



Amplify.



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**TEXAS**

ELEMENTARY LITERACY PROGRAM  
LECTOESCRITURA EN ESPAÑOL

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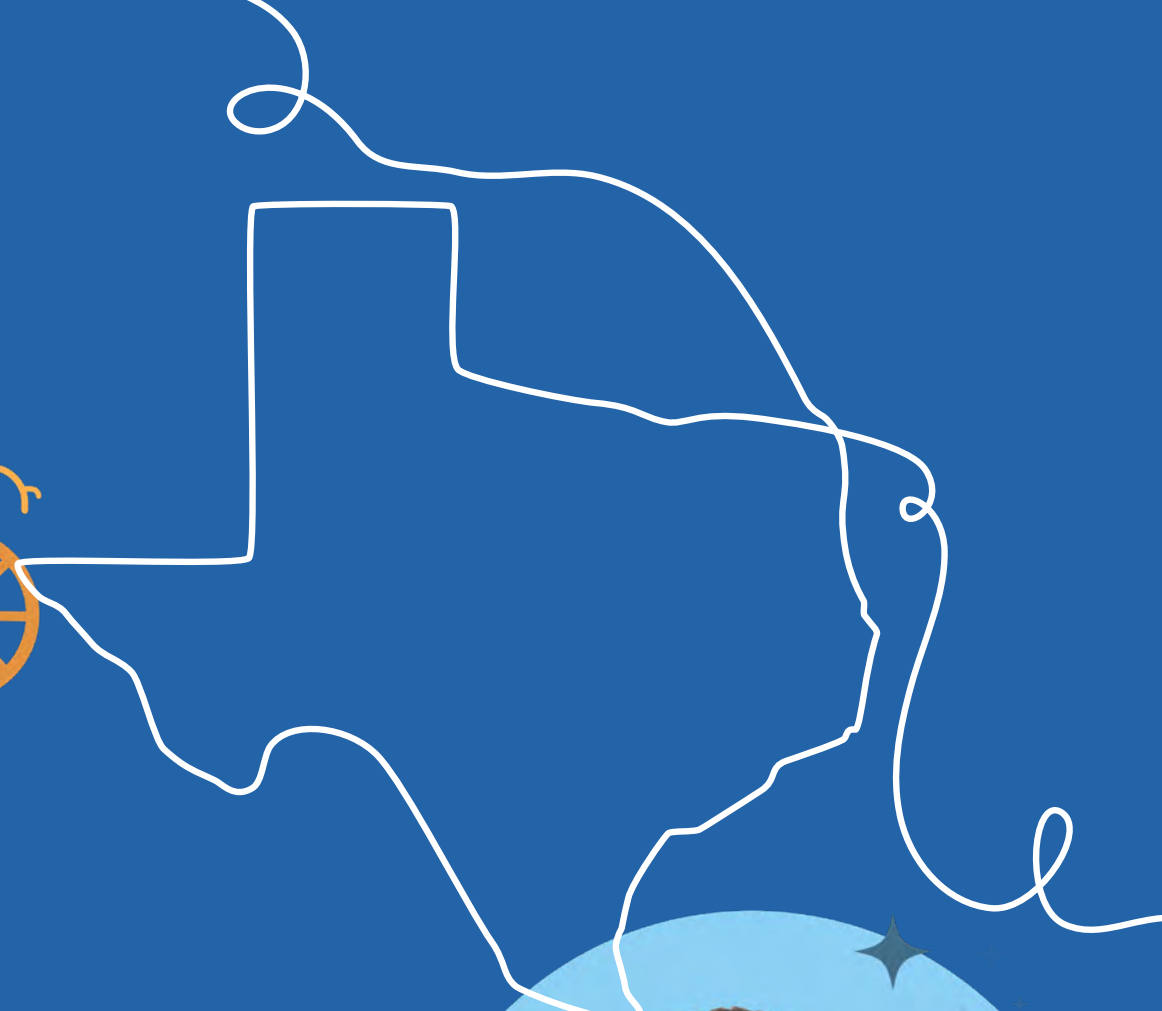
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# Welcome, Texas Educators!

The Amplify Texas Elementary Literacy Program is built on the Science of Reading and ready to support remote learning.

The program offers:

- 180 days of instruction aligned to the TEKS and ELPS
- 60 minutes of foundational skills instruction every day in K-2 (English only)
- Coherent knowledge sequence that builds within each grade and across grade levels (English and Spanish)
- Digital materials to support learning no matter where it is happening



# How it works

## English and Spanish Knowledge

Through complex Read-Alouds with an emphasis on classroom interactivity, oral comprehension, and contextual vocabulary, students start to build their awareness of the world around them—and the way the reading skills they’re building give them access to it.



Knowledge

Vocabulary

Sentences

Connections

Gist

## English Skills

Starting with sounds, students practice their phonemic awareness, handwriting skills, vocabulary, spelling, and grammar. Through daily practice, students become aware of the connection between reading and writing, building confidence as they go.



Sounds

Letters

Words

The Elementary Literacy Program is built on the science of how kids learn to read.

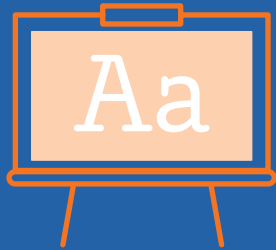
Every day in Grades K–2, students complete one full lesson that builds foundational reading skills in English, as well as one full lesson that builds background knowledge in English or Spanish. In Grades 3–5, students start to master the basic skills of reading, further opening up their worlds.



## Integration

Lessons begin to combine skills and knowledge with increasingly complex texts, close reading, and a greater writing emphasis. Students start to use their skills to go on their own independent reading adventures.

# What's our approach?



## Strong skills foundation

Great reading instruction starts with helping kids develop great reading skills. By separating skill development lessons from lessons that emphasize comprehension, we can give kids confidence without delaying them from learning key vocabulary and critical thinking skills.



## Knowledge & context

Research shows that reading comprehension increases when students have background knowledge about a topic. We've designed the Elementary Literacy Program around topics that interest kids, from science to world history to great literature and art. Students build connections across domains and grades, deepening their understanding and engagement with each year.



## Relevant, challenging texts

We provide students with a variety of texts—imaginative, informative, and everything in between—including rich Student Readers, trade books, and novel studies.





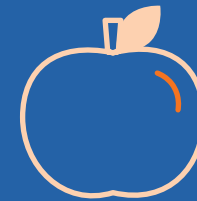
## Rich digital materials

The Elementary Literacy Program is proud to be the premier high-quality instructional material (HQIM) offering in elementary language arts, with rich and research-based content—including an expanding library of engaging digital materials—that helps you authentically challenge and engage your students.



## Assessment when you need it

Regular and reliable student assessment is the key to making you an effective teacher. Each Elementary Literacy Program lesson includes regular checks for understanding and formative assessments, as well as digital unit assessments designed to prepare students for high-stakes tests.



## Extensive teacher support

We provide easy-to-prepare Teacher Guides for all our lessons, digital versions of all instructional materials, planning resources to help make sure your students are meeting standards, and effective on-site and online professional development.

# Making connections year by year

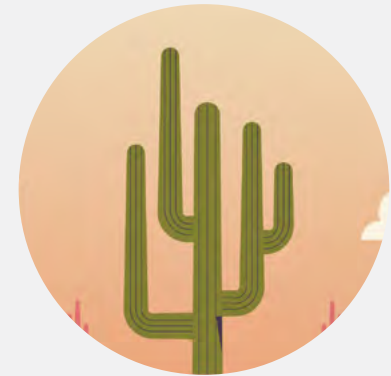
## Kindergarten



## Grade 1



## Grade 2



Literature connections

History connections

Nursery Rhymes and Fables

The Five Senses

**Stories**

Plants

Farms

Native Americans

Kings and Queens

Seasons and Weather

Columbus and the Pilgrims

**Colonial Towns and Townspeople**

Taking Care of the Earth

Presidents and American Symbols

**Fables and Stories**

The Human Body

Different Lands, Similar Stories

Early World Civilizations

Early American Civilizations

Astronomy

The History of the Earth

Animals and Habitats

Fairy Tales

A New Nation: American Independence

**Frontier Explorers**

Fairy Tales and Tall Tales

Early Asian Civilizations

The Ancient Greek Civilization

**Greek Myths**

The War of 1812

Cycles of Nature

**Westward Expansion**

Insects

The U.S. Civil War

The Human Body

Immigration

Fighting for a Cause

Titles have been abbreviated for length.

## Grade 3



## Grade 4



## Grade 5



### • • • Classic Tales: *The Wind in the Willows* • • •

Animal Classification

The Human Body

The Ancient Roman Civilization

Light and Sound

The Viking Age

Astronomy: Our Solar System and Beyond

Native Americans: Regions and Cultures

### • • • Early Explorations of North America • • •

Colonial America

Ecology

Empires in the Middle Ages

Eureka!

### • • • Contemporary Fiction • • •

### • • • American Revolution • • •

*Treasure Island*

Poetry

Geology

Personal Narratives

Early American Civilizations

The Renaissance

The Reformation

Don Quixote

### • • • Native Americans • • •

### • • • Poetry • • •

*A Midsummer Night's Dream*

Chemical Matters

Personal Narratives

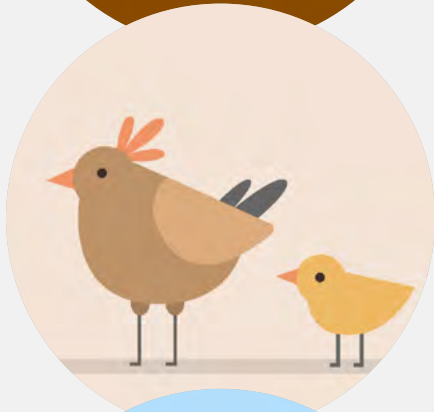
# Students grow from week to week...

Kindergarten



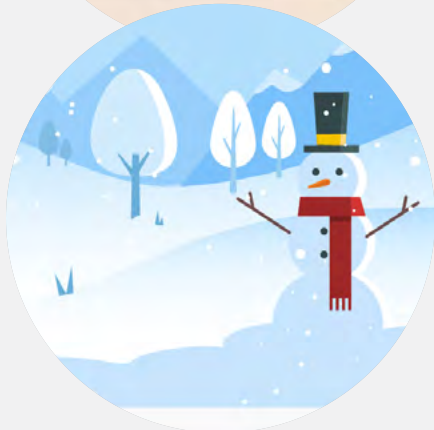
## Plants

Students learn that plants are living things that need food, water, and space to live and grow.



## Farms

Students learn that the plants we use for food grow through a seasonal cycle of planting and harvesting.



## Seasons and Weather

Students learn more about the cycle of the seasons and how they connect to weather events like rain, snow, and sun.

Plants

Leaves

Seedlings

Germinate

Crops

Produce

Cycle

# ...and year to year

Kindergarten

Grade 3

Grade 4



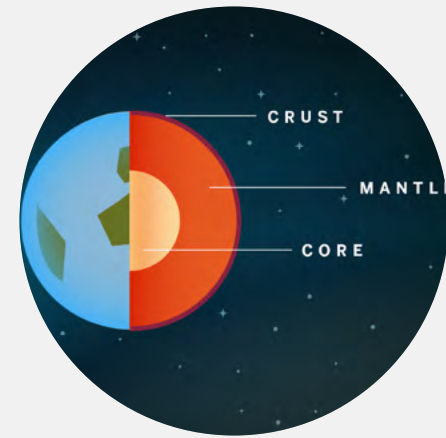
## Plants

Students learn that plants are living things that need food, water, and space to live and grow.



## Ecology

Students learn that decomposer organisms recycle carbon dioxide from once-living things.



## Geology

Students learn that sedimentary rock is formed in part by the decomposition process.

Plants

Nutrients

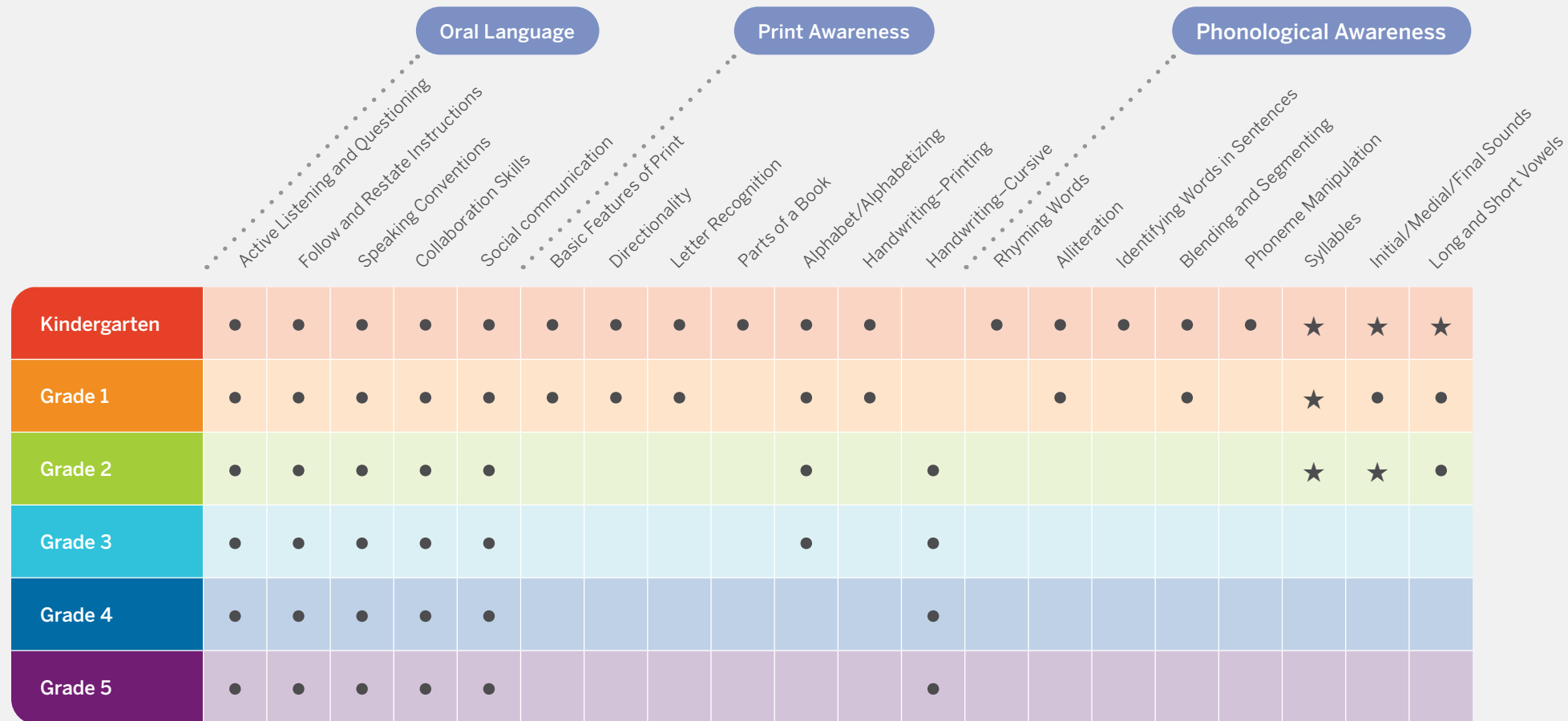
Decay

Petrified

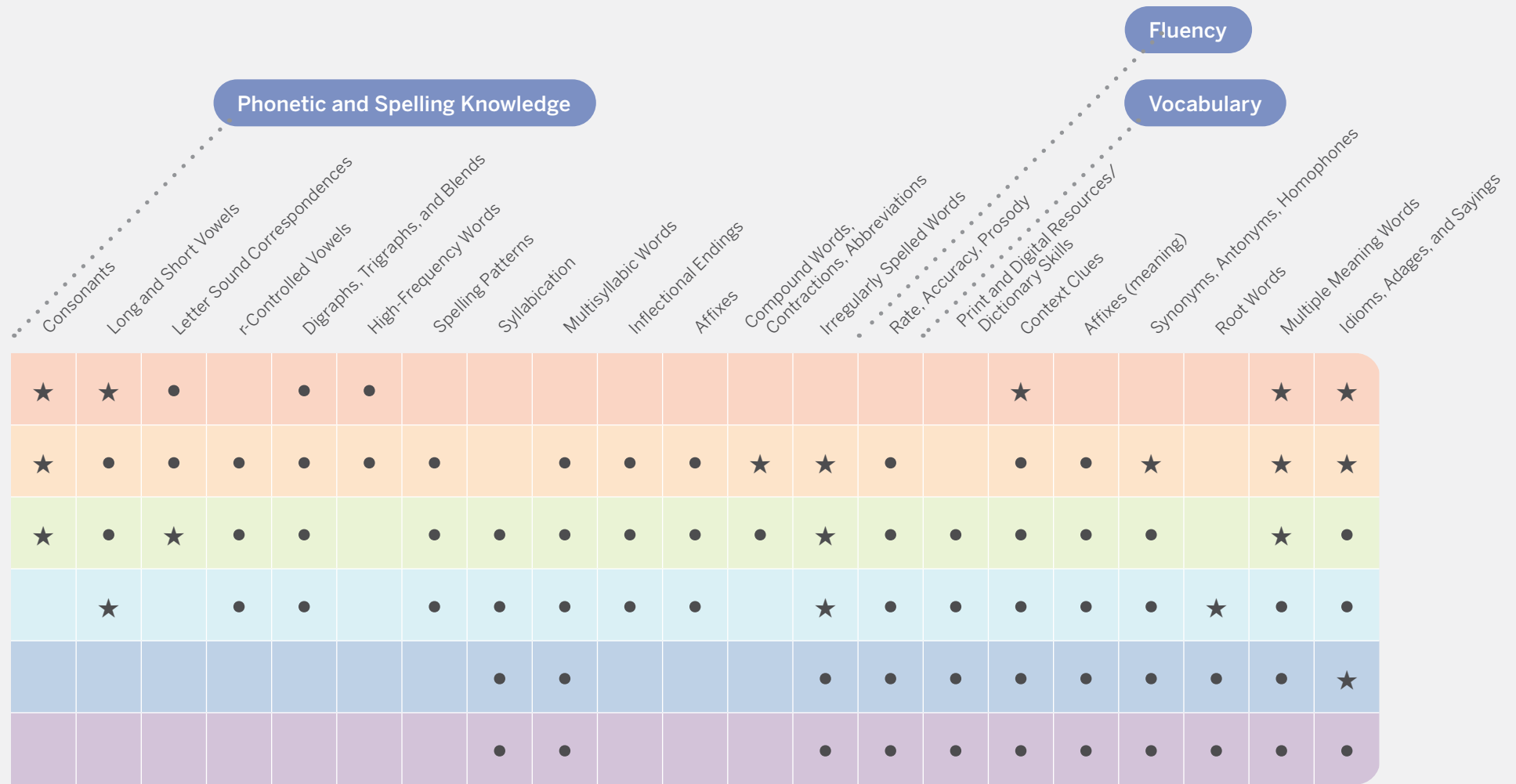
Sediments

Sedimentary

# Foundational skills year by year

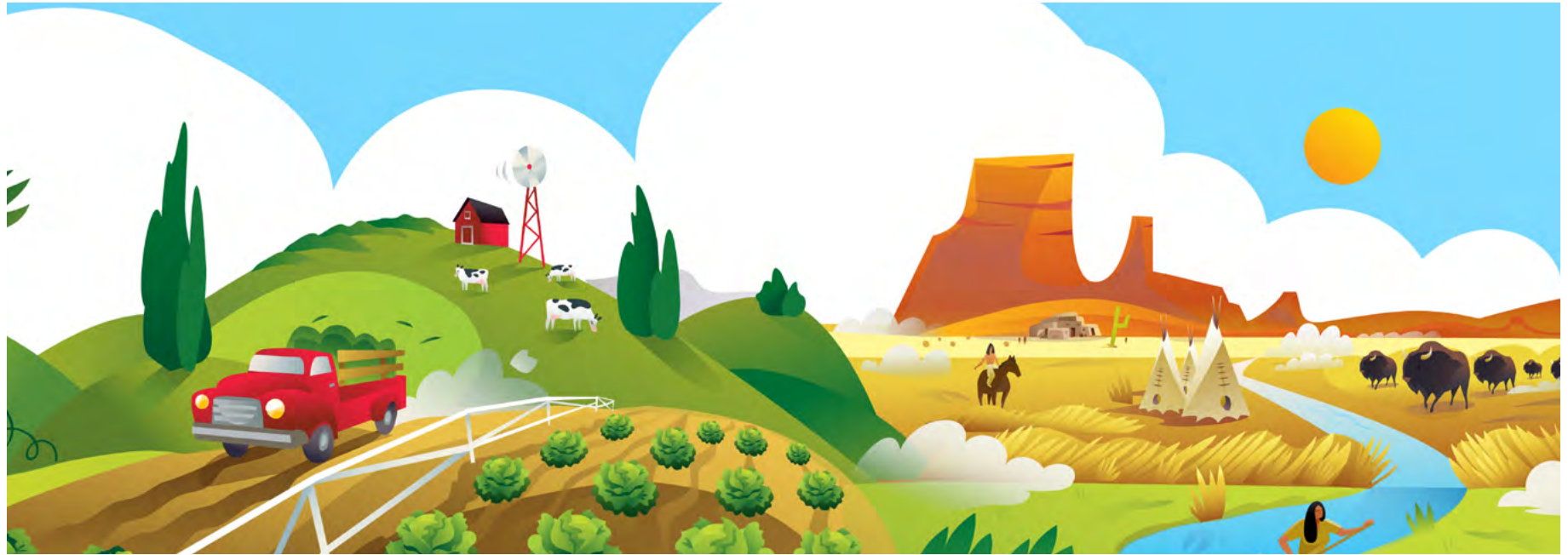


**KEY**  
 ● = Aligned to TEKS standards  
 ★ = Additional skill development



Amplify Texas' foundational skills chart provides an illustration of the progression of foundational reading skills addressed in all strands of the English curriculum, K–2 Skills and Knowledge and 3–5 integrated strands. Schools and teachers will need to use their knowledge of individual students and progress data to accelerate or supplement learning.

# Kindergarten



In Kindergarten, students will develop phonemic awareness with storybook characters, draw a chart to identify different smells, learn the history of plants along with George Washington Carver, and pay homage to classic nursery rhymes by jumping a candlestick.

## Skills

### Oral Language

- Active Listening and Questioning
- Give and Follow Instructions
- Speaking Conventions
- Collaboration
- Social Communication

### Print Awareness

- Basic Features of Print
- Directionality
- Letter Recognition

- Features of a Sentence
- Parts of a Book
- Alphabet
- Handwriting–Printing

### Phonological Awareness

- Rhyming Words
- Alliteration
- Identifying Words in a Sentence
- Blending and Segmenting
- Phoneme Manipulation

- Syllables
- Initial/Medial/Final Sounds
- Long and Short Vowels

### Phonetic and Spelling Knowledge

- Consonants
- Long and Short Vowels
- Letter Sound Correspondences
- High-Frequency Words

- Digraphs, Trigraphs, and Blends
- Irregularly Spelled Words
- Multiple Meaning Words

### Vocabulary

- Context Clues
- Multiple-meaning Words
- Idioms, Adages, and Sayings

### Writing

- Response to Text



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## Domains

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### **Nursery Rhymes and Fables**

Start learning about literature with these classic Mother Goose rhymes.

---

### **The Five Senses**

Learning about the body starts with learning about how we experience the world.

---

### **Stories: Fairytales and Folk Tales**

We learn about the parts of a book and some of the stories that go in one.

---

### **Plants: How Do They Grow?**

The life cycle of plants and the history of George Washington Carver

---

### **Farms: From the Ground Up**

Now we know how plants make their food...but what about animals?

---

### **Native Americans: Tradition, Heritage, and the Land**

Who were the first people in America? A look at the Lenape, Wampanoag, and Lakota Sioux

---

### **Kings and Queens**

To understand fairy tales, it's best to first understand royalty.

---

### **Seasons and Weather: As the Earth Turns**

The study of natural cycles continues with the weather and why it happens.

---

### **Columbus and the Pilgrims Beyond the *Mayflower***

A look at the first contact between Europe and the Americas and some of the results.

---

### **Colonial Towns and Townspeople: Once Upon America**

Before the War for Independence, how did town and country depend on one another?

---

### **Taking Care of the Earth**

We only have one earth—here are some ways to help care for it.

---

### **Presidents and American Symbols: Uniquely American**

Start learning about government through the lives of five presidents.

---

# Grade 1



In Grade 1, students will sing about a fabulous fox, learn to tell the difference between fairy tale heroes and villains, write an opinion statement about the worst part of going to the moon, and learn ancient Egyptian techniques for mummifying an apple.

## Skills

### Oral Language

- Active Listening and Questioning
- Give and Follow Instructions
- Speaking Conventions
- Collaboration
- Social Communication

### Print Awareness

- Basic Features of Print
- Directionality
- Letter Recognition
- Alphabet/Alphabetizing
- Handwriting—Printing

### Phonological Awareness

- Alliteration
- Blending and Segmenting
- Initial/Medial/Final Sounds
- Syllables
- Long and Short Vowels

### Phonetic and Spelling Knowledge

- Consonants
- Long and Short Vowels
- Letter Sound Correspondences
- r-Controlled Vowels

- Digraphs, Trigraphs, and Blends
- High-Frequency Words
- Spelling Patterns
- Decoding and Spelling Single-Syllable Words
- Multisyllabic Words
- Inflectional Endings
- Affixes
- Compound Words and Contractions
- Irregularly Spelled Words

### Fluency

- Rate, Accuracy, and Prosody

### Vocabulary

- Context Clues
- Affixes (Meaning)
- Synonyms and Antonyms
- Multiple Meaning Words
- Idioms, Adages, and Sayings

### Writing

- Response to Text
- Writing in Text Types
- Writing Process

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## Domains

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### **Fables and Stories**

Learn some of the key elements of a story through classic fables.

---

### **The Human Body**

What are germs? What are the organs? And what does it all have to do with health?

---

### **Different Lands, Similar Stories: Tales Around the World**

A world tour of storytelling and the stories that stay the same across the world.

---

### **Early World Civilizations: Ancient Innovators**

Rivers, farming, writing, and laws: just what does it take to build a civilization?

---

### **Early American Civilizations**

What will we find in the great temples of the Aztec, Maya, and Inca civilizations?

---

### **Astronomy: Space Exploration**

How the earth relates to the moon, the sun, and the rest of the planets.

---

### **The History of the Earth**

Just what lies beneath the earth's surface, and what can it teach us about the past?

---

### **Animals and Habitats: The World We Share**

A look at the connection between how animals live and where they make their homes.

---

### **Fairy Tales**

What do fairy tales teach us about how stories are told?

---

### **A New Nation: American Independence**

The story of the birth of the United States out of the thirteen colonies.

---

### **Frontier Explorers**

The story of the journey west from the newborn U.S.A. to find the Pacific Ocean.

---

# Grade 2



In Grade 2, students will thrill to the crimes of the Cat Bandit, assemble books about ancient Chinese culture, write their own Greek myths, and learn the story of the people who escaped to freedom from slavery by “following the Drinking Gourd.”

## Skills

### Oral Language

- Active Listening and Questioning
- Give and Follow Instructions
- Speaking Conventions
- Collaboration
- Social Communication

### Print Awareness

- Alphabet/Alphabetizing
- Handwriting–Cursive

### Phonetic and Spelling Knowledge

- Consonants
- Long and Short Vowels
- Letter Sound Correspondences
- r-Controlled Vowels
- Digraphs, Trigraphs, and Blends
- High-Frequency Words
- Spelling Patterns
- Syllabication

- Multisyllabic Words
- Inflectional Endings
- Affixes
- Compound Words, Contractions, Abbreviations
- Irregularly Spelled Words

### Fluency

- Rate, Accuracy, Prosody

### Vocabulary

- Print and Digital Resources/ Dictionary Skills

- Context Clues
- Affixes (Meaning)
- Synonyms, Antonyms, Homophones
- Multiple Meaning Words
- Idioms, Adages, and Sayings

### Writing

- Response to Text
- Writing in Text Types
- Writing Process

---

## Domains

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### **Fairy Tales and Tall Tales**

Learn about exaggeration and characterization on the frontier.

---

### **Early Asian Civilizations**

Tour the world of classical civilization, starting with India and China.

---

### **The Ancient Greek Civilization**

The tour continues with the philosophy and politics of Greece.

---

### **Greek Myths: Gods and Goddesses**

Dive deep into the characters and storytelling of classic myths.

---

### **The War of 1812**

Learn about America's "Second War for Independence."

---

### **Cycles of Nature: Clouds to Raindrops**

Introducing the natural cycles that make our lives possible.

---

### **Westward Expansion**

Why did pioneers go west? What happened to the people who were there?

---

### **Insects: All Around**

Lay the grounds for animal classification by looking at solitary and social insects.

---

### **The U.S. Civil War**

Begin to grapple with U.S. history's central crisis over slavery.

---

### **Human Body: Building Blocks and Nutrition**

A deeper dive into the digestive system and the nutrition process

---

### **Immigration: Journeys Across the Globe**

Why did people immigrate to the United States, and what did they find here?

---

### **Fighting for a Cause**

How people can do extraordinary things to make the world better for everyone.

---

# Grade 3



In Grade 3, students will write a newspaper story about the invention of the telephone, go on a digital quest in company with Viking explorers, reflect on the stars with astronomy lab notes, and learn the secret to writing an excellent narrative ending.

## Skills

### Oral Language

- Active Listening and Questioning
- Give and Follow Instructions
- Speaking Conventions
- Collaboration
- Social Communication

### Print Awareness

- Handwriting—Cursive

### Phonetic and Spelling Knowledge

- r-Controlled Vowels
- Digraphs, Trigraphs, and Blends
- High-Frequency Words
- Spelling Patterns
- Syllabication
- Multisyllabic Words
- Inflectional Endings
- Affixes

- Irregularly Spelled Words

### Fluency

- Rate, Accuracy, Prosody

### Vocabulary

- Print and Digital Resources/Dictionary Skills
- Context Clues
- Affixes (Meaning)
- Synonyms, Antonyms, Homophones

- Root Words
- Multiple Meaning Words
- Idioms, Adages, and Sayings

### Writing

- Response to Text
- Writing in Text Types
- Writing Process

## Units

---

### **Classic Tales: *The Wind in the Willows***

A deep dive into character, theme, and POV in classic stories from around the world

---

### **Scales, Feathers, and Fur: Animal Classification**

How do we classify different animals by their appearance and behavior?

---

### **The Human Body: Systems and Senses**

Let's take a closer look at how the skeleton, muscles, and nervous system all work.

---

### **The Ancient Roman Civilization**

What is Rome's greatest cultural contribution? In this unit, your students decide.

---

### **Flash, Bang, Boom! Exploring Light and Sound**

The science behind all the ways we see and hear the world

---

### **The Viking Age**

An immersive narrative experience about what life was like in Viking communities

---

### **Astronomy: Our Solar System and Beyond**

More about our universe, including a writing project about daily life on a space station

---

### **Learning from the Land: Native American Regions and Cultures**

How did Native American nations change their ways of life in different parts of the world?

---

### **Travelers from Other Lands: Early Explorations of North America**

What was it like to sail to North America with the early European explorers?

---

### **Colonial America: Building the New World**

A study of the very different ways of life in the different pre-U.S. colonies

---

### **Ecology: The Balancing Act**

Students keep ecologist's journals to learn about our world and how best to protect it.

---

# Grade 4



In Grade 4, students will take place in a dramatic invention competition judged by Thomas Edison, George Washington Carver, and Hedy Lamarr, use writing to investigate the function of a mysterious contraption, become poets, and bring their reading skills to bear on contemporary novel *The House on Mango Street*.

## Skills

### Oral Language

- Active Listening and Questioning
- Give and Follow Instructions
- Speaking Conventions
- Collaboration
- Social Communication

### Print Awareness

- Handwriting–Cursive

### Phonetic and Spelling Knowledge

- Syllabication
- Multisyllabic Words
- Irregularly Spelled Words

### Fluency

- Rate, Accuracy, Prosody

### Vocabulary

- Print and Digital Resources/Dictionary Skills
- Context Clues
- Affixes (Meaning)
- Synonyms, Antonyms, and Homophones
- Root Words
- Multiple Meaning Words
- Idioms, Adages, and Sayings

### Writing

- Response to Text
- Writing in Text Types
- Writing Process



# Units

---

## **Empires of the Middle Ages: Castles and Caravans**

Explore medieval history in Europe and beyond, and learn about the relationship between culture and rulers of different regions.

---

## **Eureka! The Art of Invention**

Transform the class into a lab for students to build and present inventions.

---

## **Contemporary Fiction: Mi Calle, Tu Calle**

Explore the *The House on Mango Street*...and write a book while doing it.

---

## **American Revolution: Building a Nation**

Why did America seek independence? Let's investigate the causes and effects.

---

## ***Treasure Island*: X Marks the Spot**

Seek the treasure of plot in this detailed study of a classic fiction adventure.

---

## **Poetry: Wondrous Words**

Study the poetry of many nations, and begin to write your own.

---

## **Geology: This Rock You're Standing On**

Plate tectonics, volcanoes, erosion: all the forces that shape the earth.

---

## **Personal Narratives: My Story, My Voice**

Read stories of personal experience...and learn to reflect on your own.

---

# Grade 5



In Grade 5, students will learn about villanelles and Mayan codices, read and perform Shakespeare’s *A Midsummer Night’s Dream*, use their writing skills to teach a robot about human emotions, and solve a scientific mystery involving ancient fossils.

## Skills

### Oral Language

- Active Listening and Questioning
- Give and Follow Instructions
- Speaking Conventions
- Collaboration
- Social Communication

### Print Awareness

- Handwriting–Cursive

### Phonetic and Spelling Knowledge

- Syllabication
- Multisyllabic Words
- Irregularly Spelled Words

### Fluency

- Rate, Accuracy, Prosody

### Vocabulary

- Print and Digital Resources/Dictionary Skills
- Context Clues
- Affixes (Meaning)
- Synonyms, Antonyms, Homophones
- Root Words
- Multiple Meaning Words
- Idioms, Adages, and Sayings

### Writing

- Response to Text
- Writing in Text Types
- Writing Process

## Units

---

### **Early American Civilizations: Myths, Pyramids, and Kings**

Students craft a codex to explain the rise and fall of the Maya, Aztec, and Inca people.

---

### **The Renaissance: Art and Culture**

Exploring the art and literature of the Renaissance through works of its masters.

---

### **The Reformation: When Books Changed the World**

How did the printing press transform the religion and society of Europe?

---

### **Don Quixote: A Hopeful Night's Tale**

Was Don Quixote right to fight the windmill? In this full-length novel study, students decide.

---

### **Native Americans and the United States**

How did the policies of the US government impact Native American culture and lives?

---

### **Poetry: Collage of Words**

Students close read many forms of poetry and learn to write them.

---

### ***A Midsummer Night's Dream*: Drama and Mayhem**

Students enter the world of Shakespeare by reading, designing, and acting out his work.

---

### **Chemical Matter: Detectives, Dinosaur, and Discovery**

Students use knowledge of chemistry to solve a mystery of missing fossils.

---

### **Personal Narratives: Let Me Tell You a Story**

Through writing and sharing their writing, students begin to identify themselves as writers.

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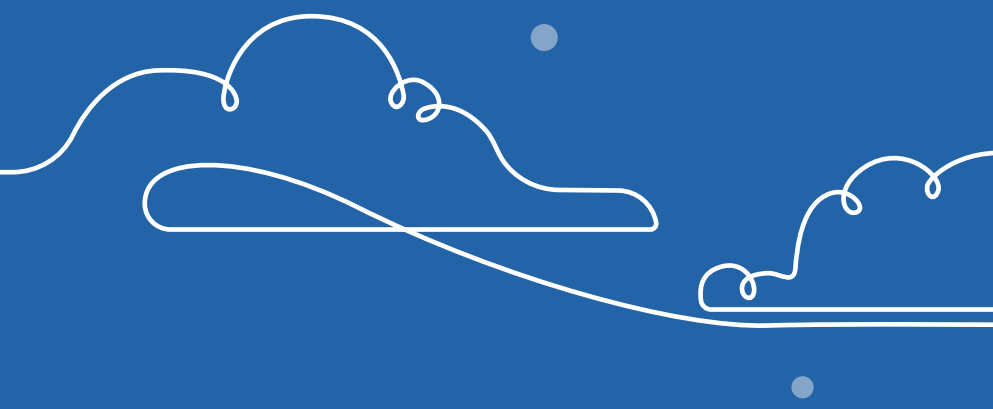
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ELEMENTARY LITERACY PROGRAM

# English Skills

Every day in the Elementary Literacy Program (English) classroom, students will practice their existing reading skills while stretching themselves toward new goals. In K–2 English classrooms, each day includes dedicated Skills time to help you give students a solid foundation. In the upper grades, Skills instruction becomes integrated with knowledge lessons, and students engage with increasingly complex content-rich texts and writing activities.





# The science of reading: Skills (K–2 English)



## Start with the sound

All instruction starts with phonological awareness, which research shows benefits the greatest number of students. Students begin by learning to recognize sounds as well as to articulate them.



## Build to the phoneme

Over time, students build up their awareness of phonemes. We give teachers a variety of tools, including multisensory gestures, to help kids develop this awareness.



## Crack the code

Once students can recognize sounds, they learn to form the corresponding letter codes. The Elementary Literacy Program starts by teaching the sound-spellings that appear most frequently in English, which lets your students read and write as many words as possible, as soon as possible.



## Grow in complexity

The lessons continue to challenge students as they progress, introducing complications like multisyllabic words, “tricky words,” and homophones. In each case, students encounter complications as they become ready for them.



## Start with the sound .....

Skills instruction always starts by introducing the sound first.  
(Research shows that's what works best for students.)

**Check for Understanding**

Scan the word cards that students hold up in response to each word you say.

Opportunities for assessment are integrated throughout all Teacher Guides.

---

**INTRODUCE THE SOUND /OO/ (10 MIN.)**

**I'm Thinking of Something**

**Note:** Be careful not to confuse the /oo/ sound as in *look* in this lesson with the /oo/ sound in *soon* that was practiced in earlier lessons.

- Tell students that today they will listen for a new sound, /oo/, as in *look*.
- Have students say the /oo/ sound several times.
- Ask students to repeat a number of words that have the /oo/ sound in the middle: *foot, cook, hook, hood, book, look*.
- Ask students if /oo/ is a vowel sound or a consonant sound. (*Vowel sound, made with an open mouth and an unobstructed airflow.*)
- Tell students that you are thinking of a word that has /oo/ as its middle sound; you want them to guess what it is, but first you will give them a clue.
- Read the first clue and see if anybody can guess the answer. If students are stumped, read the second clue.

**Cook**

1. I'm thinking of someone who works in the kitchen.
2. This person makes yummy food.

- Once students guess the answer and say the word, have them isolate and say the /oo/ sound once more.
- Work through the remaining items.

Skills lessons are carefully scripted to make it easier to keep your focus on teacher-student interaction.

Deliberate practice steps keep students laser-focused on acquiring new skills.

Interactive steps keep students engaged while learning.

**ENGLISH LANGUAGE LEARNERS**

**Foundational Skills**

**Foundational Literacy Skills**

Prior to introducing words with the /oo/ sound in the middle, show students the pictures of *foot, cook, hook, hood, book, and look*. Ask students to repeat each word.

**ELPS 1.A; ELPS 2.B; ELPS 3.A**





## Build to the phoneme


Once students are familiar with a sound, they'll learn to analyze it in terms of phonemes, which begins to build the bridge between sounds and letter codes. We support you and your students with a variety of techniques and remediations designed to integrate well into your existing classroom.

### Challenge

Instead of choosing classroom objects, tell students you are thinking of colors, animals, or numbers. This gives students less support because there are no visual clues.

### Support

If students are unsure, say the word in a segmented fashion:  
*ray . . . /n/.*



**ENGLISH LANGUAGE LEARNERS**

### Foundational Skills

**Foundational Literacy Skills**  
When saying the stimulus words, show pictures of the following words: *rain, raise, race*.


### PRACTICE BLENDING (20 MIN.)

#### I Spy

**Note:** This exercise will strengthen students' blending skills.

- Look around the room and mentally note items with names containing three sounds (e.g., a book, a rug, a light, a pen, a box, etc.).
- Say to the class, "I spy with my little eye a /b/ . . . /oo/ . . . /k/."
- Have students blend the word, using the arm motions, and point to the object in the room.
- Repeat until students have had sufficient blending practice.

---

 **Observation: Oral Blending Observation Record**

As you listen to students blend the sounds, make notes regarding their individual blending ability in the Oral Blending Observation Record.

---

#### Add a Sound

- Remind students a sound can be added to a word to make a new word.
- Say *ray*. Have students repeat the word.
- Ask students to name the word you would make by adding the /n/ sound to the end of *ray*. (*rain*)
- Repeat with the remaining words. Explain that items 6–10 involve adding a sound to the beginning of a word as opposed to the end.

1. ray > rain (/n/ added)	6. eat > meat (/m/ added)
2. ray > raise (/z/ added)	7. eat > feet (/f/ added)
3. ray > race (/s/ added)	8. eat > seat (/s/ added)
4. ray > rake (/k/ added)	9. eat > neat (/n/ added)
5. ray > rail (/l/ added)	10. eat > sheet (/sh/ added)

Skills lessons adapt to challenge or support your students as needed.

Multimodal gestures help students map sounds to multisyllable words.

Lessons provide formative assessments tied to lesson objectives.

Every lesson also includes a full assessment and remediation guide that'll help you provide specific support to your students to help get them back on track.

Students connect sound to phonemes to letter codes, organically building their skills.



# Crack the code

Once students learn to recognize a sound in the words they hear, they'll learn to write it, then practice decoding it in text.

- Point to the 'oo' spelling and explain that today, when students see the double-letter spelling 'oo', they should say the /oo/ sound as in *cook*.
- Turn to **Vowel Code Flip Book page 12**. Show students the Spelling Card for 'oo' > /oo/ (*look*). Discuss the power bar and have a student read the example word. Attach the Spelling Card to the appropriate space.

**Vowel Code Flip Book**

1. 'oo' > /oo/ (*look*) **page 12**

- Have students turn to **Individual Code Chart page 4**. Have them trace the code information for 'oo' > /oo/ in green marker.
- Tell students that whenever the spelling 'oo' appears on an activity page or in a story for the next few lessons, it will be printed in darker, bolder ink to remind them that the two letters stand for a single sound.

**PRACTICE /OO/ > 'OO' (10 MIN.)**

**Write the Spelling/Word Box**

- Distribute Activity Page 5.2.
- Write the /oo/ spelling on the board/chart paper. Remind students that 'oo' is a letter team.
- Tell students to say the sound of each letter team and single-letter spelling that they write, going sound by sound to write the words.
- Look at the back of the activity page together as a class.
- Read the words in the box at the top of the activity page, and name the pictures below.
- Tell students to write the correct word underneath the picture. Review the activity page together as a class.

**Digital Component 1.1**

OO | soon, room, boat

**Support**

One way to show the difference between /oo/ and /oo/ is to draw two small eyes inside the 'oo' for /oo/, as in *look*.



**Code Materials**



**Activity Page 5.2**



Suggestions for giving students extra support are found throughout the Teacher Guides, right where you need them.

Students keep track of the code knowledge they're acquiring as they progress.

The design of all course materials provides detailed support for newly developing skills.

Take-home reading encourages kids to practice their skills outside of class and keeps parents involved in learning.

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

5.3

Take-Home

**Dear Family Member,**

This is a story your child has probably read once, possibly several times at school. Encourage your child to read the story to you and then talk about it together. Note that the tricky parts in Tricky Words are underlined.

Repeated reading is an important way to improve reading. It can be fun for your child to repeatedly read this story to a friend, relative, or even a pet.

### The Two Dogs

Once two dogs met. One of them was a tame dog who made his home with men. One was a dog who ran free.

The dog who ran free stared at the tame dog and said, "Why is it that you are so plump and I am so thin?"

"Well," said the tame dog, "I am plump becau se the men feed me. I do not have to run all the time to get my food. My job is to keep the home safe when the men are in their beds."



Letter cards give students a simple and effective way to practice letter codes as a group.



## Grow in complexity

As students progress through the grades, skills practice continues but becomes integrated with the overall curriculum. Students use the skills foundations they developed in Grades K–2 to take on more challenging tasks.

- Refer to the Prepositional Phrases Poster with students. Focus on the function of particular prepositional phrases and whether they are used to give information about place, time, or partner.
  - Review that when prepositional phrases give information about place, it is about where something happens or about the location of an object.
  - Tell students that prepositional phrases can also give information about time, that is, about when something happens (around 3:30 in the afternoon.) This function is labeled "time." Other prepositions that show time include *in, on, at, for, before, after, during*, etc.
  - Prepositional phrases can also tell about the people or things that are with the subject or object of the sentence (with her little sister, Min-jun.) This function is labeled "partner."
- Have students create a prepositional phrase for each type of function to include on the poster.
- Have students turn to Activity Page 9.2. Read the directions and review the example with students.

---

**Check for Understanding**

Guide students through the first sentence, making sure they are able to choose the correct preposition (to) and identify the proper function (place). If necessary, remind students that a preposition often answers the questions *Where?*, *When?*, or *With whom?*

---

- Have students complete Activity Page 9.2 independently.
- Collect Activity Page 9.2 to review and grade at a later time.

**MORPHOLOGY (15 MIN.)**

**Primary Focus:** Students will use the prefix *ex-* as a clue to determine the meaning of words. **TEKS 5.3.C**

- Review the definition of *prefix*: A prefix is a syllable or syllables placed at the beginning of a root word to change the word's meaning.
- Ask students what the prefix *ex-* means. Listen for responses like "away" or

**Practice Prefix ex- Chart**

**Activity Page 9.2**

Now that students have mastered basic code, writing and usage skills come to the foreground.

Students in higher grades of the Elementary Literacy Program are prepared to take on more advanced foundational skills, including morphology, Latin roots, and suffixes.

NAME: \_\_\_\_\_

6.3

TAKE-HOME

DATE: \_\_\_\_\_

### Root *rupt*

Write the correct word to complete each sentence. You may need to add *-ed*, *-ing*, or *-s* to make the word correctly fit in the sentence.

uninterrupted

erupt

disrupt

rupture

abrupt

eruption

1. A volcanic \_\_\_\_\_ is usually sudden and violent.
2. When my friend lied to me, it caused a(n) \_\_\_\_\_ in our friendship.
3. My parents say it's bad for me to spend \_\_\_\_\_ hours watching television, so they limit how much I can watch.
4. Old Faithful is a geyser in Yellowstone National Park that \_\_\_\_\_ several times a day.
5. Sometimes my dog \_\_\_\_\_ my sleep when she barks in the middle of the night.
6. During an argument, my brother left the room in a(n) \_\_\_\_\_ way instead of continuing the conversation.

Vocabulary in the Elementary Literacy Program units is tied to the unit's knowledge content, helping students master skills in context.



## Skills practice: Student Readers

As students continue to move through the curriculum, their understanding of the code will become more sophisticated. The Elementary Literacy Program is designed to progress with them through decodable readers that grow more advanced along with students' skills.

New sounds in each unit are introduced in bold. Students are also introduced to "tricky" spelling concepts where some letters in the word do not follow the regular code rules. An underline in a word indicates a tricky spelling.

"Was it fun?" Josh asks.

"Some of it was fun," says Gran.  
"But it was not all fun and games. I had to sweep and pick up. And I had to wipe off the cake case."

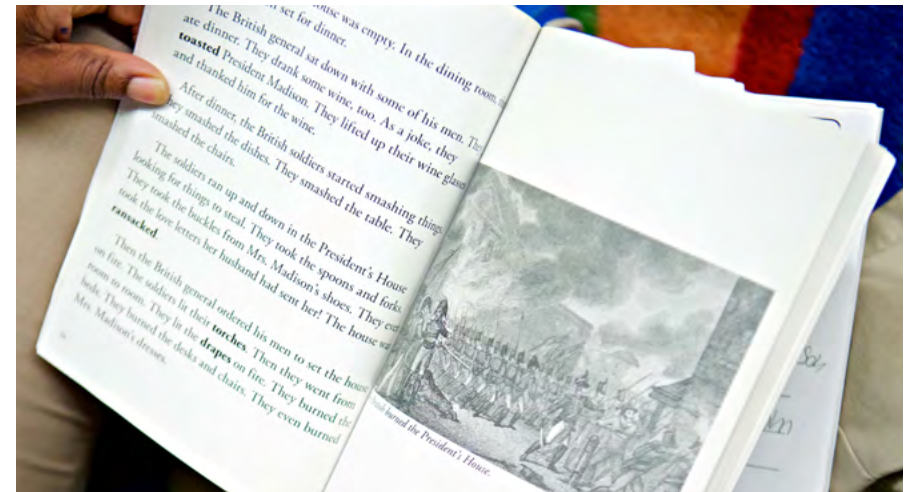
"Can you still make cakes?" asks Jen.

"You bet I can!" says Gran. "Do you want to make one?"





K–2 Skills units are paired with decodable chapter books that let students try out newly learned sound-spellings on engaging stories and interesting informational texts.



As students move through Grades K–5, Readers become more sophisticated, growing along with the student.

## Skills practice: Writing

Throughout the K–2 Skills units, we ask students to practice their writing skills along with their reading. Student book reports on the Readers and other reflective assignments help build good writing habits early and prepare students for the challenges ahead.

**Teacher Resource: Editing Marks**

1. Cross out punctuation mistakes and write the correct punctuation mark above the wrong one.
2. Cross out capitalization mistakes and write the correct uppercase/lowercase letter above the wrong one.
3. Write a carat (^) where a word or punctuation mark needs to be inserted. Write the word or punctuation mark above the carat.
4. Correct spelling mistakes if students notice or question them. You should accept plausible spellings that use the sound/spelling correspondences taught thus far.

- You can also ask students if they have any other suggestions that would improve the student's writing. Explain that they should make any suggestions by asking a question.

- Model this by saying, "Would it make the writing even better if we . . .?" Using this phrasing will make it clear that students are making suggestions for consideration, rather than mandating changes that must be made.
- If changes are suggested, check with the class to see if everyone agrees. Make the changes on the display book report. At this stage, two or three suggestions are probably enough.


- When you have completed the editing checklist with the class, be sure to once again thank the author for having volunteered his or her draft.

**Students Edit Their Own Drafts**

**Note:** Students may wish to edit in a different-colored pencil.

- Tell students that they will all now edit their own drafts. Hand back Activity Page 6.3.
- You will read the items on the editing checklist, and they will look at their own papers to see if they need edits.
- Ask the class if their own draft has the name of the tale, or title. If they do, tell them to give you a thumbs-up sign. If they are missing the name of the tale,

**Activity Page 6.3**



Teachers are given the information they need to help assess student work in a way that meets students where they are with their skills.

Students learn to view writing as an ongoing process, giving them confidence to experiment and learn from feedback.

Lessons integrate useful collaboration skills.





NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**6.3** Activity Page  
CONTINUED

This tale tells us

Reading and writing work together. ("Read to write, write to read.")

\_\_\_\_\_

Handwriting is an important part of writing!

I liked/did not like this tale because

Students are taught not just to write, but to think and to defend their thoughts.



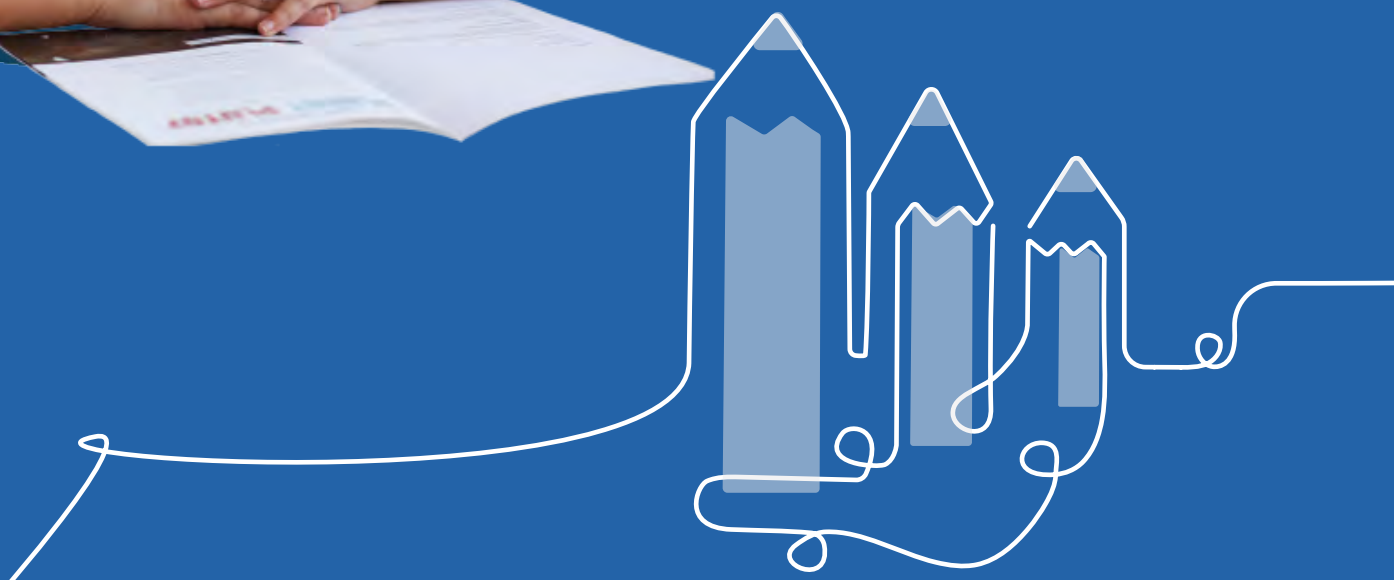
Amplify.

TEXAS

ELEMENTARY LITERACY PROGRAM  
LECTOESCRITURA EN ESPAÑOL

# English & Spanish Knowledge

While students are learning how to read, Knowledge Domains in English and Spanish give them authentic and engaging reasons to read. Students will use their skills to explore domains that relate to storytelling, science, and the history of our world as seen through the eyes of many different groups. All Knowledge Domains are available in English and Spanish, bringing the world to students in any Texas bilingual or dual language classroom. With these domains, you'll show your students why reading should become an exciting, rewarding, and useful part of their lives.



# The science of reading: Knowledge



## Build connections and context

Each Elementary Literacy Program Knowledge Domain gives students a base of vocabulary and concepts, building on what they've learned in previous domains. This helps students make connections within and across grades, building a base of background knowledge that will help them navigate new and more complex texts.



## Emphasis on interactivity

We emphasize interactions with students, challenging them and encouraging them to think about the material rather than simply receive it. Each lesson includes many options for formative assessment and immediate adjustment to your class's needs.



## Listen and understand

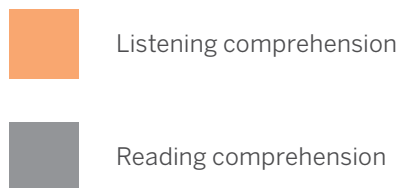
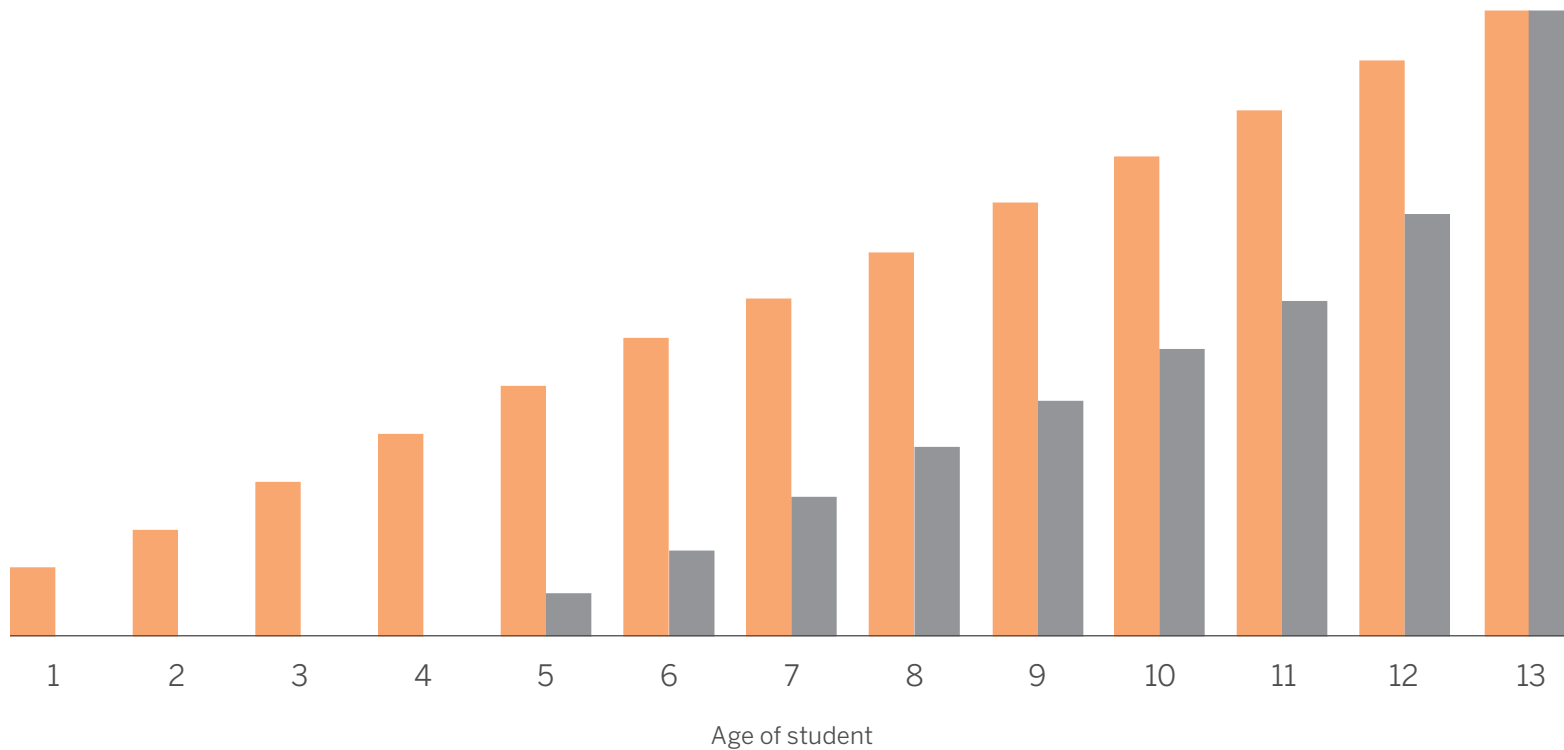
Students learn to listen and understand before they learn to read. By delivering knowledge through classroom Read-Alouds, we teach students the key comprehension skills they'll use throughout their reading lives.



## Assess what's important

End-of-domain digital assessments for Knowledge Domains are fully voice acted, ensuring that each student's comprehension skills are being authentically tested. This not only helps build student test-taking confidence, but also gives you a more accurate picture of your class.

## The direct relationship between listening and reading comprehension



Students' listening comprehension outpaces their reading comprehension until age thirteen. We've designed our Read-Aloud lessons around this fundamental understanding to make sure that students interact with complex texts and background knowledge from day one.

T.G. Sticht, 1974, 1984

# Knowledge and Integrated units available for SLAR and ELAR



Amplify.

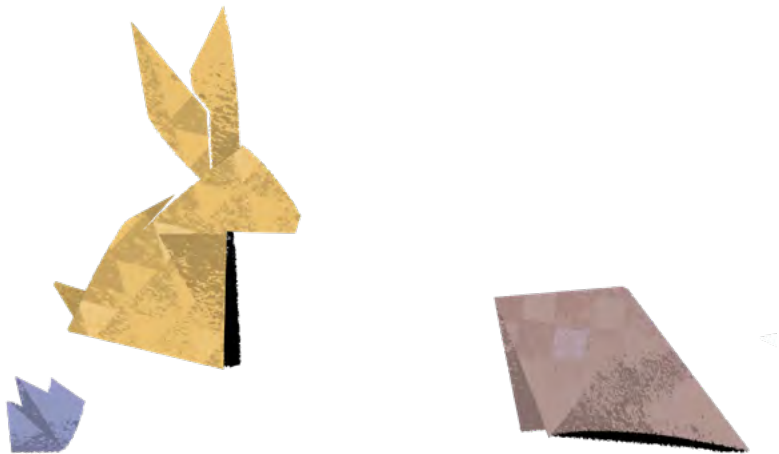
TEXAS

LECTOESCRITURA EN ESPAÑOL



**Built with students and their  
families at the core**

- English Learners
- Target Language Learners
- Heritage Language speakers
- Bilingual Learners





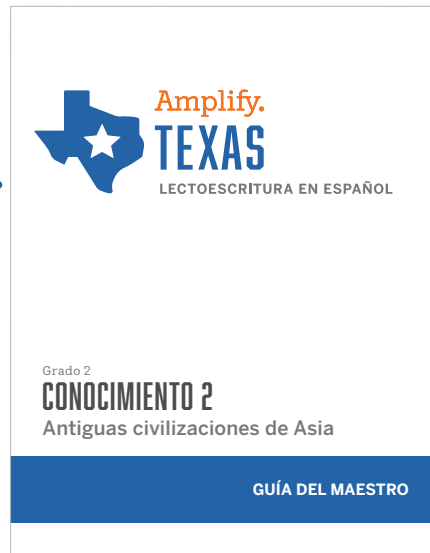
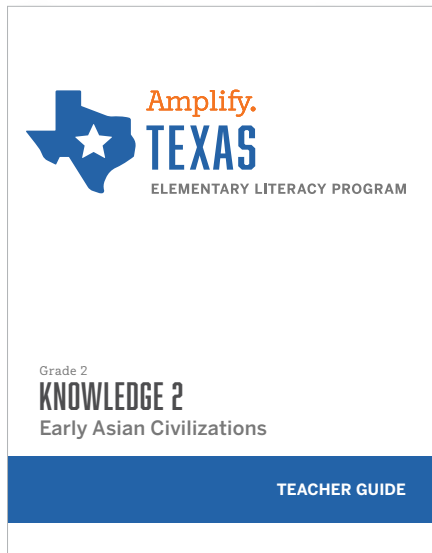
# What's in an Elementary Literacy Program knowledge lesson?

Here's a deep dive into one of our lessons—this one from Grade 2, Domain 2, *Early Asian Civilizations*—to give a sense of what your students will encounter in a typical Elementary Literacy Program knowledge lesson.

## English Trade Books and Guides



## English and Spanish Teacher Guides

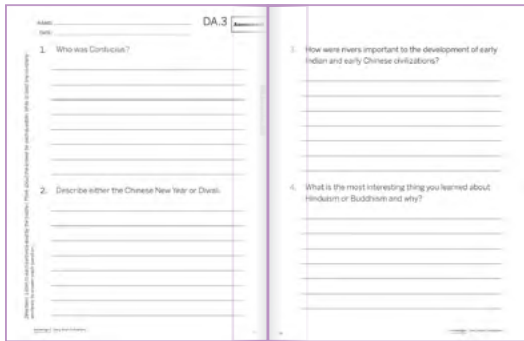


## English and Spanish Flip Book





## English and Spanish Activity Books

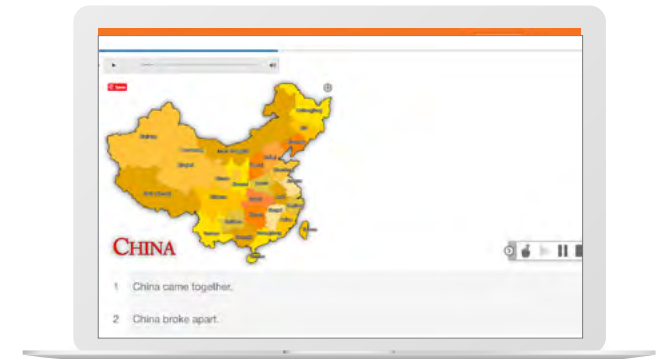


## English and Spanish Digital Components



## English and Spanish End of Domain Assessments

## English and Spanish Image Cards



# Introduction

Each Knowledge lesson in K–2 begins with a review of previous knowledge, helping kids connect the knowledge they’re building as they grow as readers.

LESSON

1

**EARLY ASIAN CIVILIZATIONS**

## The Indus River Valley, Part I

---

PRIMARY FOCUS OF LESSON

**Speaking and Listening**

Students will review key components of a civilization and locate Asia, India, and China on a map or globe.

TEKS 2.1.A

**Reading**

Students will explain the importance of the geography of Asia in the development of ancient civilizations in that region.

TEKS 2.1.A; TEKS 2.9.D.iii

**Language**

Students will demonstrate an understanding of the Tier 2 word *fertile*.

TEKS 2.3.B

**Writing**

Students will write a short description of the development of the early Asian civilization.

TEKS 2.7.B; TEKS 2.7.E; TEKS 2.10.D

---

FORMATIVE ASSESSMENT

**Activity Page 1.2**

**Write About It: The Indus River Valley** Write a short description of the development of the early Asian civilization.

TEKS 2.7.B

Each knowledge lesson aligns to multiple key standards.

Opportunities for formative assessment during lessons are clearly highlighted to save you time.

Knowledge domains give students context to understand vocabulary words.

**CORE VOCABULARY**

**common, adj.** known by most people; ordinary

Example: Almost every student in Mr. Davis’s class was out sick with the common cold.

Variation(s): none

**cultivate, v.** to grow or tend to a crop or plant

Example: Every summer, Trevon and his mother would cultivate tomatoes and cucumbers in their garden.

Variation(s): cultivates, cultivated, cultivating

**fertile, adj.** rich in the materials or nutrients needed to produce many strong, healthy crops

Example: Because Kiara’s farmland was so fertile, she always grew the biggest crops in the county.

Variation(s): none

**Indus River, n.** the river at the center of the first civilization in early India

Example: The Indus River flows through the countries of Pakistan and India.

Variation(s): none

**irrigation canals, n.** ditches cut into the ground to send water where needed

Example: The Egyptians used irrigation canals to move water from the Nile River to their crops.

Variation(s): irrigation canal

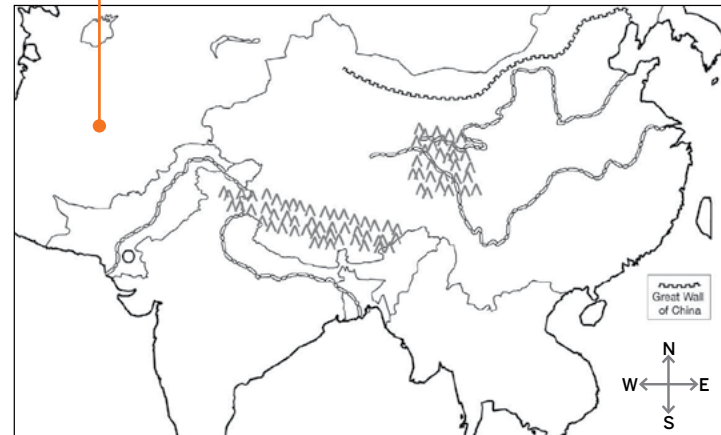
**Vocabulary Chart for “The Indus River Valley, Part 1”**

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	Indus River irrigation canals	cultivate ( <i>cultivar</i> ) fertile ( <i>fértlil</i> )	
Multiple Meaning			
Sayings and Phrases	sprung up river valley		

Students will slowly fill in this map as they gain knowledge about each civilization in this domain.

*Directions: Lesson 1: Label the continent of Asia on the title line above the map. Color in brown the border around the area formed by the present-day countries of India and Pakistan; label this area “ancient India.” Color in brown the triangle or arrow shapes showing the mountains in ancient India; label these mountains “Himalayas.” Label and color the Indus River in blue. Color the dot that represents the city of Mohenjo-daro next to the Indus River in red.*  
*Lesson 3: Label and color the Ganges River in blue.*  
*Lesson 8: Color in brown the border of China; label this area “China.” Color in brown the caret marks showing the mountains in China; label these mountains “Bayankala Mountains.” Label and color the Yellow River in yellow and the Yangtze River in blue. Add several dots in red around these rivers to represent cities that formed.*

Title \_\_\_\_\_



Knowledge 2 Early Asian Civilizations

5

Knowledge 2

# Interactive Read-Aloud

Students will begin their journey through ancient Asian civilizations with a Read-Aloud about rivers and cities. Through careful questions, students will start to piece together how these two concepts might connect.

10M

**Lesson 1: The Indus River Valley, Part I**

## Introducing the Read-Aloud


**Speaking and Listening:** Students will review key components of a civilization and locate Asia, India, and China on a map or globe.

**TEKS 2.1.A**

**CORE CONNECTIONS (5 MIN)**

**What Do We Know?**

- Students who used this program in Grade 1 should have an idea of what an ancient civilization is and be able to describe the key components, or parts, of a civilization (cities, jobs, leaders, writing, religion). This knowledge provides the foundation for understanding the civilizations discussed in this domain.
- Review the key components of ancient civilizations:
  - What does the word *ancient* mean? (*Ancient means very old.*)
  - What does the word *civilization* mean? (*A civilization is an advanced or very developed society that often has cities, farming, leaders, writing, and/or a religion.*) So, an ancient civilization is one that is very old and was formed many, many years ago.
  - What ancient civilizations do you remember learning about in first grade? (*Maya, Aztec, Inca, Egyptian, Mesopotamian*) What do you remember about them? (*Answers may vary.*)
- Use the following Flip Book images to help students visualize and recall the key components of civilizations. (*cities, jobs, leaders, writing, religion*)



**Show image 1A-1: Three pyramids**

An important job in many ancient cities was farming. Cities often formed around large rivers so that people could farm, the ancient Egyptian civilization in Africa along the Nile River. This is an image of that civilization. Which two components of a civilization are represented by this image? (*jobs and cities*)

**ENGLISH LANGUAGE LEARNERS**

**Speaking and Listening**

Exchanging Information and Ideas

**Beginning**  
Reframe open-ended questions as simple yes/no questions (e.g., "Does *ancient* mean really young?").

**Intermediate**  
Provide students with a specific sentence frame (e.g., "*Ancient* means really ...").

**Advanced/Advanced High**  
Encourage students to use key details in complete sentences (e.g., "An ancient civilization is one that existed a long time ago.")

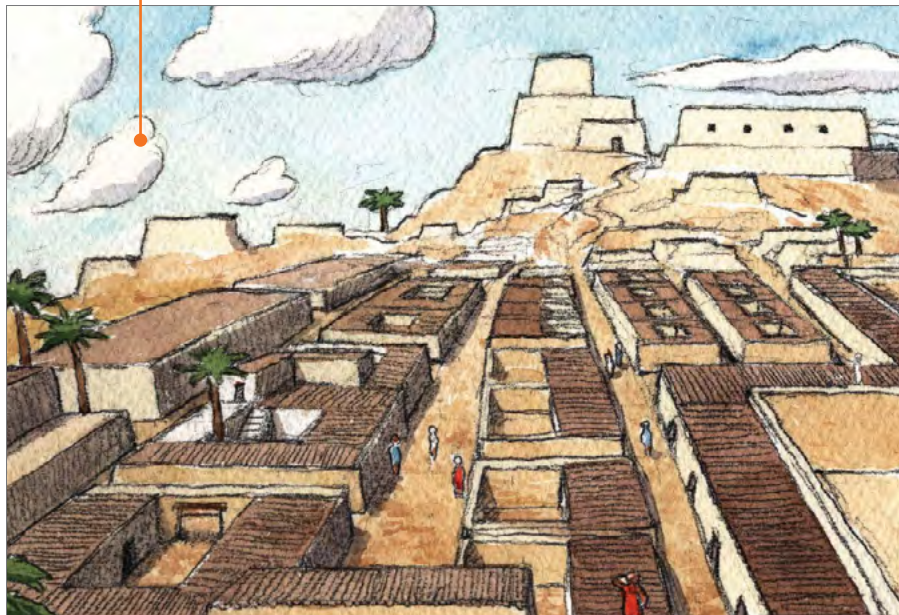
**ELPS 3.C**

Read-Alouds have clear goals and are tightly aligned to standards.

Each Read-Aloud begins by reviewing previous material, helping students understand how knowledge fits together.

English Language Learner (ELL) supports are built into every lesson and provide specific guidance for ELLs across language proficiency levels.

Read-Alouds are supported by vivid images, increasing engagement and understanding.



Read-Alouds emphasize interactivity and critical thinking about the content.

A listening comprehension approach lets students focus on engaging with the content.

Embedded differentiation gives teachers in-the-moment opportunities for enrichment and extra support.

As their communities grew, these people worked together to plan and build permanent cities by the river. *An irrigation canal is a ditch cut into the earth that directs water to needed areas.*



**Show image 1A-11: Mohenjo-daro, layout, walls, citadel**

There were many permanent cities by the Indus River. Not so very long ago, archaeologists uncovered Mohenjo-daro [/'moe\*'hen\*'joe-'dar\*'oe], one of the most thriving cities of the ancient Indus River Valley. A city enclosed by brick walls, Mohenjo-daro

was designed in a square, grid-like pattern. The citadel, the fortress or protected area at the city's center, housed its leaders—priests, who were members of the ruling class that performed both religious and governmental duties. Beyond the citadel, spreading out in all directions of the city, a web of roads led to the homes of countless workers. Everyone had a job to do: some farmed the land outside the city walls; some made bricks from the river's muddy soil; and others fashioned these baked bricks into buildings. *What key components of a civilization did the Indus River Valley have? (city of Mohenjo-daro, religion, jobs such as farmers, brick makers, bricklayers)*



**Show image 1A-12: Stone seal**

Other people in the Indus River Valley had different jobs. For example, fine craftsmen designed jewelry and distinctive stone seals carved with pictures of buffalo, elephants, and tigers, a form of writing. Archaeologists uncovered many of these stone seals, but they are not sure of the purpose of the seals.



**Show image 1A-13: City street with bull cart**

And all over the city, merchants bought and sold their wares or goods they made to sell, such as pottery, jewelry, or bread. The city's wide streets, lined with flat-topped, brick

**Support**

Archaeologists are scientists who study the way people lived in the past. Archaeologists who studied the history of the Indus River Valley found that the ancient city of Mohenjo-daro was one of the largest and most successful cities near the Indus River.

# Application

After each Read-Aloud, students will apply what they've learned through word work and other writing and critical thinking activities.

WRITE ABOUT IT: THE INDUS RIVER VALLEY (10 MIN)

TEKS 2.7.B

**Show image 1A-9: Indus River Valley**

- Tell students that they will be using this image to write two or three sentences describing the river and the mountains in the image, and explaining how the river and mountains in this part of Asia allowed civilizations to form long ago.
- Have students turn to Activity Page 1.2 and note that a smaller version of image 1A-9 appears at the top of this activity page. Tell students they will write their sentences on Activity Page 1.2. Emphasize that they will be writing descriptive sentences about the river and mountains, as well as a sentence about the way in which that river and the mountains affected the formation of ancient civilizations.

- Explain that a descriptive sentence is one that describes, or gives detailed information about, the way something looks, sounds, smells, etc. A descriptive sentence enables someone to imagine the thing being described, even without actually seeing, hearing, or smelling that thing.

**Check for Understanding**

Read the following sentences. If the sentence is descriptive, or gives information about the way something looks, sounds, smells, etc., students should stand up. If the sentence is not descriptive, students should remain in their seats.

- I ate my lunch. (*sit down*)
- The white, puffy clouds floated peacefully in the bright blue sky. (*stand up*)
- The dog ran. (*sit down*)
- The shiny, black cat jumped gracefully from chair to chair. (*stand up*)
- The screeching, red fire engine roared down the street, racing to the fire. (*stand up*)

Activity Page 1.2

**ENGLISH LANGUAGE LEARNERS**

Writing

Writing to Describe

**Beginning**  
Allow students to dictate one or two descriptive sentences to an adult.

**Intermediate**  
Allow students to work collaboratively with an adult or peers to create one or two descriptive sentences.

**Advanced/Advanced High**  
Have students write independently to create one or two descriptive sentences.

ELPS 5.G

Based on the Read-Aloud, students get to practice informative and evocative writing.

Each lesson provides opportunities for informal checks to measure understanding.

Sidebars contain options for differentiated learning including for English Language Learners (ELLs).



## Grade 2: Domain 2 Ancient China



by Mel Friedman



●●● QT: 890L

Read Alouds with this rating may demonstrate sophisticated syntax and nuanced content.

●●● QL: 3

These Read Alouds often include

**Summary:** This book is part of Scholastic's True Book: *Ancient Civilizations* series. *Ancient China* helps readers understand what is unique and distinctive about ancient China as well as its influence on some of the practices of the modern world. Topics covered include its history and rulers, art, music, entertainment, and everyday life.

### Essential Question

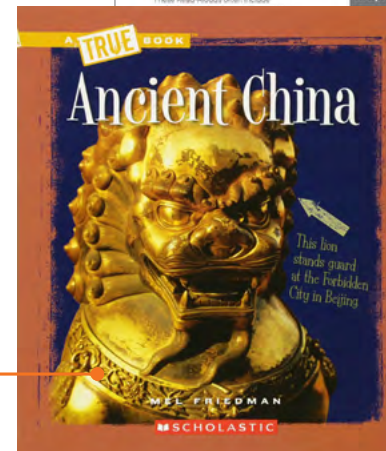
What was life like in ancient Asian civilizations?

**Note:** You may choose to read this text over a series of several days.

**Before Reading:** Create the following chart on the board before reading. Review the table of contents with students, pointing out that it matches the chart you created. Tell students that together you will take notes on each chapter, recording interesting and important information.

**During Reading:** Stop after each chapter and ask students to recall interesting and important information to add to the chart.

Chapter Title	Notes
Kingdom	
and History	
in Age of Thought	
ive Spirit	
Life	
at the Gates	



All our Knowledge Domains are paired with trade books, extending the knowledge students are learning through an authentic text.

## Knowledge 3–5

By Grades 3–5, students have mastered the basics of decoding and are hungry to use what they've learned to reach out to the world. Although Read-Alouds remain an important part of lessons, starting in Grade 3 students are encouraged to practice independent reading as well, finding a balance between strong teacher support and building independence and confidence as a reader.

When you were a baby, you did not need to learn how to breathe. Your **lungs** worked **automatically**, bringing air into and out of your body. You also did not need to learn how to use your vocal cords to make sounds. When you were a baby, you made lots of funny noises and grunts. Ask your parents!

You did, however, need to learn how to change those grunts and noises into words so you could talk. You did this by listening to the people who talked to you when you were a baby. You practiced saying the same sounds and words. You learned to speak whatever language all of those people were speaking to you. If your family spoke only English to you, you learned to speak English. If your family spoke only Spanish to you, you learned to speak Spanish. People can learn to speak more than one language. Maybe you or some of your classmates speak more than one language.

Vocabulary words are highlighted, encouraging students to learn them in context.

All Readers are also available as audiobooks and ebooks through the resource site.

Informational and literary texts engage with students and encourage them to reflect on their experiences.



alimento era escaso, tampoco les permitía cazar en sus bosques. Sin embargo, para evitar morir de hambre, las personas a veces cazaban de forma ilegal. Esto se llamaba caza furtiva y los siervos a los que se descubría cometiendo esta infracción eran castigados con dureza.

Algunos campesinos eran hombres libres y no estaban bajo el mismo control estricto del lord. Si un siervo se escapaba de su hogar y lograba vivir durante un año y un día en una ciudad sin ser descubierto, también podría convertirse en un hombre libre.

La Edad Media fue una época violenta en comparación con nuestra forma de vida actual. Con frecuencia había guerras y revueltas, incluidas rebeliones contra el rey por parte de nobles **rivales**. La necesidad de protección armada dio forma a la sociedad medieval. Por lo general, los nobles de alto rango juraban lealtad al rey y los lores juraban lealtad a los nobles de mayor rango. Los hombres libres y los siervos tenían que ser **leales** a su lord y, a cambio de su lealtad, este último les ofrecía su protección. Si el lord necesitaba formar un ejército, exigiría a los hombres libres de sus propiedades que sirvieran como soldados de infantería.



13

• Pida a los estudiantes que lean la página 13 en silencio.

**Para inferir.** ¿Por qué la sociedad medieval estaba organizada para la guerra?

- » La Edad Media fue una época violenta en comparación con nuestra forma de vida actual y las personas necesitaban protección armada.

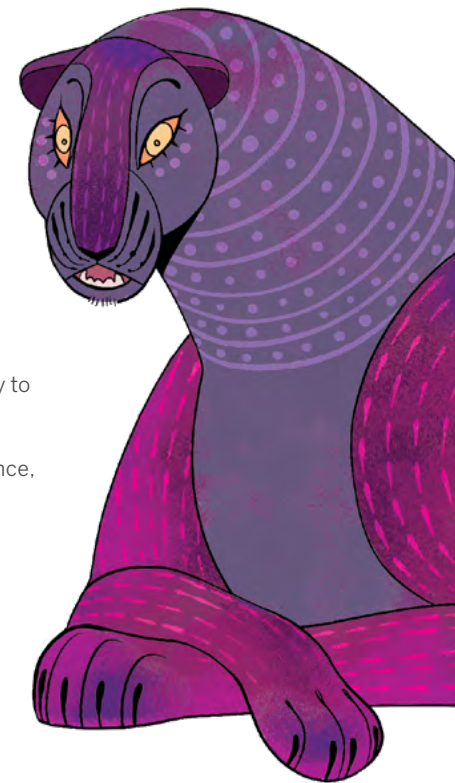
**Apoyo a la enseñanza**

¿Los castigos severos evitaban que los siervos cazaran en los bosques de los lores para no morir de hambre? ¿Cómo se llamaba ese tipo de caza ilegal?

- » No. Se llamaba caza furtiva.

Independent reading is tied explicitly to learning about the world.

Lessons emphasize analysis, inference, and critical thinking.




## Writing and language

As students progress from K–5, writing activities start to emphasize analysis, creativity, and independent thinking about the material students are learning.

**Lección 11: Otras aventuras de Sapo, Parte II**

# Escritura




**Enfoque principal:** Con asistencia, los estudiantes escribirán un borrador de un párrafo de opinión. **TEKS 3.7.B; TEKS 3.11.B.i; TEKS 3.12.C**

**ESCRIBIR UN PÁRRAFO DE OPINIÓN: BORRADOR (30 MIN)** **TEKS 3.12.C**

- Recuerde a los estudiantes los pasos del proceso de escritura: planificación, borrador, revisión, corrección y publicación.
- Recuérdelos que en la lectura anterior completaron el paso de planificación de su párrafo de opinión.
- Diga a los estudiantes que hoy van a completar el siguiente paso: el borrador.
- Muestre la gráfica de ideas que crearon anteriormente. Si crearon muchas gráficas, comenten qué tema y personaje elegirían para su párrafo de opinión a partir de los ejemplos de apoyo del texto.
- Dirija a los estudiantes a la Página de actividades 11.8. Dígales que deben completar esta página mientras completan la gráfica ya preparada.
- Dígalos que hoy usarán las palabras y frases que pensaron para su planificación para escribir oraciones.
- Pida a los estudiantes que busquen ideas para un título y muestre estas ideas. Dígalos que volverán a consultarlas cuando el borrador esté terminado para evaluar si son opciones apropiadas.
- Diga a los estudiantes que lo primero que van a escribir en su borrador es la oración temática. Pregunte de los estudiantes: “¿Quién puede decirme qué es una oración temática?”. Explique que una oración temática es la primera oración de un párrafo que le dice al lector la idea principal sobre la que va a hablar el párrafo.
- Diga a los estudiantes que en un párrafo de opinión, esta oración contiene la opinión del escritor sobre el tema. En este caso, la oración temática enunciará una opinión sobre el tema y el personaje elegidos. Por ejemplo, una oración temática para este párrafo de opinión puede ser: “Creo que Topo es el mejor ejemplo del tema de la amistad en el cuento”.
- Pida a los estudiantes que compartan ideas sobre la oración temática y escribanlas. Elijan juntos una oración y escribanla en el primer rectángulo.

**TEKS 3.12.C** redacte textos argumentativos, incluyendo ensayos de opinión, utilizando el arte del escritor y las características del género para escribir. **TEKS 3.7.B** escriba una respuesta a un texto literario o informativo que demuestre la comprensión del texto. **TEKS 3.11.B.i** desarrolle borradores para convertirlos en un texto enfocado, estructurado y coherente al organizar un texto con una estructura intencionada, incluyendo una introducción y una conclusión.

**Páginas de actividades 11.8**



**Desafío**

Pida a los estudiantes que completen la Página de actividades 11.8 de manera individual.

Writing is presented as a way of communicating rather than a rote exercise.

Differentiation cues help you meet and challenge students at any point in their journey as writers.

Imaginative writing activities challenge students both to think and to engage emotionally.

## Core Quests: Transforming the classroom

Each of the grade levels in 3–5 contains a Core Quest. In these special units, all the normal rules of the classroom change, and students engage with language in surprising new ways. Here in this Grade 5 example, they learn to love the dense Shakespearian language of *A Midsummer Night's Dream* through imagery, close reading, and performance.



### Lesson 11: Performing Shakespeare's Work

## Performing Shakespeare's Work

90M

**Primary Focus:** Students will identify the main ideas of Act 3, Scene 1.

**TEKS 5.3.B; TEKS 5.6.F; TEKS 5.6.G; TEKS 5.7.C; TEKS 5.7.D; TEKS 5.8.B**

Students will perform scenes from Act 3, Scene 1, using appropriate gestures.

**TEKS 5.1.C**

#### LANGUAGE WARM-UP: DONKEY SOUNDS (5 MIN.)

- Invite students to the front of the classroom in groups and have them put on their Bottom transformation costumes. When they are up front, tell them to warm up by giving a big "Hee-Haw."
- If students have any particularly original transformation props, interview their creators about their inspiration.

**Variation:** Have the whole class stand and warm up together.

**Variation:** Remind students that, shortly after his transformation, Bottom sings in addition to making donkey noises. Ask for song recommendations and invite the class to sing them in the style of Bottom as a donkey. Encourage students to give a reason that links Bottom to the song they suggest.

**TEKS 5.3.B** Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words. **TEKS 5.6.F** Make inferences and use evidence to support understanding. **TEKS 5.6.G** Evaluate details used to determine key ideas. **TEKS 5.7.C** Use text evidence to support an appropriate response. **TEKS 5.7.D** Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order. **TEKS 5.8.B** Analyze the relationships of and conflicts among the characters. **TEKS 5.1.C** Give an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively.

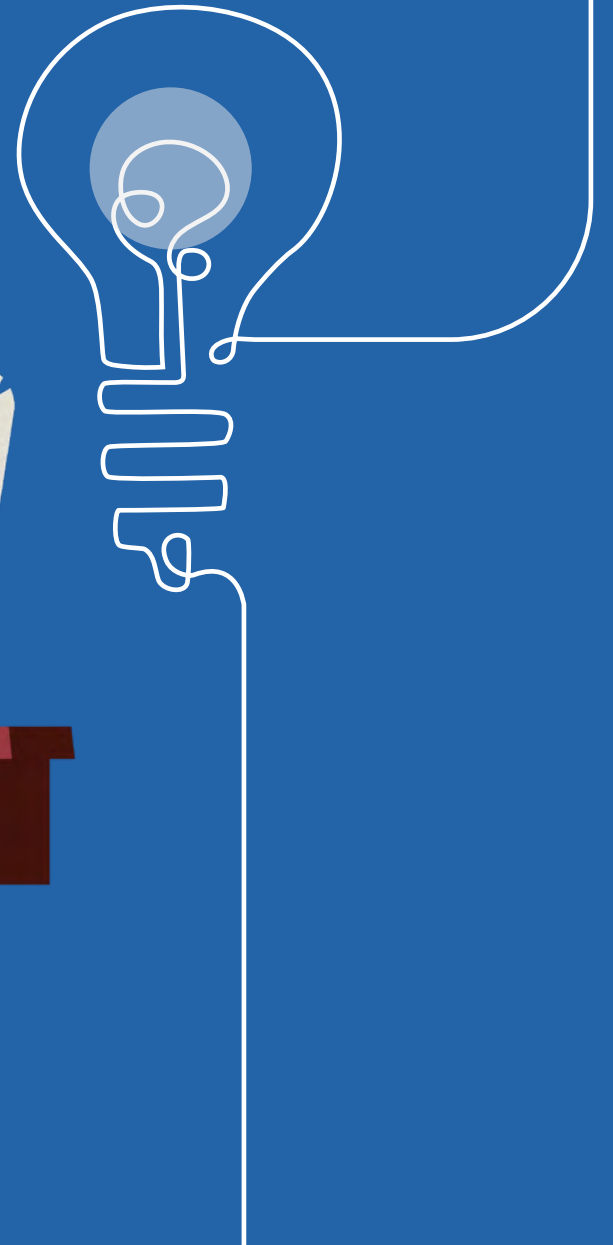
Lesson 11: Performing Shakespeare's Work

#### Challenge

Ask students how they think Bottom would like singing in a group of actors, based on what they have read in the text.

# Teacher support and additional resources

There's more to the Elementary Literacy Program than just the lesson sequence. We also provide additional resources for students and teachers, including professional development, digital resources for students to enrich their classroom learning, and English language development resources for supporting all learners. In this section, we'll talk about some of those tools.



# The science of reading: Supporting instruction

The Elementary Literacy Program provides tools for measuring and understanding the different learners in each classroom, while empowering teachers with resources they need too.



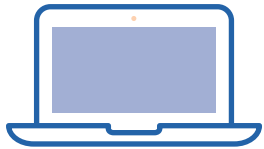
## Teacher resources

We provide all the support instructors need to plan and execute each Elementary Literacy Program lesson.



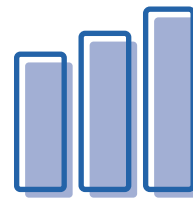
## Assessment

Student assessment gives the necessary inputs needed to differentiate instruction effectively—from informal and minute-by-minute opportunities to lessons designed to remediate, enrich, and offer targeted practice.



## Student digital experience

Amplify Texas Elementary Literacy Program puts students in the driver's seat with the fun, kid-friendly digital platform where they can access captivating videos, songs, and texts to enrich their learning experience.



## Ongoing professional learning

Amplify offers a range of different professional development opportunities, including on-site training, webinars, and self-paced online courses.

# Streamlined assessments to inform your instruction

We believe that giving you frequent and timely assessments is the key to classroom success. Here's our approach to assessments in the Elementary Literacy Program.

Daily formative assessments


## Check for Understanding

Each lesson segment incorporates checks for understanding to increase engagement and to let you make real-time adjustments where they count most for your students.

**Challenge**

Slowly rotate the globe so your town is half in the path of the light and half out of the path of light and ask students what is happening in your town at that moment. (*sunrise*) Continue rotating the globe counterclockwise and ask what happens as your town goes back into shadow. (*sunset*)


**Activity Page 1.1**



- **Observation 2:** Help students observe that it is nighttime in your town when the sun is shining on the opposite side of the globe and your town is in shadow.
- Now continue slowly spinning the globe counterclockwise until the sticker is once again directly in the beam of light.
- **Observation 3:** Help students observe that when the earth spins all the way around one time, one whole day—or twenty-four hours—has passed on the earth.

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**Check for Understanding**



What does the rotation of the earth on its axis cause?" (*the cycle of daytime and nighttime*)

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- Give students Activity Page 1.1. Read the prompts for each question and tell students to circle the appropriate answer.
- Collect Activity Page 1.1 to ensure that students understand how the rotation of the earth causes daytime and nighttime.

[Student Loan](#)

## Formative Assessment

Each lesson goal is standards-aligned and tied to a formative assessment opportunity, allowing you to see which students need more support with an objective.

**TEKS 2.1.D**

**Reading**  
Students will identify examples of exaggeration in "Paul Bunyan."

**TEKS 2.9.A**

**Language**  
Students will identify the meaning of the Tier 2 word *admiration* and use it correctly.

**TEKS 2.3.C**

**Writing**  
With assistance, students will use a graphic organizer to identify elements of a tall tale in "Paul Bunyan."

**TEKS 2.9.A**

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**FORMATIVE ASSESSMENT**

**Exit Pass**      **Is "Paul Bunyan" a Tall Tale?** Students will identify one characteristic of tall tales that is present in "Paul Bunyan."

**TEKS 2.9.A**



## Mid- and End-of-Unit Assessments

Each unit and domain includes a Mid-Unit and End-of-Unit Assessment, providing valuable information on the skills and content students have mastered. Digital end-of-unit assessments are available on a variety of platforms.



## Benchmark Assessments

Benchmark Assessments help you set goals and monitor the growth of each student, providing a baseline at the beginning of the year and ensuring students are advancing toward grade-level objectives.

NAME: \_\_\_\_\_ 7.2 Assessment  
 DATE: \_\_\_\_\_

### Prince Vincent

Once there was a prince named Vincent. Vincent came from France. He was a proud man with a loud voice.

Once, a bee stung Vincent on his cheek.

“Ouch!” said Vincent, grabbing his cheek. “What bee has stung me? What bee would dare to sting me?”

The bee buzzed.

“Look at me!” Vincent shouted at the bee. “I am the prince of France! You are a foolish bee if you think you can sting a prince like me!”

The bee buzzed off.



