

Grade 2

McGraw-Hill Reading
Wonders

Teacher's Resource Book



Mc
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Grade 2



Teacher's Resource Book

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Grade 2

Teacher's Resource Book



**Mc
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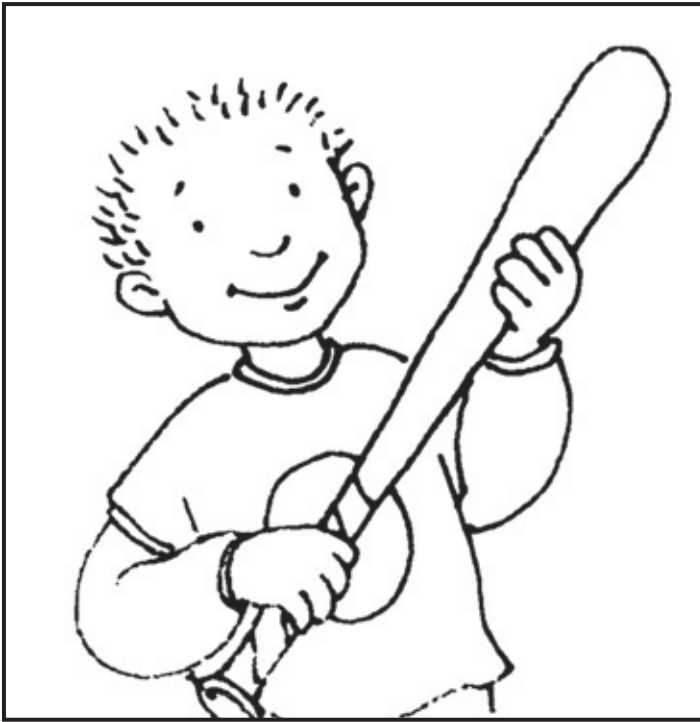
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Name _____



At Bat

Pam is at bat.
Pam hits a ball.
Pam will get a bat to Bill.

Bill will bat.
Bat Bill!
Bill hits a ball.
Where is it?

Sam gets to bat.
Will Sam hit the ball?
Sam hits!

★ACTIVITY★

Circle the words
that have a short *a*
sound.

Name _____



Tim Can Tag!

Jan ran to tag Tim.
Tim ran to tag Dan.
Tim can win. He can tag Dan.

Jan, Tim, and Dan sat on a mat.
“Did I win?” said Tim.
“You did win!”
Tim wins a pin as big as a pan!

★ACTIVITY★

Underline the words
that have a short *i*
sound.

Name _____



Tom Gets a Pet

Tom met six hens.

Tom met six pigs.

Tom met six pups.

The hens sit in the sun.

The pigs sit in the mud.

The pups sit on a rug.

Tom gets a pet pup.

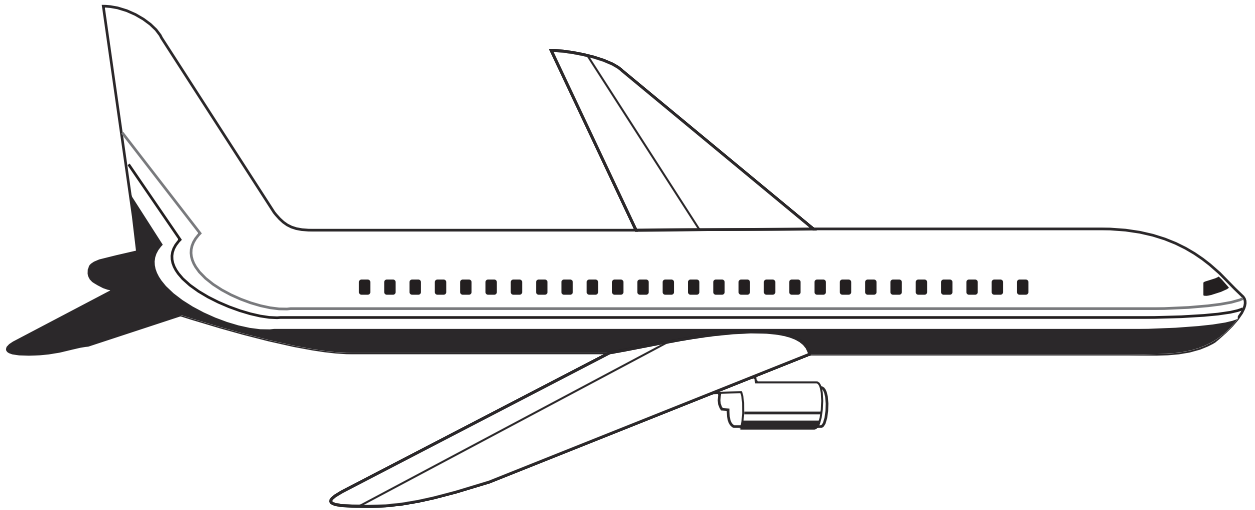
The pup runs and hops.

Tom pats his pet pup.

★ACTIVITY★

Underline the words
that have a short e
sound.

Name _____



Les on a Jet

Les gets on a big jet.
He has a pen and a top.

Les sits with Jill. Jill has a bag with a pin.
Jill has a pin for Les.
Les lets Jill have his top.
He lets her tip the top.

The jet is hot. Jill gets a fan.
It is not so hot!

★ACTIVITY★

Underline the words
that have a short e or
o sound.



A Slug in the Mud

Stan sat in flat mud. He dug in the flat mud.
“I see a slug. It is a big slug! It is a slug in the mud!” said Stan.

Mom sat on the flat mud. She had a bag.
“Trap the slug!” she said.

Stan put the bag in the mud. The slug slid
in the bag.

“The slug is not wet!” said Stan.

“I can trap a slug!”

★ACTIVITY★

Tell how you would
rescue an animal
stuck in the mud.

Name _____



Trip Slips

Fred is on a sled. A pup slips and takes a spill.

Fred puts the pup on the sled.

Fred and the pup skip home.

Dad pets the pup, "This pup will go to the vet,"

Fred grins.

"This pup will be Trip."

"Let Trip play!"

★ACTIVITY★

Tell how Fred might have told his dad about the pup.

Name _____

short a, long a: (a_e)



Ned in a Lake

Ned sits in a big lake.

The sun is hot.

Ned can jump in the lake.

Ned can take a pet pup.

The pup can swim in the lake.

Ned and Pup jump and swim.

Ned can see Dave and Kate.

Dave and Kate jump in the lake.

Ned and Pup swim with Dave
and Kate.

★ACTIVITY★

Make a list of words
that rhyme with *lake*.

Name _____



Dad Saves a Cat

Jake's dad is in bed.
Jake has to wake him up. A cat is in a well!
"Wake up! Wake up!" said Jake to his dad.

His dad is brave. He can save the cat.
Dad runs to the well.
He will have a rake to save the cat.

The cat is safe. Jake lets it sit in his lap.

★ACTIVITY★

Write a sentence
about Jake's cat.

Name _____



Game Time

Mike has a tile game. He likes the game.
His Mom and Dad sit on a mat with Mike. They
will play his game. Mike smiles.

Mike's game has lots of tiles. His Mom takes tiles
and his Dad takes tiles. Mike takes tiles.

Mike lines up his tiles. Mike can not win a game.
Mike is still nice.

★ACTIVITY★

Underline the words
that are spelled with
an *i*.

Name _____



Bike Ride!

Mike likes to ride his bike.

He will ride to Mom.

Mike will ride up a hill. The ride is five miles.

It will take time.

“Time to ride!” said Mike.

Mike rides and rides.

Mom smiles at Mike. She gives him a hug.

★ACTIVITY★

Write a story about
Mike's bike.

Name _____



A Trip from Home

Jan was on a trip from home.
He rode on a plane.

Jan rode a bike on a big lake.
He wore a mitt to play ball.
He had a rope on a kite.

“I like trips,” says Jan. “A trip is not a bore.”

★ACTIVITY★

Write about other things Jan might do on a trip.

Name _____



Jove and Hope

Jove is a pup.
Hope is his mom.
Jove can sit on Hope's lap.
Hope can pat Jove.
Jove loves Hope!

Hope takes a long nap.
Jove pokes Hope with his big nose.
Hope wakes up and hugs Jove!
Hope likes to hug Jove.

★ACTIVITY★

Circle the words
that have a short
o sound.

Name _____



Jude's Tune

Jude's dad lets him play in the mud.
Jude hums a tune as he has fun in the mud.

"I can hum a tune about mud," says Jude.

"I like a tune," says Dad.

Bud is Jude's pal. He likes to hum, too.

"I like Jude's tune. It is a cute Jude mud tune."

★ACTIVITY★

Write your own
words to a tune.

Name _____



A Rose for Luke

In June Luke can see a rose.
It is a cute rose. It is a red rose bud.

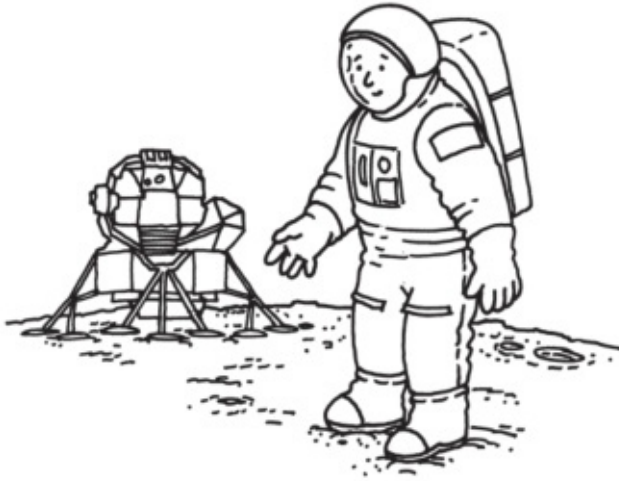
Luke can use a tube to give water to his rose.
Luke can let sun shine on his rose.
He can prune his rose.

It will be a big rose.

★ACTIVITY★

Write about another
kind of tree or flower.

Name _____

Soft c and g: /j/ dge,
ge, lge, nge, rge

Brice in Space

Brice can go to space.

“I will take a trip to space,” he said.

“I will step in space. I can take some large mice in a cage.”

“That is good,” said Miss Price. “But you will have to work.

“There will be a race to space.”

Brice grinned. “I will do it. I will go in space. I will step in space.”

★ACTIVITY★

Write about a place you want to explore.

Name _____



Midge Can Plan

Midge had a plan.

“Let’s take lunch to a bridge. We can take a range of food.”

Mom liked the plan.

“It will be fun,” said Sage.

Midge set out games. Sage set out plates. Mom had snacks in the fridge. Mom gave them to Sage.

“This is nice,” said Midge. “It is a fine plan.”

★ACTIVITY★

Draw and write about a picnic you want to have.

Name _____



A Shell on the Shore

Thad got a shell on the shore. There was a chip in the shell.

“What lives in this shell?” Thad asks. “I will share this shell with Mitch.”

Thad runs to see Mitch. He shows Mitch the shell.

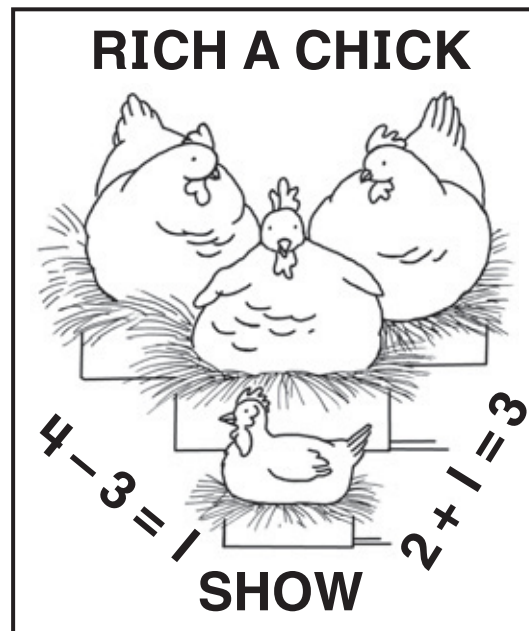
“Look at this shell,” he says. “Did a clam live in this shell? Can you tell?”

“I think so,” says Mitch.

★ACTIVITY★

Write about a shell
you have seen.

Name _____



Rich a Chick

Seth likes to watch Rich a chick.

Rich is an odd chick. He lives on a lake with lots of fish. He likes to play ball and pitch. Rich a Chick loves to do math.

“Math is not bad,” says Rich. “I can do it for a whole day!”

Rich sees lots of sad chicks on a ranch. He must save these chicks. He cut a chain. He let the chicks go. They ran in a flash.

★ACTIVITY★

Write more about
Rich a Chick.

Name _____

3-Letter Blends: scr,
spr, str, thr, spl, shr

Chicks Can Scratch!

Stretch has dogs, cats, pigs, and chicks. He takes his dogs, cats, and pigs for a walk to a spring.

Stretch can not take his chicks. His chicks get mad and scratch him! His chicks stay at home and strut.

The dogs, cats, and pigs come home. They have scraps for lunch. Then they can nap. Stretch can nap!

★ACTIVITY★

Draw what happens if Stretch takes his chicks to a spring.

Name _____



The Scared Cat

Will can scrape the steps. He scrapes the sides and makes white stripes. It takes time. It is a lot of work.

A cat jumps on the white steps. Will sees that the cat is not walking well.

“Oh my,” yells Will. “Did you sprain your leg? Can I pick you up?”

The cat is scared.

“Do not scratch,” begs Will. “I will save you.”

Will strains to keep the cat in his arms. He takes the cat to the steps and feeds it. The cat wants more.

“Not yet, cat,” says Will. “You need to rest.”

Will and the cat take a nap.

★ACTIVITY★

Write about what happens to the cat next.

Name _____

Long a: a, ai, ay, ea,
ei, eigh, ey

Gail Is in Pain!

Gail is in bed. Gail is in pain! She had a bad day!
She may have a bad cut. Gail must stay in bed
and rest up.

“Hey! Stay still, Gail,” says Gail’s Mom. “Stop! Do
not slide in bed.”

Gail gets lots and lots of mail.
Gail will stay in bed and rest.

★ACTIVITY★

Write about a time
you had to stay in
bed.

Name _____



Rain on a Sail

Fay's home is on a bay. She likes to sail with Dad in May and June.

On a Sunday in May, they set sail. Then the rain came.

Then the wind came. The wind cut the sail.

Dad had to tug on a rope.

Dad got them back to the bay.

Fay and Dad stay safe!

★ACTIVITY★

Make a list of words that are spelled with *ay* or *ai*.

Name _____



Light in a Hole

Ty spots a mole. It is in a hole. It did not like the light.

Ty will sit right by the hole. Might the mole come at night?

Ty will rest. He will lie by the hole and wait for the mole.

“Hey! The mole!” yells Ty. “It was such a sight!”

Ty ties a light on a rope. He drops the rope in the hole.

“I do not spot the mole,” he sighs.

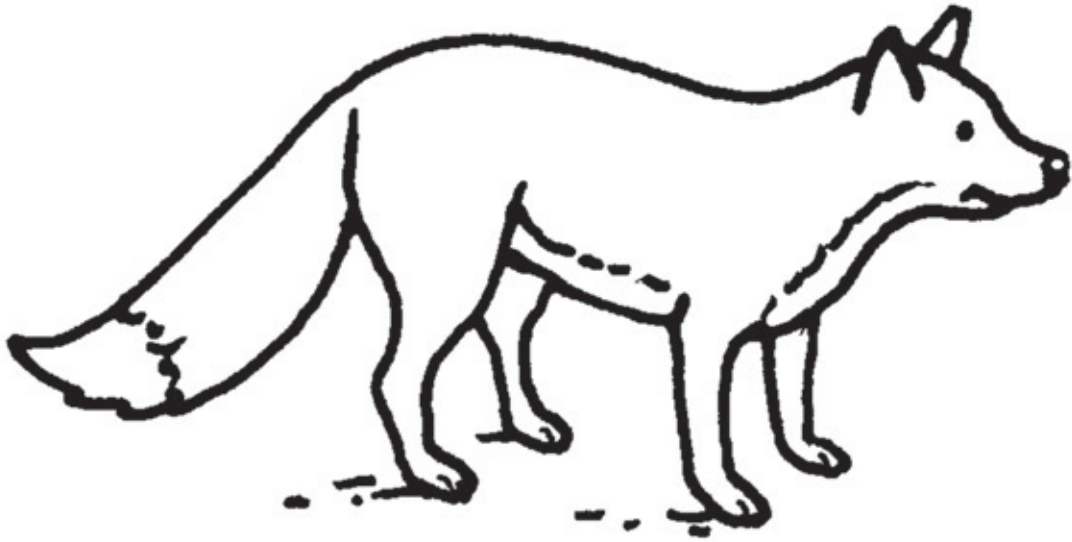
“It may not like my light.”

★ACTIVITY★

Write about why a mole might not like light.

Name _____

Long i: i, y, igh, ie



Mike and Meg

High on a hill is a red fox named Mike.

Mike is a bright fox.

A fox might like Mike, but at night Mike likes to fight.

His mom, Meg, likes to lie in the light.

“Stop, Mike,” says Meg. “Try not to fight. Stay home at night. In the day, lie in the light with Mom.”

“Right,” sighs Mike, “I will not fight. Then I might be liked.”

“A fox might like my Mike,” says Meg.

★ACTIVITY★

Write about why you think Mike is not liked.

Name _____



Joe Rows a Boat

Joe has a boat at home. He likes to row his boat in a moat around his home. His friend Bo will row with him. They will show Dad.

Joe puts on a vest to row. "I row a lot," Joe tells Bo. "I row five times a day!"

Bo gets in the boat to help Joe row. "If I row I can stay fit," Joe tells Bo. Joe and Bo get in the boat and row in the moat.

★ACTIVITY★

Write about what you would do if you had a moat by your home.

Name _____



Moe Mows

Moe has a job. He mows grass. Moe stops when the grass is low. "I mow day and night," says Moe.

Moe sees Jo. Jo mows grass too. Jo mows fast but does not mow at night. She mows a lot on Sunday.

Jo calls Moe. "Moe, I broke my toe!" Jo tells Moe. "Can you mow for me?" "Oh, no!" says Moe. "I hope you get well fast. I will mow for you!" Jo sits as Moe mows.

★ACTIVITY★

Write about why Moe helped Jo.

Name _____



Lee Tells Silly Tales

Lee likes to tell funny, silly tales. He tells tales of his dreams. Lee had a silly dream of a queen.

A queen sees nineteen green beans in the mud. The land is steep and she cannot get to them. The queen tells a bee to get the beans. But the bee will not speak.

“Please, bee. I am too weak,” weeps the queen. The bee tells three fleas to help. The queen, bee, and fleas get the beans. They eat the beans at a feast. The beans are a yummy treat!

★ACTIVITY★

Write another tale that Lee would tell.

Name _____



Lady the Seal

Sally likes to sail on the sea. Sally plays with a seal named Lady. Lady's coat is wet and sleek.

Sally and Lady like to play hide-and-seek. Lady leaps high. She dives deep into the sea to hide in the reeds.

Sally can see Lady float up to the top to breathe. Sally waits until Lady peeks her nose up and squeaks a funny seal tune.

"You do like to put on a show!" Sally says.

"You make it easy to play and have fun."

★ACTIVITY★

Make up a funny seal tune that Sally might squeak.

Name _____



Rules

Rules can keep us safe. Staying off the street is a rule. Using a floating tube in water is a great rule, too.

A rule is not made to make you feel mad or blue. It is made to make us safe.

Rules can make play fun. Try to follow a few rules with a new pal. You do not want to be rude!

Follow rules in class, too. You need to keep safe.

What rules must you follow?

★ACTIVITY★

Make a list of rules that make you safe.

Name _____



Sad Jude

Jude went for a swim.

Jude's mom said, "Stay safe!"

She gave him a swimming rule, "Do not run at a beach."

Jude was bad. He flew down the beach. The sand was wet. Jude fell. He cut his hand.

Mom had a new tube of cream for Jude's cut. She put a bit of cream on it.

"Can I swim?" Jude asks Mom.

"Yes, Jude," Mom says. "But not yet. We must use this tube."

Jude was not happy. It is true.
A swimming rule is a true rule.

★ACTIVITY★

Write about rules you should follow at the beach.

Name _____



Gnalla and the Wren

Gnalla kneels near green plants. A wren lands by Gnalla.

The wren sings and then begins to eat in dirt.
“I know what you are eating, wren,” says Gnalla.
“You are eating gnats.”

So Gnalla got a few seeds. She put them down.
“Here, Wren,” she says. “Hop over here and eat seeds.” Wren ate the seeds.

Then Gnalla gave the wren some crumbs.
“Tweet,” says the wren as it flew away.

Gnalla grinned.
“It is a sign that it will be a great day,” she says.

★ACTIVITY★

Write directions for feeding seeds to birds.

Name _____



Wrag's Wrench

Wrag owns a plumbing place. He helps people when their pipes break.

On Monday, his phone rang.

"Wrag's Plumbing," he said into the phone.

"This is Kim Knop. I need help," she wailed. "My pipes are leaking. I can try to stop them, but my thumb is numb."

"Do not fret," Wrag told Kim Knop. "I will be right there."

Wrag got into his plumbing van and drove to Kim's house.

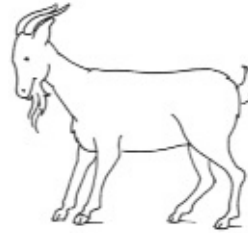
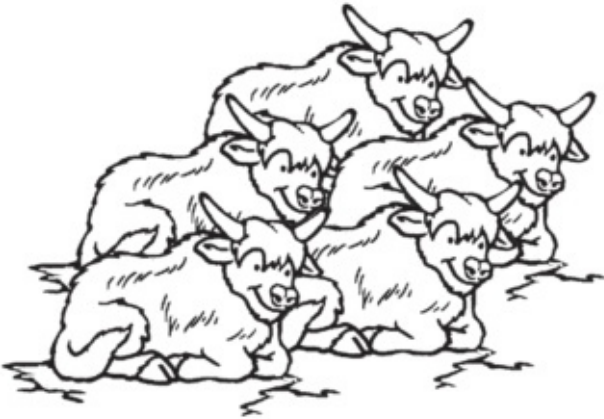
Wrag got his wrench. He put a rag over the pipes. The rag got so wet he had to wring it out.

When Wrag was done Kim Knop said, "You saved the day!"

★ACTIVITY★

Write about another problem that Wrag fixes.

Name _____



Purl the Goat

Purl is a goat.

“I do not need to go with a herd,” says Purl.

“I will be fine. I will desert my herd. It will not hurt me to leave my herd.”

Purl finds a herd of yaks. He stays with the yaks. Their names are Fern, Kurt, Bert, Wes, and Fay.

Purl likes to eat with the yaks. He has fur, but runs and hides when it snows.

“I hate snow,” Purl moans. “I will leave when the snow comes.”

“Yes, Purl. It is true. That is what you must do,” say the yaks.

★ACTIVITY★

Write about how Purl might feel about his head.

Name _____



Burt's Perch

Tate has a bird named Burt. Tate has a cat named Sir. Sir might hurt Burt. Tate will make a perch for Burt. That way, Burt will not get hurt.

"I will make you a red perch, Burt," says Tate.

"Do you like red?"

"I really like red!" yells Burt.

"Fine," says Tate. "I will get a stick and make you a red perch."

Tate made a perch for Burt. Burt will be safe in his perch.

"Nice perch, nice perch!" yells Burt. "Ha, ha, Sir!"

"I am happy you like it," says Tate.

Sir is not so happy!

★ACTIVITY★

Write about how Tate might have made the perch.

Name _____

Phonics

r-Controlled
Vowels /ôr/ or, ore,
oar; /är/ ar



Dora Can Soar!

Dora likes to make things. She sees a thing to make and then she makes it!

Dora sees a bird at the park. She sees it use wings to soar.

Dora wants wings, too. She drew wings. Then she made wings.

“I will soar today!” said Dora.

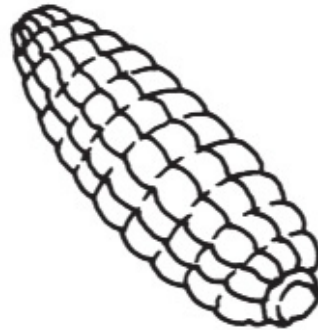
Dora put on the wings and ran.

“I can make wings and soar, and more!”

★ACTIVITY★

Write three words that end in *ore*.

Name _____



Corn Planter

Blair lived many years ago. He made new things. One thing he made was a corn planter.

Farmers had to put each seed in the land. Blair knew it was nice to have a way to do this fast. That is why he made a corn planter.

The planter planted more than just corn. It also planted other seeds. Farmers started using the corn planter. They did not have to lean over. This way their backs were not sore.

Farmers used it more and more. The corn planter changed over time. It has helped many farmers.

★ACTIVITY★

Write a story about another inventor or invention.

Name _____



Homer and Ameer

Homer and Ameer are peers. They are in the same class. Homer and Ameer like to pretend.

“What did cavemen do long ago?” asked Homer.

“I think that they worked hard and played here and there,” said Ameer.

Homer nodded. “I think so, too. Let’s pretend we are cavemen!”

Homer and Ameer set up a cave in Homer’s room. Then they began to play.

“Oh, dear!” said Ameer. “I am in fear! I see a big herd of animals coming this way.”

Homer peered out of the cave they made.

“Should we run to the rear of the cave to stay safe?” Ameer asked.

“We can keep playing. It is only a herd of deer. They will not hurt us.”

★ACTIVITY★

Circle the words that have *er*.

Name _____



Paneer Hears Thunder

Paneer knows how people made music years ago. He reads about drums. He knows that some people played music that sounds like thunder.

They made music by stretching animal skins over a rim. The skins are stitched in place. Tin disks go on the side of the rim.

A player hits the skins to make thunder music. The tins disks hit each other and make a sound. They make a beat for singers.

Paneer wants to hear the sound of thunder music. His teacher shows him. She plays and he takes a turn. It does make thunder music! Paneer hears the beat.

★ACTIVITY★

Write about how thunder sounds to you.

Name _____



Princess Flair

Claire is writing a story about a princess named Flair.

Princess Flair had long hair. She spends most of her days sitting on a chair. She had a magic wand in the shape of a star.

One day, Princess Flair tripped and fell down the stairs.

“Oh, no!” she wailed. “I dare say I have a big cut on my arm!”

She was far from home, so she waved her magic wand. Her cut was gone! The princess was so happy, she

Claire stopped writing. What should Princess Flair do next?

★ACTIVITY★

Write an ending to
Claire’s story.

Name _____



Sar's Tar

Mark wrote about a city called Par.

In the land of Par, tar was rare. The people of Par searched for tar. Those who found tar made great things. Those who did not find tar had to wait until the next year.

The best tar finder was Sar. He found tar in strange places, like an animal's lair. Sar would put a jar by each place he went to look for tar. When he found tar, he would put it in a jar. Sar shared his tar.

Sar made roads with the tar. The people from Par liked Sar. He shared!

★ACTIVITY★

Create your own make-believe city and write a story about it.

Name _____



Scowl the Owl

The town of Thousand Owls is dry. It has not rained in Thousand Owls for five years! There is not a plant anywhere in the town. But there are lots of owls! They sit outside the town hall.

One owl named Scowl always has a frown on his face. That is how he got his name. Scowl does not like Thousand Owls. "It is too dry!" he says loudly. "I want to get out of here."

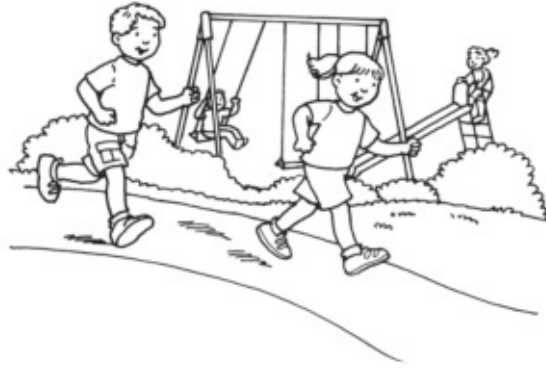
Scowl flew beyond Thousand Owls. It was wet and rainy. "I don't like it here!" said Scowl. "It's too wet!"

Scowl flew home to tell his mom. "Mom," he said, "let's get out of town. Let's go where it is wet part of the time and dry part of the time. We will have the best of both worlds!"

★ACTIVITY★

Write about Scowl's next trip.

Name _____



Howling Sounds

Lisa's dad just took her on a trip to a new state. It is warm there all year round. When she came home, she told her classmates about her trip.

"It was very hot and dry there," said Lisa. "Some animals howl at night. They make loud sounds."

"Did you see snakes?" asked Ted.

"Oh, yes!" said Lisa. "I saw lots of snakes. They are so strange!"

Lisa's class asked to hear more. Just then, the bell sounded for school. "Not now," begged Lisa. "We'll be late for class! But after class, I will tell you what I found on my trip!"

Lisa and her classmates ran to school. They made it just in time!

★ACTIVITY★

Write about what Lisa might have found on her trip.

Name _____



Moy's Toys

Moy makes toys. He has a toy shop on Boyer Street. Boys and girls like to join Moy and see what he is making. A boy named Roy helps Moy make toys.

"It is a joy to make toys!" says Roy. "What are we making today, Moy?" he asks.

Moy grins. "How about a toy king?" he asks Roy. "We can get foil and start to make him!"

Moy and Roy are happy. They set the king out in the shop for sale. "Will others know what it is?" asks Roy.

The boys and girls see the king and say, "That is such a nice king!" Moy and Roy grin. "It is indeed a king!" yells Roy with joy.

★ACTIVITY★

Write about a toy you would make with Moy.

Name _____



Troy Joins Joy

Joy is playing with her friend, Kate, outside. Troy wants to join them. “Can I play with you?” he whines.

“Don’t be a pain” says Joy. “You don’t need to whine. We agree that you can join us. We are playing tag.”

Troy jumps up and down. “I like tag! Can I be *it*?” he asks Joy. Kate says, “I want to be *it*, too.”

Joy spots a coin. “We can flip a coin to see who will be *it*!” she says. Joy flips the coin, and Troy wins.

Joy, Kate, and Troy play tag. Roy sees them playing and wants to join them. “Can I play, too?” asks Roy.

“Yes, you can! Join us!” says Joy. Joy, Kate, Troy, and Roy play tag late into the day.

★ACTIVITY★

Create a new game to play outside.



A Look by the Brook

Ryan and his dad went to a brook in June and took a look.

“I see a hook!” said Ryan. “What can we do with it?”

They stood by the brook and looked at the hook.

“We can look for treats in nooks!” said Ryan.

“We can put the hook in the brook to look,” said Dad.

Dad put one foot in the brook. He gave Ryan the hook. Ryan put it in the water. He stood still.

“I got something!” he said. He had to tug, but the hook came up. A blue book was on the hook.

“That is a good book!” said Dad. “It looks like you own a lucky hook!”

★ACTIVITY★

Write your own tale about what Ryan finds on the hook.

Name _____



The Storm That Blew

Sue was chewing the stew that her mom cooked.
There was a big boom in the back room!

“Oh my!” said Sue. “The window blew shut.
There must be a lot of wind!”

Sue went to the back room and peered outside.
The sky was blue. Sue went back to eat the rest of
her stew and sip her fruit juice. Soon she went to
the back room again. She looked outside. The sky
was gray.

“Will it rain?” Sue thought. “I will close the
windows. If there is a storm, it will not ruin my
home!”

Sue shut the windows just in time.
The rain started to fall hard when
she closed the last one!

★ACTIVITY★

Write directions
to follow during a
storm.

Name _____



Paul and Dawn

Paul is a hawk. He lives in a tree near Sawtaw's home.

One day, Paul saw a small animal crawl in the grass. It was his daughter, Dawn.

"Why are you down there?" asked Paul.

"I had time to explore!" said Dawn.

He swooped down and hauled her up in his claws. "Let's talk! You must not sit on the lawn," yelled Paul. "You are a hawk," he said. "You must stay in the trees!"

"I am sorry, Dad," said Dawn.

"You are a great hawk," Paul said, "so you must not squeak and squawk on the lawn. Do not cause me to get mad!"

★ACTIVITY★

Write about what Dawn did next.

Name _____



Tawny's Paw

In the city of Gawtin, there is a law about pets. Cats and dogs cannot be outside without their owners.

Tawny is a cat and belongs to Paul Pautil. Tawny likes to tiptoe out of the yard when Paul cannot see.

Paul caught Tawny outside this morning. "Naughty cat!" he said. Then he saw that Tawny's claw was bleeding. "You hurt your paw, you bad cat!" said Paul.

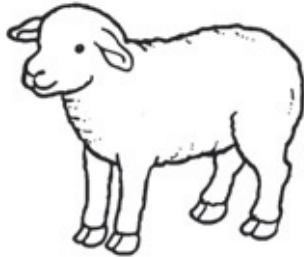
He hauled Tawny up and set him on the floor.

"You are an indoor cat," he said. "You can get hurt outside. You must be careful."

Paul cleaned Tawny's paw and let him go. Tawny had a long nap!

★ACTIVITY★

Write about how to keep pets safe.



Sheep on a Meadow

Chad lives on a farm. Instead of working in the barn he likes to be in the meadow. He goes to the meadow in all kinds of weather. It is a pleasure for Chad to walk in the meadow.

Sheep stay on the meadow in the day. They find food there. Birds fly overhead. Insects buzz in the air. The farm dog chases the sheep on the meadow. The sheep seem to dread it. It is not pleasant to have a dog barking at them! They like it more when it is quiet. So does Chad.

When the day is done, the sheep are ready to head back to the barn. Then they let the dog show them the way.

★ACTIVITY★

Write about what you might see on a farm.

Name _____



Puppy Runs Ahead

Nell has a puppy she loves very much. "You are a little thing," she says, "as light as a feather." She can touch his paw and pat him on his head.

"It is nice weather. Are you ready to go out?" she asks.

The puppy runs ahead of Nell. Soon they are out of breath. The puppy had had enough!

At home, Nell has soup for lunch. The puppy looks up at Nell. "Can I try some soup?" the puppy seems to ask.

"No, soup would not be good for you," says Nell. "Here is yours."

Nell and her puppy are happy enough.

★ACTIVITY★

Write about what else Nell and the puppy might do.

Name _____



Marge Bakes

“Hello Marge. This is Randy. Did you make the cake for the baby party yet?”

Marge is silent for a minute. Then she says, “Oh no! I forgot! I am so sorry.”

Randy seems upset. “The party is tonight, Marge. Can you make the cake in time?”

“I can’t make a cake unless I have some sugar and flour. They are the basic items you need to make a cake. I will have to check.”

Marge runs to the pantry. The door is open. She sees most of the things she needs. But there is no sugar. There will be no cake unless she can find sugar!

“Oh, there it is,” she says into the phone. “It was hidden behind the cans. Now I can begin baking!”

★ACTIVITY★

Write about the party Marge will go to.

Name _____



In the Country

Alex likes to drive to the country on a nice summer day. It is quiet away from the uproar of the city.

He notices a barn up ahead. He stops to admire it. Alex is an artist, and he thinks he might return to the barn some day. He will paint the scene.

There are apple trees near the barn. “That would make a nice place for a picnic,” he thinks.

Then he hears the sudden sound of an airplane overhead.

“Not that silent here!” he smiles and drives on.

★ACTIVITY★

Write about what you might see in the country.

Name _____



Rabbits!

If you go outside on a fine day, you may notice rabbits. Rabbits live under the ground. They often come to the surface of the grass. They hop about looking for food. You could conclude that they have an easy time.

This is not always true. Rabbits need to beware when they are out. There may be danger, like reptiles.

Rabbits make good pets. Before you decide to purchase a pet rabbit, you must learn about them. You need to know where the inside rabbit will live. You need to know what it will eat.

★ACTIVITY★

Write about a pet you would like to have.

Name _____



Fire!

The king heard a call, “Beware! Fire!”

The king was alone. The cry came from outside.
It was the town fire person. Her job was to warn
people when there was a fire.

“Alert the town,” said the king. “Be sure to
include everyone. Do not exclude anyone.”

There was no fire engine, but the fire person had
to decide what to do. She had a bell. She rang
the bell. Then she stood on an incline and spoke
aloud. “This is the fire person. I declare there is a
fire. Leave our town now.”

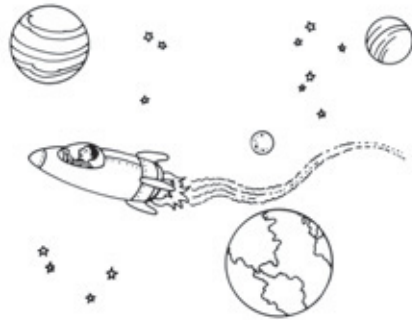
Soon the town was empty. The fire was put out.
Before long the town was as good as new.

The fire person had saved the day.
She gave a service to the town.

★ACTIVITY★

Write more about
the king or the fire
person.

Name _____



A Little Problem

Mabel and Tashal plan to make a ship to fly to space. They make a simple sketch of the ship.

They sit down at a table to work. They draw the ship and label all the parts.

“We can label the pedal that makes it go,” says Mabel. “And label the handle that opens the door.”

“We can use shiny metal so the ship will be visible in space,” says Tashal.

Mabel and Tashal work for hours.

“Well our plan is done! How will we be able to build it?” wondered Mabel.

“Hmm. That is a little problem!”

★ACTIVITY★

Draw a plan for something you can build.

Name _____



Circle Zoo

Circle Zoo is a place to see animals. You see big and little animals at the zoo.

An example of a big zoo animal is a camel. Camels look at you and chew. Birds are visible at the Circle Zoo, too. They are little.

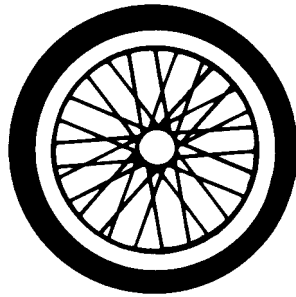
There is an ape at the Circle Zoo. Apes can be hard to handle. They don't sit still. They need lots to do. They need space. They are able to swing from their arms. At night they huddle together to sleep. They nibble on corn.

Have fun at the Circle Zoo!

★ACTIVITY★

Write about a visit to a zoo.

Name _____



Neal's Wheels

Neal has a wheel shop. The name of the shop is Neal's Wheels.

Neal can fix any wheel problem. He can patch holes in wheels. He can pump air into them. Neal takes delight in fixing wheels.

Indeed, lots of people bring their wheels to Neal. They are certain that he can fix any wheel.

But Neal has too many wheels to fix. He needs to find a helper. He cannot endure so much work by himself. He is afraid to try.

Neal will write an ad. It will explain the job. He will look for a helper who can fix wheels fast. He wants someone who will enjoy the work.

Neal is certain he will find a helper soon!

★ACTIVITY★

Write an ad that Neal might use to find a helper.

Name _____



Freyda Cooks

Freyda stands by the stove. It is her turn to make oatmeal for breakfast. She does not know how to cook. She is afraid she will never learn. Her sister tries to explain, but Freyda can not get it.

She gives the oatmeal a try. She has to measure and pour and stir. She is not certain that she is doing it right, but she keeps at it. It is a pleasure to make something nice.

Then Freyda's sister runs into the house.

"Did you make the oatmeal?" she asks. She takes a bite.

Freyda was not certain her sister will enjoy the oatmeal.

There is a look of delight! There are good meals ahead for Freyda and her sister!

★ACTIVITY★

Write about something you can cook.

Name _____



Gertrude Reports

Gertrude gives reports about her trips. She tells about her trips to groups. Gertrude has become an expert on trips. She clearly knows what she is talking about.

Gertrude shows pictures of ways to travel. She shows boats, airplanes, cars, and trains. The groups clap when the report is over. They would like to see Gertrude return and tell more about her trips.

“I am going on a big trip soon,” she says. “I will not forget. I will return and tell about the trip.”

“Your report makes us want to travel, too,” they say.

★ACTIVITY★

Tell about a trip you would like to take.

Name _____



Merlin Makes a Sash

Merlin is an artist. He makes things for people to wear.

Merlin made a red sash for Jill. She is a person he admires. Merlin heard that Jill lost the sash.

“I know that Jill would like me to restore that sash. I will make one just like it.”

Then Merlin saw that he had no more red to use.

“I will have to make the new sash purple,” he said.

Merlin works hard to make the sash.

Jill is clearly happy with the new sash. It is a cheerful color she says.

★ACTIVITY★

Write about what you can make for a friend.

Sorting with Students

Sorting is an active part of word study. Here are tips to consider as you develop your word study program.

Getting Started

- Make a copy of the sort for each student or pair. Increase the size of the copy to rid the page of the margin; this leaves less for students to cut.
- Students scribble distinctively on the back so that they recognize their chips.
- During independent work time, at their seats or in a station, students cut up the sort and place the chips in an envelope or plastic bag. Students can write their names on the fronts of the bags. Do not use instructional time for cutting up the word or picture sort.
- After cutting up the sort, students try it out; this is an “open sort.” Observe how students sort before instruction to guide your pacing. Ask students to sort the words into several columns and to set aside unknown words.

Instruction

Introduce the sort in small group. A few minutes of small group reading time is used for word study. This word study time is an opportunity to integrate phonics, spelling, and vocabulary.

Incorporate the following activities over several days. Spend just 10–15 minutes at any one time and pick up where you left off during the next small group lesson.

For each sort, use several key words if available to head the sorting categories.

- 1) Check that students can read the words of the sort.** Students must be able to read

most of the words in the sort. Three or four unknown words are acceptable and are learned over the week. Choose an easier list and sort if too many words are unknown. Explain to students that you want them to read through the sort to make sure they can read the words or name the pictures.

When first sorting, model for students how to read through the words. Read the word cards in an “I know it; I don’t know it” fashion. Put the known words in a pile in front of you; place the unknown words to the right. Show them how to count to three, and if they do not know the word, they place the unknown word card in, hopefully, a small pile to the right.

Ask students if they know the meaning of the words. You can teach several of the meanings over the week. If there are several unknown words, take the time to use them in a concept sort in which students sort the words into meaning categories, such as words that relate to animals, the landscape, and so on. Ask students to point to words that fit a category.

2) Teach four-step sorting in small group.

When you show students how to sort, begin with an easier sort and teach students the four steps that they will follow with each sort.¹

- **Demonstrate.** Show students how to sort by using the key words or pictures. Sort deliberately, and talk about what you are doing as you compare the word or picture to the key words or pictures.

¹ Bear, D.; M. Invernizzi; S. Templeton; and F. Johnston. *Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction*. (4th ed.) Columbus, OH: Merrill/Prentice Hall, 2008.

Sorting with Students

- **Sort and check.** Students sort individually or with a partner. Students read the words aloud as they sort and compare the words to the key words.
- **Reflect.** Ask students to explain to each other why they sorted the way they did. Guide students through a discussion of the principle and generalizations that underlie the sort.
- **Extend.** Repeated practice with the sort over several days is essential. Students enter the sort into their three-ring word study notebooks. They leave enough space to add related words that they find in Word Hunts when they go through the stories they have read. Students sort daily by themselves or with a partner. In their station activities they sort the words as part of a word study game.

3) Monitor and assess. To know when to go on or to continue studying the principle that underlies the sort, look for these aspects as students sort with you in small group.

- **Accuracy in sorting.** See if students sort the words in the correct columns.
- **Fluency and speed in sorting.** If students sort quickly and accurately, they are probably ready to move on to the next sort. Students who sort accurately and slowly benefit from more practice. They can continue to practice the sort. Set up a sorting station that contains sorts from the last three weeks.
- **Reflection and use.** See if students can explain the sort: “Why did you sort the way you did?” Look in students’ first-draft writing to see if they spell the

sound or spelling pattern correctly in related words.

Sorting at Different Instructional Levels

There are several considerations when sorting across instructional levels and grades.

- Students in the emergent and beginning stages of reading benefit from sorting by sound with pictures to focus on the way words sound alike at the beginning, middle, or end. For example, students consider how pairs of words sound alike: “I am going to say two words, tell me if they sound alike in the middle.”
- Students in the beginning and the transitional levels sort by patterns in words. Begin to explain how patterns are related to sound. Look across vowels to find patterns. For example, ask students: “Look for long *a* and long *o* words that have the CVVC pattern as in *nail* and *coat*.”
- Students in the intermediate levels study the meaning patterns within words. They study the meaning and spelling of prefixes, suffixes, and roots. Grammar ties in here as different suffixes are often related to grammatical functions; e.g., the *-tion* suffix turns a verb into a noun. Word histories and word roots are an important focus. Students study words deeply using paperback etymologies such as these two favorites:
Funk, W. Word Origins: An Exploration and History of Words and Language. NY: Wings Books, 1950.
Hoad, T. F. The Concise Oxford Dictionary of English Etymology. NY: Oxford University Press, 1993.

six

sat

has

wag

bad

will

had

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scratch

strange

shred

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prey

train

main

stay

break

sleigh

light

mind

tie

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Joe

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broil

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toil

oil

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noise

room

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June

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glue

fruit

crook

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full

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ball

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sauce

chalk

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gym

ahead

lead

thread

bread

breath

trouble

myth

magnet

lady

pencil

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supper

letter

gravy

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these

tadpole

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ninety

side

sidewalk

face

outside

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settle

rip

ripple

pad

paddle

middle

bubble

way

root

reach

enjoy

explain

meadow

away

balloon

play

display

higher

star

doctor

hairy

jumper

starry

garden

better

dinner

market

Learning with Games

What's the Ending?

Materials

S-shaped board (p. 101)
Cards (p. 103)
4-part spinner (p. 99)
game markers
pencils

Skill: word endings

Prepare: This game is for two players. Use the S-shaped board. Write *begin* in the first square and *end* in the last square. In the remaining squares, alternate writing the endings *-s*, *-ed*, and *-ing*.

Write spelling words on the cards. Use verbs, such as *chase*, *watch*, and *carry*.

Players also use the four-part spinner. Write in the numbers 0, 1, 2, and 3.

Play: The first player spins the spinner and moves his or her marker that number of spaces. Then that player chooses a word card and says, then spells, the word with the ending the marker landed on. Players miss a turn by spinning a 0 or by spelling the word and ending incorrectly. The first player to get to the end is the winner.

Time for Order

Materials

old magazines and newspapers
Cards (p. 103)
scissors
glue
timer

Skill: alphabetical order

Prepare: This game is for two players. Have players find and cut out interesting words from old magazines and newspapers. Have players glue each word on a card. Each player needs eight words.

Play: The first player must put all of the word cards in alphabetical order. The second player times the first as he or she organizes the words. The players then switch roles. They compete to see who is faster at alphabetizing the words.



Antonym Tic-Tac-Toe

Materials

Tic-Tac-Toe grid (p. 104)
pencils

Skill: antonyms

Prepare: This game is for two players. Use a Tic-Tac-Toe grid. Have players fill in the grid with vocabulary words.

Play: To begin, a player reads one word on the grid and names an antonym for that word. If correct, the player writes an X or an O in the space on top of the word. Players take turns until one player gets three Xs or Os in a row horizontally, vertically, or diagonally.

different	afraid	excited
silence	delicious	giant
victory	safe	active

Word Maker

Materials

Word Wheel or Slip Strips (p. 102,
p. 107)
Cards (p. 103)
paper bag
pencils

Skill: prefixes

Prepare: Write the following prefixes on word cards: *anti-*, *dis-*, *in-*, *im-*, *over-*, *mis-*, *pre-*, *re-*, and *un-*. Fold the cards and place them in a paper bag.

Give each player a word wheel or slip strips. (If using slip strips, copy the squares several times so that players can construct strips with eight or twelve squares.)

Play: Each player chooses one prefix from the bag and writes it on the inside circle of his or her word wheel. On the outside of the wheel, have players come up with as many root words as possible that work with their chosen prefix. Players may want to refer to a dictionary for more word suggestions. (For Slip Strips, write the prefix on the rectangular card and root words on the squares.)

Same and Different

Materials

4-part spinner (p. 99)
pencil
crayons
paper

Skill: compare and contrast

Prepare: Two players are needed for this game. Give each pair a blank spinner. Ask them to color each part a different color and then alternately label *Compare* or *Contrast*.

Play: Explain to players that they will be comparing and contrasting themselves in this game. The first player spins the spinner. If he or she lands on *Compare*, then the two players talk together to find something they have in common. If he or she lands on *Contrast*, then they talk to find how they are different. Have players record their discoveries on paper.

For a more advanced version of the game, choose topics from stories and literature for players to compare and contrast.

Put It Together

Materials

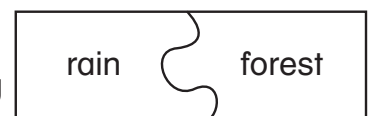
Puzzle Pieces, two pieces (p. 108)
plastic bags
timer

Skill: compound words

Prepare: Players need five copies each of the puzzle pieces with two interlocking pieces. Ask them to write five different compound words with the first part of the word on the first puzzle piece, and the second part of the word on the second puzzle piece. You may want to suggest compound words to use, such as *schoolhouse*, *dollhouse*, *grasshopper*, *uproot*, *grassland*, *raincoat*, and *inchworm*.

Players then cut out their puzzle pieces and place them in plastic bags.

Play: Have players exchange their bag with another player. Set the timer at one minute. Challenge players to build all five of their partner's compound words in a minute. Continue by having players exchange with other players in the classroom.



Medial Sound Bingo

Materials

5 x 5 grid (p. 106)
Spelling Word Cards (pp. 66–95)
game markers

Skill: listening for long vowel medial sounds

Prepare: Each player needs a 5 x 5 grid. Above the first row, players write the following medial sounds: *ā*, *ē*, *ī*, *ō*, *ū*. Players create their own bingo card by listing spelling words that have the same medial sound under each column. Have available the Spelling Word Cards for reference.

Play: Use the Spelling Word Cards to play bingo once players have filled in their grids. Remind children that the winner is the first player to get five game markers in a row vertically, horizontally, or diagonally. For a shorter game, use the 4 x 4 grid and four medial sounds.

<i>ā</i>	<i>ē</i>	<i>ī</i>	<i>ō</i>	<i>ū</i>
cape	leaf	five	home	cube
bake	we	line	nose	huge
rake	mean	side	grow	unit
ate	queen	pipe	cone	mule
made	need	hike	rope	fuse

What Do You Mean?

Materials

Oval or S-shaped board (p. 100, p. 101)
4-part spinner (p. 99)
game markers
dictionary

Skill: multiple-meaning words

Prepare: Organize players into groups of four. Give each group a copy of the oval board, which may be copied at a larger size if desired, and a 4-part spinner numbered 0, 1, 2, and 3.

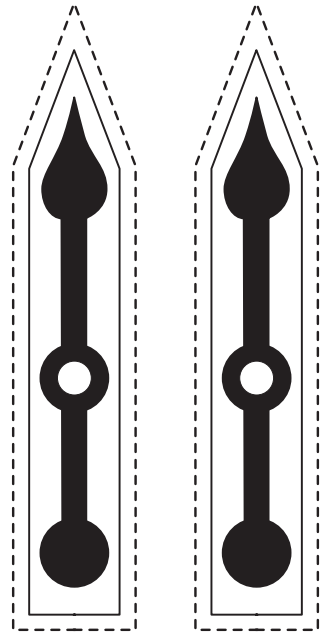
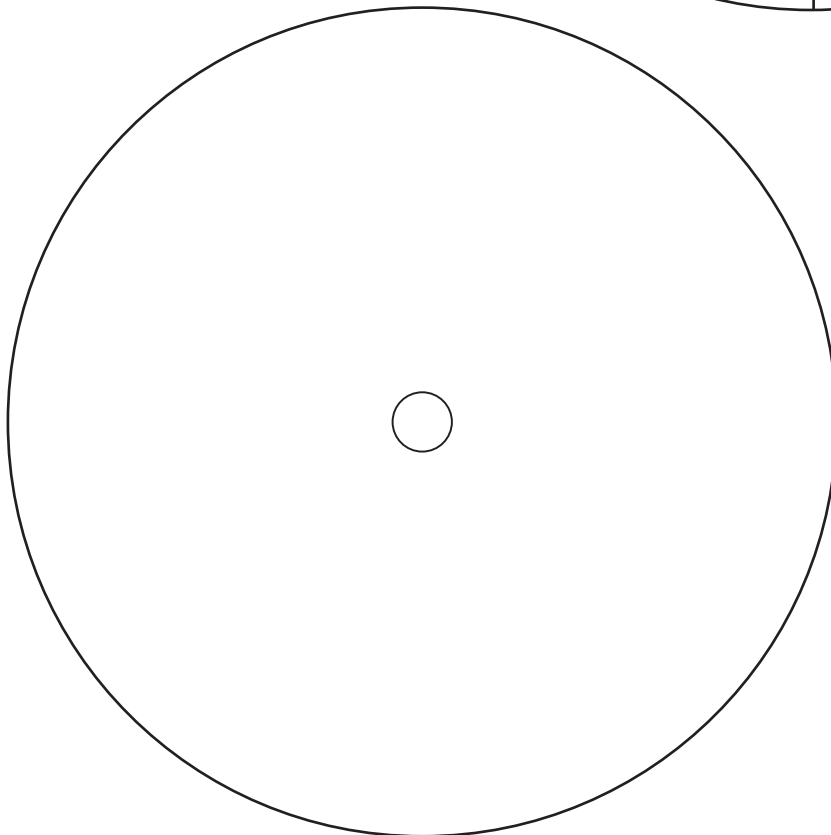
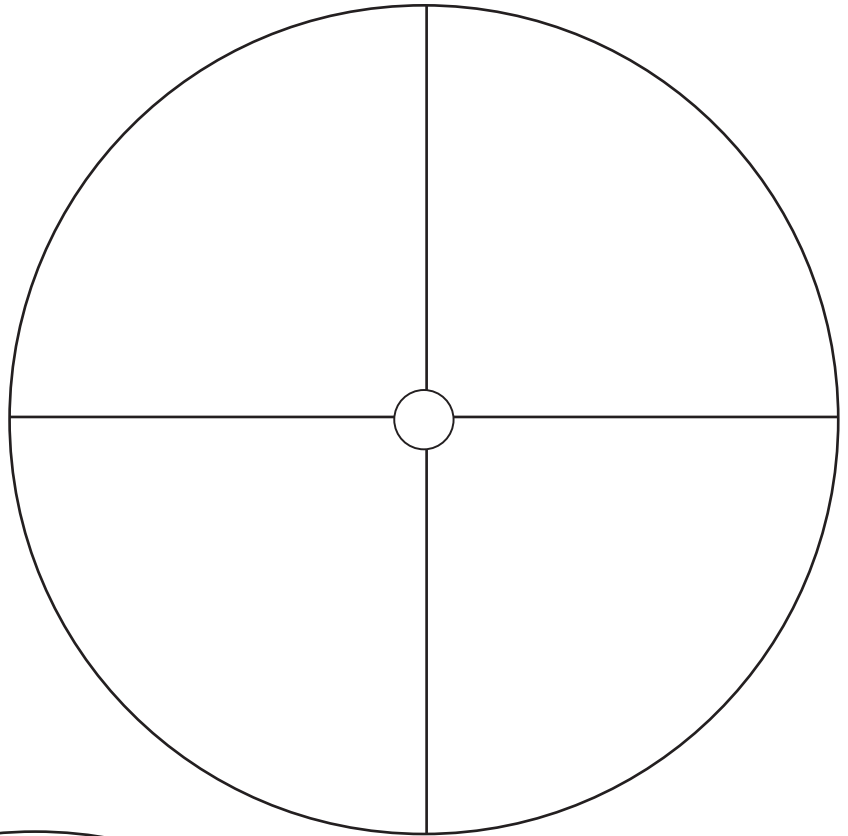
First place a star in one of the squares to mark the beginning and ending. Have the group fill in the remaining squares with multiple-meaning words such as *scratch*, *beam*, *signing*, *uniform*, *coach*, *watch*, *principal*, *trust*, *safe*, *foreign*, *patient*, *settled*, *burst*, *stage*, *peer*, *figure*, *enclosure*.

Play: The first player begins the game by spinning the spinner to see how many spaces to go. The player reads the word he or she landed on and names one meaning of the word. As the game continues, if other players land on the same word, they must give another meaning for the same word. Players may want to keep a dictionary at hand to check definitions. The first player to reach the star is the winner.

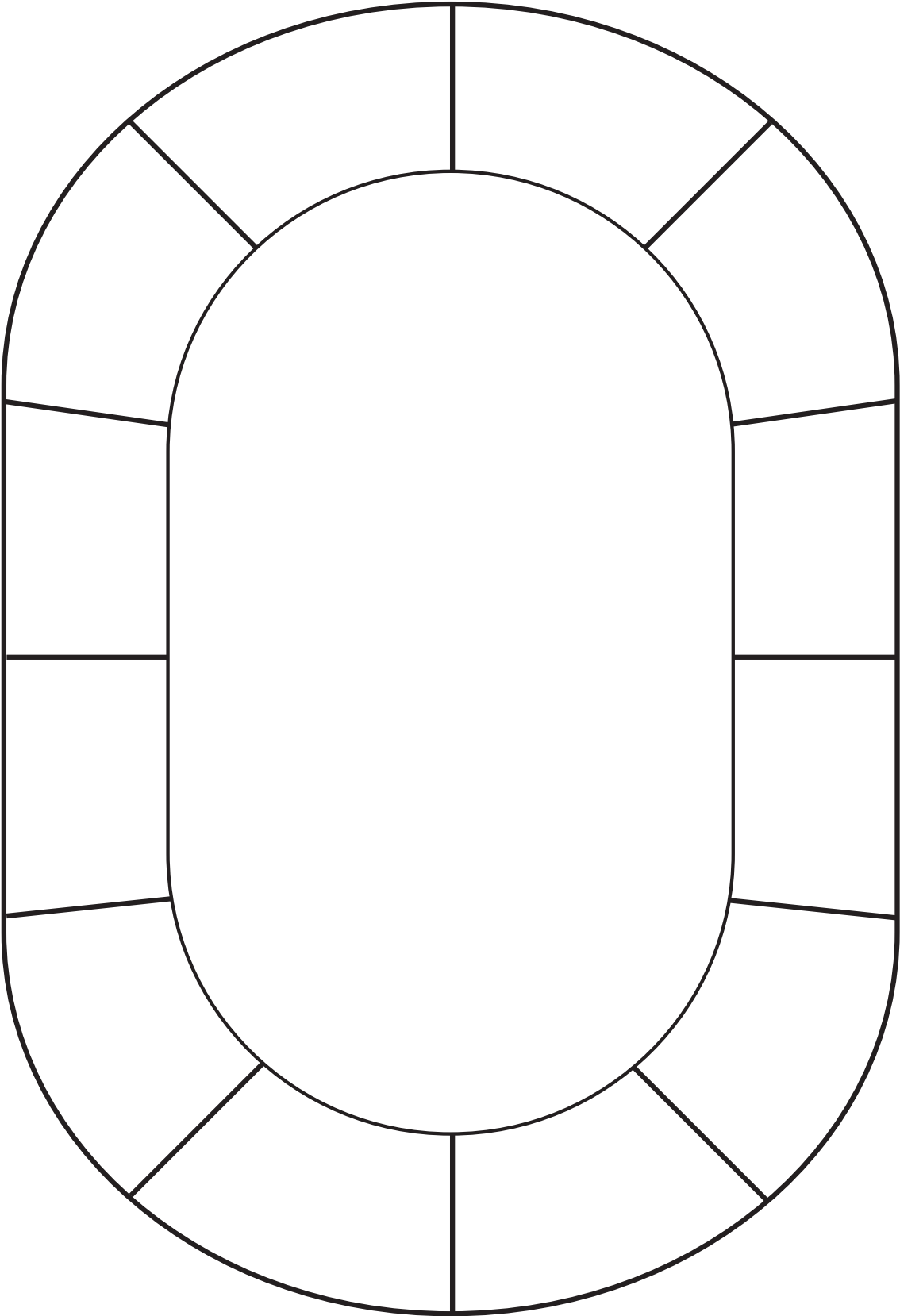
The S-shaped board can also be used for this game. Write *begin* in the first square and *end* in the last square, and then write multiple-meaning words in the remaining squares.

Spinners

1. Cut out and complete a spinner.
2. Mount it on heavy paper.
3. Attach arrow with a brad.

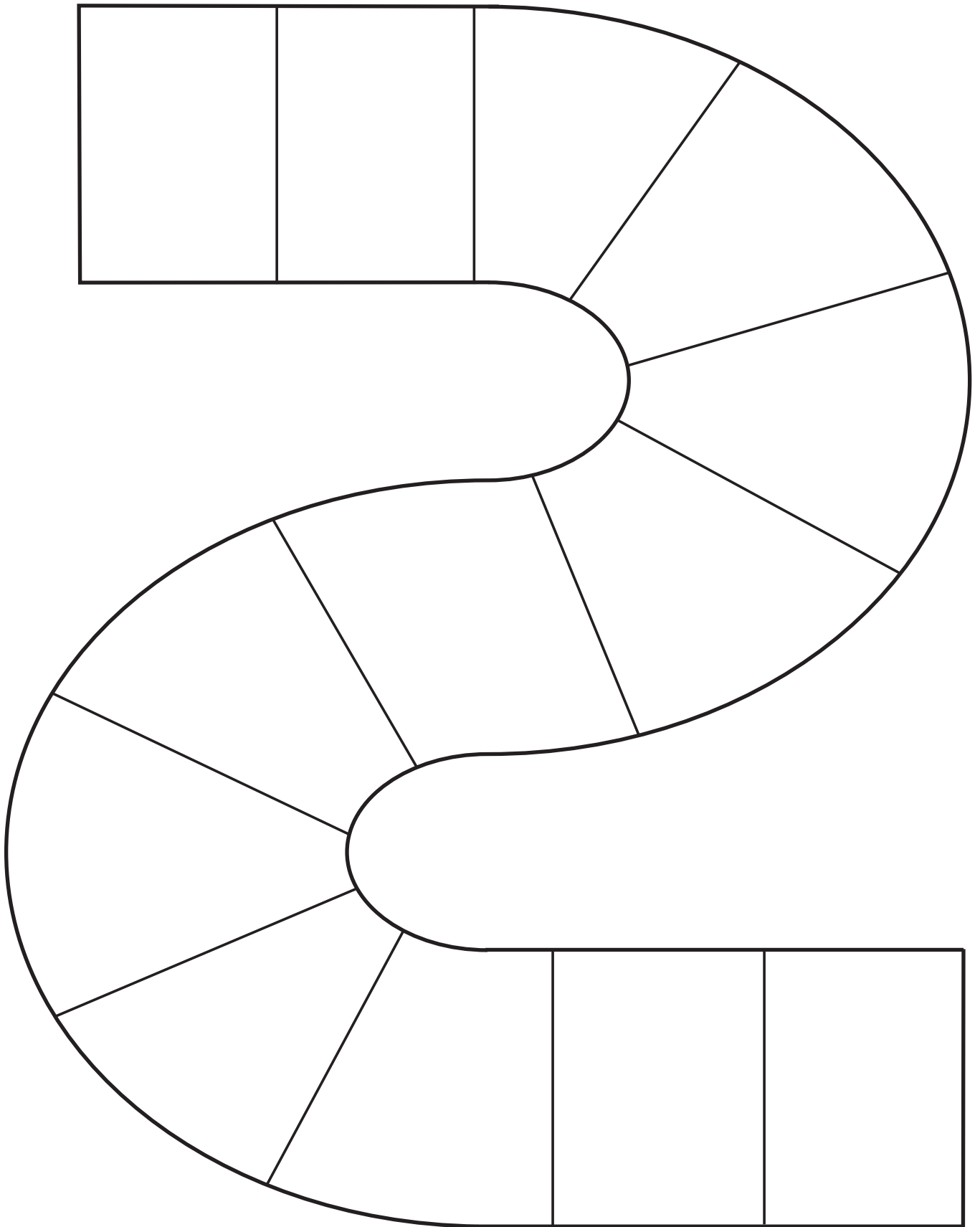


Oval Game Board



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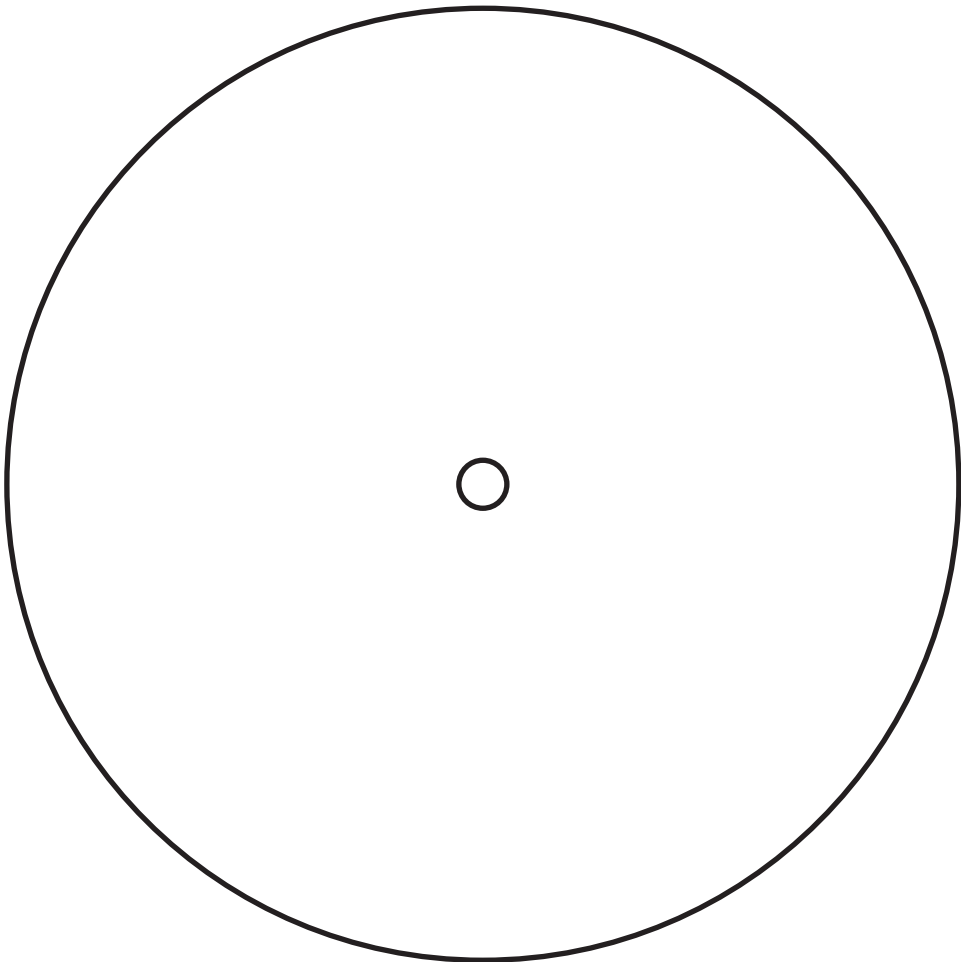
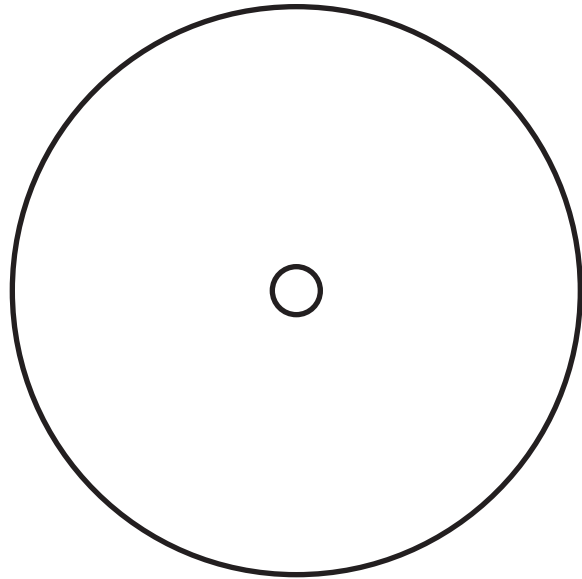
S-shaped Game Board



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Word Wheel

1. Cut out and complete each wheel.
2. Attach small wheel on top of large wheel with a brad.

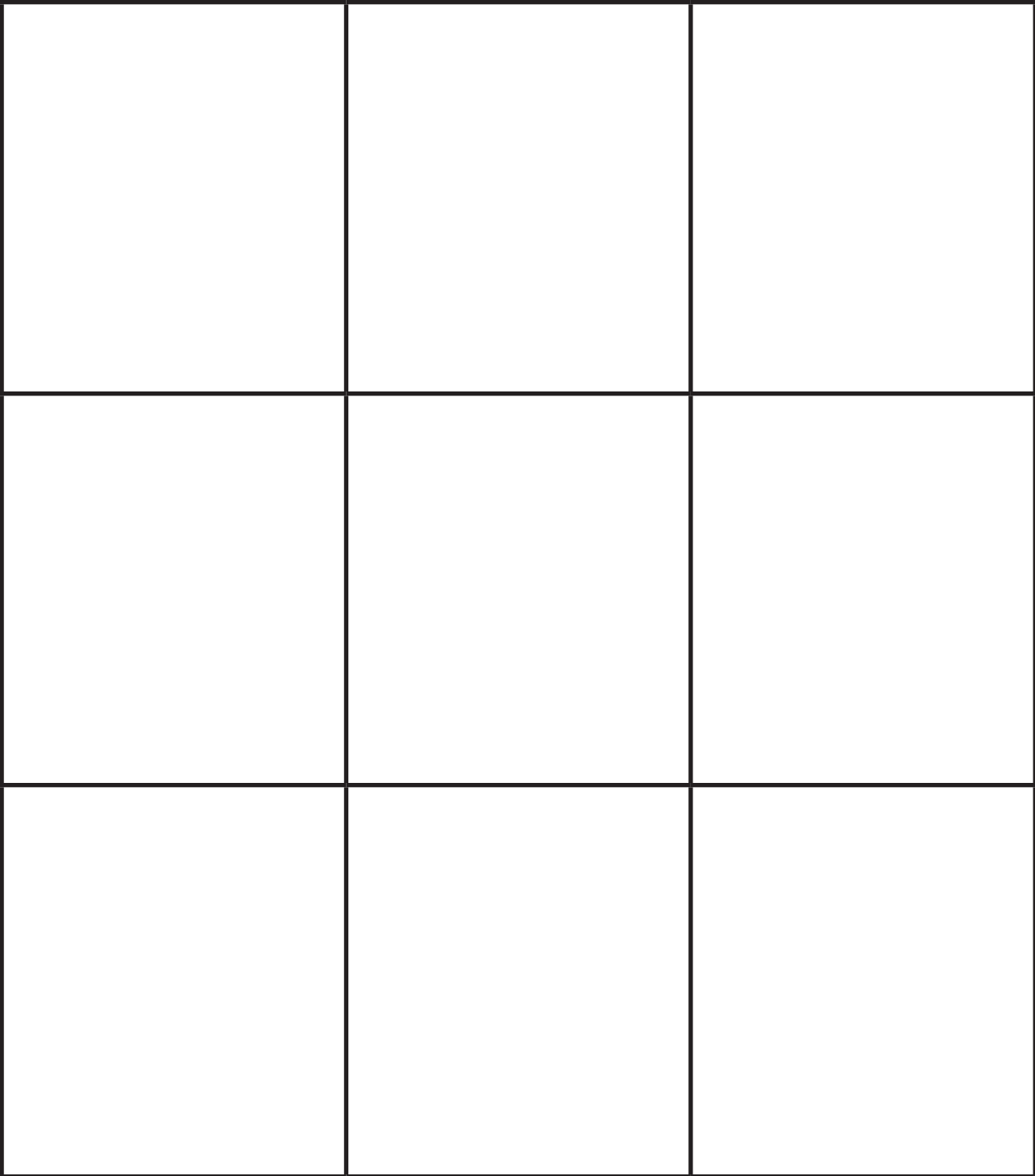


Cards



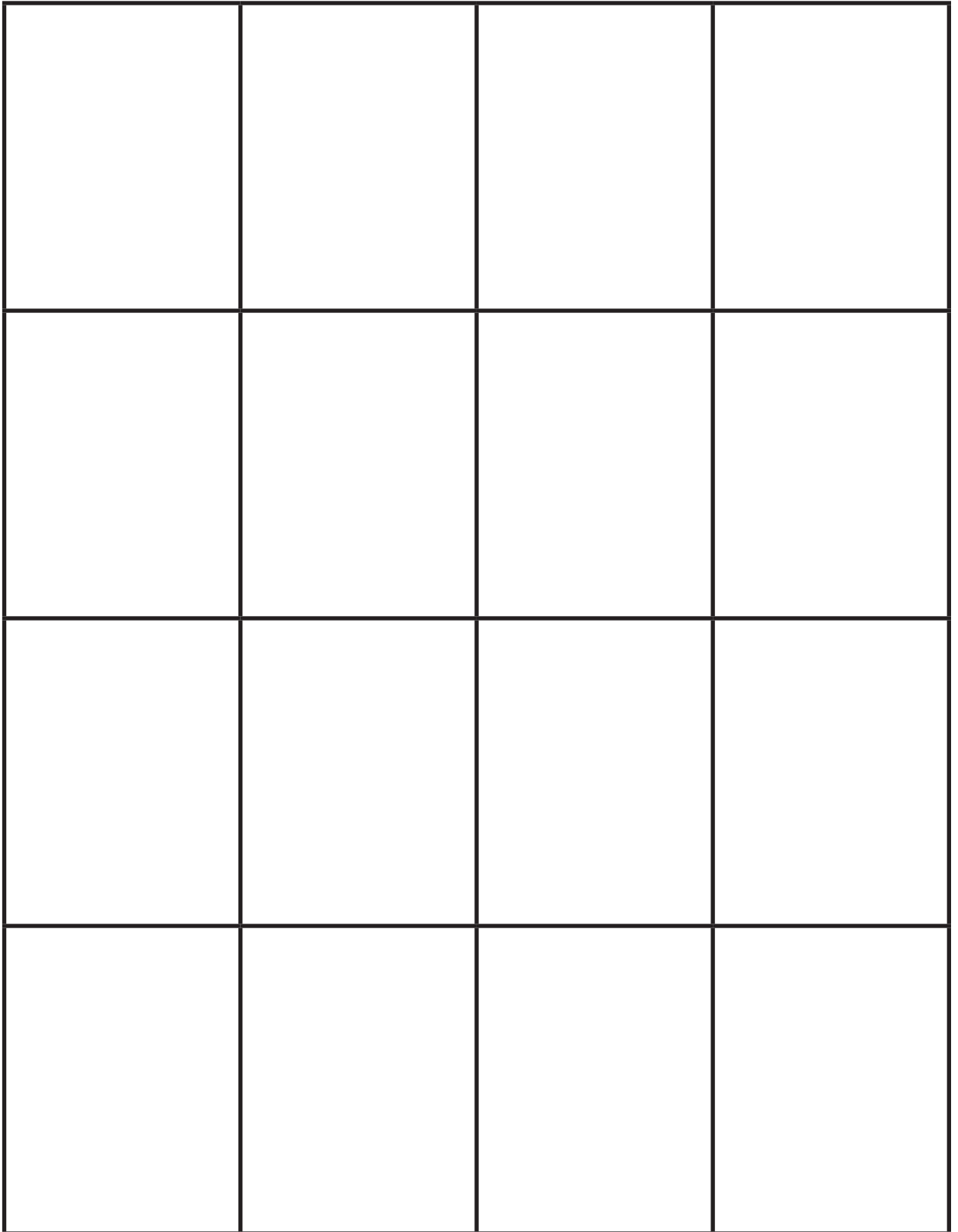
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Tic-Tac-Toe

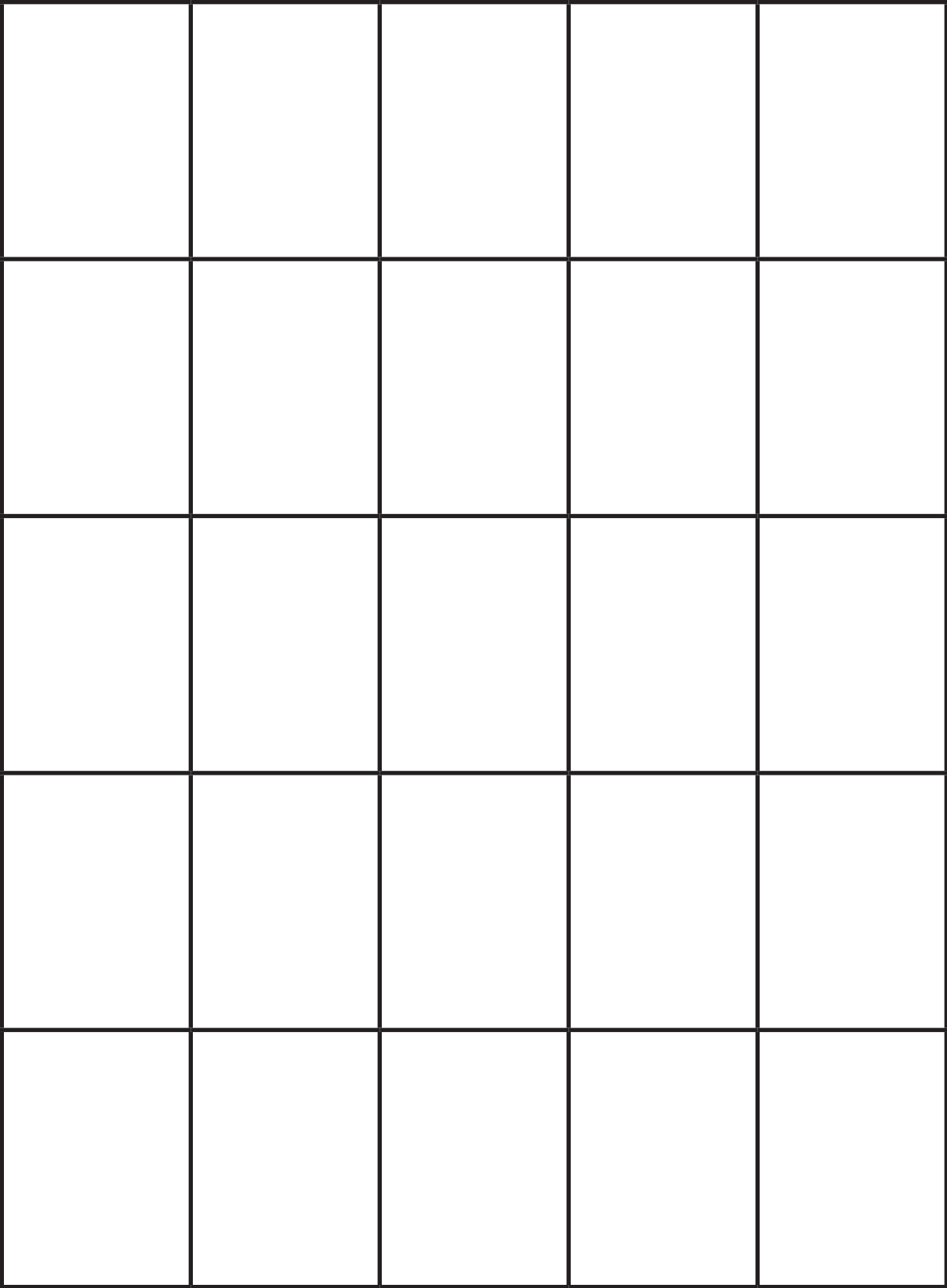


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4x4 Grid

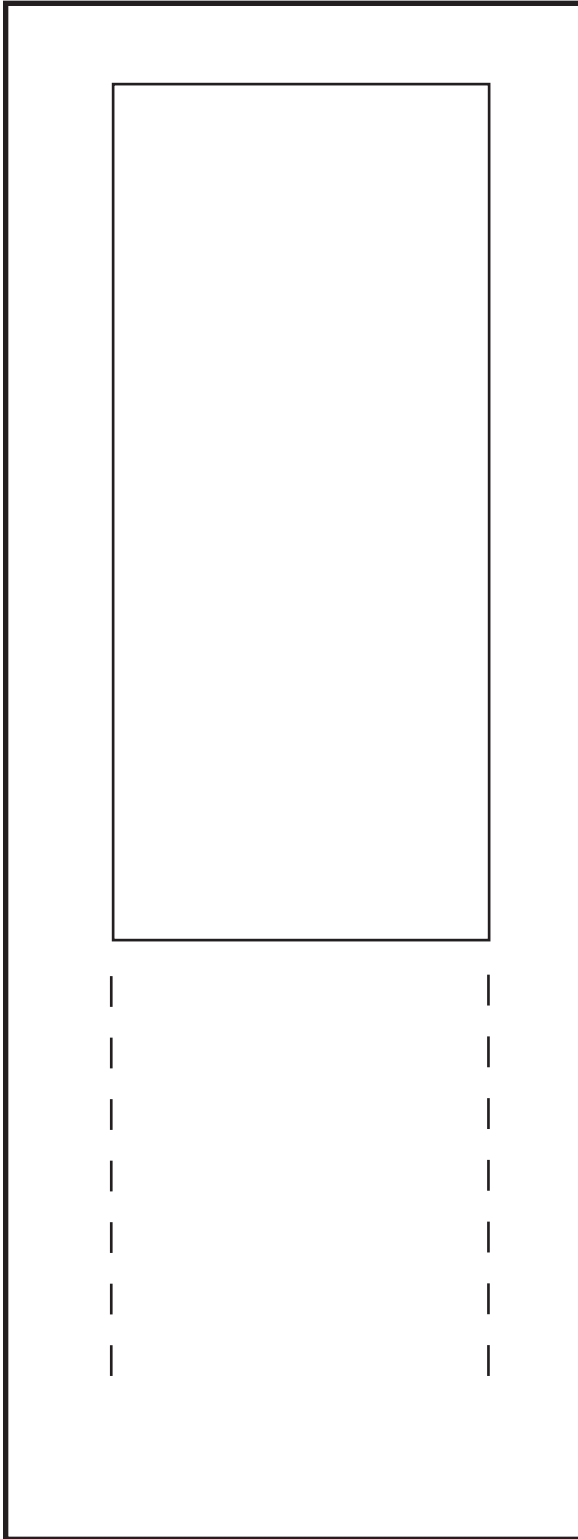


5x5 Grid

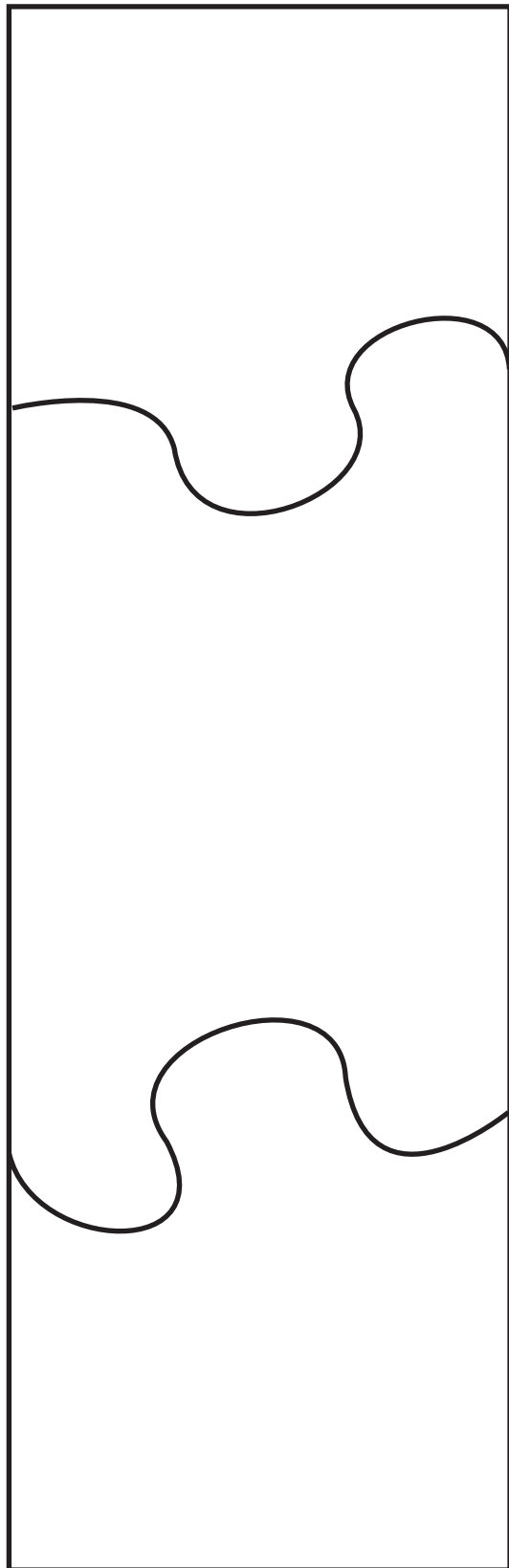
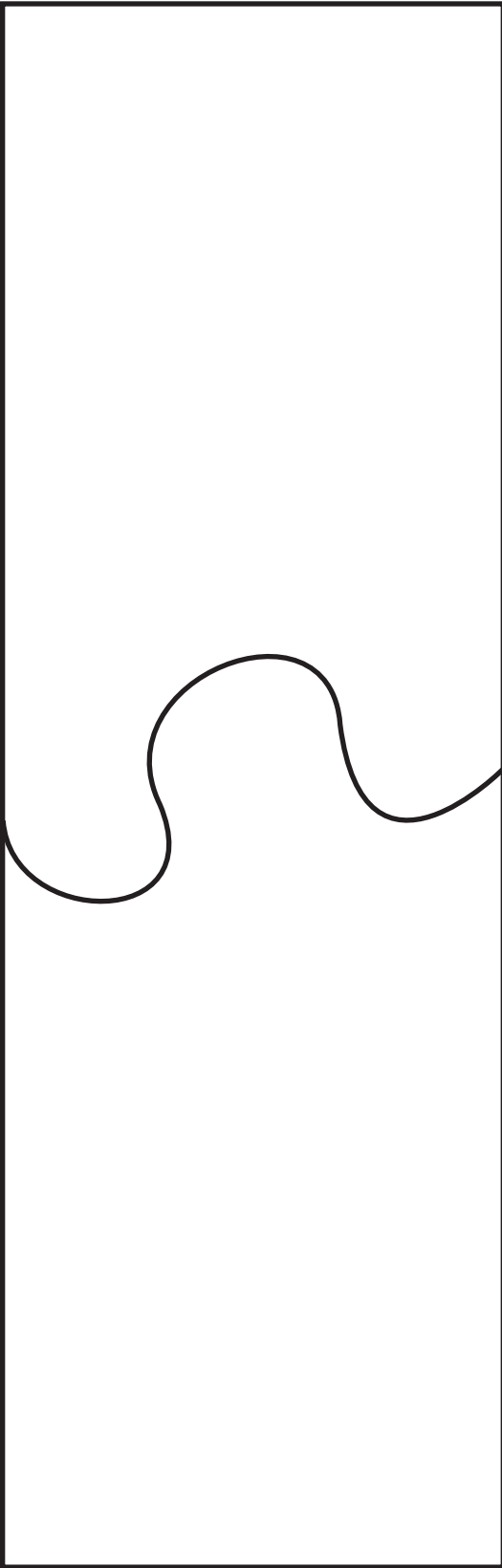


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Slip Strips



Puzzle Pieces



Name _____

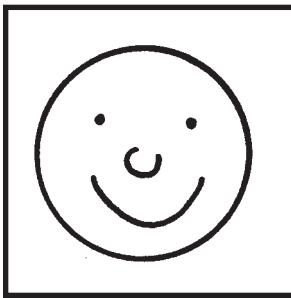
Reader Response

Title of Book: _____

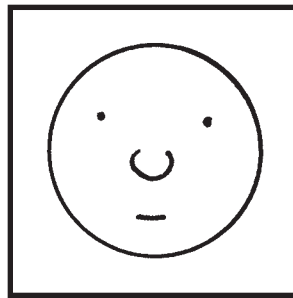
Author: _____

How did you like this book? Circle a face.

Liked



Okay



Disliked



Response: Draw a picture of a new cover for this book. Include the story title and author on the cover.

Name _____

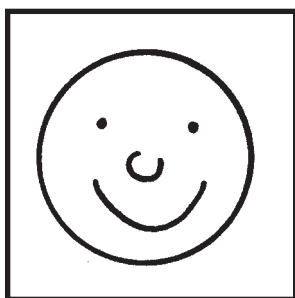
Reader Response

Title of Book: _____

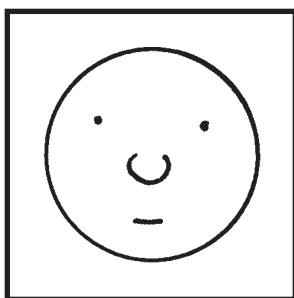
Author: _____

How did you like this book? Circle a face.

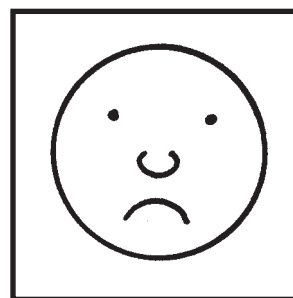
Liked



Okay



Disliked



Response: Draw a picture of what you learned. Label your picture.

Name _____

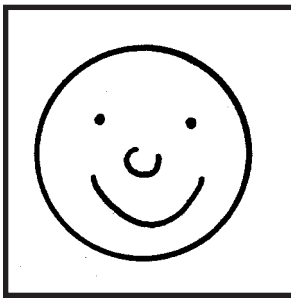
Reader Response

Title of Poem: _____

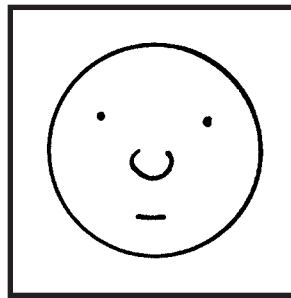
Author: _____

How did you like this poem? Circle a face.

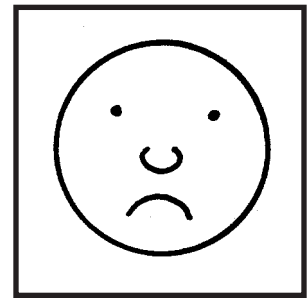
Liked



Okay



Disliked



Response: Choose three words that you liked in the poem. Draw a picture of how you feel those words look.

Book Talk Roles

Leader

- Remind each member of his or her role.
- Make sure each person asks a question.
- Make sure each person answers a question.

Summarizer

- Summarize what you read.
- Tell the most important parts of the story in order.

Word Finder

- Find 3 or 4 interesting words from what you read.
- Write down the word and what it means.
- Write the page number to find the word.

Illustrator

- Pick your favorite part.
- Draw a picture of your favorite part.
- Tell why you picked that part.

Create your own roles.

Steps in a Book Talk

- 1 Summarize the story.
- 2 Talk about interesting words you found.
- 3 Talk about the book.
Take turns asking questions.
Take turns answering questions.
- 4 Illustrate your favorite part.
Tell why it is your favorite part.

Work with your group to create more steps to your Book Talk. You can write a letter to the author telling what you liked about the book.

Rules for your Book Talk

- 1 Talk about the book.
- 2 Take turns speaking.
- 3 Take turns listening.
- 4 Ask the speaker questions to find out more.
- 5 Tell the group why you agree or disagree.

Create your own rules with your group.
Make a *Book Talk Rules* poster.

Book Talks for Fiction

Read your book.

Write questions in your journal.

Write answers to your questions.

You can use some of these questions.

- How can you tell what the genre is?
- Who are the main characters?
- Where does the story take place?
- What is the problem?
- What is the solution?

What do you want to tell your group about the book?

Write your ideas in your journal.

I noticed...

I liked...

This is my favorite
illustrator because...

I feel...

Book Talks for Nonfiction

Read your book.

Write questions in your journal.

Write answers to your questions.

You can use some of these questions.

- How can you tell what the genre is?
- What is the main idea?
- What facts did you learn?
- What other questions do you have about the topic?
- Where can you look for more information?

What do you want to tell your group about the book?

Write your ideas in your journal.



Book Talks for Opinion Writing

Read your book.

Write questions in your journal.

Write answers to your questions.

You can use some of these questions.

- How can you tell what the genre is?
- Why did the author write this book?
- Do you agree with the author?
- What other questions do you have about the topic?

What do you want to tell your group about the book?

Write your ideas in your journal.

My favorite
part ...

I learned ...

What if ...

A connection I
made ...

Speaking Checklist

Follow these speaking rules when:

- you are sharing ideas with your class.
- you are presenting your project to the class.
- you are doing group work.

- I will speak when I am called on.
- I will wait my turn to speak.
- I will share my ideas about the topic.
- I will speak in a clear voice.
- I will speak loudly enough to be heard.
- I will speak slowly and correctly so that others can understand me.
- I will ask questions to make sure I understand.
- I will answer questions thoughtfully.
- I will tell a story or describe something I did using interesting details.
- I can make a recording, draw pictures, or add pictures to add more to my story.
- I will use complete sentences to ask a question, give a direction, make a statement, or tell how I feel.

Listening Checklist

Follow these listening rules when:

- you are sharing ideas with your class.
- others are presenting their projects to the class.
- you are working with a group.

- I will listen and look at the person who is speaking.
- I will focus on the topic being discussed.
- I will respect other people's feelings and ideas.
- I will listen and follow group directions.
- I will listen and repeat directions in order.
- I will listen and give clear directions to others.
- I will listen when others are speaking.
- I will ask questions when I do not understand.
- I will ask questions to get more information.

Oral Vocabulary Pre- and Posttests

Oral Vocabulary Pre- and Posttests for Intensive Vocabulary Support

Directions

The Oral Vocabulary Pre- and Posttests that follow are composed of vocabulary questions for all of the oral vocabulary words in the Interactive Read-Aloud Cards. There is a test for each week.

In the Pre- and Posttest, some vocabulary words are **boldfaced** and some are underscored. **Boldfaced** words are highlighted in the Interactive Read-Aloud Card text and have detailed instructional routines in the sidebars. Underscored words are the additional vocabulary words that are underscored in the Interactive Read-Aloud Card text. Use the Define/Example/Ask routine to teach these words.

The Pre- and Posttests can be administered individually or in small groups.

Administering the Pretest

Administer the pretest before you read the Interactive Read-Aloud Card text for the week.

- Ask each question, and have children answer.
- If children's answers indicate an understanding of the word, guide them in a short discussion.
- If children cannot answer a question, move on quickly. At this point, it is likely that children will be unfamiliar with many of the words.
- Explain to children that they will hear these words again throughout the week in a story that you will read to them.

Administering the Posttest

Administer the posttest after you have finished practicing the oral vocabulary words with children.

- Ask each question, and have pairs of children discuss the answer with each other as you listen in. Then call on selected children to share their answers.
- Take note of words that continue to present a struggle for children. Provide opportunities for periodic review of these words in the coming weeks. For example, use these words in transition activities and classroom discussions.
- At the end of each unit, review 4 to 5 words per Interactive Read-Aloud text by asking the question for those words again. Keep track of children's progress to see how well they maintain the vocabulary over an extended period of time.

Oral Vocabulary Pre- and Posttests

Unit 1, Week 1

The New Kid

1. When might you ask someone to repeat what they said?
2. Why do you think the chickens **squawked** when a fox suddenly appeared?
3. Who clasps your hands?
4. What might make someone feel worried?
5. What do you do when you need to get something done rapidly?
6. Is it a **relief** for you when a class test is over?
7. What time do you eventually arrive home for the day?
8. Would your friend **panic** if she lost her favorite sweater?
9. Describe a time when you saw something bizarre.
10. Who might feel **awkward** at a birthday party: the person who brought a present or the person who forgot to?
11. What kinds of sports do you think are **outrageous**? Why?

Unit 1, Week 2

Dinner at Alejandro's

1. What foods do cats think are **tasty**?
2. If you offend someone would it make them happy or sad?
3. Were the directions for how to make a cake **confusing**?
4. Which of these are gigantic: a mountain, a mouse, an elephant, a whale, or a ball?
5. Have you ever seen a river **overflowing** its banks?
6. What makes a rainbow so **colorful**?
7. What do you do to entertain a guest at your house?
8. If a piece is missing from the pie, will it be **noticed** by anyone?
9. What is a food you find scrumptious?

Oral Vocabulary Pre- and Posttests

Unit 1, Week 3

My Partner and Friend

1. Should the girl have **apologized** after she broke her friend's doll?
2. What type of animal do you put a harness on?
3. When you take on a big task, will you need a **partner**?
4. What dog breeds do you like best?
5. What is trailing the school bus?
6. Do you like the **scent** of perfume?
7. Describe a time when you hesitated to make a decision.
8. Have you ever **rummaged** through a pile of books to find the one you wanted?
9. Are you sensitive to other people's feelings?
10. What are some scents that you have sniffed and like?
11. If you saw a shiny new bike in a store window, would you have **gazed** at it?

Unit 1, Week 4

All Kinds of Vets

1. What **professions** do you need special training for?
2. When you need to find clues what do you do?
3. Why is it important to brush your teeth in a **thorough** way?
4. Do you like the design of your classroom? Explain why or why not.
5. What is the main **duty** of a soldier?
6. Describe a time that you have been injured.
7. What **equipment** would a sailor need to sail around the world?
8. When you loaded your backpack up what did you put in it?
9. What serious books do you like?
10. When you help another person, do you have a sense of **satisfaction**?

Oral Vocabulary Pre- and Posttests

Unit 1, Week 5

Families Today

1. Describe a time when you were miserable.
2. If the hat is too big, will you take it back and **exchange** it?
3. Do the **members** of your family get together on holidays?
4. What sorts of **treasure** might a pirate have?
5. What do you do in the kitchen?
6. For which subject do you have the most **homework**?
7. Why is it important to say you are welcome to people?
8. If your friend finds something that he lost several days ago, does he feel **lucky**?

Oral Vocabulary Pre- and Posttests

Unit 2, Week 1

Swamp Life

1. Does the hospital allow people to have **visitors**?
2. What kinds of animals live in a swamp?
3. What family member lives faraway?
4. Have you ever heard a bird make a sound like a **croak**?
5. What kinds of animals are nocturnal?
6. What happened when the boy swatted the fly?
7. Do you think there's a **reason** for baby animals to stay close to their mothers?
8. How might a snake **capture** its prey?
9. Have you ever listened to a **chorus** singing songs?

Unit 2, Week 2

The Fox and the Crane

1. How does your dog or cat show **affection** to you?
2. Describe a person that you know who is very sly.
3. What kinds of crafty projects do you like to do?
4. Which food would give you more **nourishment**: an apple or a candy bar?
5. Do you like to swim in the shallow end or the deep end of the pool?
6. Does your friend **crave** salty foods but doesn't like sweets?
7. Is your bedroom narrow or wide?
8. When you are **seeking** the answer to a problem, how do you know where to look?
9. If you try to hit a baseball and miss, do you get **frustrated**?
10. Who is someone you think is very wise?

Oral Vocabulary Pre- and Posttests

Unit 2, Week 3

Explore a Coral Reef

1. What types of creatures live in the ocean?
2. What does a reef look like?
3. What ocean is **located** closest to your hometown?
4. Describe a recent **encounter** you had with an adult.
5. Would you rather **defend** or play offense when you are playing a sport?
6. How would you **react** if an elephant came walking into your classroom?
7. Why is it not polite to interrupt someone when they are talking?
8. Why is important to have a **positive** attitude?
9. Why is it important that we try our best not to pollute the environment?

Unit 2, Week 4

Wild Animal Families

1. What materials are **provided** to you in class?
2. What can you wear to **protect** your feet from rain and snow?
3. How does a hen guard her eggs?
4. What happens after a chick hatches from an egg?
5. What types of places do you need a **guide** to show you around?
6. Do you like to keep your food **separate** or do you like to mix it all together?
7. Why do some animals huddle together?
8. Who is the **leader** in your classroom?
9. Who rescues you from a fire?
10. Why do puppies do a lot of romping around?

Oral Vocabulary Pre- and Posttests

Unit 2, Week 5

The Furry Alarm Clock

1. What time does your **alarm** go off in the morning?
2. What types of animals do their **howling** at night?
3. How do you play fetch with a dog?
4. What types of things are you a devoted fan of?
5. If you have a **problem** who do you go to for help?
6. What types of animals have **knobby** bumps on their backs?
7. What do you like to **munch** on for a snack at home?
8. Are you an early riser, or a late riser?
9. What types of animals have a long tail that swishes back and forth?
10. What kinds of animals live in the jungle?

Oral Vocabulary Pre- and Posttests

Unit 3, Week 1

Apples and Gravity

1. What **path** do you take to get to school?
2. What **college** is closest to your hometown?
3. Why is it harder to run sideways?
4. Do you keep the pictures in your room **straight**?
5. Name three of the **planets**.
6. What orbits the Earth?
7. What does it mean when there is no gravity?
8. How will you get to be **famous** one day?
9. What statues have you seen in person?

Unit 3, Week 2

The Hidden Sun

1. What was the last **report** about?
2. How would you **present** your report to the class?
3. What topic do you like to read about most?
4. Why is it important to measure your height **exactly**?
5. What is the **total** number of hours you sleep at night?
6. If you had to do a research project on any subject, what would it be on?
7. What does it mean when there is a partial solar eclipse?
8. Describe what you can see with **telescopes**.
9. What do you look at in an observatory?
10. What do wear to filter your eyes from the sun?

Oral Vocabulary Pre- and Posttests

Unit 3, Week 3

Color Your Community

1. If you could paint a **mural** on the side of a building what would you paint?
2. What is special about your **community**?
3. What have you **commented** about to your parents?
4. If you could be an **artist**, what would you create?
5. What are you a resident of?
6. What are your favorite tales to hear at night?
7. What kinds of **celebrations** do you hold with your family?
8. What would you do to brighten a friend's day?

Unit 3, Week 4

Clouds All Around

1. What do you like to do on **gloomy** days?
2. What **reflects** light?
3. What is floating in the sky?
4. What time do you **rise** in the morning?
5. What would be a very **pleasant** day for you?
6. What is water vapor?
7. Describe what thin, wispy clouds look like.
8. Who **predicts** the weather?
9. What kinds of clouds have long streamers?
10. What types of food do you like to freeze?

Oral Vocabulary Pre- and Posttests

Unit 3, Week 5

Why People Drum

1. What **traditions** do you celebrate with your family?
2. How do you like to **communicate** with your friends?
3. What animals live inside hollow trees?
4. Do you like to **squeeze** oranges to get orange juice?
5. What kinds of **festivals** have you attended?
6. What kind of material is your clothing made out of?
7. What can you keep in barrels?
8. Why is it important to **respect** your teacher?
9. What subject do you want to be successful at in school?
10. What kinds of vegetables do farmers harvest?

Oral Vocabulary Pre- and Posttests

Unit 4, Week 1

Where Do You Live?

1. What parks in a **harbor**?
2. Where are some **valleys** near your hometown?
3. Is it hot or cold in the desert?
4. What are some animals that live in the wilderness?
5. What do **factories** look like?
6. What is your favorite kind of **produce**?
7. What types of things are produced from mining?
8. What can you make out of **timber**?
9. Describe what a coastline looks like.

Unit 4, Week 2

Earth Changes

1. What do you play with that is in the shape of a **sphere**?
2. What does the **surface** of the moon look like?
3. How many continents are there on Earth?
4. How do Earth's plates cause earthquakes?
5. What **carved** out the Grand Canyon?
6. What do you wear to **glide** across the ice?
7. Describe the process of erosion.
8. Describe a time when something happened **suddenly**.
9. Where are there glaciers in the world?
10. What is drifting out to sea?

Oral Vocabulary Pre- and Posttests

Unit 4, Week 3

My New School

1. Who **accompanies** you to school in the mornings?
2. Do you have a **locker** at school?
3. Why is it important to respect your teacher?
4. What kinds of designs do you like to draw?
5. How do you feel when you go to a place that is very **crowded**?
6. What is an **usual** day for you?
7. Why is it important to keep your nutrition in mind?
8. Who **assigns** homework?
9. What does a monitor do?
10. What happens when you correctly answer a question?

Unit 4, Week 4

How Thunder and Lightning Came to Be

1. What do you do when you get **drenched**?
2. What **task** do you perform everyday?
3. When you soaked your shirt in soap did it get the stain out?
4. When the man bellowed was he quiet or loud?
5. Do you still play outside in **drizzle**?
6. What do you wear on a **blustery** day?
7. What did it mean when a light flashed in the sky?
8. What do you like to do on **chilly** days?
9. Describe an animal that is enormous.

Oral Vocabulary Pre- and Posttests

Unit 4, Week 5

Redwood National Forest; The Amazing Meadow; The Sahara Desert

1. Describe a bridge that is very **broad**.
2. What types of things **sway** back and forth?
3. What do you do when something becomes twisted?
4. What do meadowlarks look like?
5. What is a **plump** food that you like to eat?
6. How do you feel after **twirling** around very fast?
7. What types of environments are vast?
8. Describe what **dunes** look like.
9. When does a dog moan?

Oral Vocabulary Pre- and Posttests

Unit 5, Week 1

A Boy Named Martin

1. What makes you feel **exhausted**?
2. Which would you prefer: a **calm** puppy or an excited one? Why?
3. Describe something that is very thick.
4. Describe something that drifted out to sea.
5. What causes you the most **concern**?
6. What does a minister do?
7. What is your favorite **treat**?
8. How have you **offered** to help your teacher lately?
9. Have you ever vowed to do something? What?
10. When you boycott something what do you do?
11. What does segregated mean?

Unit 5, Week 2

My First Day

1. Why is it important to give clear **instructions**?
2. How do you like to **decorate** your room?
3. What is something that you assumed recently?
4. How do you stop fidgiting?
5. What makes you **shiver**?
6. What do you rehearse for?
7. What have you performed in front of a live **audience**?
8. When you dressed up for Halloween what did you **pretend** to be?
9. When is it important to bow?

Oral Vocabulary Pre- and Posttests

Unit 5, Week 3

A Hero On and Off Skis

1. What is something that you have **refused** to give up?
2. What kinds of sports do you like **competing** in?
3. Does your school have access for disabled people?
4. Who is your favorite athlete? What sport do they play?
5. What do you have a **limited** amount of?
6. What do you do when you are stuck in a rut?
7. What **inspired** you to do well in school?
8. What is something that you have had to **overcome** in your life?
9. What have you been praised for doing?

Unit 5, Week 4

Clean Water

1. What have you **hesitated** to do lately?
2. What are some **reasons** that it is important to protect our environment?
3. Why is it important not to eat contaminated food?
4. What do you like to sketch?
5. Why is **pollution** dangerous?
6. What is responsible for pumping water through your house?
7. What would you **suggest** to have for dinner tonight?
8. What is an event that you have attended that was very **memorable**?
9. Who informed you that needed to do your homework?

Oral Vocabulary Pre- and Posttests

Unit 5, Week 5

Town Rules

1. Who is the most recently **elected** president?
2. What form of **transportation** do you use to get to school?
3. What is one thing a government does?
4. Who protects the citizens of your town?
5. What **services** are offered in your town?
6. What have you been permitted to do lately that you could not do when you were younger?
7. Why is it important to **recycle**?
8. What do you have to ask your teacher's **permission** to do?
9. Do you have a library card or do you need to apply for one?
10. Why is it important to obey your classroom rules?

Oral Vocabulary Pre- and Posttests

Unit 6, Week 1

The Bluebell

1. What have you seen that is **magnificent**?
2. What do you do when you don't want to **disturb** anyone?
3. How would you summon someone?
4. What is surrounding your home?
5. What did the cat do when he **stumbled** on the mouse?
6. What might make you **tremble**?
7. What might cause some to quiver?
8. What does it mean if something is a coincidence?
9. Have you ever finished an **entire** bowl of ice cream?

Unit 6, Week 2

How Does Energy Make Your Hair Stand Up?

1. What are the **effects** of large storms?
2. What happens when your hair gets an electrical **charge**?
3. What is something that has given you a shock?
4. When you have to make a **slight** change, is it a big change or a small change?
5. What can friction cause?
6. Describe a **streak** of lightening in the sky.
7. Where do you like to stroll in your neighborhood?
8. What is something that gives off a spark?
9. Do you usually have to **rush** around in the morning?
10. What happens when you rub two objects together?

Oral Vocabulary Pre- and Posttests

Unit 6, Week 3

Teamwork in Space

1. What are some **nations** in the world?
2. What is something that you **collect**?
3. What is the space station?
4. Why do people perform **experiments**?
5. What do people use a robot for?
6. What does your family have **delivered** to your home?
7. Where do astronauts travel to?
8. Describe what crystals look like.
9. What are you very **attached** to?

Unit 6, Week 4

Keep the Change!

1. What kind of **charity** do you support?
2. Whose **portrait** is on a penny?
3. What **image** do you see when you go to sleep at night?
4. How do you earn an allowance?
5. What honor would you give to your teacher?
6. What is a **symbol** of America?
7. What is a **popular** show with you and your friends?
8. How do you make a mixture of jelly and peanut butter?
9. What type of branch stands for peace?

Oral Vocabulary Pre- and Posttests

Unit 6, Week 5

Give Me a Brown Box; Music Sends Me

1. How do you react when the **flash** of a camera goes off?
2. What does the **orchestra** sound like?
3. What do you do if someone **snores** while you are sleeping?
4. What do people use a drawbridge for?
5. Where do robins live?
6. What does a **moat** do?
7. Where are you most likely to find an **igloo**?
8. When do you like to go parading around your home?
9. What type of animal plucks its feathers?

Name _____

Reader Response

Title of Book: _____

Author: _____

Response: Think about the setting of the story. Compare it to a place where you have visited or lived. Write about what makes the places the same and what makes them different. Describe both places to a partner.

Name _____

Reader Response

Title of Book: _____

Author: _____

Response: Choose an event from the story. Describe how that event is like something that happened to you or your family. Talk about your response with a partner.

Name _____

Reader Response

Title of Book: _____

Author: _____

Response: Write a description of the setting of the story. What makes the setting of the story the same as a place that you know well? Circle the words in the description that remind you of that place. Talk about your response with a partner.

Name _____

Reader Response

Title of Book: _____

Author: _____

Response: Describe how an event from the selection is similar to something that happened to you or someone you know. Use text evidence to write how the events are the same. Discuss your response with a partner.

Name _____

Reader Response

Title of Book: _____

Author: _____

Response: Describe how the setting of where the selection takes place reminds you of a place that you have been. Use text evidence and the photos to write about the connection. Share with a partner.

Name _____

Reader Response

Title of Book: _____

Author: _____

Response: In what way are you similar to a person in the selection? Use the photos and text evidence to write a letter to that person. Describe how you or your experiences are alike. Share with a partner.

GLOSSARY OF TERMS

Alliteration

Alliteration is the repetition of an initial consonant sound; for example, *Sally sells seashells*.

Antonyms

Antonyms are two words that have opposite meanings; for example, *large/small*.

Ask and Answer Questions

Ask questions to help you think about parts of the text that you may have missed or not understood. Then look for details to support your answers.

Author's Point of View

Author's point of view is what the author thinks about a topic.

Author's Purpose

Authors write to tell information, explain, or describe.

Autobiography

An autobiography is a kind of narrative nonfiction. It tells

the true story of a person's life. It is written by that person and uses the pronouns *I* and *me*.

Biography

A biography tells the true story of a real person's life. It is written by another person. It may include text features such as photographs and caption.

Cause and Effect

A cause is why something happens. An effect is what happens. Signal words such as *because*, *so* and *as a result* help you find causes and effects.

Character

A character is a person or animal in a story. A character's actions and feelings make the events in a story happen. Traits are the special ways the characters behaves.

Close Reading

Close reading is careful

rereading. You focus on what the author has to say, what the author's purpose is, what the words mean, and what the structure of the text tells us.

Compare and Contrast

When authors compare, they show how two things are alike. When authors contrast, they tell how things are different. Authors use signal words, such as *both*, *alike*, *same*, or *different* to compare and contrast.

Compound Words

A compound word is made up of two small words. Put together the meanings of the two smaller words to figure out the meaning of the compound word.

Context Clues

Context clues are the words and sentences around an unknown word that help you figure out the meaning of the word.

Drama or Play

A drama is a story that is intended to be performed. The story is told through dialogue, or the words each character says. A drama or play is separated into scenes and has stage directions.

Essential Question

The essential question is a big question that should be answered at the end of reading a collection of texts. The texts are used to explore possible answers to that question.

Events

The events are what happen in a story.

Expository Text

Expository text gives facts and information about a topic. It may include text features such as photographs, captions, sidebars, and maps.

Fable

A fable is a made-up story that teaches a lesson. It often

has animal characters that talk and act as people do. It has a beginning, middle, and end.

Fairy Tale

A fairy tale is a made-up story about good and bad magical characters, such as fairies, gnomes, elves and giants. It almost always it has a happy ending.

Fantasy

A fantasy is a story that has characters, settings, or events that do not exist in real life. It also has illustrations that help tell the story.

Fiction

Fiction is a story that has made-up characters and events. It has a beginning, middle, and end.

Folktale

A folktale is a short story based on the customs and traditions of a people or region. A folktale is passed from person to person in

a culture. It always has a problem the characters have to solve. It usually has a message or lesson.

Free Verse Poem

A free verse poem does not rhyme but it can have a rhythm. It can have any number of lines and stanzas. It can tell a story or express a poet's feelings.

Genre

A genre is a category of literature, such as folktales and fables.

Greek and Latin Roots

A root is the simplest part of a word with prefixes or suffixes. Word roots can help you understand what an unfamiliar word means. Many word roots come from the Greek and Latin languages. The greek root *orb* means 'circle.' To orbit something means to 'circle around something.'

Historical Fiction

Historical fiction is a story in which fictional characters take part in actual historical events and interact with real people from the past.

Homographs

Homographs are words that are spelled the same but have different meanings. They are sometimes pronounced differently; for example, *bear*, *bow*.

Homophones

Homophones are words that sound the same but have different meanings and different spellings; for example, *to*, *too*, *two*.

Informational Text

Informational text gives facts and information about a topic. It may include text features such as photographs, captions, sidebars, and maps.

Idiom

An idiom is a group of words that means something

different from the usual meaning of each word in it.

Inflectional Endings

Inflectional endings are word parts that are added to the end of the word to change its meaning. To understand the meaning of a word you do not know, you can separate the root word from the inflectional ending, such as *-ed*, *or -s*.

Limerick

A limerick is a short funny poem that rhymes. Each stanza has five lines. The first, second, and fifth lines rhyme. The third and fourth lines rhyme.

Main Idea and Key Details

The main idea is the most important point the author makes about a topic. Key details tell about the main idea.

Main Topic and Key Details

The main topic is what the whole selection is about. Key

details give information about the main topic.

Make Predictions

When you make predictions, you use details in the story to guess or predict what happens next. As you read on, you can confirm if your predictions were correct or you can revise your predictions based on the new information you read.

Metaphor

A metaphor compares two things that are very different without using the words *like* or *as*. It helps you picture, or visualize, something.

Multiple-Meaning Words

Multiple-meaning words are words that are spelled the same but have more than one meaning.

Myth

A myth is a story that often tells how something in nature came to be. It also has an important lesson or message.

Narrative Poem

A narrative poem tells a story. It can have any number of lines and stanzas.

Narrative Nonfiction

Narrative nonfiction is about real people, things, or events. It is told by a narrator and can have photos and captions.

Paragraph Clues

You can use paragraph clues to figure out the meaning of a new word. Think about what you learned from the whole paragraph and use words you know to help you understand the new word.

Plot

The plot is the events that happen in the beginning, middle, and end of the story.

Point of View

Point of view is what a character thinks about other characters or events in a story.

Prefix

A prefix is a word part added to the beginning of a word. A prefix changes the word's meaning.

Problem and Solution

A problem is something that needs to change or be solved. The solution is how the characters fix the problem.

Repetition

Repetition means that words or phrases in a poem are repeated for an effect.

Reread

Reread means to read again. Stop and think as you read. Does the text make sense? Reread to make sure you understand.

Realistic Fiction

Realistic fiction is a made-up story that could really happen. It has a beginning, middle and end. It also can have illustrations that give information about the characters, setting, and events.

Rhyme

A rhyme is two or more words or phrases that end with the same sounds.

Rhythm

Rhythm is the repeating accents in a poem. You can clap the rhythm, or beats, in a poem.

Rhyming Poem

A rhyming poem has words that end with the same sounds. It tells a poet's thoughts or feelings.

Root Words

A root word is the simplest form of a word. It helps you figure out the meaning of a related word.

Sequence

The sequence is the order in which events take place. Look for words and phrases that show time order, such as *first*, *next*, *then*, *later*, and *finally*.

Sentence Clues

Sentence clues are words or phrases in a sentence that help you figure out the meaning of an unfamiliar word. Sometimes the clues define, or tell exactly, what a word means.

Setting

The setting of a story is when and where a story takes place.

Simile

A simile compares two very different things. Similes always have the word *like* or *as*.

Suffix

A suffix is a word part added to the end of a word. It changes the word's meaning.

Summarize

When you summarize you tell the most important ideas and details in a text.

Synonyms

Synonyms are words that have the same meaning.

Text Evidence

Text evidence are examples from the text used to support your answer to a question about a text.

Theme

The theme of a story is the author's message.

Visualize

When you visualize, you form pictures in your mind about the characters, setting, and events in the story.

TEACHER GLOSSARY OF TERMS

This glossary includes linguistic, grammatical, comprehension, and literary terms that may be helpful in understanding reading instruction.

academic language; general academic vocabulary vocabulary that is found across text types, especially in written texts that provide more nuanced or sophisticated ways of expressing meaning than everyday language.

acronym a word formed from the initial letter of words in a phrase, such as SCUBA (self-contained underwater breathing apparatus).

acrostic a kind of puzzle in which lines of a poem are arranged so that words or phrases are formed when certain letters from each line are used in a sequence.

adage a short, often old, saying that expresses a common observation or truth; for example, "The early bird gets the worm."

adjective a word or group of words that modifies or describes a noun.

adventure story a narrative that features the unknown or unexpected with elements of excitement, danger, and risk.

adverb a word or group of words that modifies a verb, adjective, or other adverb. An adverb answers questions such as *how*, *when*, *where*, and *how much*.

affective domain the psychological field of emotional activities such as interests, attitudes, opinions, appreciations, values, and emotional sets.

affix a word part, either a prefix or a suffix, that changes the meaning or function of a word root or stem.

African American English a dialect of American English used by many African Americans in certain settings and circumstances and follows regular, systematic language rules for grammar, pronunciation, and vocabulary.

agreement the correspondence of syntactically related words; subjects and predicates are in agreement when both are singular or plural.

alliteration a literary device that uses the repetition of the initial sounds in neighboring words or stressed syllables.

alphabet the complete set of letters representing speech sounds used in writing a language. In English there are twenty-six letters.

alphabet book a book for helping young children learn the alphabet by pairing letters with pictures whose sounds they represent.

alphabetic principle the association between sounds and the letters that represent them in alphabetic writing systems.

anagram a word or phrase whose letters form other words or phrases when rearranged, for example *add* and *dad*.

analytic phonics also deductive phonics, a whole-to-part approach to phonics in which a student is taught a number of whole words and then phonetic generalizations that can be applied from these words to other words.

analyze to study something closely and carefully.

antonym a word that is opposite in meaning to another word.

appositive a word that restates or modifies a preceding noun; for example, *my daughter, Charlotte*. Appositives are also definitions of words usually set off by commas.

argumentative writing that expresses logical arguments based on sound reasoning and claims supported by relevant and sufficient evidence.

auditory discrimination the ability to hear phonetic likenesses and differences in phonemes and words.

author's purpose the motive or reason for which an author writes; includes to entertain, inform, persuade, and explain how.

automaticity fluent processing of information, requiring little effort or attention.

auxiliary verbs a verb that precedes another verb to express time, mood, or voice; includes verbs such as *has, is, and will*.

ballad a narrative poem, composed of short verses to be sung or recited, usually containing elements of drama and often tragic in tone.

base word a word to which affixes may be added to create related words.

blank verse unrhymed verse, especially unrhymed iambic pentameter.

blend also consonant blend or consonant cluster, the joining of the sounds of two or more letters with little change in those sounds; for example, /spr/ in *spring*.

blending combining the sounds represented by letters or spellings to sound out or pronounce a word; contrast with *oral blending*.

canon in literature, the body of major works that a culture considers important in a given time.

categorize to arrange or organize things into categories or classes of similarity.

cause-effect relationship a stated or implied association between an outcome and the conditions that brought it about; also the comprehension skill associated with recognizing the type of relationship as an organizing principle in text.

chapter book a book long enough to be divided into chapters, but not long or complex enough to be considered a novel.

character traits distinctive features of a character in a story.

characterization the way in which an author presents a character in a story, including describing words, actions, thoughts, and impressions of that character.

Chicana/Chicano English an ethnic dialect that children acquire as they learn English in ethnic social settings/contexts during their language acquisition period. It differs from the English of second-language learners as it has an independent, systematic set of rules for grammar, pronunciation, and vocabulary.

choral reading oral group reading to develop oral fluency by modeling.

cinquain a stanza of five lines, specifically one that has successive lines of two, four, six, eight, and two syllables.

clarifying a comprehension strategy in which the reader rereads text, uses a dictionary, uses decoding skills, or uses context clues to comprehend something that is unclear.

clause a group of words with a subject and a predicate used to form a part of or a whole sentence; a dependent clause modifies an independent clause, which can stand alone as a complete sentence.

close reading a careful rereading of a text to deepen comprehension.

cognates words in two or more different languages that are the same or similar in sound and/or spelling and that have similar or identical meanings, for example, *active/activo*.

collaborative conversations discussions between and among students about topics of study or texts read that follow conversational rules (e.g., build on other's ideas) and are designed to arrive at new understandings or learnings.

collaborative learning learning by working together in small groups.

collective nouns names a single group composed of multiple members, for example, *school* of fish.

command a sentence that asks for action and usually ends in a period.

common noun in contrast to proper noun, a noun that denotes a class rather than a unique or specific thing such as *girl* versus *Maria*.

comprehension the understanding of what is written or said.

comprehension skill a skill that aids in understanding text, including identifying author's purpose, author's point of view, comprehending cause-and-effect relationships, clarifying, comparing and contrasting items and events, drawing conclusions, distinguishing fact from opinion, identifying main ideas and key details, making inferences, distinguishing reality from fantasy, and understanding sequence.

comprehension strategy a sequence of steps for monitoring and understanding text, includes adjusting reading speed, asking questions, clarifying, making connections, predicting, summarizing, and visualizing.

concluding statement the final statement in a piece of writing expressing the lasting impression the writer wants to leave in the reader's mind.

conjugation the complete set of all possible inflected forms of a verb.

conjunction a part of speech used to connect words, phrases, clauses, or sentences, including the words *and*, *but*, and *or*.

connecting words; linking words words and phrases that signal how different parts of a text are linked; for example, sequence words, such as *first*, *next*, *finally*.

consonant a speech sound and alphabetic letter that represents the sound, made by partial or complete closure of part of the vocal tract, which obstructs air flow and causes audible friction.

context clue information from the immediate and surrounding text that helps identify a word.

contraction a short version of a written or spoken expression in which letters are omitted, as for example, *can't*.

convention an accepted practice in spoken or written language, usually referring to spelling, mechanics, or grammar rules.

cooperative learning a classroom organization that allows students to work together to achieve their individual goals. Related term is *collaboration*.

correlative conjunction words that connect to equal grammatical elements; for example, *either/or, neither/nor, not only/but also*.

creative writing prose and poetic forms of writing that express the writer's thoughts and feelings imaginatively.

cueing system any of the various sources of information that help identify an unrecognizable word in reading, including phonetic, semantic, and syntactical information.

culturally responsive teaching using cultural knowledge, prior experiences, and performance styles of ethnically diverse students to make learning more relevant and effective for them. This type of teaching validates the home language and culture of students.

cumulative tale a story, such as "The Gingerbread Man," in which the action and/or dialogue is repeated and accumulated until the climax.

dangling modifier usually a participle that because of its placement in a sentence modifies the wrong object.

decodable text text materials controlled to include a majority of words whose sound-spelling relationships are known by the reader.

decode to analyze spoken or graphic symbols for meaning.

designated English language development instruction a protected time during the regular school day where teachers use English language development standards as the focal standards in ways that build into and from the content instruction in order to develop critical English language skills, knowledge, and abilities needed for content learning in English.

determiners words that come before a noun in a noun phrase and mark the noun, as in *a, an, the, some, my*.

diacritical mark a mark, such as a breve or macron, added to a letter or graphic character to indicate a specific pronunciation.

dialect a regional variety of a particular language with phonological, grammatical, and lexical patterns that distinguish it from other varieties.

dialogue a piece of writing written as conversation, usually punctuated by quotation marks.

digital tools electronic resources used to produce and publish writing.

digraph two letters that represent one speech sound; for example, *sh* or *ch*.

diphthong a vowel sound produced when the tongue glides from one vowel sound toward another in the same syllable; for example, /oi/ or /ou/.

direct object the person or thing that receives the action of a verb in a sentence; for example, the word cake in this sentence: *Stella baked a cake.*

domain-specific words vocabulary specific to a particular field of study, or domain, like social studies or science.

drafting the process of writing ideas in rough form to record them.

drama a story in the form of a play, written to be performed.

edit in the writing process, to revise or correct a manuscript. Often this is part of the final step in the process with a focus on correcting grammar, spelling, and mechanics rather than content, structure, and organization.

emergent literacy the development of the association of meaning and print that continues until a child reaches the stage of conventional reading and writing.

emergent reading a child's early interaction with books and print before the ability to decode text.

encode to change a message into symbols; for example, to change speech into writing.

English learner; English language learner; Limited English Proficiency (LEP) a child who does not speak English or whose native language is not English and who is not currently able to perform ordinary classroom work in English.

epic a long narrative poem, usually about a hero.

essential question the driving or guiding question students are expected to answer after reading a collection of related texts.

exclamatory sentence a sentence that shows strong emotion and ends with an exclamation point.

explicit instruction intentional design and delivery of information by a teacher to students, including modeling/demonstration, structured practice under teacher guidance, and opportunities for corrective feedback.

expository writing; exposition a composition in writing that explains an event or process.

fable a short tale that teaches a moral.

fantasy a highly imaginative story about characters, places, and events that cannot exist.

fiction imaginative narrative designed to entertain rather than to explain, persuade, or describe.

figure of speech; figurative language the expressive, nonliteral use of language usually through metaphor, simile, or personification.

fluency freedom from word-identification problems that hinder comprehension in reading. Fluency involves rate, accuracy, and expression.

folktale a narrative form of genre based on the customs and traditions of a people or region that is well-known through repeated storytellings. Some examples are epics, myths or fables.

foreshadowing giving clues to upcoming events in a story.

formal English (see Standard English)

formative assessment a deliberate process used by teachers and students during instruction that provides actionable feedback used to adjust ongoing teaching and learning strategies to improve students' attainment of curricular learning targets and goals.

free verse verse with irregular metrical pattern that often contains rhythm and other poetic devices, such as alliteration, similes and metaphors.

freewriting writing that is not limited in form, style, content, or purpose; designed to encourage students to write.

genre a classification of literary works, including tragedy, comedy, novel, essay, short story, mystery, realistic fiction, and poetry.

gradual release of responsibility a model of instruction that requires a progression from teacher modeling that shifts from the teacher assuming all the responsibility for performing a task to students assuming responsibility.

grammar the study of the classes of words, their inflections, and their functions and relations in sentences; includes phonological, morphological, syntactic, and semantic descriptions of language.

grapheme a written or printed representation of a phoneme, such as *c* for /k/.

graphic organizer a visual representation of facts and concepts from a text and their relationships within an organized frame; often used as a temporary scaffold for understanding or writing about text.

guided reading reading instruction in which the teacher provides the structure and purpose for reading and responding to the material read.

high-frequency words the most frequently occurring words in English; for example, *the, is, like*. Some are phonetically irregular (*was, some*); others are phonetically regular (*go, but*).

homographs words spelled the same, but with different meanings and sometimes different pronunciations; for example, *bear, row*.

idioms an expression whose meaning is not predicted from its constituent words; for example, "kick the bucket."

indirect object in a sentence, the person or thing to or for whom an action is done; for example, the word *dog* in this sentence: *Bob gave the dog a treat*.

inference a conclusion based on facts, data, or evidence.

infinitive the base form of a verb, usually with the infinitive marker; for example, *to go*.

inflectional ending an ending that expresses a plural or possessive form of a noun, the tense of a verb, or the comparative or superlative form of an adjective or adverb.

informal discourse communication that does not adhere to the formal rules of grammar and usage and often contains truncated or incomplete sentences.

informational text text that has as its primary purpose the communication of technical information about a specific topic, event, experience, or circumstance.

informative/explanatory writing writing whose purpose is to inform or explain.

integrated English language development instruction provided throughout the day and across the disciplines, using the English language development standards combined with the literacy or content standards to support the linguistic and academic progress of English learners.

interjections words or phrases used to exclaim, protest, or command.

interrogative word a word that marks a clause or sentence as a question, including interrogative pronouns *who*, *what*, *which*, *where*.

intervention a strategy or program designed to supplement or substitute instruction, especially for those students who fall behind.

invented spelling the result of an attempt to spell a word by guessing at the correct spelling based on a writer's limited phonetic knowledge. As phonetic knowledge grows, sounds are connected to letters, which leads to conventional spelling.

irony a figure of speech in which the literal meanings of the words is the opposite of their intended meanings.

irregularly-spelled words words that do not follow typical sound-spelling phonetic rules of English, such as *was* or *come*.

journal a written record of daily events or responses.

keyboarding skills the ability to use the computer keyboard to produce writing; involves basic typing skills.

legend a traditional tale handed down from generation to generation.

leitmotif a repeated expression, event, or idea used to unify a work of art such as writing.

letter one of a set of graphic symbols that forms an alphabet and is used alone or in combination to represent a phoneme; also *grapheme*.

letter-sound correspondence the one-to-one connection between an alphabet letter and a sound for which it represents in written words. For example, the letter *t* stands for the /t/ sound.

linguistics the study of the nature and structure of language and communication.

literary elements the elements of a story such as setting, plot, and characterization that create the structure of a narrative.

macron a diacritical mark placed above a vowel to indicate a long vowel sound.

main idea the central thought or chief topic of a passage.

making connections a reading strategy used to connect information being read to one's own experiences, to other reading materials, or to one's knowledge of the world. Making connections fosters engagement, which helps the reader make sense of the text and connect information.

mechanics the conventions of capitalization and punctuation.

metacognition the awareness and knowledge of one's mental processes while reading or thinking about what one is thinking about.

metaphor a figure of speech in which a comparison is implied but not stated; for example, *She is a jewel*.

meter the basic rhythmic structure of poetry.

miscue a deviation from text during oral reading in an attempt to make sense of the text.

modal auxiliaries an auxiliary verb used with other verbs to express mood, aspect, or tense; for example, *can, could, may, might, should, ought, will, would*.

modeling an instructional technique in which the teacher makes public the thinking needed to use critical reading and writing behaviors.

mood the literary element that conveys the emotional atmosphere of a story.

moral the lesson or principle taught in a fable or story.

morpheme a meaningful linguistic unit that cannot be divided into smaller units; a bound morpheme is a morpheme that cannot stand alone as an independent word, such as the prefix *re-*; a free morpheme can stand alone, such as *dog*.

morphology the study of the form and structure of words in a language.

multimedia the use of several media (video, internet, print, visuals, music) to express ideas and learning.

multiple-meaning words words that have more than one meaning; for example, *bat*.

multisyllabic words; polysyllabic words words with more than one syllable.

myth a story designed to explain the mysteries of life.

narrative writing; narration a composition in writing that tells a story or gives an account of an event.

narrator the person telling a story.

nonfiction prose designed to explain, argue, or describe (rather than to entertain) with a factual emphasis; includes biography and autobiography.

nonliteral language words or phrases that mean something other than the exact words used; for example, a "night owl."

noun a part of speech that denotes persons, places, things, qualities, or acts. Abstract nouns refer to abstract concepts like kindness. Collective nouns refer to a collection of things considered as a unit, such as *group, company, flock, family*.

novel an extended fictional prose narration.

onomatopoeia the use of a word whose sound suggests its meaning; for example, *purr*.

onset and rime units within a syllable. The onset is the part of a syllable that precedes the vowel. The rime is the part of the syllable that includes the vowel and all consonants after it.

opinion writing writing whose purpose is to express the writer's beliefs and conclusions about a topic.

oral blending the ability to fuse discrete phonemes heard into recognizable words; oral blending puts sounds together to make a word; see also *segmentation*.

oxymoron a figure of speech in which contrasting or contradictory words are brought together for emphasis.

paragraph a subdivision of a written composition that consists of one or more sentences, deals with one point, or gives the words of one speaker, usually beginning with an indented line.

participle a verb form used as an adjective; for example, the *skating* party.

pedagogy the science and art of teaching.

personification a literary device in which human characteristics are given to an animal, idea or thing.

persuasive writing a composition intended to persuade the reader to adopt the writer's point of view.

phoneme the smallest sound unit of speech; for example, the /k/ in *book*.

phonemic awareness the ability to recognize that spoken words are made of discrete sounds and that those sounds can be manipulated.

phonetic spelling the respelling of entry words in a dictionary according to a pronunciation key.

phonetics the study of speech sounds.

phonics a way of teaching reading that addresses sound-symbol and sound-spelling relationships, especially in beginning instruction.

phonogram a letter or letter combination that represents a phonetic sound; also used to refer to common spelling patterns like *-at* or *-ick*.

phonological awareness the ability to attend to the sound structure of language; includes sentence, word, syllable, rhyme, and phonological awareness.

plot the literary element that provides the structure of the action of a story, which may include rising action, climax, and falling actions leading to a resolution or denouement.

plural a grammatical form of a word that refers to more than one in number; an irregular plural is one that does not follow normal patterns for inflectional endings.

poetic license the liberty taken by writers to ignore language conventions.

poetry a metrical form of composition in which language is chosen and arranged to create a powerful response through meaning, sound, or rhythm.

point of view the position from which a story is told. First person point of view is told from the perspective of one character, using the pronoun *I*. Third person point of view is told from a narrator using pronouns such as *he* or *she*; it can be omniscient (all-knowing) or limited.

possessive showing ownership either through the use of an adjective, an adjectival pronoun, or the possessive form of a noun.

precise language specific words chosen to express ideas in a nuanced and more sophisticated way than informal conversation or writing.

predicate the part of the sentence that expresses something about the subject and includes the verb phrase; a complete

predicate includes the principal verb in a sentence and all its modifiers or subordinate parts.

predicting a comprehension strategy in which the reader attempts to anticipate what will happen using clues from the text and prior knowledge, and then confirms predictions as the text is read.

prefix an affix attached before a base word that changes the meaning of the word.

preposition a part of speech in the class of function words such as *of*, *on*, and *at* that precede a noun phrase to create prepositional phrases.

prewriting the planning stage of the writing process in which the writer formulates ideas, gathers information, and considers ways to organize them.

print awareness; print concepts in emergent literacy, a child's growing recognition of conventions and characteristics of written language, including reading from left to right and from top to bottom in English and that words are separated by spaces.

proficiency level descriptors an overview of the stages of English language development that English learners are expected to progress through as they gain increasing proficiency in English. Includes three proficiency levels: emerging, expanding, and bridging.

project-based learning an extended process of inquiry in response to a complex question, problem, or challenge. Projects are carefully planned, managed, and assessed to help students learn key academic content, practice 21st century skills, and create high-quality, authentic products and presentations.

pronoun a part of speech used as a substitute for a noun or noun phrase. There are many types of pronouns: personal pronouns (*I, he, she, we, they, you*), possessive (*mine, yours, his*), indefinite (*all, each, few, many, some*), reflexive (*myself, herself*), relative (*who, whom, whose, which, that*).

proofreading the act of reading with the intent to correct, clarify, or improve text.

prose spoken or written language that follows grammatical rules, but does not have a rhythmic structure (like poetry).

prosody the feature of expressive reading that includes phrasing, emphasis, and intonation that speakers use to convey meaning and make their speech lively when reading aloud.

proverb a simple, popular saying that expresses a common truth; for example, "If the shoe fits, wear it."

pseudonym an assumed name used by an author; a pen name or *nom de plume*.

publishing the process of preparing written material for presentation.

punctuation graphic marks such as commas, periods, quotation marks, and brackets used to clarify meaning and to give speech characteristics to written language.

question an interrogative sentence that asks a question and ends with a question mark.

realistic fiction a story that attempts to portray characters and events as they actually are.

rebus a picture or symbol that suggests a word or syllable.

reference materials resources used when reading or writing, such as a dictionary, glossary, or thesaurus.

register variation in vocabulary, grammar, and discourse of a language to meet the expectations of a particular context (audience, task, purpose, setting, social relationship, mode of communication).

Response to Intervention (RTI) integrates assessment and intervention within a multi-level prevention system to maximize student achievement and reduce behavior problems.

retell to tell a story again (one that is read or heard), remembering as many details as possible.

revise in the writing process, to change or correct a manuscript to make its message more clear.

rhyme identical or very similar recurring final sounds in words, often at the ends of lines of poetry.

rime a vowel and any following consonants of a syllable.

root word a unit of meaning, usually of Latin origin, that cannot stand alone but that is used to form a family of words with related meanings.

scaffolding temporary guidance or assistance provided to a student by a teacher or another peer, enabling the student to perform a task he/she would not be able to do alone. The goal is to foster the ability for the student to perform the task on his/her own in the future.

scene a part of a play, movie, or story that occurs in a single place without a break in time.

search tools Internet tools used to locate information, such as search engines.

segmentation the ability to orally break words into individual sounds; see also *oral blending*.

self-monitoring a metacognitive behavior in which a reader attends to his/her own understanding of a text by using decoding and comprehension strategies when experiencing difficulties.

semantic mapping a graphic display of a group of words that are meaningfully related to support vocabulary instruction.

semantics the study of meaning in language, including the meanings of words, phrases, sentences, and texts.

sensory details story details that appeal to the five senses of taste, touch, sight, smell, and hearing.

sentence a grammatical unit that expresses a statement, question, or command; a simple sentence is a sentence with one subject and one predicate; a compound sentence is a sentence with two or more independent clauses usually separated by a comma and conjunction, but no dependent clause; a complex sentence is a sentence with one independent and one or more dependent clauses. There are four types of sentences: declarative (makes a statement), interrogative (asks a question), imperative (expresses a command or request), exclamatory (conveys strong or sudden emotion).

sentence combining teaching technique in which complex sentence chunks and paragraphs are built from basic sentences.

sequence the order of elements or events.

setting the literary element that includes time, place, and physical and psychological background in which a story takes place.

shades of meaning words, phrases, and clauses that can be used to create nuances or precision in language/writing and to shape how the message will be interpreted by readers and listeners.

sight word a word that is taught to be read as a whole read, usually words that are phonetically irregular (or taught before students have acquired the decoding skills to sound it out).

simile a figure of speech in which a comparison of two things that are unlike is directly stated, usually with the words like or as; for example, *She is like a jewel*.

source a text used largely for informational purposes, as in research.

spelling the process of representing language by means of a writing system.

standard English the most widely accepted and understood form of expression in English in the United States, also used to refer to formal English

Standard English Learners (SELs) native speakers of English who are ethnic minority students and whose mastery of standard English used in schools is limited.

stanza a grouped set of lines in a poem.

statement a sentence that tells something and ends with a period.

story grammar the important elements that typically constitute a story (plot, setting, characters, problem, resolution, theme).

study skills a general term for the techniques and strategies that help readers comprehend text with the intent to remember; includes following directions, organizing, outlining, annotating, locating, and using graphic aids.

style the characteristics of a work that reflect the author's particular way of writing.

subject the main topic of a sentence to which a predicate refers, including the principal noun; a complete subject includes the principal noun in a sentence and all its modifiers.

suffix an affix attached at the end of a base word that changes the meaning and the function of the word.

summarizing a comprehension strategy in which the reader constructs a brief statement that contains the essential ideas of a passage.

summative assessment measures of student progress toward an attainment of the knowledge and skills required to be college- and career-ready, usually given at or near the end of the school year.

syllabication patterns common syllable chunks, such as closed, open, consonant + le, vowel team, r-controlled vowel, final-e, and final stable.

syllable a minimal unit of sequential speech sounds containing only one vowel sound with or without preceding or following consonant sounds.

symbolism the use of one thing to represent something else to represent an idea in a concrete way.

synonym a word that means the same (or nearly the same) as another word.

syntax the grammatical pattern or structure of word order in sentences, clauses, and phrases.

technical text text on a course of practical study such as engineering, technology, design, business, or other work-related subject.

temporal words words and phrases that express time, such as *first*, *next*, *last*, and specific dates.

tense the way in which verbs indicate past, present, and future time of action.

text complexity the inherent difficulty of a text combined with consideration of reader and task variables; in the CCSS, a three-part assessment of text difficulty that pairs qualitative and quantitative measures with reader-task considerations.

text evidence examples from a text, including words, phrases, and quotes, used to answer a question about the text or support claims made about a text.

text feature print features in text used to organize content and aid in comprehension, such as titles, headings, charts, diagrams, hyperlinks, glossaries, and maps.

text structure the various patterns of ideas that are built into the organization of a written work. Common text structures include chronology/sequence, comparison (compare/contrast), cause/effect, problem/solution, and description.

text types forms of text used in writing, including opinion, informative/explanatory, and narrative.

theme a major idea or proposition that provides an organizing concept through which, by study, students gain depth of understanding.

topic sentence a sentence intended to express the main idea of a paragraph or passage.

tragedy a literary work, often a play, in which the main character suffers conflicts and which presents a serious theme and has an unfortunate ending.

transitional words and phrases (see connecting words, linking words)

Universal Design for Learning (UDL) a set of principles for curriculum development that gives all individuals equal opportunities to learn.

usage the way in which a native language or dialect is used by the members of the community.

verb a word that expresses an action or state of being that occurs in a predicate of a sentence; an irregular verb is a verb that does not follow normal patterns of inflectional endings that reflect past, present, or future verb tenses. Other verb tenses include simple, progressive, and perfect.

verse writing arranged with a metrical rhythm.

visualizing a comprehension strategy in which the reader constructs a mental picture of a character, setting, or process.

vowel a voiced speech sound and the alphabet letter that represents that sound, made without stoppage or friction of the airflow as it passes through the vocal tract.

vowel digraph; vowel team a spelling pattern in which two or more letters represent a single vowel sound.

word analysis the process used to decode words, progressing from decoding individual letter sounds and combinations to syllabication to analyzing structural elements.

writing; composition the process or result of organizing ideas in writing to form a clear message; includes persuasive/opinion, expository/informative, narrative, and descriptive forms.

writing process the many aspects of the complex act of producing a piece of writing, including prewriting, drafting, revising, editing/proofreading, and publishing.

*Some of the above definitions provided courtesy of the California Department of Education's "Glossary of Selected Terms."