



# Learning A-Z

## Literacy Curriculum Map Implementation Guide

### Grade 5

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## Literacy Block Overview

### Parts of the Literacy Block

The K–5 Literacy Curriculum Map is designed for a 120-minute block, but can be modified and adjusted to fill your time and meet student needs. Resources, instruction, and assessment are provided for:

Whole Group:

- Shared Reading (Read *with* Students)
- Read Aloud (Read *to* Students)
- Phonological Awareness (Grades K–1)
- Phonics (Grades K–2)
- Grammar & Word Work
- Writing

Small-Group:

- Small-Group Instruction (differentiation)
- Centers (Grades K–2) and Stations (Grades 3–5)

### Daily Routines and Procedures

The daily routines and procedures for each part of the literacy block can be used to guide instruction, provide adequate time for students to practice new skills, and assess student learning. You may choose to use all or some of the suggested routines, procedures, and resources included in the Implementation Guide, along with the recommended resources and instruction provided in the Literacy Curriculum Map. The routines and procedures described are meant to be a guideline; strategies, skills, vocabulary, resources, and tasks can be adjusted based on the specific needs of your students.

### Differentiation

To meet the needs of all students, provide scaffolded instruction and extension opportunities, and use the print, digital, and projected versions of the resources as appropriate to meet student needs. Suggestions and resources for differentiation are included throughout the Literacy Curriculum Map and may include the following strategies and resources:

- Whole-class, small-group, or one-to-one instruction
- Leveled texts
- Reteaching and enriching strategies and skills
- Spanish language resources
- Resources for English language learners (if you own ELL Edition)

Small-group instruction time is built into the literacy block every day to allow for differentiated instruction. During this time, use the resources from throughout the Literacy Curriculum Map to support the needs of all students.

### Setting Goals

At the beginning of each week, spend 5–10 minutes working with students to set individual goals for learning. Doing so will encourage students to become active participants in their learning.

Beginning and ending the literacy block as a group not only helps build community, it is also an opportunity to check in with the class to gauge student progress toward goals. This time is also an opportunity for students to reflect on the learning that has occurred. As you and students reflect on progress throughout the unit, you will be able to make better informed decisions about next steps for instruction, and students will be better able to determine their next steps for learning.

### Oral Language Development / Discussion

The literacy block provides opportunities for students to build their oral language skills through academic conversations. As students participate in different parts of the literacy block, they should engage in discussions about the texts they have read, including shared texts, texts used for independent reading, and texts that have been read aloud. In addition, students should discuss the weekly strategies and skills. These discussions can happen in a whole-group setting, or in small groups as students work together in centers or stations. During discussions with others, students will ask and answer questions about the texts they read, the strategies and skills they learn, and the Unit and/or Weekly Questions provided in the Literacy Curriculum Map.

It is important to start the school year by teaching students the rules and expectations associated with different types of conversations. Take time to develop and practice expectations for classroom discussions. Students should practice taking turns, listening when others are speaking, and understanding nonverbal behaviors and cues that add meaning to conversations.

## Literacy Block Overview *cont.*

### Unit and Weekly Questions

The topically connected Reading A–Z texts, hand-selected for each unit, support a high volume of reading, discussion, and writing about on-level and complex texts. The texts and resources for the different parts of the literacy block were chosen to help students make deep connections to the Unit and Weekly Questions. Encourage students to write or discuss the relationship between the text and the Unit and/or Weekly Questions. Invite students to make connections by creating class posters or anchor charts at the beginning of the week, and by completing quick writing activities, journaling, or having conversations with their peers throughout the unit.

### Objectives

The objectives covered in each unit of the Literacy Curriculum Map were intentionally selected to be introduced and spiraled for horizontal alignment of instruction throughout one grade, and for vertical alignment of instruction across grades. Gradual release of responsibility is embedded throughout the units. The instruction is scaffolded, as seen in the whole group to small group to partner work to independent practice, both across the literacy block, and within a given lesson. It is important to note that the selected objectives provide one option for instruction. If students do not need to practice a specific strategy or skill, choose another one from the Implementation Guide or an alternate resource from Reading A–Z.

### Assessments

A variety of assessments and tools are available to monitor students' progress throughout the year.

- **Benchmark Passages:** Leveled passages can be assigned to individual students for informative comprehension checks to be used for progress monitoring. A student's overall comprehension of a text or the results from a group of assessments provide teachers with valuable data to inform subsequent instruction.
- **Phonological Awareness Assessments:** These quick multi-skill assessments are administered by the teacher to individual students. After using a rubric to score, the teacher is able to determine which students need reteach or enrichment opportunities.
- **Phonics Assessments:** Students apply the explicitly taught phonics skills to a list of nonsense words. The results inform the teacher as to subsequent small or whole group instructions as well as which students need reteaching of the phonics skill found in the Pause Point Lessons.
- **Unit Questions:** At the end of each unit, students respond to the Unit Question. This serves as both a formative and summative assessment. Students are asked to use what they have learned throughout their reading to answer the question while applying new and reviewed grammar, word work, and vocabulary skills.
- **Process Writing:** Students complete a genre-specific process writing piece in each unit. A rubric is provided for teachers to assess student writing.
- **Retelling Rubrics:** Retelling rubrics can be used to assess comprehension and speaking and listening.
- **High-Frequency Word Assessments:** These assessments measure a student's ability to recognize and read high-frequency words.
- **Fluency Assessment Passages:** Assess reading fluency with a one-minute timed reading. As students progress, a timed reading of sentences is followed by true/false statements to assess comprehension.

# Literacy Block Overview *cont.*

## Instructional Focus Areas

The objectives covered in the literacy block are connected to specific Instructional Focus Areas that occur in multiple parts of the block. This chart shows which Instructional Focus Areas are addressed in each part of the block.

Grades K–1	
Shared Reading (Read <i>with</i> Students)	Reading Strategies, Comprehension Skills, Vocabulary, Concepts About Print, Text Features, Text Structure (Grade 1)
Read Aloud (Read <i>to</i> Students)	Reading Strategy, Vocabulary, Speaking & Listening, Fluency
Phonological Awareness	Phonological Awareness
Phonics	Phonics, High-Frequency Words
Grammar & Word Work	Grammar, Word Work
Writing	Process Writing, Response to Texts, Handwriting
Small-Group Instruction	Differentiation based on student need; All Instructional Focus Areas
Centers	Fluency, Phonological Awareness, Phonics, Grammar & Word Work, Reading, Writing

Grade 2	
Shared Reading (Read <i>with</i> Students)	Reading Strategies, Comprehension Skills, Vocabulary, Text Features, Text Structures
Read Aloud (Read <i>to</i> Students)	Reading Strategy, Vocabulary, Speaking & Listening, Fluency
Phonics	Phonics, High-Frequency Words
Grammar & Word Work	Grammar, Word Work
Writing	Process Writing, Response to Texts, Cursive
Small-Group Instruction	Differentiation based on student need; All Instructional Focus Areas
Centers	Fluency, Phonics, Reading, Writing

Grades 3–5	
Shared Reading (Read <i>with</i> Students)	Reading Strategies, Comprehension Skills, Vocabulary, Text Features, Text Structure
Read Aloud (Read <i>to</i> Students)	Reading Strategy, Vocabulary, Speaking & Listening, Fluency
Grammar & Word Work	Grammar, Word Work
Writing	Process Writing, Response to Texts, Cursive
Small-Group Instruction	Differentiation based on student need; All Instructional Focus Areas
Stations	Fluency, Reading, Vocabulary, Writing

## Shared Reading: Read *with* Students

### Purpose

- Shared Reading is a focused lesson in which all students have access to the same text and they “share” the reading process with the teacher in a large group setting. Use this time to explicitly model and teach reading strategies and comprehension skills. The responsibility for reading is “shared” between you and the students, although you read most of the text aloud.
- The text used in the Shared Reading part of the literacy block serves as the anchor text for the week. The texts used in Read Aloud, as well as the optional leveled texts in small-group instruction, are chosen to complement the shared reading text. This allows students multiple opportunities to make text-to-text connections and provides ample support to respond to the Unit and Weekly Questions.
- Use the suggested reading strategies and comprehension skills for each week, or choose to focus on other skills depending on student need. Be sure to review skills as they present themselves throughout the texts you are reading.
- The Shared Reading text can be divided across five sessions throughout the week or into two or three sessions so that the remaining days can be spent rereading and diving deeper into the text. If the text is too long to complete in one session, it may be read over several days.
- The Shared Reading text should be at the instructional level of the majority of students. The leveled texts include a variety of resources, such as Leveled Books, Fiction Series, Nonfiction Series, Classics, Close Read Passages, and different genres. Refer to the Literacy Curriculum Map for the suggested texts for shared reading or use the reading levels below to help you choose appropriate texts to read with your students.
  - Grade K: Levels aa–C
  - Grade 1: Levels D–J
  - Grade 2: Levels K–P
  - Grade 3: Levels Q–T
  - Grade 4: Levels U–W
  - Grade 5+: Levels X–Z2

## Instructional Focus Areas

### Reading Strategies

The reading strategies used during shared reading help set the stage for the week. Refer to the Literacy Curriculum Map for the targeted reading strategies and the recommended resources and instruction for this part of the literacy block, or choose a strategy based on student need. Also, refer to the Reading Strategies section in the Implementation Guide for more information about specific strategies and suggestions for implementation.

### Comprehension Skills

Comprehension instruction focuses on discrete skills to help deepen student understanding of the texts they read. Refer to the Literacy Curriculum Map for the targeted comprehension skills and recommended resources and instruction for this part of the literacy block, or choose a skill based on student need. Refer to the Comprehension Skills section in the Implementation Guide for more information about specific skills and suggestions for implementation.

### Vocabulary

Vocabulary instruction focuses on academic and/or content vocabulary in addition to using context clues and reference materials to determine word meanings. The vocabulary focus should be reinforced during small-group instruction. Refer to the Literacy Curriculum Map for the targeted vocabulary skill and recommended resources and instruction for this part of the literacy block, or choose a vocabulary skill based on student need. Refer to the definitions within the Shared Reading text’s glossary or on [VocabularyA–Z.com](https://www.learninga-z.com/vocabulary) as needed.

### Strategies for Teaching Vocabulary

- Point out the use of each content and/or academic vocabulary word in the text, then use each word in a sentence. Have students use graphic organizers, such as word webs, word maps, and four-squares, or have them work in groups to create posters for new vocabulary words. On each graphic organizer or poster, encourage students to include the word and its part of speech, the definition, the word in an example sentence, and a

## Shared Reading: Read *with* Students *cont.*

picture illustrating the meaning of the word. For additional practice with the words, use word sorts, crossword puzzles, word searches, vocabulary cards, and word games.

- Model determining the meaning of an unknown word, using the context of the word. Point out the unknown word to students. Model how to reread the text, thinking aloud as you identify information that helps to determine the word's meaning. Invite students to predict the meaning of the word based on clues from the text. Continue reading the text to reveal additional information about the word's meaning. Have students work together to determine the meaning of the unfamiliar word. Observe student discussions and take note of students who need additional support. Invite students to share their definitions. Conclude the discussion by sharing the definition of the word.
- Use the glossary from the Shared Reading text (if available), dictionaries, thesauruses, indexes, or word walls and anchor charts to expand student vocabulary. Discuss the information in the selected reference material that relates to vocabulary words from the text. Explain the information that the selected reference material includes about each vocabulary word. Review how the information helps readers understand the vocabulary words and how the words are used in the text.

### Text Features

Text features add visual content to the text to support comprehension. Refer to the Literacy Curriculum Map for the unit's targeted objectives for text features, or choose objectives that align to the selected text based on student need. Refer to the Text Features section in the Implementation Guide for more information about specific skills and suggestions for implementation.

### Text Structure

Text structure, the way a text is organized, helps readers connect to the text, make predictions, and understand the author's purpose. Texts can be organized into the following text structures:

- Cause and Effect
- Compare and Contrast
- Descriptive and Informational
- Problem and Solution
- Sequence

Refer to the Literacy Curriculum Map for the unit's targeted objectives for text structure, or choose objectives that align to the selected text based on student need. Refer to the Text Structure section of the Implementation Guide for more information about specific skills and suggestions for implementation.

## Instruction Across Five Days

### Day 1

#### Introduce

##### Before Shared Reading

- **Build Background:** Ask questions to activate and connect to prior knowledge.
- **Introduce the Reading Strategies:** Discuss the weekly reading strategy. Refer to the Reading Strategies section in the Implementation Guide as needed.
- **Introduce the Comprehension Skills:** Discuss the weekly comprehension skills. Refer to the Comprehension Skills section in the Implementation Guide as needed.
- **Set the Purpose:** Explain to students what they will be learning about during the week and review the Weekly Question. Use the targeted reading strategies and/or comprehension skills to set a class goal for the week.

##### During Shared Reading

- **Introduce the Text:** Point out the parts of the text. Ask students to make predictions about the text, give reasons to support their predictions, and confirm their predictions as you read the text together.
- **Read the Text:** Emphasize fluency by reading with appropriate accuracy, rate, and expression and by modeling self-correction.
- **Model the Strategies and Skills:** Point out how using different reading strategies and comprehension skills helps readers understand the text.

##### After Shared Reading

- **Ask Text-Dependent Questions:** Refer to the Discussion Cards (where applicable) provided in the Literacy Curriculum Map, or create your own text-dependent questions. Refer to the Comprehension Skills section in the Implementation Guide for more information about specific skills and suggestions for implementation.
- **Reflect on the Strategies and Skills:** Prompt students to determine their strengths and areas that need improvement.
- **Close with a Teaching Point:** *Effective readers . . .*

## Shared Reading: Read *with* Students *cont.*

### Days 2–4

#### Practice

##### Before Shared Reading

- **Review the Text:** Discuss or summarize the reading from the previous day. Encourage students to use new vocabulary to describe the sections of the text that have been read.
- **Review the Strategies and Skills:** Discuss the reading strategies and comprehension skills, how they connect to the text, and how they help readers understand the text.
- **Introduce and Review the Vocabulary:** List the weekly vocabulary words and discuss different strategies for determining the meaning of new words. Pause to point out academic and content vocabulary words or phrases, and invite students to discuss what they notice about the words.
- **Introduce and Review Text Features:** Discuss the weekly objective for text features. Have students identify and highlight examples in the text. Refer to the Text Features section in the Implementation Guide as needed.
- **Introduce and Review Text Structure:** Discuss the weekly objective for text structure. Review the various text structures so students can identify them as you read. Refer to the Text Structure section in the Implementation Guide as needed.
- **Preview the Text:** Look ahead to the next sections of the text and have students make predictions and support their predictions with evidence from the text. Encourage students to confirm their predictions as you read the text together.
- **Review the Purpose:** Review the Weekly Question and class goal. Discuss the progress students make toward the goal.

##### During Shared Reading

- **Read the Text:** Have students follow along with their copy of the text (printed, digital, or projected) as you read. Continue to model fluent reading. Provide opportunities to engage students in the reading process. For example:
  - Echo-Reading
  - Choral-Reading
  - Turn and Talk

- **Observe Students:** Watch and listen to students as they read with you, noting the progress they make toward the weekly strategies and skills. Use the information to inform future instruction.
- **Ask Text-Dependent Questions:** Refer to the Discussion Cards (where applicable) provided in the Literacy Curriculum Map, or create your own text-dependent questions. Refer to the Text-Dependent Questions section in the Implementation Guide for more information about specific skills and suggestions for instructional implementation.
- **Discuss the Vocabulary:** Discuss vocabulary, identifying definitions as needed.
- **Build Connections:** Discuss text-to-text connections, text-to-self connections, and text-to-world connections. Encourage students to discuss what they notice about the text.

##### After Shared Reading

- **Respond to Text:** Engage students in a short, whole-class writing activity to respond to text-dependent questions. Have students cite evidence from the text to support answers.
- **Reflect on the Strategies and Skills:** Discuss the reading strategies, comprehension skills, vocabulary, text features, and text structure. Review how they connect to the text and how they help readers understand what they read.
- **Analyze the Text:** Have students identify and discuss the genre of the text, and analyze the common characteristics associated with that genre.
- **Close with a Teaching Point:** *Effective readers . . .*

### Day 5

#### Review & Assess

##### Before Shared Reading

- **Review the Text:** Discuss the text and review text connections that students made.
- **Review the Strategies and Skills:** Discuss the reading strategies, comprehension skills, vocabulary, text features, and text structure. Review how they connect to the text.
- **Review the Purpose:** Review the Weekly Question and class goal.

## Shared Reading: Read *with* Students *cont.*

### During Shared Reading

- **Read the Text:** Have students follow along with their copy of the text as you read. Continue to model fluent reading. Provide opportunities to engage students in the reading process. For example:
  - Echo-Reading
  - Choral-Reading
  - Turn and Talk

### After Shared Reading

- **Answer the Weekly Question:** Discuss information learned from the text and how the text can be used to answer the Weekly Question. Record relevant information on a class chart to be used throughout the week and unit.
- **Check Comprehension:** If applicable, use the Comprehension Quiz associated with the text to check student comprehension.
- **Reflect on the Reading Strategies:** Have students describe how using the reading strategies helped them understand the text. Refer to the Reading Strategies section of the Implementation Guide as needed.
- **Reflect on the Comprehension Skills:** Have students describe how using the comprehension skills helped them understand the text. Refer to the Comprehension Skills section of the Implementation Guide as needed.
- **Reflect on Vocabulary:** Discuss how students might practice and apply vocabulary in other parts of the literacy block.
- **Analyze Observational Data:** Review notes and other data you collected throughout the week to inform future instruction.
- **Close with a Teaching Point:** *As effective readers, I noticed that you . . .*



## Read Aloud: Read *to* Students

### Purpose

The Read Aloud part of the block provides opportunities to model fluent reading and help students build listening comprehension skills. During this part of the literacy block, teachers read a text aloud to the whole class, stopping at planned instructional points to ask questions and elicit responses from students. Read Aloud allows teachers to model objectives taught during other parts of the literacy block and to build upon student speaking, listening, and fluency skills. Students learn to analyze a text in ways that help them become better listeners and better equipped to discuss ideas with others, to ask and answer text-dependent questions, and to build their own ideas as they become critical thinkers and active listeners.

- Preread the Read Aloud text and use the learning objectives identified in the Literacy Curriculum Map to plan instructional points and questions.

- Text-dependent questions are an essential part of helping students analyze and think critically about texts. Refer to the resources provided in the Literacy Curriculum Map, such as the Cross-Curricular Connections on the back of some Leveled Books or Discussion Cards. Additionally, create your own bank of text-dependent questions as you preread the weekly Read Aloud text. Encourage students to both ask and answer text-dependent questions to deepen their understanding of and make connections to the texts.
- If Read Aloud texts are short, multiple texts may be read during a week.
- Read Aloud texts may be slightly above the instructional reading level of most of the students in a class because the text is being read to students.

## Instructional Focus Areas

### Reading Strategy

The reading strategy objective for the Read Aloud part of the literacy block is to ask and answer questions. Refer to the Literacy Curriculum Map for the recommended resources and instruction for this part of the literacy block, or refer to the Reading Strategies section in the Implementation Guide for more information about specific skills and suggestions for implementation.

### Speaking & Listening

The speaking and listening objectives for the Read Aloud part of the block provide opportunities to model how to participate in structured, whole-group discussions. Such discussions ensure students collaborate and comprehend, listen actively and respond, and express and present ideas through oral language practice. Participating in whole-group discussions helps students transfer these skills to conversations in small groups and with partners. Refer to the Literacy Curriculum Map for the recommended resources and instruction for this part of the literacy block.

### Fluency

The Read Aloud part of the literacy block serves as another opportunity to model fluent reading. Although the focus is usually on accuracy, rate, and expression, self-correction techniques should also be demonstrated and practiced. Students also have opportunities to practice the weekly fluency skill during centers or stations. Refer to the Literacy Curriculum Map for the recommended resources and instruction for this part of the literacy block.

## Instruction Across Five Days

### Day 1

#### Introduce

- **Preview the Text:** Show the cover of the book and ask students to identify the title, author, illustrator, and genre. Discuss the photograph or illustration on the cover, read the back cover, and take a picture walk. Build background and connect to prior knowledge as appropriate. Invite students to make predictions about the text.
- **Introduce the Reading Strategy:** Model how to ask and answer text-dependent questions through explicit instruction and think alouds. Encourage students to refer to the text when asking and answering questions.

## Read Aloud: Read *to* Students *cont.*

- **Introduce the Speaking & Listening Skill:** Read the text or a section of the text. Model the speaking and listening skill following the recommendations in the Literacy Curriculum Map.
- **Introduce the Fluency Skills:** Model fluency by reading the text or a section of the text with appropriate accuracy, rate, expression, and self-correction.

### Days 2–4

#### Review & Practice

- **Read the Text:** Read a few pages or the entire text each day depending on your planned instructional stopping points.
- **Think Aloud:** Pause at planned points and think aloud to model the reading strategy of asking and answering questions. As appropriate, point out examples of enriching vocabulary and figurative language as well as grammar and word work skills. Ask students to share what they notice about how the words, phrases, or grammar skills enhance the text.
- **Model Fluency:** Read with appropriate accuracy, rate, expression, and self-correction.
- **Discuss the Text:** Practice the weekly speaking and listening skill with students after reading a section of the text. If appropriate and if time permits, end the read aloud by modeling how to summarize the text and how to make connections to previously read texts. Invite students to participate in discussions about the text.
- **Use Digital Resources:** Encourage students to use digital resources to make audio recordings and visual displays as they develop their speaking, listening, and fluency skills.
- **Gather Information:** Observe students and record notes about their progress toward the weekly reading strategy, speaking and listening, and fluency skills. Use the data you collect to inform future instruction.

### Day 5

#### After Read Aloud

- **Discuss the Weekly Question:** Encourage discussion about the text, including addressing the Weekly and Unit Questions. Use this additional opportunity to model and practice the weekly speaking and listening skills.
- **Respond to the Text:** Encourage students to respond to the text orally and in writing. Invite students to summarize the text and have them make text-to-text, text-to-self, and text-to-world connections. Share thoughts about the text and ask students to share their thoughts about the text.
- **Gather Information:** Continue to observe students and record notes about their progress toward the weekly reading strategy, speaking and listening, and fluency skills. Use the data you collect to inform future instruction.

## Grammar & Word Work

### Purpose

Grammar is the study of words, their functions, and how they are put together to make meaning. Word work refers to the exploration of words, their meanings, and how they are used in language. As students develop grammar and word work skills, they work with parts of speech, sentence types, punctuation and capitalization, syllable awareness, word types, and figurative language. A deep understanding of grammar and word work helps students build a strong foundation in literacy. Vocabulary specific to texts being read is taught during the Shared Reading, Small-Group Instruction, and Read Aloud sections of the literacy block.

- Grades K–5 each follow their own sequence that introduces dozens of essential grammar and word work skills. The skills build in complexity both horizontally within a grade and vertically across all grades to ensure mastery.
- Informal assessments should be administered at the end of each week to determine student skill gaps and the instructional focus needed to close those gaps. Refer to the Instruction Across Five Days in the Implementation Guide for additional information about Grammar and Word Work Assessments.

## Instructional Focus Area

### Grammar & Word Work

Refer to the Literacy Curriculum Map for the specific objectives and skills addressed in each week of a unit. Students will practice one or more targeted skills through the Grammar & Word Work part of the literacy block. Each Daily Language Practice (DLP) includes two main parts: Learning Guides and Activity Sheets. In addition to the DLPs, all students should use the texts from Shared Reading, Small-Group Instruction, and Read Aloud to identify, understand, and practice the weekly grammar and word work skills.

### Tips for Teaching Grammar & Word Work

- It is important to note that instruction should ultimately reflect student need. If students require additional support with skills that are not included in the Literacy Curriculum Map, modify the instruction to meet student needs.
- Extend the time spent teaching skills that need more in-depth instruction into longer class sessions. Select challenging skills to use as the focus of centers and/or stations for small-group and independent practice.
- Provide additional opportunities for practice and application of the weekly skills during the Writing section of the literacy block. Students are expected to apply what they learn during the Grammar and Word Work section in their own writing.

- Keep a running list of grammar and word work skills that have been introduced so students can edit their writing with these items in mind.
- Listen as students have conversations with classmates. Observe how they apply the grammar and word work skills as they speak with and listen to others.

## Instruction Across Five Days

### Day 1

#### Introduce

- **Introduce the Grammar & Word Work Skills:** Introduce the weekly grammar and word work skills to students. Use this time to gauge prior knowledge and explicitly teach the skills. Have students complete the daily Activity Sheet referenced in the Literacy Curriculum Map independently or with a partner.
- **Make Connections:** Encourage students to listen actively and identify additional examples of the grammar and word work skills in the texts from Shared Reading, Small-Group Instruction, and Read Aloud. Consider asking students to give a signal, such as a thumbs-up, when they notice a particular skill and how it is used in a text. Pause for students to discuss the grammar and word work concepts with classmates.

## Grammar & Word Work *cont.*

- **Set Weekly Goals:** Set a class goal related to the weekly grammar and word work skills. For example, *This week our class goal is to find at least five examples of complex sentences in texts that we read and to use complex sentences in our own writing.*

### Days 2–4

#### Practice

- **Review the Grammar & Word Work Skills:** Review the Learning Guides and skills introduced on Day 1. Have students complete the daily Activity Sheet referenced in the Literacy Curriculum Map independently or with a partner.
- **Create an Anchor Chart:** Create an anchor chart for the weekly grammar and word work skills. Add to the anchor chart throughout the week as needed. Ask and answer questions related to the anchor chart.
- **Add to the Word Wall:** Add new words to the word wall that provide examples of the weekly skills.
- **Make Connections:** Continue to encourage students to listen actively and identify additional examples of the grammar and word work skills in the texts from Shared Reading, Small-Group Instruction, and Read Aloud. Consider asking students to give a signal, such as a thumbs-up, when they notice a particular skill and how it is used in a text. Pause for students to discuss the grammar and word work concepts with classmates. Students may also draw and label pictures, or trace and write words and sentences, to show understanding of the skills. Encourage students to add their ideas to the anchor chart after working with texts and discussing ideas with others.
- **Play Games:** Introduce quick grammar and word work games for students to practice the weekly skills verbally. Games should be brief, engaging, and incorporate different modalities to appeal to different learning styles.
- **Observe Students:** Observe students and note the progress they make toward the weekly skills and goals. Use the information you collect to inform future instruction.
- **Review Weekly Goals:** Review the class goal related to the weekly grammar and word work skills. Have students reflect on their progress toward the goal and discuss with a partner.

### Day 5

#### Review

- **Review the Grammar & Word Work Skill:** Review the Learning Guides and skill introduced earlier in the week. Have students complete the daily Activity Sheet referenced in the Literacy Curriculum Map independently or with a partner.
- **Review the Anchor Chart:** Review the anchor chart for the weekly grammar and word work skills. Ask and answer questions related to the anchor chart.
- **Make Connections:** Continue to encourage students to listen actively and identify additional examples of the grammar and word work skills in the texts from Shared Reading, Small-Group Instruction, and Read Aloud. Consider asking students to give a signal, such as a thumbs-up, when they notice a particular skill and how it is used in a text. Pause for students to discuss the grammar and word work concepts with classmates. Students may also draw and label pictures, or trace and write words and sentences, to show they understand the skills.

#### Assess

- **Apply the Skills:** Ask students to write original sentences that address the weekly skill in groups, with a partner, or independently. Invite students to share their sentences with the class.
- **Assess the Skills:** Administer a formative assessment to students. Collect the data to inform future instruction. Use the ideas below, create a quiz, or have students create a quiz to assess their progress toward the weekly skill.
  - **Exit Ticket:** Have students provide a brief answer to a question related to one or more grammar and word work skill before exiting the classroom.
  - **Parking Lot:** Provide an area for students to “park” a sticky note with an answer to a question or to list an outstanding question.
  - **Writing Sample:** Have students write sentences including examples of the grammar and word work skills.
  - **Postcard:** Have students write a brief note to a friend on a postcard describing what they have learned. Have them draw a picture on the front of the postcard to support their writing.
- **Review Weekly Goals:** Review the class goal related to the weekly grammar and word work skills. Have students reflect on their progress toward the goal and discuss with a partner.

# Writing

## Purpose

Writing begins with teacher-directed lessons followed by time for students to write. During independent practice, the teacher confers with students, either individually or in small groups, to guide their writing development and differentiate instruction. [Process Writing Lessons](#) expose students to the four main writing genres: informative/explanatory, narrative, opinion/argument, and transactional. Each genre includes several text types and lesson plans at various developmental levels. Match the writing tasks to the skills and abilities of the students in your class.

- Students should apply skills from other parts of the literacy block as they write. Skills should include, but are not limited to the following:
  - Phonics/Spelling
  - Grammar & Word Work
  - High-Frequency Words
  - Speaking & Listening
- Conduct writing conferences with individuals or in small groups when students are working independently to provide feedback and support.
- Provide opportunities for students to give and receive peer feedback throughout the writing process. Allow time for students to apply the feedback they receive from you and their peers.
- Handwriting and cursive practice gives students the opportunity to practice letter formation in a risk-free environment. Correct letter formation should be taught as students learn letter names and sounds to solidify the mastery of each letter. The goal is to give short, daily handwriting or cursive practice so students fluidly and automatically write the letters that make up a word and save their mental efforts for the most important aspect of writing: the content.
- Throughout the Writing part of the literacy block, students will practice:
  - Planning
  - Drafting
  - Writing in a variety of genres
  - Revising
  - Editing
  - Handwriting and/or cursive
  - Responding to texts.

## Instructional Focus Areas

### Writing Schedule

**Week 1:** Plan, draft

**Week 2:** Revise, edit

**Week 3:** Publish

**Week 4:** Respond to the Unit Question

**Weeks 1–4:** Handwriting/Cursive

The Process Writing Lessons guide you through the entire writing process. Process Writing Lessons are designed to have students respond to a writing prompt and/or the Unit and Weekly Questions. Students can refer to the texts that they have read throughout the week or unit to find evidence to support their ideas.

Each Process Writing Lesson has a corresponding rubric that can be found in the Student Resources and Teacher Rubric resource. Students should have access to the rubrics before,

during, and after the writing process so they know the criteria that will be used to assess their writing. Students should refer to the writing rubric as they plan, draft, revise, edit, share, and reflect on their written work.

Use the rubrics to provide meaningful feedback to students to help them improve the quality of their writing. Also, encourage students to refer to the rubrics when they have opportunities to give and receive peer feedback.

Each week, students are given opportunities to respond in writing to the texts they read. Students should have access to a writing journal, either electronic or on paper, so they can draft written responses to texts, answer questions about text, and keep notes. The journals should be readily available during the Writing and Centers or Stations sections of the literacy block.

## Writing *cont.*

Refer to the Literacy Curriculum Map for the targeted writing skills and recommended resources and instruction for this part of the literacy block or choose writing skills based on student need. Students may need varying amounts of time and support to complete writing assignments and activities, so structure writing lessons and scaffold instruction as needed to ensure they can successfully work through the writing process for each unit. For additional support with writing instruction and how to break the instruction down by day, refer to the Implementation Guide.

### Instruction Across Four Weeks

#### Week 1: Plan, Draft

During the first week of the writing process, students plan and draft their written piece for the unit. It is important to consider student need as you plan the weekly writing activities. Use the schedule below or create your own to address student writing needs.

- **Day 1:** Set the stage
- **Day 2:** Preview the samples
- **Day 3:** Prewrite
- **Days 4–5:** Draft
- **Days 1–5:** Handwriting/Cursive

Refer to the Literacy Curriculum Map for the targeted writing type and skills as well as the recommended resources and instruction for this part of the literacy block.

#### Day 1

##### Handwriting/Cursive

Remember to allow small blocks of time for students to practice handwriting and/or cursive using the resources provided in the Literacy Curriculum Map.

##### Set the Stage

- **Discuss the Type of Writing:** Explain the type of writing students will be practicing, the task that students will be completing, the purpose for writing, and the audience. Share writing samples to help students make connections to the genre.
- **Make Connections:** Invite students to share background knowledge and experiences as they relate to text type and genre for the unit.

- **Create an Anchor Chart:** Create an anchor chart that includes the characteristics of the text type for this unit. Invite students to share their ideas and add them to the anchor chart.
- **Discuss Time on Task:** Discuss that writers write for different amounts of time depending on how much they know about a topic or how much writing they need to do and how much time is allotted for writing.

#### Day 2

##### Handwriting/Cursive

Remember to allow small blocks of time for students to practice handwriting and/or cursive using the resources provided in the Literacy Curriculum Map.

##### Preview the Samples

- **Explore the Materials:** Review the anchor chart. Explore the materials in the Process Writing Lessons (graphic organizers, mentor texts, revision checklist, rubric, and so on) with students. Invite students to ask questions and point out what they notice.
- **Read the Writing Samples:** Read the writing samples, noting the characteristics of strong writing (for example, clear focus, descriptive details, transition words, and so on). Point out the different sections of the writing piece (introduction, body, and conclusion), describing the importance of each section.
- **Add to the Anchor Chart:** Add details to the anchor chart as needed.

#### Day 3

##### Handwriting/Cursive

Remember to allow small blocks of time for students to practice handwriting and/or cursive using the resources provided in the Literacy Curriculum Map.

##### Prewrite

- **Review the Materials:** Review the weekly anchor chart and other lesson materials as needed.
- **Model Prewriting:** Refer to the Process Writing Lesson Plan for suggestions on how to model prewriting. Model how to use the graphic organizer to organize ideas and add student ideas.

## Writing *cont.*

- **Practice Independently:** Invite students to work independently to complete the graphic organizer. Confer with students to provide feedback and support.
- **Share Ideas:** Encourage students to share the ideas from the graphic organizer with a partner. Provide constructive feedback and collaborate. Encourage students to apply the feedback and add details to their graphic organizer.

### Days 4–5

#### Handwriting/Cursive

Remember to allow small blocks of time for students to practice handwriting and/or cursive using the resources provided in the Literacy Curriculum Map.

#### Draft

- **Review the Materials:** Review the graphic organizer, weekly anchor chart, and other lesson materials as needed. Preview the Revision Checklist and Rubric from the Student Resources and Teacher Rubric resource to help guide student writing.
- **Model Drafting:** Refer to the Process Writing Lesson Plan to model drafting. Work with students to draft a class writing piece.
- **Practice Independently:** Invite students to use their personal graphic organizer as a guide to begin drafting their independent writing piece.
- **Make Text Connections:** Encourage students to use information from texts read throughout the week to support their writing.
- **Apply Skills:** Provide opportunities for students to apply skills they have learned in other parts of the literacy block. For example:
  - Use and correctly spell previously learned high-frequency words in their writing.
  - Incorporate the grammar and word work skills that have been introduced into their writing.
  - Practice the speaking and listening skills that have been introduced as they share ideas and discuss their writing.
- **Model Writing a Draft:** Model how to write a draft (or a portion depending on time). Refer to the graphic organizer and verify that all important information is added to the draft.
- **Finalize Drafts:** Encourage students to reread their drafts and finalize details as needed.

- **Confer with Students:** Meet with students to provide feedback and support. Gather data and record notes to help inform future instruction.

### Week 2: Revise, Edit

During the second week of the writing process, students revise and edit their written piece for the unit. It is important to consider student need as you plan the weekly writing activities. Use the schedule below or create your own to address student writing needs.

- **Days 1–3:** Revise
- **Days 4–5:** Edit

### Days 1–3

#### Handwriting/Cursive

Remember to allow small blocks of time for students to practice handwriting and/or cursive using the resources provided in the Literacy Curriculum Map.

#### Revise

- **Discuss the Process of Revising:** Invite students to share what they know about revision. Ask and answer questions to provide more details. Inform or remind students that revising is what writers do to make their writing sound better. Tell students they can revise their drafts from the previous week to be more exciting and engaging to readers. Encourage students to revise by:
  - Adding details or stronger word choice
  - Removing information that is not relevant or important
  - Moving ideas around so everything makes sense
  - Substituting with stronger words and sensory details.
- **Review the Revision Checklist:** Explain the different items included on the Revision Checklist. Refer to the class writing piece from the previous week and use the Revision Checklist to revise the writing.
- **Model Revising:** Revise the modeled writing piece by adding details and being thoughtful about word choice. Apply word work skills as you revise.
- **Practice Independently:** Have students begin revising their independent writing pieces. Encourage students to refer to the Revision Checklist as they revise their work. Ask students to apply grammar, word work, and high-frequency words skills as they revise.

## Writing *cont.*

- **Make Text Connections:** Model how to use information from texts read throughout the week to support their writing and encourage students to do the same.
- **Confer with Students:** Meet with students to provide feedback about their revisions. Provide support for struggling students by working with small groups or individuals to revise together.
- **Share Revisions:** Invite students to share some of the revisions they made and why.
- **Provide Opportunities for Peer Feedback:** Ask students to provide feedback to their classmates as they discuss their revisions. Model giving constructive feedback as needed. Make connections to the speaking and listening skills that students have learned as they give and receive feedback. Allow time for students to apply peer feedback.

### Days 4–5

#### Handwriting/Cursive

Remember to allow small blocks of time for students to practice handwriting and/or cursive using the resources provided in the Literacy Curriculum Map.

#### Edit

- **Discuss the Process of Editing:** Invite students to share what they know about editing. Ask and answer questions to provide more details. Review the difference between revising and editing. Inform students that the editing process provides an opportunity to look for correct capitalization, punctuation, and spelling. Tell students that they will edit their revised writing pieces.
- **Introduce the Editing Guide:** Explain the purpose and features of the Editing Guide that is found in the Process Writing Lesson Plan.
- **Model Editing:** Refer to the modeled piece and use the Editing Guide to edit the writing. Model how to edit for correct capitalization, punctuation, and spelling as needed. Apply grammar, word work, and high-frequency words skills as you edit.
- **Practice Independently:** Have students begin editing their independent writing pieces using the Editing Guide. Ask students to apply grammar, word work, and high-frequency words skills as they edit.
- **Confer with Students:** Meet with students to provide feedback related to their edits. Provide support for struggling students by working with small groups or

individuals to edit together. Use the Rubric from the Student Resources and Teacher Rubric resource to guide students' revision and editing.

- **Share Edits:** Invite students to share some of the edits they made and why.
- **Provide Opportunities for Peer Feedback:** Ask students to provide feedback to their classmates as they discuss their edits. Model giving constructive feedback as needed. Make connections to the speaking and listening skills that students have learned as they give and receive feedback, and ensure that students comprehend and collaborate through the process. Allow time for students to apply peer feedback.

### Week 3: Publish, Share

During the third week of the writing process, students publish their written pieces for the unit. It is important to consider student need as you plan the weekly writing activities. Use the schedule below or create your own schedule to address student writing needs.

- **Days 1–5:** Publish
- **Days 1–5:** Assess, Reflect, Share
- **Days 1–5:** Handwriting/Cursive

### Days 1–5

#### Handwriting/Cursive

Remember to allow small blocks of time for students to practice handwriting and/or cursive using the resources provided in the Literacy Curriculum Map.

#### Publish

- **Review the Anchor Chart:** Revisit the unit anchor chart. Encourage students to refer to the anchor chart to ensure they have included all of the necessary elements for the writing type.
- **Reread the Writing:** Model how to whisper-read using the class writing piece. Invite students to whisper-read their writing to themselves. Have students review their writing alongside the Rubric from the Student Resources and Teacher Rubric resource.



## Writing *cont.*

- **Discuss the Process of Publishing:** Refer to the Publish section of the Process Writing Lesson Plan. Explain what it means to publish a writing piece. Inform students that published writing should be neat, free of errors, and include illustrations or other visuals to support the writing.
- **Determine the Method for Publishing:** Explain to students how they will publish their writing piece for this unit (handwritten, typed, presentation, and so on).
- **Model Publishing:** Publish the class writing piece. Model using neat handwriting, erasing when mistakes are made (instead of crossing them out), adding an illustration that supports the writing, and so on.
- **Practice Independently:** Have students work on their published piece, implementing their revisions and edits from the previous week. Encourage students to add illustrations or visuals that support their writing.
- **Publish the Writing:** Have students complete the publishing phase of the writing process.

### Assess, Reflect & Share

- **Reflect on the Writing Process:** Refer to the Assess/Reflect section of the Process Writing Lesson Plan. Ask students to reflect on the writing process for this unit, orally or in writing.
- **Celebrate and Share:** Invite students to celebrate and share student writing pieces with the class. Consider activities such as Author's Chair, creating a class book, oral reports, and so on. Ask students to apply the speaking and listening skills they have acquired as they share their written pieces.
- **Assess Student Learning:** Collect written work samples and review observational notes to inform future instruction.

### Week 4: Respond to the Unit Question

During Week 4 of each unit, students respond in writing to the Unit Question, which can serve as a formative or summative assessment. Remind students to demonstrate an understanding of the content and to apply grammar, word work, vocabulary, and other relevant skills to their writing. Students should have access to all the texts from the unit to provide evidence to support their written responses. It is important to consider student need as you plan the weekly writing activities. Use the schedule below or create your own schedule to address student writing needs.

- **Day 1:** Introduce or review response writing
- **Days 2–4:** Gather information/ respond to the Unit Question
- **Day 5:** Reflect and Share
- **Days 1–5:** Practice handwriting/cursive

Refer to the Literacy Curriculum Map for the targeted writing type and skills, as well as the recommended resources and instruction for this part of the literacy block.

### Day 1

#### Handwriting/Cursive

Remember to allow small blocks of time for students to practice handwriting and/or cursive using the resources provided in the Literacy Curriculum Map.

#### Introduce and Review Response Writing

- **Review the Unit Question:** Explain that students will answer the Unit Question using information from the texts they have read throughout the unit.
- **Review the Unit Texts:** Write the Unit Question on the board. Model how to reread key sections of texts that relate to the Unit Question. Model how to annotate texts and find examples from texts to support your response. Ask students to begin thinking about how they might respond to the Unit Question using evidence from the texts they have read.
- **Discuss Response Writing:** Explain to students that response writing is different from the writing they practiced in Weeks 1–3. Tell students that they will plan, draft, revise, edit, and publish their response to the Unit Question in one week. Explain the type of writing students will practice, the task they will complete, the purpose for writing, and the audience.

## Writing *cont.*

### Days 2–4

#### Handwriting/Cursive

Remember to allow small blocks of time for students to practice handwriting and/or cursive using the resources provided in the Literacy Curriculum Map.

#### Gather Information & Respond to the Unit Question

- **Create a Graphic Organizer:** Create an idea web or other graphic organizer using the Unit Question. Invite volunteers to add ideas to the graphic organizer. Write a few ideas on the board.
- **Use the Unit Resources:** Refer to the charts, posters, and additional resources created during the Shared Reading, Small-Group Instruction, and Read Aloud sections to generate ideas. Encourage students to reread and annotate the texts as they look for examples to support their response. Review the Weekly Questions and information learned throughout the unit.
- **Plan the Response:** Have students brainstorm what they would like to write and share their ideas with a partner. Ask students to apply the speaking and listening skills they have acquired as they share their ideas.
- **Respond to the Unit Question:** Encourage students to write words, complete sentences, paragraphs, or essays to respond to the Unit Question. Vary the length of the response based on student need and ability. Have students add illustrations or other visuals to support their writing. Students should draft, revise, and edit their responses using the strategies they have practiced during the Process Writing Lessons. Remind students to use evidence from the texts to support their responses. As students progress, consider teaching how to:
  - Paraphrase
  - Use direct quotations
  - Create a bibliography or works-cited page.
- **Confer with Students:** Meet with students as they work independently to give feedback. Provide support for struggling students by working with small groups or individuals to write responses together.
- **Reread the Response:** Ask students to reread their writing to add additional details and visuals as needed.

### Day 5

#### Handwriting/Cursive

Remember to allow small blocks of time for students to practice handwriting and/or cursive using the resources provided in the Literacy Curriculum Map.

#### Reflect

- **Finalize the Response:** Encourage students to read through their writing one last time to improve their responses as they look for correct capitalization, punctuation, spelling, places for better word choice, and so on.
- **Share the Response:** Invite students to share their writing with the class. Consider activities such as Author's Chair, creating a class book, oral reports, and so on. Ask students to apply the speaking and listening skills they have acquired as they share their written pieces.
- **Discuss Learning:** Have students discuss what they learned throughout the unit.
- **Assess Student Learning:** Collect written work samples and review observational notes to inform future instruction.

## Small-Group Instruction

### Purpose

Small-group instruction provides time for a scaffolded approach to teaching and learning. Use this time to meet with a small group of students who need to work on specific literacy-based strategies and skills or students who have a similar reading level. Use the resources provided within Small-Group Instruction, in addition to those from all parts of the literacy block, to differentiate instruction to meet student need.

- Small-group instruction is designed to happen simultaneously with centers or stations, meaning a group of students should be working with the teacher while other students are working independently or in small groups. See the Centers or Stations section in the Implementation Guide for more details.
- Texts have been chosen for this part of the literacy block to align with and complement the anchor texts used in Shared Reading (Read *with* Students). If you prefer, you may choose from any of the titles on Reading A–Z.
- The resources included in the Small-Group Instruction section of the literacy block are leveled to meet the varying literacy needs of all students. They represent a variety of text types and genres and include a balance of fiction and nonfiction. The leveled resources can be used to help students build their literacy skills within any of the Instructional Focus Areas included in the literacy block.
- Instruction in the Literacy Curriculum Map should be modified to meet the needs of all students. Use this time to scaffold instruction and provide differentiation as needed. Create small groups based on reading level, skill gaps, review, remediation, and enrichment.
- Use [Benchmark Books or Benchmark Passages](#) to determine student reading levels and to monitor progress.
- Use [Literature Circle Resources](#), when available, for a specific text as appropriate for students. General Literature Circle resources are also available for all texts.

### Instructional Focus Areas

Small-group instruction provides an opportunity to target the specific needs of students as they relate to all the Instructional Focus Areas in the literacy block. Use the resources from all parts of the literacy block to guide instruction on any of the following areas:

- Reading Strategies
- Comprehension Skills
- Vocabulary
- High-Frequency Words
- Concepts About Print / Text Features
- Text Structure
- Phonological Awareness
- Phonics
- Grammar & Word Work
- Fluency
- Speaking & Listening
- Writing (Process or Shared)
- Handwriting/Cursive

Each Instructional Focus Area includes different literacy skills that can be addressed through small-group instruction. Determine which skills to target for the week's instruction using observation, student work samples, and assessment. Small-group instruction may look different from day to day and group to group because the needs of each small group and the tasks they complete will be different.

### Suggested Activities for Small-Group Instruction

The Implementation Guide provides a variety of suggestions to implement during Small-Group Instruction. However, the list is not exhaustive and instruction must ultimately reflect the needs of the students. Consider the suggestions below and add to or modify them as needed to engage students as you review, reteach, and enrich skills covered in all Instructional Focus Areas in the literacy block.

- Assign leveled reading groups.
- Review reading strategies.
- Review comprehension skills.
- Complete a book walk.
- Complete a reading graphic organizer.
- Complete a vocabulary graphic organizer.

## Small-Group Instruction *cont.*

- Complete a writing graphic organizer.
- Respond to text: spoken and written.
- Research a topic.
- Model shared or process writing.
- Host an Author's Circle.
- Practice using reference materials.
- Scaffold a grade-level text to read with students.
- Summarize small sections of text.
- Model determining the meaning of unknown words.
- Identify, use, and understand figurative language.
- Practice fluent reading.
- Identify and analyze text features.
- Identify and analyze text structure.
- Model locating text-based evidence.
- Hold writing conferences.
- Build background knowledge by preteaching difficult skills.
- Teach a mini-lesson for grammar and word work.
- Reflect on progress toward skills.
- Set goals for literacy.
- Assess students formatively to check for understanding.
- Break down complex literacy concepts.
- Read a text chorally.
- Provide opportunities for partner reading.
- Use manipulatives to practice skills.
- When available, use the Phonics Pause Point Lessons in the Differentiation section to provide small-group phonics instruction.

### Instruction Across Five Days

#### Day 1

##### Introduce Group Specific Target Skills

- **Assign Students to Groups:** Use observation, student work samples, and assessment to place students in small groups for the week. Determine the target skills for each small group.
- **Set the Purpose:** Introduce or review the target skills for small-group instruction.
- **Build Background:** Support students in building background on the target skills. Ask questions to activate and connect to prior knowledge. Make lists or anchor charts based on student responses.

- **Set Goals:** Have each student set a personal goal for the week based on the target skills or previous instruction or assessment. Record student goals to help measure their progress throughout the week.

#### Days 2–4

##### Review & Practice

- **Review the Skills:** Review the target skills for the week. Have students review their personal goals.
- **Introduce the Activity:** Guide students to practice the target skills as they complete a variety of activities. Provide support as necessary in the form of modeling, direct instruction, goal setting, and conferencing.
- **Observe Students:** Note student progress toward the target skills. Provide corrective feedback in the moment so students can practice the skills correctly. Record observations to inform future instruction.
- **Ask and Answer Questions:** If students are working with a text, direct them in answering text-dependent questions. For more information about specific skills and suggestions for implementation related to text-dependent questions, refer to the Comprehension Skills section in the Implementation Guide.
- **Discuss Text Connections:** Have students make connections between the text they are reading and other texts they have read (text-to-text), between the text and their own experiences (text-to-self), and/or between the text and what they know about the world around them (text-to-world).
- **Reflect on Goals:** Have students reflect on the goals they set for the week and the progress they have made.

#### Day 5

##### Assess Progress of the Target Skills

- **Demonstrate the Skills:** Have students demonstrate what they have learned by applying the skills, discussing what they have learned, and reflecting on their individual progress toward the skills.
- **Gather Information:** Assess student progress toward the weekly target skills, formally or informally. Record their progress and use the information to inform future instruction.

## Stations

### Purpose

Stations provide students the opportunity to practice, apply, and review skills they learn throughout the literacy block. During stations, students are engaged in meaningful independent or small-group practice that reinforces fluency, vocabulary, reading for comprehension, and various types of writing. Stations and independent practice encourage cooperation and communication among students as they build their literacy skills.

- Stations activities within a unit are listed in the Literacy Curriculum Map. Stations occur concurrently with small-group instruction, so it is important to plan how groups will rotate through stations. Facilitate small-group instruction by working with small groups of students as the rest of the students move through stations independently or in small groups.
- Stations activities and groups should be flexible and may change throughout the year. The activities should be adjusted to meet student need and provide engaging opportunities to develop their literacy skills independently or in small groups.
- Establish a clear set of procedures for classroom management, such as how to locate stations, where to get help when needed, how to transition to other stations, how to self-select a text, and what to do if work is finished early.
- Model, practice, and review procedures for stations regularly with students, including using appropriate voice levels when working in small groups.

## Stations Focus Areas

### Fluency Stations

Fluency stations provide students with opportunities to read and reread a variety of texts. Students who are fluent readers read words automatically with proper rate, accuracy, and expression. The ability to read words automatically enables them to focus their attention on comprehending the text. Fluent readers also self-monitor as they read to correct errors and deepen their understanding of a text. To become fluent readers, students benefit from reading and rereading instructional-level texts, reading a variety of genres, and listening to examples of fluent reading. Fluent readers must also read grade-appropriate high-frequency words accurately and automatically. Refer to the Literacy Curriculum Map for suggested fluency activities and recommended resources for this part of the literacy block.

### Fluency Stations Activities

- Read and reread instructional-level [Fluency Passages](#).
- Read and reread a variety of genres including poetry, [Reader's Theater Scripts](#), fiction, and nonfiction.
- Reread texts from the Shared Reading, Small-Group Instruction, or Read Aloud sections.
- Read aloud to oneself or to a buddy.

- Practice reading in different voices that match the characters from the text, or with the voice of a news anchor, sports reporter, actor, and so on.
- Record oneself reading.
- Read a text chorally or echo-read with a small group.

### Reading Stations

Reading stations provide students with opportunities to increase their reading proficiency through daily practice. Self-selected reading time allows students to read for authentic purposes, practice reading skills, read a wide range of text types and genres, build reading fluency, and build endurance and confidence as they sustain uninterrupted reading over a fifteen- to twenty-minute period. Likewise, when students are able to choose the texts they read, they are more likely to develop more interest in reading, which helps them become more proficient readers. Refer to the Literacy Curriculum Map for suggested activities and recommended resources for this part of the literacy block and to the Read with Purpose and Understanding Reading Strategy section in the Implementation Guide to teach students how to select a text and read independently with purpose.

## Stations *cont.*

### Reading Stations Activities

- Self-select a book from the class library or from [Kids A–Z](#).
- Reread texts from the Shared Reading, Small-Group Instruction, or Read Aloud sections.
- Find a comfortable spot to read.
- Read aloud to oneself or to a buddy.
- Share and respond to texts, orally and in writing.
- Participate in literature circles.
- Explore topics of high interest.
- Complete an author study.

### Vocabulary Stations

Vocabulary stations provide students with opportunities to work with vocabulary words in meaningful ways. Students will be able to determine the meaning of unknown words in context and explore a variety of reference materials. As students expand their vocabulary and their toolbox for defining new words, they also deepen their understanding of the texts they read. Likewise, students will be able to apply the new vocabulary words they have learned as they speak and write. Refer to the Literacy Curriculum Map for suggested activities and recommended resources for this part of the literacy block.

### Vocabulary Stations Activities

- Highlight unknown vocabulary words in texts from the Shared Reading, Small-Group Instruction, or Read Aloud sections.
- Refer to the glossaries in [Leveled Books](#).
- Use dictionaries, glossaries, thesauruses, and other reference materials to determine the meaning of unknown words.
- Complete vocabulary graphic organizers.
- Create personal dictionaries with vocabulary words of interest.
- Play vocabulary games with a partner or in small groups.

### Writing Stations

Writing stations provide students with opportunities to write about the texts they read. Writing in response to text not only strengthens writing skills, it also increases student comprehension. Even after participating in collaborative discussion about a text, writing in response to reading benefits students because a written response requires them to analyze and think critically about a text, reread the text, and construct a response using text-based evidence.

Students strengthen their writing skills by using the writing process as they revise the content of their answers and edit their responses. Refer to the Literacy Curriculum Map for suggested writing activities and recommended resources for this part of the literacy block.

### Writing Stations Activities

- Answer text-dependent questions found in Discussion Cards or provided by the teacher.
- Respond to Connections on the back cover of [Leveled Books](#).
- Use [Writer's Response](#) sheets that accompany [Leveled Books](#).
- Write in the Kids A–Z Reflection Journal or paper Reflection Journal.
- Write summaries or personal reflections of what has been read.
- Refer to the texts from the Shared Reading, Small-Group Instruction, and Read Aloud sections to answer the Unit and/or Weekly Questions, or other teacher-created prompts.

## Instruction Across Five Days

### Day 1

#### Explain the Stations for the Week

- Introduce the stations.
- Make connections between the station's activities and the week's objectives or to skills from previous lessons.
- Provide an overview of specific stations describing the activities, materials, and expectations for the week.
- Guide students to set whole-class, small-group, and/or individual goals related to the work they will complete in stations for the week.
- Allow time for students to ask questions.

### Day 2

#### Review the Stations for the Week

- Review connections to the week's objectives.
- Answer any questions from students related to stations work.
- Observe students to inform future instruction. Provide additional mini-lessons or small-group instruction for students who are struggling with specific skills.

# Stations *cont.*

## Day 3

### Review Expectations During Stations

- Conduct a quick status check of the class to monitor student progress. Review expectations for stations as needed.
- Answer any questions from students related to stations work.
- Observe students to inform future instruction. Provide additional mini-lessons or small-group instruction for students who are struggling with specific skills.

## Day 4

### Clarify the Stations Goals for the Week

- Conduct a quick status check of the class to monitor student progress. Review the weekly goals with students as needed.
- Answer any questions from students related to stations work.
- Observe students to inform future instruction. Provide additional mini-lessons or small-group instruction for students who are struggling with specific skills.

## Day 5

### Assess Stations Work Progress

- Answer any questions from students related to stations work.
- Observe students to inform future instruction. Provide additional mini-lessons or small-group instruction for students who are struggling with specific skills.
- Collect student work as necessary, and use the data to inform future instruction.

**Note:** You may opt to wait to start stations until the third or fourth week of school. At the beginning of the school year, use this time to model routines for students and co-create expectations for learning and behavior during stations. Consider introducing a new stations every other day until procedures and processes are in place.

### Example Stations Rotations: Day 1

The table below is an example of how you might structure your stations rotations for one day of a week. The rotations will depend on the number of small groups in your classroom, which may change throughout the school year.

Stations / Independent Practice	Rotation 1	Rotation 2	Rotation 3
Small-Group Instruction	Group 4	Group 1	Group 3
Fluency	Group 1	Group 2	×
Reading	×	Group 3	Group 2
Vocabulary	Group 2	Group 4	Group 1
Writing	Group 3	×	Group 4

# Reading Strategies

Reading strategies are planned and explicit actions in which readers engage to help construct meaning from text. Reading strategies are used before, during, and after reading to help improve decoding and reading comprehension skills. Providing explicit instruction, modeling, and practice of targeted reading strategies will benefit every student, but it is essential for beginning readers, struggling readers, and English language learners to become more effective readers. As text increases in complexity, it is important that students rely on the reading strategies they have mastered and that they understand they may need to employ multiple strategies at once.

## Reading Strategy: Annotate

### Discussion Questions

*Does this text remind you of something you already know or have read? Do you have questions about what you are reading? Do you think this detail, quote, phrase, or word is important or surprising? Is there a part that was confusing?*


## Purpose

Effective readers annotate, or “mark up” texts, as they read. These notes allow readers to make connections, clarify important information, and keep track of questions while reading. Annotating also makes it easier for readers to refer to evidence when answering text-dependent questions and writing summaries. Annotating helps students keep track of ideas and questions, construct questions, and process key ideas.


## Implementation

- Explain to students that effective readers annotate text by highlighting, adding symbols, or leaving notes in the margins as they read.
- Explain that annotating can help students make connections to the text, focus their thinking, and deepen their understanding of a text.
- Tell students that annotating helps readers recall and locate important information so they can answer text-dependent questions.
- Use the annotation tools on Reading A–Z to show students how to annotate while reading, including referring back to notes while discussing or answering questions about a text.
- Share and explain your annotation symbols with students. Think aloud as you model how to annotate a text using annotation symbols.
- Have students read and annotate a portion of a text and discuss their annotations as a class or with a partner.
- Have students independently annotate a given text. Have students refer to their annotated texts when they answer text-dependent questions orally and in writing.
- Encourage students to use the digital annotation tools on Kids A–Z.


Note-Taking Guide




**main idea**




**key detail**




**unfamiliar word, phrase, or content**



**connection**



**surprising detail**



**“I understand”**



## Reading Strategies *cont.*

### Reading Strategy: Ask & Answer Questions

#### Discussion Questions

*What does this mean? Why did this happen? What do you think will happen next?  
What is this section or book going to be about? What did you learn?*

### Purpose

Effective readers ask and answer questions before, during, and after reading, and look for answers to those questions as they read. This keeps readers on task and focused in order to better comprehend the text. Asking and answering questions also helps students monitor their reading and helps them remember important details.

### Implementation

- Explain to students that asking questions about a topic or text before and during reading and then looking for answers to those questions while reading will help them better understand the text and remember what they read.
- Model by inviting students to review the front cover and pictures in the text to develop questions. As you read the text, model how to stop, restate, and answer a question. Ask new questions as you read.
- Model by reading a text aloud and have students participate by asking them to turn and talk to a partner to generate questions, and then listen for answers.
- Have students work in pairs and think aloud as they ask and answer questions about a text they read.
- Students can organize their questions and answers on a KWLS chart.
- Have students practice asking questions and answering independently.
- Explain that readers should ask questions when they don't understand something; when they are curious about something; when they want to make a prediction; when they want to clarify something; and when they want to think deeper about the topic, theme, or story elements.
- Encourage students to annotate texts while reading.
- After reading, have students decide if they need to reread the text or part of it in order to answer questions.

## Reading Strategies *cont.*

### Reading Strategy: Connect to Prior Knowledge

#### Discussion Questions

*What experiences have you had that might be similar to a character in the text?  
How did you feel in that situation? What do you already know about \_\_\_\_? Does this part  
of the text remind you of anything, and does that help you understand \_\_\_\_?  
How did using what you already knew about the topic help you understand \_\_\_\_?*

### Purpose

Effective readers make connections between what they already know and new texts they read. This connection gives readers a solid foundation to build upon while also contextualizing the new material they are reading.

### Implementation

- Explain that effective readers make connections between what they already know, have read, or have seen somewhere before, and the new text they are reading or listening to. This is known as connecting to prior knowledge.
- Remind students that thinking about what they already know about the topic of a text before reading will help them better understand and remember the new material. As they learn new information while reading, students will make deeper connections to what they already know.
- Ask students to read the title and review the pictures in the text. Invite them to share any experiences or connections they have to the topic.
- Model how you make connections to prior knowledge as you read, and have students stop at several points during the reading to share their connections. Think aloud about how your connection helped you understand the text.
- Invite volunteers to share their connections to the text and explain how the connection to prior knowledge helped them understand it.
- Have student pairs turn and talk as they read a text and identify prior knowledge connections.
- Encourage students to make connections to their personal experiences (text-to-self), to other texts they have read (text-to-text), and to background knowledge about topics outside of themselves (text-to-world) on an ongoing basis.

## Reading Strategies *cont.*

### Reading Strategy: Make, Revise & Confirm Predictions

#### Discussion Questions

*What do you think will happen next? What clues made you think that \_\_\_\_ will happen next? Were there any clues in the pictures, in the words, or in your prior knowledge? What did you do when your prediction was incorrect or partially right? How was it helpful to revise your prediction?*

### Purpose

Effective readers make predictions, or logical guesses, about what will happen next in a text. Then they revise and/or confirm those predictions while reading. This strategy helps readers stay engaged with the material while also supporting comprehension.

### Implementation

- Explain that engaged readers often make predictions, or logical guesses, about what will happen in a text. Discuss how these predictions are created based on what readers already know, what has already happened in the story, and what the characters say and do. Encourage students to use clues from the text, including the text features, to make their predictions.
- Have students use the title and cover picture to make predictions about the new text before reading.
- Explain that as they read, students should confirm the predictions that were correct and revise the predictions that were partially correct or incorrect as they learn more about the text. This strategy helps readers stay engaged with what is happening in the text, and it helps readers make sense of the material they read.
- Point out that as readers, they should focus on making predictions, not being correct. Not all predictions will be correct. The goal is for readers to use information from the text to make the best guess about what will happen next.
- Model how to stop and make a prediction and think aloud about the part of the text your prediction is based upon. Continue to read and stop when the prediction is confirmed or revealed to be incorrect. Revise your prediction if needed.
- Ask students to make predictions based on where they are in their text. Have them read to the point they confirm or disprove their prediction. Ask them to revise, if necessary, any predictions that were not accurate.
- Encourage students to create new predictions for the remainder of the text. Confirm and revise predictions as needed. Have students discuss their predictions with a partner, a small group, or the whole class.

## Reading Strategies *cont.*

### Reading Strategy: Read with Purpose & Understanding

#### Discussion Questions:

*Why are you reading this text? What question do you need/want to answer? What are you hoping to learn as you read? Are you reading to be informed, persuaded, or entertained? Why is it helpful to reread texts?*

### Purpose

Effective readers read with purpose and understanding. In order to do so, they select a text that is appropriate and relevant, identify what they would like to learn as they read, minimize distractions, make sure they have everything they need to interact with the text (highlighter, sticky notes, and so on), reread parts that are challenging or confusing, and reflect upon what they have read.

### Implementation

- Teach students to self-select texts. Explain that there are questions students can ask themselves when choosing books that will help them become competent and engaged readers during independent reading time.
  - Am I interested in the topic of this book?
  - Is this book at my reading level or a bit of a challenge?
  - After previewing a couple of pages, do I know most of the words?
  - Do I understand what I am reading?
- Explain that sometimes the purpose for reading will be determined by a question or task. Model how to dissect a question or task.
- Model appropriate behaviors for before, during, and after reading.
  - Before
    - Minimize distractions by moving to an area that is quiet.
    - Preview the text.
    - Identify questions that need to be answered.
  - During
    - Annotate the text using a highlighter, sticky notes, or the digital annotation tools on Kids A–Z.
    - Reread parts of the text that are challenging.
    - Use other reading strategies such as visualizing, ask and answer questions, make and confirm predictions, summarize, and so on.
    - Review questions that need to be answered.
  - After
    - Reflect upon what was read and ask clarifying questions.
    - Retell or summarize the text.
    - Address questions that need to be answered.
- Allow time for students to make and track reading goals, for example time spent reading, new words learned, connections made, skills mastered.

## Reading Strategies *cont.*

### Reading Strategy: Retell

#### Discussion Questions

*What happened first, next, and last? Who is the main character? Where does the story take place? What problem does the main character face? How was the problem solved? How did the story end?*

### Purpose

Effective readers stop occasionally while reading to retell in their mind what is happening in the text. Retelling allows students to grow their thinking and visualization skills so they are better able to remember what happened in the text. Relying on story sequence and characters' actions helps students retell what they have read.

### Implementation

- Explain to students that engaged readers stop occasionally while reading to retell in their mind what is happening in the text. This is one way to check for understanding and remember what they read.
- Remind students that when retelling, it is important to list the events in order. Events must be in the correct sequence to be properly understood. Using sequence words, such as first, next, then, and last, helps readers retell the information in the correct order.
- Have students practice by retelling events that happened in daily life. Ask students to think of an event from their own life and retell it to a partner.
- Model how you retell the events of the story in the correct order. Point out that a retelling includes only the most important information given in the correct order.
- Explain to students that they can retell what they have read at the end of a chapter or section. Have students turn to a partner to practice retelling what they have read thus far.
- Have students retell what they have read from the previous day before beginning the next section of text.
- Encourage students to use transition words.
- Upon finishing a text, provide ample time for students to practice retelling in writing, with a partner, and/or using Kids A–Z recording features.

## Reading Strategies *cont.*

### Reading Strategy: Self-Monitor

#### Discussion Questions

*Does this make sense? Does that word make sense? Did you read that correctly?  
Does that part sound correct? Are you confused?*

### Purpose

Effective readers self-monitor their own reading by rereading, connecting to prior knowledge, looking for picture clues, and asking questions when understanding breaks down.

### Implementation

- Explain to students that effective readers can help themselves as they read. They can do this through self-monitoring.
- Model strategies for figuring out an unknown word. For example, look at word parts, context clues, and picture clues.
- Model how to reread to see if the word was mispronounced. If there is a multiple meaning, or if the word is a homograph, flip the sound, stretch the sounds and reread, skip, and come back.
- Model how to adjust your rate of reading when text is difficult or easy, and according to how much you already know about the topic. Pay closer attention to punctuation.
- Model how to stop and ask questions while reading to confirm that the text makes sense and reread to clarify.
- Model periodic retelling and summarizing as a strategy for self-monitoring.
- Model questions that will help students make sense of the text. For example: Does this make sense? What is the author trying to tell me? What is happening?
- Model how to decide if you need to reread the text or a part of the text. Model what to do if the text does not make sense after the second read.
- Remind students that self-monitoring is important because it promotes independence and deep thinking.
- Model how you self-monitor while reading by thinking aloud as you read a text aloud.
- Ask students to stop now and then and share their self-monitoring strategies with a partner.
- Have students self-monitor while reading a new text. Encourage them to use their self-monitoring strategies to figure out any new words they may encounter.
- Remind students that every time they read, they should self-monitor in order to ensure what they are reading makes sense.

## Reading Strategies *cont.*

### Reading Strategy: Summarize

#### Discussion Questions

*What is the text or section of text about? What are the main ideas of the text or section of text? What is your evidence? Why is this part not important to remember?*

### Purpose

Effective readers summarize paragraphs, sections, or chapters as they read in order to better understand and remember material from a text. Summarizing allows students to use their own words to recall the main ideas of a text. Summaries can be oral or written.

### Implementation

- Explain to students that one way to understand and remember information in a text is to summarize paragraphs, sections, or chapters as they read. Explain that a summary is a brief overview of the most important information in the text.
- Further explain to students that the summary will sometimes answer the questions *who, what, when, where, and why* about a topic.
- Model for students how to summarize a text the class has previously read, making sure to include only the most important details.
- Explain the difference between summarizing and retelling. Summarizing is more condensed and highlights the main idea of the text with a few key details, whereas retelling includes everything, such as the main ideas and most of the details from the text from beginning to end.
- Remind students that summarizing includes only the most important information in a text.
- Have students turn to a partner and summarize what they have read so far.
- As you read, pause and have students summarize the information from the text. Encourage them to use their own words and include only the main idea and a few key details from the text. Remind them that stopping to summarize is a strategy that engaged readers use to make sense of a text.
- Have students develop written and oral summaries of the texts they have read.
- Model how to distinguish between key details and details that are interesting but not important to the summary.

## Reading Strategies *cont.*

### Reading Strategy: Visualize

#### Discussion Questions

*What do you see in your mind when you read \_\_\_\_? As I read, pay attention to the images in your mind and turn them into a movie. Can you see the characters and the setting? Are you in the movie?*

### Purpose

Effective readers visualize, or create pictures in their mind, as they read. These visualizations allow students to connect to the text in order to better remember and enjoy what they read. Visualizing also helps readers make sense of what they read so they deepen their comprehension of the text.

### Implementation

- Explain to students that effective readers visualize, or create pictures in their mind, as they read. Sensory details and descriptive language allow readers to create these mental pictures that play like a movie in their mind. Model how to visualize the text with a think aloud. Explain how you use details from the text to create a mental movie.
- Further explain that readers make visual images using words and pictures from the text and what they already know about the subject (prior knowledge).
- Point out that readers change, or revise, their visualizations often while reading.
- Ask students to close their eyes while you read a passage from a familiar text aloud. Encourage students to use their senses to create visualizations as you read. Have them sketch images to represent their visualizations.
- Explain that the author's word choice creates images in readers' minds, and as writers, they can do the same. Point out examples of strong word choice as you read.
- Remind students that visualizing is important because it promotes deep thinking and keeps readers engaged with the text.
- Model how you visualize while you read.
- Ask students to stop occasionally and share their visualizations with a partner. Have them describe in detail the mental images they created as they read the text.
- Have students visualize while reading a new text. Encourage them to use their five senses and prior knowledge to create visualizations.
- Explain that visualizing helps readers understand fiction and nonfiction texts.
- Analyze a piece of text to discuss how figurative language, sensory details, descriptive language, precise nouns, and vivid verbs enhance the ability to visualize.



## Comprehension Skills

Many factors influence a student's comprehension of a text, such as reading fluency, vocabulary knowledge, and the ability to construct meaning. Comprehension skills are necessary in order for readers to deepen understanding of text and apply learning. Comprehension skills should be applied before, during, and after students read. Direct, explicit instruction and multiple opportunities for practice ensure that comprehension skills become an automatic process. Applying comprehension skills help students become strategic, adaptable readers who can construct meaning from text.

### Comprehension Skill: Analyze Story Elements

#### Discussion Questions

*How would you describe the character? Why did the character say or do \_\_\_\_? What motives does the character have? What are the character's actions? How has the character changed? How does the character handle challenges? Where and when does the story take place? Is the setting real or fictional? How does the setting affect the plot or the characters? What happened at the beginning, middle, and end of the story? What is the problem in the story? What is the solution? What were the events that lead to a final solution?*

### Purpose

Fictional stories have important elements that shape a narrative: characters, setting, plot, and theme. The characters are the people or animals in the story. The setting describes where and when the story takes place. The plot is composed of the sequence of events in a story: introduction, rising action, climax, falling action, and resolution. Effective readers analyze story elements and the relationships between them to deepen their understanding of a text.

### Implementation

- Connect to a previously read text and discuss character traits, where and when the story took place, and what happened in the beginning, middle, and end.
- Discuss and practice finding character traits and identifying supporting evidence.
- Model how to use evidence from the text to determine the setting even when it is not explicitly stated. As you read throughout the week, ask questions that challenge students to analyze the story elements rather than just identify them. For example:
  - What did characters say, think, or do, and how did characters react to events?
  - What did other characters say or think about a character?
  - How does the narrator describe a character?
  - How do characters' actions contribute to the sequence of events?
  - When and where does the story take place? How do you know?
- Have students document their findings on a graphic organizer, such as a story map, Venn diagram, web, character traits wheel, sequence event chart, and so on.
- Compare and contrast characters, settings, and plot elements within a text and across texts.
- Encourage students to explain relationships between characters, characters and events, characters and setting, and so forth.

## Comprehension Skills *cont.*

### Comprehension Skill: Author's Point of View

#### Discussion Questions

*Why did the author write this text? What would the author say about this? How does the text show the author's thoughts? What is the author's opinion on this topic?*

### Purpose

Authors usually have their own attitude or opinion concerning the topics they write about. The author's point of view is the position an author takes on a topic, expressed directly or indirectly. This position is often reflected in the author's purpose for writing. Understanding the author's point of view helps readers infer the meaning of the text.

### Implementation

- Connect to a previously read text and discuss the author's point of view.
- Explain how to use text evidence to determine the author's point of view when it is not explicitly stated.
  - Have students discuss whether or not they can tell how the author feels about the topic.
  - Have students identify parts of the text where the author gives examples that support point of view.
  - Discuss how knowing the author's point of view helps readers make inferences about what the author wants the reader to understand about the text.
- Point out that authors sometimes share opposing points of view to help explain their own. Model how to determine when authors use opposition to define their views.
- Discuss and practice identifying the author's point of view and supporting evidence in texts from the week.
- Have students identify text evidence that highlights the author's point of view and write quotes from the text and page numbers or sections on a graphic organizer.
- Have students identify words and phrases that show the author's point of view.
- Identify reasons or evidence used by the author to support their point of view.
- Ask students to explain how an author uses reasons or evidence to support their point of view.

## Comprehension Skills *cont.*

### Comprehension Skill: Author's Purpose

#### Discussion Questions

*Why did the author write this text? How did the author present the information? What did you notice about the words the author used? What does the author want you to know about the topic (nonfiction)? What does the author want you to know about the story or characters (fiction)? Is this text going to teach me something, make me laugh or cry, or try to get me to do or believe something?*

### Purpose

Authors have reasons for what they write. Generally, the author's purpose is to inform, to entertain, or to persuade. To *inform* means "to provide information," to *entertain* means "to amuse," and to *persuade* means "to convince." An author writes for one or more of these reasons and provides clues that help the reader determine the author's purpose.

### Implementation

- Connect to a previously read text and discuss the author's purpose.
- Have students identify who is telling a story from various parts in a text.
- Explain how to use text evidence to determine the author's purpose when it is not explicitly stated.
- Discuss and practice identifying the author's purpose and supporting evidence in texts from the week.
- Explain the clue words authors use to signal opinions, facts, and reasons.
- Have students identify text evidence that highlights the author's purpose and write quotes from the text with page numbers or sections on a graphic organizer.
- Ask questions to highlight the author's purpose for writing the text.
  - Is the author making a claim? What is the author's stand or opinion? What facts or reasons did the author provide to support the claim? Is the author trying to persuade the reader? What argument is the author making?
  - Is the author attempting to explain something or provide information? What facts or evidence did the author provide to support the topic?
  - Is the author telling a story? What details does the author provide to sequence the events?
- Ask students to explain how text structures can provide clues to an author's purpose.

## Comprehension Skills *cont.*

### Comprehension Skill: Author's Voice

#### Discussion Questions

*What does the author mean when they say \_\_\_\_? What is the author describing? What is the author comparing \_\_\_\_ to? Why do you think the author chose to use these words? What effect does figurative language have in a text?*

### Purpose

Author's voice refers to the style in which an author writes. Some authors write in a technical voice, using literal (academic and domain-specific) language. These types of writers often include facts, definitions, and concrete examples. Other writers might choose a more literary voice, using figurative and nonliteral language. Authors might use literary devices, such as anecdotes and figurative language, when they write to give readers a vivid mental image, to make readers laugh or think about a topic more closely, and/or to add creativity to their writing. Some figurative language goes beyond a word's literal meaning, which can make it difficult for students to grasp. Commonly used figurative language includes alliteration, symbolism, onomatopoeia, similes, metaphors, idioms, hyperbole, imagery, and personification. These writing techniques are part of an author's craft.

### Implementation

- Point out examples of technical writing that include academic vocabulary and domain-specific words.
- Point out examples of instances where an author uses facts, details to support main ideas, statistics, definitions, graphs, diagrams, and so on.
- Explain to students that a technical voice can be descriptive.
- Have students identify features of technical voice.
- Point out examples of figurative language used in texts. Keep track of these on an anchor chart and add to this chart throughout the year as literary devices are found in texts.
- Point out the most concrete or literal examples of figurative language, and then proceed to abstract or nonliteral examples.
- Point out examples of anecdotes used in texts. Ask students to identify why the author chose to use an anecdote.
- Have students draw a picture to match the literary device used in a text.
- Point out the kind of figurative language in a text and the way in which it is comparing, exaggerating, minimizing, or mimicking.
- Have students look for examples of figurative language while reading.
- Have students practice using figurative language in their writing. Explain how the use of literary devices can help authors be more concise so readers can fully understand what the author intends to say.
- Have students practice writing anecdotes.
- Provide opportunities for students to identify author's voice in the texts they read (formal vs. informal).

## Comprehension Skills *cont.*

### Comprehension Skill: Cause & Effect

#### Discussion Questions

*Why did \_\_\_\_ happen? What caused \_\_\_\_ to occur? What was the effect of \_\_\_\_? How did \_\_\_\_ cause \_\_\_\_ to occur? How would things be different if \_\_\_\_ had not taken place? What happened, and why did it happen?*

### Purpose

Effective readers are able to identify and understand cause-and-effect relationships in various texts.

### Implementation

- Explain that a cause is an action or event that makes something happen and the effect is what happens because of, or as a result of, the action or event.
- Explain that there can be multiple causes and effects and they can lead to additional causes and effects. For example, events and roadblocks in a story plot.
- Explain clue words that signal a cause-and-effect relationship.
  - *such as*
  - *because*
  - *so*
  - *consequently*
  - *therefore*
  - *thus*
  - *since*
  - *as a result*
- Discuss and practice finding causes and effects in texts from the week.
- Have students create a T-chart and list causes on one side and their effects on the other. Start with relationships that students are comfortable with and move into more complex cause-and-effect relationships from the texts throughout the week.

## Comprehension Skills *cont.*

### Comprehension Skill: Compare & Contrast

#### Discussion Questions

*How is \_\_\_\_ similar to \_\_\_\_? How is \_\_\_\_ different from \_\_\_\_? How can you compare \_\_\_\_ with \_\_\_\_? How are these stories/texts the same? How are they different?*

### Purpose

Readers learn more about a text by thinking about how things are alike or different. To compare, readers examine the similarities between things, and to contrast, readers identify the differences. Thinking about how something is alike and different deepens student understanding of what is read.

### Implementation

- Connect to a previously read text and discuss the similarities among them.
- Explain that similarities can be found in characters, themes, and topics as well as point of view.
- Point out that comparisons can be made across different genres and texts.
- Discuss and practice identifying comparisons among fiction and nonfiction texts.
- Discuss how information on the same topic can differ among texts.
- Have students create a Venn diagram to show comparisons among texts.
- Have students create a T-chart to compare multiple texts based on:
  - Similar theme or topic
  - Character traits or actions
  - Author's point of view
  - Author's purpose
  - Author's voice or writing style
  - Setting
  - Text structure
  - Text features.

## Comprehension Skills *cont.*

### Comprehension Skill: Compare Texts

#### Discussion Questions

*How are these stories/texts the same? How are they different? How are the themes or topics in the texts the same? How can you compare these stories/texts? How do the authors of the texts present information about the topic? How do the texts relate to one another?*

### Purpose

Comparing texts is a skill in which students identify relationships among different texts. These texts can be of the same or from different genres. Comparisons about themes and topics, as well as points of view, can be made. Students can synthesize information across more than one text to deepen their understanding of the topic or theme.

### Implementation

- Connect to a previously read text and discuss the similarities between the texts.
- Explain that similarities can be found in characters, themes, and topics as well as point of view.
- Point out that comparisons can be made across different genres and text.
- Discuss and practice identifying comparisons among fiction and nonfiction texts.
- Discuss how information on the same topic can differ among texts.
- Have students create a Venn diagram to show comparisons among texts.
- Have students create a T-chart to compare multiple texts based on:
  - Similar theme or topic
  - Character traits or actions
  - Author's point of view
  - Author's purpose
  - Author's language or writing style.

## Comprehension Skills *cont.*

### Comprehension Skill: Elements of Biography

#### Discussion Questions

*What does this text tell you about this person's personality? What were this person's greatest accomplishments? How did this person influence others? What are the characteristics of a biography?*

### Purpose

Books are categorized under a variety of genres. A biography is a true account of a person's life written by someone else. Biographies often focus on three elements of the subject's history: personality, accomplishments, and influence. Someone's personality is made up of all the qualities that make that person unique. Accomplishments are successes achieved through practice or training, and influence is the effect the person has on others.

### Implementation

- Connect to a previously read biography text and discuss the elements of the person that are essential to understanding why the biography was written.
- Have students name the person being written about.
- Have students discuss what they learned about the person.
- Point out that many times a person's personality, accomplishments, and influence provide the basis for why a biography is written.
- Explain that a biography is usually organized chronologically or by major life events.
- Discuss and practice identifying the elements of a biography and supporting evidence in texts from the week.
- Identify and discuss the author's purpose for writing the biography.
- Have students create a table to list elements of a person's personality, accomplishments, and influence from information gathered from texts.



## Comprehension Skills *cont.*

### Comprehension Skill: Elements of Drama

#### Discussion Questions

*Who are the characters? Is there a narrator? How many speaking parts are there? What is the setting? Does the setting change throughout the drama? Are there several different acts or scenes?*

### Purpose

A drama is a type of text with dialogue, often presented in the form of a play or Reader's Theater. The dialogue for different characters is often read by different readers. Sometimes a narrator is also included to provide information that is not spoken by the characters. Dramas are often organized in acts and/or scenes. A new scene takes place when there is a change in setting. An act is similar to a chapter in a book, where there is a shift or change in storyline. A drama has the same characteristics of a fiction text (characters, setting, and plot), but the dialogue is read aloud by several different people instead of one person. A drama is meant to be acted out by several actors or readers.

### Implementation

- Connect to a previously read text and discuss the characteristics of a drama.
- Explain that the dialogue in a drama is intended to be read by several different readers impersonating the characters in the story.
- Explain the terms found in a drama: scene, acts, narrator, stage directions, and so on.
- Explain the role of the narrator in a drama and the narrator's point of view.
- Explain how stage directions inform the reader or audience and help them envision what is occurring during each scene or act. For example, who is on stage and how the stage is set up.
- Point out that dramas are meant to be acted out by actors. Assign roles to students and have them read the drama aloud.
- Discuss and practice identifying characteristics of dramas.
- Have students read dramas and discuss their characteristics. Have students tell how dramas are different from other forms of literary text.
- Explain how to read a drama independently, and provide practice for students to read and navigate all parts.
- Discuss dramas using elements of a story.

## Comprehension Skills *cont.*

### Comprehension Skill: Elements of Poetry

#### Discussion Questions

*How is the poem organized? Does the poem rhyme? What type of poem is it? How does poetry compare to other text types? What are common characteristics of poetry? What elements of poetry does the poem include? What is the meaning of this poem? Why did the author choose to write this text as a poem?*

### Purpose

Poetry can be defined as a literary work that uses a distinct style and rhythm. Poetry is often organized in stanzas rather than paragraphs. Not all poems rhyme, although many do. Those that rhyme have a rhyming pattern that is usually consistent throughout the poem. Poetry can be written in many forms, such as haiku, free verse, sonnets, acrostic, limerick, and so on.

### Implementation

- Point out that sometimes poems have a rhyming pattern, but not all poems rhyme. Encourage readers to find words that rhyme and discuss an author's purpose for including rhyming words.
- Discuss and practice identifying the characteristics of poems, including rhythm, repetition, and alliteration.
- Invite students to determine how the characteristics of poems add to a poem's meaning.
- Introduce and discuss different types of poetry, including free verse, rhymed verse, haiku, limerick, and so on. Explain the characteristics of each type of poem and an author's purpose for writing a specific type of poem.
- Explain that poems have an organizational structure similar to other forms of literary text; however, they are organized in stanzas and/or line breaks, and they have a distinct style and rhythm.
- Discuss the meaning of figurative language and how it connects to the meaning of the poem as well as how it works with other poetic elements, such as structure and rhyme.
- Identify figurative language in poetry and point out how poets use it.
- Discuss how a poem can include elements of a story and identify story elements in poetry.
- Model reading poetry with fluency.
- Have students practice reading a variety of poems with fluency.
- Discuss the meaning of poems and how they compare to other poems as well as other text types.

## Comprehension Skills *cont.*

### Comprehension Skill: Fact or Opinion

#### Discussion Questions

*What facts can be found in the text? How do you know these are facts? What opinions are presented in the text? How do you know they are opinions? What are the differences between facts and opinions?*

### Purpose

Readers need to be able to distinguish between the facts and opinions in a text. A fact is a detail that can be verified or proved, whereas an opinion expresses how a person feels about the topic.

### Implementation

- Connect to a previously read nonfiction text and discuss whether the text gave true information (facts) or ideas or beliefs (opinions).
- Discuss and practice differentiating between facts and opinions in texts from the week.
- Point out that often a text can include both facts and opinions, but facts can be proved and opinions cannot.
- Discuss how authors of informational text use facts to inform or explain their topic. Have students identify facts that inform or explain a topic.
- Discuss how authors of persuasive text might use facts and opinions to support their claim. Have students identify facts and opinions and the claim they support.
- Have students identify an opinion that is supported by facts.
- Have students state their opinion on a topic and use text evidence to support it.
- Have students create a T-chart and list facts on one side and opinions on the other using texts from the week.

## Comprehension Skills *cont.*

### Comprehension Skill: Identify Genre

#### Discussion Questions

*What is the genre of this text? What characteristics help identify the genre? How does the genre of one text compare to another? How does the genre of the text help identify the author's purpose?*

### Purpose

The term *genre* is also known as the type of text and is often categorized as fiction or nonfiction. Fiction texts are often presented in the form of stories with characters and a plot. Fiction can also be narrowed down into text types, such as realistic fiction, historical fiction, fantasy, fables, and so on. Nonfiction texts are based on facts and are often written with the purpose of teaching something. Nonfiction can be narrowed down into text types, such as biographies, memoirs, articles, essays, and so on.

### Implementation

- Connect to a previously read text and discuss characteristics that help identify the genre.
- Explain that fictional texts follow a story and have story elements such as characters and plot.
  - Point out fictional texts are make-believe, such as fantasy, fables, and so on.
  - Point out that some fiction can have true elements, such as realistic fiction, historical fiction, science fiction, and so on.
- Explain that Informational or nonfiction texts present facts to the reader.
  - Point out that informational text aims to inform, explain, or provide an opinion.
  - Point out that informational texts that provide information or explain can be classified as biographies, memoirs, articles, essays, directions, and so on.
  - Informational texts that provide an opinion can be classified as editorials, book reviews, brochures, advertisements, and so on.
- Help students determine the text structure (descriptive and informational, compare and contrast, cause and effect, problem and solution, and sequence) in order to identify the genre.
- Discuss and practice identifying characteristics of text that define its genre.
- Use the weekly texts to identify the common characteristics of a genre. Create an anchor chart listing the characteristics of each genre.
- Have students practice identifying the genre of multiple texts and compare and contrast the similarities and differences between various genres.

## Comprehension Skills *cont.*

### Comprehension Skill: Main Idea & Details

#### Discussion Questions

*What is this text mostly about? What is the big, or main, idea? What details support the main idea? What details are most important to understand the main idea?*

### Purpose

Readers examine the main ideas and details of a text in order to fully understand it. The main idea is the general topic presented in a text. The details are the extra descriptions and information that help readers better understand the text. Each section in a text often has its own main idea and details.

### Implementation

- Connect to a previously read nonfiction text and discuss its main idea.
- Explain the difference between a topic and main idea (topics are broad ideas, whereas a main idea is a sentence describing the essence of the text or section of text).
- Point out that the details describe extra information that supports the main idea.
- Discuss and practice finding the main idea and identifying supporting details in texts from the week.
- Have students identify the main idea of a text or section of a text and find evidence that supports it on a graphic organizer.
- Have students identify key details in a text and then identify the main idea.
- Have students identify the main idea and explain how it is supported by key details.
- Use the main idea of a text to summarize a section of the text.
- Using a text with more than one main idea, have students determine the main ideas and discuss how they are related to the topic of the text.

## Comprehension Skills *cont.*

### Comprehension Skill: Make Inferences / Draw Conclusions

#### Discussion Questions

*What is the author trying to say? What is the author implying? What can you tell about the text by reading between the lines? What can you infer about the text? What is this text really about?*

### Purpose

Not all information in a text is stated directly. Pictures and words give clues that help readers understand information that is not explicitly written. Readers can also apply their prior knowledge to the details in a text to figure out information that is not explicitly written. When readers make these kinds of connections, they are making inferences or drawing conclusions.

### Implementation

- Connect to a previously read text and discuss places where readers had to infer information that was not explicit.
- Explain the difference between a prediction and an inference.
- Point out that readers use some prior knowledge to make an inference.
- Point out that readers use what the text says and what they already know about what they are reading to make an inference.
- Discuss and practice identifying places in the text to make inferences and draw conclusions in weekly texts.
- Discuss how inferences help readers make and confirm their predictions.
- Have students create a three-column chart. In the left column, have students identify clues in the text; in the middle column, have students record what they already know about that clue; and in the right column, have students write a conclusion they can draw using the clue from the text and what they know.

## Comprehension Skills *cont.*

### Comprehension Skill: Narrative Point of View

#### Discussion Questions

*Who is telling the story? From what point of view (first, second, or third person) is the story being told? Does the point of view change throughout the story, and how do you know? How would the story change if it were being told from another character's point of view?*

### Purpose

Stories are told from a specific point of view, usually in the first or third person. Readers can determine the point of view by deciding who is telling the story. In a first-person story, the narrator is one of the characters telling the story directly, using pronouns such as *I* and *my*. In a third-person story, a narrator tells the story indirectly by describing the characters and their thoughts and actions.

### Implementation

- Connect to a previously read text and discuss who is telling the story.
- Discuss how more than one person can be “talking” in a story.
- Explain the differences in each character’s point of view.
- Point out that knowledge of pronouns can help readers determine the narrative point of view.
  - Point out that if the narrator is using the pronoun *I*, it is first-person narration. The narrator is most likely the main character.
  - Point out that if the narrator is using the pronouns *he*, *she*, and *they*, it is a third-person narration. The narrator is not the main character and may or may not be a character in the story.
- Practice identifying text evidence to determine the narrative point of view in weekly texts.
- Have students identify the narrative point of view. Then have them determine the effect that the narrative point of view has on the story by having them rewrite a piece of the text from a different point of view.
- Have students discuss how a story differs when the point of view is told in first person and in third person.
- Have students identify the narrator of the story and describe how the narrator influences the story.

## Comprehension Skills *cont.*

### Comprehension Skills: Problem & Solution

#### Discussion Questions

*What is the problem or challenge in the story? How does the problem affect the characters? How is the problem solved? What is the solution? Is there more than one problem and solution in the story?*

### Purpose

In most stories, a character is confronted with a problem that needs to be solved. The problem is a challenge that must be worked out or solved, and the solution is the action or process used to resolve the problem.

### Implementation

- Connect to a previously read text and discuss the problem in the story and how it was solved.
- Point out that there can be multiple problems, or roadblocks, that characters must face in order to solve the main problem in the story.
- Discuss and practice identifying text evidence about problems and solutions in weekly texts.
- Have students identify the problem, possible solutions, actual solution, and supporting evidence in a new text. Students should record their findings on a graphic organizer.



## Comprehension Skills *cont.*

### Comprehension Skill: Sequence Events

#### Discussion Questions

*What happened at the beginning? What happened in the middle? What happened at the end? What happened after \_\_\_\_ or before \_\_\_\_? Are there words that signal chronological order?*

### Purpose

The actions in a story are arranged in a particular order, usually from beginning to end. The sequence of events is the description of the order in which events occur. Transition words, such as *first*, *next*, *then*, *after*, and *finally*, help organize a sequence.

### Implementation

- Connect to a previously read text and discuss the sequence of events in it.
- Explain that following a specific order is important for the text to make sense.
- Point out that transition words are sometimes used to provide clues to readers.
- Discuss and practice finding the sequence of major events in weekly texts.
- Have students identify the important events in a new text on a graphic organizer. Have them use transition words to support their sequence.
- Have students create a timeline of events using evidence from the text.

## Comprehension Skills *cont.*

### Comprehension Skill: Text-Dependent Questions

#### Discussion Questions

*Where can you find the answer to this question? In what paragraph can you find the answer? How do you know this is the answer? What evidence from the text supports your answer?*

### Purpose

Text-dependent questions can be answered using evidence from the text. They can also be answered in both fiction and nonfiction texts. Students may use multiple texts to locate the answers to text-dependent questions, and they can locate the answers to text-dependent questions directly from the text. When answering text-dependent questions, students can cite text evidence by using dialogue frames such as: *According to the text \_\_\_\_; The text tells me \_\_\_\_; In paragraph \_\_\_\_ it says \_\_\_\_.*

### Implementation

- Connect to a previously read text and discuss how questions can be answered directly from it.
- Explain that the text can be used to locate the answers to questions.
- Point out that when you find the answers to text-dependent questions directly from the text and use the text to answer a question, you are citing text evidence.
- Explain how to read a text-dependent question.
- Discuss how to construct an answer to a text-dependent question.
- Discuss and practice finding answers to text-dependent questions.
- Explain that some text-dependent questions will require the reader to read multiple paragraphs, multiple texts, and even look at text features.
- Explain that some answers to text-dependent questions will be explicit and others can be inferential.
- Have students use the texts from the week to locate answers to text-dependent questions and cite evidence for their answers.
- Have students ask and answer text-dependent questions with a partner, in a small group, or as a whole class.

## Comprehension Skills *cont.*

### Comprehension Skill: Theme

#### Discussion Questions

*What is the author's message in this text? What is the theme of this text? How is it different from the main idea? How can you apply this to your own life? How did the author change at the end of the story?*

### Purpose

Fictional stories have important elements that shape the narrative: characters, setting, plot, and theme. The theme is the author's message. Readers can determine the theme by making inferences and identifying a message or lesson that can be applied to anyone. Theme is not story specific. A story can have more than one theme.

### Implementation

- Identify common themes in previously read texts. For example, courage, friendship, loyalty, perseverance, acceptance, cooperation, honesty, kindness, and so on.
- Encourage students to think about what the author wants the readers to take away.
- Ask students to identify what feelings they have as they read a text and what feelings will stay with them after they finish reading.
- Discuss the characters' reactions to other characters and to events in the story to help students identify the theme.
- Ask students to identify what the main character learns at the end of the story.
- Ask students to record how the characters respond to challenges in the story.
- Model making inferences to identify the theme.
- Remind students that a theme is something they can relate to and is often present in their own lives.
- Compare and contrast how authors address similar themes in different stories.

## Text Features

Text features are textual components that add important content to the text. Students must use, read, and understand text features to fully comprehend text. Text features help readers answer questions, make predictions, and build connections to the text. Text features must be explicitly taught so students can recognize them and identify their purpose in a text.

**Text Features:**  
**Table of Contents,**  
**Headings, Special**  
**Print, Graphic**  
**Features, Glossary,**  
**Index, Digital Texts**

### Discussion Questions

*Where is a \_\_\_\_ on this page? What is the name of the text feature? What information does the \_\_\_\_ add to the text? How does the \_\_\_\_ clarify or support the text? How can you use \_\_\_\_? What information does the \_\_\_\_ provide? How can the text features be used to help you locate information?*

### Purpose

Nonfiction texts contain features that fiction texts do not. Understanding text features improves student comprehension.

### Implementation

- Explain that text features are important because they provide information that helps the reader understand the text or information that goes beyond the text. Discuss text features as they appear. Model how to read, use, and gain information from each before, during, and after reading.
- **Table of Contents, Headings, and Subheadings:** Point out the table of contents and discuss how it is an ordered list of the sections of a book. It helps readers find a topic quickly and lets readers know what each chapter will be about. Discuss how headings and subheadings divide the chapters, or text, and may provide clues to the main idea of each section.
- **Special Print (Boldface and Italics):** Show an example of special print in a text and explain that the boldface word is an important vocabulary word needed to understand the text, and italics are a word/phrase the author is emphasizing. Explain how boldface words might also be found in the glossary.
- **Photographs, Illustrations, Graphics, Sidebars, and Captions:** Locate a graphic feature including its caption. Discuss the information each provides and how it helps students understand the text.
- **Charts, Tables, Graphs, Maps, Diagrams, Timelines, and Cutaways:** Discuss the data or numeric information provided and how it supports the text explicitly or provides additional information about the topic.
- **Glossary and Index:** Explain that the glossary and index are alphabetical listings that help readers understand and locate specific words or information. An index is a list of topics, events, and names that are important to the text. A glossary is a list of important vocabulary words. Located at the back of the book, a glossary usually includes each word's definition, part of speech, pronunciation, and the page number where the word first appears. The index indicates the page where the information appears in the text. Model how and when to use the glossary and index.
- **Digital texts:** Model how to use features found in digital texts such as audio/video features, annotation tools, hyperlinks, and so on.

## Text Structures

Text structure is the overall organization of the text. Recognizing text structure helps students understand and retain what they read, and helps them monitor comprehension. When students can identify the overall text structure, it helps them question how subsequent sections of the text fit into the overall text, which in turn helps them make predictions and understand the author's purpose. Most fiction texts follow a similar text structure (sequential), but nonfiction texts can have different text structures (cause and effect, compare and contrast, problem and solution, descriptive and informational, and sequence). Understanding these patterns helps readers anticipate the kind of information they will read, which helps them comprehend the text.

### Discussion Questions

*Is the author trying to explain what happened and why it happened? Is the author trying to explain a problem and suggest solutions? Is the author trying to explain how things are alike and different? Is the author trying to explain something by describing it? Is the author trying to teach us how to do something, explain the steps in a process, or recount the events in the order in which they occurred? What text structure did the author use? What text structure do you recognize in this section of the text?*

### Text Structure: Cause & Effect

- Explain that a text organized to explain the relationship between something that happened—for example, an event or phenomenon (effect) and why it happened (cause)—is a cause-and-effect text structure.
- Point out the cause-and-effect pattern in a text.
- Explain words that signal causes and effects, such as: *cause of, effects of, reason why, leads to, therefore, as a result of, because, due to, thus, may be due to, for this reason, if \_\_\_\_ then \_\_\_\_ , not only, but, so that, and consequently.*
- Discuss how the use of a cause-and-effect text structure contributes to the author's purpose for writing. Ask: *Why did the author use this text structure?*
- Discuss how knowing the text is written in a cause-and-effect text structure helps readers predict, question, and anticipate what they will learn.
- Discuss how readers can expect to learn about what the author considers to be important events and the reasons they occurred.

## Text Structures *cont.*

### Text Structure: Compare & Contrast

- Explain that a text organized to explain how things are alike and different is a compare-and-contrast text structure.
- Point out the compare-and-contrast pattern in a text.
- Explain words that signal comparisons and contrasts, such as: *like, also, both, unlike, in contrast, and, the same as, but, but also, on the other hand, instead of, as well as, similar to, different from, however, nevertheless, in comparison, and likewise.*
- Discuss what the author is comparing or contrasting and the attributes the author is comparing or contrasting.
- Discuss how the use of a compare-and-contrast text structure contributes to the author's purpose for writing. Ask: *Why did the author use this text structure?*
- Discuss how knowing the text is written in a compare-and-contrast text structure helps readers predict, question, and anticipate what they will learn.

### Text Structure: Descriptive & Informational

- Explain that a text that is organized with a descriptive or informational text structure organizes information by describing the attributes and details of a person, place, thing, idea, or event. The author presents a main idea, divides text into related subtopics, and then supports the text with informational details. Descriptive text might use sensory details because they allow readers to visualize as they read.
- Point out the descriptive pattern in a text. For example, how adjectives, characteristics, and examples are often included as supporting details.
- Explain that a descriptive text allows readers to create pictures in their mind and categorize information. It also sets up readers to compare and contrast ideas across multiple texts.
- Explain words that signal descriptive text structure: *for example, such as, most importantly, specifically, in addition, for instance, to illustrate, described as, another, is like, and including.*
- Discuss how the use of a descriptive text structure contributed to the author's purpose for writing. Ask: *Why did the author use this text structure?*
- Discuss how knowing the text is written in a descriptive text structure helps readers predict, question, and anticipate what they will learn.

## Text Structures *cont.*

### Text Structure: Problem & Solution

- Explain that a text that is organized by presenting a problem or challenge and then offering or explaining solutions is a problem-and-solution text structure.
- Point out the problem-and-solution pattern in a text.
- Explain words that signal problems and solutions, such as: *the problem is, one solution is, dilemma, solve, issue, trouble, fix, how, however, therefore, as a result, consequently, so that, and nevertheless.*
- Discuss the problems or challenges the author is addressing and the solutions the author suggests or reports.
- Discuss how the use of a problem-and-solution text structure contributed to the author's purpose for writing. Ask: *Why did the author use this text structure?*
- Discuss how knowing the text is written in a problem-and-solution text structure helps readers predict, question, and anticipate what they will learn.

### Text Structure: Sequence

- Explain that a sequence text structure puts events in order. One order can be based on time and is called *chronological order*. History texts, memoirs, biographies, and fictional texts are usually written in chronological order. This means the author provides the information in the order the events take place.
- Explain that some words and phrases used to signal chronological order are: *first, next, last, then, soon, finally, after that, in the end, not long after, around the same time, previously, and before.*
- Explain that another kind of sequence text structure puts steps, directions, and observations in order. This type of sequence is used in scientific reports, recipes, directions, how-to books, manuals, or any time the author wants the reader to know how to do something or how something was done.
- Point out the sequential pattern in a text.
- Discuss what the author is sequencing.
- Discuss how the use of a sequential text structure contributed to the author's purpose for writing. Ask: *Why did the author use this text structure?*
- Discuss how knowing the text is written in a sequential text structure helps readers predict, question, and anticipate what they will learn.

# Vocabulary

Vocabulary is key to reading comprehension. Students who do not understand the words they are reading can not make sense of what they are reading. Not only do students need to read widely to increase their vocabulary, they need explicit instruction in strategies that teach them how to figure out unfamiliar words. Students also need opportunities to review vocabulary to ensure words are kept in long-term memory.

## Vocabulary: Academic Vocabulary, Content Vocabulary & Context Clues

### Discussion Questions:

*Do you recognize any part of the word? Are there clues in the words, phrases, or graphic features surrounding the word? Is there a glossary, dictionary, or other resource available to help you learn the word?*

## Purpose

Vocabulary words provide precise meaning to a text. *Academic vocabulary* refers to words that are not necessarily common or frequently encountered in informal conversation. *Content vocabulary* refers to words that are commonly used in content areas (e.g., *parallelogram, government, photosynthesis*). Students can use context clues or reference materials to help them understand a word's meaning.

## Implementation

- Explain to students that understanding the meaning of the words in a text is necessary in order to understand what they are reading. Tell students that they will know most words they read, but not all. Explain that there are strategies they can use when they come to an unfamiliar word. Model and think aloud about what to do when you are reading and come to a word you don't know.
- Model how to stop at an unfamiliar word and use the pictures, graphic features, and words nearby to figure out what the word means.
- Show students how unknown vocabulary can often be understood by looking for clues within the word and around the word.
  - Model how to use word parts to determine the meaning of words (compound word, prefixes, suffixes, known base words, and so on). Model how to use the known word part and your knowledge of the text to infer the meaning of the word.
- Model how word meanings can be found by looking in a dictionary or glossary.
- Remind students that words can often have more than one meaning and that it's important to determine which meaning of the word makes the most sense in the text.
- Encourage students to use the My Word Journal on [Kids A-Z](#) or create a personal dictionary of new words.



## Speaking & Listening

Students need to make sense of information presented in print as well as information presented orally, digitally, and in other multimedia formats. To help students understand information that is presented in a variety of formats, they need opportunities to participate in rich, structured academic conversations. These conversations provide opportunities for teachers to teach students not only the norms of group discussion, but also how to contribute accurate information, respond to and develop what others have said, and synthesize information and various ideas. Speaking and listening skills can be developed through whole-group and small-group discussions

### Speaking & Listening: Collaborate & Comprehend

#### Discussion Questions:

*What does it mean to collaborate? What are we discussing? Why are we talking about \_\_\_\_? What do you need to do to prepare for the discussion? What can you contribute to the conversation? What questions can you ask the speaker to clarify \_\_\_\_? How do our classroom rules for discussion benefit us all?*

### Purpose

Effective communicators participate in collaborative conversations, follow rules for discussion, build on others' ideas, and ask clarifying questions.

### Implementation

- Have students frequently participate in discussions with a focus on collaboration and comprehension.
- Model and explain the importance of appropriate turn-taking and how to elaborate on what someone has said to continue to collaborate on an idea.
- Explain that asking questions in a conversation can help clarify confusion or misconceptions.
- Require that students come prepared for discussions. For example, having read text or viewed material to be discussed.
- Provide opportunities for students to work with partners and small groups.
- Discuss and model how to adjust speech depending upon audience and purpose.
- Model how to give oral feedback and provide opportunities for students to give meaningful feedback to peers.

## Speaking & Listening *cont.*

### Speaking & Listening: Express & Present Ideas

#### Discussion Questions:

*What do you think about \_\_\_\_? Share what you learned about \_\_\_\_\_. Share your understanding of \_\_\_\_\_. Who is your audience? How can you present what you know?*

### Purpose

Effective communicators express and present ideas clearly. Staying on topic, they give an opinion with supporting facts, tell a story, or present new information with descriptive details, using visuals when appropriate to clarify their opinions or ideas.

### Implementation

- Model how to express and present ideas in a clear manner using visuals to guide your presentation.
- After finalizing a piece of writing, ask students to present their opinion about a particular topic, giving evidence for their opinion, or to present new information about a topic, giving details about the topic.
- Have students create a visual aid, when appropriate, to help listeners better understand the topic.
- Allow students to present a portion of what they have written in order to save time.
- Provide opportunities for students to work with partners and in small groups to report what they have learned to the rest of the class.
- Provide opportunities for students to present information digitally, visually, orally, and so on.

## Speaking & Listening *cont.*

### Speaking & Listening: Listen Actively & Respond

#### Discussion Questions:

*What question was just asked? What did \_\_\_\_ just say? What is your response to \_\_\_\_? Paraphrase what \_\_\_\_ just said. What are we discussing? Why are we talking about \_\_\_\_? What do you need to do to prepare for the discussion? What questions can you ask to clarify \_\_\_\_?*

### Purpose

Effective communicators are active listeners. They respond in conversation by answering questions, making comments, and paraphrasing the speaker's thoughts.

### Implementation

- Have students frequently participate in discussions with a focus on listening and responding.
- Give students a “purpose” for listening. Remind students of the Weekly Question so they can listen for responses as they read or are read to.
- Model how to listen attentively, make eye contact with the speaker, and answer questions that are posed in conversation.
- Demonstrate how to summarize or paraphrase what someone has said to show active listening and provide time for students to practice these skills.
- Require that students come prepared for discussions, for example, having read text or viewed material to be discussed.
- Provide opportunities for students to receive information presented in diverse formats, such as digital, visual, oral, and so on.
- Give students listening tasks.
  - Provide time for students to turn and talk to summarize or retell what was stated by the teacher or a classmate.
  - Ask students to give a thumbs-up when they hear a key word, phrase, or idea.
  - Ask students to take notes or jot down questions about what is being read or discussed.
  - Ask students to make connections to what was said or read.

# Fluency

Fluency is the ability to read text automatically so the reader's attention is focused on comprehension rather than decoding. Fluent readers read accurately, smoothly, and with expression while self-correcting when necessary. A contributor to successful comprehension, fluency is a bridge between word recognition and comprehension.

## Fluency: Accuracy, Rate & Expression

### Discussion Questions:

*Is this text too easy or too hard for you to read? When you read aloud, do you read smoothly? Do you have to stop to sound out words, or do you know most of the words automatically? Can you use punctuation, clue words, and the meaning of the text to read with expression? Does your voice flow as you read, or do you sound choppy? Do you read at an appropriate pace, neither too quickly nor too slowly?*

## Purpose

The purpose of teaching fluency is to help students read accurately, smoothly, and with expression. Reading automatically helps students understand what they are reading by allowing them to concentrate on meaning rather than decoding. Students need regular opportunities to practice oral reading fluency.

## Implementation

- Model fluency by reading aloud to students regularly.
- Provide opportunities for students to practice reading high-frequency words and irregularly spelled words.
- Provide students with text that is at their independent reading level and have them practice reading orally.
- Create reasons and opportunities for students to read text multiple times.
- Use center or station time for students to practice fluency skills by providing:
  - Texts that lend themselves to repeated readings, such as Reader's Theater and poetry
  - Texts that students can read to a partner
  - Short texts that students can read repeatedly during the course of a week that also allow them to make observations about how their reading improves from the first attempt to the last reading the same text
  - High-interest texts
- Allow students to listen to and read along with a text on [Kids A-Z](#).
- Provide explicit and corrective feedback to help students develop their fluency skills.

## Fluency *cont.*

### Fluency: High-Frequency Words

#### Discussion Questions:

*Do you notice that some words appear many times in the texts we read? Do you notice that you know some words automatically, but you have to sound out other words? How does knowing a word automatically help you read a text?*

### Purpose

Automatic word recognition increases reading fluency and comprehension. Recognizing high-frequency words automatically increases fluency, which frees students to concentrate on understanding the text rather than decoding the words.

### Implementation

- Remind students to focus on reading high-frequency and irregularly spelled words correctly.
- Provide practice with decoding and encoding high-frequency words.
- Encourage students to read a wide variety of texts for pleasure.
- Provide opportunities for students who are struggling with automatic recognition of high-frequency words to practice them in isolation. For example, use flash card games, computer games, speed sort games, and so on to provide repetition and support in a fun manner.

## Fluency *cont.*

### Fluency: Self-Correction

#### Discussion Questions:

*As you read, do you find a word that doesn't make sense or sound right? What can you do when that happens? Did you try rereading to help you fix your mistake? Can you show me a place you had to stop because something didn't make sense? What can you do when you can't make sense of what you reread? You said \_\_\_\_, does that sound right or make sense? What strategies can we use when we do not understand the text?*

### Purpose

Teaching self-monitoring and self-correction strategies helps improve student comprehension. Fluent readers know when they make errors as they read and how to use strategies that help them self-correct the errors.

### Implementation

- Read aloud regularly and model how and when to notice an error, stop reading, and self-correct the error (word pronunciation errors, misreading punctuation, tracking errors, and so on). For example, think aloud and say: *I said \_\_\_\_, but it doesn't sound right. \_\_\_\_ doesn't look right. That didn't make sense, so let me reread this part.*
- Provide support as students read aloud, giving feedback and asking questions. For example, as students read aloud, you could say: *You said \_\_\_\_, does that make sense? Does \_\_\_\_ look right? I like that you stopped here. What made you stop?*
- Model how to go back and decode the troublesome word or reread the sentence that doesn't make sense while thinking about the meaning of the text.
- Create a way for students to record when they self-monitor and self-correct. For example, use a sticky note to flag the place in the text where the student self-corrects an error and the strategy she or he used to self-correct.
- Provide students with opportunities to read with a partner, listen for and record when their partner self-corrects, and discuss the self-correction after reading that portion of the text.