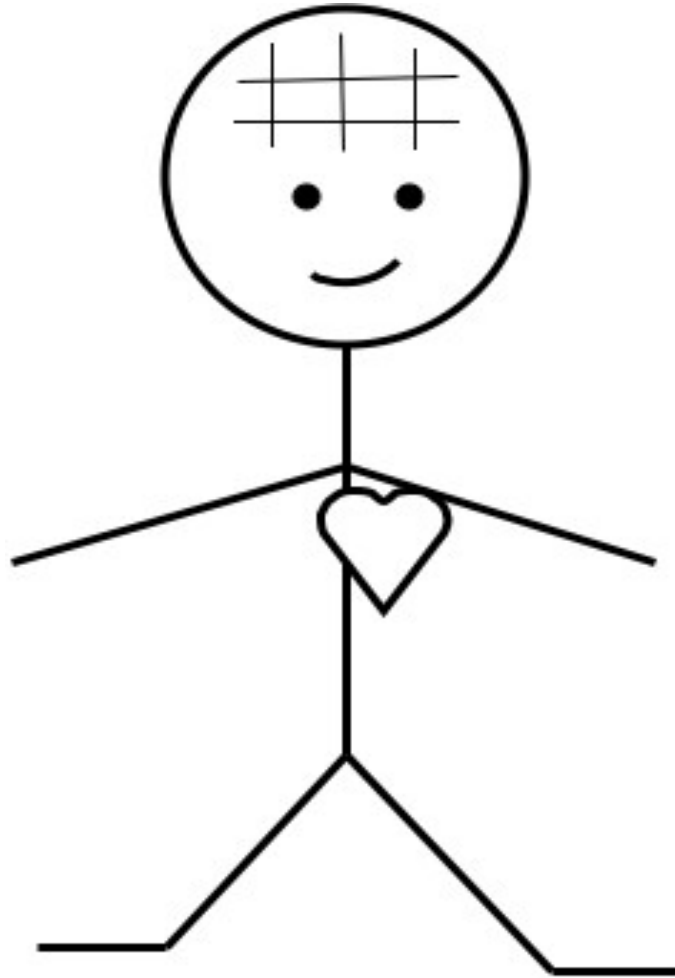


# Primary Literacy Resources

## Connect!

- Guided Reading
- Robust Work Stations
- Academic Language
- Speaking and Listening
- Writing
- Parent Involvement



**Learning starts with liking.**

What do YOU like to read?

What did YOU like about this book?

Which are YOUR favorite words?

## **Contents**

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## Common Core emphasizes ideas.

Common Core Reading Anchor Standard 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.'

*Choose one proverb or saying. Draw a picture that shows what it means. Show your picture to someone else. See if they can figure out which idea you pictured.*

1	If you wish to learn the highest truths, begin with the alphabet. (Japan)	Si deseas aprender las grandes verdades, comienza con el alfabeto. (Japón)
2	Never be afraid to sit awhile and think. (Lorraine Hansberry, US)	Nunca temas sentarte un largo rato y pensar. (Lorraine Hansberry, EUA)
3	A book is a garden carried in the pocket. (Saudi Arabia)	Un libro es un jardín que cargas en el bolsillo. (Arabia Saudita)
4	He who does not know one thing knows another. (Kenya)	Aquel que no sabe una cosa sabe otra. (Kenya)
5	Give me leverage, and I will move the Earth. (Greece)	Dame ventaja, y moveré la Tierra. (Griego)
6	By learning you will teach, by teaching you will learn. (Latino)	Al aprender enseñas, al enseñar aprendes. (Latino)
7	A gentle hand may lead even an elephant by a single hair. (Iran)	Una mano gentil puede guiar aun a un elefante por un pelo. (Irán)
8	She that would lead must be a bridge. (Wales)	Aquella que guía debe ser un puente. (Wales)
9	Do good, and don't worry to whom. (Mexico)	Haz el bien, y no te preocupes a quien. (México)
10	Lower your voice and strengthen your argument. (Lebanon)	Baja la voz y fortalece tu argumento. (Líbano)
11	A clever person turns big troubles into little ones and little ones into none at all. (China)	Una persona astuta vuelve grandes problemas en pequeños y pequeños en inexistentes. (China)
12	Everyone is the age of her heart. (Guatemala)	Todos son la edad de su corazón. (Guatemala)
13	You must be the change you wish to see in the world. (Mahatma Gandhi)	Debes ser el cambio que deseas ver en el mundo. (Mahatma Gandhi)

# The Literacy Standards Connect Reading/Thinking/Writing

## Common Core Literacy Standards: A Concise Listing

The following statements list the focuses of each of the Reading and Writing standards.

### Reading Standards

#### Ideas and Information

1. Read carefully to figure out what the text says, then infer with evidence.
2. Figure out the central idea (nonfiction) or theme (literature)
3. Analyze relationships—among characters, plot (fiction), among ideas (nonfiction)

#### Craft and Structure

4. What are the important words and what do they mean in this context?
5. What choices did the writer make—techniques, components, structure?
6. What is the writer's purpose?

#### Integration of Ideas and Information

7. Integrate ideas and information from different kinds of sources
8. Evaluate the strength of evidence for a position (only for nonfiction)
9. Compare and contrast different presentations of the same topic or theme.

### Writing Standards

#### Text Types and Purposes:

1. Argumentative
2. Explanatory
3. Narrative

#### Production and Distribution of Writing

4. Make it coherent and clear—well organized.
5. Plan it then revise it.
6. Use technology to “publish” it

#### Research to Build and Present Knowledge

7. Research to respond to a focus question.
8. Integrate information from different kinds of sources.
9. Support research and analysis with evidence.

SOURCE of Common Core Standards cited in this guide: <http://www.corestandards.org>

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# Estándares De Lectura Para La Preparación Universitaria Y Profesional

## Ideas clave y detalles

1. Leer con atención para determinar lo que el texto dice de manera explícita y poder hacer deducciones lógicas; citan evidencia específica del texto al escribir o hablar para sustentar las conclusiones tomadas del texto.
2. Definen las ideas principales o temas de un texto y analizan su desarrollo; hacen un resumen de llas ideas clave y los detalles que la sustentan.
3. Analizar cómo y por qué los individuos, eventos, e ideas se desarrollan e interactúan a lo largo de un texto.

## Composición y estructura

4. Interpretan las palabras y frases que se utilizan en un texto, incluyendo la determinación de significados técnicos, connotativos y figurativos, y analizan el impacto de la selección de palabras específicas en el significado o el tono.
5. Analizan la estructura de textos, incluyendo cómo ciertas oraciones, párrafos y partes mayores del texto (por ejemplo, una sección, capítulo, escena o estrofa) se relacionan entre sí y en su totalidad.
6. Evalúan cómo el punto de vista o el propósito le dan forma al contenido y estilo de un texto.

## Integración de conocimientos e ideas

7. Integran y evalúan el contenido presentado en diversos medios de comunicación y formatos, incluyendo tanto el contenido cuantitativo y visual, como el presentado por las palabras.\*
8. Definen y evalúan los argumentos y declaraciones específicas en un texto, incluyendo tanto la validez del razonamiento, como la relevancia e idoneidad de la evidencia.
9. Analizan cómo dos o más textos tratan temas similares con el fin de forjar conocimiento o para comparar los diferentes enfoques que los autores toman.

## Rango de lectura y nivel de complejidad del texto

10. Leen y comprenden textos literarios complejos e informativos, de forma independiente y competente.

Spanish Translation by San Diego County Office of Education

## **K-2 Comprehensive**

### **Common Core Literacy Standards**

## Core Reading Standards for Kindergarten

LITERATURE	NONFICTION/INFORMATIONAL TEXT
<b><i>KEY IDEAS AND DETAILS</i></b>	<b><i>KEY IDEAS AND DETAILS</i></b>
1. With prompting and support, ask and answer <b>questions about key details</b> in a text.	1. With prompting and support, ask and answer <b>questions about key details</b> in a text.
2. With prompting and support, <b>retell</b> familiar stories, including <b>key details</b> .	2. With prompting and support, identify the <b>main topic</b> and <b>retell key details</b> of a text.
3. With prompting and support, identify <b>characters, settings</b> , and major <b>events</b> in a story.	3. With prompting and support, <b>describe</b> the <b>connection</b> between two individuals, <b>events, ideas</b> , or pieces of information in a text.
<b><i>CRAFT AND STRUCTURE</i></b>	<b><i>CRAFT AND STRUCTURE</i></b>
4. Ask and answer questions about <b>unknown words</b> in a text.	4. With prompting and support, ask and answer questions about <b>unknown words</b> in a text.
5. Recognize common types of texts (e.g., storybooks, poems).	5. Identify the front cover, back cover, and title page of a book.
6. With prompting and support, name the <b>author</b> and <b>illustrator</b> of a story and define the <b>role</b> of each in telling the story.	6. Name the <b>author</b> and <b>illustrator</b> of a text and define the <b>role</b> of each in presenting the <b>ideas</b> or information in a text.
<b><i>INTEGRATION OF KNOWLEDGE AND IDEAS</i></b>	<b><i>INTEGRATION OF KNOWLEDGE AND IDEAS</i></b>
7. With prompting and support, <b>describe</b> the <b>relationship</b> between <b>illustrations</b> and the story in which they appear (e.g., what moment in a story an illustration depicts).	7. With prompting and support, <b>describe</b> the <b>relationship</b> between <b>illustrations</b> and the text in which they appear (e.g., what person, place, thing, or <b>idea</b> in the text an <b>illustration</b> depicts).
8. (Not applicable to literature)	8. With prompting and support, identify the <b>reasons</b> an <b>author</b> gives to <b>support</b> points in a text.
9. With prompting and support, <b>compare and contrast</b> the adventures and experiences of <b>characters</b> in familiar stories.	9. With prompting and support, identify basic <b>similarities in and differences</b> between two texts on the same <b>topic</b> (e.g., in <b>illustrations, descriptions</b> , or procedures).
<b><i>RANGE AND LEVEL OF TEXT COMPLEXITY</i></b>	<b><i>RANGE AND LEVEL OF TEXT COMPLEXITY</i></b>
10. <b>Actively engage</b> in <b>group reading activities</b> with <b>purpose</b> and <b>understanding</b> .	10. <b>Actively engage</b> in <b>group reading activities</b> with <b>purpose</b> and <b>understanding</b> .



## **The Speaking and Listening Standards are Keys to Learning ACROSS the Curriculum**

### **Comprehension and Collaboration**

- SL.K.1 Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.
  - SL.K.1a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
  - SL.K.1b Continue a conversation through multiple exchanges.
- SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

### **Presentation of Knowledge and Ideas**

- SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.
- SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

**Students exercise Speaking and Listening competencies as they proceed through the gradual release of responsibility.**

***Integrate the Conventions in Writing and Speaking (see the next page).***

## LANGUAGE

## Kindergarten

**CONVENTIONS IN WRITING AND SPEAKING**

1. Observe conventions of grammar and usage.
- \_\_\_ a. Print most upper- and lowercase letters.
  - \_\_\_ b. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
  - \_\_\_ c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*) when speaking.
  - \_\_\_ d. Understand and use the most frequently occurring prepositions in English (e.g., *to/from, in/out, on/off, for, of, by, with*) when speaking.
  - \_\_\_ e. Produce and expand complete sentences in shared language and writing activities.
  - \_\_\_ f. Understand and use question words (e.g., *who, what, where, when, why, how*) in discussions.
2. Observe conventions of capitalization, punctuation, and spelling.
- \_\_\_ a. Capitalize the first word in a sentence and the pronoun *I*.
  - \_\_\_ b. Name and identify end punctuation, including periods, question marks, and exclamation points.
  - \_\_\_ c. Spell simple words phonetically using knowledge of sound-letter relationships.

3. (Begins in grade 3)

**VOCABULARY ACQUISITION AND USE**

4. Determine word meanings (*based on kindergarten reading*).
- \_\_\_ a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
  - \_\_\_ b. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* as a bird and learning the verb *to duck*).
  - \_\_\_ c. Use the most common affixes in English (e.g., *-ed, -s, re-, un-, pre-, -ful, -less*) as a clue to the meaning of an unknown word.
5. Understand word relationships.
- \_\_\_ a. Build real-life connections between words and their use (e.g., note places at school that are *colorful*).
  - \_\_\_ b. Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings.
  - \_\_\_ c. Use common adjectives to distinguish objects (e.g., the *small blue* square; the *shy white* rabbit).
  - \_\_\_ d. Demonstrate understanding of common verbs and adjectives by relating them to their opposites (antonyms).
6. Use newly learned words acquired through conversations, reading, and responding to texts.

## KINDERGARTEN CCSS READING FOUNDATIONAL SKILLS

### Print Concepts:

- Demonstrate understanding of the organization and basic features of print. RF.K.1
- Follow words from left to right, top to bottom, and page by page. RF.K.1.a
- Recognize that spoken words are represented in written language by specific sequences of letters. RF.K.1.b
- Understand that words are separated by spaces in print. RF.K.1.c
- Recognize and name all upper- and lowercase letters of the alphabet. RF.K.1.d

### Phonological Awareness:

- Demonstrate understanding of spoken words, syllables, and sounds (phonemes). RF.K.2
- Recognize and produce rhyming words. RF.K.2.a
- Count, pronounce, blend, and segment syllables in spoken words. RF.K.2.b
- Blend and segment onsets and rimes of single-syllable spoken words. RF.K.2.c
- Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.1 (This does not include CVCs ending with /l/, /r/, or /x/.) RF.K.2.d
- Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. RF.K.2.e

### Phonics and Word Recognition:

- Know and apply grade-level phonics and word analysis skills in decoding words. RF.K.3
- Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant. RF.K.3.a
- Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. RF.K.3.b
- Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). RF.K.3.c
- Distinguish between similarly spelled words by identifying the sounds of the letters that differ. RF.K.3.d

### Fluency:

- Read emergent-reader texts with purpose and understanding. RF.K.4

**WRITING**

**Kindergarten**

<b>TEXT TYPES AND PURPOSES</b>	
<input type="checkbox"/>	1. Use a combination of drawing, dictating, and writing to compose opinions in which they tell a reader the name of a book or the topic they are “writing” about and give an opinion about the topic (e.g., <i>My favorite book is . . .</i> ).
<input type="checkbox"/>	2. Use a combination of drawing, dictating, and writing to compose informative and explanatory texts in which they name what they are “writing” about and share some information about it.
<input type="checkbox"/>	3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order that they occurred, and provide a reaction to what happened.
<b>PRODUCTION AND DISTRIBUTION OF WRITING</b>	
	4. (Begins in grade 3)
<input type="checkbox"/>	5. With guidance and support from adults, add details to strengthen writing as needed through revision.
	6. (Begins in grade 2)
<b>RESEARCH TO BUILD KNOWLEDGE</b>	
	7. (Begins in grade 1)
<input type="checkbox"/>	8. Gather information from experiences or provided text sources to answer a specific question.
	9. (Begins in grade 4)
<b>RANGE OF WRITING</b>	
	10. (Begins in grade 4)

## Core Reading Standards for First Grade

LITERATURE	NONFICTION/INFORMATIONAL TEXT
<b>KEY IDEAS AND DETAILS</b>	<b>KEY IDEAS AND DETAILS</b>
1. Ask and answer <b>questions about key details</b> in a text.	1. Ask and answer <b>questions about key details</b> in a text.
2. Retell stories, including <b>key details</b> , and <b>demonstrate understanding</b> of their <b>central message</b> or lesson.	2. Identify the <b>main topic</b> and <b>retell key details</b> of a text.
3. <b>Describe characters, settings</b> , and major <b>events</b> in a story, using <b>key details</b> .	3. <b>Describe</b> the <b>connection</b> between two individuals, <b>events, ideas</b> , or pieces of information in a text.
<b>CRAFT AND STRUCTURE</b>	<b>CRAFT AND STRUCTURE</b>
4. Identify <b>words and phrases</b> in stories or poems that suggest feelings or appeal to the senses.	4. Ask and answer questions to help <b>determine</b> or clarify the meaning of <b>words and phrases</b> in a text.
5. <b>Explain</b> major <b>differences</b> between books that tell stories and books that give information, drawing on a wide reading of a range of <b>text types</b> .	5. Know and use various <b>text features</b> (e.g., headings, tables of contents, glossaries, electronic menus, icons) to <b>locate</b> key facts or information in a text.
6. Identify who is telling the story at various points in a text.	6. Distinguish between information provided by <b>pictures</b> or other <b>illustrations</b> and information provided by the words in a text.
<b>INTEGRATION OF KNOWLEDGE AND IDEAS</b>	<b>INTEGRATION OF KNOWLEDGE AND IDEAS</b>
7. Use <b>illustrations</b> and details in a story to <b>describe</b> its <b>characters, setting, or events</b> .	7. Use the <b>illustrations</b> and details in a text to <b>describe</b> its <b>key ideas</b> .
8. (Not applicable to literature)	8. Identify the <b>reasons</b> an <b>author</b> gives to <b>support</b> points in a text.
9. <b>Compare</b> and <b>contrast</b> the adventures and experiences of <b>characters</b> in stories.	9. Identify basic <b>similarities in and differences</b> between two texts on the same <b>topic</b> (e.g., in <b>illustrations, descriptions, or procedures</b> ).
<b>RANGE AND LEVEL OF TEXT COMPLEXITY</b>	<b>RANGE AND LEVEL OF TEXT COMPLEXITY</b>
10. With prompting and support, <b>read prose and poetry</b> of appropriate complexity for grade 1.	10. With prompting and support, <b>read informational texts</b> appropriately complex for grade 1.

## **The Speaking and Listening Standards are Keys to Learning ACROSS the Curriculum**

### **Comprehension and Collaboration**

- SL.1.1 Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.
  - \_\_\_ SL.1.1a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
  - \_\_\_ SL.1.1b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
  - \_\_\_ SL.1.1c Ask questions to clear up any confusion about the topics and texts under discussion.
- SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

### **Presentation of Knowledge and Ideas**

- SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- SL.1.6 Produce complete sentences when appropriate to task and situation.

**Students exercise Speaking and Listening competencies as they proceed through the gradual release of responsibility.**

***Integrate the Conventions in Writing and Speaking (see the next page).***

**LANGUAGE**

**First Grade**

**CONVENTIONS IN WRITING AND SPEAKING**

- 1. Observe conventions of grammar and usage.
  - a. Print all upper- and lowercase letters.
  - b. Use singular and plural nouns with matching verbs in simple sentences (e.g., *He hops; We hop*).
  - c. Use subject, object, and possessive pronouns in speaking and writing (e.g., *I, me, my; they, them, their*).
  - d. Use verbs to convey a sense of past, present, and future in writing and speaking (e.g., *Yesterday I walked home; Today I walk home; Tomorrow I will walk home*).
  - e. Understand and use frequently occurring prepositions in English (e.g., *during, beyond, toward*).
  - f. Produce and expand complete declarative, interrogative, imperative, and exclamatory sentences in response to questions and prompts.
  - g. Understand that, minimally, every sentence must be about something (the subject) and tell something (the predicate) about its subject.

- 2. Observe conventions of capitalization, punctuation, and spelling.
  - a. Capitalize names, places, and dates.
  - b. Use end punctuation for sentences, including periods, question marks, and exclamation points.
  - c. Use commas in dates and to separate single words in a series.
  - d. Use conventional spelling for words with common spelling patterns and for common irregular words.
  - e. Use phonetic spellings for untaught words, drawing on phonemic awareness and spelling conventions.
  - f. Form new words through addition, deletion, and substitution of sound and letters (e.g., *an → man → mat → mast → must → rust → crust*).

**VOCABULARY ACQUISITION AND USE**

- 4. Determine word meanings (*based on grade 1 reading*).
  - a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
  - b. Use sentence-level context as a clue to the meaning of an unknown word.
  - c. Use common affixes in English as a clue to the meaning of an unknown word.
  - d. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
  - e. Demonstrate understanding of the concept of multiple-meaning words (e.g., *match, kind, play*) by identifying meanings of some grade-appropriate examples of such words.

- 5. Understand word relationships.
  - a. Build real-life connections between words and their use (e.g., note places at home that are cozy).
  - b. Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., *large, gigantic*) by defining, choosing, or acting out the meanings.

- 6. Use newly learned words acquired through conversations, reading, and responding to texts.

## FIRST GRADE CCSS READING FOUNDATIONAL SKILLS

### Print Concepts:

- Demonstrate understanding of the organization and basic features of print. RF.1.1
- Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). RF.1.1A

### Phonological Awareness:

- Demonstrate understanding of spoken words, syllables, and sounds (phonemes). RF.1.2
- Distinguish long from short vowel sounds in spoken single-syllable words. RF.1.2.A
- Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. RF.1.2.B
- Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. RF.1.2.C
- Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). RF.1.2.D

### Phonics and Word Recognition:

- Know and apply grade-level phonics and word analysis skills in decoding words. RF.1.3
- Know the spelling-sound correspondences for common consonant digraphs. RF.1.3.A
- Decode regularly spelled one-syllable words. RF.1.3.B
- Know final -e and common vowel team conventions for representing long vowel sounds. RF.1.3.C
- Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. RF.1.3.D
- Decode two-syllable words following basic patterns by breaking the words into syllables. RF.1.3.E
- Read words with inflectional endings. RF.1.3.F
- Recognize and read grade-appropriate irregularly spelled words. RF.1.3.G

### Fluency:

- Read with sufficient accuracy and fluency to support comprehension. RF.1.4
- Read grade-level text with purpose and understanding. RF.1.4.A
- Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. RF.1.4.B
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary. RF.1.4.C



**WRITING**

**First Grade**

<b><i>TEXT TYPES AND PURPOSES</i></b>
<input type="checkbox"/> 1. Write opinions in which they introduce the topic or the name of the book they are writing about, state an opinion, and provide a reason for their opinion.
<input type="checkbox"/> 2. Write informative and explanatory texts in which they name a topic, supply some facts relevant to the topic, and provide some sense of closure.
<input type="checkbox"/> 3. Write narratives in which they include at least two or more appropriately sequenced events, use time cue words to signal event order, and provide some details and a sense of closure.
<b><i>PRODUCTION AND DISTRIBUTION OF WRITING</i></b>
4. (Begins in grade 3)
<input type="checkbox"/> 5. With guidance and support from adults, add details to strengthen writing as needed through revision.
6. (Begins in grade 2)
<b><i>RESEARCH TO BUILD KNOWLEDGE</i></b>
<input type="checkbox"/> 7. Participate in shared research and writing projects (e.g., exploring a number of books on a given topic).
<input type="checkbox"/> 8. Gather information from experiences or provided text sources to answer a specific question.
9. (Begins in grade 4)
<b><i>RANGE OF WRITING</i></b>
10. (Begins in grade 4)

## Core Reading Standards for Second Grade

<b>LITERATURE</b>	<b>NONFICTION/INFORMATIONAL TEXT</b>
<b>KEY IDEAS AND DETAILS</b>	<b>KEY IDEAS AND DETAILS</b>
1. Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to <b>demonstrate understanding of key details</b> in a text.	1. Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to <b>demonstrate understanding of key details</b> in a text.
2. Recount stories, including fables and folktales from diverse cultures, and <b>determine</b> their <b>central message, lesson, or moral</b> .	2. Identify the <b>main topic</b> of a multiparagraph text as well as the <b>focus</b> of specific paragraphs within the text.
3. <b>Describe</b> how <b>characters</b> in a story respond to major <b>events</b> and challenges.	3. <b>Describe</b> the <b>connection</b> between a series of historical <b>events</b> , scientific <b>ideas</b> or <b>concepts</b> , or steps in technical procedures in a text.
<b>CRAFT AND STRUCTURE</b>	<b>CRAFT AND STRUCTURE</b>
4. <b>Describe</b> how <b>words and phrases</b> (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	4. <b>Determine</b> the <b>meaning</b> of <b>words and phrases</b> in a text relevant to a grade 2 <b>topic</b> or subject area.
5. <b>Describe</b> the overall <b>structure</b> of a story, including describing how the beginning introduces the story and the ending concludes the action.	5. Know and use various <b>text features</b> (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to <b>locate</b> key facts or information in a text efficiently.
6. Acknowledge <b>differences</b> in the points of view of <b>characters</b> , including by speaking in a different voice for each <b>character</b> when reading dialogue aloud.	6. Identify the main <b>purpose</b> of a text, including what the <b>author</b> wants to answer, <b>explain</b> , or <b>describe</b> .
<b>INTEGRATION OF KNOWLEDGE AND IDEAS</b>	<b>INTEGRATION OF KNOWLEDGE AND IDEAS</b>
7. Use information gained from the <b>illustrations</b> and words in a print or digital text to <b>demonstrate understanding</b> of its <b>characters, setting, or plot</b> .	7. <b>Explain</b> how specific <b>images</b> (e.g., a diagram showing how a machine works) contribute to and clarify a text.
8. (Not applicable to literature)	8. <b>Describe</b> how <b>reasons support</b> specific points the <b>author</b> makes in a text.
9. <b>Compare</b> and <b>contrast</b> two or more versions of the same story (e.g., Cinderella stories) by different <b>authors</b> or from different cultures.	9. <b>Compare</b> and <b>contrast</b> the most important points presented by two texts on the same <b>topic</b> .
<b>RANGE AND LEVEL OF TEXT COMPLEXITY</b>	<b>RANGE AND LEVEL OF TEXT COMPLEXITY</b>
10. By the end of the year, <b>read and comprehend</b> literature, including <b>stories</b> and <b>poetry</b> , in the grades 2–3 text complexity band <b>proficiently</b> , with scaffolding as needed at the high end of the range.	10. By the end of year, <b>read and comprehend</b> informational texts, including <b>history/social studies, science, and technical texts</b> , in the grades 2–3 text complexity band <b>proficiently</b> , with scaffolding as needed at the high end of the range.

## The Speaking and Listening Standards are Keys to Learning ACROSS the Curriculum

### Comprehension and Collaboration

- SL.2.1 Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.
  - \_\_\_ SL.2.1a Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
  - \_\_\_ SL.2.1b Build on others' talk in conversations by linking their comments to the remarks of others.
  - \_\_\_ SL.2.1c Ask for clarification and further explanation as needed about the topics and texts under discussion.
- SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

### Presentation of Knowledge and Ideas

- SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
- SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

**Students exercise Speaking and Listening competencies as they proceed through the gradual release of responsibility.**

***Integrate the Conventions in Writing and Speaking (see the next page).***

## LANGUAGE

## Second Grade

**CONVENTIONS IN WRITING AND SPEAKING**

1. Observe conventions of grammar and usage.
- \_\_\_ a. Form common irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).
  - \_\_\_ b. Form the past tense of common irregular verbs (e.g., *sat, hid, told*).
  - \_\_\_ c. Produce and expand complete declarative, interrogative, imperative, and exclamatory sentences.
  - \_\_\_ d. Produce and expand complete sentences to provide requested detail or clarification.
2. Observe conventions of capitalization, punctuation, and spelling.
- \_\_\_ a. Capitalize holidays, product names, geographic names, and important words in titles.
  - \_\_\_ b. Use commas in greetings and closings of letters.
  - \_\_\_ c. Use apostrophes to form contractions and common possessives.
  - \_\_\_ d. Generalize learned spelling patterns when writing words (e.g., *cage* → *badge*; *boy* → *boil*; *paper* → *copper*).
  - \_\_\_ e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

## 3. (Beings in grade 3)

**VOCABULARY ACQUISITION AND USE**

4. Determine word meanings (*based on grade 2 reading*).
- \_\_\_ a. Determine or clarify the meaning of unknown or multiple-meaning words through the use of one or more strategies, such as understanding how the word is used in a sentence; analyzing the word's sounds, spelling, and meaningful parts; and consulting glossaries or beginning dictionaries, both print and digital.
  - \_\_\_ b. Explain the meaning of grade-appropriate compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*).
  - \_\_\_ c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*).
  - \_\_\_ d. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy, tell/retell*).
5. Understand word relationships.
- \_\_\_ a. Build real-life connections between words and their use (e.g., describe foods that are *spicy* or *juicy*).
  - \_\_\_ b. Distinguish shades of meaning among related verbs (e.g., *toss, throw, hurl*) and related adjectives (e.g., *thin, slender, skinny, scrawny*).
6. Use newly learned words acquired through conversations, reading, and responding to texts.

## SECOND GRADE CCSS READING FOUNDATIONAL SKILLS

### Phonics and Word Recognition:

- Know and apply grade-level phonics and word analysis skills in decoding words. RF.2.3
- Distinguish long and short vowels when reading regularly spelled one-syllable words. RF.2.3.a
- Know spelling-sound correspondences for additional common vowel teams. RF.2.3.b
- Decode regularly spelled two-syllable words with long vowels. RF.2.3.c
- Decode words with common prefixes and suffixes. RF.2.3.d
- Identify words with inconsistent but common spelling-sound correspondences. RF.2.3.e
- Recognize and read grade-appropriate irregularly spelled words. RF.2.3.f

### Fluency:

- Read with sufficient accuracy and fluency to support comprehension. RF.2.4
- Read grade-level text with purpose and understanding. RF.2.4.a
- Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. RF.2.4.b
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary. RF.2.4.c

**WRITING**

**Second Grade**

<b><i>TEXT TYPES AND PURPOSES</i></b>	
<input type="checkbox"/>	1. Write opinions in which they introduce the topic or book(s) directly, state an opinion, provide reasons and details to support opinions, use words to link opinions and reason(s) (e.g., <i>because, and, also</i> ), and provide a sense of closure.
<input type="checkbox"/>	2. Write informative and explanatory texts in which they introduce a topic, use facts and definitions to develop points, present similar information together using headers to signal groupings when appropriate, and provide a concluding sentence or section.
<input type="checkbox"/>	3. Write narratives in which they recount a well-elaborated event or series of events, use temporal words and phrases to signal event order, include details to tell what the narrator did, thought, and felt, and provide closure.
<b><i>PRODUCTION AND DISTRIBUTION OF WRITING</i></b>	
4. (Begins in grade 3)	
<input type="checkbox"/>	5. With guidance from adults, strengthen writing as needed by revising and editing.
<input type="checkbox"/>	6. With guidance from adults, use technology to produce writing.
<b><i>RESEARCH TO BUILD KNOWLEDGE</i></b>	
<input type="checkbox"/>	7. Participate in shared research and writing projects (e.g., exploring a number of books on a given topic).
<input type="checkbox"/>	8. Gather information from experiences or provided text sources to answer a specific question.
9. (Begins in grade 4)	
<b><i>RANGE OF WRITING</i></b>	
10. (Begins in grade 4)	









# Connecting Reading/Thinking/Writing


# Communicating with and Involving Parents




# Guiding Fiction Readers

**GUIDING FICTION READERS****Fable: The Turtle and the Rabbit** Adapted from the Traditional

I'm a very wise bird, an owl, but even I did not think my friend the turtle could win a race. Here is the story.

One day, the rabbit was boasting of his speed. "I have never yet lost a race," said he, "when run as fast as I can. I am the best." He was hopping up and down.

The turtle said quietly, "I will race you. I know I can win." The turtle looked around with her sleepy eyes and saw that the other animals were smiling.

"That is a good joke," said the rabbit. "You will never pass me! You are so slow."

"We will see. I will win," said the turtle.

They set up the race. It went through hills. It was rocky. It had rained, so it was slippery.

They were off! The rabbit rushed off. Then he stopped to take a nap. He was sure that the turtle could never catch him.

The turtle never stopped. The turtle kept going.

When the rabbit woke from his nap, he heard a sound. The other animals were cheering. The rabbit ran as fast as he could, but it was too late. He saw the rabbit had won.

The rabbit was surprised. He had never lost a race before.

"Ha, ha," I said. "I knew that my friend would win. The turtle is strong and steady. You are fast but you don't take time to think. I do. That's why people say owls are wise birds."

The other animals smiled.

Then the rabbit said, "I have learned a lot today."

CCSSR2—figure out a theme or lesson.

What did the rabbit learn?

Every fable has a moral—a lesson you can learn. What is a lesson you can learn from this fable?

## Fábula: La tortuga y la liebre

La liebre, una vez se jactaba de su velocidad antes de los otros animales. "Aún no he sido golpeado", dijo él, "cuando yo extenderé mi máxima velocidad. Yo reto a cualquiera para correr conmigo. Yo soy el mejor. "

La tortuga dijo en voz baja: "Acepto el reto. Estoy cansado de su jactancia. Estoy seguro de que puedo ganar."

"Esa es una buena broma", dijo la Liebre, "Yo podría bailar alrededor de todo el camino. Usted nunca será capaz de acelerar más allá de mí. Usted no va a conseguir la victoria ".

"Mantenga su jactancia hasta que me ha golpeado", respondió la tortuga. "Vamos a correr? Sé que puedo derrotar a usted."

Así que un curso se fijó y se dio comienzo. La liebre corrió casi fuera de la vista a la vez, pero pronto se detuvo y, creyendo que la tortuga no pudo atraparlo, se acostó en el camino de tener una siesta. La tortuga en ningún momento se detuvo, sino que continuó con un ritmo lento pero constante recto hasta el final del curso.

Cuando la liebre se despertó de su siesta, vio a la tortuga sólo cerca de la ganadora-post. La liebre corrió tan rápido como pudo, pero ya era demasiado tarde. Vio la tortuga había llegado a la meta. Estaba muy sorprendido. Nunca había perdido una carrera antes.

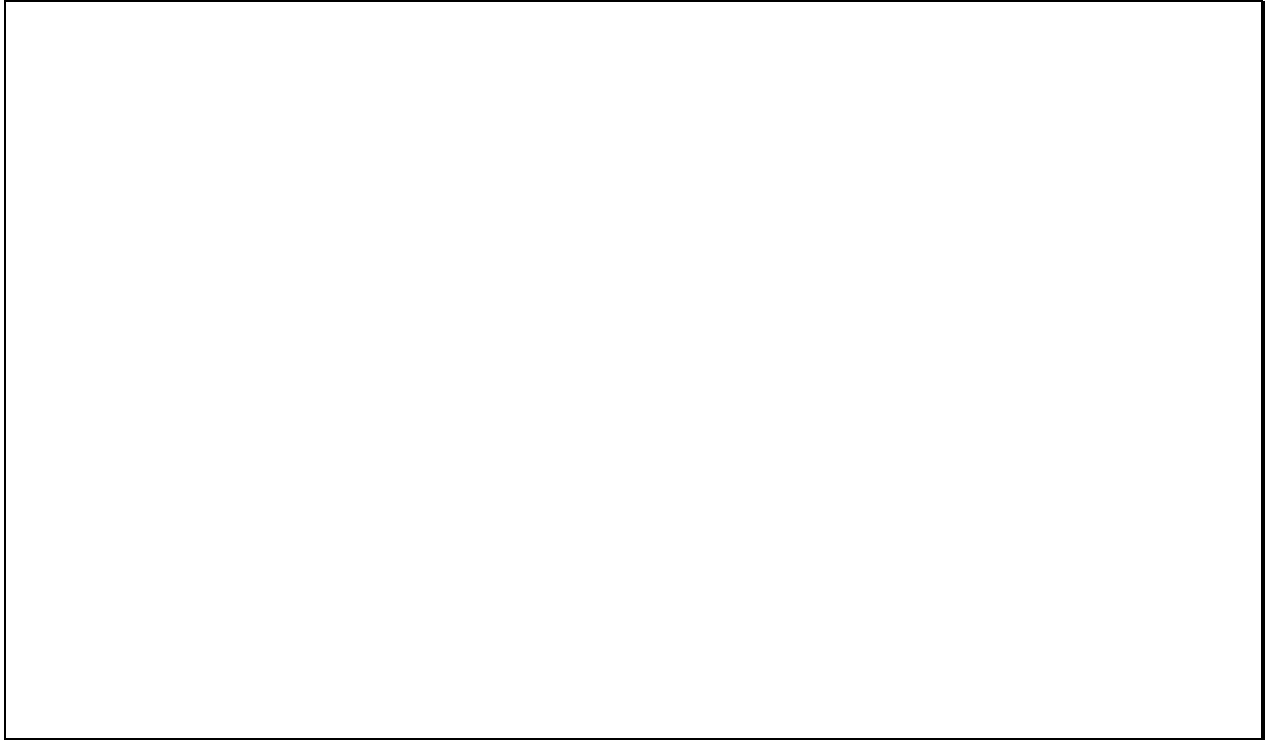
CCSS Anchor Reading Standard 1. **Read closely** to determine what the text says **explicitly** and to **make logical inferences** from it; **cite specific textual evidence** when writing or speaking to **support conclusions** drawn from the text.

1. Secuencia: ¿Qué evento ocurrió primero? ¿Qué pasó ayer?
2. Rasgos del carácter: Nombre un carácter. ¿Qué es un rasgo que inferir que el personaje tiene? Explique por qué piensa eso.
3. Motivo: ¿Qué es algo que esa persona hace? ¿Por qué piensas que esa persona hace eso?
4. Resumir: Resumir la historia en cuatro frases. Habla sobre los personajes y lo que hacen.
5. Idea principal: ¿Cuál cree usted que es la idea principal de la historia? ¿Por qué?

## Picture Meaning

Choose one paragraph or page.

Draw a picture that shows what it says.



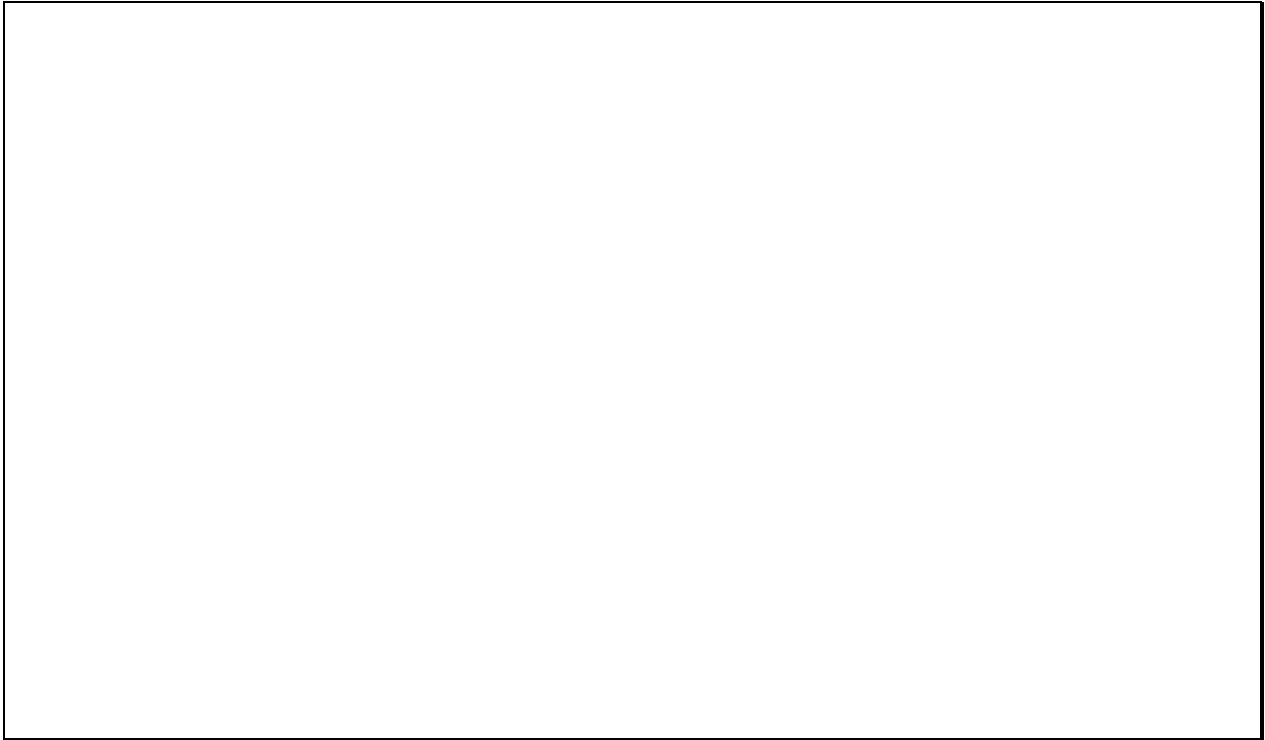
Then show your picture to another student.  
Ask that student to find the part you pictured.  
Ask them to write what they see your picture says.



## Dibuja el Significado

Escoge un párrafo o página.

Haz un dibujo que demuestre lo que dice.



Después, enséñale tu dibujo a otro estudiante.  
Pídele al estudiante que encuentre parte de tu dibujo.  
Pídele que escriba lo que piensa que tu dibujo explica.

---

**D**

Let's map a story.

Where: The Place

--

Who: Characters

--	--

# What Happens

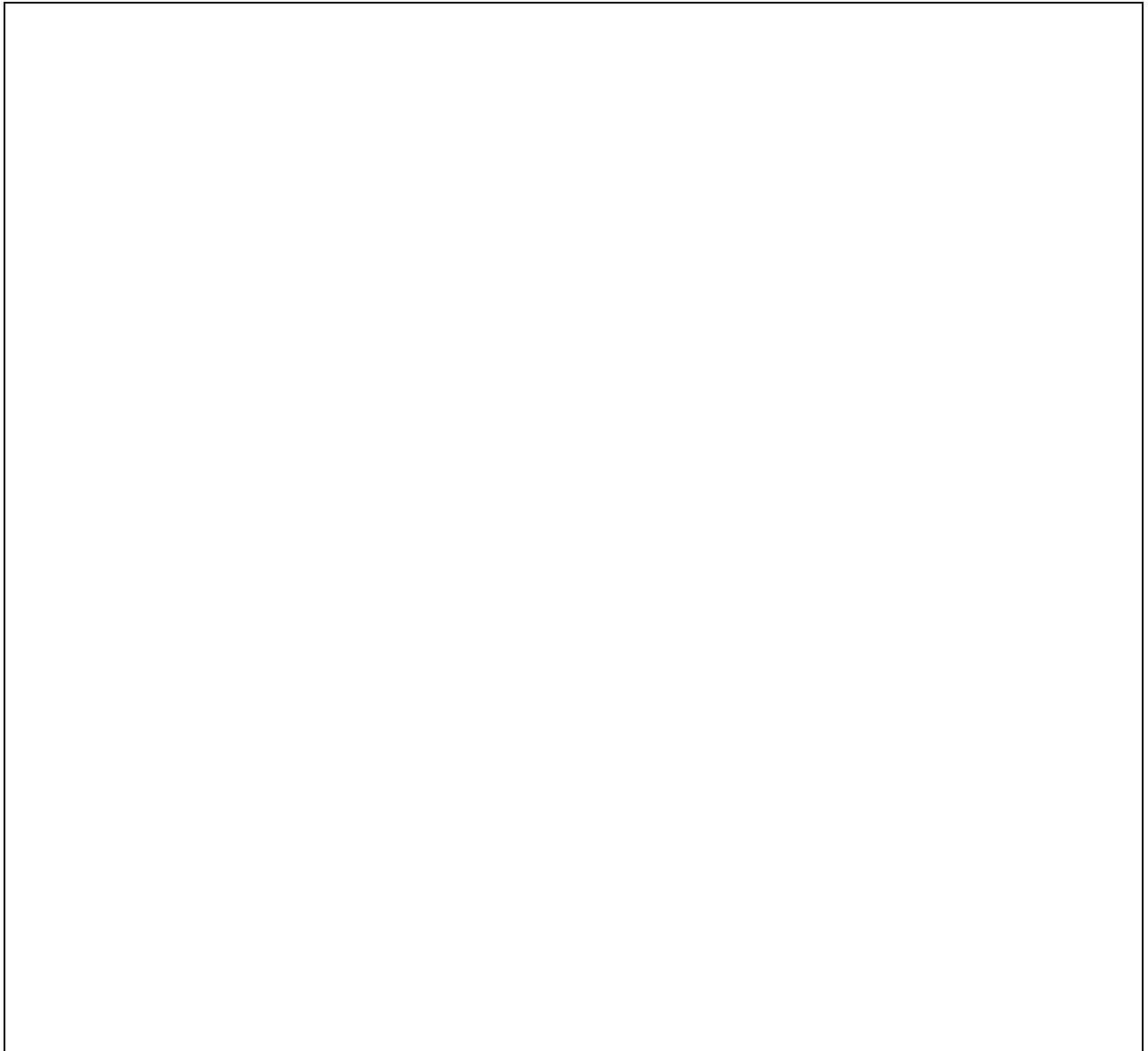
1

2

3

# Story Illustrator

CCSSR1—read carefully



## READ A STORY THOUGHTFULLY

The core questions can be applied to any story.

### CORE QUESTIONS

1. *Identify sequence:* **What happened first? What happened next?**
2. *Identify important character:* **Name one important character in the story.**
3. *Infer character trait:* **What is one trait you infer that character has?**
- 3A. **Explain why you think that.**
4. *Identify important action:* **What is something important that character does?**
5. *Infer Motive:* **Why do you think that character does that?**
6. *Infer meaning from context:* **Your teacher will give you a word to define.  
What does that word mean as used in this passage?**
7. *Retell a story:* **Tell who was in the story and what happened.**
8. *Infer the lesson:* **What is an idea or lesson people can learn from this story?**

### **Expand: Create**

- *Sequence:* **Draw pictures with captions that tell the story.**
- *Predict:* **Write the next part of this story—with pictures and captions.**

## Read a Picture Carefully

### GUIDED PICTURE READING

Common Core Anchor Reading Standard 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

“Read” a picture. Tell what you think based on what it shows.

What I See	What I Infer Based on What I See

What does the artist want you to understand when you see the painting?

What does the artist do to help you understand that?

## INFERIR DE LAS IMÁGENES

Common Core Anchor Reading Standard 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

“Lee” una pintura. Cuenta lo que pienses basado en lo que demuestra.

Lo Que Veo	Lo Que Puedo Inferir Basado en lo Que Veo

¿Qué es lo que el artista quiere que entiendas cuando ves la pintura?

¿Qué hace el artista para ayudarte a que lo entiendas?

## Teacher Guided Chart to Clarify Inferential Thinking

Common Core Anchor Reading Standard 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

<b>Category</b>	<b>Literal</b> <i>Detail from the story</i>	<b>Inference</b>
where: <i>characteristics of the place (setting)</i>		
who: <i>characteristics of person</i>		
what: <i>an action by this person</i>		

**Think More:**  
*What's next?*

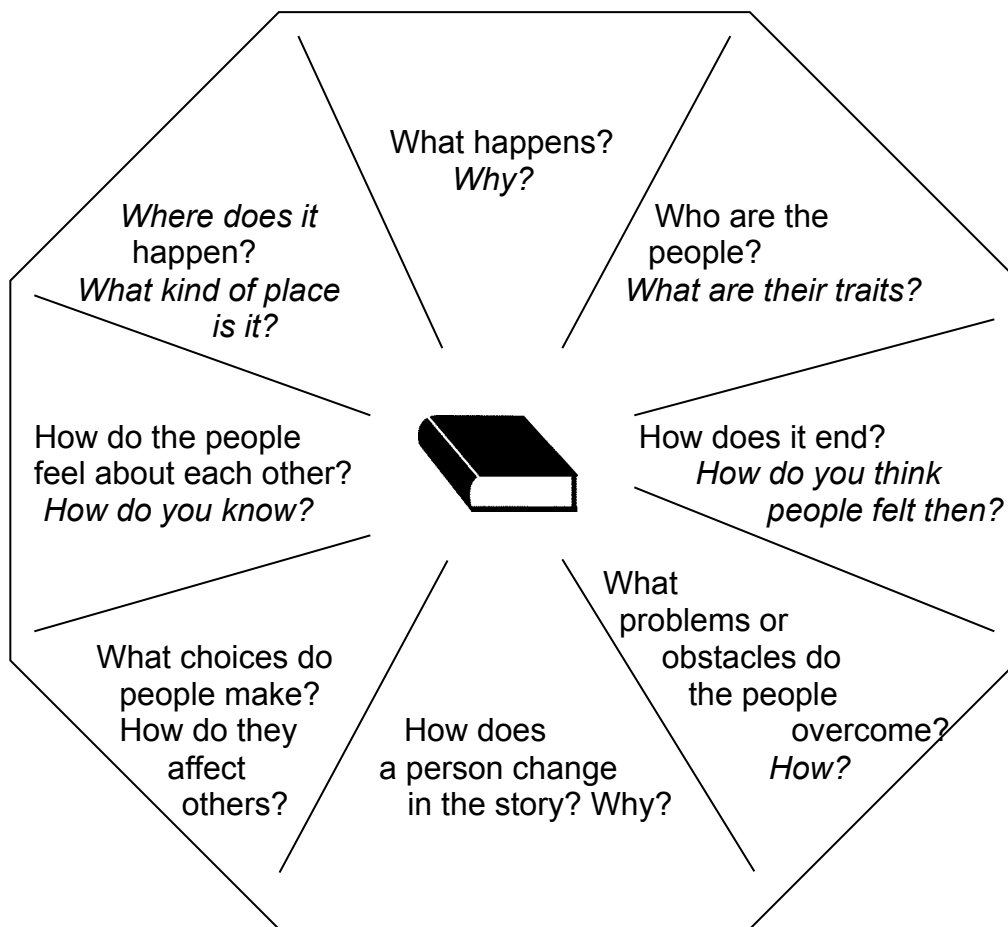
*Why do you make that prediction?*



## Common Core: Read THOROUGHLY

1. **Read closely** to determine what the text says **explicitly** and to **make logical inferences** from it; **cite specific textual evidence** when writing or speaking to **support conclusions drawn from the text**.
2. **Determine central ideas or themes** of a text and **analyze their development**; **summarize the key supporting details and ideas**.
3. **Analyze** how and why **individuals, events, and ideas develop and interact** over the course of a text.

Questions for independent reading at school and at home.



**What lesson can people learn from this story?**

**Explain your answers with examples from the story.**

## EXPAND THINKING WITH DRAMA

Common Core Anchor Reading Standard 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Use this outline to help students write and present a play based on a story or history they read.

Story/History: \_\_\_\_\_

Who's in it?

Who	Characteristics

What happens?

Write the play.  
Write what each person might say.

# Language Experience Approach

From *The Language-Experience Approach to Reading: A Handbook for Teachers*, by Denise D. Nesse. New York: Teachers College, Columbia University, 1981.

“An important advantage to this approach is that, from the start, students learn to recognize words in print that are orally very familiar to them. ... Because students compose the account, comprehension is inherent to their interaction with the text, leading them to expect written language to make sense. As a result, they expect other-author texts to contain meaningful ideas and comprehensible language. Dictation also develops and strengthens students’ skill at composing their thoughts in writing.”

Step 1. Discuss an experience.

Step 2. Teacher guides students to construct a dictated report, which the teacher records, selecting and adjusting students’ statements. Teacher or students may add illustrations.

Step 3. Teacher reads the text, modeling fluent reading with expression.

Step 4. Students read the text themselves so they can read it fluently.

Students may expand on the report as they think about it, guided by the teacher.

The skills students learn are transferrable to:

- Reading “other-author” texts.
- Expanding vocabulary to describe a situation or express a feeling.
- Writing.

## Guiding Nonfiction Reading Progress

CCSS Anchor Reading Standard 1. **Read closely** to determine what the text says **explicitly** and to **make logical inferences** from it; **cite specific textual evidence** when writing or speaking to **support conclusions** drawn from the text.

**The goal is to enable students to read to learn—and learn more about reading carefully.**

Step 1: Ask the student what kind of reading material it is—how it is set up on the page.

Step 2: Explain that the reading is real—it uses facts to explain something.

Step 3: Read the first sentence or sentences aloud yourself.

*Ask: What is this book about? What was an interesting fact?*

Step 4: Then read it again with the student—together.

*Ask: What did you learn about \_\_\_\_\_ (the topic)?*

Step 5: *Ask what the student expects to learn from the rest of the passage.*

Step 6: Continue the reading—go page by page or paragraph by paragraph, read aloud and then stop to list with the students what they learn—facts and vocabulary.

Step 7: When you stop the reading, ask students:

What did you like about this book?

What did you learn from it?

Step 8: Write a page with the student. You write the text the student says—you ask questions to increase the details and vocabulary included.

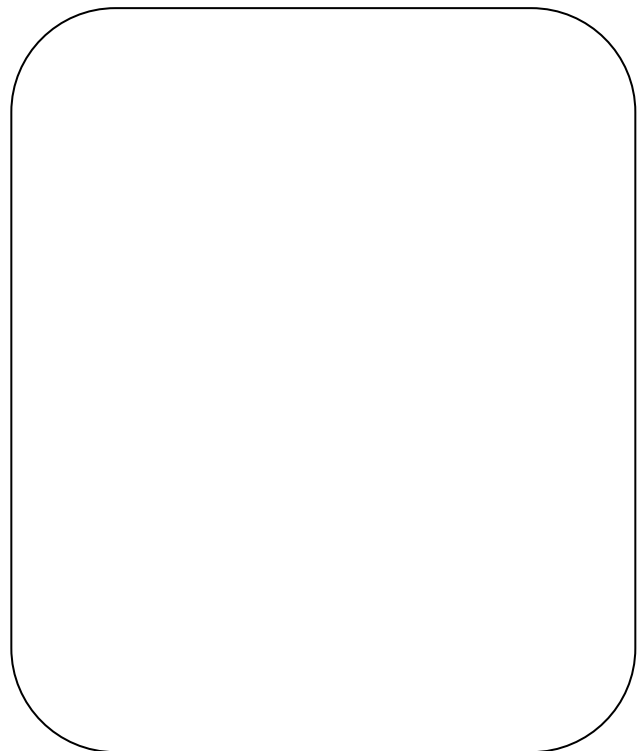
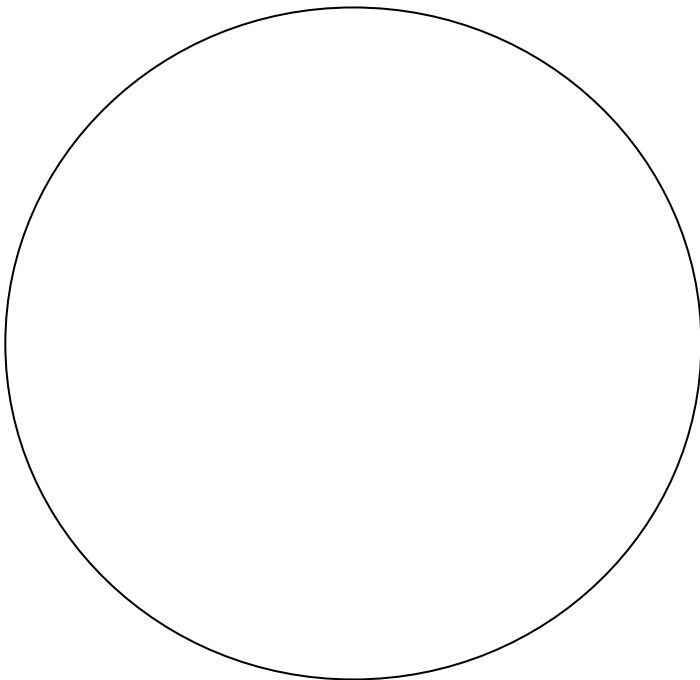
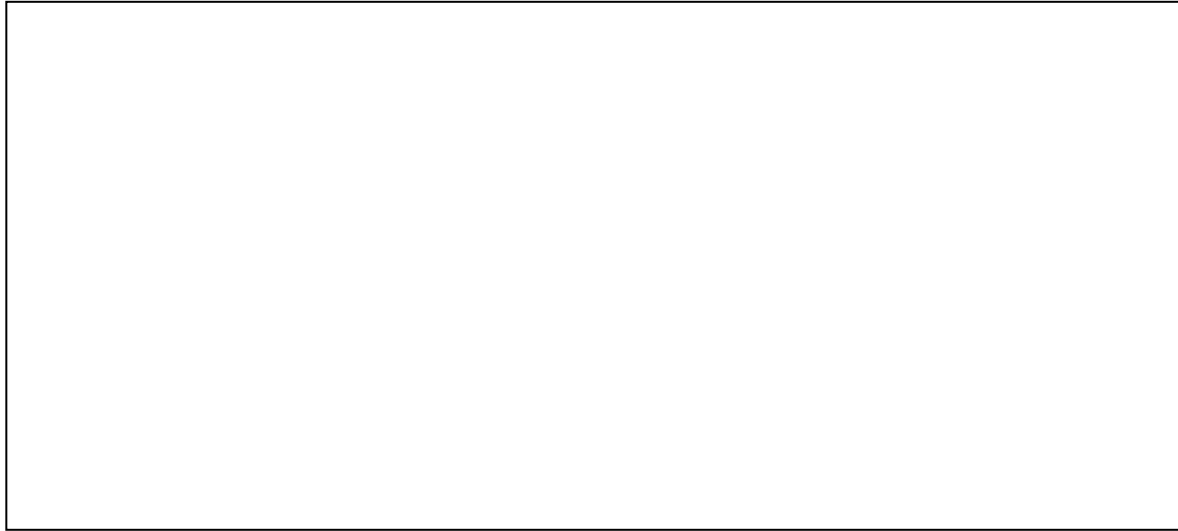
The student can add drawings.

Step 9: The student reads his/her OWN text aloud.

## GUIDED LISTENING: LISTEN TO LEARN--Draw what you hear!

Common Core Anchor Reading Standard 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

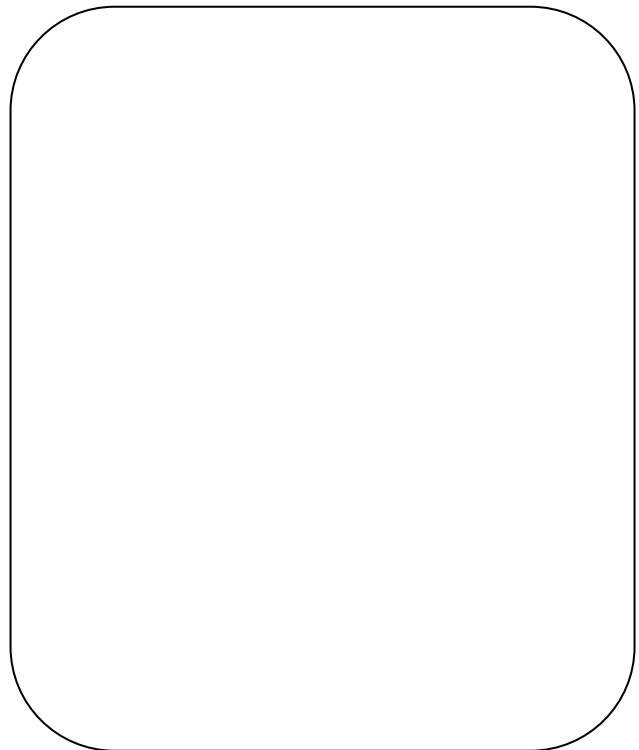
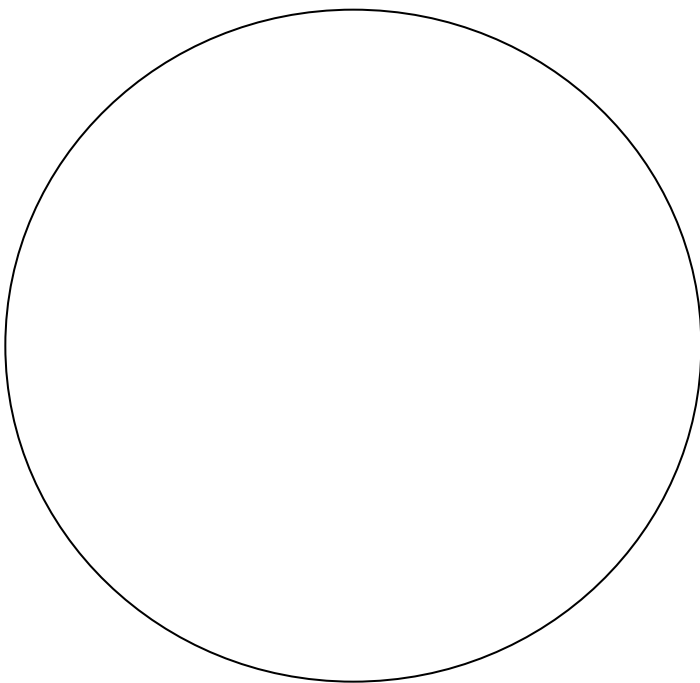
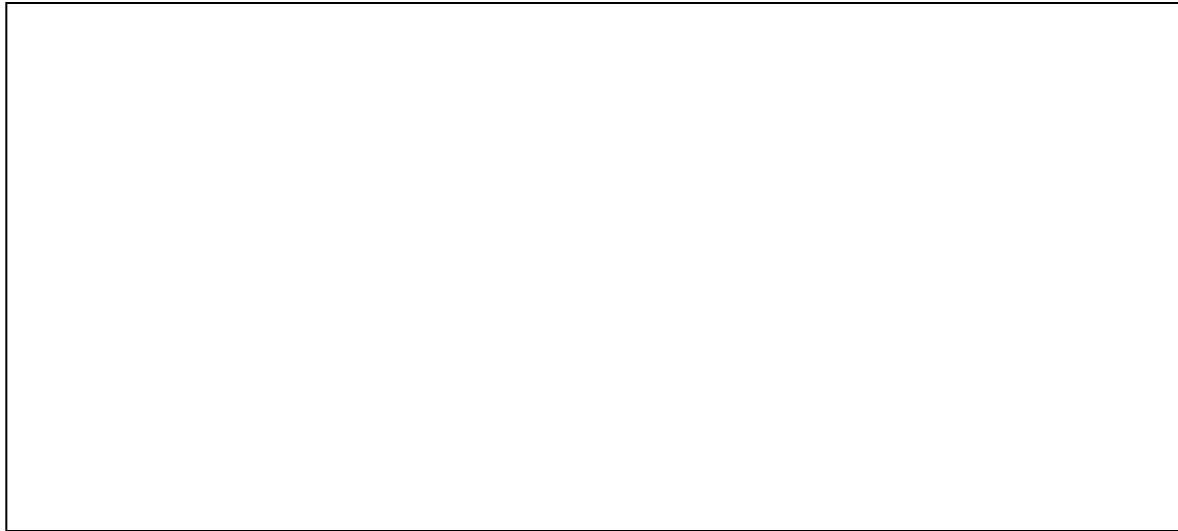
As you listen, figure out important parts. Draw pictures that show each part.



**ESCUCHA PARA APRENDER: ¡Dibuja lo que escuchas!**

Common Core Anchor Reading Standard 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Conforme escuches, resuelve importantes partes. Haz dibujos que enseñen cada parte.

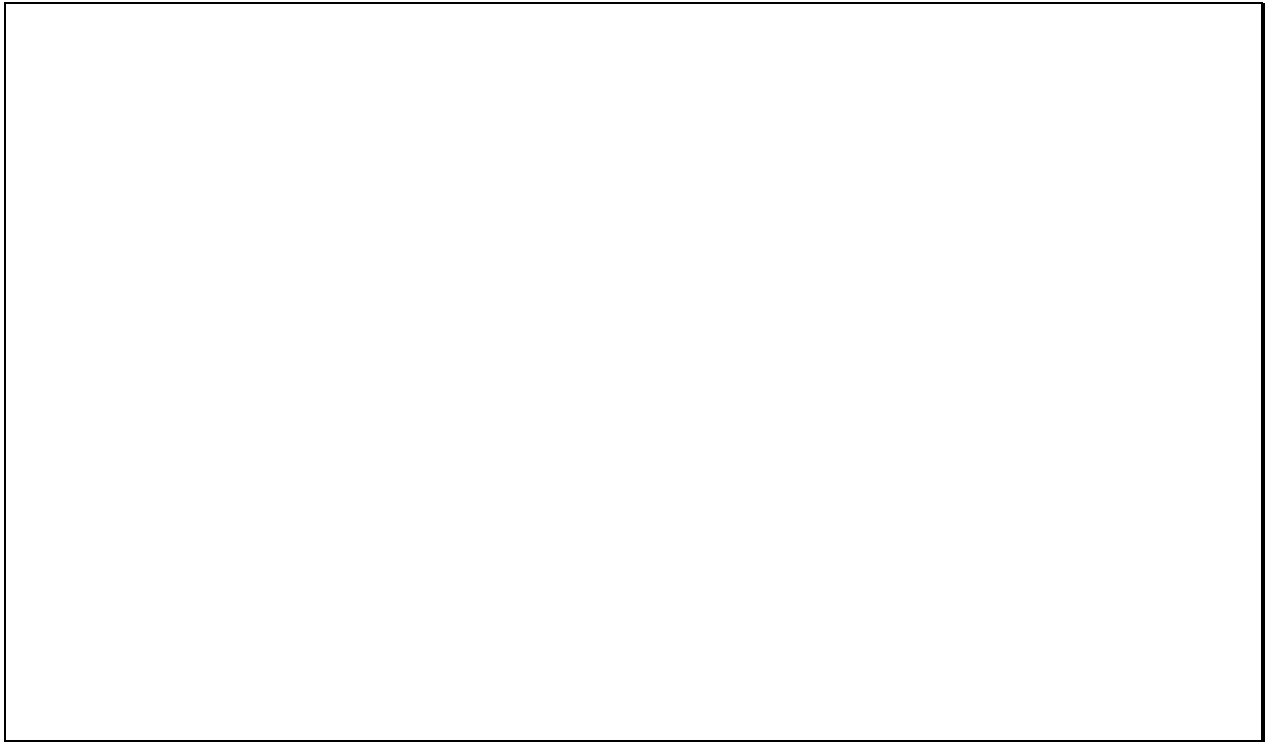


## Picture Meaning

CCSSR1—read carefully—what does the text say?

Choose one sentence, paragraph or page.

Draw a picture that shows what it says.



Write a caption that tells about your drawing.

---

## Dibuja el Significado

CCSSR1—read carefully—what does the text say?

Escoge un párrafo o página.

Haz un dibujo que demuestre lo que dice.



Después, enséñale tu dibujo a otro estudiante.  
Pídele al estudiante que encuentre parte de tu dibujo.  
Pídele que escriba lo que piensa que tu dibujo explica.



## Take Show and Tell into Representing Reading

Common Core Anchor Reading Standard 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

You can draw the meaning of a sentence, or a paragraph or page.  
And if you show it with pictures, you see what you are learning as you read.  
Choose one sentence (or paragraph or page).

Draw a picture that shows what it says.



Then show your picture to another student.  
Ask that student to find the part you pictured.  
Ask them to write what they see your picture says.

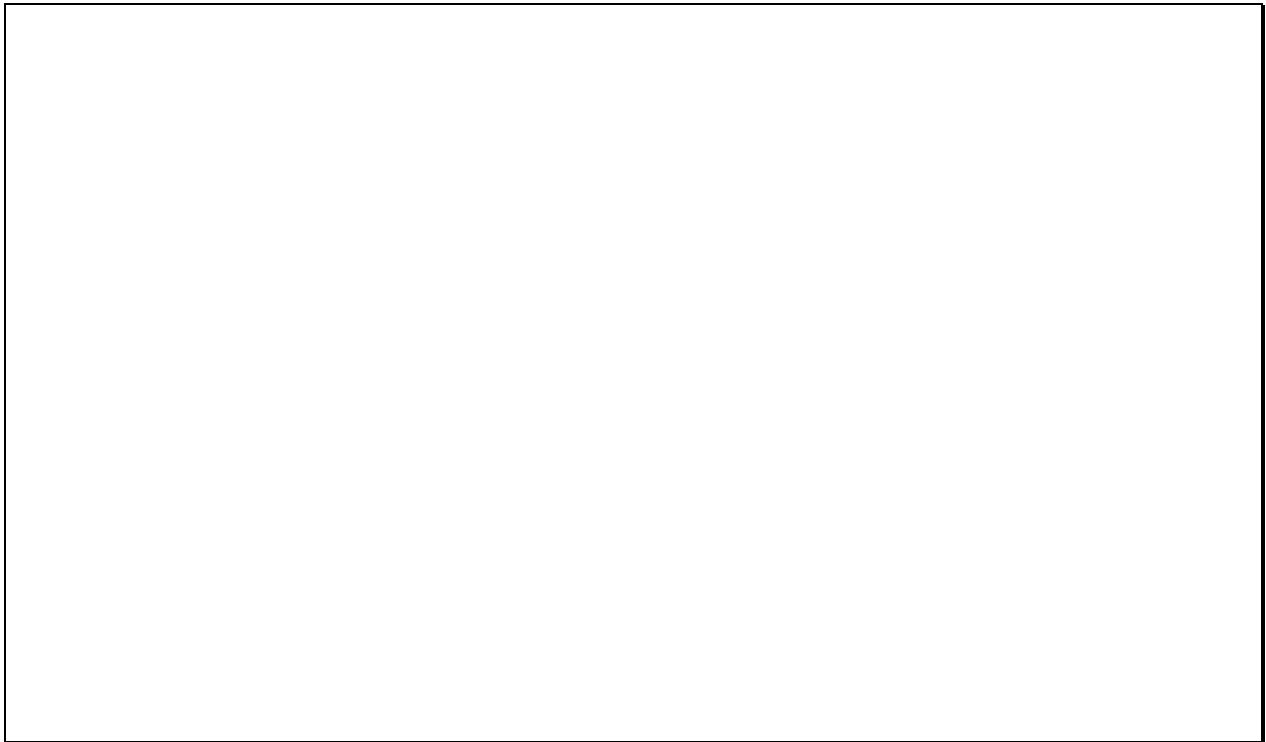
I see \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Utiliza el Demuestra y Cuenta para Representar la Lectura

Common Core Anchor Reading Standard 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Puedes dibujar el significado de la oración, o un párrafo o una página.  
Y si lo demuestras con dibujos, verás lo que aprendes conforme vas leyendo  
Escoge una oración (o párrafo o página).

Haz un dibujo que demuestre lo que dice.



Después enséñale tu dibujo a otro estudiante.  
Pídele a ese estudiante que encuentre la parte que dibujaste.  
Pídeles que escriban lo que ven que dice tu dibujo.

Yo veo \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# CONNECT VOCABULARY AND WRITING TO IMPROVE READING CONPREHENSION

# Connect sight words with reading.

Students will never see sight words by themselves.

## Fry Phrases

Write it down

Who will make it?

What will they do?

Can you see?

A number of people

How many words?

We were here

This is my cat

We like to write.

Up in the air

She said to go

This is a good day.

An angry cat

That dog is big

That dog is big.

See the water

As big as the first

At your house

## Make your own!


**200 Sight Words to Use in Sentences, Paragraphs, and Poems**

Common Core Anchor Writing Standard 2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Here are 200 sight words based on the Fry list. Children can write sentences, paragraphs, and poems using these words and other words they know.

**Fry First Hundred**

a	about	after	again	all	an
and	any	are	as	at	be
been	before	boy	but	by	can
come	day	did	do	down	eat
for	from	get	give	go	good
had	has	have	he	her	here
him	his	how	I	if	in
is	it	just	know	like	little
long	make	man	many	me	much
my	new	no	not	of	old
on	one	or	other	our	out
put	said	see	she	so	some
take	that	the	their	them	then
there	they	this	three	to	two
up	us	very	was	we	were
what	when	which	who	will	with
work	would	you	your		

**Fry Second Hundred**

also	am	another	away	back	ball
because	best	better	big	black	book
both	box	bring	call	came	color
could	dear	each	ear	end	far
find	first	five	found	four	friend
girl	got	hand	high	home	house
into	kind	last	leave	left	let
live	look	made	may	men	more
morning	most	mother	must	name	near
never	next	night	only	open	over
own	people	play	please	present	pretty
ran	read	red	right	run	saw
say	school	seem	shall	should	soon
stand	such	sure	tell	than	these
thing	think	too	tree	under	until
upon	use	want	way	where	while
white	wish	why	year		

## Write to Read: Neighbors

Write a phrase or sentence that tells about each of these words.

WORD: neighbor

---

WORD: family

---

WORD: home

---

WORD: parents

---

WORD: friend

---

## Write to Read: Jobs

1. Talk about these words one at a time. Each one is a kind of job. Talk about what kind of work each worker does.
2. Then write words that tell the work that person does.

teacher

---

doctor

---

cook

---

bus driver

---

parent

---

## Write to Read-- Animal Alphabet

For each alphabet letter, draw or name an animal that starts with that letter.

Letter	animal
a	
b	
c	
d	
e	

Then write a sentence that tells about your favorite animal.



## Visualize Vocabulary When You Read

Common Core Anchor Reading Standard 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

1. Read/listen to a text.
2. As you read, note the words that are important.

## Visualize Vocabulary

*Draw pictures that show important words in this text.*


## Visualiza el Vocabulario Cuando Leas

Common Core Anchor Reading Standard 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

1. Lee un texto.
2. Mientras lees, anota las palabras que sean importantes.

## Visualiza el Vocabulario

*Haz dibujos que demuestre las palabras importantes en este texto.*


## PICTURE WORD BANK

Aligns with Common Core Anchor Reading Standard 4—expand academic vocabulary.

TOPIC: \_\_\_\_\_

WORD	Show what it means. Draw a picture.

Use your pictures to make one big picture about this topic or use your words to write sentences about it.

## BANCO DE PALABRAS DE DIBUJO

Common Core Anchor Reading Standard 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

TEMA: \_\_\_\_\_

PALABRA	Demuestra lo que significa. Haz un dibujo.

Utiliza tus palabras y dibujos para hacer un gran dibujo acerca de este tema.

## TEACHER DEMONSTRATION GUIDE: Picture the Main Idea

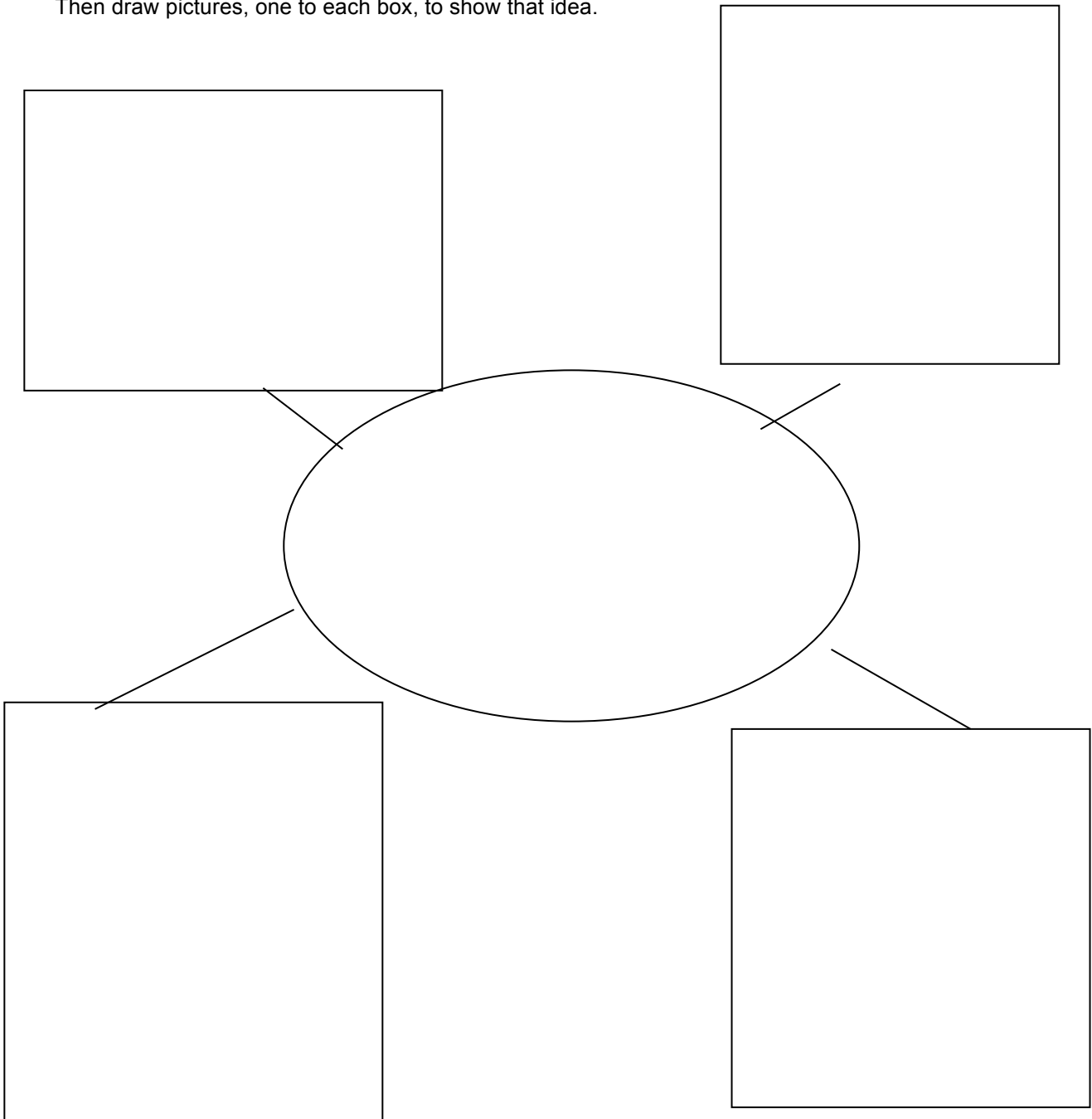
Common Core Anchor Reading Standard 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

You can use this to demonstrate or have students contribute their pictures to a class display.

Figure out the main idea.

Write it in the circle.

Then draw pictures, one to each box, to show that idea.



# TEACHER DEMONSTRATION GUIDE

## Important Words Class Learning Log

Vocabulary + Vocabulary = Ideas

*Each day, write important words from your class.*

<b>M</b>	
<b>T</b>	
<b>W</b>	
<b>T</b>	
<b>F</b>	

**THINK IT THROUGH**

*At the end of the week, students use words from your log to write or dictate what they think is most important about this week's topic.*

# CONTENT ALPHABET

**Topic:** \_\_\_\_\_

Write letters in the first column. Then draw a picture. *You can choose the letters or do the whole*

LETTER	WORD	PICTURE

*Write a sentence with some of your words.*

## Our Important Learning--Teacher Presentation/Summarization Guide

Common Core Anchor Reading Standard 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**What's Important? What we learned that is important.**

TOPIC: \_\_\_\_\_

Important Words


Important Information

--

Important Ideas

--



## Show to Tell: Class Book or Exhibit Maker

Common Core Anchor Writing Standard 2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**FOCUS:** Write the title of each page in a book/part of an exhibit.

**SHOW:** Figure out what picture, photo, or diagram would make your topic clear. Name it or sketch it in the each box.

**TELL:** Note what you will write about.

### What's Important to Know about this Topic

<p>Title: _____</p> <p>What I'll explain:</p>   <p>What I'll show</p> <div style="border: 1px solid black; width: 150px; height: 100px; margin: 0 auto;"></div>	<p>Title: _____</p> <p>What I'll explain:</p>   <p>What I'll show</p> <div style="border: 1px solid black; width: 150px; height: 100px; margin: 0 auto;"></div>	<p>Title: _____</p> <p>What I'll explain:</p>   <p>What I'll show</p> <div style="border: 1px solid black; width: 150px; height: 100px; margin: 0 auto;"></div>	<p>Title: _____</p> <p>What I'll explain:</p>   <p>What I'll show</p> <div style="border: 1px solid black; width: 150px; height: 100px; margin: 0 auto;"></div>
<p>Title: _____</p> <p>What I'll explain:</p>   <p>What I'll show</p> <div style="border: 1px solid black; width: 150px; height: 100px; margin: 0 auto;"></div>	<p>Title: _____</p> <p>What I'll explain:</p>   <p>What I'll show</p> <div style="border: 1px solid black; width: 150px; height: 100px; margin: 0 auto;"></div>	<p>Title: _____</p> <p>What I'll explain:</p>   <p>What I'll show</p> <div style="border: 1px solid black; width: 150px; height: 100px; margin: 0 auto;"></div>	<p>Title: _____</p> <p>What I'll explain:</p>   <p>What I'll show</p> <div style="border: 1px solid black; width: 150px; height: 100px; margin: 0 auto;"></div>

## Muestra Para Informar: Clasificador de Libros o de Exposiciones



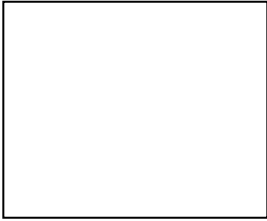
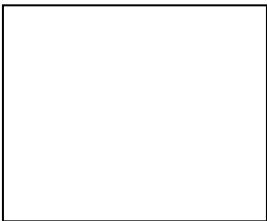
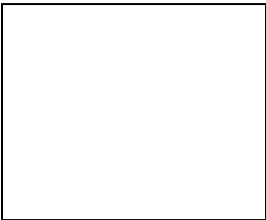
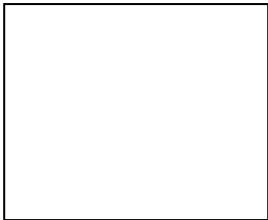
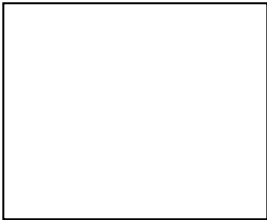

Common Core Anchor Writing Standard 2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**ENFOCA:** Escribe el titular de cada página en un libro/como parte de algún elemento en la exposición.

**MUESTRA:** Decide qué dibujo, foto o diagrama mejor ilustraría tu tema. Nómbralo o dibújalo en cada recuadro.

**INFORMA:** Apunta el tema sobre el que vas a escribir.

### Lo que es importante saber sobre éste tema

<p>Titulo: _____</p> <p>Lo que voy a explicar: _____</p>  <p>Lo que voy a mostrar: _____</p> 	<p>Titulo: _____</p> <p>Lo que voy a explicar: _____</p>  <p>Lo que voy a mostrar: _____</p> 	<p>Titulo: _____</p> <p>Lo que voy a explicar: _____</p>  <p>Lo que voy a mostrar: _____</p> 	<p>Titulo: _____</p> <p>Lo que voy a explicar: _____</p>  <p>Lo que voy a mostrar: _____</p> 
<p>Titulo: _____</p> <p>Lo que voy a explicar: _____</p>  <p>Lo que voy a mostrar: _____</p> 	<p>Titulo: _____</p> <p>Lo que voy a explicar: _____</p>  <p>Lo que voy a mostrar: _____</p> 	<p>Titulo: _____</p> <p>Lo que voy a explicar: _____</p>  <p>Lo que voy a mostrar: _____</p> 	<p>Titulo: _____</p> <p>Lo que voy a explicar: _____</p>  <p>Lo que voy a mostrar: _____</p> 

# PRIMARY CONTENT VOCABULARY

*Civics/Government Vocabulary*

Students can make picture glossaries to focus on each word's meaning.  
 Students can use these words to write to explain a situation.

Add more words to the lists as your students learn about civics and government.

<b>K-1</b>	<b>2</b>	<b>3</b>
<p><b>family</b> = familia</p> <p><b>feelings</b> = sentimientos</p> <p><b>few</b> = pocos</p> <p><b>friend</b> = amigo</p> <p><b>many</b> = varios</p> <p><b>money</b> = dinero</p> <p>neighborhood = <i>vecindario</i></p> <p><b>rule</b> = regla</p> <p><b>share</b> = compartir</p> <p><b>small</b> = pequeño</p> <p><b>today</b> = hoy</p> <p><b>tomorrow</b> = mañana</p> <p><b>yesterday</b> = ayer</p>	<p>choose = <i>escoger</i></p> <p>citizen = <i>ciudadano</i></p> <p>city = <i>ciudad</i></p> <p>community = <i>comunidad</i></p> <p><b>country</b> = país</p> <p><b>court</b> = corte</p> <p>elect = <i>elegir</i></p> <p><b>law</b> = ley</p> <p>lead = <i>dirigir</i></p> <p>leader = <i>líder</i></p> <p><b>rule</b> = regir</p> <p><b>state</b> = estado</p> <p>tax = <i>impuesto</i></p> <p>town = <i>pueblo</i></p>	<p>boundary = <i>límite</i></p> <p>capital = <i>capital</i></p> <p>cause = <i>causa</i></p> <p>century = <i>siglo</i></p> <p>choice = <i>elección</i></p> <p>city council = <i>consejo de la ciudad</i></p> <p>colonist = <i>colonizador</i></p> <p>community = <i>comunidad</i></p> <p>effect = <i>efecto</i></p> <p>government = <i>gobierno</i></p> <p>governor = <i>gobernador</i></p> <p>immigrant = <i>inmigrante</i></p> <p>judge = <i>juez</i></p> <p>lawyer = <i>abogado</i></p> <p>leadership = <i>liderazgo</i></p> <p>mayor = <i>alcalde</i></p> <p>political party = <i>partido político</i></p> <p>reason = <i>razón</i></p> <p>responsibility = <i>responsabilidad</i></p> <p>right = <i>correcto</i></p> <p>suburb = <i>suburbio</i></p>

## Ecology Vocabulary

Students can make picture glossaries to focus on each word's meaning.  
Students can use these words to write to explain a situation.

Add more words to the lists as your students learn about ecology.

<b>K-1</b>	<b>2</b>	<b>3</b>
<p>air = <i>aire</i>                      alive = <i>vivo</i>                      animal = <i>animal</i>                      behind = <i>detrás de</i>                      bird = <i>pájaro</i>                      blue = <i>azul</i>                      body = <i>cuerpo</i>                      body = <i>cuerpo</i>                      brown = <i>marrón</i>                      cloud = <i>nube</i>                      day = <i>día</i>                      far = <i>lejos</i>                      fish = <i>pez</i>                      flower = <i>flor</i>                      green = <i>verde</i>                      in front = <i>en frente</i>                      less = <i>menos</i>                      more = <i>mas</i>                      near = <i>cercano</i>                      night = <i>noche</i>                      plant = <i>planta</i>                      rainbow = <i>arco iris</i>                      sunshine = <i>sol</i>                      tree = <i>árbol</i>                      water = <i>agua</i>                        yellow = <i>amarillo</i></p>	<p>autumn = <i>otoño</i>                      different = <i>diferente</i>                      dinosaur = <i>dinosaurio</i>                      earth = <i>tierra</i>                      eat = <i>come</i>                      farm = <i>granja</i>                      forest = <i>bosque</i>                      frog = <i>rana</i>                      insect = <i>insecto</i>                      lake = <i>lago</i>                      lakeshore = <i>orilla</i>                      measure = <i>medida</i>                      nature = <i>naturaleza</i>                      park = <i>parque</i>                      rain = <i>lluvia</i>                      river = <i>rio</i>                      season = <i>temporada</i>                      seed = <i>semilla</i>                      spring = <i>primavera</i>                      summer = <i>verano</i>                      weather = <i>tiempo</i>                      winter = <i>invierno</i></p>	<p>climate = <i>clima</i>                      degree = <i>grado</i>                      desert = <i>desierto</i>                      environment = <i>ambiente</i>                      egg = <i>huevo</i>                      fern = <i>helecho</i>                      food chain = <i>cadena de alimento</i>                      fruit = <i>fruta</i>                      gas = <i>gas</i>                      grassland = <i>prado</i>                      hatch = <i>trampa</i>                      leaf = <i>hoja</i>                      life cycle = <i>ciclo vital</i>                      liquid = <i>liquido</i>                      migrate = <i>emigre</i>                      mineral = <i>mineral</i>                      moss = <i>musgo</i>                      planet = <i>planeta</i>                      pollen = <i>polen</i>                      root = <i>raiz</i>                      solid = <i>solido</i>                      stem = <i>tallo</i>                      survive = <i>sobreviva</i>                      vegetable = <i>verdura</i></p>

*Technology Vocabulary*

Students can make picture glossaries to focus on each word's meaning.  
Students can use these words to write to explain a situation.

Add more words to the lists as your students learn about technology.

K-1	2	3
air = aire big = grande cold = frio color = color cool = fresco drink = bebida feel = sentir gas = gas hot = caliente light = luz see = vea shape = forma size = tamaño small = pequeño smell = olor solid = solido warm = tibio water = agua wet = moje	few = pocos foot = pie inch = pulgada large = grande little = poco many = muchos metal = metal mile = milla paper = papel rock = piedra short = chico tall = alta wood = madera	balance = <i>equilibrio</i> effort = <i>esfuerzo</i> energy = <i>energia</i> force = <i>fuerza</i> friction = <i>fricción</i> fulcrum = <i>fulcro</i> function = <i>función</i> gravity = <i>gravedad</i> inclined plane = <i>avion inclinado</i> invention = <i>invención</i> lever = <i>palanca</i> machine = <i>máquina</i> mechanical = <i>mecánico</i> motion = <i>movimiento</i> pull = <i>tire</i> pulley = <i>polea</i> simple machine = <i>máquina sencilla</i> slope = <i>cuesta</i> wheel = <i>rueda</i> wheel and axle = <i>rueda y el eje</i> work = <i>trabajo</i>

## Math Vocabulary Kindergarten

Source: Modesto City Schools District; [www.monet.k12.ca.us/math/vocabulary.htm](http://www.monet.k12.ca.us/math/vocabulary.htm)

about – alrededor de (cerca de)	above – arriba de	across – a través de
add – sumar	after – después de	afternoon – la tarde
almost – casi	altogether – todo junto	amount – suma
another – otro/a	answer – respuesta	around – alrededor de
back – el lado dorso (de atrás)	because – porque	before – antes de
begin – comenzar	belongs – pertenece(n)	beside – al lado de
between – entre	black – negro	blue – azul equivalente
book – libro	both – ambos	bottom – la parte de abajo
brown – marrón	calendar – calendario	cent/cents – centavo(s)
change – cambio, sencillo	check – revisar	choose – escoger
circle – círculo	clock - reloj	comes next –viene(n) después
cone - cono	count - contar	cube - cubo
cylinder - cilindro	day - día	difference - diferencia
different - diferente	digit - dígito	digital clock – reloj digital
dime – moneda de diez centavos	doubles – dobles, duplicados	dozen – docena
each – cada	eight - ocho	eighteen - dieciocho
eleven - once	else - más	equals – equivale(n)
equals sign – signo	estimate - estimar	evening – la noche
every - cada	exactly - exactamente	fifteen - quince
fifth - quinto	find - encontrar	first - primero
five - cinco	four – cuatro	twenty - veinte
two - dos	under – abajo de	up - arriba
vertical - vertical	warm – tibio o no muy caliente	Wednesday - miércoles
week - semana	weight - peso	what - qué
which - cual	white - blanco	year - año
yellow - amarillo	yesterday - ayer	zero - cero

## Math Vocabulary First Grade

Source: Modesto City Schools District; <http://www.monet.k12.ca.us/math/vocabulary.htm>

about – alrededor de o cerca de	above – arriba de	across – a través de
add – sumar	addend - sumando	addition sentence – oración de sumar
alter – alterar o modificar	afternoon – la tarde	almost – casi
altogether – todo junto	always – siempre	amount – cantidad
another – otro u otra	answer - respuesta	around – alrededor de
attributes - atributos	back – el lado dorso o atrás	bar graph – gráfica de barras
because - porque	before – antes (de)	begin - empezar
behind – atrás de	belongs – pertenece(n)	below – abajo (de)
beside – al lado (de)	between - entre	black - negro
blue - azul	book - libro	both - ambos
bottom – la parte de abajo	brown - marrón	calendar - calendario
cent(s) – centavo(s)	centimeter - centímetro	certain – cierto
change - cambiar	check - revisar	choose - escoger
circle - círculo	clock - reloj	comes next – viene(n) después
compare - comparar	cone - cono	corner – esquina
count - contar	cube - cubo	cup – tasa o copa
cylinder – cilindro	data - data	day - día
days of the week – días de la semana	difference - diferencia	different - diferente
digit - dígito	digital clock – reloj digital	dime – moneda de diez centavos
doubles – dobles o duplicados	down - abajo	dozen - docena
each - cada	eight - ocho	eighteen - dieciocho
eleven – once	else - más	equals – equivale(n)
equals sign – signo igual	equation - ecuación	estimate - estimar
evening - noche	every - cada	exactly – exacto o exacta
expression - expresión	fact family – familia de operaciones	far – lejos (de)
fifteen - quince	fifth - quinto	find - encontrar
first – primer o primero	five - cinco	four - cuatro
fourteen - catorce	fourth - cuarto	Friday - viernes
from - de	front - frente	graph - gráfica
green – verde	group - grupo	guess - adivinar
half – la mitad	half-hour – media hora	heavier – más pesado
heaviest – el (la) más pesado(a)	holds least – contiene menos que todos	holds less – contiene menos
holds more – contiene más	holds most – contiene más que todos	horizontal -horizontal
hot - caliente	hour - hora	hour hand – la mano de la hora
how - cómo	impossible - imposible	in front – en el frente
inch - pulgada	increase - aumentar	inside - dentro
is equal to – es equivalente a	is greater than – es mayor de	is less than – es menos de
join - juntar	kilogram – kilogramo	large - grande
largest – el o la más grande	least likely – el o la menos probable	left - izquierda
less - menos	less than – menos de	lighter – más liviano
lightest – el o la más liviano(a)	liter - litro	longer – más largo
longer time – tiempo más largo	made – hecho	make - hacer
longest – el más largo de todos		



many - muchos	mark – marcar	match - pareja
measure - medida	medium - medio	middle - medio
minus sign – signo de resta	minute - minuto	minute hand – minutero
missing - perdido	Monday - lunes	month - mes
more - más	more likely – más probable	more than – más de
morning - la mañana	most – la mayoría	much - mucho
near – cerca de	never - nunca	next to – al lado de
nickel – moneda de cinco centavos	night - noche	nine - nueve
nineteen - diecinueve	not - no	number - número
number line – recta numérica	number sentence – oración numérica	one - uno
one hundred - cien	orange - naranja	order - orden
outside - fuera	over – en cima de	parallelogram - paralelogramo
pattern - patrón	penny – moneda de un centavo	picture – foto o retrato
picture graph - pictográfica	pink - rosado	pint - pinta
plus sign – signo de suma	position – posición	pound - libra
purple – púrpura o violeta	put – poner o colocar	pyramid - pirámide
quart - cuarto	quarter – moneda de 25 centavos	rectangle – rectángulo
rectangular prism – prisma rectangular	regroup – agrupar de nuevo	related facts – operaciones relacionadas
rhombus - rombo	right – la derecha o que algo es cierto	row - fila
same - igual	same/different – igual/diferente Saturday – sábado	second - segundo
separate - separado	seven - siete	seventeen - diecisiete
shape - figura	short – corto o bajo (chaparro)	shorter – más corto o más bajo
shorter time – tiempo más corto	shortest – el más corto de todos	show - mostrar
side – el lado	six - seis	sixteen - dieciséis
small - pequeño	smallest – el más pequeño	some - algún
sort - tipo	sphere - esfera	square - cuadrado
subtract - restar	subtraction sentence – oración de resta	sum – la suma
Sunday - domingo	symmetry - simetría	table – mesa o tabla
taller – más alto	tallest – el más alto	tally mark – tacha para contar
temperature - temperatura	ten - diez	tens – decenas (grupos de diez)
third - tercero	thirteen - trece	three - tres
Thursday - jueves	time - tiempo	today - hoy
tomorrow - mañana	top – el más alto o que está en cima	total - total
triangle - triángulo	Tuesday - martes	twelve - doce
twenty - veinte	two - dos	under – abajo de
up - arriba	vertical - vertical	warm – tibio o no muy caliente
Wednesday - miércoles	week - semana	weight - peso
what - qué	which - cual	white - blanco
year - año	yellow - amarillo	yesterday - ayer
zero - cero		

## Math Vocabulary Second Grade

Source: Modesto City Schools District; <http://www.monet.k12.ca.us/math/vocabulary.htm>

above – arriba de	across – a través de	activity - actividad
activities - actividades	add - sumar	addend - sumando
addition sentence – oración de suma	alter – alterar o cambiar	afternoon – la tarde
agree - concordar	almost - casi	already - ya
altogether – todo junto	always - siempre	amount - cantidad
another – otro u otra	answer - respuesta	around – alrededor de
arrange - arreglar	attributes - atributos	back – el lado dorso o atrás de algo
bar graph – gráfica de barras	because - porque	before – antes (de)
begin - empezar	behind - atrás	belongs – pertenece(n)
below – abajo (de)	beside – al lado de	best – el o la mejor
between - entre	black - negro	blank - blanco
blocks - bloques	blue - azul	book - libro
both - ambos	bottom – el fondo o la parte de abajo	bought – comprado
brown – marrón o de color café	build - construir	buy - comprar
calendar - calendario	cent - centavo	cents - centavos
centimeter (cm) - centímetro	certain - cierto	change - cambiar
chart - diagrama	check - revisar	choose - escoger
circle - círculo	clock - reloj	closest – el o la más cerca
comes next – viene(n) después	compare - comparar	completely - completamente
cone - cono	congruent - congruente	contents - contenidos
corner - esquina	correct - correcto	cost - costo
could – podría(n)	count - contar	cube - cubo
cup (c) - taza	cylinder - cilindro	data - datos
day - día	days of the week – días de la semana	decimal point – punto decimal
decrease – disminuir	describe - describir	difference - diferencia
different - diferente	digit - dígito	digital clock – reloj digital
dime – moneda de diez centavos	directions - direcciones	distance - distancia
divide - dividir	division sentence – oración de división	dollar - dólar
dollar sign – signo del dólar	doubles – dobles o duplicados	down - abajo
dozen - docena	each - cada	edge – arista
eight - ocho	eighteen - dieciocho	elapsed time – tiempo ocurrido
eleven - once	else - más	enough - suficiente
equal – equivalente o igual a algo	equal groups – conjuntos equivalentes	equal to – equivalente a
equals sign – signo igual	equation - ecuación	estimate - estimar
even – igual o parejo	evening – la noche	every - cada
exactly - exactamente	explain - explicar	expression - expresión
extra – extra (que sobra)	face - cara	fact family – familia de operaciones
Fahrenheit (OF) – grados Fahrenheit	false - falso	far – lejos
favorite - favorito	fewer than – menos de	fifteen - quince
fifth - quinto	find - encontrar	found - encontrado
first - primero	five - cinco	foot (ft) - pie
four - cuatro	fourteen - catorce	fourth - cuarto
fraction - fracción	Friday – viernes	from - de
front – frente	graph - gráfica	greater than – más grande que
greatest – el más grande	green - verde	group - grupo
guess - adivinar	half – la mitad	half-dollar – moneda de 50 centavos
half-hour – media hora	happen - suceder	heavier – más pesado
heaviest – el (la) más pesado(a)	height – altura o de alto	holds least – contiene menos que todos
holds less – contiene menos	holds more – contiene más	holds most – contiene más que todos

horizontal - horizontal	hot - caliente	hour - hora
hour hand – la manecilla de la hora	how - cómo	hundreds - cientos
identify - identificar	identifies – (he, she, it) identifica	important - importante
impossible - imposible	in front – enfrente	inch (in.) - pulgada
incorrect – incorrecto(s)	increase - aumentar	information - información
inside - dentro	join - juntar	kilogram (kg) - kilogramo
know – saber o conocer	label – etiqueta (clasificar)	large - grande
largest – el o la más grande	least – el o la menos	least likely – el o la menos probable
left – la izquierda o lo que queda	length – largo o de largo	less - menos
less than – menos que (de)	lighter – más liviano(a)	lightest – el (la) más liviano(a)
line of symmetry – eje de simetría	liquid - líquido	list - lista
liter (L) - litro	locate - localizar	longer – más largo
longer time – un tiempo más largo	longest – el (la) más largo(a)	made - hecho
make - hacer	many – mucho(s)	mark - marcar
match - pareja	means - medios	measure - medir
medium - medio	meter (m) - metro	middle – el medio o el intermedio
might – tal vez	minus sign – signo de resta	minute - minuto
minute hand – el minuterero	missing - perdido	model - muestreo
Monday - lunes	money - dinero	month - mes
more - más	more likely – más probable	more than – más que (de)
morning – la mañana	most – la mayoría	most often – más a menudo
much - mucho	multiplication - multiplicación	multiply - multiplicar
near – cerca de	never - nunca	next to – al lado de
nickel – moneda de cinco centavos	night – la noche	nine - nueve
nineteen – diecinueve	none - ninguno	not - no
not here (NH) – aquí no (que no está)	number - número	number line – recta numérica
number sentence – oración numérica	numeral - numeral	objects - objetos
odd - impar	often – a menudo	once – una vez
one – uno(a)	one-fourth – un cuarto	one hundred - cien
ones - unos	orange – anaranjado (color de naraja)	order - orden
outside - fuera	over – en cima de	pair - pareja
parallel – paralelo(a)	parallelogram - paralelogramo	part - parte
passage - pasaje	pattern – patrón	penny – moneda de un centavo
perimeter - perímetro	pictograph - pictografía	picture – foto o imagen
picture graph - pictograma	pieces – pedazos o piezas	pink - rosado
pint - pinta	plus sign – signo de suma	position - posición
possible - posible	pound (lb) - libra	predict - predecir
price - precio	problem - problema	product - producto
prove – comprobar	purchase - comprar	purple – púrpura o violeta
put – poner o colocar	pyramid - pirámide	quart (qt) – cuarto de galón
quarter - cuarto	quarter-hour – cuarto de una hora	question - pregunta
range - rango	receive - recibir	recorded – grabar o registrar

rectangle - rectángulo	rectangular prism – prisma rectangular	regroup – agrupar nuevamente
related facts – operaciones relacionadas	remainder – residuo	rhombus - rombo
right – la derecha o que algo es cierto	right angle – ángulo recto	round – redondear
row - fila	ruler - regla	same - igual
Saturday - sábado	store - puntaje	second - segundo
seconds - segundos	section - sección	separate – separado(a)
sequence - secuencia	seven - siete	seventeen - diecisiete
shaded – oscuro, sombreado	shape - figura	share - compartir
short – corto o bajo (chaparro)	shorter – más corto o bajo	shorter time – un tiempo más corto
shortest - el o la más corto(a)	show - mostrar	sides - lados
single - singular	six - seis	sixteen - dieciséis
sixty - sesenta	small – pequeño(a)	smallest – el o la más pequeño(a)
sold - vendido	solution - solución	solve - resolver
some – algunos(as)	sort – tipo	space - espacio
spend - gastar	spent - gastado	sphere - esférico
spinner – aguja giratoria	square - cuadrado	subtract - sustraer
subtraction sentence – oración de resta	sum – la suma	Sunday - domingo
symbol - símbolo	symmetry - simetría	table – tabla (como la tabla de 3)
taller – más alto(a)	tallest – el o la más alto(a)	tally marks – marcas de conteo
temperature - temperatura	ten - diez	tens - decenas
third - tercero	thirteen - trece	three - tres
Thursday - jueves	time - tiempo	time lapsed – tiempo transcurrido
today - hoy	tomorrow - mañana	top – el tope, más alto,
toss - tirar	total - total	triangle - triángulo
true - verdad	Tuesday - martes	twelve - doce
twenty - veinte	two - dos	under – abajo (de)
unit - unidad	up - arriba	unshaded – no sombreado, claro
used - usado	value - valor	vertex - vértice
vertices – vértices	vertical - vertical	warm – tibio, ni caliente ni frío
Wednesday - miércoles	week - semana	weight - peso
what - qué	which - cuál	white - blanco
width – anchura, de ancho	year - año	yellow - amarillo
yesterday - ayer	zero - cero	

## PARENT RESOURCES

## Guiding Careful Reading

### How to start:

- Explain why you want to help the student read
- Explain that you will ask questions and **wait** for answers and then ask another question to help learn more from the reading.
- Ask the student to tell you about reading—what he or she likes to read.

### How to guide:

Ask the student to look at the page or the book and tell how it is set up.

For example

- If it has a title what is the title.
- If it has pictures what do they show.
- How many paragraphs it has.

**Then start with the first paragraph.** Ask the child to read it aloud to you. If the student has difficulty pronouncing a word but can move to the next one, don't stop. If the student can't read it, then you read it aloud and after each sentence ask the student to read that sentence now that you have shown how to read it.

**At the end of each paragraph,** ask a question. Ask the student to answer it and explain where in the paragraph he or she found the information to answer it.

**At the end of a page or a part,** ask the child to go back and tell what he or she liked best.

Then ask, what was important in that part.

If the student makes a mistake or cannot figure out the answer, help by thinking aloud with the student.

### **Always be positive.**

Encourage the student to get more and more independent.

You are modeling how to read thoughtfully.

The student needs to take the time to develop the strategies to read thoughtfully.