

RISING GRADE 4

Literacy Teacher Guides

SAMPLE

RedThread™
A Lavinia Literacy Program

Table of Contents

RedThread RISE Close Reading for Meaning

Unit Overview

INTRODUCTION 4

PREPARING TO TEACH 6

UNIT AT A GLANCE 12

Daily Lesson Plans

Lesson 1 16

Lesson 2 34

Lesson 3 42

Lesson 4 50

Lesson 5 57

Lesson 6 62

Lesson 7 77

Lesson 8 84

Lesson 9 93

Lesson 10 100

SAMPLE

Copyright © 2026 Lavinia Group. All Rights Reserved. RedThread is a trademark of K12 Coalition.

Lesson 11 105
Lesson 12 117
Lesson 13 124
Lesson 14 133
Lesson 15 142
Lesson 16 147
Lesson 17 161
Lesson 18 168
Lesson 19 176
Lesson 20 184

Appendix

The Big-City Life of Steven J. 190
Elephant Artists 192
The Road Not Taken 193
If I Can Stop One Heart from Breaking 194
Rahim's Pangolin 195
Hawk Rescue 198
Animal Rights 201
A New Home 203

SAMPLE

 | Copyright © 2026 Lavinia Group. All Rights Reserved. RedThread is a trademark of K12 Coalition.

UNIT OVERVIEW

SAMPLE





Preparing To Teach

Instructional Displays and Anchor Charts

- "Genre Frames" anchor chart
- "Six Syllable Types" anchor chart
- "Syllable Division" anchor chart
- "Rising Grade 4 Roots and Affixes" anchor chart

GENRE FRAMES	
Genre	**Frames**
Nonfiction	• What is the topic? • What is the text teaching me about the topic? • What is the author's perspective on the topic?
Fiction	• Who are the characters, and what have we learned about them? • What is the problem? • What is the solution? • What is the lesson learned?
Poetry	• What is the literal meaning? • What is the deeper meaning?

SAMPLE

 Copyright © 2026 Lavinia Group. All Rights Reserved. RedThread is a trademark of K12 Coalition.

SIX SYLLABLE TYPES		
Syllable Type	**Definition**	**Examples**
closed	• The vowel is closed in on the end by one or more consonants. • The vowel makes its short vowel sound.	it, at, cat, latch, crunch
vowel-consonant-e	• The syllable has the pattern vowel-consonant-e. • The syllable ends with a silent "e." • The vowel makes its long vowel sound.	Pete, mole, rule, tale, shine
vowel team	• The syllable includes a vowel team. • A vowel team can be made up of two, three, or four letters that come together to make one vowel sound. • Vowel teams can sometimes include consonants.	sheet, bowl, coal, pool, rail
r-controlled	• The syllable includes an r-controlled vowel sound (e.g., /er/, /ir/, /ur/, /ar/, /or/, /ēr/). • An r-controlled vowel sound results when an "r" directly follows a vowel sound in the syllable.	bird, card, burn, torn, hear
open	• The syllable ends with a single vowel that is not closed in by a consonant. • The vowel makes its long vowel sound.	no, go, he, she, we
consonant-le	• The syllable ends with -le and comes only at the end of words. • The syllable makes the /l/ sound. • The syllable ends with a silent "e."	puzzle, table, eagle, pickle

SAMPLE

Copyright © 2026 Lavinia Group. All Rights Reserved. RedThread is a trademark of K12 Coalition.

SYLLABLE DIVISION		
Vowel Division	**Rule**	**Example**
One consonant between two vowels	Divide the syllables between the consonant and the second vowel to close in the syllable and make a short vowel sound.	cab|in
	Divide the syllables between the first vowel and the middle consonant to make the first syllable an open syllable.	stu|dent
	Keep glued sounds together.	pla|net
Two consonants between two vowels	Divide the syllables between the two consonants, unless there is a blend or sound that needs to stay together.	bas|ket
	Keep consonant digraphs, common consonant blends, glued sounds, and r-controlled vowels together.	gath|er
	If the two consonants are double consonants, divide the syllables between the double consonants.	rab|bit
	If the word is a compound word, divide the syllables between the two words.	sun|set
Three consonants between two vowels	Usually divide the syllables between the first and second consonant, unless there is a blend or sound that needs to stay together.	mon|ster
	Keep consonant digraphs, common consonant blends, glued sounds, and r-controlled vowels together.	pump|kin
	If a common consonant blend can be made in both syllables, the blend often goes with the second syllable.	hun|dred
	If the word is a compound word, divide the syllables between the two words.	back|pack

SAMPLE

 Copyright © 2026 Lavinia Group. All Rights Reserved. RedThread is a trademark of K12 Coalition.

SYLLABLE DIVISION		
Vowel Division	**Rule**	**Example**
Four consonants between two vowels	Usually divide the syllables between the first and second consonant, unless there is a blend that needs to stay together.	in|struct
	Split the syllables down the middle with two consonants going with the first syllable and two going with the second syllable, when there are two separate blends.	dump|ster
	If the word is a compound word, divide the syllables between the two words.	hand|stand
Consonant-le	Divide the syllables before the consonant that appears before the "le."	ta|ble
	If the two consonants are double consonants, divide the syllables between the double consonants.	shut|tle
Prefixes and suffixes	Divide the syllables after the prefix.	re|write
	Usually divide the syllables before a suffix.	joy|ful
Two vowels next to each other	Usually keep vowel teams together.	ex|plain
	If not a common vowel team, divide the syllables between the two vowels.	li|on

SAMPLE

Copyright © 2026 Lavinia Group. All Rights Reserved. RedThread is a trademark of K12 Coalition.

RISING GRADE 4 ROOTS AND AFFIXES

Root	Prefix	Suffix
• *chron* (time) • *contra, counter* (against) • *cred* (to believe or trust) • *dem* (people) • *man* (hand) • *mot* (to move) • *phon* (sound) • *port* (to carry) • *radio* (to beam; to shine) • *vert, vers* (to turn) • *vid, vis* (to see) • *voc, vok* (voice; to call)	• *de-* (reduce down; away from) • *dis-* (not; undo; do the opposite of) • *en-* (to cause; to put into a certain state or condition) • *im-, in-* (not; without; in, into) • *inter-* (between; among) • *mis-* (wrong or bad) • *non-* (not; the absence of) • *over-* (in excess; extra) • *pre-* (before; prior to) • *pro-* (supporting or in favor of; in front of; before) • *re-* (to do again) • *sub-* (below; under; beneath) • *trans-* (across; on the other side; beyond; change) • *un-* (not)	• *-able, -ible* (is; can be) • *-ed* (past tense of regular verbs) • *-er, -or, -ster* (one who; person connected with) • *-er* (more) • *-est* (most) • *-ful* (full of) • *-ic* (relating to) • *-ing* (verb form; present participle of an action) • *-ity* (quality, state, or degree) • *-less* (without) • *-ly* (being like or acting in a particular way) • *-ment* (act, process) • *-s, -es* (plural form of nouns and present tense of verbs) • *-tion, -ssion, -sion* (act; process) • *-y* (characterized by)

SAMPLE

 Copyright © 2026 Lavinia Group. All Rights Reserved. RedThread is a trademark of K12 Coalition.

Getting To Know Your Texts

TITLE	AUTHOR	GENRE	LEXILE
"The Big-City Life of Steven J."	Vanessa Nirode	Nonfiction	690L
"Elephant Artists"	Donna Henes	Nonfiction	790L
"The Road Not Taken"	Robert Frost	Poetry	N/A
"If I Can Stop One Heart from Breaking"	Emily Dickinson	Poetry	N/A
"Rahim's Pangolin"	Kimberly Long Cockroft	Fiction	630L
"Hawk Rescue"	Nancy Dawson	Fiction	690L
"Animal Rights"	Melissa Chan	Nonfiction	790L
"A New Home"	Shay Maunz	Nonfiction	790L

SAMPLE

Copyright © 2026 Lavinia Group. All Rights Reserved. RedThread is a trademark of K12 Coalition.



Unit at a Glance

LESSON	TYPE	TEACHING POINT
	Week 1	
Lessons 1–4 Text: "The Big-City Life of Steven J." (Nonfiction) **Lesson 5 Text:** "Elephant Artists" (Nonfiction)		
1	**Phonics and Morphology**	Readers divide multisyllabic words into syllables and use what they know about syllable types to read unknown words. Readers use what they know about affixes to read and understand unknown words.
2	**Fluency**	Readers read groups of words accurately and smoothly in meaningful phrases, like storytellers and presenters.
3	**Main Idea**	Nonfiction readers identify the topic of a text before they read. As they read, they ask themselves, "What is the author teaching me about the topic?"
4	**Craft and Structure**	Nonfiction readers analyze the connections between each paragraph in a text. They ask themselves, "How does this information connect to what comes before and after?"

SAMPLE

 Copyright © 2026 Lavinia Group. All Rights Reserved. RedThread is a trademark of K12 Coalition.

LESSON	TYPE	TEACHING POINT
5	**Independent Text**	Readers use everything they know about decoding words and comprehending texts to help them independently make meaning of a text.
Week 2		
Lessons 6–9 Text: "The Road Not Taken" (Poetry) **Lesson 10 Text:** "If I Can Stop One Heart From Breaking" (Poetry)		
6	**Phonics and Morphology**	Readers use what they know about syllable types to read unknown multisyllabic words.
7	**Fluency**	Readers notice punctuation and line breaks to read groups of words smoothly and fluently in meaningful phrases like a storyteller, presenter, or poet.
8	**Main Idea**	To understand the main idea of a poem, readers first identify what the poet describes literally. Then, they consider how these descriptions suggest a deeper meaning.
9	**Craft and Structure**	Readers identify figurative language in poems. They notice when language may have a figurative meaning and ask themselves, "Why did the poet include this language? How does it develop my understanding of the poem?"
10	**Independent Text**	Readers use everything they know about decoding words and comprehending texts to help them independently make meaning of a text.
Week 3		
Lessons 11–14 Text: "Rahim's Pangolin" (Fiction) **Lesson 15 Text:** "Hawk Rescue" (Fiction)		
11	**Phonics and Morphology**	Readers use what they know about roots and affixes to read and understand unknown words.
12	**Fluency**	Readers change their tone of voice as they read dialogue and internal monologue to represent characters' thoughts, feelings, and actions.
13	**Main Idea**	Fiction readers identify the problem and solution in a story. They pay attention to the problem and how it is solved in order to understand the lesson of the story.

SAMPLE

Copyright © 2026 Lavinia Group. All Rights Reserved. RedThread is a trademark of K12 Coalition.

LESSON	TYPE	TEACHING POINT
14	**Craft and Structure**	Fiction readers observe characters to determine their character traits. They ask themselves, "Based on the character's thoughts, words, actions, and feelings throughout the text, how might I describe them?"
15	**Independent Text**	Readers use everything they know about decoding words and comprehending texts to help them independently make meaning of a text.
Week 4		
Lessons 16–19 Text: "Animal Rights" (Nonfiction) **Lesson 20 Text:** "A New Home" (Nonfiction)		
16	**Phonics and Morphology**	Readers recognize schwas in multisyllabic words and use what they know about the schwa sound to read unknown words.
17	**Fluency**	Readers change their tone of voice as they read to represent the author's point of view.
18	**Main Idea**	Nonfiction readers identify the topic of a text before they read. After each section, they ask themselves, "What was the most important idea about the topic in this section?"
19	**Craft and Structure**	Nonfiction readers pay attention to text features as they read. They ask themselves, "What information do these text features convey? How do they develop my understanding of the topic?"
20	**Independent Text**	Readers use everything they know about decoding words and comprehending texts to help them independently make meaning of a text.

SAMPLE

 Copyright © 2026 Lavinia Group. All Rights Reserved. RedThread is a trademark of K12 Coalition.

DAILY LESSON PLANS

SAMPLE



Lesson 1

LESSON OVERVIEW

TEACHING POINTS:

- Readers divide multisyllabic words into syllables and use what they know about syllable types to read unknown words.
- Readers use what they know about affixes to read and understand unknown words.

KEY VOCABULARY:

- base word
- closed syllable
- prefix
- root
- suffix
- vowel-consonant-e syllable

MATERIALS:

- "The Big-City Life of Steven J."
- "Six Syllable Types" anchor chart
- "Syllable Division" anchor chart
- "Common Spelling Patterns: Adding a Suffix to a Base Word" chart
- "Rising Grade 4 Roots and Affixes" anchor chart

UNIT PORTFOLIO:

- **Folio 1:** "Lessons 1–4: Text"
- **Folio 3:** "Lesson 1: Phonics and Morphology"

SAMPLE

 Copyright © 2026 Lavinia Group. All Rights Reserved. RedThread is a trademark of K12 Coalition.

Lesson 1

SUGGESTED AGENDA

45 min.	**Lesson 1: Phonics and Morphology**
5 min.	**Launch #1**
10 min.	**Syllable Routine**
5 min.	**Launch #2**
10 min.	**Morphology Routine**
10 min.	**Read**
5 min.	**Debrief**

SAMPLE

Copyright © 2026 Lavinia Group. All Rights Reserved. RedThread is a trademark of K12 Coalition.

Notes for Lesson Differentiation

TO SUPPORT:	• Read: Have students independently reread paragraphs 2 and 3 of "The Big-City Life of Steven J." Have them stop to identify word parts for "responsibilities," "action," portion," and any other words with affixes that emerge as challenge spots. • Read: To support students with phonics skills, provide a brief review of common digraphs and trigraphs that appear in the text, such as "sh," "ch," "tch," and "ck." You may also wish to review the rules for the soft "c" and soft "g" sounds in words, such as "cage" and "place."
TO ADVANCE:	• Read: As students read independently, have them identify and circle all words with vowel-consonant-e syllables. • Read: As students read independently, push them to identify words with suffixes by underlining the base word and circling the suffix.

SAMPLE

 Copyright © 2026 Lavinia Group. All Rights Reserved. RedThread is a trademark of K12 Coalition.

Lesson 1: Phonics and Morphology

Main Idea

Title: "The Big-City Life of Steven J."

Over the next four lessons, students will uncover the following ideas:

- Steven J. is a Rex rabbit who lives and works at Bicycle Roots, a bike shop in Brooklyn, New York. He helps shred cardboard and entertains customers as a beloved mascot.
- Steven J.'s owner, Joe Lawler, ensures that Steven J. has a safe and secure environment—including a cage and hiding spots—to meet his natural needs and keep him happy.
- Rabbits like Steven J. make great pets because they are quiet, playful, and trainable, and they bond closely with their owners, like Steven J. bonds with Joe.
- The article emphasizes the joy and companionship rabbits bring while highlighting the importance of providing proper care, safe spaces, and gentle handling to keep them healthy and secure.

SAMPLE

Launch #1

Teaching Point: Readers divide multisyllabic words into syllables and use what they know about syllable types to read unknown words.

> *Words are made up of different parts, including different sounds and syllable types. In this unit, we will review sounds and syllables that help us read and write words. A syllable is a part of a word with one vowel sound that we say together when we speak. There are six types of syllables in the English language:* ***closed syllables, vowel-consonant-e syllables,*** *vowel team syllables, r-controlled syllables, open syllables, and consonant-le syllables.* ***Readers divide multisyllabic words into syllables and use what they know about syllable types to read unknown words.***

Display the "Six Syllable Types" anchor chart. Tell students that the class will review the **closed syllable** and **vowel-consonant-e syllable** types today. Remind

Copyright © 2026 Lavinia Group. All Rights Reserved. RedThread is a trademark of K12 Coalition.

students that they can refer to the "Six Syllable Types" anchor chart throughout the unit to support them as they read and write.

SIX SYLLABLE TYPES		
Syllable Type	**Definition**	**Examples**
closed	The vowel is closed in on the end by one or more consonants. The vowel makes its short vowel sound.	it, at, cat, latch, crunch
vowel-consonant-e	The syllable has the pattern vowel-consonant-e. The syllable ends with a silent "e." The vowel makes its long vowel sound.	Pete, mole, rule, tale, shine

SAMPLE

Vocab

*A **closed syllable** has one vowel that makes a short vowel sound and is closed in on the end by one or more consonants. Short vowel sounds are one type of sound a vowel can make: "a" - "apple" - /ă/, "e" - "edge" - /ĕ/, "i" -"itch" - /ĭ/, "o" – "otter" - /ŏ/, "u" - "up" - /ŭ/. For example, the words "plan," "shin," and "hop" each have a single **closed syllable** because the vowel is closed in by a consonant, causing the vowel to make the short vowel sound.*

*Another syllable type is a **vowel-consonant-e syllable**. It has a specific letter pattern: a vowel, a consonant, and a silent "e" at the end. The vowel in a **vowel-consonant-e syllable** makes a long vowel sound. A long vowel sound is when a vowel says its name: "a" - "cake" - /ā/, "e" - "gene" - /ē/, "i" - "bike" - /ī/, "o" - "bone" - /ō/, "u" - "mute" - /ū/, and "u" - "tube" - /ü/ . For example, the words "plane," "shine," and "hope" each have a single **vowel-consonant-e syllable** because the syllable ends with a silent "e" after the consonant, which causes the vowel to make its long vowel sound.*

Recognizing syllables helps us read longer words by breaking them into chunks. Words can be made up of one or more syllables. A word with more than one, or multiple, syllables is called a multisyllabic word. Multisyllabic words can be made up of the same or different syllable types. If a word is multisyllabic, it has more than one vowel type. Noticing the number of vowel types in a word helps us determine its number of syllables.

 | Copyright © 2026 Lavinia Group. All Rights Reserved. RedThread is a trademark of K12 Coalition.

Display and briefly review the "Syllable Division" anchor chart.

Display the word "alcove" on the board. As you think aloud, mark the word by scooping the vowel patterns and dividing the syllables.

Think Aloud: *Let's break down this word by determining how many syllables it has, what types of syllables they are, and how the word is pronounced.*

First, we'll identify how many vowel types we see. This will help us determine how many syllables are in the word. At the beginning of the word, I see the vowel "a" closed in by the consonant "l." Then, I see the vowels "o" and "e" with the consonant "v" in between, which looks like the ***vowel-consonant-e syllable****. In total, I see two vowel types, which tells me this word has two syllables.*

Now, let's think about how to divide the word into two syllables using what we know about syllable division. This word has two consonants, "l" and "c," between two vowels, "a" and "o." We typically divide the syllables between the two consonants, so I will split the syllables between the "l" and the "c."

Finally, let's identify each syllable's type. The first syllable is a ***closed syllable*** *because the vowel "a" is closed in by the consonant "l," which causes the "a" to make its short vowel sound, /ă/. We can read the first syllable as /ăl/, "al."*

Ask:
What syllable type is the second syllable? How do you know? How should we read the whole word?

Key Ideas:

- The second syllable is a **vowel-consonant-e syllable** because the vowel "o" is followed by the consonant "v" and a silent "e" at the end of the syllable.
- The "o" makes a long vowel /ō/ sound, as in "bone," because it is a **vowel-consonant-e syllable**. We can read this syllable as /cōv/.
- We can read the word as /ăl/ - /cōv/, "alcove."



Direct students to chorally read the word "alcove" aloud.

Display the word "mandate" on the board. As students share key ideas, mark the word by scooping the vowel sound and dividing the syllables.

SAMPLE

Copyright © 2026 Lavinia Group. All Rights Reserved. RedThread is a trademark of K12 Coalition.

Ask:
What vowel types do you see in this word? How many syllables does it have?

Key Ideas:

- There are two vowel types in the word: “a” and “a_e.”
- There are two syllables in the word.

Ask:
Where do we divide the syllables? How do you know?

Key Ideas:

- There are two consonants, “n” and “d,” between two vowels, “a” and “a.”
- We should divide the syllables between the consonants “n” and “d” to keep the glued sound “an” together.

Ask:
What syllable types are in this word? How do you know? How should we read this word?

Key Ideas:

- The first syllable is a **closed syllable** because the vowel “a” is closed in by the consonant “n.” This is the glued sound “an,” which makes the sound /an/, as in “pan.”
- The first syllable is /man/.
- The second syllable is a **vowel-consonant-e syllable** because the vowel “a” is followed by the consonant “t” and a silent “e” at the end of the word. This means the vowel makes its long vowel sound /ā/, as in “cake.”
- The second syllable is /dāt/.
- We can read the whole word as /man/ - /dāt/, “mandate.”



Direct students to chorally read the word “mandate” aloud.

SAMPLE

 Copyright © 2026 Lavinia Group. All Rights Reserved. RedThread is a trademark of K12 Coalition.

When we read unknown words, we can analyze them by looking closely at the syllables and using what we know about syllable types to identify what sounds the vowels make. Throughout this unit, we will use the Syllable Routine to practice splitting words into syllables to read. When we do this routine, we will first look for, and then scoop, the vowel types to determine how many syllables are in the word. Then, we will determine the syllable types and split each syllable. Finally, we will use what we know about syllables and sounds to read each syllable and then put the syllables together to read the word. As we read, we will continue to ***divide multisyllabic words into syllables and use what we know about syllable types to read the unknown words.***

Syllable Routine

For each of the following words, and for one word incorporating teacher-identified challenge spots:

1. Display the word silently.
2. Have students work independently to scoop the vowel types, split the syllables, and use what they know about syllable types to read the whole word. Prompt students to reference the "Syllable Division" anchor chart as needed.
3. Facilitate a discussion of students' independent work using the prompts in the following chart. As students share their ideas, mark the word accordingly.
4. Use the word in a sentence, and explain its definition as needed.



SAMPLE

Copyright © 2026 Lavinia Group. All Rights Reserved. RedThread is a trademark of K12 Coalition.

SEGMENT TO READ		
How do we scoop the vowels? How do we split the syllables?	**What are the syllable types and vowel sounds? What is the whole word?**	**Sentence and Definition**
rab|bit *This word is in paragraph 2.* Key Points: • There are two vowel types, "a" and "i," so there are two syllables. • Split the syllables between the first and second "b."	• Syllable 1: closed ◦ The "a" makes the short vowel /ă/ sound, as in "apple." • Syllable 2: closed ◦ The "i" makes the short vowel /ĭ/ sound, as in "itch."	• Sentence: Her pet rabbit is fluffy. • Definition: A small animal with soft fur, long ears, a short tail, and big back legs that help it hop.
in|clude *This word is in paragraph 3.* Key Points: • There are two vowel types, "i" and "u_e," so there are two syllables. • Split the syllables between the "n" and the "c."	• Syllable 1: closed ◦ The "i" makes the short vowel /ĭ/ sound, as in "itch." • Syllable 2: vowel-consonant-e ◦ The "u" makes the long vowel /ü/ sound, as in "tutu." ◦ The "e" at the end is silent.	• Sentence: I will include you in the game. • Definition: To take or add in.

SAMPLE

For the following word:

1. Dictate the word, sentence, and definition as needed.
2. Have students work independently to spell the word, scoop the vowel types, and split the syllables. Prompt students to reference the "Syllable Division" anchor chart, as needed.
3. Facilitate a discussion of students' independent work using the prompts in the chart. As students share their ideas, spell and mark the word accordingly.

 | Copyright © 2026 Lavinia Group. All Rights Reserved. RedThread is a trademark of K12 Coalition.

SEGMENT TO WRITE		
Sentence and Definition	**How do we spell the word? How do we scoop the vowels and split the syllables?**	**What are the syllable types and vowel sounds?**
• Sentence: The plastic bottles can be reused. • Definition: A material that can be shaped into different things, such as toys, bottles, and other everyday items.	plas|tic *This word is in paragraph 8.* Key Points: • There are two vowel types, "a" and "i," so there are two syllables. • There are two consonants between the two vowels, so divide the syllables between the consonants "s" and "t."	• Syllable 1: closed ◦ The "a" makes the short vowel /ă/ sound, as in "apple." • Syllable 2: closed ◦ The "i" makes the short vowel /ĭ/ sound, as in "itch."

SAMPLE

Launch #2

Teaching Point: Readers use what they know about affixes to read and understand unknown words.

We know that words are made up of different parts, including syllables. As we read and write, we will also encounter words with different parts added to the beginning or end of a ***base word*** *or* ***root****. A* ***base word*** *is a complete word that can stand alone and has meaning on its own. A* ***root*** *is the most basic part of a word and has meaning that we use to understand the word. An affix is a word part that is added to the beginning or end of a* ***base word*** *or* ***root*** *to create a word that has a new or more specific meaning. There are two types of affixes:* ***prefixes*** *and* ***suffixes****.*

Vocab

Copyright © 2026 Lavinia Group. All Rights Reserved. RedThread is a trademark of K12 Coalition.

Introduce and define the following terms.



LANGUAGE TERM	DEFINITION
prefix	A word part that is added to the beginning of a base word or root to create a new or more specific meaning.
suffix	A word part that is added to the end of a base word to create a new or more specific meaning.

We can think of these word parts as building blocks. It's important to notice these word parts when you read because they can help you understand the meanings of the words you encounter in a text. ***Readers use what they know about affixes to read and understand unknown words.***

When we come across an unfamiliar word while reading, we can look at its word parts to see if we recognize any affixes. We can circle the ***prefixes*** *or* ***suffixes*** *and the leftover part will be the* ***base word*** *or* ***root****. Then, we can use what we know about these word parts to read the whole word and understand what it means.*

Sometimes, an affix creates an additional syllable in a word. For example, if I add the ***suffix*** -ing *to the* ***base word*** *"create," it becomes "creating" and now has three syllables. On the other hand, when I add the* ***suffix*** -s *to the end of the* ***base word*** *"create," it becomes "creates." Both "create" and "creates" have two syllables.*

In the word "creating," the silent "e" from the ***base word*** *"create" is dropped before adding the* ***suffix*** -ing*. When a word ends with an "e," we typically drop the "e" before adding a* ***suffix*** *that begins with a vowel, such as* -ing, -ed, *or* -es*. For example, if I add the* ***suffix*** -ing *to the* ***base word*** *"make," it becomes "making." If I add the* ***suffix*** -ed *to the* ***base word*** *"hope," it becomes "hoped."*

When a word ends with a "y," the rule is a little different. Instead of dropping the "y," we change it to "i" before adding ***suffixes*** *that begin with a vowel. For example, when the* ***suffix*** -ed *is added to the* ***base word*** *"carry," it becomes "carried." Let's look at some examples.*

Display and review the "Common Spelling Patterns: Adding a Suffix to a Base Word" chart.

SAMPLE

 Copyright © 2026 Lavinia Group. All Rights Reserved. RedThread is a trademark of K12 Coalition.

COMMON SPELLING PATTERNS: ADDING A SUFFIX TO A BASE WORD		
Type of Base Word	**How To Add a Suffix**	**Examples**
Words that end in a silent "e" (VCE words)	If adding a suffix that starts with a vowel, drop the final "e," then add the suffix.	hope → hoping ride → riding smile → smiling wise → wisest brave → braver
Words that end in "y" preceded by a consonant	Change the "y" to "i" before adding suffixes like *-ed, -es, or -s.*	carry → carried study → studied happy → happiest baby → babies candy → candies

Understanding these rules will help us spell words correctly when we add ***suffixes****.*

Display and briefly review the "Rising Grade 4 Roots and Affixes" anchor chart.

Now that we have reviewed some common affixes and their meanings, we can use what we know about affixes and ***base words*** *to read and understand words.*

Display the word "relishes" on the board. As you think aloud, mark the word parts.

Think Aloud: *In this word, I notice the* ***suffix*** -es*, which means "the plural form of nouns and the present tense of verbs." I also notice the* ***base word*** *"relish," which is a verb that means "to enjoy greatly." When the* ***base word*** *and* ***suffix*** *are put together, the whole word is "relishes," which means "enjoying something greatly."*

Display the word "shaming" on the board. As you think aloud, mark the word parts.

Ask:
What word parts do you notice? How do the word parts help you read the word?

SAMPLE

Copyright © 2026 Lavinia Group. All Rights Reserved. RedThread is a trademark of K12 Coalition.

Key Ideas:

- There is a **suffix** at the end of the word: *-ing*.
- The leftover part of the word looks like a **base word**: "shame."
- Since the word "shame" ends with an "e," the "e" is dropped before adding the **suffix** *-ing*.

Ask:
How do the word parts help you understand what the word means?

Key Ideas:

- The **suffix** *-ing* means "present participle of an action."
- The **base word** "shame" means "a strong feeling of embarrassment from losing others' respect."
- The whole word, "shaming," means "the action of making someone feel embarrassed."

*Recognizing affixes helps us identify the **base word** and we can use what we know about syllables to read that word part. Then, we can add the **prefix** or **suffix** to read and understand the whole word. As we read, we will continue to **use what we know about affixes to read and understand unknown words.***

SAMPLE

Morphology Routine

For each of the following words and for one word incorporating teacher-identified challenge spots:

1. Display the sentence with the bolded word.
2. Have students work independently to mark the word parts in the bolded word, read the whole word, read the sentence, and use the word parts and the sentence to determine the meaning of the word.
3. Facilitate a discussion of students' independent work using the prompts in the following chart. As students share their ideas, mark the word accordingly.
4. Note that while morphology is very helpful in understanding the meaning of words, some words will need to be formally defined for students after they have analyzed the word parts. Provide students with the definition of each word if they have not arrived at an accurate definition through morphology analysis alone.



 | Copyright © 2026 Lavinia Group. All Rights Reserved. RedThread is a trademark of K12 Coalition.

ANALYZE TO READ		
How do we mark the word parts? What is the whole word?	**What do the word parts tell us about the whole word's meaning?**	**Based on the word parts, what does the whole word mean?**
He tolerates people picking him up but is **happi**(**est**) when Joe holds him. *This word is in paragraph 6.*	• Suffix *-est*: Most. • Base word: happy ◦ Meaning: A feeling full of joy.	The most joy.
Silverstein **stress**(**es**) that there is a right way to pick up a rabbit. *This word is in paragraph 7.*	• Suffix *-es*: The plural form of nouns and present tense of verbs. • Base word: stress ◦ Meaning: To place importance or emphasis on something.	Highlights something as important.

SAMPLE

For the following word:

1. Dictate the word.
2. Have students work independently to spell the word, mark the word parts, and use the word parts to determine the meaning of the word.
3. Facilitate a discussion of students' independent work using the prompts in the chart. As students share their ideas, spell and mark the word accordingly.

Copyright © 2026 Lavinia Group. All Rights Reserved. RedThread is a trademark of K12 Coalition.

ANALYZE TO WRITE		
How do we spell the word? How do we mark the word parts?	**What do the word parts tell us about the whole word's meaning?**	**Based on the word parts, what does the whole word mean?**
She is **help**(**ing**) her friend with homework. *This word is in paragraph 2.*	• Suffix *-ing*: Verb form; present participle of an action. • Base word: help ◦ Meaning: To assist or provide support.	The act of providing support in the present.

Read

Today, we will read a new text: "The Big-City Life of Steven J." by Vanessa Nirode. As we read, we will have opportunities to apply what we learned earlier in the lesson. Remember, ***readers divide multisyllabic words into syllables and use what they know about syllable types to read unknown words.*** *Also,* ***readers use what they know about affixes to read and understand unknown words.***



As students read along, read from the beginning to the end of paragraph 2. Pause at the word "shredding" and model recognizing the base word, suffix, vowel types, and syllable types to read the word.

Think Aloud: *In this word, I recognize the* ***suffix*** -ing *has been added to make the word represent the present participle form. So, the word is about an action occurring in the present.*

To determine how to read the ***base word****, I will identify its vowel types and syllables. I notice one vowel type, "e," so there is one syllable in the* ***base word****: "s - h - r - e - d." This is a* ***closed syllable*** *because the "e" is closed in by the consonant "d." That means the "e" will make the short vowel /ĕ/ sound, as in "edge." We can read the syllable as /shrĕd/. When we add a* ***suffix*** *that starts with a vowel, such as the "i" in the* ***suffix*** -ing*, we double the consonant at the end of a one-syllable word. In this case, adding* -ing *to the end of "shred" means another "d" is added.*

SAMPLE

 Copyright © 2026 Lavinia Group. All Rights Reserved. RedThread is a trademark of K12 Coalition.

*When I put the **base word** and **suffix** together, I can read the word as /shrĕd/ - /ĭng/, "shredding." The word "shred" means "to tear into pieces." With the **suffix** -ing at the end, I know this word refers to tearing something into pieces in the present.*

As students read along, read to the end of paragraph 4.

Ask:
*What words do you notice in this paragraph that include **vowel-consonant-e syllables**? How does your knowledge of **vowel-consonant-e syllables** help you read the words?*

Key Ideas:

- "safe" (paragraph 3):
  - There are two vowels but only one vowel type because it is a **vowel-consonate-e syllable**. Therefore, the word has only one syllable.
  - Because of the silent "e" after the consonant "f," the "a" makes the long vowel sound /ā/, as in "cake."
  - /sāf/, "safe."
- "place" (paragraph 4):
  - There are two vowels but only one vowel type because it is a **vowel-consonate-e syllable**. Therefore, the word has only one syllable.
  - Because of the silent "e" after the consonant "c," the "a" makes the long vowel sound /ā/, as in "cake."
  - /plās/, "place."
- "hide" (paragraph 4):
  - There are two vowels but only one vowel type because it is a **vowel-consonate-e syllable**. Therefore, the word has only one syllable.
  - Because of the silent "e" after the consonant "d," the "i" makes the long vowel sound /ī/, as in "bike."
  - /hīd/, "hide."

Have students continue reading independently to the end of paragraph 7.

Ask:
*How did your knowledge of **base words**, affixes, vowel types, and syllable types help you read the words in this section?*

SAMPLE

Copyright © 2026 Lavinia Group. All Rights Reserved. RedThread is a trademark of K12 Coalition.

Key Ideas:

- "boxes" (paragraph 5).
  - This word has a **suffix**, *-es*, and a **base word**, "b - o - x." The **base word** has one vowel type, "o," so there is one syllable.
  - The **base word** "box" is a **closed syllable** because the vowel "o" is closed in by the consonant "x." This means the vowel "o" makes the short vowel sound /ŏ/, as in "otter." We can read the **base word** as /bŏks/, "box."
  - The **suffix** *-es* means "the plural form of nouns and present tense of verbs." It makes the sound /ez/.
  - The **base word** "box" means "a container with flat sides, often made of cardboard used to carry things." The whole word, /boks/ - /ez/ or "boxes," means "multiple containers with flat sides used to carry things."
- "closely" (paragraph 6):
  - This word has a **suffix**, *-ly*, and a **base word**, "c - l - o - s - e." The **base word** has one vowel type, "o_e," so there is one syllable.
  - The **base word** "close" is a **vowel-consonant-e syllable** because the vowel "o" is followed by the consonant "s," and there is a silent "e" at the end. This means the vowel makes its long vowel /ō/ sound, as in "bone." We can read the **base word** as /clōs/, "close."
  - The **suffix** *-ly* means "being like or acting in a particular way." It makes the /lē/ sound, as in "quickly."
  - The **base word** "close" means "to be near or shut." The whole word, /clōs/ - /lē/ or "closely," means "in a way that is near or careful."
- picking" (paragraph 6):
  - This word has a **suffix**, *-ing*, and a **base word**, "p - i - c - k." The **base word** has one vowel type, "i," so there is one syllable.
  - The **base word** "pick" is a **closed syllable** because the vowel "i" is closed in by the consonant digraph "ck," which means the vowel makes its short vowel /ĭ/ sound, as in "itch." We can read the **base word** as /pĭk/, "pick."
  - The **suffix** *-ing* means "verb form or present participle of an action." It makes the /ing/ sound, as in "singing."
  - The **base word** "pick" means "to choose or remove something." The whole word, /pĭk/ - /ing/ or "picking," means "the act of choosing or removing something presently."

Have students independently read to the end of the passage.

SAMPLE

 Copyright © 2026 Lavinia Group. All Rights Reserved. RedThread is a trademark of K12 Coalition.

As students read, use your plan to observe and coach. Notice trends related to multisyllabic word reading, morphology, and the day's Teaching Point (e.g., using everything they know about vowel sounds, syllables, **base words**, and affixes to read unknown words).

Debrief

Share or facilitate a brief discussion of the trends you noticed while students read. Remind students to apply the day's Teaching Point moving forward.

SAMPLE

Copyright © 2026 Lavinia Group. All Rights Reserved. RedThread is a trademark of K12 Coalition.

Lesson 2

LESSON OVERVIEW

TEACHING POINT:

- Readers read groups of words accurately and smoothly in meaningful phrases, like storytellers and presenters.

KEY VOCABULARY:

- genre
- phrase

MATERIALS:

- "The Big-City Life of Steven J."

UNIT PORTFOLIO:

- **Folio 1:** "Lessons 1–4: Text"

SAMPLE

 Copyright © 2026 Lavinia Group. All Rights Reserved. RedThread is a trademark of K12 Coalition.

Lesson 2

SUGGESTED AGENDA

45 min.	**Lesson 2: Fluency**
10 min.	**Launch**
20 min.	**Read #1**
5 min.	**Debrief**
10 min.	**Read #2**

SAMPLE

Notes for Lesson Differentiation

TO SUPPORT:	Read #1: Have students coach each other to scoop phrases as they read. Have them use the prompts, "How can you scoop the words in these lines into phrases?"; "How can you use the punctuation to help you scoop the phrases?"; or "Reread the lines smoothly to use the phrases."
TO ADVANCE:	Debrief: Push students to consider how they might scoop items set aside by commas. For example, "Joe keeps a hutch, or cage, for Steven J. on the counter in the service area" in paragraph 3 or "If it gets too busy, though, he looks for a place to hide" in paragraph 4.

Copyright © 2026 Lavinia Group. All Rights Reserved. RedThread is a trademark of K12 Coalition.

Lesson 2: Fluency

Launch

Teaching Point: Readers read groups of words accurately and smoothly in meaningful phrases, like storytellers and presenters.

SAMPLE

Yesterday, we read "The Big-City Life of Steven J." and focused on using what we know about syllable types and word parts to read and understand unknown words. Today, we will focus on using ***phrases*** *to read the text smoothly and fluently. A* ***phrase*** *is a group of words that are chunked together within a sentence. You can scoop* ***phrases*** *with your voice as you read to group words into meaningful chunks and read each* ***phrase*** *smoothly.* ***Readers read groups of words accurately and smoothly in meaningful phrases, like storytellers and presenters.***



Before we begin reading today, let's think about the ***genre****. "****Genre****" means "A type or category. In literature, it refers to a category of texts that share similar characteristics." Knowing the* ***genre*** *of the text helps us know what to think about while reading to understand the main idea and also helps us determine how to read the text fluently. For example, we might read a literary, or fictional, text as a storyteller, and we might read an informational, or nonfiction, text as a presenter.*



Direct students to refer to the text "The Big-City Life of Steven J." in their Unit Portfolios. Have them reread the title and the first one or two paragraphs and consider the text structure to determine the **genre.**

Ask:
What ***genre*** *is the text "The Big-City Life of Steven J."? How do you know?*

 | Copyright © 2026 Lavinia Group. All Rights Reserved. RedThread is a trademark of K12 Coalition.

Key Ideas:

- "The Big-City Life of Steven J." is a nonfiction text. We know this because the title and first paragraphs refer to factual information and events that occurred in real life.
- The text also includes text features such as a subtitle and a photograph.

Ask:
How should we read this text—as a storyteller, a presenter, or a poet? Why?

Key Idea: We should read this text as a presenter because it is a nonfiction text that teaches us information about a topic.

Now that we know how we should read the text, we will ***read groups of words accurately and smoothly in meaningful phrases, like presenters.***

Let's look at a sentence from "The Big-City Life of Steven J." together. To read smoothly and fluently, we must read the words correctly and pay attention to punctuation.

Display the following sentences from paragraph 1.

> Bicycle Roots is a full-service bike shop. It's in the heart of Brooklyn, New York. Joe Lawler is the co-owner and service manager.

Read the sentences in a choppy, robotic manner, pausing unnecessarily between words or in the middle of **phrases** and mispronouncing the word "service." Do not adjust your pitch at the end of the sentence to indicate the end of a thought. For example, "Bicycle ... Roots ... is a ... full ... 'ser - v - ike' ... bike shop ... It's ... in the ... heart ... of ... Brooklyn ... New York ... Joe Lawler ... is the ... co-owner ... and 'ser - v - ike' ... manager."

Think Aloud: *I will read these sentences aloud, monitoring my reading to ensure I read the words accurately. If I come across a word that doesn't sound correct when I read it aloud, I'll pause to decode it using what I know about syllables. Listen as I read and monitor my reading for accuracy.*

"Bicycle Roots is a full '/ser/ - /vīk/' bike shop." The word "ser - v - ike" doesn't sound like a word I've heard before. Let's break it down. I see two vowel types, "er" and "i_e," which tells me there are two syllables. I know the first syllable is an r-controlled

SAMPLE

Copyright © 2026 Lavinia Group. All Rights Reserved. RedThread is a trademark of K12 Coalition.

syllable because "er" is an r-controlled vowel. The second syllable looks like a vowel-consonant-e syllable, which means the vowel "i" makes its long sound /ī/, as in "bike." When I read the word as /ser/ - /vīk/, that doesn't sound familiar.

Let me read the second syllable differently. I know that when the letter "c" is followed by vowels "e," "i," or "y," it makes the soft "c" sound /s/, as in "mice." So, I can read this syllable as /vīs/ and the whole word as /ser/ - /vīs/. That still doesn't sound familiar, but I know -ice is a vowel-consonant-e exception and can sometimes say /ĭs/. Let's try reading this word with the vowel-consonant-e exception sound: /ser/ - /vĭs/, "service." That sounds familiar! I know a service is a task or duty someone can provide for others.

Ask:
What did you notice about how I monitored my reading for accuracy?

Key Ideas:

- When reading the sentence, you noticed when a word sounded unfamiliar.
- You stopped to consider other sound patterns and rules to alter the pronunciation until you could read the word in a familiar way.

Think Aloud: *Let's finish reading the sentences and monitor our reading for accuracy. "It's in the heart of Brooklyn, New York. Joe Lawler is the co-owner and service manager." Since I already know how to read the word "service," I was able to read it accurately the second time it came up.*

Now, let's think about how to read fluently or fluidly, meaning "smoothly, like a presenter." Notice the punctuation at the end of each sentence: a period. This tells us that these sentences are statements and require a brief pause. Our tone should drop slightly at the end to show that the thought is complete. After the word "Brooklyn," there is another type of punctuation: a comma. This tells us to pause slightly before moving to the next word. "Reading fluently" means "grouping words into meaningful ***phrases****, reading smoothly, and using expression that matches the sentence's purpose and punctuation."*

Listen as I read the sentences again, this time fluently. I'll pay attention to punctuation, group words together naturally, and adjust my tone to reflect the pauses.

Read the sentences smoothly, grouping the words into natural **phrases** and lowering your tone at the end to reflect the periods.

Ask:
What did you notice about the way I read the sentences this time? How did it sound different from the first time?

SAMPLE

 Copyright © 2026 Lavinia Group. All Rights Reserved. RedThread is a trademark of K12 Coalition.

Key Ideas:

- It sounded smooth and natural.
- You grouped the words into meaningful chunks, which made it easier to follow.
- You read with expression, lowering your tone at the end to indicate periods and giving a natural pause at the comma.

> *To read accurately and smoothly like a presenter, I paid attention to punctuation and scooped groups of words to show the **phrases**. Let's think about how I scooped the first two sentences into meaningful **phrases**.*

As you think aloud, scoop the **phrases** in the sentence.



Think Aloud: *The first **phrase** I will scoop is "Bicycle Roots" because it is a proper noun and the sentence's subject. Therefore, these words should be read smoothly together. My voice will go up slightly at the end of this **phrase** because it leads to more information. The second **phrase** I will scoop is "is a full-service bike shop" because it describes the proper noun, "Bicycle Roots." I will read these six words fluently and smoothly as a meaningful chunk. The **phrase** also completes the idea of the first sentence and ends with a period. I will lower my tone slightly at the end of this **phrase** to show it is a statement.*

*In the next sentence, the first **phrase** I will scoop is "It's in the heart" because it builds on the statement about Bicycle Roots. I'll read these four words smoothly as one **phrase**. I will read the following four words together as a **phrase** because it completes the statement by providing additional information about Bicycle Roots: "of Brooklyn, New York." When I read the **phrase**, I will include a brief pause between "Brooklyn" and"New York" because the comma indicates there should be a natural pause. I'll read this **phrase** fluently, lowering my tone slightly at the end of the sentence.*

*I have split the sentences into smaller **phrases**, and now I can use these **phrases** to read the sentences smoothly and fluently, like a presenter.*

Model using your finger to scoop the **phrases** as you read the sentence smoothly.

SAMPLE

Copyright © 2026 Lavinia Group. All Rights Reserved. RedThread is a trademark of K12 Coalition.

Let's try another example.

Display the following sentence from paragraph 2.

At the shop, his responsibilities include shredding cardboard and helping sell new bikes.

Ask:
*How can we scoop this sentence into **phrases** and read like a presenter?*

Key Ideas: The sentence can be divided into the following meaningful chunks for fluent reading:

- "At the shop,": This is an introductory **phrase** that provides context on where the action takes place. It also ends in a comma, which indicates a pause. It should be read smoothly as one unit, with the reader pausing briefly at the end before moving to the next **phrase**.
- "his responsibilities include": This **phrase** describes the subject of the sentence, shows what's being discussed, and should be grouped together for clarity.
- "shredding cardboard": This **phrase** names a specific responsibility and should be presented clearly and smoothly.
- "and helping sell new bikes.": This **phrase** names a second responsibility and ends the sentence. It should be read smoothly, with the reader lowering their tone at the end.



*As you read with your partner today, break the sentences into **phrases** and use your finger to scoop them. **Readers read groups of words accurately and smoothly in meaningful phrases, like storytellers and presenters.***

SAMPLE

 Copyright © 2026 Lavinia Group. All Rights Reserved. RedThread is a trademark of K12 Coalition.

Read #1

> *Today, we will reread "The Big-City Life of Steven J." by Vanessa Nirode. First, you will reread the passage with a partner. Then, you will reread it independently. As you read, remember that* ***readers read groups of words accurately and smoothly in meaningful phrases, like storytellers and presenters.***



Have partnerships reread the passage and give each other feedback on the Teaching Point as they take turns reading.

As students read, use your plan to circulate, observe, and coach. Notice trends related to fluency and the day's Teaching Point. In particular, note scooping words into meaningful and logical **phrases** when reading and providing partner support and encouragement.

Debrief

Share or facilitate a brief discussion of the trends you noticed. Remind students to apply the day's Teaching Point moving forward.

Read #2



Have students continue reading the passage in partnerships or independently.

As students read, coach them on the trends from the Debrief. Continue to notice trends related to fluency and the day's Teaching Point.

SAMPLE

Copyright © 2026 Lavinia Group. All Rights Reserved. RedThread is a trademark of K12 Coalition.

Lesson 3

LESSON OVERVIEW

TEACHING POINT:

- Nonfiction readers identify the topic of a text before they read. As they read, they ask themselves, "What is the author teaching me about the topic?"

KEY VOCABULARY:

- main idea
- perspective
- roam
- topic

MATERIALS:

- "The Big-City Life of Steven J."
- "Genre Frames" anchor chart

UNIT PORTFOLIO:

- **Folio 1:** "Lessons 1–4: Text"
- **Folio 4:** "Lesson 3: Main Idea"

SAMPLE

 Copyright © 2026 Lavinia Group. All Rights Reserved. RedThread is a trademark of K12 Coalition.

Lesson 3

SUGGESTED AGENDA

45 min.	**Lesson 3: Main Idea**
7 min.	**Launch**
18 min.	**Shared Analysis**
10 min.	**Whole-Class Discourse**
10 min.	**Respond**

SAMPLE

Notes for Lesson Differentiation

TO SUPPORT:	Shared Analysis: To help students focus on identifying key ideas and connecting them to the main topic, provide sentence frames to guide them during discussions, such as "The author is teaching me that ..." and "This section explains how Steven J. ..."
TO ADVANCE:	Respond: Encourage students to think about how a different title, such as "The Life of a Rabbit in the Wild" or "How a Bicycle Shop Sells Many Bikes," might shift the text's main idea.

Copyright © 2026 Lavinia Group. All Rights Reserved. RedThread is a trademark of K12 Coalition.

Lesson 3: Main Idea

Launch

Teaching Point: Nonfiction readers identify the topic of a text before they read. As they read, they ask themselves, "What is the author teaching me about the topic?"



Now that we're confident we can decode and fluently read "The Big-City Life of Steven J.," we're ready to analyze the author's ideas. First, we will identify the ***main idea*** *of the article. The* ***main idea*** *is the author's argument, message, or understanding of the* ***topic*** *that they convey to the reader. In a later lesson, we'll analyze an element of the author's craft and structure to more deeply understand how authors develop their ideas. It is important that we first understand the* ***main idea*** *because it will support our analysis of the author's writing techniques.*

Today, we'll think about how we, as readers, come to understand the text's ***main idea****. To do this, we can use what we know about the text's genre to guide our thinking while we read. Each genre has unique qualities, and understanding these qualities helps us know what to think about while reading. For example, fiction and nonfiction texts have different qualities.*

Ask:
What are some qualities of fictional texts versus nonfiction texts?

Key Ideas:

- Fictional texts include invented storylines with characters who usually encounter a problem or conflict.
- Nonfiction texts teach readers factual information about a specific **topic** and often include text features.

SAMPLE

 Copyright © 2026 Lavinia Group. All Rights Reserved. RedThread is a trademark of K12 Coalition.

We can turn what we know about the genre's qualities into guiding questions. We'll call these guiding questions "genre frames," or transferable questions we can ask ourselves as we read any text of a certain genre to help us focus on its key aspects.

As we review the genre frames, consider how they connect to the qualities of each genre.

Display the "Genre Frames" anchor chart and introduce or review the genre frames for nonfiction with students.

GENRE FRAMES	
Genre	**Frames**
Nonfiction	• What is the topic? • What is the text teaching me about the topic? • What is the author's perspective on the topic?

SAMPLE

The genre frames help us focus on the most important ideas the author wants to communicate, as well as their deeper message or point of view. We identified that "The Big-City Life of Steven J." is an informational, or nonfiction, text. To ensure we fully understand the ***main idea*** *of this text, we will use our nonfiction genre frames to guide our thinking.* ***Nonfiction readers identify the topic of a text before they read. As they read, they ask themselves, "What is the author teaching me about the topic?"***

The ***topic*** *of a text is the person, place, thing, or concept that an author writes about in a text. Identifying the* ***topic*** *of a nonfiction text helps us identify the text's purpose. While we read, we can ask ourselves, "What is the author teaching me about the* ***topic****?" to understand the big ideas the author wants to convey.*



Copyright © 2026 Lavinia Group. All Rights Reserved. RedThread is a trademark of K12 Coalition.

Shared Analysis

> *Now, we will reread "The Big-City Life of Steven J." by Vanessa Nirode together. As we read, remember that* ***nonfiction readers identify the topic of a text before they read. As they read, they ask themselves, "What is the author teaching me about the topic?"***



Model jotting as you read and/or as students share. Have students follow along in their Unit Portfolios. As appropriate, have students briefly jot their ideas on the text after prompts.

Read the title and preview the text by briefly looking through it and reviewing text features.



Think Aloud: *Based on my preview of the text, I'm already getting some ideas about its* ***topic****. The title, implies that this text will teach us about Steven J. and his life in the big city. I also understand that the author's* ***perspective****, or their particular way of regarding or attitude toward something, is that Steven J. lives a big life in the city.*

As I look closer at the text features, I can refine my understanding of the ***topic****. The subheading, "Bike Shop Rabbit in Brooklyn, New York," along with the photo of the rabbit, shows me that Steven J. isn't a person; he is a rabbit! I think the* ***topic*** *of this text is the rabbit Steven J. and his life in a city bike shop.*

As we read, we'll think about whether our understanding of the ***topic*** *is accurate or if it needs revising. We'll ask ourselves, "What is the author teaching me about this* ***topic****—Steven J.'s life in a city bike shop?" Let's read.*

Read to the end of paragraph 2.

> **Ask:**
> *What is the author teaching us about the topic in this section?*

Key Idea: Steven J. is a rabbit. His owner, Joe Lawler, is the manager of Bicycle Roots. Steven J. goes to work with Joe every day and helps out by "shredding cardboard and helping sell new bikes."

Read to the end of paragraph 4.

SAMPLE

 Copyright © 2026 Lavinia Group. All Rights Reserved. RedThread is a trademark of K12 Coalition.



> *"**Roam**" means "to move freely without a specific direction or purpose."*

Ask:
What are we learning about Steven J.'s life in a city bike shop?

Key Ideas:

- Steven J. watches the shop's activities from his cage on the counter. Sometimes, he **roams** around the shop. He hides in a cardboard box when it gets too busy.
- Pet rabbits, like wild rabbits, need to feel safe and secure. Hiding in the cardboard box helps Steven J. feel safe and secure.
- The author teaches us that rabbits need the freedom to explore and places to feel secure.

Read to the end of paragraph 6.

Ask:
*What is the author teaching us about the **topic** in this section?*

Key Ideas:

- Steven J., like other rabbits, is quiet, which makes him a great pet for a city apartment.
- Rabbits are social and bond closely with their owners. For example, Steven J. listens to Joe but not others. Steven J. enjoys playing and feels happiest when Joe holds him.

Read to the end of the passage.

Ask:
*What is the author teaching us about the **topic** in this section?*

Key Ideas:

- Steven J. is pretty good about not chewing on things he shouldn't, such as cords or furniture. He loves noisy toys and chewing on empty cardboard boxes.

SAMPLE

Copyright © 2026 Lavinia Group. All Rights Reserved. RedThread is a trademark of K12 Coalition.

- Steven J. gets lots of attention from Joe and the people who visit the city bike shop. This keeps Steven J. engaged and distracts him from chewing on things other than his toys and boxes.

Direct students to jot the **main idea** on the passage.

Whole-Class Discourse

Prompt: What is the main idea of this text?

Key Ideas:

- Steven J. is a Rex rabbit who lives and works at Bicycle Roots, a bike shop in Brooklyn, New York. He helps shred cardboard and entertains customers as a beloved mascot.
- Steven J.'s owner, Joe Lawler, ensures that Steven J. has a safe and secure environment—including a cage and hiding spots—to meet his natural needs and keep him happy.
- Rabbits like Steven J. make great pets because they are quiet, playful, and trainable, and they bond closely with their owners, like Steven J. bonds with Joe.
- The article emphasizes the joy and companionship rabbits bring while highlighting the importance of providing proper care, safe spaces, and gentle handling to keep them healthy and secure.

Back-Pocket Questions:

- Who is Steven J., and why is he special at the bike shop?
- What does Joe do to ensure Steven J. feels safe and secure at the shop?
- Why are rabbits good pets for people in cities?
- How do Joe and the people at the bike shop keep Steven J. happy and entertained?

After discussing the **main idea** during Whole-Class Discourse, have students revise their **main idea** jots, as appropriate.

Repeat the Teaching Point and remind students to do this moving forward.

SAMPLE

 Copyright © 2026 Lavinia Group. All Rights Reserved. RedThread is a trademark of K12 Coalition.

Respond



Have students respond to the following prompt.

Prompt: Why is "The Big-City Life of Steven J." an appropriate title for this text?

Key Ideas:

- The title is appropriate because the text is about Steven J., a rabbit who lives and works in a bike shop in Brooklyn, New York.
- The text describes Steven J.'s daily life and activities in a city bike shop, such as shredding cardboard and playing with customers.

As students write, use your plan to observe and coach. Notice trends, particularly those related to the day's Teaching Point (e.g., whether they use the **topic** and what the author is teaching about it to support their thinking). As time allows, share examples of student work based on class trends and/or follow up with students during small group instruction or the next lesson.

SAMPLE

Copyright © 2026 Lavinia Group. All Rights Reserved. RedThread is a trademark of K12 Coalition.

Lesson 4

LESSON OVERVIEW

TEACHING POINT:

- Nonfiction readers analyze the connections between each paragraph in a text. They ask themselves, "How does this information connect to what comes before and after?"

KEY VOCABULARY:

- tolerate

MATERIALS:

- "The Big-City Life of Steven J."

UNIT PORTFOLIO:

- **Folio 1:** "Lessons 1–4: Text"
- **Folio 5:** "Lesson 4: Craft and Structure"

SAMPLE

 | Copyright © 2026 Lavinia Group. All Rights Reserved. RedThread is a trademark of K12 Coalition.

Lesson 4

SUGGESTED AGENDA

45 min.	**Lesson 4: Craft and Structure**
10 min.	**Launch**
10 min.	**Shared Analysis**
13 min.	**Respond**
12 min.	**Debrief and Revise**

SAMPLE

Notes for Lesson Differentiation

TO SUPPORT:	Respond: Help students answer the prompt fully by reviewing the passage's main idea. Reinforce the key points and ensure students can connect these ideas to the content in paragraphs 5–7.
TO ADVANCE:	Debrief and Revise: Encourage students to reflect on why the author included comparisons to wild rabbits.

Copyright © 2026 Lavinia Group. All Rights Reserved. RedThread is a trademark of K12 Coalition.

Lesson 4: Craft and Structure

Launch

Teaching Point: Nonfiction readers analyze the connections between each paragraph in a text. They ask themselves, "How does this information connect to what comes before and after?"

> *In our previous lesson, we read "The Big-City Life of Steven J." and determined the text's main idea.*

Briefly recap the main idea of the text.

> *Nonfiction texts are like maps that guide us to important information about a topic. We've learned that nonfiction authors use text features, such as headings and photographs, to support their ideas. Authors organize their ideas in a specific way to help us clearly understand their message. Sometimes, nonfiction authors use headings to embed connections throughout the text without separating it. To understand the main idea, we must look for connections between paragraphs and consider how the author shares information. For example, if we read a text about pollution, the author might start by explaining its causes before teaching us how to prevent it. By providing context for the topic, teaching us information about it, and introducing an idea or opinion about it, the author structures the text to help readers connect ideas and topics.*
>
> *Now, we'll review "The Big-City Life of Steven J." and consider the connection between the author's ideas.* ***Nonfiction readers analyze the connections between each paragraph in a text. They ask themselves, "How does this information connect to what comes before and after?"***

SAMPLE

 | Copyright © 2026 Lavinia Group. All Rights Reserved. RedThread is a trademark of K12 Coalition.

Shared Analysis

We will reread "The Big-City Life of Steven J." by Vanessa Nirode together. In our previous reading, we learned that the text's topic is the rabbit, Steven J. As we read, we will zoom in on how the author connects information to convey her main idea. Remember, ***nonfiction readers analyze the connections between each paragraph in a text. They ask themselves, "How does this information connect to what comes before and after?"***



Model jotting as you read and/or as students share. Have students follow along in their Unit Portfolios.

Read to the end of paragraph 1.

Think Aloud: *The first paragraph provides important information to help me understand how the rest of the paragraphs connect. The author starts by introducing Bicycle Roots, a full-service bike shop in Brooklyn, New York. Then, the author shares that Joe Lawler is the shop's co-owner. Finally, the paragraph introduces the main topic of the text: Steven J., who is described as the "most popular employee" at the shop.*

This paragraph is packed with details that introduce Steven J. and set the stage for what we'll learn about him next. Let's keep reading to figure out how the details in paragraph 1 connect to the information in paragraph 2.

Read to the end of paragraph 2.

Think Aloud: *In this paragraph, the author provides more details about Steven J. I learn that he's a 6- or 7-year-old brown Rex rabbit. The author also shares that Steven J. rides to work with Joe in a backpack and has important responsibilities at the shop, such as "shredding cardboard and helping sell new bikes."*

Now, I will ask myself, "How does this information connect to what comes before and after?" In paragraph 1, the author introduces the bike shop and tells us that Steven J. is the "most popular employee." In paragraph 2, the author builds on that information by giving specific details about Steven J., such as what he looks like, how he gets to work, and what he does at the shop. So, the information in paragraph 2 connects to the information in paragraph 1 by adding more specific details about Steven J. and his role.

SAMPLE

Copyright © 2026 Lavinia Group. All Rights Reserved. RedThread is a trademark of K12 Coalition.

> *As we continue reading, pay attention to how the information in the following paragraphs connects to what we've already learned.*

Read to the end of paragraph 3.

> **Ask:**
> *What information does the author present in paragraph 3? How does it connect to the information in paragraph 2?*

Key Ideas:

- In paragraph 3, the author provides more details about Steven J.'s life at the bike shop, describing how he watches the action from his cage on the counter.
- The author also compares wild rabbits to pet rabbits, explaining that wild rabbits spend much of their time in underground burrows and that pet rabbits, like Steven J., share the same need to feel safe and secure.
- This information connects to paragraph 2 by expanding on the details about Steven J.'s daily life at the bike shop and introducing new information about how his needs as a pet rabbit are similar to those of wild rabbits.

Read to the end of paragraph 4.

> **Ask:**
> *How does the information in paragraph 4 connect to the ideas in paragraph 3?*

Key Ideas:

- The information in paragraph 4 connects to the ideas in paragraph 3 by giving a specific example of how pet rabbits like Steven J. share the same needs as wild rabbits.
- In paragraph 3, the author explains that wild rabbits spend time in burrows to feel secure, and pet rabbits need the same thing.
- In paragraph 4, the author shows that Steven J. hides in a cardboard box when the shop gets too busy, which illustrates his need for safety and security.

Read to the end of paragraph 7.

Vocab

> *"**Tolerate**" means "to allow something unpleasant to happen."*

SAMPLE

 Copyright © 2026 Lavinia Group. All Rights Reserved. RedThread is a trademark of K12 Coalition.

Ask:
How does the information in paragraphs 5–7 connect?

Key Ideas:

- In paragraph 5, the author shares an opinion from a vet named Melissa Silverstein that rabbits make great pets. Paragraph 6 connects to paragraph 5 by explaining why rabbits are great pets, such as their social nature and how they bond closely with their owners.
- In paragraph 7, the author shares additional information from Silverstein about the importance of handling rabbits correctly to prevent injuries. Paragraph 6 connects to paragraph 7 by describing how Steven J. **tolerates** being picked up by others but is happiest when held by Joe.
- Together, these paragraphs explain what makes rabbits good pets and how to care for them properly.

Read to the end of the passage.

Ask:
How does the information in paragraph 9 build on the information in paragraph 8?

Key Ideas:

- Paragraph 9 builds on the information in paragraph 8 by explaining how the attention and interaction Steven J. receives at the bike shop influence his chewing habits.
- In paragraph 8, the author shares that Steven J. has many toys to chew on, which helps prevent him from chewing on things he shouldn't, such as cords or furniture.
- In paragraph 9, the author adds that Steven J. rarely chews out of boredom because he gets plenty of attention from Joe, the employees, and the customers. This shows how frequent interaction helps manage his behavior. The author includes a story about Steven J. chewing bike tires to show an exception and add humor.

Respond

Prompt: How does the information in paragraph 7 build on the information in paragraphs 5 and 6?

5

SAMPLE

Copyright © 2026 Lavinia Group. All Rights Reserved. RedThread is a trademark of K12 Coalition.

Key Ideas:

- Paragraph 7 adds details to support the ideas in paragraphs 5 and 6 about how rabbits are good pets and need special care.
- In paragraph 5, Melissa Silverstein says rabbits "make excellent city pets because they are quiet" and "can also be trained to use litter boxes." Paragraph 6 explains that rabbits are "social animals" and "bond very closely with their owners." For example, Steven J. "doesn't really listen to anyone else" and is "happiest when Joe holds him."
- Paragraph 7 adds advice about handling rabbits. Silverstein says, "The important thing is to support the back feet" because their "backbones are fragile." This connects to paragraph 6 by showing why Steven J. feels safest with Joe and why proper care is important.

As students write, use your plan to observe and coach. Notice trends, particularly those related to the day's Teaching Point (e.g., whether students analyze the relationships between the ideas in the paragraphs).

SAMPLE

Debrief and Revise

Facilitate a discussion of student work that highlights the trends you noticed by strategically sharing student exemplars or pieces that could use support or feedback in your target area.

For this lesson, you may want to highlight or provide feedback on:

- Ideas, and whether students understand the text and/or the Teaching Point.
- Claims, and whether they name an idea about how the information in paragraphs 5–7 connects.
- Evidence, and whether students select evidence that supports their claim, including examples of how each paragraph shows that rabbits are good pets and how to care for them.
- Explanations, and whether they connect the evidence to the claim.



Direct students to revise their writing based on the discussion. Remind students to apply the day's Teaching Point moving forward.

 Copyright © 2026 Lavinia Group. All Rights Reserved. RedThread is a trademark of K12 Coalition.

Lesson 5

LESSON OVERVIEW

TEACHING POINT:

- Readers use everything they know about decoding words and comprehending texts to help them independently make meaning of a text.

KEY VOCABULARY:

- N/A

MATERIALS:

- "Elephant Artists"

UNIT PORTFOLIO:

- **Folio 6:** "Lesson 5: Independent Text"

SAMPLE

Copyright © 2026 Lavinia Group. All Rights Reserved. RedThread is a trademark of K12 Coalition.

Lesson 5

SUGGESTED AGENDA

45 min.	**Lesson 5: Independent Text**
5 min.	**Launch**
25 min.	**Read and Respond**
15 min.	**Debrief and Revise**

Notes for Lesson Differentiation

TO SUPPORT:	• Read and Respond: Help diverse learners access the text by providing definitions of key terms, such as "conservation," "exhibitions," and "captivity." • Read and Respond: Support students who need help identifying text structures by providing a visual of common text structures, such as cause and effect, problem and solution, or compare and contrast.
TO ADVANCE:	• Debrief and Revise: Encourage students to reflect on how they used their knowledge of affixes and roots to help them understand the passage.

SAMPLE

 | Copyright © 2026 Lavinia Group. All Rights Reserved. RedThread is a trademark of K12 Coalition.

Lesson 5: Independent Text

Main Idea

Title: "Elephant Artists"

As students read independently today, they will uncover the following ideas:

- When elephants and their trainers (mahouts) lost their jobs in Thailand, they needed a new way to survive. The forests had been cut down, leaving the elephants with no natural shelter or food. The elephants and mahouts needed a solution to bring in money to provide care for the elephants.
- Two artists started the Asian Elephant Art & Conservation Project to teach elephants to paint, sell their artwork, and use the money to care for the elephants. The project has been very successful. Elephants like Paya have created unique paintings that have sold for hundreds or thousands of dollars, helping support their care.
- The author shows how creative solutions, such as teaching elephants to paint, can solve real-world problems and support animals in need.

SAMPLE

Launch

Teaching Point: Readers use everything they know about decoding words and comprehending texts to help them independently make meaning of a text.

This week, we studied a text together. Through our work with "The Big-City Life of Steven J.," we developed important reading skills. We practiced breaking down multisyllabic words into syllables and using base words and affixes to figure out unknown words. We improved our fluency by learning how to group words and read like presenters. We also analyzed details to uncover the main idea and explored how authors connect paragraphs to build and share their ideas. Now, you will read a new independent text: "Elephant Artists" by Donna Henes. Remember, ***readers use everything they know about decoding words and comprehending texts to help them independently make meaning of a text.***

Copyright © 2026 Lavinia Group. All Rights Reserved. RedThread is a trademark of K12 Coalition.

Read and Respond

Have students independently read and annotate the text using the genre frames to guide their thinking. Then, have students jot the main idea and respond to the following prompt.



Prompt: How does the information in paragraph 3 connect to the information in paragraphs 1 and 2?

Key Ideas:

- The information in paragraph 3 provides a solution to the problem introduced in paragraphs 1 and 2.
  - Paragraph 1 explains that elephants and their trainers faced a problem when "the government halted all cutting of forests," leaving the elephants and their trainers "out of work."
  - Paragraph 2 provides more information about the problem's impact. The elephants couldn't return to the wild because "there was no 'wild' left," and it was hard to care for them because "elephants eat 300 to 500 pounds of food each day."
  - Paragraph 3 shows the solution when Vitaly Komar and Alexander Melamid "started an elephant art academy" when they heard about the situation.
- These paragraphs work together to explain the problem and how it was solved.

As students work, use your plan to observe and coach students. Notice trends related to students' understanding of the text's main idea, particular questions, and/or the week's Teaching Points. In particular, note:

- Using knowledge of syllables, base words, and affixes to read unfamiliar words.
- Reading smoothly and fluently.
- Identifying the topic and important ideas in a text.
- Analyzing how paragraphs connect to make meaning.

SAMPLE

 Copyright © 2026 Lavinia Group. All Rights Reserved. RedThread is a trademark of K12 Coalition.

Debrief and Revise

Facilitate a discussion of student work that highlights the trends you noticed by strategically sharing student exemplars or pieces that could use support or feedback in your target area.

For this lesson, you may want to highlight or provide feedback on:

- Main idea jots, and whether they accurately capture the text's main idea.
- Claims, and whether they name an idea related to the information in paragraphs 1–3.
- Evidence, and whether students select evidence that supports their claim, including examples of how paragraphs 1 and 2 provide details about the problem and paragraph 3 presents a solution.
- Explanations, and whether they connect the evidence to the claim.

Direct students to revise their writing based on the discussion. Use the trends in student work to plan for future instruction.



SAMPLE

Copyright © 2026 Lavinia Group. All Rights Reserved. RedThread is a trademark of K12 Coalition.