

PREPUBLICATION COPY

GRADE

2

ReadyGEN   

Teacher's Guide



PEARSON

Glenview, Illinois • Boston, Massachusetts • Chandler, Arizona • Upper Saddle River, New Jersey

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PEARSON

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Welcome to *ReadyGEN*!

Dear *ReadyGEN* Teachers,

As we continue our partnership with you to develop a Core Curriculum that meets New York City's literacy requirements and the ELA Common Core Standards, we look to you for feedback on your *ReadyGEN* resources. The prepublication format of some of your current materials offers this unique opportunity to further shape *ReadyGEN*. We encourage you to visit **PearsonSchool.com/NYCReadyGEN** and look for the Feedback button, which you can use to share your comments with us. This Web site will continue to be your main resource for updated Professional Development schedules and tutorials, as well as for the advance postings of instructional materials.

In this delivery of *ReadyGEN* instructional materials, you will find:

Student Materials

- Sleuth, Units 1–6
- Text Collection, Units 1–3
- Reader's and Writer's Journal (*prepublication format*), Units 2–3

Teacher Materials

- Teacher's Guide (*prepublication format*), Units 2–3
- Reader's and Writer's Journal Teacher's Guide (*prepublication format*), Units 2–3
- Scaffolded Strategies Handbook (*prepublication format*), Units 2–3

We look forward to continuing our collaboration with you to set your students on the path to reading and writing success.

Sincerely,
The *ReadyGEN* Team



Greetings, fellow teachers!

I am very excited for you as you launch *ReadyGEN* in your classroom. Of all the interesting components represented in *ReadyGEN*, text-based approaches to comprehension are the ones that I am optimistic will bring a revitalized approach to reading instruction to your classroom. Based on the Common Core State Standards, we have designed instructional practices that will guide your students to more effective use of close reading of texts which in turn will lead them to a deeper understanding of text meaning, author's intent, perspective, and

related comprehension goals. I am interested in how your students advance through oral, written, and listening skills as you use *ReadyGEN* to scaffold their learning. I encourage you to enjoy the leap forward with your students as they progress in reading skills and understandings with *ReadyGEN*.

Sincerely,
Sharon Vaughn
University of Texas

Welcome to *ReadyGEN*!

We are very excited to bring you the opportunity to enjoy the integration of the reading and writing experience: a hallmark of the Common Core State Standards. The rich selection of literature in *ReadyGEN* combines with a strong foundation of knowledge learning in a wide range of subject areas to make this program a true standout for students and teachers alike. The program's creators have taken great care with the choice of texts, always paying close attention to the science and social studies standards that are crucial to students' success. The synergy between reading and writing is powerful—it speaks to the real-world lifestyles of 21st-century children while preparing them for college and their future careers.

This first unit creates a warm and inviting space for students to do their most rigorous work in both literary and informational texts, and to develop the writing skills that will guide them along the staircase of complexity! We are so glad to welcome you and your students as partners in this, the wonderful world of *ReadyGEN*.

Pam Allyn
Executive Director and Founder, LitLife and LitWorld



What Excites Me About CCSS, Knowledge, and *ReadyGEN*

What excites me about the Common Core State Standards is that knowledge is at the core. Acquiring knowledge and the skills to do this independently are the keys to success in our digital-global age.



What excites me about the digital-global age is the increased knowledge about words. Words are the labels for concepts, and concepts are the foundation of knowledge. The digital revolution has resulted in an increase in the amount of and access to knowledge; this has also increased our knowledge about words.

What excites me about *ReadyGEN* is that this is the first program to use the rich knowledge about words from the digital-global age to ensure that students attain the vast knowledge about the world that defines the 21st century. The rich, complex texts that are the instructional foundation of this program provide systems for understanding both how words work in complex texts and which of the words in these complex texts unlock the knowledge of critical content domains.

Elfrieda H. Hiebert

TextProject and University of California, Santa Cruz

ReadyGEN is an exciting, engaging experience for kids.



ReadyGEN provides an exciting, engaging experience for children. The program features challenging but interesting selections, and rigorous yet motivating activities. *ReadyGEN* has everything you need to get this generation of readers and writers ready to meet the challenge presented by the Common Core.

P. David Pearson

University of California, Berkeley

The *ReadyGEN* architecture provides the foundation and resources to prepare NYC educators for the new expectations and to meet the instructional shifts of the Common Core Standards. *ReadyGEN*'s overall progression of complexity of text, within and across grades, facilitates students' learning of academic vocabulary, close reading and foundational skills, and further deepens content knowledge and comprehension. At the heart of *ReadyGEN* is reciprocity between reading and writing, both of which are grounded in evidence, to promote student thinking and discourse as defined by the Reading, Writing, Speaking and Listening Standards.

FOUNDATIONAL SKILLS STANDARDS

The Common Core Standards include a strong emphasis on the foundational skills of reading including phonemic awareness, phonics, and fluency across the elementary grades. The New York City Department of Education recognizes the importance of mastery of these high priority and necessary skills so that each student may access meaningful text through print.

New York City educators have a variety of Foundational Skill resources to choose from. One of the options is *ReadyGen Phonics (K-3) and Word Analysis (4-5) Kits* integrate these Foundational Skills into instructional routines and activities as a means of fostering student understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions. Foundational Skills Instruction, which takes place in addition to your daily 90 minutes with ReadyGEN, is best served in both whole group lessons and small group Guided Reading as a means of introducing and reinforcing these critical skills. To further extend learning, Independent Reading texts can be selected to showcase these skills in real-life application.

Phonics Kit

- Phonics Teaching Guide (K-3)
- Picture Cards (K-3)
- Alphabet Cards (K-3)
- Letter Tiles (K-3)
- Sound-Spelling Cards (K-3)
- Decodable Practice Readers (1-3)
- High-Frequency Word Cards (K-3)
- Kindergarten Student Readers (K)
- Phonics Activity Mats (K-3)
- Phonics Songs and Rhymes Charts (K)

Word Analysis Kit

- Word Analysis Teaching Guide (4-5)
- Practice Readers (4-5)
- Vocabulary Cards (4-5)
- Letter Tiles (4-5)

UNIT 2

Making Decisions



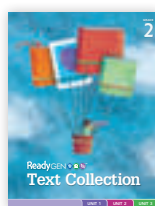
MODULE A	Common Core Lesson Launch	1–9
	Lessons 1–13	10–113
	Performance-Based Assessment (Narrative)	114–121

TEXT SET



ANCHOR TEXT

*Alexander, Who
Used to Be Rich
Last Sunday*



SUPPORTING TEXT

A Chair for My Mother

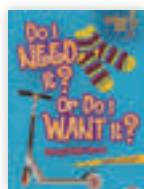


SLEUTH

"I'll Trade You"
"More Than Cash
Dispensers"

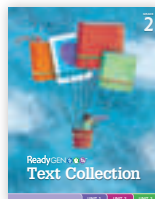
MODULE B	Common Core Lesson Launch	122–131
	Lessons 1–12	132–227
	Performance-Based Assessment (Opinion)	228–235

TEXT SET



ANCHOR TEXT

*Do I Need It?
Or Do I Want It?*



SUPPORTING TEXT

I Wanna Iguana



SLEUTH

"Another Movie Night
to Remember"

UNIT 2 Common Core Teacher Resources

Routines	TR28–TR49
Graphic Organizers.....	TR51–TR65
Text Complexity Rubrics	TR66–TR69

Go to **PearsonSchool.com/NYCRReadyGEN** for the Curriculum Updates.

- End-of-Unit Assessments

Assessment

ReadyGEN provides various assessment opportunities for you to use with your students to gauge their progress toward mastery of the Common Core Learning Standards.

FORMATIVE ASSESSMENT

MONITOR PROGRESS

If... students struggle to explain how a character's actions contribute to a story's events,
Then... use the Analysis Lesson in small group to help them work through the Four-Column Chart (*Reader's and Writer's Journal*, p. 000)
If... students need extra support to understand the story,
Then... use the Close Reading Workshop in small groups to provide scaffolded support.

MONITOR PROGRESS FORMATIVE ASSESSMENTS

Each lesson provides a chance for you to assess targeted skills and standards in order to monitor the progress of students. Using these Monitor Progress formative assessments, you will be consistently aware of how students are changing and developing throughout the year. You can use this performance data to meet the individual needs of students.

Independent Writing Practice

FORMATIVE ASSESSMENT Review with children how Frederick wanted to improve the American society. Then have them consider the people who help improve their school community, such as teachers, the principal, and parents. Children will choose one of these people that they would like to interview and plan the questions for the interview on p. 170 of the *Reader's and Writer's Journal*. If time allows, have children conduct the interview. If not, have them answer the questions as if they were the person being interviewed.

FORMATIVE WRITING ASSESSMENTS

Each student's strengths and weaknesses come into focus with the Formative Writing assessments that occur throughout the lessons. Using the data from students' progress on these tasks can help you quickly identify students needing additional practice. Responsive individual or group instruction can further students on the path toward the module assessment.



PERFORMANCE-BASED WRITING ASSESSMENT

Every Module

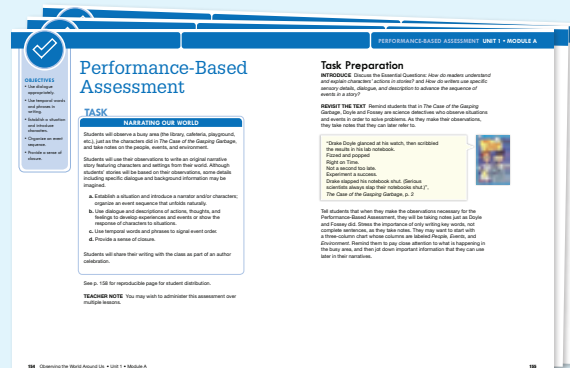
Each module has a **Performance-Based Assessment** that can be used to measure students' mastery of standards.

UNIT 2 • MODULE A Decision Stories

TASK: Children will create a narrative using one of the texts from the module. They will create a character who needs or wants to buy something. Children will decide, as the author of this story, whether or not the character is able to buy it. They will use strong story structure of beginning and ending, and include details to convey thoughts, actions, and feelings of their characters.

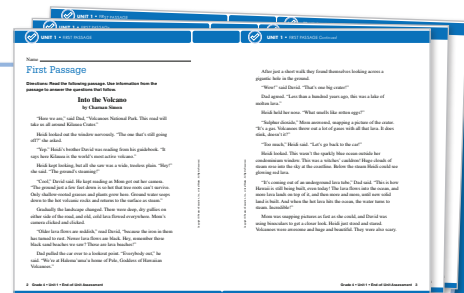
UNIT 2 • MODULE B Decision Makers

TASK: Using the information from *Do I Need It? Or Do I Want It?* and the persuasive writing examples from *I Wanna Iguana*, children will write an opinion piece that introduces what they want, states their opinion, supplies reasons that support their opinion, and concludes their piece. They will use linking words that connect their reasons to their opinions.



END OF UNIT ASSESSMENT

There is an **End of Unit Assessment** that can give you further data on students' mastery of the standards.



Path to Common Core Success

Dig Deeply into Complex Text

Big Ideas

- Using Knowledge and Information to Make Decisions
- Understanding Needs and Wants

Enduring Understandings

- Readers understand that knowing the structure of a story helps them comprehend the text.
- Writers understand that use of details, descriptive language, and dialogue enhances writing.
- Learners will explore content to understand that people make decisions based on their needs and wants.

“Knows” and “Dos”

ESSENTIAL QUESTIONS

How do **readers** identify beginnings and endings?

How does using details describing actions, thoughts, and feelings make stories more interesting?

MODULE GOALS

Readers will describe the structure of a story, with a special emphasis on beginnings and endings.

Writers will write a narrative that recounts a sequence of events using beginnings, endings and details to describe actions, thoughts and feelings.

EXPLORE CONTENT **Learners** will explore content to recognize that people make decisions based on their needs, wants, and the availability of resources.

Text Set

ANCHOR TEXT



Alexander, Who Used to Be Rich Last Sunday

Lexile 570L

Literary Text

SUPPORTING TEXT



A Chair for My Mother

Lexile 640L

Literary Text

SLEUTH



"I'll Trade You"

"More Than Cash Dispensers"



PERFORMANCE-BASED WRITING ASSESSMENT

DECISION STORIES

Children will create a narrative using one of the texts from the module. They will create a character who needs or wants to buy something. Children will decide, as the author of this story, whether or not the character is able to buy it. They will use strong story structure of beginning and ending, and include details to convey thoughts, actions, and feelings of their characters.

TARGET STANDARDS

Common Core Learning Standard W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

Vocabulary to Unlock Text

ReadyGEN provides systems for understanding both how words work in complex texts and also which of the words in these complex texts unlock the knowledge of critical content domains.

TEXT-BASED VOCABULARY

Generally, these are Tier Three words that are important for understanding concepts within a text. These words are addressed during focused reading instruction.

- Words needed to comprehend the text
- Words from other disciplines
- Words that are part of a word family or semantic network
- Words central to unlocking the enduring understanding of the text

WORDS IN CONTEXT

Generally, these are Tier Two words, which are sophisticated or unusual words for known concepts. These words are taught in context during close reading and often reinforced after.

- Words requiring more explanation in order for text to be understood
- Words supported by the text for meaning
- Words that are less abstract

For Spanish cognates, see the *Scaffolded Strategies Handbook*.

Tier I vocabulary instruction is available in Pearson's *ReadyGEN Phonics Kit* or *Word Analysis Kit*.

ANCHOR TEXT *Alexander, Who Used to Be Rich Last Sunday*

TEXT-BASED VOCABULARY

walkie-talkie	fined	positively	save
stoop	accident	vanish	savings
downtown	review	“thin air”	rich
bury	absolutely	dopey	bargain

WORDS IN CONTEXT

tokens	college	bet	rescued	soup du jour
lox	especially	rent	smushed	nonreturnable

SUPPORTING TEXT *A Chair for My Mother*

TEXT-BASED VOCABULARY

coins	savings	charcoal	load off my feet	tulips
bargain	spoiled	ashes	boost	block

WORDS IN CONTEXT

waitress	burned	wrappers	sandals
tips	flames	exchanged	pumps

Suggested Common Core Lesson Plan

READING 30–40 minutes

- First Read of the Lesson
- Second Read of the Lesson
- Focused Reading Instruction
- Independent Reading Practice
- Reading Wrap-Up

SMALL GROUP 30–40 minutes

- Strategic Support
- Extensions
- *Scaffolded Strategies Handbook*

INDEPENDENT READING

- Daily

WRITING 30–40 minutes

- Narrative Writing
- Independent Writing Practice
- Writing Wrap-Up

LESSON 1

Teacher's Guide, pp. 10–17

READ Trade Book *Alexander, Who Used to Be Rich Last Sunday*

READING FOCUS Readers understand that knowing the structure of a story helps them comprehend the text.

WRITING FOCUS Write about how the main character makes decisions.

LESSON 2

Teacher's Guide, pp. 18–25

READ Trade Book *Alexander, Who Used to Be Rich Last Sunday*

READING FOCUS Readers recognize that people make decisions based on their needs, wants, and availability of resources.

WRITING FOCUS Identify story structure using illustrations.

LESSON 6

Teacher's Guide, pp. 50–57

READ Text Collection *A Chair For My Mother*

READING FOCUS Readers understand that knowing the structure of a story helps them comprehend the text.

WRITING FOCUS Decide what the family will save for next and support their decision with details.

LESSON 7

Teacher's Guide, pp. 58–65

READ Trade Book *Alexander, Who Used to Be Rich Last Sunday*

READING FOCUS Readers understand that knowing the structure of a story helps them comprehend the text.

WRITING FOCUS Write a new ending for Alexander's actions.

LESSON 11

Teacher's Guide, pp. 90–97

COMPARE

- *Alexander, Who Used to Be Rich Last Sunday*
- *A Chair For My Mother*

READING FOCUS Readers understand that knowing the structure of a story helps them comprehend the text.

WRITING FOCUS Discuss revision and word choice and revise their writing from Lesson 10.

LESSON 12

Teacher's Guide, pp. 98–105

COMPARE

- *Alexander, Who Used to Be Rich Last Sunday*
- *A Chair For My Mother*

READING FOCUS Readers will understand that use of details, descriptive language and dialogue enhances writing.

WRITING FOCUS Discuss opinion writing and write an opinion about the decisions a character made.

LESSON 3

Teacher's Guide, pp. 26–33

READ Trade Book *Alexander, Who Used to Be Rich Last Sunday*

READING FOCUS Readers will understand that use of details, descriptive language, and dialogue enhances writing.

WRITING FOCUS Identify character actions and feelings through text and illustrations.

LESSON 4

Teacher's Guide, pp. 34–41

READ Text Collection *A Chair For My Mother*

READING FOCUS Readers understand that knowing the structure of a story helps them comprehend the text.

WRITING FOCUS Write a new beginning to the story including vivid details.

LESSON 5

Teacher's Guide, pp. 42–49

READ Text Collection *A Chair For My Mother*

READING FOCUS Readers understand that use of details, descriptive language and dialogue enhances writing.

WRITING FOCUS Write dialogue that describes the characters' thoughts or feelings.

LESSON 8

Teacher's Guide, pp. 66–73

READ Trade Book *Alexander, Who Used to Be Rich Last Sunday*

READING FOCUS Readers understand that use of details, descriptive language and dialogue enhances writing.

WRITING FOCUS Write dialogue between two of the characters.

LESSON 9

Teacher's Guide, pp. 74–81

READ Trade Book *Alexander, Who Used to Be Rich Last Sunday*

READING FOCUS Readers understand that people make decisions based on their needs and wants.

WRITING FOCUS Discuss revision and word choice and revise their writing from Lesson 8.

LESSON 10

Teacher's Guide, pp. 82–89

READ Text Collection *A Chair For My Mother*

READING FOCUS Readers understand that people make decisions based on their needs and wants.

WRITING FOCUS Write about how a character made decisions based on their needs, wants, and availability of resources.

LESSON 13

Teacher's Guide, pp. 106–113

COMPARE

- *Alexander, Who Used to Be Rich Last Sunday*
- *A Chair For My Mother*

READING FOCUS Readers understand that people make decisions based on their needs and wants.

WRITING FOCUS Revise, edit, and publish their opinion writing.



PERFORMANCE-BASED ASSESSMENT

Teacher's Guide, pp. 114–121

TASK: DECISION STORIES

Children will create a narrative using one of the texts from the module. They will create a character who needs or wants to buy something. Children will decide, as the author of this story, whether or not the character is able to buy it. They will use strong story structure of beginning and ending, and include details to convey thoughts, actions, and feelings of their characters.

Independent Reading

Accountable Independent Reading is an important part of a child's day. Have children choose one of the suggested texts listed on the opposite page to read independently, or select a different text based on children's interests or your own observations of children's needs.

ACCOUNTABLE INDEPENDENT READING

Literary Text

Ask children questions such as the following to check accountability of their independent reading of literary text:

KEY IDEAS AND DETAILS

- How do the characters in the text respond to major events and challenges?
- Retell the story. What is the central message of the story?

CRAFT AND STRUCTURE

- What happens in the beginning, middle, and end of the text?
- How do two characters in the story have different points of view? List evidence from the text to support your thinking.

INTEGRATION OF IDEAS

- How do the illustrations help you understand events or ideas?
- How are the characters or themes in this text similar to or different from those in another text you've read?

Informational Text

Ask children questions such as the following to check accountability of their independent reading of informational text:

KEY IDEAS AND DETAILS

- What is the main idea of the text? How do key details support the main idea?
- How are the events or concepts in the text connected to each other?

CRAFT AND STRUCTURE

- What text features are used in the text? How do they help you locate information?
- What is the author's purpose for the text? What does the author want to answer, explain, or describe?

INTEGRATION OF IDEAS

- How do the illustrations help you understand the text?
- How do reasons support specific points the author makes?

See the Independent Reading Routine on pp. TR38–TR39.

Text Club

Encourage children to form a Text Club and discuss the texts they've read in Independent Reading with classmates who have read the same texts. In order to have a successful discussion, have them follow these Text Club tips.

- Come to discussions prepared.
- Build on the ideas of other group members by linking your ideas to the remarks of others.
- Gain the floor in respectful ways.
- Listen to others with care and accept differences of opinion.
- Talk one at a time.
- Ask the speaker questions if you don't understand what he or she is saying.
- Use an agreed-upon rating system to rate the texts.

See the Text Club Routine on pp. TR40–TR41.

SUGGESTED TEXTS The suggested texts listed below connect closely to the Enduring Understanding, *Readers understand that knowing the structure of a story helps them comprehend the text.* As you build your Text Club library, consider using the texts below.

Mr. Rabbit and the Lovely Present
by Charlotte Zolotow
Literary Text
Lexile 280L

Bad Luck Brad
by Gail Herman
Literary Text
Lexile 310L

Hunches in Bunches
by Dr. Seuss
Literary Text
Lexile 500L

The Berenstain Bears Get the Gimmies
by Stan and Jan Berenstain
Literary Text
Lexile 640L

Those Shoes
by Maribeth Boelts
Literary Text
Lexile 680L

Small Group Center Ideas

During Small Group instruction in *ReadyGEN*, children can use independent center activities while you work with individuals or groups. Ideas for some specific activities have been included here that can help students focus on both instruction and concepts.

Reading Center

ENDURING UNDERSTANDING FOCUS

Readers understand that knowing the structure of a story helps them comprehend the text.

CENTER TASKS

- Have children share the story structure from an independent reading book with a partner.
- Have children create a visual that clearly outlines the sequence of events from an independent reading book.
- Have children describe how the beginning introduces the story and the ending concludes the action of an independent reading book.
- Have children write book reviews that recommend stories in which the characters are revealed through their decision making.

Writing Center

ENDURING UNDERSTANDING FOCUS

Writers understand that authors use details and facts to support an opinion.

CENTER TASKS

- Have children write narratives that focus on dialogue between characters.
- Have children draw a decision the main character had to make.
- Have children write a simple narrative without sequence words, with each sentence on a different strip of paper. Then have them work with partners to order each other's stories.

Word Work Center

ENDURING UNDERSTANDING FOCUS

Writers understand that use of details, descriptive language, and dialogue enhances writing.

CENTER TASKS

- Have children add words and phrases to the class word wall that describe character's responses to challenges.
- Have children create "Character Description" vocabulary lists. As they read books during independent reading, have them add interesting words to their lists that help them describe the main characters.
- Have children create a T-chart with the headings "Character Actions" and "Major Events." Have them list possible character actions in the first column. In the second column, have them list events associated with the particular actions.

Research and Technology Center

ENDURING UNDERSTANDING FOCUS

Learners will explore content to understand that people make decisions based on their needs and wants.

CENTER TASKS

- Have children make a list of their own needs and wants.
- Have children research how much a want of theirs costs and how they could attain the resources to pay for the item.
- Have children use technology to write why it is important to save money and use it wisely.

- Identify how characters respond to major events or challenges.
- Use illustrations to better understand the text.
- Use text evidence to answer questions during a close reading.

Read Anchor Text

Build Understanding

INTRODUCE Introduce the book *Alexander, Who Used to Be Rich Last Sunday* to children. Explain that it is a fiction story about a boy named Alexander. As you read the story for the first time, have children focus on the following Enduring Understanding: *Readers understand that knowing the structure of a story helps them comprehend the text.*



First Read of the Lesson

EXPLORE THE TEXT First, have children focus on the front cover and title page illustrations, which identify the main character of the book. Next, have them page through the text, identifying Alexander in the illustrations. Have volunteers state what they can initially tell about Alexander just by looking at the illustrations. Then tell children the Essential Question: *How do readers identify beginnings and endings?* Explain that as you read the book, children should look for events that happen at the beginning and at the end of the story.

For additional support in unlocking the text, see the *Scaffolded Strategies Handbook*.

READ ALOUD ALEXANDER, WHO USED TO BE RICH LAST

SUNDAY After you introduce the book, read the story aloud. Use the **Read Aloud Routine**. Children can follow along in their books. As you reread parts of this book during the lesson, have children read in their books as they are capable. In this first reading, children should focus on understanding the “gist” of the text, or who the characters are and what is happening. Following the reading, discuss the questions below. Have children use p. 61 in their *Reader’s and Writer’s Journal* to record their answers to one of the questions.

- What did you read?
- What did you learn?
- What questions do you have?



Second Read of the Lesson

CLOSE READING During guided close reading, have children focus on key ideas and details as they talk about how the story starts and the characters in the story. Use the following questions to lead the discussion.

- In this story, we are reading the thoughts of the main character, Alexander. The author refers to Alexander as “I” because Alexander is telling the story. Who are the other characters in the story? There are two older brothers, a mother, and a father. We are introduced to the grandma and grandpa, but they are only mentioned briefly. **Key Ideas and Details**
- What happens on the first pages of the story? Alexander’s brothers have money, while Alexander only has bus tokens. How does Alexander feel about this situation? How can you tell? He thinks it is unfair. He repeats the phrase, “It isn’t fair.” **Integration of Knowledge and Ideas**
- **Vocabulary** On page 7, we find out that Alexander has bus tokens. What do you think tokens are? What helps you to understand the word *tokens*? By looking at the illustration, I can see that tokens look like coins. Bus tokens are coin-like objects that can be used to pay the fare to ride the bus. Why do you think Alexander is upset that he has bus tokens instead of money? He can only pay for riding the bus with his tokens, instead of buying other things he may want.
- **Vocabulary** On page 10, Grandma Betty and Grandpa Louie bring lox for Alexander’s father. What clues help you understand what *lox* means? I’m not sure what the word *lox* means, but I do know it is something to eat because the text says that “my father likes to eat lox.” Lox is salmon that has been cured and sometimes smoked. People often put lox on bagels for breakfast. It is especially popular on the East Coast.

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

CHECK UNDERSTANDING Help children understand the family structure in this story. Alexander’s immediate family consists of his mother, father, and two older brothers. His grandparents come to visit but do not live with him. This may be a different scenario than in some cultures where grandparents and aunts, uncles, and cousins all live together in the same house.

STRATEGIC SUPPORT

DASHES Point out how the author’s use of dashes interrupts the sentence on p. 11. Talk about how the author added an important detail to that sentence by using dashes.

READING OBJECTIVES

- Describe how words and phrases supply meaning in a story.
- Identify point of view.
- Identify story structure.

Focused Reading Instruction

Text-Based Vocabulary

Introduce children to key text-based vocabulary from the book. For each word, check children's understanding. Poll them to see if they *know the meaning*, *know it a little*, or *don't know it at all*. Teach the words children need to know with the **Text-Based Vocabulary Routine**. Ask children to record the information on p. 62 in their *Reader's and Writer's Journal*.

Reread p. 15 and point out the word *walkie-talkie*. *How does the author help us understand what a walkie-talkie is?* The illustration shows a walkie-talkie. *A person can walk around with a walkie-talkie and talk on it to other people who are not too far away. What else does the illustration tell us about a walkie-talkie?* The illustration tells us that a walkie-talkie must be expensive, because Alexander will have to save money for as many as five years before he can buy one.

Text-Based Vocabulary

- walkie-talkie, p. 15
- stoop, p. 17

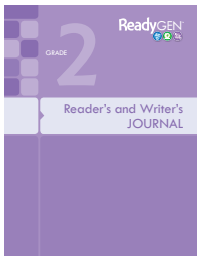
Text-Based Conversation

Use the **Whole Group Discussion Routine**. Explain to children that the author uses first-person point of view to tell the story. Think-aloud about how you can understand the point of view told in the story. *The author uses the word I to refer to Alexander. I know that the narrator's name is Alexander because the book title tells me so. The text does not refer to him as "Alexander." As a reader, I only see Alexander's point of view. This means that, as I read the story, I understand Alexander's feelings but not the other characters' feelings.*

As a whole class, talk about how the first-person point of view gives a one-sided view of the characters and events. Have children find examples where the first-person point of view might be different than another character's point of view. For example, discuss the losing bet Alexander made on p. 18.

As children participate in collaborative conversations, have them recount key ideas or details from the text.

TEAM TALK STATE AND SUPPORT AN OPINION Use the **Team Talk Routine**. Remind children that when they tell how they feel about something, they are giving an opinion. Ask children to think about Alexander's reaction to Anthony's suggestion to buy a new face on p. 13. *Do you agree with Alexander's feelings that "Anthony stinks"?* (Possible responses: Yes, because I think Anthony was being mean; No, because Anthony was just being silly with Alexander.)



Language Analysis Story Structure

Discuss how stories have a beginning, middle, and ending and how they usually tell story events in sequence. Point out that *Alexander, Who Used to Be Rich Last Sunday* has a slightly different structure. Explain that the first pages of the book actually tell readers how the story ends. As readers progress through the book, the author goes back in time and explains how Alexander got his money. Then the author tells how Alexander spends or loses his money. At the end of the book, Alexander is left with bus tokens, which is just how the book began.

CRAFT AND STRUCTURE As you revisit the story, use the Story Sequence A graphic organizer to help children piece together the actual order of events.

- When does the sequence of events in this story actually begin? (Last Sunday) What tells you that? (The title and page 10 refer to “last Sunday.”) The visit by Grandma Betty and Grandpa Louie is the beginning of the story, even though it is not the first thing we read about. In the sequence of events, their visit happens before Alexander is left with just bus tokens.
- The middle of a story is often the biggest part of a story. Characters face problems and try to solve them. What problems does Alexander face in the middle of this story? (He loses or spends his money.) How does Alexander try to solve his problem? (He tries different things to make more money.)

Story Sequence A

Title _____
Beginning
↓
Middle
↓
End

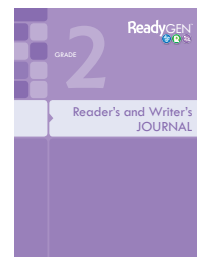
Independent Reading Practice

LANGUAGE ANALYSIS: STORY STRUCTURE Have children work independently to complete the Story Sequence A graphic organizer. Have them add information about the ending of the story. Then, have them turn to p. 63 in their *Reader's and Writer's Journal* to summarize the story.

WRITING IN RESPONSE TO READING Have children retell to a partner the order of the story events, focusing on the time changes. Then have children turn to p. 65 in their *Reader's and Writer's Journal*. On a separate sheet of paper have them write a response to the following prompt: *Explain What do we know about Alexander? What does he do, think, and feel?* Remind children to use the text to support their answers.

Reading Wrap-Up

SHARE WRITTEN RESPONSES Wrap up today's reading with children. Ask volunteers to share their Writing in Response to Reading.



READING OBJECTIVE

- Identify story structure.

Scaffolded Instruction

STRATEGIC SUPPORT

MONITOR PROGRESS

If...children struggle to identify story structure, **then...**use the Language Analysis lesson in small groups to help them work through the Story Sequence A graphic organizer.

If...children need extra support to understand the story, **then...**use the Close Reading Workshop in small groups to provide scaffolded support for pages 16–20.

Language Analysis

Help children work through the Story Sequence A graphic organizer. Together, reread p. 5–10. Discuss how text clues help readers understand the story's sequence of events. Page 7 tells readers what Alexander has right now, which are bus tokens. Then, on p. 9, the text refers to the past, when Alexander used to be rich. The past was just last Sunday. Page 10 begins "Last Sunday," and tells how the grandparents came to visit and brought everyone presents. These text clues are the key to understanding the sequence of this story. Guide children as they fill in story events on the graphic organizer.

Close Reading Workshop

Read *Alexander, Who Used to Be Rich Last Sunday*, pages 16–20 Read aloud these pages as children follow along. Talk about the events in the middle of the story.

- 1** What happens to Alexander's money on these pages? (He spends it and loses it in bets.)
- 2** On page 19, Alexander seems to make a new plan for his money. How successful is he with this plan? (Alexander is not successful in saving his money. He decides to spend more money as quickly as he decides to save it.)
- 3** What do the events on these pages tell you about Alexander? (He does not have much willpower. If he sees something he wants, he spends his money.)

EXTENSIONS

MONITOR PROGRESS

If... children understand how to identify story sequence, **then...** extend the Language Analysis lesson by having children think about the events in the middle of the book and identify how they compare to one another.

Language Analysis

Have children revisit pages 16-25. Explain that they will make a list of these middle events on a T-Chart. One column will name events in which Alexander spends his money. The other column will name events in which Alexander loses his money. Discuss the following questions to guide children as they complete the T-Chart.

- Alexander is given a dollar from his grandparents. At the end, he ends up with bus tokens instead. How does this happen? (He spends some money, and he loses some money.) We can make a T-Chart that lists how he spends his money and how he loses his money.
- What are some examples we can list in Column 1? (He spends money by buying gum and renting Eddie's snake.) What are some examples we can list in Column 2? (He loses money when he flushes some down the toilet.)
- What do you learn about Alexander as you look at the ways he spends and loses his money? (Possible response: Alexander does not think things through very carefully before spending his money. He is also very clumsy in the way he loses his money.)

WRITING OBJECTIVES

- Write a response to the Big Idea.
- Use apostrophes in singular possessives.

Writing

Narrative Writing

Focus on Character Actions

TEACH Talk about Alexander, the main character in *Alexander, Who Used to Be Rich Last Sunday*, and what his actions tell readers about the kind of person he is. As children think about Alexander’s character, have them consider:

- what types of situations Alexander finds himself in throughout the story.
- how Alexander reacts to the challenges he faces.
- what consequences his actions have.

ANALYZE THE MODEL Through discussion, help children identify the actions of Alexander and relate his actions to the Big Idea: Making Decisions.

p. 9: “And even when I’m very rich, I know that pretty soon what I’ll have is...is bus tokens. I know because I used to be rich. Last Sunday.”

The illustration on p. 9 and the text help readers understand that Alexander makes decisions that are not often very wise. This understanding of Alexander relates to the Big Idea: Making Decisions.

Have children read p. 25 with you. Discuss the kinds of items Alexander bought at the garage sale. Have children share their opinions about Alexander’s decisions. Then relate his actions to the Big Idea: Making Decisions. Talk about how Nicky and Anthony’s decisions are likely more responsible than Alexander’s decisions.

Conventions Apostrophes in Singular Possessives

TEACH AND MODEL Explain that when an object belongs to someone an apostrophe and -s is added to the person's name to show ownership. Use p. 68 in the *Reader's and Writer's Journal*.

I tried to get my nickel out with my mother's scissors.

Independent Writing Practice

FORMATIVE ASSESSMENT Have children look back at *Alexander, Who Used to Be Rich Last Sunday*. Have them flag two or three examples of decisions that Alexander made. Then have children turn to p. 69 in the *Reader's and Writer's Journal*. Have them write a few sentences about the decisions Alexander made in regards to spending his money. Have them:

- 1 flag two or three examples of decisions made by Alexander in the book.
- 2 write a few sentences that tell about the decisions Alexander made about spending his money.

Remind children to look back at both the text and illustrations to find examples of decisions made by Alexander in regards to spending his money.

APPLY CONVENTIONS As children complete the Independent Writing Practice, have them circle a singular possessive noun that they use in their writing.

USE TECHNOLOGY If available, have children use computers or electronic tablets to write their sentences

Writing Wrap-Up

Ask volunteers to share their sentences with the class. Discuss how Alexander might benefit from better decision making skills.

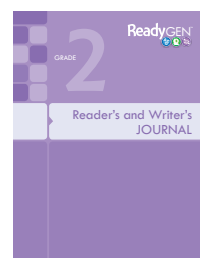
Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

APOSTROPHES For children who have difficulty understanding possessive nouns and how to form them, provide concrete examples. Give children in the group an object. Orally give a sentence that tells who has that object. Then write the sentence, circling the possessive noun. Talk about the patterns children see, i.e. apostrophe -s.

STRATEGIC SUPPORT

APOSTROPHES For children who struggle to form a possessive noun in writing, provide step-by-step examples so they can better understand the concept. For example, write the sentence: *Sara has a cat with gray fur*. Then write the sentence using a possessive noun: *Sara's cat has gray fur*.



LESSON OBJECTIVE

Use illustrations to help understand characters and plot better.

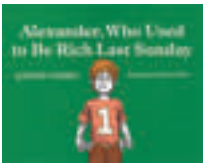
READING OBJECTIVES

- Use information from illustrations to better understand characters.
- Describe illustrations and how they support the text.
- Use close reading to find text evidence that supports the relationships between characters.

Read Anchor Text

Build Understanding

INTRODUCE Introduce the concept that people have wants and needs. Explain that needs are things that are necessary, such as food, water, shelter, and clothing. Wants are things people want to have but do not need to live. Explain that a person's needs must be met before he or she spends money on wants. Have children focus on the following Enduring Understanding as you reread part of *Alexander, Who Used to Be Rich Last Sunday*: *Learners understand that people make decisions based on their needs and wants.*



First Read of the Lesson

EXPLORE THE TEXT Review the major events in *Alexander, Who Used to Be Rich Last Sunday*. (Alexander gets money from his grandparents; Alexander spends or loses his money.) Have children revisit the illustrations in the book through p. 15. Ask volunteers to share one thing the illustrations tell them about Alexander. Tell children the Essential Question: *How does using details describing actions, thoughts, and feelings make stories more interesting?*

For additional support in unlocking the text, see the *Scaffolded Strategies Handbook*.

READ ALOUD PAGES 1–15 Use the **Read Aloud Routine**. As you read aloud pp. 1–15, children can follow along in their books. Have children join in the reading as they feel comfortable doing so. Some repeated phrases, such as “It isn’t fair,” may encourage children to read along in their books. Following the reading, discuss the questions below. Have children use p. 61 in their *Reader’s and Writer’s Journal* to record their answers to one of the questions.

- What did you read?
- What did you learn?
- What questions do you have?



Second Read of the Lesson

CLOSE READING During guided close reading, have children focus on key ideas and details as they look more closely at the relationships between Alexander and his brothers. Use the following questions to lead the discussion.

- **How does the text on pages 5 and 6 give readers a glimpse into how Alexander feels about his brothers?** The text says, “It’s not fair....” It goes on to explain how Alexander thinks it’s unfair that his brothers have money and he only has bus tokens. **How do the illustrations on these pages help deepen readers’ understanding of Alexander’s feelings?** Alexander has a disgusted look on his face as his brothers tease him by showing off their money. **Integration of Knowledge and Ideas**
- **Throughout the book, Alexander’s brothers continue to tease him. Which other illustrations help readers understand the relationship between Alexander and his brothers?** On p. 12, both of Alexander’s brothers are seen laughing at him. On p. 14, Nick is laughing at Alexander as well. These illustrations help describe the relationship between Alexander and his brothers as one that is not very thoughtful or kind. **Key Ideas and Details**
- **Vocabulary** On page 11, Alexander says that the boys like money, “especially me.” What does the word *especially* mean in this context? *Especially* means “very,” or that Alexander really likes money. **How does the use of the word *especially* help you better understand Alexander?** The use of the word *especially* makes me think that Alexander likes money even more than his brothers do. It tells me that Alexander sees money as a way to get the many wants that he was imagining on p. 9.

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

DESCRIPTIVE WORDS Children may have difficulty coming up with words to describe how Alexander feels about his brothers. Create a bank of words that describe emotions. You may want to work with children to pantomime how these words look on people’s faces, such as *angry*, *sad*, and *happy*.

STRATEGIC SUPPORT

CHECK UNDERSTANDING If children have a hard time understanding clues that tell about the relationship between Alexander and his brothers, revisit pages 5–7 and talk about the details seen in the illustrations, especially the expressions on the characters’ faces.

READING OBJECTIVES

- Describe how words and phrases supply meaning in a story.
- Describe how illustrations provide additional information in a story.

Text-Based Vocabulary

- college, p. 12
- downtown, p. 13

Focused Reading Instruction

Text-Based Vocabulary

Introduce children to key text-based vocabulary from the book. For each word, check children's understanding. Poll them to see if they *know the meaning*, *know it a little*, or *don't know it at all*. Teach the words children need to know with the **Text-Based Vocabulary Routine**. Ask children to record the information on p. 62 in their *Reader's and Writer's Journal*.

Reread page 13. Point out the compound word *downtown*, and have children identify the two smaller words in the compound word. **Why would Anthony suggest that Alexander go downtown?** There are often stores in a town's downtown area.

Text-Based Conversation

Use the **Paired Discussion Routine**. On pp. 12–14, the family gives suggestions for ways Alexander can use his money. Alexander does not actually use his money in these ways. You may want to provide a think-aloud about one of these scenarios, helping children to understand that these are suggestions only. **On page 12, Alexander's father suggests that Alexander put his dollar away to save for college. Alexander seems confused by this suggestion, while his brothers think it is hilarious. I know that going to college for more schooling after high school is very expensive. I think Alexander's father probably knows how hard it is for Alexander to save his money and is teasing him a little too. This page is a bit different from later pages, as the text gives a suggestion about what Alexander should do with his money instead of telling how he spends it.**

In pairs, have children look at pp. 13 and 14 and talk about the suggestions made by Anthony and Nick regarding how Alexander might use his money. Have children find details in the text that point out that the ideas from Alexander's brothers are just suggestions, and that Alexander doesn't really follow them, as the illustrations might indicate.

TEAM TALK STATE AND SUPPORT AN OPINION Use the **Team Talk Routine**. Ask children to think about how Alexander's brothers acted on pp. 12–14. **What do you think about Alexander's brothers? Use text examples to support your opinions.** (Possible responses: I think that his brothers are just being silly rather than mean. When Anthony tells Alexander to buy a new face, this is an impossible thing for Alexander to do. Anthony is just teasing him. Or, I think his brothers are being mean to him. Alexander is the youngest, so they want to pick on him. I think the illustration on p. 12 points out how mean they are being by laughing at him when he doesn't understand his father's joke.)

Talk about the importance of illustrations in many of the books that children have read. Point out that in some books, illustrations help readers better understand the characters and plot of a story, as they do in *Alexander, Who Used to Be Rich Last Sunday*. Explain that the information in the illustrations is just as important as the information in the text and that readers should use the illustrations to comprehend what they are reading.

KEY IDEAS AND DETAILS Revisit the first page of the story.

- **What does the illustration on page 5 tell us about Alexander?** (He is upset or mad about something.)
- **How does the text on the page support the illustration?** (The text helps explain why Alexander looks so upset in the illustration.) **What specific words help explain why Alexander looks upset?** (“It isn’t fair....”)

Independent Reading Practice

READING ANALYSIS: ILLUSTRATIONS Have children work independently to analyze how the illustrations help them understand the different characters. Have them revisit p. 11. Ask children to reread the text and to look carefully at the illustration. Then have them turn to p. 64 in their *Reader’s and Writer’s Journal* and write a sentence or two that explains what the illustration tells them about the characters in this book.

WRITING IN RESPONSE TO READING Have children look through the illustrations on pp. 1–15. Then, have them write an opinion to the following prompt on a separate sheet of paper: *Do the illustrations on these pages help you to better understand Alexander as a character? Explain your opinion, using details from the illustrations to support your answer.* Children can refer to the prompt on p. 65 in their *Reader’s and Writer’s Journal*.

ACCOUNTABLE INDEPENDENT READING As children read texts independently, remind them to think about how people make decisions based on their wants and needs.

Reading Wrap-Up

SHARE WRITTEN RESPONSES Take a few minutes to wrap up today’s reading with children. Have children share their Writing in Response to Reading.



READING OBJECTIVE

- Describe how illustrations provide additional information about characters and plot.

Scaffolded Instruction

STRATEGIC SUPPORT

MONITOR PROGRESS

If...children struggle to understand how illustrations provide additional information,
then...use the Reading Analysis lesson in small groups to help them work through additional examples of analyzing illustrations.

Fluency Check To provide practice with reading fluently, have children use the Oral Reading activity.

Reading Analysis

Help children learn how illustrations can help readers better understand characters and plot in a story. Analyze what the illustration on p. 9 tells readers about Alexander. Have children name the things that Alexander would like to buy with his money, and talk about whether these things are “wants” or “needs.” Talk about how this illustration gives readers a window into Alexander as a character, who doesn’t think very carefully about how he spends his money.

Oral Reading

APPROPRIATE RATE Explain that the rate at which a person reads refers to how fast or slow he or she reads. Tell children that, sometimes, texts that have more information and facts require readers to read at a slower rate in order to understand all the facts. On the other hand, fiction books are often read more quickly as readers move from one event to another. Have children follow along with you as you read aloud pages 12–15 in *Alexander, Who Used to Be Rich Last Sunday*. Model reading at an appropriate rate, pausing at periods but keeping the flow of reading consistent.

Have children read the same passage aloud, stressing appropriate rate. Monitor progress and provide feedback. For optimal fluency, children should reread the passage three to four times.

EXTENSIONS

MONITOR PROGRESS

If...children understand how illustrations add to the information about characters and plot in a story,
then...extend the Reading Analysis lesson by having children analyze another illustration and how it helps provide details to readers.

Reading Analysis

Have children look at the illustration on p. 16. Discuss how the illustration adds to the understanding of Alexander as a character and provides a glimpse into the setting for this particular event in the book.

- **What do you notice in this illustration that gives you clues to Alexander's character?** (Alexander has his arm wrapped around his friend. He looks as if he is trying to convince David to buy his used gum. Alexander has an innocent look on his face, as if buying used gum is a perfectly fine idea.)
- **What do you notice in this illustration that gives you some understanding as to why Alexander ended up saying good-bye to fifteen cents?** (David is looking out of the corner of his eye at Alexander. He has a look on his face that seems to say, "Are you kidding me? Why would I want to buy your used gum?")
- **What does this illustration tell you about the setting for this event in the book?** (The illustration shows stores behind the boys along with people walking. It looks like a busy area in town where people do a lot of shopping.)

WRITING OBJECTIVES

- Create a narrative describing a sequence of events by using illustrations.
- Use apostrophes in plural possessives.

Writing

Narrative Writing

Illustration Details

TEACH Explain to children that an illustrator **includes details** that add to a story. These details help readers understand the characters, setting, or plot in a book. In *Alexander, Who Used to Be Rich Last Sunday*, the illustrations help readers to understand the characters and the plot of the story more fully.

- What details in the illustrations help readers better understand Alexander?
- What details in the illustrations help readers better understand the other characters?

ANALYZE THE MODEL Have children revisit page 15 and discuss the illustration. Talk about how the illustration shows Alexander calculating how many years it will take to save up for a walkie-talkie. The illustrator has also added sweat pouring off Alexander's head. This extra detail helps readers understand how hard a task saving money is for Alexander.

Then talk about how the author's words help explain the illustration.

"Mom said if I really want to buy a walkie-talkie, save my money. Saving money is hard."

The author's words tell readers that Alexander thinks saving is difficult. The text and illustration clearly supports one another.

Explain that writers and illustrators work together to make sure readers understand characters, settings, and plots in a variety of ways. Details in the text and the illustrations help readers to more deeply understand a story. You may want to explain to children that at the time this story was written, people did not have cell phones, and that walkie-talkies were a way for two people to communicate at a distance.

Conventions Apostrophes in Plural Possessives

TEACH AND MODEL Explain that a plural possessive is a plural noun with the apostrophe following the -s. Use p. 68 in the *Reader's and Writer's Journal*.

The **boys'** grandma brought them a gift.

Independent Writing Practice

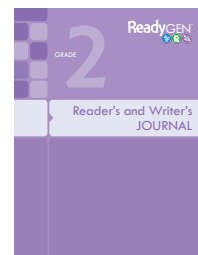
WRITING Have children identify the story structure of *Alexander, Who Used to Be Rich Last Sunday* by drawing pictures of the beginning and ending of the story on a sheet of paper. Then have them turn to p. 69 in the *Reader's and Writer's Journal* and write a few sentences that tell how the illustrations in the book helped them better understand the story and Alexander's character. Have them:

- 1 draw an illustration of the beginning of the story and of the ending of the story on a sheet of paper.
- 2 write a few sentences that tell how the illustrations in the book helped them to understand the story and Alexander.

Remind children to return to *Alexander, Who Used to Be Rich Last Sunday* to look for details about the beginning and ending of the story.

APPLY CONVENTIONS As children complete the Independent Writing Practice, have them include a plural possessive noun.

USE TECHNOLOGY If available, have children e-mail their sentences to a friend.



WHOLE GROUP

Writing Wrap-Up

Have children share their sentences about the illustrations with a partner.

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

APOSTROPHES Children may have difficulty understanding where to place an apostrophe in a possessive noun. Remind them to think about how they would form the singular or plural of the noun before making it a possessive. This will help them to know whether to add it before the s or after the s.

STRATEGIC SUPPORT

APOSTROPHES For children who struggle to form possessive plurals, show examples of how singular possessive nouns look different than plural possessive nouns. You might provide word cards for children to sort into singular and plural possessives.

LESSON

3

UNIT 2 • MODULE A

LESSON OBJECTIVE

Understand how characters respond to events and challenges they face.

READING OBJECTIVE

- Identify text evidence that shows how characters respond to major events or challenges.

Read Anchor Text

Build Understanding

INTRODUCE Have children focus on the following Enduring Understanding as you reread a portion of *Alexander, Who Used to Be Rich Last Sunday*: *Writers understand that the use of details, descriptive language, and dialogue enhances writing.* To ensure that children understand the literary terms in the Enduring Understanding, have them give examples of details and descriptive language in the story about Alexander.



First Read of the Lesson

EXPLORE THE TEXT Review the events in the first half of *Alexander, Who Used to Be Rich Last Sunday*. Then explain that today's reading will focus on the second half of the story and on how Alexander spends or loses the money his grandparents gave him. Remind children of the Essential Question: *How does using details describing actions, thoughts, and feelings make stories more interesting?* Have children listen for details that help describe Alexander's thoughts and feelings as he continues to lose money.

For additional support in unlocking the text, see the *Scaffolded Strategies Handbook*.



READ ALOUD PAGES 16–32 Use the **Read Aloud Routine**. As you read aloud these pages, children can follow along in their books. Have children join in the reading as Alexander says good-bye to his money over and over again. Following the reading, discuss the questions below. Have children use p. 61 in their *Reader's and Writer's Journal* to record their answers to one of the questions.

- What did you read?
- What did you learn?
- What questions do you have?

Second Read of the Lesson

CLOSE READING During guided close reading, have children focus on key ideas and details as they look more closely at Alexander and his character traits. Use the following questions to lead the discussion.

- Over and over again, Alexander seems to say good-bye to his money. How do the illustrations help readers understand how Alexander responds when he says good-bye to his money? Some illustrations show Alexander getting mad about losing his money, such as on p. 18 and 20. In other illustrations, Alexander seems to be happy to spend his money, such as on p. 19 when he rents Eddie's snake.

Key Ideas and Details

- How does the text help readers understand how Alexander feels about saying good-bye to his money? The text on p. 20 and 24 helps readers understand that Alexander is mad about losing his money to pay the fines he receives from his father. However, the text on other pages does not clearly tell readers how Alexander feels about saying good-bye to his money. On page 25, the text focuses on the “needs” Alexander feels he is fulfilling by spending his money. Therefore, it seems as if Alexander isn't that upset with spending his remaining money at the garage sale. **Integration of Knowledge and Ideas**
- **Vocabulary** On pages 20 and 24, the text says, “...no matter how ratty and mean...” What does *ratty* mean? A rat is a sneaky animal, so *ratty* seems to mean that his brothers are acting sneakily. How does the use of the word *ratty* help you understand how Alexander responds to the events involving his brothers? He is describing his brothers in a mean way, so it seems that he is upset with them and how they are teasing him about his inability to save any money.

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

VOCABULARY Help children understand how words that relate to the character traits of animals may be used to describe human actions as well, such as *ratty*. Give children other examples, such as, *He is such a pig*, or *She's as fast as a cheetah*.

STRATEGIC SUPPORT

CHECK UNDERSTANDING Help children understand Alexander's range of emotions when he loses or spends his money. Look at the illustrations on p. 22 and 23. Have children compare Alexander's reactions in the illustrations. Then reread the text on these pages to help readers find details that support the illustrations.

READING OBJECTIVES

- Describe how words and phrases supply meaning in a story.
- Describe how characters respond to major events and challenges.

Focused Reading Instruction

Text-Based Vocabulary

Introduce children to key text-based vocabulary from the book. For each word, check children's understanding. Poll them to see if they *know the meaning*, *know it a little*, or *don't know it at all*. Teach the words children need to know with the **Text-Based Vocabulary Routine**. Ask children to record the information on p. 62 in their *Reader's and Writer's Journal*.

Text-Based Vocabulary

- fined, p. 20
- accident, p. 21

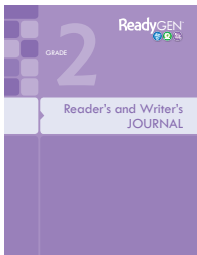
Reread p. 20 and point out the word *fined* in the sentence, "My father fined me five cents each for saying them." **What action did Alexander's father take?** He charged Alexander money for saying bad words. **Is "being fined" a good or a bad thing?** Being fined a bad thing. It is a type of a punishment.

Text-Based Conversation

Use the **Paired Discussion Routine**. Explain to children that on p. 20 and 24, Alexander's father fines Alexander for words he says or actions he takes against his brothers. Talk about how these fines help readers better understand Alexander as a character. You may wish to think aloud about Alexander's character traits. **Although Alexander feels his brothers are being "mean and ratty," it is Alexander who gets punished by his father. The fact that Alexander's father fines Alexander for these actions tells me that Alexander probably engages in these actions often. I don't think his father would fine him, or punish him, if he didn't often get mad and act like this.**

In pairs, have children talk about why Alexander's father fined him. Make sure children locate specific evidence in the text that tells what Alexander did. As children participate in collaborative conversations, make sure that they ask their partner questions in order to clarify their comprehension, gather additional information, or deepen their understanding of the issue.

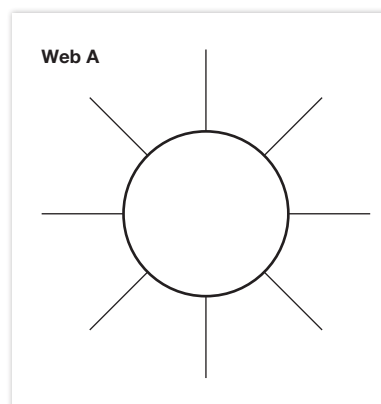
TEAM TALK STATE AND SUPPORT AN OPINION Use the **Team Talk Routine**. Remind children that when they tell how they feel about something, they are giving an opinion. Ask children to think about how Alexander's father punished him. **Do you agree with the fines Alexander received from his father for getting upset at his brothers?** (Possible responses: No, I don't agree. It seems that his brothers were teasing him and that they should be the ones to get fined. Yes, I agree with Alexander's father. It seems as if Alexander gets mad easily and acts out in bad ways.)



Remind children that a main character is the character that the story is mostly about. Explain that writers include details that describe the actions, thoughts, and feelings of the main character. These details help readers understand how the main character responds to events and challenges. In this book, details help readers understand the actions, thoughts, and feelings of the main character, Alexander.

KEY IDEAS AND DETAILS Reread the text on p. 17–18 and 23. As children think about the responses Alexander has to losing his money, have them complete the Web A graphic organizer.

- On pages 17–18, Alexander makes three bets and loses each of them. What clues on these pages help you understand how Alexander responds to losing these bets? (The illustration on p. 18 shows that Alexander is not happy about losing 15 cents on bets.)
- What details in the text tell readers that Alexander seems a bit surprised to have to pay his mom? (“I didn’t know that moms made children pay.”) How does the illustration show Alexander’s feelings about this? (He looks disappointed.) We can write the word *disappointed* on one of the lines in our Web.
- On page 23, what details in the illustration show how Alexander is feeling about losing four cents? (His mouth is wide open, as if he is yelling in anger.) What details in the text help readers understand why he is upset? (“The trick to bring them back he hasn’t learned yet.”)



Independent Reading Practice

READING ANALYSIS: CHARACTER RESPONSE Have children work independently to complete Web A by writing words or phrases that explain how Alexander responds to losing or spending his money. Children can choose other pages in the book to help them complete the web.

WRITING IN RESPONSE TO READING Have children revisit their webs and write a sentence on a separate sheet of paper that explains one way Alexander responds to losing or spending his money. Children can refer to p. 65 in their *Reader’s and Writer’s Journal* to review the writing prompt.

Reading Wrap-Up

SHARE WRITTEN RESPONSES Take a few minutes to wrap up today’s reading with children. Ask volunteers to share their responses to the Writing in Response to Reading.



READING OBJECTIVE

- Describe how characters respond to major events or challenges.

Scaffolded Instruction

STRATEGIC SUPPORT

MONITOR PROGRESS

If...children struggle to identify how characters respond to events and challenges,
then...use the Reading Analysis lesson in small group to help them find evidence in the text and illustrations.

SLEUTH WORK Use the Sleuth Steps in the Close Reading Workshop to provide more practice in close reading.

Reading Analysis

Help children find clues that tell how Alexander responds to the event on p. 19. Have children describe the expression on Alexander's face (happy). Then reread the text. Focus on the sentence, "I always wanted to rent his snake for an hour." Talk about how this text gives clues to how Alexander responds to this event. Have children write the word *happy* on their webs. Continue in a similar manner for other events as children complete their webs.

Close Reading Workshop

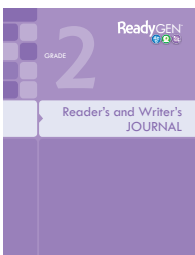
SLEUTH WORK Have children read "I'll Trade You" on pp. 16–17 of *Sleuth*. Then, use the steps below to help groups answer the *Sleuth* questions. Have children use text evidence to support their answers.

LOOK FOR CLUES Have children look for clues in the text that tell when this story takes place. ("Samuel's mom and grandma remembered when people used something called money instead.")

ASK QUESTIONS Have children write a question that they might ask Samuel and Ben about life without money.

MAKE YOUR CASE Have children write what the most important idea is that the writer wants to get across about trading. Make sure they support their writing with evidence from the text.

PROVE IT After children discuss the Sleuth steps, direct them to pp. 66–67 of the *Reader's and Writer's Journal* to further explore "I'll Trade You."



EXTENSIONS

MONITOR PROGRESS

If...children understand how characters respond to events and challenges,
then...extend the Reading Analysis lesson by having children compare how Samuel gets what he wants to how Alexander gets what he wants.

Reading Analysis

Have children read “I’ll Trade You” on pp. 16–17 of *Sleuth*. Then use the questions below to have children compare the feelings of the main character, Samuel, who gets a skateboard, to the feelings of the main character, Alexander, in *Alexander, Who Used to Be Rich Last Sunday*, and how he feels about what he spends his money on at the end of the book. Have children complete a T-Chart with the headings “Samuel” and “Alexander” to compare the two characters’ feelings about money and responses to story events. The following questions can guide children as they think about how the characters’ feelings and responses compare:

- **What do the illustrations in each of the stories tell you about the characters’ feelings and responses? How are the characters’ responses similar? How are they different?** (Samuel is very excited about the skateboard, and does not understand why people ever used money. Alexander felt he needed the bear, candle, and cards at the time he bought them, but he does not look happy with them at the end of the story.)
- **What clues in the text help you understand how each of the characters feel?** (The text in “I’ll Trade You” says Samuel couldn’t wait to show off his skateboard. The text on p. 31 in *Alexander, Who Used to Be Rich Last Sunday* uses the word “dopey” to describe Alexander’s purchases, which suggests he is not happy with what he bought.)

Have children add the characters’ feelings toward money to each of the columns in the T-Chart.

WRITING OBJECTIVES

- Write narrative sentences that describe character actions.
- Understand apostrophe use.

Writing

Narrative Writing

Character Actions

TEACH Remind children that **character actions** tell readers about a character's personality. A writer uses details to describe actions, thoughts, and feelings that a character has in order to make a story more interesting.

- What action does Alexander repeat over and over again in this book?
- How does that action help readers to understand Alexander's personality?

ANALYZE THE MODEL Through discussion, help children identify the character action that Alexander repeats over and over again throughout the book. To begin with, focus children's attention on the text on page 21.

"A nickel fell through the crack when I walked on my hands."

The author illustrates one way that Alexander loses his money.

Now have children review the text on page 23.

"But then Nick did a magic trick that made my pennies vanish in thin air."

The author illustrates another way that Alexander loses his money.

Explain that the author gives readers many examples of Alexander losing or spending his money in unwise ways. Because of all these examples in the text, readers understand Alexander's personality a bit better. He seems to be impulsive, or not careful. He does not think things through very carefully.

Conventions Understanding Apostrophe Use

TEACH AND MODEL Tell children that an apostrophe is used in possessive nouns and contractions. Explain the different ways an apostrophe is used. Use p. 68 in the *Reader's and Writer's Journal*.

Possessive noun: The **teacher's** whistle
Contraction: **can't**

Independent Writing Practice

WRITING Have children turn to p. 70 in the *Reader's and Writer's Journal* to read the writing prompt. Then have them revisit page 17 in *Alexander, Who Used to Be Rich Last Sunday*. Have them consider his actions on this page. On a separate sheet of paper, have them:

- 1 write a narrative sentence for each event on this page.
- 2 use words that describe the actions of what is seen in the illustrations.

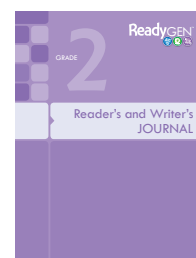
Remind children to use specific words that describe each of the events on that page.

APPLY CONVENTIONS As children complete the Independent Writing Practice, have them circle one or two examples of using an apostrophe in their writing. If they have not done so, encourage them to revise their writing and use an apostrophe in a possessive or a contraction at least once.

USE TECHNOLOGY If available, have children use computers or electronic tablets to draft their sentences. If available, have children e-mail their sentences to a friend in the classroom to share their writing.

Writing Wrap-Up

Have children share their writing with a partner. Encourage them to discuss how they found different ways of telling about the same events.



WHOLE GROUP

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

APOSTROPHES Children may have difficulty understanding the difference between *its* and *it's*. Explain that *its* (without an apostrophe) shows possession, for example, *Its wings fluttered*. Then explain that *it's* is a contraction that means "it is."

STRATEGIC SUPPORT

APOSTROPHES Together brainstorm a list of contractions and write them down. Have children tell what words the contraction stands for and what letters the apostrophe replaces in the contraction.

LESSON OBJECTIVE

Identify and understand story structure.

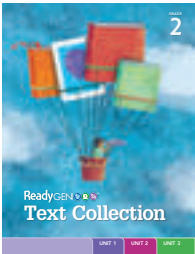
READING OBJECTIVES

- Understand story structure.
- Understand point of view.
- Use text evidence to answer questions during a close reading.

Read the Text

Build Understanding

INTRODUCE Introduce to children the story *A Chair for My Mother* in the *Text Collection*. Explain that like *Alexander, Who Used to Be Rich Last Sunday*, this book is realistic fiction, or a made-up story about people and things that could actually happen. Have children focus on the following Enduring Understanding as you read *A Chair for My Mother* and work through the lesson: *Readers understand that knowing the structure of a story helps them comprehend the text.*



First Read of the Lesson

EXPLORE THE TEXT Have children page through the text of *A Chair for My Mother* in the *Text Collection* and study the illustrations to see who the characters are and what happens to them. Introduce the Essential Question of the day: *How do readers identify beginnings and endings?*

For additional support in unlocking the text, see the *Scaffolded Strategies Handbook*.

READ ALOUD A CHAIR FOR MY MOTHER Use the **Read Aloud Routine**. Read aloud the story as children follow along. In this first reading, children should focus on understanding the “gist” of the text and the story structure. Suggest that children pay special attention to the beginning and ending of the story. After the reading, discuss the questions below. Have children use p. 61 in their *Reader's and Writer's Journal* to record their answers to one of the questions.

- What did you read?
- What did you learn?
- What questions do you have?

Second Read of the Lesson

CLOSE READING During guided close reading, have children focus on key ideas and details as they demonstrate understanding of story structure and point of view. Use the following questions to lead the discussion.

- **We learn many things at the beginning of the story. How do we know who is telling the story?** The title includes the word *My* and the story begins with that word, too. When someone uses the word *my*, that person is talking. The picture on the title page shows a little girl and a woman who is probably her mother. So, the little girl is most likely telling the story. **What other words on page 53 help you know this?** The person telling the story uses the words *I* and *me*, and she talks about her mother. **Key Ideas and Details**
- **Vocabulary** On page 53, the text says “My mother works as a waitress in the Blue Tile Diner.” We also see the words *Blue Tile Diner* in the picture on page 52. If we look at the picture closely, we can see people eating, so I think a diner is a place that serves food. If the girl’s mother works there, what do you think a waitress is? A person whose job it is to serve food to customers at a restaurant or diner.
- **Vocabulary** A waitress gets paid for the work she does, and sometimes people leave extra money for good service. The text on page 55 says, “My mama empties all her change from tips out of her purse for me to count.” What does *change* mean in this sentence? (coins) What does the word *tips* mean in this sentence? Tips are the extra money the girl’s mother makes.
- **What details in the text and the in the illustrations help us understand who is in the narrator’s family?** We see a picture of the girl, her mother, and an older woman on page 56, and the text on p. 57 says, “Usually Grandma sits with us too.” The grandmother must be part of the family. **What do we learn about the problem the family is facing?** We learn that they have lost all their possessions in a fire, so they are saving money for a new chair. **Key Ideas and Details**

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

MULTIPLE-MEANING WORDS Children may need extra help understanding the meanings of the words *tips* and *change* on p. 55. Explain that both words have multiple meanings. Point to the tips of your fingers, and then demonstrate how to tip over a chair. Show how to change an item of clothing, such as your jacket or shoes.

STRATEGIC SUPPORT

CHECK UNDERSTANDING Help children understand that in first-person narratives, readers feel as if the person telling the story is talking directly to them. Read aloud the first two sentences on p. 53. Ask children if the speaker is someone they would like to know.

READING OBJECTIVES

- Identify first-person pronouns.
- Understand first-person point of view.

Text-Based Vocabulary

- coins, p. 55
- bargain, p. 57
- savings, p. 57



Focused Reading Instruction

Text-Based Vocabulary

Introduce children to key text-based vocabulary from *A Chair for My Mother*. For each word, check children's understanding. Poll them to see if they *know the meaning*, *know it a little*, or *don't know it at all*. Teach the words children need to know with the **Text-Based Vocabulary Routine**. Ask children to record the information on p. 62 in their *Reader's and Writer's Journal*.

On page 55, we learn that the girl and her mama “push all of the coins into the jar” and that “every single shiny coin goes into the jar.” If you don't know what coins are, you can look at the picture on page 54 for a clue. What are coins? (round, metal pieces of money) We learn that when Grandma “gets a bargain on . . . something she buys,” she puts “the savings” into the jar. Explain that when you get a bargain, you are able to buy something for a lower price and save money. Grandma shares her savings with the family.

Text-Based Conversation

Use the **Whole Group Discussion Routine**. An author can tell a story in different ways. When a character tells the story, it is called **first-person point of view**. Have children consider as a whole group how they know that this story is first-person point of view. The author has the character of the girl use the words *I*, *my*, *we*, *our*, and *us*.

You may wish to think-aloud about text details that can help readers understand point of view. The girl uses many words that show that she is telling the story. Besides the words *my* and *I*, she also uses the words *we* and *our* on page 59. If the story were being told by someone who was not a character, the author would have used the words *they* and *their* instead of *we* and *our*.

As a whole group, have children use textual evidence to discuss whether readers ever learn the girl's first name. As children participate in collaborative conversations, have them ask for clarification and further explanation about the topic under discussion.

TEAM TALK STATE AND SUPPORT AN OPINION Use the **Team Talk Routine**. Ask children to cite text evidence that supports their opinion to the question: **Do you prefer stories told by a character or stories told by someone who is not a character?** (Possible responses: I prefer stories told by a character because it is more personal. I don't like first-person point of view because the reader only learns what that person is thinking.)

Language Analysis Story Structure

Explain that the structure of a story includes the way it is organized. As they read, tell children to look for a problem in the story and how the family solves it.

CRAFT AND STRUCTURE Focus children's attention on why the middle of the story goes back in time. Have them begin filling in a Story Map, using Story Sequence A.

- At the beginning of the story, the girl introduces us to her family. Let's record this on the Story Map. How do you know that the girl is talking about the present time? (The girl uses present-tense verbs such as *works*, *gives*, and *says*.)
- Why does the middle of the story go back in time? What does the girl tell about in the middle of the story? (The story goes back in time because readers need to know why the family doesn't have a chair. The girl tells what happened when her family lost everything in a fire.)
- The author begins this story in the present and then goes back to the past. How does this structure help readers understand the story? (By introducing the family in the present, readers learn the focus of the story: that they are struggling to save money for a chair. A description of the earlier fire helps readers understand the reason they need a chair, but the fire is not the focus of the story.)

Story Sequence A

Title _____

Beginning
↓
Middle
↓
End

Independent Reading Practice

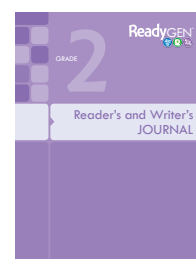
LANGUAGE ANALYSIS: STORY STRUCTURE Have children work independently to complete the Story Map. Tell children to include the family's problem and how it is solved at the end of the story.

WRITING IN RESPONSE TO READING Have children turn to p. 65 in their *Reader's and Writer's Journal* to read the prompt: *Write a few sentences that tell how the girl earns money to help the family.*

ACCOUNTABLE INDEPENDENT READING As children read texts independently, remind them to think about how the story is structured.

Reading Wrap-Up

SHARE WRITTEN RESPONSES Take a few minutes to wrap up today's reading with children. Ask volunteers to share their Writing in Response to Reading.



READING OBJECTIVE

- Understand story structure.

Scaffolded Instruction

STRATEGIC SUPPORT

MONITOR PROGRESS

If...children struggle to identify the structure of the story, **then...**use the Language Analysis lesson in small groups to help them work through the Story Maps.

Fluency Check To provide practice with reading fluently, have children use the Oral Reading activity.

Language Analysis

Guide children to record on their Story Maps the events described in the Language Analysis section. Help them use the text and illustrations to list text evidence about these events. If children have difficulty understanding which pages are included in the middle and the end of the story, suggest that they use self-stick notes to mark where each section begins. The middle of the story starts on p. 61, and the ending starts on p. 69. Point out how the verbs change from present to past tense in the last paragraph on p. 59 to signal that the girl is starting to tell about a time in the past.

Oral Reading

EXPRESSION Explain that reading with expression means changing your voice to show the characters' feelings and emotions. Tell children that the girl's feelings change on p. 59. In the first two paragraphs, she is talking positively about the family's goal for saving and their dream of buying a beautiful chair. In the third paragraph, her feelings change as she remembers the fire. Have children follow along with you as you read aloud p. 59 in *A Chair for My Mother* in the *Text Collection*. Model reading the first two paragraphs happily, and the third paragraph as a sad remembrance.

Have children read the same passage aloud, using expression. Monitor progress and provide feedback. For optimal fluency, children should reread the passage three to four times.

EXTENSIONS

MONITOR PROGRESS

If...children demonstrate understanding of story structure,
then...extend the Language Analysis lesson by having children write sentences about the story, and then sort the sentences into groups.

Language Analysis

Tell children to write sentences on strips of paper that tell about things that happened in the story. Have children combine all their sentences and then sort them according to beginning, middle, and end.

- **How does the author begin the story? How might the story have been different if it had been told from a different character's point of view?**
(Sample response: The author begins the story by having the girl introduce her family and their problem. If the story had been told from a different character's point of view, readers would not know how the girl feels about her family and the fire. The story wouldn't have seemed as personal if it had been written in another point of view.)
- **What verbs does the author use on page 61 that signal that the event has already happened?** ("were coming," "had," "were walking," "were looking," "was saying," "came")
- **How does the author signal a time change on page 69?** (She uses the words "that was last year," and "now.") **How does the author conclude the story? How does she show a solution to the problem?** (The author tells what the family did when they had saved enough money. They bought a chair for Mother.)

WRITING OBJECTIVES

- Understand time frame.
- Identify possessive pronouns.

Writing

Narrative Writing

Time Frame

TEACH Explain to children that it is important for writers to keep the time frame in mind as they write a story. The time frame is the period of time in which a story takes place. Point out that most stories are written in the order they happened, but in *A Chair for My Mother*, the story starts in the middle of the time frame covered in the book. Some stories go back and forth between different time periods, so writers must use the correct forms of verbs. Have children keep in mind:

- Events that are happening now use present-tense verbs.
- Events that have already happened use past-tense verbs.

ANALYZE THE MODEL Through discussion, help children understand that at the beginning of the story, the author is relating events that happened after the fire.

*But each evening every single shiny coin **goes** into the jar.*

The author uses present tense in the beginning of the story. On a time line, this section of the story would come after the fire.

Have children read sentences in the first paragraph on page 63 to analyze when this section happened.

*Mama **grabbed** my hand and we **ran**.
My uncle Sandy **saw** us and **ran** to us.
Mama **yelled** . . . My aunt Ida **waved** and **shouted**...*

The author uses past tense verbs here so readers understand that the text is telling about something that happened in the past.

Explain to children that the author changes from present tense verbs in the beginning of the story to past tense verbs in the middle of the story to tell about the events in the past. She changes back to present tense verbs on page 69 as she goes back to present time in the story.

Conventions Identifying Possessive Pronouns

TEACH AND MODEL Tell children that a possessive pronoun is a pronoun that shows ownership. It takes the place of a noun. Possessive pronouns include *mine, yours, his, hers, its, ours, theirs*. They also include *my, his, hers, our, your, and their*. Have children identify a possessive pronoun in the sentence below. Use p. 68 in the *Reader's and Writer's Journal*.

This is **your** pencil and that one is **mine**.

Independent Writing Practice

FORMATIVE ASSESSMENT Have children read the writing prompt on p. 70 in the *Reader's and Writer's Journals*. On a separate sheet of paper, have them write a new beginning to the story as if it begins at the time of the fire. Have children:

- 1 find details in the text that tell how the girl and her mother discovered the fire.
- 2 use vivid details to describe the fire.

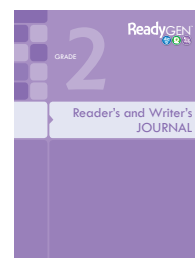
Remind children to return to *A Chair for My Mother* to look for text evidence that tells about the fire.

APPLY CONVENTIONS As children complete the Independent Writing Practice, have them circle any possessive pronouns they use in their writing.

USE TECHNOLOGY As children work, have them use computers or electronic tablets, if available, to draft and print their sentences.

Writing Wrap-Up

Have pairs share their writing with each other. As partners share their work, have them give positive comments as well as constructive criticism.



WHOLE GROUP

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

POSSESSIVE PRONOUNS Help children understand that possessive pronouns show ownership of something. Hold up a pencil and say, "This is my pencil." Help children identify the pronoun that tells about the pencil (*my*). Repeat with "This is your/his/her pencil." Talk about who owns the pencil in each sentence.

STRATEGIC SUPPORT

POSSESSIVE PRONOUNS Have children distinguish present and past tense verbs in *A Chair for My Mother*. Help children understand that many verbs that tell about the past end with *-ed*.

LESSON 5

UNIT 2 • MODULE A

LESSON OBJECTIVE

Understand how characters respond to events and challenges.

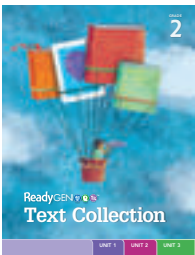
READING OBJECTIVES

- Understand how details enhance writing.
- Understand that people make decisions based on their needs and resources.
- Use text evidence to answer questions during a close reading.

Read the Text

Build Understanding

INTRODUCE Have children identify the family’s problem and how they plan to solve it. Then, focus on the following Enduring Understanding as you read pages 51–67 and work through the lesson: *Writers understand that the use of details, descriptive language, and dialogue enhances writing.*



First Read of the Lesson

EXPLORE THE TEXT Have volunteers tell what happened at the beginning, middle, and end of the story *A Chair for My Mother* in the *Text Collection*. Encourage them to include specific details from the text. Then have children focus on the Essential Question: *How does using details describing actions, thoughts, and feelings make stories more interesting?*

For additional support in unlocking the text, see the *Scaffolded Strategies Handbook*.

READ ALOUD PAGES 51–67 Use the **Read Aloud Routine**. Tell children that they are going to reread pages 51–67 to gather more information about the characters and to increase their comprehension. Then, read aloud as children follow along in their books. In this first reading, children should focus on understanding the “gist” of the text, what the characters are like, and how they react to challenges. Following the reading, discuss the questions below. Have children use p. 61 in their *Reader's and Writer's Journal* to record their answers to one of the questions.

- What did you read?
- What did you learn?
- What questions do you have?

Second Read of the Lesson

CLOSE READING During guided close reading, have children focus on key ideas and details as they demonstrate an understanding of why people make certain decisions. Use the following questions to lead the discussion.

- **Vocabulary** On page 59, we learn that there was a fire at the narrator's house and everything was lost. What happened to the things they owned? They burned up. What does *burned* mean? *Burned* means "destroyed by fire."
- Because of the fire, the family needs a new chair. What clues in the text on page 55 help you understand why a new chair is important? The text says that sometimes Mama is "so tired she falls asleep while I count the money," and the illustration shows her sleeping in a hard kitchen chair. Mama could use a comfortable chair to relax in after work. **Key Ideas and Details**
- We know that a chair is expensive. When something is expensive, people often save their money until they have enough to pay for it. What details tell about how the family will pay for a new chair? The text says that the girl, her mother, and her grandmother all chip in their money. The girl does jobs around the diner and puts half the money she earns into the jar. The text says, "I wash the salts and peppers and fill the ketchups." One time the girl even "peeled all the onions." We also learn that each day Mama contributes her tips and Grandma puts the "savings" from "bargains" into the jar. **Key Ideas and Details**
- **Vocabulary** On page 63, the author describes the scene of the fire. The girl could see lots of smoke and "tall orange flames came out of the roof." The words *tall* and *orange* describe how the flames looked. What are flames? Flames are streams of light given off by a fire.

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

CHECK UNDERSTANDING Help children understand that even though it will take a long time for the characters in the story to save enough money to buy a chair, they continue saving a little bit each day. Discuss with children what is like to work toward a goal. Ask children to tell about a time they saved their money for something special.

STRATEGIC SUPPORT

STORY EVENTS Children may gain a better understanding of the story if they go on a picture walk through the book. Have children take turns telling what is happening in the pictures on pages 51–67 as they page through the book.

READING OBJECTIVES

- Identify details that describe actions, thoughts, and feelings.
- Understand character.

Text-Based Vocabulary

- spoiled, p. 63
- charcoal, p. 65
- ashes, p. 65



Focused Reading Instruction

Text-Based Vocabulary

Introduce children to key text-based vocabulary from *A Chair for My Mother*. For each word, check children's understanding. Poll them to see if they *know the meaning*, *know it a little*, or *don't know it at all*. Teach the words children need to know with the **Text-Based Vocabulary Routine**. Ask children to record the information on p. 62 in their *Reader's and Writer's Journal*.

Point out that in the last sentence on page 63, we learn that Grandma and the cat were safe, but “everything else” in the house was “spoiled.” *I know that fires cause lots of damage, so spoiled must mean “ruined.” On page 65, the author describes how the things were spoiled. She says that everything “was turned to charcoal and ashes.”* Describe how things look after a fire, and tell what charcoal and ashes are. Charcoal is a substance left from burned wood, and ashes are the powdery remains left after something burns. Have children look at the picture on p. 64 to see what the house looked like.

Text-Based Conversation

Use the **Small Group Discussion Routine**. Remind children that throughout *A Chair for My Mother*, the author uses details and descriptive language to enhance her writing. Have children work in small groups to identify details that tell how other people helped the family after the fire.

You may wish to use a think-aloud about why people help each other after a disaster. *When bad things happen to people, family, friends, and sometimes even strangers come to their aid because they want to help make things better. They may offer their time, their skills, or even their money.*

As a small group, discuss what the neighbors, relatives, and Mama's boss, Josephine, did to help. Make sure children locate evidence in the text that supports their ideas. As children participate in collaborative conversations, make sure they build on others' talk in conversations by linking their comments to the remarks of others.

TEAM TALK STATE AND SUPPORT AN OPINION Use the **Team Talk Routine**. Ask children to share an opinion about why people help others. *Why were the family's relatives and friends so generous to them after the fire?* (Possible responses: The family lost everything in the fire, and their relatives and friends felt sad about this. They knew there were ways they could help, so they did. They probably also knew that the family would have done the same thing for them.)

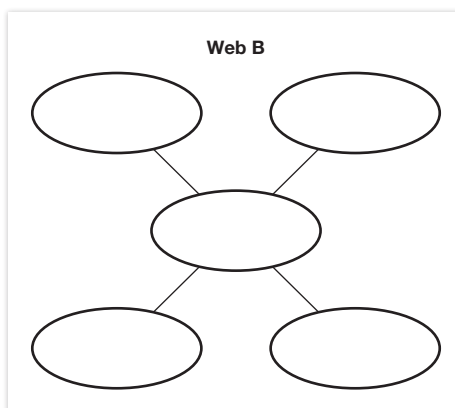
Reading Analysis

Understand Character

Tell children that the way a person responds to events or challenges tells a lot about his or her character. Explain that the words *caring*, *considerate*, and *unselfish* all describe a person who is helpful and generous.

KEY IDEAS AND DETAILS Focus children's attention on the girl and discuss how her behaviors illustrate her character. Write "Girl" in the middle of a Character Web, using Web B.

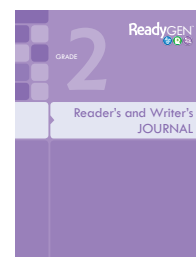
- On page 53, we learned that the girl "puts half her money into the jar." What does that tell you about her character? (It tells that she is unselfish.) That word can go in a circle around the outside of the web.
- We learn that the girl cares about her mother because she is willing to give up part of her earnings to help buy a chair. We also learn that when the girl and her mother discover the fire, the girl's first words are "Where's my grandma?" What phrase describes the girl here? (Cares about others)
- Have children think of other words that describe the girl's character and write them on the web. Encourage children to use the text and illustrations to help them determine qualities of the narrator.



Independent Reading Practice

READING ANALYSIS: UNDERSTAND CHARACTER Have children work independently to complete a Character Web for the girl's mother. Tell children to write *Mama* in the center of the web and to find details in the text that tell how she responds to events and challenges in the story. Have children write words that describe Mama's character in the outer circles of the web.

WRITING IN RESPONSE TO READING Have children turn to p. 65 in their *Reader's and Writer's Journal* to read the prompt: *What is your opinion of the girl's character? Explain your answer.* Have children write their responses on a separate sheet of paper, using the text to support their answers.



Reading Wrap-Up

SHARE WRITTEN RESPONSES Take a few minutes to wrap up today's reading with children. Ask volunteers to share their responses to the Writing in Response to Reading.

READING OBJECTIVE

- Understand how characters react to major events or challenges.

Scaffolded Instruction

STRATEGIC SUPPORT

MONITOR PROGRESS

If...children struggle to identify how characters respond to events and challenges,
then...use the Reading Analysis lesson in small groups to help them work through the Character Web.

If...children need extra support to understand the story,
then...use the Close Reading Workshop in small groups to provide scaffolded support for page 59.

Reading Analysis

Help children work through the Character Web by talking about how Mama responds to events and challenges in the story. Model how to identify a situation by pointing out that Mama is willing to contribute some of her hard-earned money toward the new chair. Suggest that children write *generous* in an outer circle in the web. Continue by finding text evidence that shows what Mama is like, and then thinking of a word that describes her. (hard worker, caring, kind, well-liked, loyal)

Close Reading Workshop

Read *A Chair for My Mother*, page 59. Read aloud page 59 in the *Text Collection*. Then, discuss the following questions with the group. Have children use text evidence to support their answers.

- 1 What will the family do when the jar is filled to the top with coins?
(They will “take out all the money and go and buy a chair.”)
- 2 What kind of chair do they plan to buy? (The text says they will get a “wonderful, beautiful, fat, soft armchair. . . covered in velvet with roses all over it.” Explain that velvet is a soft, fuzzy fabric.) Why does the family insist on a soft, comfortable chair? (So Mama can relax after work.)
- 3 Assign children partners. Have the pairs talk about how working toward a goal can be difficult but also very satisfying.

EXTENSIONS

MONITOR PROGRESS

If...children understand how characters respond to events and challenges,
then...extend the Reading Analysis lesson by having children write why certain words describe certain characters.

Reading Analysis

Have children brainstorm words that are character traits, such as *kind, loving, caring, giving, generous, thoughtful, responsible, considerate*, and so on. List the words on a chart. Then have children fill in the sentence frame, “_____ is _____ because _____,” for three different characters. Tell them to write the person’s name on the first line, the trait on the second line, and text evidence from the story on the third line.

- **How did the girl’s cousin react to the fire? What does her response tell you about her character? What could you write about her?** (The narrator’s cousin gave the girl her own teddy bear. She must be a very generous person. I could write “The girl’s cousin is generous because she gave the girl her own stuffed bear.”)
- **What might you write about Mama’s boss, Josephine?** (“Josephine is thoughtful because she brought pot and pans, silverware, and dishes.” She knew the family would need those things.)
- **Which characters might you call responsible? Explain your thinking.** (Possible responses: The narrator, her mama, and her grandma are all responsible because they are saving their money for something they want.)
- Have children trade their sentences with a partner. Have partners find evidence in the text to prove that each sentence is accurate.

WRITING OBJECTIVES

- Use details when writing about a character.
- Identify possessive pronouns.

Writing

Narrative Writing

Use Character Details

TEACH Explain to children that a writer includes **details** that describe a character's actions, thoughts, and feelings. These details help readers understand what the character is like. Have children keep in mind:

- Details make stories more interesting.
- Details help paint a picture of the characters.
- Details help paint a picture of what is happening in the story.

ANALYZE THE MODEL Through discussion, help children identify descriptive details in the text.

*Sometimes my mama is **laughing** when she comes home from work.
Sometimes she's so **tired** she falls asleep . . .
Then she looks **worried**.*

Details help readers understand a character's mood.

Have children reread the last paragraph on page 67 with you. Discuss what they learn about Grandma's character.

*" . . . we **thank you very, very much**. It's **lucky we're young** and can start all over."*

Details show that Grandma appreciates the love and support from everyone. They also show that she has a sense of humor, since she isn't really so young.

Explain to children that the author has made the story more interesting by providing details about the characters. Point out that they can do this in their own writing as well. By adding details, their readers will better understand their stories and characters.

Conventions Identifying Possessive Pronouns

TEACH AND MODEL Remind children that a possessive pronoun shows ownership. Have them identify possessive pronouns in this sentence. Use p. 68 in the *Reader's and Writer's Journal*.

My mama empties her purse.

Independent Writing Practice

WRITING Have children turn to p. 70 in the *Reader's and Writer's Journals* to read the writing prompt. Have them choose an event from the first half of the book and write a few lines of dialogue between the narrator and her mom about the event. Have children:

- 1 use details to describe the characters' thoughts or feelings.
- 2 use dialogue that shows what the characters are like.

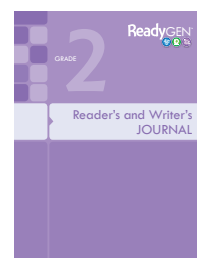
Children should use text-based evidence to support their writing. Have children write on a separate sheet of paper.

APPLY CONVENTIONS As children complete the Independent Writing Practice, have them underline any possessive pronouns they used in their writing.

USE TECHNOLOGY If available, have children use computers or electronic tablets to draft their sentences and revise them as needed.

Writing Wrap-Up

Have pairs share their writing with each other and give each other constructive criticism. Explain how to make comments that are helpful and not hurtful. Ask children to use their peer feedback to revise their sentences.



WHOLE GROUP

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

POSSESSIVE PRONOUNS Help children understand that speaker tags show who is speaking and how that person is saying it. Have children turn to page 63 and find “Mama yelled,” “I yelled,” and “My aunt Ida waved and shouted.” Discuss who is speaking each time. Explain that the words *yelled* and *shouted* give the reader a better idea of how the characters sound than “Mama said” or “Ida said.”

STRATEGIC SUPPORT

POSSESSIVE PRONOUNS For children who struggle writing dialogue, have partners choose an event and then practice what the narrator and her mother might be saying. Have one child take the part of the girl and the other the part of Mama. Show children how to use quotation marks to set off the dialogue and speaker tags to show who is talking.

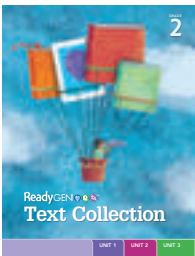
Identify and understand story structure.

- Understand story structure.
- Understand that writers use details and dialogue to enhance writing.
- Use text evidence to answer questions during a close reading.

Read the Text

Build Understanding

INTRODUCE Have children review *A Chair for My Mother* in the *Text Collection*, and how the girl, Mama, and Grandma responded to the events and challenges discussed in Lesson 5. Then have them focus on the following Enduring Understanding as you read pages 68–80: *Readers understand that knowing the structure of a story helps them comprehend the text.*



First Read of the Lesson

EXPLORE THE TEXT Ask children what they have learned about the long process of saving money. Have a volunteer explain how the family will know when they have enough money to buy the chair. Then introduce the new Essential Question to focus on today: *How do readers identify beginnings and endings?*

For additional support in unlocking the text, see the *Scaffolded Strategies Handbook*.

READ ALOUD PAGES 68–80 Use the **Read Aloud Routine**. Tell children they are going to reread pages 68–80 in the *Text Collection* to gather more information from the text and to increase their comprehension. Then read aloud as children follow along in their books. In this first reading, children should focus on understanding the “gist” of the text and the story structure. Following the reading, discuss the questions below. Have children use p. 71 in their *Reader's and Writer's Journal* to record their answers to one of the questions.

- What did you read?
- What did you learn?
- What questions do you have?

Second Read of the Lesson

CLOSE READING During guided close reading, have children focus on key ideas and details as they demonstrate understanding of story structure and ways to enhance writing. Use the following questions to lead the class discussion.

- The author uses details and dialogue on page 69 to illustrate what happens each night when Mama comes home from work. What details help you understand the situation? (The text says there was “no sofa and no big chairs” and that Mama’s “feet hurt.” Mama says, “There’s no good place for me to take a load off my feet.”) **Key Ideas and Details**
- On page 71, we learn that something exciting has happened. How does the author let readers know that? (The author uses dialogue to tell what has happened. Mama says, “Well, I never would have believed it, but I guess it’s full.”) What does that mean? (The jar is full, and they should have enough money to finally buy the chair.) **Key Ideas and Details**
- **Vocabulary** Now the family has a heavy jar of coins. How does the author help readers visualize that? (She includes a picture of the jar on p. 68.) The family can’t just take the jar of coins to the furniture store, though. That would be too hard, and the clerk wouldn’t want to count all those coins by hand. So, Mama gets paper wrappers for the nickels, dimes, and quarters. The family stuffs a certain number of coins into each wrapper. What are wrappers? (paper tubes that hold coins)
- **Vocabulary** On page 71, the text tells us that the family took the wrapped coins to the bank. Then it says, “The bank exchanged the wrapped coins for ten-dollar bills.” What does *exchanged* mean? (traded) Why did the family exchange their coins? (It would be easier to use paper money at the furniture store when they buy their chair.)

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

CHECK UNDERSTANDING Children may not understand that different coins have different monetary values. Display a nickel, dime, and quarter and tell children how much money each is worth. Then ask which coin is worth the most money and which coin is worth the least. Discuss why a person would probably want to have more dimes than nickels or more quarters than dimes.

STRATEGIC SUPPORT

MULTIPLE-MEANING WORDS Some children may be confused by the meaning of the word *bank*. Tell them that *bank* is a multiple-meaning word. It can be a mound of dirt, a slope down to a river, an item with a slot on the top in which people put money, or a place where people borrow or save money. Ask children if they have a bank or have been to a bank.

READING OBJECTIVES

- Understand the difference between wants and needs.
- Understand story structure.

Focused Reading Instruction

Text-Based Vocabulary

Introduce children to key text-based vocabulary from the lesson. For each word, check children's understanding. Poll them to see if they *know the meaning*, *know it a little*, or *don't know it at all*. Teach the words children need to know with the **Text-Based Vocabulary Routine**. Ask children to record the information on p. 72 in their *Reader's and Writer's Journal*.

We know that when Mama gets home from work, she is very tired and her feet hurt. What do you do when your feet hurt? (I sit down.) What does "take a load off" mean? (It means "sit down and relax.") Remind children that on p. 69, Uncle Sandy had to boost the girl up so she could put the quarter in the jar. What text clue helps you understand why she wasn't able to take down the jar to put the coin in it? ("Now the jar is too heavy for me to lift down.") If that's the case, what does *boost* mean? (to push or shove up)

Text-Based Conversation

Use the **Paired Discussion Routine**. Reread the first paragraph on p. 69 in the *Text Collection*. Remind children that there is no comfortable place for Mama to sit when she gets home from work and is very tired. Point out that Grandma would like a comfy place to sit, too. Have partners consider whether a new chair is a want or a need.

Provide a think-aloud model for children. Discuss the difference between wants and needs. A need is something people have to have. A want is something people would like to have. There are only a few things that people absolutely have to have, or need, to survive. They are food, water, shelter, and clothing. Everything else is a want. Do you think people should only buy the things they need?

Divide the group into pairs. Have partners look for text details that support why they think the chair is a want or a need. Make sure children locate specific evidence in the text that supports their idea. Remind children to ask for clarification and further explanation as needed about the topic under discussion.

TEAM TALK STATE AND SUPPORT AN OPINION Use the **Team Talk Routine**. Ask children to share their opinions to the question: Do you think the family should spend their money on a new chair? Use text details to support your opinion. (Possible responses: I think they should keep saving their money, because they might have an emergency some day and they will need it; Yes, I think they should spend it on a new chair. That's what they have been saving for and now they have reached their goal.)

Text-Based Vocabulary

- "load off my feet," p. 69
- boost, p. 69



Language Analysis Story Structure

Remind children that **story structure** is the way a story is organized. Authors decide on a sequence of events that makes the most sense in the plot. Readers can look for clues in the text that help them understand when each event is happening.

CRAFT AND STRUCTURE Remind children that they have used the Story Sequence A graphic organizer in previous lessons. Discuss what information was included on that graphic organizer. Tell children that in this lesson, they will use the Story Sequence B graphic organizer to identify the events that make up the ending of the story. Point out that this organizer asks for different kinds of information. Have children identify the main events on pages 68–80. Have them work with you to fill in Story Sequence B.

- There are three different settings in this final section of the story. What are they? (The settings are the family's home, the bank, and four furniture stores.) How do the key events in this section relate to the settings? (The key events happen at the different places.)
- Does the story structure of this ending section make sense? Are the events in a logical sequence? (The sequence of events makes sense because they are in order, and one thing has to happen before another.)

Story Sequence B

Title	
Characters	Setting
Events 1. First	
2. Next	
3. Then	
4. Last	

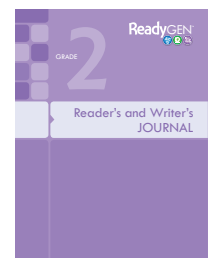
Independent Reading Practice

LANGUAGE ANALYSIS: STORY STRUCTURE Have children work independently to review their Story Sequence chart for the ending of the story. Then have children turn to p. 75 in their *Reader's and Writer's Journal* to write a summary of the story's ending. Encourage children to use key details from the text to describe each event that occurs in this last section of the text.

WRITING IN RESPONSE TO READING Have children turn to p. 77 in their *Reader's and Writer's Journal* and read the prompt: *Why wasn't the girl allowed to ride on the chair in the back of the truck?* Have children write their response on a separate sheet of paper, using the text to support their answers.

Reading Wrap-Up

SHARE WRITTEN RESPONSES Take a few minutes to wrap up today's reading with children. Ask volunteers to share their responses to the Writing in Response to Reading.



READING OBJECTIVE

- Understand the structure of the story's ending.

Scaffolded Instruction

STRATEGIC SUPPORT

MONITOR PROGRESS

If...children struggle to identify the structure of the story's ending, **then...**use the Language Analysis lesson in small groups to help them work through the Story Sequence graphic organizer.

If...children need extra support to understand the story, **then...**use the Close Reading Workshop in small groups to provide scaffolded support for pages 73–75.

Language Analysis

Reread pages 68–80 in *A Chair for My Mother* in the *Text Collection*. Stop after each main event and discuss with children what happened. Point out that the words and phrases *now* on p. 69, *on my mother's day off* and *then* on p. 71, and *finally* on p. 75 give clues to the sequence of events. Then point out that the Story Sequence graphic organizer uses signal the words *first*, *next*, *then*, and *last*. Help children fill in their Story Sequence graphic organizer. Discuss how children can make predictions about what will happen next based on what has already happened.

Close Reading Workshop

Read *A Chair for My Mother*, pages 73–75 Have children read pages 73 to 75. Have them focus on the family's adventure at the furniture store.

- 1 The family went to four furniture stores and tried out many different kinds of chairs. Why do you think they were so picky? (Possible answer: They had been saving their money for such a long time and had been dreaming about what kind of chair they would get, so they weren't willing to settle for anything that wasn't exactly what they wanted.)
- 2 Why did Aunt Ida and Uncle Sandy help the family get the chair home? (They knew the family was so excited that it would be hard to wait a few more days for the chair to be delivered by the store.) What do you think might have happened if they had not had enough money to pay for the chair? (Possible response: They would have gone home and kept saving until they had enough.)
- 3 Assign children partners. Have pairs talk about how hard it is to be patient while you wait for something exciting to happen.

EXTENSIONS

MONITOR PROGRESS

If...children understand the structure of the story's ending,
then...extend the Language Analysis lesson by having children use their Story Sequence graphic organizers to create a play.

Language Analysis

Assign each child an event on the Story Map about which to write a scene. Tell children to write simple dialogue for each character—the girl, Mama, and Grandma. Remind children to use quotation marks and speaker tags in their writing.

- Let's look at the first event on our charts. We know that Mama says something on page 71. What does she say? ("Well, I never would have believed it, but I guess it's full.") That might be a starting point for the first scene. What do you think the girl and Grandma might have said then?
- Tell children to think about what is happening and what each character might say before they write their scenes. Then have them write the dialogue. Children may wish to include additional characters, such as the banker, the store clerk, or Aunt Ida and Uncle Sandy, in some of the scenes.
- Have children share their writing with the group. Then assign roles or let children choose which character to be. Have groups take turns performing the scenes in sequential order. Discuss how the events build on one another.

WRITING OBJECTIVES

- Understand story endings.
- Understand simple sentences.

Writing

Narrative Writing

Focus on Endings

TEACH Tell children that at the **end** of a story, a writer ties up the loose ends. Writers include details, descriptive language, and dialogue to bring closure to the story.

- The author includes details that tell how each person in the family makes use of the new chair. How do Grandma, Mama, and the girl use the chair?
- What details does the author give that show that the chair is very comfortable? Do you think this was the perfect chair for Mama? Explain your answer.

ANALYZE THE MODEL Have children read the first paragraph on page 79. Discuss the details the author includes that tell the location of the new chair.

We set the chair *right beside the window* . . .

Details help readers understand exactly where the chair is in the room. This will be an important detail as the story moves along.

Have children focus on the second paragraph on the page and look for details that tell how the characters use the chair at the end of the story.

Now *Grandma sits in it and talks with people going by* . . .
Mama sits down and watches the news on TV . . .
After supper, I sit with her . . .

The author tells how each of the characters uses the chair. Because we know that the chair is by the window, it makes sense that Grandma can talk to people outside.

Explain that the way the author has ended the story has helped readers understand the solution to the family's problem and how it impacts their lives. The new chair provides a comfortable place both day and night.

Conventions Simple Sentences

TEACH AND MODEL Explain that a simple sentence has a subject and a verb. Share the examples of simple sentences below. Use to p. 78 in the *Reader's and Writer's Journal*.

Mama **smiled** at me.
The **neighbors** **helped** the family.

Independent Writing Practice

WRITING Have children turn to p. 79 in the *Reader's and Writer's Journals*. On this page, have them write about the next thing the family will save for and why that item will be useful. Have children:

- 1 include one detail about the new item.
- 2 include one detail that explains the reason for the item.

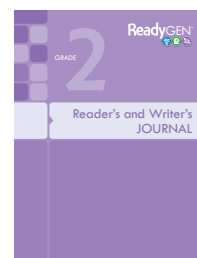
Remind children to return to *A Chair for My Mother* to look for details in the text or illustrations that will give them ideas of what else might be useful for the family to purchase.

APPLY CONVENTIONS As children complete the Independent Writing Practice, have them underline any simple sentences they use in their writing.

USE TECHNOLOGY If available, have children use computers or electronic tablets to draft their ideas and revise them as needed.

Writing Wrap-Up

Have pairs share their writing with each other and give each other constructive criticism. Ask children to use their peer feedback to revise their writing.



WHOLE GROUP

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

SIMPLE SENTENCES Remind children that the subject (noun) is who or what the sentence is about and the verb shows the action in the sentence. Write *Mama ran down the block. The chairs burned in the fire. Grandma sat in the chairs.* Ask: *Who ran? What happened to the chairs? What did Grandma do?*

STRATEGIC SUPPORT

SIMPLE SENTENCES For children who struggle to identify nouns and verbs, write words on cards and place them face up. Have children pick a word card, say the word aloud, and sort it according to *noun* or *verb*. Remind children that a noun names a person, place, or thing and a verb shows action.

- Identify how characters respond to major events or challenges, using text evidence during a close reading.

Read Anchor Text

Build Understanding

INTRODUCE Talk about the beginning and ending of *Alexander, Who Used to Be Rich Last Sunday*. In particular, discuss how the start of the book previews the end of the book. Have children focus on the following Enduring Understanding as you revisit *Alexander, Who Used to Be Rich Last Sunday*: *Readers understand that knowing the structure of a story helps them comprehend the text.*



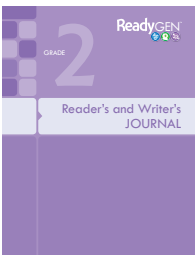
First Read of the Lesson

EXPLORE THE TEXT Have a volunteer summarize *Alexander, Who Used to Be Rich Last Sunday*. Ask children to identify the main characters of the book. Then explain today's Essential Question: *How do readers identify beginnings and endings?* Explain that as you revisit part of the book, children should look for clues in the text that tell about the sequence of events that led to Alexander having no money at the beginning and end of the story.

For additional support in unlocking the text, see the *Scaffolded Strategies Handbook*.

READ TOGETHER PAGES 16–18 Use the **Read Together Routine**. Have children turn to p. 16 in their books. Remind children that Alexander was given a dollar by his grandparents and that this is the first page in which he starts spending or losing the dollar. Tell them you are going to read the next few pages together. Following the reading, discuss the questions below. Have children use p. 71 in their *Reader's and Writer's Journal* to record their answers to one of the questions.

- What did you read?
- What did you learn?
- What questions do you have?



Second Read of the Lesson

CLOSE READING During guided close reading, have children focus on key ideas and details as they talk about how Alexander responds to “being rich.” Use the following questions to lead the discussion.

- On page 16, we read about the first thing Alexander spends his money on. What did he buy? He bought a lot of gum. What does this event tell readers about Alexander? He is not a good decision maker when it comes to his money. **Key Ideas and Details**
- What phrase on page 16 helps readers predict what is going to happen to Alexander’s money? The phrase “when I used to be rich” tells readers that Alexander is no longer rich, so he must have spent all his money. **Integration of Knowledge and Ideas**
- **Vocabulary** On pages 17 and 18, Alexander makes bets with his family members. What does the word *bet* mean? Alexander makes an agreement with his family members that he can do something. There is some risk in the agreement that he has made. That makes it a bet. The word *bet* can be used as a noun or a verb. How is it used on pages 17 and 18? It is used as both a noun and a verb.
- What does Alexander do on pages 17 and 18? He loses his money to family members when he bets them. Do you think Alexander’s bets are smart bets? Why do you think that? No, his bets are not smart because he has little chance of winning the bets he’s making. **Key Ideas and Details**
- Why do you think Alexander is such a poor decision maker when it comes to how he uses his money? Perhaps Alexander hasn’t had a lot of experience with money, or he is too young to be responsible with his money. **Integration of Knowledge and Ideas**

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

WORD MEANING Help children understand the bet that Alexander made with Anthony. The text says, “I bet that I could hold my breath till 300.” Explain that the author, although she doesn’t say it specifically, means that Alexander would hold his breath while Anthony counted to the number 300.

STRATEGIC SUPPORT

LANGUAGE The text on p. 16 reads almost like a long, continuous sentence. The author uses the word *And* to start many of the sentences. Help children reread that page, pausing at each period to separate the thoughts of Alexander. Have children summarize the steps Alexander takes to help children understand what he did.

READING OBJECTIVES

- Describe how words and phrases supply meaning in a story.
- Identify story structure.

Text-Based Vocabulary

- stoop, p. 17

Focused Reading Instruction

Text-Based Vocabulary

Review key text-based vocabulary from the book. Check children's understanding by asking them to turn to a partner and use the vocabulary words in a sentence. Monitor for correct use of the words. Teach the words children need to know with the **Text-Based Vocabulary Routine**. Ask children to record the information on p. 72 in their *Reader's and Writer's Journal*.

Reread p. 17. Review the meaning of *stoop*. *Using the outcome of Alexander's bet to jump from the top of the stoop and land on his feet, what do you think stoop refers to?* I think *stoop* refers to steps or a ledge that he jumps off of. The stoop must be high enough off the ground that he did not land on his feet.

Text-Based Conversation

Use the **Small Group Discussion Routine**. The first few events that tell how Alexander spent his money give readers a good indication about Alexander as a character. You may want to think-aloud as you have children consider how these story events help readers predict the rest of the story. *On page 16, I thought it was interesting that Alexander bought more and more gum when the gum stopped tasting good. I can relate to Alexander's experience. I hate chewing gum when it stops tasting good. I can't blame him for buying more gum. However, when he tries to sell his chewed gum to his friend, I can't imagine someone buying chewed gum. In addition, if his friend had taken the deal, Alexander would have only gotten back 5 cents of the 15 cents he spent. This event makes me wonder about Alexander.*

Organize children into small groups to discuss the events that occur in the middle of the book. Have groups discuss how these events help readers predict future events. Remind children to find clues on pages 16–18 that help them predict what will happen next. As children participate in collaborative conversations, have them build on others' talk in conversation by linking their comments to the text under discussion.

TEAM TALK STATE AND SUPPORT AN OPINION Use the **Team Talk Routine**. Have children think about the events on p. 16–18 in *Alexander, Who Used to Be Rich Last Sunday*. Have them state an opinion about Alexander's decisions about spending his money. Children should support their opinions with text details. Ask children: *Of the ways Alexander has spent his money up to this point in the book, which decision seems wisest? Explain.* (Possible response: I think making a bet with his mom was the wisest decision. I think that Alexander had as much luck at winning that bet as he did losing that bet.)



Review that stories have a beginning, middle, and ending. Have volunteers tell how *Alexander, Who Used to Be Rich Last Sunday* is structured. Remind children that the first pages of the book actually tell readers how the story ends.

CRAFT AND STRUCTURE As you revisit the story, use the Story Sequence B graphic organizer to help children understand the chronological order of this story.

- **Who are the main characters in this book?** (Alexander, Anthony, Nick, Mom, Dad) **We can write their names on the Story Sequence.**
- **Where does this story mostly take place?** (Alexander's home) **How do you know?** (The illustrations show their home.) **We can add the setting to the Story Sequence.**
- **Words such as *first, next, then, and last* help readers understand the sequence of events.** **How can we understand the sequence of events in this book?** (We can use the illustrations and some of the phrases, like "Last Sunday.") **The first event is not talked about until page 10. This event should be placed in the Story Sequence in Event #1.**
Continue to discuss main events that occur throughout the book, adding these to the chart.

Story Sequence B

Title	
Characters	Setting
Events 1. First	
2. Next	
3. Then	
4. Last	

Independent Reading Practice

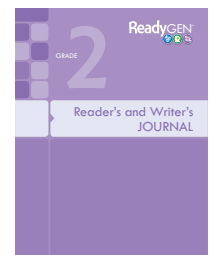
LANGUAGE ANALYSIS: STORY STRUCTURE Have children turn to p. 76 in their *Reader's and Writer's Journal* to summarize the sequence of events in *Alexander, Who Used to Be Rich Last Sunday*. Have them draw pictures of something that happened first, next, and last.

WRITING IN RESPONSE TO READING Have children write a response to the following prompt on p. 77 in their *Reader's and Writer's Journal*: *What do you think about the way the author structured this story—telling readers the ending on the first page?*

ACCOUNTABLE INDEPENDENT READING As children read texts independently, remind them to think about how people make decisions based on their wants and needs.

Reading Wrap-Up

SHARE WRITTEN RESPONSES Wrap up today's reading with children. Ask volunteers to share their responses to the Writing in Response to Reading.



READING OBJECTIVES

- Identify story structure.
- Read with fluency, focusing on comprehension and understanding the purpose.

Scaffolded Instruction

STRATEGIC SUPPORT

MONITOR PROGRESS

If...children struggle to identify story sequence, **then...**use the Language Analysis lesson in small groups to help them work through the Story Sequence B graphic organizer.

Fluency Check To provide practice with reading fluently, have children use the Oral Reading activity.

Language Analysis

Help children work through the Story Sequence B graphic organizer. Together, page through the entire book. Discuss how text clues and illustrations help readers understand the story's sequence of events. For example, on p. 10, the phrase "Last Sunday" tells readers that this is actually the first event in the sequence of events. Help children complete the Story Sequence B graphic organizer by prompting questions to understand sequence: *What happened next? How did Alexander spend his money next?*

Oral Reading

PURPOSE AND UNDERSTANDING Explain that when we read it is important to be able to decode the words and read them correctly. It is also important to understand what we have read and the purpose of the text. Have children follow along with you as you read aloud p. 18 in *Alexander, Who Used to Be Rich Last Sunday*. Model reading carefully and with fluency, pausing at commas and stopping for a breath at periods. Explain that careful reading allows you to understand the meaning of what you just read.

Have children read the same passage aloud. Monitor progress and comprehension. Provide feedback. For optimal fluency, children should reread the passage three to four times.

EXTENSIONS

MONITOR PROGRESS

If...children understand how to identify story sequence,
then...extend the Language Analysis lesson by having children compare their previously completed Story Sequence A graphic organizer from Lesson 1 to Story Sequence B graphic organizer.

Language Analysis

Have children skim the entire book, *Alexander, Who Used to Be Rich Last Sunday*. Explain that they will review their previously completed Story Sequence chart and compare it to the Story Sequence chart completed in this lesson. Discuss the following questions to guide children as they compare the different information found on each chart:

- **What kind of information is found on each chart?** (Both charts tell the sequence of events in the book.)
- **Which chart gives more information?** (Story Sequence B) **What additional information does this chart give?** (It tells the characters and the setting.) **Why is this important information to readers?** (Possible response: By understanding the characters and the setting of the book, we can better understand the events in the book and perhaps why the events occurred as they did.)
- **Why is understanding the sequence of events important for readers?** (It helps readers understand the story better.)

WRITING OBJECTIVES

- Write a story ending.
- Use adjectives in writing to expand simple sentences.

Writing

Narrative Writing

Story Endings

TEACH Review with children that stories have beginnings, middles, and ends. In *Alexander, Who Used to Be Rich Last Sunday*, readers are introduced to Alexander when he is broke, which tells the ending to the story. The middle events help readers understand how Alexander ends up in the predicament he is in at the end of the book. Talk about:

- How does understanding a series of events help readers understand Alexander?
- How do the first pages of the book help us understand the events as the book unfolds?

ANALYZE THE MODEL Through discussion, help children identify how the story structure helps readers understand Alexander and the decisions he makes. After Alexander has begun to spend his money on pages 16-18, focus on the pattern readers see. He says that he is “absolutely” and “positively” going to save his money. Then the author reveals something else.

p. 19: “I absolutely was saving the rest of my money....**Except** that Eddie called...”

The author uses the word **except**. That helps readers predict what is more likely to happen.

Have children look at page 23 where Alexander again says that he is going to save his money.

“I absolutely was...I positively was...**But then**...”

The author uses the phrase **but then**. This again allows readers to make a more accurate prediction, knowing Alexander’s past decisions.

Point out to children that as the series of events unfold in the middle of the book, readers better understand why Alexander ended up with no money.

Conventions Expanding Simple Sentences

TEACH AND MODEL Review that a simple sentence includes a subject and a verb, and tells a complete thought. Explain that adjectives, or descriptive words, can be added to simple sentences to expand a writer's thoughts. Use p. 78 in the *Reader's and Writer's Journal*.

The dog chased the ball.
The **white** dog chased the **bouncy** ball.

Independent Writing Practice

FORMATIVE ASSESSMENT Have children think about the order of events in *Alexander, Who Used to Be Rich Last Sunday*. On p. 79 in the *Reader's and Writer's Journal*, have them write a new ending to the story. Have them:

- 1 introduce the characters in the scene.
- 2 describe the ending event by using adjectives.

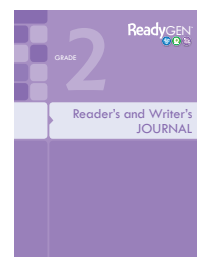
Remind children to consider how the events in *Alexander, Who Used to Be Rich Last Sunday* led up to the current ending and how the ending might also be different if those events were slightly different.

APPLY CONVENTIONS As children complete the Independent Writing Practice, have them underline a simple sentence that they expanded by using an adjective. Have them circle the adjective.

USE TECHNOLOGY If available, have children use computers or electronic tablets to draft their new endings.

Writing Wrap-Up

Ask volunteers to share their endings with the class. As a class, talk about how the events leading up to the endings might have been different as well.



WHOLE GROUP

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

EXPANDING SIMPLE SENTENCES

Help children understand where adjectives are usually placed in English sentences. Write several examples and have children circle the adjectives. Talk about how adjectives are often found prior to what they are describing.

STRATEGIC SUPPORT

EXPANDING SIMPLE SENTENCES

For children who struggle to expand simple sentences by using adjectives, prompt them with questions to elicit more ideas about their thoughts. Then rephrase the simple sentence, using their answers to your questions.

LESSON OBJECTIVE

Identify main characters and their traits.

READING OBJECTIVE

- Identify how characters respond to major events or challenges.

Read Anchor Text

Build Understanding

INTRODUCE Have children share a detail about something that happens in *Alexander, Who Used to Be Rich Last Sunday*. Talk about how this detail helps make the story more interesting. Then have children focus on the following Enduring Understanding: *Writers understand that the use of details, descriptive language, and dialogue enhances writing.*



First Read of the Lesson

EXPLORE THE TEXT Have children read p. 21 and look for details that help make this page more interesting. Remind them of the Essential Question: *How does using details describing actions, thoughts, and feelings make stories more interesting?* Explain that as they revisit part of the book, children should look for details in the text that make the story more interesting.

For additional support in unlocking the text, see the *Scaffolded Strategies Handbook*.

READ TOGETHER PAGES 19–25 Use the **Read Aloud Routine**. Have children turn to p. 19 in their books. Tell them you are going to read the next few pages together. Remind them that Alexander has already lost part of his dollar in bets with his family. Following the reading, discuss the questions below. Have children use p. 71 in their *Reader's and Writer's Journal* to record their answers to one of the questions.

- What did you read?
- What did you learn?
- What questions do you have?



Second Read of the Lesson

CLOSE READING During guided close reading, have children focus on key ideas as they look for details that help them better understand Alexander's character. Use the following questions to lead the discussion.

- What is the first thing Alexander decides to spend his money on in the pages we read today? He rents Eddie's snake. What do we learn about Alexander from this event? He must like snakes. He didn't stick to his plan to save his money for very long before he decided to spend more money. **Key Ideas and Details**
- The author uses a lot of details on page 21. What details give us more clues about Alexander's character? The phrase "by accident" suggests that Alexander is clumsy or scatterbrained. The detail of when he walked on his hands and lost money shows that Alexander does not think things through carefully. He should have taken the money out of his pocket before walking on his hands. **Key Ideas and Details**
- **Vocabulary** On page 22, the author uses the word *smushed*. Alexander rescued, or saved, the candy bar from being smushed. What does that mean? *Smushed* is another word for *squashed* or *broken*.
- On page 25, Alexander goes to Cathy's garage sale. What do we find out about Alexander on this page? Alexander is willing to buy things that are broken or missing pieces. He is not too particular about what he buys. What text evidence supports the idea that Alexander is willing to buy imperfect things? "I looked at a half-melted candle. I needed that candle." He also bought a bear with one eye and a deck of cards that were missing some cards. **Integration of Knowledge and Ideas**
- What words might you use to describe Alexander after reading these pages? Impulsive, careless, self-centered. **Integration of Knowledge and Ideas**

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

VOCABULARY Children may not understand the references to several things on these pages. Be sure to explain the following: *butter knife*, *thin air*, *garage sale*. To make sure children understand these terms, use them in a sentence. Then have children use them in a sentence of their own.

STRATEGIC SUPPORT

PHRASES Review the text on p. 25 with children. The author uses the phrase "Cathy around the corner." Explain to children that this phrase means that Cathy's house is around the corner of the block where Alexander lives.

READING OBJECTIVES

- Describe how words and phrases supply meaning in a story.
- Describe characters.

Focused Reading Instruction

Text-Based Vocabulary

Introduce children to key text-based vocabulary from the book. Poll them to see if they *know the meaning*, *know it a little*, or *don't know it at all*. Teach the words children need to know with the **Text-Based Vocabulary Routine**. Ask children to record the information on p. 72 in their *Reader's and Writer's Journal*.

Text-Based Vocabulary

- absolutely, p. 19
- positively, p. 19
- vanish, p. 23
- “thin air” p. 23

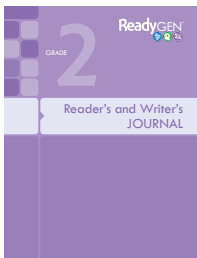
Reread p. 23. Briefly talk about what magicians do (they perform magic tricks, such as making things disappear). *Nick made Alexander's pennies vanish in thin air. What does the author mean by vanish in thin air?* Nick made Alexander's pennies disappear. The phrase “vanish in thin air” means that they disappeared without a trace.

Text-Based Conversation

Use the **Paired Discussion Routine**. When authors give readers details about characters, they often use dialogue to reveal character traits. In this book, there is no dialogue. Readers must gather details about Alexander's character by looking for clues in his actions and thoughts. You may want to think-aloud about this. *As I read Alexander, Who Used to Be Rich Last Sunday, I think about Alexander and his actions. His actions show that temptation always seems to get the best of him. For example, on page 22, he eats Anthony's candy bar. I have to wonder—did he really not know that was Anthony's candy bar? The illustration shows them standing in a bedroom. I bet it is Anthony's room. The author could have written dialogue between Alexander and Anthony but the text, “How was I suppose to know it was Anthony's?” provides clues into Alexander's personality, just like dialogue might.*

Have children divide into partners to discuss how the author uses details about Alexander's actions and thoughts instead of dialogue. Encourage partners to debate whether dialogue would help readers understand Alexander better as a character. Be sure children recount key ideas or details from the text.

TEAM TALK STATE AND SUPPORT AN OPINION Use the **Team Talk Routine**. Have children think about the events on pages 19–25 where Alexander is interacting with his brothers. Have them state and support an opinion about the relationships between Alexander and his brothers. Children should support their opinions with text details. Ask children: *What kind of relationship do you think Alexander has with his brothers? Why do you think that?* (Possible response: I don't think he gets along very well with his brothers. I think that they pick on him and then he gets mad. On p. 25, Alexander kicks them because they teased him.)

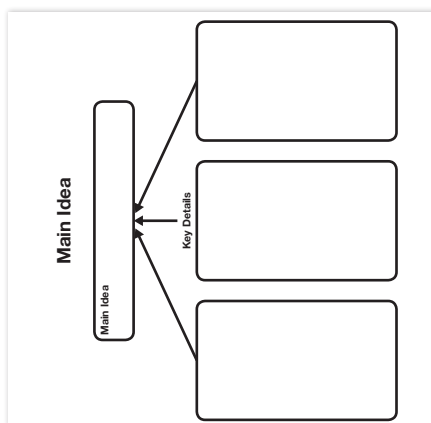


Reading Analysis Character

Talk about how the main idea of *Alexander, Who Used to Be Rich Last Sunday* is centered around the main character, Alexander. Remind children about the many text details they have uncovered that help them understand Alexander as a character.

KEY IDEAS AND DETAILS As you discuss the character of Alexander, have children complete a Main Ideas and Key Details graphic organizer. The focus of this chart will be on Alexander and how he deals with money.

- **What is the main idea of this story?** (Responses will vary but may include: Alexander likes to spend money; Alexander does not spend money wisely.) *We can write that main idea on the chart.*
- **There are many key details that support the main idea. Name one detail that helps you understand the main idea.** (Responses will vary but may include: He buys a half-melted candle.) *We can add this to one of the Key Detail boxes on our chart.*
- **What does this key detail tell you about Alexander?** (Most people wouldn't consider buying a half-melted candle, so it tells me that he doesn't think carefully about the purchases he makes.)



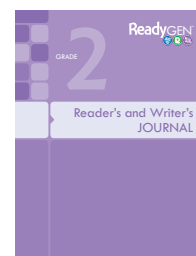
Independent Reading Practice

READING ANALYSIS: CHARACTER Have children work independently to complete the Main Idea and Key Details graphic organizer. Have them find additional examples of key details that support the main idea. Remind them that the main idea, in this case, ties directly to the main character.

WRITING IN RESPONSE TO READING Have children revisit pages 19–25 and write a response on a separate sheet of paper to the following prompt: *What do you think about the way Alexander has spent his money? Use text details to support your answer.* Children can refer to the prompt on p. 77 in their *Reader's and Writer's Journal*.

Reading Wrap-Up

SHARE WRITTEN RESPONSES Take a few minutes to wrap up today's reading with children. Ask volunteers to share their Writing in Response to Reading.



READING OBJECTIVE

- Identify key details that describe the main character.

Scaffolded Instruction

STRATEGIC SUPPORT

MONITOR PROGRESS

If...children struggle to describe the main character,
then...use the Reading Analysis lesson in small groups to help them work through the Main Idea and Key Details graphic organizer.

If...children need extra support to understand the story,
then...use the Close Reading Workshop in small groups to provide scaffolded support for pages 24–25.

Reading Analysis

Help children work through the Main Idea and Key Details graphic organizer. Discuss how each page illustrates how Alexander spends or loses money. Help children complete the Main Idea and Key Details graphic organizer by using the following questions to help children understand and identify the key details: *What did Alexander do on this page? Does that tell us more information about the main idea? What does the main idea written at the top of our graphic organizer tell us about Alexander as a character?*

Close Reading Workshop

Read *Alexander, Who Used to Be Rich Last Sunday*, pages 24–25 Read aloud these pages as children follow along. Talk about the events and what they tell readers about Alexander.

- 1 What part of the event on page 24 do you think made Alexander mad? (When Nick said they should lock him in a cage.) What happened when Alexander got mad? (He kicked his brother and his dad fined him.) How could Alexander have reacted differently? (He could have walked away.)
- 2 What does Alexander do on page 25? (He spends money.) What part of the text tells you what he intended to do? (He was only going to look at Cathy's garage sale.)
- 3 What do the events on these pages tell you about Alexander? (Alexander reacts quickly to things before thinking them through. This causes him to spend money unwisely.)

EXTENSIONS

MONITOR PROGRESS

If...children understand how to use details to describe characters, **then...**extend the Reading Analysis lesson by having children write a descriptive paragraph about Alexander.

Reading Analysis

Have children revisit the Main Idea and Key Details graphic organizer. Tell them that they will use this chart to help them write a descriptive paragraph about Alexander. Prompt them to think about the following things as they revisit the chart. This will guide children's thinking as they think about their descriptive paragraphs. Then give them time to write.

- As you look at the Main Ideas and Key Details chart, think about which details best illustrate Alexander's character.
- Are there other key details that might better illustrate Alexander's character? (Responses will vary.) If so, what key details might you add to the chart? (Responses will vary.)
- As you write your descriptive paragraphs, use the key details in the chart to help you describe Alexander.

WRITING OBJECTIVES

- Plan and draft dialogue.
- Use adverbs in writing to expand simple sentences.

Writing

Narrative Writing

Dialogue

TEACH Remind children of recent stories they have read that have characters who speak their thoughts. Explain that authors carefully plan the dialogue between characters. Authors want to make sure that the dialogue sounds realistic and that it helps move the story along. When reading dialogue in a story, it is signaled most often by the use of speaker tags like “said” and “replied,” along with quotation marks. Have children skim *Alexander, Who Used to Be Rich Last Sunday* for any sign of dialogue.

- The author does not use quotation marks in this book. However, there are places in the story that suggest dialogue. How does the author signal this?
- Why might the author have planned NOT to use direct quotations by characters in this story?

ANALYZE THE MODEL Through discussion, help children identify places where dialogue is suggested in the text. Talk about how the author’s writing plan keeps the focus on Alexander’s recounting of the events instead of reading others’ points of view on the events through their direct dialogue. Reread page 14.

Nicky **said** to take the dollar and bury it in the garden and in a week a dollar tree would grow.

The author uses the word *said*. This signals that Nicky spoke this. However, it is not an exact quote. Instead we understand what Nicky said through Alexander’s recounting of that event.

Have children reread page 19.

Except that Eddie called me up and **said** that he would rent me his snake for an hour.

The author uses the word *said* again to refer to Eddie’s dialogue with Alexander.

Explain to children that even though the author does not use speaker tags or quotation marks, readers can imagine a dialogue between Alexander and the other characters because of the way the author chooses words.

Conventions Expanding Simple Sentences

TEACH AND MODEL Review that a simple sentence includes a subject and a verb, and tells a complete thought. Explain that adverbs, or words that tell how, when, or where something is done, can be added to expand simple sentences. Use p. 78 in the *Reader's and Writer's Journal*.

*She did her homework. She did her homework **quickly**.*

Independent Writing Practice

WRITING Have children plan for dialogue to add to the story *Alexander, Who Used to Be Rich Last Sunday*. Ask them to flag a page in the book where dialogue would add to the story, and then turn to p. 80 in the *Reader's and Writer's Journal* to read the writing prompt. On a separate sheet of paper, have them write dialogue between two of the characters during one of the events in the book. Have them:

- 1 use speaker tags to identify each character.
- 2 use quotation marks around the dialogue each character speaks.
- 3 use clues from the text to make sure the dialogue fits with the action.

APPLY CONVENTIONS As children complete the Independent Writing Practice, have them underline a simple sentence that they expanded by using an adverb. Have them circle the adverb.

USE TECHNOLOGY If available, have children e-mail one character's dialogue to a friend. Then have that friend reply back with the dialogue of another character. Continue an e-mail dialogue back and forth.

Writing Wrap-Up

Ask volunteers to share their dialogue with the class. Have children identify the speakers in each dialogue.

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

EXPANDING SIMPLE SENTENCES

Help children understand that adverbs are recognizable because they often end with *-ly*. To practice using adverbs, name an action and then have children tell how that action was performed. For example, *spoke (quietly, loudly, softly)*; *walked (quickly, slowly)*.

STRATEGIC SUPPORT

EXPANDING SIMPLE SENTENCES

For children who struggle to expand simple sentences by using adverbs, prompt them with questions of "how?", "when?" or "where?" to elicit more ideas about their sentences.

LESSON OBJECTIVE

Identify and understand the central message or lesson in a text.

READING OBJECTIVES

- Describe how characters respond to major events or challenges.
- Use close reading to find key details that support how characters respond to challenges.

Read Anchor Text

Build Understanding

INTRODUCE Have children think back to the ways Alexander spends his money. Invite volunteers to share ways that Alexander spends his money on things he wants. Then have children focus on the following Enduring Understanding as you revisit *Alexander, Who Used to Be Rich Last Sunday*: *Learners understand that people make decisions based on their needs and wants.*



First Read of the Lesson

EXPLORE THE TEXT Have children skim pages 26–29. Have them share the ways they see Alexander trying to get more money. Review the Essential Question: *How does using details describing actions, thoughts, and feelings make stories more interesting?* Have children tell one way the details in the illustrations help make the story more interesting.

For additional support in unlocking the text, see the *Scaffolded Strategies Handbook*.

READ TOGETHER PAGES 26–32 Use the **Read Aloud Routine**. Have children turn to p. 26. Tell children you are going to read the next few pages together. Remind them that even though Alexander goes to extreme measures to get more money, he only ends up with bus tokens anyway. Following the reading, discuss the questions below. Have children use p. 71 in their *Reader's and Writer's Journal* to record their answers to one of the questions.

- What did you read?
- What did you learn?
- What questions do you have?



Second Read of the Lesson

CLOSE READING During guided close reading, have children focus on key ideas and details as they look for text evidence that tells readers how Alexander responds to having no money left. Use the following questions to lead the discussion.

- On page 26, what do we see Alexander doing? He is making a sign to rent his toys. What does this tell us about Alexander's state of mind regarding his money situation? He seems desperate to find a way to earn some money. **Key Ideas and Details**
- What words does the author use to make the reader think that Alexander might change his ways with money? Alexander says that he is "absolutely," "positively" saving his money. This makes readers think that he has learned his lesson. What tells us that he has a problem to solve? "Except I need to get some money to save." **Craft and Structure**
- On page 27, how does the illustration tell more about what's happening than the words on the page? In the illustration, Alexander's mom is clutching her head and her mouth is wide-open in disbelief. She cannot believe Alexander is trying to pull out a tooth that is not loose. Her reaction tells readers that Alexander is really desperate. The text doesn't share much emotion about what's happening. **Integration of Knowledge and Ideas**
- **Vocabulary** On page 28, the author references *telephone booths* in the text. Explain what a telephone booth is. It is a place where people used to go to make phone calls when they were out of the house, before cell phones were invented.
- **Vocabulary** Also on page 28, the illustration has a sign that reads *Soup du Jour*. This means "soup of the day." How does the sign help readers to get an understanding of this French phrase? There are five different soups listed, so it would make sense that there is a new soup every day of the week, except for Saturdays and Sundays.

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

REFERENCES There are some references on these pages that English language learners may not be familiar with, such as the reference to the tooth fairy, the old phone booths, and the concept of returnable bottles. Explain these concepts so children can better relate to the events in the text.

STRATEGIC SUPPORT

HUMOR For children who may not get the humor on p. 29, talk about what kind of people they might expect would work at Friendly's Market. Then talk about what happens to Alexander and how his experience is just the opposite of friendly. Have children consider a new name for the market, based on Alexander's experience.

READING OBJECTIVES

- Describe how words and phrases supply meaning in a story.
- Identify a central message or lesson.

Text-Based Vocabulary

- dopey, p. 31

Focused Reading Instruction

Text-Based Vocabulary

Introduce children to key text-based vocabulary from the book. For each word, poll them to see if they *know the meaning*, *know it a little*, or *don't know it at all*. Teach the words children need to know with the **Text-Based Vocabulary Routine**. Ask children to record the information on p. 72 in their *Reader's and Writer's Journal*.

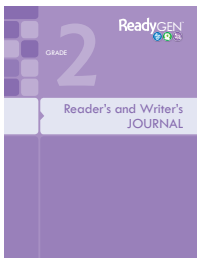
On page 31, the author uses the word *dopey*. What clues give you an idea of what *dopey* means? Alexander looks disappointed by his deck of cards. The text tells three items that Alexander now has, but none of them seem worth spending money on. I can use these clues to help me understand that *dopey* must mean “silly” or “stupid.”

Text-Based Conversation

Use the **Small Group Discussion Routine**. The details that the author has provided about Alexander's actions help readers better understand Alexander as a character. Help children think carefully about Alexander and his actions as they discuss whether they believe he has learned a lesson about spending money. You may want to think-aloud to help children get started with their thought process. *As I read Alexander, Who Used to Be Rich Last Sunday, I kept thinking he might learn that he was wasting his money on silly things. Then, at the end of the book, I felt hopeful because he started trying to earn more money.*

Have children divide into small groups to discuss their opinions about Alexander's actions in regards to spending money. Remind children to revisit the text to support their opinions.

TEAM TALK STATE AND SUPPORT AN OPINION Use the **Team Talk Routine**. Have children think about the events on pages 26–29 where Alexander tries to find new ways to get money. Have them state and support an opinion about Alexander's actions on these pages. Ask children: *Do you think Alexander has learned his lesson about wasting money? Explain.* (Possible response: Although he doesn't seem to have luck getting more money, I do think he has learned his lesson and will be more careful in the future. On p. 31, he seems very disappointed by his purchases. Hopefully, he will remember that disappointment in the future.)



Explain to children that an author often has a message or lesson that he or she wants to get across to readers. The author of *Alexander, Who Used to Be Rich Last Sunday* wrote the book with a message or lesson in mind.

KEY IDEAS AND DETAILS As you revisit the text, have children consider the message or lesson the author wants to get across to readers.

- **What happens over and over again in this book?** (Alexander wastes his money.) **What does Alexander promise to himself over and over again in this book?** (That he is absolutely, positively going to save his money.) **What do these repetitive events tell us about Alexander?** (That he does not think things through carefully.)
- **What happens after Alexander has no money left?** (He tries to get more money.) **How does he solve his problem of having no money?** (He asks his grandparents to come back soon.)
- **What do you think will happen the next time Alexander's grandparents give him money? What makes you think that?** (I think he will be more responsible.)
- **What message or lesson do you think the author wanted to get across to readers based on events in the story?** (I think she wanted to give money advice—to spend money carefully or it will disappear quickly.) **What evidence helps you to understand this message or lesson?** (Alexander's thoughts and actions at the end of the book.)

Independent Reading Practice

READING ANALYSIS: CENTRAL MESSAGE OR LESSON Have children turn to p. 74 in their *Reader's and Writer's Journal* and write a paragraph about the message or lesson they learned from the book. Have them explain how they will apply this message or lesson in their own lives.

WRITING IN RESPONSE TO READING Have children write an e-mail to Alexander's parents, as if they are Alexander. They should tell Alexander's parents what he learned. Children can refer to p. 77 in their *Reader's and Writer's Journal* regarding this response.

ACCOUNTABLE INDEPENDENT READING As children read texts independently, remind them to think about how people make decisions based on their wants and needs.

Reading Wrap-Up

SHARE WRITTEN RESPONSES Take a few minutes to wrap up today's reading with children. Ask volunteers to share their Writing in Response to Reading.



READING OBJECTIVES

- Identify central message or lesson.
- Read with fluency, focusing on expression.

Scaffolded Instruction

STRATEGIC SUPPORT

MONITOR PROGRESS

If...children struggle to identify a central message or lesson, **then...**use the Reading Analysis lesson in small group to help understand text evidence that leads to identifying a central message or lesson.

Fluency Check To provide practice with reading fluently, have students use the Oral Reading activity.

Reading Analysis

Help children identify and understand the central message or lesson of *Alexander, Who Used to Be Rich Last Sunday*. Page through the book with children, discussing what happens on each page. As children repeat over and over again that Alexander is spending or losing money, ask: **Is Alexander spending his money wisely? What lesson is Alexander learning? What words tell you that he knows he has to change his actions?** (“I’m absolutely, positively saving my money.”) Point out that the repetition by the author helps get her message across clearly to readers.

Oral Reading

EXPRESSION Explain that when we read, we can use our voices in different ways to help express the emotions that a character is feeling in a story. Provide an example of reading with expression on p. 24. Although the text does not provide the reader with clues, such as exclamation points or boldfaced words, about how to read the text, the illustration does show that Alexander is very angry. That helps readers understand that the text can be read with some anger in one’s voice. Model reading p. 24 aloud.

Have children read the same passage aloud with expression. Monitor progress and comprehension. Provide feedback. For optimal fluency, children should reread the passage three to four times.

EXTENSIONS

MONITOR PROGRESS

If...children understand how to identify and understand the message or lesson in a story,
then...extend the Reading Analysis lesson by having children write a paragraph about a lesson one of the other characters may have learned in the book.

Reading Analysis

Have children revisit the book, paging through the illustrations and thinking about the other minor characters in the story. Then, as children consider writing a paragraph about a lesson one of the other characters learned, have them answer these discussion questions.

- **Alexander's friends, David, Eddie, and Cathy, all saw Alexander spend his money. What do you think they learned about Alexander because of those events?** (They saw Alexander spending his money unwisely. They probably learned that Alexander can be impulsive.) **How might Alexander's actions help them learn a lesson?** (Possible responses: Alexander's actions could teach them that they should be careful how they spend their own money. They know that Alexander wastes his money easily, so when he has more money to spend, they may tempt him to buy more of their belongings. Then they get rich while he gets poor.)
- **Anthony and Nick saw how Alexander wasted his money. What lesson might they have learned?** (Possible response: If they tease Alexander enough, they'll get him to lose his money by betting on stupid things or through fines for trying to get back at them.)
- **What lesson might Alexander's parents or grandparents have learned?** (Possible response: That Alexander cannot be trusted with money; that Alexander needs more guidance from grown-ups when spending his

WRITING OBJECTIVES

- Revise writing.
- Use compound subjects.

Writing

Narrative Writing

Revising

TEACH Explain that authors do not likely sit down and write a book without doing quite a bit of revising. Authors often go back to their texts over and over again to make sure that they have chosen the best words to get their messages across. Sometimes they use repetition in the text to help readers understand the author's focus.

- What words does the author use to help readers paint a picture of the things Alexander buys?
- What words does the author repeat that helps readers focus on part of the message?

ANALYZE THE MODEL Through discussion, help children identify places where good word choice help readers paint a picture of the events. In particular, look at the items described on page 25.

*I looked at a deck of cards that was **perfect** except for **no seven of clubs** and **no two of diamonds**.*

The author could have described the deck of cards as missing some cards. Instead, she used specifics to help readers paint a better picture.

Have children reread page 26 and identify words that help emphasize the author's message.

*I **absolutely** was saving the rest of my money.
I **positively** was saving the rest of my money. I **absolutely positively** was saving the rest of my money.*

The repetition of words stresses Alexander's determination to do better about his money management.

Explain to children that descriptive and repetitive words can often be added to our writing when we revise our writing.

Conventions

Expanding Simple Sentences

TEACH AND MODEL Review that a simple sentence includes a subject and a verb, and tells a complete thought. Explain that sometimes a compound subject can be used to expand a simple sentence. A compound subject includes two or more subjects. Use p. 78 in the *Reader's and Writer's Journal*.

Cathy and her sister worked on the garage sale together.

Independent Writing Practice

WRITING Have children return to the dialogue they wrote in an earlier lesson. Have them reread and revise their work on a separate sheet of paper. They can turn to p. 80 in the *Reader's and Writer's Journal* to read the writing prompt. Have them:

- 1 find places where they can add or change words for stronger emphasis.
- 2 look for appropriate capitalization and punctuation.
- 3 use references such as an online dictionary to check the spelling of any words they are unsure of.

APPLY CONVENTIONS As children revise their work in the Independent Writing Practice, have them find or rewrite a sentence to include a compound subject.

USE TECHNOLOGY If available, have children used a computer or tablet to publish their work and share with their peers.



Writing Wrap-Up

Ask volunteers to share their revised writing with the class. Have peers point out word choices that help them better understand the writing.

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

EXPANDING SIMPLE SENTENCES Help children understand the concept of a compound subject. The word *compound* may be unfamiliar. Explain that it means “more than one.” Discuss examples of changing simple sentences into sentences with compound subjects, for example, *Sue baked cookies. Lisa baked cookies. Sue and Lisa baked cookies.*

STRATEGIC SUPPORT

EXPANDING SIMPLE SENTENCES For children who struggle to form sentences: with compound subjects, provide word cards that they can build sentences with. For example, *The dog/the cat/chased each other/and; The dog and the cat chased each other.*

LESSON OBJECTIVE

Use illustrations to better understand the text.

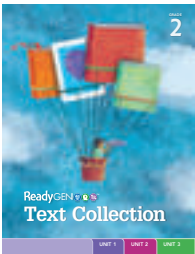
READING OBJECTIVES

- Understand story structure and sequence of events.
- Use text evidence to answer questions during a close reading.

Read the Text

Build Understanding

INTRODUCE Before reading the story again, have children review the story structure of *A Chair for My Mother* in the *Text Collection*. Discuss how knowing how the story is organized helps readers understand the text, the characters, and the problem they are facing. Then have children focus on the following Enduring Understanding as they work through the lesson: *Learners understand that people make decisions based on their needs and wants.*



First Read of the Lesson

EXPLORE THE TEXT Have volunteers summarize what happened at the beginning, middle, and end of the story *A Chair for My Mother*. Ask children to tell how the author used details, descriptive language, and dialogue to enhance her writing and make the story more interesting. Then remind children to focus on the Essential Question today: *How does using details describing actions, thoughts, and feelings make stories more interesting?*

For additional support in unlocking the text, see the *Scaffolded Strategies Handbook*.

READ ALOUD PAGES 16–19 Use the **Read Aloud Routine**. Tell children they are going to reread *A Chair for My Mother* in the *Text Collection* to gather more information from the text and to increase their comprehension. In this reading, children should again focus on understanding the “gist” of the text and what the illustrations add to the story. Following the reading, discuss the questions below. Have children use p. 71 in their *Reader's and Writer's Journal* to record their answers to one of the questions.

- What did you read?
- What did you learn?
- What questions do you have?

Second Read of the Lesson

CLOSE READING During guided close reading, have children focus on key ideas and details in the flashback section of the story and on the sequence of events. Use the following questions to lead the discussion.

- On page 61, something unusual happens in the text. The verbs change from present to past tense. Why did the author do that? Why is this section of the story called a flashback? The narrator is telling about something that happened in the past. The time frame “flashes back” to an earlier time. **Craft and Structure**
- The flashback on pages 61–67 describes events that have already happened. Why was it important that the narrator tell about an event from the past? (By including information about the fire, readers understand why the family is saving for a chair.) If the author had written the story in chronological order, which events would have been first? (The fire and its aftermath and how the neighbors helped.) What would the author have told about next? (How and why the family began saving for a chair.) **Key Ideas and Details**
- **Vocabulary** On page 61, we learn that the girl just got new sandals. What clue in the text helps us know what sandals are? (The text says that the girl and her mother were “buying new shoes.”) What are sandals? (They are strappy, open shoes.) Look at the picture on page 60 and describe the girl’s shoes. (The shoes have straps and an open heel and toe.)
- **Vocabulary** On page 61, the text also says that Mama “had new pumps.” What do we already know that helps us understand what pumps are? (They are a type of shoe.) What are pumps? (Pumps are women’s shoes that have heels.)

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

WORD MEANING Make sure children understand what it means on p. 63 when the text says, “All the neighbors stood in a bunch across the street.” Have several children demonstrate the word *bunch* by standing close together. Discuss why the neighbors were standing this way and what they were looking at. (the burning house)

STRATEGIC SUPPORT

SEQUENCE Children may need help keeping track of the events in the story. Suggest that children make a timeline of events that begins with the fire and ends with the new chair. Point out that the author arranged the events in the story with the middle part of the timeline as the beginning of the story.

READING OBJECTIVES

- Understand that decisions are based on wants and needs.
- Use illustrations to understand the text.

Focused Reading Instruction

Text-Based Vocabulary

Introduce children to key text-based vocabulary from p. 61. For each word, check children's understanding. Poll them to see if they *know the meaning*, *know it a little*, or *don't know it at all*. Teach the words children need to know with the **Text-Based Vocabulary Routine**. Ask children to record the information on p. 72 in their *Reader's and Writer's Journal*.

On p. 61, the narrator and her mother were commenting on something they saw as they walked home from the bus. *The text says, "We were looking at everyone's tulips. She was saying she liked red tulips and I was saying I liked yellow ones." We know the girl and her mother were outside because the text says they were "walking" home "from the bus." Tulips must be something outside that comes in different colors. The picture on page 60 provides a helpful clue. We can see red and yellow flowers, so tulips must be a kind of flower.* Point out the last sentence on p. 61, "Then we came to our block." Explain that a block is a section of houses.

Text-Based Conversation

Use the **Small Group Discussion Routine**. Remind children that the characters in *A Chair for My Mother* had to make some important decisions. For example, they had to decide where to live right after the fire. Have children discuss in small groups where the family ended up living.

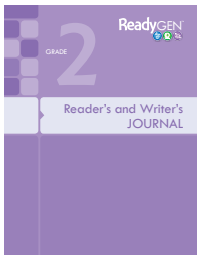
You may wish to think aloud about text details that can help readers understand the family's decision. *On page 65, we learn that the family had lost everything, so they needed a place to live. Luckily, they had relatives who would take them in. The text says, "We went to stay with my mother's sister Aunt Ida and Uncle Sandy. Then we were able to move into the apartment downstairs." We learned in Lesson 6 that shelter is a need, so they were fortunate to find a place to stay.*

As a small group, discuss what other kinds of decisions the characters in the story have to make. Make sure children locate evidence in the text that supports their ideas. As children participate in collaborative conversations, tell them to build on others' talk in conversations by linking their comments to the remarks of others.

TEAM TALK STATE AND SUPPORT AN OPINION Use the **Team Talk Routine**. Ask children to share and support their opinions to the question: *Do you think the family was right to wait until the jar was full, or do you think they should have bought a less expensive chair?* (Possible responses: I don't think they should have waited, because Mama worked so hard and every night her feet hurt. They were right to wait, because they had a certain kind of chair in mind and they were able to buy what they wanted.)

Text-Based Vocabulary

- tulips, p. 61
- block, p. 61



Remind children that the illustrations in a book add to the story and help readers understand the text. Talk about how the illustration on p. 56 helps readers understand how Mama is feeling.

KEY IDEAS AND DETAILS Have children think about other illustrations in the book and how they give readers a better understanding of the text. Have children write each illustration's page number in the first column of a T-Chart and how the illustration helps in the second column.

- How does the chair in the illustration on page 56 compare with the chair in the picture on page 58? How do the two illustrations help readers understand the need for a new chair? (The chair on page 56 looks straight and hard. The other chair looks like something a person could nap in.)
- How does the illustration on page 58 match the text on page 59? How does the illustration help readers understand the text? (The picture of the chair shows just what the text describes. By seeing a picture of the chair, readers know exactly what the family wants.)
- What do the bright colors and the details in the illustrations add to the story? (The bright colors make the book happy and cheerful; the detailed pictures show what the characters look like, how they are feeling, and what they are doing.)

T-Chart

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Independent Reading Practice

READING ANALYSIS: USE ILLUSTRATIONS Have children work independently to choose three or four illustrations in the book to evaluate. Tell children to identify ways the illustrations connect to the text and how they help readers understand the text better. Have them use their T-Charts.

WRITING IN RESPONSE TO READING Have children turn to p. 77 in their *Reader's and Writer's Journal* to read the prompt: *How do the illustrations help you imagine what it would be like if your home burned?*

Reading Wrap-Up

SHARE WRITTEN RESPONSES Wrap up today's reading with children. Ask volunteers to share their responses to the Writing in Response to Reading.



READING OBJECTIVE

- Understand the importance of illustrations in a story.

Scaffolded Instruction

STRATEGIC SUPPORT

MONITOR PROGRESS

If...children struggle to identify how illustrations help them to understand the text,

then...use the Reading Analysis lesson in a small groups to help them work through the T-Chart.

If...children need extra support to understand the story,

then...use the Close Reading Workshop in a small groups to provide scaffolded support for pages 62 and 63.

Reading Analysis

Focus children's attention on the illustrations of the jar of money on p. 54 and 68. Discuss with children why the author included these pictures. Work with children to complete the T-Chart by listing the illustrations and some of the details in the text that help children understand why each jar looks the way it does. Tell children that, little by little, the jar was filled. Remind them that it took about a year to fill the jar.

Close Reading Workshop

Read *A Chair for My Mother*, pages 62 and 63 Have children look at the illustration on p. 62 and read the first paragraph on p. 63. Have children focus on how Mama reacts to the fire.

- 1 How does the illustration show how Mama is feeling? (Mama looks upset and scared in the picture, and she is in a hurry. She has even taken off her shoes so that she can run faster.)
- 2 How does the text show how Mama is feeling? What is Mama's main concern? The text says that she "grabbed" her daughter's hand and they "ran." Then it says, she yelled, "Where's Mother?" Mama needs to know that her mother got out of the house safely.)
- 3 Assign children partners. Have pairs talk about how people react to disasters. Point out that the first thing Mama thought about was her mother's safety, and not about all the possessions that had been lost.

EXTENSIONS

MONITOR PROGRESS

If...children understand how illustrations enhance the text,
then...extend the Reading Analysis lesson by having children write a paragraph describing the donations given to the family.

Reading Analysis

Remind children that after the fire, the neighbors and relatives donated items to the family. Have children reread p. 66 and 67 and study the illustration on the pages. Ask children to find the part of the picture that matches each donation mentioned in the text. Then have them find additional donations in the illustrations that aren't mentioned in the text and write a paragraph about them. Encourage children to include in their writing why each item would be useful to the family.

- On page 66, the text says, “The family across the street brought a table and three kitchen chairs.” Are those items shown in the illustration? **Where?** (On the far left on p. 66 are two adults moving a table and three children moving chairs.)
- On page 66, a girl is picking flowers. Is that mentioned in the text? **Would flowers be something the family might enjoy?** (There is nothing in the text about bringing flowers, but it would make a nice gift. Flowers would make the family's apartment more cheerful.)
- **How do you think the neighbors and relatives decided on what to give to the family?** (Possible response: They probably gave items that they didn't need anymore but that were still good and would be needed by the family. They brought food because they knew that was a need, too.)
- Have partners compare their writing to see if they identified the same new items. Have children point out in the illustration the items they wrote about and discuss whether the items would be needs or wants for the family.

WRITING OBJECTIVES

- Plan and draft character responses to events.
- Expand simple sentences.

Writing

Narrative Writing

Using Details to Understand Character Response

TEACH Explain to children that a writer plans her characters before she begins writing a story. She thinks about **details** that she can use to describe the actions, thoughts, and feelings of her characters. She may use a Character Web to help plan those details. By planning details about each character, the author makes the writing more interesting. In *A Chair for My Mother*, the author uses details to help readers better understand the characters and how they respond to events in the story.

- On page 55, the author tells what happens each day when Mama comes home from work. She uses details to describe the character's actions and words, such as *tired* and *worried*, which tell how Mama felt.
- On page 57, the author uses details that also tell about the characters. The text says that as the family counts Mama's tips, Grandma "likes to hum." What does that detail tell you about Grandma? What kind of a person do you think she is?

ANALYZE THE MODEL Through discussion, help children identify details on page 63 that describe how the characters were feeling when they discovered the fire.

Mama yelled, "Where's Mother?" I yelled, "Where's my grandma?" My aunt Ida waved and shouted, "She's here, she's here..."

Details help readers understand that Mama and the girl were both frantic and worried about Grandma. Aunt Ida's actions and words helped to quickly relieve their worries.

Have children reread how Grandma felt on this page.

Grandma said she felt like Goldilocks in "The Three Bears" trying out all the chairs.

The author describes Grandma's feelings as she looks for the perfect chair. The comparison with Goldilocks is effective because both Goldilocks and Grandma sat in different types of chairs.

Explain to children that the author has helped readers understand the story by using details to describe what the characters do and how they feel.

TEACH AND MODEL Tell children that they can expand a simple sentence by using more than one verb. Use p. 78 in the *Reader's and Writer's Journal*.

The family **went** to the store and **bought** a chair.

Independent Writing Practice

FORMATIVE ASSESSMENT Have children choose a character from the book and make a Character Web on a separate sheet of paper. Then have them turn to p. 80 in the *Reader's and Writer's Journals* and recount how that character responds to events in the story of *A Chair for My Mother*. Have children:

- 1 choose one character to make a Character Web for.
- 2 use the Character Web to help write sentences that tell how the character responded to events at the beginning, middle, and end of the story.

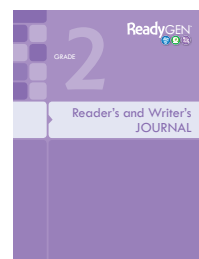
Remind children to return to *A Chair for My Mother* to look for details in the text and illustrations that they can use in their sentences. Children should use text-based evidence to support their writing.

APPLY CONVENTIONS As children complete the Independent Writing Practice, have them write a sentence that contains more than one verb.

USE TECHNOLOGY If available, have children use computers or electronic tablets to draft their sentences and revise them as needed.

Writing Wrap-Up

Have pairs share their writing with each other and identify details that helped them understand the actions and feelings of the characters.



ENGLISH LANGUAGE LEARNERS

EXPANDING SIMPLE SENTENCES

Help children understand that combining two verbs in a short sentence makes the writing sound less choppy. Write the sentences *I ran* and *I jumped* and read them aloud. Ask children how they could combine the two sentences so the writing flows better. (*I ran and jumped.*) Continue with sentence pairs *We sat/We read* and *My cat played/My cat slept*.

STRATEGIC SUPPORT

EXPANDING SIMPLE SENTENCES

Help children practice expanding sentences by using two verbs. Have pairs take turns pantomiming actions for each other. Then have the pair write a sentence that tells about each of those actions.

LESSON OBJECTIVE

Use illustrations to understand the plot.

READING OBJECTIVES

- Identify story structure and how the beginning introduces the story.
- Compare and contrast stories.

Read the Text

Build Understanding

INTRODUCE Tell children that they will be rereading sections of *Alexander, Who Used to Be Rich Last Sunday* and *A Chair for My Mother* in the *Text Collection*. Then have them focus on the following Enduring Understanding as you reread pages and work through the lesson: *Readers understand that knowing the structure of a story helps them comprehend the text.*

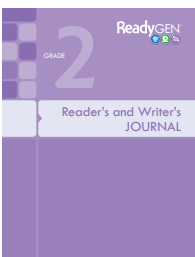
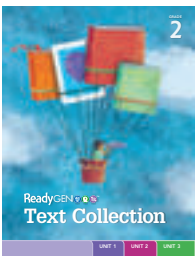
First Read of the Lesson

EXPLORE THE TEXT Display the first page of each text. Have children review how each text begins and who tells each story. Then remind children about the Essential Question to focus on today: *How do readers identify beginnings and endings?* Remind children that stories do not always start at the beginning.

For additional support in unlocking the text, see the *Scaffolded Strategies Handbook*.

READ ALOUD ALEXANDER, WHO USED TO BE RICH LAST SUNDAY AND A CHAIR FOR MY MOTHER Read aloud the first five pages of each text as children follow along in their books. In this reading, children should focus on the text structure of how each story begins. Remind them that later in both texts, the narrators tell about events that happened in the past (flashback). Have them think about what happens first in the story and why the author chooses to introduce the story at this point in the time sequence of the story. Following the reading, have children use p. 81 in their *Reader's and Writer's Journal* to record their answers to one of the questions.

- What did you read?
- What did you learn?
- What questions do you have?



Second Read of the Lesson

CLOSE READING During guided close reading, have children focus on key ideas and details as they discuss the plot structure of the two texts. Use the following questions to lead the discussion.

- **What can we tell about the story characters and settings from the beginnings of the two stories?** Alexander is telling his story, which is set in his house. He has a problem with saving money. The daughter is telling her story, which is set in her apartment. Her family is saving money in a jar. **Key Ideas and Details**
- **We know from reading the stories what the characters really want, and what their problems are. What do both characters want?** They both want money to buy things they want or need. **Do the characters tell what they really want at the beginning of the stories? Explain.** No, they use flashbacks to tell the story problem. The girl later explains about the fire and loss of furniture, and Alexander later explains what happened to the money he had. They don't state these details at the beginning. **Craft and Structure**
- **Vocabulary** **Do you remember what the word *tips* means on page 55 of *A Chair for My Mother*?** Tips are dollars and coins that people leave for waiters and waitresses who serve them. **What clues in the text help you understand what *tips* means?** "all her change," "all of the coins," "count the money," "every single shiny coin."
- **Vocabulary** **On page 7, Alexander says that he only has bus tokens, not any coins like his brothers. How does the text help us understand what bus tokens are?** The words do not explain what bus tokens are, but a picture shows that they look like coins.

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

CHECK UNDERSTANDING Help children understand the money denominations that Alexander often refers to. Display a dollar, a penny, a nickel, a dime, and a quarter. Have children point to and name each item. Then have them arrange the coins and dollar bill in order of their values. Use oral sentence frames to talk about the relative values, such as "Five pennies equal one ____."

STRATEGIC SUPPORT

EXPRESSIONS Alexander says, "It isn't fair" again and again in the story. Help children understand how this expression is often used, by discussing times when they might have said, "It isn't fair." Have them briefly roleplay a few examples.

READING OBJECTIVES

- Identify story structure.
- Use illustrations to understand and compare plots.

Text-Based Vocabulary

Alexander, Who Used to Be Rich Last Sunday:

- walkie-talkie, p. 15
- fined, p. 20

A Chair for My Mother:

- bargain, p. 57
- savings, p. 57

Focused Reading Instruction

Text-Based Vocabulary

Review key text-based vocabulary words from the two texts. For each word, check children's understanding. Ask them if they *know the meaning*, *know it a little*, or *don't know it at all*. Teach the words children need to know with the **Text-Based Vocabulary Routine**. Ask children to record the information on p. 82 in their *Reader's and Writer's Journal*.

Point out that on p. 57, the author of *A Chair for My Mother* uses the vocabulary words to help the reader understand the story problem. *The girl says that whenever Grandma gets a good bargain, she puts the savings in the special jar. This tells me that a bargain is a good deal, or something that saves money. I know that this family is working hard to save money for something special.* Have children use the vocabulary words in sentences of their own to deepen understanding.



Text-Based Conversation

Use the **Whole Class Discussion Routine** to discuss and compare the plots of the two stories. Have children consider how the beginning of each story helps put the plot in motion.

Provide a think-aloud model for children about the introductory event: *In the first few pages, Alexander keeps talking about how much money his brothers have and how he has only bus tokens. I know from the story title that Alexander used to be rich. These clues help me understand that the story is about how Alexander spends or loses his money.*

As a whole group, discuss similar clues in the title and opening pages of *A Chair for My Mother*. Have children talk about what the girl, her mother, and her grandmother do in the first few pages. Make sure children use text evidence to discuss the story problem and other elements of the plot. As children participate in collaborative conversations, have them ask for clarification as needed when classmates share text evidence.

TEAM TALK STATE AND SUPPORT AN OPINION Use the **Team Talk Routine**. Remind children to use complete sentences when giving an opinion. Ask children to cite key details and text evidence to support their opinions about the following question: *Do you think it's fair that Alexander's brothers have money and he doesn't?* (Possible response: I think it's fair, because Alexander used to have money. Instead of saving it up for a walkie-talkie, he spends the money or loses it. I don't think it's fair, because Alexander needs someone to teach him how to save his money, or talk to him each time he thinks about spending it on something he doesn't really need.)

Reading Analysis Use Illustrations to Understand Plot

Explain that characters in a story may have a problem to solve that is theirs alone, or one that is shared with others. Have children think about the problems the characters face in both stories. (They all want to save money.)

KEY IDEAS AND DETAILS Using the illustrations, have children find details about how each character responds to the story problem. Details can be recorded in the T-Chart graphic organizer. Write *Alexander* as a heading on one side of the chart and *Girl* as the heading on the other.

- Look at page 9 of *Alexander, Who Used to Be Rich Last Sunday*. What can you tell from the picture about the story problem? (Alexander wants to buy many things.) Does Alex want to buy things for others or himself? (himself)
- Now let's look at page 58 of *A Chair for My Mother*. What does the picture show? (a pink, flowered chair) Who do you think will probably use the chair? (the girl's mother, the girl, and the grandmother) We can write this on the other side of our chart: "The whole family wants to buy a chair for the family to use."
- What else can we learn about the characters just from looking at the illustrations? (The girl's mother looks so tired she can sleep in an uncomfortable chair. Alex looks mad whenever he thinks about his brother's having money and him having none.)

T-Chart

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Independent Reading Practice

READING ANALYSIS: USE ILLUSTRATIONS TO UNDERSTAND

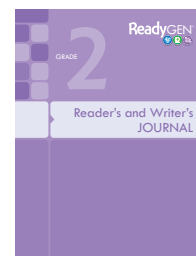
PLOT Have children turn to p. 83 in their *Reader's and Writer's Journal* to write about an illustration and how it helps readers understand plot.

WRITING IN RESPONSE TO READING Have children turn to p. 85 in the *Reader's and Writer's Journal* to read the prompt: *Write a compare and contrast statement about the plots of the two stories.*

ACCOUNTABLE INDEPENDENT READING As children read texts independently, remind them to think about how the story is structured.

Reading Wrap-Up

SHARE WRITTEN RESPONSES Wrap up today's reading with children. Ask volunteers to share their Writing in Response to Reading.



READING OBJECTIVE

- Describe differences in the plot structures.

Scaffolded Instruction

STRATEGIC SUPPORT

MONITOR PROGRESS

If...children struggle to identify differences in plot structure, **then...**use the Reading Analysis lesson in small groups to help them complete the T-Chart graphic organizer.

If...children need extra support to understand the stories, **then...**use the Close Reading Workshop in small groups to provide scaffolded support for the texts.

Reading Analysis

Reread p. 9 of *Alexander, Who Used to Be Rich Last Sunday*. The text begins, “And even when I’m very rich...” and ends “Last Sunday.” Focus children’s attention on the clue the sentences provide about Alexander’s problem—he was rich just a few days ago and knows that it is easy for things to change. Guide children to add details to the *Alexander* column on the T-Chart based on this page, and to add details to the *Girl* column based on pp. 55–56 in *A Chair for My Mother* in the *Text Collection*.

Close Reading Workshop

Revisit *Alexander, Who Used to Be Rich Last Sunday* and *A Chair for My Mother* Have children turn to the first page of *Alexander, Who Used to Be Rich Last Sunday* and read from the beginning through p. 9. Have them also read the third paragraph on p. 59 of *A Chair for My Mother*.

- 1 **Alexander seems annoyed with his brothers. Why is that?** (He is annoyed that they have money and he doesn’t.) **What details do the pictures on the pages add to the information in the text?** (The pictures show that the brothers are teasing him and showing off their money.)
- 2 **What does the text explain about why the girl’s family needs a new chair?** (“All of our chairs burned. So did our sofa and everything else.”)
- 3 Assign children partners. Have the pairs talk about the details in the text and illustrations that help show how Alexander and the girl both feel about their problems.

EXTENSIONS

MONITOR PROGRESS

If...children understand how to identify and compare plot structure, **then...**extend the Reading Analysis lesson by having children add to the T-Chart graphic organizer.

Reading Analysis

Have children select additional pages from both texts. Then have them look for text evidence that gives additional details about each character's problem and how the plots unfold. Then have children discuss the following questions:

- **What happened to the money Alexander got last Sunday?** (He spent much of it and lost some of it.)
- **How does the girl's family get new furniture after the fire?** (Neighbors and family members help them, and they put money in a big jar until they have enough to buy the chair.)
- **Which character do you identify with more? Why?** (Possible responses: I can identify more with Alexander because I have trouble saving money, too. I can identify more with the girl because my family has no money to waste, like her family.)

WRITING OBJECTIVES

- Use time order words to show event order.
- Identify compound sentences.

Writing

Narrative Writing

Use Time Order Words to Organize Plot

TEACH Explain to children that writers organize a story's plot by using time order words to connect different events. Have children keep in mind:

- Sometimes writers describe events in the order they take place, while other times writers go back in time to show events out of order. When a writer goes back in time, she is using a technique called a flashback.
- Writers often use time order words, such as *when*, *then*, and *yesterday*, to show how events are connected.

ANALYZE THE MODEL Through discussion, help children identify the time order words the writer uses to connect plot events and show that time is passing on p. 55 of *A Chair for My Mother*.

It takes a long time to fill a jar this big, Every day when my mother comes home from work, I take down the jar. My mama empties all her change from tips out of her purse for me to count. Then we push all of the coins into the jar.

The writer helps readers understand how long it takes to save up money for something special. The time order words show what the family does each day to save.

Help children read the rest of the page aloud to analyze how the writer uses time order words to connect events in the story.

Sometimes my mama is laughing when she comes home from work. Sometimes she's so tired she falls asleep while i count the money into piles. Some days she has lots of tips. Some days she has only a little.

The time order words the writer uses help readers understand the passage of time and how events are connected.

Explain to children that looking for time order words throughout the rest of the story will help them understand how the events are linked together.

Conventions Focus Compound Sentences

TEACH AND MODEL Review that writers sometimes connect two simple sentences with the words *and* or *but*. For additional practice, have children refer to p. 88 in the *Reader's and Writer's Journal*.

...she puts by the savings **and** they go into the jar.

Independent Writing Practice

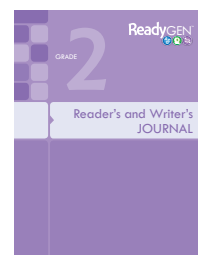
FORMATIVE ASSESSMENT Have children turn to p. 80 in the *Reader's and Writer's Journal* and revisit their writing from the previous lesson. Have them:

- 1 reread their writing.
- 2 revise their writing by adding time order words to help readers more clearly following the order of events in their writing.

Children can revise their writing on p. 89 in the *Reader's and Writer's Journal*. Remind children to look back at examples of time order words used in *A Chair for My Mother*.

APPLY CONVENTIONS As children revise their writing during Independent Writing Practice, have them underline the use of *and* or *but* when used in compound sentences.

USE TECHNOLOGY If available, have children use computers to revise their writing.



Writing Wrap-Up

Have volunteers share their writing with the class. Encourage classmates to identify time order words their classmates used to connect events in sequence.

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

COMPOUND SENTENCES Provide practice using conjunctions to join simple oral sentences. Where possible, use children's home languages as well as role-playing to help children understand how *and* and *but* change sentence meaning. Tron wants to sit, but there are no seats. Mira is thirsty, and she gets a drink.

STRATEGIC SUPPORT

COMPOUND SENTENCES Help children practice using conjunctions such as *and* and *but* to connect simple sentences. Offer oral sentences and have children select a conjunction (*and* or *but*) to form a compound sentence. I want a new bike, ____ I need to save money. Discuss how the different conjunctions change the sentence meaning.

LESSON OBJECTIVE

Identify and compare points of view.

READING OBJECTIVES

- Compare characters and recognize differences in them.
- Use text evidence to answer questions during a close reading.

Read the Text

Build Understanding

INTRODUCE Remind children that in Lesson 11, they discussed how the plots of *Alexander, Who Used to Be Rich Last Sunday* and *A Chair for My Mother* are similar, and how the two stories are different. Explain that today they will return to the texts to think about how the writers show what the characters are like. Then have children focus on the following Enduring Understanding as you work through the comparisons: *Writers understand that use of details, descriptive language, and dialogue enhances writing.*

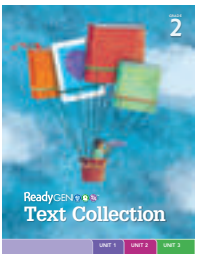
First Read of the Lesson

EXPLORE THE TEXTS Begin by having volunteers summarize each story, listing key events in both. Remind children to think about the beginning, middle, and end of each story. Also help children recall that both stories are told with flashbacks. Have children focus on the Essential Question: *How does using details describing actions, thoughts, and feelings make stories more interesting?* Have them turn and talk with a partner about how they might describe the main character in each story to someone who has not read either story.

For additional support in unlocking the text, see the *Scaffolded Strategies Handbook*.

READ ALOUD Use the **Read Aloud Routine**. Read aloud p. 11 in *Alexander, Who Used to Be Rich Last Sunday* and p. 53 in *A Chair for My Mother*. Talk about the actions, thoughts, and feelings of the two main characters and what they are like. Following the reading, discuss the questions below. Have children use p. 81 in their *Reader's and Writer's Journal* to record their answers to one of the questions.

- What did you read?
- What did you learn?
- What questions do you have?



Second Read of the Lesson

CLOSE READING During guided close reading, have children focus on key ideas and details as they identify clues that reveal what the main characters are like, and compare the characters. Use the following questions to lead the discussion.

- **Let's look again at how the girl helps at the restaurant where her mother works. What does she do to help?** She washes the salts and peppers, fills the ketchups, and peels onions. **What does she do with the money that Josephine, her mom's boss, gives her?** She puts half the money in the jar to save for the family chair. **What do these actions tell you about her?** These actions show that she is hardworking, generous, and thoughtful. **Key Ideas and Details**
- **Now let's talk about Alexander. What is important to him?** Money is important to him. **What does he want to do with the money?** Buy things for himself. **What are some words you could use to describe him?** Some people might call him selfish or greedy. **Key Ideas and Details**
- **Vocabulary** In both stories, many words tell about money. What are some of these words? *coin, tips, bargain, savings*
- **Vocabulary** On page 31 in *Alexander, Who Used to Be Rich Last Sunday*, Alexander complains that he's got "this dopey deck of cards." Why does he call the cards "dopey"? Let's look back at page 25 where Alexander buys the cards. Which clues in the text help you understand the meaning of *dopey*? The text says that the cards have "no seven of clubs or two of diamonds." The cards are "dopey" because you can't play a game with a deck that is missing some cards. **What does this tell us about Alexander?** Alexander is dopey because he bought the cards.

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

REFERENCES In *A Chair for My Mother*, the girl says, "Grandma ... felt like Goldilocks trying out all the chairs." If children are not familiar with this reference, read to them an illustrated copy of "The Three Bears." Then have children roleplay Goldilocks trying out the three bears' chairs.

STRATEGIC SUPPORT

EXPRESSIONS Revisit p. 23 of *Alexander, Who Used to Be Rich Last Sunday*. Help children understand the meaning of the expression "vanish in thin air" (to disappear without any explanation). Have children describe experiences when they have had items seem to vanish into thin air.

READING OBJECTIVES

- Determine word meanings.
- Take part in collaborative conversations.
- Compare characters' points of view.

Text-Based Vocabulary

Alexander, Who used to Be Rich Last Sunday:

- absolutely, p. 19
- positively, p. 19

A Chair for My Mother:

- block, p. 61

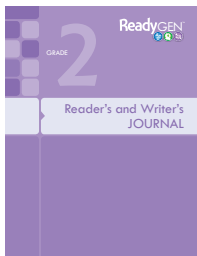
Focused Reading Instruction

Text-Based Vocabulary

Introduce children to key text-based vocabulary from *Alexander, Who Used to Be Rich Last Sunday* and *A Chair for My Mother*. For each word, check children's understanding. Poll them to see if they *know the meaning*, *know it a little*, or *don't know it at all*. Teach the words children need to know with the **Text-Based Vocabulary Routine**. Ask children to record the information on p. 82 in their *Reader's and Writer's Journal*.

On page 19, Alexander says, "I absolutely was saving the rest of my money. I positively was saving the rest of my money." This shows that he really means what he says. But every time Alexander sees something he wants, he absolutely, positively cannot save his money!

On page 61 of *A Chair for My Mother*, the girl says, "Then we came to my block." Look at all the things on the block where she lives—apartment buildings, cars, trucks, and gardens. What's on the block where you live?



Text-Based Conversation

Use the **Small Group Discussion Routine**. Discuss how the two main characters are different, and how they are alike.

Provide a think-aloud model for children about text details that reveal information about characters. *I can tell what characters are like are by looking for clues about how they act, think, or feel. Since both of these stories are told by the main characters, we know some of their thoughts. The text and illustrations also show their actions and feelings.*

In small groups, have children look through both stories to find text or illustration details that help them understand the two main characters. As children participate in collaborative conversations, have them ask and answer questions of their group members to clarify understanding.

TEAM TALK STATE AND SUPPORT AN OPINION Use the **Team Talk Routine**. Review what it means to give an opinion. Ask children to compare how the two characters feel about saving money. *On page 15, Alexander says, "Saving is hard." On page 53, the girl says, "And every time, I put half of my money into the jar." Which character do you think has a better attitude about money? Explain your opinion.* (Possible response: I think the girl has a better attitude about money because she works for her money and always saves half of it.)

Have children revisit the text and illustrations of both stories as you explore the differences in the points of view of characters.

CRAFT AND STRUCTURE Have children use a T-Chart to compare Alexander and the girl. *In both stories, the main characters are concerned about saving money. When we compare their points of view, we understand the characters better.*

- What does Alexander say on page 22 about the chocolate bar he found? (“I rescued it from being melted or smushed.”) *What is his point of view about the chocolate?* (Since he “rescued” it, he gets to eat it.) *What does his point of view show you about Alexander?* (He acts without thinking about what might happen, or about others.) *Let’s write this on our T-Chart in the column for Alexander.*
- On pages 66 and 67 of *A Chair for My Mother*, the girl describes how others help her family after the fire. *What is the girl’s point of view about all these people?* (She appreciates what others do to help.) *What does this show you about her?* (Instead of feeling sorry for herself, she is grateful.) *We can write this on our chart in the column for the girl.*
- Let’s compare the two characters: Do you think Alexander is grateful? Do you think the girl acts without thinking about others?

T-Chart

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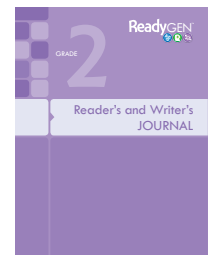
Independent Reading Practice

LANGUAGE ANALYSIS: COMPARING POINTS OF VIEW Have children review the T-Chart they made about the characters and their points of view. Then have them turn to p. 84 of their *Reader’s and Writer’s Journal* and write a comparison of Alexander’s and the girl’s points of view

WRITING IN RESPONSE TO READING Have children turn to p. 85 in their *Reader’s and Writer’s Journals* to read the prompt: *Who do you think has a better approach to money?*

Reading Wrap-Up

SHARE WRITTEN RESPONSES Wrap up today’s reading with children. Ask volunteers to share their Writing in Response to Reading.



READING OBJECTIVES

- Compare characters' points of view.
- Read fluently, with expression.

Scaffolded Instruction

STRATEGIC SUPPORT

MONITOR PROGRESS

If...children struggle to compare characters' points of view, **then...**use the Language Analysis lesson in small group to help them complete the T-Chart graphic organizer.

Fluency Check To provide practice with reading fluently, have children use the Oral Reading activity.

Language Analysis

Guide children in identifying each character's point of view, filling in one column of the T-Chart for each character, and comparing the two. Have children revisit the illustrations on pp. 15–16 and 32 in *Alexander, Who Used to Be Rich Last Sunday* and pp. 68–69 in *A Chair for My Mother* in the *Text Collection*. Discuss the illustrations and their key details. Then reread the text on these pages to help children connect the text to the illustrations. Model ways that these details reveal the characters' points of view. Have children add the details about the characters revealed in the text or the illustrations to the T-Chart.

Oral Reading

EXPRESSION Explain that reading a character's words with expression means thinking about how a character might say the words aloud. Writers include punctuation marks as clues for how to read with expression. Have children follow along as you model reading with expression the text on p. 23 of *Alexander, Who Used to Be Rich Last Sunday*.

Have children read the same passage aloud, stressing Alexander's expression. Monitor children's oral reading and provide feedback on their use of expression. For optimal fluency, children should reread the passage three to four times.

EXTENSIONS

MONITOR PROGRESS

If...children understand how to compare characters' point of view, **then...**extend the Language Analysis lesson by having children write a paragraph comparing the two main characters' point of view, using their T-Chart as a guide.

Language Analysis

Have children look at p. 30 in *Alexander, Who Used to Be Rich Last Sunday* and pp. 73–79 in *A Chair for My Mother* in the *Text Collection*. Have them use details from the illustrations to answer the following questions:

- What details in the illustration on page 30 in *Alexander, Who Used to Be Rich Last Sunday* help you understand Alexander's point of view when he says, "I told my grandma and grandpa to come back soon"? (Possible response: He looks like he is being on his very best behavior. He probably wants to see them again soon, but he also probably hopes they will give him another dollar next time.)
- Remember that the title of this story is *A Chair for My Mother*. How do the details in the illustrations on pages 73–79 help you understand the girl's point of view about whom the chair is really for? (The pictures and the text show that the girl and her grandmother also help pick out the chair and use it. The chair is really for the whole family.)
- How would you compare the main characters' points of view between *Alexander, Who Used to Be Rich Last Sunday*, and *A Chair for My Mother*? (In *Alexander, Who Used to Be Rich Last Sunday*, Alexander shows over and over that he mostly thinks about himself and how much he wants money for things that aren't important. In *A Chair for My Mother*, the pictures and the words show that the girl's point of view is to work hard and share with her family.)

Have children use their T-Chart to write paragraphs that compare the two characters.

WRITING OBJECTIVES

- Plan and draft an opinion.
- Form compound sentences with *and*.

Writing

Opinion Writing

Plan and Draft an Opinion

TEACH Explain to children that writers use details to help explain characters' actions, thoughts, and feelings. These details about how the character responds to different events can be the basis for a reader's opinion. As children think about Alexander and the girl, have them consider:

- the details the author uses to express the decisions Alexander and the girl made.
- their opinions about the decisions Alexander and the girl made.

ANALYZE THE MODEL Through discussion, help children identify each character's decisions.

On page 31 in *Alexander, Who Used to Be Rich Last Sunday* the author describes how Alexander views the purchases he made with his money.

I've got this dopey deck of cards. I've got this one-eyed bear. I've got this melted candle.

To form an opinion about characters' decisions, revisit the details of the decision each character made.

Compare Alexander's view of his purchases to what the girl and her family buy in *A Chair for My Mother*.

Finally we found the chair we were all dreaming of. And the money in the jar was enough to pay for it.

Comparing the characters' contrasting decisions helps readers form opinions about the characters.

Now that we've reviewed the decisions that the two characters made, we can compare them. Alexander spends his money on things he doesn't really care about. He seems disappointed in the end. In contrast, the girl helps her family save for the chair, which they all get to share in the end. We can write a sentence about each character and our opinions about their decisions. We should use details from the text to support our opinions.

Conventions

Form Compound Sentences with *and*

TEACH AND MODEL Remind children that they can connect two simple sentences with *and* to form a compound sentence. Have children identify the two simple sentences connected by *and* in the sentence below. Use to p. 88 in the *Reader's and Writer's Journal*.

Mama grabbed my hand and we ran.

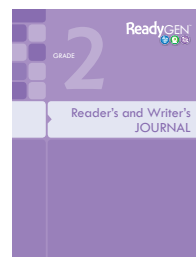
Independent Writing Practice

WRITING Have children turn to p. 90 in the *Reader's and Writer's Journal*. Have children decide whether they want to write about Alexander or the girl. Then have them flag evidence in the text that supports their opinion about the decisions that character makes. Children will then write their opinion about the decisions that the characters made. Have children:

- 1 flag evidence and then state their opinions, supporting their opinions with text evidence.
- 2 connect two simple sentences to make a compound sentence with *and*.

APPLY CONVENTIONS As children complete the Independent Writing Practice, have them underline the compound sentence they wrote.

USE TECHNOLOGY If available, have children use computers or electronic tablets to write their opinions.



Writing Wrap-Up

Have volunteers share their opinions with a classmate. Have children give constructive criticism.

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

COMPOUND SENTENCES Help children understand forming compound sentences. Model pairs of simple sentences such as *I stand up. I walk to the door.*

Then model how to join the sentences with *and*: *I stand up, and I walk to the door.*

Have children follow this model to create their own oral sentences.

STRATEGIC SUPPORT

USING DETAILS After children write, encourage them to check their writing and to add details to support their opinions by answering the following questions: *Did I support my opinion with details from the texts? How could I add more detail to make my opinion stronger?*

LESSON 13

UNIT 2 • MODULE A

LESSON OBJECTIVE

Use clues in the text and illustrations to compare characters.

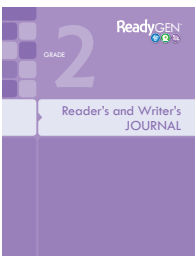
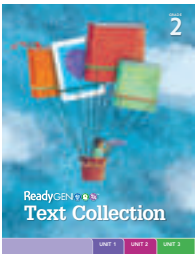
READING OBJECTIVES

- Compare characters.
- Determine central message or lesson of stories.
- Use text evidence to answer questions during a close reading.

Read the Text

Build Understanding

INTRODUCE Tell children that they will be discussing *Alexander, Who Used to Be Rich Last Sunday* and *A Chair for My Mother* in the *Text Collection* to make comparisons between characters. Then have them focus on the following Enduring Understanding as they work through the lesson: *Learners understand that people make decisions based on their needs and wants.*



First Read of the Lesson

EXPLORE THE TEXT Have volunteers recall the main characters in *Alexander, Who Used to Be Rich Last Sunday* and *A Chair for My Mother*. Then, focus on the Essential Question: *How does using details describing actions, thoughts, and feelings make stories more interesting?* Discuss details about what the main characters want or need. Reread p. 15 to review one reason Alexander thinks he needs to save money. Discuss whether Alexander actually *wants* or *needs* the walkie-talkie. Have students think about how the details make each story more interesting.

For additional support in unlocking the text, see the *Scaffolded Strategies Handbook*.

READ TOGETHER ALEXANDER, WHO USED TO BE RICH LAST SUNDAY AND A CHAIR FOR MY MOTHER Use the **Read Together Rوتين**. Ask children to read along as you read aloud p. 15 of *Alexander, Who Used to Be Rich Last Sunday* and the first paragraph on p. 69 in *A Chair for My Mother* in the *Text Collection*. Have children think about what decision the girl's family makes about saving their money. *Is the chair something they want or something they need? What details does the writer use to show how special the chair is?* Have children use p. 81 in their *Reader's and Writer's Journal* to record their answers to one of the questions:

- What did you read?
- What did you learn?
- What questions do you have?

Second Read of the Lesson

CLOSE READING During guided close reading, have children focus on a central message or lesson readers might learn from *Alexander, Who Used to Be Rich Last Sunday*, or *A Chair for My Mother*. Use the following questions to lead the discussion.

- On page 25, what does Alexander say about the purchases he made? (I needed that candle...I need that bear...I didn't need that seven or that two.) What does he think about those decisions at the end of the story, on page 31? How can you tell? (They were not good decisions. He says the items are dopey, or he doesn't need them.) **Key Ideas and Details**
- On page 79 in *A Chair for My Mother*, the girl describes what happens once her family has the new chair. Do you think the family is happy they worked so hard to save their money? What details help you decide? (Everyone likes the chair. Grandma sits in it and talks to people. Mama watches TV. The girl sits in Mama's lap. These details help me decide that the family is happy that they worked so hard to buy the chair.) **Key Ideas and Details**
- **Vocabulary** On page 26 of *Alexander, Who Used to Be Rich Last Sunday* Alexander says, "I needed to get some money to save." On page 57 of *A Chair for My Mother*, the grandma "puts by the savings and they go into the jar." What do *save* and *savings* mean? (Save is what you do when you keep something; *savings* is what you save.) *Saving* can also tell the action you are doing when you save something. Alexander uses that word a lot.
- Compare Alexander and the girl. What lesson do they both learn about saving money? (Both characters learn that it is important to save money for something you really want.) **Key Ideas and Details**

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

WORD MEANING Help children understand the different forms of *save* (verb) and *savings* (noun). Show a few coins. Model putting the money into a jar. Say:
I save money.
 Remove the coins from the bank. Say:
I will buy _____ with my savings.
 Have children repeat the sentences, adding one word to tell what they would buy with the savings.

STRATEGIC SUPPORT

WORD MEANING If children are having difficulty distinguishing the concepts of *save* and *savings*, discuss the following:

- *What is something you like to save?*
- *When you save up money, the amount you have is your savings. What would you buy if you had enough savings?*

READING OBJECTIVES

- Describe how words supply meaning in a story.
- Compare characters.

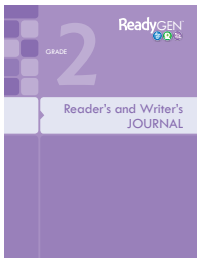
Text-Based Vocabulary

Alexander, Who Used to Be Rich Last Sunday:

- rich, title page

A Chair for My Mother:

- bargain, p. 57



Focused Reading Instruction

Text-Based Vocabulary

Review key text-based vocabulary words from the two texts. For each word, check children's understanding. Ask them if they *know the meaning*, *know it a little*, or *don't know it at all*. Teach the words children need to know with the **Text-Based Vocabulary Routine**. Ask children to record the information on p. 82 in their *Reader's and Writer's Journal*.

Talk about the characters' focus on saving money. *From the title, we know that Alexander feels like he was rich last Sunday, when he had a dollar. What does it mean to be rich?* It means "to have plenty of money; to be able to buy things you want."

On page 57, the girl tells about what her grandmother does when she "gets a good bargain on tomatoes or bananas or something...." What is a *bargain*? A good deal.

Text-Based Conversation

Use the **Paired Discussion Routine**. Have partners discuss and compare the two main characters' attitudes toward earning and saving money. *In Alexander, Who Used to Be Rich Last Sunday, Alexander does some funny things to try to get money. He tries to pull out his tooth and looks for coins in the phone booth. I can compare these activities with the work the girl does to earn money to decide if the two characters have different attitudes about getting money.*

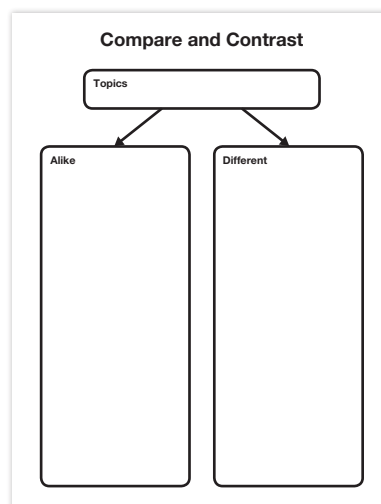
Have children work with partners to page through *Alexander, Who Used to Be Rich Last Sunday* and *A Chair for My Mother* in order to discuss and compare the characters' attitude toward getting and saving money. As children participate in collaborative conversations, have them build on others' talk by linking their comments to the remarks of others.

TEAM TALK STATE AND SUPPORT AN OPINION Use the **Team Talk Routine**. Ask children to share their opinions and to cite text evidence that supports their responses to the question: *Do you think Alexander would do what the girl in A Chair for My Mother does to earn money?* (Possible responses: Alexander would not work hard to save money he earned like the girl did. His grandparents gave him the dollar that made him feel rich; he didn't earn it. He hopes they will come back soon, probably because he wants another dollar. He doesn't seem to know how to earn or save money.)

Point out that comparing characters in stories can help readers better understand what characters are like. Readers can compare how characters look, act, and feel, as well as what they think and say, in order to understand them better.

KEY IDEAS AND DETAILS Have children revisit *Alexander, Who Used to Be Rich Last Sunday* and *A Chair for My Mother* to compare characters. Give children Compare and Contrast charts. Have them write *Saving Money* as the topic.

- Characters in both stories do some things that are similar. In the beginning of *Alexander, Who Used to Be Rich Last Sunday*, Alexander tells exactly how much money each of his brothers has. On page 57 of *A Chair for My Mother*, the girl and her grandma count the money the mother brings home. On the chart under *Alike* we can write *Alexander and the girl both can count money*.
- What is the girl doing as she helps her grandma count the money? What does Alexander do on page 20 when he tells about what happened? The girl is smiling as she helps her grandmother count the money. Alexander imagines the money flying away and makes a terrible face. We can add these details under *Different* on our chart.



Independent Reading Practice

READING ANALYSIS: COMPARE CHARACTERS Have children work independently to look for other examples in *Alexander, Who Used to Be Rich Last Sunday* and *A Chair for My Mother* to compare and contrast character's thoughts, actions, or feelings. Have them add these new examples to the Compare and Contrast chart.

WRITING IN RESPONSE TO READING Have children turn to p. 85 in their *Reader's and Writer's Journals* to read the prompt: *Which character and story do you like more? Why?* Remind children to use text examples to support their answer.

Reading Wrap-Up

SHARE WRITTEN RESPONSES Take a few minutes to wrap up today's reading with children. Ask volunteers to share their Writing in Response to Reading.



READING OBJECTIVES

- Compare and contrast characters.
- Use illustrations to understand characters.

Scaffolded Instruction

STRATEGIC SUPPORT

MONITOR PROGRESS

If...children struggle to compare characters,
then...use the Reading Analysis lesson in small groups to help them work through the Compare and Contrast Graphic Organizer.

SLEUTH WORK Use the Sleuth Steps in the Close Reading Workshop to provide more practice in close reading.

Reading Analysis

Revisit pp. 5–7 in *Alexander, Who Used to Be Rich Last Sunday*. Talk about how Alexander is like or unlike his brothers. Have children look for details in the illustrations and text that show what the three boys are like. **You can tell that Alexander is mad at his brothers because they have more money than he does. All three boys got a dollar from their grandparents. We can guess that his brothers are better at saving their money than Alexander is at saving his.** Help children record this fact in the *Different* column of the Compare and Contrast chart. Continue to guide children in filling in a few more details. Then have them use the chart to make a comparison.

Close Reading Workshop

SLEUTH WORK Have children read “More Than Cash Dispensers” on pp. 18–19 of *Sleuth*. Then use the steps below to help groups answer the Sleuth questions. Have children use text evidence to support their answers.

LOOK FOR CLUES Have children find clues in the text that tell how modern ATMs are different from early ATMs from the 1970s. (Possible response: Some modern ATMs have video screens that let bankers see the customers.)

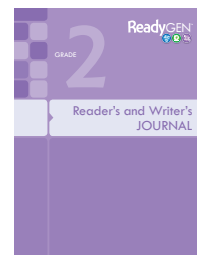
ASK QUESTIONS Have children write a question about what they might like to learn about ATMs. Ask if they have ever watched someone use an ATM. What questions did they have as they watched the machine work?



MAKE YOUR CASE Have children write a sentence or two about what they think is the most convincing statement the writer makes. Remind them to use details from the text that helps explain their answer.

PROVE IT Have partners provide a script for a role play of an ATM transaction. One person is using the ATM with a video screen, and the other is the banker on the screen. Have students present their scene to the class.

After children discuss the Sleuth steps, direct them to pp. 86–87 of the *Reader's and Writer's Journal* to further explore “More Than Cash Dispensers.”



EXTENSIONS

MONITOR PROGRESS

If...children understand how to compare characters,
then...extend the activity by having children compare and contrast characters using the information on pp. 18–19 of *Sleuth*.

Reading Analysis

As children read “More Than Cash Dispensers,” have them compare how Alexander and the girl might use a cash machine.

- **Would Alexander be more likely to put money in or take money out of a cash machine?** (He would probably take money out.) **Explain your answer.** (Alexander is not good at saving money. He spends the money he has instead of saving up for something big, like a walkie-talkie.)
- **Would the girl be more likely to put money in or take money out of a cash machine?** (She would probably put money in.) **Explain your answer.** (The girl is good at saving money. She helps her family save up for something they really need.)

Have children write a paragraph about which character could use an ATM responsibly and which could not. Then have them tell why most children do not have cards to use ATM machines.

WRITING OBJECTIVES

- Revise and edit
Write opinion pieces.
- Form compound sentences.

Writing

Opinion Writing

Revise and Share Opinions

TEACH Remind children that yesterday they wrote their opinions about the decisions that Alexander or the girl made. Point out that strong opinions are supported with facts or details.

Tell children that today they will read each others' opinions and suggest ways they can make their opinions stronger. Have children consider:

- What details help support the writer's opinion?
- What words does the writer use to express his opinion

ANALYZE THE MODEL Through discussion, help children identify a writer's opinion and model how to revise that opinion by strengthening word choice.

Read Domingo's model opinion to children:

I think the girl was good at saving money. She worked to get money. She saved it by putting the coins in the jar. She helped her family and they all liked having the new chair.

The writer supports his opinion with text evidence by telling what she did with the money she saved.

Then read Domingo's revision:

I think the girl was dedicated to saving money. She helped at the diner by washing the salt and pepper shakers and filling up the ketchup jars. Then she put her coins into the jar. She was a big help to her family.

The writer uses words like *dedicated* and *a big help* to help others understand that he strongly believes she helped her family. He added specific details about what she did to earn money. This supports his opinion as well.

Point out that the writer states his opinion but then uses strong words that express how he feels. *Dedicated* is a much stronger word than *good*. Tell children that they will want to consider using strong words in their opinions.

Conventions Form Compound Sentences with *but*

TEACH AND MODEL Remind children that two simple sentence can be combined to form a compound sentence. The word *but* can be used to contrast ideas in the two simple sentences. Use p. 88 in the *Reader's and Writer's Journal*.

I agree with Domingo, but I have a different reason.

Independent Writing Practice

WRITING Have children turn to p. 90 in the *Reader's and Writer's Journals* to reread what they wrote in the previous lesson. Then have children revise their opinions, making them stronger. Then have children:

- 1 discuss how they could display their revised opinions.
- 2 post their opinion pieces.
- 3 add graphics or pictures to the display.

APPLY CONVENTIONS As children complete the Independent Writing Practice, have them circle any conjunctions they used to combine simple sentences in their writing.

USE TECHNOLOGY If possible, have children produce their writing on the computer or an electronic tablet and print it out for posting.

Writing Wrap-Up

Have volunteers share their opinions with the class. Invite classmates to point out examples of strong reasons that support the opinions.



WHOLE GROUP

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

COMPOUND SENTENCES Review with children that they can use *and* or *but* to connect ideas. Then provide sentence frames for children to complete with the missing conjunction.

STRATEGIC SUPPORT

COMPOUND SENTENCES Help children practice using conjunctions to describe the two main characters or to write their opinions. Explain that *and* is used to link two similar ideas. *But* links two ideas that are different.



LESSON OBJECTIVE

- Write a narrative about a character with a need or want and the events that lead to whether or not the character is able to buy it.

Performance-Based Assessment

Task

Decision Stories

In this unit, children have read stories in which the characters have needs and wants. Children will refer to Alexander from *Alexander, Who Used to Be Rich Last Sunday*, and the girl from *A Chair for My Mother*, and will create a character who needs or wants to buy something. Children will decide, as the author of this story, whether or not the character is able to buy it.

Children will create a narrative that tells the story of what the character wanted to buy, whether or not he/she was able to buy it, and the decision the character has to make.

Children will:

- recount a short sequence of events, including action.
- include details that convey thoughts and feelings of the character.
- use temporal words to demonstrate event order.
- provide a sense of closure to the story.

Collect children's stories to make a class book called *Stories of Needs and Wants*.

See p. 118 for a reproducible page to distribute to children.

Task Preparation

INTRODUCE Discuss the Essential Questions: *How do readers identify beginnings and endings?* and *How does using details describing actions, thoughts, and feelings make stories more interesting?*

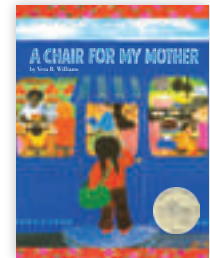
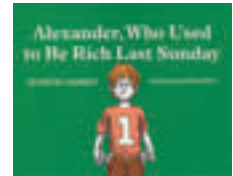
REVISIT THE TEXT Remind children that in *Alexander, Who Used to Be Rich Last Sunday* Alexander was given a dollar by his grandparents. The rest of the events in the story tell how he spent or lost his money. In *A Chair for My Mother* the girl and her family are saving their coins in a very large jar to buy a big, soft armchair. The rest of the events in this story tell why the family needs the chair and how they finally get one.

“Last Sunday, when I used to be rich, I bet that I could hold my breath till 300. Anthony won. I bet that I could jump from the top of the stoop and land on my feet. Nicky won.”

—*Alexander, Who Used to Be Rich Last Sunday*, p. 17

“I wash the salts and peppers and fill the ketchups....When I finish, Josephine says, “Good work, honey,” and pays me. And every time, I put half of my money into the jar.”

—*A Chair for My Mother*, p. 53



Remind children that a character can act responsibly about money, such as the girl in *A Chair for My Mother*, who earns her money and saves half of it, or a character can act irresponsibly about money, such as Alexander, who was given his money and then loses much of it without even buying anything with it.

- Have children create a character similar to one of these two characters.
- Have them decide what their character needs or wants.
- Have them decide how their character gets their money.
- Have them decide how their character uses their money and whether the character gets what they want or not.

Set-Up

ORGANIZATION

Have children who prefer to work alone work at their desks. Have children who need support or may be struggling meet in small groups for 10 minutes to talk about ideas for their stories. Remind these children to use one of the stories they have read as an example to model their story after. Provide the Story Sequence B graphic organizer for them to make notes in while they are brainstorming in the group, and to use while they write independently.

MATERIALS

- text: *Alexander, Who Used to Be Rich Last Sunday*
- text: *A Chair for My Mother*
- Story Sequence B graphic organizer
- pencils
- paper for narrative writing

BEST PRACTICES

- Provide clear expectations for the children meeting in groups.
- Organize the small groups away from the other children so that they do not disturb the ones working independently.
- Meet briefly with children to talk about their plan for their story to ensure they are following the directions.

Optional Support

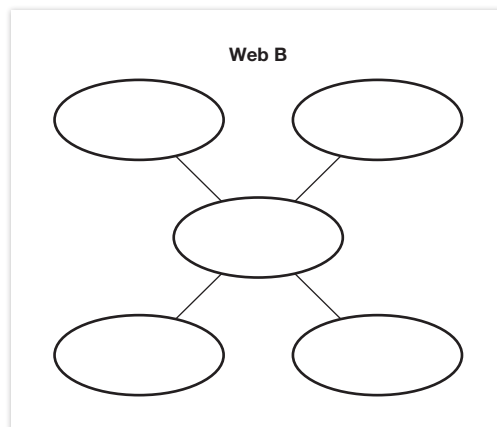
In order for all children to access the Assessment, additional supports can be provided as necessary.

Checklist: Provide a checklist that details expectations for this project. It can give points for each section so children are clear about what to do and what is being assessed.

Writing Tasks: Writing tasks can be previewed and broken down into smaller steps.

Editing Tasks: After children complete a draft of their narrative, have them edit it three times: once to add details describing actions, thoughts, and feelings; once for spelling; and once for punctuation.

Graphic Organizers: Children can use the Web B graphic organizer to brainstorm details that tell the character's thoughts and feelings. They can use Story Sequence B graphic organizer to organize their thinking about the sequence of events in their narrative.



Story Sequence B

Title	
Characters	Setting
↓	
Events	1. First
↓	
2. Next	
↓	
3. Then	
↓	
4. Last	

Performance-Based Assessment

Grade 2 • Unit 2 • Module A

Task

Decision Stories

In this unit, you have read stories about characters who have needs and wants. You have read about *Alexander from Alexander, Who Used to Be Rich Last Sunday*, and the girl from *A Chair for My Mother*. Now you will create a character who needs or wants to buy something. You will decide whether or not the character can buy it.

Write the story of what the character wants to buy. Tell whether or not he/she is able to buy it. Describe the decision the character has to make.

Remember to:

- write a short sequence of events, including action.
- include details that tell thoughts and feelings of the character.
- use linking words to show the order of events.
- provide an ending to the story.

Add your story to a class book called *Stories of Needs and Wants*.

Writing Rubric

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Score	Focus	Organization	Development	Language and Vocabulary	Conventions
4	Character is fully introduced, and his/her need or want is clearly described.	Narrative has a beginning, a middle, and an ending that concludes the action.	Narrative contains several details that tell the character's thoughts and feelings.	Narrative contains several temporal words and phrases to show sequence of events.	Narrative contains correct grammar, usage, capitalization, and spelling.
3	Character is introduced, and his/her need or want is described.	Narrative has a beginning, a middle, and an ending.	Narrative contains details that tell the character's thoughts and feelings.	Narrative contains temporal words and phrases to show sequence of events.	Narrative contains a few errors but is completely understandable.
2	Character is named, and his/her need or want is somewhat described.	Narrative has a beginning and an ending.	Narrative contains few details that tell the character's thoughts and feelings.	Narrative contains few temporal words and phrases to show sequence of events.	Narrative contains some errors in grammar, usage, capitalization, and spelling.
1	Character is named, but it is not clear what his/her need or want is.	Sequence is hard to follow and unclear.	Narrative contains one detail that tells the character's thoughts or feelings.	Narrative does not contain enough temporal words to make sequence of events clear.	Narrative is difficult to follow because of frequent errors.
0	Possible characteristics that would warrant a 0: <ul style="list-style-type: none"> no response is given child's response is unintelligible, illegible, or completely off-topic 				

Presentation

Classroom Book: *Stories of Needs and Wants*

Children will make a clean copy of their stories to share with their classmates and visitors to the classroom in a self-published classroom book.

1. Have children write or type (if available) their narratives.
2. Have them add illustrations if they wish, or a picture of the character's need or want.
3. Have children collect the stories.
4. Have children create and decorate a cover titled *Stories of Needs and Wants*.
5. Have children bind the stories together with staples or a hole punch and yarn.
6. Place the book in a prominent position in the classroom library for all to share.

Reflect and Respond

LOOKING AHEAD For children who received a low score (0, 1, or 2) on the rubric, use the following suggestions to support them with specific elements of the Performance-Based Assessment. Graphic organizers and other means of support will help guide children to success as they complete other Performance-Based Assessments throughout the school year.

If...children struggle to develop a character,
then...remember that providing them with a Web graphic organizer and reviewing how to use it will help them brainstorm character qualities, such as thoughts and feelings.

If...children struggle with organizing a story sequence that unfolds naturally,
then...remember that providing them with a Story Sequence graphic organizer and reviewing how to use it will help them visualize the story sequence.

If...children need extra support using sequence words,
then...remember that making a list of sequence words and posting the list in the classroom for easy reference will help them when they write narratives in the future.

If...children struggle to write an ending that concludes the action,
then...remember that pointing out the variety of endings in stories will broaden their experience and appreciation for how stories are crafted.

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Administering the Assessment

The End-of-Unit Assessment consists of two passages, each followed by selected-response Comprehension and Vocabulary questions and a Constructed Response writing prompt. At the end of the test, there is also an Extended Response writing prompt that requires children to draw on information from both passages. Children should complete the test independently unless there is a strong rationale for reading aloud to some children. Use your professional judgment to determine whether reading aloud is necessary.

Before the Assessment

OPTIONS FOR ADMINISTERING You may choose to administer this assessment in one session or in parts. The chart below offers suggestions for how to administer the test over two or three days. Use your professional judgment to determine which administration option best suits the needs of children.

SESSIONS	FIRST DAY	SECOND DAY	THIRD DAY
TWO SESSIONS Option 1	<ul style="list-style-type: none">• First passage, questions, Constructed Response	<ul style="list-style-type: none">• Second passage, questions, Constructed Response• Extended Response	
TWO SESSIONS Option 2	<ul style="list-style-type: none">• First passage, questions, Constructed Response• Second passage, questions, Constructed Response	<ul style="list-style-type: none">• Extended Response	
THREE SESSIONS	<ul style="list-style-type: none">• First passage, questions, Constructed Response	<ul style="list-style-type: none">• Second passage, questions, Constructed Response	<ul style="list-style-type: none">• Extended Response

DURATION The time required for each part of the assessment will vary depending on how long it takes children to read the passages, answer the questions, and write their responses. Some variation may also depend on children’s previous experience with selected-response tests and writing in response to prompts.

PREPARING CHILDREN FOR THE ASSESSMENT Make sure every child has a pencil with an eraser. If children will be completing the Extended Response, make sure that they have access to blank paper. Tell children that they will be taking a test in which they will read passages, answer questions, and complete some short writing activities. If you choose to have children complete the entire assessment in one session, stress that they should read the first passage and complete all of the tasks related to that passage before moving on to the second passage. If you choose to divide the test into multiple sessions, present only the section(s) that children will complete at that time.

During the Assessment

BEGINNING THE ASSESSMENT Read aloud the directions for each section of the test to ensure that children understand what to do. Make sure they know that, with the exception of the Extended Response, they must circle their answer choices and write their responses on the test pages. Although the test is intended to be completed independently, you may wish to read aloud the passages and/or questions, depending on the needs of children. Use your professional judgment to determine whether reading aloud is necessary.

ONCE THE ASSESSMENT HAS BEGUN Once the assessment begins, you may only answer questions related to the directions. You may not answer questions about unfamiliar words in the texts or answer choices. You may, however, clarify the meanings of words in the directions. Remind children that good readers go back to the text to locate answers and find support for their responses. Also remind them that, because the Extended Response requires them to draw on information from both passages in the test, they should reread the two passages prior to beginning this section. If they are taking the test over two or three days, this will be especially important.

Administering the Assessment

After the Assessment

SCORING

SCORING THE SELECTED-RESPONSE ITEMS The selected-response questions focus on Comprehension and Vocabulary and consist of two parts. Part A questions usually require children to answer a question about the passages, while Part B questions typically ask children to identify evidence in the text to support their answer to Part A. Correct answers for these items are provided at the end of this section. Each question is worth 2 points. Children earn 1 point for each part answered correctly.

SCORING THE CONSTRUCTED RESPONSES Each Constructed Response item requires children to write in response to a prompt using evidence from the passage to support their ideas. As a result, there are many correct answers. Examples of appropriate responses are provided at the end of this section. Use the 2-point rubrics, which are also provided at the end of this section, to evaluate children's responses to these prompts. Although the criteria provided in the rubrics describe the majority of children's responses, you should use your professional judgment when evaluating Constructed Responses that vary slightly from the rubrics' descriptions.

SCORING THE EXTENDED RESPONSE The Extended Response item requires children to write in response to a prompt by drawing on information from both passages in the test. Use the 4-point rubric provided at the end of this section to evaluate children's responses. As with the Constructed Response items, you should use your professional judgment when evaluating Extended Responses that vary slightly from the descriptions found in the rubric.

GENERATING FINAL SCORES AND/OR GRADES If you choose, this assessment may be used to provide a Reading grade and a Writing grade. You may combine points from the selected-response and Constructed Response items to determine a Reading grade. Also, you may total the points from the Extended Response to determine a Writing grade. If you wish to create a combined grade for the purpose of report cards, you may convert numerical scores to letter grades based on your own classroom policies.

USING THE ASSESSMENT RESULTS TO INFORM INSTRUCTION

EXAMINING THE RESULTS The test results for each child should be compared only with the scores of other children in the same class. In doing so, tests should be examined for general trends in order to inform your instruction for subsequent units.

INFORMING YOUR INSTRUCTION Depending on children's performance on the various sections of this assessment, you may wish to reteach in small groups or provide additional whole class instruction. If children struggle with the Comprehension questions, they may benefit from additional instruction in close reading and finding text-based evidence to support their ideas. If children struggle with the Vocabulary questions, they may benefit from additional instruction in phonics, decoding, word analysis, roots and affixes, word relationships, and using context clues to determine the meanings of unknown words. If children struggle with specific categories on the Constructed Response or Extended Response rubrics, they may benefit from targeted instruction in those particular areas.

Scoring Information

“What Should We Do?”

COMPREHENSION AND VOCABULARY QUESTIONS

Comprehension

- 1. Part A. b
- 1. Part B. a

- 2. Part A. b
- 2. Part B. d

- 3. Part A. c
- 3. Part B. d

Vocabulary

- 1. Part A. a
- 1. Part B. b

- 2. Part A. c
- 2. Part B. c

- 3. Part A. a
- 3. Part B. c

CONSTRUCTED RESPONSE

POSSIBLE RESPONSE: Fred and June decide to tell Mom that they broke her vase. They offer to buy a new one with their allowance. I think this is the right thing to do because they tell the truth. Also, they make up for breaking the vase by getting a new one.

2-Point Rubric

2	Response uses selection details to accurately tell what Fred and June decide to do at the end of the story. Response states an opinion about the decision and supplies logical reasons that support the opinion.
1	Response uses at least one selection detail to tell what Fred and June decide to do at the end of the story. Response states an opinion about the decision but does not supply reasons that support the opinion.
0	Response does not use selection details to tell what Fred and June decide to do at the end of the story. Response does not state an opinion about the decision or supply reasons that support an opinion.

Making Sense of Dollars and Cents

COMPREHENSION AND VOCABULARY QUESTIONS

Comprehension

1. Part A. c

1. Part B. a

2. Part A. d

2. Part B. c

3. Part A. b

3. Part B. b

Vocabulary

1. Part A. b

1. Part B. b

2. Part A. a

2. Part B. c

3. Part A. d

3. Part B. b

CONSTRUCTED RESPONSE

POSSIBLE RESPONSE: Income is how much money a person gets. Expenses are how much money a person spends. It is better to have more income so you can save money. Also, you can buy things and will not owe people money.

2-Point Rubric

2	Response defines “income” and “expenses” correctly based on information from the passage. Response uses facts from the passage to explain why it is better to have more income than expenses.
1	Response defines either “income” or “expenses” correctly based on information from the passage. Response uses at least one fact from the passage to explain why it is better to have more income than expenses.
0	Response does not define “income” and “expenses” or defines them incorrectly. Response does not use facts from the passage to explain why it is better to have more income than expenses.

Scoring Information

Extended Response Rubric

Score	Focus	Organization	Development	Language and Vocabulary	Conventions
4	Response uses text-based details to recount how Fred and June make a budget and cut expenses.	Information is ordered logically; closure provides a detailed description of Mom's feelings.	Two paragraphs provide detailed descriptions about making the budget, cutting expenses, and Mom's feelings.	Temporal words signal event order; vocabulary is text-based and used correctly.	Response contains proper grammar, usage, spelling, capitalization, and punctuation.
3	Response uses at least one text-based detail to recount how Fred and June make a budget and cut expenses.	The order of information is evident; closure provides a description of Mom's feelings.	Two paragraphs describe making the budget, cutting expenses, and Mom's feelings.	One temporal word signals event order; vocabulary is topic-related and used correctly.	Response contains errors in grammar, usage, spelling, capitalization, and/or punctuation but is completely understandable.
2	Response does not use text-based details to recount how Fred and June make a budget and cut expenses.	Information is inconsistently ordered; closure lacks details about Mom's feelings.	One paragraph describes two of the following: making the budget, cutting expenses, Mom's feelings.	Temporal words are used incorrectly; vocabulary is not topic-related or is used incorrectly.	Response contains errors in grammar, usage, spelling, capitalization, and/or punctuation that interfere with understanding.
1	Response strays off topic.	Information lacks order; closure does not describe Mom's feelings.	One paragraph describes one of the following: making the budget, cutting expenses, Mom's feelings.	Temporal words are not used; vocabulary is not topic-related and is used incorrectly.	Errors in grammar, usage, spelling, capitalization, and/or punctuation make response difficult to follow.
0	Possible characteristics that may warrant a 0: <ul style="list-style-type: none"> • no response is given • response does not demonstrate adequate command of narrative writing techniques • response is unintelligible, illegible, off topic, or not text-based 				



Name_____

First Passage

Directions: Read the following passage. Then answer the questions that follow.

What Should We Do?

Fred and June were tossing a stuffed animal back and forth.

“Can you catch this one?” asked June. June threw the animal far up in the air.

Fred jumped up and grabbed it. “I got it!” he said. Then Fred pitched the stuffed animal to June. He hurled it harder than ever!

As soon as it left Fred’s hands, he saw the problem coming. “Catch it, June!” yelled Fred.

Fred put his hands over his eyes. He did not want to watch. He hoped that June would catch it!

June jumped and stretched, reaching as far as she could. The stuffed animal grazed her fingers. It slipped off her fingertips as she tried to grab it.

The stuffed animal slammed into Mom’s favorite vase. The kids’ eyes were fixed on the vase. It teetered, rocking back and forth, and then crashed to the floor.

“Oh, no,” said June. “What did we do?”



“We have a big problem,” said Fred.

“I have an idea,” said June. “We can hide it in the chest.”

“I think we have two choices,” said Fred. “We can hide Mom’s vase, or we can tell her what happened.”

June said, “There are other things we could do too. We could say that we do not know what happened, or we could put a different vase on the table. First, however, we have to clean up this mess.”

Fred and June carefully picked up the large pieces of broken vase. They used a broom to sweep up the smaller pieces. They put all the pieces in a bag. They could not make up their minds about what to do. They needed some good advice.

Fred and June went to ask their older sister, Margo, what to do. Margo said that they had to make their own decision. Then she pointed out that Mom would notice that the vase was missing. She also suggested that Fred and June offer to pay for the broken vase. They could save their allowance that Mom gave them every week. Over time they would have enough money to buy a new vase.

Fred and June made their decision. They knew they were doing the right thing. They had to make up for their mistake.



Comprehension

Directions: Read each question and choose the best answer. Be sure to answer both parts of each question.

I. Part A

How does the story begin?

- a. June asks Fred to play outside with her.
- b. Fred and June throw around a stuffed toy.
- c. Fred tells Margo what he and June did.
- d. Fred gives June a stuffed toy as a surprise.

Part B

What problem does the beginning of the story set up?

- a. A stuffed animal hits and breaks Mom's vase.
- b. Fred and June toss a toy back and forth.
- c. Together Fred and June make a decision.
- d. Margo discusses choices with Fred and June.

COMMON CORE LEARNING STANDARDS

Literature 1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text. **Literature 5.** Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.



2. Part A

Why does June suggest they hide the vase?

- a. so they can pay for another one
- b. so Mom will not see that it is broken
- c. so they can play hide-and-seek with it
- d. so the stuffed animal does not hit it

Part B

Which detail best supports the answer to Part A?

- a. “The stuffed animal slammed into Mom’s favorite vase.”
- b. “They could save their allowance that Mom gave them”
- c. “we could put a different vase on the table”
- d. “Mom would notice that the vase was missing”

COMMON CORE LEARNING STANDARDS

Literature 1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

**3. Part A**

What decision do Fred and June make at the end of the story?

- a. They decide to hide the pieces of the broken vase in the chest.
- b. They decide to replace the broken vase with a different vase.
- c. They decide to tell Mom what happened and pay for the vase.
- d. They decide to say they do not know what happened to the vase.

Part B

Which detail from the passage best supports the answer to Part A?

- a. “‘I have an idea,’ said June. ‘We can hide it in the chest.’”
- b. “They needed some good advice.”
- c. “Fred and June made their decision.”
- d. “They knew they were doing the right thing.”

COMMON CORE LEARNING STANDARDS

Literature 1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text. **Literature 3.** Describe how characters in a story respond to major events and challenges.



Vocabulary

Directions: Read each question and choose the best answer. Be sure to answer both parts of each question.

I. Part A

What is the meaning of the word “hurled” in the following sentence?

“He hurled it harder than ever!”

- a. threw
- b. caught
- c. hit
- d. reached

Part B

Which detail from the passage provides a clue to the meaning of the word “hurled”?

- a. “Fred jumped up and grabbed it. ‘I got it!’ he said.”
- b. “Then Fred pitched the stuffed animal to June.”
- c. “June jumped and stretched, reaching as far as she could.”
- d. “The stuffed animal slammed into Mom’s favorite vase.”

COMMON CORE LEARNING STANDARDS

Language 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 2 reading and content*, choosing flexibly from an array of strategies.

**2. Part A**

What is the meaning of the word “grazed” in the following paragraph?

“June jumped and stretched, reaching as far as she could. The stuffed animal grazed her fingers. It slipped off her fingertips as she tried to grab it.”

- a. stayed in
- b. got caught in
- c. touched lightly
- d. closed around

Part B

Which words from the paragraph provide the best clue to the meaning of “grazed”?

- a. “jumped and stretched”
- b. “reaching as far as she could”
- c. “slipped off”
- d. “grab it”

COMMON CORE LEARNING STANDARDS

Language 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 2 reading and content*. choosing flexibly from an array of strategies.



3. Part A

“They could not make up their minds about what to do.”
What do the words “make up their minds” mean?

- a. decide
- b. pretend
- c. notice
- d. hint

Part B

Which sentence from the passage provides a clue to the meaning of the words “make up their minds”?

- a. “As soon as it left Fred’s hands, he saw the problem coming.”
- b. ““We could say that we do not know what happened””
- c. “Margo said that they had to make their own decision.”
- d. “She also suggested that Fred and June offer to pay for the broken vase.”

COMMON CORE LEARNING STANDARDS

Language 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.



Directions: Read the questions and answer them in a paragraph. Use information from the passage in your paragraph.

This image shows a full page of handwriting practice paper. It features five identical sets of horizontal guidelines arranged vertically. Each set includes three lines: a solid top line, a dashed middle line, and a solid bottom line, providing a structured space for practicing letter formation and alignment. The background is white, and the lines are black.

Literature 1. Ask and answer such questions as *who, what, where, when, why, and how* to demonstrate understanding of key details in a text. **Writing 1.** Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because, and, also*) to connect opinion and reasons, and provide a concluding statement or section. **Writing 8.** Recall information from experiences or gather information from provided sources to answer a question.



Name _____

Second Passage

Directions: Read the following passage. Then answer the questions that follow.

Making Sense of Dollars and Cents

by Vita Richman

Do you ever think about how much money you spend? Maybe there was a time when you went downtown to buy a gift. But you didn't have as much money as you thought you did. Where did those nickels, dimes, and quarters go?

A budget is a plan for your money. It helps you know how much money you will spend and save.

Here is one way to make a budget. First, list all the money you get in one week. This is your income. Income may "come in" from many places. Allowance, gift money, and money you earn from doing chores are income.

Next, list the things you spend money on. These are expenses. Lunch at school, movie tickets, and toys are expenses.

Now you can use your math skills. Add up all of your income for the week. Then add up your expenses for the week. Look at the two numbers. Do you have more income or more expenses?



If you have more expenses than income, you have a problem. You don't have enough money to pay for your expenses. You need to pay your expenses. What can you do? You can borrow money from your parents. But then you will have a debt. You will owe your parents some money. Also, you can cut back on your expenses. You can spend less by deciding not to buy something.

You want to have more income than expenses. This means you have extra money. You have saved money! You should try to save money.

You can put money that you save in a bank. The bank will pay you for letting it hold your money. Suppose you put \$100 in the bank. At the end of the year, you might have \$101. The extra dollar is money the bank gives you.

Saving money is a good idea. You will have the money to use later. Maybe you want a bike. Maybe you need a new backpack. You can use the money you saved to buy things you want or need.

Keeping a budget can help you save money. Here is a tip. Use this idea to help you carry out your budget. Divide your income into envelopes marked "expenses" and "savings." Do not spend more than what is in your expenses envelope. This plan will help you save for your future.



Comprehension

Directions: Read each question and choose the best answer. Be sure to answer both parts of each question.

I. Part A

Why did the author write this passage?

- a. to ask readers what they like to buy with their money
- b. to tell readers a funny story about spending money
- c. to teach readers about a plan for using their money
- d. to explain to readers why they need to have money

Part B

Which detail from the passage best helps you answer Part A?

- a. “A budget is a plan for your money.”
- b. “Next, list the things you spend money on.”
- c. “Maybe there was a time when you went downtown to buy a gift.”
- d. “You can use the money you saved to buy things you want or need.”

COMMON CORE LEARNING STANDARDS

Informational Text 1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text. **Informational Text 6.** Identify the main purpose of a text, including what the author wants to answer, explain, or describe.



2. Part A

When does someone save money?

- a. when there is no income or expenses
- b. when income is less than expenses
- c. when income is the same as expenses
- d. when income is greater than expenses

Part B

Which detail from the passage best supports the answer to Part A?

- a. “Add up all of your income for the week. Then add up your expenses for the week.”
- b. “You don’t have enough money to pay for your expenses. You need to pay your expenses.”
- c. “You want to have more income than expenses. This means you have extra money.”
- d. “Saving money is a good idea. You will have the money to use later.”

COMMON CORE LEARNING STANDARDS

Informational Text 1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.



3. Part A

Why is it a problem to have more expenses than income?

- a. You need to give money away.
- b. You cannot pay money you owe.
- c. You must put money in the bank.
- d. You have extra money to spend.

Part B

Which detail from the passage best supports the answer to Part A?

- a. “Lunch at school, movie tickets, and toys are expenses.”
- b. “You need to pay your expenses.”
- c. “This means you have extra money.”
- d. “The extra dollar is the money the bank gives you.”

COMMON CORE LEARNING STANDARDS

Informational Text 1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.



Vocabulary

Directions: Read each question and choose the best answer. Be sure to answer both parts of each question.

I. Part A

“Lunch at school, movie tickets, and toys are expenses.”
What is the meaning of the word “expenses” in the passage?

- a. money you get
- b. money you pay
- c. money you save
- d. money you find

Part B

Which detail from the passage provides a clue to the meaning of the word “expenses”?

- a. “Allowance, gift money, and money you earn from doing chores are income.”
- b. “Next, list the things you spend money on. These are expenses.”
- c. “Add up all of your income for the week. Then add up your expenses for the week.”
- d. “This means you have extra money. You have saved money!”

COMMON CORE LEARNING STANDARDS

Informational Text 4. Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*. **Language 4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

**2. Part A**

“Also, you can cut back on your expenses.” What is the meaning of the words “cut back” in this sentence?

- a. lower
- b. share
- c. raise
- d. stop

Part B

Which sentence helps you understand the meaning of “cut back”?

- a. “If you have more expenses than income, you have a problem.”
- b. “You can borrow money from your parents.”
- c. “You can spend less by deciding not to buy something.”
- d. “Divide your income into envelopes marked ‘expenses’ and ‘savings.’”

COMMON CORE LEARNING STANDARDS

Informational Text 4. Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*. **Language 4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 2 reading and content*, choosing flexibly from an array of strategies.

**3. Part A**

Read the paragraph below. The word “tip” has many meanings. What is the meaning of “tip” in this paragraph?

“Keeping a budget can help you save money. Here is a tip. Use this idea to help you carry out your budget. Divide your income into envelopes marked ‘expenses’ and ‘savings.’ Do not spend more than what is in your expenses envelope. This plan will help you save for your future.”

- a. end part
- b. money for helping
- c. light tap
- d. useful hint

Part B

Which sentence from the paragraph provides a clue to the meaning of “tip”?

- a. “Keeping a budget can help you save money.”
- b. “Use this idea to help you carry out your budget.”
- c. “Divide your income into envelopes marked ‘expenses’ and ‘savings.’”
- d. “Do not spend more than what is in your expenses envelope.”

COMMON CORE LEARNING STANDARDS

Informational Text 4. Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*. **Language 4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases *based on grade 2 reading and content*, choosing flexibly from an array of strategies.



Extended Response

You have read two passages about making decisions.

- “What Should We Do?”
- *Making Sense of Dollars and Cents*

In “What Should We Do?” Fred and June must decide what to do after breaking Mom’s vase. In *Making Sense of Dollars and Cents*, you learned how to make a budget.

Suppose Fred and June decide to make a budget and save their money to buy a new vase. On a separate sheet of paper, add two paragraphs to the end of the story about Fred and June. Be sure to:

- Use information from both passages
- Tell how Fred and June make a budget and cut back on expenses.
- End the story by telling how Mom feels when she gets the new vase
- Use words such as “first,” “next,” and “then” to show the order of events
- Check your paragraphs for proper grammar, usage, spelling, capitalization, and punctuation.

COMMON CORE LEARNING STANDARDS

Writing 3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. **Language 1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **Language 2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Think-Pair-Share/Paired Discussion

RATIONALE

TEAM TALK Think-Pair-Share provides a structure for pairs of students to think and talk together. The name aptly describes the stages of students' participation:

- **THINKING**—Students have time to think about something they read.
- **PAIRING**—Students take turns expressing key ideas with a partner.
- **SHARING**—Students present their formulated ideas to a group.

Think-Pair-Share solves common problems associated with whole-class discussions. In the thinking stage, all students are allotted “think time,” which reduces the problems presented by the quiet student or the over-eager student. Pairing students gives each student an opportunity to use text-related language to discuss their ideas in a low-risk environment. This grouping encourages them to participate actively using key vocabulary and defend their ideas with text-based evidence. Finally, during the sharing stage, students are prepared to present their formulated and rehearsed ideas to a group.

The Think-Pair-Share routine provides students with structured support as they engage in rich, rigorous text-reliant conversations. By asking students thought-provoking questions about the text, students are involved in richer and more rigorous text-based discussions. Here are some questioning examples:

- *What does the author want you to know? What part of the text helps you understand that? What's the author's purpose? What text evidence supports that purpose?*
- *How does the main character react to this challenge? What part of the text helps you understand the character's response?*

IMPLEMENTING FOR SUCCESS

Use the following suggestions as you introduce and guide students in becoming familiar with Think-Pair-Share/Paired Discussion routine:

- Model how to do a Think-Pair-Share. Verbalize how you think through your ideas before stating them and how you support your ideas with evidence from the text. Model how you use evidence from the text to formulate your response. For example, “*On page 10, the text says _____. This tells me that ____.*”

- Describe how you use key vocabulary from the text in your response. For example, “*I know that Mama is in a hurry to get ready for the party because on page 15 the author uses the phrase bustled around to describe Mama's actions.*”
- Teach students how to use language to respond to the views expressed by other students. For example, “*I agree with _____ and would like to add _____. I disagree with _____ because the text states ____.*”

Practice by posing questions on familiar, non-threatening, non-academic topics, such as what students enjoy doing outside of school. Guide students in following each part of the Think-Pair-Share/Paired Discussion routine. Give them a minute or two to think; then let them know it's time to share. When students get back together as a class, let volunteers share ideas with the group. Gradually increase this sharing time to include more students as they feel ready to participate.

GOING DEEPER

The following are additional activities that you may choose to do with students once they are familiar with the routine.

- Incorporate paraphrasing into the routine. Provide time for partners to repeat back what they each said. You may want students to write a few sentences that paraphrase what their partner said. Later, during the sharing stage, ask students to present their partner's ideas by paraphrasing.
- Encourage higher-level thinking. Ask the listener to frame his or her thoughts in response to the sharer. Explore how the listener can make connections (*I agree with what you said about ...*) as well as make comparisons (*I understand your point about _____, but I think ...*)
- At the end of the partner conversation, give students one minute to write their reflections on the discussion they had with their partner. Have students reflect on ways the discussion helped them to better understand the text.

COMMON CORE CONNECTIONS

CCLS.ELA.RL.2.1; CCLS.ELA.RI.2.1; CCLS.ELA.SL.2.4

THE ROUTINE

- 1 Introduce Think-Pair-Share/Paired Discussion to students.
In your head, consider your thoughts about a question I ask. When I signal it's time to pair up, you'll get together with a partner and exchange ideas. I'll give you a reminder to make sure each partner has a chance to contribute. Then, pairs can volunteer to present their ideas to the class.
- 2 Pair students in random pairs, classmates sitting nearby, or in ability-focused pairs.
- 3 For successful conversation between partners, have students sit in close proximity to one another and engage in eye contact with each other. Remind students that they should attend closely to what their partner is saying.
- 4 Pose an open-ended question to facilitate an engaging conversation. Specific text-related questions are suggested in the teaching lessons. Be sure students find text evidence to support their answers.
- 5 Invite pairs to take turns responding to the question. Encourage students to respond to their partners by saying, *"I agree with you and would like to add _____. I disagree with you because the text states _____. I believe the author is trying to tell readers _____ because the text says _____."*
- 6 After a minute or so, remind students to make sure each partner has had a chance to contribute. You might say, *"Now's a good time to make sure each partner has shared an idea."*
- 7 Monitor student conversations by listening in briefly to their conversation. If students aren't engaged in rich discussion, offer prompts to refocus their attention or bring them back to the text to find evidence to support their answers. For example, *"Explain what you mean using different words;"* or *"Find the words the author used to describe that historical event."*
- 8 When pairs have had ample time to explore the question, have partners choose a spokesperson. Briefly have the spokesperson rehearse what they will share with the class. You may ask them to write down what they will share. Then invite volunteers to present their pair's ideas to the class. Keep track of the students who act as spokespeople, encouraging different students to act as spokesperson with each pairing activity.

Whole Class Discussion

RATIONALE

Whole Class Discussion provides an opportunity for the class to process what they have read together. Thoughtful conversations about text also provide opportunities for students to expand their oral vocabulary and practice language structures that are more complex than those structures they come across in their reading. By engaging students in a Whole Class Discussion, students interact socially while responding to and building upon each other's ideas. A collective knowledge about a text results from Whole Class Discussions. Students can gain a deeper understanding of the text and clear up any confusion they may have had about the text. Discussions with the whole class can also lead to new understandings that may not have surfaced without the contributions of many students to the discussion.

The Whole Class Discussion routine is an effective tool to use after reading a text, or portion of a text, with students. It is appropriate to use following a reading of the text for the first time or as follow-up to a close reading exercise. This discussion helps students clarify their text understandings. Here are some engaging questioning examples:

- *What did you learn about in today's reading? Did this learning lead to a new understanding? Find text evidence that confirms that new understanding.*
- *What questions do you still have about the text? What part of the text caused confusion for you? How did you clear up your confusion?*
- *How might you sum up what we read today? What part of today's reading did you find most interesting/entertaining/thought-provoking?*

IMPLEMENTING FOR SUCCESS

Use the following suggestions as you introduce and guide students in becoming familiar with the Whole Class Discussion routine:

- Set a time limit for the class discussion and for individuals who add their thoughts.
- State a specific discussion focus to help students concentrate on the topic. For example, *"Harry and Sasha had a disagreement. Why did they disagree?"* If students get off topic, restate the focus and ask them to consider how their response relates to this focus.
- Remind children of appropriate discussion manners, such as: listen carefully to others, do not interrupt others, and be positive about what classmates add to the discussion.

- Teach students how to refer back to the text as they add to the discussions. For example, *"Templeton did not care about Wilbur. On page 90, Templeton expressed his disinterest in helping Charlotte by saying 'Let him die. I should worry.'"*
- Teach students how to use language to respond to the views expressed by other classmates. For example, *"I agree with you. I think that ____;"* or *"I don't agree with you. I think that ____ because the text says ____."*

Practice by engaging students in Whole Class Discussions throughout the day about a variety of topics. Keep the discussions to short five-minute discussions.

GOING DEEPER

The following are additional activities that you may choose to do with students once they are familiar with the routine.

- Ask students to restate and add on to what the previous participant said. This encourages students to listen actively to what their classmates are saying and make connections between their response and their classmates' responses.
- Encourage higher-level thinking by asking students follow-up questions to their responses. For example, *"That's an interesting point. Can you explain that a bit further?"*
- At the end of the discussion, have students turn to a classmate and share one new idea they came away with from the discussion. For example, *"I didn't understand why Timmy was so upset over losing the baseball card. However, after Mark explained that the card was of the first African American baseball player, I understood Timmy's reaction better."*
- At the end of the Whole Class Discussion, have students write one new idea they came away with from the discussion. You might also have them write a reflection on how the conversation helped them better understand the text.

COMMON CORE CONNECTIONS

CCLS.ELA.RL.2.1; CCLS.ELA.RI.2.1; CCLS.ELA.SL.2.4

THE ROUTINE

- 1 Introduce the Whole Class Discussion to students.
We are going to talk about this book together. Let's focus on _____. If you have something to add to our conversation, raise your hand. Listen carefully to what your classmates say so when you add to our discussion, you add new ideas.
- 2 State the focus of the discussion and any time parameters you have set, such as *"We're going to talk about this for the next 10 minutes."*
- 3 Pose an open-ended question to ensure an engaging conversation. Specific text-related questions are suggested in the teaching lessons. Remind students to find text evidence that supports their responses. Give students a few moments to find text evidence to support their responses before they add to the discussion. They may flag this text evidence or make notes of it. Remind students to wait for others to finish talking before they jump in to talk. Encourage students to build on previous responses by classmates as well.
- 4 As students take turns responding to the discussion question, remind them to think first about the question and then consider whether their response is appropriate.
- 5 As students add to the class discussion, act as moderator rather than leader.
 - Ask for more information after a response. This helps students develop their contributions fully. For example, *"Give another reason or two to support your thinking."*
 - Ask students to find text evidence that substantiates their response. For example, *"What part of the text helps you to understand the main idea?"* This helps students internalize the text and understand the importance of text evidence to support their responses.
 - If students provide an opinion, ask other students to share their own opinions in response. For example, *"How does your opinion compare to Lee's opinion?"* Encourage students to support their opinions with valid reasons.
- 6 Before ending the conversation, invite students who have not participated to add their thoughts. You might say, *"We have just a few minutes left. If you have not shared your thoughts about this question, consider sharing them now with us. You may help your classmates understand something new."*
- 7 As you wrap up the discussion, ask a volunteer to summarize one or two of the most important points discussed. Students will more likely cement new or revised understandings about the text when wrapping up the conversation in this way.

Small Group Discussion

RATIONALE

Small Group Discussion provides a supportive and safe structure for groups of 3-6 students. Small Group Discussions allow individuals to practice and expand their oral vocabulary as they engage in thoughtful conversations about text. Students interact with classmates in an intimate setting, allowing all group members to be actively involved.

The Small Group Discussion routine is effectively used after reading a text in a Whole Group setting. Small Group Discussions help students clarify or clear up understandings of the text. These discussions allow students to unpack text specifics, looking at genre, text structure, and how a writer writes. Example questions to engage students in text-based discussions include:

- *What words or phrases help you understand the author's purpose for writing this text?*
- *What part of the text helps you understand the character's reaction to an event?*

IMPLEMENTING FOR SUCCESS

Use the following suggestions as you introduce and guide students in becoming familiar with the Small Group Discussion routine:

- State a clear focus for the Small Group Discussion. For example, *"How does the author help readers understand the relationships between the characters?"*
- Remind students to listen carefully to their classmates, not interrupt others, and remain positive about what classmates add to the discussion.
- Model how to refer back to the text. For example, *"On page 7, Martin calmly walked away after his baby sister pulled his hair. His reaction helps me know that he understands what it means to be a good big brother."*
- Teach students how to use language to respond to others' views. For example, *"I agree with you. I think that ____."* or *"I don't agree with you because I think that ____."*

Engage students in Small Group Discussions often. Discussions may revolve around subject matters, classroom management, or literature. Provide feedback as students participate.

GOING DEEPER

These additional activities may be done with students once they are familiar with the routine.

- As students discuss the text, have the Fact Checker flag text evidence. The Summarizer can use this flagged evidence in a group summary.
- Provide the Elaborator with a list of questions that will encourage higher-level thinking. For example, *"That's an interesting point. What made you think that?"* *"Can you explain your thoughts in more detail?"*
- At the end of the Small Group Discussion, have individuals write one new idea they came away with from the discussion.

COMMON CORE CONNECTIONS
CCLS.ELA.SL.2.4

THE ROUTINE

- 1 Introduce the Small Group Discussion to students.
As you discuss the text in your group, each of you has a role to play besides sharing your own thoughts about the text.
- 2 Organize students into groups of 3-6. Grouping can be in the form of ability grouping, interest grouping, or random grouping. Decide what works best for the task and your students.
- 3 For successful Small Group Discussions, have students sit in a circle so that all members of the group can both see and hear each other.
- 4 Introduce Small Group Discussion roles. These roles encourage all students to be active participants in the group. Group roles may include:
 - **Group Organizer:** introduces the task and keeps the group on target
 - **Fact Checker:** returns to the text to confirm or clarify text evidence
 - **Clarifier:** restates what a group member has said to clarify and confirm
 - **Elaborator:** asks follow-up questions after someone shares a response
 - **Summarizer:** wraps up the group conversation
 - **Reporter:** reports to the class about the overall group discussion

For smaller groups, the Summarizer and Reporter roles could be combined, and/or the Clarifier and Elaborator roles could be combined.
- 5 Pose an open-ended question to ensure an engaging conversation. If the question relates to a text, remind students to return to find supporting text evidence. Tasks may include thinking about a text through a graphic organizer. Suggestions are found in the teaching lessons.
- 6 State any parameters you have set, such as *“Talk in your groups for the next 15 minutes.”*
- 7 As group members take turns responding to the discussion question or the task outlined, remind them to respond appropriately. For example, *“I agree with you. I thought something similar when _____. I don’t agree with you because I remember reading _____.”*
- 8 Stop by each group briefly to monitor students’ conversations. If students aren’t engaged in rich discussion, offer prompts to encourage deeper conversations. Examples: *Explain your thoughts more. Find words used to describe what the character is thinking.*
- 9 As the end of the allotted time nears, remind students of the task. You might say, *“In these last few minutes, the Summarizer and the Reporter should work on the group’s summary and what you will report to the class.”* Encourage the Reporter to rehearse what he will say.

Read Aloud

RATIONALE

Read Aloud opportunities provide students with the chance to listen to a proficient reader model fluent reading. When students have the opportunity to listen to texts being read to them, the challenge of unlocking words and understanding difficult concepts becomes much easier with the guidance of the proficient reader. Students are freed to listen and take in new vocabulary that goes beyond the scope of what they would use in most oral language conversations. They also gain insight into how to navigate through a variety of texts, such as understanding connections between story events or returning to sidebars after reading the main text.

The Read Aloud routine is an effective tool to use in a variety of group settings. Often the whole class will listen as you read aloud a text. Other times it may be helpful to read aloud to a small group, focusing on a particular reading or writing strategy, such as attending to text features or plot development. For those individual students who need additional oral vocabulary knowledge, it may be helpful to read aloud one-on-one. As you read aloud, be aware of the number of times you stop to interject thoughts about the text. Plan your places for interjections carefully so as to not disrupt the flow of the overall reading. Consider these points when planning for a Read Aloud:

- What is my focus for this Read Aloud, for example, enjoyment, subject content, character development, text structure?
- What points in the text provide for the most natural stopping points to briefly discuss?

IMPLEMENTING FOR SUCCESS

Use the following suggestions as you introduce and guide students in becoming familiar with the Read Aloud routine:

- State a clear focus for the Read Aloud. For example, *“As I read, listen for ways the events in the book connect to one another.”*
- Remind students that their primary role is to listen carefully to the text being read aloud.
- Model how to refer back to the text as you stop for brief conversations during the Read Aloud. For example, *“I thought Mom’s description of the iguana being uglier than Godzilla was funny. Godzilla was a super ugly monster-type dinosaur in old movies.”*

- Describe how key vocabulary deepens your understanding of the text. For example, *“I am glad the author explained what an estancia is. I have heard the term ranch used to describe a farm in the United States but the word estancia was unfamiliar to me prior to reading this text.”*
- As students respond to the text, model how to use language to respond politely to others’ views. For example, *“I agree with you. I think that ____.”* or *“I don’t agree with you because I think that ____.”*

Engage students in Read Alouds often. Read Alouds should vary in text length and genre. They can be as quick as reading aloud a poem to begin or end the school day or as long as 20 minutes to engage in a rich piece of literature.

GOING DEEPER

The following are additional activities that you may choose to do with students once they are familiar with the routine.

- Encourage higher-level thinking by asking students to share their own open-ended questions about the text. This allows you to see where comprehension is breaking down. Their questions may also lead others to think more deeply about the text.
- At the end of the end of a Read Aloud, ask students to reflect on the reading by having them write briefly about the text. Suggestions for this appear in the teaching lessons.

COMMON CORE CONNECTIONS

CCLS.ELA.RL.2.1; CCLS.ELA.RL.2.10; CCLS.ELA.RI.2.1; CCLS.ELA.RI.2.10

THE ROUTINE

- 1** Introduce the Read Aloud routine to students.
As I read aloud to you, listen carefully for moments when we see the main character react to challenges. I'll stop on occasion for us to talk about what I've read.
- 2** Gather the group in a comfortable, intimate setting. If possible, gather where students can partake in the visual aspects of the text as well as hear you easily.
- 3** Before reading the text aloud, explore the text with students. Provide a synopsis of the text. Share the genre. Give students knowledge that they may need to understand before hearing the text read to them, such as *"This book tells the story of Theodore Roosevelt's life. The author starts the story when he is president. Then the text goes back in time to his childhood before we learn more about his life as president."* Suggestions for exploring the text are found in the teaching lessons.
- 4** During the Read Aloud, stop briefly to monitor students' understandings of the text. Engage students in brief conversations, such as *"What new understanding do you have about Johnny Appleseed?"* You may also model aloud your own thinking. For example, *"I love how the author painted the description of the barnyard. The details about the barn's swing made me want to join in the fun that Avery and Fern were having."*
- 5** After completing the Read Aloud, give students an opportunity to talk about the text. Ask engaging, open-ended questions that draw them back into the text. For example, *"How did the main character change from the beginning of the story to the end? What parts of the text showed the most change in the character?"* or *"What steps did we learn for creating a budget?"* Ask questions to confirm understanding and model how to clarify understanding. For example, *"I wasn't sure what the character meant when he said that a dragon had moved into the neighborhood. I had to think about what I had just read. Then I understood that he was referring to the fierce wind that blew."*

Shared Reading/Read Together

RATIONALE

The Shared Reading/Read Together routine provides students with the opportunity to engage in the shared responsibilities of reading text. This opportunity falls in the middle of the gradual release model, providing students with some responsibility while they continue to receive support from a proficient reader. Through Shared Reading/Read Together opportunities, the teacher's role is to support students as they engage with the text. The students' role is to continue to build fluency in both word recognition and text navigation, to gain meaning from the text, and to build their knowledge base.

The Shared Reading/Read Together routine is an effective tool to use in a whole class or small group setting. The text is usually familiar to students but provides some challenges for them to navigate. The familiarity provides comfort to readers as they tackle these text challenges with greater responsibility. As you plan for a Shared Reading/Read Together opportunity, keep the following things in mind:

- What roles will students play in the reading? Will they read silently as you read aloud? Will they read aloud with you? Will volunteers take turns reading sections of the text?
- What role will you play as the proficient reader?
- What opportunities will you take to demonstrate effective reading or writing strategies?

IMPLEMENTING FOR SUCCESS

Use the following suggestions as you introduce and guide students in becoming familiar with the Shared Reading/Read Together routine:

- State a clear focus for the Shared Reading/Read Together opportunity. For example, *"As we read together, look for ways in which the experiences of different pioneers were similar to each other."*
- Remind students that they are sharing responsibilities in reading the text with you. Explain that they can follow your lead when they are confronted with text challenges.
- As you stop for brief conversations during the Shared Reading/Read Together experience, ask students to model referring back to the text to support their responses.
- Encourage students to use key vocabulary as they share their understandings of the text. Students build their oral vocabulary when they transfer text vocabulary into oral conversations.

- As students respond to the text and to their peers' responses about the text, remind them to state their opinions and support their opinions with reasons and text evidence.

Engage students in Shared Reading/Read Together opportunities during all subject matter lessons. For example, when doing a close reading of a familiar piece of literature, students share the responsibility of comprehending text at an inferential level with you, the proficient reader. When revisiting a science text, students navigate text features with you, solidifying their understandings of the subject matter.

GOING DEEPER

The following are additional activities that you may choose to do with students once they are familiar with the routine.

- Have students add sticky notes to sections of text they want to return to for discussions. When given a reading focus ahead of time, they can flag sections of relevant text.
- Pause briefly during the reading to have students write quick one-minute reflections instead of sharing aloud. This allows students time to engage in quiet thinking.
- At the conclusion of a Shared Reading/Read Together lesson, ask students to share reflections about the text, how they navigated the text, how they overcame challenges to gain deeper understanding, and what they took from the experience to use in future reading or writing opportunities. See the teaching lessons for more suggestions.

COMMON CORE CONNECTIONS

CCLS.ELA.RL.2.1; CCLS.ELA.RL.2.10; CCLS.ELA.RI.2.1; CCLS.ELA.RI.2.10

THE ROUTINE

- 1** Introduce the Shared Reading/Read Together routine. For example:
We're going to read this text together. As we read, your role will be to follow along and help me read the dialogue with expression. As we read, let's look for words or phrases the author uses to develop characters.
- 2** You may gather the group in a comfortable, intimate setting to promote a sense of working together through the text.
- 3** During Shared Reading/Read Together experiences, stop briefly to monitor students' understandings of the text. Engage students in brief conversations, such as *"What stumbling blocks have you hit? What helped you work through those challenges?"* Ask volunteers to model their own thinking aloud. When students think aloud about their processes for overcoming text challenges, they solidify their understandings. These think-alouds also allow you to assess students' use of reading strategies along with contextual understandings.
- 4** After completing the Shared Reading/Read Together, ask volunteers to summarize the reading. Then ask open-ended questions that refer students back to the focus for the reading, such as plot development. Remind students to support their responses with text evidence.

Independent Reading

RATIONALE

Independent Reading is reading students do on their own. Most often Independent Reading is done with self-selected texts at a student's independent reading level. Independent Reading provides practice in word recognition, word decoding skills, vocabulary knowledge, fluency skills, and comprehension strategies. Students practice these things with text that they can access with great accuracy.

Having an Independent Reading routine in your classroom is essential. Read Aloud and Shared Reading opportunities pave the way for students to take full control during Independent Reading. Students see models of proficient readers in Read Aloud and Shared Reading experiences. They transfer understandings from these experiences to use independently.

The Independent Reading routine is an effective tool to use after students have experienced rich conversations about text in Read Aloud and Shared Reading experiences. The text students read during Independent Reading is often chosen by the student. The teacher's role is to guide students in choosing appropriate texts in a variety of genres to read and to assess that students are understanding what they read on their own.

IMPLEMENTING FOR SUCCESS

Use the following suggestions as you introduce and guide students in becoming familiar with the Independent Reading routine:

- Set a time frame for the Independent Reading. It should be a daily routine with at least 20 minutes of reading time devoted to students reading independently.
- State a clear focus. For example, *"As you read your narrative texts, look for ways the author gives clues into the characters' personalities."*
- Remind students that they are reading independently, so it is important for them to find their own space to read quietly.
- Check in periodically with each student. Ask about a reading strategy that you have previously noted he or she needs additional practice with. For example, *"How would you summarize this paragraph/page/chapter?"* As needed, model the strategy using a paragraph of his or her text.
- As students wrap up their daily Independent Reading time, give them time to reflect on their reading, whether they share what they read with the class, a small group, a partner, you, or in a journal. You may also wrap up this time with a quick class discussion, asking students to share examples from what they read that connect to the focus you provided earlier.

As students engage in Independent Reading, help them understand that this is the time to practice the skills and strategies they have learned in Read Aloud and Shared Reading experiences. Remind them to read a variety of genres.

GOING DEEPER

The following are additional activities that you may choose to do with students once they are familiar with the routine.

- Ask students to flag parts of the text they found most interesting as they read. These might provide them with ideas for journaling or sharing after reading.
- Have students write book reviews and share them with peers. Knowing a peer recommends a book encourages others to read that same book.

COMMON CORE CONNECTIONS

CCLS.ELA.RL.2.1; CCLS.ELA.RL.2.2; CCLS.ELA.RL.2.3; CCLS.ELA.RL.2.10; CCLS.ELA.RI.2.1; CCLS.ELA.RI.2.2; CCLS.ELA.RI.2.3; CCLS.ELA.RI.2.10

THE ROUTINE

- 1 Introduce the Independent Reading routine to students. For example:
Independent Reading is your time to choose the books you want to read. Keep in mind that it should be a book that allows you to practice some of the things we have talked about during our Read Aloud and Shared Reading lessons. The book should not be too easy or too hard. When choosing a book, open to a page of text. You should know many or most of the words on the page.
- 2 Have students find a comfortable place to dive into their Independent Reading. Just as we like to read for pleasure in a comfortable place; students want that, too.
- 3 Provide students with a focus for the day's Independent Reading. For example, you might ask all students to focus on how the author transitions readers from one scene to another.
- 4 Check in with individuals as they read independently. Ask probing questions to assess whether they are reading and understanding appropriately leveled books. Independent Reading is the time for students to practice everything they have learned in Read Aloud and Shared Reading experiences. It is not the time for students to become frustrated through significant challenges.
- 5 As you check in with individuals about their reading, ask open-ended questions that help you assess comprehension and give you insight into the reading strategies they use to overcome challenges they may face. Open-ended questions may include *"In what ways has the author supported your understanding of this topic?"* or *"What is the most important thing you have read so far?"*
- 6 After Independent Reading time, have volunteers share how their reading connected to the focus you provided for Independent Reading that day. Ask all students to reflect on their reading, having them write briefly about what they read. You might also have them write about the strategy that most helped them with their reading. Whatever the task, it is important for students to have time to reflect on their reading.

Text Club

RATIONALE

A Text Club provides a format in which 4–6 students are part of a temporary reading community with their peers. A Text Club allows students to read and discuss different genres. By reading and discussing multiple genres, students develop genre knowledge and build their own genre preferences. As they participate in peer conversations centered around one text, students develop critical and creative thinking skills. These skills carry over to students' independent reading, helping them connect to texts in more thoughtful ways. Students also learn responsibility as they prepare for each club meeting. They also begin to assess their own learning.

As you prepare to implement Text Clubs, consider:

- the reading abilities and interests of students. You will want to gather a set of texts that allows for all readers to be successful at reading.
- modeling thoughtful responses about texts through read aloud and shared text discussions. Students are more likely to succeed with and enjoy Text Clubs if they have had experience with meaningful text discussions.

IMPLEMENTING FOR SUCCESS

Use the following suggestions as you introduce Text Clubs:

- Preview texts by doing a book talk, sharing a summary, author information, or by reading aloud a section of the book to grab readers' attention.
- As students first learn to manage and participate in Text Clubs, use picture books. Then introduce longer texts.
- Assess students' work during Text Club discussions by taking anecdotal notes on how they interact with peers and text. Students can assess their own performance through checklists, journal entries, and conferences with you.

GOING DEEPER

You may choose to do these activities once students are familiar with the routine.

- Have students reflect on Text Club discussions by journaling. They may answer questions such as: *What did I share today? What was the key moment in the discussion? Who did I agree/disagree with? Why?*
- Have students in a Text Club read different books and come together to discuss text features or story elements, literacy skills, or genre/author studies.

COMMON CORE CONNECTIONS

CCLS.ELA.RL.2.1; CCLS.ELA.RL.2.2; CCLS.ELA.RL.2.3; CCLS.ELA.RL.2.4; CCLS.ELA.RL.2.5; CCLS.ELA.RL.2.6;
 CCLS.ELA.RL.2.7; CCLS.ELA.RL.2.9; CCLS.ELA.RL.2.10; CCLS.ELA.RI.2.1; CCLS.ELA.RI.2.2; CCLS.ELA.RI.2.3;
 CCLS.ELA.RI.2.4; CCLS.ELA.RI.2.5; CCLS.ELA.RI.2.6; CCLS.ELA.RI.2.7; CCLS.ELA.RI.2.8; CCLS.ELA.RI.2.9; CCLS.ELA.RI.2.10

THE ROUTINE

- 1 Introduce students to what a Text Club is.
In your Text Club, everyone reads the text on their own. Then Text Club members will share their thoughts with each other. For example, you may talk about ways the author got his message across to readers. Each of you will have a job to help your Text Club get the most out of your discussion together.
- 2 Introduce and model Text Club roles. Initially, give students the opportunity to practice each role. Eventually, students within each newly formed group will be responsible for deciding who will assume each role. Sample roles include:
 - Discussion Leader:** leads the group discussion and keeps everyone on task
 - Word Wizard:** selects and defines interesting or important vocabulary
 - Connector:** points out text-to-text, text-to-self, text-to-world connections
 - Summarizer:** writes and shares a short text summary
 - Illustrator:** creates a drawing or diagram connected to the reading
 - Investigator:** finds and shares interesting information about the book, author, or topic with the group
- 3 Preview 4–6 texts students may read in Text Clubs. Include a variety of text levels, allowing all students to choose texts they will be successful at reading. Then give students time to preview the texts on their own and sign up for the texts they want to read. This sign-up system forms the Text Clubs. Each group member should have their own copy of the text.
- 4 Students read the text on their own and prepare for the Text Club meetings. Students may have multiple reading assignments over a period of a week or two along with multiple Text Club meetings as they read longer text. Depending on their roles, students may have additional work to do ahead of time, for example, the Discussion Leader may want to write questions to discuss as a group.
- 5 Students meet and discuss what they've read. Meet with each group to assess comprehension of the text. If need be, prompt discussions with questions, such as *"How did this text help you understand a new point of view?"* or *"In what ways did the author foreshadow what occurred in this chapter?"*
- 6 After Text Club discussions, have students decide how they want to share the text with the class. For example, they may choose to give a summary, share facts they learned, or talk about the author's craft.
- 7 Debrief with each Text Club to assess how the group felt about the discussions they had. Ask them to rate their discussions with a 3-Star rating system. Have them share their reasons for the rating.

Text-Based Vocabulary Routine: Informational

RATIONALE

Informational texts provide opportunities for students to develop subject matter concepts as well as build connections between words that are unique to those subject matter concepts. Because the number of words in English is enormous, and all words cannot be taught, it is imperative to both explicitly teach needed vocabulary for understanding text, and provide students with a set of strategies for determining word and phrase meaning independently as they encounter them in texts. As students build their knowledge of vocabulary related to subject matters, it is important that they can call on their understandings of affixes, inflected endings, and root words, as well as learn to derive meaning from text information, such as pictures, charts, and context to understand the meaning of key words and phrases.

In informational texts, some of the critical vocabulary is more technical and singular in terms of relating to specific concepts and important to making meaning of the text. Readers have a greater challenge to comprehend specialized informational text vocabulary because the words rarely have synonyms. They are less able to use their own background knowledge of similar words to help comprehend such specific text. It is important to provide students with opportunities to experiment with and develop conceptual vocabularies so that they will move through the grades with a basic foundation of such words.

When planning Text-Based Vocabulary lessons for informational text, consider providing:

- opportunities for students to engage with the vocabulary through experimentations as well as conversations. For example, if reading an informational book about gravity, students will better understand the words *gravity*, *mass*, and *weight* if they experiment with objects being dropped to the floor. These actions as well as ensuing conversations will lead to better understanding and correct usage of these terms in oral language.
- rigorous vocabulary instruction to help students expand their domain-specific vocabularies.

IMPLEMENTING FOR SUCCESS

Use the following suggestions as you introduce and guide students in becoming familiar with the Text-Based Vocabulary routine:

- Point to the word and say it aloud, and then read aloud the passage in which the word is found in the text.
- Discuss the word's meaning through context clues, text features, a glossary, or a dictionary.
- Create a semantic map of the word so that students see the connections between the word and related words. Have students use the map to create sentences and internalize the word.

As students engage in Text-Based Vocabulary discussions, their word knowledge will grow. The more words students know, the more words they can read and understand in texts and use in their writing. In addition, the more students know about how words work in texts, the more they will be able to comprehend complex content-area texts.

GOING DEEPER

You may choose to do these additional activities once students are familiar with the routine.

- As you read an informational text, sort specialized words by semantic features. Semantic feature analysis can look at how words are put together with prefixes, root words, and suffixes, or words can be analyzed through other features. For example, if looking at specialized vocabulary relating to animals, students might sort the animals based on their characteristics, such as mammal, amphibian, bird, herbivore, carnivore, and omnivore.
- Have students create concept definition maps. They define the vocabulary word, tell what it is like, and give examples. For instance, a pioneer is "one of the first to settle in an area." A pioneer is like an explorer, settler, or adventurer. Examples include Laura Ingalls Wilder and John Sutter.

COMMON CORE CONNECTIONS

CCLS.ELA.RL.2.4; CCLS.ELA.RI.2.4; CCLS.ELA.L.2.4; CCLS.ELA.L.2.5; CCLS.ELA.L.2.6

THE ROUTINE

- 1 Introduce the Text-Based Vocabulary routine to students. For example, *As we read informational text, we will come across words that we have not seen or heard before. Sometimes the author provides the meaning of the words right in the text. Other times, we might have to read on to understand what the word means, or we might have to use text features, such as diagrams or charts, in the text to understand the word. Sometimes we have to use all of this information and then “infer” what the word means because we cannot tell explicitly. We can confirm with the dictionary or by asking the teacher.*
- 2 Write or display the sentence or passage containing the word. Say the word aloud. Then use the word in another sentence, providing students with a similar context in which to hear the word used. For example, *“The atmosphere is the layer of air that covers Earth like a blanket”* is found in the text. You might share this sentence: *“Many miles above Earth there is no atmosphere.”*
- 3 If there are context clues to help establish meaning of the word, have students share those. This encourages students to go back into the text to locate these clues. Also, point out to students how vocabulary words relate to other words in the text. For example, when talking about modes of transportation, it is important that students make connections between *subways, trains, and rails.*
- 4 If the word is boldface in the text, have volunteers read the glossary definition aloud. If not, have students look it up in a dictionary. Help students understand more technical definitions.
- 5 Create a semantic map with students. This helps students make connections between the unknown word and known words and/or concepts. Samples of semantic maps can be found online by searching “semantic maps for vocabulary words.”
- 6 Encourage students to use the semantic map to help them use the word in a sentence. They can turn to a partner and have a quick one-minute conversation using the word. Have volunteers share their sentences with the class so you may assess students’ understanding.

Text-Based Vocabulary Routine: Literary

RATIONALE

In literary texts, students are likely to encounter many new words that they have not read before or have never used in their oral language. The number of words in English is enormous, and all words cannot be taught. Therefore, it is imperative to help students understand strategies to address and comprehend new vocabulary as they come upon them in texts. Students need to have a strong foundation in sound-spelling knowledge and develop an understanding of the complexities of affixes, inflected endings, root words, and multiple meanings of individual words.

In narratives, vocabulary may center around categories of words, such as motivations, traits, emotions, actions, movement, communication, and character names. The vocabulary in narratives may be unique to the text and are unlikely to appear frequently in other texts. For example, in *Charlotte's Web*, E.B. White describes a spider web in this way: "A spider's web is stronger than it looks. Although it is made of thin, delicate strands, the web is not easily broken." The words *delicate* and *strands* are not likely words students will encounter in many texts or use in conversations. Yet they are important to understanding a spider's web, which is a central part to the plot of *Charlotte's Web*. It is important to address these words so that students understand the text and how to tackle similar unique words in other literary texts.

When planning Text-Based Vocabulary lessons, consider that:

- teaching vocabulary words with lively routines develops vocabulary and stimulates an interest in and awareness of words that students can apply in their independent reading.
- rigorous vocabulary instruction helps students expand their oral vocabularies so that they truly "own" the new words and use them in their daily lives.

IMPLEMENTING FOR SUCCESS

Use the following suggestions as you introduce and guide students in becoming familiar with the Text-Based Vocabulary routine for Literary texts:

- Have the students pronounce the word orally and then read the paragraph in which the word is found in the text.
- Discuss the word's meaning within the given context. Rephrase the meaning in language that students can understand.

- Discuss synonyms for the word. Reread the passage, substituting synonyms for the word. Discuss why the author chose that word rather than a synonym. Then have students use the word in a sentence or two that is different from the context in the passage.

As students engage in Text-Based Vocabulary discussions, their word knowledge will grow. The more words students know, the more words they can read and understand in text and use in their writing. In addition, the more students know about how words work in texts, the more they will be able to comprehend complex texts.

GOING DEEPER

You may choose to do these additional activities once students are familiar with the routine.

- Have students create graphic organizers, such as a web, to add synonyms or morphological family members of the word. For example, *family*, *familiar*, *unfamiliar*.
- Add vocabulary words to a classroom word wall by categories. Encourage students to notice when others use the vocabulary words in their writing.
- Have students keep a list of figurative phrases in their vocabulary notebook. Discuss similes, metaphors, and personification and have students record examples of each.

COMMON CORE CONNECTIONS

CCLS.ELA.RL.2.4; CCLS.ELA.RI.2.4; CCLS.ELA.L.2.4; CCLS.ELA.L.2.5; CCLS.ELA.L.2.6

THE ROUTINE

- 1 Introduce the Text-Based Vocabulary routine to students. For example, *As we read narrative text, we will come across many words that we have not seen or heard before. Authors often help us understand those words by giving context clues. Sometimes we need to look more closely at the word and break it into word parts. Sometimes we need to look in a dictionary to define it. Let's look at how words work.*
- 2 Write or display the sentence or passage containing the word. Include a break-down of the word into syllables. Have students pronounce the word and share context clues about its meaning. This brings students back into the text. Help them identify the part of speech.
- 3 Have a volunteer look up the word in a dictionary and read the definition. Help students understand the meaning as it is used in the text to ensure comprehension. For example: *Delicate* can be defined as “having fineness of structure, workmanship, or texture” or as “easily torn or hurt.” The text says, *“Although it is made of thin, delicate strands, the web is not easily broken.”* The words *not easily broken* help students realize that *delicate* is referring to the “fineness of the structure, workmanship, or texture.” You might say that Charlotte’s web is “a fine work of art.”
- 4 Use the word in other ways, for example, *Making a beaded necklace is delicate work.* Then discuss the word in more depth, possibly distinguishing it from words with similar shades of meaning. For example, *Why do you think E.B. White used delicate instead of fragile to explain the strands of a spider’s web?*
- 5 Have students compare and contrast the word with synonyms. How is *dainty* different than *delicate*? How is *fragile* different than *delicate*? How is *extraordinary* different than *delicate*?
- 6 Have students turn to a partner and use the word in a quick one-minute conversation. This will help them become more proficient in using the word.

Reading Wrap-Up

RATIONALE

Reading Wrap-Up is a 5–10 minute concluding activity held at the end of a reading lesson. Students come together as a community of readers and summarize what they have learned during the reading lesson. In Reading Wrap-Up, students are encouraged to make connections between previous learning and new ideas that emerged in today's lesson. Students share their own insights about the text and are encouraged to add on to what their classmates said before them. Students practice both their speaking and listening proficiencies. You can quickly assess the success of a lesson by observing and listening to students explain what they have learned in their own words.

As you plan for Reading Wrap-Ups, keep in mind:

- the end goal of the lesson. Prompt students with discussion questions that relate to this end goal.
- the types of questions you prompt students with. Provide opportunities for students to express their opinions, to find text evidence in one section or in more than one section, or to discuss the author's craft.

IMPLEMENTING FOR SUCCESS

Use the following suggestions as you introduce and guide students in meaningful participation in the Reading Wrap-Up.

- Be sure to schedule time at the end of the lesson for this important opportunity to make connections, recall and apply learning, and celebrate accomplishments.
- State a clear focus for the wrap-up. For example, *"Let's talk about the structure the author used for sharing his opinion about this topic."*
- Before students share observations in a wrap-up discussion, have them write for a few minutes in their journals about what they read, what questions they still have about the lesson, or any other observations about the activities they completed. This will help students focus their thinking before speaking in front of the group.
- Teach students how to use language to respond to others' views. For example, *I thought so too. I wondered the same thing but then I remembered that _____. I had a different prediction because I thought it was a clue when _____.*

GOING DEEPER

These additional activities may be done with students once they are familiar with the Reading Wrap-Up routine.

- Model ways for students to make connections between texts they have read in class and outside of class. For example, *"The way the main character reacted when he found out his dog was lost reminded me of a newspaper article I read about a family who rescued a lost dog. What connections did you make between this story and the real world?"*
- Have students write down three big ideas from the lesson's reading. Then have each student share one of their big ideas.
- Remind students to use what they have learned, noticed, or thought about in the reading lesson as they move through the rest of the day. For example, *"Today we summarized the poem we read. Who can summarize what you learned in science today?"*

COMMON CORE CONNECTIONS

CCLS.ELA.RL.2.1; CCLS.ELA.RL.2.2; CCLS.ELA.RI.2.1, CCLS.ELA.RI.2.2

THE ROUTINE

- 1 Bring students together for a 5–10 minute wrap-up of the reading lesson.
- 2 Quickly review the lesson objectives and the text read during the lesson.
Today we read a biography. This text told the life story of Theodore Roosevelt. The author helped us understand how he became such an important person in our country's history by giving us details of his childhood through adulthood. Those key details helped us understand the main purpose of the text.
- 3 Pose open-ended questions to prompt meaningful conversation about text read. Begin questions with *who*, *what*, *when*, *where*, *why*, and *how*. For example, *"What is one thing you will share with a family member or friend about what we read today?"* *"How would you summarize what you read today?"* *"Who is your favorite character from the book? Why?"* or *"What new word did you encounter today? How did you learn its meaning?"*
- 4 Encourage students to ask questions about the text or skills taught. If time allows, review, re-teach or make notes to follow up in future lessons.
- 5 You may discuss any reading homework or talk about upcoming texts to be read. For example, *"Tomorrow we will continue reading about Theodore Roosevelt and his life after he was president."*

Writing Wrap-Up

RATIONALE

Writing Wrap-Up is a 5–10 minute concluding activity held at the end of each writing lesson. Students are given time to discuss their writing with their peers as a community of writers. In Writing Wrap-Up, students are encouraged to share their writing and any new understandings they have about the craft of writing. You can quickly assess the success of a lesson by listening to students talk about their writing and their new understandings about the craft of writing.

As you plan for Writing Wrap-Ups, keep in mind:

- the format in which students will share their writing: with partners, in small groups, or as a whole class.
- the focus of the feedback. Do you want others providing suggestions for revisions? Do you want others commenting on the strongest parts of the writing? Do you want others making connections between their own writing and that of the student sharing?

IMPLEMENTING FOR SUCCESS

Use the following suggestions as you introduce and guide students in meaningful participation in the Writing Wrap-Up.

- Be sure to schedule time at the end of a writing lesson for students to make connections between their writing and the text they read and between their writing and classmates' writing. The Writing Wrap-Up is also a time to recall and apply learning and celebrate accomplishments.
- State a clear focus for the wrap-up. For example, *Today we learned about transition words. We used them to show the sequence of events in our new endings. Find places in your writing where you used transition words.* Give students a minute to review their writing and prepare to share based on the wrap-up focus.
- Before asking students to provide feedback to their classmates' writing, model for them constructive ways to respond. For example, *"Your use of transition phrases like Just a moment later really helped me to follow what was happening"* or *"Your description of the Grand Canyon helped me understand just how big the canyon is."*

GOING DEEPER

These additional activities may be done with students once they are familiar with the Writing Wrap-Up routine.

- After students have listened to a classmate share her writing, have each student write one question they would like to ask the student author about her writing and add it to a "Question Bowl." The student author can pull three questions from the bowl and answer them. This allows students to engage in constructive conversations.
- Have students engage in reflective writing about their writing. They may do quick self-assessments by writing two things on a sticky note: 1. what they felt they did really well in their writing, and 2. what they will work on the next time they write. They can add these sticky notes to their drafts or in a writing journal.
- Remind students to use what they have learned, noticed, or thought about in today's writing lesson in other parts of the day. For example, *This morning we wrote opinions. Remember to include your opinions on your national park poster so others will want to visit that park.*

COMMON CORE CONNECTIONS
CCLS.ELA.W.2.5; CCLS.ELA.SL.2.1

THE ROUTINE

- 1 Bring students together for a 5–10 minute wrap-up of the writing lesson.
- 2 Quickly review the lesson objectives and the writing task. *Today you drafted a new ending for the story. You used details to describe how the main character reacted to the conclusion of the story's problem.*
- 3 Have students share their writing and new understandings with each other. This may be done in pairs, small groups, or with volunteers sharing with the whole class. Prompt students to discuss writing in thoughtful ways by suggesting open-ended questions, such as *"How did you use the text we read today to help you with your writing?"* or *"What did you learn about writing today that you can use again?"*
- 4 Discuss any questions students have about the writing skills they have learned. If time allows to review or re-teach, do so, or make notes to review in future lessons.
- 5 Discuss any homework or preview what students will learn in the next writing lesson. For example, *"Tomorrow we will revise our endings, adding details to the character's response to the story's conclusion."*

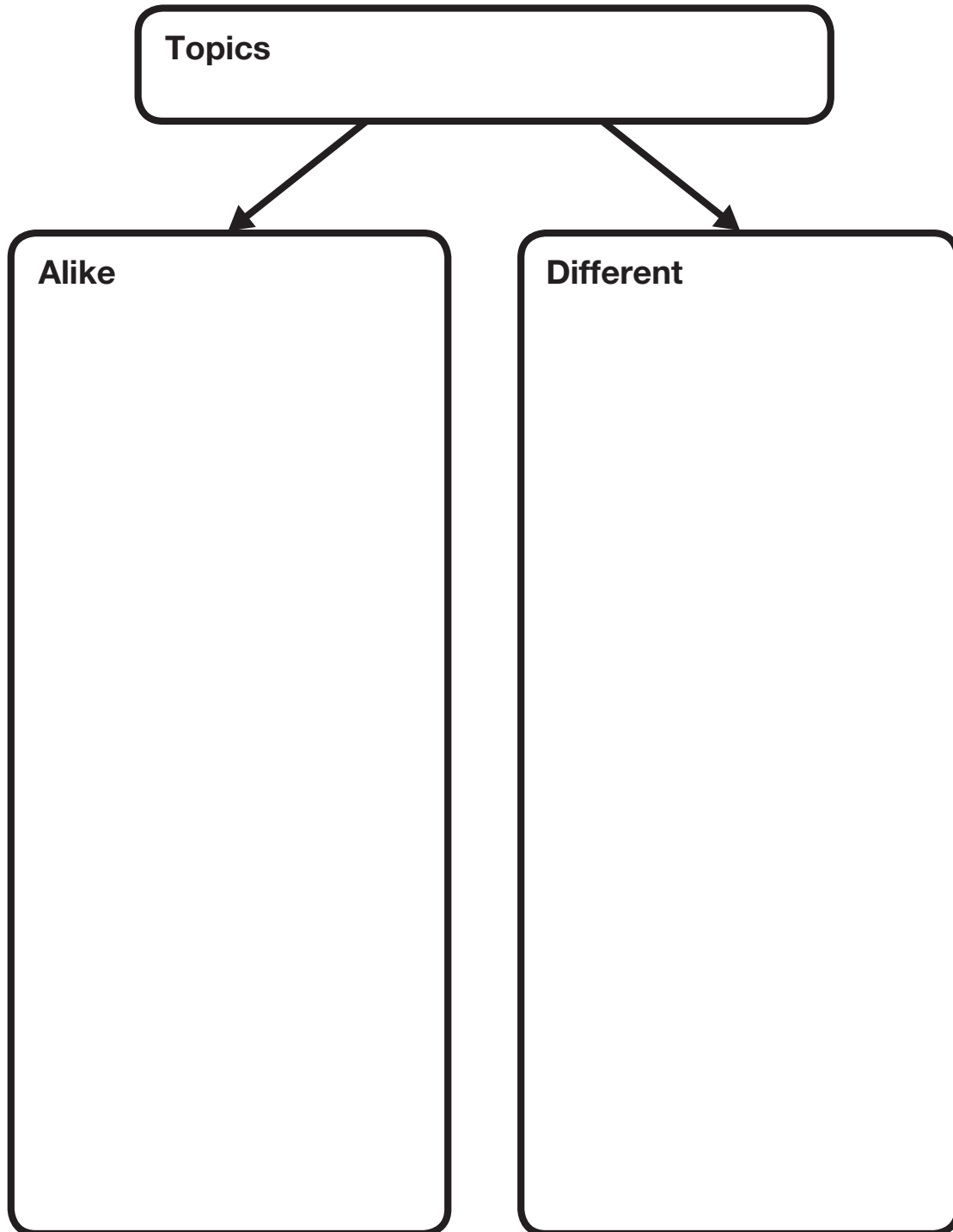
Cause and Effect

Causes

Effects

<p>Why did it happen?</p>	→	<p>What happened?</p>
<p>Why did it happen?</p>	→	<p>What happened?</p>
<p>Why did it happen?</p>	→	<p>What happened?</p>

Compare and Contrast

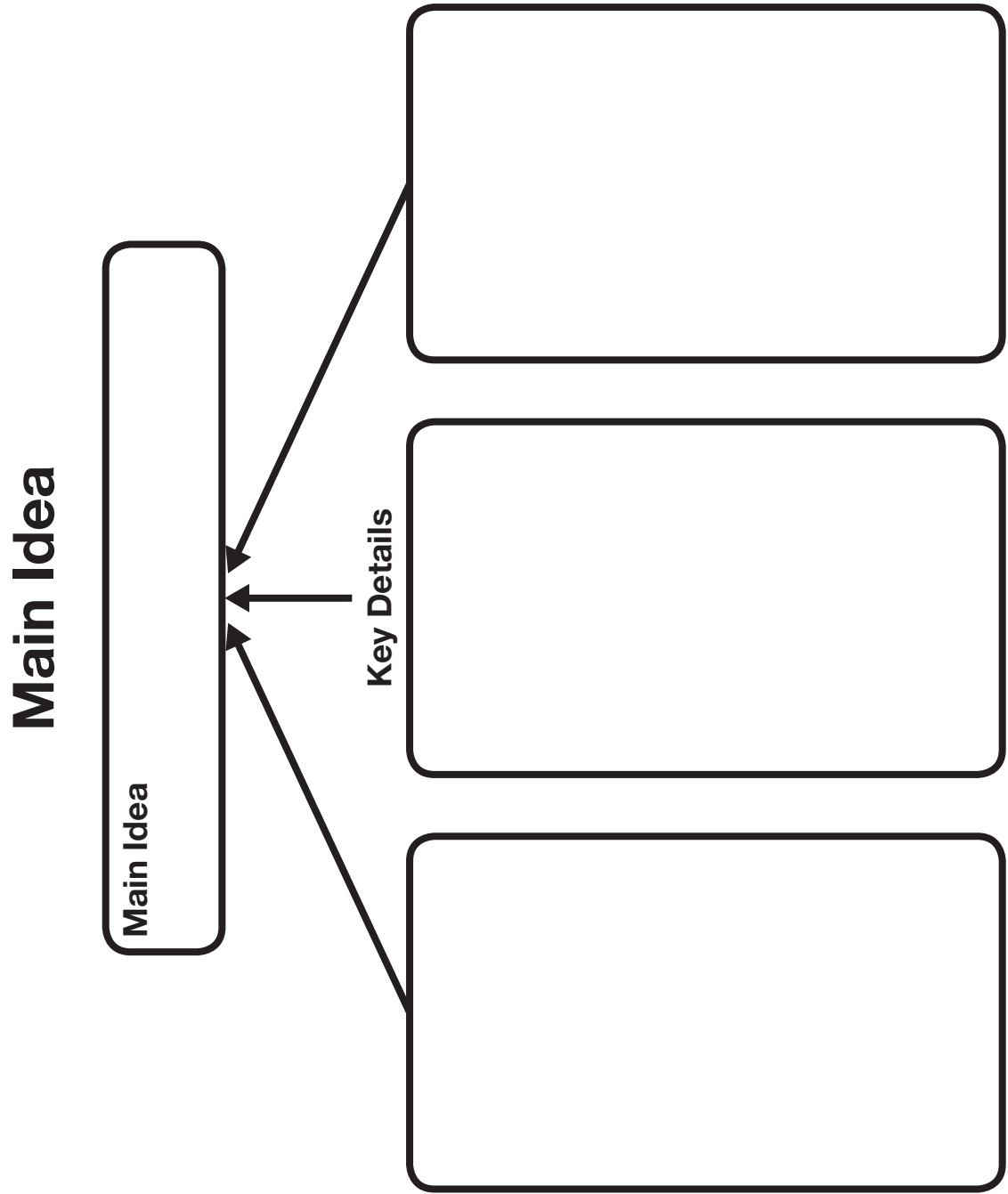


Four-Column Chart

K-W-L Chart

Topic _____

What We Know	What We Want to Know	What We Learned



Story Sequence A

Title _____

Beginning



Middle



End



Story Sequence B

Title	
Characters	Setting

↓

Events 1. First	
--------------------	--

↓

2. Next	
---------	--

↓

3. Then	
---------	--

↓

4. Last	
---------	--

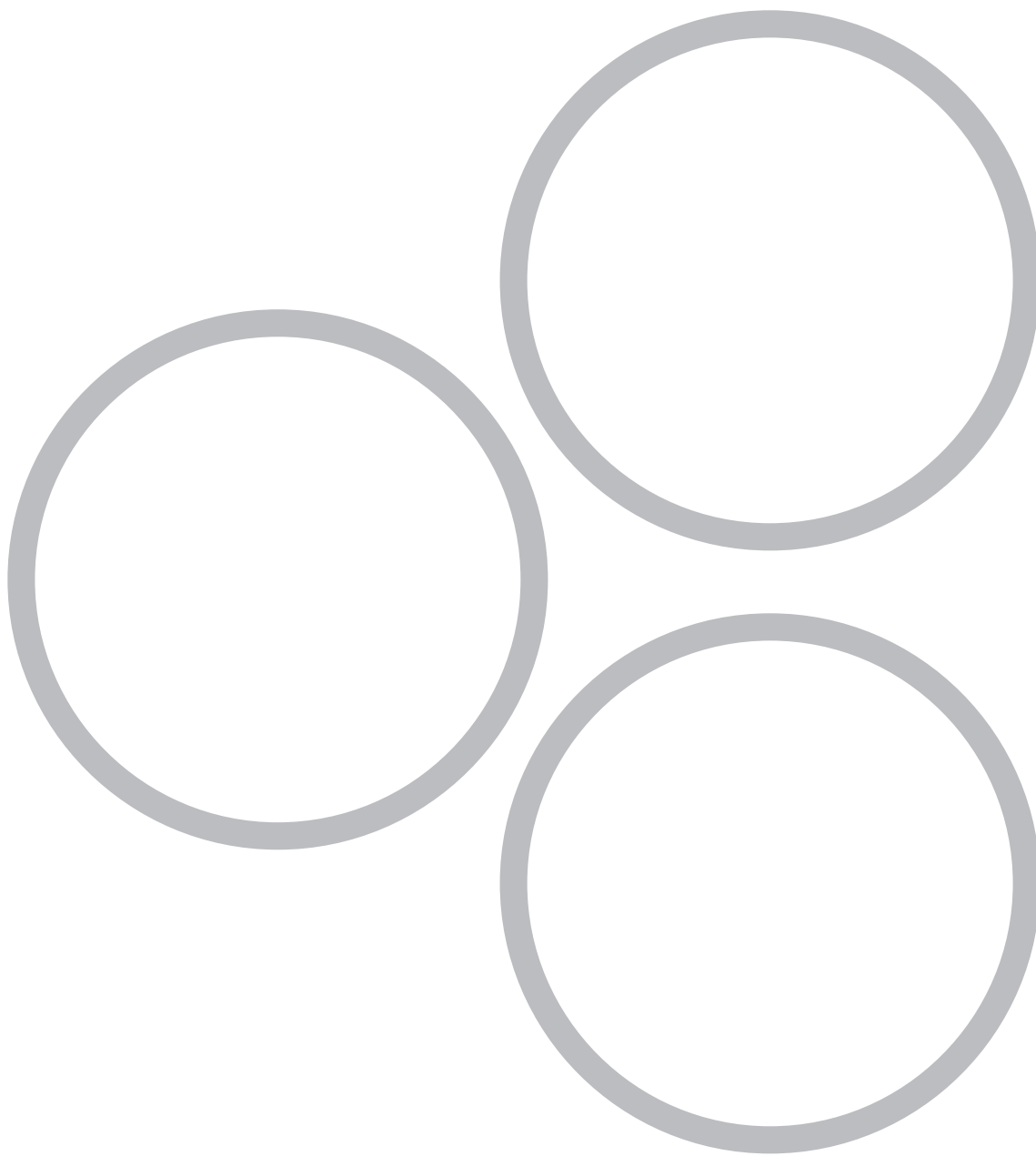
T-Chart

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Three-Column Chart

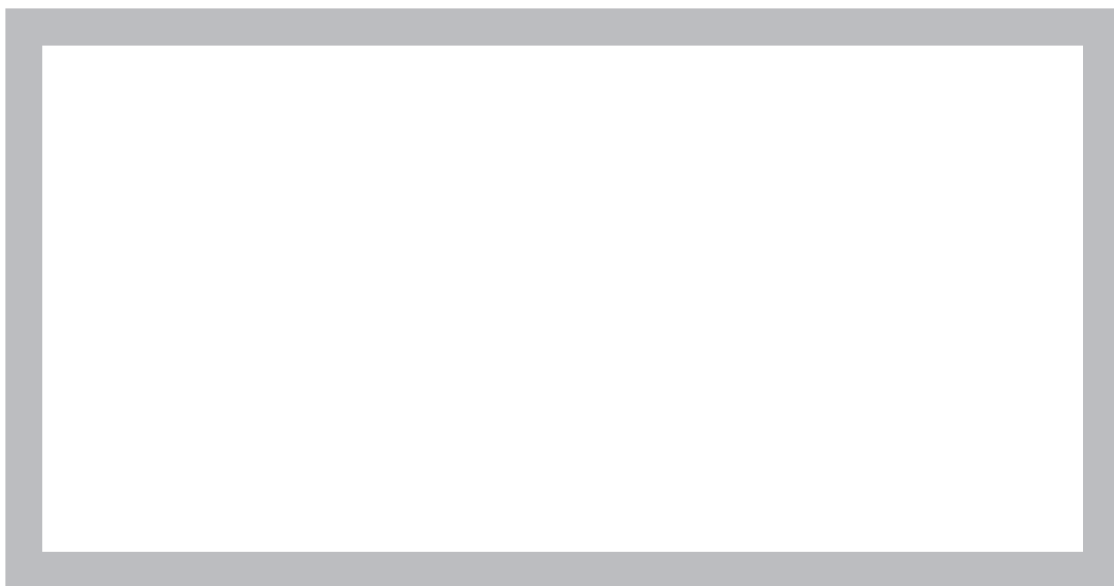
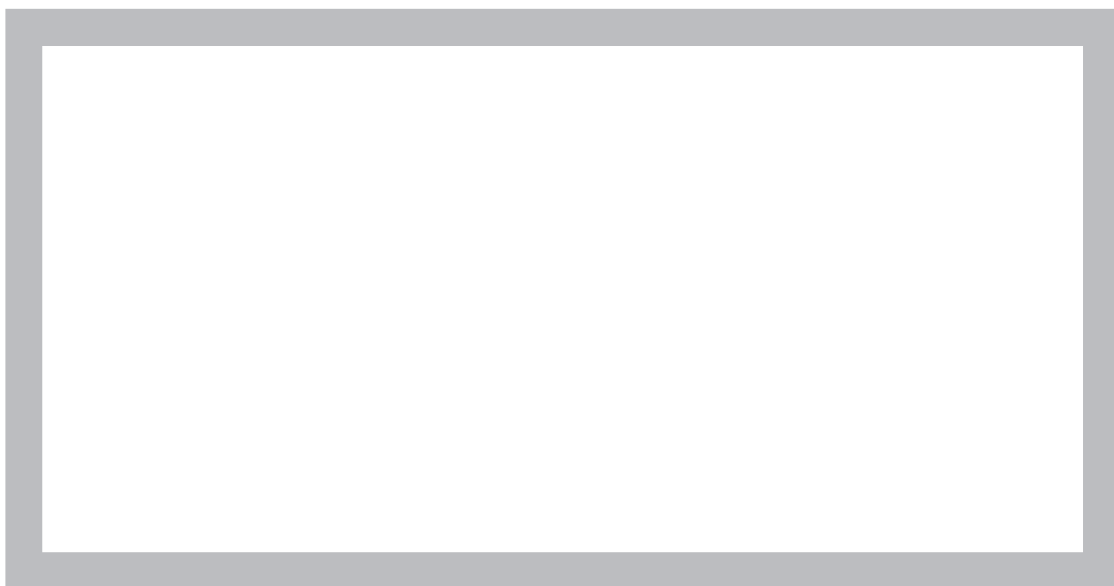
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Three Sorting Circles



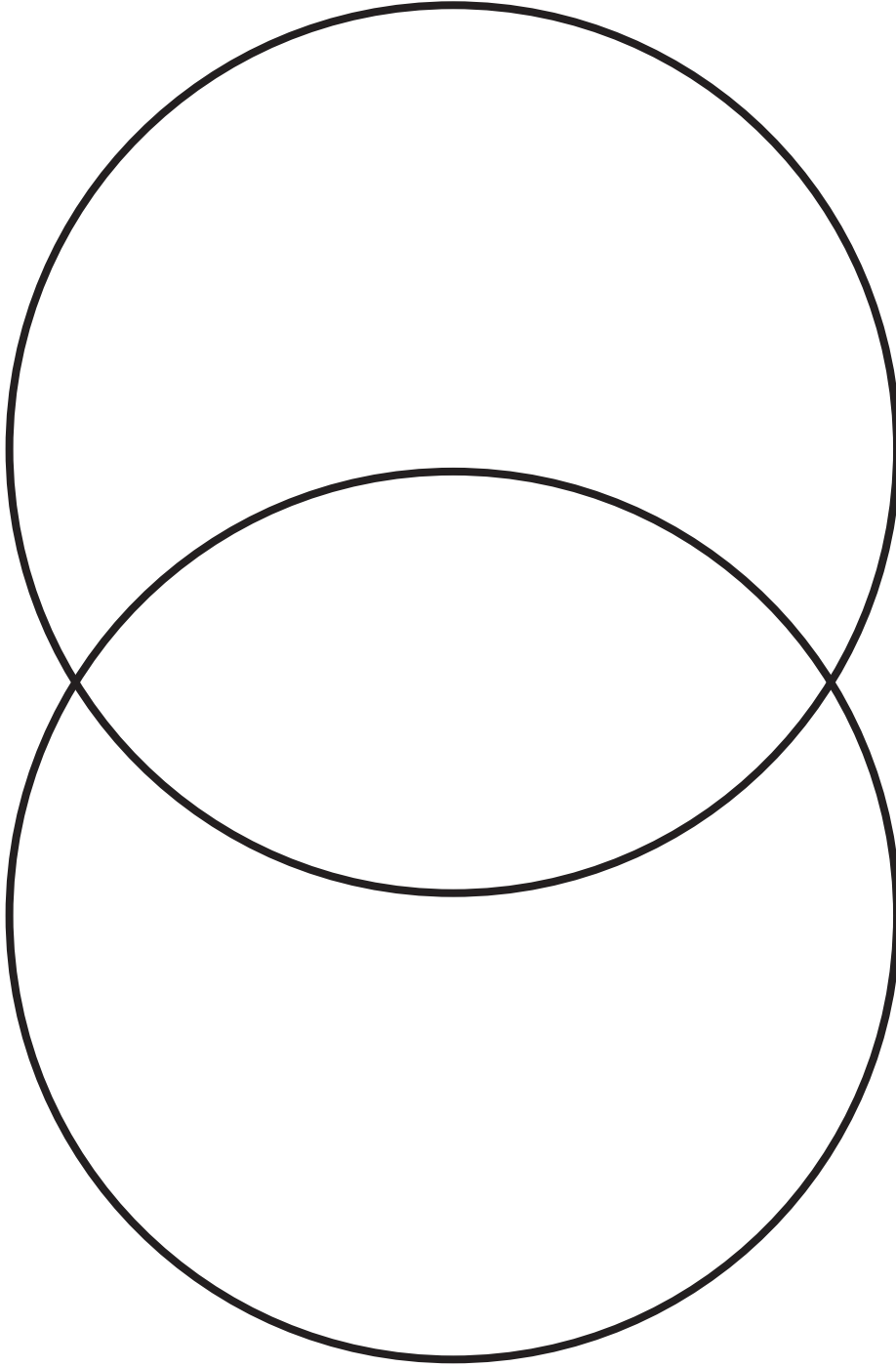
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Two Sorting Boxes



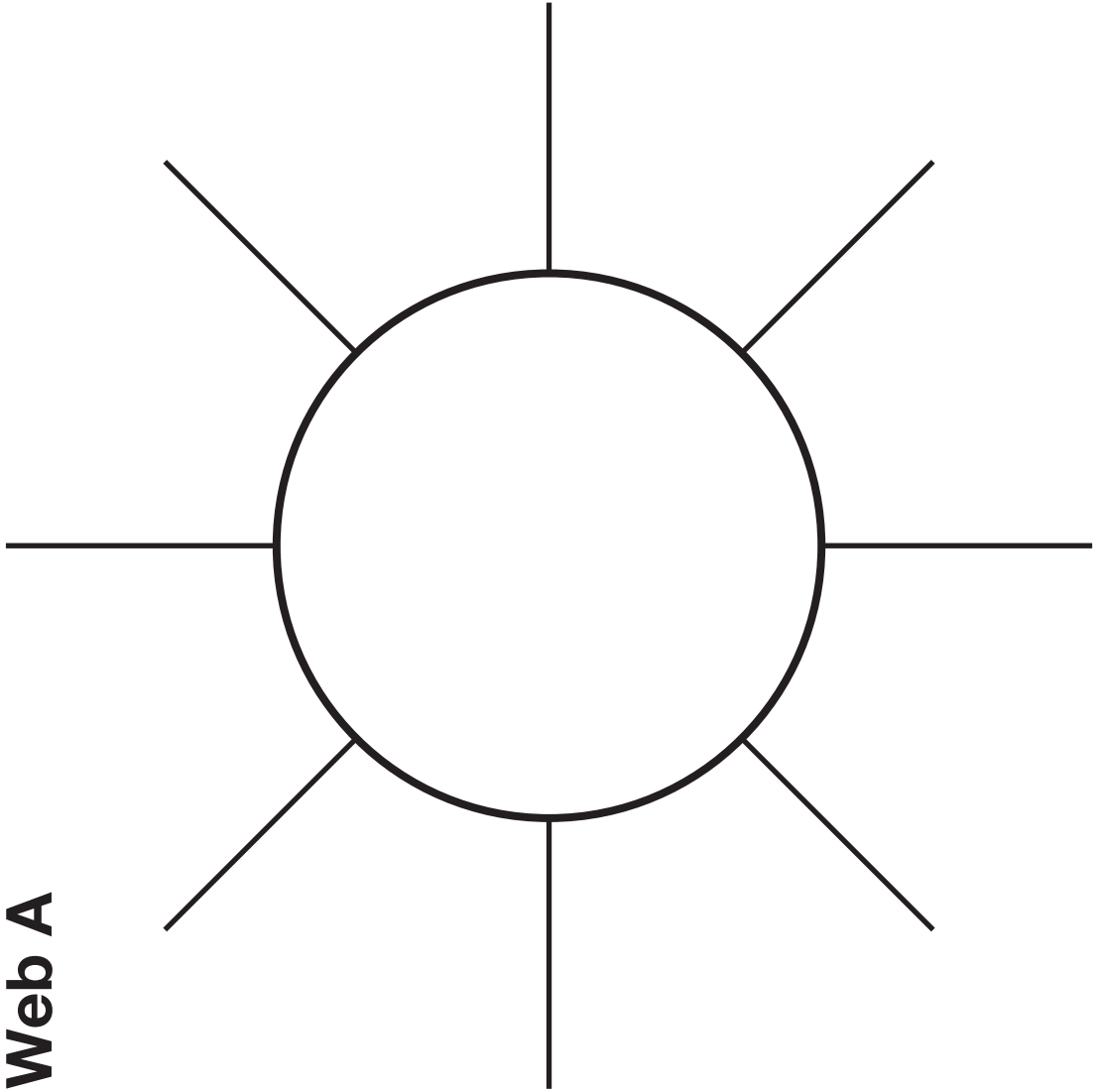
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Venn Diagram

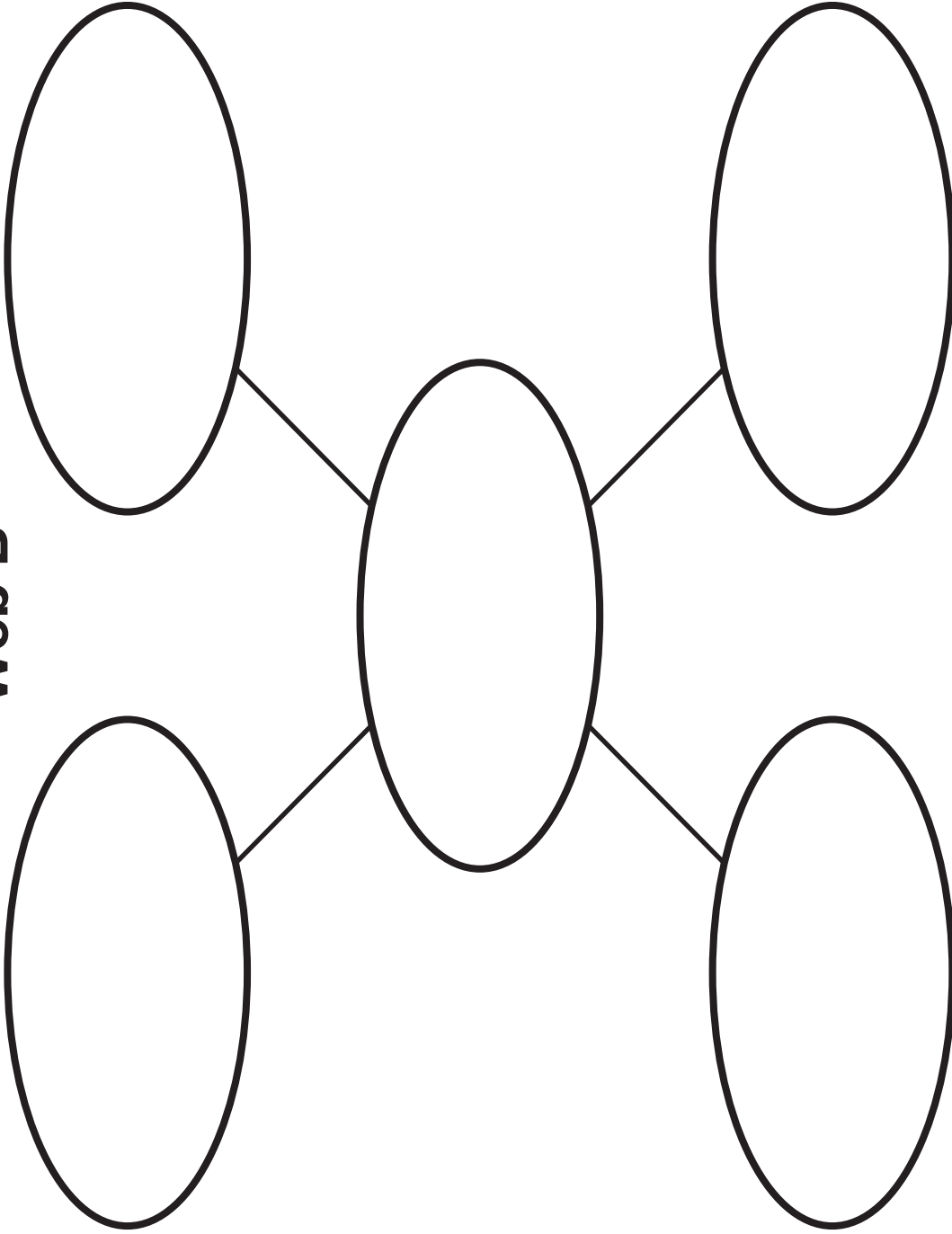


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Web A



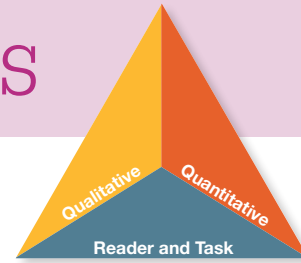
Web B



Word Rating Chart

Word	Know	Have Seen	Don't Know

Text Complexity Rubrics



Text Complexity Measure

Use the rubric to familiarize yourself with the text complexity of ***Alexander, Who Used to Be Rich Last Sunday***.

QUANTITATIVE MEASURES

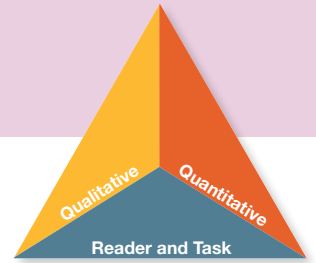
LEXILE	AD570L
AVERAGE SENTENCE LENGTH	10.69
WORD FREQUENCY	3.59
PAGE COUNT	28

QUALITATIVE MEASURES

LEVELS OF MEANING	Straightforward plot with unified theme
STRUCTURE	Series of brief episodes, each supported by artwork
LANGUAGE CONVENTIONALITY AND CLARITY	General vocabulary; blend of simple, compound, and complex sentences
THEME AND KNOWLEDGE DEMANDS	The difficulty of saving money compared to spending it

READER AND TASK SUGGESTIONS

PREPARING TO READ THE TEXT	LEVELED TASKS
Understand how to decide whether to spend or save money.	Recall being given some money and what happened to it.



Text Complexity Measure

Use the rubric to familiarize yourself with the text complexity of ***A Chair for My Mother***.

QUANTITATIVE MEASURES

LEXILE	640L
AVERAGE SENTENCE LENGTH	10.63
WORD FREQUENCY	3.66
WORD COUNT	1063

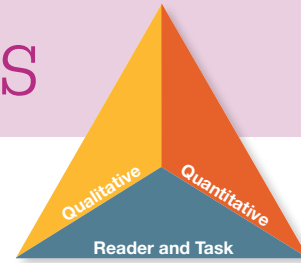
QUALITATIVE MEASURES

LEVELS OF MEANING	Straightforward plot with unified theme
STRUCTURE	Series of episodes with backstory inserted
LANGUAGE CONVENTIONALITY AND CLARITY	General vocabulary; blend of simple, compound, and complex sentences; some dialogue
THEME AND KNOWLEDGE DEMANDS	The joy of buying something special after saving for it a long time

READER AND TASK SUGGESTIONS

PREPARING TO READ THE TEXT	LEVELED TASKS
Identify something special that can be bought only after saving money.	Imagine losing one's possessions in a fire.

Text Complexity Rubrics



Text Complexity Measure

Use the rubric to familiarize yourself with the text complexity of ***Do I Need It? Or Do I Want It?***.

QUANTITATIVE MEASURES

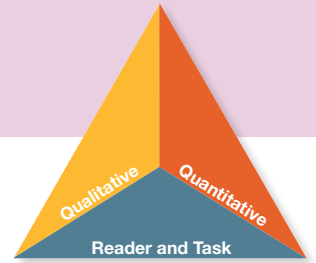
LEXILE	510L
AVERAGE SENTENCE LENGTH	8.74
WORD FREQUENCY	3.65
PAGE COUNT	32

QUALITATIVE MEASURES

LEVELS OF MEANING	Straightforward explanations of topic
STRUCTURE	Introduction of topic, then details provided in series of sub-topics; activity, glossary, resources, and index at end
LANGUAGE CONVENTIONALITY AND CLARITY	Topic-specific vocabulary defined in text and glossary, reinforced through photos and captions
THEME AND KNOWLEDGE DEMANDS	Decisions to be made as children and families make budgets

READER AND TASK SUGGESTIONS

PREPARING TO READ THE TEXT	LEVELED TASKS
Understand that planning often happens before money is spent.	Identify differences between wants and needs.



Text Complexity Measure

Use the rubric to familiarize yourself with the text complexity of *I Wanna Iguana*.

QUANTITATIVE MEASURES

LEXILE	AD460L
AVERAGE SENTENCE LENGTH	11.04
WORD FREQUENCY	3.39
WORD COUNT	596

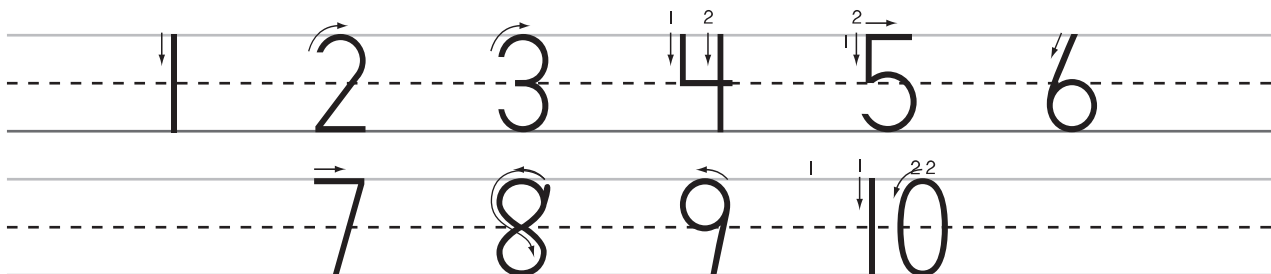
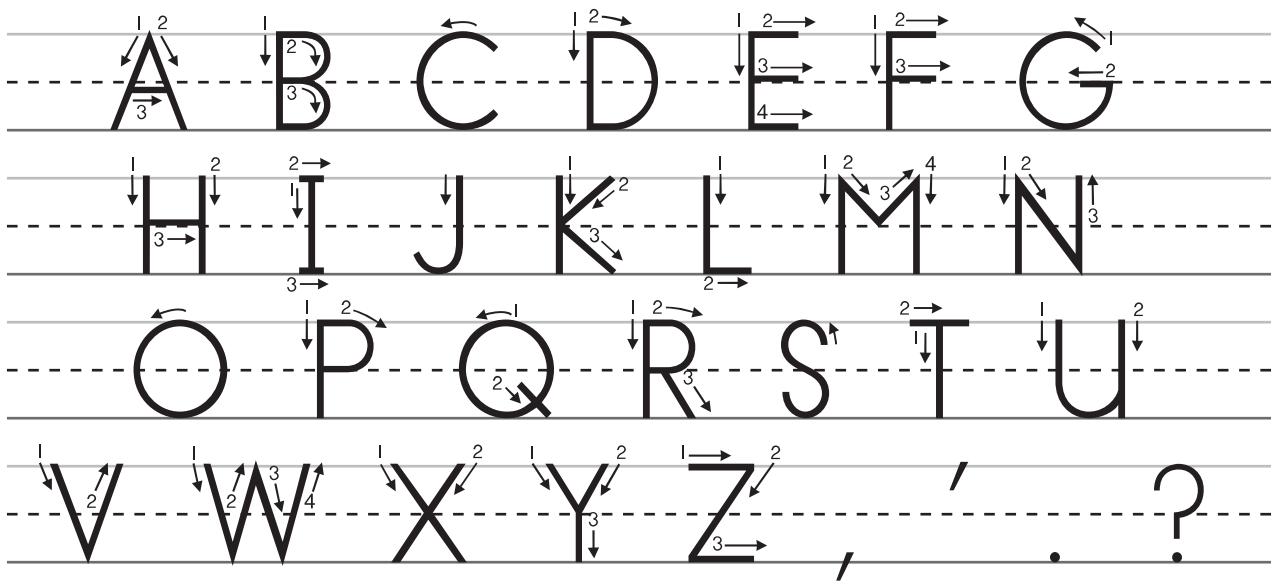
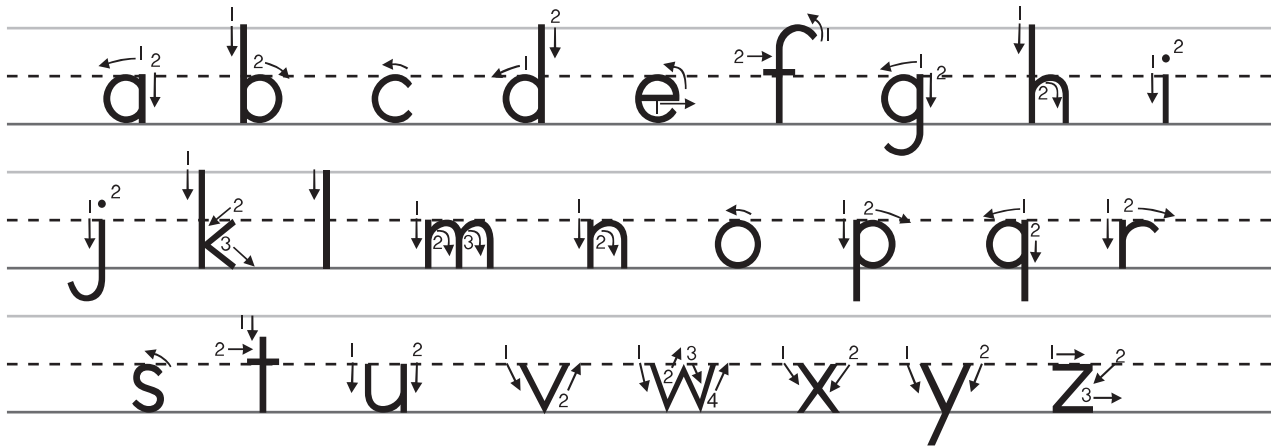
QUALITATIVE MEASURES

LEVELS OF MEANING	Straightforward plot with unified theme
STRUCTURE	Series of letters leading to final episode
LANGUAGE CONVENTIONALITY AND CLARITY	Advanced vocabulary (<i>trial basis</i>) defined in text; blend of simple, compound, and complex sentences
THEME AND KNOWLEDGE DEMANDS	Differences between children and parents about house pets

READER AND TASK SUGGESTIONS

PREPARING TO READ THE TEXT	LEVELED TASKS
Understand joys and responsibilities of house pets.	Identify traits of an iguana.

Manuscript Alphabet



D'Nealian™ Alphabet

a b c d e f g h i
j k l m n o p q r s t
u v w x y z

A B C D E F G
H I J K L M N O
P Q R S T U V
W X Y Z . , ' ?

1 2 3 4 5 6
7 8 9 10

D'Nealian™ Cursive

a b c d e f g h i
 j k l m n o p q r
 s t u v w x y z

A B C D E F G
 H I J K L M N O
 P Q R S T U V
 W X Y Z . , ' ?

1 2 3 4 5 6
 7 8 9 10

Acknowledgments

Photo locators denoted as follows: Top (T), Center (C), Bottom (B), Left (L), Right (R), Background (Bkgd)

10, 18, 26, 58, 66, 74, 90, 98, 106, 115 Simon & Schuster; 132, 140, 148, 156, 164, 172, 212, 220, 229 Lerner Publications.