

# Plants and Animals Grow and Change

Essential Question

## Why do living things change?

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## Benchmark Workshop™

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INTRODUCING



## Complete, Connected, and Completely Flexible

A series of literacy modules combine to provide a complete solution for literacy instruction.

### Designed for:

- Today's Standards
- Responsive Teaching
- Biliteracy



# Dear Educator,



It is with great excitement that I introduce to you a rising star in literacy –

**Benchmark Workshop!** In English and Spanish

This star was born out of our commitment to publishing quality literacy instructional materials that lift the level of literacy for ALL children!

At the heart of *our* new star are *your* stars – **your students**.

How can we ensure they shine to their full potential and meet today's expectations?

Utilizing a common-sense instructional approach, our mission is for students to become powerful readers and writers in the classroom and in the real world.

Led by an authorship team of literacy experts, *Benchmark Workshop* provides a clear path to meeting today's grade-level expectations. The unique architecture offers efficiency, flexibility, and choice, as well as a roadmap for effective instructional decision-making.

*Benchmark Workshop* was created for you, a responsive teacher guiding your young stars toward a very bright future. The modules, used alone or together, provide you with choice, honor your time, and give you flexibility.

We invite you to look inside and explore the possibilities of using *Benchmark Workshop* in your classroom!

Sincerely,

A handwritten signature in black ink that reads "Tom Reycraft". The signature is fluid and cursive, with a large initial "T" and "R".

Tom Reycraft  
Founder and CEO

# Shining Stars of Literacy

## The Benchmark Workshop Authors and Consultant Team



**Linda Hoyt, M.A.**

Linda Hoyt has had a rich array of experiences in education, ranging from classroom teaching to working as a reading specialist, curriculum developer, Title I teacher, staff developer, and Title I District Coordinator. She is the author of twenty-four professional books, six video programs, and instructional resources.



**Adria Klein, Ph.D.**

Dr. Adria Klein is the director of a center focused on early literacy intervention at Saint Mary's College of California and serves as a reviewer for the professional journal *The Reading Teacher*. A former president of the California Reading Association, she also served on the International Literacy Association's Board of Directors.



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Patty McGee is a prolific writer, consultant, and presenter that has served on several committees for the New Jersey Department of Education. She presents at national conferences such as ILA, NCTE, ASCD, and Learning Forward, and is author of the best-selling book *Feedback That Moves Writers Forward*.



**Peter Afflerbach, Ph.D.**

Dr. Peter Afflerbach is Professor of Reading in the Department of Teaching and Learning, Policy and Leadership, at the University of Maryland. His research includes focus on reading comprehension strategies and processes, especially related to new literacies, mindfulness, and reading assessment.



**René Boyer, Ed.D.**

Dr. René Boyer is a Professor Emeritus of Music Education at the University of Cincinnati's College Conservatory of Music. She is known nationally and internationally for her work in multicultural and urban music education and is a composer, educator, and author of best-selling professional books for classroom teachers and music specialists.



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Dr. Jeff Zwiers is a senior researcher at Stanford University. He supports the Understanding Language Initiative and collaborates with teachers, coaches, and school systems to improve academic English Learner education. He co-directs the Academic Language Development Network, accelerating students' literacy, language, cognition, and conversation skills.



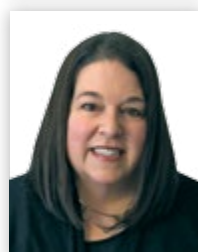
**Wiley Blevins, Ed.M.**

Dr. Wiley Blevins is an early reading specialist who holds an Ed.M. from Harvard. He taught elementary school in the United States and South America. Dr. Blevins is the author of best-selling titles *A Fresh Look at Phonics*, *Phonics from A to Z*, and *Teaching Phonics & Word Study in the Intermediate Grades*.



**Allison Briceño, Ed.D.**

Dr. Allison Briceño is an Assistant Professor of Elementary Education at San José State University. Dr. Briceño's research centers on improving literacy instruction for English Learners and bilingual students. She was selected to be an English Learner Leadership Fellow with the California Association of Bilingual Educators.



**Silvia Dorta-Duque de Reyes, M.A.**

Silvia Dorta-Duque de Reyes, 2018 NABE Leadership Award winner, served as a member of the Expert Panel for the development of the California English Language Development (ELD) Standards. A national consultant, her area of expertise is biliteracy, with a focus on academic language and Spanish-to-English cross-linguistic transfer.



**Michael Priestley, M.A.**

Michael Priestley, a professional writer and editor, has been directly involved in designing and developing state and national assessments. He was formerly the Director of Technical Services at National Evaluation Systems, Inc., and has worked with educational publishers and state education departments from New York, Florida, Texas, California, and Hawaii.

# Flexible Print and Digital Resources

## Celebrate Teacher Agency and Choice

A flexible roadmap puts the teacher in the driver's seat and provides tools to enhance teacher-led instructional decisions.



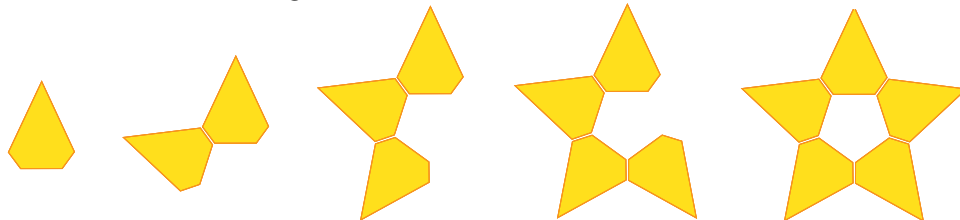
## Build Your Own Workshop

Mix and match modules to meet your classroom's needs.

Looking for a reader's workshop but already have a phonics solution you like?

Have a word study program but need a writer's workshop?

Benchmark Workshop's modules work together or stand on their own.



## Combine Modules for a Comprehensive Solution

Used together, the modules connect through topics and skills to provide a powerful cohesive framework for integrated reading, writing, listening, and speaking instruction.



# Meet Standards and Instructional Shifts

## Build Knowledge and Vocabulary Over Time

10 vertically aligned knowledge strands span Grades K–5, ensuring that students develop content-area, literary, and real-world knowledge.

- Literary
- Science
- Social Studies

### Grades K–5 Multi-Text Topic-Based Units Vertically Aligned

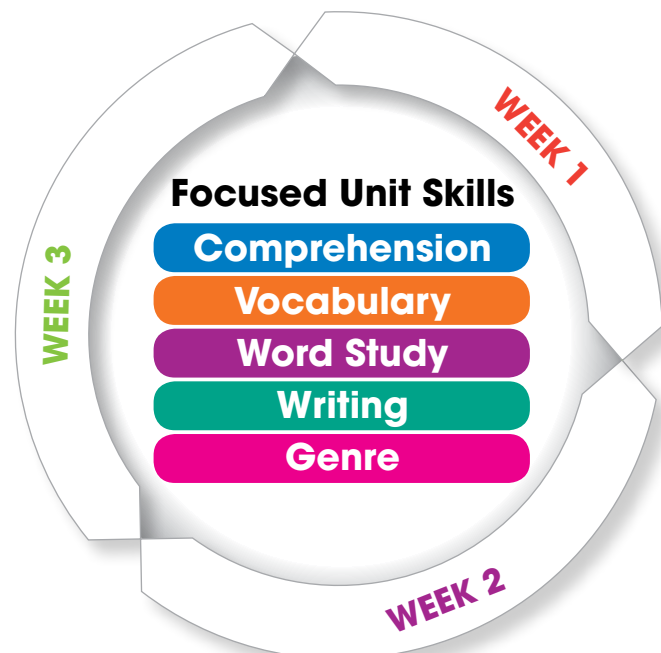
Unit	1	2	3	4	5	6	7	8	9	10
 Grades K–5 Knowledge Strands										
	Life Science	Character Matters	Government and Citizenship	Perspectives in Literature	Technology and Society	Themes Across Cultures	History, Culture, and Geography	Earth Science	Economics	Physical Science

## Meet ELA Standards

In each 3-week unit, instruction is focused on specific skill clusters, which spiral within the unit and are revisited in later units.

- Allows gradual release within lessons and across each unit
- Provides students time to acquire, master, and transfer learning

### 3-Week Unit Skill Clusters

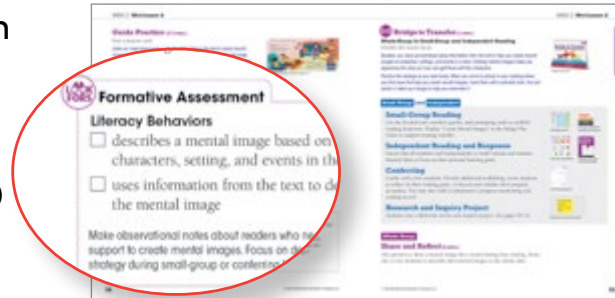


# Responsive Teaching

## Supports Teachers to Be Effective Instructional Decision-Makers

### Assessment that Informs Teaching Decisions

- “Look Fors” in daily mini-lessons
- Explicit support for differentiated instruction
- Embedded EL support
- Oral Reading Records
- Item-based assessments (print and digital)



### Tools to Support Teacher Expertise and Student Growth

- PD Essentials best-practices guides
- Tools to promote whole- to small-group strategy transfer
- Constructive Conversation Posters and Cards
- Prompting Cards for Scaffolding Readers and more!



### Culturally Responsive Practices to Foster a Learning Community

- Social and emotional mindfulness emphasized throughout
- Constructive conversations encourage multiple perspectives
- Authentic literature reflects students' cultures and experiences



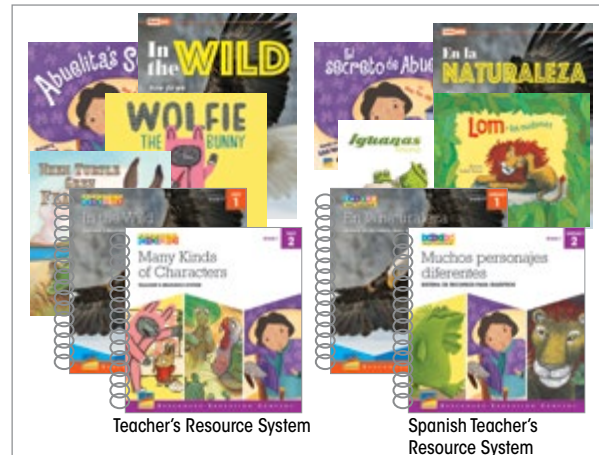


# Biliteracy

## Complete Instructional Solutions for Dual Language

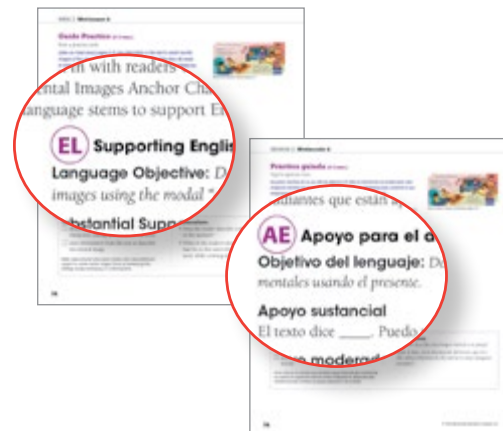
### Completely Equitable Resources in English and Spanish

- Equivalent resources and instruction
- Complete alignment to both English and Spanish Language Arts standards
- 100% digital in English and Spanish



### Language Development for Biliteracy

- Language development for English and Spanish Learners
- Phonics scope and sequence unique to each language
- Grammar instruction unique to each language



### High-Quality Literature in English and Spanish

- Authentic, previously published literature in English and Spanish
- Engaging new texts written and illustrated by authors from many world cultures
- Award-winning contemporary, classic, and traditional tales



# Using Benchmark Workshop in Your Literacy Block

Virtually every teacher faces the challenge of having enough time. The flexibility of the Benchmark Workshop resources allows teachers to customize their daily pacing to meet the requirements and challenges they face.

The modular Benchmark Workshop resources allow teachers to build a workshop that's right for their literacy block. There is no single "correct" sequence of instruction. The only sequential "nonnegotiable" in the workshop is that teachers read aloud each week's Mentor Text before they teach the Day 1 Mini-Lesson.

Take advantage of other instructional time in the school day. Because the Benchmark Workshop vertical progression of knowledge strands supports content development, teachers may integrate literacy and content-area instruction. If the literacy block does not provide enough time for all the literacy instruction students need, some of that instruction may take place in other pockets of time during the day. For example, content-focused read-alouds may be conducted at the beginning of science or social studies time. The concise 10-minute micro-workshop mini-lesson can fit into other small available pockets.

**150-Minute Literacy Block**

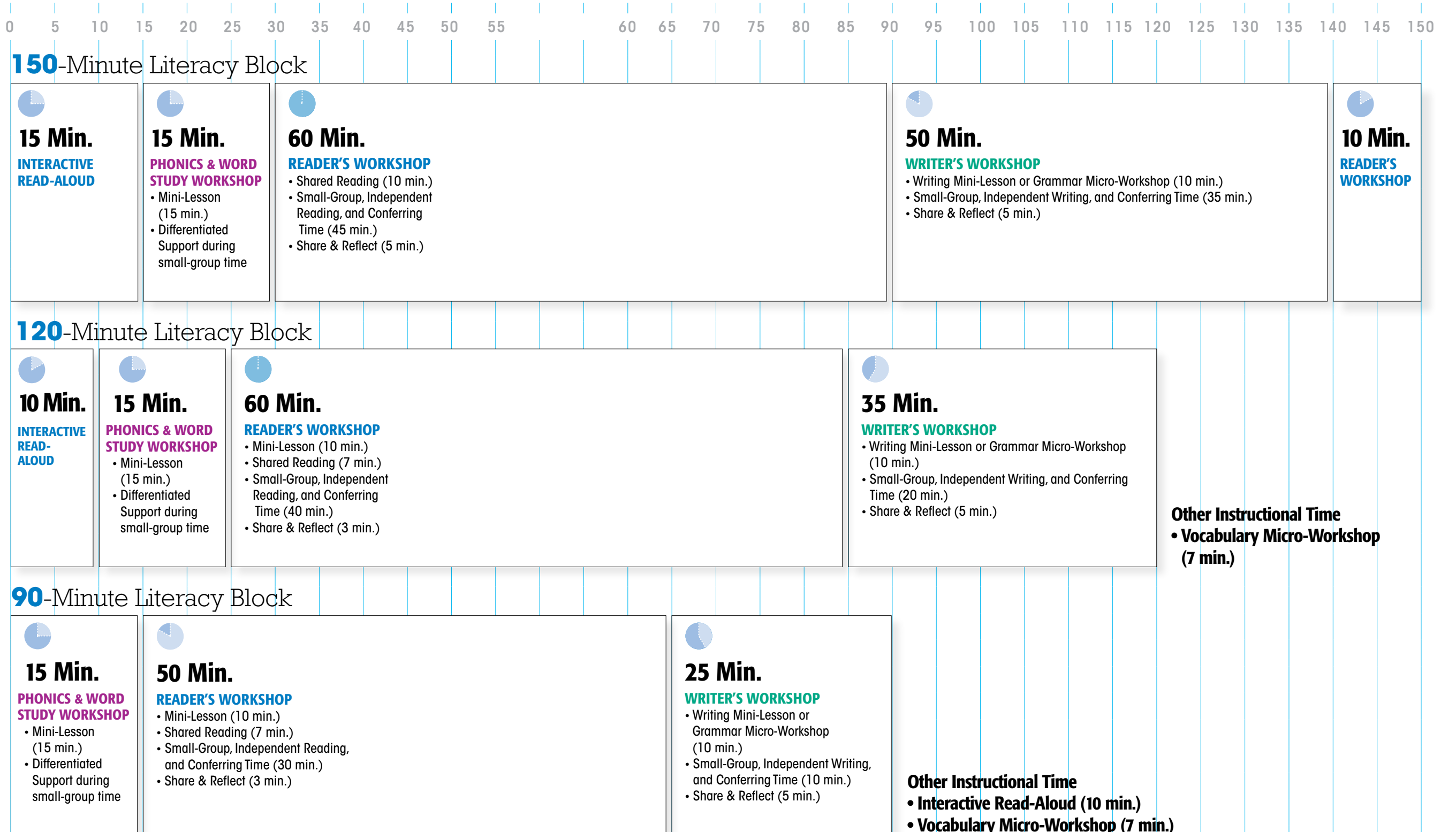
**120-Minute Literacy Block**

**90-Minute Literacy Block**

## Flexible Pacing to Support Varied Literacy Blocks

Grades **K-5** Sample Pacings

The modular Benchmark Workshop resources allow teachers to build a workshop that's right for their literacy block and take advantage of instructional time in the school day.



# Unit 1 Suggested Pacing Guide

		DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
WEEK 1	Interactive Read-Aloud	Mentor Text: <i>A Mountain Gorilla Grows Up</i>	Teacher's Choice	Teacher's Choice	Teacher's Choice	Teacher's Choice
	Shared Reading	Shared Reading: "Five Little Tadpoles"	Shared Reading: "Five Little Tadpoles"	Shared Reading: "Someday"	Shared Reading: "Someday"	Unit Poem: "Caterpillars"
	Reading Mini-Lesson	Introduce Unit 1: Plants and Animals Grow and Change	Introduce the Genre: Informational Text	Ask Questions	Recognize Central Idea (Main Topic), Including the Supporting Evidence	Use Text to Determine Word Meanings ( <i>survive, helpless</i> )
		DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
WEEK 2	Interactive Read-Aloud	Mentor Text: <i>An Oak Tree Has a Life Cycle</i>	Teacher's Choice	Teacher's Choice	Teacher's Choice	Teacher's Choice
	Shared Reading	Shared Reading: "Baby Animals"	Shared Reading: "Baby Animals"	Shared Reading: "Grow, Ducklings, Grow"	Shared Reading: "Grow, Ducklings, Grow"	Unit Poem: "Caterpillars"
	Reading Mini-Lesson	Ask Questions	Describe the Connection Between Events: Sequence of Events	Sort Words into Categories ( <i>plants, parts of an oak tree</i> )	Use Text Features and Graphics to Locate Information	Identify Similarities In and Differences Between Two Texts on the Same Topic
		DAY 11	DAY 12	DAY 13	DAY 14	DAY 15
WEEK 3	Interactive Read-Aloud	Mentor Text: <i>Baby Animals: Three Personal Narratives</i>	Teacher's Choice	Teacher's Choice	Teacher's Choice	Teacher's Choice
	Shared Reading	Shared Reading: "My Garden"	Shared Reading: "My Garden"	Shared Reading: "The Seed"	Shared Reading: "The Seed"	Unit Poem: "Caterpillars"
	Reading Mini-Lesson	Introduce the Genre: Personal Narrative	Recognize Central Idea (Main Topic), Including the Supporting Evidence	Describe the Connection Between Events: Sequence of Events	Sort Words into Categories ( <i>action words, animals</i> )	Unit Wrap-up/ Constructive Conversation

# Unit 1 Strategies and Skills at a Glance

		WEEK 1	WEEK 2	WEEK 3
Interactive Read-Aloud	Comprehension, Genre Analysis & Author's Craft	Build Genre Knowledge: Informational Text	Use Text and Graphic Features	Build Genre Knowledge: Personal Narrative
		Identify the Main Topic (Central Idea)	Sequence of Events	Draw Inferences
	Draw Inferences	Draw Inferences	Make Connections Between Words and Their Uses	
	Print Concepts	Book Cover, Author	Book Cover, Author	Book Cover, Author

Shared Reading	Metacognition	Ask Questions	Ask Questions	Ask Questions
	Print Concepts	Match Spoken Word to Written Word	End Punctuation	Directionality: Return Sweep
		Directionality: Return Sweep	Italics	Poetic Devices
	Phonics in Context	Review Initial Consonants	Words with Short <i>i</i>	Words with Short <i>o</i>
			Words with Short <i>a</i>	Words with Short <i>i</i>
	High-Frequency Words	<i>the, and</i>	<i>see, you, the, and, little, with</i>	<i>with, the, for</i>
	Fluency	Rate: Pausing	Intonation	Expression
		Phrasing	Expression	Rereading
Poetry		Identify Sensory Language		
Vocabulary	Compound Words	Sort Words into Categories	Vivid Verbs	
Comprehension				

Reading Mini-Lessons	Metacognition	Ask Questions	Ask Questions		
	Comprehension, Genre Analysis & Author's Craft	Recognize Central Idea (Main Topic), Including the Supporting Evidence		Recognize Central Idea (Main Topic), Including the Supporting Evidence	✓
		Introduce the Genre: Informational Text		Introduce the Genre: Personal Narrative	
			Describe the Connection Between Events: Sequence of Events	Describe the Connection Between Events: Sequence of Events	✓
			Use Text Features and Graphics to Locate Information		
	Vocabulary and Word Solving		Identify Similarities In and Differences Between Two Texts on the Same Topic		
		Use Text to Determine Word Meanings ( <i>survive, helpless</i> )			
		Sort Words into Categories ( <i>plants, parts of an oak tree</i> )	Sort Words into Categories ( <i>action words, animals</i> )	✓	
Speaking and Listening	Pose Questions About a Topic		Constructive Conversations: State and Clarify Ideas About Topics and Texts		

✓ = strategy or skill is assessed on Unit Assessment

## Daily Read-Aloud

Build text engagement and support fluency, listening comprehension, and metacognition.

**Day 1:** Read aloud the week's Mentor Read-Aloud PRIOR to Reader's Workshop time. This text will serve as the context for the week's Reader's Workshop mini-lessons.

**Days 2–5:** Select read-alouds of your choice (see recommended titles on page AR3).



Week 1  
Mentor Read-Aloud



Week 2  
Mentor Read-Aloud



Week 3  
Mentor Read-Aloud

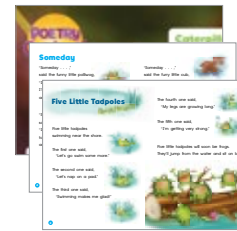
## Daily Shared Reading

Support fluency and foundational literacy skills in context. Lessons in the Shared Reading section support the following sequence:

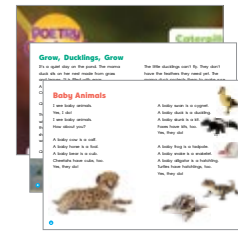
**Days 1–2:** Shared Reading 1

**Days 3–4:** Shared Reading 2

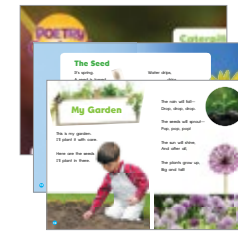
**Day 5:** Poetry Out Loud! Unit Poem



Week 1 Readings



Week 2 Readings



Week 3 Readings

## Responsive Teaching Toolkit



The Toolkit contains the following resources:

- Constructive Conversation Posters and Cards
- Bridge to Transfer for Small Group and Independent Reading
- Prompting Cards for Scaffolding Readers
- Prompts & Tips for Reading Conferences
- Peer Coaching Menus
- Personal Learning Goals Bookmarks
- PD Essentials for Whole-Group and Small-Group Reading Instruction

## Digital Learning Portal

Interactive Resources & Instruction for the Entire Program

### ePlanner

Plan & Manage Student Groups



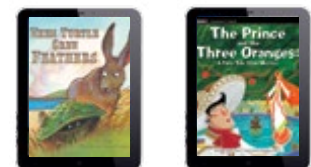
### Video

Multimedia to Reinforce Unit Topic



### E-Books

Whole-Group and Small-Group Texts



## Reader's Workshop at a Glance

	WEEK 1	WEEK 2	WEEK 3
<b>Whole-Group Mini-Lessons</b>	<p>Mini-Lessons 1–5 pp. 52–71</p> <p>(included in the Toolkit)</p> <p>Mentor Read-Aloud, Teacher's Resource System, Unit Opener Poster, Constructive Conversation Posters and Cards, Bridge to Transfer Flip Chart</p>	<p>Mini-Lessons 6–10 pp. 72–91</p> <p>(included in the Toolkit)</p> <p>Mentor Read-Aloud, Teacher's Resource System, Constructive Conversation Posters and Cards, Bridge to Transfer Flip Chart</p>	<p>Mini-Lessons 11–15 pp. 92–111</p> <p>(included in the Toolkit)</p> <p>Mentor Read-Aloud, Teacher's Resource System, Unit Opener Poster, Constructive Conversation Posters and Cards, Bridge to Transfer Flip Chart</p>
<b>Assessment</b>	<p>Unit 1, Week 1 Assessment, Unit 1 Observational Assessment (including Oral Reading Record Forms)</p>	<p>Unit 1, Week 2 Assessment, Unit 1 Observational Assessment (including Oral Reading Record Forms)</p>	<p>Unit 1 Assessment, Unit 1 Observational Assessment (including Oral Reading Record Forms)</p>
<b>Small-Group and Independent Time</b>	<p><b>Texts for Small-Group Reading (with individual Teacher's Guide Folders and Text Evidence Question Cards)</b></p> <p>C/4, 210L, D/6, 250L, E/8, 380L, F/10, 400L, F/10, 380L, G/12, 470L, G/11, 360L, H/14, 450L, H/13, 480L, I/16, 440L, J/18, 600L, K/20, 540L</p> <p>(included in the Toolkit)</p> <p>Prompting Cards for Scaffolding Readers, Prompts &amp; Tips for Reading Conferences, Peer Coaching Menus, Personal Learning Goals Bookmarks</p>		
	<p><b>Reader's Theater</b></p> <p>A–E (1–8), Teacher's Handbook</p>		

### Home to School

Take-Home Letter and Activities



### Online Assessments

- Test-Taking Environment for Students
- Reporting Platform for Teachers



# Unit 1 Independent Reading and Responding

## Independent Reading Resources & Activities

Ensure that all students have the opportunity to read self- and teacher-selected titles daily.

Throughout the unit, conduct brief “Book Talks” to highlight unit-related titles available in your classroom or school library.

Encourage those students who can to read for up to 30 minutes. At this age and time of the year, however, many students may need to build volume and stamina by breaking their reading into multiple smaller blocks of time. In this unit, encourage these students to read for at least 7 to 10 minutes at a time.

## Reader Response & Rereading

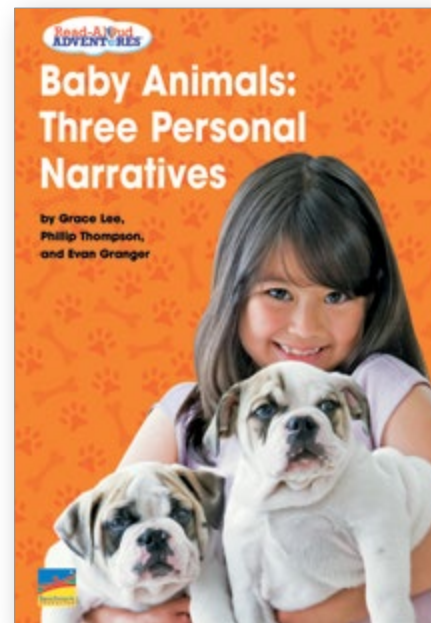
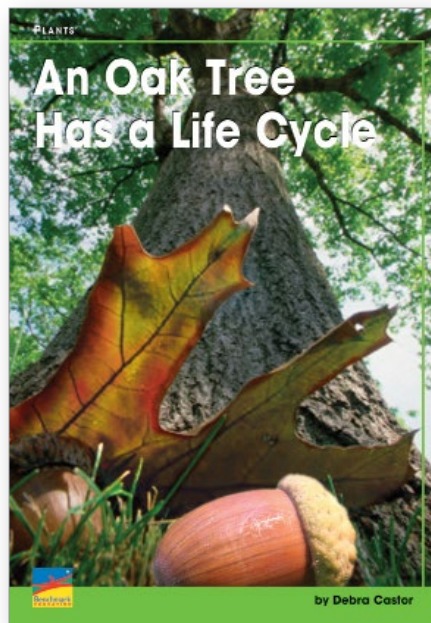
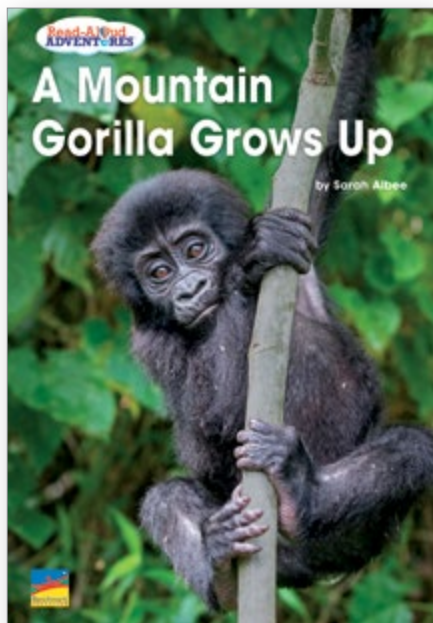
Choose daily reader-response activities, drawing on your knowledge of students’ interests, abilities, and challenges. Suggested options are shown.



		Reading from the Book Bag/Box	Revisiting Previously Read Texts	Reading Interactive E-Books
Increasing Reading Volume Over Time	<ul style="list-style-type: none"> <li>Self-selected, high-interest “Look Books”</li> <li>Self-selected titles at independent reading levels</li> <li>Previously read small-group texts</li> <li>Teacher-selected titles</li> </ul>	<ul style="list-style-type: none"> <li>Shared Readings</li> <li>Read-Alouds</li> <li>Reader’s Theater Scripts</li> </ul>	<ul style="list-style-type: none"> <li>Student Choice Libraries. Allow students to create their own digital independent-reading bookshelves based on titles you make available to them. E-books may be accessed on a range of devices.</li> <li>Teacher Choice Libraries. Create bookshelves for your students, categorized in ways that support your instructional goals (e.g., by genre, topic, or level).</li> <li>Striving and Advanced Reader Libraries. Customize bookshelves for students reading above or below the level range of titles in your small-group collection by drawing titles from the complete Benchmark Reader’s Workshop online small-group library, Levels A–Z.</li> </ul>	
		<p>Shared Readings and Poetry</p> <p>Interactive Read-Aloud Big Books and Lap Books</p> <p>Reader's Theater</p>	<p>Students may access titles on any device.</p>	

		Responding in Writing	Rereading to Build Fluency	Analyzing Text Evidence	Responding With Partners
Building Meaning, Strategies, and Skills	<p>Ask students to write and draw a response to a text they have read or are currently reading. As needed, review the class Reader-Response Anchor Chart and discuss the many aspects of a text they can choose to respond to (e.g., characters, setting, events, illustrations, specific words) and the many ways in which they can choose to respond (e.g., by writing a personal reflection, an opinion, questions, or connections they made, or by discussing specific words or sections of the text that interested them).</p>	<p>Pair students at the same reading level to take turns reading a text at their independent level to develop accuracy, rate, and prosody skills.</p> <p>Group students at multiple reading levels to rehearse the Reader’s Theater script in preparation for a performance.</p>	<p>Challenge partners to deepen their understanding of a text by answering one or more text evidence questions related to a small-group reading text they have read. Students can orally respond and discuss, and then share their answers during conferring time.</p>	<p>Invite partners to choose and complete a reader-response task from their Peer Coaching Menus. Remind students to practice and apply the academic conversation skills they are learning: stating ideas in complete sentences, clarifying ideas by asking questions, and supporting ideas by providing textual details and evidence.</p>	
	<p>See the Response Forms online.</p>	<p>Reader's Theater</p>	<p>Text Evidence Question Cards are provided for each Reader’s Workshop small-group text.</p>	<p>Assign Peer Coaching Menus based on students’ instructional reading levels.</p>	

# Read-Alouds



# Read-Alouds

Read-aloud time is an important component of the Workshop classroom. These 10- to 15-minute experiences provide daily opportunities for students to hear rich, high-quality fiction, poetry, and informational texts that spark their appreciation of stories, excite their curiosity about the world, and stretch their critical and creative thinking. Research demonstrates that students of all ages benefit from and enjoy being read to aloud. Read aloud to your students multiple times per day, if possible.

## Daily Interactive Read-Alouds

Each week's Reader's Workshop mini-lessons are based on a specific informational or literary mentor read-aloud (see the Resources at a Glance on Side 1 of the Unit Foldout). On Day 1 of each week (or at the end of the previous week), read aloud this text to students *before the Reader's Workshop mini-lesson*. An interactive read-aloud lesson is provided for each of the three mentor texts in the unit. See the Suggested Pacing Guide (p. XV) for additional information.

## Other Read-Alouds

During other read-alouds, simply read without interruption, allowing students to become immersed in the text. Read with expression and passion. Make it clear that you are enjoying the selection. Let the language flow without a lot of interruptions.

## Reading Aloud High-Quality Trade Books

Recommended trade books can be found on page AR3 of the Additional Resources section of this Teacher's Resource System. *Build these read-alouds into content area as well as ELA time at any point during the day when you have available time.*

Read-Aloud Extending Activities can be found on page AR2 of the Additional Resources section of this Teacher's Resource System.

Linda Hoyt



Read-aloud is a time when we can focus on the joyous side of reading, helping children to find passion and wonder in the world of print. Read-alouds bind the entire class together, enfolding teacher and children in a shared history of beloved selections and authors. **HELPFUL TIP:** Select read-alouds in advance so you are familiar with the selection and can deliver your best possible read-aloud.






# Unit 1 Interactive Read-Alouds

## Skills at a Glance

		WEEK 1	WEEK 2	WEEK 3
Interactive Read-Aloud	Comprehension, Genre Analysis & Author's Craft	Build Genre Knowledge: Informational Text	Use Text and Graphic Features	Build Genre Knowledge: Personal Narrative
		Identify the Main Topic (Central Idea)	Sequence of Events	Draw Inferences
	Print Concepts	Draw Inferences	Draw Inferences	Make Connections Between Words and Their Uses
		Book Cover, Author	Book Cover, Author	Book Cover, Author

## Lessons at a Glance

		WEEK 1	WEEK 2	WEEK 3
Mentor Read-Alouds		Interactive Read-Aloud (10–15 min.)	Interactive Read-Aloud (10–15 min.)	Interactive Read-Aloud (10–15 min.)
DAY 1	<p><b>Mentor Text: <i>A Mountain Gorilla Grows Up</i></b> Conduct this read-aloud prior to the Day 2 Mini-Lesson.</p> 	<p><b>Mentor Text: <i>An Oak Tree Has a Life Cycle</i></b> Conduct this read-aloud prior to the Day 1 Mini-Lesson.</p> 	<p><b>Mentor Text: <i>Baby Animals: Three Personal Narratives</i></b> Conduct this read-aloud prior to the Day 1 Mini-Lesson.</p> 	
DAYS 2–5	<p><b>Teacher's Choice</b> Select titles from your classroom or school library. See the list of recommended read-alouds in Additional Resources. You may also wish to reread this week's mentor text or reread a mentor text from a previous week.</p> <p><i>Conduct your read-alouds at any time during the instructional day when it is most convenient.</i></p>	<p><b>Teacher's Choice</b> Select titles from your classroom or school library. See the list of recommended read-alouds in Additional Resources. You may also wish to reread this week's mentor text or reread a mentor text from a previous week.</p> <p><i>Conduct your read-alouds at any time during the instructional day when it is most convenient.</i></p>	<p><b>Teacher's Choice</b> Select titles from your classroom or school library. See the list of recommended read-alouds in Additional Resources. You may also wish to reread this week's mentor text or reread a mentor text from a previous week.</p> <p><i>Conduct your read-alouds at any time during the instructional day when it is most convenient.</i></p>	

# Guide to Text Complexity

Benchmark Reader's Workshop Read-Aloud texts are qualitatively evaluated, based on their placement in the program. Reader maturity and age-appropriateness are key considerations in the subjective use of the rubrics found on pages AR6–AR7.

## WEEK 1 A Mountain Gorilla Grows Up

Informational Text / Lexile: 550L



Dimension of Complexity	Score	Notes
Purpose and Levels of Meaning	2	<ul style="list-style-type: none"><li>The text contains a straightforward description of how a gorilla grows up, but readers must gain some information from text features and graphics.</li></ul>
Structure	3	<ul style="list-style-type: none"><li>The text has a sequential text structure, with connections between ideas in different chapters.</li><li>Varied text and graphic features include a map with a pullout and key showing where mountain gorillas live.</li></ul>
Language Conventionalty and Clarity	3	<ul style="list-style-type: none"><li>The text contains both simple and compound sentences.</li><li>Domain-specific words may be unfamiliar (e.g., <i>endangered</i>, <i>species</i>, <i>survive</i>), but contextual support is provided.</li></ul>
Knowledge Demands	3	<ul style="list-style-type: none"><li>The text contains many facts that may be new to readers.</li><li>Familiarity with the concept of endangered species is helpful for understanding but not essential.</li></ul>
<b>TOTAL QM</b>	<b>11</b>	<b>Substantial Complexity</b>

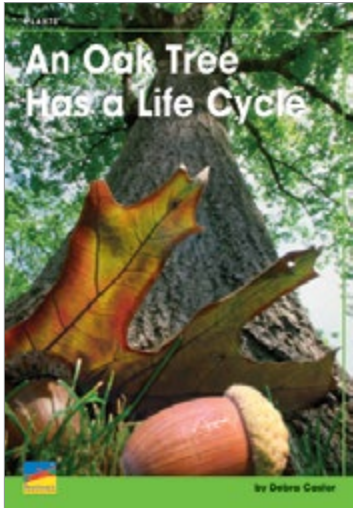
### Summary

A baby mountain gorilla is born deep in cool, mountainous forests in Africa. Engaging photos and fascinating facts draw in readers as they find out how a baby gorilla learns to survive and thrive in this lush wilderness environment, so it can one day grow up and have babies of its own.



## WEEK 2 An Oak Tree Has a Life Cycle

Informational Text / Lexile: 590L



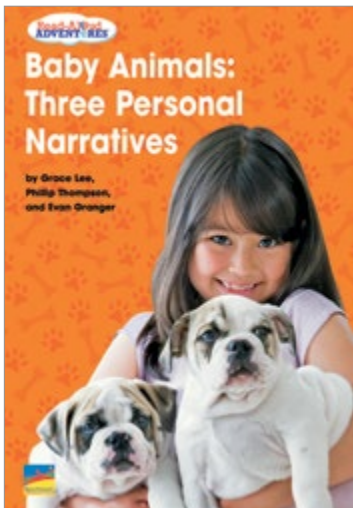
Dimension of Complexity	Score	Notes
Purpose and Levels of Meaning	2	<ul style="list-style-type: none"><li>The text has a single purpose, but the information is detailed and broken into different stages.</li></ul>
Structure	3	<ul style="list-style-type: none"><li>The text structure is chronological.</li><li>Additional information is provided through various text features, such as captions and flowcharts.</li></ul>
Language Conventionalty and Clarity	3	<ul style="list-style-type: none"><li>Sentences have some clauses and transition words, and vocabulary includes domain-specific words.</li></ul>
Knowledge Demands	3	<ul style="list-style-type: none"><li>The selection requires students to grasp a basic scientific concept of growth and change.</li></ul>
<b>TOTAL QM</b>	<b>11</b>	<b>Substantial Complexity</b>

### Summary

A tiny acorn drops onto the forest floor. How will it become a mighty oak tree? Detailed photos and simple diagrams help guide readers through the cycle as a new oak plant sprouts, grows, and drops its own acorns to start the process all over again.

## WEEK 3 Baby Animals: Three Personal Narratives

Personal Narrative / Lexile: 530L



Dimension of Complexity	Score	Notes
Purpose and Levels of Meaning	2	<ul style="list-style-type: none"><li>A range of information is conveyed about three subtopics in three different narrative texts.</li></ul>
Structure	3	<ul style="list-style-type: none"><li>Narrative structure may be unfamiliar to some readers.</li><li>Readers must make connections between events that are occasionally nonsequential.</li></ul>
Language Conventionalty and Clarity	2	<ul style="list-style-type: none"><li>The text uses mostly simple sentences, with some compound sentences included.</li><li>Most vocabulary is familiar.</li></ul>
Knowledge Demands	3	<ul style="list-style-type: none"><li>The topic is familiar, with a few new details.</li><li>The text requires some understanding of the ways mammals and birds are born, grow, and change.</li></ul>
<b>TOTAL QM</b>	<b>10</b>	<b>Substantial Complexity</b>

### Summary

Follow along as three kids share their experiences with young animals at home, at a zoo, and in a backyard. These entertaining, brief, and relatable narratives will introduce readers to important concepts, such as the ways baby animals are similar and different from their parents, and how young creatures grow and change.

# A Mountain Gorilla Grows Up

TEKS 1.6F, 1.7C, 1.9D(i), 1.9D(ii); ELPS 1F, 2E, 2I, 3D, 3F

## Teaching Points

- Genre: informational text
- Print concepts: front cover, author
- Text features: title page, table of contents
- Comprehension strategies: identify the central idea (main topic), draw inferences

## Materials

Mentor Read-Aloud: *A Mountain Gorilla Grows Up*

## Introduce the Book (2–3 min.)

Display the cover as you build genre knowledge.

*Today I'm going to read an informational text to you. Informational texts give true facts about a topic. They tell us about things like a person who really lived or events that actually happened.*

Point to the title and author information as you read it.

*The title of a book is its name. We can find the title on the cover. The title of this book is A Mountain Gorilla Grows Up. The cover also says "by Sarah Albee." That means Sarah Albee is the author, or the person who wrote the words in the book.*

Display the title page.

*Before I start to read, let's look at the title page. A title page repeats the title of the book and the name of its author. This one also includes a table of contents. The table of contents shows me how the information in the book is organized. It tells me what each part of the book is about and what order it goes in.*

## **EL** Supporting English Language Development

Provide sensory support by inviting volunteers to point to each feature as you say its name: *title, author, table of contents, photograph*. Say each word again as students point to the feature. Then have them repeat the word.



Mentor Text: *A Mountain Gorilla Grows Up*, front cover



Mentor Text: *A Mountain Gorilla Grows Up*, table of contents

## Read the Book (7–10 min.)

Read aloud the text, stopping two or three times at most to think aloud. Suggested stop-and-talk points are provided.

- Page 4 – Use Text Features: *Words in bold are important to the topic. We need to know what they mean to understand the text. A **species** is a specific kind of animal. A mountain gorilla is a **species** of gorilla.*
- Page 10 – Identify the Central Idea: *The central idea is what a text is mostly about. The chapter title tells me this chapter is about a young gorilla learning.*
- Page 14 – Draw Inferences: *Page 14 says that a baby gorilla cannot take care of itself. This must mean it stays with its family until it gets big and strong.*

### EL Supporting English Language Development

Review the words *text* and *photographs* and point out that they work together to give information. Show a *chapter title*.

## Respond to the Read-Aloud (2–3 min.)

Model responding to a text by stating a claim about young gorillas:

*A young gorilla cannot take care of itself. It learns from its parents. For example, a young gorilla watches how its parents get food.*

Invite readers to turn to a thinking partner and share a claim about how young gorillas learn. Have them support their claim with a detail from the text.

### EL Supporting English Language Development

**Language Objective:** *Describe animal needs, using expanded sentences.* Read page 10 aloud. Emphasize the details.

#### Substantial Support:

A young gorilla learns to \_\_\_\_.

#### Moderate Support:

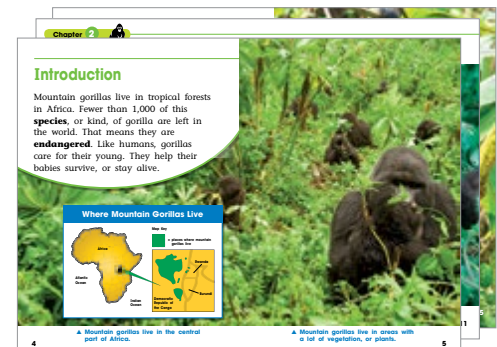
A young gorilla learns to \_\_\_\_ from its \_\_\_\_.

#### Light Support:

Young gorillas learn \_\_\_\_\_. The text says that they \_\_\_\_\_ and \_\_\_\_\_.

## Wrap-Up

*We read A Mountain Gorilla Grows Up and discussed text features, chapters, and the central idea. Keep these in mind as we revisit the text during mini-lessons.*



Mentor Text: *A Mountain Gorilla Grows Up*, pages 4–5, 10–11, 14–15

### Linda Hoyt

During another interactive read-aloud session this week, reread the book without interruption so that students can hear the flow of the language as you model fluent expressive reading.

**TEKS 1.6F** make inferences/use evidence to support understanding, **1.7C** use text evidence to support a response, **1.9D(i)** recognize characteristics/structures of informational text: central idea, supporting evidence, **1.9D(ii)** recognize characteristics/structures of informational text: features and simple graphics to locate/gain information; **ELPS 2E** use visual/contextual/linguistic support to enhance and confirm understanding, **2I** demonstrate listening comprehension by following directions/re-telling or summarizing/responding to questions/collaborating/taking notes, **3D** speak using content-area vocabulary to internalize new words/build academic language, **3F** ask for/give information from using limited vocabulary to using abstract and content-based vocabulary

# An Oak Tree Has a Life Cycle

TEKS 1.3D, 1.6F, 1.9D(ii); ELPS 2C, 2I, 3D, 3F

## Teaching Points

- Genre: informational text
- Print concepts: book cover, author
- Graphic features: photographs, diagrams, captions
- Comprehension strategies: ask questions, use text and graphic features, sequence of events, draw inferences

## Materials

Mentor Read-Aloud: *An Oak Tree Has a Life Cycle*

## Introduce the Book (2–3 min.)

Display the cover as you model print concepts.

*Today, we're going to read an informational text called An Oak Tree Has a Life Cycle. The author is Debra Castor. Her book will tell us about the life cycle of a tree, or how a tree grows and changes.*

Model asking questions before reading as you point to and talk about the front cover photograph.

*Let's look at the front cover together. What do you see? I see a big tree. Is that an oak tree? It looks tall. Is that what makes it an oak tree? I wonder what the leaf and acorns have to do with oak trees.*

Display the words to think about on pages 2–3.

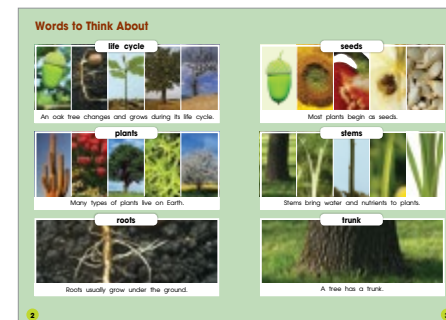
*Before we start to read, let's look at the words on page 2. These words are important for understanding the text. On page 3, I see the word **stems**. It is right above the pictures of stems. What is the same about the stems in the pictures? What is different? Turn and talk with a partner. Below that is a caption, or text that gives us information about a picture. The caption says, "Stems bring water and nutrients to plants." We can't see that in the picture, so the picture and text work together to help us understand what a stem looks like and what it does.*

## EL Supporting English Language Development

Provide sensory support by pointing to the graphic features as you name them: *photographs, labels, diagram, captions*. Repeat the words and ask volunteers to point to the features, helping as necessary.



Mentor Text: *An Oak Tree Has a Life Cycle*, front cover



Mentor Text: *An Oak Tree Has a Life Cycle*, pages 2–3

## Read the Book (7–10 min.)

Read aloud the text, stopping two or three times at most to think aloud. Suggested stop-and-talk points are provided.

- Pages 4 and 5 – Turn, Talk, and Listen: *Diagrams use pictures and text to explain how things work. These pages show a diagram of the life cycle of an apple tree and a tomato plant. What is the same? What is different?*
- Page 9 – Sequence: *I see the word **next**. This tells me the stem grows from the acorn after the roots grow into the ground. Let's see what happens after that!*
- Page 11 – Draw Inferences: *This page ends with a question, "What will happen to these acorns?" Answer with a partner, using information from the text.*

### EL Supporting English Language Development

Provide visual support about sequence by holding up fingers to show the order as you retell the events in the life cycle.

## Respond to the Read-Aloud (2–3 min.)

Model how readers can respond by asking about something you want to know more about after reading the text. For example:

*Now I understand the life cycle of an oak tree. I know that the acorn is the seed. What about other plants? What do their seeds look like?*

Have students turn to a thinking partner and share something they would like to know more about.

### EL Supporting English Language Development

**Language Objective:** *Express interests using prepositional phrases.*

#### Substantial Support:

I know \_\_\_\_\_. I want to know about \_\_\_\_\_.

#### Moderate Support:

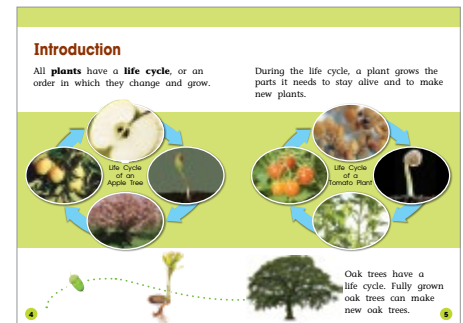
Now I know \_\_\_\_\_. I want to know \_\_\_\_\_. I also wonder \_\_\_\_\_.

#### Light Support:

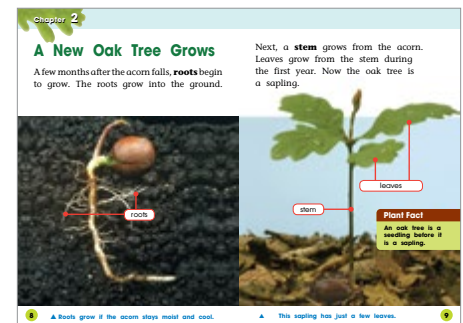
I would like to know \_\_\_\_\_. I also want information about \_\_\_\_\_.

## Wrap-Up

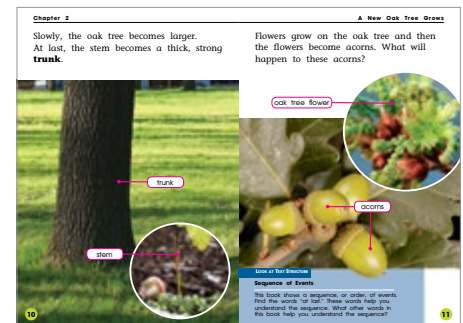
*We read An Oak Tree Has a Life Cycle and discussed text and graphic features. Keep these in mind as we revisit the text during mini-lessons.*



Mentor Text: *An Oak Tree Has a Life Cycle*, pages 4–5



Mentor Text: *An Oak Tree Has a Life Cycle*, pages 8–9



Mentor Text: *An Oak Tree Has a Life Cycle*, pages 10–11

**TEKS 1.3D** identify/use words that name actions, directions, positions, sequences, categories, locations, **1.6F** make inferences/use evidence to support understanding, **1.9D(ii)** recognize characteristics/structures of informational text: features and simple graphics to locate/gain information; **ELPS 2C** learn new language structures/expressions/basic vocabulary/academic vocabulary, **2I** demonstrate listening comprehension by following directions/retelling or summarizing/responding to questions/collaborating/taking notes, **3D** speak using content-area vocabulary to internalize new words/build academic language, **3F** ask for/give information from using limited vocabulary to using abstract and content-based vocabulary

# Baby Animals: Three Personal Narratives

## Teaching Points

- Genre: personal narrative
- Print concepts: book cover, author
- Text features: back cover, summary
- Comprehension strategies: connect words and their uses, draw inferences

## Materials

Mentor Read-Aloud: *Baby Animals: Three Personal Narratives*

## Introduce the Book (2–3 min.)

Display the cover as you build genre knowledge.

*Today I'm going to read you a book of personal narratives. This kind of text provides a true story about a personal experience of the author. The author writes about something that actually happened to him or her.*

Point to and read aloud the title and the author's names.

*The title of today's book is Baby Animals: Three Personal Narratives. Why are there three names on the cover? That's right! There are three authors: Grace Lee, Phillip Thompson, and Evan Granger. Each author writes his or her own personal narrative about baby animals.*

Display the back cover. Elicit students' prior experience with animals.

*Before we read the book, let's look at the back cover. The back cover has a summary, or a short paragraph, about the book. Now we know that the book will be about the experiences of three kids and baby animals in three different places. Do you have any experiences with baby animals?*

## **EL** Supporting English Language Development

Provide sensory support by pointing to the features and print concepts as you repeat the words: *book cover, author, back cover, summary*. Then have students point as you name each one again.



Mentor Text: *Baby Animals: Three Personal Narratives*, front cover



Mentor Text: *Baby Animals: Three Personal Narratives*, back cover



## Read the Book (7–10 min.)

Read aloud the text, stopping two or three times at most to think aloud. Suggested stop-and-talk points are provided.

- Page 3 – Turn, Talk, and Listen: *The text says the sisters wanted to take care of the puppies, but they were too little. What do you think will happen?*
- Page 11 – Vocabulary: *You can **snuggle** to get warm. People normally snuggle with something soft. I can snuggle with a furry animal or my blanket.*
- Page 14 – Draw Inferences: *The author says there are mysterious blue things in a nest. Turn and tell your partner what you think the blue things are.*

### EL Supporting English Language Development

Use gestures to reinforce verbs such as *snuggle*. Point to the pictures to clarify phrases such as *blue things*.

## Respond and Build Social and Emotional Mindfulness (2–3 min.)

*Turn and talk to your thinking partner. How does Grace’s story tell you that she cares about the puppies?*

Monitor partners’ conversations. Choose a few students to share their ideas with the whole class. Reinforce social and emotional mindfulness.

### EL Supporting English Language Development

**Language Objective:** *Identify evidence of a character’s feelings, using elaborated sentences.*

#### Substantial Support:

Grace cares about the puppies. She \_\_\_\_\_ the puppies.

#### Moderate Support:

I think Grace \_\_\_\_\_ the puppies. She \_\_\_\_\_ and \_\_\_\_\_ them.

#### Light Support:

I know Grace \_\_\_\_\_ the puppies because \_\_\_\_\_.

## Wrap-Up

*We read Baby Animals: Three Personal Narratives and made connections and drew inferences. Keep these strategies in mind as we revisit the text during mini-lessons.*



Mentor Text: *Baby Animals: Three Personal Narratives*, pages 2–3



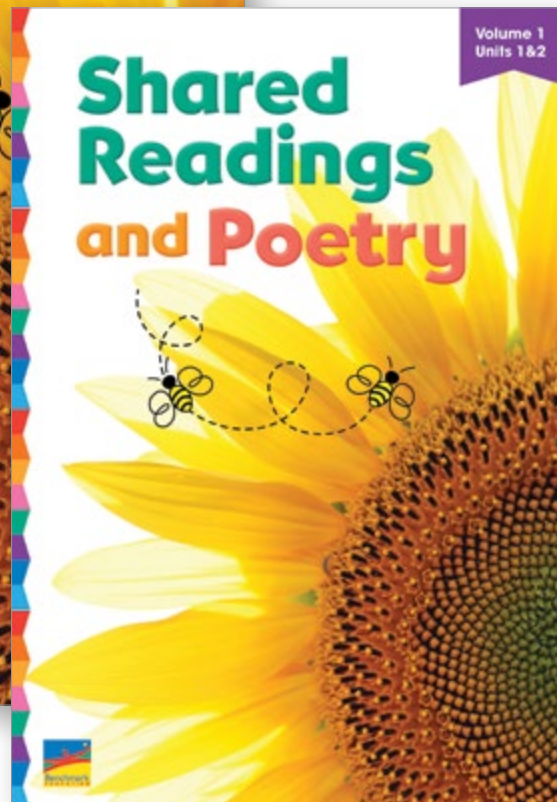
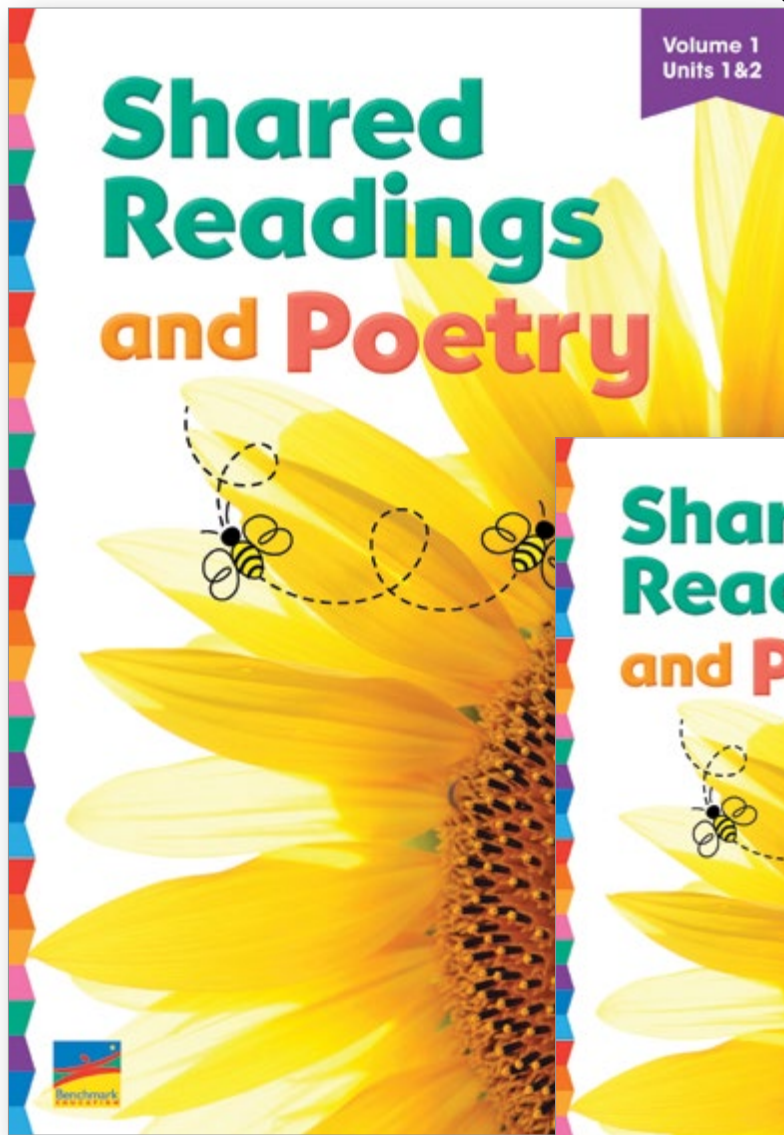
Mentor Text: *Baby Animals: Three Personal Narratives*, pages 10–11



Mentor Text: *Baby Animals: Three Personal Narratives*, pages 14–15



# Shared Readings



# Shared Readings

Shared reading is a literacy experience in which you and your students engage with a text together. Shared reading texts are slightly more challenging than students' independent and instructional reading levels, but they do contain some predictable language and familiar vocabulary. With repeated readings, students are able to chime in on repetitive refrains and share the reading with you.

The six shared readings for Unit 1 are found in *Shared Readings and Poetry, Volume 1*. Two lessons for each shared reading enable you to use each text for two consecutive days (see the Suggested Pacing Guide). Lessons follow a consistent Day 1/Day 2 routine, allowing you to:

- model and support fluency skills
- reinforce print concepts
- make authentic connections to previously learned vocabulary, phonics skills, and language conventions

In addition to the shared reading lessons, you will find three lessons devoted to the unit poem. These lessons support you to engage students' imaginations, expose them to rich poetic language, and extend their thinking about the unit topic.

**Adria Klein**

Shared reading is a high-energy read-along, sometimes called a "read-with." The key features of shared reading are that the teacher and students read together from a text that everyone is able to see; that the text is generally read a number of times; and that the teacher—or sometimes a student—uses a pointer to track under the line of text.






# Unit 1 Shared Readings

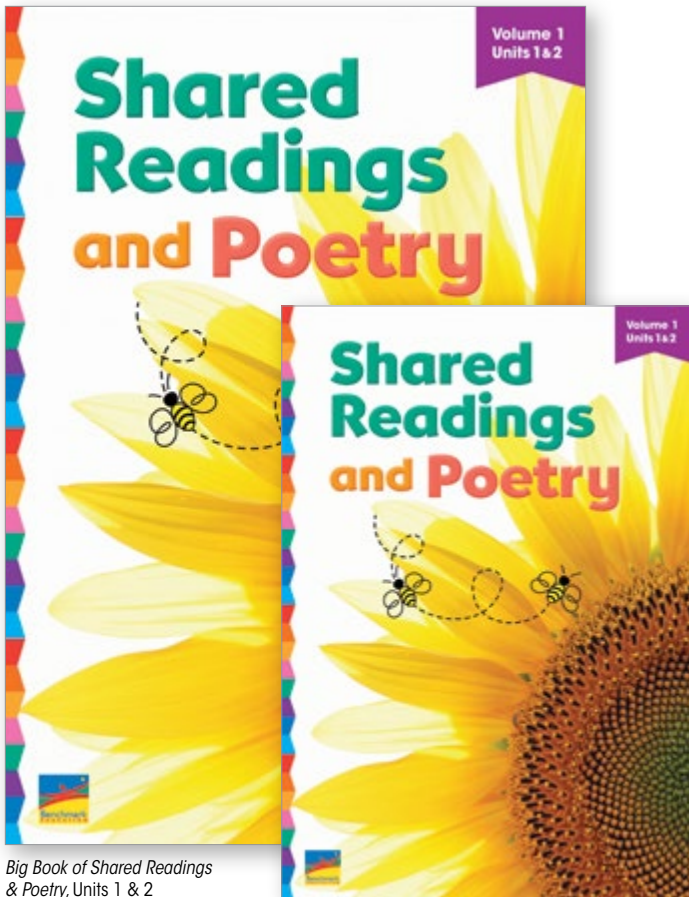
## Skills at a Glance

		WEEK 1	WEEK 2	WEEK 3
Shared Readings	Metacognition	Ask Questions	Ask Questions	Ask Questions
	Print Concepts	Match Spoken Word to Written Word	End Punctuation	Directionality: Return Sweep
		Directionality: Return Sweep	Italics	Poetic Devices
	Phonics in Context	Review Initial Consonants	Words with Short <i>i</i>	Words with Short <i>o</i>
			Words with Short <i>a</i>	Words with Short <i>i</i>
	High-Frequency Words	<i>the, and</i>	<i>see, you, the, and, little, with</i>	<i>with, the, for</i>
	Fluency	Rate: Pausing	Intonation	Expression
Phrasing		Expression	Rereading	
Poetry		Identify Sensory Language		
Vocabulary	Compound Words	Sort Words into Categories	Vivid Verbs	
Comprehension				

## Lessons at a Glance

		WEEK 1	WEEK 2	WEEK 3
Shared Reading				
DAY 1	Shared Reading: "Five Little Tadpoles"		Shared Reading: "Baby Animals"	Shared Reading: "My Garden"
DAY 2	Shared Reading: "Five Little Tadpoles"		Shared Reading: "Baby Animals"	Shared Reading: "My Garden"
DAY 3	Shared Reading: "Someday"		Shared Reading: "Grow, Ducklings, Grow"	Shared Reading: "The Seed"
DAY 4	Shared Reading: "Someday"		Shared Reading: "Grow, Ducklings, Grow"	Shared Reading: "The Seed"
DAY 5	Unit Poem: "Caterpillars"		Unit Poem: "Caterpillars"	Unit Poem: "Caterpillars"

# Guide to Shared Reading



## WEEK 1

### "Five Little Tadpoles"

**Five Little Tadpoles**

Five little tadpoles swimming near the shore.

The first one said,  
"Let's go swim some more."

The second one said,  
"Let's nap on a pad."

The third one said,  
"Swimming makes me glad!"

The fourth one said,  
"My legs are growing long."

The fifth one said,  
"I'm getting very strong."

Five little tadpoles will soon be frogs.  
They'll jump from the water and sit on logs.

Lexile: NP

Poem

### "Someday"

**Someday**

"Someday . . ."  
said the funny little polliwog,  
"I'll grow until I stop.  
I'll lose my tail, get some legs,  
and hop, hop, hop!"

"Someday . . ."  
said the wiggly little caterpillar,  
"I know that I must try  
to spin a silk cocoon,  
and become a butterfly."

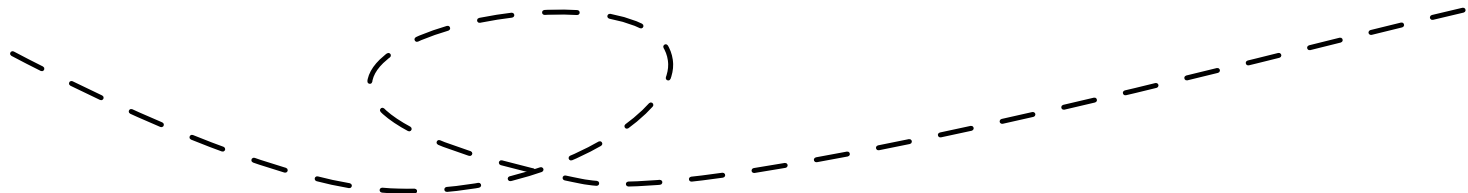
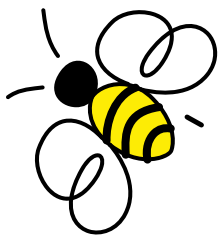
"Someday . . ."  
said the furry little cub,  
"I know without a doubt  
I'll be a fierce grizzly bear,  
tall and brave and stout!"

"Someday . . ."  
said the smart little girl,  
"I know just what I'll do.  
I'll be a veterinarian  
and work at the zoo."

Someday.

Lexile: NP

Poem



## WEEK 2

### "Baby Animals"

#### Baby Animals

I see baby animals.  
Yes, I do!  
I see baby animals.  
How about you?

A baby cow is a calf.  
A baby horse is a foal.  
A baby bear is a cub.  
Cheetahs have cubs, too.  
Yes, they do!

A baby swan is a cygnet.  
A baby duck is a duckling.  
A baby skunk is a kit.  
Foxes have kits, too.  
Yes, they do!

A baby frog is a tadpole.  
A baby snake is a snakelet.  
A baby alligator is a hatchling.  
Turtles have hatchlings, too.  
Yes, they do!



6

7

Lexile: NP

Poem

### "Grow, Ducklings, Grow"

#### Grow, Ducklings, Grow

It's a quiet day on the pond. The mama duck sits on her nest made from grass and leaves. It is filled with eggs. A sound breaks the quiet. Crack! Crack! Crack!

Quack! Quack! Quack!

The mama duck covers the ducklings with her body to keep them warm. Soon they will leave the nest with her. Wherever she goes, they will follow. The littlest one waddles way in the back, back, back.

Quack! Quack! Quack!

The little ducklings can't fly. They don't have the feathers they need yet. The mama duck protects them to make sure they are safe. She keeps a close eye on her pack, pack, pack.

Quack! Quack! Quack!

The ducklings grow fast. They eat tasty seeds, yummy bugs, and crunchy leaves. Today, it is time for a long swim. The ducklings jump into the pond. Smack! Smack! Smack!

Quack! Quack! Quack!



8

9

Lexile: 260L

Informational Text

## WEEK 3

### "My Garden"

#### My Garden

This is my garden.  
I'll plant it with care.

Here are the seeds  
I'll plant in there.

The rain will fall—  
Drop, drop, drop.

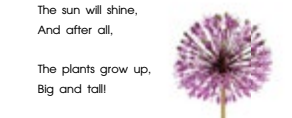
The seeds will sprout—  
Pop, pop, pop!

The sun will shine,  
And after all,

The plants grow up,  
Big and tall!



Lexile: NP



Poem

### "The Seed"

#### The Seed

It's spring.  
A seed is tossed.

It dives  
deep,  
deep,  
deep  
into the soil.  
It needs a rest.

The seed feels a tingle.  
It wakes up.  
Thirsty.

Water drips,  
drips,  
slips  
down.

The seed bursts open.  
It spreads out.  
Searches for air.  
Up, up, up!  
It reaches for the sun.

Ahhhh!  
It grows into a flower,  
Big and strong.

Lexile: NP

Poem

### "Caterpillars"

by Brod Bagert

**POETRY Out Loud!**

**Caterpillars**  
by Brod Bagert

They come like dewdrops overnight  
Eating every plant in sight,  
Those nasty worms with legs that crawl  
So creepy up the garden wall,  
Green prickly fuzz to hurt and sting  
Each unsuspecting living thing.  
How I hate them! Oh, you know  
I'd love to squash them with my toe.  
But then I see past their disguise,  
Someday they'll all be butterflies.

**About the Poet**  
Brod Bagert is a poet from New Orleans. He has written many books of poetry for children, young adults, and adults. Brod is proud to receive national attention for the art of poetry and the art of teaching poetry to kids.

Poetry Out Loud!  
Unit Poem

Lexile: NP

Day 1

# Five Little Tadpoles

TEKS 1.1A, 1.2B(vi), 1.6B; ELPS 2C, 2I, 3F, 4C

## Learning Goals

I will be able to:

- ✓ Generate questions during and after reading to deepen understanding.
- ✓ Match spoken word to written word.
- ✓ Identify previously learned high-frequency words (*the, and*).

## Materials

*Big Book of Shared Readings and Poetry*, Vol. 1: “Five Little Tadpoles,” pages 2–3, class easel, and pointer

## Introduce and Read the Poem

(3–5 min.)

Display and introduce the poem.

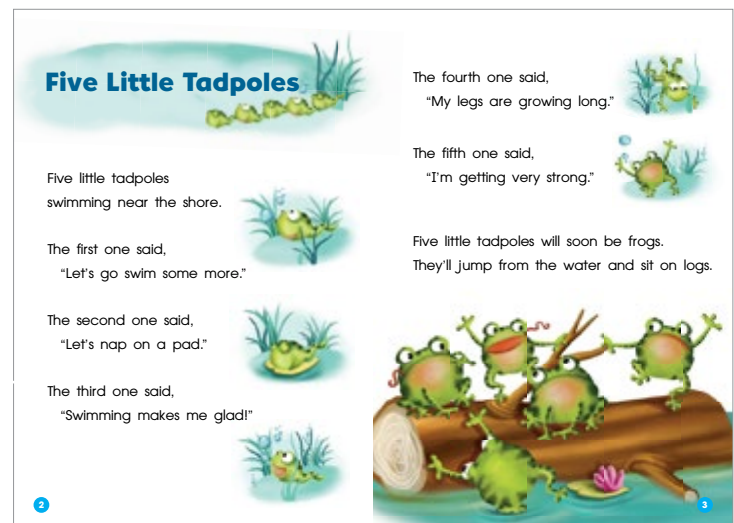
*In this poem, you will hear about five tadpoles. Listen and follow along as I read. As you listen, think about questions you might ask about tadpoles.*

Read aloud the poem in a fluent, expressive voice, pointing under the words as students follow along.

Read the poem again, inviting students to chime in on the repeated line “The \_\_\_\_ one said.”

## Turn, Talk, and Listen (2 min.)

Ask thinking partners to share one question they thought of as they listened. Call on one or two students to paraphrase what their partners told them.



*Shared Readings and Poetry: "Five Little Tadpoles," pages 2–3*



## Reinforce Print Concepts (2 min.)

Discuss matching spoken word to written word.

*Look at the first two lines of the poem. I'm going to read these lines out loud. As I read each word, I will use the pointer to point to the word. Now I want you to echo-read the lines. As you say each word out loud, I will point to the word.*

Five little tadpoles  
swimming near the shore.



*Shared Readings and Poetry: "Five Little Tadpoles," page 2*

## Review Known Words (2 min.)

Invite a few students to point to and read aloud a high-frequency word in the text that they have previously learned (*the, and*) or a word they are able to decode.

Add known words to your class word wall, and remind students that they are accountable for these words in their reading and writing.

## Wrap-Up

*We read a poem, practiced saying words out loud as we pointed to them, and reviewed words we know. We can apply these strategies and skills as we read other texts.*



### Formative Assessment

#### Literacy Behaviors

- generates questions about the poem
- matches spoken word to printed word
- identifies previously taught high-frequency words

Make observational notes about readers who would benefit from additional modeling of foundational skills during small-group reading.

#### Observations

- Does the reader ask a question that relates to the topic of the poem?
- Is the student able to follow along with each word during echo-reading?

**TEKS 1.1A** listen actively, ask relevant questions, answer questions using multi-word responses, **1.2B(vi)** identify/read high-frequency words, **1.6B** generate questions before/during/after reading; **ELPS 2C** learn new language structures/expressions/basic vocabulary/academic vocabulary, **2I** demonstrate listening comprehension by following directions/retelling or summarizing/responding to questions/collaborating/taking notes, **3F** ask for/give information from using limited vocabulary to using abstract and content-based vocabulary, **4C** develop sight vocabulary/derive meaning of environmental print/comprehend vocabulary and language structures in classroom materials

## Day 1

# Baby Animals

TEKS 1.1A, 1.2B(vi), 1.6B; ELPS 1F, 3F, 4C

## Learning Goals

I will be able to:

- ✓ Generate questions during and after reading to deepen understanding.
- ✓ Recognize end punctuation (question marks, exclamation marks) in context.
- ✓ Identify previously learned high-frequency words (*see, you*).

## Materials

*Big Book of Shared Readings and Poetry*, Vol. 1: “Baby Animals,” pages 6–7, class easel, and pointer

## Introduce and Read the Poem

(3–5 min.)

Display and introduce the poem.

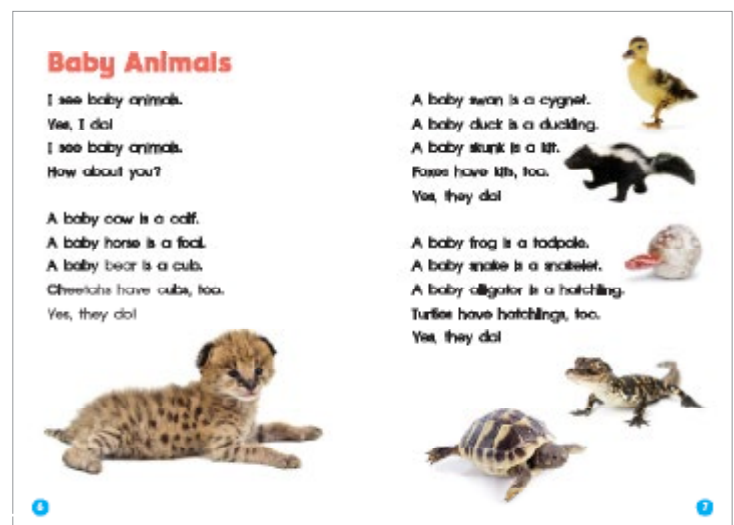
*In this poem, you will hear about baby animals and what they are called. Listen and follow along as I read. As you listen, think of questions you have about the different baby animals.*

Read aloud the poem in a fluent, expressive voice, pointing under the words as students follow along.

Read the poem again, inviting students to chime in on the repeated line “Yes, they do!”

## Turn, Talk, and Listen (2 min.)

Ask thinking partners to share one question they thought of as they listened. Call on one or two students to paraphrase what their partners told them.



*Shared Readings and Poetry: "Baby Animals," pages 6–7*

**TEKS 1.1A** listen actively, ask relevant questions, answer questions using multi-word responses, **1.2B(vi)** identify/read high-frequency words, **1.6B** generate questions before/during/after reading; **ELPS 1F** use accessible language and learn new and essential language, **3F** ask for/give information from using limited vocabulary to using abstract and content-based vocabulary, **4C** develop sight vocabulary/derive meaning of environmental print/comprehend vocabulary and language structures in classroom materials

## Reinforce Print Concepts (2 min.)

Discuss exclamation marks and question marks.

*Look at the end of the second line. What do you see? That is an exclamation mark. Writers use exclamation marks at the end of a sentence to show surprise, excitement, or other strong feelings. Now what do you see at the end of the fourth line? This is a question mark. We use question marks to show that a sentence asks a question. Remember, every sentence ends with an end mark.*

I see baby animals.

Yes, I do!

I see baby animals.

How about you?

*Shared Readings and Poetry: "Baby Animals," page 6*

## Review Known Words (2 min.)

Invite a few readers to come up and point to and read a high-frequency word in the text they have learned (e.g., *see, you*) or a word they are able to decode.

Add known words to your class word wall, and remind students that they are accountable for these words in their reading and writing.

## Wrap-Up

*We read a poem and asked questions, identified end punctuation marks, and reviewed words we know. We can apply these strategies and skills as we read other texts.*



### Formative Assessment

#### Literacy Behaviors

- generates questions about the poem
- recognizes end punctuation in context
- identifies previously taught high-frequency words

Make observational notes about readers who would benefit from additional modeling of foundational skills during small-group reading.

#### Observations

- Does the student ask questions related to the poem?
- Is the student able to identify exclamation marks and question marks in the poem?

Day 1

# My Garden

TEKS 1.1A, 1.2B(vi), 1.6B; ELPS 3F, 4C

## Learning Goals

I will be able to:

- ✓ Generate questions during and after reading to deepen understanding.
- ✓ Demonstrate return sweep directionality.
- ✓ Identify previously learned high-frequency words (*with*, *the*).

## Materials

*Big Book of Shared Readings and Poetry*, Vol. 1: “My Garden,” pages 10–11, class easel, and pointer

## Introduce and Read the Poem

(3–5 min.)

Display and introduce the poem.

*This poem is about a garden. Listen and follow along as I read. As you listen, think about questions you might ask about a garden.*

Read aloud the poem in a fluent, expressive voice, pointing under the words as students follow along.

You may wish to read the poem a second time, giving students time to think of *who*, *what*, *when*, *where*, *why*, or *how* questions.

## Turn, Talk, and Listen (2 min.)

Ask thinking partners to share one question they thought of as they listened. Call on one or two students to paraphrase what their partners told them.

**My Garden**

This is my garden.  
I'll plant it with care.

Here are the seeds  
I'll plant in there.

The rain will fall—  
Drop, drop, drop.

The seeds will sprout—  
Pop, pop, pop!

The sun will shine,  
And after all,

The plants grow up,  
Big and tall!

*Shared Readings and Poetry*: “My Garden,” pages 10–11

## Reinforce Print Concepts (2 min.)

Discuss return sweep directionality.

*We read from the top of the page to the bottom and from left to right. Look at the first two lines of the poem. See the word I'm pointing to? It's where we begin. Let's read together: "This is my garden." Now we are at the end of the line. Do you see that I'm pointing to the word **garden**? Watch my pointer. I do a return sweep by moving my pointer left. Then I move the pointer down to the next line and keep reading. Try with me. Point in the air as we read the rest of the poem to show a return sweep when we come to the end of the line.*

This is my garden.

I'll plant it with care.

*Shared Readings and Poetry: "My Garden," page 10*

## Review Known Words (2 min.)

Invite a few students to point to and read aloud a high-frequency word in the text that they have previously learned (*with, the*) or a word they are able to decode.

Add known words to your class word wall, and remind students that they are accountable for these words in their reading and writing.

## Wrap-Up

*We read a poem, asked questions, and practiced using a return sweep. We can apply these skills as we read other texts.*



### Formative Assessment

#### Literacy Behaviors

- generates questions about the poem
- demonstrates return sweep directionality
- identifies previously taught high-frequency words

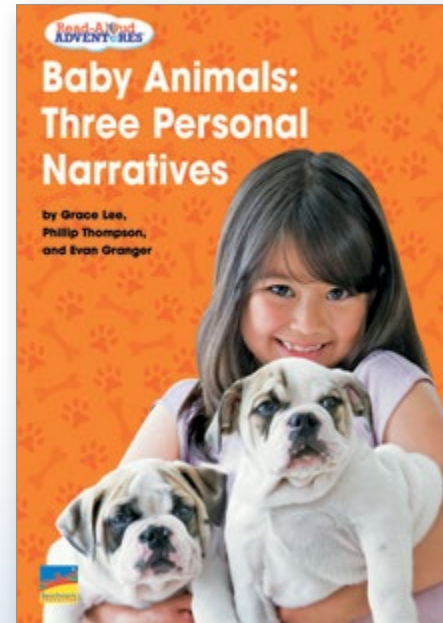
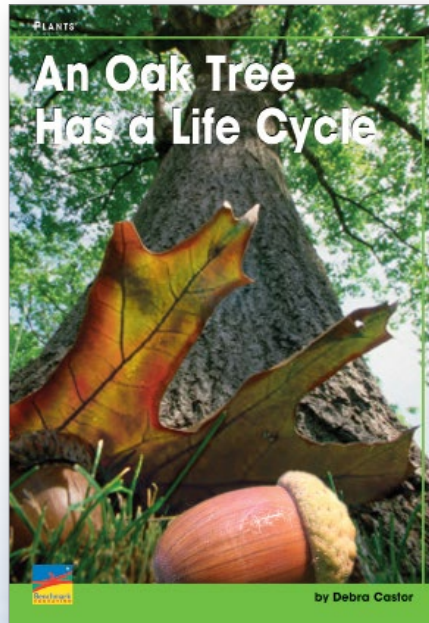
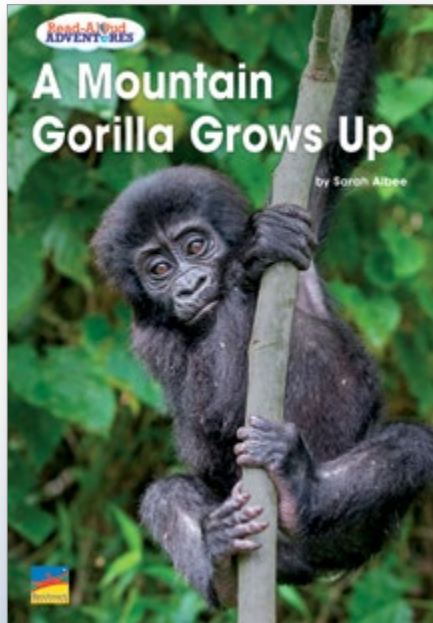
Make observational notes about readers who would benefit from additional modeling of foundational skills during small-group reading.

#### Observations

- Does the student ask relevant questions about the poem?
- Is the student able to return sweep at the end of a line and continue reading in the correct direction?

**TEKS 1.1A** listen actively, ask relevant questions, answer questions using multi-word responses, **1.2B(vi)** identify/read high-frequency words, **1.6B** generate questions before/during/after reading; **ELPS 3F** ask for/give information from using limited vocabulary to using abstract and content-based vocabulary, **4C** develop sight vocabulary/derive meaning of environmental print/comprehend vocabulary and language structures in classroom materials

# Reading Mini-Lessons



# Reading Mini-Lessons

The Reader's Workshop mini-lesson is a brief (10- to 12-minute) whole-group lesson that starts the Reader's Workshop. During this mini-lesson, you will model your thinking and reading behaviors based on a brief section of a mentor text. The 15 mini-lessons for Unit 1 are based on the mentor read-aloud texts *A Mountain Gorilla Grows Up*, *An Oak Tree Has a Life Cycle*, and *Baby Animals: Three Personal Narratives*. Make sure to conduct an interactive read-aloud of each text before you begin the week's mini-lessons.

The mini-lessons provide you with a road map to ensure that students address grade-level expectations. However, you are in the driver's seat and, based on your observations, will use your own judgment about the mentor texts you read and the teaching points you focus on. As you make your own choices, keep in mind the observational checklists and monitoring tools provided across the units.

Remember that these mini-lessons are just the beginning. The heart of the Reader's Workshop happens when you release students to independent reading time and work with students in small groups and reading conferences, giving them time to practice and reach for transfer of reading behaviors and strategies.

See the Small Group and Independent section of each mini-lesson as well as Side 2 of the Unit Foldout for more support.



**Linda Hoyt**

In a mini-lesson, the goal is to teach a small, learnable amount. Guide students as they practice it in real contexts. Then, help them reflect on what they learned and how it worked. The range of topics is limitless. You could teach mini-lessons on strategic reading behaviors, concepts of print, phonological knowledge, or classroom procedures. Mini-lessons capture interest without risking boredom.

# Unit 1 Reading Mini-Lessons

## Skills at a Glance

	Focus	WEEK 1	WEEK 2	WEEK 3		
Reading Mini-Lessons	Metacognition	Ask Questions	Ask Questions			
	Comprehension, Genre Analysis & Author's Craft	Recognize Central Idea (Main Topic), Including the Supporting Evidence			Recognize Central Idea (Main Topic), Including the Supporting Evidence	✓
		Introduce the Genre: Informational Text				
			Describe the Connection Between Events: Sequence of Events		Describe the Connection Between Events: Sequence of Events	✓
			Use Text Features and Graphics to Locate Information			
			Identify Similarities In and Differences Between Two Texts on the Same Topic			
					Introduce the Genre: Personal Narrative	
	Vocabulary and Word Solving	Use Text to Determine Word Meanings ( <i>survive, helpless</i> )				
			Sort Words into Categories ( <i>plants, parts of an oak tree</i> )		Sort Words into Categories ( <i>action words, animals</i> )	✓
	Speaking and Listening	Pose Questions About a Topic			Constructive Conversations: State and Clarify Ideas About Topics and Texts	

✓ = strategy or skill is assessed on Unit Assessment

## Lessons at a Glance

	WEEK 1	WEEK 2	WEEK 3
DAY 1	Introduce Unit 1: Plants and Animals Grow and Change	Ask Questions	Introduce the Genre: Personal Narrative
DAY 2	Introduce the Genre: Informational Text	Describe the Connection Between Events: Sequence of Events	Recognize Central Idea (Main Topic), Including the Supporting Evidence
DAY 3	Ask Questions	Sort Words into Categories ( <i>plants, parts of an oak tree</i> )	Describe the Connection Between Events: Sequence of Events
DAY 4	Recognize Central Idea (Main Topic), Including the Supporting Evidence	Use Text Features and Graphics to Locate Information	Sort Words into Categories ( <i>action words, animals</i> )
DAY 5	Use Text to Determine Word Meanings ( <i>survive, helpless</i> )	Identify Similarities In and Differences Between Two Texts on the Same Topic	Unit Wrap-Up/Constructive Conversations



# Guide to Text Complexity

Benchmark Reader's Workshop Read-Aloud texts are qualitatively evaluated, based on their placement in the program. Reader maturity and age-appropriateness are key considerations in the subjective use of the rubrics found on pages AR6–AR7.

## WEEK 1 A Mountain Gorilla Grows Up

Informational Text / Lexile: 550L



Dimension of Complexity	Score	Notes
Purpose and Levels of Meaning	2	<ul style="list-style-type: none"><li>The text contains a straightforward description of how a gorilla grows up, but readers must gain some information from text features and graphics.</li></ul>
Structure	3	<ul style="list-style-type: none"><li>The text has a sequential text structure, with connections between ideas in different chapters.</li><li>Varied text and graphic features include a map with a pullout and key showing where mountain gorillas live.</li></ul>
Language Conventinality and Clarity	3	<ul style="list-style-type: none"><li>The text contains both simple and compound sentences.</li><li>Domain-specific words may be unfamiliar (e.g., <i>endangered</i>, <i>species</i>, <i>survive</i>), but contextual support is provided.</li></ul>
Knowledge Demands	3	<ul style="list-style-type: none"><li>The text contains many facts that may be new to readers.</li><li>Familiarity with the concept of endangered species is helpful for understanding but not essential.</li></ul>
<b>TOTAL QM</b>	<b>11</b>	<b>Substantial Complexity</b>

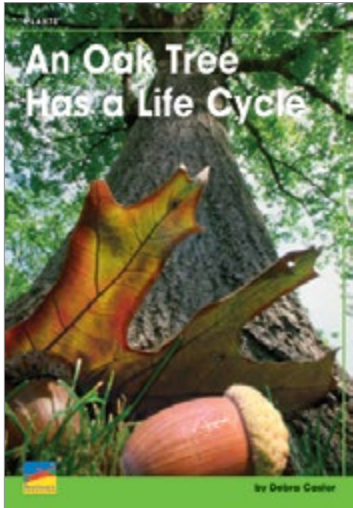
### Summary

A baby mountain gorilla is born deep in cool, mountainous forests in Africa. Engaging photos and fascinating facts draw in readers as they find out how a baby gorilla learns to survive and thrive in this lush wilderness environment, so it can one day grow up and have babies of its own.



## WEEK 2 An Oak Tree Has a Life Cycle

Informational Text / Lexile: 590L



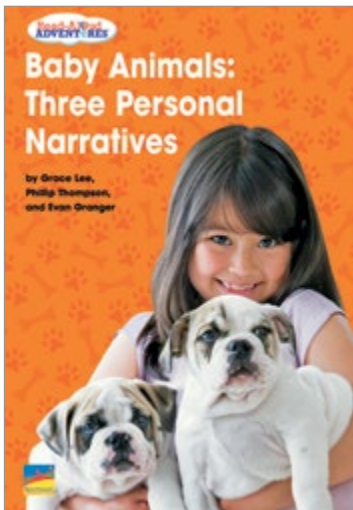
Dimension of Complexity	Score	Notes
Purpose and Levels of Meaning	2	<ul style="list-style-type: none"><li>The text has a single purpose, but the information is detailed and broken into different stages.</li></ul>
Structure	3	<ul style="list-style-type: none"><li>The text structure is chronological.</li><li>Additional information is provided through various text features, such as captions and flowcharts.</li></ul>
Language Conventionalty and Clarity	3	<ul style="list-style-type: none"><li>Sentences have some clauses and transition words, and vocabulary includes domain-specific words.</li></ul>
Knowledge Demands	3	<ul style="list-style-type: none"><li>The selection requires students to grasp a basic scientific concept of growth and change.</li></ul>
<b>TOTAL QM</b>	<b>11</b>	<b>Substantial Complexity</b>

### Summary

A tiny acorn drops onto the forest floor. How will it become a mighty oak tree? Detailed photos and simple diagrams help guide readers through the cycle as a new oak plant sprouts, grows, and drops its own acorns to start the process all over again.

## WEEK 3 Baby Animals: Three Personal Narratives

Personal Narrative / Lexile: 530L



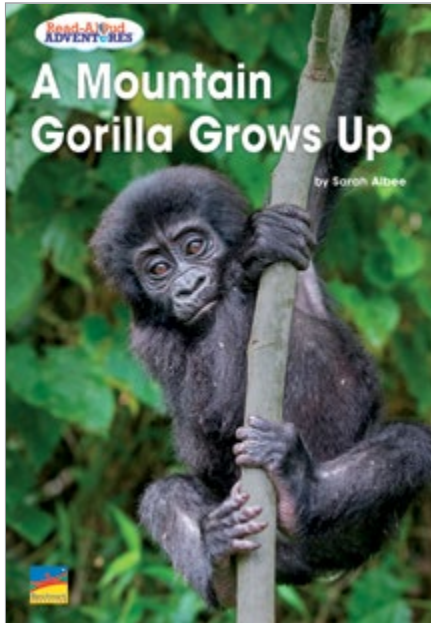
Dimension of Complexity	Score	Notes
Purpose and Levels of Meaning	2	<ul style="list-style-type: none"><li>A range of information is conveyed about three subtopics in three different narrative texts.</li></ul>
Structure	3	<ul style="list-style-type: none"><li>Narrative structure may be unfamiliar to some readers.</li><li>Readers must make connections between events that are occasionally nonsequential.</li></ul>
Language Conventionalty and Clarity	2	<ul style="list-style-type: none"><li>The text uses mostly simple sentences, with some compound sentences included.</li><li>Most vocabulary is familiar.</li></ul>
Knowledge Demands	3	<ul style="list-style-type: none"><li>The topic is familiar, with a few new details.</li><li>The text requires some understanding of the ways that mammals and birds are born, grow, and change.</li></ul>
<b>TOTAL QM</b>	<b>10</b>	<b>Substantial Complexity</b>

### Summary

Follow along as three kids share their experiences with young animals at home, at a zoo, and in a backyard. These entertaining, brief, and relatable narratives will introduce readers to important concepts such as the ways baby animals are similar and different from their parents, and how young creatures grow and change.

# Social and Emotional Mindfulness & Culturally Responsive Learning

After students have read each selection, you may use these discussion prompts and activities at any time in your day when you have a few moments.



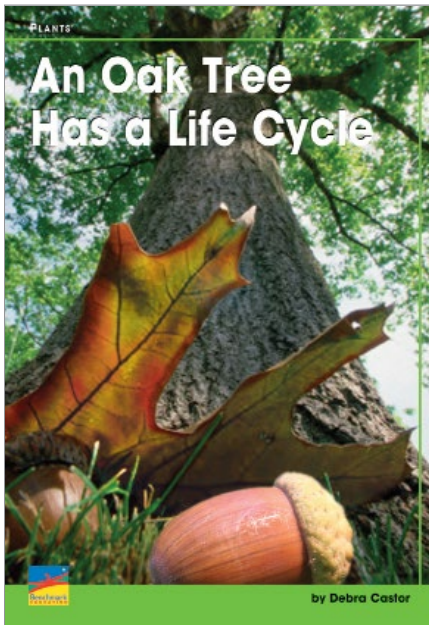
## **WEEK 1** A Mountain Gorilla Grows Up

### **Culturally Responsive Perspectives**

- This book shows the different ways mountain gorillas care for their young. To grow up safe and learn to survive, young gorillas need adult care. Point out that all children need care from adults, too.
- Discuss that the book shows different adult gorillas, male and female, caring for and teaching young gorillas. Have students share what they have learned from different adults who are important in their lives.

### **Social and Emotional Mindfulness**

- This book demonstrates the relationships between mountain gorillas as they grow and survive. Guide students to recognize that relationship skills gorillas practice can be similar to those of humans.
- Display page 9. Ask: *What is the gorilla at the bottom of the page saying with body language?* Discuss that just like gorillas, humans communicate with body language, and that it's important to pay attention to the body language of others so we know how they are feeling.
- Display pages 12 and 13. Have students look closely at the photos of adult and young gorillas interacting. What can they tell about the relationships between these gorillas by examining the animals' body language?
- Have students volunteer to silently use body language to convey different feelings. The rest of the class can guess the emotion each student is communicating.



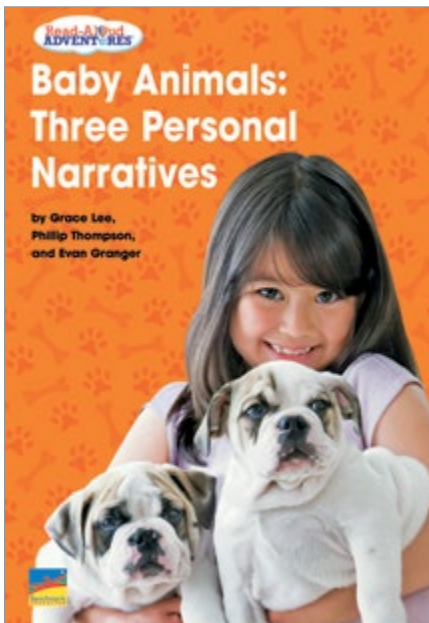
## WEEK 2 An Oak Tree Has a Life Cycle

### Culturally Responsive Perspectives

- Discuss that different types of trees and plants grow in different areas of the country and the world. Some kinds of trees grow well in places where it is hot, with lots of rain. Others grow in places where it is cold in the winter and warm in the summer. Some plants even grow in deserts, where there isn't much rain.
- Discuss trees and plants that grow in the area where your school is located, and invite students to name trees or plants that they know grow in other places.
- Have small groups do research to identify trees that grow in different countries around the world and then present their findings to the class.

### Social and Emotional Mindfulness

- Encourage self-awareness and help students develop a “growth mind-set” as they perform the hands-on experiment “Observe Seeds Sprout,” found on the inside back cover of the text.
- Point out successes students attain as the week progresses. Praise perseverance, especially as some seeds grow faster than others. Encourage students to share advice and support as they proceed in the process.



## WEEK 3 Baby Animals: Three Personal Narratives

### Culturally Responsive Perspectives

- Use this book to have students learn more about each other by having them share their opinions and existing knowledge about animals.
- Have partners talk to each other about what they liked most about each narrative and why. Encourage them to describe any personal experiences they have had with animals.
- After partner discussions, invite students to tell the class what they learned about their partner's preferences and experiences.

### Social and Emotional Mindfulness

- Reread Chapter 2. Have students identify the relationship and communication skills the children demonstrated in this chapter. (Sample answers: they talked to each other and made plans; they listened and cooperated with each other; they asked the zookeeper for help finding the monkey exhibit.)
- Ask students to think of examples of times when they have used these same relationship and communication skills in their own lives, or when they might use them in the future. Invite students to share their examples with the class.

# Research and Inquiry Project: Life Cycles

TEKS 1.13A, 1.13B, 1.13C, 1.13D, 1.13E; ELPS 1A, 2I, 3D, 3E, 3F

## Learning Goals

### Science Concepts:

- ✓ Understand that young animals and plants are very much, but not exactly, like their parents.
- ✓ Identify ways that young animals resemble their parents.
- ✓ Identify and describe life cycles of animals and plants.

### Research and Presentation Skills:

- ✓ Generate and clarify guiding questions.
- ✓ Use print and digital resources.
- ✓ Create a presentation.

## Materials

- Books, magazines, and online websites related to the life cycles of animals and plants
- Computers or tablets that students can use as they conduct research
- Drawing, cutting, pasting, and recording materials, such as poster board, drawing paper, safety scissors, glue sticks, crayons, and colored pencils

## Suggested Pacing Chart

Use the suggested pacing chart to plan the unit's research and inquiry project.

	Student Goals	Teacher Support
WEEK 1	<ul style="list-style-type: none"> <li>• Research animal or plant life cycles as class/whole group.</li> <li>• Have small groups choose a plant or animal to research.</li> <li>• Create guiding questions about the life cycle.</li> </ul>	<ul style="list-style-type: none"> <li>• Offer resources on plants and animals with unique life cycles to help students research.</li> <li>• Work with groups that need assistance creating their guiding questions.</li> <li>• Create a content library with sources on life cycles, or arrange for groups to have library time.</li> </ul>
WEEK 2	<ul style="list-style-type: none"> <li>• Research the life cycle of a specific animal or plant.</li> <li>• Record and organize data.</li> <li>• Start to plan the presentation, including a visual aid such as a life cycle diagram.</li> </ul>	<ul style="list-style-type: none"> <li>• Arrange for computer or tablet access to allow groups to do online research. You may also create a content bookshelf on Benchmark Universe. 🌈</li> <li>• Work with individuals or groups that are having trouble brainstorming presentation ideas.</li> <li>• Provide students with different methods of note-taking, such as colored pencils or crayons for drawing, or safety scissors and glue for cutting from magazines or printed online resources. Encourage them to draw symbols for words or concepts they can't spell or write yet.</li> </ul>
WEEK 3	<ul style="list-style-type: none"> <li>• Finish research.</li> <li>• Finish planning.</li> <li>• Present the project.</li> </ul>	<ul style="list-style-type: none"> <li>• Guide students to speak clearly and at an appropriate volume while presenting. Model providing feedback on volume and then have students provide feedback for each other.</li> </ul>



## Introduce

Access students' prior knowledge of plant and animal life cycles and help them build background knowledge.

- *In this unit, we will read about how plants and animals grow up. We will learn about a baby gorilla changing as it grows into an adult. Later we will learn about the life cycle a plant goes through, from a seed to an oak tree. In addition to the plants and animals we read about together, you're going to explore the life cycles of other plants or animals as you work on your inquiry project.*
- *What do you already know about life cycles? Have you observed any plants or animals grow up? What about you? Were you born an adult? What stages have you gone through already? How will you continue to grow and change?*
- *To complete this project, you're going to research the changes a living thing goes through as it grows. Then you will present your project to the class. You and your group will pick an animal or a plant to focus on. As you research, think about how young animals and plants are the same as their parents, and how they are different.*

You may wish to pair students with different language abilities together to complete the inquiry project. Alternatively, pair students of similar language abilities together and provide support as needed.

## Explore

- To assist students in choosing an animal or plant, create a list of types of animals and plants (mammal, bird, reptile, flower, moss, tree, etc.). Have students add their species next to the appropriate type. Encourage groups to choose a variety of types.
- Check students' guiding questions to make sure they are on target. If they need help creating guiding questions, model one for them. For example: *What are the main stages of the plant or animal's life cycle? How does it change as it grows? How long do different plants and animals live?*
- Before students conduct their own research, model using a resource to answer an inquiry question. Model writing, drawing, or pasting to take notes and record information. For struggling students, you may wish to create graphic organizers with spaces where life stages can be filled in.
- Make a variety of sources available during independent time. Let students print online resources, mark magazines appropriately, and use self-stick notes to flag information in books or shared resources.

## Present

- Work with groups as needed to present their information clearly. Help them brainstorm ideas such as a drawing, model, slide show, or costumes to represent each part of the life cycle visually.
- Partners or groups that are doing digital presentations will need access to computers, tablets, or whiteboards.
- Students listening should tell a partner two new facts they noted about plant or animal life cycles and generate a question for the presenters.

## Group Roles, Rules, and Responsibilities

Research and Inquiry Project groups should carry out assigned roles, follow agreed-upon rules, and develop a plan of shared responsibility.

Assigned roles will vary by project but may include: coordinator; note-taker; facilitator; timekeeper.

Create an anchor chart of rules for group work.



Assist groups that have trouble assigning roles, following agreed-upon rules, and/or developing a plan.

**TEKS 1.13A** generate questions for inquiry, **1.13B** develop/follow research plan, **1.13C** identify/gather relevant sources/information to answer questions, **1.13D** demonstrate understanding of information gathered, **1.13E** use appropriate mode of delivery, written, oral, or multimodal, to present results, **ELPS 1A** use prior knowledge/experiences to understand meanings, **2I** demonstrate listening comprehension by following directions/retelling or summarizing/responding to questions/collaborating/taking notes, **3D** speak using content area vocabulary to internalize new words/build academic language, **3E** share information in cooperative learning interactions, **3F** ask for/give information from using limited vocabulary to using abstract and content-based vocabulary

## Whole Group

# Introduce Unit 1: Plants and Animals Grow and Change

TEKS 1.1A, 1.1C, 1.1D; ELPS 2I, 3F, 5B

## Learning Goals

I will be able to:

- ✓ Work collaboratively with others to create a class list of questions.
- ✓ Participate in constructive conversations, following rules for discussions.
- ✓ Share information and ideas about the topic of how plants and animals change.

## Materials

Unit 1 Poster, *Plants and Animals Grow and Change* Unit 1 Video, chart paper, markers, and self-stick notes

## Focus (3–5 min.)

### Preview the Unit and Essential Question

Display the Unit 1 Poster and read aloud the unit title, *Plants and Animals Grow and Change*.

*Today, we are starting our first unit! We will talk about the different ways that living things grow and change. Living things are plants and animals, including humans.*

### Motivate and Engage Through Multimedia

Tell students you will play a video to introduce the Essential Question.

*First I will play the video without the sound. Pay attention to what you see. Turn to a thinking partner and tell each other one thing you saw.*

Introduce the second viewing of the video.

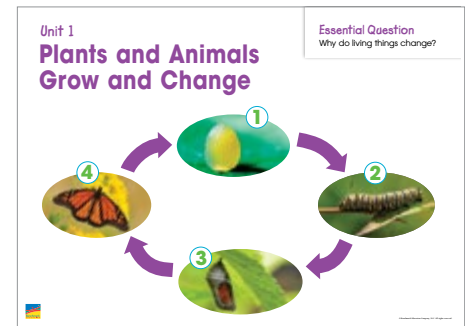
*Now I will play the video with sound. Pay attention to what you hear. Tell a thinking partner one thing you heard the narrator explain in the video.*

### State the Mini-Lesson Focus and Purpose

*For the first mini-lesson of this unit, we're going to focus on asking questions about the topic we'll be learning about. Asking questions helps us focus our thinking and develop curiosity about the subject. To help us generate questions, we will think about this unit's Essential Question: **Why do living things change?***

### Essential Question

Why do living things change?



Unit 1 Poster



Plants and Animals Grow and Change Unit 1 Video

**Model** (5–6 min.)**Model Asking Questions**

Discuss questions that readers can ask about the unit topic.

*In this unit, we're going to learn about how and why living things grow and change. As I think about the video and look at the photos on the poster, I already have some questions I'm curious about. I'll write my questions down so I can go back to them throughout the unit.*

Write questions on chart paper as you state them.

*What kinds of animals and plants will we read about?*

*What do living things need to help them grow?*

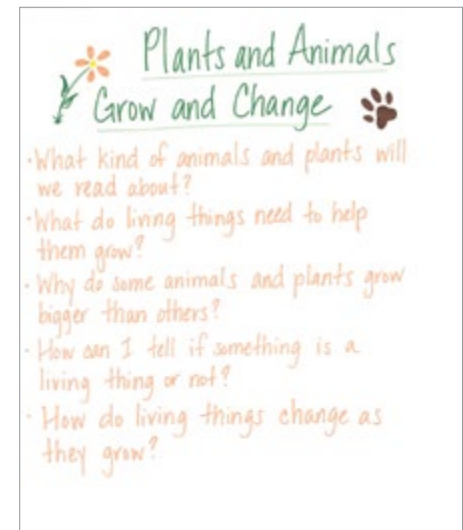
*Why do some animals and plants grow bigger than others?*

*How can I tell if something is a living thing or not?*

**Restate the Focus and Purpose**

*I just showed you how I generate questions about a topic. Now it's your turn to practice generating questions with a partner. Think about the video we watched. Look at the photos of the egg, caterpillar, chrysalis, and butterfly on the poster. When you're done, we'll add your questions to our class list of questions. Remember, asking questions helps us think more deeply about a topic and develop curiosity about what we are about to read.*

*At the end of the unit, we'll go back to our class list of questions. We will discuss the questions again and use them to give us ideas that we can use to start constructive conversations about our unit topic.*




Sample Class List of Questions

**TEKS 1.1A** listen actively, ask relevant questions, answer questions using multi-word responses; **1.1C** speak clearly at an appropriate pace using conventions of language; **1.1D** follow rules: listen to others, speak when recognized, make appropriate contributions; **ELPS 21** demonstrate listening comprehension by following directions/re-telling or summarizing/responding to questions/collaborating/taking notes; **3F** ask for/give information from using limited vocabulary to using abstract and content-based vocabulary.; **5B** write using basic vocabulary/content-based vocabulary.



## Guide Practice (2–3 min.)

### Turn, Talk, and Listen

Tell partners to generate questions about the video they watched and the photos on the poster. Students can write notes or draw pictures to help them remember their questions. Monitor and observe students as they work together. (See the Look Fors below.) 

Check in with readers who seem confused about the task, and refer to the questions you generated as you modeled. As needed, provide language stems to support English Learners.

Write some of the students' questions on the class list.

### Supporting English Language Development

**Language Objective:** Ask questions using question words and verb phrases.

#### Substantial Support

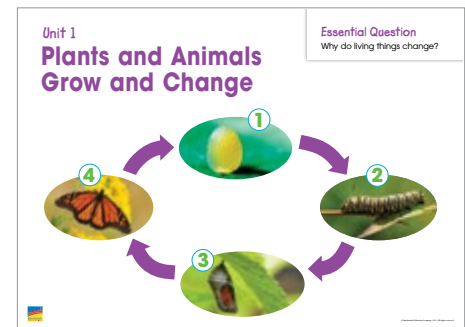
What is \_\_\_\_? Where is the \_\_\_\_? What do (caterpillars) \_\_\_\_?

#### Moderate Support

Why do butterflies \_\_\_\_? Why is the (butterfly) \_\_\_\_?

#### Light Support

What is the difference between \_\_\_\_? I wonder why a (caterpillar) \_\_\_\_.



Unit 1 Poster



### Formative Assessment

#### Literacy Behaviors

- refers to the video and photos on the poster
- generates questions relevant to the topic of how living things grow and change
- takes turns with a partner speaking and listening

Make observational notes about readers who need additional support to generate questions. Focus on developing this skill during small-group or conferring time.

#### Observations

- Do students look closely at the photos?
- Do partners share their ideas while speaking clearly at an appropriate pace?
- Are students able to generate questions?
- Are the questions relevant to the topic?



## Bridge to Transfer (1 min.)

### Whole-Group to Small-Group and Independent Reading

Transfer the lesson focus.

*We just generated some interesting questions about how living things grow and change. As you read today, look for pictures of living things. Put a self-stick note next to a picture of an animal or plant that you find interesting. On the note, write a question you have about the picture, or make a drawing to remind you of a question you have. Be ready to share your question with your partner.*

### Small Group and Independent

#### Small-Group Reading

Use the leveled texts, teacher's guides, and prompting cards to scaffold reading behaviors and apply strategies from whole-group mini-lessons. You may also use the unit Reader's Theater selection.

#### Independent Reading and Response

Ensure that all students read and respond independently to build volume and stamina. Remind students to focus on their personal learning goals.

#### Conferring

Confer with a few students. Provide scaffolding, invite students to reflect on their reading goals, or discuss and validate their progress as readers. You may also wish to administer a progress-monitoring oral reading record.



Prompting Cards



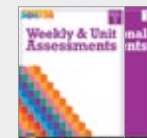
Prompts and Tips for Reading Conferences



Peer Coaching Menus



Personal Learning Goals Bookmarks



Assessment

### Whole Group

#### Share and Reflect (5 min.)

Have thinking partners take turns sharing a question they generated about a photo or an illustration from their reading. Then invite one or two readers to share their pictures and questions with the whole class.

You may wish to introduce the research and inquiry project. See pages 50–51.

**Whole Group**

# Ask Questions

TEKS 1.6B; ELPS 2D, 3F, 4F

## Learning Goals

I will be able to:

- ✓ Generate questions about a text before and during reading to deepen understanding and gain information.
- ✓ Ask questions about important details in a text.

## Materials

Mentor Text: *An Oak Tree Has a Life Cycle*, Asking Questions Anchor Chart from Unit 1, Mini-Lesson 3, and self-stick notes

## Focus (1–2 min.)

### Link to Previous Learning

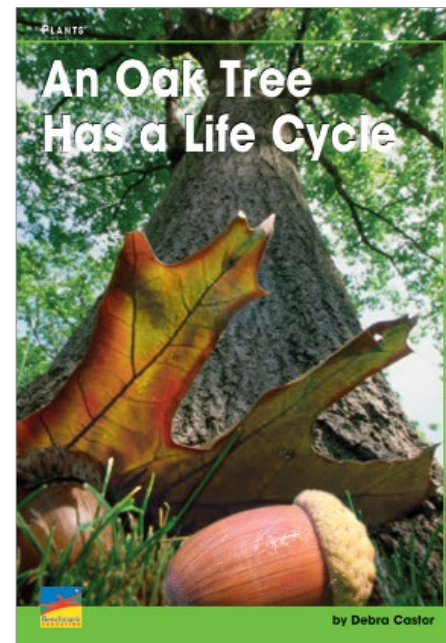
*Readers, we have discussed that an informational text tells us facts about a topic. In an earlier mini-lesson, we practiced asking questions to help us think deeply about important details and better understand what we read.*

### State the Mini-Lesson Focus and Purpose

Display the cover of *An Oak Tree Has a Life Cycle*.

*Today we are going to keep working on that strategy. We'll ask questions about this book, *An Oak Tree Has a Life Cycle*.*

*We know that asking questions can help us focus our thinking and identify important information in the text. In today's mini-lesson, we'll ask questions about pictures, headings, and other features to help us better understand what we are reading.*



Mentor Text: *An Oak Tree Has a Life Cycle*

## Model (5–6 min.)

### Model Asking Questions

Display the cover of the text and read aloud the title. Model generating questions, pointing out details as you pose questions.

*As I think about the title of this book and look at the photo, I have a few questions about what we are going to be reading in this text.*

- *What is a life cycle?*
- *Do all trees and other plants have a life cycle?*
- *How long does it take for an oak tree to grow tall like the tree in the photo?*

*When I read the rest of the book, I can go back to my questions to see if the text has answers for some of the questions.*

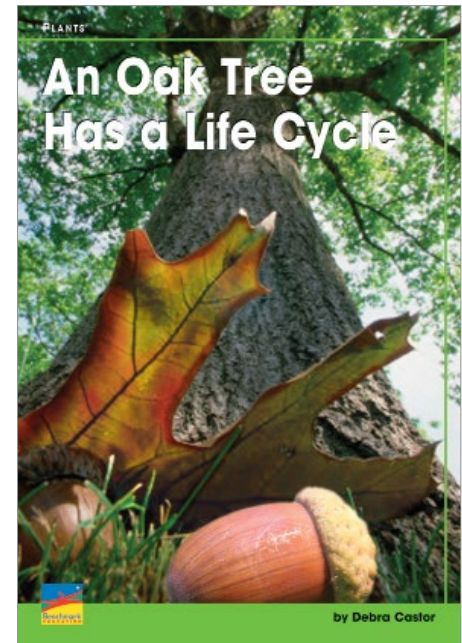
### Revisit the Anchor Chart

Refer to the Asking Questions Anchor Chart you created during Mini-Lesson 3 of this unit.

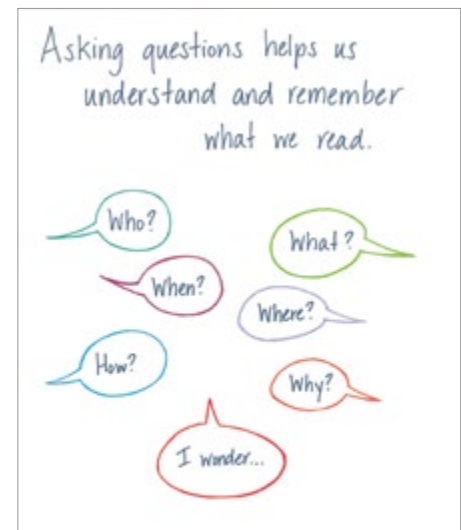
*Remember, we can ask questions to help us think about information in the text that we don't understand. We can also ask questions to learn more about what the author wants us to know. We can look at the text and the pictures to help us generate questions, and think about these questions as we continue to read.*

### Restate the Focus and Purpose

*I have just shown you how I generate questions to help me better understand a text. Now you'll practice generating questions about another part of the text to help you deepen your understanding.*



Mentor Text: *An Oak Tree Has a Life Cycle*, cover



Sample Asking Questions Anchor Chart

**TEKS 1.6B** generate questions before/during/after reading; **ELPS 2D** monitor understanding/seek clarification; **3F** ask for/give information from using limited vocabulary to using abstract and content-based vocabulary; **4F** use visual and contextual support/support from peers and teachers to read/enhance and confirm understanding and develop vocabulary/grasp of structures/background knowledge needed to comprehend texts.

## Guide Practice (2–3 min.)

Display and read aloud pages 4–5. Have thinking partners use details in the text and photos to generate questions.

### Turn, Talk, and Listen

Monitor and observe partners as they generate questions. (See the Look Fors below.)



Check in with readers who seem confused about the task, and refer to the Asking Questions Anchor Chart to support them. As needed, provide language stems to support English Learners. Remind them to ask for clarification as needed.

### EL Supporting English Language Development

**Language Objective:** Ask questions about details in a text, using question words.

Help students form questions about the text or photographs.

#### Substantial Support

Where do oak trees \_\_\_\_? Why are oak trees \_\_\_\_?

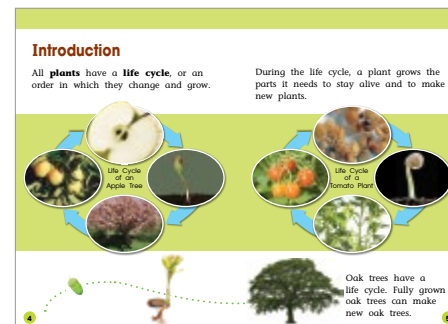
What does a \_\_\_\_ do?

#### Moderate Support

Which part of the tree \_\_\_\_? What part of the life cycle \_\_\_\_?

#### Light Support

I would like to know \_\_\_\_\_. What is the difference between \_\_\_\_\_?



Mentor Text: *An Oak Tree Has a Life Cycle*, pages 4–5

### SAMPLE QUESTIONS:

- What is the order in which a plant changes and grows? Is the order the same for all plants?
- How does a plant grow the parts it needs?
- When is an oak tree fully grown?



### Formative Assessment

#### Literacy Behaviors

- generates questions based on photos and text
- describes important details from photos and text that were used to generate questions

Make observational notes about readers who need additional support to generate questions. Focus on developing this skill during small-group or conferring time.

#### Observations

- Do readers generate questions that are relevant to the text?
- Can readers point to details in the text and photos they used to generate questions?

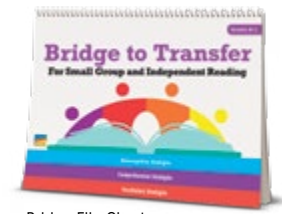


## Bridge to Transfer (1 min.)

### Whole-Group to Small-Group and Independent Reading

Transfer the lesson focus.

*Readers, we have practiced asking questions about details in the text and pictures to help us better understand what we are reading. As you read today, look closely at photos, illustrations, and details in your book. When you come to a detail or picture that you are curious about, place a self-stick note near it. Think about what question you would ask. Be prepared to share your question with a thinking partner.*



Bridge Flip Chart

## Small Group and Independent

### Small-Group Reading

Provide differentiated reading instruction. Use the leveled texts, teacher's guides, and strategic prompting cards to scaffold reading behaviors. Display "Ask Questions" in the Bridge Flip Chart to support strategy transfer.

### Independent Reading and Response

Ensure that all students read and respond independently to build volume and stamina. Remind students to focus on their personal learning goals.

### Conferring

Confer with a few students. Provide scaffolding, invite students to reflect on their reading goals, or discuss and validate their progress as readers. You may also wish to administer a progress-monitoring oral reading record.

### Research and Inquiry Project

Students may collaborate on the unit inquiry project. See pages 50–51.



Prompting Cards



Prompts and Tips for Reading Conferences



Peer Coaching Menus



Personal Learning Goals Bookmarks



Oral Reading Record



Research and Inquiry Project

## Whole Group

### Share and Reflect (5 min.)

Have thinking partners share a question from their reading. Tell partners to point to the picture or detail in the text that helped them generate the question. As time allows, ask one or more students to share their questions with the whole class.

**Whole Group**

# Introduce the Genre: Personal Narrative

TEKS 1.9D(iii), 1.10E; ELPS 2D, 3H, 4G

## Learning Goals

I will be able to:

- ✓ Recognize characteristics that show a text is a personal narrative.
- ✓ Understand that a personal narrative is a nonfiction text told about a real person's experiences, and written by that person.

## Materials

Mentor Text: *Baby Animals: Three Personal Narratives*, chart paper, and markers

## Focus (1–2 min.)

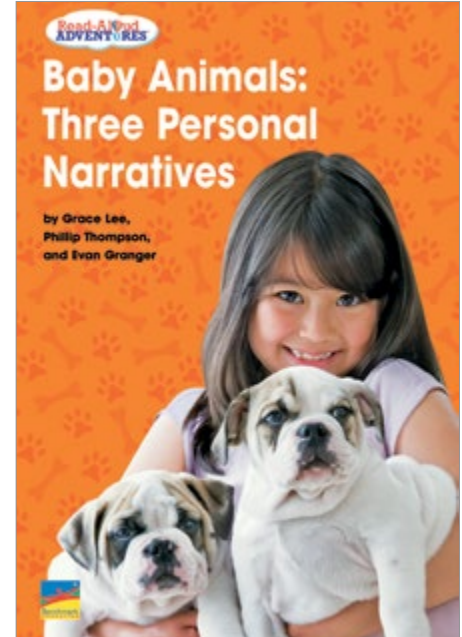
### Provide Background on the Text

Display the cover of *Baby Animals: Three Personal Narratives*, and explain that the book has three stories written by different people about events in their lives.

*Today we are going to look at a book that contains three personal narratives. A personal narrative tells about an event or events from an author's life. The author writes about things that really happened to him or her.*

### State the Mini-Lesson Focus and Purpose

*Readers, we are going to find out what makes a text a personal narrative, and how we can tell when a text is a personal narrative. Personal narratives are important because they let writers share events from their lives with other people. We can get to know a real person that we have never met!*



Mentor Text: *Baby Animals: Three Personal Narratives*

## Model (5–6 min.)

### Model Recognizing Characteristics of a Personal Narrative

Display the front cover and read aloud the title.

*The title Baby Animals: Three Personal Narratives tells me this book contains personal narratives. But if the title didn't tell me that, what other clues in the text would show me that these are personal narratives?*

Display and read aloud pages 2–3.

*First, I wonder if this text is about real events. I see photos, and photos show real things. The photos are a clue that this is probably real, which means it could be a personal narrative. Another clue is that the author uses the words **my**, **I**, **we**, and **our**. This tells me that she is talking about something that happened to her.*

*The author also says "My sister and I were really excited," telling the reader how she and her sister felt. That's another clue that this is a personal narrative.*

### Create the Anchor Chart

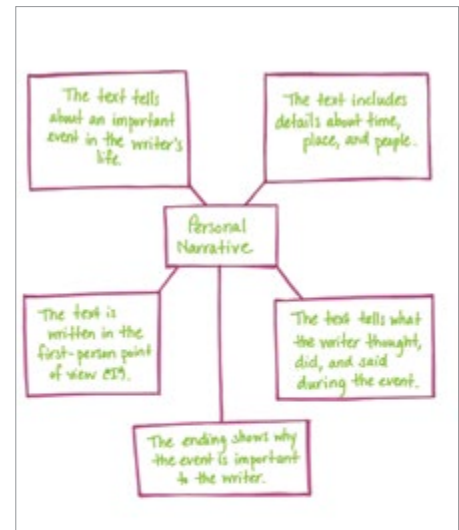
Make a Personal Narrative Anchor Chart (see sample). Invite students to name characteristics of a personal narrative and add them to the chart. Discuss and add additional characteristics if you wish.

### Restate the Focus and Purpose

*I just showed you how I look for clues that a text is about a real experience the author had. That tells me the text is a personal narrative, which can help me learn about another person's real life. Now, you're going to focus on another chapter to look for clues that show the text is a personal narrative.*



Mentor Text: *Baby Animals: Three Personal Narratives*, pages 2–3



Sample Personal Narrative Anchor Chart

**TEKS 1.9D(iii)** recognize characteristics/structures of informational text: organizational patterns (chronological order, description); **1.10E** listen to/experience first- and third-person texts; **ELPS 2E** use visual/contextual/linguistic support to enhance and confirm understanding; **3H** narrate/describe/explain with specificity and detail; **4G** demonstrate comprehension by participating in shared reading/retelling/summarizing/answering questions/taking notes.




## Guide Practice (2–3 min.)

Display and read aloud pages 8–13. Pose a question for partners:

*What details and features show that this is a personal narrative?*

### Turn, Talk, and Listen

Monitor and observe partners as they identify features of a personal narrative. (See the Look Fors below.) 

Check in with readers who seem confused about the task, and refer to the Personal Narrative Anchor Chart. As needed, provide language stems to support English Learners. Remind them to ask for clarification as needed.

### EL Supporting English Language Development

**Language Objective:** *Identify features of a personal narrative using complex sentences.*

#### Substantial Support

This pictures show \_\_\_\_ . The text has the words \_\_\_\_ and \_\_\_\_ .

#### Moderate Support

I think this story is a personal narrative because it has \_\_\_\_ .  
It also uses the words \_\_\_\_ .

#### Light Support

One feature that shows this is a personal narrative is \_\_\_\_  
Another feature is \_\_\_\_ .



Mentor Text: *Baby Animals: Three Personal Narratives*, pages 8–13

#### SAMPLE ANSWERS:

- The writer is telling about when he went to the monkey exhibit at the zoo.
- There are photos, which tells me the text is probably about real events.
- The writer includes details about the place, the zoo, and about his friends, Roberto and Violet.
- The writer uses words such as *we*, *I*, and *my*. This tells me the events happened to him and his friends.
- The writer tells me his thoughts and feelings, such as being excited.



### Formative Assessment

#### Literacy Behaviors

- recognizes characteristics of a personal narrative
- understands that a personal narrative is a nonfiction text

Make observational notes about readers who need additional support to recognize the features of a personal narrative. Focus on developing this skill during small-group or conferring time.

#### Observations

- Can readers point to specific features that show the text is a personal narrative?
- What evidence do you see that readers understand that a personal narrative is about a real person?



## Bridge to Transfer (1 min.)

### Whole-Group to Small-Group and Independent Reading

Transfer the lesson focus.

*We have just practiced identifying features of a personal narrative, which is a text about events from an author's real life.*

*When you choose a book to read today, I want you to look at the text and pictures carefully. Decide whether you think the text is a personal narrative. If so, why? If not, why not? Be prepared to share reasons with a thinking partner.*

### Small Group and Independent

#### Small-Group Reading

Provide differentiated reading instruction. Use the leveled texts, teacher's guides, and strategic prompting cards to scaffold reading behaviors.

#### Independent Reading and Response

Ensure that all students read and respond independently to build volume and stamina. Remind students to focus on their personal learning goals.

#### Conferring

Confer with a few students. Provide scaffolding, invite students to reflect on their reading goals, or discuss and validate their progress as readers. You may also wish to administer a progress-monitoring oral reading record.

#### Research and Inquiry Project

Students may collaborate on the unit inquiry project. See pages 50–51.



Prompting Cards



Prompts and Tips for Reading Conferences



Peer Coaching Menus



Personal Learning Goals Bookmarks



Oral Reading Record



Research and Inquiry Project

### Whole Group

#### Share and Reflect (5 min.)

Have partners describe whether or not they think their texts are personal narratives, and explain the reasons why or why not. Invite one or more students to share their thoughts and reasons with the whole class.

# Leveled Texts for Differentiated Small-Group Reading

Title	Letter Level	Number Level	Lexile® Level	Genre	Skill/Strategy
<b>Animals Are Different</b>	C	4	210L	Informational Text	<ul style="list-style-type: none"> <li>• Ask questions</li> <li>• Identify important details and draw inferences</li> </ul>
<b>Neighbors at Play</b>	D	6	250L	Animal Fantasy	<ul style="list-style-type: none"> <li>• Identify and describe characters</li> <li>• Retell important details and draw inferences</li> </ul>
<b>Gus's Tree Trip</b>	E	8	380L	Animal Fantasy	<ul style="list-style-type: none"> <li>• Listen and retell important details</li> <li>• Draw inferences</li> </ul>
<b>Plants</b>	F	10	400L	Informational Text	<ul style="list-style-type: none"> <li>• Identify central idea (main topic) and supporting evidence</li> <li>• Identify important details and draw inferences</li> </ul>
<b>I Want a Pound of Plums!</b>	F	10	380L	Realistic Fiction	<ul style="list-style-type: none"> <li>• Ask questions</li> <li>• Identify important details and draw inferences</li> </ul>
<b>Mammals</b>	G	12	470L	Informational Text	<ul style="list-style-type: none"> <li>• Introduce the genre: informational text</li> <li>• Identify important details and draw inferences</li> </ul>
<b>An Adventure at the Zoo</b>	G	11	360L	Realistic Fiction	<ul style="list-style-type: none"> <li>• Introduce the genre: realistic fiction</li> <li>• Identify important details and draw inferences</li> </ul>
<b>The Rain Forest</b>	H	14	450L	Informational Text	<ul style="list-style-type: none"> <li>• Introduce the genre: informational text</li> <li>• Identify important details and draw inferences</li> </ul>
<b>Reptiles</b>	H	13	480L	Informational Text	<ul style="list-style-type: none"> <li>• Ask questions</li> <li>• Identify important details and draw inferences</li> </ul>
<b>Incredible Birds</b>	I	16	440L	Informational Text	<ul style="list-style-type: none"> <li>• Identify central idea (main topic) and the supporting evidence</li> <li>• Draw inferences</li> </ul>
<b>The Secrets of Soil</b>	J	18	600L	Informational Text	<ul style="list-style-type: none"> <li>• Ask questions</li> <li>• Draw inferences</li> </ul>
<b>Dinosaur Bone Doctor</b>	K	20	540L	Personal Narrative	<ul style="list-style-type: none"> <li>• Use text to determine word meanings</li> <li>• Draw inferences</li> </ul>

# Read-Aloud Extending Activities

by Linda Hoyt

## Student-Generated Questions

Pause at the end of the selection and ask students to reflect in silence and consider three questions they have about the selection. Then have them jot their questions on a self-stick note and/or share with a partner. Keep track of their questions to note if they are based on meaning, vocabulary, author's purpose, and so on. This information can be helpful in planning future interactive read-alouds.

## My Partner Said

Encourage active listening by having students share their thinking about the read-aloud selection. After talking with partners, they form groups of four to six and share their reflections, but the rule is they can share only something their partner said—not their own ideas. So in the larger group, each person would say something like “My partner Allan said \_\_\_\_\_.”

## Character Reflections

Encourage students to reflect on a primary character and jot words or phrases that reflect their thinking about the character. Then have them share with partners and tell why they selected those words. They can also extend this into a team list poem, in which the words and phrases from various teams are organized into a list.

## If I Were the Author

Have students consider what they would be proud of if they had been the author of the selection. What would they wish for others to notice about the selection?

## Information Equation

Invite students to use mathematical terms to represent key ideas in the selection.

## Word Theater

Display a few interesting vocabulary words from the selection and have partners work together to plan how to dramatize two or three of the words. Then partners come to the front and perform their word while the class tries to identify which word is being demonstrated.

## Stir Up Some Controversy

Make a controversial statement about a central idea or character, and then have students think of reasons they agree with or disagree with the statement.

## Sketch to Stretch

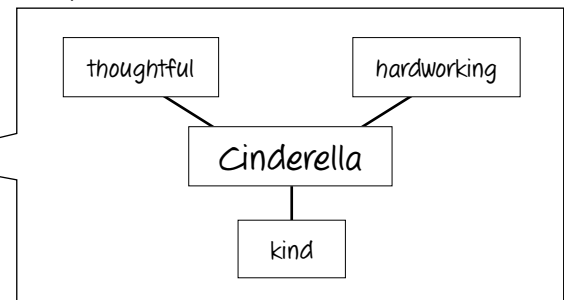
Have students create a sketch with labels and/or captions to reflect their thinking about the selection. This activity is best done only in pencil, as coloring takes too long.

Linda Hoyt

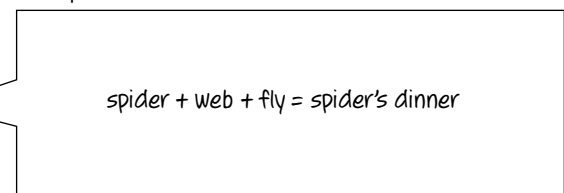


Don't feel you must have an activity after every read-aloud. It is truly enough to simply read and enjoy. If you feel you want an extending activity, avoid teacher questions and instead make sure the students are doing the thinking.

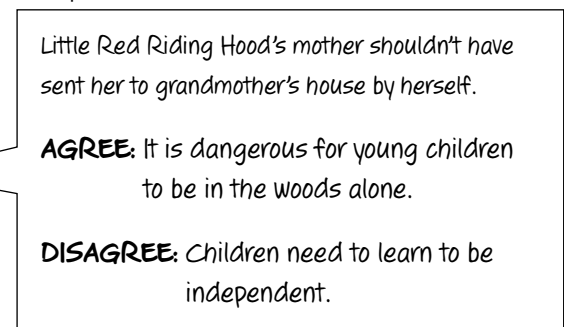
Example:



Example:



Example:



# Recommended Trade Book List



## Dear Fellow Educator,

Read-aloud time is a much-treasured time in today's classrooms. This is when we can focus on the most joyous part of reading: helping children find passion and wonder in the world of print. When I see wide eyes and bodies yearning forward, I know students are fully engaged with the selection—opening the door for deep thinking, expanded oral language, and meaningful expansion of world knowledge.

We have assembled this Read Aloud Library to serve as a pathway connecting your learners to exciting titles that link meaningfully to the knowledge strands and units woven into your instruction. You may wish to also add your favorite selections, making the most of your expertise as well as the interests of your students.

Read-alouds with fiction, nonfiction, and poetry increase our ability to empathize with others, expand our vision of the world, and ignite a sense of literate wonder—rigorous, inviting and effective learning awaits. Enjoy!

Linda Hoyt

Benchmark Education author

Title	Author	Genre	Summary	Awards
<b>Caterpillar to Butterfly</b>	Marsh, Laura	Informational	Every beautiful butterfly was once a creepy caterpillar. How does this happen? This informational reader shows children the transformation caterpillars go through.	School Library Journal Starred Review
<b>The Dandelion Seed</b>	Anthony, Joseph	Narrative Nonfiction	Follow the journey of a dandelion seed as it's blown across the world. From seedling to flower the process of these plants teach us much about the challenges, wonders, and beauties of this world.	Benjamin Franklin Silver Award for Children's Picture Book
<b>An Extraordinary Egg</b>	Lionni, Leo	Fantasy	On Pebble Island there are three frogs. One day one of the frogs finds an egg. What's in the egg? One frog says it's a chicken. But is that a chicken crawling out of the egg?	School Library Journal Starred Review; Publishers Weekly Starred Review
<b>Gentle Giant Octopus</b>	Wallace, Karen	Narrative Nonfiction	A mother octopus swims through the waters looking for a den to hide her eggs in. In this informational picture book, Wallace depicts the life of a gentle octopus trying to survive in the mysterious deep sea.	Publishers Weekly Starred Review
<b>In a Nutshell</b>	Anthony, Joseph	Narrative Nonfiction	In a nutshell, what is the life of an oak tree? When acorns drop from trees how does the seed grow? Through Anthony's poetic story we learn how a seed overcomes the challenges it faces to become a great tree towering high in the forest.	Parent Council Ltd. Outstanding Selection
<b>The Vegetables We Eat</b>	Gibbons, Gail	Informational	Vegetables come in many shapes, sizes and colors. Red bell peppers, little green peas, massive orange pumpkins. Each kind of vegetable has its own special way it grows. In this informational picture book, Gibbons shows the various ways vegetables can reach our tables.	Starred Reviews

# Academic Language Support

Active engagement is critical for every student's language development. Oral language is the foundation of literacy and serves as the strongest indicator of students' ability to express themselves in written form. In other words, oral language is a precursor to written language.

However, in order to engage English Learners in meaningful ways, effective teachers use strategies such as sentence frames and response stems to facilitate students' oral and written language production. These frames and stems are Academic Language Scaffolds designed to support students as they engage in collaborative tasks, exchange information, and produce writing.

## Why Are Sentence Frames and Response Stems Effective for English Learners?

Sentence frames and response stems are ELD instructional strategies to scaffold the academic language structures essential for successful oral and written production. They enable students to engage in the oral or written task by providing the academic language needed to express their thinking. Sentence frames and response stems are explicitly designed to:

- Require students to perform a communicative task or function.
- Support students in using academic language in oral and written expression.
- Provide the correct grammar and syntax that students will internalize with practice.
- Provide a concrete visual language model.
- Focus on a targeted academic language structure.
- Facilitate transfer from oral to written production.
- Be differentiated from simple to more complex.

Sentence frames help differentiate the language task as well as encourage students to expand their language development across language levels. The teacher monitors and encourages students by explicitly teaching them the specific language objective, how to perform the thinking function, the differentiated grammatical forms used in the frames, and how to use the frames orally and in writing.

## How Sentence Frames Differentiate the Task and Expand Language Development

<b>Language Objective</b>	I can compare and contrast animals using compare and contrast signal words.		
<b>Differentiation</b>	Substantial Support	Moderate Support	Light Support
<b>Grammatical Complexity</b>	Simple Sentence	Simple and Compound Sentences	Elaborated Sentences
<b>Form</b>	Signal words: <i>are, are not</i>	Signal words: <i>both, and, however</i>	Signal words: <i>differences, between, while</i>
<b>Thinking Function: Compare and Contrast</b>	Dogs are domestic animals. Wolves are not domestic animals.	Dogs and wolves are both animals. However, dogs are domestic and wolves are wild.	One of the main differences between dogs and wolves is that dogs are domestic animals while wolves are wild.
<b>Frames in Increasing Complexity</b>	_____ are _____. _____ are not _____.	_____ and _____ are both _____. However, _____ are _____, and _____ are _____.	One of the main differences between _____ and _____ is that _____ are _____ while _____ are _____.



**Silvia Dorta-Duque de Reyes**

Research supports ELD instruction that:

- Includes vocabulary instruction that is relevant, rigorous, and in context.
- Teaches grammatical forms embedded in the functions of language.
- Provides modeling and guided practice of language structures.
- Promotes multiple opportunities for language rehearsal.

## When and How to Use Sentence Frames and Response Stems

Benchmark Reader's Workshop teaches and provides support for students in using academic language in context through interactive instruction using sentence frames and response stems during teacher modeling, guided practice, and application opportunities.

During planning, the teacher notices the structures in these frames and stems prior to teaching in order to strategically and intentionally use them during modeling. Sentence frames and response stems can be used at any point in the lesson to elicit and structure meaningful oral or written responses from students. Modeled and guided opportunities for oral rehearsal are beneficial because they prepare students to participate meaningfully during discussions or collaborative work with peers.

Lesson Sequence	What Teacher Does	What Students Do
<b>Model</b>	<ul style="list-style-type: none"><li>• Thinks aloud to model the language function, forms, and structure (stems/frames)</li><li>• Co-constructs anchor chart</li><li>• Points out forms and signal words</li><li>• Provides oral rehearsal opportunity</li></ul>	<ul style="list-style-type: none"><li>• Listen attentively</li><li>• Reference the charts</li><li>• Rehearse language forms and function using frames</li><li>• Recognize the thinking patterns</li></ul>
<b>Guide Practice</b>	<ul style="list-style-type: none"><li>• Recalls language objective</li><li>• Reviews differentiated frames</li><li>• Posts frames and anchor charts for students' reference</li><li>• Conducts formative assessments and observations</li><li>• Provides corrective feedback</li></ul>	<ul style="list-style-type: none"><li>• Practice in pairs or triads</li><li>• Reference anchor chart to rehearse differentiated frames at their level</li><li>• Expand and explore using frames posted for higher levels</li></ul>
<b>Bridge to Transfer</b>	<ul style="list-style-type: none"><li>• Transfers the lesson focus</li><li>• Relates task to language objective</li><li>• Reminds students to apply skills and strategies using the frames and referencing anchor chart</li></ul>	<ul style="list-style-type: none"><li>• Reference anchor chart</li><li>• Apply language function and forms</li><li>• Use sentence frames independently</li><li>• Apply skills and strategies learned in the lesson</li></ul>
<b>Share and Reflect</b>	<ul style="list-style-type: none"><li>• Encourages students to share their application of frames</li><li>• Engages in formative assessment</li></ul>	<ul style="list-style-type: none"><li>• Share their work with partner and peers</li></ul>

## Teaching Strategically and with Intention

It is through modeled and guided practice that students learn to read closely, evaluate language, and adapt language choices to think, speak, read, and write like a historian, a scientist, and a mathematician. It is through analysis and deconstruction of a mentor text that students learn to apply the literary techniques and structures used in literature. And it is through ample opportunities to talk that students integrate their content-area knowledge to make meaning of the world around them, innovate, and solve problems.

As you read the lesson, reflect on why particular activities were selected for the respective content and language objectives. Notice how the mentor text provides the content knowledge and academic language students must use to articulate ideas.

When we explicitly teach students how to participate in classroom conversations and structured discussions, read for a purpose, summarize in writing, use language compellingly in arguments, they will not only achieve academically and meet state standards, they also will be well prepared to engage successfully in the world.

# Guide to Text Complexity

Every text has both a **quantitative and a qualitative measure of text complexity**. The quantitative measure is provided in the form of a Lexile® score. The qualitative measure (QM) is based on an analysis of four dimensions of qualitative text complexity. The scores for each dimension are added together to determine the overall score.

Total Rubric Score	Qualitative Text Complexity Measure (QM)*
≤ 5	Low Complexity
6–9	Moderate Complexity
10–13	Substantial Complexity
14–16	Highest Complexity

## Rubrics for Evaluating Qualitative Dimensions of Text Complexity

### Literary Text: Essential Criteria

	1	2	3	4
Levels of Meaning	<ul style="list-style-type: none"> <li>• Meaning is clear and concrete with a narrow focus.</li> <li>• Readers must integrate information from illustrations.</li> </ul>	<ul style="list-style-type: none"> <li>• The text has two levels of meaning.</li> <li>• Readers must integrate information from illustrations to understand story elements.</li> </ul>	<ul style="list-style-type: none"> <li>• The text has two or more levels of meaning.</li> <li>• Readers must negotiate concepts and details.</li> </ul>	<ul style="list-style-type: none"> <li>• The text has multiple levels of meaning.</li> <li>• Readers must follow a series of events and recognize changes in setting and characters.</li> </ul>
Text Structure	<ul style="list-style-type: none"> <li>• One or two characters carry the story.</li> <li>• Events are in chronological order and are clearly connected.</li> <li>• Dialogue is easy to follow.</li> <li>• Illustrations directly support the text.</li> </ul>	<ul style="list-style-type: none"> <li>• The text may have additional characters.</li> <li>• Events may occasionally be difficult to predict.</li> <li>• Dialogue is easy to follow and states characters' thoughts and feelings.</li> <li>• Illustrations may not support all events.</li> </ul>	<ul style="list-style-type: none"> <li>• Characters may be more complex.</li> <li>• Events may occur across time.</li> <li>• Dialogue is more complex and may describe events.</li> </ul>	<ul style="list-style-type: none"> <li>• Characters are more complex and may enter the story at different points.</li> <li>• Events occur across time; the main story line may have a subplot.</li> <li>• Dialogue is complex and describes events and problems; a narrator may tell the story.</li> </ul>
Language Use and Clarity	<ul style="list-style-type: none"> <li>• The narrative uses simple sentences.</li> <li>• Language is concrete and literal.</li> <li>• Vocabulary is familiar.</li> </ul>	<ul style="list-style-type: none"> <li>• The narrative uses mostly simple sentences.</li> <li>• Language is mostly concrete and literal.</li> <li>• Vocabulary is mostly familiar, with occasional unfamiliar terms.</li> </ul>	<ul style="list-style-type: none"> <li>• The narrative uses simple and compound constructions.</li> <li>• Some figurative or literary language is used.</li> <li>• The text includes some academic vocabulary with contextual support.</li> </ul>	<ul style="list-style-type: none"> <li>• The narrative includes more complex sentences.</li> <li>• There is great use of simple figurative or literary language (e.g., metaphor, simile, or analogy).</li> <li>• The text includes more academic vocabulary, with some contextual support.</li> </ul>
Knowledge Demands	<ul style="list-style-type: none"> <li>• The genre is familiar to readers.</li> <li>• Events are based on everyday experiences and common situations.</li> </ul>	<ul style="list-style-type: none"> <li>• The genre is familiar to readers.</li> <li>• Most events are based on everyday experiences and common situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Readers must be aware of some common conventions of the genre.</li> <li>• Some events are based on less common experiences and situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Readers must be aware of many common conventions of the genre.</li> <li>• Many events may be based on less common experiences and situations.</li> </ul>





## Informational Text: Essential Criteria

	1	2	3	4
Purpose	<ul style="list-style-type: none"> <li>• Meaning is clear and concrete with a narrow focus.</li> <li>• The author's purpose is obvious (e.g., to explain, describe, or persuade).</li> </ul>	<ul style="list-style-type: none"> <li>• Meaning is clear and concrete with a broader focus.</li> <li>• The author's purpose is still obvious (e.g., to explain, describe, or persuade).</li> </ul>	<ul style="list-style-type: none"> <li>• Meaning is more complex with a broader focus.</li> <li>• The author's purpose is less obvious and some analysis may be required to determine it.</li> </ul>	<ul style="list-style-type: none"> <li>• Meaning is more complex and may involve an abstract idea.</li> <li>• Some analysis is required to determine the author's purpose (e.g., to explain, describe, or persuade).</li> </ul>
Text Structure	<ul style="list-style-type: none"> <li>• The text organization is simple and easy to follow.</li> <li>• Connections between events or ideas are explicit and clear.</li> <li>• Text and graphic features directly support understanding of the content.</li> </ul>	<ul style="list-style-type: none"> <li>• The text organization is clear and straightforward.</li> <li>• Connections between events or ideas are mostly explicit and clear.</li> <li>• Text and graphic features enhance understanding of the content.</li> </ul>	<ul style="list-style-type: none"> <li>• The text may have a predominant text structure (e.g., sequential, cause and effect).</li> <li>• Some connections between events or ideas may be implicit or subtle.</li> <li>• More varied text and graphic features may be included.</li> </ul>	<ul style="list-style-type: none"> <li>• The text has a predominant text structure but may also have additional other text structures.</li> <li>• Connections between events or ideas may be implicit or subtle.</li> <li>• More varied and complex text and graphic features are included.</li> </ul>
Language Use and Clarity	<ul style="list-style-type: none"> <li>• The text uses simple sentences.</li> <li>• The language style is simple.</li> <li>• Vocabulary is familiar.</li> </ul>	<ul style="list-style-type: none"> <li>• The text uses mostly simple sentences.</li> <li>• The language style remains simple.</li> <li>• Vocabulary is mostly familiar.</li> </ul>	<ul style="list-style-type: none"> <li>• Simple and compound sentences are used.</li> <li>• The language style is more objective.</li> <li>• Vocabulary includes some unfamiliar words with contextual support.</li> </ul>	<ul style="list-style-type: none"> <li>• More compound sentences are included.</li> <li>• The language is more objective and formal.</li> <li>• The text employs some unfamiliar vocabulary, including some domain-specific words, with less contextual support.</li> </ul>
Knowledge Demands	<ul style="list-style-type: none"> <li>• The topic is familiar, with details known to the reader.</li> <li>• The text conveys simple, concrete ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• The topic is familiar, with a few details new to the reader.</li> <li>• The text conveys mostly simple, concrete ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• The topic is familiar, with more details new to the reader.</li> <li>• Concrete ideas and a few abstract ideas are conveyed.</li> </ul>	<ul style="list-style-type: none"> <li>• The topic is somewhat familiar but with many details unknown to the reader.</li> <li>• More abstract ideas are conveyed in the text.</li> </ul>

\*The texts in *Benchmark Reader's Workshop* are qualitatively evaluated based on their grade-level placement in the program. Reader maturity and age-appropriateness are key considerations in the subjective use of the rubrics.

# Unit 1 Vocabulary

	Academic Vocabulary	Domain-Specific Vocabulary	Vocabulary to Support Instructional Objectives
WEEK 1	<p><b>Mentor Text: <i>A Mountain Gorilla Grows Up</i></b>            survive (p. 4)            similar (p. 6)            newborn (p. 8)            interact (p.10)</p> <p><b>Shared Reading: "Someday"</b>            stout (p. 5)</p> <p><b>Poetry Out Loud: "Caterpillars"</b>            dewdrops (p. 15)            nasty (p. 15)            prickly (p. 15)            unsuspecting (p. 15)            squish (p. 15)            disguise (p. 15)</p>	<p><b>Mentor Text: <i>A Mountain Gorilla Grows Up</i></b>            species (p. 4)            endangered (p. 4)            tropical (p. 4)            vegetation (p. 5)            kilograms (p. 6)            pounds (p. 6)            shoots (p. 10)            bark (p. 10)            insects (p. 10)            silverback (p. 12)            troop (p. 13)</p> <p><b>Shared Reading: "Five Little Tadpoles"</b>            tadpoles (p. 2)            shore (p. 2)</p> <p><b>Shared Reading: "Someday"</b>            polliwog (p. 4)            caterpillar (p. 4)            cocoon (p. 4)            veterinarian (p. 5)</p>	narrator generate essential question text feature graphics table of contents glossary caption map supporting evidence context clues
WEEK 2	<p><b>Mentor Text: <i>An Oak Tree Has a Life Cycle</i></b>            sequence (p. 11)            events (p. 11)</p> <p><b>Shared Reading: "Grow, Ducklings, Grow"</b>            waddles (p. 8)</p>	<p><b>Mentor Text: <i>An Oak Tree Has a Life Cycle</i></b>            life cycle (p. 4)            acorns (p. 6)            roots (p. 8)            seedling (p. 9)            sapling (p. 9)            trunk (p. 10)</p> <p><b>Shared Reading: "Baby Animals"</b>            calf (p. 6)            foal (p. 6)            cheetahs (p. 6)            cygnet (p. 7)            kit (p. 7)            tadpole (p. 7)            snakelet (p. 7)            hatchling (p. 7)</p>	events sequence category glossary captions bold compare contrast
WEEK 3	<p><b>Mentor Text: <i>Baby Animals: Three Personal Narratives</i></b>            snuggled (p. 11)            mysterious (p. 14)</p> <p><b>Shared Reading: "The Seed"</b>            tingle (p. 12)            bursts (p. 13)            spreads (p. 13)</p>	<p><b>Mentor Text: <i>Baby Animals: Three Personal Narratives</i></b>            zookeeper (p. 10)            robin (p. 15)</p> <p><b>Shared Reading: "My Garden"</b>            garden (p. 10)            seeds (p. 10)            sprout (p. 11)            plants (p. 11)</p>	personal narrative events central idea (main topic) supporting evidence sequence categories essential question