

Grade 4



# Teacher's Resource Book



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**Grade 4**

# **Teacher's Resource Book**



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# Decodable Passages

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# Decodable Passages

## Directions

The passages that follow contain words based on the phonics skills taught at this grade level. Use the passages to provide students with additional practice at identifying and reading words based on these skills. The key phonics concept is labeled at the top of each page. The passages are generally cumulative, so you may continue to review phonics skills previously taught.

An activity is provided at the bottom of each page. After students have read the passage(s) on the page, have them complete the activity to extend their learning.

Name \_\_\_\_\_

### A Mud Mess

Ted sat at the pond and filled a big pot with mud. Ted's hands dug in the wet dirt. Drops of mud fell off his hands. Then Ted set a lid on top of the pot and left.

When Ted came back, the lid was not there. How did the lid get lost? Is it a trick? Ted spotted mud tracks in the grass and followed them. The tracks ended back at the pond. Ted saw the pot lid. The lid did a big hop! Ted jumped back. He had a plan. Ted set his hand on top of the lid and started to pick it up. A frog with mud on it hopped past Ted. Ted ran and caught the frog and held it in his hands.

"Hi," grinned Ted. "Let's make a mud mess!"

### The Missing Pug

Kim has a pet pug named Pat. Pat the pug naps in his snug rug by Kim's bed. Kim is fit. She will not nap. Kim will jog in the lot. Kim has a fun run but misses Pat. She flops in bed for a nap.

Pat is not on his rug. Pat is missing! Did Pat run after a cat?

Kim is suspicious. Where is Pat? Kim will panic if she does not find him. Crash! Oh, no! A cat must be in the trash can. Or is it Pat in the can? Pat has pulled his rug to the can and is as snug as a bug.

"Bad pug," scolds Kim.

Pat gives Kim a big wet kiss. Kim is miffed but cannot help but grin.

☆ **ACTIVITY** Circle all of the words that have a short a sound. ☆

Name \_\_\_\_\_

### Snake Traits

All snakes have scales, shed skin, and do not chew food. Snakes can use belly scales to move. Most snakes lay eggs.

Snake skin can be bright. Snake skin can be pale and dull. A snake that has dull skin can help itself from getting eaten because it blends into its habitat. A snake may make a home in a cave, by a lake, in sand, and in grass. It can be a pet.

You may spot a snake if you rake. It may be tame. It may cause pain. Take care and wait for help to relocate a snake. It is fun to gaze at a snake, but it is risky to lift it.

We must not hate snakes. Snakes are not tame, but stay from harm's way and you will stay safe.

### Nate Bakes a Cake

Nate and his dad baked a cake. Nate got the cake plate. His dad got the tray. Nate put the plate on the tray. Nate will take the cake to Jake.

“May I taste the cake?” asks Jake. Nate nods. Jake swallows a bit of the cake. “This is tasty cake! I will tell the kids this cake is first rate!” says Jake.

Jake runs to tell Bill, Sal, and Dave the tale of Nate's cake. The kids run to Nate for cake. “Nate, bake us a cake!” yell the kids. It is late in the day, but Nate must bake.

Nate baked a big cake and the other kids helped. The kids ate the cake. Nate, his dad, and the other kids had a fun day baking!

**★ACTIVITY** Write two sentences about the kinds of cakes that Nate bakes. ★

Name \_\_\_\_\_

### Pete's Journey

Pete is on a journey. He needs to flee the heat of the streets and see green leaves and trees. Even under the trees, Pete feels the heat of the sun. He is thrilled to see a creek. Pete slips into the creek and is pleased to be in the sweet, clean sweep of the cool water. Pete feels a snail under his heel just as a breeze sweeps past his cheek. His hair begins to stand on end at the feel of the sleek snail and the cool air.

Pete cannot breathe. He hears wildlife a few feet away. Pete hears feet: big feet! "Please let it not be a real beast," pleads Pete.

The steps come near. It is Pete's big brother Steve!  
"Get out of that creek before you begin to sneeze," teased Steve.

### Mom and Eve Plant Seeds

Mom likes natural food. She will teach Eve to plant seeds. "Let's plant some salad greens and beets," exclaims Mom. Eve hops to her feet.

"Can we plant snap peas, too?" asks Eve.

"Yes," says Mom. "But first, we need to clean up and pick weeds. Then we will plant the seeds." Eve and her mom plant three neat rows of seeds with ease.

They leave to take a rest and drink tea. They are pleased with the garden. Mom says, "After we pick the plants, we will have a feast at a park. We will eat greens, beets, lean meat, and snap peas. Then we will have peaches and cream. It will be a treat fit for a queen!"

**★ACTIVITY** Make a list of words from the stories above that have a long e sound. ★

Name \_\_\_\_\_

### High in the Sky

A lot of kids dream of being an astronaut. It is a fine job. It takes a lot of drive and time to train to be an astronaut. It is wise to do well on tests and be at the top in your grade. You must take pride in your work and be a team player.

A lot of astronauts can fly planes and jets. They will train for flight in space. They will ride miles high into the sky inside a rocket. On a flight, they can glide and rise just like a kite. To see a night sky from space is quite a treat. If you might like to fly in space, study a lot. You might find yourself high in the sky!

### Mike's Dream

Mrs. Pike's class tells about dreams. Mike raises his hand to speak. "Tell the class your dream, Mike," says Mrs. Pike. Mike gets up.

"I had a nice dream last night. In my dream, I can fly. I can fly high in the sky. I can fly as high as a kite!" says Mike.

"Were you in a plane?" asks Mrs. Pike.

"No, I could fly by myself."

"Did you cry?" asks Meg.

"No, but it was bright up there. I wanted to be as high as the sun!"

"Did you feel it was wise to fly so high?" asks Don.

"I cannot tell," says Mike, "but it was fun! I want to fly in the sky in real life."

"Be realistic, Mike. Kids cannot fly," says Mrs. Pike.

"I know, but I can dream," sighs Mike.

**★ACTIVITY** Make a list of long *i* words using these patterns: *-ight*, *-y*. ☆

Name \_\_\_\_\_

### Joan's Stamps

Joan needs to find the roll of stamps she has so she can mail a note. Then she can go on a camping trip. She thinks the roll of stamps is on the desk by the globe. It is not there. Joan's stuff is scattered so she cannot find the roll of stamps.

Joan decides to clean the clutter. She hangs her robe and yellow coat on the rack. She makes the bed and sets the foam pillows in place. She folds her clothes. She wipes the desk and globe with a rag. Dust floats in the light from the window. She still cannot find the roll of stamps.

Mom hears Joan stomp around the room. "Joan, do not stomp!" exclaims Mom.

"I need my stamps," groans Joan.

"I have the stamps!" says Mom. The stamps were not in Joan's room, but it was so cluttered, she did not know!

### A Boat Trip

Otis hoped to see crabs and toads in their own habitat. He asked Dad to go on a trip to Lake Hope and Stone Bay. Otis and Dad drove on a slow, winding road to Lake Hope.

They rented a row boat to go over the lake and into the bay. They rowed to the bay and floated in the still water. Otis spotted a toad by the side of the boat. Dad put his finger to his lips.

"Keep your voice low, Otis. This is the toad's home," Dad whispered. Otis nodded. They sat and watched the toad. It began to croak.

The wind started to blow, and the boat rose and dove in the waves. As Otis and Dad rowed back, Otis spotted a big crab by the coast. It made his day!

★ **ACTIVITY** Write a story about Otis and the crab. ☆

Name \_\_\_\_\_

## A Picnic at the Beach

There was a chill in the air, but Chelsea and Mom decided to go to the beach. They packed a big picnic lunch. Chelsea made peanut butter sandwiches. Mom packed a chunk of cheese, chicken, spinach leaves with ranch dressing, peaches, chips, punch, and chocolate milk. They packed beach chairs, a bat, a ball, a mitt, and a blanket. Mom and Chelsea liked playing baseball in the sand.

When they got to the beach, they stretched the blanket out and set the chairs on it. “This is way too much food for us, Mom! We can’t eat it all,” exclaimed Chelsea. “Let’s invite some friends,” chuckled Mom.

Chelsea called her pal Blanch. Blanch and her mom met Chelsea at the beach. The children and moms ate a feast as they played and watched the choppy waves in the water.

## Crack of the Bat!

Chuck, Bill, and Liz are on a baseball team. The team is behind by a run. It is Bill’s turn to bat. The coach talks to Bill. He steps up to the plate. “Get a hit, Bill!” his team cheers from the bench. Here is the pitch. It just misses his nose and he flinches. The next pitch Bill swings and hits the ball! Bill’s team watches as the girl in left field catches the high fly.

Liz steps up to the plate and checks her swing. The pitch comes. She takes a chance and swings. Liz hits the ball! She runs to first base and stops.

Chuck is going to pinch hit. Chuck swings at the pitch, and CRACK, he makes a big hit! It is going, going...gone! Chuck hits a home run! All the kids cheer for Chuck. He has helped his team win the game.

☆ **ACTIVITY** Write about a sport you like to play. ☆

Name \_\_\_\_\_

### The Math Contest

I went to help my nephew, Joseph, with his school math contest. He was a new kid at his school. Joseph had overheard that the prize was a trophy.

First, we had to think of what math problem we wanted to solve. Then we gathered materials to show on a display board. The board explained how and why Joseph got the results of the math problem. We took a photograph of Joseph with the display board.

Joseph was shy when he presented his project. He wished he did not have to stand and talk in front of his class. He spoke in a low whisper and blushed when the class clapped. When he finished, his teacher thanked him. Then he went back to his seat. Joseph felt glad and proud!

### Going to China

Ruth went to China for five months. She felt sad to leave but had to go with her parents. Ruth's parents needed to go for a job opportunity. Ruth felt lucky because she had learned to speak Chinese. When Ruth's family got to China, she went to a new school. She missed her pals. She did not know anyone, but soon she made a best friend, Phen.

Phen and Ruth were in the same class. Phen and Ruth rushed to shops and even had a photograph made. They rode bikes and played fun games. When it came time to go back home, Ruth and Phen hugged. When Ruth got back home, she was glad to see her friends but missed Phen, so Phen and Ruth became pen pals.

**★ACTIVITY** Write about how you would make friends if you moved to another country. ★

Name \_\_\_\_\_

### A Lump in the Throat

Mr. Thrain's class strained to hold their hands high so they would be picked to read their report. It was Henry's time to read. "Please read your paper to the class," said Mr. Thrain. Henry felt a lump in his throat and his heart throb. He could not help thinking about what a strict critic Mr. Thrain could be. Henry began to read.

"China is in the East. It has a rich heritage. In the past, China was ruled by dynasties. China has many farms. The people grow crops like rice and wheat. Rice grows well when the land is wet. An animal represents each year in China. I was born in the year of the rabbit." Henry finished reading. The class sprang to their feet and clapped.

"That was great, Henry," said Mr. Thrain. "Maybe one day you will take a trip to China."

### Sprout!

Jin wanted to plant a shrub in the backyard, but she did not know how. She went to ask her sister, but she did not tell. "Read this book. It will help," her sister said. Jin spent the night reading.

The next day, Jin went in the back. She dug a hole in the mud and planted seeds. She sprinkled water on the seeds and left. Then she had to wait. After a few days, Jin went in the yard and there was a sprout! It was tiny and green. Jin let the sprout have water and sun for three weeks. It was hard to wait, but Jin knew she had to. Later that spring, Jin went to check on the sprout. It had grown so big! Jin was overjoyed!

★ **ACTIVITY** Write directions for growing a plant. ★

Name \_\_\_\_\_

### A Boring Day

Doris is bored. She has nothing to do. The sky is dark and the grass is wet so she cannot play sports in the park. She sits on the porch swing and watches the rain. She hears a dog barking in someone's yard. Doris's pals are not home. They cannot play. Doris has chores but she doesn't want to do them. She ignores doing her chores.

Then she gets an idea. She could spin around! That would be fun! So Doris starts to spin and spin. She spins so fast she cannot see. She holds her arms out to the side as she spins. She is a whirlwind! It is fun, but then Doris starts feeling dizzy. She needs to stop. Doris stops spinning and falls down. That was not a good idea. No more spinning for Doris!

### Making a Go-Cart

Bob and Dan are going to make a go-cart. It was Bob's idea to make it, but Dan has many things for building and is very handy. They got a plan for the go-cart from the hobby store. It is a chart and is hard to read, but Bob and Dan figure it out. They work on the go-cart all morning. Soon it is lunch time. Dan's mom made a spinach and cheese tart for lunch.

"You are not getting into mischief with that cart?" asks Dan's mom.

"No, Mom, of course not!" says Dan.

Bob and Dan eat and go back to the go-cart. It takes the rest of the day to put the parts together, but they finish! Bob and Dan can't wait for the weekend when they can try it.

**★ACTIVITY** Write about what you do on boring days. ★

Name \_\_\_\_\_

### Clare's Pet

Clare wanted a pet. She did not want a pet with hair because it could shed. She begged her dad to take her to the pet fair. Her dad put the car in gear and they drove to the fair. When they got there, her dad said, "Clare, let's look at the snakes!" She had a fear of snakes, but she gritted her teeth and went near. Clare looked in the tank and could hear the snake slither.

The man at the fair let Clare hold the snake. She thought it would be slick, but it was dry. The snake flicked its tongue and Clare giggled. "Dad, can I have a snake?" Clare asked.

"Will you take care of it?" Dad asked.

"I will!" said Clare. Dad grinned and said yes! Clare named her snake Deary.

### Taking Care of Snakes

If you want a snake for a pet, you need to take care of it. You will need the gear for having a pet snake. Get a clear tank with a tight-fitting lid. Do not keep the tank bare. Set newspaper at the bottom. Provide a small box in the tank for the snake to hide under. Snakes like hiding spots. To keep the snake warm, set a heat lamp near the tank.

Snakes do not need to eat every day, but they always need water in the tank. Snakes sleep a lot. Be careful when you hold a snake. You need to be aware that snakes can bite. But many snakes are harmless and you do not need to be afraid of them. You can have a pair of snakes as pets. Before getting a snake, you need to prepare. Go to a pet store and ask questions. Compare different kinds of snakes.

**★ACTIVITY** Circle words with *-air* and *-are*. Underline words with *-ear*. ★

Name \_\_\_\_\_

### Meeting Kids

Lily thought that the kids in school were not friendly. This was the third time she had changed schools. The other students had been friends for years. Lily was not happy and felt awkward. She ate her lunch alone. She was eating when a girl came up to her. "Hi, I am Nell," said the girl. Lily felt shy.

"Hi, I'm Lily," she whispered.

"Welcome to school!" said Nell. "It's your first day, right?" she asked. Lily nodded her head. "Come with me and meet my friends," grinned Nell.

Lily got up and followed Nell to a table with lots of kids. "This is Lily!" proclaimed Nell. All the kids waved hello. Lily had made a mistake. The kids were nice! Lily sat down at the table with Nell and her friends and met everyone.

### The Lost Child

Curtis had to go shopping with his mom. He needed pants and shirts. Mom and Curtis went to the mall. In the first store, Curtis saw a little girl behind a rack of clothes. She was giggling and playing in the hanging shirts. Curtis watched her but did not see her parents or a guardian anywhere. She did not seem to know she was lost.

"Mom! That baby is alone!" declared Curtis.

"Oh my," said Mom. Mom went to the lost child and held her hand. Curtis and his mom had to take the girl to mall security.

"We found this girl," exclaimed Curtis to the man.

"It is good you interfered," said the man. "Her mom was very scared!"

The man made a call, and then a woman came and hugged Curtis and his mom for finding her little girl. "Thank you so much!" she said.

☆ **ACTIVITY** Write about how you would greet a new student. ☆

Name \_\_\_\_\_

### Following an EMT

You may be unclear about the job of an EMT. An EMT rides on an ambulance and helps those who are sick or hurt. An EMT takes classes so he or she knows how to help. An EMT might have to get up at a late hour in the night and prepare to go on a call.

EMTs need to listen to the sick or hurt person so they can find out what is wrong. An EMT might kneel by the side of the person to take vital signs like a pulse and the rhythm and rate of breathing. When an EMT gets a call, he or she has to act fast and get to the scene. An EMT has to write a lot of paperwork. An EMT has to be careful to avoid dangerous things at a scene like a tree limb that might have been knocked from a tree.

### Helping Pets

Burt watched a program about the plight of pets in shelters. He did not know that so many pets needed help. He felt it was unfair for the pets to have so little. Burt and his pal Milo came up with a bright plan to help the pets. They held a bake sale to raise cash.

Milo kneaded the dough with his hands. After baking them, Burt put the treats in plastic wrap. They put signs up in town. Many folks came by the stand and paid for the sweet treats. Burt and Milo wrote down what everyone paid in a column. At the end of the day, they had made \$200! Burt and Milo walked right over to the shelter. They knocked on the door and a lady let them in. They put the money they had raised in her palm. She thanked Burt and Milo and told them that the money helps pay for food and supplies for the pets.

☆ **ACTIVITY** Write about a time when you helped out. ☆

Name \_\_\_\_\_

### So Many Things to Do!

Cindy had so many things to do. She had to clean her room, wash the dishes, and practice her dance steps. She did not know how to do so many things at once! Cindy sat at her desk to make a plan. She wrote all the things she needed to do on a huge sheet of paper. She made three columns.

In the first column, she wrote “Clean room.” In the second, she wrote “Wash dishes.” In the third column, she wrote “Practice dance.” Next, she wrote a time below each task. By doing this, she identified a time slot so she could finish all her chores. Cindy made a great plan! She even had time at the end of the day to watch a film with her family!

### Gerard's Lemonade Stand

Gerard needed money to buy a fancy bike. First, he took a quick glance under the rug to see if he could find any change. He found a few cents, but he needed a lot more. Gerard sat down to think. “How can I make money?” he thought. Then he got an idea! “I can start a lemonade stand! I’ll charge fifty cents for a large cup.”

Gerard asked his mom and dad if it was ok. They thought it was an enterprising idea. Gerard set up his stand. It was a nice, hot day so lots of people came. Gerard sold thirteen cups on his first day. Gerard had some good days and some bad days selling lemonade. Sometimes, he sold apple cider, too. Once, he made fifty-three dollars in a day! After a month, Gerard had enough cash to buy his bike. Gerard was glad he was persistent with his lemonade stand.

**★ACTIVITY** Circle words with a soft c and underline words with a soft g. ☆

Name \_\_\_\_\_

## The Plains Indians

The Plains Indians made their homes in the part of the country between the Mississippi River and the Rocky Mountains. This part is known as the Great Plains. It has grasslands, streams, valleys, and hills.

Some Plains tribes hunted and followed the buffalo as they roamed. Other tribes hunted, raised crops, and lived in villages. Tribes also hunted deer, rabbits, and birds. Tribes picked berries and other plants for food and other uses. Some tribes traded supplies with other tribes. Many Plains tribes lived in tepees.

The Plains Indians had many ceremonies. One was named the Sun Dance. It included dancing, singing, and drumming. It lasted for a few days in the summer. The Plains Indians told stories and legends. These tales were always about times from the past. Children were told stories to help them learn about the past.

## The Lost Moccasins

Harry lost his moccasins. Harry was so upset. They were his best moccasins. Where could his moccasins be? Harry checked under the bed, but he only found dust bunnies there! Harry checked behind the door. There were no moccasins. Harry yelled, "Mom, where are my moccasins?"

His mom yelled back, "I don't know, Harry! Ask your sister." Harry knocked on his sister's door. "Carrie, do you have my moccasins?" cried Harry.

"What is the password?" asked Carrie. Harry had to think of the secret password. "CHERRIES!" he yelled at the top of his lungs. Carrie opened the door, and in her hand she held Harry's moccasins.

"They were under my clothes," said Carrie. Harry jumped up and down. He was so happy to have his moccasins back!

★ **ACTIVITY** Write a story about something you lost and then found. ☆

Name \_\_\_\_\_

## The Water Cycle

Water runs in a cycle. A cycle is when the same thing repeats itself. First, water falls from the sky in a rainstorm, hailstorm, or snowstorm, or as sleet. When rain hits the land, it can soak into the dirt or can be runoff that flows into riverbeds, streams, and lakes. Some precipitation can turn into groundwater.

Next, water evaporates from the ground and from bodies of water like lakes and streams. When it evaporates, it turns into a gas called water vapor. In the next step of the cycle, the gas will change back to water and can make a cloud. When a lot of gas changes back, the cloud will get heavy. This will make rain fall and then the cycle can start over.

## Snow Day!

Mitch's alarm clock went off at 7 a.m. It was time to wake up and get ready for school. Just as he was getting out of bed, his dad came in. "You get to stay home today, Mitch. School is closed. It's a snow day!" Mitch jumped up and ran to the window. He stared outside, but he could barely see anything...it was a blizzard! Snowflakes were blowing sideways. When the storm ended, everything was white.

Mitch was so excited, he wanted to go out and play in the snow. Mitch's dad made him eat a late breakfast, and then he bundled up to go outside. Mitch built a snowman and tossed snowballs. Soon he was very cold and had to go back inside. His dad made him hot chocolate, and Mitch got warm fast. He was so happy to get a snow day!

**★ACTIVITY** Circle all of the compound words in the passages above. ★

Name \_\_\_\_\_

### A Puppy for Jenny

Jenny begged her mom and dad to let her get a puppy. They thought she was bluffing. They told her she had to show she could take responsibility to care for a puppy by washing the dishes for a month.

When the month passed, Jenny went with her mom and dad to a shelter. There were a lot of cute puppies. Jenny didn't know which puppy to pick! She stopped in front of a pen. There sat a little black and white puppy. The puppy was a bit shy but let Jenny pet it. Soon, it started licking Jenny's hand.

"Hello, little one," Jenny said, grinning. Jenny asked if she could hold the puppy. The helper placed the puppy in Jenny's arms. The puppy started to lick Jenny's nose. Jenny giggled and petted the puppy. This was the perfect puppy for her! They were going to be best friends!

### Caring for a Puppy

If you get a puppy, you need to take care of it. A puppy can be a lot of work. Puppies need fresh water each day. They also need to be fed twice a day.

A puppy needs exercise or it might get restless and have an accident inside. Puppies like to chew on things. It is wise to find a toy that the puppy can chew on. A puppy can be hard to train. If your puppy needs training, take it to obedience classes. In these classes, you can teach the puppy to sit and shake hands. You will have to keep up the training at home. A puppy needs to play with you or it will feel neglected. Make sure you have the time to take care of a puppy.

**★ACTIVITY** Pretend you found a puppy. Write about how you would care for it. ☆

Name \_\_\_\_\_

### The Wall of Daisies

Cathy's favorite flowers were daisies. She wanted a bunch in her room, but she didn't know where to find them. Cathy checked in the backyard, but no daisies grew there. "How can I get daisies?" she thought. Then she had an idea. She could cut pictures of daisies from magazines and tape them up on her wall.

Cathy asked everybody she knew for pictures. When she had a big stack, she started sorting them. Each time she came up with a daisy picture, she cut it out with caution because she didn't want to wreck it. Pretty soon, Cathy had pictures to cover her entire wall. She taped them up and then admired her pretty daisies. She was the happiest girl on Earth!

### Stop Crying!

Billy was stuck with his baby sister. She was crying so loudly, it was the noisiest sound he had ever heard! He tried to make her happy by waving her stuffed bunnies around for her, but she just cried and cried. He needed to do something to make her stop! Suddenly, he had an idea. Maybe if he wore a disguise, she might start smiling.

Billy reached into the kitchen drawer and pulled out a big paper bag and some markers. He made a funny face with lots of colors and cut out two holes in the bag for his eyes. When he finished, he placed the bag on his head and went over to his sister. At first, she cried harder, but then she stopped and stared at him. Then she started to giggle like it was the funniest thing she had ever seen!

☆ **ACTIVITY** Write about a time when you solved a problem. ☆

Name \_\_\_\_\_

### A Cool Mood

It was a hot day in July. It was ninety-five degrees! Jane was in the mood to go swimming, but she did not have a pool. Jane tried to think of how to cool off. As she sat there thinking, the phone rang. It was Penny. Penny had a pool and wanted to know if Jane could come and swim in her pool. Jane grabbed her swimsuit and zoomed on her bike to Penny's.

Penny was swimming in the pool when Jane got there. Jane got ready to jump in, but Penny asked her to grab a ball first so they could play with it. It was a big ball that looked like a globe! Jane threw the ball to Penny and then jumped in the pool. Jane and Penny played with the ball and spent the rest of the day splashing around.

### Getting Energy

There are lots of ways to get energy. Most places burn fossil fuels. These fuels will not last. They can make the air dirty, too, so we need to look for new ways to get energy.

Using the sun is a clean way to get energy. The name for this is solar power. People can use panels on top of their homes to catch the sun's rays. The sun's energy can be changed to electrical power and can also be used for heat.

We can get clean energy from the wind, too. A lot of space is needed for wind power. A group of windmills needs to be set up to catch the wind. Water is also a way of getting clean energy. Running water can spin huge wheels. This energy can be changed to many other kinds of energy for use by people.

★ **ACTIVITY** List other ways we get energy. ☆

Name \_\_\_\_\_

## Whales

Whales are mammals that live in the sea. They have fur and lungs like all other mammals. They are found in oceans all around the world. Whales can breathe underwater using a blowhole. They have fat which keeps them warm in cold waters. Whales use many unique sounds to communicate with each other in the sea.

Some whales have teeth, and others have baleen to help them eat. Baleen is a fringe in the mouth of a whale that helps it trap food. It is sometimes called whalebone. Baleen whales are massive in size and have two blowholes. Humpback and blue whales are two kinds of baleen whales. Toothed whales are usually small and have one blowhole. Dolphins and beluga whales are types of toothed whales.

## Whale Watching

It was a big day for Miss Joy's class. Today was the day they were going on a whale-watching trip. The trip was on a boat. Their guide, Troy, spoke while the boat moved.

"You have to be very quiet so that we don't scare the whales away," Troy said. Soon they were in the right spot, and the boat ground to a stop. "Look over there," whispered Troy. The class looked around to where he was pointing and a whale dove under the water! The kids were enjoying the sight of a real live whale. Then they heard an annoying rumbling sound that was like snoring.

"Watch this," said Troy. The whale blew water out of its blowhole! Soon it was time to go back. All the kids in the class howled at Troy, begging him not to go back and end the voyage.

☆ **ACTIVITY** Write about other animals found in the sea. ☆

Name \_\_\_\_\_

Variant Vowel *au*,  
*aw*, *alt*, *alk*

## Coral Reefs

Coral reefs are found in warm, shallow salt water where the current is calm. They start out small and can grow to be very large. They are like a mall of living things sprawled across the sea floor. They are home to plants such as seaweed and animals including crabs, sea urchins, sponges, sea turtles, and all different kinds of fish. Dolphins sometimes pause in a reef to eat.

Coral looks like a plant but is actually an animal. There are many kinds of corals that come in an array of colors like red, pink, orange, and green. Some corals are hard while others are soft. The soft corals can move with the waves. Many reefs are being destroyed by humans, so it is important to protect them.

## Moving to the Suburbs

Paul and his family lived in the city, but they were moving to the suburbs. The city was full of tall buildings. In the suburbs, there were a lot of lawns with green grass. Their new house was near the beach! Paul would be able to take walks near the water and swim in the sea with his mom and dad.

Paul could not wait to feel the salt water on his skin. He hoped one day he could be taught how to surf. Maybe someday he could surf near a coral reef. In his new room, Paul could hear the crashing of the waves. Paul thought this would keep him awake at night, but the sound of the waves was soothing and helped Paul to fall asleep. Paul loved living in the suburbs!

**★ACTIVITY** Pretend you are a fish, and write a story about living in the sea. ★

Name \_\_\_\_\_

### Ann's Books

Ann liked reading. Each week, she went to the public library to choose three books to bring home. Monday was library day. Her mom dropped her off before she went shopping.

"I'll be back in an hour," Mom said.

Ann went into the library and walked up and down the rows of books. She loved to see all the books lined up on the shelves. She browsed through a book about a person who is a master chess player but decided not to check it out. She looked at the index of a book about cactuses growing in the Grand Canyon. She flipped through a cookbook. She liked the chapter on roasting perfect garden vegetables.

All the books contained interesting facts. She was having a big problem selecting books for the week! After much debate, she decided on three books. She was just in time. Ann looked at her watch—her hour was up! Mom was already waiting outside.

### Library Services

A library has many services. Sometimes, people may take out books to read, and others may go to do research on different subjects. You can find any book in the entire library by looking in the card catalog.

Today, many libraries have a more advanced way of looking for books by using a computer. When searching for a book, find the book number. Then you can go find that number in the stacks. If you have trouble finding a book, you can ask a librarian for help.

Another service a library may have is classes. Perhaps your library has challenging classes! Sometimes libraries have summer reading programs. You can read lots of books and get prizes! You should try to use all your library's services.

☆ **ACTIVITY** Make a list of other services a library might offer. ☆

Name \_\_\_\_\_

### Mr. Clover's Class Play

The kids in Mr. Clover's class were putting on a play. It was called "The Cranky Teacher." The class had worked together as writers to make up the script. The students had rehearsed for five weeks, and it was time to perform the play for the entire school. The timid kids were nervous but also excited. With all the actors getting ready at the same time, there was a lot of commotion backstage.

When the music started and the curtain went up, the audience got very quiet. Then they started laughing at all the funny parts. The play had a lot of humor in it. At the end of the play, the crowd stood and clapped. "You have all become fine actors!" exclaimed Mr. Clover. "Let's celebrate with a party!" The class returned to the classroom and ate cheese and crackers to toast their success.

### Musicals

There are many different kinds of plays. A musical is one type of play. In a musical, there are some spoken words, but much of the play is in song. An actor in a musical has to focus on singing and dancing as well as acting. Many actors in a musical have a singing or dancing specialty.

When rehearsing for a musical, the entire cast has to follow a rigid schedule. They cannot get behind in learning the songs or dances or the show may not open in time. Even the actors with minor parts have to rehearse a lot. When a show begins, the actors cannot be distracted by the audience. They must always focus. Being in a musical can be very rewarding but is a lot of hard work.

**★ACTIVITY** Find a partner and write a short scene from a play or musical. ★

Name \_\_\_\_\_

### April's Dreams

April was in a bright and fragrant field of tulips. She estimated that there were at least fifteen shades of flowers, including violet, red, green, and pink. Then, all of a sudden, April was transported to a gala. She was wearing a dark navy dress and a diamond bracelet. Everyone around her was starting to dance!

“How did I get here?” thought April. As she was thinking, she started to smell bacon. Where was it coming from? It smelled so good, her mouth watered! She thought she heard her grandfather calling her. The alarm on her clock radio went off, and April opened her eyes.

It was all just a dream! It was time to wake up and eat breakfast! Before she got out of bed, April took out her diary and documented her crazy dream!

### The Case of the Missing Ruby

The museum had a very valuable ruby that was missing. Officials thought someone had stolen it, so they asked a detective to help them find it. The detective came in to look for evidence. He dusted for fingerprints and asked everybody questions. He took pictures with his camera. The detective looked for anything that would help him find the ruby.

The detective worked for a long time to solve the crisis. Finally, he came to a conclusion. He gathered all the workers in a room. They were silent, waiting for the news. “It was here all along,” said the detective. “It was in the back room, getting dusted.” The museum head was so happy to have the ruby back, she gave the detective a reward.

**★ACTIVITY** Write about what kind of reward you think the detective got. ★

Name \_\_\_\_\_

## The Painter

Mr. Bender is a great painter. He likes to paint different things. One of his favorite things to paint is landscapes. He paints wonderful pictures of skyscrapers. He paints them glimmering in the sun. Mr. Bender prefers to paint cities, but sometimes he will paint animals as well.

One time, he painted a deer with huge antlers. He also painted a glorious butterfly fluttering in the sky. When he wants to sell paintings, Mr. Bender will show them in a gallery. People will go to his show and wander around, looking at his paintings. He will converse with the people and try to sell them a painting. If someone buys one, Mr. Bender will deliver the painting to the person's house. He likes to see his paintings on the wall in a home.

## Camera Art

There are many different kinds of art. Photography is one type of art. Photographers take pictures using a camera. Some photographers use film cameras and others use digital cameras. Generally, people start taking pictures as a hobby. To become an expert photographer takes a lot of work. One must learn how to use different methods of taking pictures.

A photographer must be very observant of the world. A photographer can take pictures of anything, including people, food, animals, or plants. A photographer may take pictures of anything from weddings to termite swarms! One way pictures can be displayed is in a collage. In a collage, a number of pictures are grouped together. They can be scattered or neat, but it is a very useful way for a photographer to show off his or her work.

★ **ACTIVITY** Write about a hobby you have. ★

Name \_\_\_\_\_

### Mabel's Fable

This is a fable about a girl named Mabel. One day, she was out in the forest and saw a wild horse eating grass. She slowly approached the horse so it wouldn't be afraid. The horse's ears perked up as Mabel got closer.

"I won't hurt you," whispered Mabel. The horse didn't move, so Mabel crawled closer and kept talking to the horse. Soon she was level with his eyes. The horse snorted and Mabel giggled. "I am going to call you Snort!" she said.

Mabel was able to coax Snort to follow her home. She gave Snort a flannel blanket so he wouldn't get cold. She gave him hay and lots of water. Soon, all the people in town had heard the tale about how Mabel tamed the wild horse.

### Wild Horses

Horses have always been important to American culture. In early colonial times, people used horses to help with farming and travel. They would use bridles to help control the horses. Wild horses used to run free throughout the United States, but as more people came to the country, they started to become tame.

A wild horse is also called a mustang. Today, mustangs only live in the western states. Mustangs can find sanctuary in lands that are protected by the federal government. It is difficult to keep this land because people want to develop it into homes and malls.

Habitat is very important to wild horses. It is an ongoing battle to protect them. You are able to see these beautiful creatures if you visit a sanctuary in the West.

☆ **ACTIVITY** Make a list of ways we use horses today. ☆

Name \_\_\_\_\_

## The American Dream

In 1848, James Marshall was looking for lumber by the American River in California. He saw something glimmering—it was gold! Soon, everyone heard about the gold in California. By 1849, people were traveling to California to try for the new American Dream—to get rich quickly. These people were called “forty-niners.”

Many left their wives and children behind when they left to find gold. They came to California by wagon and by ship for the golden treasure. The trip to California from the East was very difficult. Many traveled by ship since there was no railroad. People got seasick, and the food on the ships became rotten. People from the central states traveled by wagon on the Oregon Trail.

Soon, there were many people in California looking for gold. They got the gold from streams and riverbeds by using simple methods. The most popular was called panning. Some people found gold often and got very rich. Others were not so lucky.

There were other ways to make money in California. Women had jobs cooking and cleaning. Chicken farmers could charge a lot of money for eggs.

Soon there were so many people looking for gold that most of the gold ran out. People who came late into the Gold Rush found disappointment instead of riches. The season of fast money was over. Many people went home, but some stayed in California and kept digging. A few of them found more gold, but most had broken dreams of unfound fortune. The Gold Rush was over.

**☆ACTIVITY** Draw a picture of what the Gold Rush was like. ☆

Name \_\_\_\_\_

### Hayden's New Dress

Hayden was so annoyed. She really wanted to go to the dance, but she had nothing to wear. The theme of the dance was "The Gold Rush." She had no dresses that looked like they were from the 1840s. She pulled a bunch of dresses out of a carton she had in the back of the closet.

"Ugh," she said, holding one up. "This one has too many buttons." She pulled out another and wrinkled her nose. "I don't like this one, either. The color makes me look like a pumpkin!" She held up dress after dress and didn't like any of them. All of a sudden, she had an idea! She could make a new dress out of all the old ones!

Hayden got out her sewing kit and got to work. She took a satin dress she thought was too long and shortened it. Then she pulled a persimmon ribbon off of another dress and sewed it on the new one. She widened the straps to make it more stunning. Finally, she stitched the whole dress together with golden thread. Now the dress was finished! She spun in front of the mirror so she could see it from all sides. It was perfect!

Hayden was ready to go to the dance. She was just in time, too, because her cousin was there to pick her up. She opened the door to show off her new dress. "How beautiful!" her cousin said. "You look just like a person from the Gold Rush!"

**★ACTIVITY** Draw your own clothing design and write about it. ☆

Name \_\_\_\_\_

## The Dearest Deer

Callie was out on a trek with her family. It was a warm and sunny day. The family was enjoying their hike through the woods. After a great morning, it was time for lunch. Callie took a blanket out of her pack and spread it on the ground. Her mom and dad took out the picnic basket and started handing out sandwiches. They smelled so good.

“I love the scent of cheese sandwiches,” said Callie.

“I know,” said her mom. “That’s why Grandma sent them for you.”

Callie and her parents munched away on their lunch, listening to the sounds of the forest. It was very quiet and peaceful. Out of the corner of her eye, Callie spotted something. When she looked more closely, she saw a group of deer behind a bush.

“Look,” she whispered, pointing out the deer to her mom and dad.

“Aww, look at the does and their babies,” said Mom. “They are all dozing. I would like to doze like that,” she said wistfully.

“How do you know they are does?” asked Callie.

“They are does because they have no antlers,” Dad replied.

As Callie and her parents were watching them, one of the deer started to lick her baby. “That is so dear,” said Mom. “She is giving her baby a bath.”

Callie leaned in to get a closer look, but by accident she leaned on a branch, and it snapped! The deer got scared and ran away.

“Oh well,” said Callie. “It was fun to watch them for a little bit.” Her dad took dessert out of the basket.

“Mmm, chocolate mousse!” exclaimed Callie.

“Who knows? Maybe we will see a moose while we eat our mousse!” Dad laughed.

**★ACTIVITY** Write about a time when you walked in a forest. ★

Name \_\_\_\_\_

## Chilly Chili

Mr. Butler's class is having food day. Every student in the class is bringing in a favorite food to share with the class. Natasha has spaghetti and meatballs. Janet is sharing chicken and rice, and Mike has tuna casserole.

All the kids in the class are ready to eat except for Todd. "Where is Todd?" asks Mr. Butler. "He is late!"

The kids all look at each other and shrug their shoulders. Todd wasn't on the bus this morning. Suddenly, Todd comes bursting through the door with a big pot in his hands.

"I am so sorry I am late today," he says. "A raccoon got into my house last night and ate all the chili. My dad and I had to make more before I came to school."

"I have never had chili before," says Natasha.

"Oh, you must try it!" says Todd. "It is so good!"

"Well then, let's start eating!" says Mr. Butler. All the kids set out their food, and Mr. Butler passes out plates and forks. All the kids start to eat. Todd chews his chili, but then he makes a face.

"What is wrong, Todd?" asks Mr. Butler.

"My chili is chilly!" cries Todd. "It is supposed to be hot!"

"Don't worry, Todd," says Mike. "It tastes great! I think I would always choose to eat it this way!"

"Oh, yes!" says Janet. "If you were a seller selling chili from your cellar, I would want it chilly." Everyone in the class agrees that they love the chilly chili. When Todd gets home, he says hi to his mom and then tells her all about the high praise he got for his chili.

☆ **ACTIVITY** Write about your favorite food. ☆

Name \_\_\_\_\_

## Uncovering Clues from the Past

A fossil is what is left behind by an animal or a plant that lived in the past. Nonliving things do not leave fossils behind.

Fossils can tell us something about how the animal or plant lived. There are different ways that fossils can form. Sometimes, when a living thing dies, it can get buried underneath mud. Over a long period of time, it can become a fossil. The hard parts like bones, teeth, and shells are most likely to become fossils.

Another way a fossil can form is if a plant or animal gets preserved in ice or tree sap. The tree sap gets hard and turns into amber.

Some animals will leave behind footprints that get fossilized. This is called an imprint. Leaves can also leave imprints. You can see the outline of the leaf in the imprint.

A paleontologist is a scientist who studies fossils. He or she will spend a lot of time digging for them. When a paleontologist unearths a fossil, it is very exciting. Sometimes it will be an animal or a plant that was previously undiscovered.

Fossils can give paleontologists clues to the past. Sometimes, fossils are found in unexpected places. For example, a fossil of an animal that lived in the water might be uncovered on a mountain. The place where this fossil was found must have been covered by water in the past.

Earth does not remain unchanged over time. An area that is a desert or mountain in present day might have been part of the sea in prehistoric times. Fossils can give scientists evidence of such things.

**★ACTIVITY** Research and write about fossils in your area. ★

Name \_\_\_\_\_

## An Uncommon Find

Brandon had always loved the sea. He loved everything about it—the water, the sand, and especially all the animals. One day, he was walking along the beach with his mom, keeping his eye on the sand for anything he could find, when he encountered a great big shell. It was unlike anything he had ever seen before. Unable to control his excitement, Brandon picked up the shell. It was perfect! It was unbroken with many colors. He thought it would be great to add this shell to his collection. Brandon was unprepared for what he would discover when he turned over the shell! What a shock he had when he saw that there was something living inside the shell! Brandon had never found a shell before that actually had a living creature inside of it.

Brandon quickly took out his book of sea animals. He wanted to find out what kind of animal he had uncovered. He inspected the shell carefully for its colors and markings and looked closely at the animal inside of it. The shell was large and had a spiral shape. The animal inside looked like a big snail. Brandon flipped through his book so he could name his discovery. After some searching, he found a match! It was a conch! His book said it was uncommon to find a living conch lying on the beach. He did not want to mistreat the conch, so Brandon decided he would put it back in the water. Brandon knew if he told his friends about the conch, they would think it was nonsense. They were unlikely to believe him, so he unpacked his camera to take pictures of the conch.

Brandon said goodbye to the conch and placed it back in the sea. He then continued his search on the beach for more sea treasures.

★ **ACTIVITY** Make a list of different features shells might have. ★

Name \_\_\_\_\_

## A Childhood Dream

Wilbur and Orville Wright were obsessed with the idea of flying. When they were boys, their father gave them a flying toy. They found the toy irresistible and dreamed of the day when they could make a machine that would let them fly!

When Wilbur and Orville grew up, they became bicycle builders. There were countless bicycle shops all over town, but the Wright Brothers' shop was different. Not only were Wilbur and Orville building bicycles, but they were also experimenting with wings. They were going to figure out how to make a flying machine. Many people thought they were foolish, but the brothers were unstoppable.

Their first flying machine had a five-foot wingspan. It was too small and unstable to hold a person, but Wilbur and Orville knew that they would be able to use this model in the development of a machine that a person could fly.

Finally, in 1903, the Wright Brothers finished their first full-sized flying machine. They called it the Flyer. On December 17, 1903, the Wright Brothers were the first pilots when their Flyer took off from Kitty Hawk, North Carolina, and they flew successfully for 120 feet. Their flight only lasted 12 seconds, but the idea of human flight was now a reality.

The impossible childhood dream of Wilbur and Orville Wright had become real. They were the first aviators. They had made history, and their flying machine became a useful tool in developing the airplanes we use today.

★**ACTIVITY** Write a story about your own childhood dream. ★

Name \_\_\_\_\_

### Kat's Incredible Day

It was Sunday morning, and Kat's family was eating breakfast. Her dad was reading the headlines in the newspaper when he suddenly pointed out a flying show that was going on today.

"Would you like to go?" asked Kat's dad. Kat nodded happily.

"Oh, yes!" exclaimed Kat. "I love planes!"

"Well, then, go get ready quickly, because the show starts in an hour!" said her dad.

Kat and her parents got to the show just in time. The performance was about to begin. They all waited excitedly for the first plane. Kat heard rumbling and watched the plane climb upwards. Soon it was over her head! It was quickly joined by three other planes. The sound was so loud, she jumped!

"Don't worry, Kat," her mom yelled over the noisy planes.

Kat and her family watched the planes. They did many incredible tricks in the sky! When the show was over, Kat wanted to see the planes on the ground, so her parents took her over. When Kat saw the planes up close, she was in awe. "Your plane is so graceful," she said to the pilot.

"Thank you," the pilot said. "Would you like to become a pilot some day?" she asked.

"Is it hard work?" asked Kat.

"Yes, but if you stay persistent, you will become universally known," she said. Kat beamed happily at the pilot. It was her dream to become a great pilot! The pilot gave her a packet. It was full of papers she could fill out to gain membership to the Junior Pilot's Club.

It was getting cloudy, and her parents wanted to go before the rain started. Kat shook the pilot's hand and thanked her for being so helpful. Kat couldn't wait to get home to start filling out her membership papers!

★ **ACTIVITY** Write about a club you would like to join. ★

Name \_\_\_\_\_

## The Wonderful World of Ants

Ants live all over the world. The only places where ants did not always live are Antarctica, Greenland, Iceland, and Hawaii. In these places, ants are an invasive species. This means that they were not always found there. They were brought in from somewhere else.

There are thousands of ant species. They are insects that are related to wasps and bees. Ants have three body parts. They are the head, the thorax, and the abdomen. Ants have six legs and a pair of antennae. Most ants are usually red or black, but some other colored ants exist. Some ants are even metallic!

Ants live in colonies which can have millions of members. An ant colony has many females, and sometimes there are males present. Some of the female ants are called queen ants. Some ant colonies have only one queen, but there are other colonies that can have multiple queens. The other female ants in the colony are called worker ants. They are smaller than the queen and take care of the queen and her eggs. Male ants are called drones and have a shorter life span than female ants. A queen ant can live for up to 30 years.

Ants are very strong animals. They can carry things that are 10 to 20 times their own body weight. When they need to carry things that are too heavy for just one ant, they will work together to move the object. Ants are not solitary animals. They are social because they live together in colonies and work together for the good of the colony.

**★ACTIVITY** Write a fictional tale about ants. ★

Name \_\_\_\_\_

## Dancing the Night Away

Madeline the ant was tired. She had spent the whole day foraging for food.

“Is it time to rest yet?” she asked Jenna, one of the other workers.

“No, we still have more work to do!” Jenna said.

Reluctantly, Madeline got up and helped Jenna and the others to move a huge slice of bread into the nest. Finally, the work day was done. It was time to go to the great hall where the workers would show the queen all the food they had found.

The queen was very happy with the job the workers had done that day. “Your hard work will pay off,” she said. “All the food that you brought to the nest will supply enough nutrients for the colony for many weeks. Now it is time to celebrate!”

All the worker ants were overcome with joy at the queen’s praise and started to cheer and dance. Before long, Madeline joined in. She was tired but could not resist the fun. She danced with Jenna and all her other friends. She was twirling all around and moving to the beat of the music. She was having such a good time, she did not notice that it was getting very late. Before she knew it, it was after midnight!

“It is so late, and I am so tired,” she said to her friends.

“I can’t believe we danced the whole night away!” exclaimed Jenna.

“It sure was fun, but now I must go to sleep!” Madeline said, trying to stifle a yawn. All her friends agreed it was time for the party to end. They all said goodnight. When Madeline got into bed, she fell asleep immediately and dreamed of her night of dancing.

★ **ACTIVITY** Write about Madeline’s dream. ★

# 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.
  - **Demonstrate.** Show students how to sort by using the key words or pictures. Sort deliberately, and talk about what

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

# Sorting with Students

you are doing as you compare the word or picture to the key words or pictures.

- **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.

|        |       |        |
|--------|-------|--------|
| flat   | bell  | grim   |
| plot   | sum   | band   |
| flat   | cash  | shelf  |
| bell   | left  | mill   |
| wealth | grim  | dock   |
| hint   | plot  | sum    |
| blot   | odd   | crunch |
| plum   | bluff | build  |
| gym    |       |        |

major

rail

clay

pale

steak

eight

they

major

obey

stray

today

bail

rail

drain

faint

claim

pale

face

graze

cane

slate

ache

clay

steak

break

eight

they

|         |          |         |
|---------|----------|---------|
| zebra   | deed     | scheme  |
| chief   | healer   | honey   |
| family  | evening  | zebra   |
| breathe | league   | squeaky |
| healer  | sleek    | indeed  |
| reef    | deed     | speech  |
| wheeze  | concrete | scheme  |
| belief  | chief    | honey   |
| donkey  | family   | weary   |

**climb**

**wipe**

**die**

**slight**

**height**

**spy**

climb

minding

pies

die

height

sigh

fright

slight

drive

file

kite

prime

pride

slice

twice

wipe

pry

sly

shy

spy

|              |              |                 |
|--------------|--------------|-----------------|
| <b>toll</b>  | <b>flow</b>  | <b>stove</b>    |
| <b>goal</b>  | <b>woe</b>   | <b>bolt</b>     |
| <b>mold</b>  | <b>toll</b>  | <b>shadow</b>   |
| <b>flow</b>  | <b>mows</b>  | <b>lower</b>    |
| <b>blown</b> | <b>quote</b> | <b>mole</b>     |
| <b>stone</b> | <b>stove</b> | <b>chose</b>    |
| <b>sole</b>  | <b>stole</b> | <b>goal</b>     |
| <b>groan</b> | <b>load</b>  | <b>roasting</b> |
| <b>woe</b>   |              |                 |

**recall**

**unlock**

**premix**

**subway**

**indirect**

**imperfect**

**illegal**

**overact**

**supersize**

unblock

unborn

unchain

unload

preplan

supersize

relearn

resell

rewash

rewind

imperfect

indirect

incorrect

illegal

overact

overheat

subway

premix

|          |         |            |
|----------|---------|------------|
| thirty   | touch   | chef       |
| pitcher  | bring   | rush       |
| whirl    | thirty  | width      |
| northern | fifth   | choose     |
| touch    | chef    | chance     |
| pitcher  | kitchen | sketched   |
| ketchup  | snatch  | stretching |
| rush     | whine   | whirl      |
| bring    | graph   | photo      |

shred

script

straps

sprout

splotch

thrill

shred

shriek

shrimp

shrink

script

screw

screech

straighten

straps

strand

sprout

sprawl

sprang

splashing

splotch

thrill

throb

throat

thrift

through

dart

warp

worn

dart

guard

award

backyard

argue

spark

target

smart

charge

carpet

warp

door

fort

morning

stork

cord

worn

stormy

core

bore

**sickly**

**graceful**

**ageless**

**illness**

**darkest**

sickly

hardly

quickly

clearest

slowly

carefully

wonderful

beautiful

graceful

thoughtful

spoonful

darkness

shapeless

ageless

illness

goodness

spotless

painless

weakness

darkest

|             |              |              |
|-------------|--------------|--------------|
| <b>herb</b> | <b>shirt</b> | <b>curve</b> |
| herb        | person       | sternly      |
| serpent     | worse        | pearl        |
| dirty       | birth        | shirt        |
| twirl       | swirl        | purse        |
| curl        | curve        | curb         |
| hurl        | turkey       | turnip       |
| purpose     | blurred      |              |
|             |              |              |

|          |         |         |
|----------|---------|---------|
| wrinkle  | condemn | hour    |
| knead    | thumbs  | wrinkle |
| wriggle  | wrapper | wrench  |
| answer   | knead   | knives  |
| known    | kneel   | knew    |
| plumber  | combs   | thumbs  |
| lambs    | condemn | resign  |
| doubtful | hour    | honest  |
| honor    |         |         |

|         |         |        |
|---------|---------|--------|
| center  | germs   | center |
| once    | scene   | spice  |
| circus  | cement  | police |
| certain | ounce   | glance |
| germs   | bridge  | badge  |
| strange | orange  | ginger |
| wedge   | arrange | sponge |
| village |         |        |
|         |         |        |

**mints**

**arches**

**babies**

clams

mints

props

arches

dresses

parents

caves

glasses

hobbies

engines

couches

arrows

enemies

babies

ranches

patches

mistakes

supplies

mosses

armies

|                    |                 |                |
|--------------------|-----------------|----------------|
| <b>loudspeaker</b> | <b>bookcase</b> | <b>bedroom</b> |
| <b>overdo</b>      | fishbowl        | clothesline    |
| yardstick          | desktop         | undertake      |
| campfire           | overhead        | waterproof     |
| grandparent        | railroad        | snowstorm      |
| loudspeaker        | bookcase        | bedroom        |
| blindfold          | newborn         | bedspread      |
| yourself           | overdo          | lookout        |
|                    |                 |                |

|                  |                   |                |
|------------------|-------------------|----------------|
| <b>discussed</b> | <b>discussing</b> | <b>ripped</b>  |
| <b>ripping</b>   | <b>tasted</b>     | <b>tasting</b> |
| tasted           | ripping           | forced         |
| flipping         | tapped            | flipped        |
| scared           | flagged           | ripped         |
| skipped          | tapping           | saved          |
| skipping         | scaring           | flagging       |
| discussed        | saving            | tasting        |
| forcing          | discussing        |                |

|                 |                 |               |
|-----------------|-----------------|---------------|
| <b>funnier</b>  | <b>replied</b>  | <b>easily</b> |
| <b>families</b> | <b>silliest</b> | funnier       |
| families        | pennies         | worried       |
| replied         | varied          | marries       |
| carries         | easily          | silliest      |
| jumpier         | emptier         | merrier       |
| applied         | cozily          | sorriest      |
| prettily        | lazier          | happiest      |
| dizziest        |                 |               |

**zoom**

**should**

**huge**

mood

stoop

zoom

crew

stew

ruler

produce

issue

tutor

truth

bruised

juicy

suits

group

you'll

huge

crook

wool

used

should

**noise**

**annoy**

**pound**

**gown**

noises

voices

rejoice

annoy

destroy

voyage

mound

south

pound

hound

pouch

thousand

wound

grouch

cowboy

gown

frown

howling

flower

tower

|               |              |              |
|---------------|--------------|--------------|
| <b>caught</b> | <b>straw</b> | <b>stalk</b> |
| <b>cough</b>  | caught       | laws         |
| drawn         | strawberry   | straw        |
| awe           | shawl        | alter        |
| halt          | talking      | walker       |
| chalk         | stalk        | small        |
| caller        | squall       | cough        |
| fought        | thought      | false        |
|               |              |              |

|          |         |         |
|----------|---------|---------|
| blanket  | blossom | blanket |
| blossom  | dipper  | distant |
| foggy    | fossil  | planner |
| member   | nodded  | slender |
| plastic  | rumbles | tablet  |
| summer   | swallow | welcome |
| thriller | traffic | willow  |
| witness  |         |         |
|          |         |         |

**famous**

**beside**

**bison**

**clover**

**tulip**

famous

tulip

radar

razor

vacancy

beside

beyond

defend

delay

demand

prevent

secret

veto

bison

diver

cider

silence

clover

spoken

stolen

|                 |               |               |
|-----------------|---------------|---------------|
| <b>brain</b>    | <b>boast</b>  | <b>baboon</b> |
| <b>discount</b> | <b>repeat</b> | <b>speed</b>  |
| domain          | praise        | trainer       |
| oatmeal         | beneath       | repeat        |
| reveal          | increase      | sneak         |
| boast           | afloat        | croak         |
| compound        | discount      | speed         |
| sleeve          | sheep         | baboon        |
| brain           | staircase     |               |

|               |               |              |
|---------------|---------------|--------------|
| <b>anchor</b> | <b>singer</b> | <b>polar</b> |
| grocer        | pepper        | barber       |
| grader        | polar         | tanker       |
| singer        | enter         | odor         |
| collar        | zipper        | powder       |
| danger        | cheddar       | popular      |
| harbor        | anchor        | elevator     |
| daughter      | victor        |              |
|               |               |              |

|               |               |               |
|---------------|---------------|---------------|
| <b>pebble</b> | <b>uncle</b>  | <b>needle</b> |
| <b>jungle</b> | <b>tackle</b> | <b>ankle</b>  |
| <b>hustle</b> | humble        | double        |
| gamble        | tangle        | hustle        |
| trouble       | uncle         | needle        |
| fiddle        | cuddle        | cradle        |
| jungle        | single        | marble        |
| ramble        | tackle        | ankle         |
| freckle       | buckle        | pebble        |

woven

robin

reason

shaken

sunken

eleven

woven

widen

ridden

proven

often

robin

cousin

raisin

muffin

penguin

button

reason

cotton

wagon

dragon

common

skeleton

|          |         |          |
|----------|---------|----------|
| root     | route   | tale     |
| wade     | tail    | prince   |
| dough    | moose   | prints   |
| we've    | weave   | whose    |
| who's    | route   | boulder  |
| bolder   | weighed | patience |
| patients | mousse  | doe      |
|          |         |          |
|          |         |          |

**disbelief**

**mislead**

**nonsense**

**unplug**

discourage

disappoint

disbelief

distrust

disloyal

misplace

mislablel

mislead

misstep

misnumber

nonfat

nonfiction

nonsense

nonstop

unable

unplug

uncertain

uncomfortable

uncover

unclean

|                |                |                  |
|----------------|----------------|------------------|
| <b>sunny</b>   | <b>barely</b>  | <b>tasteless</b> |
| <b>handful</b> | <b>fitness</b> | sunny            |
| furry          | really         | hairy            |
| barely         | tasteless      | handful          |
| lifeless       | fitness        | hopefully        |
| happiness      | fullness       | sorrowful        |
| gently         | sickness       | joyfully         |
| aimless        | breathless     | certainly        |
| wireless       |                |                  |

unchanged

unnamed

fearful

restate

reverse

infrequent

invisible

prepaid

displease

action

establishment

oversized

prejudge

interstate

intersect

deflate

semiweekly

happily

kindness

finally



## Match!

### Materials

Cards (p. 79)  
pencils

**Skill:** homophones

**Prepare:** This game is for two players. Give each pair four copies of the cards. Have partners write homophones on the cards. They may use the following words: *would, wood; right, write; flour, flower; know, no; passed, past; here, hear; seam, seem; weak, week; maid, made; fined, find; scent, cent; patience, patients; see, sea; ate, eight; meat, meet.*

**Play:** Begin by dealing ten cards to each player. Each player looks for any homophone matches and places them on the table. Then players take turns asking each other if they hold the match to one of their own cards. A player draws from the remaining cards if the opposing player cannot give the requested homophone. The player who ends up with the most matches is the winner.

## Four Corners

### Materials

Tic-Tac-Toe grid (p. 80)  
pencils  
game markers

**Skill:** contractions

**Prepare:** Give each player a copy of the Tic-Tac-Toe grid. Have the players write a different contraction in each corner. You may want to write the following contractions on the board for reference: *won't, I've, wasn't, it's, doesn't, haven't, isn't, you'll, aren't, you've, let's, we're, that's, don't, couldn't, wouldn't, he's, she's.*

**Play:** Call out the two words that make the different contractions. Have players place a marker on the correct contraction. For example, if you call out *will + not*, the players place a marker on *won't*. The winner is the first player to place a marker in each of the four corners of the Tic-Tac-Toe grid.

## Look It Up!

### Materials

4-part spinner (p. 75)  
Oval board (p. 76)  
dictionary  
pencils

**Skill:** dictionary skills

**Prepare:** This game is for three or four players. Give each group an oval board, a blank spinner, and a dictionary. On the board, mark one square with a star to indicate the beginning and ending point. Have them fill the other squares with current and review vocabulary words.

Label the spinner 1 *Definition*, 2 *Pronunciation Key*, 3 *Word History*, and 0.

**Play:** Players spin the spinner and move that number of spaces. (0 = skip turn) The spinner will also tell them what they need to find out about the word they landed on. Players use the dictionary to tell the word's definition, pronunciation key, or history. The winner is the first player to reach the star.

## Coin Toss

### Materials

4 x 4 or 5 x 5 grid (p. 81, p. 82)  
pencil  
penny

**Skill:** fact and opinion

**Prepare:** This game is for four players. Give each group a copy of the 4 x 4 grid. Have each player write his or her name in the first square of one row.

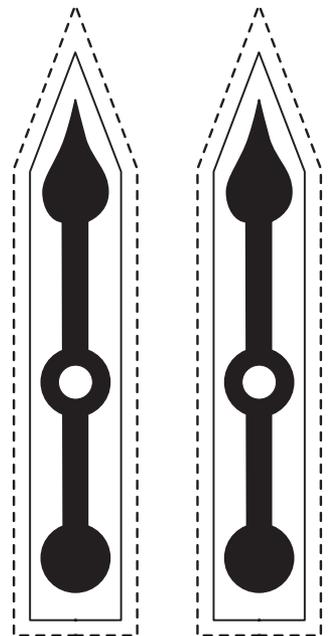
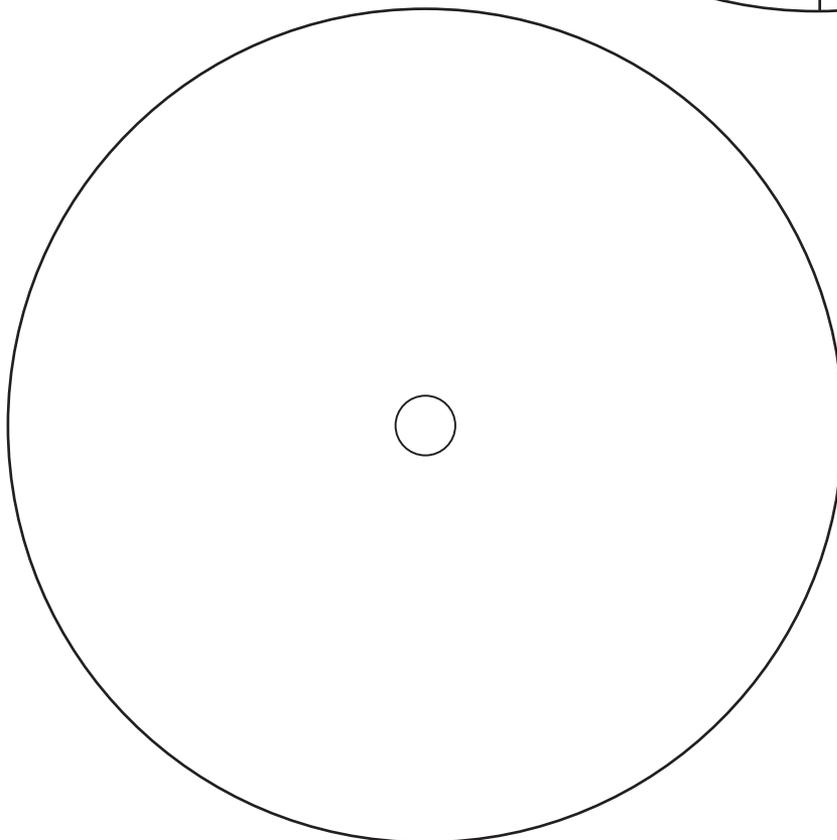
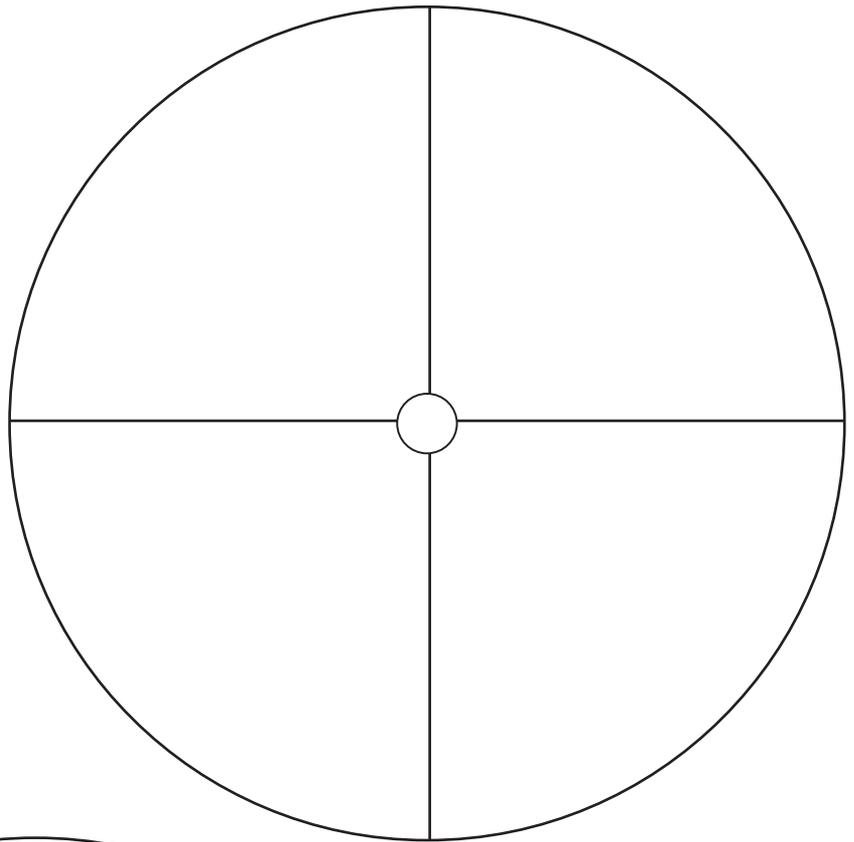
**Play:** The object of the game is to be the first player to color in each square in his or her row. Each player flips a penny. If the coin lands on "heads," then the player tells a fact about the school. The player also colors in a square. If the coin lands on "tails," then the player gives an opinion about the school. Players cannot color in a square if they get tails.

Use the 5 x 5 grid if there are five players in a group. To make the game more advanced, have players offer facts and opinions about stories or topics to complete the game.

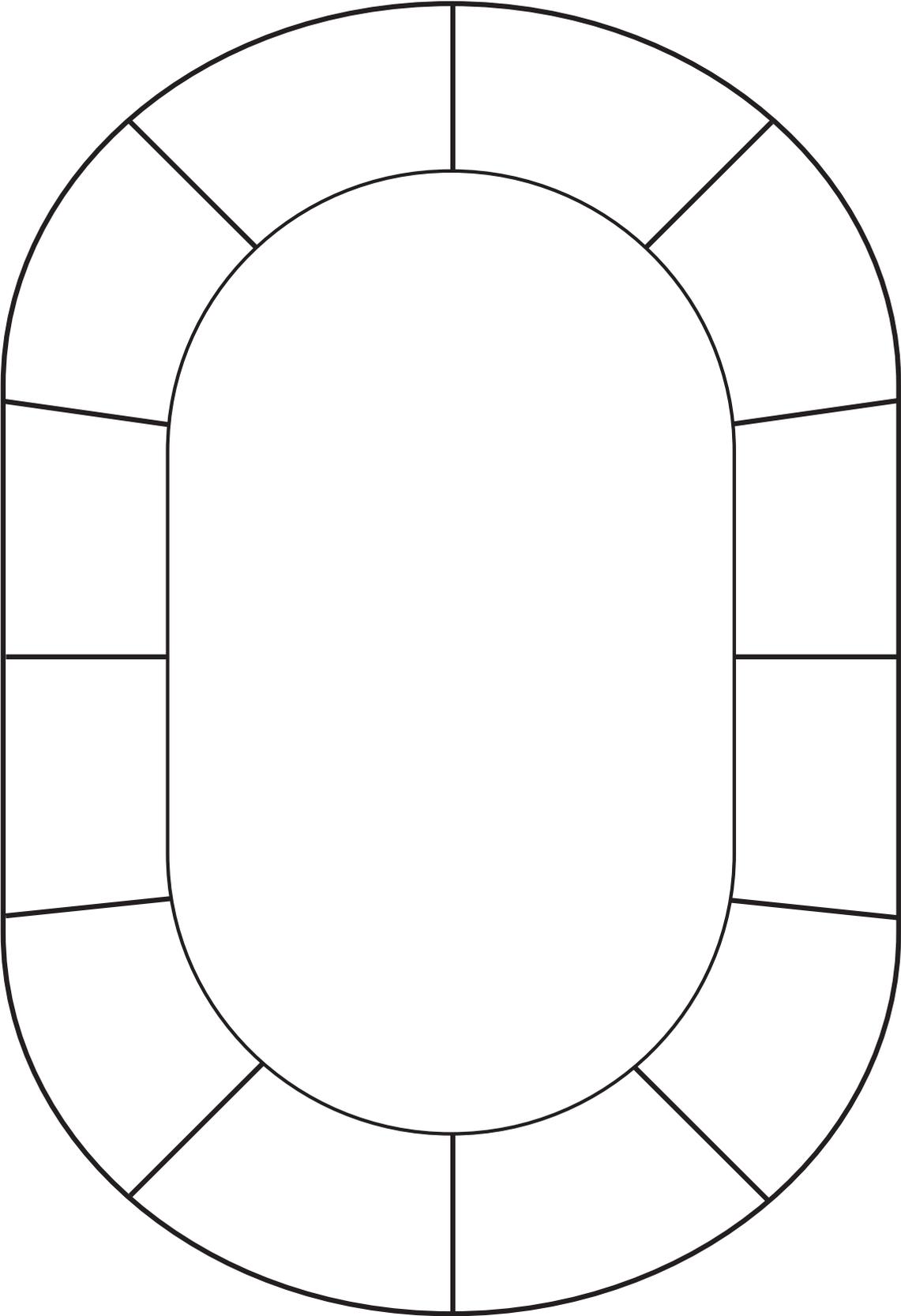
|          |  |  |  |
|----------|--|--|--|
| Chris    |  |  |  |
| Angelina |  |  |  |
| Tisha    |  |  |  |
| Evin     |  |  |  |

# Spinners

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

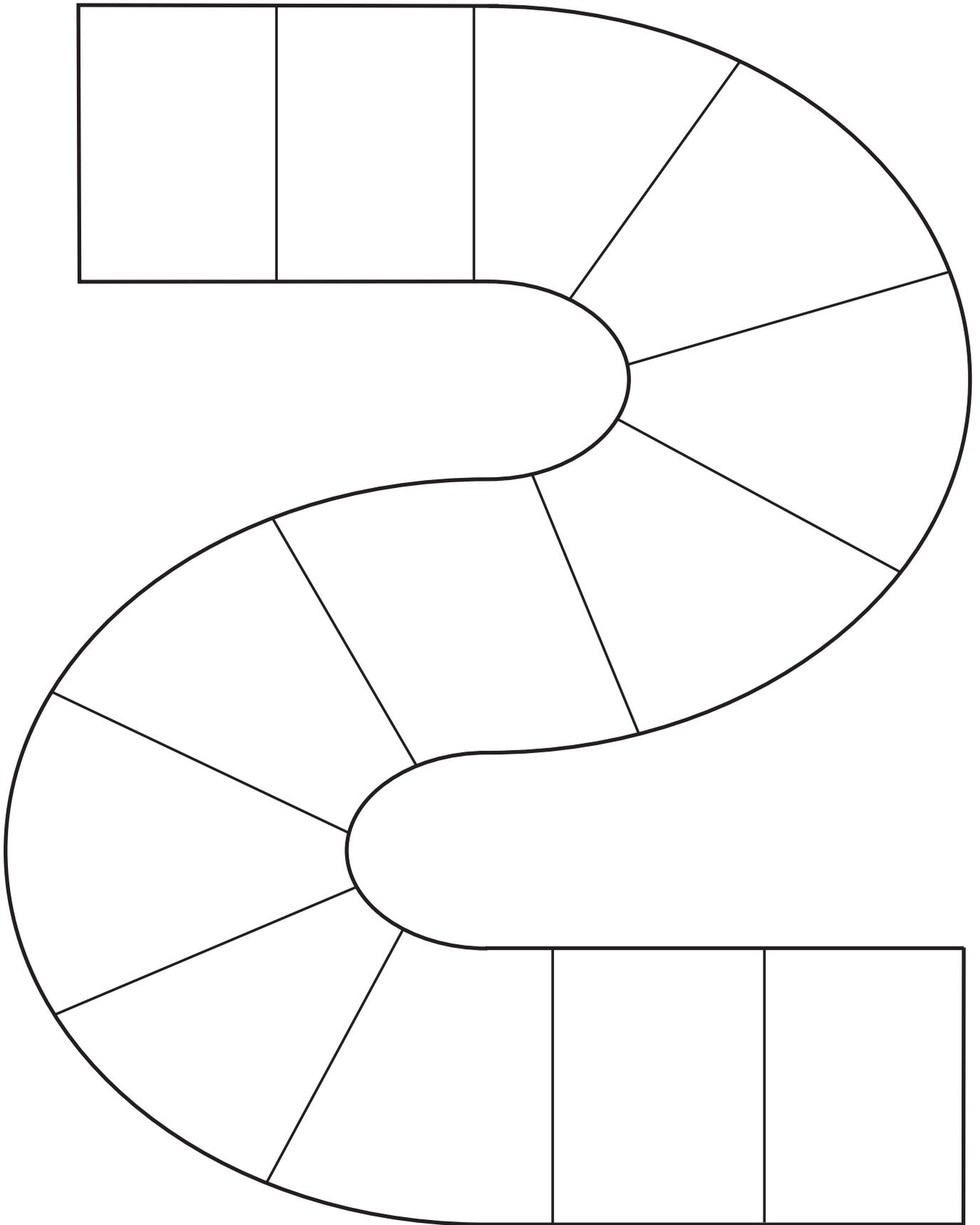


# Oval Game Board



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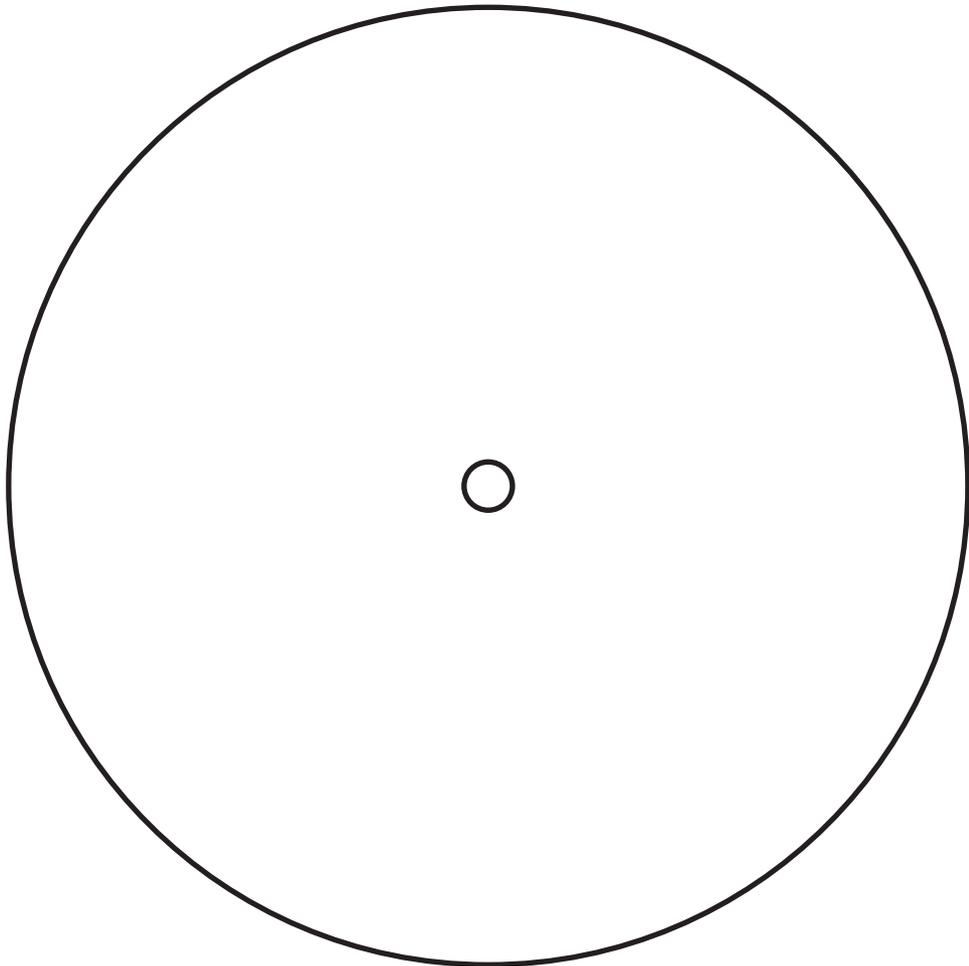
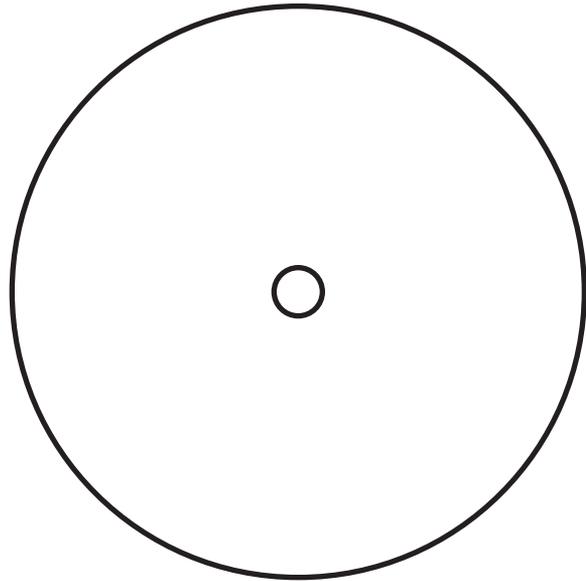
# S-shaped Game Board



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# Word Wheel

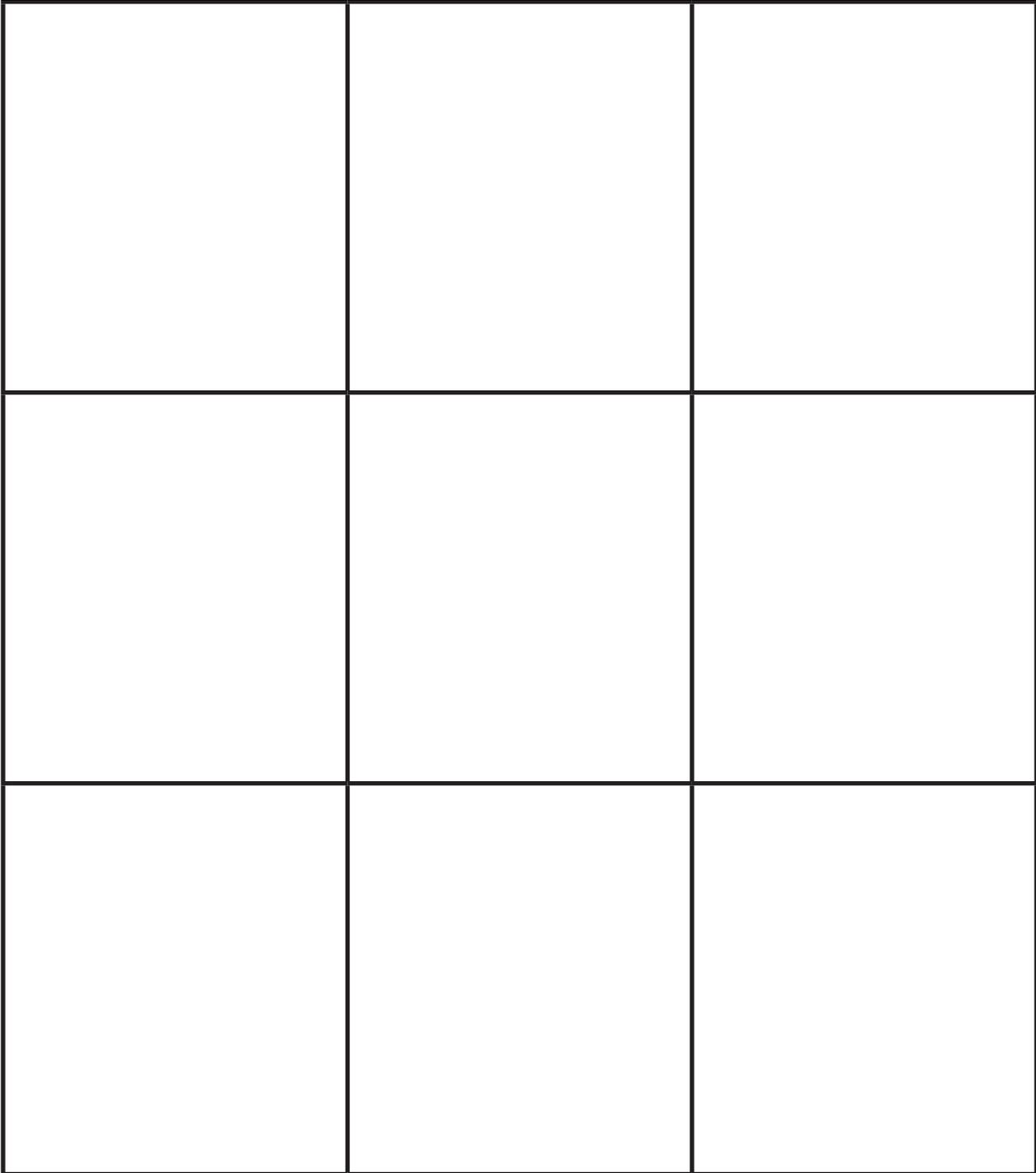
1. Cut out and complete each wheel.
2. Attach small wheel on top of large wheel with a brad.



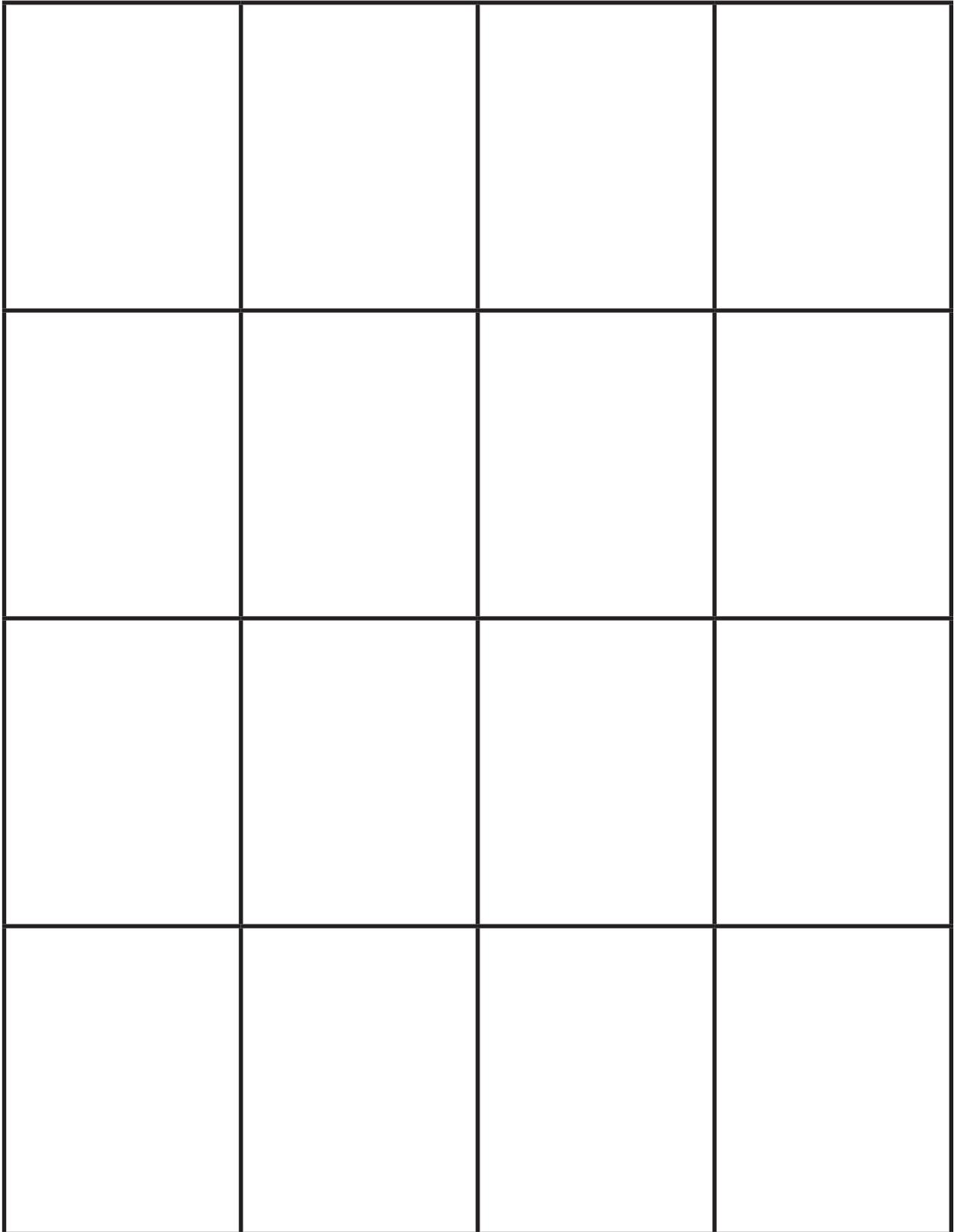
# Cards

|  |  |
|--|--|
|  |  |
|  |  |
|  |  |
|  |  |

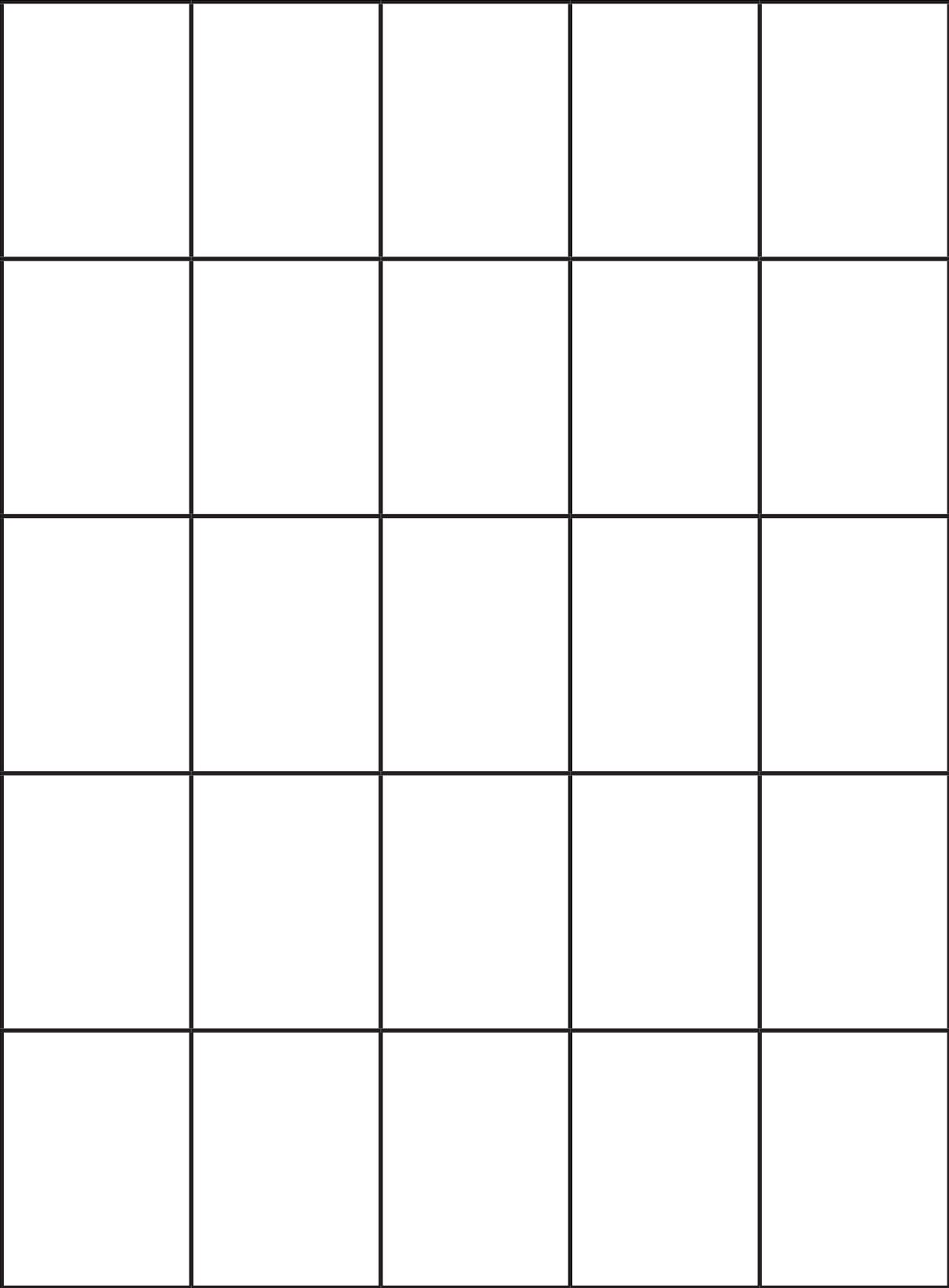
# Tic-Tac-Toe



# 4x4 Grid

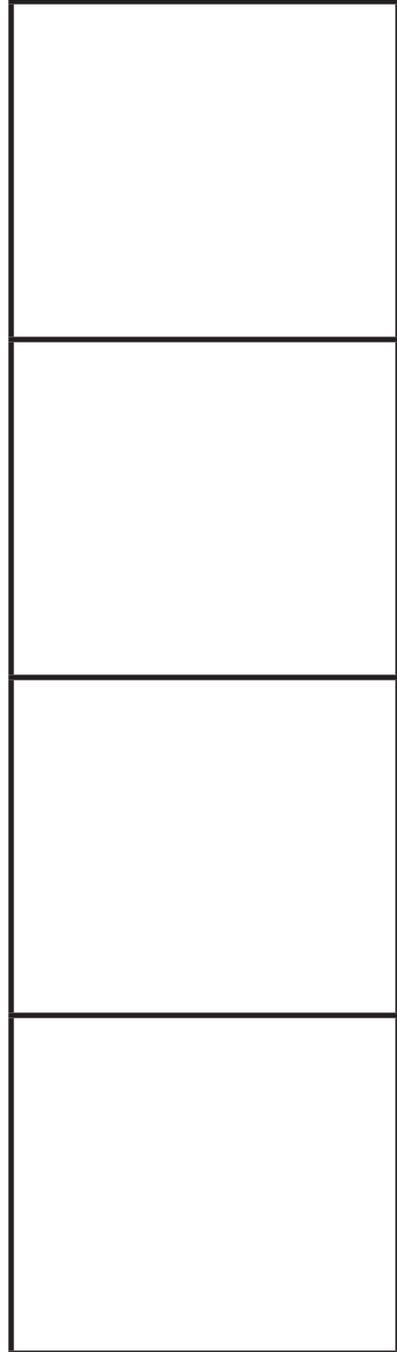
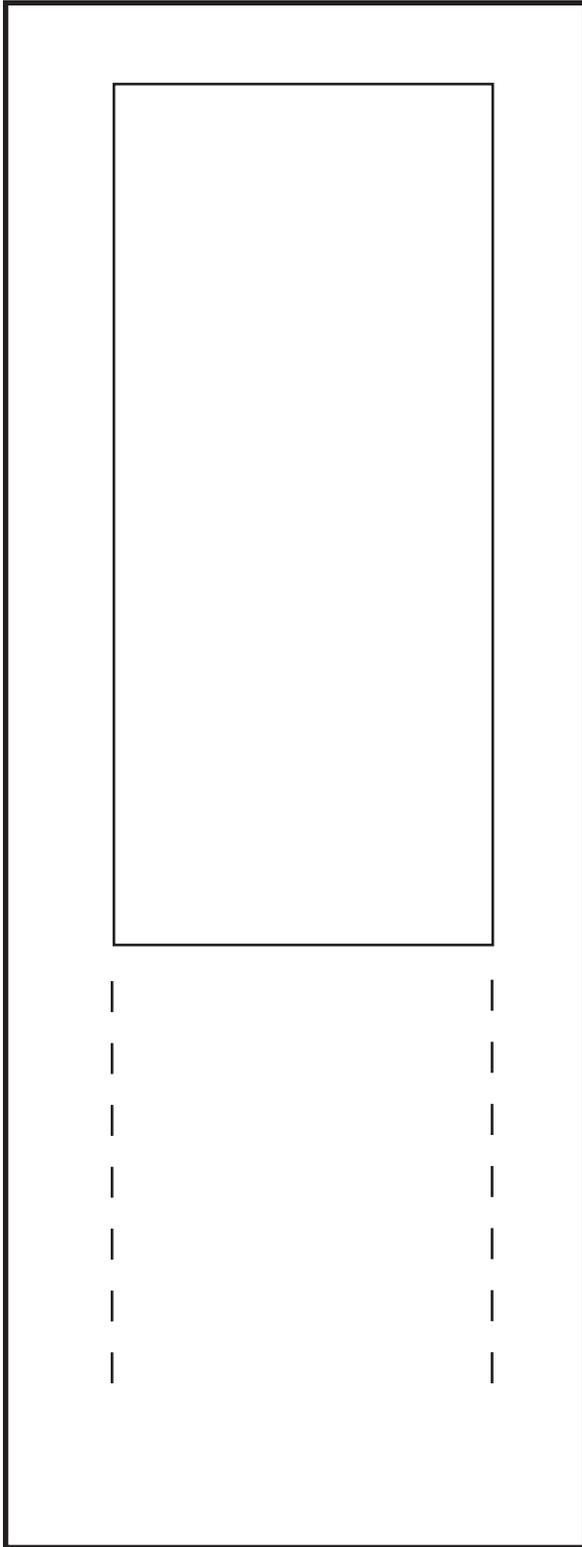


# 5x5 Grid



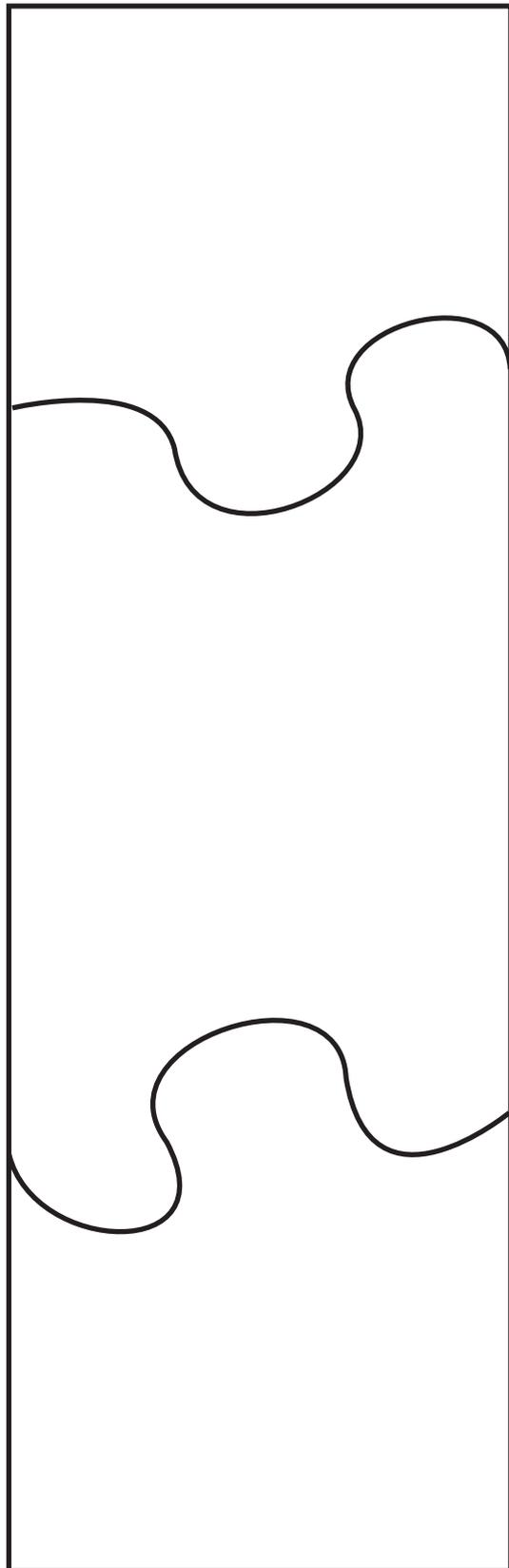
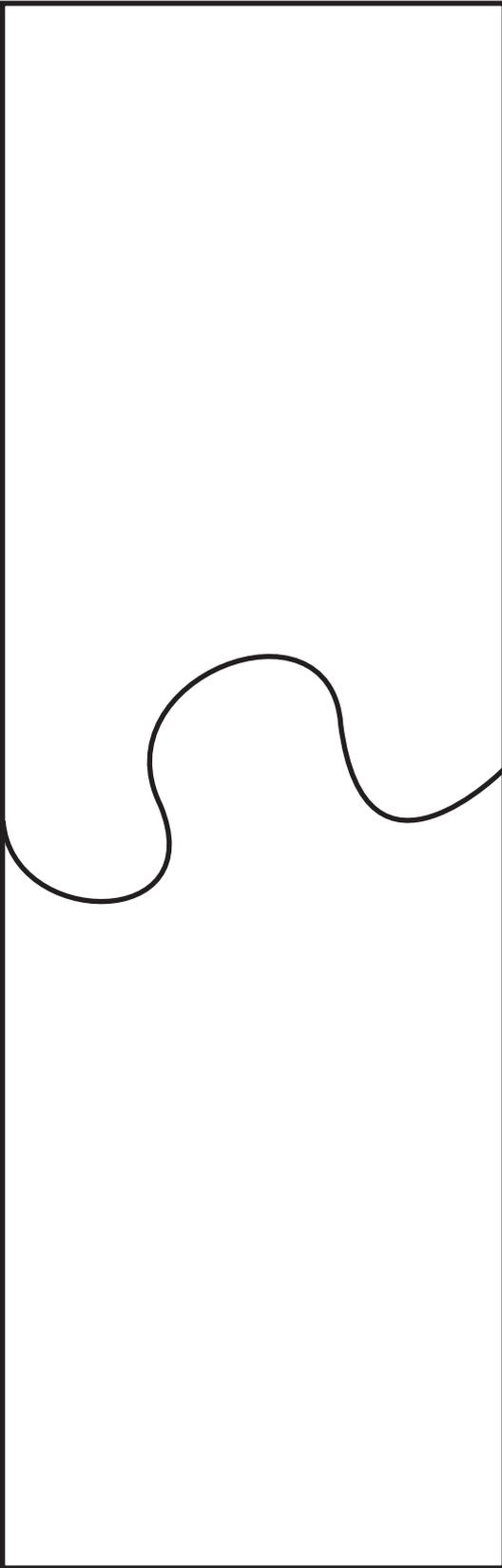
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# Slip Strips



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# Puzzle Pieces



Name \_\_\_\_\_

## Reader Response

Title: \_\_\_\_\_ Author: \_\_\_\_\_

Rate this book by coloring in the stars.



Awesome



Good



Okay



Disliked



Disliked a lot

**Recommendation:** To whom would you recommend this book?

\_\_\_\_\_

**Response:** Write one of the following as if it were from the point of view of a particular character.

\_\_\_\_\_ Poem

\_\_\_\_\_ One-act play

\_\_\_\_\_ Song

\_\_\_\_\_ Journal entry

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

## Reader Response

Title: \_\_\_\_\_ Author: \_\_\_\_\_

Rate this book by coloring in the stars.



Awesome



Good



Okay



Disliked



Disliked a lot

**Recommendation:** To whom would you recommend this book?

\_\_\_\_\_

**Response:** Write a new ending to this story. How will it affect the rest of the story?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

## Reader Response

Title: \_\_\_\_\_ Author: \_\_\_\_\_

Rate this book by coloring in the stars.



Awesome



Good



Okay



Disliked



Disliked a lot

**Recommendation:** To whom would you recommend this book?

\_\_\_\_\_

**Response:** What was the most surprising or interesting thing you learned?  
Choose one of the following to write your response.

\_\_\_\_\_ Magazine article

\_\_\_\_\_ Book review

\_\_\_\_\_ Letter to a friend

\_\_\_\_\_ Journal entry

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

## Reader Response

Title: \_\_\_\_\_ Author: \_\_\_\_\_

Rate this book by coloring in the stars.



Awesome



Good



Okay



Disliked



Disliked a lot

**Recommendation:** To whom would you recommend this book?

**Response:** Write an e-mail to the author describing what you have learned from this book.

To: \_\_\_\_\_@example.com

Subject:

Dear \_\_\_\_\_:

Sincerely,

Name \_\_\_\_\_

## Reader Response

Title: \_\_\_\_\_ Author: \_\_\_\_\_

Rate this poem by coloring in the stars.



Awesome



Good



Okay



Disliked



Disliked a lot

**Recommendation:** To whom would you recommend this poem?

\_\_\_\_\_

**Response:** Is this poem like any other poem you have read before? Why?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

## Reader Response

Title: \_\_\_\_\_ Author: \_\_\_\_\_

Rate this poem by coloring in the stars.



Awesome



Good



Okay



Disliked



Disliked a lot

**Recommendation:** To whom would you recommend this poem?

\_\_\_\_\_

**Response:** Describe how you feel about this poem. What do you like or dislike about this poem?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Book Talk Roles

## Create your own 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.
- Focus on the most important parts of the story.

### Word Finder

- Find at least 5 interesting words from what you read.
- Write each word and its meaning.
- Write the page numbers so you can locate the words.

### Illustrator

- Choose your favorite part of the story.
- Tell the group why it is your favorite part.
- Illustrate your favorite part of the story.

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# Steps in a Book Talk

1. Summarize the story. Focus on the most important events.
2. Discuss interesting or unfamiliar words.
3. Take turns asking and answering questions.
4. Illustrate your favorite part of the story. Tell why you chose that part of the story for your illustration.

**Work with your group to create more steps to your book talk.**

# Rules for your Book Talk

1. Talk about the book. Describe the most important events.
2. Listen to those who are speaking.
3. Ask the speaker questions to find out more about the story.
4. Take turns speaking.
5. Tell the group why you agree or disagree with a point of view.

**Create your own rules with your group.**

# Book Talks for Fiction

**Read your book.**

**Use your journal to write questions you have about the story.**

**After discussion, write the answers.**

**Use some of these questions to help you:**

- How can you tell this book is fiction?
- Who are the main characters? Describe their characteristics.
- What is the setting of the story?
- 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.**



# Book Talks for Nonfiction

**Read your book.**

**Use your journal to write questions you have about the story.**

**After discussion, write the answers.**

**Use some of these questions to help you:**

- How can you tell this book is nonfiction?
- What is the main idea?
- What facts did you learn that support the main idea?
- 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.**

An interesting fact I  
learned ...

I think ...

What if ...

A connection  
I made ...

# Book Talks for Opinion Writing

**Read your book.**

**Use your journal to write questions you have about the story.**

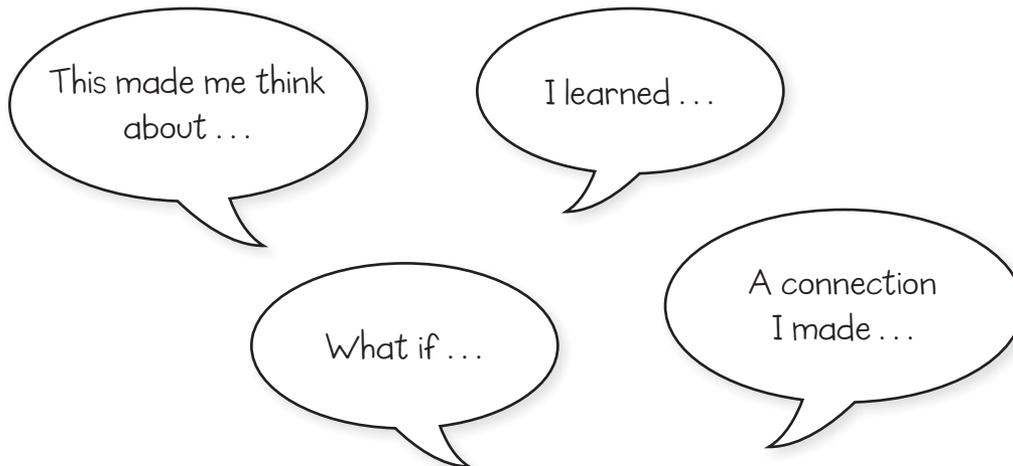
**After discussion, write the answers.**

**Use some of these questions to help you:**

- How can you tell the message in this book is persuasive?
- Why did the author write this book?
- Explain why you may agree or disagree with the point of view of 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.**



# Speaking Checklist

Follow these speaking rules when you are sharing ideas with others about your project, presenting your project to the class, or working with a partner, group, or the class.

- I will wait my turn to speak.
- I will express my ideas and opinions using accurate information.
- I will make eye contact with my audience.
- I will speak in a clear voice and loud enough so others can understand me.
- I will speak slowly and pronounce my words.
- I will speak correctly and with expression.
- I will ask and answer questions thoughtfully and use details about the topic.
- I will participate in discussions by making related comments or suggestions.
- I can report on a topic, tell a story, or describe an experience in an organized way, including supporting facts and details.
- I can make a recording of a story or poem to show my skill at reading aloud.

# Listening Checklist

Follow these listening rules when you are talking about project ideas with your class, listening to others presenting, or working with a group.

- I will listen and look at the person who is speaking.
- I will listen attentively when others are speaking.
- I will listen and identify key ideas that are presented.
- I will ask questions about the topic when I do not understand or to get more information.
- I will follow group directions.
- I will listen and repeat directions in order.
- I will listen and be able to give clear directions to others.
- I will listen carefully and can state in my own words the main points and reasons a speaker presents.

Name \_\_\_\_\_

## Reader Response

Title: \_\_\_\_\_ Author: \_\_\_\_\_

Rate this book by coloring in the stars.



Awesome



Good



Okay



Disliked



Disliked a lot

**Recommendation:** To whom would you recommend this book?

\_\_\_\_\_

**Response:** What did you learn about a culture or tradition from reading this book? Why do you think the author wrote this story?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

## Reader Response

Title: \_\_\_\_\_ Author: \_\_\_\_\_

Rate this book by coloring in the stars.



Awesome



Good



Okay



Disliked



Disliked a lot

**Recommendation:** To whom would you recommend this book?

\_\_\_\_\_

**Response:** Do you identify with any of the characters in the story?

Explain how you are similar or different. Use text details.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

## Reader Response

Title: \_\_\_\_\_ Author: \_\_\_\_\_

Rate this book by coloring in the stars.



Awesome



Good



Okay



Disliked



Disliked a lot

**Recommendation:** To whom would you recommend this book?

\_\_\_\_\_

**Response:** Create a character web. Include any people, places, or traditions that had an influence on the character's words and actions.

Name \_\_\_\_\_

## Reader Response

Title: \_\_\_\_\_ Web Address: \_\_\_\_\_

Rate this online source by coloring in the stars.



Awesome



Good



Okay



Disliked



Disliked a lot

**Recommendation:** To whom would you recommend this online source?

\_\_\_\_\_

**Response:** How does the information in this online source compare with information on the same topic from another source?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

## Reader Response

Title: \_\_\_\_\_ Web Address: \_\_\_\_\_

Rate this video by coloring in the stars.



Awesome



Good



Okay



Disliked



Disliked a lot

**Recommendation:** To whom would you recommend this video?

\_\_\_\_\_

**Response:** What information did you learn from this video? How did the images and audio help you to understand the topic better?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

## Reader Response

Title: \_\_\_\_\_ Web Address: \_\_\_\_\_

Rate this source by coloring in the stars.



Awesome



Good



Okay



Disliked



Disliked a lot

**Recommendation:** To whom would you recommend this source?

\_\_\_\_\_

**Response:** What information did you learn from listening to this interview or oral history?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# GLOSSARY OF TERMS

## **Adages and Proverbs**

Adages and proverbs are traditional sayings about common experiences that are often repeated; for example, *a penny saved is a penny earned*.

## **Alliteration**

Alliteration is the repetition of a consonant sound at the beginning of words near each other in a text; for example, *Bob's big balloons*.

## **Antonyms**

Antonyms are words that have opposite meanings; for example, *happy/sad*.

## **Ask and Answer Questions**

Ask and answer questions is a comprehension strategy in which readers stop and ask questions to monitor their comprehension, better remember their reading, or consider things they don't fully understand. Then they read the text closely to find the answers.

## **Assonance**

Assonance is the repetition of a vowel sound within a group of words, sometimes used by poets to add a song-like quality and to draw attention to feelings or ideas expressed.

## **Author's Point of View**

Author's point of view is the attitude an author has or the position the author takes about a text's subject.

It may be mostly objective or show some bias. Key details help the reader decide an author's point of view.

## **Biography**

A biography is an informational text that tells the story of a person's life, but is told by someone else.

## **Cause and Effect**

Cause and effect is a text structure in which the events are organized around causes and effects. A cause is an event or action that makes something happen. An effect is what happens as a result of the cause. Signal words such as *because*, *so*, and *as a result* indicate cause-effect relationships.

## **Character**

Characters are the people (or animals) in a story. They are whom the story is about.

## **Chart**

A chart is a text feature that often summarizes information and compares related details from the text in graphic form. It is designed to be quick and easy to read.

## **Clarify**

To clarify is to clear up confusion while reading.

## **Close reading**

A close reading is a careful rereading of text to deepen understanding.

## **Compare and Contrast**

Compare and contrast is a text structure in which events are compared (to determine how they are similar) and contrasted (to determine how they are different). Signal words such as *like*, *same*, *similar to*, or *different than* can be used.

## **Conclusion**

The conclusion is the ending to a piece of text.

## **Connotation**

Connotation is the feeling or idea associated with a word from its context, rather than the dictionary definition.

## **Consonance**

Consonance is the repetition of a final or middle consonant sound in a poem that contributes to the poem's feeling.

## **Content Words**

Content words are words specific to a field of study.

## **Context Clues**

Context clues are words in a sentence surrounding an unfamiliar word that help the reader figure out the word's meaning.

## **Counterarguments**

Counterarguments are arguments against, or in opposition to, the main arguments presented in a persuasive text. They are included to give the reader a wider perspective on a topic.

## **Denotation**

Denotation is a word's straightforward dictionary meaning.

## **Diagram**

A diagram is a text feature that is a visual representation of ideas and information such as a drawing. It often contains call-outs to identify the parts of the drawing.

## **Dialect**

Dialect is a style of speech or narration that shows the way characters speak in a specific place or during a specific time.

## **Dialogue**

Dialogue is what the characters say. Their exact words are placed inside quotation marks.

## **Drama**

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

## **Essential Question**

The essential question is the guiding question readers are expected to answer after reading a set of related texts.

## **Expository Text**

Expository text is informational text that explains a topic using facts and visual images. It may include photographs to illustrate the text, graphs to show relationships among data, or sidebars to provide

information from different points of view.

### **Fairy Tale**

A fairy tale is a story about good and bad magical characters, such as fairies, gnomes, elves, giants and trolls. Fairy tales are often told from generation to generation. They often have happy endings. "Cinderella" is an example of a fairy tale.

### **Fantasy**

A fantasy is a highly imaginative story about characters, events, and settings that cannot exist in real life.

### **Figurative Language**

Figurative language are the use of words, phrase, symbols, or ideas to paint a picture in the reader's mind. It includes similes, metaphors, hyperbole, and personification.

### **First-Person Point of View**

First-person point of view in fiction is when one character is the narrator telling the story. The author uses the pronoun *I*.

### **Flashback**

Flashback is a literary technique in which the author describes events and actions that occurred before the main action of the story. The author uses key words and phrases such as *once* or *I remember*.

### **Flowcharts**

Flowcharts are diagrams that show the steps in a process, often containing captions.

### **Folktale**

Folktales are a type of story that is based on the traditions and beliefs of a people and repeated from generation to generation in a culture. They usually teach a lesson and often uses animal characters to represent human qualities; for example, "The Three Little Pigs."

### **Foreshadowing**

Foreshadowing is clues or hints an author gives to upcoming plot events.

### **Free Verse**

Free verse is poetry that does not make use of rhyme or regular meter and may have irregular lines.

### **Free-Verse Fiction**

Free-verse fiction is a story that is organized into lines and stanzas, but has no rhyme or meter. It may use interior monologues (the narrator's thoughts) and show dialogue without using quotation marks.

### **Graphs**

A graph is a diagram that shows numerical information. Types of graphs include bar, line, circle, and pictographs (using pictures to represent numerical information).

## Haiku

Haiku is a type of poem that uses three short lines to describe a scene or moment. The first and last lines have five syllables and the second line has seven syllables.

## Headings

Headings are a text feature that identifies the topic of each section of a text.

## Historical Fiction

Historical fiction is a type of literary text that has a real setting drawn from history and presents actual events from the point of view of fictional people living in a historical time period. It may also refer to real people from the past and include foreign words, dialogue, or dialect that reflect the setting.

## Homographs

Homographs are two words that are spelled the same but have different meanings and may have different pronunciations; for example, *bear*, *row*.

## Homophones

Homophones are words that sound the same when pronounced, but have different meanings and often different spellings; for example, *there*, *they're*, *their*.

## Hyperbole

An hyperbole is an exaggeration that is not meant to be taken literally; for example, *hotter than a million suns*.

## Idiom

An idiom is an expression whose meaning goes beyond the meanings of the individual words and cannot be defined using those words; for example, *it's raining cats and dogs*.

## Imagery

Imagery is the use of specific language to create a picture in the reader's mind.

## List

A list is a series of items organized and displayed in a logical way, often one on top of the other and numbered.

## Lyric Poetry

Lyric poetry is a type of poem that expresses the speaker's thoughts or personal feelings and has a musical quality that does not always rhyme.

## Main Idea

The main idea is the most important points an author makes about a topic. It may be stated or unstated. If unstated, readers use key details (facts used to support the main idea) to identify it.

### **Make Predictions**

Make predictions is a comprehension strategy in which readers pause while reading to think about what might happen next based on clues in the text and their personal experiences. Predictions are confirmed (proven true) or revised (changed or modified) after reading on and getting additional details.

### **Map**

A map is a flat picture of an area that shows the locations of places.

### **Metaphor**

A metaphor is a direct comparison that refers to one thing as another, but does not use the words *like* or *as*; for example, *the sun was a giant flashlight in the sky*.

### **Meter**

The meter is the combination of stressed and unstressed syllables in a poem used to create the regular pattern of sounds.

### **Models**

A model is a text feature that provides simple visual explanations of detailed factual information.

### **Multiple-Meaning Words**

Multiple-meaning words are words with more than one meaning; for example, *bat*.

### **Mystery**

A mystery is a type of literary text that centers on solving something (e.g., crime) using clues in the text. It often contains suspense, lots of dialogue, and strong setting details.

### **Myth**

A myth is a story told to explain the unknown or teach what is important in a culture and passed down from generation to generation. It often includes non-human characters and may offer explanations for natural occurrences (e.g., storms, earthquakes, sun rising).

### **Narrative Nonfiction**

Narrative nonfiction is a type of text that gives factual information about a topic in “story” form. It may tell one person’s experiences related to that topic or present the author’s point of view through a particular voice or tone.

### **Narrative Poem**

A narrative poem tells a story in verse form and contains characters, setting, and plot events.

### **Narrator**

The narrator is the voice that tells the story.

## Ode

An ode is a type of lyric poem that often has a pattern of stanzas. It praises a person, natural phenomenon, object, or concept.

## Opposing Claims

Opposing claims are alternate or opposite claims from the main position taken by the author of a piece of argumentative or persuasive text.

## Personification

Personification is a kind of figurative language that gives human abilities or feelings to nonhuman objects, animals, or ideas.

## Persuasive Article

A persuasive article is text that tries to convince a reader to support an idea or viewpoint. It includes facts and evidence to support opinions.

## Play

A play is a written work performed on a stage. It is written as lines of dialogue to be spoken by actors, has stage directions to indicate setting and action, and may have long sections (acts) and short sections (scenes).

## Plot

The plot is the main story events or actions the characters take to solve the story problem.

## Point of View

The point of view is how the narrator tells a story. It reflects how the narrator feels and thinks about the characters and events. First person narrators use pronouns *I*, *me*, and *my*. Third person narrators use pronouns *he*, *she*, and *they*.

## Precise Language

Precise language is the use of vivid or exact words to show nuances in meanings when writing; for example, writing *furious* instead of *upset* to show the precise degree of anger.

## Prefix

A prefix is a word part added to the beginning of a word that changes the word's meaning; for example, *un-*.

## Primary Sources

Primary sources include eyewitness accounts, government documents, newspapers, photographs, and artifacts about a person or event.

## Problem and Solution

Problem and solution is a text structure that reveals a problem (what the characters want to do, change, or find out) and the steps taken to solve it.

## Realistic Fiction

Realistic fiction is a made-up story that has characters who look and act like real people. It takes place in settings that could be real, has

a narrator who often is one of the characters, and usually has dialogue to show what the characters say.

### **Repetition**

Repetition is the use of repeated words or phrases in a poem for rhythmic effect or emphasis.

### **Reread**

Reread is a self-monitoring strategy in which a reader stops, goes back, and reads again a part of the text that was confusing to aid in comprehension.

### **Root Word**

A root word is a basic word part that gives a word its main meaning. Unlike a base word it cannot stand alone as a word. Many English words come from Greek and Latin roots such as *aud* or *tri*.

### **Rhyme Scheme**

Rhyme scheme is a poetry pattern that places rhyming words at the ends of lines.

### **Scene**

A scene is a part of a story or play that consists of dialogue and action in one particular time and setting

### **Sensory Language**

Sensory language is words and phrases that appeal to the five senses (sight, hearing, touch, taste, smell).

### **Sentence Clues**

Sentence clues are context clues in a sentence to help a reader figure out the meaning of an unfamiliar word.

### **Sequence**

Sequence is the order in which the events in a plot occur.

### **Setting**

Setting is the time and place in which story events happen.

### **Sidebars**

Sidebars are text features that provide more information related to the topic of a text, often from a different perspective, and set off from the text in some way (smaller, in box, to the side).

### **Simile**

A simile is a type of figurative language that compares two things or ideas using the words *like* or *as*; for example, *the sun shone like a giant flashlight in the sky*.

### **Sonnet**

A sonnet is a type of poem with fourteen lines, a pattern that has end rhymes (often every other line), and uses pairs of stressed and unstressed syllables.

### **Stage Directions**

Stage directions describe the setting and characters' actions in a play and are not spoken by the actors.

## **Stanza**

A stanza is a group of lines in a poem that together form a unit of the poem. A stanza can be the same length throughout the poem and have a rhyme scheme or vary in length and have no rhyme.

## **Strong, Vivid Verbs**

Strong, vivid verbs are action words that give the reader a more visually descriptive picture of story events.

## **Suffix**

A suffix is a word part added to the ending of a word and changes the word's meaning, part of speech, or usage; for example, *-ly*, *-ness*, *-ing*.

## **Summarize**

Summarize is a comprehension strategy in which the reader stops and retells the most important details in a paragraph or section of text to check understanding.

## **Suspense**

Suspense is a plot device that increases the tension in a story.

## **Synonyms**

Synonyms are words that have the same or similar meanings; for example, *large/big*.

## **Table**

A table is a text feature that shows information in an organized way. It usually contains numbers arranged in rows and columns.

## **Technical Terms**

Technical terms are words and concepts specific to a subject matter.

## **Text Evidence**

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

## **Text Structure**

Text structure are the various patterns used to organize a text, such as chronology/sequence, cause and effect, compare and contrast, problem and solution, and description.

## **Theme**

Theme is the overall idea or message about life in a text. It is usually not stated in the text.

## **Third-Person Limited Point of View**

In third-person limited point of view, a third-person narrator presents the events mainly through one character's point of view.

**Third-Person Point of View**

A third-person point of view story has a narrator who is not one of the characters tell the story. This narrator lets the reader know what each of the characters thinks.

**Timelines**

Timelines are text features that shows important dates and events in sequence, often on a line with key dates and captions included.

**Time-Order Words**

Time-order words are words that show when events happen and in what sequence, such as *first*, *next*, *then*, and *finally*.

**Tone**

Tone is how an author feels about a topic expressed through his/her word choice.

**Topic**

The topic is the subject of a text.

**Transitions**

Transitions are words and phrases that guide the reader from one part of the text to the next and connect ideas. They can signal a change in time or location in a text; for example, *first*, *next*, *then*, *as a result*, *however*.

**Visualize**

Visualize is a comprehension strategy in which the reader forms a mental picture of the text to check comprehension. The reader uses the descriptions of characters, setting, and events in a story to imagine what they look like and then reads on to look for new details to add to or change his/her mental images.

**Voice**

Voice is the distinct personality of a piece of writing, often revealed through the writer's word choices.

# 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."