aucoin: ‘Weighing In’ on Atmospheric Pressure” by Nick D’Alto from *ODYSSEY Magazine* from the Shared Texts and Documents.

Rationale: Readers of science texts understand that some texts will be particularly dense and challenging to understand. Students will monitor their comprehension and use a variety of strategies to support their understanding.

Content Literacy Skills and Strategies: Text and Genre Features/Structure, Using Schema, Determining Importance, Making Inferences, Monitoring and Repairing Comprehension, Finding Word Meaning (Vocabulary), Researching to Build and Present Knowledge

- **Lesson 2: Integrating Sources of Information**

uses *Extreme Weather* by H. Michael Mogil and Barbara G. Levine.

Rationale: Readers of science texts draw on information from a variety of sources. Students will integrate information from a visual source and a written text in order to deepen their understanding of extreme weather.

Content Literacy Skills and Strategies: Text and Genre Features/Structure, Visualizing, Making Inferences, Synthesizing, Researching to Build and Present Knowledge

- **Lesson 3: Building Bridges Through Concept Mapping**

uses vocabulary charts from previous lessons.

Rationale: Readers of science texts think about the connections among science terms to organize their thoughts and reflect on their understanding of key concepts. Students will learn how to visually represent the relationship among science terms to deepen their understanding.

Content Literacy Skills and Strategies: Using Schema, Visualizing, Determining Importance, Synthesizing, Monitoring and Repairing Comprehension, Finding Word Meaning (Vocabulary), Researching to Build and Present Knowledge

- **Lesson 4: Synthesizing Our Research**

uses students' Reading Notebooks and unit matrices.

Rationale: Readers develop and support their ideas by discussing what they have learned. Students will share ideas with their peers in order to clarify, develop, and synthesize their ideas about the essential question and sub-questions.

Content Literacy Skills and Strategies: Questioning, Synthesizing, Monitoring and Repairing Comprehension, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating, Researching to Build and Present Knowledge

- **Lesson 5: Bolstering Our Research**

uses "Terrible Twister" by Kathryn Hulick from *ODYSSEY Magazine* from the Shared Texts and Documents.

Rationale: Researchers identify and fill in the gaps in their research by consulting additional sources. Students will read with a purpose in mind and will distinguish important ideas from unimportant ones to achieve their research goals.

Content Literacy Skills and Strategies: Using Schema, Determining Importance, Making Inferences, Researching to Build and Present Knowledge

- **Lesson 6: Selecting a Topic and Focusing Our Research**

uses all of the mentor texts and the Shared Texts and Documents.

Rationale: Readers and researchers frame their inquiries. Students will identify a topic of interest and list questions for investigation in order to frame their research and create a public service announcement.

Content Literacy Skills and Strategies: Questioning, Determining Importance, Synthesizing, Researching to Build and Present Knowledge

- **Lesson 7: Studying a Mentor Text**

uses sample public service announcements.

Rationale: Writers read mentor texts with a writing goal in mind. Students will analyze and annotate the features of mentor texts to refocus their research and to guide their own PSA composition.

Content Literacy Skills and Strategies: Text and Genre Features/Structure, Determining Importance, Making Inferences, Researching to Build and Present Knowledge, Writing Opinions Focused on Discipline-Specific Content

- **Lesson 8: Gathering Needed Research**

uses students' research materials and "On Deadly Ground: Storm Surge" by Stephen James O'Meara from *ODYSSEY Magazine* from the Shared Texts and Documents.

Rationale: Writers of public service announcements provide sufficient information to inform and persuade their audience. Students will identify and gather missing information to prepare for their PSAs.

Content Literacy Skills and Strategies: Text and Genre Features/Structure, Using Schema, Questioning, Determining Importance, Researching to Build and Present Knowledge, Writing Opinions Focused on Discipline-Specific Content

- **Lesson 9: Drafting With Focus and Organization**

uses sample public service announcements.

Rationale: Writers of public service announcements compose with their purpose and audience in mind. Students will draft their PSAs with a clear central idea and organization that will support their purpose.

Content Literacy Skills and Strategies: Researching to Build and Present Knowledge, Writing Opinions Focused on Discipline-Specific Content

- **Lesson 10: Revising for Language**

uses students' PSA drafts and a sample PSA.

Rationale: Writers of public service announcements pay close attention to the language they use. Students will revise their PSAs to use more precise and content-specific vocabulary.

- **Lesson 11: Revising for Sentence Structure**

uses students' PSA drafts, a sample PSA, and an editing checklist.

Rationale: Writers of public service announcements consider how they can convey an appropriate voice for their topics. Students will revise their PSAs by attending to sentence structure in order to convey a particular voice.

Content Literacy Skills and Strategies: Researching to Build and Present Knowledge, Writing Opinions Focused on Discipline-Specific Content

- **Lesson 12: Preparing for Presentation**

uses students' published PSAs and presentation guidelines.

Rationale: Writers are clear and engaging when presenting their public service announcements to an audience. Students will plan and prepare for their presentations to effectively engage their intended audience.

Content Literacy Skills and Strategies: Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating, Researching to Build and Present Knowledge, Writing Opinions Focused on Discipline-Specific Content

Summative Assessment

Students will read "Trees Tell of Rome's Rise and Fall" by Marina DeBattista from *CALLIOPE Magazine* and "Weather or Not?" by Ruth Tenzer Feldman from *ODYSSEY Magazine* in order to answer selected and constructed response questions.

Extreme Weather Grade 6

Lesson 4: Sketching Supports Comprehension



Interactive Read-Aloud | 20–30 min.

Readers of science texts use a variety of strategies to comprehend complex information and the processes of science. Students will create a sketch in order to support their understanding of the process of hurricane formation.

Rationale

Preparation

- Chart Paper
- *Hurricanes* by Seymour Simon
- Appendix 1 “Sample Sketch” (for teacher reference)
- Students’ Reading Notebooks
- See Appendix 3 “Unit Matrix” from Interactive Read-Aloud Lesson 2 (for display; students should have their copies available).
- See Appendix 4 “Unit Matrix (Teacher Reference)” from Interactive Read-Aloud Lesson 2 (4 pages).
- Appendix 2 “Word Web” (for display; make copies for students for Partnership or Small Group work)
- Appendix 3 “Word Web for Flash Floods” (for display)

Before the Read

We’ve been building our understanding of extreme weather and, in particular, trying to answer our essential question: What factors contribute to extreme weather?

We’ve learned about different types of extreme weather. Turn and talk to your partner about what types of extreme weather we’ve learned about. You may also look back at your notes to refresh your memory.

Give students a minute to share, and then list examples on chart paper.

Today we’re going to learn more about hurricanes, what factors contribute to their formation, and how they affect our lives. To help us learn this information, we’re going to read excerpts from Seymour Simon’s book *Hurricanes*.

If students completed the Nonfiction unit of study, they’ll be familiar with Simon as an author, particularly through his book titled The Universe. If this is the case, ask students what they remember about Simon’s books. Students should note that he does not use subheadings of any type, that his text is dense on the page, and that he includes magnificent photographs.

Science researchers use a variety of techniques to learn new information and build understanding. Today we’re going to use the strategy of sketching to help us understand hurricanes.

You’ll need to model the process of reading, thinking aloud, and sketching in front of your students to enable them to create their own sketches. Appendix 1 “Sample Sketch” can be used as a teacher reference, but it will be most powerful to sketch in front of your students.

We’re going to begin reading, and as we come upon information that we think is important to include in our sketch, we’ll stop and draw that information. Remember that we’ll use this sketch to help us visualize processes (like how hurricanes are formed) but also to get a fuller understanding of the topic. We stop and consider what the section is about and then how to represent it in a sketch. We can label, draw arrows, or do whatever is needed to capture our thinking. I’ll model some of my sketching process for you, but I’ll quickly ask you to begin your own sketches.

Extreme Weather Grade 6

Lesson 4: Sketching Supports Comprehension

Before the Read (cont.)

Sometimes researchers create one large sketch, and other times they create a series of smaller sketches. You need to do what makes sense for you.

During the Read

Turn to p. 8 and read the first two paragraphs.

These paragraphs explain how hurricanes are formed. That's important and technical information. It would help to create a sketch about this process.

First I'm going to draw the warm, moist atmosphere up toward the top of the paper, in the sky. I then need to show how the ocean water and the atmosphere come into contact. Notice how I draw a line to mark the atmosphere.

Display your sketch as you create it.

Notice how I drew my waves below the "atmosphere" and arrows connecting the atmosphere to the waves. I then need to sketch the moisture evaporating from the warm water into the atmosphere. Do you see how I used the numbers 1 and 2 to mark those steps in my sketch?

Use Appendix 1 as a reference.

Now it's your turn to create your own sketch of this information.

Give students a few minutes to begin their own sketches in their Reading Notebooks, using your sketch as a model but not copying it exactly.

Let's read on and see what else we learn about the process of hurricane formation.

Read the third paragraph, stopping after each sentence to see what else could be added to the sketch. Begin by reading the first sentence.

I'm going to stop here and add to my sketch. Each sentence has so much information that I need to be sure to take a little chunk at a time or I'll miss important information about this process.

Let me add clouds and wind to my sketch. I'll number them with a 3 for the third step in the process of hurricane formation.

Add to your own sketch while students add to theirs. Use Appendix 1 as a reference. Then read the next sentence.

I need to add details about how when the air is heated by warm ocean water, strong winds are created and forced higher. I'll label this as steps 4 and 5.

Add to your sketch. Use Appendix 1 as a reference. Then finish reading the paragraph.

Take a minute and add to your sketch now.

Allow time for students to add more details to their sketches.

Let's read on and learn more about hurricanes. Get ready to add to your sketch as I add to mine.

Turn to p. 11 and read the first paragraph.

What did you learn about the eye of the storm and the eye wall that you could add to your sketch?

Extreme Weather Grade 6

Lesson 4: Sketching Supports Comprehension

During the Read (cont.)

Allow students to share and add to their sketches. Then read the second paragraph on p. 11.

Can you add the size of the waves to your sketch? How about the amount of rainfall? Where would that information go? How can you depict it?

Give students time to add to their sketches. Then ask students to share what they added and why they added it. Share some ideas as a class.

Let's read another section and consider either what we can add to this sketch or what new sketch we can draw to hold on to the information we've learned.

Read the first paragraph on p. 19.

How will you take this information—and the image about ice skaters—and add it to your sketch? Turn and talk before you sketch.

Give students time to talk, and then elicit some responses from the class to help students articulate how they move from information to image.

Read the next two paragraphs, stopping after each one and prompting students to stop and sketch. Be mindful of the number of students who need support doing this thinking work more independently and thoughtfully.

Circulate around to observe students' sketches. Identify and discuss some of the ways that students effectively captured big ideas or thoughts.

Turn to p. 20 and read the first paragraph.

Turn and talk to your partner about what this paragraph is mostly about and how you might transfer that idea to your sketch.

Students should discuss the effects of heavy rains from hurricanes, including flooding, mudslides, landslides, and flash floods. Read the second paragraph on p. 20.

Turn and talk about what this section is mostly about.

Listen to students' conversations to be sure they discuss that slower-moving hurricanes produce more rainfall. Have students add to their sketches while you do the same to your displayed sketch. Then read the final paragraph on p. 20.

This is interesting information about Hurricane Floyd. Is there a way you would include it in your sketch? Do so now if you can think of a way to add this information.

Allow time for students to work.

Join partnerships into small groups.

Today we're going to move into small-group conversations about your sketches. Join together with your group and use your sketches to discuss what you learned about hurricanes.

Circulate and listen in on the conversations. Identify and discuss the effective ways that students referred to their sketches during their conversations.

After the Read

Extreme Weather Grade 6

Lesson 4: Sketching Supports Comprehension

After the Read (cont.)

Let's return to our unit matrix and see how this text has helped answer our essential question and sub-questions.

Display Appendix 3 "Unit Matrix" from Interactive Read-Aloud Lesson 2. Use Appendix 4 "Unit Matrix (Teacher Reference)" from that lesson to add information about this text to your class matrix while students add to their own matrices.

Today we used the powerful thinking strategy of sketching. Keep this strategy in mind as you come across dense information during this unit—or any other! This strategy helps us identify the main idea of a section and then figure out how to incorporate that information into a sketch.

Extreme Weather Grade 6

Lesson 4: Sketching Supports Comprehension



Independent Reading & Guided Practice | 20–30 min.

Transition to Independent Reading and Guided Practice

It is essential that your students have time to read books of their choice on a daily basis. Send your students off to read independently, practice the strategies and skills taught, and engage with texts. Confer with students to support their progress. This is also the time to meet with students in small groups to provide guided practice and reinforcement of the focus strategies.

Independent Reading

Ask students to look for opportunities when sketching would support their comprehension during independent reading. It's a useful technique for small sections of text, as well. Students should be prepared to share with the class at the end of the workshop.

Partnership or Small Group

Let students know that they are going to have the chance to complete a word web for one of the important vocabulary words from the reading. The word web strategy helps readers deepen their understanding of words. Distribute and discuss Appendix 2 “Word Web.” Also share Appendix 3 “Word Web for Flash Floods,” which is a sample word web. Have students work together in partnerships to complete a copy of Appendix 2 for a key term of their choice. Join partnerships and have them discuss their webs. Ask them what new ideas they've gotten from their partners' webs.

Share a video from National Geographic on hurricanes, which you can access by clicking on the “Resources” tab at www.schoolwide.com. Watch it one time and have partnerships discuss what they learned from watching the video. Watch it a second time with the purpose of adding to the sketches that students started during the lesson. Then share additions as a class.

Assessment

Through observation, conferring, and student work: Were students able to effectively capture ideas through sketching? Were students able to add to their sketches when encountering new information?

Collect students' sketches to determine which students need additional support transferring information to a visual representation.

Extension(s)

Response to Reading

Have students respond to the following questions in their Reading Notebooks: How did sketching support your learning? How else could you imagine using this strategy?

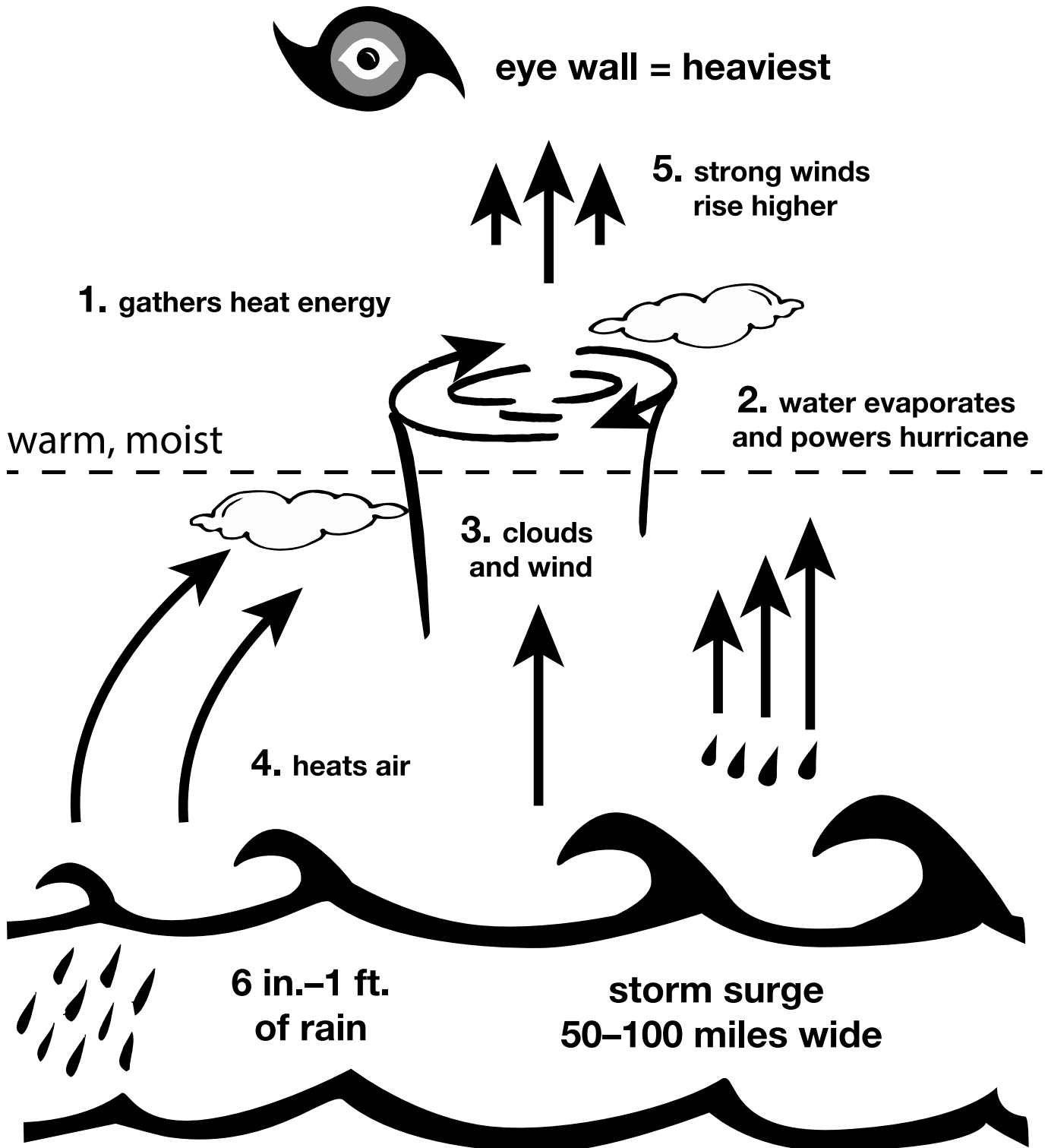
Writing Fundamentals

Sketching is a powerful strategy for processing new knowledge. This strategy could be used when researching for the Feature Article or Argumentative Essay units. Introduce this strategy as a technique to use during the Collecting phase.

Reading Fundamentals

If you completed the Content Literacy unit titled Cells, students would have previously completed a word web as a learning tool. Remind students of that work to extend their understanding of word webs.

Sample Sketch

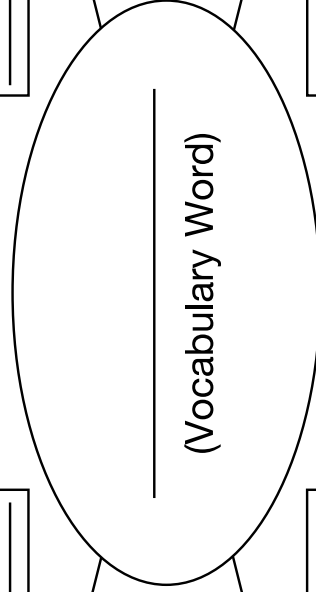


Name: _____ Date: _____

Word Web

Sentence or phrase from the text

Examples or synonyms



Explanation or definition

Drawing or connection

Extreme Weather Grade 6 Summative Assessment

Directions: Read the text below and then respond to questions 1–7 on your answer sheet.

Trees Tell of Rome’s Rise and Fall

by Marina Debattista

- 1 What do historical events such as the decline of the Roman Empire, the plague known as Black Death, and the 17th-century migration to America have in common? The answer—extreme weather conditions.
- 2 Today, we are all familiar with weather bulletins that provide forecasts. Their accuracy is simply the result of technological progress that has made it possible for the climate to be monitored closely and systematically. But this was not the case in the past, when only the most extreme weather phenomena were chronicled. Scientists, in their attempt to reconstruct climate history, must look beyond the often unreliable information left to us by our ancestors. Two good sources are tree rings and lake sediment cores, both of which can offer some clues. This is especially true in Europe, where wood was the preferred material for buildings and objects. The study of annual tree rings has been especially rewarding, as demonstrated by a recent article published in the journal *Science*.

“Reading” Wood

- 3 For 30 years, a team of scientists collected pieces of wood uncovered in ruins, archaeological sites, and artifacts found in France, Germany, and Italy. Even wood preserved in rivers and bogs was considered for this study. The result was, in the words of one author of the report, a “super-big data set.” The 9,000 wood samples that were gathered have sealed within them the structure and pattern of tree rings covering 2,500 years and offer clues to climate change during that time.
- 4 To unlock the information “stored” in these samples, the scientists used a technique known as dendrochronology. This method relies on the fact that annual tree rings are affected by weather conditions. The patterns found in tree-ring samples taken from living trees over the past 200 years were then compared with existing weather records for that same interval of time. The two were compared to establish how temperature and moisture affect the ring growth. For this particular study, oak samples from France and Germany were used to investigate the effect of moisture on

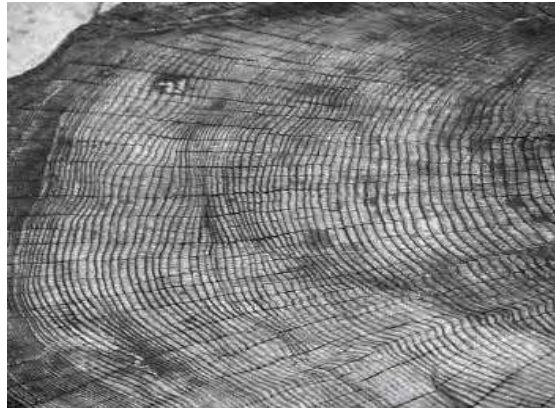


This image shows a drill that’s used by dendrochronologists to take samples from trees. (Courtesy of Hannes Grobe/AWI, CC-BY-SA-2.5, [Wikimedia Commons](#).)

ring growth. The effects of temperature were studied separately, based on stone pine and larch samples gathered from high altitudes in Austria.

Abundance Leads to Success

- 5 Armed with this information, the researchers then proceeded to analyze the samples collected. For the first time, a continuous and accurate weather history for France and Germany during the last 2,500 years was mapped, all based on the ring growth information. The scientists are confident that their results are accurate, because the data set available was so massive. As one researcher said, “You just need a lot of material and a lot of rings.”
- 6 The climate chronology established by this study revealed without any ambiguity that the warm temperatures favorable to agriculture did prevail between 300 b.c. and a.d. 200, a 500-year period that coincided with the rise of the Roman Empire. The fall of Rome occurred during a time of extended droughts that, in turn, led to foreign invasions. Favorable climate conditions returned around the early 800s, when new kingdoms, formed in the aftermath of the fall of the Roman Empire, started to consolidate. These lasted for about 500 years, corresponding to the peak years of medieval Europe. They, in turn, were followed by a cold snap and rainy summers that allowed both famine and great plagues to spread throughout Europe.
- 7 The same cold snap affected Greenland and caused its Viking population to move farther south in search of warmer temperatures. Research based on a different study of lake sediment cores in west Greenland that date back more than 5,000 years also indicate that temperature drops affected the area’s pre-historic inhabitants. Both studies reveal that there is a pattern of climate flip-flopping that interferes with and definitely impacts human activity.



A close-up view of the rings on the trunk of a tree in Bristol, England. Tree rings can tell us how old trees are and can sometimes show weather patterns over time. (Courtesy of Arpingstone, *Wikimedia Commons*.)

Weather Not the Sole Cause

- 8 While these studies indicate that weather plays an important role in human history, weather, by itself, certainly does not cause historic events. The fall of Rome was not brought about by bad weather, but was the result of a number of complex social, political, and natural events. Pre-industrialized civilizations were greatly influenced by climate swings, while today’s globalized civilization is able to do more to affect the climate.

From *CALLIOPE* issue: March 2012. Text (minus captions) by Marina Debattista. © by Carus Publishing Company. Reproduced with permission. All Cricket Media material is copyrighted by Carus Publishing Company, d/b/a Cricket Media, and/or various authors and illustrators. Any commercial use or distribution of material without permission is strictly prohibited. Please visit <http://www.cricketmedia.com/info/licensing2> for licensing and <http://www.cricketmedia.com> for subscriptions.

Extreme Weather Grade 6 Summative Assessment

“Trees Tell of Rome’s Rise and Fall” by Marina Debattista

Name: _____ Date: _____

1. Part A: Read the following sentence from paragraph 2:

“Their accuracy is simply the result of technological progress that has made it possible for the climate to be monitored closely and **systematically**.”

The word **systematically** most closely means –

- A. quickly
- B. methodically
- C. haphazardly
- D. powerfully

Part B: Highlight or underline the word or phrase that helped you figure out the meaning of the word **systematically**.

2. Which of the following questions could be used as a heading for the section “‘Reading’ Wood”?
- A. What Can We Learn From Trees?
 - B. How Has the Climate Changed?
 - C. How Can Wood Predict Weather?
 - D. What Is the Process of Dendrochronology?

3. Which of the following sentences BEST captures the main idea of the article?
- A. “Even wood preserved in rivers and bogs was considered for this study.” (paragraph 3)
 - B. “Armed with this information, the researchers then proceeded to analyze the samples collected.” (paragraph 5)
 - C. “Both studies reveal that there is a pattern of climate flip-flopping that interferes with and definitely impacts human activity.” (paragraph 7)
 - D. “To unlock the information ‘stored’ in these samples, the scientists used a technique known as dendrochronology.” (paragraph 4)

4. Read the following sentence from paragraph 3:

“For 30 years, a team of scientists collected pieces of wood uncovered in ruins, archaeological sites, and artifacts found in France, Germany, and Italy.”

The purpose of this sentence is to –

- A. describe the particular locations of wood used in the experiment
 - B. illustrate the types of wood used in the experiment
 - C. explain how scientists discovered the wood used in the experiment
 - D. show that there was an abundance of data used in the experiment
5. Which of the following could be inferred from the article?
- A. It is likely that researchers will continue to use trees to learn about weather patterns in different places around the world.
 - B. Many other people have probably used similar methods to learn about the weather.
 - C. Using trees could become a method for predicting future weather patterns.
 - D. Weather no longer impacts any modern civilizations.

6. Read the following sentence from paragraph 7:

“The same cold snap affected Greenland and caused its Viking population to move farther south in search of warmer temperatures.”

The author most likely included this sentence to –

- A. explain what happened to the Vikings
- B. describe how temperatures changed in Greenland
- C. illustrate the reasons for a decrease in the population
- D. support the idea that weather impacted early civilizations

7. **Constructed Response** – What were two discoveries that scientists made by studying trees to help them learn about the weather? Use two textual details to support your response.

Extreme Weather Grade 6

Summative Assessment: Answer Key

page 1

Question Number	Answers	Skills/Strategies
“Trees Tell of Rome’s Rise and Fall” by Marina DeBattista		
1A.	<input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D	Finding Word Meaning (Vocabulary) – using background knowledge and context clues to figure out the meaning of unfamiliar words
1B.	“accuracy,” “technological progress,” “monitored closely”	Finding Word Meaning (Vocabulary) – using background knowledge and context clues to figure out the meaning of unfamiliar words
2.	<input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	Determining Importance – using text features, cues, and structures to identify key ideas and important information
3.	<input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D	Determining Importance – using text features, cues, and structures to identify key ideas and important information
4.	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	Making Inferences – using prior knowledge and textual information to draw conclusions, make predictions, and analyze texts
5.	<input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	Making Inferences – using prior knowledge and textual information to draw conclusions, make predictions, and analyze texts
6.	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D	Making Inferences – using prior knowledge and textual information to draw conclusions, make predictions, and analyze texts
7.	Use the 2-Point Scoring Rubric at the end of this answer key to score students’ responses.	Determining Importance – using text features, cues, and structures to identify key ideas and important information

Extreme Weather Grade 6 Summative Assessment

SCORING RUBRIC FOR 2-POINT CONSTRUCTED RESPONSE ITEM

Based on the Sample from the Smarter Balanced Assessment Consortium

2 Points – Proficient	<p>The response:</p> <ul style="list-style-type: none">• gives sufficient evidence of the ability to justify interpretations of information• includes specific examples that make clear reference to the text• adequately supports examples with clearly relevant information from the text
1 Point – Partially Proficient	<p>The response:</p> <ul style="list-style-type: none">• gives limited evidence of the ability to justify interpretations of information• includes some examples that make clear reference to the text• supports examples with limited reference to the text
0 Points – Not Proficient	<p>The response:</p> <ul style="list-style-type: none">• does not fulfill the requirements of the task because it provides no evidence of the ability to justify interpretations of information• includes no relevant information from the text• is vague or inaccurate

Extreme Weather Grade 6

Summative Assessment: Item Analysis

Student	Finding Word Meaning	Finding Word Meaning	Det. Importance	Det. Importance	Making Inferences	Making Inferences	Making Inferences	Det. Importance	Finding Word Meaning	Finding Word Meaning	Making Inferences	Det. Importance	Text Features/Structure	Det. Importance	Making Inferences	Det. Importance	Synthesizing
	1A	1B	2	3	4	5	6	7	8A	8B	9	10	11	12	13	14	15

Synthesizing:	/1	1/1 = 100%			
Text Features/Structure:	/1	1/1 = 100%			
Finding Word Meaning:	/4	4/4 = 100%	3/4 = 75%	2/4 = 50%	
Making Inferences:	/5	5/5 = 100%	4/5 = 80%	3/5 = 60%	2/5 = below 50%
Determining Importance:	/6	6/6 = 100%	5/6 = 83%	4/6 = 67%	3/6 = 50%

GRADE

K LAUNCHING & GENRE UNITS OF STUDY

R Launching

Includes 6 Mentor Texts

Title	Author
• Apples	by Gail Gibbons
• But Excuse Me That Is My Book	by Lauren Child
• How Rocket Learned to Read	by Tad Hills
• Read! Read! Read!	by Amy Ludwig VanDerwater
• We're Going on a Book Hunt	by Pat Miller
• Wild About Books	by Judy Sierra

Complete Unit of Study **\$189.00** #R011KLAU0080



R Nonfiction

Text Type: Informational

Includes 6 Mentor Texts

Title	Author
• Animal Community, An	by Bobbie Kalman
• Glow: Animals with Their Own Night-Lights	by W. H. Beck
• Healthy Habits	by Rebecca Weber
• I See a Kookaburra! Discovering Animal Habitats Around the World	by Steve Jenkins and Robin Page
• Me . . . Jane	by Patrick McDonnell
• What We Wear: Dressing Up Around the World	by Maya Ajmera, Elise Hofer Derstine, and Cynthia Pon

Complete Unit of Study **\$189.00** #R013KNON0080



Classroom Leveled Libraries and Genre Collections

See Schoolwide's Book Catalogs on our website, www.schoolwide.com.



R Fiction

Includes 6 Mentor Texts

Title

- Balloon for Isabel, A
- "Could Be Worse!"
- Goldilocks and the Three Bears
- I Broke My Trunk!
- Three Billy Goats Gruff, The
- Wave

Author

*by Deborah Underwood
by James Stevenson
retold by James Marshall
by Mo Willems
retold by Paul Galdone
by Suzy Lee*

Complete Unit of Study

\$189.00

#R012KFIC0080



R Poetry

Text Type: Literature

Includes 6 Mentor Texts

Title

- Dirt on My Shirt: Selected Poems
- Name That Dog! Puppy Names From A to Z
- Read-Aloud Rhymes for the Very Young
- Shout! Little Poems that Roar
- Stick Is an Excellent Thing: Poems Celebrating Outdoor Play, A
- Switching on the Moon: A Very First Book of Bedtime Poems

Author

*by Jeff Foxworthy
by Peggy Archer
by Jack Prelutsky (Ed.)
by Brod Bagert
by Marilyn Singer

by Jane Yolen and Andrew Fusek
Peters (Eds.)*

Complete Unit of Study

\$189.00

#R014KPOE0080



Go digital with



Try it free: fundamentals.schoolwide.com/try

VISIT US ONLINE www.schoolwide.com

49

R Social Studies: My Place in the World

Includes 6 Mentor Texts

Title

Author

- | | |
|----------------------------------|-----------------------|
| • Fancy Nancy: My Family History | by Jane O'Connor |
| • Helpers in My Community | by Bobbie Kalman |
| • House Is a House for Me, A | by Mary Ann Hoberman |
| • Me and My Family Tree | by Joan Sweeney |
| • Me on the Map | by Joan Sweeney |
| • Whose Hat Is This? | by Sharon Katz Cooper |

Included Writing Tasks: Thank you card to a community worker, persuasive postcard, family album (narrative text type)

Complete Unit of Study

\$219.00

#R016KMYP0080



R Social Studies: Schools Help Us Learn

Includes 6 Mentor Texts

Title

Author

- | | |
|--|-------------------------------|
| • Everyone Goes to School | by J. Jean Robertson |
| • Fine, Fine School, A | by Sharon Creech |
| • Friends at School | by Rochelle Bunnett |
| • Pete the Cat: Rocking in My School Shoes | by James Dean and Eric Litwin |
| • This Is the Way We Go to School | by Laine Falk |
| • What a Day It Was at School! | by Jack Prelutsky |

Included Writing Tasks: Explanatory reflection about school, persuasive advertisement

Complete Unit of Study

\$219.00

#R016KSCH0080



Classroom Leveled Libraries and Content Literacy Collections

See Schoolwide's Book Catalogs on our website, www.schoolwide.com.



R Science: Plants

Includes 6 Mentor Texts

Title

Author

- Dandelion Seed, The
- Flowers
- In a Nutshell
- Molly's Organic Garden
- Seed to Plant
- What Is a Scientist?

by Joseph Anthony
 by Vijaya Khisty Bodach
 by Joseph Anthony
 by Carol L. Malnor and Trina L. Hunner
 by Kristin Baird Rattini
 by Barbara Lehn

Included Writing Tasks: All-about book with how-to section, descriptive poem, written responses for Science Observation Notebook

Complete Unit of Study

\$219.00

#R017KPLA0080



R Science: Weather All Around Us

Includes 6 Mentor Texts

Title

Author

- I Face the Wind
- Shapes in the Sky: A Book About Clouds
- Weather
- Weather: Poems for All Seasons
- Weather Words and What They Mean
- What Will the Weather Be?

by Vicki Cobb
 by Josepha Sherman
 by Kristin Baird Rattini
 by Lee Bennett Hopkins (Ed.)
 by Gail Gibbons
 by Lynda DeWitt

Included Writing Tasks: Descriptive poem, narrative story about seasons, written responses for Science Observation Notebook

Complete Unit of Study

\$219.00

#R017KWEA0080



Go digital with



Try it free: fundamentals.schoolwide.com/try

GRADE

1

LAUNCHING & GENRE UNITS OF STUDY

R Launching

Includes 6 Mentor Texts

Title

- Best Place to Read, The
- Born to Read
- Ice Cream: The Full Scoop
- Library Mouse: A World to Explore
- Miss Smith's Incredible Storybook
- Red Sings from Treetops: A Year in Colors

Author

by Debbie Bertram and Susan Bloom
 by Judy Sierra
 by Gail Gibbons
 by Daniel Kirk
 by Michael Garland
 by Joyce Sidman

Complete Unit of Study

\$189.00

#R111KLAU0080



R Nonfiction

Text Type: Informational

Includes 6 Mentor Texts

Title

- Are You a Butterfly?
- Atlantic
- Dr. Seuss
- Grow Your Own Sandwich
- A Rainforest Habitat
- Living or Nonliving?

Author

by Judy Allen
 by G. Brian Karas
 by Charlotte Guillain
 by John Malam
 by Molly Aloian and Bobbie Kalman
 by Kelli Hicks

Complete Unit of Study

\$189.00

#R113KNON0080



Classroom Leveled Libraries and Genre Collections

See Schoolwide's Book Catalogs on our website, www.schoolwide.com.



R Fiction

Text Type: Literature

Includes 6 Mentor Texts

Title

Author

- 3 Little Dassies, The
- Blackout
- Lion and the Mouse, The
- Mightiest, The
- Poppleton
- Three Little Pigs, The

by Jan Brett
by John Rocco
by Jerry Pinkney
by Keiko Kasza
by Cynthia Rylant
retold by James Marshall

Complete Unit of Study

\$189.00

#R112KFIC0080



R Poetry

Text Type: Literature

Includes 6 Mentor Texts

Title

Author

- Bill Martin Jr. Big Book of Poetry, The
- Did You See What I Saw? Poems About School
- Good Books, Good Times!
- In the Wild
- One Big Rain: Poems for Rainy Days
- Our Big Home: An Earth Poem

by Bill Martin, Jr. (Ed.)
by Kay Winters
by Lee Bennett Hopkins (Ed.)
by David Elliott
by Rita Gray (Ed.)
by Linda Glaser (Ed.)

Complete Unit of Study

\$189.00

#R114KPOE0080



Go digital with



Try it free: fundamentals.schoolwide.com/try

GRADE

1

CONTENT LITERACY UNITS OF STUDY

R Social Studies: Communities, Families, and Traditions

Includes 6 Mentor Texts

Title

- Be My Neighbor
- Duck for Turkey Day
- Fathers, Mothers, Sisters, Brothers: A Collection of Family Poems
- Follow That Map!: A First Book of Mapping Skills
- Madlenka
- My Family

Author

by Maya Ajmera and John D. Ivanko
by Jacqueline Jules
by Mary Ann Hoberman
by Scot Ritchie
by Peter Sís
by Sheila Kinkade

Included Writing Tasks: Persuasive advertisement, Thanksgiving tradition description (narrative text type)

Complete Unit of Study

\$219.00

#R116KCOM0080



R Social Studies: Rules and Laws

Includes 6 Mentor Texts

Title

- Back-to-School Rules
- I Am a Good Citizen
- Lilly's Purple Plastic Purse
- Officer Buckle and Gloria
- Rules and Laws
- We the Kids: The Preamble to the Constitution of the United States

Author

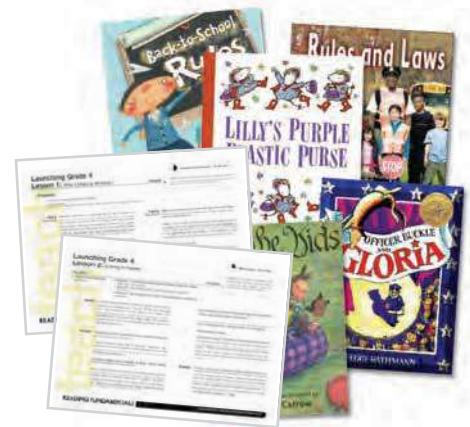
by Laurie Friedman
by Mary Ann Hoffmann
by Kevin Henkes
by Peggy Rathmann
by Ann-Marie Kishel
by David Catrow

Included Writing Tasks: Persuasive letter to the city council, interview

Complete Unit of Study

\$219.00

#R116KRUL0080



Classroom Leveled Libraries and Content Literacy Collections

See Schoolwide's Book Catalogs on our website, www.schoolwide.com.



R Science: Life Cycles of Animals

Includes 6 Mentor Texts

Title

Author

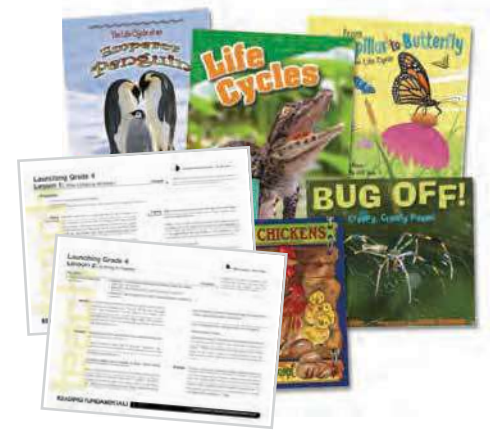
- | | |
|--|---|
| <ul style="list-style-type: none"> • Bug Off! Creepy, Crawly Poems • Chicks and Chickens • From Tadpole to Frog • Ladybug's Life, A • Life Cycle of an Emperor Penguin • Life Cycles | <ul style="list-style-type: none"> by Jane Yolen by Gail Gibbons by Wendy Pfeffer by John Himmelman by Bobbie Kalman by Wendy Conklin |
|--|---|

Included Writing Tasks: Picture dictionary, written responses for Science Observation Notebook

Complete Unit of Study

\$219.00

#R117KLIF0080



R Science: Energy on the Move: Light and Sound

Includes 6 Mentor Texts

Title

Author

- | | |
|--|--|
| <ul style="list-style-type: none"> • Day Light, Night Light: Where Light Comes From • Flicker Flash • Listening Walk, The • Sound: Loud, Soft, High, and Low • Sounds All Around • What Are Light Waves? | <ul style="list-style-type: none"> by Franklyn M. Branley by Joan Bransfield Graham by Paul Showers by Natalie M. Rosinsky by Wendy Pfeffer by Robin Johnson |
|--|--|

Included Writing Tasks: Concrete poem, persuasive letter, narrative story (listening walk)

Complete Unit of Study

\$219.00

#R117KENE0080



Go digital with



Try it free: fundamentals.schoolwide.com/try

GRADE

2

LAUNCHING & GENRE UNITS OF STUDY

R Launching

Includes 6 Mentor Texts

Title

- Hungry, Hungry Sharks!
- Interrupting Chicken
- King of the Playground
- Miss Brooks Loves Books! (and I don't)
- Nasty Bugs
- Story for Bear, A

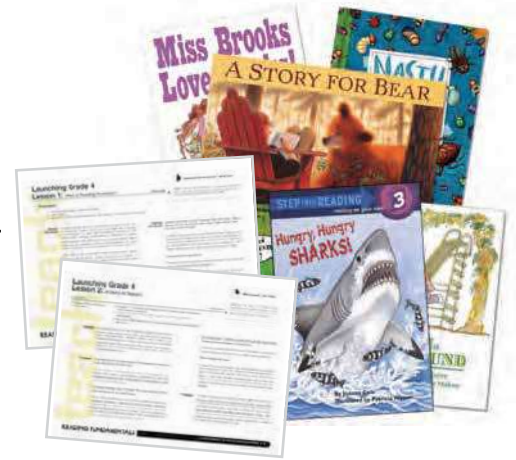
Author

by Joanna Cole
 by David Ezra Stein
 by Phyllis Reynolds Naylor
 by Barbara Bottner
 by Lee Bennett Hopkins (Ed.)
 by Dennis Haseley

Complete Unit of Study

\$189.00

#R211KLAU0080



R Nonfiction

Text Type: Informational

Includes 6 Mentor Texts

Title

- Are You a Grasshopper?
- Follow the Dream: The Story of Christopher Columbus
- Look Out for Turtles!
- Nothing but Trouble: The Story of Althea Gibson
- Pop! The Invention of Bubble Gum
- Tell Me, Tree: All About Trees for Kids

Author

by Judy Allen
 by Peter Sis
 by Melvin Berger
 by Sue Stauffacher
 by Meghan McCarthy
 by Gail Gibbons

Complete Unit of Study

\$189.00

#R213KNON0080



Classroom Leveled Libraries and Genre Collections

See Schoolwide's Book Catalogs on our website, www.schoolwide.com.



R Fiction

Text Type: Literature

Includes 6 Mentor Texts

Title

Author

- Little Red Riding Hood: A Newfangled Prairie Tale *by Lisa Campbell Ernst*
- Sick Day for Amos McGee, A *by Philip C. Stead*
- Super-Completely and Totally the Messiest! *by Judith Viorst*
- Tony's Bread *by Tomie dePaola*
- Ugly Duckling, The *adapted by Jerry Pinkney*
- Wolf's Story: What Really Happened to Little Red Riding Hood, The *by Toby Forward*

Complete Unit of Study

\$189.00

#R212KFIC0080



R Poetry

Text Type: Literature

Includes 6 Mentor Texts

Title

Author

- Curious Creatures *by Barry Louis Polisar*
- Dear World *by Takayo Noda*
- Good Sports *by Jack Prelutsky*
- Guyku: A Year of Haiku for Boys *by Bob Raczka*
- If You're Not Here, Please Raise Your Hand: Poems About School *by Kalli Dakos*
- Sharing the Seasons *by Lee Bennett Hopkins (Ed.)*

Complete Unit of Study

\$189.00

#R214KPOE0080



Go digital with



Try it free: fundamentals.schoolwide.com/try

VISIT US ONLINE www.schoolwide.com

57



GRADE

2

CONTENT LITERACY UNITS OF STUDY

R Social Studies: Communities: Urban, Suburban, and Rural

Includes 6 Mentor Texts

Title

Author

- City Green
- City Homes
- Community Helpers from A to Z
- Homes Around the World
- Journey, The
- Life in a Farming Community

by DyAnne DiSalvo-Ryan
by Nicola Barber
by Bobbie Kalman
by Bobbie Kalman
by Sarah Stewart
by Lizann Flatt

Included Writing Task: Travel brochure (opinion text type)

Complete Unit of Study

\$219.00

#R216KCOM0080



R Social Studies: Characteristics of Good Citizenship

Includes 6 Mentor Texts

Title

Author

- Being a Good Citizen
- Ben Franklin: Inventor, Writer, Statesman
- Flag We Love, The
- Let's Vote on It!
- LIVES: Poems About Famous Americans
- Uncle Willie and the Soup Kitchen

by Rachelle Kreisman
by Pamela Hill Nettleman
by Pam Muñoz Ryan
by Janice Behrens
by Lee Bennett Hopkins (Ed.)
by DyAnne DiSalvo-Ryan

Included Writing Task: Friendly letter (informative/explanatory text type)

Complete Unit of Study

\$219.00

#R216KCHA0080



Classroom Leveled Libraries and Content Literacy Collections

See Schoolwide's Book Catalogs on our website, www.schoolwide.com.



R Science: Patterns in the Natural World

Includes 6 Mentor Texts

Title	Author
• Bird, Butterfly, Eel	by James Prosek
• Hurricane Watch	by Melissa Stewart
• Outside Your Window: A First Book of Nature	by Nicola Davies
• Reasons for Seasons, The	by Gail Gibbons
• What Makes Day and Night	by Franklyn M. Bradley
• When Will It Rain?: Noticing Weather Patterns	by Martha E. H. Rustad

Included Writing Task: Friendly letter (informative/explanatory text type)

Complete Unit of Study

\$219.00

#R217KPAT0080



R Science: Earth's Systems: Processes That Shape the Earth

Includes 6 Mentor Texts

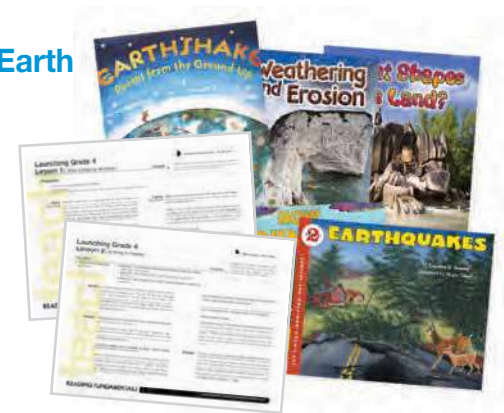
Title	Author
• Earthquakes	by Franklyn M. Branley
• Earthshake: Poems from the Ground Up	by Lisa Westberg Peters
• Gopher to the Rescue! A Volcano Recovery Story	by Terry Catasús Jennings
• How Mountains Are Made	by Kathleen Weidner Zoehfeld
• Weathering and Erosion	by Torrey Maloof
• What Shapes the Land?	by Bobbie Kalman

Included Writing Task: Persuasive call to action poster

Complete Unit of Study

\$219.00

#R217KEAR0080



Go digital with



Try it free: fundamentals.schoolwide.com/try

GRADE

3

LAUNCHING & GENRE UNITS OF STUDY

R Launching

Includes 6 Mentor Texts

Title

- Balloons Over Broadway
- Bee Tree, The
- Girl Who Hated Books, The
- Henry and the Buccaneer Bunnies
- Plot Chickens, The
- Swirl by Swirl: Spirals in Nature

Author

by Melissa Sweet
 by Patricia Polacco
 by Manjusha Pawagi
 by Carolyn Crimi
 by Mary Jane and Herm Auch
 by Joyce Sidman

Complete Unit of Study

\$189.00

#R311KLAU0080



R Nonfiction

Text Type: Informational

Includes 6 Mentor Texts

Title

- Animal Tongues
- Butterfly Is Patient, A
- Chimpanzees
- Look to the North: A Wolf Pup Diary
- Snowflake Bentley
- Waiting for Ice

Author

by Dawn Cusick
 by Dianna Hutts Aston
 by Sarah Albee
 by Jean Craighead George
 by Jacqueline Briggs Martin
 by Sandra Markle

Complete Unit of Study

\$189.00

#R313KNON0080



Classroom Leveled Libraries and Genre Collections

See Schoolwide's Book Catalogs on our website, www.schoolwide.com.



R Fiction

Text Type: Literature

Includes 6 Mentor Texts

Title

Author

- | | |
|--|--|
| <ul style="list-style-type: none"> • Anansi Does the Impossible: An Ashanti Tale • Anansi the Spider: A Tale from the Ashanti • Fables • Mary Celeste: An Unsolved Mystery from History, The • Mirette on the High Wire • Zen Shorts | <p><i>retold by Verna Aardema</i>
 <i>by Gerald McDermott</i>
 <i>by Arnold Lobel</i>
 <i>by Jane Yolen and Heidi E. Y. Stemple</i>
 <i>by Emily Arnold McCully</i>
 <i>by Jon J. Muth</i></p> |
|--|--|

Complete Unit of Study

\$189.00

#R312KFIC0080



R Poetry

Text Type: Literature

Includes 6 Mentor Texts

Title

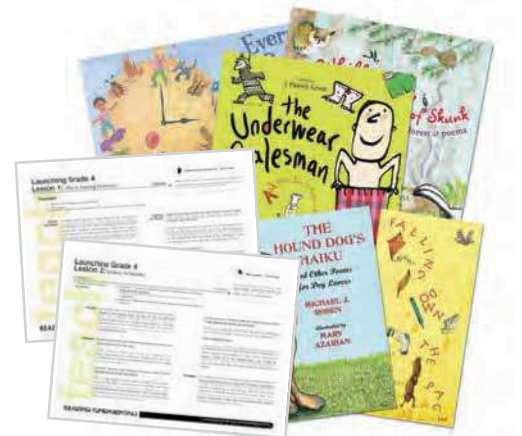
Author

- | | |
|--|---|
| <ul style="list-style-type: none"> • Every Second Something Happens: Poems for the Mind and Senses • Falling Down the Page: A Book of List Poems • Hound Dog's Haiku and Other Poems for Dog Lovers, The • Reading, Rhyming, and 'Rithmetic • Underwear Salesman: And Other Jobs for Better or Verse, The • Whiff of Pine, a Hint of Skunk: A Forest of Poems, A | <p><i>by Christine San José and Bill Johnson (Eds.)</i>
 <i>by Georgia Heard (Ed.)</i>
 <i>by Michael J. Rosen</i>
 <i>by Dave Crawley</i>
 <i>by J. Patrick Lewis</i>
 <i>by Deborah Ruddell</i></p> |
|--|---|

Complete Unit of Study

\$189.00

#R314KPOE0080



Go digital with



Try it free: fundamentals.schoolwide.com/try

GRADE

3

CONTENT LITERACY UNITS OF STUDY

R Social Studies: Communities Past and Present

Includes 6 Mentor Texts

Title

Author

- Games From Long Ago
- House on Maple Street, The
- If You Lived 100 Years Ago
- My Community Long Ago
- My Chinatown: One Year in Poems
- Old Penn Station

by Bobbie Kalman
by Bonnie Pryor
by Ann McGovern
by Bobbie Kalman
by Kam Mak
by William Low

Included Writing Task: Tri-fold display (opinion text type)

Complete Unit of Study

\$219.00

#R316KCOM0080



R Social Studies: U.S. Government – Fundamental Concepts

Includes 6 Mentor Texts

Title

Author

- Bill of Rights, The
- Declaration of Independence, The
- How the U.S. Government Works . . . and How It All Comes Together to Make a Nation
- More Perfect Union: The Story of Our Constitution, A
- My Grandma's the Mayor
- Voting

by Christine Taylor-Butler
by Elaine Landau
by Syl Sobel
by Betsy and Giulio Maestro
by Marjorie White Pellegrino
by Sarah De Capua

Included Writing Task: Brochure about government (informative/explanatory text type)

Complete Unit of Study

\$219.00

#R316KUSG0080



Classroom Leveled Libraries and Content Literacy Collections

See Schoolwide's Book Catalogs on our website, www.schoolwide.com.



R Science: Plants and Animals Adapt to Survive

Includes 6 Mentor Texts

Title

Author

- | | |
|---|--|
| <ul style="list-style-type: none"> • ABCs of Habitats, The • Animal Eyes • Life Science Stories: Adaptation and Survival • Living Color • Science of Living Things: How Do Animals Adapt?, The • Ubiquitous: Celebrating Nature's Survivors | <p>by <i>Bobbie Kalman</i>
 by <i>Mary Holland</i>
 by <i>Louise and Richard Spilsbury</i>
 by <i>Steve Jenkins</i>
 by <i>Bobbie Kalman</i>
 by <i>Joyce Sidman</i></p> |
|---|--|

Included Writing Task: Nature trail signage

Complete Unit of Study

\$219.00

#R317KPLA0080



R Science: Forces and Interactions: Force, Motion, and Magnetism

Includes 6 Mentor Texts

Title

Author

- | | |
|--|---|
| <ul style="list-style-type: none"> • Forces Make Things Move • In the Spin of Things: Poetry of Motion • Magnetism • Newton and Me • Pull It, Push It • Thrills and Chills of Amusement Parks, The | <p>by <i>Kimberly Brubaker Bradley</i>
 by <i>Rebecca Kai Dotlich</i>
 by <i>Leon Gray</i>
 by <i>Lynne Mayer</i>
 by <i>Buffy Silverman</i>
 by <i>Jordan D. Brown</i></p> |
|--|---|

Included Writing Task: Nonfiction picture book chapter

Complete Unit of Study

\$219.00

#R317KFOR0080



Go digital with



Try it free: fundamentals.schoolwide.com/try

GRADE

4

LAUNCHING & GENRE UNITS OF STUDY

R Launching

Includes 6 Mentor Texts

Title

- Albert
- Lonely Book, The
- Moonshot: The Flight of Apollo 11
- Planting the Trees of Kenya: The Story of Wangari Maathai
- Tomás and the Library Lady
- Whiff of Pine, a Hint of Skunk: A Forest of Poems, A

Author

- by Donna Jo Napoli
- by Kate Bernheimer
- by Brian Floca
- by Claire A. Nivola
- by Pat Mora
- by Deborah Ruddell

Complete Unit of Study

\$189.00

#R411KLAU0080



R Nonfiction

Text Type: Informational

Includes 6 Mentor Texts

Title

- Can You Fly High, Wright Brothers?
- Drop Around the World, A
- Just a Second: A Different Way to Look at Time
- Oceanography: The Study of Oceans
- You Wouldn't Want to Work on the Hoover Dam!
- Young Pelé: Soccer's First Star

Author

- by Melvin and Gilda Berger
- by Barbara Shaw McKinney
- by Steve Jenkins
- by Susan H. Gray
- by Ian Graham
- by Lesa Cline-Ransome

Complete Unit of Study

\$189.00

#R413KNON0080



Classroom Leveled Libraries and Genre Collections

See Schoolwide's Book Catalogs on our website, www.schoolwide.com.



R Fiction

Text Type: Literature

Includes 6 Mentor Texts

Title

Author

- Adventures of Spider: West African Folktales, The *retold by Joyce Cooper Arkhurst*
- Gods and Goddesses of Olympus, The *by Aliki*
- Jalapeño Bagels *by Natasha Wing*
- King Midas and the Golden Touch *by Charlotte Craft*
- Korean Cinderella, The *by Shirley Climo*
- Rough-Face Girl, The *by Rafe Martin*

Complete Unit of Study

\$189.00

#R412KFIC0080



R Poetry

Text Type: Literature

Includes 6 Mentor Texts

Title

Author

- Barefoot: Poems for Naked Feet *by Stefi Weisburd*
- Forest Has a Song *by Amy Ludwig Vanderwater*
- Messing Around on the Monkey Bars and Other School Poems for Two Voices *by Betsy Franco*
- Mirror Mirror: A Book of Reversible Verse *by Marilyn Singer*
- Please Bury Me in the Library *by J. Patrick Lewis*
- Zombies! Evacuate the School! *by Sara Holbrook*

Complete Unit of Study

\$189.00

#R414KPOE0080



Go digital with



Try it free: fundamentals.schoolwide.com/try

VISIT US ONLINE www.schoolwide.com

65

GRADE

4

CONTENT LITERACY UNITS OF STUDY

R Social Studies: Communities Adapt to Their Environment

Includes 6 Mentor Texts

Title

Author

- | | |
|---|---------------------|
| • Amazing Impossible Erie Canal, The | by Cheryl Harness |
| • Death of the Iron Horse | by Paul Goble |
| • If You Lived Here: Houses of the World | by Giles Laroche |
| • Life in a Longhouse Village | by Bobbie Kalman |
| • Man Who Made Parks: The Story of Parkbuilder Frederick Law Olmsted, The | by Freida Wishinsky |
| • Ten Mile Day and the Building of the Transcontinental Railroad | by Mary Ann Fraser |

Included Writing Task: Business/persuasive letter to an editor

Complete Unit of Study

\$219.00

#R416KCOM0080



R Social Studies: Colonial America

Includes 6 Mentor Texts

Title

Author

- | | |
|---|-------------------------------------|
| • Colonial Voices: Hear Them Speak | by Kay Winters |
| • Katie's Trunk | by Ann Turner |
| • New Americans: Colonial Times, 1620–1689, The | by Betsy Maestro and Giulio Maestro |
| • Primary Source History of the Colony of Rhode Island, A | by Joan Axelrod-Contrada |
| • Real Story about Government and Politics in Colonial America, The | by Kristine Carlson Asselin |
| • Scoop on Clothes, Homes, and Daily Life in Colonial America, The | by Elizabeth Raum |

Included Writing Task: Informational news article

Complete Unit of Study

\$219.00

#R416KCOL0080



Classroom Leveled Libraries and Content Literacy Collections

See Schoolwide's Book Catalogs on our website, www.schoolwide.com.



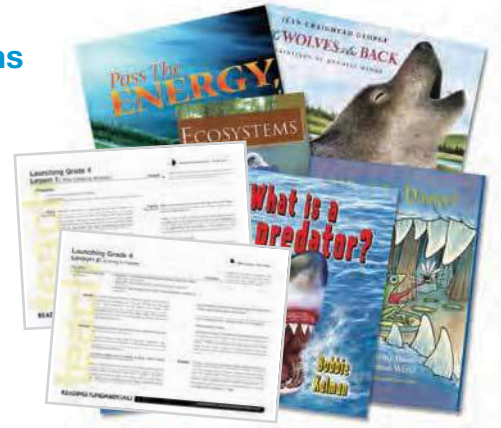
R Science: Roles of Plants and Animals in Ecosystems

Includes 6 Mentor Texts

Title	Author
• Ecosystems	by Claire Daniel
• Food Chains and You	by Bobbie Kalman
• Pass the Energy, Please!	by Barbara Shaw McKinney
• What Is a Top Predator?	by Bobbie Kalman
• What's for Dinner? Quirky, Squirmy Poems from the Animal World	by Katherine B. Hauth
• Wolves Are Back, The	by Jean Craighead George

Included Writing Task: Feature article (opinion text type)

Complete Unit of Study \$219.00 #R417KROL0080



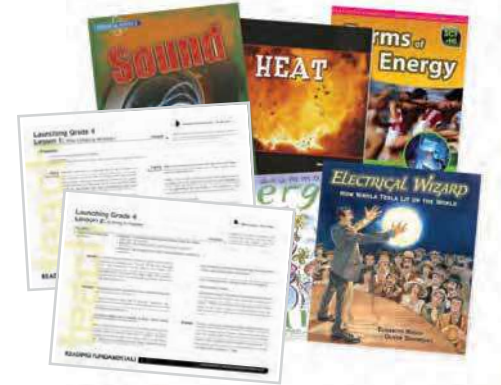
R Science: Energy: Electric, Sound, Light, and Heat

Includes 6 Mentor Texts

Title	Author
• Electrical Wizard: How Nikola Tesla Lit Up the World	by Elizabeth Rusch
• Energy Island: How One Community Harnessed the Wind and Changed Their World	by Allan Drummond
• Forms of Energy	by Anna Claybourne
• Heat	by Ian F. Mahaney
• My Light	by Molly Bang
• Sound	by Anna Claybourne

Included Writing Task: Persuasive essay

Complete Unit of Study \$219.00 #R417KENE0080



Go digital with



Try it free: fundamentals.schoolwide.com/try

GRADE

5

LAUNCHING & GENRE UNITS OF STUDY

R Launching

Includes 6 Mentor Texts

Title	Author
• Day's Work, A	by Eve Bunting
• For the Love of the Game: Michael Jordan and Me	by Eloise Greenfield
• Hard-Times Jar, The	by Ethel Footman Smothers
• My Life in Dog Years	by Gary Paulsen
• Old Henry	by Joan W. Blos
• When Jessie Came across the Sea	by Amy Hest

Complete Unit of Study \$189.00 #R511KLAU0080



R Nonfiction

Text Type: Informational

Includes 6 Mentor Texts

Title	Author
• Henry's Freedom Box: A True Story from the Underground Railroad	by Ellen Levine and Kadir Nelson
• I is for Idea: An Inventions Alphabet	by Marcia Schonberg
• Lizards	by Sneed B. Collard III
• Warmer World: From Polar Bears to Butterflies, How Climate Change Affects Wildlife, A	by Caroline Arnold
• Wisdom: The Midway Albatross	by Darcy Pattison
• Women Explorers	by Julie Cummins

Complete Unit of Study \$189.00 #R513KNON0080



Classroom Leveled Libraries and Genre Collections

See Schoolwide's Book Catalogs on our website, www.schoolwide.com.



R Fiction

Text Type: Literature

Includes 6 Mentor Texts

Title

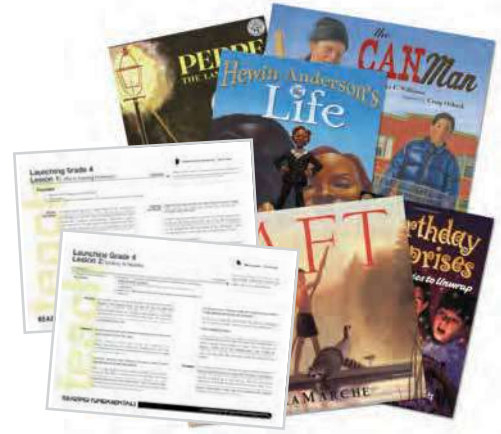
Author

- Birthday Surprises: Ten Great Stories to Unwrap
 - Can Man, The
 - Hewitt Anderson's Great Big Life
 - Journey
 - Peppe the Lamplighter
 - Raft, The
- by Johanna Hurwitz (Ed.)
by Laura E. Williams
by Jerdine Nolen
by Patricia MacLachlan
by Elisa Bartone
by Jim LaMarche

Complete Unit of Study

\$189.00

#R512KFIC0080



R Poetry

Text Type: Literature

Includes 6 Mentor Texts

Title

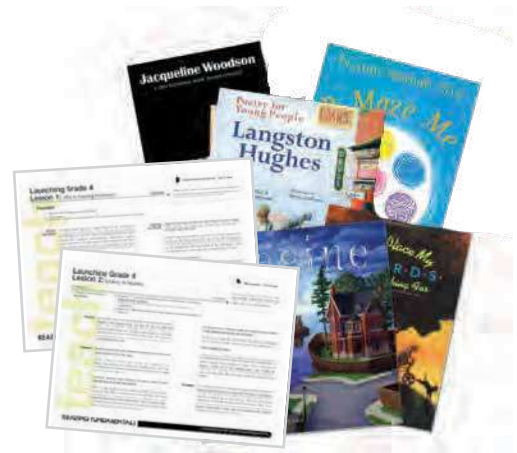
Author

- Imagine a Place
 - Locomotion
 - A Maze Me, Poems for Girls
 - Place My Words Are Looking For, The
 - Poetry for Young People: Langston Hughes
- by Sarah L. Thomson
by Jacqueline Woodson
by Naomi Shihab Nye
by Paul B. Janeczko (Ed.)
by David Roessel and Arnold Rampersad (Eds.)
by Kristine O'Connell George

Complete Unit of Study

\$189.00

#R514KPOE0080



Go digital with



Try it free: fundamentals.schoolwide.com/try

VISIT US ONLINE www.schoolwide.com

69

GRADE

5

CONTENT LITERACY UNITS OF STUDY

R Social Studies: Humans Affect the Environment

Includes 6 Mentor Texts

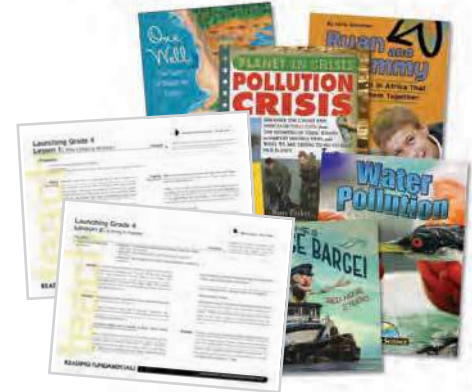
Title

- BP Oil Spill, The
- Here Comes the Garbage Barge!
- Not Enough to Drink: Pollution, Drought, and Tainted Water Supplies
- One Well: The True Story of Water on Earth
- Pollution Crisis
- Ryan and Jimmy: And the Well in Africa That Brought Them Together

Author

by Peter Benoit
by Jonah Winter
by Laura La Bella

by Rochelle Strauss
by Russ Parker
by Herb Shoveller



Included Writing Task: Open letter

Complete Unit of Study

\$219.00

#R516KHUM0080

R Social Studies: The American Revolution

Includes 6 Mentor Texts

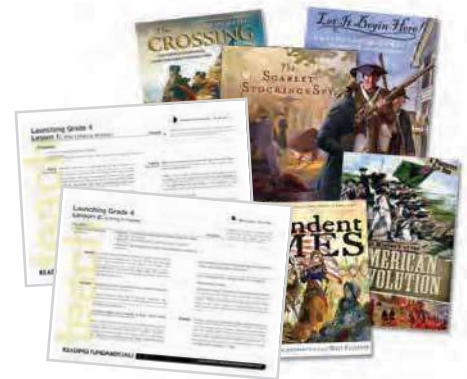
Title

- Crossing: How George Washington Saved the American Revolution, The
- Independent Dames
- Let It Begin Here! Lexington & Concord: First Battles of the American Revolution
- Revolutionary War, The
- Scarlet Stockings Spy, The
- Split History of the American Revolution, The

Author

by Jim Murphy
by Laurie Halse Anderson
by Dennis Brindell Fradin

by Josh Gregory
by Trinkka Hakes Noble
by Michael Burgan



Included Writing Task: Newspaper article

Complete Unit of Study

\$219.00

#R516KAME0080

Classroom Leveled Libraries and Content Literacy Collections

See Schoolwide's Book Catalogs on our website, www.schoolwide.com.



R Science: Ecosystems: The Human Impact

Includes 6 Mentor Texts

Title	Author
<ul style="list-style-type: none"> Deforestation Crisis Ecosystems Frog Scientist, The Global Warming How We Know What We Know About Our Changing Climate Polar Bear, Why Is Your World Melting? 	<p>by Richard Spilsbury by Stephen Currie by Pamela S. Turner by Shelly Buchanan by Lynne Cherry and Gary Braasch</p> <p>by Robert E. Wells</p>

Included Writing Task: Persuasive call to action alert

Complete Unit of Study

\$219.00

#R517KECO0080



R Science: Our Solar System

Includes 6 Mentor Texts

Title	Author
<ul style="list-style-type: none"> Comets, Stars, the Moon, and Mars Exploring the Night Sky: The Equinox Astronomy Guide for Beginners Exploring the Solar System: A History with 22 Activities Gravity How Many Planets Circle the Sun? And Other Questions About . . . Our Solar System Postcards From Pluto: A Tour of the Solar System 	<p>by Douglas Florian by Terence Dickinson</p> <p>by Mary Kay Carson by Matt Mullins by Mary Kay Carson</p> <p>by Loreen Leedy</p>

Included Writing Task: Persuasive essay

Complete Unit of Study

\$219.00

#R517KSOL0080



Go digital with



Try it free: fundamentals.schoolwide.com/try

GRADE

6

LAUNCHING & GENRE UNITS OF STUDY

R Launching

Includes 6 Mentor Texts

Title

Author

- Aunt Chip and the Great Triple Creek Dam Affair *by Patricia Polacco*
- Extreme Animals: The Toughest Creatures on Earth *by Nicola Davies*
- Harvesting Hope: The Story of Cesar Chavez *by Kathleen Krull*
- Richard Wright and the Library Card *by William Miller*
- Sad Underwear and Other Complications: More Poems for Children and their Parents *by Judith Viorst*
- Shelf Life: Stories by the Book *by Gary Paulsen (Ed.)*

Complete Unit of Study

\$189.00

#R611KLAU0080



R Nonfiction

Text Type: Informational

Includes 6 Mentor Texts

Title

Author

- Black Hole is NOT a Hole, A *by Carolyn Cinami DeCristofano*
- Can We Save the Tiger? *by Martin Jenkins*
- Girls Who Looked Under Rocks *by Jeannine Atkins*
- Sky Boys: How They Built the Empire State Building *by Deborah Hopkinson*
- Universe, The *by Seymour Simon*
- You Never Heard of Sandy Koufax?! *by Jonah Winter and André Carrilho*

Complete Unit of Study

\$189.00

#R613KNON0080



Classroom Leveled Libraries and Genre Collections

See Schoolwide's Book Catalogs on our website, www.schoolwide.com.



R Fiction

Text Type: Literature

Includes 6 Mentor Texts

Title

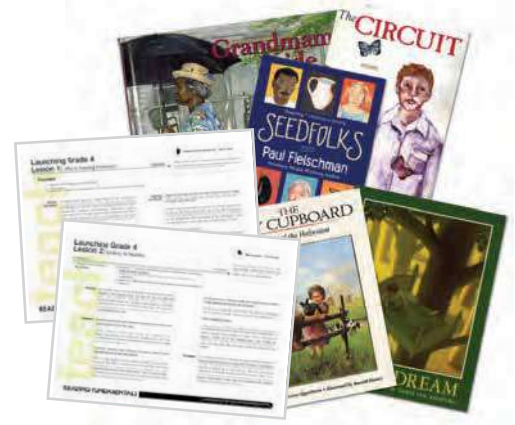
Author

- Circuit: Stories from the Life of a Migrant Child, The *by Francisco Jiménez*
- Grandmama's Pride *by Becky Birtha*
- I Can Hear the Sun *by Patricia Polacco*
- Just a Dream *by Chris Van Allsburg*
- Lily Cupboard: A Story of the Holocaust, The *by Shulamith Levey Oppenheim*
- Seedfolks *by Paul Fleischman*

Complete Unit of Study

\$189.00

#R612KFIC0080



R Poetry

Text Type: Literature

Includes 6 Mentor Texts

Title

Author

- Amazing Faces *by Lee Bennett Hopkins (Ed.)*
- Dark Emperor & Other Poems of the Night *by Joyce Kilmer*
- Heroes and She-Roes: Poems of Amazing and Everyday Heroes *by J. Patrick Lewis*
- Pieces of Georgia *by Jen Bryant*
- Poetry for Young People: Robert Frost *by Gary D. Schmidt (Ed.)*
- Reflections on a Gift of Watermelon Pickle . . . and Other Modern Verse *by Stephen Dunning, Edward Lueders, and Hugh Smith (Eds.)*

Complete Unit of Study

\$189.00

#R614KPOE0080



Go digital with



Try it free: fundamentals.schoolwide.com/try

R Social Studies: Culture Shapes Perspective

Includes 6 Mentor Texts

Title	Author
<ul style="list-style-type: none"> America Street: A Multicultural Anthology of Stories Any Small Goodness: A Novel of the Barrio Changing Cultural Landscapes: How Are People and Their Communities Affected by Migration and Settlement? India: The Culture Only the Mountains Do Not Move: A Maasai Story of Culture and Conservation What the World Eats 	<ul style="list-style-type: none"> by Anne Mazer (Ed.) by Tony Johnston by Marina Cohen by Bobbie Kalman by Jan Reynolds by Faith D'Aluisio

Complete Unit of Study

\$219.00

#R616KCUL0080



R Social Studies: Roots of Democracy

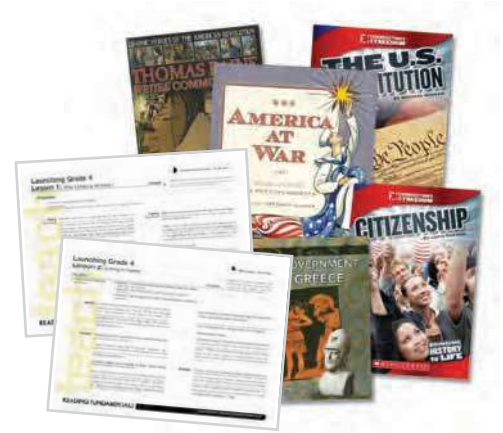
Includes 6 Mentor Texts

Title	Author
<ul style="list-style-type: none"> America at War D is for Democracy: A Citizen's Alphabet Democratic Process, The Politics and Government in Ancient Greece Thomas Paine Writes Common Sense U.S. Constitution, The 	<ul style="list-style-type: none"> by Lee Bennett Hopkins (Ed.) by Elissa Grodin by Mark Friedman by Melanie Ann Apel by Gary Jeffrey by Michael Burgan

Complete Unit of Study

\$219.00

#R616KROO0080



Classroom Leveled Libraries and Content Literacy Collections

See Schoolwide's Book Catalogs on our website, www.schoolwide.com.



R Science: Cells

Includes 6 Mentor Texts

Title

Author

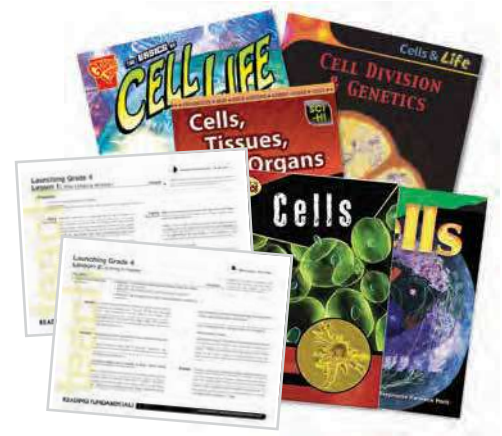
- Basics of Cell Life With Max Axiom, Super Scientist, The
- Cell Scientists: Discovering How Cells Work
- Human Machine: Cells, Tissues, and Organs, The
- Cells
- Cells
- ODYSSEY Magazine, Oct. 2004 issue

by Amber Keyser
by Kimberly Fekany Lee
by Richard Spilsbury
by Marina Cohen
by Stephanie Herweck Paris
various

Complete Unit of Study

\$219.00

#R617KCEL0080



R Science: Extreme Weather

Includes 6 Mentor Texts

Title

Author

- Articles from *Cobblestone Magazine* issue "The Perfect Storm," March 2012
- Extreme Weather
- Extreme Weather: Science Tackles Global Warming and Climate Change
- Hurricanes
- Tsunami!
- Tsunamis: Earth's Power

various
by H. Michael Mogil and Barbara G. Levine
by Kathleen Simpson
by Seymour Simon
by Kimiko Kajikawa
by David and Patricia Armentrout

Complete Unit of Study

\$219.00

#R617KEXT0080



Go digital with



Try it free: fundamentals.schoolwide.com/try

R Launching

Includes 6 Mentor Texts

Title

Author

- First Crossing: Stories About Teen Immigrants
- Knucklehead
- Medicine for Melancholy and Other Stories, A
- Phineas Gage: A Gruesome but True Story About Brain Science
- Quilting the Black-Eyed Pea
- Tree That Time Built, The

- by Donald R. Gallo (Ed.)
- by Jon Scieszka
- by Ray Bradbury
- by John Fleischman
- by Nikki Giovanni
- by Mary Ann Hoberman and Linda Winston (Eds.)

Complete Unit of Study

\$189.00

#R711KLAU0080



R Nonfiction

Text Type: Informational / Includes 4 Mentor Texts

Title

Author

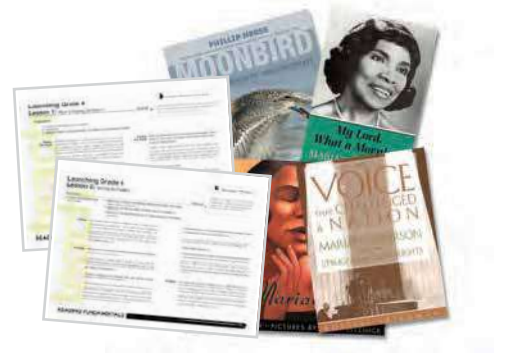
- Moonbird: A Year on the Wind With the Great Survivor B95
- My Lord, What a Morning: An Autobiography
- Voice That Challenged a Nation: Marian Anderson and the Struggle for Equal Rights, The
- When Marian Sang: The True Recital of Marian Anderson

- by Phillip Hoose
- by Marian Anderson
- by Russell Freedman
- by Pam Muñoz Ryan

Complete Unit of Study

\$189.00

#R713KNON0060



R Fiction

Text Type: Literature / Includes 6 Mentor Texts

Title

Author

- America Street: A Multicultural Anthology of Stories
- I, Robot
- Instead of Three Wishes: Magical Short Stories
- Miracle Worker: A Play, The
- Mostly True Adventures of Homer P. Figg, The
- Rose Blanche

- by Anne Mazer (Ed.)
- by Isaac Asimov
- by Megan Whalen Turner
- by William Gibson
- by Rodman Philbrick
- by Roberto Innocenti

Complete Unit of Study

\$189.00

#R712KFIC0080



Classroom Leveled Libraries and Genre Collections

See Schoolwide's Book Catalogs on our website, www.schoolwide.com.



R Social Studies: U.S. Immigration: 1840–1920

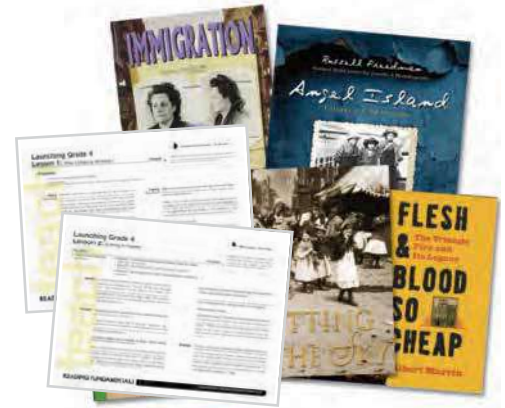
Includes 5 Mentor Texts

Title	Author
• Angel Island: Gateway to Gold Mountain	by Russell Freedman
• Breaking Through	by Francisco Jiménez
• Flesh and Blood So Cheap: The Triangle Fire and Its Legacy	by Albert Marrin
• Immigration	by Lizann Flatt
• Shutting Out the Sky: Life in the Tenements of New York	by Deborah Hopkinson

Complete Unit of Study

\$219.00

#R716KUSI0070



R Science: The Human Brain

Includes 5 Mentor Texts

Title	Author
• Brain: Our Nervous System, The	by Seymour Simon
• How the Brain Works	by Donald Cleveland
• Human Brain: Inside Your Body's Control Room, The	by Kathleen Simpson
• ODYSSEY Magazine, May/June 2008 issue	various
• Understanding the Brain and the Nervous System	by Robert Snedden

Complete Unit of Study

\$219.00

#R717KHUM0070



Go digital with



Try it free: fundamentals.schoolwide.com/try

R Launching

Includes 6 Mentor Texts

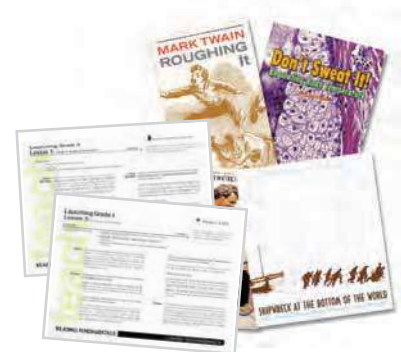
Title	Author
<ul style="list-style-type: none"> 145th Street: Short Stories Cars on Mars: Roving the Red Planet Guys Read: Funny Business How Reading Changed My Life Knock at a Star This Same Sky 	<ul style="list-style-type: none"> by Walter Dean Myers by Alexandra Siy by Jon Scieszka (Ed.) by Anna Quindlen by X. J. Kennedy and Dorothy M. Kennedy (Eds.) by Naomi Shihab Nye (Ed.)
Complete Unit of Study	\$189.00 #R811KLAU0080



R Nonfiction

Text Type: Informational / Includes 5 Mentor Texts

Title	Author
<ul style="list-style-type: none"> Don't Sweat It!: Regulating Body Temperature ODYSSEY Magazine, April 2012 issue Roughing It Shipwreck at the Bottom of the World Trouble Begins at 8, The 	<ul style="list-style-type: none"> by Mary Kay Carson various by Mark Twain by Jennifer Armstrong by Sid Fleischman
Complete Unit of Study	\$189.00 #R813KNON0070



R Fiction

Text Type: Literature / Includes 5 Mentor Texts

Title	Author
<ul style="list-style-type: none"> 13: Thirteen Stories That Capture the Agony and Ecstasy of Being Thirteen Along the River: A Chinese Cinderella Novel Patrol: An American Soldier in Vietnam Sound of Thunder & Other Stories, A Tell-Tale Heart and Other Stories, The 	<ul style="list-style-type: none"> by James Howe (Ed.) by Adeline Yen Mah by Walter Dean Myers by Ray Bradbury by Edgar Allan Poe
Complete Unit of Study	\$189.00 #R812KFIC0070



Classroom Leveled Libraries and Genre Collections

See Schoolwide's Book Catalogs on our website, www.schoolwide.com.



R Social Studies: The Women's Suffrage Movement

Includes 5 Mentor Texts

Title	Author
<ul style="list-style-type: none">Great Speeches by American WomenRightfully Ours: How Women Won the VoteSojourner Truth: Ain't I a Woman?	<p>by James Daley (Ed.) by Kerrie Logan Hollihan by Patricia C. McKissack and Fredrick McKissack by Ann Bausum</p>
<ul style="list-style-type: none">With Courage and Cloth: Winning the Fight for a Woman's Right to VoteWomen's Suffrage: Giving the Right to Vote to All Americans	<p>by Jennifer MacBain-Stephens</p>

Complete Unit of Study

\$219.00

#R816KWOM0070



R Science: Genetics

Includes 5 Mentor Texts

Title	Author
<ul style="list-style-type: none">DNAGenetic EngineeringGregor Mendel: The Friar Who Grew PeasScience DetectivesVariation in Living Things	<p>by Natalie Hyde by Marina Cohen by Cheryl Bardoe by the editors of YES Mag by Robert Snedden</p>

Complete Unit of Study

\$219.00

#R817KGEN0070



Go digital with



Try it free: fundamentals.schoolwide.com/try

GUIDED READING

Guided reading is an important part of our instructional journey in helping our students develop self-extending systems through which they can successfully and independently read a variety of texts. The purpose of engaging students in guided reading is to facilitate their growth as independent readers.

To become proficient readers, students need opportunities to read more challenging texts with teacher support. This helps ensure each reader's continued development. The purpose is not to "get through" a particular text but to use the text as a vehicle to help students gain control of important reading strategies they can use when they read the next text independently.

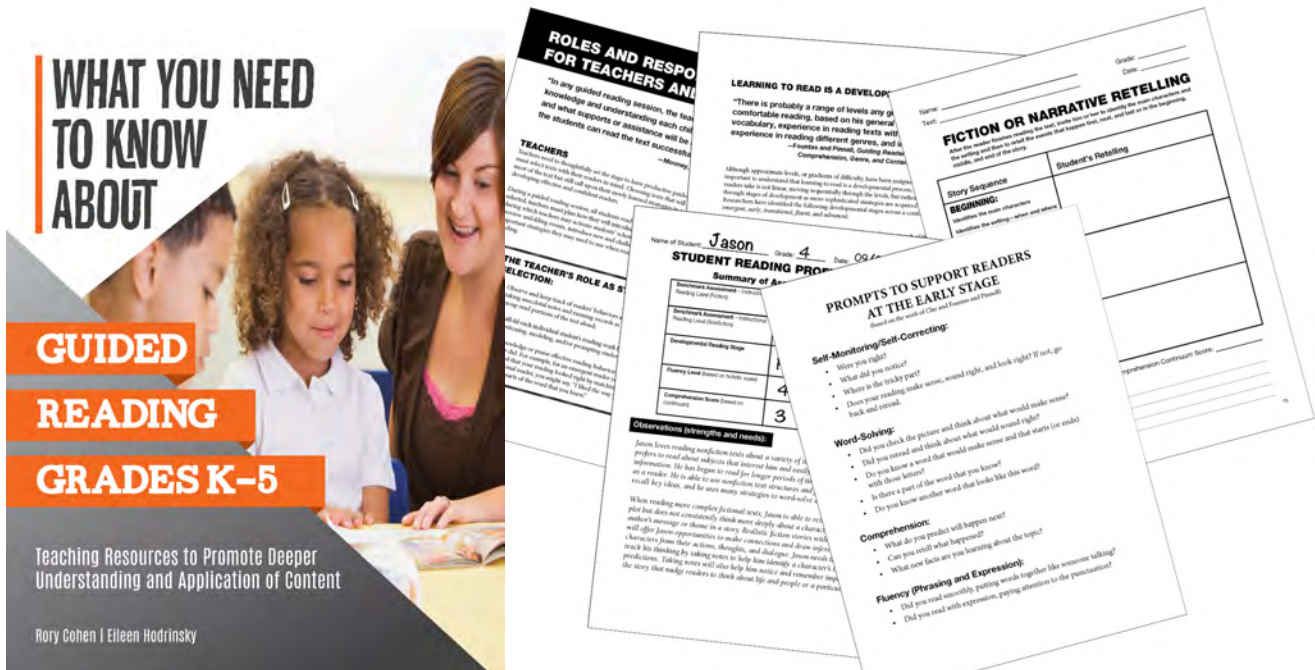
Schoolwide's Guided Reading Book Collections with Guided Reading Plans and Teacher's Manual:

- High-quality, carefully selected and leveled fiction and nonfiction texts (levels A–Q)
- Detailed Guided Reading Plans that discuss each text's supports and challenges and provide guidance for book introductions, prompts for during the read, and possible teaching points for after the read.
- The teacher's manual, *What You Need to Know about Guided Reading, Grades K–5*, provides guidance and resources to help teachers thoughtfully prepare and effectively facilitate guided reading sessions that meet the differentiated learning needs of all students.

SCHOOLWIDE

guided reading

WHAT YOU NEED TO KNOW ABOUT GUIDED READING, GRADES K-5



This professional resource book is intended to help teachers make instructional decisions about literacy learning and to ensure that students engage with texts that not only support their growth as readers but also foster a love of reading. The book begins by explaining what effective readers do, or the cues they use, when processing texts. Then it summarizes essential understandings for supporting the successful implementation of guided reading, including important learning theories that influenced the key elements of guided reading sessions. This book also includes practical guidance for assessing books and matching them to readers, as well as detailed explanations about what to do before, during, and after a guided reading session. Teachers will find four sample Guided Reading Plans, at the Emergent, Early, Transitional, and Fluent stages of reading, paired with sample Student Reading Profiles. Also included are dozens of resources that teachers can use for reading instruction, including rubrics, kid-watching tools, continuums, prompts, and more.

PRINT **\$39.99** #PMD0BGUI0010

SCHOOLWIDE'S PRINT GUIDED READING COLLECTIONS

Schoolwide's Print Guided Reading Collections include carefully selected fiction and nonfiction texts for Emergent (levels A–C), Early (levels D–G), Transitional (two collections: levels H–J and K–M), or Fluent (levels N–Q) readers. Each collection also comes with a spiral-bound book of Guided Reading Plans matched with the texts. These detailed plans show teachers where to focus before, during, and after the read to support readers' key strategic actions on texts: self-monitoring and self-correcting, word-solving, comprehension, and fluency. At the back, teachers can find a blank Guided Reading Plan template to design their own unique plans. See the sample plan on the following pages. Print Guided Reading Collections can be found on pages 87 to 91.

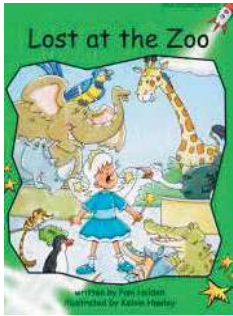


Additional **digital** guided reading texts can be found on Fundamentals Unlimited!



SAMPLE

Lost at the Zoo
Level F
 Developmental Reading Stage: Early



Text Supports for Readers
 Points out features of the text that will scaffold or support readers in making meaning.

Text Challenges for Readers
 Points out features of the text that may cause readers some difficulty or confusion.

TEXT CHARACTERISTICS

Text Supports for Readers

- The text is about a topic that most students can relate to and are probably familiar with.
- The words are spaced on the page to allow students to easily track the print.
- The story includes repetitive language patterns to support students' word-solving and fluency.
- The illustrations provide good support most of the time.
- The text also includes several familiar high-frequency sight words that allow readers to anchor themselves, such as **she, was, and not**.

Text Challenges for Readers

- The text includes some literary language mixed with oral language, which may be challenging, such as, "They liked Grace in her new blue fairy dress. SSSssssss!"
- The illustrations provide little support on some pages, and some pages include changes in tense.
- There are several words that will require early-stage readers to pay more attention to the print to word-solve when there is limited picture support (e.g., **green, brown, rocks, lost, splash, shouted**).
- Readers will need to monitor that their reading not only makes sense but also looks right by visually scanning across the entire word, cross-checking meaning and visual cues.

PRIOR TO THE READ:

BOOK INTRODUCTION: The title of this book is *Lost at the Zoo*. This book is a realistic fiction story. All fiction stories include the following elements: characters, a setting, a plot (or the events that move the story along), a problem, and a resolution. Realistic fiction uses made-up characters who have experiences that could happen in real life. In this story, you will be following the actions of the main character, Grace. Look at the cover picture. How do you think Grace feels? Have you ever been lost? How did you feel? Let's take a quick look through the pages of this book to see what happens to Grace.

VOCABULARY: Let's find some important words in the text. Turn to page 4 in the eBook and find the word **new**. Can you frame the word with your fingers? Now look through the pages of the book and see if you are able to find the word **new** on other pages.

Now let's turn to page 6 and see if we can find another important sight word, **were**. Again, frame the word with your fingers and then look to see if you can find this word on other pages in the book. Be sure to say the word **loud when you locate it on a page. This will help you remember it.**

SET THE PURPOSE: As you read the story, use your own memories and experiences to ask questions and predict what you think will happen next. For example, looking at the cover illustration, I wonder why the girl is wearing a fairy dress to the zoo. I once went to the zoo, but I wore my play clothes. As you read, also be sure to check that your reading makes sense, sounds right, and looks right. Remember to point to or look at each word, using your known sight words as

Book Introduction
 A relatively quick conversation, based on the complexity of the text, which enables you to scaffold readers by building schema and/or activating their prior knowledge of the content, genre, and/or text structure. Draws readers' attention to important concepts or features of the text that may provide challenges.

Vocabulary
 Prepares readers to recognize challenging and/or high-frequency words more easily when they see them in print.

Set the Purpose
 Sets expectations for during the read and for the discussion after the read. Reminds readers of strategies readers use to problem-solve and make meaning.

SAMPLE

During the Read

Provides examples of *possible* prompts, questions, explanations, and modeling based on anticipated challenges readers may face. You will most likely *not* use all of the prompts listed but will find examples of prompts to differentiate your support of individual readers when necessary.

After the Read

Prompts readers to focus on the meaning of the text, making connections and inferences, while finding textual evidence to support their thinking. Recognizes portions of the text where readers applied newly learned strategies or did “good reading work.”

DURING THE READ:

Scaffold with prompts, questions, explanations, and modeling.

SELF-MONITORING/SELF-CORRECTING: As you read, make sure that what you are reading makes sense, sounds right, and looks right. If not, reread and self-correct.

Noticing familiar words or parts of words that you know helps you check that what you are reading looks right.

Does what you are reading make sense, sound right, and look right?

Now do a slow check to make sure that what you have read also looks right. Run your finger under the word **easy**. Check that the letters match the sounds you are saying.

WORD-SOLVING: I can tell the names of the different animals Grace sees at the zoo by looking at the pictures.

I noticed the second word in the sentence includes the word **like**, but it ends with a **d**. That helped me figure out the word **liked**.

Are there any tricky words on this page? What did you do to help you read them?

I had trouble reading the last word on the page, and I could not figure out the word from the picture clues. Then I looked carefully at the tricky word and said the first sound: **r**. I noticed the word ends with a part I know: **ocks**. I blends the sounds and read **rocks**.

COMPREHENSION: When you recognize events that repeat in stories, it helps you predict what will happen next.

Did you expect the monkeys to like Grace's dress?

This page introduces the problem in the story. What is Grace's problem?

How do you think Grace feels? How would you feel if this happened to you?

This page is the resolution or conclusion of the story.

Why is Grace easy to find?

AFTER THE READ:

Discuss and revisit the text.

CHECK FOR UNDERSTANDING: What is this story about?

Can you retell what happens to Grace in this story?

CELEBRATE OR RECOGNIZE THE USE OF SPECIFIC PROCESSING STRATEGIES: Find a page where you did “good reading work.” What did you do?

SAMPLE

Possible Teaching Points

Suggests teaching points as *possibilities*. You decide which one or two strategies need to be reinforced based on your particular students' miscues or appeals for help as they read the text.

POSSIBLE TEACHING POINTS:

Self-Monitoring, Word-Solving, Comprehension, Fluency

Depending on your individual students' reading work during this guided reading session, reinforce one of the strategies that students needed most in order to comprehend this text. This strategy should also support the students when reading future texts.

SELF-MONITORING:

CROSS-CHECKING MEANING, STRUCTURE, AND VISUAL CUES: As you read, make sure that what you are reading makes sense, sounds right, and looks right. If not, reread and self-correct. Let's turn back to page 6, where I showed you how to do a slow check to see if your reading looks right. Run your finger under the word **easy**. Check that the letters match the sounds you are saying.

WORD-SOLVING:

USING KNOWN WORD PARTS: Let's go back to page 14 in the eBook. If you had trouble reading the last word on the page and could not figure it out from the picture clues, what could you try? Let's look carefully at the tricky word and say the first sound: **r**. Now think about if this word looks like another word that you know. For example, I know that you can read the word **blocks** because it is a word that you have seen as a label on the box of blocks in our classroom's block corner. This tricky word ends like the word **blocks**. Now blend the parts that you know, **r-ocks**, to read **rocks**.

Now turn to page 17 in the eBook and see if you can use the parts of words that you know to figure out the last tricky word on the page: **sh-out-ed**.

COMPREHENSION:

MAKING INFERENCES: Why is Grace easy to find? What makes you think that?

SIGHT WORDS:

You may need to reinforce sight words with early-stage readers to extend their word-learning.

Page 19 lists some important sight words from the story. Knowing how to read these words without sounding them out helps you read smoothly and check that what you are reading looks right.

You may also wish to use known sight words from the story to practice distinguishing between visually similar words. Invite students to do a slow check, running their fingers under each word and checking the letters from left to right:

was were saw

SAMPLE

Possible Independent Work

Suggests ways to practice reading and extend learning.

POSSIBLE INDEPENDENT WORK:

It is usually recommended that readers at the emergent, early, and transitional stages reread their guided reading texts to practice reading fluently, with proper phrasing and expression. Students who experienced more difficulty during the guided reading session may be invited to reread the eBook using the eReader tools to support their independent practice.

Did you read smoothly, putting words together like someone talking? Did you read with expression, paying attention to the punctuation? You might want to read this book again. Practice reading smoothly and with expression.

READER RESPONSE:

Have you ever gotten lost? Write a story about what happened to you or a made-up story about getting lost. Be sure to include a beginning, middle, and end. Then draw pictures to go along with your story.

CONSTRUCTED RESPONSE:

In the book *Lost at the Zoo*, the main character, Grace, wears a blue fairy dress to the zoo. Do you think it was a good idea to wear this dress? Explain why or why not. Be sure to use details from the story to support your opinion.

EMERGENT GUIDED READING COLLECTION LEVELS A–C



Included in this collection:

- 12 leveled texts, 6 copies per text
- Companion book with model Guided Reading Plans for each text

PRINT **\$447.85** #RM4AKEME0740

EMERGENT GUIDED READING TEXTS

Level	Genre	Text Title	Author
A	Fiction	<i>Our Weather</i>	Pam Holden
A	Fiction	<i>A Picnic</i>	Rozanne Lanczak Williams
A	Nonfiction	<i>Making a Mask</i>	Peter Sloan
A	Nonfiction	<i>Plant a Plant</i>	Pam Holden
B	Fiction	<i>Here Is My Cat</i>	Rozanne Lanczak Williams
B	Fiction	<i>Stickybeak the Parrot</i>	Pam Holden
B	Nonfiction	<i>Is It Big or Little?</i>	Sheila Rivera
B	Nonfiction	<i>Baby Animals</i>	Pam Holden
C	Fiction	<i>City Mouse and Country Mouse</i>	Rozanne Lanczak Williams
C	Fiction	<i>Blow Wind, Blow!</i>	Pam Holden
C	Nonfiction	<i>At School</i>	Bobbie Kalman
C	Nonfiction	<i>Dinosaur Days</i>	Pam Holden



EARLY GUIDED READING COLLECTION LEVELS D–G



Included in this collection:

- 15 leveled texts, 6 copies per text
- Companion book with model Guided Reading Plans for each text

PRINT **\$584.83** #RM4AKEAR0920

EARLY GUIDED READING TEXTS

Level	Genre	Text Title	Author
D	Fiction	<i>Cat Traps</i>	Molly Coxe
D	Fiction	<i>Busy Buddy</i>	Pam Holden
D	Nonfiction	<i>Water</i>	Dona Herweck Rice
E	Fiction	<i>The Lion and the Mouse</i>	Gail Herman
E	Fiction	<i>The Swim Lesson</i>	Rozanne Lanczak Williams
E	Nonfiction	<i>How We Get Around Town</i>	April Lee
E	Nonfiction	<i>Grow a Garden</i>	Pam Holden
F	Fiction	<i>The Teeny Tiny Woman</i>	Jane O'Connor
F	Fiction	<i>Lost at the Zoo</i>	Pam Holden
F	Nonfiction	<i>Road Rules</i>	Rosalind Hayhoe
F	Nonfiction	<i>Clouds: A Compare and Contrast Book</i>	Katharine Hall
G	Fiction	<i>The Chick That Wouldn't Hatch</i>	Claire Daniel
G	Fiction	<i>Hare and Tortoise</i>	Pam Holden
G	Nonfiction	<i>Seasons of the Year</i>	Tracey Steffora
G	Nonfiction	<i>Dance, Dance, Dance!</i>	Pam Holden



TRANSITIONAL I GUIDED READING COLLECTION LEVELS H–J



Included in this collection:

- 11 leveled texts, 6 copies per text
- Companion book with model Guided Reading Plans for each text

PRINT **\$443.65** #RM4AKTRA0680

TRANSITIONAL II GUIDED READING TEXTS

Level	Genre	Text Title	Author
H	Fiction	<i>Daniel's Mystery Egg</i>	Alma Flor Ada
H	Fiction	<i>Goldilocks and the Wolf</i>	Hilary Robinson
H	Nonfiction	<i>Born to Be a Butterfly</i>	Karen Wallace
H	Nonfiction	<i>Meet My Neighbor, the Police Officer</i>	Marc Crabtree
I	Fiction	<i>Penny and Her Song</i>	Keven Henkes
I	Nonfiction	<i>My Family Community</i>	Bobbie Kalman
I	Nonfiction	<i>Senses</i>	Lisa Greathouse
J	Fiction	<i>Poppleton Everyday</i>	Cynthia Rylant
J	Fiction	<i>Old Mother Hubbard's Stolen Bone</i>	Alan Durant
J	Nonfiction	<i>Betsy Ross and the Silver Thimble</i>	Stephanie Greene
J	Nonfiction	<i>How Do Plants Help Us?</i>	Bobbie Kalman



TRANSITIONAL II GUIDED READING COLLECTION LEVELS K-M



Included in this collection:

- 8 leveled texts, 6 copies per text
- Companion book with model Guided Reading Plans for each text

PRINT **\$364.69** #RM4AKTRB0500

TRANSITIONAL II GUIDED READING TEXTS

Level	Genre	Text Title	Author
K	Fiction	<i>Clara and the Bookwagon</i>	Nancy Smiler Levinson
K	Fiction	<i>The Paper Bag Princess</i>	Robert Munsch
K	Nonfiction	<i>Objects in the Sky</i>	Rachel Hudson
K	Nonfiction	<i>The Water Cycle</i>	Carol Krueger
L	Fiction	<i>Big Al</i>	Andrew Clements
L	Nonfiction	<i>Hungry, Hungry Sharks!</i>	Joanna Cole
M	Fiction	<i>A Case for Jenny Archer</i>	Ellen Conford
M	Nonfiction	<i>Creature Camouflage: Hiding in Oceans</i>	Deborah Underwood



FLUENT GUIDED READING COLLECTION LEVELS N-Q



Included in this collection:

- 10 leveled texts, 6 copies per text
- Companion book with model Guided Reading Plans for each text

PRINT **\$504.67** #RM4AKFLU0620

FLUENT GUIDED READING TEXTS

Level	Genre	Text Title	Author
N	Fiction	<i>Rescue on the Outer Banks</i>	Candice Ransom
N	Nonfiction	<i>Big Blue Whale</i>	Nicola Davies
O	Fiction	<i>The Boy of the Three-Year Nap</i>	Dianne Snyder
O	Nonfiction	<i>Camouflage: Changing to Hide</i>	Bobbie Kalman
P	Fiction	<i>A Symphony of Whales</i>	Steve Schuch
P	Nonfiction	<i>What Is a Government?</i>	Baron Bedesky
Q	Fiction	<i>Scraps of Time 1960: Abby Takes a Stand</i>	Patricia McKissack
Q	Fiction	<i>Dear Mr. Henshaw</i>	Beverly Cleary
Q	Nonfiction	<i>Animals Nobody Loves</i>	Seymour Simon
Q	Nonfiction	<i>How Ecosystems Work</i>	Julie Lundgren



PROFESSIONAL DEVELOPMENT

OPPORTUNITIES IN **READING**

Research shows that professional learning in a school setting has the most potential to build capacity and generate long-term effects. The duration, quantity, and plan for professional development will be determined by a school-based needs assessment and in collaboration with school leaders.

Sample Workshops: Professional Development in Reading

Reading Fundamentals Introductory Training

This workshop prepares teachers to implement Reading Fundamentals Units of Study with rigor and confidence. The content of this workshop includes an overview of the following topics:

- Understanding the Gradual Release of Responsibility and Workshop Models
- Creating a Reading Environment: Rituals, Routines, and Tools
- Getting to Know the Mentor and Short Shared Texts: Criteria for Text Selection
- Interactive Read-Aloud Lessons and Mini-Lessons
- Independent Reading
- Guided Reading/Small-Group Work
- Reading Responses and Writing Extensions
- Summative and Formative Assessment
- Unit-Specific Planning and Mapping



Genre Units of Study

(Nonfiction, Fiction, Poetry)

During these sessions teachers are immersed in various sub-categories of fiction, nonfiction, or poetry, such as traditional tales and historical fiction, biographies and literary nonfiction, and haiku and free verse poetry. Teachers analyze a collection of mentor texts to identify and discuss how readers use text features, structures, and comprehension strategies to make meaning. Similar to the introductory workshop, this workshop prepares teachers to implement their upcoming Reading Fundamentals unit with rigor and confidence. They read and annotate their unit of study, come to understand the unit's objectives, and map out a plan for instruction.

Content Literacy: A Multi-Genre Approach

This session provides teachers with tools to energize the teaching of content across the disciplines of social studies and science. During this session, teachers look at multi-genre texts through the lenses of scientists and historians in order to better understand discipline-specific text features and the challenges and supports readers encounter. We also discuss effective strategies for students to practice as they read, write, think, and speak across various disciplines.

Small-Group Work

This session discusses the different models and benefits of guided reading and small-group work and how purposeful, differentiated instruction can provide meaningful literary experiences for students. This session also provides teachers with a structure for planning lessons that support the instructional and independent levels of their students.

Conferring and Assessment

This session focuses on how teachers can support each student's growth and independence through conferring and formative assessment. It also addresses ways to keep track of conferences, use assessment tools, and be on the lookout for what students have learned, what they need to practice, and ways to target instruction to meet students' needs.

Vocabulary Instruction: Fostering a Love of Words

This session discusses how to choose words for instructional attention and plan an instructional sequence of vocabulary lessons and activities that are both interactive and engaging. It also addresses the important roles that descriptive and precise language plays in different types of texts that students read and write. Teachers are introduced to the natural connections between reading and writing in students' vocabulary development and discuss the use of concept maps, word webs, semantic gradients, and linguistic/nonlinguistic representations of words. The research of Dr. Isabel Beck and Dr. Robert Marzano is referenced during this session.

Close Reading and Text-Dependent Questions

This session explores how readers comprehend complex texts through close, analytical reading, writing, and conversation. Teacher modeling, think-alouds, collaboration with peers, and text-based questions encourage students to read and reread texts for multiple purposes. During this session teachers use content-rich, short shared texts to design close reading lessons. These lessons will guide students to interact with texts by rereading and annotating them, asking and answering questions, and having peer discussions.

For more information about our professional development team and Schoolwide partnerships, please visit our website, www.schoolwide.com.

WRITING FUNDAMENTALS

Because writing matters for success in school, the community, and the workplace, Schoolwide’s Writing Fundamentals Units of Study have a central mission to improve students’ writing by providing explicit writing instruction that focuses on demonstrating why writers write and how writers communicate their ideas effectively. In order for students to write with power and purpose, the Writing Fundamentals units use quality literature and informational texts to provide authentic examples of various genres and text types. The lessons are designed to help educators improve their students’ ability to:

- Identify and experiment with various forms and purposes for writing;
- Use their own expertise and areas of interest to generate ideas for writing;
- Conduct research using several sources and strategies;
- Elaborate on ideas and develop topics with relevant facts and details;
- Draft a well-organized piece that follows a clear structure and employs text features;
- Read like a writer, analyzing text structures, features, and craft elements;
- Strengthen writing through revising and editing techniques; and
- Collaborate with peers, share ideas, and support one another as writers.

SCHOOLWIDE

writing

- **What's Included** 96
- **Writing Fundamentals Menu of Units Chart** 98
- **The Writing Process** 100
- **Sample Lessons and Components** 101
- **Units of Study Descriptions and Pricing** 118
- **Professional Development Opportunities** 136

**INSIDE
WRITING
FUNDAMENTALS**





Writing Fundamentals: What's Included in Each Unit of Study?

Anchor/Mentor Texts (5–10)

- High-quality literature and short texts
- Aligned to complexity requirements
- Wide variety of genres, authors, cultures, and content

Student Benchmark Pieces

- Writing samples specific to grade level and text type
- Expert commentary and instructional suggestions
- Print and digital formats (eVal and Fundamentals Unlimited)

Unit Introduction

- Unit rationale and student outcomes
- Instructional beliefs and components
- How to get started, teacher preparation, and classroom environment
- Writer's notebooks
- Academic and domain-specific vocabulary
- Mentor text summaries

Unit Tabs

- Define each stage of the writing process
- Describe teacher and student roles
- Organize corresponding lessons, appendices, and assessments

Unit Overview (Unit at a Glance)

- Unit scope and sequence
- Lesson rationales and objectives

Interactive Read-Aloud Lessons (5–6)

- Immersion
- Teacher modeling to build content, genre, and author knowledge
- Close readings of anchor/mentor texts
- Text-dependent analysis, discussion, and questions

Mini-Lessons (15–20)

- Guide students through the stages of the writing process: generating ideas, selecting, collecting/researching, drafting/planning, revising, editing, and publishing
- Close rereadings of anchor/mentor texts focused on specific standards-based skills and crafting technique

ELL Supports

- Suggestions for teachers of English language learners to provide additional support before, during, and/or after the lessons. This may include adapted appendices.



Conference Questions (Independent Writing)

- Differentiate instruction
- Formative assessment

Lesson Extensions

- Follow-up mini-lessons
- Fundamentals of Grammar and Conventions connections
- Home-school connection suggestions
- Differentiate instruction

Appendices

- Sample anchor charts
- Parent letters
- Graphic organizers

Assessments (Formative and Summative)

- Student self-reflection questionnaire
- Kid-watching tool
- Student performance checklist
 - Monitor students' performance levels for strategies taught at each stage of the writing process
- Student-friendly writing rubrics
- Writer's Notebook rubrics

Digital Resources

- Digital versions of select appendices
- Assessment tools and rubrics
- Additional writing prompts
- Sample student work
- Classroom environment photos
- Multimedia and Internet resources to engage students

Writing Fundamentals

Menu of Units

	Launching	Narrative
K	How Writers Work	<ul style="list-style-type: none">• Donald Crews Author Study• Personal Narrative
1	How Writers Work	<ul style="list-style-type: none">• Personal Narrative• Mem Fox Author Study
2	How Writers Work	<ul style="list-style-type: none">• Personal Narrative• Folktales, Fables, & Fairy Tales
3	How Writers Work	Patricia Polacco Author Study
4	How Writers Work	Cynthia Rylant Author Study
5	How Writers Work	Memoir
6	How Writers Work	Personal Narrative
7	How Writers Work	Memoir
8	How Writers Work	Multi-Genre Memoir

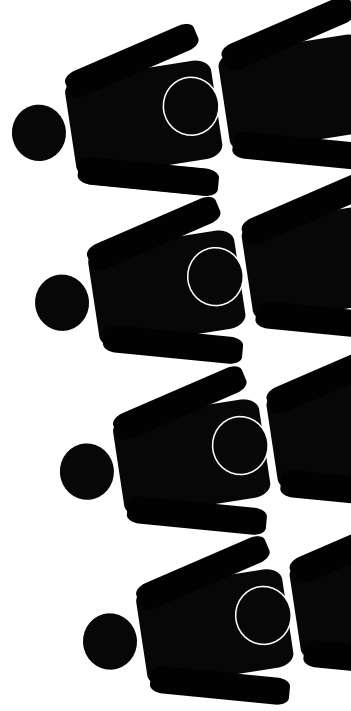
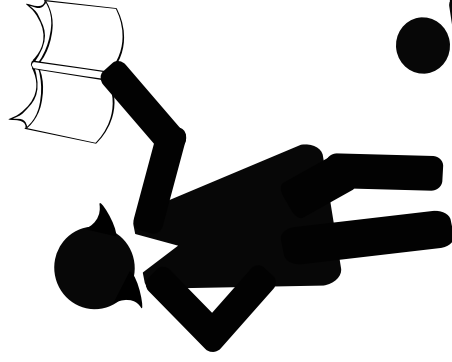
Informational/Explanatory	Opinion/Argument
<ul style="list-style-type: none"> • List & Label Books • How-To Writing 	FUNctional Writing
Nonfiction All-About Books	Fiction With Book Review (Narrative and Opinion)
Gail Gibbons Author Study	Letter Writing
Nonfiction	Biography
Nonfiction	Feature Article With Editorial (Informational/Explanatory and Opinion)
Biography	Essay
Feature Article	Argumentative Essay
Photo Essay	Book Reviews
Research Report	Argumentative Essay (Content Areas)

K-5 Poetry Writing Units are available on Fundamentals Unlimited.

Writing Fundamentals and the Writing Process:

The Writing Fundamentals Units of Study provide a whole-class instructional focus on a particular topic, genre, or author, which allows students time to develop a deep understanding, appreciation, and application of what is learned. Each unit also provides a road map for effective writing instruction that supports students as they progress through the stages of the writing process:

Immersion: 1–2 weeks Read, discuss, and learn from mentor authors and texts.	Generating Ideas: 3–5 days Write often and write for various reasons.	Selecting: 1–2 days Find subjects that matter and are relevant to the purpose and intention.	Collecting: 2–5 days Research, explore, and gather information about your topic using different sources.	Drafting: 2–4 days Plan, envision, and organize text.	Revising: 2–3 days Reread and craft your piece to fit the genre and purpose.	Editing: 1–2 days Use conventions to get meaning across.	Publishing: 1–2 days Prepare texts for an audience of readers.
---	--	---	---	--	---	---	---



The Writing Process is the framework for each unit of study. A typical unit of study will last between 4–6 weeks. Informative or nonfiction units of study will last longer due to the time devoted to conducting research, which uses various print and digital sources.

Mentor Texts

Diary of a Spider
by Doreen Cronin

Do Like Kyla
by Angela Johnson

I Love My Hair!
by Natasha A. Tarpley

The Keeping Quilt
by Patricia Polacco

Little Nino's Pizzeria
by Karen Barbour

My Big Brother
by Valorie Fisher

My Little Island
by Frané Lessac

My Steps
by Sally Derby

My Visit to the Aquarium
by Alike

When I Was Five
by Arthur Howard

Grade 1 Personal Narrative

Immersion: Interactive Read-Aloud Lessons

- Day 1:**
New Stories!
uses all of the mentor texts from the unit, particularly *Little Nino's Pizzeria* by Karen Barbour.

Rationale: Students will preview the mentor texts and begin to connect storytelling to the personal narratives they will read and write.
- Day 2:**
Personal Narratives Make It Personal
uses *When I Was Five* by Arthur Howard.

Rationale: Students will examine the components of many personal narratives, including realistic details and first-person narrators, using *When I Was Five* by Arthur Howard.
- Day 3:**
Personal Narratives Make It Passionate
uses *I Love My Hair!* by Natasha Tarpley.

Rationale: Students will connect the relationship between personal narratives and autobiography as well as storytelling and personal experiences. Use *I Love My Hair!* by Natasha Tarpley to examine how personal narratives are about the writer's personal expressions and experiences.
- Day 4:**
Personal Narratives Have a Strong Sense of Place
uses *My Little Island* by Frané Lessac.

Rationale: Students will examine how authors use illustrations and descriptive details to re-create the special places where important events and memorable moments occurred. Use *My Little Island* by Frané Lessac to show how personal narratives have a strong sense of place.
- Day 5:**
Personal Narratives Make a Point
uses *My Big Brother* by Valorie Fisher.

Rationale: Students will examine how personal narratives can record important moments and special memories from the writer's home and family life. Use *My Big Brother* by Valorie Fisher as a demonstrative text.

Mini-Lessons

- **Generating Ideas I: Writing Is Storytelling**

uses *The Keeping Quilt* by Patricia Polacco.

Rationale: Writers often derive inspiration from the stories they themselves love to hear. Students will use stories they love to hear or know from their personal experience to help them generate ideas for writing.

- **Generating Ideas II: No Place Like Home**

uses *My Steps* by Sally Derby.

Rationale: Writers of personal narratives often explore the feelings associated with being “at home” or “going home” to a particular place. Students can readily recognize the sense of place that characterizes the personal narratives they read and emulate the theme of home in their own writings and drawings.

- **Generating Ideas III: Stories Take You on a Journey**

uses *My Visit to the Aquarium* by Aliki.

Rationale: Writers of personal narratives often take readers on a journey, describing a sequence of events that create interest and re-create memorable experiences. Students recognize that they too have memorable and interesting experiences to share and can do so more successfully by including descriptive details and temporal words from beginning to end.

- **Generating Ideas IV: Writing to Remember**

uses *When I Was Five* by Arthur Howard.

Rationale: Writers write personal narratives to remember who they were and where they have been. Students will remember and reflect on who they were and what they did when they were younger compared to who they are now.

- **Generating Ideas V: Writing Rituals**

uses *I Love My Hair!* by Natasha Tarpley.

Rationale: Writers of personal narratives draw upon familiar rituals and traditions for their topics. Students will recognize that the rituals that have personal significance for them make excellent topics to share with others.

- **Selecting: Which Story Do I Tell?**

uses students' Writing Folders.

Rationale: Personal narrative writers have various ideas and stories they collect. Then they carefully select one to focus on, develop, and publish. Students will look through their Writing Folders to find the best ideas to turn into an expanded personal narrative they can share with an audience.

- **Drafting I: Story Structure**

uses *Little Nino's Pizzeria* by Karen Barbour.

Rationale: Writers plan the structure of their writing and envision its organization as a whole when they draft. Students will recognize how stories are structured and begin to use a narrative structure to organize their own writing.

- **Drafting II: A Sense of Closure**

uses *Diary of a Spider* by Doreen Cronin, *My Little Island* by Frané Lessac, *My Visit to the Aquarium* by Aiki, and students' drafts.

Rationale: Writers plan the structure of their writing and envision its organization so that it includes a beginning, middle, and end. Students will learn that writing with a sense of closure is important to a cohesive narrative.

- **Revising I: Adding Dialogue**

uses *Do Like Kyla* by Angela Johnson and students' Writing Folders and drafts.

Rationale: Writers add dialogue to their writings to give life to their characters and to help their characters express ideas and feelings clearly. Students will revisit and revise their drafts by deciding where they can add dialogue to create interest and bring out their characters' voices.

- **Revising II: Details, Details, Details**

uses *My Little Island* by Frané Lessac and students' drafts.

Rationale: Writers revise by adding sensory details and concrete examples to make their writing more interesting and clearer to readers. Students will revise their earlier work to create more substantive and descriptive drafts and further their understanding of the writing process.

- **Editing I: Writing Different Voices**

uses *I Love My Hair!* by Natasha Tarpley and students' drafts.

Rationale: Writers use quotation marks to show readers when different characters are "speaking." Students will work to recognize how quotation marks function and will explore the role of editing as part of the writing process.

- **Editing II: Putting a Stop to It**

- uses *Do Like Kyla* by Angela Johnson and students' drafts.

Rationale: Writers use punctuation to show clearly where sentences end. Students will consider readers' needs and edit their papers to ensure clear end punctuation.

- **Publishing I: Finishing Touches**

- uses students' final pieces.

Rationale: Writers of children's literature take pride in the finished product and delight in knowing that their work will reach readers. Students who take ownership of their writing, like the professional writers they read do, write with greater enthusiasm and confidence.

- **Publishing II: About This Author**

uses selections from the unit with "About the Author" notes.

Rationale: Writers include biographical details about themselves in their writings to personally connect with readers. Students will add biographical notes to their writings to further their identification of themselves as authors.

- **Student Self-Reflection**

uses a self-reflection questionnaire.

Rationale: All writers use self-reflection to learn and grow as writers. A self-assessment questionnaire will help students understand how they have grown over time.

Personal Narrative Grade 1

Generating Ideas V: Writing Rituals



Mini-Lesson | 10–15 min.

Writers of personal narratives draw upon familiar rituals and traditions for their topics. Students will recognize that the rituals that have personal significance for them make excellent topics to share with others.

Preparation

- Chart Paper
- *I Love My Hair!* by Natasha Tarpley

- Make copies for students (optional) of the Appendix “My Rituals.” (for the lesson Extension)

Rationale

Inform

Do you know what a “ritual” is? A ritual is something traditional we do, something we practice regularly or repeatedly. A ritual is not a boring routine, though; it has special significance. A ritual is something we sort of depend on, something we do over and over that brings us joy because it is familiar, meaningful, and comforting. A ritual can be something you look forward to or do once a year, like going to Grandma’s house at Thanksgiving, or something you enjoy more regularly, like pizza night on Fridays, or it can be something you do every day, like listen to a bedtime story.

Present

Do you remember what Natasha’s ritual is in *I Love My Hair!*? She begins her book by telling readers about this important ritual—a special time she and her mother share, just the two of them, each night.

Read students the first page and emphasize the first two words, “Every night before I go to bed . . .” Connect this to the idea of a ritual.

I like reading about their ritual because the girl and her mom seem so close, like they are the only two people in the world! It must’ve felt just like that to the writer when she was a little girl. Listen to what Natasha says about how important that ritual was to her when she was little and how important the memory of it still is.

Read the last paragraph of the Author’s Note, which explains why the hair ritual has lingering significance to her. Share a simple ritual of yours that connects for students how we all derive comfort and meaning from our personal and familial rituals, just like Tarpley does.

Natasha has given me a great idea for writing! One of the things I do every evening that brings me peace and contentment is eat dinner with my family.

Discuss how this (or some other ritual) is something you depend on that has personal meaning and significance. Highlight the care that goes into the preparation, the bonding during conversation, and the satisfaction experienced from a meal shared with loved ones.

Engage

What are some things you like to do every night or every week? What family times or events can you think of that you depend on or look forward to?

Have students discuss with a partner their “every,” or those traditions they treasure. Assign partners as A and B. Have partner A start with the conversation stem, “My ritual is _____.” Then have partner B respond with, “I heard you say that your ritual is _____.” Then have partners switch.

Personal Narrative Grade 1

Generating Ideas V: Writing Rituals

Reiterate

Whatever traditions and rituals are important to us, whether they are annual holiday celebrations like Halloween or Hanukkah or smaller, quiet rituals that bring us comfort, they all make great topics for writing. Are there things you and your family do every evening? Every Saturday morning? Every summer? Write about these traditions or rituals during independent writing time. These are important events to write about for yourself and are interesting to readers, as well!



ELL Support(s)

The sentence stems from the “Engage” portion will work well with English language learners.

The Appendix “My Rituals” might need to be adapted so it is culturally sensitive. Examples of such adaptations can be:

- My family celebrates ____ by ____.
- At night, my family likes to ____.
- Whenever we visit ____, they ____.
- Each ____, my parents and I ____.

These open-ended sentences will allow students to include whatever fits their families’ experiences.



Independent Writing & Teacher Conferencing | 20–30 min.

Independent writing is the most important time of writing workshop. Following the lesson, send your students off to write independently, to practice the skills and strategies taught, and to work on pieces they have previously started or to begin new ones. This is also the time to confer with students—listening to, supporting, and teaching the writer inside them.

Conference Questions

What rituals did you come up with?

Which do you think your classmates would like to hear more about?

What questions would they have?

Extension(s)

Distribute copies of the Appendix “My Rituals” for homework to get students to involve family members in thinking about their own family rituals. Involving the grown-ups in your students’ lives to help them recall information from experiences or gather information is an important resource for student writers.

Name: _____ Date: _____

My Rituals

Use one of the sentence starters below to come up with a drawing or writing about one of the “everys” that is special in your life. Ask your family members to help you with this homework.

1. My family celebrates birthdays by

2. On Friday nights my family likes to

3. Each summer, my parents and I

4. Every year in winter we

5. Every morning I

6. Whenever it rains, I

7. Whenever we visit my grandparents, they

Personal Narrative Grade 1 Student Performance Checklist

For your records, score each student's achievements in this unit. Use students' final writing piece(s), Writing Folders, and behaviors over the course of the unit to assess student performance.

Student Name: _____

<p>^ Exceeds</p> <p>4</p> <p>The student has worked beyond learning objectives to enhance his or her writing.</p>	<p>^ Meets</p> <p>3</p> <p>The student has successfully incorporated learning objectives into his or her writing and writing behaviors.</p>	<p>^ Approaching</p> <p>2</p> <p>The student has worked to improve his or her writing and writing behaviors; some evidence exists to show his or her progress.</p>	<p>^ Needs Direct Support</p> <p>1</p> <p>The student has worked toward learning to improve his or her writing and writing behaviors; limited evidence exists to show his or her progress.</p>
--	--	---	---

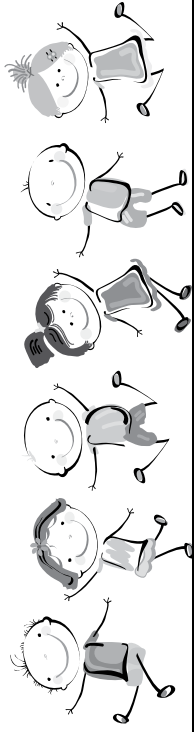
Student Performance Checklist		Date	Score	Comments and Next Steps
Immersion:				
Connects storytelling to what he or she will be reading and writing throughout this unit				
Examines the components of many personal narratives including realistic details and first-person narrators				
Examines how personal narratives are about the writer's personal expressions and experiences				
Examines how authors use illustrations and descriptive details to re-create special places and temporal words to retell the events in sequential order				
Examines how personal narratives can record important moments and special memories from the writer's home and family life				
Generating Ideas:				
Draws inspiration from personal or family stories and/or experiences for writing				
Focuses on a sense of place, experiences at that place, and what makes it special				
Integrates descriptive details and temporal words when writing and drawing a story				
Reflects on how he or she was when younger as compared to who he or she is now				
Draws upon familiar rituals or traditions as topics for narratives				
Selecting:				
Thoughtfully chooses one idea from his or her Writing Folder to develop and publish				

Personal Narrative Grade 1 Student Performance Checklist

Student Name: _____

Student Performance Checklist		Date	Score	Comments and Next Steps
Drafting:				
Recognizes the chronological structure of personal narrative literature and begins to use this structure to organize her or his own writing				
Provides a strong sense of closure for his or her writing				
Revising:				
Uses dialogue to give life to and provide insight into characters				
Understands that adding sensory details and concrete examples adds interest and clarity for readers				
Editing:				
Recognizes the function of and explores the use of quotation marks in dialogue				
Comprehends the importance of and uses end punctuation appropriately to ensure clarity for readers				
Publishing:				
Takes pride in the finished product and ownership of it through cover and page designs				
Includes biographical notes about her or himself to connect with readers and to be identified as an author				
Student Self-Reflection:				
Reflects on the writing he or she has done and its meaning as part of his or her growth as a writer				
Additional Comments:				

Student Writing Rubric First Grade: Narrative



<p>Ideas and Purpose</p>	<p><input type="checkbox"/> My idea is narrow and focused, and readers clearly understand the main point or purpose of my story.</p> <p><input type="checkbox"/> Throughout my story I included many important details in my illustrations and words that describe what happens and support the main idea.</p>	<p><input type="checkbox"/> My idea is focused, and readers can tell why I wrote this story.</p> <p><input type="checkbox"/> I included some details in my illustrations and words that describe what happens, which makes my story feel complete.</p>	<p><input type="checkbox"/> My idea has some focus but gets off track.</p> <p><input type="checkbox"/> I included very few details in my illustrations and words, which makes my story seem short and unfinished.</p>	<p><input type="checkbox"/> My idea has no focus, and I don't know what I want to say yet.</p> <p><input type="checkbox"/> I don't have any details in my illustrations or words.</p>
<p>Organization</p>	<p><input type="checkbox"/> My story has a clear beginning, middle, and end and has a lead that hooks readers and an ending that wraps it up.</p> <p><input type="checkbox"/> I used many different transition words that show a sequence of events, connect my ideas, and make my story easy to follow from beginning to end.</p>	<p><input type="checkbox"/> My story has a clear beginning, middle, and end.</p> <p><input type="checkbox"/> I used some transition words to show a sequence of events, which moves my story along.</p>	<p><input type="checkbox"/> My ideas are not always in the right order.</p> <p><input type="checkbox"/> I used very few transition words to show a sequence of events, which sometimes make my story hard to follow.</p>	<p><input type="checkbox"/> My story does not have a beginning, middle, and/or end, and my ideas are all mixed up.</p> <p><input type="checkbox"/> I did not use any transition words that show a sequence of events.</p>
<p>Craft/Style</p>	<p><input type="checkbox"/> I included a lot of descriptive words and sensory details that create a clear picture in readers' minds.</p> <p><input type="checkbox"/> I included a mix of many features of narrative writing throughout my story, such as dialogue, a sequence of events, descriptions of the setting, and characters' actions, thoughts, and/or feelings.</p>	<p><input type="checkbox"/> I included some descriptive words and sensory details that create a picture in readers' minds.</p> <p><input type="checkbox"/> I included some features of narrative writing, such as dialogue, a sequence of events, descriptions of the setting, and characters' actions, thoughts, and/or feelings.</p>	<p><input type="checkbox"/> I included very few descriptive words and sensory details in my story.</p> <p><input type="checkbox"/> I included one or two features of narrative writing, such as dialogue, a sequence of events, descriptions of the setting, and characters' actions, thoughts, and/or feelings.</p>	<p><input type="checkbox"/> I did not include any descriptive words or sensory details in my story.</p> <p><input type="checkbox"/> I did not include any features of narrative writing, such as dialogue, a sequence of events, descriptions of the setting, and characters' actions, thoughts, and/or feelings.</p>

Mentor Texts

Athletic Shorts: Six Short Stories
by Chris Crutcher

Breakfast on Mars and 37 Other Delectable Essays
by Rebecca Stern and Brad Wolfe (Eds.)

Father Water, Mother Woods
by Gary Paulsen

Feathers and Fools
by Mem Fox

The Lorax
by Dr. Seuss

Read All About It!
by Jim Trelease (Ed.)

Voices from the Fields
by S. Beth Atkin

Essay Exemplars

“Confessions of a (Former) Bully”
by Connie King

“Go Outside and Play”
by Tom Dawson

“How Not to Panic”
by Diana Tien

Grade 6 Argumentative Essay

Immersion: Interactive Read-Aloud Lessons

- **Day 1:**

Exploring Argumentative Writing

uses all of the mentor texts and Essay Exemplars from the unit.

Rationale: Argumentative texts support claims with clear reasons and relevant evidence. Moreover, argumentative essays also address opposite viewpoints and use the evidence gathered to demonstrate why these opposing views are not effective. Students will examine and discuss all of the unit texts and mentor essays as they begin to explore the purpose and structure of argumentative writing.

- **Day 2:**

The Writer’s Point of View

uses *Feathers and Fools* by Mem Fox and the Essay Exemplar “Go Outside and Play” by Tom Dawson.

Rationale: A thesis statement explicitly summarizes the main point or claim of an essay. However, in literature this main point is often implied. Students will use the story *Feathers and Fools* by Mem Fox and the Essay Exemplar “Go Outside and Play” by Tom Dawson to identify the thesis statements and supportive evidence that is provided to support the claims.

- **Day 3:**

Writer’s Technique

uses *Voices from the Fields* by S. Beth Atkin.

Rationale: Writers use various techniques to develop and support their claims. Students will use an essay by S. Beth Atkin in the book *Voices from the Fields* to discuss how various writing techniques are used to clearly and effectively present the claim and argument.

- **Day 4:**

Wait to Formulate!

uses *Father Water, Mother Woods* by Gary Paulsen.

Rationale: To understand the writer’s position and form an opinion of his or her own, readers must first read the text in its entirety. Students will listen to the Foreword and “Running the River” in *Father Water, Mother Woods* by Gary Paulsen. They will analyze the credibility of the sources and how a writer’s personal experiences with a topic or issue can provide relevant evidence that validates the author’s claim and sways readers.

- **Day 4:**
Wait to Formulate!
uses *Father Water, Mother Woods* by Gary Paulsen.

Rationale: To understand the writer’s position and form an opinion of his or her own, readers must first read the text in its entirety. Students will listen to the Foreword and “Running the River” in *Father Water, Mother Woods* by Gary Paulsen. They will analyze the credibility of the sources and how a writer’s personal experiences with a topic or issue can provide relevant evidence that validates the author’s claim and sways readers.

- **Day 5**
Strengthen Your Argument
uses *Breakfast on Mars and 37 Other Delectable Essays* by Rebecca Stern and Brad Wolfe (Eds.).

Rationale: Essay writers want to engage readers as they build a strong argument. Students will explore how an argumentative essay can use various techniques, such as quotes and descriptive language, to “hook” readers and strengthen the argument.

Mini-Lessons

- **Generating Ideas I: Global and Current Events**
uses all of the mentor texts from the unit, particularly *Feathers and Fools* by Mem Fox and *The Lorax* by Dr. Seuss, and other texts about global and current events.

Rationale: Essayists explain, explore, and argue ideas on topics that are current and often debatable. Students will begin to generate their own ideas by examining and responding to world issues and current events.

- **Generating Ideas II: Local and School Issues**
uses an article about a school issue, local newspapers, and school newsletters.

Rationale: Responding to local and school issues enables students to write argumentative essays. Students will examine topics and convey ideas about issues that have a direct impact on them.

- **Generating Ideas III: Debatable Interests**
uses the Essay Exemplar “How Not to Panic” by Diana Tien and other nonfiction books and articles.

Rationale: Writing about an area of interest or hobby allows writers to express their expertise and opinions about topics they care about. Students will consider topics that are both interesting and debatable as they generate ideas for their essays.

- **Selecting: Deciding on an Essay Topic**
uses all of the mentor texts from the unit.

Rationale: Writers often take time to explore different ideas before they select the one they will develop further. Now that your students have explored different ideas for their argumentative essays, it is time for them to select a topic that is important and has an angle or focus that is debatable.

- **Collecting I: Gathering Information**

uses the Essay Exemplar “How Not to Panic” by Diana Tien and students’ research.

Rationale: Writers must research and gather relevant information to craft effective argumentative essays. They must develop and produce content, often using the Internet, and become experts on a topic before writing an argumentative essay about it. Students will consider various sources and organization tools as they begin to gather research for their argumentative essay topics.

- **Collecting II: Both Sides of the Story**

uses the Essay Exemplar “Confessions of a (Former) Bully” by Connie King and *Athletic Shorts: Six Short Stories* by Chris Crutcher.

Rationale: Writers must understand and weigh the pros and cons of opposing and similar viewpoints before formulating and arguing their point or claim. Students will use the resources and information they have gathered to explore both sides of their claim.

- **Collecting III: The Power of Anecdotes**

uses *Breakfast on Mars and 37 Other Delectable Essays* by Rebecca Stern and Brad Wolfe (Eds.) and *Read All About It!* by Jim Trelease (Ed.).

Rationale: Argumentative essay writers use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. Students will connect current events and issues to their own personal experiences.

- **Drafting I: The Introduction**

uses *Voices from the Fields* by S. Beth Atkin and *Father Water, Mother Woods* by Gary Paulsen.

Rationale: Argumentative essays are developed and organized for clarity. Students will begin drafting by composing an introduction that engages their readers and clearly states the thesis or claim of their essay.

- **Drafting II: The Body**

uses students’ drafts.

Rationale: The body of an argumentative essay contains clear and coherent evidence in which the development, organization, and writing style support the thesis statement. Students will explore how to prioritize and organize their research to formulate a strong argument within the body of their essays.

- **Drafting III: Counterarguments**

uses the Essay Exemplar “How Not to Panic” by Diana Tien, the Essay Exemplar “Confessions of a (Former) Bully” by Connie King, *The Lorax* by Dr. Seuss, and students’ drafts.

Rationale: Argumentative essays include an opposing view. Students will develop their counterarguments as they continue to draft the body paragraphs of their essays.

- **Drafting IV: The Conclusion – A Call to Action!**

uses the Essay Exemplar “Confessions of a (Former) Bully” by Connie King and students’ drafts.

Rationale: The conclusion is the final opportunity for the essayist to convey his or her opinions to the audience and to do it with conviction. Students will work on creating a powerful conclusion that is clear and concise and that reemphasizes their claim.

- **Revising: Thinking About Your Audience**

uses “Goin’ Fishin’” from *Athletic Shorts* by Chris Crutcher, *Voices from the Fields* by S. Beth Atkin, and students’ drafts.

Rationale: Writers think about their intended audience when revising. Students will use precise words and phrases to convey relevant information and experiences in order to persuade their intended audience.

- **Editing I: Citing Sources**

uses students’ research notes and drafts.

Rationale: Editors need to ensure that the references used to support the author’s claim and develop the argument have been cited. Students will learn how to cite their references and sources accurately.

- **Editing II: Punctuating Quotations**

uses *Read All About It!* by Jim Trelease (Ed.) and students’ drafts.

Rationale: In an argumentative essay, writers often quote information from articles and people that help support their views. Students will demonstrate command of the conventions of standard English by using punctuation correctly when quoting information.

- **Editing III: The Final Edit**

uses students’ drafts.

Rationale: Writers edit their work to prepare for publication. Students will utilize editing practices and tools such as peer editing, an editing checklist, and a proofreading guide.

- **Publishing I: The Final Touches**

uses *Voices from the Fields* by S. Beth Atkin, *Read All About It!* by Jim Trelease (Ed.), *Breakfast on Mars and 37 Other Delectable Essays* by Rebecca Stern and Brad Wolfe (Eds.), the Essay Exemplars, and student’s final essays.

Rationale: Crafting a powerful title is part of publishing a piece that will be presented to an audience of readers. Students will craft an enticing title, considering their purpose and audience.

- **Publishing II: The Celebration**

uses all of the mentor texts and essays from the unit and students’ final essays.

Rationale: Celebrating students’ published essays is an important final step in the writing process. Students will present argumentative essays as part of a writing community and so that their listeners can follow the line of reasoning and the organization of their ideas.

- **Student Self-Reflection**

uses a self-reflection questionnaire.

Rationale: Reflection is necessary in order for students to grow as writers. Students will reflect on their strengths and weaknesses and set goals for future writing projects.

Argumentative Essay Grade 6

Immersion: Day 3 Writer's Technique

Rationale

Interactive Read-Aloud | 20–30 min.

Writers use various techniques to develop and support their claims. Students will use an essay by S. Beth Atkin in the book *Voices from the Fields* to discuss how various writing techniques are used to clearly and effectively present the claim and argument.

Preparation

- The interview and photographs by S. Beth Atkin in the book *Voices from the Fields* (pp. 10–17)
- Make copies for students of Appendix 6 “Argumentative Techniques.” (for Before the Read)
- Appendix 2 “Argumentative Essay Structure” (for During the Read)

Before the Read

When writing an argumentative essay, many writers use various techniques to get their message across to their readers. Some essayists use strong facts—ones that make readers sit up and listen. Others use narratives or storytelling to build their argument with personal or firsthand experiences.

Display and distribute Appendix 6 “Argumentative Techniques.” Discuss other techniques that might be used. Remind students of the mentor texts that use these techniques. For example, Mem Fox (*Feathers and Fools*) and Dr. Seuss (*The Lorax*) use storytelling to make their points. Gary Paulsen (*Father Water, Mother Woods*) uses his experiences growing up to drive his point home.

In this book, *Voices from the Fields*, S. Beth Atkin interviews children of migrant workers and has them tell their stories about their lives.

Provide background information on what it means to be a migrant worker. Show images of migrant workers and have students describe what they see. Discuss what students know about the topic.

Imagine if you had to juggle a full-time job and still go to school. How would your life be different?

Discuss briefly. Guide students to build upon each other's ideas and express their own clearly. Engaging in this discussion will allow students to delve more deeply into the text and help them to identify and/or empathize with the author.

This essay is about the children of migrant workers who work on farms in California. As we read it, we will identify the thesis statement and what argumentative techniques the author uses to strongly persuade readers to agree with her claim.

During the Read

Read the introduction in italics on p. 11. Ask the students what they believe is Atkin's strong opinion (thesis statement) about migrant workers' lives. Refer to Appendix 2 “Argumentative Essay Structure.” Reread the introduction and have students note how Atkin was able to introduce and define her topic, include research, and use the personal narrative component when she introduces Jose Luis Rios. Ask how it makes them feel and respond to the text. What technique seemed to affect them the most? Note how different students react to the text differently. Some will be taken aback by the potential cancer risks, and others will react to the statistics; many may find that having a “face” (Jose Luis) attached to the information causes them to pay more attention.

Argumentative Essay Grade 6

Immersion: Day 3 Writer's Technique

During the Read (cont.)

As you can see, an argumentative essayist's writing techniques can make a difference to each reader's response. Now we will read Jose Luis Rios's story and will pay attention to the techniques that are used to support S. Beth's claim and the relevant evidence that backs up her strong opinion.

As you begin to read Jose Luis Rios's story (p. 11), ask the students to focus on the techniques the author uses to strongly persuade readers to think a certain way. They should refer to Appendix 6, take notes, and record their thinking in their Writers' Notebooks as you continue to read. You may want to stop at the end of certain pages to allow students to write in their notebooks.

Responses: Facts, a personal account from a child, dialogue, and photographs.

Ask students to share their notes. Encourage students to expand their thinking and discuss how the techniques informed their thinking and opinions about the topic.

The various techniques a writer uses to persuade the audience comprise the body of an argumentative essay. Different techniques can be used within one essay. It is the essayist's decision as to how he or she wants to make the claim with clear reasons and relevant evidence.

After the Read

Discuss the following questions with the class:

Why did S. Beth Atkin write this essay? What do you think her goal or purpose was?

Responses: To inform readers of the unfair treatment of migrant workers and their children; to create awareness in the public and change the labor laws for migrant workers.

What is her thesis statement?

Responses: Picking crops is very hard work. The hours are long, and the positions are uncomfortable and awkward (see p. 11).

What techniques did the author use to support her views?

Argumentative Essay Grade 6

Immersion: Day 3 Writer's Technique



Independent Writing & Small-Group Work | 20–30 min.



ELL Support(s)

This lesson offers an authentic opportunity for English language learners to review figurative language, particularly making comparisons. Figurative language is abstract and therefore offers an additional challenge for students to comprehend and use it authentically in their speech and writing.

Instruct students to select “comparisons” as the argumentative technique to try in their Writers’ Notebooks today. Before sending students off to work, check in with students to review similes, metaphors, and analogies. Pre-write an example of a simile, metaphor, and analogy on the board. Depending on the proficiency level of your students, either identify and describe each type of language for your students or ask students to distinguish between the three for themselves.

In addition, before sending students off to begin writing independently, they can play a round of “Name That Comparison.” Ask each student to write one type of comparison. Students should take turns reading their comparisons aloud. When they have finished reading, other students should attempt to identify which type of comparison they used and how they know.

Today in writing workshop, you will use your “Argumentative Techniques” sheet as a reference and identify in your Writer’s Notebook one technique on this list that is not found in this essay. Pretend you are S. Beth Atkin. Write a few sentences using this technique to incorporate into your essay and further persuade readers.

WRITING

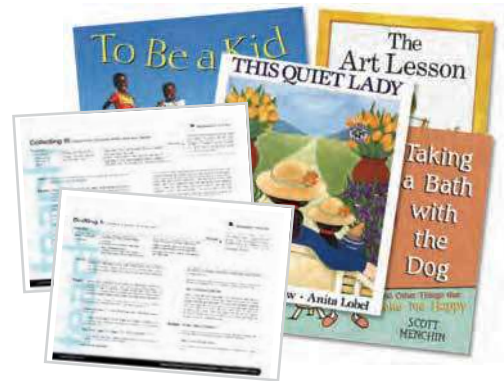
Argumentative Essay Structure

1. **Paragraph 1: Introduce and define your topic.** Never assume that your readers are familiar with the issues surrounding your topic. This is your chance to set up the premise (point of view) you want to use. This is also a good time to present your thesis statement.
2. **Paragraph 2: Provide background information. Do your research!**
The more knowledgeable you are, the more concise an argument you will be able to give. You will now be able to provide your readers with the best information possible. This will allow your audience to read your paper with the same knowledge you possess on the topic. Information is the backbone of a solid argument.
3. **Paragraph 3 (& 4 & 5): Development.** You have your argument, and you may have even stated your thesis. Now, start developing your ideas. Provide evidence and reasoning. Each paragraph should be limited to one general idea. This allows for clarity and direction throughout the essay. Remember, each paragraph should have some logical connection to the thesis statement!
 - **Be prepared to deal with the opposing viewpoint or “other side.”** There will be those who oppose your argument. Be prepared to answer those opinions or points of view with knowledgeable responses. If you have done your homework and know your material, you will be able to address any opposing arguments with ease and authority.
 - **Debating the opposing viewpoint or “other side.”** Now it’s time to answer those opinions or points with knowledgeable information and responses. You will have researched and read opposing viewpoints, and you know your material. You will address these opposing opinions with authority and information.
4. **Wrap up and conclusion.** Now is the time to drive your point home. You might include “how to” information, as in how to solve the problem. You will then reemphasize your main arguments and thesis statement.

W How Writers Work

Text Type: Launching
Includes 5 Mentor Texts

Title	Author
<ul style="list-style-type: none"> • Art Lesson, The • Library Mouse • Taking a Bath with the Dog and Other Things that Make Me Happy • This Quiet Lady • To Be a Kid 	<i>by Tomie dePaola</i> <i>by Daniel Kirk</i> <i>by Scott Menchin</i> <i>by Charlotte Zolotow</i> <i>by Maya Ajmera and John Ivanko</i>
Complete Unit of Study	\$169.00 #W011KHWW0070



W Donald Crews Author Study

Text Type: Narrative
Includes 10 Mentor Texts

Title	Author
<ul style="list-style-type: none"> • Bigmama's • Flying • Freight Train • Harbor • Night at the Fair • Parade • Sail Away • School Bus • Shortcut • Truck 	<i>by Donald Crews</i> <i>by Donald Crews</i> <i>by Donald Crews</i> <i>by Donald Crews</i> <i>by Donald Crews</i> <i>by Donald Crews</i> <i>by Donald Crews</i> <i>by Donald Crews</i> <i>by Donald Crews</i> <i>by Donald Crews</i>
Complete Unit of Study	\$189.00 #W012KDON0120



W Personal Narrative

Text Type: Narrative
Includes 10 Mentor Texts

Title	Author
<ul style="list-style-type: none"> • Chalk Doll, The • Dream Weaver • Hello Ocean • I Know a Lady • Knuffle Bunny: A Cautionary Tale • Let's Go Home: The Wonderful Things About a House • Moon Was the Best, The • Roller Coaster • Snow • Watch Out for the Chicken Feet in Your Soup 	<i>by Charlotte Pomerantz</i> <i>by Jonathon London</i> <i>by Pam Muñoz Ryan</i> <i>by Charlotte Zolotow</i> <i>by Mo Willems</i> <i>by Cynthia Rylant</i> <i>by Charlotte Zolotow</i> <i>by Marla Frazee</i> <i>by Uri Shulevitz</i> <i>by Tomie dePaola</i>
Complete Unit of Study	\$189.00 #W012KPER0120



W List & Label Books

Text Type: Informational/Explanatory

Includes 10 Mentor Texts

Title

- Biggest, Strongest, Fastest
- Cassie's Word Quilt
- Everything Book, The
- Fire Engines
- Fish Eyes
- Important Book, The
- My Dad
- Reading Makes You Feel Good
- What's What? A Guessing Game
- When I Am Old With You

Author

by Steve Jenkins
by Faith Ringgold
by Denise Fleming
by Anne Rockwell
by Lois Ehlert
by Margaret Wise Brown
by Anthony Browne
by Todd Parr
by Mary Serfozo
by Angela Johnson

Complete Unit of Study

\$189.00

#W013KLIS0120



W How-To Writing

Text Type: Informational/Explanatory

Includes 10 Mentor Texts

Title

- All You Need for a Snowman
- Building a House
- Growing Vegetable Soup
- How to Be
- How to Lose All Your Friends
- I Can Draw People
- If You Decide to Go to the Moon
- Pizza That We Made, The
- Road Builders
- Walk On!

Author

by Alice Schertle
by Byron Barton
by Lois Ehlert
by Lisa Brown
by Nancy Carlson
by Ray Gibson
by Faith McNulty
by Joan Holub
by B.G. Hennessy
by Marla Frazee

Complete Unit of Study

\$189.00

#W013KHOW0120



W FUNctional Writing

Text Type: Opinion/Argument

Includes 10 Mentor Texts

Title

- Bunny Cakes
- Click, Clack, Moo: Cows That Type
- Dear Bear
- Dear Juno
- Fancy Nancy
- I Wanna Iguana
- Jolly Postman or Other People's Letters, The
- My New York
- We Are Best Friends
- With Love, Little Red Hen

Author

by Rosemary Wells
by Doreen Cronin
by Joanna Harrison
by Soyung Pak
by Jane O'Connor
by Karen Kaufman Orloff
by Janet and Allan Ahlberg
by Kathy Jakobsen
by Aliki
by Alma Flor Ada

Complete Unit of Study

\$189.00

#W015KFUN0120



Go digital with  Try it free: fundamentals.schoolwide.com/try

GRADE

1

W How Writers Work

Text Type: Launching
Includes 5 Mentor Texts

Title	Author
<ul style="list-style-type: none">• I Am an Artist• I Like to Be Little• Ish• Puddles• Written Anything Good Lately?	<p><i>by Pat Lowery Collins</i> <i>by Charlotte Zolotow</i> <i>by Peter H. Reynolds</i> <i>by Jonathan London</i> <i>by Susan Allen and Jane Lindaman</i></p>
Complete Unit of Study	\$169.00 #W111KHWW0070



W Personal Narrative

Text Type: Narrative
Includes 10 Mentor Texts

Title	Author
<ul style="list-style-type: none">• Diary of a Spider• Do Like Kyla• I Love My Hair!• Keeping Quilt, The• Little Nino's Pizzeria• My Big Brother• My Little Island• My Steps• My Visit to the Aquarium• When I Was Five	<p><i>by Doreen Cronin</i> <i>by Angela Johnson</i> <i>by Natasha A. Tarpley</i> <i>by Patricia Polacco</i> <i>by Karen Barbour</i> <i>by Valorie Fisher</i> <i>by Frané Lessac</i> <i>by Sally Derby</i> <i>by Aliki</i> <i>by Arthur Howard</i></p>
Complete Unit of Study	\$189.00 #W112KPER0120



W Mem Fox Author Study

Text Type: Narrative
Includes 10 Mentor Texts

Title	Author
<ul style="list-style-type: none">• Harriet, You'll Drive Me Wild!• Koala Lou• Night Noises• Sleepy Bears• Sophie• Tough Boris• Where Is the Green Sheep?• Whoever You Are• Wilfrid Gordon McDonald Partridge• Zoo-Looking	<p><i>by Mem Fox</i> <i>by Mem Fox</i> <i>by Mem Fox</i> <i>by Mem Fox</i> <i>by Mem Fox</i> <i>by Mem Fox</i> <i>by Mem Fox</i> <i>by Mem Fox</i> <i>by Mem Fox</i> <i>by Mem Fox</i></p>
Complete Unit of Study	\$189.00 #W112KMEM0120



W Nonfiction All-About Books

Text Type: Informational/Explanatory
Includes 10 Mentor Texts

Title

Author

- Animals in the Desert
- Earthworm's Life, An
- Fire Trucks and Rescue Vehicles
- Life Cycle of a Frog, The
- Life in an Ocean
- Move!
- Raising Babies: What Animal Parents Do
- Vegetables We Eat, The
- What Is It Made From?
- Why Do Horses Neigh?

by Jo Windsor
by John Himmelman
by Jean Coppendale
by Bobbie Kalman
by Carol K. Lindeen
by Steve Jenkins
by Dona Rice
by Gail Gibbons
by Bobbie Kalman
by Joan Holub



Complete Unit of Study

\$189.00

#W113KALL0120

W Fiction With Book Review / Includes 2 Units

Text Type: Opinion/Argument
Includes 10 Mentor Texts

Title

Author

- Big Al
- Big Sister and Little Sister
- Don't Let the Pigeon Stay Up Late!
- Good Boy, Fergus!
- Letter to Amy, A
- Perfect Pet, The
- Stand Tall, Molly Lou Melon
- Weekend With Wendell, A
- When Sophie Gets Angry—Really, Really Angry . . .
- You Can Do It, Sam

by Andrew Clements
by Charlotte Zolotow
by Mo Willems
by David Shannon
by Ezra Jack Keats
by Margie Palatini
by Patty Lovell
by Kevin Henkes
by Molly Bang
by Amy Hest



Complete Unit of Study

\$219.00

#W115KFIC0120

Go digital with  Try it free: fundamentals.schoolwide.com/try

GRADE

2

W How Writers Work

Text Type: Launching
Includes 5 Mentor Texts

Title

Author

- Author: A True Story
- Best Story, The
- Fireflies
- Let's Do Nothing
- Nothing Ever Happens on 90th Street

by Helen Lester
by Eileen Spinelli
by Julie Brinckloe
by Tony Fucile
by Roni Schotter

Complete Unit of Study

\$169.00

#W211KHWW0070



W Personal Narrative

Text Type: Narrative
Includes 10 Mentor Texts

Title

Author

- Day of Ahmed's Secret, The
- How My Parents Learned to Eat
- Jamaica Louise James
- Keeping Quilt, The
- Looking Back
- Ma Dear's Aprons
- My Abuelita
- Owl Moon
- Snapshots from the Wedding
- Up North at the Cabin

by Florence P. Heide and Judith Heide Gilliland
by Ina R. Friedman
by Amy Hest
by Patricia Polacco
by Lois Lowry
by Patricia McKissack
by Tony Johnston
by Jane Yolen
by Gary Soto
by Marsha Wilson Chall

Complete Unit of Study

\$189.00

#W212KPER0120



W Folktales, Fables, and Fairy Tales

Text Type: Narrative
Includes 10 Mentor Texts

Title

Author

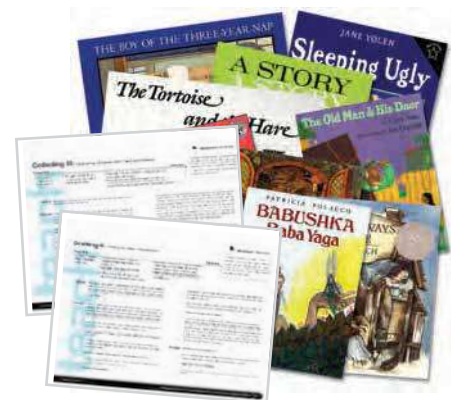
- Anansi Goes Fishing
- Babushka Baba Yaga
- Boy of the Three-Year Nap, The
- Cinder Edna
- It Could Always Be Worse
- Jack and the Beanstalk
- Old Man and His Door, The
- Sleeping Ugly
- Story, a Story, A
- Tortoise and the Hare, The

by Eric A. Kimmel
by Patricia Polacco
by Dianne Snyder
by Ellen Jackson
by Margot Zemach
retold by Steven Kellogg
by Gary Soto
by Jane Yolen
retold by Gail E. Haley
by Janet Stevens

Complete Unit of Study

\$189.00

#W212KFOL0120



W Gail Gibbons Author Study

Text Type: Informational/Explanatory
Includes 10 Mentor Texts

Title

- Bats
- Caves and Caverns
- How a House Is Built
- My Baseball Book
- Nature's Green Umbrella
- Planet Earth/Inside Out
- Recycle!
- Sun Up, Sun Down
- Sunken Treasure
- Zoo

Author

by Gail Gibbons
by Gail Gibbons
by Gail Gibbons
by Gail Gibbons
by Gail Gibbons
by Gail Gibbons
by Gail Gibbons
by Gail Gibbons
by Gail Gibbons
by Gail Gibbons



Complete Unit of Study

\$189.00

#W213KGA10120

W Letter Writing

Text Type: Opinion/Argument
Includes 10 Mentor Texts

Title

- Around the World: Who's Been Here?
- Dear Mr. Henshaw
- Dear Mrs. LaRue: Letters from Obedience School
- Dear Peter Rabbit
- First Year Letters
- Gardener, The
- I Wanna New Room
- Letter From Phoenix Farm, A
- Plantzilla
- Yours Truly, Goldilocks

Author

by Lindsay Barrett George
by Beverly Cleary
by Mark Teague
by Alma Flor Ada
by Julie Danneberg
by Sarah Stewart
by Karen Kaufman Orloff
by Jane Yolen
by Jerdine Nolen
by Alma Flor Ada



Complete Unit of Study

\$189.00

#W215KLET0120

Go digital with  Try it free: fundamentals.schoolwide.com/try



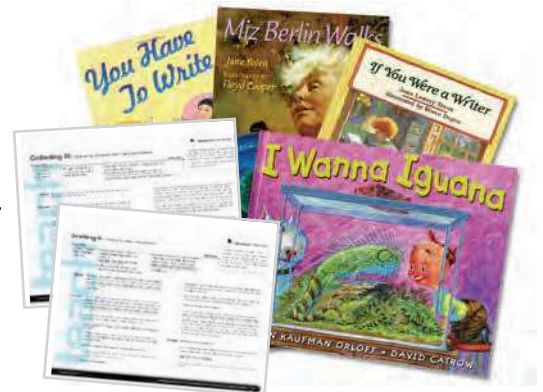
GRADE 3

W How Writers Work

Text Type: Launching
Includes 5 Mentor Texts

Title	Author
<ul style="list-style-type: none"> I Wanna Iguana If You Were a Writer Miz Berlin Walks Our Tree Named Steve You Have to Write 	<ul style="list-style-type: none"> by Karen Kaufman Orloff by Joan Lowery Nixon by Jane Yolen by Alan Zweibel by Janet S. Wong

Complete Unit of Study \$169.00 #W311KHWW0070



W Patricia Polacco Author Study

Text Type: Narrative
Includes 10 Mentor Texts

Title	Author
<ul style="list-style-type: none"> Babushka's Doll Chicken Sunday Emma Kate John Philip Duck Just Plain Fancy Rotten Richie and the Ultimate Dare Something About Hensley's Thank You, Mr. Falker Thunder Cake When Lightning Comes in a Jar 	<ul style="list-style-type: none"> by Patricia Polacco by Patricia Polacco by Patricia Polacco by Patricia Polacco by Patricia Polacco by Patricia Polacco by Patricia Polacco by Patricia Polacco by Patricia Polacco by Patricia Polacco

Complete Unit of Study \$189.00 #W312KPAT0120



Go digital with  Try it free: fundamentals.schoolwide.com/try



W Nonfiction

Text Type: Informational/Explanatory

Includes 10 Mentor Texts

Title

Author

- Are You a Snail?
- Armored Dinosaurs: Stegosaurus and Ankylosaurus
- Bat Loves the Night
- Bats! Strange and Wonderful
- Beetle Alphabet Book, The
- Honey Makers, The
- How Big Were the Dinosaurs?
- Into the Sea
- Red-Eyed Tree Frog
- Tigress

by Judy Allen
by Claire Hibbert

by Nicola Davies
by Laurence Pringle
by Jerry Pallotta
by Gail Gibbons
by Bernard Most
by Brenda Z. Guiberson
by Joy Cowley
by Nick Dowson

Complete Unit of Study

\$189.00

#W313KNON0120



W Biography

Text Type: Opinion/Argument

Includes 10 Mentor Texts

Title

Author

- Boy on Fairfield Street: How Ted Geisel Grew Up to Become Dr. Seuss, The
- Elizabeth Leads the Way
- If a Bus Could Talk: The Story of Rosa Parks
- Lou Gehrig: The Luckiest Man
- Manfish: A Story of Jacques Cousteau
- Mother to Tigers
- Night Flight: Amelia Earhart Crosses the Atlantic
- Picture Book of Cesar Chavez, A
- Roberto Clemente: Pride of the Pittsburgh Pirates
- Watcher: Jane Goodall's Life with the Chimps, The

by Kathleen Krull

by Tanya Lee Stone
by Faith Ringgold
by David A. Adler
by Jennifer Berne
by George Ella Lyon
by Robert Burleigh
by David A. and Michael S. Adler
by Jonah Winter
by Jeanette Winter

Complete Unit of Study

\$189.00

#W315KBIO0120





GRADE 4

W How Writers Work

Text Type: Launching
Includes 5 Mentor Texts

Title

- Amelia Writes Again
- Desert Scrapbook, A
- I'm in Charge of Celebrations
- Saturdays and Teacakes
- Writer's Notebook, A

Author

by Marissa Moss
by Virginia Wright-Frierson
by Byrd Baylor
by Lester Laminack
by Ralph Fletcher

Complete Unit of Study

\$169.00

#W411KHWW0070



W Cynthia Rylant Author Study

Text Type: Narrative
Includes 10 Mentor Texts

Title

- Angel for Solomon Singer, An
- Appalachia: The Voices of Sleeping Birds
- Best Wishes
- Boris
- Every Living Thing
- Long Night Moon
- Missing May
- Night in the Country
- Relatives Came, The
- Scarecrow

Author

by Cynthia Rylant
by Cynthia Rylant
by Cynthia Rylant
by Cynthia Rylant
by Cynthia Rylant
by Cynthia Rylant
by Cynthia Rylant
by Cynthia Rylant
by Cynthia Rylant

Complete Unit of Study

\$189.00

#W412KCYN0120



Go digital with  Try it free: fundamentals.schoolwide.com/try



W Nonfiction

Text Type: Informational/Explanatory

Includes 10 Mentor Texts

Title	Author
• Ape	by Martin Jenkins
• Drop of Water, A	by Walter Wick
• Everglades	by Jean Craighead George
• Exploding Ants	by Joanne Settel
• Great Fire, The	by Jim Murphy
• How to Talk to Your Dog	by Jean Craighead George
• If You Decide to Go to the Moon	by Faith McNulty
• Into the Sea	by Brenda Z. Guiberson
• Top of the World: Climbing Mount Everest, The	by Steve Jenkins
• Walk in the Rainforest, A	by Kristin Joy Pratt

Complete Unit of Study

\$189.00

#W413KNON0120



W Feature Article With Editorial / Includes 2 Units

Text Type: Opinion/Argument

Includes 10 Mentor Texts

Title	Author
• And So They Build	by Bert Kitchen
• Animal Minis! What Kids Really Want to Know About Tiny Animals	by Cherie Winner
• Basketball in Action	by John Crossingham and Sarah Dann
• George Washington's Teeth	by Deborah Chandra and Madeleine Comora
• Ice Bear: In the Steps of the Polar Bear	by Nicola Davies
• Life and Times of the Peanut, The	by Charles Micucci
• Martin's Big Words	by Doreen Rappaport
• Secrets of the Mummies	by Harriet Griffey
• Soccer in Action	by Sara Dann and Niki Walker
• Story of Salt, The	by Mark Kurlansky

Complete Unit of Study

\$219.00

#W415KFEA0120





GRADE 5

W How Writers Work

Text Type: Launching
Includes 5 Mentor Texts

Title	Author
<ul style="list-style-type: none"> • Amelia's 5th-Grade Notebook • Come On, Rain! • How Writers Work • Other Side, The • Other Way to Listen, The 	<ul style="list-style-type: none"> by Marissa Moss by Karen Hesse by Ralph Fletcher by Jacqueline Woodson by Byrd Baylor

Complete Unit of Study \$169.00 #W511KHWW0070



W Memoir

Text Type: Narrative
Includes 10 Mentor Texts

Title	Author
<ul style="list-style-type: none"> • 19 Varieties of Gazelle • Bigmama's • Chalk Doll, The • Childtimes: A Three-Generation Memoir • Family Pictures/Cuadros de familia • Home • Letting Swift River Go • My Rotten Redheaded Older Brother • Sitti's Secrets • When I Was Your Age, Vol. 1 	<ul style="list-style-type: none"> by Naomi Shihab Nye by Donald Crews by Charlotte Pomerantz by Eloise Greenfield and Lessie Jones Little by Carmen Lomas Garza by Michael Rosen (Ed.) by Jane Yolen by Patricia Polacco by Naomi Shihab Nye by Amy Ehrlich (Ed.)

Complete Unit of Study \$189.00 #W512KMEM0120



Go digital with  Try it free: fundamentals.schoolwide.com/try



W Biography

Text Type: Informational/Explanatory

Includes 10 Mentor Texts

Title	Author
• Abe Lincoln: The Boy Who Loved Books	by Kay Winters
• Alvin Ailey	by Andrea Davis Pinkney
• Celia Cruz, Queen of Salsa	by Veronica Chambers
• Ladies First: Women Athletes Who Made a Difference	by Ken Rappoport
• Lives of the Athletes	by Kathleen Krull
• Picture Book of Harry Houdini, A	by David A. and Michael S. Adler
• River Boy: The Story of Mark Twain	by William Anderson
• Salt in His Shoes	by Deloris and Roslyn M. Jordan
• Talkin' About Bessie	by Nikki Grimes
• Who Was George Washington?	by Roberta Edwards

Complete Unit of Study

\$189.00

#W513KBIO0120



W Essay

Text Type: Opinion/Argument

Includes 10 Mentor Texts

Title	Author
• Chameleons Are Cool	by Martin Jenkins
• Endangered Tigers	by Bobbie Kalman
• Gentle Giant Octopus	by Karen Wallace
• Hey, Little Ant	by Phillip and Hannah Hoose
• Quiet Place, A	by Douglas Wood
• Sharks	by Seymour Simon
• Surprising Sharks	by Nicola Davies
• Swim Through the Sea, A	by Kristin Joy Pratt-Serafini
• Table Where Rich People Sit, The	by Byrd Baylor
• Walk in the Rain Forest, A	by Rebecca L. Johnson

Complete Unit of Study

\$189.00

#W515KESS0120





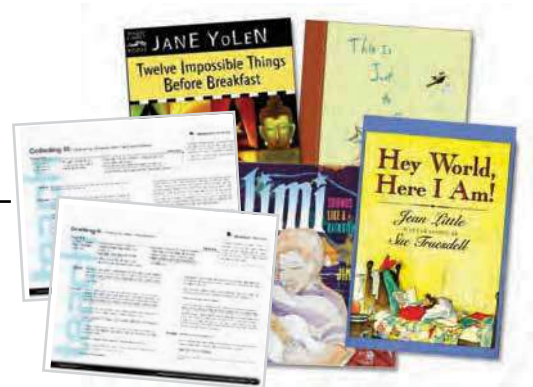
GRADE

6

W How Writers Work

Text Type: Launching
Includes 5 Mentor Texts

Title	Author
• Hey World, Here I Am!	by Jean Little
• Jimi: Sounds Like a Rainbow	by Gary Golio
• This Is Just to Say: Poems of Apology and Forgiveness	by Joyce Kilmer
• Twelve Impossible Things Before Breakfast	by Jane Yolen
• Wand in the Word: Conversations with Writers of Fantasy, The	by Leonard S. Marcus (Ed.)



Complete Unit of Study \$169.00 #W611KHWW0070

W Personal Narrative

Text Type: Narrative
Includes 7 Mentor Texts

Title	Author
• Boy: Tales of Childhood	by Roald Dahl
• Guys Write for Guys Read	by Jon Scieszka (Ed.)
• Looking Back	by Lois Lowry
• My Freedom Trip	by Frances and Ginger Park
• Sister Anne's Hands	by Mary Beth Lorbiecki
• Skin Deep and Other Teenage Reflections	by Angela Shelf Medearis
• When I Was Your Age, Vol. 1	by Amy Ehrlich (Ed.)



Complete Unit of Study \$189.00 #W612KPER0090

Go digital with  Try it free: fundamentals.schoolwide.com/try



W Feature Article

Text Type: Informational/Explanatory

Includes 7 Mentor Texts

Title	Author
• Greatest Moments in Sports, The	by Len Berman
• Heroes of the Environment: The Stories of People Who Are Helping to Protect Our Planet	by Harriet Rohmer
• Real Kids, Real Stories, Real Change: Courageous Actions Around the World	by Garth Sundem
• Rescues!	by Sandra Markle
• Team Moon: How 400,000 People Landed Apollo 11 on the Moon	by Catherine Thimmesh
• Tracking Trash: Flotsam, Jetsam, and the Science of Ocean Motion	by Loree Griffin Burns
• Whaling Season: A Year in the Life of an Arctic Whale Scientist	by Peter Lourie

Complete Unit of Study

\$189.00

#W613KFEA0090



W Argumentative Essay

Text Type: Opinion/Argument

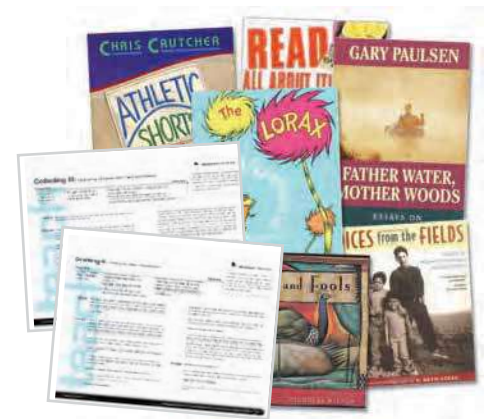
Includes 7 Mentor Texts

Title	Author
• Athletic Shorts: Six Short Stories	by Chris Crutcher
• Breakfast on Mars	by Rebecca Stern and Brad Wolfe (Eds.)
• Father Water, Mother Woods	by Gary Paulsen
• Feathers and Fools	by Mem Fox
• Lorax, The	by Dr. Seuss
• Read All About It!	by Jim Trelease (Ed.)
• Voices from the Fields	by S. Beth Atkin

Complete Unit of Study

\$189.00

#W615KARG0090





GRADE

7

W How Writers Work

Text Type: Launching
Includes 5 Mentor Texts

Title	Author
• Fire in My Hands: Poems, A	by Gary Soto
• Funny Business: Conversations With Writers of Comedy	by Leonard Marcus (Ed.)
• Junkyard Wonders, The	by Patricia Polacco
• Local News	by Gary Soto
• Writing Magic: Creating Stories That Fly	by Gail Carson Levine

Complete Unit of Study \$169.00 #W711KHWW0070



W Memoir

Text Type: Narrative
Includes 7 Mentor Texts

Title	Author
• Baseball, Snakes, and Summer Squash: Poems About Growing Up	by Donald Graves
• Knots in My Yo-yo String	by Jerry Spinelli
• Marshfield Dreams: When I Was a Kid	by Ralph Fletcher
• Moon and I, The	by Betsy Byars
• Other Side, The	by Jacqueline Woodson
• Thank you, Mr. Falker	by Patricia Polacco
• When I Was Your Age, Vol. 2	by Amy Ehrlich (Ed.)

Complete Unit of Study \$189.00 #W712KMEM0090



Go digital with  Try it free: fundamentals.schoolwide.com/try



W Photo Essay

Text Type: Informational/Explanatory

Includes 7 Mentor Texts

Title	Author
<ul style="list-style-type: none">Cool Drink of Water, AEvery Human Has Rights: A Photographic Declaration for KidsHungry Planet: What the World EatsOne World, One DayOnward: A Photobiography of African-American Polar Explorer Matthew HensonProject SeahorseWhen the Wolves Returned: Restoring Nature's Balance in Yellowstone	<p>by Barbara Kerley prepared by <i>National Geographic</i></p> <p>by Faith D'Aluisio by Barbara Kerley by Dolores Johnson</p> <p>by Pamela S. Turner by Dorothy Hinshaw Patent</p>

Complete Unit of Study

\$189.00

#W713KPHO0090



W Book Reviews

Text Type: Opinion/Argument

Includes 7 Mentor Texts

Title	Author
<ul style="list-style-type: none">Crazy Lady!Mailing MayManiac MageePink and SayPoetry for Young People: Langston HughesTales of Beedle the Bard, TheTracking Trash: Flotsam, Jetsam, and the Science of Ocean Motion	<p>by Jane Leslie Conly by Michael O. Tunnel by Jerry Spinelli by Patricia Polacco by David Roessel by J. K. Rowling by Loree Griffin Burns</p>

Complete Unit of Study

\$189.00

#W715KBOO0090





GRADE 8

W How Writers Work

Text Type: Launching
Includes 5 Mentor Texts

Title	Author
• Chicken Soup for the Writer's Soul: Inspiration for Writers	by Jack Canfield, Mark Victor Hansen, Amy Newmark, and Susan M. Heim (Eds.)
• Crow Call	by Lois Lowry
• Real Kids, Real Stories, Real Character	by Garth Sundem
• Walking on the Boundaries of Change: Poems of Transition	by Sara Holbrook
• Writing Down the Bones: Freeing the Writer Within	by Natalie Goldberg

Complete Unit of Study \$169.00 #W811KHWW0070



W Multi-Genre Memoir

Text Type: Narrative
Includes 7 Mentor Texts

Title	Author
• Bad Boy: A Memoir	by Walter Dean Myers
• Bat Boy and His Violin, The	by Gavin Curtis
• Erika's Story	by Ruth Vander Zee
• Guys Read: The Sports Page	by Jon Scieszka (Ed.)
• Little White Duck: A Childhood in China	by Na Liu
• Lives Turned Upside Down: Homeless Children in Their Own Words and Photographs	by Jim Hubbard
• So Far from the Sea	by Eve Bunting

Complete Unit of Study \$189.00 #W812KMUL0090



Go digital with  Try it free: fundamentals.schoolwide.com/try



W Argumentative Essay (Content Areas)

Text Type: Opinion/Argument

Includes 7 Mentor Texts

Title	Author
• Faithful Elephants: A True Story of Animals, People and War	by Yukio Tsuchiya
• Kakapo Rescue: Saving the World's Strangest Parrot	by Sy Montgomery
• Life in a Bucket of Soil	by Alvin and Virginia Silverstein
• Remember: The Journey to School Integration	by Toni Morrison
• Shallows: What the Internet Is Doing to Our Brains, The	by Nicholas Carr
• Smoky Night	by Eve Bunting
• Yellow Star: The Legend of King Christian X of Denmark, The	by Carmen Agra Deedy



Complete Unit of Study

\$189.00

#W815KARG0090

W Research Report

Text Type: Informational/Explanatory

Includes 7 Mentor Texts

Title	Author
• Girls Think of Everything: Stories of Ingenious Inventions by Women	by Catherine Thimmesh
• Gorilla Doctors: Saving Endangered Great Apes	by Pamela S. Turner
• Hand in Hand: Ten Black Men Who Changed America	by Andrea Davis Pinkney and Brian Pinkney
• Harlem Stomp: A Cultural History of the Harlem Renaissance	by Laban Carrick Hill
• Inventing the Future: A Photobiography of Thomas Alva Edison	by Marfé Ferguson Delano
• Street Through Time: A 12,000-Year Walk Through History, A	by Anne Millard and Steve Noon
• Voices From the Moon: Apollo Astronauts Describe Their Lunar Experiences	by Andrew Chaikin



Complete Unit of Study

\$189.00

#W813KRES0090

PROFESSIONAL DEVELOPMENT

OPPORTUNITIES IN **WRITING**

Research shows that professional learning in a school setting has the most potential to build capacity and generate long-term effects. The duration, quantity, and plan for professional development will be determined by a school-based needs assessment and in collaboration with school leaders.

Sample Workshops: Professional Development in Writing

Writing Fundamentals Introductory Training

This workshop prepares teachers to implement Writing Fundamentals Units of Study with rigor and confidence. This workshop includes an overview of the following topics:

- Understanding the Gradual Release of Responsibility and Workshop Models
- Creating a Writing Environment: Rituals, Routines, and Tools
- Writing Fundamentals and Common Core State Standards
- Getting to Know the Mentor and Short Shared Texts: Reading Like Writers
- The Writing Process: From Immersion to Publication
- Interactive Read-Aloud Lessons and Mini-Lessons
- ELL Supports and Grammar Extensions
- Summative and Formative Assessment Opportunities
- Unit-Specific Planning and Mapping



Genre Units of Study

(Nonfiction, Feature Article, Essay, Biography, Personal Narrative, Fiction, etc.)

During these sessions teachers are immersed in the look and sound of a particular genre as they read like writers and analyze a collection of mentor texts. Similar to the introductory workshop, this workshop prepares teachers to implement their upcoming Writing Fundamentals unit with rigor and confidence. They read and annotate their unit of study, come to understand the unit's objectives, and map out a plan for instruction.

Analyzing Student Work

This session focuses on using qualities of writing—content/ideas, organization, craft, and conventions—to analyze student writing across genres and determine instructional next steps to support students' writing development. Rubrics, checklists, and eVal (Schoolwide's Web-based assessment tool) are also discussed, explored, and used.

Architecture of the Mini-Lesson

The most effective mini-lessons always follow a similar structure. Getting to know the pacing for these lessons requires a deeper understanding of the “Inform,” “Present,” “Engage,” and “Reiterate” format. During this session teachers observe a mini-lesson and then review how to teach their mini-lessons in a reasonable amount of time while avoiding missteps.

Finding Additional Opportunities to Publish

Providing multiple opportunities for students to publish writing collaboratively and independently will build their stamina and self-confidence as writers. This session discusses and maps out ways to publish more shared and independent writing pieces before, during, and after each unit of study.

Conferring and Assessment

This session focuses on how teachers can support each student's growth and independence through conferring and formative assessment. It also addresses ways to keep track of conferences, use assessment tools, and be on the lookout for what students have learned, what they need to practice, and ways to target instruction to meet students' needs.

Deep Study of Craft

During this session teachers analyze mentor texts to name and notice the craft moves that each mentor author made in order to help students read like writers and, in turn, learn from many writers in the room. This workshop uses mentor texts across genres and text types. Teachers focus on discussing a text's structure, its genre features, the author's use of conventions, the language techniques the author employed, and how those techniques connect to the author's purpose and voice.

Stretching Our Teaching Repertoire in Writing

This session explores the next steps for deepening our toolbox as teachers of writing and how to encourage our students to try something new, add to their own personal writing toolboxes, and grow into confident and competent writers.

For more information about our professional development team and Schoolwide partnerships, please visit our website, www.schoolwide.com.

THE FUNDAMENTALS OF GRAMMAR & CONVENTIONS

As students develop as readers, writers, listeners, and speakers, grammar and conventions play an important role in enabling students to communicate their thoughts and ideas clearly and accurately. A core tenet of The Fundamentals of Grammar and Conventions is that the teaching of grammar and conventions is most successful when presented in context and not in isolation. This shift allows students to experience usage and application in authentic settings while also promoting the importance of conveying messages clearly. Schoolwide has created a set of resources called "Connections Between Writing Fundamentals and the Fundamentals of Grammar and Conventions," available on Fundamentals Unlimited, that shows how to integrate our Grammar lessons into the Writing Fundamentals Units of Study.

Students will be able to gain control over the conventions of standard English grammar, usage, and mechanics as they carefully examine and listen to engaging mentor texts. Following these experiences, students will have many opportunities during reading and writing workshop to apply what they have learned.

The Fundamentals of Grammar and Conventions Units of Study present explicit suggestions for students to learn more about and practice the following strands:

- Capitalization;
- Punctuation;
- Parts of speech;
- Sentence structure;
- Text layout; and
- Style and tone.

SCHOOLWIDE

- **What's Included** 140
- **Scope and Sequence** 142
- **Sample Lessons and Components** 144
- **Units of Study Descriptions and Pricing** 155

**INSIDE
FUNDAMENTALS
OF GRAMMAR &
CONVENTIONS**





The Fundamentals of Grammar and Conventions: What's Included in Each Unit of Study?

Mentor Texts (6–10)/Shared Texts (4–6)

- High-quality, authentic literature and short texts
- Aligned to complexity requirements
- Include a wide variety of genres, authors, and content

Unit Introduction

- How to get started, teacher preparation, instructional beliefs, and classroom environment
- Explanation of product components
- Outline of the particular conventional skills and grammatical structures addressed in the unit

Unit Overview (Unit at a Glance)

- Lesson scope and sequence
- Lesson rationales and objectives

Interactive Read-Aloud Lessons (8–12)

- Close readings of anchor/mentor texts
- During these lessons, students are introduced to texts that serve as models and mentors for their own writing, speaking, and reading
- Teacher models the conventions of standard English grammar, usage, and mechanics in context
- Text-dependent analysis, discussion, and questions





Mini-Lessons (10–13)

- Close rereadings of anchor/mentor texts focused on specific standards-based skills and crafting techniques
- Additional exposure provides further opportunities for students to notice, engage with, understand, practice, and apply the language skills introduced in the mentor texts
- Incorporate text-dependent discussions and questions and partner-share activities that reinforce the teaching and modeling of language skills

Reproducible Materials (Appendices)

- Designed to support and complement Interactive Read-Aloud lessons and Mini-Lessons. Examples of appendices include:
 - Sample anchor charts
 - Graphic organizers
 - Grammar checklists
 - Letters to parents
 - Paper choice(s)

Extension Activities

- Instructional suggestions for extending language instruction to:
 - Small-group or guided reading
 - Reader's Theater
 - Independent writing
 - Independent reading
 - Writing workshop (and the Writer's Notebook)
 - Partner work
 - Homework
 - Opportunities for differentiation
 - Formative assessment

Assessments

- Formative assessments
- Student reflection
- Skills checklist

Digital Resources

- Digital versions of select appendices
- Student practice packs
- Digital extension answer keys
- Multimedia and Internet resources to engage students

The Fundamentals of Grammar and Conventions

Scope and Sequence

Skills by Grade Level	K	1	2	3	4	5	6	7	8
Capitalization									
Abbreviations				•	•	•			
Days of the Week	•	•	•	•	•	•			
First Letter of a Sentence	•	•	•	•	•	•			
First Letter of First, Middle, and Last Names	•	•	•						
Geographic Places		•	•	•	•	•			
Holidays		•	•	•	•				
In Dialogue				•	•	•	•	•	•
Letter Salutations/Closings			•	•	•	•			
Months of the Year	•	•	•	•	•	•			
Proper Nouns	•	•	•	•	•	•			
The Word “I”	•	•	•	•					
Titles		•	•	•	•	•			
Uppercase and Lowercase Letters	•	•							
Grammar – Parts of Speech									
Adjectives	•	•	•	•	•	•	•	•	•
Adverbs			•	•	•	•	•	•	•
Compound Words			•						
Conjunctions					•	•	•	•	•
Interjections					•	•	•	•	•
Modifiers	•	•	•	•	•	•	•	•	•
Nouns	•	•	•	•	•	•	•	•	•
Participles			•	•	•	•	•	•	•
Perfect/Past Perfect Tense	•	•	•	•	•	•	•	•	•
Plural Words			•	•	•	•	•	•	•
Prepositional Phrases		•	•	•	•	•	•	•	•
Prepositions	•	•	•	•	•	•	•	•	•
Pronouns			•	•	•	•	•	•	•
Tense	•	•	•	•	•	•	•	•	•
Verbs	•	•	•	•	•	•	•	•	•

Skills by Grade Level	K	1	2	3	4	5	6	7	8
Punctuation									
Apostrophe Use (contractions; possessives)			•	•	•	•			
Colon/Semicolon		•	•	•	•	•	•	•	•
Comma (dialogue)		•	•	•	•	•	•	•	•
Comma (in a series)		•	•	•	•	•	•	•	•
Ellipsis			•	•	•	•	•	•	•
End marks (period, question mark, exclamation point)	•	•	•	•	•	•			
Hyphen, Dash, Em Dash						•	•	•	•
Parentheses					•	•	•	•	•
Punctuating Dialogue			•	•	•	•			
Quotation Marks			•	•	•	•			
Grammar – Sentence Structure/Fluency									
Chronological Structure		•							
Clauses				•	•	•	•	•	•
Dialogue		•	•	•	•	•	•	•	•
List Structure	•	•							
Paragraphs				•	•	•	•	•	•
Participial Phrases						•	•	•	•
Phrases					•	•	•	•	•
Sentence Building	•	•	•	•	•	•	•	•	•
Simple/Compound/Complex Sentences					•	•	•	•	•
Subject-Verb Agreement	•	•	•	•	•	•	•	•	•
Tense	•	•	•	•	•	•	•	•	•
Transition Words									
Varied Sentence Lengths		•	•	•	•	•	•	•	•
Text Layout									
Font/Feature of Type	•	•	•	•	•	•			
How Layout Conveys Meaning	•	•	•	•	•	•			
Nonfiction Text Features				•	•	•		•	
Space Between Words/Concepts of Print	•	•	•						
Text Features (color, bold, shapes, etc.)	•	•	•	•	•	•		•	
Text/Image Placement	•	•	•	•	•	•	•	•	•

Mentor Texts

Diary of a Fly
by Doreen Cronin

*The Girl's Like Spaghetti:
Why, You Can't Manage
Without Apostrophes!*
by Lynne Truss

The Great Fuzz Frenzy
by Janet Stevens and Susan
Stevens Crummel

If You Were a Preposition
by Nancy Loewen

*I'm and Won't, They're and
Don't: What's a Contraction?*
by Brian P. Cleary

*Kites Sail High: A Book About
Verbs*
by Ruth Heller

*On the Same Day in March: A
Tour of the World's Weather*
by Marilyn Singer

Someday
by Eileen Spinelli

Surprising Sharks
by Nicola Davies

Swish!
by Bill Martin, Jr. and Michael
Sampson

Shared Texts

"Fashionable Weather Wear"

"A Letter to Grandma"

"The Nature Walk"

"Past, Present, and Future"

The Fundamentals of Grammar and Conventions Grade 3

Text Layout:

- **Lesson 1: Interactive Read-Aloud**
Action, Suspense, and Text Layout uses *Swish!* by Bill Martin, Jr. and Michael Sampson.

Rationale: Writers notice and analyze the features of text layout and the details in illustrations. Students will learn about and understand how these features work together to engage readers, convey meaning and emotion, create excitement, and impact the pace of a story.

- **Lesson 2: Interactive Read-Aloud**
Wonder-Filled Features uses *Surprising Sharks* by Nicola Davies.

Rationale: Writers use different font types and sizes and dynamic layouts to make nonfiction texts more engaging, informative, and entertaining. Students will listen to and view a literary nonfiction selection to notice the interesting features and layout the author included.

- **Lesson 3: Interactive Read-Aloud**
Special Words Need Special Attention uses *Someday* by Eileen Spinelli.

Rationale: Writers often repeat a word or phrase that is important to a story's theme. Sometimes they make this word or phrase stand out by using layout features or changing fonts. Students will continue to grow as writers and readers by noticing how an author uses fonts and text layout to highlight important words or phrases.

- **Lesson 4: Mini-Lesson**
Let's Look at Fiction and Nonfiction Layouts uses *Swish!* by Bill Martin, Jr. and Michael Sampson, *Someday* by Eileen Spinelli, and *Surprising Sharks* by Nicola Davies.

Rationale: Writers know that there are similarities and differences between the layout features of fiction and nonfiction texts. Students will notice these similarities and differences as they analyze the mentor texts and will use these techniques to enhance their own writing.

Capitalization:

- **Lesson 1: Interactive Read-Aloud**

Capitalizing the World uses *On the Same Day in March: A Tour of the World's Weather* by Marilyn Singer.

Rationale: Writers can explore rules for capitalization through a tour of the weather in different parts of the world. Students will add to their knowledge of capitalization while focusing on using capital letters when writing the names of geographical places and months.

- **Lesson 2: Mini-Lesson**

A "Capital" Review uses *Someday* by Eileen Spinelli, *Swish!* by Bill Martin, Jr. and Michael Sampson, and *On the Same Day in March: A Tour of the World's Weather* by Marilyn Singer.

Rationale: Writers need to remember and apply many different capitalization rules to make their writing easier to understand. In this lesson, students will review some of these rules, begin to notice capitalized words in their environment, and apply what they have learned to their own writing.

Punctuation:

- **Lesson 1: Interactive Read-Aloud**

The Apostrophe's Two Jobs uses *The Girl's Like Spaghetti: Why, You Can't Manage Without Apostrophes!* by Lynne Truss.

Rationale: Writers know that the apostrophe has two important jobs. It can help us join words together to form a contraction. It can also help us form possessive nouns that show ownership. In this read-aloud, students will learn how apostrophes help us say exactly what we want to say.

- **Lesson 2: Interactive Read-Aloud**

Contractions Use Apostrophes uses *I'm and Won't, They're and Don't: What's a Contraction?* by Brian P. Cleary.

Rationale: Writers recognize the important jobs of apostrophes. A very important job is to help us form contractions. A contraction is two (or sometimes three) words combined into one word using an apostrophe to replace some of the omitted letters. In this read-aloud, students will notice the many different common contractions and discover the words that are combined to form them.

- **Lesson 3: Mini-Lesson**

Punctuating With Apostrophes uses *The Girl's Like Spaghetti: Why, You Can't Manage Without Apostrophes!* by Lynne Truss and *I'm and Won't, They're and Don't: What's a Contraction?* by Brian P. Cleary.

Rationale: Writers use apostrophes to show possession and to form contractions. In this lesson, students will review the correct use of apostrophes, check the apostrophes in their own writing, and look for words that can be combined into contractions. Finally, they will analyze the effect that contractions have on their writing.

- **Lesson 4: Mini-Lesson**

Commas in Dates, Addresses, and Letters uses the shared text "A Letter to Grandma."

Rationale: Writers know that when they use commas, it makes their writing clearer. When writing dates, writers place a comma between the day and the year. If only the month and year are given, no comma is necessary. When writing addresses, writers use a comma after each part of the address, except between the state and zip code. When writing letters, writers use a comma after the greeting and closing. Students will learn and practice the rules for commas in dates, addresses, and letters.

- **Parts of Speech:**

- **Lesson 1: Interactive Read-Aloud**

The Purpose of Prepositions uses *If You Were a Preposition* by Nancy Loewen.

Rationale: Writers use prepositions to introduce details about other words in sentences. Prepositions are used to say where things are, when things happen, and what things are like. Students will notice that prepositions make sentences more exciting and informative.

- **Lesson 2: Mini-Lesson**

Fun With Prepositional Phrases uses *If You Were a Preposition* by Nancy Loewen.

Rationale: Writers use prepositional phrases to paint pictures in their readers' minds and to make their stories clear. In this follow-up lesson, students will learn about prepositional phrases, notice how writers use them, and find them in sentences. Finally, students will use prepositional phrases in their own work.

- **Lesson 3: Interactive Read-Aloud**

Varieties of Verbs uses *Kites Sail High: A Book About Verbs* by Ruth Heller.

Rationale: Writers know that verbs give sentences meaning by expressing action or describing states of being. In this read-aloud, students will learn how writers use action verbs and state-of-being verbs to bring their sentences to life. Then they will practice using verbs in their own sentences.

- **Lesson 4: Interactive Read-Aloud**

Verb Tenses uses *Kites Sail High: A Book About Verbs* by Ruth Heller and the shared text "Past, Present, and Future."

Rationale: Writers create different sentences using verbs for a variety of purposes. In the previous read-aloud, students learned that verbs give sentences meaning by expressing action or states of being. In this read-aloud, students will notice how verbs change form to show that a sentence is talking about the past, the present, or the future. Then they will practice using verbs in different tenses.

- **Lesson 5: Mini-Lesson**

Verbs With Verve uses *Kites Sail High: A Book About Verbs* by Ruth Heller.

Rationale: Writers carefully choose all of their words, but they pay special attention to their verbs. In this follow-up lesson, students will notice that a vivid verb can make a dull sentence come to life. Then students will search their Writers' Notebooks for an entry that they can make more energetic and entertaining by replacing an ordinary verb with an extraordinary verb.

- **Lesson 6: Mini-Lesson**

Comparative and Superlative Adverbs uses examples of comparative and superlative adverbs and a practice sheet.

Rationale: Writers use adverbs to help make changes to, or modify, their verbs. These words also make writing clearer. Students will learn about the differences between comparative and superlative adverbs.

- **Lesson 7: Mini-Lesson**

Learning More About Nouns uses the shared text "The Nature Walk."

Rationale: Writers need to understand how to form and use regular and irregular plural nouns so that they can stay connected to their readers. Students will learn the rules related to regular and irregular plural nouns.

- **Sentence Structure:**

- **Lesson 1: Interactive Read-Aloud**

- **Dandy Dialogue** uses *The Great Fuzz Frenzy* by Janet Stevens and Susan Stevens Crummel.

- **Rationale:** Writers use dialogue—or the words that characters say—as an interesting and engaging way to tell readers what is happening in a story and how the characters feel. In this read-aloud, students will notice how writers use dialogue to engage their readers in the stories they are telling while also reviewing how to properly punctuate dialogue.

- **Lesson 2: Mini-Lesson**

- **Writing Dialogue** uses *The Great Fuzz Frenzy* by Janet Stevens and Susan Stevens Crummel.

- **Rationale:** Writers use dialogue in order to help readers understand action and relate to characters. Students will notice how quotation marks, dialogue tags, and paragraphing make it easy to understand who says what in a story. Then students will apply this knowledge to their own writing.

- **Lesson 3: Interactive Read-Aloud**

- **Different Kinds of Sentences** uses *Diary of a Fly* by Doreen Cronin.

- **Rationale:** Writers vary the lengths of their sentences in order to give their texts rhythm and prevent them from sounding repetitive and ordinary. This is called sentence fluency. In this read-aloud, students will notice how one author varies the lengths of her sentences in order to propel readers through the hilarious story of a young fly with super dreams. Students will also be introduced to simple, compound, and complex sentences.

- **Lesson 4: Mini-Lesson**

- **Conjunctions Have BIG Jobs!** uses the shared text “Fashionable Weather Wear.”

- **Rationale:** Writers recognize that even though conjunctions are often short words, they play a big role in sentence formation. Students will learn about the important roles conjunctions play in the sentences they read and create.

Culminating Mini-Lesson:

- **Culminating Mini-Lesson** uses all of the mentor texts from the unit.

- **Rationale:** This year, students learned how to engage their readers with appealing text layout and how to spice up their writing with precise prepositions, vivid verbs, and sparkling dialogue. Along the way, they also learned what words to capitalize, how to form contractions, and how to punctuate dialogue. In this culminating lesson, students will pull together everything they have learned in order to produce a one-page layout for the imaginary diary entry they wrote during Sentence Structure Lesson 3.

Capitalization Grade 3

Lesson 1: Capitalizing the World



Interactive Read-Aloud | 20–30 min.

Writers can explore rules for capitalization through a tour of the weather in different parts of the world. Students will add to their knowledge of capitalization while focusing on using capital letters when writing the names of geographical places and months.

Rationale

Preparation

- On the Same Day in March: A Tour of the World's Weather by Marilyn Singer
- Appendix 1 "Capitalizing Months and Geographical Names" (for teacher reference)
- Make copies for students of Appendix 2 "Perfect Place Names." (for Guided/Independent Practice)
- Make copies for students of Appendix 3 "Let's Remember the Rules." (for Guided/Independent Practice)
- Students' Writers' Notebooks (for Guided/Independent Practice)

Before the Read

What's the weather like today? What is it usually like this time of year?

Briefly discuss the current weather and the typical weather with students.

That's our weather, but the weather is not the same everywhere in the world.

Display the book.

In *On the Same Day in March*, Marilyn Singer takes us on "A tour of the world's weather." We'll see what a March day is like in different places around the world, such as the Arctic, France, Egypt, China, Kenya, and Argentina. On this tour we are going to learn about a lot more than just the weather, though. Along the way, we'll learn how people dress and live in different parts of the world. We'll also be reminded about some capitalization rules we already know as well as a few rules that might be new to us. As we read today, pay special attention to the words that begin with capital letters.

During the Read

As you read, pause to discuss the rules regarding capitalized words. Use Appendix 1 "Capitalizing Months and Geographical Names" as a model to create a list of what students notice during the read. Begin by pausing after the Arctic page.

Which words start with capital letters?

Students should identify "Arctic," "Polar," "On," and "March."

Why are "Polar" and "On" capitalized?

Students should recall that the first word of a sentence is always capitalized.

What does "Arctic" name?

Students should identify Arctic as the name of a region.

The names of geographical regions are always capitalized, and this is a big one that covers many countries and the Arctic Ocean. What does "March" name?

Students should identify March as a month.

Months are always capitalized.

Capitalization Grade 3

Lesson 1: Capitalizing the World

During the Read (cont.)

Continue reading, and pause after the *Alberta, Canada, Canada*, page.

What does “Alberta, Canada” name?

Students should identify *Alberta as a state or province and Canada as a country*.

The names of states, provinces, and countries are always capitalized. What does “Medicine Hat” name?

Give students time to identify it as a city.

City names are always capitalized.

Read through the page about the *Texas Panhandle* and then ask:

Who knows what the “Texas Panhandle” is?

Give students time to respond. If they are not sure, explain that the *Texas Panhandle* is a region, which in this case is a smaller part of the state of Texas.

Remember, the names of regions are always capitalized.

As you continue reading, reinforce these rules by asking students to identify the reason why a word is capitalized, focusing on the names of continents, countries, states, regions, and cities.

After the Read

That sure was interesting. Every kind of weather imaginable is happening somewhere in the world right now! Which of these places would you like to visit?

Allow students to discuss this before continuing.

What’s your favorite kind of weather? What do you like to do in that type of weather?

Model answering these questions while showing the relevant pages in the mentor text. For example:

My favorite type of weather is when it is sunny and cool, like Paris, France, is in March. On days like that, I like to bundle up and take a walk or have a cup of hot chocolate, like the people in this café.

Our trip around the world taught us a lot about weather. It also taught us some new things about capitalization. What geographical names are always capitalized?

Students should be able to name continents, countries, states, regions, and cities. Point out that the names of other geographical places, such as rivers, lakes, oceans, and mountains, are also capitalized.

Remember, places are like people: We always capitalize their proper names.

Capitalization Grade 3

Lesson 1: Capitalizing the World

practice

Guided/Independent Practice

Independent practice is an important time of your literacy block. Following your lesson, send your students off to practice and apply the taught skills. Skills related to grammar and conventions are often applied to both reading and writing. During this practice time, you will meet with small groups for the purpose of guided practice and/or confer with students individually. Students may also practice some of these suggested tasks for homework.

Now let's practice what we just learned about capitalization.

Distribute copies of Appendix 2 "Perfect Place Names" and then read the directions aloud. Allow students to refer to the list modeled after Appendix 1 as they work. Circulate as students work to offer support and feedback. After students finish, call on students and have them identify one word that they capitalized and explain why they capitalized it. Explain that following standard capitalization rules helps readers understand what writers mean.

For additional support, distribute copies of Appendix 3 "Let's Remember the Rules" as a resource that students can place in their Writers' Notebooks.

Name: _____ Date: _____

Perfect Place Names

Directions: The writer of this paragraph forgot to capitalize several words. Read the paragraph closely and circle all the letters that should have been capitalized. Then write the word with the correct capitalization in the space above it.

When I grow up, I want to travel all over the world. There are so many places I want to visit! The first continent I would visit is europe. I can't wait to see venice, italy! The weather is perfect in may and june. People call venice "The City of Water" because instead of roads it has canals filled with water, and instead of cars people move around in boats. How cool is that? Then I would visit the basque region in spain. My mom is from there, and she says they cook the best food in the whole world. She says it's even better than her food, but I doubt that. I also want to visit africa to see the amazing animals and landscapes, and australia because I think kangaroos and boomerangs are awesome! After I travel all over the world, I will return to my home in tampa, florida. After all, home is where the heart is!

Let's Remember the Rules

We capitalize . . .

- The first letter of first and last names
- The word “I”
- The first word of a sentence
- Proper nouns (e.g., Aunt Sue, Lake Oswego)
- Days of the week, months of the year, and holidays
- Geographical names or places (e.g., New York)
- Product names (e.g., Cheerios®)
- Works of art (e.g., song names, book titles, movie titles, paintings)
- Salutations and closings

The Fundamentals of Grammar and Conventions Grade 3 Skills Checklist

For your records, score each student's achievements in this unit. Use students' written work, Writers' Notebooks, and behaviors over the course of the unit to assess student performance.

Student Name: _____ **Date:** _____

Skill/Strategy	Often	Sometimes	Rarely
Text Layout			
Understands how features of text layout work together to engage readers, convey meaning and emotion, create excitement, and impact the pace of a story			
Recognizes the interesting features of a literary nonfiction text that uses different font types, font sizes, and layouts			
Grows as a writer and reader by noticing how an author uses fonts and text layout to highlight important words or phrases			
Analyzes the mentor texts to note their similar and different layout features and uses these techniques in his or her own writing			
Capitalization			
Uses capital letters when writing the names of geographical places and months			
Reviews capitalization rules, begins to notice capitalized words in his or her environment, and applies the rules in his or her own writing			
Punctuation			
Learns about the functions of apostrophes to form contractions and possessives			
Recognizes the many different common contractions and discovers the words that are combined to form them			
Reviews the correct use of apostrophes, checks apostrophes in his or her own writing, and looks for words that can be combined into contractions			
Learns and practices the rules for commas in dates, addresses, and letters			
Parts of Speech			
Learns the roles of prepositions and how they make sentences more exciting and informative			
Learns about prepositional phrases, how writers use them, how to find them in sentences, and how to use them in his or her own writing			
Learns how writers use action verbs and state-of-being verbs to bring their sentences to life and practices using verbs in sentences			
Understands how verbs change form to show that a sentence is talking about the past, the present, or the future and practices using verbs in different tenses			

The Fundamentals of Grammar and Conventions Grade 3 Skills Checklist

Student Name: _____ Date: _____

Skill/Strategy	Often	Sometimes	Rarely
Parts of Speech (continued)			
Recognizes the role that vivid verbs play in a piece of writing and practices adding vivid verbs to his or her own writing			
Learns about the differences between comparative and superlative adverbs			
Learns the rules related to regular and irregular plural nouns			
Sentence Structure			
Understands how writers use dialogue to engage readers and reviews how to properly punctuate dialogue			
Understands how quotation marks, dialogue tags, and paragraphing make it easy to understand who says what in a story			
Understands how varying sentence lengths (simple, compound, and complex) enhances text			
Learns about the important roles conjunctions play in sentences			
Culminating Mini-Lesson			
Uses all he or she now knows to review, reflect on, and apply the rules of grammar and conventions, producing an imaginary diary entry to demonstrate what he or she has learned			
Additional Comments			

G Grade K

Includes 10 Mentor Texts

Title

- David Gets in Trouble
- If You Were a Capital Letter
- If You Were a Noun
- Lucky Song
- Matthew A.B.C.
- Max's Words
- My Mom
- Pigeon Wants a Puppy!, The
- So Much!
- Yo! Yes?

Author

by David Shannon
 by Trisha Speed Shaskan
 by Michael Dahl
 by Vera B. Williams
 by Matthew Catalanotto
 by Kate Banks
 by Anthony Browne
 by Mo Willems
 by Trish Cooke
 by Chris Raschka

Complete Unit of Study

\$249.00

#G01AKGRA0120



G Grade 1

Includes 10 Mentor Texts

Title

- Giraffes Can't Dance
- How Are You Peeling?
- I Love My New Toy!
- If You Were a Verb
- If You Were an Adjective
- Knuffle Bunny Free: An Unexpected Diversion
- My Big Brother
- My Garden
- Rain
- Read Anything Good Lately?

Author

by Giles Andreae
 by Saxton Freymann and Joost Elffers
 by Mo Willems
 by Michael Dahl
 by Michael Dahl
 by Mo Willems
 by Valorie Fisher
 by Kevin Henkes
 by Manya Stojic
 by Susan Allen and Jane Lindaman

Complete Unit of Study

\$249.00

#G11AKGRA0120



G Grade 2

Includes 10 Mentor Texts

Title

- Close Your Eyes
- First Year Letters
- I Stink!
- If You Were a Compound Word
- If You Were a Plural Word
- Night Noises
- Nouns and Verbs Have a Field Day
- Punctuation Takes a Vacation
- Snow Day!
- To Root, to Toot, to Parachute: What Is a Verb?

Author

by Kate Banks
by Julie Danneberg
by Kate McMullan
by Trisha Speed Shaskan
by Trisha Speed Shaskan
by Mem Fox
by Robin Pulver
by Robin Pulver
by Lester L. Laminack
by Brian P. Cleary

Complete Unit of Study

\$249.00

#G21AKGRA0120



G Grade 3

Includes 10 Mentor Texts

Title

- Diary of a Fly
- Girl's Like Spaghetti: Why, You Can't Manage Without Apostrophes!, The
- Great Fuzz Frenzy, The
- If You Were a Preposition
- I'm and Won't, They're and Don't: What's a Contraction?
- Kites Sail High: A Book About Verbs
- On the Same Day in March
- Someday
- Surprising Sharks
- Swish!

Author

by Doreen Cronin
by Lynne Truss
by Janet Stevens and Susan Stevens Crummel
by Nancy Loewen
by Brian P. Cleary
by Ruth Heller
by Marilyn Singer
by Eileen Spinelli
by Nicola Davies
by Bill Martin, Jr. and Michael Sampson

Complete Unit of Study

\$249.00

#G31AKGRA0120



G Grade 4

Includes 10 Mentor Texts

Title	Author
<ul style="list-style-type: none"> • Bedhead • Eats, Shoots & Leaves: Why, Commas Really Do Make a Difference! • Ghost-Eye Tree, The • Hoops • I and You and Don't Forget Who: What Is a Pronoun? • Journey of Oliver K. Woodman, The • Miss Rumphius • Mother to Tigers • One Tiny Turtle • Walk with a Wolf 	<p>by Margie Palatini by Lynne Truss</p> <p>by Bill Martin, Jr. by Robert Burleigh by Brian P. Cleary by Darcy Pattison by Barbara Cooney by George Ella Lyon by Nicola Davies by Janni Howker</p>



Complete Unit of Study

\$249.00

#G41AKGRA0120

G Grade 5

Includes 10 Mentor Texts

Title	Author
<ul style="list-style-type: none"> • Angel for Solomon Singer, An • Barn Savers • Dancing in the Wings • Down the Road • Fantastic! Wow! and Unreal!: A Book About Interjections and Conjunctions • Fox • John Henry • Twenty-Odd Ducks: Why, Every Punctuation Mark Counts! • Up North at the Cabin • White Owl, Barn Owl 	<p>by Cynthia Rylant by Linda Oatman High by Debbie Allen by Alice Schertle by Ruth Heller</p> <p>by Margaret Wild by Julius Lester by Lynne Truss</p> <p>by Marsha Wilson Chall by Nicola Davies</p>



Complete Unit of Study

\$249.00

#G51AKGRA0120

G Grade 6

Includes 6 Mentor Texts

Title	Author
<ul style="list-style-type: none"> Eats, Shoots & Leaves: Why, Commas Really Do Make a Difference! Flight One Last Word Pocketful of Goobers: A Story about George Washington Carver, A Twelve Impossible Things Before Breakfast White Socks Only 	<p>by Lynne Truss</p> <p>by Robert Burleigh by Nikki Grimes by Barbara Mitchell</p> <p>by Jane Yolen by Evelyn Coleman</p>

Complete Unit of Study

\$249.00

#G61AKGRA0080



G Grade 7

Includes 6 Mentor Texts

Title	Author
<ul style="list-style-type: none"> Balloons Over Broadway: The True Story of the Puppeteer of Macy's Parade Guys Read: Funny Business Henry's Freedom Box: A True Story from the Underground Railroad Stranger, The Swimming Upstream: Middle School Poems What Do Fish Have to Do with Anything? 	<p>by Melissa Sweet</p> <p>by Jon Scieszka (Ed.) by Ellen Levine</p> <p>by Chris Van Allsburg by Kristine O'Connell George by Avi</p>

Complete Unit of Study

\$249.00

#G71AKGRA0080



G Grade 8

Includes 6 Mentor Texts

Title	Author
<ul style="list-style-type: none"> Coming Home: From the Life of Langston Hughes Harmonica, The Heroes and She-roes: Poems of Amazing and Everyday Heroes Kids on Strike! Rent Party Jazz Shelf Life: Stories by the Book 	<p>by Floyd Cooper by Tony Johnston by J. Patrick Lewis</p> <p>by Susan Campbell Bartoletti by William Miller by Gary Paulsen (Ed.)</p>

Complete Unit of Study

\$249.00

#G81AKGRA0080



ASSESSMENT-DRIVEN INSTRUCTION FACILITATES LITERACY DEVELOPMENT FOR ALL STUDENTS

Our students enter our classrooms with diverse experiences, as well as varied literacy interests and abilities. It is therefore essential that teachers continuously assess their students' individual strengths and needs to inform their teaching and monitor student growth.

Schoolwide's assessments have been carefully designed to help teachers monitor student progress and support effective literacy instruction that meets students' fluid and differentiated learning needs. The data gleaned from these assessments will inform teachers' instructional decisions, such as placing students in appropriate guided reading groups and determining the focus of whole-group, small-group, and individual instruction.

SCHOOLWIDE

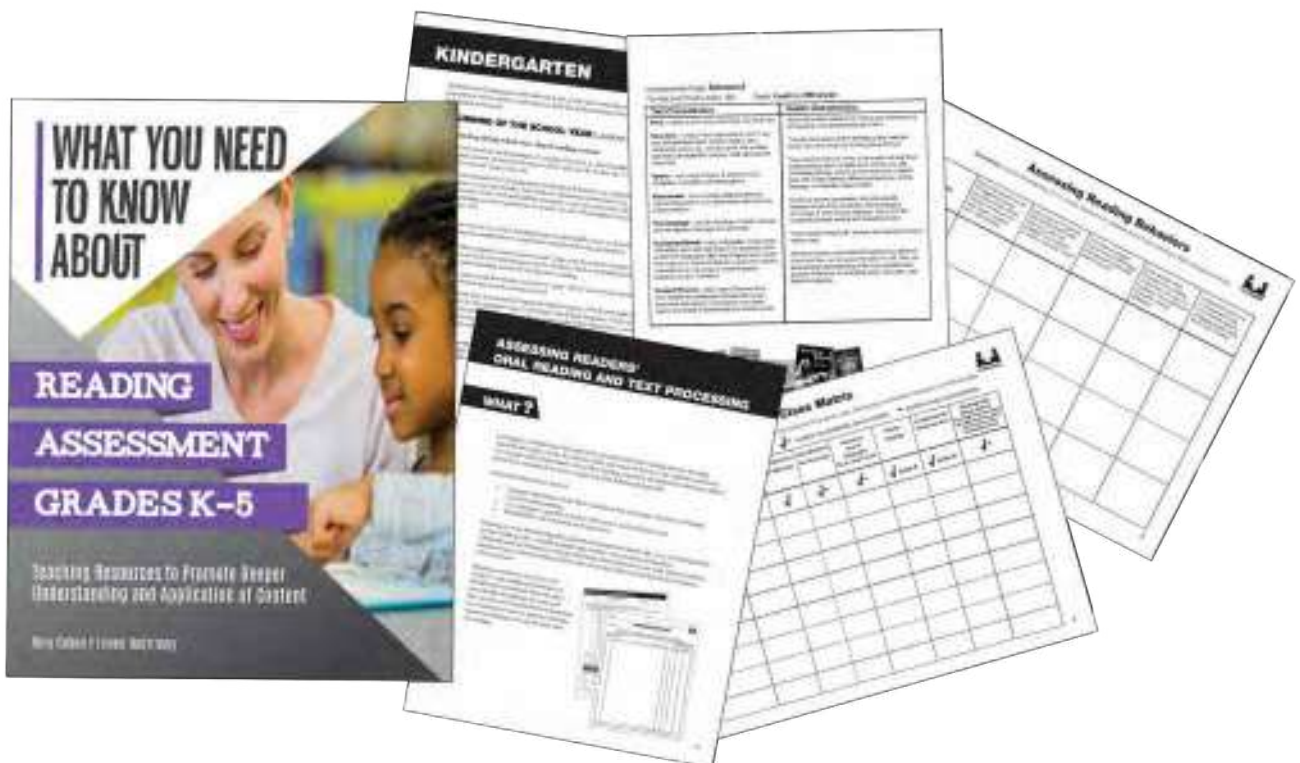
Assesses

READING ASSESSMENT SOLUTIONS ON FUNDAMENTALS UNLIMITED

- **Fiction and Nonfiction Authentic Benchmark Texts:** eBooks at levels A–W
- **Benchmark Assessment Guide and Forms (K–2 and 3–5):** These books include text-specific running record forms, continuums, and rubrics to support analysis of students' level of comprehension, fluency, metacognition, word-solving abilities, and reading responses.

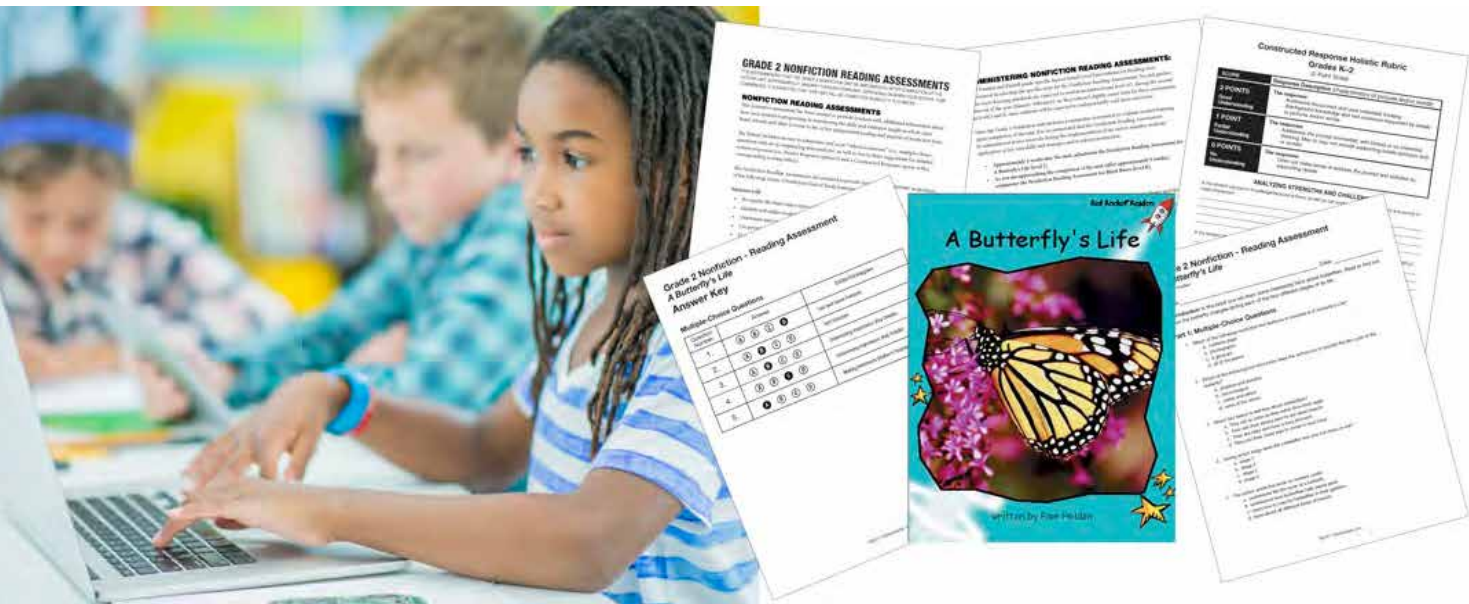


- **What You Need to Know About Reading Assessment, Grades K–5:** This professional resource book includes assessment forms and suggestions to help teachers monitor student progress, evaluate student growth, and plan for differentiated instruction.

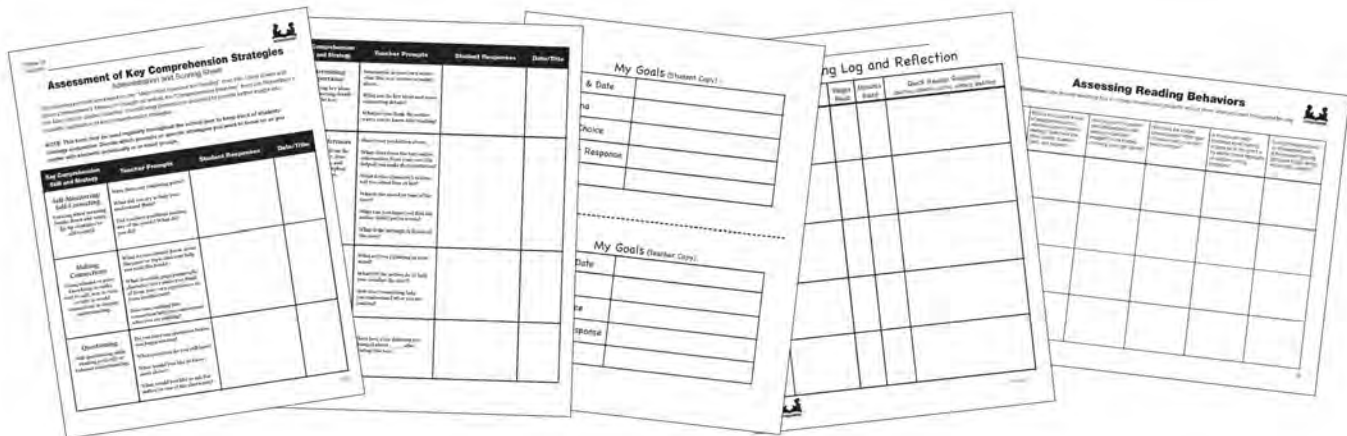


READING ASSESSMENT SOLUTIONS ON FUNDAMENTALS UNLIMITED (CONT.)

- **Unit-Specific eBook Quizzes:** These formative assessments provide teachers with additional information about how each student is progressing in transferring the skills and strategies taught within a unit to his or her independent reading and analysis of various texts.

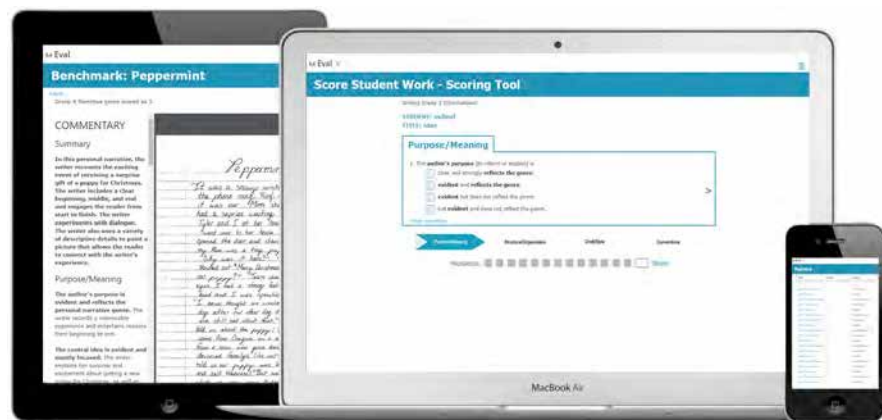


- **Kid-Watching Tools:** observation checklists and forms
- **Student Self-Assessments:** checklists, rubrics, and forms for reflection

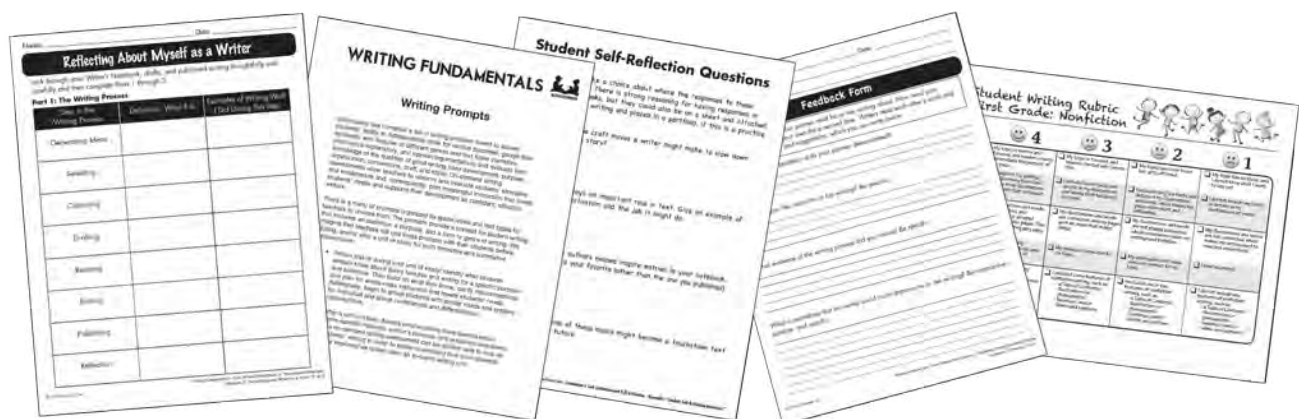


WRITING ASSESSMENT SOLUTIONS ON FUNDAMENTALS UNLIMITED

- eVal:** This web-based performance assessment system uses standards-aligned rubrics, as well as explanations and prompts, to support teachers in accurately scoring and assessing student writing. Also available are student benchmark pieces, all of which have commentary and instructional suggestions.



- Student Writing Rubrics:** These grade-specific writing rubrics list the qualities of writing that are important in a particular genre and can be used by students to monitor and evaluate their own progress.
- Writing Prompts:** Writing prompts may be used to assess students' ability to independently write for various purposes, gauge their familiarity with features of different genres (narrative, informative/explanatory, and opinion/argumentative), and evaluate their knowledge of the qualities of good writing (idea development, purpose, organization, conventions, craft, and style).
- Kid-Watching Tools:** observation checklists and forms
- Student Self-Assessments:** checklists, rubrics, and forms for reflection



Tell Me More About the Fundamentals Assessments!

Fundamentals Unlimited includes over 1,500 reading and writing assessments, including diagnostic tests, observation checklists, student self-assessments, and more!



Measure student progress with a variety of assessments that are easily accessible in digital form.

HIGHLIGHTS AND KEY FEATURES:

- Filter through assessments by four main strands: **Reading, Writing, Language, and Speaking/Listening**
- Achieve a visual representation of what students have learned with **graphic organizers**
- Track student work and progress throughout the year with **benchmark assessments**
- Review students' book choices and help set appropriate literacy learning goals with **reading logs**
- Provide an opportunity for students to reflect with **written responses**



TRY IT FOR FREE FOR 7 DAYS!

FUNDAMENTALS.SCHOOLWIDE.COM/TRY

Introducing Schoolwide's new professional learning series: "What You Need to Know About"

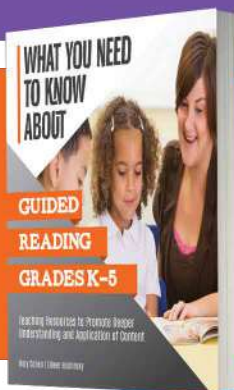
Each book in the professional learning series "What You Need to Know About" includes a multitude of resources for teachers, students, and administrators that have been successfully implemented in classrooms nationwide.

BUY THEM NOW AT
amazon.com

\$39.99 EACH

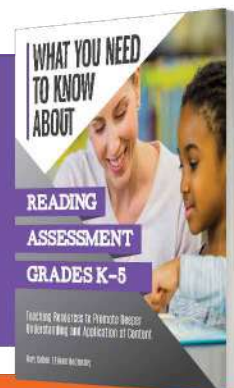
What You Need to Know About Reading Assessment, Grades K-5 | 9781683416173

"How can I best understand my students' attitudes towards reading, as well as their strengths and challenges as readers? What does reading assessment look like across the day, month, and year in my classroom? How do I administer real-world literacy tasks to better understand my students and support meaningful teaching and learning? How can I analyze data and determine next steps to facilitate students' literacy growth and development?" If these are some of your own frequently asked questions, then this book is for you.



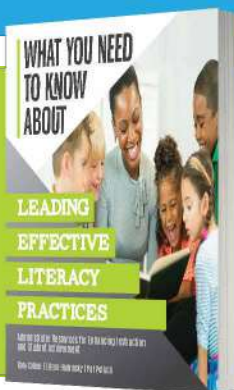
What You Need to Know About Guided Reading, Grades K-5 | 9781683416180

"How do I plan for and make the most of guided reading time? How do I select appropriate texts for productive guided reading sessions? What prompts should I use to support students' independent problem-solving? How do I determine next steps to facilitate students' literacy growth and development?" If these are some of your own frequently asked questions, then this book is for you.



What You Need to Know About Science Content Literacy, Grades K-8 | 9781683416197

"Why do I need to plan literacy instruction to support students' science content learning? What are the reading, writing, speaking, and listening skills required for effective inquiry-based content studies? What are the latest research recommendations regarding the best content and disciplinary literacy instructional practices? When and how can I include the teaching of science content literacy units in an already busy schedule?" If these are some of your own frequently asked questions, then this book is for you.



What You Need to Know About Leading Effective Literacy Practices (For Administrators) | 9781683416838

"What instructional practices should I support in my school to promote students' engagement and literacy growth? How can I energize all staff members to work together in pursuit of continuous school improvement in literacy teaching and learning? What types of data should be collected and analyzed to inform classroom instruction as well as school-wide budgetary decisions about resources and professional development? How can I plan for and enact positive and lasting changes that will enhance teacher performance as well as student learning and achievement?" If these are some of your own frequently asked questions, then this book is for you.

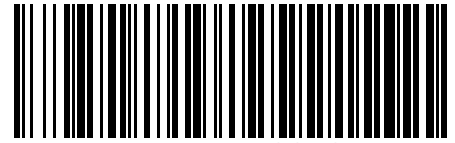


ORDER BY **Email:** customersuccess@schoolwide.com

Phone: 1.800.261.9964 ext. 2 - **Mail:** 33 Walt Whitman Rd., Suite 204E, Huntington Station, NY 11746



33 Walt Whitman Rd.
Suite 204E
Huntington Station, NY 11746



CM1ABSAM0010



General Inquiries:
customersuccess@schoolwide.com

By Telephone:
Toll-Free: 1.800.261.9964

Website:
www.schoolwide.com