

Meet Becky and Tom

Learning target: I can use text features and illustrations to make a prediction and ask a question.

Name: _____ Date: _____

I notice...

I predict... because...

My question...

After reading, I now think...

Check: I notice a detail in the title or illustration. · I connect a prediction to that detail. · I ask a question to guide my reading.

Explore realistic fiction

Learning target: I can identify realistic-fiction features in a mentor story.

Name: _____ Date: _____

Characters + evidence

Conflict + evidence

Realistic setting/events + evidence

Point of view + evidence

Check: I identify believable characters and a conflict. · I explain why the setting and events are realistic. · I identify the point of view with evidence.

Read and spell r-controlled vowels

Learning target: I can read and spell words with air/are, ar, and or/our/ore.

Name: _____ Date: _____

air / are words

ar words

or / our / ore words

A word in a meaningful sentence

Check: I identify the r-controlled vowel spelling. · I read or spell the word accurately. · I explain its meaning in context.

Identify key events and summarize

Learning target: I can identify key events and summarize Becky Returns.

Name: _____ Date: _____

First: key event + paragraph 	Next: key event + paragraph
Finally: key event + paragraph 	My summary

Check: I distinguish background from story events. · I include important character actions in order. · I summarize in my own words.

Brainstorm story ideas

Learning target: I can brainstorm realistic story problems from experiences and observations.

Name: _____ Date: _____

Idea 1: person + problem

Idea 2: person + problem

Idea 3: person + problem

Partner question / new possibility

Check: I list more than one possible problem. · I choose events that could happen. · I talk through an idea with a partner.

Read big words and sort spellings

Learning target: I can use syllables and word parts to read r-controlled words.

Name: _____ Date: _____

air / are words

ar words

or / our / ore words

A big word: parts and meaning

Check: I identify the r-controlled vowel spelling. · I read or spell the word accurately. · I explain its meaning in context.

Compare Tom and Becky

Learning target: I can compare Tom and Becky using their words and actions.

Name: _____ Date: _____

Becky: words/actions + paragraph

Tom: words/actions + paragraph

Similarity and supporting evidence

Difference and supporting evidence

Check: I find a detail for each character. · I explain what the details suggest. · I state a similarity or difference with evidence.

Choose a promising story idea

Learning target: I can evaluate my ideas and choose a realistic story problem.

Name: _____ Date: _____

Idea A: interest / possibilities / solution

Idea B: interest / possibilities / solution

My chosen problem and reason

A believable solution

Check: I consider my interest in the problem. · I explain how to make the story interesting. · I suggest a believable solution.

Fluency, dictation, and word jobs

Learning target: I can read r-controlled words fluently and sort words by their jobs.

Name: _____ Date: _____

Nouns

Verbs

Adjectives

Dictation corrections / retelling

Check: I reread accurately with expression. · I use target spellings in dictation. · I explain whether a word is a noun, verb, or adjective.

Use context clues and a dictionary

Learning target: I can infer an unfamiliar word's meaning and refine it using a dictionary.

Name: _____ Date: _____

Word + paragraph	Context clues
My inferred meaning	Dictionary meaning / revision

Check: I identify useful context clues. · I suggest a meaning that fits the passage. · I check and refine my meaning using a dictionary.

Plan a beginning, middle, and end

Learning target: I can organize characters, setting, and events into a realistic story plan.

Name: _____ Date: _____

Setting and characters	Problem and beginning
Middle: connected events	End: resolution

Check: I identify characters, setting, and a problem. · I sequence events that connect to the problem. · I plan a believable resolution.

Use context and help a partner

Learning target: I can use word parts and context to read and understand r-controlled words.

Name: _____ Date: _____

air / are words

ar words

or / our / ore words

Context clue + meaning

Check: I identify the r-controlled vowel spelling. · I read or spell the word accurately. · I explain its meaning in context.

One character across two texts

Learning target: I can use two texts to build a fuller picture of Tom.

Name: _____ Date: _____

Becky Returns: evidence + paragraph

Shared trait supported by both

Games in the Woods: evidence + paragraph

My conclusion about Tom

Check: I record evidence from both excerpts. · I find a pattern across Tom's actions. · I support a conclusion using both texts.

Use the past perfect tense

Learning target: I can use had + a past participle to show an earlier past action.

Name: _____ Date: _____

Earlier action / later action _____ _____ _____ _____	Sentence 1 _____ _____ _____ _____
Sentence 2 _____ _____ _____ _____	My tense check _____ _____ _____ _____

Check: I identify which action happened first. · I use had with the correct past participle. · I make the sequence clear.

Review, apply, and assess

Learning target: I can use familiar word parts to read new words and apply weekly spellings.

Name: _____ Date: _____

A familiar word / a new word	Word parts that helped me
Spelling reflection and corrections	My sentence with an r-controlled word

Check: I identify the r-controlled vowel spelling. · I read or spell the word accurately. · I explain its meaning in context.