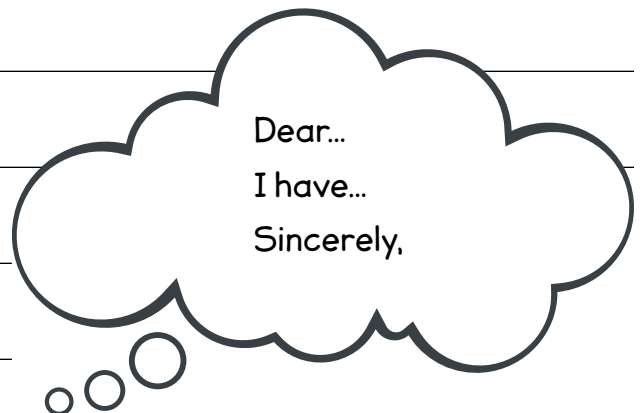


# Journal Entry 7


## PART 1

You have stepped into a time machine and have gone back to the 1970s. You have no Internet. You can't text on the phone. The only way to say hi to friends is to send a letter. Write a letter to a friend. Tell them what you have done during the last week. Then tell them plans for the first thing you will do when you get together again.



## Lesson 12

# Punctuating Greetings and Closings of Letters

 **Introduction** When you write a letter to someone, you begin with a **greeting**. You end with a **closing**.

**greeting** → Dear Nana,  
Thank you for the scooter. It is my favorite gift!

**closing** → Yours truly,  
Trina

- Use a **comma** (,) after the greeting and closing of a letter.

 **Guided Practice** Add commas where they belong in the first two letters. Then write a closing for the third letter.

**HINT** When you write a greeting or closing, you begin the first word with a capital letter.

**1** Dear Bin  
I got a red bike for my birthday! Can you come visit?  
Your friend  
Harold

**2** Dear Harold  
I hope to visit soon. I want to ride your new bike!  
Best wishes  
Bin

**3** Dear Tracy,  
I got a letter from Bin. He may visit soon!

---

Harold

 Independent Practice

Read each question. Then choose the correct answer.

**1** How should this **greeting** be written?

Dear Mr. Gomez

- A** Dear Mr. Gomez?
- B** Dear, Mr. Gomez,
- C** Dear, Mr. Gomez
- D** Dear Mr. Gomez,

**2** How should this **closing** be written?

Very truly yours

- A** Very truly yours,
- B** Very truly yours!
- C** Very truly yours.
- D** Very truly yours

Read the letter. Then rewrite the greeting and closing correctly.

Dear, Papa

Thank you for the book. I can't wait to find out how it ends.

Lots of love.  
Rachel

**3** \_\_\_\_\_

**4** \_\_\_\_\_

**► Try It** Reread your letter. Point to the greeting. Add the correct punctuation if you don't have it already. Point to the closing of your letter. Add the correct punctuation if you don't have it already. Then mail your letter to your friend if you have their address.

# Lesson 19

## Describing How Authors Use Reasons to Support Their Ideas



### Learning Target



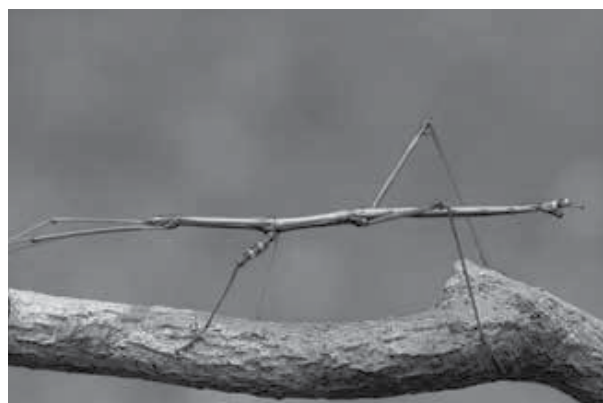
Telling about the reasons authors use to explain the points they make helps you better understand ideas in texts.

- **Read** A **key point** is an important idea about a topic. Authors **support** their key points with **reasons**. In a book about insects, an author might say that some insects are good at hiding. The author would support this key point with reasons that explain more about it.

**Look at the photos and captions below. How do they support the key point that some insects are good at hiding?**



**Leaf katydids look like green leaves to blend in with trees and plants.**



**Walking sticks look like twigs to hide from animals that might eat them.**

- **Think** Look again at the photos and captions. Write two reasons that support the key point in the chart.

**Key Point: Some insects are good at hiding.**

**Reason:**

**Reason:**

- **Talk** Look again at each reason in your chart. Talk with a partner about the way the reasons support the key point.



**Academic Talk**

Use these words and phrase to talk about the text.

• **key point**      • **reasons**      • **support**

# Earwigs

by Jane Kinzer



©David Peter Ryan/Shutterstock

- 1 Many people do not like earwigs. These small brown insects scurry up walls, and they have big pincers. But earwigs aren't as bad as you might think.
- 2 Believe it or not, earwigs make very good mothers. Many insects lay their eggs and then leave. Not earwigs! The mother stays with her eggs, cleaning them and keeping them safe. She even helps the babies hatch out of their eggs. Once they have hatched, she helps them eat. She also keeps them out of danger.
- 3 Earwigs are also not as scary as they look. Sure, they have wings and big pincers. But they do not use their wings often. And earwigs don't like to use their pincers on humans. They use them mostly to catch prey. Even when they do pinch people, they are just keeping themselves safe. The pincers don't cause any harm.
- 4 The next time you see an earwig, remember: it's more than just a creepy bug!

## Close Reader Habits

**Draw a star** by the sentence that tells the key point of the article. When you reread, **underline** reasons that support the key point.

**Explore**

**How does the author show that earwigs are not as bad as they might seem?**

I need to look for reasons that explain the key point.

**Think**

- 1 Read the key point. Then write the reasons the author uses to support the key point.

**Key Point: Earwigs are not as bad as they seem.**

**Reason:**

**Reason:**

**Talk**

- 2 After reading the article, do you agree that earwigs are not as bad as they seem? Talk with a partner and tell why.

**Write**

- 3 **Short Response** Why don't people have to worry about the earwig's pincers? Use reasons from the text in your answer. Write your answer in the space on page 37.

**HINT** Reread paragraph 3. What reasons can you use?



**Write** Use the space below to write your answer to the question on page 36.

# Earwigs

- 3 Short Response** Why don't people have to worry about the earwig's pincers? Use reasons from the text in your answer.

**HINT** Reread paragraph 3. What reasons can you use?

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Don't forget to check your writing.

# Tools for Instruction

## Identify Supporting Reasons

An important part of reading informational text closely is recognizing how authors use reasons and evidence to support particular points. As students advance in their reading, this understanding will support the more sophisticated thinking required to evaluate arguments in a text. However, readers at this stage are typically still learning to determine the importance of information, which can make it difficult for them to recognize the author's point and the reasons that support it. To help students make these distinctions, provide modeling and practice with determining importance. Use a think-aloud approach to teach strategies for active reading, and focus on helping students answer the question, *Does this sentence support the point?*

### Step by Step 20–30 minutes

#### 1 Introduce and explain supporting reasons.

- Use an oral exercise to explain the concept of points and supporting reasons. Ask a question that compels students to state a point, such as the following: *Should our school have a longer lunch period?*
- Have students turn to a partner to share their answer and their reasons. Then bring students together to discuss their views. Record and display their ideas beneath the headings *Point* and *Reasons*.
- Say, *I'm going to restate your ideas. I'll state the point first, and then I'll give your reasons to support it.*

*Our school lunch period should be longer. We spend a lot of time working hard at school and we do not get enough time to relax during lunch. We should have enough time to eat and then to play with our friends.*

- Relate this exercise to the way that authors make and support points in informational text. Say, *You just made a point, and then you gave reasons to support it. Authors do this, too. When you read an informational text, it's important to identify an author's point and the reasons that support it. This helps you understand what you read.*

#### 2 Model identifying supporting reasons.

- Display **Point and Supporting Reasons Chart**, and distribute copies to students.
- Then choose a passage from an informational text that clearly states a point and provides reasons to support it. Display the text and have students follow along as you read aloud.
- Establish what the text is about, and then tell students that you will reread the text and show them how to identify the author's point and reasons that support it. Say, *As I continue reading, I will keep the author's point in mind and I will stop to ask, "Does this sentence support the point?" Then I will think about why it does or does not.*

*I know this article is about school lunches. But what does the author want to tell us about this topic? What is the author's point? Here it is, in the second sentence. The author thinks schools should serve healthful lunches. I will write that here on this chart under Author's Point. Let's reread some of the other sentences to see which ideas are related. It tells us that a healthful lunch helps kids learn. That's a good reason for schools to serve healthful meals. Yes, this sentence supports the main point. I will write it here on the chart under Supporting Reason.*

- Record your ideas on the chart, and have students fill in their own copies.

**Author's Point**

School lunch programs should serve healthful meals.

**Supporting Reason**

A healthful lunch gives kids the brain energy they need to learn.

### 3 Provide guided practice with identifying supporting reasons.

- Help students continue to look for supporting reasons. Use questions such as these to help them distinguish the point from the details that support it.

*Can you repeat the author's point?*

*Is this sentence related to the point?*

*If so, does it give more specific details about the point?*

*Which of these sentences does not support the point? How do you know?*

- Guide students to phrase their answers in full sentences that include related vocabulary, such as *point*, *reasons*, and *support*.
- Review details that support students' answers, and record new information in the chart. As you continue reading, use examples in the text to help students understand that sometimes a sentence adds an interesting detail, but is neither a point nor a supporting reason.

### 4 Provide independent practice with identifying supporting reasons.

**Connect to Writing** Have students practice with additional on-level informational texts, using the questions from the previous step. Provide them with a copy of the chart to complete for each new text.

## Check for Understanding

If you observe...	Then try...
difficulty recognizing the author's point	reading a brief informational paragraph and giving two choices of the author's point, one of which is related but unsupported. Work with students to understand why one sentence is not the point, and help them verbalize why the other one is the point.
difficulty distinguishing which is the point and which is the support	asking students how they would sum up the paragraph in one phrase. Then match the words in students' phrases with the point as stated in the text.

Name \_\_\_\_\_

## Point and Supporting Reasons Chart

Author's Point

Supporting Reason

Supporting Reason

Supporting Reason

Supporting Reason



# Grades 2-3 Independent Reading Support

## Student At-Home Activity Packet 3

This At-Home Activity packet includes two supports for independent reading. These supports can be used alongside any reading the student does.

The **Word Learning Routine Bookmark** provides a reminder of concrete steps to discover the meaning of unknown words and phrases.

The **Reading BINGO** card offers a set of activities to support independent reading. The activities encourage the student to share reading with others, write in response to reading, and build curiosity about words and topics from their reading. Each time the student reads, they can choose one activity and mark the square. Once they mark five in a row they will get B-I-N-G-O!

**Looking for reading materials? Here are some websites that offer fun, free, high-quality material for kids:**

[www.starfall.com](http://www.starfall.com)

[www.storyplace.org](http://www.storyplace.org)

[www.uniteforliteracy.com](http://www.uniteforliteracy.com)

[www.stornory.com](http://www.stornory.com)

[www.freekidsbooks.org](http://www.freekidsbooks.org)

[en.childrenslibrary.org](http://en.childrenslibrary.org)

Flip to see the Grades 2-3  
Independent Reading Supports  
included in this packet!





# READING

## B I N G O



**Directions:** Complete the activities below independently or with an adult. Do five in a row to get B-I-N-G-O!

**B**

Find a new or unique place to read, like outside.

**I**

Search in a book to find words with these prefixes: un-, dis-, re-.

**N**

Use a whisper voice while you read.

**G**

Look at the cover of a book and write three questions you have before reading.

**O**

Read a book you've never read before.

Read a book that someone in your home picks out for you.

Find one word you don't know the meaning of and ask someone what it means.

Read to someone who is older than you.

Tell a friend, family member, or teacher about a book you think they would like, too.

Search in a book to find words that have a double final letter and have one syllable. Hint: words like cliff or buzz.

Call a friend or family member and read to them. Ask them to read a story to you, too!

Re-read your favorite book.

**Free Space**

Make a list of three facts you learned from a nonfiction book.

Read a fiction book and make a list of ways you are similar to and different from the main character.

Listen to someone read to you.

Search in a book to find compound words. Hint: these have two or more words joined together with a single meaning.

Make a timeline for a fiction story. Hint: A timeline is a short list of events in the order they happen.

Read to someone who is younger than you.

Read a fiction book using different voices for each character.

After reading, write or tell something that surprised you.

Write or tell someone about what you learned from a book.

Read a book twice. The second time work on reading smoothly and with expression.

Read a nonfiction book.

Pick a word from a book and write two synonyms for the word.

# Word Learning Routine



## 1 Say the Word or Phrase Aloud

- Circle the word or phrase that you find confusing.
- Read the sentence aloud.



## 2 Look Inside the Word or Phrase

- Try breaking the word into smaller parts.
- Look for familiar word parts, such as prefixes, suffixes, and root words.
- Can you figure out a meaning from the word parts you know?



## 3 Look Around the Word or Phrase

- Look in nearby words or sentences for clues about meaning.
- Think about the word or phrase in the context of the paragraph.



## 4 Look Beyond the Word or Phrase

- Look for the meaning in a dictionary, glossary, or thesaurus.



## 5 Check the Meaning

- Ask yourself, "Does this meaning make sense in the sentence?"



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 **Ready | Reading**

## Word Learning Routine Bookmark

**Help your student learn new words while reading!**

As the student reads with you or independently, they will likely encounter unknown words or phrases. Pausing to focus on these words can support comprehension and expands the student's vocabulary.

- Use the Word Learning Routine to give the student concrete ways to determine how to find the meanings of unknown words and phrases.
- Encourage the student to record new words they encounter on the back of the bookmark.
- Celebrate all the new words the student discovers!