

TEXAS EDITION

# Collaborative Literacy: The Future of Teaching and Learning

Approved for the Proclamation 2019 Adoption List





*“I love how authentic the lessons and focus strategies are. It’s what good readers, listeners, and community members do in real life.”*

– Monica McCurry, fourth-grade teacher,  
W. Reily Brown Elementary School, DE



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# Collaborative Literacy—Our Approach

Center for the Collaborative Classroom partners with schools and districts to help students flourish and teachers thrive. We are a mission-driven, nonprofit organization dedicated to ensuring all students experience caring classrooms where they develop into highly literate critical thinkers who learn from, care for, and respect one another.

To accomplish this mission, we've spent years developing an alternative to traditional textbook instruction. CCC Collaborative Literacy, aligned with TEKS and ELPS, is a comprehensive, research-based K–5 literacy curriculum that addresses all of the core concepts, strategies, and skills traditionally taught in the language arts block while placing the integration of academic and social development at the heart of student learning.

## FUNDAMENTALS

Literacy is a foundational skill for student success in school and beyond. Our approach puts student thinking and speaking at the center of their learning. Collaborative Literacy is an outgrowth and expression of our fundamental beliefs about child development and education. We believe:

- Relationships are integral to academic and social growth
- Social development and academics are interdependent and equivalent
- Children are intrinsically motivated to learn
- Good teaching makes a profound difference for children

These aren't just talking points for us. They are tenets that underpin the pedagogy driving instruction and our materials:

- Because relationships matter, we begin the year intentionally by building a classroom community; social skills such as taking turns sharing, thinking, and agreeing and disagreeing respectfully are explicitly instructed; and frequent check-ins are created to allow students to reflect on their partner work.
- Integration of social development with academic instructions supports students as they grow into critical thinkers and effective collaborators. Throughout Collaborative Literacy lessons the social and academic are integrated and mutually supportive.
- Our lessons tap into students' innate curiosity by using high-quality mentor texts that reflect and extend their own experiences. Ample opportunity to think, talk, and interact with each other, and choice in book selection and writing topics support exploration.

## COMMITTED TO SUPPORTING TEACHERS

We're committed to making an impact in every classroom. The only way this change can happen for real children in real classrooms across the country is through curricula that engage students while supporting ongoing teacher learning. Collaborative Literacy provides teachers with practical materials they can teach with and learn from. Our curriculum offers:

- Academic and social teaching practices that can be applied throughout the day
- A deliberate and careful blend of constructivism (students building knowledge by doing the thinking and talking) and explicit instruction
- Daily lessons that build teachers' understanding of best practices in literacy development
- Professional learning that gives teachers the tools they need to transform classrooms

Teachers at every stage of their careers use our programs to gain the tools to effectively develop classroom communities, and they report increased confidence and facility in their classrooms as well as higher rates of proficiency in their students.

## COLLABORATIVE CLASSROOM

Encourages	Discourages
Building relationships	Passive sitting and listening
Teacher facilitation of student interactions	Closed-ended questions
Active student participation in learning	Excessive teacher talk
Meaningful reading and writing activities	Isolated drill and worksheet work
Reflection on academic and social learning	Decontextualized reading and writing

### IMPACT

In Collaborative Literacy classrooms students grow as readers and writers. Across the year, students read increasingly complex texts and write in various genres more proficiently. At the same time, teachers foster fundamental shifts in the way their students feel, speak, think, and learn. In intentional, nurturing classrooms, students:

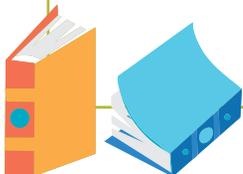
- Think deeply about text
- Work collaboratively
- Take risks in their learning
- Share and explain their thinking
- Build their confidence
- Read and write more proficiently
- Become critical thinkers and problem solvers

Our work has been implemented in more than 200,000 classrooms across the country, raising student grades and test scores, reducing problem behaviors, and bolstering student and teacher engagement.

Quantitative analyses of districts that have implemented our programs have consistently measured increases in test scores for writing and reading, and echo the reactions of classroom teachers who have documented improvements in students' motivation to read, depth of thinking, and willingness to share their thinking.

*“Not only are our students learning to read and write with skill and passion, they are learning how to care about and support one another as people and learners, while our teachers are supported in their efforts to continue learning as they work together to support our students.”*

— Lynda Fender Hayes, Director,  
P. K. Yonge Developmental Research School, Gainesville, Florida



# Collaborative Literacy—How It Works

Collaborative Literacy, aligned with TEKS and ELPS, is comprised of four modules: *Being a Reader*<sup>™</sup>, *Making Meaning*<sup>®</sup>, *Guided Spelling*<sup>™</sup>, and *Being a Writer*<sup>™</sup>. It addresses the core skills that are traditionally taught in the language arts block while transforming the classroom into a student-centered learning environment where students thrive academically and socially.

## READING INSTRUCTION

To read with deep comprehension, students need basic foundational skills and higher-level thinking strategies: Collaborative Literacy provides both. Each module of Collaborative Literacy has specific academic and social focuses that allow teachers to easily identify the goals of the lessons and how they relate to students' developing reading comprehension.

*Being a Reader* (grades K–2) is an in-depth foundational skills program with whole-class and small-group strands. The whole-class Shared Reading instruction builds community, love of reading, concepts of print, phonological awareness, and oral fluency. The small-group strand provides differentiated, targeted phonological awareness, phonics, and high-frequency word instruction at students' points of need. Student learning is immediately applied to reading in connected texts. *Guided Spelling* (grades 3–5) continues to develop students' understanding of how English words are formed through direct instruction in spelling patterns, base words, and affixes.

### Being a Reader: K–2

(Comprehension, Decoding, Word Study, and Fluency)

- Whole-class instruction includes Shared Reading (K–1) and Word Study (2).
- Differentiated small-group instruction targets students at their individual points of need.
- Engaging and developmentally appropriate fiction and nonfiction books, articles, and poetry allow students to apply their learning in connected texts.

### Guided Spelling: 3–5

(Spelling and Word Study)

- Direct instruction in spelling concepts supports students' growing understanding of how English words work.
- In-class practice includes specific steps for learning new words.
- Weekly homework provides additional practice with the week's concepts.
- Weekly spelling tests allow teachers to monitor student progress.

*Making Meaning* (grades K–5) provides complete, research-based comprehension strategy instructions, with strategies increasing in sophistication through the grades as students read more complex texts. Strategies learned in whole-class instruction are immediately applied to students' independent reading. Lessons include built-in time for conferring, a time when teachers can differentiate instruction to meet the diverse needs of their students, which allows them to grow as readers at their own paces. Lessons in the *Making Meaning Vocabulary Teaching Guide* use Tier 2 words drawn from read-aloud texts to introduce words in context, increasing students' academic vocabulary and developing independent word-learning strategies that can be applied when reading any text.

### Making Meaning: K–5

(Comprehension and Vocabulary)

- Students construct their understanding through rich conversations about texts.
- Carefully selected trade books, poems, short stories, and nonfiction articles are mentor texts as students develop comprehension strategies.
- Students acquire a repertoire of comprehension and vocabulary strategies they apply to independent reading.

## WRITING INSTRUCTION

*Being a Writer* combines a writing process approach with guided instruction, providing a clear scope and sequence that ensures that students learn the important elements of writing at their grade level. Specific skill practice lessons at each grade level allow the teacher to introduce skills as needed during the revision cycle of writing or systematically throughout the year. Mentor texts are used for each genre, and students have many opportunities to confer with classmates and the teacher as they develop each piece of writing.

### **Being a Writer: K–5** (Writing)

- Students develop their understanding of the characteristics of genres as they listen to mentor texts.
- Students apply what they are learning from mentor texts to writing in a variety of genres.
- Students provide feedback in respectful ways and revise their writing using feedback.
- Opportunities for presenting writing to the class from the Author’s Chair are incorporated in every unit.
- Language skills and conventions are integrated throughout the curriculum.

## ASSESSMENT

Collaborative Literacy offers a comprehensive set of assessments that enables teachers to monitor and determine students’ progress and needs throughout the year. The assessments in each module are designed to help teachers make informed decisions about instruction as they teach and to track students’ academic and social growth over time.

Each Collaborative Literacy module includes both formative and summative assessments. Formative assessments help teachers reflect on students’ academic and social growth over time, through class observations and individual conferences. Summative assessments enable teachers to evaluate and measure students’ learning and social growth.

The information gathered from the assessments in the Collaborative Literacy suite provides a detailed picture of each student’s growth and development over the course of the year and can help teachers plan future instruction.

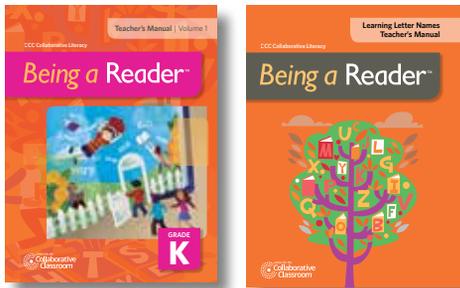


Photo courtesy of Marissa Moss/P. K. Yonge Developmental Research School

# Collaborative Literacy

## READING INSTRUCTION

### Foundational Skills: Being a Reader, Grades K-2



#### Whole-class Instruction

- Letter-name lessons (K)
- Shared reading lessons (K-1)\*
- Word study lessons (grade 2)
- Independent work lessons with embedded social skills instruction

#### Differentiated Small-group Instruction

- Emerging readers: Focus on foundational skills
- Developing readers: Focus on comprehension, fluency, and word analysis

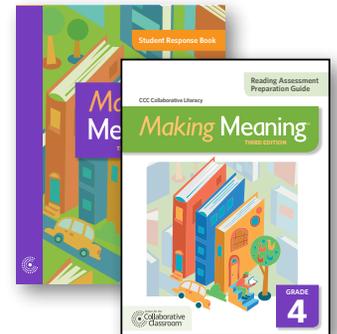
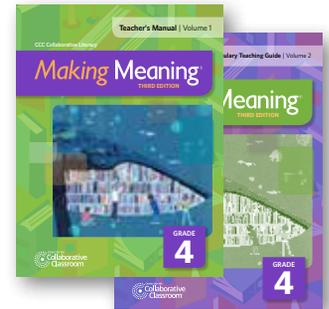


#### Independent Practice and Application

- Foundational skills application in supportive texts
- Reading, writing, and word study

\*K-1 Being a Reader also includes Handwriting lessons

### Comprehension: Making Meaning



### Foundational Skills: Guided Spelling, Grades 3-5



#### Whole-class Instruction

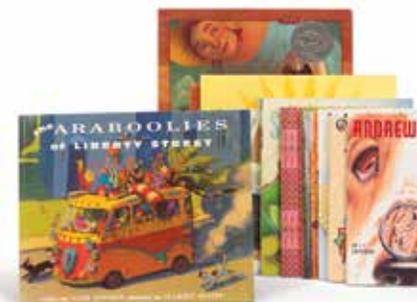
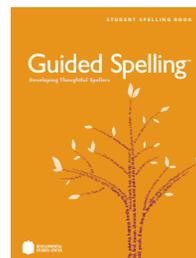
- Strategies for spelling think, pattern, and sight words
- Frequent review
- Support for phonemic segmentation
- Support for transferring spelling knowledge to writing

#### Differentiated Instruction

- Guidance for differentiating for individual needs

#### Independent Practice and Application

- Daily practice in student books
- Weekly homework practice



# WRITING INSTRUCTION

## Writing: Being a Writer, Grades K–5

### Whole-class Instruction

- Comprehension and vocabulary lessons using trade books
- Preparing for Individualized Daily Reading (IDR) lessons
- Embedded social skills instruction



### Guided Practice

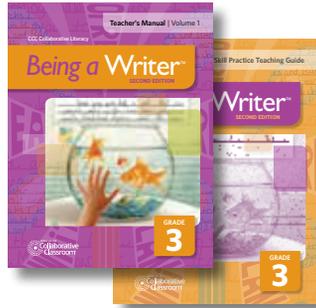
- Rereading mentor texts and excerpts
- Using vocabulary and word-learning strategies with partners
- Reading assessment preparation lessons (grades 3–5)

### Support for Differentiated Instruction

- IDR Conferences
- IDR Mini-lessons

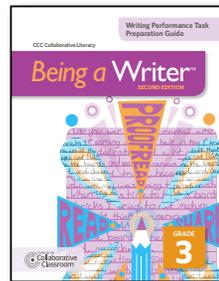
### Independent Practice and Application

- Individualized Daily Reading
- Reading journal entries



### Whole-class Instruction

- Genre and craft lessons with mentor texts
- Skills and conventions mini-lessons
- Peer conferring lessons
- Embedded social skills instruction



### Guided Practice

- Editing, revising, and proofreading mini-lessons
- Writing performance task preparation lessons (grades 3–5)

### Support for Differentiated Instruction

- Writing conferences
- Diagnostic skills assessment
- Differentiated skills practice



### Independent Practice and Application

- Daily writing time
- Sharing from the Author's Chair

# Being a Reader™, Grades K–2

## Beginning Reading

*Being a Reader* is the beginning reading module designed to help all students master the foundational skills and strategies required for reading success in grades K–2. Built on a continuum of early reading competencies, *Being a Reader* is designed to help teachers meet their students where they are developmentally and to create an environment in which all students can grow as readers, independent learners, and caring members of the classroom community.

### PROGRAM HIGHLIGHTS

#### Differentiated Small-group Reading Instruction

*Being a Reader* gives every teacher the ability to differentiate early reading instruction—even in classrooms where there is only one teacher. Students receive the individual support needed to develop at their own paces as readers.

Small-group reading follows a developmentally appropriate sequence. Phonics, decoding, and high-frequency words are taught in small groups. A program-specific Placement Assessment provides the data needed to group students appropriately for instruction. Periodic mastery tests monitor progress.

#### Whole-class Instruction

Whole-class instruction in each grade includes:

- Grade K: Shared reading, handwriting, and learning letter names
- Grade 1: Shared reading and handwriting
- Grade 2: Word work

#### Authentic Reading Experiences

Students practice what they are learning by reading. Texts for reading practice are engaging and developmentally appropriate. Books are matched to readers; students transition from controlled-vocabulary texts into easy-to-read leveled trade books when they are ready.

#### BookRoom! App

The BookRoom! app can be used to deliver the books in Small-group Reading Sets 1–6 to students for practice.

#### Instruction in Independent Work Skills

Research shows that learning the purposes for independent work increases students' intrinsic motivation. The program explicitly teaches independent work habits and procedures that give students choice about their work and allow teachers to conduct small-group instruction with minimal disruption.

#### Flexible Packaging and Purchasing Options

Teachers can customize instructional materials by purchasing additional book sets for small-group reading to meet the needs of their students.

#### Digital Teacher's Set

Each grade level includes access to digital versions of printed teacher's materials.

#### Professional Development Videos

Embedded at point of use, videos demonstrate instructional techniques and model conferring and facilitation tips.

#### Learning Portal

This website gives teachers access to interactive whiteboard activities, technology tutorials about integrating technology into instruction, printable PDFs of teacher and student materials, and professional development media.

#### CCC ClassView App

The CCC ClassView app provides assessments to inform placement in small groups, assess mastery of early reading progress, and assess social skills. Teachers can use the app to capture, store, and present student data and use the information to inform their instruction.



*Being a Reader*, Kindergarten Classroom Package (tablet not included)

## PRINT COMPONENTS

- Whole-class *Teacher's Manual* (2 volumes)
- Read-aloud trade books (3–15 per grade level)
- *Small-group Reading Teacher's Manual* (one for each set)
- Small-group Reading Book Sets (sets 1–12; sets and number of texts vary by grade)
  - 68 controlled-vocabulary texts for emerging readers (6 copies of each title)
  - 48 leveled trade books for developing readers (6 copies of each title)
- *Assessment Resource Book* (1 volume for grades K–2, consumable)
- *Learning Letter Names* (grade K; optional purchase for grade 1)
- *Handwriting Notebook* (grades K–1, consumable)
- *Word Study Notebook* (grade 2, consumable)
- Alphabet Wall Cards, High-frequency Word Cards, and Sound Cards (grades K–1)
- Spelling-Sound chart (grades 1–2)
- 25 dry-erase markers and wipe-off boards (pens are consumable)

## DIGITAL COMPONENTS

- Digital Teacher's Set, which includes:
  - Grade-specific, whole-class Teacher's Manual
  - Small-group Reading Teacher's Manual
  - Assessment Resource Book
- Digital versions of the controlled-vocabulary texts in Small-group Reading Sets 1–5
- Access to the Learning Portal, which includes:
  - Digital Teacher's Set
  - Assessment resources
  - Interactive whiteboard activities
  - Technology tutorials
  - Printable PDFs of student materials and additional teacher resources
  - Professional development media
  - Online courses
  - Additional resources for teachers, coaches, and administrators (e.g., Collaborative Literacy Implementation Guide, Planning Tools, and Standards Correlations)

# Guided Spelling™, Grades 3–5

## Spelling and Word Study

The *Guided Spelling* program provides foundational language skills instruction for grades 3–5. Built upon a continuum of word study and spelling competencies, *Guided Spelling* is designed to promote students' word structure knowledge (phonics, syllable types, base words, roots, and affixes) so that they can decode and spell grade-level words with confidence.

### PROGRAM HIGHLIGHTS

#### Differentiated Instruction

*Guided Spelling* includes spelling list options at three difficulty levels so that all students receive instruction at an appropriate pace.

#### Whole-class Instruction

Teacher-led lessons guide students to think about the patterns, composition, and pitfalls of spelling. A Spelling-Sound Chart supports instruction and provides a reference for students throughout the day.

#### Student Practice

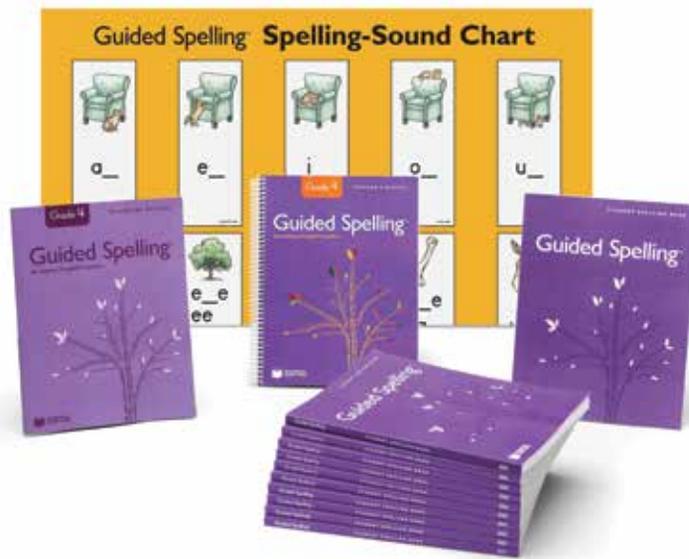
Student practice materials include both a *Student Spelling Book* and reproducible pages that students can use to practice at home. A dictionary and personal word list is provided at the back of the *Student Spelling Book*.

#### Professional Learning

The Teacher Background feature at the beginning of each week of instruction highlights specific challenges of the spelling concepts focused on during that week.



Photo © Ereloom Studios



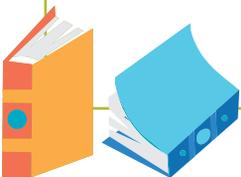
*Guided Spelling, Grade 4 Classroom Package*

## PRINT COMPONENTS

- Whole-class *Teacher's Manual*
- *Student Spelling Book* (class set)
- *Guided Spelling Blackline Masters* (for homework)
- Spelling-Sound Chart

*“With the traditional basal program, students are given a list, and they sort the words and write them in sentences. But that’s about all the real thinking that they do with the words. With Guided Spelling, they have to think through the difficulties and how to solve them. I guide them through how to break words into syllables and how to pronounce even the syllables that they cannot hear. The guidance teaches them to ask themselves questions about the words, letters, and word parts. I like the thinking it trains the kids to do. Traditional programs don’t do that.”*

— Bobbi Williams, grade 5 teacher



# Making Meaning<sup>®</sup>, Grades K–5

## Reading Comprehension and Vocabulary

*Making Meaning* provides a full year of research-based instruction for grades K–5 that helps teachers deepen their understanding of best practices for teaching comprehension and vocabulary. *Making Meaning* lessons support the development of critical thinking and a lifelong love of reading. Carefully selected nonfiction and fiction read-aloud trade books provide rich, rewarding experiences as students encounter increasingly complex texts and build their vocabulary.

### PROGRAM HIGHLIGHTS

#### Trade Books as Mentor Texts

Selected read-aloud texts provided with the program allow students to listen to and discuss big ideas in texts (16–31 per grade-level package).

#### Integration of Social Skills

Each lesson has social objectives that help to create a climate in which rigorous learning can occur. Objectives include working together cooperatively, appreciating others' ideas, disagreeing respectfully, and taking responsibility for one's learning.

#### Collaborative Classroom Practices

The program supports student practice in daily independent reading of self-selected texts, conferring, and working collaboratively to analyze texts.

#### Complex Texts and Close Reading

Throughout the program, students read a wide variety of high-quality, increasingly complex texts across disciplines and genres.

#### Vocabulary Development

Vocabulary lessons teach high-utility words from the program's read-aloud texts, along with strategies for unlocking word meanings in daily reading.

#### Independent Practice

The program guides students in applying comprehension and self-monitoring strategies during Individualized Daily Reading (IDR).

#### Conferring

Teachers provide immediate feedback to students about their reading during IDR conferences. They can use the data from these conferences to differentiate instruction.

#### Digital Teacher's Set

Each grade level includes access to digital materials for the teacher.

#### Professional Development Videos

Embedded at point of use, more than 50 professional development videos demonstrate instructional techniques and model conferring and facilitation tips.

#### Learning Portal

This website gives teachers access to more than 1,000 interactive whiteboard activities, technology tutorials that are integrated with the lessons, printable PDFs of student materials, and professional development media.

#### CCC ClassView App

Assessments are provided for each unit, social skills development, affective and metacognitive growth, and student self-assessment. Teachers can capture, store, and present student data as well as use it to inform their instruction.

#### Reading Assessment Preparation Guide

For grades 3–5, this guide provides scaffolded practice for standards-based reading comprehension assessments.



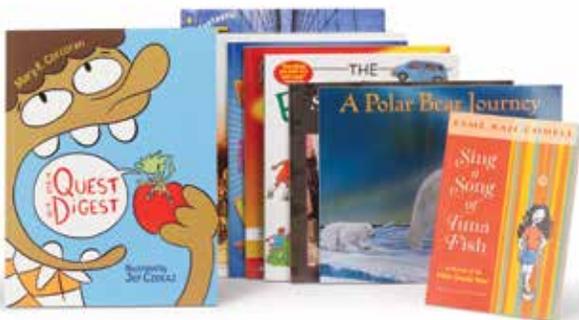
*Making Meaning, Grade 4 Classroom Package (tablet not included)*

## PRINT COMPONENTS

- *Teacher's Manual* (2 volumes at Grades 3–5)
- Read-aloud trade books (16–31 per grade level)
- *Vocabulary Teaching Guide* (2 volumes at Grades 3–5)
- *Assessment Resource Book* (consumable)
- *Student Response Book* (grades 1–5, consumable)
- Parent letters in English and Spanish
- *Reading Assessment Preparation Guide* (grades 3–5)
- Picture cards (grades K–1)
- Word cards (grades K–2)
- Pocket chart (grades K–2)

## DIGITAL COMPONENTS

- Digital Teacher's Set, which includes the grade-level-specific:
  - Teacher's Manual
  - Vocabulary Teaching Guide
  - Assessment Resource Book
  - Reading Assessment Preparation Guide (grades 3–5)
- Access to the Learning Portal, which includes:
  - Digital Teacher's Set
  - Assessment resources
  - Interactive whiteboard activities
  - Technology tutorials
  - Printable PDFs of student materials and additional teacher resources
  - Professional development media
  - Online courses
  - Additional resources for teachers, coaches, and administrators (e.g., Collaborative Literacy Implementation Guide, Planning Tools, and Standards Correlations)



Grade 4 IDR Nonfiction Library

# Being a Writer™, Grades K–5

## Writing

*Being a Writer* offers student-centered writing instruction for students in grades K–5. Its dual goals—fostering students’ growth as skilled writers and as caring members of the community—make it unique among writing curricula. This module of Collaborative Literacy integrates close reading of exemplar texts, critical thinking about texts, and authentic writing for various purposes and audiences. Embedded professional development helps all teachers implement best practices.

### PROGRAM HIGHLIGHTS

#### Workshop Model

Based on the workshop model, the program embraces the writing process and craft using experienced authors as models for developing ideas or a stories.

#### Integration of Social Skills

*Being a Writer* integrates the development of writing as a skill and craft with the development of social and ethical values of a responsible person.

#### Mentor Texts

At each grade level, 14–30 trade books are provided to immerse students in each genre through exemplary writing.

#### Collaborative Classroom Practices

- Teacher and peer conferences
- Collaborative writing tasks
- Writing for authentic audiences
- Writing daily with a choice of topics
- Teacher as Writer
- Exercises that help teachers develop their own writing skills
- Grammar, Usage, and Mechanics Skills Mini-lessons
- Skill instruction and practice in language skills can be taught in the suggested sequence or at the teacher’s discretion at an identified point of need (grades 1–5).

#### Conferring

Teachers provide immediate feedback to students during individual writing conferences. They can use the data from these conferences to differentiate instruction.

#### Digital Teacher’s Set

Each grade level includes a digital version of the printed teacher’s materials.

#### Professional Development Videos

Embedded at point-of-use, these videos demonstrate instructional techniques and model conferring and facilitation tips.

#### Learning Portal

This website gives teachers access to more than 1,000 interactive whiteboard activities, technology tutorials that are integrated with the lessons, reference copies of student materials, and writing performance task stimulus materials.

#### CCC ClassView App

Assessments are provided for the beginning and end of the year, each unit, social skills development, affective and metacognitive growth, language skills development, and student self-assessment. The CCC ClassView app allows teachers to capture, store, and present student data as well as use it to inform their instruction.

#### Writing Performance Task Preparation Guide

For grades 3–5, this guide provides practice activities for narrative, informative/explanatory, and opinion writing performance tasks that students must complete as part of the Common Core and other state performance-based writing assessments.



*Being a Writer*, Grade 3 Classroom Package (tablet not included)

## PRINT COMPONENTS

- *Teacher's Manual* (2 volumes)
- *Assessment Resource Book* (consumable)
- *Skill Practice Teaching Guide* (grades 1–5)
- *Writing Performance Task Preparation Guide* (grades 3–5)
- Read-aloud trade books (14–30 per grade level)
- *Student Writing Handbook* (grades 2–5, consumable)
- *Student Skill Practice Book* (grades 1–5, consumable)
- 25 dry-erase markers and wipe-off boards (grades K and 1, pens are consumable)

## DIGITAL COMPONENTS

- The Digital Teacher's Set includes the grade-level-specific:
  - Teacher's Manual
  - Assessment Resource Book
  - Skill Practice Teaching Guide (grades 1–5)
  - Writing Performance Task Preparation Guide (grades 3–5)
- Access to the Learning Portal, which includes:
  - Digital Teacher's Set
  - Assessment resources
  - Interactive whiteboard activities
  - Technology tutorials
  - Printable PDFs of student materials and additional teacher resources
  - Professional development media
  - Online courses
  - Additional resources for teachers, coaches, and administrators (e.g., Collaborative Literacy Implementation Guide, Planning Tools, and Standards Correlations)

# Professional Learning

Center for the Collaborative Classroom promotes continuous professional learning that empowers teachers to transform classrooms, build school communities, and inspire the academic and social growth of children. Our model provides opportunities for teachers to learn and practice every day as they teach our lessons, in learning teams, online, and with in-person coaching and support.

## PROFESSIONAL LEARNING HIGHLIGHTS

We believe that professional learning embedded in high-quality curriculum is essential to the success of teachers and students—it is at the core of our work. Collaborative Literacy is constructed so that teachers have opportunities to learn new teaching strategies as well as deepen their content knowledge.

## PROFESSIONAL LEARNING RESOURCES

In addition to the professional learning that occurs when teachers engage with and teach from Collaborative Classroom lessons, we offer a wide range of print, in-person, and online support.

- The *Professional Learning Leader's Guide* offers tools and resources for ongoing professional learning.
- The Learning Portal provides digital resources and embedded professional learning supports.
- Our online courses offer opportunities for teachers to learn about the programs at their own paces.
- Collaborative Classroom blog articles address specific questions or topics of interest to teachers implementing our programs.
- Webinars offered throughout the year provide timely and pertinent information teachers can use in their instruction.
- The Collaborative Classroom Facebook® community offers educators a place to ask questions and share their experiences.
- The Inside the Collaborative Classroom website offers additional videos, articles, and downloadable resources to help build your own collaborative classrooms.

## SUPPORT VISITS FOR PROFESSIONAL LEARNING

Our consultants have extensive experience working in schools and school districts. They are steeped in our pedagogy and provide a wide range of professional learning experiences for schools and districts. Services may include:

- Interactive workshops
- In-classroom coaching
- Professional learning community support
- Lesson study
- Model lessons

For more information, visit [collaborativeclassroom.org/professional-learning](https://collaborativeclassroom.org/professional-learning).

## Sample Lessons

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# Week 8

## OVERVIEW

The Week Overview provides the teacher with a summary of the week's instruction for each *Being a Reader* strand (Shared Reading, Independent Work, Handwriting, and Small-group Reading). This summary aids in planning.

### Whole-class Instruction

#### Shared Reading

This week the students explore the use of punctuation in *The Busy Little Squirt* and then echo read and chorally read the story with attention to punctuation. Throughout the week, they continue to work on listening carefully and participating responsibly.

#### Independent Work Check-in 197

This week we suggest you teach the "Introduce New Materials" check-in lesson in Appendix B, "Independent Work Resources." Depending on the needs of your students, you may decide to teach a different check-in lesson.

#### Handwriting 198

This week the students review the letters *c*, *o*, *s*, *l*, *t*, and *i* and practice writing words using those letters.

### Small-group Reading Instruction and Independent Work Rotations

#### Small-group Reading

This week you will continue to teach Small-group Reading lessons at the small-group reading table while the students work independently in the reading, writing, and word work areas.

#### Independent Work

The students may have assigned work from Small-group Reading to do during Independent Work. The following are materials and activities you might also incorporate into independent work areas this week:

##### Reading:

- Pocket chart activity with animals and actions from *This Little Chick* (see "Independent Work Connections" on page 180)
- Big book and other copies of *This Little Chick* (see "Independent Work Connections" on page 180)

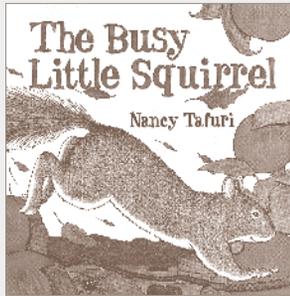
##### Writing:

- Sentence frames for *This Little Chick* (see "Independent Work Connections" on page 180)
- "Week 8 Review" handwriting sheet (see "Independent Work Connections" on page 199)

The Overview reminds the teacher of materials to add to the Independent Work rotations.

# Week 8

## RESOURCES



### Read-aloud

- *The Busy Little Squirrel*

### Extensions

- “Perform *The Busy Little Squirrel*”
- “Create a Class Book”



### Online Resources

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for the week.

#### Reproducible

- “Week 8 Review” (BLM1)

**J DO AHEAD**

**Shared Reading**

- ✓ Prior to Day 2, familiarize yourself with the reading activity in Step 5. Create a set of animal cards for the activity. Gather a set of index cards equal to the number of students in your class. On each card, write the name of one of the following characters from the story, so that each character has roughly the same number of cards: *Mouse, Bird, Frog, Cat, Dog, and Owl.*

**Independent Work Check-in**

- ✓ Familiarize yourself with the “Introduce New Materials” check-in lesson (or another check-in lesson of your choice) in Appendix B, “Independent Work Resources.” Collect and prepare any necessary materials. For more information about the check-in lessons, see Appendix B, “Independent Work Resources.”

**Handwriting**

- ✓ Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print “Week 8 Review” (BLM1). Make two copies (plus a few extra) for each student in the class. You will place one class set of copies in the independent writing area after the lesson. Save one copy to use in modeling.

 **SUGGESTED WEEKLY SCHEDULE**

Monday	Tuesday	Wednesday	Thursday	Friday
Handwriting (20)	Shared Reading (20)		Shared Reading (20)	Shared Reading (20)
Independent Work Rotations/Small-group Reading (60)	Independent Work Rotations/Small-group Reading (60)	Independent Work Check-in (35)	Independent Work Rotations/Small-group Reading (60)	Independent Work Rotations/Small-group Reading (60)
80 minutes	80 minutes	35 minutes	80 minutes	80 minutes

## OVERVIEW

## Shared Reading

***The Busy Little Squirrel\****

by Nancy Tafuri

A squirrel turns down his friends' invitations to play as he prepares for winter.

*\*This is a big book.*

**Academic Focus**

- Students listen to and discuss a story.
- Students discuss punctuation.
- Students read with attention to punctuation.
- Students chorally read the story.
- Students share ideas for new sentences for the story and read them.

**Social Development Focus**

- Students participate responsibly.
- Students listen carefully.

Academic and Social Development Focuses outline the goals for the week's instruction.

 **ELL SUPPORT**
**Preview the Text**

- Preview this week's book, *The Busy Little Squirrel*, with your students before you read it to the whole class. You might read it aloud while pointing to and discussing the illustrations, and clarifying any difficult vocabulary:

**nibble:** eat (p. 6)

**Provide Language Support**

- Model and practice reading sentences in an excited voice with your students. Write examples of simple sentences with exclamation points such as *I was so happy!* or *She was so mad!* and have your students practice repeating them after you model reading in an excited voice.

## Shared Reading *The Busy Little Squirrel*

# Day 1

### In this lesson, the students:

- Listen to and discuss a story
- Discuss the purpose of punctuation
- Read with attention to punctuation
- Listen carefully

This section highlights the academic and social focuses of the day's instruction.

### Materials

- *The Busy Little Squirrel* (big book)
- Big book stand
- Pointer

## 1 Gather and Introduce *The Busy Little Squirrel*

Gather the class with partners sitting together, facing you. Tell the students that today you will read a story called *The Busy Little Squirrel*. Place the book on the big book stand, and read the title and the name of the author aloud. Explain that this is a story about a squirrel who gathers food to get ready for the winter.

Lessons are written so that the teacher provides an introduction to the social and/or academic focuses of the day's lesson.

## 2 Read and Discuss the Story

Explain that you will read *The Busy Little Squirrel* aloud to the class. Tell the students that the illustrations in the book are full of details that help tell the story. Encourage the students to look carefully at the illustrations as you read. Read the story aloud, slowly and clearly, and clarify vocabulary as you read.

be cold and there is less food available. Squirrels prepare for cold winters by gathering and storing plenty of food and making sure their nests are strong and warm.

### Suggested Vocabulary

nibble: eat (p. 6)

### Teacher Note

Because there is relatively little text on each page, pause on each page to give the students enough time to look carefully at and notice the details in the illustrations.

Stop after:

p. 11 "Will you rest on a branch with us?"

Have the students look carefully at the illustrations on pages 10-11; then ask:

 Q *What do you think is happening here? Turn to your partner.*

Signal for the students' attention and have a few volunteers share their ideas with the class. If necessary, point out that the bird asks the squirrel to rest on a branch but the squirrel is going somewhere with the fruit he gathered.

Continue reading to the end of the story; then ask:

Q *What happens in this story?*

Open-ended questions provide opportunities for a variety of student responses. Cooperative structures allow every student a chance to respond to the question and provide students with opportunities to rehearse what they might add to a whole-class discussion.

Have a few volunteers share their thinking. If necessary, support the students' understanding of the story by asking follow-up questions, such as:

- Q *What is the squirrel busy doing?*
- Q *Why doesn't the squirrel play with the other animals?*

### 3 Discuss Exclamation Points

Write the sentence *He was so busy!* where everyone can see it. Explain that this is a sentence that repeats throughout *The Busy Little Squirrel*. Point to the exclamation point and tell the students that this mark is called an *exclamation point*. Explain that an exclamation point is a type of punctuation mark.

Tell the students that some punctuation marks, like the exclamation point, are clues at the end of sentences that authors give readers. They help readers know how a story should sound. Explain that knowing how a story should sound helps readers better understand the story.

Tell the students that an exclamation point at the end of a sentence tells the reader to read the words with an excited voice. Model reading the sentence *He was so busy!* in an excited voice as you use the pointer to point under each word; then have the students echo read the sentence in an excited voice.

### 4 Reread *The Busy Little Squirrel*

Explain that now you will read aloud the story again and that as you read, you would like the students to chorally read the sentence "He was so busy!" in an excited voice each time it appears in the book. Remind the students to stay together and read the words with the same volume as they chorally read. Reread the story, using the pointer to point under each word as it is read.

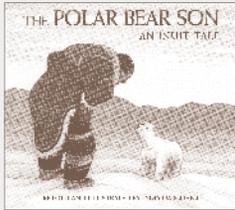
Tell the students that in the next lesson, they will read *The Busy Little Squirrel* again.

Repeated choral and echo reading develop oral reading fluency that complements decoding instruction.

Comprehension

Sequencing and Retelling

RESOURCES



***The Polar Bear Son: An Inuit Tale***

Retold and illustrated by Lydia Dabovich

In this folktale, an old woman takes care of a polar bear that then takes care of her.

**Extension**

- “Discuss the Word *Faithful*”

**Assessment Resource Book**

- Set 8 assessments



**Online Resources**

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this week.

**Assessment Forms**

- “Individual Reading Observation” sheet (IR1)
- “Group Progress Assessment” sheet (GA4)

## OVERVIEW

This section highlights the academic and social focuses of the day's instruction.

### Academic Focus

- Students tell events of a story in order.
- Students determine correct facts to include in a retelling.
- Students read and discuss a fiction text.
- Students spell words from the text (for grade 1 students only).

### Social Development Focus

- Students listen respectfully to the thinking of others and share their own.
- Students reach agreement with their partners.

## DO AHEAD

Do Aheads help teachers plan for the week.

- ✓ Prior to Day 3, copy the sentences from “*The Polar Bear Son*” sentence strip pairs onto individual sentence strips. Use paper clips to keep each pair of sentence strips together.
- ✓ Prior to Day 3, visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print the “Group Progress Assessment” sheet (GA4); see page 219 of the *Assessment Resource Book*.
- ✓ For grade 1 Guided Spelling, prior to Day 1, add the high-frequency word cards for *mother*, *were*, and *good* to the word wall if they are not already displayed.
- ✓ Prior to Day 1, consider writing the prompts on sheets of paper for your English Language Learners (see Step 4):
  - *When the old woman finds the polar bear cub she . . .*
  - *I think she brings the polar bear home because . . .*
  - *Kunikdjuaq helps her by . . .*
  - *I think she shares the food with the whole village because . . .*

## ELL SUPPORT

ELL support specific to the book may be helpful for many students.

- **Preview the Book:** Preview the book with the students. Show the illustrations or have the students flip through the book on their own. Clarify vocabulary:
  - **fend for herself:** live without help from other people (p. 7)
  - **unsuccessful:** not able to do something you try to do (p. 7)

# Day 1

## *The Polar Bear Son*

### Reading a Fiction Book

#### Materials

- Teacher and student copies of *The Polar Bear Son: An Inuit Tale* (pages 7–18)
- Self-stick note for each student
- Group set of “Individual Reading Observation” sheet (IR1), prepared ahead

Building background knowledge and/or reading part of a text aloud prepares the students for independent reading.

#### In this lesson, the students:

- Read and discuss part of a book
- Listen respectfully to the thinking of others and share their own

### 1 Gather and Introduce *The Polar Bear Son*

Show the cover of *The Polar Bear Son: An Inuit Tale* and read the title and the name of the author and illustrator aloud. Tell the students that *The Polar Bear Son* is a story about an old woman and a polar bear who become friends.

Distribute *The Polar Bear Son*. Tell the students that the polar bear’s name is pronounced koo-NIHK-joo-uhk. Have them find the name (Kunikdjuaq) on page 12 and practice saying it aloud.

### 2 Build Background Knowledge

Have the students turn to the title page. Ask and briefly discuss:

Q *What do you notice in this illustration?*

Explain that the Inuit have lived in the *Arctic*, the cold part of Earth near the North Pole, for thousands of years, and that *The Polar Bear Son* is a very old Inuit story. In the past, the Inuit lived in small communities, fishing for salmon and hunting animals such as seals, walruses, and polar bears. The Inuit survived by sharing the food they hunted and gathered.

Explain that the students will read part of the story quietly to themselves. Distribute the self-stick notes. Have the students open their books to page 18 and mark the page so they know where to stop reading.

### 3 Read Aloud Part of *The Polar Bear Son*

Ask the students to listen as you read page 7 aloud. Clarify vocabulary as you encounter it in the text by reading the word, briefly defining it, rereading it in context, and continuing.

#### Suggested Vocabulary

**fend for herself:** live without help from other people (p. 7)

**unsuccessful:** not able to do something you try to do (p. 7)

Ask and briefly discuss:

Q *What do you know so far? What do you wonder?*

Explain that the students will start at the beginning of the story and read quietly to themselves up to the page they marked.

#### 4 Read and Discuss Part of the Book

Have the students read pages 7–18 of *The Polar Bear Son*.



#### INDIVIDUAL READING OBSERVATION NOTE

Listen to a few students as they read, taking notes on the “Individual Reading Observation” sheet (IR1) and offering support as needed; see page 144 of the *Assessment Resource Book*.

When all the students have read pages 7–18 at least once, ask and briefly discuss:

Q *What does the old woman do when she finds the polar bear cub?*

Q *Why do you think she brings the polar bear home?*

Q *How does Kunikdjuaq help her?*

Q *Why do you think she shares the food with the whole village?*

Encourage the students to refer to the book to support their thinking.

#### 5 Wrap Up

Tell the students that in the next lesson, they will read the rest of *The Polar Bear Son* and discuss the story with partners and the group.

Collect *The Polar Bear Son*, keeping the self-stick notes in the books.

#### ELL Note

Consider providing the prompts for your English Language Learners to help them verbalize their answers:

- “When the old woman finds the polar bear cub she . . . .”
- “I think she brings the polar bear home because . . . .”
- “Kunikdjuaq helps her by . . . .”
- “I think she shares the food with the whole village because . . . .”

For more information, see “Support for English Language Learners” in the Introduction.

## GUIDED SPELLING

seal	"The polar bear went hunting for a seal."
feast	"Everyone in the village shared a feast."
mother	"The old woman was like a mother to the polar bear."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word. Refer to "Guided Spelling for Grade 1 Students" in the Introduction for the detailed procedure.

### Spelling Support

**seal:** Point to the *tree* picture on the "Spelling-Sound Chart" and remind the students that there are different ways to spell the sound /e/. Tell the students that in *seal* the sound /e/ is spelled e-a.

**feast:** Follow the same procedure to support the students in spelling *feast*.

## Day 2

## *The Polar Bear Son* Reading a Fiction Book

### Materials

- Teacher and student copies of *The Polar Bear Son: An Inuit Tale* (pages 20-36)

### In this lesson, the students:

- Read and discuss part of a fiction book
- Retell a story using illustrations
- Listen respectfully to the thinking of others and share their own

### 1 Gather and Get Ready to Read

Review that in the last lesson, the students read the first part of *The Polar Bear Son*. Ask:

**Q** *What do you remember about The Polar Bear Son?*

If necessary, review that in the part of the book the students read, an old Inuit woman adopts and cares for a polar bear cub and names him Kunikdjuaq. When the cub grows up, he helps the old woman by catching food, which she shares with the whole village.

# Week 4

## RESOURCES

### New



#### ***Where Is Mom?***

by Rob Arego,  
illustrated by Nancy Meyers

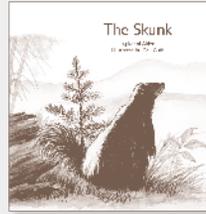
### Revisit



#### ***The Jug of Water***

by Rob Arego,  
illustrated by Adam Record

### Practice or Reteach



#### ***The Skunk***

by Kenni Alden,  
illustrated by Gail Guth

### Reteaching

- “Reteach with *The Skunk*”

### Assessment Resource Book

- Week 4 assessments

### Sound Cards

- *fl /fl/*
- *fr /fr/*
- *\_s /s/, /z/*

### High-frequency Word Cards

- *for*
- *again*

### Wipe-off Boards

The Overview summarizes the instruction and materials for the week.



### Online Resources

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this week.

#### Assessment Forms

- “Mastery Test 5” record (MT5)
- “Mastery Test 5 Student Card” (SC5)

#### Reproducibles

- “Set 3, Week 4 Sort” (BLM4)
- (Optional) “High-frequency Words Review 4” (BLM5)

## OVERVIEW

### Spelling-Sound Focus

- fl /fl/
- fr /fr/
- inflectional ending -s /s/, /z/

### High-frequency Words

- for
- again

### DO AHEAD

Do Ahead helps the teacher plan and prepare for instruction.

- ✓ Prior to Day 1, add high-frequency word cards for *for* and *again* to the word wall if they are not already displayed.
- ✓ Prior to Day 2, visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print “Set 3, Week 4 Sort” (BLM4). Make a copy for each student in the group, plus one. Cut apart the pictures on each sheet (keeping one copy intact) to create a set of sorting pictures for middle sounds /i/ and /ü/ for each student in the group. Place each set of pictures in a resealable plastic bag.
- ✓ Prior to Day 3, add the sound cards for *fl*, *fr* and *\_s* to the sound card review deck.
- ✓ Prior to Day 3, make a copy of the “Mastery Test 5” record (MT5) for each student in the group; see page 171 of the *Assessment Resource Book*.
- ✓ Prior to Day 3, make one copy of the “Mastery Test 5 Student Card” (SC5); see page 172 of the *Assessment Resource Book*.
- ✓ (Optional) If you plan to integrate the new high-frequency words in the word work area, visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to access and print “High-frequency Words Review 4” (BLM5). See “Independent Work Connections” on page 54.

 ELL SUPPORT

ELL Support identifies challenges students may face with the phonics and high-frequency words for the week.

- **fl, fr**

There are words in Spanish with initial *fl* and *fr*, including the cognates *flor* (FLOHR), “flower;” and *frente* (FRAYN-tay), “front.” However, the letter *r* stands for a stronger trilled sound than the English /r/. There are no equivalent sounds for /fl/ or /fr/ in Korean, Chinese, Vietnamese, or Hmong. Model producing each sound separately. Then have the students blend the sounds together.

- **s**

The final consonant sound /z/ does not occur in Spanish, Hmong, Korean, or many Chinese dialects. The students may substitute /s/ for /z/. Teach them how to produce /z/ by placing the tongue behind the teeth, forcing air through, and letting the vocal cords vibrate. Help the students compare the sounds by asking them to cover their ears as they pronounce words with final /s/ and final /z/, such as *Gus*, *has*, *is*, *miss*, *pass*, *as*.

- **-s**

There are no plural forms for nouns in Chinese, Vietnamese, or Hmong. In Korean, plural nouns are used only when referring to people. The students may need additional help understanding and correctly using inflectional ending *-s* to signal plurals.

- **again**

Many English Language Learners have difficulty learning how to stress the appropriate syllable in English words. When you introduce the word *again*, clap the two syllables with the students, marking the syllable division. Repeat the word, stressing the second syllable.

## The Jug of Water

Oral Blending;  
*fl* and *fr*; *for*

# Day 1

### In this lesson, the students:

- Practice oral blending
- Learn the consonant blends *fl* /*fl*/ and *fr* /*fr*/
- Read decodable words
- Learn the high-frequency word *for*
- Review high-frequency words
- Read a familiar book

This section highlights the academic and social focuses of the day's instruction.

### Materials

- Teacher and student copies of *The Jug of Water* from Week 3
- Wipe-off board, dry-erase marker, and tissue or cloth
- High-frequency word card for *for*
- High-frequency word cards review deck

## 1 Phonological Awareness: Oral Blending

Have the students blend each of the words that follow after you say the phonemes, using continuous blending. Clap softly as you say each sound. Then brush your hands past each other as the students say the word.

/bĕĕsst/	best
/ssnnăăk/	snack
/ffllŏŏp/	flop
/ssnnăăg/	snag
/rrŭŭsst/	rust
/sstŭŭk/	stuck

## 2 Introduce the Consonant Blends *fl* /*fl*/ and *fr* /*fr*/

Explain that today the students will learn two different spellings that they will often see at the beginning of words. Write the spelling *fl* on your wipe-off board. Explain that when the students see the letters *f* and *l* together, they will blend the sounds. Point to the left of *fl* and sweep under the spelling as you say /*fl*/. Have the students blend the sounds as you sweep under the spelling. Then say each of the words that follow, emphasizing the beginning blend. Have the students repeat each word: *flake*, *flip*, *flag*.

Have the students each trace the spelling *fl* on the table in front of them with one finger as they say /*fl*/.

Repeat the procedure to introduce the consonant blend *fr*, using the words *fresh*, *from*, and *freeze*.

ELL Notes provide suggestions to support diverse students.

### ELL Note

Speakers of Spanish and Chinese may have difficulty distinguishing between the blends *fl* and *fr*. Provide the students with practice saying additional *fl* words and *fr* words, such as **frog**, **fruit**, **friend**, **float**, **flower**, and **flag**.

**Decoding Support**

If necessary, support struggling students by covering the ending (including any doubled consonant) and having the students read the base word alone. Then uncover the ending and have them read the entire word. Another option is to write just the base word, have the students read that, double the final consonant if needed, add the ending, and have the students read the inflected word.

**ELL Note**

English Language Learners may benefit from hearing several example sentences. Encourage the students to repeat the sentences and to act them out when appropriate.

**Teacher Note**

Add the word card for *for* to the high-frequency word card review deck.

Open-ended questions provide opportunities for a variety of student responses.

**3 Read Decodable Words**

Write the following words on your wipe-off board:

Fran	flap
patted	flopping
frog	flat

Point to each word and sweep under it as the students blend it and read it.

Many of the decodable words appear in the week's book.

**4 Introduce the High-frequency Word for**

for "I picked a flower for you."

Introduce *for* by saying the word as you show the word card to the students. Use the word in a sentence. Have the students read it and spell it twice, and then read it a third time.

**5 Review High-frequency Words**

Review the previously introduced high-frequency words by showing each word in the review deck and having the students read it, spell it, and read it again.

**6 Reread *The Jug of Water***

Have the students take the book *The Jug of Water* from their toolboxes. Tell the students that they will reread this book today. Read the title with the students and ask:

**Q** *What is funny in this story?*

Have a few volunteers share their thinking with the group. Then have the students read the book in quiet voices.

Monitor the students as they read, and support any student who struggles. When all the students have finished reading, collect the books or have the students return their books to their toolboxes.

On Day 1, the students reread the previous week's book. Introducing the new book on Day 2 allows the students to practice phonics and high-frequency words before applying them in running text.

## GUIDED SPELLING

list	"I always make a grocery list before I go shopping."
flock	"I saw a flock of geese."
water	"Water is good to drink."

Guide the students through spelling each of the decodable words, paying particular attention to sounds that can be spelled in more than one way. Then have them write the high-frequency word.

### Spelling Support

**flock:** Remind the students that the sound /k/ at the end of a word is usually spelled *c-k*. Tell the students that in *flock* the sound /k/ is spelled *c-k*.

### ELL Note

If necessary, explain that a *flock* is a group of birds or animals, like sheep.

Guided Spelling applies phonics and high-frequency word learning to encoding.

## Where Is Mom? Oral Segmenting; Inflectional Ending -s and again

## Day 2

### In this lesson, the students:

- Practice oral segmenting
- Learn the spelling-sound of the inflectional ending -s /s/ , /z/
- Read decodable words
- Learn the high-frequency word *again*
- Review high-frequency words
- Read a new book

### 1 Phonological Awareness: Oral Segmenting

Have the students segment the phonemes after you say each of the words that follow. Have them clap softly as they say each sound. Then for each word, ask:

**Q** How many sounds are in the word [sniff]?

**sniff** /s/ /n/ /i/ /f/

**test** /t/ /ē/ /s/ /t/

**tack** /t/ /ă/ /k/

**must** /m/ /ŭ/ /s/ /t/

**step** /s/ /t/ /ē/ /p/

**snip** /s/ /n/ /i/ /p/

### Materials

- Teacher and student copies of *Where Is Mom?*
- Wipe-off board, dry-erase marker, and tissue or cloth
- Student bags of sorting pictures, prepared ahead from "Set 3, Week 4 Sort" (BLM4)
- Intact copy of "Set 3, Week 4 Sort" (BLM4), prepared ahead
- High-frequency word card for *again*
- High-frequency word card review deck

## Week 3

## Introduction

## Words with Long a Spelled a-consonant-e, ai, and ay; Frequently Misspelled Words

### ► New Content

New Content details the word study/spelling concept for the week.

Long **a** is often spelled **a-consonant-e**, **ai**, or **ay**, as in *relate*, *exclaim*, and *day*.

The sound /ā/ at the end of a word is usually spelled **ay**, as in *today*.

### ► Teacher Background

Teacher Background aids in preparing for instruction.

Make a copy of the Week 3 homework (*Blackline Masters* page 4) for each student.

This week you will introduce the students to a routine for spelling sounds with multiple spellings. For example, if you dictate the word *brain*, some students may not know whether to spell *brane* or *brain*. In the spelling routine, you say, “Question?” meaning, “Ask me a question if you don’t know which spelling of the sound /ā/ to use for *brain*.” The students ask, “Which /ā/?” Then you will tell them to use the second spelling under the “cake” picture on the spelling-sound chart. Students who *do* know the correct spelling may write the word without asking “Which /ā/?” and without consulting the chart.

The letter **y** is sometimes a vowel. It is a vowel when it is part of the vowel spellings **ay**, **ey**, **oy**, and **uy**, as in *stay*, *key*, *boy*, and *buy*. It is also a vowel when it has the sound of long **i**, as in *style* or *supply*, short **i** as in *typical*, and long **e** as in *happy*. The letter **w** acting as a vowel will be introduced in Week 11. Recognizing that **y** and **w** are sometimes vowels will help the students apply the doubling generalization. For example, we do not double **y** or **w** in *staying* or *fewer*.

Two additional guiding points are introduced this week: the sound /j/ after a long vowel is spelled **g**, as in *page*; the sound /s/ after a long vowel is spelled **c** or **s**, as in *place* and *base*.

The first two weeks of lessons included detailed instructions to support you and your students in learning the basic procedures of guided spelling. Beginning with Week 3, the instructions are abbreviated.

- The cue “Careful” alerts you and the students to an unusual spelling in a word.
- The cue “Offer help” reminds you to ask your students to raise their hands if they don’t know how to spell part of a word. You write the spelling on the board or overhead to the left of the item number. See page 481 for an example of the procedure for offering help.
- The expected student responses are no longer written out in the lessons. When several instructions are given one after another, a small square (■) indicates that you pause while the students respond orally or in writing.
- The cue “Check” reminds you to do the entire checking procedure for each word. See page 478 for an example of the checking procedure. When checking a polysyllabic word, have the students read and spell each syllable.

On Day 1 of this week, you will show the students how to keep a record of words they missed on the spelling test. In their *Student Spelling Books* they will write **S**, for “need to study,” on the line next to each word they missed.

On Day 4, the students will study the words they missed on last week’s test. The students will do this on Day 4 of each week of the *Guided Spelling* program (except the review weeks).

In Week 3, there are two pre-spelling activities each day. The first focuses on the meaning of the terms “short vowel” and “long vowel.” If your students are confident identifying long and short vowel sounds, you may omit this activity. In the second pre-spelling activity, the students will practice the routine for asking for help when they spell a sound with multiple spellings.

An optional spelling activity for partners is provided each week in the *Blackline Masters* book. The activity for Week 3 can be found on page 44.

► **Words Used This Week**

NEW WORDS	*space, *brain, *clay, *age, *plain, *sprayed, *Ms., *Mr., Miss, Mrs., were, where, skipped, of course, won
REVIEW WORDS	*mixed, *scrubbed, *dressed, *quitting, *setting, though, touch, can't, clue, won't
CHALLENGE WORDS	fade, upstairs, spare, strain, deaf
APPLICATION WORDS ON THE TEST	stacking, ripped
ADDITIONAL WORDS IN DAILY GUIDED SPELLING	cage, swaying, waist, fainted, flipped, spacecraft, ages, dripping, trays, their, brains
FREQUENTLY MISPELLED WORDS	Ms., Mr., Miss, Mrs., were, where, their

# Week 3 Day 1

## ► Pre-spelling #1: Short and Long Vowels

► Remind your students that in spelling it is important to know the name and sound of each short and long vowel.

short o . . . . . ► Point to **o** on the spelling-sound chart.

What is the sound of short **o**?

short a . . . . . ► Point to **a** on the spelling-sound chart.

What is the sound of short **a**?

short u . . . . . ► Point to **u** on the spelling-sound chart.

What is the sound of short **u**?

short e . . . . . ► Point to **e** on the spelling-sound chart.

What is the sound of short **e**?

short i . . . . . ► Point to **i** on the spelling-sound chart.

What is the sound of short **i**?

Now let's review the long vowel sounds.

long a . . . . . ► Point to the "cake" picture.

The "cake" picture reminds us where to look for the spellings of long **a**, /ā/. Sound? (Students: /ā/)

long e . . . . . ► Point to the "tree" picture.

The "tree" picture reminds us where to look for the spellings of long **e**, /ē/. Sound? (Students: /ē/)

long i . . . . . ► Point to the "kite" picture.

The "kite" picture reminds us where to look for the spellings of long **i**, /ī/. Sound? (Students: /ī/)

long o . . . . . ► Point to the "bone" picture.

The "bone" picture reminds us where to look for the spellings of long **o**, /ō/. Sound? (Students: /ō/)

Day 1 reviews and activates previous learning before introducing new content.

long u . . . . . ▶ Point to the “mule” picture.  
 The “mule” picture reminds us where to look for the spellings of long **u**, /ū/. Sound? (Students: /ū/)

▶ **Pre-spelling #2: Ask Which Spelling**

Today I'll show you how I can help you spell long vowel sounds. Look at the “cake” picture for long **a**. How many ways can we spell the sound /ā/? (Students: four)  
 When you spell long vowel sounds, you need to learn which spelling to use.

sprain . . . . . Let's say you are writing the word *sprain*, I don't want to *sprain* my ankle, but you aren't sure which spelling of the sound /ā/ to use. I will say, “Question?” That means “Ask me a question if you aren't sure how to spell this sound.” You will ask, “Which /ā/?” That means “Which spelling under the ‘cake’ picture is the right one for *sprain*?”  
 I will say, “Use the second spelling under the ‘cake’ picture.” Which is the second spelling under the “cake” picture? (Students: a-i-blank) The blank means that there is usually a letter after **a-i**. In *sprain* the letter is **n**. How do you spell the sound /ā/ in *sprain*? (Students: a-i)

▶ Write *sprain* on the board.

frame. . . . . Let's practice. *Frame*. Question? You ask, “Which /ā/?” (Students: which /ā/?) Use the first spelling under the “cake” picture. How do you spell the sound /ā/ in *frame*? You say, “**a-blank-e**.” (Students: a-blank-e)

▶ Point to the blank in **a\_e**.

The blank means that there will be a letter here. In *frame* the letter is **m**.

sweep . . . . . *Sweep*. What vowel sound do you hear in *sweep*? (Students: /ē/) Question? (Students: which /ē/?) Use the second spelling under the “tree” picture. How do you spell the sound /ē/ in *sweep*? (Students: e-e)

stone. . . . . *Stone*. What vowel sound do you hear in *stone*? (Students: /ō/) Question? (Students: which /ō/?) Use the first spelling under the “bone” picture. How do you spell the sound /ō/ in *stone*? (Students: o-blank-e)

Instruction is explicit and systematic.

► **Introduce This Week's Words**

► Have your students open their *Student Spelling Books* to page 14 and follow along as you read the words and sentences.

1. space . . . . . Number 1: space. There is space on the shelf to store more books.  
 ► Point to **a\_e** under the “cake” picture.  
 The “cake” picture has the long **a** spellings under it. The sound /ā/ in *space* is spelled **a-blank-e**. Underline **a** and **e**. Underline **c**.
2. brain . . . . . Number 2: brain. The orca whale has a large brain for a marine mammal.  
 ► Point to **ai\_** under the “cake” picture.  
 The sound /ā/ in *brain* is spelled **a-i**. Underline **a-i**.
3. clay . . . . . Number 3: clay. We used clay to form animals for the jungle diorama.  
 ► Point to **\_ay** under the “cake” picture.  
 The sound /ā/ in *clay* is spelled **a-y**. When we hear the sound /ā/ at the end of a word, we spell it **a-y**.
4. age. . . . . Number 4: age. We didn’t know the dog’s age.  
 Underline **a** and **e**.
5. plain. . . . . Number 5: plain. Several hundred buffalo were grazing on the plain.  
 HOMOPHONE *Plain* is a homophone. It’s not *plane*, a *plane that flies*. It’s *plain*, *The buffalo were grazing on the plain*.  
 Underline **a-i**.
6. sprayed. . . . . Number 6: sprayed. When the skunk sprayed, it smelled awful.  
 The base word is *spray*. When we hear the sound /ā/ at the end of a word, we spell it **a-y**. In the vowel spelling **a-y** the letter **y** is a vowel. The suffix **e-d** was added.
7. Ms. . . . . . Number 7: Ms. Ms. Holmes is our principal.  
 FREQUENTLY MISSPELLED WORD *Ms.* is a frequently misspelled word. Underline the whole word.
8. Mr. . . . . . Number 8: Mr. Mr. Childers teaches band to the fourth and fifth graders.  
 FREQUENTLY MISSPELLED WORD *Mr.* is a frequently misspelled word. Underline the whole word.

Homophones and frequently misspelled words are identified.

9. Miss . . . . . Number 9: Miss. I told Miss Stanton that I would return the book tomorrow.  
 FREQUENTLY MISSPELLED WORD *Miss* is a frequently misspelled word. There is no period after *Miss*.
10. Mrs. . . . . . Number 10: Mrs. Mrs. Stewart had her class put on a play.  
 FREQUENTLY MISSPELLED WORD *Mrs.* is a frequently misspelled word. Underline the whole word.
11. were. . . . . Number 11: were. I wish we were going to the amusement park together.  
 FREQUENTLY MISSPELLED WORD *Were* is a frequently misspelled word. Underline **e** and **e**.
12. where. . . . . Number 12: where. I can never remember where I put my shoes.  
 FREQUENTLY MISSPELLED WORD *Where* is a frequently misspelled word. Underline **e** and **e**.
13. skipped . . . . . Number 13: skipped. She skipped softball practice Tuesday.  
 The base word is *skip*. The **p** was doubled, and then the suffix **e-d** was added.
14. of course. . . . . Number 14: of course. I will help you study for the quiz, of course.  
 Underline *of*. Underline **o-u** and **s-e** in *course*.
15. won . . . . . Number 15: won. Our team won the game by one goal.  
 HOMOPHONE *Won* is a homophone. It's not the number *one*. It's *won*, *Our team won*.  
 Underline **o**.

NUMBERS 16–25 ARE REVIEW WORDS.

► Optional: Have the class read the review words with you:

- |               |            |
|---------------|------------|
| 16. *mixed    | 21. though |
| 17. *scrubbed | 22. touch  |
| 18. *dressed  | 23. can't  |
| 19. *quitting | 24. clue   |
| 20. *setting  | 25. won't  |

► **Guided Spelling**

The guiding activities provide student practice.

► Have your students turn to page 16. They will write eight of this week's new words.

I'm going to say each word and you will write it, but this is not a test. I will help you think about each word so that you write it correctly. If you're not sure how to spell a word, raise your hand to ask me for help. It is important to *know when you don't know*.

1. space . . . . . Number 1: space. There is space on the shelf to store more books. Say *space*.

What are the first two sounds? (Students: /sp/) Write the first two letters.

What is the next sound? (Students: /ā/) Which picture shows the ways to spell the sound /ā/? (Students: cake)

► Point to **a\_e**.

For *space* we will use the first spelling. What is the first spelling? (Students: a-blank-e)

► Point to **a**.

Write **a**.

► Point to the blank.

The sound /s/ in *space* is spelled **c**. Write **c**. ■ The spelling is **a-blank-e**. What part do you still have to write? (Students: e) Add **e**. (Check.)

2. brain . . . . . Number 2: brain. The orca whale has a large brain for a marine mammal. Say *brain*.

What vowel sound do you hear in *brain*? (Students: /ā/) Which picture shows the ways to spell the sound /ā/? ■ If you're not sure how to spell the word, raise your hand. Question? (Students with raised hands: which /ā/?) Use the second spelling under the "cake" picture. Write *brain*. (Check.)

3. clay . . . . . Number 3: clay. We used clay to form animals for the jungle diorama. Say *clay*.

When we hear the sound /ā/ at the end of a word, we spell it **a-y**. Write *clay*. (Check.)

4. age. . . . . Number 4: age. We didn't know the dog's age. Say *age*.

If you're not sure how to spell the word, raise your hand. Question? (Students with raised hands: which /ā/?) Use the first spelling under the "cake" picture. The sound /j/ after a long vowel is spelled **g**. Write *age*. (Check.)

## NOW YOU'LL WRITE FOUR WORDS INDEPENDENTLY.

If you're not sure how to spell part of the word, raise your hand to ask me. I will write the answer.

5. plain. . . . . Number 5: plain. Several hundred buffalo were grazing on the plain. Say *plain*.  
Write *plain*. (Check.)
6. sprayed. . . . . Number 6: sprayed. When the skunk sprayed, it smelled awful. Say *sprayed*.  
Write *sprayed*. (Check.)
7. Ms. . . . . Number 7: Ms. Ms. Holmes is our principal. Say *Ms*.  
Write *Ms*. (Check.)
8. Mr. . . . . Number 8: Mr. Mr. Childers teaches band to the fourth and fifth graders. Say *Mr*.  
Write *Mr*. (Check.)

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► **Introduce the Homework**

Hand out the Week 3 homework.

Concept-specific homework is included.

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► **Record Words Missed**

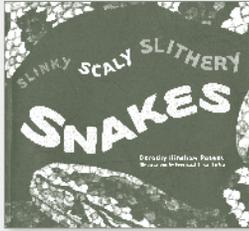
Return the students' spelling tests from Week 2. Have them turn to pages 8 and 9 and find any words they missed on the test. Have them write **S** on the line next to the number of each word they missed. The **S** is to remind them to study the word.

If your students are accustomed to using highlighters, you may want to have them highlight the words they missed.

The application words, numbers 1 and 2 on the test, are not on pages 8 and 9.

## Week 3

## OVERVIEW



### *Slinky Scaly Slithery Snakes*

by Dorothy Hinshaw Patent, illustrated by Kendahl Jan Jubb  
Readers learn about many species of snakes and their survival techniques.



### Online Resources

Visit the DSC Learning Hub ([teach.devstu.org](http://teach.devstu.org)) to find your online resources for this week.

#### Whiteboard Activity

- WA8

#### Assessment Forms

- “Class Assessment Record” sheet (CA3)
- “IDR Conference Notes” record sheet (CN1)
- “Individual Comprehension Assessment” record sheet (IA1)

#### Reproducible

- Unit 3 family letter (BLM1)

#### Professional Development Media

- “Using Blogs in the Classroom” tutorial (AV45)

### Comprehension Focus

- Students learn the procedure for “Stop and Ask Questions.”
- Students use questioning to help them make sense of texts.
- Students use schema to articulate all they think they know about a topic before they read.
- Students read independently.

### Social Development Focus

- Students work in a responsible way.
- Students build on one another’s thinking during class discussions.
- Students develop the skill of explaining their thinking.

## DO AHEAD

- ✓ Prior to Day 2, write the title “Discussion Prompts” on a sheet of chart paper. Write three discussion prompts (*I agree with \_\_\_\_\_ because . . . , I disagree with \_\_\_\_\_ because . . . , and In addition to what \_\_\_\_\_ said, I think . . .*) on the chart paper (see the diagram in Step 3).
- ✓ Prior to Day 3, make a copy of the “Class Assessment Record” sheet (CA3); see page 29 of the *Assessment Resource Book*.
- ✓ Prior to Day 4, select an expository text that is familiar to the students, and prepare to model asking questions about it (see Step 2). Plan the questions you will ask ahead of time so the modeling goes smoothly.
- ✓ Prior to Day 4, visit the DSC Learning Hub ([teach.devstu.org](http://teach.devstu.org)) to access and print this unit’s family letter (BLM1). Make enough copies to send one letter home with each student.

### Vocabulary Note

If you are teaching the vocabulary lessons, teach the Week 7 lessons this week.

# Day 1

## Read-aloud/Strategy Lesson

### Materials

- *Animal Senses* from Week 2
- *Slinky Scaly Slithery Snakes* (pages 3–11)
- “Reading Comprehension Strategies” chart
- *Student Response Book* page 18
- “Words That Can Begin Questions” chart from Week 2

### Teacher Note

This week the social questions emphasize taking responsibility. The students begin to shift their reliance for monitoring their behavior and solving all their problems from you onto themselves. Building trusting relationships allows the students to take responsibility for solving small problems, while feeling safe enough to ask you for help in solving serious problems (such as bullying or excessive teasing).

Teacher Notes provide content information for the teacher as well as suggestions for supporting students or adapting instruction.

### In this lesson, the students:

- Learn the procedure for “Stop and Ask Questions”
- Hear and discuss part of an expository nonfiction book
- Brainstorm what they think they know about a topic
- Use questioning to make sense of the book
- Read independently for 20–25 minutes
- Work in a responsible way

This section highlights the academic and social focuses of the day’s instruction.

Lessons are written so that the teacher provides an introduction to the social and/or academic focuses of the day’s lesson.

### 1 Discuss Taking Responsibility

Have the students bring their *Student Response Books* and pencils and gather with partners sitting together, facing you. Tell the students that today they will be responsible for both thinking on their own and sharing with partners. Ask:

- Q *What will you do to take responsibility for yourself during “Turn to Your Partner” today?*
- Q *Why is it important for you to take responsibility for yourself?*

### 2 Introduce “Stop and Ask Questions”

Direct the students’ attention to the “Reading Comprehension Strategies” chart. Remind the students that *questioning* is a powerful strategy for helping readers pay close attention to what they are reading.

Explain that today you will teach the students how to use a thinking tool called “Stop and Ask Questions.” Tell the students that they will stop several times during a reading to write questions that come to mind. Have the students turn to *Student Response Book* page 18, “Stop and Ask Questions About *Slinky Scaly Slithery Snakes* (1).” Explain that as you read aloud today, you will stop four times for them to think about questions.

Tell the students that you will model writing questions at the first stop, and then they will write questions on their own at the next three stops. Explain that they will use these questions to help them think about the reading and to discuss the text after the reading.

### 3 Introduce the Reading

Show the cover of *Animal Senses* and remind the students that for the past few weeks they have been reading from this expository nonfiction book to learn about how different animals use their senses to help them survive.

Show the cover of *Slinky Scaly Slithery Snakes* and tell the students that this week you will read aloud from another expository nonfiction book—one that gives information about how snakes use their bodies and their senses to survive. Read the title and the names of the author and the illustrator aloud. Ask:

**Q** *What do you think you know about snakes?*

Have a few volunteers share their thinking, and then ask the class to listen carefully as you read.

**4** Read Part of *Slinky Scaly Slithery Snakes* Aloud with “Stop and Ask Questions”

Read pages 3–11 aloud slowly and clearly, showing the illustrations and stopping as described below. Clarify vocabulary as you read.

**Suggested Vocabulary**

- burrow:** dig a tunnel or hole (p. 3)
- reticulated:** having lines that look like a net (p. 4)
- spine:** sharp, pointed growth on animals and plants (p. 10)
- venom:** poison (p. 11)

 **ELL Vocabulary**

English Language Learners may benefit from hearing additional vocabulary defined, including:

- survive:** live or exist (p. 3)
- spaghetti:** long, thin noodle (p. 4)
- scaly:** covered with small, hard plates, like a fish (p. 5)
- are swimming champions:** swim very well (p. 7)
- feels threatened:** feels that something may hurt it (p. 10)

Suggested and ELL Vocabulary are included for read-aloud texts. These are words that the students need to understand the meaning of in order to fully understand the text. A procedure for identifying the Suggested Vocabulary is provided in Unit 1.

Stop after:

**p. 5** “It has everything it needs to hunt and kill and not much more.”

Ask:

**Q** *What question can you ask right now?*

Ask a few volunteers to share their questions with the class. Write the questions exactly as they are stated where everyone can see them. If the students have difficulty generating questions, model writing a few (for example, *How does a snake find its prey? How does a snake kill its prey? How do snakes move on land and in water?*).

**Teacher Note**

Refer to the “Words That Can Begin Questions” chart and remind the students to start their questions with these words.

### Teacher Note

The goal of this activity is for the students to practice asking questions. Remind the students to write *any* questions they can think of at this point in the reading. This helps the students avoid getting bogged down by the need to think of only “good” questions. Later they will have a chance to think about the kinds of questions that generate the most discussion about a book.

**Facilitation Tips** highlight different facilitation techniques that teachers can use to help facilitate student discourse. Professional Development media show the technique being used during lessons.

### Facilitation Tip

Reflect on your experience over the past two weeks with **asking questions once** without repeating or rewording them and then **using wait-time**. Does this technique feel comfortable and natural for you? Do you find yourself using it throughout the school day? What effect has using this technique had on your students’ attentiveness and responsiveness in discussions? We encourage you to continue to use and reflect on this technique throughout the year.

Without stopping to discuss the questions, reread the last sentence before the stop and continue to the next stopping point:

**p. 7** “Many snakes can swim, but sea snakes are swimming champions.”

Have the students individually write questions that come to mind in the Stop 2 box on *Student Response Book* page 18. When most students are finished writing, reread the last sentence before the stop and continue reading to the next stopping point. Follow this procedure at the next two stopping points:

**p. 9** “Trees are a perfect home for many snakes.”

**p. 10** “Snakes have many ways to avoid attack by other animals such as eagles, raccoons, or badgers.”

Continue reading to the bottom of page 10.

## 5 Use Questions to Discuss the Reading in Pairs



Tell the students that now they will use their questions to help them talk about the reading with their partners. Give the students a few moments to review their questions individually, and then have partners discuss the reading using their questions.

As partners talk, circulate among them and notice whether the students have generated questions independently and whether the questions are relevant to the reading. If you notice partners having difficulty using their questions to discuss the reading, either because they did not write questions or because they cannot get started talking, you might stimulate their interaction by asking them the questions that follow.

If the students did not write questions, ask:

**Q** *Look at the questions we wrote together at the first stop. What did you find out during the reading that might help answer some of the questions? Talk to each other and explain your thinking.*

If the students wrote questions but are not discussing them, ask:

**Q** *How are your questions similar to or different from your partner’s? Which of the questions that you or your partner wrote are discussed in the text, and how are they discussed? Which are not discussed?*

## 6 Discuss the Reading

After several minutes, facilitate a discussion using the questions that follow. Be ready to reread passages and show illustrations again to help the students recall what they heard.

**Q** *What is one new thing you learned about snakes from today’s reading?*

**Q** *What did you find out about how snakes move in different environments?*

Ask the students to review the questions they wrote. Ask:

**Q** *What is a question that got you and your partner talking? What did you hear in the reading that helped you talk about that question?*

Have a few volunteers share their thinking.

**Students might say:**

"My partner asked, 'How do snakes move without legs?' We thought the book told us a few different ways. One way was that a snake has lots of muscles that connect to its spine. The snake uses its muscles to grip and push against the ground."

"My partner asked, 'How do snakes breathe underwater?' We remembered that the book told us that some snakes have nostrils on top of their heads to help them breathe in the water."

Explain that tomorrow the students will hear more from the book *Slinky Scaly Slithery Snakes*, and they will have another chance to use "Stop and Ask Questions" and to work with their partners.

## INDIVIDUALIZED DAILY READING

### 7 Read Independently and Ask Questions

Have the students get their texts and read silently for 20–25 minutes. Ask the students to think before they read about questions they have about the topics of their texts. Ask them to think as they read about whether their texts discuss their questions. Tell the students that at the end of IDR you will ask them to share their questions with partners. After the students have settled into their reading, confer with individual students.



#### IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the "Resource Sheet for IDR Conferences" (*Assessment Resource Book* page 30) to help guide your questioning during the conference. Document your observations for each student on an "IDR Conference Notes" record sheet (CN1); see page 33 of the *Assessment Resource Book*.



Signal to let the students know when it is time to stop reading. Give the students a few minutes to share what they read with partners. Have each partner tell the title of the text she read, the author's name, and a bit about what the text is about. Then have her share a question she had about the topic of her text and tell whether the text discusses the question. After partners have had a chance to share, discuss as a class:

**Q** *What did your partner share with you today about his or her reading?*

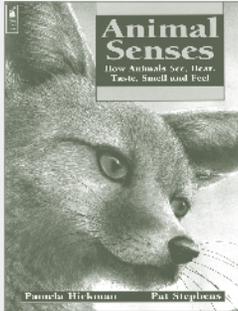
Have the students return to their desks and put away their texts.

Individualized Daily Reading is an independent practice time that is built into the lessons. Students use this time to read in self-selected books at their independent reading levels and practice the strategies learned during the *Making Meaning* lessons.

A key element of Individualized Daily Reading is the IDR Conference. This is a time during which the teacher meets with individual students to discuss their reading. This discussion provides the teacher with an opportunity to differentiate instruction, to give the student immediate feedback about his or her reading, and to identify ways to support the student's reading growth.

# Week 7

## RESOURCES



### Read-aloud

- *Animal Senses: How Animals See, Hear, Taste, Smell and Feel* by Pamela Hickman, illustrated by Pat Stephens

### More Strategy Practice

- “Discuss the Prefix *in-*”
- “Discuss the Suffix *-ly*”

### Extension

- “Fun with Puns”

### More ELL Support

- “Talk More About the Suffix *-ly*”

The words taught in vocabulary lessons come from the *Making Meaning* read-aloud texts.



## Online Resources

Visit the DSC Learning Hub ([teach.devstu.org](http://teach.devstu.org)) to find your online resources for this week.

### Whiteboard Activities

- WA1–WA7

### Reproducibles

- Week 7 family letter (BLM1)
- (Optional) “Week 7 Word Cards” (BLM2)

### Professional Development Media

- “Using Web-based Whiteboard Activities” tutorial (AV42)

## OVERVIEW

### Words Taught

nosing around  
 edible  
*inedible*  
 consistent  
*inconsistent*  
*consistently*

### Words Reviewed

critical  
 dissimilar  
 focus  
 obstacle  
 rubble

### Word-learning Strategies

- Recognizing idioms (review)
- Using the prefix *in-* to determine word meanings (review)
- Recognizing antonyms (review)
- Using the suffix *-ly* to determine word meanings

### Vocabulary Focus

- Students learn and use six words from or about the book.
- Students review idioms.
- Students review the prefix *in-* and the suffix *-ly*.
- Students review antonyms.
- Students review words learned earlier.
- Students build their speaking and listening skills.

### Social Development Focus

- Students work in a responsible way.
- Students build on one another's thinking during class discussions.
- Students develop the skill of explaining their thinking.

Social skills taught in the *Making Meaning* lessons are reinforced and practiced during Vocabulary instruction.

## 🕒 DO AHEAD

- ✓ (Optional) Prior to Day 2, review the more strategy practice activity “Discuss the Prefix *in-*” on page 157.
- ✓ (Optional) Prior to Day 3, review the more strategy practice activity “Discuss the Suffix *-ly*” on page 161.
- ✓ Prior to Day 4, visit the DSC Learning Hub ([teach.devstu.org](http://teach.devstu.org)) to access and print this week’s family letter (BLM1). Make enough copies to send one letter home with each student.
- ✓ (Optional) Visit the DSC Learning Hub ([teach.devstu.org](http://teach.devstu.org)) to access and print “Week 7 Word Cards” (BLM2). These cards can be used to provide your students with more opportunity to review the words.

Family Letters are provided in English and Spanish to provide a home-school connection. Letters include ideas families can use to practice the vocabulary words at home.

## Introduce “Nosing Around,” *Edible*, and *Inedible*

# Day 1

### In this lesson, the students:

- Learn and use the idiom “nosing around” and the words *edible* and *inedible*
- Review idioms
- Review the prefix *in-*
- Review antonyms
- Work in a responsible way
- Explain their thinking

This section highlights the academic and social focuses of the day’s instruction.

### Words Taught

#### **nosing around** (p. 27)

“Nosing around” means “snooping, or searching in a sneaky way.”

#### **edible** (p. 34)

*Edible* means “safe to eat.”

#### **inedible**

*Inedible* means “not edible, or not safe to eat.”

### ABOUT ABBREVIATED LESSONS

Beginning in Week 6, parts of the lesson that are essentially the same from week to week are abbreviated. Teacher Notes refer you to a fully written-out example of each abbreviated part, if you wish to review it. For more information about abbreviated lessons, see “Full and Abbreviated Lessons” in the Introduction.

## INTRODUCE AND USE “NOSING AROUND”

### 1 Introduce and Define “Nosing Around”

Briefly review *Animal Senses*. Show pages 26–27 and review that this part of the book tells about animals’ sense of smell. Point to the “Not just noses” text box on page 27, and read the title aloud. Review that insects and other animals do not have noses, yet they still have a sense of smell.

Read the boxed text aloud, emphasizing the words “nosing around.”

Tell the students that they will learn the phrase “nosing around” today, and explain that “nosing around” means “snooping, or searching in a sneaky way.”

### Materials

- *Animal Senses*
- Word card 37 (WA1)
- Word cards 38–39 (WA2)

Topic Notes and Teacher Notes provide content information for the teacher as well as suggestions for supporting students or adapting instruction.

### Teacher Note

For an example of how to introduce the week’s vocabulary words and review the read-aloud text, see Week 2, Day 1, Step 1.

### Teacher Note

The students may be familiar with the word *nosy*. You might explain that a *nosy* person is a person who is nosing around, or snooping.

**Teacher Note**

If you started an idiom chart, add “nosing around” to it.

**Teacher Note**

You might tell the students that the author’s funny use of “nosing around” is a pun. Explain that a *pun* is a “joke based on one word that has two meanings or on two words that have the same sound but different meanings.” See the extension “Fun with Puns” on page 154 for more about puns.

When words are introduced, several different contexts are provided to help students understand the meaning of the word.

Prompts help all students learn how to use the vocabulary word appropriately in a complete sentence. This is particularly helpful for second language learners.

**Teacher Note**

For an example of how to prompt the students to use a word, see Week 1, Day 1, Step 4.

Tell the students that “nosing around” is an idiom, and review that an *idiom* is “an expression or phrase that means something different from what it appears to mean.” Explain that when we say that someone is nosing around, we do not mean that the person is moving his nose around. Instead, we mean that the person is snooping.

Tell the students that when the author says “nosing around comes naturally” to us, she is making a joke. She does not mean that snooping comes naturally to us, but that we naturally use our noses to investigate our world.

Display word card 37 (🗉 WA1) and have the students say “nosing around.”

**2 Play “Is Milton Nosing Around?”**

Tell the students that they will play a game called “Is Milton Nosing Around?” Explain that you will describe something our make-believe friend Milton is doing; then partners will decide whether or not he is nosing around, or snooping.

Begin by reading the following scenario aloud twice:

- *Milton wonders what his friend Max brought to school for lunch, so without asking he looks inside Max’s lunchbox.*

Ask:

🗉 **Q** *Is Milton nosing around? Why?* [Click 1 on WA1 to reveal the first prompt.] *Turn to your partner.*

nosing around

**PROMPT 1:** Milton [is/is not] **nosing around** because . . .

1

WA1

**PROMPT 1:** “Milton [is/is not] nosing around because . . .”

After partners have talked, have one or two volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss the following scenarios:

- *Milton wants to play a board game during free time. He asks his teacher for permission, and then looks through the board games to find the game he wants.*
- *Milton is curious to know what his sister has been writing in her diary, so when his sister is away, he reads her diary.*

Point to the idiom “nosing around” and review the pronunciation and meaning of the phrase.

## INTRODUCE AND USE EDIBLE AND INEDIBLE

### 3 Introduce and Define *Edible*

Show pages 34–35 of *Animal Senses*, read the chapter title aloud, and explain that this part of the book tells about animals’ sense of touch. Read page 34 aloud, emphasizing the word *edible*.

Tell the students that *edible* is the next word they will learn today, and explain that *edible* means “safe to eat.” Tell the students that our government has inspectors to check our food and that the inspectors put labels on the food to tell us that it is edible. Explain that many animals have a different way to find out if food is edible. These animals use the sense of touch to find food that is edible, or safe to eat.

Display word cards 38–39 (🎧 WA2) and click to reveal word card 38. Have the students say the word *edible*.

### 4 Introduce and Define *Inedible*, Review the Prefix *in-*, and Review Antonyms

Tell the students that the last word they will learn today is *inedible*. Click to reveal word card 39 and have the students say the word *inedible*. Point to the prefix *in-* in *inedible*. Remind the students that a *prefix* is a “letter or group of letters that is added to the beginning of a word to make a new word.” Review that the prefix *in-* means “not.”

Discuss as a class:

**Q** *Based on what you know about the word edible and the prefix in-, what do you think the word inedible means?*

If necessary, explain that *inedible* means “not edible, or not safe to eat.” Point out that *edible* and *inedible* are antonyms.

### 5 Play “Edible or Inedible?”

Tell the students that partners will play a game called “Edible or Inedible?” Explain that you will describe a food; then partners will decide whether the food is edible or inedible and explain why they think so.

#### Teacher Note

For an example of how to end the discussion of a word, see Week 1, Day 1, Step 6.

#### Teacher Note

If you started an antonym chart, add the words *edible* and *inedible* to it.

**Teacher Note**

The students might reasonably argue that the part of the apple that is brown is inedible, but that the rest of the apple is edible.

**Teacher Note**

Prior to the activity, you might write all of the puns where everyone can see them. Seeing the puns as they discuss them may help the students better understand the fun use of language.

Begin with the following food description:

- *An apple with a brown spot*

Ask:



**Q** *Is the apple edible or inedible? Why?* [Click ❶ on WA2 to reveal the first prompt.] *Turn to your partner.*

**PROMPT 1:** “The apple is [edible/inedible] because . . .”

After partners have talked, have a few volunteers use the prompt to share their thinking with the class.

Using the same procedure, discuss the following:

- *A piece of pizza that has been sitting on the kitchen counter for three days*



**Q** *Is the piece of pizza edible or inedible? Why?* [Click ❷ to reveal the prompt.] *Turn to your partner.*

**PROMPT 2:** “The piece of pizza is [edible/inedible] because . . .”

- *A piece of popcorn that you find under your sofa*



**Q** *Is the piece of popcorn edible or inedible? Why?* [Click ❸ to reveal the prompt.] *Turn to your partner.*

**PROMPT 3:** “The piece of popcorn is [edible/inedible] because . . .”

Point to the words *edible* and *inedible* and review the pronunciation and meaning of the words.

## EXTENSION

### Fun with Puns

Write the following pun where everyone can see it: *A bicycle can't stand on its own because it is two tired.*

Explain that a *pun* is “a joke based on one word that has two meanings or on two words that have the same sound but different meanings.”

Direct the students' attention to the sentence and explain that it is a pun. Then read the pun aloud and discuss the joke, or the play on the words *two* and *tire*.

Tell the students that there are many types of puns and provide a few examples, such as those that follow. After each pun, discuss how the use of language makes it funny.

- *I wondered why the baseball was getting bigger. Then it hit me.*
- *If a clock is hungry, does it go back four seconds?*
- *Why are playing cards like wolves? [Pause, ask for ideas, then repeat the question and give the answer.] They come in packs.*

- *How do you fix a broken tomato?* [Pause, ask for ideas, and then repeat the question and give the answer.] *With tomato paste.*
- *Did you hear about the man whose whole left side was cut off?* [Pause, ask for ideas, and then repeat the question and then give the answer.] *He's all right now.*

**Teacher Note**

For a list of common puns, visit the DSC Learning Hub ([teach.devstu.org](http://teach.devstu.org)) to view the "Puns" list in the General Resources section.

## Review "Nosing Around," Edible, and Inedible

## Day 2

**In this lesson, the students:**

- Review and practice using the idiom "nosing around" and the words *edible* and *inedible* from Day 1
- Work in a responsible way
- Explain their thinking

**Words Reviewed****nosing around**

"Nosing around" means "snooping, or searching in a sneaky way."

**edible**

*Edible* means "safe to eat."

**inedible**

*Inedible* means "not edible, or not safe to eat."

**Materials**

- Daily review cards (WA3)

## REVIEW THE WORDS

### 1 Briefly Review the Words

Display the daily review cards (WA3). Review the pronunciation and meaning of each word.

Discuss as a class:

- Q** *Which of yesterday's words do you think was especially fun to talk about? Why do you think that?*

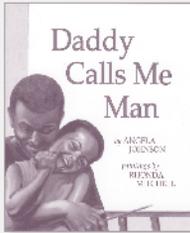
Click  on the daily review cards (WA3) to reveal the first prompt. Have a few volunteers use the prompt to share their thinking with the class.

**Teacher Note**

For an example of how to review the words, see Week 1, Day 2, Step 1.

## Week 3

## OVERVIEW



### *Daddy Calls Me Man*

by Angela Johnson, illustrated by Rhonda Mitchell

A series of short poems introduces us to a boy and his family.



### Online Resources

Visit the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) to find your online resources for this week.

#### **Whiteboard Activity**

- WA3

#### **Assessment Forms**

- "Class Assessment Record" sheet (CA3)
- "Conference Notes: Focus 2" record sheet (CN2)

#### **Professional Development Media**

- "Approximating Spelling in Shared Writing" (AV58)

### Writing Focus

- Students hear, discuss, and write stories about family members.
- Students contribute to a shared story and write their own stories.
- Students tell stories orally before writing.
- Students learn a strategy for approximating spelling.
- Students use a word wall to spell high-frequency words.
- Students reread and add to their writing.

### Social Development Focus

- Students act in fair and caring ways.
- Students work in a responsible way.
- Students listen respectfully to the thinking of others and share their own.
- Students express interest in and appreciation for one another's writing.

## DO AHEAD

- ✓ Prior to Day 1, make a class set of the “Conference Notes: Focus 2” record sheet (CN2) on page 33 of the *Assessment Resource Book*.
- ✓ Prior to Day 2, write the following words on cards: *father, give, mother, our, and very*.
- ✓ Prior to Day 3 make a copy of the “Class Assessment Record” sheet (CA3) on page 28 of the *Assessment Resource Book*.

### TEACHER AS WRITER

*“It was my 12-year-old son who . . . said to me, ‘Mother, you’ve been very cross and edgy with us and we notice you haven’t been writing. We wish you’d go back to the typewriter.’”*

— Madeleine L’Engle

This week, make a list of family members you might be interested in writing about. Select one and write about him or her. Think about:

- What quirks make this person unique?
- How does he express himself through what he wears, says, and does?
- What family stories have been told over the years about this person?
- How would your family be different if this person weren't in it?

# Day 1

## Getting Ideas and Writing a Shared Story

### Materials

- *Daddy Calls Me Man*
- Chart paper and a marker
- Writing/drawing chart (WA3) for modeling
- Class set of “Conference Notes: Focus 2” record sheets (CN2)

Topic Notes provide content information for the teacher as well as suggestions for supporting students or adapting instruction.

Lessons are written so that the teacher provides an introduction to the social and/or academic focuses of the day’s lesson.

### In this lesson, the students:

- Hear and discuss a story
- Generate ideas about family members
- Write a shared story about a family member
- Approximate spelling using letter-sound relationships
- Act considerately toward one another
- Write freely in their writing notebooks

This section highlights the academic and social focuses of the day’s instruction.

### ABOUT APPROXIMATING THE SPELLING OF UNFAMILIAR WORDS

It is important for students to have strategies for dealing with unfamiliar words so their writing is not repeatedly interrupted with concerns about spelling. While the students are learning to refer to the word wall to spell certain high-frequency words, they need a different strategy to help them when they want to write unfamiliar words that are not on the word wall. In this program, the students learn to approximate spelling using their knowledge of letter-sound relationships gained in their regular phonics instruction (see “About Writing Instruction Early in the Year” on page 7). Whenever you model approximating the spelling of words, try to model with words containing letter-sound combinations your students have learned.

### GETTING READY TO WRITE

#### 1 Read *Daddy Calls Me Man* Aloud

Gather the class with partners sitting together, facing you. Review that last week the students heard *Chinatown* and wrote stories about special places. Explain that today the students will hear a book about a family and think about stories they can write about their own families.

Show the cover of *Daddy Calls Me Man* and read the title and the names of the author and illustrator aloud. Explain that the little boy on the cover tells about his family and his life at home. Read the book aloud slowly and clearly, showing the illustrations.

After reading, ask:

Q *Who are the people in the boy’s family?*

## 2 Generate Ideas of Family Members to Write About

Ask and discuss:

Q *In what ways is this boy's family like yours? In what ways is it different?*

**Students might say:**

"The boy has a little sister. I have a baby brother."

"My mom calls me sweetheart sometimes."

"He has both a mom and a dad in his family. That's different from mine."

Use "Think, Pair, Share" to discuss:



Q *Who is someone in your family that you could write about, and what is that person like?* [pause] *Turn to your partner.*

If the students have difficulty talking about things they could write about a person in their family, signal for their attention and stimulate their thinking by asking questions such as:

Q *What does your family member look like?*

Q *What does he or she like to do for fun?*

Q *What is his or her favorite [food/color/thing to wear]?*

Q *What do you love about this family member?*

If necessary, think aloud about some of your own family members and some things you could write about them. After generating a few ideas, have partners resume their conversations for a minute or two.

Write the title "Family Members" on a sheet of chart paper and have a few volunteers share their thinking with the class. As the students respond, record their ideas on the chart as short phrases.

### Family Members

- sister who has brown hair and brown eyes
- brother who likes taking naps
- auntie who looks like my mom
- stepdad who likes to cook
- grandma who gives good hugs

### Facilitation Tip

Continue to notice the effect of asking **open-ended questions** during this discussion. Experiment with asking a closed question first (*Is this boy's family like yours? Is it different?*), noting the response. Then restate the question as an open-ended question and note the response.

Facilitation Tips highlight different facilitation techniques that teachers can use to help facilitate student discourse. Professional Development media show the technique being used during lessons.

Open-ended questions provide opportunities for a variety of student responses. Cooperative structures allow every student a chance to respond to the question and provide students with opportunities to rehearse what they might add to a whole-class discussion.

**Skill Practice Note**

As you model, you might point out that you added an *s* to the end of the word *likes* because when we speak we say, “Arnie likes . . .” rather than “Arnie like . . .” For more practice with using nouns and verbs in sentences, see Lesson 5 in the *Skill Practice Teaching Guide*.

**Teacher Note**

Approximate spellings for *drums* include *drms* and *drmz*. Always model correct spelling unless you are deliberately modeling an approximate spelling. To see an example of this technique, view “Approximating Spelling in Shared Writing” (AV58).



Teacher Notes provide content information for the teacher as well as suggestions for supporting students or adapting instruction. This particular teacher note includes a QR code that allows teachers to watch a video relating to the topic.

**3 Write a Shared Story About a Family Member and Model Approximating Spelling**

Explain that you will choose a family member from the “Family Members” chart and the students will help you write and illustrate a story about that person. Display the writing/drawing chart (C WA3) and write the first sentence of the story on the chart.

**You might say:**

“I want to write about my brother Arnie. He enjoys playing the drums. I’ll start the story with the sentence: *My brother Arnie likes playing the drums.*”

Then ask:

- Q *What else can I write? What would you like to know about [my brother Arnie]?*
- Q *What can we draw to illustrate our story?*

Have a few volunteers share their ideas with the class, and then use the students’ suggestions to add to your story.

As you write, engage the students in thinking about how to spell one or two unfamiliar words by asking the following questions. Write the letters as the students suggest them.

- Q *[Drums] starts with the [/d/] sound. What letter is that?*
- Q *What sound do you hear next in the word [drrrums]? What letter is that?*
- Q *What’s the [next/last] sound? What letter is that?*

WA3



*My brother Arnie likes playing the drms. He bangs on them all day.*

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Reread the story aloud as a class, pointing to each word. Explain that tomorrow each student will write a story about a family member.

## REFLECTING

### 4 Briefly Reflect on Social Interactions

Ask and briefly discuss:

- Q *What went well in our writing community today?*
- Q *What problems did we have? What can we do to avoid those problems next time?*

Lessons are written so that there is time for reflection about the lesson instruction and/or the social focus of the day's lesson.

## FREE WRITING TIME

### 5 Write and Draw Freely

Explain that the students will now write and draw freely in their notebooks. They may write more ideas about family members, or write about anything else they choose.

Ask and briefly discuss:

- Q *What might you want to write about today?*

Have the students return to their seats, open to the first blank page of their notebooks, and write freely for 10–15 minutes. As they write, confer with individual students.

Each writing lesson includes ample time for students to write independently.



### TEACHER CONFERENCE NOTE

Confer with individual students. Have each student tell you about his story and drawing and read any writing aloud. As you listen, ask yourself:

- Does this student use letter-sound relationships to approximate the spelling of unfamiliar words?
- Does this student refer to the word wall to spell words he has learned?
- Is this student able to read his own writing?

Look for opportunities to help the student approximate spelling. Select words to spell that contain letters the student has learned in his phonics program. Encourage him to listen for sounds by pronouncing words and thinking about:

- Q *What sound do you hear at the beginning of the word? What letter is that?*
- Q *What's the next sound? What letter is that?*
- Q *What's the [next/last] sound? What letter is that?*

Document your observations for each student on a "Conference Notes: Focus 2" record sheet (CN2); see page 33 of the *Assessment Resource Book*.

A key element of Writing Time is the teacher conference. This is a time during which the teacher meets with individual students to discuss their writing. This discussion provides the teacher with an opportunity to differentiate instruction, to give the student immediate feedback about his or her writing, and to identify ways to support the student's writing growth.

Signal to let the students know when Free Writing Time is over.

### Materials

- *Daddy Calls Me Man* from Day 1

## WRITING ABOUT READING

### Make Connections to *Daddy Calls Me Man*

Show the cover of *Daddy Calls Me Man* and remind the students that they heard this book earlier. Ask:

**Q** *What do you remember about the book Daddy Calls Me Man?*

Have a few volunteers share their thinking. After the students have shared, ask:

**Q** *How does this story remind you of your own life?*

**Students might say:**

"I like to spin like the boy in the story."

"The boy loves his sisters and I love my sister."

"My dad paints like the dad in the story."

Tell the students that stories sometimes remind readers of their own lives—of things that happened to them, things they have done, and people they know. Explain that when you write or talk about how a story reminds you of your own life, you are *making a connection* to the story. Explain that making connections to stories helps us enjoy and remember them. Ask the students to watch as you think aloud and model writing about how the story reminds you of your life.

**You might say:**

"I like to look at the moon like the boy in the story does. I'll write: *In the book Daddy Calls Me Man, the boy likes to look at the moon. I like to look at the moon too.*"

Have the students write and draw about how *Daddy Calls Me Man* reminds them of their own lives. If time permits, invite the students to share their writing and illustrations with the class.

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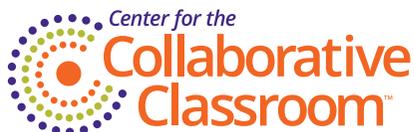
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