

Teacher's Resource Book



Grade 3



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Teacher's Resource Book



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Decodable Passages

Name _____

Pick Liz

Dan has to pick up Sam in a big van.

Can they go quick, quick, quick?

Sam is sick. Sam can not go in a big van.

Dan is sad. We can not win if Sam is sick.

Sam has a plan.

“Pick Liz,” Sam says. “If you pick Liz, we can win, win, win!”

Dan is not a big fan of Liz. Dan will pick Pam.

“Pam can not kick. Liz can kick. Pick Liz,” says Sam.

“I can pick Rick,” says Dan.

“Rick can kick, but Rick can not tap a rim. Liz can. Pick Liz,” says Sam.

Dan is a pal. Dan will pick Liz.

“You will win with Liz!” says Sam.

Kit is In

It is a big day for Kit. Dad and I go to the gym. I sit with Dad.
My sis, Kit, is a Ram.

Kit will sit and clap. Miss Kim can pick Kit or Pam to go in.
Kit and Pam sit. Tick, tick, tick! A Ram can win with six.

Jan and Tim zip, zip, zip. Tim will slip. Tim has to quit. Is it bad?

Dad says, “Miss Kim can stick in Kit!

Kit is not big, but Kit is quick! Will Miss Kim pick Kit?

Kit is in! Jan will dip and zip, zip, zip. Kit can hit the rim! It is in!

Dad and I clap for Kit. Kit can tip it in! Miss Kim has a big grin.

“Go Kit!” says Dad.

★ **ACTIVITY** Write about a game you like to watch. Tell why. ★

Name _____

Pet Hen

It is pet day at school.

Tom has a big dog. Tad has a cat. Jeb has a fish. Dot has a little dog.

Jack has a big red hen.

“A hen is not a pet,” says Dot. “A red hen is just a red hen!”

Tom, Tad and Jeb nod. A hen can not sit up or beg. It can not hop. It can not run to get a stick. A hen can not do a trick. It can not lick you on the chin. It can not sit in your lap. It can not nap on a bed. A hen can peck, cluck and sit on a nest. A hen is a big dud!

“A hen can not sit, hop or beg,” Jack says. “But if you want an egg, a hen is the best pet.”

Tug

Deb has a big pet dog, Tug. Tug has a lot of pep. See Tug run! Tug can run and grab a stick. Tug can tug a log. He can sit on a mat. Tug can yap, yap, yap!

Deb can get Tug to do a trick. See Tug sit and beg! Tug can stand up and do a jig. He can do a back flip. Tug can fit in a big box. He can get my red hat and sit on my lap.

See Tug get in a big tub. Tug is wet. Deb can pat Tug. But he still can run and have fun. Tug can go to his bed. He can nap. Is it a trick? Yes!

☆ **ACTIVITY** Write about a pet you would like to have. ☆

Name _____

Camping with Dad

Dad and Max went backpacking. For Dad, lugging stuff up a hill is fun. He climbed up the path. Max lagged in back, dragging his bag. Max stopped to fix his hat. His skin was burning. Max wished he had a wagon to get his stuff up to the camping spot.

“Are we stopping?” asked Max.

“You can not be getting tired. I just got going!” Dad grinned.

Max jogged to keep up. He huffed and puffed. “I am hot,” Max gasped. Max wanted to quit.

“We have reached the top!” said Dad.

Dad had stopped. Max stepped up next to him. The forest looked grand.

“What are you thinking?” asked Dad.

“I am glad I am camping with you,” said Max.

Planning a Trip

Pat and Mack are planning a trip. Planning a trip can be fun! Pat is dreaming of a place she can visit. Mack is dreaming of a place he can visit. What kind of place will be picked? Will they be visiting a spot on a hill? Will they be visiting a place in the sun? Pat is pulling out a big map to find a spot. Mack is reading a map. Will they be traveling by bus, van, ship, or jet?

Swimming is a must on a trip. Pat is picking a fun spot in the sun. Shopping and stopping at a camp is next. Mack is telling Pat to bring a backpack. They will be traveling a lot. Mack and Pat are beginning to pack a big bag. It will be a fun trip!

★ACTIVITY Write about a trip you recently took. Did you enjoy the trip? Tell why or why not. ★

Name _____

Ice Fishing with Jake

When the lake froze, Jake and I set a date to go fishing.

We made a hut with a place to sit. We cut a hole in the ice. I gave Jake a pole. I dropped a line in the hole.

“I hope I get a pike,” said Jake.

We sat. We sat and sat and sat. I felt like an ice cube.

“I hope I get a bite before morning,” I said. “What time is it?”

“Time for a bite,” said Jake with a smile.

My mom had made us a big lunch. I ate mine.

Jake was just set to take a bite of cake when his pole snapped. “Save a slice of cake for me,” yelled Jake. “I snagged a pike on my line!”

The Lake

In June we take a trip to a big lake. It is close on a map, but it can take an entire day to get to it. On the drive we play a game to make the time pass fast. The name of the game is “Spot 50.” I name the state of a plate on the back of a van. Kate can name nine. “Spot 50” is a fun game.

It is late when we get to the lake. The cabin is on Fox Lane. We are just in time to see the sun set. Dad will make a fire in a fireplace. Mom will make dinner. Kate will bake a cake.

I like the time I spend at the lake. It is the best landscape!

☆ **ACTIVITY** Circle words that have a long *i* sound and end in *e*. ☆

Name _____

Inflectional Endings:
drop final e

Bad Dog!

I have a big dog named Ed. Ed is not very well behaved. Ed likes chasing my cat up a hill. Ed loves to get wet, and he can make a big mess when he is diving in a fish pond. Ed loves digging, and Mom got mad when he was hiding a bone and dug up her big, red plant. Ed is a big pest, and it is best if he is locked in his fenced pen.

The problem is that his yapping and whining is driving all of us nuts. Ed has never liked being by himself for a second. I am planning to take him on a run. If I biked beside him, he would get tired. Then he would be dozing instead of making a fuss.

Making A Dog Listen

If you have a dog, you know that making him listen can be like a game. Call his name. A dog can tell what you want, but making him do it can take a lot of time. Using a hand signal can make him listen. Facing a dog can help. Stating the same command over and over is important. It is confusing if you are not using the same command each time.

You can make a dog listen by placing a hand on his rump and telling him to “sit.” If a dog is jumping in a lake, licking your hand, or chasing a cat instead of listening, he is still hoping you will be pleased. Like him for the loving pal he is.

★ACTIVITY What would you do with Ed, the dog, to get him to behave?★

Name _____

Eight At Last!

I am eight! It is the greatest day of my life! To celebrate, Mom and Dad will take me to ride the Big Wave. They say I must be this tall and weigh this much and be this age to get in, but today is the day! Today I will play with the big kids. I will have a great time.

I waited my whole life for this time. Do not make me wait! It can rain. It can hail. A quake will not make me late! I am on my way to ride the Big Wave!

Mom and Dad will take my sis Dale with me. Dale is ten. Dale hates the Big Wave. No way! Today Dale will be brave and play with me. Dale will like it. It will be great!

Great-grandma, Gail

Dad got an email from Great-grandma. She will visit us in May. She will take a train and stay for five days. Great-grandma, Gail, will visit on my birthday. Mom says my neighbor, Jake, will be in for cake. Then Kay, Gabe, and I can play all day.

I tell Amy and Gabe.

“I can not wait to see Great-grandma,” I say.

“Maybe she has a cane,” says Kay.

“Maybe she will stay a day,” says Gabe.

As the train stops, I strain to see. Is Great-grandma a small lady with gray hair?

“Hey!” says Dad. He waves to a lady with a backpack.

Great-grandma?

At home, Kay and Gabe are playing a game with Jake.

“Who is the lady in the red top?” asks Kay.

“Great-grandma,” I say.

“She is a great Great-grandma!” says Gabe.

★ACTIVITY Tell where you would like to go for a special birthday celebration. ★

Name _____

Fun Classes

I take fun classes with Miss Day. I like all kinds of lessons. I like it when I use paints. Miss Day sets out dishes and then mixes paints so ten kids can see how to make colors. Miss Day passes six dishes to Jake and Dale. I like it when Miss Day picks red and yellow to make all kinds of colors.

I like to play with clay. I am making six fishes. They have fins and tails. Miss Day says she will mix five glazes to get the flashes of color on five fishes. I can not wait to see fishes swimming on my walls!

I like to take fun classes!

Paint Jobs

It is fall, and Dad is painting our cabin. Dad mixes ten cans of paint with a long stick, like he is making a cake. Dad has lots of brushes in lots of sizes. Dad can paint six walls.

Dad uses five pine planks to fix the cabin, too. He paints five planks red. It is a big job, but Dad says I am a big help. I get him rags and pails. I make him sandwiches for his lunches, and I get him glasses of water when he wants a rest.

I paint a frame and I wash the brushes.

“Painters work hard,” says Dad, “and so do helpers.”

Dad gives me ten hugs!

★ACTIVITY Underline the words ending in *ch* or *sh* that add *-es* to make them plural. ★

Name _____

My Mom!

It is a cold day. The sun is low and it glows red. Mom is in a boat. She holds both oars.

“Do you want to go for a ride?” she says.

I go, but it is so cold. I have on two coats. I have on thick socks, and I still can not feel my toes. My nose feels like it will break off and fall in my cocoa. Mom rows past the rocks. We watch as the sun rises up and up.

“Let’s go for a swim,” says Mom.

She must be joking! But no. She pops out of her robe and dives over a side. I see her glide with big strokes. I float for a bit and then row over to pick her up.

She gets in the boat and shakes her shoulders like a dog. Then she throws on a poncho.

“Cold!” she says. “I hope you saved me some cocoa.”

Going Fishing

Joe goes to the dock. He is carrying a red bag and has a big coat over his shoulders. The mist is cold. Joe can hear the drone of a fog horn. He can see a glow from the lighthouse as it flashes over the rocks. He can smell the salty aroma of fish and kelp.

“Mind the rope!” yells Nate. Nate is loading ice into the hold of a fishing boat at the dock.

Joe steps out of the way with a quick hop.

“Sorry, mate,” says Joe. “Do you know where I can find the captain?”

“Oh, hello, Joe,” says Nate. “Dave is on board.”

Joe boards the boat and finds the captain going over his notes.

“Hey, Dad,” says Joe. “You left home without your bag and a coat.”

“Great, Joe,” says Dad. “I can use a coat as it gets cold!”

★ **ACTIVITY** Underline the words with o sound spelled oa and ow. ★

Name _____

The Hike

Bly went on a hike with her family. They hiked on a trail beside High Lake. It was a nice, sunny day. The sky was bright blue and filled with big, white clouds. Bly hoped to see butterflies. She knew butterflies liked sunshine.

After hiking for a while, the family stopped to rest. Bly thought it was fun to lie in the grass and look at the sky. Suddenly Bly saw something fly by. It was an orange butterfly with black stripes on its wings! The butterfly landed on some wildflowers nearby. Then Bly saw another butterfly. This butterfly had light yellow wings.

When it was time to go home, Bly didn't mind. She had seen nine beautiful butterflies.

Mike's Kite

There are many kinds of kites in different shapes and sizes. Mike has a butterfly kite. His kite is purple with white dots along the side of each wing. It is 34 inches wide and 23 inches high. Mike's friend Niles helped Mike tie a line to the kite.

Then the friends went to the park. Mike let Niles try flying the kite. The kite flew right out of Nile's hand! It was out of sight! The boys ran to find the kite and saw it behind a cherry tree.

The kite was fine. No cherries had fallen on it. Soon Niles had the kite flying high in the sky. This time, he kept a tight hold on the line. Both boys smiled as their butterfly took flight.

★ **ACTIVITY** Write about something you like to do outdoors. ★

Name _____

New Tune

The music teacher at Andrew's school, Ms. Luce, has been teaching Andrew to play the flute. The first time Andrew blew across the holes in his flute, nothing happened! But with a few more tries, Andrew made music! Today Andrew plays the flute very well.

Ms. Luce wants Andrew to play his flute in the Flag Day parade in June. So Andrew has to learn to play a new tune. Andrew plays his flute at home every night. He plays the tune over and over. His brother Luke exclaims, "Too much tune!"



On Flag Day, Andrew spies Luke watching the parade. Andrew knew he would be there. Luke has a huge grin on his face. Luke yells to Andrew, "Great tune!"

Huge Balloons

New York has a big parade on Thanksgiving Day. Many people tune in to watch the parade on TV. Marching bands play music. People on floats wave. Huge balloons glide high in the air. Many of these balloons are cute animals such as a pig, frog, or mouse.

Each of the huge balloons needs a crew to move it down the streets. One balloon may need 70 people. All balloons have ropes on them. The people use the ropes to keep the balloons from flying away.

In the past, strong winds blew a balloon into the crowd. Persons in charge of the parade knew this was bad. Now balloon workers train in New Jersey for a few days. They must be strong. Flying huge balloons is hard work.

 **ACTIVITY** Write what you like best about a parade. 

Name _____

My Bunny Story

My class wrote stories about animals. Pam wrote about her two kitties. Josh wrote about the ponies on his farm. Tony wrote about the puppies he saw at an animal shelter.

I wrote about the wild bunnies in my yard. Some of the bunnies were babies. I saw the bunnies eat grass, leaves, and berries. Mom wouldn't let me feed them cherries. She said sweet fruit wasn't good for bunnies.

I also saw the bunnies eating flowers. Mom didn't want the bunnies to eat the pansies and daisies in her garden. So she put a fence around them. One bunny started digging under the fence. But Mom quickly chased it away. After many tries, however, the bunny made it into the garden and had a yummy snack.

A Fairy Tale

I read a story about fairies. The fairies in the story had faces like daisies. So they were called the Daisies. They had yellow faces and white hair. The moms had white wings. The dads had blue wings. And the babies had no wings at all.

The Daisies liked to have parties. They would invite fairy families from other cities to their parties. All the fairies in the story were tiny. At their parties, the Daisy family used pennies for plates and little sticks for spoons.

At one party, the fairies ate small slices of blueberries and strawberries. They also ate spoonfuls of orange jelly and grape jelly. All the fairies thought the jellies were the best treat of all.

☆ **ACTIVITY** Write about a snack or treat you like to eat. ☆

Name _____

Sweet Peaches

Last week, Minnie and her little sister Eve went to a farm stand. Minnie bought some beets, peas, and green beans at one booth. She was happy to find sunflower seeds at another booth.

Eve went to a different booth to look at peaches. She picked up one peach and felt its fuzzy skin. It smelled sweet. Eve wanted to buy this peach. But she didn't have any money. Minnie had enough money, however, to buy three peaches.

The day was hot and sunny. Eve and Minnie wanted to get out of the heat. So they sat under a big tree in the shade. Each girl ate a peach. Then they went home with very sticky fingers.

Baby Animals

Pete went to see the baby animals on his uncle's farm. He saw his uncle in the field with a flock of sheep. There were many white lambs. But three of the lambs were black. All of the lambs were keeping close to their mothers.

Pete's uncle told Pete to meet him in the barn. There Pete saw a donkey with her baby. Pete was pleased to help his uncle feed the donkey.

Next, Pete went to see chicks hatch. Pete had never seen chicks hatch. Pecking through the eggs wasn't easy. The chicks were weak and needed to rest. But later these fuzzy babies were on their feet and making little peeps.

Pete was sad to leave the farm. But he hoped to visit again very soon.

☆ACTIVITY Circle the words with the long e sound. Then use as many as you can in a story. ☆

Name _____

Gus

Lily worries about her puppy Gus. One day, she gives Gus a new toy. Gus carries the toy to the couch. He pushes the toy under the couch. Then Gus tries to get the toy. But he cannot reach it. So he cries. Lily hurries to see why he's crying. She finds the toy and gives it to Gus. Gus scurries away and goes outside.

A short time later, Lily looked out the window. She saw Gus digging in the dirt. He had buried his toy!

The next day, Lily heard a noise in the kitchen. She hurried to the kitchen and saw Gus eating puppy treats! He had pried the lid off a box of treats with his teeth. Lily looked at Gus and said, "What next?"

Dog Pictures

My friend Leon takes pictures of dogs. He tries to take pictures of different breeds. He studies the breeds in books. After he takes a picture, he copies it on his computer. Leon has copied many pictures for me of my dog.

Leon never worries about a dog moving. He just waits until the dog is still to take the picture. He never hurries.

Sometimes Leon works outside. One time, it rained. So Leon dried the dog with a towel. Then he tried taking the picture again.

Leon has studied how to take pictures. He entered one of his pictures in a contest. But he worried if it was good enough. Yes, it was. Leon's picture won first prize!

★ **ACTIVITY** Write about your dog or a friend's dog. ☆

Name _____

Skateboarding

Carmen lives close to her best friend. Their houses are only a half a block apart. Carmen does not always walk to her friend's house. Sometimes she gets there on her skateboard.

To keep from getting hurt, Carmen knows what to wear. So she always wears a helmet. She also wears knee pads and wrist guards. Both have straps and are easy to fasten.

One autumn day, Carmen and her friend go to watch skaters at a skateboard park. The girls find the sign for the park and go in. The skaters' tricks are amazing. But one skater gets hurt. He doesn't fall. He gets stung! A bee stings him on his thumb! Now he knows his wrist guards don't protect thumbs.

Baking Pies

I once heard a funny ghost story. The ghost in the story had a strange hobby. It liked to bake rhubarb pies. The ghost lived in a prince's castle. At night, the prince would listen for sounds in the kitchen. Then a sweet scent would fill the air.

The prince knew what would happen next. There would be a knock on his bedroom door. Then the ghost would gnarl and try to frighten him. Next the ghost would whistle a happy tune.

Finally the prince would leave his room and follow crumbs to the kitchen. There he would find two rhubarb pies. The pies' crusts were always burned. But the prince would eat half of one pie anyway.

I doubt this story is true. What do you think?

★ACTIVITY Write what you know about a sport or hobby. ★

Name _____

The Squid

The squid is a strange sea animal. It has a huge head, eight arms, two tentacles, and a sharp beak. It eats shrimp, fish, and other squid. When feeding, a squid stretches out its strong tentacles to grab prey. It uses its arms to squeeze and hold onto the prey. Scientists have studied the squid's beak. It is powerful and very hard. It is not easy to scratch or bend this beak.

This sea creature protects itself from a threat by squirting ink. The splash of ink helps the squid hide from enemies. A squid also hides from enemies by changing the color of its skin.

Squids live deep in the ocean and breathe through gills. They are fast swimmers and streak through the water at high speeds.

Tasha's Fish

Tasha had fun making fish in school. First she spread scraps of colored paper on her desk. Next she cut out three squares and two circles. Then she drew a fish with stripes on each square. She drew fish with spots on the circles.

After that, Tasha cut five pieces of thread. With her teacher's help, Tasha pushed a line of thread through a hole in each shape. Then she tied each shape to a hanger. Last of all, she tied a string to the hanger and hung it from the ceiling.

Tasha looked up at her fish. The fish were moving in the air. To Tasha, they looked as if they were swimming in a stream. Her teacher looked at Tasha's fish and said, "What splendid fish!"

★ **ACTIVITY** Write about an animal you like that lives in water. ★

Name _____

Bobbie Likes Bugs

Bobbie likes to read about insects. He thinks the cricket is a great bug. One kind of cricket is the House Cricket. A House Cricket happens to live in the kitchen of Bobbie's house. Crickets will go inside a house during a cold winter.

In the summer at night, Bobbie hears crickets chirping outside. They make chirps by rubbing the top of one wing along the bottom of the other wing. Only the male cricket can make sounds.

Crickets don't fly. But they can jump great distances. Crickets hear and see well. They have big eyes called compound eyes. Sometimes huge groups of crickets eat crops and garden plants. These crickets become pests.

Bobbie knows many facts about crickets. Next he wants to learn about hornets.

The Black Mamba

Wanda heard about a writing contest. The subject of the writing had to be a reptile. The winner of the contest would win a ticket to a film about reptiles.

Wanda wrote about a snake called the black mamba. The black mamba is a brown snake. Only the inside of its mouth is black.

Black mambas live in Africa. Most are eight feet long. But some black mambas are fourteen feet long! The black mamba has a deadly bite. Sometimes it will attack a person or animal. But it really is shy and will try to escape.

Wanda told these facts and more in her writing. Wanda did not expect to win the contest. But she did win! The ticket in her mail was a big surprise.

★ **ACTIVITY** Choose an insect or a reptile and write about it. ★

Name _____

Sounds

One morning Seth listened for sounds around his house. He made a list of the sounds he heard. He was on a mission to record ten sounds.

First Seth went into the den. There he heard his cat scratching on a cloth chair. He chased the cat out the cat door and heard the door shut.

Next Seth heard the banging of pans coming from the kitchen. At the same time, the phone rang. Then Seth heard laughing and shouting and opened the kitchen window. Children were playing with a basketball. The ball was landing with a thump. Birds were chirping. And a bell was clanging.

Then Seth saw his puppy Shadow behind a hedge. Shadow started to whine. And Seth added this last sound to his list.

Sharks

Have you seen a photo of a shark with an open mouth? Its mouth would have been full of teeth with sharp edges. Scientists have measured the pressure of shark jaws to learn about its bite. Some sharks have a very strong bite!

The ears of a shark are inside its head. There are hairs in each ear. These hairs help a shark sense sounds with a low pitch.

A shark's best sense is smell. A shark moves its head back and forth when swimming. This helps it find a scent. Then the shark knows which way to swim for food. Its tough skin helps it swim quickly.

Sharks can't see far ahead. Mostly they see changes in light and shadow. That's why sight is not an important sense.

☆ **ACTIVITY** Describe something you have heard or smelled. ☆

Name _____

Guessing Game

Janet and David played a guessing game. David began the game. His first clue was, "I am a white bear." Janet's guess was polar bear. David's second clue was, "I am a wild cat with stripes. I am a silent hunter." Janet guessed tiger. She knew the next answer was camel. The clue was, "I travel across the desert." Then David said, "You will never guess this one. I am a playful river animal." Janet did not guess river otter.

Janet's clues were about humans. David guessed all of them correctly. Here are her clues and answers. "I am seven months old." (baby) "I make people laugh." (comic) "I fly rockets." (pilot)

Soon Janet and David will visit Aunt Judy. Then they will play the game again.

A New Game

Last weekend, Kevin and Susan went to Lazy Lake with their parents. They stayed in a cabin in a beautiful forest. At first, Dad couldn't find the key to the cabin. But then he found it in his pocket.

After dinner, Kevin and Susan wanted to play a game. They looked in a closet and noticed a metal box. Kevin opened the box and saw a game called "Robot." The children decided to play the game. They had never played it before.

Susan set the game on a table in the living room. First, each player tossed a number cube. The person with the highest number would begin the game. Kevin won the toss. But Susan won the game.

★ **ACTIVITY** Write about a game you like to play. ☆

Name _____

r-Controlled Vowels
/ûr/: er, ir, ur, ear

Earl the Bird

Earl was a bird with a dream. He wanted to be a nurse.

“No way, Earl,” said Fern. “It is not easy for a bird to turn into a nurse.”

“First, you have to go to school. You have to learn. You must learn about germs and dirt.”

Fern was happy just being a bird. But she was right. It is work for a bird to turn into a nurse. That did not stop Earl. He knew that it would not be easy to be a nurse. “I am sure I can make my dream come true,” he said. “Someday I will be a nurse.”

Earl did work and he did learn. He even learned about germs. Earl made his dream come true.

A Turn in the Race

Chet heard the bell. The race began. He made a good start.

Chet started his run at the end of the pack. “It is a long race,” he said to himself.

“I will go slow at first and speed up at the end. I have trained hard and I would like to win.”

At the first turn, Chet started to worry. “I run fast, but all the runners run fast. This win is not going to be easy.”

Chet moved to the front of the pack. The runner next to him moved closer. Chet felt her put on a burst of speed.

“She will be the one to watch at the end of the race,” Chet knew. “I am not the only one who wants to be first.”

★ACTIVITY Write about a time when you worked hard for something. ★

Name _____

A Good Plan

“We’re off to the pond,” Jake called. “Come on!”

“That’s a great idea,” said Barb. “We’ll play ball there.”

“I can’t go,” Reg spoke up. “I have to ask my mom.”

Barb knew what to say about that. “We’ll just stop by your house and ask her.”

“She’s at work. There’s no way to ask her.” Reg looked down at his feet.

“That’s not right!” cried out Barb. “I can go.”

Reg mumbled, “I’m sorry.”

“Let’s go this one time! We aren’t going to swim.” Barb did not want to give up.

“That’s not a good idea,” said Jake. “We can play tag here now. We’ll go to the pond tomorrow.”

“You’re right. That’s a good plan. You’re it!” she called out.

Kia and Mia at Home

Kia and Mia are at home. As always, Kia has an idea.

“I’m hungry,” she said. “Let’s make a snack.”

“But we don’t know how to make food! We’ll need to learn the rules first,” Mia says.

“That isn’t a problem. It’ll be a breeze. Who needs to learn rules?” Kia was happy with her idea.

Mia was not as sure, “Well.... I don’t know. It does not seem safe, but we can give it a try.”

Kia looks around. “Is this the stove?”

“Uh-oh. I’m not happy about this so far” says Mia. “Let’s forget the stove. We’ll have tea. What is this bag for? I can’t tell! I think we’re making a mistake.”

“Well, you are right! Let’s have an apple.” Kia laughed.

★ **ACTIVITY** Write about a time when you followed rules. ☆

Name _____

r-Controlled Vowels
/är/ and /ôr/

The Long Walk

Mara set off for a long walk. It was late in the day and she wore a coat. This was the part of the day she liked best. She liked to be outdoors before the day turned cold. The days were getting short. It would get dark early and there would be no light for a walk outside.

Spring was nice, but Mara liked fall more. The trees were turning red and the sky was a deep blue. She looked up and spotted four black dots. They were birds soaring in the sky. Mara knew that she would soon see the harvest moon. She took one last look and headed home.

Before Fall

In the fall, the chipmunks have a meeting.

“Soon fall will be over,” says Chips. “We need to get to work before it is cold. We must find acorns and seeds and store them in a nest.”

“Of course we will help,” say Flip and Skip. “We love to help!”

Skip and Flip got busy. They tore around looking for food. Flip soared to the top of a tree and found four acorns. He tossed them down and hit Skip on the nose. Skip added more and hid them in the nest. They worked until it got dark.

“Do we need more?” asked Skip. “I can work until I am sore!”

Chip was right. It was soon cold. But the chipmunks had lots of food and they were warm in their nest.

★ **ACTIVITY** Write about your favorite time of year. ☆

Name _____

A Tree Can Share

The pear tree in Tom's back yard looks bad. It has no pears. The brown bark is dry. The branches are bare. The tree is dear to Mom and Tom. Mom likes to sit on a chair near the tree. Tom likes to play under the tree.

"What can we do about our fair tree? It always brings cheer most of the year." said Mom.

"It needs care," Tom said. But he did not know how to care for his dear tree.

Then one day a bird flies to the tree. It makes sounds of cheer. Then another bird comes. The pair make a nest. They make the tree happy. Soon Tom sees green on the tree. He sees pears. The bark looks fine.

"This tree just needs to share!" said Tom.

Not Fair!

Liz sat in a chair doing her homework. But not for long. Her baby brother Jo came in and sat near her. In two minutes her books, papers, and backpack are a mess!

"Mom!" she called. "Come and get Jo! He will not leave my stuff alone." Liz says her baby brother is a pain.

Mom came in and took Jo out of the room. There were tears in his eyes.

"He is just a baby, dear," Mom said as she goes out.

"I don't care. It is not fair!" Liz was still upset.

After a few minutes Liz went over to the bookcase. She took the books out of the low spaces. Then she found some animal toys. They were old but she could not bear to give them away.

"Jo," she called. "Come on in. I found a way to share."

★ **ACTIVITY** Write about some other ways to share. ☆

Name _____

The Phone Call

“Lia! Are you busy?” calls Mom. “Come on inside. This is a good time to call Sis.”

“Okay, Mom, I’m coming,” Lia says.

“Here is her number. It is before six, but she should be home.”

Lia picks up the phone and puts in the number. “There is no answer. She must be outside.”

“It’s okay. Just wait for the beep and then talk. Hang up when your call is complete. You can do it. Be sure to include all that you want to say before you hang up,” says Mom.

Lia waits for the beep. “There it is! There’s the beep! Hi Sis! It’s me, Lia. I am calling to thank you for the DVD. It is just what I wanted. You are a cool sister and you give great treats.”

“Good job, Lia. You did it alone,” says Mom.

“Thanks, Mom. It was a breeze.”

Snow!

Chase wakes up and looks out the window. There is white snow on the surface of the land! Chase has been waiting all winter for this day. He wants to go on his sled before the snow is gone.

“You must eat breakfast first,” says Mom. “And it should include something hot.” So Chase eats.

“And make sure to wear something warm,” Mom adds.

So Chase puts on a hat, gloves, and a coat. Then Chase has to find his sled. He looks all over for it. He has to look alone. It takes a long time. He finds it!

“Now! I am finally ready to escape to the outside.”

★ **ACTIVITY** Write about the steps you take to do something. ☆

Name _____

Joy Looks for Mouse

Joy looks around every room of the house. She looks for Mouse. Joy is always looking for Mouse. Joy has many toys, but Mouse is the toy she loves most. She likes to have Mouse with her all the time.

Mouse is old, soiled, and gray. Mouse is not cute.

“Wow!” Joy gives a shout. “I found Mouse.”

“Oh, give up that mouse, Joy,” says her brother Roy. “Play with another toy. How can you be so silly? You act like a big baby.”

Joy frowns. She looks at Mouse. She looks at Roy. Joy does not want to act like a baby. But Joy loves Mouse.

Joy gives Mouse a hug and bounces out to join her other toys.

A Good Duck

The ducks at Farmer Roy’s are good ducks. They do not make noise. They do not stray far from the farm. They stay away from the plow. They walk with care.

Scout is one of these good ducks. But Scout wants to fly. “I vow I will fly someday,” she says.

The other ducks frown. “You will do no such thing!” one says. “Good ducks do not fly. You are a good duck.”

“Good ducks do not bounce around. They walk slowly on the ground. They do not clown around,” says another.

“Don’t even think of it,” they add.

But one day Scout goes to the far end of the field. She opens her wings and runs. Up into the clouds she soars. It is a lovely trip.

“I liked that,” she smiles. Then she joins the other ducks. She is a good duck.

★ **ACTIVITY** Tell about something that you want to do. ★

Name _____

Color

Most of us have a color we like best or a color we dislike. A color might make us feel some way. Colors tell us what we need to know. Let's share ideas about colors.

Anna likes blue best. It cheers her up when she is unhappy. Just seeing blue makes Anna smile.

Joel thinks that red is his lucky color. He has some lucky red socks. He would not want his socks to disappear. It would be unlucky. He might misspell a word on a spelling test! What nonsense!

Some people just dislike a color! Hank dislikes green. It would be unlikely for Hank to wear green.

All three know that colors can tell what is safe and what is unsafe. Red means danger. It would be unsafe to move on. Yellow tells us that it might be unwise to take a chance. Green? Okay to go!

Today is the Day!

"Today is the day!" Kay said. "What shall we do?"

Every Saturday Kay and her Aunt Mar spend the day together. They go to neat places and always have a good time. They discover great spots on the trips.

"I have two plans," said Aunt Mar. "We can take that long bike ride on the bike path. I know that you like bike riding. Or we can go to the art show. They have pictures my school group drew."

Kay took time to think. She did like bike riding nonstop! But she knew that Aunt Mar disliked it. She felt unsafe on long bike trips. And Kay knew that Aunt Mar liked art shows the best. Kay wanted to bike, but she did not want to make Aunt Mar unhappy. They never disagreed about where to go.

"I know," she said. "Let's ride our bikes to the art show. Then we can ride home."

★ACTIVITY Circle all the words that start with the prefix un-, dis- or non-. Then try to use those words in your own story. ★

Name _____

Soup for Lunch

Brook was playing outside on a cool day. At noon, she went inside for lunch. Dad had made soup for the family. Her dad was a good cook. On this day, he had made a new kind of soup. He had read about this soup in a cookbook. Dad had also made blueberry muffins. Blueberries were Brook's favorite fruit.

Brook could hardly wait to eat. But soon everyone was at the table. Brook put a few bits of cracker in her soup. The soup was a little too hot. So Brook blew across her spoon to cool it.

Everyone enjoyed the new soup. Dad had made a huge pot of the soup. Brook was very happy. She knew there would be enough soup for second helpings.

Food for Birds

Last July, I noticed a group of blue jays on our deck. My mom had hung a tube feeder there with seeds in it. Mom also threw some seeds on the floor of the deck. The blue jays ate only those seeds. They were too big to sit on the tube feeder.

Mom and I looked in a bird book. I learned a few things about blue jays. They also eat nuts, acorns, and fruits. A female blue jay lays four or five eggs. At first, she stays in the nest with the baby birds. So the male brings food to her and to the baby birds.

I saw photos of baby blue jays. They were so cute. I hoped we would see them in a nest.

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

Name _____

Vowel Team Syllables:

ea, ee, ai, ie, ay, ow,
ey, oe, oa,

By the Sea

Mickey and Bonnie live in a seacoast town. One day, they went looking for seashells. The sand was very hot. So they hurried across it on tiptoe. During their walk, they picked up seashells and seaweed. Bonnie found fifteen seashells. Mickey found thirteen.

Soon daylight started to fade away. Then the children followed their toe prints to go home. On the way, they saw waves spraying water against a cliff. The sunlight in the spray had made a rainbow! Mickey and Bonnie had seen rainbows in valleys. But they had never seen a sea spray rainbow. It was a peaceful sight. They enjoyed the beautiful colors.

There are stories about gold at the end of rainbows. Maybe the children found gold that day. Do you believe they did?

Charlie's Seafood Place

On Friday, Mr. and Mrs. Jersey went out to eat. They always liked to go to Charlie's Seafood Place. It was raining hard that night. So Mr. and Mrs. Jersey wore their yellow raincoats.

At Charlie's Place, they hung their coats on the coatrack. Then they sat down at a table by a window. They looked at the photos of old lighthouses on the walls. Soon a waiter brought their meal of seafood. He brought a little teapot for Mrs. Jersey. She poured tea into her teacup and added a little honey. Mr. Jersey had a cup of coffee.

Two men on a small stage started playing banjos. It was a joyful sound. And everyone was feeling happy.

★ **ACTIVITY** Write about what you would do at the seashore. ★

Name _____

Sick Boy

My friend Paul is sick. He has a cough and sore throat. Paul thinks he caught a cold at school. He can't talk at all. So instead of talking, he writes notes on a small chalkboard.

Paul's mom wants him to drink a lot of water. And she made some salty chicken soup for him. Soon Paul was yawning.

I called to tell Paul about our baseball team. Our team, the Hawks, won today's game. And I hit a ball over the wall of the park! Paul's mom went to tell Paul this news. But Paul had fallen asleep.

Because he was sick, I bought a card for Paul. Everyone in the class signed it. This made Paul feel much better.

Hurt Pet

Most mornings, Dawn's pet bunny runs to her. Dawn calls her bunny Salt. This is because he's white. But one morning, Salt was having trouble walking. He kept licking a back paw. Dawn looked at his foot and saw a broken claw.

Dawn called her vet. The vet asked how Salt had broken his claw. Dawn wasn't sure of the cause. She thought for a minute. Maybe Salt had caught his claw on the rug. The vet wanted to see Salt. So Dawn brought him to the vet that day.

The vet treated Salt's paw. Salt wasn't hurt badly. Dawn was happy to take her bunny home. At home, Salt ate his parsley and drank some water. Soon he was running up and down the hall very fast!

★ **ACTIVITY** Write about a time when you or a pet was sick. ★

Name _____

Telescopes

Oscar had homework. His teacher had asked the class to watch a television show about science. Then she wanted each student to write a paragraph about it. Oscar loved looking through his brother's telescope. So he was pleased to find a television show about telescopes.

While watching the show, Oscar took notes with a pencil. Oscar had learned something interesting about pencils from another television show. Pencils are no longer made with lead. Today they are made with a material called graphite.

Using his notes, Oscar wrote his paragraph on a computer. After that, he took a photograph of his brother's telescope. It was easy to take the picture with an automatic camera. Then Oscar called his grandfather on the telephone. He told him all about his homework.

Museums

Last summer, my family visited museums. We saw old automobiles. One automobile had a seat on the outside. It was at the back with no top over it. A sign described the automobile. One paragraph told about the seat. It's called a rumble seat. I took a photograph of this automobile.

Then we went to see airplanes. I had seen a television show about the Wright brothers. These men invented and flew the first airplane. We saw their plane!

We also saw jets. I learned about autopilot. Sometimes pilots set the autopilot to keep a jet at a certain speed. They may also use autopilot during bad weather to land. This is an autoland.

Before leaving, I bought a book about jets. I noticed the author's autograph in it.

★ACTIVITY Write about something you learned from a television show. ★

Name _____

The Deer

One evening my sister Rose saw a herd of deer in our backyard. The deer were standing by some rows of corn. There were eight deer in all. Two of the deer were fawns. Rose knew about this kind of deer. She had read about them.

Rose told me facts about these deer. They are white-tailed deer. Their coats are red-brown in the summer and gray-brown in the winter. Only the males have antlers. Each year, they shed their antlers. Then they grow new ones. Males are called bucks. Females are does. I didn't know this.



Rose and I ate dinner. Then about an hour later, we went to look at the deer again. But the deer heard us and ran away. "Oh dear, no deer," Rose said.

The Bears

Alaska's Denali National Park had many visitors last year. Some rode buses through the park on a 90-mile road. They hoped to see the American black bear and other wild animals along the way.

Black bears eat mostly plants, berries, and insects. But they'll eat fish, too. In the winter, there is little food. The land and bushes are bare. Then a bear knows what to do. It will find a den, sleep, and wait for warmer weather.

A male black bear can weigh 600 pounds. It may be 60 inches long from nose to tail. The female is smaller. Her weight is about 150 pounds. Around age four, a female usually has two cubs. Cubs stay with her for two years. Visitors must leave mother bears alone.

 **ACTIVITY** Write about a wild animal you have seen. 

Name _____

A Special Painting

My cousin Martin is an artist. I admire his talent. I went to visit him last summer in Vermont. One morning, I watched him paint. He drew a sketch before beginning to paint.

Then he painted a cheerful person. Martin always painted happy pictures. The person in this painting was a young girl. She was sitting in a big, purple armchair. There was a birdcage beside her and a fireplace behind her. The bird in the cage was a blackbird.

The girl clearly looked like me. Martin gave me the painting to keep. The girl in his painting was me! Martin named the painting "My Cousin Arlene." I could hardly wait to show my friends the painting.

The Birdhouse

Doris and her dad made a birdhouse. On Thursday, they bought lumber at a hardware store. At home, Dad sawed the wood into parts. Then he helped Doris hammer the parts together. She was careful not to hit her fingers.

Later they returned to the hardware store to buy paint. Doris chose orange paint. After painting the birdhouse, they let the paint dry. Then Doris wanted to hang the birdhouse on the corner of the porch. But it was pouring rain. So they waited until the next day.

On Friday morning, Doris looked out the window. She saw a rabbit in the garden and a squirrel in a tree. Then she saw a bluebird go into the birdhouse! Doris thought her dad was an expert maker of birdhouses.

★ACTIVITY Write about something you have made with a family member. ★

Name _____

Mountain Roads

Bruce told me about his recent trip to Colorado. He drove from the city of Denver into the mountains. First he got maps at a visitor center. Then he checked the weather. Weather can change quickly on mountain roads. In bad weather, he would be in danger.

Most roads were steep with sharp curves. Bruce had to drive at a slow pace. Long ago, cars couldn't make it up these roads. Their engines were weak. And there were few places for cars to leave a road and stop.

On one road, Bruce was close to the edge. The road was narrow with ledges on the side of the mountain. There was never a chance to pass another car. Bruce knew the danger. He was smart not to pass.

The Virginia Quarter

My class was studying coins. Cindy found a book about coins in the library. Some pages had pictures of U.S. coins. Cindy shared facts about the quarter. A quarter is worth 25 cents. It does not have a smooth edge. A quarter has 119 ridges on its edge. President George Washington's head is on the front of the quarter. His head faces the left side of the coin.

Since 1999, the backs of quarters have changed. The backs of the new quarters celebrate our 50 states. Cindy was excited to see the quarter for our state of Virginia. Thousands of Virginia citizens suggested ideas for the back. The chosen design shows three ships. These ships brought the first settlers from England to Jamestown, Virginia.

★ **ACTIVITY** Write what you like about your state. ☆

Name _____

Words with *-er, -est*

Which Dog?

James wanted to adopt a dog. There were three animal shelters in nearby towns. James went to the shelter closest to his house. It was the biggest one with the most dogs.

Of all the dogs at the shelter, James liked the smallest dogs. To him, they were the cutest. He liked two dogs, Jack and Jill, very much. Jack had darker fur than Jill. And his coat was thicker. Jack also had shorter legs and a longer tail. And he was younger than Jill.

Jack really was the prettier of the two dogs. Jill did have a thinner coat and a shorter tail. But James didn't care. He adopted Jill. He decided to give the older dog a home. And she was much friendlier than Jack.

Frogs and Toads

Emma wrote about the differences between frogs and toads. The back legs of a frog are longer and stronger than a toad's legs. And a toad has a wider body than a frog. Frogs live near water. So they have wetter skin. Their skin is smoother and slimier. Toads don't live near water. This makes their skin drier.

Emma described the giant toad, green toad, Mexican treefrog, and barking frog. The giant toad is one of the largest toads in the world. The green toad has green and yellow circles on its back. The Mexican treefrog has the stickiest toes of all frogs.

To Emma, the green toad is the prettiest of the four. And the barking frog is the strangest. It sounds like a dog!

★ACTIVITY Write about the differences between a pet cat and a tiger. ★

Name _____

The Camel

A camel is an incredible animal. It is able to handle extreme heat, little food and water, and lots of hot sand.

The sun beats down and there is not even a little puddle of water to drink. A camel has no trouble. The fat in its hump helps it control the water level in its body. It can also jiggle its internal body heat up or down to stay at the right level. When the camel gets a chance to drink, it guzzles gallons of water to store for later.

Long eyelashes protect the camel's pupils from blowing particles of grit and dust. Padded feet help make the camel able to stand the burning sand. It does not stumble in deep sand.

If you travel in the desert, take a camel with you!

A Fable

One day, a tradesman loaded his camel with as much as he was able to hold. Then he added a little table, a fiddle, and a metal candle stick.

"Don't wiggle," said the tradesman. "I'll buckle a strap around your middle so the load won't wobble."

The camel felt his legs tremble, but he did not even mumble a complaint.

"All set," said the tradesman. "Shall we go up the hill or down?"

"I will stumble on the rocky trail," said the camel. "And I will tumble on the steep slope. So I say we travel on the level path."

"Good thinking," said the tradesman. He picked up the bridle and off they went.

The moral of this story is, "The simple way can be the best way."

★ACTIVITY Find out some more information about camels. Write a paragraph about them. ★

Name _____

Clueless with Mabel

Taking care of my lovable little sister, Mabel, used to be painless. She was helpless, and I liked being helpful. It was all doable until I had a grand plan. It seemed so harmless at the time.

Mabel was in a playful mood. I decided to teach her to walk. I am so thoughtful! Mabel held my hands and started to toddle across the room. I let go, and Mabel took a tumble. I braced myself for the painful scream, but Mabel was as cheerful as ever. I was speechless! She gave me a toothless smile and tried again.

Now Mabel is tireless! It is pointless to even try to sit down for a second. Taking care of Mabel is still enjoyable, but it is a lot more work.

Rules for Sitters

Taking care of kids can be stressful. You will find this out when you take care of kids yourself. You think you will be the cheerful, playful, lovable sitter of your dreams. But it is not that simple.

For one thing, the second the grown-ups leave, children can be tempted to get into mischief. Even the most delightful, well-behaved child gets a powerful urge to act silly. But when children start acting silly, they get careless. When they are not careful, accidents happen. These accidents are predictable and preventable.

It is pointless to give kids a list of rules and hope they can remember to follow them. Just try to stay away from breakable things, and be respectful. Respect yourself, and respect others. This will keep avoidable accidents from happening.

★ **ACTIVITY** What kind of sitter would you be? Write about it. ★

Name _____

Winter Preparations

In the northern parts of the United States, winter brings icy temperatures. The freeze can last for months. Families that live in the north where wintry weather is worst are familiar with actions they must take to winterize their homes. They make preparations before the arrival of the cold snap.

Safety comes first. One thing to prepare for is a power outage. A powerful flashlight with replacement batteries will be useful. A wood stove or fireplace can heat the house if the heater isn't working. Use an extra comforter on the bed—the electric blanket will not keep you comfortable if the electricity goes out.

Make sure your household is prepared when a bad storm gets worse. When it comes to safety, you do not want to be standing out in the cold.

Farm and Garden

Gardening is a fun hobby. It can also be an interesting job. Gardeners care for plants and flowers. Farmers are in the garden business, too. They grow plants, vines, or flowers. They take care of flowering trees that produce fruit.

Caring for plantings keeps gardeners and farmers busy even in the winter. They plant seeds and care for seedlings. They maintain the plants' growth and protect them from extreme heat or cold. When the plants have grown, the fruit is harvested.

Harvesting means picking the fruits and vegetables or cutting the flowers. Farmers take the harvest to market to sell. Gardeners share their harvest with their household. Nothing is nicer than a house filled with fresh-cut, home-grown flowers, and nothing is tastier than produce you grew yourself.

★ACTIVITY Build word families. Find words related to *electric*, *garden*, *heat*, *house*, *plant*, and *winter*. ☆

Name _____

A Summer Day

Tony and his family arrive early. They want to get a good view of the parade.

“There is nothing like a parade on a summer day,” says Tony’s dad. He predicted that it would be crowded. His prediction came true! There are many people there. They settle down to talk about other parades. They each have a memory.

Tony remembers the band. The music was good. And they looked great. The uniforms transformed them into a real band. They marched in perfect form.

Sis remembered the kids riding their bicycles on the street behind the parade. She wants to cycle with them this year. Mom says she is still too little. Maybe next year!

Summer Camp

Dear Stacy,

Here I am at summer camp. The other campers are really nice. I have made many new friends. I sleep in a bunk bed. It is the top one! Our cabin is inspected every morning. We have to keep it clean and learn to respect each other’s space.

Some things are hard to get used to. We form a line for meals and wear a uniform of shorts and camp tee shirts.

Our days are busy and active. There is lots of action, like swimming, biking, and acting. It is fun, but I miss you, Erika, and Josh. Please write and tell me what you are all doing this summer.

Bye!

Sue

★ **ACTIVITY** Write about something you like to do in summer. ★

Name _____

The Last Day

It is the last day of school! Kate's class spends the day at the local park. It is not an ordinary day. It is nice and warm. The sun reflects on the pond. The kids are outdoors the whole time. There are races and games and great food.

In the morning Gregg's dad gives the signal, and boys and girls are off and running for the first race. The action will continue for the rest of the day.

Parents are involved, too. They all contribute to the picnic. And Ray's dad takes a video of the games.

At end of day Kate requests her friends' emails so she can stay in contact with them over the summer.

It is a fun day!

School Trip

"We're here. The museum is this way." Mr. Mike shows everyone where to form a line.

"Wow! Look at all the other school groups. They must have taken buses for transportation the way we did." Jake calls out. "This place is huge. How will we find the dinosaur exhibit?" he wonders.

"And don't forget the aerospace show!" Shama says.

"Hold on. Don't interrupt. We will see everything. I just need to consult this map," says Mr. Mike. He found a space near the telephone to look at the map.

"This way. We will see dinosaurs first. Don't forget to take photographs."

Off they go.

★ACTIVITY Write about a special day in school. ★

Name _____

New Friends

Alex and Gavin left the big room together. They headed outside. They were enjoying an agreeable talk.

“How will you get home?” asked Gavin. “Do you live far away?”

“I live in an apartment house. The rent is very reasonable,” Alex said.

“Wow,” said Gavin. “What is it like to live in an apartment in the city?”

“It’s nice. I know everyone there. They are all very likeable. And there is always a lot to do. What about you?” Alex said.

“Oh, I live in the country. My dad is picking me up in the car. No one lives near us. Just dogs, cats, cows, and goats but it is enjoyable!”

“I guess there are different amusements in the country than in the city. See you next week!”

A Bad Day

Monday was a bad day for Sasha. And it was a bad day for her friend Ken, too. On the way home from school they shared their tales.

First Sasha told about her day. “At lunch I spilled juice on my new shirt. And I don’t think it is washable. I have to tell my mom when I get home. I hope another shirt is available to buy, but she may not want buy a replacement.”

Next it was Ken’s turn. “In science class, I knocked over the plant table. The garden in a bottle crashed to the floor! I had no idea it was breakable. Soil and plants were all over the floor. I put the plants back, but I think they are too perishable to grow again.”

Somehow it made them feel better to share their day!

★ACTIVITY Circle all the words that have the suffix -able or -ment. Then try to use them in your own sentences. ★

Sorting with Students

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

Getting Started

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

Instruction

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

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

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

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

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

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

- 2) Teach four-step sorting in small group.** When you show students how to sort, begin with an easier sort and teach students the four steps that they will follow with each sort.¹
 - **Demonstrate.** Show students how to sort by using the key words or pictures. Sort deliberately, and talk about what

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

Sorting with Students

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

- **Sort and check.** Students sort individually or with a partner. Students read the words aloud as they sort and compare the words to the key words.
 - **Reflect.** Ask students to explain to each other why they sorted the way they did. Guide students through a discussion of the principle and generalizations that underlie the sort.
 - **Extend.** Repeated practice with the sort over several days is essential. Students enter the sort into their three-ring word study notebooks. They leave enough space to add related words that they find in Word Hunts when they go through the stories they have read. Students sort daily by themselves or with a partner. In their station activities they sort the words as part of a word study game.
- 3) Monitor and assess.** To know when to go on or to continue studying the principle that underlies the sort, look for these aspects as students sort with you in small group.
- **Accuracy in sorting.** See if students sort the words in the correct columns.
 - **Fluency and speed in sorting.** If students sort quickly and accurately, they are probably ready to move on to the next sort. Students who sort accurately and slowly benefit from more practice. They can continue to practice the sort. Set up a sorting station that contains sorts from the last three weeks.
 - **Reflection and use.** See if students can explain the sort: “Why did you sort the way you did?” Look in students’ first-

draft writing to see if they spell the sound or spelling pattern correctly in related words.

Sorting at Different Instructional Levels

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

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

camp

grin

hand

clap

camp

stamp

snack

rack

grabs

glad

bill

miss

click

pink

sick

grin

lift

crops

mess

slump

step

rock

clock

mess

sock

pond

head

jumps

slump

crops

shut

bugs

stop

luck

mug

lake

smoke

skate

date

lake

fine

plane

grade

wise

life

rice

globe

smile

rose

used

smoke

come

tray

plain

fail

plain

braid

paint

grain

snail

sway

tray

gray

stay

state

fake

same

weigh

they

sold

slow

foe

coast

gold

coal

soak

slope

sold

scold

bone

broke

note

foe

slow

show

toad

coast

float

bright

few

pie

sky

fry

right

tied

tight

child

bright

grind

mule

cube

cute

few

music

drew

weak

field

heel

week

creek

free

green

street

freeze

seal

weak

bean

speaks

team

clean

cream

field

heel

knit	gnaws	wrap
wrote	wrap	wrists
write	wreck	wring
knife	wreath	knit
knee	knight	knock
gnaws	gnome	sign

scratch

three

scrubs

screams

spread

scrape

screen

streak

splash

spray

squeak

strength

strong

thread

three

throw

scratch

chick

thick

pitch

what

fish

pitch

chick

much

hatch

teacher

lunch

thick

cheese

stretch

them

truth

pathway

what

fish

whales

herds

nurse

third

whirl

third

girls

firm

fern

herds

stern

serve

hurt

nurse

turns

learn

pearl

word

world

sharp

shore

pour

sharp

yard

artist

carve

porch

storm

sport

story

chore

shore

sore

hoard

oars

pour

your

bear

pair

peer

careful

stared

shared

pair

stairs

wear

bear

where

there

dear

rear

gear

here

career

peer

misprint	preview	disable
misread	mistrust	misspell
mistreat	precut	preview
prepaid	preplan	preheat
distrust	discount	dishonest
discover	disable	misprint

foil

enjoy

down

round

noise

foil

coins

joyful

point

enjoy

crowd

down

owl

couch

plow

round

loudly

proud

bounce

booth

chew

due

rude

book

would

spoon

goose

tube

gloom

rude

true

due

clues

look

chew

July

could

shook

notebook

booth

years

foxes

cities

twins

trays

states

ashes

inches

flies

ponies

bunches

alleys

lunches

cherries

daisies

years

foxes

cities

taught

lawn

salt

hauls

caused

paused

squawk

drawing

crawl

flawless

talked

halls

water

bought

thoughtless

taught

lawn

salt

sale

sail

beet

beat

rode

road

rowed

its

it's

your

you're

their

they're

peace

piece

sale

sail

dice	wage	dice
pounce	placed	space
cents	price	wage
mice	office	giant
age	gyms	pages
changes	message	

daytime

somebody

stagecoach

airplane

birthday

daylight

hairdo

birdhouse

barefoot

headlight

sometime

someone

newspaper

sidewalks

basketball

daytime

somebody

stagecoach

naming

names

named

wraps

wrapped

wrapping

hopes

hoping

hoped

dancing

dances

danced

dropping

drops

dropped

naming

names

named

wraps

wrapped

wrapping

napkin

mammal

lesson

basket

rabbit

bedtime

letter

invite

fellow

number

problem

chapter

follow

chicken

butter

napkin

mammal

tries	tried	trying
plays	dries	dried
drying	hurries	hurried
hurrying	studies	studied
studying	played	playing
tries	tried	trying
plays		

pilot

planet

silent

tiger

pilot

diner

planet

favor

lemon

robot

cover

shady

cozy

tiny

label

frozen

spider

unwrap	resell	prepaid
dislike	disagreed	dislike
disappear	prepaid	preschool
precook	previous	rebuild
return	resell	reprint
unwrap	unlucky	untied
unbeaten		

able

towel

riddle

able

purple

puzzle

handle

eagle

pickle

castle

little

camel

towel

nickel

squirrel

travel

tunnel

detail	monkey	unreal
explained	remain	reading
detail	presoak	monkey
brief	preteen	about
allowing	complain	enjoys
poison	repeats	unreal

later

cellar

actor

restore

severe

prepared

declare

later

writer

cellar

trailer

author

person

circus

garlic

partner

restore

sister

actor

-ful	-less	-ly
careful	cheerful	helpful
colorful	harmful	pitiful
painless	priceless	helpless
sleepless	rainless	helplessly
peacefully	carefully	wisely

Learning with Games

What's the Ending?

Materials

S-shaped board (p. 80)
Cards (p. 82)
4-part spinner (p. 78)
game markers
pencils

Skill: word endings

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

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

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

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

Time for Order

Materials

old magazines and newspapers
Cards (p. 82)
scissors
glue
timer

Skill: alphabetical order

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

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



Antonym Tic-Tac-Toe

Materials

Tic-Tac-Toe grid (p. 83)
pencils

Skill: antonyms

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

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

different	hunger	wrinkled
ancient	calm	hunger
whisper	safe	active

Word Maker

Materials

Word Wheel or Slip Strips (p. 81, p. 86)
Cards (p. 82)
paper bag
pencils

Skill: prefixes

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

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

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

Same and Different

Materials

4-part spinner (p. 78)
pencil
crayons
paper

Skill: compare and contrast

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

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

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

Put It Together

Materials

Puzzle Pieces, two pieces (p. 87)
plastic bags
timer

Skill: compound words

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

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

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



Medial Sound Bingo

Materials

5 x 5 grid (p. 85)
Spelling Word Cards (pp. 45–74)
game markers

Skill: listening for long vowel medial sounds

Prepare: Each player needs a 5 x 5 grid. Above the first row, players write the following medial sounds: \bar{a} , \bar{e} , \bar{i} , \bar{o} , \bar{u} . Players create their own bingo card by listing spelling words that have the same medial sound under each column. Have available the Spelling Word Cards for reference.

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

\bar{a}	\bar{e}	\bar{i}	\bar{o}	\bar{u}
skate	weak	life	smoke	cube
lake	heel	smile	rose	music
grade	bean	rice	globe	cute
plane	freeze	fine	note	mule
date	street	wise	bone	few

What Do You Mean?

Materials

Oval or S-shaped board (p. 79, p. 80)
4-part spinner (p. 78)
game markers
dictionary

Skill: multiple-meaning words

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

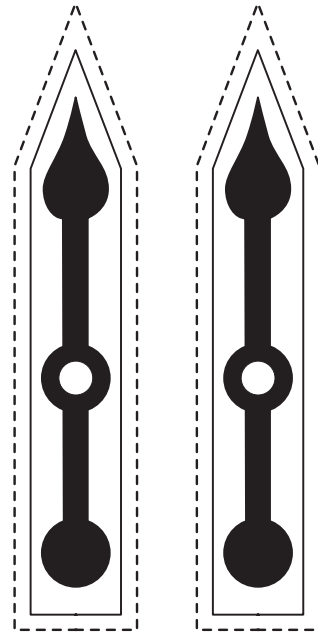
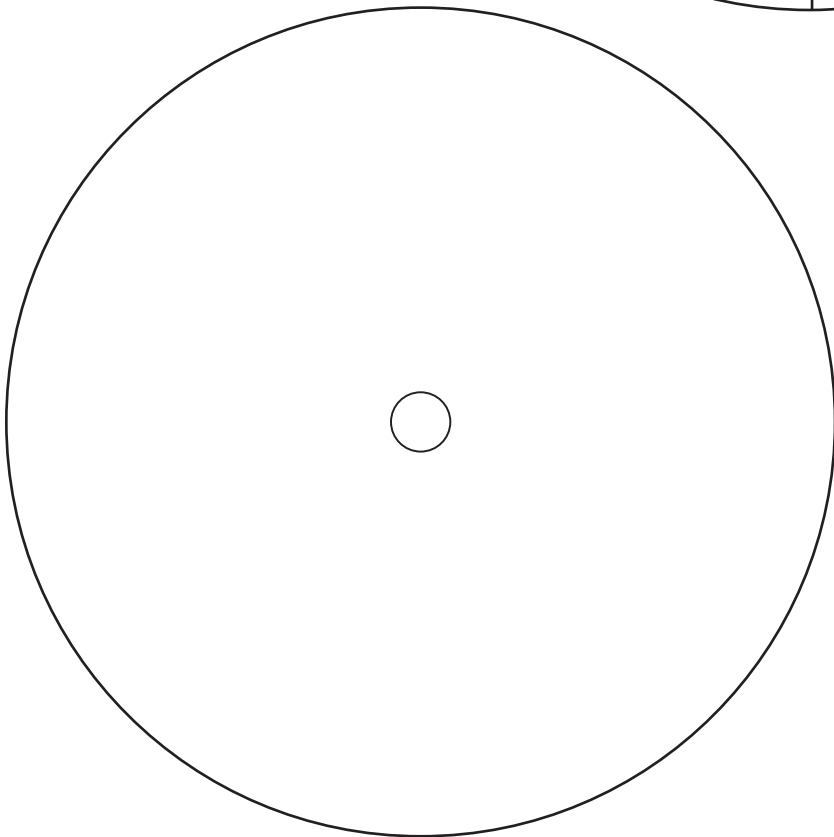
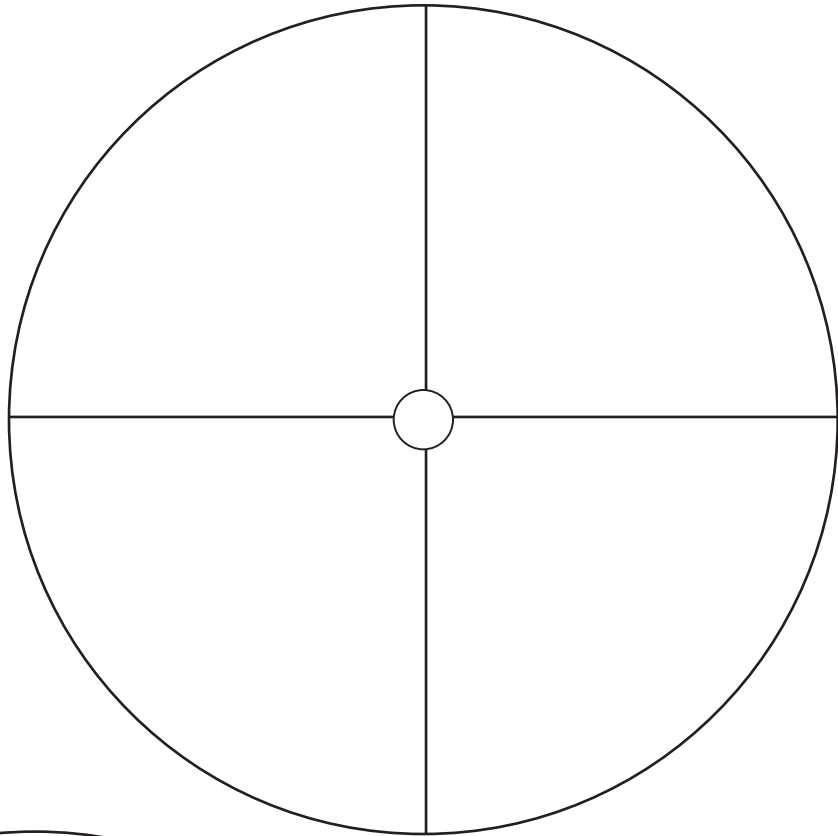
First, place a star in one of the squares to mark the beginning and ending. Have the group fill in the remaining squares with multiple-meaning words such as *scratch, beam, signing, uniform, coach, watch, principal, trust, safe, foreign, patient, settled, burst, stage, peer, figure, enclosure*.

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

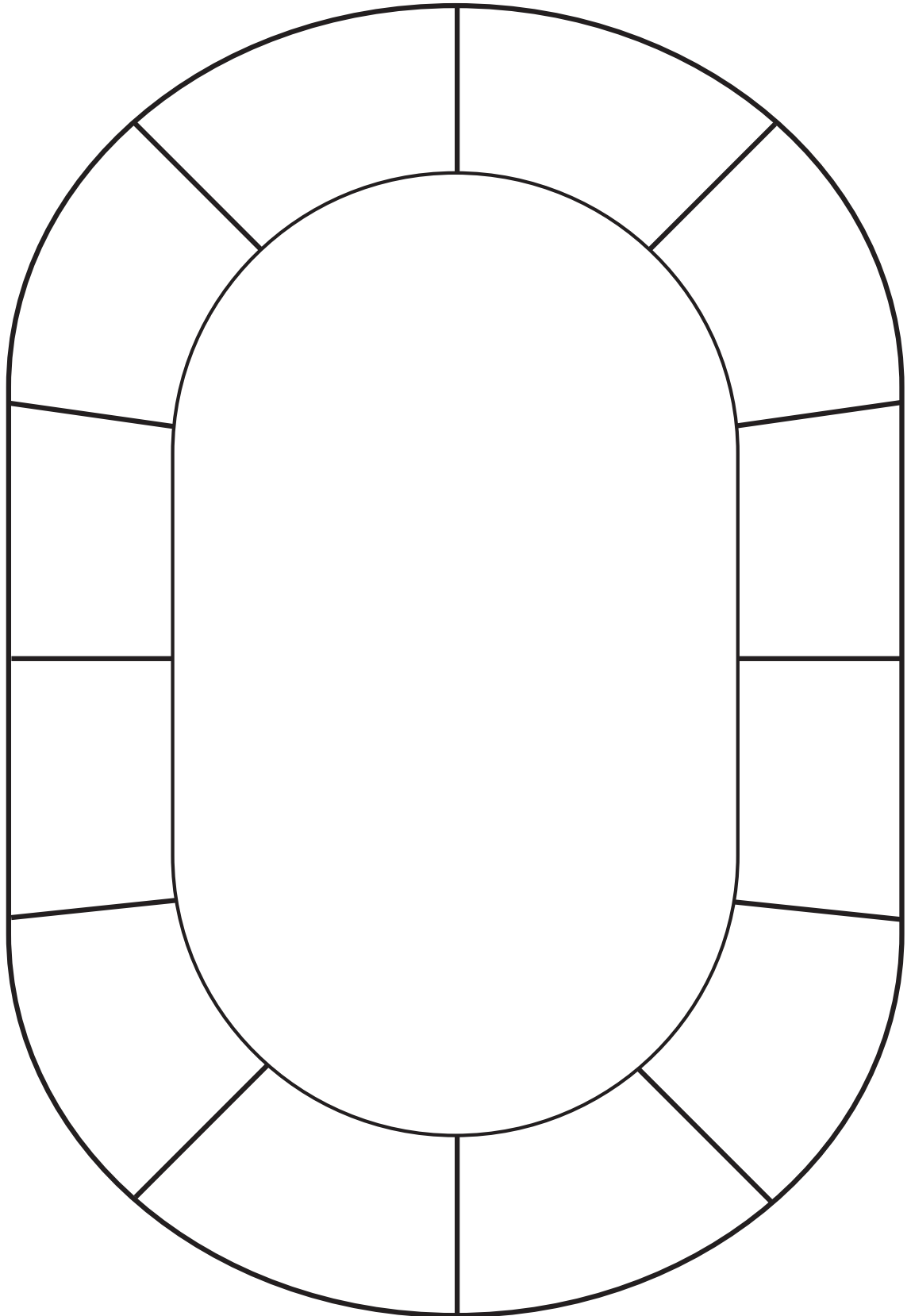
The S-shaped board can also be used for this game. Write *begin* in the first square and *end* in the last square, and then write multiple-meaning words in the remaining squares.

Spinners

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

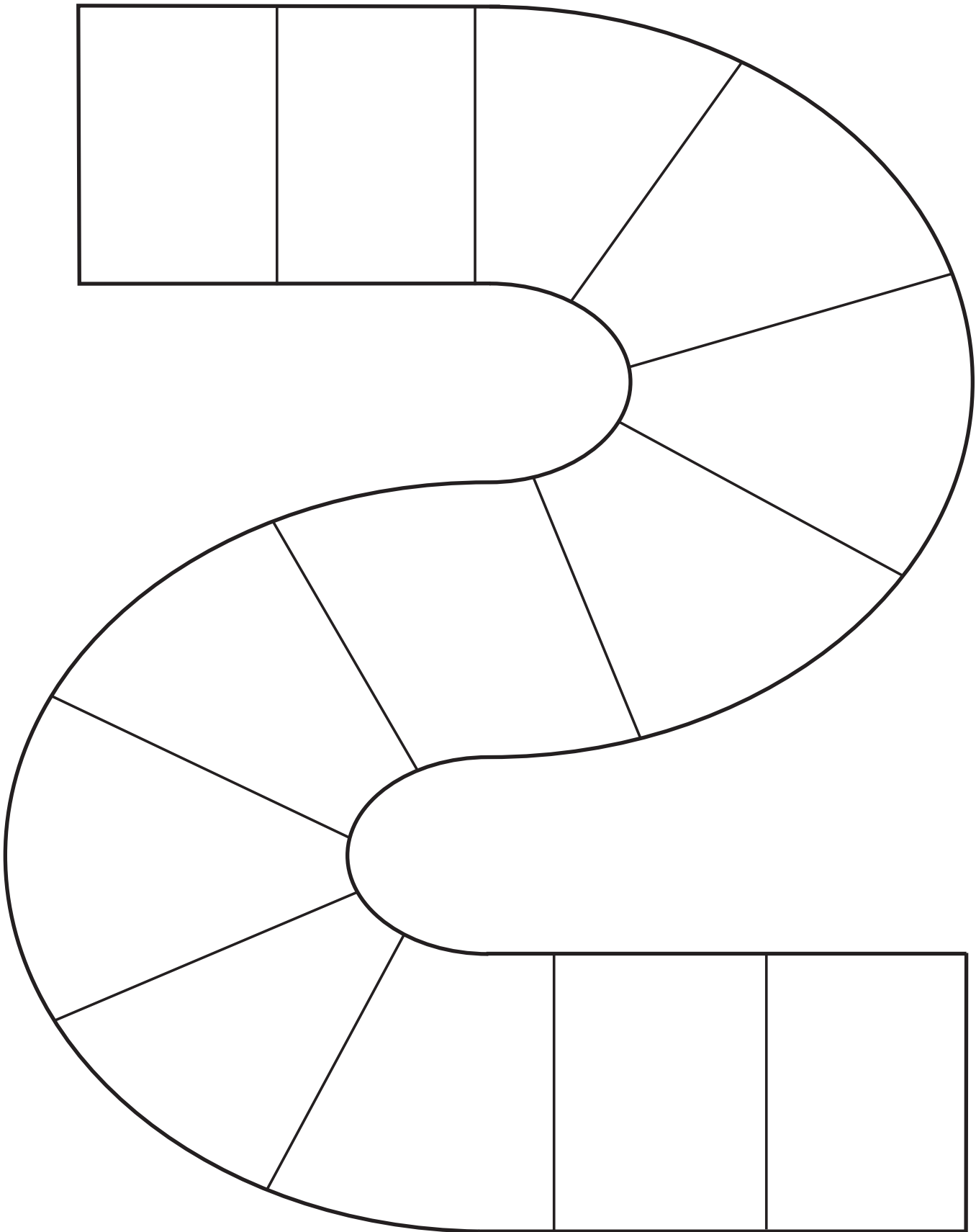


Oval Game Board



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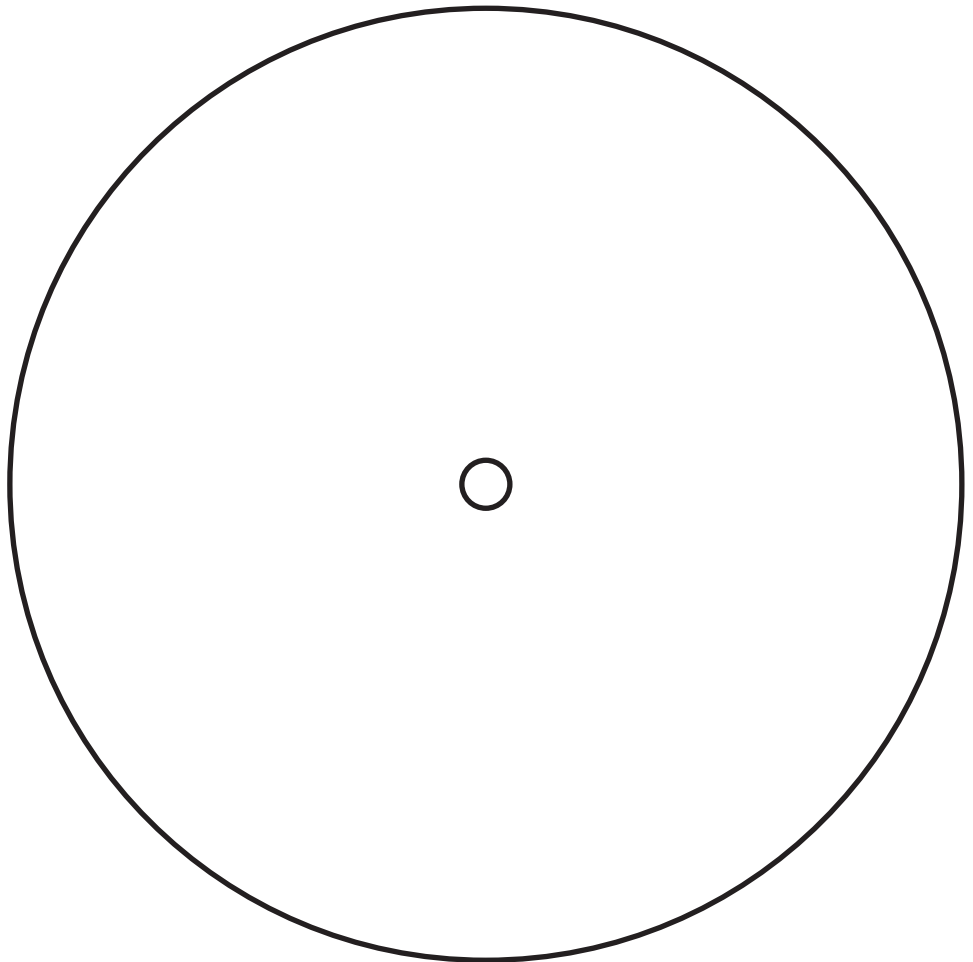
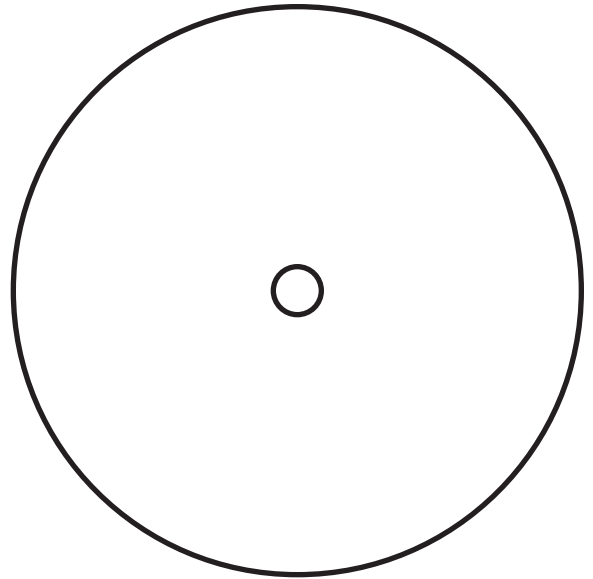
S-shaped Game Board



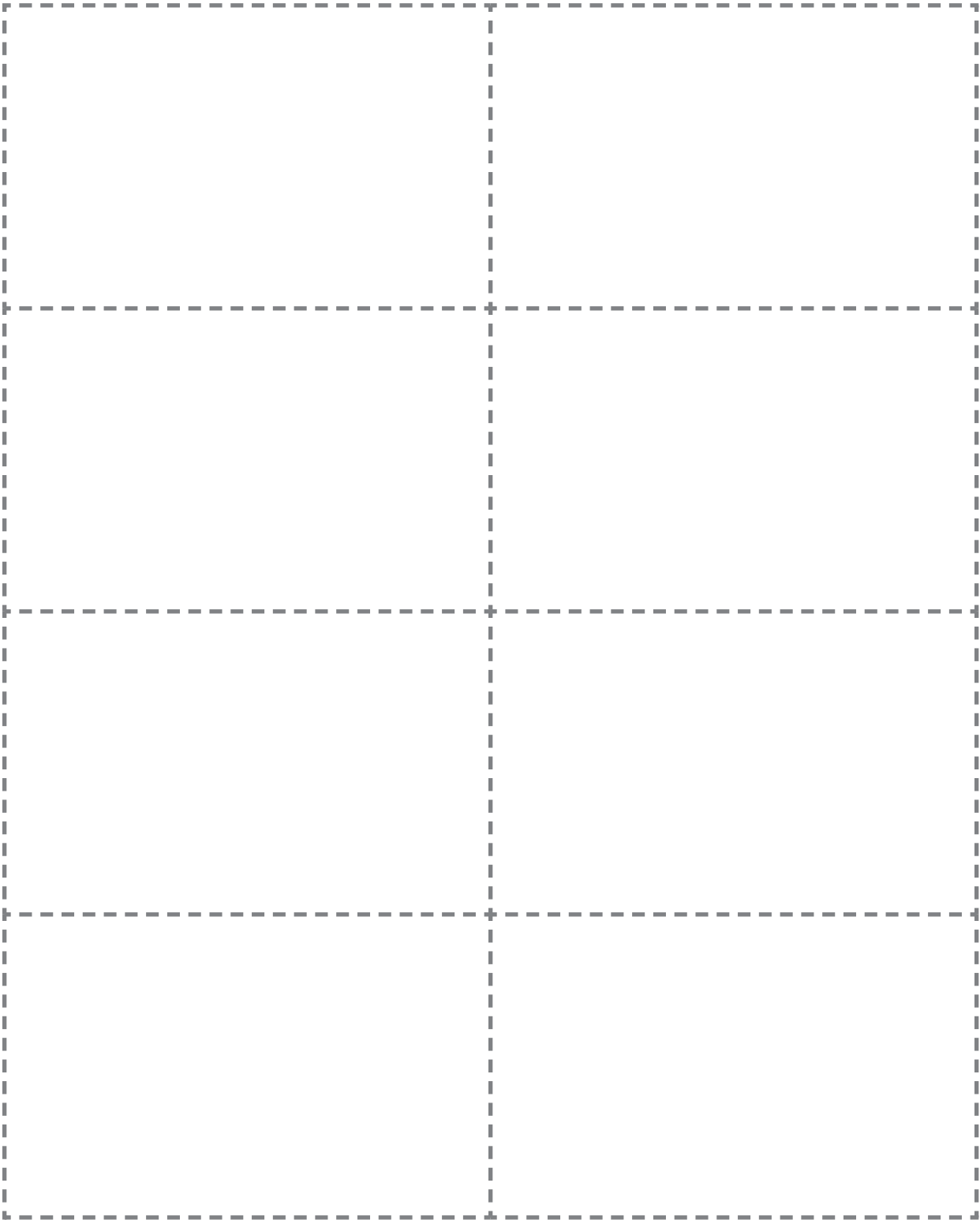
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Word Wheel

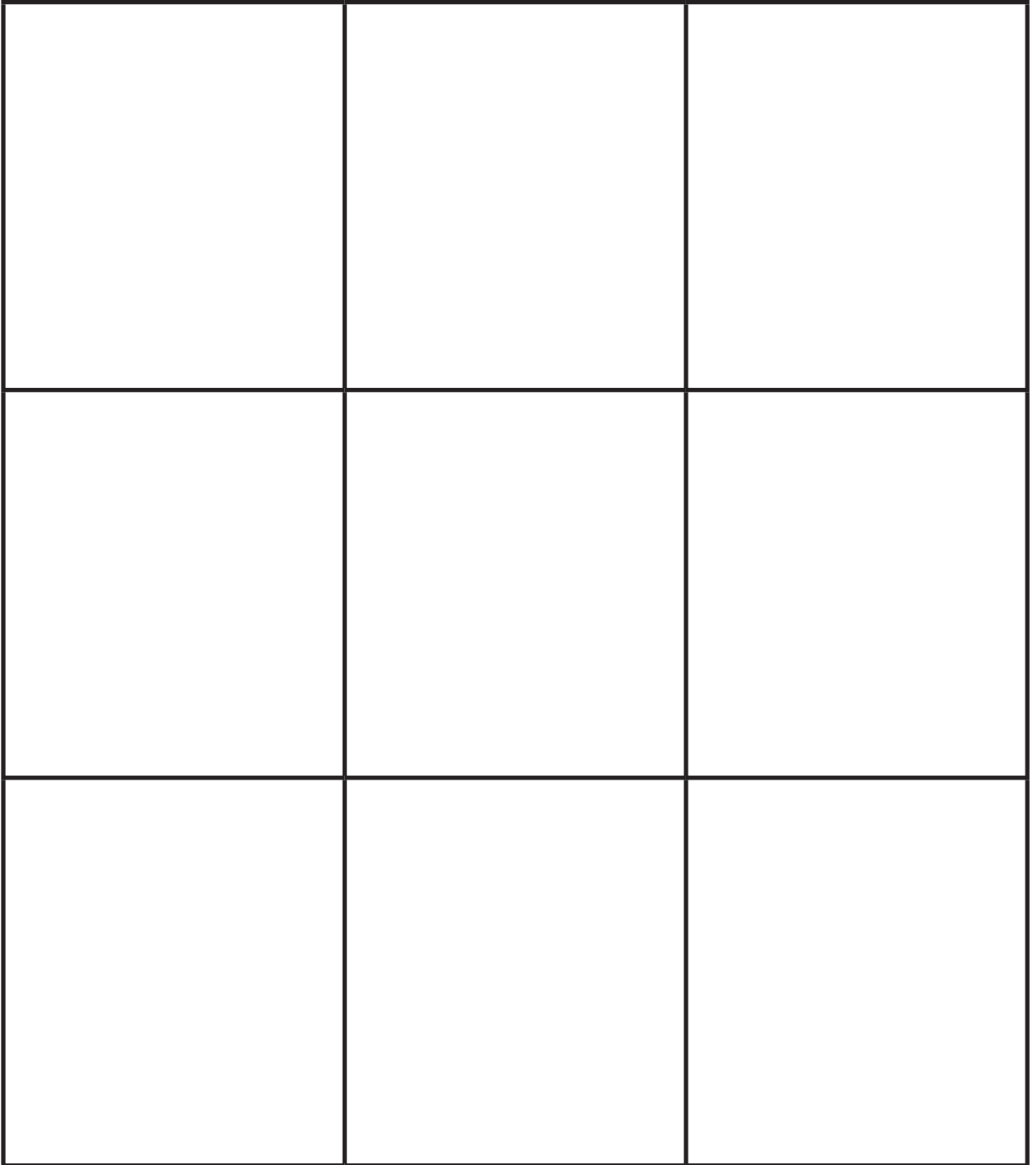
1. Cut out and complete each wheel.
2. Attach small wheel on top of large wheel with a brad.



Cards

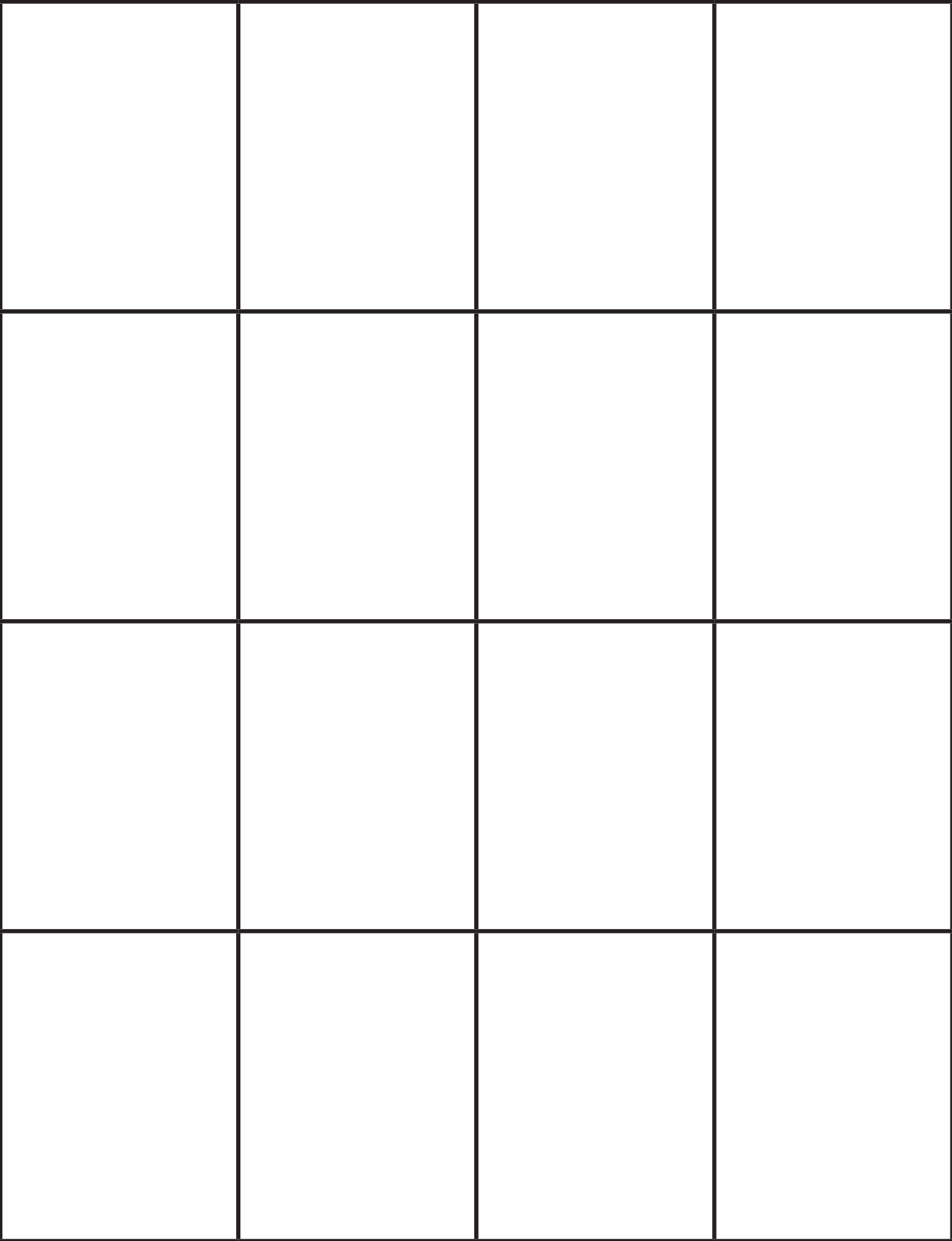


Tic-Tac-Toe



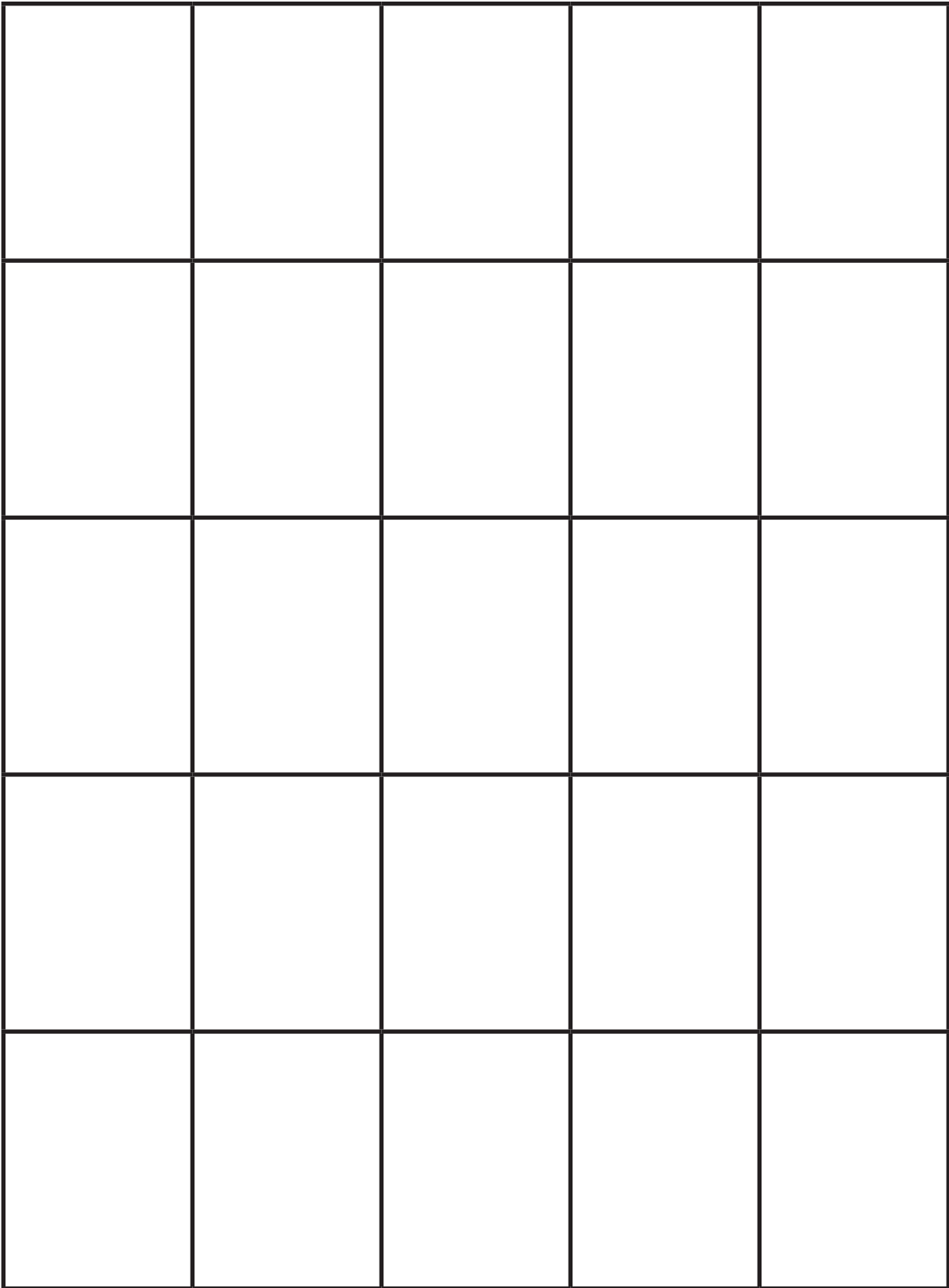
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4x4 Grid



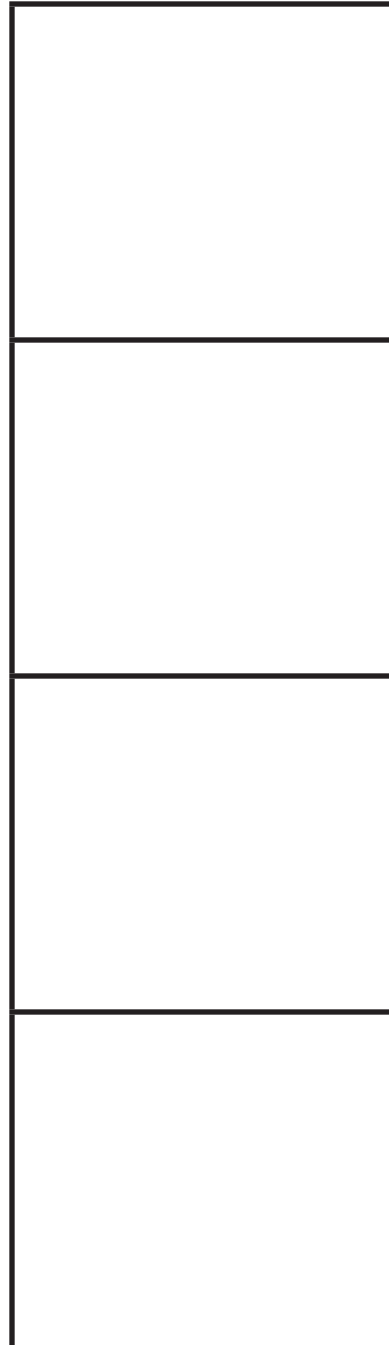
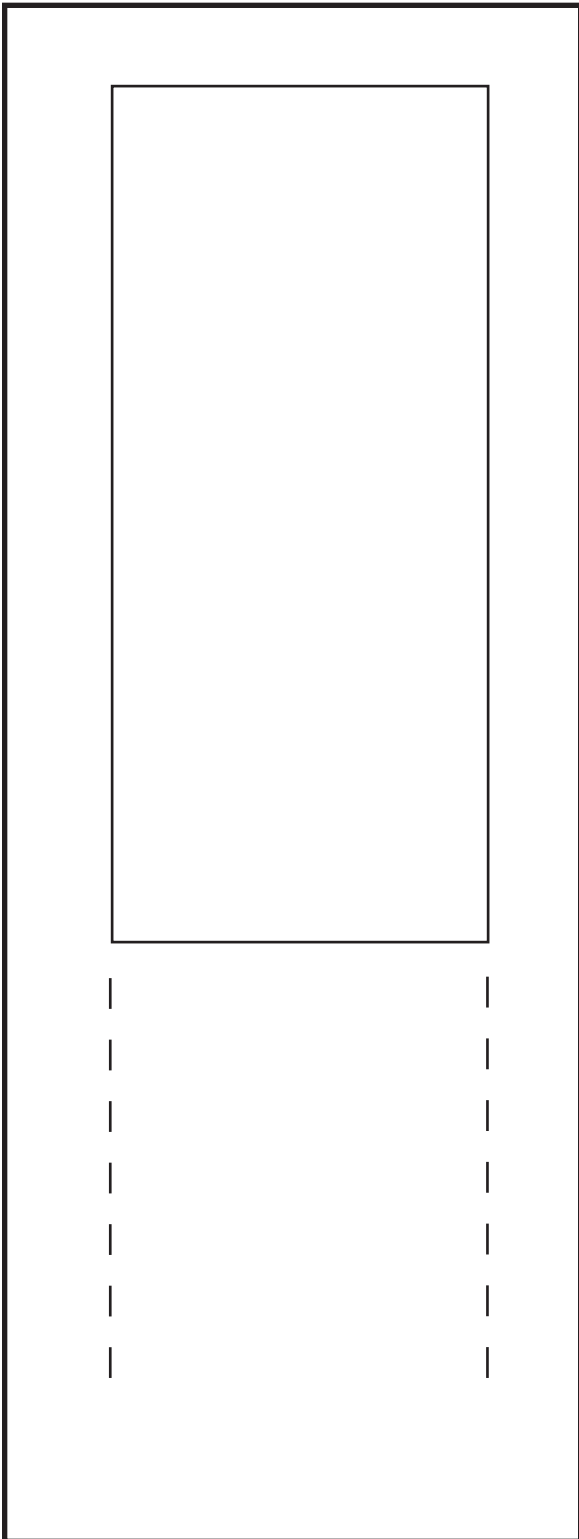
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5x5 Grid

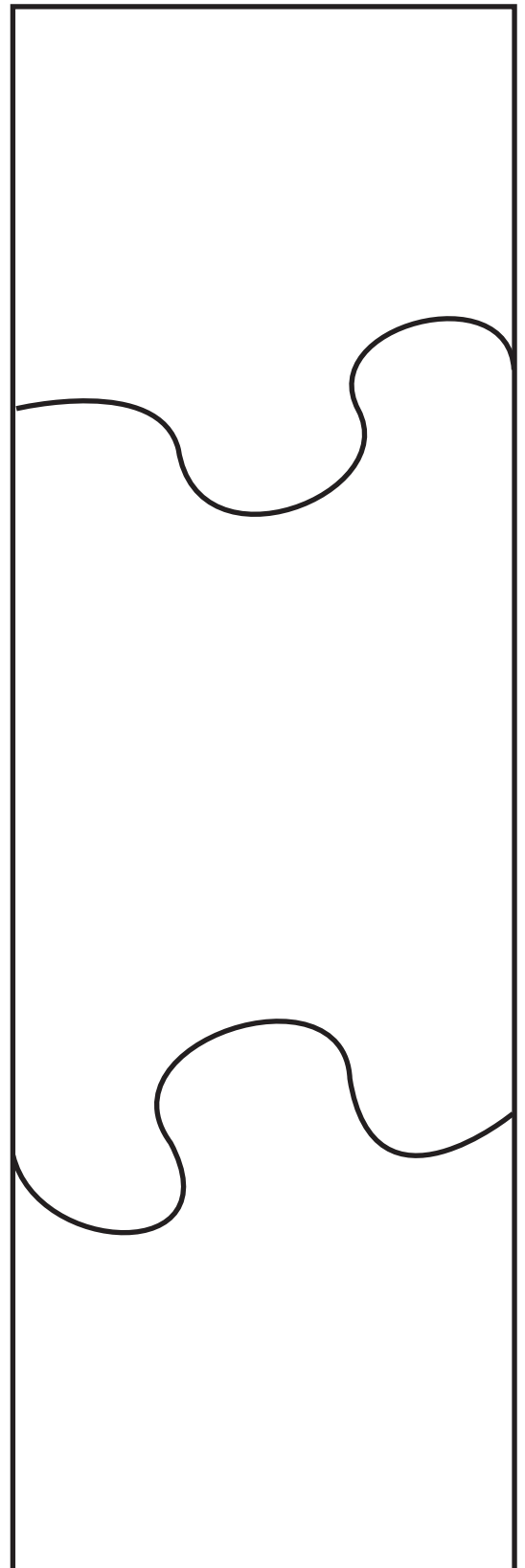
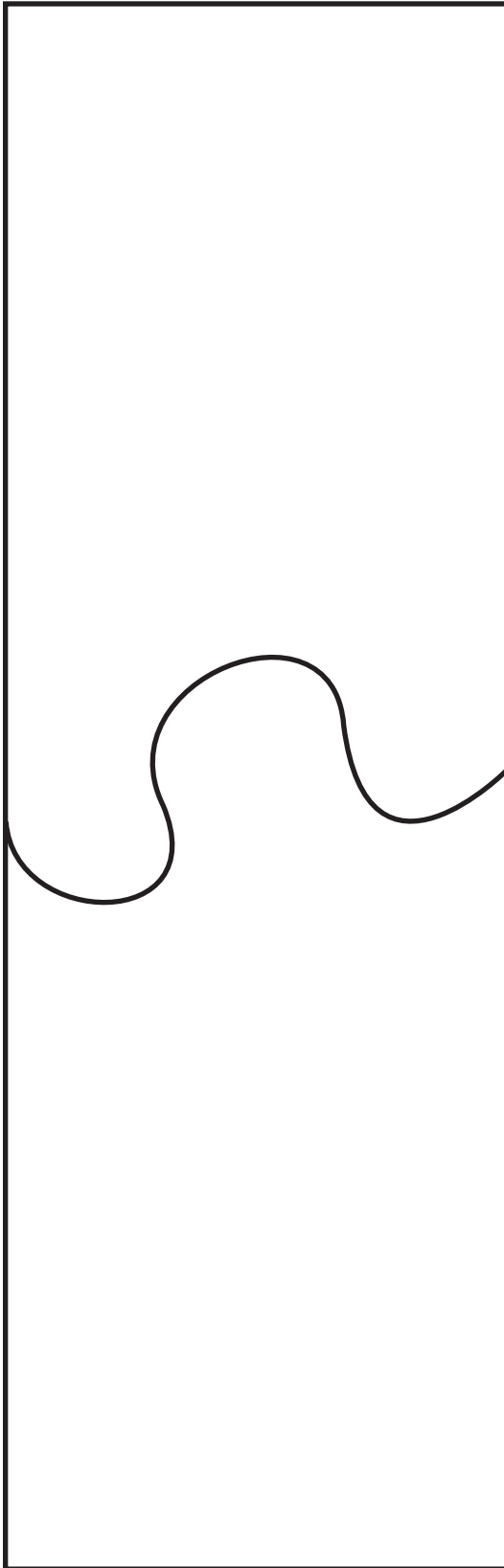


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Slip Strips



Puzzle Pieces



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Name _____

Reader Response

Title: _____ Author: _____

Rate this book by coloring in the stars.



Awesome



Good



Okay



Disliked



Disliked a lot

Recommendation: To whom would you recommend this book?

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

_____ Poem

_____ One-act play

_____ Song

_____ Journal entry

Name _____

Reader Response

Title: _____ Author: _____

Rate this book by coloring in the stars.



Awesome



Good



Okay



Disliked



Disliked a lot

Recommendation: To whom would you recommend this book?

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

Name _____

Reader Response

Title: _____ Author: _____

Rate this book by coloring in the stars.



Awesome



Good



Okay



Disliked



Disliked a lot

Recommendation: To whom would you recommend this book?

Response: What was the most surprising or interesting thing you learned?

Choose one of the following to write your response.

_____ Magazine article

_____ Book review

_____ Letter to a friend

_____ Journal entry

Name _____

Reader Response

Title: _____ Author: _____

Rate this book by coloring in the stars.



Awesome



Good



Okay



Disliked



Disliked a lot

Recommendation: To whom would you recommend this book?

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

To: @example.com

Subject:

Dear _____:

Sincerely,

Name _____

Reader Response

Title: _____ Author: _____

Rate this poem by coloring in the stars.



Awesome



Good



Okay



Disliked



Disliked a lot

Recommendation: To whom would you recommend this poem?

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

Name _____

Reader Response

Title: _____ Author: _____

Rate this poem by coloring in the stars.



Awesome



Good



Okay



Disliked



Disliked a lot

Recommendation: To whom would you recommend this poem?

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

Book Talk Roles

Create your own roles

Leader

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

Summarizer

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

Word Finder

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

Illustrator

- Pick your favorite part of the story.
- Tell why you chose that part.
- Draw a picture of your favorite part.

Steps in a Book Talk

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

Work with your group to add more or different steps to your Book Talk.

Rules for your Book Talk

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

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

Book Talks for Fiction

Read your book.

Write questions in your journal.

Write answers to your questions.

You can use some of these questions.

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

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

Write your ideas in your journal.

I noticed ...

I liked ...

My favorite
character ...

I feel ...

Book Talks for Nonfiction

Read your book.

Write questions in your journal.

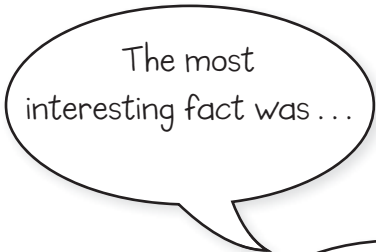
Write answers to your questions.

You can use some of these questions.

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

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

Write your ideas in your journal.



Book Talks for Opinion Writing

Read your book.

Write questions in your journal.

Write answers to your questions.

You can use some of these questions.

- How can you tell the message in this book is persuasive?
- Why did the author write this book?
- Explain why you may agree or disagree with the point of view of the author.
- What other questions do you have about the topic?

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

Write your ideas in your journal.

This made me think
about ...

I learned ...

What if ...

A connection
I made ...

Speaking Checklist

Follow these speaking rules when:

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

- I will wait my turn to speak.
- I will share my ideas about the topic.
- I will look at my audience.
- I will speak in a clear voice and loud enough so others can understand me.
- I will speak slowly and not rush and use complete sentences when they make my meaning clearer.
- I will speak correctly and with expression.
- I will ask and answer questions, using details about the topic.
- I will answer questions thoughtfully.
- I will participate in discussions by making comments or suggestions.
- I can report on a topic, tell a story, or describe an experience, including facts and details.

Listening Checklist

Follow these listening rules when:

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

- I will listen and look at the person who is speaking.
- I will listen when others are speaking.
- I will listen to find the main idea and supporting details of the topic.
- I will ask questions about the topic when I do not understand.
- I will respect other people's feelings and ideas.
- I will follow group directions.
- I will listen and repeat directions in order.
- I will listen and be able to give clear directions to others.
- I will ask questions to get more information.

Name _____

Reader Response

Title: _____ Author: _____

Rate this book by coloring in the stars.



Awesome



Good



Okay



Disliked



Disliked a lot

Recommendation: To whom would you recommend this book?

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

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

Name _____

Reader Response

Title: _____ Author: _____

Rate this book by coloring in the stars.



Awesome



Good



Okay



Disliked



Disliked a lot

Recommendation: To whom would you recommend this book?

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

Name _____

Reader Response

Title: _____ Author: _____

Rate this book by coloring in the stars.



Awesome



Good



Okay



Disliked



Disliked a lot

Recommendation: To whom would you recommend this book?

Response: Create a character web. Include any people, places, or traditions that affected the main character's words and actions.

Name _____

Reader Response

Title: _____ Website Address: _____

Rate this online source by coloring in the stars.



Awesome



Good



Okay



Disliked



Disliked a lot

Recommendation: To whom would you recommend this online source?

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

Name _____

Reader Response

Title: _____ Web Address: _____

Rate this source by coloring in the stars.



Awesome



Good



Okay



Disliked



Disliked a lot

Recommendation: To whom would you recommend this source?

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

Name _____

Reader Response

Title: _____ Author: _____

Rate this book by coloring in the stars.



Awesome



Good



Okay



Disliked



Disliked a lot

Recommendation: To whom would you recommend this book?

Response: How does this book reflect the author's traditions and beliefs?

Name _____

Reader Response

Title: _____ Year: _____

Rate this primary source by coloring in the stars.



Awesome



Good



Okay



Disliked



Disliked a lot

Type of Primary Source:

_____ Interview or oral history

_____ Photograph

_____ Letter

_____ Journal entry

Response: What was the most surprising or interesting thing you learned from this primary source?

GLOSSARY OF TERMS

Alliteration

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

Antonyms

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

Ask and Answer Questions

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

Author's Point of View

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

Author's Purpose

Authors write to tell information, explain, or describe.

Autobiography

An autobiography is a kind of narrative nonfiction. It tells the true story of a person's life. It is written by that person and uses the pronouns *I* and *me*.

Biography

A biography tells the true story of a real person's life. It is written by

another person. It may include text features such as photographs and caption.

Cause and Effect

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

Character

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

Close Reading

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

Compare and Contrast

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

Compound Words

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

Context Clues

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

Drama or Play

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

Essential Question

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

Events

The events are what happen in a story.

Expository Text

Expository text gives facts and

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

Fable

A fable is a made-up story that teaches a lesson. It often has animal characters that talk and act as people do. It has a beginning, middle, and end.

Fairy Tale

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

Fantasy

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

Fiction

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

Folktale

A folktale is a short story based on the customs and traditions of

a people or region. A folktale is passed from person to person in a culture. It always has a problem the characters have to solve. It usually has a message or lesson.

Free Verse Poem

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

Genre

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

Greek and Latin Roots

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

Historical Fiction

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

Homographs

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

Homophones

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

Informational Text

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

Idiom

An idiom is a group of words that means something different from the usual meaning of each word in it.

Inflectional Endings

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

Limerick

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

Main Idea and Key Details

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

Main Topic and Key Details

The main topic is what the whole selection is about. Key details give information about the main topic.

Make Predictions

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

Metaphor

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

Multiple-Meaning Words

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

Myth

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

Narrative Poem

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

Narrative Nonfiction

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

Paragraph Clues

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

Plot

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

Point of View

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

Prefix

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

Problem and Solution

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

Repetition

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

Reread

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

Realistic Fiction

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

Rhyme

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

Rhythm

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

Rhyming Poem

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

Root Words

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

Sequence

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

Sentence Clues

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

Setting

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

Simile

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

Suffix

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

Summarize

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

Synonyms

Synonyms are words that have the same meaning.

Text Evidence

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

Theme

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

Visualize

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

TEACHER GLOSSARY OF TERMS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

analyze to study something closely and carefully.

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

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

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

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

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

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

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

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

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

blank verse unrhymed verse, especially unrhymed iambic pentameter.

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

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

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

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

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

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

character traits distinctive features of a character in a story.

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

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

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

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

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

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

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

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

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

collaborative learning learning by working together in small groups.

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

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

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

comprehension the understanding of what is written or said.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

decode to analyze spoken or graphic symbols for meaning.

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

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

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

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

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

digital tools electronic resources used to produce and publish writing.

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

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

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

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

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

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

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

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

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

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

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

epic a long narrative poem, usually about a hero.

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

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

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

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

fable a short tale that teaches a moral.

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

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

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

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

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

foreshadowing giving clues to upcoming events in a story.

formal English (see Standard English)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

journal a written record of daily events or responses.

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

legend a traditional tale handed down from generation to generation.

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

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

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

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

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

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

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

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

mechanics the conventions of capitalization and punctuation.

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

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

meter the basic rhythmic structure of poetry.

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

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

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

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

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

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

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

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

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

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

myth a story designed to explain the mysteries of life.

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

narrator the person telling a story.

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

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

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

novel an extended fictional prose narration.

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

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

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

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

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

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

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

pedagogy the science and art of teaching.

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

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

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

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

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

phonetics the study of speech sounds.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

publishing the process of preparing written material for presentation.

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

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

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

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

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

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

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

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

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

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

rime a vowel and any following consonants of a syllable.

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

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

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

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

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

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

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

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

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

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

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

sequence the order of elements or events.

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

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

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

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

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

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

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

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

stanza a grouped set of lines in a poem.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

verse writing arranged with a metrical rhythm.

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

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

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

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

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

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

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