

# ReadyGEN® 2016: Get to Know Your Materials

**Get Started!**



Hi! I'm Becky, and I'll be your learning partner during this tutorial.

Are you staring at stacks of ReadyGEN materials and wondering what they're all for?

Let's spend a few minutes getting to know your materials, so you're ready to put all of these resources to use!

## ***Where Do I Begin?***



Wondering where to begin?

Let's start with the *Implementation Guide*. You'll want to spend some time reading through this to understand the ReadyGEN

- philosophy,
- research,
- Scope and Sequence, and
- standards correlations.

It also includes guidance that will help you prepare to teach, such as

- annotated lessons,
- pacing recommendations, and
- suggestions for balancing the different parts of your lessons.

The *Implementation Guide* is a great place to start your ReadyGEN journey.

# Teacher's Guide

The collage features six thumbnails from the Teacher's Guide. The top row includes: 'Identify Characters' Responses' (with 'Build Understanding' and 'Lessons' labels), 'Independent Writing Practice' (with 'Assessments' label), and 'Contents' (with 'Teacher Resources' label). The bottom row includes: 'FOUNDATIONAL SKILLS MINI-LESSON' for 'Short Vowels' (with 'Foundational Skills' label), 'UNIT 1 + MODULE A Planner' (with 'Planning' label), and 'Understanding Communities' (with a call-to-action label: 'Click on the thumbnails to learn more. Then click Next when you are done.').

You might have figured out that your Teacher's Guide will be what you use the most.

Take a few minutes to scope out some of the important pieces of the Teacher's Guide.

## Lessons

### STEP 2 Small Group Options

Based on formative assessments of children's progress, use the following options to provide additional instruction, practice, or extension as needed.

**PHONICS**  
For children who need support with this week's Phonics skill, see pp. F52-F55 in the Teacher's Guide.

**UNLOCK THE TEXT**  
For children who need support in accessing key ideas, key language, and key structures in *Trouble at the Sandbox*, use **Unlock the Text** in the *Scaffolded Strategies Handbook*, pp. 8-13.

**CONFERENCE**  
For independent reading accountability, **conference** each day with two or three children to discuss self-selected texts and support their reading.

**READING ANALYSIS SUPPORT**  
For children who struggle with identifying in *Trouble at the Sandbox*, use the **Support Mini-Lesson**.

**CHARACTER** Help children work through focusing on how Theo displays his thought to identify a word to put in the center such as helped. Then, together, identify how Theo helped his friends build a voice. Complete the Character Web and discuss how Theo helped his friends.

Invite children to describe another character. Remind children to use the visuals in the book about Izzy. Use the **Think-Pair-Share Routine** to describe how characters react to major events.

**GUIDED READING OPTIONS**

Use the **Levelled Text Library** to choose appropriate texts based on children's needs.

Use **ReadyUp!** instructions for children who require additional instruction with this lesson's reading and foundational standards or with prerequisite standards.


## Lessons

You'll find your reading, writing, and small-group lessons here. Lessons include formative assessment and scaffolded instruction options and suggestions.

← **BACK**

#### LESSON 2

*Trouble at the Sandbox*, pp. 6-8



**OBJECTIVES**  
Focus: Understand the structure of the story.  
Essence: How characters in a story respond to challenges.

### Understand Story Structure

**Build Understanding**

**SET THE PURPOSE** Focus the instruction for the lesson by sharing the following Essential Understanding: Writers understand that signal words tell the sequence of events in a story. Today, we are going to read Chapter 2 of *Trouble at the Sandbox*. While we read, pay attention to what happens during the interaction among Theo, Izzy, and the group of big boys.

**ENGAGE CHILDREN** Partner children of the major, or big, events in Chapter 1 of *Trouble at the Sandbox*. Review the last event that happened in Chapter 1, when three older boys walked up to the sandbox. Review the following Essential Questions with children and remind them that they should think about the questions as they explore the texts in this module. How do readers understand a character's point of view? How do writers create a clear sequence of events in a story? Tell children: In this lesson we are going to learn how readers can use the structure of a story to explain how events happen in sequence, or one after another. Structure is how the parts of the story are arranged.

**READ** As you introduce pp. 6-8 of the text, use the appropriate reading routine from pp. T16-T19. In this first reading, children should be reading for an understanding of what the text is mainly about.

**TURN AND TALK** After reading, have children turn to a partner and discuss these questions using examples from the text: How does Chapter 2 begin? Who are the main characters the author introduced? Use the **Think-Pair-Share Routine** on pp. T16-T19. (Children should share examples such as: It begins with Theo using one of the big boys if he wants to play and the big boy is mean to him, p. 6. The big boys took the toys away from Theo and his friends, pp. 7-8.)


#### FOUNDATIONAL SKILLS MINI-LESSON

**Short Vowels**

- Write the words *back, head, hope, and* and read from *Trouble at the Sandbox*, pp. 6-8. Read about each word. Ask children to identify the vowel sound and the letter that spells the vowel. Highlight the letter in each word. Read to the highlighter together as you say each word together.
- Write the words on handbags. Ask children to look at words with short vowel sounds spelled a, e, i, o, or u. Write the children's words under the correct headings. Together read the words in each column, emphasizing the vowel sound. For more explicit instruction, see pp. M4-M6 in the Teacher's Guide.

You'll find your reading, writing, and small-group lessons here. Lessons include formative assessment and scaffolded instruction options and suggestions.

## Assessments



**OBJECTIVES**

Write an original narrative story. **W.2.2**

With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. **W.2.6**

Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. **SL.2.3**

Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. **SL.2.5**

UNIT 1 • MODULE A • PERFORMANCE-BASED ASSESSMENT

# Performance-Based Assessment

## NARRATIVE TASK

### WRITE A NEW STORY

Children will write a narrative in which they write a new story using the characters from *Trouble at the Sandbox*. **DOK L4**

Children will:

- draw or describe the characters and setting.
- write a short sequence of events with a beginning, middle, and end.
- use temporal words to signal event order.

See p. 146 for reproducible page for distribution.

**TEACHER NOTE** You may wish to administer this assessment over multiple lessons.

Use the *Scaffolded Strategies Handbook* to provide additional support for the diverse learners in your class. The Performance-Based Assessment lesson in the handbook provides guidance with unlocking the task, breaking down the writing process, and examining conventions and craft.

## Assessments

Meaningful assessment options are included throughout the Teacher’s Guide. You’ll notice formative assessments in lessons and Performance-Based Assessments at the end of modules.

← **BACK**

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## Teacher Resources

### Think-Pair-Share Routine

**THE ROUTINE**

- 1 Introduce the Think-Pair-Share Routine to children. You might begin by saying, "In your head, consider your thoughts about a question I ask. When I signal it's time to pair up, you'll get together with a partner and exchange ideas. I'll give you a reminder to make sure each partner has a chance to contribute. Then, pairs can volunteer to present their ideas to the class."
- 2 Remind children of classroom rules for discussion, such as getting the floor in respectful ways, speaking one at a time, and listening to others. Then pair children randomly with classmates sitting nearby, or in ability-focused pairs.
- 3 For successful conversation between partners, have proximity and engage in eye contact with each other; they should listen closely to what their partner is saying.
- 4 Pose an open-ended question to facilitate an engaging discussion. Specific text-related questions are suggested in the Teacher's Guide. Be sure children find text evidence to support their responses.
- 5 Invite pairs to take turns responding to the question. Encourage them to add, "I disagree with you," or "I think the author is trying to tell me..."
- 6 After a minute or so, remind children to make sure each partner has a chance to contribute. You might say, "Now it's your turn to share an idea."
- 7 Monitor children's conversations by listening briefly and intervening in rich discussions, offer prompts to or bring them back to the text to find evidence to support their responses. For example, "Explain what you mean using different words the author used to describe that historical event."
- 8 When pairs have had ample time to explore the question, choose a spokesperson. Briefly have the spokespersons share with the class. You may ask children to volunteer. Then invite volunteers to present their pair's work to the class. You may ask children to act as spokespersons so that different children to act as spokespersons with each question.

### Graphic Organizers

#### Cause and Effect

Causes	Effects
Why did it happen?	What happened?
Why did it happen?	What happened?
Why did it happen?	What happened?

### Teacher Resources

Look to the back of the Teacher's Guide for these resources:

- Routines
- Graphic organizers
- Text complexity rubrics
- Handwriting resources
- Leveled text instructional plans

← BACK

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## Foundational Skills

**LESSONS 1-5**  
UNIT 1 • MODULE A • FOUNDATIONAL SKILLS

**Lesson 1**  
**Phonics**  
**Short Vowels**

**INTRODUCE** Display Sound-Spelling Card 1. The short a sound, /ă/, you hear at the beginning of astronaut is spelled a. Have children say /ă/ several times as you point to the first a. Repeat with Card 11 for the short i sound at the beginning of insects, Card 17 for the short o sound at the beginning of octopus, Card 24 for the short u sound at the beginning of umbrella, and Card 6 for the short e sound at the beginning of elephant.

**PRACTICE** Write back. This word has the short a sound in the middle. The letters ck at the end of the word spell one sound, /ăk/. Segment and blend back: /b/ /ă/ /k/. A sound in the middle: blend aing: /ă/ /ă/ ing the short u sound in for the sound /ngk/. Have children complete.

**APPLY** Write the folk, egg, sock, dunk, duck children use the Letter

**Foundational Skills**

**OBJECTIVES** Know and apply grade-level phonics and word analysis skills in decoding words. M.2.3.4. Distinguish long and short vowel sounds when reading regularly spelled one-syllable words. M.2.3.4.

**Phonics**  
**Short Vowels**

**TEACH** Display Sound-Spelling Cards 1, 6, 11, 17, and 24 and say the picture names astronaut, elephant, insects, octopus, and umbrella, emphasizing the beginning sounds. These words begin with the short vowel sounds. Point to Sound-Spelling Card 1. The word astronaut begins with the short a sound, /ă/. The short a sound is spelled a at the beginning of astronaut. Repeat with the other picture names, the short vowel sounds /ă/, /ĭ/, /ŏ/, and /ŭ/ and the vowels e, i, o, and u.

**MODEL** Display Picture Cards cat, net, wig, fox, and bus in random order. Point to the cat. This is a cat. When I say the word cat, I hear the short a sound in the middle. Listen. /ă-ă-ă/. Write the word cat by the Picture Card. The short a sound is spelled a in the middle of cat. Underline the letter a.

**GUIDE PRACTICE** Point to each of the remaining Picture Cards and ask children to name the picture and identify the vowel sound in the middle of the word. Write the word and ask a volunteer to underline the letter that spells the vowel sound.

**PRACTICE** Write the following words and have pairs of children work together to segment and blend them, identifying the short vowel sound in each word and the letter that spells that vowel sound.

tab zig pup led fig  
fot zip nam sub pod

For additional practice, see p. F58.





**Foundational Skills**

Each lesson includes a whole group Foundational Skills mini-lesson. Check the Foundational Skills tab for lessons to use with students who need more support. Grades K-2 also have extra Foundational Skills pages built into each lesson for whole-group, small-group, or one-on-one instruction.


**← BACK**

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## Planning

Readers understand that characters in stories have unique points of view.			Writers understand that signal words tell the sequence of events in a story			
READYGEN LESSONS	FOUNDATIONAL SKILLS	READING INSTRUCTIONAL FOCUS Text Talk / Close Read / Text Analysis	INDEPENDENT READING Process and Strategy	WRITING INSTRUCTIONAL FOCUS	INDEPENDENT WRITING	CONVENTIONS
<b>LESSONS 1-7</b> Trouble at the Sandbox 	Short Vowels	Identify Characters' Responses	P Engagement and Identify \$ Comprehension	Describe Characters	Write About Character Responses	Identify Nouns
	High-Frequency Words; Short Vowels	Understand Story Structure	P Engagement and Identify \$ Comprehension	Identify Character Relationships	Write About Character Interactions	Capitalize Proper Nouns
	Short Vowels	Use Illustrations to Understand Setting	P Engagement and Identify \$ Critical Thinking	Create a New Character	Describe a New Character	Form and Use Plural Nouns
	High-Frequency Words; Short Vowels	Understand Characters' Responses	P Engagement and Identify \$ Comprehension	Understand Point of View	Write to Support Points of View	Irregular Plural Nouns
	Short Vowels	Understand Character Traits	P Engagement and Identify \$ Comprehension	Create a Narrative Scene	Rewrite a Scene	Identify Collective Nouns
	Long Vowels Spelled Vc	Use Illustrations and Words to Understand Characters	P Independence \$ Decoding and Word Recognition	Write a Beginning	Write a Strong Beginning	Verbs in the Present and Past Tense
<b>LESSONS 8-10</b> Snowflake Hans's Winter Home 	Long Vowels Spelled Vc	Use Words and Pictures to Understand Characters	P Independence \$ Comprehension	Write a Narrative With Multiple Events	Write an Additional Event	Identify Irregular Verbs
	High-Frequency Words; Long Vowels Spelled Vc	Describe Key Details	P Independence \$ Comprehension	Use Sequence Words	Write a Sequence of Events	Identify Irregular Verbs
	Long Vowels Spelled Vc	Use Illustrations to Understand Plot and Characters	P Independence \$ Critical Thinking	Write a Draft	Draft a Narrative	Irregular Verbs
<b>LESSON 11</b> "Something Told the Wild Geese" 	Long Vowels Spelled Vc; /ai/; /i/; /oi/; /e/	Describe a Poem	P Engagement and Identify \$ Fluency	Revise a Draft	Strengthen Narrative Draft	Pronouns
<b>LESSON 12-13</b> Trouble at the Sandbox and Snowflake Hans's Winter Home 	Long Vowels Spelled Vc; /ai/; /i/; /oi/; /e/	Compare Problems and Solutions	P Stamina \$ Comprehension	Edit a Draft	Edit a Story	Pronouns
	Long Vowels Spelled Vc	Describe the Structure of a Story	P Stamina \$ Comprehension	Publish Writing	Use Digital Tools to Publish Writing	Pronouns

P = Process Focus    \$ = Strategy Focus

 **PERFORMANCE-BASED ASSESSMENT**  
 Children will write a narrative in which they write a new story using the characters from Trouble at the Sandbox.

## Planning

Use resources such as the Module Overviews and Planners to plan instruction.

← BACK

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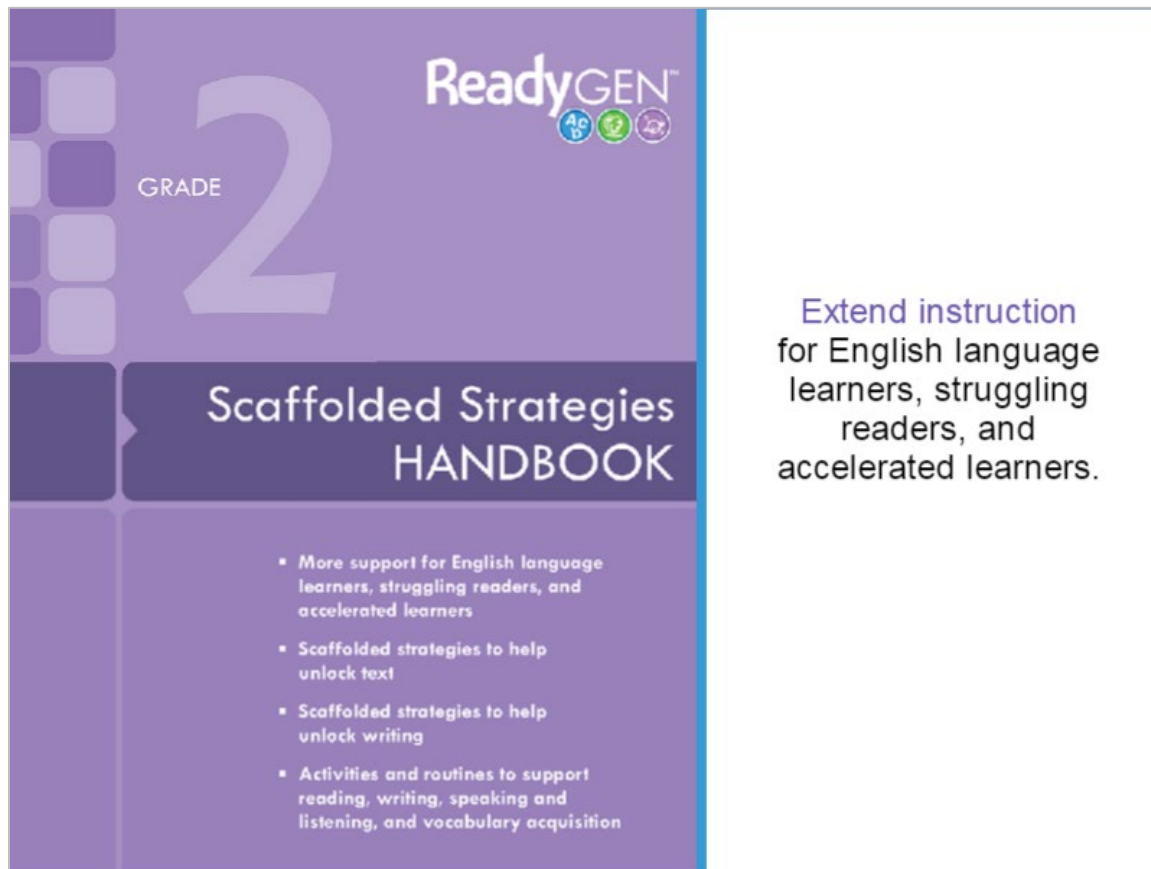
## More Support



Now that you know where to start, you may be wondering what to do with the other guides and manuals.

Spend a few minutes exploring the resources you'll use to support your instruction. You'll get a chance to return here and visit as many resources as you'd like.

## ***Scaffolded Strategies Handbook***



Use the ***Scaffolded Strategies Handbook*** to extend your instruction for English language learners, struggling readers, and accelerated learners.

You'll find targeted support for specific students that corresponds with your lessons.

Check out the helpful tools you can use to support *all* students.

And locate tons of useful strategies you can incorporate into whole-group or small-group instruction.

## ReadyUp! Intervention

### Intervention and Your Students

ReadyUp! Intervention includes the common threads of effective reading intervention programs: a focus on planning, pacing, and adapting to students' needs; supportive activities to build language, fluency, and home-school connections; and a current research base on proven intervention philosophy and practice.

#### Planning

ReadyUp! Intervention offers a consistent lesson format to make instruction, practice, and assessment during intervention clear and easy to use. Student models, activities, routines, and assessments are provided at point of use and follow a gradual-release model. The pace of the lessons is naturally dependent on the needs of each student. The chart below provides a suggested pacing for lessons, many of which might typically take about one week.

#### Weekly Lesson Plan

DAY	MODEL AND TEACH	TEACH
DAY 1	<b>INTRODUCE</b> ("I do")	<ul style="list-style-type: none"> <li>Introduce general concept or skill to students.</li> </ul>
	<b>MODEL</b> ("I do")	<ul style="list-style-type: none"> <li>Identify the skill in context, through an annotated reading model.</li> <li>Rehearse that the foundational skills are necessary to avoid reading fluency.</li> <li>Make fluency through regular oral-aid.</li> <li>Give repeated practice with decodable, developmentally appropriate text.</li> </ul>
	<b>TEACH</b> ("I do")	<ul style="list-style-type: none"> <li>Explain the skill in context.</li> <li>Teach the skill explicitly.</li> </ul>
DAY 2	<b>PRACTICE 1</b> ("We do")	<ul style="list-style-type: none"> <li>Guide practice of the most basic aspects of the skill through retelling and routines.</li> <li>Display or distribute Student Pages to give students guided practice.</li> </ul>
	<b>MONITOR PROGRESS</b> ("We do")	<ul style="list-style-type: none"> <li>Assess students' progress.</li> <li>Review or reteach as needed.</li> </ul>
DAY 3	<b>PRACTICE 2</b> ("We do")	<ul style="list-style-type: none"> <li>Guide practice of intermediate aspects of the skill through retelling and routines.</li> <li>Display or distribute Student Pages to give students guided practice.</li> </ul>
	<b>MONITOR PROGRESS</b> ("We do")	<ul style="list-style-type: none"> <li>Assess students' progress.</li> <li>Review or reteach as needed.</li> </ul>
DAY 4	<b>PRACTICE 3</b> ("We do")	<ul style="list-style-type: none"> <li>Guide practice of the most difficult aspects of the skill through retelling and routines.</li> <li>Display or distribute Student Pages to give students guided practice.</li> </ul>
	<b>INDEPENDENT PRACTICE</b> ("You do")	<ul style="list-style-type: none"> <li>Assess students' independent progress.</li> <li>Review or reteach as needed.</li> <li>Move on to next lesson.</li> </ul>

LEVEL B • PRACTICE AND ASSESS

Lesson 1

Understand Sentences

**REMINDE STUDENTS THAT...**

- sentences begin with a capital letter.

All plants need water.  
So how can a plant live in a dry place?  
How does it get the water it needs?

Read aloud the first sentence with students. Point to the word *All* and underline it. *All* is the first word in the sentence. It starts with a capital *A*. Circle the capital.

Read aloud the second sentence. *What is the first word in this sentence?* Pause for students to respond. *Yes, the first word is So.* Underline it. *Show me the capital letter.* Ask a volunteer to circle it.

Read aloud the last sentence with students. *What is the first word in this sentence?* Ask a volunteer to underline it. *Show me the capital letter.* Ask another volunteer to circle it.

**MONITOR PROGRESS** Distribute the following passage from Student Page 534. Have students underline the first word in the sentence and circle the capital letter.

A cactus is a kind of plant that lives in a dry place.  
It needs little water.  
Why?  
A cactus can store water inside.  
It can live a long time with no water.

**IF...** students have difficulty recognizing that sentences begin with a capitalized word,  
**THEN...** briefly review distinguishing between capital and lowercase letters by writing the lowercase and uppercase form of several letters and modeling identifying the capital letter.

### Scaffolded lessons to support Tier 1 and Tier 2 interventions

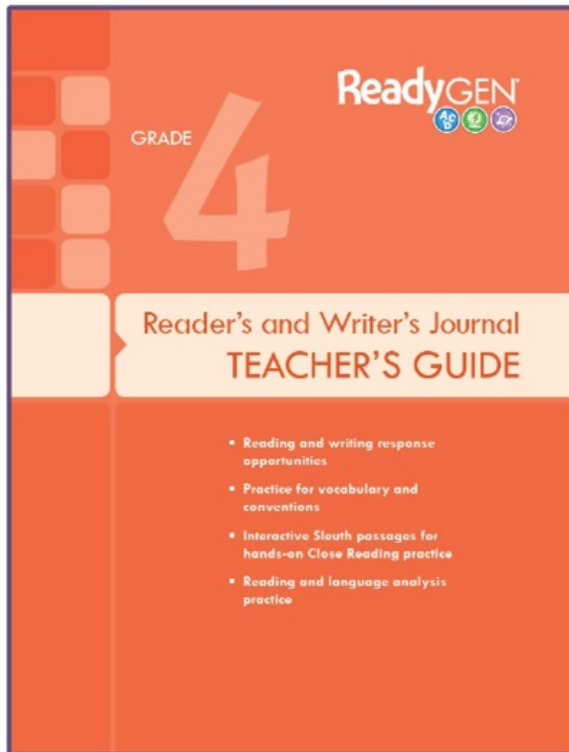
Take your support a step further with **ReadyUp! Intervention**. This resource provides scaffolded lessons to support Tier 1 and Tier 2 interventions. It includes instruction on foundational skills, literary and informational text, writing, and language. This is a flexible resource that you can use as needed.

## Assessment Book Teacher's Manual

The image shows a screenshot of the Assessment Book Teacher's Manual. On the left, there is a sidebar with navigation options: 'Unit 1 Scoring Information', 'COMP', 'Comp', '1. C', '2. Part', '2. Part', '3. Part', '3. Part', 'CONS', and 'POSS'. The main content area displays 'Unit 1 Scoring Information' and a 'ReadyGEN FLUENCY CLASS RECORD CHART - Grade 2'. The chart is a table with columns for 'Teacher Name', 'Beginning of Year', 'Mid Year', and 'End of Year', each with sub-columns for 'Date' and 'WCPI'. The rows are numbered 1 through 28, representing individual students. To the right of the chart, the text 'Assessment Book Teacher's Manual' is written in a purple font. Below this, the following items are listed in purple text: 'Answer keys', 'Rubrics', 'Test preparation strategies', and 'Recording charts'.

If you need information about administering or scoring assessments, locate your **Assessment Book Teacher's Manual**. This manual also includes answer keys, rubrics, test preparation strategies, and recording charts.

**Reader's and Writer's Journal Teacher's Guide**











**Answer keys for activities**

**Lesson 1** Phonics

Name \_\_\_\_\_

**DIRECTIONS** Say the word for each picture. Write the letter on the line that spells the first sound in the word.

1.  _____ m	2.  _____ t
3.  _____ s	4.  _____ s
5.  _____ t	6.  _____ m
7.  _____ m	8.  _____ t

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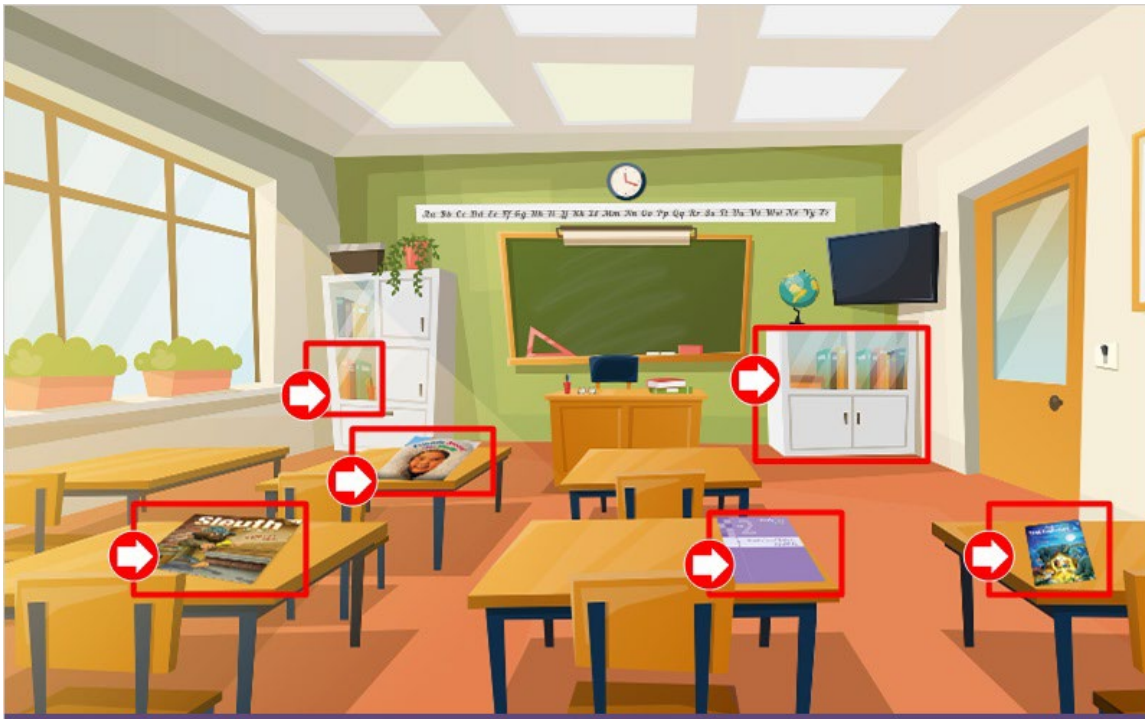
← **BACK**

Use your *Reader's and Writer's Journal Teacher's Guide* when you need answer keys for your students' activities.

## Savvas Realize

Keep in mind that all of these materials are available digitally on **Savvas Realize™**, so you can plan, grade, and prepare even if you don't have all of your materials with you.

## What about the Students?



ReadyGEN students have so many opportunities to read, write, and apply their skills and knowledge. Take a minute to explore some of the student resources you'll use in your ReadyGEN classroom.

## Leveled Text Library



Science

# Summer Returns to the Pond

by Fiona Killorin  
Illustrated by Janice Skivington

### Leveled Text Library


The library includes 60 topically related texts at each grade level. The texts span multiple reading levels, and there are corresponding student pages and lesson plans for many texts on Pearson Realize™.

← BACK

The library includes 60 topically related texts at each grade level. The texts span multiple reading levels, and there are corresponding student pages and lesson plans for many texts on Savvas Realize™.



## Sleuth




**Sleuth**

*Sleuth* is a collection of short, high-interest selections students use to practice their close reading skills. They follow steps and build critical-thinking skills. You'll find *Sleuth* lessons for small groups in your Teacher's Guide.

← BACK

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## Trade Books



**Trade Books**

ReadyGEN modules are organized around a text set that includes trade books, a *Text Collection*, and *Sleuth*. Students read 12 authentic trade books that are a mix of literary and informational text.

← BACK

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## Reader's and Writer's Journal

The image shows a screenshot of a lesson page on the left and a blue sidebar on the right. The lesson page is titled "Lesson 1" and includes a "Name" field, a "Benchmark Vocabulary" box, and two sets of directions with writing lines. The first set of directions asks students to write sentences using the words "exchange", "facts", "subway", and "country". The second set of directions asks students to revisit pages 6-7 of "Friends Around the World" and answer questions about the story. A "Write in Response to Reading" box is also present. The sidebar on the right contains the title "Reader's and Writer's Journal" and a description: "Students respond to texts and practice skills in print or online in the *Reader's and Writer's Journal*. The activities encourage them to revisit texts and incorporate text-based evidence." At the bottom of the sidebar is a "BACK" button with a left-pointing arrow.

**Lesson 1**

Name \_\_\_\_\_ **Benchmark Vocabulary**

**DIRECTIONS** Write sentences using the words below.  
exchange facts subway country

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Write in Response to Reading**

**DIRECTIONS** Revisit pp. 6–7 of *Friends Around the World*. Who is telling the story? Why are they telling the story? Use examples from the text to support your answer.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

42 • Unit 1 • Module B • Lesson 1

Children demonstrate contextual understanding of Benchmark Vocabulary. Children read text closely and use text evidence in their written answers.


**Reader's and Writer's Journal**

Students respond to texts and practice skills in print or online in the *Reader's and Writer's Journal*. The activities encourage them to revisit texts and incorporate text-based evidence.

**← BACK**

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## Text Collection



***Text Collection***

This is a collection of topically related texts bound together. Students have the chance to explore the unit topic through genres such as poems, primary sources, and biographies.

← BACK

This is a collection of topically related texts bound together. Students have the chance to explore the unit topic through a variety of genres including poems, primary sources, and biographies.

## Assessment Student Book

First Passage	Comprehension
<p><b>Directions: Read the following passage. Then answer the questions that follow.</b></p> <p style="text-align: center;"><b>Miss Miller's Garden</b></p> <p>Kim and Beth did everything together. In the summer, they liked to play outdoors.</p> <p>One afternoon, they were riding their bikes. When they passed Miss Miller's house, they noticed that her yard looked messy. They were surprised. Miss Miller always had such a nice garden.</p> <p>When Beth got home, she told her mother about what she had seen. "Miss Miller is a good gardener, but she isn't feeling well. Being sick has kept her from taking care of her yard," explained Beth's mother.</p> <p><small>Beth and Kim talked about Miss Miller and her yard. Kim said</small></p>	<p><b>Directions: Read the question and choose the best answer.</b></p> <p>At the beginning of the story, Kim and Beth ride by Miss Miller's house. What surprises them there?</p> <ul style="list-style-type: none"><li><input type="radio"/> Miss Miller is not sitting outside.</li><li><input type="radio"/> Miss Miller's house looks empty.</li><li><input type="radio"/> Miss Miller's garden looks messy.</li><li><input type="radio"/> Miss Miller is selling her house.</li></ul>

***Assessment Student Book***

This consumable resource contains the student Baseline and End-of-Unit Assessments.

[← BACK](#)

This consumable resource contains the student Baseline and End-of-Unit Assessments.

## Wrap Up

**ReadyGEN** Aa

Thank You!

Put the resources to use in your classroom!

my **SAVVAS** Training

**Get to Know Your Materials**

Thanks for letting me walk you through your materials.

You are ready to put the teaching and learning resources to use as you plan and deliver powerful lessons in your ReadyGEN classroom.

Remember to explore [MySavvasTraining.com](http://MySavvasTraining.com) for more ReadyGEN information and tutorials.