

Informational Research Lab Instructional Framework

Grade 1

A photograph of a savanna landscape. In the foreground, a giraffe's head and neck are visible on the left side. In the background, there are several acacia trees and a herd of zebras grazing in a field under a blue sky.

WILD AND ENDANGERED ANIMALS

Representative Sample

Foreword by JEFFREY WILHELM

First-Grade Scope & Sequence

Unit 3: Narrative Writing	Unit 4: Argument Writing										
Q3: Approximate Weeks 18–26	Q4: Approximate Weeks 27–36										
<p>Reading #2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>Reading #3: Analyze how and why individuals, events, or ideas develop and interact over the course of a text.</p> <p>Reading #5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>Reading #9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>	<p>Reading #6: Assess how point of view or purpose shapes the content and style of a text.</p> <p>Reading #8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p>										
<p>Writing #1: Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.</p> <p>Writing #3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.</p>	<p>Writing #1: Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.</p>										
<p>RF.1.3.D: Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>RF.1.3.E: Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>RF.1.3.F: Read words with inflectional endings.</p>	<p>RF.2.3.B: Know spelling-sound correspondences for additional common vowel teams.</p> <p>RF.2.3.D: Decode words with common prefixes and suffixes.</p> <p>RF.1.4: Read with sufficient accuracy and fluency to support comprehension.</p>										
<p>→ Full Alphabetic, beginning Consolidated Alphabetic →</p>											
Phoneme manipulation	Advanced phoneme manipulation										
Multisyllabic decoding: Two-syllable words Compound words Inflectional endings	Multisyllabic decoding: Three-syllable words Suffixes Three-letter blends and trigraphs Advanced vowel teams										
Read and spell regular two-syllable words and words with inflectional endings.	Read and spell words with suffixes, three-letter blends and trigraphs, and advanced vowel teams.										
<p>1st-Grade Independent Reading Level Assessment (IRLA) Targets*</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="text-align: center;">Unit 3</th> <th colspan="3" style="text-align: center;">Unit 4</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1.4 (1B+)</td> <td style="text-align: center;">1.5 (1B+)/1.6 (2B)</td> <td style="text-align: center;">1.7 (2B+)</td> <td style="text-align: center;">1.8/1.9 (2B+)</td> <td style="text-align: center;">1.99 (Ready for 1R)</td> </tr> </tbody> </table>		Unit 3		Unit 4			1.4 (1B+)	1.5 (1B+)/1.6 (2B)	1.7 (2B+)	1.8/1.9 (2B+)	1.99 (Ready for 1R)
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1.4 (1B+)	1.5 (1B+)/1.6 (2B)	1.7 (2B+)	1.8/1.9 (2B+)	1.99 (Ready for 1R)							

Progression of learning where concepts and skills advance over time

Across ALL Four Units: Writing #4, Writing #5, Writing #6, Writing #7, Writing #8

Common Core Reading, Writing, & Foundational Skills Standards

Unit 1: ARC Literacy Lab

Unit 2: Informational Writing

Q1: 1st 6–8 Weeks of School

Q2: Approximate Weeks 9–17

Speaking
& Listening

Across ALL Four Units

Speaking & Listening #1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Speaking & Listening #2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Speaking & Listening #3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Language

Across ALL Four Units

Language #1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Language #2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Language #4: **Four** or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

Leave No Reader Behind

1st-Grade Independent Reading Level Assessment (IRLA) Targets*



First-Grade Scope & Sequence

Unit 3: Narrative Writing

Unit 4: Argument Writing

Q3: Approximate Weeks 18–26

Q4: Approximate Weeks 27–36

Across ALL Four Units

Speaking & Listening #4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Speaking & Listening #5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

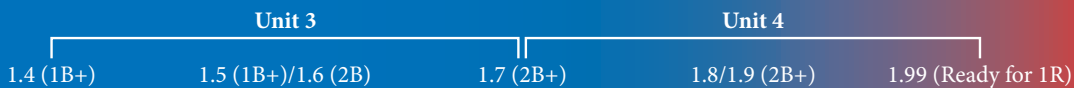
Speaking & Listening #6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Across ALL four Units

Language #5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Language #6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

1st-Grade Independent Reading Level Assessment (IRLA) Targets*



Text Complexity and Title Selection

Text Selection: Complexity, Quality, and Purpose

Determining Text Complexity

American Reading Company (ARC) has spent the last 20 years evaluating virtually every book in print from every publisher. All of the Spanish titles below have been leveled using the IRLA/ENIL leveling system. This system combines a quantitative analysis (using Lexile, AR, and any other such systems available for the text) with a by-hand qualitative analysis. The Common Core recommends that all texts are evaluated with both quantitative and hands-on qualitative measures because of the types of complexity challenges a computer cannot evaluate such as poetic language, extended metaphor, assumed background knowledge, and complex themes. In a study by Measurement, Inc., the IRLA/ENIL system has been found to provide a reliable measure of text complexity at all levels K-12, using the expectations of the Common Core. Through this review process, ARC has compiled a comprehensive, state-of-the-art, 150,000-title database including titles in both English and Spanish. Each year, ARC reviews thousands of new titles. We select from that the best 5,000 to level and add to our database.

Read-Alouds

The Read-aloud basket, written 1-2 years above grade-level, will engage young “researchers,” developing and expanding their background knowledge on the specific theme (i.e. physical characteristics, behaviors, etc.) through different text types. These titles are used to introduce the content-specific vocabulary and key concepts of the unit long before students are capable of reading about them independently. Additionally, chapter-length books are included to build listening stamina.

150,000 Titles

Behaviors

- Fiction: *George Flier South*
- Fiction: *How Animal Babies STAY SAFE*

Life Cycles

- Fiction: *Only Tadpoles Have Tails*
- Nonfiction: *Cycles*
- Nonfiction: *Animals grow and change*

Physical Characteristics

- Nonfiction: *Animals Outside*
- Fiction: *Animal Hair!*
- Poetry: *How to Hide a Crocodile*

Chapter Books in a Range of Genres

- POP OUT!*
- Tigers Twirl*
- Panda*

Primary Research Card

WILD AND FUNNY ANIMALS

Reader: _____ Room: _____

Choose an animal to research.

Research Questions:

1. What does it look like? How do its physical characteristics help it survive?
2. How does it act? How does its behavior help it survive?
3. What kind of animal is it and how do you know?
4. How does it change throughout its life?
5. Where does it live?
6. What does it eat? What likes to eat it?
7. Is this animal endangered? What are the threats to its survival?

BIRDS

ANIMALS Read Alouds

Titles may vary

Strategically Designed Research Library: Multilevel, Multisource, Multicultural

The Leveled Research Library ensures that all students have access to research materials on a wide range of topics whether students are significantly behind grade level, ahead of grade level, or just learning to speak English. ARC libraries include virtually every good book in print for children, with a special focus on books about historically underrepresented people. For the sciences, we privilege books that represent people of color and women of all races excelling as scientists. ARC supports small independent publishers and authors working toward this mission.

One hundred high-quality nonfiction texts, with at least 2-3 books in each topic.

Range of highly engaging texts



K

Grade 1

One hundred high-quality nonfiction texts, with at least 2-3 books in each topic.



Builds students' content knowledge and their understandings of other content through diverse and content-rich text

*Actual titles and levels may vary.

Begins with a pre-test to assess student needs

ARC Core Informational Research Lab Pacing Guide Grade 1*

Goal: By the end of this Unit, students will have moved IRLA levels and demonstrate beginning expertise in both informational text and the Unit content by producing well-researched informational texts.

Week	ELA Focus	Content Focus	IRLA Expert Coaching				
1	Reading Informational Text Pre-Test on Key Question: <i>What is the main topic of this text? What key details does the author use to teach you about this topic?</i>	Building Knowledge in Order to Determine Appropriate Research Topics					
Students take one research question from research to publication each week. <table border="0" style="width: 100%;"> <tr> <td style="width: 25%; text-align: center;"> Days 1 & 2 Develop Expertise on One Research Question </td> <td style="width: 25%; text-align: center;"> Day 3 Apply, Assess, Teach Grade-Level ELA Standards </td> <td style="width: 25%; text-align: center;"> Day 4 Informational Mentor Text/Draft Informational Piece </td> <td style="width: 25%; text-align: center;"> Day 5 Revise, Edit, Publish & Present </td> </tr> </table> Informational pieces develop in sophistication as the weeks progress.			Days 1 & 2 Develop Expertise on One Research Question	Day 3 Apply, Assess, Teach Grade-Level ELA Standards	Day 4 Informational Mentor Text/Draft Informational Piece	Day 5 Revise, Edit, Publish & Present	Rate of Conferencing: 14 Days or Less All students receive strategic reading instruction (either 1-on-1 or in small groups) at least every 2 weeks. Emergency/At-risk-level readers receive more frequent coaching.
Days 1 & 2 Develop Expertise on One Research Question	Day 3 Apply, Assess, Teach Grade-Level ELA Standards	Day 4 Informational Mentor Text/Draft Informational Piece	Day 5 Revise, Edit, Publish & Present				
2	Main Topic & Key Details <ul style="list-style-type: none"> • RI.2 Rubric and Thinking Map • Drafting Launch • W.2 Rubric 	RQ #1: _____	Rate of Reading Growth Every student is on track to move one IRLA level/make 2+ months of growth. Emergency/At-risk-level readers need to make 2+ months of growth per month in order to catch up. Emergency-level readers move 1+ IRLA levels At-risk-level readers make 4+ months' growth. All other readers make 2+ months' growth.				
3		RQ #2: _____					
4	Illustrations	RQ #3: _____					
5	Text Features	RQ #4: _____					
6	Technical (Tier III) & Academic (Tier II) Language	RQ #5: _____					
7	Concluding Sentences	RQ #6: _____					
8	Final Revisions	RQ #7: _____					
9	Final Presentations Post-Test on Key Question						

Utilizes a writing process weekly to take one research question from research to publication

Ends with a post-test to assess growth

*Weeks are approximate. Teachers should be welcome to expand or condense as needed.

Pre-/Mid-/Post-Assessment: Reading

Confirm student Independent Reading Level.

Materials

- Independent Reading Level Assessment (IRLA) or eIRLA
- Cold Read (a new Cold Read from the IRLA or the next part of a text the student is reading) at the student's current Independent Reading Level
- "Formative Assessment Protocol" (IRLA) and/or "Confirming IRLA Levels" (ARC Literacy Lab Framework, Week 4) for support with levels confirmation

Evaluation

Assuming this Unit is used as the second Unit of the school year, reading level targets are as follows:

- **Proficient:**
 - Beginning of Unit: 2G transitioning to 1B (1.20+)
 - Middle of Unit: 1B (1.30+)
 - End of Unit: 1B (1.40+)
- **At-Risk:** 1G or any student 2G and above not making at least a month of reading growth each month
- **Emergency:** 3Y and below

If this Unit is used at another point in the year, use the IRLA to determine targets.

Implications for Instruction

Use the results of levels confirmation and student Power Goals to determine:

- Whole-group instructional needs: Is there a skill that more than 80% of readers need to learn next?
- Small-group instructional needs: Where can students be grouped by common IRLA Power Goals?
- Intensive individual interventions: Which students need something that no one else needs? Which students need more time from you or another expert to catch them up?

Pre-/Mid-/Post-Assessment: Writing

Ask students to complete constructed responses on a topic they know a lot about (e.g., *your pet, an animal/dinosaur/bug you're an expert on, a food you like to cook/eat, etc.*), using this prompt: *State your topic and give at least three good key details to teach the reader about this topic.*

Materials

- Paper for constructed responses
- Pencils

Evaluation

Informational Writing: Use a state writing rubric and/or the W.2 Rubric to sort students' completed work into three piles:

- Proficient: Stated a topic with at least three good key details that teach about the topic. Keep your standard of proficiency high—you may not have any students who score proficient.
- Almost proficient: Stated a topic with some key details.
- Developing: Did not yet state a topic and/or key details.

Basic Writing Proficiency: Use a state writing rubric and/or the Kinsey Developmental Writing Scale to sort students' completed work into three piles:

- Proficient: Composed a sentence or stylized sentences (Kinsey Developmental Writing Scale: K–L). Keep your standard of proficiency high—you may not have any students who score proficient.
- Almost proficient: Composed words using phonics-based spelling with some use of punctuation (J).
- Developing: Did not compose complete words (I or below).

Implications for Instruction

Use the results of your sort to determine:

- Whole-group instructional needs: Is there a skill that more than 80% of writers need to learn next?
- Small-group instructional needs: Where can students be grouped by common writing goals?
- Intensive individual interventions (remember to focus intervention efforts for Emergency/At-Risk readers on moving IRLA levels first)

CCSS W.2 Rubric for a Proficient Informational Text	
1 pt.	I introduce my topic.
1 pt.	I use facts and details to teach the reader about my topic.
1 pt.	I use pictures to teach the reader about my topic.
1pt.	I use text features to teach about my topic and organize my ideas.
1 pt.	I use technical language and academic language to make my writing interesting to read.
1 pt.	I end with a concluding sentence.
6 pts.	Proficient Answer

CCSS RI.2 Rubric

1 pt.	Introduce the text. <i>I read _(text)_ by _(author)_ .</i>
1 pt.	Identify a main topic. <i>The topic is...</i>
1 pt.	Retell the key details. <i>The key details are...</i>
3 pts.	Proficient Answer



Final Project Rubric

Name: _____ Teacher: _____

Room: _____ Grade: _____ Date: _____

Your Project Title: _____ Your Topic: _____

Points Earned	Points Possible	Category	Goals
	20	Authentic Voice	<ul style="list-style-type: none"> Text was clearly composed by the student and not copied from other books/sources.
	20	Information	<ul style="list-style-type: none"> The project is packed with factually accurate and interesting information about the topic. The project demonstrates an understanding of the topic.
	20	Text Features	<ul style="list-style-type: none"> Text features are used effectively. Illustrations demonstrate knowledge of the topic.
	20	Effort: Quality	<ul style="list-style-type: none"> The author was clearly invested in making this a work of high quality. The author feels that this is one of the best things he or she has done. The project is beautiful. The project is interesting and fun to read.
	20	Writing Standards Expertise	<ul style="list-style-type: none"> The project earns all points on the appropriate writing rubric.
	100	Total	

Teacher's Comments:

Parent's Comments:



A Literacy Block Model Designed to Effectively Support ALL Learners

The ARC Core Literacy Block is designed to embed all the best practices of culturally and linguistically responsive teaching into a literacy framework centered on meeting the needs of the unique students in each room, in order to ensure that EVERY child reads, writes, and collaborates on grade level. Here are a few of the most salient embedded structural supports to ensure ELLs succeed during ELA.

Daily Focus ensures a tight connection among all components of the literacy block.

Week ___ Day ___

Today's Focus

Focus Standard(s)

Other Standards Addressed

A **Backward Design** model promotes the upholding of rigorous expectations for all learners.

Student Outcome(s)/Introduction

Purpose: What new concepts/skills will my students know/be able to do after this lesson?
What Key Concepts will they need to understand and apply?

Payoff: How will this matter to my students today?

A **sequence of progressively more complicated tasks** build on each other and toward a final project, designed to reflect language learners' gains over time in content, language, and literacy skills.

Product: What will students create by the end of this lesson/week/unit?

Standards-Based Mini-Lesson

Real-Life Example for Initial Application

Front-loading suggestions remind teachers to tap into language learners' existing knowledge to facilitate engagement.

Thinking Map, Graphic Organizer, or Rubric

Language learners have access to **comprehensible input** through a variety of ready-to-use tools and supports.

Independent and small-group work are guided by a rubric that connects instruction, practice, and assessment.

All students, at all levels of proficiency, successfully engage with **grade-level complex text** every day.

Read/Write/Discuss Complex Text

Worthy Text:

Reading Plan

Differentiation strategies within the Reading Plan ensure participation of all students.

Write to Text Plan

Partner work every 5-10 minutes across the literacy block enables students to use their peers as resources for making meaning.

Pair Share and Group Share

Predictable routines build confidence and proficiency.

In any order

Readers' Workshop

Transfer to Independent Reading
Focus for Independent Reading/Accountable Talk

Daily independent reading practice at each learner's success level.

Strategy Groups for Today

Writing

Write About/Write
Writing Task

Daily writing is designed to encompass **content, literacy, and language focus** with practice in all four **linguistic domains**.

Model/Mentor Text

Collaborative Writing Focus

High Road Transfer

Students pair/share: *What did we learn? What did I learn? How might I use this?*

Daily guided practice of contextualized oracy skills.



Primary Research Card

WILD AND ENDANGERED ANIMALS



Reader: _____ Room: _____

Choose an animal to research.

Research Questions:

1. What does it look like? How do its physical characteristics help it survive?
2. How does it act? How does its behavior help it survive?
3. What kind of animal is it and how do you know?
4. How does it change throughout its life?
5. Where does it live?
6. What does it eat? What likes to eat it?
7. Is this animal endangered?
What are the threats to its survival?



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SCANRESEARCHCARDPRIMARY



ANIMAL VOCABULARY

Animal Body Parts Help Them

- see
- hear
- eat
- drink
- smell
- touch
- move
- stay warm
- fight
- breathe
- have babies
- hide
- hunt
- migrate
- protect

Animals Move

- climb
- dive
- float
- fly
- glide
- hop
- jump
- run
- slither
- swim
- walk

Animals Live In

- air
- burrows
- caves
- dens
- deserts
- dirt
- forests
- grass
- ground
- ice
- leaves
- mountains
- nest
- oceans
- plains
- trees
- water
- woods

Animals Have

- claws
- feathers
- fur
- hair
- scales
- skin

Animal Needs

- air
- food
- mates
- shelter
- sleep
- water

Animal Groups

- amphibians
- birds
- mammals
- reptiles
- invertebrates
- vertebrates
- cold-blooded
- warm-blooded

Animals Eat

- animals
- bugs
- fish
- grass
- plants



Name: _____ Room: _____



RQ#1 - Physical Characteristics of _____

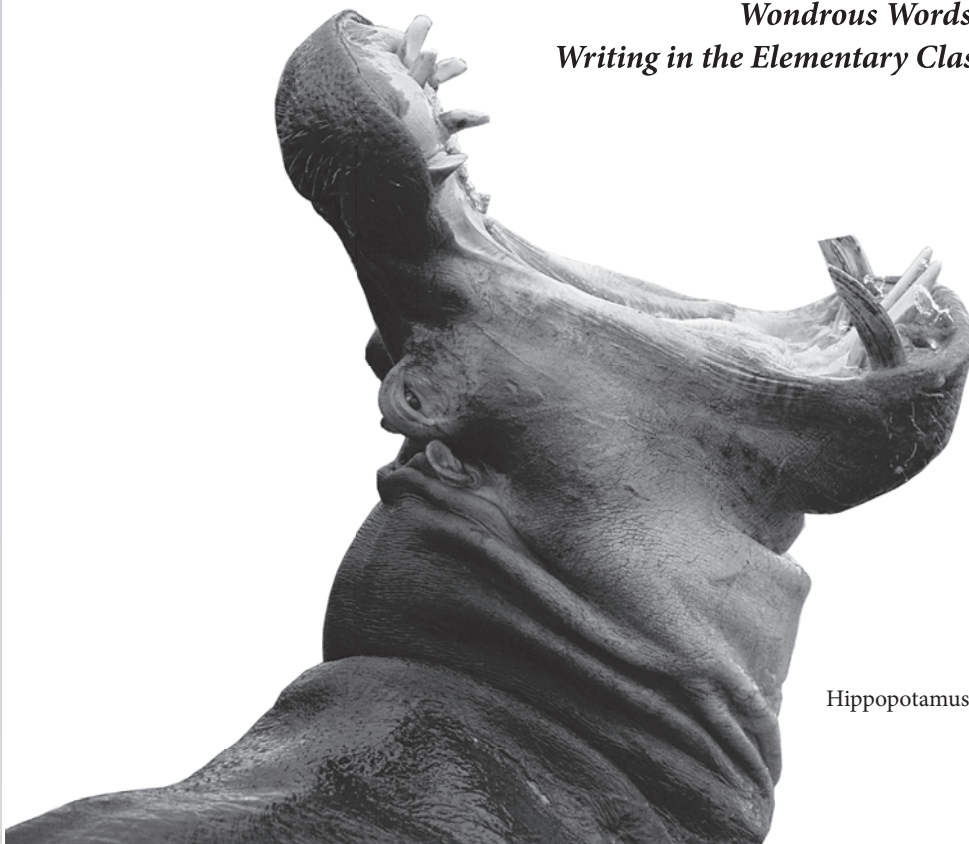
	Physical Characteristics What does the animal look like?	Adaptations How do these characteristics help the animal survive?
Size/ Weight		
Color		
Skin Covering		
Special Body Parts		

Week 2: Day 3

Main Topic and Key Details

When students are taught to see how writing is done, this way of seeing opens up to them huge warehouses of possibilities for how to make their writing good writing.

—Katie Wood Ray,
*Wondrous Words: Writers and
Writing in the Elementary Classroom, 1999.*



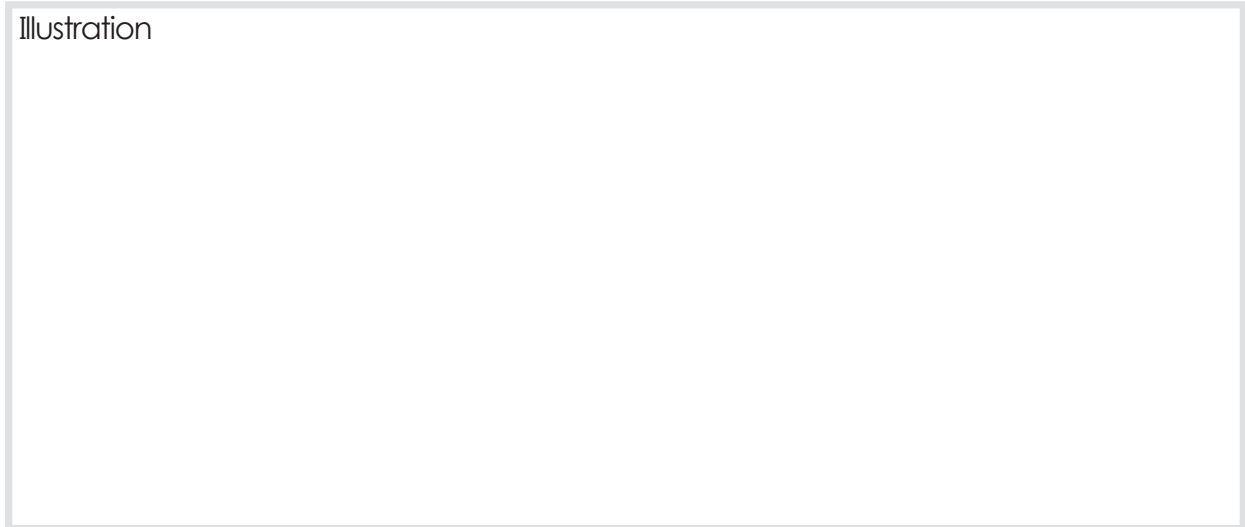
Hippopotamus

CCSS RI.2 Rubric

1 pt.	Introduce the text. <i>I read _(text)_ by _(author)_ .</i>
1 pt.	Identify a main topic. <i>The topic is...</i>
1 pt.	Retell the key details. <i>The key details are...</i>
3 pts.	Proficient Answer

CCSS RI.2 Thinking Map

Illustration



<p>1 pt. <i>I read _(text)_ by _(author)_.</i></p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>1 pt. <i>The topic is...</i></p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>1 pt. <i>The key details are...</i></p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Clear purpose
for instruction

Today, students will practice identifying the main topic and key details in a text.

Targets a set of grade-
level ELA standards

Common Core Standard R.2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RI.K.2: With prompting and support, identify the main topic and retell key details of a text.

RI.1.2: Identify the main topic and retell key details of a text.

RI.2.2: Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.



Cheetah

Day 3 Lesson Focus: Main Topic and Key Details

Morning Message
5–15 min.

**Interactive
Read-Aloud**
15–40 min.

Readers' Workshop
20–40 min.

Writing
20–40 min.

Morning Message

1. Interactive Writing

Gather everyone on the rug. Use Interactive Writing to compose a Morning Message related to what students did yesterday or will do today. As you write your Morning Message, model using Word Families to spell new words.

Dear Researchers,

Yesterday we learned about... Today we will learn how to find the main topic and key details in a book. We will also review the -ick and -ip Word Families.

2. Foundational Skills Practice

Phonics/Word Study

- Have students try to read the message in unison, first with you and then without you.
- Reinforce the grade-level focus Foundational Skills students are using in their reading and writing. Have a few students take turns holding the marker and coming up to point out things in the writing.
- Review short I Word Families:
 - **Word Study Chart:** *Let's read our lists of words from the week. Can anyone think of additional words we could add? Where would they go? Why?*
 - **Patterns:** *What letter makes the /i/ sound in these words? Who can come up and circle that letter in a word? Who can circle the letters making the /ick/ sounds? Who can put a rectangle around the letters making the /ip/ sounds?*
 - **Form connections to other short I Word Families:** *What other rimes do you know that have the /i/ sound like in -ip and -ick? Whisper a word to your partner. Let's look at our rime unit Word Wall. Who can come and point to one they found? Yes, -in, -it, and -ill all have the letter i making the /i/ sound like in -ip and -ick. What do we call this sound? That's right—short I.*
- Continue to add new rimes (Word Families) to the rime unit Word Wall.

Phonological Awareness

- **Final Phoneme Deletion:** Have students say a word from the Morning Message (e.g., *main*). Then say it again, deleting the final phoneme (e.g., *Say main. Now say it again, but don't say /n/*).
- Continue to delete final phonemes from words (e.g., *books, find, and, etc.*). Continue only as long as student engagement is high. Remember, this should take no longer than one minute.

Post the message on the classroom wall to build a print-rich environment. If wall space is limited, send the Morning Message home with a different student each day to share with his/her family.

Foundational Skills Focus

Phonological Awareness

Final Phoneme
Deletion

Phonics

Use short I Word
Families to decode
one-syllable words.

Word Study

Read and spell 40
Word Families.

Integrates
targeted
instruction in
Foundational
Reading and
grammar/
conventions

Morning Message
5–15 min.

Interactive
Read-Aloud
15–40 min.

Readers' Workshop
20–40 min.

Writing
20–40 min.

Interactive Read-Aloud

1. Establish Today's Learning Goal

Post and refer to standard RI.2.

By the end of this week, each of you will have written an informational text about RQ #1. Today we will start exploring how great informational text is organized. All great informational texts use interesting information—called details—to teach the reader about someone, somewhere, or something—a topic.

By the end of today, you will be able to identify the main topic and key details in a text.

2. Pre-Reading

Introduce/Review Key Concepts: RI.2

Main Topic: the “who, what, or where” the whole text is about; the subject of the text.

Key Detail: one piece of information from the text (words or pictures) that is important to the text/topic.

Apply Key Concept to Real Life/Familiar Content

Students practice applying key vocabulary, concepts, and thought processes required by this Common Core State Standard to their own lives. Have students work in pairs to come up with main topics and key details that support them.

Topic vs. Main Idea

A topic is the subject of a text (e.g., physical adaptations of elephants); the main idea is the author's message about the topic (e.g., elephants' physical adaptations help them to survive in their environment). This distinction can be confusing (for students and adults) if not addressed.

This week, make sure students understand the part/whole relationship of detail/main topic: a detail is one piece of the text, while the main topic is what the whole text is about.

Explicit teaching of comprehension strategies

Example 1

I have a dog. My best friend has two cats. I also know people who have all of these animals as pets: snakes, mice, rats, spiders, fish, and iguanas. There are lots of different animals that can be pets.

Main Topic: *Animals that are pets*

Key Detail: *Mice and rats can be pets.*

Example 2

Review FPO from yesterday.

Main Topic: *What is the Research Question all about?*

Key Detail: *What is one piece of information/fact (from your FPO notes) about this RQ?*

Daily reading of text that aligns with complexity of grade level band. These texts come from the Read-Aloud basket

Rubrics and sentence stems provide scaffolds and supports for diverse learners

3. Read Aloud

Continue working through the Read-Aloud the class started yesterday or begin a new Read-Aloud, as appropriate.

Read Text

If you are beginning a new selection, give students the opportunity to unpack and discuss everything the text has to offer before concentrating on today's Focus.

Model/Guided Practice: Main Topic and Key Details

Let's reread this text to identify the main topic and some of the key details.

With your class:

- Determine the topic. *The text is all about ___ so far. This is the topic.*
- Locate key details related to the topic from the text and images. *Some of the things this text says about the topic include...*
- Construct a 3-point answer using the CCSS RI.2 Rubric.

Rubrics

Rubrics scaffold students' thinking, teaching them how to build a proficient answer one component at a time. Rubrics make the expectations for a proficient answer clear to everyone, allowing students to take charge of their own learning.

Sentence stems can be used to reinforce vocabulary in preparation for writing.

Multiple opportunities to engage with text

Engages students in productive struggle through discussion questions

Students work with grade-level text to provide evidence of application of targeted grade-level standard with complex text

CCSS RI.2 Rubric	
1 pt.	Introduce the text. <i>I read _(text)_ by _(author)_ .</i>
1 pt.	Identify a main topic. <i>The topic is...</i>
1 pt.	Retell the key details. <i>The key details are...</i>
3 pts.	Proficient Answer



African Elephant

Uses rubrics, charts, and graphic organizers as supports to comprehension and independence

4. Wrap Up

Add to class graphic organizers.

Identify and add at least one word to the Class Glossary.

If time and energy allows, consider addressing some of the additional questions below.

Additional Standards & Text Analysis

Target Vocabulary and/or Text Structure

Highlight any high-leverage (Tier II) vocabulary (see “Which Words Do I Teach and How?” in lesson 2).

Compare/Synthesize Across Texts

How does this compare to what you already knew/thought about...?

How does this relate to what other authors have written about...?

Thinking Like a Scientist

What do you wonder about this? What questions does it raise for you?

Speculate on...

Vocabulary instruction and strategies to build knowledge of content and text

Incorporates higher-level activities and questioning

Foundational Skills Focus

Phonological Awareness: Introduce Final Phoneme Deletion

These one-minute challenges can be used throughout the day. Use this quick challenge to develop students’ awareness of final phonemes. Students will delete the final sound of a word.

- Say moon. Now say it again, but don’t say /n/. (/moo/)
- Repeat with other words: soap, seed, safe, etc.

For suggested lists of words, see Part III: Training Exercises (Level I2) in *Equipped for Reading Success* (Kilpatrick, 2016).

Integrates targeted instruction in Foundational Reading

Morning Message 5–15 min.	Interactive Read-Aloud 15–40 min.	Readers' Workshop 20–40 min.	Writing 20–40 min.
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Readers' Workshop

1. Set Focus: RQ #1 & RI.2

Complete your research on RQ #1.

Students will continue to find and flag information they want to add to their FPOs.

As you read, identify the main topic and key details in the text. Be ready to share a 3-point answer with your partner using our RI.2 Rubric.

2. Independent Reading

Students read for 15–30 minutes, starting with self-selected Research Lab books on their topics.

3. Teacher Work

Monitor for Engagement

Ensure all students are on task, working in success-level reading.

Formative Assessment/Strategic Reading Instruction

One-on-One Conferences/Strategy Groups

Work with students to provide targeted and strategic instruction on individual Power Goals. Work with small groups when students have the same Power Goal.

Conferencing as Feedback Loop

Check current proficiencies with RI.2 by beginning your conferences with: *What's the main topic of the text you are reading? How do you know?*

4. Accountable Talk

Partner Share

Each partner takes one minute to share on today's focus.

Group Share

Who learned something important about this Research Question or our Unit?

Continue to add to the "Information Wanted" chart.

Writers Learn to Write by Reading

Like most—maybe all—writers, I learned to write by writing and, by example, by reading books. Long before the idea of a writer's conference was a glimmer in anyone's eye, writers learned by reading the work of their predecessors. They studied meter with Ovid, plot construction with Homer, comedy with Aristophanes... Though writers have learned

Assessment using the IRLA: Independent Reading Level Assessment, a standards-aligned assessment designed to be a bias-buster

Accountable Talk holds students accountable for daily reading based on choice and interest

CCSS RI.2 Rubric

1 pt.	Introduce the text. <i>I read _(text)_ by _(author)_ .</i>
1 pt.	Identify a main topic. <i>The topic is...</i>
1 pt.	Retell the key details. <i>The key details are...</i>
3 pts.	Proficient Answer

Formative assessments

Morning Message
5–15 min.

Interactive
Read-Aloud
15–40 min.

Readers' Workshop
20–40 min.

Writing
20–40 min.

Writing

1. Set Focus

Focus 1: Complete the FPO page for RQ #1.

Focus 2: Use the CCSS RI.2 Thinking Map to write about the text you just shared with your partner.

2. Model

Think aloud as you plan your writing.

Think aloud as you write.

As you write, reinforce:

- Representing thoughts with drawing and writing.
- Expressing a personally relevant message in print.
- Using letter sounds and Word Families/rhyming words to spell one-syllable words.
- “Writing” can take many forms, and anything is OK as you are learning.

Think aloud as you draw.

As you draw, reinforce how you can use a picture to support your writing.

Guided Practice

As soon as a student can tell you what s/he is going to write, release him/her to begin writing. **Do not insist that children write on the topic. If someone wants to write about something else, let it happen.**

3. Independent Writing

Students write for 15–30 minutes.

Encourage students to express themselves through writing and drawing.



Polar bear

Foundational Skills Focus

Word Study

Read and spell
40 Word Families.

CCSS RI.2 Thinking Map

Illustration	
1 pt. I read... (text)... by... (author)...	
1 pt. The topic is...	
1 pt. The key details are...	

Rubrics and Thinking Maps provide guidance for interpreting student performance

Standards-aligned summative assessments provide evidence of the degree at which a student can independently demonstrate the targeted grade-level standard

4. Teacher Work

Monitor for Engagement

Ensure all students are on task.

Formative Assessment/Writing Coach

Underwriting

As students write, move among them, making certain to visit all students, encouraging them to express themselves in drawing/writing in whatever ways they can. Reinforce using letter sounds and Word Families/rhyming words to spell one-syllable words. Once the student has completed his/her best attempt at writing, you will “underwrite” the student’s writing using pencil.

Check for Understanding/Standards Instruction

Observe students as they write. Make sure students are making adequate progress.

Share Good Examples

As you locate great examples in students’ work, point them out to the class.

Document

Record evidence and observations for individual students.

Integrates targeted instruction in grammar/conventions and writing strategies

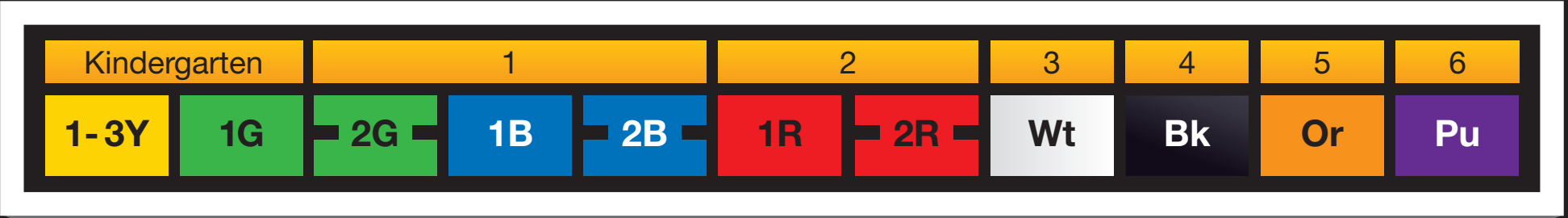


REPRESENTATIVE SAMPLE

IRLA & FOUNDATIONAL SKILLS

IRLA®: Developmental Reading Taxonomy®

TOOLKITS



Yellow: Transition from Picture Reading to Word Reading

Training Wheels Books

IRLA Toolkits provide materials to support students who need more time and attention to achieve automaticity with decoding, phonemic awareness, fluency, and/or vocabulary acquisition

Zone	Contents	Page
1Y	Lessons 1–3 Active Reading Strategies <ul style="list-style-type: none"> Understand that readers actively search for clues as they read in order to make sense of what they are reading. Use a repeated sentence pattern and obvious picture clues to map their speech onto text. Demonstrate phonological awareness of rhyme, syllables, and words heard in a sentence. 	1
2Y	Lessons 4–6 Concept of Word (Tracking) <ul style="list-style-type: none"> Understand that language is made of words. Point to each word as they “read” it. 	21
3Y	Lessons 7–9 Initial Consonant Sounds <ul style="list-style-type: none"> Understand that letters signal sounds. Use all initial consonant sounds to narrow word choice in reading. Demonstrate phonological awareness of alliteration and first letter sounds. 	45
	Resources Phonemic Awareness/Phonics Teaching and Learning Ideas	75

PreK	Kindergarten	1	2	3	4	5	6	7	8	9 & 10	11 & 12				
RTM	1-3Y	1G	2G	1B	2B	1R	2R	Wt	Bk	Or	Pu	1Br	2Br	Si	GI

1 Green

High-Frequency Words: First 60

Contents		Page
Lessons 1–6	Know 10 Power Words: <i>love, I, my, this, is, a, here, the, in, are</i> Use known Power Words to read 1G text: <i>I Love Basketball</i>	3
Lessons 7–8	Know 15 Power Words: <i>on, like, to, with, an</i> Use known Power Words to read 1G text: <i>I Love to Sleep</i>	29
Lessons 9–10	Know 20+ Power Words: <i>see, at, has, come, go, will, be</i> Use known Power Words to read 1G text: <i>See the Cactus</i>	35
Lessons 11–12	Know 25+ Power Words: <i>and, of, all, little, big, it</i> Use known Power Words to read 1G text: <i>Caterpillars Love to Eat</i>	47
Lessons 13–14	Know 30+ Power Words: <i>can, lots, can't, get, look, she, he, for</i> Use known Power Words to read 1G text: <i>Penguin Baby</i>	53
Lessons 15–16	Know 35+ Power Words: <i>there, do, no, one, we, live, where</i> Use known Power Words to read 1G text: <i>What Are Houses Like in Africa?</i>	61

PreK	Kindergarten	1	2	3	4	5	6	7	8	9 & 10	11 & 12				
RTM	1-3Y	1G	2G	1B	2B	1R	2R	Wt	Bk	Or	Pu	1Br	2Br	Si	GI

2 Green

120+ Power Words, Initial Blends & Digraphs

Contents		Page			Page
Lessons 1–2	Initial Consonant -L Blends: <i>bl, cl, fl, gl, pl, sl</i>	3	Lessons 12–15	Know 2G Category Words: Numbers Know 18 2G Power Words: <i>her, house, so, or, day, give, now, how, when</i> Use known Power Words to read 2G text: <i>Polar Bear Babies</i>	85
Lessons 3–4	Initial Consonant -R Blends: <i>br, cr, dr, fr, gr, pr, tr</i>	15		Lessons 16–17	Know 2G Category Words: Family Know 24 2G Power Words: <i>animal, put, goes, good, stop, his</i> Use known Power Words to read 2G text: <i>The Gorilla Family</i>
Lessons 5–6	Initial S- Blends and Tw-: <i>sc, sk, sm, sn, sp, st, sw, tw</i>	25	Lessons 18–19		Know 2G Category Words: Days of the Week Know 2G Category Words: Colors Use known Category Words to read 2G text: <i>My Ride</i>
Lessons 7–8	Initial Consonant Digraphs: <i>ch, ph, sh, th, wh, wr</i>	43		Lesson 20	Know 2G Category Words: Directions Use known Category Words to read 2G text: <i>Mondays</i>
Lessons 9–11	Know 9 2G Power Words: <i>as, some, these, too, eat, many, make, not, out</i> Use known Power Words to read 2G text: <i>Birds</i>	63	Lessons 21–24	Contractions Use known Power Words to read 2G text: <i>You Can Do It</i>	143

PreK	Kindergarten	1	2	3	4	5	6	7	8	9 & 10	11 & 12				
RTM	1-3Y	1G	2G	1B	2B	1R	2R	Wt	Bk	Or	Pu	1Br	2Br	Si	GI

1 Blue: One-Syllable Words

Table of Contents



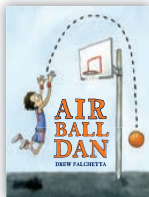


Use Known Phonograms to Read and Spell New Words				
Zone 1: Use 10 Power Words (Without Onsets) to Read and Spell 100 New Words		Small-Group Texts	Page	
Lessons 1–2	<ul style="list-style-type: none"> Consonant + Power Word = New Word Use -all to read call 	<i>Who Can I Call?</i>	9	
	it → sit, quit	<i>Let's Quit</i>	29	
Lessons 3–16	am	<i>Slam Bam Sam</i>	39	
	an	<i>Dan Gets a Call</i>	47	
	and		55	
	at	<i>Dan Gets a Cat</i>	63	
	eat		69	
	in	<i>What's So Good About Matt?</i>	77	
	out	<i>The Grand Scam</i>	87	
	up		93	
	Extra Practice: Oral Rhyming			101
	Zone 2: Use 120 Key Words (1G/2G Power Words) and Analogy			
Lessons 17–22	will → spill, frills	<i>Zoology Magazine: Animals and Tools</i>	119	
	get		127	
	pink		133	
	black		139	
	stop		145	
	saw		145	
	look		151	

PreK	Kindergarten	1	2	3	4	5	6	7	8	9 & 10	11 & 12				
RTM	1-3Y	1G	2G	1B	2B	1R	2R	Wt	Bk	Or	Pu	1Br	2Br	Si	GI

Zone 2 (continued)			
Lessons 23–28	see → tree, sleep	<i>Zoology Magazine: Animals Sleep in Lots of Ways</i>	155
	day		157
	down		159
	nine		161
	ten		163
Lessons 29–34	g/not → spot, trots	<i>Zoology Magazine: Some Animals Play Tricks</i>	165
	m/take		167
	came		169
	red		171
	jump		173
	Review Word Families		175
Zone 3: New Key Words with High-Leverage Phonograms			
Lessons 35–40	Key Words (use the Key Word Strip to read and spell new word families)	<i>Smelling Good</i>	188
		<i>Back Seat Blues</i>	194
		<i>The Elephant's Trunk</i>	197
	1B Tricky Words		205
	R-Controlled Vowels	<i>Ant Farmers</i>	207
Zone 4: Phonemes (Letter Sounds): Use Common Vowel Patterns			
Lessons 41–52	The Letter A/a		219
	The Letter E/e	<i>How Birds Eat</i>	233
	The Letter I/i		247
	The Letter O/o	<i>We Can Fix It</i>	259
	The Letter U/u		273
	Final -E Rule	<i>Crocodiles</i>	285
	Cunningham's <i>Making Words</i>		296
	Gaskins's "Word Detectives"		298








PreK	Kindergarten	1	2	3	4	5	6	7	8	9 & 10	11 & 12				
RTM	1-3Y	1G	2G	1B	2B	1R	2R	Wt	Bk	Or	Pu	1Br	2Br	Si	GI

2 Blue: Decoding 2-Syllable Words

Contents			Page
Lesson 1	What is a Syllable? Count, pronounce, blend, and segment syllables in spoken words.		3
Lessons 2-3	Compound Words		5
	<ul style="list-style-type: none"> Decode compound words. Use knowledge of the meaning of individual words to predict the meanings of compound words. Sports Compound Words: <i>Throwback: A Look at Sports</i>		20
Lesson 4	Inflectional Endings Introduction to Inflectional Endings		25
Lessons 5-6	-ed <ul style="list-style-type: none"> Signals past action of root word Double consonant rule Three different ending sounds 		29
Lesson 7	-ing		43
Lesson 8	-er		49
Lessons 9-11	<i>Air Ball Dan</i> (-ed, -ing, -er)		55
Lesson 12	-er/-est		65
Lesson 13	<i>Cheetahs Are Hunters</i> (-er/-est)		70
Lesson 14	-s/-es		73
Lesson 15	-ies		81
	Inflectional Endings Additional Practice		86
Lessons 16-17	Two-Syllable Words		89
	<ul style="list-style-type: none"> Decode two-syllable words following basic patterns by breaking the word into syllables. Use knowledge that every syllable must have a vowel. Be flexible with stress and vowels. <i>When the Wolves Came Back</i>		95


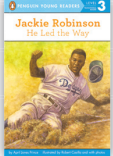
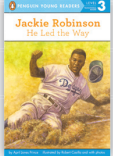








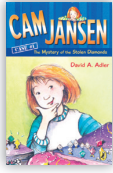
PreK	Kindergarten	1		2	3	4	5	6	7	8	9 & 10	11 & 12			
RTM	1-3Y	1G	2G	1B	2B	1R	2R	Wt	Bk	Or	Pu	1Br	2Br	Si	GI

1 Red: Decoding 3-Syllable Words

Contents			Page
Lesson 1–4	Three-Syllable Words <ul style="list-style-type: none"> Decode three-syllable words following basic patterns. 		3
Lessons 5–7	Morpheme Analysis: Common Suffixes <p>Use suffixes to help decode three-syllable words.</p> <ul style="list-style-type: none"> Review: -ed, -ing, -er, -est, -y/-ies -ly 	 	37
Lessons 8–11	Three-Letter Blends <ul style="list-style-type: none"> Beginning blends (str-, scr-, spl-, spr-, shr-, squ-, sch-, thr-) Ending blends/trigraphs (-tch, -rst, -rth, -ght) 		73
Lessons 12–18	Vowel Teams & Other Tricky Letter/Sound Correspondences <ul style="list-style-type: none"> Try making a consonant silent (kn-, gn-, -mb, -gh). Know spelling-sound correspondence for additional vowel teams. 	 	81
Lessons 19–21	Falling in Love with Series/Authors <p>Read several books in a series, about the same characters, or by the same author. Learn to anticipate/predict based on prior knowledge about the characters and/or author.</p>		113



PreK	Kindergarten	1	2	3	4	5	6	7	8	9 & 10	11 & 12				
RTM	1-3Y	1G	2G	1B	2B	1R	2R	Wt	Bk	Or	Pu	1Br	2Br	Si	GI

2 Red: Decoding Multisyllabic and Irregularly Spelled Words









Contents		Page
Lessons 1–5	Flexible Decoding Demonstrate flexibility with letter sounds, trying different sounds for the letters/chunks in an unfamiliar word until the word is recognized from everyday speech.	 3
	<ul style="list-style-type: none"> • “i” says long i, short i, and long e; “i” in patterns like -ie- and -ion • “ch” says /k/; “ci” says /sh/; “c” says /s/ 	 19
	<ul style="list-style-type: none"> • Vowel splits 	 31
Lesson 6	Phrasing Practice Group words into meaningful clumps to help fluency and understanding in new texts.	 39
Lessons 7–14	Morpheme Analysis: Affixes Use common prefixes and suffixes as clues to both pronunciation and meaning.	 43
	<ul style="list-style-type: none"> • -tion/-sion 	 57
	<ul style="list-style-type: none"> • -ier/-iest 	 65
	<ul style="list-style-type: none"> • -ful/-fully, -ily 	 77
	<ul style="list-style-type: none"> • -able 	 83
	<ul style="list-style-type: none"> • un- 	 91
	<ul style="list-style-type: none"> • re- • mis- 	 99
Lessons 15–29	Chapter Books Sustain concentration in books that can’t be read in one sitting and in books with few pictures.	 107

PreK	Kindergarten	1	2	3	4	5	6	7	8	9 & 10	11 & 12				
RTM	1-3Y	1G	2G	1B	2B	1R	2R	Wt	Bk	Or	Pu	1Br	2Br	Si	GI

White: Notice and Acquire Academic Vocabulary

Contents			Page
Lessons 1-9	Context Clues <ul style="list-style-type: none"> Notice academic and domain-specific vocabulary and use context clues to hypothesize the meanings of new words. Provide a synonym (word or phrase) that could be substituted for the unfamiliar word, demonstrating understanding of contextual nuances in word meaning. 		23
Lessons 10-12	Word Parts: Prefixes, Suffixes, Roots Notice and use common affixes and roots as clues to the meanings of unknown words.	"Ations" by Shel Silverstein "I'm Being Abducted by Aliens" by Jack Prelutsky	71
Lessons 13-15	Reading White Informational Text Use context clues and word parts to determine the meaning of both general academic (Tier II) and domain-specific/technical (Tier III) words in informational text.		87
Lessons 16-20	Figurative Language Distinguish between literal and nonliteral language.		105
Lesson 21	Range of Reading: Independently Finish a Chapter Book Sustain engagement and comprehension in books with few or no illustrations.		131
Lessons 22-26	Putting It All Together Apply a range of strategies to read and understand an unfamiliar text.		137
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PreK	Kindergarten	1	2	3	4	5	6	7	8	9 & 10	11 & 12				
RTM	1-3Y	1G	2G	1B	2B	1R	2R	Wt	Bk	Or	Pu	1Br	2Br	Si	GI

Contents	Black: Develop a Series Habit & a Robust Word Schema		Page
Lessons 1-8	Build Academic Vocabulary Solve for the meaning of unfamiliar words in Black-level text by flexibly applying word learning strategies: <ul style="list-style-type: none"> Context clues Synonyms/antonyms Syntax/parts of speech 		20
	Hook Series #1: Goosebumps Use the formulaic craft and structure of Goosebumps as a scaffold to independently read another book in the series, increasing silent reading speed and comfort.		
Lessons 9-21	Read Like a Detective: Clues in Text & Within Words Use common, grade-appropriate affixes as clues to the meaning of unfamiliar words. <ul style="list-style-type: none"> inter-, -al, -ic, -ist/-ian -able/-ible, -ous/-ious, fore- -ant (as both noun and verb) -ance/-ence, -ary/-ery/-ory 		54
	Hook Series #2: Museum Mysteries Use the formulaic craft and structure of Museum Mysteries as a scaffold to independently read another book in the series, increasing silent reading speed and comfort.		
Lessons 22-31	Read Nonfiction to Build Knowledge & Vocabulary Use context and common, grade-appropriate Greek and Latin roots as clues to the meaning of both academic (Tier II) and domain-specific/technical (Tier III) words in informational text.		108
	Hook Series #3: Magic Tree House Fact Trackers Use the formulaic craft and structure of MTH Fact Trackers as a scaffold to independently read another book in the series, increasing silent reading speed and comfort.		
Lessons 32-34	Learn Science Through Analogy Explain the steps in a process, as taught through graphic nonfiction. Explain the meaning of simple similes, metaphors, and other figurative language in context.		188
Lesson 35	New Hook Series: Find the Formula That Works for You Develop a series habit in service of finishing one Bk Chapter book per week, increasing silent reading speed and comfort.		206

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Lessons A.1-A.8	Adventure: <i>Escaping the Giant Wave</i>	27
	Read Another Adventure Novel	
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	Read Another Biography of a Scientist	
Lessons HF.1-HF.10 & HNF.1-HNF.5	Westward Expansion Historical Fiction: <i>How I Became a Ghost</i>	117
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Lessons P.1-P.11	Poetry Use repeated close readings of poems to build independent fluency in reading and writing poetry.	195

PreK	Kindergarten	1	2	3	4	5	6	7	8	9 & 10	11 & 12		
RTM	1-3Y	1G	2G	1B	2B	1R	2R	Or	Pu	1Br	2Br	Si	GI

Purple: Authors Use Genre to Organize and Communicate Ideas

Contents	Develop a Genre Schema		Page
Baseline Lesson	You Are a Purple Reader...with the Right Book		17
Lessons 1-16	Fantasy: <i>The False Prince</i>		21
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PreK	Kindergarten	1	2	3	4	5	6	7	8	9 & 10	11 & 12				
RTM	1-3Y	1G	2G	1B	2B	1R	2R	Wt	Bk	Or	Pu	1Br	2Br	Si	GI

Note Catcher

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