



*Bookworms* is about access and inclusion. Shared Reading uses the supports of vocabulary and spelling instruction, scaffolded repeated reading, oral discussion, and text structure anchor charts to make challenging text accessible. Books make a difference in building *Bookworms*, so choosing them is extremely difficult work. *Bookworms'* books have to be engaging and rich in content and knowledge-building opportunities. Each book will help students build skills and inclinations to read widely and deeply.

The *Bookworms* team used a broad representational lens within the grade levels, allowing students to see themselves in books. Through *Bookworms* curriculum, students will be exposed to over 200 titles. Students will connect titles read during the Shared Reading block to those read aloud by teachers and to writing activities during the ELA block.

Shared Reading is the heart of *Bookworms* reading instruction and practice. For teachers, it is the simplest block to plan for and master. For students, it is predictable, high-density access to the knowledge and skills that build over time in a challenging text context. Teachers will see that Shared Reading is a structured (not scripted) system for building word and world knowledge through explicit instruction in and incidental exposure to words in rich context. Shared Reading weaves a small number of structured instructional routines for fluency building and comprehension building together every day. There is a quick dose of work with words followed by a large dose of reading with the teacher and with a peer and then a discussion to keep up with the author's meaning and craft, followed by a closing anchor chart and meaningful writing assignments.

Shared reading ends with an individual on-demand writing task every day. Four days of five, this task requires reinterpretation of the day's text segment. On the fifth day, a Text Connection response requires coordination of several different skills sets: comprehension of the full scope of the text being read across days and sometimes previously-read texts along with aspects of opinion, narrative, and informational writing. Text Connections can help teachers see how students are currently performing and how their comprehension and written communication skills deepen over time.



## Grade 3, Module 4, Unit 1: A Journey of Self Discovery

Students will read about characters who embark on incredible journeys of self-discovery in this unit.

- In *The Miraculous Journey of Edward Tulane*, students will witness the heartwarming transformation of a selfish china rabbit as he explores settings he never knew existed, meets unexpected characters, and learns to love.
- In *The Boy Who Harnessed the Wind*, students will experience the inspirational, true story of a boy from Malawi who persevered against long odds to bring water and electricity to his village by discovering a way to use wind to generate power.

The lessons in this unit work together to reinforce student understanding of the narrative structure and demonstrate the idea that the same theme can be expressed across multiple texts. Students will spend time examining the underlying theme of hope that is woven throughout both texts. The texts also provide students with ample opportunities to identify and discuss narrative elements in both fiction and narrative nonfiction texts.



### Assignments

RL.3.5 RL.3.7 W.3.1 W.3.8 W.3.10



Remember when you wrote a book review of either *The Keeping Quilt* or *Grandfather's Journey* earlier this year? Today I want you to write your own book review of *The Miraculous Journey of Edward Tulane*. Think about the perfect audience. Who should read this book? Why?

A written response should first be scored for accuracy and then for evidence. Use the **Written Response Rubric** when scoring student responses. Because there is no time for revision and editing, please do not score for conventions. You will find additional guidance on grading in the 2-5 Teacher Manual.

The ability to demonstrate comprehension in writing, consistent with the standards for key ideas and details, can be demonstrated in very different ways, even with the same prompt. It will be important for groups of teachers to share their rubric ratings and to establish collaborative understandings of what each of the rubric descriptors means for their grade level and at a specific time of year. Because of the way the standards are written, we expect that a majority of students will not meet the standards until the end of the year.



### Assignments

RL.3.3 RL.3.7 W.3.1 W.3.8 W.3.10



Think back to the beginning of the book and the information we know about Pellegrina. Do you think the old woman is really Pellegrina? Why? Give reasons to support your opinion.

A written response should first be scored for accuracy and then for evidence. Use the **Written Response Rubric** when scoring student responses. Because there is no time for revision and editing, please do not score for conventions. You will find additional guidance on grading in the 2-5 Teacher Manual.

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## Grade 4, Module 2, Unit 2: Tracking Relationships

In this unit, students will learn about autobiographical text structure and organization, explore poetic text structure and literary techniques, reinforce their understanding of the necessary components of compare/contrast and opinion writing, and apply what they've learned by composing compare/contrast and persuasive writing pieces.

- In *My Life in Dog Years*, they will learn about autobiographical text structure and content.
- In *Opinion Writing: Compare/Contrast*, they will reinforce their understanding of both compare/contrast and opinion writing structures by composing a compare/contrast piece about two dogs from *My Life in Dog Years*, and providing their opinion for which dog they would want most and which dog they would want least.
- In *Shaking Things Up*, students will learn about poetic structure and literary techniques and historical content about two influential women in history.
- Finally, in the *Culminating Task: Opinion Writing: Persuasive Letter*, they will apply what they've learned about opinion writing and about life in James Town in the 1600s from the Shared Reading text *Blood on the River* to compose a persuasive writing piece from the perspective of either a working-class or wealthy settler.

The lessons in this unit work together to solidify students' informative and opinion text structure knowledge, introduce students to poetic text structure and literary techniques, and reinforce student skill in analyzing text for content and structure. These lessons also demonstrate the idea that two different text structures can be combined within one writing piece.

**Persuasive Letter: Lesson 31**

Choose the topic with the least number of students to model your writing. A sample writing script is included, but you may need to write from a different perspective based on how your class choices turn out.

In the planning stage, we start by making a graphic organizer.

If needed, talk through the steps while you prepare your graphic organizer: "I have a blank sheet of paper. I am going to fold the bottom up to the top margin line, and then in half again. Now I have 4 sections on each side."

In the margin, I am going to write my topic and my name. For my topic, I will write: *persuasive letter from a wealthy class perspective*

Topic	Name
Introduction Title, author, opinion, detail	
Reason 1 with support	
Reason 2 with support Repeat as many times as needed	
Conclusion Restate opinion, final thought	

Next, I have to plan my introduction by stating my opinion. You can decide which specific family member to write to, so I am going to write to my brother. I believe that my brother should come to the New World so I will write that in the first box.

Write *brother, come to the New World* in the first box.

**Lesson 37**

SL.4.1 W.4.1 W.4.1.c W.4.5

**Materials**

- *Blood on the River* (from Shared Reading)
- Transition Words for Opinion Texts Chart: for display
- Opinion Checklist and Opinion Graphic Organizer (from Lesson 36)
- Persuasive letter drafts (from Lesson 36)

**Modeling**

Today our focus will be on making our writing flow more smoothly. We use words and phrases to do this. What do we call those words and phrases that help our writing flow smoothly?

Yes, we call them transition words or phrases. The checklist does include transition words and phrases in the "Other Considerations" section. Let's look at a list of examples of transition words and phrases for opinion text.

To State an Opinion	To Support Reasons	To Add Information	To State a Conclusion
In my opinion I think that _____ should/ should not _____ I strongly believe It is important for _____ to It is my belief that	One reason that A first reason that supports A second reason One last reason why Lastly An additional reason	Also, Additionally, In addition, Furthermore,	In conclusion, To summarize Finally, Therefore, Based on my reasons,

This list is very specific because it shows us words to use in the beginning when we state our opinion, in the middle for our reasons and when we add information, and at the end for our conclusion. Let's use the following steps to add transition words to help our persuasive letter flow more smoothly.



## Grade 4, Module 4, Unit 1: Understanding Each Other

Students analyze the author's craft to better understand the text. Students strengthen their reading skills and explore character development through interaction with other characters.

### Discuss Focus

Now that we've finished our first reading, let's go back and talk about our First Focus. Remember that we were thinking about how Rendi must be feeling as he figures out what his situation is.

### Partner Focus

Student pairs are formed in advance based on data. Pairs can reread by alternating pages or by rereading chorally.

As you reread with your partner today, think about how the author uses dialogue of other characters to help us understand Rendi's situation.

To bring closure to the partner reading, ask partners to briefly discuss the Partner Focus before transitioning to the Discussion.

### Discussion

Bring students back together for discussion.

1. How does the author use descriptive language to show us how the moon seems to be feeling?
2. What clues helped Rendi realize the moon was missing?
3. Was Rendi in the cart for a short or a long time? Tell how you know.
4. Why didn't Rendi want the innkeeper to buy any Son Wine from the merchant?
5. How was Rendi finally discovered? What happened to him then?
6. How does Rendi feel about his new home and job? Tell how you know.

## Grade 5, Module 1, Unit 2: Life Science

Students expand their vocabulary knowledge through non-fiction texts.

### Animal Cells and Life Processes

Author	Genre	Lexile
Barbara A. Somerville	Nonfiction - General	860L

#### Curriculum Connections

In these lessons, we will help students make connections to what they have learned so far. Below is a list of those connections:

- In Lesson 31: We make connections to Genre Writing lessons involving similarities and differences in both text structure and features between our Read-Aloud, *Rats Around Us*, and our two Shared Reading books, *Walk Two Moons* and *Animal Cells and Life Processes*. We also connect the Life Science theme with *Animal Cells and Life Processes* and *Rats Around Us*.
- In Lesson 35: We make a connection to a Read-Aloud lesson from *Rats Around Us* involving the use of charts to organize facts and information so that we may better understand what we have read.

#### Teaching This Text

*Animal Cells and Life Processes* explores the animal cell in-depth and allows for discovery of scientists that were involved in animal cell studies. Students will use nonfiction text features and text structures to navigate through the reading.

The first six vocabulary words taught are assessed in Lesson 35. The remaining four vocabulary words will be assessed in Lesson 40.

### Lesson 31

#### Materials

- Chart paper: for Concept of Definition (COD) Map
- Chart paper: for Topic and Subtopic Map

#### Word Study

L.5.4 L.5.6 RF.5.3 RI.5.4

#### Vocabulary

- Grade 5 Word Study uses syllable types as an aid to remembering spelling. Chunking words into syllables also facilitates decoding. The goal of this instruction is to build flexible strategies for decoding unknown words.
- The vocabulary words are divided into syllables, with the syllable type names provided. This syllable-type language should be used every day during Vocabulary instruction. **Note that these syllable-type divisions are not the same as the ones you might find in the dictionary; their purpose is to make spelling, especially of vowel sounds, more transparent.**
- You will find additional instructional guidance and information on the six syllable types in the 2-5 Teacher Manual.

Create a COD Map as you introduce terms and explain the relationships.

*Cells* are the smallest **unit of life**. An **organ**, like your heart, is also a unit of life, but it is not a **cell**. Cells have walls or **membranes**, a **nucleus**, and specific functions. Here are some examples: Your skin is made of **skin cells**; a plant is made of **plant cells**; some small living things, like **bacteria**, are a single cell.