Learning A-Z - Linking Resources to Meet Common Core State Standards

Instructional Guide for Teachers

*Reading A-Z*  *Raz-Kids*  *Writing A-Z*  *Vocabulary A-Z*  *Reading Tutors*

The Learning A-Z web-sites provide supplemental resources to support teachers in their classroom instruction. Though each site is effective as a “stand-alone” resource, the real power is in using the sites together as a literacy solution when implementing the Common Core State Standards.

Teachers building common core lessons start by asking essential questions related to what they want their students to learn and determining which standards they will target. For example, a teacher teaching about habitats in science may include several grade specific literacy standards in the lesson building process.

Using the powerful Search Tool in Reading A-Z, the teacher would start with a broad search using the word “habitats”. The search results will list a wide range of literature and informational titles at a variety of levels of complexity with lesson plans addressing many of the Reading Standards. Teachers further narrow the search by text type, genre, and skill to ensure they include a range of text types in their instruction. Teachers select the resources that best fit their instructional objectives from the available texts and additional resources linked to Foundational Skills and Language Standards such as related fluency practice passages. These materials are used for modeling skills in the projectable format as well as for small group instruction and independent work in the printable format. Accompanying lesson plans, discussion cards, graphic organizers and more provide the support and structure to guide students toward close reading and enable them to respond to texts orally and in writing.

To provide additional support and make complex texts accessible to lower performing students, teachers assign selected texts in Raz-Kids, giving students an online option to hear books read aloud, practice and record their reading, and check their comprehension.

Teachers provide direct vocabulary instruction for academic and content words associated with units of study with Vocabulary A-Z pre-made lesson plans for the titles they have selected. Alternatively teachers create their own customized word lists on Vocabulary A-Z and use the lesson builder tool to generate lesson resources. These resources are used in a series of teacher directed lessons and independent practice activities that help students build word concepts and Language standards.

Writing connections are built into many lessons on the Reading A-Z site. Additionally teachers utilize Writing A-Z for in-depth process writing lessons on specific text types that connect to units of study and linked standards. For example, when using the book *Ocean Animals* (Level I) the Writing A-Z lesson on informational report writing is suggested. Teachers use this lesson to guide students through the steps of writing a composition that presents their knowledge of a topic of study and support the range of abilities with support materials at 4 developmental levels. Teachers observe and assess students writing using specific rubrics and target areas for improvement with included skill lessons.

Having access to all sites provides teachers with supplemental resources to build lessons combining standards across disciplines.
Learning A–Z provides K–6 teachers with award-winning classroom resources for Reading, Writing, Speaking and Listening, and Language Skills as set out in the Common Core State Standards. These resources—whether used for individual, small-group, or full-classroom instruction or student practice—help teachers address and implement the Common Core Standards.

Reading A–Z is widely recognized for its vast library of printable and projectable books at 27 levels of difficulty. The collection includes both fiction and nonfiction books in a range of genres that can be used in a variety of ways. Each leveled book is accompanied by a comprehensive lesson plan that incorporates the guiding principles of the Common Core State Standards. The projectable books and supplementary resources such as worksheets, discussion cards, and comprehension quizzes, give teachers “hands-on” tools for introducing and reinforcing standards during whole-class instruction. The collection also includes hundreds of multilevel books that give teachers flexibility and allow them to combine whole-class instruction with differentiated instruction.

Sample Text types:
- Descriptive (nonfiction) Level B Pond Life
- Biography (nonfiction) Level J Garrett Morgan and the Traffic Signal
- Persuasive (nonfiction) Level P Shelter Pets Are Best
- Poetry (fiction) Level Q Poetry Snow
- Realistic (fiction) Level M Marcus Loses Patches
- Informational (nonfiction) Level Y The Art of Photography

Teachers using these books will find a focus on comprehension that will promote development of the higher-order thinking skills targeted in Common Core. Look for components such as Enduring Understanding, Extend the Reading, Discussion Cards, and Extended Responses that accompany the lesson plans and quizzes.

Beyond the leveled book library, teachers will find instructional and assessment tools for phonics, phonological awareness, vocabulary, and fluency, to address the Foundational and Language Standards.

Quick Access to Material
Reading A–Z offers three tools for quick and easy access to the vast number and variety of resources found on the site. A direct link to material correlated to the standards, at each grade level, is found on the Home Page. This correlated material pulls resources from across the Reading A–Z site, making it possible for teachers to immediately add to their Common Core Tool Kit without having to spend time browsing the individual tabs.

For example at the Grade 1 level:

Click on the Common Core Standards link under Search/Correlations in the blue sidebar at the left on the Home Page.

**Common Core Standards**

Reading A-Z recognizes the importance of the Common Core Standards. We have correlated our materials to the Common Core Standards to help you find resources to teach students.

Select standard with correlated material:

**RF.1.3(d):** Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. [materials correlated to this standard](#)

**RF.1.3(e):** Decode two-syllable words following basic patterns by breaking the words into syllables. [materials correlated to this standard](#)

The correlated material listed for these two standards includes links to both the books with accompanying lesson plans and also to the lessons found under the Phonics Tab:

**Phonological Awareness: Lesson 11**

Discriminate final sounds; blend phonemes; segment syllables and onset and rime

**Phonological Awareness: Lesson 12**

Discriminate final sounds; blend phonemes; segment syllables and onset and rime

The second tool is the Search Tool, which is found on every page and is often used when fine-tuning or looking for specific material linked to standards such as those found in Reading/Integration of Knowledge and Ideas.
The power of the Search Tool becomes evident with the ability to sort and narrow search results.

The third tool for acquiring correlated material is Books by Skills, found on the All Books page. Teachers who know exactly what they need to start filling gaps in their instruction can use this complete list of skills for the leveled book library to find a variety of levels to support teaching like skills to all abilities found in the classroom.

For example at the Grade 4 level:

**RI.4.2** Determine the main idea of a text and explain how it is supported by key details; summarize the text.

Using Books by Skills allows the teacher to reorganize headings such as Comprehension. Scrolling through the alphabetized list quickly turns up a number of informational titles in a range of levels for main idea and details.
### What It Looks Like in the Classroom

#### Level N   All About Kites

<table>
<thead>
<tr>
<th>Informational Text</th>
<th>Reading A-Z Lesson Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RI.2.1:</strong> Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</td>
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<tr>
<td><strong>RI.2.2:</strong> Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</td>
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<tr>
<td><strong>RI.2.8:</strong> Describe how reasons support specific points the author makes in a text.</td>
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<tr>
<td><strong>RI.2.10:</strong> By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</td>
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**Before Reading**

**Introduce the Reading Strategy: Ask and answer questions**

- Make a KWL chart on the board. Remind students that K stands for what I know, W stands for what I want to know, and L stands for what I've learned.
- Have students think about what they know about the topic of kites. Explain that thinking about all the information they know about a topic before they read a book about it will help them to better understand and remember what they read. Tell students that before they read, they should also think of some things they would like to learn about the topic that they don't already know. As they read, have them look for answers to their questions.
- Model how to ask and answer questions.
  - **Think-aloud:** When I think about kites, I think about the way they look when I see them in the sky. I know that there has to be some kind of wind or breeze to keep them in the air. I also know that they are flown at the end of a spool of yarn or string. I also know that by tightening and loosening the line, you can make the kite move. I will write this information on my chart in the K column. I wonder why the kite stays in the air. I also wonder if the kite would still fly if there were no wind but I ran really quickly so it had to move in the air. I will write these questions in the W column. As I read, I will write any answers to these questions that I find in the L column. (Tailor comments to personal situation.)
- Introduce and explain the **ask-and-answer-questions worksheet.** Have students think about the topic of kites and to brainstorm all of the things they already know about the subject and write them in the K column. In the W column, have students list any questions they have about the subject of kites. Explain that as they read the book, they will write new information in the L column. Remind them that sometimes as they read, new information they learn and questions they answer may lead to even more questions, which they should add to the W column.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

**Introduce the Comprehension Skill: Main idea and details**

- Review or explain that many nonfiction books focus on a topic so broad that it is necessary to break the information into parts. These parts are often written as sections in a book. The book has a main idea, and the sections are details that tell about it. Each section has its own main idea, and the information in the section tells details about the section's main idea.
- Model how to identify the main idea and details. Read page 7 with students.
  - **Think-aloud:** The title of this section is “Many Uses for Kites.” The sentences talk about how kites have been used as tools in fishing. The main idea of this section is that kites were useful tools. A detail is that they were used to fish.
- Tell students that looking for main ideas and details as they read will help them to better understand and keep track of information as they read.
Foundational Skills

**RF.2.3(a):** Distinguish between long and short vowels when reading regularly spelled one-syllable words.

**RF.2.4(a):** Read on-level text with purpose and understanding.

**RF.2.4(c):** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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**Build Skills**

**Phonics: Long /i/ vowel sound**

- Ask students to listen carefully as you say words that contain the long /i/ sound (shine, time, line). Stretch the words out as you say them, and then have students repeat the words. Explain that the vowel sound they hear is the long /i/ sound.
- Write the words kite, mine, five, and line on the board and say them aloud with students. Have a volunteer come to the board to circle the letter that makes the long vowel sound (/i/). Ask students to identify what all of the words have in common (/i e). Explain that in all these words, the final e is silent. Have students brainstorm other words that fit the same pattern. Write them on the board.
- Have students turn to page 6 and highlight or circle the words that contain long /i/ sound. Write the words on the board. Have students go through the book and find other words with the long /i/ sound.

**Set the Purpose**

- Have students think about what they know about kites as they read the book. Remind them to look for answers to the questions they posed on their KWL chart and to think about other questions they may have as a result of new information they read.

**Before Reading**

**Introduce the Vocabulary**

- As students preview the book, point out any vocabulary that you feel may be difficult for them. Point out that all of the words that appear in bold print can be found in the glossary at the back of the book.
- Remind students of the strategies they can use to work out words they don’t know. For example, they can use what they know about letter and sound correspondence to figure out a word. They can look for base words, prefixes, and suffixes. They can use the context to work out meanings of unfamiliar words.
- Model how to apply word-attack strategies. Write the word inventor on the board and direct students to the text on page 6 to find the word. Model how they can use prior knowledge and context clues to figure out the word’s meaning. Ask students to think of another word that begins with the same sounds (invent). Show students that by reading past the word they are unfamiliar with, they will find a sentence that provides a clue. In the words following the unfamiliar word, they learn that Ben Franklin proved that lightning was electricity. Ask for a thumbs-up if students agree that Ben Franklin was an inventor. Explain that they have used what they know about a familiar word together with the context clues to figure out the meaning of the unknown word. Have students follow along as you read the sentence in which it is found to confirm the meaning of the word.
- Remind students that they should check whether words make sense by rereading the sentence.

**After Reading**

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.
Build Skills

Grammar and Mechanics: *Past-tense verbs*

- Remind students that verbs are words that tell action. Write the word *lift* on the board and read it with students. Then use it in a sentence: *I lift the kite over my head as I run.* Explain that *lift* is in the present tense, which means it is happening now.

- Explain that adding *-ed* to the end of some verbs makes them past tense, which means they describe something that *already happened*. Add *-ed* to *lift*. Read the word *lifted* and use it in a sentence: *I lifted the kite over my head, and then I ran.* Ask a volunteer to use the word *lifted* in a sentence.

Have students turn to page 6 and reread the page to find past-tense verbs. Remind them to look for the special *-ed* ending and to think about the meaning of what they read. If they read a description of something that already happened, it is in the past tense. Select volunteers to name the past-tense verbs they find. Have students underline these verbs in their book.

**Check for understanding:** Have students go through the remainder of the book and underline the past-tense verbs. Remind them to think about the way the author describes the action.

**Independent practice:** Introduce, explain, and have students complete the *past-tense-verbs worksheet.*
Learning A–Z provides K–6 teachers with award-winning classroom resources for Reading, Writing, Speaking and Listening, and Language Skills as set out in the Common Core State Standards. These resources—whether used for individual, small-group, or full-classroom instruction or student practice—help teachers address and implement the Common Core Standards.

Raz-Kids offers teachers an interactive, engaging resource that has hundreds of leveled books spanning twenty-seven levels of difficulty, covering a range of subjects. Raz-Kids not only motivates students to read and do further research at school, home, or anywhere they have access to the Internet, but they can now download their favorite books from iTunes. With Raz-Kids, students can work, independently, to improve fluency, and expand and develop vocabulary, while improving overall comprehension in literacy. Teacher management tools allow teachers to customize student assignments, view reports, and track student progress.

The CCSS point to the balance needed between literary and informational text in reading instruction. Strategies include read-alouds to help build knowledge of both the language and structure found in different types of informational text. Raz-Kids provides students with the opportunity to listen to a book, record the text, and take quizzes using both literary and informational texts that cross disciplines. Having students listen to informational text in the early grades will help them integrate the differences between literary and informational text as well as help them read more complex texts in later grades.

Sample titles:

Level C  How Many?  (Math)  Level N  Making Rice  (Math)
Level D  Community Helpers (Social Studies)  Level P  Magnetism (Science)
Level J  Ocean Animals  (Science)  Level T  Holidays Around the World  (Social Studies)

Raz-Kids offers a unique opportunity to question students about the impact/influence of added sound effects, music, animation, video, and the narrator's intonation of specific words on the overall message. They can explore the differences they experience as readers when exposed to the “read version” and the “listen version” of the same text. A powerful connection can be made by filtering out what the media adds as enhancements and getting to the author's message/intent. For example, if the intent is to persuade you that conversation is good and pollution is very bad (thinking about oil wells, wind farms etc.); by comparing the text without added enhancements to the "listen" version with all the enhancements, students will learn to compare "how they felt when..." the music changed to a darker mood just when the pollution page was beginning.

Raz-Kids also provides an opportunity for students to use electronic icons and links as they explore their personal assignment pages, the Bookroom, Raz Rocket, and the newly added feature "On Your Own," which is available to schools that have both Reading A–Z and Raz-Kids subscriptions. “On Your Own” is the complete leveled library
from Reading A–Z and is an option enabled by the teacher for students. It provides additional books for reading practice and open-book quizzes for comprehension.

Here is a Sample Student Assignment Page showing a variety of tabs, some of which can be enabled or disabled by the teacher:

Teacher management tools include the:

- **Roster** tab, the "hub" of the class-management system for adding, deleting, changing student profiles, and so much more.
- **In Basket** tab, where all student recordings are housed for review
- **Assignment** tab, where teachers can set students up in a self-paced assignment that automatically advances students through the levels upon completion of tasks at each level; or teachers can customize assignments to specific needs
- **Reports** tab, for a comprehensive list of reports on student activity that includes dates, times, tasks completed, reading progress graphed over time, errors on quizzes, and much more
- **Books** tab, for browsing the complete list of e-books on Raz-Kids
- **Teacher Corner** tab, for tips and help, including a library of short, step-by-step videos on navigating specific areas of the site
Reports include both individual and class reports:
Supplemental Material Guide - Bridging the CCSS Gaps

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The CCSS for writing include the process skills of planning, revising, editing, and publishing, found under Production and Distribution of Writing. These standards focus on creating a stronger balance between teaching those process skills and teaching them as they relate to specific writing types that include argument, informative/explanatory texts, and narratives, which are outlined under the Text Types and Purposes anchor standards.

Writing A-Z offers teachers instant access to hundreds of downloadable writing resources, at four developmental levels, to assist in the implementation of the CCSS. These resources include core lesson plans on a variety of text types such as informational reports, biographies, persuasion/argument, and narratives, to skill building lessons for students who need extra practice and reinforcement of skill sets associated with writing.

Text Type Samples

**CCSS Writing Standards - Text Types and Purposes**

Use the comprehensive lesson plans to teach students how to:

1. Write arguments...
2. Write informative/explanatory texts...
3. Write narratives...

**LESSONS » PERSUASIVE**

- Each lesson includes:
  - lesson plan
  - graphic organizer sample
  - writing sample
  - graphic organizer
  - revision checklist
  - classroom poster
  - rhetoric

1. Choose the type of writing lesson from the list of text types.
2. Click on the to download the multi-level lesson plan.
3. Click on a to download the student writing materials.

Access leveled editing guides (consistent across text types) for student use.
Overview of a Lesson

There is also an ELL Guide for specific tips and guidelines across all text types to meet the needs of every level of ELL students.
Specific writing skills, found in the both the Language and Writing Standards of the CCSS, are targeted in Writing A-Z’s genre lesson plans, in the Skills Lessons which include such topics as conventions, endings, openings, sentences, and word choice, and in the Write Rights – daily grammar activities at four developmental levels.

**CCSS Writing Standards – Production and Distribution**

4. Produce clear and coherent writing...
5. Develop and strengthen writing...
6. Use technology, including the internet...

Multiple opportunities for revision and editing are found throughout the writing lesson plans, both as a class experience and as an independent activity.

The Skills Lessons provide mini-lessons on specific elements needed for clear and coherent writing.

Write Rights is a thirty-week daily review program targeting key grammar skills.

The Tools section provides additional writing support resources, such as research packets and writing prompts, aimed at further strengthening the reading/writing connection and crafting pieces of writing, over a variety of time frames, as outlined under the *Research to Build and Present Knowledge* and *Range of Writing* anchor standards of the CCSS.

**CCSS Writing Standards – Research to Build and Present Knowledge**

7. Conduct short as well as sustained research projects...
8. Gather relevant information from multiple...
9. Draw evidence from literary or informational texts...
Writing A-Z offers lots of writing activities for short time periods.

CCSS Writing Standards – Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Using Writing A-Z as a resource to align instruction to the CCSS will provide students with the tools to become informed decision makers when selecting the appropriate writing format/genre to communicate effectively with a specific audience.
<table>
<thead>
<tr>
<th>Writing Standard</th>
<th>Writing A-Z Lesson Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Production and Distribution:</strong></td>
<td><strong>Informational Report</strong></td>
</tr>
<tr>
<td><strong>W.2.4</strong> With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</td>
<td>Lesson plans at four developmental levels take students through shared experience to independent writing activity using the “gradual release of responsibility” model.</td>
</tr>
<tr>
<td>W. 2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</td>
<td>Sample pieces of instruction at each stage in the lesson plans:</td>
</tr>
<tr>
<td><strong>Range of Writing:</strong></td>
<td><strong>BEFORE WRITING</strong></td>
</tr>
<tr>
<td><strong>W.2.10</strong> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</td>
<td><strong>SETTING THE STAGE</strong></td>
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**Part 1**

**Experience It**

Explain to students that writers often write from experience. Establish a common student experience to write a class informational report. (Note: “Butterflies” is the topic used in this lesson. You can adapt this lesson for use with other topics by using the types of questions and think-alouds provided in this lesson as a guide.)

Write the word Animals on the board. Ask students to share anything they know about animals and write the information on the board. (Note: For the purposes of this lesson, make sure to include information about insects and butterflies on the board.) Point out the large amount of information about several animals written on the board. Ask students:

*What can you say about the amount of information about animals on the board? Do you think it would be easy or difficult to write a paper and include something about every animal on the board?*

Draw the following examples on the board as you conduct the think-aloud:

**Share It**

Invite volunteers to share the information they already know about butterflies. Write the information on chart paper or a KWL chart. Discuss with students similarities present in the types of information listed and how to sort the information into question categories (How do butterflies look? Where do butterflies live? and so on). Ask students to group the information in the list under the appropriate categories.

Ask students to identify other important information about butterflies people might need to know. (Note: For the purposes of this lesson, guide students at each level to identify the following questions, which they will answer using the research packet provided during Prewrite.)
Tips and leveled expectations help guide the teacher throughout the lesson:

**Tip**
You may want to include an extra question for students to research that is not adequately supported by the source material at any level, such as How do butterflies breathe? This question can be used to teach students when to eliminate or further research questions in which limited information can be found.

**Leveled Expectations**
- ▲ Refer to report sections as beginning, middle, and ending; writes a list of facts relating to more than one idea about topic
- ▲▲ Refer to report sections as beginning, middle, and ending; includes main ideas and details about topic
- ▲▲▲ Refer to report sections as introduction, body, and conclusion; includes main ideas and details about topic
- ▲▲▲▲ Refer to report sections as introduction, body, and conclusion; includes main ideas and details about topic

**Informational Report Writing and Graphic Organizer Samples:**
- ▲ Beginning
- ▲▲ Early Developing
- ▲▲▲ Developing
- ▲▲▲▲ Fluent

**PREVIEW THE SAMPLES**
Display and read aloud the Informational Report Samples to students using an overhead projector or document camera. Point out the connections between the information on these samples during the following discussion:

- Reread aloud the **beginning (introduction)** of the writing sample. Discuss how the beginning tells readers about the topic and grabs their attention. Have volunteers underline the topic in the sample.

- Point out that the **middle (body)** includes information that tells about the topic. (Note: For students at the beginning level, discuss the types of **facts** listed. For students at the early developing level and higher, identify the **main ideas and details**. Discuss how each question is used to write the main idea sentence. Explain that details help readers understand main ideas more clearly. Have volunteers identify the main ideas and details in the sample.)
PREWRITE

**Write It** Remind students of the class topic chosen during Part 1 (i.e., Butterflies). Model how to organize thinking during a prewriting activity. Point out that **organization** is a trait of good writing.

**Think-aloud:** I want to write an informational report about butterflies. To start, I think about what I already know about butterflies. Then I think about questions that I have about butterflies and the kinds of information I think someone would want to know about them (restate guided questions generated in the Prewriting section of the lesson). I know I can find information to answer my questions by reading factual sources about them. As I think about what I know and what I learn about butterflies, I will write the information on a graphic organizer. This will help me to organize and remember my ideas. **Ideas** are also a trait of good writing.

- Introduce and explain the Informational Report Graphic Organizer. Model how to write the questions about butterflies generated from the Prewriting section on the class graphic organizer.

- Give each student their copy of the Research Packet about butterflies. Have them read the source(s). (Note: For the beginning level, it is recommended that you read aloud the source to students.) As you read each source with students, model how to take information from the source that answers a question and add it to the graphic organizer in your own words. Use the think-aloud below to help you as you model. (Note: For developing and fluent levels, you may want to divide the students into groups and give each group one source to read. Have each group identify important facts from their source and then share aloud with the other groups.)

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**Independent Practice**

- **Choose a Topic:** Have students choose a topic for writing their own informational report. (Note: You may want to have students brainstorm topics that are specific and narrow enough to write well about. Have them write or draw their topics in a brainstorm web on a separate piece of paper. Invite students to share their topics.)

- **Organize the Writing:** Give each student the Informational Report Graphic Organizer. Have students choose a topic to write about. Ask them to fill in questions they will answer about the topic on their graphic organizer.
DRAFT

- **Think-aloud:** The graphic organizer reminds me of the information that I want to tell about butterflies. This helps me to organize all the facts I’ve learned in an order that makes sense to my readers. I want to be careful that all of the words I write are my own and are not copied from my sources. I also want to choose words that will help readers understand my topic so that my readers feel I know and am interested in what I’m writing about. That will be the **voice** of my writing. To begin my draft, I need to get the reader’s attention and tell what I will be writing about.

- Help students draft the beginning (introduction) of the class informational report. Remind students that the beginning tells readers what the report is about and gets them excited to read more about this topic. **(Note:** For developing and fluent levels, discuss how to use questions or statements to grab readers’ attention.) Ask students:

  *Let’s read what we wrote. Does this grab readers’ attention? Will they want to read on to find out more about butterflies?*

REVISE

- Invite students to share their process for completing their first draft. Ask them to tell how they used their graphic organizer as they wrote, how they decided which ideas and details to include in their writing, and whether they read and then rewrote ideas as they were writing. Point out to students that perfect writing in the first draft is not expected, and that writers revise to make their writing stronger. Explain that revising is part of the writing process, which can occur more than once before a final draft and not just after the draft is completed.

**Independent Practice**

- Have students use the Informational Report Revision Checklist to check that their writing has all the elements on the checklist. If not, or if they want to make their writing stronger, ask them to revise by adding, substituting, or deleting information.

  *Fluent writers may exchange papers with a partner and make suggestions on how to make their informational report stronger. **(Note:** You may want to remind students about respecting the writing of others and providing constructive feedback to help their partner develop as a writer.)*
EDIT

- Introduce and explain the Editing Guide to students. Read the class informational report on butterflies aloud to students. While reading, use the editing guide to model how to check for capital letters and ending punctuation, circle difficult words and locate the correct spelling in a dictionary or on a word wall, and check whether words are missing or not in the correct order. Remind students that conventions are a trait of good writing that help readers better understand information presented.

**Independent Practice**

- Have students use the editing guide to self-edit their informational report.

- Fluent writers may exchange papers with a partner and make suggestions on each other’s paper.

PUBLISH

- Enlarge and display a copy of the Informational Report Poster to remind students of the characteristics of informational reports. Discuss the characteristics of a published piece of writing: neat, sense of completeness, without errors, ready to share with others.

- Discuss the sample bibliography guide. Point out that sources should be listed in a bibliography to give credit to the author. Have students write a bibliography for their report.

- Have students copy their revised and edited papers into a presentation format. Encourage students to present their report in such formats as: a formal report, a book, or a multimedia presentation.

ASSESS/REFLECT

- Use the Informational Report Rubric to assess the developmental level of each student’s writing. Ask students to reflect on the process of writing their composition. Encourage them to share orally or in writing one improvement they will make in their next composition.
Learning A–Z provides K–6 teachers with award-winning classroom resources for Reading, Writing, Speaking and Listening, and Language Skills as set forth in the Common Core State Standards. These resources—whether used for individual, small-group, or full-classroom instruction, or student practice—help teachers address and implement the Common Core Standards.

Vocabulary A–Z

The CCSS for Language include three standards for “Vocabulary Acquisition and Use.” Vocabulary A–Z is a vocabulary-building-and-acquisition resource that contains an ever-growing database of over thirteen thousand words. Teachers can access these words individually or as part of a particular resource. Teachers can choose from a selection of premade lessons or customize their vocabulary lessons to fit their instructional needs, whether it be to support ELL students in the classroom, clarify word meaning, support a specific Learning A–Z resource, teach high-frequency words, understand figurative language, or acquire a range of other domain-specific words. Each five-day lesson is designed to clarify word meaning through activities, discussion, graphic organizers, contextual examples, and assessments. Options include using premade lists, creating a customized list, or even creating a list by adding new words not found in the VAZ database. Lessons can be built, edited, and saved to support virtually any CCSS subject or purpose.

Sample lists”
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The CCSS talk about rigor and text complexity and “going deeper with comprehension.” There will always be students who will need additional supports above and beyond what the daily classroom instruction provides when teaching to the CCSS. Reading Tutors is an option that can help provide some of that support. In addition to a wide variety of texts and tasks, Reading Tutors consists of over four hundred pre-made tutoring packets that teach alphabet, phonemic awareness, phonics, fluency, vocabulary, and comprehension. These easy-to-use packets can be used by teachers, volunteers, or parents.
The companion books found in these packets are from the Reading A–Z library giving teachers another tool for differentiating instruction while covering the same topic, such as the solar system in science.

Level S Our Solar System
Informational
Reading-Tutors Packet:

Level Z Success Stories
Biography
Reading-Tutors Packet: