Teacher's Edition

COMMON CORE

myView®

LITERACY

4.1

SAVVAS

COMMON CORE

myView

L I T E R A C Y

4.1

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SAVVAS
LEARNING COMPANY

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For more information about our author contributions and advisory board members, visit Savvas.com/myViewLiteracy

Grade 4 Resources

From the systematic and explicit instruction in the Reading Routines Companion, to the all-in-one Student Interactive, *myView Literacy®* resources were designed to give you time to focus on what you do best.

STUDENT RESOURCES

Whole Group

Student Interactive
2 Volumes

Read **ALOUD**

Mentor **STACK**

Trade Book Read Alouds
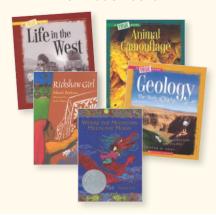
Genre, Skill, and Strategy Videos

Savvas Realize™ Intermediate Student Interface

Small Group & Independent

BOOK CLUB
with Trade Books

WRITING CLUB

SuccessMaker®
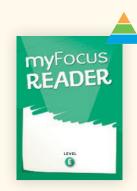
Digital Games

Leveled Content Readers with Access Videos

myFOCUS READER

LEVEL E

myFocus Reader

Digital Platform

Savvas Realize™

- Downloadable/printable Content
- Assign, submit, and grade work
- Time on task
- Discussion Boards
- Playlists – Customize content
- Upload files and videos
- Access to RealizeReader on and offline

SAVVAS **realize**™

Google Classroom

Seamless Google Integration

realize reader™

Online/Offline Access

Trade book titles are subject to change.

Savvas Realize™
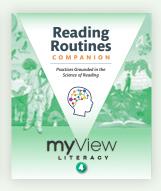
- Seamless Google Integration
- Interactive PDFs
- Distance Learning Teacher's Guide
- Downloadable/Printable Content
- Customizable Playlists
- Upload files and video
- Assign, Submit, and Grade
- Access to Realize Reader™ on and offline

All *myView Literacy* resources are available digitally on Savvas Realize™.
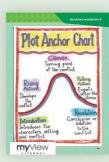
TEACHER RESOURCES

Teacher's Edition
5 Volumes

Reading Routines Companion

Anchor Charts

Dual Language Educators' Implementation Guide

Printables Include:
- Handwriting Practice
- Handwriting Models
- Writing Minilessons and Student Practice
- Language & Conventions Resources
- Spelling Resources
- Read Aloud Trade Book Lesson Plans

Includes Digital Student Practice
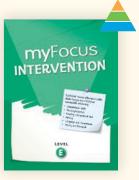
Reading Routines Companion

Small Group Professional Development Guide

Language Awareness Handbook

myFocus Intervention Teacher's Guide

Printables Include:
- Extension Activities
- *Quest* and *uEngineer It!* Cross-curricular projects
- Project-Based Inquiry Rubrics & Leveled Research Articles
- Writing Conference Notes & Student Feedback Template
- Leveled Literacy Stations
- Leveled Content Reader Teacher's Guide

Assessment & Reporting

Assessment Guide

- Assessment Guides
- Progress Checkups
- ExamView®
- Realize Data & Reporting
- Grouping with Recommendations

realize scout

Realize Scout Observational Tool

SAVVAS literacy Screener & Diagnostic Assessments

- Includes screener with passages and questions to identify gaps
- An adaptive diagnostic that connects to instructional support

An Instructional Model for Today's Classroom

Research-based instruction helps you address literacy, content knowledge, social-emotional learning, and student curiosity – while saving you time.

PROJECT-BASED INQUIRY

Tackle science and social studies themes in your literacy block while fostering student interest. *myView Literacy* selections build background knowledge, so students are equipped to solve a culminating, real-world challenge.

Reading

Using whole group and small group instruction, the reading block follows a **gradual release model** that enables you to easily differentiate for all reading abilities.

Reading-Writing Bridge
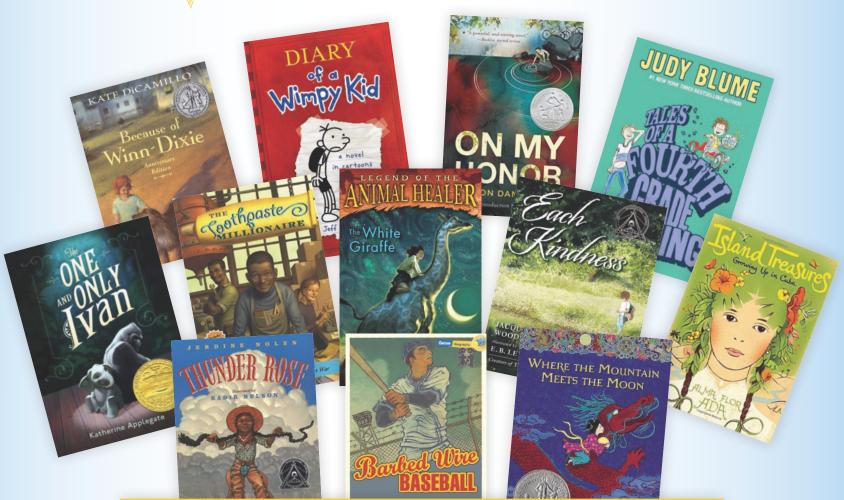
In Bridge lessons, students practice skills that are complementary to both reading and writing, such as analyzing the author's craft, word study, spelling, and language and conventions.

Writing

During writing instruction, student authors participate in **daily lessons** where they're immersed in genres through mentor texts and develop their own writer's craft.

WHY BRIDGE? As teachers, we know that reading and writing are reciprocal. The Bridge makes this crucial connection perfectly clear for your students. They have the opportunity to read as writers and write for readers with every selection!

Foster a Love of Reading

Student Interactive

The all-in-one **Student Interactive** includes full-color practice pages and selections from award-winning authors and illustrators.

Read ALOUD

Read Aloud Trade Books draw students into real texts, language, and conversations. (Full lesson plans available on Realize!)

Mentor STACK

Mentor Texts immerse students in the genre and techniques you're teaching during writing instruction.

BOOK CLUB

Book Club provides a set-aside time for students to meet in small groups to discuss a trade book for the unit. This collaboration, centered around meaningful conversation, increases student engagement and fosters a love of reading.

Titles are subject to change.

A Continuum of Resources to Meet the Needs of Your Students

myView Literacy® utilizes the science of reading insights to drive instruction that comprehensively covers—through explicit and systematic instruction—each of the research-based skills that students need to read effectively.
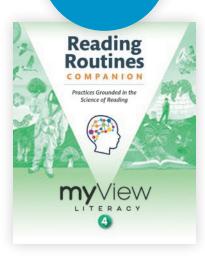
LEVEL OF SUPPORT

Teacher's Edition

Reading Routines Companion

Teacher's Edition (K-5)

Whole group lessons with corresponding small group differentiated instruction.

Reading Routines Companion (K-5)

Whole or small group grade-specific, explicit instruction that compliments core lessons. A systematic four-step routine introduces the skill, allowing for modeling, guided practice, and independent work.

- Multiple practice opportunities
- Multisensory activities
- Corrective and guided feedback
- "Make It Easier"/ "Make it Harder" differentiated instruction
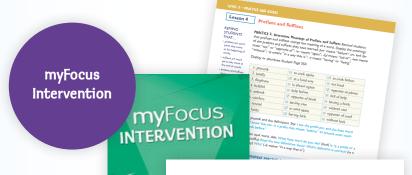
SuccessMaker®

Incorporate adaptive and prescriptive reading instruction for intervention, differentiation, and personalization with custom alignment to *myView Literacy* instruction.

myFocus Intervention
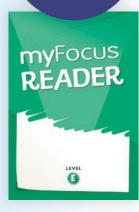
Small group instruction related to core lessons for students needing significant support to master key skills and concepts.
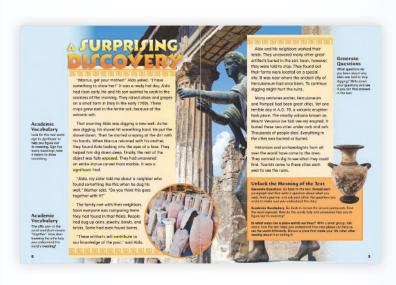
Lessons follow a routine of:

- Model *(I Do!)*
- Teach *(We Do!)*
- Practice *(You Do!)*

myFocus Reader

Additional high-interest selections tied to the unit theme provide students with guided and extended practice for:

- Vocabulary Skills
- Fluency
- Comprehension
- Foundational Skills (Grades K-2)

Foundational Skills for Intermediate Students

How children learn to read is one of the most extensively studied topics in education. The science of reading is a comprehensive collection of that research, indicating students need explicit instruction on critical elements. *myView Literacy* was developed using this research to ensure children have the opportunity to reach their full potential.

WORD RECOGNITION × **LANGUAGE COMPREHENSION** = **READING COMPREHENSION**

Graphic based on *The Simple View of Reading* (Gough & Tunmer,1986)

LANGUAGE COMPREHENSION
- Background Knowledge
- Vocabulary
- Language Structure
- Verbal Reasoning
- Literacy Knowledge
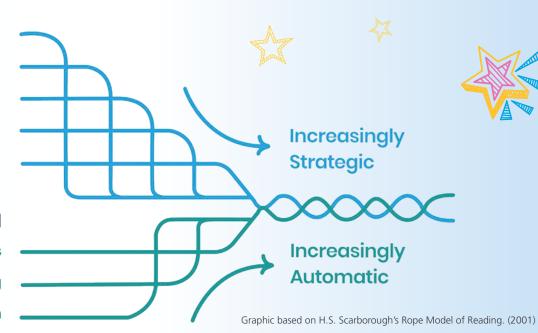
WORD RECOGNITION
- Phonological Awareness
- Decoding & Spelling
- Sight Recognition

Increasingly Strategic

Increasingly Automatic

Graphic based on H.S. Scarborough's Rope Model of Reading. (2001)

Explicit and Systematic Instruction
Includes established beneficial routines of modeling, practice, feedback, and structured opportunities for review and application
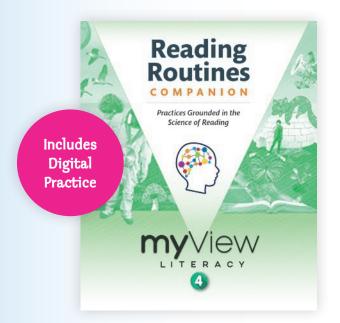
Differentiation
Meets the various needs of learners, including students with dyslexia and other challenges, using organized and deliberate instruction

Mulitmodal Learning
Incorporates opportunities to use multiple stimuli, such as visual, auditory, kinesthetic, and tactile
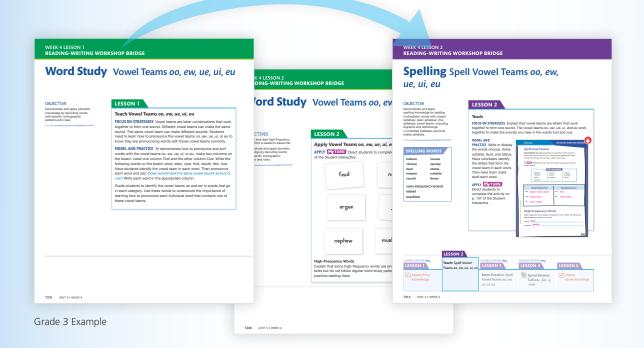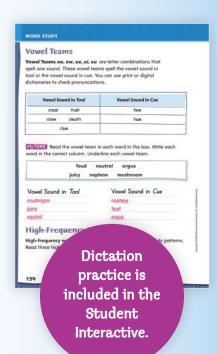
Reading Routines Companion

Continue supporting strong foundational skills instruction in intermediate grades with systematic and explicit routines for:

- Phonemic Awareness (Beginning, Intermediate, & Advanced)
- High-Frequency Words
- Multisyllabic Words
- Syllable Patterns
- Oral and Silent Reading Self-Monitoring

Includes Digital Practice

Reading Routines COMPANION
Practices Grounded in the Science of Reading

myView LITERACY 4

Grade 3 Example

Dictation practice is included in the Student Interactive.

Connected Word Study & Spelling Instruction

In the reading block, students learn about letter patterns and morphology to support the development of decoding and encoding skills. In the Reading-Writing Bridge, they apply their knowledge of word study to a complimentary spelling list.

Purposeful Assessments, Powerful Results

myView Literacy® provides a full suite of meaningful assessments to help you monitor progress and determine the best paths for student success.

Formative Assessments — Daily/Weekly

- Quick Checks
- Assess and Differentiate
- Assess Prior Knowledge
- Assess Understanding
- Observational Checklists
- Conferring Checklists
- Reading and Writing Rubrics for Student Self-Assessment
- Weekly Progress Check-Ups
- Weekly Cold Read Assessments for Fluency and Comprehension (Grades 1-5)

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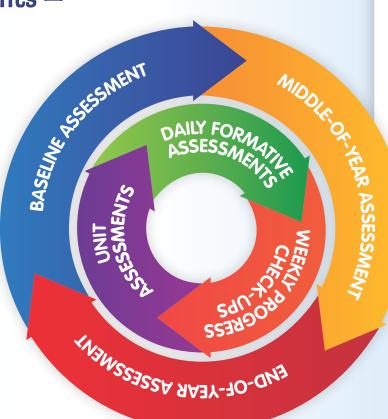
Unit Assessments — 5x Year
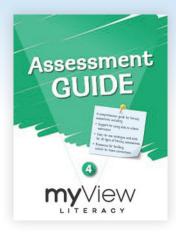
- Unit Assessments
- Customizable assessments with ExamView®.
- Writing Assessments; Performance-Based Writing (Grades 2-5)
- Project-Based Inquiry Authentic Assessments

....

Summative Assessments — 3x Year

- Baseline Assessment
- Middle-of-Year Assessment
- End-of-Year Assessment

Assessment GUIDE

4

myView
L I T E R A C Y

Data-Driven Assessment Guide

- Easy-to-use guidance, strategies, and tools for all types of literacy assessments
- Useful information for fostering student learning

BASELINE ASSESSMENT
MIDDLE-OF-YEAR ASSESSMENT
DAILY FORMATIVE ASSESSMENTS
UNIT ASSESSMENTS
WEEKLY PROGRESS CHECK-UPS
END-OF-YEAR ASSESSMENT

Test Preparation (Grades 2—5)
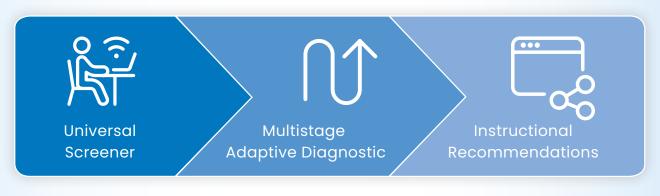
- Weekly Standards Practice
- High-Stakes Practice Tests
- Test Item Banks for Reading, Writing, and Language Conventions

SAVVAS literacy Screener & Diagnostic Assessments

The **Savvas Literacy Screener and Diagnostic Assessments** are easy and reliable tools to uncover student needs and provide the right resources for every learner.

Universal Screener → Multistage Adaptive Diagnostic → Instructional Recommendations

A short screening assessment identifies proficiency in precursor skills, including foundational skills in Grades K-3.

An adaptive assessment digs deeper to identify student strengths and growth opportunities.

Student data connects skills to instructional supports and resources.
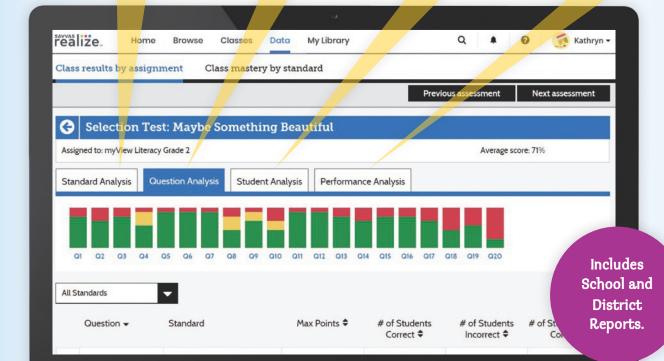
See progress by standard.

Drill into questions to see where students are struggling.

Focus on individual student performance.

Get small group recommendations with suggested next-step activities.

SAVVAS realize.

| Home | Browse | Classes | Data | My Library | Q | 🔔 | ❓ | Kathryn ▾ |

Class results by assignment   Class mastery by standard

Previous assessment   Next assessment

← Selection Test: Maybe Something Beautiful

Assigned to: myView Literacy Grade 2   Average score: 71%

Standard Analysis | Question Analysis | Student Analysis | Performance Analysis

Q1 Q2 Q3 Q4 Q5 Q6 Q7 Q8 Q9 Q10 Q11 Q12 Q13 Q14 Q15 Q16 Q17 Q18 Q19 Q20

All Standards ▾

| Question ▾ | Standard | Max Points ⇕ | # of Students Correct ⇕ | # of Students Incorrect ⇕ | # of St... Co... |

Intuitive Data Reporting

Realize Reports™ equip you with "smart" data on standards mastery, overall progress, usage, and more. It's easy to interpret so you can make strong instructional decisions.

Includes School and District Reports.

The Digital Difference

Savvas Realize™ is home to over 1000 instructional programs. World-class interoperability lets you use your digital content with any IMS certified platform.

The Student Experience

PRIMARY VIEW

INTERMEDIATE VIEW

High-Interest resources capture attention and increase learning.

Neighborhood

Adaptive Dashboard
Adjust student view for ease of use!

Engaging Videos
Introduce new topics, literacy skills, and background knowledge with high-interest resources.

Digital Games
Support phonological awareness, spelling, and letter/word recognition.

The Teacher Experience

- ⊕ Upload a file
- ⊗ Insert a link
- ➕ Add a title
- ➕ Leave a note for your students
- ➕ Add more available content items

Add content, rearrange lessons, delete what you don't need—**make it your own!**

Create a Playlist

Create a Playlist—think of it as a virtual filing cabinet of your favorite resources.

Videos, Guides, Lesson Planning Templates, and more help when teaching remotely.

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myView LITERACY

miVisión LECTURA

Distance Learning Teacher's Guide

DISTANCE LEARNING

Engaged, Motivated Classrooms

Education is about more than reading and writing. It's also about learning to work with others and achieving your goals.

Social-Emotional Learning

myView Literacy incorporates the five pillars of social-emotional learning to ensure student success beyond the text. With daily opportunities to respectfully share ideas and expand their view of the world, students purposefully practice key strategies such as collaboration, problem-solving, and perseverance.

Inclusive and Equitable Instruction

All students deserve to feel valued, included, and engaged in their learning. Our authorship team ensured that *myView Literacy* builds positive images of gender roles and special populations.

Professional Learning and Program Implementation

myView Literacy is designed to give you control of your learning.
We're with you every step of the way.

Program Activation

In person or virtual, *myView Literacy* Program Activation is tailored to meet your needs and equips you to:

- Learn the flexible instructional model
- Dive into the teacher resources
- Explore innovative ways to strengthen your instruction

Jump-start Your Teaching!

The **Getting Started** guide on **Savvas Realize™** provides tools and resources to implement *myView Literacy* .

- Program Overview
- How-To Instructions
- Standard Correlations
- Planning Guides
- Research and Advice from Our Authors

Ernest Morrell, Ph.D. - Professor at Notre Dame
Center for Literacy Education and Former President of NCTE

mySavvasTraining.com

Live Instructional Coaching Chat

Chat with a certified consultant for the help you need, when you need it.

On-Demand Training Library

Learn about Book Club, Assessments, SEL, and more.

Teacher Webinars

Access our suite of recorded webinars or set up a personalized webinar at a time that fits your schedule.

UNIT THEME
Networks

Essential Question

How can a place affect how we live?

SAVVAS realize™ Go ONLINE for all lessons.

myView Digital

- 📖 REALIZE READER
- 📓 NOTEBOOK
- 🔊 AUDIO
- 🎮 GAME
- ✏️ ANNOTATE
- 📥 DOWNLOAD
- ▶️ VIDEO
- 🔍 RESEARCH
- 👆 INTERACTIVITY
- ☑️ ASSESSMENT

Spotlight on Narrative Nonfiction

UNIT THEME

Networks

Essential Question

How can a place affect how we live?

Weekly Questions
Students relate the weekly questions to their reading.
WEEKS 1–5

WEEK **3**

"Twins in Space"

What can living in outer space teach us about the human body?

BOOK CLUB

WEEK **2**

Rare Treasure: Mary Anning and Her Remarkable Discoveries

In what ways can a place enrich our lives?

BOOK CLUB

WEEK **1**

Reaching for the Moon

How can visiting new places expand our understanding of our place in the world?

BOOK CLUB

Life at the Top
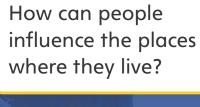
WEEK 4

What are the advantages of living in different places?

BOOK CLUB

WEEK 5

Barbed Wire Baseball

How can people influence the places where they live?

BOOK CLUB
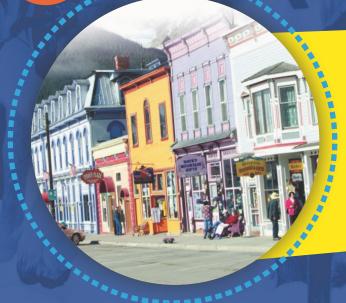
WEEK 6 Project

Project-Based Inquiry

At the end of the unit, students will get the chance to apply what they've learned about networks in the **WEEK 6 PROJECT: Make It a Landmark!**

UNIT THEME
Networks

	WEEK 1	WEEK 2	WEEK 3
READING WORKSHOP	**Autobiography** Reaching for the Moon	**Biography** Rare Treasure: Mary Anning and Her Remarkable Discoveries	**Magazine Article** "Twins in Space"
	Use text evidence to help explain the author's purpose in narrative nonfiction	Understand biography by analyzing main ideas and details and generating questions	Make connections across texts by analyzing text structure and evaluating details

READING-WRITING WORKSHOP BRIDGE

Bridge reading and writing narrative nonfiction through:
- Academic Vocabulary
- Read Like a Writer
- Word Study
- Write for a Reader

BOOK CLUB SEL

Life in the West by Teresa Domnauer
How can historic times and places influence us today?

WRITING WORKSHOP	Introduce Mentor Stacks and immerse in personal narrative texts	Develop elements of personal narrative writing	Develop the structure of personal narrative writing

READING-WRITING WORKSHOP BRIDGE

Bridge reading and writing narrative nonfiction through:
- Spelling
- Language and Conventions

UNIT GOALS SOCIAL-EMOTIONAL LEARNING

UNIT THEME
- Collaborate with others to determine how a place can affect how we live.

READING WORKSHOP
- Know about different types of narrative nonfiction and understand their elements.

READING-WRITING WORKSHOP BRIDGE
- Use language to make connections between reading narrative nonfiction and writing a personal narrative.

WRITING WORKSHOP
- Use elements of narrative nonfiction writing to write a personal narrative.
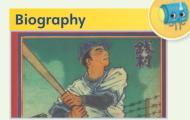
WEEK 4	WEEK 5	WEEK 6
Informational Text	**Biography**	**Inquiry and Research**
Life at the Top	**Barbed Wire Baseball**	**Make It a Landmark! Research Articles**
Make connections across texts by analyzing text features and confirming or correcting predictions	Analyze text structure and summarize ideas to better understand a biography	**Project-Based Inquiry** • Generate questions for inquiry • Research local and national historical landmarks • Engage in productive collaboration • Incorporate media • Celebrate and reflect

Bridge reading and writing informational text through:
- Academic Vocabulary
- Word Study
- Read Like a Writer
- Write for a Reader

Life in the West by Teresa Domnauer
How can historic times and places influence us today?

Apply writer's craft and conventions of language to develop and write personal narrative	Publish, celebrate, and assess personal narrative writing

Bridge reading and writing narrative nonfiction through:
- Spelling
- Language and Conventions

UNIT THEME

Networks

		WEEK 1		WEEK 2		WEEK 3	
		Autobiography		**Biography**		**Magazine Article**	
		Reaching for the Moon		**Rare Treasure: Mary Anning and Her Remarkable Discoveries**		**"Twins in Space" from *Ask* Magazine**	
			CCSS		CCSS		CCSS
READING WORKSHOP	**Minilesson Bank**	Map: Discover Extraordinary Iceland	RI.4.7	Infographic: Where We Live	RI.4.7	Media: Everyday Space Technology	RI.4.7
		Narrative Nonfiction: Reaching for the Moon	RI.4.10	Biography: Rare Treasure: Mary Anning and Her Remarkable Discoveries	RI.4.10	Magazine Article: "Twins in Space" from Ask Magazine	RI.4.10
		Words About People and Events	L.4.5	Words About People and Events	L.4.5	Domain-Specific Vocabulary	L.4.4.c
		Explain Author's Purpose	RI.4.8	Analyze Main Idea and Details	RI.4.2	Analyze Text Structure	RI.4.5
		Use Text Evidence	RI.4.1	Generate Questions	RI.4.10	Evaluate Details	RI.4.2
		Talk About It: Opinion	SL.4.1.d	Write to Sources: Opinion	W.4.9	Write to Sources: Response	W.4.9
READING-WRITING WORKSHOP BRIDGE	**Academic Vocabulary**	Related Words	L.4.4.c	Synonyms and Antonyms	L.4.5.c	Context Clues	L.4.4.a
	Word Study	Suffixes *-ed, -ing, -s, -er, -est*	RF.4.3.a	Suffixes *-ity, -ty, -ic, -ment*	RF.4.3.a	Syllable Pattern VC*e*	RF.4.3.a
	Read Like a Writer	Analyze Author's Use of Graphics (Illustrations)	RI.4.7	Analyze Figurative Language	L.4.5.a	Analyze Text Structure	RI.4.5
	Write for a Reader	Use Graphics (Illustrations)	W.4.3.a	Use Figurative Language	W.4.3.d	Use Text Structure	W.4.2
WRITING WORKSHOP	**Weekly Focus**	Introduce and Immerse		Develop Elements		Develop Structure	
	Minilesson Bank	Personal Narrative	W.4.3	Portray People	W.4.3.a	Develop and Compose an Introduction	W.4.3.a
		Know the Narrator	W.4.3.a	Compose a Setting	W.4.3.b	Compose an Event Sequence	W.4.3.a
		Know the Setting and Events	W.4.3.a	Develop an Idea with Relevant Details	W.4.3.b	Use Transition Words and Phrases	W.4.3.c
		Brainstorm and Set a Purpose	W.4.5	Use Concrete Words and Phrases	W.4.3.d	Compose Dialogue	W.4.3.b
		Plan Your Personal Narrative	W.4.5	Compose with Sensory Details	W.4.3.d	Develop and Compose a Conclusion	W.4.3.e
READING-WRITING WORKSHOP BRIDGE	**Spelling**	Spell Words with Suffixes *-ed, -ing, -s, -er, -est*	L.4.2.d	Spell Words with Suffixes *-ity, -ty, -ic, -ment*	L.4.2.d	Spell Syllable Pattern VC*e*	L.4.2.d
	Language and Conventions	Subjects and Predicates	L.4.1.f	Compound Subjects and Predicates	L.4.1	Complete Sentences	L.4.1.f

Essential Question

How can a place affect how we live?

WEEK 4

Informational Text
Life at the Top

	CCSS
Infographic: Cool Homes Around the World	RI.4.7
Informational Text: Life at the Top	RI.4.10
Precise Words About a Topic	L.4.6
Analyze Text Features	RI.4.7
Confirm or Correct Predictions	RI.4.10
Write to Sources: Compare and Contrast	W.4.9
Figurative Language	L.4.5.a
Vowel Teams and Digraphs	RF.4.3.a
Analyze Author's Use of Graphics	RI.4.7
Use Graphics	W.4.2

Writer's Craft	
Add Ideas for Coherence and Clarity	W.4.5
Delete Ideas for Coherence and Clarity	W.4.5
Edit for Adjectives	L.4.1.d
Edit for Adverbs	L.4.1.a
Edit for Pronouns	L.4.1.a
Spell Words with Vowel Teams and Digraphs	L.4.2.d
Fix Run-On Sentences	L.4.1.f

WEEK 5

Biography
Barbed Wire Baseball

	CCSS
Primary Source: Taking Care of Our Land	RI.4.10
Biography: Barbed Wire Baseball	RI.4.10
Domain-Specific Vocabulary	L.4.6
Analyze Text Structure	RI.4.3
Summarize a Text	RI.4.2
Talk About It: Opinion	SL.4.1.c
Parts of Speech	L.4.4
Prefixes *mis-, en-, em-*	RF.4.3
Analyze Author's Purpose	RI.4.8
Develop Author's Purpose	W.4.3

Publish, Celebrate, and Assess	
Edit for Irregular Verbs	W.4.5
Edit for Punctuation Marks	W.4.5
Publish and Celebrate	W.4.3
Prepare for Assessment	W.4.3
Assessment	W.4.3
Spell Words with Prefixes *mis-, en-, em-*	L.4.2.d
Fix Sentence Fragments	L.4.1.f

WEEK 6

Inquiry and Research
Make It a Landmark!

	CCSS
Use Academic Words	L.4.6
Explore and Plan: Argumentative/Opinion	W.4.7
Conduct Research: Field Research	W.4.7
Argumentative Texts: Argumentative Brochure	W.4.7
Refine Research: Primary and Secondary Sources	RI.4.6
Extend Research: Incorporate Media	SL.4.5
Revise Sentence Structure	W.4.5
Edit and Peer Review	W.4.5
Celebrate and Reflect	SL.4.4

Level O

Level O

Level P

Level P

Level Q

Level Q

Level R

LEVEL O
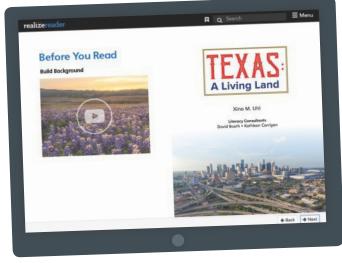
Leveled Readers for Unit 1

- Unit 1 guided reading levels range from Level O through T.

- Readers align to the unit theme, Networks, and to the Spotlight Genre, Narrative Nonfiction.

- See the "Matching Texts to Learning" pages each week for suggested texts and instruction aligned to the week's instruction and genre.

Complete Online Access to the Grade 4 Leveled Library

- A range of levels from Level O to T

- Rich variety of genres, including biography, autobiography, and more

- Text structures and features aligned to the continuum of text levels

- Leveled Readers with audio and word-by-word highlighting to support students as they read

- Leveled Reader Search functionality in SavvasRealize.com

Online Reader Interactive Support

ELL Access Videos

Interactive Graphic Organizers

LIVING ON EARTH
Hanna North
Level R

TEXAS: A Living Land
Xina M. Uhl
Level R

Maui SNARES the SUN
Kate Keenan
Art by Pamela Becker
Level S

GEOGRAPHIC REGIONS
Jennifer Moskol
Level S

THE LANDSCAPE OF SPORTS
Nathan J. Briffa
Level S

WHY Would You Live THERE?
Martin Simon
Level T

KEEPING NATURE IN BALANCE
Joanne Mattern
Level T

Health and Home
Lisa Jo Rudy
Level T
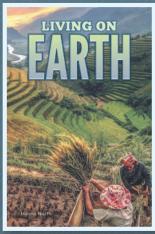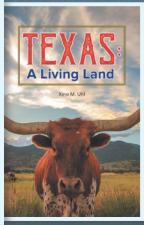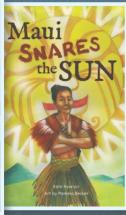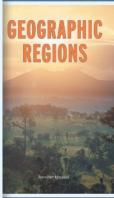
LEVEL T ▸

Teaching Support

See the Leveled Reader Teacher's Guide for

Guided Reading
- Text Structures and Features
- Launch the Text Ideas
- Observe and Monitor Suggestions
- Discussion Questions for Guided Reading
- Possible Teaching Points for Comprehension, Word Study, and Fluency
- Graphic Organizer Support
- Noticings, Connections, and Wonderings Chart
- Collaborative Conversation Strategies and Prompts

Differentiation
- Support for ELLs
- Language Development suggestions
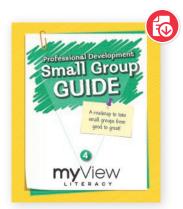
Guided Writing
- Prompts for Responding to Text

See the Small Group Guide for

- detailed information on the complete MyView Leveled Reader Library.
- additional support for incorporating guided reading in small group time.
- progress monitoring tools.

SMALL GROUP GUIDE

LEVELED READER TEACHER'S GUIDE

Networks

OBJECTIVES

Self-select text and read independently for a sustained period of time.

Recognize characteristics of digital texts.

Organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.

Essential Question

Introduce the Unit 1 Essential Question: *How can a place affect how we live?* Tell students they will read many texts to learn about what shapes the relationships between places and people. Explain that reading a variety of genres is important because each text provides a unique perspective about the theme.

Watch the Unit Video Tell students that a video is a multimodal text because it combines sound and pictures. Have students watch "Getting to School" and take notes about how it helps us understand connections between places and people. ▶

TURN, TALK, AND SHARE Encourage partners to discuss what they learned about networks by watching the video. Use the following questions to guide their discussions.

- What was the most memorable image from the video?
- What surprised you when listening to the video?
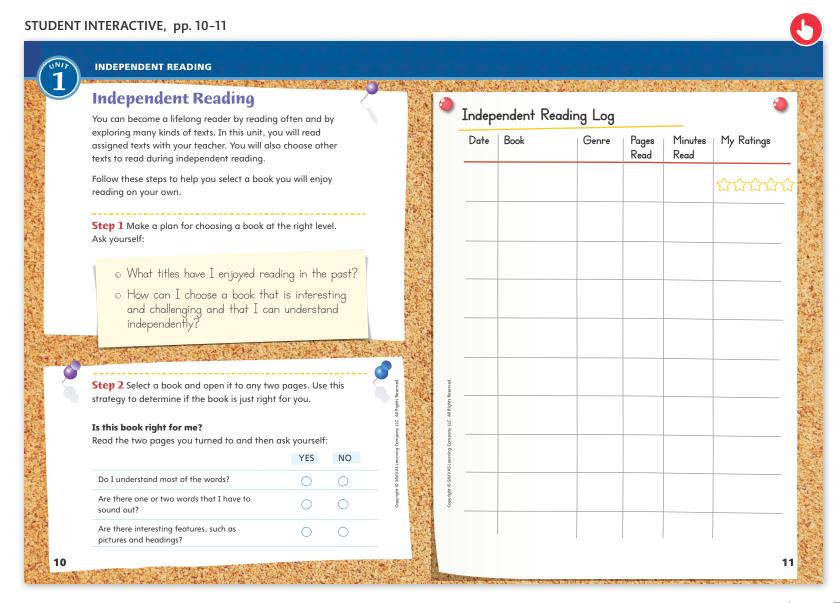
STUDENT INTERACTIVE, pp. 8–9

UNIT 1

Networks

Essential Question

How do you travel to different places in your community?

Watch

"Getting to School"

TURN and TALK

How do you travel to different places in your community?

SAVVAS realize. Go ONLINE for all lessons.

- ▶ VIDEO
- 🔊 AUDIO
- 💡 INTERACTIVITY
- 🎮 GAME
- ✏️ ANNOTATE
- 📖 BOOK
- 🔍 RESEARCH

Spotlight on Narrative Nonfiction

READING WORKSHOP

Map: Discover Extraordinary Iceland
Reaching for the Moon .... Autobiography
by Buzz Aldrin

Infographic: Where We Live
Rare Treasure: Mary Anning and Her Remarkable Discoveries .... Biography
by Don Brown

Media: Everyday Space Technology
"Twins in Space" .... Magazine Article
by Rebecca Boyle

Infographic: Cool Homes Around the World
Life at the Top .... Informational Text
by Veronica Ellis

Primary Source: Taking Care of Our Land
Barbed Wire Baseball .... Biography
by Marissa Moss

READING-WRITING BRIDGE
- Academic Vocabulary • Word Study
- **Read Like a Writer • Write for a Reader**
- Spelling • Language and Conventions

WRITING WORKSHOP
- Introduce and Immerse • Develop Elements   **Personal Narrative**
- Develop Structure • Writer's Craft
- Publish, Celebrate, and Assess

PROJECT-BASED INQUIRY
- Inquire • Research • Collaborate

8

9

ELL Targeted Support   **Use Prior Knowledge** Help students take notes on the video.

Give students time to watch the video again in groups. Write down key words and phrases from the video, and have students read the words aloud. Explain the meanings of the words to students. **EMERGING**

Independent Reading

Self-Select Texts Discuss pp. 10–11 in the *Student Interactive.* Have students:

- Reflect on familiar texts to identify enjoyable traits or features.
- Make a plan for determining the appropriateness of a text they have selected.
- Read independently with increasing frequency throughout the unit.

STUDENT INTERACTIVE, pp. 10–11

UNIT 1

INDEPENDENT READING

Independent Reading

You can become a lifelong reader by reading often and by exploring many kinds of texts. In this unit, you will read assigned texts with your teacher. You will also choose other texts to read during independent reading.

Follow these steps to help you select a book you will enjoy reading on your own.

Step 1 Make a plan for choosing a book at the right level. Ask yourself:

- What titles have I enjoyed reading in the past?
- How can I choose a book that is interesting and challenging and that I can understand independently?

Step 2 Select a book and open it to any two pages. Use this strategy to determine if the book is just right for you.

Is this book right for me?
Read the two pages you turned to and then ask yourself:

	YES	NO
Do I understand most of the words?	○	○
Are there one or two words that I have to sound out?	○	○
Are there interesting features, such as pictures and headings?	○	○

Independent Reading Log

Date	Book	Genre	Pages Read	Minutes Read	My Ratings
					☆☆☆☆☆

10

11

OBJECTIVE

Respond using newly acquired vocabulary as appropriate.

ELL Language Transfer

Cognates Point out the Spanish cognates in this unit's Academic Vocabulary:

- contribute : *contribuir*
- expose : *exponer*
- habit : *hábito*
- significant : *significativo*

Word Wall

Begin an Academic Vocabulary Word Wall for display. Add to the Word Wall as you generate new vocabulary related to the theme throughout the unit.

Unit Goals

Review the Unit Goals on p. 12 of the *Student Interactive*.

- Have students rate how well they think they already meet the unit goals.
- Have them use their ratings to reflect on how well they are meeting their personal learning goals during the unit.

Students will revisit their ratings in Week 6.

Academic Vocabulary

Oral Vocabulary Routine Academic vocabulary is language used to discuss ideas. As students work through the unit, they will use these words to discuss networks. Read each word's definition. Have students respond to the **Expand** and **Ask** questions using the newly acquired academic vocabulary as appropriate.

Expand: When you give something, you **contribute**.
Ask: What would you ask each group member to **contribute** as you work on a project together?

Expand: I took the lid off and **exposed** the contents of the box.
Ask: What would be **exposed** if you removed one wall of a building?

Expand: Our class is in the **habit** of raising our hands before we speak.
Ask: How can we work to build healthy **habits?**

Expand: What we thought would be a mild rain turned into a **severe** storm.
Ask: Is a paper cut a **severe** injury or not?

Expand: Practicing an extra half hour each day made a **significant** difference in her playing.
Ask: What **significant** events have taken place in our community lately?

TURN, TALK, AND SHARE Have students complete the chart on p. 13 for the listed words. Then have partners share their answers using their newly acquired vocabulary.

EXPERT'S VIEW Elfrieda "Freddy" Hiebert, CEO/President, TextProject, Inc.

"Generative vocabulary strategies can help students build their skills with rare vocabulary. Generative refers to the way students can apply knowledge of how words work—morphologically and conceptually—when encountering new words. In *myView*, words are taught as networks of ideas rather than as single, unrelated words. Studying words in conceptual groupings enables students to learn more words while reading."

See SavvasRealize.com for more professional development on research-based best practices.
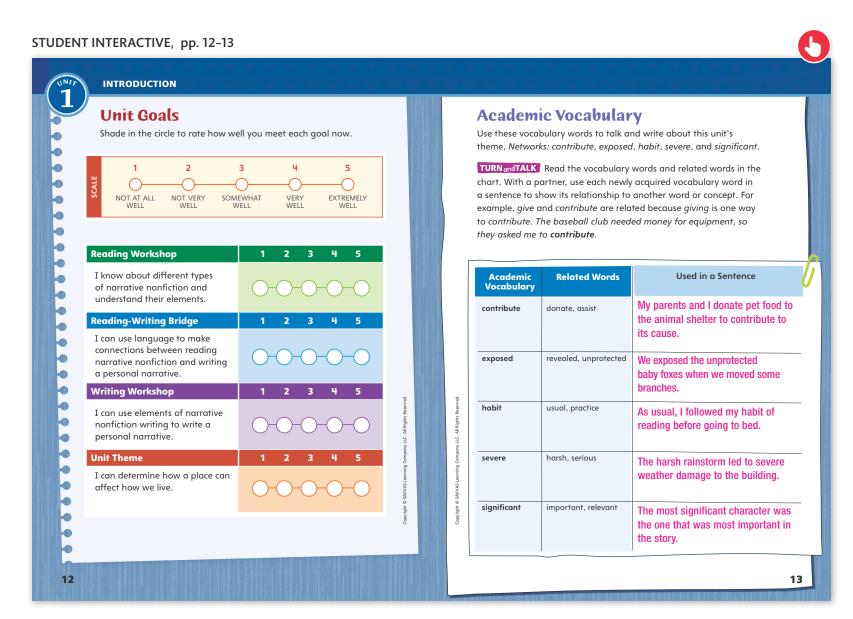
ELL Targeted Support **Use Academic Language** Use these supports for the Oral Vocabulary Routine.

Display and have students echo-read the "Expand" statements from the routine. Have volunteers identify and restate the academic word from each statement. **EMERGING**

Have student pairs discuss the "Expand" statements, giving examples of where that word and sentence might be heard or who might say it. **DEVELOPING**

Display the academic vocabulary words. Have students orally define or use each in a complete sentence. **EXPANDING**

In pairs, have students use each academic vocabulary word in a question. Have their partner answer the question, using the word. **BRIDGING**

STUDENT INTERACTIVE, pp. 12–13

UNIT 1 INTRODUCTION

Unit Goals

Shade in the circle to rate how well you meet each goal now.

SCALE

1	2	3	4	5
NOT AT ALL WELL	NOT VERY WELL	SOMEWHAT WELL	VERY WELL	EXTREMELY WELL

Reading Workshop	1 2 3 4 5
I know about different types of narrative nonfiction and understand their elements.	○○○○○

Reading-Writing Bridge	1 2 3 4 5
I can use language to make connections between reading narrative nonfiction and writing a personal narrative.	○○○○○

Writing Workshop	1 2 3 4 5
I can use elements of narrative nonfiction writing to write a personal narrative.	○○○○○

Unit Theme	1 2 3 4 5
I can determine how a place can affect how we live.	○○○○○

Academic Vocabulary

Use these vocabulary words to talk and write about this unit's theme, *Networks: contribute, exposed, habit, severe,* and *significant.*

TURN and TALK Read the vocabulary words and related words in the chart. With a partner, use each newly acquired vocabulary word in a sentence to show its relationship to another word or concept. For example, *give* and *contribute* are related because *giving* is one way to *contribute. The baseball club needed money for equipment, so they asked me to* **contribute.**

Academic Vocabulary	Related Words	Used in a Sentence
contribute	donate, assist	My parents and I donate pet food to the animal shelter to contribute to its cause.
exposed	revealed, unprotected	We exposed the unprotected baby foxes when we moved some branches.
habit	usual, practice	As usual, I followed my habit of reading before going to bed.
severe	harsh, serious	The harsh rainstorm led to severe weather damage to the building.
significant	important, relevant	The most significant character was the one that was most important in the story.

12

13

Suggested Daily Times

READING WORKSHOP

SHARED READING .... 35–50 min.
READING BRIDGE .... 5–10 min.
SMALL GROUP .... 20–30 min.

WRITING WORKSHOP

MINILESSON .... 10 min.
INDEPENDENT WRITING .... 30–40 min.
WRITING BRIDGE .... 5–10 min.

Learning Goals

- I can learn more about narrative nonfiction by analyzing the author's purpose in an autobiography.
- I can use language to make connections between reading and writing.
- I can use elements of narrative nonfiction writing to write a personal narrative.

SEL ▶ **SOCIAL-EMOTIONAL LEARNING**

☑ Assessment Options for the Week

- Daily Formative Assessment Options

The following assessments are available on SavvasRealize.com:

- Progress Check-Ups
- Cold Reads
- Weekly Standards Practice for Language and Conventions
- Weekly Standards Practice for Word Study
- Weekly Standards Practice for Academic Vocabulary
- Practice Tests
- Test Banks

Materials

Turn the page for a list of materials that will support planning for the week.

LESSON 1 — RI.4.1, RI.4.7, RF.4.4, SL.4.1, L.4.4.c

READING WORKSHOP

GENRE & THEME
- Interact with Sources: Explore the Map: Weekly Question T18–T19
- Listening Comprehension: Read Aloud "Sally Ride" T20–T21
- Narrative Nonfiction T22–T23
  - ☑ **Quick Check** T23

READING BRIDGE

- Academic Vocabulary: Related Words T24–T25
- Word Study: Teach Suffixes *-ed, -ing, -s, -er, -est* T26–T27

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS
- Guided Reading/Leveled Readers T30–T31
- Strategy, Intervention, and On-Level/Advanced Activities T30
- ELL Targeted Support T30
- Conferring T31

INDEPENDENT/COLLABORATIVE
- Independent Reading T31
- Literacy Activities T31

BOOK CLUB T31 **SEL**

WRITING WORKSHOP

MINILESSON
- Personal Narrative T338–T339
  - » Personal Narrative
  - » Share Back

INDEPENDENT WRITING
- Personal Narrative T339
- Conferences T336

WRITING BRIDGE

FLEXIBLE OPTION ◀
- Spelling: Words with Suffixes T340
  - ☑ **Assess Prior Knowledge** T340

FLEXIBLE OPTION ◀
- Language and Conventions: Subjects and Predicates T341

LESSON 2 — RI.4.2, RI.4.3, RF.4.3.a, W.4.1.a, SL.4.1.b, L.4.2.d

READING WORKSHOP

SHARED READ
- Introduce the Text T32–T47
  - » Preview Vocabulary
  - » Read: *Reaching for the Moon*
- Respond and Analyze T48–T49
  - » My View
  - » Develop Vocabulary
  - ☑ **Quick Check** T49
  - » Check for Understanding

READING BRIDGE

- Word Study: Apply Suffixes *-ed, -ing, -s, -er, -est* T50–T51

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS
- Guided Reading/Leveled Readers T52–T53
- Strategy and Intervention Activities T52
- Fluency T52
- ELL Targeted Support T52
- Conferring T53

INDEPENDENT/COLLABORATIVE
- Independent Reading T53
- Literacy Activities T53
- Collaboration T53

WRITING WORKSHOP

MINILESSON
- Personal Narrative T342–T343
  - » Know the Narrator
  - » Share Back

INDEPENDENT WRITING
- Personal Narrative T343
- Conferences T336

WRITING BRIDGE

- Spelling: Teach Words with Suffixes T344

FLEXIBLE OPTION ◀
- Language and Conventions: Oral Language: Subjects and Predicates T345

LESSON 3
RI.4.8, RI.4.7, RF.4.4, W.4.3, SL.4.1.c, L.4.3

READING WORKSHOP

CLOSE READ
- Explain Author's Purpose T54–T55
- Close Read: *Reaching for the Moon*
  - ☑️ **Quick Check** T55

READING BRIDGE
- Read Like a Writer: Analyze Author's Use of Graphics T56–T57

  FLEXIBLE OPTION ⬅️
- Word Study: More Practice: Suffixes *-ed, -ing, -s, -er, -est* T58–T59

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS
- Guided Reading/Leveled Readers T60–T61
- Strategy and Intervention Activities T60
- Fluency T60
- ELL Targeted Support T60
- Conferring T61

INDEPENDENT/COLLABORATIVE
- Independent Reading T61
- Literacy Activities T61
- Partner Reading T61

WRITING WORKSHOP

MINILESSON
- Personal Narrative T346–T347
  - » Know the Setting and Events
  - » Share Back

INDEPENDENT WRITING
- Personal Narrative T347
- Conferences T336

WRITING BRIDGE
FLEXIBLE OPTION ⬅️
- Spelling: More Practice: Words with Suffixes T348
- Language and Conventions: Teach Subjects and Predicates T349

LESSON 4
RI.4.1, RI.4.2, RF.4.4.a, W.4.4, SL.4.1, L.4.3

READING WORKSHOP

CLOSE READ
- Use Text Evidence T62–T63
- Close Read: *Reaching for the Moon*
  - ☑️ **Quick Check** T63

READING BRIDGE
- Write for a Reader: Use Graphics in Writing T64–T65

  FLEXIBLE OPTION ⬅️
- Word Study: Spiral Review: Suffixes *-ed, -ing, -s, -er, -est* T66–T67

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS
- Guided Reading/Leveled Readers T68–T69
- Strategy and Intervention Activities T68
- Fluency T68
- ELL Targeted Support T68
- Conferring T69

INDEPENDENT/COLLABORATIVE
- Independent Reading T69
- Literacy Activities T69

WRITING WORKSHOP

MINILESSON
- Personal Narrative T350–T351
  - » Brainstorm and Set a Purpose
  - » Share Back

INDEPENDENT WRITING
- Personal Narrative T351
- Conferences T336

WRITING BRIDGE
FLEXIBLE OPTION ⬅️
- Spelling: Review: Suffixes *-ed, -ing, -s, -er, -est* T352
- Language and Conventions: Practice Subjects and Predicates T353

LESSON 5
RI.4.8, RI.4.10, RF.4.3, W.4.4, SL.4.1, L.4.1.b

READING WORKSHOP

COMPARE TEXTS
- Reflect and Share T70–T71
  - » Talk About It
  - ☑️ **Quick Check** T71
  - » Weekly Question

READING BRIDGE
FLEXIBLE OPTION ⬅️
- Word Study: Suffixes *-ed, -ing, -s, -er, -est* T72–T73
  - ☑️ **Assess Understanding** T73

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS
- Guided Reading/Leveled Readers T74–T75
- Strategy, Intervention, and On-Level/Advanced Activities T74
- ELL Targeted Support T74
- Conferring T75

INDEPENDENT/COLLABORATIVE
- Independent Reading T75
- Literacy Activities T75
- **BOOK CLUB** T75 SEL ▶

WRITING WORKSHOP

MINILESSON
- Personal Narrative T354
  - » Plan Your Personal Narrative
  - » Share Back

INDEPENDENT WRITING
- **WRITING CLUB** T355 SEL ▶
- Conferences T336

WRITING BRIDGE
- Spelling: Words with Suffixes T356
  - ☑️ **Assess Understanding** T356

  FLEXIBLE OPTION ⬅️
- Language and Conventions: Standards Practice T357

Materials

MAP
Discover Extraordinary Iceland

READING ANCHOR CHART
Narrative Nonfiction

EDITABLE ANCHOR CHART
Narrative Nonfiction

RESOURCE DOWNLOAD CENTER
Additional Practice

Leveled Readers

LEVELED READERS TEACHER'S GUIDE

Words of the Week

Develop Vocabulary

determination
independence
specialized
struggled
confidence

Spelling Words

crying	earlier
cried	earliest
cries	lazier
shipped	laziest
shipping	supplies
tagged	denied
scarier	tying
scariest	prettier
sadder	prettiest
saddest	huger

Challenge Spelling Words

magnified
iciest
interfering

Unit Academic Vocabulary
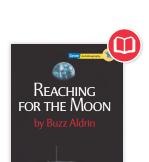
contribute
exposed
habit
severe
significant

READ ALOUD
"Sally Ride"

READ ALOUD TRADE BOOK LIBRARY

INTERACTIVE READ ALOUD LESSON PLAN GUIDE

SHARED READ
Reaching for the Moon

BOOK CLUB
Titles related to Spotlight Genre and Theme: T476–T481

Mentor STACK
Writing Workshop T335

LITERACY STATIONS

SCOUT

☑ Assessment Options for the Week

- Daily Formative Assessment Options

The following assessments are available on SavvasRealize.com:

- Progress Check-Ups

- Cold Reads

- Weekly Standards Practice for Language and Conventions

- Weekly Standards Practice for Word Study

- Weekly Standards Practice for Academic Vocabulary

- Practice Tests

- Test Banks

ASSESSMENT GUIDE

Interact with Sources

ACADEMIC VOCABULARY

Language of Ideas Academic language helps students access ideas. After you discuss the infographic, ask: How does this infographic contribute to your understanding of Iceland? How does being exposed to new places change your outlook?

- contribute
- exposed
- significant
- habit
- severe

Emphasize that these words will be important as students read and write about the Essential Question.

Explore the Map

Remind students of the Essential Question for Unit 1: *How can a place affect how we live?* Point out the Week 1 Question: *How can visiting new places expand our understanding of our place in the world?*

Direct attention to the map on pp. 14–15 in the *Student Interactive.* Explain that this map is a multimodal text that combines a map with words and pictures to provide information. Have students notice where Iceland is on the globe. Point out that two of the text paragraphs are linked to specific locations on the map of Iceland. Then have students read the other text around this map and discuss how having more or less daylight might affect people.

Use the following questions to guide discussion:

- How would you feel about having so much daylight every day in summer and so little in winter?
- What other parts of the world might be like Iceland, and why?
- What would you most like to see in Iceland?
- What would you most like to do?

WEEKLY QUESTION Reread the Week 1 Question: *How can visiting new places expand our understanding of our place in the world?* Tell students they just learned some facts about Iceland and saw pictures of things they might see there. Point out that some things have to be experienced, such as a 20-hour summer day, in order to truly expand one's understanding of a new place and our place in the world.

TURN, TALK, AND SHARE Explain that students can learn more about a topic when they generate questions for informal inquiry. Students should ask if their questions make sense. If not, they should clarify them.

Have students work in pairs to generate questions about Iceland, its landscape, and other topics introduced with the map. Have them clarify questions as needed. Then have them ask and answer the Turn and Talk question. Remind students to ask relevant follow-up questions to elicit a more detailed response and to take notes about interesting ideas.

ELL Targeted Support **Visual Support** Read aloud the short paragraphs with each visual element. Tell students to listen closely as you read about each natural feature in Iceland.

Preview the visuals: Discuss how each relates to the topic. Preview key vocabulary: *extraordinary, summer, winter.* Ask: What would you do if you had more daylight in summer? **EMERGING**

Preview the visuals: Discuss how each relates to the topic. Preview key vocabulary: *humans, astronauts.* Ask: Why was Iceland a good place to train astronauts? **DEVELOPING**

Preview the visuals: Discuss how each relates to the topic. Preview key vocabulary: *peninsula, caldera, volcanic*. Ask: Which natural feature in Iceland would you most like to visit? Why? **EXPANDING/BRIDGING**

STUDENT INTERACTIVE, pp. 14–15

WEEKLY LAUNCH: MAP

👆 INTERACTIVITY

DISCOVER
Extraordinary Iceland

PEOPLE LIVE HERE! Iceland is very far north. In summer, daylight lasts roughly twenty hours. In winter, there can be fewer than four hours of daylight. How would this affect you if you lived here?

SUMMER **20 HRS.**   WINTER **4 HRS.**

REYKJANES PENINSULA This area is home to what local people refer to as lava fields. These form after a volcanic eruption when a lava flow cools and hardens. There are also mud pools here.

Scalding-hot mud bubbles up through cracks in the earth.

ASKJA CALDERA Some volcanoes collapse after they erupt, forming a large depression called a *caldera*. Askja Caldera is very rocky and is covered in black volcanic sand. A large lake and hot springs form part of the landscape. Not much grows here, making it hard for humans and animals to live here.

THE PERFECT LANDSCAPE In 1965 and 1967, astronauts were preparing to go to the moon. Iceland was the perfect place for them to train because it also has a harsh landscape. It's a young, volcanic country. The rocks are not exceptionally old compared to other places on Earth. The astronauts visited the Askja Caldera and the Reykjanes Peninsula to learn more about what it might be like on the moon.

WEEK 1

Weekly Question

How can visiting new places expand our understanding of our place in the world?

TURN and TALK How is Iceland different from where you live? Engage in a one-on-one discussion with your partner. Listen carefully, and build on your partner's comments.

14

15

Listening Comprehension

OBJECTIVES

Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

Recognize characteristics and structures of informational text.

Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

ELL Language Transfer

Phonics Pronounce *Sally Ride*. Point out the long *i* sound and silent *e* in *Ride*. Encourage students to identify words with a long *i* sound and silent *e* in the text, such as *time* and *like*.

FLUENCY

After completing the Read-Aloud Routine, display "Sally Ride." Model reading aloud a short section of the article, asking students to pay attention to your prosody, or expression, and to how you read the words. Explain that fluency is about reading for meaning, not speed. Invite partners to practice expressive reading using their favorite sentences from the article.

💬 THINK ALOUD

Analyze Narrative Nonfiction
I notice that the text has descriptive details about real people and events. The author includes dates so I know when these events happened.

Narrative Nonfiction

Tell students you are going to read aloud a narrative nonfiction piece about a famous astronaut. Have students listen as you read "Sally Ride." Explain that students should listen actively, paying careful attention to the details as you read. Prompt them to ask questions to clarify information and follow agreed-upon discussion rules. After reading, ask students to report on the text by paraphrasing its main ideas. Have them include appropriate facts and relevant, descriptive details from the text to support the main ideas.

➡️ **START-UP**

READ-ALOUD ROUTINE

Purpose Have students actively listen for elements of narrative nonfiction.

READ the entire text aloud without stopping for Think Aloud callouts.

REREAD the text aloud, pausing to model Think Aloud strategies related to the genre and the author's purpose for writing.

Sally Ride

The first women to travel in space were Russian cosmonauts. The first American woman was Sally Ride.

Sally Ride was born May 26, 1951, in Los Angeles, California. She went to an all-girls high school. She was very good at sports and might have become a professional tennis player, but she loved science, too.

In college, she earned a degree in English as well as one in physics. She concentrated on the science of physics in graduate school. Physics is the study of matter and energy and how they interact. In 1977, just before she finished graduate school, Sally saw an advertisement in her school newspaper. NASA was looking for people who wanted to become astronauts. It was the first time that women were invited to apply to NASA's astronaut program. Sally had never considered this as a career for herself; but, when she saw the ad, she instantly realized that was what she wanted to do and applied to the program. Sally was one of the 1,000 women and 7,000 men to apply. These thousands of hopefuls were competing for only 35 available jobs. Sally was one of 6 women chosen to join the corps of astronauts in 1978.

"Sally Ride," continued

Sally trained at the Johnson Space Center in Houston. She worked on the ground as a mission control communications officer. She also helped to develop a robotic arm that could be used on the space shuttle to release and receive satellites. After five years, Sally finally got her chance to go into outer space. She was chosen to be part of the crew for the Challenger STS-7 mission.

Astronauts have jobs on each mission. Some astronauts are pilots. Others are mission specialists. A mission specialist has a specific job necessary to accomplish a goal of the mission. Sally's job included using the robotic arm to help release satellites into space. She was also going on spacewalks and doing science experiments in space.

Reporters were not too interested in her job, though. When the press interviewed Sally, they wanted to know things like whether the first American woman in space would be wearing makeup!

Sally flew on the space shuttle again in 1984 and retired from NASA in 1987. After she left NASA, Sally taught science at the college level. She also looked for new ways to get young people, especially girls, interested in science. She came up with the idea for NASA's EarthKAM project, which enabled middle school students to use a camera on the International Space Station. Students could shoot, download, and study photos of Earth!

ELL Access

To help prepare students for the oral reading of "Sally Ride," read aloud this short summary:

Sally Ride was the first American woman to fly in space. She was born in 1951 and became an astronaut in 1978. She flew her first shuttle mission in 1983 and a second mission a year later. After she retired from NASA, she worked to inspire young people, especially girls, to pursue careers in science.

THINK ALOUD

Analyze Narrative Nonfiction
As I reread the last paragraph of the article, I'm thinking about how Sally Ride did a great job as an astronaut but also influenced young people.

WRAP-UP

NETWORKS	
People	Events

Use a T-chart to help students create a time line of Sally Ride's life. Students should include dates and facts from the text.

FLEXIBLE OPTION
INTERACTIVE Trade Book Read Aloud

Conduct an interactive read aloud of a full-length trade book.

- Choose a book from the *Read Aloud Trade Book Library* or the school or classroom library.
- Select an **INTERACTIVE** Read Aloud Lesson Plan Guide and Student Response available on SavvasRealize.com.
- Preview the book you select for appropriateness for your students.

SPOTLIGHT ON GENRE

Narrative Nonfiction

LEARNING GOAL

I can learn more about narrative nonfiction and read a text that helps me understand the author's purpose in an autobiography.

OBJECTIVES

Recognize characteristics and structures of informational text.

Read text with purpose and understanding.

LANGUAGE OF THE GENRE

After discussing the genre and anchor chart, remind students to use words related to narrative nonfiction in their discussions

- narrative
- purpose
- details
- chronological order
- autobiography

FLEXIBLE OPTION
ANCHOR CHARTS

- Display a blank poster-sized anchor chart in the classroom.
- Review the genre throughout the week by having students work with you to add to the class anchor chart.
- Have students suggest headings and graphics.
- Have them add specific text titles as they read new texts.

ELL Language Transfer

Cognates Point out the Spanish cognates related to informational text:

- information : información
- detail : detalle
- biography : biografía

Minilesson

FOCUS ON STRATEGIES Narrative nonfiction tells a story about real people. People in narrative nonfiction grow and change like characters in a fictional narrative, or story.

- Look for the names of real people and descriptions of real events.
- Look for dates and other clues about when and in which order events took place.
- Think about the descriptive details in the text. Why did the author include those facts?

MODEL AND PRACTICE Model determining that a text is narrative nonfiction. In "Sally Ride," the author writes about real people and events with dates, so I decide that "Sally Ride" is an example of narrative nonfiction.

Lead a class discussion of other narrative nonfiction texts with which students are familiar. Make a web on the board for the genre "Narrative Nonfiction" and include sub-genres, such as autobiography, biography, essay, personal narrative, and interview, as students discuss texts. Have students refer to the web as they engage in collaborative discussion on the topic.

ELL Targeted Support **Use Prereading Supports** Have students make a time line to reinforce their understanding of narrative nonfiction.

Have students create a picture time line of their lives that begins with the year they were born and includes two or three important events. **EMERGING**

Have students create a time line of their lives that begins with the year they were born and includes two or three important events. Give students the option of either drawing pictures that represent the events or writing a sentence that describes each event. **DEVELOPING**

Have students create a time line of their lives that begins with the year they were born and includes at least six important events, such as the birth of younger siblings, starting a new school, and moving to a new place. Tell students to state each life event as a fact and include the year of that event in the time line. **EXPANDING/BRIDGING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies to identify narrative nonfiction.

OPTION 1 **TURN, TALK, AND SHARE** Have students work with a partner to complete the Turn and Talk activity on p. 16 of the *Student Interactive.* Circulate to discover if students can identify narrative nonfiction pieces.
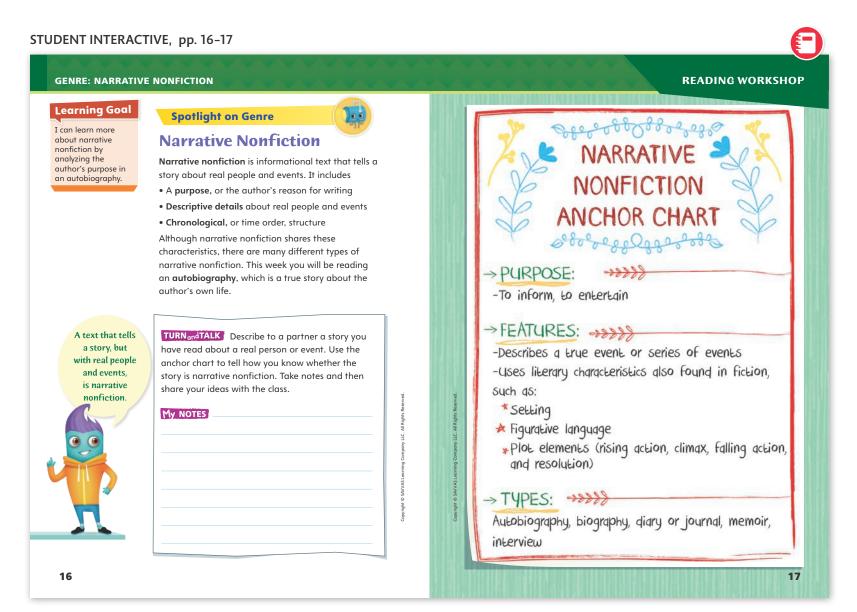
OPTION 2 **Use Independent Text** Have students use sticky notes to mark places in the text that are clues to the genre narrative nonfiction. Direct them to write on the sticky note why each place is a clue to the genre.

☑ QUICK CHECK

Notice and Assess Can students identify narrative nonfiction pieces?

Decide

- **If students struggle,** revisit instruction about narrative nonfiction in Small Group on p. T30.

- **If students show understanding,** have them continue practicing the strategies for reading narrative nonfiction using the Independent Reading and Literacy Activities in Small Group on p. T31.

STUDENT INTERACTIVE, pp. 16–17

GENRE: NARRATIVE NONFICTION　　　　　　**READING WORKSHOP**

Learning Goal

I can learn more about narrative nonfiction by analyzing the author's purpose in an autobiography.

Spotlight on Genre

Narrative Nonfiction

Narrative nonfiction is informational text that tells a story about real people and events. It includes

- A **purpose,** or the author's reason for writing
- **Descriptive details** about real people and events
- **Chronological,** or time order, structure

Although narrative nonfiction shares these characteristics, there are many different types of narrative nonfiction. This week you will be reading an **autobiography,** which is a true story about the author's own life.

A text that tells a story, but with real people and events, is narrative nonfiction.

TURN and TALK Describe to a partner a story you have read about a real person or event. Use the anchor chart to tell how you know whether the story is narrative nonfiction. Take notes and then share your ideas with the class.

My NOTES _____

_____

_____

_____

_____

_____

NARRATIVE NONFICTION ANCHOR CHART

→ PURPOSE:
-To inform, to entertain

→ FEATURES:
-Describes a true event or series of events
-Uses literary characteristics also found in fiction, such as:
 * Setting
 ★ Figurative language
 * Plot elements (rising action, climax, falling action, and resolution)

→ TYPES:
Autobiography, biography, diary or journal, memoir, interview

16　　　　　　　　　　17

Academic Vocabulary

LEARNING GOAL

I can use language to make connections between reading and writing.

OBJECTIVES

Respond using newly acquired vocabulary as appropriate.

Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

ELL Language Transfer

Encourage Spanish speakers to apply knowledge of their native language as a strategy to help understand and remember the academic vocabulary words. Point out the following cognate:

- contribution : *contribución*

WEEKLY STANDARDS PRACTICE

To assess student progress on Academic Vocabulary, use the Weekly Standards Practice on SavvasRealize.com.

Related Words

Minilesson

FOCUS ON STRATEGIES Prefixes and endings can create new, related words. Related words are used differently but they have related meanings because they share word parts. Readers can use what they know about related words to understand new terms.

- When you come across an unfamiliar word, notice its root or base word and if it has a prefix or suffix.

- Consider the meaning of the root or base word and if it's familiar.

- Ask yourself if another prefix or suffix can be used to change the word.

MODEL AND PRACTICE Model this strategy using the Academic Vocabulary word *contribute* in the chart on p. 39 in the *Student Interactive*. If I encountered the word *contribute* in a text, I would mentally break it into parts. Then I would think about words with the same base word that I already know. Then I would see if I could modify *contribute* to use it in a new way. In the Related Words box, we see the word with the endings *-s* and *-ed*. We can use these words in ways that we cannot use the related word *contribute*. Let's turn *contribute* into a noun. What is another ending we could add to change this word? (*contribution*). Which related word has the correct meaning to complete the sentence in the last column? (*contributed*). Have students apply this strategy to the word *habit*. Then have them use a print or digital dictionary to find and clarify the precise meaning and pronunciation of the phrase *in the habit of.*

ELL Targeted Support **Academic Vocabulary** Help students use various forms of the Academic Vocabulary words to write independently.

Give pairs an Academic Vocabulary word and have them make a list of its related words. Encourage them to use a dictionary. **EMERGING/DEVELOPING**
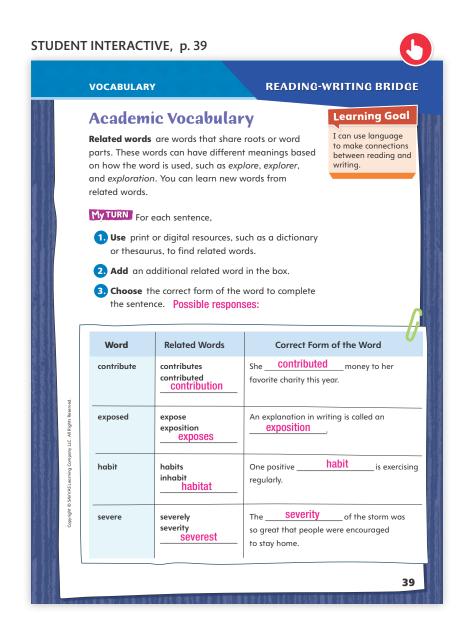
Ask students to pick an Academic Vocabulary word and write three sentences using three separate related words. **EXPANDING**

ASSESS UNDERSTANDING

Apply

My TURN Have students follow the same strategy as they complete the chart on p. 39. Remind students that they will use these academic words throughout this unit.

STUDENT INTERACTIVE, p. 39

VOCABULARY　　　　　　**READING-WRITING BRIDGE**

Academic Vocabulary

Related words are words that share roots or word parts. These words can have different meanings based on how the word is used, such as *explore*, *explorer*, and *exploration*. You can learn new words from related words.

Learning Goal

I can use language to make connections between reading and writing.

My TURN For each sentence,

1. **Use** print or digital resources, such as a dictionary or thesaurus, to find related words.

2. **Add** an additional related word in the box.

3. **Choose** the correct form of the word to complete the sentence. **Possible responses:**

Word	Related Words	Correct Form of the Word
contribute	contributes contributed **contribution**	She __**contributed**__ money to her favorite charity this year.
exposed	expose exposition **exposes**	An explanation in writing is called an __**exposition**__.
habit	habits inhabit **habitat**	One positive __**habit**__ is exercising regularly.
severe	severely severity **severest**	The __**severity**__ of the storm was so great that people were encouraged to stay home.

39

Word Study Suffixes *-ed, -ing, -s, -er, -est*

OBJECTIVES

Demonstrate and apply phonetic knowledge.

Decode words using knowledge of suffixes, including how they can change base words such as dropping *e,* changing *y* to *i,* and doubling final consonants.

LESSON 1

Teach Suffixes *-ed, -ing, -s, -er, -est*

FOCUS ON STRATEGIES Adding a suffix to a word changes how the word is used. The suffixes *-ed, -ing*, and *-s* are added to verbs to tell us when something happened. If Ann *walked* to the store, for example, the suffix *-ed* tells us that this happened in the past. If Ann *is walking* to the store, then we know the action is in the present. If Ann *walks* to the store, it is also happening now.

Adding the suffixes *-er* or *-est* to an adjective allows us to compare different things. Saying that a room is *quieter* at night, or that a room is the *smallest* room in the house would be ways to use adjectives to compare by adding a suffix.

MODEL AND PRACTICE To demonstrate that suffixes change the time of a verb and make adjectives comparative, use the example *She ___(jump) ___(high)*. Ask students to use a suffix to express that the action happens in the present, and another suffix to show it happened in the past. (jumps, jumped) Then have a volunteer use suffixes to make comparisons. (higher, highest)

ELL Targeted Support

Understanding Suffixes Tell students that knowing the meaning of suffixes in English words will help improve their language skills.

Draw a sad face and a sad face with a tear. Write *sad* below the first face and *sadder* below the face with a tear to show the meaning visually. Write the word *saddest* and ask a volunteer to draw a face above it. **EMERGING**

Have partners do the above activity with the word *tall*. **DEVELOPING**

Draw a T-chart and label it *Then / Now*. Using the base words *walk, jump,* and *bike*, have pairs add a suffix to each word to fill in the chart. **EXPANDING**

Use the above activity, and have student pairs write full sentences in the chart. **BRIDGING**

LESSON 1

Teach Suffixes *-ed, -ing, -s, -er, -est*

LESSON 2

Apply Suffixes *-ed, -ing, -s, -er, -est*

FLEXIBLE OPTION

LESSON 3

More Practice

FLEXIBLE OPTION

LESSON 4

Review: Suffixes *-ed, -ing, -s, -er, -est*

FLEXIBLE OPTION

LESSON 5

☑ **Assess Understanding**

Matching Texts to Learning

To select other texts that match your instructional focus and your groups' instructional range, use the **Leveled Reader Search** functionality at SavvasRealize.com.
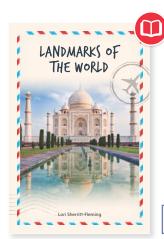
LEVEL O

Genre Historical Fiction

Text Elements
- Multisyllable proper nouns
- Figurative language

Text Structure
- Description

LEVEL P

Genre Narrative Nonfiction

Text Elements
- Content-specific words defined in text or glossary
- Dense layout of text

Text Structure
- Description

LEVEL P

Genre Informational Text

Text Elements
- Topic that goes beyond typical reader's experience
- Content-specific words defined in text

Text Structure
- Description

Guided Reading Instruction Prompts

To support the instruction in this week's minilessons, use these prompts.

Identify Narrative Nonfiction

- How can you tell this text is narrative nonfiction?
- Who is the text mainly about?
- What important events are described?
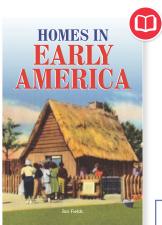
Develop Vocabulary

- What context clues lead us to the meaning of the word _____? What does the word mean?
- What does the word ____ tell us about the topic?
- What new or interesting words did the author use?

Explain Author's Purpose

- What is the author's main purpose for writing this text?
- Does the author have a second purpose for writing? What is it?
- What main idea, or message, is the author trying to express?
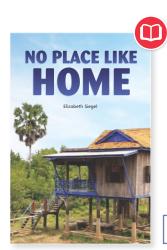
HOMES IN EARLY AMERICA
Jan Fields

LEVEL Q

Genre Narrative Nonfiction

Text Elements
- Many new vocabulary words
- Words that are difficult to decode

Text Structure
- Description

NO PLACE LIKE HOME
Elizabeth Siegel

LEVEL R

Genre Narrative Nonfiction

Text Elements
- Many new vocabulary words
- Words that are difficult to decode

Text Structure
- Description

THE LANDSCAPE OF SPORTS
Nathan J. Briffa

LEVEL S

Genre Narrative Nonfiction

Text Elements
- Settings distant from some students' experience
- Words that are difficult to decode

Text Structure
- Compare and Contrast

Use Text Evidence

- Which facts, details, and other information in the text relate to the author's purpose?
- Which phrases or sentences in the text support the author's message?
- Which examples of text evidence can you use to support your ideas about the author's purpose and message?

Compare Texts

- What connections can you make to other texts?
- What did the author do to make this text interesting?

Word Study

- For Possible Teaching Points, see the *Leveled Reader Teacher's Guide*.

Leveled Reader Teacher's Guide

For full lesson plans for these and other leveled readers, go online to SavvasRealize.com.

The Light at Jupiter Lake
by J.H. Diel

Use the ☑ **QUICK CHECK** on p. T23 to determine small group instruction.

Teacher-Led Options

Strategy Group 📖

IDENTIFY NARRATIVE NONFICTION

Teaching Point When you are reading narrative nonfiction, it helps to look for the names of real people and dates that tell when important events occurred. These details can help you understand the text and identify the author's purpose and message.

ELL Targeted Support

Use Visual and Contextual Support Tell students that narrative nonfiction texts aim to inform readers by telling a story about real people and events that really happened. Point out that students can use the illustrations in a text to help them understand ideas the author is trying to express. Provide appropriate leveled readers.

Have pairs choose an illustration in a text and discuss what they see in the picture. **EMERGING**

In addition to the exercise above, have pairs identify one or two details in the picture that relate to something they read in the text. **DEVELOPING**

Have student pairs share and confirm or correct something they learned from an illustration in a narrative nonfiction text. **EXPANDING**

Have students describe or explain to you how an illustration helped them comprehend the text. **BRIDGING**

📥 For additional support, see the online *Language Awareness Handbook.*

Intervention Activity 🔺 📥

READING NARRATIVE NONFICTION

Use Lesson 29, pp. T189–T194, in the *myFocus Intervention Teacher's Guide* for instruction on the characteristics of narrative nonfiction.

LEVEL E • READ

Lesson 29 Genre: Informational and Procedural Texts

DIRECTIONS Read the following passages. Look at how the author organizes the texts.

The Discovery of Tutankhamen's Tomb

1 In 1922, British archaeologist Howard Carter began uncovering the tomb of Tutankhamen, also known as King Tut. Tut was a fourteenth-century BCE "boy king" of Egypt. The discovery of Tut's tomb changed people's understanding of ancient Egypt.

2 Carter began working on archaeological digs in Egypt as a teenager. He helped discover and explore the tombs of several pharaohs, or kings, of ancient Egypt. The tombs were in the Valley of the Kings. This is a site near the Nile River where many pharaohs were buried.

3 In 1907, Carter started doing digs for the British earl George Herbert. He discovered some interesting objects. Carter believed there might be another pharaoh's tomb at the site. Yet by 1922, Herbert was ready to give up on the site. Carter convinced Herbert to undertake one last dig.

4 One day Carter dug near the corner of another pharaoh's tomb. He discovered steps leading down. The steps led to Tutankhamen's tomb. It took Carter and others ten years to explore it.

5 The objects they discovered provided a wealth of information about ancient Egypt. By studying King Tut's body, archaeologists learned about ancient Egyptian burial practices. For example, they discovered that ancient Egyptians buried kings with gold and gems. Scientists also ran tests on the young king's body to learn about diseases of ancient Egypt. These studies have helped fill a huge gap in people's knowledge of ancient times.

Conducting an Archaeological Dig

1 If you've ever been curious about what lies beneath your feet, you might just have the heart of an archaeologist. These scientists study the past by looking underground. Archaeologists dig up what humans have left behind. They uncover ancient houses, tools, pottery, cave paintings, and even bones. If you're interested in learning more about the field of archaeology, then read on and find out how to conduct your own dig!

Reading Informational and Argumentative Text T • 189

On-Level and Advanced 👆 📥

INQUIRY

Question and Investigate Have students use the map on pp. 14–15 to generate questions about new places to visit and then choose a new place they would like to visit to research. Throughout the week, have students conduct research about the weekly question. See *Extension Activities* pp. 38–42 in the *Resource Download Center.*

Conferring

3 students / 3–4 minutes per conference

IDENTIFY NARRATIVE NONFICTION

Talk about Independent Reading Ask students to share what they have learned about the people and events in the book they are reading and how knowing the characteristics of narrative nonfiction helped them understand the text.

Possible Conference Prompts
- What is the text mostly about?
- In what order did the events in the text take place?
- How did you use what you know about narrative nonfiction to understand the story?

Possible Teaching Point What do you know about the people and events in narrative nonfiction? In what order do you expect to read about what happens?

Leveled Readers 📖 🔊 ✏️ ▶️ 👆

IDENTIFY NARRATIVE NONFICTION

- For suggested titles, see "Matching Texts to Learning," pp. T28–T29.
- For instructional support on how to find characteristics of narrative nonfiction, see *Leveled Reader Teacher's Guide*.

The Light at Jupiter Lake
by J.H. Diel
Guided Reading Level Q
DRA Level 40
Lexile Measure 800L
Word Count 3,356

	Text Structure	Text Features
Text Characteristics	• Chronological	• Chapters
	(conflict, climax, resolution)	• Illustrations
Build Background	ELL Access Video Use the interactive video in The Light at Jupiter Lake leveled reader to engage students, to support language development, to activate prior knowledge, and to build background for the text.	
Launch the Book	Preview the Text Say: This book is about a young boy named Alex who moves from his city home in Texas to a rural home on Jupiter Lake in New Hampshire. Let's read to find out what happens to Alex as he adjusts to his new home.	
	Preview the Genre Say: The Light at Jupiter Lake is an example of realistic fiction. Have students: the cover of the book. Say: What about the cover tells you that this book is realistic fiction? As you read, ask yourself if the events are the things that might happen in real life.	
	Preview Vocabulary perspective p. 10; moons p. 30;	
	selected p. 130; vaguely p. 291;	
	structured p. 291	
Observe and Monitor	Noticings, Connections, and Wonderings As they read, have students jot noticings, connections, and wonderings. Talk with students about their Noticings, Connections, and Wonderings page at the end of this guide to capture their thoughts, questions, and comments in their discussions and writing.	

Whole Group

Share Bring the class back together in whole group. Invite one student to share some observations from his or her sticky notes or the Turn and Talk discussion. Reinforce the reading strategies the student used.

Independent/Collaborative

Independent Reading 📖 🔊

Students can
- read a self-selected trade book.
- read or listen to a text they have previously read.
- begin reading their Book Club text or one of the books from the suggested titles on p. T477.

Centers 📚 📥

See the myView Literacy Stations in the *Resource Download Center.*

Literacy Activities 🎮 📥

Students can
- write about their reading in a reading notebook.
- summarize a text to a partner.
- play the *myView* games.
- work on an activity in the *Resource Download Center*.

BOOK CLUB 📖

See Book Club, pp. T476–T481, for
- ideas for launching Book Club.
- suggested texts to support the unit theme and Spotlight Genre.
- support for groups' collaboration.
- facilitating use of the trade book *Life in the West.*

Introduce the Text

Reaching for the Moon

OBJECTIVES

Generate questions about text before, during, and after reading to deepen understanding and gain information.

Make connections to personal experiences, ideas in other texts, and society.

Read text with purpose and understanding.

Shared Read Plan

First Read Read the text. Pause to discuss the First Read notes with students.

Close Read Use the Close Read notes to guide your instruction for Lessons 3 and 4.

Preview Vocabulary

- Introduce the vocabulary words on p. 18 in the *Student Interactive* and define them as needed.

  determination the will to achieve a difficult task

  independence freedom from being controlled or needing help from others

  specialized gained specific knowledge

  struggled made a great and difficult effort

  confidence a feeling that a person can succeed or do well

- These words will help you understand *Reaching for the Moon*. As you read, highlight the words when you see them in the text. Ask yourself what they convey about Buzz Aldrin.

Read 📖 🔊 ✏️ 🗒️

Discuss the First Read Strategies. Prompt students to establish that the purpose for reading this selection is for information and enjoyment.

FIRST READ STRATEGIES

NOTICE Remind students to focus on the real people and events in the story.

GENERATE QUESTIONS Have students jot down questions before, during, and after reading and mark anything they find confusing.

CONNECT Have students determine how the text connects to their own lives and to ideas in other texts they have read.

RESPOND Have students mark any parts of the text that they find interesting, surprising, or significant, as well as parts that relate to people or events in their lives.

Students may read independently, in pairs, or as a class. Use the First Read notes to help them connect with the text and guide their understanding.

EXPERT'S VIEW P. David Pearson, Professor Emeritus of Instructional Science, UC Berkeley

"There is a virtuous cycle for reading and building knowledge—knowledge begets comprehension; comprehension begets learning; learning begets knowledge. In the cycle, we use what we know to understand what we read. When we read text, we have the capacity to learn new things, and when we learn new things, we gain new knowledge structures. It increases our capacity to understand even more texts—the virtuous cycle."

See SavvasRealize.com for more professional development on research-based best practices.

ELL Targeted Support **Use Vocabulary** Have students use the vocabulary words in conversation.

Display one of the vocabulary words and its definition. Have students turn and talk to a classmate about a real person or event, using the word. Provide sentence frames such as ____ *showed determination by not giving up. I admire ____'s determination because it helps her accomplish her goals.* **EMERGING**

Display all of the vocabulary words and their definitions. Have students turn and talk to a classmate about a real person or event, using one of the words. Provide sentence frames such as *One example of determination is ___. Determination helped someone achieve ____.* **DEVELOPING**

Display all of the vocabulary words and their definitions. Have students turn and talk to a classmate about a real person or event. Challenge students to speak in complete sentences, and to correctly use at least one of the vocabulary words in each sentence. **BRIDGING**

ELL Access

Background Knowledge Students make meaning not only from the words they learn but also from their prior knowledge. Encourage students to share personal knowledge or texts they have read about an astronaut or scientist.

STUDENT INTERACTIVE, pp. 18–19

Meet the Author

Buzz Aldrin is best known as an astronaut on the historic *Apollo 11* mission. He has devoted his life to the study of space. He also has great hopes for the future of space exploration. He believes that "the next monumental achievement of humanity will be the first landing by an Earthling, a human being, on the planet Mars."
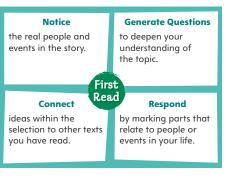
Reaching for the Moon
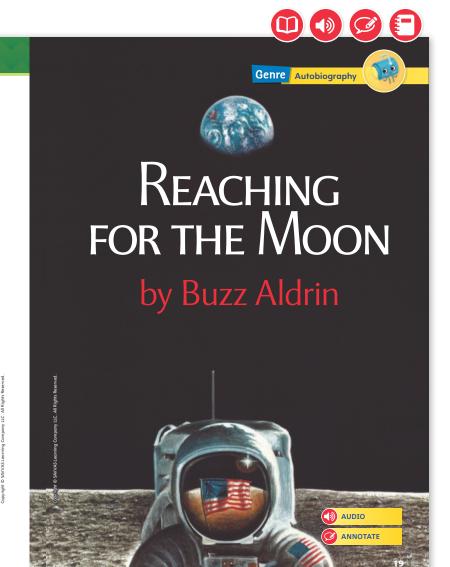
Preview Vocabulary

As you read *Reaching for the Moon*, pay attention to these vocabulary words. Notice how they can help you understand the author's purpose.

| determination | independence |
| specialized | struggled | confidence |

Read

Use the strategies in the First Read boxes to help you set a purpose for reading. Active readers of **narrative nonfiction** follow these strategies when they read a text the first time.

First Read

Notice the real people and events in the story.

Generate Questions to deepen your understanding of the topic.

Connect ideas within the selection to other texts you have read.

Respond by marking parts that relate to people or events in your life.

Genre | Autobiography

REACHING FOR THE MOON
by Buzz Aldrin

AUDIO
ANNOTATE

18

19

First Read

Connect

💬 THINK ALOUD I notice that the author uses information about his sister, his mother, and his father to tell his story. This reminds me of the unit theme, Networks. The author begins by describing himself as part of a kind of network: a family. I can connect what Aldrin says about networks to other texts I read in this unit.

Close Read

Explain Author's Purpose

Have students scan **paragraphs 1 and 2.** Ask: What can the reader infer about why Aldrin begins with a story from his childhood? Underline an idea in the text that explains the author's purpose for writing about his childhood. **See student page for possible responses.**

Ask students to explain how the idea they underlined helps them understand the author's purpose for writing about his childhood.

Possible response: The idea "I never imagined that one day I would walk on its surface" shows that Aldrin wrote about his childhood to point out that walking on the Moon was unimaginable to him as a child, yet as an adult he did it.

DOK 2

OBJECTIVES
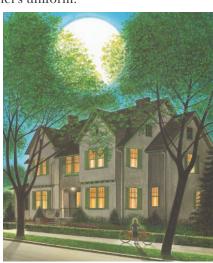
Use text evidence to support an appropriate response.

Explain the author's purpose and message within a text.

CLOSE READ

Explain Author's Purpose

Underline one or more sentences that show why Buzz Aldrin begins his story by talking about his childhood.

1 The name my parents gave me was Edwin Eugene, but the name my sister gave me was the one that would stay with me all my life. Since I was the only son, everyone in my family called me Brother. But my sister Fay Ann, a year older than I was, could only manage to say "Buzzer." Later it got shortened to "Buzz," and no one ever called me anything else.

2 On summer nights the Moon hung low in the sky, so close to our house that I thought I could reach out and touch the soft white light. I never imagined that one day I would walk on its surface. But maybe it was meant to be. You see, before she was married, my mother's last name was Moon.

3 My father's job with Standard Oil took him all over the country, and he flew his own plane from coast to coast. During World War II he served in the Army Air Corps and came home for visits, looking tall and important in his colonel's uniform.

20

⋯ Possible Teaching Point 🌉

Read Like a Writer | **Author's Craft**

Analyze Author's Use of Graphics Use the Read Like a Writer lesson on p. T56 in the Reading-Writing Workshop Bridge to teach students how to analyze print and graphic features. Ask students to examine the illustration of the airplane. Discuss the illustration and how it connects to the text. Ask why Buzz Aldrin might have chosen to use the illustration in this part of the text and what purpose he could have been trying to achieve in doing so. For more instruction on Author's Craft, see pp. T56–T57 and T64–T65.

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4   When I was two years old, my father took me flying for the first time, in a small, shiny white plane painted to look like an eagle. I was a little frightened as the plane shuddered into flight. But mostly I was thrilled. I loved the speed, the sense of soaring high above the Earth, supported only by the air passing around the metal wings.

5   One day I would fly in a different machine called the *Eagle*—but that would be many years in the future and a very different kind of adventure.

CLOSE READ

Use Text Evidence

Highlight evidence in the text that helps you determine the author's purpose.

21

First Read

Respond

💬 **THINK ALOUD** When Aldrin describes how he felt the first time he flew in a plane, it reminds me of the first time I flew in a plane as a child. I was thrilled, too. When I looked out the window, I saw places in a whole new way. Remembering this experience helps me understand what motivates the author to keep working toward being able to fly.

Close Read

Use Text Evidence

Have students scan **paragraphs 4 and 5** to find and highlight an idea that explains why Aldrin is telling readers about the first time he went flying. **See student page for possible responses.**

Ask students to explain the author's purpose based on what they highlighted.

Possible response: The idea that he would fly in a different machine relates to his purpose for writing, which is to tell about his life and how he eventually flew to the Moon.

DOK 2

OBJECTIVES

Use text evidence to support an appropriate response.

Explain the author's purpose and message within a text.

⋯ **Possible Teaching Point** 🌉

Word Study | Suffixes -ed, -ing, -s, -er, -est

Use the Suffixes lesson on p. T26 in the Reading-Writing Workshop Bridge to teach students how to identify the suffix -ed. Then explain how the suffix changes the meaning of the base word. (It changes a verb from the present tense to the past tense.)

First Read

Respond

💬 **THINK ALOUD** The author says he collected rocks when he was six or seven. I liked collecting shells from the beach when I was little. I thought they were pretty and I liked to look at them.

Close Read

Vocabulary in Context

Have students scan **paragraph 6** and locate the word *precious*. Ask: Which words and phrases in the paragraph are context clues that can help you figure out what *precious* means? Underline context clues for *precious* as students point them out. **See student page for possible responses.**

Ask students what they think *precious* means based on the context clues they underlined.

Possible response: I think *precious* means "very valuable to someone."

DOK 2

OBJECTIVE

Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words.

CLOSE READ

Vocabulary in Context

Readers can determine the meanings of unfamiliar words by using context clues. Use context clues to determine the meaning of *precious*. Underline the context clues that support your definition.

6   Usually there was plenty to hold my attention right here on Earth. My family spent many summers at Culver Lake in the Appalachian Mountains, and one summer, when I was about six or seven, I began collecting rocks. There was treasure everywhere I looked. Those rocks were precious, they were beautiful, and—most importantly—they were *mine*.

22

····⋮ **Possible Teaching Point** 🌉

◀ **Read Like a Writer** │ **Author's Craft**

Analyze Author's Use of Graphics Use the Read Like a Writer lesson on pp. T56–T57 in the Reading-Writing Workshop Bridge to teach students how to analyze print and graphic features. Ask students to examine the illustration of the boy holding the rocks as he sinks underwater. Discuss how the illustration connects to the text. Ask why the illustration appears in this part of the text and what purpose it serves.

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7   One morning I gathered up the best of my rocks, put them in a bucket, and carried them down to the dock to show my friend. He wanted a rock. I didn't want to give it to him. He pushed me, bucket and all, off the dock.

8   I wouldn't let go of my rocks, even though the weight of them pulled me down. The light at the surface slowly drifted away. When my friend's father pulled me out, I still had my arms wrapped around the bucket.

9   I knew that if something was important to you, you had to hold on.

10   Determination, strength, independence—those were the qualities I worshipped in my favorite movie hero, the Lone Ranger. I went to the movies every Saturday, and sometimes I even snuck in through the fire escape when I didn't have the money to buy a ticket. I felt just like the Lone Ranger the day I set off to ride my bike across the George Washington Bridge to New York City. Ten years old, I pedaled twenty miles down unfamiliar roads and busy streets, past neighbors and strangers, out into the unknown. Just like the Lone Ranger, I didn't need help from anyone. It took me all day, but I found the way and did it myself.

11   Almost every day I played some kind of sport, from swimming to high school track to pick-up games of football in the park across the street. The older boys let me play because although I was small, I was tough.

CLOSE READ

Explain Author's Purpose

Authors include **anecdotes**, or brief self-contained stories, in longer texts. The purpose of the anecdote is often to strengthen the message or impact of the whole text.

Identify and underline an anecdote. Then underline details that help explain why Buzz Aldrin included the anecdote.

determination the will to achieve a difficult task

independence freedom from being controlled or needing help from others

23

First Read

Generate Questions

💬 **THINK ALOUD** As I read, I am going to think of questions I have about the text. I notice that Aldrin mentions a fictional character called the Lone Ranger. I wonder why the author does that.

Close Read

Explain Author's Purpose

Identify the anecdote and explain to students that it is a brief story within a longer text. Then have students scan **paragraphs 7–10** to identify and underline an anecdote and details that help explain why the author included the anecdote. **See student page for possible responses.**

Ask students to retell the anecdote in their own words and discuss how an anecdote is self-contained. (It is its own little story in a bigger story.) Ask: Why did the author include this anecdote? How does this anecdote relate to the author's purpose for writing *Reaching for the Moon?*

Possible response: The author is telling readers about an important part of his life and how it shaped him as a person.

DOK 2

OBJECTIVES

Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.

Identify and explain the use of anecdote.

ELL Targeted Support **Vocabulary** Display this sentence from paragraph 10: "Determination, strength, independence—those were the qualities I worshipped in my favorite movie hero, the Lone Ranger."

Read the sentence aloud. Guide students to understand that the vocabulary words describe qualities the author admires in a fictional character. Ask students to describe their favorite fictional hero and tell what they admire about that hero. Use these sentence frames: *My favorite hero is _____. I like that hero because _____.* **EMERGING/DEVELOPING**

Read the sentence aloud. Have students repeat it. Direct students' attention to the margin definitions of *determination* and *independence*. Read each word and its definition aloud while students follow along. Have students compose their own sentences using the words. **EXPANDING/BRIDGING**

First Read

Generate Questions

💬 **THINK ALOUD** I notice the author says he *flew* over the bar in pole-vaulting. The author's word choice helps me picture his action clearly. What other references to *flight* appear in this story? What do these events tell me about Aldrin?

Close Read

Explain Author's Purpose

Have students scan **paragraphs 13–16** to find and underline details that explain why Aldrin worked hard at West Point. **See student page for possible responses.** Have students use the details they underlined to explain in their own words why Aldrin worked hard at West Point.

Possible Response: He worked hard at West Point because he thought this would help him get into the Air Force, and he wanted to fly.

DOK 2

OBJECTIVE

Explain the author's purpose and message within a text.

CLOSE READ

Explain Author's Purpose

Underline details in paragraphs 13–16 that explain why Buzz Aldrin tells about working hard at West Point.

12   No matter what the sport, I played every game hard, because I wanted to win. I loved being part of a team, working together to fight for victory. But it was even better to compete on my own, like when I flew over the bar in pole-vaulting. Then it was just me trying, with everything I had, to be the best. Whether I won or lost was up to me.

13   When I finished high school, my father wanted me to go to the naval academy, but I chose West Point instead. I wasn't interested in the Navy; I wanted to be in the Air Force. And I thought West Point would help me get there.

14   That first summer at West Point was the toughest challenge I had faced. We had to run everywhere; no walking was allowed. We couldn't speak during meals. Every order from an upperclassman or a teacher had to be obeyed at once.

24

CROSS-CURRICULAR PERSPECTIVES   Social Studies

"West Point" refers to the military academy for officer cadets of the United States Army located in West Point, New York. Its full name is the United States Military Academy. The creation of a military academy for officers of the United States Air Force was not authorized by Congress until 1954, three years after Buzz Aldrin graduated from West Point.

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15 I followed every order. I studied every night. By the end of the year I was first in my class. By the end of four years I had the grades to do whatever I wanted—and what I wanted more than anything was to fly!

16 After West Point I joined the Air Force, at last, and learned to fly fighter jets, fast and quick in the sky. I loved the feeling of breaking free from gravity. I loved going as fast as a human being could go.

17 When I finished my training, I flew sixty-six combat missions in the Korean War.

18 After the war I was stationed in Germany, learning to pilot planes that flew faster than the speed of sound. But there were men flying faster than that— America's first seven astronauts, the men in the Mercury program. Their goal was to be the first Americans to orbit the earth.

19 The astronauts seemed like supermen to me. I couldn't imagine myself exploring outer space. But that changed when my friend Ed White from West Point told me his plan to apply to the space program. That was when I realized that the Mercury astronauts were pilots just like Ed—and just like me.

20 I already flew the fastest planes on Earth. But Mercury was a brand-new adventure. It was America's first step into space. And I wanted to be a part of it.

21 I was already a good pilot. But the Air Force had many good pilots. I needed to find something I could do better than anyone else, something that would make me an astronaut.

CLOSE READ

Explain Author's Purpose

Underline details that help you understand why Buzz Aldrin mentions Ed White.

25

First Read

Notice

💬 **THINK ALOUD** I notice the author is naming real events, like the Korean War, and real places, like West Point and Germany, in his story. This helps me remember that Aldrin is telling the true, factual story about his life.

Close Read

Explain Author's Purpose

Have students read **paragraph 19** to identify and underline details that explain why Buzz Aldrin mentions Ed White. **See student page for possible responses.**

Ask: What was the author's purpose for including the real person Ed White in his story?

Possible response: Aldrin wants readers to know how he changed his mind about outer space. At first, Aldrin thought it was impossible to study outer space, but then Ed White helped him see that it was possible to become an astronaut.

DOK 2

OBJECTIVE

Explain the author's purpose and message within a text.

ELL Targeted Support **Expressions** Tell students that expressions, such as the example of personification in paragraph 20, communicate ideas or feelings in addition to or different from the literal meaning of the words.

Give examples of what "first step" can mean, including literal and figurative meanings. With students, discuss the author's use of "America's first step." **EMERGING**

Review the definition of personification. Ask, *Who is America? Does a country have feet? How can a nation take a step?* **DEVELOPING**

Have pairs work together to explain what the expression means. **EXPANDING**

Have volunteers explain what the expression means. **BRIDGING**

First Read

Connect

💬 **THINK ALOUD** The author tells about not getting accepted to the astronaut program the first time he applied. If he had given up after that, he would never have walked on the Moon.

Close Read

Explain Author's Purpose

Have students scan **paragraphs 23–26** to find and underline details that show the author's determination. **See student page for possible responses.** Have students define *determination* in their own words and explain why the details they underlined are examples of determination.

Possible Response: *Determination* means not giving up, and these details are examples of how the author kept trying to do something that was important to him.

| DOK 2 |

OBJECTIVE

Explain the author's purpose and message within a text.

CLOSE READ

Explain Author's Purpose

Underline details that Buzz Aldrin uses to show his determination.

specialized gained specific knowledge

22   I went back to a university, to the same school my father had gone to, and studied aeronautics and astronautics. I specialized in something called rendezvous, learning how to bring two different objects together in space.

23   Computers could do most of the work for rendezvous, but I believed that pilots needed to understand it themselves, in case something went wrong. A computer can calculate numbers faster than the human brain; but people bring creativity and common sense to a problem, something a computer cannot do.

24   I dedicated my final paper to the American astronauts: "Oh, that I were one of them."

25   The first time I applied to the astronaut program, I wasn't accepted. But I didn't give up. When I applied a second time, I got in. I tried to appear as if I'd always known I'd make it, but inside I was bursting with excitement. I was already a pilot and a scientist: now I was an astronaut as well.

26   Along with the other men in the space program, I studied computers and instruments, what went right and what went wrong on each previous spaceflight, and how to survive in the wilderness if my spacecraft crashed returning to Earth. We also had to learn to move in the weightlessness of space. The others trained with a system of ropes and pulleys, but I thought training underwater would work much better. I spent hours in the pool tethered to an air line. The simplest movements—turning a handle, tightening a screw—had to be practiced over and over again.

26

CROSS-CURRICULAR PERSPECTIVES   **Social Studies** 🌐

Display this sentence from paragraph 25: "I was already a pilot and a scientist: now I was an astronaut as well." Have students use text evidence to describe the tasks and behaviors associated with each of Aldrin's roles (pilot, scientist, astronaut). Point out that Aldrin graduated from West Point with a bachelor of science degree, and earned a doctorate of science from M.I.T. in 1963.
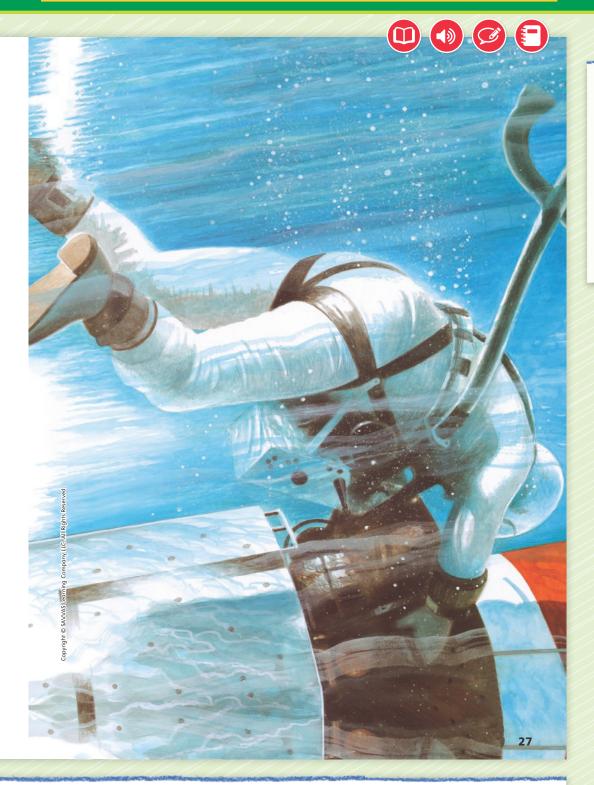
27

First Read

Connect

💬 **THINK ALOUD** I see air bubbles in the illustration, so I know it is supposed to show an astronaut training underwater. I can connect this with details in paragraph 26. The text and illustration tell me different things about the same idea.

···• Possible Teaching Point 🌉

Academic Vocabulary | Related Words

Use the Academic Vocabulary lesson on pp. T24–T25 in the Reading-Writing Workshop Bridge to introduce students to related words. Direct students to reread paragraph 22, and call attention to the words *aeronautics* and *astronautics*. Then discuss how the words are related. Challenge students to identify and share words related to either or both of these words, such as *astronomy* and *nautical*, using classroom resources as needed.

First Read

Generate Questions

💬 **THINK ALOUD** The author talks about the *Gemini 12* mission. I wonder what happened on the *Gemini 1* through *11* missions.

Close Read

Explain Author's Purpose

Have students scan **paragraphs 28 and 29** to find and underline details that are represented in the illustration. **See student page for possible responses.**

Have students identify something in the illustration that is not explained in the text. Then have students explain how the illustration supports the author's purpose.

Possible Response: The text does not describe the box on the front of the spacesuit. I don't know what it is, but I think it helps the astronaut breathe. I think that Aldrin included an illustration with this detail to help students see what his spacesuit may have looked like.

DOK 2

OBJECTIVE
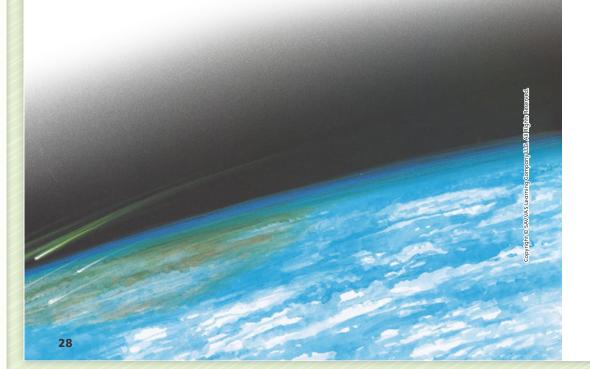
Explain the author's purpose and message within a text.

CLOSE READ

Explain Author's Purpose

What details in the text does the illustration help bring to life? Underline those details.

27 My first spaceflight was on board *Gemini 12*. My mission, along with my fellow astronaut Jim Lovell, was to orbit the Earth and to practice rendezvous techniques with another vehicle in space.

28 Once the spacecraft was in orbit, I put on my space suit, opened the hatch, and drifted out into space. Only a thin cord connected me to *Gemini* as we circled the Earth at 17,500 miles per hour, five miles every second. It took us less than two hours to go all the way around the world.

29 But the speed didn't seem real to me. I felt as if I were gently floating while the Earth spun beneath me. I could see the great curve of my home planet: the brown mass of Africa, night falling over the Indian Ocean, a shower of green meteors tumbling into the Australian desert.

28

CROSS-CURRICULAR PERSPECTIVES **Social Studies** 🌎

Aldrin's underwater training technique (paragraph 26) proved highly effective. His extra-vehicular activity, or spacewalk, during the *Gemini 12* mission lasted a record setting five and a half hours. During that time, Aldrin performed a variety of tasks including photography, scientific experiments, and equipment maintenance.

30 After *Gemini 12*, there was a new mission—Apollo. The goal of Apollo was to put humans on the Moon.

31 Many people thought it couldn't be done. They thought that the powerful rockets needed to go that far could never be built. They thought that computers could never do all the calculations. They thought that, even if we did reach the Moon, we would never be able to take off again to come home. But, one by one, all the challenges were met.

32 Neil Armstrong, Mike Collins, and I were next in line for a spaceflight, so we were chosen as the team for *Apollo 11*—the flight that would land on the Moon.

CLOSE READ

Use Text Evidence

Highlight text that helps you identify and understand Buzz Aldrin's message.

29

First Read
Notice

💬 **THINK ALOUD** I notice the author mentions some people by name. These are the astronauts who went with him to the Moon on the *Apollo 11* mission.

Close Read
Use Text Evidence

Have students scan **paragraphs 30–32** to identify and highlight details that help them identify the author's message, or the main idea the author is trying to express.
See student page for possible responses.

Have students state the author's message in their own words.

Possible response: The Apollo team overcame challenges to achieve the goal of the mission.

 DOK 2

OBJECTIVE

Use text evidence to support an appropriate response.

⋯ Possible Teaching Point 🌉

Word Study | Suffixes *-ed, -ing, -s, -er, -est*

Use the Suffixes lesson on pp. T26–T27 in the Reading-Writing Workshop Bridge to teach students how to identify the suffix *-ing.* Have students scan paragraph 29 and identify three words that end in *-ing* (*floating, falling, tumbling*) and discuss how this suffix changes the meaning of the base word.

First Read

Generate Questions

💬 **THINK ALOUD** The author mentions the Saturn V rocket. I would like to know more about how rockets work, and how space travel has changed since the Apollo mission.

Close Read

Explain Author's Purpose

Have students read **paragraph 34** to find and underline the first sentence, which explains the author's purpose for telling his story. **See student page for possible responses.**

Have students state the author's purpose in their owns words using a detail from the sentence that they underlined.

Possible Response: The author's purpose is to tell his audience that he achieved his goal to be an astronaut on a mission to the Moon.

| DOK 2 |

OBJECTIVE

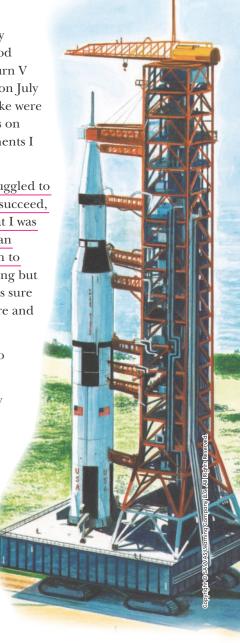Explain the author's purpose and message within a text.

CLOSE READ

Explain Author's Purpose

Underline a sentence that explains Buzz Aldrin's purpose for telling his story.

struggled made a great and difficult effort

confidence a feeling that a person can succeed or do well

33   Three years after my Gemini mission, I stood beside *Apollo 11*'s Saturn V rocket. It was sunrise on July 16, 1969. Neil and Mike were already in their places on board. For a few moments I was alone.

34   All my life I had struggled to learn, to compete, to succeed, so that I could be what I was in that one moment: an astronaut on a mission to the Moon. I felt nothing but calm confidence. I was sure we would make it there and back.

35   It was time for me to board.

36   Neil, Mike, and I lay side by side on three couches, tightly strapped in. Beneath us I heard a rumble, like a faraway train. But as we lifted off, the movement felt so gentle that if I had not been looking at the instruments, I would never have known we were on our way.

30

:::: **Possible Teaching Point** 🌉

Read Like a Writer | Author's Craft

Analyze Author's Use of Graphics Use the Read Like a Writer lesson on pp. T56–T57 in the Reading-Writing Workshop Bridge to teach students how to analyze print and graphic features. Ask them to examine the illustration of the rocket ready to launch. Discuss the illustration and how it connects to the text.

37 Outside the window of the *Apollo 11*, the Earth grew smaller and smaller. At last we were so far away that I could hold up my thumb and block the bright disk from my sight.

38 After five hours we could take off our space suits and helmets and move around the cabin. We ate chicken salad and applesauce for dinner, with shrimp cocktail, my favorite of our freeze-dried choices. Then it was time to rest. Wrapped in sleeping bags, we floated above the couches, comfortably weightless. For this time *Apollo 11* was our home, a tiny bubble of air and warmth speeding through the icy cold of space.

39 Four days after launch, and after traveling 240,000 miles, we were in orbit around the Moon. *Apollo* separated into two parts: *Columbia*, where Mike would wait in orbit, and the *Eagle*, the lander. The *Eagle* was powerful enough to take Neil and me down to the Moon's surface and back up to *Columbia*. But its walls were so thin, I could have punched a pencil through them if I had tried.

40 The computer had chosen a spot for the *Eagle* to land. But through the window we could see that it was too rocky. We couldn't rely on the computer to land the *Eagle* safely. We would have to do it ourselves.

41 Neil took control. I called out to let him know how far we were from the ground. Two hundred feet. One hundred. Forty. By the time the *Eagle* landed, we had used up almost all our fuel with only twenty seconds left to spare.

42 But we had made it. We were safely on the surface of the Moon. I grinned at Neil. There was no need to say anything. We had work to do.

31

CLOSE READ

Explain Author's Purpose

Underline facts that help you understand the dangers of the *Apollo 11* mission.

First Read
Generate Questions

💬 **THINK ALOUD** Remind students that active readers note parts of the text that surprise or confuse them and write sentences about these parts to help them learn. Say: I'm surprised to learn that the walls of the *Eagle* were so thin. I would have thought the walls of a spacecraft for landing on the Moon would be thick and strong. Otherwise, how would it keep the astronauts safe? I will mark this confusing detail and write some questions about it.

Close Read
Explain Author's Purpose

Have students scan **paragraphs 39–41** to identify and underline facts that support the idea that the *Apollo 11* mission was dangerous. **See student page for possible responses.**

Have students describe how reading these details affects them.

Possible response: Knowing that there were a lot of ways for the mission to go wrong makes me worried for the author. It makes me want to keep reading.

DOK 2

OBJECTIVE
Explain the author's purpose and message within a text.

:·· **Possible Teaching Point** 🌉

Word Study | Suffixes *-ed, -ing, -s, -er, -est*

Use the Word Study lesson on pp. T26–T27 in the Reading-Writing Workshop Bridge to teach students how to identify the suffix *-er*. Have students scan paragraph 37 and identify words that end in *-er* (*smaller*) and discuss how this suffix changes the meaning of the base word. Have students substitute the suffix *-est* and explain how changing the suffix changes the word's meaning.

First Read

Connect

💬. **THINK ALOUD** I have heard that famous quote—"one small step for man, one giant leap for mankind"—before.

Close Read

Explain Author's Purpose

Tell students that a description text structure often includes sensory details that help readers imagine what the author sees, hears, and feels. Have students scan **paragraphs 45 and 46** to find and underline sensory details that help readers visualize being on the Moon. **See student page for possible responses.**

Ask students to explain how the details they underlined contribute to the author's purpose, and how the description text structure adds to their ideas about what it would be like to walk on the Moon.

Possible Response: The text structure focuses my attention on what Buzz Aldrin saw. I did not know there were no colors to see on the Moon. This description supports the author's purpose because it tells me more about Aldrin's life and his experiences in space.

DOK 2

OBJECTIVE

Explain how the use of text structure contributes to the author's purpose.

CLOSE READ

Explain Author's Purpose

In paragraphs 45–46, Buzz Aldrin describes the Moon. Underline sensory details that Buzz Aldrin uses to help you visualize being on the Moon.

Explain how this description contributes to the author's purpose.

43   Flight and spaceflight had always meant motion to me. But now the *Eagle* stood perfectly still.

44   Neil and I put on our space suits. Neil climbed out first and descended *Eagle*'s ladder to the Moon's surface. Everyone listening back on Earth heard Neil's first words: "That's one small step for … man, one giant leap for mankind."

45   I climbed down the ladder and joined Neil. There was no color on the Moon. A flat landscape of rocks and craters stretched in all directions. Everything was gray or white. The shadows and the sky above were as black as the blackest velvet I had ever seen. I exclaimed: "Magnificent desolation."

46   I could see Earth, our home, in the sky overhead—blue water, white clouds, and brown land. I could see the continents, and I knew that they were younger than the Moon dust in which Neil and I were now leaving our footprints.

47   I took out the American flag from the compartment where it was stored.

48   Neil and I could force the pole only a few inches into the Moon's soil. I knew that more than half a billion people back on Earth were watching on television, and I worried that the flag would sag or tip. But when we took our hands away, it stood straight. I snapped off a crisp salute, just as I was taught at West Point.

49   We moved quickly on to other tasks. I became a rock collector again, gathering samples for study back on Earth.

32

ELL Targeted Support **Vocabulary** Direct attention to paragraph 45. Read it aloud, and repeat this sentence: "I exclaimed: 'Magnificent desolation.'"

Explain that Aldrin used an unusual pair of words to describe what he saw. *Magnificent* means "great" and *desolation* means "ruin" or "waste." Have students tell you why these words are not usually used together.
EMERGING/DEVELOPING

Explain Aldrin's expression as above and have students discuss what they visualize when they hear the two words together. Then have student pairs write two sentences using one of the two words in each.
EXPANDING/BRIDGING

📖 🔊 ✏️ 🗒

50 Still, I remember that brief moment perfectly, so many years later. I remember the pride I felt and how I imagined the pride of every American on Earth.

51 Neil and I set up a plaque that would remain on the surface of the Moon with the simple words:

52 HERE MEN FROM THE PLANET EARTH
FIRST SET FOOT UPON THE MOON
JULY 1969, A.D.
WE CAME IN PEACE FOR ALL MANKIND

CLOSE READ

Explain Author's Purpose

What important idea does the picture illustrate? Underline a sentence that shows the important idea communicated by the text and image.

33

First Read

Notice

💬 **THINK ALOUD** I notice the American flag in the picture, but the plaque says for all mankind, not just for the United States. This reminds me again of the theme Networks because every place on Earth has the same kind of relationship to the Moon.

Close Read

Explain Author's Purpose

Have students scan **paragraph 50** to find and underline the second sentence in the paragraph, which shows the important idea communicated by the text and in the image. Then have students state the important idea in their own words.

Possible Response: It was a proud moment, and Aldrin saluted his country's flag to demonstrate his pride that Americans were the first humans to set foot on the Moon.

| DOK 2 |

OBJECTIVE

Explain how the use of text structure contributes to the author's purpose.

⋯ **Possible Teaching Point** 🌉

Read Like a Writer | Author's Craft

Analyze Author's Use of Graphics Use the Read Like a Writer lesson on pp. T56–T57 in the Reading-Writing Workshop Bridge to give students practice analyzing graphic features. Ask them to examine the illustration of the astronaut on the Moon. Discuss how the illustration connects to the text. Ask students what the purpose of the illustration is—to show Aldrin, to show the Moon, or something else?

Respond and Analyze

Reaching for the Moon

OBJECTIVES

Use text evidence to support an appropriate response.

Respond using newly acquired vocabulary as appropriate.

Discuss specific ideas in the text that are important to the meaning.

My View

Use these suggestions to prompt students' initial responses to *Reaching for the Moon*.

- **Brainstorm** What did you think of this text? What did you like about it?
- **Discuss** What part of this text did you find most interesting? What part of the author's life would you like to hear more about?

Develop Vocabulary

Minilesson

FOCUS ON STRATEGIES Tell students that authors of autobiographies choose words carefully to describe themselves so readers can better understand their purpose for writing their life story and the message, or main idea, they want to convey. Say: The words *determination, independence, specialized, struggled,* and *confidence* all can be used to discuss Aldrin's purpose and message. Present the following points and lead a class discussion on this idea:

- Remind yourself of each word's meaning.
- Ask yourself what the author is trying to convey about himself and the space program.

MODEL AND PRACTICE Ask a volunteer to help you model filling out the chart on *Student Interactive* p. 34 using the word *determination*.

- What word does the author use to describe a quality he admires in the Lone Ranger? It means to keep trying to reach a goal.
- When did Buzz Aldrin show determination? (He didn't give up after he wasn't accepted to the astronaut program.) We can write that in the chart.

ELL Targeted Support **Vocabulary** Display the vocabulary words. Say that people use them to describe something a person feels or experiences. Ask students to think about people or characters they admire and use the vocabulary words in sentences.

Provide sentence frames as needed. _____ *showed determination/ independence/confidence when s/he* _____. _____ *specialized in* _____. _____ *struggled to* _____. **EMERGING/DEVELOPING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for developing vocabulary.

OPTION 1 **My TURN** Have students respond using newly acquired vocabulary as they complete p. 34 of the *Student Interactive*.

OPTION 2 **Use Independent Text** Have students list unfamiliar words from their independent reading texts that describe something a person feels or experiences. Then have them look for context clues or the meanings of related words to determine the meaning of each word.
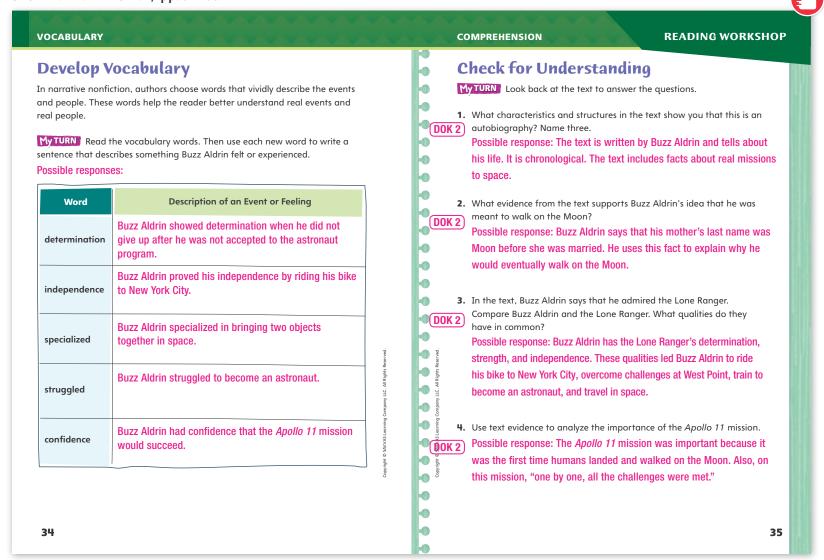
✓ QUICK CHECK

Notice and Assess Can students explain how the vocabulary words describe Buzz Aldrin's life based on what they read in *Reaching for the Moon*?

Decide

- **If students struggle,** revisit instruction for developing vocabulary in Small Group on p. T52.

- **If students show understanding,** extend instruction for developing vocabulary in Small Group on p. T53.

Check for Understanding **My TURN** Have students complete p. 35 of the *Student Interactive*.

STUDENT INTERACTIVE, pp. 34—35

VOCABULARY

Develop Vocabulary

In narrative nonfiction, authors choose words that vividly describe the events and people. These words help the reader better understand real events and real people.

My TURN Read the vocabulary words. Then use each new word to write a sentence that describes something Buzz Aldrin felt or experienced.
Possible responses:

Word	Description of an Event or Feeling
determination	Buzz Aldrin showed determination when he did not give up after he was not accepted to the astronaut program.
independence	Buzz Aldrin proved his independence by riding his bike to New York City.
specialized	Buzz Aldrin specialized in bringing two objects together in space.
struggled	Buzz Aldrin struggled to become an astronaut.
confidence	Buzz Aldrin had confidence that the *Apollo 11* mission would succeed.

34

COMPREHENSION   **READING WORKSHOP**

Check for Understanding

My TURN Look back at the text to answer the questions.

1. What characteristics and structures in the text show you that this is an autobiography? Name three.
DOK 2
Possible response: The text is written by Buzz Aldrin and tells about his life. It is chronological. The text includes facts about real missions to space.

2. What evidence from the text supports Buzz Aldrin's idea that he was meant to walk on the Moon?
DOK 2
Possible response: Buzz Aldrin says that his mother's last name was Moon before she was married. He uses this fact to explain why he would eventually walk on the Moon.

3. In the text, Buzz Aldrin says that he admired the Lone Ranger. Compare Buzz Aldrin and the Lone Ranger. What qualities do they have in common?
DOK 2
Possible response: Buzz Aldrin has the Lone Ranger's determination, strength, and independence. These qualities led Buzz Aldrin to ride his bike to New York City, overcome challenges at West Point, train to become an astronaut, and travel in space.

4. Use text evidence to analyze the importance of the *Apollo 11* mission.
DOK 2
Possible response: The *Apollo 11* mission was important because it was the first time humans landed and walked on the Moon. Also, on this mission, "one by one, all the challenges were met."
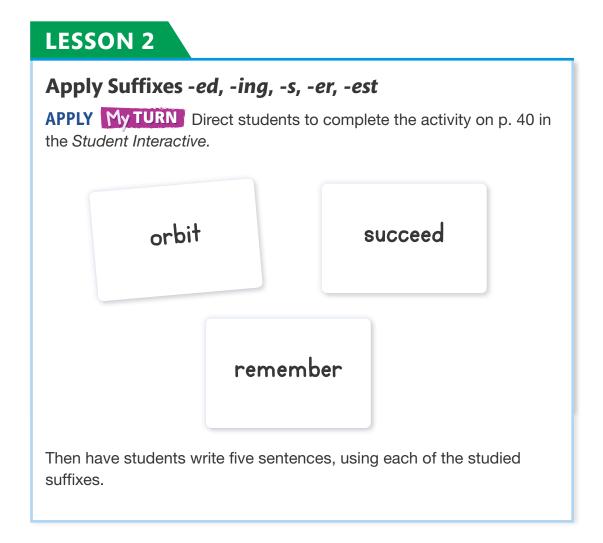
35

Word Study Suffixes *-ed, -ing, -s, -er, -est*

OBJECTIVES

Demonstrate and apply phonetic knowledge.

Decode words using knowledge of suffixes, including how they can change base words such as dropping *e,* changing *y* to *i,* and doubling final consonants.

LESSON 2

Apply Suffixes *-ed, -ing, -s, -er, -est*

APPLY **My TURN** Direct students to complete the activity on p. 40 in the *Student Interactive.*

orbit

succeed

remember

Then have students write five sentences, using each of the studied suffixes.

STUDENT INTERACTIVE, p. 40

WORD STUDY

Suffixes -ed, -ing, -s, -er, -est

The **suffixes -ed, -ing, and -s** can be added to verbs to tell when an action happens.

○ Adding -ed to a verb means the action happened in the past.

○ Adding -ing shows that the action is happening now. A verb with an -ing ending has a form of the verb to be in front of it.

○ Adding -s to a verb means that the action is happening in the present.

The **suffixes -er and -est** can be added to adjectives to compare.

○ Use the -er ending to compare two people or things: Her cat is younger than his dog.

○ Use the -est ending to compare three or more people or things: He is the fastest runner in school.

My TURN Add -ed, -ing, and -s to each word to show when the action occurs.

Verb	Happened in the Past	Happening in the Present
orbit	orbited	is orbiting; orbits
succeed	succeeded	is succeeding; succeeds
remember	remembered	is remembering; remembers

Read each sentence. Add -er or -est to each word in parentheses.

1. James is the _____fastest_____ (fast) runner in his class.

2. Raja is _____taller_____ (tall) than his sister.

3. Keiko's voice is _____louder_____ (loud) than her best friend's.

40

LESSON 2

Apply Suffixes -ed, -ing, -s, -er, -est

LESSON 1

Teach Suffixes -ed, -ing, -s, -er, -est

FLEXIBLE OPTION ◀
LESSON 3

More Practice

FLEXIBLE OPTION ◀
LESSON 4

Review: Suffixes -ed, -ing, -s, -er, -est

FLEXIBLE OPTION ◀
LESSON 5

☑ Assess Understanding

Use the ✅ **QUICK CHECK** on p. T49 to determine small group instruction.

Teacher-Led Options

Strategy Group 📖

DEVELOP VOCABULARY

Teaching Point Pay attention to the words that authors of autobiographies use to describe themselves and other real people and events. Have students reread parts of *Reaching for the Moon* and search for words Aldrin uses to describe his feelings and experiences.

ELL Targeted Support

Tell students that they can understand narrative nonfiction by looking for words that describe important people and events in the story. Have students use shared reading and other partner activities to enhance their understanding of the vocabulary.

Have students take turns reading aloud the sentences in the text that contain the vocabulary words *determination, independence, specialized, struggled,* and *confidence*. **EMERGING**

In addition to the activity above, have students take turns explaining the meanings of the vocabulary words in their own words. **DEVELOPING**

Have students look up one of the vocabulary words in a dictionary and write down the word and definition in their notebooks. Then have them work with a partner and ask what other words have a similar meaning to the word they looked up. **EXPANDING/BRIDGING**

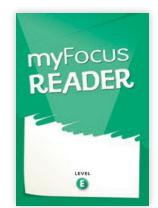📥 For additional support, see the online *Language Awareness Handbook.*

Intervention Activity 🔺 📥

myFOCUS READER

Read pp. 6–7 in the *myFocus Reader* with students. Use the teaching support online at SavvasRealize.com to provide additional insight for students on why people visit new places.

Provide instructional support for comprehension and word study—Suffixes *-ed, -ing, -s, -er, -est* and Academic Vocabulary.

Fluency | Assess 2-4 students | 📖 📥 ✅

RATE

Model reading at an appropriate rate. Then have students choose a section they liked from the text or a leveled reader. Have pairs take turns reading the excerpt aloud. Circulate to determine if students are reading at an appropriate pace. If students are reading too fast, tell them that slowing down will help them read more accurately and understand everything they read. If students are reading too slowly, have them work through any words or phrases that they are struggling with and then reread the passage at a more appropriate pace.

ORAL READING RATE AND ACCURACY

Use pp. 1–6 in Unit 1 Week 1 *Cold Reads* to assess students. Have partners practice reading the passage. Use the *Fluency Progress Chart* to track student progress.

Conferring

3 students / 3–4 minutes per conference

DEVELOP VOCABULARY

Talk About Independent Reading Ask students to tell you about some of the words the author used to describe events or feelings and how they figured out unfamiliar words as they read.

Possible Conference Prompts

- Why do you think the author chose that word?
- What helped you understand the word?

Possible Teaching Point Skilled readers pay attention to the words authors use to better understand the people and events in a text.

Leveled Readers

DEVELOP VOCABULARY

- For suggested titles, see "Matching Texts to Learning," pp. T28–T29.
- For instructional support on how to develop vocabulary, see *Leveled Reader Teacher's Guide.*

The Light at Jupiter Lake
by J.N. Diel

Guided Reading Level Q
DRA Level 40
Lexile Measure 800L
Word Count 3,256

Text Characteristics	Text Structure • Chronological (Conflict, climax, resolution)	Text Features • Chapters • Illustrations
Build Background	ELL Access Video	
Launch the Book	Preview the Text	
	Preview the Genre	
	Preview Vocabulary	
Observe and Monitor		

Independent/Collaborative

Independent Reading

Students can

- reread or listen to *Reaching for the Moon* or the *myFocus Reader* text.
- read a self-selected trade book or their Book Club text.
- partner read a text, asking each other questions about the book.

Centers

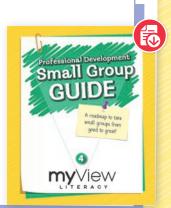See the myView Literacy Stations in the *Resource Download Center*.

Literacy Activities

Students can

- complete the graphic organizer on p. 34 of the *Student Interactive*.
- work with a partner to discuss and respond to the questions on p. 35 of the *Student Interactive.*
- choose a passage and with a partner take turns reading it at an appropriate rate.

SUPPORT COLLABORATION

Students will need to practice collaboration throughout the unit. See Collaborative Conversations in the *Resource Download Center*.

See also the *Small Group Guide* for additional support and resources to target your students' specific instructional needs.

Professional Development
Small Group GUIDE

A roadmap to take small groups from good to great!

4
myView LITERACY

Whole Group

Share Bring the class back together in whole group. Invite one or two students to share some new vocabulary words from their reading, what the words mean, and why the author might have chosen those words.

Explain Author's Purpose

Reaching for the Moon

OBJECTIVE

Explain the author's purpose and message within a text.

ACADEMIC VOCABULARY

Integrate Offer students oral practice using the unit academic vocabulary words to discuss *Reaching for the Moon*. Give them sentence starters, such as

- When he was young, Buzz was in the habit of ___.
- One danger that astronauts are exposed to is ___.
- Another significant risk is ___.
- Astronauts contribute to national pride by ___.

ELL Access

Discuss with students the importance of understanding an author's purpose for writing an autobiography. Guide students by asking questions like "How did the author's anecdotes help you identify and explain the author's purpose?"

Minilesson

FOCUS ON STRATEGIES Authors of narrative nonfiction often have two purposes for writing: to provide information and to entertain readers with an interesting and inspiring story. By analyzing an author's purpose, readers can better understand the main idea, or message, of the text.

- Pay attention to descriptive details about real people and events, and ask yourself what purpose the author was trying to achieve by including these descriptive details.
- Identify anecdotes, or brief self-contained stories within a text, and infer why the author included them.
- Analyze the author's purpose for writing to determine the message, or main idea of the text, if it is not stated explicitly.

MODEL AND PRACTICE Use the Close Read note on p. 20 of the *Student Interactive* to model how to annotate the text to explain author's purpose:

- Why does Buzz Aldrin begin his story by talking about his childhood? In paragraph 2, the author looks back at what he thought about when he looked up at the Moon. I am going to underline details in the text that explain why he told that story and think about how this connects to his purpose and message.
- Have students find another anecdote in the text, paraphrase the anecdote, and underline a detail in the text that helps them explain the author's purpose for writing the anecdote.

ELL Targeted Support **Respond to Questions** Tell students that responding to questions about an author's purpose is a good way to check that they understood a text well.

Have students turn and talk to a classmate to ask and answer each other's questions about why Buzz Aldrin wrote specific sections of the text.
EMERGING/DEVELOPING

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for explaining author's purpose.

OPTION 1 **My TURN** Have students annotate the text using the other Close Read notes for Explain Author's Purpose and then use the text evidence from their annotations to complete the chart on p. 36.
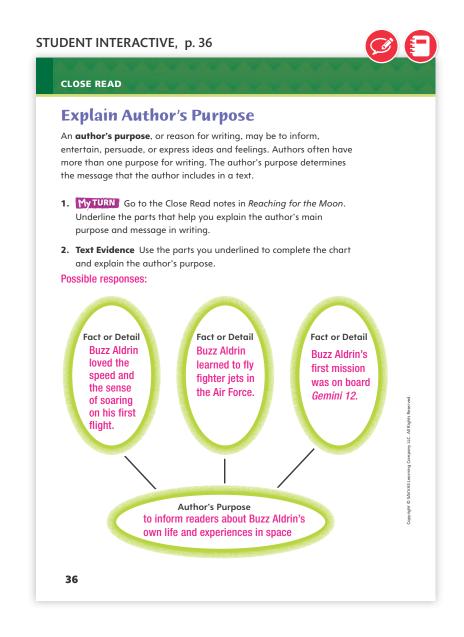
OPTION 2 **Use Independent Text** Have students explain the author's purpose in the text and write in their notebooks how they determined the purpose. Ask what clues the author gave to his or her purpose through details, and ask whether the author wrote with just one purpose or with more than one.

☑ QUICK CHECK

Notice and Assess Can students explain author's purpose?

Decide

- **If students struggle,** revisit instruction about explaining author's purpose in Small Group on p. T60.

- **If students show understanding,** extend instruction about explaining author's purpose in Small Group on p. T61.

STUDENT INTERACTIVE, p. 36

CLOSE READ

Explain Author's Purpose

An **author's purpose**, or reason for writing, may be to inform, entertain, persuade, or express ideas and feelings. Authors often have more than one purpose for writing. The author's purpose determines the message that the author includes in a text.

1. **My TURN** Go to the Close Read notes in *Reaching for the Moon*. Underline the parts that help you explain the author's main purpose and message in writing.

2. **Text Evidence** Use the parts you underlined to complete the chart and explain the author's purpose.

Possible responses:

Fact or Detail
Buzz Aldrin loved the speed and the sense of soaring on his first flight.

Fact or Detail
Buzz Aldrin learned to fly fighter jets in the Air Force.

Fact or Detail
Buzz Aldrin's first mission was on board *Gemini 12*.

Author's Purpose
to inform readers about Buzz Aldrin's own life and experiences in space

36

Read Like a Writer

OBJECTIVE

Analyze the author's use of print and graphic features to achieve specific purposes.

Analyze Author's Use of Graphics

Minilesson

FOCUS ON STRATEGIES Authors choose graphic features, including illustrations or photographs, to show events or to clarify key ideas in their work. Images can help readers understand a main point in the story and add to the author's message.

- Identify what details you notice in the graphic.
- Question what these details tell you about the story.
- Connect the graphic to the story. Ask yourself *why* the author wanted to include this graphic.

MODEL AND PRACTICE Model analyzing the author's use of graphics by directing students to the top of p. 41 in the *Student Interactive.* Have students follow along as you complete the steps:

1. If we look at the illustration, what details do we see? There is light from the moon, and where else is there light? The house looks warm and cozy, and the illustration also puts a glow of light around Buzz.

2. Light is often used to show warmth, love, or knowledge. Here, light is connecting Buzz and the moon. When we look again at paragraph 3, how does this illustration support the paragraph?

3. One conclusion we can draw based on the graphic's use of light is that it shows that Buzz is in awe when he looks at the moon.

ELL Targeted Support **Connect Graphics to a Story** Use the following activities to help students connect graphics to text.

Write or display the following sentence: *Jo was happy to see her puppy.* Ask students to draw a picture of the sentence. **EMERGING**

Have student pairs pick a paragraph without a graphic and draw a picture to support the paragraph. **EXPANDING**
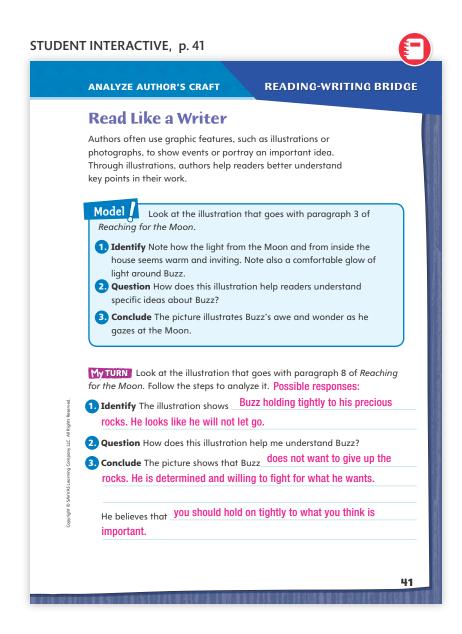
Use the above activity, and ask the pairs to explain how their picture supports the author's message. **BRIDGING**

ASSESS UNDERSTANDING

Apply

My TURN Direct students to go back to *Reaching for the Moon* and circle lines in the paragraphs that connect to the graphics features in the story. Then have them complete the activity on p. 41.

STUDENT INTERACTIVE, p. 41

ANALYZE AUTHOR'S CRAFT   READING-WRITING BRIDGE

Read Like a Writer

Authors often use graphic features, such as illustrations or photographs, to show events or portray an important idea. Through illustrations, authors help readers better understand key points in their work.

Model Look at the illustration that goes with paragraph 3 of *Reaching for the Moon*.

1. **Identify** Note how the light from the Moon and from inside the house seems warm and inviting. Note also a comfortable glow of light around Buzz.
2. **Question** How does this illustration help readers understand specific ideas about Buzz?
3. **Conclude** The picture illustrates Buzz's awe and wonder as he gazes at the Moon.

My TURN Look at the illustration that goes with paragraph 8 of *Reaching for the Moon.* Follow the steps to analyze it. **Possible responses:**

1. **Identify** The illustration shows **Buzz holding tightly to his precious rocks. He looks like he will not let go.**

2. **Question** How does this illustration help me understand Buzz?

3. **Conclude** The picture shows that Buzz **does not want to give up the rocks. He is determined and willing to fight for what he wants.**

He believes that **you should hold on tightly to what you think is important.**

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Word Study Suffixes *-ed, -ing, -s, -er, -est*

OBJECTIVES

Demonstrate and apply phonetic knowledge.

Decode words using knowledge of suffixes, including how they can change base words such as dropping *e,* changing *y* to *i,* and doubling final consonants.

FLEXIBLE OPTION

LESSON 3

More Practice

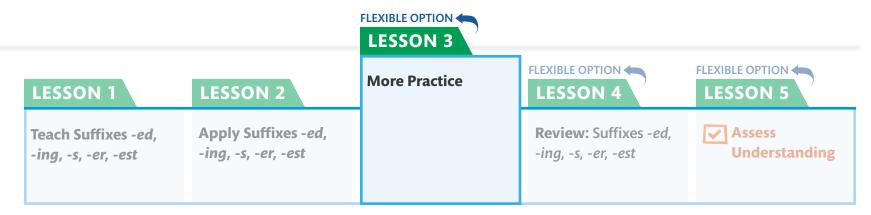**FOCUS ON STRATEGIES** Remind students that adding a suffix allows you to change when an action happened or compare.

MODEL AND PRACTICE If I am *waiting* for my turn to speak, *waiting* is what I am doing now. After my turn, I can say that I *waited*. It is in the past. If I say that I waited *longer* than usual, then I am using the adjective *long* with an *-er* ending to compare the time I waited with the usual wait time. Have students do the same activity with the verb *listen* and the adjective *big*.

APPLY Have students complete *Word Study* p. 1 from the *Resource Download Center.*

Word Study, p. 1

LESSON 3

More Practice

LESSON 1

Teach Suffixes *-ed,*
-ing, -s, -er, -est

LESSON 2

Apply Suffixes *-ed,*
-ing, -s, -er, -est

LESSON 4

Review: Suffixes *-ed,*
-ing, -s, -er, -est

LESSON 5

☑ Assess
Understanding

Use the ☑ **QUICK CHECK** on p. T55 to determine small group instruction.

Teacher-Led Options

Strategy Group

EXPLAIN AUTHOR'S PURPOSE

Teaching Point Authors of narrative nonfiction often have two purposes for writing: to share information and to entertain readers. The author's purpose may or may not be stated directly in a text. Active readers identify facts or details about the topic that are clues to the author's reason for writing. Work with students to complete the graphic organizer on *Student Interactive* p. 36.

ELL Targeted Support

Have students share their inferences about author's purpose with classmates and the class as a whole.

Have students turn and talk to a partner to share their inferences, discuss their ideas, and come to a consensus about the author's purpose. Then have student pairs share the results of their discussion with another student pair and repeat this strategy. Finally, reconvene as a class for student groups to share and evaluate their ideas. **EMERGING/DEVELOPING**

Have students turn and talk to a partner to share their inferences, discuss their ideas, and come to a consensus about the author's purpose. Ask partners to write a sentence together that clearly states their idea. Then have students exchange written statements with another student pair and repeat this strategy. Reconvene as a class for student groups to share and evaluate their final sentence. **EXPANDING/BRIDGING**

For additional support, see the online *Language Awareness Handbook.*
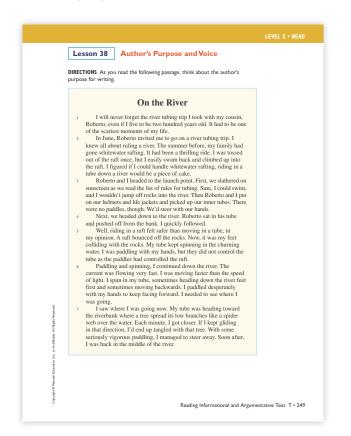
Intervention Activity

EXPLAIN AUTHOR'S PURPOSE

Use Lesson 38, pp. T249–T254, in the *myFocus Intervention Teacher's Guide* for instruction on author's purpose.

LEVEL E • READ

Lesson 38 Author's Purpose and Voice

DIRECTIONS As you read the following passage, think about the author's purpose for writing.

On the River

1 I will never forget the river tubing trip I took with my cousin, Roberto, even if I live to be two hundred years old. It had to be one of the scariest moments of my life.

2 In June, Roberto invited me to go on a river tubing trip. I knew all about riding a river. The summer before, my family had gone whitewater rafting. It had been a thrilling ride. I was tossed out of the raft once, but I easily swam back and climbed up into the raft. I figured if I could handle whitewater rafting, riding in a tube down a river would be a piece of cake.

3 Roberto and I headed to the launch point. First, we slathered on sunscreen as we read the list of rules for tubing. Sure, I could swim, and I wouldn't jump off rocks into the river. Then Roberto and I put on our helmets and life jackets and picked up our inner tubes. There were no paddles, though. We'd steer with our hands.

4 Next, we headed down to the river. Roberto sat in his tube and pushed off from the bank. I quickly followed.

5 Well, riding in a raft felt safer than moving in a tube, in my opinion. A raft bounced off the rocks. Now, it was my feet colliding with the rocks. My tube kept spinning in the churning water. I was paddling with my hands, but they did not control the tube as the paddles had controlled the raft.

6 Paddling and spinning, I continued down the river. The current was flowing very fast. I was moving faster than the speed of light. I spun in my tube, sometimes heading down the river feet first and sometimes moving backwards. I paddled desperately with my hands to keep facing forward. I needed to see where I was going.

7 I saw where I was going now. My tube was heading toward the riverbank where a tree spread its low branches like a spider web over the water. Each minute, I got closer. If I kept gliding in that direction, I'd end up tangled with that tree. With some seriously vigorous paddling, I managed to steer away. Soon after, I was back in the middle of the river.

Reading Informational and Argumentative Text T • 249

Fluency Assess 2-4 students

PROSODY

Have student pairs practice reading a short passage with fluent phrasing.

ORAL READING RATE AND ACCURACY

Use pp. 1–6 in Unit 1 Week 1 *Cold Reads* to assess students. Have partners practice reading the passage. Use the *Fluency Progress Chart* to track student progress.

Conferring

3 students / 3–4 minutes per conference

EXPLAIN AUTHOR'S PURPOSE

Talk About Independent Reading Ask students to look back at the details they highlighted in their books that helped them identify the author's purpose. Invite students to share what they inferred from the details.

Possible Conference Prompts

- Which details support the author's purpose you identified?
- What did the author want readers to understand from reading the text?

Possible Teaching Point Readers pay attention to how authors of narrative nonfiction use anecdotes and illustrations to help convey their purpose, or reason, for writing.

Leveled Readers

EXPLAIN AUTHOR'S PURPOSE

- For suggested titles, see "Matching Texts to Learning," pp. T28–T29.
- For instructional support on how to explain author's purpose, see *Leveled Reader Teacher's Guide.*

The Light at Jupiter Lake
by J.H. Diel
Guided Reading Level Q
DRA Level 40
Lexile Measure 800L
Word Count 3,256

Whole Group

Independent/Collaborative

Independent Reading

Students can

- reread or listen to *Reaching for the Moon*.
- read a trade book or their Book Club text.
- develop a summary of a passage they read.

Centers

See the myView Literacy Stations in the *Resource Download Center.*

Literacy Activities

Students can
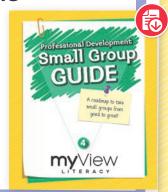
- complete the graphic organizer on *Student Interactive* p. 36.
- practice this week's word study focus by creating a chart of related words.
- play the *myView* games.
- take turns with a partner reading a text at an appropriate rate.

SUPPORT PARTNER READING

Keep partners on track by giving them a list of suggested conversation prompts to keep their book discussions going.

See the *Small Group Guide* for additional support and resources for Partner Reading.

Professional Development
Small Group GUIDE
A roadmap to take small groups from good to great!
4
myView LITERACY

Share With the whole class, invite one or two students to describe the author's purpose as well as any new vocabulary words they learned. The intent is to celebrate what students learned and talk about the conclusions they reached.

Use Text Evidence

Reaching for the Moon

OBJECTIVES

Use text evidence to support an appropriate response.

Explain the author's purpose and message within a text.

ACADEMIC VOCABULARY

Integrate Offer students oral practice using the unit academic vocabulary words with examples of supporting text evidence.

- Where in the text does Buzz Aldrin show determination?
- What did Buzz Aldrin do to prove his independence?

Have students use the Academic Vocabulary throughout the week.

Minilesson

FOCUS ON STRATEGIES Readers use text evidence to identify the author's purpose and determine the author's message, or main idea. Text evidence can be facts, details, or other information that helps readers make inferences. Using evidence allows others to understand how you reached your conclusions. Skilled readers use background knowledge along with text evidence to connect specific details, facts, or information in the text to the author's purpose.

- Consider what you already know about the topic and about why authors write narrative nonfiction.
- Identify details, facts, or other information in the text that relate to the author's purpose.
- Combine text evidence and the author's purpose to explain the author's message.

MODEL AND PRACTICE Use the Close Read note on p. 21 of the *Student Interactive* to model how to connect text evidence to the author's purpose:

- I know that Buzz Aldrin is mainly informing readers about being an astronaut and going to the Moon, so I look for text evidence that connects to that experience. In paragraph 5, I see the author tells a story from his childhood about flying in a plane painted to look like an eagle. He connects this with something that happened when he was an adult.
- Have students reread paragraph 5. Then have them use text evidence to support a response about the author's purpose.

ELL Targeted Support **Explain** Tell students that explaining in their own words how information in the text supports an inference is a good way to check that they fully understand how to use text evidence.

Have students turn and talk to a classmate about how the text evidence they highlighted connects to the author's purpose. **EMERGING/DEVELOPING**

Ask students to write sentences that explain how two examples of text evidence connect to the author's purpose. **EXPANDING/BRIDGING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for using text evidence.

OPTION 1 **My TURN** Have students annotate the text using the other Close Read notes for Use Text Evidence, and then use the text evidence from their annotations to complete *Student Interactive* p. 37.
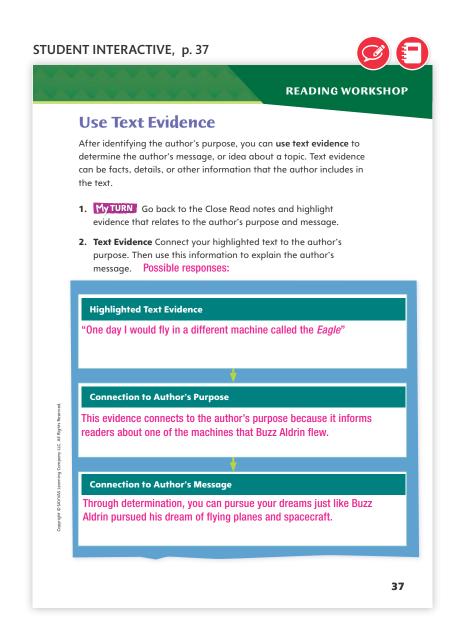
OPTION 2 **Use Independent Text** Have students highlight details in the text that connect to the author's purpose or message. Then have them explain how the text evidence they marked supports their inferences and conclusions.

☑ QUICK CHECK

Notice and Assess Can students use text evidence?

Decide
- **If students struggle,** revisit instruction for using text evidence in Small Group on p. T68.
- **If students show understanding,** extend instruction for using text evidence in Small Group on p. T69.

STUDENT INTERACTIVE, p. 37

READING WORKSHOP

Use Text Evidence

After identifying the author's purpose, you can **use text evidence** to determine the author's message, or idea about a topic. Text evidence can be facts, details, or other information that the author includes in the text.

1. **My TURN** Go back to the Close Read notes and highlight evidence that relates to the author's purpose and message.

2. **Text Evidence** Connect your highlighted text to the author's purpose. Then use this information to explain the author's message. **Possible responses:**

Highlighted Text Evidence

"One day I would fly in a different machine called the *Eagle*"

↓

Connection to Author's Purpose

This evidence connects to the author's purpose because it informs readers about one of the machines that Buzz Aldrin flew.

↓

Connection to Author's Message

Through determination, you can pursue your dreams just like Buzz Aldrin pursued his dream of flying planes and spacecraft.

37

Write for a Reader

OBJECTIVES

Analyze the author's use of print and graphic features to achieve specific purposes.

Compose literary texts such as personal narratives and poetry using genre characteristics and craft.

Use Graphics in Writing

Minilesson

FOCUS ON STRATEGIES As readers, we see how authors include graphics to create specific effects. Writers can enhance their ideas by including images or drawings that support the text.

If we pay attention to how authors use graphic features, like enlarged text or added illustrations, we can see how authors choose to emphasize important ideas and events.

MODEL AND PRACTICE Remind students that they just analyzed how an author includes graphics for a specific purpose. Discuss how students might use a similar technique in their own writing using p. 42 of the *Student Interactive.* Model an example.

1. Identify an event to write about, such as welcoming home the first person who traveled in space.

2. Consider words and phrases that would emphasize what you want readers to know. Explain: I might describe the excitement or awe of the onlookers. Or I might write about the triumph of the scientists. Many people would be there and they all have a story to tell.

Together as a class, draft a brief paragraph about the event. Have students draw an image to support a key idea from the paragraph.

ELL Targeted Support **Use Graphics in a Story** Use the following activities to help students understand how graphics relate to a text.

Have students consider "Who are you?" as a writing prompt. Ask students to write adjectives or short phrases to describe themselves. On a separate piece of paper, have them draw a picture that shows some of these traits. **EMERGING/DEVELOPING**

Use the above activity. Shuffle the pictures and have students write a few sentences about the picture they get. Ask volunteers to explain the connection between the writing and the picture. **EXPANDING/BRIDGING**

ASSESS UNDERSTANDING

Apply
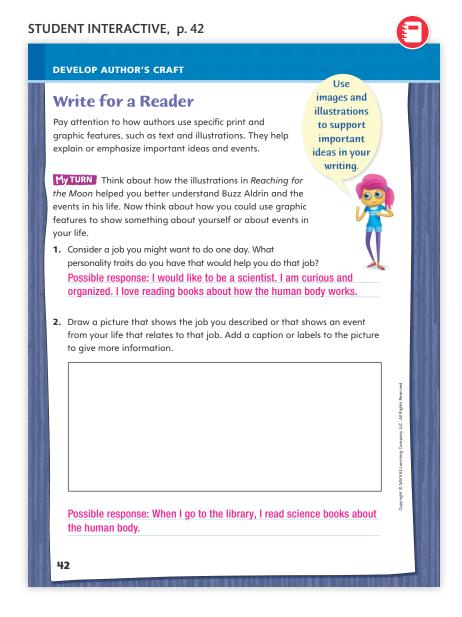
My TURN Have students refer to the text for an example of a graphic that helps the author convey a message, and suggest they use it as a model for their own writing. Then guide students to complete the activity on p. 42 of the *Student Interactive.*

Writing Workshop

Have students use a graphic in their stories from the Writing Workshop. During conferences, support students' writing by helping them find opportunities to meaningfully support and clarify details in their writing.

STUDENT INTERACTIVE, p. 42

DEVELOP AUTHOR'S CRAFT

Write for a Reader

Pay attention to how authors use specific print and graphic features, such as text and illustrations. They help explain or emphasize important ideas and events.

Use images and illustrations to support important ideas in your writing.

My TURN Think about how the illustrations in *Reaching for the Moon* helped you better understand Buzz Aldrin and the events in his life. Now think about how you could use graphic features to show something about yourself or about events in your life.

1. Consider a job you might want to do one day. What personality traits do you have that would help you do that job?

   Possible response: I would like to be a scientist. I am curious and organized. I love reading books about how the human body works.

2. Draw a picture that shows the job you described or that shows an event from your life that relates to that job. Add a caption or labels to the picture to give more information.

   Possible response: When I go to the library, I read science books about the human body.

42

Word Study Suffixes -*ed*, -*ing*, -*s*, -*er*, -*est*

OBJECTIVES

Demonstrate and apply phonetic knowledge.

Decode words using knowledge of suffixes, including how they can change base words such as dropping *e,* changing *y* to *i,* and doubling final consonants.

FLEXIBLE OPTION

LESSON 4

Review: Suffixes -*ed*, -*ing*, -*s*, -*er*, -*est*

FOCUS ON STRATEGIES Review the strategies this week about adding suffixes to words.

MODEL AND PRACTICE Ask for a volunteer to compare the size of two classroom objects (Possible answers: *bigger, smaller*). Add a third object and have another volunteer compare the heaviness of the objects (Possible answers: *heaviest, lightest*). Discuss how -*er* and -*est* adjectives are used to compare two items or describe items in a group.

APPLY Have students pick an adjective that ends in -*est*. Pair up students and ask them to write about a person or thing these combined adjectives could describe.

ELL Targeted Support

Understanding Suffixes Tell students that knowing the meaning of suffixes in English words will help improve their language skills.

Draw a sad face and a sad face with a tear. Write *sad* below the first face and *sadder* below the face with a tear to show the meaning visually. Write the word *saddest* and ask a volunteer to draw a face above it. **EMERGING**

Have partners do the above activity with the word *tall.* **DEVELOPING**

Draw a T-chart and label it *Then / Now*. Using the base words *walk, jump,* and *bike,* have pairs add a suffix to each word to fill in the chart. **EXPANDING**

Use the above activity, and have student pairs write full sentences in the chart. **BRIDGING**

FLEXIBLE OPTION ←

LESSON 4

FLEXIBLE OPTION ←

LESSON 1

LESSON 2

FLEXIBLE OPTION ←

LESSON 3

Review: Suffixes *-ed, -ing, -s, -er, -est*

FLEXIBLE OPTION ←

LESSON 5

Teach Suffixes *-ed, -ing, -s, -er, -est*

Apply Suffixes *-ed, -ing, -s, -er, -est*

More Practice

☑ **Assess Understanding**

Use the ☑ **QUICK CHECK** on p. T63 to determine small group instruction.

Teacher-Led Options

Strategy Group

USE TEXT EVIDENCE

Teaching Point Keep in mind that an author's purpose for writing narrative nonfiction is usually to inform and entertain. This is a good start for identifying text evidence that supports the author's message. Work with students to complete the activity on *Student Interactive* p. 37.

ELL Targeted Support

Provide students with support as they discuss how they highlighted text evidence and how the evidence helps them explain an author's message.

Provide students with sentence frames such as *A detail in the text is ___. Paragraph ___ tells me that ___. The author wrote ___ in paragraph ___.* **EMERGING**

Have student pairs ask and answer questions about using text evidence to identify an author's message. Provide sentence frames such as *What ___ supports your idea? That information can be found ___. How do you know ___? I can tell that ___ because the author wrote ___.* **DEVELOPING**

For additional support, see the online *Language Awareness Handbook.*

Intervention Activity

USE TEXT EVIDENCE

Use Lesson 33, pp. T215–T220, in the *myFocus Intervention Teacher's Guide* for instruction on using text evidence.

Fluency
Assess 2-4 students

RATE

Have students work with a partner to practice reading a short passage at an appropriate rate.

ORAL READING RATE AND ACCURACY

Use pp. 1–6 in Unit 1 Week 1 *Cold Reads* to assess students. Have partners practice reading the passage. Use the *Fluency Progress Chart* to track student progress.

Conferring

3 students / 3–4 minutes per conference

USE TEXT EVIDENCE

Talk About Independent Reading Ask students to look back at the text evidence they highlighted.

Possible Conference Prompts

- How does the text evidence you highlighted connect to the author's purpose?
- How can you help others understand how you came to your conclusions?

Possible Teaching Point Read closely to connect evidence in the text with what you know about the author's purpose. Citing text evidence allows others to understand how you came to your conclusions.

Leveled Readers

USE TEXT EVIDENCE

- For suggested titles, see "Matching Texts to Learning," pp. T28–T29.
- For instructional support on how to use text evidence, see the *Leveled Reader Teacher's Guide.*

The Light at Jupiter Lake
by J.H. Diel

Guided Reading Level Q
DRA Level 40
Lexile Measure 800L
Word Count 3,256

Whole Group

Share Bring the class back together in whole group. Invite one or two students to share some text evidence from a text they are reading. Then have them explain how the evidence relates to the author's purpose or message.

Independent/Collaborative

Independent Reading

Students can

- reread or listen to *Reaching for the Moon* or another text they have previously read.
- read a leveled reader or their Book Club text.
- support their partners in developing a summary of their book.

Centers

See the myView Literacy Stations in the *Resource Download Center.*

Literacy Activities

Students can
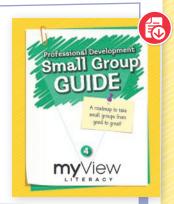
- complete the graphic organizer on *Student Interactive* p. 37.
- practice this week's word study focus by creating a chart of related words.
- play the *myView* games.
- with a partner, take turns reading a text at an appropriate rate.

SUPPORT PARTNER READING

Provide partners a list of conversation prompts to keep their book discussions on track.

See the *Small Group Guide* for additional support and resources for Partner Reading.

Professional Development
Small Group GUIDE

A roadmap to take small groups from good to great!

4
myView LITERACY

Reflect and Share

Reaching for the Moon

OBJECTIVES

Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

ACADEMIC VOCABULARY

Integrate Offer students oral practice using the unit academic vocabulary words to reflect on the text. Ask:

- What did you read in *Reaching to the Moon* that exposed you to a new idea?
- What was the most significant fact or detail in the text?
- Which habit most shaped Buzz Aldrin's life?

Talk About It

Minilesson

FOCUS ON STRATEGIES Explain to students that when they participate in discussions with other readers, they should express their ideas or opinions clearly, at an appropriate speaking rate and volume, and support them with accurate information.

- Before expressing an opinion, consider whether you can support your idea with accurate information.
- Acknowledge others' opinions before expressing your own.

MODEL AND PRACTICE Model speaking at an appropriate rate and volume to express an opinion using the Talk About It prompt on p. 38 in the *Student Interactive*.

I think it is important to learn about new places because it helps us understand ways places can be different. What I read about the surface of the Moon made me appreciate how bright and colorful my neighborhood is.

Have student pairs discuss their opinions. As needed, help them paraphrase information they have learned from watching videos and viewing images. Offer feedback on speaking rate and volume.

ELL Targeted Support **Express Opinions** Have students practice expressing opinions using pp. 14–15 of the *Student Interactive*.

Ask students to select one image or paragraph related to the map and express an opinion about it, using one new vocabulary word. Use these sentence frames as needed: *I'd like to see _____ because _____. I think Iceland is extraordinary because _____.* **EMERGING**

Have students work in small groups to use vocabulary words and complete sentences to express and discuss opinions about an aspect of the map. **DEVELOPING**

Direct students to use vocabulary words and complete sentences to express and elaborate on an opinion about one aspect of the map. **EXPANDING**

Have partners offer opinions about the elements in the map. Then have partners tell whether they agree or disagree and why. **BRIDGING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for making connections between texts.

OPTION 1 **Use the Shared Read** Have students complete the rest of p. 38 in the *Student Interactive*.

OPTION 2 **Use Independent Text** Students should use text evidence from their self-selected independent reading texts to make inferences and draw conclusions about author's purpose and message.

☑ QUICK CHECK

Notice and Assess Can students use text evidence across texts?

Decide
- **If students struggle,** revisit instruction for using text evidence across texts in Small Group on p. T74.
- **If students show understanding,** extend instruction for using text evidence across texts in Small Group on p. T75.

WEEKLY QUESTION Have students use evidence from the texts they have read this week to respond to the Weekly Question. Tell them to write their response on a separate sheet of paper or discuss in small groups.

STUDENT INTERACTIVE, p. 38

RESPOND TO TEXT

Reflect and Share

Talk About It Buzz Aldrin described what it was like to visit space and walk on the moon. Consider all the texts you have read this week. What other new places have you read about? Use these questions to help you express an opinion about why it is important to learn about new places.

Express an Opinion When giving an opinion, express your ideas clearly and support those ideas with accurate information.
- ○ Support your opinion with related facts and details from your reading or your own observations.
- ○ Paraphrase information you have learned from watching videos and looking at images.
- ○ Speak at a natural rate and volume.

Use these sentence frames to guide your responses:

I think it is important to learn about new places because . . .

What I read about _____ in _____ supports my opinion about new places.

Weekly Question

How can visiting new places expand our understanding of our place in the world?

38

Word Study Suffixes *-ed, -ing, -s, -er, -est*

OBJECTIVES

Demonstrate and apply phonetic knowledge.

Decode words using knowledge of suffixes, including how they can change base words such as dropping *e,* changing *y* to *i,* and doubling final consonants.

WEEKLY STANDARDS PRACTICE

To assess student progress on Word Study, use the Weekly Standards Practice on SavvasRealize.com.

FLEXIBLE OPTION

LESSON 5

☑ Assess Understanding

To assess students' understanding of the suffixes *-ed, -ing, -s, -er,* and *-est,* provide them with the following sentence: *The bear hibernates last winter and in the spring he was hungrier than a lion.*

What change should be made to the sentence?

1. Change *hibernates* to *hibernating.*
2. Change *hungrier* to *hungriest.*
3. Change *hibernates* to *hibernated.*
4. Change *hungrier* to *hungry.*
5. Change *hibernates* to *hibernate.*
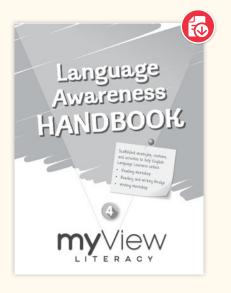
Have students use their knowledge of suffixes to explain the correct choice. (It is choice 3 because the action happened last winter, and the suffix *-ed* shows that the verb is in the past.)

Develop Language Awareness

For additional practice with suffixes, complete the activity on p. 9 of the *Language Awareness Handbook.* In this practice activity, students will use phonic support to understand suffixes.

Language Awareness HANDBOOK

Scaffolded strategies, routines, and activities to help English Language Learners unlock
• Reading Workshop
• Reading and Writing Bridge
• Writing Workshop

4

myView
L I T E R A C Y

FLEXIBLE OPTION ↩
LESSON 5

✓ **Assess Understanding**

LESSON 1	**LESSON 2**	FLEXIBLE OPTION ↩ **LESSON 3**	FLEXIBLE OPTION ↩ **LESSON 4**	
Teach Suffixes *-ed, -ing, -s, -er, -est*	**Apply Suffixes** *-ed, -ing, -s, -er, -est*	**More Practice**	**Review:** Suffixes *-ed, -ing, -s, -er, -est*	

Use the ☑ **QUICK CHECK** on p. T71 to determine small group instruction.

Teacher-Led Options

Strategy Group

COMPARE TEXTS

Teaching Point Skilled readers think about the ways that different authors present similar ideas in nonfiction texts. They pay attention to the things that texts have in common and the ways that they differ. Create a Venn diagram with students to compare and contrast the ideas in the map "Discover Extraordinary Iceland" with those in *Reaching for the Moon*.

ELL Targeted Support

To help students become more comfortable with using different sentence lengths and types when they speak, have them practice using connecting words, including conjunctions.

During the class discussion of "Discover Extraordinary Iceland" and *Reaching for the Moon*, ask students to combine two ideas with a coordinating conjunction such as *and*, *but*, or *or*. **EMERGING**

Ask students to combine three ideas with coordinating conjunctions such as *and*, *but*, or *or*. **DEVELOPING**

Challenge students to combine two ideas with a subordinating conjunction such as *because*, *since*, or *although*. **EXPANDING**

Challenge students to combine three ideas with any appropriate conjunctions. **BRIDGING**

For additional support, see the online *Language Awareness Handbook.*

Intervention Activity

myFOCUS READER

Reread pp. 6–7 with students. Use the teaching support online at SavvasRealize.com to engage students in a conversation that demonstrates how the texts they have read this week support their understanding of the advantages of visiting new places and encourages them to use the Academic Vocabulary words.

Intervention Activity

WORD STUDY

For students who need support, Word Study lessons are available in the *myFocus Intervention Teacher's Guide,* Lessons 1–12.

On-Level and Advanced

INQUIRY

Organize Information and Communicate Students should organize their findings on the advantages of learning about new places into an effective format.

Critical Thinking Talk with students about their findings and the process they used.

See *Extension Activities* pp. 38–42 in the *Resource Download Center.*

Independent/Collaborative

Independent Reading

Students can

- reread or listen to the infographic "Discover Extraordinary Iceland" with a partner.
- read a self-selected text.
- reread or listen to their leveled reader.

Centers

See the myView Literacy Stations in the *Resource Download Center.*

Literacy Activities

Students can

- write in their reader's notebook in response to the Weekly Question.
- research the climate of Iceland, adding to what they learned from "Discover Extraordinary Iceland."
- Play the *myView* games.

BOOK CLUB

See Book Club, pp. T480–T481, for

- teacher's summary of chapters in *Life in the West.*
- talking points to share with students.
- collaboration prompts and conversation starters.
- suggestions for incorporating the Discussion Chart.
- alternate texts to support the unit theme and Spotlight Genre.

Conferring

3 students / 3–4 minutes per conference

COMPARE TEXTS

Talk About Independent Reading Ask students to share what they have learned about visiting new places. Have them refer to p. 38 in the *Student Interactive* if desired.

Possible Conference Prompts

- What message do the authors have about the advantages of visiting new places?
- What are some challenges about visiting new places?

Possible Teaching Point Skilled readers think about other stories and books they have read when they express an opinion about visiting new places.

Leveled Readers

COMPARE TEXTS

- For suggested titles, see "Matching Texts to Learning," pp. T28–T29.
- For instructional support on how to compare texts, see the *Leveled Reader Teacher's Guide.*

The Light at Jupiter Lake
by J.N. Diel
Guided Reading Level Q
DRA Level 40
Lexile Measure 800L
Word Count 3,250

Whole Group

Share Bring the class back together as a whole group. Invite one or two students to share their opinions about visiting new places.

Suggested Daily Times

READING WORKSHOP

SHARED READING .... 35–50 min.
READING BRIDGE .... 5–10 min.
SMALL GROUP .... 20–30 min.

WRITING WORKSHOP

MINILESSON .... 10 min.
INDEPENDENT WRITING .... 30–40 min.
WRITING BRIDGE .... 5–10 min.

Learning Goals

- I can learn more about narrative nonfiction by analyzing how an author supports ideas with details in an autobiography.
- I can develop knowledge about language to make connections between reading and writing.
- I can use elements of narrative nonfiction writing to write a personal narrative.

SEL ▸ **SOCIAL-EMOTIONAL LEARNING**

☑ Assessment Options for the Week

- Daily Formative Assessment Options

The following assessments are available on SavvasRealize.com:

- Progress Check-Ups
- Cold Reads
- Weekly Standards Practice for Language and Conventions
- Weekly Standards Practice for Word Study
- Weekly Standards Practice for Academic Vocabulary
- Practice Tests
- Test Banks

Materials

Turn the page for a list of materials that will support planning for the week.

LESSON 1 | RI.4.3, RI.4.1, RF.4.3.a, W.4.3, SL.4.1, L.4.3

READING WORKSHOP

GENRE & THEME
- Interact with Sources: Explore the Infographic: Weekly Question T80–T81
- Listening Comprehension: Read Aloud "Defying Gravity" T82–T83
- Biography T84–T85
  - ☑ **Quick Check** T85

READING BRIDGE
- Academic Vocabulary: Synonyms and Antonyms T86–T87
- Word Study: Teach Suffixes *-ity, -ty, -ic, -ment* T88–T89

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS
- Guided Reading/Leveled Readers T92–T93
- Strategy, Intervention, and On-Level/Advanced Activities T92
- ELL Targeted Support T92
- Conferring T93

INDEPENDENT/COLLABORATIVE
- Independent Reading T93
- Literacy Activities T93

BOOK CLUB T93 **SEL** ▸

WRITING WORKSHOP

MINILESSON
- Personal Narrative T362–T363
  - » Portray People
  - » Share Back

INDEPENDENT WRITING
- Personal Narrative T363
- Conferences T360

WRITING BRIDGE

FLEXIBLE OPTION ◀
- Spelling: Words with Suffixes T364
  - ☑ **Assess Prior Knowledge** T364

FLEXIBLE OPTION ◀
- Language and Conventions: Spiral Review: Subjects and Predicates T365

LESSON 2 | RI.4.10, RI.4.5, RF.4.3.a, W.4.10, SL.4.1, L.4.2.d

READING WORKSHOP

SHARED READ
- Introduce the Text T94–T107
  - » Preview Vocabulary
  - » Read: *Rare Treasure*
- Respond and Analyze T108–T109
  - » My View
  - » Develop Vocabulary
  - ☑ **Quick Check** T109
  - » Check for Understanding

READING BRIDGE
- Word Study: Apply Suffixes *-ity, -ty, -ic, -ment* T110–T111

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS
- Guided Reading/Leveled Readers T112–T113
- Strategy and Intervention Activities T112
- Fluency T112
- ELL Targeted Support T112
- Conferring T113

INDEPENDENT/COLLABORATIVE
- Independent Reading T113
- Literacy Activities T113
- Partner Reading T113

WRITING WORKSHOP

MINILESSON
- Personal Narrative T366–T367
  - » Compose a Setting
  - » Share Back

INDEPENDENT WRITING
- Personal Narrative T367
- Conferences T360

WRITING BRIDGE
- Spelling: Teach Words with Suffixes T368
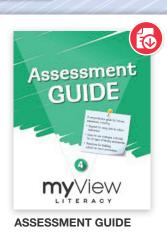
FLEXIBLE OPTION ◀
- Language and Conventions: Oral Language: Compound Subjects and Predicates T369

LESSON 3
RI.4.2, RI.4.3, RF.4.4a, W.4.3, SL.4.1, L.4.3

READING WORKSHOP

CLOSE READ
- Analyze Main Idea and Details T114–T115
- Close Read: *Rare Treasure*

  ☑ **Quick Check** T115

READING BRIDGE
- Read Like a Writer: Analyze Figurative Language T116–T117

  FLEXIBLE OPTION ◀
- Word Study: Suffixes *-ity, -ty, -ic, -ment* T118–T119

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS
- Guided Reading/Leveled Readers T120–T121
- Strategy and Intervention Activities T120
- Fluency T120
- ELL Targeted Support T120
- Conferring T121

INDEPENDENT/COLLABORATIVE
- Independent Reading T121
- Literacy Activities T121
- Partner Reading T121

WRITING WORKSHOP

MINILESSON
- Personal Narrative T370–T371
  » Develop an Idea with Relevant Details
  » Share Back

INDEPENDENT WRITING
- Personal Narrative T371
- Conferences T360

WRITING BRIDGE

FLEXIBLE OPTION ◀
- Spelling: More Practice: Words with Suffixes T372
- Language and Conventions: Teach Compound Subjects and Predicates T373

LESSON 4
RI.4.8, RI.4.10, RF.4.4, W.4.3.d, SL.4.1, L.4.3

READING WORKSHOP

CLOSE READ
- Generate Questions T122–T123
- Close Read: *Rare Treasure*

  ☑ **Quick Check** T123

READING BRIDGE
- Write for a Reader: Use Figurative Language T124–T125

  FLEXIBLE OPTION ◀
- Word Study: Spiral Review: Suffixes *-ed, -ing, -s, -er, -est* T126–T127

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS
- Guided Reading/Leveled Readers T128–T129
- Strategy and Intervention Activities T128
- Fluency T128
- ELL Targeted Support T128
- Conferring T129

INDEPENDENT/COLLABORATIVE
- Independent Reading T129
- Literacy Activities T129

WRITING WORKSHOP

MINILESSON
- Personal Narrative T374–T375
  » Use Concrete Words and Phrases
  » Share Back

INDEPENDENT WRITING
- Personal Narrative T375
- Conferences T360

WRITING BRIDGE

FLEXIBLE OPTION ◀
- Spelling: Spiral Review: Suffixes *-ed, -ing, -s, -er, -est* T376
- Language and Conventions: Practice Compound Subjects and Predicates T377

LESSON 5
RI.4.1, RI.4.10, RF.4.4.c, W.4.3.d, SL.4.4, L.4.2

READING WORKSHOP

COMPARE TEXTS
- Reflect and Share T130–T131
  » Write to Sources

  ☑ **Quick Check** T131
  » Weekly Question

READING BRIDGE

FLEXIBLE OPTION ◀
- Word Study: Suffixes *-ity, -ty, -ic, -ment* T132–T133

  ☑ **Assess Understanding** T133

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS
- Guided Reading/Leveled Readers T134–T135
- Strategy, Intervention, and On-Level/ Advanced Activities T134
- ELL Targeted Support T134
- Conferring T135

INDEPENDENT/COLLABORATIVE
- Independent Reading T135
- Literacy Activities T135

BOOK CLUB T135 SEL ▶

WRITING WORKSHOP

MINILESSON
- Personal Narrative T378
  » Compose with Sensory Details
  » Share Back

INDEPENDENT WRITING

WRITING CLUB T379 SEL ▶
- Conferences T360

WRITING BRIDGE
- Spelling: Words with Suffixes T380

  ☑ **Assess Understanding** T380
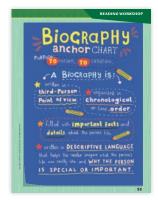
  FLEXIBLE OPTION ◀
- Language and Conventions: Standards Practice T381
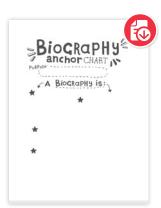
Materials
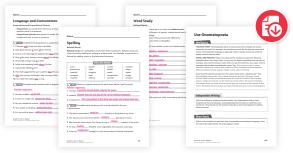
INFOGRAPHIC
Where We Live

**READING
ANCHOR CHART**
Biography

**EDITABLE
ANCHOR CHART**
Biography

RESOURCE DOWNLOAD CENTER
Additional Practice

Leveled Readers

**LEVELED READERS
TEACHER'S GUIDE**

Words of the Week

Develop Vocabulary

poverty
pursued
treacherous
remarkable
assembled

Spelling Words

base	community
basic	payment
able	enjoyment
ability	amusement
festive	microscope
festivity	microscopic
management	creative
loyalty	creativity
safety	majesty
commune	economic

Challenge Spelling Words

diversity
requirement
opportunity

Unit Academic Vocabulary

contributed
exposed
habit
severe
significant
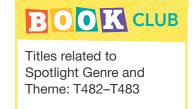
READ ALOUD
"Defying Gravity"

READ ALOUD TRADE BOOK LIBRARY

INTERACTIVE READ ALOUD LESSON PLAN GUIDE

SHARED READ
Rare Treasure

BOOK CLUB
Titles related to Spotlight Genre and Theme: T482–T483

Mentor STACK
Writing Workshop T359

LITERACY STATIONS

SCOUT

✓ Assessment Options for the Week

- Daily Formative Assessment Options

The following assessments are available on SavvasRealize.com:

- Progress Check-Ups
- Cold Reads
- Weekly Standards Practice for Language and Conventions
- Weekly Standards Practice for Word Study
- Weekly Standards Practice for Academic Vocabulary
- Practice Tests
- Test Banks

ASSESSMENT GUIDE

Interact with Sources

OBJECTIVES

Make connections to personal experiences, ideas in other texts, and society.

Describe personal connections to a variety of sources including self-selected texts.

Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.

Recognize characteristics of digital texts.

Know and understand that living organisms within an ecosystem interact with one another and with their environment.

ACADEMIC VOCABULARY

Language of Ideas Academic language helps students access ideas. After you discuss the infographic, ask How does a network contribute to people's lives? How does the infographic show that a place is significant to a person's network?

- contribute
- habit
- significant
- exposed
- severe

Emphasize that these words will be important as students read and write about the Essential Question.

Explore the Infographic

Remind students of the Essential Question of Unit 1: *How can a place affect how we live?* Point out the Week 2 question: *In what ways can a place enrich our lives?*

Direct students' attention to the infographic on pp. 50–51 in the *Student Interactive*. Point out that an infographic combines words and pictures to provide information. Have students read the infographic and discuss how the region, environment, and community networks affect people's lives.

Use the following questions to guide discussion:

- What do you like about our region?
- What parts of your daily environment are most interesting to you?
- Where, besides school, do you meet other members of your community?

WEEKLY QUESTION Reread the Week 2 Question: *In what ways can a place enrich our lives?* Tell students they just learned the "ingredients" of place. Explain that this week they will read about how a place influenced a unique girl.

QUICK WRITE **Freewrite** Have students freewrite to answer the Quick Write question on p. 51 and then share their responses.

EXPERT'S VIEW Ernest Morrell, **University of Notre Dame**

"Engagement is not about having fun things for kids to do. It's about finding a space inside of kids that really connects them with learning. It is all about belonging. Students are engaged when they feel that they are part of a community and when they see that their interests and opinions are valued. When students understand that their views or their perspectives are valued, it increases their confidence for learning and increases their engagement."

See SavvasRealize.com for more professional development on research-based best practices.

ELL Targeted Support **Use Visual Support** Read the text blocks aloud, starting with the central circle on *Student Interactive* p. 50 and then reading counterclockwise from the REGION circle.

Preview the visuals. Discuss how each relates to the topic. Preview key vocabulary: *area, nonliving, community*. Ask: What are people doing in the pictures? **EMERGING**

Preview the visuals. Discuss how each relates to the topic. Preview key vocabulary: *region, features, network*. Ask: What can you do in our region that you can't do elsewhere? **DEVELOPING**

Preview the visuals. Discuss how each relates to the topic. Preview key vocabulary: *interaction, includes, environment*. Ask: How has your environment affected your life? **EXPANDING**

Preview the visuals. Have volunteers use key vocabulary, *interaction, region,* and *community*, to explain how each relates to the topic. Ask: How are the pictures different from each other? **BRIDGING**

STUDENT INTERACTIVE, pp. 50–51

WEEKLY LAUNCH: INFOGRAPHIC

INTERACTIVITY

WHERE We Live

WEEK 2

Weekly Question

In what ways can a place enrich our lives?

Quick Write Think of an important place in your network. How does the place have a personal connection to your life?

REGION
The region you live in is an area that has physical and human features in common. What region do you live in? How is your region different from others?

HUMAN-COMMUNITY INTERACTION
A community is a group of people who live in the same area. What places and people are in your community?

EVERY PERSON IS PART OF A NETWORK.
It includes the places you go and how you interact with these places.

HUMAN-ENVIRONMENT INTERACTION The living and nonliving things surrounding you are part of your environment. What living and nonliving things are part of your environment?

50

51

Listening Comprehension

OBJECTIVES

Listen actively, ask relevant questions to clarify information, and make pertinent comments.

Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

Recognize characteristics and structures of informational text.

ELL Language Transfer

Cognates Point out the Spanish cognates in "Defying Gravity":

- gravity : *gravedad*
- trampoline : *trampolín*
- garage : *garaje*
- design : *diseñar*
- space : *espacio*

FLUENCY

After completing the Read-Aloud Routine, display "Defying Gravity." Remind students that fluency is about reading for meaning. Model reading aloud a short section of the text, asking students to pay attention to how you read the punctuation as well as the words. Invite partners to practice reading a section of the text to each other.

💬 THINK ALOUD
Analyze Biography

It's easy to identify this piece as a biography. It has all the elements. Several dates help me put the story in chronological order. A narrator tells what happened, so I know the story is written from the third-person point of view. There are lots of facts and details. Finally, reading it helps me imagine that George Nissen was a smart and determined person, and I can see how his persistence resulted in something useful and fun.

Biography

Tell students you are going to read a biography aloud. Have students listen as you read "Defying Gravity." Remind students to listen actively for elements of biography and pay careful attention to main ideas and details. Prompt them to ask questions to clarify information and follow agreed-upon discussion rules.

➡ START-UP

READ-ALOUD ROUTINE

Purpose Have students actively listen for elements of biography, the main idea, and supporting details.

READ the entire text aloud without stopping for the Think Aloud callouts.

REREAD the text aloud, pausing to model Think Aloud strategies related to the main idea and the details that support that idea.

Defying Gravity

The year was 1930. The place was Cedar Rapids, Iowa, and a traveling circus had brought a group of trapeze artists to town. The acrobats performed high above the ground, twirling and flipping in midair. George Nissen, age sixteen, was part of the audience, and he was in awe. Even when the show ended and the performers dropped down into their safety net, George was still wide-eyed with excitement. He had an idea. What if the acrobats could keep bouncing in the safety net and continue the show closer to the ground?

George went home and turned his parents' garage into a workshop. He stretched a large piece of canvas over a metal frame. He collected inner tubes from bicycle tires and cut them into strips. He attached one end of each strip to the canvas and the other end to the metal frame. The rubber strips gave him much more bounce—so much, in fact, that he was able to turn a back somersault in the air! He called his contraption the bouncing rig.

George continued to perfect his idea. While studying at the University of Iowa, he replaced the canvas with nylon. This gave him even more bounce and allowed him to perform more acrobatic tricks. With fellow gymnasts, he formed a tumbling act called the Three Leonardos in 1937. The act hit the road to demonstrate the bouncing rig. While performing in Mexico, George learned the Spanish word *trampolín,*

"Defying Gravity" continued

which means "diving board." He added an *e* to the word and renamed his bouncing rig the trampoline.

Circus performers and gymnastics coaches were realizing the trampoline's usefulness. By the late 1950s, the trampoline fad had exploded and "jump centers" were a booming business. Then something else remarkable happened. American and Soviet astronauts started using the trampoline in their training. Jumping so high let them feel weightless and learn to move in the air. This helped prepare them for space flight. George's bouncing rig did more than entertain. It was now an important tool in the space program.

George Nissen was inspired by a simple question and a desire for more. His persistence resulted in equipment that revolutionized the sport of acrobatics, aided the training of astronauts, and still provides countless hours of gravity-defying fun. George, who kept on bouncing until his death at 96, would be proud.

WRAP-UP

CENTRAL IDEA

Use a main idea/details chart to help students note the central idea and supporting facts in the biography.

THINK ALOUD
Analyze Biography
As I reread the story, I'm thinking that one of the main ideas is how the trampoline changed. There are several details to support this. George started with a metal frame and canvas. Then he added strips of rubber. Later he replaced the canvas with nylon. All these changes made the trampoline better and gave it more bounce.

ELL Access
To help prepare students for the oral reading of "Defying Gravity," read aloud this short summary:

This story is about the man who invented the trampoline. His name is George Nissen. He got the idea for the trampoline when he was a teenager. He worked for many years to give the trampoline more bounce and to show it to the world. The trampoline is still a popular and useful invention.

FLEXIBLE OPTION
INTERACTIVE
Trade Book Read Aloud

Conduct an interactive read aloud of a full-length trade book.

- Choose a book from the *Read Aloud Trade Book Library* or the school or classroom library.
- Select an **INTERACTIVE** **Read Aloud Lesson Plan Guide** and **Student Response** available on SavvasRealize.com.
- Preview the book you select for appropriateness for your students.

SPOTLIGHT ON GENRE
Biography

LEARNING GOAL

I can learn more about narrative nonfiction and read a text that helps me understand how an author supports ideas with details in a biography.

OBJECTIVE

Recognize characteristics and structures of informational text, including the central idea with supporting evidence.

LANGUAGE OF THE GENRE

After discussing the genre and anchor chart, remind students to use words related to biographies in their discussions.

- main (or central) idea
- supporting details
- facts
- evidence

FLEXIBLE OPTION ANCHOR CHARTS

- Display a blank poster-sized anchor chart in the classroom.
- Review the genre throughout the week by having students work with you to add to the class anchor chart.
- Have students suggest headings and graphics.

ELL Language Transfer

Cognates Point out the Spanish cognates related to biographies:

- biography : *biografía*
- central : *central*
- details : *detalles*
- evidence : *evidencia*

Minilesson

FOCUS ON STRATEGIES Because biographies are a kind of narrative nonfiction, they include many literary elements found in narrative fiction. These include descriptive language, plot events, and suspense.

- Ask yourself how the biography demonstrates what makes the person special, unique, or famous.
- Think about the challenges or problems the person faces and how he or she overcomes them.
- Look for details that support the main idea of the biography. The details will help explain what makes the person special.

MODEL AND PRACTICE Model focusing on details that support the biography's central idea. In "Defying Gravity," we learn about how Nissen turned a question into an invention used by everyone from children to astronauts. The author tells when, where, and how important events took place.

Talk about biographies or biographical facts with which students may be familiar. Invite them to share biographical details of a person they admire.

ELL Targeted Support **Describe** Have students describe one or more biographical details of someone they admire.

Prompt students to describe a significant biographical event in the life of a person they admire. If students have difficulty, they can describe a key event in the life of a family member, ancestor, or friend. **EMERGING/DEVELOPING**

Invite students to offer a main idea about a person they admire and then to cite at least two biographical details that support that idea. **EXPANDING/ BRIDGING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies to identify biographies.

OPTION 1 **TURN, TALK, AND SHARE** Have students work with a partner to complete the Turn and Talk activity on p. 52 of the *Student Interactive*. Circulate to see if students can identify biographies.
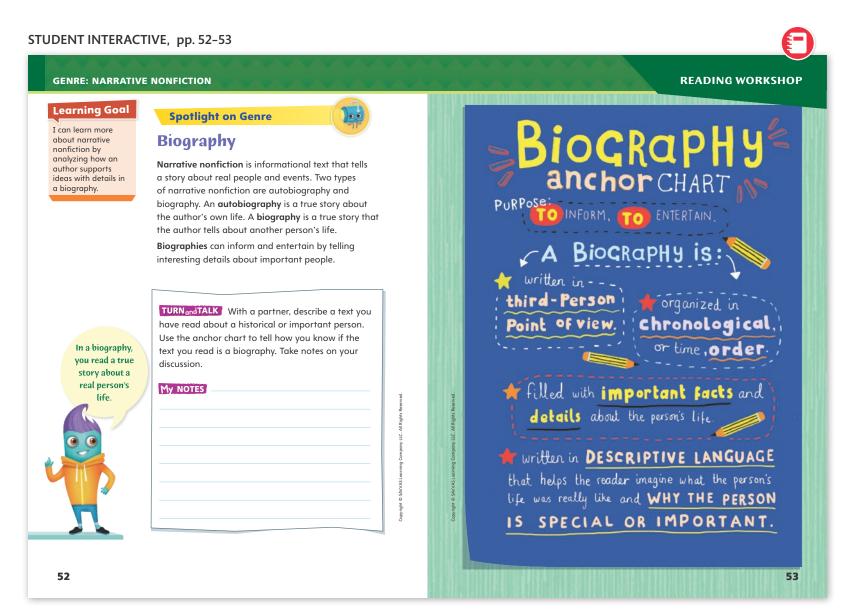
OPTION 2 **Use Independent Text** Have students use sticky notes to mark statements in the text that make it a biography instead of a fictional narrative. Direct them to write on each sticky note the statement that reveals the text to be nonfiction.

☑ QUICK CHECK

Notice and Assess Can students identify biographies?

Decide

- **If students struggle,** revisit instruction about biography in Small Group on p. T92.

- **If students show understanding,** have them continue practicing the strategies for reading biographies using the Independent Reading and Literacy Activities in Small Group on p. T93.

STUDENT INTERACTIVE, pp. 52–53

GENRE: NARRATIVE NONFICTION

READING WORKSHOP

Learning Goal

I can learn more about narrative nonfiction by analyzing how an author supports ideas with details in a biography.

Spotlight on Genre

Biography

Narrative nonfiction is informational text that tells a story about real people and events. Two types of narrative nonfiction are autobiography and biography. An **autobiography** is a true story about the author's own life. A **biography** is a true story that the author tells about another person's life.

Biographies can inform and entertain by telling interesting details about important people.

TURN and TALK With a partner, describe a text you have read about a historical or important person. Use the anchor chart to tell how you know if the text you read is a biography. Take notes on your discussion.

My NOTES _____

In a biography, you read a true story about a real person's life.

BIOGRAPHY anchor CHART

PURPOSE: TO INFORM, TO ENTERTAIN.

A BIOGRAPHY is:
★ written in third-Person Point of view.
★ organized in chronological or time, order.
★ filled with **important facts** and **details** about the person's life.
★ written in DESCRIPTIVE LANGUAGE that helps the reader imagine what the person's life was really like and WHY THE PERSON IS SPECIAL OR IMPORTANT.

52

53

Academic Vocabulary

LEARNING GOAL

I can develop knowledge about language to make connections between reading and writing.

OBJECTIVES

Respond using newly acquired vocabulary as appropriate.

Demonstrate understanding of words by relating them to their opposites and to words with similar but not identical meanings.

ELL Language Transfer

Syllable Pattern VCCV Speakers of monosyllabic languages such as Cantonese, Hmong, Khmer, Korean, and Vietnamese may pronounce a two-syllable word as two separate words. Have students practice saying multisyllabic words, such as *exposed* and *significant*.

WEEKLY STANDARDS PRACTICE

To assess student progress on Academic Vocabulary, use the Weekly Standards Practice on SavvasRealize.com.

Synonyms and Antonyms

Minilesson

FOCUS ON STRATEGIES Knowing synonyms and antonyms can help students better understand academic vocabulary and other unfamiliar words.

- When looking for a synonym, think about the meaning of the word and whether there is another word to express the same idea.
- When looking for an antonym, think about the word's meaning and what its opposite would be.

MODEL AND PRACTICE Model this strategy using the academic vocabulary word *exposed*.

- If I encountered the word *exposed* in a text, I would ask myself the meaning of the word. Can anyone tell me what *exposed* means? (Wait for response. Ask someone to use a dictionary if needed.) What is another word that we could use to say the same thing? (Possible responses: *visible*, *uncovered*) These are synonyms and share the same meaning as *exposed.* What words express the opposite idea? (Possible response: *hidden*, *covered*) These are antonyms of *exposed* because they mean the opposite.
- Have students apply this strategy on their own to the first word in the chart on *Student Interactive* p. 73. Then discuss responses and correct misunderstandings.

ELL Targeted Support **Academic Vocabulary** As students learn new forms and meanings of the academic vocabulary, they may have trouble using these words when they write independently.

Have students help you write a sentence using one or more of the academic vocabulary words and one of its synonyms. **EMERGING/DEVELOPING**
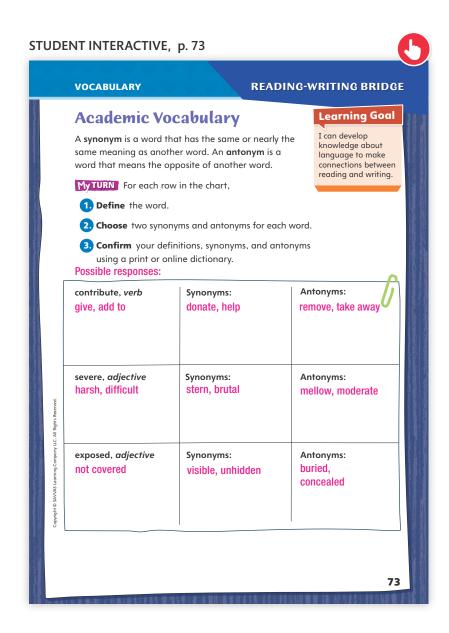
Ask students to pick an academic vocabulary word and write three sentences using three synonyms or antonyms. **EXPANDING**

ASSESS UNDERSTANDING

Apply

My TURN Have students follow the same strategy as they complete the activity on p. 73. Remind students that they will use these academic words throughout this unit.

STUDENT INTERACTIVE, p. 73

VOCABULARY   READING-WRITING BRIDGE

Academic Vocabulary

A **synonym** is a word that has the same or nearly the same meaning as another word. An **antonym** is a word that means the opposite of another word.

Learning Goal

I can develop knowledge about language to make connections between reading and writing.

My TURN For each row in the chart,

1. **Define** the word.

2. **Choose** two synonyms and antonyms for each word.

3. **Confirm** your definitions, synonyms, and antonyms using a print or online dictionary.

Possible responses:

contribute, *verb* give, add to	Synonyms: donate, help	Antonyms: remove, take away
severe, *adjective* harsh, difficult	Synonyms: stern, brutal	Antonyms: mellow, moderate
exposed, *adjective* not covered	Synonyms: visible, unhidden	Antonyms: buried, concealed

73

Word Study Suffixes *-ty, -ity, -ic, -ment*

OBJECTIVES

Decode words using knowledge of suffixes, including how they can change base words such as dropping *e,* changing *y* to *i,* and doubling final consonants.

Determine the meaning of words with the suffixes *-ty*, *-ity*, *-ic*, and *-ment*.

LESSON 1

Teach Suffixes *-ty, -ity, -ic, -ment*

FOCUS ON STRATEGIES Suffixes are word parts added at the end of a word. Suffixes can change the way a word is read, or decoded. Suffixes also change the meaning of the base word. For example, the suffixes *-ty* and *-ity* mean "state of" or "quality." The word *creativity*, then, means "the state or quality of being creative."

MODEL AND PRACTICE To show how suffixes modify the way a word is decoded and its meaning, use the word *payment. Pay* is decoded the same way as the main part of the word *payment.* The suffix *-ment* means "action or process of" and indicates a noun. So what does *payment* mean? (action of paying)

Guide students to determine the relationship between *microscope* and *microscopic*. How are the words decoded? (Both have the main word *microscope.* The word *microscopic* ends with the short *i* and *k* sounds.) What do both words mean? (*microscope:* an instrument to see small particles; *microscopic*: tiny; visible only with a microscope) Then what is the meaning of the suffix *-ic?* ("relating to")

ELL Targeted Support

Understanding Suffixes Tell students that knowing the meaning of suffixes in English words will help improve their language skills.

Write the word *diversity* on the board and discuss its meaning. Have students copy the word and circle the suffix. Then have them write the word without the suffix *(diverse)*. **EMERGING**

Have partners look up *diversity* in the dictionary, write down the word and definition, and circle the suffix. **DEVELOPING**

Discuss the relationship between *diverse* and *diversity*. Have students write sentences using both *diverse* and *diversity.* **EXPANDING**

Use the above activity, but have student pairs write sentences for a word with each of the suffixes *-ty, -ity, -ic,* and *-ment.* **BRIDGING**

LESSON 1	**LESSON 2**	FLEXIBLE OPTION ◄ **LESSON 3**	FLEXIBLE OPTION ◄ **LESSON 4**	FLEXIBLE OPTION ◄ **LESSON 5**
Teach Suffixes -ty, -ity, -ic, -ment	**Apply Suffixes -ty, -ity, -ic, -ment**	**More Practice**	**Spiral Review:** Suffixes *-ed, -ing, -s, -er, -est*	☑ **Assess Understanding**

Matching Texts to Learning

To select other texts that match your instructional focus and your groups' instructional range, use the **Leveled Reader Search** functionality at SavvasRealize.com.

LEVEL O

Genre Realistic Fiction

Text Elements
- Characters revealed by what they do, say, and think
- Figurative language

Text Structure
- Chronological

LEVEL P
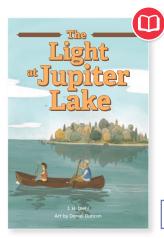
Genre Informational Text

Text Elements
- Content may be new to many students
- Content-specific words defined in text

Text Structure
- Description

LEVEL Q

Genre Mystery

Text Elements
- Figurative language
- Text with deeper meanings

Text Structure
- Chronological

Guided Reading Instruction Prompts

To support the instruction in this week's minilessons, use these prompts.

Identify Biographies

- How can you tell this book is a biography?
- What accomplishment of the person inspired the biography?
- What problems or challenges did the person overcome?
- What is special about the person in the biography?

Develop Vocabulary
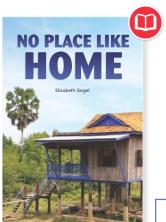
- What context clues help reveal the meaning of the word _____?
- What does the word _____ tell us about the person in the biography?
- What new or interesting words did the author use?

Analyze Main Idea and Details

- What is the central idea about the person the biography explores?
- What details support the central idea about the person?
- Name some details that reveal the person's character traits.
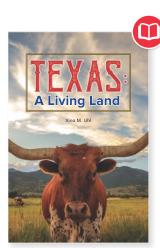
NO PLACE LIKE HOME
Elizabeth Siegel

LEVEL R

Genre Narrative Nonfiction

Text Elements
- Many new vocabulary words
- Words that offer decoding challenges

Text Structure
- Description

TEXAS: A Living Land
Xina M. Uhl

LEVEL R
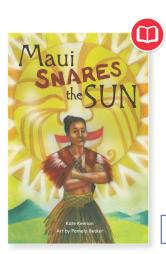
Genre Informational Article

Text Elements
- Settings distant from some students' experience
- Words with complex spelling patterns

Text Structure
- Description

Maui SNARES the SUN
Kate Keenan
Art by Pamela Becker

LEVEL S

Genre Traditional Literature

Text Elements
- Meaning of new vocabulary derived from context
- Extensive figurative language

Text Structure
- Chronological

Generate Questions

- Which facts in the book would you like to know more about?
- What questions would you like to ask the subject of the biography?
- What questions could you ask the author to learn about writing a biography?

Compare Texts

- What connections can you make to other biographies?
- How do biographers, the writers of biographies, do things differently?

Word Study

For Possible Teaching Points, see the *Leveled Reader Teacher's Guide.*

Leveled Reader Teacher's Guide

For full lesson plans for these and other leveled readers, go to SavvasRealize.com.

Use the ✅ **QUICK CHECK** on p. T85 to determine small group instruction.

Teacher-Led Options

Strategy Group

IDENTIFY BIOGRAPHY

Teaching Point When you read biographies, think about what makes the biography's subject, or person, special and what makes him or her like most people. As you read about events in her or his life, ask yourself, "How do these details support the main idea?"

Review the anchor chart on p. 53 of the *Student Interactive*. Refer to "Defying Gravity," pp. T82–T83, and ask students to explain how a biography is different from a fictional story or a personal narrative.

ELL Targeted Support

Tell students that a biography uses descriptive language, details events in chronological order, and tells you why the person is special or interesting.

Use a T-chart to list elements of biographies on one side. Provide strips with definitions and have students place the definitions next to the correct element. Then have students echo read the chart with you. **EMERGING**

Refer to "Defying Gravity" and ask students to complete definitions of the biography elements listed in the anchor chart. *The subject (key person) of this biography is _____. He is known for inventing _____. Now, his invention is used for _____.* **DEVELOPING**

Ask students: How did George Nissen come up with the name for his invention? **EXPANDING**

Ask students to explain how astronauts use his invention. **BRIDGING**

For additional support, see the online *Language Awareness Handbook.*

Intervention Activity
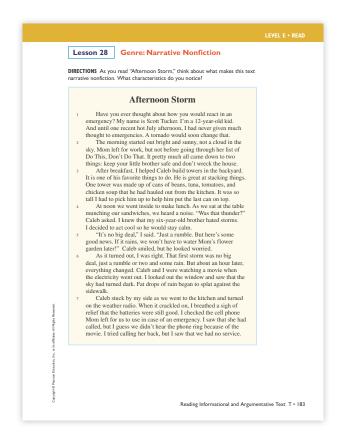
READING NARRATIVE NONFICTION

Use Lesson 28, pp. T183–T188, in the *myFocus Intervention Teacher's Guide* for instruction on the characteristics of narrative nonfiction.

On-Level and Advanced

INQUIRY

Question and Investigate Have students use the infographic on pp. 50–51 to generate questions about people's interactions with their surroundings and then choose one to investigate. Throughout the week, have them conduct research about the question. See *Extension Activities* pp. 38–42 in the *Resource Download Center.*

SMALL GROUP

Conferring

3 students / 3–4 minutes per conference

IDENTIFY BIOGRAPHY

Talk About Independent Reading Ask students to share what they have learned about biography and narrative nonfiction in the book they are reading. Discuss the similarities between the narrative elements used in biography and fiction.

Possible Conference Prompts
- Who is the biography about?
- How is the person special or unique?

Possible Teaching Point Can you think of a way in which a biography, which is nonfiction, is like a story, which is fiction? The biography's subject is like a main character in a plot that happened in real life.

Leveled Readers

IDENTIFY BIOGRAPHY

- For suggested titles, see "Matching Texts to Learning," pp. T90–T91.
- For instructional support on how to find characteristics of biography, see *Leveled Reader Teacher's Guide*.

The Light at Jupiter Lake
by J.H. Diel
Guided Reading Level Q
DRA Level 40
Lexile Measure 800L
Word Count 2,356

Whole Group

Share Invite two students to share exemplary work from their sticky notes or the Turn and Talk discussion. With the class, review and discuss what the students did well.

Independent/Collaborative

Independent Reading

Students can
- read a self-selected trade book.
- read or listen to a previously read leveled reader or selection.
- read their Book Club text.

Centers

See the myView Literacy Stations in the *Resource Download Center*.

Literacy Activities

Students can
- write about their reading in a reading notebook.
- summarize a text to a partner.
- play the *myView* games.
- work on an activity in the *Resource Download Center*.

BOOK CLUB

See Book Club, pp. T482–T483, for
- teacher's summary of the chapters in *Life in the West*.
- talking points to share with students.
- collaboration prompts and conversation starters.
- suggestions for incorporating the Discussion Chart.
- alternate texts to support the unit theme and Spotlight Genre.

Introduce the Text

Rare Treasure

OBJECTIVES

Establish purpose for reading assigned and self-selected texts.

Generate questions about text before, during, and after reading to deepen understanding and gain information.

Make connections to personal experiences, ideas in other texts, and society.

Shared Read Plan

First Read Read the text. Pause to discuss the First Read notes with students.

Close Read Use the Close Read notes to guide your instruction for Lessons 3 and 4.

Preview Vocabulary

- Introduce the vocabulary words on p. 54 in the *Student Interactive* and define them as needed.
  poverty: the state of being extremely poor
  pursued: worked without stopping to get or accomplish something
  treacherous: unsafe because of hidden dangers
  remarkable: extraordinary or outstanding
  assembled: put or brought together

- These words will help you understand Mary Anning and some of the biographical details in *Rare Treasure: Mary Anning and Her Remarkable Discoveries*. As you read, highlight the words when you see them in the text. Ask yourself what they contribute to your understanding of Mary.

Read 📖 🔊 ✏️ 📒

Discuss the First Read Strategies. Prompt students to establish that the purpose for reading this selection is for understanding and enjoyment.

FIRST READ STRATEGIES

NOTICE Remind students to focus on the key people and events in the biography.

GENERATE QUESTIONS Encourage students to jot down questions about information that is new to them.

CONNECT Guide students to think of how an interesting detail links to the central idea of the biography.

RESPOND Have students mark any parts of the text they find inspiring, interesting, or entertaining.

Students may read the text independently, in pairs, or as a whole class. Use the First Read notes to help students connect with the text and guide their understanding.

ELL Targeted Support **Build Vocabulary** Tell students that contrasting words and word meanings can help them build vocabulary.

Draw a two-column chart, with the column heads *Vocabulary* and *Opposite*. Write each vocabulary word in the left, and ask students for an opposite meaning. For example, for *poverty*: What is the opposite of being poor? (Elicit "being rich" or "wealth" and enter it in the right column.) **EMERGING**

Use a two-column chart as above. Supply students with antonyms and elicit vocabulary words. **DEVELOPING**
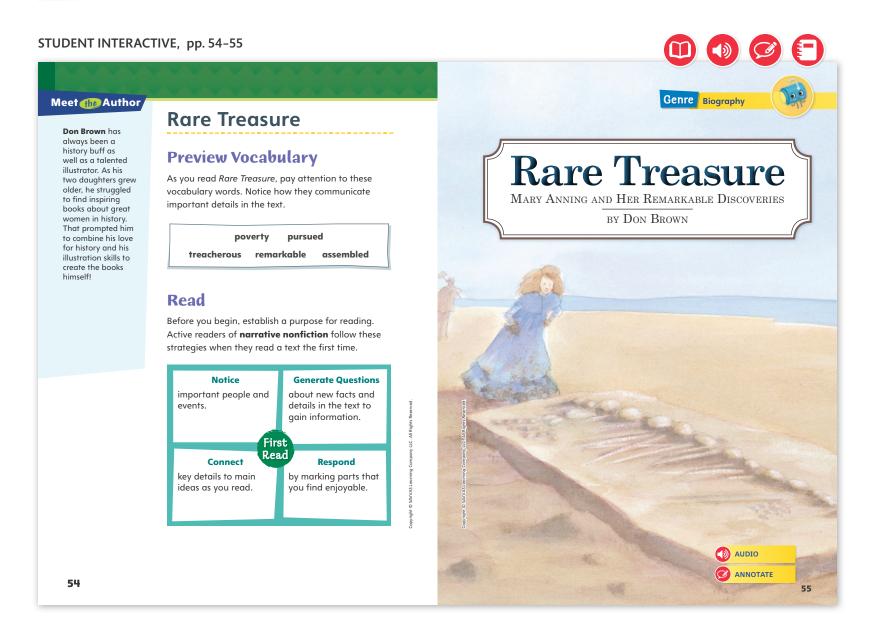
Have students complete a three-column chart with the vocabulary words in the left column, definitions in the center column, and antonym meanings in the right column. **EXPANDING**

Ask students to write a paragraph using five antonyms of the vocabulary words. Have them underline each and number it in parentheses. Have them list the vocabulary words in the same order below. **BRIDGING**

ELL Access

Background Knowledge
Tap students' prior knowledge to help them make meaning. Encourage students to share prior knowledge about fossils, dinosaurs, rocks, archeology, and paleontology.

STUDENT INTERACTIVE, pp. 54–55

Meet the Author

Don Brown has always been a history buff as well as a talented illustrator. As his two daughters grew older, he struggled to find inspiring books about great women in history. That prompted him to combine his love for history and his illustration skills to create the books himself!

Rare Treasure

Preview Vocabulary

As you read *Rare Treasure*, pay attention to these vocabulary words. Notice how they communicate important details in the text.

> poverty   pursued
>
> treacherous   remarkable   assembled

Read

Before you begin, establish a purpose for reading. Active readers of **narrative nonfiction** follow these strategies when they read a text the first time.

Notice important people and events.

Generate Questions about new facts and details in the text to gain information.

First Read

Connect key details to main ideas as you read.

Respond by marking parts that you find enjoyable.

Genre Biography

Rare Treasure

MARY ANNING AND HER REMARKABLE DISCOVERIES

BY DON BROWN

AUDIO

ANNOTATE

54

55

First Read

Notice

💬 **THINK ALOUD** At the beginning of the biography, I notice that Mary Anning was born at the end of a century in a place between cliffs and the sea. That seems like a dramatic setting, and I want to keep reading to see if dramatic events unfold there.

Close Read

Analyze Main Idea and Details

Have students scan **paragraphs 2 and 4**. Say: What main idea is expressed in the second paragraph? Underline the relevant details about Mary's life and her personality. **See student page for possible responses.**

Ask students to explain how the detail in **paragraph 4** supports the main idea.

Possible Response: The detail of Mary being the sole survivor of a lightning strike supports the main idea that despite a hard life she was destined to be special.

DOK 2

OBJECTIVES

Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.

Recognize characteristics and structures of informational text, including the central idea with supporting evidence.

CLOSE READ

Analyze Main Idea and Details
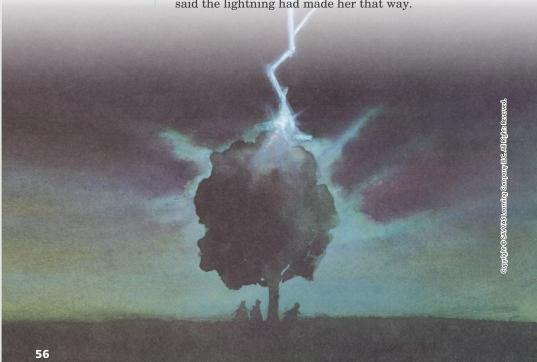
Underline evidence that helps you identify a main idea in the text.

1   In 1799, Mary Anning was born in Lyme Regis, a small English port tucked tightly between cliffs and coast.

2   Mary was poor and her life was hard—as hard as stone. But she was also curious and smart and her spirit shone—it shone like a gem.

3   Mary's life started with a bang—the bang of thunder. Infant Mary was outdoors with her nursemaid when a sudden and terrible storm burst. The nursemaid grabbed Mary and, with two other young women, raced to the cover of a nearby elm. The sky exploded and lightning struck the tree!

4   Only Mary survived.

5   It was a miraculous escape. When Mary blossomed into a lively and intelligent child, some townspeople said the lightning had made her that way.

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CROSS-CURRICULAR PERSPECTIVES   Science

The word *fossil* comes from the Latin *fossilis*, meaning "obtained by digging." Scientists study fossils across geological time by dating the rock layers in which they are found. Since the early 1900s, determining the age of fossils has been made accurate by radioactive dating. The age of a fossil, the way it was formed, and the nature of the preserved life-form are the focus of paleontologists—people who study the history of life on Earth.

6   Mary and her older brother, Joseph, were just a few years old when they began visiting the nearby rocky beaches with their father. Richard Anning taught them how to hunt for fossils.

7   Fossils were strange and mysterious. Although they had been found before, scientists were just beginning to understand that they were the remains of animals or plants that no longer existed, living things that had died many, many years ago.

8   Usually the remains of plants and animals decompose or are eaten, but sometimes they are covered by dirt or sink in mud. Of these, a rare few lie undisturbed for millions of years. While they are buried, the soft parts, such as flesh, decay, leaving bones, shell, or flat impressions in the earth. Minerals seep into these remains and become stone. These fossils survive hidden in the ground until they are revealed by a shovel or pick, are driven to the surface by an earthquake or volcano, or are uncovered when wind or water wears away the earth.

CLOSE READ

Generate Questions

Highlight words and phrases that help you ask or answer a question about a main idea of the text.

57

First Read

Notice

💬. **THINK ALOUD** A lot of what the writer says about fossils is information I don't know. I will pay close attention and reread sentences with unfamiliar facts or details. I will focus on paragraphs 7 and 8, where I see a lot of details that are new to me.

Close Read

Generate Questions

Have students scan **paragraph 6**. Say: What "Why" question comes to mind about Mary and her father? Highlight the parts of this paragraph that describe what Mary and her father are doing. **See student page for possible responses.**

Ask students to keep the selection title in mind to explain why the question they generated might be important.

Possible response: With the "remarkable discoveries" mentioned in the title, I think the answer to the question "Why is Mary's father teaching her to find fossils?" will relate to the main idea.

DOK 2

OBJECTIVE

Generate questions about text before, during, and after reading to deepen understanding and gain information.

⋯ **Possible Teaching Point** 🌉

Academic Vocabulary | Synonyms and Antonyms

Use the Academic Vocabulary lesson on pp. T86–T87 in the Reading-Writing Workshop Bridge to underscore how synonyms and antonyms help reinforce word meaning. Have students reread paragraph 8. Point out that the words *hidden* and *revealed* are examples of antonyms and that *revealed* and *uncovered* are examples of synonyms.

First Read

Notice

💬 **THINK ALOUD** I notice that the topic of money is developed in paragraphs 9 and 10. The Anning family has to struggle, or try very hard, to live on the combined amount of Richard's carpentry earnings plus what they get from selling fossils to wealthy tourists. Without Richard's earnings, the family suffers.

Close Read

Generate Questions

Have students reread **paragraphs 12–14**. Say: What questions did Mary have about their fossil find, and when did she find an answer? Highlight the relevant details about Mary's curiosity. **See student page for possible responses.**

Ask students what question the reader has after **paragraph 14**.

Possible Response: What kind of animal did the skull belong to?

DOK 2

OBJECTIVES

Recognize characteristics and structures of informational text, including the central idea with supporting evidence.

Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.

CLOSE READ

Generate Questions

Recall a main idea that you identified in the text. Highlight sentences that help you ask or answer a question about that idea.

poverty the state of being extremely poor

9 The Annings displayed the puzzling yet delightful fossils that they found on a table near Richard's shop on Bridge Street. Wealthy tourists visiting the popular Lyme Regis shore bought them.

10 The family struggled to survive on the earnings of Richard's carpentry work, and the extra money they earned by selling fossils helped. Then Mary's father died and the family was thrown into bitter poverty.

11 Mary and Joseph still collected and sold fossils they found on the rugged ribbon of shore that separated the sea and the cliffs.

12 One day Joseph found a fantastic fossil skull. It was nearly the length of a man's arm and had a long snout that held many sharp teeth.

13 Was it a crocodile? A dragon? A monster? What did the *rest* of the creature look like?

14 A year passed before Mary discovered the answer.

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····· **Possible Teaching Point** 🌉

Read Like a Writer | **Author's Craft**

Figurative Language Point out the phrase "rugged ribbon of shore" in paragraph 11. Note the alliteration of "rugged ribbon" and identify it as a metaphor. Explain that this particular "rugged ribbon" gave Mary and John a small source of income. Help students connect to the Week 2 question by reminding them that the nature of a place determines much of what the people who live there do. Prompt students to consider how Lyme Regis enriched Mary's life.

15   In 1811, Mary found a fossilized skeleton beneath a cliff called Black Ven, where Joseph had found the skull. It looked like a porpoise and was about seven feet long.

16   Men helped her free the skeleton from the earth. She sold it to a rich neighbor, who showed it to scientists. They were thrilled by the rare treasure, a fossil of a reptile that had once lived in the sea. The scientists called the creature ichthyosaur, which means fish lizard. Only a few ichthyosaur fossils had ever been found and none were as nearly perfect as this one.

17   Almost everyone forgot that it had been found by twelve-year-old Mary Anning and her teenage brother.

CLOSE READ

Analyze Main Idea and Details

Underline key details that develop the text's main idea.

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CROSS-CURRICULAR PERSPECTIVES   **Science** 🔬

The Annings' discovery was the first complete skeleton of an ichthyosaur (IK-thee-uh-sore). In 1814, Professor Everard Home described it in the first publication ever written about one of these prehistoric creatures. Although he was unsure of how to classify this dinosaur, the ichthyosaur was eventually determined to be a marine reptile.

First Read

Connect

💬 **THINK ALOUD** I see a connection here between paragraph 16 and the title.

Possible Responses: It was rare because no one had ever found one as complete, and it was a treasure because it helped scientists learn more about dinosaurs.

Close Read

Analyze Main Idea and Details

Have students scan **paragraphs 16 and 17**. Say: What main idea is expressed in these paragraphs? How do people react to Mary's discovery? Underline key details. **See student page for possible responses.**

Ask students to explain why "almost everyone forgot" that Mary and her brother had unearthed an important fossil and to cite details to support their answers.

Possible response: People may have ignored Mary's accomplishment because she and her brother were young; the text says that Mary was just twelve years old at the time.

DOK 2

OBJECTIVE

Recognize characteristics and structures of informational text, including the central idea with supporting evidence.

First Read

Connect

At the beginning of the biography, what effect did people think the lightning strike had on Mary? What do her actions here show about her intelligence?

Possible Responses: People thought the lightning made her "lively and intelligent." Mary's actions here show that her intelligence comes from her curiosity and desire to learn.

Close Read

Analyze Main Idea and Details

Have students scan **paragraphs 18–21**. Say: What details relate to the main ideas of Mary's special qualities? Underline the relevant details about these qualities of Mary's. **See student page for possible responses.**

Ask students what qualities make Mary special.

Possible Response: Her intelligence and curiosity about science along with her hard work and dedication in finding and studying fossils and geology make her special.

DOK 2

OBJECTIVES

Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.

Recognize characteristics and structures of informational text, including the central idea with supporting evidence.

CLOSE READ

Analyze Main Idea and Details

Underline evidence that supports a main idea of the text.

pursued worked without stopping to get or accomplish something

18   Mary still collected fossils and also earned money from small jobs she did for her neighbors. One of them, Mrs. Stock, gave her a geology book. From it Mary learned about rocks and mountains and the earth. She read other books and taught herself about animals, fish, and fossils.

19   Years passed. When Mary was twenty years old, she and her mother and brother were still living together. They remained very poor and even sold their furniture to pay their rent.

20   Joseph became an upholsterer and Mary collected fossils alone. She made it her life's work.

21   It also must have been Mary's great delight because she pursued it despite the dangers on the rocky shore. Boulders fell from the cliffs, torrents of thick black mud slid down from the heights, high seas pummeled the shore, and waves could sweep a careless visitor away. But the beach was rich in fossils. As the cliffs crumbled, new fossils were revealed. Many were smaller than your thumb. Others were yards long and embedded in thick, heavy rock. Workers were needed to dig them from the earth, and then horses carted them away.

60

CROSS-CURRICULAR PERSPECTIVES   Science

When Mary was hunting fossils in the early nineteenth century, naturalists were intent on observing nature. Direct observation, like Mary's observations along the layered cliffs of Lyme Regis, revealed to geologists that the bottom layers of the cliffs were the oldest. By 1830, the Scottish geologist Charles Lyell published *Principles of Geology*. Lyell strongly influenced the naturalist Charles Darwin, who advanced several theories about change over time.

22   Mary sold her treasures from a small, cluttered shop on Broad Street. There she freed her latest discoveries from dirt, sand, and rock. Mary worked very carefully, sometimes for days, to avoid damaging the fossils. Sometimes she cemented a fossil to a frame to help support it. She drew pictures of them. She studied her science books.

CLOSE READ

Generate Questions

Highlight details that help you ask or answer a question about the text's main idea.

61

First Read

Connect

💬 **THINK ALOUD** Mary Anning "worked very carefully, sometimes for days..." After growing up in poverty with little formal education, Mary had to work hard to pursue her interest in fossils. The effort that she puts into her shop shows that studying fossils is very important to her.

Close Read

Generate Questions

Have students scan **paragraph 22**. Say: Besides selling fossils, why might Mary have had a shop? Highlight the parts of this paragraph that describe what Mary did in her shop. **See student page for possible responses.**

Ask students to generate and record questions related to the information in this paragraph.

Possible responses: How did Mary pursue her interest in fossils? What books did she study? What did her drawings look like?

DOK 2

OBJECTIVE

Generate questions about text before, during, and after reading to deepen understanding and gain information.

⋯ Possible Teaching Point 🌉

Read Like a Writer | Author's Craft

Word Choice Explain that authors choose words carefully to establish a mood, create an image, or capture a setting or person. Display this sentence from paragraph 22: "There she *freed* her latest discoveries from dirt, sand, and rock." Point out the word *freed* and ask students why they think the author used this word. (Possible response: The word reminds the reader that Mary's fossils were once living things and that Mary lovingly releases them.)

First Read

Respond

💬. **THINK ALOUD** The description in paragraph 23 makes me think that scientists were right to be "excited" by the discovery. I would be very excited to learn more about a sea creature that had physical traits similar to a serpent, a lizard, a crocodile, a chameleon, and a whale.

Close Read

Generate Questions

Have students scan **paragraph 24**. Say: How do the questions in the paragraph relate to science? Highlight the questions and a detail about their purpose. **See student page for possible responses.**

Ask students how the answers to these questions relate to the main idea.
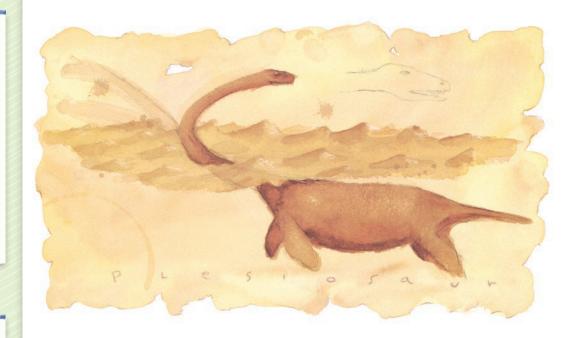
Possible Response: They reflect Mary's scientific curiosity, which is among the things that made her special.

DOK 2

OBJECTIVES

Generate questions about text before, during, and after reading to deepen understanding and gain information.

Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.

CLOSE READ

Generate Questions

Highlight evidence that demonstrates the importance of questions and answers to the main idea of the text.

23   In 1823, Mary discovered the first complete fossil of a plesiosaur, another reptile that had lived in the sea. It was an astonishing nine-foot-long creature with a long, serpentlike neck, a lizard's head, a crocodile's teeth, a chameleon's ribs, and the paddles of a whale.

24   The discovery excited scientists. Like Mary's earlier find, the ichthyosaur fossil, it was a rare clue to solving the puzzle of life long ago. What creature had become this jumble of bones trapped in rock? How did it move? What did it eat? How was it like modern creatures? Answering these questions helped reveal the ancient world in which the plesiosaur had lived.

62

⋯ **Possible Teaching Point** 🌉

Read Like a Writer | **Author's Craft**

Text Structure Remind students that narrative nonfiction uses a literary plot structure to hold readers' interest. Point out that in this passage, the author engages readers by describing how Mary's fossil discoveries create excitement among scientists. The author powerfully describes the odd blend of creatures suggested by the plesiosaur fossil. In paragraph 24 he uses a series of short questions about the creature that capture the sense of intrigue that the discovery brought to Mary and the scientific community of the time.

📖 🔊 ✏️ 📓

25   Mary Anning's fame grew as people learned that she was an extraordinary fossil collector and a talented scientist. People followed her on fossil hunts. Together they plodded over the rough rocks, waded knee-deep in water, and scrambled up the cliffs to avoid the crashing waves.

26   Once Mary had to rescue a teenager, Anna Maria Pinney, from rough water. Pinney said Mary carried her with the "same ease as you would a baby."

27   William Buckland, a famous geologist, brought his family to Lyme Regis to meet Mary and to search for fossils. She escorted Buckland and his children on fossil hunts. Richard Owens, the scientist who invented the word *dinosaur*, also combed the beach with Mary.

CLOSE READ

Analyze Main Idea and Details

Underline evidence that supports a main idea about Mary Anning's life.

63

CROSS-CURRICULAR PERSPECTIVES   Science 🔬

Plesiosaurus In the early 1800s, little was known of plesiosaurs. The remains found were wrongly assumed to be ichthyosaurs. The British geologist and paleontologist William Conybeare first identified plesiosaurs in 1821. Then, in 1823, Mary Anning unearthed this skeleton at Lyme Regis, on what is now called England's Jurassic Coast.

First Read

Connect

💬. **THINK ALOUD** I am pleased to read that Mary's fame grew as a result of her finding the plesiosaur skeleton. I did not like that she was not given much credit for her discovery of the ichthyosaur. Now it seems like her hard work is starting to pay off.

Close Read

Analyze Main Idea and Details

Have students use characteristics and structures of informational text to analyze main idea and details in **paragraphs 25 and 27**. Say: How do people react to Mary's plesiosaur discovery? Underline the parts of these paragraphs that show how people, especially scientists, reacted to the find. **See student page for possible responses.**

Ask students to explain how the scientists' reaction contrasts with the reaction that followed her discovery of the ichthyosaur when she was twelve.

Possible response: The Annings were almost entirely forgotten in connection to the 1811 discovery of the ichthyosaur. The 1823 discovery of the plesiosaur was more widely connected with Mary Anning's name. She got credit for the fossil collection and scientific work she had been doing.

DOK 2

OBJECTIVE

Recognize characteristics and structures of informational text, including the central idea with supporting evidence.

First Read

Notice

What makes the Lyme Regis cliffs treacherous?

Possible Responses: Previously the text says that "boulders fell from the cliffs," mudslides came down the cliffs, and strong waves could wash a person into the sea. Here the text describes a rock slide and a dangerous high tide.

Close Read

Vocabulary in Context

Explain to students that they can use context clues to determine the meaning of unfamiliar or multiple-meaning words in the text. Have students determine the meaning of the word *sharp* in **paragraph 28**. Ask: The word *sharp* is a multiple-meaning word. What does *sharp* mean here? Have students underline the words that compare what Mary's eyes saw with what other people's eyes saw. **See student page for possible responses.**

Ask students how using the word *sharp* to describe Mary supports a central idea of the text.

Possible Response: Another meaning of the word *sharp* is smart, and a central idea of the biography is that Mary is intelligent.

DOK 2

OBJECTIVE

Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words.

CLOSE READ

Vocabulary in Context

Context clues can help you determine which sense of a multiple-meaning word is being used. Use context clues to determine the meaning of *sharp* as it is used here.

Underline the context clues that support your definition.

treacherous unsafe because of hidden dangers

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28 Day after day, Mary searched in the shadows of the treacherous cliffs, sometimes walking ten miles in one day. Her sharp eyes spotted fossils where others saw nothing. Mary's dog trotted faithfully beside her. People said the dog guarded her discoveries while she fetched her tools or got help.

29 During one hunt, part of a cliff collapsed. Heavy rocks crashed at Mary's feet and nearly crushed her.

30 Another time, Mary found a large fossil. She and a helper labored to recover it. The hard work blinded Mary to the rising tide that flooded the beach. Waves drenched the pair, but they saved the treasure. Later, Mary asked the man why he hadn't warned her of the rapidly flowing tide. "I was ashamed to say I was frightened when you didn't regard it," he replied.

64

Possible Teaching Point

Read Like a Writer | Author's Craft

Anecdote Have students reread paragraph 30, and point out that this is an **anecdote**, a brief and interesting story about a real person. Anecdotes can offer insights into characters in entertaining ways. What other people say about a person also helps biographers characterize their subjects. What do you think the man's comment reveals about Mary's character? (Possible response: She is determined and courageous and will risk harm to retrieve a fossil.)

31   In 1828, Mary discovered a very rare fossil of a pterodactyl, a flying reptile that had the body of a lizard and the snout of a crocodile. Mary's pterodactyl was displayed at the British Natural History Museum and is still there today.

32   Mary tried to make sense of her discoveries. She read her science books and studied her collection. Mary shared her ideas with the finest scientists. They prized the thoughts of the remarkable young woman who had left school when she was eleven.

33   It was said, "She knows more about the science than anyone else."

CLOSE READ

remarkable
extraordinary or outstanding

65

First Read

Respond

💬. **THINK ALOUD** Mary Anning did not have the opportunity to get much formal education. Despite her challenges, she eventually mastered a scientific topic. Her drive, determination, and curiosity led her to achieve great things and become highly respected.

CROSS-CURRICULAR PERSPECTIVES   Science 🔬

The pterodactyl was a species of pterosaur (TER-uh-sore), a group of flying reptiles. The largest pterosaurs had a wingspan of 33–36 feet, the smallest about 10 inches. *Pterodactylus* antiquus (terr-uh-DACT-uh-liss an-TIH-kwus), now considered the only species of pterodactyl, was relatively small with, according to a 2012 study, an adult wingspan of 3.5 feet. Mary may have found a pterosaur because people still commonly refer to all these prehistoric flying reptiles as pterodactyls.

First Read

Connect

How does Mary's success support a central idea of the biography?

Possible Responses: Mary's success supports the central idea that she was intelligent, hard-working, and passionate about fossils.

Close Read

Analyze Main Idea and Details

Have students use characteristics and structures of informational text to analyze main idea and details. Say: In 1836, Mary Anning was 37 years old. She started fossil hunting when she was only "a few years old." Have students scan **paragraph 34.** Ask: How many complete fossils had she found by 1836? (seven) Underline details that help you determine whether complete fossils were common, or rare.

DOK 2

OBJECTIVES

Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.

Recognize characteristics and structures of informational text, including the central idea with supporting evidence.

CLOSE READ
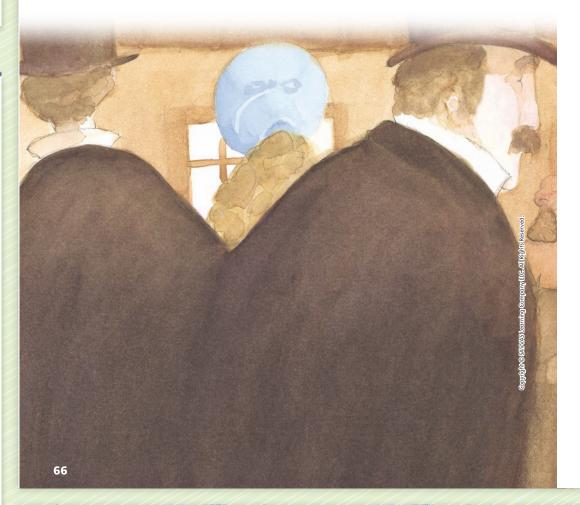
Analyze Main Idea and Details

Underline details that support an idea about the rarity of Mary Anning's fossils.

assembled put or brought together

34   By 1836, Mary had found the fossils of three ichthyosaurs, two plesiosaurs, a pterodactyl, a strange sharklike fish called Squaloraja, and an untold number of small or incomplete fossils.

35   Mary's fossil shop on Broad Street was now crowded with customers.

36   One visitor wished to record the name of the woman who had assembled such a wonderful collection. With a firm hand, Mary wrote her name in the man's notebook.

66

ELL Targeted Support **Expressions** Point out to students that expressions communicate ideas but do not always mean what they literally say.

Display the last sentence in paragraph 34. Read it aloud. Tell students that in this expression, "untold" does not mean secret or unrevealed. It means "too many to count." Ask students: Is there an "untold number" of shoes in our classroom? Or fingers on a hand? Is there an "untold number" of stars in the sky? Or grains of sand on the beach? Fish in the sea? **EMERGING**

Extend the activity by asking students to verbally offer examples of items that can and cannot be counted. Provide the following sentence frame if necessary: There are an untold number of _____. **EXPANDING**

37   "I am well known throughout the whole of Europe," she said proudly.

38   Mary Anning lived from 1799 to 1847, but her spirit dwelled in a time millions of years ago, when the monsters and dragons we now call dinosaurs roamed. She had little money, but she was rich in spirit. She was unschooled, but the professors heeded her words. She rarely strayed from her home, but her name became known everywhere. Mary Anning pried fossils from the ground, but it was knowledge that she unearthed.

CLOSE READ
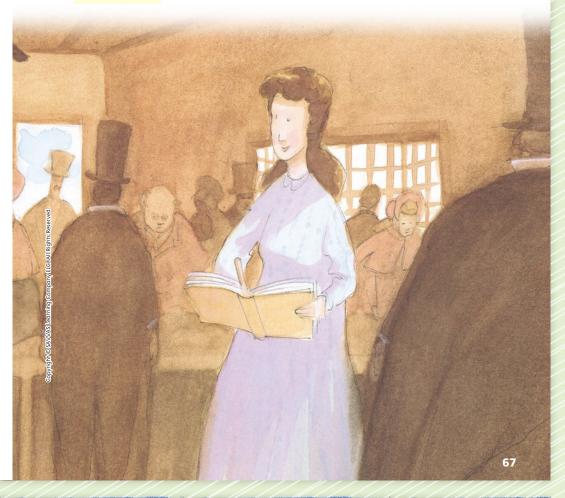
Generate Questions

Highlight text evidence that you can use to ask questions about how Mary Anning's work affected others.

67

First Read
Respond

💬 **THINK ALOUD** I am inspired by Mary's success. She overcame poverty, the early death of her father, and a lack of education to achieve her expertise in fossil study and the fame that it brought. This makes me feel like I can, and I should, work hard to accomplish the things that are important to me.

Close Read
Generate Questions

Have students scan the text on this page. Ask: What details show that Mary had an effect on the science of her time? Highlight the parts of the text that discuss Mary's fame and influence. **See student page for possible responses.**

Ask students to generate further questions about Mary's impact on paleontology, the study of prehistoric life.

Possible responses: What credit has Mary received from paleontologists? What did Mary's studies of fossils contribute to science?

DOK 2

OBJECTIVE

Generate questions about text before, during, and after reading to deepen understanding and gain information.

CROSS-CURRICULAR PERSPECTIVES   Science 🔬

Mary's discovery of Squaloraja (SKWAHL-uh-rah-juh) was her rarest treasure. That skeleton provided the following knowledge:

Squaloraja was a prehistoric fish with a tapering tail, a flattened stingray-like body, and a slender snout. The prehistoric genus is part of the order Chimaeriformes (KIGH-meer-uh-for-mus), animals that seem to be a blend of more than one creature.

Respond and Analyze

Rare Treasure

OBJECTIVES

Demonstrate understanding of word relationships among general academic words.

Use text evidence to support an appropriate response.

Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.

Respond using newly acquired vocabulary as appropriate.

Discuss specific ideas in the text that are important to the meaning.

Recognize characteristics and structures of informational text.

My View

Use these suggestions to prompt further responses to *Rare Treasure.*

- **Brainstorm** What events and ideas are most important in this historical text? Explain them, including what happened and why, using text evidence.
- **Discuss** What did you find most interesting about the biography?

Develop Vocabulary

Minilesson

FOCUS ON STRATEGIES Tell students that authors of narrative nonfiction choose certain words for their power to describe key details. The vocabulary words *treacherous, pursued,* and *remarkable* describe the setting and the subject, Mary Anning.

- Recall the definition of the word or look back in the text to reread it.
- Determine which detail in the text this word describes.

MODEL AND PRACTICE Model filling out the chart on p. 68 by adding a related word under *treacherous.*

- In the biography, Mary must take care while on the shore to not get buried by a mudslide, crushed by falling rock, or swept out to sea by the rising tides. The author describes these sudden threats as *treacherous.*
- When the author calls these threats *treacherous,* he is showing that Mary must risk *dangerous* events to hunt for fossils. I will write *dangerous* under the vocabulary word *treacherous.*

Ask a volunteer to supply another word related to *treacherous.* Prompt the student to support the response with text evidence.

ELL Targeted Support **Vocabulary** Display the five vocabulary words from the selection. Explain that these words are useful in everyday talk.

Ask students to pronounce the vocabulary words. Then have them draw a picture illustrating the meaning of each word. At the bottom of each illustration, help them write a sentence that uses the word. **EMERGING/ DEVELOPING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for developing vocabulary.

OPTION 1 **My TURN** Have students work in pairs with a dictionary to list synonyms and related words as they complete p. 68 of the *Student Interactive.*

OPTION 2 **Use Independent Text** Have students find and list unfamiliar words that explain important events in their independent reading texts. Have them look for context clues to determine each word's meaning and use a dictionary to confirm definitions.

☑ QUICK CHECK
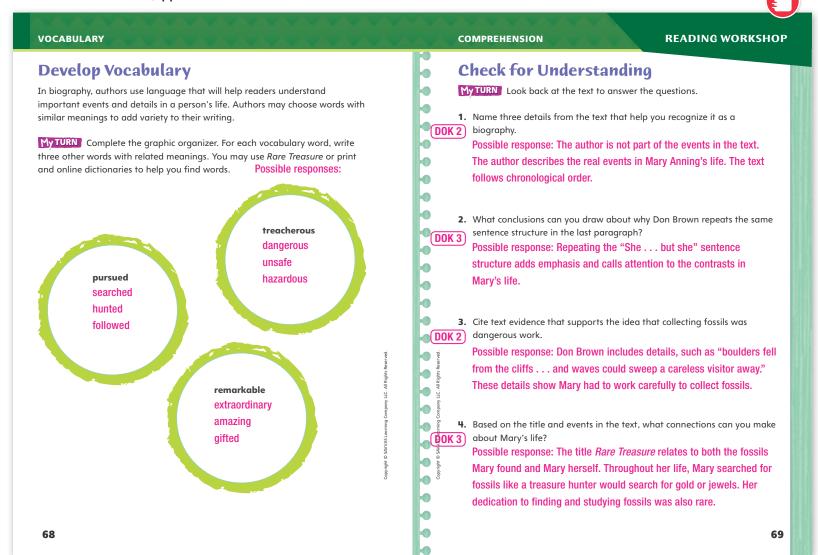
Notice and Assess Can students identify how the vocabulary words describe character and setting in *Rare Treasure?*

Decide

- **If students struggle,** revisit instruction for developing vocabulary in Small Group on p. T112.

- **If students show understanding,** extend instruction for developing vocabulary in Small Group on p. T113.

Check for Understanding **My TURN** Have students complete p. 69 of the *Student Interactive.*

STUDENT INTERACTIVE, pp. 68–69

VOCABULARY

COMPREHENSION   **READING WORKSHOP**

Develop Vocabulary

In biography, authors use language that will help readers understand important events and details in a person's life. Authors may choose words with similar meanings to add variety to their writing.

My TURN Complete the graphic organizer. For each vocabulary word, write three other words with related meanings. You may use *Rare Treasure* or print and online dictionaries to help you find words. **Possible responses:**

treacherous
dangerous
unsafe
hazardous

pursued
searched
hunted
followed

remarkable
extraordinary
amazing
gifted

Check for Understanding

My TURN Look back at the text to answer the questions.

1. Name three details from the text that help you recognize it as a biography.
DOK 2
Possible response: The author is not part of the events in the text. The author describes the real events in Mary Anning's life. The text follows chronological order.

2. What conclusions can you draw about why Don Brown repeats the same sentence structure in the last paragraph?
DOK 3
Possible response: Repeating the "She . . . but she" sentence structure adds emphasis and calls attention to the contrasts in Mary's life.

3. Cite text evidence that supports the idea that collecting fossils was dangerous work.
DOK 2
Possible response: Don Brown includes details, such as "boulders fell from the cliffs . . . and waves could sweep a careless visitor away." These details show Mary had to work carefully to collect fossils.

4. Based on the title and events in the text, what connections can you make about Mary's life?
DOK 3
Possible response: The title *Rare Treasure* relates to both the fossils Mary found and Mary herself. Throughout her life, Mary searched for fossils like a treasure hunter would search for gold or jewels. Her dedication to finding and studying fossils was also rare.

68

69

Word Study Suffixes *-ty, -ity, -ic, -ment*

OBJECTIVES

Decode words using knowledge of suffixes, including how they can change base words such as dropping *e,* changing *y* to *i,* and doubling final consonants.

Determine the meaning of words with the suffixes *-ty*, *-ity*, *-ic*, and *-ment*.

LESSON 2

Apply Suffixes *-ty, -ity, -ic, -ment*

APPLY **My TURN** Direct students to complete the activity on p. 74 in the *Student Interactive.*

-ty

-ity

-ic

-ment

Then have students write four sentences, correctly using each of the suffixes in the lesson. Have partners trade papers and take turns reading their sentences to each other, using the words with suffixes in context.

STUDENT INTERACTIVE, p. 74

WORD STUDY

Suffixes -ty, -ity, -ic, -ment

Suffixes are word parts added to the ends of words. Suffixes can change how words are read. The main part of the word *excitement*, *excite*, is read the same way. The ending of the main part of the word *biologic*, *biology*, is read differently. In the word *biology*, the *y* spells the sound of long *e*. When the suffix *-ic* is added, it spells the sounds short *i* and *k*.

Suffixes affect the meaning of words. For example, the word *scientific* ends with the suffix *-ic*, which means "relating to." Therefore, *scientific* means "relating to science."

My TURN Read each word and highlight the suffix. Then write the word in the correct place in the chart. Add a definition to each row. Check your definitions in a dictionary, if needed.

safe**ty**   similar**ity**   geograph**ic**   disappoint**ment**

Suffix	Word	Definition
-ty "state of" or "quality" (noun)	safety	the state of being safe
-ity "state of" or "quality" (noun)	similarity	the quality of being similar
-ic "relating to" (adjective)	geographic	relating to geography
-ment "action or process of" (noun)	disappointment	the action of being disappointed

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LESSON 2

LESSON 1

Teach Suffixes *-ty, -ity, -ic, -ment*

Apply Suffixes *-ty, -ity, -ic, -ment*

FLEXIBLE OPTION ↰
LESSON 3

More Practice

FLEXIBLE OPTION ↰
LESSON 4

Spiral Review: Suffixes *-ed, -ing, -s, -er, -est*

FLEXIBLE OPTION ↰
LESSON 5

☑ Assess Understanding

Use the ☑ **QUICK CHECK** on p. T109 to determine small group instruction.

Teacher-Led Options

Strategy Group 📖 📥

DEVELOP VOCABULARY

Teaching Point Today I want to remind you that active readers notice the words authors use to describe key details of setting, character, and action. By doing this, readers better understand the central ideas and why the author thinks those ideas are important. Have students look back at *Rare Treasure* to find words the author uses to describe important details.

ELL Targeted Support

Tell students that they can understand ideas in texts by understanding the words that express them. Have students use context to enhance vocabulary understanding.

Have students copy these sentences and then fill in the blanks. *The mountain path was _____. The players _____ the ball across the field. We _____ the bed with the tools.* **EMERGING**

Have students draw pictures that illustrate the words *assembled, pursued,* and *treacherous.* Have them label each with the word it illustrates. **DEVELOPING**

Have students work with a partner to choose pictures from magazines that illustrate the words *assembled, pursued,* and *treacherous.* Instruct them to cut the pictures out and to make a collage with handwritten word labels. **EXPANDING**

Have students write sentences in which they use the words *assembled, pursued, remarkable,* and *treacherous.* **BRIDGING**

📥 For additional support, see the online *Language Awareness Handbook.*

Intervention Activity 🔺 📥
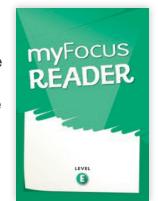
myFOCUS READER

Read pp. 8–9 in the *myFocus Reader* with students. Use the teaching support online at SavvasRealize.com to provide additional insight for students on how a network affects a person's life.

Provide instructional support for comprehension and word study—Suffixes *-ty, -ity, -ic, -ment* and Academic Vocabulary.

Fluency — Assess 2-4 students 📖 📥 ☑

PROSODY

Have students choose a short passage from the text or a leveled reader. Ask pairs to take turns reading the passage with appropriate phrasing. Tell them to pause for punctuation and to make their reading sound like talking. If needed, model reading with expression.

ORAL READING RATE AND ACCURACY

Use pp. 7–12 in Unit 1 Week 2 *Cold Reads* to assess students. Have partners practice reading the passage. Use the *Fluency Progress Chart* to track student progress.

Conferring

3 students / 3–4 minutes per conference

DEVELOP VOCABULARY

Talk About Independent Reading Ask students to tell you about some of the words the author used to describe important details. Then have them explain how they figured out unfamiliar words as they read.

Possible Conference Prompts

- What word did the author use to help you understand an important event?
- Why do you think the author chose that word?
- What helped you understand the word?

Possible Teaching Point Readers notice and understand words authors use to describe important details in narrative nonfiction. They might pause and think, "Why did the author choose this word?"

Leveled Readers

DEVELOP VOCABULARY

- For suggested titles, see "Matching Texts to Learning," pp. T90–T91.
- For instructional support on how to develop vocabulary, see *Leveled Reader Teacher's Guide.*

The Light at Jupiter Lake
by J.H. Diel
Guided Reading Level Q
DRA Level 40
Lexile Measure 800L
Word Count 3,256

Independent/Collaborative

Independent Reading

Students can

- reread and listen to *Rare Treasure* or the *myFocus Reader* text.
- read a self-selected book or their Book Club text.
- work with partners to read a text, asking each other questions about the book.

Centers

See the myView Literacy Stations in the *Resource Download Center.*

Literacy Activities

Students can
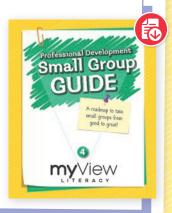
- complete the graphic organizer on p. 68.
- work with a partner to discuss and answer the questions on p. 69.
- play the *myView* games.
- choose a passage from the text and with a partner take turns reading the passage at a fluent rate and with appropriate expression.

SUPPORT PARTNER READING

Keep partners on track by giving them a list of suggested conversation prompts to keep their book discussions going.

See the *Small Group Guide* for additional support and resources for Partner Reading.

Professional Development
Small Group GUIDE
A roadmap to take small groups from good to great!
4
myView
L I T E R A C Y

Whole Group

Share Bring the class back together in whole group. Invite one or two students to share some new vocabulary words they learned from their reading, what the words mean, and why the author may have chosen those words.

Analyze Main Idea and Details

Rare Treasure

OBJECTIVE

Recognize characteristics and structures of informational text, including the central idea with supporting evidence.

ACADEMIC VOCABULARY

Integrate Offer students oral practice using the unit Academic Vocabulary words to discuss main idea and details. Prompt students with questions, such as:

- To what dangers was Mary exposed by hunting fossils?
- How was poverty significant to Mary's fossil hunting?

ELL Access

Help students distinguish a main idea from supporting details in biographies. Students can use a web diagram to put key details in satellite cells and then articulate a main idea in the center.

Minilesson

FOCUS ON STRATEGIES Readers of nonfiction determine the main idea by noticing the structure of the text and focusing on information or opinions appearing at or near the beginning of the text. Then they relate key details they encounter later in the text to this main idea.

- Look for big ideas at the beginning that relate to the title or subject of the text.
- Think: "What evidence or details does the author give to support this idea?"
- Note key details as you read, and decide how they support the main idea. Be open to how details may change your understanding of the main idea.
- Ask yourself how the key details add to your understanding of the subject.

MODEL AND PRACTICE Use the Close Read note on p. 56 of the *Student Interactive* to model how to annotate evidence in the text that helps identify the main idea of the biography.

- I know from the title that the biography is about Mary Anning. What information on this page would be of great importance about her life? I see she was born in an English seaside town in 1799. I'll underline that information.

- What details does the second paragraph provide? It's about Mary's nature and the challenges in her life. I'll underline that whole paragraph because people's traits and the challenges they face tell a lot about their lives.

- Have partners underline another piece of text on p. 56 that may support the main idea. Then have them write why this text may be worth noting and remembering.

ELL Targeted Support **Find Text Evidence** Tell students that finding text evidence that supports a main idea will help them understand a text.

Ask students to find and note a detail that supports a main idea about Mary's nature that the author directly states in paragraph 2. **EMERGING/ DEVELOPING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for analyzing main idea and details.

OPTION 1 **My TURN** Have students annotate the text using the other Close Read notes for Analyze Main Idea and Details and then use the text evidence from their annotations to complete the chart on p. 70.
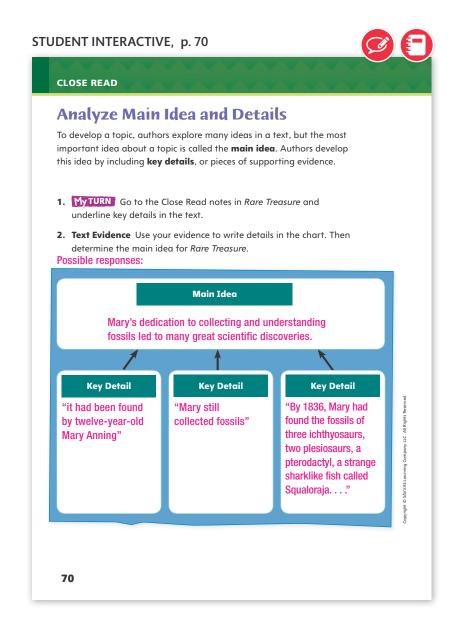
OPTION 2 **Use Independent Text** Have students use sticky notes to mark places in the text where they notice a main idea or a key detail. For key details, direct them to identify on the sticky note the aspect of the main idea to which the detail relates and say how the detail supports it.

☑ QUICK CHECK

Notice and Assess Can students identify the main idea and find supporting details in biography?

Decide

• **If students struggle,** revisit instruction about analyzing main idea and details in Small Group on p. T120.

• **If students show understanding,** extend instruction on analyzing main idea and details in Small Group on p. T121.

STUDENT INTERACTIVE, p. 70   ✎ 📕

CLOSE READ

Analyze Main Idea and Details

To develop a topic, authors explore many ideas in a text, but the most important idea about a topic is called the **main idea**. Authors develop this idea by including **key details**, or pieces of supporting evidence.

1. **My TURN** Go to the Close Read notes in *Rare Treasure* and underline key details in the text.

2. **Text Evidence** Use your evidence to write details in the chart. Then determine the main idea for *Rare Treasure*.
Possible responses:

Main Idea

Mary's dedication to collecting and understanding fossils led to many great scientific discoveries.

Key Detail	Key Detail	Key Detail
"it had been found by twelve-year-old Mary Anning"	"Mary still collected fossils"	"By 1836, Mary had found the fossils of three ichthyosaurs, two plesiosaurs, a pterodactyl, a strange sharklike fish called Squaloraja. . . ."

70

Read Like a Writer

OBJECTIVE
Describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes.

Analyze Figurative Language

Minilesson

FOCUS ON STRATEGIES Authors use specific words and images such as figurative language to express ideas in rich, memorable ways. Two common types of figurative language are similes and metaphors. A **simile** compares two unlike things using *like* or *as.* A **metaphor** compares two things implicitly, without using *like* or *as* to directly state the comparison. Each type of comparison creates an image in the reader's mind.

- Notice if any comparisons are being made, either implicitly or with *like* or *as.*

- Ask yourself why the author might be comparing these two things.

MODEL AND PRACTICE Model analyzing the author's use of figurative language by directing students to the top of p. 75.

1. Identify any similes or metaphors. Here the author describes the shore using the words "rugged ribbon." The shore is not actually a ribbon. This is a metaphor, or implied comparison.

2. How can we use this metaphor to understand the text better? Does the metaphor help us picture the shoreline?

3. A ribbon is long and thin, and rugged suggests rough terrain. We can conclude that the shore looks like a long, thin strip of rough terrain.

Have student pairs identify another example of simile or metaphor in the text. Then have them describe how the author uses figurative language to achieve specific purposes.

ELL Targeted Support **Recognize Figurative Language** Write or display the following sentence: *The burnt toast was as hard as brick.*

Have students identify or underline the two things being compared, *toast* and *brick.* We see the comparison because of the word "as." **EMERGING/ DEVELOPING**
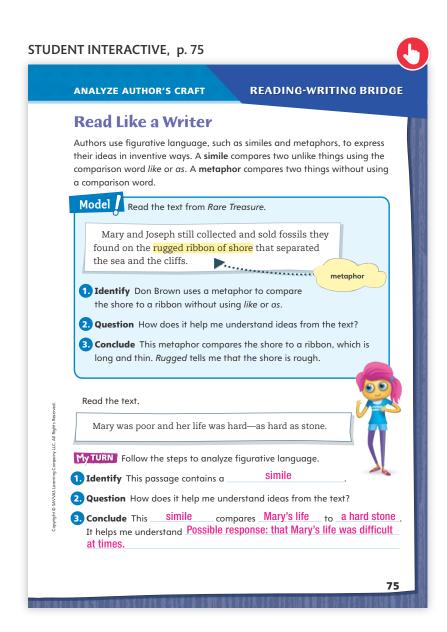
Have student pairs read a paragraph in a leveled reader. Ask them to highlight any comparisons being made using *like* or *as.* Have them explain how one of the highlighted comparisons supports the author's message. **EXPANDING/BRIDGING**

ASSESS UNDERSTANDING

Apply

My TURN Direct students to go back to *Rare Treasure* to highlight similes and underline metaphors. Then have them complete the activity on p. 75.

STUDENT INTERACTIVE, p. 75

ANALYZE AUTHOR'S CRAFT | READING-WRITING BRIDGE

Read Like a Writer

Authors use figurative language, such as similes and metaphors, to express their ideas in inventive ways. A **simile** compares two unlike things using the comparison word *like* or *as*. A **metaphor** compares two things without using a comparison word.

Model Read the text from *Rare Treasure*.

Mary and Joseph still collected and sold fossils they found on the rugged ribbon of shore that separated the sea and the cliffs.

metaphor

1. **Identify** Don Brown uses a metaphor to compare the shore to a ribbon without using *like* or *as*.

2. **Question** How does it help me understand ideas from the text?

3. **Conclude** This metaphor compares the shore to a ribbon, which is long and thin. *Rugged* tells me that the shore is rough.

Read the text.

Mary was poor and her life was hard—as hard as stone.

My TURN Follow the steps to analyze figurative language.

1. **Identify** This passage contains a _____simile_____.

2. **Question** How does it help me understand ideas from the text?

3. **Conclude** This __simile__ compares __Mary's life__ to __a hard stone__. It helps me understand __Possible response: that Mary's life was difficult at times.__

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Word Study Suffixes *-ty, -ity, -ic, -ment*

OBJECTIVES

Decode words using knowledge of suffixes, including how they can change base words such as dropping *e,* changing *y* to *i,* and doubling final consonants.

Determine the meaning of words with the suffixes *-ty*, *-ity*, *-ic*, and *-ment*.

FLEXIBLE OPTION

LESSON 3

More Practice

FOCUS ON STRATEGIES Remind students that a suffix can change how a word is decoded. A suffix can also change the meaning of a word, because suffixes themselves have particular meanings.
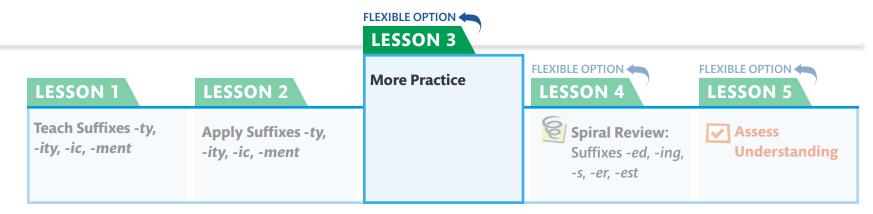
MODEL AND PRACTICE *Commune* means "share ideas." Adding the suffix *-ity*, which means "quality or state of," gives us the word *community.* Adding the suffix does not change how the main word part *commune* is decoded. *Community* means "a group that shares beliefs or cultural background." Have students define and discuss *able* and *ability.*

APPLY Have students complete *Word Study* p. 2 from the *Resource Download Center.*

Word Study, p. 2

LESSON 3

More Practice

LESSON 1

Teach Suffixes *-ty,
-ity, -ic, -ment*

LESSON 2

Apply Suffixes *-ty,
-ity, -ic, -ment*

LESSON 4

Spiral Review:
Suffixes *-ed, -ing,
-s, -er, -est*

LESSON 5

☑ **Assess
Understanding**

Use the ✅ **QUICK CHECK** on p. T115 to determine small group instruction.

Teacher-Led Options

Strategy Group

ANALYZE MAIN IDEA AND DETAILS

Teaching Point Identifying and analyzing the main idea of a text helps you remember it. When you comprehend the main idea, you will understand the details that support that idea.

ELL Targeted Support

To help students practice listening skills, lead a discussion about main ideas and details in the text.

Guide students to use nonverbal cues to communicate their understanding of spoken language, such as nodding when they comprehend fully, or raising a hand when comprehension breaks down. **EMERGING**

Provide the following sentence frames for partners to use during discussion. *Did you say ___? I heard ___: is that correct? Could you say ___ in a different way?* **DEVELOPING**

Have pairs work together to speak and listen to sentences about main ideas and details. Have partners help each other correct misunderstandings. **EXPANDING**

Support individuals as they identify and correct breakdowns in comprehension of speech during the discussion. **BRIDGING**

For additional support, see the online *Language Awareness Handbook.*

Intervention Activity

ANALYZE MAIN IDEA AND DETAILS

Use Lesson 31, pp. T203–T208, in the *myFocus Intervention Teacher's Guide* for instruction on analyzing main idea and details.

LEVEL E • READ

Lesson 31 Determine Main Idea and Details

DIRECTIONS Read the following passages. Look at how the author supports ideas in each passage.

Fire, the Fish

1 I have a pet fish named Fire. Fire is a goldfish, or an orange fish with a long tail. His big, round eyes stick out of the sides of his head.
2 I keep Fire in my room. He lives in a fish tank. I clean Fire's tank every week. I feed Fire every day. He eats fish food, which are little flakes that I sprinkle into the water. When he sees the food in the tank, Fire swims to the top.
3 Fire likes to swim back and forth. Sometimes, if he feels scared and threatened, he hides behind the rocks. When he feels safe, he darts out of his hiding spot and swims happily around the tank.
4 Fire is a good pet. Maybe I will get another fish. Then Fire will have a friend!

How I Make My Lunch

I like to make my lunch every morning before school. First, I make a sandwich. I spread peanut butter on one slice of bread, then I spread honey on another slice of bread. Then I put the slices of bread together and put the sandwich in my lunch box. Next, I pack an apple or an orange. The last thing I do is fill up my water bottle. After I put my water bottle in my lunch box, I am ready to go to school.

My Favorite Sandwich

My favorite sandwich is peanut butter and honey. I eat a peanut butter and honey sandwich every day for lunch. I even have a peanut butter and honey sandwich as a snack after school. I like many types of sandwiches, but I love peanut butter and honey sandwiches the best!

Reading Informational and Argumentative Text T • 203

Fluency | Assess 2–4 students

PROSODY

Have partners practice reading a brief passage with fluent phrasing.

ORAL READING RATE AND ACCURACY

Use pp. 7–12 in Unit 1 Week 2 *Cold Reads* to assess students. Have partners practice reading the passage. Use the *Fluency Progress Chart* to track student progress.

Independent/Collaborative

Conferring
3 students / 3–4 minutes per conference

ANALYZE MAIN IDEA AND DETAILS

Talk About Independent Reading Ask students to review the sticky notes in their books and share what they learned about main idea and details.

Possible Conference Prompts

- Where does the author reveal the main idea?
- What is the main idea?
- What key details support the main idea?

Possible Teaching Point Readers look for the main idea and pay attention to the details that expand on that main idea. They might pause and think, "Does that fact support the main idea?"

Leveled Readers

ANALYZE MAIN IDEA AND DETAILS

- For suggested titles, see "Matching Texts to Learning," pp. T90–T91.
- For instructional support on how to analyze main idea and details, see *Leveled Reader Teacher's Guide*.

The Light at Jupiter Lake
by J.N. Diel

Guided Reading Level Q
DRA Level 40
Lexile Measure 810L
Word Count 3,256

Independent Reading

Students can

- reread or listen to *Rare Treasure* or another text.
- read a self-selected book or their Book Club text.
- pair up and share with partners the main idea of a self-selected text they recently read.

Centers

See the myView Literacy Stations in the *Resource Download Center*.

Literacy Activities

Students can

- complete the graphic organizer on p. 70.
- practice this week's word study focus by creating a chart of related words.
- play the *myView* games.
- choose a passage from the text and with a partner take turns reading the passage at a fluent rate and with appropriate expression.

SUPPORT PARTNER READING

Provide students with conversation prompts to keep their book discussions on track.

See the *Small Group Guide* for additional support and resources for Partner Reading.

Professional Development
Small Group
GUIDE

A roadmap to take small groups from good to great!

myView LITERACY

Whole Group

Share Bring the class back together in whole group. Invite one or two students to share main ideas and compelling details they learned from their reading. As a class, discuss the relationship between the main idea and details that students cite.

Generate Questions

Rare Treasure

OBJECTIVE

Generate questions about text before, during, and after reading to deepen understanding and gain information.

ACADEMIC VOCABULARY

Integrate Offer students oral practice using academic vocabulary words to help them see the process of generating questions. Ask:

- How was her father's instruction about fossil hunting significant in Mary's life?
- How did severe challenges contribute to Mary's hard work as a fossil hunter?

Minilesson

FOCUS ON STRATEGIES Active readers ask themselves questions about a text before, during, and after reading. Then they look for answers to those questions as they read further.

- Think about information you read in the text that interests you, makes you wonder, or is unclear, and ask yourself a question about it.
- Keep the question in mind as you continue to read, looking for details in the text that lead to an answer.

MODEL AND PRACTICE Use the Close Read note on p. 57 of the *Student Interactive* to model how to generate questions.

- In the sentence in paragraph 6, I read that Mary was "just a few years old" when her father taught her to hunt for fossils on the rocky beach near their home.
- This makes me wonder what led Mary to start collecting fossils at such a young age. I will highlight these words and write my question in the chart. I will keep this question in mind as I continue reading.
- When I read the second sentence in paragraph 6, I realize that it answers my question. What led young Mary to start collecting fossils was that her father taught her how. I will highlight this sentence and record it as evidence in the chart.
- Have partners read paragraphs 9–15 together, alternating paragraphs. Then have them generate a question to clarify an idea.

ELL Targeted Support **Ask and Answer Questions** Tell students that asking and answering questions as they read will deepen their understanding of a text.

Have students echo-read paragraph 21. Then display and ask these questions: What did Mary Anning like? How do you know? Help students respond verbally. **EMERGING/DEVELOPING**

Repeat the activity above, but have students respond to the questions in their notebooks. **EXPANDING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for generating questions.

OPTION 1 **My TURN** Have students annotate the text using the other Close Read notes for Generate Questions and then apply the text from their annotations to complete the chart on p. 71.

OPTION 2 **Use Independent Text** Have students use sticky notes to mark places in the text where they can either generate a question or answer one that they already asked.

☑ Quick Check

Notice and Assess Can students generate questions and answer them using the text?

Decide
- **If students struggle,** revisit instruction about generating questions in Small Group on p. T128.
- **If students show understanding,** extend instruction for generating questions in Small Group on p. T129.

STUDENT INTERACTIVE, p. 71

READING WORKSHOP

Generate Questions

To deepen your understanding of the text, **generate questions** before, during, and after reading. Look in the text for the answers to your questions as you read. This process will help you deepen your understanding of the main idea.

1. **My TURN** Go back to the Close Read notes. Highlight evidence that helps you generate questions about Mary Anning's work.

2. **Text Evidence** Record questions you had as you read. Then record the evidence you highlighted, and draw a conclusion about a main idea based on that evidence.

Possible responses:

Your Questions	Evidence	Conclusion About Main Idea
What led Mary to start collecting fossils?	"Richard Anning taught them how to hunt for fossils."	After becoming interested in fossils as a child, Mary collected them throughout her life.
What creature left behind the skull that Joseph Anning found?	"Was it a crocodile? A dragon? A monster? What did the *rest* of the creature look like?"	Fossils, like the skull her brother found, sparked Mary's curiosity about fossils and the creatures that left them behind.
How did Mary pursue her interest in fossils?	"She drew pictures of them. She studied her science books."	Mary pursued her interest in fossils by drawing them and studying about them.

71

Write for a Reader

OBJECTIVES

Describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes.

Compose literary texts such as personal narratives and poetry using genre characteristics and craft.

Use Figurative Language

Minilesson

FOCUS ON STRATEGIES Authors choose words carefully to help readers understand complex life events, important concepts, and main ideas. Use author's craft techniques such as figurative language to add detail and imagery to your writing.

MODEL AND PRACTICE Remind students that they just analyzed how an author includes figurative language in a biography. Discuss how students might use a similar technique in their own writing. Model an example.

1. Identify an event to write about, such as going to an outdoor fair on a hot day.

2. Think about the image you want to convey. What emotions or sensations do you want to illustrate? Prompt for a few ideas, such as heat, excitement, crowds, or games.

3. Consider words or phrases that emphasize the quality you want to highlight. Explain: I call attention to the temperature by saying it is "as hot as an oven" or "a blanket of heat." As a class, make a list of similes and metaphors that create a vivid image of the event.

4. Together as a class, discuss how the suggestions on your list enhance the picture you are creating with words. Explain that these images make the event more lively and complex.

ELL Targeted Support **Use Figurative Language** Give students this sentence to complete: *It is as soft as _____.*

Have students orally complete the sentence. If needed, prompt students with questions such as "What is a soft animal or material?" **EMERGING**

Use the above activity. Tell partners to list soft things and make their own sentences using *like* or *as* to describe an item on their list. **DEVELOPING**

ASSESS UNDERSTANDING

Apply
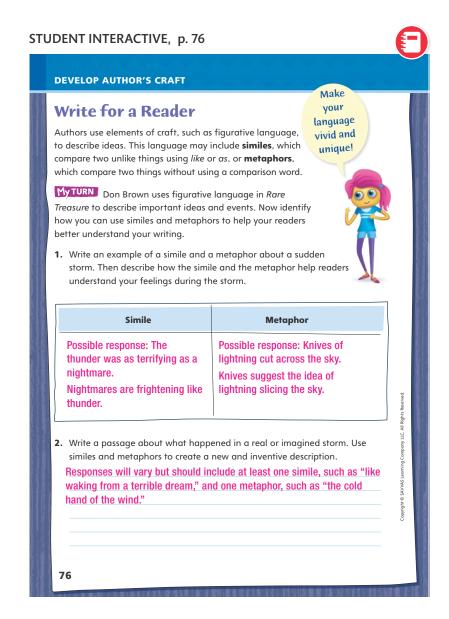
My TURN Have students refer to *Rare Treasure* for figurative language that makes the writing more vivid, and suggest they use it as an example for their own writing. Then guide students to complete the activity on p. 76 of the *Student Interactive.*

Writing Workshop

Have students use a simile and a metaphor in their personal narratives for the Writing Workshop. During conferences, support students' writing by helping them find opportunities to meaningfully enhance details in their writing.

STUDENT INTERACTIVE, p. 76

DEVELOP AUTHOR'S CRAFT

Write for a Reader

Authors use elements of craft, such as figurative language, to describe ideas. This language may include **similes**, which compare two unlike things using *like* or *as*, or **metaphors**, which compare two things without using a comparison word.

Make your language vivid and unique!

My TURN Don Brown uses figurative language in *Rare Treasure* to describe important ideas and events. Now identify how you can use similes and metaphors to help your readers better understand your writing.

1. Write an example of a simile and a metaphor about a sudden storm. Then describe how the simile and the metaphor help readers understand your feelings during the storm.

Simile	Metaphor
Possible response: The thunder was as terrifying as a nightmare. Nightmares are frightening like thunder.	Possible response: Knives of lightning cut across the sky. Knives suggest the idea of lightning slicing the sky.

2. Write a passage about what happened in a real or imagined storm. Use similes and metaphors to create a new and inventive description.
   Responses will vary but should include at least one simile, such as "like waking from a terrible dream," and one metaphor, such as "the cold hand of the wind."

76

Word Study Spiral Review

OBJECTIVES

Demonstrate and apply phonetic knowledge.

Decode words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants.

FLEXIBLE OPTION

LESSON 4

Spiral Review: Suffixes -ed, -ing, -s, -er, -est

FOCUS ON STRATEGIES Review the strategies about adding suffixes -ed, -ing, -s, -er, and -est to words from last week.

MODEL AND PRACTICE Call on a student to give an example of a suffix that tells us an action is happening in the present. (-ing or -s) Discuss how knowing that suffixes modify the meaning of a word can help students understand and use new word forms.

APPLY Have students pair up to play "I spy" using comparative -er and -est words in their hints. For example, *I spy a book bigger than the dictionary. I spy the greenest object in the room.*

ELL Targeted Support

Understanding Suffixes Tell students that knowing the meaning of suffixes in English words will help improve their language skills.

Draw a sad face and a sad face with a tear. Write *sad* below the first face and *sadder* below the face with a tear to show the meaning visually. Write the word *saddest* and ask a volunteer to draw a face above it. **EMERGING**

Have partners do the above activity with the word *tall.* **DEVELOPING**

Draw a T-chart and label it *Then / Now*. Using the base words *walk, jump,* and *bike,* have pairs add a suffix to each word to fill in the chart. **EXPANDING**

Use the above activity, and have student pairs write full sentences in the chart. **BRIDGING**

FLEXIBLE OPTION
LESSON 4

FLEXIBLE OPTION
LESSON 3

LESSON 1

LESSON 2

Spiral Review: Suffixes *-ed, -ing, -s, -er, -est*

FLEXIBLE OPTION
LESSON 5

Teach Suffixes *-ty, -ity, -ic, -ment*

Apply Suffixes *-ty, -ity, -ic, -ment*

More Practice

✓ **Assess Understanding**

Use the ✓ **QUICK CHECK** on p. T123 to determine small group instruction.

Teacher-Led Options

Strategy Group 📖

GENERATE QUESTIONS

Teaching Point Asking questions is one of the best ways to learn. You often ask your parents, friends, and teachers questions. Doing the same with something you are reading helps you learn and enjoy it more. Guide students to generate a question about Mary's fascination with fossils.

ELL Targeted Support

With students, reread paragraphs 37 and 38 in *Rare Treasure.* Then guide them to use vocabulary words in their questions or answers.

Display this question. *Why did people consider Mary remarkable?* Then support small groups as they discuss the question and write an answer that restates the question using the word *remarkable.* **EMERGING**

Have students write a question about how Mary's work affected others. Then have peers support one another by exchanging and writing answers to one another's questions. Direct them to use a new word, such as *poverty, assembled, remarkable,* or *pursued.* **DEVELOPING**

Encourage students to ask two questions about the effect of Mary's work on scientists of the time—one that can be answered from text evidence and one that they can carry forward for further research. Offer support as needed. **EXPANDING**

Have students generate a question about Mary Anning to be answered through research after reading. **BRIDGING**

📥 For additional support, see the online *Language Awareness Handbook.*
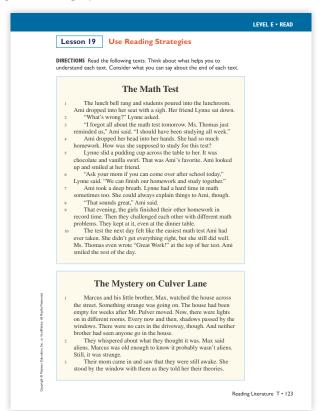
Intervention Activity 🔺 📥

GENERATE QUESTIONS

Use Lesson 19, pp. T123–T128, in the *myFocus Intervention Teacher's Guide* for instruction on generating questions.

LEVEL E • READ

Lesson 19   Use Reading Strategies

DIRECTIONS Read the following texts. Think about what helps you to understand each text. Consider what you can say about the end of each text.

The Math Test

1 The lunch bell rang and students poured into the lunchroom. Ami dropped into her seat with a sigh. Her friend Lynne sat down.
2 "What's wrong?" Lynne asked.
3 "I forgot all about the math test tomorrow. Ms. Thomas just reminded us," Ami said. "I should have been studying all week."
4 Ami dropped her head into her hands. She had so much homework. How was she supposed to study for this test?
5 Lynne slid a pudding cup across the table to her. It was chocolate and vanilla swirl. That was Ami's favorite. Ami looked up and smiled at her friend.
6 "Ask your mom if you can come over after school today," Lynne said. "We can finish our homework and study together."
7 Ami took a deep breath. Lynne had a hard time in math sometimes too. She could always explain things to Ami, though.
8 "That sounds great," Ami said.
9 That evening, the girls finished their other homework in record time. Then they challenged each other with different math problems. They kept at it, even at the dinner table.
10 The test the next day felt like the easiest math test Ami had ever taken. She didn't get everything right, but she still did well. Ms. Thomas even wrote "Great Work!" at the top of her test. Ami smiled the rest of the day.

The Mystery on Culver Lane

1 Marcus and his little brother, Max, watched the house across the street. Something strange was going on. The house had been empty for weeks after Mr. Pulver moved. Now, there were lights on in different rooms. Every now and then, shadows passed by the windows. There were no cars in the driveway, though. And neither brother had seen anyone go in the house.
2 They whispered about what they thought it was. Max said aliens. Marcus was old enough to know it probably wasn't aliens. Still, it was strange.
3 Their mom came in and saw that they were still awake. She stood by the window with them as they told her their theories.

Reading Literature T • 123

Fluency Assess 2-4 students 📥 ☑ 📖

PROSODY

Have partners practice reading a brief passage with fluent phrasing.

ORAL READING RATE AND ACCURACY

Use pp. 7–12 in Unit 1 Week 2 *Cold Reads* to assess students. Have partners practice reading the passage. Use the *Fluency Progress Chart* to track student progress.

Conferring

3 students / 3–4 minutes per conference

GENERATE QUESTIONS

Talk About Independent Reading Ask students to reread their sticky notes and then talk with a partner about one of their questions or answers.

Possible Conference Prompts

- What information led you to ask the question?
- How did the text answer the question?

Possible Teaching Point While you are reading, ask yourself questions. Keep a record of the questions you come up with. You can use your list of questions to help you look for answers in the text as you read further. Sometimes an answer will lead to another question, and that is great.

Leveled Readers

GENERATE QUESTIONS

- For suggested titles, see "Matching Texts to Learning," pp. T90–T91.
- For instructional support on how to generate questions, see *Leveled Reader Teacher's Guide.*

The Light at Jupiter Lake
by J.H. Diel

Independent/Collaborative

Independent Reading

Students can

- reread or listen to another text they have previously read.
- read a book or their Book Club text.
- practice fluent reading with a partner by reading their texts like TV reporters.

Centers

See the myView Literacy Stations in the *Resource Download Center.*

Literacy Activities

Students can
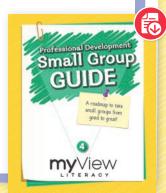
- complete the graphic organizer on p. 71.
- write about the book in their reader's notebook.
- play the *myView* games.
- with a partner, take turns reading a text at a fluent rate and with expression.

SUPPORT INDEPENDENT READING

Help students set goals for their reading. Tell them they should track progress toward their goals.

See the *Small Group Guide* for additional support and resources.

Professional Development
Small Group GUIDE
A roadmap to take small groups from good to great!

4
myView LITERACY

Whole Group

Share Bring the class back together in whole group. Invite one or two students to share what they learned by finding answers to the question(s) they generated.

Reflect and Share

Rare Treasure

OBJECTIVES

Synthesize information to create new understanding.

Describe personal connections to a variety of sources, including self-selected texts.

Use text evidence to support an appropriate response.

Discuss specific ideas in the text that are important to the meaning.

Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.

Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

ACADEMIC VOCABULARY

Integrate Offer students oral practice using academic vocabulary words to reflect on the text and make connections to other texts, the unit theme, and the Essential Question. Ask:

- How did the place in which the events happened contribute to the lives of the people depicted in the texts?
- What was significant about the places in these texts?
- What, if any, severe challenges did places in these texts pose?

Write to Sources

Minilesson

FOCUS ON STRATEGIES Remind students to closely follow directions when they create a written response. Explain that in this case, they have a chance to share their own opinions. Point out that supporting an opinion with text evidence is an essential part of their response.

- Review the places you read about this week. Reread details about those settings to help you form an opinion.
- As you reread, use sticky notes or notecards to record text evidence, such as quotations, that supports your opinion.

MODEL AND PRACTICE Model forming an opinion and supporting it with text evidence. Use *Student Interactive* p. 72. As I review settings I have read about this week, I will look for descriptions of places. I like this description in paragraph 11 of *Rare Treasure* "the rugged ribbon of shore that separated the sea and the cliffs." I read on the same page that the Annings sold fossils to "wealthy tourists visiting the popular Lyme Regis shore." I will write my opinion sentence to include both geography and people. Then I will look back at a second text I read this week to gather additional evidence to support my opinion. Have students practice forming an opinion about the topic and supporting it with text evidence.

ELL Targeted Support **Vary Sentences** Point out that writers vary sentence lengths and use transition words to make their writing clear and to keep readers' interest.

Provide a list of conjunctions and transition words. Have students work in groups to write phrases, clauses, or sentences about what makes a place special. Next, they should use words from the list to meaningfully combine two or more ideas into a single complete sentence. **EMERGING/DEVELOPING**

Repeat the activity above but have students working in pairs or independently. **EXPANDING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for making connections between texts.

OPTION 1 **Use the Shared Read** Have students use evidence from two texts they read this week to form and support an opinion about what makes a place special.

OPTION 2 **Use Independent Text** Students should use their self-selected independent reading texts to identify other attributes of place that they read about and incorporate them into their opinion paragraphs.

☑ Quick Check
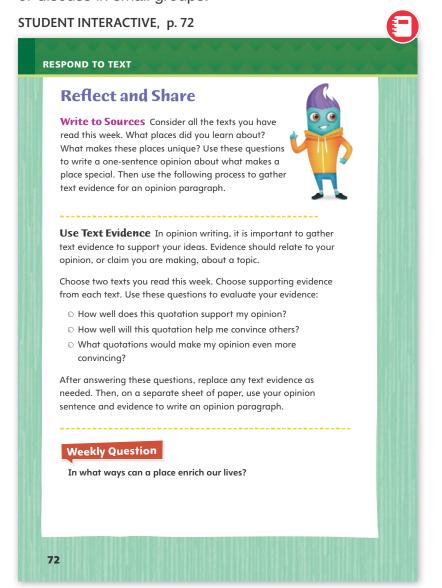
Notice and Assess Can students recognize a theme about special places by comparing across texts?

Decide
- **If students struggle,** revisit instruction on text comparisons in Small Group on p. T134.
- **If students show understanding,** extend instruction for making text comparisons in Small Group on p. T135.

WEEKLY QUESTION Have students use evidence from the texts they have read this week to respond to the Weekly Question. Tell them to write their response on a separate sheet of paper or discuss in small groups.

STUDENT INTERACTIVE, p. 72

RESPOND TO TEXT

Reflect and Share

Write to Sources Consider all the texts you have read this week. What places did you learn about? What makes these places unique? Use these questions to write a one-sentence opinion about what makes a place special. Then use the following process to gather text evidence for an opinion paragraph.

Use Text Evidence In opinion writing, it is important to gather text evidence to support your ideas. Evidence should relate to your opinion, or claim you are making, about a topic.

Choose two texts you read this week. Choose supporting evidence from each text. Use these questions to evaluate your evidence:

- How well does this quotation support my opinion?
- How well will this quotation help me convince others?
- What quotations would make my opinion even more convincing?

After answering these questions, replace any text evidence as needed. Then, on a separate sheet of paper, use your opinion sentence and evidence to write an opinion paragraph.

Weekly Question

In what ways can a place enrich our lives?

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My VIEW

Write About It For additional practice on developing and writing opinions using text evidence, ask students to respond to the prompt below on a separate sheet of paper.

In *Rare Treasure,* the author writes, "Mary tried to make sense of her discoveries." Why do you think the author chose to include this detail? Use text evidence to support your opinion.

Word Study Suffixes *-ty, -ity, -ic, -ment*

OBJECTIVES

Decode words using knowledge of suffixes, including how they can change base words such as dropping *e,* changing *y* to *i,* and doubling final consonants.

Determine the meaning of words with the suffixes *-ty*, *-ity*, *-ic*, and *-ment*.

WEEKLY STANDARDS PRACTICE

To assess student progress on Word Study, use the Weekly Standards Practice on SavvasRealize.com.

FLEXIBLE OPTION

LESSON 5

☑ **Assess Understanding**

To assess students' understanding of the suffixes *-ty*, *-ity*, *-ic,* and *-ment,* provide them with the following words: *majesty* and *majestic.* Offer them sample sentences:

> Every year hikers experience the majesty of the Rockies.

> The majestic stallion runs free through the plains.
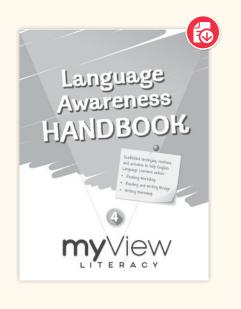
Have students use their knowledge of suffixes to define each word. (Possible responses: **majesty:** noun; imposing character, grandeur; **majestic:** adjective; stately, possessing majesty)
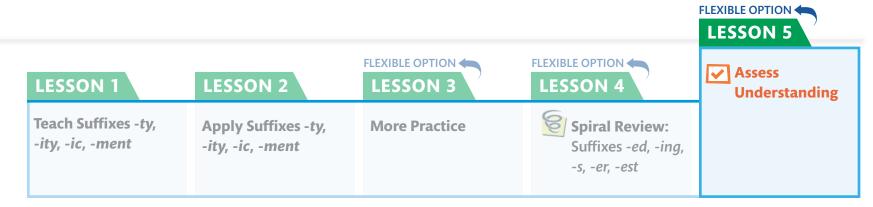
Develop Language Awareness

For additional practice with suffixes, complete the activity on p. 11 of the *Language Awareness Handbook.* In this practice activity, students will use phonic support to understand suffixes.

Language Awareness HANDBOOK

Scaffolded strategies, routines, and activities to help English Language Learners unlock
• Reading Workshop
• Reading and Writing Bridge
• Writing Workshop

4

myView LITERACY

FLEXIBLE OPTION ↰
LESSON 5

☑ **Assess Understanding**

LESSON 1

Teach Suffixes -ty, -ity, -ic, -ment

LESSON 2

Apply Suffixes -ty, -ity, -ic, -ment

FLEXIBLE OPTION ↰
LESSON 3

More Practice

FLEXIBLE OPTION ↰
LESSON 4

Spiral Review: Suffixes -ed, -ing, -s, -er, -est

Use the ☑ **QUICK CHECK** on p. T131 to determine small group instruction.

Teacher-Led Options

Strategy Group 📖

COMPARE TEXTS

Teaching Point To better grasp a big idea like Networks, critical readers think about the different ways authors present similar topics and themes. Have students track supporting evidence across texts with a three-column chart headed *Region, Human-Environment Interaction,* and *Human-Community Interaction*.

ELL Targeted Support

Have students use the content vocabulary to explain the aspects of networks (region, environment, community) that make their place in the world unique.

Ask students to offer content words and phrases that describe the region, environment, and community in their network. **EMERGING**

Have pairs discuss the words and phrases that describe the region, environment, and community in their network. Then invite them to explain what they feel is most special about it. **DEVELOPING**

Have students take notes about a place they read about this week and then tell the group why that place is special, using content vocabulary and complete sentences. **EXPANDING**

Have students take notes about a place they read about this week and another place they know. Then have them use content vocabulary and complete sentences to orally explain why each place is special. **BRIDGING**

📥 For additional support, see the online *Language Awareness Handbook.*

Intervention Activity 🔺 📥
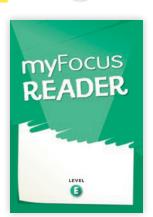
myFOCUS READER

Reread pp. 8–9 with students. Use the teaching support online at SavvasRealize.com to engage students in a conversation that shows what they have learned this week. Focus discussion on how the texts support their understanding of the significance of *place* in people's lives. Encourage students to use the Academic Vocabulary words.

Intervention Activity 🔺 📥

WORD STUDY

For students who need support, Word Study lessons are available in the *myFocus Intervention Teacher's Guide,* Lessons 1–12.

On-Level and Advanced 📥

INQUIRY

Organize Information and Communicate Students should organize their findings on place into an effective format.

Critical Thinking Talk with students about their findings and the process they used.

See *Extension Activities* pp. 38–42 in the *Resource Download Center.*

Conferring

3 students / 3–4 minutes per conference

COMPARE TEXTS
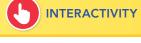
Talk About Independent Reading Ask students to share what they learned about making connections.

Possible Conference Prompts

- What places did you read about this week?
- How do different authors choose words to describe places?
- Between which texts can you make connections based on place?

Possible Teaching Point Readers can make connections between texts by comparing, or noticing similarity, and contrasting, or noticing difference.

Leveled Readers

COMPARE TEXTS

- For suggested titles, see "Matching Texts to Learning," pp T90–T91.
- For instructional support on how to compare texts, see *Leveled Reader Teacher's Guide*.

The Light at Jupiter Lake
by J.N. Diel

Guided Reading Level Q
DRA Level 40
Lexile Measure 800L
Word Count 3,256

Text Characteristics	Text Structure · Chronological (cause-and-effect, resolution)	Text Features · Chapters · Illustrations
Build Background		
Launch the Book		
Observe and Monitor		

Independent/Collaborative

Independent Reading

Students can

- reread or listen to the infographic "Where We Live" with a partner.
- read a self-selected text.
- reread or listen to their leveled reader.

Centers

See the myView Literacy Stations in the *Resource Download Center*.

Literacy Activities

Students can

- respond to the Weekly Question in their reader's notebook.
- research another notable person to trace the impact of "network," as the infographic shows.
- play the *myView* games.

BOOK CLUB

See Book Club, pp. T482–T483, for

- teacher's summary of chapters in *Life in the West*.
- talking points to share with students.
- collaboration prompts and conversation starters.
- suggestions for incorporating discussion chart.
- alternate texts to support the unit theme and Spotlight Genre.

Whole Group

Share Bring the class back together as a whole group. Invite one or two students to share information from other texts about how networks and places affect people's lives. Encourage students to compare the effects of networks across the selections.

Suggested Daily Times

READING WORKSHOP

SHARED READING .... 35–50 min.
READING BRIDGE .... 5–10 min.
SMALL GROUP .... 20–30 min.

WRITING WORKSHOP

MINILESSON .... 10 min.
INDEPENDENT WRITING .... 30–40 min.
WRITING BRIDGE .... 5–10 min.

Learning Goals

- I can learn more about the theme *Networks* by analyzing the text structure of a magazine article.
- I can develop knowledge about language to make connections between reading and writing.
- I can use elements of narrative nonfiction writing to write a personal narrative.

SEL ▶ **SOCIAL-EMOTIONAL LEARNING**

☑ Assessment Options for the Week

- Daily Formative Assessment Options

The following assessments are available on SavvasRealize.com:

- Progress Check-Ups
- Cold Reads
- Weekly Standards Practice for Language and Conventions
- Weekly Standards Practice for Word Study
- Weekly Standards Practice for Academic Vocabulary
- Practice Tests
- Test Banks

Materials

Turn the page for a list of materials that will support planning for the week.

LESSON 1 — RI.4.1, RI.4.2, RF.4.3, W.4.3, SL.4.1, L.4.4.a

READING WORKSHOP

GENRE & THEME
- Interact with Sources: Explore the Media: Weekly Question T140–T141
- Listening Comprehension: Read Aloud "Exploring Mars" T142–T143
- Magazine Article T144–T145
  - ☑ **Quick Check** T145

READING BRIDGE
- Academic Vocabulary Context Clues T146–T147
- Word Study: Teach Syllable Pattern VC*e* T148–T149

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS
- Guided Reading/Leveled Readers T152–T153
- Strategy, Intervention, and On-Level/Advanced Activities T152
- ELL Targeted Support T152
- Conferring T153

INDEPENDENT/COLLABORATIVE
- Independent Reading T153
- Literacy Activities T153
- **BOOK CLUB** T153 **SEL**

WRITING WORKSHOP

MINILESSON
- Personal Narrative T386–T387
  - » Develop and Compose an Introduction
  - » Share Back

INDEPENDENT WRITING
- Personal Narrative T387
- Conferences T384

WRITING BRIDGE
FLEXIBLE OPTION ↩
- Spelling: Syllable Pattern VC*e* T388
  - ☑ **Assess Prior Knowledge** T388

FLEXIBLE OPTION ↩
- Language and Conventions: Spiral Review: Compound Subjects and Predicates T389

LESSON 2 — RI.4.3, RI.4.4, RF.4.3, W.4.3.a, SL.4.1, L.4.1.f

READING WORKSHOP

SHARED READ
- Introduce the Text T154–T165
  - » Preview Vocabulary
  - » Read: "Twins in Space"
- Respond and Analyze T166–T167
  - » My View
  - » Develop Vocabulary
  - ☑ **Quick Check** T167
  - » Check for Understanding

READING BRIDGE
- Word Study Apply Syllable Pattern VC*e* T168–T169

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS
- Guided Reading/Leveled Readers T170–T171
- Strategy and Intervention Activities T170
- Fluency T170
- ELL Targeted Support T170
- Conferring T171

INDEPENDENT/COLLABORATIVE
- Independent Reading T171
- Literacy Activities T171
- Partner Reading T171

WRITING WORKSHOP

MINILESSON
- Personal Narrative T390–T391
  - » Compose an Event Sequence
  - » Share Back

INDEPENDENT WRITING
- Personal Narrative T391
- Conferences T384

WRITING BRIDGE
- Spelling: Teach Syllable Pattern VC*e* T392

FLEXIBLE OPTION ↩
- Language and Conventions: Oral Language: Complete Sentences T393

LESSON 3
RI.4.5, RI.4.8, RF.4.3.a, W.4.3.c, SL.4.1, L.4.1.f

READING WORKSHOP
CLOSE READ
- Analyze Text Structure T172–T173
- Close Read: "Twins in Space"
  - ☑ **Quick Check** T173

READING BRIDGE
- Read Like a Writer: Analyze Text Structure T174–T175

  FLEXIBLE OPTION ◀
- Word Study: More Practice: Syllable Pattern VCe T176–T177

SMALL GROUP/INDEPENDENT
TEACHER-LED OPTIONS
- Guided Reading/Leveled Readers T178–T179
- Strategy and Intervention Activities T178
- Fluency T178
- ELL Targeted Support T178
- Conferring T179

INDEPENDENT/COLLABORATIVE
- Independent Reading T179
- Literacy Activities T179
- Partner Reading T179

WRITING WORKSHOP
MINILESSON
- Personal Narrative T394–T395
  - » Use Transition Words and Phrases
  - » Share Back

INDEPENDENT WRITING
- Personal Narrative T395
- Conferences T384

WRITING BRIDGE
FLEXIBLE OPTION ◀
- Spelling: More Practice: Syllable Pattern VCe T396
- Language and Conventions: Teach Complete Sentences T397

LESSON 4
RI.4.3, RI.4.5, RF.4.3.a, W.4.3.b, SL.4.1, L.4.1.f

READING WORKSHOP
CLOSE READ
- Evaluate Details T180–T181
- Close Read: "Twins in Space"
  - ☑ **Quick Check** T181

READING BRIDGE
- Write for a Reader: Use Text Structure T182–T183

  FLEXIBLE OPTION ◀
- Word Study: Spiral Review: Suffixes -ity, -ty, -ic, -ment T184–T185

SMALL GROUP/INDEPENDENT
TEACHER-LED OPTIONS
- Guided Reading/Leveled Readers T186–T187
- Strategy and Intervention Activities T186
- Fluency T186
- ELL Targeted Support T186
- Conferring T187

INDEPENDENT/COLLABORATIVE
- Independent Reading T187
- Literacy Activities T187

WRITING WORKSHOP
MINILESSON
- Personal Narrative T398–T399
  - » Compose Dialogue
  - » Share Back

INDEPENDENT WRITING
- Personal Narrative T399
- Conferences T384

WRITING BRIDGE
FLEXIBLE OPTION ◀
- Spelling: Spiral Review: Suffixes -ity, -ty, -ic, -ment T400
- Language and Conventions: Practice Complete Sentences T401

LESSON 5
RI.4.8, RI.4.10, RF.4.4, W.4.3.e, SL.4.1, L.4.1.

READING WORKSHOP
COMPARE TEXTS
- Reflect and Share T188–T189
  - » Write to Sources
    - ☑ **Quick Check** T189
  - » Weekly Question

READING BRIDGE
FLEXIBLE OPTION ◀
- Word Study: Syllable Pattern VCe T190
  - ☑ **Assess Understanding** T190

SMALL GROUP/INDEPENDENT
TEACHER-LED OPTIONS
- Guided Reading/Leveled Readers T192–T193
- Strategy, Intervention, and On-Level/Advanced Activities T192
- ELL Targeted Support T192
- Conferring T193

INDEPENDENT/COLLABORATIVE
- Independent Reading T193
- Literacy Activities T193

BOOK CLUB T193 SEL

WRITING WORKSHOP
MINILESSON
- Personal Narrative T402
  - » Develop and Compose a Conclusion
  - » Share Back

INDEPENDENT WRITING
- Select a Genre T403
- Conferences T384

WRITING BRIDGE
- Spelling: Syllable Pattern VCe T404
  - ☑ **Assess Understanding** T404

  FLEXIBLE OPTION ◀
- Language and Conventions: Standards Practice T405

Materials

MEDIA
Everyday Space Technology

READING ANCHOR CHART
Magazine Article

EDITABLE ANCHOR CHART
Magazine Article

RESOURCE DOWNLOAD CENTER
Additional Practice

Leveled Readers

LEVELED READERS TEACHER'S GUIDE

Words of the Week

Develop Vocabulary

identical
radiation
duplicate
comparison
DNA
chromosomes

Spelling Words

educate
fascinate
imitate
advertise
supervise
criticize
impose
corrode
cyclone
envelope

contribute
ridicule
distribute
module
episode
cooperate
participate
survive
acquire
recognize

Challenge Spelling Words

meteorite
accumulate
retaliate

Unit Academic Vocabulary

contribute
exposed
habit
severe
significant

READ ALOUD
"Exploring Mars"

READ ALOUD TRADE BOOK LIBRARY

INTERACTIVE READ ALOUD LESSON PLAN GUIDE

SHARED READ
Twins in Space

BOOK CLUB

Titles related to Spotlight Genre and Theme: T484–T485

Mentor STACK

Writing Workshop T383

LITERACY STATIONS

SCOUT

☑ Assessment Options for the Week

- Daily Formative Assessment Options

The following assessments are available on SavvasRealize.com:

- Progress Check-Ups
- Cold Reads
- Weekly Standards Practice for Language and Conventions
- Weekly Standards Practice for Word Study
- Weekly Standards Practice for Academic Vocabulary
- Practice Tests
- Test Banks

ASSESSMENT GUIDE

Interact with Sources

OBJECTIVES

Make connections to personal experiences, ideas in other texts, and society.

Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.

Represent the natural world using models such as rivers, stream tables, or fossils and identify their limitations, including accuracy and size.

ACADEMIC VOCABULARY

Language of Ideas Academic language helps students access ideas. After you discuss the infographic, ask: What has traveling in outer space contributed to our understanding of the human body? What significant advances have been made in space travel?

- contribute
- habit
- significant
- exposed
- severe

Explore the Media

Remind students of the Essential Question for Unit 1: *How can a place affect how we live?* Point out the Week 3 Question: *What can living in outer space teach us about the human body?*

Direct students' attention to pp. 84–85. Have students read the text, view the images, and discuss how a place, including outer space, affects how humans live. Then have students view the video and share how it relates to the other media. ▶

Use the following questions to guide discussion:

- Do any of the facts about what humans need to travel in outer space surprise you?
- Why do you think scientists needed to develop new technologies for humans to use in outer space?
- What do the technologies developed in outer space tell you about how humans live today?
- How does the video add to your understanding of the way people adapt technology to serve more than one purpose?

WEEKLY QUESTION Reread the Week 3 Question: *What can living in outer space teach us about the human body?* Tell students they have learned a few things that living in outer space has taught us about the human body. Explain that they will read about more this week.

QUICK WRITE Direct students to answer the Quick Write on p. 85 to share their connections to personal experiences with space technology, such as products they use. Then, as a group, have students share their responses.

EXPERT'S VIEW Jim Cummins, Professor Emeritus, University of Toronto

"Students may pick up conversational fluency in English considerably faster than they can catch up academically in terms of reading and writing skills. Within a year or two, kids are reasonably fluent in conversational contexts, but that doesn't mean that they have caught up in academic English. It typically takes at least four to five years for students to catch up to grade-level academic achievement."

See SavvasRealize.com for more professional development on research-based best practices.

ELL Targeted Support **Use Visual Support** Read aloud the short paragraph with each visual element. Tell students to listen closely.

Preview the visuals. Discuss how each relates to the topic of how a place can affect how we live. Preview key vocabulary: *inventions, improve, damage.* Ask, "What do humans need to live in outer space?" **EMERGING**

Preview the visuals. Discuss how each relates to the topic. Preview key vocabulary: *inventions, improve, damage, protective.* Ask, "How is living in outer space different for humans from living on Earth?" **DEVELOPING**

Preview the visuals. Discuss how each relates to the topic. Preview key vocabulary: *extreme, ultraviolet, sensors.* Ask, "What technologies that were invented for use in space do we use on Earth?" **EXPANDING/BRIDGING**

STUDENT INTERACTIVE, pp. 84–85

WEEKLY LAUNCH: MEDIA

WEEK 3

👆 INTERACTIVITY

EVERYDAY Space Technology

Space exploration has changed our lives. Many everyday items we use on Earth were invented by NASA scientists. They had to find ways to solve problems related to traveling in space. View the media to see some examples. These inventions are made for living in space but can also help keep us safe here on Earth!

NASA developed special suits that could protect against extreme temperatures in space. Firefighters use similar suits today.

NASA needed to make glasses that blocked out blue and ultraviolet light, which can damage eyes. Thanks to this technology, sunglasses are more protective than ever!

NASA needed to create small, lightweight image sensors to use on spacecraft. Those sensors led to the development of the cell phone camera.

▶ Watch

NASA scientists wanted to improve comfort and safety for pilots, so they invented memory foam. Now it is used in many products, including mattresses, pillows, and amusement park rides.

Weekly Question

What can living in outer space teach us about the human body?

Quick Write What personal connections can you make to space technologies? Write or draw more examples of how we can use space technologies on Earth.

84

85

Listening Comprehension

OBJECTIVES

Listen actively, ask relevant questions to clarify information, and make pertinent comments.

Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

Recognize characteristics and structures of informational text.

ELL Language Transfer

Cognates Point out the Spanish cognates in "Exploring Mars."

visit : *visitar*

atmosphere : *atmósfera*

astronaut : *astronaut*

FLUENCY

After completing the Read-Aloud Routine, display "Exploring Mars." Model reading aloud with accuracy, meaning not mispronouncing or missing words. Explain that fluency is about reading slowly enough to read accurately. Invite partners to practice reading sentences from the article with accuracy.

💬. THINK ALOUD

Analyze Magazine Articles

I notice that this article is organized into sections. Each section has a heading that asks a question. This tells me that after I read the question, I should be looking for information that answers the question in that same section.

Magazine Article

Tell students you are going to read a magazine article aloud. Have students listen as you read "Exploring Mars." Explain that students should listen actively, paying careful attention to the details in the article as you read. Prompt them to ask questions to clarify information and follow agreed-upon discussion rules.

➡️ **START-UP**

Read Aloud Routine

Purpose Have students actively listen for elements of a magazine article.

READ the entire text aloud without stopping for the Think Aloud callouts.

REREAD the text aloud, pausing to model Think Aloud strategies related to the genre and key details in the article.

Exploring Mars

Have you ever wondered what it would be like to visit Mars? Well, scientists at NASA have been wondering that for years! Although humans have traveled to the moon before, we are still working on making sure humans can safely travel to Mars.

What are the conditions on Mars?

Mars is extremely cold. The average temperature is negative 81 degrees Fahrenheit! The planet has a very rocky surface, covered with red dust. Sometimes the strong winds create huge dust storms. Mars has roughly one third of Earth's gravity. This means that objects would fall much more slowly and a human would weigh less on Mars than they do on Earth. The atmosphere of Mars contains less than 1% oxygen and 96% carbon dioxide. Compare that with Earth's atmosphere, which has 21% oxygen and less than 1% carbon dioxide. Now you can understand why humans have not yet visited Mars.

"Exploring Mars," continued

What do we know about Mars?

NASA began studying Mars in the 1960s using pictures taken from nearby spacecraft. In the 1970s, spacecraft and robots began landing on Mars to take pictures. Scientists use these pictures to study the terrain on Mars. They look for clues for any sign of water. Living things need water to survive. Evidence of water on Mars would help scientists determine whether it is likely that there is life on Mars.

Currently, robotic spacecraft and rovers are on Mars or orbiting the planet. One rover is measuring radiation on Mars and sending the information back to Earth. This information will help scientists know how to protect astronauts who eventually visit Mars.

Can humans ever live on Mars?

Even though conditions on Mars are very different from Earth's, scientists have long wondered how to make conditions livable for humans. NASA is researching how humans could live comfortably in Martian homes. They are also looking into how humans would be able to grow plants to eat in space.

Starting as early as 2018, astronauts will conduct tests in conditions similar to the conditions on Mars. NASA hopes to send astronauts to the "Red Planet" as early as the early 2030s.

💬 **THINK ALOUD**
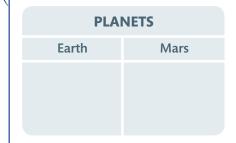
Analyze Magazine Articles
I know the central idea of this article is that humans are researching Mars, but why? I see in the last section that part of the research includes how humans could one day live there. So, in addition to looking for current life on Mars, a reason for exploration is to find out how to make the planet livable for humans.

ELL Access

To help prepare students for the oral reading of "Exploring Mars," explain some unfamiliar terms that they will hear in the reading. You may want to explain *orbiting, atmosphere, gravity, oxygen,* and *carbon dioxide.*

WRAP-UP

PLANETS	
Earth	Mars

Use a T-chart to help students understand differences between Earth and Mars and why humans currently only live on Earth.

FLEXIBLE OPTION
INTERACTIVE Trade Book Read Aloud

Conduct an interactive read aloud of a full-length trade book.

• Choose a book from the *Read Aloud Trade Book Library* or the school or classroom library.

• Select an **INTERACTIVE** Read **Aloud Lesson Plan Guide** and **Student Response** available on SavvasRealize.com.

• Preview the book you select for appropriateness for your students.

Magazine Article

LEARNING GOAL

I can learn more about the theme *Networks* by reading a text that helps me analyze the text structure of a magazine article.

OBJECTIVE

Recognize characteristics and structures of informational text, including compare and contrast.

LANGUAGE OF THE GENRE

After discussing the genre and anchor chart, remind students to use words related to magazine articles in their discussions.

- text structure
- author's purpose
- compare and contrast
- chronological
- cause and effect

FLEXIBLE OPTION
ANCHOR CHARTS

- Display a blank poster-sized anchor chart in the classroom.
- Review the genre throughout the week by having students work with you to add to the class anchor chart.
- Have students suggest headings and graphics.
- Have them add specific text titles as they read new texts.

ELL Language Transfer

Cognates Point out the Spanish cognates related to magazine articles:

- chronological : *cronológico*
- compare : *comparer*
- contrast : *contrastar*

Minilesson

FOCUS ON STRATEGIES A magazine article is a type of informational text. An article appears in a print or online publication and uses facts, details, and graphics to inform readers about a topic.

- Ask yourself what the text is mostly about. Does the author support the main idea with details?
- Identify how the text is organized. How does the structure of the text help you understand the main idea?
- Look for answers to the following questions: *Who? What? When? Where? Why?* and *How?*

MODEL AND PRACTICE Model determining that a text fits the features of a magazine article. The author begins "Exploring Mars" by asking if the reader has ever wondered about what it would be like to visit Mars. This tells me that the text is nonfiction, since Mars is a real place. The author gives facts about Mars for the rest of the text. The facts tell what Mars is like and what humans are doing to explore it. The text answers *Who?* (scientists at NASA) *What?* (exploring Mars) *When?* (since the 1960s up to today and into the 2030s) *Where?* (in space) *Why?* (to learn about its conditions) and *How?* (with special equipment).

Ask students if they have read any magazine articles recently, either in class or at home. Discuss the features magazine articles can have.

ELL Targeted Support **Identify** Have students identify a magazine article they have recently read.

Ask students about a magazine article they remember reading. Write on the board *Who? What? When? Where? Why?* and *How?* Have students answer the questions. Use their responses to give a brief summary of the article. Then have students turn to a partner and give a brief summary of the article. **EMERGING/DEVELOPING**

Ask a volunteer to name a current issue or event in your school or town, such as a fundraising effort or fair. Have the other students ask the volunteer the questions *Who? What? When? Where? Why?* and *How?* to expand on the description of the issue or event. **EXPANDING/BRIDGING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies to identify magazine articles.

OPTION 1 **TURN, TALK, AND SHARE** Have students work with a partner to complete the Turn and Talk activity on p. 86 of the *Student Interactive*. Circulate to discover if students can determine how magazine articles are similar to and different from narrative nonfiction.
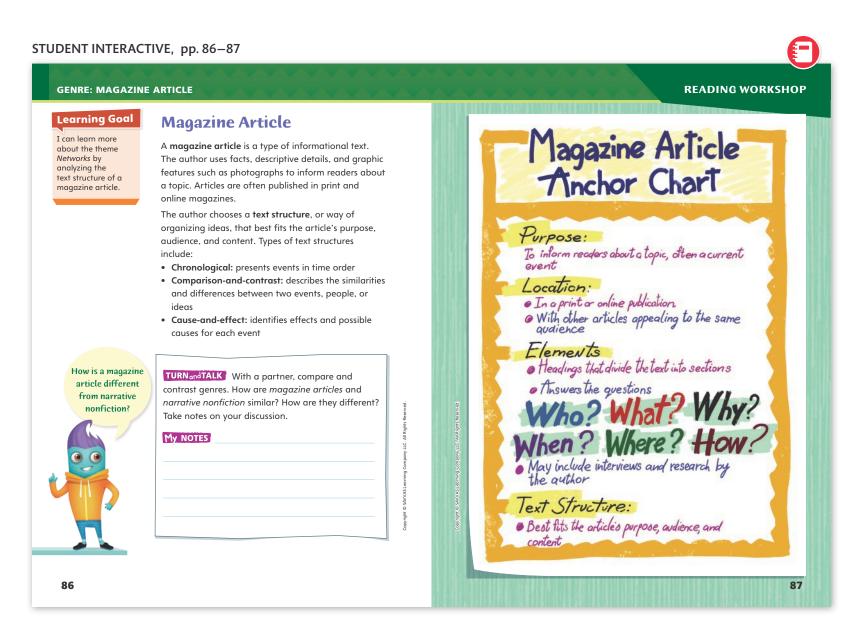
OPTION 2 **Use Independent Text** Have students annotate the text to show that they recognize elements of magazine articles. They should mark signal words that reveal how the text is structured and details and facts about the main topic.

☑ QUICK CHECK

Notice and Assess Can students identify magazine articles?

Decide

- **If students struggle,** revisit instruction about magazine articles in Small Group on p. T152.

- **If students show understanding,** have them continue practicing the strategies for reading magazine articles using the Independent Reading and Literacy Activities in Small Group on p. T153.

STUDENT INTERACTIVE, pp. 86–87

GENRE: MAGAZINE ARTICLE

READING WORKSHOP

Learning Goal

I can learn more about the theme *Networks* by analyzing the text structure of a magazine article.

Magazine Article

A **magazine article** is a type of informational text. The author uses facts, descriptive details, and graphic features such as photographs to inform readers about a topic. Articles are often published in print and online magazines.

The author chooses a **text structure**, or way of organizing ideas, that best fits the article's purpose, audience, and content. Types of text structures include:

- **Chronological:** presents events in time order
- **Comparison-and-contrast:** describes the similarities and differences between two events, people, or ideas
- **Cause-and-effect:** identifies effects and possible causes for each event

How is a magazine article different from narrative nonfiction?

TURN and TALK With a partner, compare and contrast genres. How are *magazine articles* and *narrative nonfiction* similar? How are they different? Take notes on your discussion.

My NOTES

Magazine Article Anchor Chart

Purpose:
To inform readers about a topic, often a current event

Location:
- In a print or online publication
- With other articles appealing to the same audience

Elements
- Headings that divide the text into sections
- Answers the questions **Who? What? Why? When? Where? How?**
- May include interviews and research by the author

Text Structure:
- Best fits the article's purpose, audience, and content

86   87

Academic Vocabulary

I can develop knowledge about language to make connections between reading and writing

OBJECTIVE

Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words.

ELL Language Transfer

Cognates Encourage Spanish speakers to apply knowledge of their own native language to interpret and define academic vocabulary words. Point out the following cognates.

- depend : *depender*
- intelligent : *inteligente*
- receive : *recibir*

WEEKLY STANDARDS PRACTICE

To assess student progress on Academic Vocabulary, use the Weekly Standards Practice on SavvasRealize.com.

Context Clues

Minilesson

FOCUS ON STRATEGIES Using context clues can help readers understand unfamiliar words or phrases in a text. Context clues are hints an author provides to help readers infer the meaning of an unfamiliar word. In some cases, context clues restate or contrast with the unknown word within the same sentence. In other cases, readers can infer the meaning of an unfamiliar word by paying attention to how it is used in the sentence.

- When you encounter an unfamiliar word, notice its function in the sentence. Is it being used as a noun, a verb, or a modifier, or does it have some other function?

- Look for synonyms or contrasting words. Authors sometimes restate the meaning of the word within the same sentence.

- Try out your definition of the word in the sentence. If it seems to make sense, it is probably correct.

MODEL AND PRACTICE Model this strategy using the academic vocabulary word *habits.* Then have students apply the strategy on p. 105.

- If I encounter an unfamiliar word in a text, I first look for a synonym within the sentence. For example, listen to this sentence: Marsha has many good habits, or regular routines, that she carries out every day. The word habits is defined within the sentence as "regular routines." I also notice that habits is used as a noun; habits are actions that Marsha carries out. Finally, I use the context clues to make up a definition for habits, "normal actions," and try it in the sentence: Marsha has many normal actions that she carries out every day. This definition makes sense so it is likely to be correct.

ELL Targeted Support **Academic Vocabulary** Encourage students to use new academic vocabulary words in everyday speech and writing.

Ask: In what kind of situation might you use this word? What other words go with this word? Help students recognize the collocations "good habits" and "bad habits." **EMERGING/DEVELOPING**

Explain to students: You can remember this word by thinking of a synonym, or word that means the same thing. What synonym matches this word? **EXPANDING/BRIDGING**

ASSESS UNDERSTANDING

Apply
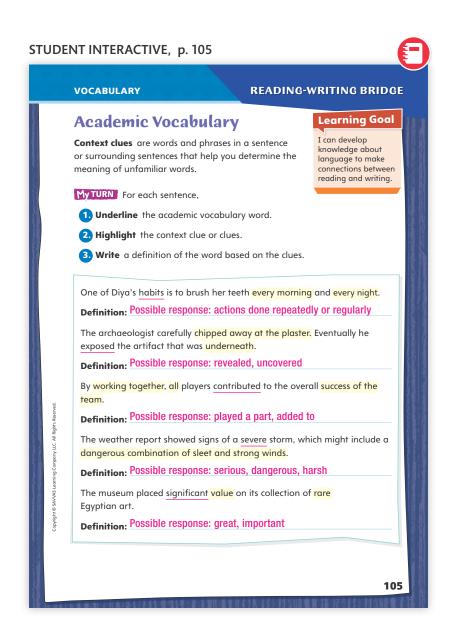
My TURN Have students try out the strategy on p. 105 to write possible definitions for each of the academic words.

STUDENT INTERACTIVE, p. 105

VOCABULARY   **READING-WRITING BRIDGE**

Academic Vocabulary

Context clues are words and phrases in a sentence or surrounding sentences that help you determine the meaning of unfamiliar words.

Learning Goal

I can develop knowledge about language to make connections between reading and writing.

My TURN For each sentence,

1. **Underline** the academic vocabulary word.

2. **Highlight** the context clue or clues.

3. **Write** a definition of the word based on the clues.

One of Diya's habits is to brush her teeth every morning and every night.

Definition: Possible response: actions done repeatedly or regularly

The archaeologist carefully chipped away at the plaster. Eventually he exposed the artifact that was underneath.

Definition: Possible response: revealed, uncovered

By working together, all players contributed to the overall success of the team.

Definition: Possible response: played a part, added to

The weather report showed signs of a severe storm, which might include a dangerous combination of sleet and strong winds.

Definition: Possible response: serious, dangerous, harsh

The museum placed significant value on its collection of rare Egyptian art.

Definition: Possible response: great, important

105

Word Study Syllable Pattern VC*e*

OBJECTIVE

Decode multisyllabic words with VC*e* syllables.

Teach Syllable Pattern VC*e*

FOCUS ON STRATEGIES The vowel-consonant-*e* (VC*e*) sequence is one of the most common patterns in English, with the silent e conferring a long sound on the vowel that precedes it. Write *tap* and *tape* on the board and read the words aloud. Without the silent *e,* the *a* in *tap* gets a short sound. When a silent *e* is attached, *tape* now gets a long *a* sound.

MODEL AND PRACTICE Write the following pairs of words and have students pronounce them out loud.

1. *rip* and *ripe*
2. *hop* and *hope*
3. *rat* and *rate*

Ask students to list other words that fit the VC*e* pattern.

ELL Targeted Support

Pronouncing Words with VC*e* To non-native speakers, English pronunciation can seem arbitrary. As they learn new language structures, such as the VC*e* syllable pattern, students will be able to recognize common pronunciation patterns.

Write the words *can*/*cane* and *dim*/*dime* and have students say the words aloud. Point out how the silent *e* changes the preceding vowel sound. Have students identify other word pairs that follow the pattern. **EMERGING**

Ask students to work in pairs to go through texts and list other silent letters in words. Students should practice pronouncing each word. **DEVELOPING**

Have individuals make a master list of all the words with silent letters they can find in a text. **EXPANDING**

Guide individuals to create and use personalized flash cards for pronunciation patterns they find challenging. **BRIDGING**

LESSON 1

Teach Syllable Pattern VC*e*				
	LESSON 2	FLEXIBLE OPTION **LESSON 3**	FLEXIBLE OPTION **LESSON 4**	FLEXIBLE OPTION **LESSON 5**
	Apply Syllable Pattern VC*e*	More Practice	Spiral Review: Suffixes -*ity*, -*ty*, -*ic*, -*ment*	☑ Assess Understanding

Matching Texts to Learning

To select other texts that match your instructional focus and your groups' instructional range, use the **Leveled Reader Search** functionality at SavvasRealize.com

LEVEL O

Genre Realistic Fiction

Text Elements
- Characters revealed by what they do, say, and think
- Figurative language

Text Structure
- Description

LEVEL Q

Genre Mystery

Text Elements
- Figurative language
- Text with deeper meanings

Text Structure
- Chronological

LEVEL R

Genre Informational Text

Text Elements
- Words with complex spelling patterns
- Many new vocabulary words

Text Structure
- Description

Guided Reading Instruction Prompts

To support the instruction in this week's minilessons, use these prompts.

Identify Magazine Articles

- How can you tell this is a magazine article?
- What is the topic of the article?
- Does the article answer the questions *Who? What? When? Where? Why?* and *How?*
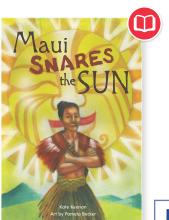
Develop Vocabulary

- What context clues lead us to the meaning of the word _____? What does the word mean?
- What does the word _____ tell us about the topic?
- What new or interesting words did the author use?

Analyze Text Structure

- How is the article organized?
- How does the structure of the article help you understand it better?
- How would the article be different if it had a different structure?
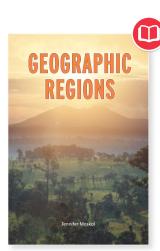
Maui Snares the Sun
Kate Keenan
Art by Pamela Becker

LEVEL S

Genre Traditional Literature

Text Elements
- Meaning of new vocabulary derived from context
- Extensive figurative language

Text Structure
- Chronological

Geographic Regions
Jennifer Moskal

LEVEL S

Genre Informational Text

Text Elements
- Meaning of new vocabulary derived from context
- Dense layout of text

Text Structure
- Compare and Contrast

Keeping Nature in Balance
Joanne Mattern

LEVEL T

Genre Informational Text

Text Elements
- Multiple topics and subcategories
- Many words with affixes
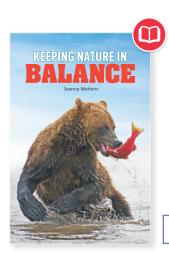
Text Structure
- Description

Evaluate Details

- What details does the author use to support the main topic?
- Does the author use any quotes from experts on the subject?
- Does the author use any graphic features about the topic?

Compare Texts

- What connections can you make to other magazine articles?
- What did the author do to make this article interesting?

Word Study

- For Possible Teaching Points, see the *Leveled Reader Teacher's Guide.*

Leveled Reader Teacher's Guide

For full lesson plans for these and other leveled readers, go online to SavvasRealize.com.

Use the ✓ **QUICK CHECK** on p. T145 to determine small group instruction.

Teacher-Led Options

Strategy Group

IDENTIFY MAGAZINE ARTICLES

Teaching Point When you read magazine articles, it helps to identify the text structure and the details the author uses to inform you about the main topic. Review the anchor chart on p. 87 of the *Student Interactive*. Ask students to identify the elements of "Exploring Mars" that make it a magazine article.

ELL Targeted Support

Display the magazine article "Exploring Mars." Use questions to have students demonstrate their comprehension of the text.

Ask: *Does "Exploring Mars" use headings? What other features of a magazine article do you see?* **EMERGING**

Have student pairs work together to respond to the following: *Does "Exploring Mars" answer all the questions a magazine article should? Use text evidence to support your response.* **DEVELOPING**

Ask: *What is the text structure of "Exploring Mars"? Use text evidence to support your response.* **EXPANDING**

Ask: *What elements of a magazine article are not present in "Exploring Mars"? Suggest ways those elements could be added.* **BRIDGING**

For additional support, see the online *Language Awareness Handbook.*

Intervention Activity

READING INFORMATIONAL TEXT

Use Lesson 29, pp. T189–T194, in the *myFocus Intervention Teacher's Guide* for instruction on the characteristics of magazine articles.

On-Level and Advanced

INQUIRY

Question and Investigate Have students use the media on pp. 84–85 to generate questions about how places can affect how we live, and then choose one to investigate. Throughout the week, have them conduct research about the question. See *Extension Activities* pp. 38–42 in the *Resource Download Center.*

Conferring

3 students / 3–4 minutes per conference

IDENTIFY MAGAZINE ARTICLES

Talk About Independent Reading Ask students to share what they learned from the magazine articles. Ask them how the text was structured and which key details helped them understand the topic.

Possible Conference Prompts

- What is the topic of the article?
- What details did the author use to inform you?
- How was the article organized?
- How did knowing the elements of magazine articles help you understand the topic?

Possible Teaching Point Do you remember what we learned about author's purpose, supporting details, and text structure in magazine articles? The author uses supporting details to inform you about a topic.

Leveled Readers

IDENTIFY MAGAZINE ARTICLES

- For suggested titles, see "Matching Texts to Learning," pp. T150–T151.
- For instructional support on how to find characteristics of magazine articles, see *Leveled Reader Teacher's Guide*.

The Light at Jupiter Lake
by J.H. Diel
Guided Reading Level Q
DRA Level 40
Lexile Measure 800L
Word Count 7,356

Whole Group

Independent/Collaborative

Independent Reading

Students can

- read a self-selected magazine article.
- read or listen to a previously read magazine article.
- read their Book Club text.

Centers

See the myView Literacy Stations in the *Resource Download Center*.

Literacy Activities

Students can

- write about their reading in a reading notebook.
- summarize a text to a partner.
- play the *myView* games.
- work on an activity in the *Resource Download Center*.

BOOK CLUB

See Book Club, pp. T484–T485, for

- teacher's summary of chapters in *Life in the West*.
- talking points to share with students.
- collaboration prompts and conversation starters.
- suggestions for incorporating the Discussion Chart.
- alternate texts to support the unit theme and Spotlight Genre.

Share Bring the class back together in whole group. Invite one student to share some observations from the Turn and Talk discussion. Reinforce with the class the thought process that the student describes.

Introduce the Text

Twins in Space

OBJECTIVES

Generate questions about text before, during, and after reading to deepen understanding and gain information.

Make connections to personal experiences, ideas in other texts, and society.

Read text with purpose and understanding.

Shared Read Plan

First Read Read the text. Pause to discuss the First Read notes with students.

Close Read Use the Close Read notes to guide your instruction for Lessons 3 and 4.

Preview Vocabulary

- Introduce the vocabulary words on p. 88 in the *Student Interactive* and define them as needed.

  identical: appearing to be exactly the same

  radiation: energy that travels in the form of waves outward from a source, such as the sun

  duplicate: exactly the same as another

  comparison: examination of things to see how they are similar

  DNA: the substance in cells that determines the characteristics of a living thing

  chromosomes: parts of DNA in cells that contain the genes

- These words will help you understand the information in "Twins in Space." Think about what you already know about these words and what they might tell you about the selection before you begin reading. As you read, highlight the words when you see them in the text.

Read

Discuss the First Read Strategies. Prompt students to establish that the purpose for reading this selection is for understanding and enjoyment.

> **FIRST READ STRATEGIES**
>
> **NOTICE** Remind students to pay attention to the facts and descriptive details that inform them about the article's topic.
>
> **GENERATE QUESTIONS** Encourage students to write down questions before, during, and after reading and to mark anything they find confusing.
>
> **CONNECT** Ask students to connect ideas within the text by marking transition words and phrases.
>
> **RESPOND** Have students mark any parts of the text they find interesting, surprising, or significant.

Students may read independently, in pairs, or as a class. Use the First Read notes to help them connect with the text and guide their understanding.

ELL Targeted Support **Flash cards** Tell students that practicing the definitions of words, especially scientific words in this lesson, will help them understand the text as they read.
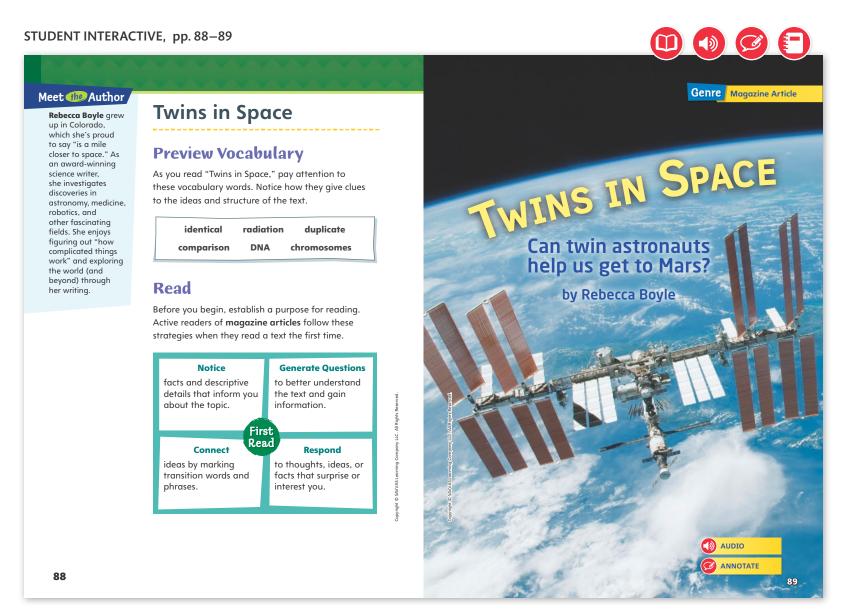
Make flashcards of the five vocabulary words with an image that represents each word. As they study the image, tell students its definition and ask them to repeat it back to you. Help students identify the word when they see the image, and then ask them to explain what the word means. **EMERGING/DEVELOPING**

Make flashcards of the five vocabulary words with definitions on the reverse side. After students have had time to study the words, show them a word and ask for the definition. Then show them the definition and ask what word it is describing. Repeat this until students are comfortable with the words. **EXPANDING/BRIDGING**

ELL Access

Background Knowledge

Students make meaning not only from the words they learn but also from prior knowledge. Ask students what they have learned in the past about space exploration or astronauts.

STUDENT INTERACTIVE, pp. 88–89

📖 🔊 ✏️ 📓

Meet the Author

Rebecca Boyle grew up in Colorado, which she's proud to say "is a mile closer to space." As an award-winning science writer, she investigates discoveries in astronomy, medicine, robotics, and other fascinating fields. She enjoys figuring out "how complicated things work" and exploring the world (and beyond) through her writing.

Twins in Space

Preview Vocabulary

As you read "Twins in Space," pay attention to these vocabulary words. Notice how they give clues to the ideas and structure of the text.

identical	radiation	duplicate
comparison	DNA	chromosomes

Read

Before you begin, establish a purpose for reading. Active readers of **magazine articles** follow these strategies when they read a text the first time.

Notice
facts and descriptive details that inform you about the topic.

Generate Questions
to better understand the text and gain information.

First Read

Connect
ideas by marking transition words and phrases.

Respond
to thoughts, ideas, or facts that surprise or interest you.

Genre Magazine Article

TWINS IN SPACE

Can twin astronauts help us get to Mars?

by Rebecca Boyle

🔊 AUDIO

✏️ ANNOTATE

88

89

First Read

Generate Questions

💬. **THINK ALOUD** After reading the first two paragraphs of the magazine article, I see that one twin is on Earth and the other is in outer space. I wonder why only one twin is in outer space, when the title is "Twins in Space"—is only one of them an astronaut? I'll keep reading to find out.

Close Read

Vocabulary in Context

Have students determine the meaning of the word *envious* in **paragraph 2.** Ask: Why does Scott say that he is *envious* when he sees a picture of his brother's breakfast? Underline "feel jealous."

Possible Response: Scott is in space, far away from his brother. Maybe Scott cannot get the same kind of breakfast in space. The context clue "feel jealous" helps me understand that Scott envies his brother because his brother gets such a good breakfast.

| DOK 2 |

OBJECTIVE

Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words.

CLOSE READ

Vocabulary in Context

Context clues are words and phrases that help you understand other words in a text.

Underline context clues that help you understand the meaning of the word *envious.*

identical appearing to be exactly the same

1   One day at breakfast, Mark Kelly couldn't resist sharing his food with his identical twin brother, Scott. He couldn't really share it because Scott was too far away, so he sent his brother a picture.

2   "Sometimes when he sends me pictures of his breakfast I'm a little envious," Scott said in reply. But he knew his brother was just teasing him. Why would Scott feel jealous about breakfast? Because you can't get hot, fresh toast in space.

Up and Down

3   Scott is the commander of the International Space Station (ISS), where he has been living for a year. His twin, Mark, is also an astronaut, but has spent the last year on Earth.

Astronaut
Mark Kelly

90

:···· **Possible Teaching Point** 🌉

Academic Vocabulary | Context Clues

Use the Academic Vocabulary lesson on pp. T146–T147 in the Reading-Writing Workshop Bridge to illuminate how to use context clues to find the meaning of unknown words. Direct students to reread paragraphs 1–2. Ask them to use context clues to find the meaning of words like *resist* and *envious.*

4   Mark eats regular Earth food, exercises outside, and lives his life as usual. Scott only gets fresh food when cargo ships bring it to space. He can only exercise on a special zero-gravity treadmill and can't go outside without a spacesuit. There are other differences too. Up in space, Scott gets zapped with more energetic radiation than Mark. And of course, Scott floats around instead of walking.

5   NASA is studying everything that happens to both twins during the year, with the goal of finding out how living in space affects the human body. They already know that astronauts often get headaches, their eyesight changes, their bones and muscles get weak, and they are more likely to get sick. Scientists wonder whether staying in space longer makes these problems worse. The twins are helping them answer these questions. And that will help prepare future astronauts for long missions to Mars or other distant places.

Astronaut Scott Kelly

91

CLOSE READ

Analyze Text Structure

Underline the main idea that is developed in the text.

radiation energy that travels in the form of waves outward from a source, such as the sun

CROSS-CURRICULAR PERSPECTIVES — Social Studies

The International Space Station (ISS) is a satellite with a low Earth orbit. Its average distance from the Earth's surface is 240 miles. It was launched in 1998 and has housed crews from various countries since then. The ISS is used as a research lab where crew members can conduct experiments in a space environment of weightlessness. Have students review the media on pp. 84–85 and explain how the technologies shown might connect to the International Space Station and to their own lives.

First Read
Respond

💬. **THINK ALOUD** Reading about the differences between Mark's and Scott's daily lives is very surprising. Mark lives just like the rest of us do, but Scott can't go outside or eat fresh food. I would feel trapped if I couldn't go outside. Scott must have a good reason for living in the International Space Station.

Close Read
Analyze Text Structure

Remind students that the main idea of a text may not be stated right at the beginning. Ask them to think about Rebecca Boyle's purpose as they look for the main idea. Have students reread **paragraphs 1–5**. Ask: What is the main idea of the text? What sentence tells you the main idea? **See student page for possible responses.**

Ask students to state the main idea in their own words and support their responses with evidence from page 91.

Possible response: The main idea is that one twin is on Earth and one twin is in outer space so that NASA can see how living in space for an extended period of time affects the body.

DOK 2

OBJECTIVE

Recognize characteristics and structures of informational text, including the central idea with supporting evidence.

First Read

Notice

💬. **THINK ALOUD** Now I know why one twin is on Earth and the other is in outer space. Because they are identical twins, NASA can see how Scott's body responds to being in space versus how Mark's body is on Earth. This information tells NASA how spaceflight affects the human body.

Close Read

Evaluate Details

Remind students that magazine articles include descriptive details that answer the questions *Who? What? When? Where? Why?* and *How?* Ask students what information NASA is seeking.

Have students scan **paragraph 7** to highlight information that is most important to understanding the purpose of the NASA study. **See student page for possible responses.**

DOK 2

OBJECTIVE

Evaluate details read to determine key ideas.

CLOSE READ

Evaluate Details

Highlight the information that is most important to understanding the purpose of the NASA study.

duplicate exactly the same as another

comparison examination of things to see how they are similar

DNA the substance in cells that determines the characteristics of a living thing

Duplicate Astronauts

6   The twins came up with the idea after Scott was chosen for NASA's one-year ISS mission. The brothers asked NASA how they should answer questions about having a twin who is also an astronaut, and NASA spotted a rare chance to do research.

7   Space flight affects everyone a little differently. And every person's health is different. So how can you tell which changes in health are caused by being in space, and which would have happened anyway? It would help if you could make a copy of your astronaut to stay on the ground, as a comparison. Call in the twins!

8   Scott and Mark are identical, so they share the same DNA. They are also both astronauts, so their overall health and training is pretty similar. But how different will Scott be after a year in space?

From the International Space Station, Scott has a great view of Earth—and 15 sunrises a day.

92

Possible Teaching Point 🌉

Read Like a Writer | **Author's Craft**

Text Structure To help students understand different text structures, review paragraph 7. Discuss how the question-and-answer structure helps express the central idea of the text. Ask why the author included a question NASA had instead of just giving the information in the answer. For more instruction on Author's Craft, see pp. T174–T175.

9   As Susan Bailey, a scientist at Colorado State University who is studying the twins, puts it: "Because they are identical, or at least as identical as people get, we can say that any difference we see between the twins is not due to differences in their DNA, but what spaceflight has actually done to the human body. That's why the twins are so important."

10   To help Bailey study those differences, the brothers give themselves medical tests at the same time. They measure themselves every day and give regular blood and other waste samples. Scott's samples get sent to Earth on supply shuttles and are flown to a lab in Colorado, where they are analyzed and compared to Mark's.

CLOSE READ

Analyze Text Structure

Underline evidence in paragraphs 8–10 that helps you understand similarities and differences that support the main idea.

Scott's space on the ISS is cozy. Bungee cords and Velcro keep his stuff from floating around.

93

First Read

Respond

💬 **THINK ALOUD** When I read about how both twins measure themselves every day and give themselves medical tests at the same time, I think about how much work that must be for both of them. I know when I go to the doctor, I'd rather not have all those tests. The twins must be very committed to helping NASA see how spaceflight affects the human body.

Close Read

Analyze Text Structure

Tell students that as they read a magazine article, they should notice how the author organizes, or structures, details that support the main idea.

Have students scan **paragraphs 8–10** to look for comparisons or contrasts of the twins that support the main idea. **See student pages for possible responses.**

DOK 2

OBJECTIVE

Recognize characteristics and structures of informational text, including the central idea with supporting evidence.

CROSS-CURRICULAR PERSPECTIVES   **Science**

Why exactly does space have an effect on the human body? Lack of gravity is just one issue. Without gravity, bones lose minerals and weaken very quickly, causing health problems later in life. Exposure to radiation is another severe risk. Earth's atmosphere protects people from radiation. In space, astronauts are vulnerable to extreme radiation, which can cause cancer and damage the nervous system. Aside from the physical dangers, being confined in a small space with a few other people for long periods of time can take a toll on astronauts' mental health.

First Read

Respond

💬. **THINK ALOUD** It's surprising that Mark and Scott are twins, but they've never switched places and they're not competitive. All the stories I've read about twins have them switching places or competing with one another, so Mark and Scott must be very different from most twins.

Close Read

Evaluate Details

Explain that when an article contains surprising information, it is probably important to the central idea. Have students scan **paragraphs 11–15** to highlight details that show how different Mark and Scott are from many other sets of twins. **See student page for possible responses.**

DOK 2

OBJECTIVE

Evaluate details read to determine key ideas.

CLOSE READ

Evaluate Details

<mark>Highlight</mark> the information that is most important to understanding how Scott and Mark are different from other sets of twins.

A Dream Job

11   Giving samples might not be the first thing that comes to mind when you think about astronauts, but it's part of the job—and it's a job the Kelly brothers both wanted since they were little kids. Scott and Mark remember watching the 1969 Apollo 11 moon landing when they were five years old and plotting to build their own rocket. Eventually, they both joined the navy and became test pilots. They both applied to NASA in 1995 and were chosen as astronauts the following year.

12   They are the only pair of twins to both fly in space, but they have never been in space at the same time. And they've never switched places—although on the day Scott blasted off for the International Space Station, Mark couldn't resist a little joke. He shaved off his mustache and startled the flight controllers when he walked in looking like Scott, who does not have a mustache.

94

CROSS-CURRICULAR PERSPECTIVES   **Social Studies**

In 1969, three astronauts, Neil Armstrong, Buzz Aldrin, and Michael Collins, launched on July 16, and three days later were orbiting the moon. Armstrong and Aldrin separated from *Apollo 11* in a lunar module, and several hours later Armstrong became the first human being to set foot on the moon. He said, "That's one small step for man, one giant leap for mankind."

13 "He fooled all of us," NASA chief Charles Bolden told Scott in a phone call later. "That's the only way I can tell you two apart."

14 They both say <u>they don't compete with each other</u>, <u>but</u> they do tease each other a little bit. For instance, Mark likes to point out that he's the older brother—by just six minutes.

15 <u>But</u> when his year in space is up, Scott's body will probably seem older, just because spaceflight is so stressful.

CLOSE READ

Analyze Text Structure

<u>Underline</u> evidence that signals the text's structure.

Hands-free snacking is fun in zero G—but going outside takes some serious preparation. Notice the "Speed limit 17500" sign? That's how fast the ISS is going as it orbits Earth.

95

First Read
Generate Questions

💬 **THINK ALOUD** The author says that even though Mark is older, Scott's body will probably seem older after a year in space. This is confusing, since the entire point of the mission is that the twins are exactly the same. In what ways will Scott's body be different? I'll mark that sentence and keep reading to find out.

Close Read
Analyze Text Structure

Remind students that they can use what they know about the characteristics and structures of informational text to look for transition words and phrases that indicate a text's structure or organizational pattern.

Have students scan **paragraphs 13–15** to underline transitions that signal the text's structure. **See student page for possible responses.**

DOK 2

OBJECTIVE

Recognize characteristics and structures of informational text, including compare and contrast.

··· **Possible Teaching Point** 🌉

Read Like a Writer | **Author's Craft**

Text Structure Direct attention to the heading on page 94, "A Dream Job." Remind students that headings are part of text structure in magazine articles. Ask students what they expect to find in a section with the heading "A Dream Job."

Discuss with students how this section is different from the other sections. Ask how organizing the text in this way helps the author achieve her purpose. For more instruction on Author's Craft, see pp. T174–T175.

First Read

Connect

💬. **THINK ALOUD** These paragraphs are about what happens to chromosomes, which are made up of DNA. Earlier in the text, the author mentioned that because Mark and Scott are identical twins, they have the same DNA. This part of the text must be important in explaining how Mark and Scott will be different because of Scott's time in space.

Close Read

Analyze Text Structure

Remind students that, in magazine articles, text features are part of the text structure. Ask students for examples of text features they have seen before. Point out that "My Older Younger Brother" is a text feature called a heading. Discuss what is unusual about the statement in the heading.

Have students scan **paragraphs 16–19** and the text feature **below paragraph 21** and underline details about differences in chromosomes. **See student page for possible responses.**

DOK 2

OBJECTIVE

Recognize the characteristics and structures of informational text, including the central idea with supporting evidence.

CLOSE READ

Analyze Text Structure

Underline details that explain why scientists are studying the contrasts between the twins.

chromosomes parts of DNA in cells that contain the genes

My Older Younger Brother

16   Bailey is especially interested in bundles of DNA called chromosomes. A chromosome looks like an X or Y made of a long twisted-up string of DNA. Caps at the ends of the arms are called telomeres.

17   Every time a cell divides, the telomeres get a little shorter. Eventually, there is no cap left, and that individual cell will die. Your body is replacing worn-out cells all the time, but when they wear out too quickly, it can cause health problems.

18   Radiation and stress can shorten telomeres too, Bailey says. And astronauts experience both.

19   "Imagine strapping yourself to a rocket, launching yourself to space, and staying there for a year," she says. "The isolation, the physical stresses, the emotional stresses, and the radiation exposure, all the things we don't get here on Earth."

Telomeres (colored red) are caps at the ends of chromosomes, tiny bundles of DNA inside cells. Telomeres get shorter every time a cell divides.

96

ELL Targeted Support **Basic Academic Vocabulary** Direct students to the word *isolation* in paragraph 19. Tell students that *isolation* means the state of being alone.

Create a word web with *isolation* in the middle. Ask students what it feels like to be alone. Write the emotions they suggest in the outer circles of the web. Once the web is complete, use sentences with the word *isolation* as well as the words students suggested, and have them repeat after you. **EMERGING/DEVELOPING**

Have students create the word web on their own, and provide sentence frames for students to fill out with the emotions from their word web. **EXPANDING/ BRIDGING**

20 When she looks at Scott's blood, she expects to see his telomeres getting shorter at a faster rate than his brother's. That means that the stress of space is aging Scott more rapidly than Mark.

21 Bailey's study is just one of many. Scientists are also comparing the helpful bacteria that live inside the brothers' stomachs, to see how these microbes change in space. Another study will give the twins the same flu shot and compare how their bodies react to it. Yet another looks at how their vision changes over time. At the end of the year, the astronaut twins "will be the most studied people on or off the planet," Bailey says.

Identical, Mostly

All through your life, what you eat and do can change which bits of DNA instructions (or genes) are switched off or on inside cells. Radiation and stress can also change DNA. As twins get older, they get less alike—though they are still more alike than other people.

CLOSE READ

Evaluate Details

Highlight important comparisons of the twins that are being made in other studies.

97

First Read

Notice

💬 **THINK ALOUD** Paragraphs 20 and 21 list a lot of different ways the twins are being tested and compared. I have never thought about how vision could change in space, or that people might react to a flu shot differently. Being in space for a year must be damaging to Scott's body.

Close Read

Evaluate Details

Ask students to state the central idea again, and explain that they will look for key details that support the central idea.

Have students review **paragraphs 20 and 21** to highlight the reasons for various studies of the twins. **See student page for possible responses.**

DOK 2

OBJECTIVE

Evaluate details read to determine key ideas.

⋯ Possible Teaching Point 🌉

Word Study | Syllable Pattern VC*e*

Use the Syllable Pattern VC*e* lesson on pp. T148–T149 in the Reading-Writing Workshop Bridge to teach students how they can use the syllable pattern to learn pronunciation. Point out words with the VC*e* syllable pattern in paragraphs 20–21. Note that some have a long vowel sound (rate, space, these, same, compare, time) and some have a short vowel sound (live, give).

First Read

Connect

💬. **THINK ALOUD** When I read Scott's descriptions of how he spends his time, such as watching football, doing science experiments, and writing emails, it seems like his life is not that much different from that of an astronaut who lives on Earth. But then the paragraph transitions to the things that Scott misses about Earth, which must be hard for him.

Close Read

Analyze Text Structure

Direct attention to the heading on page 98. Explain that headings can give a clue as to how a text is structured. Encourage students to underline words and phrases on these pages that show how the heading relates to the text structure. **See student page for possible responses.**

Ask: What text structure do the paragraphs and the heading suggest? What evidence supports your choice?

Possible response: The text and the heading suggest a compare-and-contrast structure. The text begins with Scott referring to the space station as "home." Then the text turns to what Scott misses about home on Earth. This contrast is set up by the heading because the space station is both home, but away from home, and Earth is his home, but he is away from the Earth.

DOK 2

OBJECTIVE

Recognize characteristics and structures of informational text, including organizational patterns such as compare and contrast.

CLOSE READ
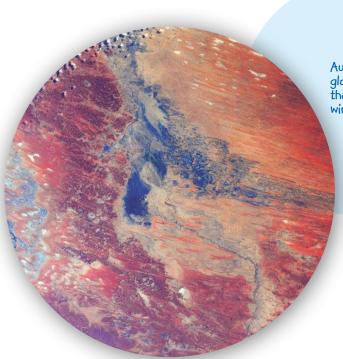
Analyze Text Structure

Underline words and phrases that help you understand how the heading **Home and Away** relates to the way Rebecca Boyle organized the text in paragraphs 22–24.

Home and Away

22   Although spaceflight can be stressful, Scott says the astronauts have a comfortable home on the International Space Station. When he's not busy doing spacewalks or working on science experiments, he takes photos of Earth, writes emails to his family and friends, and watches football. When he misses Earth, sometimes he and the other astronauts play recordings of birds, rain, and other sounds. He misses his family and friends, but he really misses going outside, he says.

Australia looks glorious from the station window.

98

·· Possible Teaching Point 🌉

Read Like a Writer | **Author's Craft**

Text Structure To help students understand another type of text structure, direct them to paragraph 22. Explain that an author may use a compare-and-contrast structure. Ask students to identify words in paragraph 22 that signal a compare-and-contrast structure.

Discuss how using a compare-and-contrast structure helps readers understand the text. Ask how the text would be different if the author reported just the good or just the bad things about traveling in space. For more instruction on Author's Craft, see pp. T174–T175.

📖 🔊 ✏️ 📓

23 "This is a very closed environment. We can never leave. The lighting is always pretty much the same. The smells, the sounds, everything is the same," he says. "Even most prisoners can get outside occasionally, I think. But we can't. And that's what I miss, after people."

24 And hot breakfast too.

The green glow is the Northern Lights, a rain of energetic particles from the sun colliding with gas in the upper atmosphere.

99

First Read

Respond

💬 **THINK ALOUD** Scott talks about how much he misses going outside, and that even prisoners are allowed to go outside once in a while. This is surprising to think about, since Scott volunteered to be part of this mission. He must really care about his job and want NASA to have accurate information about how flight affects the human body.

ELL Targeted Support **Basic Academic Vocabulary** Direct students to the word *environment* in paragraph 23. Explain that *environment* can have different meanings based on the context. Scott uses it to mean his surroundings, or conditions where he lives. The word can also refer to the natural world as a whole.

Write *environment* at the top of a T-chart and ask students to name words they associate with each meaning. As them about their environment, and write down words they use to describe the classroom. Ask them about the natural environment and write down the words they use. Then model sentences using *environment* in both ways, and have students repeat them after you. **EMERGING/DEVELOPING**

Respond and Analyze

Twins in Space

OBJECTIVES

Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words.

Respond using newly acquired vocabulary as appropriate.

Discuss specific ideas in the text that are important to the meaning.

Determine the meaning of general academic and domain-specific words or phrases.

My View

Use these suggestions to prompt students' initial responses to reading "Twins in Space."

- **Discuss** What did you think about "Twins in Space"?

- **Brainstorm** How did analyzing the structure and evaluating the details in "Twins in Space" help you better understand the topic?

Develop Vocabulary

Minilesson

FOCUS ON STRATEGIES Tell students that understanding scientific terms in "Twins in Space" will help them understand the meaning of the text. *DNA, chromosomes, duplicate,* and *radiation* are domain-specific terms related to the main idea of "Twins in Space."

- Remind yourself of the word's meaning.

- Ask yourself why the word is central to your understanding of ideas in the text.

MODEL AND PRACTICE Model responding to a prompt using newly acquired vocabulary as appropriate. Use *DNA* to fill out the web on p. 100 of the *Student Interactive*.

- I can find in a dictionary that DNA is a substance in cells that determines a living thing's characteristics.

- I will demonstrate my word knowledge by writing a sentence explaining that the Kelly brothers have the same DNA.

Have students use the process you modeled to write a definition and example sentence for *chromosomes* in the web on p. 100.

ELL Targeted Support **Vocabulary** Display the vocabulary words. Tell students that these are words about scientific ideas.

Provide students with sentence frames that they can fill in using the vocabulary words, such as *Genes are found on _____ that are made of _____.* Encourage students to collaborate to complete the sentences, say the sentences aloud, and ask questions about the words. **EMERGING/DEVELOPING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for developing vocabulary.

OPTION 1 **My TURN** Have students respond using newly acquired vocabulary as they complete p. 100 of the *Student Interactive.*

OPTION 2 **Use Independent Text** Have students find and list unfamiliar domain-specific words from their independent texts. Have them think about what each word might mean and then use a print or digital dictionary to confirm or correct the meaning of each word.

☑ QUICK CHECK

Notice and Assess Can students identify how the vocabulary words help them understand scientific concepts in "Twins in Space"?

Decide

- **If students struggle,** revisit instruction for developing vocabulary in Small Group on p. T170.
- **If students show understanding,** extend instruction for developing vocabulary in Small Group on p. T171.

Check for Understanding **My TURN** Have students complete p. 101 of the *Student Interactive*.

STUDENT INTERACTIVE, pp. 100–101

VOCABULARY | **COMPREHENSION** **READING WORKSHOP**

Develop Vocabulary

In "Twins in Space," Rebecca Boyle uses domain-specific vocabulary to help readers understand the scientific ideas she describes.

My TURN Complete the word web. Use a print or digital dictionary to define the scientific vocabulary word in each circle. Then write a sentence using the word.
Possible responses:

DNA
Definition: the substance in cells that determines the characteristics of a living thing
Example Sentence: The Kelly brothers share the same DNA.

chromosomes
Definition: parts of DNA in cells that contain the genes
Example Sentence: Each chromosome looks like an X or a Y.

Domain: Science

duplicate
Definition: exactly the same as another
Example Sentence: Twins are duplicates of one another.

radiation
Definition: energy that travels in the form of waves outward from a source, such as the sun
Example Sentence: Astronauts experience radiation from the sun.

100

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Check for Understanding

My TURN Look back at the texts to answer the questions.

1. **DOK 2** How is a magazine article different from a narrative nonfiction text? Include examples from "Twins in Space" and *Rare Treasure*.
Possible response: A magazine article gives information, but a narrative nonfiction text tells a true story. "Twins in Space" describes how scientists study the Kelly brothers. *Rare Treasure* tells a chronological story about the real life of Mary Anning.

2. **DOK 3** Explain the author's purpose in "Twins in Space." How does the "My Older Younger Brother" section support that purpose?
Possible response: The author's purpose is to inform readers about how scientists are studying the Kelly brothers. This section supports the author's purpose because it explains what chromosomes are, how they change, and how scientists study them.

3. **DOK 2** Cite two pieces of text evidence that describe why scientists want to study identical twins.
Possible response: Scientists study identical twins because "they share the same DNA." Because these twins share the same DNA, any difference scientists see will tell them "what spaceflight has actually done to the human body."

4. **DOK 2** Based on what you read in "Twins in Space," analyze what scientists still need to learn about space travel.
Possible response: Scientists will need to study more people to know for sure how space travel affects the human body. Scientists are studying the bacteria in the twins' stomachs, the effects of flu shots, and changes in the twins' vision.

101

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Word Study Syllable Pattern VC*e*

OBJECTIVE

Decode multisyllabic words with VC*e* syllables.
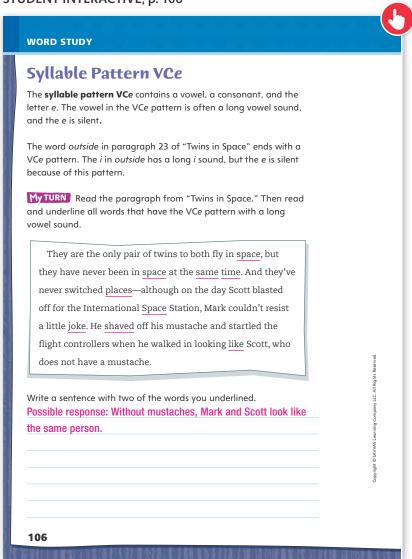
LESSON 2

Apply Syllable Pattern VC*e*

APPLY **My TURN** Instruct students to complete the "Twins in Space" exercise on p. 106 in the *Student Interactive.* Have students read the VC*e* words in context and then underline each one.

Students should pronounce each word orally. Then ask students to write three additional sentences using words that they identified.

STUDENT INTERACTIVE, p. 106

WORD STUDY

Syllable Pattern VCe

The **syllable pattern VC***e* contains a vowel, a consonant, and the letter *e*. The vowel in the VCe pattern is often a long vowel sound, and the *e* is silent.

The word *outside* in paragraph 23 of "Twins in Space" ends with a VCe pattern. The *i* in *outside* has a long *i* sound, but the *e* is silent because of this pattern.

My TURN Read the paragraph from "Twins in Space." Then read and underline all words that have the VCe pattern with a long vowel sound.

> They are the only pair of twins to both fly in space, but they have never been in space at the same time. And they've never switched places—although on the day Scott blasted off for the International Space Station, Mark couldn't resist a little joke. He shaved off his mustache and startled the flight controllers when he walked in looking like Scott, who does not have a mustache.

Write a sentence with two of the words you underlined.
Possible response: Without mustaches, Mark and Scott look like the same person.

106

LESSON 2

LESSON 1
Teach Syllable Pattern VCe

Apply Syllable Pattern VCe

FLEXIBLE OPTION ↰
LESSON 3
More Practice

FLEXIBLE OPTION ↰
LESSON 4
Spiral Review: Suffixes -ity, -ty, -ic, -ment

FLEXIBLE OPTION ↰
LESSON 5
☑ Assess Understanding

Use the ☑ **QUICK CHECK** on p. T167 to determine small group instruction.

Teacher-Led Options

Strategy Group 📖

DEVELOP VOCABULARY

Teaching Point Remember that knowing the meanings of domain-specific words can help you understand the ideas in scientific texts. Have students look back at "Twins in Space" for some domain-specific vocabulary.

ELL Targeted Support

Tell students they can understand scientific concepts better when they have accessible science-related language. Have students begin to internalize domain-specific words and their definitions by hearing and using them in various speaking and writing activities.

Show students the image about telomeres on p. 96. Read aloud the caption. Point to *telomeres, chromosomes,* and *DNA,* having students repeat after you. Then ask students to describe the image to you using the appropriate words. **EMERGING**

Have students write descriptions of *DNA* and *radiation* using their own words. Then have them read the descriptions aloud. **DEVELOPING**

Ask student pairs to write and compare definitions of *DNA, telomeres,* and *radiation.* **EXPANDING**

Have students write sentences defining *DNA, telomeres,* and *radiation,* then explain why those terms are important to "Twins in Space." **BRIDGING**

📥 For additional support, see the online *Language Awareness Handbook.*

Intervention Activity 🔺 📥
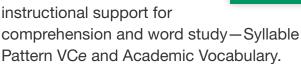
myFOCUS READER

Read pp. 10–11, in the *myFocus Reader* with students. Use the teaching support online at SavvasRealize.com to provide additional insight for students on how our environment affects us. Provide instructional support for comprehension and word study—Syllable Pattern VCe and Academic Vocabulary.

Fluency | Assess 2-4 students 📖 📥 ☑

ACCURACY

Have students choose a short passage from the text or a leveled reader. Ask pairs to take turns reading the passage with high accuracy. Tell them to sound out any unfamiliar words, and have them listen to each other to make sure they're not skipping any words or mistaking similar-sounding words. If needed, model reading with accuracy.

ORAL READING RATE AND ACCURACY

Use pp. 13–18 in Unit 1 Week 3 *Cold Reads* to assess students. Have partners practice reading the passage. Use the *Fluency Progress Chart* to track student progress.

Conferring
3 students / 3–4 minutes per conference

DEVELOP VOCABULARY

Talk About Independent Reading Ask students to tell you about some of the domain-specific words the author used.

Possible Conference Prompts

- What domain-specific words did the author use to talk about the main idea?
- What did this word help you understand about the topic?
- What context clues or descriptions helped you understand the word?

Possible Teaching Point Readers pay attention to the unfamiliar domain-specific words in a scientific text. They might think, "What is this word telling me about the topic of the text?"

Leveled Readers 📖 🔊 ✏ ▶ 👆

DEVELOP VOCABULARY

- For suggested titles, see "Matching Texts to Learning," pp. T150–T151.
- For instructional support on how to develop vocabulary, see *Leveled Reader Teacher's Guide*.

The Light at Jupiter Lake
by J.K. Diel
Guided Reading Level Q
DRA Level 40
Lexile Measure 800L
Word Count 3,256

Text Characteristics	Text Structure • Chronological (conflict, climax, resolution)	Text Features • Chapters • Illustrations

Whole Group

Independent/Collaborative

Independent Reading 📖 🔊

Students can

- reread or listen to "Twins in Space" or the *myFocus Reader* text.
- read a self-selected magazine article or their Book Club text.
- partner read a magazine article, asking each other questions about the text.

Centers 📥
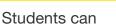
See the myView Literacy Stations in the *Resource Download Center*.

Literacy Activities 📖 📓 🎮 👆

Students can
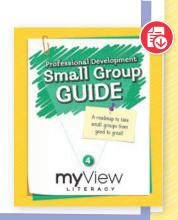
- complete the graphic organizer on *Student Interactive* p. 100.
- work with a partner to discuss and answer the questions on *Student Interactive* p. 101.
- play the *myView* games.
- choose a passage from a text and with a partner take turns reading the passage with accuracy.

PARTNER READING

Provide partners a list of suggested conversation prompts to support their book discussions.

See also the *Small Group Guide* for additional support and resources for Partner Reading.

Professional Development
Small Group GUIDE
A roadmap to take small groups from good to great!

4
myView
LITERACY

Share Bring the class back together in whole group. Invite one or two students to share some new domain-specific vocabulary they learned from their reading, including what the words mean and how the words helped them understand the topic.

Analyze Text Structure

Twins in Space

OBJECTIVE

Recognize characteristics and structures of informational text, including the central idea with supporting evidence and compare and contrast.

ACADEMIC VOCABULARY

Integrate Offer students oral practice using the unit Academic Vocabulary words to talk about text structure. Give students sentence frames, such as

- We learn that the twins are making a <u>significant</u> contribution when _____.

- The headings <u>contribute</u> to the text structure by _____.

ELL Access

Discuss with students how text structure can help them comprehend a text. Students may benefit from using a T-chart that lists the headings in the text next to the information that follows each heading.

Minilesson

FOCUS ON STRATEGIES One characteristic of informational text is the main idea. Once readers have determined the main idea of a text, analyzing informational text structure can help readers understand how key details support the main idea.

- Think about what the text is telling you, or the main idea.

- Look for any details that reveal similarities and differences related to the main idea.

- Pay attention to features that show you the text's organizational pattern or structure, such as headings.

- Think about how the author structures the text by grouping details and why the author might have chosen that organizational pattern.

MODEL AND PRACTICE Use the Close Read note on p. 91 of the *Student Interactive* to model how to annotate the text to analyze text structure.

- What is the main idea of this text? The text starts off by describing how one twin who lives on Earth is sending a picture of his breakfast to his twin in space. The text talks about how differently the twins live their lives. Paragraph 5 begins by saying how and why NASA is studying the twins. The author is writing the text to inform us about this study. I will underline the first sentence of paragraph 5, because it tells me the main idea.

- Have pairs use informational text structure and characteristics to find and underline evidence that supports this main idea. Then have them discuss how different pieces of evidence relate to one another and to the main idea.

ELL Targeted Support **Graphic Organizers** Tell students that using graphic organizers can be helpful to analyze text structure.

Work with students to fill out a T-chart with the information *Who? What? Where? When? Why?* and *How?* Once they have completed the chart, have them annotate the text, putting each question in the margin next to where they found the information. **EMERGING/DEVELOPING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for analyzing text structure.

OPTION 1 **My TURN** Have students annotate the text using the other Close Read notes for Analyze Text Structure and then use their annotations to complete the chart on p. 102.
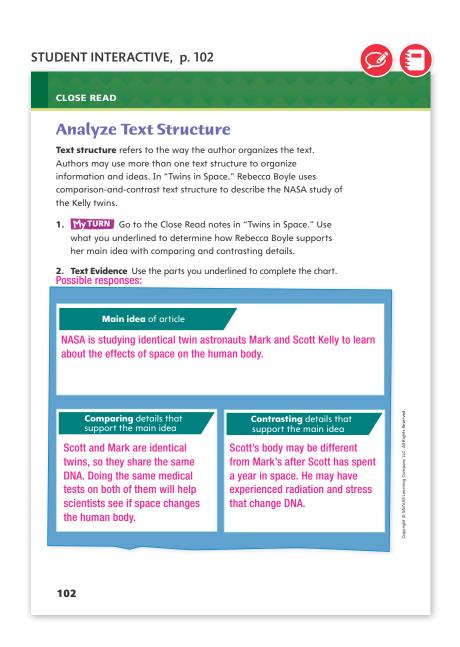
OPTION 2 **Use Independent Text** Have students annotate the text to show the text's main idea and how the text is organized to support the main idea.

☑ QUICK CHECK

Notice and Assess Can students analyze text structure?

Decide

- **If students struggle,** revisit instruction about analyzing text structure in Small Group on p. T178.

- **If students show understanding,** extend instruction about analyzing text structure in Small Group on p. T179.

STUDENT INTERACTIVE, p. 102

CLOSE READ

Analyze Text Structure

Text structure refers to the way the author organizes the text. Authors may use more than one text structure to organize information and ideas. In "Twins in Space," Rebecca Boyle uses comparison-and-contrast text structure to describe the NASA study of the Kelly twins.

1. **My TURN** Go to the Close Read notes in "Twins in Space." Use what you underlined to determine how Rebecca Boyle supports her main idea with comparing and contrasting details.

2. **Text Evidence** Use the parts you underlined to complete the chart.
Possible responses:

Main idea of article

NASA is studying identical twin astronauts Mark and Scott Kelly to learn about the effects of space on the human body.

Comparing details that support the main idea

Scott and Mark are identical twins, so they share the same DNA. Doing the same medical tests on both of them will help scientists see if space changes the human body.

Contrasting details that support the main idea

Scott's body may be different from Mark's after Scott has spent a year in space. He may have experienced radiation and stress that change DNA.

102

Read Like a Writer

OBJECTIVE

Explain how the author's use of text structure contributes to the author's purpose.

Analyze Text Structure

Minilesson

FOCUS ON STRATEGIES When authors compare and contrast, they show how items are the same or different. Signal words such as *also* and *both* are used in comparisons to show how items are similar. To contrast, or show how items are different, authors use signal words that include *however* and *but*. Rebecca Boyle uses several signal words to compare and contrast in "Twins in Space."

- Eventually, they <u>both</u> joined the navy and became test pilots.

- They are the only pair of twins to <u>both</u> fly in space, <u>but</u> they have never been in space at the same time.

The first sentence uses *both* to compare the two brothers and show how they are similar. The second sentence uses *but* to contrast the brothers and show how they are different.

MODEL AND PRACTICE Model the skill by referring to *Student Interactive* p. 107 and paragraph 3 of "Twins in Space."

1. How does the word *also* show a comparison?

2. How does the word *but* show a contrast?

3. Discuss how comparison and contrast helps the reader get an accurate view of the people, things, or ideas being discussed.

Help students use the process you modeled to locate and explain another instance of comparison-and-contrast text structure in "Twins in Space."

ELL Targeted Support **Words for Compare and Contrast** Have students look up words that indicate that items are being compared and contrasted.

Ask partners to use a print or digital source to find words that indicate that items are the *same* or *different.* Examples for *same* include *similar, like, equal, equivalent, identical,* and *comparable.* Examples for *different* include *oppose, distinct, differ, conflict, disagree,* and *clash.* **EMERGING/DEVELOPING**
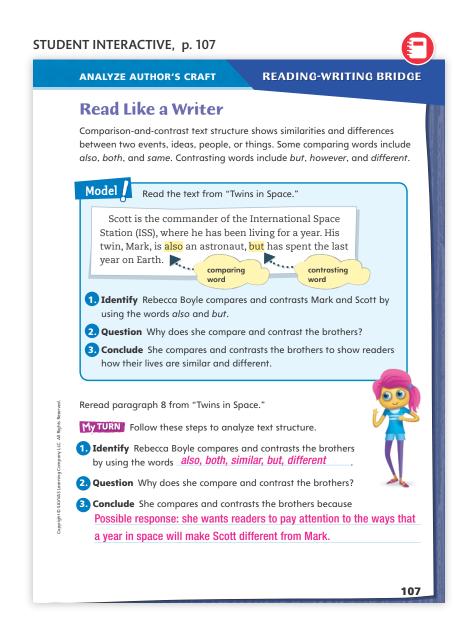
Ask partners to use each word above in a sentence and to explain why it is the appropriate word for its context. **EXPANDING/BRIDGING**

ASSESS UNDERSTANDING

Apply

My TURN Direct students to find examples of compare and contrast that Rebecca Boyle uses in "Twins in Space." Then have students complete My Turn on p. 107 of the *Student Interactive.*

STUDENT INTERACTIVE, p. 107

ANALYZE AUTHOR'S CRAFT   READING-WRITING BRIDGE

Read Like a Writer

Comparison-and-contrast text structure shows similarities and differences between two events, ideas, people, or things. Some comparing words include *also*, *both*, and *same*. Contrasting words include *but*, *however*, and *different*.

Model! Read the text from "Twins in Space."

Scott is the commander of the International Space Station (ISS), where he has been living for a year. His twin, Mark, is also an astronaut, but has spent the last year on Earth.

comparing word   contrasting word

1. **Identify** Rebecca Boyle compares and contrasts Mark and Scott by using the words *also* and *but*.

2. **Question** Why does she compare and contrast the brothers?

3. **Conclude** She compares and contrasts the brothers to show readers how their lives are similar and different.

Reread paragraph 8 from "Twins in Space."

My TURN Follow these steps to analyze text structure.

1. **Identify** Rebecca Boyle compares and contrasts the brothers by using the words *also, both, similar, but, different* .

2. **Question** Why does she compare and contrast the brothers?

3. **Conclude** She compares and contrasts the brothers because Possible response: she wants readers to pay attention to the ways that a year in space will make Scott different from Mark.

107

Word Study Syllable Pattern VC*e*

OBJECTIVE
Decode multisyllabic words with VC*e* syllables.

FLEXIBLE OPTION

LESSON 3

More Practice

FOCUS ON STRATEGIES Point out that the VC*e* sequence can appear at the beginning, the middle, or at the end of a word.

MODEL AND PRACTICE Write the following words. Have students identify each VC*e* sequence and pronounce the word aloud.

1. like
2. likely
3. unlikely
4. place
5. replace
6. replacement
7. fuse
8. refuse

APPLY Have students complete *Word Study* p. 3 from the *Resource Download Center*.

Name _____

Word Study

Syllable Pattern VCe

Syllable pattern VCe is a pattern that contains a vowel, a consonant, and the letter e. The vowel in the VCe pattern is often a long vowel sound, and the final *e* is silent.

TURN Read the words. Circle all the words that have a VCe pattern with a long vowel sound. Then write two sentences using some of the VCe words below.

together	outside	impose	cyclone
imitate	contribute	pause	teach
thirsty	Internet	satisfied	evaporate
calendar	sequence	tissue	advertise
emphasize	fascinate	survive	bathroom

Possible response: The newscaster gave instructions for how to survive a cyclone. She emphasized that we should not go outside during the storm.

TURN For each long vowel sound, write two new VCe pattern words that are not already on the list above.
Possible responses:
1. long *a*
relate   deflate, mutate

2. long *i*
decide   crime, criticize

3. long *o*
suppose   promote, postpone

4. long *u*
presume   produce, pollute

Grade 4, Unit 1, Week 3
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***Word Study*, p. 3**

FLEXIBLE OPTION ◄

LESSON 3

More Practice

LESSON 1	**LESSON 2**	FLEXIBLE OPTION ◄ **LESSON 4**	FLEXIBLE OPTION ◄ **LESSON 5**
Teach Syllable Pattern VCe	**Apply Syllable Pattern VCe**	📄 **Spiral Review:** Suffixes *-ity, -ty, -ic, -ment*	☑ **Assess Understanding**

Use the ✓ **QUICK CHECK** on p. T173 to determine small group instruction.

Teacher-Led Options

Strategy Group 📕

ANALYZE TEXT STRUCTURE

Teaching Point Readers pay attention to how information is organized in a text. This helps them identify the main idea and the details that support it. Work with students to complete the graphic organizer on p. 102.

ELL Targeted Support

To help students learn to analyze text structure, guide them in connecting ideas in the text and finding supporting evidence for those ideas.

Read a paragraph at a time with students, asking them to explain what happened after each. Record their answers. Read from a few different sections, and then talk with students about how the topics of each section relate to one another. **EMERGING**

After reading each short section with students, have them write brief paraphrases in the margins. Then ask them to describe aloud how the ideas in each section relate to one another. **DEVELOPING**

Have students describe, in their own words, the main idea of the text. Then ask them to annotate evidence in the text that supports the main idea. **EXPANDING**

Ask students where the main idea of the text is stated, and have them summarize supporting evidence from the text. **BRIDGING**

🔴 For additional support, see the online *Language Awareness Handbook*.

Intervention Activity 🔺 📲

ANALYZE TEXT STRUCTURE

Use Lesson 29, pp. T189–T194, in the *myFocus Intervention Teacher's Guide* for instruction on analyzing text structure.

LEVEL E • READ

Lesson 29 Genre: Informational and Procedural Texts

DIRECTIONS Read the following passages. Look at how the author organizes the texts.

The Discovery of Tutankhamen's Tomb

1 In 1922, British archaeologist Howard Carter began uncovering the tomb of Tutankhamen, also known as King Tut. Tut was a fourteenth-century BCE "boy king" of Egypt. The discovery of Tut's tomb changed people's understanding of ancient Egypt.

2 Carter began working on archaeological digs in Egypt as a teenager. He helped discover and explore the tombs of several pharaohs, or kings, of ancient Egypt. The tombs were in the Valley of the Kings. This is a site near the Nile River where many pharaohs were buried.

3 In 1907, Carter started doing digs for the British earl George Herbert. He discovered some interesting objects. Carter believed there might be another pharaoh's tomb at the site. Yet by 1922, Herbert was ready to give up on the site. Carter convinced Herbert to undertake one last dig.

4 One day Carter dug near the corner of another pharaoh's tomb. He discovered steps leading down. The steps led to Tutankhamen's tomb. It took Carter and others ten years to explore it.

5 The objects they discovered provided a wealth of information about ancient Egypt. By studying King Tut's body, archaeologists learned about ancient Egyptian burial practices. For example, they discovered that ancient Egyptians buried kings with gold and gems. Scientists also ran tests on the young king's body to learn about diseases of ancient Egypt. These studies have helped fill a huge gap in people's knowledge of ancient times.

Conducting an Archaeological Dig

1 If you've ever been curious about what lies beneath your feet, you might just have the heart of an archaeologist. These scientists study the past by looking underground. Archaeologists dig up what humans have left behind. They uncover ancient houses, tools, pottery, cave paintings, and even bones. If you're interested in learning more about the field of archaeology, then read on and find out how to conduct your own dig!

Reading Informational and Argumentative Text T • 189

Fluency 📗📲✓
Assess 2-4 students

PROSODY

Have student pairs practice reading a short passage with fluent phrasing.

ORAL READING RATE AND ACCURACY

Use pp. 13–18 in Unit 1 Week 3 *Cold Reads* to assess students. Have partners practice reading the passage. Use the *Fluency Progress Chart* to track student progress.

Independent/Collaborative

Conferring
| 3 students / 3–4 minutes per conference |

ANALYZE TEXT STRUCTURE

Talk About Independent Reading Ask students to look back at their annotations and share what they learned about text structure.

Possible Conference Prompts

- What is the main idea of the text?
- How does the author organize the evidence that supports the main idea?
- What text features help organize the text?

Possible Teaching Point

Readers pay attention to how authors present the main idea of a text and organize evidence that supports the main idea.

Leveled Readers 📖 🔊 ✏️ ▶️ 👆

ANALYZE TEXT STRUCTURE

- For suggested titles, see "Matching Texts to Learning," pp. T150–T151.
- For instructional support on how to analyze text structure, see *Leveled Reader Teacher's Guide.*

The Light at Jupiter Lake
by J.N. Diel
Guided Reading Level Q
DRA Level 40
Lexile Measure 850L
Word Count 3,356

Independent Reading 📖 🔊

Students can

- reread or listen to "Twins in Space" or another text they have previously read.
- read a self-selected magazine article or their Book Club text.
- support their partners in developing a summary of a passage they read in their books.

Centers 📒 📥

See the myView Literacy Stations in the *Resource Download Center*.

Literacy Activities 📒 🎮 📖

Students can
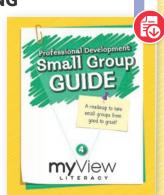
- complete the graphic organizer on p. 102.
- practice this week's word study focus by studying words with the VCe syllable pattern.
- play the *myView* games.
- choose a passage from a text and with a partner take turns reading the passage with appropriate expression.

SUPPORT PARTNER READING

Keep partners on track by giving them a list of suggested conversation prompts to keep their book discussions going.

See the *Small Group Guide* for additional support and resources for Partner Reading.

Professional Development
Small Group GUIDE
A roadmap to take small groups from good to great!
4
myView LITERACY

Whole Group

Share Bring the class back together in whole group. Invite one or two students to talk about elements of text structure in the text they are reading. Ask them to name the main idea and explain how supporting details are organized.

Evaluate Details

Twins in Space

OBJECTIVES

Evaluate details read to determine key ideas.

Recognize characteristics and structures of informational text.

ACADEMIC VOCABULARY

Integrate Offer students oral practice using the unit Academic Vocabulary words to evaluate details. Ask:

What <u>severe</u> effects can living in space have on the human body?

What information is most <u>significant</u> to understanding the main idea of the text?

Minilesson

FOCUS ON STRATEGIES Explain that readers can use genre characteristics and structures, such as main idea and details, to help them understand what a text is mostly about. Readers evaluate details to better understand ideas in a text, such as a magazine article.

- Notice each detail that is related to the main idea of the text.
- Think about the evidence the author gives to support that detail, and decide how important the detail is.
- Connect the most important details to the main idea.

MODEL AND PRACTICE Use the Close Read note on p. 92 of the *Student Interactive* to model how to annotate the text to evaluate details.

- The text so far has talked about how NASA is studying any changes in the twins' health. What information exactly is NASA looking for? In paragraph 7, I see the question, "So how can you tell which changes in health are caused by being in space, and which would have happened anyway?" This is the question that NASA wants to answer, so I will highlight the question. This detail tells why one twin is on Earth and the other is in space.
- Have students use genre characteristics and structures to look for other details that are important to the main idea.

ELL Targeted Support **Respond to Questions** Tell students that successful readers can respond to questions about details in a text.

Help students read a paragraph from "Twins in Space." Ask: Which details helped you understand the main idea? Help students find relevant text details to include in their response. **EMERGING/DEVELOPING**

EXPERT'S VIEW **Judy Wallis, Literacy Specialist and Staff Developer**

"In third grade and beyond, we have a comprehension crisis. We have fast readers who struggle with comprehension. This is often the result of focusing too narrowly on isolated phonics, fluency, and word work. Always start with the whole text. Ask questions such as: What did you think about what you read? What is the big idea here? How did the author organize the text? After you have done that, you can focus on the patterns of words in the text. The patterns are difficult for kids to see on their own in the context of text."

See SavvasRealize.com for more professional development on research-based best practices.

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for evaluating details in a text.

OPTION 1 **My TURN** Have students annotate the text using the other Close Read notes for Evaluate Details, and then use the text evidence from their annotations to complete p. 103.
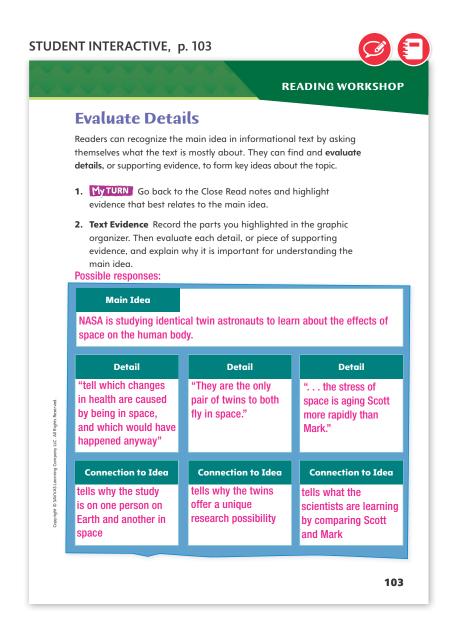
OPTION 2 **Use Independent Text** Have students use sticky notes to mark areas of the text with details, or supporting evidence, that connect to the main idea. They should evaluate each detail to determine a key idea in the text. Then they should write on each sticky note how the detail connects to a key idea: adds an example, gives more information, or provides sensory description.

☑ QUICK CHECK

Notice and Assess Can students evaluate details in a text?

Decide

- **If students struggle,** revisit instruction for evaluating details in Small Group on p. T186.

- **If students show understanding,** extend instruction for evaluating details in Small Group on p. T187.

STUDENT INTERACTIVE, p. 103

READING WORKSHOP

Evaluate Details

Readers can recognize the main idea in informational text by asking themselves what the text is mostly about. They can find and **evaluate details,** or supporting evidence, to form key ideas about the topic.

1. **My TURN** Go back to the Close Read notes and highlight evidence that best relates to the main idea.

2. **Text Evidence** Record the parts you highlighted in the graphic organizer. Then evaluate each detail, or piece of supporting evidence, and explain why it is important for understanding the main idea.

Possible responses:

Main Idea		
NASA is studying identical twin astronauts to learn about the effects of space on the human body.		

Detail	Detail	Detail
"tell which changes in health are caused by being in space, and which would have happened anyway"	"They are the only pair of twins to both fly in space."	". . . the stress of space is aging Scott more rapidly than Mark."

Connection to Idea	Connection to Idea	Connection to Idea
tells why the study is on one person on Earth and another in space	tells why the twins offer a unique research possibility	tells what the scientists are learning by comparing Scott and Mark

103

Write for a Reader

OBJECTIVE

Explain how the use of text structure contributes to the author's purpose.

Use Text Structure

Minilesson

FOCUS ON STRATEGIES Review the signal words for comparison and contrast that students noted in "Twins in Space." Point out that many words and phrases can be used to compare and contrast, such as *share, as well as, same, differs,* and *contrasts.*

MODEL AND PRACTICE Discuss how students might compare and contrast in their own writing using p. 108 in the *Student Interactive.* Model an example.

1. Identify two items that you want to show to be similar or different.

2. What kind of signal words might be useful for making a comparison? For showing contrast? Explain: I might use *same, similar, identical,* and *alike* for comparison, and *differs, varies,* and *disagrees with* for contrast.

3. With the whole class, collaboratively write a paragraph that compares and contrasts two people, places, ideas, or things. Stress that the purpose of the comparison is to engage the reader and to make the items easy to visualize.

ELL Targeted Support **Use Descriptive Words** Have students go over descriptive words they can use to compare and contrast.

Ask partners to identify descriptive words for common classroom items such as books and desks. For example, students might describe books as: *red, green, paperback, thick,* or *large.* **EMERGING/DEVELOPING**

Ask partners to identify at least three descriptive words for common classroom items that show similarities and three descriptive words that show differences between items. **EXPANDING/BRIDGING**

ASSESS UNDERSTANDING

Apply
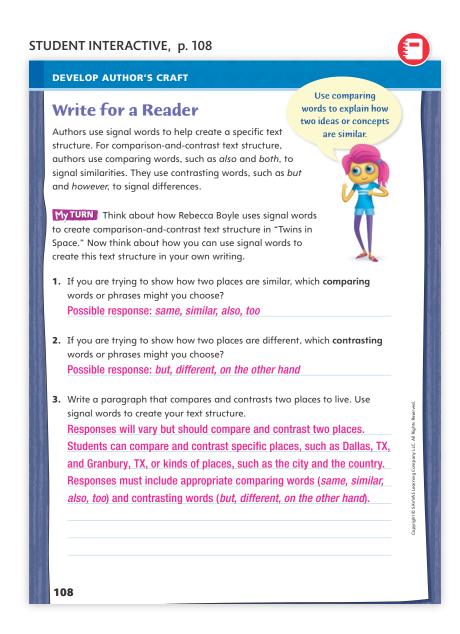
My TURN Ask students to make a list of comparisons and contrasts in "Twins in Space." Then have students complete My Turn on p. 108 of the *Student Interactive.*

Writing Workshop

Encourage students to incorporate comparing and contrasting in their Writing Workshop personal narratives. During conferences, ask students to explain how each example increases the effectiveness of their writing and helps them tell their stories efficiently.

STUDENT INTERACTIVE, p. 108 ⬛

DEVELOP AUTHOR'S CRAFT

Write for a Reader

Authors use signal words to help create a specific text structure. For comparison-and-contrast text structure, authors use comparing words, such as *also* and *both*, to signal similarities. They use contrasting words, such as *but* and *however*, to signal differences.

> Use comparing words to explain how two ideas or concepts are similar.

My TURN Think about how Rebecca Boyle uses signal words to create comparison-and-contrast text structure in "Twins in Space." Now think about how you can use signal words to create this text structure in your own writing.

1. If you are trying to show how two places are similar, which **comparing** words or phrases might you choose?
   Possible response: *same, similar, also, too*

2. If you are trying to show how two places are different, which **contrasting** words or phrases might you choose?
   Possible response: *but, different, on the other hand*

3. Write a paragraph that compares and contrasts two places to live. Use signal words to create your text structure.
   Responses will vary but should compare and contrast two places. Students can compare and contrast specific places, such as Dallas, TX, and Granbury, TX, or kinds of places, such as the city and the country. Responses must include appropriate comparing words (*same, similar, also, too*) and contrasting words (*but, different, on the other hand*).

108

Word Study Spiral Review

OBJECTIVES

Decode words using knowledge of suffixes, including how they can change base words such as dropping *e,* changing *y* to *i,* and doubling final consonants.

Determine the meaning of words with the suffixes *-ty, -ity, -ic,* and *-ment.*

FLEXIBLE OPTION

LESSON 4

Spiral Review: Suffixes *-ity, -ty, -ic, -ment*

FOCUS ON STRATEGIES Review the use of suffixes and how they change the meanings of words.

MODEL AND PRACTICE Write the words *active* and *activity.* Ask students to describe how the suffix *-ity* changes the meaning of the base word *active.* Students should recognize that the suffix turns *active*, a word that describes, into *activity,* a word that names an action.

APPLY Display the following word pairs: *athlete* and *athletic, enjoy* and *enjoyment, loyal* and *loyalty.* Have student pairs work together to identify the suffix and how it changes the meaning of the base word.

ELL Targeted Support

Understanding Suffixes Tell students that knowing the meaning of suffixes in English words will help improve their language skills.

Write the word *diversity* on the board and discuss its meaning. Have students copy the word and circle the suffix. Then have them write the word without the suffix (*diverse*). **EMERGING**

Have partners look up *diversity* in the dictionary, write down the word and definition, and circle the suffix. **DEVELOPING**

Discuss the relationship between *diverse* and *diversity.* Have students write sentences using both *diverse* and *diversity.* **EXPANDING**

Use the above activity, but have student pairs write sentences for a word with each of the suffixes *-ty, -ity, -ic,* and *-ment.* **BRIDGING**

FLEXIBLE OPTION

LESSON 4

FLEXIBLE OPTION

LESSON 3

LESSON 1

LESSON 2

Spiral Review: Suffixes *-ity, -ty, -ic, -ment*

FLEXIBLE OPTION

LESSON 5

Teach Syllable Pattern VC*e*

Apply Syllable Pattern VC*e*

More Practice

☑ **Assess Understanding**

Use the ☑ **QUICK CHECK** on p. T181 to determine small group instruction.

Teacher-Led Options

Strategy Group 📖

EVALUATE DETAILS

Teaching Point You can use the genre characteristics of main idea and details to understand texts. Evaluate details by determining which ones help the most to explain the main idea of a text. Guide students to list the details in "Twins in Space" that helped them understand the main idea.

ELL Targeted Support

Discuss text details with students aloud, and ask them to summarize or retell the details you give.

Display the main idea of the text and read it aloud: NASA is studying twins to see how living in space affects the human body. Name key details in the text one at a time, and ask students to answer "yes" or "no" if they think that detail is important to the main idea. **EMERGING**

Display the main idea for students and read aloud three separate details from the text. Ask students to name which details are important to the main idea and which are not. **DEVELOPING**

Display the main idea of the text and direct students to a specific paragraph. Ask them which details in that paragraph are important to the main idea. **EXPANDING**

Display the main idea and encourage students to discuss which three details from the entire text are the most important to the main idea. **BRIDGING**

📥 For additional support, see the online *Language Awareness Handbook*.

Intervention Activity 🔺 📥

EVALUATE DETAILS

Use Lesson 31, pp. T203–T208, in the *myFocus Intervention Teacher's Guide* for instruction on evaluating details.

LEVEL E • READ

Lesson 31 Determine Main Idea and Details

DIRECTIONS Read the following passages. Look at how the author supports ideas in each passage.

Fire, the Fish

1   I have a pet fish named Fire. Fire is a goldfish, or an orange fish with a long tail. His big, round eyes stick out of the sides of his head.
2   I keep Fire in my room. He lives in a fish tank. I clean Fire's tank every week. I feed Fire every day. He eats fish food, which are little flakes that I sprinkle into the water. When he sees the food in the tank, Fire swims to the top.
3   Fire likes to swim back and forth. Sometimes, if he feels scared and threatened, he hides behind the rocks. When he feels safe, he darts out of his hiding spot and swims happily around the tank.
4   Fire is a good pet. Maybe I will get another fish. Then Fire will have a friend!

How I Make My Lunch

I like to make my lunch every morning before school. First, I make a sandwich. I spread peanut butter on one slice of bread, then I spread honey on another slice of bread. Then I put the slices of bread together and put the sandwich in my lunch box. Next, I pack an apple or an orange. The last thing I do is fill up my water bottle. After I put my water bottle in my lunch box, I am ready to go to school.

My Favorite Sandwich

My favorite sandwich is peanut butter and honey. I eat a peanut butter and honey sandwich every day for lunch. I even have a peanut butter and honey sandwich as a snack after school. I like many types of sandwiches, but I love peanut butter and honey sandwiches the best!

Reading Informational and Argumentative Text T • 203

Fluency Assess 2-4 students ☑ 📖 📥

ACCURACY

Have student pairs practice reading a short passage with accuracy.

ORAL READING RATE AND ACCURACY

Use pp. 13–18 in Unit 1 Week 3 *Cold Reads* to assess students. Have partners practice reading the passage. Use the *Fluency Progress Chart* to track student progress.

Conferring
3 students / 3–4 minutes per conference

EVALUATE DETAILS

Talk About Independent Reading Ask students to reread their sticky notes. Have students talk with a partner about one important detail and how it connects to the main idea.

Possible Conference Prompts
- What detail did the author give?
- How does this detail support the main idea of the text?

Possible Teaching Point You can understand the main idea of the text by evaluating details. Some details will be more important to the main idea than others, and those are the ones you should mark as you read.

Leveled Readers

EVALUATE DETAILS
- For suggested titles, see "Matching Texts to Learning," pp. T150–T151.
- For instructional support on how to evaluate details, see *Leveled Reader Teacher's Guide*.

The Light at Jupiter Lake
by J.H. Diel
Guided Reading Level Q
DRA Level 40
Lexile Measure 800L
Word Count 3,256

Text Characteristics		
Build Background		
Launch the Book		
Observe and Monitor		

Independent/Collaborative

Independent Reading

Students can
- reread or listen to another text they read.
- read a magazine article or their Book Club text.
- practice fluent reading with a partner by reading their texts like storytellers.

Centers

See the myView Literacy Stations in the *Resource Download Center.*

Literacy Activities
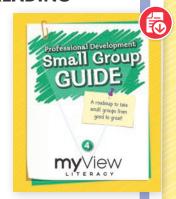
Students can
- complete the graphic organizer on p. 105.
- write about the text in their reader's notebook.
- play the *myView* games.
- with a partner, take turns reading a text with appropriate expression.

SUPPORT INDEPENDENT READING

Help students set goals for their reading. Tell them they should track progress toward their goals.

See the *Small Group Guide* for additional support and resources.

Professional Development
Small Group GUIDE
A roadmap to take small groups from good to great!
4
myView LITERACY

Whole Group

Share Bring the class back together in whole group. Invite one or two students to share what they learned today about evaluating details in a text.

Reflect and Share

Twins in Space

OBJECTIVE

Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.

ACADEMIC VOCABULARY

Integrate Offer students oral practice using the unit Academic Vocabulary words to reflect on the text and make connections to other texts, the unit theme, and the Essential Question. Ask:

What facts about how outer space affects humans has this text exposed you to?

How can living in space severely affect the human body?

Write to Sources

Minilesson

FOCUS ON STRATEGIES Explain that freewriting in response to a text is one way readers meaningfully interact with sources. It is an opportunity for reflection and can lead to ideas and questions for research. Tell students that freewriting is a lot like brainstorming. They will quickly jot down any questions, answers, thoughts, or ideas that the text brings up in their minds. They will not pause to analyze or edit their writing.

MODEL AND PRACTICE Model your thinking using the Write to Sources prompt on p. 104 in the *Student Interactive.* Write on the board:

I didn't know why humans couldn't live on another planet. In "Exploring Mars," I heard about the extreme temperatures and lower gravity. These are important. In "Twins in Space," I read about how space affects the human body and why we study the effects. Are scientists doing other studies? Will humans be able to live in outer space for longer periods of time?

Say: I'll use these thoughts to write a short paragraph about what it means to be human.

Suggest one or two sources and give students three to five minutes to freewrite in response.

ELL Targeted Support **Vary Sentence Lengths** Encourage students to vary sentence lengths in their written response.

Guide students to write a short sentence. Ask students how they could add words to the sentence. **EMERGING**

Have students write one short simple sentence and one simple sentence that is longer because it includes adjectives and adverbs. **DEVELOPING**

With students, review types of sentences, such as simple, compound, and complex. Guide students to write one short simple sentence and one longer sentence of any kind. **EXPANDING**

Have students write two sentences and combine them meaningfully into one longer compound or complex sentence. Help students correctly use punctuation and conjunctions, as needed. **BRIDGING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for making connections between texts.

OPTION 1 **Use the Shared Read** Have students interact with the texts in meaningful ways by using evidence from this week's texts to discuss how learning about outer space affects what it means to be human. Encourage them to compare across multiple texts, including the infographic.

OPTION 2 **Use Independent Text** Students should use their self-selected independent reading texts to discuss how outer space affects life on Earth.

☑ QUICK CHECK
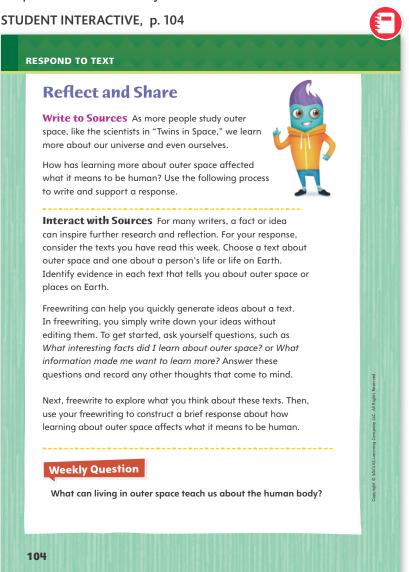
Notice and Assess Can students make comparisons across texts?

Decide

- **If students struggle,** revisit instruction for making text comparisons in Small Group on p. T192.

- **If students show understanding,** extend instruction for making text comparisons in Small Group on p. T193.

WEEKLY QUESTION Have students use evidence from the texts they have read this week to respond to the Weekly Question. Tell them to write their response on a separate sheet of paper.

STUDENT INTERACTIVE, p. 104

RESPOND TO TEXT

Reflect and Share

Write to Sources As more people study outer space, like the scientists in "Twins in Space," we learn more about our universe and even ourselves.

How has learning more about outer space affected what it means to be human? Use the following process to write and support a response.

Interact with Sources For many writers, a fact or idea can inspire further research and reflection. For your response, consider the texts you have read this week. Choose a text about outer space and one about a person's life or life on Earth. Identify evidence in each text that tells you about outer space or places on Earth.

Freewriting can help you quickly generate ideas about a text. In freewriting, you simply write down your ideas without editing them. To get started, ask yourself questions, such as *What interesting facts did I learn about outer space?* or *What information made me want to learn more?* Answer these questions and record any other thoughts that come to mind.

Next, freewrite to explore what you think about these texts. Then, use your freewriting to construct a brief response about how learning about outer space affects what it means to be human.

Weekly Question

What can living in outer space teach us about the human body?

104

My VIEW

Write About It For additional practice on developing and writing opinions using text evidence, ask students to respond to the prompt below on a separate sheet of paper.

The author of "Twins in Space" writes that "spaceflight is so stressful." Why do you think this is so? Use text evidence to support your opinion.

Word Study Syllable Pattern VC*e*

OBJECTIVE

Decode multisyllabic words with VC*e* syllables.

WEEKLY STANDARDS PRACTICE

To assess student progress on Word Study, use the Weekly Standards Practice on SavvasRealize.com.

FLEXIBLE OPTION

LESSON 5

☑ Assess Understanding

To evaluate how well students have mastered the VC*e* construction, read the following words orally and ask students to spell them and indicate whether each vowel is pronounced with a long sound or a short sound.

can	not
cane	note
bite	reduce
bit	disgraceful
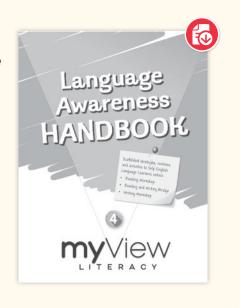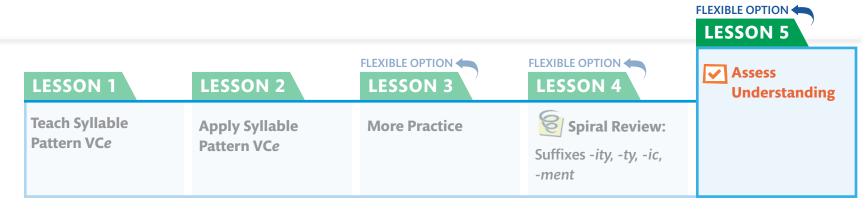
Invite students to make a running list of VC*e* words that they encounter in the reading.

Develop Language Awareness

For additional practice with syllable patterns, complete the activity on p. 13 of the *Language Awareness Handbook.* In this practice activity, students will use phonic support to understand syllable patterns.

Language Awareness HANDBOOK

Scaffolded strategies, routines, and activities to help English Language Learners unlock
• Reading Workshop
• Reading and Writing Bridge
• Writing Workshop

4

myView LITERACY

FLEXIBLE OPTION ↰
LESSON 5

LESSON 1	**LESSON 2**	FLEXIBLE OPTION ↰ **LESSON 3**	FLEXIBLE OPTION ↰ **LESSON 4**	✓ **Assess Understanding**
Teach Syllable Pattern VC*e*	**Apply Syllable Pattern VC*e***	**More Practice**	📒 **Spiral Review:** Suffixes -*ity*, -*ty*, -*ic*, -*ment*	

Use the ✔ **QUICK CHECK** on p. T189 to determine small group instruction.

Teacher-Led Options

Strategy Group 📖

COMPARE TEXTS

Teaching Point Critical readers build knowledge about a topic, such as how places affect our lives, by reading and thinking about multiple texts.

ELL Targeted Support

Guide students to respond to texts by describing their reactions and expressing opinions.

Ask students about each text they read this week, and make a chart with the title of each text. For each text, ask students to look back at any notes and use single words or short phrases to express what surprised them or what they found interesting. Record their responses.
EMERGING

Have students make a chart listing each text they read this week. Talk about each text with them, and encourage them to write a few words expressing their opinion of each text in the chart.
DEVELOPING

Encourage pairs of students to use complete sentences as they discuss their opinions of each text they read. **EXPANDING**

Lead a discussion in which students state and elaborate upon their opinions. Have them ask questions to determine what others thought about the texts. **BRIDGING**

For additional support, see the online *Language Awareness Handbook*.

Intervention Activity 🔻 📥
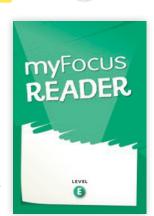
myFOCUS READER

Reread pp. 10–11 with students. Use the teaching support online at SavvasRealize.com to engage students in a conversation that demonstrates how the texts they have read this week support their understanding of how a place affects how we live. Encourage them to use the Academic Vocabulary words.

Intervention Activity 🔻 📥

WORD STUDY

For students who need support, Word Study lessons are available in the *myFocus Intervention Teacher's Guide,* Lessons 1–12.

On-Level and Advanced 👆 📥

INQUIRY

Organize Information and Communicate

Students should organize their findings on how places affect how we live into an effective format.

Critical Thinking Talk with students about their findings and the process they used.

See *Extension Activities* pp. 38–42 in the *Resource Download Center.*

Conferring

3 students / 3–4 minutes per conference

COMPARE TEXTS

Talk About Independent Reading Ask students to share what they learned about outer space and life on Earth. Have them refer to p. 104 in the *Student Interactive* if desired.

Possible Conference Prompts

- How do the texts relate to outer space and humanity?
- How were the structures of the texts similar or different?
- How were the details in the texts similar or different?

Possible Teaching Point Readers interact with sources to make connections about topics and ideas.

Leveled Readers

COMPARE TEXTS

- For suggested titles, see "Matching Texts to Learning," pp. T150–T151.
- For instructional support on how to compare texts, see *Leveled Reader Teacher's Guide*.

The Light at Jupiter Lake
by J.N. Diel

Guided Reading Level Q
DRA Level 40
Lexile Measure 800L
Word Count 3,256

Whole Group

Share Bring the class back together as a whole group. Invite one or two students to share connections they made among texts that reveal how outer space can teach us about the human body. Encourage students to share details they found in more than one text.

Independent/Collaborative

Independent Reading

Students can

- reread or listen to the infographic "Everyday Space Technology" with a partner.
- read a self-selected text.
- reread or listen to their leveled reader.

Centers

See the myView Literacy Stations in the *Resource Download Center*.

Literacy Activities

Students can

- write in their reader's notebook in response to the Weekly Question.
- research other ways outer space can teach us about the human body.
- play the *myView* games.

BOOK CLUB

See Book Club, pp. T484–T485, for

- teacher's summary of chapters in *Life in the West.*
- talking points to share with students.
- collaboration prompts and conversation starters.
- suggestions for incorporating the Discussion Chart.
- alternate texts to support the unit theme and Spotlight Genre.

Suggested Daily Times

READING WORKSHOP

SHARED READING	35–50 min.
READING BRIDGE	5–10 min.
SMALL GROUP	20–30 min.

WRITING WORKSHOP

MINILESSON	10 min.
INDEPENDENT WRITING	30–40 min.
WRITING BRIDGE	5–10 min.

Learning Goals

- I can learn more about the theme *Networks* by analyzing the text structure of an informational text.
- I can use language to make connections between reading and writing.
- I can use elements of narrative nonfiction writing to write a personal narrative.

SEL ▸ **SOCIAL-EMOTIONAL LEARNING**

☑ Assessment Options for the Week

- Daily Formative Assessment Options

The following assessments are available on SavvasRealize.com:

- Progress Check-Ups
- Cold Reads
- Weekly Standards Practice for Language and Conventions
- Weekly Standards Practice for Word Study
- Weekly Standards Practice for Academic Vocabulary
- Practice Tests
- Test Banks

Materials

Turn the page for a list of materials that will support planning for the week.

LESSON 1
RI.4.1, RI.4.4, RF.4.3, W.4.1.a, SL.4.1, L.4.1.f

READING WORKSHOP

GENRE & THEME
- Interact with Sources: Explore the Infographic: Weekly Question T198–T199
- Listening Comprehension: Read Aloud "Early Exploration" T200–T201
- Informational Text T202–T203
  - ☑ **Quick Check** T203

READING BRIDGE
- Academic Vocabulary: Figurative Language T204–T205
- Word Study: Teach Vowel Teams and Digraphs T206–T207

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS
- Guided Reading/Leveled Readers T210–T211
- Strategy, Intervention, and On-Level/Advanced Activities T210
- ELL Targeted Support T210
- Conferring T211

INDEPENDENT/COLLABORATIVE
- Independent Reading T211
- Literacy Activities T211
- **BOOK CLUB** T211 **SEL**

WRITING WORKSHOP

MINILESSON
- Personal Narrative T410–T411
  - » Add Ideas for Coherence and Clarity
  - » Share Back

INDEPENDENT WRITING
- Personal Narrative T411
- Conferences T408

WRITING BRIDGE

FLEXIBLE OPTION ◂
- Spelling: Vowel Teams and Digraphs T412
  - ☑ **Assess Prior Knowledge** T412

FLEXIBLE OPTION ◂
- Language and Conventions: Spiral Review: Complete Sentences T413

LESSON 2
RI.4.2, RI.4.7, RF.4.3, W.4.1.b, SL.4.1, L.4.1

READING WORKSHOP

SHARED READ
- Introduce the Text T212–T227
  - » Preview Vocabulary
  - » Read: *Life at the Top*
- Respond and Analyze T228–T229
  - » My View
  - » Develop Vocabulary
  - ☑ **Quick Check** T229
  - » Check for Understanding

READING BRIDGE
- Word Study Apply Vowel Teams and Digraphs T230–T231

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS
- Guided Reading/Leveled Readers T232–T233
- Strategy and Intervention Activities T232
- Fluency T232
- ELL Targeted Support T232
- Conferring T233

INDEPENDENT/COLLABORATIVE
- Independent Reading T233
- Literacy Activities T233

WRITING WORKSHOP

MINILESSON
- Personal Narrative T414–T415
  - » Delete Ideas for Coherence and Clarity
  - » Share Back

INDEPENDENT WRITING
- Personal Narrative T415
- Conferences T408

WRITING BRIDGE
- Spelling: Teach Vowel Teams and Digraphs T416

FLEXIBLE OPTION ◂
- Language and Conventions: Oral Language: Fix Run-On Sentences T417

LESSON 3
RI.4.3, RI.4.4, RF.4.3.a, W.4.2.d, SL.4.1, L.4.1.d

READING WORKSHOP

CLOSE READ
- Analyze Text Features T234–T235
- Close Read: *Life at the Top*
  - ☑ **Quick Check** T235

READING BRIDGE
- Read Like a Writer: Analyze Author's Use of Graphics T236–T237

  FLEXIBLE OPTION ⬅
- Word Study: More Practice: Vowel Teams and Digraphs T238–T239

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS
- Guided Reading/Leveled Readers T240–T241
- Strategy and Intervention Activities T240
- Fluency T240
- ELL Targeted Support T240
- Conferring T241

INDEPENDENT/COLLABORATIVE
- Independent Reading T241
- Literacy Activities T241
- Partner Reading T241

WRITING WORKSHOP

MINILESSON
- Personal Narrative T418–T419
  - » Edit for Adjectives
  - » Share Back

INDEPENDENT WRITING
- Personal Narrative T419
- Conferences T408

WRITING BRIDGE

  FLEXIBLE OPTION ⬅
- Spelling: More Practice: Vowel Teams and Digraphs T420
- Language and Conventions: Teach How to Fix Run-On Sentences T421

LESSON 4
RI.4.5, RI.4.8, RF.4.4, W.4.3, SL.4.1, L.4.1

READING WORKSHOP

CLOSE READ
- Confirm or Correct Predictions T242–T243
- Close Read: *Life at the Top*
  - ☑ **Quick Check** T243

READING BRIDGE
- Write for a Reader: Use Graphics T244–T245

  FLEXIBLE OPTION ⬅
- Word Study: Spiral Review: Syllable Pattern VCe T246–T247

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS
- Guided Reading/Leveled Readers T248–T249
- Strategy and Intervention Activities T248
- Fluency T248
- ELL Targeted Support T248
- Conferring T249

INDEPENDENT/COLLABORATIVE
- Independent Reading T249
- Literacy Activities T249

WRITING WORKSHOP

MINILESSON
- Personal Narrative T422–T423
  - » Edit for Adverbs
  - » Share Back

INDEPENDENT WRITING
- Personal Narrative T423
- Conferences T408

WRITING BRIDGE

  FLEXIBLE OPTION ⬅
- Spelling: Spiral Review: Syllable Pattern VCe T424
- Language and Conventions: Practice Fixing Run-On Sentences T425

LESSON 5
RI.4.9, RI.4.10, RF.4.4.a, W.4.10, SL.4.1, L.4.1

READING WORKSHOP

COMPARE TEXTS
- Reflect and Share T250–T251
  - » Write to Sources
  - ☑ **Quick Check** T251
  - » Weekly Question

READING BRIDGE

  FLEXIBLE OPTION ⬅
- Word Study: Vowel Teams and Digraphs T252–T253
  - ☑ **Assess Understanding** T252

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS
- Guided Reading/Leveled Readers T254–T255
- Strategy, Intervention, and On-Level/Advanced Activities T254
- ELL Targeted Support T254
- Conferring T255

INDEPENDENT/COLLABORATIVE
- Independent Reading T255
- Literacy Activities T255
- **BOOK** CLUB T255 **SEL** ▸

WRITING WORKSHOP

MINILESSON
- Informational Text T426
  - » Edit for Pronouns
  - » Share Back

INDEPENDENT WRITING
- **WRITING** CLUB T426–T427 **SEL** ▸
- Conferences T408

WRITING BRIDGE
- Spelling: Vowel Teams and Digraphs T428
  - ☑ **Assess Understanding** T428

  FLEXIBLE OPTION ⬅
- Language and Conventions: Standards Practice T429
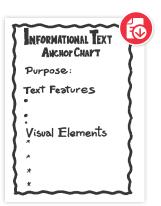
Materials

INFOGRAPHIC
Cool Homes Around the World

**READING
ANCHOR CHART**
Informational Text

**EDITABLE
ANCHOR CHART**
Informational Text

RESOURCE DOWNLOAD CENTER
Additional Practice

Leveled Readers

**LEVELED READERS
TEACHER'S GUIDE**

Words of the Week

Develop Vocabulary

endurance
excel
capacity
motivation
drive

Spelling Words

increase	campaign
yesterday	revenue
acquaint	meadow
achievement	deceive
reproach	appeal
marrow	agreement
virtue	streamline
continue	proceed
betray	remainder
array	straight

Challenge Spelling Words

mayonnaise
reasonable
conceited

Unit Academic Vocabulary
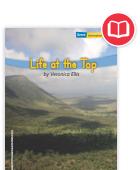
contribute
exposed
habit
severe
significant

READ ALOUD
"Early Exploration"

READ ALOUD TRADE BOOK LIBRARY

INTERACTIVE READ ALOUD
LESSON PLAN GUIDE

SHARED READ
Life at the Top

BOOK CLUB

Titles related to
Spotlight Genre and
Theme: T486–T487

Mentor STACK

Writing Workshop T407

LITERACY
STATIONS

SCOUT

☑ Assessment Options for the Week

- Daily Formative Assessment Options

The following assessments are available on SavvasRealize.com:

- Progress Check-Ups
- Cold Reads
- Weekly Standards Practice for Language and Conventions
- Weekly Standards Practice for Word Study
- Weekly Standards Practice for Academic Vocabulary
- Practice Tests
- Test Banks

ASSESSMENT GUIDE

Interact with Sources

OBJECTIVES

Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.

Organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.

ACADEMIC VOCABULARY

Language of Ideas Academic language helps students access ideas. After you discuss the infographic, ask: How do the places people live contribute to the kinds of homes they live in? What are some significant differences among the kinds of homes shown in the infographic?

- contribute
- severe
- exposed
- significant
- habit

Emphasize that these words will be important as students read and write about the Essential Question.

Explore the Infographic

Remind students of the Essential Question for Unit 1: *How can a place affect how we live?* Point out the Week 4 Question: *What are the advantages of living in different places?*

Direct students' attention to the infographic on pp. 116–117 of the *Student Interactive*. Explain that an infographic combines words and pictures to provide information. Have students read the infographic and discuss why people live in different kinds of homes. 👆

Use the following questions to guide discussion:

- Why do you think there are so many different kinds of homes?
- Which kind of home is the most interesting to you?
- What are the advantages of each of the homes shown?

WEEKLY QUESTION Reread the Week 4 question: *What are the advantages of living in different places?* Tell students that they just learned about a few different types of places in the world and the different kinds of homes found there. Explain that they will read more about different places this week.

ILLUSTRATE Have students respond to the Illustrate prompt on p. 117 and then share their drawings.

ELL Targeted Support **Use Visual Support** Tell students to listen closely as you read aloud the descriptions of each kind of home in the infographic.

Preview the visuals. Talk about how each visual relates to the topic. Preview key vocabulary: *different, home, place.* Ask, "What is one kind of home?" **EMERGING**

Preview the visuals. Talk about how each visual relates to the topic. Preview key vocabulary: *mountains, rainforest, steppe, Arctic*. Ask, "Where is one place people live?" **DEVELOPING**

Preview the visuals. Talk about how each visual relates to the topic. Preview key vocabulary: *timber, bird's eye view, ground level, portability, temporary*. Ask, "What are some kinds of homes?" **EXPANDING**

Ask students to explain what they read in each paragraph by connecting it to details in the visuals. **BRIDGING**

STUDENT INTERACTIVE, pp. 116–117

WEEKLY LAUNCH: INFOGRAPHIC

● INTERACTIVITY

COOL HOMES
Around the World

IN THE RAIN FOREST Some people live in **tree houses**. A tree house like this one gives the people inside a bird's-eye view. People can see much farther than they can at ground level.

IN THE MOUNTAINS **Log cabins** were originally built with soft timber. People could easily make these homes with simple hand tools. They could be built in days using only a saw, an ax, and an auger, a type of tool that bores holes into wood.

WEEK 4

Weekly Question

What are the advantages of living in different places?

Illustrate Draw a house in the area where you live. Show details such as the materials that make the house and how the shape or location of the house relates to the environment.

ON THE STEPPE A **yurt** is a round home made out of flexible wood and a soft material called felt. Its portability and round shape make it well suited to the wide, open spaces and strong winds of the steppe.

IN THE ARCTIC **Igloos** are built with bricks that are carved from packed snow on the ground. The structures keep the cold out and keep the people inside warm. Igloos are usually temporary shelters.

116

117

Listening Comprehension

OBJECTIVES

Listen actively, ask relevant questions to clarify information, and make pertinent comments.

Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

Recognize characteristics and structures of informational text.

ELL Language Transfer

Cognates Point out the Spanish cognates in "Early Exploration."

- different : *diferente*
- technology : *tecnología*
- simple : *simple*

FLUENCY

After completing the Read-Aloud Routine, display "Early Exploration." Model reading aloud a short section of the story, asking students to pay attention to your rate. Explain that fluency is about reading for meaning, not speed, but it's important to keep a smooth pace. Invite partners to practice an appropriate reading rate using their favorite sentences.

💬 THINK ALOUD

Analyze Informational Text

I see that there is a heading in the first half of the text. I also see that there is a pronunciation guide that shows me how to say a new word: *Polaris.* When I see text features like headings and pronunciation guides, I know that I'm probably reading an informational text. Informational texts tell readers about a topic by sharing facts and details. They often use text features like headings and pronunciation guides to organize and highlight pieces of information. I'm going to pay close attention to how these text features help me understand the text better.

Informational Text

Tell students you are going to read an informational text aloud. Have students listen as you read "Early Exploration." Explain that students should listen actively, paying careful attention to the text features as you read. Prompt them to ask questions to clarify information and follow agreed-upon discussion rules.

➡️ **START-UP**

READ-ALOUD ROUTINE

Purpose Have students actively listen for elements of informational text.

READ the entire text aloud without stopping for the Think Aloud callouts.

REREAD the text aloud, pausing to model Think Aloud strategies related to the genre and the text features.

Early Exploration

With all of the technology we use today, it's easy to forget that early explorers traveled around the globe without any maps or compasses. Instead, they made some simple tools to help them find their way.

Using the North Star

Before there were compasses, explorers often depended on the North Star to guide them. Another name for the North Star is *Polaris* (poe-LAIR-is). Early explorers would use their fingers to measure the elevation, or distance above the horizon, of the North Star. They did so by lifting an arm toward the North Star and counting the number of fingers that fit below it. This told them their latitude, or distance from the equator. To change their latitude, they had to sail north or south until the right number of fingers were below the North Star.

"Early Exploration," continued

This practice was later replaced by a tool called a *kamal* (kuh-muhl). The kamal worked better than finger measurements. It looked like a wooden rectangle with a hole in the middle. An explorer would place one end of a string through the hole, tie it, and then make knots that represented distances in the long part of the string. The knots were placed based on mathematical calculations. To use the kamal, the explorer put the long end of the string between his teeth. Then he moved the wooden rectangle toward or away from his face until the edges lined up with the distance between sea level and the North Star. After that, he would count knots in the string to determine his north-south position.

Learning Wave Patterns

Another way some early explorers traveled the South Pacific without getting lost was by learning wave patterns. They made "stick chart" models of the islands and waves around them. Different stick charts represented different kinds of waves and wave patterns. Shells were used to mark the islands. Coconut fibers (the "sticks") represented the waves. Straight fibers stood for calm waves. Curved fibers stood for choppy waves called swells.

Explorers then memorized these stick models before they went to sea. With their knowledge of wave patterns, experienced sailors could find their way just by feeling the waves and swells.

Looking back on these simple tools and practices, it's a wonder that explorers were able to discover any place at all! Traveling to new places often took a lot of luck. But thanks to the brave and clever explorers of ancient times, we now know about many different places all over the world.

💬 THINK ALOUD

Analyze Informational Text As I continue to read the text, I come to another pronunciation guide. This time, the new word is *kamal*. I see a second heading. The two headings in the text tell me that this text discusses two different ways that explorers used to find their way before compasses and maps were around: by using the North Star and by learning wave patterns. The headings also tell me where I can find this information, which is very helpful to me as I read.

ELL Access

To help prepare students for the oral reading of "Early Exploration," read aloud this short summary:

Before there were maps and compasses, explorers had to use simple tools and practices to find their way. They often used the North Star as a guide. Some explorers also learned wave patterns.

WRAP-UP

EXPLORATION	
North Star	Wave Patterns

Use a T-chart to help students recall the details they learned about each navigation method noted in the text.

FLEXIBLE OPTION ◂

INTERACTIVE Trade Book Read Aloud 📥

Conduct an interactive read aloud of a full-length trade book.

- Choose a book from the *Read Aloud Trade Book Library* or the school or classroom library.
- Select an **INTERACTIVE Read Aloud Lesson Plan Guide** and **Student Response** available on SavvasRealize.com.
- Preview the book you select for appropriateness for your students.

SPOTLIGHT ON GENRE
Informational Text

LEARNING GOAL

I can learn more about the theme Networks by analyzing the text structure of an informational text.

OBJECTIVES

The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

LANGUAGE OF THE GENRE

After discussing the genre and anchor chart, remind students to use words related to informational text in their discussions.

- facts
- details
- purpose
- text features
- visual elements

FLEXIBLE OPTION
ANCHOR CHARTS

- Display a blank poster-sized anchor chart in the classroom.
- Review the genre throughout the week by having students suggest headings and graphics.

ELL Language Transfer

Cognates Present Spanish cognates related to informational text:

- information : *información*
- pronunciation : *pronunciación*

Minilesson

FOCUS ON STRATEGIES Authors of informational text often use text features and visual elements to help organize and clarify information. Text features such as pronunciation guides, bold words, and headings are common characteristics of informational text. Additionally, visual elements such as photographs, illustrations, diagrams, charts, tables, graphs, and maps can display information in interesting and specific ways to help readers better understand the text.

- Ask yourself how the information in a text is organized or structured. What text features and visual elements are used?
- Look for text features and visual elements that might signal informational text, such as pronunciation guides, bold words, headings, photographs, illustrations, diagrams, charts, tables, graphs, and maps.
- Think about how these text features and visual elements help you to understand information in the text.

MODEL AND PRACTICE Model analyzing informational text features: In "Early Exploration," the author uses headings and pronunciation guides to help the reader learn the ideas she's trying to share. I ask myself, "What do these text features do?" The headings help organize the information in the text. The pronunciation guides help me understand new words. Then I ask myself, "Why did the author add these text features?" I think she added them to make the text easier to read and to help me understand ideas and words that might be new to me.

Talk about what visual elements could be added to "Early Exploration." Discuss how visual elements would structure the text and help readers understand some of the ideas in the text.

FLUENCY When you read informational text aloud, it's important to make sure you understand what you read. Reading at a rate that is appropriate for the text will help you fully understand the information. You should read at a rate that is slow enough so that you don't skip any words but quick enough to match the way you talk. Practice reading parts of a text aloud to find the appropriate rate. If you come to an unfamiliar word as you read an informational text aloud, you can use what you know about sound-spelling patterns to pronounce it correctly.

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies to identify informational text.

OPTION 1 **TURN, TALK, AND SHARE** Have students work with a partner to complete the Turn and Talk on p. 118 of the *Student Interactive*. Circulate to discover whether students can analyze text features like maps and explain how they help them understand information.

OPTION 2 **Use Independent Text** Have students underline or highlight places in the text where they notice text features and visual elements that signal informational text. Direct them to write in their notebooks how these text features and visual elements help them understand the text.

✅ QUICK CHECK
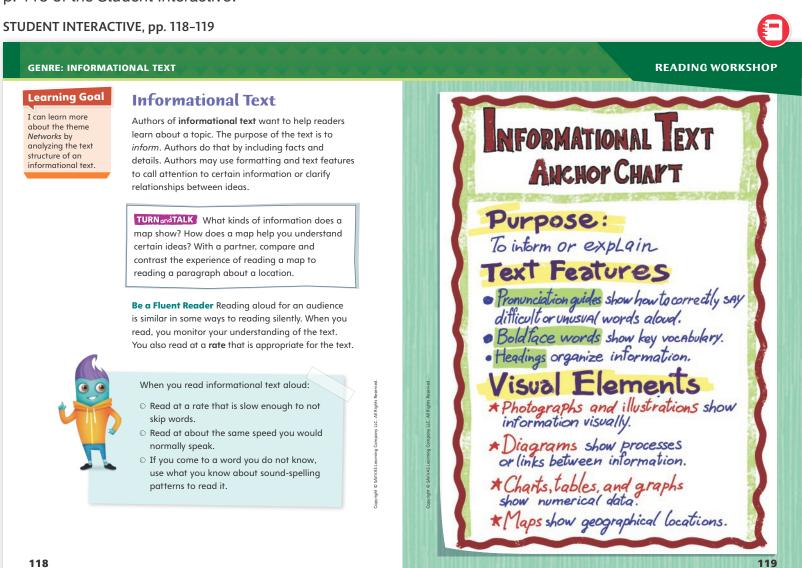
Notice and Assess Can students identify informational texts?

Decide

- **If students struggle,** revisit instruction about informational text in Small Group on p. T210.

- **If students show understanding,** have them continue practicing the strategies for reading informational text using the Independent Reading and Literacy Activities in Small Group on p. T211.

Be a Fluent Reader Have students work with a partner to complete the fluency activity on p. 118 of the *Student Interactive*.

STUDENT INTERACTIVE, pp. 118–119

Academic Vocabulary

LEARNING GOAL

I can develop knowledge about language to make connections between reading and writing.

OBJECTIVES

Respond using newly acquired vocabulary as appropriate.

Determine the meaning of general academic and domain-specific words or phrases.

ELL Language Transfer

Past Tense Display and pronounce the academic vocabulary word *exposed*. Circle -*ed* and explain that in English, this ending is rarely pronounced as a distinct syllable. Tell students they will often see it on words for things that happened in the past. Have students repeat *exposed* several times to practice pronunciation.

WEEKLY STANDARDS PRACTICE

To assess student progress on Academic Vocabulary, use the Weekly Standards Practice on SavvasRealize.com.

Figurative Language

Minilesson

FOCUS ON STRATEGIES Figurative language is any kind of language that departs from the literal meaning of the words themselves and takes on an imaginative or metaphoric meaning that typically appeals to the senses in some way.

- Figurative language often takes the form of a simile in which unlike things are compared using the word *like* or *as*. For example: *The lion cub looked <u>like a chubby house cat</u>, but his eyes were <u>cold as ice</u>*.

- Look for the words that introduce similes, *like* and *as*, but keep in mind that figurative language includes any language that is imaginative and goes beyond the literal meaning of the words themselves.

- Authors often use figurative language to form vivid images in the reader's mind as he or she reads.

- Similes may also help readers understand vocabulary words.

MODEL AND PRACTICE Model this strategy using the academic vocabulary word *habit* on p. 141 in the *Student Interactive*.

- Figurative language often causes me to imagine something. For example, here are sentences that describe Uncle Yaris: *My Uncle Yaris has a voice like a foghorn, which he uses every morning, like clockwork, to wake me up.* From reading, I get a vivid image of a man with a deep, booming voice who wakes someone up every day. The vocabulary word that is closest to the simile "like clockwork" is *habit*.

- Ask students to picture images in their minds as they read similes.

ELL Targeted Support **Academic Vocabulary** As students read a text, encourage them to look for examples of figurative language.

Guide students by asking: What form of figurative language is this — is it a simile or some other form of imaginative writing? **EMERGING/DEVELOPING**
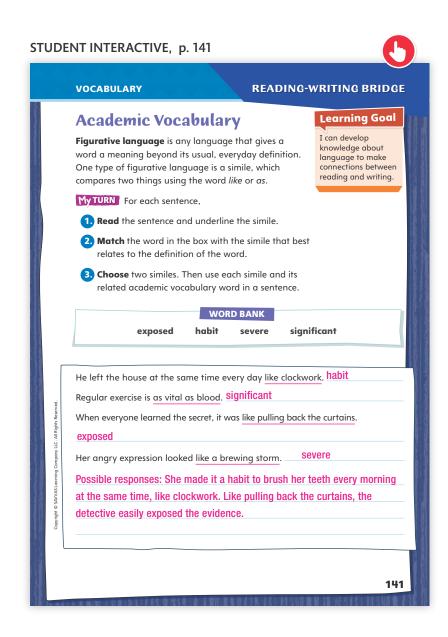
Guide students by asking: What meaning does the figurative language convey? For example, *smooth as glass* conveys the idea that the item is extremely smooth. **EXPANDING/BRIDGING**

ASSESS UNDERSTANDING

Apply

My TURN Have students try out the strategy shown on p. 141 by completing the simile activity for the academic words.

STUDENT INTERACTIVE, p. 141

👆

VOCABULARY | **READING-WRITING BRIDGE**

Academic Vocabulary

Figurative language is any language that gives a word a meaning beyond its usual, everyday definition. One type of figurative language is a simile, which compares two things using the word *like* or *as*.

Learning Goal

I can develop knowledge about language to make connections between reading and writing.

My TURN For each sentence,

1. **Read** the sentence and underline the simile.

2. **Match** the word in the box with the simile that best relates to the definition of the word.

3. **Choose** two similes. Then use each simile and its related academic vocabulary word in a sentence.

WORD BANK

exposed   habit   severe   significant

He left the house at the same time every day like clockwork. **habit**

Regular exercise is as vital as blood. **significant**

When everyone learned the secret, it was like pulling back the curtains.
exposed

Her angry expression looked like a brewing storm. **severe**

Possible responses: She made it a habit to brush her teeth every morning at the same time, like clockwork. Like pulling back the curtains, the detective easily exposed the evidence.

141

Word Study Vowel Teams and Digraphs

OBJECTIVE

Decode multisyllabic words with closed syllables; open syllables; VC*e* syllables; vowel teams, including digraphs and diphthongs; *r*-controlled syllables; and final stable syllables.

LESSON 1

Teach Vowel Teams and Digraphs

FOCUS ON STRATEGIES Vowel teams are two or three letters that spell one vowel sound. Vowel digraphs are vowel teams in which the first vowel has a long vowel sound and the second vowel is silent. Write the word *teeth*. Point out that *ee* is a vowel team that produces a long *e* sound. Write the word *brain.* Point out that the vowel team *ai* spells the long *a* sound.

MODEL AND PRACTICE Write the following words. Have students identify the vowel teams and digraphs and pronounce each word aloud.

1. boat

2. lead

3. jaw

Help students find other words that contain the vowel teams and digraphs on p. 142 of the *Student Interactive.*

ELL Targeted Support

Vowel Teams and Digraphs Write *sailor* and *Sunday* on the board. Have students identify which letters spell the long *a* sound in each word. **EMERGING/DEVELOPING**

Write *sailor, Sunday,* and *coach* on note cards. Have pairs of students read the words to each other and select the two that have the long *a* sound. **EXPANDING**

Have students write and read aloud a sentence using the word *sailor.* Then have them write sentences using other words with *ai.* **BRIDGING**

LESSON 1

Teach Vowel Teams and Digraphs

LESSON 2

Apply Vowel Teams and Digraphs

FLEXIBLE OPTION
LESSON 3

More Practice

FLEXIBLE OPTION
LESSON 4

Spiral Review: Syllable Pattern VC*e*

FLEXIBLE OPTION
LESSON 5

Assess Understanding

Matching Texts to Learning

To select other texts that match your instructional focus and your groups' instructional range, use the **Leveled Reader Search** functionality at SavvasRealize.com.

LEVEL O

Genre Historical Fiction

Text Elements
- Multisyllable proper nouns
- Figurative language

Text Structure
- Letters

LEVEL R
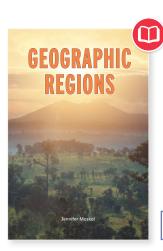
Genre Narrative Nonfiction

Text Elements
- Many new vocabulary words
- Words that are difficult to decode

Text Structure
- Description

LEVEL S

Genre Informational Text

Text Elements
- Meaning of new vocabulary derived from context
- Dense layout of text

Text Structure
- Compare and Contrast

Guided Reading Instruction Prompts

To support the instruction in this week's minilessons, use these prompts.

Identify Informational Text

- How can you tell that this book is an informational text?
- What is the topic of the book?
- What are some of the text features in the book?
- What are some of the visual elements in the book?
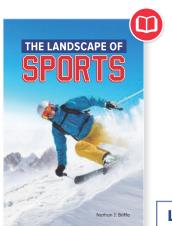
Develop Vocabulary

- What context clues lead us to the meaning of the word ____? What does the word mean?
- What does the word ____ tell us about the topic?
- What new or interesting words did the author use?

Analyze Text Features

- What text features and visual elements are used in the book?
- Choose one text feature or visual element from the book. What does it tell you about the topic?
- Choose one text feature or visual element from the book. Why do you think the author used this feature or element in that part of the book?
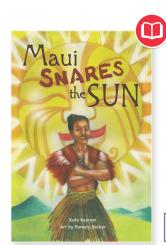
THE LANDSCAPE OF **SPORTS**

Nathan J. Briffa

LEVEL S

Genre Narrative Nonfiction

Text Elements
- Settings distant from some students' experience
- Words that are difficult to decode

Text Structure
- Compare and Contrast

Maui **SNARES** the **SUN**

Kate Keenan
Art by Pamela Becker

LEVEL S

Genre Traditional Literature

Text Elements
- Meaning of new vocabulary derived from context
- Extensive figurative language

Text Structure
- Chronological

WHY Would You Live **THERE?**

Martin Simon

LEVEL T

Genre Narrative Nonfiction
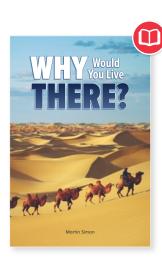
Text Elements
- Multiple topics and subcategories
- Some words from languages other than English

Text Structure
- Narrative Nonfiction

Confirm or Correct Predictions

- What is a prediction you made about the book?
- What details from the book did you use to confirm a prediction you made?
- How did you correct one of the predictions you made about the book?

Compare Texts

- How is this book different from other texts you read this week?
- What were you able to learn from two or more texts this week?

Word Study

- For Possible Teaching Points, see the *Leveled Reader Teacher's Guide.*

Leveled Reader Teacher's Guide

For full lesson plans for these and other leveled readers, go online to SavvasRealize.com.

The Light at Jupiter Lake
by J.M. Diel

Guided Reading Level Q
DRA Level 40
Lexile Measure 810L
Word Count 3,356

Use the ☑ **QUICK CHECK** on p. T203 to determine small group instruction.

Teacher-Led Options

Strategy Group

IDENTIFY INFORMATIONAL TEXT

Teaching Point Today I want to remind you that when you read informational texts, it helps to look for text features and visual elements. These features make the text easier to read and the information easier to understand. Use the read-aloud activity on pp. T200–T201 to review elements of informational texts.

ELL Targeted Support

Tell students that informational texts aim to inform readers about a topic by sharing ideas about that topic. Text features and visual elements help organize and clarify these ideas. Examples and textual evidence help support the reader's understanding of the main idea.

Use a T-chart to list elements of informational text on one side. Provide slips of paper with definitions and have students place the definitions next to the appropriate element. Echo read the chart with students. **EMERGING**

Have students complete sentences about elements in "Early Exploration." *The topic of this text is _____. The author uses _____ as an example. The headings are useful because _____.* **DEVELOPING**

Ask students: What is the topic of this text? What is one example used in the text? What visual element could be used in the text? **EXPANDING/ BRIDGING**

📥 For additional support, see the online *Langauge Awareness Handbook*.
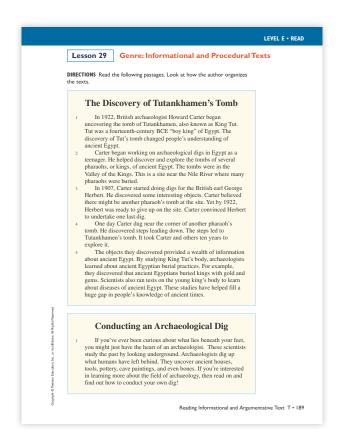
Intervention Activity 🔺 📥

READING INFORMATIONAL TEXT

Use Lesson 29, pp. T189–T194, in the *myFocus Intervention Teacher's Guide* for instruction on the characteristics of informational text.

On-Level and Advanced ✊ 📥

INQUIRY

Question and Investigate Have students use the infographic on pp. 116–117 to generate questions about different kinds of homes and then choose one to investigate. Throughout the week, have students conduct research about the question. See *Extension Activities* pp. 38–42 in the *Resource Download Center*.

Conferring

3 students / 3–4 minutes per conference

IDENTIFY INFORMATIONAL TEXT

Talk About Independent Reading Ask students to share what they have learned about the ideas and topics in the book they are reading and how knowing the characteristics of informational text helped them understand the book.

Possible Conference Prompts

- What is the main topic or idea?
- What text features or visual elements appear?
- How did you use what you know about informational text to understand what you read?

Possible Teaching Point Remember that informational text often uses text features and visual elements to teach readers about a topic. These features help make the text easier to read and understand.

Leveled Readers 📖 🔊 ✏️ ▶️ 👆

IDENTIFY INFORMATIONAL TEXT

- For suggested titles, see "Matching Texts to Learning," pp. T208–T209.
- For instructional support on how to identify the characteristics of informational texts, see *Leveled Reader Teacher's Guide*

The Light at Jupiter Lake
by J.H. Diel
Guided Reading Level Q
DRA Level 40
Lexile Measure 800L
Word Count 3,356

Text Characteristics	Text Structure • Chronological (conflict, resolution)	Text Features • Chapters • Illustrations
Build Background	ELL Access Video Use the interactive video on *The Light at Jupiter Lake* digital leveled reader to engage students, to support language development, to activate prior knowledge, and to build background for the text.	
Launch the Book	Preview the Text	
Observe and Monitor	Notings, Connections, and Wonderings	

Whole Group

Independent/Collaborative

Independent Reading 📖 🔊

Students can
- read a self-selected trade book.
- read or listen to a previously read leveled reader or selection.
- read their Book Club text.

Centers 📚 📥

See the myView Literacy Stations in the *Resource Download Center.*

Literacy Activities 🎮 📖 📥

Students can
- write about their reading in a reading notebook.
- summarize a text to a partner.
- play the *myView* games.
- work on an activity in the *Resource Download Center.*

BOOK CLUB 📖

See Book Club, pp. T486–T487, for
- teacher's summary of chapters in *Life in the West.*
- talking points to share with students.
- collaboration prompts and conversation starters.
- facilitating use of the trade book *Life in the West.*
- alternate texts to support the unit theme and Spotlight Genre.

Share Bring the class back together in whole group. Invite one student to share some observations from his/her underlining or highlighting, or the Turn and Talk discussion. Reinforce with students the reading strategies that the student used.

Introduce the Text

Life at the Top

OBJECTIVES

Establish purpose for reading assigned and self-selected texts.

Generate questions about text before, during, and after reading to deepen understanding and gain information.

Make, correct, or confirm predictions using text features, characteristics of genre, and structures.

Make connections to personal experiences, ideas in other texts, and the larger society.

Shared Read Plan

First Read Read the text. Pause to discuss the First Read notes with students.

Close Read Use the Close Read notes to guide your instruction for Lessons 3 and 4.

Preview Vocabulary

- Introduce the vocabulary words on p. 120 in the *Student Interactive* and define them as needed.

  endurance: the ability to keep going

  excel: to do well or to be the best at something

  capacity: the ability to contain something

  motivation: a reason for doing something

  drive: the ambition or motivation to carry on

- These words will help you understand what you read and see in *Life at the Top.* What do you already know about these words? What can you predict, or guess, about *Life at the Top* based on what you know about these words? As you read, highlight the words when you see them in the text. Ask yourself how they help you understand the information in the text.

Read

Discuss the First Read Strategies. Prompt students to scan the selection and notice text features. Have students make and record one or more predictions about the selection in the graphic organizer on p. 139 of the *Student Interactive.*

> **FIRST READ STRATEGIES**
>
> **NOTICE** Remind students to focus on how the author emphasizes or clarifies facts.
>
> **GENERATE QUESTIONS** Have students record questions about the text's organization and structure during reading to deepen understanding.
>
> **CONNECT** Have students identify how the details in the text connect to people and places they know about personally.
>
> **RESPOND** Have students write sentences about parts of the text that they find confusing.

Students may read the text independently, in pairs, or as a whole class. Use the First Read notes to help students connect with the text and guide their understanding.

EXPERT'S VIEW Pamela Mason, **Harvard University**

"At first flush, text complexity seems to be about the numbers of words, the types of words, and the number of sentences. But you must also read the text. It is really important to understand what the text assumes the reader knows about the subject. Texts with fewer words and shorter sentences can be very complex because the reader may have to connect the ideas in the text without the support of the author's explicit use of connectives and explanations. Short sentences are not always easy sentences."

See SavvasRealize.com for more professional development on research-based best practices.

ELL Targeted Support **Use Learning Strategies** Have pairs preview the text and discuss their predictions using spoken learning strategies.

Remind students to ask questions when they do not understand a spoken word or phrase. Suggest questions, such as *What do you mean by ___? Would you repeat that? What page includes that information?* **EMERGING**
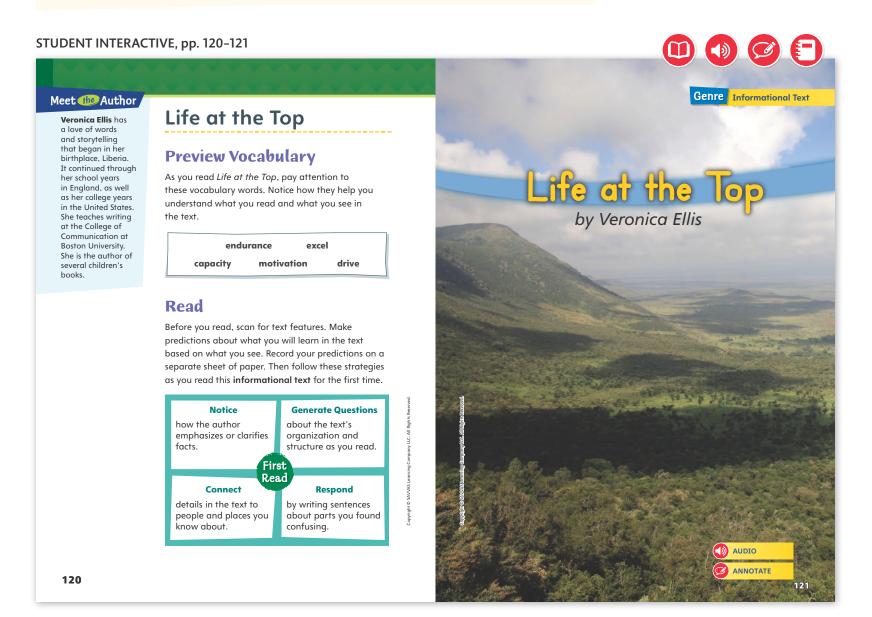
Expand the above instruction by offering additional questions, such as *What does that word mean?* and *Will you explain that idea in another way?* **DEVELOPING**

In addition to asking questions, remind students that they can employ non-verbal cues during their discussions. Have them point to the text features and use sentence starters, such as *This photograph/heading/map tells me . . . ,* to express their ideas. **EXPANDING**

Remind students to ask questions and employ non-verbal cues during their discussions. If students cannot think of an English word, encourage them to describe their ideas using other related words. **BRIDGING**

ELL Access

Background Knowledge Students make meaning not only from the words they learn but also from their prior knowledge. Encourage students to share personal knowledge or texts they have read about competitive athletes.

STUDENT INTERACTIVE, pp. 120–121

📖 🔊 ✎ 📕

Meet the Author

Veronica Ellis has a love of words and storytelling that began in her birthplace, Liberia. It continued through her school years in England, as well as her college years in the United States. She teaches writing at the College of Communication at Boston University. She is the author of several children's books.

Life at the Top

Preview Vocabulary

As you read *Life at the Top*, pay attention to these vocabulary words. Notice how they help you understand what you read and what you see in the text.

endurance		excel
capacity	motivation	drive

Read

Before you read, scan for text features. Make predictions about what you will learn in the text based on what you see. Record your predictions on a separate sheet of paper. Then follow these strategies as you read this **informational text** for the first time.

Notice
how the author emphasizes or clarifies facts.

Generate Questions
about the text's organization and structure as you read.

First Read

Connect
details in the text to people and places you know about.

Respond
by writing sentences about parts you found confusing.

Genre Informational Text

Life at the Top
by Veronica Ellis

🔊 AUDIO
✎ ANNOTATE

120

121

First Read

Notice

💬. **THINK ALOUD** At the beginning of the text, I learn that some top athletes train at high altitudes in the mountains to improve their performance. Veronica Ellis uses a photograph and caption to help me understand what these mountains look like and how athletes train in them.

Close Read

Analyze Text Features

Have students scan **paragraphs 1 and 2**. Ask: What details are supported by the photograph and caption? Underline these details as students point them out. **See student page for possible responses.**

Ask students to explain how the photograph and caption help them understand the text.

Possible Response: The photograph and caption show what a high-altitude training camp in the mountains looks like.

DOK 2

OBJECTIVES

Recognize characteristics and structures of informational text, including features such as pronunciation guides and diagrams to support understanding of the text.

Analyze the author's use of print and graphic features to achieve specific purposes.

CLOSE READ

Analyze Text Features

Underline details in the text that are supported by the photograph and caption.

endurance the ability to keep going

1   Some people climb mountains for the challenge. Others climb for the view from the top. They may stay long enough to snap some photos, and then they turn around and climb back down. Then there's another group. These folks travel up, up, and up and then stay there—for days, weeks, or months. Or they move there permanently.

2   These are athletes who believe in the power of being at the top. They're convinced that training at high altitude—8,000 feet or more above sea level—is the key to peak sports performance. They live by the idea that altitude builds stronger hearts, more efficient lungs, and better endurance. So when these athletes go back down to sea level, they can be faster, stronger, and just plain better than those who never left sea level.

122

💬⋮ **Possible Teaching Point** 🌉

Word Study | Vowel Teams and Digraphs

Remind students that vowel teams are two or three letters that make one vowel sound. Digraphs are two letters that make one sound. Ask students to scan paragraphs 1 and 2 and point out words with the vowel teams *ai* and *ee* (mount**ai**ns, f**ee**t, pl**ai**n) and the digraphs *th* and *ng* (**th**e, O**th**ers, **Th**ey, lo**ng**, **th**en, **th**ere's, ano**th**er, **Th**ese, **th**ere, w**ee**ks, mon**th**s, a**th**letes, bei**ng**, **Th**ey're, **th**at, traini**ng**, **th**an, **th**ose).

Running at High Altitude
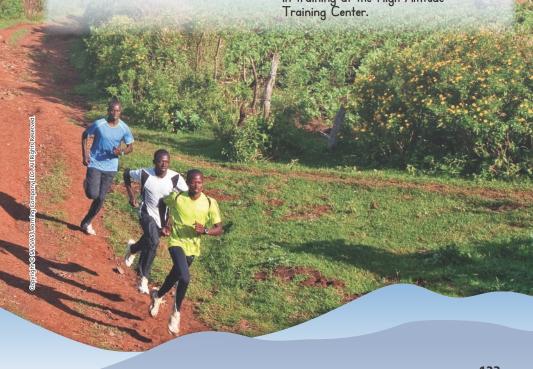
3   Runners, in particular, are fans of training at high altitudes. These days, altitude training is part of almost all top runners' training programs. Since 1968, ninety-five percent of all runners who have won medals in world championships and the Olympic games have trained or lived at high altitude. That's enough to persuade any athlete to head for the hills!

4   Many runners attend special high-altitude training camps to prepare for marathons, the Olympics, and other races. One of the most famous of these camps is located in Kenya, Africa. It's called (unsurprisingly) the High Altitude Training Center.

CLOSE READ

Confirm or Correct Predictions

Use the photograph and the text in this section to highlight details that help you confirm a prediction you made before reading the text.

These long-distance runners are in training at the High Altitude Training Center.

123

CROSS-CURRICULAR PERSPECTIVES   **Social Studies** 🌐

Altitude is the vertical height of an object above sea level. Regions defined as *high altitude* are typically about 8,000 feet above sea level or higher. Have students connect these social studies terms and any others they encounter in the text to the information in the infographic "Cool Homes" on pp. 116–117 of the *Student Interactive*. Ask: Which of these homes can be found at high altitude? How is that home different from the other homes in the infographic? Encourage students to use terms from the infographic during the discussion.

First Read

Connect

The author describes how runners especially like training at high altitude. Are you or is anyone you know a competitive runner or another type of competitive athlete? What kind of training programs do you or they use? Have you ever heard of a training program away from home like the High Altitude Training Center?

Possible Response: Students may talk about their own athletic experiences or those of others. They might mention sports camps, traveling sports teams or clubs, or other athletic programs.

Close Read

Confirm or Correct Predictions

Explain that skilled readers often use text features to make predictions, or guesses, about a text before they start reading it. Then they look for details in the text that either support or counter their predictions. Ask: What can you predict, or guess, about the text before you start reading?

Have students scan **paragraphs 3 and 4** to find and highlight details that confirm the predictions they made before they started reading. **See student page for possible responses.**

Ask students to explain how the photograph and the details they highlighted support the predictions they made.

Possible Response: The photograph and the detail "These days, altitude training is part of almost all top runners' training programs" support my prediction that most runners train at high altitude.

DOK 2

OBJECTIVE

Make, correct, or confirm predictions using text features, characteristics of genre, and structures.

First Read

Notice

💬 **THINK ALOUD** There are some big words on this page that I've never seen before. The author has added some guides to show me how to pronounce these words correctly.

Close Read

Analyze Text Features

Have students use informational text structure to analyze text features. Remind students that authors of informational text often use text features to help explain information. Ask: What text features on this page can help us pronounce words from another language?

Have students scan **paragraphs 5–7** to find and underline text features that can help them pronounce words from another language. **See student page for possible responses.**
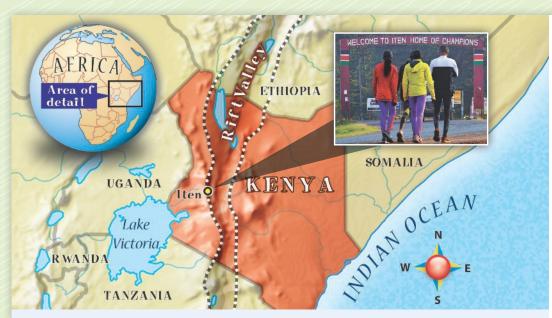
Ask students to explain how these text features helped them read and understand the text.

Possible Response: The pronunciation guides showed me how to pronounce "Iten" and "Kalenjin." This made it easier for me to read the text and understand what it's about.

DOK 1

OBJECTIVE

Recognize characteristics and structures of informational text, including features such as pronunciation guides and diagrams to support understanding of the text.

CLOSE READ

Analyze Text Features

Underline the text features that can help you pronounce words from another language.

5   The Center is in the village of Iten (eye TEN), on top of a steep cliff, overlooking Kenya's Great Rift Valley. At its highest spots, the Great Rift Valley is almost 7,000 feet above sea level. That's not officially "high altitude," but almost.

6   The High Altitude Training Center was founded by Lornah Kiplagat. Kiplagat is a Kenyan runner who has competed in many long-distance races around the world. She raced in the Olympics, won World Road Running Championships three times, and won a gold medal at the World Cross Country Championships. In other words, she takes running very seriously.

7   As a runner, Kiplagat has helped bring athletic fame to Kenya and to her people, the Kalenjin (kah LEN jin), who live in the Great Rift Valley. As the founder of the High Altitude Training Center, she has helped runners from around the world achieve their personal best.

124

CROSS-CURRICULAR PERSPECTIVES   **Social Studies** 🌎

Guide students to interpret the map on p. 124. It shows that Kenya is a country in East Africa with a coastline on the Indian Ocean and borders with Ethiopia, Uganda, Tanzania, and Somalia. The map also shows that the Great Rift Valley runs through Kenya, Ethiopia, and Tanzania. Have students use the compass rose to determine that the valley runs through Kenya from north to south. The village of Iten is also shown over the Great Rift Valley, near Lake Victoria.

8   <u>Kiplagat founded the training center in 2000.</u> Her goal was a simple one. She wanted to give other Kenyan girls and women the chance to train and excel.

9   For Kiplagat, deciding to create her running camp in the high-altitude town of Iten was a no-brainer. For one thing, it's just above the place where she grew up and became a runner herself: the Great Rift Valley.

Lornah Kiplagat, wearing orange, is the champion athlete who founded the High Altitude Training Center.

125

CLOSE READ

Analyze Text Features

<u>Underline</u> a sentence that is supported by the photograph and caption.

excel do well or be the best at something

First Read

Notice

What do the photograph and caption on this page show us? Why do you think the author added them here?

Possible Response: The photo shows Lornah Kiplagat running in a race. The caption says which runner in the photo she is. I think the author added them so we can see what Lornah Kiplagat looks like as a runner.

Close Read

Analyze Text Features

Have students scan **paragraphs 8 and 9** to find and underline sentences that are supported by the photo and caption. **See student page for possible responses.**

Ask students how the sentences they underlined are supported by the photo and caption.

Possible Response: The caption supports the detail "Kiplagat founded the training center in 2000" because it says that Lornah Kiplagat founded the High Altitude Training Center.

DOK 2

OBJECTIVE

Recognize characteristics and structures of informational text, including features such as pronunciation guides and diagrams to support understanding of the text.

Possible Teaching Point

Read Like a Writer | Author's Craft

Analyze Author's Use of Graphics Use the Read Like a Writer lesson on pp. T236–T237 in the Reading-Writing Workshop Bridge to teach students how to analyze print and graphic features. Ask them to examine the photograph below paragraphs 8 and 9.

Discuss the photograph and how it connects to the text. Ask why the author might have chosen to use the photograph in this part of the text and what purpose it serves. For more instruction on Author's Craft, see pp. T236–T237 and T244–T245.

First Read

Generate Questions

💬 **THINK ALOUD** As I read, I am going to think of questions I have about the text. I see the heading "Benefits of Altitude" and I form a question: "How does altitude benefit runners, specifically?" Maybe the next section of text, under the heading "What Happens Up There?," will explain more.

Close Read

Analyze Text Features

Remind students that authors of informational text often use text features to organize information. Say: Text features like headings help break up the text into smaller sections, making it easier to read and understand. Headings also tell the reader what each section is about.

Have students scan **paragraphs 10 and 11** to find and underline information that is supported by text features. **See student pages for possible responses.**

Ask students to explain how the details they underlined are supported by text features.

Possible Response: The detail "And Kiplagat is just one of many, many world-class runners from that region" is supported by the heading "Benefits of Altitude" because if many world-class runners come from the Great Rift Valley, that must mean that living at high altitude is helpful for runners.

DOK 2

OBJECTIVE

Recognize characteristics and structures of informational text, including features such as pronunciation guides and diagrams to support understanding of the text.

Kenyan runner Joyce Chepkirui (far right) won this 8 km race.

CLOSE READ

Analyze Text Features

Underline information in the text that is supported by text features.

Benefits of Altitude

10   Growing up and becoming a runner in the Great Rift Valley also gave Kiplagat personal experience with the benefits of training at high altitude. <u>And Kiplagat is just one of many, many world-class runners from that region.</u>

126

ELL Targeted Support **Expressions** Tell students that sometimes when a verb, or action word, joins with another word, it takes on a different meaning. These combinations are called *phrasal verbs.* One word that often is found in phrasal verbs is the word *up*. When a verb joins with the word *up*, it often makes a new verb that means something different.

Display this sentence from paragraph 10: "**Growing up** and becoming a runner in the Great Rift Valley also gave Kiplagat personal experience with the benefits of training at high altitude." Read it aloud. Have students repeat it. Explain that the verb *growing* means "getting larger." But *growing up* means "getting older" or "becoming an adult." The word *up* after the verb *growing* changed the meaning of the term. **EMERGING/DEVELOPING**

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11   Here are some statistics to back up that claim. Kenyan journalist John Manners spent most of his career studying runners from his country. He found that Kalenjin runners such as Kiplagat won about three-quarters of all races in Kenya. Yet Kalenjins make up only 10 to 12 percent of the country's population! Another study found that Kalenjin athletes won approximately 40 percent of all major international mid- and long-distance running competitions during a 10-year period.

What Happens Up There?

12   Does living and training at high altitude contribute to these athletes' success? The runners who flock to training camps such as Kiplagat's clearly think so. But what does science say about all of this?

13   There has been a lot of research on the subject. However, scientists still don't know for sure if high-altitude training can help improve athletic performance. One thing is for sure. Your body performs differently when you are far above sea level.

14   If you've ever traveled to a high altitude, you know that it can be harder to breathe up there—at first. That's because the air pressure is lower the higher you go. When air pressure is low, air particles are farther apart. Air particles contain oxygen. So when you're higher up, you don't breathe in as many air particles. That means your body takes in less oxygen than it would at sea level.

127

CLOSE READ

Confirm or Correct Predictions

Use the photograph and what you have read so far to highlight details that help you confirm or correct a prediction you made about the text.

First Read

Respond

💬 **THINK ALOUD** Model for students how readers can use what they have learned so far to ask questions and make predictions about the rest of the text while they read. It's interesting that so many champion runners come from places of high altitude. I see that high altitude must help runners in some way, but I don't understand how. What is special about high altitude? I think runners must run differently at high altitude than they do at sea level, and that helps them become better runners. Maybe the section "What Happens Up There?" will have more information about this. I will write down my questions about this section because it's a bit confusing for me, and I want to know more about this topic.

Close Read

Confirm or Correct Predictions

Have students scan **paragraphs 12–14** to find and highlight details that help them confirm or correct a prediction they made about the text. **See student page for possible responses.**

Ask students to explain how the details they highlighted either support or counter a prediction, or guess, they made.

Possible Response: The detail "Your body performs differently when you are far above sea level" supports my prediction that runners must run differently at high altitudes, and that makes them better runners.

DOK 2

OBJECTIVE

Make, correct, or confirm predictions using text features, characteristics of genre, and structures.

First Read

Connect

The text explains how the human body adjusts to higher altitudes. Have you ever climbed a mountain or been to a high-altitude area? How did you feel? Did your body have time to adjust to the higher altitude?

Possible Response: Students may talk about time spent in the mountains or other high-altitude areas like Colorado or Arizona.

Close Read

Analyze Text Features

Introduce students to the diagram on the facing page. Say: The picture shows us what the text is talking about: how the human body adjusts to higher altitudes. Some of the details in the text and the picture are the same. I'm going to underline some of the details that connect the text to the picture.

Have students scan **paragraphs 15–20** to find and underline information that directly relates to the diagram. **See student page for possible responses.**

Ask students to explain how the details they underlined are connected to the picture.

Possible Response: The detail "Your lungs become more efficient too. They expand more to take in more air" is connected to the part of the picture that describes how lungs can take in more air at once at high altitude.

DOK 2

OBJECTIVE

Recognize characteristics and structures of informational text, including features such as pronunciation guides and diagrams to support understanding of the text.

CLOSE READ

Analyze Text Features

Underline details that connect to the information in the diagram.

15 But after you've been at high altitude for a while, your body adjusts. It starts to make more red blood cells. Those are the cells that carry oxygen in the body. More red blood cells means you can breathe more easily.

16 After you've adjusted to a higher altitude, you can hike, climb, bike, or run longer up there than you could at sea level. That's because you have more oxygen in your blood. Your lungs become more efficient too. They expand more to take in more air. You breathe harder and deeper at high altitudes to take in more fresh air.

17 Spending time at high altitude can also be good for people's heart health. Scientists believe the lower oxygen level in the air may ignite, or start up, certain genes in the body. These genes cause the heart muscles to work more effectively.

18 Bodies also adapt at higher altitudes by losing weight. If you live in a high-altitude area, you'll have a lower appetite than people who live at sea level. Why? At high altitudes, your body makes more of a hormone that makes you feel full faster. As a result, you'll eat less.

19 That makes a difference for runners. Being thinner can help you run faster. To run, you move forward by jumping into the air. When you jump, you're fighting gravity. The more you weigh, the harder that is.

20 All of these benefits of high altitude may mean better athletic performance at sea level. It's not hard to understand why. Athletes who train at 8,000 feet or more have greater lung capacity, heart strength, and endurance. They can speed past someone who has been training only at sea level.

capacity the ability to contain something

128

CROSS-CURRICULAR PERSPECTIVES   Social Studies

Life at the Top describes how humans can adapt, or adjust, to high altitudes. The human body adapts to different places and this make life easier. The human body does this on its own. Humans can also make their lives easier by changing their surroundings to suit their lifestyles. In fact, humans often modify, or change, the places they live to make it easier to live there. Have students connect this information to the infographic "Cool Homes" on pp. 116–117 of the *Student Interactive.* Ask them to discuss how the different homes are examples of humans modifying their surroundings.

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Training at high altitude changes the rate at which the **heart** beats and how much blood it pushes with each heartbeat.

The capacity of **lungs** increases at high altitude, so they can take in more air at once.

High altitude training can increase blood flow to **muscles** and let them do more work before getting tired.

129

First Read

Notice

💬 **THINK ALOUD** Introduce students to diagrams. The picture here is called a *diagram*. A diagram is a picture that shows and describes parts of an object. I like how the diagram points out parts of the human body and how they all work differently at high altitudes. In this way, the diagram connects to the text directly. It shows how the human body changes at high altitudes in a more interesting way than the text can do alone.

···· **Possible Teaching Point** 🌉

Read Like a Writer | Author's Craft

Analyze Author's Use of Graphics To help students learn how to analyze the way authors use print and graphic features, have them focus on the diagram on p. 129.

Discuss the different elements of the diagram and how they connect to the text. Ask why the author might have chosen to include the diagram in this part of the text. For more instruction on Author's Craft, see pp. T236–T237 and T244–T245.

First Read

Generate Questions

💬 **THINK ALOUD** This looks like an interesting section. So far, it sounds like training at high altitude is the only reason Kalenjins are such good runners. But the heading on this page asks whether altitude really is the only reason. I wonder if this section will talk about other reasons behind these runners' success.

Close Read

Analyze Text Features

Ask students to describe what they see in the photograph. Say: I wonder how the photograph and caption connect to this part of the text. I'm going to look for details in the text that support what I see in the photo.

Have students scan **paragraphs 21 and 22** to find and underline information that is supported by the photograph. **See student page for possible responses.**

Ask students to explain how the details they underlined are supported by the photograph.

Possible Response: The detail "the land in the Great Rift Valley is mostly flat" is supported by the photograph, which shows a man running on flat ground. The caption says the man is at the High Altitude Training Center, which I know is in the Great Rift Valley.

[DOK 2]

OBJECTIVE

Recognize characteristics and structures of informational text, including features such as pronunciation guides and diagrams to support understanding of the text.

CLOSE READ

Analyze Text Features

Underline details in the text that support what you see in the image.

Is It All About Altitude?

21   But how much of the Kalenjin runners' success is really due to altitude? Might other factors be involved?

22   For example, the land in the Great Rift Valley is mostly flat, and the weather is mild all year long. That means runners can train outside regularly. This is a big advantage. Of course, other places have flat land. Other places have good weather. Yet other places don't have so many great runners.

130

CROSS-CURRICULAR PERSPECTIVES   **Social Studies**

Have students think about how weather might influence where people live. Ask them to consider how people could modify, or change, their surroundings to suit the local weather. Then have them connect this information to the homes shown in the infographic "Cool Homes" on pp. 116–117 of the *Student Interactive*.

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23 Some people say the Kalenjin diet helps with running speed. It's a plain diet. It includes foods such as corn, sweet potatoes, and other local crops. Their staple meal is called ugali (yoo-gah-lee), a paste usually made from cornmeal. It's often served with stewed vegetables. Although a meal like this is simple, it contains a lot of nutrients. It's also high in carbohydrates. Those give the body long-lasting energy. However, many people around the world eat similar diets. Yet they aren't winning most of the world's long-distance races!

24 Some give another explanation for Kalenjin runners' greatness. They have a very active lifestyle. Many Kalenjin families farm and herd cattle. That means they move around a lot. But again, so do people in many other parts of the world.

CLOSE READ

Confirm or Correct Predictions

Highlight details that help you confirm or correct a prediction you made about the text.

This Olympic gold medalist trains at the High Altitude Training Center.

131

First Read
Respond

💬 **THINK ALOUD** Remind students that they should continue to make predictions about the text as they keep reading. I learned that there are a lot of reasons Kalenjins are such good runners, not just high-altitude training. Eating a healthful diet and keeping active by moving around a lot help, too. I'm going to use this information to make another prediction, or guess, about the rest of the text.
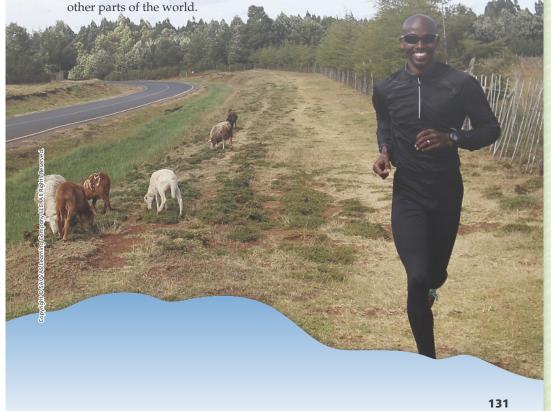
Close Read
Confirm or Correct Predictions

Have students scan **paragraphs 23 and 24** to find and highlight details that help them confirm or correct a prediction they made about the text. **See student page for possible responses.**

Ask students to explain how the details they highlighted either support or counter a prediction they made.

Possible Response: The detail "They have a very active lifestyle" counters my prediction that training at high altitude is the only reason Kalenjin runners do so well in races. I will correct my prediction to say that I think there are many different reasons Kalenjins are such good runners. One is their high-altitude training. Another is their very active lifestyles.

DOK 3

OBJECTIVE
Make, correct, or confirm predictions using text features, characteristics of genre, and structures.

⋯ Possible Teaching Point 🌉

Word Study | Vowel Teams and Digraphs
Use pp. T206–T207 in the Reading-Writing Workshop Bridge to teach students how knowing common vowel teams and digraphs can help them read and spell words. Ask them to scan paragraphs 23 and 24 and point out words with the vowel teams *ay* and *ea* (s**ay**, m**ea**l, cornm**ea**l, **ea**t, m**ea**ns) and any digraphs they notice (lo**ng**-lasti**ng**, inni**ng**).

First Read

Respond

💬. **THINK ALOUD** Remind students that active readers note parts of the text that surprise or confuse them. They write sentences about these parts to help themselves learn. Say: I'm surprised to learn in paragraph 25 that many Kalenjin children run to and from school in groups. I could never do that at my school—it's too far away from my home! But I also see at the end of the paragraph that many adult Kalenjin runners said they took the bus or walked to school as children. It says some of these stories may be exaggerated, which means they were made to sound bigger than they really are. I'm going to highlight this paragraph and write my questions about it because it's confusing to me.

CLOSE READ

25 People also often say that Kalenjin children run more than other children. There are many stories about children running in groups to and from school each day. According to these stories, often they run barefoot. The barefoot part is important. This is because barefoot runners touch the ground with their forefoot or midfoot. Scientists say that's less stressful than hitting the ground heel first. Less stress on the feet makes people run faster. However, these running stories may be exaggerated. Many adult Kalenjin runners report they took the bus or walked to school as children. So much for that theory.

26 There are two other explanations for why the Kalenjin people produce so many great runners. One is economic. Kenya has a poor economy. By winning one marathon, a Kalenjin might earn enough to live on for an entire lifetime. That's pretty good motivation. Another related explanation is social. Mental toughness is a highly valued trait among the Kalenjin. Without it, no athlete can get far. In addition, Kalenjin runners are surrounded by other runners. That's motivating, too.

motivation a reason for doing something

132

Possible Teaching Point 🌉

Read Like a Writer | Author's Craft

Analyze Author's Use of Graphics To help students continue analyzing the way authors use print and graphic features, have them focus on the photographs on pp. 132–133.

Discuss different features of the photographs and how they connect to the text. Ask students to explain how the photographs provide additional information or clarify sentences in the text. For more instruction on Author's Craft, see pp. T236–T237 and T244–T245.

The Role of Community... and Hard Work

27 Lornah Kiplagat's High Altitude Training Center and others of its kind are built around the idea of running and achieving your best as part of a community. High-altitude training may make runners faster. However, the support of others helps many athletes keep going when they might want to quit.

28 Mary Keitany is another world-champion Kenyan runner. She trained in Iten too. Like Lornah Kiplagat, Keitany competes in and wins marathons and long-distance races around the world. She wins at high and low altitudes.

Runner Mary Keitany broke a marathon world record in 2017.

133

CLOSE READ

Confirm or Correct Predictions

Highlight details that help you confirm or correct a prediction about why high-altitude runners are successful.

··· Possible Teaching Point 🌉

Word Study | Vowel Teams and Digraphs

Have students continue identifying different vowel teams and digraphs. Ask them to scan paragraphs 27 and 28 and point out words with vowel teams and digraphs they have already learned, as well as any new ones they see (Lornah, Training, others, built, achieving, may, athletes, going, marathons, long-distance, low).

First Read

Connect

💬. **THINK ALOUD** Introduce students to the concept of community. Say: The text says that being part of a community and feeling supported by others are two big reasons runners at the High Altitude Training Center succeed. A *community* is a group of people who have something in common. They might all live in the same area or have the same interests. In this case, the runners at the High Altitude Training Center are all part of the same community because they're all working to become better runners. Have you ever been part of a club, band, or sports team? Those are communities, too. How did the people in your community help and support you? How did you help and support them?

Possible Response: Students may talk about their own experiences with being involved in a club, band, sports team, or other community.

Close Read

Confirm or Correct Predictions

Have students scan **paragraphs 27 and 28** to find and highlight details that help them confirm or correct a prediction they made about why high altitude runners are successful. **See student page for possible responses.**

Ask students to explain how the details they highlighted either support or counter their prediction about why high altitude runners are successful.

Possible Response: The detail "the support of others helps many athletes keep going when they might want to quit" confirms my prediction that runners do better when they train in groups.

[DOK 3]

OBJECTIVE

Make, correct, or confirm predictions using text features, characteristics of genre, and structures.

First Read

Connect

Model using context clues. When I see a word I do not know, I look for familiar words and phrases nearby. It's important to figure out the meaning of any unfamiliar words so you can fully understand the text. What words in paragraphs 29–32 are unfamiliar to you?

Possible Response: Students may list words like *professional, career, decade, organization, expanding, estimate,* or *benefits.*

Close Read

Vocabulary in Context

Remind students that they can use context clues both within and beyond a sentence to help determine the meaning of a word. Then have them determine the meaning of *expanding* in **paragraph 30**. Ask: How can you use context clues to figure out the meaning of *expanding*?

Possible Response: Example clues include "high-altitude training is not limited to Kenya," which tells that athletes in other places are training at high altitude, too. The fact that high-altitude training centers are also in the French Pyrenees mountains, South Africa, and Colorado supports this idea. The author also compares the trend to runners' lung capacity, so I know that means it's growing and getting bigger.

| DOK 2 |

OBJECTIVE

Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words.

CLOSE READ

Vocabulary in Context

Context clues are words and phrases that help you understand the meaning of a word.

Use context clues to determine the meaning of *expanding*.

Underline the context clues that support your definition.

29   Keitany started her professional running career about a decade ago. She first won Kenya's largest women's-only race. It's called the Shoe4Africa 5K. (The organization Shoe4Africa is supported by Lornah Kiplagat and many others. It raises money for healthcare and education all over Africa.) In interviews, Keitany credits hard work, not high altitude, for her winning ways. But there's no question that for her, as for Kiplagat, working hard *at* high altitudes has produced great results.

30   These days, high-altitude training is not limited to Kenya. The trend of training up high seems to be expanding as fast as runners' lung capacity. High-altitude training centers have popped up all over. You can find them in the French Pyrenees mountain range. They're in South Africa. They're in Colorado too.

31   Effective high-altitude training requires more than just climbing to 8,000 feet, though. Trainers who believe in the power of altitude usually have a few rules to follow. For one, they say athletes should stay at high altitude for 18 to 28 days. Less than that and they won't achieve the full benefits.

32   Many trainers believe athletes need to time their training just right, too. Some experts estimate that runners who come down from altitude more than two or three weeks before a race will erase the benefits of their high-altitude training.

134

⟨⟩ Possible Teaching Point

Academic Vocabulary | Figurative Language

Use the Academic Vocabulary lesson on p. T204 in the Reading-Writing Workshop Bridge to introduce students to figurative language. Have students reread paragraph 30. Call attention to this sentence: "The trend of training up high seems to be expanding as fast as runners' lung capacity." Discuss the meaning of the simile, correcting any misconceptions that students may have. Ask why the author might have chosen to use figurative language to describe the trend of high-altitude training.

Edna Kiplagat won the 2017 Boston Marathon.

33 What can other athletes learn from Kalenjin runners? No doubt, the Kalenjin have geography in their favor. They have high altitude, flat land, and a mild climate. A nutrient-rich diet and active lifestyle also help.

34 Most important, perhaps, are drive and determination. When it comes down to it, the Kalenjin may not win races just because of the geography of their area. Runners hoping to improve can add high-altitude training. However, they should also pay attention to the fact that the Kalenjin might be the hardest-working runners on Earth.

CLOSE READ

drive the ambition or motivation to carry on

Fluency

Read paragraphs 33–34 aloud with a partner. Pay attention to rate as you read. Practice reading at a rate that will help your partner understand the text. You can use what you know about sound-spelling patterns to read words, if needed.

135

First Read

Respond

💬. **THINK ALOUD** On the last page is a photo of a runner winning a race. The caption tells me it is Edna Kiplagat and that she won the 2017 Boston Marathon. I can ask questions about her, such as "Where did she train?" and "Is she a relative of Lornah Kiplagat?"

Close Read

Fluency

Have students read **paragraphs 33 and 34** aloud with a partner to practice fluency. Students should focus on reading at an appropriate rate, as well as on self-correcting word recognition by stopping and using what they know about sound-spelling patterns to read words as needed. Have students give each other feedback about how the speed of reading helped them understand what they heard.

DOK 1

OBJECTIVES

Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CROSS-CURRICULAR PERSPECTIVES   **Social Studies** 🌍

Guide students to consider all that they have learned from the text about the geography of the Great Rift Valley. Have them think about how these geographic factors attract people who live in, or at least travel to, the valley. Ask them what it is about the geography of the Great Rift Valley that attracts runners and other top athletes to the area. Remind students of the infographic "Cool Homes" on pp. 116–117 of the *Student Interactive*, and ask them how geographic factors influence the kinds of homes people live in.

Respond and Analyze

Life at the Top

OBJECTIVES

Make inferences and use evidence to support understanding.

Respond using newly acquired vocabulary as appropriate.

Recognize characteristics and structures of informational text, including features such as pronunciation guides and diagrams to support understanding.

Analyze the author's use of print and graphic features to achieve specific purposes.

My View

Use these suggestions to prompt students' initial responses to *Life at the Top*.

- **Brainstorm** What did you think of this text? What about it did you like?
- **Discuss** What part of this text did you find most interesting? Did anything surprise you?

Develop Vocabulary

Minilesson

FOCUS ON STRATEGIES Tell students that authors of informational texts select terms to clearly explain their ideas. The vocabulary words *endurance*, *excel*, *capacity*, *drive*, and *motivation* develop ideas about what makes runners successful.

- Remind yourself of each word's meaning.
- Ask yourself what the author is trying to tell you about high altitude and running.

MODEL AND PRACTICE Model filling out the chart on p. 136 using the words *motivation* and *endurance*:

- The author uses the words *motivation* and *endurance* to explain why and how runners run.
- Together, these two words help us understand two important ideas: that runners need a reason to keep running and that this reason helps them keep going for longer periods of time.

Help students use the process you modeled to complete the next row of the chart.

ELL Targeted Support **Vocabulary** Display the five weekly vocabulary words. Say: People use these words to describe how runners succeed.

Help students use the vocabulary words in sentences about *Life at the Top*, such as *I learned that Kalenjin runners* excel *because they train at high altitudes*. **EMERGING/DEVELOPING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for developing vocabulary.

OPTION 1 **My TURN** Have students respond using newly acquired vocabulary as they complete p. 136 of the *Student Interactive*. They should use text evidence in their answers.

OPTION 2 **Use Independent Text** Have students list and look up unfamiliar words from their independent reading texts. Then have them explain how those words describe important ideas in the text.

☑ QUICK CHECK
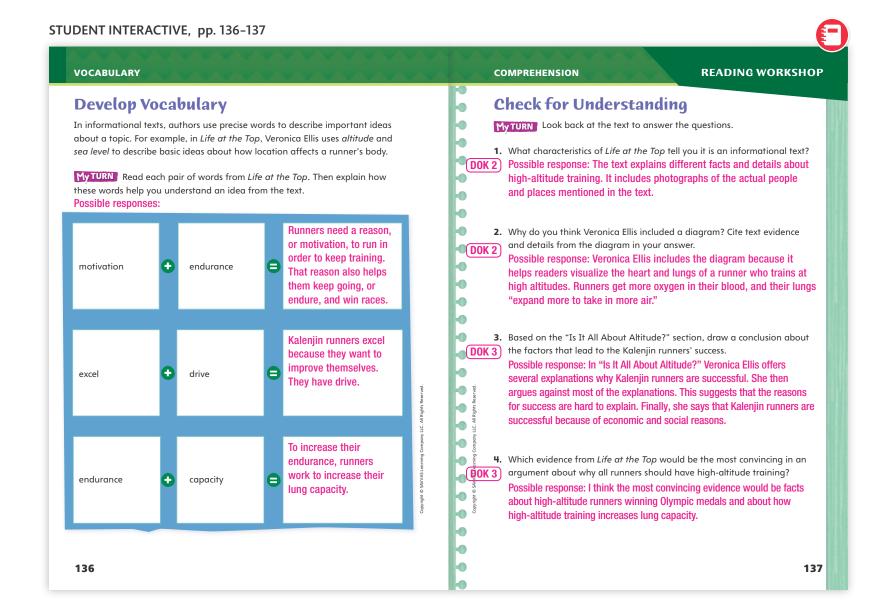
Notice and Assess Can students explain how vocabulary words describe important ideas in *Life at the Top*?

Decide
- **If students struggle,** revisit instruction for developing vocabulary in Small Group on p. T232.
- **If students show understanding,** extend instruction for developing vocabulary in Small Group on p. T233.

Check for Understanding **My TURN** Have students complete p. 137 of the *Student Interactive.*

STUDENT INTERACTIVE, pp. 136–137

VOCABULARY

Develop Vocabulary

In informational texts, authors use precise words to describe important ideas about a topic. For example, in *Life at the Top*, Veronica Ellis uses *altitude* and *sea level* to describe basic ideas about how location affects a runner's body.

My TURN Read each pair of words from *Life at the Top*. Then explain how these words help you understand an idea from the text.
Possible responses:

| motivation | + | endurance | = | Runners need a reason, or motivation, to run in order to keep training. That reason also helps them keep going, or endure, and win races. |

| excel | + | drive | = | Kalenjin runners excel because they want to improve themselves. They have drive. |

| endurance | + | capacity | = | To increase their endurance, runners work to increase their lung capacity. |

136

COMPREHENSION **READING WORKSHOP**

Check for Understanding

My TURN Look back at the text to answer the questions.

1. What characteristics of *Life at the Top* tell you it is an informational text?
DOK 2 Possible response: The text explains different facts and details about high-altitude training. It includes photographs of the actual people and places mentioned in the text.

2. Why do you think Veronica Ellis included a diagram? Cite text evidence and details from the diagram in your answer.
DOK 2 Possible response: Veronica Ellis includes the diagram because it helps readers visualize the heart and lungs of a runner who trains at high altitudes. Runners get more oxygen in their blood, and their lungs "expand more to take in more air."

3. Based on the "Is It All About Altitude?" section, draw a conclusion about the factors that lead to the Kalenjin runners' success.
DOK 3 Possible response: In "Is It All About Altitude?" Veronica Ellis offers several explanations why Kalenjin runners are successful. She then argues against most of the explanations. This suggests that the reasons for success are hard to explain. Finally, she says that Kalenjin runners are successful because of economic and social reasons.

4. Which evidence from *Life at the Top* would be the most convincing in an argument about why all runners should have high-altitude training?
DOK 3 Possible response: I think the most convincing evidence would be facts about high-altitude runners winning Olympic medals and about how high-altitude training increases lung capacity.

137

Word Study Vowel Teams and Digraphs

OBJECTIVES

Decode multisyllabic words with closed syllables; open syllables; VC*e* syllables; vowel teams, including digraphs and diphthongs; *r*-controlled syllables; and final stable syllables.

Identify and read high-frequency words from a research-based list.

LESSON 2

Apply Vowel Teams and Digraphs

APPLY **My TURN** Instruct students to complete the activities on p. 142 in the *Student Interactive* to demonstrate their understanding of vowel teams and digraphs.

drainage

boasting

mainstay

playful

leader

Students should decode the words. Then ask students to write sentences that include words with vowel digraphs.

High-Frequency Words

The high-frequency words *heart, beautiful*, and *sign* do not follow common pronunciation rules. Students should practice identifying and reading aloud these words in their independent reading.

STUDENT INTERACTIVE, p. 142

WORD STUDY

Vowel Teams and Digraphs

Vowel teams are two or three letters that spell one vowel sound. Some vowel teams are also called **vowel digraphs**. In vowel digraphs, often the first vowel spells a long vowel sound, and the second vowel is silent. In the multisyllabic word *teammate*, the vowel team *ea* spells the long *e* sound. In the word *bread*, the vowel team *ea* spells the short *e* sound. In the word *drain*, the vowel team *ai* spells the long *a* sound. Knowing these patterns can help you read multisyllabic words.

My TURN Use these activities to apply your knowledge of vowel teams and digraphs.

1. Read these words with vowel teams, or digraphs: *drainage, mainstay, leader, boasting, playful*.

2. Choose two words with vowel digraphs, and use each in a sentence.
   Possible response: The puppy was playful. The leader gave good directions.

High-Frequency Words

High-frequency words are words that writers use a lot. Sometimes they do not have regular spelling patterns. Knowing how to read high-frequency words helps you read more fluently. Read these high-frequency words: *heart, probably, factors, beautiful, sign, discovered*. Try to identify them in your independent reading.

142

LESSON 2

LESSON 1

Teach Vowel Teams and Digraphs

Apply Vowel Teams and Digraphs

FLEXIBLE OPTION ↰
LESSON 3

More Practice

FLEXIBLE OPTION ↰
LESSON 4

Spiral Review:
Syllable Pattern VC*e*

FLEXIBLE OPTION ↰
LESSON 5

☑ Assess Understanding

Use the ✅ **QUICK CHECK** on p. T229 to determine small group instruction.

Teacher-Led Options

Strategy Group 📖

DEVELOP VOCABULARY

Teaching Point Active readers pay attention to the words authors use to express important ideas. Doing this helps readers better understand the text and learn more about the topic. Have students look back at *Life at the Top* for words Veronica Ellis used to describe how location affects a runner's body.

ELL Targeted Support

Tell students that they can understand informational texts by looking for words that develop ideas about a topic. Have students use shared reading and other partner activities to enhance their understanding of the vocabulary.

Have students take turns echo-reading the sentences in the text that contain the vocabulary words: *excel, endurance, capacity, drive,* and *motivation*. **EMERGING**

Have students take turns explaining the meanings of the vocabulary words. **DEVELOPING**

Have students look up one vocabulary word in a dictionary and write the word and definition in their notebooks. Then have student pairs make a list of words with a similar meaning to the word they looked up. **EXPANDING/BRIDGING**

📑 For additional support, see the online *Language Awareness Handbook*.

Intervention Activity 🔺 📑
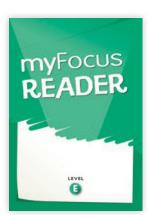
myFOCUS READER

Read pp. 12–13 in the *myFocus Reader* with students. Use the teaching support online at SavvasRealize.com to provide additional insight for students on how our environment shapes our way of life.

Provide instructional support for for comprehension and word study—Vowel Teams and Digraphs and Academic Vocabulary.

Fluency | Assess 2-4 students 📖 📑 ☑️

RATE

Have students choose a short passage from the text or a leveled reader. Have pairs take turns reading the passage aloud at an appropriate rate. If students are reading too fast, tell them that slowing down will help them read more accurately and understand everything that they're reading. If students are reading too slowly, have them work through any words or phrases that they're struggling with and then reread the passage. If needed, model reading at an appropriate rate.

ORAL READING RATE AND ACCURACY

Use pp. 19–24 in Unit 1 Week 4 *Cold Reads* to assess students. Have partners practice reading the passage. Use the *Fluency Progress Chart* to track student progress.

Conferring

3 students / 3–4 minutes per conference

DEVELOP VOCABULARY

Talk About Independent Reading Ask students to tell you about some of the words Veronica Ellis used to describe important ideas and how they figured out unfamiliar words as they read.

Possible Conference Prompts

- What words did the author use to tell us about important ideas?
- Why do you think the author chose the word _____?
- What helped you understand the word?

Possible Teaching Point To better understand central ideas in informational texts, pay attention to the words authors select. Ask questions like, "Why did the author choose this word?"

Leveled Readers

DEVELOP VOCABULARY

- For suggested titles, see "Matching Texts to Learning," pp. T208–T209.
- For instructional support on how to develop vocabulary, see *Leveled Reader Teacher's Guide.*

The Light at Jupiter Lake
by J.N. Diel

Guided Reading Level Q
DRA Level 40
Lexile Measure 800L
Word Count 3,256

Independent/Collaborative

Independent Reading

Students can

- reread or listen to *Life at the Top* or the *myFocus Reader* text.
- read a trade book or their Book Club text.
- partner-read a text; ask each other questions.

Centers

See the myView Literacy Stations in the *Resource Download Center.*

Literacy Activities

Students can
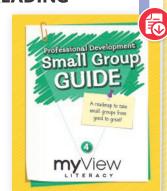
- complete the graphic organizer on p. 136.
- discuss and answer the questions on p. 137.
- play the *myView* games.
- take turns with a partner reading a text at an appropriate rate.

SUPPORT INDEPENDENT READING

Students will need to practice independent reading throughout the unit. Have students select a few books from either the classroom or school library that they are interested in reading over the course of the unit. Tell students they should plan to spend at least 40 minutes per day reading the books they choose.

Professional Development
Small Group GUIDE

A roadmap to take small groups from good to great!

4
myView
LITERACY

See also the *Small Group Guide* for additional support and resources.

Whole Group

Share Bring the class back together in whole group. Invite one or two students to share some new vocabulary words from their reading, what the words mean, and why the author may have chosen those words.

Analyze Text Features

Life at the Top

OBJECTIVE

Interpret information presented visually and explain how it contributes to an understanding of the text.

ACADEMIC VOCABULARY

Integrate Offer students oral practice using the unit academic vocabulary to talk about important ideas in the text. How does altitude contribute significantly to runners' success?

ELL Access

Guide students with questions such as "What did the text features tell us about high-altitude areas?" and "How did the text features explain why Kalenjins are such good runners?"

Minilesson

FOCUS ON STRATEGIES Authors of informational text often use text features to organize or clarify information. These features can include pronunciation guides, bold words, headings, photographs, illustrations, diagrams, tables, charts, graphs, and maps. By analyzing the purpose of both print and graphic text features, readers can better understand important ideas in the informational text.

- Notice the visual and quantitative text features and analyze how they support information in the text.
- Determine how the features help you understand the text.

MODEL AND PRACTICE Use the Close Read note on p. 122 of the *Student Interactive* to lead a discussion analyzing text features in the text.

- Ask: What kinds of text features appear in *Life at the Top*? Have students use the characteristics of informational texts to respond. Underline details in the text that are supported by the photograph. Say: Why did the author include this photo? In the chart, write what the photograph shows.
- Have students listen to the audio version of the text. Then have them analyze how the audio presentation of information was different from the visual.

ELL Targeted Support **Retell or Summarize Material** Tell students that retelling or summarizing the main topics of a text in their own words is a good way to check that they understood the text.

Help students summarize one or two main ideas from the text in their own words. Then discuss with students how the text features helped them understand these main ideas. **EMERGING/DEVELOPING**

EXPERT'S VIEW Lee Wright, Teacher Specialist, Houston, TX

"To successfully establish routines in your classroom, you must explicitly teach procedures. Procedures inform the learner how to accomplish a routine. For example, for a Line Up routine, procedures could include saying: Boys and Girls, first wait until your table is called. Wait with your mouths closed and your hands folded on the table. Then, when it is your turn, please stand, push in your seat, and walk quietly to stand in line. It can take several weeks for students to master the routines and procedures necessary for their daily classroom learning."

See SavvasRealize.com for more professional development on research-based best practices.

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for analyzing text features.

OPTION 1 **My TURN** Have students annotate the text using the other Close Read notes for Analyze Text Features and then use the text evidence from their annotations to complete the chart on p. 138.
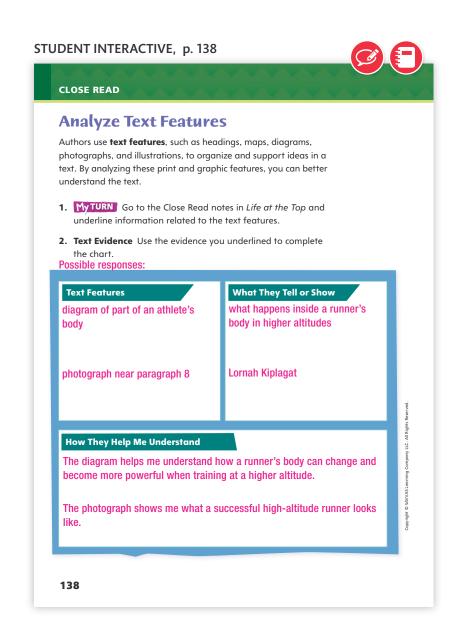
OPTION 2 **Use Independent Text** Have students mark places in the text where they notice print and graphic features. Direct them to write in their notebooks what the different features show them or tell them about ideas in the text. Ask them why they think the author chose to include those text features.

✔ QUICK CHECK

Notice and Assess Can students analyze text features?

Decide

- **If students struggle,** revisit instruction about analyzing text features in Small Group on p. T240.

- **If students show understanding,** extend instruction about analyzing text features in Small Group on p. T241.

STUDENT INTERACTIVE, p. 138

CLOSE READ

Analyze Text Features

Authors use **text features**, such as headings, maps, diagrams, photographs, and illustrations, to organize and support ideas in a text. By analyzing these print and graphic features, you can better understand the text.

1. **My TURN** Go to the Close Read notes in *Life at the Top* and underline information related to the text features.

2. **Text Evidence** Use the evidence you underlined to complete the chart.
Possible responses:

Text Features	What They Tell or Show
diagram of part of an athlete's body	what happens inside a runner's body in higher altitudes
photograph near paragraph 8	Lornah Kiplagat

How They Help Me Understand
The diagram helps me understand how a runner's body can change and become more powerful when training at a higher altitude.
The photograph shows me what a successful high-altitude runner looks like.

138

Read Like a Writer

OBJECTIVE

Analyze the author's use of print and graphic features to achieve specific purposes.

Analyze Author's Use of Graphics

Minilesson

FOCUS ON STRATEGIES Authors use a variety of text features to help readers understand and navigate a text.

- Headings help readers search through a text when they are looking for a specific fact or idea.

- Photos and art help readers see what words describe. For example, the floor plan of a house shows how the rooms in the house are arranged.

- Graphic organizers such as charts and graphs help readers find data.

MODEL AND PRACTICE Model analyzing print and graphic features by referring to the photograph near paragraphs 8 and 9 on *Student Interactive* p. 125.

1. Identify the photograph of the high-altitude runners.

2. Ask students to speculate about why a photograph appears here and why the author, Veronica Ellis, chose this particular photograph.

3. Point out that the photograph serves several purposes. First, it shows who the runners are. Second, it allows readers to see the determination on each runner's face. Third, it identifies a subject of the text, Lornah Kiplagat.

Instruct students to identify a print or graphic feature from the selection. Provide prompts as they discuss the purpose of the feature with a partner.
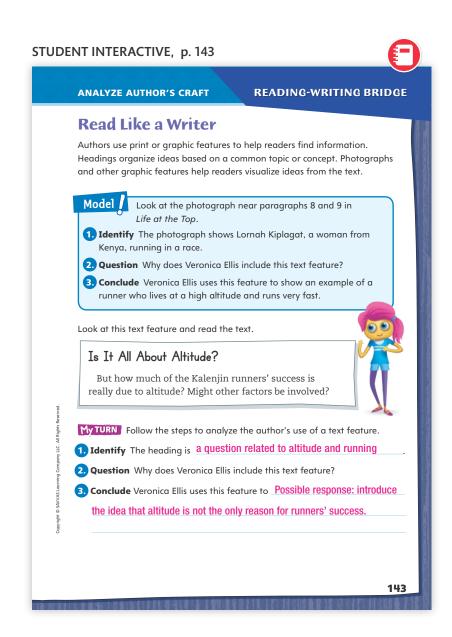
ELL Targeted Support **Analyze Text Features** To help students analyze photographs, display a photograph and provide the following sentence frames.

The first thing I notice in this picture is _____. This picture teaches me about _____. Encourage students to respond orally. **EMERGING/DEVELOPING**

This photograph shows _____ and _____. An author could use this photograph to teach readers about _____. Have partners exchange spoken sentences and then work together to write their response sentences. **EXPANDING/BRIDGING**

ASSESS UNDERSTANDING

Apply

My TURN Direct students to find examples of text features in *Life at the Top*. Then have students complete My Turn on p. 143 of the *Student Interactive.*

STUDENT INTERACTIVE, p. 143

ANALYZE AUTHOR'S CRAFT   READING-WRITING BRIDGE

Read Like a Writer

Authors use print or graphic features to help readers find information. Headings organize ideas based on a common topic or concept. Photographs and other graphic features help readers visualize ideas from the text.

Model ! Look at the photograph near paragraphs 8 and 9 in *Life at the Top*.

1. **Identify** The photograph shows Lornah Kiplagat, a woman from Kenya, running in a race.

2. **Question** Why does Veronica Ellis include this text feature?

3. **Conclude** Veronica Ellis uses this feature to show an example of a runner who lives at a high altitude and runs very fast.

Look at this text feature and read the text.

Is It All About Altitude?

But how much of the Kalenjin runners' success is really due to altitude? Might other factors be involved?

My TURN Follow the steps to analyze the author's use of a text feature.

1. **Identify** The heading is <u>a question related to altitude and running</u>.

2. **Question** Why does Veronica Ellis include this text feature?

3. **Conclude** Veronica Ellis uses this feature to <u>Possible response: introduce the idea that altitude is not the only reason for runners' success.</u>

143

Word Study Vowel Teams and Digraphs

OBJECTIVES

Decode multisyllabic words with closed syllables; open syllables; VC*e* syllables; vowel teams, including digraphs and diphthongs; *r*-controlled syllables; and final stable syllables.

Identify and read high-frequency words from a research-based list.

FLEXIBLE OPTION

LESSON 3

More Practice

FOCUS ON STRATEGIES Point out that vowel teams and digraphs are two or three letters that spell one vowel sound.

MODEL AND PRACTICE Write the following words. Have students decode, or read, each word with vowel teams and digraphs.

1. rain

2. soap

3. bead

4. awful

5. claim

6. groan

APPLY Have students complete *Word Study* p. 4 from the *Resource Download Center*.

Word Study, p. 4

LESSON 1

Teach Vowel Teams and Digraphs

LESSON 2

Apply Vowel Teams and Digraphs

More Practice

Spiral Review:

Syllable Pattern VC*e*

Assess Understanding

Use the ☑ **QUICK CHECK** on p. T235 to determine small group instruction.

Teacher-Led Options

Strategy Group 📖

ANALYZE TEXT FEATURES

Teaching Point Sometimes a picture or a graph can explain an idea better than words can. That's why authors of informational text often add print and graphic features to help readers understand topics or think about ideas.

ELL Targeted Support

To help students understand the connection between text features and comprehension, guide them to examine how text features in *Life at the Top* helped them understand the text's main topics.

Have students choose one text feature from the text. Ask them yes/no questions that focus on what that text feature reveals, such as: *Does that text feature show you a high-altitude area? Does that text feature tell you how high-altitude areas help runners?* **EMERGING**

Help students describe how one text feature helped them understand a topic in the text, and then have them tell a partner. **DEVELOPING**

Have students compare two different text features that connect to the same topic. Ask questions about the text features, such as *What did the two text features tell you about the topic? How did they tell you about this topic in different ways?* **EXPANDING**

Ask students to write sentences about three text features, explaining in detail what each text feature tells them about a topic in the text. Have students read their sentences to the group. **BRIDGING**

📥 For additional support, see the online *Language Awareness Handbook*.

Intervention Activity 🔺 📥

ANALYZE TEXT FEATURES

Use Lesson 36, pp. T235–T240, in the *myFocus Intervention Teacher's Guide* for instruction on analyzing text features.

LEVEL E • READ

Lesson 36 Interpret Visual, Oral, and Quantitative Information

DIRECTIONS Read the following passage. Think about how the images and chart contribute to your understanding of the text.

Earthquakes

1 Earthquakes happen all over the world. Most earthquakes are slight rumblings that do not cause any damage. However, some places have more frequent and more powerful earthquakes. Why? The answer lies below the surface—the surface of Earth, that is.

What causes earthquakes?

2 Earth's surface is made of large pieces called plates. These plates can move independently of each other. Sometimes two plates slide past each other. Other times they crash into each other. One plate may end up underneath the other. Or the edges of the two plates can push each other up. This is how some mountain ranges are formed. Sometimes plates move away from each other. Then, underneath the plates where it is extremely hot, melted rocks rise up in between the plates. This is how volcanoes are made. Plates moving against each other also cause earthquakes. Pressure caused by plate movements builds up underground. When the pressure builds up too much, it can cause huge chunks of rock to break.

What are the effects of earthquakes?

3 Although many earthquakes last only a minute or less, they can cause damage quickly. In 2015, a strong earthquake struck Nepal. Many people were killed as a result of this earthquake and its aftershocks. Aftershocks are smaller earthquakes that occur after the big one. Throughout history, earthquakes have destroyed villages, towns, and large cities. Fires often break out after an earthquake. These can cause even more damage than the earthquake itself.

4 Some earthquakes occur underneath the ocean. These earthquakes can cause a huge ocean wave called a tsunami to form. Far out at sea, a tsunami may be only a few feet high. But as it travels it can grow to immense heights before crashing down upon a shoreline.

Reading Informational and Argumentative Text T • 235

Fluency | Assess 2-4 students 📖 📥 ☑

RATE

Have students work with a partner to practice reading a short passage at an appropriate rate.

ORAL READING RATE AND ACCURACY

Use pp. 19–24 in Unit 1 Week 4 *Cold Reads* to assess students. Have partners practice reading the passage. Use the *Fluency Progress Chart* to track student progress.

Conferring

3 students / 3–4 minutes per conference

ANALYZE TEXT FEATURES

Talk About Independent Reading Ask students to look back at the text features they noted in their books and to share what they learned from them.

Possible Conference Prompts

- What kinds of text features appear in the text?
- What did you learn about the text from the print and graphic features you saw?
- Why do you think the author chose to add these text features to the text?

Possible Teaching Point Readers pay attention to how authors of informational texts use print and graphic features to help explain key ideas.

Leveled Readers

ANALYZE TEXT FEATURES

- For suggested titles, see "Matching Texts to Learning," pp. T208–T209.
- For instructional support on how to analyze text features, see *Leveled Reader Teacher's Guide*.

The Light at Jupiter Lake
by J.H. Diel

Guided Reading Level Q
DRA Level 40
Lexile Measure 800L
Word Count 1,356

| Text Characteristics | Text Structure • Chronological (Conflict, climax, resolution) | Text Features • Chapters • Illustrations |

Independent/Collaborative

Independent Reading

Students can

- reread or listen to *Life at the Top* or another text they have previously read.
- read a self-selected trade book or their Book Club text.
- support their partners in developing a summary of a passage they read in their book.

Centers

See the myView Literacy Stations in the *Resource Download Center*.

Literacy Activities

Students can
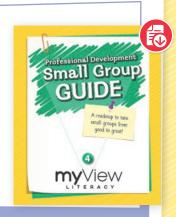
- complete the graphic organizer on p. 138.
- practice this week's word study focus by creating a chart of related words.
- play the *myView* games.
- summarize a text to a partner.

SUPPORT PARTNER READING

Provide students a list of conversation prompts to keep their book discussions on track.

See the *Small Group Guide* for additional support and resources for Partner Reading.

Professional Development
Small Group GUIDE
A roadmap to take small groups from good to great!
4
myView LITERACY

Whole Group

Share Bring the class back together in whole group. Invite one or two students to name some of the print and graphic features they analyzed and explain what they learned from them, as well as any new vocabulary words they learned. The intent is to celebrate what students learned and talk about the new information and words they learned.

Confirm or Correct Predictions

Life at the Top

OBJECTIVES

Make, correct, or confirm predictions using text features, characteristics of genre, and structures.

Analyze the author's use of print and graphic features to achieve specific purposes.

ACADEMIC VOCABULARY

Integrate Offer students oral practice using the unit academic vocabulary words to make inferences. Ask:

- Why is it important for competitive runners to make training at high altitudes a habit?
- How would a runner's body adjust after being exposed to high altitude for a while?

Have students use the Academic Vocabulary throughout the week.

Minilesson

FOCUS ON STRATEGIES Readers often make predictions, or guesses, about a text before they start reading. Then they use text features and details to either confirm or correct those predictions as they read.

- Review the predictions you made before reading.
- Before you read the text again, review the text features in *Life at the Top*.
- As you read, look for genre characteristics or text structures that confirm or counter the predictions you made. Correct your predictions as needed.

MODEL AND PRACTICE Use the Close Read note on p. 123 of the *Student Interactive* to model how to annotate the text to make, correct, or confirm predictions about the text:

- Before I started reading, I looked at some of the text features in the text. I saw a lot of pictures showing runners training in the mountains. I predicted "This article will say that running at high altitudes helps people become better runners." I wrote that in the Prediction box of the graphic organizer.
- Now, while I'm reading, I'm going to look for details that support, or confirm, my prediction. I will also look for any information that does not support, or contradicts, my prediction. I will write both kinds of details in the Evidence Related to My Prediction box. If my prediction was incorrect, I will update it by writing something more accurate.
- Have students work in small groups to use text structure and their notes to correct or confirm a prediction.

ELL Targeted Support **Text to Self** Help students use their prior knowledge to understand what they read. Model how personal experience can help them make a prediction. Read aloud a paragraph from *Life at the Top*. After reading:

Ask leading questions to form a text-to-self connection, such as: *Have you ever _____? When? What did you learn?* **EMERGING**

Have students work in pairs to share their text-to-self connections. Then have them make or confirm a prediction. **DEVELOPING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for confirming and correcting predictions.

OPTION 1 **My TURN** Have students annotate the text using the other Close Read notes for Confirm or Correct Predictions, and then use the text evidence from their annotations to complete p. 139.
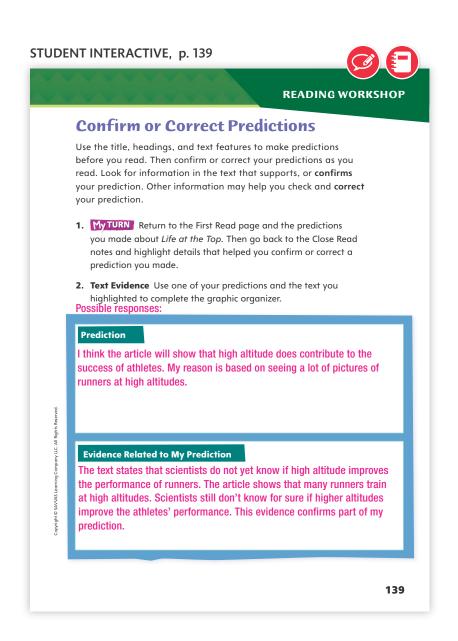
OPTION 2 **Use Independent Text** Have students underline details in the text that confirm or counter the predictions they made before reading. Then have them correct their predictions as needed.

☑ QUICK CHECK

Notice and Assess Can students confirm and correct predictions?

Decide

- **If students struggle,** revisit instruction for confirming or correcting predictions in Small Group on p. T248.

- **If students show understanding,** extend instruction for confirming or correcting predictions in Small Group on p. T249.

STUDENT INTERACTIVE, p. 139

READING WORKSHOP

Confirm or Correct Predictions

Use the title, headings, and text features to make predictions before you read. Then confirm or correct your predictions as you read. Look for information in the text that supports, or **confirms** your prediction. Other information may help you check and **correct** your prediction.

1. **My TURN** Return to the First Read page and the predictions you made about *Life at the Top*. Then go back to the Close Read notes and highlight details that helped you confirm or correct a prediction you made.

2. **Text Evidence** Use one of your predictions and the text you highlighted to complete the graphic organizer.
Possible responses:

Prediction

I think the article will show that high altitude does contribute to the success of athletes. My reason is based on seeing a lot of pictures of runners at high altitudes.

Evidence Related to My Prediction

The text states that scientists do not yet know if high altitude improves the performance of runners. The article shows that many runners train at high altitudes. Scientists still don't know for sure if higher altitudes improve the athletes' performance. This evidence confirms part of my prediction.

139

Write for a Reader

OBJECTIVE

Analyze the author's use of print and graphic features to achieve specific purposes.

Use Graphics

Minilesson

FOCUS ON STRATEGIES One of the most valuable tools in a writer's toolbox is the use of print and graphic features. Point out the headings, photographs, map, and diagram in *Life at the Top*.

MODEL AND PRACTICE Discuss how students might use print and graphic features in their own writing. Model an example.

1. Identify a nonfiction topic to write about, such as the "thin air" that people experience at high altitudes. Discuss how students might find facts about the oxygen content of "thin air" from print or digital sources.

2. Ask: How might you use a graphic feature to show the change in how much oxygen air holds at elevations from 0 to 5,000 feet above sea level? Would a photo be useful here, or a graph or table? Pause for responses. Say: A graph might be best. You could use it to show how oxygen levels steadily decrease from 0 to 5,000 feet above sea level.

3. If time permits, find data for the relationship between elevation and oxygen levels, and use the data to construct a graph as a class.

Point out how this process resembles the one on p. 144 of the *Student Interactive*.

ELL Targeted Support **Graphics** Have students consider the names of graphic features.

Ask partners to list words that identify an image. Their words might include *photographs, pictures, sketches, images, drawings, prints, paintings, icons,* and other terms. **EMERGING/DEVELOPING**

Ask partners to discuss the differences among a set of the words listed above. For example, *photographs, sketches,* and *paintings* are all visual images, but photos are created with a camera, sketches are done in pencil, and paintings are done with paints. **EXPANDING/BRIDGING**

ASSESS UNDERSTANDING

Apply

My TURN Ask students to make a list of graphic features in *Life at the Top*. Then have students complete the activity on page 144 of the *Student Interactive*.

Writing Workshop

Encourage students to think about how graphic features might enhance the personal narratives they are writing in the Writing Workshop. During conferences, discuss including graphic elements by asking such questions as: *Would a graphic feature be useful at this point in the text? If so, which graphic feature would work best here?*

STUDENT INTERACTIVE, p. 144

DEVELOP AUTHOR'S CRAFT

Write for a Reader

Authors use print and graphic features to organize and support their ideas. They use headings to group related information. They use photographs, diagrams, and other visual elements to help readers visualize ideas from the text.

Headings can help you organize your ideas.

My TURN Think about Veronica Ellis's purpose for using text features in *Life at the Top*. Now think about how you use text features in your own writing.

1. If you wanted to write a paragraph about how eating well can help an athlete swim faster, what text features might you use?
   Possible response: I could use a photograph of an athlete eating with a caption explaining what he or she is eating. I could also use headings to separate information about healthful foods and information about how they affect an athlete's body.

2. Use the features you identified to write a passage about how an athlete's diet can affect how long and far he or she can run.
   Responses will vary but should include the text features that students chose in question 1. Text features should organize information about how the diet of an athlete can affect how long and far he or she can run.

144

Word Study Spiral Review

OBJECTIVE

Decode multisyllabic words with VC*e* syllables.

LESSON 4

Spiral Review: Syllable Pattern VC*e*

FOCUS ON STRATEGIES Review the lesson from the previous week about how the VC*e* pattern produces a long vowel.

MODEL AND PRACTICE Write *dim* and *dime*. Without the silent *e,* the *i* in *dim* has a short sound. When a silent *e* is attached, *dime* has a long *i* sound.

APPLY Display the following VC*e* pattern words: *educate, recognize, cyclone,* and *ridicule*. Point to the words and call on student volunteers to identify whether the VC*e* pattern has a long *a,* long *i,* long *o,* or long *u.*

ELL Targeted Support
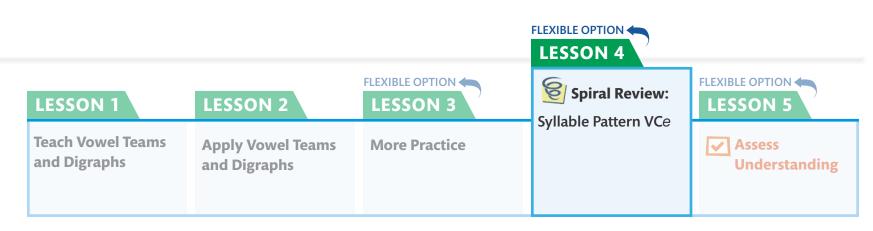
Vowel Teams and Digraphs Write *sailor* and *Sunday* on the board. Have students identify which letters spell the long *a* sound in each word. **EMERGING/DEVELOPING**

Write *sailor*, *Sunday*, and *coach* on note cards. Have pairs of students read the words to each other and select the two that have the long *a* sound. **EXPANDING**

Have students write and read aloud a sentence using the word *sailor*. Then have them write sentences using other words with *ai*. **BRIDGING**

LESSON 1

Teach Vowel Teams and Digraphs

LESSON 2

Apply Vowel Teams and Digraphs

FLEXIBLE OPTION
LESSON 3

More Practice

FLEXIBLE OPTION
LESSON 4

Spiral Review: Syllable Pattern VC*e*

FLEXIBLE OPTION
LESSON 5

☑ Assess Understanding

Use the ☑ **QUICK CHECK** on p. T243 to determine small group instruction.

Teacher-Led Options

Strategy Group 📕

CONFIRM OR CORRECT PREDICTIONS

Teaching Point You can learn a lot about a text just by looking at its headings, photos, and other text features. That's why readers are able to use text features to make predictions about a text before they start reading it.

ELL Targeted Support

Using an appropriate leveled reader, encourage students to scan a text for text features and make a prediction based on what they see.

Display a word bank of terms students can use to discuss text features, such as *text box, graphic, photo, illustration, heading, subheading, bulleted list*. Ask students to use phrases and simple sentences to describe a text feature and how it helps them make a prediction. **EMERGING**

Provide sentence frames such as *At the top of the page, I see ___. The photo makes me think that the text is about ___. The captions give information about ___*. Have students share their thoughts about two or three text features. **DEVELOPING**

Guide a pair or small group of students in an extended discussion about two or three text features. Encourage students to speak in complete, complex sentences. **BRIDGING**

⬇️ For additional support, see the online *Language Awareness Handbook*.
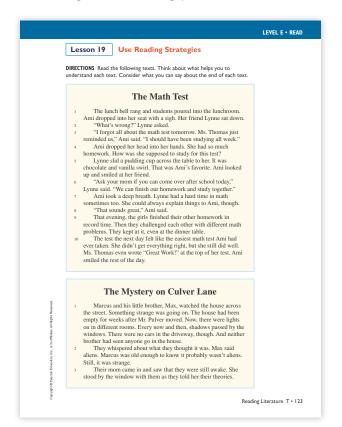
Intervention Activity 🔺 ⬇️

CONFIRM OR CORRECT PREDICTIONS

Use Lesson 19, pp. T123–T128, in the *myFocus Intervention Teacher's Guide* for instruction on confirming or correcting predictions.

Fluency 📕 ⬇️ ☑️ | Assess 2-4 students

RATE

Have student pairs practice reading a short passage at an appropriate rate.

ORAL READING RATE AND ACCURACY

Use pp. 19–24 in Unit 1 Week 4 *Cold Reads* to assess students. Have partners practice reading the passage. Use the *Fluency Progress Chart* to track student progress.

Conferring
3 students / 3–4 minutes per conference

CONFIRM OR CORRECT PREDICTIONS

Talk About Independent Reading Have students talk with a partner about one of their predictions and whether they confirmed or corrected it in the text.

Possible Conference Prompts
- What predictions did you make about the text after looking at the text features?
- Which predictions did you confirm with details from the text? Which predictions did you correct?

Possible Teaching Point You can get an idea of what a text is about by looking at the text features and using them to make predictions about the text. Then you can confirm or correct those predictions by noticing features in the text while you read.

Leveled Readers

CONFIRM OR CORRECT PREDICTIONS
- For suggested titles, see "Matching Texts to Learning," pp. T208–T209.
- For instructional support on how to confirm or correct predictions, see *Leveled Reader Teacher's Guide*.

The Light at Jupiter Lake
by J.H. Diel
Guided Reading Level Q
DRA Level 40
Leslie Measure 800L
Word Count 3,216

Independent/Collaborative

Independent Reading

Students can
- reread or listen to another text they read.
- read a book or their Book Club text.
- practice fluent reading with a partner by reading their texts like a storyteller.

Centers

See the myView Literacy Stations in the *Resource Download Center.*

Literacy Activities
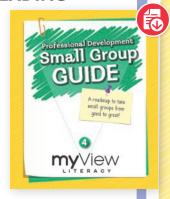
Students can
- complete the graphic organizer on p. 139.
- write about their book in their reader's notebook.
- play the *myView* games.
- with a partner, take turns reading a text at an appropriate rate.

SUPPORT INDEPENDENT READING

Help students set goals for their reading. Tell them they should track progress toward their goals.

See the *Small Group Guide* for additional support and resources.

Professional Development
Small Group GUIDE
A roadmap to take small groups from good to great!
4
myView LITERACY

Whole Group

Share Bring the class back together in whole group. Invite one or two students to share what they learned today about making, confirming, and correcting predictions. The intent is to celebrate and talk about what students learned.

Reflect and Share

Life at the Top

OBJECTIVES

Listen actively, ask relevant questions to clarify information, and make pertinent comments.

Write a response to compare and contrast ideas across a variety of sources.

Use text evidence to support an appropriate response.

Discuss specific ideas in the text that are important to the meaning.

ACADEMIC VOCABULARY

Synthesize Have students start incorporating the unit academic vocabulary words into their discussions and their own writing. Ask:

- What do the places you read about this week contribute to the people who live there?
- What is one motivation for people to live where they do?

Write to Sources

Minilesson

FOCUS ON STRATEGIES Explain to students that readers sometimes compare and contrast ideas across different texts so they can understand those ideas on a deeper level. A Venn diagram can help them identify similarities and differences between ideas and explore their thoughts before they start writing a response.

MODEL AND PRACTICE Model creating a Venn diagram using the Write to Sources prompt on p. 140 in the *Student Interactive*. I'm going to use a Venn diagram to help me compare the place in *Life at the Top* with the place in *Life in the West*. One way that the Great Rift Valley in *Life at the Top* is different from the West in *Life in the West* is that people come to the Great Rift Valley to train for a race or other sporting event, while people went to the West to find a better a life. For some, that meant finding gold, while for others, it meant being free or owning land. On the left side of the diagram, I'm going to write "training" under *Life at the Top*, and on the right side, I'm going to write "better life" under *Life in the West*. One thing that the Great Rift Valley and the West have in common is that they both developed communities. I'm going to write "communities" in the middle of the Venn diagram because both places I read about have communities. Have students continue filling out their Venn diagrams. Then ask them to use their diagrams to write a response that compares and contrasts the two places. Remind students that they should use evidence from both texts to support their ideas.

ELL Targeted Support Have students practice comparing and contrasting using the infographic on pp. 116–117 of the *Student Interactive*. Encourage them to use the new vocabulary they learned at the beginning of the week.

Ask students to select one of the homes in the infographic and describe it, using at least one new vocabulary word. **EMERGING/DEVELOPING**

Ask students to compare and contrast one home in the infographic with one home described in *Life in the West* or another text they have read, using multiple new vocabulary words. **EXPANDING/BRIDGING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for comparing and contrasting ideas across texts.

OPTION 1 **Use the Shared Read** Have students write a response that compares and contrasts to complete the rest of p. 140 in the *Student Interactive*.
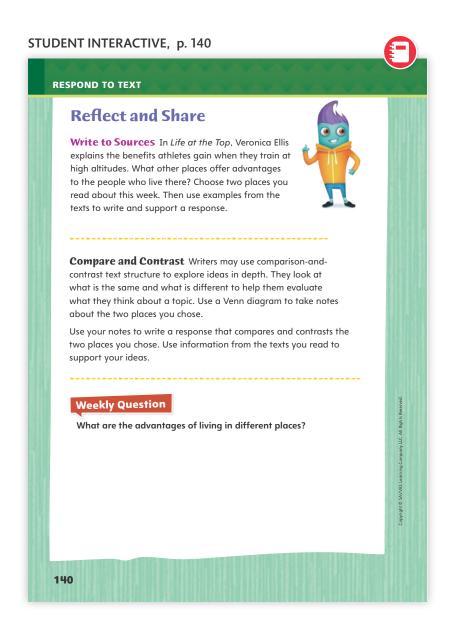
OPTION 2 **Use Independent Text** Students should use their self-selected independent reading texts to compare and contrast other ideas or topics they read about.

☑ QUICK CHECK

Notice and Assess Can students compare and contrast ideas across texts?

Decide

- **If students struggle,** revisit instruction for comparing and contrasting ideas across texts in Small Group on p. T254.

- **If students show understanding,** extend instruction for comparing and contrasting ideas across texts in Small Group on p. T255.

STUDENT INTERACTIVE, p. 140

RESPOND TO TEXT

Reflect and Share

Write to Sources In *Life at the Top*, Veronica Ellis explains the benefits athletes gain when they train at high altitudes. What other places offer advantages to the people who live there? Choose two places you read about this week. Then use examples from the texts to write and support a response.

Compare and Contrast Writers may use comparison-and-contrast text structure to explore ideas in depth. They look at what is the same and what is different to help them evaluate what they think about a topic. Use a Venn diagram to take notes about the two places you chose.

Use your notes to write a response that compares and contrasts the two places you chose. Use information from the texts you read to support your ideas.

Weekly Question

What are the advantages of living in different places?

140

My VIEW

Write About It For additional practice on developing and writing opinions using text evidence, ask students to respond to the prompt below on a separate sheet of paper.

In *Life at the Top,* author Veronica Ellis asks, "But how much of the Kalenjin runners' success is really due to altitude?" How much do you think living and training at altitude contributes to the success of the Kalenjin runners? Use text evidence to support your opinion.

Word Study Vowel Teams and Digraphs

OBJECTIVES

Decode multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
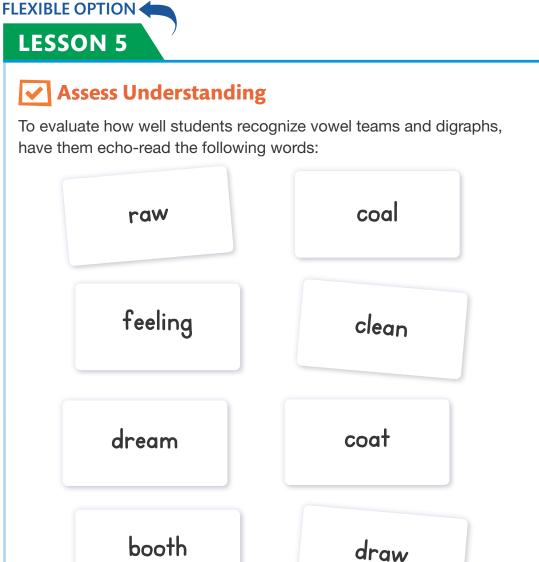
Identify and reading high-frequency words from a research-based list.

WEEKLY STANDARDS PRACTICE

To assess student progress on Word Study, use the Weekly Standards Practice on SavvasRealize.com.

FLEXIBLE OPTION

LESSON 5

✅ Assess Understanding

To evaluate how well students recognize vowel teams and digraphs, have them echo-read the following words:

raw	coal
feeling	clean
dream	coat
booth	draw

Invite students to make a running list of words with vowel teams and digraphs that they encounter in their reading.

Develop Language Awareness
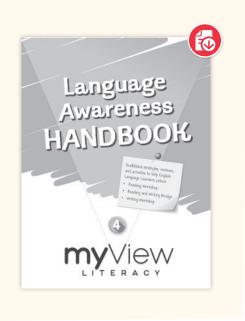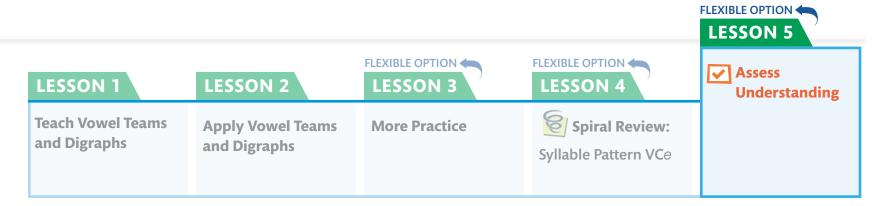
For additional practice with vowel teams and digraphs, complete the activity on p. 15 of the *Language Awareness Handbook.* In this practice activity, students will use phonic support to understand vowel teams and digraphs.

Language Awareness HANDBOOK

Scaffolded strategies, routines, and activities to help English Language Learners unlock
• Reading Workshop
• Reading and Writing Bridge
• Writing Workshop

4

myView
LITERACY

FLEXIBLE OPTION ←
LESSON 5

☑ **Assess Understanding**

LESSON 1

Teach Vowel Teams and Digraphs

LESSON 2

Apply Vowel Teams and Digraphs

FLEXIBLE OPTION ←
LESSON 3

More Practice

FLEXIBLE OPTION ←
LESSON 4

📚 Spiral Review:

Syllable Pattern VC*e*

Use the ☑ **QUICK CHECK** on p. T251 to determine small group instruction.

Teacher-Led Options

Strategy Group 📖 ✊

COMPARE TEXTS

Teaching Point Active readers think about the ways that different authors present similar ideas in informational texts. They pay attention to the things texts have in common and the ways that they differ. Create a Venn diagram with students to compare and contrast the ideas in the infographic "Cool Homes Around the World" with those in *Life at the Top*.

ELL Targeted Support

To help students use connecting words effectively in speech, guide them in building on their ideas to create longer and more diverse sentences.

During oral discussion of "Cool Homes Around the World" and *Life at the Top*, provide a word bank of coordinating conjunctions such as *and, but,* and *or.* **EMERGING**

Provide sentence frames to help students combine three ideas with coordinating conjunctions such as *and*, *but*, or *or*. **DEVELOPING**

Prompt students to combine two ideas by using a subordinating conjunction such as *because*, *since*, or *although*. **EXPANDING**

Prompt students to combine three ideas with any appropriate conjunctions. **BRIDGING**

📥 For additional support, see the online *Language Awareness Handbook*.

Intervention Activity 🔺 📥
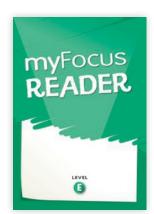
myFOCUS READER

Reread pp. 12–13 with students. Use the teaching support online at SavvasRealize.com to engage students in a conversation that demonstrates how the texts they have read this week support their understanding of the advantages of living in different places and encourage them to use the Academic Vocabulary words.

Intervention Activity 🔺 📥

WORD STUDY

For students who need support, Word Study lessons are available in the *myFocus Intervention Teacher's Guide,* Lessons 1–12.

On-Level and Advanced 📥

INQUIRY

Organize Information and Communicate Students should organize their findings on the advantages of living in different places into an effective format.

Critical Thinking Talk with students about their findings and the process they used.

See *Extension Activities* pp. 38–42 in the Resource Download Center.

Conferring

3 students / 3–4 minutes per conference

COMPARE TEXTS

Talk About Independent Reading Ask students to share what they have learned about comparing and contrasting ideas across texts. Have them refer to p. 140 if desired.

Possible Conference Prompts

- How is the place in *Life at the Top* similar or different from another text you have read?
- What did *Life at the Top* and another text you have read teach you about the advantages of living in different places?

Possible Teaching Point Active readers think about other stories and books they have read to compare and contrast ideas across texts.

Leveled Readers

COMPARE TEXTS

- For suggested titles, see "Matching Texts to Learning," pp. T208–T209.
- For instructional support on how to compare texts, see *Leveled Reader Teacher's Guide*.

The Light at Jupiter Lake
by J.H. Diel

Guided Reading Level Q
DRA Level 40
Lexile Measure 810L
Word Count 3,258

Whole Group

Share Bring the class back together as a whole group. Invite one or two students to share the similarities and differences they noticed across texts.

Independent/Collaborative

Independent Reading

Students can

- reread or listen to the infographic "Cool Homes Around the World" with a partner.
- read a self-selected text.
- reread or listen to their leveled reader.

Centers

See the myView Literacy Stations in the *Resource Download Center.*

Literacy Activities

Students can

- write in their reader's notebook in response to the Weekly Question.
- research other types of homes based on the infographic.
- Play the *myView* games.

BOOK CLUB

See Book Club, pp. T486–T487, for

- teacher's summary of chapters in *Life in the West.*
- talking points to share with students.
- collaboration prompts and conversation starters.
- suggestions for incorporating the Discussion Chart.
- alternate texts to support the unit theme and Spotlight Genre.

Suggested Daily Times

READING WORKSHOP

SHARED READING .... 35–50 min.
READING BRIDGE .... 5–10 min.
SMALL GROUP .... 20–30 min.

WRITING WORKSHOP

MINILESSON .... 10 min.
INDEPENDENT WRITING .... 30–40 min.
WRITING BRIDGE .... 5–10 min.

Learning Goals

- I can learn more about narrative nonfiction by analyzing text structure in a biography.
- I can use language to make connections between reading and writing.
- I can use elements of narrative nonfiction writing to write a personal narrative.

SEL ▶ **SOCIAL-EMOTIONAL LEARNING**

☑ Assessment Options for the Week

- Daily Formative Assessment Options

The following assessments are available on SavvasRealize.com:

- Progress Check-Ups
- Cold Reads
- Weekly Standards Practice for Language and Conventions
- Weekly Standards Practice for Word Study
- Weekly Standards Practice for Academic Vocabulary
- Practice Tests
- Test Banks

Materials

Turn the page for a list of materials that will support planning for the week.

LESSON 1
RI.4.8, RF.4.4.a, W.4.3.d, SL.4.2, L.4.1, L4.5

READING WORKSHOP

GENRE & THEME
- Interact with Sources: Explore the Primary Source: Weekly Question T260–T261
- Listening Comprehension: Read Aloud "The Babe" T262–T263
- Biography T264–T265
  - ☑ **Quick Check** T265

READING BRIDGE
- Academic Vocabulary: Parts of Speech T266–T267
- Word Study: Teach Prefixes *mis-, en-, em-* T268–T269

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS
- Guided Reading/Leveled Readers T272–T273
- Strategy, Intervention, and On-Level/ Advanced Activities T272
- ELL Targeted Support T272
- Conferring T273

INDEPENDENT/COLLABORATIVE
- Independent Reading T273
- Literacy Activities T273
- **BOOK CLUB** T273 **SEL**

WRITING WORKSHOP

MINILESSON
- Personal Narrative T434–T435
  - » Edit for Irregular Verbs
  - » Share Back

INDEPENDENT WRITING
- Personal Narrative T435
- Conferences T432

WRITING BRIDGE
FLEXIBLE OPTION ◀
- Spelling: Prefixes *mis-, en-, em-* T436
  - ☑ **Assess Prior Knowledge** T436

FLEXIBLE OPTION ◀
- Language and Conventions: Spiral Review: Fix Run-On Sentences T437

LESSON 2
RI.4.2, RI.4.7, RF.4.3, W.4.1.b, SL.4.1, L.4.1

READING WORKSHOP

SHARED READ
- Introduce the Text T274–T299
  - » Preview Vocabulary
  - » Read: *Barbed Wire Baseball*
- Respond and Analyze T300–T301
  - » My View
  - » Develop Vocabulary
  - ☑ **Quick Check** T301
  - » Check for Understanding

READING BRIDGE
- Word Study: Apply Prefixes *mis-, en-, em-* T302–T303

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS
- Guided Reading/Leveled Readers T304–T305
- Strategy and Intervention Activities T304
- Fluency T304
- ELL Targeted Support T304
- Conferring T305

INDEPENDENT/COLLABORATIVE
- Independent Reading T305
- Literacy Activities T305
- Collaboration T305

WRITING WORKSHOP

MINILESSON
- Personal Narrative T438–T439
  - » Edit for Punctuation Marks
  - » Share Back

INDEPENDENT WRITING
- Personal Narrative T439
- Conferences T432

WRITING BRIDGE
- Spelling: Teach Prefixes *mis-, en-, em-* T440

FLEXIBLE OPTION ◀
- Language and Conventions: Oral Language: Fix Sentence Fragments T441

LESSON 3
RI.4.3, RI.4.4, RF.4.3.a, W.4.2.d, SL.4.1, L.4.1.d

READING WORKSHOP

CLOSE READ
- Analyze Text Structure T306–T307
- Close Read: *Barbed Wire Baseball*

  ☑ **Quick Check** T307

READING BRIDGE

- Read Like a Writer: Analyze Author's Purpose T308–T309

  FLEXIBLE OPTION ◀
- Word Study: More Practice: Prefixes *mis-, en-, em-* T310–T311

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS
- Guided Reading/Leveled Readers T312–T313
- Strategy and Intervention Activities T312
- Fluency T312
- ELL Targeted Support T312
- Conferring T313

INDEPENDENT/COLLABORATIVE
- Independent Reading T313
- Literacy Activities T313
- Partner Reading T313

WRITING WORKSHOP

MINILESSON
- Personal Narrative T442–T443
  » Publish and Celebrate
  » Share Back

INDEPENDENT WRITING
- Personal Narrative T443
- Conferences T432

WRITING BRIDGE

FLEXIBLE OPTION ◀
- Spelling: More Practice: Prefixes *mis-, en-, em-* T444
- Language and Conventions: Teach How to Fix Fragments T445

LESSON 4
RI.4.5, RI.4.8, RF.4.4, W.4.3, SL.4.1, L.4.1

READING WORKSHOP

CLOSE READ
- Summarize a Text T314–T315
- Close Read: *Barbed Wire Baseball*

  ☑ **Quick Check** T315

READING BRIDGE

- Write for a Reader: Develop Author's Purpose T316–T317

  FLEXIBLE OPTION ◀
- Word Study: Spiral Review: Vowel Teams and Digraphs T318–T319

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS
- Guided Reading/Leveled Readers T320–T321
- Strategy and Intervention Activities T320
- Fluency T320
- ELL Targeted Support T320
- Conferring T321

INDEPENDENT/COLLABORATIVE
- Independent Reading T321
- Literacy Activities T321

WRITING WORKSHOP

MINILESSON
- Personal Narrative T446–T447
  » Prepare for Assessment
  » Share Back

INDEPENDENT WRITING
- Personal Narrative T447
- Conferences T432

WRITING BRIDGE

FLEXIBLE OPTION ◀
- Spelling: Spiral Review: Vowel Teams and Digraphs T448
- Language and Conventions: Practice Fixing Fragments T449

LESSON 5
RI.4.9, RI.4.10, RF.4.4.a, W.4.10, SL.4.1, L.4.1

READING WORKSHOP

COMPARE TEXTS
- Reflect and Share T322–T323
  » Talk About It

  ☑ **Quick Check** T323

  » Weekly Question

READING BRIDGE

FLEXIBLE OPTION ◀
- Word Study: Prefixes *mis-, en-, em-* T324–T325

  ☑ **Assess Understanding** T324

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS
- Guided Reading/Leveled Readers T326–T327
- Strategy, Intervention, and On-Level/ Advanced Activities T326
- ELL Targeted Support T326
- Conferring T327

INDEPENDENT/COLLABORATIVE
- Independent Reading T327
- Literacy Activities T327

  BOOK CLUB T327 SEL ◀

WRITING WORKSHOP

MINILESSON
- Personal Narrative T450
  » Assessment
  » Share Back

INDEPENDENT WRITING
- Asessement T451
- Conferences T432

WRITING BRIDGE

- Spelling: Prefixes *mis-, en-, em-* T452

  ☑ **Assess Understanding** T452

  FLEXIBLE OPTION ◀
- Language and Conventions: Standards Practice T453

Materials

PRIMARY SOURCE
Taking Care of Our Land

READING ANCHOR CHART
Biography

EDITABLE ANCHOR CHART
Biography

RESOURCE DOWNLOAD CENTER
Additional Practice

Leveled Readers

LEVELED READERS TEACHER'S GUIDE

Words of the Week

Develop Vocabulary

descent
internment
desolate
diverted
spectators

Spelling Words

misspell	enlighten
misbehave	engulf
misplace	enclosure
enlarge	endangered
enable	misjudge
enclosed	misfortune
empower	misadventure
encourage	misunderstand
misquote	embed
mishandle	encode

Challenge Spelling Words

misinterpret
misrepresent
encapsulate

Unit Academic Vocabulary
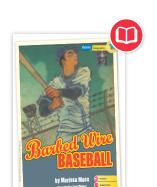
contribute
exposed
habit
severe
significant

READ ALOUD
"The Babe"

READ ALOUD TRADE BOOK LIBRARY

INTERACTIVE READ ALOUD LESSON PLAN GUIDE

SHARED READ
Barbed Wire Baseball

BOOK CLUB

Titles related to Spotlight Genre and Theme: T488–T489

Mentor STACK

Writing Workshop T431

LITERACY STATIONS

SCOUT

☑ Assessment Options for the Week

- Daily Formative Assessment Options

The following assessments are available on SavvasRealize.com:

- Progress Check-Ups
- Cold Reads
- Weekly Standards Practice for Language and Conventions
- Weekly Standards Practice for Word Study
- Weekly Standards Practice for Academic Vocabulary
- Practice Tests
- Test Banks

ASSESSMENT GUIDE

Interact with Sources

ACADEMIC VOCABULARY

Language of Ideas The unit Academic Vocabulary words help students access ideas. Use these words to teach and reinforce instruction throughout the lesson. For example, as you discuss the infographic, ask: What significant effect did President Grant's act have on the area near the Yellowstone River? How do national parks contribute to the preservation of our natural resources?

- contribute
- habit
- significant
- exposed
- severe

Explore the Primary Source

Explain that *Student Interactive* pp. 152–153 present a text that contains information in both words and pictures. Point out that the pages contain text from a primary source: the act signed by President Grant. The pages also include information about Yellowstone Park and President Grant. Have students read the pages.

Read aloud the Week 5 Question with students: *How can people influence the places where they live?* Have students read *Sec. 2* and then think about how President Grant influenced the Yellowstone area. 👆

WEEKLY QUESTION   Reread the Week 5 Question: *How can people influence the places where they live?* Tell students they have just discussed a way that people in the past influenced a place and that this week they will read more about how people influence where they live.

TURN, TALK, AND SHARE   Read aloud the Turn and Talk. Pair students and have partners take turns reading the sections of the primary source aloud to each other. Then review the definition of *paraphrase* and have partners collaborate to paraphrase each section of the primary source. Point out that *Sec. 2* provides information on natural resources. Remind students that readers actively connect texts to society. Guide students to make connections between what they read in the primary source and what they know about our society. Have partners discuss these ideas using the questions in the Turn and Talk, along with the following questions:

- What people or institutions in our society work to preserve natural resources like the ones you read about?
- What influence did President Grant have on the Yellowstone area?
- What is the "natural condition" of a public park? How do you know?
- Why might a community want to "set apart" a tract, or area, of land?
- What is something you could do to have an influence on the place you live?

Ask partners to take notes on their discussion. Call students together and have partners share their responses to the questions. Guide students to connect the primary source to their personal experiences, including details about natural resources in their communities.

ELL Targeted Support **Use Visual Support** Enhance and confirm students' understanding of the topic by using visual support.

Use a map to show students where Yellowstone National Park is and have students repeat the name of the park. Using gestures and simple words, explain that a national park is an area that people can visit. People cannot hunt there. The park is protected. Tell students they can see animals there, like the buffalo shown in the weekly launch. Have them repeat the word *buffalo.* Point out the hot spring and have students repeat the term. Point out the primary source text and explain that it is part of a government act that protects national parks. **EMERGING/DEVELOPING**

Show students Yellowstone National Park on a map. Echo-read the infographic text with them. Pose follow-up questions for partners to discuss, such as *Why do we have national parks? What can we do there? How can we help protect national parks?* Have partners share ideas with the whole group. **EXPANDING**

STUDENT INTERACTIVE, pp. 152–153

WEEKLY LAUNCH: PRIMARY SOURCE

INTERACTIVITY

TAKING CARE of Our Land

In 1872, President Ulysses S. Grant signed the National Park Protection Act into law. In doing so, he established the world's first national park.

Yellowstone Park is almost 3,500 square miles of wilderness in Montana, Wyoming, and Idaho. It is a wonder of geology with unique features, such as hot springs and gushing geysers. It is also home to wild animals, including bears, wolves, bison, elk, and pronghorn.

AN ACT TO SET APART A CERTAIN TRACT OF LAND LYING NEAR THE HEADWATERS OF THE YELLOWSTONE RIVER AS A PUBLIC PARK.

APPROVED

March 1, 1872 (17 Stat. 32)
Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That the tract of land in the Territories of Montana and Wyoming, lying near the headwaters of the Yellowstone River, and described as follows, . . . is hereby reserved and withdrawn from settlement, occupancy, or sale under the laws of the United States, and dedicated and set apart as a public park or pleasuring-ground for the benefit and enjoyment of the people. . . . (U.S.C., title 16, sec. 21,)

SEC 2.

That said public park shall be under the exclusive control of the Secretary of the Interior, whose duty it shall be, as soon as practicable, to make and publish such rules and regulations as he may deem necessary or proper for the care and management of the same. Such regulations shall provide for the preservation, from injury or spoliation, of all timber, mineral deposits, natural curiosities, or wonders within said park, and their retention in their natural condition.

WEEK 5

Weekly Question

How can people influence the places where they live?

TURN and TALK Take turns reading the sections of the primary source aloud with a partner. Work together to paraphrase the text, or put it in your own words.

Natural resources are the animals, plants, and land in a place. What natural resources are near where you live? How do those resources make your community a special place to live? Take notes on your conversation.

152   153

Listening Comprehension

OBJECTIVES

Listen actively, ask relevant questions to clarify information, and make pertinent comments.

Recognize characteristics and structures of informational text.

ELL Language Transfer

Cognates Point out the Spanish cognates in the Read Aloud**.**

- problem : *problema*
- strict : *estricto*
- prison : *prisión*
- similar : *similares*
- popular : *popular*
- excellent : *excelente*
- role : *rol*
- model : *modelo*
- potential : *potential*
- contract : *contracto*
- record : *recuerdo*
- major : *mayor*
- cancer : *cáncer*

Biography

Tell students that they will listen to a biography. A biography gives facts and details about a person's life. Biographies are usually written in a sequential or chronological order. They usually use past tense because they tell about events that have already happened. Encourage students to be active listeners by looking at you and thinking about what you are saying as you read aloud.

START-UP

READ-ALOUD ROUTINE

Purpose Have students listen actively for elements of a biographical text, such as time-order signal words.

READ the entire text aloud without stopping for the Think Aloud callouts.

REREAD the text aloud, pausing to model Think Aloud strategies related to the genre.

💬. **THINK ALOUD** Identify elements of a biography as you read the first paragraph. I can tell this is a biography. The date 1895 tells me when George was born. The author uses the words "when he was a boy" and "he was only seven" to show a change in time. I can tell that the subject of the biography is George Herman Ruth Jr., or Babe Ruth as he was later called.

The Babe

One of the greatest baseball players of all time, Babe Ruth, was born in 1895. His name was George Herman Ruth Jr. When he was a boy, George had problems, often skipping school and getting into trouble. His parents sent him to a school run by Catholic monks. The school was very strict and was surrounded by a wall similar to a prison. His parents hoped the school would help improve George's behavior. George was only seven when he began attending the school.

Being sent to this school proved to be a game-changer for George. It affected the rest of his life. Baseball was very popular at the school, and George proved to be an excellent baseball player. Not only was he able to play all positions on the field, but he was also an excellent pitcher and batter. One of the monks became a role model for him and helped George work on his baseball skills.

"The Babe," continued

As George grew older, the monks realized his potential. When he was 19, they asked the owner of a professional baseball club, Jack Dunn, to come and watch George play. Dunn liked what he saw and signed George to a contract to play with the Baltimore Orioles. The other Oriole players called him "Jack's newest babe," which led to his nickname—Babe Ruth.

Babe next played with the Boston Red Sox organization. He started out as a pitcher, but it soon became obvious that his best talent was batting. Team owners realized that Babe was too good for the minor leagues, so he became part of the major league team.

In 1919, Babe joined the New York Yankees as an outfielder. He broke records, hitting 54 home runs in 1920. The next year he hit 59 home runs, breaking his own record. In 1927, he had a record of 60 home runs. This record was not broken until 34 years later. With Babe on their side, the Yankees became a powerful team, winning seven pennants and four world championships from 1920 to 1933.

In 1934, Babe joined the Boston Braves, hoping to become the manager. This did not happen, and he retired in 1935.

The Baseball Hall of Fame was created in 1936, and Babe became one of the first five players to become a member. In 1946, Babe was diagnosed with cancer. He died on August 16, 1948. Over 100,000 people lined up to pay their respects to the great Babe Ruth.

💬 THINK ALOUD

Model other ways the author shows time order as you read the second paragraph on this page. Later, the author uses dates to help me understand the chronological order. However, there are no dates in this paragraph. To understand the order of events, I need to ask myself, "What happened first? Then what happened?"

ELL Access

Encourage student pairs to summarize and discuss the biography. Tell students they can use gestures or simple sketches to help them explain the meanings of important content words such as *pitcher, home run,* and *outfielder* to each other.

FLEXIBLE OPTION

INTERACTIVE Trade Book Read Aloud

Conduct an interactive read aloud of a full-length trade book.

- Choose a book from the *Read Aloud Trade Book Library* or the school or classroom library.
- Select an **INTERACTIVE** Read Aloud Lesson Plan Guide and Student Response available on SavvasRealize.com.
- Preview the book you select for appropriateness for your students.

➤ WRAP-UP

BABE RUTH

Draw a long horizontal line. Ask students to list, in order, the major events of Babe Ruth's life.

SPOTLIGHT ON GENRE
Biography

LEARNING GOAL

I can learn more about narrative nonfiction and read a text that helps me understand text structure in a biography.

OBJECTIVES

Read text with purpose and understanding.

Describe personal connections to a variety of sources including self-selected texts.

LANGUAGE OF THE GENRE

As you review the Anchor Chart, check that students understand the words that help them talk about a biography.

- chronological order
- time order
- signal words

FLEXIBLE OPTION ←
ANCHOR CHARTS

- Have students talk about the purpose of a biography.
- Have students talk about features of a biography.
- Add to the anchor chart as students learn about the genre.

ELL Language Transfer

Cognates Point out the Spanish cognates related to biographical texts.

- biography : *biografía*
- sequence : *secuencia*
- order : *orden*
- signal : *señal*

Minilesson

FOCUS ON STRATEGIES Tell students that they will be reading a biography. Remind them that a biography gives true details about a person's life.

MODEL AND PRACTICE Discuss the text structure of a biography. Tell students that a biography uses a chronological text structure. This means that the events happen in a specific order over time. Have students look at p. 155 in the *Student Interactive*. Explain that these are some words that signal chronological order. I know that other types of texts can have a chronological order: informational texts that explain how or why something happens, informational texts that tell about an event in history, procedural text that tells how to do something, and fiction.

To help students analyze a biography, provide these prompts:

- Pay attention to time-order words.
- Look for dates that signal time has passed.
- Ask yourself, which event happened first? What happened next?

ELL Targeted Support   Genre Show students a sample biography.

Say: A biography is about a person's life. Talk about the cover. Ask: Who is this biography about? Then have students orally complete these sentence frames: *A biography is _____. This biography is about _____.* **EMERGING**

Have students refer to the anchor chart. Have students correctly select transitions to complete sentence frames such as ___, *I did not think I could learn to swim, but ___, I learned how.* **DEVELOPING**

Have students identify two or three chronological order transitions in the sample biography or a mentor stack text. **EXPANDING**

Provide simple time-order signal words: *first, next, then, after that.* Have partners find examples of these words in the biography. Then have them use the words to tell each other about what they do after school. **BRIDGING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies to discuss biography.

OPTION 1 **Use the Anchor Chart** Have students work with a partner to discuss the characteristics of biography. Circulate to determine if students show understanding.

OPTION 2 **Independent Activity** Have students look at or read a biography during Independent Reading. Ask them to put sticky notes on time-order words they find.

☑ QUICK CHECK
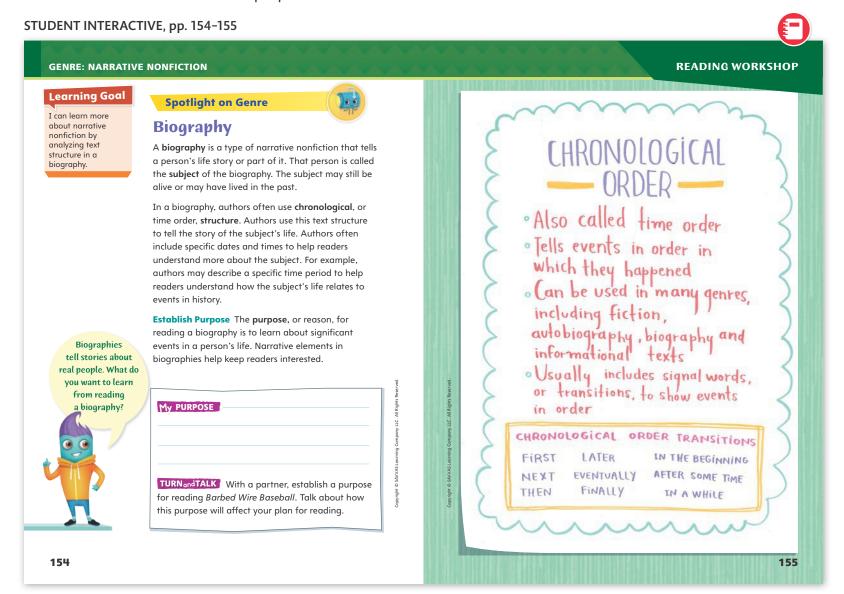
Notice and Assess Can students describe characteristics of biography?

Decide

- **If students struggle,** revisit instruction for biography in Small Group on p. T272.

- **If students show understanding,** extend instruction for biography in Small Group on p. T273.

TURN, TALK, AND SHARE   Have students complete the Turn and Talk activity on p. 154. Call on volunteers to share their purpose with the class.

STUDENT INTERACTIVE, pp. 154–155

GENRE: NARRATIVE NONFICTION   **READING WORKSHOP**

Learning Goal

I can learn more about narrative nonfiction by analyzing text structure in a biography.

Spotlight on Genre

Biography

A **biography** is a type of narrative nonfiction that tells a person's life story or part of it. That person is called the **subject** of the biography. The subject may still be alive or may have lived in the past.

In a biography, authors often use **chronological**, or time order, **structure**. Authors use this text structure to tell the story of the subject's life. Authors often include specific dates and times to help readers understand more about the subject. For example, authors may describe a specific time period to help readers understand how the subject's life relates to events in history.

Establish Purpose The **purpose**, or reason, for reading a biography is to learn about significant events in a person's life. Narrative elements in biographies help keep readers interested.

Biographies tell stories about real people. What do you want to learn from reading a biography?

My PURPOSE _____

TURN and TALK With a partner, establish a purpose for reading *Barbed Wire Baseball*. Talk about how this purpose will affect your plan for reading.

CHRONOLOGICAL ORDER

- Also called time order
- Tells events in order in which they happened
- Can be used in many genres, including fiction, autobiography, biography and informational texts
- Usually includes signal words, or transitions, to show events in order

CHRONOLOGICAL ORDER TRANSITIONS

FIRST	LATER	IN THE BEGINNING
NEXT	EVENTUALLY	AFTER SOME TIME
THEN	FINALLY	IN A WHILE

154   155

Academic Vocabulary

LEARNING GOAL

I can develop knowledge about language to make connections between reading and writing.

OBJECTIVES

Respond using newly acquired vocabulary as appropriate.

Determine the meaning of general academic and domain-specific words or phrases.

ELL Language Transfer

Cognates Encourage Spanish speakers to apply knowledge of their native language as a strategy to help understand and remember the Academic Vocabulary words.

Point out the following cognate: contribution : *contribución*

WEEKLY STANDARDS PRACTICE

To assess student progress on Academic Vocabulary, use the Weekly Standards Practice on SavvasRealize.com.

Parts of Speech

Minilesson

FOCUS ON STRATEGIES Knowing parts of speech can help readers understand unfamiliar words, such as academic vocabulary. Words play different roles in a sentence, and identifying this role can help with finding the meaning of a word.

- When you come across an unfamiliar word in your reading, think about the type of word it is and the role it plays—is it a person or an action? Is it describing something else in the sentence?

- Ask yourself what category the word fits into. Find what question it answers: who, what, where, when, or how?

- Often, a related word has a similar meaning but is a different part of speech.

MODEL AND PRACTICE Model this strategy using the chart on p. 187 in the *Student Interactive*. When I read *habitually,* one way I determine its meaning is by figuring out its part of speech. I look at the other words in the sentence. The subject is *He* and the verb is *came. Habitually* is a word that describes the verb. The part of speech that modifies a verb is an adverb. I can think of a noun, *habit,* that is related to the adverb *habitually.* I can write a new, related sentence using this noun. Point out the sentence containing *habit* in the chart on p. 187. Have students use a print or digital dictionary to find and clarify the precise meaning of the phrase *make it a habit to*.

Have students apply the strategy you modeled to another word from the chart. Then discuss responses and correct misunderstandings.

ELL Targeted Support **Academic Vocabulary** Students may have trouble using academic vocabulary when they write independently.

Have students help you write a sentence using one or more of the academic vocabulary words. **EMERGING**

Ask students to change the academic vocabulary words to new parts of speech. Prompt them to recall and share the words' meanings. **DEVELOPING**
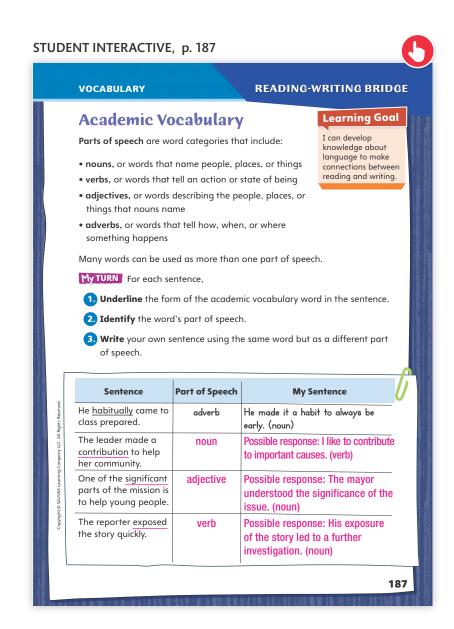
Give student pairs a part of speech and have them write their own sentences, underlining this part of speech each time. **EXPANDING**

ASSESS UNDERSTANDING

Apply

My TURN Have students follow the same strategy as they complete the chart on p. 187. Remind students that they will use these academic words throughout this unit.

STUDENT INTERACTIVE, p. 187

VOCABULARY **READING-WRITING BRIDGE**

Academic Vocabulary

Parts of speech are word categories that include:

- **nouns,** or words that name people, places, or things
- **verbs,** or words that tell an action or state of being
- **adjectives,** or words describing the people, places, or things that nouns name
- **adverbs,** or words that tell how, when, or where something happens

Many words can be used as more than one part of speech.

My TURN For each sentence,

1. **Underline** the form of the academic vocabulary word in the sentence.
2. **Identify** the word's part of speech.
3. **Write** your own sentence using the same word but as a different part of speech.

Learning Goal

I can develop knowledge about language to make connections between reading and writing.

Sentence	Part of Speech	My Sentence
He <u>habitually</u> came to class prepared.	adverb	He made it a habit to always be early. (noun)
The leader made a <u>contribution</u> to help her community.	noun	Possible response: I like to contribute to important causes. (verb)
One of the <u>significant</u> parts of the mission is to help young people.	adjective	Possible response: The mayor understood the significance of the issue. (noun)
The reporter <u>exposed</u> the story quickly.	verb	Possible response: His exposure of the story led to a further investigation. (noun)

187

Word Study Prefixes *mis-, en-, em-*

OBJECTIVES

Decode words using knowledge of prefixes.

Determine the meaning of words with affixes such as *mis-, sub-, -ment,* and *-ity/ty* and roots such as *auto, graph*, and *meter*.

LESSON 1

Teach Prefixes *mis-, en-, em-*

FOCUS ON STRATEGIES Prefixes are word parts added to the beginning of main, or base, words. The prefix *mis-* means "not" or "the opposite of." The prefixes *em-* and *en-* can mean "in," "provide with," or "cause to be." These prefixes change the meaning of a base word.

When you decode, or read, a word with a prefix, the base word is read the same.

MODEL AND PRACTICE To demonstrate how prefixes change the meaning of a word, use the words *courage* and *encourage. Courage* is a noun that means "bravery." *Encourage* is a verb that means "to provide with *courage.*" Point out that the base word *courage* is decoded the same when the prefix *-en* is added.

Guide students to determine the relationship between *gulf* and *engulf*. Encourage them to use dictionaries to check meanings if needed.

ELL Targeted Support

Understand Prefixes Tell students that knowing the meaning of prefixes in English words will help improve their language skills.

Help students use a dictionary to find words that begin with *em-*. **EMERGING/DEVELOPING**

Ask students to find the definition of a base word that uses *em-* as a prefix and compare the definitions of the word with and without the prefix. **EXPANDING**
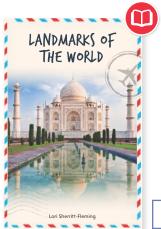
Ask students to repeat the above activity with *en-* and identify a pattern. **BRIDGING**

LESSON 1

Teach Prefixes *mis-, en-, em-*

LESSON 2

Apply Prefixes *mis-, en-, em-*

FLEXIBLE OPTION

LESSON 3

More Practice

FLEXIBLE OPTION

LESSON 4

Spiral Review: Vowel Teams and Digraphs

FLEXIBLE OPTION

LESSON 5

Assess Understanding

Matching Texts to Learning

To select other texts that match your instructional focus and your groups' instructional range, use the **Leveled Reader Search** functionality at SavvasRealize.com.

LANDMARKS OF THE WORLD
Lori Sherritt-Fleming

LEVEL P

Genre Narrative Nonfiction

Text Elements
- Content-specific words defined in text or glossary
- Dense layout of text

Text Structure
- Description

HOMES IN EARLY AMERICA
Jan Fields

LEVEL Q

Genre Narrative Nonfiction

Text Elements
- Many new vocabulary words
- Words that offer decoding challenges

Text Structure
- Description

LIVING ON EARTH
Hanna North

LEVEL R

Genre Informational Text

Text Elements
- Words with complex spelling patterns
- Many new vocabulary words

Text Structure
- Description

Guided Instruction Prompts

To support this week's minilessons, use these prompts.

Identify Biography

- How can you tell this is a biography?
- What is the purpose of this text?
- Why do we read biographies?
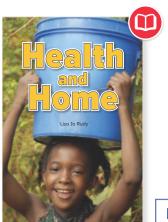
Develop Vocabulary

- How can you figure out words you don't know?
- What does the word _____ tell us about the structure of the text?
- How is this word related to the subject of the biography's life?

Analyze Text Structure

- What is the title of the book? Did it help you recognize the type of text?
- What are some words the author used to signal time order?
- What other ways did the author let you know that time had passed?

📖

Health and Home
Lisa Jo Rudy

LEVEL T
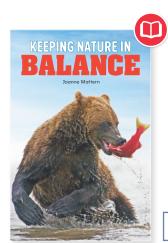
Genre Informational Text

Text Elements
- Focus on human issues
- Multiple topics and subcategories

Text Structure
- Description
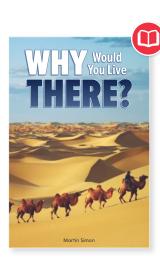
📖

KEEPING NATURE IN BALANCE
Joanne Mattern

LEVEL T

Genre Informational Text

Text Elements
- Multiple topics and subcategories
- Many words with affixes

Text Structure
- Description

📖

WHY Would You Live THERE?
Martin Simon

LEVEL T

Genre Narrative Nonfiction

Text Elements
- Multiple topics and subcategories
- Some words from languages other than English

Text Structure
- Description

Summarize

- What is this text mostly about?
- Which details should be in a summary?
- Give an example of a detail that is not important, and explain your reasoning.

Compare Texts

- What is a way these texts are alike?
- What is a way these texts are different?
- What text structures do these texts have?

Word Study

For Possible Teaching Points, see the *Leveled Reader Teacher's Guide.*

Leveled Reader Teacher's Guide

For full lesson plans for these and other leveled readers, go online to SavvasRealize.com.

📥

The Light at Jupiter Lake
by J.M. Diel

Guided Reading Level Q
DRA Level 40
Lexile Measure 800L
Word Count 3,256

Use the ✓ **QUICK CHECK** on p. T265 to determine small group instruction.

Teacher-Led Options

Strategy Group

IDENTIFY BIOGRAPHY

Teaching Point As you talk about the features of a biography, point them out in a sample biography. Today I want to remind you what to look for in a biography. A biography uses a chronological order. This means that the events in the person's life are told in the order in which they happened. The author uses time-order signal words to help readers understand the order of events. These are words and phrases like *first, then, next,* and *after that*. Authors also use dates and times to help signal the order of events. Refer to the read aloud on pp. T262–T263 to review chronological structures.

ELL Targeted Support

Show students a biography. Say: A biography tells about a person's life. Have students repeat.

Read aloud a short section that has chronology. Ask: What happened first? What happened next? Have students work together to provide oral answers. **EMERGING/DEVELOPING**

Assign sections of the biography to pairs of students. Have them use sticky notes to highlight examples of chronological structure. Ask partners to describe what they found to the group. **EXPANDING/BRIDGING**

For additional support, see the online *Language Awareness Handbook.*
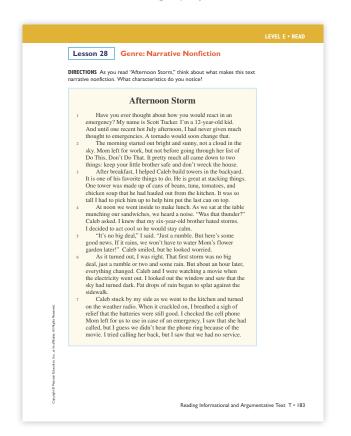
Intervention Activity 🔺 📥

READING BIOGRAPHICAL TEXT

Use Lesson 28, pp. T183–T188, in the *myFocus Intervention Teacher's Guide* for instruction on the features of a biography.

On-Level and Advanced 📥 ☝

INQUIRY

Have students use the primary source on pp. 152–153 to generate questions about places people live. Students should choose one question to investigate. Throughout the week, have them conduct research about the question. See *Extension Activities* pp. 38–42 in the *Resource Download Center.*

Conferring

3 students / 3–4 minutes per conference

IDENTIFY BIOGRAPHY

Talk About Independent Reading Talk with students about a biography they are reading.

Possible Conference Prompts

- Who is the subject of the biography?
- What makes this text a biography?
- Why do you think the author chose to write a biography about this person?

Possible Teaching Point Focus on chronology. Ask students to show you some examples of how the author uses time order in the book. What signal words does the author use to show time has passed?

Leveled Readers

IDENTIFY BIOGRAPHY

- For suggested titles, see "Matching Texts to Learning," pp. T270–T271.
- For instructional support on how to find the characteristics of biography, see the *Leveled Reader Teacher's Guide.*

The Light at Jupiter Lake
by J.M. Diaz

Guided Reading Level Q
DRA Level 40
Lexile Measure 800L
Word Count 3,356

	Text Structure	Text Features
Text Characteristics	• Chronological (Conflict, climax, resolution)	• Chapters • Illustrations
Build Background	ELL Access Video ...	
Launch the Book	Preview the Text ... Preview the Genre ...	
Preview Vocabulary	perspective (p. 5) nanny (p. 28) selected (p. 19) eagerly (p. 29) interlaced (p. 21)	
Observe and Monitor	Noticings, Connections, and Wonderings ...	

Whole Group

Share Bring the class back together in whole group. Ask one or two students to tell what they have learned about biographies.

Independent/Collaborative

Independent Reading

Students can

- read a self-selected trade book.
- read or listen to a previously read leveled reader or selection.
- read their Book Club text.

Centers

See the myView Literacy Stations in the *Resource Download Center.*

Literacy Activities

Students can

- write about their reading in their reading notebook.
- choose a section from a trade book they are reading and summarize it for a partner.
- play the *myView* games.
- work on an activity in the *Resource Download Center.*

BOOK CLUB

See Book Club, pp. T488–T489, for

- teacher's summary of chapters in *Life in the West.*
- talking points to share with students.
- collaboration prompts and conversation starters.
- suggestions for incorporating the Discussion Chart.
- alternate texts to support the unit theme and Spotlight Genre.

Introduce the Text

Barbed Wire Baseball

OBJECTIVES

Establish a purpose for reading assigned and self-selected texts.

Generate questions about text before, during, and after reading to deepen understanding and gain information.

Make connections to personal experiences, ideas in other texts, and society.

Shared Read Plan

First Read Read the text. Pause to discuss the First Read notes with students.

Close Read Use the Close Read notes to guide your instruction for Lessons 3 and 4.

Preview Vocabulary

- Read aloud the vocabulary words on p. 156 with students.

  descent: the family background or national origin of a person

  internment: related to confinement, as if in a prison, often during a war

  desolate: empty, lonely, and unhappy

  diverted: changed the direction of

  spectators: people who watch an event

- Ask students what they know about the words and provide definitions if needed.

- The Latin root *spec* means "see." How does this help you understand the word *spectator*? How do you think *spectator* relates to *Barbed Wire Baseball?* The Latin root *vert* means "turn." What do you think *diverted* means? What do you predict *diverted* has to do with the book?

Read 📖 🔊 ✏️ 🗂

Discuss the First Read Strategies. Prompt students to establish that the purpose of reading the selection is for understanding and enjoyment.

FIRST READ STRATEGIES

NOTICE Remind students to focus on what the text is about. Ask them to pay attention to people and significant events.

GENERATE QUESTIONS Encourage students to write down questions they have as they read.

CONNECT Ask students to think about how events and ideas in the text are connected.

RESPOND Have students keep a record of things they think about as they read.

Students may read the text independently, in pairs, or as a class. Use the First Read notes to help them connect with the text and guide their understanding.

ELL Targeted Support **Use Learning Techniques** Tell students that they can practice learning new vocabulary in several ways.

Say each selection vocabulary word and have students repeat it. Model using each word in a meaningful sentence. Then help students use the words in oral sentences. **EMERGING/DEVELOPING**

Provide these cloze sentences: *An _____ camp is like a prison; Of what ____ is your family? The place had only a few trees and felt very ____; The _____ cheered when I hit a home run; We _____ the river so it flowed through our land.* Have partners choose the vocabulary word that fits in each sentence. As a group, read each sentence with the missing word. **EXPANDING**

ELL Access

Background Knowledge
Talk with students about what happened to Japanese Americans during the 1940s. Some students may find it difficult to talk about internment camps if they have experienced them.

STUDENT INTERACTIVE, pp. 156–157

📖 🔊 ✏️ 🗒️

Meet the Author

Marissa Moss has always been enthusiastic about writing. She sent her first book to publishers when she was just nine years old! Marissa Moss has written more than forty books for children and especially enjoys writing about history. She loves how historical sources "can make a strange, vague period of the past seem vivid and familiar."

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Barbed Wire Baseball
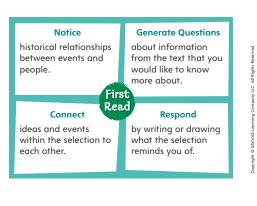
Preview Vocabulary
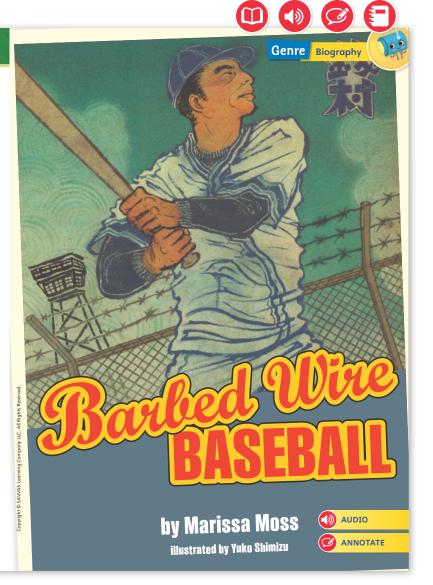
Read the list of words. Then look at the cover of *Barbed Wire Baseball*. What do you predict this selection will be about? Pay attention to the vocabulary words as you read the text.

| descent | internment | desolate |
| diverted | spectators | |

Read

Active readers of **biographies** follow these strategies when they read a text the first time.

Notice
historical relationships between events and people.

Generate Questions
about information from the text that you would like to know more about.

First Read

Connect
ideas and events within the selection to each other.

Respond
by writing or drawing what the selection reminds you of.

Genre Biography

Barbed Wire BASEBALL
by Marissa Moss
illustrated by Yuko Shimizu

🔊 AUDIO
✏️ ANNOTATE

First Read

Notice

💬 **THINK ALOUD** I am going to look for the elements of a biography as I read. This will help me understand when events in the text occurred. I will pay attention to words that signal time passing and events that let me know time has passed.

Close Read

Analyze Text Structure
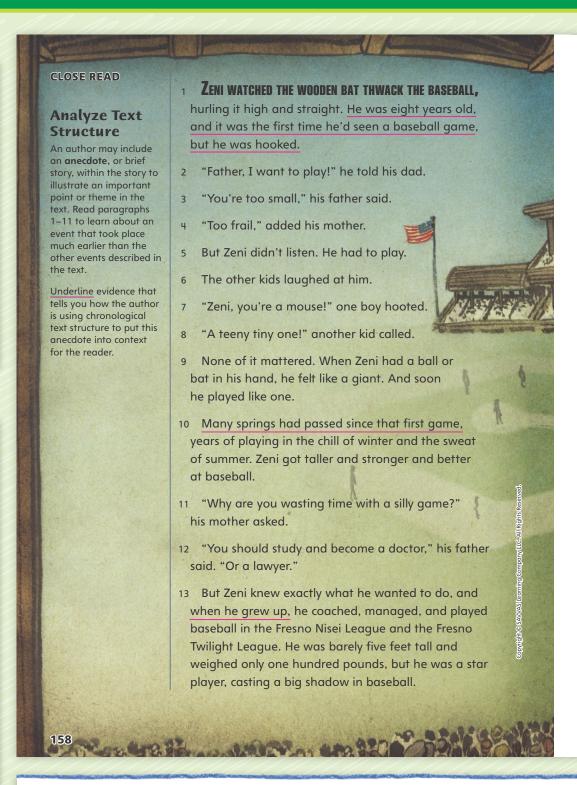
Have students scan **paragraphs 1–9**. Identify the anecdote and explain that these paragraphs present a brief story about an event early in Zeni's life. Have students identify examples that show how the author indicates when the event took place. Ask students to explain: What can you tell about the time in Zeni's life from these paragraphs? How does this information suggest where Zeni's life might take him? **See student page for possible responses.**

DOK 2

OBJECTIVES

Explain how the use of text structure contributes to an author's purpose.

Identify and explain the use of anecdote.

CLOSE READ

Analyze Text Structure

An author may include an **anecdote,** or brief story, within the story to illustrate an important point or theme in the text. Read paragraphs 1–11 to learn about an event that took place much earlier than the other events described in the text.

Underline evidence that tells you how the author is using chronological text structure to put this anecdote into context for the reader.

1 ZENI WATCHED THE WOODEN BAT THWACK THE BASEBALL, hurling it high and straight. He was eight years old, and it was the first time he'd seen a baseball game, but he was hooked.

2 "Father, I want to play!" he told his dad.

3 "You're too small," his father said.

4 "Too frail," added his mother.

5 But Zeni didn't listen. He had to play.

6 The other kids laughed at him.

7 "Zeni, you're a mouse!" one boy hooted.

8 "A teeny tiny one!" another kid called.

9 None of it mattered. When Zeni had a ball or bat in his hand, he felt like a giant. And soon he played like one.

10 Many springs had passed since that first game, years of playing in the chill of winter and the sweat of summer. Zeni got taller and stronger and better at baseball.

11 "Why are you wasting time with a silly game?" his mother asked.

12 "You should study and become a doctor," his father said. "Or a lawyer."

13 But Zeni knew exactly what he wanted to do, and when he grew up, he coached, managed, and played baseball in the Fresno Nisei League and the Fresno Twilight League. He was barely five feet tall and weighed only one hundred pounds, but he was a star player, casting a big shadow in baseball.

158

CROSS-CURRICULAR PERSPECTIVES | Social Studies 🌎

Unlike immigrants from many other nations, Japanese people immigrating to the United States brought a knowledge and love of baseball with them. Because of discrimination at the time, they formed their own baseball leagues. The first league was formed in San Francisco in 1903, but soon spread to many West Coast cities. Some people say that Kenichi Zenimura, nicknamed Zeni, was the father of Japanese American baseball. He was born in Japan in 1900, lived in Hawaii, and moved to Fresno, California, when he was 20. Zeni became a star in the 1920s and 1930s when he played in the Japanese American baseball league. Review how the text informs readers that Zeni's family and friends doubted his ability to play baseball because he was small. Then discuss with students what obstacles Zeni and other Japanese Americans had to overcome to be able to play baseball in the United States.

159

First Read

Respond

💬 **THINK ALOUD** I know it is unusual for someone of Zeni's size to become a great baseball player. Zeni must have been very passionate about the game to have such success.

···· Possible Teaching Point
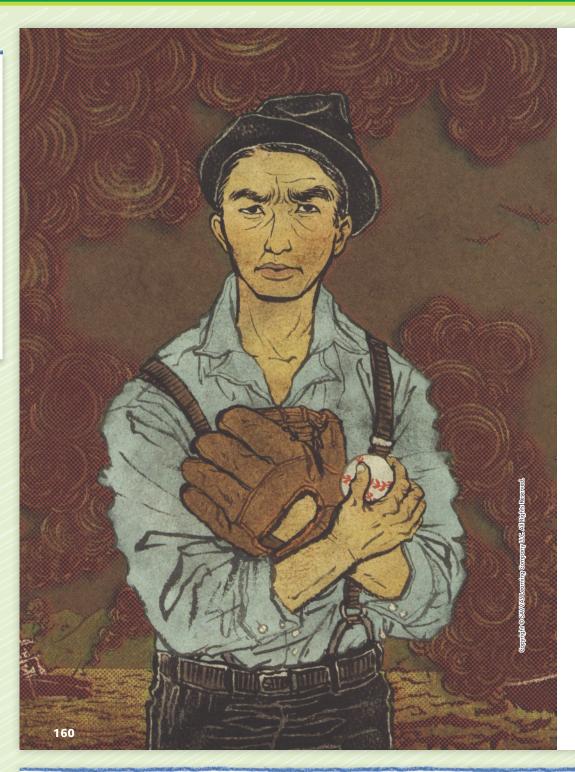
Read Like a Writer | Author's Craft

Dialogue Tell students that authors use dialogue to help readers better understand characters. Ask them what they can learn about Zeni from the conversation on p. 158. Then ask how the dialogue reveals the author's feelings about Zeni.

First Read

Question

💬 **THINK ALOUD** I know that illustrations support the text. This one shows Zeni as an adult who appears to like baseball. It makes me wonder what the warships in the background have to do with Zeni. I will look for an answer as I read.

160

CROSS-CURRICULAR PERSPECTIVES   **Social Studies** 🌎
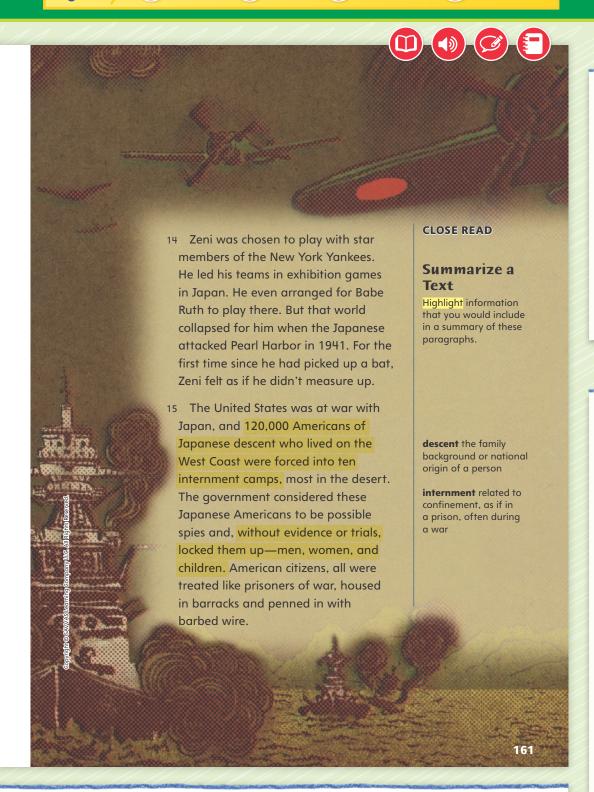
Japan attacked Pearl Harbor in Hawaii in December of 1941. Shortly after that, President Roosevelt signed an order that allowed the military to round up American people of Japanese ancestry and put them in internment camps. These camps were like prisons, and people were not allowed to leave. Many Japanese Americans lost their property and most of their possessions. Some in the United States were afraid that family ties could cause Japanese Americans to help Japan in its war with the United States.

📖 🔊 ✎ 📔

14 Zeni was chosen to play with star members of the New York Yankees. He led his teams in exhibition games in Japan. He even arranged for Babe Ruth to play there. But that world collapsed for him when the Japanese attacked Pearl Harbor in 1941. For the first time since he had picked up a bat, Zeni felt as if he didn't measure up.

15 The United States was at war with Japan, and 120,000 Americans of Japanese descent who lived on the West Coast were forced into ten internment camps, most in the desert. The government considered these Japanese Americans to be possible spies and, without evidence or trials, locked them up—men, women, and children. American citizens, all were treated like prisoners of war, housed in barracks and penned in with barbed wire.

CLOSE READ

Summarize a Text

Highlight information that you would include in a summary of these paragraphs.

descent the family background or national origin of a person

internment related to confinement, as if in a prison, often during a war

161

First Read

Connect

💬 **THINK ALOUD** When I read the text I think of what happened to Native Americans in our country when settlers arrived. The Native Americans were not put in internment camps, but they were forced to move to reservations.

Close Read

Summarize a Text

Remind students that a summary includes only the most important information from the text. Have students scan the text on **p. 161** to find information about the internment camps they could use in a summary of the text. **See student page for possible responses.**
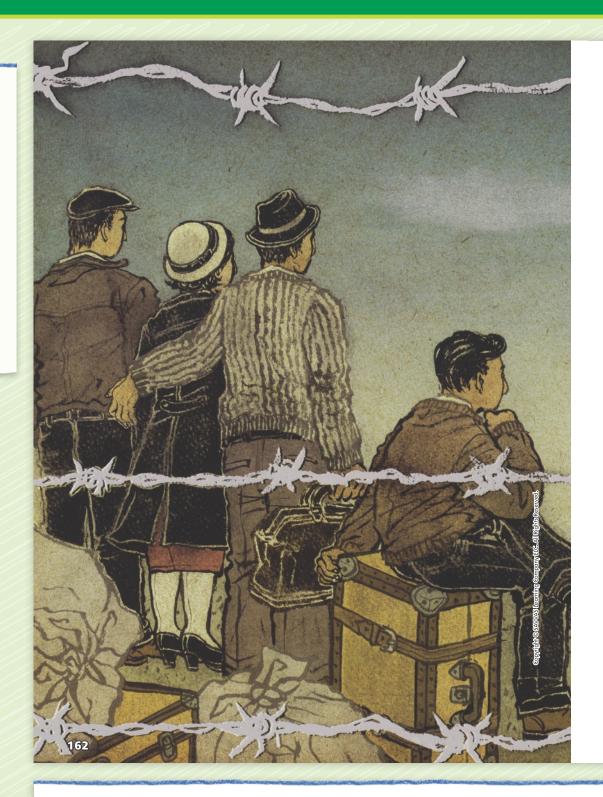
DOK 2

OBJECTIVES

Evaluate details to determine key ideas.

Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.

···· **Possible Teaching Point** 🌉

Academic Vocabulary | Parts of Speech

Point out that the base word of *internment* is *intern. Intern* is a verb that means "to restrict or confine a person, especially during wartime." Explain that the suffix *-ment*, which means "action or process," changes the root *intern* into the noun *internment*. Remind students that recognizing parts of speech can help them understand word meanings.

First Read

Respond

💬. **THINK ALOUD** The image on these pages makes me feel worried and sad. The barbed wire reminds me that this family did not come to this place by choice. I cannot see their faces, but I see that they are looking out onto "brown and gray" "dry earth."

162

ELL Targeted Support **Apply New Vocabulary** Read aloud paragraphs 16 and 17. Then ask students to visualize, for example, a place that is gray, dry, and dusty.

Explain that *bleak* means "empty and cold," without green trees or other plants. Ask students to draw and label a picture of a bleak place. **EMERGING/DEVELOPING**

Explain that these words help readers understand what a desolate place is like. Write this sentence frame: *A place that is desolate is _____.* Call on students to orally complete the sentence. **EXPANDING/BRIDGING**

📖 🔊 ✏️ 📓

ZENI, HIS WIFE, AND THEIR TWO TEENAGE SONS WERE SENT to a camp in Gila River, Arizona. Outside, the camp was bleak and gray and dusty. Inside, the barracks were stark, with crowded rows of cots and not much else. Families bustled around, trying to make a home out of nothing, hanging up curtains, arranging tea sets on footlockers, piling dolls and stuffed animals on cots.
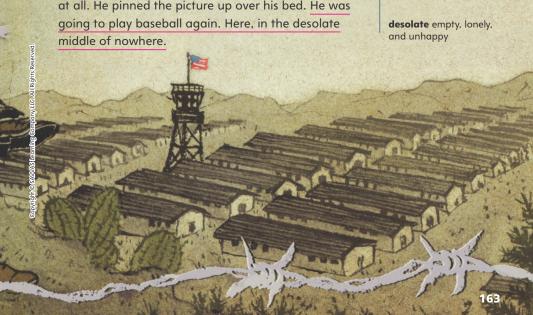
17 Zeni stood staring at the dry earth, which was broken up every now and then by a few scrubby bits of green. In all the brown and gray, with dull, coppery sky overhead, he felt as if he were shrinking into a tiny hard ball.

18 There was only one thing that could make the desert camp a home—baseball. Zeni unpacked his favorite photo, the one that showed him in uniform, lined up with baseball legends Babe Ruth and Lou Gehrig towering like redwood trees beside him. He had played with the Yankee stars in an exhibition game back home in Fresno, and he hadn't felt small at all. He pinned the picture up over his bed. He was going to play baseball again. Here, in the desolate middle of nowhere.

CLOSE READ

Analyze Text Structure
Underline details that show plot events unfolding in time order.

desolate empty, lonely, and unhappy

163

First Read

Connect

💬 **THINK ALOUD** I know from my experience with reading other biographies that the author does not always use sequential language such as *first, next,* and *then*. I know that sometimes the sequence is shown through plot events.

Close Read

Analyze Text Structure

Tell students they need to think about the plot events and when they happen. Ask students to scan the text on **p. 163** to look for plot events that occur in sequence or time order. **See student page for possible responses.**

DOK 2

OBJECTIVE

Explain how the use of text structure contributes to an author's purpose.

∴ **Possible Teaching Point** 🌉

▸ **Read Like a Writer | Author's Craft**

Descriptive Language Point out that Marissa Moss uses language like "the camp was bleak and gray and dusty," and "the barracks were stark" in paragraph 16 to help the reader picture the desolate place. Paragraph 17 includes more descriptive language, and in the last sentence of paragraph 18, Moss refers to "middle of nowhere" to tell readers where Zeni and his family were. Explain that these word choices convey the author's attitude toward characters, setting, and events and influence the mood of the text. Ask students to describe the mood on this page.

First Read

Question

💬. **THINK ALOUD** To help me focus on the text, I ask myself questions as I read. If I do not know the answer, I know I need to go back and reread or keep reading to find out. Here I might ask, *How did the other people in the camp react to Zeni's work in the sun? Why did they react this way?*

Close Read

Summarize a Text

Ask students what Zeni had to do first to begin creating a baseball field. Then ask them what details on **p. 164** they would include in a summary of the text. Highlight the details. **See student page for possible responses.**

DOK 2

OBJECTIVES
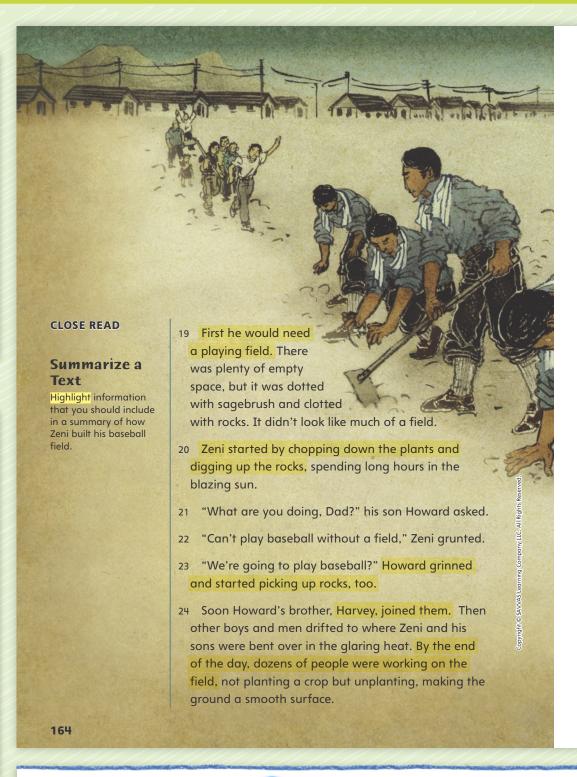
Make inferences and use evidence to support understanding.

Evaluate details to determine key ideas.

Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.

CLOSE READ

Summarize a Text

Highlight information that you should include in a summary of how Zeni built his baseball field.

19   First he would need a playing field. There was plenty of empty space, but it was dotted with sagebrush and clotted with rocks. It didn't look like much of a field.

20   Zeni started by chopping down the plants and digging up the rocks, spending long hours in the blazing sun.

21   "What are you doing, Dad?" his son Howard asked.

22   "Can't play baseball without a field," Zeni grunted.

23   "We're going to play baseball?" Howard grinned and started picking up rocks, too.

24   Soon Howard's brother, Harvey, joined them. Then other boys and men drifted to where Zeni and his sons were bent over in the glaring heat. By the end of the day, dozens of people were working on the field, not planting a crop but unplanting, making the ground a smooth surface.

164

···: **Possible Teaching Point**

Read Like a Writer | **Author's Craft**

Author's Purpose Point out that the author has used both narration and dialogue in paragraphs 19–24. Suggest that, in contrast to the description on the preceding page, this combination of narration and dialogue moves the story along. The dialogue breaks up the text and gives the reader insight into the characters of Zeni and Howard. Help students connect the author's choices to the author's purpose at this point in the text.

165

First Read
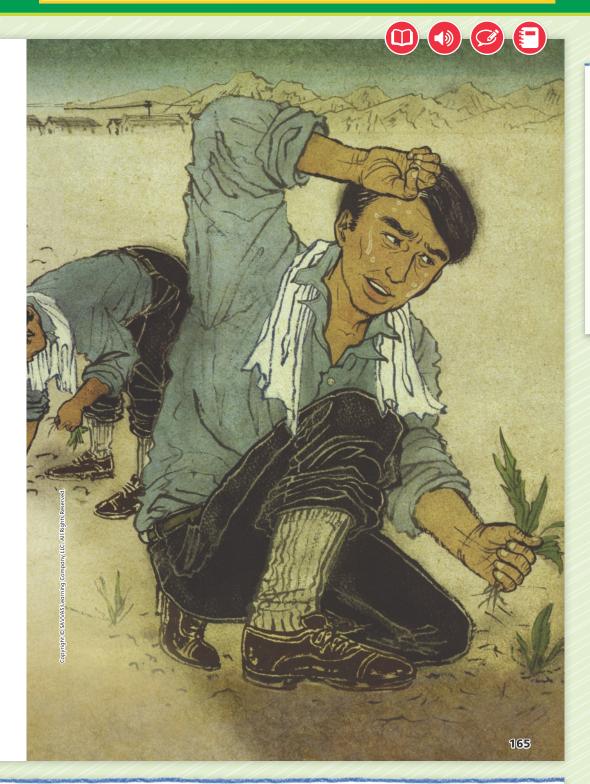
Connect

💬 **THINK ALOUD** This illustration reminds me of movies and TV shows I've seen where prisoners do work like this. In a prison, the inmates are watched by guards and often have chains on. While Zeni and his friends are in an internment camp much like prison, they are doing this because they want to.

····: **Possible Teaching Point** 🌉
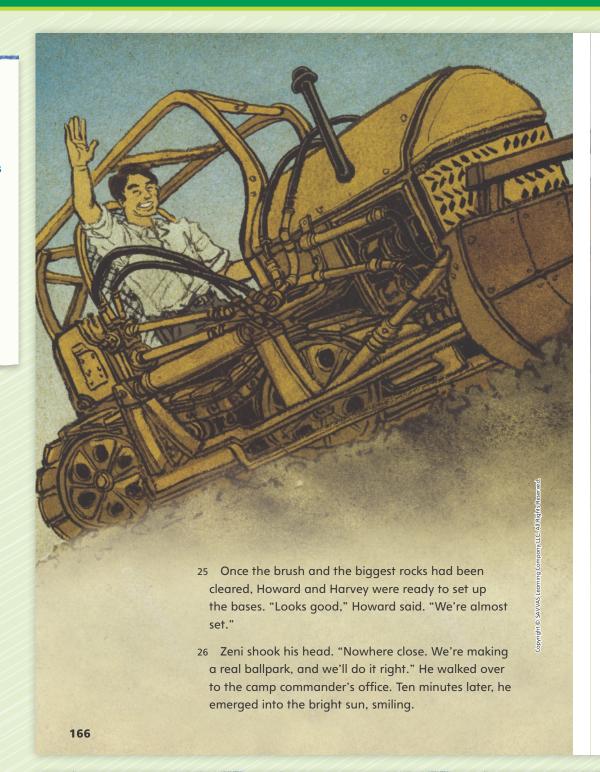
▶ **Read Like a Writer | Author's Craft**

Graphic Features Discuss with students how writers use illustrations to help readers understand the setting and characters. Point out how the illustration on these pages emphasizes the words "long hours in the blazing sun" and "bent over in the glaring heat." Ask what else the illustration tells them about the setting and the characters (*very hot, characters joining the project enthusiastically*).

First Read

Question

💬. **THINK ALOUD** The illustration shows Zeni driving a bulldozer. I wonder where he got it and what he used it for. I will continue reading to learn more.

25   Once the brush and the biggest rocks had been cleared, Howard and Harvey were ready to set up the bases. "Looks good," Howard said. "We're almost set."

26   Zeni shook his head. "Nowhere close. We're making a real ballpark, and we'll do it right." He walked over to the camp commander's office. Ten minutes later, he emerged into the bright sun, smiling.

166

ELL Targeted Support **Vocabulary** Point out the picture of the bulldozer, say the word, and have students repeat.

Use your hand to pantomime the bulldozer making the ground smooth. Point to something that is smooth, such as the surface of a desk. Say *smooth* and have students repeat. Ask students to tell why Zeni used a bulldozer. **EMERGING/DEVELOPING**

Discuss the meaning of the word *problem*. Ask students to review paragraphs 29 and 35–37 and then talk about the problems Zeni had. **EXPANDING/BRIDGING**

27   "We've got it!" He clapped his hands.

28   "What?" asked Howard. "What have we got?"

29   "A bulldozer to level the field," Zeni replied. "The commander said we can borrow the camp's."

30   As Zeni drove the bulldozer, crowds gathered to watch.

31   "What's he doing?" an old woman asked her grandson.

32   "He's making a baseball field," the young man answered.

33   "A baseball field? Whatever for?" she asked.

34   Her son smiled. "So we can play."

35   Once the ground had been smoothed, Harvey brought out his bat and ball. "Now we can play, right?" he asked.

36   Zeni shook his head. He still wasn't satisfied. The wind kicked up so much dust from the dry soil that the players would be eating dirt.

37   "We have to do this right." He looked around the camp, hoping to find something to solve the dust problem. Then he got an idea. He diverted an irrigation line to the field and flooded it with water. Once the heat had dried the ground, the dirt was baked into clay—a clean, hard surface without all the dust.

38   "Now, Dad?" asked Howard, tossing a ball between his hands. "It looks great!"

39   "Almost," Zeni answered. "But we're not there yet."

167

CLOSE READ

Analyze Text Structure

Underline evidence about a problem and a solution.

diverted changed the direction of

First Read

Connect

💬 **THINK ALOUD** When Zeni says "We have to do this right," it reminds me of how I feel about the things I do. I want to make sure to get it right too. I can understand how Zeni feels.

Close Read

Analyze Text Structure

Remind students that authors may explain a problem and then tell how the problem is solved. Often this helps readers better understand characters and events. Ask students to find and underline the part of the text on **p. 167** that tells what the problem was. Then ask them to find and underline the part of the text that explains how the problem was solved. **See student page for possible responses.**

DOK 2

OBJECTIVES

Explain the author's purpose and message within a text.

Explain how the use of text structure contributes to the author's purpose.

⋯ Possible Teaching Point

Read Like a Writer | Author's Craft

Author's Purpose Explain that authors choose words carefully to achieve a purpose. Ask students how they think the author wants to portray Zeni and why. Lead them to understand that the author wants to show that Zeni was in an unfair situation but did not give up in the face of adversity. Point out the statements "We're making a real ballpark and we'll do it right" and "'We have to do this right.' He looked around the camp, hoping to find something to solve the dust problem." Ask students what the statements tell them about the author's purpose.

First Read

Notice

💬 **THINK ALOUD** I know that in a biography, an author tells the life story of a person. The author is painting a picture of Zeni. I am going to look for examples the author uses to show that Zeni was determined to make the best of his situation.

Close Read

Analyze Text Structure
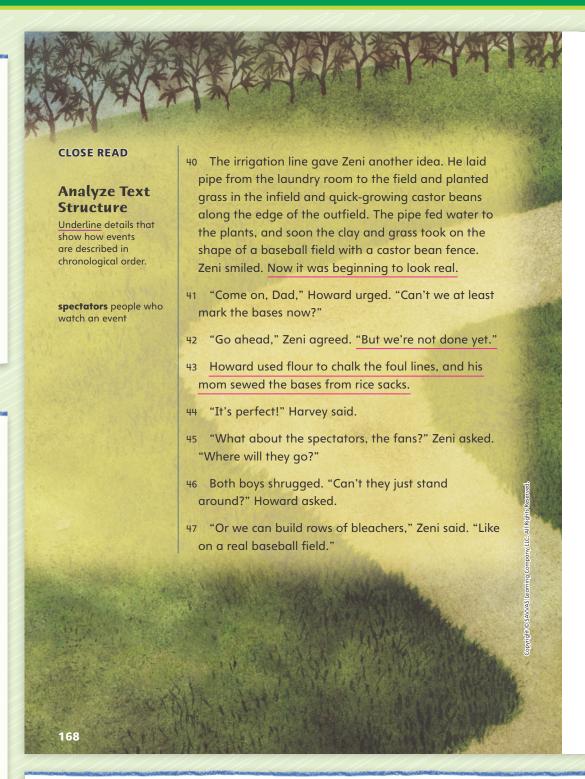
Remind students that authors of biographies often use time-order signal words, but sometimes the reader has to use story details to understand the order of events. Ask students to scan the text on **p. 168** and underline details that show events in chronological order. **See student page for possible responses.**

DOK 2

OBJECTIVES

Explain the author's purpose and message in a text.

Explain how the use of text structure contributes to an author's purpose.

CLOSE READ

Analyze Text Structure
Underline details that show how events are described in chronological order.

spectators people who watch an event

40   The irrigation line gave Zeni another idea. He laid pipe from the laundry room to the field and planted grass in the infield and quick-growing castor beans along the edge of the outfield. The pipe fed water to the plants, and soon the clay and grass took on the shape of a baseball field with a castor bean fence. Zeni smiled. Now it was beginning to look real.

41   "Come on, Dad," Howard urged. "Can't we at least mark the bases now?"

42   "Go ahead," Zeni agreed. "But we're not done yet."

43   Howard used flour to chalk the foul lines, and his mom sewed the bases from rice sacks.

44   "It's perfect!" Harvey said.

45   "What about the spectators, the fans?" Zeni asked. "Where will they go?"

46   Both boys shrugged. "Can't they just stand around?" Howard asked.

47   "Or we can build rows of bleachers," Zeni said. "Like on a real baseball field."

168

·····: **Possible Teaching Point** 🌉

Read Like a Writer | **Author's Craft**

Author's Message Point out the word *real* at the end of paragraph 40 and in the last sentence of paragraph 47. Ask students why Zeni was interested in having the baseball field look real. Then ask if this gives them a clue to the author's message. Guide them to realize that Marissa Moss wants readers to understand that Zeni wouldn't be satisfied with a makeshift baseball field. She uses the word *real* to show that Zeni is determined to turn his dream into reality by building an actual baseball field.

169

First Read

Notice

💬 **THINK ALOUD** I notice the definition of *spectators*. When I read the sentence with the word, I see that the author has given a synonym, *fans*, for the word. I always try to notice clues to help me read new words.

ELL Targeted Support **Monitor Comprehension** Help students build listening comprehension. Read paragraphs 41 through 43 aloud.

Ask: Did Howard get permission to mark the bases? Did Howard mark the bases? What did Howard use to mark the bases? **EMERGING**
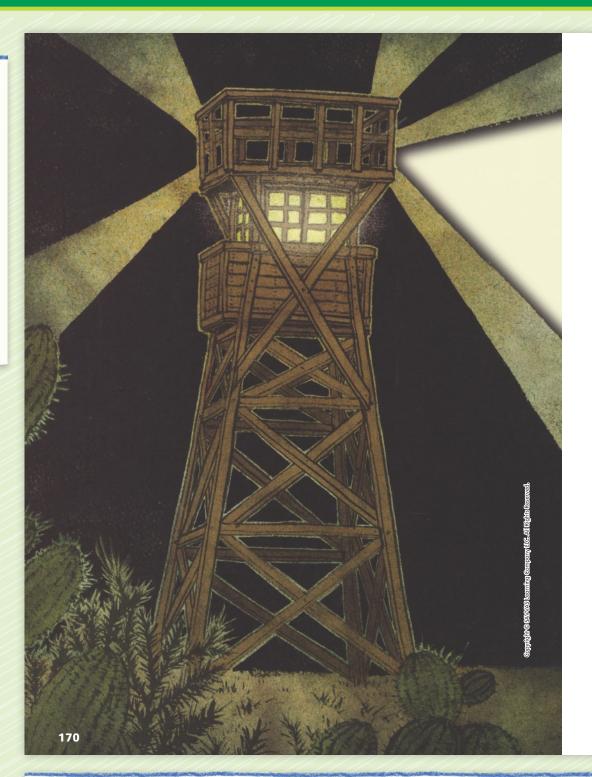
If necessary, briefly define *flour* and *chalk*. Ask: What did Howard use to mark the bases? How do you know? **DEVELOPING**

Have students echo-read paragraph 43 with you. Ask them to identify a verb that can also be a noun in English. **EXPANDING**

After students identify a verb that can also be a noun in English, have them use their own words to explain what Howard did. **BRIDGING**

First Read

Respond

💬 **THINK ALOUD** I think the author has done a good job bringing Zeni to life. I am getting a picture of him as a person. This makes me want to find out more about him.

170

CROSS-CURRICULAR PERSPECTIVES   **Social Studies** 🌐

People at Gila River Internment Camp had it a bit easier than people at other internment camps. People there had more freedom. There was only one watchtower, and people could leave the camp provided they got permission and checked in when they returned. A camp newspaper told people about events such as movie nights, Girl Scout and Boy Scout meetings, and theater groups. The camp allowed both Buddhist and Christian religious services.

📖 🔊 ✏️ 📒

48   That night Zeni and his sons snuck out of their barracks. They were not allowed outside after dark. Zeni felt like a boy again, tiptoeing out of the house with his bat and glove so his parents wouldn't see him.
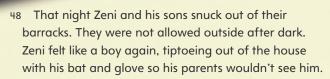
49   A guard's light swept across the yard, and Zeni motioned to the boys to flatten themselves against the barracks. They waited for the beam to pass, then crept on. They didn't know that the guard had seen them but the commander had told him to let them go, so long as they didn't escape. The commander was curious to see what Zeni wanted now.

50   The three of them scrounged wood from the fence surrounding the camp. They removed every other post, careful not to damage the fencing. Then they took wood from the camp lumberyard. That gave them enough material to build a backstop and five rows of bleachers behind it.

171

CLOSE READ

Vocabulary in Context

Determine the meaning of *scrounged* in paragraph 50.

Underline context clues that support your definition.

First Read

Respond

💬 **THINK ALOUD** It is interesting that the guard was not worried about what Zeni and his friends were doing. This makes me think that the rules might not have been as rigid as in some other camps.

Close Read

Vocabulary in Context

Remind students that when they come across a word they do not understand, they may use the text around the word to find the meaning. Have students read aloud the first sentence of **paragraph 50**. Then ask them to underline words that help them understand the meaning of *scrounge*. **See student page for possible responses.**

DOK 2

OBJECTIVE

Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words.

⋯ **Possible Teaching Point** 🌉

▸ **Read Like a Writer | Author's Craft**

Author's Purpose Tell students that writers may use words to build tension. Guide them to find words on this page that create tension: "snuck out of their barracks," "guard's light swept across the yard, and Zeni motioned to the boys to flatten themselves against the barracks," and "waited for the beam to pass, then crept on." Have students describe what they picture when they read these words and discuss how the words help the author achieve a purpose. Then have students find words with which the author breaks the tension ("the commander had told him to let them go").

First Read

Connect

When I read, I try to connect events in the text with my own experience. This helps me relate to the characters and events and helps me understand the text better.

Ask: Have you ever come up with an idea and worked hard for many days in a row to make your idea come to life? What makes something important enough to work for? How does it feel to put effort into something you think is important?

Possible Response: It feels good to work hard for your own ideas and what you think is important, even if it is not easy.

Close Read

Summarize a Text

Ask students to explain what is happening on **p. 172**. Then ask them to highlight key information about building the bleachers that they would include in a summary of the text. **See student page for possible responses.**

DOK 2

OBJECTIVES

Make inferences and use evidence to support understanding.

Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.

CLOSE READ

Summarize a Text

Highlight information that you would use to retell what happened after the bleachers were completed.
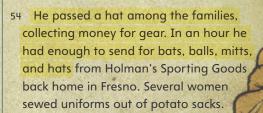
51   The next day they set to work again, this time sawing wood and nailing boards. When Howard finished hammering the last row of seats, he wiped the sweat from his forehead and gaped at what they had made. There, in the middle of the desert, on the edge of an internment camp, was an official-looking baseball field. The rest of the place slumped, dreary and sad, but the baseball field glowed green with hope.

52   "Now, Dad?" Harvey asked.

53   "Almost." Zeni smiled. "We have the field. Now we need the equipment."

54   He passed a hat among the families, collecting money for gear. In an hour he had enough to send for bats, balls, mitts, and hats from Holman's Sporting Goods back home in Fresno. Several women sewed uniforms out of potato sacks.

55   When the box of equipment arrived, Zeni let Howard open it. "Now, Howard," he said. "Now we can play ball!"

172

Possible Teaching Point

Read Like a Writer | **Author's Craft**

Imagery Explain that sometimes writers use description and comparison to help readers visualize the text. Have students scan paragraph 51 for an example of how the writer does this to create the image of the baseball field. ("The rest of the place slumped, dreary and sad, but the baseball field glowed green with hope.") Ask students to explain why the field "glowed green" ("quick-growing castor beans along the edge of the outfield" made a contrast to the dry surrounding dirt). Discuss how the author's use of imagery conveys how important the baseball field was to the people in the internment camp.

173

First Read

Respond
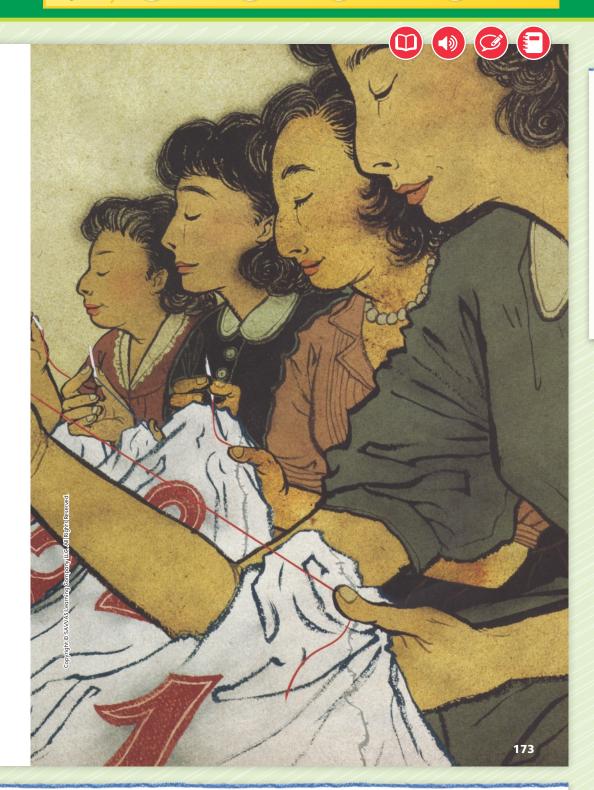
💬 **THINK ALOUD** It makes me feel good to know that so many people in the camp believed in Zeni and his dream of building a baseball field.

CROSS-CURRICULAR PERSPECTIVES   **Social Studies** 🌎
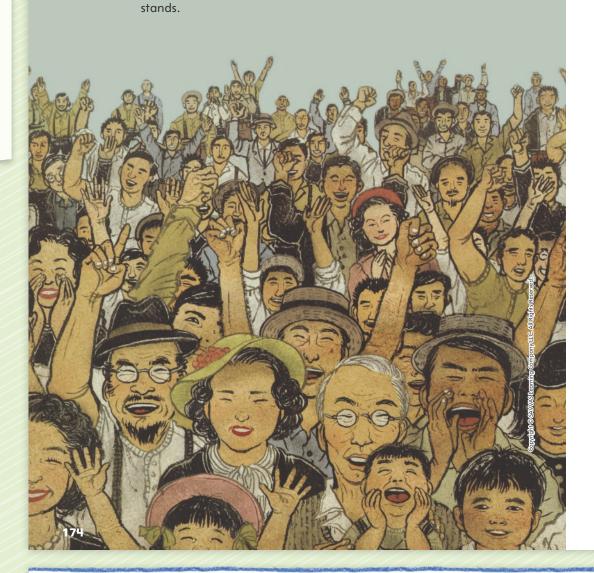
Call attention to paragraph 54. Ask students to explain the significance of the phrase "back home in Fresno." Point out that although the U.S. government had interned Japanese Americans, they were still able to buy things from a business in their former hometown. Discuss possible reasons that the communities of the Fresno, California, and the Gila River Camp in Arizona were economically interdependent.

First Read

Notice

💬. **THINK ALOUD** The illustrations help me better understand the setting and the people involved in the biography. From this illustration, I can appreciate how much the people in the camp needed something like the baseball field and a baseball game to help them forget for a minute where they were and help them feel like they were living normal lives.

56   **THAT FIRST GAME ON A BRIGHT MAY DAY, HALF THE** camp turned out to watch the teams that Zeni had organized. A breeze stirred the new grass. The sun bathed everything in a gentle warmth. It was a perfect day for a baseball game. Six thousand people filled the bleachers and spilled onto the scrubby ground behind them and along the sides of the stands.

174

⋯ Possible Teaching Point 🌉

Read Like a Writer | Author's Craft

Text Structure Point out that the author has written paragraphs 57 and 58 with a sequential, or chronological, structure. The structure has two purposes: to explain exactly what happened and to prolong the moment of Zeni being at the plate. The author slowly describes each step that Zeni takes: he leans over home plate; he looks at Howard; he looks at the bleachers, and so on. Each step makes readers more aware of how important this situation is and makes them wonder whether Zeni will get a hit.

📖 🔊 ✏️ 📕

57 Zeni leaned over home plate, the bat held firmly in his hands. He looked at Howard, already on first base; at Harvey, now on second; at the neat white lines marking the field. His eyes scanned the bleachers filled with cheering fans. He watched the pitcher cradling the ball, pulling back his arm, getting ready to throw.

58 Zeni focused on the blur of white as it zoomed closer. The weight of the bat felt so familiar and natural, it was like a part of his body. He waited until just the right moment . . .

CLOSE READ

Analyze Text Structure

Underline text evidence that helps you understand the organization of the biography by describing Zeni's experiences in time order.

175

First Read

Connect

💬 **THINK ALOUD** The illustration reminds me of the baseball games I have been to and how excited the spectators were. Making a connection to my own experience helps me understand more about the characters and what they were feeling.

Close Read

Analyze Text Structure

These pages describe what happened when Zeni stepped up to home plate. The author's sentences illustrate the order of events. Find evidence in the text on p. 175 that helps you understand the order of events and underline it. **See student page for possible responses.**

DOK 2

OBJECTIVES
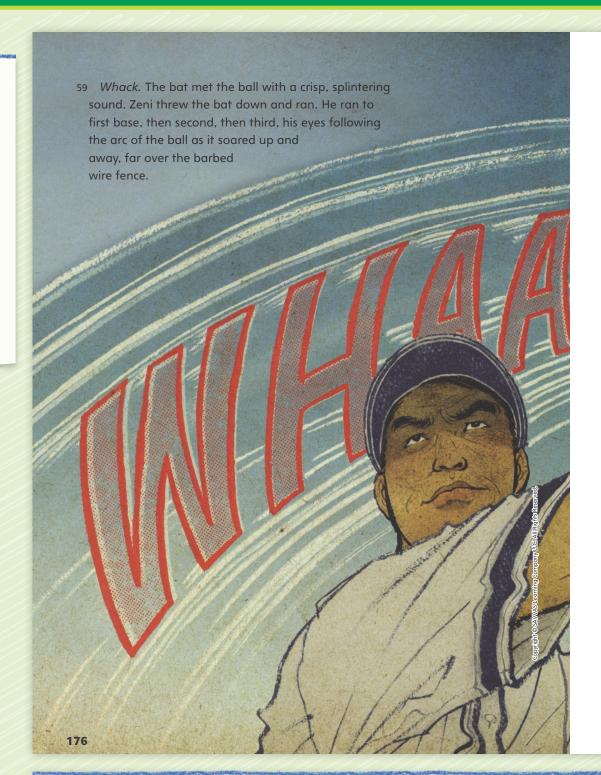
Use text evidence to support an appropriate response.

Explain how the use of text structure contributes to the author's purpose.

⋯ **Possible Teaching Point** 🌉

▶ **Read Like a Writer** | **Author's Craft**

Mood Tell students that the mood of a piece of writing is the atmosphere or feeling the author develops through word choice. Guide students to describe the mood of paragraphs 57 and 58 and explore how the author created it. (The mood is suspenseful; Marissa Moss created it by drawing out each step before Zeni hits the ball, using such language as "he waited until just the right moment.")

First Read

Notice

💬. **THINK ALOUD** From this illustration, I can tell how Zeni felt when his bat connected with the ball. The text does not say how he felt, but I can use what I know about him from what I have read and the expression on his face to tell me that he felt powerful and that he had achieved something great.

59   *Whack.* The bat met the ball with a crisp, splintering sound. Zeni threw the bat down and ran. He ran to first base, then second, then third, his eyes following the arc of the ball as it soared up and away, far over the barbed wire fence.

176

⋮ Possible Teaching Point 🌉

Read Like a Writer | Author's Craft

Imagery Read aloud paragraph 59 and ask students to describe what they visualize as they hear it. Then write *barbed wire fence* and *Barbed Wire Baseball.* Invite students to explain why the author uses the image of barbed wire in the title of the biography. Ask them to explain what barbed wire stands for (or symbolizes) in the text and what Zeni's hit in paragraph 59 represents.

177

First Read

Connect

💬 **THINK ALOUD** The text reminds me of how I feel when I achieve something I have worked on for a long time and am finally successful. This helps me understand the feelings that Zeni must be having.

···· **Possible Teaching Point** 🌉

Read Like a Writer | **Author's Craft**

Text and Illustrations Explain that writers choose their words carefully to help readers understand events and characters. They choose illustrations that support the text and help readers gain an even better understanding. Ask students how this illustration supports what they have learned about Zeni from the author's words.

First Read

Connect

The illustration helps me connect to baseball games I have seen where a players raise their hats when they hit a home run. This helps me understand the excitement that Zeni felt.

Ask: What connections can you make to the text and illustrations on this page?

Close Read

Analyze Text Structure

Ask: In what order did the players jog to home plate? What word gives you a clue? (*before*) What other word in the text signals order of events? (*Now*)
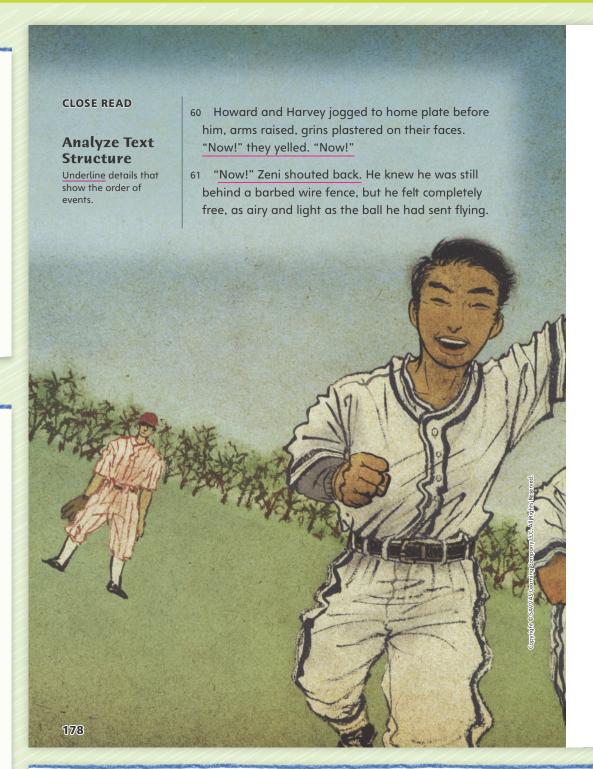
Ask students to underline the details on **p. 178** that show the order of events. **See student page for possible responses.**

| DOK 2 |

OBJECTIVES

Make inferences and use evidence to support understanding.

Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.

CLOSE READ

Analyze Text Structure

Underline details that show the order of events.

60   Howard and Harvey jogged to home plate before him, arms raised, grins plastered on their faces. "Now!" they yelled. "Now!"

61   "Now!" Zeni shouted back. He knew he was still behind a barbed wire fence, but he felt completely free, as airy and light as the ball he had sent flying.

178

CROSS-CURRICULAR PERSPECTIVES   Social Studies
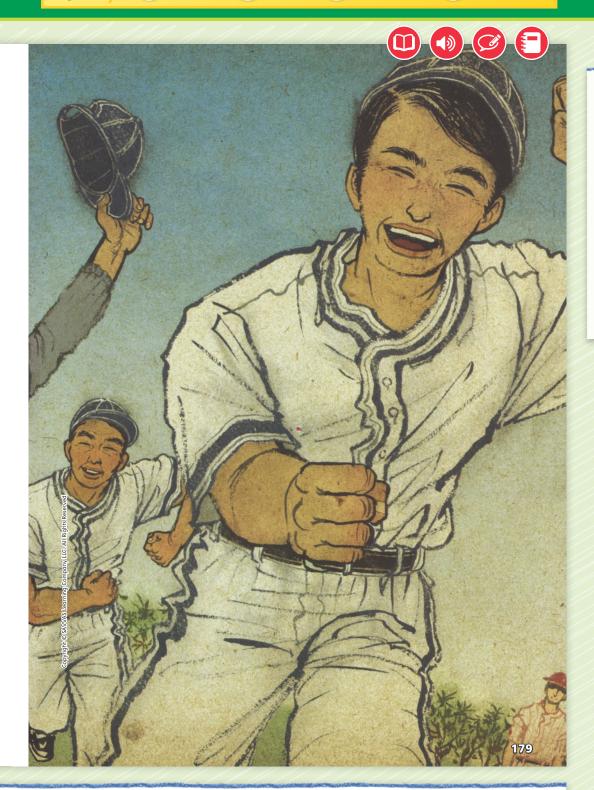
The baseball field that Zeni and his sons built had bleachers that could seat 6,000 spectators. Zeni's team, the Gila River Eagles, played against another team in the region, the Tucson Badgers, on April 18, 1945. The Tucson Badgers were state high school champions. The Gila River Eagles beat them 11 to 10. The game helped promote relationships between the Tucson community and the inmates of the internment camp.

📖 🔊 ✏️ 📔

179

First Read

Respond

💬 **THINK ALOUD** It makes me happy to see that Zeni succeeded in building his baseball field and in getting a home run that brought in two other runs. I like it when a character's hard work and perseverance get rewarded in the end.

⋯ **Possible Teaching Point** 🌉

Read Like a Writer | Author's Craft

Simile Remind students that authors may use figurative language, such as similes, to show how characters are feeling. Ask students to find the simile in paragraph 61 that lets them know how Zeni felt ("as airy and light as the ball he had sent flying"). Discuss how this simile helps the author achieve her purpose at this point in the text.

First Read

Respond

💬. **THINK ALOUD** After reading the text and looking at the illustrations, I have a complete picture of Zeni. I also have an idea of how difficult it was living in an internment camp. That Zeni was able to turn a bad situation into a positive one tells me about the kind of person he was.

Close Read

Summarize a Text
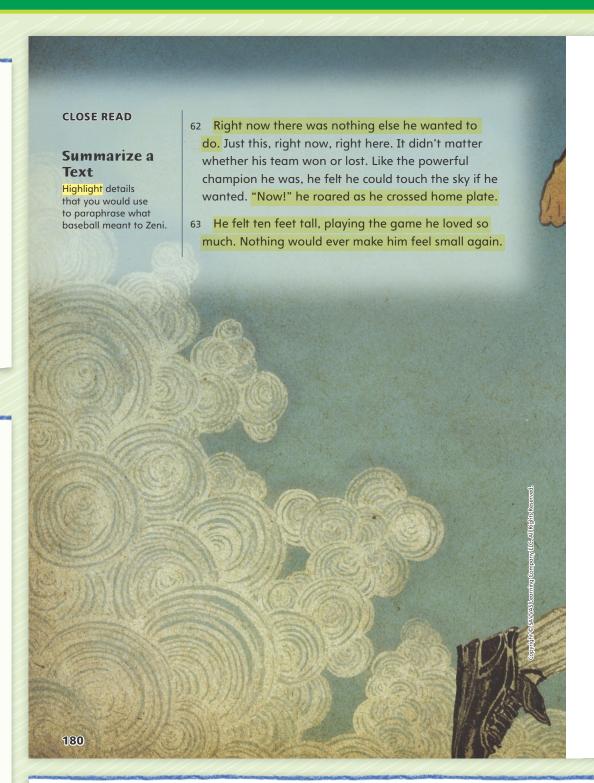
Remind students that when they paraphrase a text, they restate the text in their own words, retelling only the most important events and details. Have students highlight details on **p. 180** they would use to paraphrase what baseball meant to Zeni. **See student page for possible responses.**

DOK 2

OBJECTIVE

Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.

CLOSE READ

Summarize a Text

Highlight details that you would use to paraphrase what baseball meant to Zeni.

62   Right now there was nothing else he wanted to do. Just this, right now, right here. It didn't matter whether his team won or lost. Like the powerful champion he was, he felt he could touch the sky if he wanted. "Now!" he roared as he crossed home plate.

63   He felt ten feet tall, playing the game he loved so much. Nothing would ever make him feel small again.

180

┉ **Possible Teaching Point** 🌉

Read Like a Writer | Author's Craft

Author's Purpose Have a volunteer read aloud the final sentence, "Nothing would ever make him feel small again." Invite students to compare this line with the beginning of the biography, where the author describes Zeni as small. Point out that the author has told how Zeni changed from when he first arrived at the camp to this moment. Ask students if they think Marissa Moss's purpose in writing the biography was simply to inform readers about Zeni's life, or if she wanted to inspire readers as well.

181

First Read

Question

💬 **THINK ALOUD** I had never heard of Zeni before, and this text makes me want to find out more about him. I wonder what he did when he got out of the camp.

⋯ **Possible Teaching Point** 🌉

Read Like a Writer | Author's Craft

Text Structure Build on students' comparison of the last line to the beginning of the text. Discuss how an author ensures that the conclusion of a story leaves readers satisfied, and then remind them that this is a biography, not a fictional story. Ask students how the last two paragraphs make them feel. Guide students to describe how the author used text structure to have this effect on readers.

Respond and Analyze

Barbed Wire Baseball

OBJECTIVES

Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words.

Use text evidence to support an appropriate response.

Respond using newly acquired vocabulary as appropriate.

Come to discussions prepared, having read or studied the required material; draw on that preparation and other information known about the topic to explore ideas under discussion.

My View

Use these suggestions to prompt students' responses to their reading of *Barbed Wire Baseball.*

- **Brainstorm** How did the baseball field help the people in the camp?
- **Discuss** What was your reaction to the camp as you read the text?

Develop Vocabulary

Minilesson

FOCUS ON STRATEGIES Read aloud the words related to the topic of the biography *Barbed Wire Baseball*. Students should

- Go back and reread the word in context if they don't know what it means.
- Think about how the word relates to the biography.

MODEL AND PRACTICE Model responding to a prompt using newly acquired vocabulary as appropriate. Show how you would fill out the chart using the word *descent*. I will write the meaning of the word and a sentence showing how the word is related to the biography: After the attack on Pearl Harbor, the government treated Zeni and other Americans of Japanese descent like prisoners of war. Have students talk with a partner about the meaning of the remaining words and how they relate to the biography.

ELL Targeted Support **Apply New Vocabulary** Read and discuss the three words. Model using the words in sentences, for example: I am of Scottish descent. An internment camp is like a prison. A desolate place is empty and bare. Have students use the sentence frames to speak sentences using the words.

Read each sentence frame and have students complete it aloud. *Zeni was of Japanese-American _____. Zeni was in an _____ camp. The desert is an _____ place.* **EMERGING**

I am of _____ descent. An internment camp is _____. A place that is desolate is _____. **DEVELOPING/EXPANDING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for developing vocabulary.

OPTION 1 **My TURN** Have students complete the chart on p. 182 of the *Student Interactive*. They should think about how the words relate to the text as they write their sentences.

OPTION 2 **Use Independent Text** Have students find and list words in their independent texts that are important to understanding the text. Have them explain to a partner how the words on their list are important.

☑ QUICK CHECK
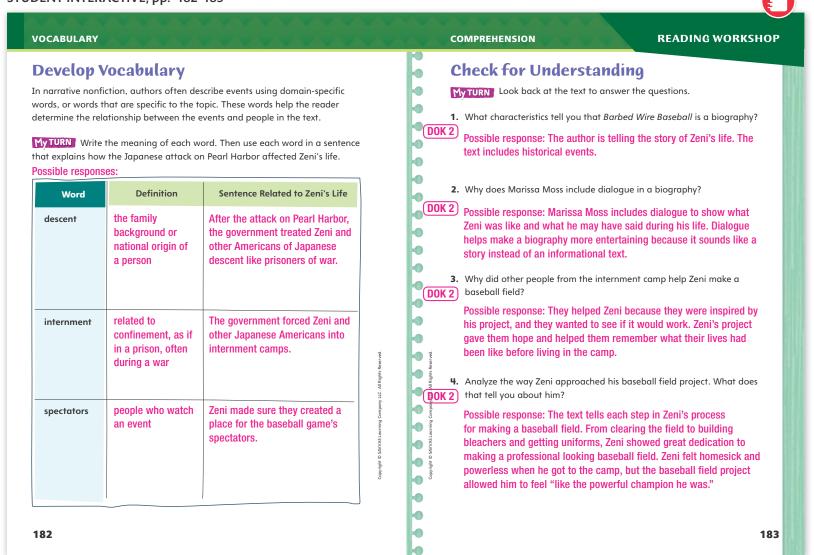
Notice and Assess Can students explain how the vocabulary words help readers understand people and events in the text *Barbed Wire Baseball?*

Decide

- **If students struggle,** revisit instruction for developing vocabulary in Small Group on p. T304.

- **If students show understanding,** extend instruction for developing vocabulary in Small Group on p. T305.

Check for Understanding **My TURN** Have students complete p. 183 of the *Student Interactive.*

STUDENT INTERACTIVE, pp. 182–183

VOCABULARY	COMPREHENSION	READING WORKSHOP

Develop Vocabulary

In narrative nonfiction, authors often describe events using domain-specific words, or words that are specific to the topic. These words help the reader determine the relationship between the events and people in the text.

My TURN Write the meaning of each word. Then use each word in a sentence that explains how the Japanese attack on Pearl Harbor affected Zeni's life.
Possible responses:

Word	Definition	Sentence Related to Zeni's Life
descent	the family background or national origin of a person	After the attack on Pearl Harbor, the government treated Zeni and other Americans of Japanese descent like prisoners of war.
internment	related to confinement, as if in a prison, often during a war	The government forced Zeni and other Japanese Americans into internment camps.
spectators	people who watch an event	Zeni made sure they created a place for the baseball game's spectators.

Check for Understanding

My TURN Look back at the text to answer the questions.

1. What characteristics tell you that *Barbed Wire Baseball* is a biography?

DOK 2 Possible response: The author is telling the story of Zeni's life. The text includes historical events.

2. Why does Marissa Moss include dialogue in a biography?

DOK 2 Possible response: Marissa Moss includes dialogue to show what Zeni was like and what he may have said during his life. Dialogue helps make a biography more entertaining because it sounds like a story instead of an informational text.

3. Why did other people from the internment camp help Zeni make a baseball field?

DOK 2 Possible response: They helped Zeni because they were inspired by his project, and they wanted to see if it would work. Zeni's project gave them hope and helped them remember what their lives had been like before living in the camp.

4. Analyze the way Zeni approached his baseball field project. What does that tell you about him?

DOK 2 Possible response: The text tells each step in Zeni's process for making a baseball field. From clearing the field to building bleachers and getting uniforms, Zeni showed great dedication to making a professional looking baseball field. Zeni felt homesick and powerless when he got to the camp, but the baseball field project allowed him to feel "like the powerful champion he was."

182

183

Word Study Prefixes *mis-, en-, em-*

OBJECTIVES

Decode words using knowledge of prefixes.

Determine the meaning of words with affixes such as *mis-, sub-, -ment,* and *-ity/ty* and roots such as *auto, graph*, and *meter*.

LESSON 2

Apply Prefixes *mis-, en-, em-*

APPLY My TURN Direct students to complete the activity on p. 188 in the *Student Interactive*.

mis-

en-

re-

Then have students write three sentences that use prefixes *mis-, en-,* or *em-*.

STUDENT INTERACTIVE, p. 188

WORD STUDY

Prefixes *mis-, en-, em-*

Prefixes are word parts that are added to the beginning of main, or base, words. The prefix *mis-* means "not" or "the opposite of." The prefixes *en-* and *em-* can mean "in," "provide with," or "cause to be." Prefixes change the meaning of base words.

When you read words with the prefixes *mis-, en-,* or *-em,* the main, or base words, are read the same. For example, in the word *mislead,* the base word *lead* is read the same with or without the prefix.

My TURN Read the following words with prefixes. Then write the meaning of each word.

1. empower ___to provide with power___

2. misspell ___to not spell correctly___

3. enlarge ___to cause to be larger___

4. misplace ___to not place correctly___

5. endanger ___to cause to be in danger___

6. misbehave ___to not behave___

188

LESSON 2

LESSON 1

Teach Prefixes *mis-, en-, em-*

Apply Prefixes *mis-, en-, em-*

More Practice

Spiral Review: Vowel Teams and Digraphs

☑ **Assess Understanding**

Use the ✅ **QUICK CHECK** on p. T301 to determine small group instruction.

Teacher-Led Options

Strategy Group

DEVELOP VOCABUARY

Teaching Point Today I want to remind you how important it is to read and understand domain-specific words, or words that are related to the topic. This helps you learn more about the topic. You can use different strategies to read difficult words, such as using the context, sounding out words, and using a dictionary. Assign one of the words (*descent, internment, desolate, diverted, spectators*) to each pair of students. Ask partners to talk about and then share strategies they used to read the word.

ELL Targeted Support

Tell students they can use visual and spoken strategies to learn new vocabulary.

Use sketches and gestures to help students understand the words. For example, for *diverted,* move a hand straight and then divert it to the left. **EMERGING**

Assign a word to partners. Have them draw a picture of their word. Ask other students to guess the word from the sketch. **DEVELOPING**

Ask small groups to talk about each word's meaning and strategies they could use to teach it to someone. **EXPANDING**

Have students describe the story's characters, setting, problem, and events. **BRIDGING**

🔴 For additional support, see the online *Language Awareness Handbook.*

Intervention Activity 🔺 🔴
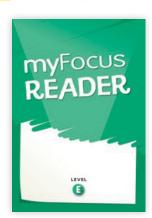
myFOCUS READER

Read pp. 14–15 in the *myFocus Reader* with students. Use the teaching support online at SavvasRealize.com to provide additional insight for students into how people influence the places they live.

Provide instructional support for comprehension and word study—Prefixes *mis–, en–, em–* and Academic Vocabulary.

Fluency 〔Assess 2–4 students〕 🔴 🔴 🔴

PROSODY

Have student pairs practice reading a short passage with fluent phrasing. Remind them to pay attention to punctuation and to vary their pace accordingly.

ORAL READING RATE AND ACCURACY

Use pp. 25–30 in Unit 1 Week 5 *Cold Reads* to assess students. Have partners practice reading the passage. Use the *Fluency Progress Chart* to track student progress.

myView Digital	📖 REALIZE READER	✏️ ANNOTATE	📥 DOWNLOAD	☑️ ASSESSMENT
	🔊 AUDIO	📕 NOTEBOOK	👆 INTERACTIVITY	▶️ VIDEO

SMALL GROUP

Conferring

3 students / 3–4 minutes per conference

DEVELOP VOCABULARY

Talk About Independent Reading Ask students to share words the author included that were important to understanding the text.

Possible Conference Prompts

- What is the topic of your book? What words did the author use that specifically related to the topic?
- What strategies did you use to figure out the meaning of this word?
- Why did the author use this word?

Possible Teaching Point Some words are called domain-specific words. This means the words are directly related to a topic. The words help you talk about key ideas in the text.

Leveled Readers 📖 🔊 ✏️ ▶️

DEVELOP VOCABULARY

- For suggested titles, see "Matching Texts to Learning," pp. T270–T271.
- For instructional support on how to develop vocabulary, see the *Leveled Reader Teacher's Guide*.

The Light at Jupiter Lake
by J.N. Diel

Guided Reading Level Q
DRA Level 40
Lexile Measure 850L
Word Count 3,256

Text Characteristics	Text Structure • Chronological (Linear, story resolution)	Text Features • Chapters • Illustrations
Build Background	ELL Access Video ...	
Launch the Book	Preview the Text ...	
	Preview the Genre ...	
	Preview Vocabulary ...	
Observe and Monitor	...	

Whole Group

Independent/Collaborative

Independent Reading 📖 🔊

Students can

- reread or listen to *Barbed Wire Baseball* or the *myFocus Reader* text.
- with a partner, choose several pages to read together, stopping after each page to ask each other questions about the text.
- read a self-selected trade book or their Book Club text.

Centers 📚 📥

See the myView Literacy Stations in the *Resource Download Center*.

Literacy Activities 📖 📕
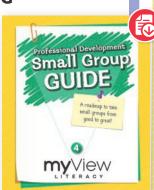
Students can

- choose a section from a trade book they are reading and summarize it for a partner.
- make a list of domain-specific words from a book they are reading.
- work with a partner to discuss and answer the questions on p. 183.

SUPPORT PARTNER READING

Provide students a list of conversation prompts to keep their partner discussions on track.

See also the *Small Group Guide* for additional support and resources for partner reading.

Professional Development Small Group GUIDE
A roadmap to take small groups from good to great!
myView LITERACY

Share Bring the class back together, and invite one or two students to share the topic of their independent reading book and some domain-specific words they found.

Analyze Text Structure

Barbed Wire Baseball

OBJECTIVE

Explain how the use of text structure contributes to the author's purpose.

ACADEMIC VOCABULARY

Integrate Offer students oral practice using the unit vocabulary words to talk about story events. Give students sentence starters such as

- How did Zeni contribute to life in the internment camp?
- Do you think putting Japanese-Americans in internment camps was a severe action? Explain.

ELL Access

Make a simple chart that outlines the features of a biography. Explain each feature, and use the selection to point out features.

Purpose	Structure	Language
To tell about a person's life	Chronological Tells events in order	Time-order signal words: *First, next, then, finally*

Minilesson

FOCUS ON STRATEGIES Explain that the author's purpose in a biography is to tell about a person's life. Writers use chronological order to tell about events in the order in which they happened. Readers should:

- Look for signal words, such as *first, then, after,* and *finally*.

- Think about what is happening. Ask, what happened first? What happened next?

- Think about what the events tell about the main person in the biography.

MODEL AND PRACTICE Use the Close Read note on p. 163 of the *Student Interactive* to model how to determine the sequence.

- I look for signal words in paragraph 16 but I do not see any. I think about what is happening, asking myself, "What event is described here?" I read that Zeni and his family were sent to the internment camp. This is the first event. This event tells me about an important event in Zeni's life.

- Ask students to turn and talk with a partner about the next event. Have them underline it. Then ask them to look for events in the remaining paragraphs and tell what these events tell them about Zeni.

ELL Targeted Support **Take Notes** To help students place events in order, write a vertical list of time-order signal words.

Use paragraphs 14 and 15 on p. 161. Echo-read the first sentence with students. Ask: What is the first event described in this sentence? Write "Zeni was chosen to play with star members of the New York Yankees" next to *First* on the list. Continue working through the text, helping students pick out important events. After recording the events, have students use the chart as a reference to retell what happened. **EMERGING/DEVELOPING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for analyzing text structure.

OPTION 1 **My TURN** Have students annotate the text using other Close Read notes for Analyze Text Structure and then use text evidence from their annotations to complete the chart on p. 184.
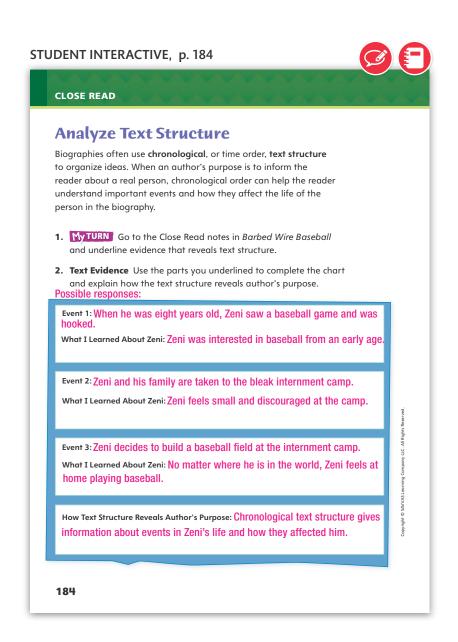
OPTION 2 **Use Independent Text** Have students mark the events in a section of an independent text with sticky notes. Then have them write signal words on the sticky notes to indicate the chronological order.

☑ QUICK CHECK

Notice and Assess Can students explain the order of events in the text? Can they explain how the events support the author's purpose?

Decide

- **If students struggle,** revisit instruction about text structure in Small Group on p. T312.

- **If students show understanding,** extend instruction on analyzing text structure in Small Group on p. T313.

STUDENT INTERACTIVE, p. 184

CLOSE READ

Analyze Text Structure

Biographies often use **chronological**, or time order, **text structure** to organize ideas. When an author's purpose is to inform the reader about a real person, chronological order can help the reader understand important events and how they affect the life of the person in the biography.

1. **My TURN** Go to the Close Read notes in *Barbed Wire Baseball* and underline evidence that reveals text structure.

2. **Text Evidence** Use the parts you underlined to complete the chart and explain how the text structure reveals author's purpose.
Possible responses:

Event 1: When he was eight years old, Zeni saw a baseball game and was hooked.
What I Learned About Zeni: Zeni was interested in baseball from an early age.

Event 2: Zeni and his family are taken to the bleak internment camp.
What I Learned About Zeni: Zeni feels small and discouraged at the camp.

Event 3: Zeni decides to build a baseball field at the internment camp.
What I Learned About Zeni: No matter where he is in the world, Zeni feels at home playing baseball.

How Text Structure Reveals Author's Purpose: Chronological text structure gives information about events in Zeni's life and how they affected him.

184

Read Like a Writer

OBJECTIVES

Discuss specific ideas in the text that are important to the meaning.

Explain the author's purpose and message within a text.

Analyze Author's Purpose

Minilesson

FOCUS ON STRATEGIES An author's purpose is his or her reason for writing. An author may want to inform readers about a topic, persuade them to adopt a certain point of view, entertain, or express ideas and feelings. Analyze details in the text to determine the author's purpose and message.

- Notice what details the author includes; what do the details tell us about the topic?

- Ask yourself *why* the author wanted to include these details.

MODEL AND PRACTICE Model analyzing the author's purpose by directing students to the top of p. 189 of the *Student Interactive*. Have students follow along as you complete the steps:

First, identify the details that we receive. (Zeni played with the Yankees.) In this case we get a detail about Zeni's baseball career. Second, we ask questions about the details. We want to know how the detail reveals the author's purpose. The author is not making an argument or trying to tell a joke. The author does not say how Zeni feels or how the Yankees feel. This detail only tells us more about Zeni's career. Therefore, we can conclude that the author wants to inform us about Zeni's life.

Have student pairs explain the author's purpose within a text they have previously read. Then have them complete the activity on p. 189.

ELL Targeted Support **Analyze Author's Purpose** Help students explain the author's purpose.

Review key terminology with students, providing definitions as necessary. Students should be able to demonstrate understanding of *reason, purpose, because, cause, message, support,* and *detail.* **EMERGING**
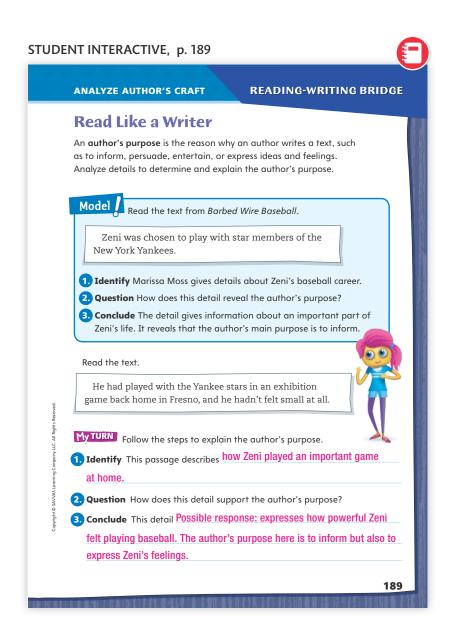
Have students pairs practice identifying and explaining author's purpose in a leveled reader or other appropriate text. Provide sentence frames, such as *The genre of this text is ___. The purpose of this text is ___. The author of this text is ___.* **DEVELOPING**

ASSESS UNDERSTANDING

Apply

My TURN Direct students to return to the *Barbed Wire Baseball* selection and underline a detail that is informative, circle a detail that expresses a feeling, and draw a star by a detail that is entertaining. Then have them complete the activity on p. 189.

STUDENT INTERACTIVE, p. 189

ANALYZE AUTHOR'S CRAFT · READING-WRITING BRIDGE

Read Like a Writer

An **author's purpose** is the reason why an author writes a text, such as to inform, persuade, entertain, or express ideas and feelings. Analyze details to determine and explain the author's purpose.

Model Read the text from *Barbed Wire Baseball*.

> Zeni was chosen to play with star members of the New York Yankees.

1. **Identify** Marissa Moss gives details about Zeni's baseball career.
2. **Question** How does this detail reveal the author's purpose?
3. **Conclude** The detail gives information about an important part of Zeni's life. It reveals that the author's main purpose is to inform.

Read the text.

> He had played with the Yankee stars in an exhibition game back home in Fresno, and he hadn't felt small at all.

My TURN Follow the steps to explain the author's purpose.

1. **Identify** This passage describes how Zeni played an important game at home.
2. **Question** How does this detail support the author's purpose?
3. **Conclude** This detail Possible response: expresses how powerful Zeni felt playing baseball. The author's purpose here is to inform but also to express Zeni's feelings.

189

Word Study Prefixes *mis-, en-, em-*

OBJECTIVES

Decode words using knowledge of prefixes.

Determine the meaning of words with affixes such as *mis-, sub-, -ment,* and *-ity/ty* and roots such as *auto, graph*, and *meter*.

FLEXIBLE OPTION

LESSON 3

More Practice

FOCUS ON STRATEGIES Remind students that adding a prefix changes the meaning of the base word, but it does not affect how the base word is decoded.

MODEL AND PRACTICE *Judge* is a noun or a verb, and as a verb it means "to form an opinion about something." *Misjudge* is a verb and means "to form a wrong opinion about something." In both words, the base word *judge* is decoded the same way. Have students define and discuss *fortune* and *misfortune*.

APPLY Have students complete *Word Study* p. 5 from the *Resource Download Center*.

Name _____

Word Study

Prefixes *mis-, en-, em-*

Prefixes are word parts added to the beginning of main, or base, words to change their meaning. When you decode words with the prefixes *mis-*, *en-*, or *-em*, the main, or base word, is read the same.

- *mis-* means "not," "incorrectly," or "the opposite of."
- *en-* and *em-* can mean "in," "provide with," or "cause to be."

MyTURN Identify the base word by removing the suffix. Then use each word in a sentence. Read the sentences. *Responses will vary but should include both the base word and word with prefix used correctly in sentences.*

1.
| misspell | spell |

If I misspell this word, I will lose the spelling bee.
I always use a dictionary to make sure I spell words correctly.

2.
| misplace | place |

3.
| enable | able |

4.
| empower | power |

Grade 4, Unit 1, Week 5
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***Word Study*, p. 5**

LESSON 1	LESSON 2	More Practice	LESSON 4	LESSON 5
Teach Prefixes *mis-*, *en-*, *em-*	**Apply Prefixes *mis-*, *en-*, *em-***		**Spiral Review:** Vowel Teams and Digraphs	**Assess Understanding**

Use the ☑ **QUICK CHECK** on p. T307 to determine small group instruction.

Teacher-Led Options

Strategy Group 📖

ANALYZE TEXT STRUCTURE

Teaching Point Recognizing a text's structure will help you understand the author's purpose. In *Barbed Wire Baseball*, the author uses chronological order to describe Zeni's life and help readers learn more about him.
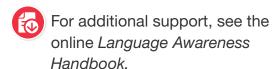
ELL Targeted Support

Provide the chronological order signal words *first, second, next, then, after that,* and *finally*.

Model for students what you did earlier in the day, using gestures to support your statements. First I woke up at 6:30. Next I brushed my teeth and got dressed. Then I had a quick breakfast. After that, I got in my car and drove to school. Then have students tell or act out what they have done in their day so far. Provide sentence frames for them to use: *First I _____; Next I _____; Then I _____; After that I _____.* **EMERGING**

Provide students with sentence frames: *First Zeni and his family _____; Then Zeni _____; Next Zeni _____; The next thing Zeni did was _____.* Ask them to write the sentences and complete them with events in the order in which they happened. **EXPANDING**

📥 For additional support, see the online *Language Awareness Handbook.*

Intervention Activity 🔺📥

ANALYZE TEXT STRUCTURE

Use Lesson 28, pp. T183–T188, in *myFocus Intervention Teacher's Guide* for instruction in analyzing text structure.

Fluency | Assess 2–4 students 📖📥☑

PROSODY

Have student pairs practice reading p. 168 of *Barbed Wire Baseball.* Have them practice reading the dialogue by varying their voices in tone, pitch, and volume to show the feelings of the characters.

ORAL READING RATE AND ACCURACY

Use pp. 25–30 in Unit 1 Week 5 *Cold Reads* to assess students. Have partners practice reading the passage. Use the *Fluency Progress Chart* to track student progress.

Conferring

3 students / 3–4 minutes per conference

ANALYZE TEXT STRUCTURE

Talk About Independent Reading Ask students to identify the text structure and explain how it relates to the author's purpose.

Possible Conference Prompts

- What is the overall text structure? What signal words helped you identify it?

- How does the overall text structure support the author's purpose?

Possible Teaching Point Authors use a chronological structure when they write biographies. This text structure supports the author's purpose because it helps readers easily learn more about a person's life.

Leveled Readers

ANALYZE TEXT STRUCTURE

- For suggested titles, see "Matching Texts to Learning," pp. T270–T271.

- For instructional support on how to analyze text structure, see the *Leveled Reader Teacher's Guide*.

The Light at Jupiter Lake
by J.N. Diel

Independent/Collaborative

Independent Reading

Students can

- reread or listen to *Barbed Wire Baseball*, paying attention to the sequence of events.
- read a self-selected trade book or their Book Club text.

Centers

See the myView Literacy Stations in the *Resource Download Center*.

Literacy Activities
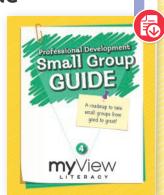
Students can

- work with their partners to summarize *Barbed Wire Baseball*.
- work with their partners to write a chronological paragraph about events that took place today. They can check the signal words that logically connect events.
- choose a passage from a text and take turns reading with a partner, using appropriate expression.

SUPPORT PARTNER READING

Keep partners on track by giving them a list of suggested conversation prompts to keep their book discussion going.

See the *Small Group Guide* for additional support and resources for Partner Reading.

Professional Development
Small Group GUIDE

A roadmap to take small groups from good to great!

myView
LITERACY
4

Whole Group

Share Bring the class back together in whole group. Invite one or two students to tell the structure of the text they are reading. Ask them to retell several events in order, using any signal words that they can.

Summarize a Text

Barbed Wire Baseball

OBJECTIVE

Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.

ACADEMIC VOCABULARY

Integrate Have students use the unit academic vocabulary to make summary statements about the text. Provide sentence starters to help them:

- The severe heat affected the people in the camp by _____.
- Being forced to live in an interment camp had a signficant effect on people because _____.

Minilesson

FOCUS ON STRATEGIES Explain that when we summarize a text, we choose only important events to retell. We retell the events in the same logical order that the text did. Tell students they can use these questions to help them summarize a text.

- What is this paragraph/page/text mostly about? What is its main idea?
- What details tell about the main idea? Which details are interesting but do not directly support the main idea?

MODEL AND PRACTICE Use the Close Read note on p. 161 of *Barbed Wire Baseball* to model how you select details to summarize the text. When I summarize a text, I start at the beginning and highlight important details through the text. I know that a summary is concise and needs to contain only the most important information. I ask myself, "Is this an important detail, or is it just interesting information not related to the main point of the text?" Once I have the details I need, I keep them in logical order when I write a summary in my own words. Have students use this process to summarize a section of the text.

Have students use this process to summarize a section of the text.

ELL Targeted Support **Summarize** Tell students that active readers are able to use their own words to summarize the main points of what they read.

Have students read aloud paragraph 15. Say: We can use this information to make a summary of the paragraph. A summary uses only the most important facts. Provide the sentence frame *This paragraph is mostly about _____*. Call on students to complete the sentence frame. **EMERGING**

EXPERT'S VIEW **Sharon Vaughn, University of Texas at Austin**

"The Reading and Writing workshop is an opportunity to develop literacy skills in a way that benefits both reading development and writing development. Students become more literate when they have purposeful practice in literacy activities—reading, writing, and interacting with a range of print. In an effective workshop class, students engage in reading and writing, not just to listening to instruction about how to read and write. The prominent activity should be student practicing."

See SavvasRealize.com for more professional development on research-based best practices.

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for summarizing text.

OPTION 1 **My TURN** Have students annotate the text using other Close Read notes for summarizing a text. Remind them that they should only highlight important details, which means details that support what the text is mostly about. Have them use the text evidence from their annotations to complete the chart on p. 185.
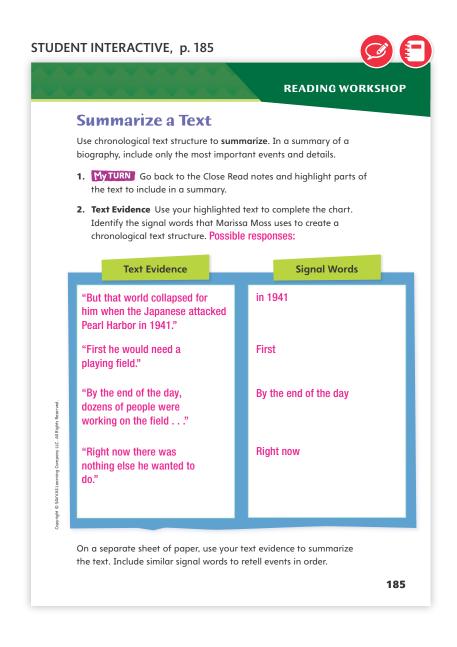
OPTION 2 **Use Independent Text** Have students use sticky notes to mark important details they would use in a summary.

✔ QUICK CHECK

Notice and Assess Can students identify important details to include in a summary?

Decide
- **If students struggle,** revisit instruction about summarizing text in Small Group on p. T320.
- **If students show understanding,** extend instruction about summarizing text in Small Group on p. T321.

STUDENT INTERACTIVE, p. 185

READING WORKSHOP

Summarize a Text

Use chronological text structure to **summarize**. In a summary of a biography, include only the most important events and details.

1. **My TURN** Go back to the Close Read notes and highlight parts of the text to include in a summary.

2. **Text Evidence** Use your highlighted text to complete the chart. Identify the signal words that Marissa Moss uses to create a chronological text structure. **Possible responses:**

Text Evidence	Signal Words
"But that world collapsed for him when the Japanese attacked Pearl Harbor in 1941."	in 1941
"First he would need a playing field."	First
"By the end of the day, dozens of people were working on the field . . ."	By the end of the day
"Right now there was nothing else he wanted to do."	Right now

On a separate sheet of paper, use your text evidence to summarize the text. Include similar signal words to retell events in order.

185

Write for a Reader

OBJECTIVE

Explain the author's purpose and message within a text.

Develop Author's Purpose

Minilesson

FOCUS ON STRATEGIES An author's choice of details is a clue for readers about the author's purpose for writing. Elements like repetition, details that reveal emotions, and descriptions can help focus a reader's attention. In this way, details are how writers share their messages with readers.

MODEL AND PRACTICE Remind students that they just analyzed how an author includes details for a specific purpose. Discuss how students might use a similar technique in their own writing using p. 190 of the *Student Interactive*. Model an example.

1. Identify an event to write about, such as a lunchtime last week. Suggest what kind of purpose you can have: to inform, to entertain, to persuade, to express an emotion.

2. Consider words and phrases that would help emphasize what you want readers to understand about lunchtime. Explain: I might list the food options or where people eat. Or I might describe what people are like when they eat. I might detail some of the bad things about lunchtime and suggest improvements. Or I might detail how I feel right before or during lunch.

3. Together as a class, draft a brief paragraph with one of these choices to illustrate the effect. Have volunteers offer suggestions for how to enhance the scene.

ELL Targeted Support **Show Author's Purpose** Have students consider ways to show amazement.

Tell partners to list words or phrases that show amazement, such as *gasping*, *clapping,* and *shouting "Wow!"* Then have them write a sentence to try out each word or phrase they listed. **EMERGING/DEVELOPING**

Use the above activities. Have students work independently to write about a time they were amazed, modeling after the sentences they wrote above. Then have them present to a partner. **EXPANDING/BRIDGING**

ASSESS UNDERSTANDING

Apply
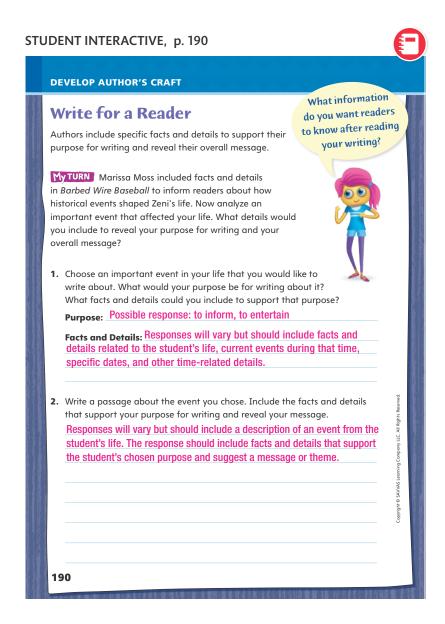
My TURN Have students refer to the reading selection for examples of details that help the author convey a message, and suggest they use it as an example for their own writing. Then guide students to complete the activity on p. 190 of the *Student Interactive*.

Writing Workshop

Have students use purposeful details in their personal narratives from the Writing Workshop. During conferences, support students' writing by helping them find opportunities to meaningfully include details in their writing.

STUDENT INTERACTIVE, p. 190

DEVELOP AUTHOR'S CRAFT

Write for a Reader

Authors include specific facts and details to support their purpose for writing and reveal their overall message.

What information do you want readers to know after reading your writing?

My TURN Marissa Moss included facts and details in *Barbed Wire Baseball* to inform readers about how historical events shaped Zeni's life. Now analyze an important event that affected your life. What details would you include to reveal your purpose for writing and your overall message?

1. Choose an important event in your life that you would like to write about. What would your purpose be for writing about it? What facts and details could you include to support that purpose?

   Purpose: Possible response: to inform, to entertain

   Facts and Details: Responses will vary but should include facts and details related to the student's life, current events during that time, specific dates, and other time-related details.

2. Write a passage about the event you chose. Include the facts and details that support your purpose for writing and reveal your message.

   Responses will vary but should include a description of an event from the student's life. The response should include facts and details that support the student's chosen purpose and suggest a message or theme.

190

Word Study Spiral Review

OBJECTIVES

Decode multisyllabic words with closed syllables; open syllables; VC*e* syllables; vowel teams, including digraphs and diphthongs; *r*-controlled syllables; and final stable syllables.

FLEXIBLE OPTION

LESSON 4

Spiral Review: Vowel Teams and Digraphs

FOCUS ON STRATEGIES Review strategies from the previous week about vowel teams and digraphs.

MODEL AND PRACTICE Call on a student to give an example of a vowel team that makes a long *e* sound, such as *ee* or *ea* as in *feed* or *lead*. Discuss how knowing that multiple vowels can create one sound can help students pronounce words.

APPLY Have each student pick a vowel. Then have pairs of students create a list of words using their specific vowel team. Challenge them to think of five or more words. Allow students to share their lists.

ELL Targeted Support
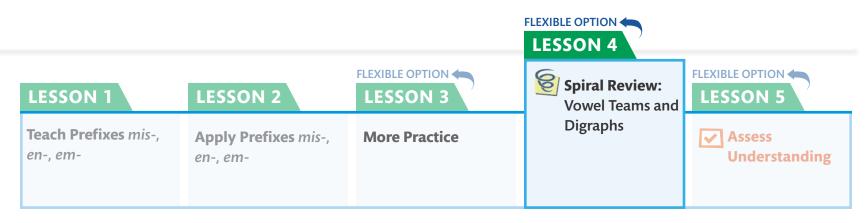
Vowel Teams and Digraphs Write *sailor* and *Sunday* on the board. Have students identify which letters spell the long *a* sound in each word. **EMERGING/DEVELOPING**

Write *sailor, Sunday*, and *coach* on note cards. Have pairs of students read the words to each other and select the two that have the long *a* sound. **EXPANDING**

Have students write and read aloud a sentence using the word *sailor*. Then have them write sentences using other words with *ai*. **BRIDGING**

LESSON 1

Teach Prefixes *mis-, en-, em-*

LESSON 2

Apply Prefixes *mis-, en-, em-*

FLEXIBLE OPTION

LESSON 3

More Practice

FLEXIBLE OPTION

LESSON 4

Spiral Review: Vowel Teams and Digraphs

FLEXIBLE OPTION

LESSON 5

☑ Assess Understanding

Use the ☑ **QUICK CHECK** on p. T315 to determine small group instruction.

Teacher-Led Options

Strategy Group 📖

SUMMARIZE A TEXT

Teaching Point Remember that when you summarize a text, you must decide what it is mostly about and then select important details. Keep your sentences to the point. Ask students to look at the text they highlighted for one of the pages in *Barbed Wire Baseball.* Ask them to use their highlighting to give an oral summary of the page.

ELL Targeted Support

Have students read aloud p. 164 with you.

Use leading questions to have students tell what the page is about: What is Zeni doing? How does he start? Does anyone help? Who? Refer back to the text as needed to help students answer the questions. Then ask students to complete the sentence frame: *This page is about _____.* **EMERGING**

Ask students what is happening on this page. Then draw attention to different sentences on the page. Ask them whether the information is important enough to be included in a summary that tells what Zeni and others did. Guide them to give an oral summary of the page using the most important details. **DEVELOPING**

Ask students to highlight the most important details on the page. Then call on one or more students to use the details to give an oral summary. **EXPANDING/BRIDGING**

📥 For additional support, see the online *Language Awareness Handbook.*

Intervention Activity 🔺 📥

SUMMARIZE A TEXT

Use Lesson 32, pp. T209–T214, in *myFocus Intervention Teacher's Guide* for instruction in summarizing a text.

LEVEL E • READ

Lesson 32 Retell and Summarize Text

DIRECTIONS Read the following passages. Think about which details you would include in a summary.

Sun

The sun is a star at the center of our solar system. Without it, there would be no life on Earth. The sun provides light and heat, which keeps Earth from being a frozen, lifeless rock. The energy that the sun provides is needed by plant life, which gives us food and oxygen. Finally, and just as important, is the sun's gravity. This force pulls on the planets and keeps them in an orderly orbit. Without it, Earth would fly off into space!

Solar Eclipse Day

1 Marni carefully crossed Monday off her wall calendar. "Today is solar eclipse day!" she called out to anyone who might be listening. Mom heard and called back from the kitchen, "Woo hoo!" And, from down the hall, she heard her Dad's booming voice, "Double woo hoo!"

2 Marni smiled. The entire Greene family had been caught up in the excitement of the upcoming solar eclipse for weeks. Now that the day had finally arrived, everybody had jobs to do. Mom and Marni spent the morning baking eclipse cookies. Marni stacked dozens of round sun and moon cookies on a platter to share with their neighbors.

3 While the cookies baked, Dad made a quick trip into town to pick up special viewing glasses because it wasn't safe to look directly at the sun during the eclipse. When he came home, he surprised everyone with matching solar eclipse t-shirts.

4 At 1:30, the Greene family and all their neighbors headed outdoors. The eclipse would begin in minutes. Someone set up a table and Marni put the eclipse cookies on it. Soon it was filled with sandwiches, fruit, and lemonade. "It's starting!" somebody called out. Everyone put on their glasses and waited.

5 As the shadow of the moon began to eat away at the sun, the light grew dim. Marni could even feel the temperature dropping. The birds that had been chirping in the trees suddenly stopped. Even the chattering neighbors became quiet as they stood looking up at the darkening sun.

6 Finally, it was completely dark. She heard someone whisper, "This is it. This is totality. Enjoy it!" And they did. As they stood in silence, in darkness in the middle of the afternoon, Marni knew this was a day she would never forget.

Reading Informational and Argumentative Text T • 209

Fluency 📖 📥 ☑
Assess 2–4 students

PROSODY

Have student pairs practice reading a page from *Barbed Wire Baseball*. Tell them to pay attention to the punctuation. Remind them that they need to take a breath when they come to a comma and take a short pause at the end of sentences.

ORAL READING RATE AND ACCURACY

Use pp. 25–30 in Unit 1 Week 5 *Cold Reads* to assess students. Have partners practice reading the passage. Use the *Fluency Progress Chart* to track student progress.

Conferring

3 students / 3–4 minutes per conference

SUMMARIZE A TEXT

Talk About Independent Reading Ask students to tell you what their independent reading book is mostly about.

Possible Conference Prompts

- What is your book mostly about?
- What are important details on this page?
- How would you summarize what you have read so far?

Possible Teaching Point Remember that to summarize a text, you tell what it is mostly about, in the same order as the text.

Leveled Readers 📖 🔊 ✏️ ▶ 👆

SUMMARIZE A TEXT

- For suggested titles, see "Matching Texts to Learning," pp. T270–T271.
- For instructional support on how to summarize a text, see the *Leveled Reader Teacher's Guide*.

The Light at Jupiter Lake
by J.N. Diel
Guided Reading Level Q
DRA Level 40
Lexile Measure 800L
Word Count 3,256

Independent/Collaborative

Independent Reading 📖 🔊

Students can

- whisper-read a page of their book to practice how to read it fluently.
- read or listen to a self-selected trade book or their Book Club text.
- read a favorite passage of their book to a partner.

Centers 📚 📥

See the myView Literacy Stations in the *Resource Download Center.*

Literacy Activities 📖 📓 🎮
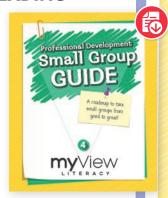
Students can

- write about a book they are reading in their reader's notebook.
- play the *myView* games.
- tell a partner what they think of *Barbed Wire Baseball* and give reasons for their opinions.

SUPPORT INDEPENDENT READING

Help students set goals for their reading. Tell them they should track progress toward their goals.

See the *Small Group Guide* for additional support and resources.

Professional Development
Small Group GUIDE
A roadmap to take small groups from good to great!

4
myView LITERACY

Whole Group

Share Bring the whole class together in whole group. Call on one or two students to tell what they do when they summarize a text.

Reflect and Share

Barbed Wire Baseball

OBJECTIVES

Use text evidence to support an appropriate response.

Come to discussions prepared, having read or studied the required material; draw on that preparation and other information known about the topic to explore ideas under discussion.

Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

ACADEMIC VOCABULARY

Provide practice in using the academic vocabulary to make connections to other texts, the unit theme, and the Essential Question. Ask:

- How do you think the desolate internment camp affected how the people lived?
- How did being of Japanese-American descent affect Zeni's life?

Talk About It

Minilesson

FOCUS ON STRATEGIES Review how to discuss specific ideas that are important to meaning with others.

- Stay on topic.
- Listen carefully without interrupting.
- Ask questions and add to the comments of others.

Refer to p. 186 of the *Student Interactive.* Ask student pairs to share their opinions about creative uses of resources based on what they have read this week. Remind them to provide text evidence to support their opinions.

MODEL AND PRACTICE Reinforce how to discuss specific, important ideas and share an opinion. Speakers should state their opinions clearly, provide supporting reasons and evidence from texts they have read, and connect text evidence to their opinions.

Point out that the speech bubbles on p. 186 provide examples of how to use text evidence to support an opinion and respectfully disagree.

Have student pairs discuss specific ideas in the text by using additional sentence frames: *My opinion is _____ because _____; I think _____ because_____; My opinion is supported by the text on page_____.*

ELL Targeted Support **Express Opinions** Tell students that people often use the word *think* to introduce an opinion.

Provide a sentence frame: *I think _____ is important.* Model how to use the sentence frame to give an opinion about a resource, such as water. Ask students to use *I think* to give their own opinion about a resource. **EMERGING**

Point out that people often use the word *because* to give reasons for their opinions. Provide a sentence frame: *I think that _____ because _____.* Model using the frame to give an opinion about Zeni's actions in the selection. Have students share an oral opinion using the sentence frame. **DEVELOPING/EXPANDING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for making connections between texts.

OPTION 1 **Use the Shared Read** Have students discuss ideas about creativity and how those ideas relate to texts they read this week. During this discussion, students should form and support opinions about an inventive use of resources. Remind them to follow the guidelines for supporting an opinion on p. 186 of the *Student Interactive.*

OPTION 2 **Use Independent Text** Have students use their independent reading to provide evidence to answer the weekly question.
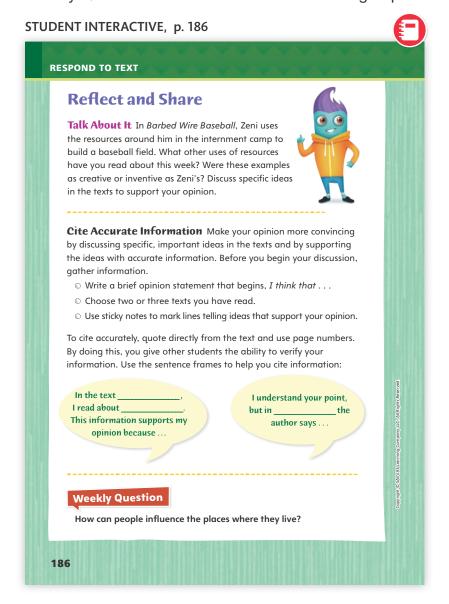
✅ QUICK CHECK

Can students make comparisons across texts to respond to the weekly question?

Decide
- **If students struggle,** revisit instruction about making text comparisons in Small Group on p. T326.

- **If students show understanding,** extend instruction for making text comparisons in Small Group on p. T327.

WEEKLY QUESTION Have students use evidence from the texts they have read this week to respond to the Weekly Question. Tell them to discuss in small groups or write their response on a separate sheet of paper.

STUDENT INTERACTIVE, p. 186

RESPOND TO TEXT

Reflect and Share

Talk About It In *Barbed Wire Baseball*, Zeni uses the resources around him in the internment camp to build a baseball field. What other uses of resources have you read about this week? Were these examples as creative or inventive as Zeni's? Discuss specific ideas in the texts to support your opinion.

Cite Accurate Information Make your opinion more convincing by discussing specific, important ideas in the texts and by supporting the ideas with accurate information. Before you begin your discussion, gather information.

- ○ Write a brief opinion statement that begins, *I think that . . .*
- ○ Choose two or three texts you have read.
- ○ Use sticky notes to mark lines telling ideas that support your opinion.

To cite accurately, quote directly from the text and use page numbers. By doing this, you give other students the ability to verify your information. Use the sentence frames to help you cite information:

> In the text _____, I read about _____. This information supports my opinion because …

> I understand your point, but in _____ the author says . . .

Weekly Question

How can people influence the places where they live?

186

Word Study Prefixes *mis-, en-, em-*

OBJECTIVES

Decode words using knowledge of prefixes.

Determine the meaning of words with affixes such as *mis-, sub-, -ment,* and *-ity/ty* and roots such as *auto, graph,* and *meter.*

WEEKLY STANDARDS PRACTICE

To assess student progress on Word Study, use the Weekly Standards Practice on SavvasRealize.com.

FLEXIBLE OPTION

LESSON 5

☑ Assess Understanding

To assess students' understanding of the prefixes *mis-, en-,* and *em-,* provide them with the following words: *misquoted* and *enable.* Offer sample sentences:

> The newspaper misquoted the mayor's speech.

> The wide handle enables easy opening.
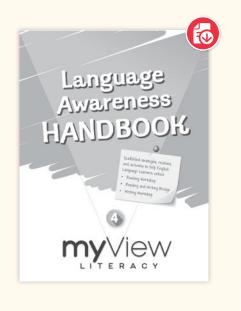
Have students use their knowledge of prefixes to define each word. (Possible definitions: *misquoted:* "to state a remark incorrectly"; *enable:* "to make possible") Have students decode the words and their base words.

Develop Language Awareness
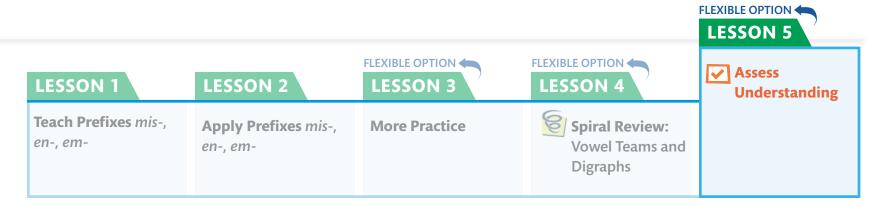
For additional practice with prefixes, complete the activity on p. 17 of the *Language Awareness Handbook*. In this practice activity, students will use phonic support to understand prefixes.

Language Awareness HANDBOOK

Scaffolded strategies, routines, and activities to help English Language Learners unlock
• Reading Workshop
• Reading and Writing Bridge
• Writing Workshop

4

myView LITERACY

FLEXIBLE OPTION ←

LESSON 5

☑ **Assess Understanding**

LESSON 1

Teach Prefixes *mis-, en-, em-*

LESSON 2

Apply Prefixes *mis-, en-, em-*

FLEXIBLE OPTION ←

LESSON 3

More Practice

FLEXIBLE OPTION ←

LESSON 4

Spiral Review: Vowel Teams and Digraphs

Use the ☑ **QUICK CHECK** on p. T323 to determine small group instruction.

Teacher-Led Options

Strategy Group 👆 📖

COMPARE TEXTS

Teaching Point You can develop a good understanding of a topic if you can compare different texts. Comparing helps you understand how different authors write about the same topic. When you compare texts, you tell how the texts are the same and how they are different. Create a Venn diagram and help students compare *Barbed Wire Baseball* with the primary source on pp. 152–153 of the *Student Interactive*. Both texts tell about how someone was able to influence a particular place; both give information about a topic. The places are very different in the two texts, and one is a biography while the other is a legal document.

ELL Targeted Support

Provide sentence frames to help students compare the texts.

Model and guide students to use the sentence frame: *Barbed Wire Baseball* is about _____, but the primary source is about _____. **EMERGING**

Ask students to work in groups to compare the texts using these sentence frames: One way *Barbed Wire Baseball* is like the primary source is _____. One way *Barbed Wire Baseball* is different is _____. **DEVELOPING/EXPANDING**

Ask students to work in groups to compare the texts using these sentence frames: *Barbed Wire Baseball* is like the primary source because _____. *Barbed Wire Baseball* is different from the primary source because _____. Something that is the same in both texts is _____. **BRIDGING**

📥 For additional support, see the online *Language Awareness Handbook.*

Intervention Activity 🔺 📥
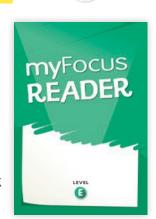
myFOCUS READER

Reread pp. 14–15 with students. Use the teaching support online at SavvasRealize.com to engage students in a conversation that demonstrates how the texts they have read this week support their understanding of how people and places can influence each other. Guide students to use the Academic Vocabulary words.

Intervention Activity 🔺 📥

WORD STUDY

For students who need support, Word Study lessons are available in the *myFocus Intervention Teacher's Guide*, Lessons 1–12.

On-Level and Advanced

📥

INQUIRY

Organize Information and Communicate Students should organize their findings on resources into an effective format.

Critical Thinking Talk with students about their findings and the process they used.

See *Extension Activities* pp. 38–42 in the *Resource Download Center*.

Independent/Collaborative

Conferring
3 students / 3–4 minutes per conference

COMPARE TEXTS
Ask students to talk about the book they are reading and compare it to *Barbed Wire Baseball*.

Possible Conference Prompts
- How is the book you are reading similar to *Barbed Wire Baseball?*
- How is it different?

Possible Teaching Point
Say: When you compare texts, you analyze elements of both texts. It makes you more familiar with different text structures as it enhances your comprehension of the texts.

Leveled Readers

COMPARE TEXTS
- For suggested titles, see "Matching Texts to Learning," pp. T270–T271.
- For instructional support on how to compare texts, see the *Leveled Reader Teacher's Guide*.

The Light at Jupiter Lake
by J.H. Diel
Guided Reading Level Q
DRA Level 40
Lexile Measure 850L
Word Count 3,256

Independent Reading
Students can
- read a self-selected trade book.
- reread or listen to the infographic "Taking Care of Our Land" with a partner.
- read or listen to a previously read leveled reader.

Centers
See the myView Literacy Stations in the *Resource Download Center*.

Literacy Activities
Students can
- tell a partner how their independent reading book is like or unlike *Barbed Wire Baseball.*
- research ways people influence the places they live.
- read aloud favorite parts of their books with a partner.
- play the *myView* games.

BOOK CLUB
See Book Club, pp. T488–T489, for
- teacher's summary of chapters in *Life in the West*.
- talking points to share with students.
- collaboration prompts and conversation starters.
- suggestions for incorporating the Discussion Chart.
- alternate texts to support the unit theme and Spotlight Genre.

Whole Group

Share Bring the class back together in whole group. Invite one or two students to share what they learned about comparing texts. Have them share one way their independent reading book is like or unlike the selection text *Barbed Wire Baseball.*

Resources

Stacks of Mentor Texts Mentor STACK	• Mentor texts, the foundation for each unit, provide students with a vision of the type of writing they will produce. • Five to eight mentor texts are recommended for each unit.
myView Literacy Student Interactive	• Students use the *myView Literacy Student Interactive* to practice their learning from the minilessons. • Students reference the *myView Literacy Student Interactive* to deepen their understanding of concepts taught in Writing Workshop.
Stapled Books *(Kindergarten and Grade 1)*	• Students in Kindergarten and Grade 1 will write in stapled books. • Primary students create the types of books they are reading, which are mostly picture books.
Writing Notebook *(Grades 2-5)*	• Students in Grades 2-5 will need a writing notebook. • Students use the writing notebook for writing drafts. Final copies may be written in their writing notebooks, or teachers may ask students to keyboard their final copies.
Portfolio	• Students may store final copies of their writing in their portfolios. • At the end of every unit, students will be asked to share one piece of writing in the Celebration.

Student authors learn to
▶ reflect on mentor texts.
▶ write in different genres and styles.
▶ apply writing conventions.

Conferences

Conferences are a cornerstone of the Writing Workshop. They provide an opportunity for the teacher to work one-on-one or in small groups with students to address areas of strength and areas of growth.

The focus of conferences should be on providing students with transferable writing skills and not solely on improving the current piece of writing.

Conference Pacing 30–40 minutes

- Consider a rotation where every student is conferred with over one week.
- Use the provided conference prompts for each lesson to guide conversations.
- Determine three possible teaching points for the conference based on student work.
- Come to the conference with stacks—published, teacher written, and student models.
- Use a note-taking system to capture pertinent details (Conference Notes Templates are available on SavvasRealize.com).

Conference Routine

| Research | ➜ | Name | ➜ | Decide on | ➜ | Teach |

Research	A student may discuss the topic of his or her writing and questions he or she may have. Use this as an opportunity to learn about the student's writing and make decisions to focus conferences.
Name a Strength	Once the student has discussed his or her writing, provide specific praise for an element of the writing. Naming a strength develops a student's energy for writing.
Decide on a Teaching Point	Choose a teaching point that focuses on improving the writer within the student and not on improving the student's writing. A range of teaching points should be covered over the year.
Teach	Help the student understand how he or she can achieve success. Use a minilesson from the bank of minilessons to provide instruction on the teaching point. One text from the unit's stack serves as an example of what the student's writing should emulate.

Writing Assessment Options

Performance-Based Assessment

ONLINE OPTION

Prompt

You have read two passages about characters who set out to see the world. Write a personal narrative about an adventure you have had. You can write about an adventure that happened close to home or far from home.

Sources

- The Two Frogs
- Picasso's Big Adventure

🔴 Download a performance-based assessment from SavvasRealize.com for students to demonstrate their understanding of the reading and writing skills from the unit.

Writing Assessment

WEEK 5 • LESSON 5 OPTION

- The Writing Workshop Assessment is on Day 5 of Week 5 of every unit. Teachers may choose how to assess their students.

- Collect students' compositions after the Celebration and use the designated rubric to grade the writing.

- Give students an on-demand prompt that will require them to synthesize their understanding of the genre, author's purpose and craft, and writing conventions in one succinct piece of writing without the support of a teacher.

- Assessment prompts and writing rubrics can be found in the Writing Workshop of *myView Literacy Teacher's Edition* on Day 5 of Week 5, or they may be accessed on SavvasRealize.com.

Units of Study
This Unit: Personal Narrative

UNIT 1 — NARRATIVE: PERSONAL NARRATIVE

Students will

- read personal narratives
- focus on introduction and sequence of events
- use adjectives, adverbs, and pronouns correctly
- write personal narratives

UNIT 2 — INFORMATIONAL TEXT: HOW-TO ARTICLE

Students will

- review and develop elements of effective travel articles
- focus on headlines and multimedia elements
- use linking words and phrases accurately
- write engaging travel articles

UNIT 3 — NARRATIVE: REALISTIC FICTION

Students will

- learn characteristics of realistic fiction and read realistic stories
- learn how to create descriptions of characters and settings
- use dialogue effectively
- write realistic fiction

UNIT 4 — OPINION WRITING: OPINION ESSAY

Students will

- read opinion essays
- learn how to support an opinion with reasoning, details, and facts
- edit for complete sentences
- write opinion essays

UNIT 5 — POETRY: POEM

Students will

- study elements of poetry
- use alliteration, assonance, and rhyme
- learn how to use line breaks and arrange stanzas
- write poetry

Your Writing Workshop
for Standards Success

UNIT 1	NARRATIVE: PERSONAL NARRATIVE
WEEK 1 **INTRODUCE AND IMMERSE**	**Minilessons:** • Personal Narrative • Plan Your Personal Narrative
WEEK 2 **DEVELOP ELEMENTS**	**Minilessons:** • Portray People • Compose a Setting • Use Concrete Words and Phrases • Compose with Sensory Details
WEEK 3 **DEVELOP STRUCTURE**	**Minilessons:** • Develop and Compose an Introduction • Compose an Event Sequence • Use Transition Words and Phrases • Compose Dialogue • Develop and Compose a Conclusion
WEEK 4 **WRITER'S CRAFT**	**Minilessons:** • Add Ideas for Coherence and Clarity • Edit for Adjectives • Edit for Adverbs • Edit for Pronouns
WEEK 5 **PUBLISH, CELEBRATE, ASSESS**	**Minilessons:** • Edit for Irregular Verbs • Edit for Punctuation Marks • Assessment

Weekly Overview

Students will

- learn what makes a personal narrative unique.
- read personal narratives to learn how authors write them.
- begin planning their own personal narratives.

WEEK	WRITING PROCESS	FLEXIBLE PATH
▶ 1	Prewriting	Introduce and Immerse
2	Drafting	Develop Elements
3	Drafting	Develop Structure
4	Revising and Editing	Writer's Craft
5	Publishing	Publish, Celebrate, and Assess

Minilesson Bank

Daily Plan

Based on what you know about your students' writing, choose one minilesson from the options below for each day's instruction.

FAST TRACK

	LESSON 1	LESSON 2	LESSON 3
MINILESSON 5–10 min.	Personal Narrative T338	Know the Narrator T342	Know the Setting and Events T346
INDEPENDENT WRITING AND CONFERENCES 30–40 min.	Independent Writing and Conferences T339	Independent Writing and Conferences T343	Independent Writing and Conferences T347
SHARE BACK FOCUS 5–10 min.	Narrator, Setting, Sequence T339	Narrator's Voice T343	Setting, Turning Point, End T347
READING-WRITING WORKSHOP BRIDGE 5–10 min.	FLEXIBLE OPTION • **Spelling** Assess Prior Knowledge T340 FLEXIBLE OPTION • **Language & Conventions** Subjects and Predicates T341	• **Spelling** Teach Spell Words with Suffixes T344 FLEXIBLE OPTION • **Language & Conventions** Oral Language: Subjects and Predicates T345	FLEXIBLE OPTION • **Spelling** More Practice T348 • **Language & Conventions** Teach Subjects and Predicates T349

Mentor STACK

Change existing list of books to:

- *When I Was Young in the Mountains* by Cynthia Rylant
- *Island Treasures: Growing Up in Cuba* by Alma Flor Ada
- *Because of Shoe and Other Dog Stories* edited by Ann M. Martin
- *The Leaving Morning* by Angela Johnson

Use the following criteria to add to your personal narrative stack:

- The length of the narrative is approximately the same length as the students' personal narratives should be.
- The piece addresses the narrator's response to a situation, or problem.
- The narrative has a clear setting, a logical sequence of events, and a turning point.

Preview these selections for appropriateness for your students. Selections are subject to availability.

FAST TRACK

LESSON 4	LESSON 5
Brainstorm and Set a Purpose T350	Plan Your Personal Narrative T354
Independent Writing and Conferences T351	Writing Club and Conferences T354–T355
Meaningful Experience T351	Narrative Maps T354
FLEXIBLE OPTION • **Spelling** Review: Suffixes T352 • **Language & Conventions** Practice Subjects and Predicates T353	• **Spelling** Assess Understanding T356 **FLEXIBLE OPTION** • **Language & Conventions** Standards Practice T357

ADDITIONAL RESOURCES

MINILESSON 5–10 min.	Structure of Writing Workshop and Expectations	The Writer's Notebook
INDEPENDENT WRITING AND CONFERENCES 30–40 min.	Independent Writing and Conferences	Independent Writing and Conferences
SHARE BACK FOCUS 5–10 min.	Writing Workshop and Expectations	Writer's Notebook

See the online *Language Awareness Handbook* for additional writing support.

See the *Small Group Guide* for additional writing support.

Conferences Mentor STACK

During this time, assess for understanding of the basic characteristics of personal narratives in order to gauge where students may need support in their personal narrative writing. Have stacks and minilessons available to refer to during the conferences.

FORMATIVE ASSESSMENT	Conference Prompts
Genre Immersion Lessons	
If students need additional support,	🔺 **Then** review stack texts and discuss their elements.
If students show understanding,	**Then** ask: Which element will you focus on in your writing?
Characteristics of Personal Narratives	
If students need additional support,	🔺 **Then** ask: Which element is most difficult to understand?
If students show understanding,	**Then** ask: What do you need to keep in mind as you begin writing?
Brainstorm and Set a Purpose	
If students need additional support,	🔺 **Then** ask: Which experiences make good personal narratives?
If students show understanding,	**Then** ask: How will you build your topic into a complete narrative?
Plan Your Personal Narrative	
If students need additional support,	🔺 **Then** ask: Which element would you like to plan first?
If students show understanding,	**Then** ask: Which element will be most challenging to plan?

Conference Support for ELL

EMERGING

- Teach basic vocabulary about the concepts of story, storytelling, and real events.
- Help students describe a meaningful experience using first-person pronouns.
- Use gestures, simple sequence drawings with arrows, and words to teach vocabulary and the concepts of beginning, middle, and end.

DEVELOPING

- Help students identify and describe personal narratives they have read.
- Provide several graphic organizers students can fill in as they plan their narratives.
- Use shared writing to help students plan a narrative.

EXPANDING

- Help students distinguish among narrators of personal narratives in the stack.
- Engage students in discussion of appealing features of personal narratives.
- Use guided writing to help students plan each element of a narrative.

BRIDGING

- Invite students to choose a model narrator from the stack and explain the choice.
- Ask students to define the elements of personal narratives to ensure comprehension.
- Use guided writing to help students plan a narrative.

Reading-Writing Workshop Bridge

While conferring with students, refer back to the Bridge minilessons on **analyzing illustrations** and **subjects and predicates.**

ELL Minilesson Support

See the online *Language Awareness Handbook* for additional writing support.

Week 1: Introduce and Immerse

During the immersion week, your ELLs will benefit from additional writing support that expands their awareness of the genre and helps them make connections to their own motivations to write. These targeted supports were chosen to help students better understand the writing mode and planning process.

Use this note for the minilesson on p. T338.

ELL Targeted Support

UNDERSTAND PERSONAL NARRATIVE

Shared reading, retelling, and summarizing material can help students develop language comprehension and vocabulary. Responding to questions gives students practice with newly acquired vocabulary. Ask students to tell about a personal narrative they have read.

Read or paraphrase a personal narrative for individual students. Then use words and gestures to communicate about the narrator, the setting, and the sequence of events. Have students write and pronounce *narrator, setting, sequence,* and *events*.   **EMERGING**

Help students work in pairs to read a personal narrative and tell each other about the narrator and the sequence of events. Encourage partners to ask each other questions about the setting, the narrator, and the turning point and to write key words from their answers.   **DEVELOPING**

Invite students to read two personal narratives and then explain how they differ in terms of narrator, setting, and sequence of events. Pose questions to elicit detailed descriptions of these elements. Have students write sentences that summarize the descriptions.   **EXPANDING**

Challenge students to write summaries of personal narratives from the stack. Summaries should describe the narrator, the setting, and the sequence of events.   **BRIDGING**

Use this note for the minilesson on p. T354.

ELL Targeted Support

PLAN YOUR PERSONAL NARRATIVE

Work with students to articulate a topic and sketch out the sequence of events in their narratives in preparation for telling about their experiences aloud.

Help individual students identify key English words you can transcribe in the organizer in the *Student Interactive*. Use words and gestures to explore the student's topic and isolate the beginning, turning point, and end of the narrative. Fill in the organizer and review the words.   **EMERGING**

Have students work in pairs to explain their topics and the three steps of their narratives to each other. Pose questions as necessary to encourage clarification. Encourage partners to help each other fill in the organizer. **DEVELOPING**

Challenge students to fill in the organizer independently. Then have partners tell their stories to each other and revise their organizers as necessary.   **EXPANDING**
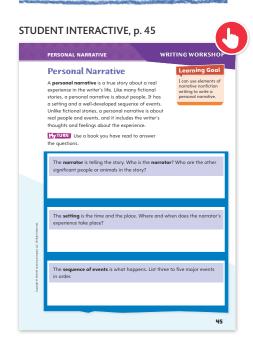
Have students fill in their organizers and then tell their stories in a small group. Prompt group members to offer feedback on each story's organization. Ask students to revise their organizers according to the feedback they receive.   **BRIDGING**

FAST TRACK

Personal Narrative

OBJECTIVE

Compose literary texts such as personal narratives and poetry using genre characteristics and craft.

STUDENT INTERACTIVE, p. 45

PERSONAL NARRATIVE — WRITING WORKSHOP

Personal Narrative

A **personal narrative** is a true story about a real experience in the writer's life. Like many fictional stories, a personal narrative is about people. It has a setting and a well-developed sequence of events. Unlike fictional stories, a personal narrative is about real people and events, and it includes the writer's thoughts and feelings about the experience.

Learning Goal

I can use elements of narrative nonfiction writing to write a personal narrative.

MY TURN Use a book you have read to answer the questions.

The **narrator** is telling the story. Who is the **narrator**? Who are the other significant people or animals in the story?

The **setting** is the time and the place. Where and when does the narrator's experience take place?

The **sequence of events** is what happens. List three to five major events in order.

45

Minilesson

Mentor STACK

TEACHING POINT Writers compose personal narratives to tell about a significant experience they have had. They write about

- a specific setting,
- a sequence of events that leads to a turning point, and
- a change in their lives that resulted from the experience.

MODEL AND PRACTICE Tell students that they will be exploring personal narratives over the next two days to prepare to write their own. Today, they will focus on elements that set personal narratives apart from other narrative nonfiction, such as biography and autobiography.

Read aloud a personal narrative from the stack. Pause to identify the narrator and the setting. Use the following questions to prompt discussion:

- How do we know that the sequence of events is real?
- How does the narrator respond to events?
- What language does the narrator use that seems personal?
- What does the setting of the narrative contribute to the events and to the narrator's response?

Direct students to p. 45 in the *Student Interactive*. Have them use another narrative they have read or heard to complete the activity.

Independent Writing

Mentor STACK

FOCUS ON GENRE After the minilesson, students should transition into independent writing.

- If students need additional opportunities to develop their understanding of personal narratives, they should read additional texts from the stack. If students demonstrate understanding, they should transition to writing personal narratives in their writing notebooks.

WRITING SUPPORT

- **Modeled** Choose a stack text and do a Think Aloud to model identifying elements of personal narrative.

- **Shared** Discuss common elements of personal narratives and write what students identify.

- **Guided** Use stack texts to provide explicit instruction on elements of personal narratives.

▲ **Intervention** Refer to the *Small Group Guide* for support.

- If students demonstrate understanding, they should transition to writing personal narratives in their writing notebooks.

See the **Conference Prompts** on p. T336.

Share Back

Call on a few students to share what they have written about the narrator, setting, and sequence of events in the personal narrative they chose from the stack.

Spelling Spell Words with Suffixes

OBJECTIVE

Spell words using knowledge of suffixes, including how they can change base words such as dropping *e,* changing *y* to *i,* and doubling final consonants.

SPELLING WORDS

crying	earlier
cried	earliest
cries	lazier
shipped	laziest
shipping	supplies
tagged	denied
scarier	tying
scariest	prettier
sadder	prettiest
saddest	huger

FLEXIBLE OPTION

LESSON 1

☑ **Assess Prior Knowledge**

Use the sentences from Lesson 5 Spelling, p. T356, to assess students' prior knowledge of suffixes.

For students who understand how suffixes affect the spelling of a word, include the following Challenge Words with the spelling list.

Challenge Words

magnified

iciest

interfering

ELL Targeted Support
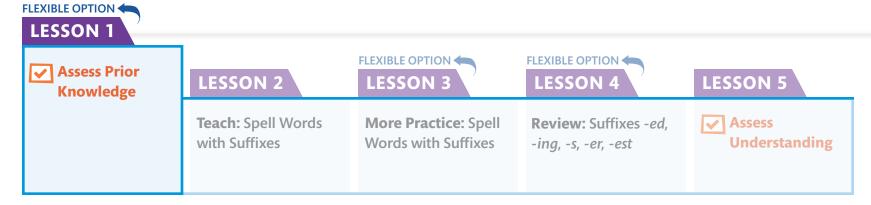
Tell students that knowing how suffixes change spelling will help them understand more English words.

Display the words *supply* and *supplies*. Say and spell the words. Have students repeat. Practice three times. **EMERGING**

Use the above, then have partners add the suffixes *-ing* and *-ed* to *supply*, following the spelling rules. **DEVELOPING**

Have partners spell each spelling word and identify the base word. **EXPANDING**

FLEXIBLE OPTION

LESSON 1

☑ **Assess Prior Knowledge**

LESSON 2

Teach: Spell Words with Suffixes

FLEXIBLE OPTION
LESSON 3

More Practice: Spell Words with Suffixes

FLEXIBLE OPTION
LESSON 4

Review: Suffixes *-ed, -ing, -s, -er, -est*

LESSON 5

☑ **Assess Understanding**

Language & Conventions
Subjects and Predicates

FLEXIBLE OPTION

LESSON 1

FOCUS ON STRATEGIES A sentence has two parts: a **subject**, which is who or what the sentence is about, and a **predicate**, which is what the subject is or what the subject <u>does</u>. For example, take the sentence *Jane dropped the jar*. The subject is *Jane*—she is the "who" in the sentence. *Dropped the jar* is the predicate because that is what she did.

MODEL AND PRACTICE Share with students the sentence: *The wooden boat sailed out of the harbor*. Ask volunteers to underline once the sentence's subject (*boat*) and underline twice the predicate (begins with *sailed*). Split the sentence between *boat* and *sailed* and explain that the **complete subject** includes the subject and the modifiers 'The wooden,' and that the **complete predicate** includes the verb and words that modify it. As a class, write another sentence and split the complete subject from the complete predicate.

APPLY Have students create their own sentences and identify the complete subject and complete predicate.

OBJECTIVE
Edit drafts using standard English conventions.

ELL Targeted Support

Sentence Parts Point out that forming full sentences makes writing easier to understand. Define subject, which says who or what the sentence is about, and predicate, which says what the subject is or does.

Give students the incomplete sentences:

1. The red dog _____.
2. ____ ate a big lunch.

Ask students to fill in the blanks orally. Prompt with questions if needed. **EMERGING**

Ask Who? for both sentences and have a volunteer circle the subject. Ask What did they do? and draw a box around the predicate in both sentences. Label both. **DEVELOPING**

Have partners write flashcards with subjects and predicates and then match them to form complete sentences. Ask volunteers to read their sentences aloud to the class. **EXPANDING**

FLEXIBLE OPTION

LESSON 1

Subjects and Predicates	**FLEXIBLE OPTION** LESSON 2	LESSON 3	LESSON 4	**FLEXIBLE OPTION** LESSON 5
	Oral Language: Subjects and Predicates	Teach Subjects and Predicates	Practice Subjects and Predicates	Standards Practice

Know the Narrator

OBJECTIVES
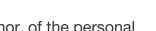
Discuss how the author's use of language contributes to voice.

Compose literary texts such as personal narratives and poetry using genre characteristics and craft.

STUDENT INTERACTIVE, p. 46

Minilesson

Mentor STACK

TEACHING POINT The narrator is the writer, or author, of the personal narrative. Through the text, readers get to know the narrator as a person.

- The narrator uses a personal, distinctive voice to tell a story.
- This voice reflects the narrator's personality and comes through in the narrator's word choices, images, and attitudes toward events and other people.

MODEL AND PRACTICE Compare two personal narratives from the stack to discuss distinct narrative voices. Read aloud a representative excerpt from each narrative and invite students to tell how the narrators are different. Focus on examples of word choice and descriptive images that reinforce the differences between the narrators' use of language. Elicit student responses with these questions: How can you tell the two narrators apart? Which words help you tell the narrators apart?

Reread the first excerpt and ask: What is different or unique about the way this narrator tells the story? Reread the second excerpt and ask the same question.

Direct students to p. 46 in the *Student Interactive* and have them complete the activity.

Possible Teaching Point

Language & Conventions | Subjects and Predicates

Remind students that every sentence has two parts: a subject and a predicate.

- A subject is who or what the sentence is about.
- A predicate is what the subject is or what the subject does.

Point out that most sentences in personal narratives will be about the narrator, so the narrator will often be a subject in students' sentences. Have students check their writing for correct usage of subjects and predicates.

Independent Writing

Mentor STACK 📚

FOCUS ON NARRATOR After the minilesson, students should transition into independent writing.

- If students need additional opportunities to develop their understanding of the narrator's voice, they should read additional texts from the stack.

  WRITING SUPPORT

  - **Modeled** Choose a stack text and do a Think Aloud to model describing a narrator's voice.

  - **Shared** Work with students to identify and note distinctive words and images in a personal narrative.

  - **Guided** Use the stack texts to provide models for students to imitate as they experiment with narrative voice.

  🔺 **Intervention** Refer to the *Small Group Guide* for support.

- If students demonstrate understanding, they should transition to developing an idea of their narrators' qualities. They may begin writing their personal narratives in their writing notebooks.

See the **Conference Prompts** on p. T336.

Share Back

Invite a few students to share their descriptions of narrators' voices. Ask them for examples of descriptions, images, and word choices that helped them characterize the voices.

Spelling Spell Words with Suffixes

OBJECTIVE

Spell words using knowledge of suffixes, including how they can change base words such as dropping *e,* changing *y* to *i,* and doubling final consonants.

SPELLING WORDS

crying	earlier
cried	earliest
cries	lazier
shipped	laziest
shipping	supplies
tagged	denied
scarier	tying
scariest	prettier
sadder	prettiest
saddest	huger

LESSON 2

Teach

FOCUS ON STRATEGIES Explain that when adding the suffixes *-ed, -ing, -s, -er,* or *-est* to a base word, we may have to change the spelling of the base word. For words that end in *y,* drop the *y* and add *i.* For words ending in *e,* drop the *e.* For words ending in a consonant-vowel-consonant (CVC) pattern, double the last consonant.

MODEL AND PRACTICE

Display the words *crying, cried,* and *cries.* Say and spell each word. Underline the endings *-ing*, *-ed*, and *-es*. Point out how the spelling of the base word has changed for two of these words.

APPLY My **TURN** Have students complete the activity on p. 43 of the *Student Interactive.*

SPELLING   READING-WRITING BRIDGE

Spell Words with Suffixes

Suffixes *-ed, -ing, -s, -er, -est* Some base words change their spelling when you add the endings *-ed, -ing, -s, -er,* or *-est*. For words that end in *y*, drop the *y* and add *i* before adding an ending. For words ending in a consonant-vowel-consonant pattern, double the last consonant before adding an ending. For words ending in *e*, drop the *e* before adding an ending.

My **TURN**   Sort and spell each word under the correct suffix.

SPELLING WORDS			
crying	cried	cries	shipped
shipping	tagged	scarier	scariest
sadder	saddest	earlier	earliest
lazier	laziest	supplies	denied
tying	prettier	prettiest	huger

-ed
cried
shipped
tagged
denied

-ing
crying
shipping
tying

-s
cries
supplies

-er
scarier
sadder
earlier
lazier
prettier
huger

-est
scariest
saddest
earliest
laziest
prettiest

43

LESSON 2

LESSON 1

☑ Assess Prior Knowledge

Teach: Spell Words with Suffixes

LESSON 3

More Practice: Spell Words with Suffixes

LESSON 4

Review: Suffixes *-ed, -ing, -s, -er, -est*

LESSON 5

☑ Assess Understanding

Language & Conventions
Subjects and Predicates

LESSON 2

Oral Language: Subjects and Predicates

FOCUS ON STRATEGIES Review subjects and predicates by giving oral examples, such as *He laughed. The dog barked.* Explain that a subject and a predicate are the two parts of every sentence.

MODEL AND PRACTICE Help students list a number of subjects (or people) and predicates (or actions) on the board. Pick a subject and connect it to a predicate to form a simple sentence. For example, with the subject *mailman* and predicate *walked up the stairs* we can make the sentence: *The mailman walked up the stairs.* Ask volunteers to form their own complete sentence.

APPLY Have students work in pairs to create an oral sentence that contains a subject and a predicate. Ask partners to share their sentence with another pair and then identify which words make up each component.

OBJECTIVE
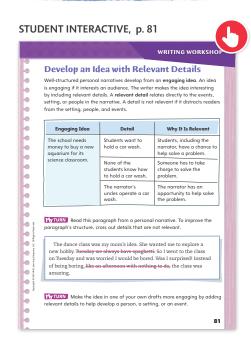Edit drafts using standard English conventions.

LESSON 2

Oral Language: Subjects and Predicates

LESSON 1

Subjects and Predicates

LESSON 3

Teach Subjects and Predicates

LESSON 4

Practice Subjects and Predicates

LESSON 5

Standards Practice
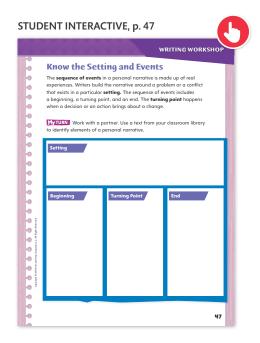
Know the Setting and Events

OBJECTIVE

Compose literary texts such as personal narratives and poetry using genre characteristics and craft.

STUDENT INTERACTIVE, p. 47

Minilesson

Mentor STACK

TEACHING POINT A personal narrative includes some elements of narrative fiction, including a sequence of events and a beginning, middle, and end. A key event in the middle is the turning point. In a personal narrative

- the beginning includes the setting and launches a sequence of events about an experience,

- the middle includes the turning point, which, like the climax of a story's plot, is a key event that brings about a change, and

- the end focuses on the change the narrator experienced.

MODEL AND PRACTICE Using a personal narrative you have already read and discussed with students, work together to identify the time, place, and key events of the experience the writer describes. Reread the piece if necessary. Then use questions such as these to help students recognize elements of the personal narrative:

- How does the narrator begin the narrative? What does the narrator want readers to know right away?

- What events lead up to the turning point in the narrative? Where and when do they take place?

- What is the turning point? After the turning point, what happens? Why do you think the narrator includes this information?

Direct students to p. 47 in the *Student Interactive.* Have partners complete the activity.

···Possible Teaching Point

Spelling | Spell Words with Suffixes

Remind students that adding the suffixes *-ed, -ing, -s, -er,* or *-est* may change the spelling of a base word.

- For words that end in *y,* drop the *y* and add *i.*

- For words ending in *e,* drop the *e.*

- For words ending in a consonant-vowel-consonant (CVC) pattern, double the last consonant.

Have students check their writing to make sure they spelled words with suffixes correctly.

Independent Writing

Mentor STACK

FOCUS ON SETTING AND EVENTS After the minilesson, students should transition into independent writing.

- If students need additional opportunities to identify setting and events, they should analyze additional personal narratives from the stack.

WRITING SUPPORT

- **Modeled** Choose a stack text and model identifying a turning point.

- **Shared** Help students organize events from a stack text into beginning, middle, and end.

- **Guided** Use the stack texts to provide explicit instruction on the setting and events in a narrative.

▲ **Intervention** Refer to the *Small Group Guide* for support.

- If students demonstrate understanding, they should transition to writing their own personal narratives in their writing notebooks.

See the **Conference Prompts** on p. T336.

Share Back

Call on two or three students to share the setting and events they identify in the narratives they chose from the stack.

Spelling Spell Words with Suffixes

OBJECTIVE

Spell words using knowledge of suffixes, including how they can change base words such as dropping *e,* changing *y* to *i,* and doubling final consonants.

SPELLING WORDS

crying	earlier
cried	earliest
cries	lazier
shipped	laziest
shipping	supplies
tagged	denied
scarier	tying
scariest	prettier
sadder	prettiest
saddest	huger

LESSON 3

More Practice

FOCUS ON STRATEGIES Remind students that adding a suffix can change the spelling of the base word.

MODEL AND PRACTICE Display or write the base words *cry, skate,* and *ship* on the board and have students help you add the suffixes *-ing* and *-er* to each word. Show that *e* is removed in *skate* and the *p* in *ship* becomes a double consonant. The *y* in *cry* does not change for *crying* but changes to *i* when adding an ending that does not start with *i.*

APPLY Have students complete *Spelling* on p. 6 in the *Resource Download Center.*

LESSON 3

More Practice: Spell Words with Suffixes

LESSON 1

☑ **Assess Prior Knowledge**

LESSON 2

Teach: Spell Words with Suffixes

LESSON 4

Review: Suffixes *-ed, -ing, -s, -er, -est*

LESSON 5

☑ **Assess Understanding**

Language & Conventions
Subjects and Predicates

OBJECTIVE
Edit drafts using standard English conventions.

Teach Subjects and Predicates

FOCUS ON STRATEGIES Say that every sentence has a subject and a **predicate**.

MODEL AND PRACTICE To reinforce the instruction, describe a profession and what someone in that profession does. For example, *A pilot flies a plane.* Ask students to identify the subject and predicate.

Then write another example together as a class and have students identify that it has a complete subject and complete predicate.

ELL Targeted Support

Sentence Parts Point out that forming full sentences makes writing easier to understand. Define *subject*, which says who or what the sentence is about, and *predicate*, which says what the subject is or does. Give students the incomplete sentences:

   1. The red dog _____.

   2. ____ ate a big lunch.

Ask students to fill in the blanks orally. Prompt with questions if needed. **EMERGING**

Ask Who? for both sentences and have a volunteer circle the subject. Ask What did they do? and draw a box around the predicate in both sentences. Label both. **DEVELOPING**

Have partners write flashcards with subjects and predicates and then match them to form complete sentences. Ask volunteers to read their sentences aloud to the class. **EXPANDING**

Brainstorm and Set a Purpose

OBJECTIVES

Plan, revise, and edit a draft for a specific topic, purpose, and audience using a range of strategies, such as brainstorming, freewriting, and mapping.

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

STUDENT INTERACTIVE, p. 48

PERSONAL NARRATIVE

Brainstorm and Set a Purpose
Before writing, authors gather ideas, or **brainstorm.**

Your personal narrative will have a topic, a purpose, and an audience. The **topic** is the experience you write about. To determine your **purpose,** think about why you are writing your narrative. Do you want to entertain readers, explain something to them, or have them agree with you? To decide on your purpose, think about your readers, or your **audience.**

Describe your audience to yourself. Then decide how you want the audience to react to your personal narrative. That will help you state your purpose.

MyTURN List in each column at least three experiences you have had.

Surprising Experiences	Experiences That Taught You a Lesson	Unforgettable Experiences

What is your purpose? _____
Who is your audience? _____
Which experience will be your topic? Highlight it.

Choose a meaningful experience to write about.

48

Minilesson

Mentor STACK

TEACHING POINT Emphasize that a personal narrative tells readers about a meaningful experience. Remind students that the narrator of a personal experience is the writer. Even though the narrative is constructed with elements of a story, the experience is real. Therefore, in a personal narrative, students will

- write about a real setting, real events, and their response to events, and
- "speak" to readers in a consistent, recognizable voice.

MODEL AND PRACTICE Tell students that they will be brainstorming a topic for their personal narratives. The topic should be an experience that will interest readers. Model generating ideas for a personal narrative: I want to write about an experience that had an effect on me. It also has to interest my readers. I need to keep that purpose and audience in mind as I come up with ideas. OK . . . I could write about my first time riding a bike on my own or the time I tripped right at the end of a relay race. How did the experience change me? My answer to that will help me choose a topic.

Direct students to p. 48 of the *Student Interactive*. Tell them to use the chart to brainstorm ideas for a topic. Remind them to keep their purpose and audience in mind as they choose. If students come up with ideas they like, have them write the ideas in their writing notebooks.

.....: **Possible Teaching Point**

Writing Process

Prewriting | Mapping

Students can brainstorm ideas with the help of a web graphic organizer.

Have students

- focus on one meaningful experience they had
- write a label for that experience in the center of the web
- in the outer rings, write details about what happened, where, and when, as well as why the experience mattered

Independent Writing

Mentor STACK

FOCUS ON PURPOSE After the minilesson, students should transition into independent writing.

- Direct students to use this time to finalize their choice of topic.

WRITING SUPPORT

- **Modeled** Do a Think Aloud to model recalling a surprising experience.

- **Shared** Have students choose a topic idea and work together to explore how they would identify the setting and the turning point.

- **Guided** Invite students to imagine a specific audience of readers. Challenge them to identify possible topics that will interest that audience.

  ▲ **Intervention** Refer to the *Small Group Guide* for support.

- If students have started their narratives, they should continue and make any modifications they wish based on today's minilesson.

See the **Conference Prompts** on p. T336.

Share Back

Invite a few students to share one or two possible topics they have listed for their personal narratives, and have them invite input from others as to which topic would be most appealing to an audience.

Spelling Spell Words with Suffixes

OBJECTIVE

Spell words using knowledge of suffixes, including how they can change base words such as dropping *e*, changing *y* to *i*, and doubling final consonants.

SPELLING WORDS

crying	earlier
cried	earliest
cries	lazier
shipped	laziest
shipping	supplies
tagged	denied
scarier	tying
scariest	prettier
sadder	prettiest
saddest	huger

Writing Workshop

As students proofread their writing, remind them to check the spellings of words with suffixes like *-ed, -ing, -s, -er,* and *-est.*

FLEXIBLE OPTION ◀

LESSON 4

Review: Suffixes *-ed, -ing, -s, -er, -est*

FOCUS ON STRATEGIES Review the spelling rule about suffixes.

MODEL AND PRACTICE Display the following sentence and ask for volunteers to identify the misspelled words. The *lazyest puppy was prettyer, and it stopped criing when we brought supplys.* Explain that if writers know suffix rules, they can pronounce and spell words like *laziest, prettier, crying,* and *supplies.*
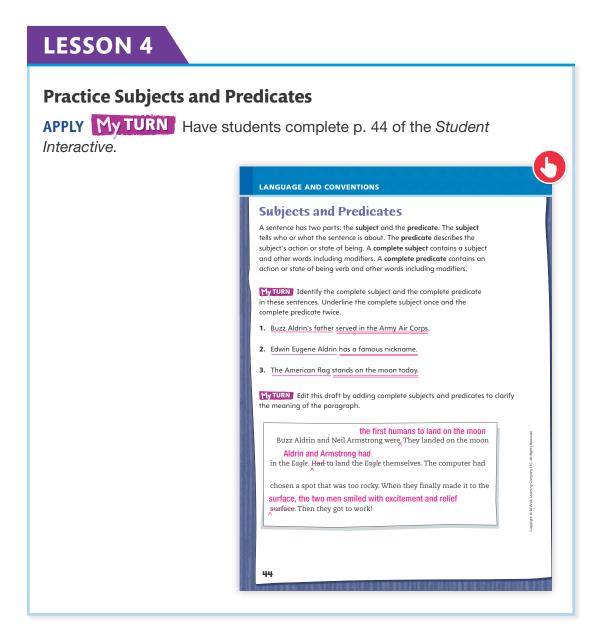
APPLY Using the spelling words from this week, invite students to make word trees of the base word and its matching vocabulary word or words. Have them explain to a partner how the spelling of the base word changes when adding a suffix.

FLEXIBLE OPTION ◀

LESSON 4

Review: Suffixes *-ed, -ing, -s, -er, -est*

FLEXIBLE OPTION ◀

LESSON 1

☑ **Assess Prior Knowledge**

LESSON 2

Teach: Spell Words with Suffixes

FLEXIBLE OPTION ◀

LESSON 3

More Practice: Spell Words with Suffixes

LESSON 5

☑ **Assess Understanding**

T352   UNIT 1 • WEEK 1

Language & Conventions
Subjects and Predicates

Practice Subjects and Predicates

APPLY **My TURN** Have students complete p. 44 of the *Student Interactive.*

LANGUAGE AND CONVENTIONS

Subjects and Predicates

A sentence has two parts: the **subject** and the **predicate**. The **subject** tells who or what the sentence is about. The **predicate** describes the subject's action or state of being. A **complete subject** contains a subject and other words including modifiers. A **complete predicate** contains an action or state of being verb and other words including modifiers.

My TURN Identify the complete subject and the complete predicate in these sentences. Underline the complete subject once and the complete predicate twice.

1. Buzz Aldrin's father served in the Army Air Corps.

2. Edwin Eugene Aldrin has a famous nickname.

3. The American flag stands on the moon today.

My TURN Edit this draft by adding complete subjects and predicates to clarify the meaning of the paragraph.

the first humans to land on the moon
Buzz Aldrin and Neil Armstrong were. They landed on the moon
Aldrin and Armstrong had
in the *Eagle*. Had to land the *Eagle* themselves. The computer had

chosen a spot that was too rocky. When they finally made it to the
surface, the two men smiled with excitement and relief
surface. Then they got to work!

44

OBJECTIVE

Edit drafts using standard English conventions.

Writing Workshop

As students work on drafts during Writing Workshop, remind them that each sentence needs both a subject and a predicate. You may wish to have students trade drafts with a partner to check that their sentences have both a subject and a predicate.

FAST TRACK
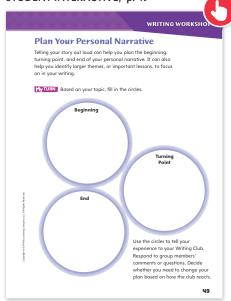
Plan Your Personal Narrative

OBJECTIVES

Plan, revise, and edit a draft for a specific topic, purpose, and audience using a range of strategies, such as brainstorming, freewriting, and mapping.

Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

STUDENT INTERACTIVE, p. 49

Minilesson

Mentor STACK

TEACHING POINT Mapping a personal narrative is like outlining an informational text or organizing a story using a plot diagram. The writer chooses key ideas or events that serve as guideposts for developing a draft. Mapping a personal narrative involves

- identifying and describing the turning point, or the event that caused a significant change,
- deciding how much information the audience needs about the setting, problem, and events leading up to the turning point, and
- choosing what to report about the events and thoughts that follow the turning point.

MODEL AND PRACTICE Have students select a personal narrative from the stack that they have already read. Say: Find the turning point in the personal narrative you have chosen. When students have located the turning point, ask: How much of the narrative comes before the turning point? What do those paragraphs contain? How much of the personal narrative comes after the turning point? What do those paragraphs contain? Encourage students to compare and contrast the amount of text each writer has included before and after the turning point.

Direct students to p. 49 in the *Student Interactive.* Say: Now that you have seen what other writers do in their personal narratives, decide how long you want each part of your narrative to be. You can change your mind later as you work on drafts. Have students make notes on the activity page about the parts of their plans. Then have them use these notes to tell their narratives orally. As students do so, have them use this information to identify larger themes and main ideas that their narratives suggest.

WRITING CLUB

Place students into Writing Club groups. See p. T355 for details of how to run Writing Club. See the **Conference Prompts** on page T336.

Share Back

Ask several students to report on any questions they asked themselves as they planned their personal narratives.

WRITING CLUB

What's Happening This Week? In this week's Writing Club, students will tell each other about experiences they plan to include in their personal narratives. They will share reactions to one another's stories for the purpose of helping one another plan.

Because students are in new Writing Club groups, they should spend the first 5–10 minutes in their groups discussing the following:

- the role of the audience when someone is reading aloud a plan or a draft
- a process for taking turns during discussions
- appropriate ways to offer feedback and to ask and answer questions

What Are We Sharing? Students will be sharing the experience on which they plan to base their personal narratives. Their stories should be roughly organized into a beginning with a setting, events that lead to a turning point, and an ending. Instruct the group to offer constructive comments and ask questions that focus on how much detail each writer should include in the three main parts of the narrative.

How Do We Get Started? Conversation Starters

Use these prompts to help students begin discussions in their Writing Club.

- What key elements should a personal narrative have?
- What role does the narrator play in this piece?
- How does the setting contribute to the personal narrative?
- Why does the topic in a personal narrative have to be interesting to the audience?
- Where should the turning point fall in a personal narrative?

Spelling Spell Words with Suffixes

OBJECTIVE

Spell words using knowledge of suffixes, including how they can change base words such as dropping *e,* changing *y* to *i,* and doubling final consonants.

SPELLING WORDS

crying	earlier
cried	earliest
cries	lazier
shipped	laziest
shipping	supplies
tagged	denied
scarier	tying
scariest	prettier
sadder	prettiest
saddest	huger

LESSON 5
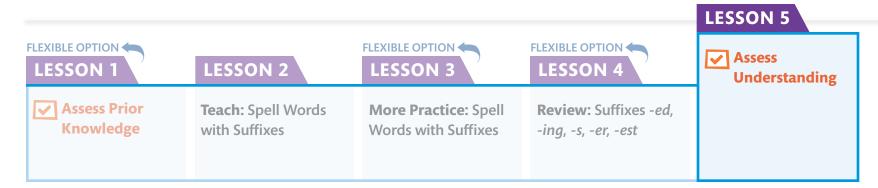
✓ Assess Understanding

Use the following sentences for a spelling test.

Spelling Sentences

1. The **shipping** box was too heavy for me to carry.
2. I am **lazier** on the weekend.
3. The movie was **sadder** than I expected.
4. Diego brought his **supplies** to class.
5. The puppy **cried** when he was lonely.
6. Amanda had the **prettiest** costume in the school play.
7. The father comforted the **crying** baby.
8. The witness **denied** any involvement in the crime.
9. Going down the mountain is **scarier** than ascending.
10. The **earliest** time I can visit is tomorrow.

FLEXIBLE OPTION
LESSON 1

✓ Assess Prior Knowledge

FLEXIBLE OPTION
LESSON 2

Teach: Spell Words with Suffixes

FLEXIBLE OPTION
LESSON 3

More Practice: Spell Words with Suffixes

FLEXIBLE OPTION
LESSON 4

Review: Suffixes *-ed, -ing, -s, -er, -est*

LESSON 5

✓ Assess Understanding

Language & Conventions
Subjects and Predicates

FLEXIBLE OPTION ◄

LESSON 5

Standards Practice
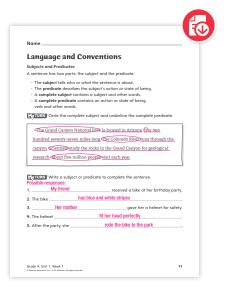
Display the sentence and have students respond independently.

The red robin sang a pretty tune from its nest.

Which correctly identifies the complete subject of this sentence?

(A) The red robin

B robin

C a pretty tune

D The red robin sang.

APPLY Have students complete *Language and Conventions* p. 11 from the *Resource Download Center.*

OBJECTIVE

Edit drafts using standard English conventions.

WEEKLY STANDARDS PRACTICE ✔

To assess student progress on Language and Conventions, use the Weekly Standards Practice on SavvasRealize.com.

Name _____

Language and Conventions

Subjects and Predicates

A sentence has two parts: the subject and the predicate.
- The **subject** tells who or what the sentence is about.
- The **predicate** describes the subject's action or state of being.
- A **complete subject** contains a subject and other words.
- A **complete predicate** contains an action or state of being verb and other words.

MyTURN Circle the complete subject and underline the complete predicate.

The Grand Canyon National Park is located in Arizona. It is two hundred seventy-seven miles long. The Colorado River runs through the canyon. Scientists study the rocks in the Grand Canyon for geological research. About five million people visit each year.

MyTURN Write a subject or predicate to complete the sentence.
Possible responses:
1. _____My friend_____ received a bike at her birthday party.
2. The bike _____has blue and white stripes_____
3. _____Her mother_____ gave her a helmet for safety.
4. The helmet _____fit her head perfectly_____
5. After the party, she _____rode the bike to the park_____.

Grade 4, Unit 1, Week 1   11

FLEXIBLE OPTION ◄

LESSON 5

Standards Practice

FLEXIBLE OPTION ◄

LESSON 1

Subjects and Predicates

FLEXIBLE OPTION ◄

LESSON 2

Oral Language: Subjects and Predicates

LESSON 3

Teach Subjects and Predicates

LESSON 4

Practice Subjects and Predicates

Weekly Overview

Students will

- develop the narrator and a setting.
- distinguish between relevant and distracting details.
- begin using concrete language and sensory details.

WEEK	WRITING PROCESS	FLEXIBLE PATH
1	Prewriting	Introduce and Immerse
▶ 2	Drafting	Develop Elements
3	Drafting	Develop Structure
4	Revising and Editing	Writer's Craft
5	Publishing	Publish, Celebrate, and Assess

Minilesson Bank

Daily Plan

Based on what you know about your students' writing, choose one minilesson from the options below for each day's instruction.

	FAST TRACK **LESSON 1**	FAST TRACK **LESSON 2**	**LESSON 3**	
MINILESSON 5–10 min.	Portray People T362	Compose a Setting T366	Develop and Idea with Relevant Details T370	
INDEPENDENT WRITING AND CONFERENCES 30–40 min.	Independent Writing and Conferences T363	Independent Writing and Conferences T367	Independent Writing and Conferences T371	
SHARE BACK FOCUS 5–10 min.	Narrator's Traits T363	Initial Setting T367	Recognizing Irrelevant Details T371	
🌊 **READING-WRITING WORKSHOP BRIDGE** 5–10 min.	FLEXIBLE OPTION ◀ • **Spelling** Assess Prior Knowledge T364 FLEXIBLE OPTION ◀ • **Language & Conventions** Spiral Review: Subjects and Predicates T365	• **Spelling** Teach Spell Words with Suffixes T368 FLEXIBLE OPTION ◀ • **Language & Conventions** Oral Language: Compound Subjects and Predicates T369	FLEXIBLE OPTION ◀ • **Spelling** More Practice T372 • **Language & Conventions** Teach Compound Subjects and Predicates T373	

Mentor STACK

The following criteria may be helpful in selecting texts to teach students the elements of personal narrative:

• The narrator is developed through dialogue and actions.

• Setting is clearly established with details that reveal place and time.

• The narrator uses relevant details and concrete words.

LESSON 4

LESSON 5

ADDITIONAL RESOURCES

LESSON 4	LESSON 5
Use Concrete Words and Phrases T374	Compose With Sensory Details T378
Independent Writing and Conferences T375	Writing Club and Conferences T379
Concrete Words and Phrases T375	Sensory Details T378
FLEXIBLE OPTION ◂ • **Spelling** Spiral Review T376 • **Language & Conventions** Practice Compound Subjects and Predicates T377	• **Spelling** Assess Understanding T380 **FLEXIBLE OPTION** ◂ • **Language & Conventions** Standards Practice T381

MINILESSON 5–10 min.	Effectively Express Thoughts and Feelings	Write in the First Person
INDEPENDENT WRITING AND CONFERENCES 30–40 min.	Independent Writing and Conferences	Independent Writing and Conferences
SHARE BACK FOCUS 5–10 min.	Thoughts and Feelings	First Person

See the online *Language Awareness Handbook* for additional writing support.

See the *Small Group Guide* for additional writing support.

Conferences Mentor STACK

During this time, assess for understanding of the basic elements of personal narratives in order to gauge where students may need support in their personal narrative writing. Have stacks and minilessons available to refer to during the conferences.

FORMATIVE ASSESSMENT	Conference Prompts
Portray People	
If students need additional support,	▲ **Then** ask: What can I clarify about narrators?
If students show understanding,	**Then** ask: What will you emphasize about your narrator?
Compose a Setting	
If students need additional support,	▲ **Then** ask: How can you write about a place or a time?
If students show understanding,	**Then** ask: What do you need to emphasize about your setting?
Develop an Idea with Relevant Details	
If students need additional support,	▲ **Then** review a stack text and evaluate the relevance of details.
If students show understanding,	**Then** ask: How do you know these details are relevant?
Use Concrete Words and Phrases	
If students need additional support,	▲ **Then** contrast sample concrete and vague language.
If students show understanding,	**Then** ask: Which details will your readers remember the most?
Compose with Sensory Details	
If students need additional support,	▲ **Then** ask: What words express strong sensory experiences?
If students show understanding,	**Then** ask: Which sense is most relevant to your narrative?

Conference Support for ELL

EMERGING

- Continue to emphasize understanding the concepts of narrator, setting, and events.
- Help students describe themselves as narrators.
- Help students identify concrete and sensory words in their native languages. Provide corresponding English words for students to write and pronounce.

DEVELOPING

- Use stack texts to distinguish between the narrator and other characters.
- Have students use stack texts to identify vocabulary related to places, times of day, and times of year.
- Use modeled writing to help students produce relevant, concrete, sensory details.

EXPANDING

- Help students develop vocabulary for describing a narrator's feelings, such as *proud, excited,* and *thoughtful.*
- Help students collect and write concrete and sensory English words.
- Use shared writing to help students write relevant details to use in their personal narratives.

BRIDGING

- Use guided writing to build students' skills in portraying the narrator and other people in the story.
- Demonstrate using concrete and sensory details to write about a setting.
- Encourage students to choose stack texts to use as models of effective word choice.

Reading-Writing Workshop Bridge

While conferring with students, refer back to the Bridge minilessons on understanding **figurative language** and **compound subjects and predicates.**

ELL Minilesson Support

Week 2: Develop Elements

During the week of developing elements, your ELLs will benefit from additional writing support that focuses on portraying a setting and events with newly acquired vocabulary. These targeted supports were chosen to help students better understand the writing mode and drafting process.

See the online *Language Awareness Handbook* for additional writing support.

Use this note for the minilesson on p. T366.

ELL Targeted Support

COMPOSE A SETTING

Working with words of time and place provides English learners a chance to develop vocabulary specific to the content of their personal narratives.

Read aloud from a stack text a paragraph focused on setting. Have students say and write the words *Time* and *Place*. Then reread the paragraph one sentence at a time and guide students to identify words in the paragraph that relate to either category. Write the words, have students copy them, and discuss their meanings. **EMERGING**

Have students echo-read with you from a stack text a paragraph focused on setting. Ask students to use vocabulary from the paragraph to describe the setting to you. Then give students two sentence starters to complete in writing: *The time in this paragraph is _____. The place in this paragraph is _____.* **DEVELOPING**

To help them identify setting details, guide students through the My Turn paragraphs in the *Student Interactive* using questions such as "Where is the narrator?" and "What time of day is it?" Then prompt students to write sentences that describe the locations and time of day in the paragraphs. **EXPANDING**

Use this note for the minilesson on p. T374.

ELL Targeted Support

USE CONCRETE WORDS AND PHRASES

Help students develop basic vocabulary related to people and settings by guiding their use of concrete language.

Have students make a T-chart with the words *Voice* and *Room* as the column heads. Speak and gesture to demonstrate the meanings of the words. Vary your voice and teach students concrete "sound words" such as *loud, soft, squeaky, high,* and *low* as appropriate. Point and gesture to teach students concrete words such as *classroom, wall, desk, map, windows*, and so forth. Display and have students copy each new word you teach. **EMERGING**

Have students work in pairs to make a T-chart with the words *Voice* and *Room* as the column heads. Ask partners to add concrete words to each column to describe people speaking and the room they are in. After several minutes, ask partners to write two sentences that include concrete words and phrases, one describing a person's voice and the other describing a room. **DEVELOPING**

Have students choose a stack text and focus on the first three paragraphs. Ask them to copy concrete words they recognize and then use those words to write new sentences of their own. **EXPANDING**

FAST TRACK
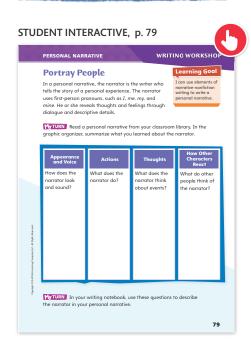
Portray People

OBJECTIVES

Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

Use dialogue and description to develop experiences and events or show the responses of characters to situations.

Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

STUDENT INTERACTIVE, p. 79

Minilesson

Mentor STACK

TEACHING POINT The narrator of a personal narrative reveals some personality traits with first-person pronouns, but readers also learn a lot about the narrator from

- dialogue, and
- the actions of other people and animals.

MODEL AND PRACTICE Tell students that they will be developing the character of the narrator. Remind them that the narrator is the writer of a personal narrative: This means that you will choose how to portray yourself. You are the narrator and the main character in the narrative, so decide how much readers need to know about your thoughts, feelings, words, and actions.

Read the first three or four paragraphs of a personal narrative from the stack. Prompt students to use text evidence to identify traits of the narrator. Then ask:

- How did the writer use words and phrases to communicate those traits?
- What other methods did the writer use to portray the narrator?

Direct students to p. 79 in the *Student Interactive*. Have them choose a text from the stack or classroom library and complete the activity.

Independent Writing

Mentor STACK

FOCUS ON NARRATOR After the minilesson, students should transition into independent writing.

- If students need additional opportunities to understand how narrators are portrayed, have them read additional texts from the stack and summarize the narrators' characteristics.

WRITING SUPPORT

- **Modeled** Choose a stack text and model summarizing a narrator's traits.

- **Shared** Discuss with students the qualities they want their narrators to have.

- **Guided** Instruct students on developing the narrator as a character

- ▲ **Intervention** Refer to the *Small Group Guide* for support.

- If students demonstrate understanding, they should transition to drafting their personal narratives in their writing notebooks.

See the **Conference Prompts** on p. T360.

Share Back

Ask several volunteers to share the traits they have decided to emphasize in their narrators.

Spelling Spell Words with Suffixes

OBJECTIVES

Spell words using knowledge of suffixes, including how they can change base words such as dropping *e*, changing *y* to *i*, and doubling final consonants.

Correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.

SPELLING WORDS

base	community
basic	payment
able	enjoyment
ability	amusement
festive	microscope
festivity	microscopic
management	creative
loyalty	creativity
safety	majesty
commune	economic

FLEXIBLE OPTION

LESSON 1

✓ Assess Prior Knowledge

Use the sentences from Lesson 5 Spelling, p. T380, to assess students' prior knowledge of suffixes.

For students who understand that word spellings may change with certain suffixes, include the following Challenge Words with the spelling list.

Challenge Words

diversity

requirement

opportunity

ELL Targeted Support

Spelling with Suffixes Tell students that knowing how suffixes affect spelling will help them improve their writing.

Display the words *festive* and *festivity.* Say and spell the words. Have students repeat. Practice three times. **EMERGING/DEVELOPING**

Have partners split the spelling list into base words and words with suffixes and quiz each other on how to spell the words. **EXPANDING/BRIDGING**

FLEXIBLE OPTION

LESSON 1

✓ Assess Prior Knowledge

LESSON 2

Teach: Spell Words with Suffixes

FLEXIBLE OPTION

LESSON 3

More Practice: Spell Words with Suffixes

FLEXIBLE OPTION

LESSON 4

Spiral Review: Suffixes *-ed, -ing, -s, -er, -est*

LESSON 5

✓ **Assess Understanding**

Language & Conventions
Spiral Review

LESSON 1

Spiral Review: Subjects and Predicates

FOCUS ON STRATEGIES Review the language and conventions topic about subjects and predicates from the previous week. See p. T345.

MODEL AND PRACTICE Share the following sentence with students: *A crowd gathered to watch the rocket launch.* Ask a volunteer to use a mark to separate the subject from the predicate (between *crowd* and *gathered*). Then have students suggest different subjects and predicates. For instance, change the subject to "Marlon's family" or change the predicate to "passed by my house." Once you have reviewed what subjects and predicates are and their functions in sentences, write a new sentence as a class and identify the subject and the predicate.

APPLY Have students create their own sentences and identify the complete subject and the complete predicate.

OBJECTIVE
Edit drafts using standard English conventions.

ELL Targeted Support

Sentence Parts Point out that forming full sentences makes writing easier to understand. Define *subject*, which says who or what the sentence is about, and *predicate*, which says what the subject is or does. Give students the incomplete sentences:

1. The red dog _____.
2. ____ ate a big lunch.

Ask students to fill in the blanks orally. Prompt with questions if needed. **EMERGING**

Ask Who? for both sentences and have a volunteer circle the subject. Ask What did they do? and draw a box around the predicate in both sentences. Label both. **DEVELOPING**

Have partners write flashcards with subjects and predicates and then match them to form complete sentences. Ask volunteers to read their sentences aloud to the class. **EXPAND**

LESSON 1

Spiral Review: Subjects and Predicates

LESSON 2
Oral Language: Compound Subjects and Predicates

LESSON 3
Teach Compound Subjects and Predicates

LESSON 4
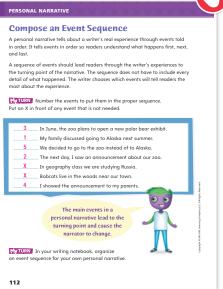**Practice Compound Subjects and Predicates**

LESSON 5
Standards Practice

FAST TRACK

Compose a Setting

OBJECTIVES

Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

Use a variety of transitional words and phrases to manage the sequence of events.

STUDENT INTERACTIVE, p. 80

PERSONAL NARRATIVE

Compose a Setting

The **setting** is the time and place a narrative occurs. Details reveal how the setting sounds, looks, smells, and feels. The narrator may use details to reveal the time of day and the time of year. The setting can influence what happens in a narrative.

My TURN Read the following paragraphs from a personal narrative. Underline details of the setting. Then answer the question.

I woke up early that day. The light outside was a weird yellow, as if someone was holding the sun under water. Although it was spring, no birds were singing. I wondered if maybe I was dreaming.

While I lay staring at the ceiling in the weird light, the dog whined downstairs. Perry's shuffling steps approached the back door. The door opened and slammed, and I heard gravel spray as the dog ran into the yard. Water ran into a pan. Breakfast would be ready soon.

The dog barked at the back door. The dog kept barking. Perry yelled, "Hold your horses!" and I could hear the back door opening again. "Oh no, no!" Perry yelled. I jumped out of bed.

"Everyone to the basement!" Perry called up the stairs.

How does the setting influence events in this narrative?
Students will probably say that the strange light, silent birds, and unusual barking make the narrator suspect that something is wrong on an otherwise typical morning.

My TURN Draft a detailed setting for your own personal narrative on your own paper.

80

Minilesson

Mentor STACK

TEACHING POINT Detailed description of the setting of a personal narrative

- creates a frame for the conflict or problem the narrator faces and
- gives readers the background they need to understand the early events in the narrative.

MODEL AND PRACTICE Point out that all the events in a personal narrative occur in particular places at particular times. Have students think about the events they want to include in their narratives. Ask: Where or when does the turning point take place? What events lead up to that, and where do they take place? What times of day and times of year are involved in your story?

Let's see how one writer answers these questions. Read aloud a text from the stack. Ask volunteers to name the time and place of each key event. Challenge students to imagine how the narrative would be different if readers did not know where and when the events took place. Then direct students to *Student Interactive* p. 80 and have them complete the activity.

⋯⋯ **Possible Teaching Point**

Language & Conventions | Compound Subjects and Predicates

Remind students that a subject is who or what the sentence is about, and the predicate is what the subject is or what the subject does.

- A compound subject means two or more simple subjects are combined using the conjunction *and.*
- A compound predicate means two or more simple predicates are combined by a conjunction.

Encourage students to use compound subjects and predicates to combine simple sentences and add variety to their writing.

Independent Writing

Mentor STACK

FOCUS ON SETTING After the minilesson, students should transition into independent writing.

- If students need additional opportunities to develop ideas for the setting of their personal narratives, provide several examples from the stack for them to use as models.

WRITING SUPPORT

- **Modeled** Do a Think Aloud with a stack text to show students how to discern the time and place in which an event occurs.

- **Shared** Have students identify the setting of each key event in a text from the stack.

- **Guided** Use stack texts to provide explicit instruction on how a setting influences events.

🔺 **Intervention** Refer to the *Small Group Guide* for support.

- If students demonstrate understanding, they should transition to drafting personal narratives in their writing notebooks.

See the **Conference Prompts** on p. T360.

Share Back

Call on two or three students to name the time and place in which their personal narratives begin.

Spelling Spell Words with Suffixes

OBJECTIVES

Spell words using knowledge of suffixes, including how they can change base words such as dropping *e*, changing *y* to *i*, and doubling final consonants.

Correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.

SPELLING WORDS

base	community
basic	payment
able	enjoyment
ability	amusement
festive	microscope
festivity	microscopic
management	creative
loyalty	creativity
safety	majesty
commune	economic

LESSON 2

Teach

FOCUS ON STRATEGIES Explain how the spelling of the base word may change when a suffix is added. For example, drop the *e* before adding a suffix starting with a vowel, such as *-ic* and *-ity*. Keep the *e* before adding a suffix that starts with a consonant. Remind students to follow these spelling rules when they edit their own writing.
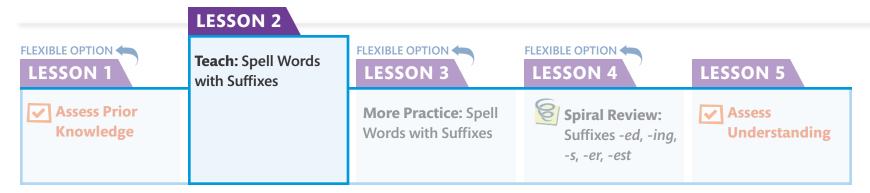
MODEL AND PRACTICE Display *able, ability, loyal, loyalty, majesty, majestic*. Point out where the base word has changed or stayed the same.

APPLY My TURN Have students complete the activity on p. 77 of the *Student Interactive* independently.

SPELLING	READING-WRITING BRIDGE

Spell Words with Suffixes

Suffixes are word parts added to the end of a word. With some words, drop the final *e* before adding a suffix. For example, when you add *-ic* to *hero*, you do not have to change the spelling to make the word *heroic*. You must drop the *e* in *festive* before adding the suffix *-ity* to spell the word *festivity*.

My TURN Read the words. Then spell and alphabetize the words. Make sure to spell each word with a suffix correctly.

SPELLING WORDS

base	basic	able	ability
festive	festivity	management	loyalty
safety	commune	community	payment
enjoyment	amusement	microscope	microscopic
creative	creativity	majesty	economic

ability	enjoyment
able	festive
amusement	festivity
base	loyalty
basic	majesty
commune	management
community	microscope
creative	microscopic
creativity	payment
economic	safety

My TURN When you edit your writing, make sure to correctly use and spell words with suffixes.

77

LESSON 2

FLEXIBLE OPTION	**Teach:** Spell Words with Suffixes	FLEXIBLE OPTION	FLEXIBLE OPTION	
LESSON 1	**LESSON 2**	**LESSON 3**	**LESSON 4**	**LESSON 5**
☑ Assess Prior Knowledge		**More Practice:** Spell Words with Suffixes	Spiral Review: Suffixes *-ed, -ing, -s, -er, -est*	☑ Assess Understanding

Language & Conventions
Compound Subjects and Predicates

LESSON 2

Oral Language: Compound Subjects and Predicates

FOCUS ON STRATEGIES Introduce compound subjects and compound predicates by giving oral examples. Explain that simple subjects are combined using the conjunction *and* to create a compound subject. Explain that a compound predicate is made when two or more simple predicates are joined by a conjunction.

MODEL AND PRACTICE Display two simple sentences with the same subject, such as *Fiona fed the dog. Fiona washed the car*. Model combining these into one sentence using the conjunction *and* to form a compound predicate "fed the dog and washed the car." Write two new simple sentences. Have students combine them to create a new sentence with a compound subject or a compound predicate.

APPLY Have students work in pairs to create an oral sentence that contains a compound subject and a compound predicate. Ask partners to share their sentence with another pair and then identify which words make up each component.

OBJECTIVE

Edit drafts using standard English conventions, including: coordinating conjunctions to form compound subjects, predicates, and sentences.

LESSON 2

LESSON 1

Spiral Review: Subjects and Predicates

LESSON 2

Oral Language: Compound Subjects and Predicates

LESSON 3

Teach Compound Subjects and Predicates

LESSON 4

Practice Compound Subjects and Predicates

LESSON 5

Standards Practice

Develop an Idea with Relevant Details

OBJECTIVE

Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.

STUDENT INTERACTIVE, p. 81

Minilesson

Mentor STACK

TEACHING POINT Writers of well-structured personal narratives develop engaging ideas by determining which details are relevant and which are not. This means choosing details that

- relate directly to events and people in the narrative,
- reveal aspects of the setting that influence people and events, and
- readers must have in order to understand the narrator's experience.

MODEL AND PRACTICE Read aloud a personal narrative from the stack. Then ask the following questions and model responding if students hesitate to answer:

- What are three relevant details about one of the characters?
- What is the most relevant detail about the setting in this narrative?
- Which details would completely change the narrative if the writer left them out? Which details make the narrative engaging?

Direct students to p. 81 of the *Student Interactive* and have them look at the chart. Point out that for the narrative to make sense, it needs to include each detail in the center column. Discuss the explanations in the right column. Then have students complete the activity to improve structure.

⁝ Possible Teaching Point

Writing Process

Drafting | Choosing Relevant Details

Have students reread their drafts for details and take notes using the following questions:

- Which details reveal something important about a character?
- Which details help readers imagine the setting?
- Which details show what is happening?

If a detail does not reveal character, create setting, or develop events, have students consider cutting the detail.

Independent Writing

Mentor STACK

FOCUS ON RELEVANT DETAILS After the minilesson, students should transition into independent writing.

- If students struggle to understand relevant details, suggest that they use the categories of people, setting, and events to evaluate whether they have incorporated all the relevant details.

WRITING SUPPORT

- **Modeled** Using a stack text, do a Think Aloud to model determining that a detail is relevant.

- **Shared** Help students develop an organizer for recording relevant details about the people, events, and setting in their own personal narratives.

- **Guided** Provide explicit instruction on how students can decide whether a detail is relevant by asking, "Why do readers need to know this?"

▲ **Intervention** Refer to the *Small Group Guide* for support.

- If students demonstrate understanding, they may use the entire independent writing time to work on this, or they may continue drafting narratives in their writing notebooks.

See the **Conference Prompts** on p. T360.

Share Back

Ask several students to share examples of details they deleted from their drafts and explain how they decided these details were distracting.

Spelling Spell Words with Suffixes

OBJECTIVES

Spell words using knowledge of suffixes, including how they can change base words such as dropping *e*, changing *y* to *i*, and doubling final consonants.

Correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.

SPELLING WORDS

base	community
basic	payment
able	enjoyment
ability	amusement
festive	microscope
festivity	microscopic
management	creative
loyalty	creativity
safety	majesty
commune	economic

LESSON 3
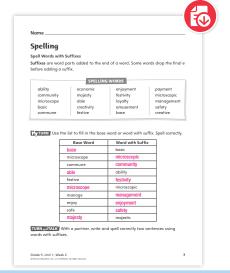
More Practice
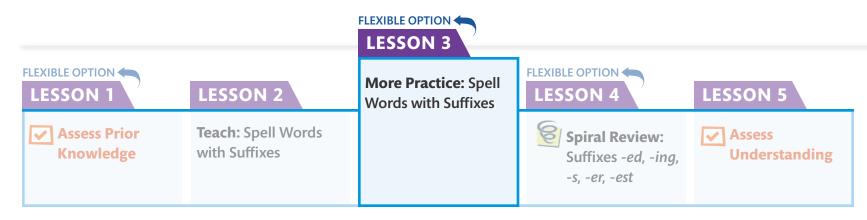
FOCUS ON STRATEGIES Remind students that adding a suffix can change the spelling of a base word. Students should use these rules when spelling words in their own writing.

MODEL AND PRACTICE Display the following sentences. Have students rewrite the sentences with the correct spelling of the base word with suffix.

1. I cooperate with the people in my (commune).

2. Food and water are (base) necessities.

APPLY Have students complete *Spelling* p. 7 from the *Resource Download Center*.

LESSON 3

LESSON 1

☑ **Assess Prior Knowledge**

LESSON 2

Teach: Spell Words with Suffixes

More Practice: Spell Words with Suffixes

LESSON 4

Spiral Review: Suffixes *-ed, -ing, -s, -er, -est*

LESSON 5

☑ **Assess Understanding**

Language & Conventions
Compound Subjects and Predicates

Teach Compound Subjects and Predicates

FOCUS ON STRATEGIES Every sentence needs a subject and a predicate. A simple subject is a noun or pronoun telling who or what the sentence is about. A compound subject is two or more simple subjects joined by a conjunction, such as *and.* A simple predicate is the main verb, which tells what the subject is or does. A compound predicate is two or more simple predicates joined by a conjunction.

MODEL AND PRACTICE To reinforce the instruction, ask students to suggest two simple subjects and as a class write a sentence with a compound simple subject. Then replace the period with the word *and*, and ask "what else did they do?" Fill in the phrase to create a sentence with a compound predicate.

Write another example together as a class and have students identify each subject, each predicate, and the conjunction to confirm that that the sentence has a compound subject and a compound predicate.

OBJECTIVE

Edit drafts using standard English conventions, including: coordinating conjunctions to form compound subjects, predicates, and sentences.

ELL Targeted Support

Compound Subjects and Predicates Point out that understanding how compound subjects and predicates work will make writing easier to understand. Discuss how a sentence has a subject, which says who or what the sentence is about, and a predicate, which is what the subject does. If there is more than one subject or predicate, then it is called compound. Give students the sentence: *Jen and Dan went to the park and played with a ball.*

Ask students to identify the subjects and predicates. Prompt with questions if needed. Underline and in both parts. **EMERGING**

Use the above activity. Have students circle one of the subjects and one of the predicates and write a new sentence with a simple subject and predicate. **DEVELOPING**

LESSON 3

FLEXIBLE OPTION ↰
LESSON 1

📝 **Spiral Review:** Subjects and Predicates

FLEXIBLE OPTION ↰
LESSON 2

Oral Language: Compound Subjects and Predicates

Teach Compound Subjects and Predicates

LESSON 4

Practice Compound Subjects and Predicates

FLEXIBLE OPTION ↰
LESSON 5

Standards Practice

FAST TRACK

Use Concrete Words and Phrases

OBJECTIVE

Use concrete words and phrases and sensory details to convey experiences and events precisely.

STUDENT INTERACTIVE, p. 82

PERSONAL NARRATIVE

Use Concrete Words and Phrases

Writers compose a personal narrative with concrete words and phrases to bring details of the setting, people, and events to life. Concrete words and phrases

○ are specific instead of general.
  He drove a car. → He drove the red car.
○ refer to things that can be touched.
  I like coziness. → I like a wool blanket.
○ are precise.
  It was the middle of the night. → It was 2:00 a.m.

My TURN Revise each sentence to make general words and phrases concrete.

1. The train was loud.
The shrieking train whistle made me jump.

2. Soup filled the bowl.
Possible response: The steaming soup almost overflowed the bowl.

3. I feel better.
Possible response: The fever is gone and my muscles do not ache any more.

4. There will be fruit for breakfast.
Possible response: From 7:00 to 9:00 a.m., we will serve bananas, oranges, and blueberries.

Concrete words and phrases create a picture.

My TURN On one of your own drafts, add concrete details and revise general details to make them more concrete.

82

Minilesson

Mentor STACK

TEACHING POINT Abstract language refers to intangible concepts, such as *ideas, feelings,* and *qualities.* To avoid vague or dull writing, authors use concrete language as much as possible. Concrete language

- is easy for readers to visualize and imagine precise, specific descriptions.
- helps readers visualize and imagine so they feel involved in a narrative.

MODEL AND PRACTICE Use an example of recent weather to model choosing concrete words over abstract words. For example, ask: If I say, "The weather was nice yesterday," what picture comes into your mind? How is the picture different if I say, "Yesterday was cool and breezy with lots of sunshine"? I replaced the word *nice* with words that were specific, precise, and about things a person can feel—a cool temperature, a breeze, and sunshine. I used concrete words to express my idea fully without leaving anything up to the reader to decide.

Walk students through the examples on *Student Interactive* p. 82. After that, have students complete the activity.

⋯∶ **Possible Teaching Point**

Spelling | Spell Words with Suffixes

Remind students that the spelling of a base word may change when a suffix is added.

- For suffixes that start with a vowel, such as *-ic* or *-ity,* drop the *e* from the base word before adding the suffix.
- For suffixes that start with a consonant, keep the *e.*

Have students check their writing to make sure they spelled words with suffixes correctly.

Independent Writing

Mentor STACK

FOCUS ON CONCRETE WORDS AND PHRASES After the minilesson, students should transition into independent writing.

- If students need additional practice identifying concrete language, have them find vivid images in a text from the stack and then isolate the words that are most specific and precise.

WRITING SUPPORT

- **Modeled** Model using several concrete words and phrases to describe your school setting, and have students write sentences using those words and phrases.

- **Shared** Ask students to describe the school setting using several concrete words and phrases, then record the vivid images that concrete description creates.

- **Guided** Use a stack text to provide explicit instruction on concrete words and phrases.

 Intervention Refer to the *Small Group Guide* for support.

- If students demonstrate understanding, they should continue working on their draft personal narratives in their writing notebooks.

See the **Conference Prompts** on p. T360.

Share Back

Have several volunteers share examples of concrete words and phrases from their own writing.

Spelling Spiral Review

OBJECTIVE

Spell words using knowledge of suffixes, including how they can change base words such as dropping *e*, changing *y* to *i*, and doubling final consonants.

SPELLING WORDS

base	community
basic	payment
able	enjoyment
ability	amusement
festive	microscope
festivity	microscopic
management	creative
loyalty	creativity
safety	majesty
commune	economic

Writing Workshop

As students proofread their writing, remind them to check the spellings of words with suffixes such as *-ed*, *-ing*, *-s*, *-er*, and *-est*.

FLEXIBLE OPTION ←

LESSON 4

Spiral Review: Suffixes *-ed, -ing, -s, -er, -est*

FOCUS ON STRATEGIES Review the spelling rule about suffixes from the previous week.

MODEL AND PRACTICE Display this sentence: *He wears a bright shirt so he is easier to spot when joging.* Call on a student to correct the misspelled words (*easier* and *jogging*). Explain that if authors know how suffixes change base words, they will be able to add and remove suffixes correctly in their writing.

APPLY Using the spelling words from last week, invite students to create a word search, crossword puzzle, or illustrated dictionary entries for ten of the words.

FLEXIBLE OPTION ←

LESSON 4

Spiral Review: Suffixes *-ed, -ing, -s, -er, -est*

FLEXIBLE OPTION ←

LESSON 1
☑ **Assess Prior Knowledge**

LESSON 2
Teach: Spell Words with Suffixes

FLEXIBLE OPTION ←

LESSON 3
More Practice: Spell Words with Suffixes

LESSON 5
☑ **Assess Understanding**

Language & Conventions
Compound Subjects and Predicates

Practice Compound Subjects and Predicates

APPLY **My TURN** Have students complete p. 78 of the *Student Interactive*.

LANGUAGE AND CONVENTIONS

Compound Subjects and Predicates

A sentence has two parts: the **subject** and the **predicate**. A simple subject is the noun or pronoun telling who or what the sentence is about. A **compound subject** is made up of two or more simple subjects joined by a conjunction, such as *and*. A simple predicate is the main verb, which tells what the subject is or does. A **compound predicate** is made up of two or more simple predicates joined by a conjunction.

Simple Subjects	Conjunction	Compound Subject
Mary removed long, embedded fossils from the heavy rock. Her **workers** removed long, embedded fossils from the heavy rock.	and	**Mary** and her **workers** removed long, embedded fossils from the heavy rock.

Simple Predicates	Conjunction	Compound Predicate
Mary carefully **combed** the beach. Mary **dug** endlessly for fossils.	and	Mary carefully **combed** the beach and **dug** endlessly for fossils.

My TURN Edit this draft by changing two simple subjects to a compound subject and two simple predicates to a compound predicate.

Mary ⟨and her⟩ ~~learned to hunt for fossils. Her~~ brother, Joseph, learned to hunt for fossils. They used a shovel to dig for the fossils. ⟨and⟩ ~~They~~ found where the wind or water uncovered the fossils.

78

OBJECTIVE

Edit drafts using standard English conventions, including: coordinating conjunctions to form compound subjects, predicates, and sentences.

Writing Workshop

As students work on drafts during Writing Workshop, remind them that they can use compound subjects and compound predicates in their writing. You may wish to have students identify a few sentences they can lengthen or combine to make a compound subject or a compound predicate.

FLEXIBLE OPTION ◂	FLEXIBLE OPTION ◂		**LESSON 4**	FLEXIBLE OPTION ◂
LESSON 1	**LESSON 2**	**LESSON 3**	Practice Compound Subjects and Predicates	**LESSON 5**
📓 **Spiral Review:** Subjects and Predicates	**Oral Language:** Compound Subjects and Predicates	**Teach Compound Subjects and Predicates**		**Standards Practice**

FAST TRACK

Compose with Sensory Details

OBJECTIVES

Develop an engaging idea with relevant details.

Use concrete words and phrases and sensory details to convey experiences and events precisely.

Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

STUDENT INTERACTIVE, p. 83

WRITING WORKSHOP

Compose with Sensory Details

Sensory details help the reader see, hear, taste, touch, or smell the event, people, animals, or objects you describe. Sensory details in a personal narrative let readers share the narrator's experiences. Recounting details aloud can help organize and focus your writing.

MY TURN Read these paragraphs. List five sensory details, and tell what each one describes. Share your chart with members of your Writing Club.

The library is a small place, with one bookcase of new books near the checkout counter and two rooms with old books on shelves. The old books have a musty smell, but their pages are soft. Sometimes a smudge or a streak reminds you that many other people have read the same book.

"May I help you?" the white-haired man asked. I could taste that my breath was still minty. I pushed my glasses up on my nose. Then I said, "I want to apply for a job."

Possible responses:

Sense	Sensory Detail	What It Describes
Sight	bookcase near the counter	where new books are
Hearing	"May I help you?"	the man's question
Taste	minty	the narrator's breath
Touch	pushed my glasses up	the narrator's action
Smell	musty	smell of old books

MY TURN On one of your own drafts, add sensory details to help readers see, hear, taste, touch, or smell something you describe. Use sensory details as you describe the events aloud to your Writing Club.

83

Minilesson

Mentor STACK

TEACHING POINT Sensory details, like concrete words and phrases, let readers share the narrator's experience. They give readers access to what the narrator sees, hears, smells, tastes, feels, and touches. Recounting these details aloud can allow writers to organize and focus their writing.

MODEL AND PRACTICE Point out that sensory details help readers relate to the experiences and events described in a text. Not every sentence of a narrative needs sensory details. Writers use them judiciously. Say: *If I am narrating a personal experience and I want to express how I feel, I could say, "I feel happy." I could also say, "I feel the corners of my mouth twitch with the beginnings of a smile." That sentence uses sensory details to let readers know I feel happy. Readers can relate to the feeling of starting to smile. The sentence I choose for my narrative depends on what I want to emphasize for readers.*

Read several paragraphs that include sensory details from a personal narrative in the stack. Then have students answer these questions:

- Does the writer use sensory details? What are some examples?
- How do the sensory details affect a reader's or listener's experience of the text?
- Where would you use sensory details like this in your own writing?

Direct students to *Student Interactive* p. 83 and have them complete the activities. For the second activity, students should add sensory details to a draft and use these details to recount the events orally.

WRITING CLUB

Place students into Writing Club groups. See p. T379 for details of how to run Writing Club. See the **Conference Prompts** on p. T360.

Share Back

Have volunteers share sensory details from their own writing.

WRITING CLUB

What's Happening This Week? In this week's Writing Club, students practice identifying sensory details and adding them to their own personal narratives. They also begin evaluating the narrator, setting, and details in their drafts.

Point out that everyone is working on a personal narrative at his or her own pace. As they prepare to share and discuss their work, remind students to:

- listen actively by focusing on the speaker, not on their own thoughts.
- ask relevant questions about other writers' choices.
- make pertinent comments that are helpful to the group.

What Are We Sharing? Before sharing their work, students should decide what they would like feedback on in today's Writing Club. They may want to focus on how they portray the narrator or the setting, on choosing relevant details, or on developing concrete sensory language. Students should inform their Writing Club of their interest before they begin reading.

How Do We Get Started? Conversation Starters

Use these prompts to help students begin the discussions in their Writing Club.

- What more—or less—do you need to know about this narrator?
- What details would help you appreciate how the setting affects events?
- Are there any details the writer could leave out of this draft?
- Is the writer's language concrete enough?
- What sensory details would help make the writing more interesting to you?

Spelling Spell Words with Suffixes

OBJECTIVES

Spell words using knowledge of suffixes, including how they can change base words such as dropping *e*, changing *y* to *i*, and doubling final consonants.

Correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.

SPELLING WORDS

base	community
basic	payment
able	enjoyment
ability	amusement
festive	microscope
festivity	microscopic
management	creative
loyalty	creativity
safety	majesty
commune	economic

LESSON 5

✅ Assess Understanding

Use the following sentences for a spelling test.

Spelling Sentences

1. They visited an **amusement** park.
2. A **microscope** is used to see small objects.
3. The **community** garden is popular in summer.
4. Gerardo is **able** to swim across the lake.
5. The **payment** was made on time.
6. Ann liked the **festive** colors of the fall leaves.
7. Bread and potatoes are **basic** foods.
8. Crossing guards are trained in **safety**.
9. Chefs share their **creativity** with recipes.
10. The audience showed **enjoyment** by clapping.

FLEXIBLE OPTION ◄
LESSON 1

✅ **Assess Prior Knowledge**

FLEXIBLE OPTION ◄
LESSON 2

Teach: Spell Words with Suffixes

FLEXIBLE OPTION ◄
LESSON 3

More Practice: Spell Words with Suffixes

FLEXIBLE OPTION ◄
LESSON 4

Spiral Review: Suffixes *-ed, -ing, -s, -er, -est*

LESSON 5

✅ **Assess Understanding**

Language & Conventions
Compound Subjects and Predicates

FLEXIBLE OPTION ⬅

LESSON 5

Standards Practice

Display the sentence and have students respond independently to select the best description.

The limber monkey swings through the trees and finds some food.

A compound subject, simple predicate

Ⓑ simple subject, compound predicate

C compound subject, compound predicate

D simple subject, simple predicate

APPLY Have students complete *Language and Conventions* p. 12 from the *Resource Download Center.*

Name _____

Language and Conventions

Compound Subjects and Predicates

• A **simple subject** is a noun or pronoun that tells who or what the sentence is about.
• A **compound subject** is made up of two or more simple subjects joined by a conjunction, such as *and*.
• A **simple predicate** is the main verb that tells what the subject does.
• A **compound predicate** is made up of two or more simple predicates joined by a conjunction, such as *and* or *but*.

My TURN Combine the sentences below by changing the simple subjects to compound subjects.

1. Raquel returned home from summer camp on Tuesday. Her twin brother returned home from summer camp on Tuesday.
Raquel and her twin brother returned home from summer camp on Tuesday.

2. My dog disliked going to the vet. My cat disliked going to the vet.
My dog and cat disliked going to the vet.

My TURN Rewrite the following paragraph on another sheet of paper. Change simple subjects to compound subjects and simple predicates to compound predicates.

The Arctic Ocean is located in the Arctic Region. It is the smallest of the world's five oceans. It is the shallowest of the world's five oceans. Water flows into the Arctic Ocean from the Pacific Ocean. Water flows into the Arctic Ocean from the Atlantic Ocean. The North Pole is located in the Arctic Region. This region is rich in natural resources, such as oil. This region is rich in natural resources, such as minerals. Responses will vary but should include correct compound subjects and predicates.

Grade 4, Unit 1, Week 2   12
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OBJECTIVE

Edit drafts using standard English conventions, including: coordinating conjunctions to form compound subjects, predicates, and sentences.

WEEKLY STANDARDS PRACTICE ✅

To assess student progress on Language and Conventions, use the Weekly Standards Practice on SavvasRealize.com

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FLEXIBLE OPTION ⬅

LESSON 5

Standards Practice

FLEXIBLE OPTION ⬅
LESSON 1
📖 Spiral Review: Subjects and Predicates

FLEXIBLE OPTION ⬅
LESSON 2
Oral Language: Compound Subjects and Predicates

LESSON 3
Teach Compound Subjects and Predicates

LESSON 4
Practice Compound Subjects and Predicates

Weekly Overview

Students will

- develop an introduction, an event sequence, and a conclusion.
- employ dialogue and transition words and phrases.
- continue drafting their personal narratives.

WEEK	WRITING PROCESS	FLEXIBLE PATH
1	Prewriting	Introduce and Immerse
2	Drafting	Develop Elements
▶ 3	Drafting	Develop Structure
4	Revising and Editing	Writer's Craft
5	Publishing	Publish, Celebrate, and Assess

Minilesson Bank

Daily Plan

Based on what you know about your students' writing, choose one minilesson from the options below for each day's instruction.

	FAST TRACK **LESSON 1**	FAST TRACK **LESSON 2**	FAST TRACK **LESSON 3**	
MINILESSON 5–10 min.	Develop and Compose an Introduction T386	Compose an Event Sequence T390	Use Transition Words and Phrases T394	
INDEPENDENT WRITING AND CONFERENCES 30–40 min.	Independent Writing and Conferences T387	Independent writing and Conferences T391	Independent Writing and Conferences T395	
SHARE BACK FOCUS 5–10 min.	Introduction Decision Process T387	Reason to Leave Out an Event T391	Transitions T395	
READING-WRITING WORKSHOP BRIDGE 5–10 min.	**FLEXIBLE OPTION** ← • **Spelling** Assess Prior Knowledge T388 **FLEXIBLE OPTION** ← • **Language & Conventions** Spiral Review: Compound Subjects and Predicates T389	• **Spelling** Teach Spell Words with the VCe Pattern T392 **FLEXIBLE OPTION** ← • **Language & Conventions** Oral Language: Complete Sentences T393	**FLEXIBLE OPTION** ← • **Spelling** More Practice T396 • **Language & Conventions** Teach Complete Sentences T397	
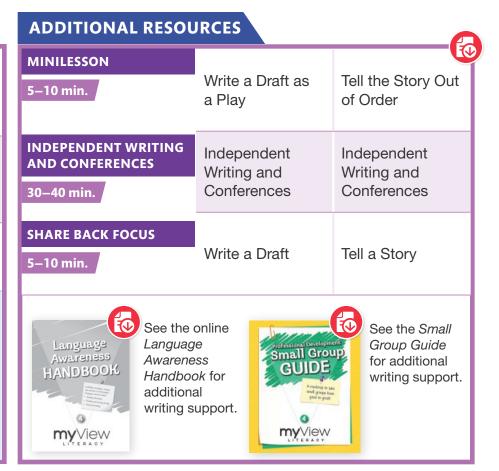
Mentor STACK

The following criteria may be helpful in selecting texts to teach students the elements of personal narratives:

- The personal narrative has a clear introduction and conclusion.
- Events are in sequential order.
- Dialogue is used to help readers understand the thoughts and feelings of people in the text.

FAST TRACK **LESSON 4**	*FAST TRACK* **LESSON 5**
Compose Dialogue T398	Develop and Compose a Conclusion T402
Independent Writing and Conferences T399	Select a Genre T403
Sample Dialogues T399	Conclusions T402
FLEXIBLE OPTION • **Spelling** Spiral Review T400 • **Language & Conventions** Practice Complete Sentences T401	• **Spelling** Assess Understanding T404 **FLEXIBLE OPTION** • **Language & Conventions** Standards Practice T405

ADDITIONAL RESOURCES

MINILESSON 5–10 min.	Write a Draft as a Play	Tell the Story Out of Order
INDEPENDENT WRITING AND CONFERENCES 30–40 min.	Independent Writing and Conferences	Independent Writing and Conferences
SHARE BACK FOCUS 5–10 min.	Write a Draft	Tell a Story

See the online *Language Awareness Handbook* for additional writing support.

See the *Small Group Guide* for additional writing support.

Conferences 🔴 Mentor STACK 📚

During this time, assess for understanding of personal narrative structure in order to gauge where students may need support in their writing. Have stacks and minilessons available to use during the conferences.

FORMATIVE ASSESSMENT	**Conference Prompts**
Develop and Compose an Introduction	
If students need additional support,	🔺 **Then** help them analyze the introduction of a stack text.
If students show understanding,	**Then** ask: How will your introduction lead into the first event?
Compose an Event Sequence	
If students need additional support,	🔺 **Then** ask: What happened before the turning point?
If students show understanding,	**Then** ask: How will readers recognize the turning point?
Use Transition Words and Phrases	
If students need additional support,	🔺 **Then** ask: What words can we use to tell events in order?
If students show understanding,	**Then** ask: Where will readers need your help to follow the events?
Compose Dialogue	
If students need additional support,	🔺 **Then** practice holding and transcribing a brief conversation.
If students show understanding,	**Then** ask: Which events can you tell about with dialogue?
Develop and Compose a Conclusion	
If students need additional support,	🔺 **Then** ask: What made this experience important to you?
If students show understanding,	**Then** ask: How will readers understand what this meant to you?

Conference Support for ELL

EMERGING

- Say and have students repeat the words *introduction, sequence, event, dialogue,* and *conclusion.*
- Tell a brief story, such as a fable. Ask students to identify the introduction, turning point, and conclusion.
- Use Shared Writing to help students place three events in sequence using the transitions *first, next,* and *last.* Then add an introductory sentence beginning *Before* and a concluding sentence beginning *After.*

DEVELOPING

- Focus on the concepts of *event, sequence,* and *transition*. Pronounce and explain each term.
- Pronounce and model using transitions. Have students copy your samples in writing.
- During shared writing, have students use *Before, First, Next, Then,* and *After* to begin sentences.

EXPANDING

- Have students use transitions to begin spoken sentences, and record examples for reference.
- Use guided writing to teach conventions for punctuating and capitalizing dialogue.
- Discuss the difference between a sequence of events and the introduction and conclusion of a narrative. Have students write their own definitions of each term.

🌉 **Reading-Writing Workshop Bridge**

While conferring with students, refer back to the Bridge minilessons on **text structure** and **complete sentences.**

ELL Minilesson Support

See the online *Language Awareness Handbook* for additional writing support.

Week 3: Develop Structure

During this week, your ELLs will benefit from additional writing support that expands their awareness of structural options and helps them make connections to their own motivations to write. These targeted supports were chosen to help students better understand the drafting process.

Use this note for the minilesson on p. T394.

ELL Targeted Support

USE TRANSITION WORDS AND PHRASES

Intensive practice with basic vocabulary will build students' abilities to communicate in all subject areas. Use stack texts to help students recognize and practice personal narrative vocabulary.

Display transition words from the sequence of events in a stack text. Read aloud the text and have students raise their hands when they recognize a transition word. Have students echo-read the sentences with transition words with you. Then have students copy the transition words. **EMERGING**

Display transition words from the sequence of events in a stack text. Have students find the words in the text and take turns reading the sentences aloud. Then have students write their own sentences using the words. **DEVELOPING**

Ask students to create lists of time-order and cause-effect transition words. Then have them write one paragraph in which they use several of the words. Ask partners to read their paragraphs to each other aloud. **EXPANDING**

Ask students to use transition words to list the key events in their narratives. Then challenge them to write one-sentence descriptions of their introductions using the word *Before* and of their conclusions using the word *After.* **BRIDGING**

Use this note for the minilesson on p. T402.

ELL Targeted Support

DEVELOP AND COMPOSE A CONCLUSION

The conclusion of a personal narrative is qualitatively different from the sequence of events that comes before it. ELLs will benefit from developing vocabulary that is appropriate to the summative and reflective nature of some types of conclusion.

Invite students to communicate the stories of their personal narratives to you through words and gestures. On the board, list the words *After, Think, Feel,* and *Change.* Have each student choose a word, and then help him or her write a concluding sentence that includes that word. **EMERGING**

Invite students to tell you the turning points of their personal narratives. Then help each student write the sentence starter *After all of this, I _____* on a clean sheet of paper. Help students find and write English words to complete the sentence that will tell others why this turning point made a difference to them. **DEVELOPING**
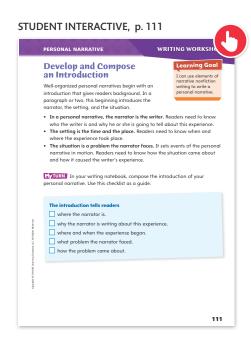
Have students identify a turning point in their personal narratives. Then have them write a paragraph that begins: *Because of this experience, I.* **EXPANDING/BRIDGING**

FAST TRACK

Develop and Compose an Introduction

OBJECTIVE

Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

STUDENT INTERACTIVE, p. 111

111

Minilesson

Mentor STACK

TEACHING POINT Authors of well-structured personal narratives use an introduction, or beginning, that gives readers the background they need to understand events. It includes

- Key facts about the narrator.
- Information about the setting in which the experience occurs.
- Presentation of the situation the narrator faces as events begin.

MODEL AND PRACTICE Tell students that the introduction of a personal narrative sets the stage for the action of the story. Read aloud the introduction of a personal narrative in the classroom stack. Help students analyze it by discussing

- What readers learn about the narrator before events begin.
- What readers learn about the situation, or problem, that confronts the narrator.
- What helps readers know that the introduction has come to an end.

Direct students to p. 111 and review the bulleted items. Answer any questions students have about the explanations. Then ask students to review the checklist as they develop structured introductions.

Independent Writing

Mentor STACK 📚

FOCUS ON INTRODUCTION After the minilesson, students should transition into independent writing.

- If students need further opportunities to explore what goes into the introduction of a well-structured personal narrative, guide them to examples in the stack.

WRITING SUPPORT

- **Modeled** Model deciding what readers need to know before you begin to describe an experience.

- **Shared** Have students summarize the experience they will relate in their narratives, and then discuss what information to give readers as background.

- **Guided** Use a stack text to provide explicit instruction about what goes into an introduction.

🔺 **Intervention** Refer to the *Small Group Guide* for support.

- If students demonstrate understanding, have them continue drafting personal narratives in their writing notebooks.

See the **Conference Prompts** on p. T384.

Share Back

Ask a volunteer to describe the process he or she used to decide what to put in his or her introduction.

Spelling Spell Words with the VC*e* Pattern

OBJECTIVE

Spelling multisyllabic words with closed syllables; open syllables; VC*e* syllables; vowel teams, including digraphs and diphthongs; *r*-controlled syllables; and final stable syllables.

SPELLING WORDS

educate	contribute
fascinate	ridicule
imitate	distribute
advertise	module
supervise	episode
criticize	cooperate
impose	participate
corrode	survive
cyclone	acquire
envelope	recognize

FLEXIBLE OPTION

LESSON 1

☑ **Assess Prior Knowledge**

Use the sentences from Lesson 5, p. T404, to assess students' prior knowledge of spelling patterns.

For students who seem proficient in spelling, provide the following words for a challenge.

Challenge Words

meteorite
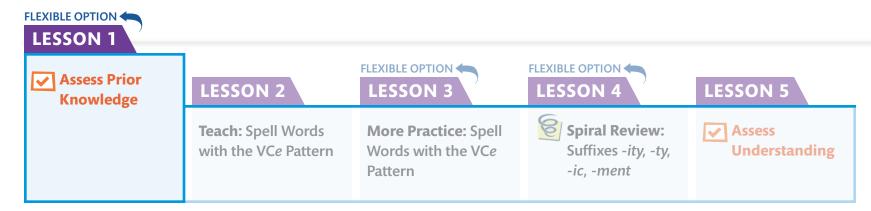
accumulate

retaliate

ELL Targeted Support

Long and Short Vowel Sounds Use the following words to differentiate long and short vowel sounds. *rat* and *rate, cop* and *cope, fin* and *fine, run* and *rule,* and *cub* and *cube.*

Have students repeat each word listed above and identify the vowel sound as long or short. **EMERGING**

Have students search a text and list words that contain short and long vowel sounds. **DEVELOPING**

FLEXIBLE OPTION

LESSON 1

☑ **Assess Prior Knowledge**

LESSON 2

Teach: Spell Words with the VC*e* Pattern

FLEXIBLE OPTION

LESSON 3

More Practice: Spell Words with the VC*e* Pattern

FLEXIBLE OPTION

LESSON 4

Spiral Review: Suffixes *-ity, -ty, -ic, -ment*

LESSON 5

☑ **Assess Understanding**

Language & Conventions
Spiral Review

LESSON 1

Spiral Review: Compound Subjects and Predicates

FOCUS ON STRATEGIES Review compound subjects and predicates. See p. T369.

MODEL AND PRACTICE Write the following sentence and have students identify the compound subject and the compound predicate: *Will and Tara walked to the park and played volleyball.* Confirm that the compound subject is *Will and Tara* and the compound predicate is *walked to the park and played volleyball.*

APPLY Ask students to write sentences with compound subjects only, compound predicates only, and both compound subjects and predicates. Then have students identify the subjects and the predicates in each of their sentences.

OBJECTIVES

Edit drafts using standard English conventions, including complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments.

Edit drafts using standard English conventions, including coordinating conjunctions to form compound predicates, subjects, and sentences.

ELL Targeted Support

Compound Subjects and Predicates Point out that understanding how compound subjects and predicates work will make writing easier to understand. Discuss how a sentence has a subject, which says who or what the sentence is about, and a predicate, which is what the subject does. If there is more than one subject or predicate, then it is called *compound*. Give students the sentence: *Jen and Dan went to the park and played with a ball*.

Ask students to identify the subjects and predicates. Prompt with questions if needed. Underline *and* in both parts. **EMERGING**

Use the above activity. Have students circle one of the subjects and one of the predicates and write a new sentence with a simple subject and predicate. **DEVELOPING**

LESSON 1

Spiral Review: Compound Subjects and Predicates

LESSON 2

Oral Language: Complete Sentences

LESSON 3

Teach Complete Sentences

LESSON 4

Practice Complete Sentences

LESSON 5

Standards Practice

FAST TRACK

Compose an Event Sequence

OBJECTIVE

Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

STUDENT INTERACTIVE, p. 112

PERSONAL NARRATIVE

Compose an Event Sequence

A personal narrative tells about a writer's real experience through events told in order. It tells events in order so readers understand what happens first, next, and last.

A sequence of events should lead readers through the writer's experiences to the turning point of the narrative. The sequence does not have to include every detail of what happened. The writer chooses which events will tell readers the most about the experience.

My TURN Number the events to put them in the proper sequence. Put an X in front of any event that is not needed.

3	In June, the zoo plans to open a new polar bear exhibit.
1	My family discussed going to Alaska next summer.
5	We decided to go to the zoo instead of to Alaska.
2	The next day, I saw an announcement about our zoo.
X	In geography class we are studying Russia.
X	Bobcats live in the woods near our town.
4	I showed the announcement to my parents.

The main events in a personal narrative lead to the turning point and cause the narrator to change.

My TURN In your writing notebook, organize an event sequence for your own personal narrative.

112

Minilesson

Mentor STACK

TEACHING POINT Composing an event sequence requires making choices. From a reader's perspective, some events may seem irrelevant, even though they really happened. Readers do not need to know about them to appreciate the personal narrative. To compose an event sequence, writers may

- List every event, in order, that seems important to the experience.
- Highlight the event that is the turning point.
- Review the list to decide which events will most help readers appreciate the personal narrative.

MODEL AND PRACTICE Direct students to p. 112 of the *Student Interactive.* Explain that a student wants to write about a family's decision to stay home instead of taking a trip. Have students scan the list of statements in the My Turn box. Ask: Do readers need to know about all of these events? Which event do you think is the turning point of the narrative? After students respond, have them complete the activity. Then discuss how they chose how to order events and what events to leave out.

⋯ **Possible Teaching Point**

Language & Conventions | Complete Sentences

Explain to students that, as they write their personal narratives, they should use complete sentences. Each sentence should express a complete idea that relates to the events students are describing. To make sure that they are constructing complete sentences, have students identify the subject and the predicate in each sentence they write. If either part of the sentence is missing, then have students edit the sentence to make it complete.

Independent Writing

Mentor STACK

FOCUS ON EVENT SEQUENCE After the minilesson, students should transition into independent writing.

- If students have identified key events for their narratives, they may use this time to put them in order.

WRITING SUPPORT

- **Modeled** Do a Think Aloud that identifies the turning point in an experience, and then model deciding on events that must come before the turning point.

- **Shared** To help students decide which events are most important in their narratives, help them fill in a sequence organizer with a limited number of spaces for events.

- **Guided** Challenge students to identify the main events in a stack text and explain their choices. Then direct them to apply this evaluation to their own writing.

  🔺 **Intervention** Refer to the *Small Group Guide* for support.

- If students need more time to decide which events to include, they can use this time to list and evaluate events from the perspective of a potential reader.

See the **Conference Prompts** on p. T384.

Share Back

Call on a few students to explain how they decided to leave an event out of their narratives.

Spelling Spell Words with the VC*e* Pattern

OBJECTIVE

Spelling multisyllabic words with closed syllables; open syllables; VC*e* syllables; vowel teams, including digraphs and diphthongs; *r*-controlled syllables; and final stable syllables.

SPELLING WORDS

educate	contribute
fascinate	ridicule
imitate	distribute
advertise	module
supervise	episode
criticize	cooperate
impose	participate
corrode	survive
cyclone	acquire
envelope	recognize

LESSON 2

Teach
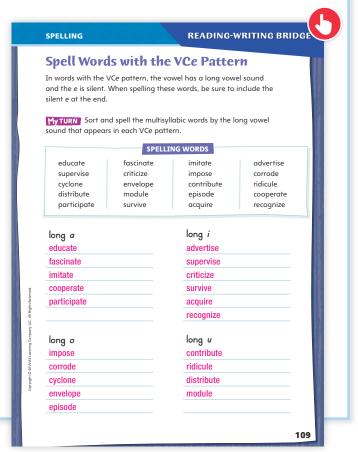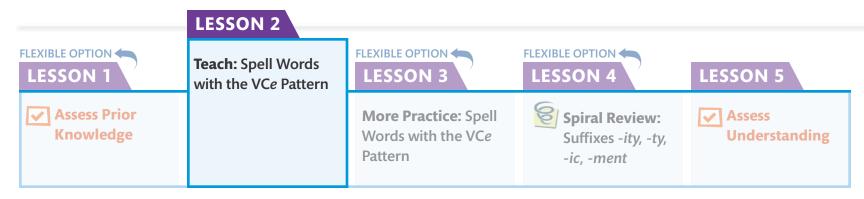
FOCUS ON STRATEGIES Review the VC*e* spelling pattern in which a vowel is followed by a consonant and then a silent letter *e* that confers a long sound on the vowel that precedes it.

MODEL AND PRACTICE Say the word *imitate* and ask, Which syllable has a long sound? Point out that the *a* has a long sound because it fits the VC*e* pattern.

APPLY **My TURN** Ask students to complete the activity on *Student Interactive* p. 109.

SPELLING   READING-WRITING BRIDGE

Spell Words with the VC*e* Pattern

In words with the VC*e* pattern, the vowel has a long vowel sound and the *e* is silent. When spelling these words, be sure to include the silent *e* at the end.

My TURN Sort and spell the multisyllabic words by the long vowel sound that appears in each VC*e* pattern.

SPELLING WORDS

educate	fascinate	imitate	advertise
supervise	criticize	impose	corrode
cyclone	envelope	contribute	ridicule
distribute	module	episode	cooperate
participate	survive	acquire	recognize

long *a*
educate
fascinate
imitate
cooperate
participate

long *i*
advertise
supervise
criticize
survive
acquire
recognize

long *o*
impose
corrode
cyclone
envelope
episode

long *u*
contribute
ridicule
distribute
module

109

LESSON 2

Teach: Spell Words with the VC*e* Pattern

LESSON 5

☑ **Assess Prior Knowledge**

More Practice: Spell Words with the VC*e* Pattern

Spiral Review: Suffixes *-ity, -ty, -ic, -ment*

☑ **Assess Understanding**

Language & Conventions
Complete Sentences

FLEXIBLE OPTION ⬅

LESSON 2

Oral Language: Complete Sentences

FOCUS ON STRATEGIES A complete sentence must have a subject and a predicate, and it must express a complete idea. A sentence fragment is a group of words that is missing a subject or a predicate.

MODEL AND PRACTICE Write the following examples. Have students identify the subject and the predicate and tell whether each is a complete sentence or a fragment.

Rocky runs. Subject: Rocky, predicate: runs, complete sentence

Annie, smart and kind. Subject: Annie, predicate: none, fragment

Nadia, my cousin, loves dogs. Subject: Nadia, predicate: loves dogs, complete sentence

APPLY Have students write complete sentences, then exchange papers with a partner. For each item, partners should identify the subject and the predicate. If the sentence is incomplete, have students edit the sentence to make it complete.

OBJECTIVES

Edit drafts using standard English conventions, including complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments.

Edit drafts using standard English conventions, including coordinating conjunctions to form compound predicates, subjects, and sentences.

FLEXIBLE OPTION ⬅
LESSON 2
Oral Language: Complete Sentences

FLEXIBLE OPTION ⬅
LESSON 1
Spiral Review: Compound Subjects and Predicates

LESSON 3
Teach Complete Sentences

LESSON 4
Practice Complete Sentences

FLEXIBLE OPTION ⬅
LESSON 5
Standards Practice
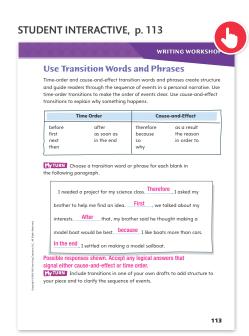
FAST TRACK

Use Transition Words and Phrases

OBJECTIVE

Use a variety of transitional words and phrases to manage the sequence of events.

STUDENT INTERACTIVE, p. 113

WRITING WORKSHOP

Use Transition Words and Phrases

Time-order and cause-and-effect transition words and phrases create structure and guide readers through the sequence of events in a personal narrative. Use time-order transitions to make the order of events clear. Use cause-and-effect transitions to explain why something happens.

Time Order		Cause-and-Effect	
before	after	therefore	as a result
first	as soon as	because	the reason
next	in the end	so	in order to
then		why	

My TURN Choose a transition word or phrase for each blank in the following paragraph.

I needed a project for my science class. __Therefore__ I asked my brother to help me find an idea. __First__ we talked about my interests. __After__ that, my brother said he thought making a model boat would be best, __because__ I like boats more than cars. __In the end__ I settled on making a model sailboat.

Possible responses shown. Accept any logical answers that signal either cause-and-effect or time order.

My TURN Include transitions in one of your own drafts to add structure to your piece and to clarify the sequence of events.

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Minilesson

Mentor STACK

TEACHING POINT Transitions are words and phrases that give structure to a text and help readers move from one event or idea to another. They are also called linking words and phrases. Writers choose transitions to help readers follow their narratives.

- Time-order transitions clarify the order of events.
- Cause-effect transitions clarify why events occur and what happens as a result of events.

MODEL AND PRACTICE Review the difference between a word and a phrase. Give an example: *Afterward* is a word, as you know. A phrase that can say the same thing might be "After the phone rang." Another transition word is *therefore*. A phrase that can say the same thing might be "As a result of the contest." When you choose transition words and phrases, decide how much detail readers need to understand what is happening.

Review common transition words and phrases with students using the lists on *Student Interactive* p. 113. Invite students to use each example in a sentence. Then have students complete the activity.

Possible Teaching Point

Writing Process

Drafting | Using Transition Words and Phrases

Explain to students that, in addition to making their writing clear to readers, transition words and phrases can also add variety and make their writing more interesting. For example, students could use the transition *after* to write the sentence *After we watched the game, we got pizza* instead of writing two separate sentences (*We watched the game. We got pizza*). As they draft, have students look for areas where their writing could be more structured or interesting.

Independent Writing

Mentor STACK

FOCUS ON TRANSITION WORDS AND PHRASES After the minilesson, students should transition into independent writing.

- If students struggle to add structure and clarify sequence of events by linking ideas with transitions, suggest that they choose stack texts and identify transition words and phrases the authors use.

WRITING SUPPORT

- **Modeled** Use transition words to describe a short sequence of activities such as checking the time.

- **Shared** Use a sequence graphic organizer to inspire students to add transition words and phrases to their planned order of events.

- **Guided** Have students use stack texts as models for adding useful transition words and phrases to their own drafts.

🔺 **Intervention** Refer to the *Small Group Guide* for support.

- If students have developed a sequence of events in their personal narratives, encourage them to experiment with transitions as they complete and revise their drafts.

See the **Conference Prompts** on p. T384.

Share Back

Have a few volunteers share transitions they added to their personal narratives.

Spelling Spell Words with the VC*e* Pattern

OBJECTIVE

Spelling multisyllabic words with closed syllables; open syllables; VC*e* syllables; vowel teams, including digraphs and diphthongs; *r*-controlled syllables; and final stable syllables.

SPELLING WORDS

educate	contribute
fascinate	ridicule
imitate	distribute
advertise	module
supervise	episode
criticize	cooperate
impose	participate
corrode	survive
cyclone	acquire
envelope	recognize

FLEXIBLE OPTION

LESSON 3

More Practice
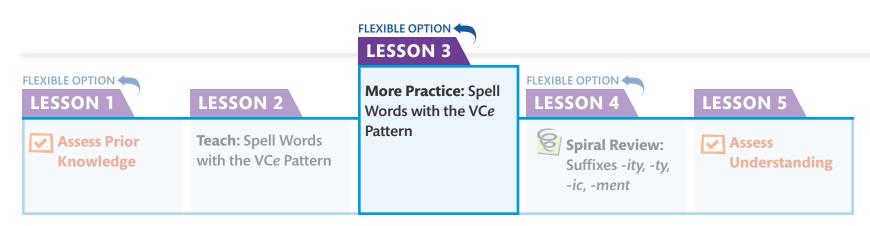
FOCUS ON STRATEGIES Remind students that the VC*e* pattern has a vowel-consonant-*e* pattern in which the *e* is silent and gives the preceding vowel a long sound.

MODEL AND PRACTICE Read the following words aloud: *gate, surprise, relate, engagement, compose, extreme.* Have students spell each word and identify the VC*e* syllable pattern.

APPLY Have students complete *Spelling* p. 8 from the *Resource Download Center.*

Name _____

Spelling

Spell Words with the VC*e* Pattern

In words with the VC*e* pattern, the vowel has a long vowel sound, and the *e* is silent. When spelling these words, be sure to include the silent *e* at the end.

MYTURN Alphabetize the words. Spell each word correctly.

SPELLING WORDS

cooperate	ridicule	advertise	imitate
acquire	impose	corrode	episode
envelope	recognize	contribute	module
participate	fascinate	survive	cyclone
criticize	distribute	educate	supervise

1. acquire
2. advertise
3. contribute
4. cooperate
5. corrode
6. criticize
7. cyclone
8. distribute
9. educate
10. envelope
11. episode
12. fascinate
13. imitate
14. impose
15. module
16. participate
17. recognize
18. ridicule
19. supervise
20. survive

MYTURN Write five sentences, each including at least one of the words above. Spell correctly.
Responses will vary but should include correct spelling.

Grade 4, Unit 1, Week 3
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FLEXIBLE OPTION

LESSON 3

More Practice: Spell Words with the VC*e* Pattern

Language & Conventions
Complete Sentences

LESSON 3

Teach Complete Sentences

FOCUS ON STRATEGIES Remind students that a complete sentence has a subject and a predicate. A sentence fragment is missing either a subject or a predicate. A run-on sentence contains more than one complete thought that should be broken into separate simple or compound sentences.

MODEL AND PRACTICE Have students tell whether each item is a complete sentence, a fragment, or a run-on sentence. Have students correct each fragment or run-on to make it a complete simple or compound sentence.

Mo has a good forehand, his backhand is weak, he's got a great serve. run-on; *Mo has a good forehand. His backhand is weak, but he's got a great serve.*

The cat with white feet. fragment; *Boots is the cat with white feet.*

The president sings. complete sentence

Remembers most of her past. fragment; *Johanna remembers most of her past.*

OBJECTIVES

Edit drafts using standard English conventions, including complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments.

Edit drafts using standard English conventions, including coordinating conjunctions to form compound predicates, subjects, and sentences.

ELL Targeted Support

Nouns and Verbs Point out that a complete sentence must have a subject, a noun, and a predicate, which is a phrase with a verb.

Discuss nouns as the subjects of sentences and verbs as supplying action or existence. Have students choose sentences from a text and identify subjects and predicates. **EMERGING/DEVELOPING**

In addition to the activity above, point out that a predicate can include phrases that go with the verb. Provide examples and have students identify subjects and predicates in sentences. **EXPANDING/BRIDGING**

LESSON 3

FLEXIBLE OPTION ◄ **LESSON 1**	FLEXIBLE OPTION ◄ **LESSON 2**	**Teach Complete Sentences**	**LESSON 4**	FLEXIBLE OPTION ◄ **LESSON 5**
Spiral Review: Compound Subjects and Predicates	Oral Language: Complete Sentences		Practice Complete Sentences	Standards Practice

FAST TRACK
Compose Dialogue

OBJECTIVES
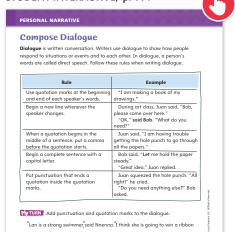
Use dialogue and description to develop experiences and events or show the responses of characters to situations.

Use commas and quotation marks to mark direct speech and quotations from a text.

STUDENT INTERACTIVE, p. 114

PERSONAL NARRATIVE

Compose Dialogue

Dialogue is written conversation. Writers use dialogue to show how people respond to situations or events and to each other. In dialogue, a person's words are called direct speech. Follow these rules when writing dialogue.

Rule	Example
Use quotation marks at the beginning and end of each speaker's words.	"I am making a book of my drawings."
Begin a new line whenever the speaker changes.	During art class, Juan said, "Bob, please come over here." "OK," said Bob. "What do you need?"
When a quotation begins in the middle of a sentence, put a comma before the quotation starts.	Juan said, "I am having trouble getting the hole punch to go through all the papers."
Begin a complete sentence with a capital letter.	Bob said, "Let me hold the paper steady." "Great idea," Juan replied.
Put punctuation that ends a quotation inside the quotation marks.	Juan squeezed the hole punch. "All right!" he cried. "Do you need anything else?" Bob asked.

My TURN Add punctuation and quotation marks to the dialogue.

"Lan is a strong swimmer," said Nnenna. "I think she is going to win a ribbon in this race."
Sam asked, "What do you think, Bella?"
I agree with you," Bella replied.

My TURN Draft a brief dialogue you could add to your own personal narrative.

114

Minilesson

Mentor STACK

TEACHING POINT Dialogue expresses thoughts and feelings through words, intonations, and facial expressions. Writing a conversation requires

- Showing the words each person says.
- Telling how the person sounds when he or she says the words.
- Reporting on any facial expressions or gestures the person makes as he or she speaks.

MODEL AND PRACTICE Tell the class to listen as you and a student you select carry on a short conversation about the difference between the subject and predicate of a sentence. Then ask: How would you write that conversation? Would you write down more than the words we said? Give me an example. After students respond, guide them to say they would also identify each speaker by name and use punctuation.

Direct students to the chart of rules on *Student Interactive* p. 114. Ask: How can we apply these rules to the conversation you just heard? Have students give a response for each rule, and write their responses as dialogue on the board. Say: To observe each rule, you might have to revise something you wrote earlier. Finally, have students complete the activity.

Possible Teaching Point

Spelling | Spell Words with the VC*e* Pattern

As students write dialogue in their personal narratives, encourage them to pay attention to how they spell words with the VC*e* pattern. Remind students that the "e" should be included even though it is silent. Then have students check their spelling of longer words with the VC*e* pattern, such as *elaborate, explode,* and *realize*.

Independent Writing

Mentor STACK

FOCUS ON DIALOGUE After the minilesson, students should transition into independent writing.

- If students need more examples of how writers use dialogue, have them find and evaluate dialogue in texts from the classroom stack.

WRITING SUPPORT

- **Modeled** Model deciding to replace a description in a narrative with dialogue.

- **Shared** Discuss with students ways to describe a speaker's tone of voice, facial expression, and gestures during a conversation, and transcribe concrete words students suggest.

- **Guided** Use a stack text to support explicit instruction on writing speech tags in dialogue.

🔺 **Intervention** Refer to the *Small Group Guide* for support.

- If students have already included some dialogue in their drafts, have them add more or check that their dialogue follows all the rules in the *Student Interactive.*

See the **Conference Prompts** on p. T384.

Share Back

Have two sets of partners read short dialogues from their personal narratives.

Spelling Spiral Review

OBJECTIVE

Spell words using knowledge of suffixes, including how they can change base words such as dropping *e*, changing *y* to *i*, and doubling final consonants.

SPELLING WORDS

educate	contribute
fascinate	ridicule
imitate	distribute
advertise	module
supervise	episode
criticize	cooperate
impose	participate
corrode	survive
cyclone	acquire
envelope	recognize

Writing Workshop

As students proofread their writing, remind them to check for the spellings of words with suffixes such as *-ity, -ty, -ic,* and *-ment.*

FLEXIBLE OPTION

LESSON 4

Spiral Review: Suffixes *-ity, -ty, -ic, -ment*

FOCUS ON STRATEGIES Review how suffixes change the spelling of a base word.

MODEL AND PRACTICE Display the base word *creative.* Ask students to indicate how the word will change after the suffix *-ity* is attached to form *creativity.* Have students write *creativity* and describe the change: The final e in *creative* was deleted before adding the suffix.

APPLY Repeat the process with other words from last week: *base, able, festive, loyal, pay.*

FLEXIBLE OPTION

LESSON 4

Spiral Review: Suffixes *-ity, -ty, -ic, -ment*

FLEXIBLE OPTION

LESSON 1

☑ Assess Prior Knowledge

LESSON 2

Teach: Spell Words with the VC*e* Pattern

FLEXIBLE OPTION

LESSON 3

More Practice: Spell Words with the VC*e* Pattern

LESSON 5

☑ Assess Understanding

Language & Conventions
Complete Sentences

LESSON 4

Practice Complete Sentences

APPLY **My TURN** Have students complete the My Turn on *Student Interactive* p. 110.

🔴

LANGUAGE AND CONVENTIONS

Complete Sentences

Complete sentences have a subject and a predicate. A **fragment** is a group of words missing a subject or a predicate. To fix a fragment, add the missing part.

> **Fragment:** Joined the navy.
> **Add the missing subject:** The brothers joined the navy.

A **run-on sentence** incorrectly joins two or more sentences. To fix a run-on, separate the sentences with a period to create two sentences. You can also use a comma and a coordinating conjunction to create a compound sentence. Common coordinating conjunctions are *and*, *but*, *or*, and *yet*.

> **Run-on:** The telomeres get shorter when a cell divides soon the cell will die.
> **Separate sentences with a period:** The telomeres get shorter when a cell divides. Soon the cell will die.
> **Use a comma and a coordinating conjunction:** The telomeres get shorter when a cell divides, and soon the cell will die.

My TURN Edit the draft by fixing the fragments and run-on sentences.
Possible responses:

> After reading "Twins in Space," I think being an astronaut is very hard you cannot go outside, and you can only eat fresh food. When it is delivered by cargo ship. You can conduct experiments you can help people learn more about life in outer space.

110

OBJECTIVES

Edit drafts using standard English conventions, including complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments.

Edit drafts using standard English conventions, including coordinating conjunctions to form compound predicates, subjects, and sentences.

Writing Workshop

As students begin their Writing Workshop drafts, stress that their texts should have only complete sentences. To make sure that they are using complete sentences, ask students to exchange their drafts and edit one another's work.

LESSON 4

FLEXIBLE OPTION ◀ **LESSON 1**	FLEXIBLE OPTION ◀ **LESSON 2**	**LESSON 3**	**LESSON 4** Practice Complete Sentences	FLEXIBLE OPTION ◀ **LESSON 5**
📖 Spiral Review: Compound Subjects and Predicates	Oral Language: Complete Sentences	Teach Complete Sentences		Standards Practice

FAST TRACK
Develop and Compose a Conclusion

OBJECTIVE

Provide a conclusion that follows from the narrated experiences or events.

STUDENT INTERACTIVE, p. 115

WRITING WORKSHOP

Develop and Compose a Conclusion

The turning point of a personal narrative brings about the **conclusion**, or ending. The narrator has experienced a change. A conclusion is usually one or two paragraphs long. It may contain

• A report of events that follow the turning point
• A brief summary of how the narrator changed
• The narrator's thoughts and feelings about the experience

My TURN Use this organizer when you compose the conclusion to your personal narrative in your writing notebook.

What events came after the turning point?

In one sentence, how did the experience change me?

Which thoughts and feelings do I most want my readers to know?

My TURN Identify a topic, purpose, and audience. Then select any genre, and plan a draft by brainstorming your ideas.

115

Minilesson

Mentor STACK

TEACHING POINT A conclusion wraps up a personal narrative by

• Reporting any meaningful events that occurred after the turning point.

• Offering a perspective on the narrator's experience.

MODEL AND PRACTICE Remind students that a personal narrative tells about a real experience. Hand out several stack texts with which students are familiar. Have the student holding each text tell why its narrator chose to share that experience with readers. Then lead a class discussion using prompts such as the following:

• What comes after the turning point in this narrative?

• Does the narrator tell you how the experience changed him or her? If so, where?

• Would the same experience affect other people in the same way?

• After reading this narrative, do you have any questions for the narrator?

Wrap up the discussion by pointing out that the conclusion of a personal narrative is a place to find the narrator's reason for writing. Then have students review p. 115 of the *Student Interactive*. Encourage students to consider using the organizer when they draft a conclusion to their own personal narratives.

Independent Writing

Students may transition to independent writing and continue working on their personal narratives. If students are progressing steadily on their drafts, you may wish to offer them the opportunity to select a genre on p. T403. See the **Conference Prompts** on p. T384.

Share Back

Call on two or three students to share what they put in the conclusions of their personal narratives.

SELECT A GENRE

Topic Ask students to brainstorm additional topics for personal narratives, or have them refer to the topics they brainstormed earlier. Have them record their ideas in their writing notebooks. Use these prompts to help students isolate three or four experiences about which they could write.

- Which experience involves learning about a new place or a new object?
- Which experience would probably affect many people the same way?
- Which experience involves unusually wise or powerful characters?
- Which experience would make a good short story or informational text?

Students should highlight the experience they would like to write about as a topic.

Purpose Tell students that determining the purpose of their writing will help them select a genre in which to write. Have students decide whether they want to

- Entertain readers with a good story.
- Inform readers about a significant issue.
- Convince readers to share a feeling or opinion about an event.

Students should record their purpose in their writing notebooks.

Audience As a class, brainstorm potential reading audiences. Write down the ideas and read them back. Have each student choose an audience and write it in his or her writing notebook.

Genre of Choice

Direct students to look at their topic, purpose, and audience and then select a new genre in which to write. Remind them that there are three main genres—narrative, informational text, and argument—as well as the genre of poetry and subgenres in each of the broad categories.

Have students record the genre they choose in their writing notebooks and start writing a draft.

Spelling Spell Words with the VC*e* Pattern

OBJECTIVE

Spelling multisyllabic words with closed syllables; open syllables; VC*e* syllables; vowel teams, including digraphs and diphthongs; *r*-controlled syllables; and final stable syllables.

SPELLING WORDS

educate	contribute
fascinate	ridicule
imitate	distribute
advertise	module
supervise	episode
criticize	cooperate
impose	participate
corrode	survive
cyclone	acquire
envelope	recognize

LESSON 5

☑ **Assess Understanding**

Have students spell the bold words in the following sentences.

1. Roger likes to **imitate** the way his dog Jenny barks.
2. To be a good citizen, you should **contribute** to the community.
3. I saw the first **episode** of the show.
4. A lizard can **survive** cold conditions by slowing down.
5. Many businesses now **advertise** only on the Internet.
6. Janna will be able to **participate** in three different sports.
7. A country cannot **impose** its laws on other nations.
8. I can **recognize** Zara just by the way she walks.
9. If you leave your bike outside, it will begin to **corrode**.
10. The inner workings of the government **fascinate** Rina.

FLEXIBLE OPTION
LESSON 1

☑ **Assess Prior Knowledge**

FLEXIBLE OPTION
LESSON 2

Teach: Spell Words with the VC*e* Pattern

FLEXIBLE OPTION
LESSON 3

More Practice: Spell Words with the VC*e* Pattern

FLEXIBLE OPTION
LESSON 4

Spiral Review: Suffixes *-ity, -ty, -ic, -ment*

LESSON 5

☑ **Assess Understanding**

Language & Conventions
Complete Sentences

FLEXIBLE OPTION ←

LESSON 5

Standards Practice

Write the following and have students select the best revision.

Wendy's best friend Una, who speaks French, Chinese, and English.

A Wendy's best friend Una. Who speaks French, Chinese, and English.

Ⓑ Wendy's best friend Una, who speaks French, Chinese, and English, spoke at graduation.

C Wendy's best friend Una, she speaks French, Chinese, and English.

D Complete sentence; no revision necessary.

APPLY Have students complete *Language and Conventions* p. 13 from the *Resource Download Center*.

Name _____

Language and Conventions

Complete Sentences
- **Complete sentences** have a subject and a predicate.
- A **fragment** is a group of words is missing a subject or a predicate. To fix a fragment, add the missing part.
- A **run-on sentence** incorrectly joins two or more sentences. To fix a run-on, separate the sentences with a period. You can also use a comma and a coordinating conjunction, such as *or*, *and*, *but*, or *yet*.

TURN Read each item. Tell whether it is a sentence fragment or a run-on sentence. Then rewrite the incorrect sentence as a complete sentence.

1. Want to be an architect when I grow up.
fragment
Possible response: I want to be an architect when I grow up.

2. There are over 12,000 ant species in the world about 1,000 ant species inhabit North America.
run-on
Possible response: There are over 12,000 ant species in the world, and about 1,000 ant species inhabit North America.

3. Plants make their own food through photosynthesis, use sunlight to change carbon dioxide and water into food.
run-on
Possible response: Plants make their own food through photosynthesis. They use sunlight to change carbon dioxide and water into food.

Grade 4, Unit 1, Week 3
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OBJECTIVES

Edit drafts using standard English conventions, including complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments.

Edit drafts using standard English conventions, including coordinating conjunctions to form compound predicates, subjects, and sentences.

WEEKLY STANDARDS PRACTICE ✓

To assess student progress on Academic Vocabulary, use the Weekly Standards Practice on SavvasRealize.com.

FLEXIBLE OPTION ←
LESSON 5
Standards Practice

FLEXIBLE OPTION ←
LESSON 1
📚 **Spiral Review:** Compound Subjects and Predicates

FLEXIBLE OPTION ←
LESSON 2
Oral Language: Complete Sentences

LESSON 3
Teach Complete Sentences

LESSON 4
Practice Complete Sentences

Weekly Overview

Students will

- revise by adding and deleting ideas.
- effectively use adjectives and adverbs.
- edit for correct use of pronouns.

WEEK	WRITING PROCESS	FLEXIBLE PATH
1	Prewriting	Introduce and Immerse
2	Drafting	Develop Elements
3	Drafting	Develop Structure
▶ 4	Revising and Editing	Writer's Craft
5	Publishing	Publish, Celebrate, and Assess

Minilesson Bank

Daily Plan

Based on what you know about your students' writing, choose one minilesson from the options below for each day's instruction.

	LESSON 1 *FAST TRACK*	**LESSON 2**	**LESSON 3** *FAST TRACK*
MINILESSON 5–10 min.	Add Ideas for Coherence and Clarity T410	Delete Ideas for Coherence and Clarity T414	Edit for Adjectives T418
INDEPENDENT WRITING AND CONFERENCES 30–40 min.	Independent Writing and Conferences T411	Independent writing and Conferences T415	Independent Writing and Conferences T419
SHARE BACK FOCUS 5–10 min.	Techniques for Reviewing a Draft T411	Deleted Words and Sentences T415	Adjective-Noun Combination T419
READING-WRITING WORKSHOP BRIDGE 5–10 min.	FLEXIBLE OPTION • **Spelling** Assess Prior Knowledge T412 FLEXIBLE OPTION • **Language & Conventions** Spiral Review: Complete Sentences T413	• **Spelling** Teach Vowel Teams and Digraphs T416 FLEXIBLE OPTION • **Language & Conventions** Oral Language: Fix Run-On Sentences T417	FLEXIBLE OPTION • **Spelling** More Practice T420 • **Language & Conventions** Teach Fix Run-On Sentences T421

Mentor STACK

The following criteria may be helpful in selecting texts to teach students the elements of personal narratives:

- The text has a clear structure.
- Adjectives and adverbs are used to add details.
- The narrator uses pronouns to add variety to the text.

LESSON 4

LESSON 5

ADDITIONAL RESOURCES

LESSON 4	LESSON 5
Edit for Adverbs T422	Edit for Pronouns T426
Independent Writing and Conferences T423	Writing Club and Conferences T427
Adverbs of Frequency or Degree T423	Telling Subjective from Objective Pronouns T426
FLEXIBLE OPTION • **Spelling** Spiral Review T424 • **Language & Conventions** Practice Fix Run-On Sentences T425	• **Spelling** Assess Understanding T428 **FLEXIBLE OPTION** • **Language & Conventions** Standards Practice T429

MINILESSON 5–10 min.	Word Choice: Strong Verbs	Word Choice: Sensory Words
INDEPENDENT WRITING AND CONFERENCES 30–40 min.	Independent Writing and Conferences	Independent Writing and Conferences
SHARE BACK FOCUS 5–10 min.	Strong Verbs	Sensory Words

See the online *Language Awareness Handbook* for additional writing support.

See the *Small Group Guide* for additional writing support.

Conferences 🔴 Mentor STACK 📚

During this time, assess for understanding of revising and editing techniques in order to gauge where students may need support in their personal narrative writing. Have stacks and minilessons available to refer to during conferences.

FORMATIVE ASSESSMENT	**Conference Prompts**
Add Ideas for Coherence and Clarity	
If students need additional support,	🔺 **Then** ask: What keeps a story from being clear?
If students show understanding,	**Then** ask: How do you decide which section of a text to add ideas to?
Delete Ideas for Coherence and Clarity	
If students need additional support,	🔺 **Then** ask: How can you tell if an idea could be deleted?
If students show understanding,	**Then** ask: When should you delete ideas from a draft?
Edit for Adjectives	
If students need additional support,	🔺 **Then** ask: How can you use adjectives to compare?
If students show understanding,	**Then** ask: When can you use more than one adjective?
Edit for Adverbs	
If students need additional support,	🔺 **Then** ask: How can these words help you tell a story?
If students show understanding,	**Then** ask: Which of your adverbs help connect ideas?
Edit for Pronouns	
If students need additional support,	🔺 **Then** ask: When might a writer want to use a pronoun?
If students show understanding,	**Then** ask: How can you use pronouns to help your readers?

Reading-Writing Workshop Bridge

While conferring with students, refer back to the Bridge minilessons on the **use of graphics** and **fixing run-on sentences**.

Conference Support for ELL

EMERGING

- Teach the word *revise*. Have students write it, pronounce it, and define it in English.
- Model writing examples of adjectives and adverbs in relation to nouns and verbs.
- Use stack texts to teach kinds of pronouns.

DEVELOPING

- Use modeled writing to help students recognize extraneous ideas.
- Use modeled writing to illustrate gaps in ideas.
- Use shared writing to help students practice using adjectives, adverbs, and pronouns.

EXPANDING

- Use shared writing to add ideas, adjectives, or adverbs to personal narratives.
- Use guided writing to teach students how to delete ideas and replace nouns with pronouns.
- Use guided writing to teach students the difference between revising and editing.

BRIDGING

- Use guided writing to teach students to recognize coherence and clarity.
- Think Aloud choosing adverbs of degree.
- With stack texts, help students analyze how writers use pronouns effectively.

ELL Minilesson Support

See the online *Language Awareness Handbook* for additional writing support.

Week 4: Writer's Craft

During the writer's craft week, your ELLs will benefit from writing support that helps them connect revising and editing to their own motivations for writing. These targeted supports were chosen to help students develop skills using pronouns and comparative and superlative adjectives.

Use this note for the minilesson on p. T418.

ELL Targeted Support

EDIT FOR ADJECTIVES

Building vocabulary with adjectives can be a good way for students to gain confidence in English pronunciation and usage. It is also a useful way to learn word endings and typical English word order.

Show students a sentence with a comparative or superlative adjective. Provide sentence frames: *The adjective ___ modifies ___. The adjective ___ compares (two/three) things.* **EMERGING**

Introduce two base words, such as *small* and *delicious*, and have students echo your words as you use *-er, -est, more*, and *most* to create comparative and superlative adjectives. **DEVELOPING**

Have students work in pairs to practice forming comparative and superlative adjectives with base words from a stack text. Then provide partners with a randomly ordered set of adjectives, such as *blue*, *sparkling*, *deep*, *cold*, and have them write sentences that put the adjectives in the correct order before a noun. **EXPANDING**

Provide students with two randomly ordered sets of three adjectives, one set that contains a comparative adjective and one set with a superlative adjective. Challenge them to write sentences using each set of adjectives in the correct order before a noun. **BRIDGING**

Use this note for the minilesson on p. T426.

ELL Targeted Support

EDIT FOR PRONOUNS

Pronouns may present multiple challenges to English learners. As they edit, help them check for pronoun agreement. Help students orally practice correctly using the pronouns *I, me, my, mine,* and *myself*. Provide cloze sentences such as _____ *am in school, The book belongs to* _____, *I read* _____ *book, The book is* _____, and *I am reading to* _____.

When students are confident responding orally, have them copy the cloze sentences and write pronouns in the blanks. **EMERGING**

Provide a series of sentences using nouns, such as *The students gave Mr. Green a party*, and have students replace each noun with a pronoun, checking for agreement. **DEVELOPING**

Have students work in pairs to write two sentences each correctly using two or more pronouns. **EXPANDING**
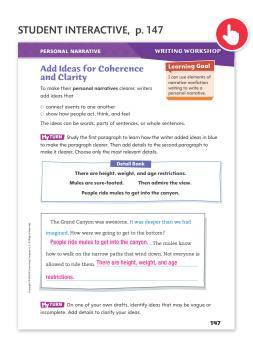
Have students use the minilesson chart of pronouns to write sentences correctly using each one. Offer students the option of either writing sentences for each column or row or writing sentences that include a mix of pronouns in the chart. **BRIDGING**

FAST TRACK

Add Ideas for Coherence and Clarity

OBJECTIVE

Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.

STUDENT INTERACTIVE, p. 147

PERSONAL NARRATIVE — WRITING WORKSHOP

Add Ideas for Coherence and Clarity

Learning Goal
I can use elements of narrative nonfiction writing to write a personal narrative.

To make their **personal narratives** clearer, writers add ideas that

○ connect events to one another
○ show how people act, think, and feel

The ideas can be words, parts of sentences, or whole sentences.

MyTURN Study the first paragraph to learn how the writer added ideas in blue to make the paragraph clearer. Then add details to the second paragraph to make it clearer. Choose only the most relevant details.

Detail Bank
There are height, weight, and age restrictions.
Mules are sure-footed.   Then admire the view.
People ride mules to get into the canyon.

The Grand Canyon was awesome. It was deeper than we had imagined. How were we going to get to the bottom? People ride mules to get into the canyon. The mules know how to walk on the narrow paths that wind down. Not everyone is allowed to ride them. There are height, weight, and age restrictions.

MyTURN On one of your own drafts, identify ideas that may be vague or incomplete. Add details to clarify your ideas.

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Minilesson

Mentor STACK

TEACHING POINT The purpose of revising ideas in your draft is to make sentence structure clearer and more coherent by

- Strengthening time-order connections among events.
- Strengthening cause-effect connections among events.
- Adding more meaning to sentences.

MODEL AND PRACTICE Prepare a copy of several paragraphs from a stack text in which you cross out a sentence in each paragraph. Distribute copies to students. Use a Think Aloud to pose and answer questions about why the author included, or "added," the first idea you have crossed out:

- Does this idea help explain a character or an event? Answer your question based on the specific example you are using.
- Does this idea belong here instead of in a different paragraph? Answer based on the specific example you are using.
- Do the words in this sentence add meaning to the narrative? Answer based on the specific example you are using.

Have students review the sentence structure in the remaining paragraphs based on your model. Then direct students to *Student Interactive* p. 147 and ask them to complete the activity.

Independent Writing

Mentor STACK

FOCUS ON COHERENCE AND CLARITY After the minilesson, students should transition into independent writing.

- If students need additional opportunities to understand what ideas might be missing in their drafts, provide individual feedback in conference.

WRITING SUPPORT

- **Modeled** Use Think Alouds with a stack text to help students understand what specific ideas contribute to the sequence of events or the setting.

- **Shared** Invite students to suggest circumstances in which an idea should be added to a draft.

- **Guided** Use a stack text to provide explicit instruction about what a sentence—meaning an idea—contributes to the coherence and clarity of a setting or a sequence of events.

  ▲ **Intervention** Refer to the *Small Group Guide* for support.

- If students demonstrate understanding, have them use this time to revise drafts in their writing notebooks.

See the **Conference Prompts** on p. T408.

Share Back

Ask two or three students to describe how they reviewed their drafts to see if ideas needed to be added.

Spelling Vowel Teams and Digraphs

OBJECTIVE

Spell multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

SPELLING WORDS

increase	campaign
yesterday	revenue
acquaint	meadow
achievement	deceive
reproach	appeal
marrow	agreement
virtue	streamline
continue	proceed
betray	remainder
array	straight

FLEXIBLE OPTION

LESSON 1

✓ Assess Prior Knowledge

Use the sentences from Lesson 5 Spelling, p. T428, to assess students' prior knowledge of spelling patterns.

For students who readily recognize vowel teams and digraphs, provide the following words for a challenge.
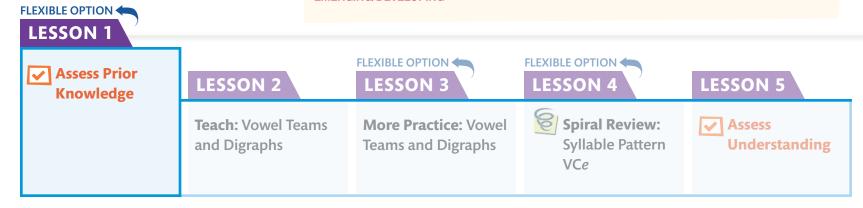
Challenge Words

mayonnaise

reasonable

conceited

ELL Targeted Support

Sound Relationships Build students' fluency by helping them become familiar with the correspondence between written words and their pronunciations.

Point out that the same letter combination can produce different sounds depending on the word. Say: good, mood, foot, food. Have students write each word, underline the vowel pair in the word, and identify the sound each vowel pair makes in the word. **EMERGING/DEVELOPING**

FLEXIBLE OPTION

LESSON 1

✓ Assess Prior Knowledge

LESSON 2

Teach: Vowel Teams and Digraphs

FLEXIBLE OPTION

LESSON 3

More Practice: Vowel Teams and Digraphs

FLEXIBLE OPTION

LESSON 4

Spiral Review: Syllable Pattern VCe

LESSON 5

✓ Assess Understanding

Language & Conventions
Spiral Review

LESSON 1

Spiral Review: Complete Sentences

FOCUS ON STRATEGIES Explain that a complete sentence has a subject and a predicate, and it expresses a complete thought, or idea. See p. T393.

MODEL AND PRACTICE Write these examples: *Janna plays the piano*; *Janna, musical and talented*; and, *Practices the piano.*

Point out that the first sentence is a complete simple sentence because *Janna* is the subject and *plays the piano* is the predicate. Explain that the second and third examples are fragments, not complete sentences, because they lack either a subject or a predicate.

The second sentence has a subject, *Janna*, but no predicate. The third sentence has a predicate, *practices the piano*, but no subject. Write other examples and have students identify them as fragments or complete sentences.

APPLY Have students write their own examples of complete sentences.

OBJECTIVES

Edit drafts using standard English conventions, including complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments.

Edit drafts using standard English conventions, including coordinating conjunctions to form compound predicates, subjects, and sentences.

ELL Targeted Support

Nouns and Verbs Point out that a complete sentence must have a **subject** (a noun or pronoun) and a **predicate** (a phrase with a verb).

Discuss nouns as subjects of sentences from a text and identify subjects and predicates. **EMERGING/DEVELOPING**

In addition to the activity above, point out that a predicate can include phrases that go with the verb. Provide examples and have students identify subjects and predicates in sentences. **EXPANDING/BRIDGING**

LESSON 1

Spiral Review: Complete Sentences	**LESSON 2**	**LESSON 3**	**LESSON 4**	**LESSON 5**
	Oral Language: Fix Run-On Sentences	**Teach Fix Run-On Sentences**	**Practice Fix Run-On Sentences**	**Standards Practice**

Delete Ideas for Coherence and Clarity

OBJECTIVE

Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.

STUDENT INTERACTIVE, p. 148

PERSONAL NARRATIVE

Delete Ideas for Coherence and Clarity

To make their narratives clearer, writers remove ideas that

○ are repetitive
○ do not relate to the main events or points

MyTURN Read this edited paragraph. The writer has crossed out ideas to make the paragraph clearer. Write in the chart why the writer deleted each detail.

One day at the library, I found an old book that I decided to read. It was about the Declaration of Independence. I read about the summer of 1776, when the Declaration was written. It took a while for people to sign it. The book had regular pages, but it also had pages of shiny paper. Those pages showed paintings of people who signed the Declaration of Independence. It was very exciting to see the people who decided to declare independence.

Deleted Idea	Why It Was Deleted
First Deleted Detail	said again in the next sentence
Second Deleted Detail	does not relate to the main event
Third Deleted Detail	does not relate to the main point

MyTURN On one of your own drafts, delete repetitive or unnecessary ideas.

148

Minilesson

Mentor STACK

TEACHING POINT The purpose of deleting ideas in your draft is to make sentence structure clearer and more coherent by

- Removing information that is not related to the main point.
- Removing statements that repeat other information.

MODEL AND PRACTICE Choose a stack text students have read. Remind students of the narrator and the setting, and quickly retell the main events. Then ask students to speculate about ideas the author may have deleted using this routine:

Why didn't this writer include ideas about [name an extraneous character]? Why didn't this writer include more details about [name the turning point event]?

Explain that writers delete ideas, sentences, and words to help readers focus on the main points and events in a personal narrative.

Direct students to p. 148 of the *Student Interactive* and have them complete the activity. Then transition students to independent writing.

⋯ Possible Teaching Point

Language & Conventions | Fix Run-On Sentences

Remind students that as they delete ideas and details from their personal narratives, they should make sure that they are still using complete sentences that are clear and coherent. As students edit their narratives, have them check that each sentence contains a subject, a predicate, and expresses a complete thought or idea after any deletions have been made. If any sentences are run-ons, have students delete or add sentence parts to fix the sentence.

Independent Writing

Mentor STACK

FOCUS ON COHERENCE AND CLARITY After the minilesson, students should transition into independent writing.

- If students need a better understanding of what constitutes unnecessary detail, have them experiment with deleting ideas from a draft to see if it still makes sense.

WRITING SUPPORT

- **Modeled** Do a Think Aloud about remembering a significant event in detail. Demonstrate how you can leave out several details to make the event more vivid for a reader.

- **Shared** Write a sentence with too many adverbs or adjectives, and have students suggest which ones you can delete without losing clarity.

- **Guided** Challenge students to read their drafts from a fresh perspective. Provide explicit instruction on how to delete ideas and reread a draft objectively.

  Intervention Refer to the *Small Group Guide* for support.

- If students demonstrate understanding and have completed drafts in their writing notebooks, have them spend this time looking for ideas they can delete to improve the experience their readers will have.

See the **Conference Prompts** on p. T408.

Share Back

Invite several volunteers to share ways they made their drafts clearer by deleting words or sentences.

Spelling Vowel Teams and Digraphs

OBJECTIVE

Spell multisyllabic words with closed syllables; open syllables; VC*e* syllables; vowel teams, including digraphs and diphthongs; *r*-controlled syllables; and final stable syllables.

SPELLING WORDS

increase	campaign
yesterday	revenue
acquaint	meadow
achievement	deceive
reproach	appeal
marrow	agreement
virtue	streamline
continue	proceed
betray	remainder
array	straight

LESSON 2

Teach

FOCUS ON STRATEGIES Vowel teams are usually two letters that spell one vowel sound. Some vowel teams are also called vowel digraphs.

MODEL AND PRACTICE Go over the words *reproach* and *acquaint* from the spelling list. Have students identify each vowel team (*oa, ai*), then pronounce and spell each word.

APPLY **My TURN** Ask students to complete the activity on *Student Interactive* p. 145.

SPELLING · READING-WRITING BRIDGE

Spell Words with Vowel Teams and Digraphs

Vowel teams are usually two letters that spell one vowel sound. For example, the letters *a* and *y* are a vowel team that spell the long *a* sound in words like *stay* and *play*. Some vowel teams can also be called **vowel digraphs**.

My TURN Read the words. Then spell and alphabetize the words. Make sure to spell each vowel team correctly.

SPELLING WORDS

increase	yesterday	acquaint	achievement
reproach	marrow	virtue	continue
betray	array	campaign	revenue
meadow	deceive	appeal	agreement
streamline	proceed	remainder	straight

achievement	marrow
acquaint	meadow
agreement	proceed
appeal	remainder
array	reproach
betray	revenue
campaign	straight
continue	streamline
deceive	virtue
increase	yesterday

145

✓ **Assess Prior Knowledge**

LESSON 2

Teach: Vowel Teams and Digraphs

More Practice: Vowel Teams and Digraphs

Spiral Review: Syllable Pattern VC*e*

LESSON 5

✓ **Assess Understanding**

Language & Conventions
Fix Run-On Sentences

LESSON 2

Oral Language: Fix Run-On Sentences

FOCUS ON STRATEGIES Define a run-on sentence as two or more sentences that are joined without correct punctuation or a conjunction. A comma splice is a type of run-on that uses a comma to incorrectly connect sentences without also using a conjunction. A run-on can be corrected by breaking it up into two complete sentences or by creating a complete compound sentence using a comma and a conjunction such as *and*.

MODEL AND PRACTICE Write the following and have students: (a) identify whether it is a complete sentence or a run-on, and (b) correct each run-on sentence.

Nandita plans to run a half-marathon it is over 13 miles in length. run-on: *Nandita plans to run a half-marathon. It is over 13 miles in length.*

When the race starts, runners take off. complete

APPLY Have students write both simple and compound sentences, then exchange papers with a partner. Have partners identify if each sentence is complete or a run-on. If the sentence is a run-on, have students correct it.

OBJECTIVE

Edit drafts using standard English conventions, including complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments.

Oral Language: Fix Run-On Sentences

Spiral Review: Complete Sentences

LESSON 3

Teach Fix Run-On Sentences

LESSON 4

Practice Fix Run-On Sentences

Standards Practice
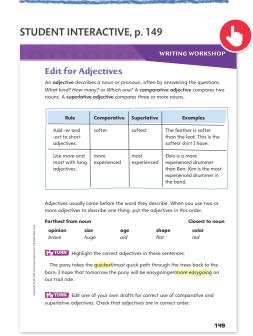
FAST TRACK
Edit for Adjectives

OBJECTIVES

Edit drafts using standard English conventions, including adjectives, including their comparative and superlative forms.

Order adjectives within sentences according to conventional patterns.

STUDENT INTERACTIVE, p. 149

Edit for Adjectives

An **adjective** describes a noun or pronoun, often by answering the questions *What kind? How many?* or *Which one?* A **comparative adjective** compares two nouns. A **superlative adjective** compares three or more nouns.

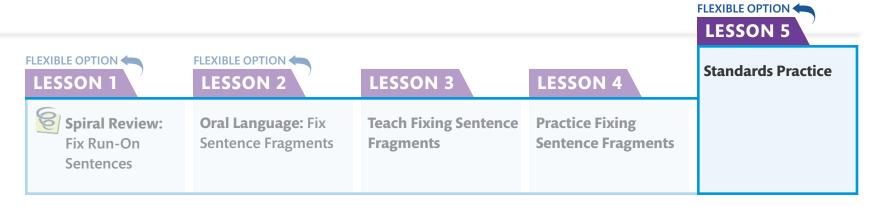| Rule	Comparative	Superlative	Examples
Add -er and -est to short adjectives.	softer	softest	The feather is softer than the leaf. This is the softest shirt I have.
Use *more* and *most* with long adjectives.	more experienced	most experienced	Elvio is a more experienced drummer than Ben. Kim is the most experienced drummer in the band.

Adjectives usually come before the word they describe. When you use two or more adjectives to describe one thing, put the adjectives in this order.

Farthest from noun   Closest to noun

opinion	size	age	shape	color
brave	huge	old	flat	red

My TURN Highlight the correct adjectives in these sentences.

The pony takes the *quickest/most quick* path through the trees back to the barn. I hope that tomorrow the pony will be *easygoinger/more easygoing* on our trail ride.

My TURN Edit one of your own drafts for correct use of comparative and superlative adjectives. Check that adjectives are in correct order.

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Minilesson

Mentor STACK

TEACHING POINT Adjectives give details about nouns and pronouns that name people, places, and things. An adjective can

- Describe one thing: a small dog, an affectionate dog.
- Compare two things: a smaller dog, a more affectionate dog.
- Compare three or more things: the smallest dog, the most affectionate dog.

MODEL AND PRACTICE Point out that adjectives, including comparative and superlative adjectives, help readers know exactly which person, place, or thing a writer means. Say: Picture in your mind a shelf of drinking glasses that are different heights. If I say, "please get me a tall glass," you could choose any glass you think is tall. If I say, "please get me a glass that is taller than a juice glass," I want you to compare the glasses and choose one that will hold more than a juice glass. If I say, "please get me the tallest glass on the shelf," you know that I want you to choose the single, specific glass with the greatest height. In this way, you can write with adjectives to be very specific about the noun or pronoun you are describing.

Direct students to look at the chart on p. 149 of the *Student Interactive*. Then have students choose a text from the stack and identify a comparative adjective and a superlative adjective. Ask students to discuss what each adjective tells them about the noun or pronoun.

Return students' attention to *Student Interactive* p. 149. Review the order of adjectives, and explain that a writer may use more than one adjective to describe a noun or pronoun. Ask students to return to the stack text they chose and find an example of multiple adjectives used in the correct order.

Possible Teaching Point

Writing Process

Editing | Using Adjectives to Compare

Explain to students that comparative and superlative adjectives can help readers better visualize what they are describing in their narratives. Remind students that comparative adjectives end in *-er*, such as *taller*, and can be used to compare two things. Superlative adjectives end in *-est*, such as *tallest*, and can be used to compare more than two things.

Independent Writing

Mentor STACK

FOCUS ON EDITING FOR ADJECTIVES After the minilesson, students should transition into independent writing.

- If students need more opportunities to understand adjective forms, have them work with stack texts to identify examples, and have them explain the use of the adjectives to you.

WRITING SUPPORT

- **Modeled** Hold up two common objects. Have students suggest and write comparative adjectives that could be used to distinguish them.

- **Shared** Hold up a common object. Have students suggest adjectives that describe it. Display these words and help students write a sentence about the object with the adjectives in the correct order.

- **Guided** Use a stack text to give instruction on comparative and superlative adjectives.

  Intervention Refer to the *Small Group Guide* for support.

- If students demonstrate understanding, they may edit for adjectives in their writing notebooks.

See the **Conference Prompts** on p. T408.

Share Back

Ask several volunteers to share a favorite adjective-noun combination from one of their drafts.

Spelling Vowel Teams and Digraphs

OBJECTIVE

Spell multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

SPELLING WORDS

increase	campaign
yesterday	revenue
acquaint	meadow
achievement	deceive
reproach	appeal
marrow	agreement
virtue	streamline
continue	proceed
betray	remainder
array	straight

FLEXIBLE OPTION

LESSON 3

More Practice

FOCUS ON STRATEGIES Remind students that each vowel team usually produces the same vowel sound in different words. However, some vowel teams produce different sounds in different words.

MODEL AND PRACTICE Write and then read the following words aloud: *increase, meadow*. Point out that the *ea* vowel team makes a different sound in each word. Then read aloud the words *proceed, acquaint, array,* and *streamline*. Have students spell each word and identify each vowel team.

APPLY Have students complete *Spelling* p. 9 from the *Resource Download Center*.

FLEXIBLE OPTION

LESSON 3

More Practice: Vowel Teams and Digraphs

LESSON 1
✓ Assess Prior Knowledge

LESSON 2
Teach: Vowel Teams and Digraphs

FLEXIBLE OPTION

LESSON 4
Spiral Review: Syllable Pattern VCe

LESSON 5
✓ Assess Understanding

Language & Conventions
Fix Run-On Sentences

LESSON 3

Teach Fix Run-On Sentences

FOCUS ON STRATEGIES Identify a run-on sentence as two sentences that have been joined incorrectly. Say that a run-on sentence can be corrected by breaking it into two sentences.

MODEL AND PRACTICE Display a run-on sentence. Invite a volunteer to tell how to correct the sentence.

Chickens are easy to raise, they lay several eggs a week. Chickens are easy to raise. They lay several eggs a week.

OBJECTIVE
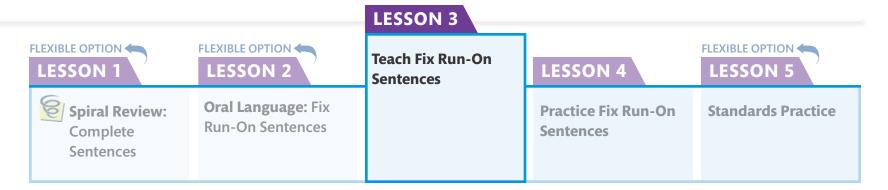
Edit drafts using standard English conventions, including complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments.

ELL Targeted Support

Sentences and Ideas Point out that a complete sentence expresses one complete idea, or thought. Write these sentences and have students copy them:

- Zeke bakes great muffins.
- Boston has a subway system.

Point out that each sentence expresses a single complete idea. Write other sentences and fragments and have students copy them. Ask students to determine whether each item expresses a complete idea. **EMERGING/DEVELOPING**

LESSON 3

FLEXIBLE OPTION ↰ **LESSON 1**	FLEXIBLE OPTION ↰ **LESSON 2**	Teach Fix Run-On Sentences	**LESSON 4**	FLEXIBLE OPTION ↰ **LESSON 5**
📓 **Spiral Review:** Complete Sentences	**Oral Language:** Fix Run-On Sentences		**Practice Fix Run-On Sentences**	**Standards Practice**
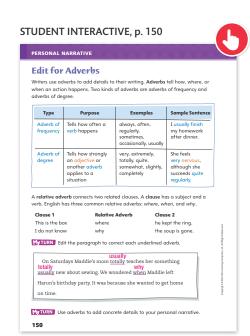
FAST TRACK
Edit for Adverbs

OBJECTIVES

Edit drafts using standard English conventions, including adverbs that convey frequency and degree.

Use relative pronouns and relative adverbs.

STUDENT INTERACTIVE, p. 150

PERSONAL NARRATIVE

Edit for Adverbs

Writers use adverbs to add details to their writing. **Adverbs** tell how, where, or when an action happens. Two kinds of adverbs are adverbs of frequency and adverbs of degree.

Type	Purpose	Examples	Sample Sentence
Adverb of frequency	Tells how often a verb happens	always, often, regularly, sometimes, occasionally, usually	I usually finish my homework after dinner.
Adverb of degree	Tells how strongly an adjective or another adverb applies to a situation	very, extremely, totally, quite, somewhat, slightly, completely	She feels very nervous, although she succeeds quite regularly.

A **relative adverb** connects two related clauses. A **clause** has a subject and a verb. English has three common relative adverbs: *where, when,* and *why.*

Clause 1	Relative Adverb	Clause 2
This is the box	where	he kept the ring.
I do not know	why	the soup is gone.

My TURN Edit the paragraph to correct each underlined adverb.

On Saturdays Maddie's mom totally teaches her something usually new about sewing. We wondered when Maddie left Harun's birthday party. It was because she wanted to get home on time.

My TURN Use adverbs to add concrete details to your personal narrative.

150

Minilesson

Mentor STACK

TEACHING POINT Adverbs serve several functions in sentences. They provide readers with necessary information by

- Describing how, where, or when actions happen.
- Connecting related clauses to explain where, when, and why actions happen.

MODEL AND PRACTICE Say: A word for "how often" is *frequency*. If I want to tell you how often I read the newspaper, I could say that I read it "daily" or "weekly" or even "hourly." Those words are adverbs of *frequency*. Model how to edit the sentence, *I read the newspaper daily,* by supplying other examples of words that give frequency, such as *regularly, rarely, yearly,* and *always*.

Explain that another word for "amount" is *degree*. Display examples of contrasting adverbs of *degree*, such as *partially* and *completely*. Work with students to use each one in a sentence about the same topic, for example, "I am *partially* finished, I am *completely* finished." Have students explain the different meanings of the sentences.

Tell students that the words *where, when, how*, and *why* are adverbs writers may use to connect related ideas. They convey the place, the time, the manner or way, and the reason actions happen.

Direct students to complete the activity on p. 150.

Possible Teaching Point

Spelling | Edit for Vowel Teams and Digraphs

As students edit their personal narratives for adverbs, make sure they pay attention to how they spell adverbs that contain vowel teams or digraphs. Encourage them to read aloud each word with a vowel team and ensure that they know the correct spelling and pronunciation.

Independent Writing

Mentor STACK

FOCUS ON EDITING FOR ADVERBS After the minilesson, students should transition into independent writing.

- If students need more models of adverb use, have them study stack texts for examples to imitate.

WRITING SUPPORT

- **Modeled** Use a stack text to model adverb use. Work with students to find and copy examples of adverbs of frequency, adverbs of degree, and relative adverbs.

- **Shared** Write short clauses on the board and have students create sentences by adding adverbs either to describe verbs, adjectives, or other adverbs or to connect related clauses.

- **Guided** Provide explicit instruction on how adverbs can be used to modify verbs, adjectives, and other adverbs.

▲ **Intervention** Refer to the *Small Group Guide* for support.

- If students demonstrate understanding, have them incorporate relative adverbs into their personal narratives.

See the **Conference Prompts** on p. T408.

Share Back

Call on two or three students to share examples of adverbs of frequency and degree from their personal narratives.

Spelling Spiral Review

OBJECTIVE

Spell multisyllabic words with closed syllables; open syllables; VC*e* syllables; vowel teams, including digraphs and diphthongs; *r*-controlled syllables; and final stable syllables.

SPELLING WORDS

increase	campaign
yesterday	revenue
acquaint	meadow
achievement	deceive
reproach	appeal
marrow	agreement
virtue	streamline
continue	proceed
betray	remainder
array	straight

Writing Workshop

As students proofread their writing, remind them to check the spellings of words with the syllable pattern VC*e*.

FLEXIBLE OPTION

LESSON 4

Spiral Review: Syllable Pattern VC*e*
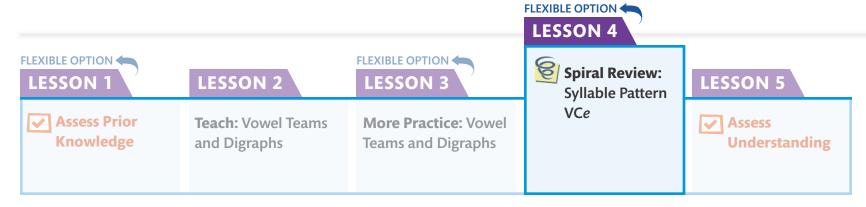
FOCUS ON STRATEGIES Review the VC*e* sequence in which a silent *e* at the end of a syllable confers a long sound on the vowel that precedes it.

MODEL AND PRACTICE Read these word pairs aloud: *mat* and *mate*, *bit* and *bite*, *not* and *note, tub* and *tube*. Ask students to explain how the letter *e* functions in each word. Have students spell the words.

APPLY Invite students to play a game in which they analyze a text and circle every VC*e* syllable they can find. The player who finds the most examples wins the game.

FLEXIBLE OPTION

LESSON 4

Spiral Review: Syllable Pattern VC*e*

FLEXIBLE OPTION

LESSON 1

☑ **Assess Prior Knowledge**

LESSON 2

Teach: Vowel Teams and Digraphs

FLEXIBLE OPTION

LESSON 3

More Practice: Vowel Teams and Digraphs

LESSON 5

☑ **Assess Understanding**

Language & Conventions
Fix Run-On Sentences

Practice Fix Run-On Sentences

APPLY **My TURN** Have students complete the My Turn section on *Student Interactive* p. 146.

LANGUAGE AND CONVENTIONS

Fix Run-On Sentences

Run-on sentences are two complete sentences joined without correct punctuation or a conjunction. A **comma splice** is a type of run-on sentence that uses a comma to incorrectly connect two sentences without also using a conjunction. Run-on sentences can be fixed by creating two sentences. Run-on sentences can also be fixed by adding a comma and a conjunction to create a compound sentence.

Run-On Sentence	Corrected Sentence(s)
By winning one marathon, a Kalenjin might earn enough to live on for an entire lifetime that's pretty good motivation.	By winning one marathon, a Kalenjin might earn enough to live on for an entire lifetime. That's pretty good motivation.
She first won Kenya's largest women's-only race it's called the Shoe4Africa 5K.	She first won Kenya's largest women's-only race. It's called the Shoe4Africa 5K.
Runners can regularly train outside, this is a big advantage.	Runners can regularly train outside, and this is a big advantage.

My TURN Edit this draft by fixing the run-on sentences including comma splices.

Many runners use high-altitude training to prepare for races, one of the most famous training camps is in Kenya, [**, and one**] Africa. At this camp, runners eat simple meals with foods like corn, sweet potatoes, and other local crops these foods have [**. These**] carbohydrates that give the body long-lasting energy.

146

OBJECTIVE

Edit drafts using standard English conventions, including complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments.

Writing Workshop

As students revise their Writing Workshop drafts, stress that they should reread their work. While rereading, they can identify and correct mistakes such as run-on sentences. Have students exchange drafts and check each others' work, focusing on correct sentence structure.

FLEXIBLE OPTION ◀
LESSON 1
📓 **Spiral Review:** Complete Sentences

FLEXIBLE OPTION ◀
LESSON 2
Oral Language: Fix Run-On Sentences

LESSON 3
Teach Fix Run-On Sentences

FLEXIBLE OPTION ◀
LESSON 5
Standards Practice
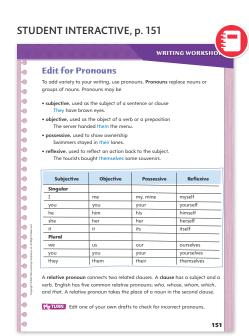
FAST TRACK
Edit for Pronouns

OBJECTIVES

Edit drafts using standard English conventions, including pronouns, including reflexive cases.

Use relative pronouns and relative adverbs.

STUDENT INTERACTIVE, p. 151

Edit for Pronouns

To add variety to your writing, use pronouns. **Pronouns** replace nouns or groups of nouns. Pronouns may be

- **subjective**, used as the subject of a sentence or clause
  They have brown eyes.
- **objective**, used as the object of a verb or a preposition
  The server handed *them* the menu.
- **possessive**, used to show ownership
  Swimmers stayed in *their* lanes.
- **reflexive**, used to reflect an action back to the subject.
  The tourists bought *themselves* some souvenirs.

Subjective	Objective	Possessive	Reflexive
Singular			
I	me	my, mine	myself
you	you	your	yourself
he	him	his	himself
she	her	her	herself
it	it	its	itself
Plural			
we	us	our	ourselves
you	you	your	yourselves
they	them	their	themselves

A **relative pronoun** connects two related clauses. A **clause** has a subject and a verb. English has five common relative pronouns: *who, whose, whom, which,* and *that*. A relative pronoun takes the place of a noun in the second clause.

My TURN Edit one of your own drafts to check for incorrect pronouns.

151

Minilesson

Mentor STACK

TEACHING POINT Writers use different pronouns based on the pronouns'

- Role in a sentence, as subject or object.
- Use as an adjective, such as a possessive.
- Ability to clarify information.

MODEL AND PRACTICE Have students transcribe the following sentence as you say it several times: I hope Darnell will help me teach myself to use my computer, because I should know how to use what is mine. Tell students to underline the pronouns, and then explain the role each one plays in the sentence. Say: *I* is a subjective pronoun, the subject of the sentence: *I hope.* Darnell is going to help me. *Me* is an objective pronoun because it receives the action of helping. *Myself* is reflexive, because the teaching from me will reflect back to me. *My* is possessive, and so is *mine.*

Direct attention to the chart on *Student Interactive* p. 151. Call on students to provide sentences for each row of pronouns. Challenge confident students to create sentences with correct usage of the pronouns that differ in subjective and objective cases: *I* and *me*, *he* and *him*, *she* and *her*, *we* and *us*, and *they* and *them*.

Have a volunteer give the definition of a clause and list the relative pronouns. Explain that writers use relative pronouns in place of a noun to show relationships. Give some examples and ask students to identify the relative pronoun and its antecedent. *This is the book that I wanted.* (this, book) *The box, which arrived today, came early.* (which, box) *The students, of whom I am proud, are successful.* (whom, students) *The teacher, whose students were successful, was proud.* (whose, teacher) *The runner who ran fastest won the race.* (who, runner)

WRITING CLUB

Place students into Writing Club groups. See p. T427 for details of how to run Writing Club. See the **Conference Prompts** on p. T408.

Share Back

Call on a student to explain how he or she tells the difference between a subjective and an objective pronoun.

WRITING CLUB

What's Happening This Week? In this week's Writing Club, students will share revised drafts of their personal narratives.

To gain confidence in giving and receiving constructive feedback, students should spend the first 5–10 minutes in their groups discussing how to:

- tell a writer what is good or strong about his or her draft.
- make specific, concrete suggestions for a writer to consider.
- listen actively and ask relevant questions for clarification.

What Are We Sharing? Before sharing their personal narratives, students should decide which elements of their work they would like feedback on in today's Writing Club. Students should tell the club their concerns before they begin reading their narratives. This will help the group focus.

How Do We Get Started? Conversation Starters

Use these prompts to help students begin the discussions in their Writing Club.

- What ideas should the writer add to make the piece clearer?
- Tell me what ideas you decided to leave out.
- Does anything in the piece distract you from the main ideas or events?
- Do events and other details seem to fit together, or does something seem out of place?
- Are pronouns used clearly?
- How well does the writer use comparative and superlative adjectives and adverbs of frequency and degree?

Spelling Vowel Teams and Digraphs

OBJECTIVE

Spell multisyllabic words with closed syllables; open syllables; VC*e* syllables; vowel teams, including digraphs and diphthongs; *r*-controlled syllables; and final stable syllables.

SPELLING WORDS

increase	campaign
yesterday	revenue
acquaint	meadow
achievement	deceive
reproach	appeal
marrow	agreement
virtue	streamline
continue	proceed
betray	remainder
array	straight

LESSON 5

☑ Assess Understanding

Have students spell the bold words in the following sentences.

1. After her term ends, Susanna will **continue** to work in government.
2. It appears that Anthony was trying to **deceive** the news reporters.
3. After six days, I'm still trying to **acquaint** myself with the New Mexico landscape.
4. **Proceed** to check out after you order.
5. The road to ruin is not **straight**.
6. Dana's great **virtue** is that she is incapable of telling a lie.
7. The **campaign** for governor was a long, tough fight.
8. We sold more hot dogs at a lower price, so our **revenue** stayed even.
9. Running a marathon is an impressive **achievement**.
10. Steve may disagree with you, but he will never **betray** you.

LESSON 5

FLEXIBLE OPTION ◄
LESSON 1

☑ **Assess Prior Knowledge**

LESSON 2

Teach: Vowel Teams and Digraphs

FLEXIBLE OPTION ◄
LESSON 3

More Practice: Vowel Teams and Digraphs

FLEXIBLE OPTION ◄
LESSON 4

Spiral Review: Syllable Pattern VC*e*

☑ **Assess Understanding**

Language & Conventions
Fix Run-On Sentences

FLEXIBLE OPTION ◀

LESSON 5

Standards Practice
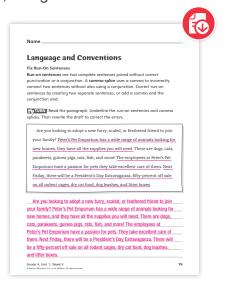
Write this sentence:

Rennie led the race for the first 16 miles she got tired.

Have students choose the best revision for the sentence.

A Rennie led the race for the first 16 miles, she got tired.

B Rennie led the race for the first 16 miles. She got. Tired.

Ⓒ Rennie led the race for the first 16 miles. She got tired.

D Rennie led the race. For the first 16 miles she got tired.

APPLY Have students complete *Language and Conventions* p. 14 from the *Resource Download Center*.

OBJECTIVE

Edit drafts using standard English conventions, including complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments.

WEEKLY STANDARDS PRACTICE ☑

To assess student progress on Language and Conventions, use the Weekly Standards Practice on SavvasRealize.com.

FLEXIBLE OPTION ◀

LESSON 1

📋 **Spiral Review:** Complete Sentences

FLEXIBLE OPTION ◀

LESSON 2

Oral Language: Fix Run-On Sentences

LESSON 3

Teach Fix Run-On Sentences

LESSON 4

Practice Fix Run-On Sentences

FLEXIBLE OPTION ◀

LESSON 5

Standards Practice

Weekly Overview

Students will

- draft, edit, share, and publish personal narratives.
- follow a five-step plan for writing in response to a prompt.

WEEK	WRITING PROCESS	FLEXIBLE PATH
1	Prewriting	Introduce and Immerse
2	Drafting	Develop Elements
3	Drafting	Develop Structure
4	Revising and Editing	Writer's Craft
▶ 5	Publishing	Publish, Celebrate, and Assess

Minilesson Bank

Daily Plan

Based on what you know about your students' writing, choose one minilesson from the options below for each day's instruction.

	FAST TRACK LESSON 1	FAST TRACK LESSON 2	LESSON 3	
MINILESSON 5–10 min.	Edit for Irregular Verbs T434	Edit for Punctuation Marks T438	Publish and Celebrate T442	
INDEPENDENT WRITING AND CONFERENCES 30–40 min.	Independent Writing and Conferences T435	Independent writing and Conferences T439	Independent Writing and Conferences T443	
SHARE BACK FOCUS 5–10 min.	Past Tense Forms of Irregular Verbs T435	Commas in Compound Sentences, Possessive Nouns, and Quotations in Dialogue T439	Reflection on the Writing Experience T443	
🌊 **READING-WRITING WORKSHOP BRIDGE** 5–10 min.	FLEXIBLE OPTION ◀ • **Spelling** Assess Prior Knowledge T436 FLEXIBLE OPTION ◀ • **Language & Conventions** Spiral Review: Fix Run-On Sentences T437	• **Spelling** Teach Spell Words with Prefixes T440 FLEXIBLE OPTION ◀ • **Language & Conventions** Oral Language: Fix Sentence Fragments T441	FLEXIBLE OPTION ◀ • **Spelling** More Practice T444 • **Language & Conventions** Teach Fixing Sentence Fragments T445	

Mentor STACK

The following criteria may be helpful in selecting texts to teach students the elements of personal narratives:

• The narrator uses irregular verbs to clearly indicate time.

• Commas, apostrophes, and quotation marks are incorporated.

FAST TRACK

LESSON 4	LESSON 5
Prepare for Assessment T446	Assessment T450
Independent Writing and Conferences T447	Assessment T451
Five-Step Writing Plan T447	Skills Evaluation Checklist T451
FLEXIBLE OPTION • **Spelling** Spiral Review T448 • **Language & Conventions** Practice Fixing Sentence Fragments T449	• **Spelling** Assess Understanding T452 **FLEXIBLE OPTION** • **Language & Conventions** Standards Practice T453

ADDITIONAL RESOURCES

MINILESSON 5–10 min.	Apply Pronouns	Effective Illustration
INDEPENDENT WRITING AND CONFERENCES 30–40 min.	Independent Writing and Conferences	Independent Writing and Conferences
SHARE BACK FOCUS 5–10 min.	Pronouns	Illustration

Language Awareness HANDBOOK
myView LITERACY

See the online *Language Awareness Handbook* for additional writing support.

Professional Development Small Group GUIDE
A roadmap to take small groups from good to great!
myView LITERACY

See the *Small Group Guide* for additional writing support.

Conferences 🔴 Mentor STACK 📚

During this time, assess for understanding of the basic characteristics of personal narrative in order to gauge where students may need support in their personal narrative writing and in their preparation for assessment. Have stacks and minilessons available to reference during the conference.

FORMATIVE ASSESSMENT	Conference Prompts
Edit for Irregular Verbs	
If students need additional support,	🔺 **Then** ask: Which irregular verbs do you have difficulty using correctly in the past tense?
If students show understanding,	**Then** ask: Which irregular verbs in the past tense might you use often in your personal narrative?
Edit for Punctuation Marks	
If students need additional support,	🔺 **Then** ask: How can you combine short sentences in your writing?
If students show understanding,	**Then** ask: Which punctuation mark do you have most difficulty using correctly?
Publish and Celebrate	
If students need additional support,	🔺 **Then** ask: What are some questions to ask yourself about your writing experience?
If students show understanding,	**Then** ask: How is reflecting on your writing and publishing experience helpful?
Assessment Lessons	
If students need additional support,	🔺 **Then** ask: What personal experiences could you write about?
If students show understanding,	**Then** ask: Which step of the personal narrative plan do you find most challenging?

Conference Support for ELL

EMERGING
- Model correct use of common irregular past tense verbs using short, simple sentences.
- Invite students to use their first language to reflect on their writing experience.
- Use modeled writing to help students plan their personal narrative.

DEVELOPING
- Create a word wall with common irregular verbs and their past tenses and verbs with *has, have,* and *had*.
- Model completing the sentence frames to help students reflect on their writing experience.
- Use shared writing to help students plan their personal narrative.

EXPANDING
- Use shared writing to edit text so that all irregular verbs are used correctly.
- Do a Think Aloud to describe reflections about the writing experience.
- Use guided writing to help students plan and execute their personal narrative.

BRIDGING
- Invite students to form and discuss sentences using the past tense of irregular verbs and verbs with *has, have,* and *had*.
- Invite students to think aloud describing their experience writing their personal narratives.
- Use guided writing to help students write their personal narratives.

🌉 **Reading-Writing Workshop Bridge**

When conferring with students, refer back to the Bridge minilessons on **analyze author's purpose** and **fix sentence fragments.**

ELL Minilesson Support

See the online *Language Awareness Handbook* for additional writing support.

Week 5: Publish, Celebrate, and Assess

During the publish, celebrate, and assess week, your ELLs will benefit from additional support that helps prepare them to write a personal narrative that will be assessed. These targeted supports were chosen to help students develop skills using irregular verbs and possessive case correctly.

Use this note for the minilesson on p. T434.

ELL Targeted Support

EDIT FOR IRREGULAR VERBS

Many of the verbs commonly used in English are irregular. Use of the past tense of these verbs may present challenges to English learners, especially those whose native language is Chinese, Hmong, or Vietnamese. In these languages, tense is indicated through context or through use of expressions of time, such as "last month."

Provide a series of simple sentences using the present tense of common irregular verbs such as, *I sing in the shower* or *I see a black cat in the yard.* Help students replace each present tense verb with the past tense form. Then have students echo your words as you use the irregular past tense forms with *have, has,* or *had,* for example, *We have sung in the shower* or *The boys had seen a black cat in the yard.* **EMERGING/DEVELOPING**

Provide students with a list of three irregular verbs in the present tense. Have students work in pairs to write sentences using the verbs in the past tense and with *has, have,* or *had*. **EXPANDING**

Use this note for the minilesson on p. T438.

ELL Targeted Support

EDIT FOR PUNCTUATION

Possessive nouns may present challenges to English learners, especially those whose native language is Spanish, Haitian Creole, or Vietnamese. In these languages, possessive nouns are formed by placing the preposition *of* before a noun, as in, *I have the book of Carlo.*

Provide sentences such as *This book belongs to Mia*. Have students echo your words as you read the sentence and point to the book and the student. Then pick up the book and hand it to the student, saying, This is Mia's book. Write the sentence and have students echo read it with you. Point out the apostrophe *-s* in the possessive noun. Repeat the process with other objects and students in the room, having students complete the second sentence *This is _____* with the correct possessive noun and object. Include sentence pairs using common nouns such as *The leg of the table is broken* and *The table's leg is broken.* Record the sentences. Then have students copy them and underline the possessive nouns. **EMERGING**
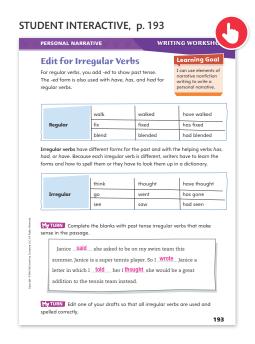
FAST TRACK

Edit for Irregular Verbs

OBJECTIVES

Edit drafts using standard English conventions, including past tense of irregular verbs.

Correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.

STUDENT INTERACTIVE, p. 193

Minilesson

Mentor STACK

TEACHING POINT Preparing writing for publication includes editing for appropriate verb tenses, including correct use of irregular verbs. Typically, personal narratives are written in the past tense. Irregular verbs

- have different forms for the past.

- do not have rules for forming the past tense.

- have forms and spellings that must be learned or looked up in a dictionary.

MODEL AND PRACTICE Inform students that they will be editing drafts of their personal narratives for correct forms and spellings of irregular verbs. Say: *Verbs we use all the time such as* buy *and* fall *are irregular, which means we do not add* –ed *to the verb to form the past.* Guide students to identify the past tense of *buy* (*bought*) and *fall* (*fell*). Write the verb forms. Then say: *We must learn the past tense forms and spellings of irregular verbs or look them up in a dictionary.* Have students read aloud with you the regular and irregular verbs in the tables on p. 193 in the *Student Interactive*. For irregular verbs, point out the different forms for the past and those with the helping verbs *has, had,* and *have*.

Have pairs of students work together to edit the paragraph on the page so that all irregular verbs are used and spelled correctly. If necessary, review the past tense forms of the verbs in the paragraph.

Independent Writing

Mentor STACK

FOCUS ON EDITING FOR IRREGULAR VERBS After the minilesson, students should transition into independent writing.

- If students are unsure of the correct past tense form or correct spelling, remind them to use a dictionary.

WRITING SUPPORT

- **Modeled** Do a Think Aloud to model how to correct the irregular past tense verb in the first sentence of the boxed paragraph.

- **Shared** Have students name irregular verbs that they use every day and identify the past tense forms. Make a list of the verbs. Then invite students to form sentences using the past tense forms. Record their contributions.

- **Guided** Use a stack text to provide explicit instruction on irregular past tense verbs.

🔺 **Intervention** Refer to the *Small Group Guide* for support.

- If students demonstrate understanding, invite pairs of students to review each other's work and make any further edits.

See the **Conference Prompts** on p. T432.

Share Back

Call on a few students to share a few sentences from their writing with past tense forms of the irregular verbs. They may want to describe any errors that they made with past tense forms in their first drafts and how they corrected them.

Spelling Spell Words with Prefixes

OBJECTIVE

Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes.

SPELLING WORDS

misspell	enlighten
misbehave	engulf
misplace	enclosure
enlarge	endangered
enable	misjudge
enclosed	misfortune
empower	misadventure
encourage	misunderstand
misquote	embed
mishandle	encode

FLEXIBLE OPTION

LESSON 1

☑ **Assess Prior Knowledge**

Use the sentences from Lesson 5 Spelling, p. T452, to assess students' prior knowledge of prefixes.

For students who understand how to spell words with prefixes, include the following Challenge Words with the spelling list.

Challenge Words

misinterpret

misrepresent
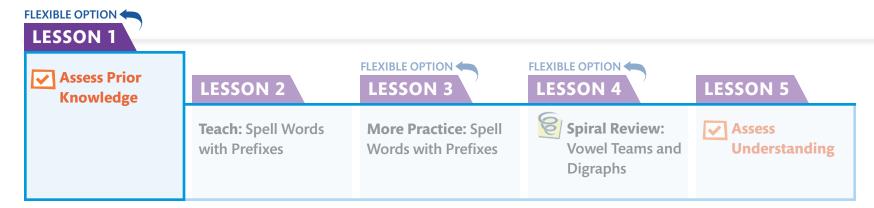
encapsulate

ELL Targeted Support

Learn Prefixes Tell students that knowing prefixes will help them understand more English words.

Display the word *misadventure*. Cover the prefix and say the word without the prefix, then show the prefix and say the whole word. Have students repeat. Practice three times. **EMERGING**

Use the above, then have partners say the other *mis-* words on the spelling list with and without the prefix. **DEVELOPING**

FLEXIBLE OPTION

LESSON 1

☑ **Assess Prior Knowledge**

LESSON 2

Teach: Spell Words with Prefixes

FLEXIBLE OPTION

LESSON 3

More Practice: Spell Words with Prefixes

FLEXIBLE OPTION

LESSON 4

Spiral Review: Vowel Teams and Digraphs

LESSON 5

☑ **Assess Understanding**

Language & Conventions
Spiral Review

LESSON 1

Spiral Review: Fix Run-On Sentences

FOCUS ON STRATEGIES Review the language-and-conventions topic from the previous week about fixing run-on sentences. See p. T417.

MODEL AND PRACTICE Share with students this sentence: *I went to the store and bought bread the clerk placed it in a bag.* Then guide students to change the original sentence by adding a period after *bread*. Ask volunteers to highlight the subjects (*I, clerk*) and underline the predicates (*went to the store, bought bread, placed it in a bag*). As a class, try other ways to split up the sentence, such as: *I went to the store. I bought bread, and the clerk placed it in a bag.*

APPLY Have students create their own sentences with three related clauses, using punctuation or connecting words to avoid run-ons.

OBJECTIVE

Edit drafts using standard English conventions, including complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments.

ELL Targeted Support

Sentences and Ideas Point out that a complete sentence expresses one complete idea, or thought. Write these sentences and have students copy them:

- Zeke bakes great muffins.
- Boston has a subway system.

Point out that each sentence expresses a single complete idea. Write other sentences and fragments and have students copy them. Ask students to determine whether each item expresses a complete idea. **EMERGING/DEVELOPING**

LESSON 1

Spiral Review: Fix Run-On Sentences

LESSON 2

Oral Language: Fix Sentence Fragments

LESSON 3

Teach Fixing Sentence Fragments

LESSON 4

Practice Fixing Sentence Fragments

LESSON 5

Standards Practice
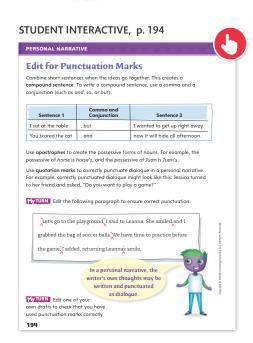
FAST TRACK

Edit for Punctuation Marks

OBJECTIVES

Edit drafts using standard English conventions, including punctuation marks, including apostrophes in possessive, commas in compound sentences, and quotation marks in dialogue.

Compose literary texts such as personal narratives and poetry using genre characteristics and craft.

STUDENT INTERACTIVE, p. 194

Minilesson

Mentor STACK

TEACHING POINT Making sure punctuation marks are used correctly is an important part of preparing writing for publication. When editing their writing, students should

- Use a comma and a conjunction in compound sentences.
- Use apostrophes to form the possessive case of nouns.
- Use quotation marks in dialogue.

MODEL AND PRACTICE Remind students that they can combine two short sentences to form a compound sentence. Write the following sentences: *I read a lot of fiction stories. I like mysteries the best.* Ask: What punctuation do I use to join the sentences? What word do I use after the punctuation to form a compound sentence (*but*)? Write the compound sentence and have students transcribe it, circling the comma and the conjunction. Then read aloud the two compound sentences in the chart at the top of p. 194 in the *Student Interactive*. Guide students to identify the two short sentences in each example and the conjunction.

Explain that the apostrophe is used to show possession; someone owns something. Write the following sentences: *This book belongs to Sarah. This is Sarah's book.* Underline *Sarah's* and say: The apostrophe –s shows that Sarah owns the book. Read aloud the examples of possessive nouns in the second paragraph on p. 194. Challenge students to make up sentences using the possessive nouns *horse's* and *Juan's*.

············ Possible Teaching Point

Language & Conventions | Fix Sentence Fragments

While editing their personal narratives, have students fix sentence fragments. A sentence fragment is a group of words that is missing the parts needed to make it a complete sentence. To fix a sentence fragment, students should consider whether they need to

- add a subject
- add a predicate
- form a complete thought

After students add the missing part or parts, students can use their understanding of punctuation and sentence parts to write a simple or compound sentence.

Independent Writing

Mentor STACK

FOCUS ON EDITING FOR PUNCTUATION After the minilesson, students should transition into independent writing.

- Invite pairs of students to review each other's work and make any further edits.

WRITING SUPPORT

- **Modeled** Use a stack text to model use of commas in compound sentences, apostrophes in possessive nouns, and quotation marks in dialogue.

- **Shared** Work with students to find and copy examples of each type of punctuation.

- **Guided** Provide explicit instruction on the use of quotation marks around a narrator's thoughts.

  Intervention Refer to the *Small Group Guide* for support.

See the **Conference Prompts** on p. T432.

Share Back

Call on a few students to describe errors in punctuation (correct use of commas in compounds, apostrophes in possessive nouns, and quotations in dialogue) that they made in their own first drafts and how they corrected them. Invite students to explain why correct punctuation is important.

Spelling Spell Words with Prefixes

OBJECTIVE

Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes.

SPELLING WORDS

misspell	enlighten
misbehave	engulf
misplace	enclosure
enlarge	endangered
enable	misjudge
enclosed	misfortune
empower	misadventure
encourage	misunderstand
misquote	embed
mishandle	encode

LESSON 2

Teach
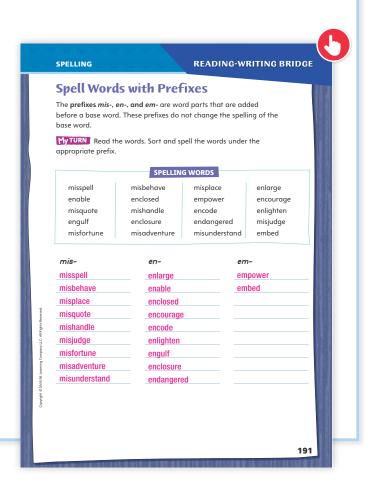
FOCUS ON STRATEGIES Explain that prefixes are word parts added before a base word that do not change the spelling of the base word.
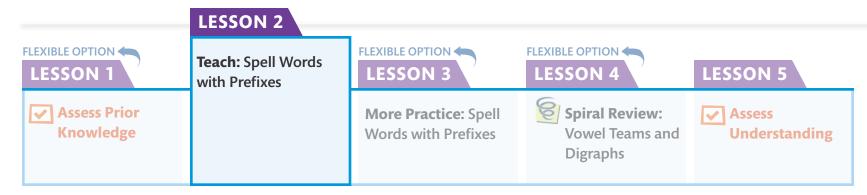
MODEL AND PRACTICE
Write or display the words *misspell, enable,* and *empower*. For each word, cover the prefix. Say and spell the word without the prefix, then uncover and repeat the process with the whole word to show that the base word spelling stays the same.

APPLY My TURN
Have students complete the activity on p. 191 of the *Student Interactive*.

SPELLING | READING-WRITING BRIDGE

Spell Words with Prefixes

The **prefixes mis-, en-, and em-** are word parts that are added before a base word. These prefixes do not change the spelling of the base word.

My TURN Read the words. Sort and spell the words under the appropriate prefix.

SPELLING WORDS

misspell	misbehave	misplace	enlarge
enable	enclosed	empower	encourage
misquote	mishandle	encode	enlighten
engulf	enclosure	endangered	misjudge
misfortune	misadventure	misunderstand	embed

mis-
misspell
misbehave
misplace
misquote
mishandle
misjudge
misfortune
misadventure
misunderstand

en-
enlarge
enable
enclosed
encourage
encode
enlighten
engulf
enclosure
endangered

em-
empower
embed

191

LESSON 2

LESSON 1

✓ **Assess Prior Knowledge**

LESSON 2

Teach: Spell Words with Prefixes

LESSON 3

More Practice: Spell Words with Prefixes

LESSON 4

Spiral Review: Vowel Teams and Digraphs

LESSON 5

✓ **Assess Understanding**

Language & Conventions
Fix Sentence Fragments

FLEXIBLE OPTION

LESSON 2

Oral Language: Fix Sentence Fragments

FOCUS ON STRATEGIES Introduce sentence fragments by giving oral examples, such as "went to school" and "As I arrived." Explain that complete sentences have a subject and a predicate.

MODEL AND PRACTICE Write a complete simple sentence on the board, such as "Jimmy whistled a song." Read the sentence aloud but omit part of it, and ask students if it is a fragment or not. For example, "Jimmy whistled" is complete; "whistled a song" is a fragment. Try a couple of variations. Help students practice recognizing that fragments can be fixed by adding a subject or a predicate to create a complete thought.

APPLY Have students work in pairs to create an oral sentence that contains a subject and a predicate and forms a complete thought. Ask partners to share their sentence with another pair and then identify which words make up each component.

OBJECTIVE

Edit drafts using standard English conventions, including complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments.

FLEXIBLE OPTION

LESSON 2

Oral Language: Fix Sentence Fragments

FLEXIBLE OPTION

LESSON 1

Spiral Review: Fix Run-On Sentences

LESSON 3

Teach Fixing Sentence Fragments

LESSON 4

Practice Fixing Sentence Fragments

FLEXIBLE OPTION

LESSON 5

Standards Practice

Publish and Celebrate

OBJECTIVES

Write legibly in cursive to complete assignments.

Publish written work for appropriate audiences.

STUDENT INTERACTIVE, p. 195

Minilesson

Mentor STACK

TEACHING POINT After students finish their personal narratives, explain that the next steps are to publish them and reflect on their work. During these steps, writers should

- Think about who might be interested in their writing.

- Consider where their audience might read it.

- Finally reflect on their writing.

MODEL AND PRACTICE Explain that an audience for a personal narrative may include classmates, younger readers, adults, or a mixture of groups. Have students choose an audience and discuss where their audience would be most likely to read the personal narrative, such as in a local newspaper or on a bulletin board. Have students choose where to publish their piece based on this discussion.

Inform students that after sharing their work, they will think about, or reflect, on their writing experience, and write down their thoughts. Then say: Reflecting helps me think more deeply about what I did so that I can learn from my experience of writing a personal narrative. I can use what I learned from this writing experience next time I write a personal narrative.

Direct students to p. 195 of the *Student Interactive,* and read aloud with students each sentence starter. As necessary, discuss possible responses to each. Have students complete the activity. Remind them to write legibly in cursive.

Possible Teaching Point

Writing Process

Publishing│Reflect on Writing

After students have shared their personal narratives, encourage them to reflect on their writing experience and record their thoughts. Offer the following questions to help them get started:

- How did I come up with vivid descriptions to help readers visualize what I was describing?

- What was the hardest part about writing a personal narrative?

- What part of the writing process did I enjoy the most?

Independent Writing

Mentor STACK 📚

FOCUS ON PUBLISHING After the minilesson, students should transition into independent writing.

- Have students begin a new personal narrative or revise and edit a draft they have not yet published. Remind students to write legibly.

WRITING SUPPORT

- **Modeled** Use a Think Aloud to reflect on the experience of writing a personal narrative. Make a list of some key points resulting from the reflection.

- **Shared** Have students work in pairs to first discuss orally their reflections on the writing experience. Then invite them to share their reflections as you transcribe them.

- **Guided** Provide explicit instruction on reflecting on writing a personal narrative.

🔺 **Intervention** Refer to the *Small Group Guide* for support.

See the **Conference Prompts** on p. T432.

Share Back

Invite several students to explain what they learned by reflecting on their writing experience and how they might use this learning the next time they write a personal narrative.
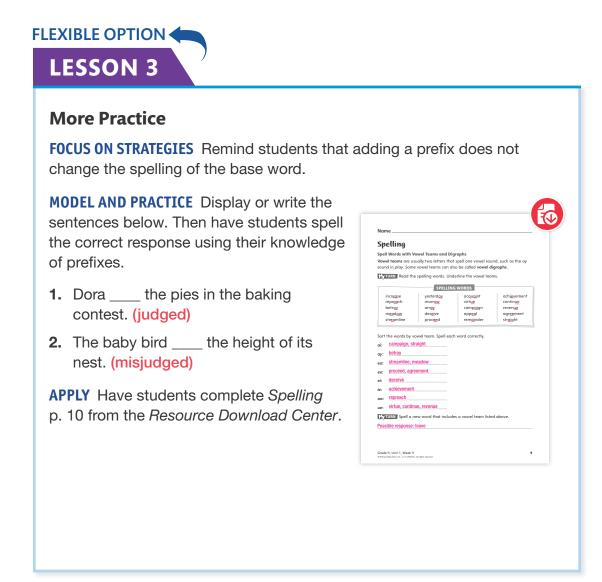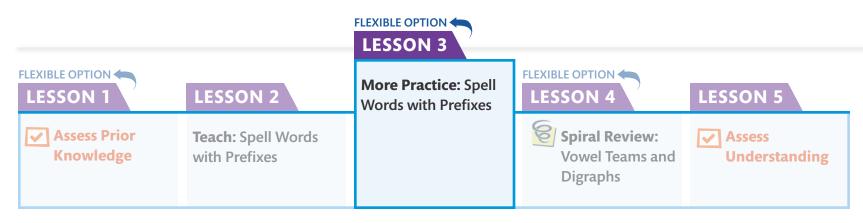
Spelling Spell Words with Prefixes

OBJECTIVE

Spell words using knowledge of prefixes.

SPELLING WORDS

misspell	enlighten
misbehave	engulf
misplace	enclosure
enlarge	endangered
enable	misjudge
enclosed	misfortune
empower	misadventure
encourage	misunderstand
misquote	embed
mishandle	encode

FLEXIBLE OPTION

LESSON 3

More Practice

FOCUS ON STRATEGIES Remind students that adding a prefix does not change the spelling of the base word.

MODEL AND PRACTICE Display or write the sentences below. Then have students spell the correct response using their knowledge of prefixes.

1. Dora _____ the pies in the baking contest. (judged)

2. The baby bird _____ the height of its nest. (misjudged)

APPLY Have students complete *Spelling* p. 10 from the *Resource Download Center*.

FLEXIBLE OPTION

LESSON 3

LESSON 1
☑ **Assess Prior Knowledge**

LESSON 2
Teach: Spell Words with Prefixes

More Practice: Spell Words with Prefixes

FLEXIBLE OPTION
LESSON 4
Spiral Review: Vowel Teams and Digraphs

LESSON 5
☑ **Assess Understanding**

Language & Conventions
Fix Sentence Fragments

LESSON 3

Teach Fixing Sentence Fragments

FOCUS ON STRATEGIES Say that a **complete sentence** needs a subject and a predicate, which together form a complete thought. When one or more of these things is missing, the group of words is called a **sentence fragment**. Explain to students that a fragment can be fixed by adding a subject, predicate, or complete thought. By supplying the missing part, a fragment can be changed into a simple or compound sentence.

MODEL AND PRACTICE To reinforce the instruction, describe an animal using a fragment. For example, "climb trees and eat leaves." (*missing a subject*) and "Sheep and cows in Ireland" (*missing a predicate*). Ask students what is missing and how to complete each sentence.

Then write another sentence together as a class, and have students identify that it has a subject, predicate, and complete thought.

OBJECTIVE

Edit drafts using standard English conventions, including complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments.

ELL Targeted Support
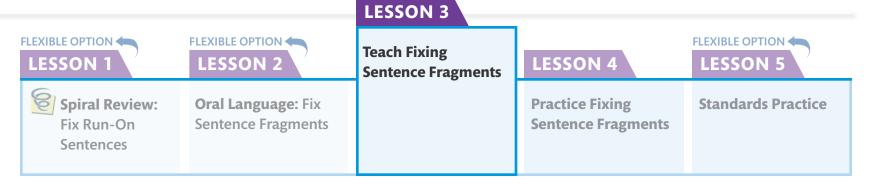
Form Complete Sentences Point out that forming sentences is part of clear writing. Discuss how sentences should have a subject and a verb and should express a complete thought.

Write an incomplete sentence on the board, such as *"I like ___ for breakfast,"* and have students volunteer to complete it. **EMERGING**

Write columns on the board with subjects, verbs, and objects, and have students volunteer to form their own complete sentences. **DEVELOPING**

Have partners write complete sentences about an activity they like, and ask volunteers to read their sentences aloud to the class. **EXPANDING**

Display a combination of sentences and fragments. Have students sort them and explain their choices. **BRIDGING**
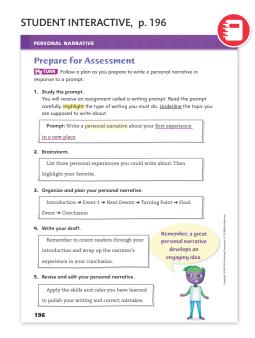
FLEXIBLE OPTION ↰ **LESSON 1**	FLEXIBLE OPTION ↰ **LESSON 2**	**LESSON 3** Teach Fixing Sentence Fragments	**LESSON 4**	FLEXIBLE OPTION ↰ **LESSON 5**
📓 **Spiral Review:** Fix Run-On Sentences	**Oral Language:** Fix Sentence Fragments		**Practice Fixing Sentence Fragments**	**Standards Practice**

Prepare for Assessment

OBJECTIVE

Compose literary texts such as personal narratives and poetry using genre characteristics and craft.

STUDENT INTERACTIVE, p. 196

Minilesson

Mentor STACK

TEACHING POINT A five-step plan will help you write an effective personal narrative in response to a prompt. The five steps are

- Study the prompt.

- Brainstorm.

- Organize and plan the personal narrative.

- Write the draft.

- Revise and write the personal narrative.

MODEL AND PRACTICE Inform students that the five-step plan on p. 196 in the *Student Interactive* will help them prepare, write, and edit the personal narrative that they will later write for their assessment.

Direct students to p. 196 in the *Student Interactive*. Ask the following questions about each step and discuss students' responses:

Step 1: Why is it important to identify the topic in the prompt? Why should you think about the type of writing required? In this case, what are the characteristics of a personal narrative?

Step 2: How will brainstorming help you write your personal narrative?

Step 3: Why is planning the order of events useful? What is a turning point?

Step 4: What is the purpose of an introduction? What is the purpose of a conclusion?

Step 5: What do you look for when you edit your writing?

Have students complete the first three steps on p. 196.

∴ **Possible Teaching Point**

Spelling | Spell Words with Prefixes

Remind students that adding the prefixes *mis-*, *en-*, and *em-* to the beginning of a base word changes the meaning of the word but does not change the base word's spelling. Have students check their writing to make sure they spelled words with suffixes correctly.

Independent Writing

Mentor STACK 📚

FOCUS ON ASSESSMENT After the minilesson, students should transition into independent writing.

- Have students draft a personal narrative in response to the prompt on p. 196 in the *Student Interactive*. Remind them to use the characteristics they learned about personal narratives in their own writing. Then have them revise and edit their work.

WRITING SUPPORT

- **Modeled** Provide a graphic organizer to help students complete Step 3. Model completing the organizer.

- **Shared** Present the organizer for Step 3 and have students suggest a sequence of events, including a turning point, as you fill in the organizer.

- **Guided** Invite students to share which step in the planning process they find most difficult. Then provide explicit instruction on that step.

  🔺 **Intervention** Refer to the *Small Group Guide* for support.

See the **Conference Prompts** on p. T432.

Share Back

Invite volunteers to describe their experience using the five-step writing plan.

Spelling Spiral Review

OBJECTIVE

Spell multisyllabic words with closed syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

SPELLING WORDS

misspell	enlighten
misbehave	engulf
misplace	enclosure
enlarge	endangered
enable	misjudge
enclosed	misfortune
empower	misadventure
encourage	misunderstand
misquote	embed
mishandle	encode

Writing Workshop

As students proofread their writing, remind them to check the spellings of words with two vowels or a vowel with a *w*.

FLEXIBLE OPTION

LESSON 4

Spiral Review: Vowel Teams and Digraphs

FOCUS ON STRATEGIES Review the spelling rule from the previous week about vowel teams and digraphs.

MODEL AND PRACTICE Display the following sentence, and ask for volunteers to identify the misspelled words. *The truck incresed its pouer to continu up a steip hill*. Explain that if writers know vowel teams, they can pronounce and spell words like *increased, power, continue,* and *steep.*
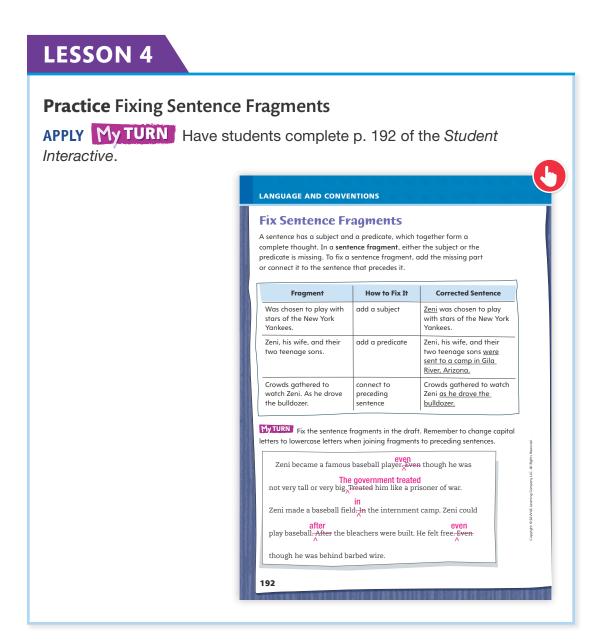
APPLY Using the spelling words from last week, have partners make a chart grouping together words with the same vowel teams and then quiz each other on the correct category.

FLEXIBLE OPTION

LESSON 4

Spiral Review: Vowel Teams and Digraphs

FLEXIBLE OPTION

LESSON 1

☑ **Assess Prior Knowledge**

LESSON 2

Teach: Spell Words with Prefixes

FLEXIBLE OPTION

LESSON 3

More Practice: Spell Words with Prefixes

LESSON 5

☑ **Assess Understanding**

T448   UNIT 1 • WEEK 5

Language & Conventions
Fix Sentence Fragments

Practice Fixing Sentence Fragments

APPLY **My TURN** Have students complete p. 192 of the *Student Interactive*.

LANGUAGE AND CONVENTIONS

Fix Sentence Fragments

A sentence has a subject and a predicate, which together form a complete thought. In a **sentence fragment**, either the subject or the predicate is missing. To fix a sentence fragment, add the missing part or connect it to the sentence that precedes it.

Fragment	How to Fix It	Corrected Sentence
Was chosen to play with stars of the New York Yankees.	add a subject	<u>Zeni</u> was chosen to play with stars of the New York Yankees.
Zeni, his wife, and their two teenage sons.	add a predicate	Zeni, his wife, and their two teenage sons <u>were sent to a camp in Gila River, Arizona.</u>
Crowds gathered to watch Zeni. As he drove the bulldozer.	connect to preceding sentence	Crowds gathered to watch Zeni <u>as he drove the bulldozer.</u>

My TURN Fix the sentence fragments in the draft. Remember to change capital letters to lowercase letters when joining fragments to preceding sentences.

Zeni became a famous baseball player. ~~Even~~ **even** though he was
not very tall or very big. ~~Treated~~ **The government treated** him like a prisoner of war.
Zeni made a baseball field. ~~In~~ **in** the internment camp. Zeni could
play baseball. ~~After~~ **after** the bleachers were built. He felt free. ~~Even~~ **even**
though he was behind barbed wire.

192

OBJECTIVE

Edit drafts using standard English conventions, including complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments.

Writing Workshop

As students work on drafts during Writing Workshop, remind them to use complete sentences and to fix any fragments in their writing. You may wish to have students trade drafts with a partner to check that their sentences express complete thoughts.
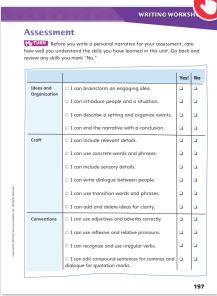
FAST TRACK

Assessment

OBJECTIVE

Compose literary texts such as personal narratives and poetry using genre characteristics and craft.

STUDENT INTERACTIVE, p. 197

Minilesson

Mentor STACK

TEACHING POINT When writing a personal narrative, consider

- Ideas and their organization.
- Elements of the writer's craft.
- Conventions of the English language.

A checklist is a useful tool for evaluating understanding of the skills in each category.

MODEL AND PRACTICE Remind students that *craft* refers to the techniques and language a writer uses to tell a story, for example, inclusion of key details and use of concrete words. Review that *conventions* includes correct use of grammar and punctuation.

Direct students to the skills checklist on p. 197 in the *Student Interactive* and explain that before they write the personal narrative that will be assessed, they will complete this checklist. Ask: What do you think is the purpose of the checklist? Why is it important to answer the questions honestly? Make sure students understand that by answering each item honestly, they can identify what they need to review before moving on to the final assessment. By reviewing the skills, they will then be better prepared to complete the assessment successfully.

Direct students to complete the checklist.

Assessment

Inform students that they are going to take a writing assessment. Using the skills they have learned this unit, they should respond to the prompt on p. T451. Alternatively, assess the students' published writing using the rubric on p. T451.

WRITING ASSESSMENT ⬇

Personal Narrative

Provide students the assessment prompt below. The prompt may be displayed for students to respond to on a separate sheet of paper. Alternatively, the prompt may be printed from SavvasRealize.com.

READ the information in the box below.

> Our lives are affected by the places we live.

THINK about an important place in your life.

WRITE a personal narrative about how your life has been affected by a place you lived.

Be sure to

- have a clear sequence of events.
- include relevant details.
- choose descriptive words.
- use correct spelling, punctuation, and grammar.

4-Point Narrative Nonfiction Writing Rubric ⬇ ☑

SCORE	FOCUS	RESEARCH	ORGANIZATION AND DEVELOPMENT	LANGUAGE AND VOCABULARY	DELIVERY
4	Narrative nonfiction is clearly focused and developed throughout.	Narrative nonfiction has a well-developed, logical, easy-to-follow sequence of events and clear transitions.	Narrative nonfiction includes thorough and effective use of details, dialogue, and description.	Narrative nonfiction uses precise, concrete sensory language as well as appropriate figurative language.	Narrative nonfiction has correct grammar, usage, spelling, capitalization, and punctuation.
3	Narrative nonfiction is mostly focused and developed throughout.	Narrative nonfiction has a sequence of events, but it may lack clarity and/or include unrelated events.	Narrative nonfiction includes adequate use of details, dialogue, and description.	Narrative nonfiction uses adequate sensory language and some figurative language.	Narrative nonfiction has a few conventions errors but is clear and coherent.
2	Narrative nonfiction is somewhat developed but may occasionally lose focus.	Narrative nonfiction's events are difficult to follow, and transitions may be ineffective or absent.	Narrative nonfiction includes only a few details, with minimal dialogue and description.	Language in narrative nonfiction is imprecise and includes minimal sensory detail.	Narrative nonfiction has some errors in usage, grammar, spelling and/or punctuation that may affect clarity.
1	Narrative nonfiction may be confusing, unfocused, or too short.	Narrative nonfiction has no clear sequence of events.	Narrative nonfiction includes few or no details, dialogue, or description.	Language in narrative nonfiction is vague, unclear, or confusing.	Narrative nonfiction is hard to follow because of frequent errors.
0	Narrative gets no credit if it does not demonstrate adequate command of narrative nonfiction writing traits.				

Spelling Spell Words with Prefixes

OBJECTIVE

Spell words using knowledge of prefixes.

SPELLING WORDS

misspell	enlighten
misbehave	engulf
misplace	enclosure
enlarge	endangered
enable	misjudge
enclosed	misfortune
empower	misadventure
encourage	misunderstand
misquote	embed
mishandle	encode

LESSON 5

✓ Assess Understanding

Use the following sentences for a spelling test.

Spelling Sentences

1. The sheep are **enclosed** in a field.
2. The rainstorm made their day at the park a **misadventure**.
3. She wanted to **embed** a rock in the sand.
4. I can **enlighten** you on my favorite subjects.
5. Some people **misspell** my name.
6. I **misjudge** distances without my glasses.
7. Dropping plates is one way to **mishandle** dinner.
8. New shoes will **enable** me to run faster.
9. The dog likes to **misbehave** when we are away.
10. The mountain gorilla is an **endangered** animal.

LESSON 5

FLEXIBLE OPTION
LESSON 1

✓ Assess Prior Knowledge

LESSON 2

Teach: Spell Words with Prefixes

FLEXIBLE OPTION
LESSON 3

More Practice: Spell Words with Prefixes

FLEXIBLE OPTION
LESSON 4

Spiral Review: Vowel Teams and Digraphs

LESSON 5

✓ Assess Understanding

Language & Conventions
Fix Sentence Fragments

LESSON 5

Standards Practice
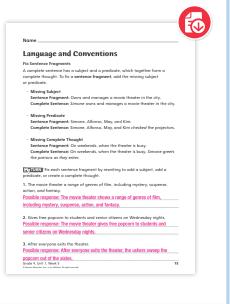
Display the sentence fragments, and have students respond independently.

Could not find. They in the closet. Before school.

Which revision best fixes the sentence fragments?

- **A** She could not find the closet before school.
- **B** She could not find them in the closet before school.
- **C** Before school, she could not find them. They were in the closet.
- **D** They were not in the closet.

APPLY Have students complete *Language and Conventions* p. 15 in the *Resource Download Center*.

OBJECTIVE

Edit drafts using standard English conventions, including complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments.

WEEKLY STANDARDS PRACTICE ☑

To assess student progress on Language and Conventions, use the Weekly Standards Practice on SavvasRealize.com.

Name _____

Language and Conventions

Fix Sentence Fragments

A complete sentence has a subject and a predicate, which together form a complete thought. To fix a **sentence fragment**, add the missing subject or predicate.

- **Missing Subject**
  Sentence Fragment: Owns and manages a movie theater in the city.
  Complete Sentence: *Simone* owns and manages a movie theater in the city.

- **Missing Predicate**
  Sentence Fragment: Simone, Alfonso, May, and Kim.
  Complete Sentence: Simone, Alfonso, May, and Kim checked the projectors.

- **Missing Complete Thought**
  Sentence Fragment: On weekends, when the theater is busy.
  Complete Sentence: On weekends, when the theater is busy, *Simone greets the patrons as they enter.*

MyTURN Fix each sentence fragment by rewriting to add a subject, add a predicate, or create a complete thought.

1. The movie theater a range of genres of film, including mystery, suspense, action, and fantasy.
Possible response: The movie theater shows a range of genres of film, including mystery, suspense, action, and fantasy.

2. Gives free popcorn to students and senior citizens on Wednesday nights.
Possible response: The movie theater gives free popcorn to students and senior citizens on Wednesday nights.

3. After everyone exits the theater.
Possible response: After everyone exits the theater, the ushers sweep the popcorn out of the aisles.

Grade 9, Unit 1, Week 5   15

LESSON 5

Standards Practice

LESSON 1

Spiral Review: Fix Run-On Sentences

LESSON 2

Oral Language: Fix Sentence Fragments

LESSON 3

Teach Fixing Sentence Fragments

LESSON 4

Practice Fixing Sentence Fragments

PROJECT FOCUS

This week students will

- research historic places in their community.
- create a brochure to argue that a place should be made a historic landmark.

Lesson 1
T458–T461

RI.4.1, RI.4.3, RI.4.4, RI.4.6, RI.4.10, W.4.1, W.4.7

Compare Across Texts
- Answer the Essential Question

Inquire
- Introduce Inquiry Project
- Read "Historic Landmarks"
- Generate questions
- Use Academic Vocabulary

Lesson 2
T462–T465

RI.4.6, RI.4.10, W.4.1, W.4.1.b, W.4.7, W.4.8

Explore and Plan
- Argumentative Writing
- Read "Save Our Theater"
- Claims and evidence

Conduct Research
- Field research
- Detailed descriptions

Lesson 3
T466–T469

RI.4.6, RI.4.10, W.4.1, W.4.1.a, SL.4.1.a

Collaborate and Discuss
- Read a Student Model
- Identify features of argumentative texts

Refine Research
- Primary and secondary sources
- Read "Ellis Island: Gateway to America"
- Classify sources in an article

Lesson 4
T470–T473

RI.4.7, SL.4.5, W.4.1, W.4.5, W.4.9.b

Extend Research
- Incorporate media
- Brainstorm media for brochure

Collaborate and Discuss
- Revise sentence structure
- Edit for conventions
- Peer review brochures

Lesson 5
T474–T475

SL.4.6, W.4.6, L.4.3.c

Celebrate and Reflect
- Share your brochures
- Reflect on your work

Reflect on the Unit
- Reflect on your goals
- Reflect on your reading
- Reflect on your writing

INTEGRATE your INSTRUCTION

English Language Arts

- Write opinion pieces.
- Conduct short research projects.
- Engage in collaborative discussions.

Quest SOCIAL STUDIES ⟳

For alternative inquiry projects with a social studies focus, go online to SavvasRealize.com.

Social Studies

- Develop questions and plan inquiries.
- Gather and evaluate sources.
- Develop claims and use evidence to support claims.

4-Point Research Project Rubric ⟳ ☑

Score	Focus	Research	Organization and Development	Language and Vocabulary	Delivery
4	The topic and claim are clear and compelling.	The research is relevant and thorough, with cited sources.	The organization is clear and effective, and the argument is supported throughout with facts and evidence.	Language is clear and precise with appropriate sentence structure and specific vocabulary.	Delivery is strong and effective, with appropriate eye contact, speaking rate, and volume.
3	The topic and claim are mostly clear and mostly interesting.	The research is mostly relevant, with a few gaps, and most sources are cited.	The organization is mostly clear and effective, and the argument is largely supported with facts and evidence.	Language is mostly clear with good sentence structure and vocabulary.	Delivery is mostly effective, with adequate eye contact, speaking rate, and volume.
2	The topic and claim are stated, but not clearly.	Parts of the research are relevant, but there are several gaps. Few sources are cited.	The organization is sometimes unclear, and the argument is supported by some facts and evidence.	Language is often vague or confusing with unclear sentence structure and a lack of specific vocabulary.	Delivery is mainly ineffective, with deficits in eye contact, speaking rate, and volume.
1	The topic and claim are unclear or confusing.	Most of the research is irrelevant or absent. Sources are not cited.	The organization is unclear, and the argument is supported with few facts and little evidence.	Language is vague with unclear sentence structure and overly general vocabulary.	There is little evidence of presentation skills.
0	Possible characteristics that would warrant a 0: • No response is given. • Student does not demonstrate adequate command of writing or presentation of an argumentative brochure. • Response is unintelligible, illegible, or off topic.				

⟳ Have students complete a student-friendly *Research Project Checklist*, p. 44, from the *Resource Download Center*.

Compare Across Texts

OBJECTIVES

Synthesize information to create new understanding.

Use text evidence to support an appropriate response.

Networks

In this unit, students investigated the role and importance of social networks. This unit of study should help students understand that connections are essential, and that students not only rely on others, but that others, in turn, rely on them.

TURN, TALK, AND SHARE **Benefits of Networks** Have students look back at each selection to find examples of how people benefited from their networks and learned from each other, worked together, or relied on one another for assistance. Encourage students to discuss *Networks* by choosing an academic vocabulary word and a quotation from the text that demonstrates its meaning. Use the model about Mary Anning to demonstrate.

Mary Anning is a good example of someone who *contributed*, or helped others, and who was helped by others in return. The text says, "Mary shared her ideas with the finest scientists. They prized the thoughts of the remarkable young woman who had left school when she was eleven."

Compare Across Texts

Have volunteers identify the setting of each selection listed in the opener. Then use questions like the one below to help students compare across texts.

- In what ways are the settings of "Twins in Space" and *Reaching for the Moon* alike? In what ways are they different? How do the settings of each shape the experiences of the characters? (Possible response: Both texts include settings in space. Buzz Aldrin describes landing on the surface of the Moon. "Twins in Space" describes living on the International Space Station.)

Essential Question

My TURN Remind students of the Unit 1 Essential Question: *How can a place affect how we live?* Have students answer the question in their notebooks. If they have difficulty answering:

- Place students in pairs or small groups, and have each group review the Weekly Question for each selection.

- Then have students make connections to ideas in other texts and to the larger community or the world.

ELL Targeted Support **Make Connections** Tell students that they can make connections about the unit theme and the Essential Question by thinking about the places they have lived and seen and how those places have influenced their own experiences.
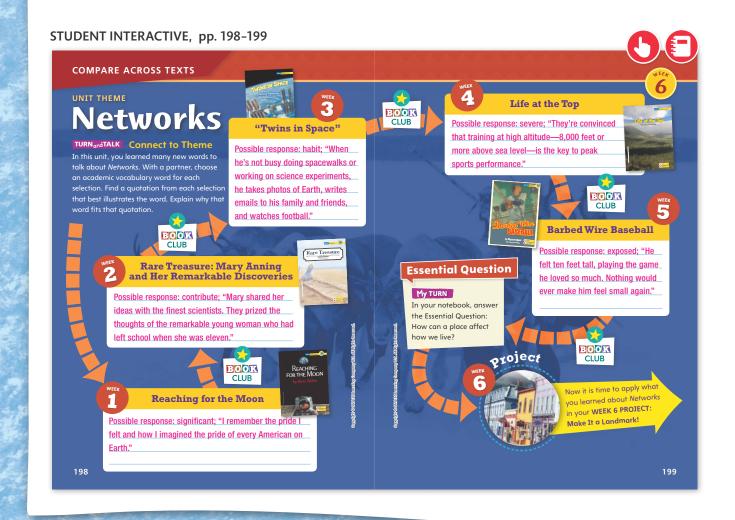
Read aloud the Essential Question: *How can a place affect how we live?* Help students generate words and phrases that describe the communities where they live. You may find it useful to provide some adjectives for students to choose from, such as *flat/ mountainous* or *urban/rural.* Help students complete oral sentences such as *My home is in a sunny place*. **EMERGING**

Read aloud the Essential Question: *How can a place affect how we live?* Help students develop simple sentences that tell about the places where they live or have lived in the past. Help students generate a short word bank including terms like *sunny, cold,* or *colorful.* **DEVELOPING**

Have students make a web with the name of the community where they live (or have lived in the past) in the center. Then have them list words and phrases that describe this place in the strands of the web. Have them use the information in their webs to tell a partner about the place where they live. **EXPANDING**

📥 ☑ Use the *ELL Observational Assessment Checklists* to monitor student progress for this unit.

STUDENT INTERACTIVE, pp. 198–199

COMPARE ACROSS TEXTS

UNIT THEME

Networks

TURN and TALK Connect to Theme
In this unit, you learned many new words to talk about *Networks*. With a partner, choose an academic vocabulary word for each selection. Find a quotation from each selection that best illustrates the word. Explain why that word fits that quotation.

WEEK 3 **"Twins in Space"**
Possible response: habit; "When he's not busy doing spacewalks or working on science experiments, he takes photos of Earth, writes emails to his family and friends, and watches football."

WEEK 2 **Rare Treasure: Mary Anning and Her Remarkable Discoveries**
Possible response: contribute; "Mary shared her ideas with the finest scientists. They prized the thoughts of the remarkable young woman who had left school when she was eleven."

WEEK 1 **Reaching for the Moon**
Possible response: significant; "I remember the pride I felt and how I imagined the pride of every American on Earth."

WEEK 4 **Life at the Top**
Possible response: severe; "They're convinced that training at high altitude—8,000 feet or more above sea level—is the key to peak sports performance."

WEEK 5 **Barbed Wire Baseball**
Possible response: exposed; "He felt ten feet tall, playing the game he loved so much. Nothing would ever make him feel small again."

Essential Question
My TURN
In your notebook, answer the Essential Question: How can a place affect how we live?

WEEK 6 **Project**
Now it is time to apply what you learned about *Networks* in your WEEK 6 PROJECT: **Make It a Landmark!**

198   199

Inquire

OBJECTIVES

Work collaboratively with others to develop a plan of shared responsibilities.

Respond using newly acquired vocabulary as appropriate.

Conduct short research projects that build knowledge through investigation of different aspects of a topic.

Develop and follow a research plan with adult assistance.

RESEARCH ARTICLES

Historic Landmarks	740L, 820L, 900L
Save Our Theater	740L, 820L, 890L
Ellis Island: Gateway to America	740L, 800L, 900L

See the *Small Group Guide* for additional information on how to distribute the articles.

ELL Language Transfer

Cognates Point out the Spanish cognates related to the research topic:

- significant : *significativo*
- history : *historia*

Introduce the Project

This week students will address the theme of *Networks* by developing and conducting a research plan to write a brochure designed to convince readers that a particular place in their community should be designated a historic landmark. Before assigning the research article, motivate students by activating prior knowledge and setting a purpose for the project.

Read aloud the Activity prompt on *Student Interactive* p. 200. Have students work in pairs or trios to discuss places they know that might be of historic value. Ask groups to share their ideas with the rest of the class. Have students tell what they know about the building or area they thought of and why they think it might be of historic interest.

CRITICAL LITERACY — Build Background

Read-Pause-Annotate Distribute copies of "Historic Landmarks." Use the article to help students understand what landmarks are and why they exist, in addition to building background and helping students generate and clarify questions about landmarks. Have partners take turns reading the article aloud. Tell students to pause periodically and annotate the article as follows:

- Underline unfamiliar words or phrases, and write what you think the meanings might be in context.
- Circle sections of the article you think are most interesting or important.
- Put stars next to sections of the article that make you think of further questions about landmarks.

After reading, have students discuss their annotations with the class.

COLLABORATE Have students work in pairs or trios to generate and clarify questions they would like to have answered about landmarks. Tell students that these questions can likely be answered through the research they will be doing in the project. Remind them to develop and follow a research plan as they complete their brochures.

EXPERT'S VIEW Alfred Tatum, **University of Illinois at Chicago**

"Text needs to be meaningful for both the teacher and students, and the instruction surrounding that text needs to afford kids meaningful and rich experiences. This fosters motivation and engagement. At the end of a reading experience, students should be, do, or think differently as a result of what they read."

See SavvasRealize.com for more professional development on research-based best practices.

DIFFERENTIATED SUPPORT

OPTION 1 **Intervention** If students have difficulty generating questions for research, have them make a T-chart with the headings What We Know and What We Don't Know (Yet). Guide them to fill in the chart by asking questions about landmarks and the process of creating historic landmarks. Then help students rewrite their notes in the second column into question form.
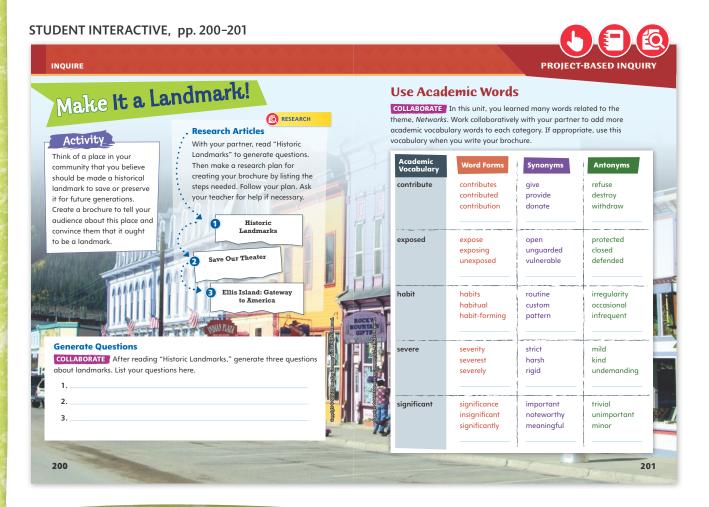
OPTION 2 **Extend** If students show strong understanding of the article, have them rank their questions from *easiest to answer* to *hardest to answer.* Have them explain why they think the questions fall into this ranking. Then have them revisit the questions and answers at the end of the project to assess the accuracy of their predictions.

ELL TARGETED SUPPORT

Assign reading partners or place English language learners with more fluent readers. Pay attention to how you place students, and give each group appropriate support. For instance, some groups might benefit from a translated summary or access to an online dictionary for English learners.

Use Academic Words

COLLABORATE Have students complete the activity on p. 201. Ask volunteers to share any words they added to the chart, such as *contributor* for another form of *contribute* or *stern* as a synonym for *severe*. Tell students to try to use these academic vocabulary words in their brochures.

STUDENT INTERACTIVE, pp. 200–201

INQUIRE

Make It a Landmark!

Activity

Think of a place in your community that you believe should be made a historical landmark to save or preserve it for future generations. Create a brochure to tell your audience about this place and convince them that it ought to be a landmark.

Research Articles RESEARCH

With your partner, read "Historic Landmarks" to generate questions. Then make a research plan for creating your brochure by listing the steps needed. Follow your plan. Ask your teacher for help if necessary.

1. Historic Landmarks
2. Save Our Theater
3. Ellis Island: Gateway to America

Generate Questions

COLLABORATE After reading "Historic Landmarks," generate three questions about landmarks. List your questions here.

1. _____
2. _____
3. _____

200

PROJECT-BASED INQUIRY

Use Academic Words

COLLABORATE In this unit, you learned many words related to the theme, *Networks*. Work collaboratively with your partner to add more academic vocabulary words to each category. If appropriate, use this vocabulary when you write your brochure.

Academic Vocabulary	Word Forms	Synonyms	Antonyms
contribute	contributes contributed contribution	give provide donate	refuse destroy withdraw
exposed	expose exposing unexposed	open unguarded vulnerable	protected closed defended
habit	habits habitual habit-forming	routine custom pattern	irregularity occasional infrequent
severe	severity severest severely	strict harsh rigid	mild kind undemanding
significant	significance insignificant significantly	important noteworthy meaningful	trivial unimportant minor

201

Explore and Plan

OBJECTIVES

Recognize characteristics and structures of argumentative text by identifying the claim.

Recognize characteristics and structures of argumentative text by explaining how the author has used facts for an argument.

Recognize characteristics and structures of argumentative text by identifying the intended audience or reader.

Develop and follow a research plan with adult assistance.

RESEARCH ARTICLES

Historic Landmarks	740L, 820L, 900L
Save Our Theater	740L, 820L, 890L
Ellis Island: Gateway to America	740L, 800L, 900L

See the *Small Group Guide* for additional information on how to distribute the articles.

Argumentative Writing

Use the opinion article "Save Our Theater" and the Plan Your Research chart to help students recognize the characteristics of argumentative texts, including claims, facts, and evidence.

CRITICAL LITERACY / Identify Purpose and Claim

COLLABORATE Distribute copies of "Save Our Theater." Use the article to help students understand the characteristics and structures of argumentative writing. Tell students that every argumentative text makes a claim, and that identifying the claim is the first step in understanding the text. Explain that identifying the author's purpose in writing the text can go a long way toward finding and understanding the claim. Tell students that they can

- determine the intended audience for the text,
- think about what the author wants his or her audience to believe or do, and
- explore the reasons the author uses to back up the claim.

After students have read "Save Our Theater," lead them in a discussion about the article. To help students read and think critically about the text, ask the following questions. Then have them complete p. 202 in the *Student Interactive*.

- What claim is the author making?
- What is the author's purpose in writing this article?
- What arguments against the article's claims might there be?
- In what way do the author's facts support the claim?
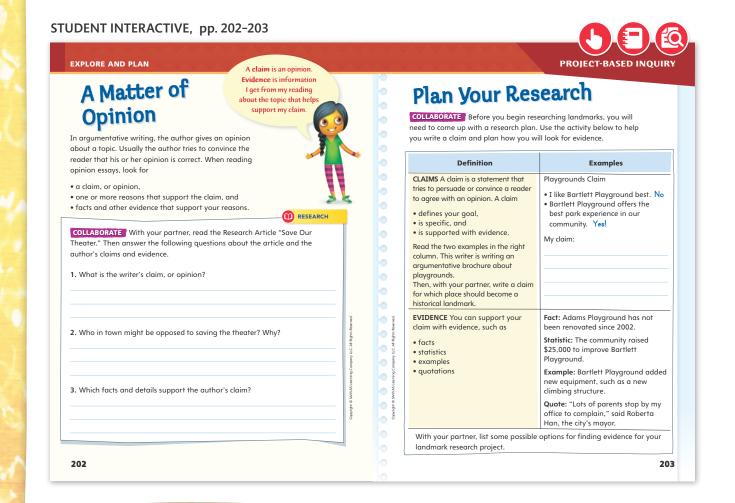
COLLABORATE Have pairs or trios use the characteristics and structures of argumentative text and the **Plan Your Research** activity on p. 203 to help them identify a claim they would like to make for their historic landmark brochures. Have them check their proposed claims against the information in the chart to ensure it makes sense and is actually a claim. Then have students use the chart to identify types of evidence they might use to support their claims and where they might find those facts.

ELL Targeted Support **Distinguish Fact and Opinion** The words *fact* and *opinion* are central to a discussion of argumentative texts, but some English language learners may be unfamiliar with these words and their meanings. Give students plenty of practice in using these words before and during research and writing.

Write *fact* on the board and read it aloud. Tell students that a *fact* is true. Hold up a red marker. Say: This is a marker. Tell students that you just gave an example of a fact. Then write *opinion* on the board and read it aloud. Tell students that an *opinion* is what you think or believe. Display the red marker again and say: Red is the best color. Explain that this is an example of an opinion. Say several simple sentences that are either facts or opinions, and have students say *fact* or *opinion* to identify each. **EMERGING/DEVELOPING**

Write the words *facts* and *opinions* on the board and have students read them aloud. Explain that *facts* are true, but *opinions* are what people think or believe. Hold up a red marker. Say: This marker is red. That is a fact. Red markers are the best markers. That is an opinion. Have students write simple sentences that are facts or opinions. Have students share their sentences with the rest of the group, and have classmates identify the statements as facts or opinions. **EXPANDING/BRIDGING**

STUDENT INTERACTIVE, pp. 202–203

👆 🗒 🔍

EXPLORE AND PLAN

PROJECT-BASED INQUIRY

A Matter of Opinion

A **claim** is an opinion. **Evidence** is information I get from my reading about the topic that helps support my claim.

In argumentative writing, the author gives an opinion about a topic. Usually the author tries to convince the reader that his or her opinion is correct. When reading opinion essays, look for

• a claim, or opinion,
• one or more reasons that support the claim, and
• facts and other evidence that support your reasons.

📖 **RESEARCH**

COLLABORATE With your partner, read the Research Article "Save Our Theater." Then answer the following questions about the article and the author's claims and evidence.

1. What is the writer's claim, or opinion?

2. Who in town might be opposed to saving the theater? Why?

3. Which facts and details support the author's claim?

Plan Your Research

COLLABORATE Before you begin researching landmarks, you will need to come up with a research plan. Use the activity below to help you write a claim and plan how you will look for evidence.

Definition	Examples
CLAIMS A claim is a statement that tries to persuade or convince a reader to agree with an opinion. A claim • defines your goal, • is specific, and • is supported with evidence. Read the two examples in the right column. This writer is writing an argumentative brochure about playgrounds. Then, with your partner, write a claim for which place should become a historical landmark.	Playgrounds Claim • I like Bartlett Playground best. No • Bartlett Playground offers the best park experience in our community. Yes! My claim: _____ _____ _____
EVIDENCE You can support your claim with evidence, such as • facts • statistics • examples • quotations	**Fact:** Adams Playground has not been renovated since 2002. **Statistic:** The community raised $25,000 to improve Bartlett Playground. **Example:** Bartlett Playground added new equipment, such as a new climbing structure. **Quote:** "Lots of parents stop by my office to complain," said Roberta Han, the city's mayor.

With your partner, list some possible options for finding evidence for your landmark research project.

202

203

Conduct Research

PRIMARY SOURCES

Review with students that primary sources consist of direct evidence provided by people who actually experienced an event. Give several examples of primary sources that students might use in their brochures.

- Written Accounts: People who used the place when it was new
- Photographs: Photos of the place in various stages of its history

Field Research

TEACHING POINT Field research may not always be possible, but it is a wonderful way to give students firsthand experience with the landmarks they are writing about. If at all possible, have students visit the places they would like to see given landmark status and let them experience the place through their own senses.

MODEL AND PRACTICE Use the example on p. 204 to model field research.

- Samuel and Livia could have relied on other people's descriptions to evaluate the three playgrounds in their community, but they decided to go and visit the playgrounds themselves. That's field research, and it was a good idea for several reasons. They could see firsthand how much glass there was at Adams Playground—so much glass that they could not recommend that anyone play there. In the same way, they could see for themselves how much fun children were having on the Bartlett Playground climbing structure and how little play equipment there was at Carter Playground. They took pictures and made notes to help them remember what they saw. Without doing the field research, they might have come to a different conclusion about which playground was best.

- Tell students that when they conduct their field research, they need to record their observations in some way because they can be very easy to forget. They can make detailed notes about the landmark, for example, or they can take photographs and make drawings. The more information they can get, the better.

COLLABORATE Have students record their results on p. 205, whether they are able to conduct field research or not. (If they are unable to, have them visualize the landmark or use photos if available.) Have them refer to the description of field research on p. 204 as they work. Tell students that their goal is to describe the place so well that anyone who has seen it will know which place they are talking about.

EXPERT'S VIEW Julie Coiro, University of Rhode Island

"Trying to locate information on the Internet involves many steps, but it starts with questioning. It means having the ability to generate interesting questions in order to learn more about a task or text. It also means using the Internet to find information that answers those questions. To do that, children need practice using appropriate search engines, generating relevant key words, and making inferences about search results to figure out which might be the most relevant or appropriate for their questions."

See SavvasRealize.com for more professional development on research-based best practices.

DIFFERENTIATED SUPPORT

OPTION 1 **Intervention** If students struggle to describe the landmark from their field research, ask a series of questions designed to activate their knowledge. For example, ask: *What is it used for? What material was used to build it? Are there stairs?* Guide students to turn their answers into complete sentences, such as *The outside walls are made of red brick.*

OPTION 2 **Extend** If students understand the assignment thoroughly and carry it out with ease, have them go further by writing words that tell about the landmark and sorting them into nouns, adjectives, and other parts of speech. Challenge students to make the lists as long as possible while still describing the place appropriately.

ELL TARGETED SUPPORT

Guide students by asking simple questions to help them use basic adjectives in their field research notes. For instance, if the landmark is a building, ask: *Is it short or tall?*, using pantomime as needed to help students understand the concepts. Guide students to answer *The landmark is _____.*

NEXT STEPS Once students have gathered information about their chosen landmarks, they can begin to write a first draft of their brochure. Remind students that they are writing to persuade, which is the function of an argumentative text. Review that they need a clear topic and a strong and easily understood claim as well as a purpose for writing. In the following activity, students will learn about the various parts of a brochure.

STUDENT INTERACTIVE, pp. 204–205

CONDUCT RESEARCH

PROJECT-BASED INQUIRY

HiT the STREETS!

Field research involves going to visit a place you are writing about so you can learn as much as possible about it. Field research may involve drawing or photographing the place or writing a careful description. Your own experiences can be important parts of your research.

Keep in mind your audience and what your audience will likely know or not know about your place. Describing a place in detail can help your audience understand and appreciate the place.

EXAMPLE For their argumentative brochure, Samuel and Livia have been asked to find the best playground in their community. With a trusted adult, they do field research by visiting several playgrounds. They take pictures and note such information as the number and condition of each piece of play equipment, the surface under the equipment, the amount of play space, and so on. They can use this information to help them decide which playground is the best and convince others that they are right.

Adams Playground has broken glass.

Bartlett Playground has a great climbing structure.

Carter Playground has few pieces of play equipment.

Their field research suggests that Bartlett Playground is the best playground of the three.

COLLABORATE Note how field research helped Samuel and Livia learn about the playgrounds. Now, do field research with your partner and an adult to learn about your landmark. If you are not able to visit your landmark in person, work with your partner to visualize your chosen landmark.

Then fill in the graphic organizer below. Include important details and information about your landmark. Draw a picture of the place in the top box. Include a description and any special features.

Illustration:

General Description:

Special Features:
*
*
*

Review the information you have. What other information about the place do you need to find?

204

205

Collaborate and Discuss

CUSTOMIZE IT!

Brochures are frequently printed on paper, and many students will want to create their brochures that way. However, it is also acceptable to use art and word processing software to design a brochure on a computer or other device. You can encourage interested students to find appropriate tools to create a brochure that is virtual, rather than physical. However, remind students who choose this option that they still need to include all the features of a printed brochure in their final products.

Analyze Student Model

TEACHING POINT Review with students that their final projects are about landmarks, but point out that the student model of a brochure compares playgrounds. Use the student model to review some of the characteristics of argumentative or opinion writing, such as claims and evidence. In addition, use the model to point out some of the most important features of a brochure, notably the six sections and the use of art and other visuals.

MODEL AND PRACTICE Use the brochure about playgrounds on p. 207 to model the parts of a brochure.

When you are creating a brochure, you need to think about presentation as well as content. You need to make the brochure look appealing; notice how the student model uses photos and a map to add visual interest. You also need to give each of the six sections of the brochure its own specific focus. Notice how the model describes three playgrounds—each one in a different section. Finally, keep in mind the writing genre. Include a claim and reasons to support your opinions. What do you notice about the brochure—how is it set up and how does it work as an argumentative text? Ask a volunteer to use characteristics and structures of argumentative text to identify the claim. Call on volunteers to read each section aloud and then describe in their own words what the section is mainly about. Use the callouts to teach students about claims and reasons and to show how they can be included in a brochure.

COLLABORATE Have student pairs use the checklist on p. 206 to help them as they write a first draft of their brochures. Direct pairs to read and discuss the checklist to make sure they understand it.

Briefly review the academic vocabulary students have learned and remind them that they should look for ways to include these terms in their brochures.

Write for a Reader

Audience Explain that brochures are typically offered free of charge, and they are often handed out to people who may not be interested in the brochure's topic. Tell students that this makes the audience for brochures different from the audience for letters, books, and newspapers. Authors of brochures must engage the audience very quickly to ensure that their brochures are read rather than immediately recycled. Talk with students about using descriptive, detailed language and providing interesting visuals to capture the attention of the audience.

ELL Targeted Support **Express a Claim** Read the student model brochure aloud to students, pointing out where you switch from one panel to another. Indicate the bottom right panel and explain that the text in this part of the brochure represents the claim, which is that Bartlett Playground is the best playground in the community. Explain that the claim is the most important part of an argumentative text.

Remind students of the claim. Direct them to look closely at the picture that shows Bartlett Playground. Have students form opinion statements by completing sentences that begin with *This playground has* _____ or *This playground is* _____. Encourage students to use the language in the student model. **EMERGING**

Have students tell a partner why Bartlett Playground is the best playground in the community. Have them use their own words, beginning with *Bartlett Playground is the best because* _____. **DEVELOPING**

Have students ask a partner questions about Bartlett Playground that can be answered using evidence from the student model. Have students respond in their own words using complete sentences. **EXPANDING/BRIDGING**

STUDENT INTERACTIVE, pp. 206–207

COLLABORATE AND DISCUSS

PROJECT-BASED INQUIRY

MAKE Your CASE!

Writers use **argumentative texts** to convince people that their opinions are valid. They make claims, give reasons, and support those reasons with evidence.

Creating a brochure is one way of presenting an argumentative text. Look through brochures in your classroom and at home. Pay attention to how they look and how they share information through visuals and text. When you create a brochure, you will

- use one sheet of paper folded into thirds to make six sections.
- use texts and illustrations to make and support your claims.
- put a different reason and its evidence on each section of the brochure.

COLLABORATE Read the Student Model. Talk with your partner about how to create a brochure that presents an argumentative text.

Now You Try It!

Discuss the checklist with your partner. Work together to follow the steps as you create your persuasive brochure.

Make sure your brochure
- ☐ consists of six sections.
- ☐ includes both art and text.
- ☐ states a specific claim.
- ☐ provides evidence and reasons to support your claim.

Student Model

Front

Middle Panel

Adams Playground is not in very good shape. It has good play equipment. It is filled with litter and broken glass. It needs a good cleanup before it will be a good place for kids to spend time!

Back Panel

A

B

C

There are 3 playgrounds in our community: Adams, Bartlett, and Carter.

Cover Panel

Which Is the BEST PLAYGROUND in Our Community?

By Samuel and Livia

Back, inside of brochure

Bartlett Playground has some great new play equipment, such as a climbing structure that kids really seem to love. The playground is clean. The playground is big. The playground is safe.

Carter Playground is very clean, and it has enough space for lots of kids to play at the same time. What it doesn't have is up-to-date equipment. Kids might become bored quickly.

Underline the claim.

You should go to **Bartlett Playground.** It is truly the best in our community!

Highlight a reason and a fact that supports it. Tell your partner how the fact supports the claim.

206

207

Refine Research

OBJECTIVES

Identify and gather relevant information from a variety of sources.

Identify primary and secondary sources.

Demonstrate understanding of information gathered.

RESEARCH ARTICLES

Historic Landmarks	740L, 820L, 900L
Save Our Theater	740L, 820L, 890L
Ellis Island: Gateway to America	740L, 800L, 900L

See the *Small Group Guide* for additional information on how to distribute the articles.

Primary and Secondary Sources

TEACHING POINT Help students compare and contrast primary and secondary sources.

MODEL AND PRACTICE Use the bullet points to model how to distinguish primary and secondary sources.

- A primary source is written or made by a person who has firsthand knowledge of an event or topic. This type of source might include a diary entry from a historical figure or an original government document.

- A secondary source is created by someone who did not participate in an event. The author of a secondary source uses information from primary sources.

- Help students understand that both primary and secondary sources may be reliable or unreliable and that all sources must be evaluated.

CRITICAL LITERACY Voices from the Past

Distribute copies of "Ellis Island: Gateway to America." Use this research article to help you explain the differences between primary and secondary sources. Have student pairs read the article. Write the bullet points on the board for students to consider.

- Circle information that comes directly from people who worked at or went through Ellis Island.

- Write the author's purpose at the bottom of the article.

- With your partner, consider how the article would have been different if the experiences of people who were at Ellis Island had been left out of the text.

COLLABORATE Have student pairs complete the activity on p. 208. Then have them read the article on p. 209 and write the answers to the questions. Have students identify which people interviewed in the newspaper article have direct experience with the playgrounds and which are passing on information from elsewhere. Point out that the first group consists of primary sources and the second group consists of secondary sources.

DIFFERENTIATED SUPPORT
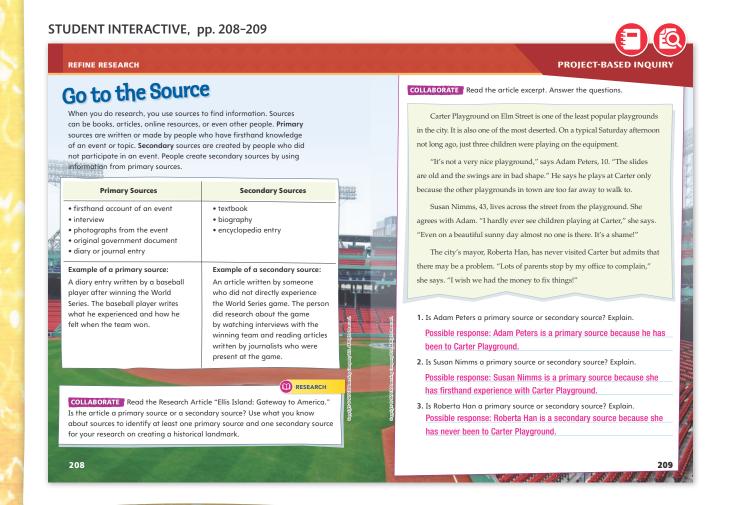
OPTION 1 **Intervention** Help students who are struggling to understand the difference between primary and secondary sources by discussing the roots of the two terms. Explain that *primary* means "first." Then point out the base word in *secondary.* Explain that the *first* people to experience an event are the *primary* sources and that *secondary* sources learn about the event *second,* or following the first.

OPTION 2 **Extend** Students who quickly understand the distinction between primary and secondary sources should write their own primary source accounts of an event they experienced. They can then switch papers with another student and write a brief secondary source document summarizing the event from the perspective of someone who did not experience it directly.

ELL TARGETED SUPPORT

Have pairs of students work together to describe events. Speakers should verbally identify whether the event is one they attended or learned about in some other way. Responses should identify the descriptions as either primary or secondary sources.

NEXT STEPS Have students look at their drafts. With a partner, have them find examples of primary and secondary sources and tell each other how they know which is which.

STUDENT INTERACTIVE, pp. 208–209

REFINE RESEARCH

Go to the Source

When you do research, you use sources to find information. Sources can be books, articles, online resources, or even other people. **Primary** sources are written or made by people who have firsthand knowledge of an event or topic. **Secondary** sources are created by people who did not participate in an event. People create secondary sources by using information from primary sources.

Primary Sources	Secondary Sources
• firsthand account of an event • interview • photographs from the event • original government document • diary or journal entry	• textbook • biography • encyclopedia entry
Example of a primary source: A diary entry written by a baseball player after winning the World Series. The baseball player writes what he experienced and how he felt when the team won.	**Example of a secondary source:** An article written by someone who did not directly experience the World Series game. The person did research about the game by watching interviews with the winning team and reading articles written by journalists who were present at the game.

RESEARCH

COLLABORATE Read the Research Article "Ellis Island: Gateway to America." Is the article a primary source or a secondary source? Use what you know about sources to identify at least one primary source and one secondary source for your research on creating a historical landmark.

208

PROJECT-BASED INQUIRY

COLLABORATE Read the article excerpt. Answer the questions.

Carter Playground on Elm Street is one of the least popular playgrounds in the city. It is also one of the most deserted. On a typical Saturday afternoon not long ago, just three children were playing on the equipment.

"It's not a very nice playground," says Adam Peters, 10. "The slides are old and the swings are in bad shape." He says he plays at Carter only because the other playgrounds in town are too far away to walk to.

Susan Nimms, 43, lives across the street from the playground. She agrees with Adam. "I hardly ever see children playing at Carter," she says. "Even on a beautiful sunny day almost no one is there. It's a shame!"

The city's mayor, Roberta Han, has never visited Carter but admits that there may be a problem. "Lots of parents stop by my office to complain," she says. "I wish we had the money to fix things!"

1. Is Adam Peters a primary source or secondary source? Explain.
   Possible response: Adam Peters is a primary source because he has been to Carter Playground.

2. Is Susan Nimms a primary source or secondary source? Explain.
   Possible response: Susan Nimms is a primary source because she has firsthand experience with Carter Playground.

3. Is Roberta Han a primary source or secondary source? Explain.
   Possible response: Roberta Han is a secondary source because she has never been to Carter Playground.

209

Extend Research

Primary Source SOCIAL STUDIES

Go online to SavvasRealize.com for primary sources that will help students with their research.

Incorporate Media

TEACHING POINT Authors can better support their claims and make their evidence easier to understand if they incorporate visual images and other types of media into their work. This is especially true for items such as brochures, which are designed to be eye-catching. Using visuals also allows authors to demonstrate their understanding of a topic and their research about that topic.

MODEL AND PRACTICE Use the media examples on p. 210 to model how to include a variety of images in their projects.

- A map tells readers where a landmark is and how they can get there. A map can be very detailed, but it does not have to be; it just needs to give the reader an idea of where to find the landmark. Maps should include labels for nearby streets, familiar places such as parks and community buildings, and an arrow to indicate the location of the landmark.

- Graphs and charts can be excellent visuals in brochures because they show information that may be difficult to clearly express in words. Statistics and other mathematical data are easier for readers to interpret when presented visually.

COLLABORATE Discuss specific visuals that students might find helpful to include in their brochures. Have students explain why they would want to include the images they chose. Have pairs use the information on p. 211 to help them brainstorm ideas for their brochures. Ask them to consider these questions: *How would this image help you convince a reader that your place should be a landmark? How does the image make your place seem interesting or unusual?* Emphasize that the visuals must relate to the topic and support the claims in the brochure; they should not be present just for decoration.
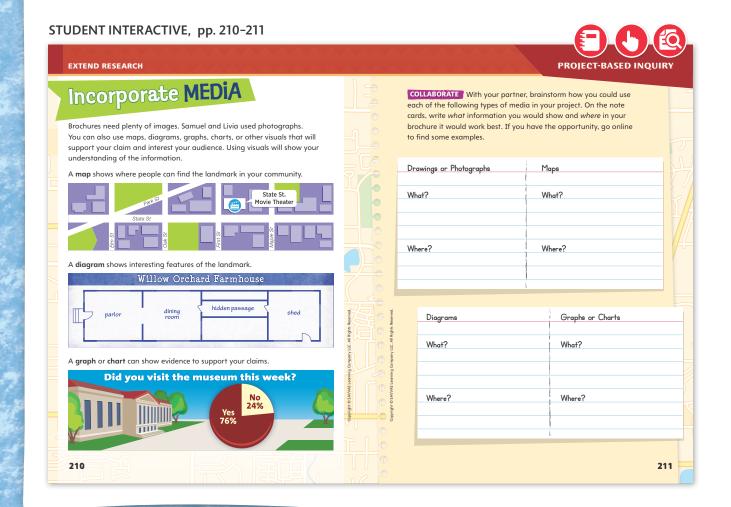
ELL Targeted Support **Incorporate Media** Review with students that media use can add interest and information to a brochure.

Have students look through books or magazines in the classroom to find images that appeal to them. Encourage them to use not only photos or drawings but maps, graphs, and other types of images as well. Have students choose three to four images to describe to a partner or to the group. Provide scaffolding with sentence frames such as *This picture shows ___* or *This is a ____.* **EMERGING/DEVELOPING**

Have students look through books or magazines to find different types of images: drawings, photographs, maps, charts, and the like. Have students choose at least two different types. Ask them to tell a partner what the images show and explain how they are alike and different, using sentence starters such as *They are alike/different because _____.* **EXPANDING**

Have students look through books or magazines to identify different kinds of images: drawings, photographs, maps, graphs, and so on. Have them mark one of each type they find. Then have them explain to a partner what the image is and how it helps the author communicate ideas to the reader. **BRIDGING**

STUDENT INTERACTIVE, pp. 210–211

EXTEND RESEARCH

PROJECT-BASED INQUIRY

Incorporate MEDIA

Brochures need plenty of images. Samuel and Livia used photographs. You can also use maps, diagrams, graphs, charts, or other visuals that will support your claim and interest your audience. Using visuals will show your understanding of the information.

A **map** shows where people can find the landmark in your community.

State St. Movie Theater
Park St
State St
Elm St
Oak St
First St
Maple St

A **diagram** shows interesting features of the landmark.

Willow Orchard Farmhouse
parlor | dining room | hidden passage | shed

A **graph** or **chart** can show evidence to support your claims.

Did you visit the museum this week?
No 24%
Yes 76%

COLLABORATE With your partner, brainstorm how you could use each of the following types of media in your project. On the note cards, write *what* information you would show and *where* in your brochure it would work best. If you have the opportunity, go online to find some examples.

Drawings or Photographs	Maps
What?	What?
Where?	Where?

Diagrams	Graphs or Charts
What?	What?
Where?	Where?

210

211

Collaborate and Discuss

CUSTOMIZE IT!

Remind students that a list of sources is called a bibliography. Help students make a list of sources they used to create their brochures. Ask students to explain why it is important to list these sources. *What would you say if someone asked where you got your information? What would you say if someone challenged one of your facts or pieces of evidence? How does listing sources help you convince your readers that your claim is correct?*

Revise and Edit

TEACHING POINT Point out that authors always look over their work at least once before declaring it complete. They need to check that they have said everything they want to say, but they also need to be sure that they have used language that will appeal to their intended audience. In particular, they want to be sure that their sentence structures are interesting and appropriate for an argumentative text.

MODEL AND PRACTICE Model how writers review their sentence structures on p. 212, and refer back to the Student Model as necessary.

One goal for sentence structure is to vary your sentences so they do not all sound exactly alike. You can see that Samuel and Livia decided that some of their sentences were too much alike. They solved this problem by combining two of the sentences and by adding some words to the beginning of the third sentence.

Read the original sentences beginning with "The playground is clean"; then read the revision. Ask students to describe the differences. Elicit that the sentences no longer sound similar and repetitive, and the writing has become less choppy.

Peer Review

COLLABORATE Have pairs exchange their brochures and read each other's work. Review with students that their feedback should be respectful in tone and immediately applicable to the writer's draft.

Sentence Structure Have pairs reread their brochures. Remind students that they should use the checklist on p. 212 of the *Student Interactive* to guide them in making changes to sentence structure. Have them ask questions such as *How many simple, declarative sentences did I write? How many of my sentences are compound? Which transition words have I used to combine ideas?* Tell students that they should be able to check off each box when they have finished revisions.

Conventions Next, have students use the checklist on p. 213 to review their use of conventions, especially comparative and superlative adjectives. Have them ask questions such as *Is this the best word for what I want to say?* and *Does this adjective support my claim?* Help students understand the distinctions between comparative and superlative forms of adjectives and when each might be used.

DIFFERENTIATED SUPPORT

OPTION 1 **Intervention** Reread the Student Model with students to demonstrate what similar sentences sound like and what varied sentences sound like. Then have students read their brochures aloud one sentence at a time. Have them listen for repetition in wording and sentence format. Show them explicitly how to make changes by combining sentences, adding or deleting words, or changing the word order.
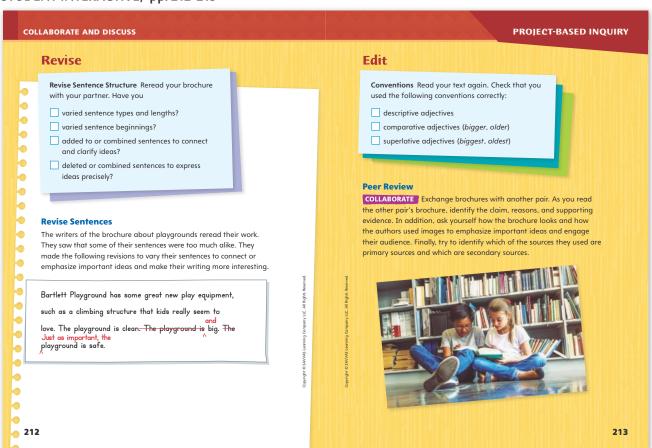
OPTION 2 **Extend** Students who show good understanding of sentence structure can be asked to find three different ways of expressing a given idea in their brochures. Encourage them to rank their sentences based on how clearly they communicate the necessary information. Then have them share their lists with a partner and discuss what makes each sentence effective or ineffective.

ELL TARGETED SUPPORT

Help students make a 3-column table sorting adjectives and their comparative and superlative forms. Review how to form the comparative by adding *-er* and the superlative by adding *-est*, and exceptions (such as *good, better, best*). Give students common adjectives they might use in their brochures (*tall, old, wide*), and have them generate the comparative and superlative forms for each.

NEXT STEPS Have students produce a clean, revised, and final copy of their brochures.

STUDENT INTERACTIVE, pp. 212–213

COLLABORATE AND DISCUSS

PROJECT-BASED INQUIRY

Revise

Revise Sentence Structure Reread your brochure with your partner. Have you

☐ varied sentence types and lengths?
☐ varied sentence beginnings?
☐ added to or combined sentences to connect and clarify ideas?
☐ deleted or combined sentences to express ideas precisely?

Revise Sentences

The writers of the brochure about playgrounds reread their work. They saw that some of their sentences were too much alike. They made the following revisions to vary their sentences to connect or emphasize important ideas and make their writing more interesting.

Bartlett Playground has some great new play equipment, such as a climbing structure that kids really seem to love. The playground is clean. ~~The playground is~~ and big. ~~The~~ Just as important, the playground is safe.

Edit

Conventions Read your text again. Check that you used the following conventions correctly:

☐ descriptive adjectives
☐ comparative adjectives (*bigger, older*)
☐ superlative adjectives (*biggest, oldest*)

Peer Review

COLLABORATE Exchange brochures with another pair. As you read the other pair's brochure, identify the claim, reasons, and supporting evidence. In addition, ask yourself how the brochure looks and how the authors used images to emphasize important ideas and engage their audience. Finally, try to identify which of the sources they used are primary sources and which are secondary sources.

212

213

Celebrate and Reflect

CUSTOMIZE IT!

If possible, have students present first in front of a camera with little or no other audience. Then have them watch themselves "in action." Talk to students about how they could improve their delivery and about what worked well.

Celebrate!

Before final publication, have students present their brochures to an authentic audience. Allow presenters to choose a method for displaying their brochures while giving their presentations so that audience members can clearly see the visual components.

Use the information on p. 214 of the *Student Interactive* to show students what characteristics define a good presentation.

- You need to make eye contact with members of your audience. If you look at your brochure the whole time, listeners will think you are not prepared or that you are not interested in their reactions. You do not need to stare at people, but look audience members in the eye from time to time.

- Speaking at a natural rate means talking at a normal speed. If-I-read-my-brochure-very-quickly, no one will understand it. If…I…read…too…slowly, my audience will get bored.

- The word *volume* refers to how loudly or quietly you are speaking. If you speak too loudly or too softly, your audience will have difficulty understanding what you are saying.

COLLABORATE Guide students to provide appropriate, useful feedback to their peers about brochure presentations. Model comments that are actionable and respectful, such as *I was able to hear you because you spoke clearly at a reasonable volume. I could have understood you better if you spoke a little more slowly* or *Your presentation was very convincing because when you made eye contact with me I knew you were talking directly to me*.

Reflect

My TURN Have students work independently to evaluate their own brochures, using the rubric on p. T457 and consulting with their partners as needed. Remind them to think about what worked well and what they would change for next time. Encourage them to be honest in their assessments.

Reflect on the Unit

Reflect on Your Goals Have students revisit the Unit Goals on p. 12. Have them re-rate themselves in each category. How close did you come to achieving each goal?

Reflect on Your Reading As they are reading self-selected texts including fiction, readers make personal connections by thinking about how they would react or how they would feel if they were a character in the story. Which fictional events reminded you of something that has happened in your life? How did you react? Was your reaction similar to or different from the fictional character's reaction? Have students describe their personal connections to self-selected texts by answering the Reflect on Your Reading question.

Reflect on Your Writing Writers reflect on what they found easy and what they found difficult. Remind students that noticing challenges and successes can help them build awareness of their strengths as writers. Discuss with students how they can know that they are making progress as writers. What will tell you that your writing is improving? What will you look for in the future to know that your writing is getting even better? Have students answer the Reflect on Your Writing question.

Reading and Writing Strategy Assessment Checklists

The *Reading and Writing Strategy Assessment Checklists* will help you monitor student progress.

STUDENT INTERACTIVE, pp. 214–215

CELEBRATE AND REFLECT

Time to Celebrate!

COLLABORATE As a class, create a brochure rack so you can share your brochures with other groups or classes. Then orally present your brochure to another group. Be sure to make eye contact as you present, and speak clearly and at a natural rate and volume. How did the other group react? What did they like about your presentation? What suggestions or changes did they have? Write their reactions here. Finally, have groups vote on the most convincing brochure.

Reflect on Your Project

My TURN Think about your brochure. Which parts do you think are strongest? Which parts need improvement? Write your thoughts here.

Strengths

Areas of Improvement

214

REFLECT ON THE UNIT

Reflect on Your Goals

SCALE 1 NOT AT ALL WELL 2 NOT VERY WELL 3 SOMEWHAT WELL 4 VERY WELL 5 EXTREMELY WELL

Look back at your unit goals.
Use a different color to rate yourself again.

Reflect on Your Reading

When you read fiction, it is important to think about how you would react or how you would feel if you were one of the characters.

Share a personal connection you made while reading one of your independent reading texts. Describe how a scene or section reminded you of when something similar happened to you.

Reflect on Your Writing

How did your writing improve during this unit? Explain.

215

BOOK CLUB

OBJECTIVES

Listen actively, ask relevant questions to clarify information, and make pertinent comments.

Self-select text and read independently for a sustained period of time.

Establish purpose for reading assigned and self-selected texts.

Generate questions about text before, during, and after reading to deepen understanding and gain information.

Describe personal connections to a variety of sources including self-selected texts.

FLEXIBLE OPTION
TRADE BOOK LESSON PLAN

To teach this unit's trade book during Small Group or Whole Group, see the lesson plan for *Life in the West,* available online at SavvasRealize.com.

Plan Book Club

1 **CHOOSE THE BOOK** You may want to group students who read at about the same level of complexity into clubs. Help students choose a book or choose one for them from the list on p. T477.

2 **PLAN THE BOOK** Book Club will meet twice per week, during Small Group time. Help the clubs decide how to divide the book across these ten days. Choose enough chapters or pages so that groups can have lively conversations each day, but help students pace the book so they will have clearly defined reading expectations before each meeting.

3 **KNOW THE BOOK** Have a clear idea of what the text is about so that you can participate in groups' conversations if necessary.

4 **PREVIEW THE BOOK** Present the book in assembled groups. Give a brief preview of the setting or topic and what the book is about. Then allow students the chance to discover the book on their own.

5 **ENJOY THE BOOK** Remember that Book Club is a time for students to discover the enjoyment of reading. As they read and discuss the book in the group, they will practice some of the same thinking they've been introduced to in the *Student Interactive*. More important, the goal of the activity is to focus on their interactions with the book and their fellow club members.

⭐ **CONNECT TO THE THEME** So that students can make connections, you might help them choose a book related to the theme, Networks, or the Essential Question for the unit: *How can a place affect how we live?* As a class, discuss how the book relates to both.

⭐ **CONNECT TO THE SPOTLIGHT GENRE** To help students further practice their strategies for reading the genre of narrative nonfiction, you might help them choose a book in the genre.

Each Day

DISCUSSION CHART Display a sample of the Discussion Chart and ask students to create something similar in their notebooks. Explain that as they read, they will fill in their charts with details they **notice, connections** they make, and things they **wonder** about as they read to prepare for their Book Club conversations.

Noticings	Connections	Wonderings

TEACHER'S ROLE Since Book Club is a time for students to get their own enjoyment out of reading, the teacher's role should be as an occasional facilitator, helping to start conversations or direct groups to understandings.

When groups sit down for their conversations each day, they might have trouble sustaining a meaningful conversation about the book. If so, ask groups questions to spark collaborative discussion of the book.

COLLABORATION An important part of Book Club is students' ability to effectively share their ideas and build on those of others. Offer them examples on how to phrase their ideas productively and respectfully. **SEL**
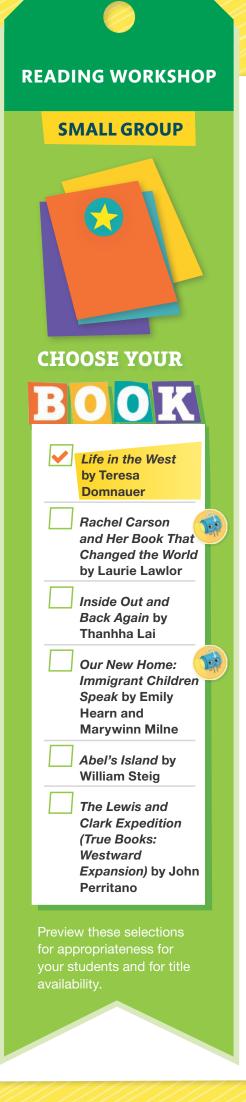
- Yes, but on the other hand _____.
- I agree because _____.
- I'm not sure I understand. Can you say more?

🔴 Book Club Options

See the *Small Group Guide* for help with
- Book Club roles and responsibilities
- Book Club routines
- guiding a student-led Book Club

READING WORKSHOP

SMALL GROUP

CHOOSE YOUR
BOOK

- ✅ *Life in the West* by Teresa Domnauer
- ☐ *Rachel Carson and Her Book That Changed the World* by Laurie Lawlor
- ☐ *Inside Out and Back Again* by Thanhha Lai
- ☐ *Our New Home: Immigrant Children Speak* by Emily Hearn and Marywinn Milne
- ☐ *Abel's Island* by William Steig
- ☐ *The Lewis and Clark Expedition (True Books: Westward Expansion)* by John Perritano

Preview these selections for appropriateness for your students and for title availability.

BOOK CLUB

OBJECTIVES

Listen actively, ask relevant questions to clarify information, and make pertinent comments.

Self-select text and read independently for a sustained period of time.

Establish purpose for reading assigned and self-selected texts.

Generate questions about text before, during, and after reading to deepen understanding and gain information.

Describe personal connections to a variety of sources including self-selected texts.

BOOK CLUB CHOICE

The following pages offer instruction specific to one of this unit's books, *Life in the West*. If you would like students to read a different book, you can use one from the list provided or a book of your own choosing or one chosen by the Book Club. On pp. T476–T477, you will find a full description of the elements of Book Club with instruction that can be adapted to the book of your choice.

Launch *Life in the West*

Teacher's Role

GUIDE BOOK CLUB Have students move into book clubs. Remind them that as members of book clubs, they are responsible for completing and assessing their own reading and writing. The role of the teacher is not to ask specific questions to get specific answers. Rather, the teacher will help encourage students to participate in discussions with one another to guide them toward new understandings.

CONNECT TO THE THEME This text connects to both the unit theme, Networks, and the Essential Question for the unit: *How can a place affect how we live?*

COMPARE TO THE SPOTLIGHT GENRE As students read *Life in the West*, listen for moments in their Book Club conversations when they are using strategies for reading nonfiction. Use prompts such as, *How can you keep track of the events that happen over time? Other than text, what does the author use as evidence to support the main idea?* Compare *Life in the West* to the Spotlight Genre, narrative nonfiction. Discuss the similarities and differences between nonfiction and narrative nonfiction, as well as how to distinguish between them.

LAUNCH THE BOOK Over the course of this unit, students will read *Life in the West* by Teresa Domnauer. This nonfiction book provides a brief history of the challenges pioneering communities overcame in their efforts to expand and settle into the western region of the United States.

EXPERT'S VIEW   Frank Serafini, Arizona State University

"For Reading Workshop, there isn't a script to follow, but rather an organizational framework. The components should include reading aloud, discussing literature, independent reading, small group instruction, and Book Clubs. The focus of classroom reading instruction should be a response to students' needs and interests. It is more important to follow the children than it is to follow a curriculum."

See SavvasRealize.com for more professional development on research-based best practices.

Book Support

DISCUSSION CHART The Discussion Chart provides three distinct categories students can use to organize their thoughts in response to a new book or experience.

- **Noticings** is a place for students to note what catches their attention in the text.

- **Connections** encourages students to read the book through the lens of their own lives, including how they connect the text to other texts and the world.

- **Wonderings** allows students to share any interpretations, insights, or further questions that remain after reading the text.

Noticings	Connections	Wonderings

CHOOSE YOUR

BOOK

- ☑ *Life in the West* by Teresa Domnauer

- ☐ *Rachel Carson and Her Book That Changed the World* by Laurie Lawlor

- ☐ *Inside Out and Back Again* by Thanhha Lai

- ☐ *Our New Home: Immigrant Children Speak* by Emily Hearn and Marywinn Milne

- ☐ *Abel's Island* by William Steig

- ☐ *The Lewis and Clark Expedition (True Books: Westward Expansion)* by John Perritano

Book Club Options
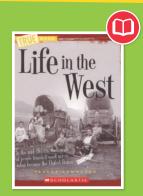
See the *Small Group Guide* for help with

- choosing a different book for your class to read

- conducting Book Club with a book of your or your students' choosing

- guiding a student-led book club

- facilitating Book Club when there are not enough books for all students

Professional Development
Small Group GUIDE
A roadmap to take small groups from good to great!
4
myView
LITERACY

BOOK CLUB

Week 1

OBJECTIVES

Listen actively, ask relevant questions to clarify information, and make pertinent comments.

Self-select text and read independently for a sustained period of time.

Establish purpose for reading assigned and self-selected texts.

Generate questions about text before, during, and after reading to deepen understanding and gain information.

Describe personal connections to a variety of sources including self-selected texts.

TEACHER'S SUMMARY

Chapter 1—A Land of Hope This chapter responds to the question *Why did so many people move west?* with a history of how the U.S. government negotiated and claimed ownership of land in the West. We begin to learn about the role played by Native Americans in helping the pioneers adapt to a new environment. In addition, we learn about how people from the eastern United States and Europe flocked to the region because of the Gold Rush in 1849 and the Homestead Act in 1862.

KEY IDEAS If necessary, refer to the Teacher's Summary and share some of the following talking points to launch students' thinking on the elements of the new text.

The genre of this book is nonfiction. How does this text differ from narrative nonfiction?

On page 9, the author provides a map of the United States in 1792. Compare it to a current map of the United States. How has it changed and why?

The United States was not the only nation that wanted ownership over the West. Why do you think land in the West was in such high demand?

We learn about how Meriwether Lewis and William Clark were guided through the Louisiana Territory with the help of Native Americans. How would the pioneers' journeys have been different without that help?

COLLABORATION Remind students that group discussion is necessary for the development of thoughts and questions that arise when they are reading alone. Students should listen carefully and build on the ideas of others. Offer sentence stems like these as examples of how students should phrase their ideas productively and respectfully. **SEL**

- In my own reading, I noticed _____.

- I did not quite understand _____. Can someone please explain _____ to me?

- Another reason might be _____.

Session 1

Present the book to the groups. Explain that the book details key events that took place in the western region of the United States in the 19th century. Point out that the book is nonfiction. Ask students to pay attention to the timeline of major events.

Tell the groups that they should begin reading today. Before Session 2, they should finish reading Chapter 1 and be ready to discuss it.

Display a sample of the **Discussion Chart,** and ask students to create something similar in their notebooks. Explain that as they read they will fill in their charts with details they notice, connections they make, and things they wonder.

Allow groups to use any remaining Book Club time to begin reading.

Session 2

By Session 2, students will have read Chapter 1 (pp. 6–12) of *Life in the West*. Now they are ready to begin their conversation about the book.

Circulate around the room and notice how each group's conversation is going. When appropriate, ask questions to guide their conversations.

When groups sit down for their first conversation, they might have trouble getting started or continuing their conversation. If so, ask questions like the following to spark collaboration.
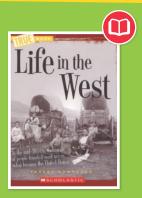
CONVERSATION STARTERS

- What do you think about the topic so far?
- What did you already know? What did you learn?
- What text features help you better understand the text?
- Whose point of view does the author represent?

Students should refer to details and ideas from their Discussion Charts. Students should be prepared to discuss Chapter 2 next week.

CHOOSE YOUR BOOK

- ☑ *Life in the West* by Teresa Domnauer
- ☐ *Rachel Carson and Her Book That Changed the World* by Laurie Lawlor
- ☐ *Inside Out and Back Again* by Thanhha Lai
- ☐ *Our New Home: Immigrant Children Speak* by Emily Hearn and Marywinn Milne
- ☐ *Abel's Island* by William Steig
- ☐ *The Lewis and Clark Expedition (True Books: Westward Expansion)* by John Perritano

BOOK CLUB

OBJECTIVES

Listen actively, ask relevant questions to clarify information, and make pertinent comments.

Self-select text and read independently for a sustained period of time.

Establish purpose for reading assigned and self-selected texts.

Generate questions about text before, during, and after reading to deepen understanding and gain information.

Describe personal connections to a variety of sources including self-selected texts.

TEACHER'S SUMMARY

Chapter 2—A Place for All People This chapter responds to the question *What were western communities like?* by describing how communities formed in the West. After slavery was abolished in 1865, many African Americans traveled west in pursuit of a better life. Americans were not the only ones forming new communities in the West. Many immigrants from both Europe and China came to the western United States to seek employment and land. The influx of thousands of new people in the West displaced the Native Americans. The new settlers in the West developed their own system of laws.

KEY IDEAS If necessary, refer to the Teacher's Summary and share some of the following talking points to guide students' thinking toward the elements the class has been working on.

Compare and contrast the images on pages 18 and 19. What can you learn about European settlers and Native American communities?

In this chapter, the author tells us more about different groups of people who lived in the West. How do you know that this book is not an autobiography?

How did living in a community help the settlers?

COLLABORATION Remind students that it is important in any group discussion for people to take turns talking and to know how to ask questions based on what others say. Offer sentence stems like these as examples of ways to talk about the text. **SEL**

- That makes me think _____.
- I think the author is trying to _____.
- One detail I find interesting is _____.

Session 3

By Session 3, students will have read the first half of Chapter 2 (pp. 13–16) of *Life in the West*.

Circulate around the room and notice how the conversations are going. When it seems appropriate, touch base with each group and help them focus on the text.

Based on what you observe, you can ask these questions to encourage conversation about the book.

CONVERSATION STARTERS

- What more did you learn about the people in the early West?
- Have you heard about the challenges faced by immigrants in the early West?
- What more have you learned about discrimination?

Session 4

By Session 4, the students will have completed Chapter 2 (pp. 17–21) of *Life in the West*.

CONVERSATION STARTERS

- What more have you learned about how settlers treated Native Americans?
- Which detail did you find the most surprising?
- How are homesteads different from the communities we live in today? How are they the same?

Students should refer to details and ideas from their Discussion Charts. Tell students that they should be prepared to discuss Chapter 3 next week.

CHOOSE YOUR BOOK

- ☑ *Life in the West* by Teresa Domnauer
- ☐ *Rachel Carson and Her Book That Changed the World* by Laurie Lawlor
- ☐ *Inside Out and Back Again* by Thanhha Lai
- ☐ *Our New Home: Immigrant Children Speak* by Emily Hearn and Marywinn Milne
- ☐ *Abel's Island* by William Steig
- ☐ *The Lewis and Clark Expedition (True Books: Westward Expansion)* by John Perritano

BOOK CLUB

OBJECTIVES

Listen actively, ask relevant questions to clarify information, and make pertinent comments.

Self-select text and read independently for a sustained period of time.

Establish purpose for reading assigned and self-selected texts.

Generate questions about text before, during, and after reading to deepen understanding and gain information.

Describe personal connections to a variety of sources including self-selected texts.

Week 3

TEACHER'S SUMMARY

Chapter 3—Life on the Frontier We learn more specific information about the daily and domestic lives of the pioneers. The early western settlers relied on raw materials to build their homes. They modeled their homes after those of the Native Americans in the Southwest. Women and children worked to take care of their homes. Women cooked meals, hauled heavy loads, prepared medicine, and cared for the sick. Children were tasked with roles such as feeding farm animals and tending to gardens. Children attended school in one-room schoolhouses. For entertainment, they did many activities we still do today such as listening to music, dancing, having picnics, and playing outdoor games.

KEY IDEAS If necessary, refer to the Teacher's Summary and share some of the following talking points to guide students' thinking toward the elements the class has been working on.

Observe the image of a schoolhouse on page 31. Compare the settlers' school to your own. What are the similarities and differences between them?

What roles did earlier western settlers have? How did they organize their daily lives?

COLLABORATION Remind students that is it important in any group discussion for people to be part of the conversation and to share what they are thinking. Offer sentence stems like these as examples. **SEL**

- What I hear you saying is _____.
- I do not agree with _____ because _____.
- Based on _____, I think that _____.

Session 5

By Session 5 students will have read the first half of Chapter 3 (pp. 22–28) of *Life in the West*.

When groups sit down for their conversations, they might have trouble getting started. If so, ask groups the following questions to spark collaborative discussion of the text:

CONVERSATION STARTERS

- How did the pioneers make their homes? Who inspired their style of building homes?
- What did the images teach you about the types of work settlers did at home?

As groups discuss the book, circulate around the room and notice where the conversations are going. When it seems appropriate, touch base with each group and ask what aspects of the book they are talking about.

Session 6

By Session 6, students will have completed Chapter 3 (pp. 29–31) of *Life in the West*.
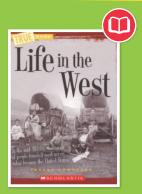
CONVERSATION STARTERS

- How is the early western way of life different from today? How is it similar?
- Find the place in the book that supports your point.
- What more have you learned about the lives of children in the West?

Ask students to share details and ideas from their Discussion Charts. Tell students that they should be prepared to discuss Chapter 4 next week.

CHOOSE YOUR

BOOK

- ☑ *Life in the West* by Teresa Domnauer
- ☐ *Rachel Carson and Her Book That Changed the World* by Laurie Lawlor
- ☐ *Inside Out and Back Again* by Thanhha Lai
- ☐ *Our New Home: Immigrant Children Speak* by Emily Hearn and Marywinn Milne
- ☐ *Abel's Island* by William Steig
- ☐ *The Lewis and Clark Expedition (True Books: Westward Expansion)* by John Perritano

BOOK CLUB

Week 4

Listen actively, ask relevant questions to clarify information, and make pertinent comments.

Self-select text and read independently for a sustained period of time.

Establish purpose for reading assigned and self-selected texts.

Generate questions about text before, during, and after reading to deepen understanding and gain information.

Describe personal connections to a variety of sources including self-selected texts.

TEACHER'S SUMMARY

Chapter 4—Tough Times on the Prairie This chapter responds to the question *What made life so hard in the early West?* We learn about various challenges faced by settlers in a new land. Early settlers suffered injuries and were exposed to new diseases without doctors nearby to assist them. Harsh winters, tornadoes, droughts, and prairie fires destroyed their crops. Fortunately, they developed new farming equipment and practices that helped them adapt to the new environment.

KEY IDEAS If necessary, refer to the Teacher's Summary and share some of the following talking points to guide students' thinking toward the elements the class has been working on.

In what ways was farming important to the settlers' survival?

We learn that many pioneers died from untreated diseases and infections. Why was it difficult for the pioneers to find medical care? Find the place in the book that supports your point.

COLLABORATION Offer sentence stems like these as examples of how to phrase ideas in a meaningful conversation. **SEL**

- What do you think about _____?
- Can you explain _____ to me?
- I had not thought of _____ that way.

SMALL GROUP

Session 7

By Session 7, students will have read the first half of Chapter 4 (pp. 33–35) of *Life in the West*.

CONVERSATION STARTERS

- What types of challenges did the pioneers encounter when they traveled west? Which of these challenges do we still experience today?

- What more do you learn from the timeline provided by the author?

As groups discuss the book, circulate around the room and notice where the conversations are going. When it seems appropriate, touch base with each group and ask what aspects of the book they are talking about.

Session 8
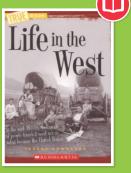
By Session 8, students will have read Chapter 4 (pp. 36–37) of *Life in the West*.

CONVERSATION STARTERS

- What do you think is the author's overall point in this section?

- Other than text, what does the author include in the book to provide more information?

Ask students to share details and ideas from their Discussion Charts. Tell students that they should be prepared to discuss Chapter 5 next week.

CHOOSE YOUR

BOOK

- ✅ *Life in the West* by Teresa Domnauer
- ☐ *Rachel Carson and Her Book That Changed the World* by Laurie Lawlor
- ☐ *Inside Out and Back Again* by Thanhha Lai
- ☐ *Our New Home: Immigrant Children Speak* by Emily Hearn and Marywinn Milne
- ☐ *Abel's Island* by William Steig
- ☐ *The Lewis and Clark Expedition (True Books: Westward Expansion)* by John Perritano

BOOK CLUB

Week 5

Listen actively, ask relevant questions to clarify information, and make pertinent comments.

Self-select text and read independently for a sustained period of time.

Establish purpose for reading assigned and self-selected texts.

Generate questions about text before, during, and after reading to deepen understanding and gain information.

Describe personal connections to a variety of sources including self-selected texts.

TEACHER'S SUMMARY

Chapter 5—The Impact of the Pioneers This chapter discusses the impact that the pioneers made on Native American communities, the environment, and the future of the nation. When the pioneers claimed the land in the West, they displaced Native Americans. They cut plants and hunted animals at a rapid pace without considering the long-term effects of their actions. The author closes the book with a statement about how the pioneers' bravery and sacrifices helped build the United States.

KEY IDEAS If necessary, refer to the Teacher's Summary and share some of the following talking points to guide students' thinking toward the elements the class has been working on.

If the story of settlers in the West was told from the point of view of the Native Americans, how would it differ?

What are the long-term effects of the pioneers' actions on the environment?

COLLABORATION Remind students that it is important in any group discussion for people to be part of the conversation and to share what they are thinking. Offer sentence stems like these examples. **SEL**

- One question I have is _____.
- The main idea might be _____.
- I do not agree with _____ because _____.

Session 9

By Session 9, student will have read the first half of Chapter 5 (pages 39-41) of *Life in the West*. When appropriate, touch base with each group and support students to keep the conversation going.

CONVERSATION STARTERS

- Have you heard about this issue?
- What different opinions have you heard on this topic?
- How well does the author support her opinion?

Session 10
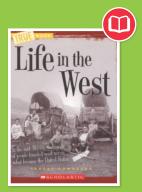
By Session 10, students will have finished reading *Life in the West*. On this final day of the unit's Book Club, the groups should widen the focus of their discussions to the entire book.

CONVERSATION STARTERS

- What idea do you think the author wants you to walk away with?
- Do you agree with the author's opinion? Why or why not?
- What did you find the most surprising?

CHOOSE YOUR

BOOK

- ☑ *Life in the West* by Teresa Domnauer
- ☐ *Rachel Carson and Her Book That Changed the World* by Laurie Lawlor
- ☐ *Inside Out and Back Again* by Thanhha Lai
- ☐ *Our New Home: Immigrant Children Speak* by Emily Hearn and Marywinn Milne
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Glossary

How to Use a Glossary

Minilesson

FOCUS ON STRATEGIES Explain that a glossary is a text feature that appears at the back of a book. It includes important terms or vocabulary used in the book. It also includes a word's syllabication, pronunciation, part of speech, and definition.

Glossary entries appear in alphabetical order. Guide words appear at the top of each page to help readers quickly locate terms. These words show the first and last words on the glossary page.

Tell students that if a word does not appear in the glossary, they can use a print or digital dictionary. A print dictionary uses the same organization as a glossary. Use letter tabs and guide words to locate terms. For a digital dictionary, use the search field to type in a word. When a word has multiple entries, use context to determine which meaning is being used in the text.

MODEL AND PRACTICE Model how to use a glossary entry using the Example glossary entry from p. 426 in the *Student Interactive.*

- When I look up a word in a glossary, I am looking for an entry word. This word is bold and dots in the word tell me how to divide it into syllables. I look for the entry word based on its starting letter. In this case, *acquire* begins with the letter *a* so I know that it will be at the beginning of the glossary. When I find *acquire,* I can see that it is divided into two syllables.

- In parentheses, I see how *acquire* is pronounced, and I also see that the second syllable is stressed.

- Next, I find the word's part of speech, or function in a sentence, and its definition.

Ask students to work with a partner to locate a different word in the glossary. Have them explain what they learned from the entry and then use the word in a sentence.

Apply
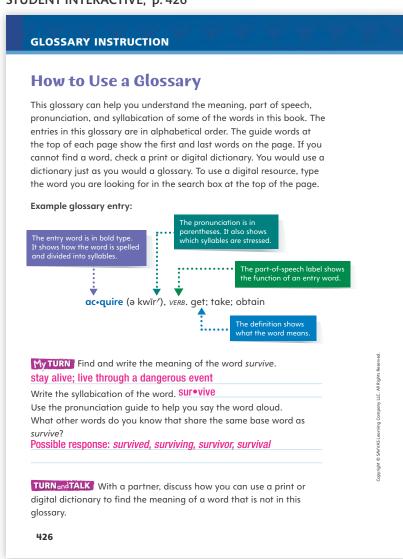
My TURN Have students try this process independently as they complete the My Turn activity on p. 426 of the *Student Interactive*.

TURN, TALK, AND SHARE Have students turn and talk to a partner about how they might use a print or digital dictionary to find the meaning of a word that does not appear in the glossary. Encourage them to describe how the process relates to looking up a word in a glossary. Then have them identify the meaning, pronunciation, and syllabication for their chosen word using a print or digital dictionary.

STUDENT INTERACTIVE, p. 426

GLOSSARY INSTRUCTION

How to Use a Glossary

This glossary can help you understand the meaning, part of speech, pronunciation, and syllabication of some of the words in this book. The entries in this glossary are in alphabetical order. The guide words at the top of each page show the first and last words on the page. If you cannot find a word, check a print or digital dictionary. You would use a dictionary just as you would a glossary. To use a digital resource, type the word you are looking for in the search box at the top of the page.

Example glossary entry:

The entry word is in bold type. It shows how the word is spelled and divided into syllables.

The pronunciation is in parentheses. It also shows which syllables are stressed.

The part-of-speech label shows the function of an entry word.

ac•quire (ə kwīr′), *VERB.* get; take; obtain

The definition shows what the word means.

My TURN Find and write the meaning of the word *survive*.
stay alive; live through a dangerous event

Write the syllabication of the word. sur•vive

Use the pronunciation guide to help you say the word aloud.
What other words do you know that share the same base word as *survive*?
Possible response: *survived, surviving, survivor, survival*

TURN and TALK With a partner, discuss how you can use a print or digital dictionary to find the meaning of a word that is not in this glossary.

426

GLOSSARY

STUDENT INTERACTIVE, p. 427

acquire • capacity

Aa

ac•quire (ə kwīr′), *VERB*. get; take; obtain

ad•ap•ta•tions (ad′ap tā′shənz), *NOUN*. changes that make a plant or animal better suited to an environment

ar•ranged (ə rānjd′), *VERB*. organized or designed

as•sem•bled (ə sem′bəld), *VERB*. put or brought together

Bb

bris•tle (briss′əl), *ADJECTIVE*. short and rough

brit•tle (brit′l), *ADJECTIVE*. very easily broken

bur•row (bėr′ō), *VERB*. dig a hole

Cc

ca•pac•i•ty (kə pas′ə tē), *NOUN*. the ability to contain something

Pronunciation Guide

Use the pronunciation guide to help you pronounce the words correctly.

a in *hat*	ō in *open*	sh in *she*
ā in *age*	ò in *all*	th in *thin*
â in *care*	ô in *order*	ᴛʜ in *then*
ä in *far*	oi in *oil*	zh in *measure*
e in *let*	ou in *out*	ə = a in *about*
ē in *equal*	u in *cup*	ə = e in *taken*
ėr in *term*	u̇ in *put*	ə = i in *pencil*
i in *it*	ū in *rule*	ə = o in *lemon*
ī in *ice*	ch in *child*	ə = u in *circus*
o in *hot*	ng in *long*	

427

STUDENT INTERACTIVE, p. 428

chromosomes • DNA

chro•mo•somes (krō′mə sōmz), *NOUN*. parts of DNA in cells that hold the genes

clas•si•fied (klas′ə fīd), *VERB*. categorized; grouped with

com•par•i•son (kəm par′ə sən), *NOUN*. examination of things to see how they are similar

con•fi•dence (kon′fə dəns), *NOUN*. a feeling that a person can succeed or do well

con•tour (kon′tu̇r), *ADJECTIVE*. related to the shape or outline of something

con•trib•ute (kən trib′yūt), *VERB*. donate; assist

Dd

de•fense (di fens′), *NOUN*. someone or something that protects

de•scent (di sent′), *NOUN*. the family background or national origin of a person

de•sert•ed (di zėr′tid), *VERB*. left someone or something alone

de•sire (di zīr′), *NOUN*. a powerful wish or longing for something

des•o•late (des′ə lit), *ADJECTIVE*. empty, lonely, and unhappy

de•ter•mi•na•tion (di tėr′mə nā′shən), *NOUN*. the will to achieve a difficult task

di•vert•ed (də vėr′tid), *VERB*. changed the direction of

DNA *NOUN*. the substance in cells that determines the characteristics of a living thing

428

STUDENT INTERACTIVE, p. 429

drive • motivation

drive (drīv), *NOUN*. the ambition or motivation to carry on

du•pli•cate (dü′plə kit), *ADJECTIVE*. exactly the same as another

Ee

en•dur•ance (en du̇r′əns), *NOUN*. the ability to keep going

en•vi•ron•ment (en vī′rən mənt), *NOUN*. all the living things and conditions of a place

ex•cel (ek sel′), *VERB*. do well or be the best at something

ex•cret•ed (ek skrē′tid), *VERB*. separated and removed from the body

ex•posed (ek spōzd′), *ADJECTIVE*. revealed; unprotected

Hh

hab•it (hab′it), *NOUN*. usual practice

hab•i•tat (hab′ə tat), *NOUN*. the place where a living thing lives or grows

Ii

i•den•ti•cal (ī den′tə kəl), *ADJECTIVE*. appearing to be exactly the same

in•de•pend•ence (in′di pən′dəns), *NOUN*. freedom from being controlled or needing help from others

in•tern•ment (in tėrn′mənt), *ADJECTIVE*. related to confinement, as if in a prison, often during a war

Mm

mim•ic•ry (mim′ik rē), *NOUN*. the ability to look or act like something else

mon•o•tremes (mon′ə trēmz), *NOUN*. animals that are mammals but lay eggs

mo•ti•va•tion (mō′tə vā′shən), *NOUN*. a reason for doing something

429

STUDENT INTERACTIVE, p. 430

poverty • spectators

Pp

pov•er•ty (pov′ər tē), *NOUN*. the state of being extremely poor

prey (prā), *NOUN*. an animal hunted by others for food

pur•sued (pər süd′), *VERB*. worked without stopping to get or accomplish something

Rr

ra•di•a•tion (rā′dē ā′shən), *NOUN*. energy that travels in the form of waves outward from a source, such as the sun

rap•ids (rap′idz), *NOUN*. very fast-moving parts of a river

re•mark•a•ble (ri mär′kə bəl), *ADJECTIVE*. extraordinary or outstanding

Ss

sense (sens), *ADJECTIVE*. related to sight, sound, touch, taste, or smell

se•vere (sə vir′), *ADJECTIVE*. harsh; serious

shal•low (shal′ō), *ADJECTIVE*. not very deep

shim•mer•ing (shim′ər ing), *ADJECTIVE*. shining with a soft, flickering light

sig•nif•i•cant (sig nif′ə kənt), *ADJECTIVE*. important; relevant

spe•cial•ized (spesh′ə līzd), *VERB*. gained specific knowledge

spe•cies (spē′shēz), *NOUN*. categories of living things

spec•ta•tors (spec′tā tərz), *NOUN*. people who watch an event

430

steeped • vessels

steeped (stēpd), *VERB*. soaked; drenched

strug•gled (strug′əld), *VERB*. made a great and difficult effort

suf•fi•cient (sə fish′ent), *ADJECTIVE*. enough for a particular purpose

sur•vive (sər vīv′), *VERB*. stay alive; live through a dangerous event

sys•tem (sis′təm), *NOUN*. set of connected things

Tt

ten•der (ten′dər), *ADJECTIVE*. soft or gentle; easily damaged

treach•er•ous (trech′ər əs), *ADJECTIVE*. unsafe because of hidden dangers

Uu

ul•tra•vi•o•let (ul′trə vī′ə lit), *ADJECTIVE*. related to a color that is invisible to the human eye
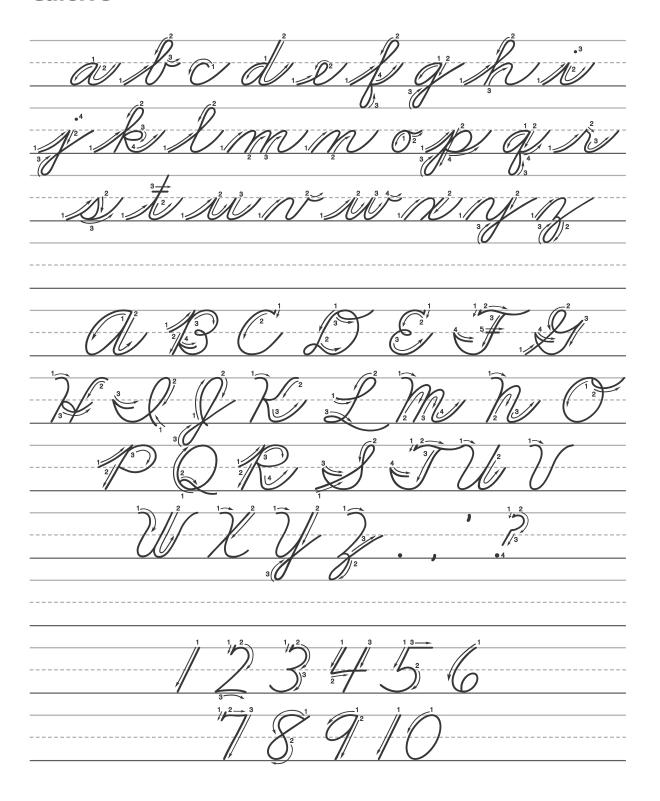
u•nique (yŭ nēk′), *ADJECTIVE*. unusual; unlike anything else

Vv

ves•sels (ves′əlz), *NOUN*. tubes or passageways carrying fluid around an organism; containers

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Handwriting Model

Cursive
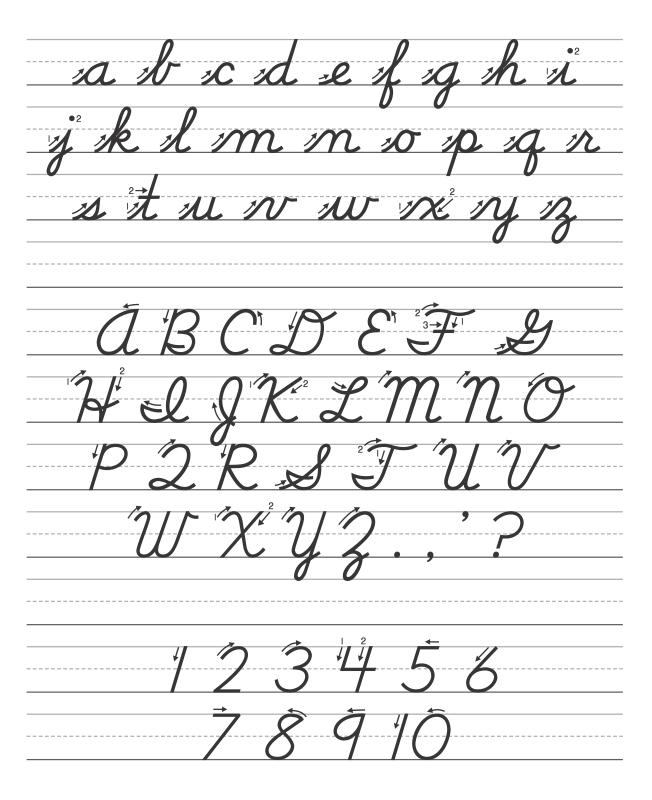
Handwriting Model

D'Nealian™ Cursive

a b c d e f g h i
j k l m n o p q r
s t u v w x y z

A B C D E F G
H I J K L M N O
P Q R S T U V
W X Y Z . , ' ?

1 2 3 4 5 6
7 8 9 10

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17, 265 Valentina Belloni; **53, 339** Ilana Exelby; **87, 119, 225, 373** Olga & Aleksey Ivanov; **124** Joe Lemmier; **129** Peter Hoey; **155** Valeria Cis; **207, 210** Karen Minot; **307** Ken Bowser; **370-371** Jun Park; **377, 387, 414-15, 417, 420** Rob Schuster

myView LITERACY — TEXT COMPLEXITY

Reaching for the Moon
By Buzz Aldrin
Genre: Autobiography

Recommended Placement

The **Quantitative Measures** place this text in the Grade 4–5 complexity band.

The **Qualitative Measures** suggest that students might need additional support with

- Language: Domain-specific vocabulary
- Knowledge Demands: Space history

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: **840L**   Average Sentence Length: **13.294**   Word Frequency: **3.749**   Word Count: **2,260**

Complexity Level	Qualitative Measures
Author's Purpose Simple — Very Complex	The author's purpose is **explicitly stated** on the first page: *I never imagined that one day I would walk on [the Moon's] surface.* The author's anecdotes about "determination, strength, and independence" will **inform** and **entertain** young readers.
Text Structure Simple — Very Complex	This first-person narrative is **clear**, **explicit**, and organized using a **chronological text structure,** following the author from his birth to his landing on the Moon. Illustrations help readers navigate and understand the nonfiction narrative.
Language Conventionality and Clarity Simple — Very Complex	The autobiography includes short paragraphs with many **complex sentences.** The text has many domain-specific words related to space travel, such as *orbit, meteor,* and *academy.* In addition, students may struggle with terms related to the military.
Knowledge Demands Simple — Very Complex	Some **allusions** to American culture, such as the Lone Ranger, play an important part in understanding the author's mindset and what he aspired to achieve. Moderate levels of knowledge about space exploration and military aircraft may enhance understanding.

Reader and Task Considerations

English Language Learners	Intervention	On Level/Advanced
Language Use a **web graphic organizer** and **sentence frames** to preteach domain-specific vocabulary, such as *astronaut, orbit,* and *meteors.* • The root *astro* means _____. • The root *naut* means _____. • Spanish Cognate: *astronauta* Have students use a web graphic organizer to generate additional related words.	**Knowledge Demands** Use a **KWL Chart** to determine what students *know* and *want* to know about space exploration. Then, have students do a **Think, Pair, Share** to further activate their prior knowledge. You may also want to • explore online media to build background for space travel. • have students draw the Saturn V rocket and label the parts using details from the text.	**Structure** Use a **time line** and have students research key dates for U.S. space exploration. Challenge them to compare how events in the Soviet Union caused a "space race." • Have student volunteers use signal words, such as *first, then,* and *finally,* to tell the class about early space exploration. • Encourage students to reference their time lines as they present what they learned to the class.

myView LITERACY — TEXT COMPLEXITY

Rare Treasure: Mary Anning and Her Remarkable Discoveries
By Don Brown
Genre: Biography
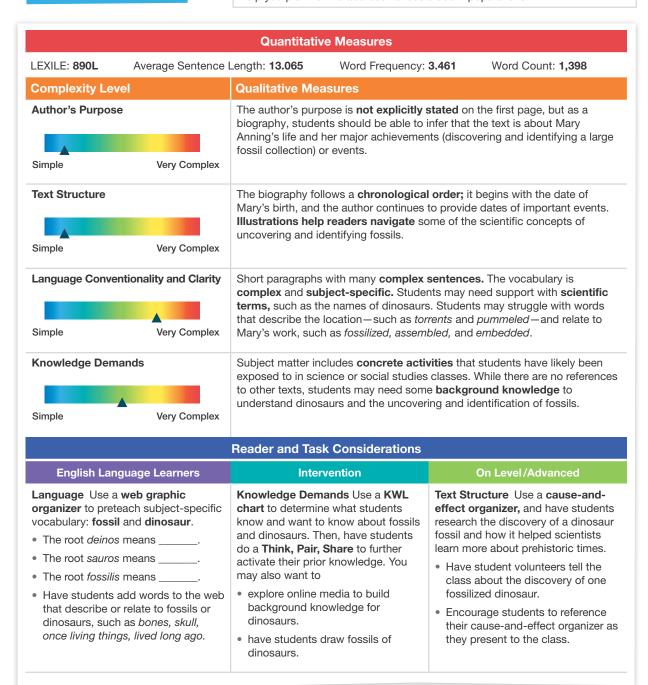
Recommended Placement

The **Quantitative Measures** place this text in the Grade 4–5 complexity band.

The **Qualitative Measures** suggest that students might need additional support with

- Language: Domain-specific vocabulary
- Knowledge Demands: Fossils and dinosaurs

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: **890L**   Average Sentence Length: **13.065**   Word Frequency: **3.461**   Word Count: **1,398**

Complexity Level	Qualitative Measures
Author's Purpose Simple — Very Complex	The author's purpose is **not explicitly stated** on the first page, but as a biography, students should be able to infer that the text is about Mary Anning's life and her major achievements (discovering and identifying a large fossil collection) or events.
Text Structure Simple — Very Complex	The biography follows a **chronological order;** it begins with the date of Mary's birth, and the author continues to provide dates of important events. **Illustrations help readers navigate** some of the scientific concepts of uncovering and identifying fossils.
Language Conventionality and Clarity Simple — Very Complex	Short paragraphs with many **complex sentences.** The vocabulary is **complex** and **subject-specific.** Students may need support with **scientific terms,** such as the names of dinosaurs. Students may struggle with words that describe the location—such as *torrents* and *pummeled*—and relate to Mary's work, such as *fossilized, assembled,* and *embedded*.
Knowledge Demands Simple — Very Complex	Subject matter includes **concrete activities** that students have likely been exposed to in science or social studies classes. While there are no references to other texts, students may need some **background knowledge** to understand dinosaurs and the uncovering and identification of fossils.

Reader and Task Considerations

English Language Learners	Intervention	On Level/Advanced
Language Use a **web graphic organizer** to preteach subject-specific vocabulary: **fossil** and **dinosaur**. • The root *deinos* means _____. • The root *sauros* means _____. • The root *fossilis* means _____. • Have students add words to the web that describe or relate to fossils or dinosaurs, such as *bones, skull, once living things, lived long ago.*	**Knowledge Demands** Use a **KWL chart** to determine what students know and want to know about fossils and dinosaurs. Then, have students do a **Think, Pair, Share** to further activate their prior knowledge. You may also want to • explore online media to build background knowledge for dinosaurs. • have students draw fossils of dinosaurs.	**Text Structure** Use a **cause-and-effect organizer,** and have students research the discovery of a dinosaur fossil and how it helped scientists learn more about prehistoric times. • Have student volunteers tell the class about the discovery of one fossilized dinosaur. • Encourage students to reference their cause-and-effect organizer as they present to the class.

myView LITERACY — TEXT COMPLEXITY

Twins in Space: Can twin astronauts help us get to Mars?
By Rebecca Boyle
Genre: Magazine Article

Recommended Placement

The **Quantitative Measures** place this text in the Grade 4–5 complexity band.

The **Qualitative Measures** suggest that students might need additional support with

- Language: Scientific terms and pronouns and antecedents
- Knowledge Demands: Space travel and scientific terms

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: **970L**   Average Sentence Length: **14.539**   Word Frequency: **3.487**   Word Count: **1,294**

Complexity Level	Qualitative Measures
Author's Purpose Simple — Very Complex	The author's purpose is **clear and stated** early in the text. As a magazine article, students should be able to follow the **main ideas and details** to understand why NASA is studying the twins and how they are being studied.
Text Structure Simple — Very Complex	The magazine article makes **clear connections between ideas and events**. Text features like **headings** help organize the text, and though the text structure is clear (**comparing and contrasting** each twin's experience, one in space and one on Earth) there are also other details about space travel and living to navigate. **Photographs and captions** support the text but are not essential to the text.
Language Conventionality and Clarity Simple — Very Complex	The sentences are primarily **compound and complex**. The vocabulary is mostly **familiar;** however, students may need support with scientific terms, such as *DNA, chromosome,* and *telomeres.* Pronouns and antecedents may be difficult to track since both subjects are male.
Knowledge Demands Simple — Very Complex	Subject matter includes **concrete ideas**. There are references to historical events, and students may need **background knowledge** on these events as well as space travel and scientific study of DNA to fully understand the article.

Reader and Task Considerations

English Language Learners	Intervention	On Level/Advanced
Language Use a **web graphic organizer** to preteach the word *DNA*. Ask yes/no questions about DNA to help students understand the term and complete the organizer. Then, discuss pronouns and antecedents. Explain that both subjects are male, so the pronouns will be masculine. In order to determine who the pronoun refers to, students need to pay attention to the antecedent. • An antecedent is _____. • *Him* and *his* are _____ pronouns.	**Knowledge Demands** Use a **T-chart** labeled *Living in Space* and *Living on Earth.* Ask students what it might be like to live in space and how it is different from living on Earth. Then, have students do a **Think, Pair, Share** to further activate their ideas about living in space. You may also want to • explore online media to build background for living in space. • have students draw the inside of the International Space Station.	**Purpose Say:** Imagine that you are writing an article about people traveling in space. What would you want to know about how space affects a person? Have students • make a **list** of what they want to know about space's effects on humans. • share their ideas with a partner.

myView LITERACY

TEXT COMPLEXITY

Life at the Top
By Veronica Ellis
Genre: Informational
Text

Recommended Placement

The **Quantitative Measures** place this text in the Grade 4–5 complexity band.

The **Qualitative Measures** suggest that students might need additional support with

- Language: Subject-specific vocabulary and challenging words
- Knowledge Demands: How the body functions

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: **860L**   Average Sentence Length: **11.393**   Word Frequency: **3.35**   Word Count: **1,857**

Complexity Level	Qualitative Measures
Author's Purpose Simple — Very Complex	The author's purpose is **explicitly stated** on the first page: *They live by the idea that altitude builds stronger hearts, more efficient lungs, and better endurance.* Some athletes train at high altitudes to become better athletes. The author **clearly** gives the background and science for high-altitude training and discusses athletes who have experienced it.
Text Structure Simple — Very Complex	**Connections between ideas** are explicit and clear; the **description text structure's** ideas and examples are **easy to follow. Text features** such as headings help readers navigate the content. **Graphics**, such as maps, diagrams, and photographs, **support the content** but are mostly supplementary to understanding the text.
Language Conventionality and Clarity Simple — Very Complex	The sentences are mostly **simple** with some **complex sentences**. The vocabulary is mostly **familiar**, although some is **subject-specific** (*oxygen, altitude, lung capacity, endurance, nutrients*). Students may need support with more challenging words (*exaggerated, benefits, economy*).
Knowledge Demands Simple — Very Complex	Subject matter includes **simple, concrete ideas** that students will relate to. While there are no references to other texts, students may need some **background knowledge** to understand how the human body functions, particularly at high altitudes.

Reader and Task Considerations

English Language Learners	Intervention	On Level/Advanced
Language Use a **two-column chart** to help students understand **idioms** and **figurative language**, such as *when it comes down to it* and *popped up all over*. Then, use the **sentence frames** below to help students understand the pronouns *this* and *those*. Explain that these pronouns refer to the subject of the previous sentence. • _____ is a big advantage. • _____ give the body long-lasting energy.	**Knowledge Demands** Use a **KWL chart** to determine what students know and want to know about athletic training. Then, have students do a **Think, Pair, Share** to further activate their prior knowledge. You may also want to • use online resources to discuss how the body functions at high altitudes. • discuss the importance of athletic training.	**Text Structure Say:** Imagine that you are writing an article about the way athletes train and the effects of that training. What graphics can you include to help readers understand your main ideas? Have students • think of two graphics. • explain their graphics to a partner. • use online sources to find information about athletic training and graphics that can accompany the information.

myView LITERACY — TEXT COMPLEXITY

Barbed Wire Baseball
By Marissa Moss
Genre: Biography

Recommended Placement

The **Quantitative Measures** place this text in the Grade 4–5 complexity band.

The **Qualitative Measures** suggest that students might need additional support with

- Language: Figurative language
- Knowledge Demands: Internment camps and World War II

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: **790L** Average Sentence Length: **10.185** Word Frequency: **3.535** Word Count: **1,711**

Complexity Level	Qualitative Measures
Author's Purpose Simple ——— Very Complex	The author's purpose is **implied but easy to identify.** The text gives an account of Zeni's life before internment and what he does to cope with the experience of internment. Students should recognize that the author is telling the story of Zeni's life by describing important people, dates, events, and accomplishments.
Text Structure Simple ——— Very Complex	The biography is told in **chronological order** with illustrations that **support the text**; students should notice the passage of time (*when he grew up, in 1941).* Students may need help with the two storylines that are **not easy to predict**: Zeni's love of baseball and the internment of Japanese Americans, including Zeni and his family.
Language Conventionality and Clarity Simple ——— Very Complex	The sentences are mostly **compound and complex**. Students may need assistance understanding long sentences with multiple phrases. Students may need support understanding **figurative language**, such as *towering like redwood trees, he felt like a giant,* and *shrinking into a tiny hard ball,* and baseball terms, *infield, outfield, bases, foul lines.*
Knowledge Demands Simple ——— Very Complex	The subject matter **will be unfamiliar** to most students. Much of the biography takes place in an internment camp in Arizona. However, students may relate to playing baseball and to building or creating something. Students will benefit from some **background knowledge** of internment camps and World War II.

Reader and Task Considerations

English Language Learners	Intervention	On Level/Advanced
Language Explain that figurative language often compares two things to describe one thing. Offer examples of comparing something with nature, such as *My aunt's love was like a tall oak tree—solid and strong.* Work with students to point out what is compared: the aunt's love and a strong tree. Provide **sentence frames** for students to practice using figurative language. • My family is like a _____. • I feel like a _____ when I _____.	**Knowledge Demands** Use a **KWL chart** to record what students already know and what they want to know about World War II and internment camps. After reading, revisit the chart and have students record what they learned.	**Purpose Say:** We're going to read a biography. What kinds of things do you think you'll learn about the person? Have students • research the biography genre. • make a **list** of typical genre features. • share their lists.

SCOPE AND SEQUENCE	K	1	2	3	4	5
FOUNDATIONAL SKILLS						
Print Concepts						
Hold a book upright and turn from page to page	•	•				
Track print from left to right, top to bottom of a page, and from front to back of a book	•	•				
Know uppercase and lowercase letters	•	•				
Understand that words are separated by spaces	•	•				
Identify the correspondence between oral words and printed words	•	•				
Show awareness of information in different parts of a book	•	•				
Recognize the upper- and lowercase letters of the alphabet	•	•				
Alphabetize to the first or second letter		•	•			
Phonological Awareness						
Recognize and produce rhyming words	•	•	•			
Count syllables in spoken words	•	•				
Segment and blend syllables in words	•	•				
Segment and blend onset and rime	•	•				
Identify the same and different initial sounds in words	•	•				
Identify the same and different ending sounds in words	•	•				
Identify the same and different medial sounds in words	•	•				
Isolate the initial, medial, or ending sounds in words	•	•				
Add or delete beginning or ending phonemes in words	•	•	•			
Segment a word or syllable into sounds	•	•				
Phonics						
Connect sounds and letters to consonants	•	•	•	•	•	•
Know sound-letter relationships and match sounds to letters	•	•	•	•	•	•
Generate sounds from letters and blend those sounds to decode	•	•	•	•	•	•
• Consonants, consonant blends, and consonant digraphs	•	•	•	•	•	•
• Short and long vowels	•	•	•	•	•	•
• *r*-controlled vowels, vowel digraphs, and other common vowel patterns	•	•	•	•	•	•
Decode multisyllabic words	•	•	•	•	•	•
Recognize common letter patterns in words and use them to decode syllables (CVC, VCCV, VCV, VCCCV)	•	•	•	•	•	•
High-Frequency Words						
Read common high-frequency words (sight words)	•	•	•	•	•	•
Read irregularly spelled words	•	•	•	•	•	•

READING WORKSHOP

SCOPE AND SEQUENCE	K	1	2	3	4	5
Word Structure and Knowledge						
Use a dictionary to find words, determine word origin, syllabication, and pronunciation	•	•	•	•		
Recognize and know the meaning of common prefixes and suffixes		•	•	•	•	•
Recognize and know common inflectional endings (*-s, -es, -er, -est, -ed, -ing*)		•	•	•	•	•
Decode words with common suffixes (*-ly, -ful, -able, -ible, -ment, -less*)		•	•	•	•	•
Learn and recognize irregular spellings of words		•	•	•	•	•
Identify and decode compound words and contractions	•	•	•	•		
Fluency						
Read aloud with accuracy		•	•	•	•	•
Read aloud with appropriate pace and expression		•	•	•	•	•
Read aloud with prosody (stress, intonation)		•	•	•	•	•
Read aloud grade-level poetry and prose with fluency, accuracy, and comprehension		•	•	•	•	•
READING COMPREHENSION						
Genre Characteristics						
Identify and understand types of fiction (e.g., historical, realistic, traditional)	•	•	•	•	•	•
Identify and understand types of informational texts (e.g., science, social studies, technical)	•	•	•	•	•	•
Identify and understand characteristics of informational text (e.g., headings, illustrations, maps, captions, tables, sidebars)	•	•	•	•	•	•
Identify and understand structures of informational texts (e.g., cause and effect, problem and solution, compare and contrast)	•	•	•	•	•	•
Identify and understand characteristics of opinion writing or persuasive texts (facts, opinions, claim, supporting evidence, counterclaim)	•	•	•	•	•	•
Identify and understand characteristics of poetry and drama	•	•	•	•	•	•
Identify and understand characteristics of digital and multimodal texts	•	•	•	•	•	•
Identify the audience of a text					•	•
Key Ideas and Details						
Ask and answer questions about what is read	•	•	•	•	•	•
Identify details to help determine key ideas and themes	•	•	•	•	•	•
Use text evidence to support a response	•	•	•	•	•	•
Retell and paraphrase text	•	•	•	•	•	•
Make inferences or draw conclusions about a text, character, or theme	•	•	•	•	•	•
Set a purpose for reading	•	•	•	•	•	•
Make predictions	•	•	•	•	•	•

SCOPE AND SEQUENCE	K	1	2	3	4	5
Analysis						
Evaluate details to determine the main idea	•	•	•	•	•	•
Retell, paraphrase, or summarize a text	•	•	•	•	•	•
Make connections (to a text, to other texts, to personal experiences, to society)	•	•	•	•	•	•
Identify cause and effect				•	•	•
Compare and contrast details and information	•	•	•	•	•	•
Recognize facts and opinions				•	•	•
Confirm or correct predictions	•	•	•	•	•	•
Create mental images to build understanding of a text	•	•	•	•	•	•
Monitor comprehension and make adjustments to improve understanding		•	•	•	•	•
Describe the relationships between ideas, events, characters, people	•	•	•	•	•	•
Explain the effect of various elements of poetry (rhyme, imagery, line breaks, stanzas)			•	•	•	•
Analyze elements of fiction and drama (characters, setting, plot, dialogue, theme)	•	•	•	•	•	•
Identify and analyze the parts of a plot (rising action, conflict, falling action, resolution)	•	•	•	•	•	•
Identify the use of literary elements and devices (e.g., alliteration, hyperbole, imagery, symbolism)			•	•	•	•
Synthesize information to create a new understanding	•	•	•	•	•	•
Distinguish and analyze author's point of view	•	•	•	•	•	•
Determine the meaning of specific words or phrases used in a text	•	•	•	•	•	•
Recognize the characteristics of persuasive or argumentative text		•	•	•	•	•
Analyze graphic elements and features (e.g., illustrations, diagrams, graphs, maps)	•	•	•	•	•	•
Response to Sources						
Reflect on reading and respond by speaking or writing	•	•	•	•	•	•
Use text or text evidence to write about what is read	•	•	•	•	•	•
Interact with sources in meaningful ways	•	•	•	•	•	•
Make connections to personal experiences, ideas in other texts, society	•	•	•	•	•	•
Comparison Across Texts						
Compare two or more texts	•	•	•	•	•	•
Compare two or more genres	•	•	•	•	•	•
Compare two or more authors	•	•	•	•	•	•
Appreciate texts across a broad range of genres	•	•	•	•	•	•

READING WORKSHOP

SCOPE AND SEQUENCE	K	1	2	3	4	5
Independent and Self-Selected Reading						
Read independently for an extended period of time	•	•	•	•	•	•
Self-select texts for independent reading	•	•	•	•	•	•
Oral Language						
Work collaboratively with others	•	•	•	•	•	•
Listen actively, ask relevant questions, and make pertinent comments	•	•	•	•	•	•
Express an opinion supported by reasons	•	•	•	•	•	•
Use eye contact and speak with appropriate rate and volume	•	•	•	•	•	•
Follow or restate oral directions				•	•	•
Develop social communication skills, such as conversing politely	•	•	•	•	•	•
Report on a topic or give a presentation using an appropriate mode of delivery	•	•	•	•	•	•
VOCABULARY ACQUISITION						
High-Frequency Words						
Identify and read high-frequency (sight) words	•	•	•	•	•	•
Word Study						
Identify and learn words that name actions, directions, positions, sequences, and other categories and locations	•	•				
Alphabetize words to the third letter			•	•		
Identify and use context clues to learn about unfamiliar words	•	•	•	•	•	•
Understand synonyms and antonyms			•	•	•	•
Identify and understand the meaning of common prefixes	•	•	•	•	•	•
Identify and understand the meaning of common suffixes	•	•	•	•	•	•
Use knowledge of word roots, prefixes, and suffixes to determine the meaning of new words		•	•	•	•	•
Use knowledge of word relationships to determine the meaning of new words		•	•	•	•	•
Learn and understand common abbreviations			•	•		
Identify and learn about compound words			•	•		
Identify and learn homographs and homophones	•	•	•	•	•	
Learn and understand idioms and figurative language, including word nuances (i.e., shades of meaning) and literal and nonliteral meanings of words and phrases	•	•	•	•	•	•
Learn and understand transitions or signal words (e.g., time order, chronological order, cause-and-effect order, compare-and-contrast order)				•	•	•
Learn about word origins and word histories						•
Understand adages and proverbs						•

READING WORKSHOP

READING–WRITING WORKSHOP BRIDGE

READING–WRITING WORKSHOP BRIDGE

SCOPE AND SEQUENCE	K	1	2	3	4	5
Word Learning Strategies						
Use picture cues and other graphics to help determine the meaning of new words	•	•				
Recognize and learn selection vocabulary	•	•	•	•	•	•
Use print and digital references to determine the meaning of new words	•	•	•	•	•	•
Learn academic language	•	•	•	•	•	•
Learn and understand domain-specific vocabulary and specialized vocabulary				•	•	•
Academic Language						
Learn the language of ideas used in academic discourse				•	•	•
Understand the difference between informal spoken language and the conventions of formal written language			•	•	•	•
ANALYZE AUTHOR'S CRAFT						
Analyze and describe an author's use of imagery and figurative language	•	•	•	•	•	•
Identify and analyze an author's use of simile and metaphor			•	•	•	•
Analyze an author's use of illustrations	•	•	•	•	•	•
Analyze an author's use of print and graphic features (e.g., titles, headings, charts, tables, graphs)	•	•	•	•	•	•
Analyze an author's use of text structure (e.g., time order, compare and contrast, cause and effect)	•	•	•	•	•	•
Analyze how an author's language and word choice contribute to voice		•	•	•	•	•
Analyze an author's use of point of view	•	•	•	•	•	•
Analyze and explain an author's purpose and message in a text	•	•	•	•	•	•
DEVELOP WRITER'S CRAFT						
Introduce a topic or opinion	•	•	•	•	•	•
Use a clear and coherent organization		•	•	•	•	•
Provide reasons and evidence to support a claim or opinion		•	•	•	•	•
End with a concluding or final statement		•	•	•	•	•
Use linking words and phrases (i.e., transitions) to connect and organize ideas		•	•	•	•	•
Describe experiences with facts and descriptive details in a clear sequence		•	•	•	•	•
Use dialogue and description to develop situations and characters		•	•	•	•	•
Use description to show the reaction of characters or real persons to situations and events			•	•	•	•
CONVENTIONS OF LANGUAGE						
Spelling						
Use and apply knowledge of spelling to spell grade-level words	•	•	•	•	•	•
Consult reference materials (glossaries, dictionaries) as needed to correct spelling	•	•	•	•	•	•

SCOPE AND SEQUENCE	K	1	2	3	4	5
Spelling *(cont.)*						
Use and apply knowledge of base words and affixes to spell words with inflections, prefixes, or suffixes		•	•	•	•	•
Spell words with blends, digraphs, silent letters, and unusual consonant combinations	•	•	•	•	•	•
Spell words with short vowels, long vowels, *r*-controlled vowels, the schwa sound, and other vowel combinations		•	•	•	•	•
Use knowledge of Greek and Latin roots to spell words					•	•
Use knowledge of syllable patterns (e.g., VCV, VCCV, VCCCV) to spell multisyllabic words	•	•	•	•	•	•
Spell words with irregular plurals		•	•	•	•	
Learn and spell high-frequency words	•	•	•	•	•	•
Grammar and Usage						
Learn about the parts of speech, including						
• nouns and pronouns	•	•	•	•	•	•
• adjectives and adverbs		•	•	•	•	•
• prepositions and prepositional phrases	•	•	•	•	•	•
• conjunctions, interjections, and articles		•	•	•	•	•
Use and form irregular plurals of nouns		•	•	•	•	
Use and form verb tenses with regular and irregular verbs		•	•	•	•	•
Use and form comparative and superlative forms of adjectives and adverbs				•	•	•
Use coordinating, correlative, and subordinating conjunctions			•	•	•	•
Form and use contractions		•	•			
Use an apostrophe and form singular and plural possessives		•	•	•	•	
Identify and use declarative, interrogative, exclamatory, and imperative sentences	•	•	•	•		
Identify and use simple, compound, and complex sentences		•	•	•	•	•
Write sentences with subject-verb agreement		•	•	•	•	•
Avoid common sentence errors (e.g., misused words, misplaced modifiers, double negatives, shifts in verb tense)					•	•
Capitalization and Punctuation						
Capitalize the beginnings of sentences, proper nouns and adjectives, the pronoun *I,* days of the week and months of the year, holidays	•	•	•	•	•	•
Use end punctuation with sentences (period, question mark, exclamation mark)	•	•	•	•		
Use common conventions for commas (e.g., in dates and addresses; with items in a series; in compound sentences; with greetings and closings; in dialogue)		•	•	•	•	•
Use an apostrophe to form contractions and possessives, when appropriate		•	•	•	•	

SCOPE AND SEQUENCE	K	1	2	3	4	5
Capitalization and Punctuation *(cont.)*						
Learn how and when to use quotation marks with dialogue				•	•	•
FOUNDATIONAL SKILLS FOR WRITING						
Letter Formation, Handwriting, Cursive						
Develop handwriting by printing words legibly	•	•	•			
Write legibly by leaving appropriate spaces between words		•	•	•		
Write cursive letters legibly			•	•	•	•
Ways of Writing						
Create writing in both printed and digital forms	•	•	•	•	•	•
Write regularly both short and longer products			•	•	•	•
Revise and edit drafts of writing		•	•	•	•	•
Develop keyboarding skills				•	•	•
Use technology to produce and publish writing	•	•	•	•	•	•
Use technology to interact and collaborate with others	•	•	•	•	•	•
Speaking and Listening						
Participate in discussions with partners and groups about writing	•	•	•	•	•	•
Work with a peer or group to revise and edit writing	•	•	•	•	•	•
COMPOSITION						
The Writing Process: Plan, Draft, Revise, Edit, Publish						
Prewrite and plan using a variety of strategies	•	•	•	•	•	•
Develop drafts into organized pieces of writing	•	•	•	•	•	•
Revise drafts for coherence and clarity	•	•	•	•	•	•
Edit drafts for the conventions of standard English	•	•	•	•	•	•
Publish written work for audiences	•	•	•	•	•	•
Genre Immersion: Modes and Products						
Write in a variety of modes						
• Informative or explanatory	•	•	•	•	•	•
• Narrative	•	•	•	•	•	•
• Persuasive	•	•	•	•	•	•
Write and produce a variety of forms of writing						
• Letters, thank-you notes, emails		•	•	•	•	•
• Editorials, presentations, speeches, essays, brochures	•	•	•	•	•	•
• News stories, reports, summaries, how-to articles, informational articles	•	•	•	•	•	•
• Poems, stories, plays, and other creative writing	•	•	•	•	•	•
Write in self-selected forms			•	•	•	•

WRITING WORKSHOP

SCOPE AND SEQUENCE	K	1	2	3	4	5
SPEAKING						
Retell an experience or story	•	•	•	•	•	•
Summarize a text or experience with descriptive details and relevant facts	•	•	•	•	•	•
Discuss politely and respectfully in groups	•	•	•	•	•	•
Speak clearly and coherently about a topic or text	•	•	•	•	•	•
Speak with sufficient volume and appropriate rate	•	•	•	•	•	•
Communicate effectively while following the conventions of English	•	•	•	•	•	•
Ask and answer questions	•	•	•	•	•	•
Ask for and provide clarification or elaboration	•	•	•	•	•	•
Connect ideas to those of others in a group	•	•	•	•	•	•
Report on a topic or text		•	•	•	•	•
Include media in an oral presentation or report			•	•	•	•
LISTENING						
Listen to others when working in groups or with partners	•	•	•	•	•	•
Use active listening strategies (e.g., making eye contact, facing the speaker, asking questions)	•	•	•	•	•	•
Work collaboratively with others by following agreed-upon rules, norms, and protocols	•	•	•	•	•	•
COLLABORATION						
Engage in discussions (e.g., one-on-one, in groups, teacher-led) on collaborative projects	•	•	•	•	•	•
Work in pairs or with partners for inquiry projects		•	•	•	•	•
RESEARCH SKILLS AND PROCESS						
Conduct Short Research Projects						
Develop and follow a plan for research	•	•	•	•	•	•
Compose correspondence that requests information		•	•	•	•	•
Take notes on sources and organize information from notes		•	•	•	•	•
Generate questions for formal or informal inquiry	•	•	•	•	•	•
Use an appropriate mode of delivery to present results		•	•	•	•	•
Paraphrase information from research sources		•	•	•	•	•
Identify and Gather Information						
Use primary and secondary sources for research			•	•	•	•
Avoid plagiarism				•	•	•
Find information for research from both print and online sources	•	•	•	•	•	•
Cite research sources (including print and online sources) and develop a bibliography			•	•	•	•
Review sources critically for relevance and reliability		•	•	•	•	•

ORAL LANGUAGE

PROJECT-BASED INQUIRY

SCOPE AND SEQUENCE	K	1	2	3	4	5
Identify and Gather Information *(cont.)*						
Demonstrate understanding of information gathered	•	•	•	•	•	•
Make appropriate use of media and technology	•	•	•	•	•	•
Interact with sources in meaningful ways	•	•	•	•	•	•
TEST PREPARATION						
Editing						
Edit for complete sentences (avoid sentence fragments, run-on sentences, and comma splices)				•	•	•
Edit for capitalization (e.g., proper nouns and adjectives, first word in a sentence, pronoun *I,* days of the week, months of the year) and punctuation (periods, question marks, apostrophes, quotation marks)	•	•	•	•	•	•
Edit for end punctuation (periods, question marks, exclamation marks) and other punctuation, including commas, apostrophes, and quotation marks, where appropriate	•	•	•			
Edit for commas in dates, addresses, compound sentences, and quotations		•	•	•	•	
Edit to avoid spelling mistakes		•	•	•	•	•
Edit to maintain consistent verb tense		•	•	•	•	•
Edit to maintain subject-verb agreement		•	•	•	•	•
Extended Writing Prompts						
Develop a personal narrative		•	•	•	•	•
Develop an informational or explanatory paragraph or essay		•	•	•	•	•
Develop poetry or fiction		•	•	•	•	•
Develop a persuasive paragraph or essay				•	•	•
Develop correspondence		•	•	•	•	•
Author's Craft and Structure						
Identify the author's purpose and craft	•	•	•	•	•	•

ASSESSMENT

T133, T141, T147, T165, T183, T191, T199, T205, T223, T243, T251, T259, T265, T283, T307, T315, T323, T329; **U3:**T31, T45, T53, T61, T67, T85, T105, T113, T121, T127, T145, T171, T179, T187, T193, T211, T245, T253, T261, T267, T285, T299, T307, T321; **U4:**T31, T55, T63, T71, T77, T95, T117, T125, T133, T139, T157, T179, T187, T195, T201, T219, T245, T253, T261, T267, T285, T311, T319, T327, T333; **U5:**T31, T51, T59, T67, T73, T91, T111, T119, T127, T133, T151, T179, T187, T195, T201, T219, T239, T247, T255, T261, T279, T303, T311, TT319, T325

Book Club**, U1:**T31, T75, T93, T135, T153, T193, T211, T255, T273, T327; **U3:**T31, T67, T85, T127, T145, T193, T211; **U4:**T95, T139, T157, T201, T219, T267, T285, T333

Conferring, **U1:**T31, T53, T61, T69, T75, T93, T113, T121, T129, T135, T153, T171, T179, T187, T193, T211, T233, T241, T249, T255, T273, T305, T313, T321, T327; **U2:**T31, T57, T65, T73, T79, T97, T125, T133, T141, T147, T165, T183, T191, T199, T205, T223, T243, T251, T259, T265, T283, T307, T315, T323, T329; **U3:**T31, T45, T53, T61, T67, T85, T105, T113, T121, T127, T145, T170, T179, T187, T193, T211, T245, T253, T261, T267, T285, T299, T307, T321; **U4:**T31, T55, T63, T71, T77, T95, T117, T125, T133, T139, T157, T179, T187, T195, T201, T219, T245, T253, T261, T267, T285, T311, T319, T327, T333; **U5:**T31, T51, T59, T67, T73, T91, T111, T119, T127, T133, T151, T179, T187, T195, T201, T219, T239, T247, T255, T261, T279, T303, T311, T319, T325

Independent Reading, **U1:**T31, T53, T61, T69, T75, T93, T113, T121, T129, T135, T153, T171, T179, T187, T193, T211, T233, T241, T249, T255, T273, T305, T313, T321, T327; **U2:**T31, T57, T65, T73, T79, T97, T125, T133, T141, T147, T165, T183, T191, T199, T205, T223, T243, T251, T259, T265, T283, T307, T315, T323, T329; **U3:**T31, T45, T53, T61, T67, T85, T105, T113, T121, T127, T145, T171, T179, T187, T193, T211, T245, T253, T261, T267, T285, T299, T307, T321; **U4:**T31, T55, T63, T71, T77, T95, T117, T125, T133, T139, T157, T179, T187, T195, T201, T219, T245, T253, T261, T267, T285, T311, T319, T327, T333; **U5:**T31, T51, T59, T67, T73, T91, T111, T119, T127, T133, T151, T179, T187, T195, T201, T219, T239, T247, T255, T261, T279, T303, T311, T319, T325

Leveled Readers, **U1:**T29, T31, T53, T61, T69, T75, T91, T93, T113, T121, T129, T135, T151, T153, T171, T179, T187, T193, T209, T211, T233, T241, T249, T255, T271, T273, T305, T313, T321, T327; **U2:**T29, T31, T57, T65, T73, T79, T95, T97, T125, T133, T141,

T147, T163, T165, T183, T191, T199, T205, T221, T223, T243, T251, T259, T265, T281, T283, T307, T315, T323, T329; **U3:**T29, T31, T45, T53, T61, T67, T83, T85, T105, T113, T121, T127, T143, T145, T170, T179, T187, T193, T209, T211, T245, T253, T261, T267, T283, T285, T299, T307, T321; **U4:**T29, T31, T55, T63, T71, T77, T93, T95, T117, T125, T133, T139, T155, T157, T179, T187, T195, T201, T217, T219, T245, T253, T261, T267, T283, T285, T311, T319, T327, T333; **U5:**T29, T31, T51, T59, T67, T73, T89, T91, T111, T119, T127, T133, T149, T151, T179, T187, T195, T201, T217, T219, T239, T247, T255, T261, T277, T279, T303, T311, T319, T325

Literacy Activities,**U1:**T31, T53, T61, T69, T75, T93, T113, T121, T129, T135, T153, T171, T179, T187, T193, T211, T233, T241, T249, T255, T273, T305, T313, T321, T327; **U2:**T31, T57, T65, T73, T79, T97, T125, T133, T141, T147, T165, T183, T191, T199, T205, T223, T243, T251, T259, T265, T283, T307, T315, T323, T329; **U3:**T31, T45, T53, T61, T67, T85, T105, T113, T121, T127, T145, T170, T179, T187, T193, T211, T245, T253, T261, T267, T285, T299, T307, T321; **U4:**T31, T55, T63, T71, T77, T95, T117, T125, T133, T139, T157, T179, T187, T195, T201, T219, T245, T253, T261, T267, T285, T311, T319, T327, T333; **U5:**T31, T51, T59, T67, T73, T91, T111, T119, T127, T133, T151, T179, T187, T195, T201, T219, T239, T247, T255, T261, T279, T303, T311, T319, T325

Teacher-Led Options, **U1:**T30–T31, T52–T53, T60–T61, T68–T69, T74–T75, T92–T93, T112–T113, T120–T121, T128–T129, T134–T135, T152–T153, T170–T171, T178–T179, T186–T187, T192–T193, T210–T211, T232–T233, T240–T241, T248–T249, T254–T255, T272–T273, T304–T305, T312–T313, T320–T321, T326–T327; **U2:**T30–T31, T56–T57, T64–T65, T72–T73, T78–T79, T96–T97, T124–T125, T132–T133, T140–T141, T146–T147, T164–T165, T182–T183, T190–T191, T198–T199, T204–T205, T222–T223, T242–T243, T250–T251, T258–T259, T264–T265, T282–T283, T306–T307, T314–T315, T322–T323, T328–T329; **U3:**T30–T31, T44–T45, T52–T53, T60–T61, T66–T67, T84–T85, T104–T105, T112–T113, T120–T121, T126–T127, T144–T145, T170–T171, T178–T179, T186–T187, T192–T193, T210–T211, T244–T245, T252–T253, T260–T261, T266–T267, T284–T285, T298–T299, T306–T307, T314–T315, T320–T321; **U4:**T30–T31, T54–T55, T62–T63, T70–T71, T76–T77, T94–T95, T116–T117, T124–T125, T132–T133, T138–T139, T156–T157, T178–T179, T186–T187, T194–T195, T200–T201, T218–T219, T244–T245, T252–T253, T260–T261, T266–T267,

Cross-Curricular Perspectives

science, **U1:**T96, T99, T100, T103, T105, T107; **U2:**T34, T39, T41, T49, T100, T102, T109, T110, T113, T115, T117, T168, T173, T227, T228, T232, T233, T236, T287, T289, T290, T292, T296, T298, T299; **U3:**T34, T39; **U5:**T35, T36, T44, T95, T107, T154, T164, T223, T226, T227, T228, T231, T282, T286, T288, T290, T292, T293, T455

social studies, **U1:**T38, T40, T42, T157, T159, T160, T215, T216, T220, T222, T227, T276, T278, T288, T291, T296, T457; **U3:**T96, T148, T150, T154, T157, T158, T162, T163, T215, T220, T221, T228, T289, T291, T451; **U4:**T34, T41, T45, T98, T101, T104, T108, T160, T165, T222, T224, T229, T231, T236, T288, T290, T294, T298, T300, T302, T304, T463

Cross-text evaluation. *See* Compare texts

D

Decodable Readers. *See* Assess and Differentiate, Small Group, Independent/Collaborative, Decodable Reader

Demonstratives. *See* Adjectives; Language and Conventions

Details, identify. *See* Main idea, and details

Dialogue (punctuating), U5:T439, T443, T447, T451

Dictionary/glossary. *See* Reference sources; Spelling; Vocabulary skills/strategies, dictionary/glossary

Differentiated instruction. *See* Assess and Differentiate

Digital texts. *See* SavvasRealize.com to access Realize Reader and all other digital content

Discussion. *See* Listening, listening comprehension

Drama. *See* Genres, drama/play

E

Electronic information. *See* Technology

ELL (English Language Learners)

access, **U1:**T33, T54, T83, T95, T114, T143, T155, T172, T201, T213, T234, T263, T275, T306; **U2:**T21, T33, T58, T87, T99, T126, T155, T167, T184, T213, T225, T244, T273, T285, T295; **U3:**T25, T33, T46, T75, T87, T135, T147, T172, T201, T213, T227, T246, T275, T287, T300; **U4:**T21, T33, T56, T85, T97, T118, T147, T159, T180, T209, T221, T246, T275, T297, T312; **U5:**T21, T33, T52, T81, T93, T112, T141, T153, T180, T209, T221, T240, T269, T281

conference support, **U1:**T336, T360, T384, T408, T432; **U2:**T338, T362, T386, T410, T434; **U3:**T330, T354, T378, T402, T426; **U4:**T342, T366, T390, T414, T438; **U5:**T74, T358, T382, T406, T430

insights, **U4:**T287

language transfer, **U1:**T24; **U3:**T11, T12, T134, T138; **U4:**T24, T88, T278; **U5:**T144, T212, T268, T272

actions and visualization, **U3:**T78

base words and affixes, **U2:**T274

cognates, **U1:**T12, T22, T82, T94, T142, T144, T146, T200, T202, T262, T264, T266, T460; **U2:**T12, T20, T24, T88, T90, T154, T156, T158, T212, T214, T216, T272, T462; **U3:**T12, T20, T22, T24, T74, T76, T136, T200, T202, T204, T274, T276, T454; **U4:**T12, T22, T84, T86, T146, T148, T150, T208, T210, T246, T274, T466; **U5:**T12, T22, T24, T80, T82, T84, T140, T208, T210, T270, T458

consonant blends, **U2:**T22

consonants, **U5:**T20

consonant sounds, **U3:**T138

digraphs, **U2:**T86, T276

double final consonants, **U4:**T20

false cognates, **U4:**T212

letter sounds, **U4:**T276

parts of speech, **U3:**T278

past tense, **U1:**T204

phonics, **U1:**T20

prior knowledge, **U3:**T9

syllable pattern VCCV, **U1:**T86

vowel digraphs, **U5:**T142

targeted support, **U1:**T21, T149, T185, T207, T245, T251, T340, T461, T465, T469, T473; **U2:**T52, T88, T142, T214, T438, T463, T467, T469; **U3:**T248, T455, T457, T463, T467; **U4:**T72, T153, T467, T471, T475, T479; **U5:**T174, T270, T386, T410, T459, T463, T467, T471

academic vocabulary/language, **U1:**T13, T24, T86, T146, T162, T165, T204, T266; **U2:**T13, T24, T90, T158, T216, T276; **U3:**T13, T24, T78, T138, T219, T204, T236; **U4:**T13, T24, T88–T89, T150, T212, T278; **U5:**T13, T24, T84, T144, T212, T272

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adjectives, **U4:**T379

analyzing a lead paragraph, **U2:**T339

analyzing photographs, **U2:**T339

analyzing text features, **U5:**T229

asking and answering questions, **U1:**T122; **U5:**T82, T120

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Fluency, reading, U1:T202, T227; **U4:**T210

accuracy, **U1:**T52, T60, T68, T112, T120, T128, T170, T178, T186, T232, T240, T248, T304, T312, T320; **U2:**T56, T64, T72, T124, T132, T140, T182, T190, T198, T242, T250, T258, T306, T314, T322; **U3:**T44, T52, T60, T104, T112, T120, T170, T178, T186, T244, T264, T260, T298, T306; **U4:**T54, T62, T70, T116, T124, T132, T178, T186, T194, T244, T252, T260, T310, T318, T326; **U5:**T50, T58, T66, T106, T118, T126, T178, T186, T194, T238, T246, T254, T302, T310, T318

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See also Oral reading ability

Formative assessment. *See* Assessment, formative

Foundational skills. *See* Fluency, reading; Phonics/ decoding

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argumentative text, **U1:**T462–T463; **U3:**T456–T457; **U5:**T142–T143

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and outcome. *See* Plot, Story Structure

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Grammar and usage. *See* Adjectives; Adverbs; Agreement, subject-verb; Conjunctions; Nouns; Prepositions; Pronouns; Sentences; Verbs

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