



Interactive!



Resource Selector Tool

Click a button below to find resources to teach *Ready Reading* for Grades K–8 and *Ready Writing* for Grades 2–5.

I need resources for ...

Instruction

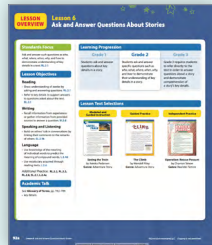
Differentiation

Assessment

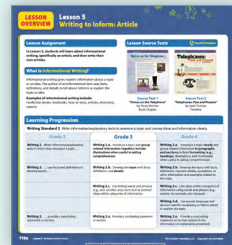
Teacher Support

I need instructional resources to help students ...

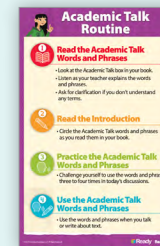
Master grade-level reading standards



Master grade-level writing standards



Navigate complex texts



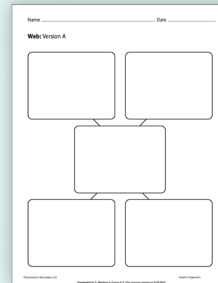
Engage in skill-specific learning



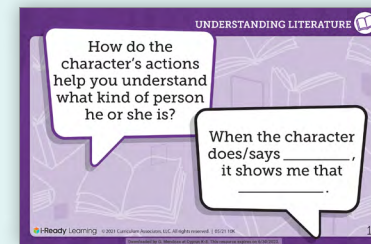
Build language, convention, and vocabulary knowledge



Organize thoughts



Engage in discourse



Ready Reading Lessons

Ready Reading lessons teach reading standards through connected tasks that integrate writing, speaking and listening, and language standards. Students build confidence through a week-long gradual-release model that includes close reading of complex texts and citing text-based evidence. Lessons follow a consistent model of Read, Think, Talk, and Write that fosters engagement and builds autonomy.

LESSON OVERVIEW Lesson 6 Ask and Answer Questions About Stories

Standards Focus
Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. **RI.2.1**

Lesson Objectives
Reading
• Show understanding of stories by asking and answering questions. **RI.2.1**
• Refer to key details to support answers to questions asked about the text. **RI.2.1**
Writing
• Recall information from experiences or gather information from provided sources to answer a question. **W.2.8**
Speaking and Listening
• Build on others' talk in conversations by linking their comments to the remarks of others. **SL.2.3b**
Language
• Use knowledge of the meaning of individual words to predict the meaning of compound words. **L.2.4d**
• Use vocabulary acquired through reading texts. **L.2.6**
Additional Practice: **RI.2.2, RI.2.3, RI.2.6, RI.2.1, L.2.4e**
Academic Talk
• See Glossary of Terms, pp. 182-189
• Key details

Learning Progression
Grade 1
Students ask and answer questions about key details in a story.
Grade 2
Students ask and answer specific questions such as who, what, where, when, why, and how to demonstrate their understanding of key details in a story.
Grade 3
Grade 3 requires students to refer directly to the text in order to answer questions about a story and demonstrate comprehension of a story's key details.

Lesson Text Selections
Modeled and Guided Instruction
Guided Practice
Independent Practice

Saving the Train
by Arminia Pedersen
Genre: Adventure Story

The Climb
by Wendell Riley
Genre: Adventure Story

Operation: Rescue Passum
by Charman Simon
Genre: Realistic Fiction

92a Lesson 6: Ask and Answer Questions About Stories

Lesson 6 Overview

Lesson Pacing Guide 30-45 minutes per day

Whole Class Instruction

Day 1
Teacher ToolBox.com Interactive Tutorial
Ask and Answer Questions About Stories
20 min (optional)
Introduction pp. 92-93
• Read Ask and Answer Questions About Stories 10 min
• Think 10 min
• Graph Organizer: Two-Column Chart
• Talk 5 min
• Quick Write (TRB) 5 min

Day 2
Modeled and Guided Instruction pp. 94-95, 98
• Read Saving the Train 10 min
• Think 10 min
• Graph Organizer: Two-Column Chart
• Write Short Response 10 min

Day 3
Guided Practice pp. 96-97, 99
• Read The Climb 10 min
• Think 10 min
• Talk 5 min
• Write Short Response 10 min

Day 4
Independent Practice pp. 100-103
• Read Operation: Rescue Passum 15 min
• Think 10 min
• Write Short Response 10 min

Day 5
Independent Practice pp. 100-105
• Review Answer Analysis (TRB) 10 min
• Review Response Analysis (TRB) 10 min
• Assign and Discuss Learning Target 10 min

Language Handbook
Lesson 16: Using a Dictionary to Check Spelling, pp. 430-431
20 min (optional)

Small Group Differentiation
Teacher ToolBox.com
Reteach
Ready Reading Prerequisite Lesson
Grade 1
• Lesson 1: Asking Questions
• Read About Lessons A, B
• Lesson 2: Describing Characters
• Read About Lessons A, C
• Lesson 3: Describing Setting
• Read About Lessons A, D
• Lesson 4: Describing Events
• Read About Lessons B, D
Teacher-led Activities
Tools for Instruction
• Key Ideas and Details

92b Lesson 6: Ask and Answer Questions About Stories

How to Use Them:

Use these week-long lessons as whole class instruction. Each day of instruction is designed for 30–45 minutes but can be adapted for shorter time periods.

- **Day 1: Introduction:** Set goals and objectives and introduce lesson content.
- **Day 2: Modeled and Guided Instruction:** Model with a think aloud and encourage pairs of students to participate.
- **Day 3: Guided Practice:** Provide support.
- **Days 4 and 5: Independent Practice:** Support as needed.

Where to Find Them:

Teacher Toolbox >
Classroom Resources >
All lessons

Teacher Toolbox Support for Tutoring and At-Home Learning

Program: Ready Subject: Reading Grades: K 1 2 3 4 5 6 7 8

Program Implementation Classroom Resources Assessment Practice

Whole Class	Small Group Differentiation
Instruct	Assess
Interactive Tutorials	Reteach
Ready Instruction Book	Teacher-led Activities
Interim Assessments	Tools for Scaffolding Comprehension
Prerequisite Ready Lessons	Tools for Instruction
Unit 1: Key Ideas and Details in Informational Text	
Unit 1: Unit Opener	
Lesson 1: Ask and Answer Questions About Key Ideas	
Lesson 2: Finding Main Idea and Details	
Lesson 3: Reading About Time and Sequence	
Lesson 4: Describing Cause and Effect	

Ready Writing Lessons (Grades 2–5)

Ready Writing lessons teach grade-appropriate writing skills, aligned with the standards. Each lesson guides students through an eight-step writing process: study a mentor text, unpack your assignment, gather evidence, organize your evidence, draft, revise, publish, and present. There are six lessons per grade. Each lesson is intended to take 15 45-minute blocks but can be adjusted for different time periods.

LESSON OVERVIEW

Lesson 5

Writing to Inform: Article

Lesson Assignment

In Lesson 5, students will learn about informational writing, specifically an article, and then write their own articles.

What is Informational Writing?

Informational writing gives readers information about a topic or an idea. The author of an informational text uses facts, definitions, and details to tell about (inform) or explain the topic or idea.

Examples of informational writing include: nonfiction books, textbooks, how-to texts, articles, directions, reports

Lesson Source Texts

Source Text 1
"Voices on the Telephone"
by Paula Morrow
Book Chapter

Source Text 2
"Telephones: Past and Present"
by Jarell Thomas
Timeline

Learning Progression

Writing Standard 2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Grade 2	Grade 3	Grade 4
Writing 2.1 Write informative/explanatory texts in which they introduce a topic ...	Writing 2.a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	Writing 2.a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings, illustrations, and multimedia) when useful to aiding comprehension.
Writing 2.2 ... use facts and definitions to develop points ...	Writing 2.b. Develop the topic with facts, definitions, and details.	Writing 2.b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
	Writing 2.c. Use linking words and phrases (e.g., also, another, and more, but) to connect ideas within categories of information.	Writing 2.c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
	Writing 2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	Writing 2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
Writing 2.3 ... provide a concluding statement or section.	Writing 2.e. Provide a concluding statement or section.	Writing 2.e. Provide a concluding statement or section related to the information or explanation presented.

Lesson 5 Overview

Academic Vocabulary

- affect** to have an effect on; to make a difference to
- categories** groups of people or things that have something in common
- discover** to see, find, or learn about something for the first time
- improve** to make or become better
- logical** reasonable; based on clear, sound reasoning

Ready Reading Connection

Pacing
Teach Writing Lesson 5 after Reading Lesson 17.

Shared Theme
Reading Lesson 17
• Looking at Inventions

In Reading Lesson 17, students read about several types of inventions and the problems they solve, which prepares them to critically examine the invention of the telephone in Writing Lesson 5.

Related Reading Skills
Lesson 10 Text Features RI.3.5
In order for students to comprehend the Writing source texts (pp. 120–127), they must acquire information from text features including images, lengthy captions, and the question-and-answer format of interviews.

Lesson 17 Connecting Words and Pictures in Informational Text RI.3.7
To complete the writing assignment, students must analyze information from both photographs and facts in the source texts.

Lesson Resources

- Rubric for Informational Writing** page 141f
- Informational Writing Checklist: Article** page 141k
- Organizing Evidence Chart** page 141l
- Conference Prompts** pages 141m–141n
- Lesson Writing Samples** pages 141o–141r

All student and teacher resources are also available at teacher-toolbox.com

Lesson Pacing Guide

45 minute writing block

Day 1 pp. 110–113	Day 2 pp. 114–117	Day 3 pp. 120–127	Days 4–5 pp. 118–127
<ul style="list-style-type: none"> Lesson Introduction Step 1 Study a Mentor Text 	<ul style="list-style-type: none"> Step 2 Unpack Your Assignment Review The Research Path 	<ul style="list-style-type: none"> Read source texts 	<ul style="list-style-type: none"> Step 3 Find Text Evidence Reread source texts
Days 6–8 pp. 128–131 <ul style="list-style-type: none"> Think It Through Step 4 Organize Your Evidence 		Days 9–10* pp. 132–135 <ul style="list-style-type: none"> Step 5 Draft <p>*Using the optional conclusion reproducible on pp. 141h–141i will add a day.</p>	
Days 11–12 pp. 136–139 <ul style="list-style-type: none"> Steps 6–7 Revise 		Day 13 pp. 140–141 <ul style="list-style-type: none"> Step 8 Edit 	Day 14 p. 141e <ul style="list-style-type: none"> Prepare to Publish Interact and Collaborate
		Day 15 p. 141f <ul style="list-style-type: none"> Present Writing Reflection 	

How to Use Them:

Use these lessons in conjunction with *Ready Reading* to provide students with comprehensive writing instruction.

Where to Find Them:

Teacher Toolbox for
Ready Writing >
Classroom Resources >
All lessons

Teacher Toolbox

Support for Tutoring and At-Home Learning

Program: Ready Subject: Writing

Grades: 2 3 4 5

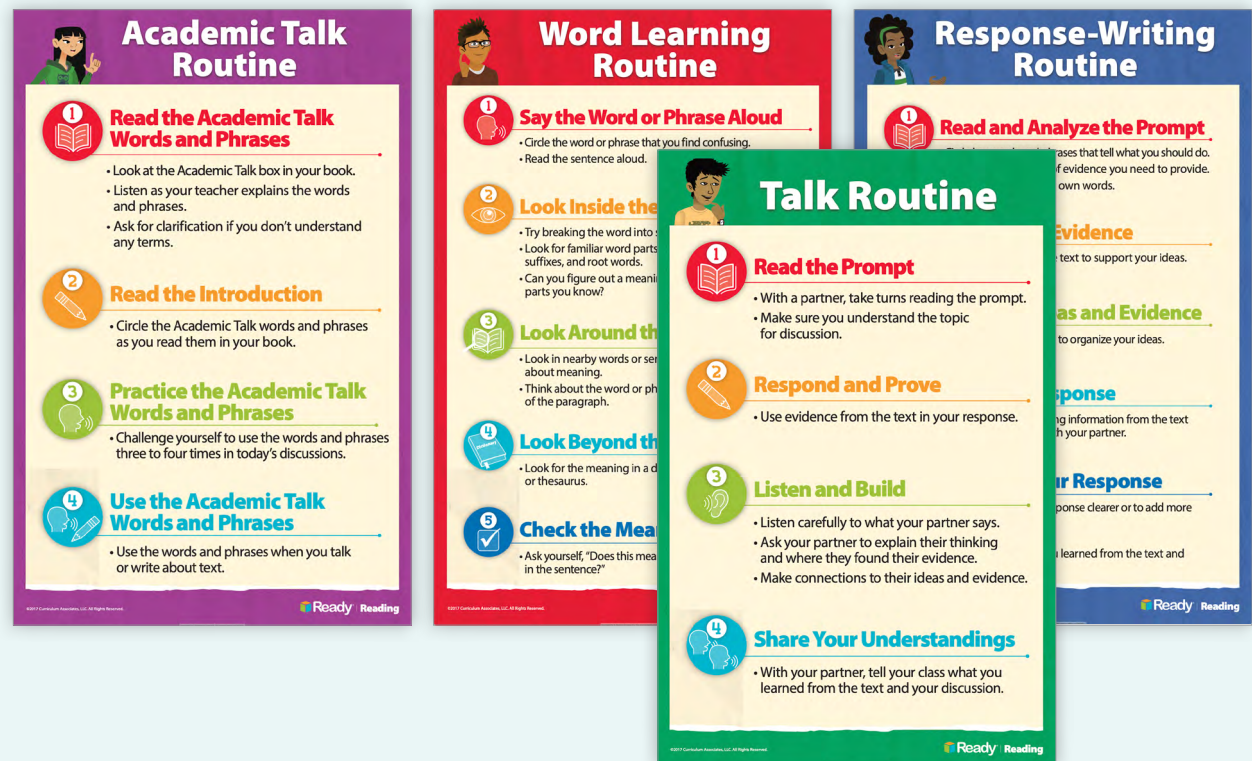
Program Implementation Classroom Resources Program-Level Evaluation Tools

Teach	Evaluation Tools			
Ready Instruction Book	Student Checklists	Conference Prompts	Rubrics & Exemplar Writing Samples	
Lesson 1: Writing to Inform: Report				
Lesson 2: Writing in Response to Literature: Essay				
Lesson 3: Writing an Opinion: Essay				

Ready Reading Routines Posters

(Grades 2–5)

These posters act as quick reference tools for students using the four Learning Routines: Academic Talk, Word Learning, Talk, and Response-Writing to access, analyze, and respond to complex texts in *Ready Reading*.

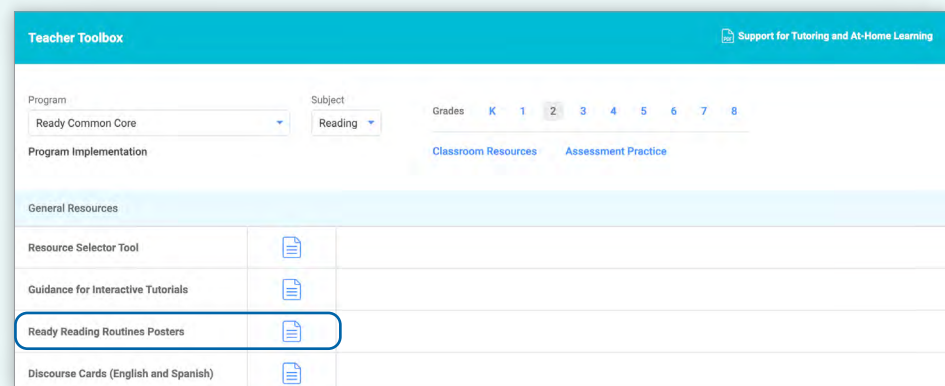


How to Use Them:

Print and hang these posters around the classroom and refer to them during daily instruction. Encourage students to reference them as they are engaging with texts.

Where to Find Them:

Teacher Toolbox >
Grades 2–5 >
Program Implementation >
Ready Reading Routines
Posters



Interactive Tutorials

Interactive Tutorials are digital, interactive lessons with skill-specific content and embedded scaffolding. You will find each tutorial is related to a topic found in the lesson.

If your students are using *i-Ready Personalized Instruction*, you can find the same instructional content in online lessons with the same title. However, Interactive Tutorials cannot be assigned like lessons, and there are no embedded quizzes at the end of Interactive Tutorials like there are in some Personalized Instruction lessons.



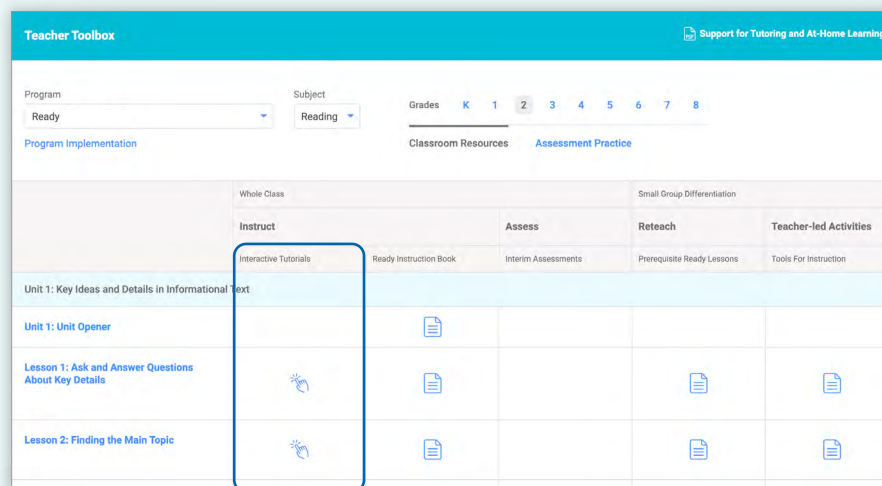
How to Use Them:

Incorporate these 10- to 15-minute lessons into whole class instruction by projecting from a teacher computer or smartboard for an interactive supplement to textbook instruction.

For more support, refer to the [Guidance for Interactive Tutorials](#).

Where to Find Them:

Teacher Toolbox >
Classroom Resources >
Whole Class >
Instruct >
Interactive Tutorials



Language Handbook Lessons (Grades 2–8)

Lessons in the Language Handbook teach conventions of standard English, knowledge of language, and vocabulary acquisition and use.

Lesson 4 Adjectives

Introduction An adjective is a word that tells something about a noun. When you write, you can use adjectives to help your readers picture what you are describing. Some adjectives tell what kind. They describe how something looks, feels, sounds, tastes, or smells. In the example below, blue describes the noun ocean. Cold describes water.

We swam in the blue ocean. The water was cold.

Other adjectives tell how many there are of something.

We saw three whales. There were many dolphins.

What Kind old, calm, bright, damp, noisy, sour, smoky
How Many three, twelve, forty, many, several, some

Guided Practice Underline the adjective or adjectives in each sentence. Then draw an arrow from each adjective to the noun that it tells about.

HINT Sometimes an adjective comes after the noun it describes. When this happens, other words usually come between the noun and adjective.

- The Davis family goes to a beautiful beach in July.
- The dunes at the beach are huge.
- Maddy loves to feel the soft sand between her toes.
- She likes to jump in the foamy waves.
- The warm air smells salty from the ocean.
- Little Chloe digs in the wet sand.
- Yesterday, she found several shells.
- Three shells were round.

Independent Practice

For numbers 1–3, choose the word in each sentence that is an adjective.

- The cottage they stay in is two blocks from the ocean.
A two
B cottage
C stay
D ocean
- Father takes the happy children to the beach.
A to
B happy
C beach
D children
- The children like the smell of the tangy air.
A The
B like
C smell
D tangy

In numbers 4 and 5, what does the adjective in each sentence describe?

- The hot sand burns in the sun.
A how the sand looks
B how the sand sounds
C how the sand smells
D how the sand feels
- The water is salty.
A how the water feels
B how the water looks
C how the water tastes
D how the water sounds

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B how the sand sounds
C how the sand smells
D how the sand feels
- The water is salty.
A how the water feels
B how the water looks
C how the water tastes
D how the water sounds

Scaffolded Instruction

Use Adjectives

Ask students to draw or paint a picture of a place they would like to go. The place can be real or imaginary.

Once students have completed their artwork, ask them to write the name of something in the picture and add adjectives that describe the thing they drew.

Extend the activity by asking students to write about the location they pictured, using the adjectives they wrote.

How to Use Them:

Use these 15- to 20-minute lessons for whole class instruction or small group differentiation.

Where to Find Them:

Teacher Toolbox >
Grades 2–8 >
Classroom Resources >
Scroll down to below
Ready Reading lessons

Teacher Toolbox

Program: Ready Subject: Reading Grades: K 1 2 3 4 5 6 7 8

Program Implementation Classroom Resources Assessment Practice

Whole Class	Small Group Differentiation
Instruct	Assess Reteach Teacher-led Activities
Interactive Tutorials Ready Instruction Book	Interim Assessments Prerequisite Ready Lessons Tools for Instruction

Unit 6: End-of-unit Resources

Language Handbook

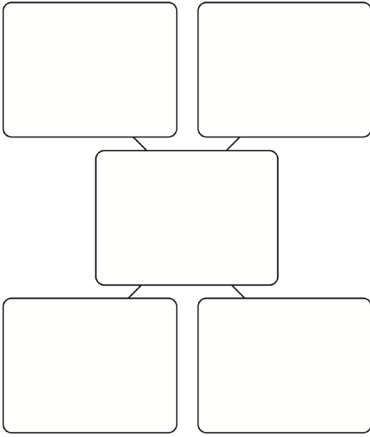
Instruction Book	Prerequisite Lessons
Unit 1: Conventions of Standard English	
Lesson 1: Nouns	

Graphic Organizers

Graphic organizers are blank templates that can be used with any lesson to organize thoughts and learning. Some examples are column charts, cause-and-effect charts, webs, and main idea charts.

Name _____ Date _____

Web: Version A

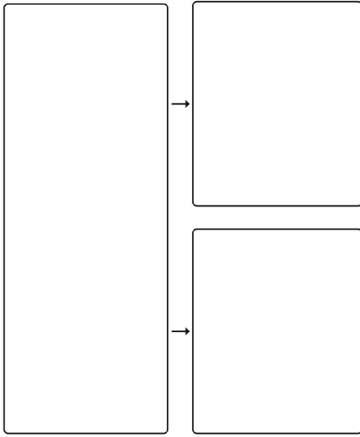


A web graphic organizer template with a central box connected to four surrounding boxes (top-left, top-right, bottom-left, bottom-right) by lines.

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Name _____ Date _____

Cause and Effect Chart: Version A

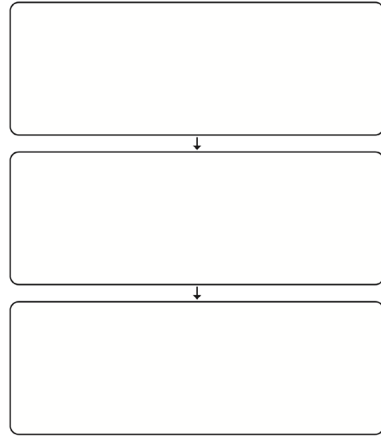


A cause and effect chart graphic organizer template with two vertical boxes on the left and two vertical boxes on the right, connected by arrows pointing from left to right.

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Name _____ Date _____

Sequence Chart



A sequence chart graphic organizer template with three horizontal boxes connected by downward-pointing arrows.

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How to Use Them:

Print these resources ahead of reading or discussion to support students as they organize and document their thoughts.

Where to Find Them:

Teacher Toolbox >
Program Implementation >
Graphic Organizers

Teacher Toolbox Support for Tutoring and At-Home Learning

Program: Subject: Grades:

Program Implementation: [Classroom Resources](#) [Assessment Practice](#)

General Resources

Resource Selector Tool		
Guidance for Interactive Tutorials		
Ready Reading Routines Posters		
Discourse Cards (English and Spanish)		

2016

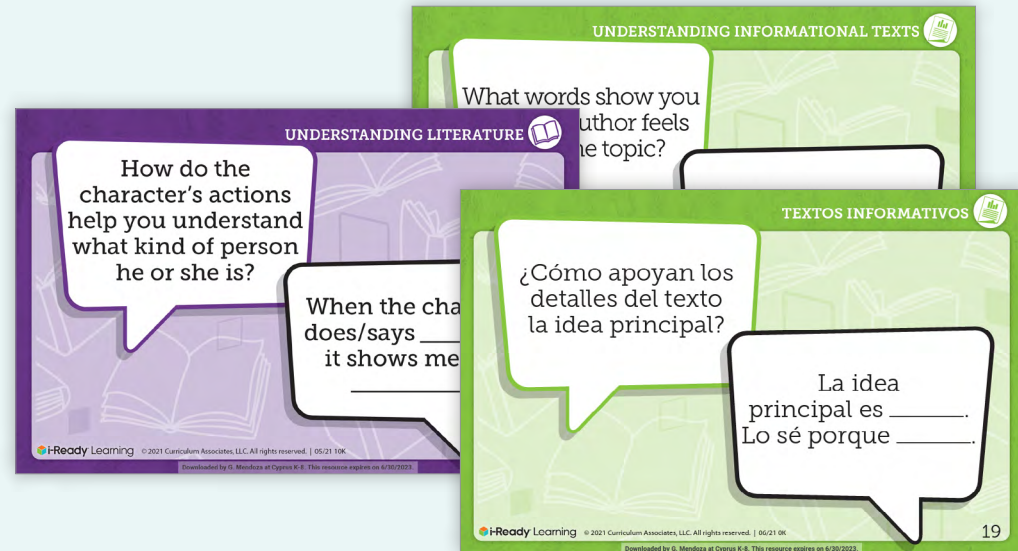
Glossary of Terms - Academic Talk		
Writing Rubric		
Graphic Organizers		

Discourse Cards (English and Spanish)

Discourse Cards are questions and response prompts to encourage meaningful discussions and deep comprehension of texts.

They are divided into five focus categories, including Academic Talk, Understanding Literature, Knowledge Building, Word Learning, and Understanding Informational Texts.

You will also find a correlations chart that specifies which cards support which standards in reading, speaking and listening, and language.



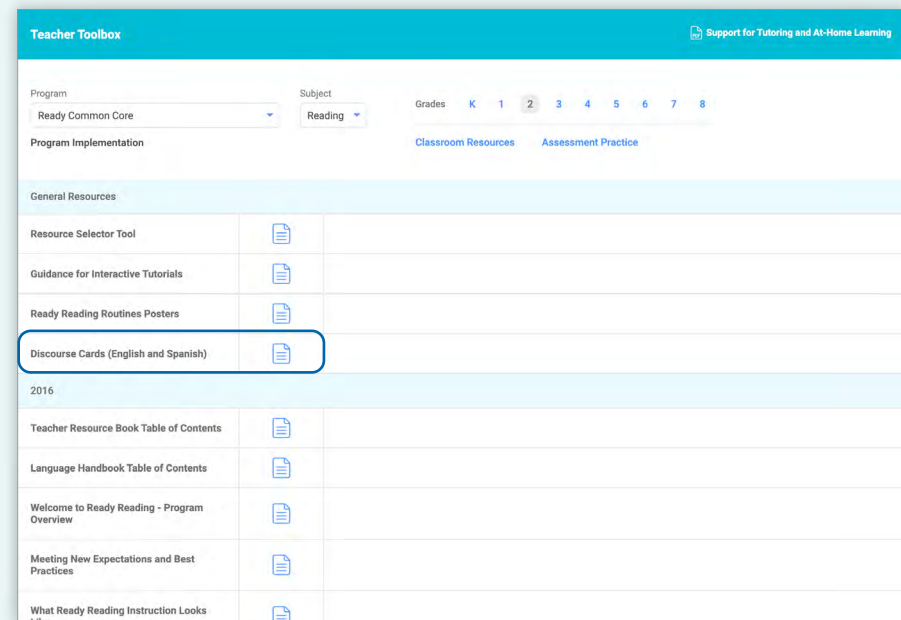
How to Use Them:

Introduce the Discourse Cards to your students by using one or two at a time to focus a whole class discussion. Demonstrate how the Discourse Cards can support academic language during English language arts time. Once students know how to use Discourse Cards, make them available to students during discussions and writing activities.

It is best to help students choose cards that are appropriate for the activity by narrowing the choices to relevant categories, such as academic talk and understanding informational texts.

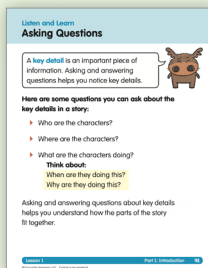
Where to Find Them:

Teacher Toolbox >
Program Implementation >
Discourse Cards



I need differentiation resources to help students ...

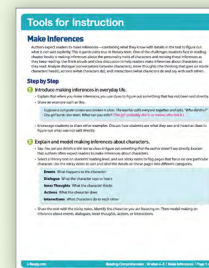
Build prerequisite skills



Engage in skill-specific learning



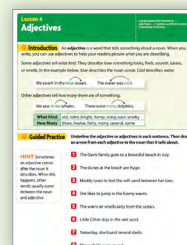
Build discrete reading skills



Access grade-level comprehension skills



Build language, convention, and vocabulary knowledge



Prerequisite Lessons


(Grades 1–8)

Prerequisite Lessons from previous grade levels provide instruction for skills related to the grade-level skill but at a more foundational level.

Listen and Learn

Asking Questions

A **key detail** is an important piece of information. Asking and answering questions helps you notice key details.



Here are some questions you can ask about the key details in a story:

- Who are the characters?
- Where are the characters?
- What are the characters doing?

Think about:

When are they doing this?

Why are they doing this?

Asking and answering questions about key details helps you understand how the parts of the story fit together.

Lesson 1 Part 1: Introduction 41

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Lesson 1

Student Book pages 41–48

Asking Questions

CCSS
RL.1.1 Ask and answer questions about key details in a text.

Required Read Alouds: A (The Empty Pot); B (The Polar Bear Son)

Lesson Objectives

- Recognize that key details are important pieces of information in a story.
- Use both text and pictures to identify key details in stories, including characters, settings, and events.
- Ask and answer questions about key details.

Tap Children's Prior Knowledge

- Remind children that a detail is a piece of information. Explain that sometimes noticing details can help us understand something better. For example, identifying a detail about a person, such as how tall they are, or if they have grey hair, might help us understand how old the person is.
- Explain that one way to uncover details is to ask questions. Share that many questions start with the words *who*, *what*, *when*, *where*, and *why*.
- Display a page from a picture book that shows a character. Challenge children to brainstorm questions they can ask about details in the picture that would help them know more about the character. Write the questions and underline the question words.
- Prompt children to group their questions by question words. If not all question words are represented, help children brainstorm questions for the missing words. Review the questions, and explain that by asking and answering them, you learn important details about the character.
- Explain that you ask questions about lots of things you read in stories. Tell children that in this lesson, they will learn how to ask and answer questions to find details in stories.

The Learning Progression

- Grade K:** CCSS RL.K.1 expects children to ask and answer questions about key details in a story with prompting and support.
- Grade 1:** CCSS RL.1.1 advances the Grade K standard by having children work more independently to ask and answer questions about key details in a story.
- Grade 2:** CCSS RL.2.1 furthers the standard by having children ask and answer a widening range of questions about key details to demonstrate their understanding of the text.

Prerequisite Skills

- Understand that a detail is a piece of information.
- Understand how to ask questions with prompting and support.
- Answer questions about key details with prompting and support.
- Identify characters, settings, and major events in a story with prompting and support.

Additional CCSS

RI.1.2, RI.1.3, SL.1.1, SL.1.2, SL.1.4, L.1.1, L.1.2 (See page A38 for full text.)

Ready Teacher Toolbox

	Prerequisite Skills	RL.1.1
Ready Lessons	✓	✓
Tools for Instruction		✓
Interactive Tutorials		✓

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How to Use Them:

Use parts of these lessons in small groups to reteach foundational prerequisite skills just ahead of grade-level learning.

Where to Find Them:

Teacher Toolbox >
Grades 1–8 >
Classroom Resources >
Reteach: Prerequisite *Ready* Lessons

Teacher Toolbox

Support for Tutoring and At-Home Learning

Program: Ready Subject: Reading

Grades: K 1 2 3 4 5 6 7 8

Program Implementation: Classroom Resources Assessment Practice

	Whole Class	Small Group Differentiation	Teacher-led Activities
Instruct		Assess	
Interactive Tutorials		Ready Instruction Book	Interim Assessments
		Reteach	Prerequisite Ready Lessons
			Tools for Instruction

Unit 1: Key Ideas and Details in Informational Text

Unit 1: Unit Opener		
Lesson 1: Ask and Answer Questions About Key Details		
Lesson 2: Finding the Main Topic		

Interactive Tutorials

Interactive Tutorials are digital, interactive lessons with skill-specific content and embedded scaffolding. You will find each tutorial is related to a topic found in the lesson.

If your students are using *i-Ready Personalized Instruction*, you can find the same instructional content in online lessons with the same title. However, Interactive Tutorials cannot be assigned like lessons, and there are no embedded quizzes at the end of Interactive Tutorials like there are in some Personalized Instruction lessons.



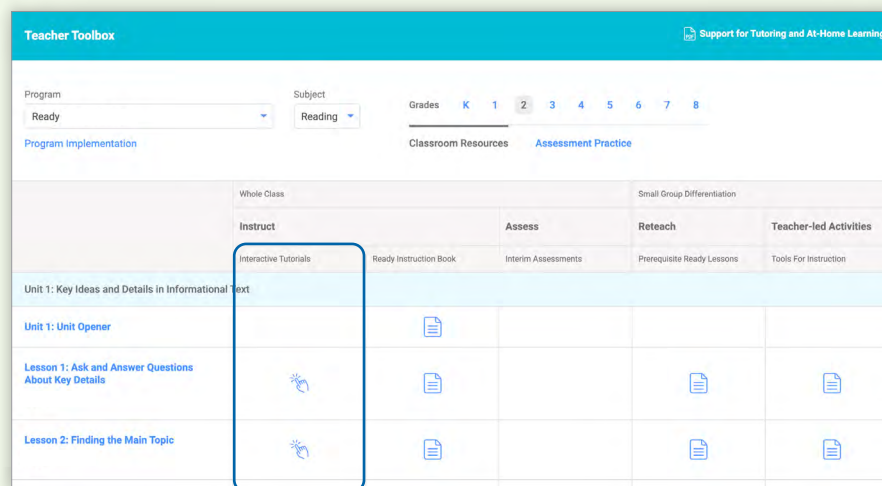
How to Use Them:

For an interactive supplement to textbook instruction, incorporate these 10- to 15-minute lessons into small group instruction by accessing them from a teacher computer.

For more support, refer to the [Guidance for Interactive Tutorials](#).

Where to Find Them:

Teacher Toolbox >
Classroom Resources >
Whole Class >
Instruct: Interactive Tutorials



Tools for Instruction

Tools for Instruction are lessons that address specific skills within reading domains, such as Phonics, Vocabulary, and Comprehension. Each printable PDF includes explicit teacher-facing instructions, student activity sheets if needed, and a Check for Understanding to monitor student progress. These lessons help students build discrete skills within the standards that support learning in *Ready Reading* lessons.

Tools for Instruction

Make Inferences

Authors expect readers to make inferences—combining what they know with details in the text to figure out what is not said explicitly. This is particularly true in literary texts. One of the challenges students face in reading chapter books is making inferences about the personality traits of characters and revising these inferences as they keep reading. Use think alouds and class discussion to help readers make inferences about characters as they read. Analyze dialogue (conversations between characters), inner thoughts (the thinking that goes on inside characters' heads), actions (what characters do), and interactions (what characters do and say with each other).

Step by Step

- Introduce making inferences in everyday life.**
 - Explain that when you make inferences, you use clues to figure out something that has not been said directly. Share an example such as this.

Suppose a computer screen was broken in class. The teacher calls everyone together and asks, "Who did this?" One girl bursts into tears. What can you infer? (The girl probably did it, or knows who did it.)
 - Encourage students to share other examples. Discuss how students use what they saw and heard as clues to figure out what was not said directly.
- Explain and model making inferences about characters.**
 - Say, "You can use details in the text as clues to figure out something that the author doesn't say directly. Explain that authors often expect readers to make inferences about characters."
 - Select a literary text on students' reading level, and use sticky notes to flag pages that focus on one particular character. Use the sticky notes to sort and label the details on these pages into different categories.

Events What happens to the character
Dialogue What the character says or hears
Inner Thoughts What the character thinks
Actions What the character does
Interactions What characters do to each other
 - Share the text with the sticky notes. Identify the character you are focusing on. Then model making an inference about events, dialogues, inner thoughts, actions, or interactions.

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Reading Comprehension | Grades 4-6 | Make Inferences | Page 1 of 3

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Tools for Instruction

3 Guide practice in making inferences about characters.

- Direct students to read the selected pages with sticky notes. Guide them to make inferences about the character's traits and personality. Provide prompts such as these.

Events	<ul style="list-style-type: none"> Has something like this happened to you or someone you know? Have you read about something like this in another book? How was it similar to or different from this event? How did you feel? How do you think the character feels?
Dialogue	<ul style="list-style-type: none"> Why did the character say that? Did the character say what he or she was really thinking? Why or why not? Have you ever said anything like this to someone?
Inner Thoughts	<ul style="list-style-type: none"> What is the character thinking or feeling? Why does the character feel that way? Have you had thoughts or feelings like this?
Actions	<ul style="list-style-type: none"> Why did the character do this? What will he or she do next? Why do you think so? Have you ever done something like this? How was what you did similar to what the character did? How was it different?
Interactions	<ul style="list-style-type: none"> How would you describe the relationship between these characters? Does this remind you of another relationship in your life or another relationship you have read about?
- Discuss students' inferences and the clues they used to arrive at their conclusions. Encourage students to quote accurately from the text to support their conclusions.
 - Ask, How has your understanding about the character changed?

4 Provide additional practice in making inferences about characters.

- Distribute the **Make Inferences About a Character** chart (page 3).
- Have students read another literary text. Review the prompts above, then have students complete the chart.

Check for Understanding

<p>If you observe...</p> <p>difficulty with academic language and the concept of making inferences</p> <p>a lack of appropriate background knowledge to make an inference</p>	<p>Then try...</p> <p>mining an action and asking students to make an inference. For instance, simulate adding ingredients into a bowl and mixing. Then simulate tasting and make a sour face. Ask students to decide what you are doing. Then talk about the clues they used to make this inference.</p> <p>providing the necessary background knowledge and then guiding the student to make the inference.</p>
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Reading Comprehension | Grades 4-6 | Make Inferences | Page 2 of 3

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Tools for Instruction

Make Inferences About a Character

Name _____

Title _____

Types of Clues

Events	Dialogue	Inner Thoughts	Actions	Interactions
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Type of Clue	What I Read	What I Know	What I Infer

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Reading Comprehension | Grades 4-6 | Make Inferences | Page 3 of 3

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How to Use Them:

Use these 15- to 45-minute lessons during small group intervention to build skills within reading domains related to a current or upcoming lesson.

Where to Find Them:

Teacher Toolbox >
Classroom Resources >
Teacher-Led Activities:
Tools for Instruction

Teacher Toolbox

Support for Tutoring and At-Home Learning

Program

Ready

Subject

Reading

Grades

K 1 2 3 4 5 6 7 8

Program Implementation

Classroom Resources

Assessment Practice

Whole Class

Small Group Differentiation

Instruct

Assess

Reteach

Teacher-led Activities

Interactive Tutorials

Ready Instruction Book

Interim Assessments

Prerequisite Ready Lessons

Tools For Instruction

Unit 1: Key Ideas and Details in Informational Text

Unit 1: Unit Opener

Lesson 1: Ask and Answer Questions About Key Details

Lesson 2: Finding the Main Topic

Tools for Scaffolding Comprehension (Grades 3–8)

Tools for Scaffolding Comprehension are lessons targeting grade-level skills within the reading standards for Comprehension: Literature or Comprehension: Informational Text.

However, the texts and supports embedded in the lessons make these skills accessible to students currently performing up to two or more grade levels below their chronological grade.

The teacher version includes a description of which scaffold to use based on a student's current skill level. It also includes a description of the text and a step-by-step lesson plan. The student version includes a reading passage and skill-building activity.

COMPREHENSION TOOLS
Connect Important Ideas in a Text

Name: _____

TEXT A

The Model T

- When the first cars were produced, only wealthy people could afford them. Henry Ford wanted to build a car that the most working people could buy. In 1908, the Ford Motor Company introduced a new, low-cost car. It was called the Model T, and it sold for \$825. Although the car was **reasonably** priced, Ford kept thinking of ways to make it even cheaper. He knew that the lower the price, the more customers he would gain. Then the company would make more money.

reasonably: fairly

- Ford's early cars were all **handcrafted**. This meant that each automobile was slightly different from the next. It also meant that each took a long time to make. Ford decided his cars would no longer be handcrafted. They would be put together in exactly the same way. This would save time and money. In 1913, Ford began producing cars with the help of a moving assembly line. In an assembly line, each worker only builds one part of the car. Then, the next person builds the next part, and so on until the car is built.

handcrafted: made one at a time by hand

- The moving assembly line **achieved** Ford's goal. He could turn out a car faster and for lower prices. In time, Ford's factory was turning out one automobile every 90 minutes. By 1915, the Ford Motor Company was earning record profits. By 1918, half of the cars in the United States were Model Ts. Almost overnight, the United States became a nation on wheels.

achieved: gained by effort

GRADE 4 • Connect Important Ideas in a Text
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1 of 4

TOOLS FOR SCAFFOLDING COMPREHENSION

Connect Important Ideas in a Text

Grade 4 Outcome
Determine the main idea of a text and explain how it is supported by key details.

1 Choose a Level of Support

SCAFFOLD A
Connecting Ideas in a Paragraph
Recommended for students
2+ grade levels below

MISCONCEPTIONS AND SKILL GAPS
Students have difficulty connecting key ideas in a text.
Students are not yet able to see how main ideas of each paragraph contribute to the overarching main idea of the text.
Students are unfamiliar with informational text structures.

SCAFFOLD B
Connecting Ideas Across a Text
Recommended for students
5 grade level below

2 Meet the Texts

Review the complexity of the text for the chosen scaffold to anticipate where students may struggle.

TEXT A
The Model T

- The text references mass production via an assembly line as well as the economies of scale: the more you produce, the less each individual item costs.

Lexical Demands

- Vocabulary: reasonably, handcrafted, achieved
- Technical expressions: assembly line, record profits, and turn out.

Knowledge Demands

Language Demands

TEXT B
The Bicycle's First Century

- The text assumes basic knowledge of the parts of a bicycle.

Lexical Demands

- Vocabulary: improvement, pitched, sprockets
- Domain-specific vocabulary: sprockets, chains, coaster-brakes, adjustable handlebars

Syntax Demands

- compound and complex sentences; introductory and relative clauses

GRADE 4 • Connect Important Ideas in a Text
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1 of 8

How to Use Them:

Use these 30-minute lessons during small group intervention to build skills within comprehension standards related to a current or upcoming lesson.

For additional guidance, refer to the [Guide for Scaffolding Comprehension](#).

Where to Find Them:

Teacher Toolbox >
Grades 3–8 >
Classroom Resources >
Teacher-Led Activities:
Tools for Scaffolding Comprehension

Teacher Toolbox

Program

Ready

Subject

Reading

Grades

K 1 2 3 4 5 6 7 8

Classroom Resources

Assessment Practice

	Whole Class	Assess	Small Group Differentiation	Teacher-led Activities
	Instruct	Assess	Reteach	Tools for Scaffolding Comprehension
	Interactive Tutorials	Ready Instruction Book	Interim Assessments	Prerequisite Ready Lessons
Unit 1: Key Ideas and Details in Informational Text				
Unit 1: Unit Opener				
Lesson 1: Ask and Answer Questions About Key Ideas				
Lesson 2: Finding Main Idea and Details				
Lesson 3: Reading About Time and Sequence				

Language Handbook

(Grades 2–8)

Lessons in the Language Handbook teach conventions of standard English, knowledge of language, and vocabulary acquisition and use.

Lesson 4
Adjectives

Introduction An adjective is a word that tells something about a noun. When you write, you can use adjectives to help your readers picture what you are describing. Some adjectives tell what *kind*. They describe how something looks, feels, sounds, tastes, or smells. In the example below, *blue* describes the noun ocean. *Cold* describes water.

We swam in the *blue* ocean. The water was *cold*.

Other adjectives tell *how many* there are of something.

We saw three whales. There were *many* dolphins.

What Kind old, calm, bright, damp, noisy, sour, smoky
How Many three, twelve, forty, many, several, some

Guided Practice Underline the adjective or adjectives in each sentence. Then draw an arrow from each adjective to the noun that it tells about.

HINT Sometimes an adjective comes after the noun it describes. When this happens, other words usually come between the noun and adjective.

- The Davis family goes to a beautiful beach in July.
- The dunes at the beach are huge.
- Maddy loves to feel the soft sand between her toes.
- She likes to jump in the foamy waves.
- The warm air smells salty from the ocean.
- Little Chloe digs in the wet sand.
- Yesterday, she found several shells.
- Three shells were round.

Independent Practice

For numbers 1–3, choose the word in each sentence that is an adjective.

- The cottage they stay in is two blocks from the ocean.
A two
B cottage
C stay
D ocean
- Father takes the happy children to the beach.
A to
B happy
C beach
D children
- The children like the smell of the tangy air.
A The
B like
C smell
D tangy

In numbers 4 and 5, what does the adjective in each sentence describe?

- The hot sand burns in the sun.
A how the sand looks
B how the sand smells
C how the sand tastes
D how the sand feels
- The water is salty.
A how the water feels
B how the water looks
C how the water tastes
D how the water sounds

Language Handbook
Lesson 4: Adjectives

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C how the water tastes
D how the water sounds

Scaffolded Instruction
Use Adjectives
Ask students to draw or paint a picture of a place they would like to go. The place can be real or imaginary.
Once students have completed their artwork, ask them to write the name of something in the picture and add adjectives that describe the thing they drew.
Extend the activity by asking students to write about the location they pictured, using the adjectives they wrote.

How to Use It:

Use these 15- to 20-minute lessons for whole class instruction or small group differentiation.

Where to Find It:

Teacher Toolbox >
Grades 2–8 >
Classroom Resources >
Scroll down to below
Ready Reading lessons

Teacher Toolbox Support for Tutoring and At-Home Learning

Program: Ready Subject: Reading Grades: K 1 2 3 4 5 6 7 8

Program Implementation Classroom Resources Assessment Practice

	Whole Class	Small Group Differentiation
Instruct		
Assess		
Reteach		
Teacher-led Activities		
Interactive Tutorials	Ready Instruction Book	Interim Assessments
Prerequisite Ready Lessons	Tools for Instruction	

Unit 6: End-of-unit Resources

Language Handbook

Instruction Book	Prerequisite Lessons
Unit 1: Conventions of Standard English	
Lesson 1: Nouns	

Unit Checks (Grade 1) or Interim Assessments (Grades 2–8)

Unit Checks and Interim Assessments are designed to target the standards covered within a unit and include multiple-choice and written responses. The teacher versions of these assessments also include answer analysis support and writing rubrics for scoring longer written responses.

How to Use Them:

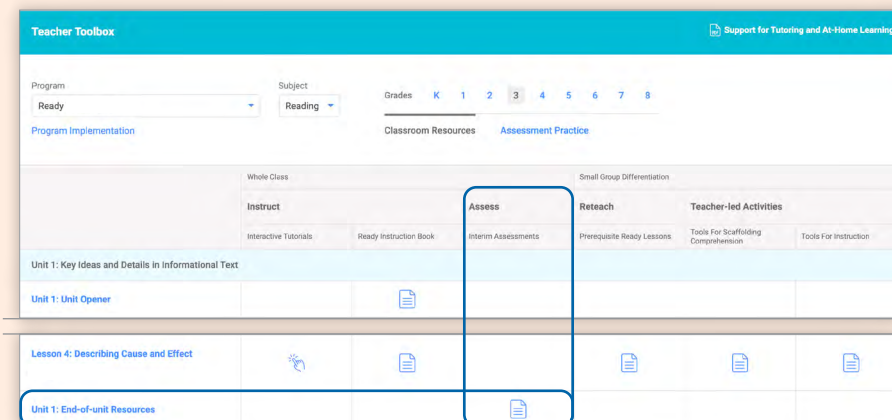
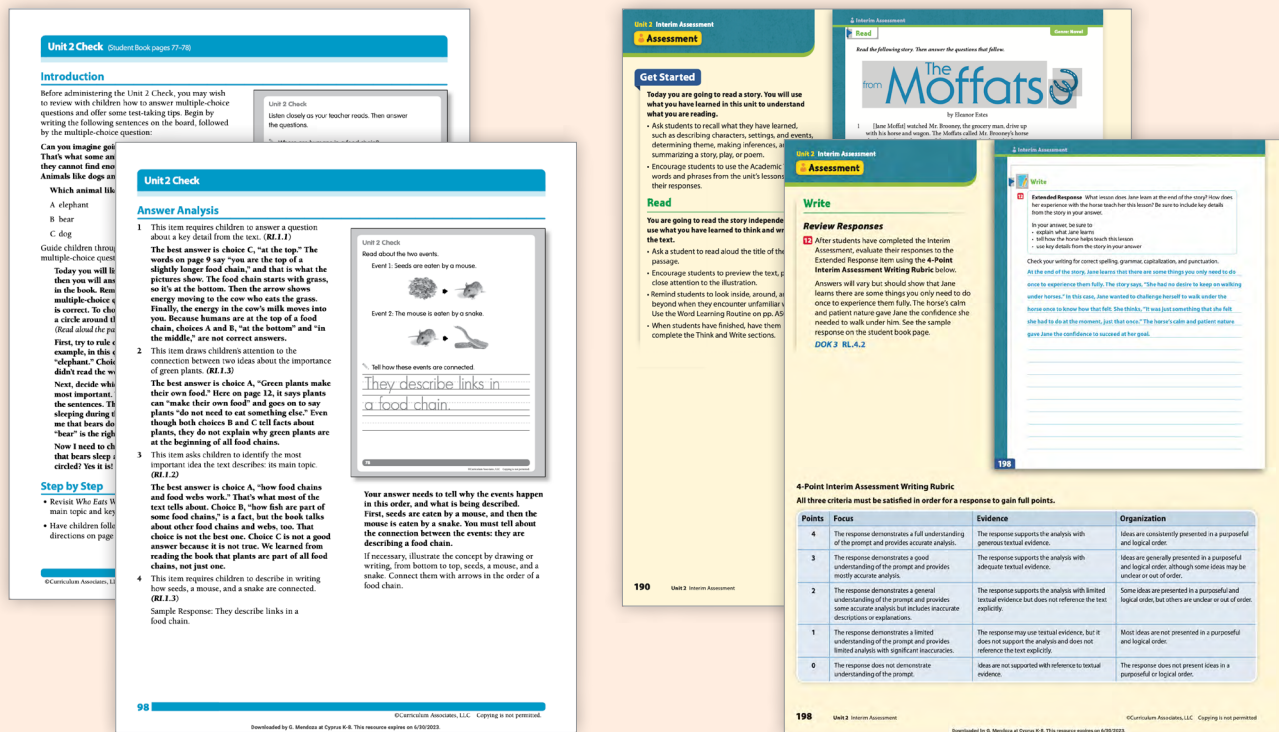
Unit Checks and Interim Assessments are designed to take one day in the curriculum pacing.

Where to Find Them:

Teacher Toolbox >
Classroom Resources >
Assess: Unit Checks or Interim Assessments

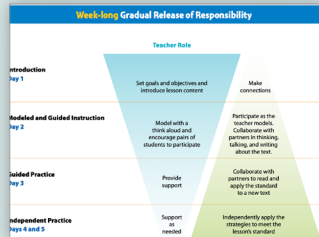
—OR—

Teacher Toolbox >
Classroom Resources >
End of Unit Resources for any
Grades K–8 unit



I need teacher support resources to help me ...

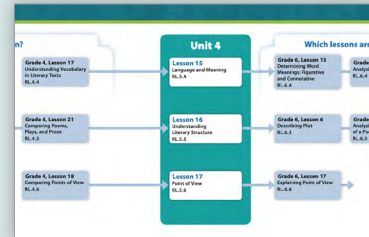
Refine my Ready Reading implementation



Pace instruction

Monthly Pacing Guide Grade 2			
	Ready Instruction Lesson	Days	Language Handbook Lesson
September	Assessment 1 or 2 Ready Diagnostic	2	-
	L1.1 Ask and Answer Questions About Key Details	5	18
	L2.1 Finding the Main Topic	5	21, 22
	L3.1 Describing Connections Between Historical Events	5	23
	L4.1 Describing Connections Between Scientific Ideas	5	19
October	L5.1 Describing Connections Between Steps	5	20
	Unit 1 Interim Assessment or 1 Ready Standards Mastery	1	-
November	L6.1 Ask and Answer Questions About Stories	5	14
	L7.1 Recounting Stories	5	24
	L8.1 Determining the Central Message	5	25
December	L9.1 Describing New Characters Act	5	13, 26
	Unit 2 Interim Assessment or 1 Ready Standards Mastery	1	-
	L10.1 Weathering Worlds	5	1, 2
	L11.1 Test Features, Part 1 (Captions, Bold Print, Subheadings)	5	3, 14
January	L12.1 Test Features, Part 2 (Glossaries, Indexes, Tables of Contents)	5	4
	L13.1 Author's Purpose	5	5
	Unit 3 Interim Assessment or 1 Ready Standards Mastery	1	-
February	L14.1 Sound and Hearing in Stories	5	6
	L15.1 Rhythm and Rhyme in Poems and Songs	5	7
	L16.1 Parts of a Story	5	8
	L17.1 Point of View	5	9

Plan prerequisite skills instruction



Facilitate learning routines

Academic Talk Routine

1. Read the Academic Talk Words and Phrases. Look at the Academic Talk Words and Phrases in your book. Listen to your teacher explain the words and phrases. Ask for clarification if you don't understand any words.

2. Read the Introduction. Circle the Academic Talk words and phrases as you read them in your book.

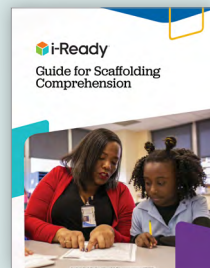
3. Practice the Academic Talk Words and Phrases. Challenge yourself to use the words and phrases three to four times in today's discussion.

4. Use the Academic Talk Words and Phrases. Throughout the lesson, use the words and phrases when you talk or write about a text.

Engage students in skill-specific instruction



Scaffold comprehension skills



Engage my students in discourse



Provide writing feedback

3-Point Writing Rubric

Use this rubric to evaluate your writing.

Point	Focus	Evidence	Organization
3	My answer does exactly what the prompt asked me to do.	My answer is supported with relevant details from the text.	My ideas are clear and in a logical order.
2	Some of my answer does what the prompt asked me to do.	My answer is mostly supported with relevant details from the text.	Some of my ideas are unclear and need to be added.
1	My answer does not really answer the prompt.	My answer does not have enough relevant details from the text.	My ideas are unclear and need to be added.

Find resources by standard

Common Core State Standards for Grade 3			
Reading Standards for Literature	Comprehensive Instruction	Additional Practice	
Key Ideas and Details			
Literature 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Lesson 5: 15-17 pp. 78-81 Lesson 6: 17-18 pp. 82-85	Lesson 7: 19-20 pp. 86-89 Lesson 8: 21-22 pp. 90-93 Lesson 9: 23-24 pp. 94-97 Lesson 10: 25-26 pp. 98-101 Lesson 11: 27-28 pp. 102-105 Lesson 12: 29-30 pp. 106-109 Lesson 13: 31-32 pp. 110-113 Lesson 14: 33-34 pp. 114-117 Lesson 15: 35-36 pp. 118-121 Lesson 16: 37-38 pp. 122-125 Lesson 17: 39-40 pp. 126-129 Lesson 18: 41-42 pp. 130-133 Lesson 19: 43-44 pp. 134-137 Lesson 20: 45-46 pp. 138-141 Lesson 21: 47-48 pp. 142-145 Lesson 22: 49-50 pp. 146-149 Lesson 23: 51-52 pp. 150-153 Lesson 24: 53-54 pp. 154-157 Lesson 25: 55-56 pp. 158-161 Lesson 26: 57-58 pp. 162-165 Lesson 27: 59-60 pp. 166-169 Lesson 28: 61-62 pp. 170-173 Lesson 29: 63-64 pp. 174-177 Lesson 30: 65-66 pp. 178-181 Lesson 31: 67-68 pp. 182-185 Lesson 32: 69-70 pp. 186-189 Lesson 33: 71-72 pp. 190-193 Lesson 34: 73-74 pp. 194-197 Lesson 35: 75-76 pp. 198-201 Lesson 36: 77-78 pp. 202-205 Lesson 37: 79-80 pp. 206-209 Lesson 38: 81-82 pp. 210-213 Lesson 39: 83-84 pp. 214-217 Lesson 40: 85-86 pp. 218-221 Lesson 41: 87-88 pp. 222-225 Lesson 42: 89-90 pp. 226-229 Lesson 43: 91-92 pp. 230-233 Lesson 44: 93-94 pp. 234-237 Lesson 45: 95-96 pp. 238-241 Lesson 46: 97-98 pp. 242-245 Lesson 47: 99-100 pp. 246-249 Lesson 48: 101-102 pp. 250-253 Lesson 49: 103-104 pp. 254-257 Lesson 50: 105-106 pp. 258-261 Lesson 51: 107-108 pp. 262-265 Lesson 52: 109-110 pp. 266-269 Lesson 53: 111-112 pp. 270-273 Lesson 54: 113-114 pp. 274-277 Lesson 55: 115-116 pp. 278-281 Lesson 56: 117-118 pp. 282-285 Lesson 57: 119-120 pp. 286-289 Lesson 58: 121-122 pp. 290-293 Lesson 59: 123-124 pp. 294-297 Lesson 60: 125-126 pp. 298-301 Lesson 61: 127-128 pp. 302-305 Lesson 62: 129-130 pp. 306-309 Lesson 63: 131-132 pp. 310-313 Lesson 64: 133-134 pp. 314-317 Lesson 65: 135-136 pp. 318-321 Lesson 66: 137-138 pp. 322-325 Lesson 67: 139-140 pp. 326-329 Lesson 68: 141-142 pp. 330-333 Lesson 69: 143-144 pp. 334-337 Lesson 70: 145-146 pp. 338-341 Lesson 71: 147-148 pp. 342-345 Lesson 72: 149-150 pp. 346-349 Lesson 73: 151-152 pp. 350-353 Lesson 74: 153-154 pp. 354-357 Lesson 75: 155-156 pp. 358-361 Lesson 76: 157-158 pp. 362-365 Lesson 77: 159-160 pp. 366-369 Lesson 78: 161-162 pp. 370-373 Lesson 79: 163-164 pp. 374-377 Lesson 80: 165-166 pp. 378-381 Lesson 81: 167-168 pp. 382-385 Lesson 82: 169-170 pp. 386-389 Lesson 83: 171-172 pp. 390-393 Lesson 84: 173-174 pp. 394-397 Lesson 85: 175-176 pp. 398-401 Lesson 86: 177-178 pp. 402-405 Lesson 87: 179-180 pp. 406-409 Lesson 88: 181-182 pp. 410-413 Lesson 89: 183-184 pp. 414-417 Lesson 90: 185-186 pp. 418-421 Lesson 91: 187-188 pp. 422-425 Lesson 92: 189-190 pp. 426-429 Lesson 93: 191-192 pp. 430-433 Lesson 94: 193-194 pp. 434-437 Lesson 95: 195-196 pp. 438-441 Lesson 96: 197-198 pp. 442-445 Lesson 97: 199-200 pp. 446-449 Lesson 98: 201-202 pp. 450-453 Lesson 99: 203-204 pp. 454-457 Lesson 100: 205-206 pp. 458-461 Lesson 101: 207-208 pp. 462-465 Lesson 102: 209-210 pp. 466-469 Lesson 103: 211-212 pp. 470-473 Lesson 104: 213-214 pp. 474-477 Lesson 105: 215-216 pp. 478-481 Lesson 106: 217-218 pp. 482-485 Lesson 107: 219-220 pp. 486-489 Lesson 108: 221-222 pp. 490-493 Lesson 109: 223-224 pp. 494-497 Lesson 110: 225-226 pp. 498-501 Lesson 111: 227-228 pp. 502-505 Lesson 112: 229-230 pp. 506-509 Lesson 113: 231-232 pp. 510-513 Lesson 114: 233-234 pp. 514-517 Lesson 115: 235-236 pp. 518-521 Lesson 116: 237-238 pp. 522-525 Lesson 117: 239-240 pp. 526-529 Lesson 118: 241-242 pp. 530-533 Lesson 119: 243-244 pp. 534-537 Lesson 120: 245-246 pp. 538-541 Lesson 121: 247-248 pp. 542-545 Lesson 122: 249-250 pp. 546-549 Lesson 123: 251-252 pp. 550-553 Lesson 124: 253-254 pp. 554-557 Lesson 125: 255-256 pp. 558-561 Lesson 126: 257-258 pp. 562-565 Lesson 127: 259-260 pp. 566-569 Lesson 128: 261-262 pp. 570-573 Lesson 129: 263-264 pp. 574-577 Lesson 130: 265-266 pp. 578-581 Lesson 131: 267-268 pp. 582-585 Lesson 132: 269-270 pp. 586-589 Lesson 133: 271-272 pp. 590-593 Lesson 134: 273-274 pp. 594-597 Lesson 135: 275-276 pp. 598-601 Lesson 136: 277-278 pp. 602-605 Lesson 137: 279-280 pp. 606-609 Lesson 138: 281-282 pp. 610-613 Lesson 139: 283-284 pp. 614-617 Lesson 140: 285-286 pp. 618-621 Lesson 141: 287-288 pp. 622-625 Lesson 142: 289-290 pp. 626-629 Lesson 143: 291-292 pp. 630-633 Lesson 144: 293-294 pp. 634-637 Lesson 145: 295-296 pp. 638-641 Lesson 146: 297-298 pp. 642-645 Lesson 147: 299-300 pp. 646-649 Lesson 148: 301-302 pp. 650-653 Lesson 149: 303-304 pp. 654-657 Lesson 150: 305-306 pp. 658-661 Lesson 151: 307-308 pp. 662-665 Lesson 152: 309-310 pp. 666-669 Lesson 153: 311-312 pp. 670-673 Lesson 154: 313-314 pp. 674-677 Lesson 155: 315-316 pp. 678-681 Lesson 156: 317-318 pp. 682-685 Lesson 157: 319-320 pp. 686-689 Lesson 158: 321-322 pp. 690-693 Lesson 159: 323-324 pp. 694-697 Lesson 160: 325-326 pp. 698-701 Lesson 161: 327-328 pp. 702-705 Lesson 162: 329-330 pp. 706-709 Lesson 163: 331-332 pp. 710-713 Lesson 164: 333-334 pp. 714-717 Lesson 165: 335-336 pp. 718-721 Lesson 166: 337-338 pp. 722-725 Lesson 167: 339-340 pp. 726-729 Lesson 168: 341-342 pp. 730-733 Lesson 169: 343-344 pp. 734-737 Lesson 170: 345-346 pp. 738-741 Lesson 171: 347-348 pp. 742-745 Lesson 172: 349-350 pp. 746-749 Lesson 173: 351-352 pp. 750-753 Lesson 174: 353-354 pp. 754-757 Lesson 175: 355-356 pp. 758-761 Lesson 176: 357-358 pp. 762-765 Lesson 177: 359-360 pp. 766-769 Lesson 178: 361-362 pp. 770-773 Lesson 179: 363-364 pp. 774-777 Lesson 180: 365-366 pp. 778-781 Lesson 181: 367-368 pp. 782-785 Lesson 182: 369-370 pp. 786-789 Lesson 183: 371-372 pp. 790-793 Lesson 184: 373-374 pp. 794-797 Lesson 185: 375-376 pp. 798-801 Lesson 186: 377-378 pp. 802-805 Lesson 187: 379-380 pp. 806-809 Lesson 188: 381-382 pp. 810-813 Lesson 189: 383-384 pp. 814-817 Lesson 190: 385-386 pp. 818-821 Lesson 191: 387-388 pp. 822-825 Lesson 192: 389-390 pp. 826-829 Lesson 193: 391-392 pp. 830-833 Lesson 194: 393-394 pp. 834-837 Lesson 195: 395-396 pp. 838-841 Lesson 196: 397-398 pp. 842-845 Lesson 197: 399-400 pp. 846-849 Lesson 198: 401-402 pp. 850-853 Lesson 199: 403-404 pp. 854-857 Lesson 200: 405-406 pp. 858-861 Lesson 201: 407-408 pp. 862-865 Lesson 202: 409-410 pp. 866-869 Lesson 203: 411-412 pp. 870-873 Lesson 204: 413-414 pp. 874-877 Lesson 205: 415-416 pp. 878-881 Lesson 206: 417-418 pp. 882-885 Lesson 207: 419-420 pp. 886-889 Lesson 208: 421-422 pp. 890-893 Lesson 209: 423-424 pp. 894-897 Lesson 210: 425-426 pp. 898-901 Lesson 211: 427-428 pp. 902-905 Lesson 212: 429-430 pp. 906-909 Lesson 213: 431-432 pp. 910-913 Lesson 214: 433-434 pp. 914-917 Lesson 215: 435-436 pp. 918-921 Lesson 216: 437-438 pp. 922-925 Lesson 217: 439-440 pp. 926-929 Lesson 218: 441-442 pp. 930-933 Lesson 219: 443-444 pp. 934-937 Lesson 220: 445-446 pp. 938-941 Lesson 221: 447-448 pp. 942-945 Lesson 222: 449-450 pp. 946-949 Lesson 223: 451-452 pp. 950-953 Lesson 224: 453-454 pp. 954-957 Lesson 225: 455-456 pp. 958-961 Lesson 226: 457-458 pp. 962-965 Lesson 227: 459-460 pp. 966-969 Lesson 228: 461-462 pp. 970-973 Lesson 229: 463-464 pp. 974-977 Lesson 230: 465-466 pp. 978-981 Lesson 231: 467-468 pp. 982-985 Lesson 232: 469-470 pp. 986-989 Lesson 233: 471-472 pp. 990-993 Lesson 234: 473-474 pp. 994-997 Lesson 235: 475-476 pp. 998-1001 Lesson 236: 477-478 pp. 1002-1005 Lesson 237: 479-480 pp. 1006-1009 Lesson 238: 481-482 pp. 1010-1013 Lesson 239: 483-484 pp. 1014-1017 Lesson 240: 485-486 pp. 1018-1021 Lesson 241: 487-488 pp. 1022-1025 Lesson 242: 489-490 pp. 1026-1029 Lesson 243: 491-492 pp. 1030-1033 Lesson 244: 493-494 pp. 1034-1037 Lesson 245: 495-496 pp. 1038-1041 Lesson 246: 497-498 pp. 1042-1045 Lesson 247: 499-500 pp. 1046-1049 Lesson 248: 501-502 pp. 1050-1053 Lesson 249: 503-504 pp. 1054-1057 Lesson 250: 505-506 pp. 1058-1061 Lesson 251: 507-508 pp. 1062-1065 Lesson 252: 509-510 pp. 1066-1069 Lesson 253: 511-512 pp. 1070-1073 Lesson 254: 513-514 pp. 1074-1077 Lesson 255: 515-516 pp. 1078-1081 Lesson 256: 517-518 pp. 1082-1085 Lesson 257: 519-520 pp. 1086-1089 Lesson 258: 521-522 pp. 1090-1093 Lesson 259: 523-524 pp. 1094-1097 Lesson 260: 525-526 pp. 1098-1101 Lesson 261: 527-528 pp. 1102-1105 Lesson 262: 529-530 pp. 1106-1109 Lesson 263: 531-532 pp. 1110-1113 Lesson 264: 533-534 pp. 1114-1117 Lesson 265: 535-536 pp. 1118-1121 Lesson 266: 537-538 pp. 1122-1125 Lesson 267: 539-540 pp. 1126-1129 Lesson 268: 541-542 pp. 1130-1133 Lesson 269: 543-544 pp. 1134-1137 Lesson 270: 545-546 pp. 1138-1141 Lesson 271: 547-548 pp. 1142-1145 Lesson 272: 549-550 pp. 1146-1149 Lesson 273: 551-552 pp. 1150-1153 Lesson 274: 553-554 pp. 1154-1157 Lesson 275: 555-556 pp. 1158-1161 Lesson 276: 557-558 pp. 1162-1165 Lesson 277: 559-560 pp. 1166-1169 Lesson 278: 561-562 pp. 1170-1173 Lesson 279: 563-564 pp. 1174-1177 Lesson 280: 565-566 pp. 1178-1181 Lesson 281: 567-568 pp. 1182-1185 Lesson 282: 569-570 pp. 1186-1189 Lesson 283: 571-572 pp. 1190-1193 Lesson 284: 573-574 pp. 1194-1197 Lesson 285: 575-576 pp. 1198-1201 Lesson 286: 577-578 pp. 1202-1205 Lesson 287: 579-580 pp. 1206-1209 Lesson 288: 581-582 pp. 1210-1213 Lesson 289: 583-584 pp. 1214-1217 Lesson 290: 585-586 pp. 1218-1221 Lesson 291: 587-588 pp. 1222-1225 Lesson 292: 589-590 pp. 1226-1229 Lesson 293: 591-592 pp. 1230-1233 Lesson 294: 593-594 pp. 1234-1237 Lesson 295: 595-596 pp. 1238-1241 Lesson 296: 597-598 pp. 1242-1245 Lesson 297: 599-600 pp. 1246-1249 Lesson 298: 601-602 pp. 1250-1253 Lesson 299: 603-604 pp. 1254-1257 Lesson 300: 605-606 pp. 1258-1261 Lesson 301: 607-608 pp. 1262-1265 Lesson 302: 609-610 pp. 1266-1269 Lesson 303: 611-612 pp. 1270-1273 Lesson 304: 613-614 pp. 1274-1277 Lesson 305: 615-616 pp. 1278-1281 Lesson 306: 617-618 pp. 1282-1285 Lesson 307: 619-620 pp. 1286-1289 Lesson 308: 621-622 pp. 1290-1293 Lesson 309: 623-624 pp. 1294-1297 Lesson 310: 625-626 pp. 1298-1301 Lesson 311: 627-628 pp. 1302-1305 Lesson 312: 629-630 pp. 1306-1309 Lesson 313: 631-632 pp. 1310-1313 Lesson 314: 633-634 pp. 1314-1317 Lesson 315: 635-636 pp. 1318-1321 Lesson 316: 637-638 pp. 1322-1325 Lesson 317: 639-640 pp. 1326-1329 Lesson 318: 641-642 pp. 1330-1333 Lesson 319: 643-644 pp. 1334-1337 Lesson 320: 645-646 pp. 1338-1341 Lesson 321: 647-648 pp. 1342-1345 Lesson 322: 649-650 pp. 1346-1349 Lesson 323: 651-652 pp. 1350-1353 Lesson 324: 653-654 pp. 1354-1357 Lesson 325: 655-656 pp. 1358-1361 Lesson 326: 657-658 pp. 1362-1365 Lesson 327: 659-660 pp. 1366-1369 Lesson 328: 661-662 pp. 1370-1373 Lesson 329: 663-664 pp. 1374-1377 Lesson 330: 665-666 pp. 1378-1381 Lesson 331: 667-668 pp. 1382-1385 Lesson 332: 669-670 pp. 1386-1389 Lesson 333: 671-672 pp. 1390-1393 Lesson 334: 673-674 pp. 1394-1397 Lesson 335: 675-676 pp. 1398-1401 Lesson 336: 677-678 pp. 1402-1405 Lesson 337: 679-680 pp. 1406-1409 Lesson 338: 681-682 pp. 1410-1413 Lesson 339: 683-684 pp. 1414-1417 Lesson 340: 685-686 pp. 1418-1421 Lesson 341: 687-688 pp. 1422-1425 Lesson 342: 689-690 pp. 1426-1429 Lesson 343: 691-692 pp. 1430-1433 Lesson 344: 693-694 pp. 1434-1437 Lesson 345: 695-696 pp. 1438-1441 Lesson 346: 697-698 pp. 1442-1445 Lesson 347: 699-700 pp. 1446-1449 Lesson 348: 701-702 pp. 1450-1453 Lesson 349: 703-704 pp. 1454-1457 Lesson 350: 705-706 pp. 1458-1461 Lesson 351: 707-708 pp. 1462-1465 Lesson 352: 709-710 pp. 1466-1469 Lesson 353: 711-712 pp. 1470-1473 Lesson 354: 713-714 pp. 1474-1477 Lesson 355: 715-716 pp. 1478-1481 Lesson 356: 717-718 pp. 1482-1485 Lesson 357: 719-720 pp. 1486-1489	

What *Ready Reading* Instruction Looks Like (Grades 2–5) or Using *Ready Common Core* (Grades K–1 and 6–8)

This resource provides an annotated lesson with essential information to help you provide reading instruction using a *Ready* lesson.

Instructional Models that Foster Engagement

Ready lessons follow the gradual-release model that transfers responsibility for the learning process from teacher to student. By the end of a lesson, students have the ability and confidence to independently apply the lesson's standard.

Week-long Gradual Release of Responsibility

	Teacher Role	Student Role
Introduction Day 1	Set goals and objectives and introduce lesson content.	Make connections.
Modeled and Guided Instruction Day 2	Model with a think aloud and encourage pairs of students to participate.	Participate as the teacher models. Collaborate with partners in thinking, talking, and writing about the text.
Guided Practice Day 3	Provide support.	Collaborate with partners to read and apply the standard to a new text.
Independent Practice Days 4 and 5	Support as needed.	Independently apply the strategies to meet the lesson's standard.

The Read, Think, Talk, Write Model

Read
Students read selections multiple times for different purposes. The first read focuses on reading to determine what the text says. In subsequent reads, students analyze and evaluate the text for deeper meaning and to develop critical-thinking skills.

Think
During the Think stage of daily instruction, students unpack the text using a graphic organizer to analyze the text's structure and evidence.

Talk
Through meaningful activities, students interact with their peers to discuss the text, clarify their thinking, and thereby continue to deepen their understanding of the text.

Write
Each day's instruction wraps up with a writing activity. Through short and extended response writing prompts, students demonstrate their understanding of the text and learning target.

Teacher Resource Book: Lesson Overview

Use the information on these pages to plan whole class instruction, small group differentiation, and personalized learning.

Lesson 4: Describing Connections Between Scientific Ideas

Use the **Standards Focus** to set expectations for what students should understand and be able to do.

Use the **Lesson Objectives** to identify goals for the lesson in Reading, Writing, Speaking and Listening, and Language.

Use the **Learning Progression** to understand how the standard builds on prior learning and leads to expectations for the following grades.

Use **Lesson Text Selections** to preview the title, author, and genre of the selections students will read in the lesson.

Use the **Glossary of Terms** for definitions of the **Academic Talk** words and phrases used in the lesson. The Glossary of Terms begins on page TK2.

The **Language Handbook** provided at the back of the student book and cross-referenced in this pacing guide offers additional lessons for language skill development, teaching language instruction in context.

How to Use It:

Refer to this resource as you are getting to know *Ready Reading* curriculum or as a refresher for practiced users.

Where to Find It:

Teacher Toolbox >
Grades 2–5 >
Program Implementation >
What *Ready Reading* Instruction Looks Like

—OR—

Teacher Toolbox >
Grades K–1 or Grades 6–8 >
Program Implementation >
Using *Ready Common Core* (not pictured)

Teacher Toolbox

Support for Tutoring and At-Home Learning

Program: Ready Subject: Reading Grades: K 1 2 3 4 5 6 7 8

Program Implementation Classroom Resources Assessment Practice

General Resources

Resource	Icon
Resource Selector Tool	Document icon
Tools for Scaffolding Comprehension	Document icon
Guidance for Interactive Tutorials	Document icon
Ready Reading Routines Posters	Document icon
Discourse Cards (English and Spanish)	Document icon

2016

Meeting New Expectations and Best Practices

What Ready Reading Instruction Looks Like

How to Implement *Ready Reading*

(Grades 2–5) or Using
*Ready Common
Core* (Grades K–1 and 6–8)

This resource provides monthly,
weekly, and daily pacing guidance.

Pacing *Ready® Reading*

Ready Reading provides a full year of instruction. A lesson-specific planning guide appears on the opening spread of each lesson in the Teacher Resource Book, suggesting the amount of time to spend on each part of the reading lesson.

Monthly Pacing Guide Grade 2		
	Ready Instruction Lesson	Language Handbook Lesson
	Days	(about 20 minutes per lesson)
September	Assessment 1 or <i>i-Ready Diagnostic</i>	2
	L17 Ask and Answer Questions About Key Details	5
	L2 Finding the Main Topic	5
	L3 Describing Connections Between Historical Events	5
	L4 Describing Connections Between Scientific Ideas	5
October	L5 Describing Connections Between Steps	5
	Unit 1 Interim Assessment or <i>i-Ready Standards Mastery</i>	1
	L4 Ask and Answer Questions About Stories	5
	L7 Recounting Stories	5
November	L8 Determining the Central Message	5
	L8 Describing How Characters Act	5
December	Unit 2 Interim Assessment or <i>i-Ready Standards Mastery</i>	1
	L16 Unfamiliar Words	5
	L15 Text Features, Part 1 (Captions, Bold Print, Subheadings)	5
	L12 Text Features, Part 2 (Glossaries, Indexes, Tables of Contents)	5
January	L13 Author's Purpose	5
	Unit 3 Interim Assessment or <i>i-Ready Standards Mastery</i>	1
February	L14 Sound and Meaning in Stories	5
	L16 Rhythm and Meaning in Poems and Songs	5
	L16 Parts of a Story	5
March	L17 Point of View	5
	Unit 4 Interim Assessment or <i>i-Ready Standards Mastery</i>	1
	L18 Explaining How Images Support Text	5
	L19 Describing How Authors Use Reasons to Support Their Ideas	5
	L20 Comparing and Contrasting Two Texts	5
April	Unit 5 Interim Assessment or <i>i-Ready Standards Mastery</i>	1
	L21 Connecting Words and Pictures	5
	L22 Comparing and Contrasting Series	5
May	Unit 6 Interim Assessment or <i>i-Ready Standards Mastery</i>	1
	Assessment 2 or <i>i-Ready Diagnostic</i>	2

A56

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Weekly Pacing Guide 1 lesson per week

Day	Teacher Toolboxes.com	Interactive Tutorial
Day 1	Review: Cause and Effect—Level D 20 min (optional)	Introduction pp. 52–53 • Read: Describing Connections Between Scientific Ideas 10 min • Think 5 min • Graphic Organizer: What Happened and Why Chart • Talk 5 min • Quick Write (TRB) 5 min
Day 2	Modelled and Guided Instruction pp. 54–55, 58	• Read: Jumping Jumps 10 min • Think 10 min • Graphic Organizer: What Happened and Why Chart • Talk 5 min • Write: Short Response 10 min
Day 3	Guided Practice pp. 56–57, 59	• Read: Emperor Penguins 10 min • Think 10 min • Talk 5 min • Write: Short Response 10 min
Day 4	Independent Practice pp. 60–62	• Read: Seeds Get Around 10 min • Think 10 min • Answer and Discuss: Learning Target 10 min
Day 5	Independent Practice pp. 63–65	• Review: Answer Analysis (TRB) 10 min • Review: Response Analysis (TRB) 10 min • Answer and Discuss: Learning Target 10 min

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Using *Ready® Common Core*

The easy-to-use Teacher Resource Book contains best-practice instructional techniques to help you teach each new Common Core reading standard effectively. Much more than just an answer key to the *Ready Student Book*, this resource has the embedded professional development you'll need to teach students research-based strategies to conquer the challenges of reading complex texts. Using the real-world trade books as the vehicle to drive instruction, the *Ready* program enables you to help students develop proficiency in each Common Core reading standard by reading and revisiting these engaging, authentic literary and informational texts—utilizing a proven, effective, gradual-release approach that builds student confidence.

Teacher Resource Book
Get professional development right when you need it—while you're teaching a new standard. Proven effective learning strategies and tips throughout the Teacher Resource Book help you transition to the most rigorous standards, and many lesson plans (given you an idea for use) of trade books to coordinate the trade books with the instruction presented in the *Ready* program.

Trade Books
Provide students with the opportunity to apply Common Core reading standards throughout nine high-quality, authentic texts spanning a range of genres, topics, and text types.

Student Instruction Book
Provide rigorous instruction on every Common Core reading standard first, students learn to read trade books and answer questions to demonstrate understanding. Then, they explore key components of each standard in relation to the trade book text and answer questions using text-based evidence.

Teacher Toolbox
Differentiate instruction with the online Teacher Toolbox, which is a host of available resources to help teachers introduce a new concept.

A12

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How to Use It:

Use this guide to support planning, either independently or with your colleagues and administrators. Consider how it aligns with your instructional calendar, as well as when you might add days for additional scaffolding if needed.

Where to Find It:

Teacher Toolbox >
Grades 2–5 >
Program Implementation >
How to Implement *Ready Reading*
—OR—
Teacher Toolbox >
Grades K–1 or Grades 6–8 >
Program Implementation >
Using *Ready Common Core* (not pictured)

Program

Ready

Subject

Reading

Grades

K 1 2 3 4 5 6 7 8

Program Implementation

Classroom Resources Assessment Practice

General Resources

Resource Selector Tool

2016

Teacher Resource Book Table of Contents

Language Handbook Table of Contents

Welcome to Ready Reading - Program Overview

Meeting New Expectations and Best Practices

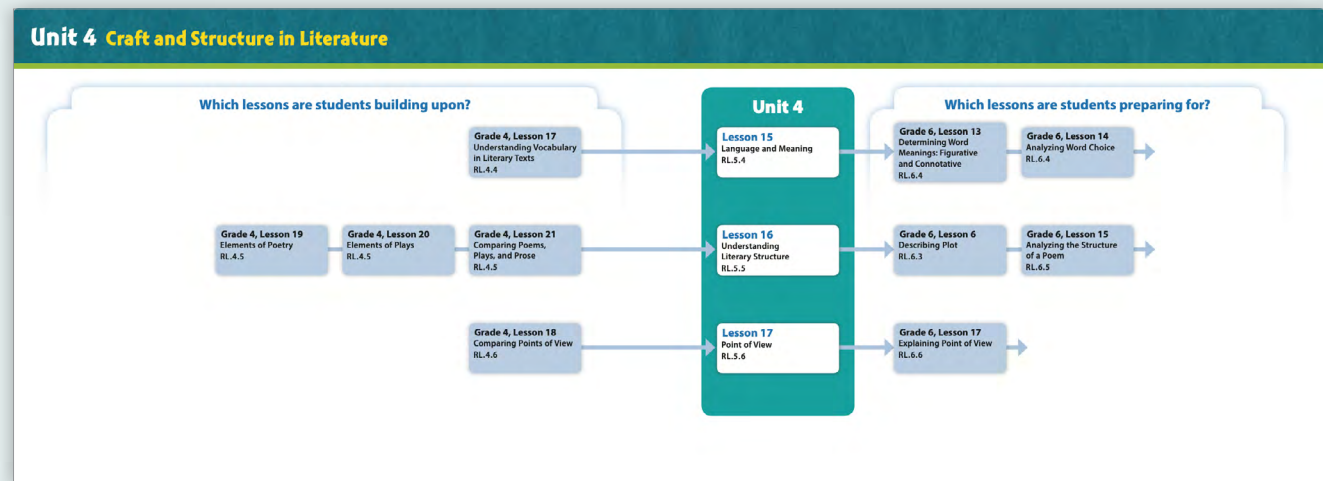
What Ready Reading Instruction Looks Like

How to Implement Ready Reading

Learning Progression

(Grades 2–5)

The Learning Progression chart at the beginning of each unit illustrates the skills upon which students are building, the grade-level skills in the unit, and the future skills for which students are preparing.



How to Use It:

Use this chart to gain a clear understanding of students' learning progression related to unit content. Refer to this chart as you plan for students who may need prerequisite skills support or extended enrichment.

Where to Find It:

Teacher Toolbox >
Grades 2–5 >
Classroom Resources >
Any Unit Opener

Teacher Toolbox

Support for Tutoring and At-Home Learning

Program

Ready

Subject

Reading

Grades

K

1

2

3

4

5

6

7

8

Program Implementation

Classroom Resources

Assessment Practice

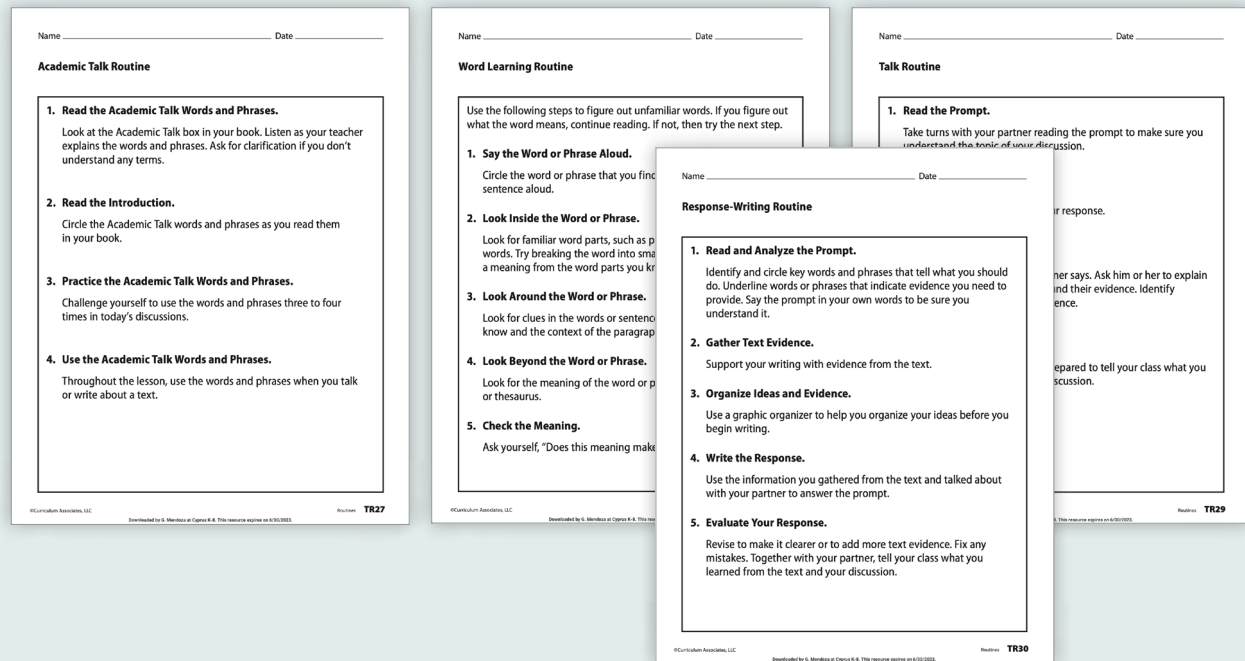
Whole Class		Small Group Differentiation			
Instruct	Assess	Reteach	Teacher-led Activities		
Interactive Tutorials	Ready Instruction Book	Interim Assessments	Prerequisite Ready Lessons	Tools For Scaffolding Comprehension	Tools For Instruction

Unit 1: Key Ideas and Details in Informational Text

Unit 1: Unit Opener					
Lesson 1: Ask and Answer Questions About Key Ideas					
Lesson 2: Finding Main Idea and Details					
Lesson 3: Reading About Time and Sequence					
Lesson 4: Describing Cause and Effect					

Student Learning Routines (Grades 2–5)

This resource acts as a quick reference tool for facilitating the steps of the four Student Learning Routines—Academic Talk, Word Learning, Talk, and Response-Writing—to support students as they access, analyze, and respond to complex texts in *Ready Reading*.

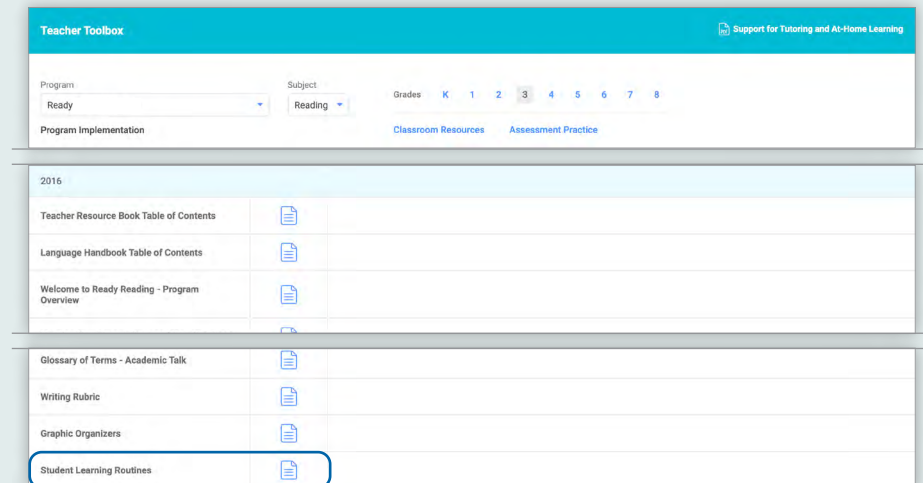


How to Use Them:

Print this resource and keep it with your planning materials for daily instruction. Refer to it whenever you facilitate a routine to encourage student engagement with complex texts.

Where to Find Them:

Teacher Toolbox >
Grades 2–5 >
Program Implementation >
Student Learning Routines



Guidance for Interactive Tutorials

This resource provides strategies and planning tips for using Interactive Tutorials for whole class or small group instruction.

i-Ready | Ready

Engage Students with Interactive Tutorial Lessons During Whole Class or Small Group Instruction

Interactive Tutorials are i-Ready lessons that complement a particular Ready lesson. Take the following steps when preparing to use Interactive Tutorials.

Step 1: Preview the Interactive Tutorial.

Watch the lesson to determine whether it meets your instructional goal of introducing, reviewing, practicing, or checking for understanding. In addition to on-grade level Interactive Tutorials, prerequisite tutorials can be used to address any skill gaps or provide exposure to prerequisite concepts.

As you watch, identify which parts of the Interactive Tutorial you will use. Watch the entire lesson and complete responses as if you were a student to anticipate what students may struggle with and understand the flow of the lesson that occurs based on student responses.

For your students to use: Online instruction, consider reviewing lesson plans to determine if the Interactive Tutorial is in the students' i-Ready lesson paths or if they have completed that i-Ready lesson recently.

Step 2: Determine how the Interactive Tutorial fits into your instructional plan.

Consider the length of the Interactive Tutorial you are planning to use. If you are using an Interactive Tutorial to support Ready instruction, identify which part of the lesson offers the best opportunity to incorporate the tutorial. Consider the following examples:

Ready Reading

- Use an on-grade level Interactive Tutorial to determine what students already know and how much time you should spend on Modeled and Guided Instruction.
- Use a prerequisite tutorial prior to beginning a Ready lesson with students who have skill gaps that need to be addressed.
- Following Guided Practice in a whole class Ready lesson, use an on-grade level Interactive Tutorial with a small group of students who need additional practice.

Ready Mathematics

- Use a prerequisite tutorial on the introduction day to build background knowledge.
- Use an on-grade level Interactive Tutorial on the Guided Practice or Independent Practice day as an opener to summarize/connect previous or prior learning.
- Use an on-grade level Interactive Tutorial on the Independent day, during differentiated stations, to remediate concepts with a small group of students.

If you are using the Interactive Tutorial alongside other instructional resources, determine which activities from these resources will come before and after the tutorial.

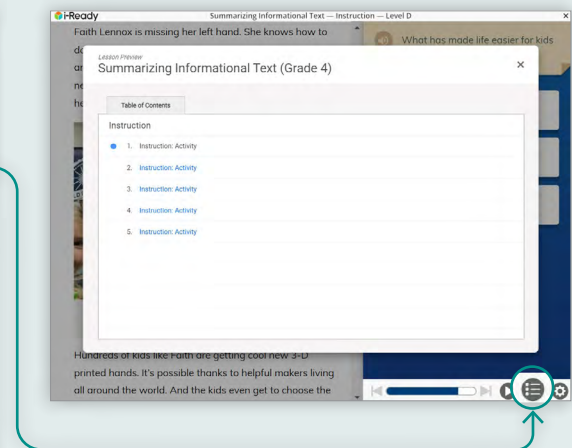
Step 3: Plan for student interaction.

Identify points in the Interactive Tutorial that require a student response. Determine how you will engage all learners in these points of interaction. Consider these strategies:

- Ask students to take notes, record their thinking, or solve problems in their journal as the lesson plays.
- Ask pairs of students to "turn and talk" to discuss a question or prompt. Call on one student in each pair to share their answer.
- Pause the lesson to have students explain or retell what they just learned to a partner.
- Arrange students in small groups and provide each group with a whiteboard. After the group reaches a consensus, they can hold up their board and share their response to a prompt.
- Pass around a ball or other object to facilitate taking turns responding to prompts. Allow students to pass the ball to a peer to ask for help if they need it.
- Write each student's name on a popsicle stick and randomly pull a stick to identify the student to respond. Allow students to ask a peer for help if they need it.
- If corrective feedback is provided, engage in discussion about how to move forward in the lesson with another response.

Step 4: Plan how to check for understanding.

Determine how you will check for understanding during the Interactive Tutorial. Consider selecting one or two points where you will collect a response from all of your students by having them either write down their thinking or by showing you what they know through some kind of physical representation, such as standing if they agree.



When previewing the Interactive Tutorials, use the hamburger menu to navigate around the lesson and find the most relevant sections to use with your students.

How to Use It:

Refer to this resource as you are planning upcoming instruction to effectively incorporate [Interactive Tutorials](#).

Where to Find It:

Teacher Toolbox >
Program Implementation >
Guidance for Interactive Tutorials

Teacher Toolbox [Support for Tutoring and At-Home Learning](#)

Program: Ready Subject: Reading Grades: K 1 2 3 4 5 6 7 8

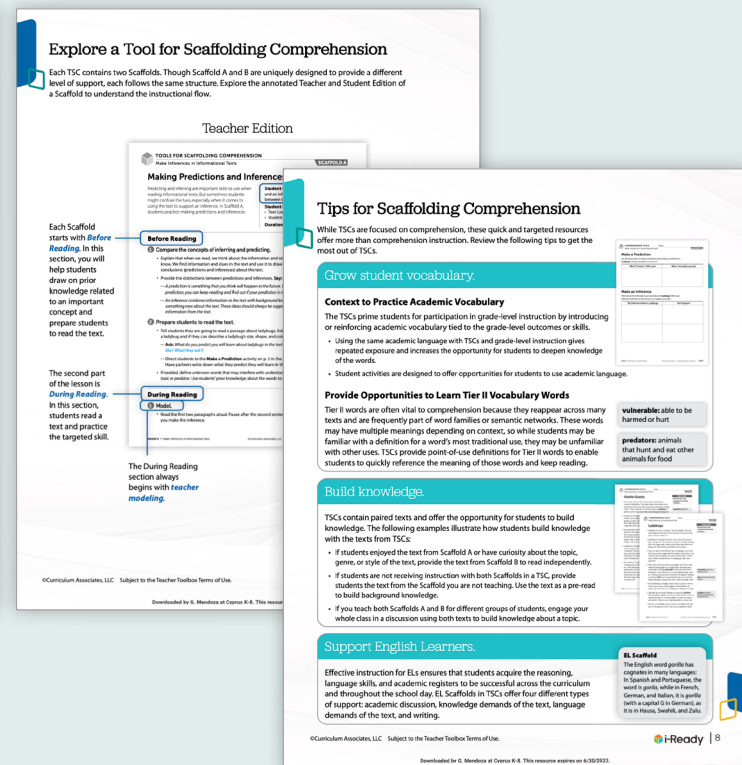
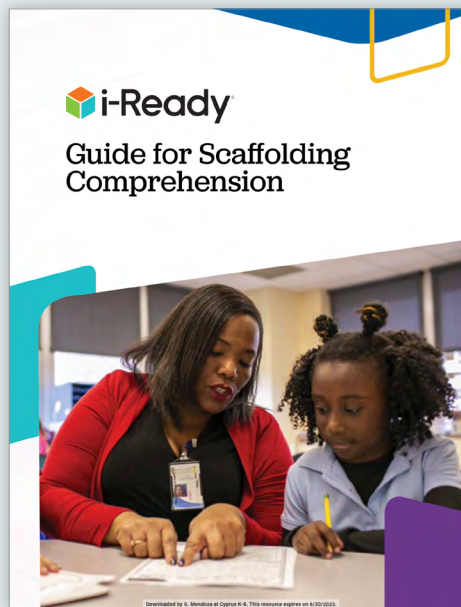
Program Implementation: Classroom Resources Assessment Practice

General Resources

Resource Selector Tool	
Tools for Scaffolding Comprehension	
Guidance for Interactive Tutorials	
Ready Reading Routines Posters	
Discourse Cards (English and Spanish)	

Guide for Scaffolding Comprehension

This resource provides an overview of what Tools for Scaffolding Comprehension are and how they can support learning. Additionally, you will find tips and guidance for aligning their use with student performance data and effectively incorporating them into instruction.

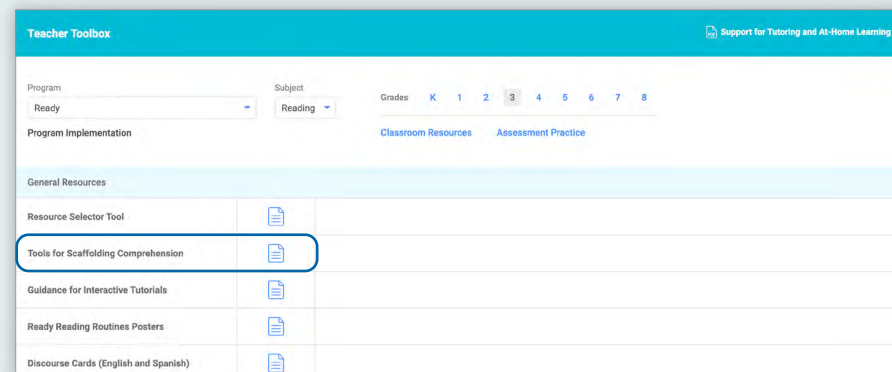


How to Use It:

Refer to this resource as you are planning upcoming instruction to effectively incorporate [Tools for Scaffolding Comprehension](#).

Where to Find It:

Teacher Toolbox >
Grades 3–8 >
Program Implementation >
Tools for Scaffolding Comprehension



Using Ready Reading Discourse Cards Guide

This resource provides guidance for selecting and using Discourse Cards to engage students in academic conversation, including a discussion planner and Discourse Card library.



Overview

The Ready Reading Discourse Cards include questions and response prompts to guide meaningful student discussions about texts. They are designed to help students use academic language, explain and support ideas using text evidence, and learn from each other's experiences and perspectives. The cards are divided into six categories.

Understanding Literature

Choose these cards to support text-based discussions on literary standards and topics, such as **setting, character, plot, point of view, and theme.**

Understanding Informational Texts

Choose these cards to support text-based discussions on informational standards and topics, such as **main idea, text features, text structure, argument, perspective, and author's purpose.**

Knowledge Building

Choose these cards to help students analyze texts from each other's perspectives and experiences. Q encourage students to **activate background knowledge, make connections, and think beyond the text.**

Word Learning

Choose these cards to help students develop vocabulary strategies for exploring **context clues, word parts, synonyms, antonyms, cognates, and word choice.**

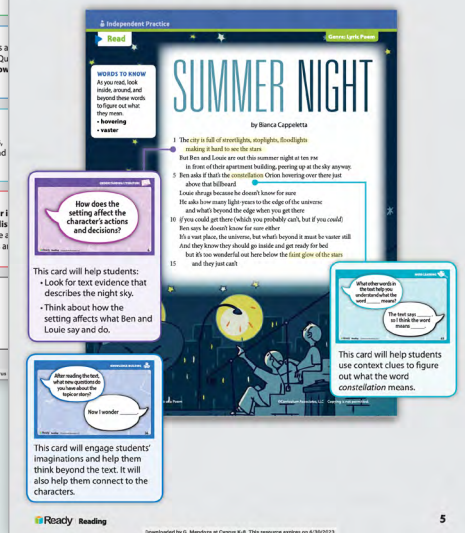
Academic Talk

Choose these cards to help students **explain their ideas, ask questions, clarify misunderstandings, and listen and respond to each other.** Model and introduce these cards with each discussion until students are familiar with all of them.

Blank Cards

Choose these cards to create your own questions and response prompts. Laminate them to reuse with dry-erase markers.

Sample Text: Grade 5, Lesson 8

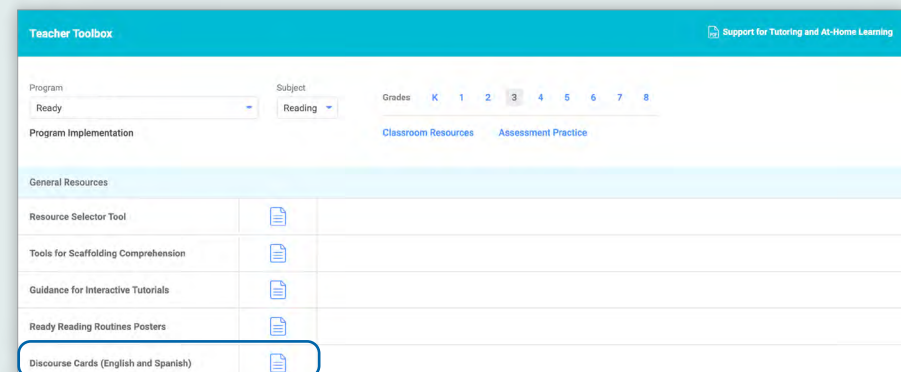


How to Use It:

Use this resource as you are planning upcoming lessons to select appropriate Discourse Cards and strategies to encourage academic conversation.

Where to Find It:

Teacher Toolbox >
Program Implementation >
Discourse Cards (English and Spanish)



Ready Reading Writing Rubrics or Ready Writing Rubrics and Exemplar Writing Samples

(Grades 2–5)

Ready Reading Writing Rubrics are two-point writing rubrics designed to support instruction by providing clear and concise feedback.

Ready Writing Rubrics are four-point, genre-specific rubrics designed to support instruction by providing specific feedback related to the writing genre covered in a *Ready Writing* lesson. The Exemplar Writing Samples accompanying these rubrics are annotated samples demonstrating effective writing as well as less-effective writing.

Name _____ Date _____

2-Point Writing Rubric
Use this rubric to evaluate your writing.

Points	Focus	Evidence	Organization
2	My answer does exactly what the prompt asked me to do.	My answer is supported with plenty of details from the text.	My ideas are clear and in a logical order.
1	Some of my answer does not relate to the prompt.	My answer is missing some important details from the text.	Some of my ideas are unclear and out of order.
0	My answer does not make sense.	My answer does not have any details from the text.	My ideas are unclear and not in any order.

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Name _____ Date _____

LESSON 3 Rubric for Opinion Writing

SCORE	4	3	2	1
Idea/Purpose	Clearly indicated purpose to support a point of view; clearly stated topic or text and opinion	Purpose indicated to support a point of view; stated topic or text and opinion	Purpose vague; topic or text and opinion not clearly stated	Purpose, topic or text, and opinion unclear or missing
Elaboration/Evidence	Opinion strongly supported by reasons	Opinion supported by reasons, but these may not be sufficient	Not all reasons support opinion	Supporting reasons unclear or too limited
Organization	Strong introduction; conclusion; reasons in clear, logical order	Recognizable introduction; conclusion; lists reasons	Missing either introduction or conclusion; needs clearer order for reasons	No introduction or conclusion; no discernible order for reasons
Language/Vocabulary	Correct, appropriate words; good use of linking words and phrases to connect opinion and reasons	Mostly appropriate words; needs better use of linking words and phrases to connect opinion and reasons	Mostly correct but ordinary words; uses few linking words and phrases	Limited, dull, or unclear words; uses no linking words and phrases
Conventions	Strong command of most standard writing conventions; only a few minor errors	Reasonable command of most standard writing conventions; some errors that detract from writing	Some command of standard writing conventions, but many errors that detract from writing	Limited command of any standard writing conventions; numerous, serious errors

NOTE: Evaluate students' opinion writing using this rubric.

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How to Use Them:

Use *Ready Reading* or *Ready Writing* Rubrics to guide student writing, anchor feedback in writing conferences, or as attachments to graded work.

Use the Exemplar Writing Samples in whole class instruction to lead a guided analysis of genre-specific writing.

Where to Find Them:

Teacher Toolbox for *Ready Reading* >
Program Implementation >
Writing Rubric

—OR—

Teacher Toolbox for *Ready Writing* >
Evaluation Tools >
Rubrics and Exemplar Writing Samples (*not pictured*)

Teacher Toolbox Support for Tutoring and At-Home Learning

Program: Ready Subject: Reading Grades: K 1 2 3 4 5 6 7 8

Program Implementation [Classroom Resources](#) [Assessment Practice](#)

2016

Teacher Resource Book Table of Contents	
Language Handbook Table of Contents	
Welcome to Ready Reading - Program Overview	
Meeting New Expectations and Best Practices	
Glossary of Words to Know	
Glossary of Terms - Academic Talk	
Writing Rubric	

Ready Standards Correlations (Grades 2–5) or Ready Instruction Correlation Charts (Grades K–1 and 6–8)

These charts illustrate how standards are covered in *Ready* lessons with either comprehensive instruction or additional practice.

CCSS Correlations

Common Core State Standards Coverage by Ready® Instruction
The table below correlates each Common Core State Standard to the Ready® Instruction lesson(s) that offer(s) comprehensive instruction or additional practice on that standard.

Common Core State Standards for Grade 3		
Reading Standards for Literature	Comprehensive Instruction	Additional Practice
Key Ideas and Details		
Literature 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Lesson 5: 58/TRB: pp. 78–91	Lesson 6: TRB: p. 101; Lesson 8: TRB: p. 130; Lesson 13: TRB: p. 226; Lesson 14: TRB: p. 233; Lesson 15: TRB: pp. 252, 254; Lesson 16: TRB: pp. 266, 268; Lesson 21: TRB: p. 362; Lesson 22: TRB: pp. 378, 379
Literature 2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	Lesson 7: 58/TRB: pp. 106–119; Lesson 8: 58/TRB: pp. 120–133	Lesson 5: TRB: p. 83; Lesson 6: TRB: pp. 97, 101; Lesson 13: TRB: p. 209; Lesson 13: TRB: p. 223; Lesson 14: TRB: p. 233; Lesson 15: TRB: p. 252; Lesson 21: TRB: pp. 357, 362; Lesson 22: TRB: p. 378
Literature 3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	Lesson 6: 58/TRB: pp. 92–105	Lesson 5: TRB: pp. 88, 90; Lesson 7: TRB: pp. 111, 116; Lesson 8: TRB: pp. 125, 130; Lesson 13: TRB: p. 223; Lesson 14: TRB: p. 233; Lesson 15: TRB: p. 252; Lesson 21: TRB: pp. 357, 362; Lesson 22: TRB: p. 378
Craft and Structure		
Literature 4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.	Lesson 12: 58/TRB: pp. 200–213	Lesson 7: TRB: p. 116; Lesson 8: TRB: p. 130; Lesson 14: TRB: p. 233; Lesson 16: TRB: pp. 266, 268; Lesson 22: TRB: p. 378
Literature 5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	Lesson 13: 58/TRB: pp. 214–227; Lesson 14: 58/TRB: pp. 228–241; Lesson 15: 58/TRB: pp. 242–255	Lesson 12: TRB: p. 205; Lesson 15: TRB: p. 247; Lesson 16: TRB: p. 266
Literature 6. Distinguish their own point of view from that of the narrator or those of the characters.	Lesson 16: 58/TRB: pp. 256–269	Lesson 5: TRB: p. 83; Lesson 6: TRB: pp. 97, 101; Lesson 7: TRB: p. 111; Lesson 13: TRB: pp. 209, 223; Lesson 21: TRB: pp. 357, 362; Lesson 22: TRB: pp. 378, 379

Common Core State Standards Coverage by Ready Instruction TR31

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Correlation Charts

Common Core State Standards Coverage by Ready®

The chart below correlates each Common Core State Standard to each Ready® Common Core lesson that offers comprehensive instruction on that standard. Use this chart to determine which lessons your students should complete based on their mastery of each standard.

Common Core State Standards for Grade 1—Reading Standards		Ready Common Core Student Lesson(s)	Additional Coverage in Teacher Resource Book Lesson(s)
Reading Standards for Literature			
Key Ideas and Details			
RL.1.1	Ask and answer questions about key details in a text.	1	A, B, C, D, H, 2, 3, 4, 17, 18
RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	A, B, C, D, H, 5	1, 2, 4, 5, 9, 10, 11, 12, 17, 18
RL.1.3	Describe characters, settings, and major events in a story, using key details.	2, 3, 4	A, B, C, D, H, 5, 17, 18
Craft and Structure			
RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	9, 10	3, 17
RL.1.5	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	11	—
RL.1.6	Identify who is telling the story at various points in a text.	12	19
Integration of Knowledge and Ideas			
RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.	17	B, C, D, H, 1, 2, 3, 4, 11, 12, 18
RL.1.8	(Not applicable to literature)	N/A	N/A
RL.1.9	Compare and contrast the adventures and experiences of characters in stories.	18	—
Range of Reading and Level of Text Complexity			
RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.	All Lessons	
Reading Standards for Informational Text			
Key Ideas and Details			
RI.1.1	Ask and answer questions about key details in a text.	6	E, F, G, I, 7, 8, 13, 16
RI.1.2	Identify the main topic and retell key details of a text.	E, F, G, I, 7	6, 8, 11, 13, 14, 16, 20, 21
RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.	8	E, F, G
Craft and Structure			
RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	13	—
RI.1.5	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	14, 15	—
RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	16	—

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A38

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How to Use Them:

Use these charts to find lessons and resources by standard.

Where to Find Them:

Teacher Toolbox >
Grades 2–5 >
Program Implementation >
Ready Standards Correlations

—OR—

Teacher Toolbox >
Grades K–1 or Grades 6–8 >
Program Implementation >
Ready Instruction
Correlation Charts (not pictured)

Teacher Toolbox

Support for Tutoring and At-Home Learning

Program

Ready

Subject

Reading

Grades

K 1 2 3 4 5 6 7 8

Program Implementation

Classroom Resources

Assessment Practice

2016

Teacher Resource Book Table of Contents

Language Handbook Table of Contents

Welcome to Ready Reading - Program Overview

Meeting New Expectations and Best Practices

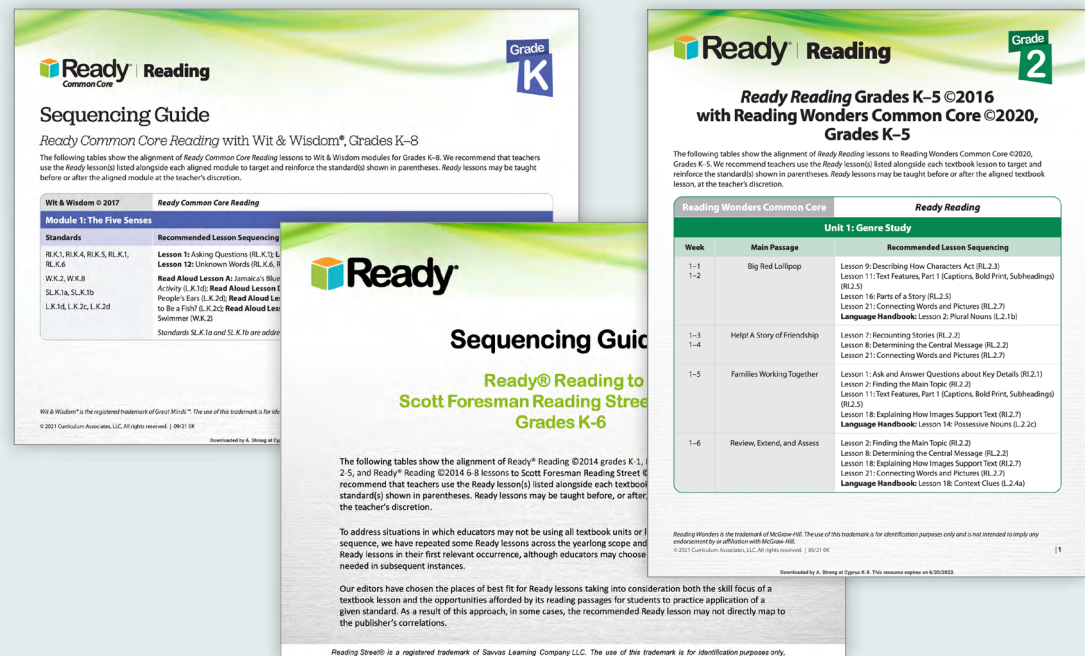
Graphic Organizers

Student Learning Routines

Ready Standards Correlations

Using *Ready* to Supplement Another Program

This document aligns *Ready Reading* lessons to the scope and sequence of other English language arts programs.



How to Use It:

If you are using another program, follow the guidance in this document to find *Ready Reading* lessons that provide supplemental instruction for standards covered in the other program.

Where to Find It:

Teacher Toolbox >
Program Implementation >
Using *Ready* to Supplement Another Program

