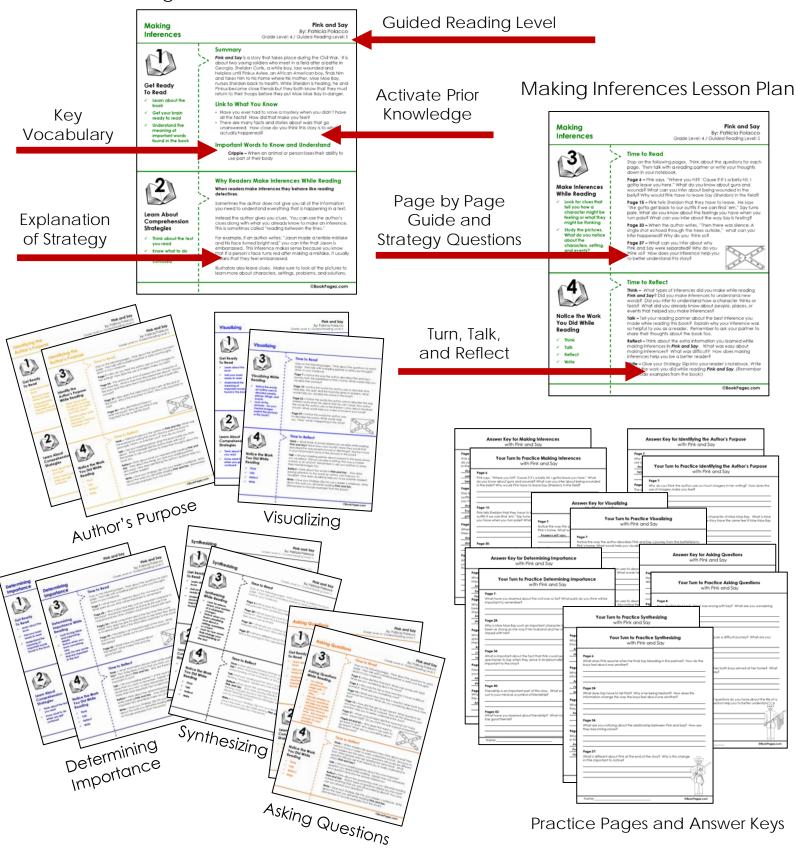
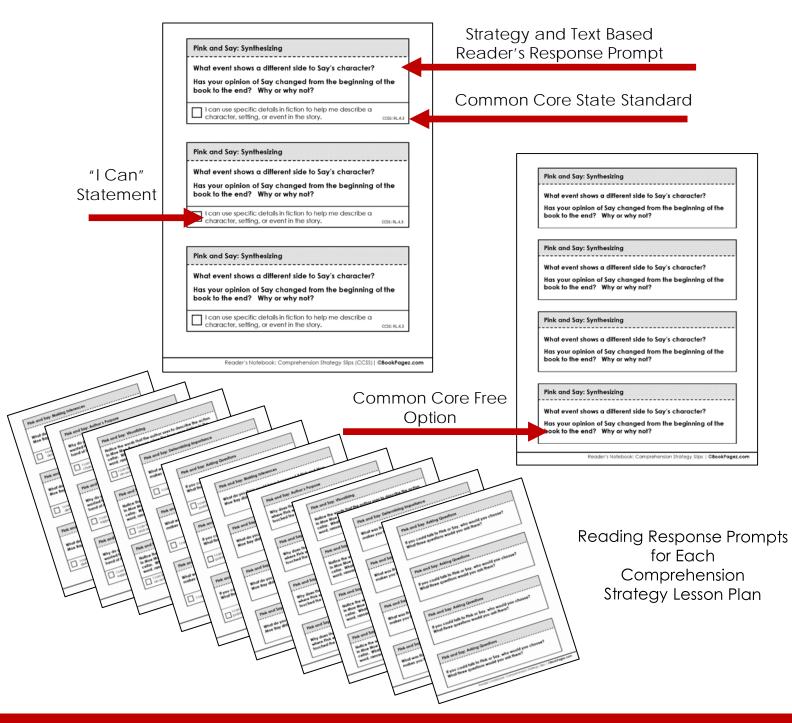
Here's What You'll Get in the **Pink and Say Super Pack**

6 Comprehension Strategy Lesson Plans and Practice Pages

Making Inferences Lesson Plan



Writing About Reading with Optional CCSS Alignment



6 Comprehension Strategy Graphic Organizers

What the Text Says	What I Know	What I Can Infer
tert or pictures	door the clue?	Enalors, Traught Cause, Letting

Making Inferences

idenlifying the Title:	Author's Purpose
Who is the outho	r of year book?
What was the au book? How do y	ther's purpose for writing this you know?
🗆 to Persuade	🗌 To Inform 🗌 To Entertain
I know become.	
What do you this about while read	nk authar wanted you to think ding this book?
Draw a picture a author mode you	I the most important thing the a think about while reading.
ections: Answer each of the Case My cut on the Case Nape, or rhad	e questions. e doited linei, e intro pour necesier Linchebook.

Author's Purpose

What pop	e did you use h	procfice visi	rolaing?
Draw e pic below:	clure of your m	ental Image is	the space
	n some of the v ru make this pic		
you drew	r picture to som all of the words	oone. Moke Ihal helped y	ure fliat ou visualize.
Hettone: Answer eract Cranthally-cu Citue, hape, -	h of the question If on the dotted is	545.	

Visualizing

Determining Tille:	Importance	
Think about th information in	e book. Write of the thought bubb	of the import le below.
that are impor	e 3 BG idea, ev dant to you. Draw weat important po	o picture to
#2		-
43		
		-

Determining Importance

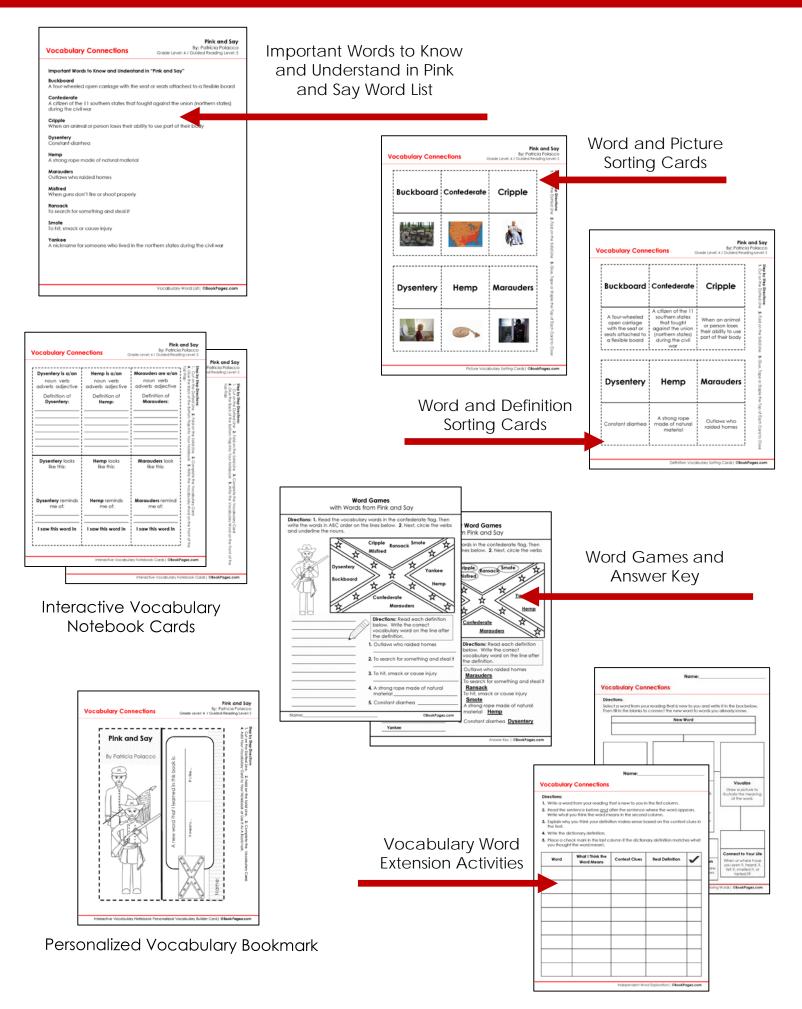
Asking Questions Title:	
Question Sentence 3	naters
Iwonder W	Why didn't
Lon-confused I when 0	em-culious I em not s Book why
Question	Answer
Question	Arcase
Question	Arease
Question	Answer
ections: Answer each of the qui	enfors.

Asking Questions

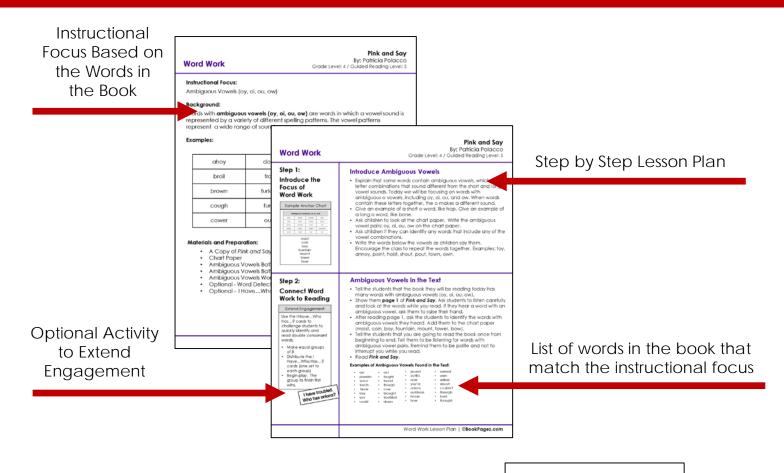
Al Bol I was Balking	Wy new Thinking It	lused to think
because	Become	But now 1 Print.
		Because
Wy new Thinking It	Now I undestand	After thinking about
Become	Become	I conclude
		Become
ctions: nover each of th anthly out on th ine, tops, or the	e quedos. e dottod ine. de into cor reader's	notebook.

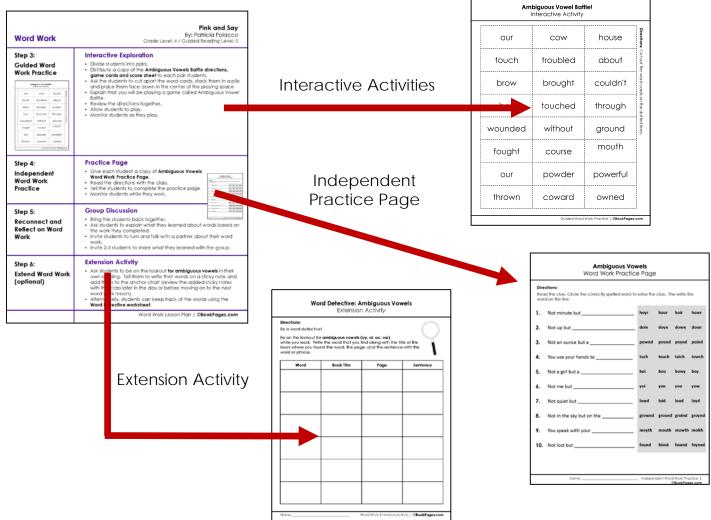
Synthesizing

Vocabulary Connections Resources



Word Work Lesson Plan and Activities

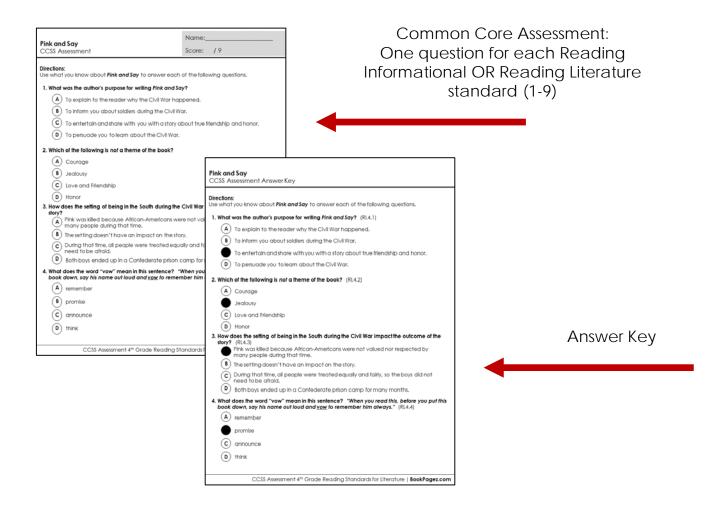




Assessments

Running Record Assessment: Use the first 100 words from the text to assess oral reading fluency

R	Cunning Record	Guided Reading Text Level: S		w	ord Co	ount: 100	1
	me:		Date	:			
Ac	curacy Rate: (# of words	correct/100 words)					
Erro	or Rate: (# of incorrect w	ords/100 words)					
	•	vords self-corrected/100 word					
Tim		Words Per Minute: (100/se	cond	s re			
9	Easy 5 %- 100% Accuracy	Instructional 90 %- 94% Accuracy	50	%-	Har 89% A	d Accura	cy
		Correction M = Meaning			JUNT		
	S = Structure	e/syntax V = Visual				US E	ED SC
Page				E	sc	MŠV	MSV
2	When Sheldon Russell Curtis f	old this story to his daughter,					
	Rosa, she kept every word in	her heart and was to retell it many					
	times over in her long lifetime						
	Sheldon had been injured in	a fierce battle and was left for					
	dead in a muddy, blood-soc	ked pasture somewhere in Georgia.					
	He was a mere lad of fifteen	. He lay there for two days, by his					
	reckoning, only to slip into ur	consciousness and fever. He was					
	rescued from this field by an	other lad who had also been					
	separated from his company	<i>.</i>					
	I will tell in in hos own words *						
	lysis and Comments:			-			
And	lysis and Comments:						
Tes	sted By:				©Bc	okPage	z.com



Extension Activity

How are Pink and Say different		How are Pink and Say the same? 1
2		2.
3		3
that I	t was the most i Pink and Say ho Why do you t	id in common?

Extension Activity

Complete Common Core Alignment

Private and big cases have, thereases, and a thermal plane management of a set of the set of the traditionary and a set of the set of the set of the traditionary and the set of the set of the set of the traditionary and the set of the set of the traditionary and the set of the set of the traditionary and the set of the traditionary and the traditionary and traditionary and the traditionary and traditionary and tradition	Here and by search frank, feasors, and an even of box movings, and on their to use with "M" and take global anguga An Commo Care biole transmission for four, go- compared to the search of the search of the search outring in bandwid respectives transmission of the search outring in bandwid respectives that the order of the search of the search of the search of the search on a two and the search of the search of the search on a two and the search of the search of the search on a two and the search of the search of the search on a two and the search of the search of the search on a two and the search of the search of the search on a two and the search of the search of the search on a two and the search of the search of the search on a two and the search of the search of the search on a two and the search of the search of the search on a two and the search of the search of the search on a two and the search of the search of the search on a two and the search of the search of the search on a two and the search of the search of the search on a two and the search of the search on a two and the search on the search of the search on a two and the search of the search of the search on a two and the search on the search on a two and the search on the search on a two and the search on the	Common Core State Standards C Priv and tori state Prim. Resurces, and the event bors, evolves, and octube to use with "Privit and its tradinit language An Common Core state Brandards for facors of Workships Lanse State of Leasenge Residing Johnson (Leasenge)	Prix and toy tarson hors, feesarces, and with the lease parts resources, and addities to use with "the add ba- inghist largings which common Care table strandards for fourthy per Determining monotoxic strains from and feasorest Reading Liberators Read - table to addition a sometime in a feat where escluding an when adjuscy therearces from the test. Read - Determining there of a larging dama, or committion advants	Common Core State Standards C Prix and Sortanon/Prix, transcess and the teambles teriources, and achilles to us with "Prix and its traditionaution and achilles to us with "Prix and its traditionaution and common Core that thereases for flooring achiling Overlations team Antion of teacourses	Common Core Salas Sandadas Correlation Pro ana jos reason han, Feasora, ana Achilles Te lesan plans exando a table in a una alti "Ma and ja" coaste est he tablent begin anage in a clansina cina and "Ma and ja" coaste est he tablent begin anage in a clansina cina and "Ma and ja" coaste est he tablent begin anage in a clansina cina and ma and ja" a salas in a sal
resold of the ling and of the ling as resold of the ling and of the ling as resold as the ling and as an experimental set of an experimental resold as the ling and as an experimental resold as a submetty as a data as a first as the ling as a submetty as a data resold as the ling and as a submetty as a data resold as a submetty as a data as a submetty as a data resold as a submetty as a data as a submetty as a data	eded of the high and of the honge. ading: Foundations' Salti 4.3 - Free drift digply gade-level phonics and word analysis silt 4.4 - Read with sufficient accuracy and huency to support comp	when a space presence them the stat. 2012 - Source the low decayout, any organ primer the allow 2013 - Source the low decayout, any organized and the allow 2014 - Source the low decayout and the allow of the allow 2014 - Source the low decayout and the allow of the allow presented of the source of the source of the allow of the allow 2014 - Source of the source of the allow of the allow of the allow 2014 - Source of the source of the allow of the allow of the allow 2014 - Source of the source of the allow of the allow of the allow 2014 - Source of the source of the allow of the allow of the allow 2014 - Inset of the allow of the allow of the allow of the allow 2014 - Inset of the allow of the allow of the allow of the allow 2014 - Inset of the allow of the allow of the allow of the allow 2014 - Inset of the allow of the allow of the allow of the allow 2014 - Inset of the allow of the allow of the allow of the allow 2014 - Inset of the allow of the allow of the allow of the allow 2014 - Inset of the allow of the allow of the allow of the allow 2014 - Inset of the allow of the allow of the allow of the allow 2014 - Inset of the allow of the allow of the allow of the allow 2014 - Inset of the allow of the allow of the allow of the allow 2014 - Inset of the allow of the allow of the allow of the allow of the allow 2014 - Inset of the allow of t	II.3.3. Concertain reasons a character setting or meritir in altows a reason of the setting of the set in setting of the set in the set i	 Hoddig, Chendra del companyo I si del refere esclativo el 1993. Hote Hote Hote de companyo I si del refere esclativo el 1993. Hote Delarrier de la margina de como and de constante de reservo el 1993. Hote Delarrier de la margina de como and de constante de la margina de l	 Li - Diversite allement of a large - dance allements de la large - dance allements
Lang-age Lang-Acque and see occurdery grade appropriate general ac words and private including house that grad precise action, en guided, whined, itommered, and that are balls to a particular to	April, whited, isofinitered, and that are back to a particular sp Pink and Say CCIS /	3.4.1.9 - elivine the level expenses and expansion ther central (4.4.9 - hogothus perform all elivine land david elivine) pr formati, houding visually, avantitatively, and orally. Language 4.4.4 - Acauté and use accurately grade appropriate general ac words and phrase including here that sprat provide actions, en- duated without intervision of the david to provide actions, en- auted without betweened and that david becales to portural auted without betweened and that david becales to portural ac- tionation of the action of the david to porture actions, en- tational without betweened and that david becales to portural to example.	LAL - Adulte and use accurately goods appropriate general aco- works and phrase including have that good peckades, even guidzed, whined, iteramened) and hot are balls to a particular top particular top	formati, koludeg ukudi, auantitatively, and oralit, (anguing) (Ali - Active) and use accordinity goals according overand an interface of the second second second according and automatic second second according and that are basis to opprised a to automatic second second and that are basis to opprised a to automatic second second second second second second second automatic second second second second second second second according to a second secon	Deciding & Libering Hall 4: I - free and the provide particle approximation of the set of the terror of the Hall 4: I - free and the provide the provide the set of the set of the set of the set of the Hall 4: I - free and the set of the provide the set of the set of the set of the set of the Hall 4: I - invest the set of the Hall 4: I - invest the set of the Hall 4: I - invest the set of
			Pink and Say QCIS /		Pink and Say OCIS Alignment BlookFages.com

Comprehension Strategy Lesson Plan and Resource Common Core Alignment

Pink and Say Lesion	Pars, Resources, and Activities
The lessin plans, resources, and activities to English Language Arts Common Core Bate	or use with "Pink and Say" correlate with the followin e Standards for fourth grade.
Vocabulary Lesson Plan and Resources	
of a word or phrase. L4.54 - Consult reference materials reg, d digita, to full the pronunciation and deter phrases. (onguage L4.4 - A rayler and use accurately grade +	Nex, ta relationmento in facility (a) giu giu dei to hen mesore infravorare, questionis, the study, well, so de provinces en a construction de la construction de la serie and en a construction de la construction de la construction generalistica de la construction de la construction de la construction la constr

Vocabulary Connections Common Core Alignment



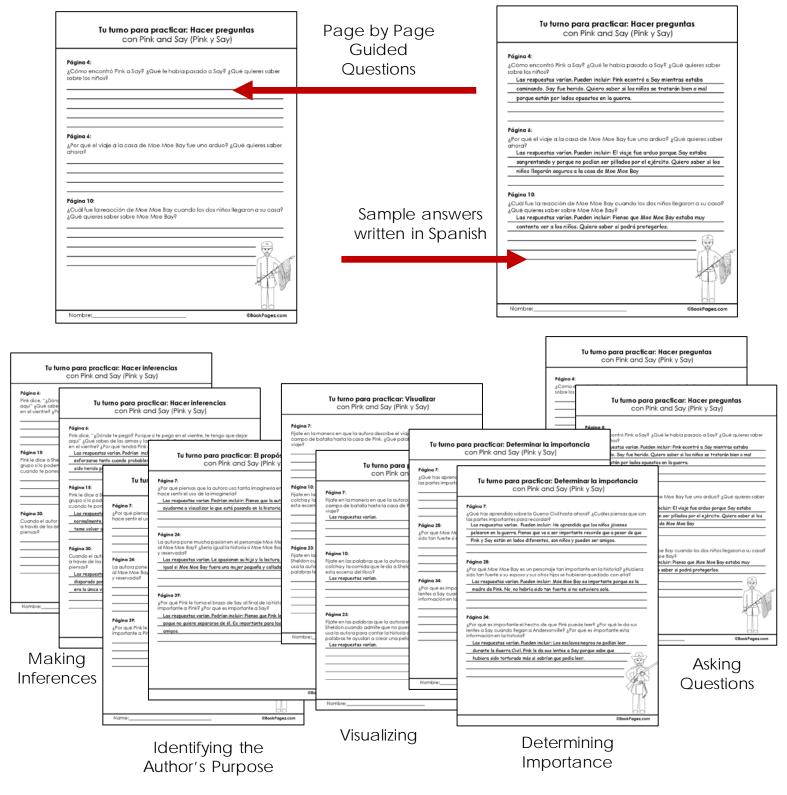
Word Work Common Core Alignment

Student Facing Resources in Spanish for **Pink and Say**

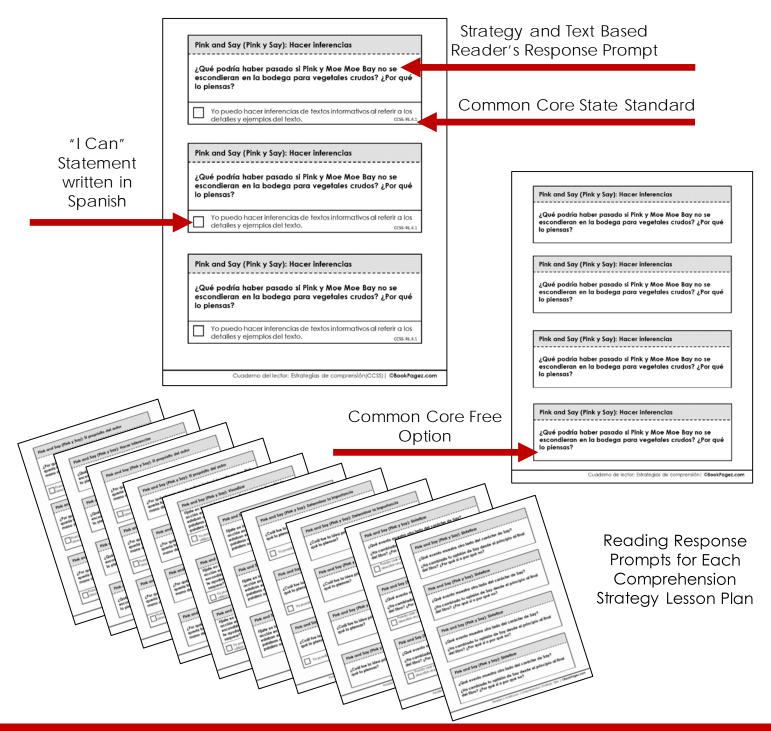
6 Comprehension Strategy Practice Pages

Synthesizing Practice Page

Answer Key



Writing About Reading with Optional CCSS Alignment



6 Comprehension Strategy Graphic Organizers

Lo que dice el fexto	Lo que sé	Lo que puedo interi
Roda o anica dituijin	of sheets hold	persenierita, cours. encendro

Making Inferences

identificar el p Título:	propósito del autor	
¿Quién es el o	utor de tu libro?	
¿Cuál fue el pr libro? ¿Cómo I	opósito del autor al es lo sobes?	cribir este
Para persoa enhalanar	di 🕞 ara islama 🗅	'ere
To sé ponque.		
¿Qué plensos mientros estab	que el autor quería qu as leyendo este libru?	e pensoros
	más importante en qu entras estabas leyendi	
Aucciones Contrado pr Contra cuidadosar	nente-en los líneos de pue	f04.
	in fu cuadratio dell'lector.	

Author's Purpose

Hez un dibujo de	tu imagen ment	of en el espocio	
abajo			
Excibe algunas o	de los politibros o	que la aufora	
empleó que te o lu mente.	yudaron a hocer	esta imagen en	
Comparte lu dibu haber dibuiado l	do con algulan.	Asegúrate de	
haber dibujado 5 ayudaren a visua		s que te	
tucciones: Contento costo preso			
Carto cuidado preg	nte en ins invox-de	punits.	

Visualizing

Plenos en el libro. Escible Isdo la info importante en la butbujo de pensanti	on a chie
C	iento.
C	>
Ahora determina hes grandes evento hechos que son importantes para 5. 8 para ilustrar las partes más importante	
#1	
*2	
#3	

Determining Importance

Muletitos para empe	
Guiero saber j	Por qué no? ¿Cômo puede?
Me contunde di cuondo p	stoy curioso seguro por or sober gut
Pregunta	Requests
Pregunta	Reguesta
Pregunta	Repuesto
Pregunts	Requests
Aucciones	83

Asking Questions

Al principio ya echabia penuando	Abora pieros	Artes yo persidea
Parque	Parque	Pera ahara piensa
		Parque
illi nuevo formo de persor es	Ahore enfiendo	Después de persor sobre
Parque	Parque	Puedo concluir que
		Parga

Synthesizing

Extension Activities

¿Cómo son diferentes Pink y Sa	y? ¿Cómo son parecidos Pink y Sa
1	1
2	2
3	3
	la cosa más importante que común Pink y Say? ¿Por qué lo piensas?