Teach It Your Way

Wonders

Tennessee Literacy Model

EVERY STUDENT IS A SUCCESS STORY
Using the Tennessee Literacy Model in Your Classroom?

This brochure shows the Tennessee framework using Wonders materials from the unit and week that are highlighted within each grade's sample box. This allows you to see how easily teachers can find the resources they need within Wonders.

Wonders provides engaging shared reading materials at all grade levels, including Literature Big Books (K–1), Reading/Writing Companion Shared Reads (K–5), and Literature Anthology anchor and paired texts (1–5). Lessons incorporate a close reading routine through which students read and reread each text and then integrate and build knowledge and ideas by making text-to-text connections. Throughout the lessons, students collaboratively discuss the texts they read.

For all grades, students write in response to each text they read. There are also Writing Process lessons available in all grades. For kindergarten, a full set of lessons that support the Writing Process and writing in a specific genre appears in every even-numbered unit. For grade 1, the full set of lessons is in every unit. For grades 2–5, there are two complete Writing Process opportunities per unit, aligned to a specific genre.
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Key Concept: Meet Your Neighbors

Essential Question: Who are your neighbors?

Reading

Interactive Read Aloud

“Cultural Festivals”
Genre: Informational Text
TE, Unit 4, p. T437

Shared Reading

What Can You Do with a Paleta?
Anchor Text, Genre: Realistic Fiction
Literature Big Book, Respond to the Big Book
Reading/Writing Companion, Unit 4, pp. 32-33, 34-35, 36-37, 46-47
TE, Unit 4, Respond to the Text, pp. T412-416, T426-T429

“Sid”
Shared Read
Reading/Writing Companion, Unit 4, pp. 38-45
TE, Unit 4, pp. T432-433, T442-443

“My Great Neighborhood”
Paired Selection, Genre: Personal Narrative
Literature Big Book, pp. 33-36
Reading/Writing Companion, Unit 4, pp. 46-47
TE, Unit 4, pp. T448-450

Respond to Reading

Write About the Anchor Text: Activities
Respond to the Text
TE, Unit 4, pp. T417

Write About the Paired Selection: Activities
TE, Unit 4, Write About It, pp. T450-451

Writing

Modeled Writing

Write About the Literature Big Book
TE, Unit 4, p. T422

Expert/Student Model
Genre: Personal Narrative
Reading/Writing Companion, Unit 4, pp. 74-75
TE, Unit 4, pp. T582-583

Shared and Interactive Writing

Write About the Literature Big Book
TE, Unit 4, p. T434

Plan and Draft Lessons
Reading/Writing Companion, Unit 4, pp. 76-79; TE, Unit 4, pp. T584-587

Revise and Edit; Share and Evaluate
Reading/Writing Companion, Unit 4, pp. 80-83; TE, Unit 4, pp. T588-T591
Tennessee Standards Addressed
**ELA:** K.FL.PC.1, K.FL.PA.2, K.FFL.PWR.3a-c, K.FFLWC.4b, K.FFLWC.4d, K.FFL.F.5a, K.FFL.SC.6g, K.FLVA.7bi, K.FLVA.7bii, K.FLVA.7c, K.RL.KID.1-3, K.RL.CS.6, K.RL.IK1.7, K.RL.RRTC.10, K.RL.IKI.9, K.SL.CC.1-2, K.SL.PK1.4-6, K.W.TTP.2, K.W.PDW.4, K.W.RBK.7-8, **Social Studies:** K.01, K.02, K.09

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**Foundational Skills**

**Phonological/Phonemic Awareness**
- Identify the individual words in a spoken sentence
- Recognize spoken alliteration in groups of words
- Identify and blend sounds in words
- Segment words into individual sounds

**Phonics:** /d/d
- Introduce/review sound-spellings
- Blend/build words with sound-spellings

**High-Frequency Words:** *do*

**Spelling:** /d/d
- Spell words with /d/d

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**Small-Group Reading**

**Close Reading and Responding**
- *My Neighbors* (Approaching)
- *Neighborhood Party* (On-Level and ELL)
- *Parade Day* (Beyond)
  - Genre: Realistic Fiction
  - Leveled Readers
    - TE, Unit 4, pp. T464-465, T472-473, T478-479, T486-487
    - ELL Shared Read and Anchor Text Lessons
      - TE, Unit 4, pp. T482-T487

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**Independent Reading and Reading Conferences**

Students choose from:
- Leveled Reader Library (Online), Bonus
- Leveled Readers, Decodable Readers,
- Take-Home Story, Self-Selected Titles

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**Small-Group Writing**

**Differentiated Writing**
- TE, Unit 4, pp. T444, T454

**Grammar**
- *Talk About It Activities*
  - TE, Unit 4, pp. T423, T435, T445, T455

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**Independent Writing and Writing Conferences**

**Write About the Shared Read**

**Independent Writing**
- TE, Unit 4, pp. T444, T454

**Research and Inquiry Project: What Neighbors Do**
- Reading/Writing Companion, Unit 4, pp. 48-49
  - TE, Unit 4, pp. T456-457

**Self-Selected Writing,** TE Units, 3-4, p. T407

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**Key Concept:** Buildings All Around  
**Essential Question:** What buildings do you know? What are they made of?  

**Reading**

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| “Cubs in a Hut”         |
| Shared Read, Genre: Fantasy |
| Reading/Writing Companion, Unit 2, pp. 40-49 |
| TE, Unit 2, pp. T112-T113, T122-T123 |

| *The Pigs, the Wolf, and the Mud* |
| Anchor Text, Genre: Folktale |
| Literature Anthology, pp. 26-41 |
| TE, Unit 2, pp. T131A-T131H, T131J |

| “Homes Around the World” |
| Paired Selection, Genre: Informational Text |
| Literature Anthology pp. 44-47, |
| Reading/Writing Companion, Unit 2, pp. 59-61 |
| TE, Unit 2, pp. T135A-T135D |

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Foundational Skills

Phonological/Phonemic Awareness
- Identify and generate rhyming words
- Identify, blend, and segment phonemes

Phonics: Short u
- Introduce/review sound-spellings
- Blend/build words with sound-spellings
- Practice handwriting
- Structural Analysis: Building reading word bank

High-Frequency Words: could, live, one, then, three

Spelling: Short u
- Differentiated spelling instruction
- Encode with sound-spellings
- Explore relationships with word sorts

Reading/Writing Companion, Unit 2, pp. 40-49
Practice Book, Unit 2 pp. 97-111
TE, Unit 2, pp. T108-T111, T118-T121, T128-T131, T136-T137, T142-T143

Small-Group Writing

Differentiated Writing
TE, Unit 2, pp. T132, T138

Grammar
Talk About It Activities
TE, Unit 2, pp. T115, T125, T133, T139

Independent Writing and Writing Conferences

Write About the Anchor Text
Independent Writing
TE, Unit 2, pp. T132, T138, T144

Research and Inquiry Project: Research a Building
Reading/Writing Companion, pp. 62-63
TE, Unit 2, pp. T140-T141

Self-Selected Writing, TE, Unit 2, p. T101
Key Concept: Ways People Help

Essential Question: How can people help out their community?

Reading

**Interactive Read Aloud**

“Color Your Community”
Genre: Narrative Nonfiction
Interactive Read-Aloud Card
TE, Unit 3, p. T27

**Shared Reading**

“Lighting Lives”
Shared Read, Genre: Narrative Nonfiction
Reading/Writing Companion, Unit 3, pp. 2-13; TE, Unit 3, pp. T28-T45

*Biblioburro: A True Story from Colombia*
Anchor Text, Genre: Narrative Nonfiction
Literature Anthology, pp. 212-231; TE, Unit 3, pp. T49A-T49K

“Landing on Your Feet”
Paired Selection, Genre: Personal Narrative
Literature Anthology, pp. 234-237; Reading/Writing Companion, Unit 3, pp. 20-23; TE, Unit 3, pp. T51A-T53

**Respond to Reading**

*Writing About the Shared Read: Activities*  
Summarize/Quick Write  
Reading/Writing Companion, Unit 3, p. 7; TE, Unit 3, p. T33  
Respond to Reading  
Reading/Writing Companion, Unit 3, p. 14; TE, Unit 3, pp. T44-T45

*Writing About the Anchor Text: Activities*  
Respond to the Text Summarize, Write, and Make Connections  
Literature Anthology, p. 233; TE, Unit 3, p. T49L  
Respond to Reading  
Reading/Writing Companion Unit 3, p. 19; TE, Unit 3, pp. T50-T51

Writing

**Modeled Writing**

Genre: Personal Narrative  
Expert Model Lesson  
Reading/Writing Companion, Unit 3, p. 26; TE, Unit 3, T56-T57

**Shared and Interactive Writing**

Plan and Draft Lessons  
Reading/Writing Companion, Unit 3, pp. 27-30; TE, Unit 3, pp. T58-T63

Revise; Edit and Proofread; and Publish, Present, and Evaluate Lessons  
Reading/Writing Companion, Unit 3, pp. 31, 33-35; TE, Unit 3, pp. T212-T213, T216-T219
Tennessee Standards Addressed

**ELA:** 2.FL.PWR.3a-c, 2.FL.PWR.3e-g, 2.FL.WC.4a, 2.FL.WC.WC.4f, 2.FL.F.5a-b, 2.FL.SC.6j, 2.FL.VA.7a, 2.FL.VA.7c, 2.RI.KID.1, 2.RI.CS.4, 2.RI.CS.5, 2.RI.CS.6, 2.RI.IKI.7, 2.RI.IKI.8, 2.RI.IKI.9, 2.RI.RRTC.10, 2.SL.CC.1, 2.W.TTP.a-b, 2.W.RBK.8, 2.W.RW.10  
**Social Studies:** 2.03

### Foundational Skills

**Phonological/Phonemic Awareness**
- Identify and Generate Rhyme
- Phoneme Categorization, Blending, Isolation, and Substitution

**Phonics**
- Long a; a, ai, ay, ea, eigh, ey
- Long i, i, y, igh, ie
- Contrast Vowel Sounds

**High-Frequency Words**

### Small-Group Reading

**Close Reading and Responding**

*City Communities*

Leveled Readers
Genre: Narrative Nonfiction (Approaching, On-Level, Beyond, and ELL)
TE, Unit 3, pp. T132-T133, T140-T141, T146-T147, T160-T161

“Helping Out in the Community”
Differentiated Genre Passages, Genre: Narrative Nonfiction (Approaching, On-Level, Beyond, and ELL)
TE, Unit 3, pp. T134-T135, T142-T143 T148-T149, T162-T163

ELL Shared Read and Anchor Text Lessons
TE, Unit 3, pp. T152-T161

### Independent Reading and Reading Conferences

Students choose from:
- Classroom Library Selection: *Fire Fighter!* and *One Plastic Bag*, Bonus Literature Anthology Selections, Bonus Differentiated Genre Passages, Bonus Leveled Readers, Leveled Reader Library Online, Self-Selected Titles

### Small-Group Writing

**Differentiated Writing**

Expert Model and Revise Lessons
TE, Unit 3, pp. T56-T57, T212-T213

Grammar
Talk About It Activities
TE, Unit 3, pp. T64-T67

### Independent Writing and Writing Conferences

Plan and Draft Lessons
Reading/Writing Companion, Unit 3, pp. 27-30; TE, Unit 3, pp. T58-T63

Revise; Peer Conferencing; Edit and Proofread; and Publish, Present, and Evaluate Lessons
Reading/Writing Companion, Unit 3, pp. 31-35; TE, Unit 3, pp. T212-T219

Research and Inquiry Project: History Picture Book
Reading, Reading/Writing Companion, Unit 3, pp. 15, 25; TE, Unit 3, pp. T48-T49, T75

Self-Selected Writing, TE, Unit 3, p. T19
**Key Concept:** Discoveries  
**Essential Question:** What do we know about Earth and its neighbors?

### Reading

<table>
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<th>Interactive Read Aloud</th>
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| “Our Home in the Solar System”  
  Genre: Expository Text  
  TE, Unit 3, p. T23 |

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| “Earth and Its Neighbors”  
  Shared Read, Genre: Expository Text  
  Reading/Writing Companion, Units 3-4, pp. 2-13; TE, Unit 3, pp. T24-T41 |
| *Earth*  
  Anchor Text, Genre: Expository Text  
  Literature Anthology, pp. 194-207; TE, Unit 3, pp. T45A-T45P |
| “Why the Sun Is Red”  
  Paired Selection, Genre: Legend  
  Literature Anthology, pp. 210-211; Reading/Writing Companion, Unit 3-4, pp. 20-23; TE, Unit 3, pp. T47A-T49 |

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  Summarize/Quick Write  
  Reading/Writing Companion, Units 3-4, p. 7; TE, Unit 3, p. T29 |
| **Writing About the Anchor Text: Activities**  
  Respond to the Text Summarize, Write, and Make Connections  
  Literature Anthology, p. 209; TE, p. T45P |

### Writing

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| Genre: Expository Essay  
  Expert Model Lesson  
  Reading/Writing Companion, Units 3-4, p. 26; TE, Unit 3, pp. T52-T53 |

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| **Plan and Draft Lessons**  
  Reading/Writing Companion, Units 3-4, pp. 27-29; TE, Unit 3, pp. T54-T59 |
| **Revise; Edit and Proofread; and Publish, Present, and Evaluate Lessons**  
  Reading/Writing Companion, Units 3-4, pp. 30, 32, 33; TE, Unit 3, pp. T152-T153, T156-T159 |
Tennessee Standards Addressed

**ELA:**
- 3.RL.KID.2, 3.RI.KID.1, 3.RI.KID.2

**Science:**
- 3.ESS1.1, 3.ETS2.1

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### Foundational Skills

#### Phonics
- r-Controlled Vowels /ûr/
- r-Controlled Vowels /är/, /ôr/
  
  **TE, Unit 3, pp. T42-T43, T50-T51**

#### Spelling
- r-Controlled Vowels /ûr/ /är/, /ôr/
  
  **TE, Unit 3, pp. T64-T65, T66-T67**

#### Fluency
- Expression
  
  **TE, Unit 3, pp. T43, T51**

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### Small-Group Reading

**Close Reading and Responding**

*Destination Saturn*

- Leveled Readers
- Genre: Expository Text
  - (Approaching, On-Level, Beyond, and ELL)

**“Seeing Red”**

- Differentiated Genre Passages
- Genre: Narrative Nonfiction (Approaching, On-Level, Beyond, and ELL)

**ELL Shared Read and Anchor Text Lessons**

- TE, Unit 3, pp. T94-T101

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### Independent Reading and Writing Conferences

**Students choose from:**

- Classroom Library Selection: *National Geographic Kids: Planets and The Magic School Bus Presents: Our Solar System*
- Bonus Literature Anthology Selections, Bonus Differentiated Genre Passages, Bonus Leveled Readers, Leveled Reader Library Online, Self-Selected Titles

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### Small-Group Writing

**Differentiated Writing**

- Expert Model and Revise Lessons, TE, Unit 3, pp. T52-T53 and T152-T153

- Grammar Talk About It Activities
  
  **TE, Unit 3, pp. T160-T161, T162-T163**

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### Independent Writing and Writing Conferences

**Plan and Draft Lessons**

- Reading/Writing Companion, Units 3-4, pp. 27-29; TE, Unit 3, pp. T54-T59

**Revise; Peer Conferencing; Edit and Proofread; and Publish, Present, and Evaluate Lessons**

- Reading/Writing Companion, Units 3-4, pp. 30-33; TE, Unit 3, pp. T152-T159

**Research and Inquiry Project: A Solar System Poster**

- Reading/Writing Companion, Units 3-4, pp. 15, 25; TE, Unit 3, pp. T44-T45, T71

**Self-Selected Writing, TE, Unit 3, p. T215**
Key Concept: Helping the Community
Essential Question: In what ways can you help your community?

Reading

Interactive Read Aloud
“Books”
Genre: Realistic Fiction
TE, Unit 3, p. T23

Shared Reading
“Remembering Hurricane Katrina”
Shared Read, Genre: Realistic Fiction
Reading/Writing Companion, Units 3-4, pp. 2-11; TE, Unit 3, pp. T24-T39

Aguinaldo
Anchor Text, Genre: Realistic Fiction
Literature Anthology, pp. 178-189; TE, Unit 3, pp. T43A-T43L

“Partaking in Public Service”
Paired Selection, Genre: Expository Text
Literature Anthology, pp. 192-195; Reading/Writing Companion, Units 3-4, pp. 18-21; TE, Unit 3, pp. T45A-T47

Respond to Reading

Writing About the Shared Read: Activities
Summarize/Quick Write
Reading/Writing Companion, Units 3-4, p. 5; TE, Unit 3, p. T27

Respond to Reading
Reading/Writing Companion, Units 3-4, p. 12; TE, Unit 3, pp. T38-T39

Writing About the Anchor Text: Activities
Respond to the Text Summarize, Write, and Make Connections
Literature Anthology, p. 191, TE, Unit 3, p. T43N

Respond to Reading
Reading/Writing Companion, Units 3-4, p. 17; TE, Unit 3, pp. T44-T45

Writing

Modeled Writing
Genre: Realistic Fiction
Expert Model Lesson
Reading/Writing Companion, Units 3-4, p. 24;
TE, Unit 3, pp. T50-T51

Shared and Interactive Writing
Plan and Draft Lessons
Reading/Writing Companion, pp. 25-27; TE, Unit 3, pp. T52-T57
Revise; Edit and Proofread; and Publish, Present, and Evaluate Lessons
Reading/Writing Companion, Units 3-4, pp. 28, 30-31; TE, Unit 3, pp. T148-T149, T152-T155
Tennessee Standards Addressed

**ELA:** 4.FL.PWR.3a, 4.FL.WC.4a, 4.FL.F.5a-b, 4.FL.SC.6b, 4.FL.VA.7i, 4.FL.VA.7ii, 4.FL.KID.3, 4.RL.CS.4, 4.RL.CS.6, 4.RL.IKI.9, 4.RL.RRTC.10, 4.RL.IKI.8, 4.SL.CC.1, 4.SL.CC.2, 4.W.TTP.3b, 4.W.TTP.3c, 4.W.PDW.4, 4.W.PDW.5, 4.W.RBPK.7, 4.W.RBPK.9, 4.W.RW.10, **Social Studies:** SSP.04, SSP.06

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**Foundational Skills**

**Phonics**
- *r*-Controlled Vowels *er, ir, and ur*
- *Words with Silent Letters*

TE, Unit 3, pp. T40-T41, T48-T49

**Spelling**
- *r*-Controlled Vowels /ûr/
- *r*-Controlled Vowels /är/, /ôr/

TE, Unit 3, pp. T62-T63, T64-T65

**Fluency**
- *Expression*

TE, Unit 3, pp. T41, T49

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**Small-Group Reading**

**Close Reading and Responding**
- *Playground Buddy* (Approaching)
- *Brick by Brick* (On-Level and ELL)
- *Standing Guard* (Beyond)

Leveled Readers
Genre: Realistic Fiction

TE, Unit 3, pp. T70-T71, T80-T81, T86-T87, T100-T101

“How Vera Helped”

Differentiated Genre Passages
Genre: Narrative Nonfiction (Approaching, On-Level, Beyond, and ELL)

TE, Unit 3, pp. T72-T73, T82-T83, T88-T89, T102-T103

ELL Shared Read and Anchor Text Lessons

TE, Unit 3, pp. T92-T99

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**Small-Group Writing**

Differentiated Writing
Expert Model and Revise Lessons

TE, Unit 3, pp. T50-T51, T148-T149

Grammar Talk About It Activities

TE, Unit 3, pp. T58-T61

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**Independent Reading and Writing Conferences**

Students choose from:
- Classroom Library Selection: *M.C. Higgins, the Great and Extra Credit*, Bonus Literature Anthology Selections, Bonus Differentiated Genre Passages, Bonus Leveled Readers, Leveled Reader Library Online, Self-Selected Titles

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**Independent Writing and Writing Conferences**

Plan and Draft Lessons
Reading/Writing Companion, pp. 25-27; TE, Unit 3, pp. T52-T57

Revise; Peer Conferencing; Edit and Proofread; and Publish, Present, and Evaluate Lessons
Reading/Writing Companion, Units 3-4, pp. 28-31; TE, Unit 3, pp. T148-T155

Research and Inquiry Project: Make a Public Service Announcement
Reading/Writing Companion, Units 3-4, pp. 13, 23; TE, Unit 3, pp. T42-T43, T69

Self-Selected Writing, TE, Unit 3, p. T15
**Key Concept:** Joining Forces  
**Essential Question:** How do different groups contribute to a cause?

### Reading

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<td>Shared Read, Genre: Historical Fiction</td>
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<td>Reading/Writing Companion, Units 5-6, pp. 100-110; TE, Unit 6, pp. T24-T39</td>
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<td>Literature Anthology, pp. 430-443; TE, Unit 6, pp. T43A-T43N</td>
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<td>“Allies in Action”</td>
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### Respond to Reading

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<td>Respond to Reading</td>
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### Writing

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Small-Group Reading

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<td>The Victory Garden (Beyond)</td>
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<tr>
<td>Leveled Readers</td>
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<tr>
<td>Genre: Historical Fiction</td>
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<tr>
<td>TE, Unit 6, pp. T70-T71, T80-T81, T86-T87, T100-T101</td>
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</table>

“Books for Victory”
Differentiated Genre Passages
Genre: Narrative Nonfiction  (Approaching, On-Level, Beyond, and ELL)
TE, Unit 6, pp. T72-T73, T82-T83, T88-T89, T102-T103

ELL Shared Read and Anchor Text Lessons
TE, Unit 6, pp. T92-T99

Independent Reading and Reading Conferences

Students choose from:
Classroom Library Selection: Number the Stars and Sylvia & Aki, Bonus Literature Anthology Selections, Bonus Differentiated Genre Passages, Bonus Leveled Readers, Leveled Reader Library Online, Self-Selected Titles

Small-Group Writing

<table>
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<th>Differentiated Writing</th>
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<tr>
<td>Expert Model and Revise Lessons</td>
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<tr>
<td>TE, Unit 6, pp. T50-T51, T148-T149</td>
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</tbody>
</table>

Grammar Talk About It Activities
TE, Unit 6, pp. T58-T61

Independent Writing and Writing Conferences

Plan and Draft Lessons
Reading/Writing Companion, Units 5-6, pp. 123-125; TE, Unit 6, T52-T57

Revise; Peer Conferencing; Edit and Proofread; and Publish, Present, and Evaluate Lessons
Reading/Writing Companion, Units 5-6, pp. 126-129; TE, Unit 6, T148-T155

Research and Inquiry Project: World War II Cause and Effect Chart
Reading/Writing Companion, Units 5-6, pp. 111, 121; TE, Unit 6, pp. T42-T43, T69

Self-Selected Writing, TE, Unit 6, p. T15
EVERY STUDENT IS A SUCCESS STORY