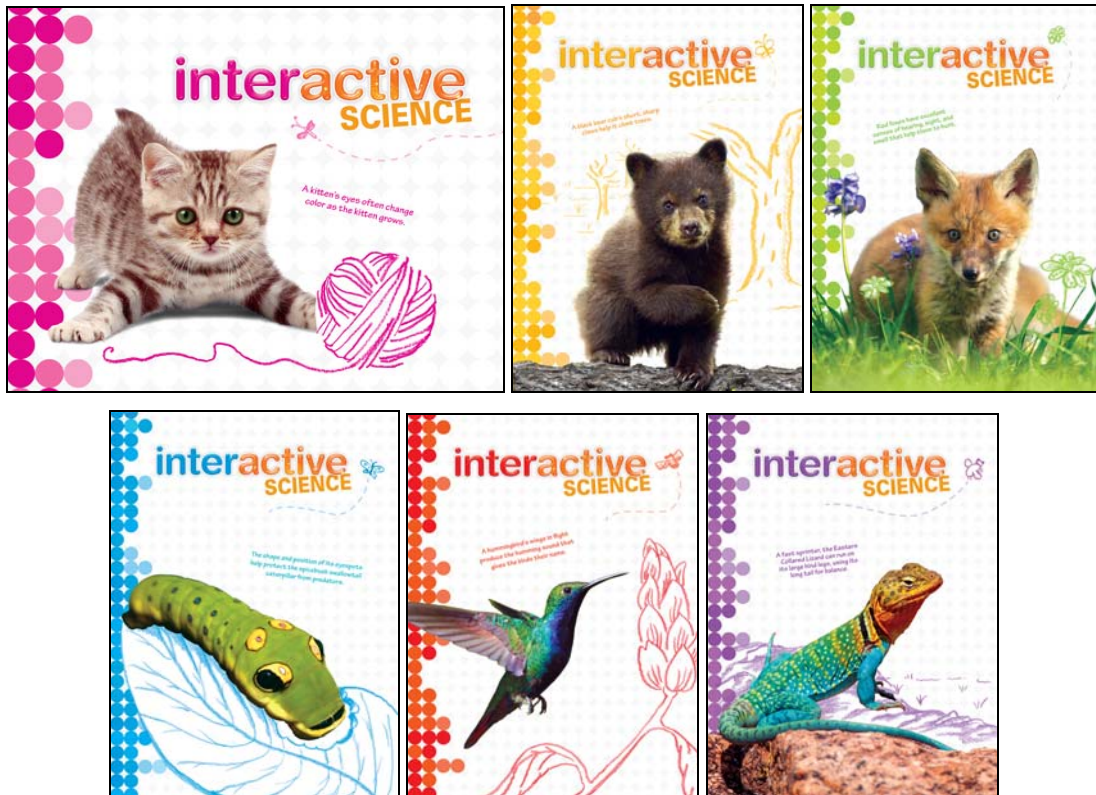


A Correlation of
Interactive Science
©2016



To

Good Habits, Great Readers™

©2012

Grades Kindergarten - 5

TABLE OF CONTENTS

KINDERGARTEN	4
GRADE 1	32
GRADE 2	60
GRADE 3	88
GRADE 4	116
GRADE 5	144

INTRODUCTION

This document demonstrates how ***Interactive Science*** ©2016 content can be integrated with the **Good Habits, Great Readers™** ©2012 Common Core program in Grades K-5.

Interactive Science is an elementary science program that makes learning personal, engaging, and relevant for today's student. The program features an innovative Write-in Student Edition that enables students to become active participants in their learning and truly connect the Big Ideas of science to their world.

The ***Interactive Science*** program is designed to help teach literacy through science by integrating reading, writing, and comprehension skills. In the Write-in Student Edition, interactivities such as underlining, circling, drawing examples, labeling diagrams, completing charts and graphs, and completing graphic organizers help students master science content and assess their comprehension while reading. Inquiry and writing activities are embedded throughout the text and at the chapter and lesson levels.

Specific reading skills are featured on the Let's Read Science page in every chapter and are practiced throughout the chapter.

- Text Features
- Main Idea and Details
- Sequence
- Compare and Contrast
- Draw Conclusions
- Cause and Effect

Vocabulary Smart Cards provide multiple opportunities to practice key terms and develop expertise in academic vocabulary.

Correlation references in this document are to the Student Edition and Teacher Edition. Please note that the Kindergarten Student Edition text pages are two-sided; each singular page contains a corresponding Activity Page on the reverse side.

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Kindergarten	Interactive Science, ©2016 Kindergarten
KINDERGARTEN	
Unit 1 Great Readers See Themselves as Readers	
Week 1 Taking Care of Books	
<p>Shared Reading Day 1 Mini-lesson: Introduce the Book: <i>My Shapes</i> (p. 30) Focus Lesson: Having Favorite Books (pp. 30-31) Informal Assessment (p. 31) Day 2 Mini-lesson: Concepts of Print: Positioning the Book; Text on the Cover (p. 32) Focus Lesson: Taking Care of Books (pp. 32-33) Informal Assessment (p. 33) Day 3 Mini-lesson: Phonemic Awareness: Say and Repeat Children’s Names (p. 34) Focus Lesson: Putting Books Away (pp. 34-35) Informal Assessment (p. 35) Day 4 Mini-lesson: Vocabulary: Shapes; Children’s Names (p. 36) Focus Lesson: Returning Books (pp. 36-37) Informal Assessment (p. 37) Day 5 Mini-lesson: Oral Pretelling: Thinking Sequentially (p. 38) Focus Lesson: Finding Books (pp. 38-39) Informal Assessment (p. 39)</p>	<p>Students may practice taking care of books when using Interactive Science Leveled Readers or when engaged in the following reading activities in each chapter.</p> <p>TE only: Chapter 1, Integrate Your Day - Reading (p. 4) Chapter 2, Integrate Your Day - Reading (p. 36) Chapter 3, Integrate Your Day - Reading (p. 74) Part 1, Integrate Your Day - Reading (p. 112) Part 2, Integrate Your Day - Reading (p. 148)</p> <p>For an activity requiring sequential thinking, see TE Only: Chapter 3, Lesson 2 - Differentiated Instruction, Advanced (p. 88)</p>
<p>Writing Lesson 1: Poem Write Habits Teacher’s Guide, pp. 22-27 Day 1 WRITING Poem Day 2 LISTENING AND SPEAKING Listen for Rhyme and Rhythm Day 3 CONVENTIONS Adjectives for Opposites</p>	<p>SE only: Chapter 1, Lesson 3: What are some ways objects move? (p. 16)</p> <p>TE only: Chapter 1, Integrate Your Day - Rhyme (p. 5) Chapter 1, Lesson 1 - ELL Support (p. 17) Chapter 1, Lesson 2 - ELL Support (p. 19) Chapter 1, Lesson 3 - ELL Support (p. 21) Chapter 1, Lesson 4 - ELL Support (p. 23) Chapter 2, Lesson 1 - ELL Support (p. 49) Chapter 3, Lesson 2 - ELL Support (p. 89)</p>

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Kindergarten	Interactive Science, ©2016 Kindergarten
Unit 1 Week 2 Choosing Books	
<p>Shared Reading</p> <p>Day 1 Mini-lesson: Introduce the Book: <i>Today is Monday</i> (p. 42) Focus Lesson: Using the Cover to Choose a Book (pp. 42-43) Informal Assessment (p. 43)</p> <p>Day 2 Mini-lesson: Concepts of Print: Print Conveys Meaning (p. 44) Focus Lesson: Looking for Books on Favorite Topics (pp. 44-45) Informal Assessment (p. 45)</p> <p>Day 3 Mini-lesson: Phonemic Awareness: Word Segmentation (p. 46) Focus Lesson: Looking for Books on Favorite Characters (pp. 46-47) Informal Assessment (p. 47)</p> <p>Day 4 Mini-lesson: Vocabulary: Children’s Names; Days of the Week (p. 48) Focus Lesson: Previewing a Book (pp. 48-49) Informal Assessment (p. 49)</p> <p>Day 5 Mini-lesson: Oral Pretelling: Thinking Sequentially (p. 50) Focus Lesson: Starting a New Book (pp. 50-51) Informal Assessment (p. 51)</p>	<p>For supporting content on using calendars, please see SE only: Chapter 3, Try It!: How does weather change? (p. 42) Chapter 3, Lesson 4: What are some kinds of weather? (p. 57)</p> <p>TE only: Chapter 3 Performance-Based Assessment: Make a Weather Calendar (p.107)</p> <p>For supporting content on previewing a page before reading, please see TE only: Chapter 2, Lesson 3 - ELL Support (p. 53) Chapter 2, Lesson 4 - ELL Support (p. 55) Chapter 2, Lesson 5 - ELL Support (p. 57) Chapter 2, Lesson 6 - ELL Support (p. 59) Chapter 3, Lesson 2 - Differentiated Instruction, Advanced (p. 88) Part 1, Lesson 4 - ELL Support (p. 131)</p>
<p>Writing Lesson 2: Song Write Habits Teacher’s Guide, pp. 28-33</p> <p>Day 1 WRITING Song</p> <p>Day 2 LISTENING AND SPEAKING Recite Language</p> <p>Day 3 CONVENTIONS Adjectives for Sizes and Numbers</p>	<p>This objective falls outside the scope of this program.</p>

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Kindergarten	Interactive Science, ©2016 Kindergarten
Unit 1 Week 3 Knowing Yourself as a Reader	
<p>Shared Reading</p> <p>Day 1 Mini-lesson: Introduce the Poem: “Dancing” (p. 54) Focus Lesson: Finding a Place to Read (pp. 54-55) Informal Assessment (p. 55)</p> <p>Day 2 Mini-lesson: Introduce the Poem: “Cycles” (p. 56) Focus Lesson: Finding a Place to Read at Home (pp. 56-57) Informal Assessment (p. 57)</p> <p>Day 3 Mini-lesson: Introduce the Poem: “Beehive” (p. 58) Phonemic Awareness: Recognize Rhyme (p. 58) Phonics: Letter Recognition <i>Aa, Bb, Tt</i> (p. 58) Focus Lesson: Getting Ready to Read (pp. 58-59) Informal Assessment (p. 59)</p> <p>Day 4 Mini-lesson: Vocabulary: Number Words (p. 60) Focus Lesson: Paying Attention to What You Are Reading (pp. 60-61) Informal Assessment (p. 61)</p> <p>Day 5 Mini-lesson: Introduce the Poem: “Elephant” (p. 62) Oral Pretelling: Thinking Sequentially (p. 62) Focus Lesson: Reading the Whole Book (pp. 62-63) Informal Assessment (p. 63)</p>	<p>TE only: Chapter 1, Integrate Your Day – Rhyme (p. 5) Chapter 2, Integrate Your Day - Rhyme (p. 37) Chapter 3, Integrate Your Day - Rhyme (p. 75) Chapter 3, Lesson 2 - Differentiated Instruction, Advanced (p. 88) Part 1, Integrate Your Day - Rhyme (p. 113) Part 2, Integrate Your Day - Rhyme (p. 149)</p>
<p>Writing Lesson 3: Rhyme Write Habits Teacher’s Guide, pp. 34-39</p> <p>Day 1 WRITING Rhyme</p> <p>Day 2 LISTENING AND SPEAKING Recite Rhymes</p> <p>Day 3 CONVENTIONS Nouns for Places and Things</p>	<p>TE only: Chapter 1, Integrate Your Day – Rhyme (p. 5) Chapter 2, Lesson 2 - ELL Support (p. 51) Chapter 3, Integrate Your Day – Rhyme (p. 75) Chapter 3, Lesson 1 - ELL Support (p. 87) Chapter 3, Lesson 5 - ELL Support (p. 95) Part 1, Integrate Your Day – Rhyme (p. 113) Part 2, Lesson 2 - ELL Support (p. 163) Part 2, Lesson 3 - ELL Support (p. 165)</p>

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Kindergarten	Interactive Science, ©2016 Kindergarten
Unit 1 Week 4 Building Reading Stamina	
<p>Shared Reading</p> <p>Day 1 Mini-lesson: Introduce the Book: <i>Garden Zoo</i> (p. 66) Focus Lesson: Rereading Favorite Books (pp. 66-67) Informal Assessment (p. 67)</p> <p>Day 2 Mini-lesson: Concepts of Print: Words and Letters (p. 68) Focus Lesson: Reading Every Day (pp. 68-69) Informal Assessment (p. 69)</p> <p>Day 3 Mini-lesson: Phonemic Awareness: Discriminate Rhyme (p. 70) Phonics: Letter Recognition <i>Mm, Nn, Hh</i> (p. 70) Focus Lesson: Reading for Fun (pp. 70-71) Informal Assessment (p. 71)</p> <p>Day 4 Mini-lesson: Vocabulary: Color Words (p. 72) Focus Lesson: Reading to Learn New Things (pp. 72-73) Informal Assessment (p. 73)</p> <p>Day 5 Mini-lesson: Pretelling: Recalling Steps Sequentially (p. 74) Focus Lesson: Having a Next Book to Read (pp. 74-75) Assessment (p. 75)</p>	<p>SE only: Chapter 2, Lesson 2: What are living things? (p. 33) Chapter 2, Lesson 4: What do animals need? (p. 36)</p> <p>TE only: Chapter 1, Integrate Your Day - Rhyme (p. 5) Chapter 2, Integrate Your Day - Rhyme (p. 37) Chapter 2, Performance-Based Assessment: Make an Animal World (p. 69) Chapter 2, Performance Expectation Activity - ELA/Literacy (p. 71a) Chapter 3, Lesson 2 - Differentiated Instruction, Advanced (p. 88) Chapter 3, Lesson 6 - 21st Century Learning (p. 96) Part 1, Integrate Your Day - Rhyme (p. 113) Part 2, Integrate Your Day - Rhyme (p. 149)</p>
<p>Writing Lesson 4: Description Write Habits Teacher's Guide, pp. 40-45</p> <p>Day 1 WRITING Description</p> <p>Day 2 LISTENING AND SPEAKING Give a Description</p> <p>Day 3 CONVENTIONS Complete Sentences</p>	<p>SE only: Part 1, Try It: How do we observe? (p. 63) Part 1, Lesson 2: How do you observe? (p. 76)</p> <p>TE only: Chapter 1, Integrate Your Day - Writing (p. 5) Part 1, Integrate Your Day - Writing (p. 113)</p>

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Kindergarten	Interactive Science, ©2016 Kindergarten
Unit 2 Great Readers Make Sense of Text	
Week 1 Making Predictions	
<p>Shared Reading</p> <p>Day 1 Mini-lesson: Introduce the Book: <i>Noggin and Bobbin: In the Garden</i> (p. 84) Focus Lesson: Using the Title and Cover to Make Predictions (pp. 84-85) Informal Assessment (p. 85)</p> <p>Day 2 Mini-lesson: Concepts of Print: Tracking Print (p. 86) Focus Lesson: Predicting Story Words (pp. 86-87) Informal Assessment (p. 87)</p> <p>Day 3 Mini-lesson: Phonemic Awareness: Listen for Syllables (p. 88) Phonics: Letter Recognition <i>Cc, Dd, Ee</i> (p. 88) Focus Lesson: Taking a Picture Walk (pp. 88-89) Informal Assessment (p. 89)</p> <p>Day 4 Mini-lesson: Vocabulary: Fruits and Vegetables (p. 90) Focus Lesson: Checking Your Predictions (pp. 90-91) Informal Assessment (p. 91)</p> <p>Day 5 Mini-lesson: Pretelling: Recalling Steps Sequentially (p. 92) Focus Lesson: Using Story Patterns to Make Predictions (pp. 92-93) Informal Assessment (p. 93)</p>	<p>TE only: Chapter 3, Integrate Your Day – Reading (p. 74) Chapter 3, Lesson 2 - Differentiated Instruction, Advanced (p. 88)</p>
<p>Writing Lesson 5: Informal Letter Write Habits Teacher’s Guide, pp. 46-51</p> <p>Day 1 WRITING Informal Letter</p> <p>Day 2 LISTENING AND SPEAKING Talk About Me</p> <p>Day 3 CONVENTIONS Capital Letters and Periods</p>	<p>This objective falls outside the scope of this program.</p>

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Kindergarten	Interactive Science, ©2016 Kindergarten
Unit 2 Week 2 Asking Questions	
<p>Shared Reading</p> <p>Day 1 Mini-lesson: Introduce the Book: <i>Baby Talk</i> (p. 96) Focus Lesson: Asking Questions About the Title (pp. 96-97) Informal Assessment (p. 97)</p> <p>Day 2 Mini-lesson: Concepts of Print: Left Page Before Right Page (p. 98) Focus Lesson: Asking Questions About Pictures (pp. 98-99) Informal Assessment (p. 99)</p> <p>Day 3 Mini-lesson: Phonemic Awareness: Blending Syllables (p. 100) Phonics: Letter Recognition <i>li, jj, kk</i> (p. 100) Focus Lesson: Asking, "What is the Book About?" (pp. 100-101) Informal Assessment (p. 101)</p> <p>Day 4 Mini-lesson: Vocabulary: Animal Names (p. 102) Focus Lesson: Asking Questions as You Read (pp. 102-103) Informal Assessment (p. 103)</p> <p>Day 5 Mini-lesson: Pretelling: Writing Down the Steps (p. 104) Focus Lesson: Sharing Questions (pp. 104-105) Informal Assessment (p. 105)</p>	<p>TE only: Chapter 2, Integrate Your Day – Reading (p. 36) Chapter 2, Performance Expectation Activity - ELA/Literacy (p. 71b) Chapter 3, Integrate Your Day – Reading (p. 74)</p>
<p>Writing Lesson 6: Formal Letter Write Habits Teacher’s Guide, pp. 52-57</p> <p>Day 1 WRITING Formal Letter</p> <p>Day 2 LISTENING AND SPEAKING Letter and Message</p> <p>Day 3 CONVENTIONS Nouns</p>	<p>TE only: Chapter 2, Lesson 2 - ELL Support (p. 51) Chapter 3, Lesson 1 - ELL Support (p. 87) Chapter 3, Lesson 5 - ELL Support (p. 95) Part 2, Lesson 2 - ELL Support (p. 163) Part 2, Lesson 3 - ELL Support (p. 165)</p>

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Kindergarten	Interactive Science, ©2016 Kindergarten
Unit 2 Week 3 Problem-Solving Unfamiliar Words	
<p>Shared Reading</p> <p>Day 1 Mini-lesson: Introduce the Book: <i>What Is Green</i> (p. 108) Focus Lesson: Using the Title and Cover to Predict Words in the Text (pp. 108-109) Informal Assessment (p. 109)</p> <p>Day 2 Mini-lesson: Concepts of Print: Match Oral Words to Written Text (p. 110) Focus Lesson: Using Pictures to Predict and Figure Out Words in the Text (pp. 110-111) Informal Assessment (p. 111)</p> <p>Day 3 Mini-lesson: Phonemic Awareness: Rhyme (p. 112) Phonics: Letter Recognition <i>Ee, Ff, Gg</i> (p. 112) Focus Lesson: Noticing When Words Repeat (pp. 112-113) Informal Assessment (p. 113)</p> <p>Day 4 Mini-lesson: Vocabulary: Categorizing (p. 114) Focus Lesson: Asking, “Does This Word Make Sense?” (pp. 114-115) Informal Assessment (p. 115)</p> <p>Day 5 Mini-lesson: Pretelling: Recalling Steps in a Sequence (p. 116) Focus Lesson: Asking for Help (pp. 116-117) Informal Assessment (p. 117)</p>	<p>SE only: Chapter 2, Try It!: Do plants need water? (p. 21) Chapter 2, Lesson 2: What are living things? (p. 34)</p> <p>TE only: Chapter 1, Integrate Your Day – Rhyme (p. 5) Chapter 2, Integrate Your Day – Rhyme (p. 37) Chapter 2, Biography - Science/Math (p. 61) Chapter 3, Integrate Your Day – Rhyme (p. 75) Part 1, Integrate Your Day – Rhyme (p. 113) Part 2, Integrate Your Day – Rhyme (p. 149)</p>
<p>Writing Lesson 7: Personal Narrative Write Habits Teacher’s Guide, pp. 58-75 CONVENTIONS Telling Sentences</p>	<p>For supporting content, please see: TE only: Chapter 1, Integrate Your Day – Writing (p. 5)</p>

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Kindergarten	Interactive Science, ©2016 Kindergarten
Unit 2 Week 4 Summarizing and Retelling	
<p>Shared Reading</p> <p>Day 1 Mini-lesson: Introduce the Book: <i>Sunflower</i> (p. 120) Focus Lesson: Noticing the Order of Events in Text (pp. 120-121) Informal Assessment (p. 121)</p> <p>Day 2 Mini-lesson: Concepts of Print: Return Sweep (p. 122) Focus Lesson: Using Pictures to Help You Think about What Happens (pp. 122-123) Informal Assessment (p. 123)</p> <p>Day 3 Mini-lesson: Phonemic Awareness: Phoneme Categorization (p. 124) Phonics: Letter Recognition <i>Ll, Pp, Rr</i> (p. 124) Focus Lesson: Thinking About What Has Happened So Far (pp. 124-125) Informal Assessment (p. 125)</p> <p>Day 4 Mini-lesson: Vocabulary: Seasons (p. 126) Focus Lesson: Sharing Events in the Text (pp. 126-127) Informal Assessment (p. 127)</p> <p>Day 5 Mini-lesson: Pretelling: Identifying and Recalling Steps in a Sequence (p. 128) Focus Lesson: Retrieving Events in Order (pp. 128-129) Assessment (p. 129)</p>	<p>SE only: Draw Conclusions: 43</p> <p>TE only: Chapter 3, Integrate Your Day – Writing (p. 75) Chapter 3, Integrate Your Day – Rhyme (p. 75) Chapter 3, Lesson 2 - Differentiated Instruction, Advanced (p. 88)</p>
<p>Writing Catch-Up Week</p>	

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Kindergarten	Interactive Science, ©2016 Kindergarten
Unit 3 Great Readers Use What They Know	
Week 1 Making Connections	
<p>Shared Reading</p> <p>Day 1 Mini-lesson: Introduce the Book: <i>What Will You Pack?</i> (p. 138) Focus Lesson: Noticing When Books Remind You of Something (pp. 138-139) Informal Assessment (p. 139)</p> <p>Day 2 Mini-lesson: Concepts of Print: First Word in a Line and First Letter in a Word (p. 140) Focus Lesson: Using Connections to Understand the Story (pp. 140-141) Informal Assessment (p. 141)</p> <p>Day 3 Mini-lesson: Phonemic Awareness: Rhyme (p. 142) Phonics: Word Families <i>-an, -ap</i> (p. 142) Focus Lesson: Connecting to Story Details (pp. 142-143) Informal Assessment (p. 143)</p> <p>Day 4 Mini-lesson: Vocabulary: Singular Naming Words (p. 144) Focus Lesson: Understanding When Connections Are Helpful (pp. 144-145) Informal Assessment (p. 145)</p> <p>Day 5 Mini-lesson: Guided Retelling: Retell a Story in Sequence (p. 146) Focus Lesson: Making Connections to Other Texts (pp. 146-147) Informal Assessment (p. 147)</p>	<p>TE only: Chapter 1, Integrate Your Day – Rhyme (p. 5) Chapter 2, Integrate Your Day – Rhyme (p. 37) Chapter 2, Lesson 2 - ELL Support (p. 51) Chapter 3, Integrate Your Day – Rhyme (p. 75) Chapter 3, Lesson 1 - ELL Support (p. 87) Chapter 3, Lesson 4 - ELL Support (p. 93) Part 1, Integrate Your Day – Rhyme (p. 113) Part 2, Integrate Your Day – Rhyme (p. 149) Part 2, Lesson 2 - ELL Support (p. 163)</p>
<p>Writing Lesson 8: Summary Write Habits Teacher’s guide, pp. 76-81</p> <p>Day 1 WRITING: Summary</p> <p>Day 2 LISTENING AND SPEAKING: Respond to Literature</p> <p>Day 3 CONVENTIONS :Verbs</p>	<p>TE only: Chapter 1, Performance Expectation Activity - ELA/Literacy (p. 33a) Chapter 2, Performance Expectation Activity - ELA/Literacy (p. 71b) Chapter 3, Performance Expectation Activity - ELA/Literacy (p. 109a) Chapter 3, Performance Expectation Activity - ELA/Literacy (p. 109c)</p>

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Kindergarten	Interactive Science, ©2016 Kindergarten
Unit 3 Week 2 Activating Background Knowledge	
<p>Shared Reading</p> <p>Day 1 Mini-lesson: Introduce the Book: <i>Water</i> (p. 150) Focus Lesson: Using the Cover and the Title to Think About What You Know (pp. 150-151) Informal Assessment (p. 151)</p> <p>Day 2 Mini-lesson: Concepts of Print: Return Sweep (p. 152) Focus Lesson: Using Pictures to Think About What You Know (pp. 152-153) Informal Assessment (p. 153)</p> <p>Day 3 Mini-lesson: Phonemic Awareness: Phoneme Categorization (p. 154) Phonics: Letter Recognition <i>Uu, Vv, Ww</i> (p. 154) Focus Lesson: Using What You Know About a Topic (pp. 154-155) Informal Assessment (p. 155)</p> <p>Day 4 Mini-lesson: Vocabulary: Plural Naming Words (p. 156) Focus Lesson: Talking With Others About What You Know (pp. 156-157) Informal Assessment (p. 157)</p> <p>Day 5 Mini-lesson: Guided Retelling: Retell a Story in Sequence (p. 158) Focus Lesson: Thinking About What You Learned by Reading (pp. 158-159) Informal Assessment (p. 159)</p>	<p>SE only: Chapter 2, Lesson 3: What do plants need? (p. 35) Chapter 3, Try It!: How does weather change? (p. 42) Draw Conclusions: 43 Chapter 3, STEM Activity (pp. 44-53) Chapter 3, Lesson 3: What do you get from the sun? (p. 56) Chapter 3, Lesson 4: What are some kinds of weather? (p. 57) Chapter 3, Lesson 5: How can we use rocks, soil, and water? (p. 58) Chapter 3, Investigate It!: How can the sun make temperatures change? (p. 60) Chapter 3, Big World, My World (p. 61)</p> <p>TE only: Chapter 2, Integrate Your Day – Reading (p. 36) Chapter 2, Lesson 2 - ELL Support (p. 51) Chapter 3, Integrate Your Day – Reading (p. 74) Chapter 3, Performance-Based Assessment: Make a Weather Calendar (p. 107) Chapter 3, Performance-Based Assessment: Write About the Sky (p. 107) Chapter 3, Performance Expectation Activity - ELA/Literacy (p. 109d) Part 2, Lesson 3 - ELL Support (p. 165)</p>
<p>Writing Lesson 9: Notes Write Habits Teacher’s Guide, pp. 82-87</p> <p>Day 1 WRITING Notes</p> <p>Day 2 LISTENING AND SPEAKING Announcements and Messages</p> <p>Day 3 CONVENTIONS Adjectives for Colors and Shapes</p>	<p>TE only: Part 1, Integrate Your Day – Writing (p. 113)</p>

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Kindergarten	Interactive Science, ©2016 Kindergarten
Unit 3 Week 3 Building Vocabulary and Concept Knowledge	
<p>Shared Reading</p> <p>Day 1 Mini-lesson: Introduce the Book: <i>The Best Places</i> (p. 162) Focus Lesson: Thinking About Words in the Title (pp. 162-163) Informal Assessment (p. 163)</p> <p>Day 2 Mini-lesson: Concepts of Print: Last Word in a Line and Last Letter in a Word (p. 164) Focus Lesson: Using Picture Clues to Figure Out Words (pp. 164-165) Informal Assessment (p. 165)</p> <p>Day 3 Mini-lesson: Phonemic Awareness: Rhyme (p. 166) Phonics: Word Family <i>-et</i> (p. 166) Focus Lesson: Using What You Know to Figure Out Unfamiliar Words (pp. 166-167) Informal Assessment (p. 167)</p> <p>Day 4 Mini-lesson: Vocabulary: Science Words (p. 168) Focus Lesson: Looking for Words That Repeat (pp. 168-169) Informal Assessment (p. 169)</p> <p>Day 5 Mini-lesson: Guided Retelling: Discussing Plot (p. 170) Focus Lesson: Noticing Words That Authors Use (pp. 170-171) Informal Assessment (p. 171)</p>	<p>SE only: Chapter 2, Lesson 4: What do animals need? (p. 36) Chapter 2, Lesson 6: How do living things affect where they live? (p. 38)</p> <p>TE only: Chapter 1, Integrate Your Day – Rhyme (p. 5) Chapter 2, Integrate Your Day – Rhyme (p. 37) Chapter 2, Lesson 1 - Vocabulary Smart Cards (p. 48) Chapter 2, Lesson 2 - Vocabulary Smart Cards (p. 50) Chapter 2, Lesson 3 - Vocabulary Smart Cards (p. 52) Chapter 2, Lesson 4 - Vocabulary Smart Cards (p. 54) Chapter 2, Performance-Based Assessment: Make an Animal World (p. 69) Chapter 3, Integrate Your Day – Rhyme (p. 75) Part 1, Integrate Your Day – Rhyme (p. 113) Part 2, Integrate Your Day – Rhyme (p. 149)</p>
<p>Writing Lesson 10: Invitation Write Habits Teacher’s Guide, pp. 88-93 Day 1 WRITING Invitation Day 2 LISTENING AND SPEAKING Ask and Answer Questions Day 3 CONVENTIONS Predicates</p>	<p>SE only: Part 1, Lesson 1: What questions can you ask? (p. 75)</p> <p>TE only: Chapter 1, Performance Expectation Activity - ELA/Literacy (p. 33b) Chapter 3, Performance Expectation Activity - ELA/Literacy (p. 109b) Part 1, Integrate Your Day – Rhyme (p. 113)</p>

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Kindergarten	Interactive Science, ©2016 Kindergarten
Unit 3 Week 4 Making Inferences	
<p>Shared Reading</p> <p>Day 1 Mini-lesson: Introduce the Poem: "Happy Birthday to Me!" (p. 174) Focus Lesson: Noticing Words (pp. 174-175) Informal Assessment (p. 175)</p> <p>Day 2 Mini-lesson: Introduce the Poem: "A Friend" (p. 176) Concepts of Print: Match Oral Words to Written Text (p. 176) Focus Lesson: Creating Pictures In Your Mind (pp. 176-177) Informal Assessment (p. 177)</p> <p>Day 3 Mini-lesson: Introduce the Poem: "Hiding" (p. 178) Phonemic Awareness: Phoneme Identity (p. 178) Phonics: Letter Recognition <i>Oo, Qq, Ss</i> (p. 178) Focus Lesson: Thinking Carefully to Make Sense of Text (pp. 178-179) Informal Assessment (p. 179)</p> <p>Day 4 Mini-lesson: Introduce the Poem: "Two Friends" (p. 180) Vocabulary: Clothing Words (p. 180) Focus Lesson: Using Words to Understand Characters (pp. 180-181) Informal Assessment (p. 181)</p> <p>Day 5 Mini-lesson: Introduce the Poem: "Hey, Bug!" (p. 182) Guided Retelling: Discussing Plot (p. 182) Focus Lesson: Noticing What a Character Does or Says (pp. 182-183) Assessment (p. 183)</p>	<p>For related content, please see TE only: Part 2, Integrate Your Day – Reading (p. 148)</p>
<p>Writing Catch-Up Week</p>	

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Kindergarten	Interactive Science, ©2016 Kindergarten
Unit 4 Great Readers Understand How Stories Work	
Week 1 Understanding Story Grammar	
<p>Shared Reading</p> <p>Day 1 Mini-lesson: Introduce the Book: <i>Strega Nona: Her Story</i> (p. 192) Focus Lesson: Identifying the Main Character (pp. 192-193) Informal Assessment (p. 193)</p> <p>Day 2 Mini-lesson: Concepts of Print: Printed Text Represents Spoken Language (p. 194) Focus Lesson: Identifying the Setting (pp. 194-195) Informal Assessment: (p. 195)</p> <p>Day 3 Mini-lesson: Phonemic Awareness: Blending Syllables (p. 196) Phonics: Word Family <i>-ot</i> (p. 196) Focus Lesson: Identifying a Character’s Feelings (pp. 196-197) Informal Assessment (p. 197)</p> <p>Day 4 Mini-lesson: Vocabulary: Describing Words (p. 198) Focus Lesson: Identifying How the Main Character Plans to Solve a Problem (pp. 198-199) Informal Assessment (p. 199)</p> <p>Day 5 Mini-lesson: Guided Retelling: Character Development (p. 200) Focus Lesson: Identifying How the Main Character Solves the Problem (pp. 200-201) Informal Assessment (p. 201)</p>	<p>TE only: Chapter 1, Lesson 1 - ELL Support (p. 17) Chapter 1, Lesson 3 - ELL Support (p. 21) Chapter 3, Lesson 2 - ELL Support (p. 89) Part 2, Integrate Your Day – Reading (p. 148)</p>
<p>Writing Lesson 11: Instructions Write Habits Teacher’s Guide, pp. 94-99</p> <p>Day 1 WRITING: Instructions</p> <p>Day 2 LISTENING AND SPEAKING: Give Instructions</p> <p>Day 3 CONVENTIONS: Questions</p>	<p>TE only: Chapter 1, Performance Expectation Activity - ELA/Literacy (p. 33b) Chapter 3, Performance Expectation Activity - ELA/Literacy (p. 109b)</p>

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Kindergarten	Interactive Science, ©2016 Kindergarten
Unit 4 Week 2 Understanding Story Grammar	
<p>Shared Reading</p> <p>Day 1 Mini-lesson: Introduce the Book: <i>Why Mosquitoes Buzz in People's Ears</i> (p. 204) Focus Lesson: Identifying the Main Character(s) (pp. 204-205) Informal Assessment (p. 205)</p> <p>Day 2 Mini-lesson: Concepts of Print: Alliteration (p. 206) Focus Lesson: Identifying the Setting (pp. 206-207) Informal Assessment (p. 207)</p> <p>Day 3 Mini-lesson: Phonemic Awareness: Phoneme Categorization (p. 208) Phonics: Letter Recognition Xx, Yy, Zz (p. 208) Focus Lesson: Identifying the Problem (pp. 208-209) Informal Assessment (p. 209)</p> <p>Day 4 Mini-lesson: Vocabulary: Question Words (p. 210) Focus Lesson: Identifying How Characters Feel About Story Events (pp. 210-211) Informal Assessment (p. 211)</p> <p>Day 5 Mini-lesson: Guided Retelling: Character Development (p. 212) Focus Lesson: Identifying How the Problem is Solved (pp. 212-213) Informal Assessment (p. 213)</p>	<p>SE only: Part 2, STEM Activity (pp. 86-95) Part 2, Lesson 1: What problem can you solve? (p. 96)</p> <p>TE only: Part 2, Integrate Your Day – Reading (p. 148) Part 2, Integrate Your Day – Social Studies (p. 148) Part 2, Let's Read Science - 21st Century Learning (p. 155) Part 2, Biography - Apply the Big Question (p. 167) Part 2, Performance-Based Assessment: Write About Solving a Need (p. 175)</p>
<p>Writing Lesson 12: Directions Write Habits Teacher's Guide, pp. 100-105</p> <p>Day 1 WRITING Directions</p> <p>Day 2 LISTENING AND SPEAKING Listen for Directions</p> <p>Day 3 CONVENTIONS Subjects</p>	<p>SE only: Chapter 1, STEM Activity (pp. 4-13)</p> <p>TE only: Chapter 1, Integrate Your Day – Math (p. 4) Chapter 1, Integrate Your Day – Social Studies (p. 4)</p>

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Kindergarten	Interactive Science, ©2016 Kindergarten
Unit 4 Week 3 Identifying and Understanding Literary Devices	
<p>Shared Reading</p> <p>Day 1 Mini-lesson: Introduce the Book: <i>The Snowy Day</i> (p. 216) Focus Lesson: Identify the Characters and Setting (pp. 216-217) Informal Assessment (p. 217)</p> <p>Day 2 Mini-lesson: Concepts of Print: Review and Apply First/Last, Begin/End (p. 218) Focus Lesson: Identifying Clues About a Character (pp. 218-219) Informal Assessment: (p. 219)</p> <p>Day 3 Mini-lesson: Phonemic Awareness: Phoneme Isolation (p. 220) Phonics: Initial Consonants /m/m, /s/s (p. 220) Focus Lesson: Identifying How the Story Makes You Feel (pp. 220-221) Informal Assessment (p. 221)</p> <p>Day 4 Mini-lesson: Vocabulary: Movement Words (p. 222) Focus Lesson: Recognition Hints From the Author (pp. 222-223) Informal Assessment (p. 223)</p> <p>Day 5 Mini-lesson: Guided Retelling: Character Development (p. 224) Focus Lesson: Identifying a Surprising Ending (pp. 224-225) Informal Assessment (p. 225)</p>	<p>SE only: Chapter 1, Lesson 2: What makes objects move? (p. 15) Chapter 1, Lesson 3: What are some ways objects move? (p. 16) Chapter 1, Lesson 4: How do moving objects affect each other? (p. 17) Chapter 1, Investigate It!: How can you move the car? (p. 18)</p> <p>TE only: Chapter 1, Lesson 1 - Vocabulary Smart Cards (p. 18) Chapter 1, Lesson 2 - Vocabulary Smart Cards (p. 20) Chapter 1, Performance-Based Assessment: Classify Objects as Slower or Faster Than a Car (p. 33) Part 2, Integrate Your Day – Reading (p. 148)</p>
<p>Writing Lesson 13: Captions Write Habits Teacher’s Guide, pp, 106-111</p> <p>Day 1 WRITING Captions</p> <p>Day 2 LISTENING AND SPEAKING Ask and Answer Questions</p> <p>Day 3 CONVENTIONS Question Marks and Capital Letters</p>	<p>TE only: Chapter 1, Integrate Your Day – Writing (p. 5) Chapter 1, Performance Expectation Activity - ELA/Literacy (p. 33b) Chapter 3, Integrate Your Day – Writing (p. 75) Chapter 3, Performance Expectation Activity - ELA/Literacy (p. 109b) Part 1, Integrate Your Day – Writing (p. 113)</p>

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Kindergarten	Interactive Science, ©2016 Kindergarten
Unit 4 Week 4 Identifying and Using Text Features	
<p>Shared Reading</p> <p>Day 1 Mini-lesson: Introduce the Book: <i>The Best Bug Parade</i> (p. 228) Focus Lesson: Using End Papers to Understand the Story (pp. 228-229) Informal Assessment (p. 229)</p> <p>Day 2 Mini-lesson: Concepts of Print: Punctuation: Periods (p. 230) Focus Lesson: Using Speech Balloons and Thought Bubbles (pp. 230-231) Informal Assessment: (p. 231)</p> <p>Day 3 Mini-lesson: Phonemic Awareness: Phoneme Identity (p. 232) Phonics: Initial Consonants /b/b,/v/v (p. 232) Focus Lesson: Noticing Word Patterns (pp. 232-233) Informal Assessment (p. 233)</p> <p>Day 4 Mini-lesson: Vocabulary: Size Words (p. 234) Focus Lesson: Using Charts to Understand the Story (pp. 234-235) Informal Assessment (p. 235)</p> <p>Day 5 Mini-lesson: Guided Retelling: Mediated Story Retelling (p. 236) Focus Lesson: Using Illustrations to Understand the Story (pp. 236-237) Assessment (p. 237)</p>	<p>For related content, please see SE only: Picture Clues: 64</p>
<p>Writing Lesson 14: How-to Report Write Habits Teacher’s Guide, pp, 112-129 CONVENTIONS Verbs for Now and the Past/Endings -s and -ed</p>	<p>TE only: Chapter 2, Performance Expectation Activity - ELA/Literacy (p. 71a) Chapter 3, Lesson 4 - 21st Century Learning (p. 92) Chapter 3, Performance Expectation Activity - ELA/Literacy (p. 109c)</p>

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Kindergarten	Interactive Science, ©2016 Kindergarten
Unit 5 Great Readers Read to Learn	
Week 1 Learning Information from Nonfiction	
<p>Shared Reading</p> <p>Day 1 Mini-lesson: Review the Book: <i>Baby Talk</i> (p. 246) Focus Lesson: Identifying If a Book Is Fiction or Nonfiction (pp. 246-247) Informal Assessment (p. 247)</p> <p>Day 2 Mini-lesson: Concepts of Print: Exclamation Mark (p. 248) Focus Lesson: Using What You Already Know to Learn New Information (pp. 248-249) Informal Assessment: (p. 249)</p> <p>Day 3 Mini-lesson: Phonemic Awareness: Onset and Rime Blending (p. 250) Phonics: Initial Consonants /g/g,/k/k /kw/qu (p. 250) Focus Lesson: Learning New Information From a Nonfiction Book (pp. 250-251) Informal Assessment (p. 251)</p> <p>Day 4 Mini-lesson: Vocabulary: Onomatopoeia (p. 252) Focus Lesson: Asking Questions as You Read (pp. 252-253) Informal Assessment (p. 253)</p> <p>Day 5 Mini-lesson: Guided Retelling: Identifying Nonfiction Topics (p. 254) Focus Lesson: Identifying New Information You Want to Learn (pp. 254-255) Informal Assessment (p. 255)</p>	<p>TE only: Chapter 1, Integrate Your Day – Reading (p. 4) Chapter 1, Lesson 1 - Explore, Activate Prior Knowledge (p. 16) Chapter 1, Lesson 3 - Explore, Activate Prior Knowledge (p. 20) Chapter 1, STEM - Activate Prior Knowledge (p. 25) Chapter 2, Integrate Your Day – Reading (p. 36) Chapter 2, Lesson 3 - Explore, Activate Prior Knowledge (p. 52) Chapter 2, Lesson 6 - Explore, Activate Prior Knowledge (p. 58) Chapter 2, Biography - Activate Prior Knowledge (p. 61) Chapter 2, Performance Expectation Activity - ELA/Literacy (p. 71b) Chapter 3, Integrate Your Day – Reading (p. 74) Chapter 3, Lesson 3 - Explore, Activate Prior Knowledge (p. 90) Chapter 3, Lesson 6 - 21st Century Learning (p. 96) Part 1, Integrate Your Day – Reading (p. 112) Part 1, Lesson 4 - Explore, Activate Prior Knowledge (p. 130) Part 1, Science Careers - Activate Prior Knowledge (p. 137)</p>
<p>Writing Lesson 15: List Write Habits Teacher’s Guide, pp. 130-135</p> <p>Day 1 WRITING List</p> <p>Day 2 LISTENING AND SPEAKING Listen for Sequence</p> <p>Day 3 CONVENTIONS Proper Nouns</p>	<p>TE only: Chapter 3, Lesson 2 - Differentiated Instruction, Advanced (p. 88)</p>

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Kindergarten	Interactive Science, ©2016 Kindergarten
Unit 5 Week 2 Learning Information From Nonfiction	
<p>Shared Reading</p> <p>Day 1 Mini-lesson: Introduce the Book: <i>Then and Now</i> (p. 258) Focus Lesson: Identifying If a Book Is Fiction or Nonfiction (pp. 258-259) Informal Assessment (p. 259)</p> <p>Day 2 Mini-lesson: Concepts of Print: Question Mark (p. 260) Focus Lesson: Making Text-to-Self Connections as You Read (pp. 260-261) Informal Assessment (p. 261)</p> <p>Day 3 Mini-lesson: Phonemic Awareness: Oral Blending (p. 262) Phonics: Initial Consonants /l/ and /n/ (p. 262) Focus Lesson: Learning New Information From a Nonfiction Book (pp. 262-263) Informal Assessment (p. 263)</p> <p>Day 4 Mini-lesson: Vocabulary: Time and Order Words (p. 264) Focus Lesson: Learning New Information From Photographs (pp. 264-265) Informal Assessment (p. 265)</p> <p>Day 5 Mini-lesson: Guided Retelling: Identifying Nonfiction Topics (p. 266) Focus Lesson: Identifying New Information You Want to Learn (pp. 266-267) Informal Assessment (p. 267)</p>	<p>SE only: Picture Clues: 64</p> <p>TE only: Chapter 1, Integrate Your Day – Reading (p. 4) Chapter 1, Performance Expectation Activity - ELA/Literacy (p. 33b) Chapter 2, Integrate Your Day – Reading (p. 36) Chapter 2, Performance Expectation Activity - ELA/Literacy (p. 71b) Chapter 3, Integrate Your Day – Reading (p. 74) Chapter 3, Lesson 6 - 21st Century Learning (p. 96) Part 1, Integrate Your Day – Reading (p. 112) Part 2, Integrate Your Day – Reading (p. 148)</p>
<p>Writing Lesson 16: Labels Write Habits Teacher’s Guide, pp. 136-141</p> <p>Day 1 WRITING Labels</p> <p>Day 2 LISTENING AND SPEAKING Have a Discussion</p> <p>Day 3 CONVENTIONS Nouns for More Than One</p>	<p>TE only: Chapter 2, Performance Expectation Activity - ELA/Literacy (p. 71a) Chapter 3, Performance Expectation Activity - ELA/Literacy (p. 109d) Chapter 3, Performance Expectation Activity - ELA/Literacy (p. 109e) Part 2, Lesson 3 - ELA Support (p. 165)</p>

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Kindergarten	Interactive Science, ©2016 Kindergarten
Unit 5 Week 3 Learning How To Read a Nonfiction Text	
<p>Shared Reading</p> <p>Day 1 Mini-lesson: Introduce the Book: <i>Push and Pull</i> (p. 270) Focus Lesson: Using the Contents Page (pp. 270-271) Informal Assessment (p. 271)</p> <p>Day 2 Mini-lesson: Concepts of Print: Reading Print From Top to Bottom (p. 272) Focus Lesson: Identifying and Using Headings (pp. 272-273) Informal Assessment (p. 273)</p> <p>Day 3 Mini-lesson: Phonemic Awareness: Oral Blending (p. 274) Phonics: Initial Consonants /p/p, /t/t (p. 274) Focus Lesson: Identifying How Authors Use a Table to Present Information (pp. 274-275) Informal Assessment (p. 275)</p> <p>Day 4 Mini-lesson: Vocabulary: Science Words (p. 276) Focus Lesson: Exploring the Role of Photographs (pp. 276-277) Informal Assessment (p. 277)</p> <p>Day 5 Mini-lesson: Guided Retelling: Applying Prior Knowledge to Nonfiction Topics (p. 278) Focus Lesson: Deciding What Part of a Nonfiction Book to Read (pp. 278-279) Informal Assessment (p. 279)</p>	<p>SE only: Chapter 1, STEM Activity (p. 4-13) Chapter 1, Lesson 2: What makes objects move? (p. 15) Chapter 1, Lesson 4: How do moving objects affect each other? (p. 17) Chapter 1, Investigate It!: How can you move the car? (p. 18)</p> <p>TE only: Chapter 1, Integrate Your Day – Reading (p. 4) Chapter 1, Integrate Your Day – Writing (p. 5) Chapter 1, Lesson 1 - Vocabulary Smart Cards (p. 16) Chapter 1, Lesson 2 - Vocabulary Smart Cards (p. 18) Chapter 1, Lesson 2 - ELL Support (p. 19) Chapter 1, Lesson 3 - Vocabulary Smart Cards (p. 20) Chapter 1, STEM - Activate Prior Knowledge (p. 25) Chapter 1, Performance-Based Assessment: Write About Pushes and Pulls (p. 33) Chapter 2, Biography - Activate Prior Knowledge (p. 61) Chapter 3, Big World, My World - Activate Prior Knowledge (p. 99) Part 1, Science Careers - Activate Prior Knowledge (p. 137)</p>
<p>Writing Lesson 17: Informative Nonfiction Write Habits Teacher’s Guide, pp. 142-147</p> <p>Day 1 WRITING Informative Nonfiction</p> <p>Day 2 LISTENING AND SPEAKING Interpret Information</p> <p>Day 3 CONVENTIONS Complete Sentences</p>	<p>TE only: Chapter 2, Performance Expectation Activity - ELA/Literacy (p. 71b)</p>

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Kindergarten	Interactive Science, ©2016 Kindergarten
Unit 5 Week 4 Learning How to Read a Nonfiction Text	
<p>Shared Reading</p> <p>Day 1 Mini-lesson: Introduce the Book: <i>Looking at Cities</i> (p. 282) Focus Lesson: Identifying Ways Nonfiction Books Present Information (pp. 282-283) Informal Assessment (p. 283)</p> <p>Day 2 Mini-lesson: Concepts of Print: Print as a Means of Gaining Information (p. 284) Focus Lesson: Identifying and Reading a Chart (pp. 284-285) Informal Assessment (p. 285)</p> <p>Day 3 Mini-lesson: Phonemic Awareness: Oral Blending (p. 286) Phonics: Initial Consonants /k/c, /t/t (p. 286) Focus Lesson: Exploring the Role of Photographs (pp. 286-287) Informal Assessment (p. 287)</p> <p>Day 4 Mini-lesson: Introduce the Book: <i>Butterfly</i> (p. 288) Vocabulary: Science Words (p. 288) Focus Lesson: Exploring the Role of Illustrations (pp. 288-289) Informal Assessment (p. 289)</p> <p>Day 5 Mini-lesson: Guided Retelling: Applying Prior Knowledge to Nonfiction Topics (p. 290) Focus Lesson: Identifying Steps in a Process (pp. 290-291) Assessment (p. 291)</p>	<p>SE only: Chapter 2, Lesson 4: What do animals need? (p. 36) Draw Conclusions: 43 Picture Clues: 64</p> <p>TE only: Chapter 1, Integrate Your Day – Reading (p. 4) Chapter 1, STEM - Activate Prior Knowledge (p. 25) Chapter 2, Integrate Your Day – Reading (p. 36) Chapter 2, Lesson 1 - Vocabulary Smart Cards (p. 48) Chapter 2, Lesson 2 - Vocabulary Smart Cards (p. 50) Chapter 2, Lesson 3 - Vocabulary Smart Cards (p. 52) Chapter 2, Lesson 4 - Vocabulary Smart Cards (p. 54) Chapter 2, Biography - Activate Prior Knowledge (p. 61) Chapter 3, Integrate Your Day – Reading (p. 74) Chapter 3, Big World, My World - Activate Prior Knowledge (p. 99) Part 1, Science Careers - Activate Prior Knowledge (p. 137)</p>
<p>Writing Lesson 18: Informative Report Write Habits Teacher’s Guide, pp. 148-165 CONVENTIONS Prepositions</p>	<p>SE only: Chapter 1, Lesson 1: What can you tell about an object’s position? (p. 14)</p> <p>TE only: Chapter 1, Integrate Your Day – Math (p. 4) Chapter 1, Integrate Your Day – Art (p. 4) Chapter 1, Lesson 1 – Vocabulary Smart Cards (p. 16) Chapter 1, Lesson 1 – ELL Support (p. 17) Chapter 1, STEM – Apply the Big Question (p. 25) Chapter 2, Performance Expectation Activity – ELA/Literacy (p. 71a) Chapter 3, Lesson 4 – 21st Century Learning (p. 92) Chapter 3, Performance Expectation Activity – ELA/Literacy (p. 109c)</p>

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Kindergarten	Interactive Science, ©2016 Kindergarten
Unit 6 Great Readers Monitor and Organize Ideas and Information	
Week 1 Taking Notes on Fiction	
<p>Shared Reading</p> <p>Day 1 Mini-lesson: Introduce the Book: <i>Hi-De-Hi</i> (p. 300) Focus Lesson: Remembering What a Book Is About (pp. 300-301) Informal Assessment (p. 301)</p> <p>Day 2 Mini-lesson: Concepts of Print: Matching Text to Pictures (p. 302) Focus Lesson: Remembering Favorite Parts of a Book (pp. 302-303) Informal Assessment (p. 303)</p> <p>Day 3 Mini-lesson: Phonemic Awareness: Phoneme Deletion (p. 304) Phonics: Initial Consonants /f/f, /y/y (p. 304) Focus Lesson: Drawing a Picture After Reading (pp. 304-305) Informal Assessment (p. 305)</p> <p>Day 4 Vocabulary: Farm Words (p. 306) Focus Lesson: Keeping a Journal (pp. 306-307) Informal Assessment (p. 307)</p> <p>Day 5 Mini-lesson: Guided Retelling: Retell Using Story Illustrations (p. 308) Focus Lesson: Sharing Favorite Parts of a Book (pp. 308-309) Informal Assessment (p. 309)</p>	<p>TE only: Chapter 2, Lesson 6 - ELL Support (p. 59) Chapter 2, Performance Expectation Activity - ELA/Literacy (p. 71b) Chapter 3, Lesson 4 - ELL Support (p. 93) Chapter 3, Lesson 5 - ELL Support (p. 95) Chapter 3, Performance Expectation Activity - ELA/Literacy (p. 109c)</p>
<p>Writing Lesson 19: Realistic Fiction Write Habits Teacher’s Guide, pp. 166-171</p> <p>Day 1 WRITING Realistic Fiction</p> <p>Day 2 LISTENING AND SPEAKING Listen to Plot</p> <p>Day 3 CONVENTIONS Exclamations</p>	<p>TE only: Part 2, Integrate Your Day – Reading (p. 148)</p>

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Kindergarten	Interactive Science, ©2016 Kindergarten
Unit 6 Week 2 Taking Notes on Nonfiction	
<p>Shared Reading</p> <p>Day 1 Mini-lesson: Introduce the Book: <i>Fire Engines</i> (p. 312) Focus Lesson: Remembering What a Book Is About (pp. 312-313) Informal Assessment (p. 313)</p> <p>Day 2 Mini-lesson: Concepts of Print: Context Clues (p. 314) Focus Lesson: Remembering a Favorite Page (pp. 314-315) Informal Assessment (p. 315)</p> <p>Day 3 Mini-lesson: Phonemic Awareness: Phoneme Segmentation (p. 316) Phonics: Initial Consonants /h/h, /j/j, /w/w (p. 316) Focus Lesson: Drawing a Picture After Reading (pp. 316-317) Informal Assessment (p. 317)</p> <p>Day 4 Vocabulary: Describing Words (p. 318) Focus Lesson: Using a Concept Web (pp. 318-319) Informal Assessment (p. 319)</p> <p>Day 5 Mini-lesson: Guided Retelling: Retell Using Book Illustrations (p. 320) Focus Lesson: Using Your Notes to Talk About the Book (pp. 320-321) Informal Assessment (p. 321)</p>	<p>TE only: Chapter 1, Lesson 1 - ELL Support (p. 17) Chapter 1, Lesson 3 - ELL Support (p. 21) Chapter 2, Performance Expectation Activity - ELA/Literacy (p. 71b) Chapter 3, Lesson 2 - ELL Support (p. 89) Chapter 3, Performance Expectation Activity - ELA/Literacy (p. 109c)</p>
<p>Writing Lesson 20: Poem Write Habits Teacher’s Guide, pp. 172-177</p> <p>Day 1 WRITING Poem</p> <p>Day 2 LISTENING AND SPEAKING Listen to Poems</p> <p>Day 3 Conventions Nouns for People and Animals</p>	<p>TE only: Chapter 1, Integrate Your Day – Rhyme (p. 5) Chapter 2, Integrate Your Day – Rhyme (p. 37) Chapter 2, Lesson 2 – ELL Support (p. 51) Chapter 3, Integrate Your Day – Rhyme (p. 75) Part 1, Integrate Your Day – Rhyme (p. 113) Part 2, Integrate Your Day – Rhyme (p. 149)</p>

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Kindergarten	Interactive Science, ©2016 Kindergarten
Unit 6 Week 3 Self-Monitoring	
<p>Shared Reading</p> <p>Day 1 Mini-lesson: Introduce the Book: <i>Happy's Hat</i> (p. 324) Focus Lesson: Stopping to Ask, "Does This Make Sense?" (pp. 324-325) Informal Assessment (p. 325)</p> <p>Day 2 Mini-lesson: Concepts of Print: Text-to-Picture Match (p. 326) Focus Lesson: Stopping at Unfamiliar Words (pp. 326-327) Informal Assessment (p. 327)</p> <p>Day 3 Mini-lesson: Phonemic Awareness: Oral Blending (p. 328) Phonics: Short Vowel /a/a (p. 328) Focus Lesson: Looking at the Illustrations (pp. 328-329) Informal Assessment (p. 329)</p> <p>Day 4 Vocabulary: Position/Directional Words (p. 330) Focus Lesson: Asking Questions While Reading (pp. 330-331) Informal Assessment (p. 331)</p> <p>Day 5 Mini-lesson: Independent Oral Retelling: Retell the Story to a Classmate (p. 332) Focus Lesson: Asking for Help When You Don't Understand (pp. 332-333) Informal Assessment (p. 333)</p>	<p>SE only: Chapter 1, Lesson 1: What can you tell about an object's position? (p. 14) Picture Clues: 64</p> <p>TE only: Chapter 1, Integrate Your Day – Social Studies (p. 4) Chapter 1, Integrate Your Day – Math (p. 4) Chapter 1, Integrate Your Day – Rhyme (p. 5) Chapter 1, Lesson 1 - Vocabulary Smart Cards (p. 16) Chapter 1, Lesson 1 - ELL Support (p. 17) Chapter 1, Lesson 2 - Vocabulary Smart Cards (p. 18) Chapter 2, Lesson 6 - ELL Support (p. 59) Chapter 3, Lesson 4 - ELL Support (p. 93) Chapter 3, Lesson 5 - ELL Support (p. 95)</p>
<p>Writing Lesson 21: Fable Write Habits Teacher's Guide, pp. 178-183</p> <p>Day 1 WRITING Fable</p> <p>Day 2 LISTENING AND SPEAKING Listen for Setting</p> <p>Day 3 CONVENTIONS Verbs</p>	<p>TE only: Chapter 1, Lesson 2 – ELL Support (p. 19) Chapter 1, Lesson 4 – ELL Support (p. 23) Part 1, Lesson 2 – ELL Support (p. 127) Part 1, Lesson 3 – ELL Support (p. 129) Part 1, Lesson 4 – ELL Support (p. 131) Part 2, Lesson 2 – ELL Support (p. 163)</p>

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Kindergarten	Interactive Science, ©2016 Kindergarten
Unit 6 Week 4 Visualizing	
<p>Shared Reading</p> <p>Day 1 Mini-lesson: Introduce the Poem: “Mud Monster” (p. 336) Focus Lesson: Creating Pictures in Your Mind (pp. 336-337) Informal Assessment (p. 337)</p> <p>Day 2 Mini-lesson: Introduce the Poem: “Our Washing Machine” (p. 338) Concepts of Print: Tracking Print (p. 338) Focus Lesson: Using What you Know to Create Pictures (pp. 338-339) Informal Assessment (p. 339)</p> <p>Day 3 Mini-lesson: Introduce the Poem: “In the Tub” (p. 340) Phonemic Awareness: Phoneme Deletion (p. 340) Phonics: Short Vowel /u/u; Final Consonant /ks/x (p. 340) Focus Lesson: Using Words to Create Pictures (pp. 340-341) Informal Assessment (p. 341)</p> <p>Day 4 Mini-lesson: Introduce the Poem: “Seeds” (p. 342) Vocabulary: Onomatopoeia (p. 342) Focus Lesson: Pausing to Create Mental Pictures (pp. 342-343) Informal Assessment (p. 343)</p> <p>Day 5 Mini-lesson: Introduce the Poem: “Sand” (p. 344) Guided Retelling: Using a Sequential Story Map (p. 344) Focus Lesson: Sharing Your Pictures With Others (pp. 344-345) Assessment (p. 345)</p>	<p>SE only: Chapter 2, Try It!: Do plants need water? (p. 21) Chapter 2, Lesson 3: What do plants need? (p. 35) Chapter 3, Lesson 5: How can we use rocks, soil, and water? (p. 58)</p> <p>TE only: Chapter 2, Performance Expectation Activity - ELA/Literacy (p. 71a) Chapter 3, Integrate Your Day – Art (p. 74)</p>
<p>Writing Lesson 22: Story Write Habits Teacher’s Guide, pp. 184-201 CONVENTIONS Adjectives</p>	<p>TE only: Chapter 1, Lesson 3 – ELL Support (p. 21) Chapter 3, Lesson 2 – ELL Support (p. 89) Part 1, Integrate Your Day – Writing (p. 113)</p>

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Kindergarten	Interactive Science, ©2016 Kindergarten
Unit 7 Great Readers Think Critically About Books	
Week 1 Responding to Characters	
<p>Shared Reading</p> <p>Day 1 Mini-lesson: Review the Book: <i>Strega Nona: Her Story</i> (p. 354) Focus Lesson: Identifying How the Author Tells you About the Character (pp. 354-355) Informal Assessment (p. 355)</p> <p>Day 2 Concepts of Print: Recognizing Paragraphs (p. 356) Focus Lesson: Using Words and Pictures to Describe the Character (pp. 356-357) Informal Assessment (p. 357)</p> <p>Day 3 Mini-lesson: Phonemic Awareness: Phoneme Segmentation (p. 358) Phonics: Short Vowel /o/o/; (p. 358) Focus Lesson: Making Connections to the Character (pp. 358-359) Informal Assessment (p. 359)</p> <p>Day 4 Mini-lesson: Vocabulary: Words About Home (p. 360) Focus Lesson: Noticing How the Character Changes During the Story (pp. 360-361) Informal Assessment (p. 361)</p> <p>Day 5 Guided Retelling: Retell Using a Story Map (p. 362) Focus Lesson: Having Favorite Characters (pp. 362-363) Informal Assessment (p. 363)</p>	<p>TE only: Part 2, Integrate Your Day – Reading (p. 148)</p>
<p>Writing Lesson 23: Opinion Statement Write Habits Teacher’s Guide, pp. 202-207</p> <p>Day 1 WRITING: Opinion Statement</p> <p>Day 2 LISTENING AND SPEAKING: Discuss Fact and Opinion</p> <p>Day 3 CONVENTIONS: Verbs That Add -s/Ending -s</p>	<p>TE only: Chapter 2, Performance Expectation Activity - ELA/Literacy (p. 71b)</p>

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

<p align="center">Good Habits, Great Readers™, ©2012 Kindergarten</p>	<p align="center">Interactive Science, ©2016 Kindergarten</p>
<p>Unit 7 Week 2 Evaluating Nonfiction</p>	
<p>Shared Reading</p> <p>Day 1 Mini-lesson: Review the Book: <i>Then and Now</i> (p. 366) Focus Lesson: Understanding the Purpose of Nonfiction Books (pp. 366-367) Informal Assessment (p. 367)</p> <p>Day 2 Mini-lesson: Concepts of Print: Read From Top to Bottom (p. 368) Focus Lesson: Identifying Your Purpose for Reading (pp. 368-369) Informal Assessment (p. 369)</p> <p>Day 3 Mini-lesson: Phonemic Awareness: Phoneme Addition (p. 370) Phonics: Short Vowel /i/i (p. 370) Focus Lesson: Finding Information About the Author (pp. 370-371) Informal Assessment (p. 371)</p> <p>Day 4 Mini-lesson: Vocabulary: Time and Order Words (p. 372) Focus Lesson: Thinking About How the Author Got Information (pp. 372-373) Informal Assessment (p. 373)</p> <p>Day 5 Mini-lesson: Guided Retelling: Retell Using a T-chart (p. 374) Focus Lesson: Evaluating the Book (pp. 374-375) Informal Assessment (p. 375)</p>	<p>SE only: Chapter 2, Lesson 2: What are living things? (p. 34)</p> <p>TE only: Chapter 3, Lesson 4 - 21st Century Learning (p. 92)</p>
<p>Writing Catch-Up Week</p>	

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Kindergarten	Interactive Science, ©2016 Kindergarten
Unit 7 Week 3 Distinguishing Between Fantasy and Reality	
<p>Shared Reading</p> <p>Day 1 Mini-lesson: Review the Book: <i>Noggin and Bobbin in the Garden</i> (p. 378) Focus Lesson: Determining If a Story Is Realistic or Fantasy (pp. 378-379) Informal Assessment (p. 379)</p> <p>Day 2 Mini-lesson: Concepts of Print: Connect Letter to Sound (p. 380) Focus Lesson: Identifying Events in a Story That Are Make-Believe (pp. 380-381) Informal Assessment (p. 381)</p> <p>Day 3 Mini-lesson: Phonemic Awareness: Phoneme Substitution (p. 382) Phonics: Review Short Vowels /i/i, o/o (p. 382) Focus Lesson: Identifying Events in a Story That Could Happen (pp. 382-383) Informal Assessment (p. 383)</p> <p>Day 4 Mini-lesson: Vocabulary: Action Words (p. 384) Focus Lesson: Recognizing How Characters Are Like Real People (pp. 384-385) Informal Assessment (p. 385)</p> <p>Day 5 Mini-lesson: Written Retelling: Using Words or Pictures (p. 386) Focus Lesson: Responding to a Story (pp. 386-387) Informal Assessment (p. 387)</p>	<p>For related content, please see: TE only: Part 2, Integrate Your Day – Reading (p. 148)</p>
<p>Writing Lesson 24: Advertisement Write Habits Teacher’s Guide, pp. 208-213</p> <p>Day 1 WRITING Advertisement</p> <p>Day 2 LISTENING AND SPEAKING Discuss Fact and Opinion</p> <p>Day 3 CONVENTIONS Pronouns I and Me</p>	<p>This objective falls outside the scope of this program.</p>

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Kindergarten	Interactive Science, ©2016 Kindergarten
Unit 7 Week 4 Engaging With Books	
<p>Shared Reading</p> <p>Day 1 Mini-lesson: Review the Book: <i>Why Mosquitoes Buzz in People's Ears</i> (p. 390) Focus Lesson: Talking Back to Characters (pp. 390-391) Informal Assessment (p. 391)</p> <p>Day 2 Mini-lesson 2: Concepts of Print: Connect Letter to Sound (p. 392) Focus Lesson: Talking Back to the Author (pp. 392-393) Informal Assessment (p. 393)</p> <p>Day 3 Mini-lesson: Phonemic Awareness: Phoneme Substitution (p. 394) Phonics: Short Vowels /e/e; Final Consonant /z/z (p. 394) Focus Lesson: Putting Yourself Into a Story (pp. 394-395) Informal Assessment (p. 395)</p> <p>Day 4 Mini-lesson: Vocabulary: Feeling Words (p. 396) Focus Lesson: Being Affected by What You Read (pp. 396-397) Informal Assessment (p. 397)</p> <p>Day 5 Mini-lesson: Written Retelling: Using Pictures to Retell (p. 398) Focus Lesson: Considering Alternative Settings (pp. 398-399) Assessment (p. 399)</p>	<p>For related content, please see TE only: Part 2, Integrate Your Day – Reading (p. 148)</p>
<p>Writing Catch-Up Week</p>	

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Grade 1	Interactive Science, ©2016 Grade 1
GRADE 1	
Unit 1 Great Readers See Themselves as Readers	
Week 1 Taking Care of Books	
<p>Shared Reading Day 1 Mini Lesson: Introduce the Book: <i>Crabby Cat's Shopping</i> (p. 30) Focus Lesson: Having Favorite Books (pp. 30-31) Informal Assessment (p. 31) Day 2 Mini Lesson: Concepts of Print: Parts of a Book (p. 32) Phonics: Short <i>a</i> (p. 32) Focus Lesson: Taking Care of Books (pp. 32-33) Informal Assessment (p. 33) Day 3 Mini Lesson: Vocabulary: Opposites (p. 34) Focus Lesson: Storing Books in My Book Basket (pp. 34-35) Informal Assessment (p. 35) Day 4 Mini Lesson: Fluency: Choral Reading (p. 36) Focus Lesson: Putting Classroom Books Away (pp. 36-37) Informal Assessment (p. 37) Day 5 Mini Lesson: Pretelling: Thinking Sequentially (p. 38) Focus Lesson: Taking Care of a Damaged Book (pp. 38-39) Informal Assessment (p. 39)</p>	<p>SE/TE: Sequence: 125, 189, 202, 210, 213, 221</p> <p>TE only: Chapter 3, Lesson 1 - ELL Support (p. 115) Chapter 3, Lesson 1 - Differentiated Instruction (p. 117) Part 2, Lesson 3 - Science/Writing (p. 212)</p>
<p>Writing Lesson 1: NARRATIVE WRITING—Writing for Tests Autobiography Write Habits Teacher's Guide, pp. 36-45 CONVENTIONS: Adverbs</p>	<p>TE only: Chapter 2, Lesson 4 - Science/Writing (p. 76) Part 2, Lesson 3 - Science/Writing (p. 212)</p>

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Grade 1	Interactive Science, ©2016 Grade 1
Unit 1 Week 2 Choosing Books	
<p>Shared Reading</p> <p>Day 1 Mini Lesson: Introduce the Book: <i>Dee and Me</i> (p. 42) Focus Lesson: Thinking About Books You've Enjoyed (pp. 42-43) Informal Assessment (p. 43)</p> <p>Day 2 Mini Lesson: Phonemic Awareness: Recognize Rhyme (p. 44) Phonics: Short e (p. 44) Focus Lesson: Looking for Books on Favorite Topics (pp. 44-45)</p> <p>Day 3 Mini Lesson: Vocabulary: House Words (p. 46) Focus Lesson: Looking for Favorite Authors and Characters (pp. 46-47) Informal Assessment (p. 47)</p> <p>Day 4 Mini Lesson: Fluency: Smooshing Words Together (p. 48) Focus Lesson: Having a Favorite Genre (pp. 48-49) Informal Assessment (p. 49)</p> <p>Day 5 Mini Lesson: Pretelling: Thinking Sequentially (p. 50) Focus Lesson: Previewing a Book (pp. 50-51) Informal Assessment (p. 51)</p>	<p>SE/TE: Sequence: 125, 189, 202, 210, 213, 221</p> <p>TE only: Chapter 2, Integrate Your Day – Rhyme (p. 44D) Part 2, Lesson 3 - Science/Writing (p. 212)</p>
<p>Writing Catch-Up Week</p>	

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Grade 1	Interactive Science, ©2016 Grade 1
Unit 1 Week 3 Knowing Yourself As A Reader	
<p>Shared Reading</p> <p>Day 1 Mini-lesson: Introduce the Poem: “The Purple People Eater” (p. 54) Focus Lesson: Finding a Place to Read (pp. 54-55) Informal Assessment (p. 55)</p> <p>Day 2 Mini-lesson: Introduce the Poem: “A House Is a House for Me” (p. 56) Phonemic Awareness: Identify Rhyme Phonics: Short <i>i</i> Focus Lesson: Understanding That Readers Are Different (pp. 56-57) Informal Assessment (p. 57)</p> <p>Day 3 Mini-lesson: Introduce the Poem: “Signs” (p. 58) Focus Lesson: Choosing a “Just Right” Book (pp. 58-59) Informal Assessment (p. 59)</p> <p>Day 4 Mini-lesson: Introduce the Poem: “Gobble! Gobble! Munch!” (p. 60) Fluency: Using Punctuation (p. 60) Focus Lesson: Using the Five-Finger Rule (pp. 60-61) Informal Assessment (p. 61)</p> <p>Day 5 Mini-lesson: Introduce the Poem: “Jack and Jill” (p. 62) Pretelling: Recalling Steps in a Sequence (p. 62) Focus Lesson: Thinking About Why You Like a Book (pp. 62-63) Informal Assessment (p. 63)</p>	<p>SE/TE: Sequence: 125, 189, 202, 210, 213, 221 Part 2, Design It!: What do pill bugs need? (pp. 222-227)</p> <p>TE only: Part 1, Integrate Your Day – Language Arts (p. 140D) Part 1, Lesson 1 – Science/Writing (p. 156) Part 2, Lesson 3 - Science/Writing (p. 212)</p>
<p>Writing Lesson 2: NARRATIVE WRITING – Photo Essay Write Habits Teacher’s Guide, pp. 46-57 CONVENTIONS: Contractions with NOT</p>	<p>SE/TE: Chapter 2, Explore It!: How does a seed grow? (p. 68) Chapter 2, Lesson 3: Seeds from Trees (p. 69) Chapter 2, Lesson 3: Life Cycle of a Plant (pp. 70-71)</p>

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Grade 1	Interactive Science, ©2016 Grade 1
Unit 1 Week 4 Building Reading Stamina	
<p>Shared Reading</p> <p>Day 1 Mini Lesson: Introduce the Book: <i>Life Cycles</i> (p. 66) Focus Lesson: Rereading Favorite Books (pp. 66-67) Informal Assessment (p. 67)</p> <p>Day 2 Mini Lesson: Phonemic Awareness: Onset and Rime Blending (p. 68) Phonics: Short o Focus Lesson: Understanding Different Purposes for Reading (pp. 68-69) Informal Assessment (p. 69)</p> <p>Day 3 Mini Lesson: Vocabulary: Family Words (p. 70) Focus Lesson: Keeping Track of Books (pp. 70-71) Informal Assessment (p. 71)</p> <p>Day 4 Mini Lesson: Fluency: Return Sweep (p. 72) Focus Lesson: Reading Every Day (pp. 72-73) Informal Assessment (p. 73)</p> <p>Day 5 Mini Lesson: Guided Retelling: Retelling Plot (p. 74) Focus Lesson: Having a Next Book to Read (pp. 74-75) Assessment (p. 75)</p>	<p>SE/TE: Chapter 2, Lesson 3: Seeds to Trees (p. 69) Chapter 2, Lesson 4: Life Cycle of a Grasshopper (p. 76-77)</p> <p>TE only: Chapter 2, Integrate Your Day – Reading (p. 44C)</p>
<p>Writing Catch-Up Week</p>	

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Grade 1	Interactive Science, ©2016 Grade 1
Unit 2 Great Readers Make Sense of Text	
Week 1 Making Predictions	
<p>Shared Reading</p> <p>Day 1 Mini Lesson: Introduce the Book: <i>Shadows</i> (p. 84) Focus Lesson: Using the Title and Cover to Make Predictions (pp. 84-85) Informal Assessment (p. 85)</p> <p>Day 2 Mini Lesson: Phonemic Awareness: Phoneme Categorization Phonics: Final Consonants <i>g, n, s</i> (p. 86) Focus Lesson: Taking a Picture Walk (pp. 86-87) Informal Assessment (p. 87)</p> <p>Day 3 Mini Lesson: Vocabulary: Size Words (p. 88) Focus Lesson: Sharing Your Predictions (pp. 88-89) Informal Assessment (p. 89)</p> <p>Day 4 Mini Lesson: Fluency: Typeface Clues (p. 90) Focus Lesson: Checking Your Predictions (pp. 90-91) Informal Assessment (p. 91)</p> <p>Day 5 Mini Lesson: Guided Retelling: Identify the Main Idea in Nonfiction (p. 92) Focus Lesson: Revising Your Predictions (pp. 92-93) Informal Assessment (p. 93)</p>	<p>SE/TE: Chapter 1, Lesson 3: Light Shines Through (p. 26) Make a Prediction: 40, 96 Predict: 68, 200, 215 Chapter 3, Try It!: How does the sun’s movement cause shadows to change? (p. 102) Part 1, Lesson 2: Observe and Predict (p. 160)</p> <p>TE Only: Chapter 1, Leveled Content Reader Support: Energy Around Us (Below-Level) (p. 2G) Chapter 1, Leveled Content Reader: Energy in Our World (On-Level) (p. 2G) Chapter 1, Performance Expectation Activity – ELA/Literacy (p. 43b)</p>
<p>Writing Lesson 3: DESCRIPTIVE WRITING—Description Write Habits Teacher’s Guide, pp. 58-71 CONVENTIONS: Singular and Plural Nouns</p>	<p>TE Only: Chapter 1, Integrate Your Day – Writing (p. 2D) Chapter 1, Lesson 4 – Science/Writing (p. 30)</p>

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Grade 1	Interactive Science, ©2016 Grade 1
Unit 2 Week 2 Asking Questions	
<p>Shared Reading</p> <p>Day 1 Mini Lesson: Introduce the Book: <i>Eat Your Vegetables!</i> (p. 96) Focus Lesson: Asking Questions About the Title (pp. 96-97) Informal Assessment (p. 97)</p> <p>Day 2 Mini Lesson: Phonemic Awareness: Onset and Rime Phonics: Short Vowel <i>u</i>, (p. 98) Focus Lesson: Asking Questions About Pictures (pp. 98-99) Informal Assessment (p. 99)</p> <p>Day 3 Mini Lesson: Vocabulary: Vegetable Words (p. 100) Focus Lesson: Sharing Questions With Others (pp. 100-101) Informal Assessment (p. 101)</p> <p>Day 4 Mini Lesson: Fluency: Page Navigation (p. 102) Focus Lesson: Asking Questions as You Read (pp. 102-103) Informal Assessment (p. 103)</p> <p>Day 5 Mini Lesson: Guided Retelling: Identifying the Main Idea in Nonfiction (p. 104) Focus Lesson: Asking "I Wonder" Questions (pp. 104-105) Informal Assessment (p. 105)</p>	<p>SE/TE: Chapter 2, Lesson 3: Life Cycle of a Plant (pp. 70-71)</p> <p>TE only: Chapter 2, Lesson 2 - Content Refresher (p. 67) Chapter 2, Performance Expectation Activity – ELA/Literacy (p. 99b) Chapter 2, Performance Expectation Activity – ELA/Literacy (p. 99c)</p>
<p>Writing Catch-Up Week</p>	

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Grade 1	Interactive Science, ©2016 Grade 1
Unit 2 Week 3 Problem-Solving Unfamiliar Words	
<p>Shared Reading</p> <p>Day 1 Mini Lesson: Introduce the Book: <i>Crabby Cat at School</i> (p. 108) Focus Lesson: Using What You Know About Words (pp. 108-109) Informal Assessment (p. 109)</p> <p>Day 2 Mini Lesson: Phonemic Awareness: Phoneme Blending Phonics: Final Consonants <i>d, f, t, m</i> (p. 110) Focus Lesson: Finding Little Words in Big Words (pp. 110-111) Informal Assessment (p. 111)</p> <p>Day 3 Mini Lesson: Vocabulary: School Words (p. 112) Focus Lesson: Using Word Endings to Figure out Unfamiliar Words (pp. 112-113) Informal Assessment (p. 113)</p> <p>Day 4 Mini Lesson: Fluency: Punctuation (p. 114) Focus Lesson: Rereading to Figure Out a Word (pp. 114-115) Informal Assessment (p. 115)</p> <p>Day 5 Mini Lesson: Guided Retelling: Identifying Problem and Solution (p. 116) Focus Lesson: Using a Dictionary (pp. 116-117) Informal Assessment (p. 117)</p>	<p>SE/TE: Part 2, Explore It!: Which design works best? (p. 208)</p> <p>TE only: Chapter 1, STEM Activity: Let's Talk (p. 6) Chapter 2, STEM Activity: Mix It Up (p. 48) Part 1, Integrate Your Day - Art (p. 140C) Part 1, Integrate Your Day - Language Arts (p. 140D) Part 1, Lesson 1 - Science/Writing (p. 156) Part 2, Opener - Content Refresher (p. 186)</p>
<p>Writing Lesson 4: DESCRIPTIVE WRITING—Descriptive Poem Write Habits Teacher's Guide, pp. 72-85 CONVENTIONS: Adjectives for Size</p>	<p>SE/TE: Chapter 2, Performance-Based Assessment - Write a Poem (p. 99) Part 2, Performance-Based Assessment - Write a Poem (p. 228)</p> <p>TE only: Chapter 2, Lesson 1 - Science/Writing (p. 60) Chapter 3, Integrate Your Day - Writing (p. 100C) Chapter 3, Lesson 2 - Science/Writing (p. 120)</p>

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Grade 1	Interactive Science, ©2016 Grade 1
Unit 2 Week 4 Summarizing and Retelling	
<p>Shared Reading</p> <p>Day 1 Mini Lesson: Introduce the Book: <i>Once Upon a Time</i> (p. 120) Focus Lesson: Noticing the Order of Events in a Story (pp. 120-121) Informal Assessment (p. 121)</p> <p>Day 2 Mini Lesson: Phonemic Awareness: Initial Phoneme Substitution Phonics: Final Consonants <i>ck, l, n, r</i> (p. 122) Focus Lesson: Using Pictures to Think About What Happens on a Page (pp. 122-123) Informal Assessment (p. 123)</p> <p>Day 3 Mini Lesson: Vocabulary: Figurative Language (p. 124) Focus Lesson: Thinking About Story Events as You Read (pp. 124-125) Informal Assessment (p. 125)</p> <p>Day 4 Mini Lesson: Fluency: Repetition (p. 126) Focus Lesson: Identifying Beginning, Middle, and End (pp. 126-127) Informal Assessment (p. 127)</p> <p>Day 5 Mini Lesson: Guided Retelling: Identifying Problem and Solution (p. 128) Focus Lesson: Reviewing the Story Events in Order (pp. 128-129) Assessment (p. 129)</p>	<p>SE/TE: Picture Clues: 103, 130, 135, 143, 155, 159, 160, 167, 169, 171, 173 Sequence: 125, 189, 202, 210, 213, 221</p> <p>TE only: Chapter 1, STEM Activity: Let's Talk (p. 6) Chapter 2, STEM Activity: Mix It Up (p. 48) Part 2, Lesson 3 - Science/Writing (p. 212)</p>
<p>Writing Catch-Up Week</p>	

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Grade 1	Interactive Science, ©2016 Grade 1
Unit 3 Great Readers Use What They Know	
Week 1 Making Connections	
<p>Shared Reading</p> <p>Day 1 Mini Lesson: Introduce the Book: <i>Time for Bed</i> (p. 138) Focus Lesson: Noticing When Books Remind You of Something (pp. 138-139) Informal Assessment (p. 139)</p> <p>Day 2 Mini Lesson: Phonemic Awareness: Phoneme Categorization Phonics: Initial/Final Consonant Digraphs <i>th, wh, sh, ch</i> (p. 140) Focus Lesson: Using Connections to Understand the Text (pp. 140-141) Informal Assessment (p. 141)</p> <p>Day 3 Mini Lesson: Vocabulary: Animal Names (p. 142) Focus Lesson: Making Connections to Other Books (pp. 142-143) Informal Assessment (p. 143)</p> <p>Day 4 Mini Lesson: Fluency: Rhyme (p. 144) Focus Lesson: Using Other Text-to-Text Connections (pp. 144-145) Informal Assessment (p. 145)</p> <p>Day 5 Mini Lesson: Guided Retelling: Discussing Plot (p. 146) Focus Lesson: Making Connections to the Larger World (pp. 146-147) Informal Assessment (p. 147)</p>	<p>SE/TE: Chapter 2, Lesson 1: Did You Know? (p. 58) Chapter 2, Lesson 1: Groups of Living Things (p. 59) Chapter 2, Lesson 1: Animal Groups (p. 62) Chapter 2, Lesson 6: Kinds of Animals (p. 84) Chapter 2, Lesson 6: Different Animals of One Kind (p. 85)</p> <p>TE only: Chapter 2, Integrate Your Day - Critical Thinking (p. 44C)</p>
<p>Writing Lesson 5: NARRATIVE WRITING—Personal Narrative Write Habits Teacher’s Guide, pp. 86-99 CONVENTIONS: Declarative Sentences</p>	<p>TE only: Chapter 2, Lesson 4 – Science/Writing (p. 76)</p>

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Grade 1	Interactive Science, ©2016 Grade 1
Unit 3 Week 2 Activating Background Knowledge	
<p>Shared Reading</p> <p>Day 1 Mini Lesson: Introduce the Book: <i>Where Does the Rabbit Hop?</i> (p. 150) Focus Lesson: Thinking About What you Know Before Reading (pp. 150-151) Informal Assessment (p. 151)</p> <p>Day 2 Mini Lesson: Phonemic Awareness: Phoneme Blending Phonics: / Blends (p. 152) Focus Lesson: Thinking About What You Know During Reading (pp. 152-153) Informal Assessment (p. 153)</p> <p>Day 3 Mini Lesson: Vocabulary: Positional Words (p. 154) Focus Lesson: Using What you Know to Figure Things Out (pp. 154-155) Informal Assessment (p. 155)</p> <p>Day 4 Mini Lesson: Fluency: Using Punctuation (p. 156) Focus Lesson: Talking With Others About What You Know (pp. 156-157) Informal Assessment (p. 157)</p> <p>Day 5 Mini Lesson: Guided Retelling: Identifying Setting (p. 158) Focus Lesson: Recognizing What You Don't Know (pp. 158-159) Informal Assessment (p. 159)</p>	<p>SE/TE: Communicate: 28, 46, 78, 118 Chapter 2, Apply It!: How does a mouse's color help keep him safe from hawks? (p. 96)</p> <p>TE only: Chapter 2, Leveled Content Reader Support: Plants and Animals Living Together (On-Level) (p. 44H) Chapter 2, Leveled Content Reader Support: Living Things Change and Grow (Advanced) (p. 44H) Part 1, Integrate Your Day – Language Arts (p. 140D) Part 1, Lesson 1 - Science/Writing (p. 156)</p>
<p>Writing Catch-Up Week</p>	

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Grade 1	Interactive Science, ©2016 Grade 1
Unit 3 Week 3 Building Vocabulary and Concept Knowledge	
<p>Shared Reading</p> <p>Day 1 Mini Lesson: Introduce the Book: <i>Jamberry</i> (p. 162) Focus Lesson: Using Pictures to Predict Story Words (pp. 162-163) Informal Assessment (p. 163)</p> <p>Day 2 Mini Lesson: Phonemic Awareness: Generate Rhyme Phonics: Review Short Vowels (p. 164) Focus Lesson: Using Clues to Figure Out New Words and Concepts (pp. 164-165) Informal Assessment (p. 165)</p> <p>Day 3 Mini Lesson: Vocabulary: Compound Words (p. 166) Focus Lesson: Using Multiple Clues to Figure Out Unfamiliar Words (pp. 166-167) Informal Assessment (p. 167)</p> <p>Day 4 Mini Lesson: Fluency: Rhyme (p. 168) Focus Lesson :Using What You Know to Figure Out Unfamiliar Words (pp. 168-169) Informal Assessment (p. 169)</p> <p>Day 5 Mini Lesson: Guided Retelling: Character Development (p. 170) Focus Lesson: Substituting Similar Words to Check Meaning (pp. 170-171) Informal Assessment (p. 171)</p>	<p>TE Only: Chapter 1, Lesson 2 – Science/Writing (p. 22) Chapter 2, Integrate Your Day - Rhyme (p. 44D) Chapter 3, Integrate Your Day – Language Arts (p. 100C) Chapter 3, Lesson 1 - Science/Language Arts (p. 116)</p>
<p>Writing Lesson 6: NARRATIVE WRITING—Personal Narrative Write Habits Teacher’s Guide, pp. 100-119 CONVENTIONS: Predicates of Sentences</p>	<p>TE only: Chapter 2, Lesson 4 – Science/Writing (p. 76)</p>

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Grade 1	Interactive Science, ©2016 Grade 1
Unit 3 Week 4 Making Inferences	
<p>Shared Reading</p> <p>Day 1 Mini Lesson: Introduce the Book: <i>Dreams</i> (p. 174) Focus Lesson: Using Clues to Infer Meaning (pp. 174-175) Informal Assessment (p. 175)</p> <p>Day 2 Mini Lesson: Phonemic Awareness: Phoneme Substitution Phonics: <i>r</i> Blends (p. 176) Focus Lesson: Using Clues to Understand Unfamiliar Words (pp. 176-177) Informal Assessment (p. 177)</p> <p>Day 3 Mini Lesson: Vocabulary: Comparative Words (p. 178) Focus Lesson: Making Sense of Text (pp. 178-179) Informal Assessment (p. 179)</p> <p>Day 4 Mini Lesson: Fluency: Punctuation: Exclamations (p. 180) Focus Lesson: Creating Pictures in Your Mind (pp. 190-181) Informal Assessment (p. 181)</p> <p>Day 5 Mini Lesson: Guided Retelling: Sequence and Character (p. 182) Focus Lesson: Making Inferences About Characters (pp. 182-183) Assessment (p. 183)</p>	<p>SE/TE: Infer: 20, 32, 33, 41, 87, 97, 102, 129, 137, 142, 188 Chapter 2, Lesson 1: Groups of Living Things (p. 59) Sequence: 125, 189, 202, 210, 213, 221</p> <p>TE only: Part 2, Lesson 3 - Science/Writing (p. 212)</p>
<p>Writing Catch-Up Week</p>	

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Grade 1	Interactive Science, ©2016 Grade 1
Unit 4 Great Readers Understand How Stories Work	
Week 1 Understanding Story Grammar	
<p>Shared Reading</p> <p>Day 1 Mini Lesson: Introduce the Book: <i>The Little Red Hen (Makes a Pizza)</i> (p. 192) Focus Lesson: Identifying the Main Character and Setting (pp. 192-193) Informal Assessment (p. 193)</p> <p>Day 2 Mini Lesson: Phonemic Awareness: Phoneme Blending Phonics: s Blends (p. 194) Focus Lesson: Identifying the Problem (pp. 194-195) Informal Assessment (p. 195)</p> <p>Day 3 Mini Lesson: Vocabulary: Food Words (p. 196) Focus Lesson: Identifying the Relationships Between Characters (pp. 196-197) Informal Assessment (p. 197)</p> <p>Day 4 Mini-lesson: Fluency: Characterization (p. 198) Focus Lesson: Identifying How the Main Character Plans to Solve the Problem (pp. 198-199) Informal Assessment (p. 199)</p> <p>Day 5 Mini Lesson: Guided Retelling: Sequence and Character Description (p. 200) Focus Lesson: Identifying the Story Resolution (pp. 200-201) Informal Assessment (p. 201)</p>	<p>SE/TE: Chapter 1, STEM Activity: Let’s Talk (p. 6) Chapter 2, STEM Activity: Mix It Up (p. 48) Chapter 2, Lesson 2: Flowers and Fruit (p. 67) Chapter 2, Lesson 3: Life Cycle of a Plant (pp. 70-71) Sequence: 125, 189, 202, 210, 213, 221</p> <p>TE only: Chapter 1, Lesson 4 - Science Writing (p. 30) Part 1, Leveled Content Reader Support: Science Everywhere (On-Level) (p. 140H) Part 1, Opener - Content Refresher (p. 140) Part 2, Lesson 3 - Science/Writing (p. 212)</p>
<p>Writing Lesson 7: INFORMATIVE/EXPLANATORY WRITING—Directions Write Habits Teacher’s Guide, pp. 120-133 CONVENTIONS: Adjectives that Compare</p>	<p>SE/TE: Part 2, Try It!: How can you design a top? (p. 188) Part 2, Investigate It!: How can you build a boat? (pp. 214-215)</p> <p>TE only: Chapter 1, Performance Expectation Activity - ELA/Literacy (p. 43c) Part 2, Lesson 3 - Science/Writing (p. 212)</p>

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Grade 1	Interactive Science, ©2016 Grade 1
Unit 4 Week 2 Understanding Story Grammar	
<p>Shared Reading</p> <p>Day 1 Mini Lesson: Introduce the Book: <i>Whistle for Willie</i> (p. 204) Focus Lesson: Identifying the Characters and Setting (pp. 204-205) Informal Assessment (p. 205)</p> <p>Day 2 Mini Lesson: Phonemic Awareness: Phoneme Substitute Phonics: Final Blends (p. 206) Focus Lesson: Identifying the Relationships Between Characters (pp. 206-207) Informal Assessment (p. 207)</p> <p>Day 3 Mini Lesson: Vocabulary: Action Words (p. 208) Focus Lesson: Identifying the Problem (pp. 208-209) Informal Assessment (p. 209)</p> <p>Day 4 Mini Lesson: Fluency: Chunking (p. 210) Focus Lesson: Understanding a Character (pp. 210-211) Informal Assessment (p. 211)</p> <p>Day 5 Mini Lesson: Guided Retelling: Causes of Events (p. 212) Focus Lesson: Understanding the Main Character’s Relationship to the Plot (pp. 212-213) Informal Assessment (p. 213)</p>	<p>SE/TE: Cause and Effect: 5, 17, 21, 22, 27, 29, 38, 115</p> <p>TE only: Chapter 1, STEM Activity: Let’s Talk (p. 6) Chapter 2, STEM Activity: Mix It Up (p. 48)</p>
<p>Writing Lesson 8: INFORMATIVE/EXPLANATORY WRITING—Writing for Tests Informative/Exclamatory Paragraph Write Habits Teacher’s Guide, pp. 134-143 CONVENTIONS: Nouns in Sentences</p>	<p>TE only: Chapter 1, Performance Expectation Activity – ELA/Literacy (p. 43b) Chapter 1, Performance Expectation Activity – ELA/Literacy (p. 43d)</p>

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Grade 1	Interactive Science, ©2016 Grade 1
Unit 4 Week 3 Identifying and Understanding Literary Devices	
<p>Shared Reading</p> <p>Day 1 Mini-lesson: Introduce the Poem: <i>“The Dark House”</i> (p. 216) Focus Lesson: Recognizing Hints From the Author (pp. 216-217) Informal Assessment (p. 217)</p> <p>Day 2 Mini-lesson: Introduce the Poem: <i>“The Secret Place”</i> Phonemic Awareness: Phoneme Manipulation Phonics: Long Vowels <i>a (a_e)</i> and <i>i (i_e)</i> (p. 218) Focus Lesson: Recognizing Surprising Events (pp. 218-219) Informal Assessment (p. 219)</p> <p>Day 3 Mini-lesson: Introduce the Poem: <i>“My Loose Tooth”</i> Vocabulary: Descriptive Words (p. 220) Focus Lesson: Understanding That Words Can Have Different Meanings (pp. 220-221) Informal Assessment (p. 221)</p> <p>Day 4 Mini-lesson: Introduce the Poem: <i>“If You Should Meet a Crocodile”</i> Fluency: Chunking (p. 222) Focus Lesson: Recognizing How an Author Uses Words (pp. 222-223) Informal Assessment (p. 223)</p> <p>Day 5 Mini-lesson: Introduce the Poem: <i>“Cat”</i> Guided Retelling: Details and Prior Knowledge (p. 224) Focus Lesson: Using Words to Create Pictures in Your Mind (pp. 224-225) Informal Assessment (p. 225)</p>	<p>TE only: Chapter 1, Lesson 3 – Engage, Activate Prior Knowledge (p. 24) Chapter 1, Lesson 4 – Engage, Activate Prior Knowledge (p. 28) Chapter 2, Lesson 1 – Engage, Activate Prior Knowledge (p. 58) Chapter 2, Performance Expectation Activity - ELA/Literacy (p. 99b) Chapter 2, Performance Expectation Activity - ELA/Literacy (p. 99c) Chapter 3, Lesson 1 – Engage, Activate Prior Knowledge (p. 114) Part 1, Lesson 5 – Engage, Activate Prior Knowledge (p. 172) Part 2, Lesson 3 – Engage, Activate Prior Knowledge (p. 208)</p>
<p>Writing Lesson 9: INFORMATIVE/EXPLANATORY WRITING—Letter Write Habits Teacher’s Guide, pp. 144-163 CONVENTIONS: Adjectives</p>	<p>This objective falls outside the scope of this program.</p>

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Grade 1	Interactive Science, ©2016 Grade 1
Unit 4 Week 4 Identifying and Using Text Features	
<p>Shared Reading</p> <p>Day 1 Mini Lesson: Introduce the Book: <i>Nana Upstairs & Nana Downstairs</i> (p. 228) Focus Lesson: Using the Front and Back Covers to Preview and Predict (pp. 228-229) Informal Assessment (p. 229)</p> <p>Day 2 Mini Lesson: Phonemic Awareness: Phoneme Deletion Phonics: Long Vowel <i>o</i> (<i>o_e, o</i>) (p. 230) Focus Lesson: Utilizing Illustrations to Understand the Story (pp. 230-231) Informal Assessment (p. 231)</p> <p>Day 3 Mini Lesson: Vocabulary: Compound Words (p. 232) Focus Lesson: Understanding Capitalization to Understand Important Words (pp. 232-233) Informal Assessment (p. 233)</p> <p>Day 4 Mini Lesson: Fluency: Appropriate Pace (p. 234) Focus Lesson: Identifying and Using Dialogue (pp. 234-235) Informal Assessment (p. 235)</p> <p>Day 5 Mini Lesson: Guided Retelling: Details and Prior Knowledge (p. 236) Focus Lesson: Using the Afterword to Understand the Story (pp. 236-237) Informal Assessment (p. 237)</p>	<p>SE/TE: Picture Clues: 103, 130, 135, 143, 155, 159, 160, 167, 169, 171, 173, 184, 206</p> <p>TE only: Chapter 1, Lesson 1 – Engage, Activate Prior Knowledge (p. 16) Chapter 2, Lesson 2 – Engage, Activate Prior Knowledge (p. 64) Chapter 2, Performance Expectation Activity - ELA/Literacy (p. 99b) Chapter 2, Performance Expectation Activity - ELA/Literacy (p. 99c) Chapter 3, Integrate Your Day - Language Arts (p. 100C) Chapter 3, Lesson 3 – Engage, Activate Prior Knowledge (p. 124) Part 1, Lesson 1 – Engage, Activate Prior Knowledge (p. 154) Part 2, Lesson 2 – Engage, Activate Prior Knowledge (p. 204)</p>
<p>Writing Lesson 10: INFORMATIVE/EXPLANATORY WRITING—Writing for Tests Informative/Explanatory Composition Write Habits Teacher’s Guide, pp. 164-173 CONVENTIONS: Exclamatory Sentences</p>	<p>TE only: Chapter 1, Performance Expectation Activity – ELA/Literacy (p. 43b) Chapter 1, Performance Expectation Activity – ELA/Literacy (p. 43d)</p>

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Grade 1	Interactive Science, ©2016 Grade 1
Unit 5 Week 1 Learning Information from Nonfiction	
<p>Shared Reading</p> <p>Day 1 Mini Lesson: Introduce the Book: <i>Road Builders</i> (p. 246) Focus Lesson: Previewing a Nonfiction Text (pp. 246-247) Informal Assessment (p. 247)</p> <p>Day 2 Mini Lesson: Phonemic Awareness: Phoneme Isolation Phonics: Long o (<i>oa, ow, oe</i>); Long a (<i>ai, ay</i>) (p. 248) Focus Lesson: Identifying What You Want to Learn Informal Assessment (p. 249)</p> <p>Day 3 Mini Lesson: Vocabulary: Action Words (p. 250) Focus Lesson: Making Text-to-World Connections as You Read (pp. 250-251) Informal Assessment (p. 251)</p> <p>Day 4 Mini Lesson: Fluency: Accuracy (p. 252) Focus Lesson: Answering Questions As You Read (pp. 252-253) Informal Assessment (p. 253)</p> <p>Day 5 Mini Lesson: Guided Retelling: Retelling Using Illustrations (p. 254) Focus Lesson: Identifying New Information You Want To Learn (pp. 254-255) Informal Assessment (p. 255)</p>	<p>SE/TE: Part 2, STEM: Trains (p. 216)</p> <p>TE only: Chapter 1, Integrate Your Day - Social Studies (p. 2C) Chapter 3, Let's Read Science – ELL Support (p. 103)</p>
<p>Writing Lesson 11: NARRATIVE WRITING—Realistic Story Write Habits Teacher's Guide, pp. 174-187 CONVENTIONS: Interrogative Sentences</p>	<p>TE only: Chapter 2, Lesson 4 - Science/Writing (p. 76) Part 1, Integrate Your Day –Language Arts (p. 140D) Part 1, Lesson 1 – Science/Writing (p. 156)</p>

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Grade 1	Interactive Science, ©2016 Grade 1
Unit 5 Week 2 Learning Information from Nonfiction	
<p>Shared Reading</p> <p>Day 1 Mini Lesson: Introduce the Book: <i>Life Cycles</i> (p. 258) Focus Lesson: Previewing a Nonfiction Text (pp. 258-259) Informal Assessment (p. 259)</p> <p>Day 2 Mini Lesson: Phonemic Awareness: Phoneme Deletion Phonics: Words with <i>-ed</i> (p. 260) Focus Lesson: Making Text to Self Connections As You Read Informal Assessment (p. 261)</p> <p>Day 3 Mini Lesson: Vocabulary: Family Activity Words (p. 262) Focus Lesson: Asking Questions as You Read (pp. 262-263) Informal Assessment (p. 263)</p> <p>Day 4 Mini Lesson: Fluency: Repetition (p. 264) Focus Lesson: Learning New Information as You Read (pp. 264-265) Informal Assessment (p. 265)</p> <p>Day 5 Mini Lesson: Guided Retelling: Retelling Using Illustrations (p. 266) Focus Lesson: Identifying New Information You Want To Learn (pp. 266-267) Informal Assessment (p. 267)</p>	<p>SE/TE: Chapter 2, Lesson 3: Seeds to Trees (p. 69) Chapter 2, Lesson 3: Life Cycle of a Plant (pp. 70-71) Chapter 2, Lesson 4: Animal Life Cycles (p. 73) Chapter 2, Lesson 4: Life Cycle of a Sea Turtle (pp. 74-75) Chapter 2, Lesson 4: Life Cycle of a Grasshopper (pp. 76-77)</p> <p>TE only: Chapter 2, Integrate Your Day - Reading (p. 44C) Chapter 2, Performance Expectation Activity – ELA/Literacy (p. 99b)</p>
<p>Writing Lesson 12: NARRATIVE WRITING—Writing for Tests Realistic Story Write Habits Teacher’s Guide, pp. 188-197 CONVENTIONS: Adjectives for What Kind</p>	<p>TE only: Chapter 2, Lesson 4 - Science/Writing (p. 76) Part 1, Vocabulary Smart Cards - Lesson 4 (p. 181)</p>

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Grade 1	Interactive Science, ©2016 Grade 1
Unit 5 Week 3 Identifying and Using Nonfiction Features and Structures	
<p>Shared Reading</p> <p>Day 1 Mini Lesson: Introduce the Book: <i>Eva the Beekeeper</i> (p. 270) Focus Lesson: Using the Context Page (pp. 270-271) Informal Assessment (p. 271)</p> <p>Day 2 Mini Lesson: Phonemic Awareness: Phoneme Manipulation Phonics: Long Vowels <i>e</i> (<i>e_e</i>, <i>ee</i>, <i>e</i>), <i>u</i> (<i>u_e</i>) (p. 272) Focus Lesson: Exploring the Role of Photographs (pp. 272-273) Informal Assessment (p. 273)</p> <p>Day 3 Mini Lesson: Vocabulary: Words Related to Seasons (p. 274) Focus Lesson: Identifying and Using Headings (pp. 274-275) Informal Assessment (p. 275)</p> <p>Day 4 Mini Lesson: Fluency: Accuracy (p. 276) Focus Lesson: Using Boldface Words and a Glossary (pp. 276-277) Informal Assessment (p. 277)</p> <p>Day 5 Mini Lesson: Guided Retelling: Applying Prior Knowledge to Nonfiction Topics (p. 278) Focus Lesson: Identifying Ways Nonfiction Books Are Organized (pp. 278-279) Informal Assessment (p. 279)</p>	<p>SE/TE: Chapter 2, Lesson 3: Spring (p. 125) Chapter 2, Lesson 3: Summer and Fall (p. 126) Chapter 2, Lesson 3: Winter (p. 127) Chapter 3, Performance-Based Assessment: Make a Concept Map (p. 138) Chapter 3, Performance-Based Assessment: Sunrise, Sunset (p. 139)</p> <p>TE only: Chapter 1, Go Green! – Activate Prior Knowledge (p. 34) Chapter 2, Do the Math! – Activate Prior Knowledge (p. 88) Chapter 3, Careers – Activate Prior Knowledge (p. 130) Chapter 3, Performance Expectation Activity – ELA/Literacy (p. 139b) Part 1, STEM – Activate Prior Knowledge (p. 216)</p>
<p>Writing Lesson 13: NARRATIVE WRITING—Realistic Story Write Habits Teacher’s Guide, pp. 198-211 CONVENTIONS: Action Verbs</p>	<p>TE only: Chapter 2, Lesson 4 - Science/Writing (p. 76) Part 1, Vocabulary Smart Cards - Lesson 4 (p. 181)</p>

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Grade 1	Interactive Science, ©2016 Grade 1
Unit 5 Week 4 Identifying and Using Nonfiction Features and Structures	
<p>Shared Reading</p> <p>Day 1 Mini Lesson: Review the Book: <i>Eat Your Vegetables!</i> (p. 282) Focus Lesson: Identifying and Using Italicized Words (pp. 282-283) Informal Assessment (p. 283)</p> <p>Day 2 Mini Lesson: Phonemic Awareness: Phoneme Addition Phonics: Long Vowel <i>e</i> (<i>ea, y, ey</i>) (p. 284) Focus Lesson: Identifying and Using Labels (pp. 284-285) Informal Assessment (p. 285)</p> <p>Day 3 Mini Lesson: Vocabulary: Plurals (p. 286) Focus Lesson: Identifying and Using Captions (pp. 286-287) Informal Assessment (p. 287)</p> <p>Day 4 Mini Lesson: Fluency: Intonation (p. 288) Focus Lesson: Reading a Chart (pp. 288-289) Informal Assessment (p. 289)</p> <p>Day 5 Mini Lesson: Guided Retelling: Applying Prior Knowledge to Nonfiction Topics (p. 290) Focus Lesson: Identifying Ways Nonfiction Books Are Organized (pp. 290-291) Assessment (p. 291)</p>	<p>SE/TE: Chapter 1, Try It!: What does light do? (p. 4) Chapter 1, Investigate it!: What sound can bottles make? (pp. 32-33) Chapter 1, Apply It!: How does light move through water? (pp. 40-41) Label: 53, 94, 213 Chapter 2, Explore It!: How does a seed grow? (p. 68) Chapter 2, Lesson 3: Life Cycle of a Plant (pp. 70-71) Chapter 2, Apply It!: How does a mouse’s color help keep it safe from hawks? (pp. 96-97) Chapter 3, Investigate It!: Why can we see things in the night sky? (pp. 128-129) Chapter 3, Performance-Based Assessment: Make a Concept Map (p. 138) Chapter 3, Performance-Based Assessment: Sunrise, Sunset (p. 139) Chapter 3, Explore It!: Why do scientists use tools? (p. 162) Chapter 3, Explore It!: What are some ways to record and share data? (p. 172) Part 1, Lesson 5: Show Data (p. 175) Part 1, Investigate It!: How do you know the mass of objects? (pp. 176-177) Part 2, Explore It!: Which design works best? (p. 208)</p> <p>TE only: Chapter 1, Lesson 3 - ELL Support, Frontload the Lesson (p. 25) Chapter 1, Lesson 4 – Engage, Activate Prior Knowledge (p. 28) Chapter 2, Integrate Your Day - Health (p. 44C) Chapter 2, Lesson 2 - Content Refresher (p. 67) Chapter 2, Lesson 3 – Engage, Activate Prior Knowledge (p. 68) Chapter 2, Performance Expectation Activity - ELA/Literacy (p. 99a) Chapter 3, Lesson 1 – Engage, Activate Prior Knowledge (p. 114) Part 1, Lesson 5 – Engage, Activate Prior Knowledge (p. 172)</p>
<p>Writing Lesson 14: NARRATIVE WRITING—Fantasy Write Habits Teacher’s Guide, pp. 212-225 CONVENTIONS: Subjects of Sentences</p>	<p>This objective falls outside the scope of this program.</p>

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Grade 1	Interactive Science, ©2016 Grade 1
Unit 6 Great Readers Monitor and Organize Ideas and Information	
Week 1 Taking Notes on Fiction	
<p>Shared Reading</p> <p>Day 1 Mini Lesson: Introduce the Book: <i>Clean Your Room, Harvey Moon!</i> (p. 300) Focus Lesson: Drawing Pictures After Reading (pp. 300-301) Informal Assessment (p. 301)</p> <p>Day 2 Mini Lesson: Phonemic Awareness: Phoneme Segmentation Phonics: Words With oo (p. 302) Focus Lesson: Writing Ideas on a Sticky Note (pp. 302-303) Informal Assessment (p. 303)</p> <p>Day 3 Mini Lesson: Vocabulary: Context Clues (p. 304) Focus Lesson: Taking Notes on a Bookmark (pp. 304-305) Informal Assessment (p. 305)</p> <p>Day 4 Mini Lesson: Fluency: Rhyme (p. 306) Focus Lesson: Using Your Notes to Write a Summary (pp. 306-307) Informal Assessment (p. 307)</p> <p>Day 5 Mini Lesson: Guided Retelling: Illustrations and Character Motivation (p. 308) Focus Lesson: Sharing Favorite Parts of a Book (pp. 308-309) Informal Assessment (p. 309)</p>	<p>SE/TE: Picture Clues: 103, 130, 135, 143, 155, 159, 160, 167, 169, 171, 173</p> <p>TE only: Chapter 1, Performance Expectation Activity - ELA/Literacy (p. 43a) Chapter 2, Integrate Your Day – Rhyme (p. 44D)</p>
<p>Writing Lesson 15: INFORMATIVE/EXPLANATORY WRITING—Writing for Tests Summary Write Habits Teacher’s Guide, pp. 226-235 CONVENTIONS: Verbs that do not add -s</p>	<p>TE only: Chapter 1, Performance Expectation Activity - ELA/Literacy (p. 43a) Chapter 1, Performance Expectation Activity - ELA/Literacy (p. 43d) Chapter 2, Lesson 3 – Science/Reading (p. 70)</p>

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Grade 1	Interactive Science, ©2016 Grade 1
Unit 6 Week 2 Taking Notes on Nonfiction	
<p>Shared Reading</p> <p>Day 1 Mini Lesson: Introduce the Book: <i>Follow a River</i> (p. 312) Focus Lesson: Using a Graphic Organizer (pp. 312-313) Informal Assessment (p. 313)</p> <p>Day 2 Mini Lesson: Phonemic Awareness: Phoneme Manipulation Phonics: Diphthongs <i>ou, ow</i> (p. 314) Focus Lesson: Taking Notes on a Graphic Organizer (pp. 314-315) Informal Assessment (p. 315)</p> <p>Day 3 Mini Lesson: Vocabulary: Geographical Words (p. 316) Focus Lesson: Adding Details to a Graphic Organizer (pp. 316-317) Informal Assessment (p. 317)</p> <p>Day 4 Mini Lesson: Fluency: Typeface Clues: Chapter Heads (p. 318) Focus Lesson: Using a Graphic Organizer to Talk About a Book (pp.318-319) Informal Assessment (p. 319)</p> <p>Day 5 Mini Lesson: Guided Retelling: Sequential Story Map (p. 320) Focus Lesson: Using a Graphic Organizer to Write a Summary (pp. 320-321) Informal Assessment (p. 321)</p>	<p>SE/TE: Sequence: 125, 189, 202, 210, 213, 221</p> <p>TE only: Chapter 1, Lesson 3 - ELL Support, Frontload the Lesson (p. 25) Chapter 1, Performance Expectation Activity - ELA/Literacy (p. 43a) Chapter 2, Lesson 5 - Science/Language Arts (p. 80) Chapter 2, Performance Based Activity - ELA/Literacy (p. 99b) Chapter 2, Performance Based Activity - ELA/Literacy (p. 99c) Part 2, Integrate Your Day - Reading (p. 186C) Part 2, Lesson 3 - Science/Writing (p. 212)</p>
<p>Writing Lesson 16: INFORMATIVE/EXPLANATORY WRITING—Explanation Write Habits Teacher’s Guide, pp. 236-249 CONVENTIONS: Special Titles</p>	<p>TE only: Chapter 2, Performance Expectation Activity – ELA/Literacy (p. 99a) Chapter 2, Performance Expectation Activity – ELA/Literacy (p. 99c)</p>

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Grade 1	Interactive Science, ©2016 Grade 1
Unit 6 Week 3 Self-Monitoring/Self-Correcting	
<p>Shared Reading</p> <p>Day 1 Mini Lesson: Introduce the Book: <i>Way Out West Lives a Coyote Named Frank</i> (p. 324) Focus Lesson: Asking, “Does It Look Right?” (pp. 324-325) Informal Assessment (p. 325)</p> <p>Day 2 Mini Lesson: Phonemic Awareness: Phoneme Blending Phonics: Long Vowel Review (p. 326) Focus Lesson: Asking, “Does It Sound Right?” (pp. 326-327) Informal Assessment (p. 327)</p> <p>Day 3 Mini Lesson: Vocabulary: Alliteration (p. 328) Focus Lesson: Asking, “Does It Make Sense?” (pp. 328-329) Informal Assessment (p. 329)</p> <p>Day 4 Mini Lesson: Fluency: Alliteration (p. 330) Focus Lesson: Using Multiple Strategies to Problem-Solve a Word (pp. 330-331) Informal Assessment (p. 331)</p> <p>Day 5 Mini Lesson: Guided Retelling: Sequential Story Map (p. 332) Focus Lesson: Checking Your own Ideas Against the Text (pp. 332-333) Informal Assessment (p. 333)</p>	<p>SE/TE: Sequence: 125, 189, 202, 210, 213, 221</p> <p>TE only: Chapter 1, STEM Activity: Let’s Talk (p. 6) Chapter 2, STEM Activity: Mix It Up (p. 48) Part 2, Lesson 3 - Science/Writing (p. 212)</p>
<p>Writing Lesson 17: INFORMATIVE/EXPLANATORY WRITING—Captions and Pictures Write Habits Teacher’s Guide, pp. 250-263 CONVENTIONS: Verbs <i>Am, Is, Are, Was, and Were</i></p>	<p>TE only: Chapter 1, Integrate Your Day – Writing (p. 2D) Chapter 1, Performance Expectation Activity – ELA/Literacy (p. 43a) Chapter 2, Performance Expectation Activity – ELA/Literacy (p. 99a)</p>

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Grade 1	Interactive Science, ©2016 Grade 1
Unit 6 Week 4 Visualizing	
<p>Shared Reading</p> <p>Day 1 Mini Lesson: Introduce the Book: <i>The Ugliest Dog in the World</i> (p. 336) Focus Lesson: Comparing Your Images to the Illustrator's (pp. 336-337) Informal Assessment (p. 337)</p> <p>Day 2 Mini Lesson: Phonemic Awareness: Phoneme Segmentation Phonics: Variant Vowels <i>au, al, all</i> (p. 338) Focus Lesson: Using Background Knowledge to Visualize (pp. 338-339) Informal Assessment (p. 339)</p> <p>Day 3 Mini Lesson: Vocabulary: Figurative Language Metaphor (p. 340) Focus Lesson: Using Words and Phrases to Visualize (pp. 340-341) Informal Assessment (p. 341)</p> <p>Day 4 Mini Lesson: Fluency: Appropriate Pace (p. 342) Focus Lesson: Pausing to Visualize (pp.342-343) Informal Assessment (p. 343)</p> <p>Day 5 Mini Lesson: Guided Retelling: Using a Concept Web to Retell (p. 344) Focus Lesson: Sharing Your Visualization (pp. 344-345) Assessment (p. 345)</p>	<p>SE/TE: Chapter 3, Performance-Based Assessment: Make a Concept Map (p. 138)</p>
<p>Writing Lesson 18: INFORMATIVE/EXPLANATORY WRITING—Short Report Write Habits Teacher's Guide, pp. 264-283 CONVENTIONS: Verbs That Add -s</p>	<p>TE only: Chapter 1, Performance Expectation Activity - ELA/Literacy (p. 43b) Chapter 2, Lesson 3 - Science/Reading (p. 70)</p>

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Grade 1	Interactive Science, ©2016 Grade 1
Unit 7 Great Readers Think Critically About Books	
Week 1 Responding to Characters	
<p>Shared Reading</p> <p>Day 1 Mini Lesson: Review the Book: <i>Nana Upstairs and Nana Downstairs</i> (p. 354) Focus Lesson: Identifying How the Author Tells You About the Character (pp. 354-355) Informal Assessment (p. 355)</p> <p>Day 2 Mini Lesson: Phonemic Awareness: Phoneme Addition Phonics: <i>r</i>-Controlled Vowel <i>or</i> (p. 356) Focus Lesson: Using Words and Pictures to Describe a Character (pp. 356-357) Informal Assessment (p. 357)</p> <p>Day 3 Mini Lesson: Vocabulary: Possessive Words (p. 358) Focus Lesson: Making Connections to the Character (pp. 358-359) Informal Assessment (p. 359)</p> <p>Day 4 Mini Lesson: Fluency: Proper Nouns and Names (p. 360) Focus Lesson: Noticing How the Character Changes During a Story (pp.360-361) Informal Assessment (p. 361)</p> <p>Day 5 Mini Lesson: Written Retelling: Using Pictures and Words to Retell (p. 362) Focus Lesson: Having Favorite Characters (pp. 362-363) Informal Assessment (p. 363)</p>	<p>SE/TE: Picture Clues: 103, 130, 135, 143, 155, 159, 160, 167, 169, 171, 173, 184, 206</p> <p>TE only: Chapter 1, Lesson 4 – Science/Writing (p. 30)</p>
<p>Writing Lesson 19: OPINION WRITING—Advertisement Write Habits Teacher’s Guide, pp. 284-297</p> <p>CONVENTIONS: Pronouns</p>	<p>This objective falls outside the scope of this program.</p>

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Grade 1	Interactive Science, ©2016 Grade 1
Unit 7 Week 2 Evaluating Nonfiction	
<p>Shared Reading</p> <p>Day 1 Mini Lesson: Review the Book: <i>Road Builders</i> (p. 366) Focus Lesson: Understanding the Purpose of Nonfiction Books (pp. 366-367) Informal Assessment (p. 367)</p> <p>Day 2 Mini Lesson: Phonemic Awareness: Phoneme Manipulation Phonics: <i>r</i>-Controlled Vowel <i>ir, er</i> (p. 368) Focus Lesson: Evaluating How a Book Matches Your Purpose for Reading (pp. 368-369) Informal Assessment (p. 369)</p> <p>Day 3 Mini Lesson: Vocabulary: Using a Dictionary (p. 370) Focus Lesson: Reading Information About the Author (pp. 370-371) Informal Assessment (p. 371)</p> <p>Day 4 Mini Lesson: Fluency: Checking (p. 372) Focus Lesson: Thinking About How the Author Got Information (pp.372-373) Informal Assessment (p. 373)</p> <p>Day 5 Mini Lesson: Independent Retelling: Details and Prior Knowledge (p. 374) Focus Lesson: Evaluating a Book (pp. 374-375) Informal Assessment (p. 375)</p>	<p>TE only: Chapter 1, Integrate Your Day - Social Studies (p. 2C) Chapter 1, Lesson 3 – Engage, Prior Knowledge (p. 24) Chapter 2, Lesson 1 – Engage, Prior Knowledge (p. 58) Chapter 2, Performance Based Activity - ELA/Literacy (p. 99b) Chapter 2, Performance Based Activity - ELA/Literacy (p. 99c) Chapter 3, Lesson 1 – Engage, Prior Knowledge (p. 114) Part 1, Leveled Content Reader Support - Science Everywhere (On-Level) (p. 140G) Part 1, Lesson 5 – Engage, Prior Knowledge (p. 172) Part 2, Lesson 3 – Engage, Prior Knowledge (p. 208)</p>
<p>Writing Catch-Up Week</p>	

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Grade 1	Interactive Science, ©2016 Grade 1
Unit 7 Week 3 Distinguishing Between Fantasy and Reality	
<p>Shared Reading</p> <p>Day 1 Mini Lesson: Introduce the Book: <i>Charlie Parker Played Be Bop</i> (p. 378) Focus Lesson: Determining If a Book is Realistic or Fantasy (pp. 378-379) Informal Assessment (p. 379)</p> <p>Day 2 Mini Lesson: Phonemic Awareness: Phoneme Blending Phonics: Multisyllabic Words (p. 380) Focus Lesson: Identifying Events in a Book That Could Happen (pp. 380-381) Informal Assessment (p. 381)</p> <p>Day 3 Mini Lesson: Vocabulary: Onomatopoeia (p. 382) Focus Lesson: Identifying Events in a Book That Are Fantasy (pp. 382-383) Informal Assessment (p. 383)</p> <p>Day 4 Mini Lesson: Fluency: Intonation (p. 384) Focus Lesson: Recognizing How Characters Are and Aren't Like Real People (pp. 384-385) Informal Assessment (p. 385)</p> <p>Day 5 Mini Lesson: Independent Retelling: Personal Connections (p. 386) Focus Lesson: Responding to a Book (pp. 386-387) Informal Assessment (p. 387)</p>	<p>SE/TE: Chapter 1, Lesson 4, Explore It!: How can you make a sound? (p. 28) Chapter 1, Lesson 4: Sounds (p. 29) Chapter 1, Investigate It!: What sounds can bottles make? (pp. 32-33)</p> <p>TE only: Chapter 1, Integrate Your Day - Music (p. 2C)</p>
<p>Writing Lesson 20: OPINION WRITING—Friendly Letter Write Habits Teacher's Guide, pp. 298-311 CONVENTIONS: Common Nouns</p>	<p>This objective falls outside the scope of this program.</p>

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

<p align="center">Good Habits, Great Readers™, ©2012 Grade 1</p>	<p align="center">Interactive Science, ©2016 Grade 1</p>
<p>Unit 7 Week 4 Engaging With Books</p>	
<p>Shared Reading Day 1 Mini Lesson: Review the Book: <i>The Little Red Hen (Makes a Pizza)</i> (p. 390) Focus Lesson: Talking Back to Characters (pp. 390-391) Informal Assessment (p. 391) Day 2 Mini Lesson: Phonemic Awareness: Phoneme Addition Phonics: <i>r</i>-Controlled Vowel <i>ar</i> (p. 392) Focus Lesson: Thinking About the Author of the Book (pp. 392-393) Informal Assessment (p. 393) Day 3 Mini Lesson: Vocabulary: Contractions (p. 394) Focus Lesson: Putting Yourself Into a Story (pp. 394-395) Informal Assessment (p. 395) Day 4 Mini Lesson: Fluency: Characterization (p. 396) Focus Lesson: Being Affected by What You Read (pp. 396-397) Informal Assessment (p. 397) Day 5 Mini Lesson: Guided Retelling: Using Inferences (p. 398) Focus Lesson: Considering Alternative Endings and Settings (p. 398-399)</p>	<p>SE/TE: Infer: 20, 33, 41, 87, 97, 102, 129, 137, 188 TE only: Chapter 1, Integrate Your Day – Reading (p. 2C) Chapter 2, Integrate Your Day – Reading (p. 44C)</p>
<p>Writing Catch-Up Week</p>	

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Grade 2	Interactive Science, ©2016 Grade 2
GRADE 2	
Unit 1 Great Readers See Themselves as Readers	
Week 1 Taking Care of Books	
<p>Shared Reading</p> <p>Day 1 Mini-lesson Introduce the Book: <i>Table for Two</i> (p. 30) Focus Lesson: Having Favorite Books (pp. 30-31) Informal Assessment (p. 31)</p> <p>Day 2 Mini-lesson: Phonics: Short <i>a</i> (p. 32) Focus Lesson: Putting Books Away (pp. 32-33) Informal Assessment (p. 33)</p> <p>Day 3 Mini-lesson: Vocabulary: Verbs (p. 34) Focus Lesson: Identifying the Parts of a Book (pp. 34-35) Informal Assessment (p. 35)</p> <p>Day 4 Mini-lesson: Fluency: Using Punctuation (p. 36) Focus Lesson: Using a Bookmark (pp. 36-37) Informal Assessment (p. 37)</p> <p>Day 5 Mini-lesson: Pretelling: Sequence of Events (p. 38) Focus Lesson: Starting a Book (pp. 38-39) Informal Assessment (p. 39)</p>	<p>SE/TE: Sequence: 77</p> <p>TE Only: Chapter 3, Lesson 3 – ELL Support (p. 145) Part 1, Integrate Your Day – Writing (p. 160C)</p>
<p>Writing Lesson 1: DESCRIPTIVE WRITING—Descriptive Poem or Song Write Habits Teacher’s Guide, pp. 36-49 CONVENTIONS: Quotation Marks</p>	<p>SE/TE: Chapter 2, Performance-Based Assessment: Write a Song (p. 117) Science, Engineering, Technology, Performance-Based Assessment: Write a Song (p. 248)</p> <p>TE Only: Chapter 2, Integrate Your Day – Music (p. 62C) Chapter 2, Lesson 1 – Science/Writing (p. 80) Chapter 2, Performance Expectation Activity – ELA/Literacy (p. 117b)</p>

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

<p align="center">Good Habits, Great Readers™, ©2012 Grade 2</p>	<p align="center">Interactive Science, ©2016 Grade 2</p>
<p>Unit 1 Week 2 Choosing Books</p>	
<p>Shared Reading</p> <p>Day 1 Mini-lesson Introduce the Book: <i>Don't Forget Fun</i> (p. 42) Focus Lesson: Looking for a Favorite Author (pp. 42-43) Informal Assessment (p. 43)</p> <p>Day 2 Mini-lesson Phonics: Short <i>i</i> (p. 44) Focus Lesson: Considering Your Purpose for Reading (pp. 44-45) Informal Assessment (p. 45)</p> <p>Day 3 Mini-lesson Writer's Craft: Action Words (p. 46) Focus Lesson: Reading Books in a Series (pp. 46-47) Informal Assessment (p. 47)</p> <p>Day 4 Mini-lesson Fluency: Chunking (p. 48) Focus Lesson: Previewing a Book (pp. 48-49) Informal Assessment (p. 49)</p> <p>Day 5 Mini-lesson Pretelling: Sequence of Events (p. 50) Focus Lesson: Asking Others for Recommendations (pp. 50-51) Informal Assessment (p. 51)</p>	<p>SE/TE: Sequence: 77</p> <p>TE Only: Chapter 1, Lesson 1 – ELL Support (p. 17) Chapter 3, Lesson 2 – ELL Support (p. 139) Chapter 3, Lesson 3 – ELL Support (p. 145)</p>
<p>Writing Catch-Up Week</p>	

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Grade 2	Interactive Science, ©2016 Grade 2
Unit 1 Week 3 Knowing Yourself as a Reader	
<p>Shared Reading</p> <p>Day 1 Mini-lesson: Introduce the Poem: “Fourteen Cats” (p. 54) Focus Lesson: Understanding That Readers Develop Differently (pp. 54-55) Informal Assessment (p. 55)</p> <p>Day 2 Mini-lesson: Introduce the Poem: “If the Spider Could Talk” (p. 56) Phonics: Short <i>u</i> (p. 56) Focus Lesson: Reading Books at an Appropriate Level (pp. 56-57) Informal Assessment (p. 57)</p> <p>Day 3 Mini-lesson: Introduce the Poem: “Sleepy Tiger” (p. 58) Writer’s Craft: Figurative Language (p. 58) Focus Lesson: Knowing How to Start Reading a Book (pp. 58-59) Informal Assessment (p. 59)</p> <p>Day 4 Mini-lesson: Introduce the Poem: “It’s Not Fair” (p. 60) Fluency: Intonation (p. 60) Focus Lesson: Paying Attention to What You Are Reading (pp. 60-61) Informal Assessment (p. 61)</p> <p>Day 5 Mini-lesson: Introduce the Poem: “My Turn to Talk” (p. 62) Guided Retelling: Plot (p. 62) Focus Lesson: Thinking About Why You Like a Book (pp. 62-63) Informal Assessment (p. 63)</p>	<p>SE/TE: Chapter 2, Lesson 2: Animals without backbones (p. 86-87)</p> <p>TE Only: Chapter 2, Lesson 2 – Science Notebook (p. 86)</p>
<p>Writing Lesson 2: DESCRIPTIVE WRITING—Description Write Habits Teacher’s Guide, pp. 50-69 CONVENTIONS: Declarative and Interrogative Sentences</p>	<p>SE/TE: Chapter 2, Try It!: What do plants need to be healthy? (p. 64) Chapter 2, Lesson 1: Plant Needs (p. 77)</p> <p>TE Only: Chapter 1, Lesson 3 – Science/Writing (p. 34) Chapter 2, Lesson 1 – Science Writing (p. 78) Chapter 3, Integrate Your Day – Writing (p. 118D) Part 1, Integrate Your Day – Writing (p. 160C)</p>

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Grade 2	Interactive Science, ©2016 Grade 2
Unit 1 Week 4 Building Reading Stamina	
<p>Shared Reading</p> <p>Day 1 Mini-lesson: Introduce the Book: <i>Hooray, a Piñata!</i> (p. 66) Focus Lesson: Reading Favorite Books (pp. 66-67) Informal Assessment (p. 67)</p> <p>Day 2 Mini-lesson: Phonics: Short <i>e</i> (p. 68) Focus Lesson: Setting Long-term Reading Goals (pp. 68-69) Informal Assessment (p. 69)</p> <p>Day 3 Mini-lesson: Vocabulary: Other Words for Said (p. 70) Focus Lesson: Setting Short-term Reading Goals (pp. 70-71) Informal Assessment (p. 71)</p> <p>Day 4 Mini-lesson: Fluency: Characterization (p. 72) Focus Lesson: Keeping Track of Books (pp. 72-73) Informal Assessment (p. 73)</p> <p>Day 5 Mini-lesson: Guided Retelling: Plot (p. 74) Focus Lesson: Reading Different Genres (pp. 74-75) Assessment (p. 75)</p>	<p>For related content, please see TE Only: Part 2, Integrate Your Day – Reading (p. 204C)</p>
<p>Writing Catch-Up Week</p>	

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Grade 2	Interactive Science, ©2016 Grade 2
Unit 2 Great Readers Make Sense of Text	
Week 1 Making Predictions	
<p>Shared Reading</p> <p>Day 1 Mini-lesson: Introduce the Book: <i>Rashee and the Seven Elephants</i> (p. 84) Focus Lesson: Using Background Knowledge to Make Predictions (pp. 84-85) Informal Assessment (p. 85)</p> <p>Day 2 Mini-lesson: Phonics: Short o (p. 86) Focus Lesson: Scanning the Text to Make Predictions (pp. 86-87) Informal Assessment (p. 87)</p> <p>Day 3 Mini-lesson: Writer’s Craft: Descriptive Words (p. 88) Focus Lesson: Keeping Track of Predictions (pp. 88-89) Informal Assessment (p. 89)</p> <p>Day 4 Mini-lesson: Fluency: Appropriate Pace (p. 90) Focus Lesson: Comparing Predictions With Others (pp. 90-91) Informal Assessment (p. 91)</p> <p>Day 5 Mini-lesson: Modeled Retelling: Problem and Solution (p. 92) Focus Lesson: Revising Your Predictions (pp. 92-93) Informal Assessment (p. 93)</p>	<p>SE/TE: Part 2, Lesson 1: Solve Problems (p. 220) Part 2, Lesson 2: How do people design new things? (p. 222-227)</p> <p>TE Only: Chapter 3, Integrate Your Day – Language Arts (p. 118C) Part 1, Lesson 4 – 21st Century Learning (p. 191) Part 2, Lesson 2 – ELL Support (p. 223) Part 2, Lesson 2 – Differentiated Instruction (p. 224) Part 2, STEM – 21st Century Learning (p. 236)</p>
<p>Writing Lesson 3: NARRATIVE WRITING—Personal Narrative Write Habits Teacher’s Guide, pp. 70-83 CONVENTIONS: Sentences</p>	<p>TE Only: Chapter 1, Lesson 1 – 21st Century Learning (p. 21) Chapter 2, Integrate Your Day – Writing (p. 62D) Chapter 3, Integrate Your Day – Writing (p. 118D) Chapter 3, Performance Expectation Activity – ELA/Literacy (p. 159c)</p>

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Grade 2	Interactive Science, ©2016 Grade 2
Unit 2 Week 2 Asking Questions	
<p>Shared Reading</p> <p>Day 1 Mini-lesson: Introduce the Book: <i>Dear Mr. Blueberry</i> (p. 96) Focus Lesson: Asking “Who?” Questions (pp. 96-97) Informal Assessment (p. 97)</p> <p>Day 2 Mini-lesson: Phonics: Initial/Final Consonant Digraphs (p. 98) Focus Lesson: Asking “What?” Questions (pp. 98-99) Informal Assessment (p. 99)</p> <p>Day 3 Mini-lesson: Vocabulary: Compound Words (p. 100) Focus Lesson: Asking “Where?” Questions (pp. 100-101) Informal Assessment (p. 101)</p> <p>Day 4 Mini-lesson: Fluency: Expressive Reading (p. 102) Focus Lesson: Asking, “When?” Questions (pp. 102-103) Informal Assessment (p. 103)</p> <p>Day 5 Mini-lesson: Guided Retelling: Problem and Solution (p. 104) Focus Lesson: Asking “Why?” Questions (pp. 104-105) Informal Assessment (p. 105)</p>	<p>SE/TE: Part 1, Lesson 1 – Lightning Lab (p. 177)</p> <p>TE Only: Chapter 1, Performance Expectation Activity – ELA/Literacy (p. 61d) Part 1, Integrate Your Day – Writing (p. 160C) Part 1, Lesson 4 – 21st Century Learning (p. 191) Part 2, Lesson 2 – ELL Support (p. 223) Part 2, Lesson 2 – Differentiated Instruction (p. 224)</p>
<p>Writing Catch-Up Week</p>	

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Grade 2	Interactive Science, ©2016 Grade 2
Unit 2 Week 3 Problem-Solving Unfamiliar Words	
<p>Shared Reading</p> <p>Day 1 Mini-lesson: Introduce the Book: <i>Tell Me a Story, Grandpa</i> (p. 108) Focus Lesson: Reading On to Figure Out a Word (pp. 108-109) Informal Assessment (p. 109)</p> <p>Day 2 Mini-lesson: Phonics: Long Vowel <i>a (a_e)</i> (p. 110) Focus Lesson: Asking Others for Help (pp. 110-111) Informal Assessment (p. 111)</p> <p>Day 3 Mini-lesson: Writer’s Craft: Explanatory Sentences (p. 112) Focus Lesson: Using Context Clues (pp. 112-113) Informal Assessment (p. 113)</p> <p>Day 4 Mini-lesson: Fluency: Proper Nouns (p. 114) Focus Lesson: Reading to Figure Out an Unfamiliar Concept (pp. 114-115) Informal Assessment (p. 115)</p> <p>Day 5 Mini-lesson: Guided Retelling: Main Idea and Details (p. 116) Focus Lesson: Using Details to Figure Out Unfamiliar Concepts (pp. 116-117) Informal Assessment (p. 117)</p>	<p>SE/TE: Main Idea and Details: 133, 134, 154, 207, 220, 240</p> <p>TE Only: Part 2, Integrate Your Day – Reading (p. 204C)</p>
<p>Writing Lesson 4: NARRATIVE WRITING—Personal Narrative Write Habits Teacher’s Guide, pp. 84-103 CONVENTIONS: Imperative and Exclamatory Sentences</p>	<p>TE Only: Chapter 1, Lesson 1 – 21st Century Learning (p. 21) Chapter 2, Integrate Your Day – Writing (p. 62D) Chapter 3, Integrate Your Day – Writing (p. 118D) Chapter 3, Performance Expectation Activity – ELA/Literacy (p. 159c)</p>

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Grade 2	Interactive Science, ©2016 Grade 2
Unit 2 Week 4 Summarizing and Retelling	
<p>Shared Reading</p> <p>Day 1 Mini-lesson: Introduce the Book: <i>The Remarkable, Adaptable Turtle</i> (p. 120) Focus Lesson: Pausing to Restate as You Read (pp. 120-121) Informal Assessment (p. 121)</p> <p>Day 2 Mini-lesson: Phonics: Long Vowels <i>i (i_e)</i> and <i>u (u_e)</i> (p. 122) Focus Lesson: Taking Notes on What You Read (pp. 122-123) Informal Assessment (p. 123)</p> <p>Day 3 Mini-lesson: Vocabulary: Synonyms (p. 124) Focus Lesson: Combining Related Information (pp. 124-125) Informal Assessment (p. 125)</p> <p>Day 4 Mini-lesson: Fluency: Accuracy (p. 126) (p. 126) Focus Lesson: Distinguishing Between Important and Less Important Ideas (pp. 126-127) Informal Assessment (p. 127)</p> <p>Day 5 Mini-lesson: Guided Retelling: Main Idea and Details (p. 128) Focus Lesson: Reviewing the Important Events (pp. 128-129) Assessment (p. 129)</p>	<p>SE/TE: Main Idea and Details: 133, 134, 154, 207, 220, 240 Chapter 2, Lesson 3: Staying Safe (pp. 92-93) Chapter 2, Lesson 4: Where do plants and animals live? (pp. 94-99)</p> <p>TE Only: Chapter 2, Integrate Your Day – Reading (p. 62C) Chapter 2, Leveled Content Reader Support: Different Habitats (On-Level Lexile Measure 440L) Chapter 2, Lesson 3 – Science/Writing (p. 92) Chapter 2, Lesson 4 – 21st Century Learning (p. 99) Part 2, Integrate Your Day – Reading (p. 204C)</p>
<p>Writing Catch-Up Week</p>	

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Grade 2	Interactive Science, ©2016 Grade 2
Unit 3 Great Readers Use What They Know	
Week 1 Making Connections	
<p>Shared Reading</p> <p>Day 1 Mini-lesson: Introduce the Book: <i>My Grandmother's Patchwork Quilt</i> (p. 138) Focus Lesson: Making Text-to-Self Connections (pp. 138-139) Informal Assessment (p. 139)</p> <p>Day 2 Mini-lesson: Compound Words (p. 140) Focus Lesson: Using Connections to Make Sense (pp. 140-141) Informal Assessment (p. 141)</p> <p>Day 3 Mini-lesson: Point of View (p. 142) Focus Lesson: Readers Make Unique Text-to-Self Connections (pp. 142-143) Informal Assessment (p. 143)</p> <p>Day 4 Mini-lesson: Fluency: Chunking (p. 144) Focus Lesson: Identifying When a Connection Isn't Helpful (pp. 144-145) Informal Assessment (p. 145)</p> <p>Day 5 Mini-lesson: Guided Retelling: Facts and Events (p. 146) Focus Lesson: Digging Deep to Make a Connection (pp. 146-147) Informal Assessment (p. 147)</p>	<p>This objective falls outside the scope of this program.</p>
<p>Writing Lesson 5: INFORMATIVE/EXPLANATORY WRITING—E-Newsletter Write Habits Teacher's guide, pp. 104-117 CONVENTIONS: Common Nouns</p>	<p>TE Only: Chapter 1, Lesson 5 – 21st Century Learning (p. 45) Chapter 3, Performance Expectation Activity – ELA/Literacy (p. 159d)</p>

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Grade 2	Interactive Science, ©2016 Grade 2
Unit 3 Week 2 Activating Background Knowledge	
<p>Shared Reading</p> <p>Day 1 Mini-lesson: Introduce the Book: <i>Ox-Cart Man</i> (p. 150) Focus Lesson: Activating Background Knowledge Before Reading (pp. 150-151) Informal Assessment (p. 151)</p> <p>Day 2 Mini-lesson: Phonics: Plurals (p. 152) Focus Lesson: identifying What Background Knowledge is Helpful (pp. 152-153) Informal Assessment (p. 153)</p> <p>Day 3 Mini-lesson: Conjunctions and Compound Sentences (p. 154) Focus Lesson: Using What You Know Throughout the Story (pp. 154-155) Informal Assessment (p. 155)</p> <p>Day 4 Mini-lesson: Fluency: Repetition (p. 156) Focus Lesson: Using Clues to Build Knowledge (pp. 156-157) Informal Assessment (p. 157)</p> <p>Day 5 Mini-lesson: Independent Retelling: Retelling Concrete Events and Facts in Sequence (p. 158) Focus Lesson: Asking Questions to Build Your Background Knowledge (pp. 158-159) Informal Assessment (p. 159)</p>	<p>SE/TE: Sequence: 77</p> <p>TE Only: Chapter 1, Lesson 3 – Explain, Build Background (p. 31) Chapter 1, Lesson 5 – Explain, Build Background (p. 41) Chapter 1, Performance Expectation Activity – ELA/Literacy (p. 61b) Chapter 2, Lesson 1 – Explain, Build Background (p. 77) Chapter 2, Lesson 2 – Explain, Build Background (p. 83) Chapter 2, Lesson 5 – Explain, Build Background (p. 101) Chapter 3, Lesson 1 – Explain, Build Background (p. 133) Chapter 3, Lesson 3 – ELL Support (p. 145) Part 2, Lesson 2 – Explain, Build Background (p. 223)</p>
<p>Writing Lesson 6: INFORMATIVE/EXPLANATORY WRITING—Invitation Letter Write Habits Teacher’s Guide, pp. 118-131 CONVENTIONS: Prepositions and Prepositional Phrases</p>	<p>For supporting content, please see</p> <p>TE Only: Part 1, Integrate Your Day – Writing (p. 160C) Part 1, Science Notebook (p. 198)</p>

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Grade 2	Interactive Science, ©2016 Grade 2
Unit 3 Week 3 Building Vocabulary and Concept Knowledge	
<p>Shared Reading</p> <p>Day 1 Mini-lesson: Introduce the Book: <i>Putting on a Play</i> (p. 162) Focus Lesson: Using Context to Understand the Meaning of a Word (pp. 162-163) Informal Assessment (p. 163)</p> <p>Day 2 Mini-lesson: Phonics: Initial and Final /-Blends (p. 164) Focus Lesson: Using Text Features to Identify Important Words (pp. 164-165) Informal Assessment (p. 165)</p> <p>Day 3 Mini-lesson: Vocabulary: Word Meanings (p. 166) Focus Lesson: Identifying Key Vocabulary (p. 166-167) Informal Assessment (p. 167)</p> <p>Day 4 Mini-lesson: Fluency: Characterization (p. 168) Focus Lesson: Substituting Similar Words to Check Meaning (pp. 168-169) Informal Assessment (p. 169)</p> <p>Day 5 Mini-lesson: Guided Retelling: Point of View (p. 170) Focus Lesson: Exploring the Meaning of Similar Words (pp. 170-171) Informal Assessment (p. 171)</p>	<p>SE/TE: Chapter 1, Vocabulary Smart Cards (pp. 51-54) Chapter 2, Vocabulary Smart Cards (pp. 107-110) Chapter 3, Vocabulary Smart Cards (pp. 151-152) Part 1, Vocabulary Smart Cards (pp. 199-200) Part 2, Vocabulary Smart Cards (pp. 237-238)</p> <p>TE Only: Chapter 1, Let's Read Science – ELL Support (p. 5) Chapter 1, Lesson 5 – ELL Support (p. 41) Chapter 1, Vocabulary Smart Cards – ELL Support (p. 51) Chapter 2, Lesson 2 – ELL Support (p. 83) Chapter 2, Lesson 5 – ELL Support (p. 101) Chapter 2, Vocabulary Smart Cards – ELL Support (p. 107) Chapter 3, Vocabulary Smart Cards – ELL Support (p. 151) Part 1, Lesson 1 – ELL Support (p. 175) Part 1, Vocabulary Smart Cards – ELL Support (p. 199) Part 2, Vocabulary Smart Cards – ELL Support (p. 237)</p>
<p>Writing Lesson 7: INFORMATIVE/EXPLANATORY WRITING—Friendly Letter Write Habits Teacher's Guide, pp. 132-145 CONVENTIONS: Verbs with Singular and Plural Nouns</p>	<p>TE Only: Chapter 1, Lesson 1 – 21st Century Learning (p. 21)</p>

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Grade 2	Interactive Science, ©2016 Grade 2
Unit 3 Week 4 Making Inferences	
<p>Shared Reading</p> <p>Day 1 Mini-lesson: Introduce the Book: <i>Dear Juno</i> (p. 174) Focus Lesson: Using Text Clues to Infer Meaning (pp. 174-175) Informal Assessment (p. 175)</p> <p>Day 2 Mini-lesson: Phonics: Initial and Final <i>r</i>- and <i>s</i>-blends (p. 176) Focus Lesson: Using What You Know to Make Inferences (pp. 176-177) Informal Assessment (p. 177)</p> <p>Day 3 Mini-lesson: Vocabulary: Adjectives (p. 178) Focus Lesson: Using Multiple Clues to Make Inferences (pp. 178-179) Informal Assessment (p. 179)</p> <p>Day 4 Mini-lesson: Fluency: Appropriate Pace (p. 180) Focus Lesson: Using Multiple Clues to Make Inferences (pp. 180-181) Informal Assessment (p. 181)</p> <p>Day 5 Mini-lesson: Guided Retelling: Point of View (p. 182) Focus Lesson: Making Inferences About Characters (pp. 182-183) Assessment (p. 183)</p>	<p>SE/TE: Infer: 16, 40, 49, 94, 138, 149, 162, 222, 235 Picture clues: 193</p> <p>TE Only: Chapter 3, Integrate Your Day – Language Arts (p. 118C)</p>
<p>Writing Catch-Up Week</p>	

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Grade 2	Interactive Science, ©2016 Grade 2
Unit 4 Great Readers Understand How Stories Work	
Week 1 Understanding Story Grammar	
<p>Shared Reading</p> <p>Day 1 Mini-lesson: Introduce the Book: <i>His Majesty the King</i> (p. 192) Focus Lesson: Identifying the Main Characters and Setting (pp. 192-193) Informal Assessment (p. 193)</p> <p>Day 2 Mini-lesson: Phonics: Long <i>i</i> (<i>i, igh, ie, y</i>) (p. 194) Focus Lesson: Identifying the Initiating Event (pp. 194-195) Informal Assessment: (p. 195)</p> <p>Day 3 Mini-lesson: Vocabulary: Exclamatory Sentences (p. 196) Focus Lesson: Identifying the Relationships Among Characters (pp. 196-197) Informal Assessment (p. 197)</p> <p>Day 4 Mini-lesson: Fluency: Punctuation Clues (p. 198) Focus Lesson: Identifying How the Main Character Plans to Solve the Problem (pp. 198-199) Informal Assessment (p. 199)</p> <p>Day 5 Mini-lesson: Guided Retelling: Sequence of Events/Character Development (p. 200) Focus Lesson: Identifying the Story Resolution (pp. 200-201) Informal Assessment (p. 201)</p>	<p>SE/TE: Chapter 3, Big World, My World (p. 150) Part 1, Lesson 1: My Planet Diary (p. 174) Part 1, Biography (p. 198)</p> <p>TE Only: Chapter 3, Lesson 3 – ELL Support (p. 145)</p>
<p>Writing Lesson 8: NARRATIVE WRITING—Writing for Tests Realistic Fiction Write Habits Teacher’s Guide, pp. 146-155 CONVENTIONS: More About Verbs</p>	<p>TE Only: Chapter 2, Integrate Your Day – Writing (p. 62D) Chapter 2, Lesson 3 – Science/Writing (p. 92) Chapter 2, Lesson 4 – Science/Writing (p. 96) Chapter 2, Performance Expectation Activity – ELA/Literacy (p. 117b) Chapter 3, Integrate Your Day – Writing (p. 118D)</p>

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Grade 2	Interactive Science, ©2016 Grade 2
Unit 4 Week 2 Understanding Story Grammar	
<p>Shared Reading</p> <p>Day 1 Mini-lesson: Introduce the Book: <i>I Can Read! I Can Read!</i> (p. 204) Focus Lesson: Identifying the Characters and Setting (pp. 204-205) Informal Assessment (p. 205)</p> <p>Day 2 Mini-lesson: Phonics: Contractions (p. 206) Focus Lesson: Identifying the Relationships Among Characters (pp. 206-207) Informal Assessment (p. 207)</p> <p>Day 3 Mini-lesson: Vocabulary: Contractions (p. 208) Focus Lesson: Identifying the Problem and Solution (pp. 208-209) Informal Assessment (p. 209)</p> <p>Day 4 Mini-lesson: Fluency: Non-English Words (p. 210) Focus Lesson: Understanding a Character (pp.210-211) Informal Assessment (p.211)</p> <p>Day 5 Mini-lesson: Guided Retelling: Details to Support Opinions (p. 212) Focus Lesson: Understanding the Character’s Relationship to the Plot (pp. 212-213) Informal Assessment (p. 213)</p>	<p>SE/TE: Part 2, STEM Activity: All Bound Up! (pp. 208-217) Part 2, Lesson 1: Solve Problems (p. 220) Part 2, Lesson 2: A Problem and a Goal (p. 223)</p> <p>TE Only: Chapter 1, Lesson 1 – ELL Support (p. 19) Part 1, Lesson 4 – 21st Century Learning (p. 191) Part 2, Lesson 2 – ELL Support (p. 223) Part 2, Lesson 2 – Differentiated Instruction (p. 224)</p>
<p>Writing Lesson 9: NARRATIVE WRITING—Realistic Fiction Write Habits Teacher’s Guide, pp. 156-169 CONVENTIONS: Singular and Plural Pronouns</p>	<p>TE Only: Chapter 2, Integrate Your Day – Writing (p. 62D) Chapter 2, Lesson 3 – Science/Writing (p. 92) Chapter 2, Lesson 4 – Science/Writing (p. 96) Chapter 2, Performance Expectation Activity – ELA/Literacy (p. 117b) Chapter 3, Integrate Your Day – Writing (p. 118D)</p>

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Grade 2	Interactive Science, ©2016 Grade 2
Unit 4 Week 3 Identifying and Understanding Literary Devices	
<p>Shared Reading</p> <p>Day 1 Mini-lesson: Introduce the Poem: "Have You Seen Edgar?"(p. 216) Focus Lesson: Recognizing Personification (pp. 216-217) Informal Assessment (p. 217)</p> <p>Day 2 Mini-lesson: Introduce the Poem: "Silly Sleep Sheep" (p. 218) Phonics: Long e (ea, ee, e, y) (p. 218) Focus Lesson: Recognizing the Use of Alliteration (pp. 218-219) Informal Assessment: (p. 219)</p> <p>Day 3 Mini-lesson: Introduce the Poem: "Have You Ever Seen?" (p. 220) Vocabulary: Homonyms (p. 220) Focus Lesson: Recognizing a Pun (pp. 220-221) Informal Assessment (p. 221)</p> <p>Day 4 Mini-lesson: Introduce the Poem: "Goops" (p. 222) Fluency: Rhyme (p. 222) Focus Lesson: Recognizing Types of Humor (pp. 222-223) Informal Assessment (p. 223)</p> <p>Day 5 Mini-lesson: Introduce the Poem: "Early Retirement" (p. 224) Guided Retelling: Shared Retelling (p. 224) Focus Lesson: Identify the Speaker in the Poem (pp. 224-225) Informal Assessment (p. 225)</p>	<p>TE Only: Chapter 2, Integrate Your Day – Social Studies (p. 62C) Chapter 2, Lesson 1 – Science/Writing (p. 80)</p>
<p>Writing Lesson 10: NARRATIVE WRITING—Folk Tale Write Habits Teacher’s Guide, pp, 170-183 CONVENTIONS: Possessive Nouns</p>	<p>This objective falls outside the scope of this program.</p>

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Grade 2	Interactive Science, ©2016 Grade 2
Unit 4 Week 4 Identifying and Using Text Features	
<p>Shared Reading</p> <p>Day 1 Mini-lesson: Introduce the Book: <i>Fables From Around the World</i> (p. 228) Focus Lesson: Using a Contents Page to Preview and Predict (pp. 228-229) Informal Assessment (p. 229)</p> <p>Day 2 Mini-lesson: Phonics: Vowel Digraph <i>oo</i> (p. 230) Focus Lesson: Noticing Changes In the Print (pp. 230-231) Informal Assessment: (p. 231)</p> <p>Day 3 Mini-lesson: Vocabulary: Animal Action Words (p. 232) Focus Lesson: Reading Dialogue and Punctuation (pp. 232-233) Informal Assessment (p. 233)</p> <p>Day 4 Mini-lesson: Fluency: Dialogue (p. 234) Focus Lesson: Using Design and Artwork (pp. 234-235) Informal Assessment (p. 235)</p> <p>Day 5 Mini-lesson: Guided Retelling: Details to Support Opinions (p. 236) Focus Lesson: Using the List for Recommended Reading (pp. 236-237) Assessment (p. 237)</p>	<p>TE Only: Chapter 1, Performance Expectation Activity – ELA/Literacy (p. 61d)</p> <p>For supporting content, please see SE/TE: Chapter 2, Lesson 3: What are some parts of animals? (pp. 88-93)</p>
<p>Writing Lesson 11: NARRATIVE WRITING—Fable Write Habits Teacher’s Guide, pp, 184-197 CONVENTIONS: Verbs</p>	<p>For related content, see Chapter 2, Integrate Your Day – Writing (p. 62D) Chapter 2, Lesson 3 – Science/Writing (p. 92) Chapter 2, Lesson 4 – Science/Writing (p. 96) Chapter 2, Performance Expectation Activity – ELA/Literacy (p. 117b) Chapter 3, Integrate Your Day – Writing (p. 118D)</p>

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Grade 2	Interactive Science, ©2016 Grade 2
Unit 5 Great Readers Read to Learn	
Week 1 Setting and Monitoring Your Purpose for Reading	
<p>Shared Reading</p> <p>Day 1 Mini-lesson: Introduce the Book: <i>Ants at Work</i> (p. 246) Focus Lesson: Noticing if a Book is Fiction or Nonfiction (pp. 246-247) Informal Assessment (p. 247)</p> <p>Day 2 Mini-lesson: Phonics: <i>r</i>-Controlled Vowels <i>or, er</i> (p. 248) Focus Lesson: Identifying Your Purpose for Reading (pp. 248-249) Informal Assessment: (p. 249)</p> <p>Day 3 Mini-lesson: Homophones (p. 250) Focus Lesson: Using Your Purpose for Reading to Generate Questions (pp. 250-251) Informal Assessment (p. 251)</p> <p>Day 4 Mini-lesson: Fluency: Accuracy (p. 252) Focus Lesson: Scanning a Text (pp. 252-253) Informal Assessment (p. 253)</p> <p>Day 5 Mini-lesson: Guided Retelling: Using Prior Knowledge (p. 254) Focus Lesson: Identifying the Author’s Purpose (pp. 254-255) Informal Assessment (p. 255)</p>	<p>SE/TE: Chapter 2, STEM Activity: Trap It and Learn! (pp. 66-75) Chapter 2, Lesson 2: Animals without Backbones (pp. 86-87) Chapter 2, Lesson 5: How do living things get food? (pp. 100-103)</p> <p>TE Only: Chapter 1, Lesson 1 – ELL Support (p. 17) Chapter 1, Big World, My World – Activate Prior Knowledge (p. 50) Chapter 1, Performance Expectation Activity – ELA/Literacy (p. 61b) Chapter 2, Leveled Content Reader Support: Need and Habitats (Below-Level Lexile Measure 380L) (p. 62G) Chapter 2, Leveled Content Reader Support: Different Habitats (On-Level Lexile Measure 440L) (p. 62G) Chapter 2, Science Careers – Activate Prior Knowledge (p. 106) Part 1, Biography – Activate Prior Knowledge (p. 198) Part 2, STEM – Activate Prior Knowledge (p. 236)</p>
<p>Writing Lesson 12: INFORMATIVE/EXPLANATORY WRITING— Compare-and-Contrast Text Write Habits Teacher’s Guide, pp. 198-211 CONVENTIONS: Commas</p>	<p>TE Only: Chapter 2, Performance Expectation Activity – ELA/Literacy (p. 117c) Chapter 3, Performance Expectation Activity – ELA/Literacy (p. 159b)</p>

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Grade 2	Interactive Science, ©2016 Grade 2
Unit 5 Week 2 Identifying and Using Nonfiction Features and Structures	
<p>Shared Reading</p> <p>Day 1 Mini-lesson: Introduce the Book: <i>Keep It Simple</i> (p. 258) Focus Lesson: Using Nonfiction Features to Preview and Predict (pp. 258-259) Informal Assessment (p. 259)</p> <p>Day 2 Mini-lesson: Phonics: Words With Long <i>o</i> (<i>o</i>, <i>oa</i>, <i>ow</i>) (p. 260) Focus Lesson: Using Labels and Diagrams (pp. 260-261) Informal Assessment (p. 261)</p> <p>Day 3 Mini-lesson: Vocabulary: Multiple-Meaning Words (p. 262) Focus Lesson: Using Italicized Words (pp. 262-263) Informal Assessment (p. 263)</p> <p>Day 4 Mini-lesson: Fluency: Punctuation Clues (p. 264) Focus Lesson: Using Photographs and Captions (pp. 264-265) Informal Assessment (p. 265)</p> <p>Day 5 Mini-lesson: Guided Retelling: Main Idea and Details (p. 266) Focus Lesson: Identifying How Nonfiction Authors Pose Questions (pp. 266-267) Informal Assessment (p. 267)</p>	<p>SE/TE: Label: 39, 79, 112 Picture Clues: 95, 163, 175, 180, 193, 202 Chapter 2, Lesson 5 – Lightning Lab (p. 103)</p> <p>TE Only: Chapter 1, Integrate Your Day – Language Arts (p. 2C) Chapter 1, Lesson 1 – Science/Language Arts (p. 19) Chapter 1, Lesson 2 – Science/Language Arts (p. 29) Chapter 1, Lesson 4 – EL Support (p. 37) Part 2, Integrate Your Day – Reading (p. 204C) Part 2, Integrate Your Day – Physical Education (p. 204C)</p>
<p>Writing Lesson 13: INFORMATIVE/EXPLANATORY WRITING—Informative Report Write Habits Teacher’s Guide, pp. 212-225 CONVENTIONS: Adjectives That Compare</p>	<p>SE/TE: Chapter 3, Lesson 1: Rivers and Streams (p. 137) Chapter 3, Lesson 2: Weathering and Erosion (p. 141)</p> <p>TE Only: Chapter 1, Performance Expectation Activity – ELA/Literacy (p. 61c) Chapter 2, Performance Expectation Activity – ELA/Literacy (p. 117a) Chapter 3, Performance Expectation Activity (p. 159a) Part 1, Lesson 4 – Science/Language Arts (p. 191)</p>

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Grade 2	Interactive Science, ©2016 Grade 2
Unit 5 Week 3 Identifying and Using Nonfiction Features and Structures	
<p>Shared Reading</p> <p>Day 1 Mini-lesson: Introduce the Book: <i>Animal Look-Alikes</i> (p. 270) Focus Lesson: Using a Contents Page and an Index to Preview a Book (pp. 270-271) Informal Assessment (p. 271)</p> <p>Day 2 Mini-lesson: Phonics: <i>r</i>-Controlled Vowel <i>ar</i> (p. 272) Focus Lesson: Using an Introduction in Nonfiction Text (pp. 272-273) Informal Assessment (p. 273)</p> <p>Day 3 Mini-lesson: Vocabulary: Comparative Words (p. 274) Focus Lesson: Using Boldfaced Words and a Glossary (pp. 274-275) Informal Assessment (p. 275)</p> <p>Day 4 Mini-lesson: Fluency: Appropriate Pace (p. 276) Focus Lesson: Reading a Diagram (pp. 276-277) Informal Assessment (p. 277)</p> <p>Day 5 Mini-lesson: Guided Retelling: Shared Retelling (p. 278) Focus Lesson: Identifying When Authors Compare and Contrast (pp. 278-279) Informal Assessment (p. 279)</p>	<p>SE/TE: Compare: 45 Compare and Contrast: 65, 83, 86, 101, 112, 121, 140, 181 Chapter 2, Lesson 1: Plant Parts (pp. 78-79) Chapter 2, Lesson 2: What are some kinds of animals? (pp. 82-89) Chapter 2, Lesson 3: What are some parts of animals? (pp. 88-93)</p> <p>TE Only: Chapter 2, Let's Read Science – ELL Support (p. 65)</p>
<p>Writing Lesson 14: INFORMATIVE/EXPLANATORY WRITING—Writing for Tests Informative Paragraph Write Habits Teacher's Guide, pp. 226-235 CONVENTIONS: Singular and Plural Nouns</p>	<p>TE Only: Chapter 1, Lesson 5 – 21st Century Learning (p. 45) Chapter 2, Performance Expectation Activity – ELA/Literacy (p. 117a)</p>

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Grade 2	Interactive Science, ©2016 Grade 2
Unit 5 Week 4 Identifying and Using Nonfiction Features and Structures	
<p>Shared Reading</p> <p>Day 1 Mini-lesson: Introduce the Book: <i>They Worked Together</i> (p. 282) Focus Lesson: Reading a Map (pp. 282-283) Informal Assessment (p. 283)</p> <p>Day 2 Mini-lesson: Phonics: Inflected Ending <i>-ed</i> (p. 284) Focus Lesson: Reading a Sidebar (pp. 284-285) Informal Assessment (p. 285)</p> <p>Day 3 Mini-lesson: Vocabulary: Capitalization of Proper Nouns (p. 286) Focus Lesson: Comparing illustrations and Photographs (pp. 286-287) Informal Assessment (p. 287)</p> <p>Day 4 Mini-lesson: Fluency: Proper Nouns (p. 288) Focus Lesson: Using the Afterword in a Nonfiction Text (pp. 288-289) Informal Assessment (p. 289)</p> <p>Day 5 Mini-lesson: Independent Retelling: Retelling With a Partner (p. 290) Focus Lesson: Identifying When Authors Tell Events in Time Order (pp. 290-291) Assessment (p. 291)</p>	<p>SE/TE: Part 2, Lesson 2: How do people design new things? (pp. 222-227) Part 2, Design It!: How would you design a pencil? (pp. 242-247) Science, Engineering, and Technology, Performance-Based Assessment: Design a Solution (p. 248)</p> <p>TE Only: Part 1, Integrate Your Day – Social Studies (p. 160D) Part 1, Lesson 1 – Science/Social Studies (p. 176) Part 1, Lesson 3 – 21st Century Learning (p. 187) Part 2, Lesson 1 – 21st Century Learning (p. 220) Part 2, STEM – 21st Century Learning (p. 236)</p>
<p>Writing Catch-Up Week</p>	

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Grade 2	Interactive Science, ©2016 Grade 2
Unit 6 Great Readers Monitor and Organize Ideas and Information	
Week 1 Taking Notes on Fiction	
<p>Shared Reading</p> <p>Day 1 Mini-lesson: Introduce the Book: <i>Blueberries for Sal</i> (p. 300) Focus Lesson: Taking Notes on Sticky Notes (pp. 300-301) Informal Assessment (p. 301)</p> <p>Day 2 Mini-lesson: Phonics: Inflected Ending <i>-ing</i> (p. 302) Focus Lesson: Matching a Graphic Organizer to a Text (pp. 302-303) Informal Assessment (p. 303)</p> <p>Day 3 Mini-lesson: Vocabulary: Base Words With <i>-ing</i> (p. 304) Focus Lesson: Using a Venn Diagram to Understand the Text (pp. 304-305) Informal Assessment (p. 305)</p> <p>Day 4 Mini-lesson: Fluency: Chunking (p. 306) Focus Lesson: Using a Venn Diagram to Talk About the Story (pp. 306-307) Informal Assessment (p. 307)</p> <p>Day 5 Mini-lesson: Guided Retelling: Setting (p. 308) Focus Lesson: Using a Venn Diagram to Write a Summary (pp. 308-309) Informal Assessment (p. 309)</p>	<p>SE/TE: Chapter 2, Lesson 5: How do living things get food? (pp. 100-103) Part 1, Lesson 1: My Planet Diary (p. 174)</p> <p>TE Only: Chapter 2, Integrate Your Day – Language Arts (p. 62D) Chapter 3, Let’s Read Science – ELL Support (p. 121)</p>
<p>Writing Lesson 15: INFORMATIVE/EXPLANATORY WRITING—Directions Write Habits Teacher’s Guide, pp. 236-255 CONVENTIONS: Proper Nouns</p>	<p>SE/TE: Chapter 1, Apply It!: Which objects will float? (pp. 58-59) Chapter 3, Apply It!: Does gravel, sand, or soil make the best imprint? (p.157) Part 2, Investigate It!: How can a machine ring a bell? (pp. 234-235) Part 2, Performance-Based Assessment: Design a Solution (p. 248)</p> <p>TE Only: Part 2, Lesson 3 – 21st Century Learning (p. 231)</p>

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Grade 2	Interactive Science, ©2016 Grade 2
Unit 6 Week 2 Taking Notes on Nonfiction	
<p>Shared Reading</p> <p>Day 1 Mini-lesson: Introduce the Book: <i>No Ordinary Grandma</i> (p. 312) Focus Lesson: Matching a Graphic Organizer to the Text (pp. 312-313) Informal Assessment (p. 313)</p> <p>Day 2 Mini-lesson: Phonics: Inflected Ending <i>-ing</i> (p. 314) Focus Lesson: Taking Notes on a Biography Chart (pp. 314-315) Informal Assessment (p. 315)</p> <p>Day 3 Mini-lesson: Vocabulary: Affixes and Bases (p. 316) Focus Lesson: Taking Notes as You Read (pp. 316-317) Informal Assessment (p. 317)</p> <p>Day 4 Mini-lesson: Fluency: Accuracy (p. 318) Focus Lesson: Taking Notes as You Read (pp. 318-319) Informal Assessment (p. 319)</p> <p>Day 5 Mini-lesson: Guided Retelling: Using a Story Map to Sequence Events (p. 320) Focus Lesson: Using a Graphic Organizer to Write a Summary (pp. 320-321) Informal Assessment (p. 321)</p>	<p>SE/TE: Sequence: 77</p> <p>TE Only: Chapter 2, Lesson 4 – Differentiated Instruction (Advanced) (p. 96) Chapter 2 Performance Expectation Activity (p. 117c) Chapter 3, Lesson 3 – ELL Support (p. 145) Part 2, Lesson 1 – 21st Century Learning (p. 220) Part 2, STEM – Science Notebook (p. 236)</p>
<p>Writing Lesson 16: NARRATIVE WRITING—Narrative Nonfiction Write Habits Teacher’s Guide, pp. 256-269 CONVENTIONS: Pronouns</p>	<p>TE Only: Part 2, Integrate Your Day – Writing (p. 204D)</p>

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Grade 2	Interactive Science, ©2016 Grade 2
Unit 6 Week 3 Self-Monitoring/Self-Correcting	
<p>Shared Reading</p> <p>Day 1 Mini-lesson: Review the Book: <i>Tell Me a Story, Grandpa</i> (p. 324) Focus Lesson: Asking, ‘Does This Make Sense?’ (pp. 324-325) Informal Assessment (p. 325)</p> <p>Day 2 Mini-lesson: Phonics: Hard and Soft c and g (p. 326) Focus Lesson: Rereading When Meaning Is Lost (pp. 326-327) Informal Assessment (p. 327)</p> <p>Day 3 Mini-lesson: Vocabulary: Using a Dictionary (p. 328) Focus Lesson: Rereading to Identify Important Ideas (pp. 328-329) Informal Assessment (p. 329)</p> <p>Day 4 Mini-lesson: Fluency: Non-English Words (p. 330) Focus Lesson: Distinguishing Between Important Ideas and Details (pp. 330-331) Informal Assessment (p. 331)</p> <p>Day 5 Mini-lesson: Guided Retelling: Cyclical Story Map (p. 332) Focus Lesson: Identifying the Main Idea (pp. 332-333) Informal Assessment (p. 333)</p>	<p>SE/TE: Main Idea and Details: 133, 134, 154, 207, 220, 240</p> <p>TE Only: Chapter 1, Lesson 1 – ELL Support (p. 19) Part 2, Integrate Your Day – Reading (p. 204C)</p>
<p>Writing Lesson 17: INFORMATIVE/EXPLANATORY WRITING—Writing for Tests Explanatory Paragraph Write Habits Teacher’s Guide, pp. 270-279 CONVENTIONS: Adjectives for Number, Size, and Shape</p>	<p>TE Only: Chapter 1, Performance Expectation Activity (p. 61c) Chapter 3, Integrate Your Day – Language Arts (p. 118C) Part 2, Lesson 2 – Science/Writing (p. 226)</p>

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Grade 2	Interactive Science, ©2016 Grade 2
Unit 6 Week 4 Visualizing	
<p>Shared Reading</p> <p>Day 1 Mini-lesson: Introduce the Poem: “Bubbles Popping” (p. 336) Focus Lesson: Comparing Your Images to the Author’s (pp. 336-337) Informal Assessment (p. 337)</p> <p>Day 2 Mini-lesson: Introduce the Poem: “Rudes” (p. 338) Phonics: <i>r</i>-Controlled Vowels <i>air, are, ear</i> (p. 338) Focus Lesson: Using Background Knowledge to Visualize (pp. 338-339) Informal Assessment (p. 339)</p> <p>Day 3 Mini-lesson: Introduce the Poem: “Extraordinary Me” (p. 340) Vocabulary: Synonyms and Antonyms (p. 340) Focus Lesson: Using Words and Phrases to Visualize (pp. 340-341) Informal Assessment (p. 341)</p> <p>Day 4 Mini-lesson: Fluency: Rhyme (p. 342) Focus Lesson: Comparing Your Images With Others’ Images (pp. 342-343) Informal Assessment (p. 343)</p> <p>Day 5 Mini-lesson: Introduce the Poem: “Dandelion” (p. 344) Guided Retelling: Character’s Actions (p. 344) Focus Lesson: Using Visualizing to Connect Familiar and New Ideas (pp. 344-345) Assessment (p. 345)</p>	<p>SE/TE: Chapter 1, Lesson 2: Gases (pp. 28-29) Chapter 2, Lesson 1: What are the parts of plants? (pp. 76-81)</p> <p>TE Only: Chapter 2, Integrate Your Day – Social Studies (p. 62C) Chapter 2, Let’s Read Science – ELL Support (p. 65)</p>
<p>Writing Catch-Up Week</p>	

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Grade 2	Interactive Science, ©2016 Grade 2
Unit 7 Great Readers Think Critically About Books	
Week 1 Responding to Characters	
<p>Shared Reading</p> <p>Day 1 Mini-lesson: Introduce the Book: <i>A Letter to Amy</i> (p. 354) Focus Lesson: Identifying the Traits of a Character (pp. 354-355) Informal Assessment (p. 355)</p> <p>Day 2 Mini-lesson: Phonics: Diphthongs <i>ou, ow</i> (p. 356) Focus Lesson: Noticing How Characters Develop (pp. 356-357) Informal Assessment (p. 357)</p> <p>Day 3 Mini-lesson: Vocabulary: Descriptive Words (p. 358) Focus Lesson: Considering the Influence of Time and Place on a Character (pp. 358-359) Informal Assessment (p. 359)</p> <p>Day 4 Mini-lesson: Fluency: Typeface Clues (p. 360) Focus Lesson: Considering the Author's Motives for Choosing Characters (pp. 360-361) Informal Assessment (p. 361)</p> <p>Day 5 Mini-lesson: Guided Retelling: Group Retelling (p. 362) Focus Lesson: Comparing Characters to Yourself and to Others (pp. 362-363) Informal Assessment (p. 363)</p>	<p>TE Only: Chapter 3, Integrate Your Day – Language Arts (p. 118C)</p>
<p>Writing Lesson 18: OPINION WRITING—Opinion Letter Write Habits Teacher's Guide, pp. 280-293 CONVENTIONS: Adjectives and Our Senses</p>	<p>TE Only: Chapter 2, Lesson 1 – Science/Writing (p. 78) Chapter 3, Integrate Your Day – Language Arts (p. 118C) Part 1, Lesson 2 –Differentiated Instruction (Advanced) (p.180)</p>

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Grade 2	Interactive Science, ©2016 Grade 2
Unit 7 Week 2 Evaluating Nonfiction	
<p>Shared Reading</p> <p>Day 1 Mini-lesson: Review the Book: <i>Animal Look-Alikes</i> (p. 366) Focus Lesson: Understanding the Purpose of Nonfiction Books (pp. 366-367) Informal Assessment (p. 367)</p> <p>Day 2 Mini-lesson: Phonics: Suffix <i>-ly</i> and Consonant Blend <i>str</i> (p. 368) Focus Lesson: Evaluating If a Book Matches Your Purpose (pp. 368-369) Informal Assessment (p. 369)</p> <p>Day 3 Mini-lesson: Vocabulary: Animal Classification Words (p. 370) Focus Lesson: Asking Questions About the Author (pp. 370-371) Informal Assessment (p. 371)</p> <p>Day 4 Mini-lesson: Fluency: Nonfiction Features (p. 372) Focus Lesson: Evaluating the Authenticity of Information (pp. 372-373) Informal Assessment (p. 373)</p> <p>Day 5 Mini-lesson: Guided Reading: Written Retelling (p. 374) Focus Lesson: Evaluating a Book (pp. 374-375) Informal Assessment (p. 375)</p>	<p>SE/TE: Chapter 2, Lesson 2: What are some kinds of animals? (pp. 82-87) Chapter 2, Lesson 3: What are some parts of animals? (pp. 88-93)</p> <p>TE Only: Chapter 1, Performance Expectation Activity – ELA/Literacy (p. 61a) Chapter 1, Performance Expectation Activity – ELA/Literacy (p. 61b) Chapter 1, Lesson 1 – ELL Support (p. 17) Chapter 3, Lesson 2 – ELL Support (p. 139) Chapter 3, Lesson 3 – ELL Support (p. 145)</p>
<p>Writing Lesson 19: OPINION WRITING—Writing for Tests Opinion Statement Write Habits Teacher’s Guide, pp. 294-303 CONVENTIONS: Commas in Compound Sentences</p>	<p>TE Only: Chapter 1, Lesson 3 – Science/Writing (p. 34) Chapter 1, Performance Expectation Activity – ELA/Literacy (p. 61d) Part 2, Lesson 1 – Differentiated Instruction (p. 221)</p>

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Grade 2	Interactive Science, ©2016 Grade 2
Unit 7 Week 3 Engaging With Books	
<p>Shared Reading</p> <p>Day 1 Mini-lesson: Review the Book: <i>Dear Mr. Blueberry</i> (p. 378) Focus Lesson: Responding to Characters (pp. 378-379) Informal Assessment (p. 379)</p> <p>Day 2 Mini-lesson: Phonics: Vowel Digraphs <i>aw, au, ai, all</i> (p. 380) Focus Lesson: Thinking About the Author of a Book (pp. 380-381) Informal Assessment (p. 381)</p> <p>Day 3 Mini-lesson: Vocabulary: Parts of a Letter (p. 382) Focus Lesson: Inserting Yourself Into a Book (pp. 382-383) Informal Assessment (p. 383)</p> <p>Day 4 Mini-lesson: Fluency: Accuracy and Appropriate Pace (p. 384) Focus Lesson: Being Affected by What You Read (pp. 384-385) Informal Assessment (p. 385)</p> <p>Day 5 Mini-lesson: Independent Retelling: Details and Character Motivation (p. 386) Focus Lesson: Considering Alternative Endings and Settings (pp. 386-387) Informal Assessment (p. 387)</p>	<p>For related content, please see TE Only: Part 2, Integrate Your Day – Reading (p. 204C)</p>
<p>Writing Lesson 20: OPINION WRITING—Opinion Letter Write Habits Teacher’s Guide, pp.304-323 CONVENTIONS: Adverbs That Tell When and Where</p>	<p>For supporting content, please see: SE/TE: Chapter 3, STEM Activity: How can you make recycled paper? (pp. 122-131) TE Only: Chapter 3, Lesson 3 – ELL Support (p. 145)</p>

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Grade 2	Interactive Science, ©2016 Grade 2
Unit 7 Week 4 Identifying and Evaluating the Theme of the Book	
<p>Shared Reading</p> <p>Day 1 Mini-lesson: Review the Book: <i>Don't Forget Fun</i> (p. 390) Focus Lesson: Identifying the Theme of a Text (pp. 390-391) Informal Assessment (p. 391)</p> <p>Day 2 Mini-lesson 2: Phonics: Schwa and Silent Letter <i>k</i> (<i>kn</i>) (p. 392) Focus Lesson: Considering the Author's Motive for Choosing a Theme (pp. 392-393) Informal Assessment (p. 393)</p> <p>Day 3 Mini-lesson: Vocabulary: Using a Thesaurus (p. 394) Focus Lesson: Comparing the Theme to Your Own Life (pp. 394-395) Informal Assessment (p. 395)</p> <p>Day 4 Mini-lesson: Fluency: Reading Silently With Accuracy (p. 396) Focus Lesson: Proposing Solutions to Problems Posed by the Text (pp. 396-397) Informal Assessment (p. 397)</p> <p>Day 5 Mini-lesson: Guided Retelling: Written Retelling (p. 398) Focus Lesson: Transforming Themes Into Personal Action (pp. 398-399) Assessment (p. 399)</p>	<p>For supporting content, please see</p> <p>SE/TE: Part 2, STEM Activity: All Bound Up! (pp. 208-217) Part 2, Lesson 1: Solve Problems (p. 220) Part 2, Lesson 2: A Problem and a Goal (p. 223)</p> <p>TE Only: Part 1, Lesson 4: 21st Century Learning (p. 191) Part 2, Integrate Your Day – Reading (p. 204C) Part 2, Lesson 2 – ELL Support (p. 223) Part 2, STEM – 21st Century Learning (p. 236)</p>
<p>Writing Catch-Up Week</p>	

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Grade 3	Interactive Science, ©2016 Grade 3
GRADE 3	
Unit 1 Great Readers See Themselves as Readers	
Week 1 Taking Care of Books	
<p>Shared Reading</p> <p>Day 1 Mini-lesson: Introduce the Book: <i>Zebras</i> (p. 30) Focus Lesson: Having Favorite Books (pp. 30-31) Informal Assessment (p. 31)</p> <p>Day 2 Mini-lesson: Word Study: Plurals (p. 32) Focus Lesson: Putting Books Away (pp. 32-33) Informal Assessment (p. 33)</p> <p>Day 3 Mini-lesson: Fluency: Pace (p. 34) Focus Lesson: Using a Bookmark (pp. 34-35) Informal Assessment (p. 35)</p> <p>Day 4 Mini-lesson: Guided Retelling: Modeled Pretelling (p. 36) Focus Lesson: Marking Books With Sticky Notes (pp. 36-37) Informal Assessment (p. 37)</p> <p>Day 5 Mini-lesson: Independent Retelling: Oral Retelling (p. 38) Focus Lesson: Starting a Book (pp. 38-39) Informal Assessment (p. 39)</p>	<p>SE/TE: Chapter 5, Lesson 2: Food Chains (p. 212)</p> <p>TE Only: Chapter 3, Lesson 2 – ELL Support (p. 117)</p>
<p>Writing Lesson 1: DESCRIPTIVE WRITING—P Poetry: Limerick Write Habits Teacher’s Guide, pp. 36-49 CONVENTIONS: Abbreviations</p>	<p>SE/TE: Part 1, Lesson 5: How do scientists use tools and stay safe? (p. 322)</p> <p>TE Only: Chapter 5, Lesson 2 - Science/Writing (p. 213)</p>

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Grade 3	Interactive Science, ©2016 Grade 3
Unit 1 Week 2 Choosing Books	
<p>Shared Reading</p> <p>Day 1 Mini-lesson: Introduce the Book: <i>New Language, New Friends</i> (p. 42) Focus Lesson: Looking for a Favorite Author (pp. 42-43) Informal Assessment (p. 43)</p> <p>Day 2 Mini-lesson: Word Study: Irregular Plurals With Spelling Changes (p. 44) Focus Lesson: Considering Your Purpose for Reading (pp. 44-45) Informal Assessment (p. 45)</p> <p>Day 3 Mini-lesson: Chunking (p. 46) Focus Lesson: Reading Books in a Series (pp. 46-47) Informal Assessment (p. 47)</p> <p>Day 4 Mini-lesson: Guided Retelling: Modeled Pretelling (p. 48) Focus Lesson: Previewing a Book (pp. 48-49) Informal Assessment (p. 49)</p> <p>Day 5 Mini-lesson: Independent Retelling: Written Retelling (p. 50) Focus Lesson: Asking Others for Book Recommendations (pp. 50-51) Informal Assessment (p. 51)</p>	<p>TE Only: Chapter 5, Lesson 1 – ELL Support (p. 205) Chapter 5, Lesson 4 – ELL Support (p. 225) Chapter 6, Lesson 2 – ELL Support (p. 259) Chapter 6, Lesson 4 – ELL Support (p. 271) Part 1, Lesson 1 – ELL Support (p. 299)</p>
<p>Writing Lesson 2: DESCRIPTIVE WRITING—Description Write Habits Teacher’s Guide, pp. 50-63 CONVENTIONS: Combining Sentences</p>	<p>SE/TE: Life Science, Performance-Based Assessment: Animals and Seasons (p. 244)</p> <p>TE Only: Chapters 3 and 4, Performance Expectation Activity - ELA/Literacy (p. 245c) Part 1, Lesson 2 - Elaborate (p. 353) Part 2, Lesson 3 – Science/Writing (p. 361)</p>

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Grade 3	Interactive Science, ©2016 Grade 3
Unit 1 Week 3 Knowing Yourself As a Reader	
<p>Shared Reading</p> <p>Day 1 Mini-lesson: Introduce the Poem: “Fireflies” (p. 54) Focus Lesson: Appreciating That Readers Have Different Tastes (pp. 54-55) Informal Assessment (p. 55)</p> <p>Day 2 Mini-lesson: Introduce the Poem: “The Family of the Sun” (p. 56) Word Study: Contractions (p. 56) Focus Lesson: Finding Books That Are Just Right for You (pp. 56-57) Informal Assessment (p. 57)</p> <p>Day 3 Mini-lesson: Introduce the Poem: “Hot Enough to See” (p. 58) Fluency: Typeface (p. 58) Focus Lesson: Knowing What to Do When You’re Confused While Reading (pp. 58-59) Informal Assessment (p. 59)</p> <p>Day 4 Mini-lesson: Guided Retelling: Modeled Retelling (p. 60) Focus Lesson: Knowing When Your Mind Wanders (pp. 60-61) Informal Assessment (p. 61)</p> <p>Day 5 Mini-lesson: Introduce the Poem: “The Earth’s Most Delicate Things” (p. 62) Guided Retelling: Mediated Retelling (p. 62) Focus Lesson: Knowing Your Reading Strengths and Weaknesses (pp. 62-63) Informal Assessment (p. 63)</p>	<p>SE/TE: Main Idea and Details: 16, 56, 173, 341, 348, 351, 371</p> <p>TE Only: Chapter 3, Lesson 1 – ELL Support (p. 111) Chapter 4, Performance Expectation Activity – ELA/Literacy (p. 245b) Chapter 5, Performance Expectation Activity – ELA/Literacy (p. 245e)</p>
<p>Writing Lesson 3: DESCRIPTIVE WRITING—Photo Writing Write Habits Teacher’s Guide, pp. 64-77 CONVENTIONS: Common and Proper Nouns</p>	<p>TE Only: Chapter 3, Lesson 1 – Interpret (p. 113) Chapter 4, Lesson 1 – Science/Writing (p. 165) Chapter 5, Lesson 1 – Differentiated Instruction (On-Level) (p. 207) Chapter 5, Lesson 2 – Engage (p.210) Chapter 5, Lesson 4 – ELL Support (p. 271) Chapter 6, Read Aloud/Predict (p. 246)</p>

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Grade 3	Interactive Science, ©2016 Grade 3
Unit 1 Week 4 Building Reading Stamina	
<p>Shared Reading</p> <p>Day 1 Mini-lesson: Introduce the Book: <i>Folk Tales of Latin America</i> (p. 66) Focus Lesson: Getting Hooked on a Book (pp. 66-67) Informal Assessment (p. 67)</p> <p>Day 2 Mini-lesson: Word Study: Adverbs (p. 68) Focus Lesson: Staying With a Book That Starts Slowly (pp. 68-69) Informal Assessment (p. 69)</p> <p>Day 3 Mini-lesson: Fluency: Dialogue (p. 70) Focus Lesson: Staying With a Hard Book (pp. 70-71) Informal Assessment (p. 71)</p> <p>Day 4 Mini-lesson: Guided Retelling: Modeled Retelling (p. 72) Focus Lesson: Abandoning a Book (pp. 72-73) Informal Assessment (p. 73)</p> <p>Day 5 Mini-lesson: Independent Retelling: Beginning, Middle, and End (p. 74) Focus Lesson: Setting Long-Term Reading Goals (pp. 74-75) Assessment (p. 75)</p>	<p>TE Only: Chapter 2, Lesson 5 - Science/Writing (p. 72) Chapter 3, 4, 5, Performance Expectation Activity – ELA/Literacy (p. 245a)</p>
<p>Writing Catch-Up Week</p>	

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Grade 3	Interactive Science, ©2016 Grade 3
Unit 2 Great Readers Make Sense of Text	
Week 1 Making Predictions	
<p>Shared Reading</p> <p>Day 1 Mini-lesson: Introduce the Book: <i>Wild Baby Animals</i> (p. 84) Focus Lesson: Using Background Knowledge to make Predictions (pp. 84-85) Informal Assessment (p. 85)</p> <p>Day 2 Mini-lesson: Word Study: Comparatives (p. 86) Focus Lesson: Predicting the Text Format (pp. 86-87) Informal Assessment (p. 87)</p> <p>Day 3 Mini-lesson: Fluency: Accuracy (p. 88) Focus Lesson: Determining the Author’s Purpose (pp. 88-89) Informal Assessment (p. 89)</p> <p>Day 4 Mini-lesson: Guided Retelling: Modeled Retelling (p. 90) Focus Lesson: Using the Text Structure to Predict Information (pp. 90-91) Informal Assessment (p. 91)</p> <p>Day 5 Mini-lesson: Independent Retelling: Written Retelling (p. 92) Focus Lesson: Predicting Text Conclusions (pp. 92-93) Informal Assessment (p. 93)</p>	<p>SE/TE: Predict: 25, 34, 53, 67, 75, 91, 129, 206, 207, 219, 226, 269, 283, 305, 307, 349, 360</p> <p>TE Only: Chapter 2, Lesson 5 - ELL Support (p. 71) Chapter 2, Lesson 5 - Science Notebook (p. 73) Part 1, Lesson 2 – Science/Reading (p. 305)</p>
<p>Writing Lesson 4: NARRATIVE WRITING—Writing for Tests Personal Narrative Write Habits Teacher’s Guide, pp. 78-87 CONVENTIONS: Comparative and Superlative Adjectives</p>	<p>TE Only: Chapter 1, STEM - Science Notebook (p. 37)</p>

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Grade 3	Interactive Science, ©2016 Grade 3
Unit 2 Week 2 Asking Questions	
<p>Shared Reading</p> <p>Day 1 Mini-lesson: Introduce the Book: <i>Lighthouses: Beacons of the Past</i> (p. 96) Focus Lesson: Asking Questions About the Title (pp. 96-97) Informal Assessment (p. 97)</p> <p>Day 2 Mini-lesson: Word Study: Suffixes (p. 98) Focus Lesson: Asking Questions About Unfamiliar Words (pp. 98-99) Informal Assessment (p. 99)</p> <p>Day 3 Mini-lesson: Fluency: Numbers and Dates (p. 100) Focus Lesson: Asking About the Author's Purpose (pp. 100-101) Informal Assessment (p. 101)</p> <p>Day 4 Mini-lesson: Guided Retelling: Modeled Retelling (p. 102) Focus Lesson: Asking, "What's the Connection?" (pp. 102-103) Informal Assessment (p. 103)</p> <p>Day 5 Mini-lesson: Independent Retelling: Written Retelling (p. 104) Focus Lesson: Asking "I Wonder" Questions (pp. 104-105) Informal Assessment (p. 105)</p>	<p>SE/TE: Chapter 3, Lesson 1: Nonflowering Plants (p. 112) Chapter 5, Lesson 3: Seasonal Change (p. 221)</p> <p>TE Only: Chapter 3, Lesson 4 - Science/Language Arts (p. 130) Chapter 6, Lesson 1 - Science/Writing (p. 256) Part 1, Lesson 1 - ELL Support (p. 299)</p>
<p>Writing Lesson 5: NARRATIVE WRITING—Personal Narrative Write Habits Teacher's Guide, pp. 88-107 CONVENTIONS: Subject-Verb Agreement</p>	<p>TE Only: Chapter 1, STEM - Science Notebook (p. 37)</p>

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Grade 3	Interactive Science, ©2016 Grade 3
Unit 2 Week 3 Self-Monitoring	
<p>Shared Reading</p> <p>Day 1 Mini-lesson: Introduce the Book: <i>A Home for Nellie</i> (p. 108) Focus Lesson: Asking, “Does This Make Sense?” (pp. 108-109) Informal Assessment (p. 109)</p> <p>Day 2 Mini-lesson: Word Study: Compound Words (p. 110) Focus Lesson: Rereading to Clear Up Confusion (pp. 110-111) Informal Assessment (p. 111)</p> <p>Day 3 Mini-lesson: Fluency: Dialogue (p. 112) Focus Lesson: Thinking About What You Have Read So Far (pp. 112-113) Informal Assessment (p. 113)</p> <p>Day 4 Mini-lesson: Guided Retelling: Modeled Retelling (p. 114) Focus Lesson: Keep Reading to Clear Up Confusion (pp. 114-115) Informal Assessment (p. 115)</p> <p>Day 5 Mini-lesson: Independent Retelling: Sequence of Events Chain (p. 116) Focus Lesson: Using Text Features to Clear Up Confusion (pp. 116-117) Informal Assessment (p. 117)</p>	<p>SE/TE: Sequence: 139, 155, 166, 177, 193, 249, 255, 282</p> <p>TE Only: Chapter 4, Let’s Read Science! – ELL Support (p. 155) Chapter 6, Lesson 1 - ELL Support (p. 255) Part 2, Lesson 2 – ELL Support (p. 351)</p>
<p>Writing Lesson 6: NARRATIVE WRITING—E-Pen Pal Letters Write Habits Teacher’s Guide, pp. 108-121 CONVENTIONS: Singular Possessive Nouns</p>	<p>TE Only: Part 1, Lesson 1 – 21st Century Learning (p. 301)</p>

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Grade 3	Interactive Science, ©2016 Grade 3
Unit 2 Week 4 Summarizing and Retelling	
<p>Shared Reading</p> <p>Day 1 Mini-lesson: Introduce the Book: <i>Hiking the Appalachian Trail</i> (p. 120) Focus Lesson: Pausing to Summarize as You Read (pp. 120-121) Informal Assessment (p. 121)</p> <p>Day 2 Mini-lesson: Word Study: Base Words (p. 122) Focus Lesson: Integrating New Information Into a Summary (pp. 122-123) Informal Assessment (p. 123)</p> <p>Day 3 Mini-lesson: Fluency: Text Clues (p. 124) Focus Lesson: Using Headings to Help Summarize (pp. 124-125) Informal Assessment (p. 125)</p> <p>Day 4 Mini-lesson: Guided Retelling: Story Frames (p. 126) Focus Lesson: Deciding Important vs. Supporting Details (pp. 126-127) Informal Assessment (p. 127)</p> <p>Day 5 Mini-lesson: Independent Retelling: Written Retelling (p. 128) Focus Lesson: Summarizing the Important Ideas (pp. 128-129) Assessment (p. 129)</p>	<p>SE/TE: Main Idea and Details: 12, 16, 56, 173, 341, 348, 351, 371 Chapter 3, Lesson 1: Nonflowering Plants (p. 112) Summarize: 130, 219, 313, 319, 355 Part 2, Let's Read Science (p. 341) Part 2, Lesson 2: Work (p. 351)</p> <p>TE Only: Chapter 3, Lesson 1 – ELL Support (p. 111) Chapter 4, Performance Expectation Activity – ELA/Literacy (p. 245d) Chapter 3, 5, Performance Expectation Activity – ELA/Literacy (p. 245h)</p>
<p>Writing Catch-Up Week</p>	

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Grade 3	Interactive Science, ©2016 Grade 3
Unit 3 Great Readers Use What They Know	
Week 1 Making Connections	
<p>Shared Reading</p> <p>Day 1 Mini-lesson: Introduce the Book: <i>Isla</i> (p. 138) Focus Lesson: Making Text-to-Self Connections (pp. 138-139) Informal Assessment (p. 139)</p> <p>Day 2 Mini-lesson: Word Study: Contractions, Apostrophes (p. 140) Focus Lesson: Using Connections to Understand a Character (pp. 140-141) Informal Assessment (p. 141)</p> <p>Day 3 Mini-lesson: Fluency: Using a Pronunciation Key (p. 142) Focus Lesson: Making Text-to-World Connections (pp. 142-143) Informal Assessment (p. 143)</p> <p>Day 4 Mini-lesson: Guided Retelling: Point of View (p. 144) Focus Lesson: Making Text-to-Text Connections (pp. 144-145) Informal Assessment (p. 145)</p> <p>Day 5 Mini-lesson: Guided Retelling: Point of View (p. 146) Focus Lesson: Making Several Connections at Once (pp. 146-147) Informal Assessment (p. 147)</p>	<p>TE Only: Chapter 1, Performance Expectation Activity – ELA/Literacy (99a) Chapter 1, Performance Expectation Activity – ELA/Literacy (99b)</p>
<p>Writing Lesson 7: INFORMATIVE/EXPLANATORY WRITING—Book Review Write Habits Teacher’s guide, pp. 122-135 CONVENTIONS: Conjunctions</p>	<p>This objective falls outside the scope of this program.</p>

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Grade 3	Interactive Science, ©2016 Grade 3
Unit 3 Week 2 Activating Background Knowledge	
<p>Shared Reading</p> <p>Day 1 Mini-lesson: Introduce the Book: <i>George Washington Carver: The Peanut Wizard</i> (p. 150) Focus Lesson: Activating Background Knowledge Before Reading (pp. 150-151) Informal Assessment (p. 151)</p> <p>Day 2 Mini-lesson: Vocabulary: Multiple Meanings (p. 152) Focus Lesson: Previewing a Text to Activate Background knowledge (pp. 152-153) Informal Assessment (p. 153)</p> <p>Day 3 Mini-lesson: Fluency: Typeface Clues (p. 154) Focus Lesson: Using What You Know Throughout the Story (pp. 154-155) Informal Assessment (p. 155)</p> <p>Day 4 Mini-lesson: Guided Retelling: Modeled Retelling (p. 156) Focus Lesson: Bridging Gaps in Background Knowledge (pp. 156-157) Informal Assessment (p. 157)</p> <p>Day 5 Mini-lesson: Guided Retelling: Problem/Solution (p. 158) Focus Lesson: Building Your Background Knowledge (pp. 158-159) Informal Assessment (p. 159)</p>	<p>SE/TE: Chapter 2, STEM Activity (pp. 42-45) Physical Science, Performance-Based Assessment: Solve a Problem (p. 99) Chapter 3, Lesson 1: Flowering Plants (p. 110) Chapter 4, STEM Activity (pp. 156-159)</p> <p>TE Only: Chapter 1, Lesson 1 – Engage, Activate Prior Knowledge (p. 8) Chapter 2, Lesson 1 – Engage, Activate Prior Knowledge (p. 46) Chapter 3, Lesson 3 – Engage, Activate Prior Knowledge (p. 122) Chapter 4, Lesson 1 – Engage, Activate Prior Knowledge (p. 160) Chapter 5, Lesson 1 – Engage, Activate Prior Knowledge (p. 204) Chapter 6, Lesson 1 – Engage, Activate Prior Knowledge (p. 254) Part 1, Lesson 3 – Engage, Activate Prior Knowledge (p. 308)</p>
<p>Writing Catch-Up Week</p>	

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Grade 3	Interactive Science, ©2016 Grade 3
Unit 3 Week 3 Building Vocabulary and Concept Knowledge	
<p>Shared Reading</p> <p>Day 1 Mini-lesson: Introduce the Book: <i>Fossil Seekers</i> (p. 162) Focus Lesson: Using Text Features to Determine Important Vocabulary (pp. 162-163) Informal Assessment (p. 163)</p> <p>Day 2 Mini-lesson: Word Study: Irregular Past-Tense Words (p. 164) Focus Lesson: Using Text Features to Identify Important Vocabulary (pp. 164-165) Informal Assessment (p. 165)</p> <p>Day 3 Mini-lesson: Fluency: Proper Nouns (p. 166) Focus Lesson: Identifying Key Vocabulary (p. 166-167) Informal Assessment (p. 167)</p> <p>Day 4 Mini-lesson: Guided Retelling: Character Traits (p. 168) Focus Lesson: Problem-Solving Unfamiliar Words (pp. 168-169) Informal Assessment (p. 169)</p> <p>Day 5 Mini-lesson: Independent Retelling: Understanding Character (p. 170) Focus Lesson: Clustering Similar Words (pp. 170-171) Informal Assessment (p. 171)</p>	<p>SE/TE: Chapter 3, Let's Read Science! – Text Features (p. 103) Chapter 5, Lesson 4: Fossils (p. 225) Chapter 5, Lesson 4: What Fossils Show (pp. 226-227) Part 1, Let's Read Science! – Text Features (p. 293) Part 1, Lesson 1 – Text Features (p. 299)</p>
<p>Writing Lesson 8: NARRATIVE WRITING—Writing for Tests Summary Write Habits Teacher's Guide, pp. 136-145 CONVENTIONS: Prepositions</p>	<p>TE Only: Chapter 1, Lesson 3 – Science Notebook (p. 24) Chapter 3, Lesson 1 – ELL Support (p. 111) Earth Science, Performance-Based Assessment: Make a Poster (p. 288) Part 2, Lesson 2 – Summarize (p.355)</p>

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Grade 3	Interactive Science, ©2016 Grade 3
Unit 3 Week 4 Making Inferences	
<p>Shared Reading</p> <p>Day 1 Mini-lesson: Introduce the Book: <i>More Than Marionettes</i> (p. 174) Focus Lesson: Using Clues to Figure Out Unfamiliar Words (pp. 174-175) Informal Assessment (p. 175)</p> <p>Day 2 Mini-lesson: Word Study: Syllabication (p. 176) Focus Lesson: Creating Mental Images (pp. 176-177) Informal Assessment (p. 177)</p> <p>Day 3 Mini-lesson: Fluency: Appropriate Pace/Rate (p. 178) Focus Lesson: Revising Your Inferences as You Read (pp. 178-179) Informal Assessment (p. 179)</p> <p>Day 4 Mini-lesson: Guided Retelling: Modeled Retelling (p. 180) Focus Lesson: Using Inferences to Clear Up Confusion (pp. 180-181) Informal Assessment (p. 181)</p> <p>Day 5 Mini-lesson: Independent Retelling: Written Summary (p. 182) Focus Lesson: Identifying the Main Idea of a Book (pp. 182-183) Assessment (p. 183)</p>	<p>SE/TE: Infer: 2, 19, 21, 35, 52, 68, 69, 75, 122, 141, 212, 258, 269, 292, 305, 312, 340 Main Idea and Details: 12, 16, 56, 173, 341, 348, 351, 371</p> <p>TE Only: Chapter 3, Lesson 1 – ELL Support (p. 111) Chapter 4, Performance Expectation Activity – ELA/Literacy (p. 245b) Chapter 4, Performance Expectation Activity – ELA/Literacy (p. 245d) Chapter 5, Performance Expectation Activity – ELA/Literacy (p. 245e) Part 1, Lesson 2 - Science/Reading (p. 305)</p>
<p>Writing Catch-Up Week</p>	

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Grade 3	Interactive Science, ©2016 Grade 3
Unit 4 Great Readers Understand How Stories Work	
Week 1 Understanding Story Grammar	
<p>Shared Reading</p> <p>Day 1 Mini-lesson: Introduce the Book: <i>The Fortune-Tellers</i> (p. 192) Focus Lesson: Identifying the Main Character and Setting (pp. 192-193) Informal Assessment (p. 193)</p> <p>Day 2 Mini-lesson: Word Study: Superlatives and Comparatives (p. 194) Focus Lesson: Identifying the Initiating Event (pp. 194-195) Informal Assessment: (p. 195)</p> <p>Day 3 Mini-lesson: Fluency: Characterization (p. 196) Focus Lesson: Understanding the Relationships Between Characters (pp. 196-197) Informal Assessment (p. 197)</p> <p>Day 4 Mini-lesson: Guided Retelling: Supporting Opinions (p. 198) Focus Lesson: Identifying the Main Character’s Plan to Solve the Problem (pp. 198-199) Informal Assessment (p. 199)</p> <p>Day 5 Mini-lesson: Guided Retelling: Supporting Opinions (p. 200) Focus Lesson: Identifying the Character’s Relationship to the Plot (pp. 200-201) Informal Assessment (p. 201)</p>	<p>SE/TE: Chapter 2, Lesson 5: Pitch (p. 74) Chapter 2, Lesson 5: Got It? (p. 75) Part 1, Lesson 5: Tools for Measuring and Observing (p. 322)</p> <p>TE Only: Chapter 2, Lesson 5 - Science Notebook (p. 73) Chapter 6, Performance Expectation Activity - ELA/Literacy (p. 289c) Part 1, Lesson 1 - Science/Reading (p. 300)</p>
<p>Writing Lesson 9: NARRATIVE WRITING—Fiction Write Habits Teacher’s Guide, pp. 146-159 CONVENTIONS: Action and Linking Verbs</p>	<p>TE Only: Chapter 1, STEM - Science Notebook (p. 37) Chapter 2, Lesson 6 - Science/Writing (p. 78) Chapter 4, Lesson 2 - Science/Writing (p. 174) Chapter 4, Lesson 3 - Science/Writing (p. 178) Chapter 5, Performance Expectation Activity - ELA/Literacy (p. 245a) Chapters 3 and 5, Performance Expectation Activity - ELA/Literacy (p. 245h)</p>

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Grade 3	Interactive Science, ©2016 Grade 3
Unit 4 Week 2 Understanding Story Grammar	
<p>Shared Reading</p> <p>Day 1 Mini-lesson: Introduce the Book: <i>The True Story of the 3 Little Pigs!</i> (p. 204) Focus Lesson: Identifying the Characters and Setting (pp. 204-205) Informal Assessment (p. 205)</p> <p>Day 2 Mini-lesson: Word Study: Singular Possessives; Contractions (p. 206) Focus Lesson: Using the Relationships Between Characters to Predict the Story (pp. 206-207) Informal Assessment (p. 207)</p> <p>Day 3 Mini-lesson: Fluency: Exclamations (p. 208) Focus Lesson: Identifying More Than One Problem (pp. 208-209) Informal Assessment (p. 209)</p> <p>Day 4 Mini-lesson: Guided Retelling: Cause and Effect (p. 210) Focus Lesson: Understanding a Character (pp. 210-211) Informal Assessment (p. 211)</p> <p>Day 5 Mini-lesson: Guided Retelling: Written Retelling (p. 212) Focus Lesson: Identifying the Character's Relationship to the Plot (pp. 212-213) Informal Assessment (p. 213)</p>	<p>SE/TE: Cause and Effect: 41, 47, 71, 90, 199, 209, 215, 217 Predict: 25, 34, 53, 67, 75, 91, 129, 206, 207, 219, 226, 269, 283, 305, 307, 349, 360</p> <p>TE Only: Chapter 1, Performance Expectation Activity - ELA/Literacy (p. 99c) Part 1, Lesson 3 - Science/Reading (p. 310)</p>
<p>Writing Lesson 10: NARRATIVE WRITING—Imaginative Story Write Habits Teacher's Guide, pp. 160-173 CONVENTIONS: Subject and Object Pronouns</p>	<p>TE Only: Chapter 1, STEM - Science Notebook (p. 37) Chapter 2, Lesson 6 - Science/Writing (p. 78) Chapter 4, Lesson 2 - Science/Writing (p. 174) Chapter 4, Lesson 3 - Science/Writing (p. 178) Chapter 5, Performance Expectation Activity - ELA/Literacy (p. 245a) Chapters 3 and 5, Performance Expectation Activity - ELA/Literacy (p. 245h)</p>

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Grade 3	Interactive Science, ©2016 Grade 3
Unit 4 Week 3 Identifying and Understanding Literary Devices	
<p>Shared Reading</p> <p>Day 1 Mini-lesson: Introduce the Poem: “Keep a Poem in Your Pocket” (p. 216) Focus Lesson: Recognizing Alliteration (pp. 216-217) Informal Assessment (p. 217)</p> <p>Day 2 Mini-lesson: Introduce the Poem: “Railroad Reverie” (p. 218) Word Study: Alliteration (p. 218) Focus Lesson: Recognizing Onomatopoeia (pp. 218-219) Informal Assessment: (p. 219)</p> <p>Day 3 Mini-lesson: Introduce the Poem: “Bullfrog Communique” (p. 220) Fluency: Special Punctuation (p. 220) Focus Lesson: Recognizing Onomatopoeia (pp. 220-221) Informal Assessment (p. 221)</p> <p>Day 4 Mini-lesson: Introduce the Poem: “Bed in Summer” (p. 222) Guided Retelling: Modeled Retelling (p. 222) Focus Lesson: Using Imagery to Contrast (pp. 222-223) Informal Assessment (p. 223)</p> <p>Day 5 Mini-lesson: Introduce the Poem: “Adventures of Isabel” (p. 224) Guided Retelling: Character Mapping (p. 224) Focus Lesson: Understanding Use of Understatement (pp. 224-225) Informal Assessment (p. 225)</p>	<p>SE/TE: Chapter 4, Lesson 3: Life Cycle of a Frog (pp. 180-181)</p> <p>TE Only: Chapter 5, Lesson 2 – Science/Writing (p. 213) Chapter 5, Lesson 3 – Science/Writing (p. 221) Chapter 3, 4, 5, Performance Expectation Activity – ELA/Literacy (p. 245a)</p>
<p>Writing Lesson 11: NARRATIVE WRITING—Writing for Tests Realistic Fiction Write Habits Teacher’s Guide, pp, 174-183 CONVENTIONS: Compound Sentences</p>	<p>TE Only: Chapter 1, STEM - Science Notebook (p. 37) Chapter 2, Lesson 6 - Science/Writing (p. 78) Chapter 4, Lesson 2 - Science/Writing (p. 174) Chapter 4, Lesson 3 - Science/Writing (p. 178) Chapter 5, Performance Expectation Activity - ELA/Literacy (p. 245a) Chapters 3 and 5, Performance Expectation Activity - ELA/Literacy (p. 245h)</p>

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Grade 3	Interactive Science, ©2016 Grade 3
Unit 4 Week 4 Identifying and Using Text Features	
<p>Shared Reading</p> <p>Day 1 Mini-lesson: Introduce the Book: <i>An Amazing Journey</i> (p. 228) Focus Lesson: Using the Cover and Title to Make Predictions (pp. 228-229) Informal Assessment (p. 229)</p> <p>Day 2 Mini-lesson: Word Study: Irregular Plurals (p. 230) Focus Lesson: Using the Contents Page to Organize Your Thinking (pp. 230-231) Informal Assessment: (p. 231)</p> <p>Day 3 Mini-lesson: Fluency: Intonation (p. 232) Focus Lesson: Using Changes in Font to Understand Text (pp. 232-233) Informal Assessment (p. 233)</p> <p>Day 4 Mini-lesson: Guided Retelling: Modeled Retelling (p. 234) Focus Lesson: Using Chapter Titles to Understand the Story (pp. 234-235) Informal Assessment (p. 235)</p> <p>Day 5 Mini-lesson: Guided Retelling: Written Retelling (p. 236) Focus Lesson: Tracking Dialogue (pp. 236-237) Assessment (p. 237)</p>	<p>SE/TE: Predict: 25, 34, 53, 67, 75, 91, 129, 206, 207, 219, 226, 269, 283, 305, 307, 349, 360</p> <p>TE Only: Chapter 3, Let's Read Science! – Text Features (p. 103) Chapter 3, Lesson 3 – Text Features (p. 126) Part 1, Let's Read Science! – ELL Support (p.293) Part 1, Lesson 2 – Science/Reading (p. 305)</p>
<p>Writing Lesson 12: NARRATIVE WRITING—Poetry: Free Verse Write Habits Teacher's Guide, pp, 184-197 CONVENTIONS: Adverbs</p>	<p>TE Only: Chapter 5, Lesson 3 - Science/Writing (p. 221) Chapter 3, 4, 5, Performance Expectation Activity - ELA/Literacy (p. 245a)</p>

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Grade 3	Interactive Science, ©2016 Grade 3
Unit 5 Great Readers Read to Learn	
Week 1 Setting and Monitoring Your Purpose for Reading	
<p>Shared Reading</p> <p>Day 1 Mini-lesson: Introduce the Book: <i>Through Artists' Eyes</i> (p. 246) Focus Lesson: Identifying Your Purpose for Reading (pp. 246-247) Informal Assessment (p. 247)</p> <p>Day 2 Mini-lesson: Vocabulary: Synonyms (p. 248) Focus Lesson: Revising Your Purpose As You Read (pp. 248-249) Informal Assessment: (p. 249)</p> <p>Day 3 Mini-lesson: Fluency: Question Marks (p. 250) Focus Lesson: Using Your Purpose to Generate Questions (pp. 250-251) Informal Assessment (p. 251)</p> <p>Day 4 Mini-lesson: Guided Retelling: Distinguish Important Information (p. 252) Focus Lesson: Scanning the Text (pp. 252-253) Informal Assessment (p. 253)</p> <p>Day 5 Mini-lesson: Independent Retelling: Written Retelling (p. 254) Focus Lesson: Identifying the Author's Purpose (pp. 254-255) Informal Assessment (p. 255)</p>	<p>SE/TE: Main Idea and Details: 12, 16, 56, 173, 341, 348, 351, 371</p> <p>TE Only: Chapter 4, Lesson 2 – ELL Support (p. 173) Chapter 5, Lesson 2 – ELL Support (p. 211) Chapter 5, Lesson 3 – ELL Support (p. 217) Chapter 6, Lesson 4 - Science/Language Arts (p. 272) Part 1, Lesson 4 - Science/Reading (p. 316)</p>
<p>Writing Lesson 13: INFORMATIVE/EXPLANATORY WRITING—Cause-and-Effect Essay Write Habits Teacher's Guide, pp. 198-217 CONVENTIONS: Quotations and Parentheses</p>	<p>TE Only: Chapter 1, 2, Performance Expectation Activity – ELA/Literacy (p. 99c) Chapter 5, Lesson 3 – Differentiated Instruction (p.218) Chapter 5, Lesson 3 – Science/Writing (p. 221) Chapter 4, Performance Expectation Activity – ELA/Literacy (p. 245d) Chapter 5, Performance Expectation Activity – ELA/Literacy (p. 245f) Part 1, Lesson 3 – Science/Reading (p. 310)</p>

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Grade 3	Interactive Science, ©2016 Grade 3
Unit 5 Week 2 Identifying and Using Nonfiction Features and Structures	
<p>Shared Reading</p> <p>Day 1 Mini-lesson: Introduce the Book: <i>The Buzz About Honeybees</i> (p. 258) Focus Lesson: Using a Contents Page (pp. 258-259) Informal Assessment (p. 259)</p> <p>Day 2 Mini-lesson: Word Study: Possessives: Singular and Plural (p. 260) Focus Lesson: Using an Introduction (pp. 260-261) Informal Assessment (p. 261)</p> <p>Day 3 Mini-lesson: Fluency: Reading Silently With Accuracy (p. 262) Focus Lesson: Reading an Interview (pp. 262-263) Informal Assessment (p. 263)</p> <p>Day 4 Mini-lesson: Guided Retelling: Main Idea and Details (p. 264) Focus Lesson: Identifying When Authors Tell Events in Time Order (pp. 264-265) Informal Assessment (p. 265)</p> <p>Day 5 Mini-lesson: Guided Retelling: Written Retelling (p. 266) Focus Lesson: Identifying When Authors Use Description (pp. 266-267) Informal Assessment (p. 267)</p>	<p>SE/TE: Main Idea and Details: 12, 16, 56, 173, 341, 348, 351, 371 Sequence: 139, 155, 166, 177, 193, 249, 255, 282 Chapter 4, Lesson 2: My Planet Diary (p. 168)</p> <p>TE Only: Chapter 4, Let’s Read Science! – ELL Support (p. 155) Chapter 6, Lesson 1 - ELL Support (p. 255)</p>
<p>Writing Lesson 14: INFORMATIVE/EXPLANATORY WRITING—Biography Write Habits Teacher’s Guide, pp. 218-231 CONVENTIONS: Possessive Pronouns</p>	<p>For supporting content, please see SE/TE: Chapter 1, Biography: The Wright Brothers (p. 28) Part 1, Biography: Cary Fowler (p. 337)</p>

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Grade 3	Interactive Science, ©2016 Grade 3
Unit 5 Week 3 Identifying and Using Nonfiction Features and Structures	
<p>Shared Reading</p> <p>Day 1 Mini-lesson: Introduce the Book: <i>Yo-Yo Ma: World Musician</i> (p. 270) Focus Lesson: Using an Index (pp. 270-271) Informal Assessment (p. 271)</p> <p>Day 2 Mini-lesson: Suffixes (p. 272) Focus Lesson: Reading a Diagram (pp. 272-273) Informal Assessment (p. 273)</p> <p>Day 3 Mini-lesson: Fluency: Reading Photo Captions (p. 274) Focus Lesson: Using a Glossary (pp. 274-275) Informal Assessment (p. 275)</p> <p>Day 4 Mini-lesson: Guided Retelling: Paraphrasing (p. 276) Focus Lesson: Identifying When an Author Uses Quotes (pp. 276-277) Informal Assessment (p. 277)</p> <p>Day 5 Mini-lesson: Independent Retelling: Written Retelling (p. 278) Focus Lesson: Identifying When Authors Use Time Order (pp. 278-279) Informal Assessment (p. 279)</p>	<p>SE/TE: Chapter 2, Lesson 1: Mechanical Energy (p. 49) Chapter 2, Lesson 5: Pitch in Stringed Instruments (p. 75) Chapter 3 Lesson 4: Parts of a Flower (p. 130) Chapter 3 Lesson 5: Life Cycle of a Flowering Plant (p. 136) Chapter 3 Lesson 5: Life Cycle of a Conifer Plant (p. 137) Sequence: 139, 155, 166, 177, 193, 249, 255, 282</p> <p>TE Only: Chapter 4, Let's Read Science! – ELL Support (p. 155) Chapter 6, Lesson 1 - ELL Support (p. 255) Chapter 6, Lesson 1 - Science/Writing (p. 256) Chapter 6, Lesson 2 - Elaborate (p. 263) Part 2, Lesson 2 - Elaborate (p. 353)</p>
<p>Writing Lesson 15: INFORMATIVE/EXPLANATORY WRITING—E-Newsletter Write Habits Teacher's Guide, pp. 232-245 CONVENTIONS: Main Verbs and Helping Verbs</p>	<p>TE Only: Chapter 2, Lesson 5 – 21st Century Learning (p. 73) Chapter 2, Careers – 21st Century Learning (p. 84) Chapter 3, Lesson 1 – 21st Century Learning (p. 114)</p>

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Grade 3	Interactive Science, ©2016 Grade 3
Unit 5 Week 4 Identifying and Using Nonfiction Features and Structures	
<p>Shared Reading</p> <p>Day 1 Mini-lesson: Introduce the Book: <i>The Changing Earth</i> (p. 282) Focus Lesson: Using Headings (pp. 282-283) Informal Assessment (p. 283)</p> <p>Day 2 Mini-lesson: Word Study: Using a Dictionary (p. 284) Focus Lesson: Reading a Diagram (pp. 284-285) Informal Assessment (p. 285)</p> <p>Day 3 Mini-lesson: Fluency: Proper Nouns (p. 286) Focus Lesson: Reading a Satellite Image (pp. 286-287) Informal Assessment (p. 287)</p> <p>Day 4 Mini-lesson: Guided Retelling: Self-Check a Retelling (p. 288) Focus Lesson: Comparing Maps and Diagrams (pp. 288-289) Informal Assessment (p. 289)</p> <p>Day 5 Mini-lesson: Independent Retelling: Written Retelling (p. 290) Focus Lesson: Identifying When Authors Use Cause and Effect (pp. 290-291) Assessment (p. 291)</p>	<p>SE/TE: Chapter 3 Lesson 5: Life Cycle of a Flowering Plant (p. 136) Chapter 3 Lesson 5: Life Cycle of a Conifer Plant (p. 137)</p> <p>TE Only: Chapter 1, Lesson 1 - Science/Social Studies (p. 11) Chapter 1, Lesson 1 - Differentiated Instruction (p. 13) Chapter 2, Lesson 3 - Science/Language Arts (p. 60) Chapter 2, Lesson 4 - Science/Social Studies (p. 68) Chapter 2, Vocabulary Smart Cards, Response to Intervention - Lesson 2 (p. 87) Chapter 1, Performance Expectation Activity - ELA/Literacy (p. 99c) Chapter 3, Lesson 2 - Science/Language Arts (p. 118) Chapter 5, Lesson 1 - Science/Social Studies (p. 208) Chapter 6, Lesson 2 - Elaborate (p. 263) Part 1, Lesson 3 - Science/Reading (p. 310) Part 1, Vocabulary Smart Cards – 21st Century Learning (p. 332) Part 2, Lesson 2 - Elaborate (p. 353)</p>
<p>Writing Catch-Up Week</p>	

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Grade 3	Interactive Science, ©2016 Grade 3
Unit 6 Great Readers Monitor and Organize Ideas and Information	
Week 1 Taking Notes on Fiction	
<p>Shared Reading</p> <p>Day 1 Mini-lesson: Introduce the Book: <i>Lon Po Po: A Red-Riding Hood Story From China</i> (p. 300) Focus Lesson: Taking Notes on Sticky Notes (pp. 300-301) Informal Assessment (p. 301)</p> <p>Day 2 Mini-lesson: Word Study: Comparatives, Superlatives (p. 302) Focus Lesson: Matching a Graphic Organizer to a Text (pp. 302-303) Informal Assessment (p. 303)</p> <p>Day 3 Mini-lesson: Fluency: Characterization (p. 304) Focus Lesson: Using a Fishbone Map to Understand the Text (pp. 304-305) Informal Assessment (p. 305)</p> <p>Day 4 Mini-lesson: Guided Retelling: Setting (p. 306) Focus Lesson: Using a Fishbone Map to Retell a Story (pp. 306-307) Informal Assessment (p. 307)</p> <p>Day 5 Mini-lesson: Independent Retelling: Setting (p. 308) Focus Lesson: Using a Fishbone Map to Write About the Story (pp. 308-309) Informal Assessment (p. 309)</p>	<p>TE Only: Chapter 1, Lesson 3 - ELL Support (p. 23) Chapter 2, Lesson 4 - Science/Social Studies (p. 68) Chapter 2, Lesson 5 - ELL Support (p. 71) Chapter 6, Lesson 1 - ELL Support (p. 255)</p>
<p>Writing Lesson 16: INFORMATIVE/EXPLANATORY WRITING—Directions Write Habits Teacher’s Guide, pp. 246-259 CONVENTIONS: Plural Possessive Nouns</p>	<p>SE/TE: Physical Science, Apply It!: How does energy affect the distance a toy car travels? (p. 95) Life Science, Apply It!: How can plants survive in the desert? (p. 241) Earth Science, Apply It!: Does the salt in salt water evaporate? (p. 286) Earth Science, Performance-Based Assessment: Make a Poster (p. 288) Part 2, Performance-Based Assessment: Make a Poster (p. 380)</p> <p>TE Only: Chapter 6, Lesson 4 – 21st Century Learning (p. 275) Part 1, Lesson 4 – Differentiated Instruction (p. 316)</p>

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Grade 3	Interactive Science, ©2016 Grade 3
Unit 6 Week 2 Taking Notes on Nonfiction	
<p>Shared Reading</p> <p>Day 1 Mini-lesson: Introduce the Book: <i>Mysterious Magnets</i> (p. 312) Focus Lesson: Matching a Graphic Organizer to Text (pp. 312-313) Informal Assessment (p. 313)</p> <p>Day 2 Mini-lesson: Word Study: Roots (p. 314) Focus Lesson: Taking Notes on a Five-Column Chart (pp. 314-315) Informal Assessment (p. 315)</p> <p>Day 3 Mini-lesson: Fluency: Numbers and Dates (p. 316) Focus Lesson: Taking Notes as You Read (pp. 316-317) Informal Assessment (p. 317)</p> <p>Day 4 Mini-lesson: Guided Retelling: Oral Summarizing (p. 318) Focus Lesson: Using a Five-Column Chart to Give an Oral Summary (pp. 318-319) Informal Assessment (p. 319)</p> <p>Day 5 Mini-lesson: Guided Retelling: Written Summarizing (p. 320) Focus Lesson: Using a Five-Column Chart to Write a Summary (pp. 320-321) Informal Assessment (p. 321)</p>	<p>SE/TE: Chapter 1, Try It!: What can magnetic force move? (p. 2) Chapter 1, Lesson 2: Magnetism (pp. 20-21) Summarize: 130, 219, 313, 319, 355</p> <p>TE Only: Chapter 1, Lesson 2 - Science/Language Arts (p. 18) Chapter 1, Lesson 3 - ELL Support (p. 23) Chapter 3, Lesson 1 – ELL Support (p. 111) Chapter 6, Lesson 1 - ELL Support (p. 255)</p>
<p>Writing Catch-Up Week</p>	

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Grade 3	Interactive Science, ©2016 Grade 3
Unit 6 Week 3 Self-Monitoring/Self-Correcting	
<p>Shared Reading</p> <p>Day 1 Mini-lesson: Review the Book: <i>Folk Tales of Latin America</i> (p. 324) Focus Lesson: Keeping Track of Who is Speaking (pp. 324-325) Informal Assessment (p. 325)</p> <p>Day 2 Mini-lesson: Word Study: Antonyms (p. 326) Focus Lesson: Rereading When Meaning Is Lost (pp. 326-327) Informal Assessment (p. 327)</p> <p>Day 3 Mini-lesson: Fluency: Chunking (p. 328) Focus Lesson: Using themes to Self-Monitor (pp. 328-329) Informal Assessment (p. 329)</p> <p>Day 4 Mini-lesson: Guided Retelling: Supporting Opinions (p. 330) Focus Lesson: Reviewing What You Read to Self-Monitor (pp. 330-331) Informal Assessment (p. 331)</p> <p>Day 5 Mini-lesson: Independent Retelling: Written Retelling (p. 332) Focus Lesson: Using the Genre to Self-Monitor (pp. 332-333) Informal Assessment (p. 333)</p>	<p>TE Only: Chapter 3, Lesson 3 - Science/Language Arts (p. 126) Chapter 6, Performance Expectation Activity - ELA/Literacy (p. 289c) Part 1, Lesson 1 - Science/Reading (p. 300)</p>
<p>Writing Lesson 17: NARRATIVE WRITING—Autobiography Write Habits Teacher’s Guide, pp. 260-273 CONVENTIONS: Contractions</p>	<p>This objective falls outside the scope of this program.</p>

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Grade 3	Interactive Science, ©2016 Grade 3
Unit 6 Week 4 Visualizing	
<p>Shared Reading</p> <p>Day 1 Mini-lesson: Introduce the Book: <i>Lake Critter Journal</i> (p. 336) Focus Lesson: Using Photographs to Visualize (pp. 336-337) Informal Assessment (p. 337)</p> <p>Day 2 Mini-lesson: Word Study: Base Words (p. 338) Focus Lesson: Using Background Knowledge to Visualize (pp. 338-339) Informal Assessment (p. 339)</p> <p>Day 3 Mini-lesson: Fluency: Read Silently With Accuracy (p. 340) Focus Lesson: Using Phrases to Visualize (pp. 340-341) Informal Assessment (p. 341)</p> <p>Day 4 Mini-lesson: Guided Retelling: Making Text-to-Text Connections (p. 342) Focus Lesson: Pausing to Visualize (pp. 342-343) Informal Assessment (p. 343)</p> <p>Day 5 Mini-lesson: Independent Retelling: Written Retelling (p. 344) Focus Lesson: Revising Your Visualizations (pp. 344-345) Assessment (p. 345)</p>	<p>SE/TE: Chapter 5, Lesson 3: Seasonal Change (p. 221) Chapter 6, Lesson 2: Seasonal Weather Patterns (p. 264)</p> <p>TE Only: Chapter 1, Lesson 1 – Engage, Activate Prior Knowledge (p. 8) Chapter 2, Lesson 1 – Engage, Activate Prior Knowledge (p. 46) Chapter 3, Lesson 3 – Engage, Activate Prior Knowledge (p. 122) Chapter 4, Lesson 1 – Engage, Activate Prior Knowledge (p. 160) Chapter 5, Lesson 1 – Engage, Activate Prior Knowledge (p. 204) Chapter 6, Lesson 1 – Engage, Activate Prior Knowledge (p. 254) Part 1, Lesson 3 – Engage, Activate Prior Knowledge (p. 308)</p>
<p>Writing Catch-Up Week</p>	

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Grade 3	Interactive Science, ©2016 Grade 3
Unit 7 Great Readers Think Critically About Books	
Week 1 Evaluating Nonfiction	
<p>Shared Reading</p> <p>Day 1 Mini-lesson: Review the Book: <i>Zebras</i> (p. 354) Focus Lesson: Ask Questions About the Author (pp. 354-355) Informal Assessment (p. 355)</p> <p>Day 2 Mini-lesson: Vocabulary: Glossary and Index (p. 356) Focus Lesson: Evaluating the Authenticity of Information (pp. 356-357) Informal Assessment (p. 357)</p> <p>Day 3 Mini-lesson: Fluency: Using Text Clues (p. 358) Focus Lesson: Evaluating the Clarity of Information in a Nonfiction Book (pp. 358-359) Informal Assessment (p. 359)</p> <p>Day 4 Mini-lesson: Guided Retelling: Summarizing (p. 360) Focus Lesson: Evaluating Illustrations in Nonfiction (pp. 360-361) Informal Assessment (p. 361)</p> <p>Day 5 Mini-lesson: Independent Retelling: Written Summary (p. 362) Focus Lesson: Evaluating a Book (pp. 362-363) Informal Assessment (p. 363)</p>	<p>SE/TE: Chapter 3, Let's Read Science! – Text Features (p. 103) Chapter 3, Lesson 4: Parts of a Flower (p. 130) Summarize: 130, 219, 313, 319, 355 Chapter 3, Chapter Review: How do plants use leaves to make food? (p. 148) Part 1, Let's Read Science! – Text Features (p. 293)</p>
<p>Writing Lesson 18: OPINION WRITING—Letter to the Editor Write Habits Teacher's Guide, pp. 274-287 CONVENTIONS: Adjectives and Articles</p>	<p>This objective falls outside the scope of this program.</p>

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Grade 3	Interactive Science, ©2016 Grade 3
Unit 7 Week 2 Engaging With Books	
<p>Shared Reading</p> <p>Day 1 Mini-lesson: Review the Book: <i>New Language, New Friends</i> (p. 366) Focus Lesson: Considering the Author’s Purpose and Motivation (pp. 366-367) Informal Assessment (p. 367)</p> <p>Day 2 Mini-lesson: Word Study: Using Reference Sources (p. 368) Focus Lesson: Identifying the Author’s Stand on an Issue or Relation to a Topic (pp. 368-369) Informal Assessment (p. 369)</p> <p>Day 3 Mini-lesson: Fluency: Intonation (p. 370) Focus Lesson: Distinguishing Between Fact and Opinion (pp. 370-371) Informal Assessment (p. 371)</p> <p>Day 4 Mini-lesson: Guided Retelling: Revising a Summary (p. 372) Focus Lesson: Distinguishing Yourself From the Author (pp. 372-373) Informal Assessment (p. 373)</p> <p>Day 5 Mini-lesson: Independent Retelling: Written Summary (p. 374) Focus Lesson: Identifying Viewpoint (pp. 374-375) Informal Assessment (p. 375)</p>	<p>SE/TE: Summarize: 130, 219, 313, 319, 355</p> <p>TE Only: Part 1, Lesson 1 – Science/Reading (p. 300)</p>
<p>Writing Lesson 19: OPINION WRITING—Persuasive Text Write Habits Teacher’s Guide, pp. 288-301 CONVENTIONS: Singular and Plural Pronouns</p>	<p>TE Only: Chapter 5, Performance Expectation Activity - ELA/Literacy (p. 245f) Chapters 3 and 5, Performance Expectation Activity - ELA/Literacy (p. 245h) Chapter 6, Performance Expectation Activity - ELA/Literacy (p. 289c) Part 1, Lesson 1 - Science/Reading (p. 300)</p>

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Grade 3	Interactive Science, ©2016 Grade 3
Unit 7 Week 3 Responding to Characters	
<p>Shared Reading</p> <p>Day 1 Mini-lesson: Review the Book: <i>Isla</i> (p. 378) Focus Lesson: Identifying the Traits of Characters (pp. 378-379) Informal Assessment (p. 379)</p> <p>Day 2 Mini-lesson: Synonyms (p. 380) Focus Lesson: Noticing How Characters Change (pp. 380-381) Informal Assessment (p. 381)</p> <p>Day 3 Mini-lesson: Fluency: Special Punctuation (p. 382) Focus Lesson: Considering the Influences of Time and Place on Characters (pp. 382-383) Informal Assessment (p. 383)</p> <p>Day 4 Mini-lesson: Guided Retelling: Taking Notes (p. 384) Focus Lesson: Considering the Author’s Motives for Choosing Characters (pp. 384-385) Informal Assessment (p. 385)</p> <p>Day 5 Mini-lesson: Independent Retelling: Written Retelling (p. 386) Focus Lesson: Comparing Characters to Yourself and to Others (pp. 386-387) Informal Assessment (p. 387)</p>	<p>TE Only: Chapter 4, Lesson 2 – ELL Support (p. 173) Chapter 6, Lesson 4 - Science/Language Arts (p. 272)</p>
<p>Writing Lesson 20: OPINION WRITING— Advertisement Write Habits Teacher’s Guide, pp.302-315 CONVENTIONS: Irregular Plural Nouns</p>	<p>For supporting content, please see SE/TE: Earth Science, Performance-Based Activity: Make a Poster (p. 288)</p> <p>TE Only: Chapter 6, Lesson 4 – 21st Century Learning (p. 275)</p>

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Grade 3	Interactive Science, ©2016 Grade 3
Unit 7 Week 4 Identifying and Evaluating the Theme of the Book	
<p>Shared Reading</p> <p>Day 1 Mini-lesson: Review the Book: <i>The True Story of the 3 Little Pigs!</i> (p. 390) Focus Lesson: Identifying the Theme of a Text (pp. 390-391) Informal Assessment (p. 391)</p> <p>Day 2 Mini-lesson 2: Word Study: Multiple-Meaning Words (p. 392) Focus Lesson: Considering the Author’s Motive for Choosing a Theme (pp. 392-393) Informal Assessment (p. 393)</p> <p>Day 3 Mini-lesson: Fluency: Characterization (p. 394) Focus Lesson: Comparing the Theme to Your Own Life (pp. 394-395) Informal Assessment (p. 395)</p> <p>Day 4 Mini-lesson: Guided Retelling: Taking Notes (p. 396) Focus Lesson: Proposing Solutions to Problems Posed by the Text (pp. 396-397) Informal Assessment (p. 397)</p> <p>Day 5 Mini-lesson: Independent Retelling: Written Retelling (p. 398) Focus Lesson: Transforming Themes Into Personal Action (pp. 398-399) Assessment (p. 399)</p>	<p>SE/TE: Chapter 2, STEM Activity (pp. 42-45) Physical Science, Performance-Based Assessment: Solve a Problem (p. 99) Chapter 3, STEM Activity (pp. 104-107) Chapter 4, STEM Activity (pp. 156-159)</p>
<p>Writing Catch-Up Week</p>	

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Grade 4	Interactive Science, ©2016 Grade 4
GRADE 4	
Unit 1 Great Readers See Themselves as Readers	
Week 1 Choosing Books	
<p>Shared Reading</p> <p>Day 1 Mini-lesson: Introducing Different Genres (p. 39)</p> <p>Day 2 Focus Lesson 1: Having Favorite Books and Authors (p. 40) Apply the Strategy (p. 41) Informal Assessment (p. 47)</p> <p>Day 3 Focus Lesson 2: Selecting Books for Independent Reading (p. 42) Apply the Strategy (p. 43) Informal Assessment (p. 47) Mini-lesson: Protecting Books (p. 39)</p> <p>Day 4 Focus Lesson 3: Broadening your Reading Diet (p. 44) Apply the Strategy (p. 45) Informal Assessment (p. 47)</p> <p>Day 5 Pause and Reflect (p. 46) Write About It (p. 46)</p>	<p>For supporting content, please see</p> <p>TE Only: Chapters 1 and 3, Performance Expectation Activity – ELA/Literacy (p. 111b) Chapter 5, Performance Expectation Activity – ELA/Literacy (p. 229d) Chapter 6, Performance Expectation Activity – ELA/Literacy (p. 295a) Chapter 6, Performance Expectation Activity – ELA/Literacy (p. 295d)</p>
<p>Writing Lesson 1: DESCRIPTIVE WRITING—Poetry Write Habits Teacher’s Guide, pp. 36-47 CONVENTIONS: Common and Proper Nouns</p>	<p>SE/TE: Physical Science, Performance-Based Assessment: Write a Poem (p. 111)</p> <p>TE Only: Chapter 6, Lesson 5 - Science/Writing (p. 204) Chapter 6, Lesson 6 - Science/Writing (p. 275) Part 1, Lesson 2 - Science Notebook (p. 312)</p>

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Grade 4	Interactive Science, ©2016 Grade 4
Unit 1 Week 2 Building Reading Stamina	
<p>Shared Reading</p> <p>Day 1 Mini-lesson: Connecting to Each Other’s Ideas (p. 49)</p> <p>Day 2 Focus Lesson 1: Building Stamina as Readers (p. 50) Apply the Strategy (p. 51) Informal Assessment (p. 57)</p> <p>Day 3 Focus Lesson 2: Setting Long-Term Reading Goals (p. 52) Apply the Strategy (p. 53) Informal Assessment (p. 57)</p> <p>Day 4 Focus Lesson 3: Knowing When Your Comprehension Breaks Down (p. 54) Apply the Strategy (p. 55) Informal Assessment (p. 57) Mini-lesson: Ask Three Before Me (p. 49)</p> <p>Day 5 Pause and Reflect: (p. 56) Write About It (p. 56)</p>	<p>This objective falls outside the scope of this program.</p>
<p>Writing Lesson 2: DESCRIPTIVE WRITING—Song Write Habits Teacher’s Guide, pp. 48-61 CONVENTIONS: Kinds of Pronouns</p>	<p>For supporting content, please see TE Only: Chapter 4, Lesson 5 – Differentiated Instruction (p. 151) Part 1, Lesson 2 - Science Notebook (p. 312)</p>

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Grade 4	Interactive Science, ©2016 Grade 4
Unit 2 Great Readers Make Sense of Text	
Week 1 Making Predictions	
<p>Shared Reading</p> <p>Day 1 Introduce the Teacher Modeling Text: <i>In the Mountains</i> Introduce the Student Reader, Vol. 1: <i>Taste of America</i> Mini-lesson: Nonfiction Text Features (p. 65)</p> <p>Day 2 Focus Lesson 1: Activating Prior Knowledge to Make Predictions (p. 66) <i>In the Mountains</i> Apply the Strategy (p. 67) Informal Assessment (p. 73)</p> <p>Day 3 Focus Lesson 2: Using Text Structure to Make Predictions (p. 68): <i>In the Mountains</i> Apply the Strategy (p. 69) Informal Assessment (p. 73)</p> <p>Day 4 Focus Lesson 3: Using Text Features to Make Predictions (p. 70): <i>In the Mountains</i> Apply the Strategy (p. 71) Informal Assessment (p. 73) Check for Understanding, bullets 2 & 3 Mini-lesson: Word Study (p. 65)</p> <p>Day 5 Pause and Reflect (p. 72) Write About It (p. 72)</p>	<p>SE/TE: Predict: 21, 32, 47, 62, 69, 79, 80, 92, 113, 317, 343 Text Features: 115, 121, 126, 130, 134, 138, 143, 150, 157, 299, 305, 311, 324</p> <p>TE Only: Chapter 1, Lesson 2 – Engage, Activate Prior Knowledge (p. 16) Chapter 2, Lesson 1 – Engage, Activate Prior Knowledge (p. 54) Chapter 4, Lesson 1 – Engage, Activate Prior Knowledge (p. 120) Chapter 5, Lesson 1 – Engage, Activate Prior Knowledge (p. 182) Chapter 6, Lesson 1 – Engage, Activate Prior Knowledge (p. 238) Part 1, Lesson 1 – Engage, Activate Prior Knowledge (p. 304) Part 2, Lesson 1 – Engage, Activate Prior Knowledge (p. 350)</p>
<p>Writing Lesson 3: NARRATIVE WRITING—Friendly Letter Write Habits Teacher’s Guide, pp. 62-75 CONVENTIONS: Coordinating Conjunctions and Commas in Compound Sentences</p>	<p>TE Only: Chapter 1, Let’s Read Science! – ELL Support (p. 3)</p>

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Grade 4	Interactive Science, ©2016 Grade 4
Unit 2 Week 2 Asking Questions	
<p>Shared Reading</p> <p>Day 1 Introduce the Student Reader, Vol. 1: <i>Taste of America</i> Mini-lesson: Nonfiction Text Structure (p. 75)</p> <p>Day 2 Focus Lesson 1: Asking Text-Explicit Questions (p. 76): <i>Mary on Horseback</i> Apply the Strategy (p. 77) Informal Assessment (p. 83)</p> <p>Day 3 Focus Lesson 2: Asking Text-Implicit Questions (p. 78): <i>Mary on Horseback</i> Apply the Strategy (p. 79) Informal Assessment (p. 83)</p> <p>Day 4 Focus Lesson 3: Generating Questions Throughout Reading (p. 80): <i>Mary on Horseback</i> Apply the Strategy (p. 81) Informal Assessment (p. 83) Mini-lesson: Fluency (p. 75)</p> <p>Day 5 Pause and Reflect (p. 82) Write About It (p. 82)</p>	<p>SE/TE: Part 1, Lesson 1: Questions (p. 305) Part1, Lesson 3: Explore It! (p. 314)</p> <p>TE Only: Chapter 4, Lesson 6 – ELL Support (p. 155)</p>
<p>Writing Catch-Up Week</p>	

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Grade 4	Interactive Science, ©2016 Grade 4
Unit 2 Week 3 Asking Questions	
<p>Shared Reading</p> <p>Day 1 Introduce the Student Reader, Vol. 1: <i>Taste of America</i> Mini-lesson: Word Study (p. 85)</p> <p>Day 2 Focus Lesson 1: Generating Questions to Anticipate Events or Information (p. 86) <i>Mary on Horseback</i> Apply the Strategy (p. 87) Informal Assessment (p. 93)</p> <p>Day 3 Focus Lesson 2: Questioning the Author (p. 88): <i>Mary on Horseback</i> Apply the Strategy (p. 89) Informal Assessment (p. 93)</p> <p>Day 4 Focus Lesson 3: Asking Questions to Resolve Confusion (p. 90): <i>Mary on Horseback</i> Apply the Strategy (p. 91) Informal Assessment (p. 93) Mini-lesson: Fluency (p. 85)</p> <p>Day 5 Pause and Reflect (p. 92) Write About It (p. 92)</p>	<p>SE/TE: Part 1, Lesson 1: Questions (p. 305) Part 1, Lesson 3: Explore It! (p. 314)</p> <p>TE Only: Chapter 1, Lesson 3 - Science Notebook (p. 25) Chapter 4, Lesson 1 - Science/Reading (p. 126)</p>
<p>Writing Lesson 4: NARRATIVE WRITING—Writing for Tests Personal Narrative Write Habits Teacher’s Guide, pp. 76-85 CONVENTIONS: Complex Sentences</p>	<p>TE Only: Chapter 4, Lesson 2 - Science/Writing (p. 132)</p>

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Grade 4	Interactive Science, ©2016 Grade 4
Unit 2 Week 4 Clarifying	
<p>Shared Reading</p> <p>Day 1 Introduce the Student Reader, Vol. 1: <i>Dancing Around the World</i> Mini-lesson: Writer’s Craft (p. 95)</p> <p>Day 2 Focus Lesson 1: Using Discussion to Clarify (p. 96): <i>Mary on Horseback</i> Apply the Strategy (p. 97) Informal Assessment (p. 103)</p> <p>Day 3 Focus Lesson 2: Reading Ahead or Rereading to Clarify (p. 98): <i>Mary on Horseback</i> Apply the Strategy (p. 99) Informal Assessment (p. 103)</p> <p>Day 4 Focus Lesson 3: Activating Prior Knowledge to Clarify (p. 100): <i>Mary on Horseback</i> Apply the Strategy (p. 101) Informal Assessment (p.103) Mini-lesson: Nonfiction Text Features (p. 95)</p> <p>Day 5 Pause and Reflect (p. 102) Write About It (p. 102)</p>	<p>SE/TE: Text Features: 115, 121, 126, 130, 134, 138, 143, 150, 157, 299, 305, 311, 324</p> <p>TE Only: Chapter 1, Science in Your Backyard – Activate Prior Knowledge (p. 36) Chapter 2, STEM – Activate Prior Knowledge (p. 70) Chapter 3, Science Careers – Activate Prior Knowledge (p. 98) Chapter 4, Science Careers – Activate Prior Knowledge (p. 162) Chapter 5, Biography – Activate Prior Knowledge (p. 214) Chapter 6, Field Trip – Activate Prior Knowledge (p. 280)</p>
<p>Writing Catch-Up Week</p>	

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Grade 4	Interactive Science, ©2016 Grade 4
Unit 2 Week 5 Summarizing and Synthesizing	
<p>Shared Reading</p> <p>Day 1 Introduce the Student Reader, Vol. 1: <i>Dancing Around the World</i> Mini-lesson: Nonfiction Text Features (p. 105)</p> <p>Day 2 Focus Lesson 1: Pausing to Paraphrase as You Read (p. 106): <i>In the Mountains</i> Apply the Strategy (p. 107) Informal Assessment (p. 113)</p> <p>Day 3 Focus Lesson 2: Distinguishing Between Main Ideas and Details to Create a Summary (p. 108): <i>In the Mountains</i> Apply the Strategy (p. 109) Informal Assessment (p. 113)</p> <p>Day 4 Focus Lesson 3: Combining Related Information (p. 110): <i>In the Mountains</i> Apply the Strategy (p. 111) Informal Assessment (p. 113)</p> <p>Day 5 Celebrations (p. 112) Write About It (p. 112)</p>	<p>SE/TE: Main Idea and Details: 3, 9, 18, 43, 177, 183, 184, 201, 209 Summarize: 95, 141, 153, 190, 251, 277, 313, 321 Text Features: 115, 121, 126, 130, 134, 138, 143, 150, 157, 299, 305, 311, 324</p> <p>TE Only: Chapter 1, Performance Expectation Activity – ELA/Literacy (p. 111f) Chapter 6, Performance Expectation Activity – ELA/Literacy (p. 295a)</p>
<p>Writing Lesson 5: NARRATIVE WRITING—Personal Narrative Write Habits Teacher’s guide, pp. 86-105 CONVENTIONS: Verb Tenses</p>	<p>TE Only: Chapter 4, Lesson 2 - Science/Writing (p. 132)</p>

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Grade 4	Interactive Science, ©2016 Grade 4
Unit 3 Great Readers Use What They Know	
Week 1 Activating Background Knowledge	
<p>Shared Reading</p> <p>Day 1 Introduce the Teacher Modeling Text: <i>The Chocolate Farm</i> Introduce the Student Reader, Vol. 1: <i>When the Earth Shakes</i> Mini-lesson: Word Study (p. 121)</p> <p>Day 2 Focus Lesson 1: Thinking About What You Know Before Reading (p. 122): <i>The Chocolate Farm</i> Apply the Strategy (p. 123) Informal Assessment (p. 129)</p> <p>Day 3 Focus Lesson 2: Considering Your Purpose for Reading (p. 124): <i>The Chocolate Farm</i> Apply the Strategy (p. 125) Informal Assessment (p. 129)</p> <p>Day 4 Focus Lesson 3: Previewing to Activate Background Knowledge (p. 126) <i>The Chocolate Farm</i> Apply the Strategy (p. 127) Informal Assessment (p. 129) Mini-lesson: Writer’s Craft (p. 121)</p> <p>Day 5 Pause and Reflect (p. 128) Write About It (p. 128)</p>	<p>SE/TE: Chapter 6, Lesson 4: Earth’s Moving Plates (p. 261) Chapter 6, Lesson 4: Earthquakes (p. 263)</p> <p>TE Only: Chapter 1, Lesson 1 – Explain, Build Background (p. 9) Chapter 2, Lesson 2 – Explain, Build Background (p. 55) Chapter 3, Lesson 1 – Explain, Build Background (p. 87) Chapter 4, Lesson 1 - ELL Support (p. 121) Chapter 4, Lesson 3 – Explain, Build Background (p. 137) Chapter 4, Lesson 3 – ELL Support (p. 141) Chapter 4, Lesson 4 – ELL Support (p. 143) Chapter 5, Lesson 4 – Explain, Activate Prior Knowledge (p. 201) Chapter 6, Lesson 2 – Explain, Build Background (p. 245) Part 1, Lesson 4 – ELL Support (p. 323)</p>
<p>Writing Lesson 6: NARRATIVE WRITING—Book Review Write Habits Teacher’s guide, pp. 106-119 CONVENTIONS: Capitalization and Abbreviations</p>	<p>This objective falls outside the scope of this program.</p>

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Grade 4	Interactive Science, ©2016 Grade 4
Unit 3 Week 2 Activating Background Knowledge	
<p>Shared Reading</p> <p>Day 1 Introduce the Student Reader, Vol. 1: <i>When the Earth Shakes</i> Mini-lesson: Writer's Craft (p. 131)</p> <p>Day 2 Focus Lesson 1: Activating Background Knowledge Throughout Reading (p. 132): <i>The Chocolate Farm</i> Apply the Strategy (p. 133) Informal Assessment (p. 139)</p> <p>Day 3 Focus Lesson 2: Asking Questions to Fill Gaps in Your Background Knowledge (p. 134): <i>The Chocolate Farm</i> Apply the Strategy (p. 135) Informal Assessment (p. 139)</p> <p>Day 4 Focus Lesson 3: Revising Background Knowledge to Accommodate New Information (p. 136): <i>The Chocolate Farm</i> Apply the Strategy (p. 137) Informal Assessment (p. 139) Mini-lesson: Fluency (p. 131)</p> <p>Day 5 Pause and Reflect (p. 138) Write About It (p. 138)</p>	<p>SE/TE: Chapter 6, Lesson 4: Earth's Moving Plates (p. 261) Chapter 6, Lesson 4: Earthquakes (p. 263) Chapter 6, Lesson 4: Lightning Lab (p. 265) Part 1, Lesson 1: Questions (p. 305) Part1, Lesson 3: Explore It! (p. 314)</p> <p>TE Only: Chapter 1, Lesson 3 – Explain, Build Background (p. 23) Chapter 2, Lesson 2 – Explain, Build Background (p. 63) Chapter 3, Lesson 1 – Explain, Build Background (p. 87) Chapter 4, Lesson 2 – Explain, Build Background (p. 129) Chapter 5, Lesson 1 – Explain, Build Background (p. 183) Chapter 6, Lesson 4 – Content Refresher (p. 260) Chapter 6, Lesson 5 – Explain, Build Background (p. 267) Chapter 6, Performance Expectation Activity – ELA/Literacy (p. 295c)</p>
<p>Writing Catch-Up Week</p>	

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Grade 4	Interactive Science, ©2016 Grade 4
Unit 3 Week 3 Making Connections	
<p>Shared Reading</p> <p>Day 1 Introduce the Student Reader, Vol. 1: <i>Gloria Estefan</i> Mini-lesson: Writer’s Craft (p. 141)</p> <p>Day 2 Focus Lesson 1: Making Text-to-Self Connections (p. 142): <i>The Chocolate Farm</i> Apply the Strategy (p. 143) Informal Assessment (p. 149)</p> <p>Day 3 Focus Lesson 2: Making Text-to-Text Connections (p. 144): <i>The Chocolate Farm</i> Apply the Strategy (p. 145) Informal Assessment (p. 149)</p> <p>Day 4 Focus Lesson 3: Making Text-to-World Connections (p. 146): <i>The Chocolate Farm</i> Apply the Strategy (p. 147) Informal Assessment (p. 149) Mini-lesson: Fluency (p. 141)</p> <p>Day 5 Pause and Reflect (p. 148) Write About It (p. 148)</p>	<p>TE Only: Chapters 1 and 2, Performance Expectation Activity – ELA/Literacy (p. 111c)</p>
<p>Writing Lesson 7: INFORMATIVE/EXPLANATORY WRITING—Writing for Tests Summary Write Habits Teacher’s guide, pp. 120-129 CONVENTIONS: Irregular Verbs</p>	<p>TE Only: Chapter 1, Performance Expectation Activity – ELA/Literacy (p. 111f) Chapter 6, Lesson 5 – 21st Century Learning (p. 271) Chapter 6, Performance Expectation Activity - ELA/Literacy (p. 295a) Part 1, Lesson 2 - Differentiated Instruction (p. 313)</p>

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Grade 4	Interactive Science, ©2016 Grade 4
Unit 3 Week 4 Making Inferences	
<p>Shared Reading</p> <p>Day 1 Introduce the Student Reader, Vol. 1: <i>When the Earth Shakes</i> Mini-lesson: Nonfiction Text Features (p. 151)</p> <p>Day 2 Focus Lesson 1: Using What You Know to Make Inferences (p. 152): <i>The Chocolate Farm</i> Apply the Strategy (p. 153) Informal Assessment (p. 159)</p> <p>Day 3 Focus Lesson 2: Using Inferences to Clarify Words and Concepts (p. 154): <i>The Chocolate Farm</i> Apply the Strategy (p. 155) Informal Assessment (p. 159)</p> <p>Day 4 Focus Lesson 3: Revising and Expanding Inferences as You Read (p. 156): <i>The Chocolate Farm</i> Apply the Strategy (p. 157) Informal Assessment (p. 159) Mini-lesson: Fluency (p. 151)</p> <p>Day 5 Celebrations (p. 158) Write About It (p. 158)</p>	<p>SE/TE: Infer: 2, 22, 28, 33, 130, 152, 161, 188, 203, 266, 278, 309, 326 Text Features: 115, 121, 126, 130, 134, 138, 143, 150, 157, 299, 305, 311, 324 Chapter 6, Lesson 4: Earth’s Moving Plates (p. 261) Chapter 6, Lesson 4: Earthquakes (p. 263) Chapter 6, Lesson 4: Lightning Lab (p. 265)</p> <p>TE Only: Chapter 6, Lesson 4 – Content Refresher (p. 260) Chapter 6, Performance Expectation Activity – ELA/Literacy (p. 295c)</p>
<p>Writing Catch-Up Week</p>	

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Grade 4	Interactive Science, ©2016 Grade 4
Unit 4 Great Readers Understand How Stories Work	
Week 1 Understanding Story Elements	
<p>Shared Reading Day 1 Introduce the Teacher Modeling Text: <i>The Renaissance Kids</i> Introduce the Student Reader, Vol. 2: <i>Spugete</i> Mini-lesson: Word Study (p. 167) Day 2 Focus Lesson 1: Previewing a Text (p. 168): <i>The Renaissance Kids</i> Apply the Strategy (p. 169) Informal Assessment (p. 175) Day 3 Focus Lesson 2: Identifying Story Elements (p. 170): <i>The Renaissance Kids</i> Apply the Strategy (p. 171) Informal Assessment (p. 175) Day 4 Focus Lesson 3: Identifying Point of View (p. 172): <i>The Renaissance Kids</i> Apply the Strategy (p. 173) Informal Assessment (p. 175) Mini-lesson: Writer’s Craft (p. 167) Day 5 Pause and Reflect (p. 174) Write About It (p. 174)</p>	<p>TE Only: Chapter 1, Lesson 2 - ELL Support (p. 17) Chapter 1, Lesson 3 - ELL Support (p. 23) Chapter 1, Chapter Review - ELL Support (p. 42) Chapter 2, Lesson 1 - ELL Support (p. 61) Chapter 4, Lesson 1 - ELL Support (p. 121) Chapter 4, Lesson 2 - Science/Writing (p. 132) Chapter 4, Lesson 3 - ELL Support (p. 137) Chapter 4, Lesson 6 - ELL Support (p. 155) Chapter 5, Lesson 1 - ELL Support (p. 183) Chapter 5, Lesson 4 - ELL Support (p. 201) Chapter 6, Lesson 5 - ELL Support (p. 267) Part 1, Lesson 3 - ELL Support (p. 315) Part 1, Lesson 4 - ELL Support (p. 323) Part 2, Lesson 1 - ELL Support (p. 351) Part 2, Lesson 2 - Science/Language Arts (p. 359)</p>
<p>Writing Lesson 8: NARRATIVE WRITING—Fantasy Write Habits Teacher’s Guide, pp. 130-143 CONVENTIONS: Adjectives and Articles</p>	<p>For related content, please see SE/TE: Earth Science, Performance-Based Assessment: Write Historical Fiction (p. 294)</p> <p>TE Only: Chapter 2, Lesson 1 - Differentiated Instruction (p. 60) Chapter 4, Lesson 6 - Science/Writing (p. 158) Chapter 5, Lesson 5 - Science/Writing (p. 209) Chapter 6, Lesson 6 - Science/Writing (p. 275)</p>

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Grade 4	Interactive Science, ©2016 Grade 4
Unit 4 Week 2 Understanding and Analyzing Characters	
<p>Shared Reading</p> <p>Day 1 Introduce the Student Reader, Vol. 2: <i>Spugete</i> Mini-lesson: Writer’s Craft (p. 177)</p> <p>Day 2 Focus Lesson 1: Understanding a Character’s Purpose (p. 178): <i>The Renaissance Kids</i> Apply the Strategy (p. 179) Informal Assessment (p. 185)</p> <p>Day 3 Focus Lesson 2: Analyzing a Character’s Dialogue and Actions (p. 180): <i>The Renaissance Kids</i> Apply the Strategy (p. 181) Informal Assessment (p. 185)</p> <p>Day 4 Focus Lesson 3: Understanding How Characters Develop (p. 182): <i>The Renaissance Kids</i> Apply the Strategy (p. 183) Informal Assessment (p. 185) Mini-lesson: Word Study (p. 177)</p> <p>Day 5 Pause and Reflect (p. 184) Write About It (p. 184)</p>	<p>For supporting content, please see SE/TE: Chapter 1, Let’s Read Science! – Main Idea and Details (p. 3) Chapter 3, Let’s Read Science! – Cause and Effect (p. 81)</p>
<p>Writing Lesson 9: NARRATIVE WRITING—Play/Drama Scene Write Habits Teacher’s Guide, pp. 144-157 CONVENTIONS: Prepositions and Prepositional Phrases</p>	<p>TE Only: Chapter 4, Performance Expectation Activity - ELA/Literacy (p. 229b)</p>

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Grade 4	Interactive Science, ©2016 Grade 4
Unit 4 Week 3 Understanding Setting and Plot	
<p>Shared Reading</p> <p>Day 1 Introduce the Student Reader, Vol. 2: <i>Spugete</i> Mini-lesson: Writer’s Craft (p. 187)</p> <p>Day 2 Focus Lesson 1: Identifying the Setting (p. 188): <i>The Renaissance Kids</i> Apply the Strategy (p. 189) Informal Assessment (p. 195)</p> <p>Day 3 Focus Lesson 2: Exploring Relationships Between Setting and Characters (p. 190): <i>The Renaissance Kids</i> Apply the Strategy (p. 191) Informal Assessment (p. 195)</p> <p>Day 4 Focus Lesson 3: Identifying and Keeping Track of the Plot (p. 192): <i>The Renaissance Kids</i> Apply the Strategy (p. 193) Informal Assessment (p. 195) Mini-lesson: Fluency (p. 187)</p> <p>Day 5 Pause and Reflect (p. 194) Write About It (p. 194)</p>	<p>TE Only: Chapter 5, Lesson 5 – Science/Writing (p. 209)</p>
<p>Writing Lesson 10: NARRATIVE WRITING—Writing for Tests Adventure Story Write Habits Teacher’s Guide, pp, 158-167 CONVENTIONS: Contractions and Negatives</p>	<p>SE/TE: Earth Science, Performance-Based Assessment: Write Historical Fiction (p. 294)</p> <p>TE Only: Chapter 2, Lesson 1 – 21st Century Learning (p. 60) Chapter 4, Lesson 2 - Science/Writing (p. 132) Chapter 4, Lesson 6 – Science/Writing (p. 158) Chapter 6, Lesson 6 – Science/Writing (p. 275)</p>

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Grade 4	Interactive Science, ©2016 Grade 4
Unit 4 Week 4 Understanding and Analyzing Theme	
<p>Shared Reading</p> <p>Day 1 Introduce the Student Reader, Vol. 2: <i>Spugete</i> Mini-lesson: Fluency (p. 197)</p> <p>Day 2 Focus Lesson 1: Relating to Characters and Events (p. 198): <i>The Renaissance Kids</i> Apply the Strategy (p. 199) Informal Assessment (p. 205)</p> <p>Day 3 Focus Lesson 2: Identifying the Theme (p. 200): <i>The Renaissance Kids</i> Apply the Strategy (p. 201) Informal Assessment (p. 205)</p> <p>Day 4 Focus Lesson 3: Relating to the Theme (p. 202): <i>The Renaissance Kids</i> Apply the Strategy (p. 203) Informal Assessment (p. 205) Mini-lesson: Writer’s Craft (p. 197)</p> <p>Day 5 Celebrations (p. 204) Write About It (p. 204)</p>	<p>For related content, please see TE Only: Chapter 1, Lesson 2 – Science/Writing (p. 20)</p>
<p>Writing Catch-Up Week</p>	

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Grade 4	Interactive Science, ©2016 Grade 4
Unit 5 Great Readers Great Readers Read to Learn	
Week 1 Locating Facts and Information	
<p>Shared Reading</p> <p>Day 1 Introduce the Teacher Modeling Text: <i>Drums: The World's Heartbeat</i> Introduce the Student Reader, Vol. 2: <i>Skeletons Inside and Out</i> Mini-lesson: Writer's Craft (p. 213)</p> <p>Day 2 Focus Lesson 1: Predicting Information Based on the Cover and Contents Page (p. 214): <i>Drums: The World's Heartbeat</i> Apply the Strategy (p. 215) Informal Assessment (p. 221)</p> <p>Day 3 Focus Lesson 2: Locating Information Using Boldfaced Words and a Glossary (p. 216): <i>Drums: The World's Heartbeat</i> Apply the Strategy (p. 217) Informal Assessment (p. 221)</p> <p>Day 4 Focus Lesson 3: Identifying Facts From the Text (p. 218): <i>Drums: The World's Heartbeat</i> Apply the Strategy (p. 219) Informal Assessment (p. 221) Mini-lesson: Word Study (p. 213)</p> <p>Day 5 Pause and Reflect (p. 220) Write About It (p. 220)</p>	<p>SE/TE: Predict: 21, 32, 74, 79, 102, 173, 262, 317, 328, 352, 357, 370 Text Features: 115, 143, 305, 338</p> <p>TE Only: Chapter 3, Lesson 2 – ELL Support (p. 93) Chapter 5, Performance Expectation Activity – ELA/Literacy (p. 229d)</p>
<p>Writing Lesson 11: INFORMATIVE/EXPLANATORY WRITING—Invitation Write Habits Teacher's guide, pp. 168-181 CONVENTIONS: Verb Phrases: Main and Helping Verbs</p>	<p>This objective falls outside the scope of this program.</p>

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Grade 4	Interactive Science, ©2016 Grade 4
Unit 5 Week 2 Making Inferences From Nonfiction	
<p>Shared Reading</p> <p>Day 1 Introduce the Student Reader, Vol. 2: <i>Skeletons Inside and Out</i> Mini-lesson: Nonfiction Text Features (p. 223)</p> <p>Day 2 Focus Lesson 1: Developing Inferences From a Stated Fact (p. 224): <i>Drums: The World's Heartbeat</i> Apply the Strategy (p. 225) Informal Assessment (p. 231)</p> <p>Day 3 Focus Lesson 2: Using Prior Knowledge to Make Inferences (p. 226): <i>Drums: The World's Heartbeat</i> Apply the Strategy (p. 227) Informal Assessment (p. 231)</p> <p>Day 4 Focus Lesson 3: Evaluating Your Inferences (p. 228): <i>Drums: The World's Heartbeat</i> Apply the Strategy (p. 229) Informal Assessment (p. 231) Mini-lesson: Nonfiction Text Structure (p. 223)</p> <p>Day 5 Pause and Reflect (p. 230) Write About It (p. 230)</p>	<p>SE/TE: Infer: 2, 22, 28, 33, 130, 152, 161, 188, 266, 278, 203, 309, 326 Text Features: 115, 121, 126, 130, 134, 138, 143, 150, 157, 299, 305, 311, 324</p> <p>TE Only: Chapter 1, Science in Your Backyard – Activate Prior Knowledge (p. 36) Chapter 2, STEM – Activate Prior Knowledge (p. 70) Chapter 3, Go Green! – Activate Prior Knowledge (p. 105) Chapter 4, Science Careers – Activate Prior Knowledge (p. 162) Chapter 5, Field Trip – Activate Prior Knowledge (p. 223) Chapter 6, Field Trip – Activate Prior Knowledge (p. 280) Part 1, STEM – Activate Prior Knowledge (p. 332)</p>
<p>Writing Lesson 12: INFORMATIVE/EXPLANATORY Writing—Essay Write Habits Teacher’s Guide, pp. 182-195 CONVENTIONS: Singular Possessive Nouns</p>	<p>SE/TE: Chapter 4, Lesson 1: How are plants and animals classified? (pp. 124-127) Chapter 4, Lesson 1: How do animals respond to the environment? (pp. 154-159)</p> <p>TE Only: Chapter 4, Lesson 3 - Science/Writing (p. 138) Chapters 5 and 6, Performance Expectation Activity – ELA/Literacy (p. 229c)</p>

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Grade 4	Interactive Science, ©2016 Grade 4
Unit 5 Week 3 Identifying and Using Text Features	
<p>Shared Reading</p> <p>Day 1 Introduce the Student Reader, Vol. 2: <i>Skeletons Inside and Out</i> Mini-lesson: Word Study (p. 233)</p> <p>Day 2 Focus Lesson 1: Identifying Facts From Visual Sources (p. 234): <i>Drums: The World's Heartbeat</i> Apply the Strategy (p. 235) Informal Assessment (p. 241)</p> <p>Day 3 Focus Lesson 2: Inferring From Visual Sources (p. 236): <i>Drums: The World's Heartbeat</i> Apply the Strategy (p. 237) Informal Assessment (p. 241)</p> <p>Day 4 Focus Lesson 3: Evaluating Visual Sources (p. 238): <i>Drums: The World's Heartbeat</i> Apply the Strategy (p. 239) Informal Assessment (p. 241) Mini-lesson: Nonfiction Text Features (p. 233)</p> <p>Day 5 Pause and Reflect (p. 240) Write About It (p. 240)</p>	<p>SE/TE: Chapter 1, Lesson 4: Conduction (p. 29) Text Features: 115, 121, 126, 130, 134, 138, 143, 150, 157, 299, 305, 311, 324 Chapter 5, Lesson 2: Animals Change (p. 192) Chapter 5, Lesson 2: Do the Math! (p. 197)</p> <p>TE Only: Chapter 1, Lesson 3 – ELL Support (p. 23) Chapter 2, Lesson 1 – ELL Support (p. 58) Chapter 5, Lesson 3 – ELL Support (p. 195) Part 2, Lesson 2 – ELL Support (p. 363)</p>
<p>Writing Lesson 13: INFORMATIVE/EXPLANATORY WRITING—E-Newsletter Write Habits Teacher's Guide, pp. 196-209 CONVENTIONS:</p>	<p>TE Only: Chapter 1, Lesson 3 – 21st Century Learning (p. 27) Chapter 3, Lesson 1 – 21st Century Learning (p. 86) Chapter 5, Lesson 1 – 21st Century Learning (p. 182) Chapter 5, Lesson 3 – 21st Century Learning (p. 196) Chapter 6, Lesson 5 – 21st Century Learning (p. 271) Part 1, Lesson 1 – 21st Century Learning (p. 306) Part 2, Lesson 2 – 21st Century Learning (p. 358)</p>

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Grade 4	Interactive Science, ©2016 Grade 4
Unit 5 Week 4 Identifying and Using Text Structures	
<p>Shared Reading</p> <p>Day 1 Introduce the Teacher Modeling Text: <i>First-Aid Handbook</i> Introduce the Student Reader, Vol. 2: <i>Charting Your Course</i> Mini-lesson: Word Study (p. 243)</p> <p>Day 2 Focus Lesson 1: Identifying Text Structures (p. 244) <i>First-Aid Handbook</i> Apply the Strategy (p. 245) Informal Assessment (p. 251)</p> <p>Day 3 Focus Lesson 2: Linking Text Structure and Author’s Purpose (p. 246): <i>First-Aid Handbook</i> Apply the Strategy (p. 247) Informal Assessment (p. 251)</p> <p>Day 4 Focus Lesson 3: Identifying Multiple Text Structures (p. 248): <i>First-Aid Handbook</i> Apply the Strategy (p. 249) Informal Assessment (p. 249) Mini-lesson: Nonfiction Text Features (p. 243)</p> <p>Day 5 Pause and Reflect (p. 250) Write About It (p. 250)</p>	<p>SE/TE: Label: 19 Cause and Effect: 81, 102, 345 Text Features: 115, 121, 126, 130, 134, 138, 143, 150, 157, 299, 305, 311, 324 Part 1, Lesson 4: Record Procedures (p. 323)</p>
<p>Writing Lesson 14: NARRATIVE WRITING—Writing for Tests Literary Nonfiction Writing Habits Teacher’s Guide, pp. 210-219 CONVENTIONS: Titles</p>	<p>TE Only: Chapter 4, Lesson 2 – Science/Writing (p. 132) Chapter 4, Lesson 6 – Science/Writing (p. 158) Chapter 5, Lesson 5 – Science/Writing (p. 209) Chapter 6, Lesson 6 – Science/Writing (p. 275)</p>

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Grade 4	Interactive Science, ©2016 Grade 4
Unit 5 Week 5 Evaluating Nonfiction	
<p>Shared Reading</p> <p>Day 1 Introduce the Student Reader, Vol. 2: <i>Charting Your Course</i> Mini-lesson: Nonfiction Text Features (p. 253)</p> <p>Day 2 Focus Lesson 1: Asking Questions About the Author (p. 254) <i>First-Aid Handbook</i> Apply the Strategy (p. 255) Informal Assessment (p. 261)</p> <p>Day 3 Focus Lesson 2: Evaluating the Authenticity of Information (p. 256): <i>First-Aid Handbook</i> Apply the Strategy (p. 257) Informal Assessment (p. 261)</p> <p>Day 4 Focus Lesson 3: Evaluating the Clarity of Information (p. 258): <i>First-Aid Handbook</i> Apply the Strategy (p. 259) Informal Assessment (p. 261) Mini-lesson: Word Study (p. 253)</p> <p>Day 5 Celebrations (p. 260) Write About It (p. 260)</p>	<p>SE/TE: Chapter 1, Vocabulary Smart Cards (pp. 37-40) Chapter 2, Vocabulary Smart Cards (pp. 71-72) Chapter 3, Vocabulary Smart Cards (pp. 99-100) Text Features: 115, 121, 126, 130, 134, 138, 143, 150, 157, 299, 305, 311, 324 Chapter 4, Vocabulary Smart Cards (pp. 163-168) Chapter 5, Vocabulary Smart Cards (pp. 215-218) Chapter 6, Vocabulary Smart Cards (pp. 281-284) Part 1, Lesson 3: Scientific Methods (p. 315)</p> <p>TE Only: Chapter 1, Lesson 3 – 21st Century Learning (p. 27) Chapter 5, Lesson 1 – 21st Century Learning (p. 182) Part 2, Lesson 2 – 21st Century Learning (p. 358)</p>
<p>Writing Catch-Up Week</p>	

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Grade 4	Interactive Science, ©2016 Grade 4
Unit 6 Great Readers Monitor and Organize Ideas and Information	
Week 1 Taking Notes on Fiction	
<p>Shared Reading</p> <p>Day 1 Introduce the Teacher Modeling Text: <i>The Renaissance Kids</i> Introduce the Student Reader, Vol. 3: <i>Anna-Maria's Moccasins</i> Mini-lesson: Writer's Craft (p. 269)</p> <p>Day 2 Focus Lesson 1: Matching a Graphic Organizer to Text (p. 270) <i>The Renaissance Kids</i> Apply the Strategy (p. 271) Informal Assessment (p. 277)</p> <p>Day 3 Focus Lesson 2: Using a Graphic Organizer to Understand the Text (p. 272): <i>The Renaissance Kids</i> Apply the Strategy (p. 273) Informal Assessment (p. 277)</p> <p>Day 4 Focus Lesson 3: Using a Graphic Organizer to Evaluate Characters (p. 274): <i>The Renaissance Kids</i> Apply the Strategy (p. 275) Informal Assessment (p. 277) Mini-lesson: Fluency (p. 269)</p> <p>Day 5 Pause and Reflect (p. 276) Write About It (p. 276)</p>	<p>TE Only: Chapter 6, Let's Read Science! - ELL Support (p. 233)</p>
<p>Writing Lesson 15: INFORMATIVE/EXPLANATORY WRITING—News Article Write Habits Teacher's Guide, pp. 220-233 CONVENTIONS: Regular Plural Nouns</p>	<p>For related content, please see</p> <p>SE/TE: Part 2, Performance-Based Assessment: Write a Report (p. 380)</p> <p>TE Only: Part 1, Lesson 2 – Differentiated Instruction (p. 313)</p>

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Grade 4	Interactive Science, ©2016 Grade 4
Unit 6 Week 2 Taking Notes on Nonfiction	
<p>Shared Reading</p> <p>Day 1 Introduce the Teacher Modeling Text: <i>Blast Zone</i> Introduce the Student Reader, Vol. 3: <i>Wild and Wacky Festivals</i> Mini-lesson: Writer’s Craft (p. 279)</p> <p>Day 2 Focus Lesson 1: Matching a Graphic Organizer to Text (p. 280): <i>Blast Zone</i> Apply the Strategy (p. 281) Informal Assessment (p. 287)</p> <p>Day 3 Focus Lesson 2: Using a Graphic Organizer to Understand the Text (p. 282): <i>Blast Zone</i> Apply the Strategy (p. 283) Informal Assessment (p. 287)</p> <p>Day 4 Focus Lesson 3: Using a Graphic Organizer as an Aid to Retelling/Summarizing (p. 284): <i>Blast Zone</i> Apply the Strategy (p. 285) Informal Assessment (p. 287) Mini-lesson: Fluency (p. 279)</p> <p>Day 5 Pause and Reflect (p. 286) Write About It (p. 286)</p>	<p>TE Only: Chapter 4, Lesson 3 – Science/Writing (p. 138) Chapter 5, Lesson 5 – Science/Writing (p. 209) Chapter 6, Let’s Read Science! - ELL Support (p. 233)</p>
<p>Writing Lesson 16: INFORMATIVE/EXPLANATORY WRITING—Instructions Write Habits Teacher’s Guide, pp. 234-247 CONVENTIONS: Pronouns and Antecedents</p>	<p>SE/TE: Physical Science, Apply It!: Which is the best way to slow the rate at which ice melts? (p. 107) Life Science, Apply It!: Do mealworms prefer damp or dry places? (p. 223) Earth Science, Apply It!: What affects how soil erodes? (p. 291) Part 1, Lesson 4: How do scientists draw conclusions? (p. 323)</p> <p>TE Only: Part 1, Lesson 4 - Science Notebook (p. 324) Part 1, Lesson 4 – 21st Century Learning (p. 328)</p>

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Grade 4	Interactive Science, ©2016 Grade 4
Unit 6 Week 3 Self-Monitoring	
<p>Shared Reading</p> <p>Day 1 Introduce the Student Reader, Vol. 3: <i>Friends in the Sea</i> Mini-lesson: Fluency (p. 289)</p> <p>Day 2 Focus Lesson 1: Pausing to Monitor Comprehension (p. 290): <i>Blast Zone</i> Apply the Strategy (p. 291) Informal Assessment (p. 297)</p> <p>Day 3 Focus Lesson 2: Rereading to Regain Meaning (292): <i>Blast Zone</i> Apply the Strategy (p. 293) Informal Assessment (p. 297)</p> <p>Day 4 Focus Lesson 3: Sequencing Ideas to Regain Meaning (p. 294): <i>Blast Zone</i> Apply the Strategy (p. 295) Informal Assessment (p. 297) Mini-lesson: Nonfiction Text Features (p. 289)</p> <p>Day 5 Pause and Reflect (p. 296) Write About It (p. 296)</p>	<p>SE/TE: Summarize: 27, 95, 153, 190, 211, 251, 277, 313, 339 Sequence: 49, 55, 57, 67, 74 Text Features: 115, 121, 134, 299, 311</p> <p>TE Only: Chapter 1, Performance Expectation Activity – ELA/Literacy (p. 111f) Chapter 6, Performance Expectation Activity – ELA/Literacy (p. 295a)</p>
<p>Writing Lesson 17: INFORMATIVE/EXPLANATORY WRITING—Cause-and-Effect Essay Write Habits Teacher’s Guide, pp. 248-261 CONVENTIONS: Conjunctions</p>	<p>For supporting content, please see SE/TE: Cause and Effect: 81, 87, 88, 102, 345</p>

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Grade 4	Interactive Science, ©2016 Grade 4
Unit 6 Week 4 Visualizing	
<p>Shared Reading</p> <p>Day 1 Introduce the Student Reader, Vol. 3: <i>Friends in the Sky</i> Mini-lesson: Writer’s Craft (p. 299)</p> <p>Day 2 Focus Lesson 1: Using Background Knowledge and Text to Visualize (p. 300): <i>Blast Zone</i> Apply the Strategy (p. 301) Informal Assessment (p. 307)</p> <p>Day 3 Focus Lesson 2: Using Descriptive Phrases to Create Mental and Sensory Images (p. 302) <i>Blast Zone</i> Apply the Strategy (p. 303) Informal Assessment (p. 307)</p> <p>Day 4 Focus Lesson 3: Modifying Visualizations as You Read (p. 304): <i>Blast Zone</i> Apply the Strategy (p. 305) Informal Assessment (p. 307) Mini-lesson: Nonfiction Structure (p. 299)</p> <p>Day 5 Celebrations (p. 306) Write About It (p. 306)</p>	<p>SE/TE: Describe: 10, 11, 25, 27, 30, 61, 144, 147, 192, 193, 209, 252, 253, 255, 287</p> <p>TE Only: Chapter 1, Lesson 1 – Explain, Build Background (p. 9) Chapter 2, Lesson 1 – Explain, Build Background (p. 55) Chapter 3, Lesson 1 – Explain, Build Background (p. 87) Chapter 4, Lesson 2 – Explain, Build Background (p. 129) Chapter 4, Lesson 3 – Science/Writing (p. 138) Chapter 5, Lesson 1 – Explain, Build Background (p. 183) Chapter 5, Lesson 5 – Science/Writing (p. 209) Chapter 6, Lesson 5 – Explain, Build Background (p. 267)</p>
<p>Writing Catch-Up Week</p>	

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Grade 4	Interactive Science, ©2016 Grade 4
Unit 7 Great Readers Think Critically About Books	
Week 1 Questioning the Commonplace in a Text	
<p>Shared Reading</p> <p>Day 1 Introduce the Teacher Modeling Text: <i>Hare Rescues the Sun and Other Sky Myths</i> Introduce the Student Reader, Vol. 3: <i>Little Bear and Other Native American Animal Tales</i> Mini-lesson: Fluency (p. 315)</p> <p>Day 2 Focus Lesson 1: Questioning the Archetype of Heroes and Villains (p. 316): <i>Hare Rescues the Sun and Other Sky Myths</i> Apply the Strategy (p. 317) Informal Assessment (p. 323)</p> <p>Day 3 Focus Lesson 2: Considering the Role of Gender (p. 318): <i>Hare Rescues the Sun and Other Sky Myths</i> Apply the Strategy (p. 319) Informal Assessment (p. 323)</p> <p>Day 4 Focus Lesson 3: Considering the Role of Wealth and Class (p. 320): <i>Hare Rescues the Sun and Other Sky Myths</i> Apply the Strategy (p. 321) Informal Assessment (p. 323) Mini-lesson: Word Study (p. 315)</p> <p>Day 5 Pause and Reflect (p. 322) Write About It (p. 322)</p>	<p>TE Only: Chapter 6, Lesson 2 – ELL Support (p. 245) Chapter 6, Lesson 4 - ELL Support (p. 261)</p>
<p>Writing Lesson 18: ARGUMENT WRITING—Writing for Tests Persuasive Essay Write Habits Teacher’s Guide, pp. 262-271 CONVENTIONS: Plural Possessive Nouns</p>	<p>TE Only: Chapter 5, Lesson 1 - 21st Century Learning (p. 184) Chapter 5, Lesson Check – Apply Concept (p. 199b) Chapter 4, Performance Expectation Activity - ELA/Literacy (p. 229a)</p>

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Grade 4	Interactive Science, ©2016 Grade 4
Unit 7 Week 2 Considering the Role of the Author	
<p>Shared Reading</p> <p>Day 1 Introduce the Student Reader, Vol. 3: <i>Little Bear and Other Native American Animal Tales</i> Mini-lesson: Writer’s Craft (p. 325)</p> <p>Day 2 Focus Lesson 1: Thinking About the Author’s Sources of Information (p. 326): <i>Hare Rescues the Sun and Other Sky Myths</i> Apply the Strategy (p. 327) Informal Assessment (p. 333)</p> <p>Day 3 Focus Lesson 2: Considering the Author’s Motives (p. 328) <i>Hare Rescues the Sun and Other Sky Myths</i> Apply the Strategy (p. 329) Informal Assessment (p. 333)</p> <p>Day 4 Focus Lesson 3: Recognizing That Characters Represent the Author’s Message (p. 330) <i>Hare Rescues the Sun and Other Sky Myths</i> Apply the Strategy (p. 331) Informal Assessment (p. 333) Mini-lesson: Word Study (p. 325)</p> <p>Day 5 Pause and Reflect (p. 332) Write About It (p. 332)</p>	<p>TE Only: Chapter 4, Lesson 3 – Science/Writing (p. 138) Chapter 5, Lesson 5 – Science/Writing (p. 209)</p>
<p>Writing Lesson 19: ARGUMENT WRITING—Problem-Solution Essay Write Habits Teacher’s Guide, pp. 272-285 CONVENTIONS:</p>	<p>SE:TE: Earth Science, Performance-Based Assessment: Create a Booklet (p. 295)</p> <p>TE Only: Part 2, Lesson 2 – Science Notebook (p. 358) Part 2, Lesson 2 – Differentiated Instruction (p. 361)</p>

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Grade 4	Interactive Science, ©2016 Grade 4
Unit 7 Week 3 Seeking Alternative Perspectives	
<p>Shared Reading</p> <p>Day 1 Introduce the Teacher Modeling Text: <i>The Renaissance Kids</i> Introduce the Student Reader, Vol. 3: <i>Three Cheers for Planet Earth!; Saving the Florida Panther</i> Mini-lesson: Word Study (p. 335)</p> <p>Day 2 Focus Lesson 1: Identifying Other Perspectives on a Topic (p. 336): <i>The Renaissance Kids</i> Apply the Strategy (p. 337) Informal Assessment (p. 343)</p> <p>Day 3 Focus Lesson 2: Considering Historical and Cultural Influences on a Text (p. 338): <i>The Renaissance Kids</i> Apply the Strategy (p. 339) Informal Assessment (p. 343)</p> <p>Day 4 Focus Lesson 3: Comparing Other Perspectives Between Texts (p. 340): <i>The Renaissance Kids</i>; William Shakespeare article Apply the Strategy (p. 341) Informal Assessment (p. 343) Mini-lesson: Nonfiction Text Features (p. 335)</p> <p>Day 5 Pause and Reflect (p. 342) Write About It (p. 342)</p>	<p>SE/TE: Chapter 5, Lesson 3: Do the Math! (p. 197)</p> <p>TE Only: Chapter 4, Lesson 6 – ELL Support (p. 155) Chapter 5, Lesson 3 – ELL Support (p. 195) Chapter 6, Lesson 6 – ELL Support (p. 273)</p>
<p>Writing Lesson 20: ARGUMENT WRITING—Persuasive Advertisement Write Habits Teacher’s Guide, pp. 286-299 CONVENTIONS: Transition Words and Phrases</p>	<p>TE Only: Chapter 5, Lesson Check – Apply Concept (p. 199b)</p>

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Grade 4	Interactive Science, ©2016 Grade 4
Unit 7 Week 4 Reading Critically	
<p>Shared Reading</p> <p>Day 1 Introduce the Teacher Modeling Text: <i>It Can Be Done!: The Life and Legacy of César Chávez</i> Introduce the Student Reader, Vol. 3: <i>Making Connections: American Indians and Settlers</i> Mini-lesson: Word Study (p. 345)</p> <p>Day 2 Focus Lesson 1: Recognizing Bias (p. 346) <i>It Can Be Done!: The Life and Legacy of César Chávez</i> Apply the Strategy (p. 347) Informal Assessment (p. 353)</p> <p>Day 3 Focus Lesson 2: Recognizing What Might Be Missing From the Text (p. 348): <i>It Can Be Done!: The Life and Legacy of César Chávez</i> Apply the Strategy (p. 349) Informal Assessment (p. 353)</p> <p>Day 4 Focus Lesson 3: Making and Supporting Value Judgments (p. 350) <i>It Can Be Done!: The Life and Legacy of César Chávez</i> Apply the Strategy (p. 351) Informal Assessment (p. 353) Mini-lesson: Fluency (p. 345)</p> <p>Day 5 Celebrations (p. 352) Write About It (p. 352)</p>	<p>SE/TE: Chapter 1, Vocabulary Smart Cards (pp. 37-40) Chapter 2, Vocabulary Smart Cards (pp. 71-72) Chapter 3, Vocabulary Smart Cards (pp. 99-100) Chapter 4, Vocabulary Smart Cards (pp. 163-168) Chapter 5, Vocabulary Smart Cards (pp. 215-218) Chapter 6, Vocabulary Smart Cards (pp. 281-284) Judge: 307, 313, 363</p>
<p>Writing Catch-Up Week</p>	

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Grade 5	Interactive Science, ©2016 Grade 5
GRADE 5	
Unit 1 Great Readers See Themselves as Readers	
Week 1 Choosing Books	
<p>Shared Reading</p> <p>Day 1 Mini-lesson: Introduce Different Genres (p. 39)</p> <p>Day 2 Focus Lesson 1: Having Favorite Books and Authors (p. 40) Apply the Strategy (p. 41)</p> <p>Day 3 Focus Lesson 2: Selecting Books for Independent Reading (p. 42) Apply the Strategy (p. 43)</p> <p>Day 4 Focus Lesson 3: Broadening your Reading Diet (p. 44) Apply the Strategy (p. 45) Mini-lesson: Exploring the Classroom Library (p. 39)</p> <p>Day 5 Pause and Reflect (p. 46) Write About It (p. 46)</p>	<p>For supporting content, please see</p> <p>TE Only: Chapter 1, Performance Expectation Activity – ELA/Literacy (p. 99a) Chapter 3, Lesson 1 – 21st Century Learning (p. 108) Chapter 4, Performance Expectation Activity – ELA/Literacy (p. 195d) Chapter 6, Lesson 3 – Science/Writing (p. 279)</p>
<p>Writing</p> <p>Lesson 1: DESCRIPTIVE WRITING—Description Write Habits Teacher’s Guide, pp. 36-49 CONVENTIONS: Troublesome Verbs</p>	<p>TE Only: Chapter 1, Lesson 1 - Science Notebook (p. 11) Chapter 3, Lesson 4 - Science/Writing (p. 130) Chapter 5, Lesson 6 – Science/Writing (p. 240) Chapter 6, Lesson 1 - Science/Writing (p. 266)</p>

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Grade 5	Interactive Science, ©2016 Grade 5
Unit 1 Week 2 Building Reading Stamina	
<p>Shared Reading</p> <p>Day 1 Mini-lesson: Connecting to Each Other’s Ideas (p. 49)</p> <p>Day 2 Focus Lesson 1: Building Stamina as Readers (p. 50) Apply the Strategy (p. 51)</p> <p>Day 3 Focus Lesson 2: Setting Long-Term Reading Goals (p. 52) Apply the Strategy (p. 53)</p> <p>Day 4 Focus Lesson 3: Knowing When your Comprehension Breaks Down (p. 54) Apply the Strategy (p. 55) Mini-lesson: Peer Coaching (p. 49)</p> <p>Day 5 Pause and Reflect: (p. 56) Celebrations (p. 56) Write About It (p. 56)</p>	<p>For supporting content, please see SE/TE: Text Features: 317, 323, 333, 338, 356</p>
<p>Writing Lesson 2: DESCRIPTIVE WRITING—Photo Description Write Habits Teacher’s Guide, pp. 52-63 CONVENTIONS: Four Kinds of Sentences and Interjections</p>	<p>TE Only: Chapter 4, Lesson 1 - 21st Century Learning (p. 153)</p>

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Grade 5	Interactive Science, ©2016 Grade 5
Unit 2 Great Readers Make Sense of Text	
Week 1 Making Predictions	
<p>Shared Reading</p> <p>Day 1 Introduce the Teacher Modeling Text: <i>First Journeys</i> Introduce the Student Reader, Vol. 1: <i>Flags</i> Mini-lesson: Nonfiction Text Structure (p. 65)</p> <p>Day 2 Focus Lesson 1: Activating Prior Knowledge to Make Predictions (p. 66): <i>First Journeys</i> (cover, contents, back cover) Apply the Strategy (p. 67)</p> <p>Day 3 Focus Lesson 2: Using Text Structure to Make Predictions (p. 68): <i>First Journeys</i> (pp. 6-11) Apply the Strategy (p. 69)</p> <p>Day 4 Focus Lesson 3: Using Text Features to Make Predictions (p. 70): <i>First Journeys</i> (pp. 12-15) Apply the Strategy (p. 71) Mini-lesson: Writer’s Craft (p. 65)</p> <p>Day 5 Pause and Reflect (p. 72) Write About It (p. 72)</p>	<p>SE/TE: Chapter 1, Let’s Read Science! (p. 3) Chapter 6, Let’s Read Science! (p. 259) Text Features: 317, 323, 333, 338, 356 Part 1, STEM: Flight Simulators (p. 359)</p> <p>TE Only: Chapter 3, Lesson 1 – Engage, Activate Prior Knowledge (p. 108) Chapter 4, Lesson 1 – Engage, Activate Prior Knowledge (p. 150) Chapter 4, Lesson 4 – ELL Support (p. 175) Chapter 5, Lesson 1 – Engage, Activate Prior Knowledge (p. 204) Chapter 5, Lesson 3 – ELL Support (p. 217) Chapter 6, Lesson 1 – Engage, Activate Prior Knowledge (p. 267) Part 1, Lesson 1 – Engage, Activate Prior Knowledge (p. 322) Part 1, Lesson 3 – ELL Support (p. 337)</p>
<p>Writing Lesson 3: NARRATIVE WRITING—Poem Write Habits Teacher’s Guide, pp. 64-77 CONVENTIONS: Action and Linking Verbs</p>	<p>TE Only: Chapter 5, Lesson 1 - Science/Writing (p. 207)</p>

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Grade 5	Interactive Science, ©2016 Grade 5
Unit 2 Week 2 Asking Questions	
<p>Shared Reading</p> <p>Day 1 Introduce the Student Reader, Vol. 1: <i>Flags</i> Mini-lesson: Fluency (p. 75)</p> <p>Day 2 Focus Lesson 1: Asking Text-Explicit Questions (p. 76): <i>First Journeys</i> (pp. 16-18) Apply the Strategy (p. 77)</p> <p>Day 3 Focus Lesson 2: Asking Text-Implicit Questions (p. 78): <i>First Journeys</i> (pp. 16-18) Apply the Strategy (p. 79)</p> <p>Day 4 Focus Lesson 3: Generating Questions Throughout Reading (p. 80): <i>First Journeys</i> (pp. 20-25) Apply the Strategy (p. 81) Mini-lesson: Word Study (p. 75)</p> <p>Day 5 Pause and Reflect (p. 82) Write About It (p. 82)</p>	<p>SE/TE: Infer: 32, 39, 122, 124, 152, 175, 209, 223, 234, 275, 282</p> <p>TE Only: Chapter 3, Lesson 2 – ELL Support (p. 115) Chapter 4, Lesson 4 - Science Notebook (p. 180) Chapter 5, Lesson 1 – ELL Support (p. 205)</p>
<p>Writing Catch-Up Week</p>	

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Grade 5	Interactive Science, ©2016 Grade 5
Unit 2 Week 3 Asking Questions	
<p>Shared Reading</p> <p>Day 1 Introduce the Student Reader, Vol. 1: <i>Flags</i> Mini-lesson: Word Study (p. 85)</p> <p>Day 2 Focus Lesson 1: Generating Questions to Anticipate Events or Information (p. 86): <i>First Journeys</i> (pp. 26-31) Apply the Strategy (p. 87)</p> <p>Day 3 Focus Lesson 2: Questioning the Author (p. 88): <i>First Journeys</i> (pp. 19-21) Apply the Strategy (p. 89)</p> <p>Day 4 Focus Lesson 3: Asking Questions to Resolve Confusion (p. 90): <i>First Journeys</i> (pp. 22-24) Apply the Strategy (p. 91) Mini-lesson: Nonfiction Text Features (p. 85)</p> <p>Day 5 Pause and Reflect (p. 92) Write About It (p. 92)</p>	<p>SE/TE: Text Features: 317, 323, 333, 338, 356</p> <p>TE Only: Chapter 4, STEM – Science Notebook (p. 180)</p>
<p>Writing Lesson 4: NARRATIVE WRITING—Personal Narrative Write Habits Teacher’s Guide, pp. 78-91 CONVENTIONS: Main and Helping Verbs</p>	<p>SE/TE: Part 2, Performance-Based Assessment (p. 404)</p> <p>TE Only: Chapter 2, Lesson 1 - Science/Writing (p. 62) Chapter 6, Lesson 4 - Science/Writing (p. 286)</p>

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Grade 5	Interactive Science, ©2016 Grade 5
Unit 2 Week 4 Clarifying	
<p>Shared Reading</p> <p>Day 1 Introduce the Teacher Text: <i>Airborne!</i> Introduce the Student Reader, Vol. 1: <i>The Many Faces of Masks</i> Mini-lesson: Nonfiction Text Features (p. 95)</p> <p>Day 2 Focus Lesson 1: Using Discussion to Clarify (p. 96): <i>Airborne!</i> (pp. 4-9) Apply the Strategy) p. 97)</p> <p>Day 3 Focus Lesson 2: Reading Ahead and Rereading to Clarify (p. 98): <i>Airborne!</i> (pp. 10-15) Apply the Strategy (p. 99)</p> <p>Day 4 Focus Lesson 3: Activating Prior Knowledge to Clarify: (p. 100) <i>Airborne!</i> (pp. 14-17) Apply the Strategy (p. 101) Mini-lesson: Nonfiction Text Structure (p. 95)</p> <p>Day 5 Pause and Reflect (p. 102) Write About It (p. 102)</p>	<p>SE/TE: Chapter 5, Lesson 3: Temperature (p. 219)</p> <p>TE Only: Chapter 2, Biography – Activate Prior Knowledge (p. 84) Chapter 3, Biography – Activate Prior Knowledge (p. 141) Chapter 4, Go Green! – Activate Prior Knowledge (p. 189) Chapter 5, STEM – Activate Prior Knowledge (p. 244) Chapter 6, Science in Your Backyard – Activate Prior Knowledge (p. 298) Part 1, STEM – Activate Prior Knowledge (p. 359) Part 2, Go Green! – Activate Prior Knowledge (p. 390)</p>
<p>Writing Catch-Up Week</p>	

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Grade 5	Interactive Science, ©2016 Grade 5
Unit 2 Week 5 Summarizing and Synthesizing	
<p>Shared Reading</p> <p>Day 1 Introduce the Student Reader, Vol. 1: <i>The Many Faces of Masks</i> Mini-lesson: Word Study (p. 105)</p> <p>Day 2 Focus Lesson 1: Pausing to Paraphrase as You Read (p. 106): <i>Airborne!</i> (pp. 18-21) Apply the Strategy (p. 107)</p> <p>Day 3 Focus Lesson 2: Distinguishing Between Main Ideas and Details to Create a Summary (p. 108): <i>Airborne!</i> (pp. 23-27) Apply the Strategy (p. 109)</p> <p>Day 4 Focus Lesson 3: Combining Related Information (p. 110): <i>Airborne!</i> (pp. 28-30, 35-37) Apply the Strategy (p. 111) Mini-lesson: Fluency (p. 105)</p> <p>Day 5 Celebrations (p. 112) Write About It (p. 112)</p>	<p>SE/TE: Summarize: 39, 48, 177, 217, 226, 271, 275, 305, 333, 377 Main Idea and Details: 55, 61, 68, 90 145, 163, 186, 208, 363, 369, 373, 394</p> <p>TE Only: Chapter 1, Lesson 3 - Science/Writing (p. 26)</p>
<p>Writing Lesson 5: NARRATIVE WRITING—Personal Narrative Write Habits Teacher’s guide, pp. 92-105 CONVENTIONS: Punctuation</p>	<p>TE Only: Chapter 2, Lesson 1 - Science/Writing (p. 62) Chapter 6, Lesson 4 - Science/Writing (p. 286)</p>

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Grade 5	Interactive Science, ©2016 Grade 5
Unit 3 Great Readers Use What They Know	
Week 1 Activating Background Knowledge	
<p>Shared Reading</p> <p>Day 1 Introduce the Teacher Modeling Text: <i>Famous American Spies</i> Introduce the Student Reader, Vol. 1: <i>What Time Is It?</i> Mini-lesson: Word Study (p. 121)</p> <p>Day 2 Focus Lesson 1: Thinking About What You Know Before Reading (p. 122): <i>Famous American Spies</i> (cover) Apply the Strategy (p. 123)</p> <p>Day 3 Focus Lesson 2: Considering Your Purpose for Reading (p. 124): <i>Famous American Spies</i> Apply the Strategy (p. 125)</p> <p>Day 4 Focus Lesson 3: Previewing to Activate Background Knowledge (p. 126): <i>Famous American Spies</i> (pp. 2, 3, 4) Apply the Strategy (p. 127) Mini-lesson: Nonfiction Text Structures (p. 121)</p> <p>Day 5 Pause and Reflect (p. 128) Write About It (p. 128)</p>	<p>TE Only: Chapter 1, Lesson 2 – Explain, Build Background (p. 17) Chapter 1, Lesson 2 – ELL Support (p. 17) Chapter 2, Lesson 2 – ELL Support (p. 67) Chapter 2, Lesson 3 – Explain, Build Background (p. 75) Chapter 2, Lesson 4 – ELL Support (p. 79) Chapter 3, Lesson 1 – Explain, Build Background (p. 109) Chapter 4, Lesson 1 – ELL Support (p. 151) Chapter 4, Lesson 1 – Science/Reading (p. 154) Chapter 4, Lesson 2 – Explain, Build Background (p. 159) Chapter 4, Lesson 3 – ELL Support (p. 167) Chapter 5, Lesson 1 – Explain, Build Background (p. 205) Chapter 5, Lesson 6 – ELL Support (p. 237) Part 1, Lesson 4 – ELL Support (p. 345) Part 2, Lesson 1 – Science/Language Arts (p. 370)</p>
<p>Writing Lesson 6: INFORMATIVE/EXPLANATORY WRITING—Summary Write Habits Teacher’s guide, pp. 106-119 CONVENTIONS: Adverbs</p>	<p>TE Only: Chapter 1, Performance Expectation Activity - ELA/Literacy (p. 99b) Chapter 1, Performance Expectation Activity - ELA/Literacy (p. 99c) Chapter 1, Performance Expectation Activity - ELA/Literacy (p. 99d)</p>

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Grade 5	Interactive Science, ©2016 Grade 5
Unit 3 Week 2 Activating Background Knowledge	
<p>Shared Reading</p> <p>Day 1 Introduce the Student Reader, Vol. 1: <i>What Time Is It?</i> Mini-lesson: Word Study (p. 131)</p> <p>Day 2 Focus Lesson 1: Activating Background Knowledge Throughout Reading (p. 132): <i>Famous American Spies</i> (pp. 5-9) Apply the Strategy (p. 133)</p> <p>Day 3 Focus Lesson 2: Asking Questions to Fill Gaps in Your Background Knowledge (p. 134): <i>Famous American Spies</i> (pp. 10-19) Apply the Strategy (p. 135)</p> <p>Day 4 Focus Lesson 3: Revising Background Knowledge to Accommodate New Information (p. 136): <i>Famous American Spies</i> (pp. 20-23) Apply the Strategy (p. 137) Mini-lesson: Nonfiction Text Features (p. 131)</p> <p>Day 5 Pause and Reflect (p. 138) Write About It (p. 138)</p>	<p>SE/TE: Infer: 13, 31, 77, 124, 209, 267, 278, 339, 372, 385</p> <p>TE Only: Chapter 1, Lesson 3 – Explain, Build Background (p. 23) Chapter 2, Lesson 3 – Explain, Build Background (p. 75) Chapter 3, Lesson 1 – Explain, Build Background (p. 109) Chapter 4, Lesson 1 – Explain, Build Background (p. 151) Chapter 5, Lesson 1 – Explain, Build Background (p. 205) Chapter 6, Lesson 1 – Explain, Build Background (p. 265) Chapter 6, Lesson 4 - Science Notebook (p. 287)</p>
<p>Writing Catch-Up Week</p>	

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Grade 5	Interactive Science, ©2016 Grade 5
Unit 3 Week 3 Making Connections	
<p>Shared Reading</p> <p>Day 1 Introduce the Teacher Modeling Text: <i>Women Who Broke Barriers</i> Introduce the Student Reader, Vol 1: <i>Lady with the Lamp: The Florence Nightingale Story</i> Mini-lesson: Nonfiction Text Structure (p. 141)</p> <p>Day 2 Focus Lesson 1: Making Text-to-Self Connections (p. 142): <i>Women Who Broke Barriers</i> (pp. 3-10) Apply the Strategy (p. 143)</p> <p>Day 3 Focus Lesson 2: Making Text-to-Text Connections (p. 144): <i>Women Who Broke Barriers</i> (p. 4-5) Apply the Strategy (p. 145)</p> <p>Day 4 Focus Lesson 3: Making Text-to-World Connections (p. 146): <i>Women Who Broke Barriers</i> (pp. 19-22, 27-31) Apply the Strategy (p. 147) Mini-lesson: Word Study (p. 141)</p> <p>Day 5 Pause and Reflect (p. 148) Write About It (p. 148)</p>	<p>SE/TE: Sequence: 205, 211, 229, 283</p> <p>TE Only: Chapter 3, Lesson 3 - ELL Support (p. 121)</p>
<p>Writing Lesson 7: INFORMATIVE/EXPLANATORY WRITING—Writing for Tests Review Write Habits Teacher’s guide, pp. 120-129 CONVENTIONS: Quotations and Quotation Marks</p>	<p>This standard falls outside the scope of this program.</p>

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Grade 5	Interactive Science, ©2016 Grade 5
Unit 3 Week 4 Making Inferences	
<p>Shared Reading</p> <p>Day 1 Introduce the Student Reader, Vol 1: <i>Lady with the Lamp: The Florence Nightingale Story</i> Mini-lesson: Fluency (p. 151)</p> <p>Day 2 Focus Lesson 1: Using What You Know to Make Inferences (p. 152): <i>Women Who Broke Barriers: The New Face of TV News</i> (pp. 15-16) Apply the Strategy (p. 153)</p> <p>Day 3 Focus Lesson 2: Using Inferences to Clarify Words and Concepts (p. 154): <i>Women Who Broke Barriers: The New Face of TV News</i> (pp. 16-18) Apply the Strategy (p. 155)</p> <p>Day 4 Focus Lesson 3: Revising and Expanding Inferences as You Read (p. 156): <i>Women Who Broke Barriers: The New Face of TV News</i> (pp. 17-18) Apply the Strategy (p. 157) Mini-lesson: Writer’s Craft (p. 151)</p> <p>Day 5 Celebrations (p. 158) Write About It (p. 158)</p>	<p>SE/TE: Infer: 13, 31, 77, 124, 209, 267, 278, 339, 372, 385</p>
<p>Writing Catch-Up Week</p>	

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Grade 5	Interactive Science, ©2016 Grade 5
Unit 4 Great Readers Understand How Stories Work	
Week 1 Understanding Story Elements	
<p>Shared Reading Day 1 Introduce the Teacher Modeling Text: <i>The Hot Shots</i> Introduce the Student Reader, Vol. 2: <i>Leonardo's Wings</i> Mini-lesson: Writer's Craft (p. 167) Day 2 Focus Lesson 1: Previewing a Text (p. 168): <i>The Hot Shots</i> (pp. 6-9) Apply the Strategy (p. 169) Day 3 Focus Lesson 2: Identifying Story Elements (p. 170): <i>The Hot Shots</i> (pp. 5-10) Apply the Strategy (p. 171) Day 4 Focus Lesson 3: Identifying Point of View (p. 172): <i>The Hot Shots</i> (pp. 11-14) Apply the Strategy (p. 173) Mini-lesson: Text Feature (p. 167) Day 5 Pause and Reflect (p. 174) Write About It (p. 174)</p>	<p>TE Only: Chapter 1, Lesson 1 – ELL Support (p. 9) Chapter 1, Lesson 3 – ELL Support (p. 23) Chapter 3, Lesson 2 – ELL Support (p. 115) Chapter 5, Lesson 3 – ELL Support (p. 217) Chapter 6, Lesson 2 – ELL Support (p. 271) Part 1, Lesson 1 – ELL Support (p. 323)</p>
<p>Writing Lesson 8: NARRATIVE WRITING—Writing for Tests Tall Tale Write Habits Teacher's Guide, pp. 130-139 CONVENTIONS: Simple and Complete Subjects and Predicates</p>	<p>For related content, please see TE Only: Chapter 2, Lesson 1 – Science/Writing (p. 62) Chapter 2, Lesson 3 – Differentiated Instruction (Advanced) (p. 76) Chapter 6, Lesson 4 – Science/Writing (p. 286)</p>

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

<p align="center">Good Habits, Great Readers™, ©2012 Grade 5</p>	<p align="center">Interactive Science, ©2016 Grade 5</p>
<p align="center">Unit 4 Week 2 Understanding and Analyzing Characters</p>	
<p>Shared Reading</p> <p>Day 1 Introduce the Student Reader, Vol. 2: <i>Leonardo's Wings</i> Mini-lesson: Writer's Craft (p. 177)</p> <p>Day 2 Focus Lesson 1: Understanding a Character's Purpose (p. 178): <i>The Hot Shots</i> (pp. 15-20) Apply the Strategy (p. 179)</p> <p>Day 3 Focus Lesson 2: Analyzing a Character's Dialogue and Actions (p. 180): <i>The Hot Shots</i> (pp. 21-26) Apply the Strategy (p. 181) Mini-lesson: Fluency (p. 177)</p> <p>Day 4 Focus Lesson 3: Understanding How Characters Develop (p. 182): <i>The Hot Shots</i> (pp. 27-37) Apply the Strategy (p. 183)</p> <p>Day 5 Pause and Reflect (p. 184) Write About It (p. 184)</p>	<p>This standard falls outside the scope of this program.</p>
<p>Writing Lesson 9: NARRATIVE WRITING—Mystery Write Habits Teacher's Guide, pp. 140-153 CONVENTIONS: Conjunctions</p>	<p>For related content, please see</p> <p>SE/TE: Part 2, Performance-Based Assessment: Write a Story (p. 404)</p> <p>TE Only: Chapter 2, Lesson 1 – Science/Writing (p. 62) Chapter 6, Lesson 4 – Science/Writing (p. 286)</p>

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Grade 5	Interactive Science, ©2016 Grade 5
Unit 4 Week 3 Understanding Setting and Plot	
<p>Shared Reading</p> <p>Day 1 Introduce the Student Reader, Vol. 2: <i>Leonardo's Wings</i> Mini-lesson: Word Study (p. 187)</p> <p>Day 2 Focus Lesson 1: Identifying the Setting (p. 188): <i>The Hot Shots</i> (pp. 38-44) Apply the Strategy (p. 189)</p> <p>Day 3 Focus Lesson 2: Exploring Relationships Between Setting and Characters (p. 190): <i>The Hot Shots</i> (pp. 47-52) Apply the Strategy (p. 191)</p> <p>Day 4 Focus Lesson 3: Identifying and Keeping Track of the Plot (p. 192): <i>The Hot Shots</i> (pp. 52-56) Apply the Strategy (p. 193) Mini-lesson: Writer's Craft (p. 187)</p> <p>Day 5 Pause and Reflect (p. 194) Write About It (p. 194)</p>	<p>This standard falls outside the scope of this program.</p>
<p>Writing Lesson 10: NARRATIVE WRITING—Story Exchange Write Habits Teacher's Guide, pp, 154-167 CONVENTIONS: Subject-Verb Agreement</p>	<p>TE Only: Chapter 3, Lesson 4 – Science/Writing (p. 130)</p>

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Grade 5	Interactive Science, ©2016 Grade 5
Unit 4 Week 4 Understanding and Analyzing Theme	
<p>Shared Reading</p> <p>Day 1 Introduce the Student Reader, Vol. 2: <i>Leonardo's Wings</i> Mini-lesson: Word Study (p. 197)</p> <p>Day 2 Focus Lesson 1: Relating to Characters and Events (p. 198): <i>The Hot Shots</i> (pp. 3-10) Apply the Strategy (p. 199)</p> <p>Day 3 Focus Lesson 2: Identifying the Theme (p. 200): <i>The Hot Shots</i> (pp. 40, 46, 54) Apply the Strategy (p. 201)</p> <p>Day 4 Focus Lesson 3: Relating to the Theme (p. 202): <i>The Hot Shots</i> Apply the Strategy (p. 203) Mini-lesson: Writer's Craft (p. 197)</p> <p>Day 5 Celebrations (p. 204) Write About It (p. 204)</p>	<p>TE Only: Part 2, Lesson 1 – Science/Language Arts (p. 372)</p>
<p>Writing Lesson 11: NARRATIVE WRITING—Narrative Poetry Write Habits Teacher's Guide, pp. 168-181 CONVENTIONS: Indefinite and Reflexive Pronouns</p>	<p>TE Only: Chapter 5, Lesson 1 – Science/Writing (p. 207)</p>

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Grade 5	Interactive Science, ©2016 Grade 5
Unit 5 Great Readers Great Readers Read to Learn	
Week 1 Locating Facts and Information	
<p>Shared Reading</p> <p>Day 1 Introduce the Teacher Modeling Text: <i>Remarkable Robots</i> Introduce the Student Reader, Vol. 2: <i>Turn it Down!</i> Mini-lesson: Nonfiction Text Structure (p. 213)</p> <p>Day 2 Focus Lesson 1: Predicting Information Based on the Cover and Contents Page (p. 214): <i>Remarkable Robots</i> (cover and contents page) Apply the Strategy (p. 215)</p> <p>Day 3 Focus Lesson 2: Locating Information Using Boldfaced Words and a Glossary (p. 216): <i>Remarkable Robots</i> (pp. 3-6, 32) Apply the Strategy (p. 217)</p> <p>Day 4 Focus Lesson 3: Identifying Facts From the Text (p. 218): <i>Remarkable Robots</i> (pp. 7-9, index) Apply the Strategy (p. 219) Mini-lesson: Word Study (p. 213)</p> <p>Day 5 Pause and Reflect (p. 220) Write About It (p. 220)</p>	<p>SE/TE: Predict: 48, 53, 101, 138, 213, 242, 304, 323, 368, 381 Cause and Effect: 80, 109, 117, 125, 238, 280, 293 Part 2, Lesson 2: My Planet Diary (p. 374) Part 2, Lesson 2: Technology and the Human Body (p. 375) Part 2, Lesson 2: Nanobots (p. 379)</p> <p>TE Only: Chapter 1, Lesson 2 – Science Notebook (p. 19) Chapter 4, Lesson 2 - Science/Language Arts (p. 161) Chapter 6, Lesson 5 - ELL Support (p. 291) Part 2, Lesson 2 - 21st Century Learning (p. 378) Part 2, Lesson 2 - Content Refresher (p. 379)</p>
<p>Writing Lesson 12: INFORMATIVE/EXPLANATORY WRITING—Expository Composition Write Habits Teacher’s guide, pp. 182-195 CONVENTIONS: Common and Proper Nouns</p>	<p>TE Only: Chapter 2, Lesson 2 - Science Notebook (p. 68) Chapter 5, Lesson 2 - Science Notebook (p. 212) Chapter 6, Lesson 2 - Science/Social Studies (p. 274) Part 1, Lesson 1 - 21st Century Learning (p. 322)</p>

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Grade 5	Interactive Science, ©2016 Grade 5
Unit 5 Week 2 Making Inferences From Nonfiction	
<p>Shared Reading</p> <p>Day 1 Introduce the Student Reader, Vol. 2: <i>Turn it Down!</i> Mini-lesson: Nonfiction Text Features (p. 223)</p> <p>Day 2 Focus Lesson 1: Developing Inferences From a Stated Fact (p. 224): <i>Remarkable Robots</i> (pp. 12-18) Apply the Strategy (p. 225)</p> <p>Day 3 Focus Lesson 2: Using Prior Knowledge to Make Inferences (p. 226): <i>Remarkable Robots</i> (pp. 22-26) Apply the Strategy (p. 227)</p> <p>Day 4 Focus Lesson 3: Evaluating Your Inferences (p. 228): <i>Remarkable Robots</i> (pp. 27-31) Apply the Strategy (p. 229) Mini-lesson: Writer’s Craft (p. 223)</p> <p>Day 5 Pause and Reflect (p. 230) Write About It (p. 230)</p>	<p>SE/TE: Infer: 13, 31, 77, 124, 209, 267, 278, 339, 372, 385</p> <p>TE Only: Chapter 1, Science in Your Backyard – Activate Prior Knowledge (p. 42) Chapter 2, Biography – Activate Prior Knowledge (p. 84) Chapter 3, Biography – Activate Prior Knowledge (p. 141) Chapter 4, Go Green! – Activate Prior Knowledge (p. 189) Chapter 5, STEM – Activate Prior Knowledge (p. 244) Chapter 6, Science in Your Backyard – Activate Prior Knowledge (p. 298)</p>
<p>Writing Catch-Up Week</p>	

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Grade 5	Interactive Science, ©2016 Grade 5
Unit 5 Week 3 Identifying and Using Text Features	
<p>Shared Reading</p> <p>Day 1 Introduce the Student Reader, Vol. 2: <i>Turn it Down!</i> Mini-lesson: Word Study (p. 233)</p> <p>Day 2 Focus Lesson 1: Identifying Facts From Visual Sources (p. 234): <i>Remarkable Robots</i> (pp. 12-18) Apply the Strategy (p. 235)</p> <p>Day 3 Focus Lesson 2: Inferring From Visual Sources (p. 236): <i>Remarkable Robots</i> (pp. 22-26) Apply the Strategy (p. 237)</p> <p>Day 4 Focus Lesson 3: Evaluating Visual Sources (p. 238): <i>Remarkable Robots</i> (pp. 27-31) Apply the Strategy (p. 239) Mini-lesson: Fluency (p. 233)</p> <p>Day 5 Pause and Reflect (p. 240) Write About It (p. 240)</p>	<p>SE/TE: Graphs: 164, 213, 219, 280, 241, 350</p> <p>TE Only: Chapter 2, Lesson 2 - Science Notebook (p. 70) Chapter 5, Lesson 4 - Elaborate (p. 228)</p>
<p>Writing Lesson 13: INFORMATIVE/EXPLANATORY WRITING—Cause-and-Effect Essay Write Habits Teacher’s Guide, pp. 196-215 CONVENTIONS: Prepositions and Prepositional Phrases</p>	<p>For supporting content, please see: SE/TE: Cause and Effect: 103, 109, 167, 293 Earth Science, Performance-Based Assessment: Landforms and Weather (p. 313)</p>

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Grade 5	Interactive Science, ©2016 Grade 5
Unit 5 Week 4 Identifying and Using Text Structures	
<p>Shared Reading</p> <p>Day 1 Introduce the Teacher Modeling Text: <i>Explore Your World</i> Introduce the Student Reader, Vol. 2: <i>Light and Shade</i> Mini-lesson: Nonfiction Text Features (p. 243)</p> <p>Day 2 Focus Lesson 1: Identifying Text Structures (p. 244): <i>Explore Your World</i> pp. (6-9) Apply the Strategy (p. 245)</p> <p>Day 3 Focus Lesson 2: Linking Text Structure and Author’s Purpose (p. 246): <i>Explore Your World</i> (pp. 10-13) Apply the Strategy (p. 247) Mini-lesson: Fluency (p. 243)</p> <p>Day 4 Focus Lesson 3: Identifying Multiple Text Structures (p. 248): <i>Explore Your World</i> (pp. 6-11) Apply the Strategy (p. 249) Mini-lesson: Fluency (p. 233)</p> <p>Day 5 Pause and Reflect (p. 250) Write About It (p. 250)</p>	<p>SE/TE: Chapter 2, Let’s Read Science! (p. 55) Chapter 2, Lesson 4: How are shadows formed? (pp. 78-81) Chapter 3, Let’s Read Science! (p. 103) Chapter 4, Let’s Read Science! (p. 145) Text Features: 317, 323, 333, 338, 356 Part 2, Let’s Read Science! (p. 363)</p>
<p>Writing Catch-Up Week</p>	

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Grade 5	Interactive Science, ©2016 Grade 5
Unit 5 Week 5 Evaluating Nonfiction	
<p>Shared Reading</p> <p>Day 1 Introduce the Student Reader, Vol. 2: <i>Light and Shade</i> Mini-lesson: Word Study (p. 253)</p> <p>Day 2 Focus Lesson 1: Asking Questions About the Author (p. 254): <i>Explore Your World</i> Apply the Strategy (p. 255)</p> <p>Day 3 Focus Lesson 2: Evaluating the Authenticity of Information (p. 256): <i>Explore Your World</i> (pp. 10-11, 14-15) Apply the Strategy (p. 257)</p> <p>Day 4 Focus Lesson 3: Evaluating the Clarity of Information (p. 258): <i>Explore Your World</i> (pp. 18-21) Apply the Strategy (p. 259) Mini-lesson: Nonfiction Text Features (p. 253)</p> <p>Day 5 Celebrations (p. 260) Write About It (p. 260)</p>	<p>SE/TE: Chapter 2, Lesson 4: How are shadows formed? (pp. 78-81) Text Features: 317, 323, 333, 338, 356</p> <p>TE Only: Chapter 3, Lesson 3 – ELL Support (p. 121)</p>
<p>Writing Lesson 14: INFORMATIVE/EXPLANATORY WRITING—Compare and Contrast Essay Write Habits Teacher’s Guide pp. 216-235</p>	<p>For supporting content, please see</p> <p>SE/TE: Compare and Contrast: 3, 9, 23, 127, 259, 265 Chapter 1, Lesson 1 – Differentiated Instruction (Advanced) (p.14) Chapter 3, Lesson 1 – ELL Support (p. 109)</p>

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Grade 5	Interactive Science, ©2016 Grade 5
Unit 6 Great Readers Monitor and Organize Ideas and Information	
Week 1 Taking Notes on Fiction	
<p>Shared Reading</p> <p>Day 1 Introduce the Teacher Modeling Text: <i>The Hot Shots</i> Introduce the Student Reader, Vol. 3: <i>A Vote for Mr. Lincoln</i> Mini-lesson: Fluency (p. 269)</p> <p>Day 2 Focus Lesson 1: Matching a Graphic Organizer to Text (p. 270): <i>The Hot Shots</i> (pp. 3-5) Apply the Strategy (p. 271)</p> <p>Day 3 Focus Lesson 2: Using a Graphic Organizer to Understand the Text (p. 272): <i>The Hot Shots</i> (pp. 11-16) Apply the Strategy (p. 273)</p> <p>Day 4 Focus Lesson 3: Using a Graphic Organizer to Evaluate Characters (p. 274): <i>The Hot Shots</i> (pp. 11-20) Apply the Strategy (p. 275) Mini-lesson: Writer’s Craft (p. 269)</p> <p>Day 5 Pause and Reflect (p. 276) Write About It (p. 276)</p>	<p>SE/TE: Chapter 5, Let’s Read Science! (p. 199)</p> <p>TE Only: Chapter 5, Lesson 5 - ELL Support (p. 231) Chapter 6, Let’s Read Science! - ELL Support (p. 259) Part 2, Let’s Read Science! (p. 363)</p>
<p>Writing Lesson 15: INFORMATIVE/EXPLANATORY WRITING—E-Newsletter Write Habits Teacher’s Guide, pp. 236-249 CONVENTIONS: Subject and Object Pronouns</p>	<p>TE Only: Chapter 1, Performance Expectation Activity – ELA/Literacy (p. 99a) Chapter 3, Lesson 1 – 21st Century Learning (p. 108) Chapter 6, Lesson 2 – 21st Century Learning (p. 274) Chapter 6, Lesson 4 – 21st Century Learning (p. 288)</p>

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Grade 5	Interactive Science, ©2016 Grade 5
Unit 6 Week 2 Taking Notes on Nonfiction	
<p>Shared Reading</p> <p>Day 1 Introduce the Teacher Modeling Text: <i>Making the Impossible Possible</i> Introduce the Student Reader, Vol. 3: <i>Forests in the Sea</i> Mini-lesson: Nonfiction Text Features (p. 279)</p> <p>Day 2 Focus Lesson 1: Matching a Graphic Organizer to Text (p. 280): <i>Making the Impossible Possible</i> (contents page) Apply the Strategy (p. 281)</p> <p>Day 3 Focus Lesson 2: Using a Graphic Organizer to Understand the Text (p. 282): <i>Making the Impossible Possible</i> (pp. 5-8) Apply the Strategy (p. 283)</p> <p>Day 4 Focus Lesson 3: Using a Graphic Organizer as an Aid to Retelling/Summarizing (p. 284): <i>Making the Impossible Possible</i> (pp. 5-8) Apply the Strategy (p. 285) Mini-lesson: Word Study (p. 279)</p> <p>Day 5 Pause and Reflect (p. 286) Write About It (p. 286)</p>	<p>TE Only: Chapter 1, Lesson 3 - Science Notebook (p. 24) Chapter 3, Lesson 2 - ELL Support (p. 115) Chapter 5, Lesson 1 - ELL Support (p. 205) Chapter 5, Lesson 3 - ELL Support (p. 217) Chapter 5, Lesson 6 - ELL Support (p. 237)</p>
<p>Writing Lesson 16: INFORMATIVE/EXPLANATORY WRITING—Newsletter Article Write Habits Teacher’s Guide, pp. 250-263 CONVENTIONS: Compound and Complex Sentences</p>	<p>TE Only: Chapter 6, Lesson 3 - Science/Writing (p. 279)</p>

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Grade 5	Interactive Science, ©2016 Grade 5
Unit 6 Week 3 Self-Monitoring	
<p>Shared Reading</p> <p>Day 1 Introduce the Student Reader, Vol. 3: <i>Forests in the Sea</i> Mini-lesson: Word Study (p. 289)</p> <p>Day 2 Focus Lesson 1: Pausing to Monitor Comprehension (p. 290): <i>Making the Impossible Possible</i> (pp. 9-11) Apply the Strategy (p. 291)</p> <p>Day 3 Focus Lesson 2: Rereading to Regain Meaning (292): <i>Making the Impossible Possible</i> (pp. 12-15) Apply the Strategy (p. 293) Mini-lesson: Nonfiction Text Features (p. 289)</p> <p>Day 4 Focus Lesson 3: Sequencing Ideas to Regain Meaning (p. 294): <i>Making the Impossible Possible</i> (pp. 16-18) Apply the Strategy (p. 295)</p> <p>Day 5 Pause and Reflect (p. 296) Write About It (p. 296)</p>	<p>SE/TE: Sequence: 118, 162, 205, 229, 283, 305</p> <p>TE Only: Chapter 4, Lesson 2 - Science Notebook (p. 162)</p>
<p>Writing Lesson 17: INFORMATIVE/EXPLANATORY WRITING—Notes Write Habits Teacher’s Guide, pp. 264-277 CONVENTIONS: Adjectives and Articles</p>	<p>TE Only: Chapter 5, Performance Expectation Activity – ELA/Literacy (p. 313a) Chapter 5, Performance Expectation Activity – ELA/Literacy (p. 313b)</p>

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Grade 5	Interactive Science, ©2016 Grade 5
Unit 6 Week 4 Visualizing	
<p>Shared Reading</p> <p>Day 1 Introduce the Student Reader, Vol. 3: <i>Forests in the Sea</i> Mini-lesson: Nonfiction Text Structure (p. 299)</p> <p>Day 2 Focus Lesson 1: Using Background Knowledge and Text to Visualize (p. 300): <i>Making the Impossible Possible</i> (p. 19) Apply the Strategy (p. 301)</p> <p>Day 3 Focus Lesson 2: Using Descriptive Phrases to Create Mental and Sensory Images (p. 302): <i>Making the Impossible Possible</i> (pp. 20-23) Apply the Strategy (p. 303)</p> <p>Day 4 Focus Lesson 3: Modifying Visualizations as You Read (p. 304): <i>Making the Impossible Possible</i> (pp. 3, 5-8, 16-18) Apply the Strategy (p. 305) Mini-lesson: Writer's Craft (p. 299)</p> <p>Day 5 Celebrations (p. 306) Write About It (p. 306)</p>	<p>SE/TE: Part 2, Lesson 1: Problems and Solutions (p. 369)</p> <p>TE Only: Chapter 1, Lesson 4 – Explain, Build Background (p. 29) Chapter 2, Lesson 3 – Explain, Build Background (p. 75) Chapter 3, Lesson 4 – Explain, Build Background (p. 127) Chapter 4, Lesson 3 – Explain, Build Background (p. 167) Chapter 5, Lesson 2 – Explain, Build Background (p. 211) Chapter 6, Lesson 5 – Explain, Build Background (p. 291)</p>
<p>Writing Catch-Up Week</p>	

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Grade 5	Interactive Science, ©2016 Grade 5
Unit 7 Great Readers Think Critically About Books	
Week 1 Questioning the Commonplace in a Text	
<p>Shared Reading</p> <p>Day 1 Introduce the Teacher Modeling Text: <i>The Hot Shots</i> Introduce the Student Reader, Vol. 3: <i>Lady with the Lamp: The Florence Nightingale Story</i> Mini-lesson: Word Study (p. 315)</p> <p>Day 2 Focus Lesson 1: Questioning the Archetype of Heroes and Villains (p. 316) <i>The Hot Shots</i> (pp. 3-56) Apply the Strategy (p. 317)</p> <p>Day 3 Focus Lesson 2: Considering the Role of Gender (p. 318) <i>The Hot Shots</i> (pp. 13, 17, 21, 47-56) Apply the Strategy (p. 319)</p> <p>Day 4 Focus Lesson 3: Considering the Role of Wealth and Class (p. 320) <i>The Hot Shots</i> (pp. 7-10, 13, 16, 19, 54) Apply the Strategy (p. 321) Mini-lesson: Writer’s Craft (p. 315)</p> <p>Day 5 Pause and Reflect (p. 322) Write About It (p. 322)</p>	<p>TE Only: Chapter 3, Lesson 1 – ELL Support (p. 109) Chapter 3, Lesson 2 – Science/Reading (p. 118) Chapter 4, Lesson 1 – Science/Reading (p. 154) Chapter 5, Lesson 3 - ELL Support (p. 217) Part 1, Lesson 2 – Science/Reading (p. 332)</p>
<p>Writing Lesson 18: ARGUMENT WRITING—Persuasive Essay Write Habits Teacher’s Guide, pp. 278-297 CONVENTIONS: Comparative and Superlative Adjectives</p>	<p>TE Only: Chapters 3 and 4, Performance Expectation Activity - ELA/Literacy (p. 195b) Chapter 6, Performance Expectation Activity - ELA/Literacy (p. 313c)</p>

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Grade 5	Interactive Science, ©2016 Grade 5
Unit 7 Week 2 Considering the Role of the Author	
<p>Shared Reading</p> <p>Day 1 Introduce the Teacher Modeling Text: <i>The Water is Wide</i> Introduce the Student Reader, Vol. 3: <i>At Home on the Earth</i> Mini-lesson: Nonfiction Features (p. 325)</p> <p>Day 2 Focus Lesson 1: Thinking About the Author’s Sources of Information (p. 326): <i>The Water is Wide</i> (pp. 3-16) Apply the Strategy (p. 327)</p> <p>Day 3 Focus Lesson 2: Considering the Author’s Motives (p. 328): <i>The Water is Wide</i> (pp. 3-16) Apply the Strategy (p. 329)</p> <p>Day 4 Focus Lesson 3: Recognizing That Characters Represent the Author’s Message (p. 330): <i>The Water is Wide</i> (pp. 3-16) Apply the Strategy (p. 331) Mini-lesson: Writer’s Craft (p. 325)</p> <p>Day 5 Pause and Reflect (p. 332) Write About It (p. 332)</p>	<p>SE/TE: Chapter 5, Lesson 5 - Lightning Lab (p. 234)</p> <p>TE Only: Chapter 5, Lesson 3 - Science/Social Studies (p. 219) Chapter 5, Lesson 3 - Science/Social Studies (p. 222) Chapter 5, Lesson 5 - Science/Social Studies (p. 233)</p>
<p>Writing Lesson 19: ARGUMENT WRITING—Writing for Tests Persuasive Speech Write Habits Teacher’s Guide, pp. 298-307 CONVENTIONS: Principal Parts of Regular Verbs</p>	<p>For supporting content, please see:</p> <p>TE Only: Chapters 3 and 4, Performance Expectation Activity – ELA/Literacy (p. 195b) Chapter 4, Performance Expectation Activity – ELA/Literacy (p. 195d) Chapter 6, Performance Expectation Activity – ELA/Literacy (p. 313c)</p>

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Grade 5	Interactive Science, ©2016 Grade 5
Unit 7 Week 3 Seeking Alternative Perspectives	
<p>Shared Reading</p> <p>Day 1 Introduce the Teacher Modeling Text: <i>The Water is Wide</i>; “Western Expansion” Article Introduce the Student Reader, Vol. 3: <i>At Home on the Earth</i> Mini-lesson: Nonfiction Features (p. 335)</p> <p>Day 2 Focus Lesson 1: Identifying Other Perspectives on a Topic (p. 336): <i>The Water is Wide</i> (pp. 17-22) Apply the Strategy (p. 337)</p> <p>Day 3 Focus Lesson 2: Considering Historical and Cultural Influences on a Text (p. 338): <i>The Water is Wide</i> (pp. 23-26) Apply the Strategy (p. 339)</p> <p>Day 4 Focus Lesson 3: Comparing Other Perspectives Between Texts (p. 340): <i>The Water is Wide</i> (pp. 26-32); “Western Expansion” Article Apply the Strategy (p. 341) Mini-lesson: Word Study (p. 335)</p> <p>Day 5 Pause and Reflect (p. 342) Write About It (p. 342)</p>	<p>SE/TE: Chapter 4, Lesson 3 – At-Home Lab (p.168)</p> <p>TE Only: Chapter 3, Lesson 2 – ELL Support (p. 115)</p>
<p>Writing Lesson 20: ARGUMENT WRITING—Advertising Brochure Write Habits Teacher’s Guide, pp. 308-321 CONVENTIONS: Principal Parts of Irregular Verbs</p>	<p>SE/TE: Chapter 4, Lesson 4 – Go Green (p. 176) Chapter 6, Lesson 3 – Response to Intervention (p. 283)</p>

**A Correlation of Interactive Science, Grades K-5, ©2016
to Good Habits, Great Readers™, ©2012**

Good Habits, Great Readers™, ©2012 Grade 5	Interactive Science, ©2016 Grade 5
Unit 7 Week 4 Reading Critically	
<p>Shared Reading</p> <p>Day 1 Introduce the Teacher Modeling Text: <i>Women Who Broke Barriers: The New Face of TV News</i> Introduce the Student Reader, Vol. 3: <i>Whales</i> Mini-lesson: Nonfiction Text Structure (p. 345)</p> <p>Day 2 Focus Lesson 1: Recognizing Bias (p. 346): <i>Women Who Broke Barriers: The New Face of TV News</i> (pp. 11-14, 23-26) Apply the Strategy (p. 347)</p> <p>Day 3 Focus Lesson 2: Recognizing What Might Be Missing From the Text (p. 348): <i>Women Who Broke Barriers: The New Face of TV News</i> (pp. 7-14) Apply the Strategy (p. 349)</p> <p>Day 4 Focus Lesson 3: Making and Supporting Value Judgments (p. 350): <i>Women Who Broke Barriers: The New Face of TV News</i> (pp. 19-22) Apply the Strategy (p. 351) Mini-lesson: Writer's Craft (p. 345)</p> <p>Day 5 Celebrations (p. 352) Write About It (p. 352)</p>	<p>SE/TE: Cause and Effect: 80, 109, 117, 125, 238, 280, 293</p>