

Teacher's Edition



myview[®]

L I T E R A C Y

3.5

SAVVAS

Teacher's Edition

myView

L I T E R A C Y

3

SAVVAS
LEARNING COMPANY

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



Grade 3 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



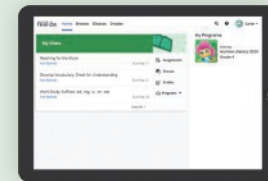
Student Interactive
2 Volumes



Trade Book Read Alouds



Genre, Skill, and
Strategy Videos

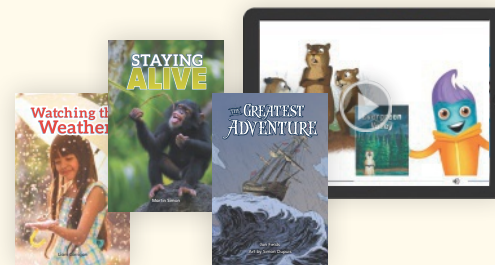


Savvas Realize™
Intermediate Student
Interface

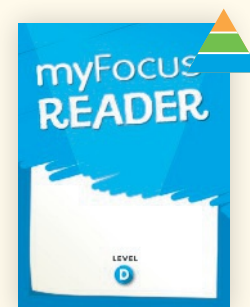
Small Group & Independent



Digital Games

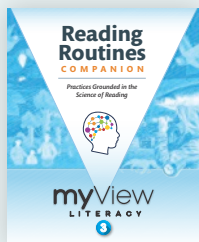


Leveled Content Readers
with Access Videos

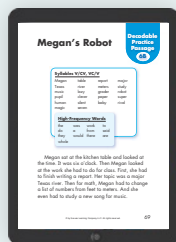


myFocus Reader

Foundational Skills



Reading
Routines
Companion



Decodable
Readers



Sound
Spelling Cards

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



Seamless Google Integration

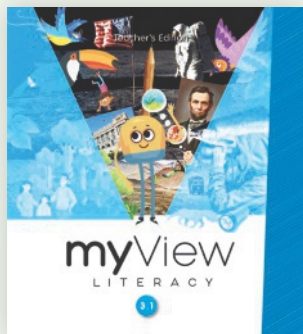


Savvas Realize™

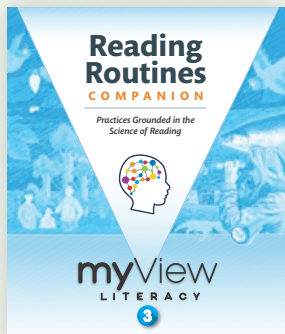
- Seamless Google Integration
- Interactive PDFs
- Distance Learning Teacher's Guide
- Downloadable/Printable Content
- Customizable Playlists
- Upload files and video
- Assign, Submit, and Grade
- Access to Realize Reader™ on and offline

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

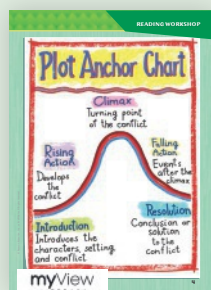
TEACHER RESOURCES



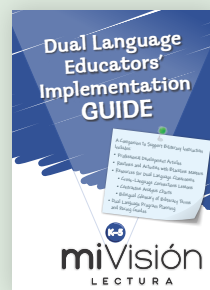
Teacher's Edition
5 Volumes



Reading Routines Companion



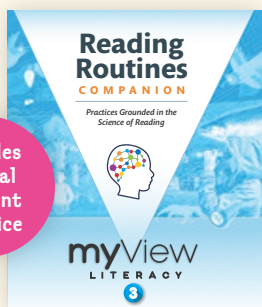
Anchor Charts



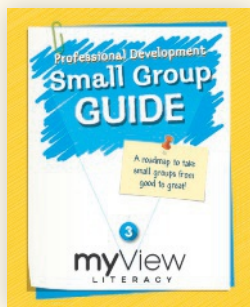
Dual Language Educators' Implementation Guide

Printables Include:

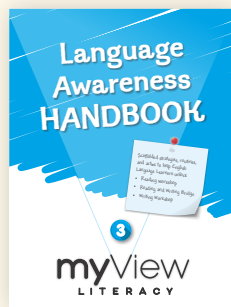
- Handwriting Practice
- Handwriting Models
- Writing Minilessons and Student Practice
- Language & Conventions Resources
- Spelling Resources
- Read Aloud Trade Book Lesson Plans



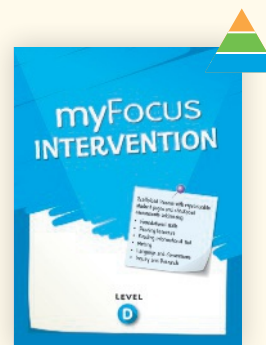
Reading Routines Companion



Small Group Professional Development Guide



Language Awareness Handbook

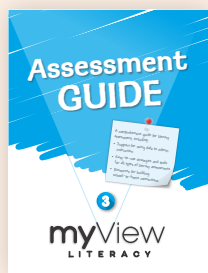


myFocus Intervention Teacher's Guide

Printables Include:

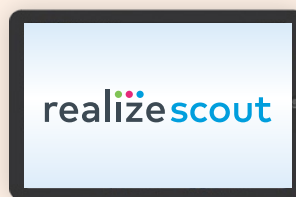
- Extension Activities
- Quest and uEngineer It! Cross-curricular projects
- Project-Based Inquiry Rubrics & Leveled Research Articles
- Writing Conference Notes & Student Feedback Template
- Leveled Literacy Stations
- Leveled Content Reader Teacher's Guide

Assessment & Reporting



Assessment Guide

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



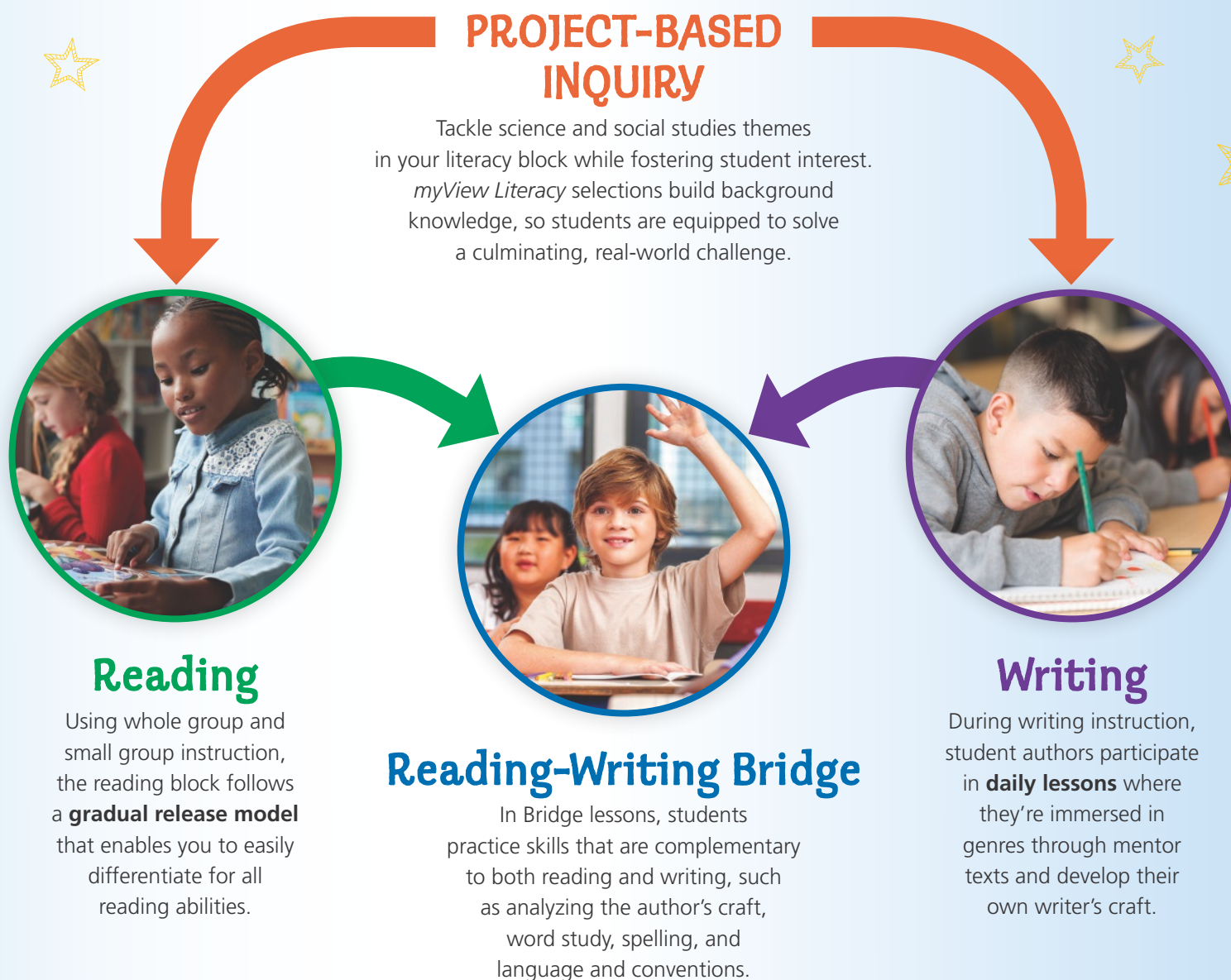
Realize Scout Observational Tool

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.



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.*

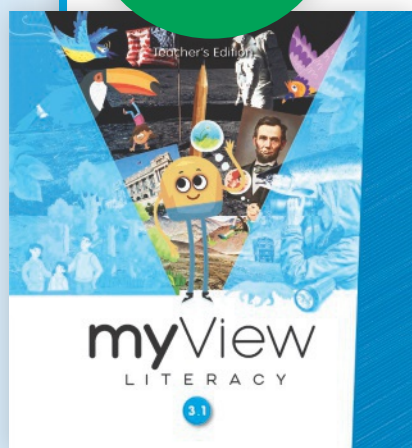
A Continuum of Resources to Meet the Needs of Your Students



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

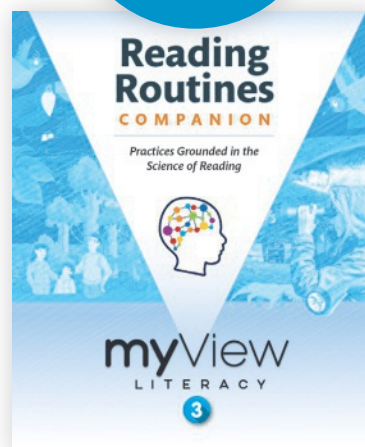
Teacher's Edition



Teacher's Edition (K-5)

Whole group lessons with corresponding small group differentiated instruction.

Reading Routines Companion



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



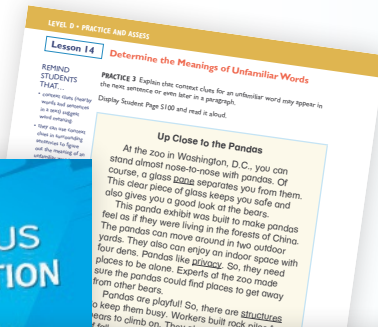
SuccessMaker®

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



myFocus Intervention

myFocus INTERVENTION



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



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)

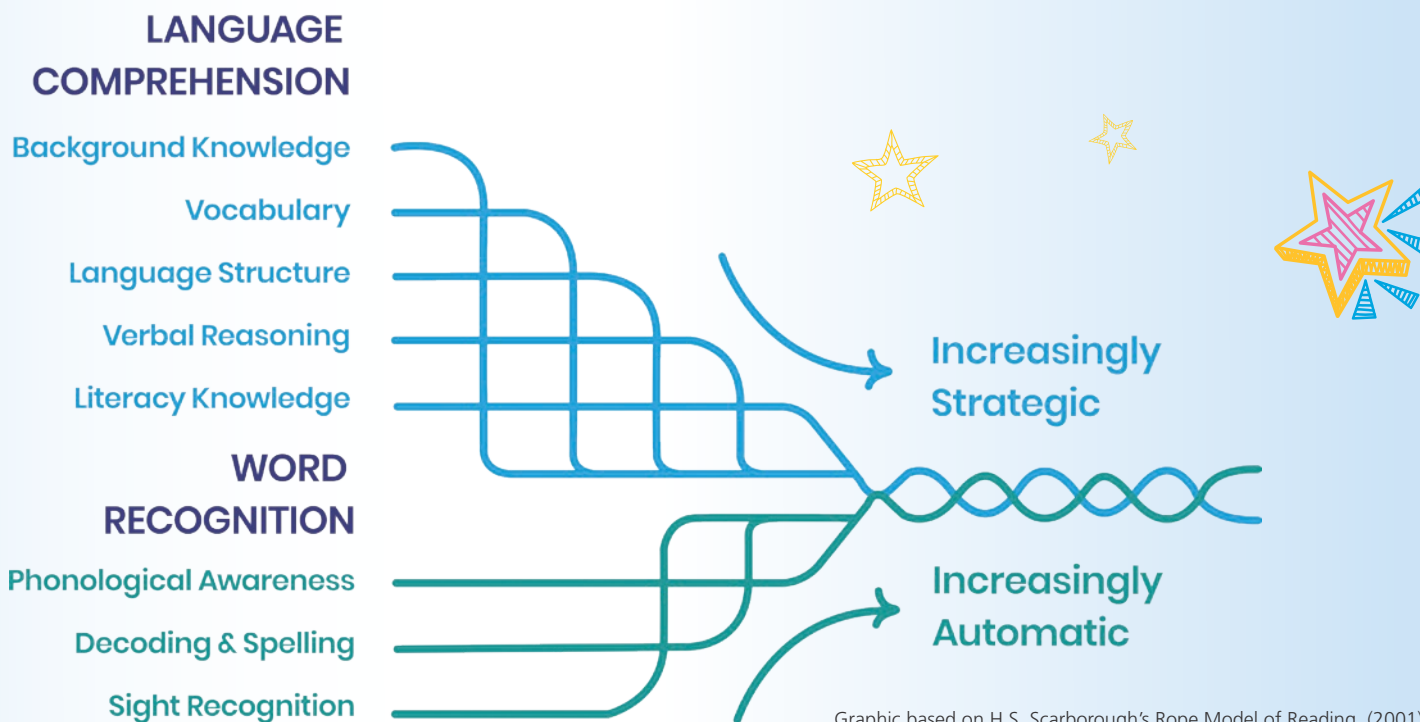
Foundational Skills for Intermediate Students



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.



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



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

Explicit and Systematic Instruction

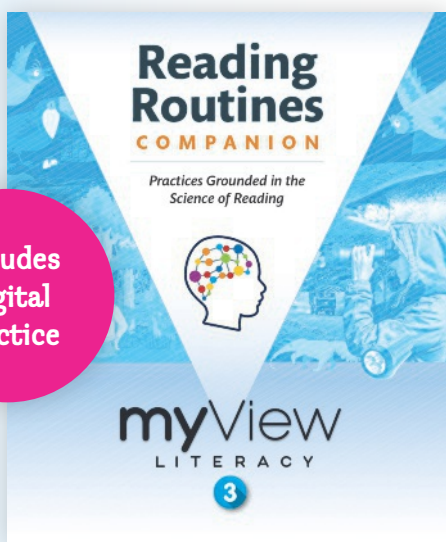
Includes established beneficial routines of modeling, practice, feedback, and structured opportunities for review and application

Differentiation

Meets the various needs of learners, including students with dyslexia and other challenges, using organized and deliberate instruction

Multimodal Learning

Incorporates opportunities to use multiple stimuli, such as visual, auditory, kinesthetic, and tactile

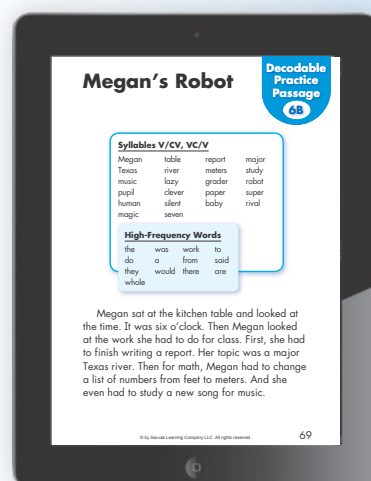


Includes Digital Practice

Reading Routines Companion

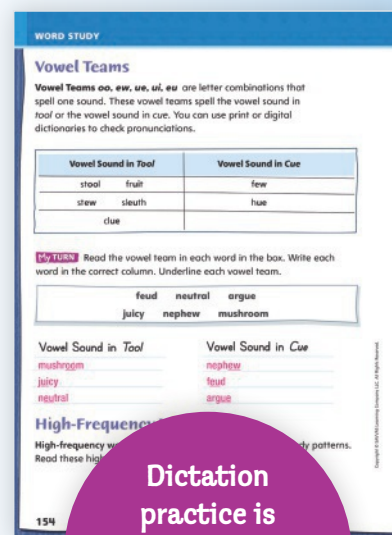
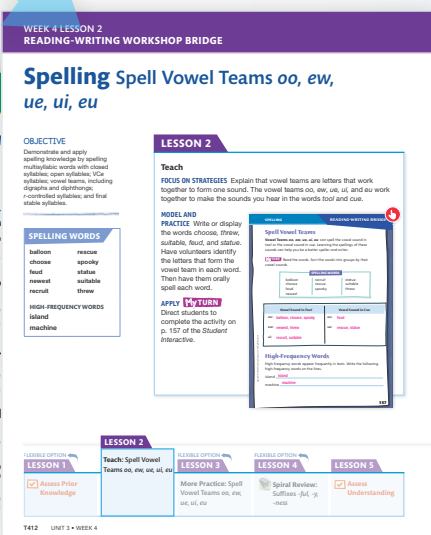
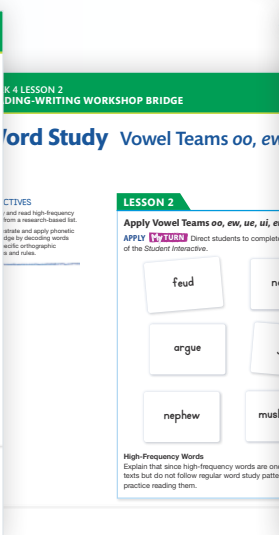
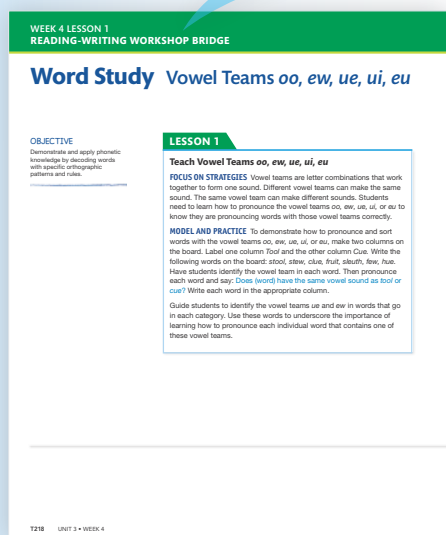
Continue supporting strong foundational skills instruction in intermediate grades with systematic and explicit routines for:

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



Decodable Readers

A third grade library of digital decodable readers allows even more application of skills.



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

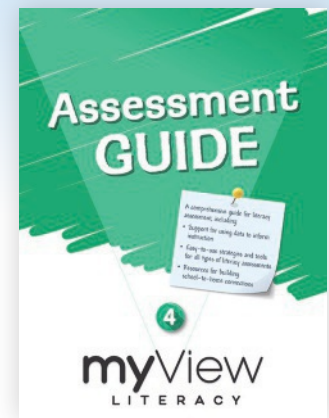
- Quick Checks
- Assess and Differentiate
- Assess Prior Knowledge
- Assess Understanding
- Observational Checklists
- Conferring Checklists
- Reading and Writing Rubrics for Student Self-Assessment
- Weekly Progress Check-Ups
- Weekly Cold Read Assessments for Fluency and Comprehension (Grades 1-5)

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



Data-Driven Assessment Guide

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

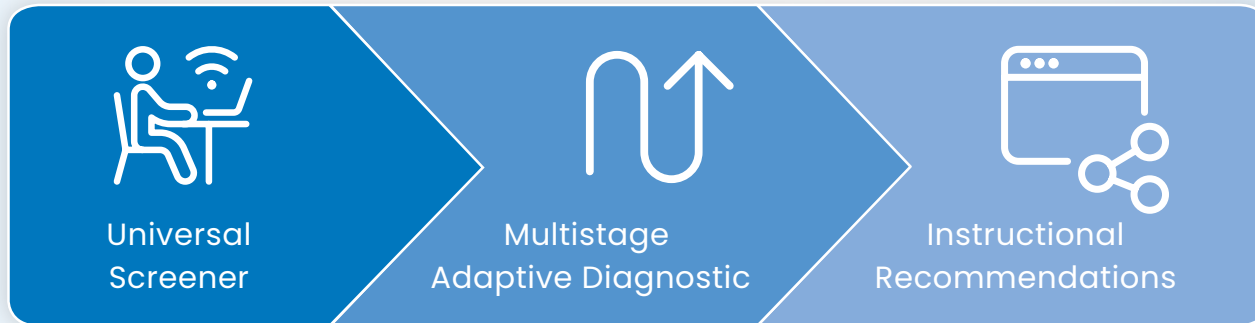
Test Preparation (Grades 2–5)



- 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.



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.

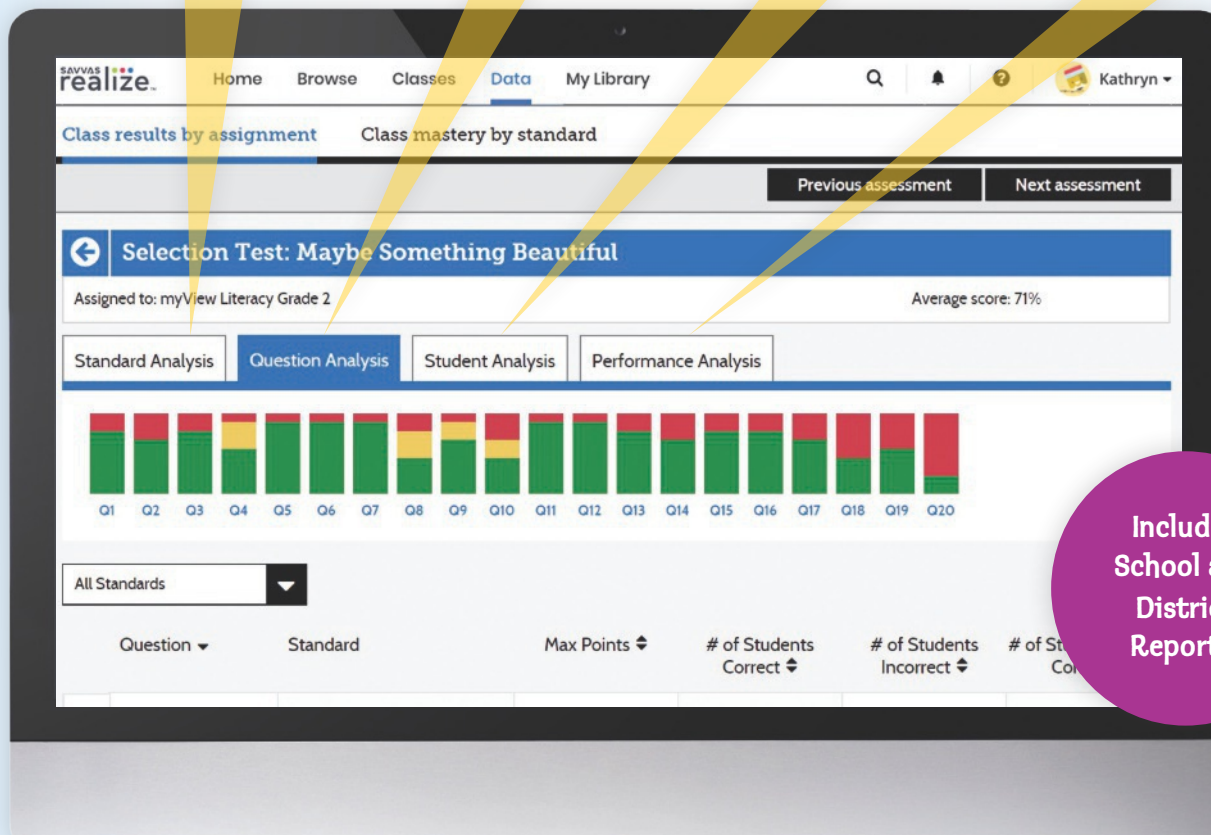
Student data connects skills to instructional supports and resources.

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.



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.

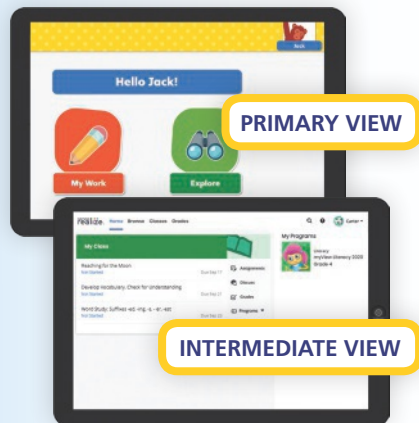
The Digital Difference



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

High-Interest resources capture attention and increase learning.



Adaptive Dashboard

Adjust student view for ease of use!



Engaging Videos

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

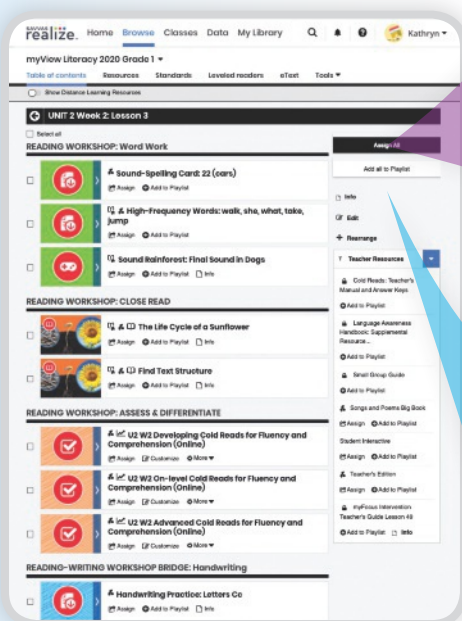


Digital Games

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

The Teacher Experience

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



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

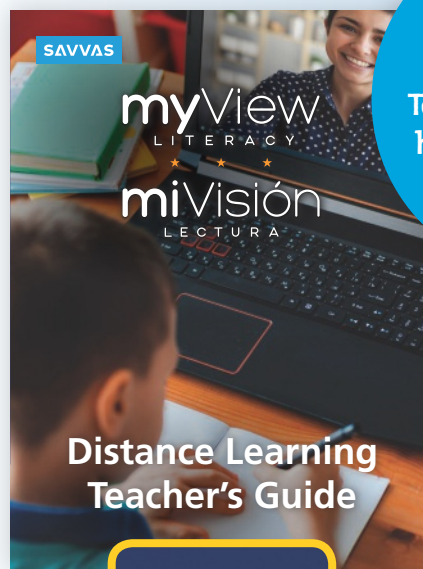
Add content, rearrange lessons, delete what you don't need—**make it your own!**

Create a Playlist

Title: Poetry Study

Description (Options):

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



Distance Learning Teacher's Guide



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



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

Solutions

Essential Question

How does the world challenge us?

SAVVAS **realize**™ Go ONLINE for all lessons.

myView
Digital



REALIZE
READER



NOTEBOOK



AUDIO



GAME



ANNOTATE



DOWNLOAD



VIDEO



RESEARCH



INTERACTIVITY



ASSESSMENT

Spotlight on Informational Text



WEEK 1



Deep Down and Other Extreme Places to Live pp. T14–T79
by Shirin Yim Bridges

Informational Text

WEEKLY QUESTION How can nature change people's lives?

WEEK 2



Earthquakes, Eruptions, and Other Events that Change Earth pp. T80–T137
by Natalie Hyde

Informational Text

WEEKLY QUESTION How do changes on Earth affect the environment?

WEEK 3



A Safety Plan: In Case of Emergency pp. T138–T197
by Marcie Rendon

Procedural Text

WEEKLY QUESTION What are some ways to prepare for an emergency?

WEEK 4



Nora's Ark pp. T198–T265
by Natalie Kinsey-Warnock

Historical Fiction

WEEKLY QUESTION How should people respond during a disaster?

WEEK 5



from *Aesop's Fox* pp. T266–T327
retold by Aki Sogabe

Traditional Tales

WEEKLY QUESTION What can nature teach us about ourselves?

WEEKS 1–5

BOOK CLUB Read and discuss a book with others.

SEL SOCIAL-EMOTIONAL LEARNING

WEEK 6

PROJECT-BASED INQUIRY pp. T456–T475

UNIT THEME

Solutions

Essential Question

How does the world challenge us?



WEEK
3

A Safety Plan: In Case of Emergency

What are some ways to prepare for an emergency?



WEEK
2

Earthquakes, Eruptions, and Other Events that Change Earth

How do changes on Earth affect the environment?



WEEK
1

Deep Down and Other Extreme Places to Live

How can nature change people's lives?

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



WEEK
4

Nora's Ark

How should people respond during a disaster?



WEEK
5

from Aesop's Fox

What can nature teach us about ourselves?



WEEK
6

Project



Project-Based Inquiry

At the end of the unit, students will get the chance to apply what they've learned about solutions in the **WEEK 6 PROJECT: Take a Trip!**

UNIT THEME

Solutions

WEEK 1

WEEK 2

WEEK 3

READING WORKSHOP

Informational Text



Deep Down and Other Extreme Places to Live

Learn more about informational texts and analyze text features in an informational text

Informational Text



Earthquakes, Eruptions, and Other Events that Change Earth

Learn more about informational texts and analyze text structure in informational text

Procedural Text



A Safety Plan: In Case of Emergency

Learn more about informational texts and analyze the text structure in a procedural text



READING-WRITING WORKSHOP BRIDGE

Bridge reading and writing informational text through:

- Academic Vocabulary
- Word Study
- Read Like a Writer
- Write for a Reader

BOOK CLUB SEL

Do Tornadoes Really Twist? by Melvin and Gilda Berger

How can knowledge of powerful storms help people stay safe during emergencies?

WRITING WORKSHOP

Introduce Mentor Stacks and immerse in poetry texts

Develop literary elements of poetry writing

Develop the structure of poetry writing



READING-WRITING WORKSHOP BRIDGE

Bridge reading and writing informational text through:

- Spelling
- Language and Conventions

UNIT GOALS

SEL SOCIAL-EMOTIONAL LEARNING

UNIT THEME

- Determine how the environment challenges us

READING WORKSHOP

- Know about different types of informational text and their elements

READING-WRITING WORKSHOP BRIDGE

- Use language to make connections between reading and writing informational text

WRITING WORKSHOP

- Use knowledge of the sound and shape of poetry to write a poem

WEEK 4

Historical Fiction



Nora's Ark

Learn more about themes concerning solutions by analyzing point of view in historical fiction

WEEK 5

Traditional Tale: Fable



from Aesop's Fox

Learn more about themes concerning solutions by inferring theme in traditional tales

WEEK 6

Inquiry and Research



Take a Trip!
Research Articles

Project-Based Inquiry

- Generate questions for inquiry
- Research evidence that supports a claim and can persuade an audience
- 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

Do Tornadoes Really Twist? by Melvin and Gilda Berger
How can knowledge of powerful storms help people stay safe during emergencies?

Apply writer's craft and conventions of language to develop and write poetry

Publish, celebrate, and assess poetry writing

Bridge reading and writing informational text through:

- Spelling
- Language and Conventions

UNIT 5 SKILLS OVERVIEW

UNIT THEME

Solutions

WEEK 1

Informational Text

Deep Down and Other Extreme Places to Live



WEEK 2

Informational Text

Earthquakes, Eruptions, and Other Events that Change Earth



WEEK 3

Procedural Text

A Safety Plan: In Case of Emergency



READING WORKSHOP	Minilesson Bank	Time Line: Nature Rocks	Map: When Earth Changes . . .	Infographic: Emergency!
		Informational Text: <i>Deep Down and Other Extreme Places to Live</i>	Informational Text: <i>Earthquakes, Eruptions, and Other Events that Change Earth</i>	Procedural Text: <i>A Safety Plan: In Case of Emergency</i>
		Words that Describe or Explain a Topic	Words that Describe Events that Affect Earth	Precise Words that Tell How to Do Something
		Analyze Text Features	Analyze Text Structure	Analyze Text Structure
		Correct or Confirm Predictions	Synthesize Information	Monitor Comprehension
		Talk About It: Make Pertinent Comments	Write to Sources: Ask and Answer Questions	Write to Sources: Use Text Evidence
READING-WRITING WORKSHOP BRIDGE	Academic Vocabulary	Related Words	Synonyms and Antonyms	Context Clues
	Word Study	Vowel Patterns <i>au, aw, al, augh, ough</i>	Vowel Patterns <i>ei, eigh</i>	Words With Suffix <i>-en</i>
	Read Like a Writer	Explain the Use of Text Features	Analyze Graphic Features	Explain Use of Text Structure
	Write for a Reader	Use Text Features	Use Graphic Features	Use Text Structure
WRITING WORKSHOP	Weekly Focus	Introduce and Immerse	Develop Elements	Develop Structure
	Minilesson Bank	Poetry	Composing Like a Poet	Use Line Breaks and Stanzas
		What Poetry Sounds Like	Compose with Imagery	Select a Genre
		What Poetry Looks Like	Compose with Rhythm and Rhyme	Revise for Word Choice: Verbs
		Brainstorm Ideas	Compose with Alliteration	Create an Audio Recording
		Plan Your Poetry	Compose with Figurative Language	Create a Visual Display
READING-WRITING WORKSHOP BRIDGE	Spelling	Spell Vowel Patterns <i>au, aw, al, augh, ough</i>	Spell Words with Vowel Patterns <i>ei</i> and <i>eigh</i>	Spell Words with Suffix <i>-en</i>
	Language and Conventions	Comparing with Adjectives	Comparing with Adverbs	Complex Sentences

Essential Question

How does the world challenge us?

WEEK 4

Historical Fiction

Nora's Ark



Primary Source: The Dust Bowl

Historical Fiction: *Nora's Ark*

Words that Add Details about Characters' Experiences

Analyze Point of View

Make Connections

Write to Sources: Interact with Sources

Figurative Language

Schwa

Analyze Voice

Use Voice

Writer's Craft

Revise for Structure

Rearrange Ideas for Coherence and Clarity

Edit for Nouns

Edit for Comparative and Superlative Adjectives

Edit for Punctuation Marks

Spell Words with the Schwa Sound

Pronoun-Antecedent Agreement

WEEK 5

Traditional Tale: Fable

from Aesop's Fox



Poem: "Lesson From the Forest"

Fables: *Aesop's Fox*

Words that Describe Characters and Events

Infer Theme

Evaluate Details

Talk About it: Ask Relevant Questions

Parts of Speech

Final Stable Syllables

Describe Use of Imagery

Use Precise Verbs

Publish, Celebrate, and Assess

Revise for Coherence and Clarity

Edit for Adjectives and Adverbs

Publish and Celebrate

Prepare for Assessment

Assessment

Spell Final Stable Syllables *-le, -ture, -ive, -ize*

Edit for Commas

WEEK 6

Inquiry and Research

Take a Trip!



Leveled Research Articles

Use Academic Words

Explore and Plan: Argumentative Writing

Conduct Research: Bookmarking

Argumentative Writing: Travel Brochure

Refine Research: Works Cited Page

Extend Research: Present a Slide Show

Revise for Persuasive Language

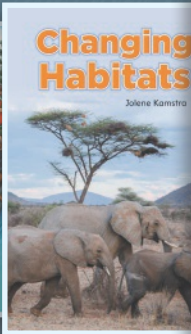
Edit and Peer Review

Celebrate and Reflect

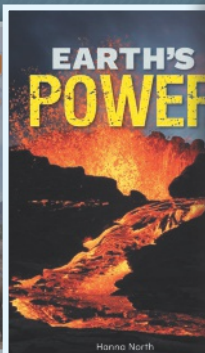
UNIT 5 LEVELED READERS LIBRARY



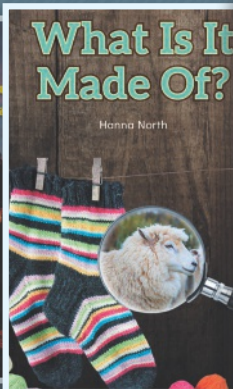
Level N



Level N



Level N



Level N



Level O



LEVEL O



Level O

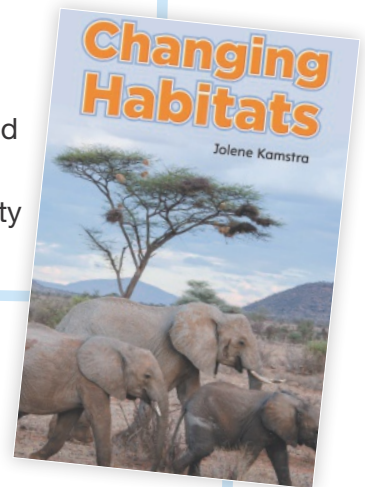
LEVEL N

Leveled Texts for Unit 5

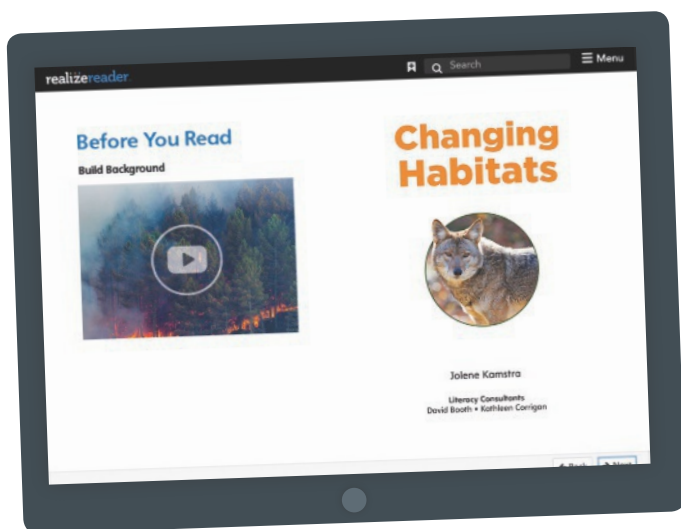
- Unit 5 guided reading levels range from N through P.
- Readers align to the unit theme, Solutions, and to the Spotlight Genre, Informational Text.
- See the Matching Texts to Learning pages each week for suggested texts and instruction aligned to the week's instruction and genre.

Complete Online Access to the Grade 3 Leveled Library

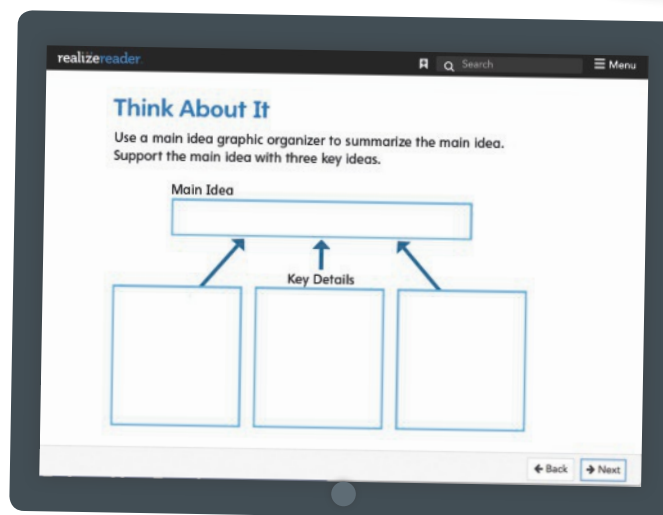
- A range of levels from L to P
- Rich variety of genres, including informational text, realistic fiction, and more
- Text structures and features aligned to the continuum of text levels
- Leveled Reader Search functionality in SavvasRealize.com



Online Reader Interactive Support



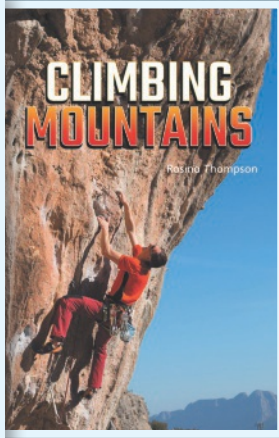
ELL Access Videos



Interactive Graphic Organizers



Level O



Level O



Level P



Level P



Level P



Level P



Level P



Level P

LEVEL P

Teaching Support

See the *Leveled Reader Teacher's Guide* for

Guided Reading

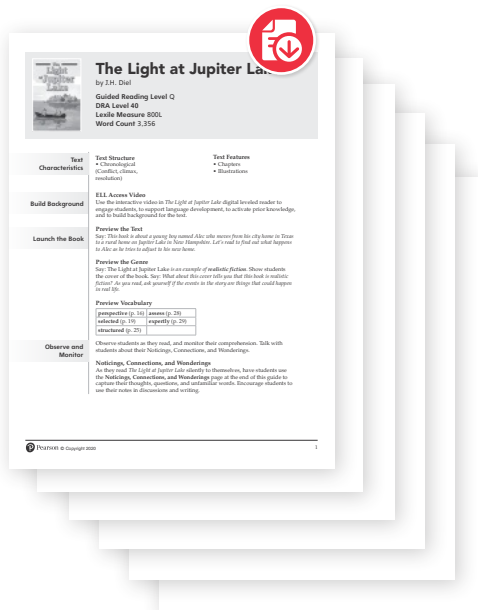
- Text Structures and Features
- Launch the Text Ideas
- Observe and Monitor Suggestions
- Discussion Questions for Guided Reading
- Possible Teaching Points for Comprehension, Word Study, and Fluency
- Graphic Organizer Support
- Noticings, Connections, and Wonderings Chart
- Collaborative Conversation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

Differentiation

- Support for ELLs
- Language Development suggestions

Guided Writing

- Prompts for responding to text



LEVELED READER
TEACHER'S GUIDE

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

Solutions


OBJECTIVES

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

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

Essential Question

Introduce the Unit 5 Essential Question, *How does the world challenge us?* Tell students they will read several informational texts, historical fiction, and traditional tales to learn about how people find solutions to the challenges.

Watch the Unit Video Tell students that a video combines sound and pictures. Have students watch “Our Challenging World” and take notes about how people help one another after a disaster. 

TURN, TALK, AND SHARE Encourage partners to discuss what they learned about community, volunteerism, and the effect neighbors have on one another following a disaster. Use these questions to guide discussion.

- What did you learn about volunteering from the video?
- Why do you think it is important for people to volunteer their time?

STUDENT INTERACTIVE, pp. 424–425





ELL Targeted Support Prior Knowledge To help students understand the video, use the supports below to tap into their prior knowledge.

Focus on key vocabulary words in the video. Explain the concepts of *environment*, *neighbors*, *volunteers*, *hurricane*, and *victims*. **EMERGING/DEVELOPING**

Ask students to add to the discussion by using background knowledge they have on natural disasters and people who volunteer after such events. **EXPANDING/BRIDGING**

Independent Reading

Self-Select Texts Discuss pp. 426–427 in the *Student Interactive*. Have students:

- Self-select an informational text.
- Choose texts by favorite authors or about interesting topics.
- Spend increasing periods of time reading independently to build fluency.

STUDENT INTERACTIVE, pp. 426–427



5 INDEPENDENT READING

Independent Reading

You will read informational texts, historical fiction, and traditional tales in this unit. Consider what you would like to read for your independent reading. If you decide on an informational text, use its text features to help you understand what you are reading. The boldfaced headings and photo captions highlight the topics as you read. The details in those features will help you explore more information on those topics.

Choose a genre and complete the Connections Box as you read. Consider ways your chosen text connects to what you know from other texts, from your life, and from the world. For example, you might make a connection to society by noticing how events in the text affect people in other countries.

CONNECTIONS BOX	
MY BOOK'S GENRE	How is this text similar to other texts you have read? _____ _____
MY BOOK'S TITLE	How does this text connect with what you know from your life? _____ _____
MY BOOK'S AUTHOR	How does this text connect with what you know about the world around you? _____ _____

Independent Reading Log

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

UNIT 5

INTRODUCE THE UNIT

OBJECTIVE

Respond using newly acquired vocabulary as appropriate

ELL Language Transfer

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

- analysis : *análisis*
- anticipate : *anticipar*

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. 428 of the *Student Interactive*.

- Have students rate how well they think they already meet the unit goals.
- Have them use their ratings to problem solve on how to meet 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 how people find solutions to the environmental challenges they face. Read each word's definition. Have students respond to the **EXPAND** and **ASK** questions using the newly acquired Academic Vocabulary as appropriate.

Expand: After the flood, health workers did an **analysis** to make sure the water was safe to drink.

Ask: What might an architect or home builder perform an **analysis** of?

Expand: People who live near a river may face the **threat** of flooding.

Ask: What **threat** might people who live near volcanoes face?

Expand: A fallen tree may cause **damage** to a house's roof.

Ask: Why kind of **damage** might a hail storm cause to a car?

Expand: Brandy **anticipates** a good grade on her test because she studied hard.

Ask: What do you **anticipate** at the end of the school year?

Expand: Noise **pollution** is a problem in big cities.

Ask: What are some of the causes of noise **pollution**?

TURN, TALK, AND SHARE Have students complete the chart on p. 429. Then have partners share their answers and talk about the words.

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



“Teachers need to look at texts from the perspective of the number of potentially unknown words or ideas to students—a trait that isn't captured in readability systems. Typically, texts above the second grade level have about 7 or 8 words per hundred that students haven't encountered previously in text. Students may have heard the words but may be unable to read words automatically, especially those that are multisyllabic (e.g., *casserole*, *dungeon*). When a text is long and has numerous multisyllabic words, students can become overwhelmed.”

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.

Preview the vocabulary and have students say the words aloud. Use a web organizer to brainstorm simple synonyms and definitions, such as *a study*, *danger*, *look forward to*, and *trash* to aid in comprehension. **EMERGING**

Lead students in a discussion of their answers to the “Ask” questions from the routine, providing sentence frames, such as: *One cause of noise pollution is ___*. Have small groups use the frames to complete the sentence. **DEVELOPING**

Discuss the definition of each word. Then display the “Ask” questions from the routine. Have student pairs take turns asking and answering the questions. **EXPANDING**

Have students write a sentence that applies to people who face environmental challenges. Ask students to read their sentences aloud. **BRIDGING**

STUDENT INTERACTIVE, pp. 428–429



UNIT
5

INTRODUCTION

Unit Goals

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



	1	2	3	4	5
Reading Workshop I know about different types of informational text and understand their elements.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading-Writing Bridge I can use language to make connections between reading and writing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing Workshop I can use knowledge of the sound and shape of poetry to write a poem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Unit Theme I can determine how the environment challenges us.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Academic Vocabulary

Use these vocabulary words to talk and write about this unit’s theme. *Solutions: analysis, threat, damage, anticipate, and pollution.*

TURN and TALK Read the words and definitions in the chart. Check the box to show how much you know about each word. Then compare charts with a partner and talk about the words you know.

Academic Vocabulary	Definition	I do not know this word.	I have seen the word but did not know the meaning.	I know this word and can use it in a sentence.
analysis	the study of something in great detail	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
threat	something that may cause harm or danger	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
damage	harm done to something so that it is broken or injured	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
anticipate	to expect something to happen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
pollution	something that makes a place dirty, unsafe, or not suitable to use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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UNIT 5 WEEK 1

SUGGESTED WEEKLY PLAN

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 informational texts and analyze text features in an informational text.
- I can use language to make connections between reading and writing.
- I can use knowledge of the sound and shape of poetry to write a poem.

SEL SOCIAL-EMOTIONAL LEARNING

Assessment Options for the Week

- Daily Formative Assessment Options

The following assessments are available on [SavasRealize.com](https://www.savasrealize.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

READING WORKSHOP

GENRE & THEME

- Interact with Sources: Explore the Time Line: Weekly Question T18–T19
- Listening Comprehension: Read Aloud “The Amazing Rainforest” T20–T21
- Informational Text T22–T23
- Quick Check** T23

READING BRIDGE

- Academic Vocabulary: Related Words T24–T25
- Word Study: Teach Vowel Patterns *au, aw, al, augh, ough* 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

- Poetry T338–T339
 - » Poetry
 - » Share Back

INDEPENDENT WRITING

- Poetry T339
- Conferences T336

WRITING BRIDGE

- Spelling: Spell Vowel Patterns *au, aw, al, augh, ough* T340

Assess Prior Knowledge T340

- Language and Conventions: Spiral Review: Adverbs T341

LESSON 2

READING WORKSHOP

SHARED READ

- Introduce the Text T32–T51
 - » Preview Vocabulary
 - » Read: *Deep Down and Other Extreme Places to Live*
- Respond and Analyze T52–T53
 - » My View
 - » Develop Vocabulary
- Quick Check** T53
- » Check for Understanding

READING BRIDGE

- Word Study: Apply Vowel Patterns *au, aw, al, augh, ough* T54–T55
- High-Frequency Words T54

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T56–T57
- Strategy and Intervention Activities T56
- Fluency T56
- ELL Targeted Support T56
- Conferring T57

INDEPENDENT/COLLABORATIVE

- Independent Reading T57
- Literacy Activities T57
- Collaboration T57

WRITING WORKSHOP

MINILESSON

- Poetry T342–T343
 - » What Poetry Sounds Like
 - » Share Back

INDEPENDENT WRITING

- Poetry T343
- Conferences T336

WRITING BRIDGE

- Spelling: Teach Vowel Patterns *au, aw, al, augh, ough* T344

- Language and Conventions: Oral Language: Comparing with Adjectives T345


LESSON 3

READING WORKSHOP

CLOSE READ

- Analyze Text Features T58–T59
 - » Close Read: *Deep Down and Other Extreme Places to Live*
- Quick Check T59

READING BRIDGE

- Read Like a Writer: Explain the Use of Text Features T60–T61
- FLEXIBLE OPTION** 
- Word Study: More Practice: Vowel Patterns *au, aw, al, augh, ough* T62–T63

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T64–T65
- Strategy and Intervention Activities T64
- Fluency T64
- ELL Targeted Support T64
- Conferring T65

INDEPENDENT/COLLABORATIVE

- Independent Reading T65
- Literacy Activities T65
- Partner Reading T65

WRITING WORKSHOP


MINILESSON

- Poetry T346–T347
 - » What Poetry Looks Like
 - » Share Back

INDEPENDENT WRITING

- Poetry T347
- Conferences T336

WRITING BRIDGE

- FLEXIBLE OPTION** 
- Spelling: More Practice: Vowel Patterns *au, aw, al, augh, ough* T348
- Language and Conventions: Teach Comparing with Adjectives T349


LESSON 4

READING WORKSHOP

CLOSE READ

- Correct or Confirm Predictions T66–T67
 - » Close Read: *Deep Down and Other Extreme Places to Live*
- Quick Check T67

READING BRIDGE

- Write for a Reader: Use Text Features T68–T69
- FLEXIBLE OPTION** 
- Word Study: Spiral Review: Homophones T70–T71

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T72–T73
- Strategy and Intervention Activities T72
- Fluency T72
- ELL Targeted Support T72
- Conferring T73

INDEPENDENT/COLLABORATIVE

- Independent Reading T73
- Literacy Activities T73

WRITING WORKSHOP


MINILESSON

- Poetry T350–T351
 - » Brainstorm Ideas
 - » Share Back

INDEPENDENT WRITING

- Poetry T351
- Conferences T336

WRITING BRIDGE

- FLEXIBLE OPTION** 
- Spelling: Spiral Review: Homophones T352
- Language and Conventions: Practice Comparing with Adjectives T353


LESSON 5

READING WORKSHOP

COMPARE TEXTS

- Reflect and Share T74–T75
 - » Talk About It
- Quick Check T75
- » Weekly Question

READING BRIDGE

- FLEXIBLE OPTION** 
- Word Study: Vowel Patterns *au, aw, al, augh, ough* T76–T77
- Assess Understanding T76

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T78–T79
- Strategy, Intervention, and On-Level/Advanced Activities T78
- ELL Targeted Support T78
- Conferring T79

INDEPENDENT/COLLABORATIVE

- Independent Reading T79
- Literacy Activities T79

BOOK CLUB T79 **SEL** 

WRITING WORKSHOP


MINILESSON

- Poetry T354
 - » Plan Your Poetry
 - » Share Back

INDEPENDENT WRITING

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

WRITING BRIDGE

- Spelling: Vowel Patterns *au, aw, al, augh, ough* T356
- Assess Understanding T356
- FLEXIBLE OPTION** 
- Language and Conventions: Standards Practice T357

UNIT 5 WEEK 1 WEEK AT A GLANCE: RESOURCE OVERVIEW

Materials

WEEKLY LAUNCH: TIME LINE

INTERACTIVITY

NATURE ROCKS

Weekly Question: How can nature change people's lives?

Quick Write: A time line shows events in order. Choose one event on the time line. Write a brief explanation that tells how you think it helped both nature and people.

1825-1850: 1872: Yellowstone National Park becomes the first U.S. national park. The government says that the park is "for the benefit and enjoyment of the people."

1901-1909: Theodore Roosevelt serves as president of the United States. During his time in office, the United States passes laws to keep many wild areas from being destroyed.

1977: The Endangered Species Act becomes a law. The law protects animals and plants that are in danger of becoming extinct, which means dying out until there are no more left.

2000c: Ecotourism becomes popular. Ecotourists go to new places to enjoy nature. They are careful not to disturb plants and animals.

1825 1850 1875 1900 1925 1950 1975 2000 2025

TIME LINE
Nature Rocks

READING WORKSHOP

Text Features Anchor Chart

Purpose: To emphasize, add, or support information.

Types of Text Features:

- captions
- tables or chart headings to organize information
- footnotes, or drawings, to explain or show notes
- diagrams, graphs, or tables to provide additional information
- lists or numbers to group information
- text or side facts to emphasize important words

READING ANCHOR CHART
Informational Text

Text Features Anchor Chart

Purpose:

Types of Text Features:

EDITABLE ANCHOR CHART
Informational Text

Language and Conventions

Word Study

Use Onomatopoeia

RESOURCE DOWNLOAD CENTER
Additional Practice

Leveled Readers

The Light at Jupiter Lake
by J.H. Diaz

Guided Reading Level: Q
ORA Level 45
Lexile Measure: 920L
Word Count: 1,356

Text: A short story.

Characteristics: A short story.

Build Background: Use the background information in the Light at Jupiter Lake digital reader to build background for the text.

Launch the Book: Use the text to launch a story that uses the same theme as the text. Use the text to launch a story that uses the same theme as the text.

Observe and Monitor: Observe students as they read and monitor their comprehension. Talk with students about their thinking, connections, and reasoning.

LEVELED READERS
TEACHER'S GUIDE

Words of the Week

High-Frequency Words

special
heavy

Develop Vocabulary

extreme
spectacular
attracts
region
transport

Spelling Words

fault
author
bought
sought
awful
distraught
naughty
fought
squawk
sprawls

Challenge Spelling Words

awesome
afterthought
exhaustion

Unit Academic Vocabulary

analysis
threat
damage
anticipate
pollution

Interact with Sources

OBJECTIVES

Write a response to a literary or informational text that demonstrates an understanding of a text.

Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.

Recognize characteristics and structures of informational text, including features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding.

Identify ways in which people in the local community and other communities meet their needs for government, education, communication, transportation, and recreation.

Describe and explain variations in the physical environment, including climate, landforms, natural resources, and natural hazards.

ACADEMIC VOCABULARY


Language of Ideas Academic Vocabulary provides students access to language used to communicate important ideas. After you discuss the time line, ask: *What are some human activities that could be a threat to nature? Do you anticipate that ecotourism will become more popular in the future?*

- analysis
- damage
- pollution
- threat
- anticipate

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

Explore the Time Line

Remind students of the Essential Question for Unit 5: *How does the world challenge us?* Point out the Week 1 Question: *How can nature change people's lives?*

Direct students' attention to the time line on pp. 430–431 in the *Student Interactive*. Remind students that a time line is a visual representation of important events in chronological, or time, order. Have students read the time line and discuss the ways that each event provides an example of how nature changes people's lives. 

Use the following questions to guide discussion:

- Why do you think the government passed laws to protect nature?
- What does the time line suggest about the importance of nature in our lives over time?
- What other events about nature and the environment would you add to the time line?

WEEKLY QUESTION Reread the Week 1 question: *How can nature change people's lives?* Tell students that they just learned a few different ways that nature changed people's lives over time. Explain that they will read about more ways this week.

QUICK WRITE Have students freewrite to answer the question on p. 431 of the *Student Interactive* and then share their responses.



ELL Targeted Support Visual Support Read aloud the short paragraphs with each time line entry. Tell students to listen closely as you read each entry.

Preview the visuals. Discuss how each relates to the topic. Preview key vocabulary: *nature, cabin, woods, national park, laws, wild areas, extinct*. Ask: **What was the first national park in the United States?** **EMERGING**

Preview the visuals. Discuss how each relates to the topic. Preview key vocabulary: *experiences, government, enjoyment, destroyed, protect, popular*. Ask: **What law did the government pass to protect nature in 1973?** **DEVELOPING**

Preview the visuals. Discuss how each relates to the topic. Preview key vocabulary: *benefit, endangered species, ecotourism, disturb*. Ask: **How does ecotourism benefit people and nature?** **EXPANDING/BRIDGING**

STUDENT INTERACTIVE, pp. 430–431



WEEKLY LAUNCH: TIME LINE

INTERACTIVITY

NATURE ROCKS



WEEK 1

Weekly Question

How can nature change people's lives?

Quick Write A time line shows events in order. Choose one event on the time line. Write a brief explanation that tells how you think it helped both nature and people.

1845–1846: Writer Henry David Thoreau lives alone in a cabin in the woods. Later, he writes a book, *Walden*, about his experiences living in nature.

1901–1909: Theodore Roosevelt serves as president of the United States. During his time in office, the United States passes laws to keep many wild areas from being destroyed.

1973: The Endangered Species Act becomes a law. The law protects animals and plants that are in danger of becoming extinct, which means dying out until there are no more left.

1872: Yellowstone National Park becomes the first U.S. national park. The government says that the park is “for the benefit and enjoyment of the people.”



2000s: Ecotourism becomes popular. Ecotourists go to new places to enjoy nature. They are careful not to disturb plants and animals.

1825 1850 1875 1900 1925 1950 1975 2000 2025

Listening Comprehension

OBJECTIVES

Listen actively, ask relevant questions to clarify information and make pertinent comments.

Determine the main ideas and supporting details 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 with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

ELL Language Transfer

Cognates Point out the Spanish cognates in “The Amazing Rainforest.”

- important : *importante*
- species : *especies*
- medicine : *medicina*
- oxygen : *oxígeno*

FLUENCY

After completing the Read-Aloud Routine, display “The Amazing Rainforest.” Model reading aloud a short section of the passage. Ask students to pay attention to your prosody, or expression, and to how you read the punctuation as well as the words. Have partners practice expressive reading using sentences from the story.

THINK ALOUD

Analyze Informational Text After you reread the second paragraph, say, *I see that “The Amazing Rainforest” has many elements of informational text. For example, I see sections with headings. I also notice that the passage states the main idea clearly and introduces the topic. These elements tell me that I am reading an informational text.*

Informational Text

Tell students you are going to read an informational text aloud. Have students listen as you read “The Amazing Rainforest.” Explain that students should listen actively, paying careful attention to the elements of informational text. After listening, have them recount relevant facts and descriptive details in a discussion about the text. Remind students to speak clearly at an appropriate rate.

START-UP

READ-ALOUD ROUTINE

Purpose Have students actively listen for elements of informational text.

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 of informational text.

The Amazing Rainforest

What Is the Amazon Rainforest, and Why Is It So Important?

You’ve probably heard about the Amazon rainforest, a unique area in South America that covers about 2.7 million square miles. Most of the Amazon rainforest is in the country of Brazil, but parts of it also lie in eight other countries. As its name suggests, it can be quite rainy there. About 10 feet of rain falls there each year at its wettest point, which is at the basin of the great Amazon River that gives the rainforest its name.

Much of the Amazon rainforest is a beautiful, tropical wonderland with plants growing in all directions. But the Amazon rainforest isn’t just a pretty place to visit. The rainforest is also very important to the lives of all people on Earth.

Three main reasons the rainforest is important are its biodiversity, its role in medical breakthroughs, and its ability to provide oxygen to the planet.

*“The Amazing Rainforest,” continued***Biodiversity**

The term *biodiversity* means “the presence of many different types of animals and plants.” In fact, it is estimated that about one in ten known species in the world live in the Amazon rainforest. Scientists know that the rainforest is home to:

- tens of thousands of plant species
- about 2,000 birds and mammals
- 2.5 million insect species
- numerous reptiles, amphibians, and fish

Why is it important to have such a wide variety of plants and animals? Each plant and animal has a role to play in its *ecosystem*, or environmental community. If you eliminate one plant or animal, the ecosystem will change and it could die out. That would mean that people could no longer get the food and materials they need from that ecosystem. Biodiversity is extremely important to people’s lives.

Medical Breakthroughs

You might not realize it, but when you go to the doctor, you could be getting medicine or treatment that came from the Amazon rainforest. Many diseases, including Parkinson’s disease and malaria, are treated with rainforest plants. Have you ever had a shot to numb your mouth at the dentist? That medicine comes from a rainforest plant. Some medicines, such as aspirin, are made from chemical copies of plants in the rainforest. Scientists also use rainforest plants to test drugs for safety and to test the growth of cancer cells.

Helping Us Breathe

People and animals need oxygen to live, and plants provide that oxygen. So the many plants of the rainforest are needed to produce a lot of the oxygen we breathe. We truly couldn’t live without the rainforest!

**THINK ALOUD****Analyze Informational**

Text Another element of informational text that I see in this section is a main idea and supporting details. The main idea is that each plant and animal has a role to play in its ecosystem. Details that support that idea follow that statement.

ELL Access

To help prepare students for the oral reading of “The Amazing Rainforest,” read aloud this short summary.

The Amazon rainforest is a huge area in South America that is home to many plants and animals. The rainforest is important to people on Earth because it provides food, supplies, medical treatments, and oxygen for everyone.

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**

Have students help you make a web diagram with the label “**Amazon rainforest**” in the center. Have students list reasons the rainforest is important and put them in the outer spokes of the diagram.



SPOTLIGHT ON GENRE

Informational Text

LEARNING GOAL

I can learn more about informational texts and read a text that helps me analyze text features in an informational text.

OBJECTIVE

Recognize characteristics and structures of informational text, including features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding.

LANGUAGE OF THE GENRE

After discussing the genre and anchor chart, remind students to use words related to informational text in their discussions.

- headings
- illustrations
- numerical information
- bullets
- bold and italic fonts

FLEXIBLE OPTION ANCHOR CHARTS

- Display a blank poster-sized anchor chart in the classroom.
- Review the genre throughout the week by adding to the chart.
- Have students add headings, graphics, and specific text titles.

ELL Language Transfer

Cognates Point out the Spanish cognate related to informational text:

- illustrations : *ilustraciones*

Minilesson

FOCUS ON STRATEGIES Informational text is text that gives facts and information about a real person, place, or event. You can identify informational text because it has certain text features. Not every informational text has every feature, but you can usually identify several features.

- Ask yourself whether the passage is factual. Are there text features like graphs, tables, time lines, diagrams, or bulleted lists that present these facts?
- Informational texts include a main idea and details to support that idea. Can you identify the main idea of the passage, as well as supporting details?
- Look for other text features, including information grouped under separate headings.

MODEL AND PRACTICE Model determining that a passage is informational text. “The Amazing Rainforest” presents information about a real place and gives a lot of numerical facts. I can see it starts with an introduction, states a main idea, and then gives details that support that main idea. The passage also includes some of the text features of informational text, such as sections with headings, italicized vocabulary words, and a bulleted list. There is a lot of evidence that helps me identify “The Amazing Rainforest” as informational text.

Instruct pairs to discuss informational texts they have previously read. Remind them to describe how the text features provide additional information.

ELL Targeted Support Identify Text Features Use a copy of “The Amazing Rainforest” or another piece of informational text you find in a book or online to help students practice identifying text features.

Provide sticky notes. Have students place the sticky notes where they find examples of text features. **EMERGING/DEVELOPING**

Have student pairs write the names of text features on their own sticky notes. Then instruct them to place the sticky notes in the appropriate places to identify features of informational text. **EXPANDING/BRIDGING**

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 activity on p. 432 of the *Student Interactive*. Circulate to discover if students can identify and explain how text features in their favorite informational text helped them understand the text.

OPTION 2 Use Independent Text Have students use a tally system to count the text features in their texts. Have students label different features on an index card using the Anchor Chart as a guide. When they locate a feature, they can mark a tally on the card along with its page number.

 QUICK CHECK

Notice and Assess Can students identify elements of informational text?

Decide

- **If students struggle**, revisit instruction about informational text in Small Group on pp. T30–T31.
- **If students show understanding**, have them continue practicing the strategies for reading informational text in Small Group on pp. T30–T31.

STUDENT INTERACTIVE, pp. 432–433



GENRE: INFORMATIONAL TEXT

READING WORKSHOP

Learning Goal

I can learn more about informational texts and analyze text features in an informational text.

Spotlight on Genre



Informational Text

An **informational text** informs or explains by presenting facts. It may include

- An **introduction**, or general idea about a topic
- A **main idea**
- Important **details** to support the main idea
- Information about a **real person, place, or event**
- **Text features** that clarify or support understanding of the topic

TURN and TALK With a partner, discuss a favorite informational text you have read. Use the Text Features Anchor Chart to explain how the author uses print and graphic features to help you understand the text. Take notes on your discussion.

My NOTES

Text features can show important information!







432

Text Features Anchor Chart

Purpose

To emphasize, add, or support information

Types of Text Features

- ★ photographs 
- ★ section or chapter headings to organize information
- ★ illustrations, or drawings, to explain or show ideas 
- ★ diagrams, graphs, or tables to provide numerical information 
- ★ bullets or numbers to group information
- ★ bold or italic fonts to emphasize important words 

433

Academic Vocabulary

LEARNING GOAL

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

OBJECTIVE

Use print or digital resources to determine meaning, syllabication, and pronunciation

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 cognates:

- analysis : *análisis*
- anticipate : *anticipar*

WEEKLY STANDARDS PRACTICE



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

Related Words

Minilesson

FOCUS ON STRATEGIES Related words share the same roots or word parts. The words may have different meanings, uses, and pronunciations.

- When you come across an unfamiliar word, you can use what you've learned about roots and affixes to help you read the word correctly.
- Think about the meaning of the root.
- Ask yourself if the affix gives you clues to the meaning of the word.
- Use a dictionary to check meaning, use, and pronunciation.

MODEL AND PRACTICE Model this strategy using the example on p. 459 of the *Student Interactive*.

- Read the first row in the chart. Say: *Analyze and analyzed are related to the word analysis. Let's see if we can come up with another related word by thinking of other affixes we could use. Let's try the affix -ing. Analyzing is another word that is related to analysis, analyze, and analyzed.*
- Then help students think of the related word that correctly completes the sentence in the third column. (*analysis*)

ELL Targeted Support Affixes As students learn about related words, they may have trouble identifying affixes in related words. Help students identify and use affixes in related words.

Display these words: *threat, threats, threaten, threatening, and threatened*. Ask : **What is the base word in these related words?** (*threat*) Have students underline the affixes that have been added to each related word. (*threats, threaten, threatening, threatened*) **EMERGING/DEVELOPING**

Display the base word *threat* and the affixes *-ing, -en, -s,* and *-ed*. Have students add the affixes to form related words. (*threats, threaten, threatens, threatening, threatened*) **EXPANDING/BRIDGING**



ASSESS UNDERSTANDING

Apply

My TURN Have students follow the same strategy as they complete the chart on p. 459 of the *Student Interactive*. Remind students that they will use these Academic Vocabulary words throughout this unit.

STUDENT INTERACTIVE, p. 459



VOCABULARY

READING-WRITING BRIDGE

Academic Vocabulary

Related Words are words that share roots or word parts. They may have different meanings, syllabifications, and pronunciations. Use a print or digital dictionary to check.

Learning Goal

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

My TURN For each sentence below,

1. **Use** print or digital resources, such as a dictionary or thesaurus, to find related words and their meanings, syllabifications, and pronunciations.
2. **Add** an additional related word in the box.
3. **Choose** the correct form of the word to complete the sentence.

Word	Related Words	Fill in the Correct Form of the Word
analysis	analyze analyzed analyzing	Dr. Pappas put the cells under a microscope for further <u>analysis</u> .
threat	threats threaten threatened	My dog may bark when he hears a strange sound, but he poses no <u>threat</u> to people.
damage	damaged damaging damages	The bike Dad bought was on sale because the seat was slightly <u>damaged</u> .
anticipate	anticipation anticipated anticipating	We knew we would have to wait, but we did not <u>anticipate</u> standing in such a long line.
Pollution	pollute polluted polluting	No one was allowed to swim in the lake, because the lake water was <u>polluted</u> .

Word Study Vowel Patterns *au, aw, al, augh, ough*

OBJECTIVE

Demonstrate and apply phonetic knowledge by decoding multisyllabic words with multiple sound-spelling patterns such as *eigh, ough, and en*.

LESSON 1

Teach Vowel Patterns *au, aw, al, augh, ough*

FOCUS ON STRATEGIES The vowel patterns *au, aw, al, augh, ough* can all spell the vowel sound heard in the word *saw*. Knowing these sound-spelling patterns can help students decode words correctly.

MODEL AND PRACTICE Display the following words: *laundry, lawnmower, walker, daughter, and afterthought*. Have students read the multisyllabic words with multiple sound-spelling patterns. Then have them identify how the vowel sound heard in *saw* is spelled in each word.



ELL Targeted Support

Vowel Patterns Use the following activities to give students practice identifying and spelling vowel patterns.

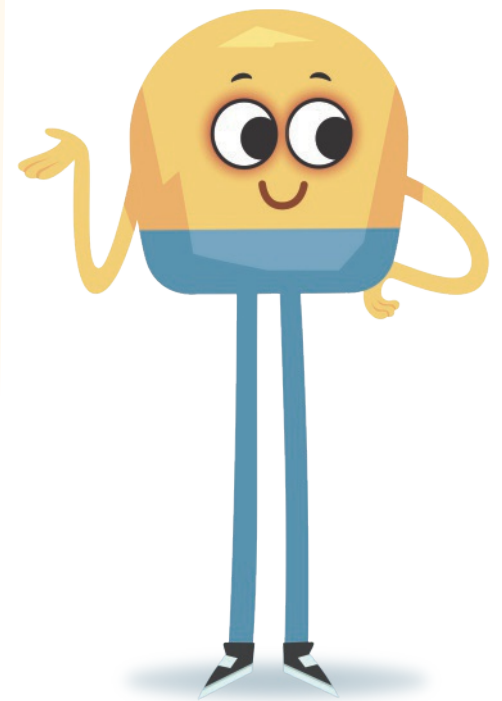
Display these words: *fault, jaw, caught, talk, and bought*. Have students read the words aloud. Then have volunteers underline the letters that spell the vowel sound heard in the word *saw*. (*fault*; *jaw*; *caught*; *talk*; *bought*).

EMERGING/DEVELOPING

Complete the activity above. Then have pairs write a list of five additional words that are spelled with an *au, aw, al, augh, or ough* vowel pattern.

EXPANDING

Complete the activity above. Then instruct pairs to write five sentences using each of the words in their list. Encourage them to use a dictionary, if necessary. **BRIDGING**



LESSON 1

Teach Vowel Patterns
au, aw, al, augh, ough

LESSON 2

Apply Vowel Patterns
au, aw, al, augh, ough


FLEXIBLE OPTION

LESSON 3

More Practice

FLEXIBLE OPTION

LESSON 4

 **Spiral Review:**
Homophones

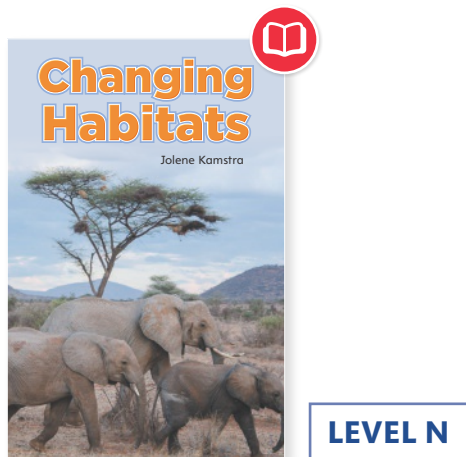
FLEXIBLE OPTION

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 in SavvasRealize.com.



Genre Informational Text

Text Elements

- Presentation of multiple subtopics
- Some new vocabulary explained in the text

Text Structure

- Description



Genre Informational Text

Text Elements

- Presentation of multiple subtopics
- Table of contents, glossary, and index

Text Structure

- Compare and Contrast



Genre Informational Text

Text Elements

- Multiple subtopics
- Variety of text features

Text Structure

- Description

Guided Reading Instruction Prompts

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

Identify Informational Text

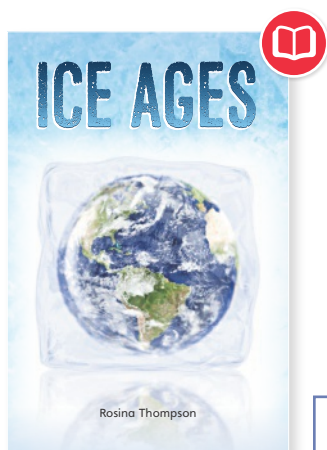
- How can you tell this book is informational text?
- Which features of informational text can you identify?
- What is the main idea of the text? What are some details that support the main idea?

Develop Vocabulary

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

Analyze Text Features

- Which text features of informational text can you identify in this text?
- How do the text features help you understand the topic of the text?
- What details in the text help you understand why the author included those text features?



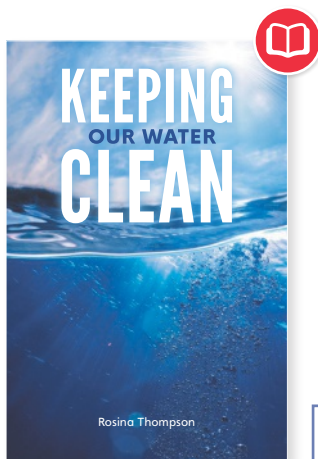
LEVEL O

Genre Informational Text**Text Elements**

- Challenging multisyllable words
- Charts and diagrams

Text Structure

- Description



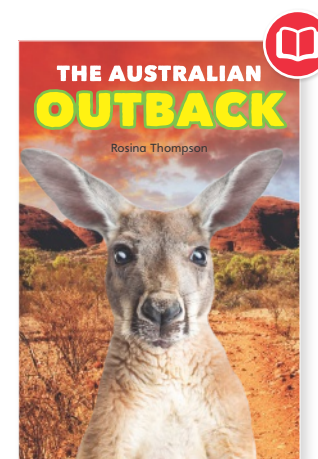
LEVEL P

Genre Informational Text**Text Elements**

- Some new vocabulary explained in the text
- Charts and diagrams

Text Structure

- Description



LEVEL P

Genre Informational Text**Text Elements**

- Content may be new to many students
- Maps and diagrams

Text Structure

- Description

Correct or Confirm Predictions

- What text features in the early part of the text helped you predict which parts of the topic the author would focus on?
- Which text features helped you confirm the predictions you made?
- Which text features provided details that helped you correct the predictions you made?

Compare Texts

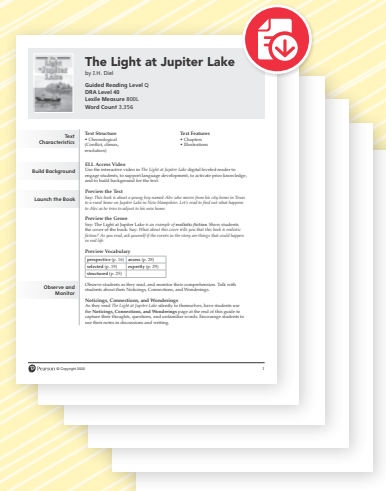
- What connections can you make to other texts?
- What did the author do to make the text interesting?

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.



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

Teacher-Led Options

Strategy Group



IDENTIFY INFORMATIONAL TEXT

Teaching Point Informational text is text that provides information about real people, places, ideas, or events. Informational text presents a main idea about the topic with supporting details. Informational text might also include text features, such as sections, headings, tables, or bulleted lists to emphasize or add supporting information to the text. Review the anchor chart on p. 433 of the *Student Interactive*.

ELL Targeted Support

Remind students that informational text includes facts, details, and text features that inform readers about the topic.

Write the names of the text features from the anchor chart on note cards. Have partners draw or write an example of each feature on a notecard. Then have students exchange cards and try matching the features with the examples. **EMERGING/DEVELOPING**

Have students complete the activity from the Emerging/Developing level. Have students work in groups to brainstorm possible text features to support the information in “The Amazing Rainforest.” Then have them work together to draft examples of the text features. Guide them to include specific details from the text in their features. **EXPANDING/BRIDGING**



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

Intervention Activity



IDENTIFY INFORMATIONAL TEXT

Use Lesson 33, pp. T215–T220, in the *myFocus Intervention Teacher’s Guide* for instruction on the characteristics of informational text.

LEVEL D • READ

Lesson 33 Genre: Narrative Nonfiction and Informational Texts

DIRECTIONS Read each of the following passages. Pay attention to how the author organizes information.

A Lot to Learn

- 1 The summer of my fourth-grade year, I learned important lessons about following directions and about running a successful business. It all began with my desperate longing for a skateboard. Instead of listening to my parents tell me it was too expensive, I decided to make the money myself. I would open a lemonade stand. Everyone at the park across the street was sure to want a delicious drink.
- 2 First, I bought some powdered lemonade mix and tossed the package in a cooler with some water. I was excited about my first customer. I took his fifty cents and gave him lemonade. He spat it out.
- 3 “I want my money back!”
- 4 I forgot to add sugar. And I had used warm water. Oops. Lesson 1: Follow the directions.
- 5 After a week, business slowed. Someone around the corner was selling lemonade for half the price! I told my mom my plan to lower my prices. She said, “Don’t do it! Instead, make your lemonade the best ever. Make it so good that kids won’t mind paying three times as much.”
- 6 I went to the store and bought fresh lemons, ice, honey, and silly straws. That night mom helped me slice the lemons. I raised my price to seventy-five cents. Then, I made fresh lemonade for each customer. Once the word was out, I couldn’t keep up. I ran out of lemons before the day was done. Lesson 2: The key to running a successful business is making a great product everyone wants.
- 7 At the end of that summer, not only did I have a shiny new skateboard, I had a bunch of new friends who loved my lemonade!

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Reading Informational and Argumentative Text T • 215

On-Level and Advanced



INQUIRY

Question and Investigate Have students research a person or event on the Nature Rocks time line from the weekly launch. See *Extension Activities* pp. 214–218 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 characteristics of informational text from their reading.

Possible Conference Prompts

- What is the main idea of the book you are reading? What are some supporting details?
- Which text features of informational text can you identify in your reading?

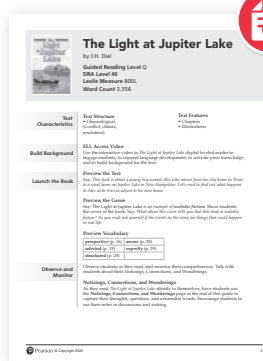
Possible Teaching Point Informational text presents facts, a main idea, and supporting details. It often uses text features to provide information.

Leveled Readers



IDENTIFY INFORMATIONAL TEXT

- For suggested titles, see “Matching Texts to Learning,” pp. T28–T29.
- For instructional support on how to identify the characteristics of informational text, see the *Leveled Reader Teacher’s Guide*.



Independent/Collaborative

Independent Reading



Students can

- read a self-selected trade book.
- read or listen to a previously read text.
- 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 reader’s notebook.
- retell 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 *Do Tornadoes Really Twist?*

Whole Group

Share Bring the class back together in a whole group. Have one or two students point out text features in their independent reading.

Introduce the Text



Deep Down and Other Extreme Places to Live

OBJECTIVES

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 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. 434 in the *Student Interactive*. Define them as needed.
 - extreme:** far from normal or average
 - spectacular:** wonderful or very beautiful
 - attracts:** interests or brings forward
 - region:** area of land
 - transport:** carry or move from one place to another
- Point out that the word *extreme* is used in the text’s title. Have students predict what kinds of places will be discussed in the text based on the title.

Read

Discuss the First Read Strategies. Ask students to preview the text and record predictions about these topics on p. 457 in the *Student Interactive*.

FIRST READ STRATEGIES

NOTICE Ask students to mark areas in the text that indicate the topic.

GENERATE QUESTIONS Tell students to jot down any questions they may have to help them determine what the author wants them to understand about the topic.

CONNECT Have students think about how this text connects them to what they know about extreme environments across the globe.

RESPOND Have students discuss how this text answers the weekly question.

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

“Texts are not neutral. Authors always have a purpose in mind when they write, but they may not always say it directly. There is a difference between text and subtext—what the text says versus what the text means. In order to truly understand the text you have to understand what the author is trying to do. When you can help students balance what the text says with what the text means, you will lead them naturally to deeper understanding and critical thinking.”

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



ELL Targeted Support Illustrations Tell students that using visual images can help them remember the meaning of new words. Display the sentence: *This flower attracts butterflies.* Sketch a picture to illustrate the sentence and talk about how the picture models the meaning of *attracts*.

Have student pairs complete sentence frames with the correct vocabulary word. Use short sentences, such as: *The night sky is _____. (spectacular)* Have students illustrate their sentences.

EMERGING/DEVELOPING

Have student pairs use vocabulary words to write and illustrate their own simple sentences, such as: *Trucks can transport farm animals.* **EXPANDING/BRIDGING**

ELL Access

Background Knowledge Help students connect to the topic of inhospitable or extreme environments. Display a physical map of the world or a globe. Ask students to name or point to some of the places where they think many people live. Point out geographic features, such as climate, that make these places comfortable to live in. Then ask students to name or point to some places where very few people are likely to live. Have students share their ideas about why this is the case.

STUDENT INTERACTIVE, pp. 434–435



Meet the Author



Shirin Yim Bridges was born in Malaysia, spent much of her childhood in China, and moved to the United States to attend college. She has written many informational books on special places, people, and cultures. Her series of history books about real-life princesses from around the world has received national and international awards.

Deep Down

Preview Vocabulary

As you read *Deep Down*, pay attention to these vocabulary words. Notice what the words tell you about unusual places on Earth where people live.

extreme	spectacular
attracts	region transport

Read

Preview the images in the text. Use these features to make and record predictions about the text. Follow these strategies when you read this **informational text** the first time.

Notice who and what the text is about.	Generate Questions before reading to deepen understanding and gain information about the topic.
Connect this text to what you know about society.	Respond by discussing with classmates how this text answers the weekly question.

First Read

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Genre Informational Text



**Deep Down
and Other Extreme
Places to Live**

BY SHIRIN YIM BRIDGES

AUDIO

ANNOTATE

First Read

Notice

THINK ALOUD The text begins by describing the usual places on Earth where people live, not the extreme places mentioned in the title. But I can infer that extreme places to live are *not* like cities, suburbs, and the other usual places. For example, the first sentence makes me think that extreme places to live probably are extremely hot or extremely cold.

Close Read

Correct or Confirm Predictions

Remind students that readers use text evidence to determine whether their predictions about a text are correct or incorrect.

Have students scan the **whole page** and highlight a text feature that helps them correct or confirm the prediction they made about the topic of the text. **See student page for possible responses.**

Ask: *How does this text feature help you confirm or correct your prediction?*

Possible response: I predicted that this section would be about extreme places on Earth, but since the heading is “Life on Earth” and not “Extreme Places on Earth,” the correct topic is life in different places on Earth. Headings name the main topic of each section, because authors use headings to organize information and make it easy to find information.

DOK 2

OBJECTIVE

Make, correct, or confirm predictions using text features, characteristics of genre, and structures.

CLOSE READ

Correct or Confirm Predictions

Highlight a text feature that helps you correct or confirm a prediction you made about the topic of the text.

Life on Earth

- 1 Most people on Earth live where it never gets very hot or very cold. More than half of all people in the world live in or near cities. More than half of all people in the world live within 100 miles of the sea.
- 2 Many of Earth’s people live in quite similar places. When you watch a TV show, the places in which the characters live often don’t look very different from where you might live.



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CROSS-CURRICULAR PERSPECTIVES

Science



Human population distribution is influenced by human factors, such as the need to live where jobs are located, and physical factors, such as climate. The tendency of humans to collect in cities established in ideal locations has led to the development of “megacities,” or cities with more than 10 million inhabitants. The number of megacities across the globe is projected to rise from 31 in 2016 to 41 by 2030. This worries many who believe that such cities are not sustainable, given their toll on the local environment.



- 3 But if you looked down at Earth from above, you wouldn't see many cities. A lot of Earth is jungle, mountains, deserts, or large areas of snow. What would it be like to live in some of these areas?
- 4 Let's meet some people living in extreme places.

CLOSE READ**Analyze Text Features**

Underline details about Earth that the definition of *extreme* helps you understand.

extreme far from normal or average



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First Read**Connect**

THINK ALOUD The detail about the number of cities on Earth makes sense. It reminds me of photos of Earth taken from space. The brightly lit spots in photos of Earth at night are the cities and suburbs where most people live. It is dark everywhere else.

Close Read**Analyze Text Features**

Review types of text features that can be found in informational text. Elicit that the bold words and definitions in the margins of this text are a text feature.

Ask: *What are the “extreme places” that the author mentions in paragraph 3?* Have students scan **paragraph 3** and underline details about Earth that the definition of *extreme* helps them understand. **See student page for possible responses.**

DOK 1

Ask: *How does the definition of *extreme* help you understand the text?*

Possible response: The definition helps me understand that the text will discuss how people live in places like jungles, mountains, deserts, and snowy places.

DOK 2

OBJECTIVES

Recognize characteristics and structures of informational text, including features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding.

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

Possible Teaching Point**Read Like a Writer | Author's Craft**

Viewpoint Remind students that the author's viewpoint is how she or he looks at or thinks about a topic. Ask students to identify the author's viewpoint of people living in extreme places. Ask: *What can you infer from the author's question and invitation to “meet some people living in extreme places”? Why does the author use “you” to speak directly to readers?* Have students share their ideas about whether the author has a negative, balanced, or positive viewpoint.

First Read

Generate Questions

THINK ALOUD I am not sure what the main idea of this section is. Is the author saying that Supai is an extreme place to live because of where it is located? Or is Supai extreme because its blue-green water makes it a paradise? Rereading the heading and last sentence in paragraph 6 makes me think that Supai's location is what makes it an extreme place to live, but I will read on to see if the following text supports this idea.

Close Read

Analyze Text Features

Remind students that text features may help explain, add, or emphasize information. Have students scan **paragraph 5** and underline text details that help them explain the author's purpose for including the map. **See student page for possible responses.**

Ask: *What can you infer is the author's reason for including the map?*

Possible response: The author includes the map to help explain where Supai is, because it adds information that is not stated in the text. The map shows that the Grand Canyon is in the southwestern part of the United States to help readers understand where Supai is located.

DOK 2

OBJECTIVE

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

CLOSE READ

Analyze Text Features

Underline text details that help you explain the author's use of the map to achieve a specific purpose.

spectacular wonderful or very beautiful



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Life at the Bottom of the Canyon



- 5 Deep down at the bottom of the Grand Canyon, there is a village called Supai. You can only get to it by foot, horse, mule, or helicopter. The people who live there call themselves the Havasupai. This means "the people of the blue-green water."
- 6 The blue-green water is the beautiful Havasu Creek that flows through the canyon. There are also four spectacular waterfalls that tumble down into the canyon. The water keeps the land around the village green. Many people call this place a paradise. But living in a place that is so hard to get to has its problems!

THE HAVASUPAI

CLAIM TO FAME: The Havasupai are the people of the blue-green water.

HISTORY: Havasupai have been living in the Grand Canyon for more than one thousand years!

INDUSTRIES: Farming, hunting, and tourism

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CROSS-CURRICULAR PERSPECTIVES

Science



A canyon is a deep, narrow depression or valley in the landscape that has steep sides. The Grand Canyon in Arizona is believed to have begun as a series of smaller canyons carved out by the Colorado River and its tributaries 70 million years ago. Supai is within one such canyon formed by Havasu Creek on the south side of the Colorado River. The Havasupai Indian Reservation includes the village of Supai, Havasu Canyon, and the surrounding plateau uplands where the Havasupai traditionally hunted after the end of the growing season. Supai is considered the most remote community in the continental U.S. outside of Alaska.



A Remote Paradise?

- 7 From the air, the Havasupai Creek looks like an emerald snake slithering between dry, red rock. In the past, the Havasupai farmed crops such as corn, squash, and fruit during the spring and summer. In fall and winter, the Havasupai moved higher up the canyon. They would hunt deer for food.

CLOSE READ

Correct or Confirm Predictions

Highlight details in the text feature “Supai Village” that help you confirm or correct a prediction you made about the Havasupai’s distance from others.

SUPAI VILLAGE

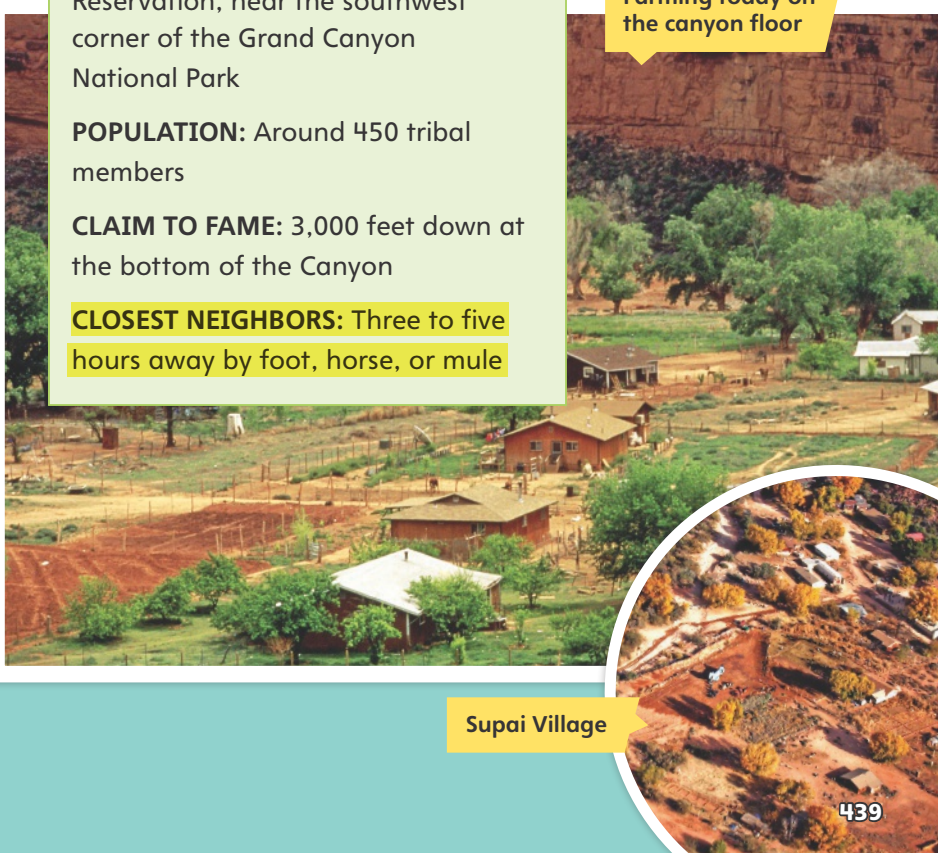
LOCATION: On the Havasupai Reservation, near the southwest corner of the Grand Canyon National Park

POPULATION: Around 450 tribal members

CLAIM TO FAME: 3,000 feet down at the bottom of the Canyon

CLOSEST NEIGHBORS: Three to five hours away by foot, horse, or mule

Farming today on the canyon floor



Supai Village

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First Read

Notice

THINK ALOUD I notice that the heading is a different color and smaller than the last one, but the main topic is still Supai and the Havasupai people who live there. This tells me that “A Remote Paradise?” is a subheading and that this section will discuss a new main idea about the topic.

Close Read

Correct or Confirm Predictions

Review that sidebars are boxed text features that further explain details mentioned in the text or that provide extra information. Both types can help readers check their predictions about the text.

Have students scan and highlight details in the “**Supai Village**” text feature that help them confirm or correct their prediction about the Havasupai’s distance from others. **See student page for possible responses.**

Ask: **Based on these details, what does the word “remote” in the subheading mean?**

Possible response: Since the Havasupai are three to five hours away from their neighbors, the word “remote” must mean far away from other people.

DOK 2

OBJECTIVES

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

Make, correct, or confirm predictions using text features, characteristics of genre, and structures.

Possible Teaching Point



Academic Vocabulary | Related Words

Display this sentence: *She opened the garage door remotely from her car.* Have students look up *remote* in a dictionary to find its definitions, and compare them to related words (*remotely*, *remoteness*). For further instruction, use the Academic Vocabulary lesson on pp. T24–T25 in the Reading-Writing Workshop Bridge.

First Read

Respond

THINK ALOUD The Havasupai's problem with flooding reminds me of the weekly question: *How can nature change people's lives?* I wonder how the flooding has caused the Havasupai's lives to change.

Close Read

Analyze Text Features

Have students scan the "You've Got Mail" text feature and underline a detail that is supported by the photo. **See student page for possible responses.**

Elicit that captions are a text feature that often appear with photos. Ask: *Why do you think the author includes the "You've Got Mail" feature instead of a caption?*

Possible response: Readers will pay more attention to the feature than to a caption because of the feature's title and stamp decoration. The feature tells what the photo shows, but it also gives additional facts that emphasize how different life in Supai is.

DOK 2

OBJECTIVES

Recognize characteristics and structures of informational text, including features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding.

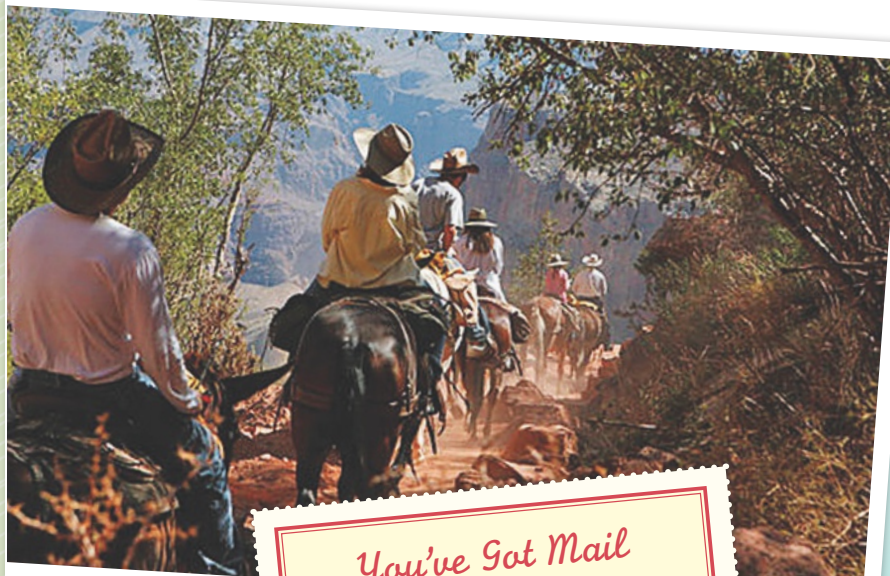
Explain the author's use of print and graphic features to achieve specific purposes.

CLOSE READ

Analyze Text Features

Underline a detail in the text feature "You've Got Mail" that is supported by the photo.

8 As the tribe grew, the Havasupai began to run out of farmland. This was not the only problem. Sometimes the canyon would flood too, damaging crops. They needed to find a new way to survive at the bottom of the canyon.



You've Got Mail

Letters addressed to Supai are brought by mule train. It is the last U.S. Postal Service mule train left in the country!

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Possible Teaching Point



Word Study | Vowel Patterns

Ask students to read the feature title, "You've Got Mail," aloud. Tell students that the short o sound in the word *got* has several sound-spelling patterns that they can learn to recognize, such as the *ough* in the word *brought*. Use the Word Study lesson on pp. T26–T27 in the Reading-Writing Workshop Bridge to help students read vowel patterns *au*, *aw*, *al*, *ugh*, and *ough*.



The Blue-Green Water

- 9 Nowadays, the Havasupai make a living from tourism. The famous canyon attracts more than 20,000 visitors per year. Most visitors make the three-to-five-hour journey to Supai on horseback or mule. The Havasupai now run campgrounds, a café, a trading post, and a lodge.

THE FOUR FALLS

SUPAI FALLS: Closest to the village

NAVAJO FALLS: $\frac{1}{4}$ mile beyond Supai Falls

HAVASU FALLS: $\frac{3}{4}$ mile beyond Navajo Falls

MOONEY FALLS: 1 mile beyond Havasu Falls. It is the highest of the falls, at 190 feet high.

Havasu Falls is the most photographed of the blue-green falls.

CLOSE READ

Correct or Confirm Predictions

Highlight details that help you correct or confirm a prediction you made about how the Havasupai make a living in the canyon.

attracts interests or brings toward

First Read

Notice

THINK ALOUD This page confirms my prediction that the Havasupai would start making money and buying food instead of growing food. The text feature also shows that the four blue-green waterfalls mentioned earlier are very close to Supai. This must attract tourists who want to see and photograph the waterfalls.

Close Read

Correct or Confirm Predictions

Remind students that readers can use more than text features to make and check predictions about a text. The way the information in a text is structured or organized is also helpful.

Have students scan **paragraph 9** and highlight details that help them correct or confirm their prediction about how the Havasupai make a living. **See student page for possible responses.**

Ask: *What advice would help someone predict this detail about the Havasupai?*

Possible response: My advice would be to look for sentences with the words “Havasupai” and “living” and to check the first and last sentences of the paragraph since these often state main ideas. The photograph caption also is a clue that many tourists come to Supai.

DOK 2

OBJECTIVE

Make, correct, or confirm predictions using text features, characteristics of genre, and structures.



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Possible Teaching Point



Read Like a Writer | Author's Craft

Text Features To help students think critically about text features, ask what they notice about the information given in “The Four Falls.” (The falls are ordered by their distance from the village.) Have students brainstorm other ways this information can be presented. Ask: *Would a map or diagram have been easier to understand? Why do you think that the author listed this information instead? Do the photograph and caption provide any clues?* To help students identify the author's purpose, use the Read Like a Writer lesson on pp. T60–T61 in the Reading-Writing Workshop Bridge.

First Read

Notice

The style of this heading tells me that this is a new, main section about a different place. What makes the Danakil Depression an extreme place to live?

Close Read

Analyze Text Features

Have students scan **paragraph 10** and the **text features** and underline text evidence that supports their understanding of the extreme weather in the Danakil Depression. See student page for possible responses.

Ask: What do the heading, text, and two features help you understand about the weather in the Danakil Depression?

Possible response: The text and heading tell me that this is one of the hottest places on Earth, and the two features help me understand what this means. “The Danakil Depression” says that the daily temperature is “more than” 120 degrees Fahrenheit, and the feature “Not a Cool Breeze” helps me infer that the fire winds probably raise the temperature even higher. The phrase “a tornado in an oven” and the orange color of the box also help me imagine what fire winds and extremely hot temperatures feel like.

DOK 2

OBJECTIVES

Recognize characteristics and structures of informational text, including features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding.

Explain the author’s use of print and graphic features to achieve specific purposes.

CLOSE READ

Analyze Text Features

Underline text evidence that supports your understanding of the extreme weather in the Danakil Depression.

region area of land



Surviving in One of Earth’s Hottest Spots



- 10 In the middle of the Great Rift Valley in Ethiopia is the Danakil Depression. This region looks like a different planet. It is one of the hottest spots on Earth. It is heated from above by the sun and from below by lava flows.
- 11 You would think that nobody would live here, but it is home to the Afar. The Afar are nomadic people who come to the Danakil Depression every day to mine salt.

THE DANAKIL DEPRESSION

CLAIM TO FAME: Daily temperatures of more than 120°F!

ALTITUDE: 300 feet below sea level

RAINFALL: Less than 7 inches a year

CLOSEST CITY: Mek’ele, 60 miles away

NOT A COOL BREEZE

Fire winds blow through the Danakil Depression. They are said to feel like a tornado in an oven!



ELL Targeted Support Develop Vocabulary Remind students that context clues can help them understand the meanings of words that are unfamiliar to them. Have students look for clues to define *nomadic* and *mine* in paragraph 11.

Tell students that the headings on p. 443 and other uses of *mine* and *miners* provide textual context clues. Have partners share the clues they found and write them on the board. **EMERGING/DEVELOPING**

Have student pairs share and explain the context clues they found, and write them on the board. Ask volunteers to define the words or look them up and read them aloud from a dictionary. **EXPANDING/BRIDGING**



Afar Gold

12 Ten thousand years ago, the Danakil Depression was part of the Red Sea. The waters have evaporated and left behind salt flats. To the Afar, this salt is like gold. Until recently, blocks of salt called *amolé* were used as money in Ethiopia. Today, northern Afar people still earn money from selling salt.

Camel Caravans

13 Every day, Afar miners come to the salt flats with around 2,000 camels and 1,000 donkeys. They transport *amolé* into the cities. The salt blocks are cut by hand. Everybody in the community takes part. The walk from town to the salt flats and back can take six days.

THE SALT TRADE

WEIGHT OF ONE SALT BLOCK, OR AMOLÉ: About 9 pounds

NUMBER OF BLOCKS PER CAMEL: 30

DISTANCE TRAVELED PER DAY: 15.5 MILES

CLOSE READ

Analyze Text Features

Underline details in paragraph 13 that are supported by information in the text feature “The Salt Trade.”

transport carry or move from one place to another



First Read

Generate Questions

THINK ALOUD None of these photos have captions, so I will ask myself what the photos show to make sure I understand why the author included them. For example, does the top photo on the right show the salt flats? Are those yellow ridges the salt? What questions do you have about this page?

Close Read

Analyze Text Features

Have students scan **paragraph 13** and compare the information it provides with the text feature on the page. Prompt students to underline details in the paragraph that the text feature also supports. **See student page for possible responses.**

Say: Explain how the text feature best supports the details that you underlined.

Possible response: “The Salt Trade” helps explain the number of camels and days needed for each caravan trip. I can use its information to figure out that each camel can carry 270 pounds of salt. Even though this seems heavy, the Afar would need a lot of camels to carry enough salt to make money.

DOK 2

OBJECTIVE

Recognize characteristics and structures of informational text, including features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding.

Possible Teaching Point



Academic Vocabulary | Related Words

Call students’ attention to the word *evaporated* in paragraph 12. Explain that identifying related words with the same root can help students determine the meaning of *evaporated*. Point out that *evaporated* has the same root as *evaporation*, and elicit that *evaporated* is the past tense of *evaporate*. Ask: **When a wet sidewalk dries, what do we say happened to the water?** For further instruction, use the Academic Vocabulary lesson on pp. T24–T25 in the Reading-Writing Workshop Bridge.

First Read

Connect

THINK ALOUD The description of how the Afar travel with their houses, or aris, reminds me of other cultures with the same tradition of moving from place to place, such as Mongols and Native American tribes that hunted buffalo. Whether you move to follow animals or to mine and sell salt, you would need a simple home that you can easily pack up and bring with you.

Close Read

Vocabulary in Context

Tell students to read the Close Read note and find the word *shade* in **paragraph 14**. Have students underline and use context clues beyond the sentence to determine which meaning of the word is used. **See student page for possible responses.**

Ask: *Why is the shade from aris important to have in the Danakil Depression?*

Possible response: The Danakil Depression is in an extremely hot desert, and the Afar spend a lot of time outside. Shade helps people cool off, but there are no trees in the desert, so the Afar need their aris to get relief from the sun.

DOK 2

OBJECTIVES

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

Synthesize information to create new understanding.

CLOSE READ

Vocabulary in Context

The term *shade* can mean “a tone of color.” It can also mean “an area where heat and light from sun are blocked.”

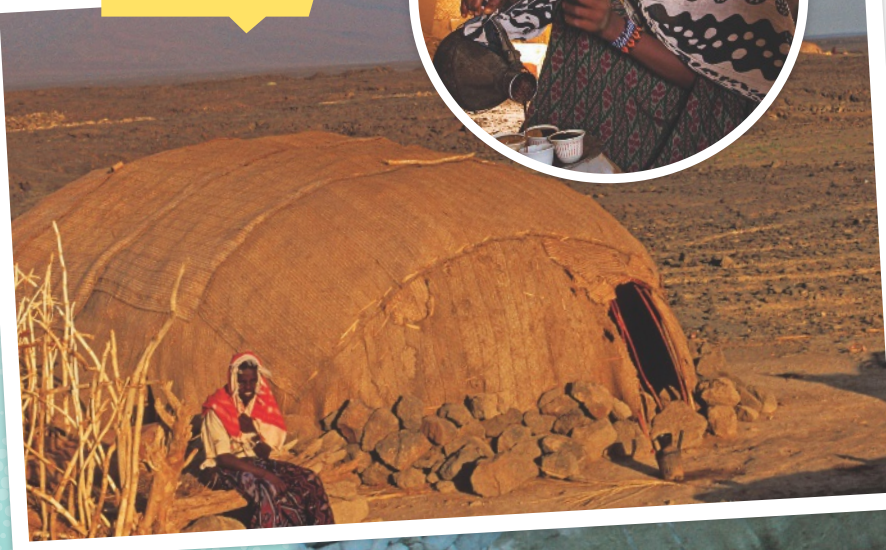
Use context clues within and before the sentence to determine the meaning of *shade* in paragraph 14.

Underline the context clues that support your definition.

What Is Life Like in an Ari?

14 The Afar cross the Danakil Depression to mine salt. They then sell it in the cities. The Afar can do this because they bring their homes with them. They pack their houses, called *aris*, onto the backs of their camels. They usually put up their aris around wells. The aris are round, like igloos, and are made from light palm matting. They provide welcome shade in which to cook, eat and sleep.

The Afar live in huts called aris.



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Possible Teaching Point



Read Like a Writer | Author's Craft

Descriptive Language To develop students' understanding of descriptive language, ask students what words the author uses to describe an ari. (*homes, houses, round, igloos, huts*) Point out that using more specific, descriptive words than *homes* and *houses* helps readers visualize an accurate mental image of the aris.

**WHAT'S COOKING?****WHAT THE AFAR USUALLY EAT:** Meat**WHAT THEY EAT IT WITH:** Thick wheat
pancakes**WHAT THE AFAR DRINK:** Milk**HOW THE AFAR SAY "WELCOME":**
They give their guests a drink of milk!**CLOSE READ****Analyze Text Features**

Underline key details about the Afar that the text feature "What's Cooking?" reveals.

First Read**Notice**

THINK ALOUD I think the large photograph shows people gathering water from a wide well. It makes sense that nomadic people move from place to place to find water in a desert. The "Herding Animals" text feature suggests that the Afar also may move to find food for their sheep, goats, cattle, and camels. It does not look like the Danakil Depression has much grass or other plants for these animals to eat.

Close Read**Analyze Text Features**

Remind students that text features add information about a topic. Have students scan the "What's Cooking?" feature and underline the key details about the Afar that the feature reveals. **See student page for possible responses.**

Ask: What is the relationship between the "What's Cooking?" and "Herding Animals" text features?

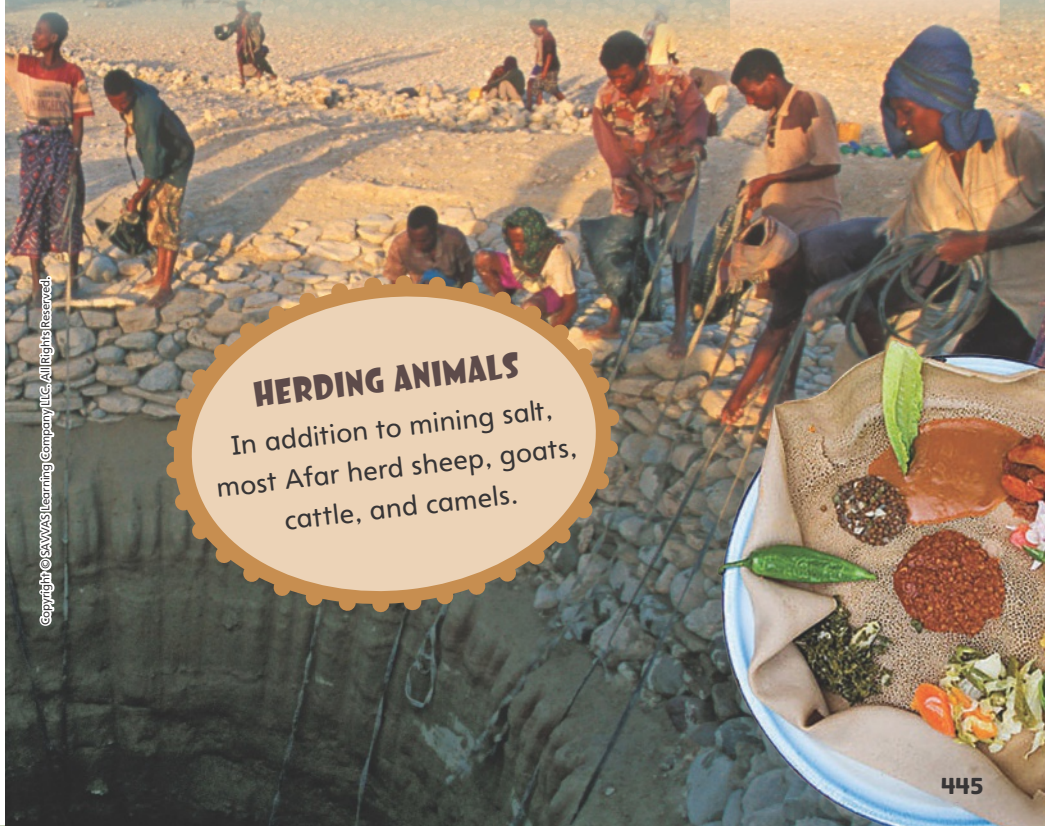
Possible response: "Herding Animals" supports the "What's Cooking?" feature, because it helps readers infer what kind of meat the Afar eat and what kind of milk they drink. The Afar use camels to carry their salt and houses, but the reason to herd sheep, goats, and cattle is to have meat and milk.

DOK 2

OBJECTIVES

Recognize characteristics and structures of informational text, including features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding.

Make inferences and use evidence to support understanding.

**HERDING ANIMALS**

In addition to mining salt, most Afar herd sheep, goats, cattle, and camels.

Possible Teaching Point**Read Like a Writer | Author's Purpose**

Text Features To help students develop their understanding of text features, ask them to reread the "Herding Animals" feature. Use the Read Like a Writer lesson on pp. T60–T61 in the Reading-Writing Workshop Bridge to help students identify the author's main purpose for including the "Herding Animals" text feature.

First Read

Connect

THINK ALOUD I know that the North Pole is covered with ice and snow, so I think that the map shows the view of Earth from directly above the North Pole. It looks like the Arctic Circle is a region centered around the North Pole. This helps me understand that the land in the Arctic Circle is an extreme place to live because it is probably extremely cold much of the year.

Close Read

Correct or Confirm Predictions

Have students scan the **text features** for details about the location where the Sami live. Tell students to highlight details in text features that help them correct or confirm their predicted location of the Sami homeland. **See student page for possible responses.**

Ask: **How does the author help readers understand that she uses the names “Arctic” and “Arctic Circle” to name the same region?**

Possible response: The heading and sentence in the text use the same verb, “roaming,” to say what the Sami do in the Arctic Circle and in the Arctic. The map also shows that the Sami homeland is in a region called the Arctic Circle.

DOK 2

OBJECTIVES

Make, correct, or confirm predictions using text features, characteristics of genre, and structures.

Recognize characteristics and structures of informational text, including features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding.

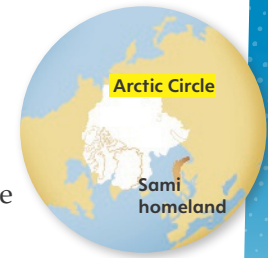
CLOSE READ

Correct or Confirm Predictions

Highlight details in two text features that help you correct or confirm a prediction you made about where the Sami live.

Roaming in the Arctic Circle

- 15 Did you know there are people who use reindeer to pull their sleds? The Sami people do this. In the past, the Sami spent their lives roaming the Arctic. They followed the enormous reindeer herds.



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ELL Targeted Support Enhance Understanding Tell students that in this section, paying careful attention to verb tenses can help them understand how Sami culture has changed. Read each sentence in paragraph 15 aloud, asking students to listen for the verbs.

For each sentence, help students identify the verb tense and tell whether the action relates to Sami culture now or in the past. **EMERGING/DEVELOPING**

For each sentence, have students identify the verb tense and explain how they know. Then have them tell whether the action relates to Sami culture now or in the past. **EXPANDING/BRIDGING**

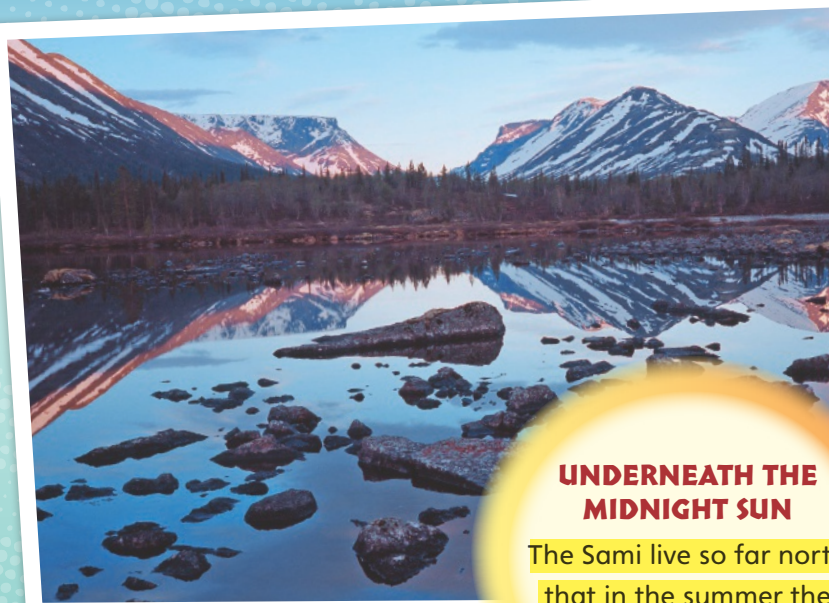


THE SAMI HOMELAND

CLAIM TO FAME: This is the farthest north that human beings live—200 miles north of the Arctic Circle!

AREA: 150,000 square miles, about the size of Norway

COUNTRIES: Sápmi, the Sami name for this area, spreads across what is now northern Norway, Sweden, Finland, and Russia's Kola Peninsula.



UNDERNEATH THE MIDNIGHT SUN

The Sami live so far north that in the summer the sun never sets!

CLOSE READ

Correct or Confirm Predictions

Highlight details that help you correct or confirm a prediction you made about how extreme a place the Sami homeland is.

First Read

Generate Questions

The sidebar feature “The Sami Homeland” contains more information about where the Sami live. What are some questions you can ask to help you further correct or check your understanding?

Possible response: Is the Arctic Circle an imaginary line, like the equator? Do the Sami live 200 miles north of this line but still south of the North Pole? Do they live on both sea ice and the northern parts of the listed countries?

Close Read

Correct or Confirm Predictions

Have students scan the **text features** and highlight details that help them correct or confirm their prediction about how extreme a place the Sami homeland is. **See student page for possible responses.**

Ask: What details support the idea that the most extreme characteristic of the Sami homeland is its location?

Possible response: The details that the Sami homeland is “the farthest north that human beings live” and “so far north” that the sun never sets in the summer suggest that its location is what makes it so extreme. Also, living this far north must be unusual if it is the Sami’s “claim to fame.”

DOK 2

OBJECTIVES

Make, correct, or confirm predictions using text features, characteristics of genre, and structures.

Evaluate details read to determine key ideas.

Possible Teaching Point



Read Like a Writer | Author's Craft

Text Features Ask students to compare “The Sami Homeland” with the “Supai Village” and “The Danakil Depression” features. Ask: Which type of fact do all the sidebars have in common? (a Claim to Fame) How does the Claim to Fame support the section's main idea? (It helps to explain why these locations are extreme places to live.) Have students share their ideas about the author's purpose for these sidebars.

First Read

Notice

THINK ALOUD The text and photo suggest that the Sami can buy things like snowmobiles, skis, and winter clothing. I think it must be easier for the Sami to travel than it is for the Havasupai and Afar. The fact that some Sami still herd reindeer, however, makes me think that they also may have kept other cultural traditions.

Close Read

Analyze Text Features

Have students scan **paragraph 16** and underline text details that help them explain why the author used the heading “The Reindeer Walkers.” **See student page for possible responses.**

Ask: *Why does the author use this heading instead of “The Boazovázzi”?* Use your evidence to support your response.

Possible response: Headings tell readers what the sections are about. The first two sentences show that this section is about the Sami reindeer herders called *boazovázzi*. Since this Sami word is difficult to read and understand, the author uses the translation “reindeer walkers” so that the heading is helpful for readers.

DOK 2

OBJECTIVES

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

Use text evidence to support an appropriate response.

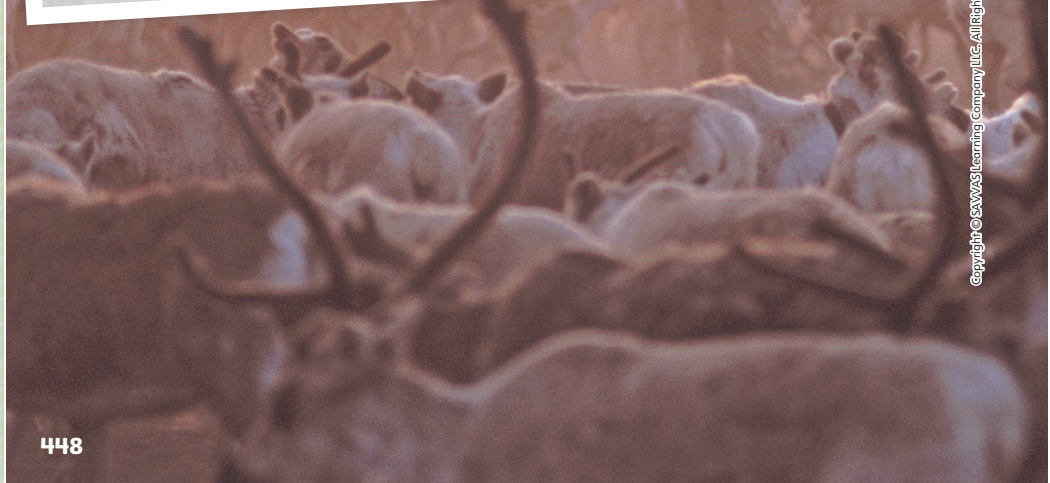
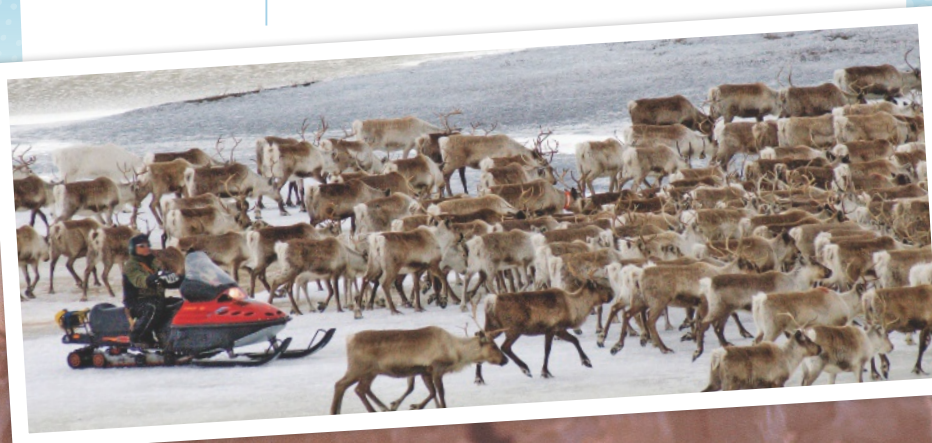
CLOSE READ

Analyze Text Features

Underline text details that help you explain the author's use of the heading to introduce important information.

The Reindeer Walkers

- 16 The Sami call people who herd reindeer *boazovázzi*. This means “reindeer walkers.”
The herders used to follow the reindeer by foot or on skis. They now use snowmobiles to herd their reindeer.



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Possible Teaching Point



Word Study | Vowel Patterns

Use the Word Study lesson on pp. T26–T27 in the Reading-Writing Workshop Bridge to teach students how to read words with the vowel sound you hear in the word *saw*. Point out that the *a/* vowel pattern in *walkers* is an example of that sound. Ask students to read related words, such as *walk* and *walking*, and elicit that the vowel pattern is the same whether the word has one or more syllables.



An All-in-One Animal

- 17 Reindeer provide the Sami with **meat, hides, and antlers**. Most reindeer are allowed to roam free. Some are kept for **milking and to pull sleds**. Some reindeer can even be **saddled like horses!**

CLOSE READ

Correct or Confirm Predictions

Highlight details that help you correct or confirm predictions you made about the ways the Sami might use reindeer.

THE MANY USES OF REINDEER

FOOD: Reindeer meatballs, reindeer sausage, and smoked reindeer are all very popular.

MILK: Reindeer can be milked like cows.

MEDICINE: Reindeer antlers are sold to China because many Chinese people believe the antlers have medicinal properties.

CLOTHING: Reindeer have hairs that are hollow and filled with air. This trapped air makes reindeer fur very warm.

TRANSPORT: Reindeer can be trained to pull sleds; larger species can be ridden like horses.

TOOLS: Traditionally, reindeer bones were made into tools, such as needles and knives.



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First Read

Connect

Most people who raise livestock or hunt animals for food understand the value of these animals. Many try to use every part of the animal and not waste anything. What connection can you make to help you understand how important reindeer are to the Sami culture?

Possible response: I can connect them to the Plains Native American tribes, like the Lakota, that used every part of the buffalo and even have myths about buffaloes.

Close Read

Correct or Confirm Predictions

Have students scan the **whole page** and highlight details that help them correct or confirm predictions they made about the ways the Sami might use reindeer. **See student page for possible responses.**

Ask: Based on these details, would a prediction that the Sami use reindeer for everything they need be correct? Explain your reasoning.

Possible response: The prediction is not exactly correct. The Sami can use reindeer for almost all their basic needs, like food, clothing, and transportation, but they do not get their own medicine from reindeer.

DOK 2

OBJECTIVES

Make, correct, or confirm predictions using text features, characteristics of genre, and structures.

Evaluate details read to determine key ideas.

Possible Teaching Point



Academic Vocabulary | Related Words

Call students' attention to the words *medicine* and *medicinal* in the sidebar. Elicit that these are related words. Have students look up both words in the dictionary and use the correct word to complete these sentences: *He takes _____ for his illness. She drinks tea for _____ purposes.* For further instruction, use the Academic Vocabulary lesson on pp. T24–T25.

First Read

Notice

THINK ALOUD The detail that the Sami live in lavuts “when moving with their herds” is important. This tells me that the Sami who are not reindeer walkers probably do not live in lavuts and that Sami who do herd reindeer do not live in lavuts all of the time.

Close Read

Analyze Text Features

Have students scan **paragraph 18** and underline details about a lavut that are supported by the photo. **See student page for possible responses.**

Elicit that the heading suggests that readers might confuse a lavut with a tepee. Ask: **Why does the author use a photo to help readers understand how a lavut is different from a tepee?**

Possible response: The photo shows exactly what a lavut looks like. For example, the photo shows that a lavut has a door stitched in. This is not something I have seen on Native American tepees.

DOK 2

OBJECTIVE

Explain the author’s use of print and graphic features to achieve specific purposes.

CLOSE READ

Analyze Text Features

Underline details about a lavut in paragraph 18 that are supported by the photo.

That’s Not a Tepee, That’s a Lavut

18 When moving with their herds, the Sami still live in cone-shaped tents. These are called *lavuts*. A lavut can stand winds that are 50 miles an hour. The top of each lavut is open to let out the smoke from large fires.



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CROSS-CURRICULAR PERSPECTIVES

Social Studies



To withstand the strong winds on the tundra, lavuts (or lavvu) are wider at the base than tepees, centered lower, and their wood frames are reinforced with arched supports. A lavut also has an attachable door that is reinforced with wood, allowing it to be quickly opened and closed without losing too much heat. Traditional lavuts were made by sewing reindeer pelts together with a bone needle. The pelts provide insulation against wind and freezing temperatures.



Can I Please Take a Look at Your Gakti?

- 19 The lavut is not the only part of Sami life still in use today. The traditional Sami clothing is called the *gakti*. It is still often worn on special occasions. The colors, patterns, and buttons of a *gakti* are a code. They can tell you whether the person is married and which village he or she comes from.

WHY THE POINTY TOES?

The turned-up, pointy toes of a traditional Sami reindeer-skin boot are designed to hook onto skis.



ROUND OR SQUARE BUTTONS

Traditionally, square buttons mean a person is married. Round buttons mean a person is not married.



CLOSE READ

Correct or Confirm Predictions

Highlight details in a text feature that help you confirm or correct your prediction about the meaning behind the Sami's use of buttons.



First Read

Connect

The first sentence on this page confirms that the Sami do not live a completely traditional life from day to day. How does the information about Sami traditional clothing connect to what you know about how other people celebrate their cultural backgrounds?

Possible response: I know many people wear traditional clothing, follow traditional customs, and eat certain foods just at weddings and on cultural holidays.

Close Read

Correct or Confirm Predictions

Have students scan the **text features** and highlight details that help them confirm or correct their prediction about how the buttons in the photo show whether a person is married. **See student page for possible responses.**

Ask: *Why is it necessary to read the whole "Round or Square Buttons" feature to confirm or correct your prediction?*

Possible response: Neither the feature title nor the text say which shape shows that a person is married and which shows that a person is not married.

DOK 2

OBJECTIVES

Make, correct, or confirm predictions using text features, characteristics of genre, and structures.

Recognize characteristics and structures of informational text, including features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding.

Possible Teaching Point



Read Like a Writer | Author's Craft

Text Features To have students analyze other text features on the page, ask them to share ideas about why the author included the "Why the Pointy Shoes?" feature and photo of boots. Guiding questions to encourage students to relate this photo to the others include: *Can you see what the people in the other photos are wearing on their feet? Would you infer that the bride and groom are wearing boots like the ones shown in this photo? Why or why not?* Point out that the close-up photos enable readers to easily see fine details.

First Read

Connect

THINK ALOUD It is interesting that the author chose a photo of a highway for this page. This reminds me that transportation can be more difficult in extreme places. I think someone from the Danakil Depression also might be amazed by how food is transported to and sold in grocery stores, rather than most people raising their own animals for the food and goods they need.

Close Read

Analyze Text Features

Have students scan **paragraph 20** and underline text evidence that helps them explain the author's purpose for using a question as the heading. **See student page for possible responses.**

Say: Use your text evidence to explain why the author asks this question in the heading.

Possible response: The main idea of this section is that what seems normal or extreme depends on where and how you live. I can infer this from the detail "where and how you live might look pretty different" to an Afar child. The question introduces the main idea because it points out that not all people's homes and lives are the same.

DOK 2

OBJECTIVE

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

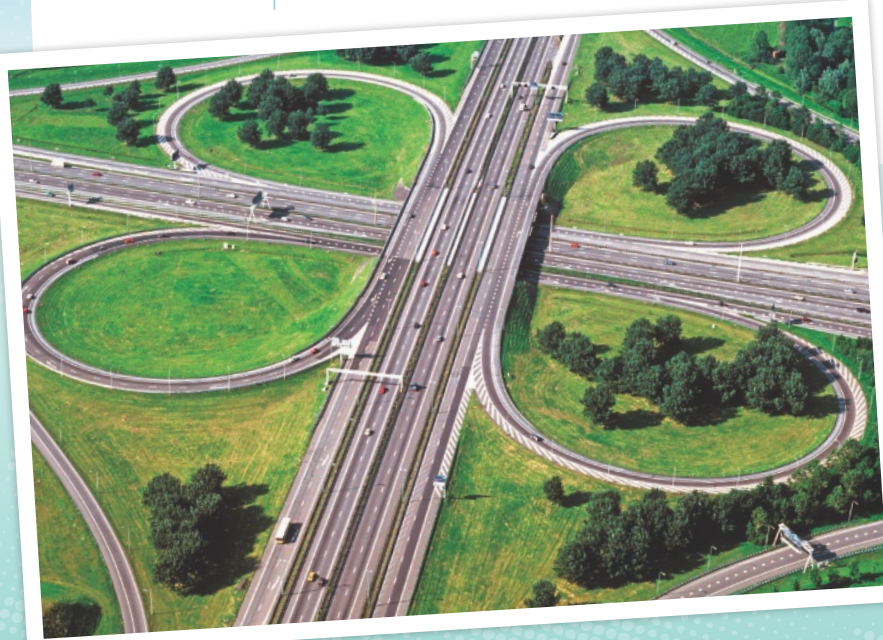
CLOSE READ

Analyze Text Features

Underline text evidence that helps you explain the author's use of a question in the heading to achieve a specific purpose.

What's It Like Where You Live?

20 Now you've seen some of the extreme places where people live. What do you think might be extreme about your neighborhood? To an Afar child, where and how you live might look pretty different. Many people on this planet have never seen some of the things you probably see every day.



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Possible Teaching Point

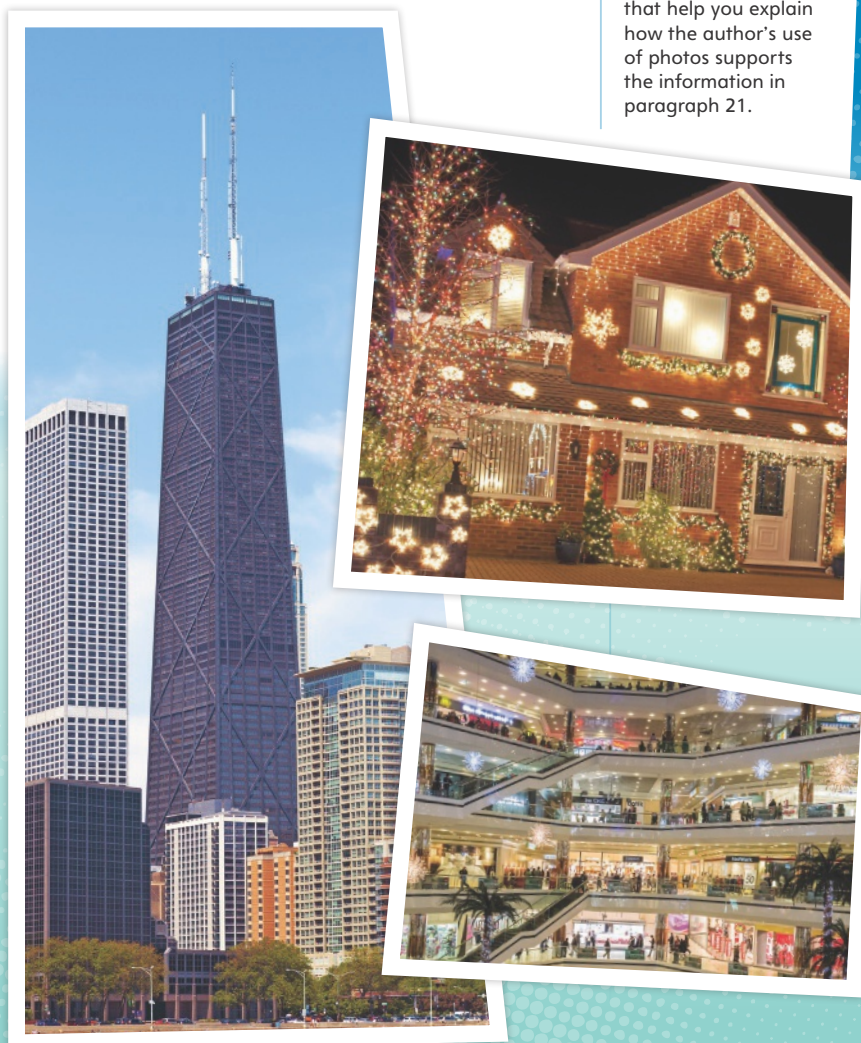


Read Like a Writer | Author's Craft

Word Choice Help students understand why the author chose to use the words *might be* and *probably*. Explain that authors choose their words to carefully convey meanings. Ask: *Would the author's message change or be less convincing if she had not used the words *might be* and *probably*?* Explain.



- 21 Imagine meeting someone from the Sami or Afar tribe. What would seem extreme to them about your normal life?



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CLOSE READ

Analyze Text Features

Underline text details that help you explain how the author's use of photos supports the information in paragraph 21.

First Read

Respond

We live in a very different place and have different lives from the Afar. How do you think this text answers the weekly question? How can the environment shape people's lives? Discuss your thoughts with a partner.

Close Read

Analyze Text Features

Have students scan **paragraph 21** and underline text details that help them explain the author's purpose for including these photos. **See student page for possible responses.**

Ask: *Why do you think the author included these three photos? Use text evidence to support your response.*

Possible response: The author wants to show examples of what she thinks are part of "normal life" in the United States. Since she asks readers to imagine how our lives are different from those of people who live in extreme places, I think she also chose photos of things we can compare and contrast to what is normal for the Havasupai, Afar, and Sami. The city and skyscraper are very different from Supai and its buildings. The house with holiday decorations is nothing like a lavut or ari, and there probably are not many shopping centers in the Arctic Circle.

DOK 2

OBJECTIVES

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

Synthesize information to create new understanding.

Possible Teaching Point



Read Like a Writer | Author's Craft

Author's Purpose To have students consider the effect of ending the text with a question, ask students to rewrite the question as a statement and share their sentences with the class. Ask: *Which ending do you think best supports or emphasizes the author's message?* Discuss how a question is more effective than a statement in this particular instance. The author encourages the reader to think more about the subject.

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Respond and Analyze



Deep Down and Other Extreme Places to Live

OBJECTIVES

Use text evidence to support an appropriate response.

Respond using newly acquired vocabulary as appropriate.

Recognize characteristics and structures of informational text, including features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding.

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

My View

Use these suggestions to prompt students' initial responses to reading *Deep Down and Other Extreme Places to Live*.

- **React** Would you like to live in one of these extreme places? Why or why not?
- **Connect** Which of these three extreme places do you think would be the easiest to live in? The hardest to live in? Why?

Develop Vocabulary

Minilesson

FOCUS ON STRATEGIES Tell students that authors of informational texts choose words that describe or explain a topic clearly and accurately. The vocabulary words *extreme*, *spectacular*, *region*, and *transport* clearly tell about places and people in *Deep Down and Other Extreme Places to Live*.

- Figure out or remind yourself of the word meaning.
- Ask yourself how this word gives information about a subject.

MODEL AND PRACTICE Model filling out the graphic organizer on p. 454 of the *Student Interactive* using the word *extreme*.

- I know that the word *extreme* means “far from normal or average.” The author chose this word to tell how unusual these places are.
- I will write a sentence using *extreme* to accurately describe the place where one group of people lives.

ELL Targeted Support Vocabulary Display the words in the Word Bank. Explain that these words tell about extreme places.

Discuss the meanings of the words with students. On the board, write simple cloze sentences and have students complete them, such as: *A sport that is very different from usual sports is called an ____ sport.* **EMERGING/DEVELOPING**



FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategy of choosing accurate descriptive words to develop vocabulary.

OPTION 1 MyTURN Have students respond using newly acquired vocabulary as they complete p. 454 of the *Student Interactive*. Their sentences should accurately use the words to describe unusual places on Earth where people live.

OPTION 2 Use Independent Text Have students find and list words that accurately describe or explain topics in their independent reading texts. Have students use context clues or a dictionary to determine the meaning of each word.

Quick check

Notice and Assess Can students tell why the author chose particular words to describe or explain a topic?

Decide

- **If students struggle**, revisit instruction for developing vocabulary in Small Group on pp. T56–T57.
- **If students show understanding**, extend instruction for vocabulary in Small Group on pp. T56–T57.

Check for Understanding MyTURN Have students complete p. 455 of the *Student Interactive*.

STUDENT INTERACTIVE, pp. 454–455



VOCABULARY

Develop Vocabulary

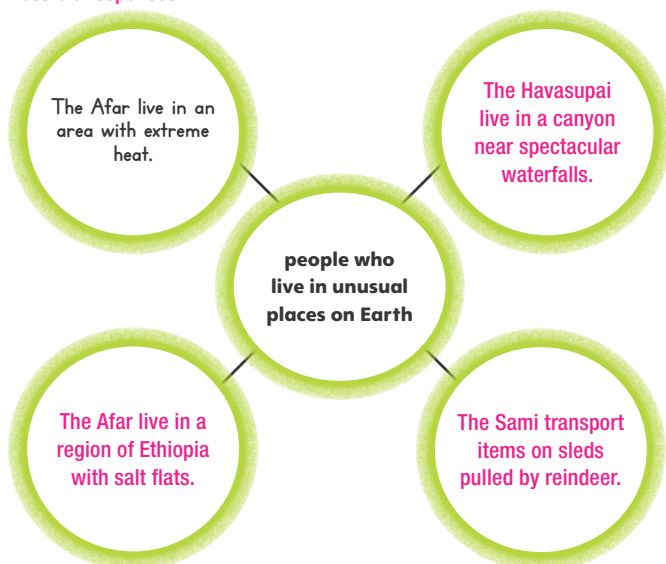
In informational texts, authors choose words that accurately describe a topic. These words may be domain-specific words, meaning words that help explain a particular subject.

MyTURN Use each vocabulary word from the word bank in a sentence that accurately describes people who live in unusual places on Earth.

Word Bank

extreme spectacular region transport

Possible responses:



454

COMPREHENSION

READING WORKSHOP

Check for Understanding

MyTURN Look back at the text to answer the questions.

Possible responses:

- DOK 2** 1. What features and characteristics help you identify *Deep Down* as an informational text?

The text informs readers about the topic and includes text features, such as photos, headings, and maps. It tells facts about real places and events on Earth.

2. Why did the author include maps with the text?

DOK 2

The maps show the locations of the places described in the text. Maps help readers understand where on Earth the groups of people live.

- DOK 1** 3. Which facts from the text support the idea that the Sami depend on reindeer for their survival?

The Sami move with reindeer herds and use reindeer for meat, milk, clothing, transporting items and people, and for tools.

- DOK 3** 4. What is the author's viewpoint on people who live in extreme places? Synthesize information from different sections of the informational text in your response.

The author focuses on the challenges that the Havasupai, Afar, and Sami face in the areas where they live. The author describes the history and culture of the people and how each group has found ways to overcome challenges and survive in extreme places.

455

Word Study Vowel Patterns *au, aw, al, augh, ough*

OBJECTIVES

Demonstrate and apply phonetic knowledge by decoding multisyllabic words with multiple sound-spelling patterns such as *eigh, ough*, and *en*.

Demonstrate and apply phonetic knowledge by identifying and reading high-frequency words with a research-based list.

LESSON 2

Apply Vowel Patterns *au, aw, al, augh, ough*

APPLY MyTURN Direct students to complete the activity on p. 460 of the *Student Interactive*.

laundry

lawn

call

talk

caught

bought

High-Frequency Words

Explain that since high-frequency words are ones that appear often in texts but do not follow regular word study patterns, students need to practice reading them.



STUDENT INTERACTIVE, p. 460

WORD STUDY

Vowel Patterns

Vowel Patterns *au, aw, al, augh, ough* can all spell the vowel sound you hear in the word *saw*. Sometimes the letters *al* include the *l* sound, but sometimes the letter *l* is silent. Knowing sound-spelling patterns can help you read words with one or more syllables.

au	laundry, fault, Paul
aw	jaw, law, lawn
al (with <i>l</i> sound)	call, fall, meatballs, salt
al (with silent <i>l</i>)	talk, walkers
augh	caught, taught
ough	thought, bought

My TURN Read each single-syllable or multisyllable word. Underline the letters that spell the vowel sound you hear in the word *saw*.

- | | | |
|-----------------|-------------------|--------------------|
| <u>br</u> ought | da <u>u</u> ghter | sa <u>u</u> sage |
| <u>ca</u> use | <u>al</u> ready | lau <u>au</u> ch |
| y <u>aw</u> n | st <u>al</u> k | astron <u>au</u> t |
| <u>au</u> gust | rain <u>au</u> ll | <u>al</u> so |

High-Frequency Words

High-frequency words are words that you will see often while you read. Read these words aloud: *special, heavy*. Identify them in your independent reading.

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LESSON 2

Apply Vowel Patterns
au, aw, al, augh, ough

LESSON 1

Teach Vowel Patterns
au, aw, al, augh, ough

FLEXIBLE OPTION
LESSON 3

More Practice

FLEXIBLE OPTION
LESSON 4

Spiral Review:
Homophones

FLEXIBLE OPTION
LESSON 5

Assess
Understanding

Use the  **QUICK CHECK** on p. T53 to determine small group instruction.

Teacher-Led Options

Strategy Group



DEVELOP VOCABULARY

Teaching Point Authors carefully choose words that accurately describe or explain the topic of their informational text. Have students look back at *Deep Down and Other Extreme Places to Live* for precise explanatory words.

ELL Targeted Support

Tell students they can understand an informational text better by looking for words that accurately describe or explain the topic. Have students use visual and contextual support to enhance their understanding of the vocabulary.

Find pictures in magazines or books that illustrate the words *extreme*, *spectacular*, *region*, and *transport*. Have students match the words and pictures. Then use each word in a sentence that describes the picture. **EMERGING**

Have partners brainstorm or find meanings for *extreme*, *spectacular*, *region*, and *transport*. They should then find pictures in magazines or books that illustrate the words. Finally, have students use each word in an oral sentence that describes the picture. **DEVELOPING**

Have partners find pictures in magazines or books that illustrate the words *extreme*, *spectacular*, *region*, and *transport*. Have them write two to three sentences about how or why each picture illustrates the meaning of the word. **EXPANDING/BRIDGING**



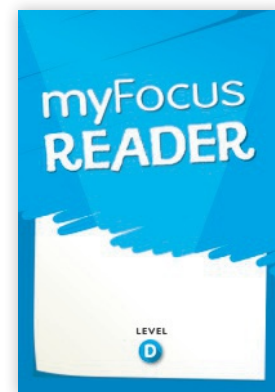
For additional support, see the online *Language Awareness Handbook*.

Intervention Activity



myFOCUS READER

Read pp. 54–55 in the *myFocus Reader* with students. Use the teaching support online at SavvasRealize.com to provide additional insight for students on how nature can affect and change people's lives.



Provide instructional support for comprehension and word study—Vowel Patterns *au*, *aw*, *al*, *augh*, *ough* 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 smoothly and with expression. To read smoothly, readers must know all the words and not hesitate in their reading. To read with expression, they must make their voices go up and down (change the tone) for punctuation and appropriate groups of words or phrases. Each student should read the passage three times. If needed, model reading with smoothness and expression.

ORAL READING RATE AND ACCURACY

Use pp. 121–126 in Unit 5 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 some accurate words the author used in the text to describe or explain the topic.

Possible Conference Prompts

- What words did the author use that accurately described or explained the topic?
- What helped you understand each word?

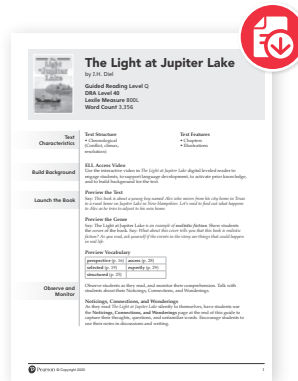
Possible Teaching Point Readers look for words directly related to the subject of the text that help them understand the topic.

Leveled Readers



DEVELOP VOCABULARY

- For suggested titles, see “Matching Texts to Learning,” pp. T28–T29.
- For instructional support on how to use strategies to develop vocabulary, see the *Leveled Reader Teacher’s Guide*.



Whole Group

Share Bring the class back together as a whole group. Ask one or two students to share accurate descriptive or explanatory words they saw in their texts.

Independent/Collaborative

Independent Reading



Students can

- reread or listen to the selection or the *myFocus Reader* text.
- read a trade book or their Book Club text.
- partner-read a text, looking for words that accurately describe or explain the topic.

Centers



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

Literacy Activities



Students can

- complete the graphic organizer on *Student Interactive* p. 454.
- work with a partner to discuss and answer the questions on *Student Interactive* p. 455.
- play the *myView* games.

SUPPORT COLLABORATION

Students will need to work together collaboratively 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.



Analyze Text Features



Deep Down and Other Extreme Places to Live

OBJECTIVES

Recognize characteristics and structures of informational text, including features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding.

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

ACADEMIC VOCABULARY

Integrate Offer students oral practice using unit Academic Vocabulary words to talk about how nature changes people's lives. Give students sentence starters, such as:

- One kind of threat in nature that changes people's lives is ____.
- When people anticipate future natural disasters, they can ____.

ELL Access

Point out to students that salsa (or another composite dish they know) is made of individual parts, and all the ingredients blend together for a delicious taste. Use a photo or illustration to help explain. With informational text, the reader needs to use all the different parts—the words, headings, photos, tables, graphs, colorful or bold print, and so on—to understand the author's meaning.

Minilesson

FOCUS ON STRATEGIES Readers of informational text use text features to understand the topic better. Text features help to organize the information and explain or support the text.

- Some text features are graphics, such as photographs and their captions, artwork, tables, charts, graphs, and maps.
- Some text features involve the print, such as headings, bulleted information, notes in the margin, sidebars, and words in boldface, italics, or color.
- Ask yourself what each text feature adds to the informational text. How does it help you better understand the topic?

MODEL AND PRACTICE Use the Close Read note on p. 437 of the *Student Interactive* to model using text features.

- I see a note in the margin that defines the word *extreme*. In the text I see a list of places that are different from normal places where most people live—"jungle, mountains, deserts, or large areas of snow." The definition in the margin helps me to understand that these are extreme places. I will underline those details.
- Have students discuss another text feature on the page—two photographs. Ask: **How do they help the reader understand extreme places?** Then, challenge pairs to create a sidebar that provides additional information about the photographs.

ELL Targeted Support Comparisons Tell students that writers of informational text often include comparisons that help readers visualize the information in their minds.

Have students describe what they visualize when the author says: "Havasupai Creek looks like an emerald snake slithering between dry, red rock" (paragraph 7); "this salt is like gold" (paragraph 12); and "Some reindeer can even be saddled like horses" (paragraph 17). If needed, simplify the activity by taking two words from each sentence, such as *creek, snake; salt, gold; reindeer, horses*. **EMERGING/DEVELOPING**

Have partners identify comparisons in the text. Have students explain how each comparison helps them understand the topic. **EXPANDING/BRIDGING**



FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for analyzing text features.

OPTION 1 MyTURN Have students annotate the text using the Close Read notes for Analyze Text Features and then use the text evidence from their annotations to complete the graphic organizer on p. 456 of the *Student Interactive*.

OPTION 2 Use Independent Text As students read informational text, have them make a list of text features they come across that organize or add detail to the text. They should write how each text feature helps them understand the text.

QUICK CHECK

Notice and Assess Can students analyze text features?

Decide

- **If students struggle**, revisit instruction about analyzing text features in Small Group on pp. T64–T65.
- **If students show understanding**, extend instruction about text features in Small Group on pp. T64–T65.

STUDENT INTERACTIVE, p. 456



CLOSE READ

Analyze Text Features

Informational texts often include **text features**, such as headings, bold words, charts, maps, sidebars, and photographs. Text features help organize information and support the text.

1. **MyTURN** Go to the Close Read notes in *Deep Down* and underline parts that help you analyze text features.
2. **Text Evidence** Use some of the parts you underlined to complete the chart. **Possible responses:**

Details from the Text	Text Feature That Supports Text	How the Text Feature Supports the Text
"at the bottom of the Grand Canyon, there is a village called Supai"	map	The map helps me understand that the Grand Canyon is in the United States.
"It is one of the hottest spots on Earth."	sidebar titled "The Danakil Depression"	It tells that daily temperatures can be more than 120°F.
". . . come to the salt flats with around 2,000 camels . . ."	text feature titled "The Salt Trade"	It explains why so many camels are needed to carry the salt blocks.
Explain how the author's use of print and graphic features achieves a specific purpose: The author uses print and graphic features to tell about the extreme places where the Havasupai and Afar live.		

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Read Like a Writer

OBJECTIVE

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

Explain the Use of Text Features

Minilesson

FOCUS ON STRATEGIES Authors use text features to achieve specific purposes. A text sidebar, for example, might add supporting details or background information to the main text.

- Text features include headings, captions, and sidebars.
- Headings help organize a text.
- Captions provide information about an illustration or photograph.
- Sidebars provide additional details about a certain topic that is related to the main text content.

MODEL AND PRACTICE Model explaining the author's use of text features by directing students to the top of p. 461 of the *Student Interactive*. Have students follow along as you complete the steps.

1. Identify that the author uses a heading and a sidebar to give additional information.
2. Help students identify that the author uses the heading to give the main idea for this section of text.
3. Guide students to understand that the author uses the sidebar text to give additional information about the Afar.

ELL Targeted Support Text Features Have students identify and use words to describe text features.

Have students describe the location of text features by completing sentence frames, such as *Headings are often located at the ___ of a page.* (top) *Sidebar text is usually ___ the main text.* (beside) **EMERGING/DEVELOPING**

Have students describe the location of text features by answering questions such as *Where are headings often located?* (at the beginning of paragraphs) *Where are sidebars usually located?* (in a box beside the main text) Then have them point to an example of the text feature in a text. **EXPANDING/BRIDGING**



ASSESS UNDERSTANDING

Apply

MyTURN Direct students to go back to *Deep Down and Other Extreme Places to Live* and identify the text features. Help guide their analysis of the purpose of the text features by reminding them that authors use text features to provide additional information to readers. Then have them focus on the author's use of text features by completing the activities on p. 461 of the *Student Interactive*.

STUDENT INTERACTIVE, p. 461



ANALYZE AUTHOR'S CRAFT

READING-WRITING BRIDGE

Read Like a Writer

Authors use text features to achieve the specific purpose of adding or supporting details in the text. Text features help authors convey key information.

Model ! Read the sentence from *Deep Down*.

HERDING ANIMALS

In addition to mining salt, most Afar herd sheep, goats, cattle, and camels.

sidebar
information

- 1. Identify** The text features include a heading and sidebar.
- 2. Question** How do they add or support details in the text?
- 3. Conclude** The heading gives the main idea for the section. The sidebar tells me more about the Afar.

Read the sentence.

UNDERNEATH THE MIDNIGHT SUN

The Sami live so far north that in the summer the sun never sets!

MyTURN Follow the steps to analyze text features. Explain how these features help the author achieve her purpose.

- 1. Identify** The text features include a heading and sidebar.
- 2. Question** How do they add or support details in the text?
- 3. Conclude** The heading and sidebar explain that the Sami live so far north that the midnight sun never sets in the summer.

Word Study Vowel Patterns *au, aw, al, augh, ough*

OBJECTIVE

Demonstrate and apply phonetic knowledge by decoding multisyllabic words with multiple sound-spelling patterns such as *eigh, ough, and en*.

FLEXIBLE OPTION 

LESSON 3

More Practice

FOCUS ON STRATEGIES Remind students that the vowel patterns *au, aw, al, augh, and ough* can all spell the vowel sound heard in the word *saw*. This sound has multiple sound-spelling patterns.

MODEL AND PRACTICE Display the following multisyllabic words with multiple sound-spelling patterns, and have students decode them: *naughty, awful, author, thoughtful, talking*.



APPLY Have students complete *Word Study* p. 177 from the *Resource Download Center*.

Name _____

Word Study

Vowel Patterns *ou, ow, oi, ough, ough*
The vowel patterns *ou, ow, oi, ough, ough* make a similar sound in many words—the *ow* sound you hear in the word *saw*. Knowing these vowel patterns can help you decode and pronounce words correctly.

- Identify the vowel pattern in each word.
- Say the words aloud to make sure you pronounce them correctly.

WYTURN Read the words in the box. Write each word next to the correct vowel pattern.

fallen	launch	hawk	naughty
flaw	sauce	ought	daughter
brought	catwalk		

ou: launch sauce

ow: hawk flaw

oi: fallen catwalk

ough: daughter naughty

ough: brought ought

WYTURN Circle the words in the paragraph below that have the vowel patterns *ou, ow, oi, ough, or ough*.

My teacher, Mr. Paul, brought his favorite baseball to school today. His daughter caught the foul ball at a game last year. Mr. Paul talked about why the ball was special to him. Then we walked outside to play catch on the grass.

Grade 3, Unit 5, Week 1
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Word Study, p. 177



FLEXIBLE OPTION ←
LESSON 3

More Practice

LESSON 1

Teach Vowel Patterns
au, aw, ai, augh, ough

LESSON 2

Apply Vowel Patterns
au, aw, ai, augh, ough

FLEXIBLE OPTION ←
LESSON 4

Spiral Review:
Homophones

FLEXIBLE OPTION ←
LESSON 5

Assess
Understanding

Use the  **QUICK CHECK** on p. T59 to determine small group instruction.

Teacher-Led Options

Strategy Group

ANALYZE TEXT FEATURES

Teaching Point Readers of informational text notice text features the author uses to organize the information and explain ideas in the text. Display a list of different text features, which include: photographs; captions; artwork; tables; charts; graphs; maps; headings; bulleted information; notes in the margin; sidebars; and words in boldface, italics, or color. Work with students to complete the graphic organizer on p. 456 in the *Student Interactive*.

ELL Targeted Support

Tell students that looking at text features in an informational text will help explain and clarify the most important ideas.

Point to various text features and ask students to identify them. Either tell students or, as appropriate, ask them to explain to you why the author might have used them—how they organize or support the text or how they explain something. Have students independently identify additional text features.

EMERGING/DEVELOPING

Have pairs of students make a T-chart with one column listing various text features they find in *Deep Down and Other Extreme Places to Live* and the other column explaining why the author used that text feature—its function in the text.

EXPANDING/BRIDGING



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

Intervention Activity

ANALYZE TEXT FEATURES

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

LEVEL D • READ

Lesson 33 Genre: Narrative Nonfiction and Informational Texts

DIRECTIONS Read each of the following passages. Pay attention to how the author organizes information.

A Lot to Learn

- 1 The summer of my fourth-grade year, I learned important lessons about following directions and about running a successful business. It all began with my desperate longing for a skateboard. Instead of listening to my parents tell me it was too expensive, I decided to make the money myself. I would open a lemonade stand. Everyone at the park across the street was sure to want a delicious drink.
- 2 First, I bought some powdered lemonade mix and tossed the package in a cooler with some water. I was excited about my first customer. I took his fifty cents and gave him lemonade. He spat it out.
- 3 "I want my money back!"
- 4 I forgot to add sugar. And I had used warm water. Oops. Lesson 1: Follow the directions.
- 5 After a week, business slowed. Someone around the corner was selling lemonade for half the price! I told my mom my plan to lower my prices. She said, "Don't do it! Instead, make your lemonade the best ever. Make it so good that kids won't mind paying three times as much."
- 6 I went to the store and bought fresh lemons, ice, honey, and silly straws. That night mom helped me slice the lemons. I raised my price to seventy-five cents. Then, I made fresh lemonade for each customer. Once the word was out, I couldn't keep up. I ran out of lemons before the day was done. Lesson 2: The key to running a successful business is making a great product everyone wants.
- 7 At the end of that summer, not only did I have a shiny new skateboard, I had a bunch of new friends who loved my lemonade!

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Fluency

Assess 2–4 students

PROSODY

Have student pairs practice reading a short passage with smoothness and expression.

ORAL READING RATE AND ACCURACY

Use pp. 121–126 in Unit 5 Week 1 *Cold Reads* to assess students. Have partners practice reading the passage three times. Use the *Fluency Progress Chart* to track student progress.

Conferring

3 students / 3–4 minutes per conference

ANALYZE TEXT FEATURES

Talk About Independent Reading Have students use their list of text features to discuss how the text was organized or how the features helped explain important ideas in the informational text.

Possible Conference Prompts

- What was the reason for the author’s use of the text features in the text?
- How would the text have been more difficult to understand without that text feature?

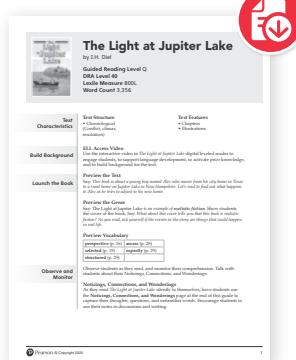
Possible Teaching Point Readers analyze the text features in informational text because the features help to explain the text and increase readers’ comprehension.

Leveled Readers



ANALYZE TEXT FEATURES

- For suggested titles, see “Matching Texts to Learning,” pp. T28–T29.
- For instructional support on how to analyze text features, see the *Leveled Reader Teacher’s Guide*.



Whole Group

Share Bring the class back together as a whole group. Invite students to share how text features helped them understand the topic of a text they read.

Independent/Collaborative

Independent Reading



Students can

- reread or listen to the selection or another text they have read.
- read a trade book or their Book Club text.
- support their partners by discussing the purpose of text features in the text they are reading.

Centers



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

Literacy Activities



Students can

- complete the graphic organizer on *Student Interactive* p. 456.
- look for words with vowel patterns *au*, *aw*, *al*, *ough*, *ough*.
- play the *myView* games.
- take turns with a partner reading a text with appropriate expression.

SUPPORT PARTNER READING

Keep partners on track by suggesting that they find as quiet a place as possible to read together and discuss the text.

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



Correct or Confirm Predictions



Deep Down and Other Extreme Places to Live

OBJECTIVE

Make, correct, or confirm predictions using text features, characteristics of genre, and structures.

ACADEMIC VOCABULARY

Integrate Offer students oral practice using the unit Academic Vocabulary words to make or discuss their predictions. Ask:

- When you preview a text before you read, what helps you anticipate the characters and events that might be in the text?
- What prediction did you make after your quick analysis of the text?

Minilesson

FOCUS ON STRATEGIES As readers prepare to read a text, they should predict, or make an educated guess, about what they will read. As they read, they use details in the text and the text features to confirm or correct their predictions.

- Before you read, preview the text and predict what you will learn.
- As you read, remember to look carefully at text features and think about how they relate to the whole text.
- The text may confirm your prediction. Use text evidence as confirmation.
- Sometimes you find you were wrong, and you must correct your prediction.

MODEL AND PRACTICE Use the Close Read note on p. 436 of the *Student Interactive* to model correcting or confirming a prediction about the text. *When I previewed the title and the text, I predicted the article would be about living in extreme places on Earth. At the top of page 436, I see a heading: “Life on Earth.” This confirms my prediction. I will underline that heading as a confirmation of my prediction.*

ELL Targeted Support Types of Text Features Review with students that text features may include photos, maps, graphs, headings, chapter titles, and more.

Display a list of text features on the board. Then guide students to describe the text features in sentence form, such as *A map shows where places are.* **EMERGING/DEVELOPING**

Complete the activity above. Then have students compare and contrast these text features in full sentences, such as *Maps and photos are both images.* **EXPANDING/BRIDGING**



FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategy of making and confirming or correcting predictions.

OPTION 1 MyTURN Have students annotate the text using other Close Read notes for Correct or Confirm Predictions and then use the text evidence from their annotations to complete p. 457 of the *Student Interactive*.

OPTION 2 Use Independent Text Have students look for text features as they make predictions. Have them write in their notebooks their predictions about the text, and tell them to refer to their predictions at various points as they read, note confirmations or corrections, and make new predictions about the next section of the text.

QUICK CHECK

Notice and Assess Do students use text features to make predictions and correct or confirm those predictions as they read?

Decide

- **If students struggle**, revisit instruction about predictions in Small Group on pp. T72–T73.
- **If students show understanding**, extend instruction about predictions in Small Group on pp. T72–T73.

STUDENT INTERACTIVE, p. 457



READING WORKSHOP

Correct or Confirm Predictions

Readers use text details and evidence from text features to **correct or confirm predictions** about the text.

1. **MyTURN** Go back to the Close Read notes and highlight evidence that helps you correct or confirm your predictions.
2. **Text Evidence** Use some of your highlighted text to complete the chart. **Possible responses:**

Prediction Before Reading	Text Evidence	Correct or Confirm Prediction
I predict that the Havasupai live far away from other people.	"CLOSEST NEIGHBORS: Three to five hours away by foot, horse, or mule"	Confirmed. I was right. The Havasupai live far from other people.
I predict that the Sami use reindeer as a tourist attraction.	". . . meat, hides, and antlers."; ". . . milking and to pull sleds."; "MEDICINE"	Corrected. The Sami use reindeer for many things but not tourism.
I predict traditional Sami clothing tells nothing important about a person's family.	"Traditionally, square buttons mean a person is married. Round buttons mean a person is not married."	Corrected. Traditional clothing can tell whether or not a person is married.

Write for a Reader

OBJECTIVE

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

Use Text Features

Minilesson

FOCUS ON STRATEGIES Writers use text features to provide additional information so that readers better understand ideas. A sidebar is an example of a text feature that can provide readers with additional details.

- Use a sidebar to give additional information about a topic when the information does not fit well within the main text.
- Use a sidebar to give more details about important topics.
- Sidebars can include headings, photos, charts, and diagrams.

MODEL AND PRACTICE Discuss how students might use text features in their own writing using p. 462 of the *Student Interactive*. Model an example:

1. Tell students that you are writing about the game of soccer, which is a subject you know well.
2. Discuss how you could use a sidebar to provide more details about this topic. Say: **I could include a photo of a goalkeeper with a caption, a diagram of a formation labeling the positions, and a table that lists the positions on a soccer team.**
3. Ask students to add other text features to your list. Then discuss how the text features would help readers learn about soccer.

ELL Targeted Support Text Features Help students understand the purposes of different text features.

Have students complete the following sentence frames: *Photographs are used to ____.* *Captions are used to ____.* *Headings are used to ____.* **EMERGING/DEVELOPING**

Direct students to find an example of a photograph, caption, heading, sidebar, diagram, chart, or table in a text. Then have them explain to a partner how the text feature provides additional information about a topic. **EXPANDING/BRIDGING**



ASSESS UNDERSTANDING

Apply

MyTURN Have students refer to how the author's use of text features gives readers additional details. Then guide students to complete the activity on p. 462 of the *Student Interactive*.

Writing Workshop

Have students use text features to provide additional information in their writing from the Writing Workshop. During conferences, support students' writing by helping them find opportunities to add text features that will give readers additional details about the topic.

STUDENT INTERACTIVE, p. 462



DEVELOP AUTHOR'S CRAFT

Write for a Reader

Use text features to help readers better understand ideas. Sidebars with headings, photos and captions, charts, and labeled diagrams are some text features that can provide readers with additional details.

MyTURN Think about how text features in *Deep Down* give you more details. How can you use text features to give readers more details in an informational text?

Attention!
Text features
stand out!



1. Think about a subject you know well. Write its name.
Responses should include subjects in which students are knowledgeable.
2. Write a brief paragraph about the subject.
Responses should include information about the subject.
3. List three text features to include and the information they would give.
Responses should include text features that could provide more details, such as a sidebar with a heading, a chart, or a diagram with labels.
4. Explain how the text features you listed would achieve the purpose of helping readers better understand the information.
Responses should mention that text features give readers more details.

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Word Study Spiral Review

OBJECTIVE

Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text.



FLEXIBLE OPTION 

LESSON 4

Spiral Review: Homophones

FOCUS ON STRATEGIES Review the strategies from the previous week about identifying and spelling homophones.

MODEL AND PRACTICE Write the following words on the board: *one*, *won*, *our*, and *hour*. Point out the different spellings for each word. Then read the words aloud. Have students identify which words sound alike. (*one* and *won*; *our* and *hour*) Discuss the different meanings of the homophones.

APPLY Have students work independently to write sentences that use the homophones *whose* and *who's*. Tell students to look up the meaning of the words as needed to confirm their meaning. Have students exchange their completed sentences with a partner. Have the partner identify the homophone in each sentence and confirm that the homophones have been used correctly.



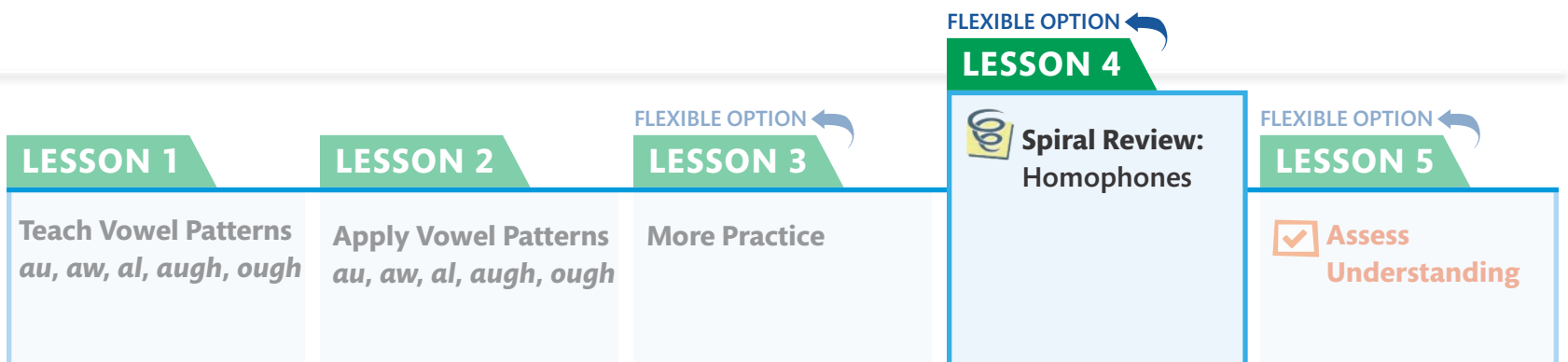
ELL Targeted Support

Homophones Remind students that learning the meanings and spellings of homophones will help them read and write more fluently.

Display these words: *their, there, and them*. Have students read the words aloud. Then have students identify the two words that are homophones, meaning that they sound the same. (*their, there*) **EMERGING**

Display these words: *their, there, they're, and them*. Have students read the words aloud. Then have students identify the three words that are homophones, meaning that they sound the same. (*their, there, they're*). **DEVELOPING**

Display these words: *their, thin, than, there, they're, and them*. Have students read the words aloud. Then have students identify the three words that are homophones. (*their, there, they're*) Have students write each of the homophones. **EXPANDING/BRIDGING**



Use the  **QUICK CHECK** on p. T67 to determine small group instruction.

Teacher-Led Options

Strategy Group

CORRECT OR CONFIRM PREDICTIONS

Teaching Point Before you read, look at the text and predict what the text will be about. Look at text features before you make your predictions. As you read, use details in the text and text features to confirm or correct your predictions. Then make new predictions for the next part of the text. Guide students to list reasons for their predictions and the details that have confirmed or altered them.


ELL Targeted Support

Have students use single words or brief phrases to complete sentence frames about using text features to make, confirm, or modify predictions, such as: *The text feature ____ helps me know ____.* *The text feature ____ helps me predict ____.*

Help students complete the sentences. Provide a word bank: *realistic fiction, fantasy, drama, informational text, biography, headings, photos, graphs, maps, drawings.*

EMERGING/DEVELOPING

Have pairs, or individuals as appropriate, write down possible words and phrases that could complete the sentences for different text features and different genres of text. **EXPANDING/BRIDGING**

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

Intervention Activity



CORRECT OR CONFIRM PREDICTIONS

Use Lesson 24, pp. T153–T158, in the *myFocus Intervention Teacher's Guide* for instruction on making, correcting, or confirming predictions.

LEVEL D • READ

Lesson 24 Make, Correct, or Confirm Predictions

DIRECTIONS Follow along as your teacher reads the passages. Think about what might happen in each story.

The Homework Assignment

- 1 Mrs. Garcia said, "Turn in your math homework."
- 2 I looked in my backpack, but I could not find it anywhere. I had worked for hours finishing the multiplication problems last night. My palms were beginning to sweat.
- 3 My mom had checked the work for me. We even laughed when she made a mistake that I caught! I remember Dad called us to come to dinner as we finished up. I closed the book and packed my bag.
- 4 That was it! I opened my math book, and there it was, tucked between the pages. What a relief!

A Trip to Grandma's

- 1 Max and Jaime were eager to go to Grandma's house. The boys were too excited to eat breakfast. They helped put the suitcases in the car. Then they hopped in and buckled their seat belts. Dad drove. They were on their way!
- 2 Soon they stopped for lunch. Dad ordered sandwiches and fruit. Max and Jaime only took a few bites of food. Dad said Grandma's house was still hours away.
- 3 When they finally got there, the boys didn't have much energy. They had hardly eaten all day. Grandma decided to make them a snack.
- 4 Max and Jaime ate some granola and dried fruit. They felt a lot better now that they had more energy. The trip to Grandma's was long. But now they were with their favorite person of all—Grandma!

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Reading Literature T • 153

Fluency

Assess 2–4 students



PROSODY

Have student pairs practice reading a short passage with smoothness and expression.

ORAL READING RATE AND ACCURACY

Use pp. 121–126 in Unit 5 Week 1 *Cold Reads* to assess students. Have partners practice reading the passage three times. Use the *Fluency Progress Chart* to track student progress.

Conferring

3 students / 3–4 minutes
per conference

CORRECT OR CONFIRM PREDICTIONS

Talk About Independent Reading Have students talk about what they predicted, why they made those predictions, and what details proved their predictions were correct or not.

Possible Conference Prompts

- How did text features help you make, correct, or confirm your predictions?
- Were your predictions right? How did you know?

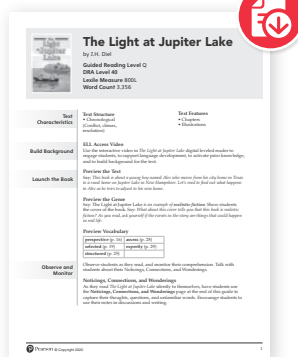
Possible Teaching Point Make predictions and keep them in mind while reading. Use text details to confirm or correct your understanding as you read.

Leveled Readers



CORRECT OR CONFIRM PREDICTIONS

- For suggested titles, see “Matching Texts to Learning,” pp. T28–T29.
- For instructional support on how to correct or confirm predictions, see the *Leveled Reader Teacher’s Guide*.



Whole Group

Share Bring the class back together as a whole group. Ask one or two students to share how looking at text features affected predictions they made about the text.

Independent/Collaborative

Independent Reading



Students can

- reread or listen to another text they read.
- read a trade book or their Book Club text.
- practice fluent reading with a partner by reading their texts with smoothness and expression.

Centers



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

Literacy Activities



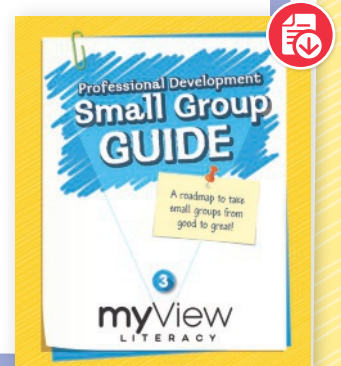
Students can

- complete the graphic organizer on *Student Interactive* p. 457.
- write about their book and predictions they made about it in their reader’s notebook.
- play the *myView* games.
- look in various books and make lists of text features in them and the kinds of information conveyed.

SUPPORT INDEPENDENT READING

Encourage students to broaden their interests and read a book in a genre that is different from the genre they read most often.

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



Reflect and Share



Deep Down and
Other Extreme Places
to Live

OBJECTIVES

Listen actively, ask relevant questions to clarify information, and make pertinent comments.

Use text evidence to support an appropriate response.

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

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:

- In the texts, what damage did nature do that changed people's lives?
- What do people do to anticipate challenges and changes that nature causes in their lives?

Talk About It

Minilesson

FOCUS ON STRATEGIES Tell students that when they participate in discussions with other readers, they should make pertinent comments. That is, what they say should relate to the topic of the discussion. They must listen carefully to what others say so that they can build on what has been said and avoid repeating the same ideas others have given.

- Make sure your ideas and comments are directly related to the topic. Avoid steering the discussion in an unrelated direction.
- Listen carefully to what others say so that you can build on their comments and deepen the discussion, not just repeat their ideas.

MODEL AND PRACTICE Model making pertinent comments using the Talk About It prompt on p. 458 in the *Student Interactive*.

Let's say my discussion partner commented about ecotourism by saying, "When my family visited a national park, the view of a lake was ruined by litter people had left on the shore." If I responded about my vacation to an amusement park, it would not be pertinent since it would be unrelated to ecotourism. Instead, a response about reducing litter in parks would build on the comment.

Ask a volunteer to give an example of another possible response to the statement about ecotourism. With the class, discuss why the comment would or would not be pertinent.

ELL Targeted Support Express Ideas Review the time line on pp. 430–431 of the *Student Interactive*. Assist students in making pertinent comments based upon the time line. Ask: *What does the time line tell about how people are changed by nature, and how people make changes to help nature?*

Use sentence frames to help students make pertinent comments: *In the year(s) _____, people were changed by nature when _____. People made a change that helped nature when _____. Have students read their sentences aloud. **EMERGING/DEVELOPING***

Have partners decide for each year or years whether people made a change to help nature, were changed by nature, or both. Ask students to explain the changes. **EXPANDING/BRIDGING**



FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies of making pertinent comments during discussions comparing texts.

OPTION 1 Use the Shared Read Have students discuss how nature impacts people's lives. Remind them to listen actively and make pertinent comments.

OPTION 2 Use Independent Text Students should use their self-selected independent reading texts to discuss how nature affected people's lives and to practice making pertinent comments.

QUICK CHECK

Notice and Assess Do students listen carefully and make pertinent comments during discussions comparing texts?

Decide

- **If students struggle**, revisit instruction in Small Group on pp. T78–T79.
- **If students show understanding**, extend instruction in Small Group on pp. T78–T79.

WEEKLY QUESTION Have students use evidence from this week's texts to respond to the Weekly Question. They may write their responses or discuss in small groups.

STUDENT INTERACTIVE, p. 458



RESPOND TO TEXT

Reflect and Share

Talk About It Think about the extreme places and events in nature that you have read about this week. How do people survive in extreme places or stay safe when extreme events occur? Discuss the skills and systems that people use to help them survive in extreme places and during dangerous natural events.



Make Thoughtful Comments During a discussion, it is important to make thoughtful and related comments.

- Listen to others' comments, and build on what they say.
- Make comments that are directly related to the topic.
- Avoid repeating ideas that have already been shared.

Use these sentence starters when making thoughtful comments:

To survive, people . . .

During dangerous natural events, people . . .

Weekly Question

How can nature change people's lives?

Word Study Vowel Patterns *au, aw,* *al, augh, ough*

OBJECTIVE

Demonstrate and apply phonetic knowledge by decoding multisyllabic words with multiple sound-spelling patterns such as *igh, ough,* and *en*.

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 vowel patterns *au, aw, al, augh,* and *ough,* provide them with the following words.

exhaust

awkward

thoughtless

daughter

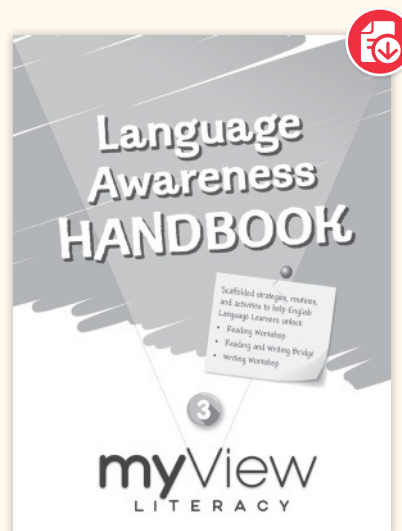
Have students read aloud the multisyllabic words with multiple sound-spelling patterns.





Develop Language Awareness

For additional practice with vowel patterns, complete the activity on p. 53 of the *Language Awareness Handbook*. In this practice activity, students will use phonic support to understand vowel patterns.



				FLEXIBLE OPTION
LESSON 1	LESSON 2	FLEXIBLE OPTION LESSON 3	FLEXIBLE OPTION LESSON 4	LESSON 5
Teach Vowel Patterns <i>au, aw, al, augh, ough</i>	Apply Vowel Patterns <i>au, aw, al, augh, ough</i>	More Practice	Spiral Review: Homophones	<input checked="" type="checkbox"/> Assess Understanding

Use the  **QUICK CHECK** on p. T75 to determine small group instruction.

Teacher-Led Options

Strategy Group



COMPARE TEXTS

Teaching Point Critical readers compare authors' ideas on similar topics, such as nature and its effects on people. Create a T-chart with students. One column should list features or characteristics of the environments found in "Nature Rocks" on pp. 430–431 of the *Student Interactive* and from *Deep Down and Other Extreme Places to Live*. The second column should explain how it affects people.

ELL Targeted Support

As students discuss survival and safety in extreme places on Earth, tell them to listen carefully to each other and make pertinent comments. Write this sentence starter: *To survive in _____, the people _____.*

Work with students to complete the sentence for each of the three extreme regions presented in *Deep Down and Other Extreme Places to Live*.

EMERGING

Work with students to complete the sentence for each of the three extreme regions presented in *Deep Down and Other Extreme Places to Live* and for one or two non-extreme regions of U.S. parks and wilderness areas. **DEVELOPING**

Have pairs of students complete the sentence for each of the three extreme regions presented in *Deep Down and Other Extreme Places to Live* and for three non-extreme regions of U.S. parks and wilderness areas. Have students write a paragraph about the similarities and differences between the regions. **EXPANDING/BRIDGING**



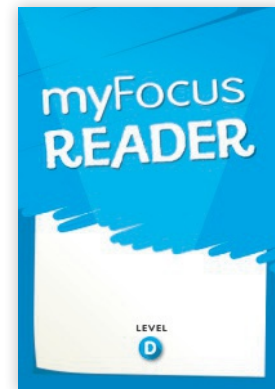
For additional support, see the online *Language Awareness Handbook*.

Intervention Activity



myFOCUS READER

Reread pp. 54–55 in the *myFocus Reader* with students. Use the teaching support online at SavvasRealize.com to engage students in a conversation that demonstrates how the texts support their understanding of how nature can change people's lives and encourages 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 1–16.

On-Level and Advanced



INQUIRY

Organize Information and Communicate

Students should organize their findings on how nature changes people's lives into an effective format.

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

See *Extension Activities* pp. 214–218 in the *Resource Download Center*.

Conferring

3 students / 3–4 minutes
per conference

COMPARE TEXTS

Talk About Independent Reading Ask students what they learned from various texts about how nature has changed people’s lives. Have them refer to p. 458 in the *Student Interactive* if desired.

Possible Conference Prompts

- How did similar natural events affect people’s lives in the same way or differently?
- What did you see in the texts about nature changing people’s lives in good ways?

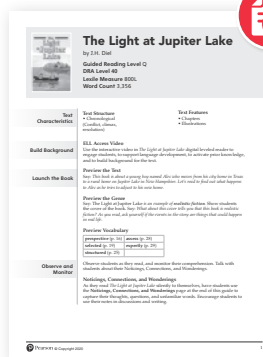
Possible Teaching Point Readers think about various texts they have read to help understand the connection between people and nature.

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*.



Whole Group

Share Bring the class back together as a whole group. Invite volunteers to share connections they made between texts about how nature changed people’s lives.

Independent/Collaborative

Independent Reading



Students can

- reread or listen to the time line “Nature Rocks” 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 a response to the Weekly Question.
- research ways nature changes people’s lives for the better as well as for the worse.
- play the *myView* games.

BOOK CLUB



See Book Club, pp. T480–T481, for

- teacher’s summary of chapters in *Do Tornadoes Really Twist?*
- 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.

UNIT 5 WEEK 2

SUGGESTED WEEKLY PLAN

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 informational texts and analyze text structure in informational text.
- I can develop knowledge about language to make connections between reading and writing.
- I can use knowledge of the sound and shape of poetry to write a poem.

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

READING WORKSHOP

GENRE & THEME

- Interact with Sources: Explore the Map: Weekly Question T84–T85
- Listening Comprehension: Read Aloud: “Hurricane Force” T86–T87
- Informational Text T88–T89
- Quick Check** T89

READING BRIDGE

- Academic Vocabulary: Synonyms and Antonyms T90–T91
- Word Study: Teach Vowel Patterns *ei, eigh* T92–T93

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T96–T97
- Strategy, Intervention, and On-Level/Advanced Activities T96
- ELL Targeted Support T96
- Conferring T97

INDEPENDENT/COLLABORATIVE

- Independent Reading T97
- Literacy Activities T97

BOOK CLUB T97 **SEL**

WRITING WORKSHOP

MINILESSON

- Poetry T362–T363
 - » Composing Like a Poet
 - » Share Back

INDEPENDENT WRITING

- Poem T363
- Conferences T360

WRITING BRIDGE

- Spelling: Vowel Patterns *ei* and *eigh* T364
 - Assess Prior Knowledge** T364
- Language and Conventions: Spiral Review: Comparing with Adjectives T365

LESSON 2

READING WORKSHOP

SHARED READ

- Introduce the Text T98–T109
 - » Preview Vocabulary
 - » Read: *Earthquakes, Eruptions, and Other Events that Change Earth*
- Respond and Analyze T110–T111
 - » My View
 - » Develop Vocabulary
- Quick Check** T111
 - » Check for Understanding

READING BRIDGE

- Word Study: Apply Vowel Patterns *ei, eigh* T112–T113
- High-Frequency Words T112

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T114–T115
- Strategy and Intervention Activities T114
- Fluency T114
- ELL Targeted Support T114
- Conferring T115

INDEPENDENT/COLLABORATIVE

- Independent Reading T115
- Literacy Activities T115
- Partner Reading T115

WRITING WORKSHOP

MINILESSON

- Poetry T366–T367
 - » Compose with Imagery
 - » Share Back

INDEPENDENT WRITING

- Poem T367
- Conferences T360

WRITING BRIDGE

- Spelling: Teach Vowel Patterns *ei* and *eigh* T368
- Language and Conventions: Oral Language: Comparing with Adverbs T369


LESSON 3

READING WORKSHOP

CLOSE READ

- Analyze Text Structure T116–T117
 - Close Read: *Earthquakes, Eruptions, and Other Events that Change Earth*
- Quick Check** T117

READING BRIDGE

- Read Like a Writer: Analyze Graphic Features T118–T119
- FLEXIBLE OPTION** 
 - Word Study: More Practice: Vowel Patterns *ei*, *igh* T120–T121

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T122–T123
- Strategy and Intervention Activities T122
- Fluency T122
- ELL Targeted Support T122
- Conferring T123

INDEPENDENT/COLLABORATIVE

- Independent Reading T123
- Literacy Activities T123
- Partner Reading T123

WRITING WORKSHOP


MINILESSON

- Poetry T370–T371
 - Compose with Rhythm and Rhyme
 - Share Back

INDEPENDENT WRITING

- Poem T371
- Conferences T360

WRITING BRIDGE

- FLEXIBLE OPTION** 
 - Spelling: More Practice: Vowel Patterns *ei* and *igh* T372
- Language and Conventions: Teach Comparing with Adverbs T373


LESSON 4

READING WORKSHOP

CLOSE READ

- Synthesize Information T124–T125
 - Close Read: *Earthquakes, Eruptions, and Other Events that Change Earth*
- Quick Check** T125

READING BRIDGE

- Write for a Reader: Use Graphic Features T126–T127
- FLEXIBLE OPTION** 
 - Word Study: Spiral Review: Vowel Patterns *au*, *aw*, *al*, *augh*, and *ough* T128–T129

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T130–T131
- Strategy and Intervention Activities T130
- Fluency T130
- ELL Targeted Support T130
- Conferring T131

INDEPENDENT/COLLABORATIVE

- Independent Reading T131
- Literacy Activities T131

WRITING WORKSHOP


MINILESSON

- Poetry T374–T375
 - Compose with Alliteration
 - Share Back

INDEPENDENT WRITING

- Poem T375
- Conferences T360

WRITING BRIDGE

- FLEXIBLE OPTION** 
 - Spelling: Spiral Review: Words with Vowel Patterns *au*, *aw*, *al*, *augh*, and *ough* T376
- Language and Conventions: Practice Comparing with Adverbs T377


LESSON 5

READING WORKSHOP

COMPARE TEXTS

- Reflect and Share T132–T133
 - Write to Sources
- Quick Check** T133
- Weekly Question

READING BRIDGE

- FLEXIBLE OPTION** 
 - Word Study: Vowel Patterns *ei*, *igh* T134–T135
- Assess Understanding** T134

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T136–T137
- Strategy, Intervention, and On-Level/Advanced Activities T136
- ELL Targeted Support T136
- Conferring T137

INDEPENDENT/COLLABORATIVE

- Independent Reading T137
- Literacy Activities T137

BOOK CLUB T137 **SEL** 

WRITING WORKSHOP


MINILESSON

- Poetry T378
 - Compose with Figurative Language
 - Share Back

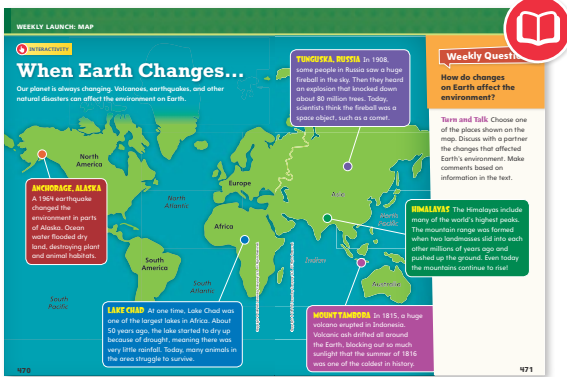
INDEPENDENT WRITING

- WRITING CLUB** T379 **SEL** 
- Conferences T360

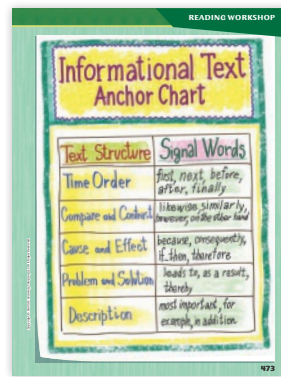
WRITING BRIDGE

- FLEXIBLE OPTION** 
 - Spelling: Vowel Patterns *ei* and *igh* T380
- Assess Understanding** T380
- Language and Conventions: Standards Practice T381

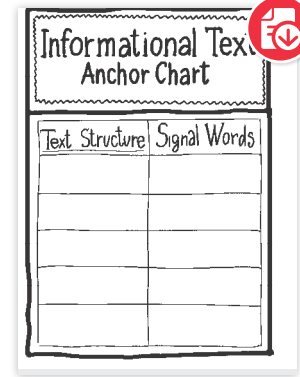
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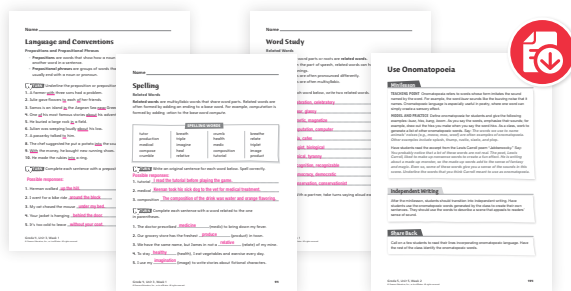
MAP
When Earth Changes



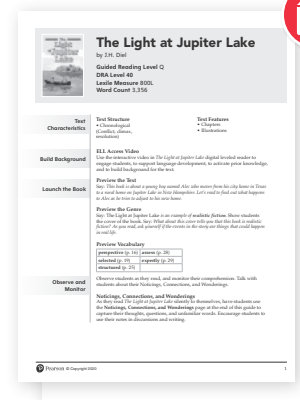
READING
ANCHOR CHART
Informational Text



EDITABLE
ANCHOR CHART
Informational Text



RESOURCE DOWNLOAD CENTER
Additional Practice



LEVELED READERS
TEACHER'S GUIDE

Words of the Week

High-Frequency Words

built
square

Develop Vocabulary

surface
landforms
processes
damaging
produces

Spelling Words

eighty
eighteen
weigh
weight
weightless
neighbor
ceiling
receive
height
freight

Challenge Spelling Words

perceive
paperweight
leisurely

Unit Academic Vocabulary

analysis
threat
damage
anticipate
pollution

WEEK 1 LESSON 1
READING WORKSHOP GENRE & THEME

Listening Comprehension

OBJECTIVE
Listen actively, use evidence to identify information, and compare and contrast.

ELL Language Transfer
Cognates: Find out the Spanish cognates for "Hurricane Force."

FLUENCY
After using the Read Aloud routine, students will be able to read the text aloud with accuracy and fluency. Encourage students to use context clues to determine the meaning of unfamiliar words.

THINK ALOUD
Analyze informational text. Look for the author's main idea and supporting details. How does the author use evidence to support his or her main idea? How does the author use evidence to support his or her main idea? How does the author use evidence to support his or her main idea?

Hurricane Force
Hurricanes are some of the most powerful and dangerous storms on Earth. They bring high winds and flooding rains to millions of people. Where do they come from, and why do they form? What are the consequences if they come ashore? There are many effects, but no two storms are alike.

Hurricanes are sometimes called tropical cyclones because they form in the tropics over warm water. The warm, moist air in the air gets so hot and heavy that it rises, forming a giant, billowing cloud. This cloud is called a cumulonimbus cloud. As the cloud grows, it pulls in more air from the surrounding area. The air is forced to rise, and it forms a spiral shape. This is how a hurricane starts. As the wind grows and the water vapor, some of the water turns into vapor. Vapor is a gas that rises and forms large, fluffy cumulonimbus clouds.

READ ALOUD
"Hurricane Force"



READ ALOUD TRADE BOOK LIBRARY

Interactive Read Aloud

Fiction Lesson Plan

WHY
Interactive Read Aloud:
• Engage students to learn about their independent reading levels.
• Support students' comprehension.
• Motivate students' overall language development.
• Provide an opportunity to teach fluency and expression reading.
• Foster a love and enjoyment of reading.

PLANNING
Select a text from the Read Aloud Trade Book Library or the school or classroom library.
• Select the title of the text.
• Determine the Teaching Point.
• Write your independent reading level.
• Write your independent reading level.
• Write your independent reading level.
• Write your independent reading level.

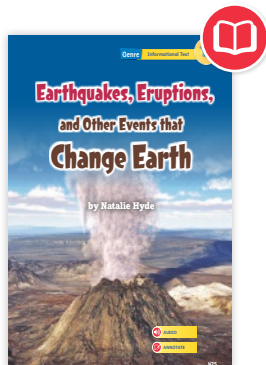
BEFORE READING
• Show the cover of the book to introduce the title, author, illustrator, and genre.
• Ask the big question or theme of the story.
• Point out interesting artwork or photos.
• Gather prior knowledge and provide essential background information for understanding.
• Discuss key vocabulary essential for understanding.

DURING READING
• You can choose to do a think-aloud to model how to get the most out of the text and apply Think Aloud and open-ended questioning for a deeper dive into the text.
• Read with expression to draw in listeners.
• Ask questions to guide the discussion and draw attention to the teaching point.
• Use Think Aloud to model strategies and model how to use it to monitor comprehension and construct meaning from text.
• Help students draw connections to their own experiences, text they have read or heard in the past, or the world.

AFTER READING
• Summarize and allow students to share thoughts about the story.
• Support deeper comprehension by modeling the Think Aloud Big Idea of the story.
• Choose one assign a Student Response Form available on ReadAloud.com.

Finalist Teaching Points
• Monitor the story.
• Monitor the story.
• Monitor the story.
• Monitor the story.

INTERACTIVE READ ALOUD LESSON PLAN GUIDE



SHARED READ
Earthquakes, Eruptions, and Other Events that Change Earth

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

Listen actively, ask relevant questions to clarify information, and make pertinent comments.

Describe and explain variations in the physical environment, including climate, landforms, natural resources, and natural hazards.

ACADEMIC VOCABULARY


Language of Ideas Academic Vocabulary helps students understand important ideas. After you discuss the informational text in the map, ask: [When there is a threat from a natural disaster, how can you anticipate and predict the damage to communities?](#)

- analysis
- threat
- damage
- anticipate
- pollution

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 5: *How does the world challenge us?* Point out the Week 2 Question: *How do changes on Earth affect the environment?*

Direct students' attention to the map on pp. 470–471 in the *Student Interactive*. Explain that a map shows the location of the events in the information they are reading. In this case, the world map shows where and when certain natural disasters have changed the environment. 

Use the following questions to guide discussion:

- What does this informational text tell you about ways natural disasters changed Earth?
- How does the map help you understand the widespread impact of these changes?
- In what ways do you think natural disasters can be challenges to humans?

WEEKLY QUESTION Reread the Week 2 Question: *How do changes on Earth affect the environment?* Explain that students will read about ways natural disasters on Earth affect the environment.

TURN, TALK, AND SHARE Have student pairs choose a place on the map to use in a discussion about the Weekly Question on p. 471 in the *Student Interactive*.



EXPERT'S VIEW Ernest Morrell, University of Notre Dame

“All kids want to succeed. They come to school wanting to be successful. When kids say “This is boring” or “I don’t like this,” they are saying that they don’t like the way it makes them feel or that they think they are going to fail. If students become disengaged, we need to find out what has happened to make their confidence wane and work with students to increase their confidence in themselves and their ability to learn.”

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



ELL Targeted Support Visual Support Read aloud the paragraphs on pp. 470–471 of the *Student Interactive* about changes that come from natural disasters. Tell students to look at the map to familiarize themselves with the location of each event. Name the continents together and write the key vocabulary on the board: *earthquake*, *environment*, *habitats*, *drought*, *fireball*, *comet*, *landmass*, *erupted*, and *volcano*. Check for knowledge of meaning, and reread vocabulary together.

Ask students to think about how the title “When Earth Changes...” is appropriate for the map. Draw two columns on the board. Sort the key vocabulary into words that name disasters and those that do not. Draw a cause-and-effect chart and have students help name each disaster shown on the map. Assist by explaining the disaster’s effect on Earth. **EMERGING/DEVELOPING**

Have partners complete a cause-and-effect graphic organizer to show relationships between each natural disaster shown on the map and its effect on Earth. Check on students as they work and ask them to verbalize their process. **EXPANDING/BRIDGING**

STUDENT INTERACTIVE, pp. 470–471

WEEK
2

WEEKLY LAUNCH: MAP

INTERACTIVITY

When Earth Changes...

Our planet is always changing. Volcanoes, earthquakes, and other natural disasters can affect the environment on Earth.



Weekly Question

How do changes on Earth affect the environment?

Turn and Talk Choose one of the places shown on the map. Discuss with a partner the changes that affected Earth's environment. Make comments based on information in the text.

470

471

Listening Comprehension

OBJECTIVE

Listen actively, ask relevant questions to clarify information, and make pertinent comments.

ELL Language Transfer

Cognates Point out the Spanish cognates in “Hurricane Force.”

- hurricane : *huracán*
- ocean : *oceano*
- consequences : *consecuencias*
- destruction : *destrucción*

FLUENCY

After using the Read-Aloud Routine, display the selection. Model reading a part of the informational text aloud, asking students to listen carefully to your prosody. Ask students to notice your pauses for punctuation and the change in your pitch to indicate question marks to help create understanding. Have students choose a paragraph to practice reading with a partner.

THINK ALOUD

Analyze Informational Text

I see that the author tells some facts about hurricanes and then uses questions to help the reader know what information is next. In the second paragraph, I learn how tropical storms grow. I see cause and effect here. The warm, moist air and winds help cause water to turn into vapor that then turns into big puffy clouds. I need to read on to see how these clouds are different from any other puffy clouds on a beautiful day. How are they going to make a storm?

Informational Text

Tell students you are going to read an informational text aloud. Have students listen as you read “Hurricane Force.” Explain that students should listen actively as you read to determine the structure in the informational text. Prompt students to ask questions to clarify information and follow planned discussion routines.

START-UP

READ-ALOUD ROUTINE

Purpose Have students listen actively for the structure of the text in this informational text.

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 analysis of text structure.

Hurricane Force

Hurricanes are some of the most powerful and dangerous storms on Earth. They bring high winds and flooding rains to millions in their paths. Where do they come from, and why do they form? What are the consequences if they come ashore? There are many effects, but no two storms are alike.

Hurricanes are sometimes called tropical cyclones because they form in the tropics over ocean water. The warm, moist air is like gas for an engine. It feeds the storm, helping it grow bigger and bigger. Then there are the winds. In the Atlantic Ocean, where many hurricanes begin, a wind blows from east to west from Africa toward the American continents. As the wind passes over the warm water, some of the water turns into vapor. Vapor is a gas that rises and forms large, puffy cumulonimbus clouds.

*“Hurricane Force,” continued*

The clouds rise higher and higher. When the winds pick up speed, they soon begin twisting around the smaller, calm center of the storm, called the “eye.” The spinning winds gather more and more clouds in a whirring “circle dance.” Because a hurricane can have extremely strong winds when it comes ashore, it can destroy life and property. If the winds can destroy, so can flooding rains that have no place to run off. Much of this physical damage can be seen from both the air and ground.

However, some destruction to the environment is not so clear to the human eye. If rising water from the storm surges over the land, then it also destroys animal habitats. Huge waves have actually moved miles of sand during a storm. They can swallow up the shore where birds, sand crabs, beetles, and many other beach creatures live. What happens to the wildlife? Many animals and birds lose their homes in the floods from both rain and storm surges.

There are consequences to the hurricane force winds. Strong winds can knock down trees and strip leaves from their branches. Birds depending on nectar and fruit may starve when these foods are gone. Some forest creatures need shade in their habitat. However, when the treetops are blown off, everything changes. Sunshine may heat up a once-shady, cool habitat, making it unlivable for its residents. Some birds use wooded areas as resting places during migration, but when the trees are gone, the birds may not have the strength to fly on. Hurricane winds can even blow birds far from their normal flight paths.

After violent hurricanes, people often help other people by sending in storm rescue teams. Some set up cooking camps to help feed people stranded after a major storm. People can prepare for storms. They can buy insurance on their homes and rebuild. Birds and animals cannot as easily recover from a major storm. They may go somewhere else, but finding safety and food can be a struggle. Powerful hurricanes can force change upon everything from the tiniest creature to the tallest building.

**THINK ALOUD**

Analyze Informational Text Now I understand that winds cause the clouds to spin. This is the beginning stage of a hurricane. Reading on, I learn of the consequences, or effects, of a hurricane. The author points out how the high winds and floods from a hurricane have negative effects on wildlife and people. I see how the cause-and-effect text structure is used in this informational text.

ELL Access

To help students understand the meaning of “Hurricane Force,” read aloud this short summary:

Hurricanes grow into storms over warm ocean water. East to west winds blow over the Atlantic Ocean and pick up water. The water in the winds rises and becomes a vapor. The vapor makes clouds that begin spinning in a circle. A hurricane can blow onto land with very strong winds. The hurricane can bring too much rain and lift water from the ocean too. The effects of a hurricane can be deadly. Animals, birds, and their habitats can be destroyed. People and their communities are affected too.

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****Identifying Cause and Effect**

Cause	Effect

Use a T-chart to list a few causes and effects of a hurricane.



SPOTLIGHT ON GENRE

Informational Text

LEARNING GOAL

I can learn more about informational texts and analyze text structure in informational text.

OBJECTIVE

Recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution.

LANGUAGE OF THE GENRE

After discussing the genre and anchor chart, remind students to use words related to informational text in their discussions.

- time order
- compare and contrast
- cause and effect
- problem and solution
- description

FLEXIBLE OPTION ANCHOR CHARTS

- Display a blank poster-sized anchor chart in the classroom.
- Review the genre during the week, and have students work with you to add to the chart.
- Ask students to suggest headings and graphics.
- Have students add specific text titles as they read new texts.

ELL Language Transfer

Cognates Point out the Spanish cognates related to informational text:

- structure : *estructura*
- problem : *problema*
- effect : *efecto*

Minilesson

FOCUS ON STRATEGIES Authors use different structures to present facts and details in informational text. As you read, analyze the way the author has connected the ideas.

- Look for time-order words, like *first*, *next*, and *finally*, or cause-and-effect words, like *because* and *if ... then*. Study the anchor chart for more signal words.
- What do the signal words or phrases tell about the connections between ideas?
- What are the patterns and relationships between the paragraphs?
- How can knowing the structure of the text help you understand the author's purpose?

MODEL AND PRACTICE Model how to determine the organization or text structure: *At the beginning of "Hurricane Force," I notice that the author asks a question about the consequences of hurricanes. The next two paragraphs explain how hurricanes form and how they can destroy life and property. I see a pattern here of cause and effect. I will look for some signal words that connect ideas. In the third paragraph, the author uses *because* and *if* and *then*. I think that there is a connection of ideas in this text structure showing cause and effect. I believe the author's purpose for writing is to show the effect hurricanes have on Earth.*

Discuss other informational texts the students have read and what text structures they have identified.

ELL Targeted Support Text Structure Review how signal words help readers determine the structure of informational text.

Give examples from the Read-Aloud and use a cause-and-effect graphic organizer as a visual display of the relationship between ideas. **EMERGING/DEVELOPING**

Review how signal words help readers determine informational text structure. Have students find examples in the Read-Aloud and fill in a cause-and-effect organizer. Ask students to compose sentences using the signal words and share with the group. **EXPANDING/BRIDGING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies to identify the text structure in informational text.

OPTION 1 TURN, TALK, AND SHARE Have students work with a partner to complete the Turn and Talk activity on p. 472 of the *Student Interactive*. Circulate to see whether students have accurately identified the text structure in the informational text they have read.

OPTION 2 Use Independent Text Have students find evidence of the type of structure used in the informational text they have selected. Ask them to list signal words and page references on a sheet of paper. Have them use these notes to decide what structure was used to connect ideas and paragraphs.

 QUICK CHECK

Notice and Assess Can students identify text structure in informational text by using signal words?

Decide

- **If students struggle**, revisit information about text structure in Small Group on pp. T96–T97.
- **If students show understanding**, have them continue to practice identifying characteristics of text structure in informational text using the Independent Reading and Literacy Activities in Small Group on pp. T96–T97.

STUDENT INTERACTIVE, pp. 472–473



GENRE: INFORMATIONAL TEXT

Learning Goal

I can learn more about informational texts and analyze text structure in informational text.

Spotlight on Genre



Informational Text

Text structure is the way an author organizes information. Because **informational text** informs, or gives facts, readers look for patterns and connections among ideas. To identify text structure in informational text, look for

- The **relationship of ideas** within parts of sentences, among sentences in a paragraph, and between and among paragraphs in the entire text
- **Signal words and phrases**, such as *because* and *as a result*, that help you identify how parts of the text relate to one another

Use headings to find information quickly.



TURN and TALK Discuss with a partner an informational text that you have read. Use the Informational Text Anchor Chart to help you describe the structure of that text. Take notes on your discussion.

My NOTES

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READING WORKSHOP

Informational Text
Anchor Chart

Text Structure	Signal Words
Time Order	first, next, before, after, finally
Compare and Contrast	likewise, similarly, however, on the other hand
Cause and Effect	because, consequently, if...then, therefore
Problem and Solution	leads to, as a result, thereby
Description	most important, for example, in addition

Academic Vocabulary

LEARNING GOAL

I can develop knowledge about language to make connections between reading and writing.

OBJECTIVES

Use print or digital resources to determine meaning, syllabication, and pronunciation.

Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text.

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 cognates:

- analysis : *análisis*
- anticipate : *anticipar*

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 Synonyms are words that have the same or similar meanings. *Happy* and *glad* are synonyms. Antonyms are words that have opposite meanings. *Happy* and *sad* are antonyms. Knowing synonyms and antonyms can improve your reading and writing.

MODEL AND PRACTICE Model this strategy using the Academic Vocabulary word *threat* in the chart on p. 491 in the *Student Interactive*.

- First I read the definition of the word *threat*. Then I use the definition to help me think of a synonym and an antonym for *threat*. A threat is something that may cause harm or injury. Another word that has the same meaning is *danger*. I will write *danger* in the synonym column. Now I will use a dictionary to find the meaning of *danger*. It means “something that is likely to cause injury, harm, or loss.” So, *danger* is a synonym for *threat*. Now I will think of an antonym for *threat*. A word that has the opposite meaning is *protection*. I will write *protection* in the antonym column and again use a dictionary to find its meaning. *Protection* is “something that shields you from harm or injury.” It is an antonym for *threat*.
- Have students apply this strategy to another word from the chart. Then discuss responses and correct misunderstandings.

ELL Targeted Support Antonyms and Synonyms Help students use familiar language to understand antonyms and synonyms.

To help students complete the chart, give them sentence frames, such as: _____ has the same meaning as threat. _____ has the opposite meaning of threat. Assist them in filling out the sentence frames as necessary. Then have students draw pictures representing the synonyms and antonyms of the words to emphasize meanings. **EMERGING/DEVELOPING**

Write a sentence using the Academic Vocabulary word *threat*, such as: *The tornado was a threat to our community.* Help students determine the meaning and find synonyms and antonyms for the word. Have students replace the word *threat* in the sentence with an antonym to create a silly sentence. Then have students draw a silly picture illustrating the use of the antonym in the sentence. **EXPANDING/BRIDGING**



ASSESS UNDERSTANDING

Apply

My TURN Have students follow the same strategy as they complete the chart on p. 491 of the *Student Interactive*. Remind students that they will use Academic Vocabulary throughout this unit.

STUDENT INTERACTIVE, p. 491



VOCABULARY READING-WRITING BRIDGE

Academic Vocabulary

Synonyms and Antonyms Words that have the same or similar meanings, such as *cold* and *frigid*, are **synonyms**. Words that have opposite meanings, such as *hot* and *cold*, are **antonyms**.

Learning Goal
I can develop knowledge about language to make connections between reading and writing.

My TURN For each word below,

1. **Read** the definition of the word.
2. **Write** a synonym and two antonyms for the word.
3. **Use** a print or digital dictionary to identify, use, and explain the meanings of the synonyms and antonyms you chose.

Possible responses:

Synonym	Word	Antonym
danger	threat : something that may cause harm or injury	protection safety
destruction	damage : harm done to something so that it is broken or injured	recovery healing
predict	anticipate : to expect something to happen	doubt surprise
mess	pollution : something that makes a place dirty and unhealthy	cleanliness purification

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Word Study Vowel Patterns *ei, eigh*

OBJECTIVE

Demonstrate and apply phonetic knowledge by decoding multisyllabic words with multiple sound-spelling patterns such as *eigh*, *ough*, and *en*.

LESSON 1

Teach Vowel Patterns *ei, eigh*

FOCUS ON STRATEGIES Vowels in the patterns *ei* and *eigh* are pronounced as a single sound. However, this sound can vary in different words. The vowel pattern *eigh* has the long *a* sound in the word *eight*. In the word *heighten*, it has the long *i* sound. The vowel pattern *ei* has the long *a* sound in *vein*. In the word *seize*, it has the long *e* sound. Knowing the different sounds these vowel patterns can make helps readers figure out how to decode unfamiliar words.

MODEL AND PRACTICE To demonstrate how to use the vowel patterns *ei* and *eigh* to decode words, write *neighbor*, *veiled*, and *receipt* on the board. Guide students to identify the vowel patterns *ei* and *eigh* in each word. Then use the pattern to read each word, focusing on the vowel pattern.

Have students use the vowel patterns *ei* and *eigh* to decode the words *sleigh* and *vein*.

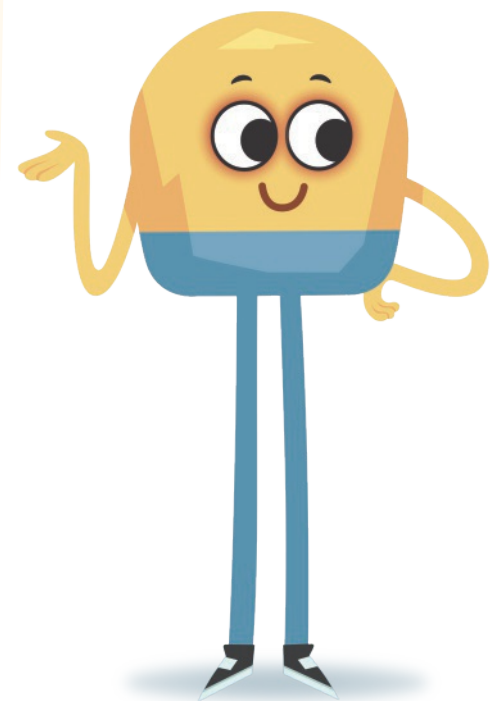


ELL Targeted Support

Vowel Patterns *ei* and *eigh* Tell students that learning the vowel patterns *ei* and *eigh* will help them read more accurately and more fluently.

Write *neighbor* and *rein* on chart paper. Have volunteers underline *eigh* and *ei*. Then have students read each word. **EMERGING/DEVELOPING**

Have pairs quiz each other on how to spell the words *sleigh*, *veiled*, *receipt*, and *height*. Tell each student to underline the vowel pattern *ei* or *eigh* in each word. Then have them exchange quizzes and check their partner's quiz for the correct spelling. **EXPANDING/BRIDGING**



LESSON 1

Teach Vowel Patterns
ei, eigh

LESSON 2

Apply Vowel Patterns
ei, eigh

FLEXIBLE OPTION

LESSON 3

More Practice

FLEXIBLE OPTION

LESSON 4

 **Spiral Review:**
Vowel Patterns
au, aw, al, augh,
and *ough*

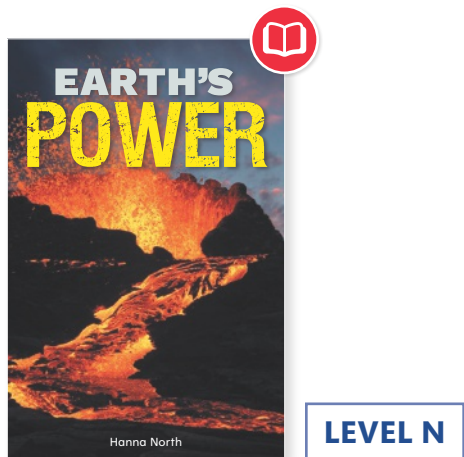
FLEXIBLE OPTION

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 in SavvasRealize.com.



Genre Informational Text

Text Elements

- Presentation of multiple subtopics
- Prefixes and suffixes

Text Structure

- Compare and Contrast



Genre Informational Text

Text Elements

- Multiple subtopics
- Variety of text features

Text Structure

- Description



Genre Informational Text

Text Elements

- Challenging multisyllable words
- Charts and diagrams

Text Structure

- Description

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 informational text?
- What object or idea does this text explain?
- What is the difference between this informational text and a fiction text?

Develop Vocabulary

- How did you use context clues to figure out the meaning of ____?
- Which words helped you understand the topic of the informational text?
- Which words were the most interesting or new to you?

Analyze Structure

- Are there signal words to help you determine a structure in the informational text?
- What structure did you identify?
- How does the structure help you see a relationship between key ideas?



LEVEL O

Genre Realistic Fiction**Text Elements**

- Plot with numerous episodes
- Story carried through text

Text Structure

- Chronological



LEVEL P

Genre Informational Text**Text Elements**

- Variety of text features
- Some new vocabulary explained in the text

Text Structure

- Description



LEVEL P

Genre Realistic Fiction**Text Elements**

- Characters revealed by what they say and do
- Extensive use of descriptive language

Text Structure

- Chronological

Synthesize Information

We can combine information we have learned from other texts and media.

- Using what you have read, how would you summarize the text?
- Could you rewrite the information with a different organization or structure? How would you connect the ideas?

Compare Texts

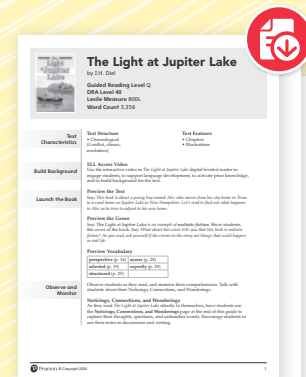
- How does this informational text compare with other texts you have read?
- In what ways were the topic and main idea interesting to you?

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. T89 to determine small group instruction.

Teacher-Led Options

Strategy Group

IDENTIFY INFORMATIONAL TEXT

Teaching Point I want to remind you that when you read informational text, you can determine the structure by looking at the connections between ideas. Certain words can show us the relationship between ideas, like time-order words such as *first*, *next*, and *before*. As you read, look for how the sentences and paragraphs are related. Review the anchor chart on p. 472 of the *Student Interactive* for more text structures and words that help readers see the connections.

ELL Targeted Support

Remind students that informational text reveals facts and details about a topic. The way the author organizes the facts and details helps establish meaning and purpose.

Draw a cause-and-effect graphic organizer. Reread "Hurricane Force." Supply causes from the text and help students identify the effects of each cause to fill in the organizer.

EMERGING/DEVELOPING

Have students make cause-and-effect graphic organizers. Reread "Hurricane Force" and have partners complete the chart with causes and effects of hurricanes. Ask students to share their ideas with the group. **EXPANDING/BRIDGING**



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

Intervention Activity

IDENTIFY INFORMATIONAL TEXT

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

LEVEL D • READ

Lesson 33 Genre: Narrative Nonfiction and Informational Texts

DIRECTIONS Read each of the following passages. Pay attention to how the author organizes information.

A Lot to Learn

- 1 The summer of my fourth-grade year, I learned important lessons about following directions and about running a successful business. It all began with my desperate longing for a skateboard. Instead of listening to my parents tell me it was too expensive, I decided to make the money myself. I would open a lemonade stand. Everyone at the park across the street was sure to want a delicious drink.
- 2 First, I bought some powdered lemonade mix and tossed the package in a cooler with some water. I was excited about my first customer. I took his fifty cents and gave him lemonade. He spat it out.
- 3 "I want my money back!"
- 4 I forgot to add sugar. And I had used warm water. Oops. Lesson 1: Follow the directions.
- 5 After a week, business slowed. Someone around the corner was selling lemonade for half the price! I told my mom my plan to lower my prices. She said, "Don't do it! Instead, make your lemonade the best ever. Make it so good that kids won't mind paying three times as much."
- 6 I went to the store and bought fresh lemons, ice, honey, and silly straws. That night mom helped me slice the lemons. I raised my price to seventy-five cents. Then, I made fresh lemonade for each customer. Once the word was out, I couldn't keep up. I ran out of lemons before the day was done. Lesson 2: The key to running a successful business is making a great product everyone wants.
- 7 At the end of that summer, not only did I have a shiny new skateboard, I had a bunch of new friends who loved my lemonade!

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On-Level and Advanced

INQUIRY

Question and Investigate Have students use the map on *Student Interactive* pp. 470–471 to develop questions about natural disasters, and then choose a natural disaster to investigate. Throughout the week, have students conduct research about the question. See *Extension Activities* pp. 214–218 in the *Resource Download Center*.

Conferring

3 students / 3-4 minutes per conference

IDENTIFY INFORMATIONAL TEXT

Talk About Independent Reading Have students discuss how they can identify the text structure. Ask students if the structure helped them understand the author’s purpose.

Possible Conference Prompts

- What text structure did the author use to organize the information in the text?
- How can text structure help you identify informational text?

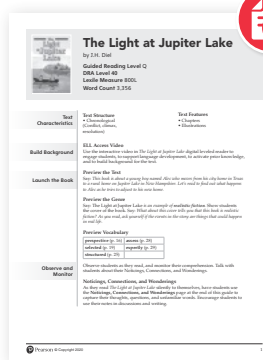
Possible Teaching Point Ask yourself questions to understand the structure of a text. For example, does the text discuss an event and tell why it happened?

Leveled Readers



IDENTIFY INFORMATIONAL TEXT

- For suggested titles, see “Matching Texts to Learning,” pp. T94–T95.
- For instructional support on how to identify the characteristics of informational text, see the *Leveled Reader Teacher’s Guide*.



Independent/Collaborative

Independent Reading



Students can

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

Centers



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

Literacy Activities



Students can

- write about their book in a reader’s notebook.
- read an informational 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 chapters.
- talking points to share with students.
- collaboration prompts and conversation starters.
- suggestions for using the Discussion Chart.
- alternate texts to support the unit theme and Spotlight Genre.

Whole Group

Share Bring the class back together with their independent reading books. Have students share examples of a text structure they noticed. Congratulate students for their good work in identifying organizational structures used in the genre.

Introduce the Text



Earthquakes, Eruptions, and Other Events that Change Earth

OBJECTIVES

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 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. 474 in the *Student Interactive*. Have students share what they already know about the words. Define them as needed.

surface: the outside or outermost part

landforms: natural features of Earth's surface, such as mountains and valleys

processes: series of events that happen over time

damaging: harmful or dangerous

produces: makes or forms

- These words will help you understand the different natural forces that are described in *Earthquakes, Eruptions, and Other Events that Change Earth*. As you read, highlight the vocabulary words in the text. Ask yourself how each word helps to describe the changes taking place on Earth.

Read

Discuss the First Read Strategies. Prompt students to establish that the purpose for reading this selection is to learn how different text structures are used to organize information.

FIRST READ STRATEGIES

NOTICE Tell students to look at the headings and captions that help explain the text.

GENERATE QUESTIONS Have students ask questions to clarify information they have read.

CONNECT Ask students to make connections between the details in the text and their prior knowledge of Earth.

RESPOND Encourage students to respond by marking parts of the text they find interesting or surprising.

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 Compare Explain to students that comparing can add to their understanding of the vocabulary words.

Write the vocabulary word *surface* on the board. Ask students to help you come up with a list of synonyms, or words with similar meanings, for this word, such as *outside*, *outer*, *covering*, and *external*. Then ask volunteers to explain how all the words are similar. Repeat this process for the other vocabulary words. **EMERGING/DEVELOPING**

Provide students with a list of vocabulary words for this week’s selection. Have students work in pairs to write a list of synonyms for each word. Then ask them to write a brief explanation of the similarities between the words. When they are finished, have students share their lists with the class. **EXPANDING/BRIDGING**

ELL Access

Prior Knowledge To help students understand the content of this selection, ask them to share what they already know about earthquakes, volcanoes, and tsunamis. Ask: *Have you ever experienced a natural disaster that changed the Earth’s surface? Have you watched a news report, read a story, or seen a movie about a natural disaster? How did the disaster change the Earth’s surface? How did it affect the people living in that part of the world?* Have students discuss these questions with a partner and then share their thoughts with the group.

STUDENT INTERACTIVE, pp. 474–475



Genre Informational Text

Meet the Author



Natalie Hyde grew up in Ontario, Canada. As a child, she loved to collect insects and toads. Today, as an author, she shows her enjoyment of nature by writing children’s books about science and the natural world. She still lives in Ontario with her family—and a collection of pets.

from
**Earthquakes, Eruptions,
and Other Events that
Change Earth**

Preview Vocabulary

As you read the excerpt from *Earthquakes, Eruptions, and Other Events that Change Earth*, notice what these vocabulary words tell about Earth.

surface	landforms
processes	damaging produces

Read

Skim the text and make predictions about how natural events (causes) change Earth (effects). Follow these strategies when you read this **informational text** the first time.

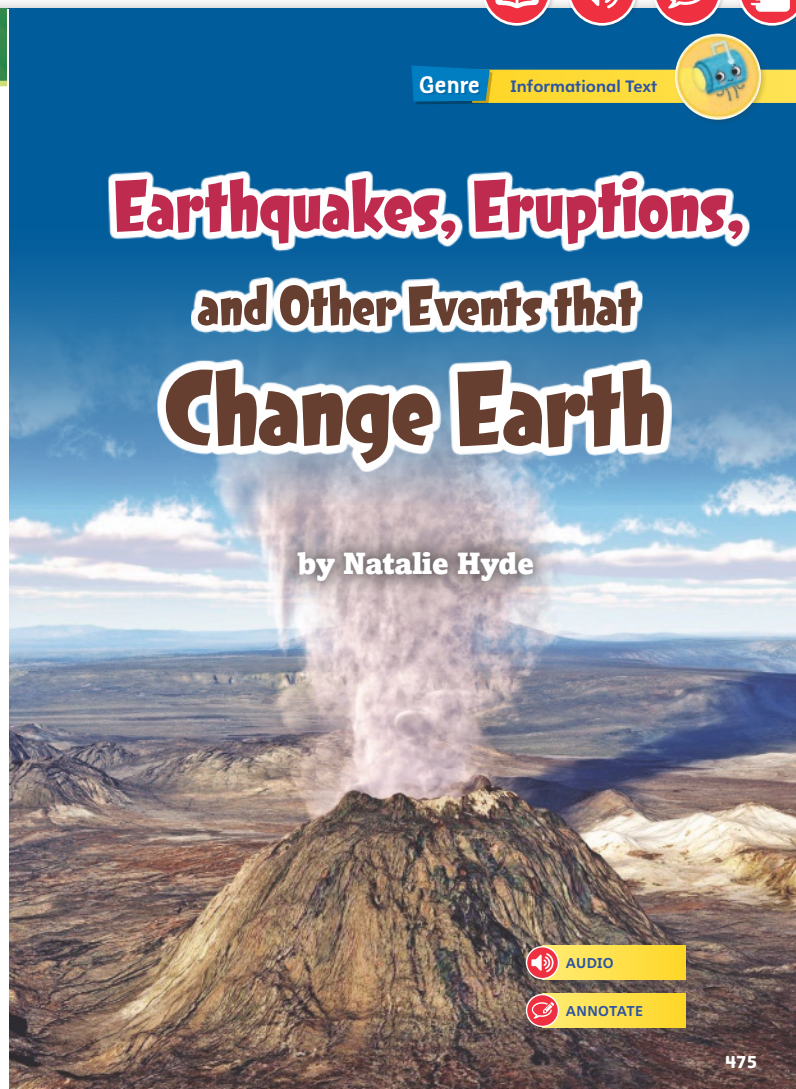
Notice headings and captions that help explain the text.	Generate Questions to clarify information.
Connect the text to what you know about Earth.	Respond by marking parts you find interesting or surprising.

First Read

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**Earthquakes, Eruptions,
and Other Events that
Change Earth**

by Natalie Hyde



AUDIO

ANNOTATE

First Read

Notice

THINK ALOUD When I scan the first page, I notice the heading “Planet of Change” and the photo of a building falling down. I also read the caption and learn that the damage was caused by a natural disaster. Since the title of the story mentions earthquakes, maybe an earthquake caused this destruction. I want to read the text so I can figure out what happened.



Natural disasters can be very dangerous for people and animals.

Close Read

Analyze Text Structure

Have students scan **paragraph 2** and underline the sentences that help them recognize the cause-and-effect text structure. **See student page for possible responses.**

Ask students to explain how these details help them recognize the text structure in the paragraph.

Possible Response: The phrase “earthquake’s shaking can create” shows the cause and the following phrase “large holes or cracks in the land” explains the effect. The structure repeats in the sentences about volcanoes and tsunamis, so I know this paragraph uses a cause-and-effect text structure.

DOK 2

OBJECTIVE

Recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution.

CLOSE READ

Analyze Text Structure

Underline sentences that help you recognize a cause-and-effect text structure.

surface the outside or outermost part

landforms natural features of Earth’s surface, such as mountains and valleys

Planet of Change

1 Earth’s surface is always changing. Most of these changes happen slowly. They can take hundreds or even thousands of years. Some changes, however, happen quickly. In fact, Earth’s surface can change in a matter of minutes, hours, or days.

Big changes

2 Natural disasters, such as earthquakes, volcanoes, and tsunamis, can happen without warning. They can change Earth’s surface in a big way very quickly. An earthquake’s shaking can create large holes or cracks in the land. A volcano’s hot lava can create new landforms when cooled. The wall of water from a tsunami can destroy forests, roads, and buildings.

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Possible Teaching Point

Academic Vocabulary | Synonyms and Antonyms

Read the first sentence of paragraph 2 aloud to the class and draw students’ attention to the word *disaster*. Have them create a list of synonyms for *disaster*. Substitute the words they supply into the text and discuss how the synonyms can be used to define the word *disaster*. For further instruction, use the Academic Vocabulary lesson on pp. T90–T91.



Layers

- 3 Earth is not a solid ball. If you were to cut our planet open, you would see it is made up of **four layers**. The inner core is at the center. It is a **solid ball of metal**. Around this inner core is the outer core. This **layer is liquid metal**. The next layer is called the mantle. The mantle is made of **solid rock and minerals**. The **top layer is the crust**.

CLOSE READ

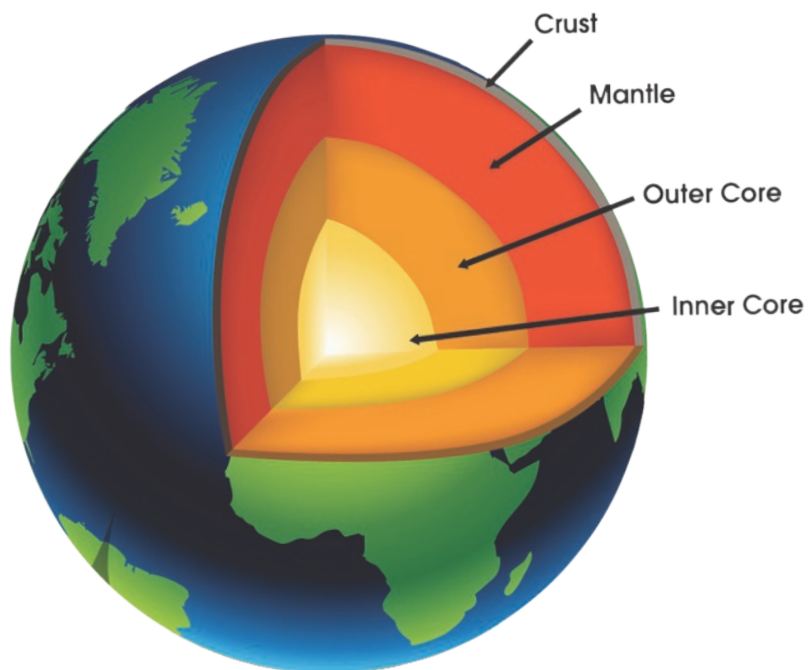
Synthesize Information

Put together details in both paragraph 3 and the diagram to explain Earth's layers. **Highlight** the text evidence that supports your explanation.

First Read

Respond

THINK ALOUD I learned new information from this page. I was surprised to find out that Earth has four different layers. I always thought the whole planet was just soil and rocks, like in my yard. I had no idea there are metal and liquid layers deep in the center! I will mark these details to go back and learn more about Earth.



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Close Read

Synthesize Information

Have students reread **paragraph 3** and review the diagram to identify details that help them explain Earth's layers. Ask them to highlight text evidence that supports their explanations. **See student page for possible responses.**

Point out that the diagram includes information about the depth of each layer of Earth. To have students synthesize information, ask: **How would you describe the purpose of Earth's crust?** Remind students to answer the question using prior knowledge, information in the text, and the diagram.

Possible Response: The crust is the thinnest of Earth's layers. It is a covering that protects the layers beneath. It also supports growth and life.

DOK 2

OBJECTIVE

Synthesize information to create new understanding.

Possible Teaching Point




Academic Vocabulary | Synonyms and Antonyms

Point out the word *solid* in paragraph 3. Ask students to create a list of synonyms and antonyms for the word using a dictionary or digital resource. Then ask them to explain how the words they chose are similar to or opposite of the word *solid*. For additional practice with synonyms and antonyms, use the Academic Vocabulary lesson on pp. T90–T91 in the Reading-Writing Workshop Bridge.

First Read

Connect

 **THINK ALOUD** This page tells me that landforms like cliffs, mountains, and rivers are all features of the Earth's crust. My family went hiking and we walked along a rocky ledge, like the people in this picture. Now I know that the ledge was formed out of rocks and minerals. I also understand now that this is part of the Earth's crust.

Close Read

Synthesize Information

Ask students to think about what they have learned about the Earth's crust. Have them reread **paragraph 4** and highlight details that explain how the crust is different from Earth's other layers. **See student page for possible responses.**

Have students reread what they learned about low landforms in **paragraph 4**. Using their prior knowledge and this information, ask: *What conditions should we expect to find on raised landforms? Do you think we will find water? Why or why not?*

Possible Response: We know that cold air rises and the mountains are very high. Water is found in lower landforms because it is warmer and there is a place for it to gather. I think that we will find snow, rocks, and minerals on raised landforms.

DOK 2

OBJECTIVE

Synthesize information to create new understanding.

CLOSE READ

Synthesize Information

Highlight details in paragraph 4 that help you explain how the crust is different from other layers of Earth.

processes series of actions that happen over time

Rocky crust

- 4 The crust is the thinnest layer. It is made of rock. This is the layer that we live on. The rocks and minerals in the crust are shaped into landforms. Low landforms fill with water to make lakes, rivers, and oceans. Earth's processes are always at work changing the crust.

Cliffs, hills, and mountains are raised landforms.



ELL Targeted Support Multiple-Meaning Words Students might be confused by the word *crust* on this page. Explain that the word *crust* is not always associated with food. Guide students to understand that *crust* in this context refers to the outer covering of Earth, not the base of a pizza or the outside of a loaf of bread.

To help students compare the different meanings of *crust*, have them illustrate the definitions. Using their drawings to guide the discussion, talk about how the Earth's crust is continually changing. **EMERGING/DEVELOPING**



Earth's crust is made up of a few large plates and many smaller plates.

Earthquakes

5 Earth's crust is divided into plates. A plate is a huge sheet of rock. The plates fit together like big puzzle pieces to form the surface. The plates are moving and rubbing against each other very slowly. Sometimes the edge of one plate is pushed under another plate. This causes an earthquake. During an earthquake, the ground shakes suddenly.

Moving and shaking

6 Earthquakes happen around the world every day. Most are not strong enough to cause any damage. Some, however, can cause the ground to shake violently. During these strong earthquakes, buildings can crumble and fall, and roads can crack and split.

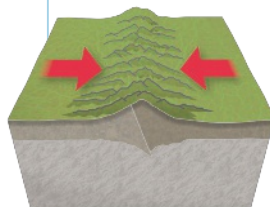
CLOSE READ

Vocabulary in Context

The author uses the word *violently* to describe how the ground moves during some earthquakes.

Use context clues beyond the sentence to determine the meaning of *violently*.

Underline the context clues that support your definition.



Earth's plates can also push together and can cause the rock to bend and fold. This process can create mountains.

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First Read

Generate Questions

THINK ALOUD The text, map, and diagram on this page all describe Earth's plates. This is confusing for me. We use plates when we eat dinner. How can plates be in the Earth? What causes the plates to move and push against each other? Does it cause an earthquake every time this happens? Can we always feel the plates moving on Earth's surface? I will continue reading to find out.

Close Read

Vocabulary in Context

Ask students to find the word *violently* in **paragraph 6**. Then have them underline context clues beyond the sentence that help them determine the meaning of this word. **See student page for possible responses.**

Ask: *What other words could you use to describe the ground's movement during an earthquake?*

Possible Responses: *strongly, powerfully, forcefully*

DOK 2

OBJECTIVE

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

Possible Teaching Point



Read Like a Writer | Author's Craft

Graphic Features Draw students' attention to the map at the top of the page and point out the dotted lines. Ask students to explain why they think the author chose to include a map along with the text on this page. (The map helps readers understand the Earth's plates. The dotted lines show the edges of each plate so that readers can see how the plates fit together, like puzzle pieces.) See pp. T118–T119 in the Reading-Writing Workshop Bridge to provide additional instruction on graphic features.

First Read

Notice

THINK ALOUD When I look at this page, I first notice the heading “Landslides” along with the picture and caption. Based on these text features, I know that this part of the text is going to explain what landslides are and how they happen. It is also going to tell me how landslides are related to earthquakes.

Close Read

Analyze Text Structure

Remind students that authors organize the text in a structure that helps them explain information. Have students scan **paragraphs 7 and 8** and underline details that help them recognize and describe the text structure on this page. **See student page for possible responses.**

Ask: *How does this text structure help the author achieve her goal?*

Possible Response: The author’s goal is to explain landslides. She uses a cause-and-effect text structure so readers can see how one event affects another, resulting in a landslide. She continues using this structure by explaining some effects of landslides.

DOK 2

OBJECTIVE

Recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution.

CLOSE READ

Analyze Text Structure

Underline details in paragraphs 7 and 8 that help you recognize and describe the text structure on this page.

Landslides

- 7 During a landslide, rocks and soil suddenly break loose and slide down hills or mountains. Landslides can happen for different reasons. Rivers can eat away at the base of hills and mountains, causing the earth above to fall. Heavy rains can also cause landslides when wet soil turns to mud. The slippery mud will then move downhill quickly.

Slipping and sliding

- 8 Landslides can be as small as a few large rocks rolling down a hill. They can also be as large as the whole side of a mountain sliding away. The biggest landslides can move a lot of ground very quickly. They change the shape and size of landforms. They fill valleys with soil and rocks. Landslides can happen underwater, too.



Earthquakes can shake rocks and soil loose and cause a landslide.

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ELL Targeted Support Expressions Students may struggle to understand that some phrases cannot be defined literally. Explain that an expression is a group of words that when said or written together often take on a different meaning from the literal meanings of the individual words. Display and read aloud the third sentence in paragraph 7, underlining the phrase *eat away*. Tell students that *eat away* can mean “to eat food” or “to gradually damage or destroy something.”

Share an example of a new sentence using this phrase, such as: *The waves eat away the sand dunes on the beach.* Read it aloud and ask students to repeat it. Then ask students to draw the literal and figurative interpretations of this phrase and identify the one that matches the expression in the text. **EMERGING/DEVELOPING**



The Kilauea Volcano in Hawaii has been erupting since 1983.



Volcanoes

9 A volcano is an opening in Earth's crust where hot, melted rock and ash from inside Earth erupts, or shoots out. Some eruptions happen once every few years and last only a couple of hours. Other volcanoes continue erupting for weeks, months, or even years.

Melting rocks

10 Volcanoes reshape Earth's surface. When the lava shoots out of the volcano, it flows down the sides and over the land below. The lava is so hot that it can melt rock. Boulders and hills can melt away. When the lava cools, it hardens into new rock. **This new rock is full of minerals. After a few years, the new rock breaks down and turns into rich farmland.**

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CLOSE READ

Synthesize Information

Highlight two sentences in the text that you can use to explain why volcanoes might affect where farmers grow their crops.

First Read

Generate Questions

THINK ALOUD I think volcanoes are very interesting. However, I am confused by the text that states that some "volcanoes continue erupting for weeks, months, or even years." Do people who live near volcanoes know when they are going to erupt? Why do some volcanoes erupt for years while others erupt only once in a while? I'll mark the text that is confusing and write my questions in the margin. As I read, I'll look for answers to my questions.

Close Read

Synthesize Information

Have students reread **paragraph 10** and highlight the two sentences that can help them explain why volcanoes might affect where farmers grow their crops. **See student page for possible responses.**

Ask: **Do you think volcanoes are good for the Earth? Explain your answer.**

Possible Responses: Volcanoes are good for the Earth because they deposit new rocks and minerals that break down into rich soil, which is good for planting crops. Volcanoes are not good for the Earth because the hot lava can be very dangerous and can melt rocks, hills, and boulders.

DOK 3

OBJECTIVE

Synthesize information to create new understanding.

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Possible Teaching Point



Read Like a Writer | Author's Craft

Graphic Features Tell students that the author carefully selected images to help communicate the main ideas of this informational text. Explain that to help readers understand volcanoes, the author chose the picture of the Kilauea Volcano in Hawaii. Discuss what is happening in the photograph and how it supports the author's purpose. Use the lesson on pp. T118–T119 to provide additional instruction on graphic features.

First Read

Respond

THINK ALOUD The text and caption tell me that some volcanoes are islands. I have seen pictures of the Hawaiian Islands, but I never knew they were volcanic. They look beautiful, but I don't think I would want to visit if the volcano was going to erupt. I will mark this part of the text to remind myself to come back and learn more about Hawaii.

Close Read

Analyze Text Structure

Have students scan paragraphs 11 and 12 and highlight details that help them recognize and understand the text structure. See student page for possible responses.

Ask: What text structure does the author use? Explain how the details help you identify and understand the text structure.

Possible Response: Details such as “When the mountain gets big enough” and “formed . . . by volcanic eruptions” help me determine that this text has a cause-and-effect text structure. The text explains how one event happens as a result of another event. Islands are formed because volcanoes erupt, the lava cools, and a mountain forms that gets bigger over time.

DOK 2

OBJECTIVE

Recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution.

CLOSE READ

Analyze Text Structure

Underline the effects of underwater eruptions that help you recognize and explain the text structure on this page.

Volcanic Islands

- 11 Volcanoes can create new islands. When a volcano erupts, lava flows out of it. Some volcanoes erupt underwater. As they erupt over and over, the lava cools and builds up a cone-shaped mountain around the opening. When the mountain gets big enough it breaks through the surface of the water, creating an island.

Making islands

- 12 The Hawaiian Islands are volcanic islands found in the Pacific Ocean. The islands are the peaks of large mountains formed under the ocean by volcanic eruptions. Some Hawaiian Island volcanoes are no longer erupting. Others are still active and creating new land.



The Stromboli Volcano has been erupting for at least 2,000 years.

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CROSS-CURRICULAR PERSPECTIVES

Science



The Hawaiian Islands are actually volcanoes that make up the largest mountain range on Earth. The tops are above water, but most of the volcanoes are below the ocean's surface. Today, there are three active volcanoes in the Hawaiian chain: Mauna Loa, Kilauea, and Loihi. Loihi is still completely underwater, but scientists believe that if it continues to erupt regularly, it too will grow and will eventually break through the ocean's surface. Have students connect this information to the “When the Earth Changes . . .” map on pp. 470–471 of the *Student Interactive*.



A tsunami can be as high as 115 feet (35 m). That is as tall as a ten-story building!

Tsunamis

- 13 A tsunami is a giant wave. Tsunamis are caused by changes in the ocean floor. Underwater earthquakes, landslides, and volcanic eruptions can all cause tsunamis. The force from these natural disasters can make the water rise. This will start a wave that speeds through the water until it reaches land.

Wall of water

- 14 A tsunami is one of the most damaging forces on Earth. It can race toward land as fast as a jet plane. It can wipe out villages, and even islands. It can move soil and rocks as much as 620 miles (1,000 km).

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CLOSE READ

Vocabulary in Context

The word *race* can be a noun meaning “a competition of speed” or a verb meaning “move quickly.”

Underline context clues within and beyond the sentence that help you determine the meaning of *race* in paragraph 14.

damaging harming or dangerous

483

First Read

Connect

THINK ALOUD As I continue to read, I learn that tsunamis are giant waves that can move as fast as a jet. I went to the beach last summer, and there were some huge waves. I thought they were crashing quickly onto the beach, but they weren't nearly as fast as a jet. I cannot even imagine what it must be like to experience a tsunami!

Close Read

Vocabulary in Context

Remind students that some words have more than one meaning. Explain that sometimes a word may mean one thing in one sentence but mean something else in a different sentence. Then review the use of the word *race* as both a noun and a verb.

Ask students to find the word *race* in **paragraph 14** and underline the context clues within and beyond the sentence to determine its meaning in this paragraph. **See student page for possible responses.**

Ask: **How do your underlined context clues support your definition of *race*?**

Possible Response: The simile “as fast as a jet plane” and the explanation of the tsunami moving soil and rocks great distances tell me that the word *race* is being used as a verb. These context clues tell me the author wants readers to use the meaning “to move quickly” in this paragraph.

DOK 2

OBJECTIVE

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

Possible Teaching Point



Read Like a Writer | Author's Craft

Graphic Features To help students understand how graphic features such as photographs help readers learn more about a topic, have them study the photograph of the tsunami on p. 483 of the *Student Interactive*. Ask: **How does the photograph help you better understand a tsunami?** (The photo shows how large a tsunami can be. It looks like a huge wall of water.) See pp. T118–T119 in the Reading-Writing Workshop Bridge to provide additional instruction on graphic features.

First Read

Notice

THINK ALOUD The heading on this page is interesting to me. When I think of natural disasters like earthquakes or volcanoes, I think of them damaging the Earth and being destructive. But this heading tells me they also build things up. I am curious about this, so I'll keep reading to find out more.

Close Read

Analyze Text Structure

Remind students that the author chose a specific text structure for this informational text. Have students scan **paragraphs 15 and 16** and underline evidence that helps them recognize and explain the structure on this page. **See student page for possible responses.**

Ask: *What text structure did the author use? What is the most likely reason she chose to use this structure?*

Possible Response: The author used a cause-and-effect text structure. I think she chose this structure to show readers how all the events are related to each other. Each natural disaster directly affects Earth's landforms.

DOK 2

OBJECTIVE

Recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution.

CLOSE READ

Analyze Text Structure

Underline text evidence in paragraphs 15 and 16 that helps you recognize and explain the text structure on this page.

produces makes or forms

Building Up and Tearing Down

15 Earth's processes can build up and tear down landforms. Landslides change the shape of hills and mountains. Tsunamis eat away at the land along the coast. Volcanoes build up Earth's surface and earthquakes tear it down.

Our changing Earth

16 These changes can threaten the lives of people, plants, and animals. But, they are also a chance for new life to grow. New landforms become homes for plants and animals. New mineral-rich soil produces food to feed people around the world.



The island of Iceland is growing larger each year. It has many active volcanoes. The lava from these volcanoes creates new land.

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ELL Targeted Support Homophones Draw students' attention to the word *our* in the subhead: "Our changing Earth." Explain that the words *our* and *are* are often confused because they sound alike, but they have different spellings and meanings.

Have student pairs complete simple cloze sentences using *our* and *are*, such as: *You can come to ___ house. We ___ going to school.* Then discuss the meanings of each word. **EMERGING/DEVELOPING**

Have student pairs write example sentences using the words *our* and *are* and share them with the group. **EXPANDING/BRIDGING**



Discovering new information about natural disasters can help save people's lives.



On the Job

17 Scientists have a lot to learn about Earth's processes. Seismologists are people who study earthquakes. They want to **learn when and where earthquakes will happen**. Volcanologists are people who study volcanoes. They are **looking for signs of a coming eruption**. They study the buildup of pressure under the ground.

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CLOSE READ

Synthesize Information

Highlight two details in paragraph 17 that you could synthesize to create new understanding of how seismologists and volcanologists might affect people's safety.

First Read

Generate Questions

THINK ALOUD As I read, I learned about scientists who study Earth's processes. I wonder what kind of training you need to have a job like that. Is it dangerous work? Do you travel to natural disaster sites or work in a lab? I will look for more information to help me answer my questions.

Close Read

Synthesize Information

Have students reread **paragraph 17** and highlight two text details they can synthesize to create new understanding of how seismologists and volcanologists might affect people's safety. **See student page for possible responses.**

Point out that seismologists and volcanologists are scientists that study Earth's processes. To have students synthesize information, ask: **How could the work of these scientists be worthwhile?**

Possible Response: Seismologists and volcanologists can keep people safe by alerting them before a natural disaster might occur, giving the people time to evacuate and get out of harm's way. They study earthquakes and volcanoes so they can predict when these disasters might occur.

DOK 2

OBJECTIVE

Synthesize information to create new understanding.

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Possible Teaching Point



Word Study | Vowel Patterns

Tell students that words with the vowel pattern *ei* have two letters that combine to form one long vowel sound. Explain that this pattern can have the long *a*, long *e*, or long *i* sound. Have students scan paragraph 17 and identify a word that includes this vowel pattern. (*seismologists*) Ask them to name the vowel sound the pattern creates. (long *i*) For additional practice using vowel patterns, use the Word Study lesson on pp. T92–T93 in the Reading-Writing Workshop Bridge.

Respond and Analyze



*Earthquakes,
Eruptions, and
Other Events that
Change Earth*

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.

Recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution.

My View

Use these suggestions to prompt students' initial responses to reading *Earthquakes, Eruptions, and Other Events that Change Earth*.

- **React** What did you think about this text?
- **Discuss** Which event that changes Earth did you find most interesting, and why?

Develop Vocabulary

Minilesson

FOCUS ON STRATEGIES Tell students that authors of informational texts choose specific words to help readers better understand a topic. The vocabulary words *surfaces*, *landforms*, *processes*, and *damaging* are scientific words that describe events that affect Earth.

- Remind yourself of each word's meaning.
- Ask yourself how each word relates to the topic.

MODEL AND PRACTICE Model filling out the graphic organizer on p. 486 of the *Student Interactive*.

- I would say that features on the Earth's surface are probably *landforms* because the word *surface* is already in the definition.
- I fill in the word *landforms* and put *surfaces* in the other blank above the definition "the outside or outermost part."
- I write a sentence that uses both words. That's pretty easy because the definition of *landforms* already has the word *surfaces* in it!

ELL Targeted Support Vocabulary in Context Guide students to demonstrate their understanding of the vocabulary words within the context of *Earthquakes, Eruptions, and Other Events that Change Earth*.

Display and read aloud the sentences in the selection that include the vocabulary words. Instruct students to draw a picture that represents the meaning of one of the sentences. Point them to features in the text, such as photographs and diagrams, for support. **EMERGING/DEVELOPING**



FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for developing vocabulary.

OPTION 1 MyTURN Have students respond using newly acquired vocabulary as they complete p. 486 of the *Student Interactive*. Remind them to use text evidence in their answers.

OPTION 2 Use Independent Text Have students find and list four unfamiliar words from another scientific informational text. Tell them to use words they know to determine the meaning of each unfamiliar word in the text, and then use each unfamiliar word in a sentence.

QUICK CHECK

Notice and Assess Can students explain how the vocabulary words describe events that affect Earth?

Decide

- **If students struggle**, revisit instruction for developing vocabulary in Small Group on pp. T114–T115.
- **If students show understanding**, extend instruction in Small Group on pp. T114–T115.

Check for Understanding MyTURN Have students complete p. 487 of the *Student Interactive*.

STUDENT INTERACTIVE, pp. 486–487



VOCABULARY

Develop Vocabulary

In informational text, authors often use subject-specific vocabulary words to explain a topic. When you read about the environment, you will learn scientific words to describe events that affect Earth.

MyTURN Choose the two vocabulary words from the word bank that match the definitions in each box. Then use both words in a sentence that shows how they are connected.

Word Bank

surface landforms processes damaging

	Vocabulary Words	Sentence
Describes Earth	<p><u>landforms</u> natural features of Earth's surface</p> <p><u>surface</u> the outside or outermost part</p>	<p>The surface of the Earth is covered with <u>landforms</u>.</p>
Describes Actions	<p><u>damaging</u> harming or dangerous</p> <p><u>processes</u> series of actions that happen over time</p>	<p>Possible response: <u>Some processes in nature cause damaging events, such as earthquakes.</u></p>

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COMPREHENSION

READING WORKSHOP

Check for Understanding

MyTURN Look back at the text to answer the questions.

Possible response:

DOK 2 1. How can the reader identify this text as informational?

The text uses **description and cause-and-effect text structures to inform readers about how events in nature change Earth. The text includes diagrams and maps related to the events.**

DOK 2 2. What is the most likely reason that the author included a diagram of the layers of the Earth?

The author most likely included a diagram to help readers visualize and better understand the description of Earth's layers in the text.

DOK 1 3. What would happen if a landslide began on a high hill during heavy rains? Base your explanation on what you read in the text.

The soil would move downhill quickly, changing the size and shape of the landform.

DOK 2 4. What evidence from the text would you use to support the claim that earthquakes, volcanoes, and landslides can change the Earth?

"An earthquake's shaking can create large holes or cracks in the land.;" "Volcanoes can create new islands.;" "The biggest landslides can move a lot of ground very quickly. They change the shape and size of landforms."

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Word Study Vowel Patterns *ei, eigh*

OBJECTIVES

Demonstrate and apply phonetic knowledge by decoding multisyllabic words with multiple sound-spelling patterns such as *eigh*, *ough*, and *en*.

Demonstrate and apply phonetic knowledge by identifying and reading high-frequency words from a research-based list.

LESSON 2

Apply Vowel Patterns *ei, eigh*

APPLY MyTURN Direct students to complete the activity on p. 492 of the *Student Interactive*.

neighbor

veiled

seize

sleigh

reindeer

vein

receipt

protein

High-Frequency Words

Explain that high-frequency words are ones that appear often in texts but do not follow regular word study patterns.



STUDENT INTERACTIVE, p. 492

WORD STUDY

Vowel Patterns

Vowel Patterns ei, eigh are letter combinations that have a single sound. The vowel pattern *eigh* can spell the long *a* sound, as in *eight*, or the long *i* sound, as in *heighten*. The vowel pattern *ei* can spell the long *a* sound, the long *e* sound, or the long *i* sound.

The word *seismologists* in paragraph 17 of *Earthquakes, Eruptions, and Other Events that Change Earth* has the vowel pattern *ei*. The *ei* makes the long *i* sound. Say the word aloud and listen for the long *i* sound.

My TURN Read each word in the box. Then write each word in the correct column.

neighbor	seize	reindeer	receipt
veiled	sleigh	vein	protein

eigh long <i>a</i> sound	ei long <i>a</i> sound	ei long <i>e</i> sound
neighbor	reindeer	seize
sleigh	vein	receipt
	veiled	protein

High-Frequency Words

High-frequency words are words that you will see often while you read. Read these words and say them aloud: *built, square*.

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LESSON 2

Apply Vowel Patterns
ei, eigh

LESSON 1

Teach Vowel Patterns
ei, eigh

FLEXIBLE OPTION
LESSON 3

More Practice

FLEXIBLE OPTION
LESSON 4

Spiral Review:
Vowel Patterns
au, aw, al, augh,
and *ough*

FLEXIBLE OPTION
LESSON 5

Assess Understanding

Use the  **QUICK CHECK** on p. T111 to determine small group instruction.

Teacher-Led Options

Strategy Group



DEVELOP VOCABULARY

Teaching Point Authors of informational texts choose specific words to help readers understand a topic. Have students look back at *Earthquakes, Eruptions, and Other Events that Change Earth* to find words the author used to describe the events that affect Earth.

ELL Targeted Support

Tell students that learning unfamiliar words in an informational text can help them understand the main idea and key details.

Provide simple cloze sentences for each vocabulary word: *surfaces, landforms, processes, and damaging*. Have students fill in the blanks with the appropriate word. **EMERGING**

Have students work with a partner to read, repeat, and rephrase the sentences that contain the vocabulary words on *Student Interactive* pp. 476, 478, and 483. **DEVELOPING**

Tell students to use the vocabulary words to write sentences summarizing the paragraphs containing the vocabulary words on *Student Interactive* pp. 476, 478, and 483.

EXPANDING/BRIDGING



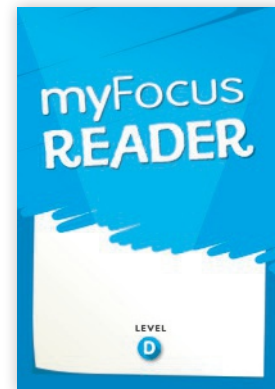
For additional support, see the online *Language Awareness Handbook*.

Intervention Activity



myFOCUS READER

Read pp. 56–57 in the *myFocus Reader* with students. Use the teaching support online at SavvasRealize.com to provide additional insight for students on changes that affect the environment on Earth.



Provide instructional support for comprehension and word study—Vowel Patterns *ei, igh* and Academic Vocabulary.

Fluency

Assess 2–4 students



PROSODY

Have students work in pairs and choose a passage of at least two paragraphs from the text. Tell partners to take turns reading the passage aloud to each other, paying attention to the rhythm of their reading. Remind students that reading with fluency is about reading for meaning, not speed. If needed, model reading with appropriate rhythm.

ORAL READING RATE AND ACCURACY

Use pp. 127–132 in Unit 5 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 unfamiliar words they found in the text, and how they used familiar words to determine the words' meanings.

Possible Conference Prompts

- How did you try to figure out the meaning of unfamiliar words in the text?
- Did finding a similar phrase or word help you learn the meaning of the unfamiliar word?

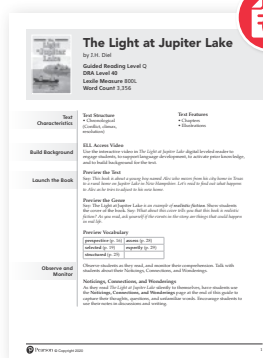
Possible Teaching Point Active readers look to understand a text by learning words that are unfamiliar to them.

Leveled Readers



DEVELOP VOCABULARY

- For suggested titles, see “Matching Texts to Learning,” pp. T94–T95.
- For instructional support on how to use strategies to develop vocabulary, see the *Leveled Reader Teacher’s Guide*.



Whole Group

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

Independent/Collaborative

Independent Reading



Students can

- reread or listen to *Earthquakes, Eruptions, and Other Events that Change Earth* 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



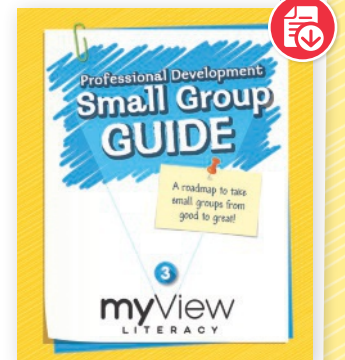
Students can

- complete the graphic organizer on *Student Interactive* p. 486.
- work with a partner to discuss and answer the questions on *Student Interactive* p. 487.
- play the *myView* games.

SUPPORT PARTNER READING

Keep partners on track by giving them a list of suggested questions to ask each other to keep their book discussions going.

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



Analyze Text Structure



Earthquakes,
Eruptions, and
Other Events that
Change Earth

OBJECTIVES

Use text evidence to support an appropriate response.

Recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution.

ACADEMIC VOCABULARY

Integrate Offer students oral practice using the unit Academic Vocabulary words to talk about the text structure. Give students sentence starters, such as:

- My analysis of the text structure includes finding ____.
- Earthquakes cause damage by ____.

ELL Access

Discuss with students the reasons for analyzing text structure, especially cause and effect. To help them with this task, have students take notes in a T-chart, writing causes in the left-hand column and details that show effects in the right-hand column.

Minilesson

FOCUS ON STRATEGIES Readers practice identifying the structure of a text. The structure of an informational text is often cause and effect.

- Ask yourself what happens in the text and what the result of that event is.
- As you read, notice the details that describe the effects of an event.
- Pay attention to how the details help you analyze the text structure.

MODEL AND PRACTICE Use the Close Read note on p. 476 of the *Student Interactive* to model how to analyze the text structure:

- Looking at the title, I see that this text is going to be about events that change Earth, so those events would be causes of change. The first cause mentioned in the text is an earthquake. What, exactly, happens to the Earth when an earthquake strikes? What does the author want me to know about the effects of earthquakes? The sentence that says an earthquake “can create large holes or cracks in the land” tells the effect. I am going to underline that sentence in the text.
- Have pairs find and underline the next sentences that provide details about a cause, an event, and the effects of the event.

ELL Targeted Support Summarize Material Tell students that summarizing what they’ve read, either orally or in notes, is a good way to check their understanding of the text.

Help partners read *Student Interactive* p. 476 to each other and summarize the information orally. Provide sentence frames to help them summarize: *The cause is _____. The first detail that shows an effect is _____.* **EMERGING/DEVELOPING**

Have students read *Student Interactive* p. 476 and write a short paragraph to summarize it. Tell them to use details from the text to identify an event that causes something to happen and the effects of that event. **EXPANDING/BRIDGING**



FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use strategies for analyzing text structure.

OPTION 1 MyTURN 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. 488 of the *Student Interactive*.

OPTION 2 Use Independent Text Have students take notes on the text, identifying and analyzing the text structure. Students should also explain in their notes how they identified text elements and how the elements contribute to the text structure.

QUICK CHECK

Notice and Assess Can students analyze the structure of an informational text?

Decide

- **If students struggle**, revisit instruction on analyzing text structure in Small Group on pp. T122–T123.
- **If students show understanding**, extend instruction about analyzing text structure in Small Group on pp. T122–T123.

STUDENT INTERACTIVE, p. 488



CLOSE READ

Analyze Text Structure

Readers can best understand informational text by looking at how the author organizes ideas. The organization of ideas in a text is called **text structure**. For example, a scientific text may be organized by cause and effect. The cause is what happened. The effect is the result of what happened.

1. **MyTURN** Go to the Close Read notes in *Earthquakes, Eruptions, and Other Events that Change Earth* and underline details that help you analyze text structure.
2. **Text Evidence** Use some of the parts you underlined to complete the chart. List one or more effects.

Cause	Effect
an earthquake	→ "An earthquake's shaking can create large holes or cracks in the land."
a landslide	→ Possible response: "change the shape and size of landforms"
an underwater eruption of a volcano	→ Possible response: "the lava cools and builds up a cone-shaped mountain"

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Read Like a Writer

OBJECTIVES

Recognize characteristics and structures of informational text.

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

Analyze Graphic Features

Minilesson

FOCUS ON STRATEGIES Authors use graphic features like photographs to support the information in a text.

- Authors provide photographs to show what they have described in the text.
- Photographs provide readers with details the author may not have described in the text.
- Photographs provide visual information that readers can relate to their own lives.

MODEL AND PRACTICE Model analyzing the author's use of graphic features by directing students to the top of p. 493 of the *Student Interactive*. Have students follow along as you complete the steps.

1. Identify that the author, Natalie Hyde, uses a photograph of a landslide on p. 480, where the text describes a landslide.
2. Ask students how the photograph helps readers better understand what a landslide looks like. Instruct students to look at details in the photograph and compare them with details in the text.
3. Guide students to understand that the photograph shows the results of a landslide that the author describes in the text.

ELL Targeted Support Graphic Features To help students better understand how authors use graphic features, have them discuss how photographs differ from illustrations or other graphic features.

Have pairs complete the sentence frame: *A photograph is different from an illustration because _____.* **EMERGING/DEVELOPING**

Have students talk about the differences between photographs and illustrations. Ask pairs to discuss this question: *Do you usually see photographs or illustrations in a fictional text? Why?* **EXPANDING/BRIDGING**



ASSESS UNDERSTANDING

Apply

MyTURN Direct students to go back to *Earthquakes, Eruptions, and Other Events that Change Earth* and circle the photographs. Help guide their search by having them look for images from real life that were recorded with a camera, not images that were created, such as illustrations, maps, or diagrams. Then have them focus on the photograph of a landslide by completing the activities on p. 493 of the *Student Interactive*.

STUDENT INTERACTIVE, p. 493



ANALYZE AUTHOR'S CRAFT

READING-WRITING BRIDGE

Read Like a Writer

Authors use graphic features, such as photographs, to achieve the specific purpose of helping readers understand ideas in the text.

Model! Read the sentence from *Earthquakes, Eruptions, and Other Events that Change Earth*.

During a landslide, **rocks and soil** suddenly **break loose and slide down** hills or mountains.

information also shown in the photograph

- 1. Identify** Natalie Hyde includes a photograph of a landslide near this text.
- 2. Question** How does it help me understand the text?
- 3. Conclude** It helps me see rocks and soil that have slid down a hill, causing damage.

Read the sentence.

When the mountain gets big enough it breaks through the surface of the water, creating an island.

MyTURN Follow the steps to analyze the passage. Explain how the author uses a photograph to achieve the purpose of helping readers understand the text.

- 1. Identify** Natalie Hyde includes a photograph near the text that shows **a volcano in the middle of the water**.
- 2. Question** How does it help me understand the text?
- 3. Conclude** It helps me see **how lava has formed a mountain tall enough to break through the surface of the water**.

493

Word Study Vowel Patterns *ei*, *eigh*

OBJECTIVE

Demonstrate and apply phonetic knowledge by decoding multisyllabic words with multiple sound-spelling patterns such as *eigh*, *ough*, and *en*.

FLEXIBLE OPTION 

LESSON 3


More Practice

FOCUS ON STRATEGIES Remind students that knowing the sounds that stand for the vowel patterns *ei* and *eigh* can help them read words.

MODEL AND PRACTICE Write the words *sleigh*, *reindeer*, and *protein* on the board. Guide students to identify the vowel pattern in each word. Then have them use the pattern to read each word and think of another word with the same vowel pattern and sound. (examples: *weigh*, *veil*, *ceiling*)



APPLY Have students complete *Word Study* p. 178 from the *Resource Download Center*.



Name _____

Word Study

The vowel patterns *ei* and *eigh* are letter combinations that have a single sound. The vowel pattern *eigh* has the long *a* sound as in *eight*, or the long *i* sound as in *height*. The vowel pattern *ei* can have the long *a* sound, the long *e* sound, or the long *i* sound.

Read Read each word in the box. Then write the word that best completes each sentence.

weigh	ceiling	neither	sleigh	neighbors
-------	---------	---------	--------	-----------

- We took a sleigh ride in the winter snow.
- The painter used a long pole to paint the ceiling.
- We met our new neighbors at the block party.
- The nurse will weigh each of us this afternoon.
- Max did not go and neither did Emma.

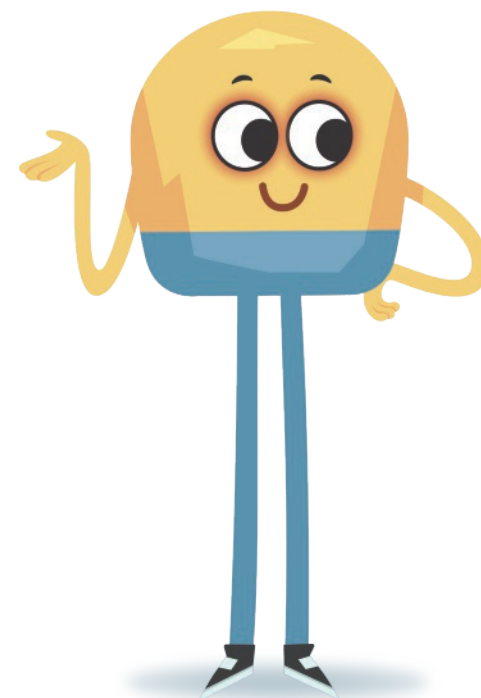
High-Frequency Words

High-frequency words are words you see often in texts. Being able to read high-frequency words helps you to read fluently.

Write Write a sentence for the words *built* and *square*. Practice reading your sentences aloud.

Grade 3, Unit 5, Week 2

Word Study, p. 178



FLEXIBLE OPTION
LESSON 3

More Practice

LESSON 1

Teach Vowel Patterns
ei, eigh

LESSON 2

Apply Vowel Patterns
ei, eigh

FLEXIBLE OPTION
LESSON 4

 **Spiral Review:**
Vowel Patterns
au, aw, al, augh,
and *ough*

FLEXIBLE OPTION
LESSON 5

Assess Understanding

Use the  **QUICK CHECK** on p. T117 to determine small group instruction.

Teacher-Led Options

Strategy Group

ANALYZE TEXT STRUCTURE

Teaching Point Readers can analyze text structure by asking themselves what events the author describes and what the author is trying to say about the results of those events. Ask yourself: *What can happen? What is the result?* Work with students to complete the graphic organizer on *Student Interactive* p. 488.

ELL Targeted Support

To help students understand unfamiliar English words, guide them in a discussion about how the events in the text affect Earth.

Ask students to choose one of the events that changes Earth. Have them read chosen paragraphs about that event aloud to a partner. Then ask them to identify the results of the event.

EMERGING/DEVELOPING

Have students discuss one of the events in the text, explaining the results of the event and how the results change Earth. **EXPANDING**

Have students choose two events that change Earth and give a short presentation about them. Have them explain how the events' effects are alike and different. **BRIDGING**



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

Intervention Activity



ANALYZE TEXT STRUCTURE

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

LEVEL D • READ

Lesson 33 Genre: Narrative Nonfiction and Informational Texts

DIRECTIONS Read each of the following passages. Pay attention to how the author organizes information.

A Lot to Learn

- 1 The summer of my fourth-grade year, I learned important lessons about following directions and about running a successful business. It all began with my desperate longing for a skateboard. Instead of listening to my parents tell me it was too expensive, I decided to make the money myself. I would open a lemonade stand. Everyone of the park across the street was sure to want a delicious drink.
- 2 First, I bought some powdered lemonade mix and tossed the package in a cooler with some water. I was excited about my first customer. I took his fifty cents and gave him lemonade. He spat it out.
- 3 "I want my money back!"
- 4 I forgot to add sugar. And I had used warm water. Oops. Lesson 1: Follow the directions.
- 5 After a week, business slowed. Someone around the corner was selling lemonade for half the price! I told my mom my plan to lower my prices. She said, "Don't do it! Instead, make your lemonade the best ever. Make it so good that kids won't mind paying three times as much."
- 6 I went to the store and bought fresh lemons, ice, honey, and silly straws. That night mom helped me slice the lemons. I raised my price to seventy-five cents. Then, I made fresh lemonade for each customer. Once the word was out, I couldn't keep up. I ran out of lemons before the day was done. Lesson 2: The key to running a successful business is making a great product everyone wants.
- 7 At the end of that summer, not only did I have a shiny new skateboard, I had a bunch of new friends who loved my lemonade!

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Fluency

Assess 2–4 students



PROSODY

Have student pairs practice reading a short passage smoothly and with expression.

ORAL READING RATE AND ACCURACY

Use pp. 127–132 in Unit 5 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

ANALYZE INFORMATIONAL TEXT

Talk About Independent Reading Have students look back at their notes and share how they analyzed the structure of their text.

Possible Conference Prompts

- How does the author introduce the main topic?
- What is the first detail that supports the text structure?
- How does it help you identify the text structure?

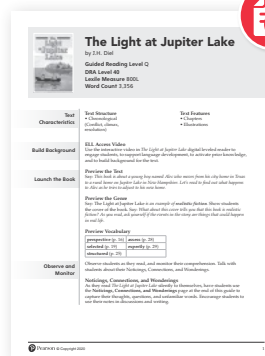
Possible Teaching Point Readers ask themselves questions as they go through an informational text. How is this text structured? What supporting details does the author provide?

Leveled Readers



ANALYZE TEXT STRUCTURE

- For suggested titles, see “Matching Texts to Learning,” pp. T94–T95.
- For instructional support on how to analyze text structure, see the *Leveled Reader Teacher’s Guide*.



Whole Group

Share Bring the class back together in whole group. Invite students to share how they used key details to help them identify and analyze the text structure and what they learned by knowing the text structure.

Independent/Collaborative

Independent Reading



Students can

- reread or listen to the selection or another text they have previously read.
- read a trade book or their Book Club text.
- choose a passage from a text and with a partner take turns reading it with expression.

Centers



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

Literacy Activities



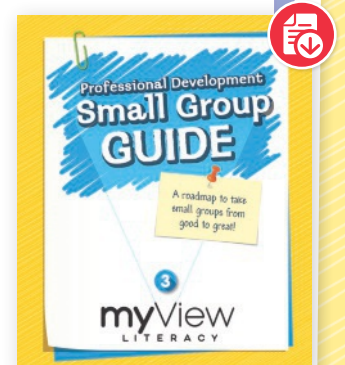
Students can

- complete the graphic organizer on *Student Interactive* p. 488.
- identify words with the vowel patterns *ei* and *eigh*.
- play the *myView* games.

SUPPORT PARTNER READING

Keep partners on track by giving them a list of suggested questions to ask each other to keep their book discussions going.

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



Synthesize Information



Earthquakes,
Eruptions, and
Other Events that
Change Earth

OBJECTIVE

Synthesize information to create new understanding.

ACADEMIC VOCABULARY

Integrate Offer students oral practice using the unit Academic Vocabulary words to help them synthesize information. Ask:

- How can volcanoes be both a threat to land and a builder of land?
- Why do scientists complete an analysis of every tsunami?

Minilesson

FOCUS ON STRATEGIES Readers can deepen their understanding of a topic by combining pieces of information they gather from a text to create new understandings about what they read.

- Identify and annotate useful facts about the topic.
- Pay attention to details and examples that support main ideas.
- Read the text and the text features to gather pieces of information on a topic to synthesize and build new understanding of the topic.

MODEL AND PRACTICE Use the Close Read note on p. 477 of the *Student Interactive* to model how to identify and annotate pieces of information to support new understanding.

- Which facts in paragraph 3 give important information about how Earth is constructed? In this paragraph, the author explains that the Earth is made up of four layers. I'm going to highlight that detail and the descriptions of what the four layers are made of. Then, when I come across similar information, like the text in the feature on this page, I will know where I first saw the information presented.
- Have students identify details about Earth's layers in paragraph 3, highlight information (such as Earth's inner core is a "solid ball of metal"), and write a note in the margin next to the text feature to indicate you have found similar information.

ELL Targeted Support Seek Clarification Have students practice seeking clarification when they do not understand text.

Read aloud from *Student Interactive* p. 478. Have students raise their hand when they hear a detail they do not understand. Guide them in using comprehension strategies. Say: Reread the confusing detail slowly. Look at the text features for clues. Discuss how you might rephrase the detail using your own wording. **EMERGING**

Have pairs read aloud to each other. Instruct the listeners to stop the readers and use comprehension strategies as needed. **DEVELOPING**

Have pairs read aloud to each other from *Student Interactive* pp. 478–479. Instruct the listeners to take notes on anything they don't understand. Have pairs then share their notes with each other. **EXPANDING/BRIDGING**



FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use strategies for synthesizing information.

OPTION 1 MyTURN Instruct students to annotate the text using one of the other Close Read notes for Synthesize Information. Then have them use their annotations to complete the chart on p. 489 of the *Student Interactive*.

OPTION 2 Use Independent Text Have students annotate the text and synthesize the information they find. Then have them write in their notebooks how finding and synthesizing two pieces of information helped them to reach a new understanding about the topic.

QUICK CHECK

Notice and Assess Can students successfully synthesize pieces of information in a text?

Decide

- **If students struggle**, revisit instruction for synthesizing information in Small Group on pp. T130–T131.
- **If students show understanding**, extend instruction for synthesizing information in Small Group on pp. T130–T131.

STUDENT INTERACTIVE, p. 489



READING WORKSHOP

Synthesize Information

Synthesize, or combine, pieces of information you gather from a text to create new understandings about what you read.

1. **MyTURN** Go back to the Close Read notes and highlight information in the text that you can synthesize to create new understandings.
2. **Text Evidence** Use some of your highlighted text evidence to support your new understanding of the ideas in the text.

Possible responses:

1. Information in the Text	2. Information in the Text Feature	Synthesize 1 and 2: What I Learned
Paragraph 3: Earth has “four layers.” The inner core is a “solid ball of metal.” The outer core is “liquid metal.” The mantle is made of “solid rock and minerals.” The “top layer is the crust.”	The diagram shows Earth and its four layers.	The top layer of Earth with land and water is where we live. Compared to other layers of Earth, the crust is very thin.
Paragraph 10: “This new rock is full of minerals. . . . the new rock breaks down and turns into rich farmland.”	The photo shows Kilauea, a volcano in Hawaii. The caption says this volcano “has been erupting since 1983.”	Kilauea, a volcano in Hawaii, has been erupting for more than 30 years. Over the years, the lava must have added more farmland to the island.

Write for a Reader

OBJECTIVES

Recognize characteristics and structures of informational text.

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

Use Graphic Features

Minilesson

FOCUS ON STRATEGIES Writers use graphic features like photographs to provide information that may or may not be in the text. Graphic features grab readers' attention and can help them better understand the text.

- Photographs can give detailed information about the topic.
- Photographs can offer information that the writer does not include in the text.

MODEL AND PRACTICE Discuss how students might use photographs or graphic features in their own writing, using p. 495 of the *Student Interactive*. Model as an example:

1. Identify a natural event in your area, such as a rainstorm, and the changes it causes.
2. Discuss the changes that the natural event can cause. Say: *I will write about the changes that a rainstorm causes in and around my house. Whenever there is a big rainstorm, my yard gets flooded. A huge puddle forms outside my back door, and sometimes water gets in my basement. The rain also turns my garden into a big, muddy mess that my dogs like to play in.*
3. Work with the class to describe a photograph that you could add to your description of a rainstorm. Have students discuss how it would achieve the purpose of helping readers understand your text.

ELL Targeted Support Graphic Features Have students consider how graphic features like photographs help writers support their text.

Describe a natural event, such as a snowstorm. Have students orally suggest photographs that would help readers better understand the natural event. List any adjectives suggested, and display for future use.

EMERGING/DEVELOPING



ASSESS UNDERSTANDING

Apply

MyTURN Have students refer to Natalie Hyde's use of graphic features, such as photographs, as an example for their own writing. Then guide students to complete the activity on p. 494 of the *Student Interactive*.

Writing Workshop

Ask students to suggest photographs they would like to use in their poems from the Writing Workshop. During conferences, support students' writing by helping them find opportunities to use photographs.

STUDENT INTERACTIVE, p. 494



DEVELOP AUTHOR'S CRAFT

Write for a Reader

Writers use graphic features, such as photographs, to give extra details. Graphic features support the text by emphasizing a point or adding new information.

MyTURN Think about how the photographs in *Earthquakes, Eruptions, and Other Events that Change Earth* help you understand the text.

A photograph
is worth a
thousand
words!



1. Think about a natural event in your area that causes changes, such as a heavy rainstorm, a snowstorm, or many days without rain. Name the event and tell what it changes.

Event: Students should identify a natural event possible in their location.

What It Changes: Students should tell what the event changes.

2. Briefly describe the event and what it changes.

Students should describe a natural event and what changes occur because of it.

3. Describe a photograph you could add. Explain how it would allow you to achieve the purpose of helping readers understand the text.

Students should describe a photograph that would be appropriate for the text and explain how the photograph would provide a visual image to help readers understand the text.

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Word Study Spiral Review

OBJECTIVE

Demonstrate and apply phonetic knowledge by decoding multisyllabic words with multiple sound-spelling patterns such as *eigh*, *ough*, and *en*.



FLEXIBLE OPTION 

LESSON 4



Spiral Review: Vowel Patterns *au*, *aw*, *al*, *augh*, and *ough*

FOCUS ON STRATEGIES Review the strategies for using vowel patterns *au*, *aw*, *al*, *augh*, and *ough* to decode words.

MODEL AND PRACTICE Write the following words on the board: *brought*, *yawn*, *already*, *daughter*, and *astronaut*. Have volunteers identify the vowel pattern *au*, *aw*, *al*, *augh*, or *ough* in each word and use these patterns to read these words correctly.

APPLY Have students work independently to find words with vowel patterns *au*, *aw*, *al*, *augh*, and *ough* in a story they recently read and list them. Then call on volunteers to read their list of words.



ELL Targeted Support

Vowel Patterns Use the following activities to give students practice identifying and spelling vowel patterns.

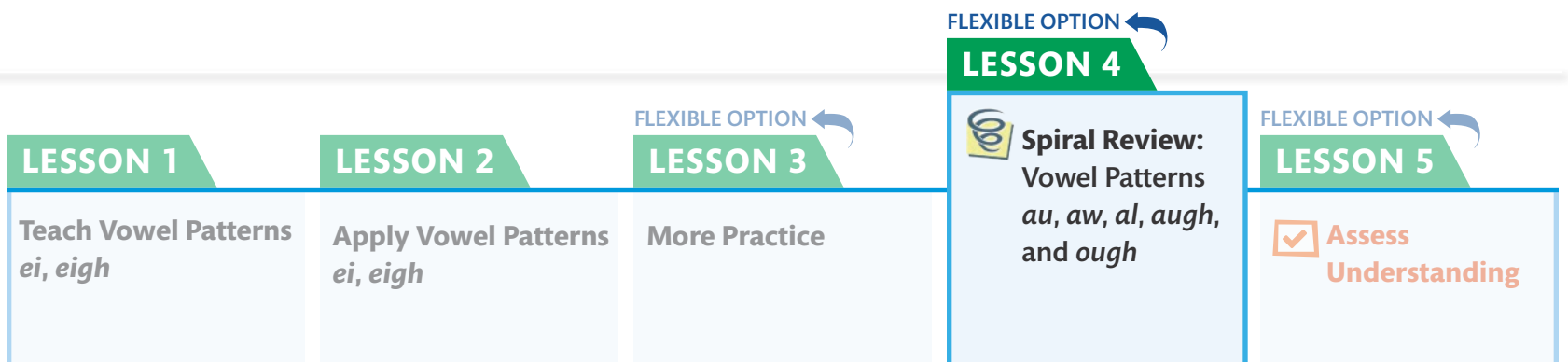
Display these words: *fault, jaw, caught, talk, and bought*. Have students read the words aloud. Then have volunteers underline the letters that spell the vowel sound heard in the word *saw*. (*fault; jaw; caught; talk; bought*)

EMERGING/DEVELOPING

Complete the activity above. Then have pairs write a list of five additional words that are spelled with an *au, aw, al, augh, or ough* vowel pattern.

EXPANDING

Complete the activity above. Then instruct pairs to write five sentences using each of the words in their list. Encourage them to use a dictionary if necessary. **BRIDGING**



Use the  **QUICK CHECK** on p. T125 to determine small group instruction.

Teacher-Led Options

Strategy Group



SYNTHESIZE INFORMATION

Teaching Point Skilled readers know that the details in an informational text can help them build new ideas. They read the text and text features, identifying pieces of information that can be combined, or synthesized, to build new meaning. Work with students to complete the graphic organizer on *Student Interactive* p. 489.

ELL Targeted Support

Have students work in pairs or small groups to complete the chart on *Student Interactive* p. 489.

Invite students to follow along as you read the directions on p. 489. Then have them ask and answer questions about what they need to do to complete the chart. Have students return to the Close Read notes in the selection. Model highlighting details about earthquakes. Then have students work together to identify and underline important pieces of information about volcanoes. Act as scribe as students orally volunteer details to complete the chart.

EMERGING

Encourage students to discuss each step of filling out the chart before returning to annotate the text. Circulate to provide support as needed.

DEVELOPING

Have pairs complete the chart. Then have partners discuss how they used annotations to synthesize pieces of information from the text and text features. **EXPANDING/BRIDGING**



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

Intervention Activity



SYNTHESIZE INFORMATION

Use Lesson 42, pp. T273–T278, in the *myFocus Intervention Teacher's Guide* for instruction on synthesizing information.

LEVEL D • READ

Lesson 42 Compare Two Texts

DIRECTIONS Read "Jane Goodall" silently. Then listen as your teacher reads the text aloud. Follow the same process for "Chimpanzees." Consider how the two texts are similar and different.

Jane Goodall

- 1 In 1960, Jane Goodall traveled from England to what is now Tanzania to study wild chimpanzees. She set up a camp in a chimpanzee reserve so that she could live close to the chimpanzees.
- 2 Goodall brought a pair of binoculars and a notebook with her. She used the binoculars to study the chimpanzees from a distance. She wrote about what she saw in her notebook. Goodall watched the chimps as they ate, made tools, and used tools. She was the first person to study wild chimps so closely.
- 3 She watched how the animals acted when they were alone. She also studied how they acted in groups. She noticed that each chimpanzee had its own personality. They were intelligent and could solve problems. Goodall soon realized that they developed close relationships with family members. These relationships could last a lifetime and helped the chimps survive.
- 4 Goodall's work has taught many people about chimpanzees. She created a research center to teach people about them. People also come to the center to learn how to study chimps in the wild. Goodall travels around the world to speak to people about chimpanzees. She speaks to raise awareness about endangered species, especially chimpanzees.

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Reading Informational and Argumentative Text T • 273

Fluency

Assess 2–4 students



PROSODY

Have pairs practice using fluent phrasing while reading.

ORAL READING RATE AND ACCURACY

Use pp. 127–132 in Unit 5 Week 2 *Cold Reads* to assess students. Use the *Fluency Progress Chart* to track student progress.

Conferring

3 students / 3–4 minutes per conference

SYNTHESIZE INFORMATION

Talk about Independent Reading Ask students to look back at text evidence they annotated to help synthesize information in their texts.

Possible Conference Prompts

- Which details or information did you annotate in the text?
- Which details or information did you annotate in the text features?
- Which information did you combine, or synthesize?

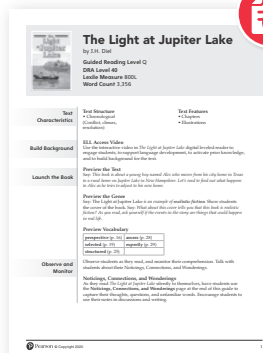
Possible Teaching Point Skilled readers interact with the text by underlining or highlighting important information and writing notes in the margins or in their notebooks.

Leveled Readers



SYNTHESIZE INFORMATION

- For suggested titles, see “Matching Texts to Learning,” pp. T94–T95.
- For instructional support on how to synthesize information, see the *Leveled Reader Teacher’s Guide*.



Whole Group

Share Bring the class back together as a whole group. Invite one or two students to share how they used a strategy in this lesson to help them understand the text. Celebrate their accomplishments.

Independent/Collaborative

Independent Reading



Students can

- reread or listen to another text they have previously read.
- read a self-selected trade book or their Book Club text.
- practice fluent reading by taking turns with a partner reading paragraphs from *Earthquakes, Eruptions, and Other Events that Change Earth*.

Centers



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

Literacy Activities



Students can

- complete the graphic organizer on *Student Interactive* p. 489.
- write about their independent text in their reader’s notebook.
- play the *myView* games.

SUPPORT INDEPENDENT READING

Have students record the time they spend reading independently each day, encouraging them to increase their daily reading time.

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



Reflect and Share



*Earthquakes,
Eruptions, and
Other Events that
Change Earth*

OBJECTIVES

Write a response to a literary or informational text that demonstrates an understanding of a text.

Use text evidence to support an appropriate response.

ACADEMIC VOCABULARY

Integrate Offer students oral practice using the unit Academic Vocabulary words to reflect on the texts. Ask:

- What did you learn about the damage caused by landslides?
- Which effect on Earth did you not anticipate happening?
- What did you learn about the threat of volcanoes erupting and the effect on land nearby?

Write to Sources

Minilesson

FOCUS ON STRATEGIES Explain to students that writing a response to an informational text and comparing details between texts is easier when they ask and answer questions about what they have read. Emphasize that a comparison is more convincing if there is evidence to support it.

- Before making a comparison between extreme environments and natural events, ask yourself whether you have facts and details to support the comparison.
- Think about ways you can connect pieces of evidence from different texts to support the comparison.
- Annotate or highlight details in each text that support the idea you want to compare across both texts.

MODEL AND PRACTICE Model asking and answering questions, using the Ask and Answer Questions prompt on p. 490 in the *Student Interactive*.

I think I will compare and contrast the Danakil Depression in Ethiopia with volcanoes erupting. The Danakil Depression is extremely hot because of the sun, but it is also heated from below by lava. The people who live around a volcano have to deal with lava, too, so that's a similarity.

ELL Targeted Support Compare Ideas Tell students to scan the text of *Deep Down and Other Extreme Places to Live* and find a detail that is similar to one from *Earthquakes, Eruptions, and Other Events that Change Earth*. Tell them they will compare these details.

In pairs or small groups, have students choose an extreme environment and a natural event. Provide students with a sentence frame for using details to support their comparison: *The extreme environment in _____ is similar to the _____ because _____.* Have students share their comparisons with the group. **EMERGING/DEVELOPING**

Have students use details from their annotations to write a comparison of a natural event and an extreme environment and present it to the class.

EXPANDING/BRIDGING



FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for interacting with sources.

OPTION 1 Use the Shared Read Have students use evidence from this week’s text to compare a natural event with an extreme environment.

OPTION 2 Use Independent Text Tell students to use their self-selected independent reading texts to identify details about an environment and compare two environments across texts.

QUICK CHECK

Notice and Assess Can students make comparisons across texts?

Decide

- **If students struggle**, revisit instruction in Small Group on pp. T136–T137.
- **If students show understanding**, extend instruction in Small Group on pp. T136–T137.

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 responses on separate sheets of paper.

STUDENT INTERACTIVE, p. 490



RESPOND TO TEXT

Reflect and Share

Write to Sources In this unit so far, you have read about extreme natural environments and natural events that change the environment. Choose an extreme environment and a natural event to compare and contrast. How are the challenges of living in the extreme environment and experiencing the natural event similar and different? Use evidence from the texts to write and support a response.



Ask and Answer Questions Before you write a response to a text, ask yourself questions about what you have read. Your answers to these questions will help shape your writing.

- How does the text describe the extreme environment or natural event?
- Which facts and details in the text can help me compare and contrast the extreme environment and the natural event?

Answer your questions by taking notes or underlining details in the texts. Use this evidence to write your response on a separate sheet of paper.

Weekly Question

How do changes on Earth affect its environment?

My VIEW

Write About It For additional practice developing and writing opinions using text evidence, ask students to respond to the prompt below on a separate sheet of paper.

In *Earthquakes, Eruptions, and Other Events that Change Earth*, we learn that volcanoes “can threaten the lives of people, plants, and animals. But, they are also a chance for new life to grow.” Why do you think people live in places where there is a possibility of an extreme natural event, such as a volcano erupting? Use text evidence to support your opinion.

Word Study Vowel Patterns *ei*, *eigh*

OBJECTIVE

Demonstrate and apply phonetic knowledge by decoding multisyllabic words with multiple sound-spelling patterns such as *eigh*, *ough*, and *en*.

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 vowel patterns *ei* and *eigh*, say the word *neither* and then write it on the board, underlining the vowel pattern *ei*.

Then read aloud the following words.

weight

either

height

eighteen

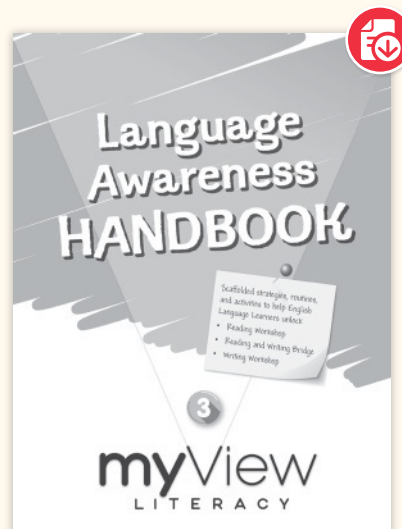
Have students use their knowledge of vowel patterns *ei* and *eigh* to write each word on paper, underlining the vowel pattern. Then ask partners to trade papers, check each other's work, and read the words aloud to each other.





Develop Language Awareness

For additional practice with vowel patterns, complete the activity on p. 55 of the *Language Awareness Handbook*. In this practice activity, students will use phonic support to understand vowel patterns.



LESSON 1

Teach Vowel Patterns
ei, eigh

LESSON 2

Apply Vowel Patterns
ei, eigh


FLEXIBLE OPTION

LESSON 3

More Practice

FLEXIBLE OPTION

LESSON 4

 **Spiral Review:**
Vowel Patterns
au, aw, al, augh,
and *ough*

FLEXIBLE OPTION

LESSON 5

Assess
Understanding

Use the  **QUICK CHECK** on p. T133 to determine small group instruction.

Teacher-Led Options

Strategy Group



COMPARE TEXTS

Teaching Point As you read informational texts, you will naturally compare similar ideas across texts and make connections between them. It is important to be able to express those connections in a way that others understand. Have students compare and contrast the information in the selection and the infographic on *Student Interactive* pp. 470–471.

ELL Targeted Support

Have students compare environments by answering the Weekly Question: *How do changes on Earth affect the environment?*

Have students complete this sentence: *The texts about _____ and _____ show how changes on Earth affect its environment because _____.*

Encourage students to read their comparisons aloud, using strategies presented in the minilesson. **EMERGING**

Have students work in pairs to develop a single short presentation comparing two environments and explaining how the comparison answers the Weekly Question. **DEVELOPING**

Have students work individually to present their comparisons of environments. Afterward, ask students to assess their own presentations based on the strategies they learned in the minilesson. **EXPANDING/BRIDGING**



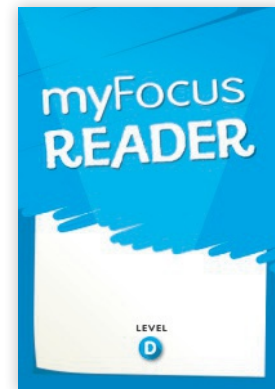
For additional support, see the online *Language Awareness Handbook*.

Intervention Activity



myFOCUS READER

Reread pp. 56–57 of the *myFocus Reader* with students. Use the teaching support online at SavvasRealize.com to engage students in a conversation that demonstrates how the texts support their understanding of how changes on Earth affect the environment. 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 1–16.

On-Level and Advanced



INQUIRY

Organize Information and Communicate

Students should organize their findings on natural events that change Earth 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 similarities and differences did you notice across the texts you read?
- How did the text features contribute to your understanding of the texts?

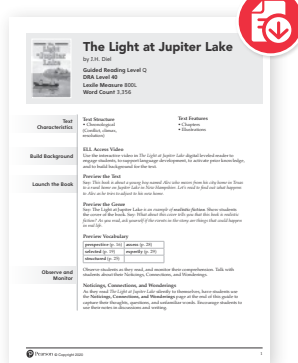
Possible Teaching Point Comparing an informational text with others you have read helps you synthesize information and develop new ideas.

Leveled Readers



COMPARE TEXTS

- For suggested titles, see “Matching Texts to Learning,” pp. T94–T95.
- For instructional support on how to compare texts, see the *Leveled Reader Teacher’s Guide*.



Whole Group

Share Bring the class back together as a whole group. Invite one or two students to share the connections they made between texts as they made comparisons.

Independent/Collaborative

Independent Reading



Students can

- reread or listen to the infographic “When Earth Changes . . .” 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 extreme environments and natural events that change the environment.
- play the *myView* games.

BOOK CLUB



See Book Club, pp. T482–T483, for

- teacher’s summary of chapters in *Do Tornadoes Really Twist?*
- 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.

UNIT 5 WEEK 3

SUGGESTED WEEKLY PLAN

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 informational texts and analyze the text structure in a procedural text.
- I can use language to make connections between reading and writing.
- I can use knowledge of the sound and shape of poetry to write a poem.

SEL SOCIAL-EMOTIONAL LEARNING

Assessment Options for the Week

- Daily Formative Assessment Options

The following assessments are available on [SavasRealize.com](https://www.savasrealize.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

READING WORKSHOP

GENRE & THEME

- Interact with Sources: Explore the Infographic: Weekly Question T142–T143
- Listening Comprehension: Read Aloud: “Conducting a School Fire Drill” T144–T145
- Procedural Text T146–T147
- ☑ **Quick Check** T147

READING BRIDGE

- Academic Vocabulary: Context Clues T148–T149
- Word Study: Teach Words with Suffix *-en* T150–T151

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T154–T155
- Strategy, Intervention, and On-Level/Advanced Activities T154
- ELL Targeted Support T154
- Conferring T155

INDEPENDENT/COLLABORATIVE

- Independent Reading T155
- Literacy Activities T155

BOOK CLUB T155 **SEL**

WRITING WORKSHOP

MINILESSON

- Poetry T386–T387
 - » Use Line Breaks and Stanzas
 - » Share Back

INDEPENDENT WRITING

- Poetry T387
- Conferences T384

WRITING BRIDGE

- **FLEXIBLE OPTION** ←
Spelling: Spell Words with Suffix *-en* T388

☑ **Assess Prior Knowledge** T388

- **FLEXIBLE OPTION** ←
Language and Conventions: Spiral Review: Comparing with Adverbs T389

LESSON 2

READING WORKSHOP

SHARED READ

- Introduce the Text T156–T169
 - » Preview Vocabulary
 - » Read: *A Safety Plan: In Case of Emergency*
- Respond and Analyze T170–T171
 - » My View
 - » Develop Vocabulary
- ☑ **Quick Check** T171
- » Check for Understanding

READING BRIDGE

- Word Study: Apply Words with Suffix *-en* T172–T173
- High-Frequency Words T172

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T174–T175
- Strategy and Intervention Activities T174
- Fluency T174
- ELL Targeted Support T174
- Conferring T175

INDEPENDENT/COLLABORATIVE

- Independent Reading T175
- Literacy Activities T175
- Collaboration T175

WRITING WORKSHOP

MINILESSON

- Poetry T390–T391
 - » Select a Genre
 - » Share Back

INDEPENDENT WRITING

- Poetry T391
- Conferences T384

WRITING BRIDGE

- Spelling: Teach Words with Suffix *-en* T392

- **FLEXIBLE OPTION** ←
Language and Conventions: Oral Language: Complex Sentences T393

LESSON 3

READING WORKSHOP

CLOSE READ

- Analyze Text Structure T176–T177
 - » Close Read: *A Safety Plan: In Case of Emergency*
- Quick Check T177

READING BRIDGE

- Read Like a Writer: Explain Use of Text Structure T178–T179
- Word Study: More Practice: Words with Suffix *-en* T180–T181 **FLEXIBLE OPTION**

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T182–T183
- Strategy and Intervention Activities T182
- Fluency T182
- ELL Targeted Support T182
- Conferring T183

INDEPENDENT/COLLABORATIVE

- Independent Reading T183
- Literacy Activities T183
- Partner Reading T183

WRITING WORKSHOP

MINILESSON

- Poetry T394–T395
 - » Revise for Word Choice: Verbs
 - » Share Back

INDEPENDENT WRITING

- Poetry T395
- Conferences T384

WRITING BRIDGE

- Spelling: More Practice: Words with Suffix *-en* T396 **FLEXIBLE OPTION**
- Language and Conventions: Teach Complex Sentences T397

LESSON 4

READING WORKSHOP

CLOSE READ

- Monitor Comprehension T184–T185
 - » Close Read: *A Safety Plan: In Case of Emergency*
- Quick Check T185

READING BRIDGE

- Write for a Reader: Use Text Structure T186–T187
- Word Study: Spiral Review: Vowel Patterns *ei, eigh* T188–T189 **FLEXIBLE OPTION**

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T190–T191
- Strategy and Intervention Activities T190
- Fluency T190
- ELL Targeted Support T190
- Conferring T191

INDEPENDENT/COLLABORATIVE

- Independent Reading T191
- Literacy Activities T191

WRITING WORKSHOP

MINILESSON

- Poetry T398–T399
 - » Create an Audio Recording
 - » Share Back

INDEPENDENT WRITING

- Poetry T399
- Conferences T384

WRITING BRIDGE

- Spelling: Spiral Review: Vowel Patterns *ei, eigh* T400 **FLEXIBLE OPTION**
- Language and Conventions: Practice Complex Sentences T401

LESSON 5

READING WORKSHOP

COMPARE TEXTS

- Reflect and Share T192–T193
 - » Write to Sources
- Quick Check T193
- » Weekly Question

READING BRIDGE

- Word Study: Words with Suffix *-en* T194–T195 **FLEXIBLE OPTION**
- Assess Understanding T194

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T196–T197
- Strategy, Intervention, and On-Level/Advanced Activities T196
- ELL Targeted Support T196
- Conferring T197

INDEPENDENT/COLLABORATIVE

- Independent Reading T197
- Literacy Activities T197

BOOK CLUB T197 **SEL**

WRITING WORKSHOP

MINILESSON

- Poetry T402
 - » Create a Visual Display
 - » Share Back

INDEPENDENT WRITING

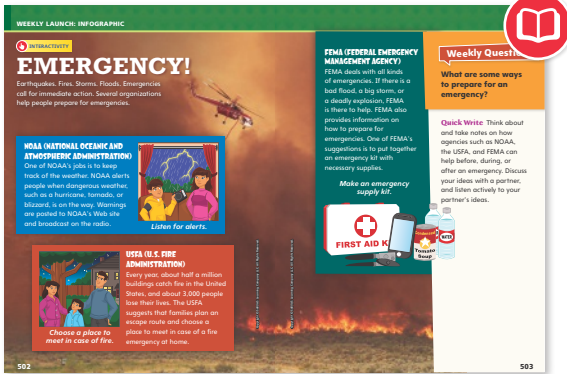
- Select a Genre T403
- Conferences T384

WRITING BRIDGE

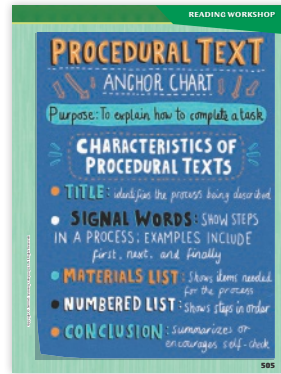
- Spelling: Words with Suffix *-en* T404
- Assess Understanding T404
- Language and Conventions: Standards Practice T405 **FLEXIBLE OPTION**

UNIT 5 WEEK 3 WEEK AT A GLANCE: RESOURCE OVERVIEW

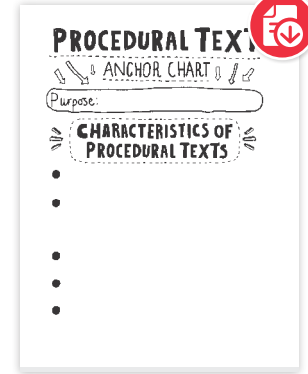
Materials



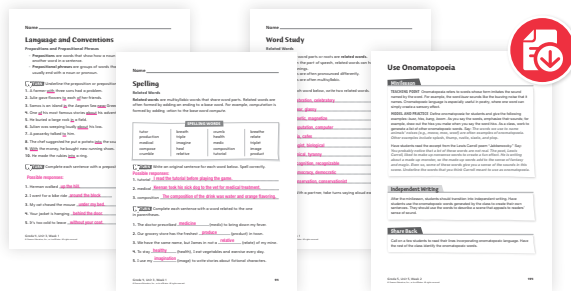
INFOGRAPHIC
Emergency!



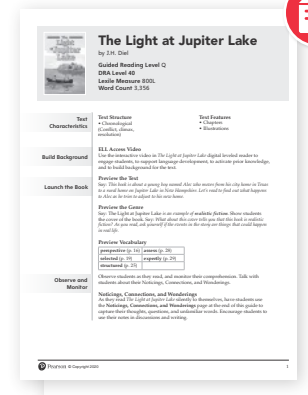
READING ANCHOR CHART
Procedural Text



EDITABLE ANCHOR CHART
Procedural Text



RESOURCE DOWNLOAD CENTER
Additional Practice



LEVELED READERS
TEACHER'S GUIDE

Words of the Week

High-Frequency Words

syllables
direction

Develop Vocabulary

prepared
emergency
memorize
responsible
instructions

Spelling Words

awaken
given
widen
soften
sharpen
lengthen
gladden
brighten
loosen
lighten

Challenge Spelling Words

strengthen
misshapen
refasten

Unit Academic Vocabulary

analysis
threat
damage
anticipate
pollution

WEEK 1 LESSON 1
READING WORKSHOP GENRE & THEME

Listening Comprehension

OBJECTIVE
Listen actively, use evidence to back up statements, and use your own comments.

ELL Language Transfer
Engage students in the lesson objectives by "Conducting a School Fire Drill."

FLUENCY
After completing the Read Aloud Routine, assign "Conducting a School Fire Drill." Read together about 200 words of the passage, using the strategies in parentheses, with the goal of reading fluently and with accuracy. Support students who are struggling by reading aloud to them and by providing additional support.

Interactive Read Aloud
Assign students to read aloud to each other in pairs or small groups. Encourage students to use the strategies in parentheses to help them understand the text.

PROCEDURAL TEXT
Tell students you are going to read a procedural text aloud. Have students listen as you read "Conducting a School Fire Drill." Explain that students should listen actively, using careful attention to the procedures for the drill. Prompt them to ask questions to clarify information and to follow agreed-upon discussion rules.

START-UP
READ-ALOUD ROUTINE
Purpose: Have students actively listen for elements of procedural text.
READ the entire text aloud without stopping for Think Aloud callouts.
REPEAT the first aloud, pausing to model Think Aloud strategies related to procedural text.

Conducting a School Fire Drill
Fire Drill
Schools conduct drills to help you practice what to do in an emergency. Fire drills help you to know what to do if the alarm goes off. Take all fire drills seriously, no matter how small they are. There are some steps to follow during school fire drills.
Step 1: Follow Directions
During a fire drill, follow your teacher's directions.
First, your teacher will tell you when the fire alarm will sound. When the alarm goes off, it is important to stop talking and line up single file at the classroom exit. All students must be quiet so they can hear any directions that teachers give the group. Remember, in a real fire, those directions could save lives, so no talking!
Next, your teacher will lead you outside following a prearranged route. Walking is the only safe way to escape a fire. If everybody starts running, some people will get knocked over and won't be able to escape safely.

READ ALOUD
"Conducting a School Fire Drill"



READ ALOUD TRADE BOOK LIBRARY

Interactive Read Aloud

Fiction Lesson Plan

WHY
Interactive Read Aloud:
• engages students to back up their independent reading levels.
• builds students' comprehension.
• enhances students' overall language development.
• provides an opportunity to teach fluency and expression reading.
• fosters a love and enjoyment of reading.

PLANNING
Select a text from the Read Aloud Trade Book Library or the school or classroom library.
• Identify the key ideas of the text.
• Determine the Teaching Point.
• Write open-ended questions and model Think Alouds on sticky notes and post in the book at the points where you plan to stop to think with students.
• Prepare a list of vocabulary words for understanding.

BEFORE READING
• Show the cover of the book to introduce the title, author, illustrator, and genre.
• Ask the big idea or theme of the story.
• Point out interesting artwork or photos.
• Gather prior knowledge and activate essential background necessary for understanding.
• Discuss key vocabulary essential for understanding.

DURING READING
• You can conduct this read-aloud reading to students just prior to the read-aloud activity. Think Alouds and open-ended questioning for a deeper dive into the text.
• Read with expression to draw in listeners.
• Ask questions to guide the discussion and draw attention to the teaching point.
• Use Think Alouds to model strategies and model how to use in-classroom comprehension and critical thinking strategies.
• Help students draw connections to their own experiences, think they have read or learned in the past, or in school.

AFTER READING
• Summarize and allow students to share thoughts about the story.
• Engage student comprehension by modeling the "Think Aloud" step of the story.
• Choose and assign a Student Response Form available on Read180.com.

Finalists Teaching Points
• Summarize the story.
• Identify the characters.
• Determine the Teaching Point.
• Describe the Theme.
• Make Connections.
• Determine Point of View.

INTERACTIVE READ ALOUD LESSON PLAN GUIDE

Genre: Procedural Text

A SAFETY PLAN

In Case of Emergency

by Marilee Rendon

SHARED READ
A Safety Plan: In Case of Emergency

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

myView LITERACY

ASSESSMENT GUIDE

Interact with Sources

OBJECTIVES

Listen actively, ask relevant questions to clarify information, and make pertinent comments.

Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.

Use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.

ACADEMIC VOCABULARY


Language of Ideas Developing familiarity with Academic Vocabulary creates opportunities for learning. After you discuss the infographic, ask: [Why is it important for the NOAA to conduct an analysis of weather conditions?](#) [What damage can people anticipate from disasters?](#)

- analysis
- threat
- damage
- anticipate
- pollution

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 5: *How does the world challenge us?* Point out the Week 3 Question: *What are some ways to prepare for an emergency?*

Direct students' attention to the infographic on pp. 502–503 in the *Student Interactive*. Remind students that an infographic is a source that combines words and pictures to provide information. Have students read the infographic and discuss the different organizations that help us prepare for emergencies. 

Use the following questions to guide discussion:

- Did you know these organizations existed before reading the infographic? Have you ever used one of their websites?
- Why is it important to have organizations like the ones listed in this infographic?
- Why do you think there are different organizations dedicated to preparation for different kinds of emergencies?

WEEKLY QUESTION Reread the Week 3 Question: *What are some ways to prepare for an emergency?* Tell students they just learned a few different ways to prepare for an emergency. Explain that they will read about more ways this week.

QUICK WRITE Have students freewrite to answer the question on p. 503 in the *Student Interactive* before sharing their responses with their partner.



EXPERT'S VIEW Jim Cummins, Professor Emeritus, University of Toronto

“The results of standardized tests may be misleading for evaluating English language learners’ progress. Because it typically takes at least four to five years for ELLs to get on grade level academically, it may appear that students are not making adequate progress. Keep in mind that native speakers of English are increasing their literacy skills every year and so ELLs have to ‘run faster’ to catch up.”

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



ELL Targeted Support Visual Support Tell students to look at the visual elements and listen closely as you read about each emergency preparedness organization.

Preview the visuals. Discuss how each relates to the topic. Preview key vocabulary: *earthquakes, hurricanes, tornadoes, blizzards*. Ask: **What organizations help us prepare for emergencies?** **EMERGING**

Preview the visuals and key vocabulary: *organizations, injure, dangerous, necessary*. Ask: **What does NOAA help us prepare for? What does the USFA help us prepare for? What does FEMA help us prepare for?** **DEVELOPING**

Preview the visuals and key vocabulary: *immediate, harm, alerts, escape*. Ask: **How does each organization help us prepare for emergencies?** **EXPANDING**

Have students write a sentence summarizing the role of each emergency preparedness organization. **BRIDGING**

STUDENT INTERACTIVE, pp. 502-503



WEEKLY LAUNCH: INFOGRAPHIC

INTERACTIVITY

EMERGENCY!

Earthquakes. Fires. Storms. Floods. Emergencies call for immediate action. Several organizations help people prepare for emergencies.

NOAA (NATIONAL OCEANIC AND ATMOSPHERIC ADMINISTRATION)

One of NOAA's jobs is to keep track of the weather. NOAA alerts people when dangerous weather, such as a hurricane, tornado, or blizzard, is on the way. Warnings are posted to NOAA's Web site and broadcast on the radio.



Listen for alerts.



Choose a place to meet in case of fire.

USFA (U.S. FIRE ADMINISTRATION)

Every year, about half a million buildings catch fire in the United States, and about 3,000 people lose their lives. The USFA suggests that families plan an escape route and choose a place to meet in case of a fire emergency at home.

FEMA (FEDERAL EMERGENCY MANAGEMENT AGENCY)

FEMA deals with all kinds of emergencies. If there is a bad flood, a big storm, or a deadly explosion, FEMA is there to help. FEMA also provides information on how to prepare for emergencies. One of FEMA's suggestions is to put together an emergency kit with necessary supplies.

Make an emergency supply kit.



Weekly Question

What are some ways to prepare for an emergency?

Quick Write Think about and take notes on how agencies such as NOAA, the USFA, and FEMA can help before, during, or after an emergency. Discuss your ideas with a partner, and listen actively to your partner's ideas.

WEEK
3

Listening Comprehension

OBJECTIVE

Listen actively, ask relevant questions to clarify information, and make pertinent comments.

ELL Language Transfer

Cognates Point out the Spanish cognates in “Conducting a School Fire Drill.”

- emergency : *emergencia*
- escape : *escapar*

FLUENCY

After completing the Read-Aloud Routine, display “Conducting a School Fire Drill.” Model reading aloud a short section of the passage, asking students to pay attention to your prosody, or expression, and to how you read the punctuation as well as the words. Explain that fluency is about reading for meaning, not speed. Invite partners to practice expressive reading using their favorite passage.

THINK ALOUD

Analyze Procedural Text After reading the title of the passage and the introductory paragraph, I can see that this text explains how to perform a task. These characteristics tell me that this passage is a procedural text.

Procedural Text

Tell students you are going to read a procedural text aloud. Have students listen as you read “Conducting a School Fire Drill.” Explain that students should listen actively, paying careful attention to the procedures for fire drills. Prompt them to ask questions to clarify information and to follow agreed-upon discussion rules.

START-UP

READ-ALoud ROUTINE

Purpose Have students actively listen for elements of procedural text.

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

REREAD the text aloud, pausing to model Think Aloud strategies related to procedural text.

Conducting a School Fire Drill

Fire Drill!

Schools conduct drills to help you practice what to do in an emergency. Fire drills help you to know what to do if a fire were to occur. Take all fire drills seriously, as though there is an actual fire. Here are some steps to follow during school fire drill.

Step 1: Follow Directions

During a fire drill, follow your teacher's directions.

- First, your teacher will tell you what the fire alarm will sound like. When the alarm goes off, it's important to stop talking and line up single-file at the classroom exit. All students must be quiet so they can hear any directions that teachers may be giving. Remember, in a real fire, those directions could save lives, so no talking!
- Next, your teacher will lead you outside following a planned exit route. Walking is the only safe way to escape a fire. If everybody starts running, some people will get knocked over and won't be able to escape safely.



“Conducting a School Fire Drill,” continued

- Then, your class will arrive at a designated location for your room. Teachers will take attendance to make sure everybody got out of the building.
- Finally, a school official will announce the drill is over, and you should walk quietly back to your classroom.

Step 2: Review the Drill

After the drill, review the steps of what to do if a fire occurs.

1. When the fire bell rings, stop talking immediately.
2. Line up quietly at the door.
3. Walk, don't run.
4. Be silent and listen for instructions.
5. Follow your teacher to the designated location for your room.
6. Wait for the announcement that the drill is over and walk quietly back to your classroom.

Step 3: Discuss the Drill

After the drill, your teacher may lead a discussion about how your class conducted itself during the drill. Consider what your class could improve if you repeated the fire drill. You may also discuss how following the steps would be different if there was a real fire.

Conclusion

Fires are unpredictable. Practicing what to do if a fire occurs will help you and others stay safe during an emergency.

THINK ALOUD

Analyze Procedural Text

I see many of the characteristics of procedural text, such as a sequence of steps, bullet points and transitional words such as *first*, *next*, *then*, and *finally*, and a numbered list. The purpose of procedural text is to explain how to complete a task. This text also has a conclusion that summarizes the importance of the procedure.

ELL Access

To help prepare students for the oral reading of “Conducting a School Fire Drill,” read aloud this short summary.

Schools have fire drills so students can practice what to do in a real fire. That way, if a real fire occurs, everybody will know how to behave safely. This text tells the purpose and procedure of a school fire drill.

WRAP-UP

Fire Drill Steps

1

2

3

Have students help you create a chart with a numbered list explaining the steps for conducting a fire drill.

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

Procedural Text

LEARNING GOAL

I can learn more about informational texts and analyze the text structure in a procedural text.

OBJECTIVE

Recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution.

LANGUAGE OF THE GENRE

After discussing the genre and anchor chart, remind students to use words related to procedural text in their discussions.

- materials
- sequence
- numbers
- conclusion

FLEXIBLE OPTION ANCHOR CHARTS

- Display a blank poster-size 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 them add specific text titles as they read new text.

ELL Language Transfer

Cognates Point out the Spanish cognate related to procedural text:

- sequence : *secuencia*
- numbers : *números*
- conclusion : *conclusión*

Minilesson

FOCUS ON STRATEGIES Procedural text is an informational text that explains how to perform a task. Procedural text is written in a sequence of steps. Many procedural texts have one or more specific characteristics that make this text structure clear to readers.

- The purpose of procedural text is to explain how to complete a task. Ask yourself if the text explains steps in a task and if so, what task.
- Look for numbered lists or bullet points that show a sequence. Also look for signal words like *first*, *next*, and *finally* that indicate steps in a process.
- Look for other features such as a title, materials list, and conclusion.

MODEL AND PRACTICE Model determining that a passage is procedural text. I see that the purpose of “Conducting a School Fire Drill” is to explain how to complete a task. That makes it a procedural text. I see characteristics of procedural texts, such as sequence, a numbered list, bullet points, and signal words. The passage also has a conclusion, something that is often found in procedural texts. Talk about any other procedural texts students may have read, such as recipes or step-by-step tutorials. Ask students to identify the purpose of each and recall whether they saw some of the common characteristics of a procedural text.

ELL Targeted Support Identify Use a copy of “Conducting a School Fire Drill” or another piece of procedural text you find in a book or online.

Provide sticky notes with the characteristics of procedural text written on them. Have students place the sticky notes where they find examples of these features. **EMERGING/DEVELOPING**

Have student pairs write characteristics of procedural text on their own sticky notes and place them in appropriate places to identify characteristics of procedural text. Then have pairs discuss how the characteristics they found help explain a procedure to readers. **EXPANDING/BRIDGING**



FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies to identify procedural text.

OPTION 1 Use the Anchor Chart Have students work with a partner to discuss the characteristics of procedural text. Circulate to determine if students show understanding.

OPTION 2 Use Independent Text Have students take notes in a reader's notebook about the purpose of their procedural text, as well as the presence and location of different features of procedural text in their independent reading.

QUICK CHECK

Notice and Assess Can students identify elements of procedural text?

Decide

- **If students struggle**, revisit instruction about procedural text in Small Group on pp. T154–T155.
- **If students show understanding**, have them continue practicing the strategies for reading procedural text in Small Group on pp. T154–T155.

TURN, TALK, AND SHARE Have students complete the Turn and Talk activity on p. 504 of the *Student Interactive*. Call on volunteers to share their purpose with the class.

STUDENT INTERACTIVE, pp. 504–505



GENRE: PROCEDURAL TEXT

READING WORKSHOP

Learning Goal

I can learn more about informational texts and analyze the text structure in a procedural text.

Spotlight on Genre



Procedural Text

A **procedural text** is an informational text that explains how to perform a task.

Authors of procedural text use a **chronological**, or time-order, text structure. This text structure

- Shows the **sequence**, or order, of steps to complete a task
- Might use **numbers** and **bullet points** to organize instructions and information
- Includes **transitional words**, such as *next* or *then*, to help readers follow instructions

Establish Purpose The **purpose**, or reason, for reading a procedural text is often to learn how to do or make something. The structure of a procedural text helps readers understand the steps or order of the process.

Following steps is as easy as 1, 2, 3!



My PURPOSE

TURN and TALK With a partner, discuss different purposes for reading *A Safety Plan*. For example, you may want to learn how to stay safe in an emergency. Set your purpose for reading this text.

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PROCEDURAL TEXT

ANCHOR CHART

Purpose: To explain how to complete a task

CHARACTERISTICS OF PROCEDURAL TEXTS

- **TITLE**: identifies the process being described
- **SIGNAL WORDS**: SHOW STEPS IN A PROCESS; EXAMPLES INCLUDE *first, next, and finally*
- **MATERIALS LIST**: Shows items needed for the process
- **NUMBERED LIST**: Shows steps in order
- **CONCLUSION**: summarizes or encourages self-check

Academic Vocabulary

LEARNING GOAL

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

OBJECTIVE

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

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 cognates:

- analysis : *análisis*
- anticipate : *anticipar*

WEEKLY STANDARDS PRACTICE



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

Context Clues

Minilesson

FOCUS ON STRATEGIES Context clues are words and phrases that help you determine the meaning of unfamiliar words.

- When you see an unfamiliar word, pause to analyze the text.
- Look for context clues in the same sentence as the unfamiliar word.
- Look for context clues in surrounding sentences.

MODEL AND PRACTICE Model this strategy using the example on p. 525 of the *Student Interactive*.

- Read the first entry in the chart. Have a volunteer identify the Academic Vocabulary word used in the sentences. (*analysis*) Say: *We will look for clues to help us determine the meaning of the word analysis. The phrase what she found is a context clue. Analysis must be connected to the idea of looking for something. Now, I'll check the surrounding sentences. The sentence before says thoroughly studied and test results.*
- Help students write a definition for the word *analysis* based on these context clues. (*the study of something in great detail; the results of thorough study*)

ELL Targeted Support Context Clues Provide support for students who have trouble understanding how certain words serve as context clues.

Have students copy these sentences: *We studied the chart. Our analysis of the chart helped us understand the facts.* Have them underline the word *analysis*. Then ask: *Which word in the first sentence serves as a context clue for analysis? (studied)* **EMERGING/DEVELOPING**

Display the sentence: *Our analysis of the chart helped us understand the facts.* Ask students to write another sentence that could come before that sentence and give a context clue to the meaning of *analysis*.

EXPANDING/BRIDGING



ASSESS UNDERSTANDING

Apply

My TURN Have students follow the same strategy as they complete the chart on p. 525 of the *Student Interactive*. Remind students that they will use the Academic Vocabulary words throughout this unit.

STUDENT INTERACTIVE, p. 525



VOCABULARY

READING-WRITING BRIDGE

Academic Vocabulary

Context Clues are words and phrases that help you determine the meaning of unfamiliar words. Context clues can be found in the same sentence or in surrounding sentences.

Learning Goal

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

My TURN For each sentence below,

1. **Underline** the academic vocabulary word.
2. **Highlight** the context clue or clues.
3. **Write** a brief definition based on the clues.

Possible responses:

Academic Vocabulary: analysis, threat, anticipate, pollution

Dr. Brown thoroughly studied my test results. Then she shared the analysis of what she found with me.

Definition: the study of something in great detail

The family heard the warning that there was a threat of a tornado. They were ready for it because they had a safety plan.

Definition: something that might cause harm or danger

Before I pack clothes for a vacation, I think ahead and plan. I try to anticipate the weather conditions.

Definition: to expect something to happen before it occurs

Sara was upset when she saw ducks swimming with discarded cans, trash, and other pollution on the beach.

Definition: something dirty, unsafe, or unsuitable

Word Study Words with Suffix -en

OBJECTIVE

Demonstrate and apply phonetic knowledge by decoding multisyllabic words with multiple sound-spelling patterns such as *eigh*, *ough*, and *en*.

LESSON 1

Teach Words with Suffix -en

FOCUS ON STRATEGIES Words with the suffix *-en* often have the meaning “to make or become” the base word. The *-en* suffix turns a word like *flat* or *sad* into a verb. To understand the meaning of these words, first find the base word. The *-en* word often means “to make or become.” Sometimes words with the suffix *-en* are past participles of verbs, such as *driven* and *eaten*.

MODEL AND PRACTICE To demonstrate how to understand words with the suffix *-en*, write the following words on the board: *harden*, *fallen*, *soften*. Identify the suffix *-en* in each of the words. Then identify the base word. (*hard*, *soft*, *fall*) Model the strategy: **To come up with a definition for the word *harden*, I’ll start with the phrase “to make or become.” *Harden* means “to make hard or to become hard.” Some *-en* words mean “made of,” like *golden* and *wooden*.**

Guide students to understand the meaning of *soften* (“make soft”) and *fallen* (“having moved downward;” “having been through a fall;” past participle of *fall*).



ELL Targeted Support

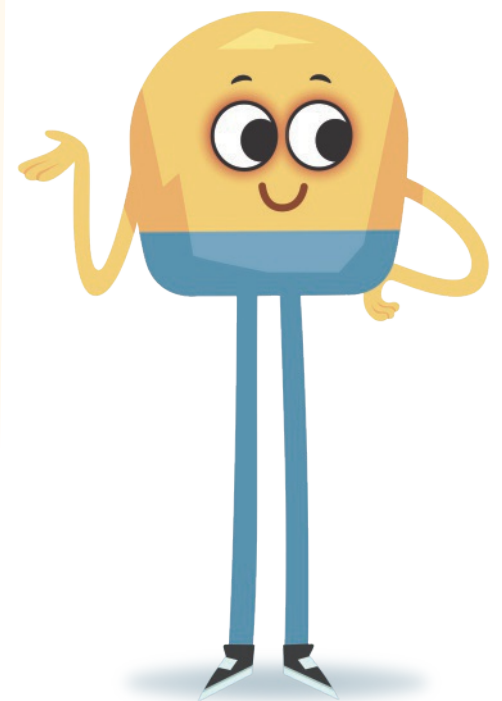
Suffix -en Help students identify the spelling pattern *base word + -en*.

Display these words: *hard, quick, soft*. Have students write the word and add the suffix *-en* to each word. Choral read the new words. **EMERGING**

Display these words: *hard, take, sad*. Point out the spelling rules to apply when adding *-en*. Have students write the *-en* form of each word. **DEVELOPING**

Display these words: *quick, drive, flat*. Have students discuss which rule to apply when adding the suffix *-en* to each word. Then have them write the *-en* form of each word. **EXPANDING**

Have students write sentences using these words after adding the suffix *-en* to each: *deep, fall, take*. Remind them to apply the correct rules for adding *-en* to each word. **BRIDGING**



LESSON 1

Teach Words with Suffix *-en*


LESSON 2

Apply Words with Suffix *-en*

FLEXIBLE OPTION
LESSON 3

More Practice

FLEXIBLE OPTION
LESSON 4

 **Spiral Review:**
Vowel Patterns *ei, eigh*

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 in SavvasRealize.com.



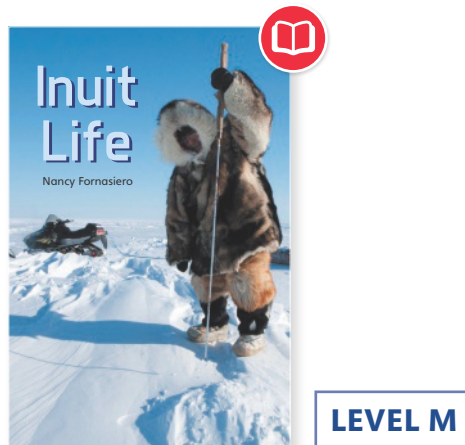
Genre Mystery

Text Elements

- Situations outside typical experience
- Some new vocabulary introduced and explained in the text

Text Structure

- Chronological



Genre Procedural

Text Elements

- Most content conveyed by print
- Some new vocabulary introduced and explained in text

Text Structure

- Description



Genre Procedural

Text Elements

- Most content carried by text
- Multisyllable words

Text Structure

- Description

Guided Reading Instruction Prompts

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

Identify Procedural Text

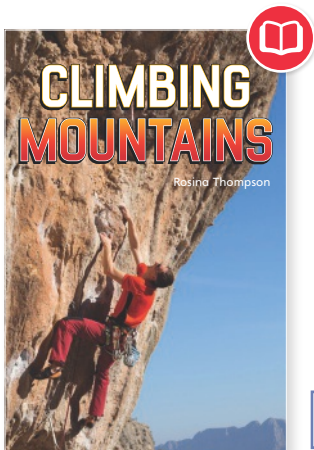
- How can you tell this text is procedural text?
- What is the purpose of this text?
- What features of procedural text can you identify in this text?

Develop Vocabulary

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

Analyze Text Structure

- What features can you identify that indicate chronological text structure?
- What other text structures can you identify in this text?
- How does the text structure help you understand the procedures in this text?



LEVEL N

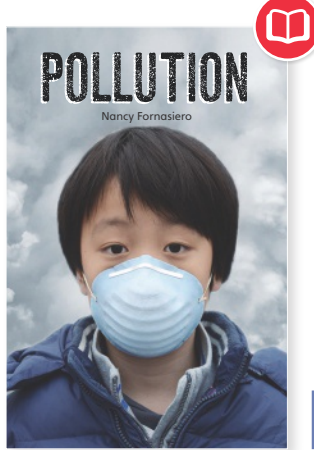
Genre Informational Text

Text Elements

- Multiple subtopics
- Variety of text features

Text Structure

- Description



LEVEL N

Genre Informational Text

Text Elements

- Most content conveyed by print
- Some new vocabulary introduced and explained in text

Text Structure

- Description



LEVEL P

Genre Informational Text

Text Elements

- Some new vocabulary explained in the text
- Charts and diagrams

Text Structure

- Description

Monitor Comprehension

- Why do you think it was important for the author to write this text?
- Why did the author choose a particular text structure for this text?
- Which characteristics of procedural text were most helpful in your understanding of the steps in this process?

Compare Texts

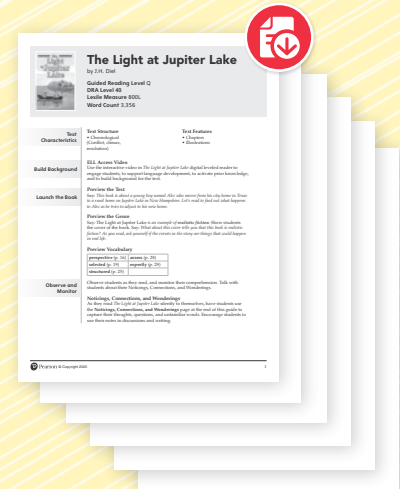
- What connections can you make to other books?
- What did the author do to make the book interesting?

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. T147 to determine small group instruction.

Teacher-Led Options

Strategy Group



IDENTIFY PROCEDURAL TEXT

Teaching Point Today I want to remind you that procedural text is text that explains how to perform a task. Procedural text is written in a sequence of steps. It uses features to help indicate sequence, such as bulleted and numbered lists, and signal words that show steps in a process. Review the anchor chart on p. 505 of the *Student Interactive*.

ELL Targeted Support

Tell students that procedural text explains the steps to complete a task.

Create a matching activity for students using index cards. On one set of cards, write words related to procedural text, such as *purpose*, *numbered list*, *bullet points*, *title*, *materials*, *signal words*, and *conclusion*. On another set of cards, write a definition and an example of each term. Shuffle each pile and have students match the correct cards. **EMERGING**

Give students a copy of a procedural text that they can write on. Discuss the purpose of the text. Introduce and discuss terms related to procedural text, and have students highlight and label examples of each. **DEVELOPING**

Give student pairs a list of terms related to procedural text. Have them work together to write a definition or draw an example of each.

EXPANDING/BRIDGING



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

Intervention Activity



IDENTIFY PROCEDURAL TEXT

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

LEVEL D • READ

Lesson 33 Genre: Narrative Nonfiction and Informational Texts

DIRECTIONS Read each of the following passages. Pay attention to how the author organizes information.

A Lot to Learn

- 1 The summer of my fourth-grade year, I learned important lessons about following directions and about running a successful business. It all began with my desperate longing for a skateboard. Instead of listening to my parents tell me it was too expensive, I decided to make the money myself. I would open a lemonade stand. Everyone at the park across the street was sure to want a delicious drink.
- 2 First, I bought some powdered lemonade mix and tossed the package in a cooler with some water. I was excited about my first customer. I took his fifty cents and gave him lemonade. He spat it out.
- 3 "I want my money back!"
- 4 I forgot to add sugar. And I had used warm water. Oops. Lesson 1: Follow the directions.
- 5 After a week, business slowed. Someone around the corner was selling lemonade for half the price! I told my mom my plan to lower my prices. She said, "Don't do it! Instead, make your lemonade the best ever. Make it so good that kids won't mind paying three times as much."
- 6 I went to the store and bought fresh lemons, ice, honey, and silly straws. That night mom helped me slice the lemons. I raised my price to seventy-five cents. Then, I made fresh lemonade for each customer. Once the word was out, I couldn't keep up. I ran out of lemons before the day was done. Lesson 2: The key to running a successful business is making a great product everyone wants.
- 7 At the end of that summer, not only did I have a shiny new skateboard, I had a bunch of new friends who loved my lemonade!

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On-Level and Advanced



INQUIRY

Question and Investigate Have students use the Infographic on pp. 502–503 of the *Student Interactive* to generate questions about emergency preparedness organizations and then choose one question to investigate. Throughout the week, have them conduct research about the question. See *Extension Activities* pp. 214–218 in the *Resource Download Center*.

Conferring

3 students / 3–4 minutes per conference

IDENTIFY PROCEDURAL TEXT

Talk About Independent Reading Ask students to share what they have learned about the characteristics of procedural text.

Possible Conference Prompts

- What is the purpose of the procedural text?
- What features do you see in the text that indicate a sequence?

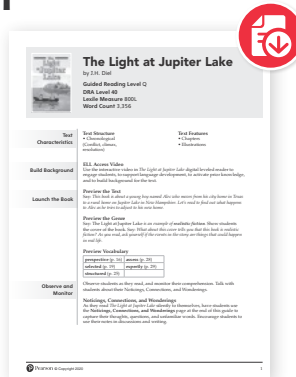
Possible Teaching Point *Procedural text explains how to perform a task in a certain sequence.*

Leveled Readers



IDENTIFY PROCEDURAL TEXT

- For suggested titles, see “Matching Texts to Learning,” pp. T152–T153.
- For instructional support on how to find the characteristics of procedural text, see the *Leveled Reader Teacher’s Guide*.



Whole Group

Share Bring the class back together in a whole group. Invite one or two students to point out some of the features of procedural text that they identified in their independent reading.

Independent/Collaborative

Independent Reading



- read a self-selected trade book.
- reread or listen to a previously read text.
- read 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 book in a reader’s notebook.
- retell 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 *Do Tornadoes Really Twist?*
- talking points to share with students.
- collaboration prompts and conversation starters.
- suggestions for using the Discussion Chart.
- alternate texts to support the unit theme and Spotlight Genre.

Introduce the Text



A Safety Plan : In Case of Emergency

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.

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. 506 in the *Student Interactive*. Have students share what they already know about the words, and define them as needed.

prepared: ready or made ready for use at a later time

emergency: a serious or dangerous situation

memorize: learn exactly and without the chance of forgetting

responsible: in charge or in control of a job or duty

instructions: directions or orders

- *These words will help you comprehend and understand A Safety Plan: In Case of Emergency. As you read, highlight the words when you see them in the text. Ask yourself how each word provides clues to the structure of this procedural text.*

Read

Discuss the First Read Strategies. Prompt students to establish that the purpose for reading this selection is to learn about the structure and purpose of procedural texts.

FIRST READ STRATEGIES

NOTICE Tell students to look for the different text features that help them explain the selection.

GENERATE QUESTIONS Have students ask questions about the purpose for reading this text.

CONNECT Ask students to make connections between the details in the text and experiences they have had in their own lives.

RESPOND Encourage students to respond by discussing how this text answers the weekly question.

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 Concept Mapping Tell students they will better understand words if they identify related words, ideas, and images and write their own definitions.

Draw a word web for *prepared*. Talk about the word asking students to identify its part of speech (adjective), some related words (*ready, organized*), and some examples of ways to prepare (study, practice, plan, organize materials). **EMERGING/DEVELOPING**

Provide students with a list of vocabulary words for this week's selection. Have them work in pairs to write their own definition for each word. Continue by having them write an original sentence for each term. **EXPANDING/BRIDGING**

ELL Access

Background Knowledge Students learn best when they relate words they learn to their prior knowledge. Ask students to use newly acquired vocabulary words as they share their personal experiences about preparing for emergencies.

STUDENT INTERACTIVE, pp. 506-507



Meet the Author



Marcie Rendon is a Native American writer who lives in Minnesota. She writes books, short stories, plays, and poems. She especially likes to write about Native American life. Marcie is a mother and grandmother, and she enjoys teaching her grandchildren's dog to do tricks, such as playing the piano!

A Safety Plan: In Case of Emergency

Preview Vocabulary

As you read *A Safety Plan*, pay attention to these vocabulary words. Notice how they provide clues to the structure of the procedural text.

prepared emergency
memorize responsible instructions

Read

Before you begin, preview the text. Look at the headings, numbered and bulleted lists, and other text features. Follow these strategies when you read this **procedural text** the first time.

<p>Notice text features that help explain the text.</p>	<p>Generate Questions to establish a purpose for reading.</p>
<p>Connect this text to what you know from your own life.</p>	<p>Respond by discussing how this text answers the weekly question.</p>

First Read

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Genre Procedural Text



A SAFETY PLAN
In Case of Emergency



BY Marcie Rendon

AUDIO

ANNOTATE

First Read

Connect

THINK ALOUD The first paragraph of this text talks about being prepared for tests and grocery shopping. I think the author is right—I do get much better grades when I am prepared for a test, and I do forget things when I go to the store without my grocery list. I want to keep reading so I can learn about what else I can prepare for to make my life easier and more organized.

Close Read

Analyze Text Structure

Explain that authors of procedural texts organize the text in a structure that allows them to share and explain information. Have students scan p. 508 and underline details that help them recognize and describe the text structure on this page. **See student page for possible responses.**

Ask: *What is the author's purpose for writing this text? How does this text structure help her achieve her purpose?*

Possible Response: The author's purpose is to teach others to prepare for emergencies. She uses a clear sequence of steps so that readers can easily learn how to be prepared.

DOK 2

OBJECTIVES

Recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution.

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

CLOSE READ

Analyze Text Structure

Underline details that help you recognize the text structure on this page and explain how this structure contributes to the author's purpose for writing the text.

prepared ready or have made ready for use at a later time

emergency a serious or dangerous situation

- 1 Life works out better when you're prepared. If you study for your test, you're likely to get a good grade. If your family makes a grocery list, you'll remember to get everything you need.
- 2 It makes sense to prepare for an emergency too. A disaster is an emergency that causes harm to people or places. You may never experience a flood, a tornado, or another kind of disaster. However, it's smart to prepare so you'll be ready to keep yourself safe.
- 3 Preparing for emergencies isn't hard. In fact, it can be fun! It will help you to feel safe and secure too.
- 4 Work with your family to make a plan. Put together a safety kit. Then you'll be ready for anything—just in case.



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Possible Teaching Point



Academic Vocabulary | Context Clues

Tell students that another way to learn about a word is to find examples in the text that include details about the word. Call their attention to the word *disaster* in paragraph 2. Read the second sentence that defines the word. Then have students find examples that help describe the word (*flood*, *tornado*). Discuss how these details add to their comprehension of the word *disaster*. For further instruction, use the Academic Vocabulary lesson on pp. T148–T149 in the Reading-Writing Workshop Bridge.



Step One: Learn About Natural Disasters

- 5 The first step of making a safety plan is to learn about different types of natural disasters. In particular, learn about disasters that might occur in your area. The more you know, the better you'll be able to prepare.
- 6 The National Weather Service is an excellent source of information about natural disasters. Natural disasters are events in nature that harm a certain area. You can learn where they are most likely to happen and how to prepare for them. The National Weather Service Web site provides facts about weather events and safety.
- 7 You should know about the following types of natural disasters. None of these events happens often. In fact, a natural disaster may never happen where you live. However, being prepared will help you feel confident. If an emergency arises, you'll be able to think clearly and to help others.

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CLOSE READ

Monitor Comprehension

Highlight two details you can use to ask a question to monitor your comprehension of this section of the text.

First Read

Generate Questions

THINK ALOUD As I read this page, I'm going to think about reasons for reading this procedural text. The author starts this page with "Step One: Learn About Natural Disasters." Why is it important to learn about natural disasters first? How many steps in the plan are there? What might happen if I do not follow these steps? I'll keep reading to find out.

Close Read

Monitor Comprehension

Explain that good readers need to stop every so often to connect ideas and make sure they comprehend what they are reading. One way to do this is to ask questions about the text.

Have students scan the heading and **paragraph 5** to locate and highlight two key details they can use to ask a question about this section of text. **See student page for possible responses.**

Ask: *How does asking questions help readers know if they comprehend the text?*

Possible Response: Asking questions helps readers slow down and think more carefully about the text they just read. By going back and looking for the answers, they can make sure they understand the details. It also gives readers time to think about why the author wrote this text.

DOK 2

OBJECTIVE

Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.

Possible Teaching Point



Word Study | Words with Suffix *-en*

Use the Word Study lesson on pp. T150–T151 in the Reading-Writing Workshop Bridge to teach students how to use the suffix *-en*. Point out the base word *arise* in the word *arises* in paragraph 7. Ask students how adding the suffix *-en* to the word *arise* would change its meaning. Then have students use the word *arisen* in an original sentence.

First Read

Notice

THINK ALOUD The first thing I notice on this page is the large chart titled “Types of Natural Disasters.” I see that there is a row for each type of disaster. There are also several interesting pictures. I’m going to use the information in the chart to help me learn more about the different types of natural disasters that I should be aware of.

CLOSE READ



Types of Natural Disasters

Earthquake	a sudden and violent shaking of the ground as a result of movements within the earth
Flood	an overflow of a large amount of water, especially over what is normally dry land
Hurricane or cyclone	a storm with violent winds and heavy rain
Landslide	a sliding down of a mass of earth or rock from a mountain, hill, or cliff
Thunderstorm	a storm with thunder and lightning, often with heavy rain or hail
Tornado	a storm with violent rotating winds
Tsunami	a large ocean wave that reaches land, often caused by an undersea earthquake, a volcanic eruption, or a landslide
Volcanic eruption	an explosion of lava, rock fragments, hot air, and gas through a crater or vent in the earth’s surface
Wildfire	a large, destructive fire that spreads quickly through forests, plains, or other natural areas
Winter storm	a storm dropping large amounts of snow, sleet, and/or freezing rain

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Possible Teaching Point



Academic Vocabulary | Visual Clues

Explain that authors often use both visual clues and context clues to allow readers to determine and clarify the meanings of words. Tell students to look at the word *mass* in the definition of the word *Landslide*, and the picture that accompanies it. Ask students to use the visual clues, context clues, or both to define *mass* and then identify the clues they used to determine the meaning of the word. For additional practice with context clues, use the Academic Vocabulary lesson on pp. T148–T149 in the Reading-Writing Workshop Bridge.



Step Two: Make a Safety Plan

- 8 The second step of preparing for emergencies is to make a safety plan with your family. The plan will help you to locate one another. It will also help you to find a safe place to meet during an emergency.
- 9 You and your family should decide
- which family members will call each other in an emergency.
 - which neighbors you will contact.
 - which out-of-town or out-of-state relative or friend you will contact.
 - where family members will meet.



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CLOSE READ

Analyze Text Structure

Underline details that help you recognize and explain the author's purpose for using bullets in paragraph 9.

First Read

Respond

THINK ALOUD I know we have fire drills and safety plans at school, but it seems like having one for my family is an excellent idea. If we have an emergency, I'd like to know exactly how to contact my family and friends. I also think it is important for us to have a safe meeting place. I will talk to my family about preparing for emergencies.

Close Read

Analyze Text Structure

Have students scan the text on p. 511 and underline details that help them recognize and understand the author's purpose for using a bulleted list. **See student page for possible responses.**

Ask students to study the list in **paragraph 9** and think about how those details relate to the text in **paragraph 8**. Ask: **What do you think was the author's purpose for including this information in a bulleted list?**

Possible Response: The author used a bulleted list to call out the key ideas that families need to discuss when making a safety plan. It helps her present this information in an organized way that is quick and easy for the reader to understand.

DOK 2

OBJECTIVES

Recognize characteristics and structures of informational text, including features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding.

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

511

Possible Teaching Point



Academic Vocabulary | Context Clues

Have students find the word *locate* in paragraph 8. Then tell them that the information in the following sentence contains context clues that can help them define this word. Point out the word *also* and explain that this word indicates a similar idea will be shared in this sentence. Then, guide them to understand that *locate* means "to find." For further instruction in using this strategy, use the Academic Vocabulary lesson on pp. T148–T149 in the Reading-Writing Workshop Bridge.

First Read

Respond

THINK ALOUD The text box by the cell phone at the bottom of the page contains a really good suggestion about communication. I did not know that it was better to send a text than to make a phone call during an emergency. I'm going to mark this information and make a mental note to tell my family and friends to text each other if we ever have any emergency.

Close Read

Vocabulary in Context

Draw students' attention to the phrase "in your head" in **paragraph 12**. Then ask them to scan the paragraph and underline context clues that help them define this phrase. **See student page for possible responses.**

Ask: **How did context clues help you define this phrase?**

Possible Response: The author gives us clues to the meaning of this phrase in the first sentence of the paragraph when she says "Try to memorize . . ." She explains why it is important to know these phone numbers without having to look them up, so I understand that "in your head" means to memorize them.

DOK 2

OBJECTIVE

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

CLOSE READ

Vocabulary in Context

In paragraph 12, the author uses the phrase "in your head" when explaining a calling plan.

Use context clues within and before the sentence to determine the meaning of the phrase "in your head."

Underline the context clues that support your definition.

memorize learn exactly and without the chance of forgetting

The Calling Plan

- 10 Your family should create a calling plan. Make sure all family members have a paper copy. Keep the plan in a safe place. (You might want to keep yours in your school backpack.) Family members with cellular phones should save the phone numbers they will need in their contact lists.
- 11 It's important to have a contact person who is out of town or out of state. This person may be easier to reach during an emergency because the event may not be happening in his or her location.
- 12 Try to memorize your parents' or caregivers' phone numbers. If you don't have a phone and need to borrow someone else's, you'll have the most important phone numbers in your head.



Tip: Family members who have cellular phones should send a text message rather than call during an emergency. It's best to leave phone lines free. That way, if police, firefighters, or other emergency workers need to call, they'll be able to reach you.

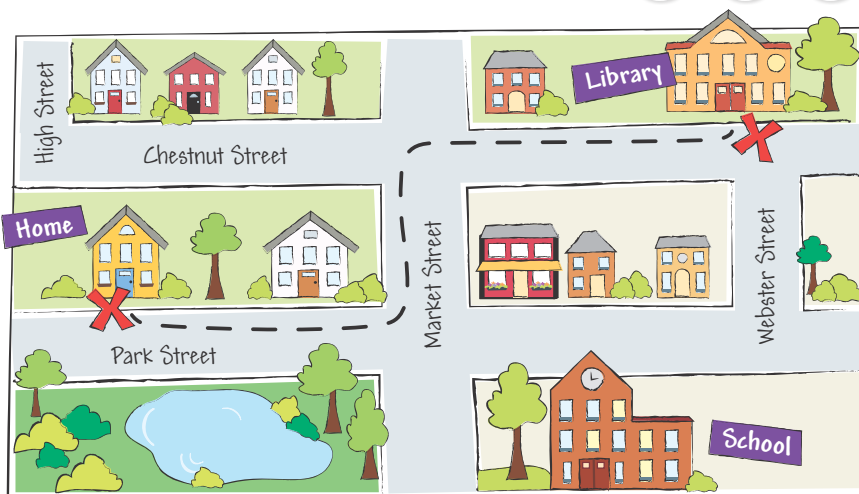
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ELL Targeted Support Confirm Understanding To make sure students comprehend and retain what they have read, pause to review the page before moving on.

Confirm understanding by reading the heading "The Calling Plan," pointing to the photograph and asking: **What part of the safety plan does this page describe? What is a calling plan? Who would you put on your contact list?** **EMERGING/DEVELOPING**

Read aloud the boxed tip at the bottom of the page. Start a discussion about the advantages of using a cellular phone during an emergency. Ask: **Why is it helpful to have a cellular phone during an emergency? What are different ways you could use it?** Then have students create a calling plan for their family. **EXPANDING/BRIDGING**



The Meeting Plan

- 13 Decide with your family where you will meet in case of an emergency. In some situations, it will make sense to meet at your home. In other emergencies, you might not be able to get to your home or neighborhood. Choose a meeting spot outside your neighborhood. Make sure all family members know how to get there.

Draw a Map

- 14 With your family, draw a simple map of your neighborhood. Mark the location of your home. Label it. Show the location of your school. Label it. Finally, mark the meeting spot outside your neighborhood. Label it and add street names. Draw a line showing the best route from one location to another.

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CLOSE READ

Analyze Text Structure

Underline text details that support the information given in the section headings. Explain the author's purpose for structuring the text this way.

First Read

Notice

THINK ALOUD On the map, I quickly notice streets, houses, the school, a library, and two big Xs. As I read paragraph 14, I learn that these are important places to include on an emergency plan map. Seeing the hand-drawn map also makes me realize how easy it would be to create one for my family. If we work on it together, we'll all know exactly where to go if we ever have an emergency.

Close Read

Analyze Text Structure

Have students scan **paragraphs 13 and 14**. Ask: *What details support the information given in the section headings?* Highlight details that help answer the question as students point them out. **See the student page for possible responses.**

Ask students to explain how these details help them identify the author's purpose for using this text structure.

Possible Response: The author used these section headings like titles. They tell the readers what will be explained in each paragraph. This helps readers scan the page and quickly find the location of the information they are looking for as they follow the steps to make their own emergency plans.

DOK 2

OBJECTIVES

Recognize characteristics and structures of informational text, including features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding.

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

Possible Teaching Point



Read Like a Writer | Author's Craft

Text Features Ask students to look at the map at the top of the page as you discuss the text. Ask volunteers to take turns reading each sentence from paragraph 14 aloud. After each sentence is read, point out what is being described on the map. Discuss each step of the instructions for drawing a map. Then discuss how adding the map helps aid comprehension. For additional instruction on text features, use the Read Like a Writer lesson on pp. T178–T179 in the Reading-Writing Workshop Bridge.

First Read

Notice

THINK ALOUD As I continue reading, I notice the heading on this page contains the words “Step Three.” This helps me understand that the author is alerting me to the next step in the process of creating an emergency plan for my family.

Close Read

Monitor Comprehension

Ask students to review Step One and Step Two of the emergency plan process. Then ask: **How are the three steps related?** Have students scan **paragraph 15** to find and highlight details in the text that help them understand how the steps are related. **See the student page for possible responses.**

Ask: **Why do you think the author divided this part of the text into Step One, Step Two, and Step Three?**

Possible Response: The author is teaching readers how to accomplish the goal of creating a safety plan. By breaking down the process into shorter, sequenced steps, she is making it easier for the readers to follow instructions.

DOK 2

OBJECTIVE

Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.

CLOSE READ

Monitor Comprehension

Look back at Step One and Step Two. **Highlight** details on this page that help you understand how the steps are related.

responsible in charge or in control of a job or duty

Step Three: Make a Safety Kit

15 A safety kit isn't just for helping you in an emergency. It's also for keeping you comfortable and calm during and after the event. When your family puts together a kit, put in the necessary items. Then also add some comfort items. For example, you may want an extra comfy piece of clothing or a favorite blanket.

16 Make sure everyone in the family knows where the kit is stored. Choose one family member to be responsible for checking the kit twice a year. That person should check that everything in the kit is fresh and up to date. Look for expiration dates on medicine labels and other items. Your family should replace items that have expired.

17 Schedule kit checks on the days when your family changes the clocks for Daylight Saving Time. That way you won't forget to keep the kit updated.



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Possible Teaching Point

Word Study | Words with Suffix -en

Draw students' attention to the last sentence in paragraph 17. Ask them to identify the word that would change its meaning with the suffix *-en* (*forget*). Have them rewrite the sentence using the new word. For additional instruction, use the Word Study lesson on pp. T150–T151 in the Reading-Writing Workshop Bridge.



What Goes in a Safety Kit?

18 Here are important items to include in a safety kit.

19 **1** Food, water, and related supplies

- One gallon of water per person per day, for three days
- A three-day supply of nonperishable food for each person (Nonperishable food is food that won't go bad. Include only foods you don't need to refrigerate or heat. Make sure it's food your family likes to eat!)
- A non-electric can opener
- Unbreakable plates, cups, and utensils
- Paper towels and plastic bags

20 **2** Personal items

- Clothes for each person for three days; include warm clothing, socks, and comfortable, sturdy shoes
- Toothbrushes, toothpaste, soap, and toilet paper
- A pillow and a sleeping bag or blanket for each person
- Diapers and other baby supplies, if needed

CLOSE READ

Analyze Text Structure

Underline details that help you explain the author's purpose for using numbers and bullets to structure this section of the text.



515

First Read

Generate Questions

THINK ALOUD As I read, I think back to my purpose for reading this text. I notice that this page lists things I need to put in my safety kit. Do I have to put every item on the list in my kit? Do they have to be put in the kit in a special order? What if I can't find all these things in my house? I'll keep reading to see if I can answer my questions.

Close Read

Analyze Text Structure

Remind students that text structure refers to the ways that authors organize information in a text. Have students scan p. 515 and underline details that help them explain the author's purpose for using bullets and numbers to structure this section of the text. **See student page for possible responses.**

Ask: *Why did the author choose this text structure for this section of text?*

Possible Response: The numbered text identifies categories of items in a safety kit. The author used bold type and numbers to organize the list so readers can quickly scan it and find exactly what they are looking for. Additionally, the numbers help break the steps into smaller, organized steps.

DOK 2

OBJECTIVES

Recognize characteristics and structures of informational text, including features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding.

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

Possible Teaching Point



Word Study | Words with Suffix *-en*

Review the suffix *-en*. Then point out the word *eat* in the second bullet of paragraph 19. Ask students to name the word that could be made by adding the suffix *-en* to *eat*. (*eaten*) Then ask for volunteers to come up with a list of other words that use this suffix, such as *brighten*, *strengthen*, *widen*. For additional instruction on the suffix *-en*, use the Word Study lesson on pp. T150–T151 in the Reading-Writing Workshop Bridge.

First Read

Respond

THINK ALOUD As I scanned this page, I quickly noticed that it looks very similar to the previous page. It must be a continuation of the list. I see the numbers and the bold type that separate each category. I'll start reading to learn about what else I should put in my safety kit.

Close Read

Analyze Text Structure

Have students scan this page and underline words that help them recognize and explain the author's purpose for using bullets on this page. **See the student page for possible responses.**

Ask students to review **paragraph 9** on p. 511 of the *Student Interactive*, paying special attention to the author's use of bullets. Then ask: **How is the author's purpose for using bullets on this page different from her purpose for using them in paragraph 9?**

Possible Response: The author uses bullets on this page to list examples of items in each category. In **paragraph 9**, however, the author uses the bullet points to emphasize important information and details about what should be included in the safety plan.

DOK 2

OBJECTIVES

Recognize characteristics and structures of informational text, including features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding.

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

CLOSE READ

Analyze Text Structure

Underline words that help you recognize the author's purpose for using bullets on this page. Explain how the purpose is different from her purpose for using bullets in paragraph 9.

21 **3** First-aid kit

- Bandages, aspirin, and other supplies (The American Red Cross Web site has a complete list of what to include.)



- Prescription medicines, if needed
- Names and phone numbers of health-care providers

22 **4** Electronics and safety supplies

- A battery-powered radio
- A cell phone and a solar charger
- A whistle (to signal for help if needed)
- Matches in a waterproof container (Let the adults handle these.)
- Flashlights, one per person
- Extra batteries



23 **5** Documents

- Identification information for each family member
- Insurance and bank information



24 **6** Extras

- Toys, games, and books
- Paper and pens or pencils

516

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ELL Targeted Support Use Visual and Context Clues Explain that context clues are nearby words or phrases that help define unknown words. Students may also be able to find clues in visuals to define new words.

Have students examine the photographs on this page. Then ask them to identify the words that each photograph illustrates: *bandages*, *whistle*, *flashlight*, *toys*. Discuss how students can use the photos to help them figure out the meaning of the words. **EMERGING/DEVELOPING**

Have students share any difficult or unknown words in the list on this page. Ask them to consider how adding more photographs or illustrations would increase their understanding of the words. Have them think about what other items they would picture on this page. **EXPANDING/BRIDGING**



Don't Forget the Pets!



If your family owns pets, you'll want to create a supply kit for them too. It should include the following items:

- A three-day supply of food and water for each pet
- A supply of medicines, if needed
- Copies of your pets' veterinary records
- Cat litter and litter box (if you have a cat!)
- Food dishes

CLOSE READ

Monitor Comprehension

Highlight items that may not be needed in every supply kit by using your background knowledge about pets.

First Read

Generate Questions

THINK ALOUD This page focuses on how to make a safety plan for your pets in case of an emergency. Why do they need a separate plan? I have both a cat and a dog, so do I need a separate plan for each of them? Where is the best place to keep their emergency supplies? I'll mark this page to make sure I come back to it later to answer my questions.

Close Read

Monitor Comprehension

Tell students to think about what they already know about caring for pets. Then ask them to review the text on p. 517 and highlight the text that describes items that may not be necessary for every safety kit. **See the student page for possible responses.**

Ask: *Why did the author choose this text structure for this section of text?*

Possible Response: Each of the headings are categories of items that should go in a safety kit. The author used bold type and numbers to organize the list so readers can quickly scan it and find exactly what they are looking for. Additionally, the numbers help break the steps into smaller, organized steps.

DOK 2

OBJECTIVE

Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.



517

Possible Teaching Point



Read Like a Writer | Author's Craft

Text Features To help students develop a clear understanding of how the author uses images and text features to share information, point out the note about pets. Ask students to analyze and explain how the author was able to provide additional information about preparing for emergencies through the “sticky” note, the bulleted list, and the photograph on this page. For more instruction on Text Structure, see pp. T178–T179 in the Reading-Writing Workshop Bridge.

First Read

Notice

THINK ALOUD This page has a lot of information about what to do during an actual emergency. Even though this section is about what happens during an emergency, I think that reading this information will also help me prepare because I will know what to expect. By knowing how to behave, where to get information, and what instructions to listen for ahead of time, my family and I will be able to stay calm and get the help we need.

Close Read

Monitor Comprehension

Have students scan paragraphs 25–26 and highlight details that explain why instructions and weather updates are important information to have during an emergency. See the student page for possible responses.

Ask: How would you summarize the author’s instructions for behavior during an emergency?

Possible Response: Listening to emergency workers and paying attention to weather updates are two ways to stay safe during an emergency. It is important to follow emergency workers’ instructions exactly so that you stay in a safe place and are able to get help if you need it. Weather updates also keep you safe because they alert you to where the storms are and tell you when it is safe to go outside.

DOK 2

OBJECTIVE

Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.

CLOSE READ

Monitor Comprehension

Highlight sentences that you can reread to monitor your comprehension of why instructions and weather updates are important.

instructions directions or orders

During and After an Emergency

- 25 In any emergency, it’s important to stay calm. Remember, if you’ve followed the steps on the previous pages, you and your family are well prepared! All you need to do now is to listen for instructions. Pay close attention to emergency workers, such as police, firefighters, or government officials. They will provide important information, such as whether to stay home or to move to another location.
- 26 In case of weather emergencies, use your portable radio to find the NOAA (National Oceanic and Atmospheric Administration) radio station. You can also get weather updates on a cellular phone. Information will be available on severe weather conditions and how long they’re expected to last.



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Possible Teaching Point

Read Like a Writer | Author’s Craft

Text Structure Call students’ attention to the heading on this page. Have students reread the text while you write it on the board: “During and After an Emergency.” Ask students why they think the author chose to use time order words in this head. What predictions can they make about what they will learn on this page? For additional instruction, see the Read Like a Writer lesson on pp. T178–T179 in the Reading-Writing Workshop Bridge.



- 27 It's important to follow adults' instructions before, during, and after an emergency. Dangerous conditions such as fallen power lines or gas leaks can require extra caution. Emergency workers will give you the "all clear!" when it's safe to go outside.
- 28 Finally, you and your family may want to help your community recover from an emergency situation. Check with your local Red Cross or other agencies to find the best ways to help your neighbors or your town recover.
- 29 Don't forget to give your family a big hug too! You showed you can get through challenging times together, thanks to some careful planning. Good work!

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CLOSE READ

Analyze Text Structure

Underline details that help you understand how the text structure contributes to the author's purpose of describing how to stay safe after an emergency. Explain your answer.

519

First Read

Connect

THINK ALOUD Reading about helping people recover from an emergency makes me think about how many people in the United States suffer from disasters every year. It makes me want to find out who might need assistance in my community and what I can do to help them.

Close Read

Analyze Text Structure

Have students scan p. 519 and underline details that help them understand how to stay safe after an emergency. **See the student page for possible responses.**

Have students read the Close Read note. Elicit that the author's purpose is to help readers prepare for and recover from an emergency.

Ask: **How does the text structure in these paragraphs support the author's purpose?**

Possible Response: The author's purpose is to teach readers how to prepare for and stay safe during an emergency. The text structure helps her achieve her goal because it explains each step in the process of preparing for an emergency in the order that the steps should be completed.

DOK 2

OBJECTIVE

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

CROSS-CURRICULAR PERSPECTIVES

Social Studies



The American Red Cross is a nonprofit agency created to help people recover from emergencies and natural disasters. Founded in 1881 by Clara Barton, the organization has grown over the years and remains dedicated to serving people in need. The Red Cross provides assistance to people recovering from emergencies, from house fires to natural disasters. Most Red Cross workers are volunteers, and the agency provides all disaster assistance free of charge.

Respond and Analyze



A Safety Plan: In Case of Emergency

OBJECTIVES

Synthesize information to create new understanding.

Use text evidence to support an appropriate response.

Respond using newly acquired vocabulary as appropriate.

Recognize characteristics and structures of informational, including features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding.

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

My View

Use these suggestions to prompt students' initial responses to reading *A Safety Plan: In Case of Emergency*.

- **React** Do you think it is important to do everything listed in the text—plan where to meet after a natural disaster, prepare a safety kit, and so on? Why or why not?
- **Discuss** What natural disasters have you heard about?

Develop Vocabulary

Minilesson

FOCUS ON STRATEGIES Tell students that authors of procedural text use precise words to tell how to do or make something. The vocabulary words *prepared*, *emergency*, *responsible*, and *memorize* help give precise directions in *A Safety Plan: In Case of Emergency*.

MODEL AND PRACTICE Model filling out the chart on p. 520 of the *Student Interactive* using the word *memorize*.

- The author tells the reader to *memorize* phone numbers. The context tells me I should remember them.
- I will choose *remember* as the synonym for *memorize*. An antonym of both *memorize* and *remember* is *forget*.
- My sentence must use the word *memorize* to talk about a safety plan.

ELL Targeted Support Vocabulary Display the words in the Word Bank. Explain that these words can help students make a safety plan.

Have students say the words, and discuss meanings with students. Display cloze sentences and have students complete them, such as: *During a natural disaster, I must ____*. **EMERGING/DEVELOPING**

Have partners discuss the words' meanings. Ask: *Where else have you seen these words?* Have them work together to use the words in sentences. **EXPANDING/BRIDGING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for developing vocabulary.

OPTION 1 MyTURN Have students respond using newly acquired vocabulary as they complete p. 520 of the *Student Interactive*. Their sentences should accurately use the words as part of making a safety plan.

OPTION 2 Use Independent Text Have students find and list words that precisely tell how to do or make something. Have students use context clues such as synonyms and antonyms to determine the meaning of each word.

QUICK CHECK

Notice and Assess Can students tell the meaning of words that tell how to do or make something?

Decide

- **If students struggle**, revisit instruction for developing vocabulary in Small Group on pp. T174–T175.
- **If students show understanding**, extend instruction for vocabulary in Small Group on pp. T174–T175.

Check for Understanding MyTURN Have students complete p. 521 of the *Student Interactive*.

STUDENT INTERACTIVE, pp. 520–521



VOCABULARY

Develop Vocabulary

In procedural texts, authors choose precise words to explain how to make or do something. These words help the reader understand and follow the directions in the text.

MyTURN Add the vocabulary word from the word bank to complete the chart. Then use each newly acquired vocabulary word in a sentence about making a safety plan.

Word Bank

prepared emergency responsible memorize

Possible responses:

Synonym	Vocabulary Word	Antonym	Sentence
remember	memorize	forget	Memorize your parents' phone numbers.
crisis	emergency	peace	A safety plan helps you know what to do during an emergency.
ready	prepared	unready	To be prepared for an emergency, it is important to have a safety plan.
in charge	responsible	excused	One person should be responsible for checking the safety kit.

520

COMPREHENSION

READING WORKSHOP

Check for Understanding

MyTURN Look back at the text to answer the questions.

Possible responses:

DOK 2 1. What characteristics help you identify this as a procedural text?

The text includes numbered steps that explain how to perform a task.

DOK 2 2. What do you think is the author's purpose for including the chart on natural disasters?

The author includes the chart to inform readers about types of natural disasters that could lead to emergencies.

DOK 2 3. What text evidence supports the idea that families should create a safety plan together?

Family members need to "create a calling plan" and "decide with your family where you will meet in case of an emergency."

DOK 3 4. How can preparing for an emergency help keep people safe? Synthesize information from different sections of the text in your response.

Being prepared can help people know where to go, what to do, whom to call, and have the supplies they need to stay safe.

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Word Study Words with Suffix -en

OBJECTIVES

Demonstrate and apply phonetic knowledge by decoding multisyllabic words with multiple sound-spelling patterns such as *eigh*, *ough*, and *en*.

Demonstrate and apply phonetic knowledge by identifying and reading high-frequency words from a research-based list.

LESSON 2

Apply Words with Suffix -en

APPLY MyTURN Direct students to complete the activity on p. 526 of the *Student Interactive*.

harden

quicken

taken

ripen

flatten

sadden

High-Frequency Words

Explain that since high-frequency words are ones that appear often in texts but do not follow regular word study patterns, students need to practice reading them.



STUDENT INTERACTIVE, p. 526

WORD STUDY

Words with Suffix *-en*

Suffix *-en* When the suffix *-en* is added to a word, the original word is usually read in the same way. An example would be adding *-en* to the word *hard*. The word part *hard* is read the same in the word *harden*.

Rule	Word	New Word
When the last two letters are consonants, add <i>-en</i> .	hard, quick	harden, quicken
When the word ends with e, drop the e and add <i>-en</i> .	take, ripe	taken, ripen
When the word ends with a vowel-consonant combination, double the final consonant and add <i>-en</i> .	flat, sad	flatten, sadden

My TURN Read the following words with the suffix *-en*: *golden*, *widen*, *waken*, *sicken*. Then write two sentences using a word with the suffix *-en*.

Possible responses:

1. *Bernie had to quicken his pace when he realized he was late.*
2. *Today, the sun is golden.*

High-Frequency Words

High-frequency words are words that you may see often as you read. Read these high-frequency words: *syllables*, *direction*.

526



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LESSON 2

Apply Words with Suffix *-en*

LESSON 1

Teach Words with Suffix *-en*

FLEXIBLE OPTION
LESSON 3

More Practice

FLEXIBLE OPTION
LESSON 4

Spiral Review:
Vowel Patterns *ei*, *eigh*

FLEXIBLE OPTION
LESSON 5

Assess Understanding

Use the  **QUICK CHECK** on p. T171 to determine small group instruction.

Teacher-Led Options

Strategy Group



DEVELOP VOCABULARY

Teaching Point Authors use precise words—clear, exact words—to tell how to make something or do something. This helps the reader understand and follow directions exactly. Have students look back at *A Safety: In Case of Emergency Plan* for words that clearly show what to do.

ELL Targeted Support

Tell students they can understand what to do while following directions if they understand the precise words—the clear, exact words—authors use. Have students use visual and contextual support to enhance their understanding of the vocabulary.

Depict several classroom scenarios that spotlight the words *prepared*, *emergency*, *responsible*, and *memorize*. Have partners use your anecdotes to write simple definitions for the words. **EMERGING/DEVELOPING**

Have partners brainstorm or find meanings for *prepared*, *emergency*, *responsible*, and *memorize*. Have them think of classroom situations that could be described using these words. Ask volunteers to pantomime scenarios. **EXPANDING**

Have students use a print or online dictionary to find definitions for the abstract terms *prepared*, *emergency*, *responsible*, and *memorize*. Have students use each word in a written sentence.

BRIDGING



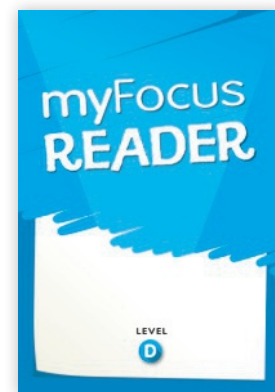
For additional support, see the online *Language Awareness Handbook*.

Intervention Activity



myFOCUS READER

Read pp. 58–59 in the *myFocus Reader* with students. Use the teaching support online at SavvasRealize.com to provide additional insight for students on ways to prepare for an emergency.



Provide instructional support for comprehension and word study—Words with the Suffix *-en* and Academic Vocabulary.

Fluency

Assess 2–4 students



PROSODY

Have students choose a short passage of procedural text from *A Safety Plan: In Case of Emergency* or a leveled reader. Ask pairs to take turns reading the passage at an appropriate rate for the listener to understand the steps in the procedure. This will require reading relatively slowly and with pauses after steps or complicated sentences so the listener can visualize what that step requires before moving on to the next step in the procedure. If needed, model reading at an appropriate rate.

ORAL READING RATE AND ACCURACY

Use pp. 133–138 in Unit 5 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 find precise words the author used to tell steps in a procedure.

Possible Conference Prompts

- What precise words helped you visualize the steps in the procedure?
- Why do you think the author chose those words?

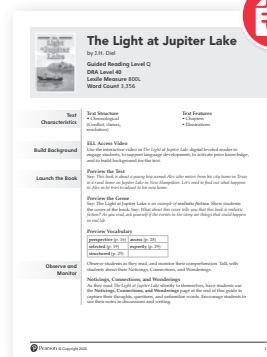
Possible Teaching Point Readers pay attention to precise words in procedural text to better understand how to do or make something.

Leveled Readers



DEVELOP VOCABULARY

- For suggested titles, see “Matching Texts to Learning,” pp. T152–T153.
- For instructional support on how to use strategies to develop vocabulary, see the *Leveled Reader Teacher’s Guide*.



Independent/Collaborative

Independent Reading



Students can

- reread or listen to *A Safety Plan: In Case of Emergency* or the *myFocus Reader* text.
- read a trade book or their Book Club text.
- partner read a procedural text, asking each other questions about the steps.

Centers



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

Literacy Activities



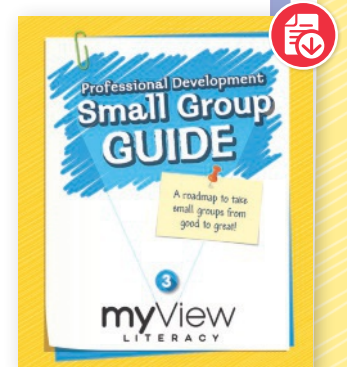
Students can

- complete the graphic organizer on *Student Interactive* p. 520.
- work with a partner to discuss and answer the questions on *Student Interactive* p. 521.
- play the *myView* games.

SUPPORT PARTNER READING

As students work together, they will benefit from mutual learning. See Collaborative Conversations in the *Resource Download Center*.

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



Whole Group

Share Bring the class back together as a whole group. Invite one or two students to share precise words they saw in their texts that told how to follow a procedure.

Analyze Text Structure



A Safety Plan: In Case of Emergency

OBJECTIVE

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

ACADEMIC VOCABULARY

Integrate Offer students oral practice using unit Academic Vocabulary words to talk about ways to prepare for an emergency. Give students sentence starters, such as:

- If you **anticipate** that a natural disaster may occur, you should ____.
- An **analysis** of what could happen in an emergency will help you ____.

ELL Access

Tell students that if they can see how the author has organized, or structured, the text, they can understand it better because they can predict the kind of information that might come next.

Minilesson

FOCUS ON STRATEGIES Readers of nonfiction texts understand the text better if they notice how the author has organized the information. Text structures include cause and effect, problem and solution, compare and contrast, and sequence. The structure helps the author achieve his or her purpose for writing.

- Look for details and words that suggest how the text is structured.
- Use your analysis of the text structure to help you decide the author's purpose for writing the text so that you can understand it better.

MODEL AND PRACTICE Use the Close Read note on *Student Interactive* p. 508 to model how to annotate the text to figure out its structure and explain the author's purpose for writing.

- I see **cause-and-effect statements in paragraph 1**. I will underline those details because they show me the structure. The author's purpose is to show that actions I take now can have a positive future effect.
- Have pairs underline details in paragraphs 2 and 4 that show causes and effects. (the last sentence in each paragraph)

ELL Targeted Support Text Features Point out that a procedural text may have text features that help the reader complete a task.

Have students discuss and decide which of these text features are likely to be found in procedural text: diagram, bulleted list, map, headings, chart, words in boldface, a painting, words in color. **EMERGING/DEVELOPING**



EXPERT'S VIEW Judy Wallis, Literacy Specialist and Staff Developer

“When doing multiple readings of an anchor text, the first reading is about the whole—the genre, the key ideas, the author's purpose. The second reading is about the parts, and students may only need to reread parts of the text, not the whole text. You might focus on the structure of the text, author's word choice, or perhaps the problem and resolution. Then return to the whole text for application and practice: **What is the author of this text trying to communicate?**”

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



FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for analyzing text structure.

OPTION 1 MyTURN Have students annotate the text using the Close Read notes for Analyze Text Structure and then use the text evidence from their annotations to complete the graphic organizer on p. 522 of the *Student Interactive*.

OPTION 2 Use Independent Text Have students use sticky notes to mark details that are clues to the overall text structure as well as text structures used within smaller sections. Students should use these details to decide how each text structure contributes to the author's purpose.

QUICK CHECK

Notice and Assess Can students analyze text structure?

Decide

- **If students struggle**, revisit instruction about analyzing the text structure in Small Group on pp. T182–T183.
- **If students show understanding**, extend instruction about analyzing the text structure in Small Group on pp. T182–T183.

STUDENT INTERACTIVE, p. 522



CLOSE READ

Analyze Text Structure

Authors of informational texts organize ideas in an overall **text structure**, such as cause and effect, problem and solution, and sequence. Analyze text structure to help explain the author's purpose for writing.

1. **MyTURN** Go to the Close Read notes in *A Safety Plan*. Underline parts that help you analyze text structure.
2. **Text Evidence** Use some of the parts you underlined to complete the chart.

Possible responses:

Text Evidence	Text Structure	How Structure Contributes to Author's Purpose
Paragraph 1: "If you study for your test, you're likely to get a good grade. If your family makes a grocery list, you'll remember to get everything you need."	cause and effect	The author connects positive effects of planning in everyday life as reasons to create a safety plan.
Paragraphs 18–20: "important items to include in a safety kit"; "Food, water, and related supplies"; "Personal items"	sequence	The author wants to explain what items to include in a safety kit, and lists them in order of how important they are.

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Read Like a Writer

OBJECTIVE

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

Explain Use of Text Structure

Minilesson

FOCUS ON STRATEGIES Authors use text structure to help readers understand the meaning and purpose of the text. For example, when the author's purpose is to explain a procedure, the author will use a text structure that presents the steps in a process.

- Authors use time-order words to help show the order of steps.
- Authors use headings to organize text into meaningful chunks.
- Authors use images and labels to present additional information.

MODEL AND PRACTICE Model identifying a heading and time-order words by directing students to the top of p. 527 of the *Student Interactive*. Have students follow along as you complete the steps.

1. Identify that the author Marcie Rendon uses text features to show a steps-in-a-process organization.
2. Have students identify that the author uses a heading and time-order words to show a process text structure. Ask them to identify what the heading and the time-order words are.
3. Guide students to understand that Rendon uses the heading to organize the text into steps and uses the words *Step One* and *first step* to show that this section of the text is about the first step in the process of making a safety plan.

ELL Targeted Support Headings To help students understand how headings can organize a text's structure, have them work with a partner to plan headings for a text that describes steps in a process.

Have partners plan steps in a process, such as sharpening a pencil. Have students think of four steps in the process. Have them write headings for the text using the sentence frames: *Step 1: ____*. *Step 2: ____*. etc. **EMERGING/DEVELOPING**

Have partners plan steps in a process, such as sharpening a pencil. Have students think of at least four steps in the process. Have them write four potential headings. Tell students to use time-order words to organize the steps in the correct order. **EXPANDING/BRIDGING**



ASSESS UNDERSTANDING

Apply

MyTURN Direct students to go back to *A Safety Plan: In Case of Emergency* and identify the elements of text structure. Remind students that authors use elements of text structure to organize information. Then have them focus on the author's use of text structure by completing the activities on p. 527 of the *Student Interactive*.

STUDENT INTERACTIVE, p. 527



ANALYZE AUTHOR'S CRAFT

READING-WRITING BRIDGE

Read Like a Writer

When the author's purpose is to explain a procedure, he or she may use a text structure that presents the steps in a process. Authors also use time-order words and text features such as images and labels.

Model ! Read the passage from *A Safety Plan: In Case of Emergency*.

Step One: Learn About Natural Disasters

The **first step** of making a safety plan is to learn about different types of natural disasters.

Headings and time-order words suggest text structure.

- 1. Identify** Marcie Rendon uses a heading and time-order word to show a process text structure.
- 2. Question** How does this text structure help explain the text?
- 3. Conclude** The text structure helps me understand how to start the process of making a safety plan.

Read the passage.

Step Two: Make a Safety Plan

The second step of preparing for emergencies is to make a safety plan with your family.



MyTURN Follow the steps to analyze the passage. Explain how the author's use of text structure contributes to her purpose for writing.

- 1. Identify** Marcie Rendon uses a heading and time-order word to show a process text structure.
- 2. Question** How does this text structure help explain the text?
- 3. Conclude** It helps me understand the next step in the process.

Word Study Words with Suffix *-en*

OBJECTIVE

Demonstrate and apply phonetic knowledge by decoding multisyllabic words with multiple sound-spelling patterns such as *eigh*, *ough*, and *en*.

FLEXIBLE OPTION 

LESSON 3

More Practice

FOCUS ON STRATEGIES Remind students that words with the suffix *-en* often have the meaning “to make or become.” Other times they are the past participle of a verb, such as the word *given*, the past participle of *give*.

MODEL AND PRACTICE Display the words *awaken*, *flatten*, and *driven*. Have volunteers identify the base words. (*awake*, *flat*, *drive*) Then discuss the spelling rule that was applied to the base word to form the word with the *-en* suffix.



APPLY Have students complete *Word Study* p. 179 from the *Resource Download Center*.

Name _____

Word Study

Words with Suffix -en
The suffix -en can add the meaning "to make or become" to a word. To decode words with the suffix -en, you must learn the spelling rules:

- Some base words have -en added to the word without any other changes.
- Base words that end in -e will drop the -e when the -en is added.
- Base words that end with a vowel-consonant combination will double the consonant before adding the -en.

MY TURN Sort the following words into categories based on the spelling rule applied to the base word when -en is added.

gladden	lighten	flatten
loosen	widen	brighten
awaken	sharpen	

MY TURN For each definition, write the correct word from the box.

- to make or become flat: flatten
- to make or become loose: loosen
- to make or become light: lighten
- to make or become glad: gladden
- to make or become wide: widen
- to make or become awake: awaken
- to make or become bright: brighten
- to make or become sharp: sharpen

Grade 3, Unit 5, Week 3
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Word Study, p. 179



FLEXIBLE OPTION
LESSON 3

More Practice

LESSON 1

Teach Words with
Suffix -en

LESSON 2

Apply Words with
Suffix -en

FLEXIBLE OPTION
LESSON 4

Spiral Review:
Vowel Patterns *ei, eigh*

FLEXIBLE OPTION
LESSON 5

**Assess
Understanding**

Use the  **QUICK CHECK** on p. T177 to determine small group instruction.

Teacher-Led Options

Strategy Group

ANALYZE TEXT STRUCTURE

Teaching Point Readers look for details and clues they can use to analyze text structure. Analyzing structure helps readers understand the author’s purpose for writing the text. Work with students to complete the graphic organizer on *Student Interactive* p. 522.

ELL Targeted Support

To help students review and internalize English terms, guide them in using words about text structures. Show the terms for four text structures: Cause and Effect, Problem and Solution, Compare and Contrast, and Sequence (Order of Importance).

Work with students to review the definition of each. Then pose sentence frames to complete: *When authors want to tell a story, they use the text structure of ____.* *When authors want to tell how things are alike and different, they use the text structure of ____.* *When authors want to ____, they use the text structure of ____.* As appropriate, read paragraphs with a clear text structure and have students identify it.

EMERGING/DEVELOPING

Have partners write the definition of each text structure. Have them complete sentences about an author’s purpose and the text structure that he or she might use. They should then find paragraphs in various texts that show each kind of structure, show the paragraphs to other pairs, and say what the author’s purpose was.

EXPANDING/BRIDGING



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

Intervention Activity



ANALYZE TEXT STRUCTURE

Use Lesson 33, pp. T215–T220, in the *myFocus Intervention Teacher’s Guide* for instruction on analyzing text structure.

LEVEL D • READ

Lesson 33 Genre: Narrative Nonfiction and Informational Texts

DIRECTIONS Read each of the following passages. Pay attention to how the author organizes information.

A Lot to Learn

- 1 The summer of my fourth-grade year, I learned important lessons about following directions and about running a successful business. It all began with my desperate longing for a skateboard. Instead of listening to my parents tell me it was too expensive, I decided to make the money myself. I would open a lemonade stand. Everyone at the park across the street was sure to want a delicious drink.
- 2 First, I bought some powdered lemonade mix and tossed the package in a cooler with some water. I was excited about my first customer. I took his fifty cents and gave him lemonade. He spat it out.
- 3 “I want my money back!”
- 4 I forgot to add sugar. And I had used warm water. Oops. Lesson 1: Follow the directions.
- 5 After a week, business slowed. Someone around the corner was selling lemonade for half the price! I told my mom my plan to lower my prices. She said, “Don’t do it! Instead, make your lemonade the best ever. Make it so good that kids won’t mind paying three times as much.”
- 6 I went to the store and bought fresh lemons, ice, honey, and silly straws. That night mom helped me slice the lemons. I raised my price to seventy-five cents. Then, I made fresh lemonade for each customer. Once the word was out, I couldn’t keep up. I ran out of lemons before the day was done. Lesson 2: The key to running a successful business is making a great product everyone wants.
- 7 At the end of that summer, not only did I have a shiny new skateboard, I had a bunch of new friends who loved my lemonade!

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Reading Informational and Argumentative Text T • 215

Fluency

Assess 2–4 students



PROSODY

Have student pairs practice reading a short passage smoothly at an appropriate rate.

ORAL READING RATE AND ACCURACY

Use pp. 133–138 in Unit 5 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

ANALYZE TEXT STRUCTURE

Talk About Independent Reading Have students share clues that helped them determine the text structure(s) the author used and the author’s purpose for writing the text.

Possible Conference Prompts

- What clues and ideas does the author put into the text that show its text structure?
- What was the author’s purpose for writing this text? What leads you to think this?

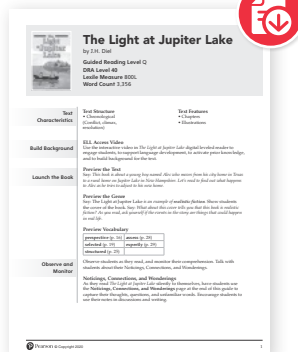
Possible Teaching Point Readers pay attention to clues that help them determine the structure of the text and identify the author’s purpose for writing it.

Leveled Readers



ANALYZE TEXT STRUCTURE

- For suggested titles, see “Matching Texts to Learning,” pp. T152–T153.
- For instructional support on how to analyze text structure, see the *Leveled Reader Teacher’s Guide*.



Independent/Collaborative

Independent Reading



Students can

- reread or listen to *A Safety Plan: In Case of Emergency* or another text they have read.
- read a self-selected trade book or their Book Club text.
- support their partners by discussing clues about the text structure and author’s purpose.

Centers



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

Literacy Activities



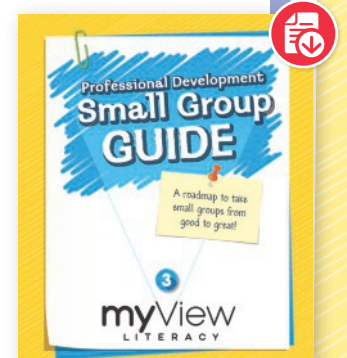
Students can

- complete the graphic organizer on *Student Interactive* p. 522.
- form words with the suffix *-en*.
- play the *myView* games.

SUPPORT PARTNER READING

Keep partners on track by suggesting intriguing book titles for them if they can’t agree on a book to read.

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



Whole Group

Share Bring the class back together as a whole group. Invite one or two students to share the topic and author’s purpose in a procedural text they read.

Monitor Comprehension



A Safety Plan: In Case of Emergency

OBJECTIVE

Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.

ACADEMIC VOCABULARY

Integrate Offer students oral practice using the unit Academic Vocabulary words to check their comprehension. Ask:

- How can an analysis of the text structure help my understanding?
- What can I anticipate as a result of rereading the text?

Minilesson

FOCUS ON STRATEGIES Readers need to monitor their comprehension, or ask themselves if they understand the reading. If understanding breaks down, they use strategies to get on track.

- Reread the part you don't understand.
- Use your background knowledge—what you know about the topic—to help you understand new information.
- Ask yourself questions and look back at the text for answers.
- See if text or graphic features in the text help your understanding.
- Look in other sources for answers to what is confusing you.
- Annotate the text by underlining, highlighting, or using sticky notes for important words and information.

MODEL AND PRACTICE Use the Close Read note on *Student Interactive* p. 509 of *A Safety Plan: In Case of Emergency* to model how to annotate text using text structure to monitor comprehension. *As I monitor my comprehension, I ask myself questions about the text. I want to be sure I understand this procedural text. What steps will the author give for making a safety plan? Two details here will help me keep track of the procedure: the heading and the first sentence of the paragraph. I will highlight them.*

ELL Targeted Support Monitor Comprehension Remind students that when they are told how to do something, the steps are often numbered or listed in order using words such as *first, second, next, then, finally*, and so on. Tell students that sometimes these words can help them monitor their comprehension.

Write down steps for a simple classroom procedure. Tell students the steps orally out of sequence. Students will note the confusion that results. Have students identify where it became difficult to understand the directions. Tell them to ask themselves: *When did I notice that I did not understand?* **EMERGING/DEVELOPING**

Have students review the safety plan in the text. Ask them to write down any questions they might have had while reading. Then have students discuss what methods they used to clarify understanding. **EXPANDING/BRIDGING**



FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for monitoring comprehension while reading procedural text.

OPTION 1 MyTURN Have students annotate the text using other Close Read notes for Monitor Comprehension and then use the text evidence from their annotations to complete p. 523 in the *Student Interactive*.

OPTION 2 Use Independent Text Tell students to be aware of the text structure of what they are reading, and have students place sticky notes at places in their text where their comprehension broke down. They should write on the sticky note a brief statement of what they did to regain comprehension.

QUICK CHECK

Notice and Assess Can students monitor their comprehension of a text?

Decide

- **If students struggle**, revisit instruction for monitoring comprehension in Small Group pp. T190–T191.
- **If students show understanding**, extend instruction for monitoring comprehension in Small Group pp. T190–T191.

STUDENT INTERACTIVE, p. 523



READING WORKSHOP

Monitor Comprehension

Monitor comprehension. or check your understanding, as you read. If your understanding breaks down, make adjustments. For example, you can reread, use background knowledge, ask questions, or annotate (mark up) the text.

1. **MyTURN** Go back to the Close Read notes and annotate the text by highlighting evidence that helps you monitor your comprehension.
2. **Text Evidence** Use some of your highlighted text to complete the chart.

Possible responses:

Text Evidence	How I Can Check My Understanding	How This Adjustment Helped Me
“Step One: Learn About Natural Disasters”; “The first step of making a safety plan is to learn about different types of natural disasters.”	I can ask a question and answer it by rereading.	I asked myself, “Why is this information included?” When I reread paragraphs 5 and 6, I realized that natural disasters can cause harm, so it is important to learn about them.
“A supply of medicines”; “Copies of your pets’ veterinary records”; “Cat litter and litter box”	I can use my experience and background knowledge.	My experience with my pet hamster helps me know that all pet supply kits would not need medicines, records, or cat litter.

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Write for a Reader

OBJECTIVE

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

Use Text Structure

Minilesson

FOCUS ON STRATEGIES Writers use text structures to organize their texts. For example, writers might use a text structure that contains steps in a process to explain a task.

- Use headings to organize text into meaningful chunks.
- Use time-order words to organize your text into meaningful steps.
- Use images, diagrams, and labels to provide additional information.

MODEL AND PRACTICE Discuss how students might use a similar technique in their own writing using p. 528 of the *Student Interactive*.

1. Tell students that you are going to think of something you would like to teach readers how to do.
2. Think aloud as you brainstorm a topic to write about. *I like to play basketball. I am going to write about how to throw a bounce pass. I will organize my text in steps.*
3. Ask students if they can think of any time-order words you could use to help organize your text. Then discuss how the text structure would help your purpose.

ELL Targeted Support Time-Order Words Help students brainstorm different time-order words.

Have partners work together to brainstorm time-order words that could be used to describe steps in a process. (*possible responses: first, second, then, next, finally*) Tell students to use peer support to garner words. Call on volunteers to share with the class. Write their time-order words on the board. Direct students to copy the words into their notebooks. **EMERGING/DEVELOPING**

Complete the Emerging/Developing activity above. Challenge each pair to use words from their list in a paragraph that describes their morning routine. Then have them trade paragraphs with another pair and identify the time-order words. **EXPANDING/BRIDGING**



ASSESS UNDERSTANDING

Apply

MyTURN Have students refer to how the author uses text structure to organize information. Then guide students to complete the activity on p. 528 of the *Student Interactive*.

Writing Workshop

Have students use text structure to organize information in their writing from the Writing Workshop. During conferences, support students' writing by helping them find opportunities to use text structure to organize the information in their writing.

STUDENT INTERACTIVE, p. 528



DEVELOP AUTHOR'S CRAFT

Write for a Reader

Writers might use a **text structure** that includes steps in a process to explain how to perform a task.

MyTURN Think about how the author of *A Safety Plan: In Case of Emergency* uses the text structure of steps in a process. This structure helps the author achieve her purpose of telling readers how to prepare for emergencies. Now think about how you can use the text structure of steps in a process to write about how to do something.

Look for text features that suggest a text structure.



1. Write something you would like to teach readers how to do.

Students should identify something they would like to teach readers how to do.

2. Think about your purpose of explaining how to do something. Use the text structure of steps in a process to teach your idea.

The steps should follow a logical order and include all steps needed to accomplish the goal.

3. Explain how including steps in a process contributes to your purpose for writing.

Students should show an understanding that text structure contributes to a writer's purpose; in this case, it contributes to their purpose of helping readers understand the steps involved in performing a task.

Word Study Spiral Review

OBJECTIVE

Demonstrate and apply phonetic knowledge by decoding multisyllabic words with multiple sound-spelling patterns such as *eigh*, *ough*, and *en*.



FLEXIBLE OPTION 

LESSON 4



Spiral Review: Vowel Patterns *ei*, *eigh*

FOCUS ON STRATEGIES Review the strategies from the previous week about decoding words with the vowel patterns *ei* and *eigh*.

MODEL AND PRACTICE Write the following words on the board: *neighbor*, *eighteen*, *vein*, *reindeer*. Have volunteers identify the vowel pattern used in each word and then read the words, pointing out the vowel sound created by each pattern. (*ei*: *vein*, *reindeer*; *eigh*: *neighbor*, *eighteen*) (long *a* sound)

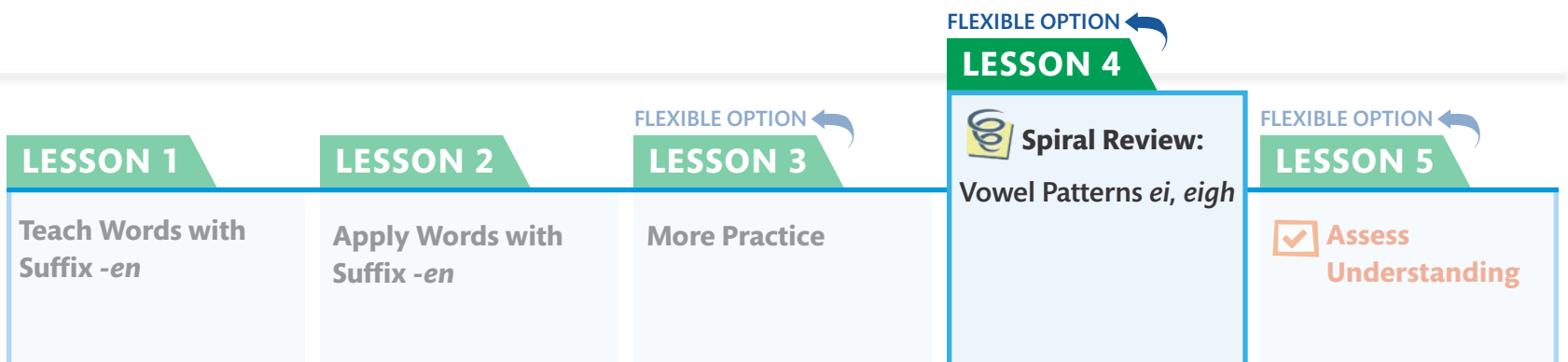
APPLY Have students work independently to write a sentence that uses a word with the vowel pattern *ei* or *eigh*. Have students exchange their sentence with a partner. Have the partner identify the word in the sentence with the *ei* or *eigh* vowel pattern.



ELL Targeted Support

Vowel Patterns *ei* and *eigh* Tell students that learning to correctly read words with the vowel patterns *ei* and *eigh* will help them read fluently. Write *neighbor* and *rein* on chart paper. Have volunteers underline *eigh* and *ei*. Then have students read each word. **EMERGING/DEVELOPING**

Have pairs quiz each other on how to spell the words *sleigh*, *veiled*, *receipt*, and *height*. Tell each student to underline the vowel pattern *ei* or *eigh* in each word. Then have them exchange quizzes and check their partner's quiz for the correct spelling. **EXPANDING/BRIDGING**



Use the  **QUICK CHECK** on p. T185 to determine small group instruction.

Teacher-Led Options

Strategy Group



MONITOR COMPREHENSION

Teaching Point Constantly monitor your comprehension as you read, asking yourself, *Do I understand this? Will figuring out the text structure help me understand?* If you are confused, remember strategies for regaining understanding. Review these strategies: rereading; using background knowledge; asking questions to yourself or others; annotating the text; and checking for visual cues, text features, and graphic organizers. Point out how knowing the text structure can help. For example, if the text structure is cause and effect, perhaps confusion can be cleared up by identifying causes and effects in the text.

ELL Targeted Support

Encourage students to use words or simple phrases to discuss ways to monitor and regain comprehension.

Discuss with students ways to finish these sentences: *If I don't understand the text, the first thing I can try is _____. Another thing I can try is _____. I can also try _____.*

EMERGING/DEVELOPING

Have groups define strategies they can use to regain understanding. Have them discuss different kinds of text structures and how knowing each text structure would help them regain comprehension.

EXPANDING/BRIDGING



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

Intervention Activity



MONITOR COMPREHENSION

Use Lesson 26, pp. T167–T172, in the *myFocus Intervention Teacher's Guide* for instruction on monitoring comprehension.

LEVEL D • READ

Lesson 26 Monitor Comprehension

DIRECTIONS Read the following story.

Race Day

1 Every year the students at Teton General Elementary School eagerly awaited the arrival of race day. There were races for each grade. Then there was the final race among the winners of all the grades. This was no regular foot race. It was a car race. The teams built their own cars for race day. Charlie was excited to learn who was on his team.

2 *This year will be different*, Charlie thought. *My teammates will like my idea this time.* In years past, Charlie's ideas were not very popular.

3 In first grade, Charlie's job was to figure out what the team should use to build the car. He thought construction paper would be great, but the rest of his team said, "NO!" Charlie hung his head. They were right. It was a bad idea. Another team used construction paper, and their car blew the wrong way in the breeze.

4 In second grade, Charlie's job was to decorate the car to show how fast it was. "Let's paint it yellow with black spots—like a cheetah!" he exclaimed. His team said, "NO!" They painted the car red with a lightning bolt. It looked pretty cool. It was better than a spotted car. This year was time for Charlie to shine.

5 Mr. Zane called out the team names. Charlie, Jason, Julia, and Thandar sat around a table and shared ideas. At first, Charlie was quiet. He didn't want Thandar to make fun of him. She wasn't mean, but she was very smart.

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Reading Literature T • 167

Fluency

Assess 2–4 students



PROSODY

Have student pairs practice reading a short passage smoothly at an appropriate rate.

ORAL READING RATE AND ACCURACY

Use pp. 133–138 in Unit 5 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

MONITOR COMPREHENSION

Talk About Independent Reading Have students use their sticky notes to talk about strategies they used for monitoring and regaining their comprehension of text.

Possible Conference Prompts

- How did you know your comprehension of the text had broken down?
- What strategies did you use to regain your comprehension?

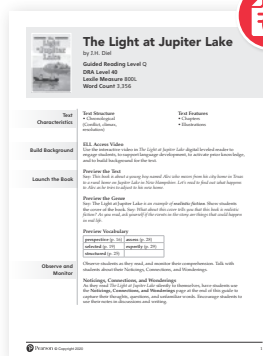
Possible Teaching Point Remember and use strategies you have learned for regaining comprehension when you do not understand the text.

Leveled Readers



MONITOR COMPREHENSION

- For suggested titles, see “Matching Texts to Learning,” pp. T152–T153.
- For instructional support on how to use strategies to monitor comprehension, see the *Leveled Reader Teacher’s Guide*.



Whole Group

Share Invite one or two students to share some ways they regained comprehension when they didn’t understand something in their texts.

Independent/Collaborative

Independent Reading



Students can

- reread or listen to another text they have previously read.
- read a trade book or their Book Club text.
- practice fluent reading with a partner by reading procedural text at an appropriate rate.

Centers



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

Literacy Activities



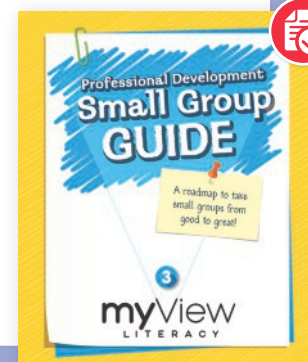
Students can

- complete the graphic organizer on *Student Interactive* p. 523.
- write about their book in their reader’s notebook.
- play the *myView* games.

SUPPORT PARTNER READING

Have students make a list by genre of books they have read recently. Encourage them to broaden their reading interests.

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



Reflect and Share



A Safety Plan: In Case of Emergency

OBJECTIVES

Write a response to a literary or informational text that demonstrates an understanding of a text.

Use text evidence to support an appropriate response.

Introduce a topic or text, state an opinion, and create an organizational structure that lists reasons.

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 **threats** might cause people to use their safety plan?
- As you think about preparing for an emergency, what kinds of situations and problems should you **anticipate**?

Write to Sources

Minilesson

FOCUS ON STRATEGIES Tell students that when they form and write opinions, they must use evidence from texts to support their ideas.

- Look for ideas, details, key words, and memorable phrases that support your opinion.
- Use one or two quotations from reliable sources to support your opinion.

MODEL AND PRACTICE Model using evidence for your opinions by referring to the Write to Sources prompt on *Student Interactive* p. 524.

I know some emergencies and natural disasters are difficult to prepare for because they are so huge and catastrophic. Of the natural disasters in the chart on page 510, I think the easiest plan is for a winter storm. The author says on page 508, paragraph 2, “You may never experience a flood, a tornado, or another kind of disaster.” Flooding, tornadoes, and the other natural disasters on the chart tend to have long-term effects. However, logic tells me a winter storm would be a short-term disaster. Power lines would be down and heating cut off for a short time, but I think everything would be restored quickly, within the three days the safety kit list on page 515 says to prepare for.

Have students brainstorm additional reasons why the effects of a winter storm are not as severe as other natural disasters. Then direct students to use text evidence to respond to the prompt on p. 524 in the *Student Interactive*.

ELL Targeted Support Express Opinions Give students an example of a content-related opinion based on the infographic on pp. 502–503 of the *Student Interactive*, such as: **I think government agencies do useful and important work before, during, and after emergencies.** Have students follow along as you read aloud the infographic.

Display this sentence frame: *The work of the government agency _____ is to _____. This is important because _____.* Have students find support for the opinion. **EMERGING/DEVELOPING**

Have partners write information about each agency that supports the opinion that government agencies do useful and important work. Have students share in small groups what they wrote. **EXPANDING/BRIDGING**



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 this week’s texts to support their written opinion on the type of emergency for which planning would be the easiest.

OPTION 2 Use Independent Text Students should use text evidence from their self-selected independent reading texts to write an opinion on the easiest type of emergency to prepare for.

QUICK CHECK

Notice and Assess Can students make connections between texts?

Decide

- **If students struggle**, revisit instruction in Small Group on pp. T196–T197.
- **If students show understanding**, extend instruction in Small Group on pp. T196–T197.

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 responses on a separate sheet of paper or discuss in small groups.

STUDENT INTERACTIVE, p. 524



RESPOND TO TEXT

Reflect and Share

Write to Sources Consider the informational texts you have read in this unit. Think about the types of emergencies described in the texts. What situations are easy to plan for? For what situations would planning be more difficult? Use these questions to help you write an opinion paragraph about the types of emergencies for which planning would be the easiest.



Use Text Evidence When writing an opinion, it is important to use text evidence to support your ideas.

- Look for details that connect safety planning with specific types of emergencies.
- Look for key words and phrases that support your opinion.
- Look for quotations that support your opinion.

Write your opinion paragraph on a separate sheet of paper. Use evidence from the texts to support your opinion.

Weekly Question

What are some ways to prepare for an emergency?

My VIEW

Write About It For additional practice developing and writing opinions using text evidence, ask students to respond to the prompt below on a separate sheet of paper.

Under the heading “Step Three: Make a Safety Kit,” the author explains that a safety kit is used to keep “you comfortable and calm during and after” an emergency situation. In addition to what the author lists, what would you need or want to add to your family’s safety kit? Use text evidence to support your opinion.

Word Study Words with Suffix -en

OBJECTIVE

Demonstrate and apply phonetic knowledge by decoding multisyllabic words with multiple sound-spelling patterns such as *eigh*, *ough*, and *en*.

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 words with the suffix *-en*, provide them with the following words.

fatten

awaken

soften

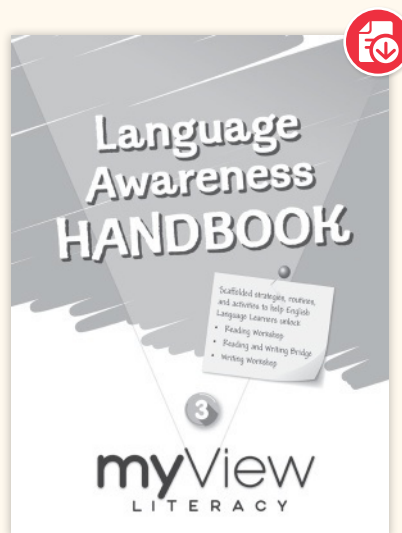
Read the words aloud. Identify the suffix and the base word in each word. Discuss the spelling rule that was applied to each word when the suffix was added.

Display these words: *flatten*, *wooden*, *broken*. Have students identify the suffix and the base word of each. Then have them read the words and explain the spelling rule used to form each word. (*flat*, *-en*, doubled final consonant; *wood*, *-en*, just added *-en*; *broke*, *-en*, dropped final e)



Develop Language Awareness

For additional practice with words with the suffix *-en*, complete the activity on p. 57 of the *Language Awareness Handbook*. In this practice activity, students will use phonic support to identify and write words with the suffix *-en*.



				FLEXIBLE OPTION
LESSON 1	LESSON 2	FLEXIBLE OPTION	FLEXIBLE OPTION	LESSON 5
Teach Words with Suffix <i>-en</i>	Apply Words with Suffix <i>-en</i>	More Practice	Spiral Review: Vowel Patterns <i>ei, eigh</i>	<input checked="" type="checkbox"/> Assess Understanding

Use the  **QUICK CHECK** on p. T193 to determine small group instruction.

Teacher-Led Options

Strategy Group



COMPARE TEXTS

Teaching Point Good readers form opinions on the topic of a text during and after reading. They look for details and quotations in texts that support their opinions. Compare the emergencies from the infographic and *A Safety Plan: In Case of Emergency* with a four-column chart labeled: *Emergency; What I can do; How long it can last; How to prepare.*

ELL Targeted Support

Have students work together or individually to compare information from each text.

Work with students to complete these sentence frames for several emergencies: ____ is one kind of emergency. It could be difficult to prepare for because ____.

EMERGING

Have pairs discuss and then complete in writing these sentence frames for several emergencies: I think ____ could be difficult to prepare for because ____.

We could prepare for it by ____.

DEVELOPING

Have pairs decide which would be the emergency that would be most difficult to prepare for and work together to find text evidence to support their opinion.

EXPANDING/BRIDGING



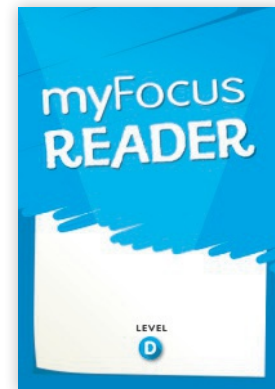
For additional support, see the online *Language Awareness Handbook*.

Intervention Activity



myFOCUS READER

Reread pp. 58–59 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 help them understand ways to prepare for an emergency. 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 1–16.

On-Level and Advanced



INQUIRY

Organize Information and Communicate

Students should organize their findings on preparing for an emergency into an effective format.

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

See *Extension Activities* pp. 214–218 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 from their texts on how to prepare for emergencies.

Possible Conference Prompts

- What emergencies did you read about and how did people prepare for them?
- What did you learn from the texts about how you can encourage your family to prepare for emergencies?

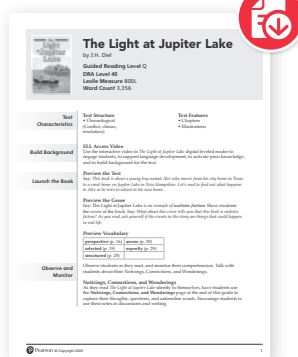
Possible Teaching Point Readers think about various texts as they make connections between different ideas and opinions.

Leveled Readers



COMPARE TEXTS

- For suggested titles, see “Matching Texts to Learning,” pp. T152–T153.
- For instructional support on how to compare texts, see the *Leveled Reader Teacher’s Guide*.



Whole Group

Share Bring the class back together as a whole group. Invite volunteers to share connections they made between emergencies they read about and how these could affect their own lives. Acknowledge students for their insights.

Independent/Collaborative

Independent Reading



Students can

- reread or listen to the infographic “EMERGENCY!” 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 a response to the Weekly Question.
- research various natural disasters and other emergencies, how people prepared for them, and how people dealt with them afterward.
- play the *myView* games.

BOOK CLUB



See Book Club, pp. T484–T485, for

- teacher’s summary of chapters in *Do Tornadoes Really Twist?*
- talking points to share with students.
- collaboration prompts and conversation starters.
- suggestions for using the Discussion Chart.
- alternate texts to support the unit theme and Spotlight Genre.

UNIT 5 WEEK 4

SUGGESTED WEEKLY PLAN

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 themes concerning *solutions* by analyzing point of view in historical fiction.
- I can develop knowledge about language to make connections between reading and writing.
- I can use knowledge of the sound and shape of poetry to write a poem.

SEL SOCIAL-EMOTIONAL LEARNING

Assessment Options for the Week

- Daily Formative Assessment Options

The following assessments are available on [SavasRealize.com](https://www.savasrealize.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

READING WORKSHOP

GENRE & THEME

- Interact with Sources: Explore the Primary Source: Weekly Question T202–T203
- Listening Comprehension: Read Aloud: “Black Blizzards” T204–T205
- Historical Fiction T206–T207
- Quick Check** T207

READING BRIDGE

- Academic Vocabulary: Figurative Language T208–T209
- Word Study: Teach Schwa Vowel Sound T210–T211

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T214–T215
- Strategy, Intervention, and On-Level/Advanced Activities T214
- ELL Targeted Support T214
- Conferring T215

INDEPENDENT/COLLABORATIVE

- Independent Reading T215
- Literacy Activities T215

BOOK CLUB T215 **SEL**

WRITING WORKSHOP

MINILESSON

- Poetry T410–T411
 - » Revise for Structure
 - » Share Back

INDEPENDENT WRITING

- Poem T411
- Conferences T408

WRITING BRIDGE

- FLEXIBLE OPTION**
 - Spelling: Spell Words with the Schwa Sound T412
 - Assess Prior Knowledge** T412
- FLEXIBLE OPTION**
 - Language and Conventions: Spiral Review: Complex Sentences T413

LESSON 2

READING WORKSHOP

SHARED READ

- Introduce the Text T216–T237
 - » Preview Vocabulary
 - » Read: *Nora’s Ark*
- Respond and Analyze T238–T239
 - » My View
 - » Develop Vocabulary
 - Quick Check** T239
 - » Check for Understanding

READING BRIDGE

- Word Study: Apply Schwa Vowel Sound T240–T241
- High-Frequency Words T240

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T242–T243
- Strategy and Intervention Activities T242
- Fluency T242
- ELL Targeted Support T242
- Conferring T243

INDEPENDENT/COLLABORATIVE

- Independent Reading T243
- Literacy Activities T243

WRITING WORKSHOP

MINILESSON

- Poetry T414–T415
 - » Rearrange Ideas for Coherence and Clarity
 - » Share Back

INDEPENDENT WRITING

- Poem T415
- Conferences T408

WRITING BRIDGE

- Spelling: Teach Words with the Schwa Sound T416
- FLEXIBLE OPTION**
 - Language and Conventions: Oral Language: Pronoun-Antecedent Agreement T417

LESSON 3

READING WORKSHOP

CLOSE READ

- Analyze Point of View T244–T245
 - » Close Read: *Nora's Ark*
- ✓ **Quick Check** T245

READING BRIDGE

- Read Like a Writer: Analyze Voice T246–T247
- Word Study: More Practice: Schwa Vowel Sound T248–T249 **FLEXIBLE OPTION**

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T250–T251
- Strategy and Intervention Activities T250
- Fluency T250
- ELL Targeted Support T250
- Conferring T251

INDEPENDENT/COLLABORATIVE

- Independent Reading T251
- Literacy Activities T251
- Partner Reading T251

WRITING WORKSHOP

MINILESSON

- Poetry T418–T419
 - » Edit for Nouns
 - » Share Back

INDEPENDENT WRITING

- Poem T419
- Conferences T408

WRITING BRIDGE

- Spelling: More Practice: Words with the Schwa Sound T420 **FLEXIBLE OPTION**
- Language and Conventions: Teach Pronoun-Antecedent Agreement T421

LESSON 4

READING WORKSHOP

CLOSE READ

- Make Connections T252–T253
 - » Close Read: *Nora's Ark*
- ✓ **Quick Check** T253

READING BRIDGE

- Write for a Reader: Use Voice T254–T255
- Word Study: Spiral Review: Words with the Suffix *-en* T256–T257 **FLEXIBLE OPTION**

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T258–T259
- Strategy and Intervention Activities T258
- Fluency T258
- ELL Targeted Support T258
- Conferring T259

INDEPENDENT/COLLABORATIVE

- Independent Reading T259
- Literacy Activities T259

WRITING WORKSHOP

MINILESSON

- Poetry T422–T423
 - » Edit for Comparative and Superlative Adjectives
 - » Share Back

INDEPENDENT WRITING

- Poem T423
- Conferences T408

WRITING BRIDGE

- Spelling: Spiral Review: Words with the Suffix *-en* T424 **FLEXIBLE OPTION**
- Language and Conventions: Practice Pronoun-Antecedent Agreement T425

LESSON 5

READING WORKSHOP

COMPARE TEXTS

- Reflect and Share T260–T261
 - » Write to Sources
- ✓ **Quick Check** T261
- » Weekly Question

READING BRIDGE

- Word Study: Schwa Vowel Sound T262–T263 **FLEXIBLE OPTION**
- ✓ **Assess Understanding** T262

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T264–T265
- Strategy, Intervention, and On-Level/Advanced Activities T264
- ELL Targeted Support T264
- Conferring T265

INDEPENDENT/COLLABORATIVE

- Independent Reading T265
- Literacy Activities T265

BOOK CLUB T265 **SEL**

WRITING WORKSHOP

MINILESSON

- Poetry T426
 - » Edit for Punctuation Marks
 - » Share Back

INDEPENDENT WRITING

- **WRITING CLUB** T427 **SEL**
- Conferences T408

WRITING BRIDGE

- Spelling: Spell Words with the Schwa Sound T428
- ✓ **Assess Understanding** T428
- Language and Conventions: Standards Practice T429 **FLEXIBLE OPTION**

UNIT 5 WEEK 4 WEEK AT A GLANCE: RESOURCE OVERVIEW

Materials

PRIMARY SOURCE
The Dust Bowl

READING ANCHOR CHART
Historical Fiction

EDITABLE ANCHOR CHART
Historical Fiction

RESOURCE DOWNLOAD CENTER
Additional Practice

LEVELED READERS TEACHER'S GUIDE

Words of the Week

High-Frequency Words

ready
anything

Develop Vocabulary

survived
astonished
dangerous
piteously
relief

Spelling Words

citizen
decimal
delicious
economy
gallon
global
item
nickel
notify
travel

Challenge Spelling Words

synthesis
precedent
president

Unit Academic Vocabulary

analysis
threat
damage
anticipate
pollution

WEEK 1 LESSON 1 READING WORKSHOP GENRE & THEME

Listening Comprehension

OBJECTIVE
Listen actively, use evidence to make inferences, and use text to support conclusions.

ELL Language Transfer
Engage in "book talk" questions:
• original, imaginative
• sensory, reconstructive
• relating, general

FLUENCY
Use oral fluency strategies to read aloud with accuracy and confidence. Encourage students to use oral fluency strategies to read aloud with accuracy and confidence. Encourage students to use oral fluency strategies to read aloud with accuracy and confidence.

THINK ALOUD
Analyze the text to understand the author's purpose and point of view. Encourage students to use oral fluency strategies to read aloud with accuracy and confidence.

Black Blizzards
I could hear Marie calling. I stood on the back porch, knowing she had forgotten us to go outside except when we had chores. It was so cold, playing in my yard and night. I wanted to breathe fresh air and run again. Our house was captured and held when we could go outside. There were no other houses around. Did this mean we were alone in the world? My uncle stayed here in 1932. My uncle stayed here in the dead—just as he was that we never wanted to leave. There were no other houses, no trees, and nobody. It was everywhere when the wind didn't blow in a storm. The air felt like a cloud of dust blowing higher and higher, the way I imagined an ocean wave would rise. Only the dark above the light. Not anything that felt like white ash like in Aunt Lucie's portrait. Some people called these storms "black blizzards."

READ ALOUD
"Black Blizzards"



READ ALOUD TRADE BOOK LIBRARY

Interactive Read Aloud

Fiction Lesson Plan

WHY
Interactive Read Aloud:
• engages students to learn about their independent reading levels.
• builds students' comprehension.
• reinforces students' reading language development.
• provides an opportunity to build fluency and improve reading.
• fosters a love and enjoyment of reading.

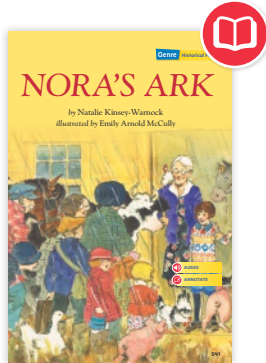
PLANNING
Select a text from the Read Aloud Trade Book Library or the school or classroom library.
• Analyze the text for the genre.
• Determine the Teaching Point.
• Write open-ended questions and include Think Alouds on sticky notes and place in the book at the points where you plan to stop to think with students.
Finalists Teaching Points
• Record the story.
• Record the characters.
• Determine Theme.
• Make Connections.
• Determine Point of View.

BEFORE READING
• Show the cover of the book to introduce the title, author, illustrator, and genre.
• Ask the students to share their thoughts on the cover.
• Point out interesting artwork or photos.
• Connect prior knowledge and students' personal background necessary for understanding.
• Discuss key vocabulary essential for understanding.

DURING READING
• You can choose to do a think-aloud to model how to get the most out of the text and apply Think Aloud and open-ended questioning for a deeper dive into the text.
• Read with expression to draw in listeners.
• Ask questions to guide the discussion and draw attention to the teaching point.
• Use Think Aloud to model strategies and model how to use in-classroom comprehension and critical thinking strategies.
• Help students make connections to their own experiences, beliefs they have read or learned in the past, or the world.

AFTER READING
• Summarize and allow students to share thoughts about the story.
• Engage in a discussion by modeling the "Think Aloud" you did at the end of the story.
• Choose and assign a Student Response Form available on ReadAloud.com.

INTERACTIVE READ ALOUD LESSON PLAN GUIDE



SHARED READ
Nora's Ark

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

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

Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.

ACADEMIC VOCABULARY


Language of Ideas Academic Vocabulary helps students understand important ideas. After you discuss the information in the *Student Interactive*, ask: [How can people anticipate possible damage from a natural disaster?](#)

- analysis
- threat
- damage
- anticipate
- pollution

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

Primary Sources

Remind students of the Essential Question for Unit 5: *How does the world challenge us?* Point out the Week 4 Question: *How should people respond during a disaster?*

Direct students' attention to the primary source on pp. 536–537 in the *Student Interactive*. Explain that a primary source gives direct examples or evidence on a topic. In this case, a person living in the Plains states during the Dust Bowl wrote in her diary about daily life and events during that time period. A diary is a primary source. 

Use the following questions to guide discussion:

- What does this primary source tell you about changes during the Dust Bowl disaster?
- How do Mabel's diary entries describe how people responded to this disaster?
- What does the primary source reveal about Mabel's point of view?

WEEKLY QUESTION Reread the Week 4 Question: *How should people respond during a disaster?* Explain that students will read this week about a natural disaster and how it affected the environment.

TURN, TALK, AND SHARE Have students discuss the Weekly Question on *Student Interactive* p. 537 with a partner.



ELL Targeted Support Organize Information Help students sort the information in the text into two categories: the environmental effects of the Dust Bowl and how people responded to it.

Draw a T-chart on the board and label the columns *What Happened* and *What People Did*. Help students find sentences in the text that relate to each column. Talk about the information and help students write it in the chart. **EMERGING/DEVELOPING**

Draw a T-chart on the board and label the columns *Effects of Dust Bowl* and *How People Responded*. Have students work in pairs to underline the effects of the Dust Bowl and then highlight what people did in response. Talk about the information and have students fill in the chart. **EXPANDING/BRIDGING**

STUDENT INTERACTIVE, pp. 536–537



WEEKLY LAUNCH: PRIMARY SOURCE

INTERACTIVITY

THE DUST BOWL

In the 1930s, lack of rain and overused farmland created disaster for the Plains States. The Dust Bowl drought of the 1930s affected 19 states and lasted from 1931 to 1939. Dust storms brought high, strong winds that blew dust everywhere. Skies were dark for days during the storms. Homes were either destroyed or filled with dust. Food was scarce. People headed west to find work and a new life.

Read some eyewitness accounts in these diary entries of Mabel Holmes, who lived in Topeka, Kansas, to find out what life was like during the Dust Bowl.



536

MARCH 15 1935 Elma's boys are in a tournament at High School tonight. A terrible wind & dust storm, could not hang out the clothes. Max moved to 1134 Polk & at Gt Bend Ks & Scottsbluff Nebr. the wind & dust is so bad motorists have had to stop.

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MARCH 16 1935 Temp. went from 82 to 24 today. The dust wave blew all night, at times could not see, everything covered with dirt. Dried the clothes in the bath room, got them ironed. Another war scare in Europe. Max was here all P.M. Several deaths & accidents from the Dust storms, trains were late.

MARCH 20 1935 A severe dust storm raged over the city all day, could not see Dibles plaza, nor to get around in the house without a light.

MARCH 21 1935 The houses are in a terrible condition from the storm. Was over an hr. getting dust off of porches & walks, more dust flying, but do not need lights.

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WEEK
4

Weekly Question

How should people respond during a disaster?

Turn and Talk With a partner, discuss how this firsthand account of the Dust Bowl helps you better understand how people cope with a disaster. Listen actively to your partner, and take notes on your discussion.

537

Listening Comprehension

OBJECTIVE

Listen actively, ask relevant questions to clarify information and make pertinent comments.

ELL Language Transfer

Cognates Point out the Spanish cognates in “Black Blizzards.”

- imagined : *imaginado*
- horizon : *horizonte*
- nervously : *nerviosamente*
- planting : *plantar*

FLUENCY

After using the Read-Aloud routine, display the selection. Model reading a part of the historical fiction story aloud, asking students to listen carefully to your expression. Ask students to notice how you pause for punctuation and demonstrate the flow of dialogue between characters. Have students choose a paragraph to practice reading with a partner.

THINK ALOUD

Analyze Historical Fiction

I know that the main character is telling the story in first-person point of view, because he says “I could hear” when he begins. I also learn how he feels about being stuck inside the house during the dust storms. I’m going to keep reading to learn more about Jeremy’s point of view.

Historical Fiction

Tell students you are going to read aloud a historical fiction story called “Black Blizzards.” Explain that students should listen actively as you read to determine the point of view of the main character, Jeremy. Prompt students to ask questions to clarify information in this story and follow planned discussion routines.

START-UP

READ-ALoud ROUTINE

Purpose Have students listen actively for the point of view of the main character in this historical fiction story.

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 analysis of point of view.

Black Blizzards

I could hear Mama calling. I stood on the back porch, knowing she had forbidden us to go outside except when we had chores. It was awful staying in day and night. I wanted to breathe fresh air and run again. Our house was cramped even back when we could go outside. There were six of us in our small house. But this was how things were in Kansas that summer of 1932.

My lungs stung from the dust—dust so fine that we never seemed clean. It was on our bodies, hair, floor, and furniture. It was everywhere, even when the wind didn’t blow in a storm. Far off, I noticed a cloud of dust billowing higher and higher, the way I imagined an ocean wave would rise. Only this dark wave was ugly, not splashing blue with whitecaps like on Aunt Lucy’s postcard. Some people called these storms “black blizzards.”

*“Black Blizzards,” continued*

“Yes, Mama?” I called. I turned to go inside, where Mama stood waiting, hands on hips.

“Jeremy, I need you and Thomas to feed the animals quickly. Don’t you see that storm brewing out on the horizon? Oh, and please fetch some water from the well before the next storm gets here!” she said, nervously retying her apron.

“Yes, ma’am,” I said. “Let’s go, Thomas!” Without a little water from the well, the next few days would be even more miserable. And the horse needed hay and shelter in the barn. Poor thing.

Before I was born, Mama and Pa moved to the Midwest from the east with only a few tools and household basics. The land stretched green with natural grasses, Pa said, just waiting to be planted by farmers like us. Pa picked a plot of land and built our house near a stream. He tilled the fields and planted wheat in the spring.

Our family grew three more times after I came along. We all worked together, like most farm families—fishing, gardening, helping in the fields, and taking care of the animals. Life was good. Pa planted more wheat each year, trying to sell enough to keep up with his growing family. Mama explained that with plows to help turn the grasses under, farmers in the Midwest planted most of their land to earn more income.

Then the rain stopped. The stream dried up. Before we knew it, the wheat died. There’s just bare dirt blowing around out there now. We had 14 dust storms last year, and Pa says it’s time to move on. We just can’t survive here. We’ll pack up what we can in the car and head west. All our neighbors are leaving too, one by one. Nobody seems to really know where we will end up. Pa said California has some promise of work. That’s a long way to go to find a job, I think, but we can’t stay here. Do I want to leave everything I know behind? No, but I sure can’t wait to breathe clean air again. As long as we stick together, we’ll be all right. Sometimes, a person has to hang on to the very best things and just let go of the rest.

**THINK ALOUD**

Analyze Historical Fiction I noticed when Jeremy describes what life was like before the dust storms, it sounds like he was happy even though the family all worked hard together. It seems that Jeremy knows that they can’t stay there, but he also feels unsure about driving off, not knowing what the future holds. I don’t know if these exact facts are true for a real family, but I know that there were many people during this time who experienced the Dust Bowl disaster. Jeremy has a message about life at the end. He tells readers what he values most: clean air and his family staying together. I feel confident that this is historical fiction set in the time period of the 1930s.

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****Identifying Point of View**

Point of View	Text Evidence

Use a T-chart to cite text evidence about a character’s point of view.

Historical Fiction

LEARNING GOAL

I can learn more about the theme *solutions* by reading a text that helps me analyze point of view in historical fiction.

OBJECTIVES

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

Recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts.

LANGUAGE OF THE GENRE

After discussing the genre and anchor chart, remind students to use words related to historical fiction in their discussions.

- characters
- real settings
- point of view
- theme

FLEXIBLE OPTION ANCHOR CHARTS

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

ELL Language Transfer

Cognates: Point out Spanish cognates in historical fiction:

- theme : *tema*
- narrator : *narrador*

Minilesson

FOCUS ON STRATEGIES Historical fiction has a setting within a real time period from the past. Other plot elements may be made up. Historical fiction is often a mix of facts and real and imaginary events and characters.

Notice when and where the story takes place. Knowing the setting can help readers predict some of the facts and events that they will read about.

- Look at the characters and decide if they are imaginary or if they were real people living in that historical time.
- Decide if a character is telling the story from his or her point of view, called first person, or if an outside narrator is telling the story, which is third person.

MODEL AND PRACTICE Model analyzing point of view and learning more about historical fiction In “Black Blizzards,” notice who is telling the story. An outside narrator would talk about the characters and their conversations using words such as *he*, *she*, and *they*. In this text, I can tell Jeremy is the narrator because he uses the words *I* and *we* as he tells the story.

Talk about other historical fiction students have read and how it compares with informational text. Discuss how reading historical fiction can help readers relate to the facts about a time period.

FLUENCY Reread the first four paragraphs of “Black Blizzards,” and ask students to listen to the tone you use when reading about Jeremy’s feelings. Explain that reading with expression helps build understanding. Model how the dialogue may have sounded when Jeremy’s mother called and he answered right away. Ask students how they think Mama would have sounded when she was telling Jeremy about the coming storm. Have partners practice reading these passages expressively.



FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies to identify point of view in historical fiction.

OPTION 1 TURN, TALK, AND SHARE Have students work with a partner to complete the Turn and Talk activity on *Student Interactive* p. 538. Circulate to see if students understand what kinds of characters are found in historical fiction.

OPTION 2 Use Independent Text Have students use sticky notes to mark places that reveal the point of view in their historical fiction independent reading. Ask students to write on the sticky note whether the point of view is third person or first person and how they know.

QUICK CHECK

Notice and Assess Can students identify point of view in historical fiction?

Decide

- **If students struggle**, revisit information about point of view in Small Group on pp. T214–T215.
- **If students show understanding**, have them continue to practice identifying point of view in Small Group on pp. T214–T215.

STUDENT INTERACTIVE, pp. 538–539



GENRE: HISTORICAL FICTION

Learning Goal

I can learn more about themes concerning *solutions* by analyzing point of view in historical fiction.

Historical Fiction

Historical fiction is realistic fiction that takes place in a certain time period in the past. It combines imagination and fact. Historical fiction includes

- **Characters, settings, and events** that could be real, made-up, or a mix of the two
- A **first-person point of view** (the narrator is a character in the story) or a **third-person point of view** (the narrator is outside the story and telling the events)

TURN and TALK Discuss with a partner how you identified the point of view in a historical fiction text you have read.

Be a Fluent Reader Fluent readers read with expression. Practice reading dialogue in historical fiction until it sounds like natural speech.



When you read dialogue aloud,

- Raise or lower the pitch of your voice to express how the character feels.
- Read with excitement when you see an exclamation mark.

READING WORKSHOP

HISTORICAL FICTION ANCHOR CHART**Setting**

- The time period is real.
- The place is real.

Characters

- Characters may be real, made up, or both.

Plot

- Events can be real or made up.

Point of view

- The story is told in first-person or third-person point of view.

Theme

- The story often contains a theme, or message about life.

Academic Vocabulary

LEARNING GOAL

I can develop knowledge about language to make connections between reading and writing.

OBJECTIVE

Respond using newly acquired vocabulary as appropriate.

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 cognates:

- analysis : *análisis*
- anticipate : *anticipar*

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 uses words in a way that gives them a meaning beyond their dictionary definitions. A simile is one type of figurative language. Similes use the words *like* or *as* to compare two unlike things.

MODEL AND PRACTICE Model this strategy by completing the first sentence in the activity on p. 567 in the *Student Interactive*.

- I will start by reading the first sentence and underlining the simile. Remember, similes use the words *like* or *as* to compare two things. I will underline the phrases *pencil snapped* and *like a twig*. This simile compares a pencil to a twig. Next I will look at the academic words in the Word Bank and decide which one best relates to the simile. The word *damage* means “to cause harm.” When a pencil snaps like a twig, it has been damaged, so I will write *damage* on the line.
- Have students apply this strategy to complete the activity. Then discuss responses and correct misunderstandings.

ELL Targeted Support Figurative Language Help students understand that writers use figurative language to help readers better understand what they are reading.

Write the sentence *She walks like a bird* and act out how a person might walk like a bird. Then erase the word *walks* and discuss the movements or actions of a bird. Ask students to think of other action words to write in the blank. Fill in the blank with students’ suggestions and have them perform the actions. **EMERGING/DEVELOPING**

Have students write similes for action words like *run*, *jump*, and *climb*. Ask students to use the action words to create similes using the following sentence frames: *He/She/It _____ like a _____ or He/She/It _____ as _____ as a _____.* **EXPANDING/BRIDGING**



ASSESS UNDERSTANDING

Apply

My TURN Have students follow the same strategy as they complete the other sentences on *Student Interactive* p. 567. Remind students that they will use Academic Vocabulary throughout this unit.

STUDENT INTERACTIVE, p. 567



VOCABULARY

READING-WRITING BRIDGE

Academic Vocabulary

Figurative Language gives words a meaning beyond their dictionary definitions. 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 below,

1. **Read** each sentence and underline the simile.
2. **Match** the word in the word bank with the simile that best relates to the definition of the word.
3. **Choose** two similes. Use each simile and its related academic vocabulary word in a sentence.

WORD BANK

analysis threat damage anticipate

1. The pencil snapped in half like a twig. damage
2. She studied the scene as carefully as a detective. analysis
3. Waiting for the starting signal, the runner is as still as a statue. anticipate
4. The possible punishment loomed over us like storm clouds. threat
Possible responses: I conducted my analysis as carefully as a detective. The threat of being grounded loomed over us like storm clouds.

Word Study Schwa

OBJECTIVE

Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; *r*-controlled syllables; and final stable syllables.

LESSON 1

Teach Schwa Vowel Sound

FOCUS ON STRATEGIES In multisyllabic words, there can be stress, or emphasis, on one or more syllables. Some syllables are not stressed. In an unstressed syllable, the vowel sound may be neither long nor short. This is the schwa vowel sound. Its sound is *uh*.

MODEL AND PRACTICE To demonstrate how to use the schwa vowel sound to decode words, write the words *telephone*, *soda*, and *alone* on the board. Guide students to identify the unstressed syllable in each word. Then ask them to pronounce each word, focusing on the *uh* sound in the unstressed syllable to reveal the schwa vowel sound.

Guide students to use the schwa vowel sound to decode the words *lemon* and *second*.



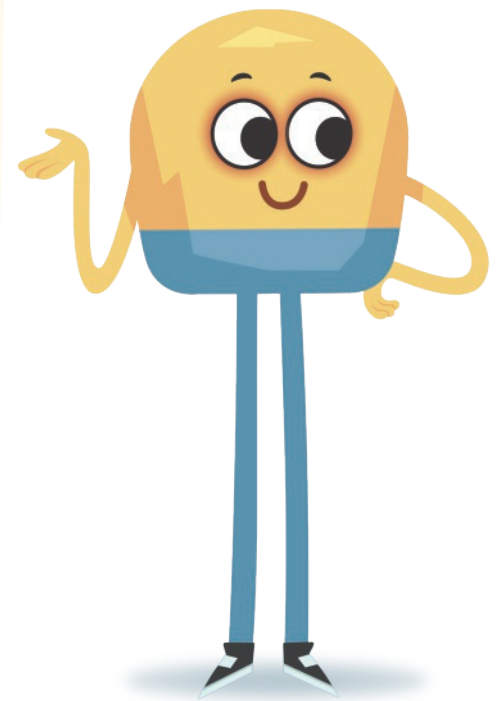
ELL Targeted Support

Schwa Use the following activities to teach students how to identify the schwa vowel sound in their speech.

Explain to students that schwa has the *uh* sound. Have students say the *uh* sound with you. **EMERGING**

Have students pronounce *pilot* and *banana* to hear the *uh* sound at the end of these words. Have students say these words to each other. **DEVELOPING**

Write the words *salad*, *vacant*, *pencil*, and *apron* on note cards. Have pairs pronounce them, emphasizing the *uh* sound in each word's second syllable. **EXPANDING/BRIDGING**



LESSON 1

Teach Schwa Vowel Sound


LESSON 2

Apply Schwa Vowel Sound

FLEXIBLE OPTION
LESSON 3

More Practice

FLEXIBLE OPTION
LESSON 4

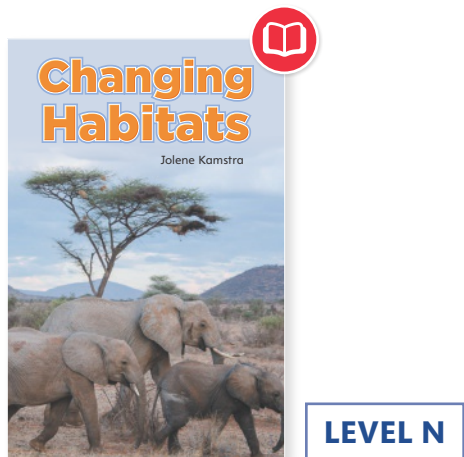
 **Spiral Review:**
Words with the Suffix *-en*

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 in SavvasRealize.com.



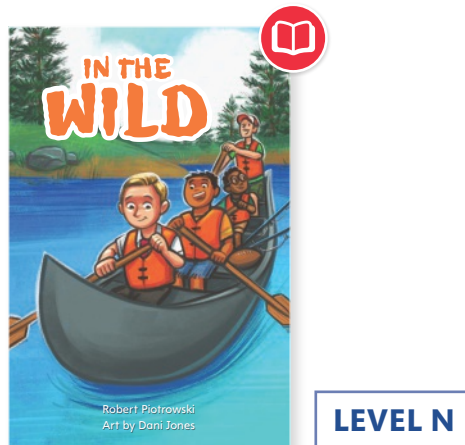
Genre Informational Text

Text Elements

- Presentation of multiple subtopics
- Some new vocabulary explained in the text

Text Structure

- Description



Genre Realistic Fiction

Text Elements

- Plot with numerous episodes
- Table of contents, chapter titles

Text Structure

- Chronological



Genre Realistic Fiction

Text Elements

- Characters revealed by what they say and do
- Minimal illustration

Text Structure

- Chronological

Guided Reading Instruction Prompts

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

Identify Historical Fiction

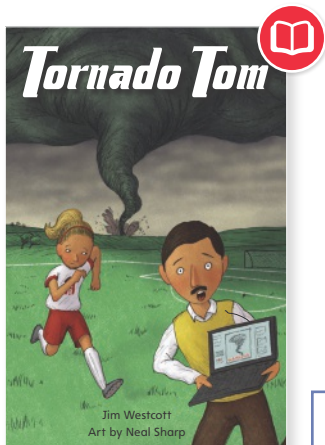
- How can you tell you are reading historical fiction?
- What real time and place are described?
- What are some of the facts or real events you noticed?

Develop Vocabulary

- How did you use context clues to figure out the meaning of ____?
- Which words helped you understand the point of view?
- Which words helped you understand the time period?
- Which words were the most interesting or new to you?

Analyze Point of View

- Who is telling the story: a narrator from outside the story (third person), or a character in the story (first person)?
- What did you learn about the main character's or narrator's point of view of what is happening?



LEVEL O

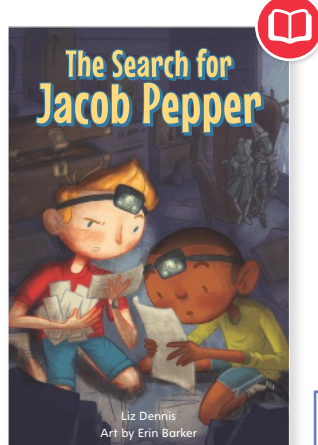
Genre Realistic Fiction

Text Elements

- Plot with numerous episodes
- Story carried through text

Text Structure

- Chronological



LEVEL P

Genre Realistic Fiction

Text Elements

- Characters revealed by what they say and do
- Table of contents and chapter titles

Text Structure

- Chronological



LEVEL P

Genre Informational Text

Text Elements

- Variety of text features
- Some new vocabulary explained in the text

Text Structure

- Description

Making Connections to Viewpoint

- In what way have you been able to make connections with the point of view in the story?
- How would you feel if you faced the same situations as the main character?
- How did the point of view (first person or third person) help you connect with the main character?

Compare Texts

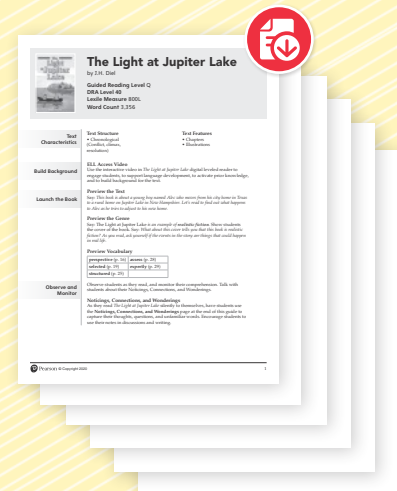
- How does this historical fiction text compare to other texts you have read?
- How are historical fiction and informational text different?

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. T207 to determine small group instruction.

Teacher-Led Options

Strategy Group



IDENTIFY HISTORICAL FICTION

Teaching Point When you read fiction, you can determine that it is historical fiction if the time and place are real. The main characters and some of the story events could be real or made up. Determine the point of view to better understand the historical background and the author's reason for writing the text. Review the anchor chart on p. 539 of the *Student Interactive* for elements of historical fiction.

ELL Targeted Support

Remind students that informational text tells facts and details about a topic. Explain that historical fiction can also tell facts about a real time and place.

Draw a Venn diagram. Compare the informational text on *Student Interactive* pp. 536–537 with “Black Blizzards.” After rereading “The Dust Bowl” aloud, have students name facts, and write them on the diagram. Do the same with “Black Blizzards.” Ask students to compare the facts learned in the two texts.

EMERGING/DEVELOPING

Have partners use Venn diagrams to record factual details from the historical fiction story “Black Blizzards” and the primary source on pp. 536–537 of the *Student Interactive*. Ask students to compare and contrast the texts.

EXPANDING/BRIDGING



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

Intervention Activity



READING FICTION

Use Lesson 21, pp. T133–T138, in the *myFocus Intervention Teacher's Guide* for instruction on characteristics of fiction.

LEVEL D • READ

Lesson 21 Genre: Fiction

DIRECTIONS Read each story. Pay attention to the way the ideas and events are organized. Think about who each story is about, where and when it takes place, and who tells the story.

A Forever Home

- 1 The day had come. Sarah really wished Max could stay. The hardest part of fostering was sending animals to their new homes. Usually it was sad, but it wasn't a huge deal. Sarah had her dog Matilda. They were constant companions. But there was something special about Max.
- 2 He was so little. He was so scared when he first came to live with Sarah. He would sit near only Sarah and Matilda. He would climb right into Sarah's lap. He would snuggle up under Matilda's big floppy ear. Sarah and Matilda loved Max.
- 3 Max went everywhere with them. They took him to the park and to the river. They also took him to adoption events. At this last event, someone submitted an application to adopt Max. Sarah was worried.
- 4 “But he is my dog,” Sarah insisted, despite her mother's reminders that they couldn't keep every dog they fostered. Max was different.
- 5 The day came for Max to go. Sarah, Matilda, and her mom drove Max to his new home. He looked confused when they drove away without him. Sarah's heart broke, and Matilda would not quit whining.
- 6 Sarah went to bed early, crying herself to sleep with Matilda by her side.
- 7 Early the next morning, Sarah woke up to slobbery licks on her face. “Max! Cut it out!” she said. She sat straight up in bed. “MAX!!!!”
- 8 Sarah's mom peeked in. “You were right, Sarah. Max is your dog. And it looks like he is Matilda's, too.” The dogs were snuggled up together, wagging their tails like crazy.

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On-Level and Advanced



INQUIRY

Question and Investigate Have students use the primary source on *Student Interactive* pp. 536–537 to develop questions about how people respond to natural disasters and then select one question to investigate. Throughout the week, have students conduct research about the question. See *Extension Activities* pp. 214–218 in the *Resource Download Center*.

Conferring

3 students / 3-4 minutes
per conference

IDENTIFY HISTORICAL FICTION

Talk About Independent Reading Ask students to identify the point of view in the historical fiction text they are reading.

Possible Conference Prompts

- Who is telling the story? Is it told in first person or third person?
- How does the story's point of view help you identify the text as historical fiction?

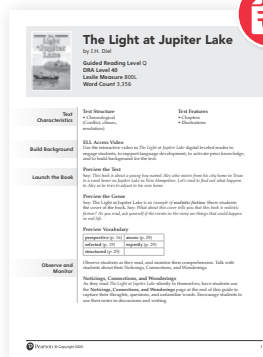
Possible Teaching Point Identifying a story's point of view can help you better understand the events in a historical fiction text.

Leveled Readers



IDENTIFY HISTORICAL FICTION

- For suggested titles, see “Matching Texts to Learning,” pp. T212–T213.
- For instructional support on how to identify the characteristics of historical fiction, see the *Leveled Reader Teacher's Guide*.



Whole Group

Share Bring the class back together as a whole group. Have students share examples of observations from their sticky notes or the Turn and Talk discussion.

Independent/Collaborative

Independent Reading



Students can

- read a self-selected trade book.
- reread or listen to a previously read text.
- read their Book Club text or a book 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 book in a reader's notebook.
- read 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 *Do Tornadoes Really Twist?*
- talking points to share with students.
- collaboration prompts and conversation starters.
- suggestions for using the Discussion Chart.
- alternate texts to support the unit theme and Spotlight Genre.

Introduce the Text



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. 540 in the *Student Interactive*. Have students share what they already know about the words. Define words as needed.
 - survived:** lived through or stayed alive
 - astonished:** very surprised or amazed
 - dangerous:** unsafe or likely to cause harm
 - piteously:** in a sad and suffering way
 - relief:** a feeling of happiness that follows worry
- As you read, highlight the words when you see them in the text. Think about how the words are used to describe the challenges the family and their friends face.

Read

Discuss the First Read Strategies. Prompt students to preview the illustrations and establish a purpose for reading this historical fiction selection.

FIRST READ STRATEGIES

NOTICE Tell students to pay attention to parts of the text and images that make them wonder about the story.

GENERATE QUESTIONS Remind students to ask themselves what the author wants them to understand as they read. Ask students to jot down questions they have before and after reading.

CONNECT Ask students to connect this text to what they know from their own life and experiences.

RESPOND Have students talk about the text with a partner.

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 Pamela Mason, Harvard University

“As students try to tackle more complex texts, they encounter longer sentences and academic vocabulary that may be described or defined within the syntax of sentences. The assumption is that students know how to use those cues. For example, we may think that an appositive is an obvious syntactic clue and that students know what appositives are. We must be specific about teaching students how to use both the semantics and the syntax to understand text.”

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



ELL Targeted Support Contrast Tell students they can learn new words by contrasting a new word’s meaning with similar and opposite words that they already know.

Write synonyms and antonyms for the vocabulary words on the board, such as *lived/died* for *survived* and *unsafe/safe* for *dangerous*. Discuss how the meanings of the words are alike and different. **EMERGING/DEVELOPING**

Help partners generate synonyms and antonyms for the vocabulary words, such as those given above. Have students compare their lists with another pair and define their synonyms and antonyms. **EXPANDING/BRIDGING**

ELL Access

Background Knowledge To help students connect the story’s rural New England setting to rural settings in previous selections, have them contrast characteristics of farming areas and cities. Use images of both rural and urban areas to discuss characteristics such as population density, use of land, the size of towns/cities, and common structures found in each type of place. Point out that there are also cultural differences, such as different speech patterns or expressions and levels of familiarity with neighbors. Ask students to share their ideas about additional examples of rural life and culture.

STUDENT INTERACTIVE, pp. 540-541



Meet the Author



Natalie Kinsey-Warnock has always lived in Vermont, where her Scottish ancestors first settled in America. Her dozens of books for young people include *As Long As There Are Mountains*, which is a book based on her childhood on a dairy farm in a region of Vermont called the Northeast Kingdom.

Nora’s Ark

Preview Vocabulary

As you read *Nora’s Ark*, pay attention to these vocabulary words. Notice how they describe the challenges the family and their friends face.

survived	astonished
dangerous	piteously relief

Read

Preview the illustrations to establish a purpose for reading. Follow these strategies when you read this **historical fiction** text the first time.

<p>Notice text and images that make you wonder about the text.</p>	<p>Generate Questions by asking yourself what the author wants you to understand.</p>
<p>Connect this text to what you know from your own life.</p>	<p>Respond by talking about the text with a partner.</p>

First Read

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Genre Historical Fiction

NORA’S ARK

by Natalie Kinsey-Warnock
illustrated by Emily Arnold McCully



AUDIO
ANNOTATE

First Read

Notice

Before I begin reading, I will look at the illustration. I see that there are three people in this family, and I wonder whether the young girl or the grandmother is the Nora character from the selection title. Since the grandfather is wearing overalls, I think the family lives on a farm. What do you notice that makes you curious about the characters or story?

Possible Response: I have never seen a stove like the one shown, with a top oven and a pipe coming out of it. This makes me wonder when the story takes place. I do not see any of the animals that were on the title page, but I want to know if the horse that was in the house is theirs or if they will get the horse in the story.



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Possible Teaching Point

Read Like a Writer | Author's Craft

Graphic Features To help students recognize how illustrations can support understanding in historical fiction, ask them to identify details in the illustration that are clues about the selection's genre. If necessary, point out the cookstove. Explain that before 1930, stoves burned wood or coal and were used for heating the house as well as cooking. Ask students to use the details in the illustrations to predict the time period of the story.



- 1 When I was born, Grandma said I was so small I looked like a little bird. That's why I was named Wren. Grandma may look small, too, but she's made of granite, and she says I'm tough, just like she is. Good thing, or we never would have survived the 1927 Flood.
- 2 Grandma and Grandpa lived on a little farm by a river in Vermont. They didn't have much money, but there was always plenty to eat—milk from Grandpa's cows, vegetables from Grandma's garden, apples and plums from the orchard, fish from the river, and maple syrup that Grandpa and Grandma made each spring.

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CLOSE READ

Analyze Point
of View

Underline sentences that help you identify the point of view from which the story is told. Notice the pronouns used.

survived lived through or stayed alive

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First Read

Generate Questions

THINK ALOUD The narrator tells us her name is Wren, and I think she is the little girl in the illustration. Does this mean that Grandma's name is Nora? Does the narrator tell us about the flood in 1927 because this is what the story will be about, or has that already happened? I will keep reading to find answers to these questions.

Close Read

Analyze Point of View

Explain that authors use a first-person point of view when they tell a story from the perspective of a narrator who is a character. The first-person narrator uses the pronouns *I* or *we* to share his or her thoughts and experiences. With a third-person point of view, the narrator is not a character and uses *he*, *she*, *it*, or *they* to share the story.

Have students scan **paragraph 1** and underline pronouns that help them identify the point of view from which the story is told. **See student page for possible responses.**

Elicit that the story is told from a first-person point of view. Ask: **Why do you think the author uses a first-person narrator to tell the story?**

Possible Response: Wren survived the flood and can explain what it was like for her. Since she is young, readers probably can relate better to her than to her grandparents.

DOK 2

OBJECTIVES

Identify the use of literary devices, including first- or third-person point of view.

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

Possible Teaching Point




Read Like a Writer | Author's Craft

Voice To help students recognize that authors create the narrator's voice, call their attention to the third sentence in paragraph 1, particularly this phrase: "she says I'm tough, just like she is." Point out that a first-person narrator's voice reflects her or his personality, background, and feelings. Ask: **What kind of person does the narrator sound like? What else may the author want readers to understand about the narrator from these words?** For further instruction, use the Read Like a Writer lesson on pp. T246–T247 in the Reading-Writing Workshop Bridge.

First Read

Notice

 **THINK ALOUD** The narrator says Grandpa is building “Grandma” a new house, not building “us” a new house, so I think Wren may just be visiting. The description of the house reminds me that this story is historical fiction, but I still am not sure if it is taking place in 1927.

Close Read

Make Connections

Have students scan **paragraph 3** and highlight details that help them compare and contrast houses in their community with Grandma’s new house. **See student page for possible responses.**

Ask: *How does your knowledge help you learn more about the setting and its effect on the characters?*

Possible Response: In 1927, farmhouses did not have electricity, electric washing machines, or indoor bathrooms, so they probably also did not have many other things that most houses today have. I think life must have been harder back then.

DOK 2

OBJECTIVES

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

Analyze plot elements, including the sequence of events, the conflict, and the resolution.

CLOSE READ

Make Connections

Highlight Wren’s description that helps you compare and contrast houses in your community with Grandma’s new house.

- 3 Grandpa was building Grandma a new house. It sat on a hill and, when finished, it would have electricity, a wringer washing machine, and best of all, an indoor bathroom.
- 4 “I don’t need a new house, Horace,” Grandma said. “We’ve lived here forty years, raised eight children, and been as happy as a family could be. That new house is just gravy.”
- 5 “What do you mean?” I asked her.
- 6 Grandma thought how she could explain it to me.
- 7 “You like potatoes, don’t you, Wren?”
- 8 “Yes, ma’am,” I told her. Grandma made the best mashed potatoes in the world, with lots of milk, butter, and pepper in them. You could make a meal out of just her potatoes.
- 9 “You like gravy on them?”
- 10 “I reckon.” Grandma did make good gravy. “But your potatoes taste good without gravy, too,” I told her.

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Possible Teaching Point

Read Like a Writer | Author’s Craft

Point of View To develop students’ understanding that authors choose the point of view and narrator of a story for specific purposes, ask students if they understood Grandma’s comment that the “new house is just gravy” in paragraph 4. Ask: *Why does Grandma explain what she means?* (Wren, the narrator, asks her to explain.) Have students share their ideas about why the narrator remembers this conversation.



- 11 “Exactly,” Grandma said. “Gravy tastes good, but you don’t need it, and I don’t need that new house. I like living here.”
- 12 But Grandpa kept right on building.



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First Read

Generate Questions

I have some questions about paragraph 11. Is Grandma saying that it is better to do without the things that you do not need? Or does Grandma’s explanation show that she does not like things to change? What questions do you have about what the author wants us to understand from the text or the illustration?

Possible Response: Does Grandpa keep building the house because he thinks Grandma really wants it? Is Grandpa really building a whole house by himself? Is the author showing us this illustration to hint that Grandpa will build the ark from the title or to make us believe that he will be able to build it?

CROSS-CURRICULAR PERSPECTIVES

Social Studies



Vermont is a mountainous state susceptible to flooding, with more than one federally declared flooding disaster per year since 2000. Most of the state is covered by the Green Mountains, which run from north to south across the middle of the state and are part of the northern Appalachian Mountains. Just 15 percent of the state’s terrain is level and has soil suitable for farming; the remaining terrain has thin topsoil that is rocky and less capable of holding water. Additionally, natural river corridors and floodplains in Vermont that could help the state cope with excess storm water are in need of restoration. Have students connect this information to the “The Dust Bowl” primary source text on pp. 536–537 of the *Student Interactive*.

First Read

Connect

THINK ALOUD When Wren says that “no one along the river” knew there would be so much rain, I think about how lucky we are today to have storm warnings. Heavy rain can cause a river to overflow its banks and flood nearby houses. Grandma probably knows this, too, and is baking bread to prepare for an emergency. I don’t think Wren knows the river might flood, though, since she doesn’t understand why Grandma makes so many loaves.

Close Read

Vocabulary in Context

Have students find the word *torrents* in **paragraph 14** and use context clues within and beyond the sentence to determine the meaning of the word. Prompt students to underline their context clues. **See student page for possible responses.**

Ask: *Why does the narrator use *torrents* instead of another word?*

Possible Response: Because the rain “drummed so loudly” on the roof, I think *torrents* must be strong, fast streams of water or liquid. The rain would not make that sound if it came down in drops. Also, since nine inches of rain fell in two days, the word *torrents* seems more accurate than *raindrops*, even if the drops were big and heavy.

DOK 2

OBJECTIVES

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

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

CLOSE READ

Vocabulary in Context

Use context clues within and beyond the sentence to determine the meaning of the word *torrents* in paragraph 14.

Underline the context clues that support your definition.



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13 When it began to rain on November 2, 1927, no one along the river had any idea nine inches of rain would fall in two days. Life in Vermont was about to change forever.

14 The rain came down in torrents. It drummed so loudly on the roof we couldn’t talk. Grandma spent the morning baking bread. By noon, she’d made twenty-seven loaves.

15 “Grandma, why’d you make so much bread?” I shouted.

16 Grandma watched the water stream down the windows.

17 “We might need it,” she said, but I couldn’t imagine how we’d eat twenty-seven loaves of bread.

18 When Grandpa came in for lunch, he poured a quart of water out of each boot.

19 “I’ve never seen the river rise so fast,” he said. “I think we’d best get up to the new house.”

20 For once, Grandma didn’t argue. By the time she’d packed quilts, candles, her photo albums, and a sack of potatoes, the water was up to the porch.

21 Grandpa let all the cows and horses out of the barn.

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Possible Teaching Point

Word Study | Schwa

Use the Word Study lesson on pp. T210–T211 in the Reading-Writing Workshop Bridge to teach students how they can read words with the schwa vowel sound. Ask students to identify other multisyllabic words on the page with the schwa sound, such as in paragraphs 13 (*about*) and 16 (*water*).



- 22 “What will happen to them?” I asked.
- 23 “They’ll get to higher ground and be all right,” he said. “Don’t worry, Wren.” But I could tell he was the one who was worried.
- 24 I loaded all those loaves of bread into my old baby carriage, covered it with an oilcloth, and pushed it through the mud and rain to the new house.
- 25 “Guess I built this place just in time,” Grandpa said.
- 26 “If I didn’t know better, I’d think you caused this flood just so I’d have to move into the new house,” Grandma said, but she seemed glad to be on higher ground, too.
- 27 We’d scarcely set foot inside when we heard pounding on the door.

CLOSE READ

Analyze Point of View

Underline Wren’s descriptions that help you understand her grandparents’ feelings.



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ELL Targeted Support Background Knowledge Tell students that in informal speech, sometimes people do not say the subject of the sentence. Display paragraph 25: “Guess I built this place just in time,” Grandpa said.

Copy the sentence with an *I* inserted (“I guess I . . .”). Read each sentence aloud and have students repeat it. Ask to whom Grandpa is speaking and explain that the *I* is understood. **EMERGING/DEVELOPING**

Ask students to summarize what Grandpa is saying, and explain that the *I* is understood. Have students rewrite the sentence to show what Grandpa would say if he was telling Wren or Grandma to make a guess about the house.

EXPANDING/BRIDGING

First Read

Notice

THINK ALOUD Grandpa has just finished building the new house, so the narrator must have jumped ahead in the story’s time line between page 545 and page 546. The illustration shows that Grandpa brought a suitcase, so I agree with the narrator that he is more worried than he lets on.

Close Read

Analyze Point of View

Have students scan **paragraphs 23–26** and underline Wren’s descriptions that help them understand her grandparents’ feelings. **See student page for possible responses.**

Say: Explain what these details help you understand about the way Wren’s grandparents are acting.

Possible Response: They are acting braver than they feel. Grandpa tells Wren not to worry, but she notices “he was the one who was worried.” Grandma teases Grandpa like nothing is wrong, but she also “seemed glad to be on higher ground.”

Ask: Why do you trust the narrator’s observations?

Possible Response: Since they are her family and she is close with them, I think she knows them well enough to recognize when they are worried.

DOK 2

OBJECTIVES

Explain the relationships among the major and minor characters.

Identify the use of literary devices, including first- or third-person point of view.

First Read

Notice

This is a surprising illustration! What do you think is happening here? Do the details in the illustration provide any more clues about the setting of the story or about the plot? Discuss with a partner your ideas about what the illustration shows.

Possible Response: Discussions will vary, but students should predict that the boys are trying to save the chickens from the flood. Students may connect to the biblical story of Noah's ark and predict that other people will bring animals to the house as well. Students also may wonder why the boys are carrying the chickens in sacks and notice that the boys' caps are not a popular style today.



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CROSS-CURRICULAR PERSPECTIVES

Social Studies



Vermont's rugged terrain does not lend itself to large-scale agriculture, but it is well suited to smaller farms. Despite the importance of these farms to the state's much larger tourism industry, the number of such farms continues to decline. Vermont's chief agricultural products are dairy (milk, butter, and cheese) and maple sugar. The state's sugar maple and spruce trees provide sap for Vermont's famous maple syrup and wood for the lumber industry.



- 28 The three Guthrie boys stood on the porch, burlap bags in each hand. The bags squirmed and squawked.
- 29 “Our barn’s flooded. Can we keep the chickens here?”
- 30 They emptied the chickens onto the kitchen floor.
- 31 “Some of our heifers are stranded in the fields,” one of the boys said. “We’re gonna see if we can push them to higher ground.”
- 32 “I’ll go with you,” Grandpa said.
- 33 “May I go, too?” I asked.
- 34 “No!” Grandpa and Grandma both said at once.
- 35 “Be careful,” Grandma told him, and he and the boys disappeared through the rain.
- 36 Even with all those chickens, the house seemed empty with Grandpa gone.
- 37 Grandma saw me shiver and wrapped a quilt around me.
- 38 “It’s getting colder,” she said. “I wish I had my cookstove here.” She held me close as we stood watching the rain.
- 39 “I wish Grandpa would come back,” I said.
- 40 “Me, too,” said Grandma.

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CLOSE READ

Make
Connections

Highlight details that you can use to compare and contrast ways people help one another in your community and in Wren’s community.

First Read

Generate Questions

THINK ALOUD I am confused by some details on this page. Are the Guthrie boys important to the story? Is there no cookstove in the house because it is not completely built or because the family has not moved in yet? Does the family use a cookstove to warm the house in addition to using it to cook? Is Wren’s wish that Grandpa would come back a hint that something may happen to him? I will jot these questions down and see if the text provides answers.

Close Read

Make Connections

Have students scan **paragraphs 28–33** and highlight details that they can use to compare and contrast the ways people help one another in their community and in Wren’s community. **See student page for possible responses.**

Ask: **Based on these similarities and differences, how would you describe Wren’s community? Use text evidence to support your response.**

Possible Response: It is probably a small, close community where people help one another often. When the Guthrie boys show up, they do not wait for anyone to say it is okay to bring the chickens in the house, so I think they already know it is okay. People help each other in my community, but they usually call to ask for a favor or offer help, like Grandpa, instead of just coming over.

DOK 2

OBJECTIVES

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

Make inferences and use evidence to support understanding.

549

Possible Teaching Point



Read Like a Writer | Author’s Craft

Voice To develop students’ understanding of the narrator’s voice, use the Read Like a Writer lesson on pp. T246–T247 in the Reading-Writing Workshop Bridge to have students analyze paragraphs 37–40. Remind students that what the first-person narrator describes can help readers understand the narrator’s personality and feelings, even when the words are coming from another character.

First Read

Connect

THINK ALOUD I am as surprised as Wren that Grandma lets the horse into the new house. But since the grandparents are farmers, I can think about how farmers probably feel about animals to understand why Grandma does this. I also know that animals can sense danger, so Major has probably come to the house because it is not safe for him outside. That means it is not safe for people to be outside, either.

Close Read

Analyze Point of View

Have students scan paragraphs 42–44 and underline details that reveal what Wren and Grandma think about having a horse in the house. See student page for possible responses.

Ask: How does Wren's point of view help you understand her relationship with Grandma?

Possible Response: Since Wren is “astonished” that Grandma lets the horse in, she was not expecting Grandma to do that. I think Wren probably can predict what Grandma will do most of the time. The fact that Grandma explains her reasoning to Wren also makes me think that they have a close relationship. Not all adults would explain their actions to children.

DOK 2

OBJECTIVES

Explain the relationships among the major and minor characters.

Identify the use of literary devices, including first- or third-person point of view.

CLOSE READ

Analyze Point of View

Underline details that reveal what Wren and Grandma think about having a horse in the house. How does the narrator's point of view help you understand her relationship with Grandma?

astonished very surprised or amazed

- 41 We both shrieked when a huge head appeared in the window. It was Major, one of the Fergusons' horses.
- 42 I was even more astonished when Grandma opened the door and led him in.
- 43 “You're bringing Major into the house?”
- 44 “We don't have a stove,” Grandma said. “He's big. He'll add heat to the place.”
- 45 Major took up half the kitchen. The other half was taken up by loaves of bread and chickens.
- 46 We had chickens in the cupboards, chickens on the shelves and in the baby carriage, even chickens roosting on Major's back.



550

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Possible Teaching Point

Read Like a Writer | Author's Craft

Tone To help students recognize or appreciate the humor in this part of the story, ask if they can describe the narrator's tone on this page. Remind students that word choices are clues about tone, and ask students to read aloud the first sentence in paragraph 41. Ask: **What is the difference between a shriek and a scream? What do you think it sounded like when Wren and Grandma shrieked together? Is “a huge head appeared in the window” a creepy description or a comical one?**



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- 47 Our next visitors were Mrs. Lafleur and her daughter, Madeleine. Mrs. Lafleur didn't speak much English.
- 48 "Our house wash away," Mrs. Lafleur said. "We row boat here."
- 49 Madeleine looked around the kitchen, and her eyes opened wide.
- 50 "Des poulets dans le chariot de bébé?" she said. I guess she'd never seen chickens in a baby carriage before.

CLOSE READ**Analyze Point of View**

Underline details that you can use to explain how Wren's point of view helps the reader understand Madeleine's reaction. Consider how your own point of view differs from that of the narrator or other characters.

551

Possible Teaching Point**Word Study | Schwa**

Remind students that some multisyllabic words have the schwa, or *uh*, sound in an unstressed syllable. Divide *Lafleur* in paragraph 47 into syllables, read it aloud, and ask students to identify the stressed and unstressed syllables and schwa sound. Have students identify another word with the schwa sound in paragraph 47 (*daughter*). Use the Word Study lesson on pp. T210–T211 in the Reading-Writing Workshop Bridge for additional practice.

First Read**Notice**

I think the phrase "our next visitors" is a hint that more visitors will come later. What can you infer about the visitors, Madeleine and Mrs. Lafleur?

Possible Response: The flooding is already so bad that it washed the Lafleurs' house away, so they are lucky that they have a boat.

Close Read**Analyze Point of View**

Have students consider whether they need to know exactly what Madeleine says in paragraph 50. Ask students to scan **paragraphs 49–50** and underline details that help them understand Madeleine's reaction to what she sees in the kitchen. **See student page for possible responses.**

Say: **How does Wren's point of view help readers understand what Madeleine is probably thinking?**

Possible Response: Since Wren is describing everything that happens, readers see what she sees. Wren says that Madeleine's eyes "opened wide" and makes a guess that "she'd never seen chickens in a baby carriage before," which tells readers that Madeleine is probably wondering what is going on.

Remind students that the narrator, the other characters, and the reader each represent a different point of view. Direct pairs to discuss how their own point of view differs from the narrator and the other characters.

DOK 2**OBJECTIVES**

Make inferences and use evidence to support understanding.

Identify point of view (including first- and third-person point of view); distinguish their own point of view from that of the narrator or those of the characters.

First Read

Generate Questions

There is not much text on this page, but I can infer quite a bit about the situation from the information and illustration. What do you think the author wants readers to understand? What are some questions you have after reading this page?

Possible Response: Did all these people come to the house because it is the only safe place nearby? Are they all farmers? Did the people bring the animals, or did some animals come to the house on their own, like Major? Have all the people's houses been swept away, like Mrs. Lafleur's?

Close Read

Make Connections

Have students scan **paragraph 51** and highlight evidence that the safety of farm animals is important to people in a farming society. **See student page for possible responses.**

Say: Explain how you can use a connection to your own experiences or knowledge to support the idea that people are concerned for the pets or animals in their care.

Possible Response: When there is a fire or a natural disaster, like a hurricane, people often try to save or rescue their pets along with themselves and their families. It makes sense that people would want to keep their farm animals safe, too, even if these animals are important for different reasons than pets are.

DOK 2

OBJECTIVE

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

CLOSE READ

Make Connections

Highlight evidence that the safety of farm animals is important to people in a farming society.

51 By nightfall, the house was full to bursting. Besides Mrs. Lafleur and Madeleine, Mr. and Mrs. Guthrie, the Fergusons, and the Craig family had moved in, twenty-three people in all. There were also three horses, a cow, five pigs, a duck, four cats, and one hundred chickens.



552

ELL Targeted Support Language Structures Tell students that sometimes words set off by a comma or commas will identify or explain the word or words next to it. Display the second sentence in paragraph 51. Underline the phrase *twenty-three people in all*.

Tell students that this phrase refers to all the people just named. Point to the illustration on p. 552. Explain to students that the individual people listed in the second sentence of paragraph 51 make up *twenty-three people in all*.

EMERGING/DEVELOPING

Ask students to determine what the phrase *in all* means using context clues and what they know about English. Challenge them to think of other words and phrases that describe the same concept. **EXPANDING/BRIDGING**



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- 52 The river rose until the house became an island, and we watched our neighbors' houses wash down the river.

CLOSE READ**Vocabulary in Context**

The word *wash* can mean "to make clean." It can also mean "to carry in a direction."

Underline context clues within the sentence that help you determine the meaning of *wash* as it is used in the text.

553

CROSS-CURRICULAR PERSPECTIVES**Social Studies**

Parts of Vermont received extremely heavy rainfall throughout October 1927. The October rains completely saturated the ground and filled streams throughout the state. The torrential downpours on November 3 and 4 thus ran directly into already full, narrow waterways, causing rivers to rise 13 feet or more. Entire towns were engulfed, bridges and embankments were swept away, and innumerable buildings were destroyed. Have students connect this information to the "The Dust Bowl" on *Student Interactive* pp. 536–537.

First Read**Notice**

THINK ALOUD This illustration shows a lot of details about what is happening outside. The river looks like it has grown into a lake. I can see Wren's grandparents' house on the hill, safely above the water, and it does look like it is on an island. The other houses look like they will soon be underwater, since the rain is still pouring down. These flooded houses must be right next to where the riverbank normally is.

Close Read**Vocabulary in Context**

Have students read the Close Read note and underline context clues within the sentence that help them determine which meaning of *wash* is used in the text. **See student page for possible responses.**

Ask: *What does the word wash tell you about the flood?*

Possible Response: Since the water is carrying the neighbors' houses down the river, I know the flood made the river extremely swollen and the current powerful enough to lift and move houses. The word *wash* can mean this type of action by water. There would have to be a lot of water to carry, or wash, houses away, so I understand why this flood becomes famous.

DOK 2

OBJECTIVES

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

Evaluate details read to determine key ideas.

First Read

Respond

What would you try to save or take with you if you had to leave your home in a hurry?

Possible Response: I would grab my cat and fill my backpack with as many of my favorite things as I could. I also would bring a flashlight, batteries, water, and granola bars.

Close Read

Analyze Point of View

Have students scan the text on p. 554 and underline a detail that helps them identify the narrator's point of view. **See student page for possible responses.**

Ask: How does this detail show you the narrator's point of view?

Possible Response: The word *reminded* suggests that even though Wren and Grandma were busy taking care of all the people and animals arriving at the house, when things calmed down they were still worried about Grandpa. The narrator may want to remind the readers as well that Grandpa is still missing.

Ask: How does Wren's remembering Grandpa affect you as a reader?

Possible Response: It reminds me that Grandpa is still outside, so I worry too. I also predict that Wren will not be able to sleep because she will be thinking about Grandpa.

DOK 2

OBJECTIVES

Evaluate details read to determine key ideas.

Identify the use of literary devices, including first- or third-person point of view.

CLOSE READ

Analyze Point of View

Underline a detail that helps you identify the narrator's point of view. How does this detail help you understand the character?

- 53 Mr. and Mrs. Guthrie had brought a side of salt pork with them, though we had no way to cook it. The Fergusons had saved their radio, a skillet, a bag of dried apples, and a three-legged cat. They were delighted to find Major alive and well and in our kitchen.
- 54 The Craigs had lost everything but the clothes on their backs.
- 55 "We're just glad we all got out alive," Mrs. Craig said, which only reminded Grandma and me that Grandpa had still not returned.
- 56 We had bread and dried apples for supper, and rainwater Madeleine and I scooped out of the Lafleurs' rowboat. The water had a few fish scales in it, but no one complained.



554

Possible Teaching Point



Academic Vocabulary | Figurative Language

Tell students that many common expressions are similes, or comparisons using the words *like* or *as*. Display this sentence: *She was happy as a clam when she got the present.* Ask students to identify the word in paragraph 53 that best matches the meaning of the simile (*delighted*) and then write an original simile to express the same meaning. For further instruction in using this strategy, use the Academic Vocabulary lesson on pp. T208–T209 in the Reading-Writing Workshop Bridge.



57 With no stove or beds, we all huddled together for warmth, sharing Grandma's quilts as best we could. We sang Scottish songs and "Row, Row, Row Your Boat" in a round, and Mrs. Lafleur taught us "À la Claire Fontaine," a tune that brought tears to our eyes even though we couldn't understand the words. Mrs. Guthrie told how her grandfather had fought at Gettysburg, and Mr. Craig kept us laughing with stories of his boyhood days in a logging camp in Maine. If it hadn't been for the thought of Grandpa out there somewhere, it would have almost seemed like a party.

CLOSE READ

Make
Connections

Highlight details that help you explain how an emergency brings people together in a community.



555

First Read

Respond

This sounds and looks like a cozy scene. It reminds me of sitting around a campfire. What do you think about how the group is passing the time and getting along? Discuss your thoughts about the text with a partner.

Possible Response: Discussions will vary, but students should note that the experience is bringing people closer together and they are entertaining each other.

Close Read

Make Connections

Have students scan **paragraph 57** and highlight details that explain how an emergency brings people together in a community. **See student page for possible responses.**

Say: Compare the way the characters respond to the situation in the story with your own experience or knowledge of a group emergency.

Possible Response: The characters are acting the same way that people act in an emergency in real life. My dad told me that when the power went out at his office, he and his coworkers shared flashlights and snacks and told jokes until the power came back on, so it was almost fun. The characters also are sharing what they have and trying to keep the group entertained instead of worrying, so they are looking after one another in a similar way.

DOK 2

OBJECTIVES

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

Explain the relationships among the major and minor characters.

Possible Teaching Point




Read Like a Writer | Author's Craft

Graphic Features Remind students that an image can support both the narrator's point of view and the author's message. Have students compare the tone of paragraph 57 with the illustration. Ask: **Which word from this paragraph matches the illustration?** (*warmth*) Ask students if all the people and animals need to be visible to imply that everyone is included. Have students share their ideas about why the author might want readers to understand this point. Ask: **What message does the illustration send?**

First Read

Notice

 **THINK ALOUD** I wonder if Wren stayed awake all night. I also notice that she and Grandma think alike! They both want to look for Grandpa. I think it is safer if they search together, especially since it is still raining. One person could not row and scoop water out of the boat.

Close Read

Vocabulary in Context

Have students locate the word *forbid* in **paragraph 59** and use context clues within the sentence to determine what the word means. Tell students to underline their context clues. **See student page for possible responses.**

Have students explain the meaning of *forbid*. Ask: *What does Wren think Grandma would do if she knew what Wren was planning?*

Possible Response: Wren thinks Grandma would tell her that she cannot go. This tells me that *forbid* means to order someone to not do something or to say it is not allowed.

DOK 2

OBJECTIVES

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

Make inferences and use evidence to support understanding.

CLOSE READ

Vocabulary in Context

Use context clues within the sentence to determine the meaning of the word *forbid* in paragraph 59.

Underline the context clues that support your definition.

dangerous unsafe or likely to cause harm

- 58 I knew Grandma was worried about Grandpa. I was worried, too. He should have been home by now.
- 59 I wanted to ask Peter Ferguson if he would come with me to look for Grandpa, but I knew if Grandma overheard she'd forbid me to go, so when the sky was getting light, I sneaked out and sprinted for the rowboat.
- 60 Grandma was just getting into it.
- 61 "What are you doing here?" she wanted to know.
- 62 "Same as you, I reckon. Going to look for Grandpa."
- 63 "It's too dangerous," Grandma said. "Go back to the house," but I shook my head.
- 64 Grandma looked at me hard.
- 65 "All right," she said. "We'll look for him together."
- 66 I pushed us off into water that was full of furniture and trees and dead animals. Grandma had to be careful where she rowed. It was raining so hard I had to keep bailing water out of the boat.

556

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Possible Teaching Point



Read Like A Writer | Author's Craft

Voice Call students' attention to the word *reckon* in paragraph 62. Have students use context clues in paragraph 62 and in paragraph 10 to determine the meaning of *reckon*. (to believe or suppose) Explain that the word is somewhat old-fashioned but still used today. Ask: *How does this word help readers understand the narrator's character and the setting of the story? What might a young person today say instead of "I reckon"?* For further instruction, use the Read Like a Writer lesson on pp. T246–T247 in the Reading-Writing Workshop Bridge.



- 67 Nothing looked the same. Fields had become lakes. Just the roofs of houses stuck up above the water.
- 68 On one of those roofs we saw a dog.
- 69 “Why, I believe that’s Sam Burroughs’ collie,” Grandma said, and she rowed toward the house. The collie barked when she saw us coming.
- 70 I held on to the roof to steady the boat.
- 71 “Come on, girl,” I said, and the dog jumped into the boat beside me. She whined and licked my face.
- 72 The strangest sight was yet to come. We rounded a bend in the river and I squinted, sure that my eyes were fooling me. Then I heard Grandma’s voice behind me.
- 73 “Wren, are these old eyes failing me, or is that a cow in a tree?” Grandma asked.

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CLOSE READ

Make
Connections

Highlight details that describe what the narrator sees. Compare and contrast these descriptions to what people in a modern society might see during a flood.

557

First Read

Connect

This is a very unusual situation that could be dangerous, but Wren does not seem scared. What connection can you make to understand how she is feeling?

Possible Response: Responses will vary, but students may connect to a time they were impatient or anxious to do something and then relieved to finally be doing it.

Close Read

Make Connections

Have students scan the text on p. 557 and highlight details that describe what Wren sees. **See student page for possible responses.**

Tell students to compare and contrast these descriptions with what people in a modern society might see during a flood. Ask: **What does this connection help you understand about the story? Use text evidence to support your response.**

Possible Response: Wren does not see any cars, planes, antennas, satellite dishes, utility poles, or power lines. Some of those things did not exist in the 1920s, and others may have only been in the big cities.

Ask: **How does this setting affect the plot?**

Possible Response: Wren and Grandma cannot rely on someone else to find and rescue Grandpa, so they look for him themselves.

DOK 2

OBJECTIVES

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

Explain the influence of the setting on the plot.

ELL Targeted Support Background Knowledge Tell students that people might start a sentence with *Why* to show surprise. Read aloud Grandma’s dialogue from paragraph 69 with inflection and have students repeat after you.

Point out the lack of a question mark. Ask students to identify other clues that Grandma is surprised, but not asking a question. (She says “I believe”; a dog on a roof is odd) **EMERGING/DEVELOPING**

Provide sentences using *why* as a question and to show surprise, then have students identify the word’s meaning and use in each. **EXPANDING/BRIDGING**

First Read

Connect

THINK ALOUD I can understand how Grandpa feels if I think about a time when I was unable to do something important or a time when I let others and myself down, despite trying my hardest to succeed. I also would be terrified to be swept away by water and stuck in a tree, and shocked to lose so many things all at once.

Close Read

Make Connections

Have students scan the text on p. 558 and highlight details that help them understand how dangerous floods can be for a community. Ask students to connect the details to what they know about rescue efforts during floods. **See student page for possible responses.**

Ask: *What dangers might all the living things in a community face during a flood?*

Possible Response: People and animals might get washed away and then stuck somewhere high up, like Grandpa and the cow. They might drown if they fall into the water, but they also might die from cold or thirst if they are stuck outside too long. Rescuers also face the same dangers when they go out to help others. Plants can drown or be ripped up, and trees can be harmed by powerful currents or by things smashing into them.

DOK 2

OBJECTIVE

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

CLOSE READ

Make Connections

Highlight details that Wren sees and hears that help you explain the dangers living things might face during a flood.

piteously in a sad and suffering way

relief a feeling of happiness that follows worry

74 It was indeed. A red and white Ayrshire was wedged into the crook formed by two branches, and she was bawling piteously. Higher up in the branches was a man. He was hollering almost as loudly as the cow.

75 “I believe we’ve found your grandpa,” Grandma said, relief flooding her face.

76 “I was on my way home when I got swept away by the water,” Grandpa said. “I thought I was a goner, too, but when this cow floated by, I grabbed her tail and stayed afloat until she got hung up in this tree.”



77 We pushed and pulled on that cow, but she was stuck fast and we finally had to leave her. Grandpa promised he’d come back and try to cut her free, but he was crying as we rowed away.

78 “Goodness,” Grandma said. “All that fuss over a cow.” But Grandpa wasn’t crying over just one cow.

79 “All our cows drowned, Nora,” he said. “The house, the barn, the horses, they’re all gone.”

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Possible Teaching Point



Academic Vocabulary | Figurative Language

To develop students’ understanding of the word *piteously* in paragraph 74, ask them to share their ideas for possible similes to describe the sound the cow is making. Remind them that similes are comparisons using the words *like* or *as*. Offer sentence frames to get students started, such as: *The cow was as sad as a/an _____*, or *The cow was bawling like a/an _____*. For another approach to this strategy, use the Academic Vocabulary lesson on pp. T208–T209 in the Reading-Writing Workshop Bridge.



- 80 Grandma wiped the tears from his cheeks.
- 81 “You’re safe, and that’s all that matters,” she said.
- 82 “We’ll have to start over,” Grandpa said, and Grandma smiled.
- 83 “We can do that,” she said.
- 84 Grandpa smiled back at her, and I knew then that, no matter what, everything would be all right.
- 85 The Craigs, Fergusons, Guthries, and Lafleurs were glad to see us. Madeleine even hugged me.
- 86 “She was afraid you’d drowned,” Peter said. He blushed. “I was, too,” he added.
- 87 When Grandpa saw all the animals in the kitchen, he burst out laughing.
- 88 “Nora, I thought I was building you a house, but I see it was really an ark.”

CLOSE READ

Analyze Point of View

Underline a sentence that reveals a change in the narrator’s feelings.



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Possible Teaching Point



Read Like a Writer | Author’s Craft

Text Structure To develop students’ understanding of authors’ purposes for writing historical fiction, ask: **What main topics would be important to discuss in an informational text about the 1927 flood but are less important here?** (damages, recovery) Have students compare and contrast what readers may learn from personal stories in historical fiction and from different types of informational texts.

First Read

Generate Questions

I am not sure if the conflict is resolved now that Grandpa is safe. What questions do you have about this part of the story?

Possible Response: When Grandpa says they will have to start over, is he talking about rebuilding the farm? Is Grandpa comparing the house to Noah’s ark?

Close Read

Analyze Point of View

Have students scan the text on p. 559 and underline a sentence that reveals a change in Wren’s feelings. **See student page for possible responses.**

Say: **Based on what Wren says in paragraph 84, explain why her feelings change in this way.**

Possible Response: Grandpa’s smile makes Wren stop worrying and feel better because she realizes that the family can handle anything when they are together, “no matter what.”

DOK 2

Say: **How might readers learn that Wren’s feelings changed if the author had used a different narrator?**

Possible Response: If the narrator was Grandma or Grandpa or even a third person outside the story, the narrator might describe how the worried look on Wren’s face disappeared and she seemed more cheerful.

DOK 3

OBJECTIVES

Explain the relationships among the major and minor characters.

Identify the use of literary devices, including first- or third-person point of view.

First Read

Notice

THINK ALOUD Three days seems like a long time to be in a house with all those people and animals. During that time, each member of the family had moments of being frightened. It will probably be difficult to rebuild their lives after this event. I think they must be relieved that the flood is over!

Close Read

Make Connections

Have students scan the text on p. 560 and highlight the narrator's statement that helps them understand how a flood affects people and societies. **See student page for possible responses.**

Say: **Connect the statement in paragraph 89 to what you know about the effects of floods.**

Possible Response: I know that floods can ruin not only farms but also houses and businesses, because the water is dirty and many of the things suddenly underwater are not waterproof. The water must go down before people can use roads and clean up or rebuild everything that has been damaged, and this is expensive to do. People can be killed, pets might become lost, and some personal items, like photo albums, cannot be replaced.

DOK 2

OBJECTIVE

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



CLOSE READ

Make Connections

Highlight the narrator's statement that helps you explain how a flood affects people and societies.

- 89 It took three days for the water to go down enough so our neighbors could go see what was left of their farms.
- 90 Grandpa put his arm around Grandma.
- 91 "I'll finish this house the way you want it, Nora," he said. But he shook his head when the Fergusons led Major out.
- 92 "I don't know as I'll ever be able to get those hoofprints out of this floor," he said.

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CROSS-CURRICULAR PERSPECTIVES

Science



After the 1927 flood, the U.S. Army Corps of Engineers helped Vermont take steps to prevent similar devastation from future floods. They built three reservoirs that could be used to hold excess water from floods and built accompanying dams to redirect water from the regions that had experienced the worst flooding: the Winooski River basin at East Barre, Wrightsville, and Waterbury, Vermont. Additional reservoirs and dams have been built since. The state also has a number of initiatives to conserve and protect the existing river systems for the environmental benefits they can provide if unimpeded by human development.



- 93 I've now lived in my grandparents' house for more than forty years, and those hoofprints are still in the floor. I never sanded them out because they remind me of what's important: family and friends and neighbors helping neighbors.
- 94 Like Grandma said, everything else is just gravy.

CLOSE READ

Analyze Point of View

Underline details that help you explain how the author uses Wren's point of view to share the central message of the story.

Fluency Practice reading accurately and with expression by reading paragraphs 89–94 aloud with a partner. As you read, pay attention to dialogue between characters.



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Possible Teaching Point



Read Like a Writer | Author's Craft

Text Structure To help the ending of the story resonate with students, call their attention to paragraph 94 and ask them to recall Wren's conversation with Grandma about the meaning of gravy near the beginning of the story (p. 569). Have students share their ideas about how referring back to that conversation supports the author's message.

First Read

Respond

What do you think about the story and the author's message? Are you interested in learning more about the actual 1927 flood? Discuss your thoughts with a partner.

Close Read

Analyze Point of View

Remind students that the author chose Wren as the first-person narrator for a purpose. Have students scan **paragraph 93** for details that help them explain how Wren's point of view reveals the story's central message. **See student page for possible responses.**

Say: Explain how Wren's point of view helps the author achieve her purpose of sharing this message.

Possible Response: Having Wren state the central message makes it more meaningful to readers because we feel close to her. We can connect the importance of family, friends, and neighbors to the way everyone came together during the flood.

DOK 3

Fluency

Have students practice reading accurately and with expression. Tell students to read **paragraphs 89–94** aloud with a partner. Ask students to pay attention to dialogue between characters as they read and use appropriate prosody, or expressive intonation.

DOK 1

OBJECTIVES

Identify the use of literary devices, including first- or third-person point of view.

Read text with purpose and understanding.

Respond and Analyze



OBJECTIVES

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

Make inferences and use evidence to support understanding.

Evaluate details to determine key ideas.

Synthesize information to create new understanding.

Use text evidence to support an appropriate response.

Respond using newly acquired vocabulary as appropriate.

Infer the theme of a work, distinguishing theme from topic.

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

My View

Use these suggestions to prompt students' initial responses to reading *Nora's Ark*.

- **React** What did you think about letting animals into a brand new house?
- **Discuss** Which part of the story surprised you the most, and why?

Develop Vocabulary

Minilesson

FOCUS ON STRATEGIES Tell students that in historical fiction, authors choose specific words to help readers share the experiences of characters. The vocabulary words *survived*, *astonished*, *dangerous*, *piteously*, and *relief* are strong, specific words that describe the experiences of the characters in *Nora's Ark*.

- Remind yourself of each word's meaning.
- Ask yourself how each word relates to the characters' experiences in the story.

MODEL AND PRACTICE Model filling out the graphic organizer on p. 562 of the *Student Interactive* using the word *dangerous*.

- I start with the first definition in the graphic organizer. It says "unsafe or likely to cause harm." That reminds me of the word *danger*. I write *dangerous* in the second column, next to its definition.
- Now I need to write a sentence about the story *Nora's Ark* using the word *dangerous*. I know that during the flood, the river rose and washed everything in the valley away. Grandpa barely escaped with his life. I'll write: *The river was dangerous during the flood.*

ELL Targeted Support Vocabulary Display the Word Bank. Explain that these words may appear in readings about other disasters in historical fiction.

Have students choose two vocabulary words and use them in statements about another major weather-related disaster in history. **EMERGING/DEVELOPING**



FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for developing vocabulary.

OPTION 1 MyTURN Have students respond using newly acquired vocabulary as they complete p. 562 of the *Student Interactive*. They should use text evidence in their answers.

OPTION 2 Use Independent Text Ask students to find and list four unfamiliar words from another historical fiction text. Have them use context to determine the meaning of each word and then use each word in a sentence.

QUICK CHECK

Notice and Assess Can students explain how vocabulary words describe the experiences of characters in historical fiction?

Decide

- **If students struggle**, revisit instruction for developing vocabulary in Small Group on pp. T242–T243.
- **If students show understanding**, extend instruction on vocabulary in Small Group on pp. T242–T243.

Check for Understanding MyTURN Have students complete p. 563 of the *Student Interactive*.

STUDENT INTERACTIVE, pp. 562–563



VOCABULARY

Develop Vocabulary

Authors use strong, precise words to add specific details. These words help the reader share in the experiences of characters in historical fiction.

MyTURN Write the vocabulary word from the word bank for each definition. Then use the word in a sentence about *Nora's Ark*.

Word Bank

survived astonished dangerous piteously relief

Definition	Word	Possible responses: Sentence
unsafe or likely to cause harm	dangerous	The river was dangerous during the flood.
lived through or stayed alive	survived	Wren and her family survived the 1927 flood.
a feeling of happiness that follows worry	relief	Grandma felt relief when she saw Grandpa.
in a sad and suffering way	piteously	The cow stuck in a tree bawled piteously.
very surprised or amazed	astonished	Wren was astonished when Grandma led the horse indoors.

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COMPREHENSION

READING WORKSHOP

Check for Understanding

MyTURN Look back at the text to answer the questions.

Possible responses:

- DOK 2** 1. How can the reader tell that *Nora's Ark* is historical fiction?

The flood of 1927 is a real event, and the setting of Vermont is real. However, the author makes up some characters and events in the story.

- DOK 2** 2. Why do you think the author has Wren describe herself and her grandmother as "tough" in paragraph 1?

The author is hinting about events during the flood. These events will require the characters to be tough during a hard time.

- DOK 2** 3. What conclusions can you draw about Grandpa's feelings toward farm animals? Cite text evidence to support your response.

Grandpa cares about the animals. He is worried enough to risk his life to save them from the flood. When he could not save the cow in the tree, "Grandpa promised he'd come back and try to cut her free, but he was crying."

- DOK 3** 4. Connect the theme of this story to real life. What is the author's message, and how does it apply to society today?

The author's message is that it is important in life for people to help one another. I can apply that message to how people help one another in their community and during disasters that happen today.

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Word Study Schwa

OBJECTIVES

Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; *r*-controlled syllables; and final stable syllables.

Demonstrate and apply phonetic knowledge by identifying and reading high-frequency words from a research-based list.

LESSON 2

Apply Schwa Vowel Sound

APPLY MyTURN Direct students to complete p. 568 of the *Student Interactive*.

above

children

albums

happen

afraid

reckon

taken

torrents

High-Frequency Words

Explain that since high-frequency words are ones that appear often in texts but do not follow regular word study patterns, students need to practice reading them.



STUDENT INTERACTIVE, p. 568

WORD STUDY

Schwa

A Schwa Vowel Sound occurs in the unstressed syllable of a multisyllabic word. In the unstressed syllable, the vowel sound is pronounced, or read, like *uh*. Any vowel can spell the schwa sound.

The word *along* in paragraph 13 of *Nora's Ark* contains a schwa sound. The second syllable, *long*, is stressed. The unstressed syllable, *a*, spells the schwa vowel sound.

My TURN Read each multisyllabic word. Then write the word and divide it into syllables. Underline the syllable that has the schwa sound.

- | | |
|------------------------------|------------------------------|
| 1. above <u>a/bove</u> | 6. reckon <u>reck/on</u> |
| 2. children <u>chil/dren</u> | 7. taken <u>tak/en</u> |
| 3. albums <u>al/bums</u> | 8. torrents <u>tor/rents</u> |
| 4. happen <u>hap/pen</u> | 9. seven <u>sev/en</u> |
| 5. afraid <u>a/fraid</u> | 10. kitchen <u>kitch/en</u> |

High-Frequency Words

High-frequency words appear often in text. Read these high-frequency words: *ready, anything*. Identify them in your independent reading.

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LESSON 2

Apply Schwa Vowel Sound


LESSON 1

Teach Schwa Vowel Sound

FLEXIBLE OPTION
LESSON 3

More Practice

FLEXIBLE OPTION
LESSON 4

 **Spiral Review:**
Words with the Suffix *-en*

FLEXIBLE OPTION
LESSON 5

Assess Understanding

Use the  **QUICK CHECK** on p. T239 to determine small group instruction.

Teacher-Led Options

Strategy Group



DEVELOP VOCABULARY

Teaching Point Authors of historical fiction choose strong, specific words to help readers share the experiences of characters in the text. Have students look back at *Nora's Ark* to find words the author used to describe the experiences of the characters in the story.

ELL Targeted Support

Tell students that learning unfamiliar words in a historical fiction text can help them build meaning. Have students use context to enhance their comprehension of the vocabulary words.

Point out each vocabulary word in the story: *survived*, *astonished*, *dangerous*, *piteously*, and *relief*. As you identify words, read aloud the sentences in which they appear, having students read along with you. Help students use the surrounding words and phrases to understand the meanings of the vocabulary words.

EMERGING

Have students work with a partner to read and repeat the sentences that contain the vocabulary words on *Student Interactive* pp. 543, 550, 556, and 558. Then have them rephrase the sentences in their own words. **DEVELOPING**

Tell students to use the vocabulary words to write sentences summarizing the paragraphs containing the vocabulary words on *Student Interactive* pp. 543, 550, 556, and 558.

EXPANDING/BRIDGING



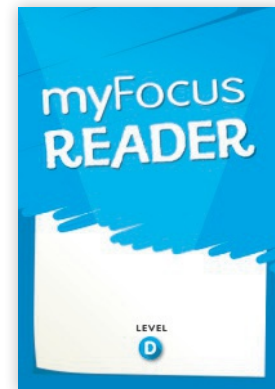
For additional support, see the online *Language Awareness Handbook*.

Intervention Activity



myFOCUS READER

Read pp. 60–61 in the *myFocus Reader* with students. Use the teaching support online at SavvasRealize.com to provide additional insight for students about people's responses during a disaster.



Provide instructional support for comprehension and word study—Schwa and Academic Vocabulary.

Fluency

Assess 2–4 students



PROSODY

Have students choose a short passage from the text or a leveled reader. Ask partners to take turns reading the passage aloud, making sure they say every word correctly. If students are skipping or mispronouncing words, tell them to slow down and concentrate on reading every word. Have them work through any challenging words or phrases and then reread the passage. Remind students that reading accurately will help them and their listeners fully understand the text. If needed, model reading with accuracy.

ORAL READING RATE AND ACCURACY

Use pp. 139–144 in Unit 5 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 unfamiliar words they found in the text and how they used context to determine how the words describe characters' experiences.

Possible Conference Prompts

- What unfamiliar words did you find in the text?
- How did you figure out their meanings?
- How do the words describe the experiences of characters in the story?

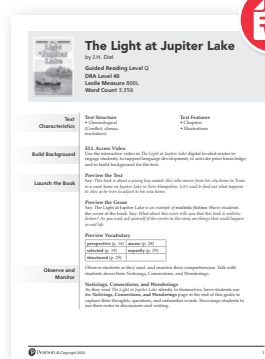
Possible Teaching Point Readers use context, or nearby words and phrases, to figure out the meaning of an unfamiliar word.

Leveled Readers



DEVELOP VOCABULARY

- For suggested titles, see “Matching Texts to Learning,” pp. T212–T213.
- For instructional support on how to use strategies to develop vocabulary, see the *Leveled Reader Teacher’s Guide*.



Independent/Collaborative

Independent Reading



Students can

- reread or listen to *Nora’s Ark* 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



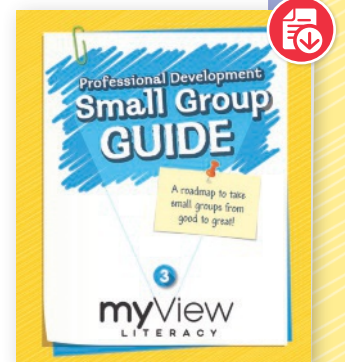
Students can

- complete the graphic organizer on *Student Interactive* p. 562.
- work with a partner to discuss and answer the questions on *Student Interactive* p. 563.
- play the *myView* games.
- take turns with a partner reading a text with accuracy.

SUPPORT INDEPENDENT READING

Remind students that setting reading goals can help them grow as readers. Help students set goals for their reading and track progress toward their goals.

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



Whole Group

Share Bring the class back together in whole group. Have students share new words—along with meanings—that they learned from reading.

Analyze Point of View



OBJECTIVE

Identify point of view (including first- and third-person point of view); distinguish their own point of view from that of the narrator or those of the characters.

ACADEMIC VOCABULARY

Integrate Offer students oral practice using the unit Academic Vocabulary words to talk about point of view. Give students sentence starters, such as

- My analysis of the text structure includes finding _____.
- Knowing who the narrator is, I anticipate reading more about _____.

ELL Access

Discuss with students the reasons for analyzing point of view in historical fiction. To help them identify the point of view, students may want to take notes in a T-chart, writing *Narrator* in one column and *Pronouns* in the other column.

Minilesson

FOCUS ON STRATEGIES Tell students that to analyze point of view, determine who is telling a story. Point out that a fictional story can be told from the point of view of an outside narrator or a story character. Tell students that the narrator's and the other characters' points of view are different from their own.

- Take note of who is telling the story and the pronouns the narrator uses.
- If a character explains the events, the story is told from a first-person point of view.
- If a narrator outside the story explains the events, it is told from a third-person point of view.

MODEL AND PRACTICE Use the Close Read note on p. 543 of the *Student Interactive* to model how to analyze point of view:

- To analyze point of view, I'll look at the pronouns used by the narrator, or the person telling the story. Since the person telling the story refers to herself using the pronoun *I*, the point of view must be first person.
- Have pairs find and underline the pronouns in the next sentence to analyze and confirm the point of view of the story. Then ask: How is Wren's point of view different from your own? Call on volunteers to share their opinions.

ELL Targeted Support Retell Material Tell students that retelling a story they have read, either orally or in notes, is a good way to check their understanding of the text.

Read aloud *Student Interactive* p. 543. Then have students retell the information orally. Provide sentence frames: *The person telling the story is _____. She tells the reader about _____. EMERGING/DEVELOPING*



EXPERT'S VIEW Lee Wright, Teacher Specialist, Houston, TX

“Successfully managing small group and independent activity time is all about preparation and organization. If you don't have all of your materials ready and classroom routines and procedures in place, you'll lose valuable time for instruction and take away from student engagement. The coordination of all materials and routines has to be in place for small group time to be effective.”

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



FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for analyzing point of view.

OPTION 1 MyTURN Have students annotate the text using the other Close Read notes for Analyze Point of View and then use their annotations to complete the chart on p. 564 of the *Student Interactive*.

OPTION 2 Use Independent Text Have students take notes on the text, analyzing point of view. Ask students to explain in their notes how they identified the point of view of the narration. Then have them discuss with a partner the difference between the narrator's point of view and their personal point of view.

QUICK CHECK

Notice and Assess Can students analyze point of view in a historical fiction text?

Decide

- **If students struggle**, revisit instruction on analyzing point of view in Small Group on pp. T250–T251.
- **If students show understanding**, extend instruction about analyzing point of view in Small Group on pp. T250–T251.

STUDENT INTERACTIVE, p. 564



CLOSE READ

Analyze Point of View

A fictional story can be told from the **point of view** of a **narrator**, or storyteller. A character telling events gives a **first-person point of view**. A narrator outside of the story gives a **third-person point of view**. A narrator's or character's point of view is different from your point of view. Your point of view includes your own thoughts and opinions about the story.

1. **MyTURN** Go to the Close Read notes in *Nora's Ark* and underline parts that help you analyze point of view.
2. **Text Evidence** Use some of the parts you underlined to complete the chart. Then explain how the narrator's point of view is different from your own point of view.

Possible responses:

What the Text Says	Narrator's Point of View	How Narrator's Point of View Helps Me Understand the Story
"That's why I was named Wren. . . . she says I'm tough, just like she is. . . . we never would have survived the 1927 Flood."	The narrator is a character named Wren. The story is told from a first-person point of view.	I understand that the narrator is tough like her grandmother and that they both survive the 1927 Flood.

How is the narrator's point of view different from your own point of view?

Responses will vary but should compare text evidence with personal opinions.

Read Like a Writer

OBJECTIVES

Recognize characteristics and structures of informational text.

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

Analyze Voice

Minilesson

FOCUS ON STRATEGIES Authors create voice in their writing by using specific language.

- In a first-person narrative, the author tells the story from a character's point of view.
- The author uses specific language to make the narrator's voice unique.
- Readers can analyze this language to better understand the text.

MODEL AND PRACTICE Direct students to the top of p. 569 of the *Student Interactive* and model analyzing the author's use of voice. Have students follow along as you complete the steps.

1. Identify that the author, Natalie Kinset-Warnock, uses specific language to build the voice of the narrator, Wren.
2. Ask students to notice certain phrases Wren uses that tell the reader how she feels toward Grandma.
3. Ask students to explain what Wren means when she refers to her grandma as being "made of granite" and how this relates to Wren's grandma calling her "tough."

ELL Targeted Support Voice To help students better understand how authors use voice, explain that voice here refers to the language a character uses, not the sound a person makes when he or she speaks.

Ask students to think of a friend or relative who speaks in his or her own special way. Have them discuss what is unique about the words their friend or relative chooses. Guide students to understand that these characteristics are aspects of their friend's or relative's voice. **EMERGING/DEVELOPING**

Read aloud a character's lines from a familiar story. Ask students what they learn by listening to the character's words. **EXPANDING**

Direct students to identify characteristics of the voice of a character in a story they have read. Have them discuss what they find with a partner. Ask: **How is the character's voice different from the other characters in the story?**

BRIDGING



ASSESS UNDERSTANDING

Apply

My TURN Direct students to go back to *Nora's Ark* and underline specific language that helps reveal the narrator's voice. Guide their search by pointing out elements of voice the author uses. Then have students focus on the narrator's voice by completing the activity on *Student Interactive* p. 569.

STUDENT INTERACTIVE, p. 569



ANALYZE AUTHOR'S CRAFT

READING-WRITING BRIDGE

Read Like a Writer

A first-person narrative is told from the narrator's point of view. The author chooses specific language to build the narrator's voice. Analyze the author's use of language to better understand a narrator.

Model ! Read the sentence from *Nora's Ark*.

Grandma may look small, too, but she's made of granite, and she says I'm tough, just like she is.

details in the narrator's voice that convey feelings

- 1. Identify** Natalie Kinsey-Warnock uses specific language to build Wren's voice.
- 2. Question** How do these words reveal Wren's feelings?
- 3. Conclude** The author's use of language lets readers know that Wren respects Grandma as a tough woman.

Read the passage.

Grandma saw me shiver and wrapped a quilt around me. "It's getting colder," she said. "I wish I had my cookstove here." She held me close as we stood watching the rain.

My TURN Follow the steps to analyze the passage. Describe how the author's use of language reveals the narrator's voice.

- 1. Identify** Natalie Kinsey-Warnock uses specific language to build Wren's voice.
- 2. Question** How do these words reveal the narrator's feelings?
- 3. Conclude** The author's use of language lets readers know that Wren feels that Grandma watches out for her well-being.

Word Study Schwa

OBJECTIVE

Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; *r*-controlled syllables; and final stable syllables.

FLEXIBLE OPTION 

LESSON 3


More Practice

FOCUS ON STRATEGIES Remind students that knowing which unstressed syllables have the schwa vowel sound can help them pronounce words.

MODEL AND PRACTICE Display the words *around*, *illness*, and *supply*. Guide students to identify the schwa vowel sound in each word. Have them pronounce all the vowel sounds and listen for the *uh* sound of the schwa vowel sound.



APPLY Have students complete *Word Study* p. 180 from the *Resource Download Center*.



Name _____

Word Study

Schwa Vowel Sound
In multsyllabic words, the unstressed syllable may have a vowel sound that is neither long nor short. It can be pronounced uh. This is the schwa sound. Any vowel can represent this sound.

Schwa with a	Schwa with e	Schwa with y
pleasant	celebrate	analysis

My Task Read the words. Then write the vowel that has the schwa sound as shown in the examples above.

1. president i
2. about a
3. support u
4. estimate i
5. dozen e
6. gallon a
7. item e
8. taken e
9. second a
10. dinosaur a

Grade 3, Unit 5, Week 4
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Word Study, p. 180



FLEXIBLE OPTION ←
LESSON 3

More Practice


LESSON 1

Teach Schwa Vowel Sound

LESSON 2

Apply Schwa Vowel Sound

FLEXIBLE OPTION ←
LESSON 4

 **Spiral Review:**
Words with the Suffix *-en*

FLEXIBLE OPTION ←
LESSON 5

Assess Understanding

Use the  **QUICK CHECK** on p. T245 to determine small group instruction.

Teacher-Led Options

Strategy Group



ANALYZE POINT OF VIEW

Teaching Point Readers can analyze point of view by locating pronouns in the text and asking questions such as: *Who is telling the story? Is the narrator also a character in the story?* Work with students to complete the graphic organizer on *Student Interactive* p. 564.

ELL Targeted Support

Help students learn to identify point of view. Remind students that the narrator is the person who tells the events of the story. A narrator who is a character in the story provides a first-person point of view. A narrator outside the story provides a third-person point of view.

Read aloud a paragraph from the selection. Ask students: *Who is telling the story? Is the narrator a character?* **EMERGING**

Have students select and read aloud a paragraph to a partner. Then ask them to explain who is telling the story and what the narrator is experiencing. Remind them to use text evidence.

DEVELOPING

Tell students: *Review Nora's Ark and select a paragraph that includes clues to the point of view of the narration.* Have pairs read their selected paragraph aloud. Then have them use the clues to orally identify the point of view. Ask: *How would the text be different if it was told from a third-person point of view?* **EXPANDING**

Complete the activity above. Then ask students to explain how the point of view of the narrator is different from their own point of view. **BRIDGING**



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

Intervention Activity



ANALYZE POINT OF VIEW

Use Lesson 30, pp. T195–T200, in the *myFocus Intervention Teacher's Guide* for instruction on distinguishing between points of view.

LEVEL D • READ

Lesson 30 Distinguish Between Points of View

DIRECTIONS Read the story "Inside Day." Pay attention to who is telling the story and what he says and does.

Inside Day

1 I woke up this morning and groaned. It just *couldn't* be raining again, could it? But I knew that it was, before I had even opened my eyes. I could hear the drumming on the roof and the *plink-plink* on the window. Buckets of rain had been falling for days.

2 "Henry!" Mother shouted to me from the kitchen. "Come eat your breakfast before it gets cold!"

3 I sighed. What was the point of getting out of bed on such a dreary day? I could not play baseball. I could not roller-skate. I could not fly my new kite. I could not even play marbles, because Mother did not like the sound of marbles on her wood floor.

4 Still, her fresh-baked biscuits did smell good!

5 "Ah, there you are, Henry," said Papa when he saw me. He was reading the newspaper. "Do you know what today is?"

6 "Why, of course! It's Saturday, March 7, 1908," I replied.

7 Papa nodded and said, "Yes. But it is also a special day. I have decided to call it Inside Day. We will have fun right here in the house today. You may even invite that nice boy Ben."

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Fluency

Assess 2–4 students



PROSODY

Have student pairs practice reading the first four paragraphs of *Nora's Ark* smoothly and with expression.

ORAL READING RATE AND ACCURACY

Use pp. 139–144 in Unit 5 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 POINT OF VIEW

Talk About Independent Reading Have students look back at their notes and share how they analyzed point of view in their text.

Possible Conference Prompts

- How does the author show who the narrator is?
- What role does the narrator play in the story?
- What words or phrases tell you what the main character experiences?

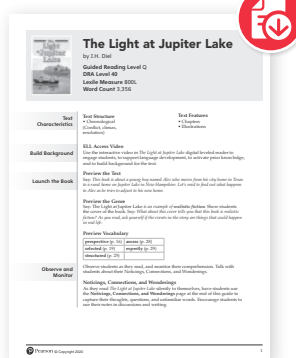
Possible Teaching Point Readers ask themselves questions as they go through a historical fiction text: *What is this text about? Who is telling the story? What do the characters experience in the story? Which events and places in the story are real?*

Leveled Readers



ANALYZE POINT OF VIEW

- For suggested titles, see “Matching Texts to Learning,” pp. T212–T213.
- For instructional support on how to analyze point of view, see the *Leveled Reader Teacher’s Guide*.



Whole Group

Share Bring the class back together in whole group. Ask one or two students to share what they’ve learned by identifying who is telling the story and analyzing the point of view. Ask them to explain how they used pronouns to analyze the point of view.

Independent/Collaborative

Independent Reading



Students can

- reread or listen to *Nora’s Ark* or another text they have previously read.
- read a 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



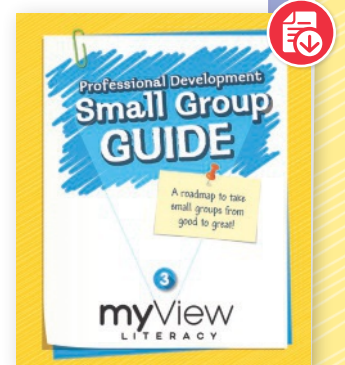
Students can

- complete the graphic organizer on *Student Interactive* p. 564.
- identify the schwa sound in words.
- play the *myView* games.

SUPPORT PARTNER READING

Remind students that they need to be supportive of their partners. Model how best to help a partner identify an unfamiliar word.

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



Make Connections



OBJECTIVES

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

Use text evidence to support an appropriate response.

ACADEMIC VOCABULARY

Integrate Offer students oral practice using the unit Academic Vocabulary words to help them make connections. Ask:

- What major event is a threat to Wren and her neighbors?
- What event in modern life has caused similar damage to cities and towns?
- How can floods cause pollution?

Minilesson

FOCUS ON STRATEGIES Readers can deepen their understanding of a historical fiction text by making connections between modern life and life in an earlier time in history.

- Identify and annotate details that describe life in the historical period that is the setting of the text.
- Compare and contrast the descriptions with what life is like in your own community and in the modern world.

MODEL AND PRACTICE Use the Close Read note on p. 544 of the *Student Interactive* to model how to identify and annotate details that can be compared and contrasted with modern life:

- Which details in paragraph 3 tell me what life was like in 1927? In this paragraph, Wren describes how her grandmother will have a “wringer washing machine” in the new house, which is an easier way for her to wash clothes. I’m going to highlight that detail and the description of the other new additions to the house. Then I can compare and contrast them with items in my own home.
- Have students identify details about Wren’s grandmother’s new house in paragraph 3, highlight the details, and write a note in the margin comparing the details to what they know about modern houses.

ELL Targeted Support Take Notes Tell students that taking notes about details in a historical fiction text is a good way to check for understanding and make connections with modern life.

Read aloud *Student Interactive* p. 544 to students. Instruct students to raise their hands when they hear a detail they do not understand. Help them reread the confusing detail slowly and then use context and illustrations for clues to the meaning. **EMERGING/DEVELOPING**

Have partners read aloud to each other from *Student Interactive* pp. 544–545. Instruct listeners to take notes on things they do not understand and share their notes with their partners. **EXPANDING/BRIDGING**



FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for making connections.

OPTION 1 MyTURN Have students annotate the text using one of the other Close Read notes for Make Connections. Then have them use their annotations to complete the chart on p. 565 of the *Student Interactive*.

OPTION 2 Use Independent Text Have students annotate the text by finding details they can compare and contrast with their own lives and community. Tell them to write in their notebooks how making these connections helped them to reach a new understanding about the topic.

QUICK CHECK

Notice and Assess Can students successfully make connections between details in a historical fiction text and modern life?

Decide

- **If students struggle,** revisit instruction for making connections in Small Group on pp. T258–T259.
- **If students show understanding,** extend instruction for making connections in Small Group on pp. T258–T259.

STUDENT INTERACTIVE, p. 565



READING WORKSHOP

Make Connections

Historical fiction tells about life during an earlier time in history. As you read, think about what life was like during Wren's time. Then **make connections** between life in Wren's time in history and life in modern society.

1. **MyTURN** Go back to the Close Read notes in *Nora's Ark* and highlight parts that help you make connections between life in 1927 and life today.
2. **Text Evidence** Use some of the parts you highlighted to complete the chart.

Possible responses:

What the Text Says	Life in Wren's Community in 1927	Life in Today's Society
"... it would have electricity, a wringer washing machine, and best of all, an indoor bathroom."	Many farmhouses in 1927 did not have electricity or indoor bathrooms.	Many people today have electricity, indoor bathrooms, and electric washing machines.
"... we all huddled together for warmth, sharing Grandma's quilts ... almost seemed like a party."	People took care of one another during an emergency and tried to give comfort.	Today, people still help each other in emergencies and try to make one another feel better.

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Write for a Reader

OBJECTIVES

Recognize characteristics and structures of informational text.

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

Use Voice

Minilesson

FOCUS ON STRATEGIES Writers use specific language to express a narrator's voice. Voice helps readers learn more about the character's thoughts and feelings.

MODEL AND PRACTICE Discuss how students might use a similar technique in their own writing, using p. 570 of the *Student Interactive*. Model as an example:

1. Brainstorm details about two characters and how they feel about each other. Record your ideas on chart paper.
2. Use your brainstorming to choose specific language in your main character's voice to show how he or she feels about the other character. *My main character has a young brother who often pesters him, but deep down he loves his brother. I might have him say, "The cute little pest is always following me." The reader can tell the main character loves his brother because he uses the words "cute little pest."* Have students help you write other lines that reveal your main character's voice.
3. Discuss as a class how the lines you wrote contribute to the main character's voice and feelings.

ELL Targeted Support Voice Help students use specific language to reveal the thoughts and feelings of characters.

Ask volunteers to make up a character, such as a school bus driver or a clerk in a store. Then help each student write a line this character might say that reveals his or her thoughts and feelings. Offer this sentence frame: "I _____ my job because _____." Compare students' sentences. Ask: *How does the character's voice change?* **EMERGING/DEVELOPING**

Have partners make up two characters. Then have them work together to write lines for their characters that show their thoughts and feelings. Have them read their lines aloud. Ask: *How are the characters' voices different?* **EXPANDING/BRIDGING**



ASSESS UNDERSTANDING

Apply

MyTURN Have students refer to Natalie Kinsey-Warnock's use of voice as an example for their own writing. Then guide them to complete the activity on *Student Interactive* p. 570.

Writing Workshop

Have students suggest different language they would like to use in their poems from the Writing Workshop. During conferences, support students' writing by helping them find opportunities to use voice.

STUDENT INTERACTIVE, p. 570



DEVELOP AUTHOR'S CRAFT

Write for a Reader

Writers choose specific language to reveal a narrator's voice and to give readers details about characters' thoughts and feelings.

MyTURN In *Nora's Ark*, Natalie Kinsey-Warnock chooses specific language for Wren's voice. That language gives details about Wren's feelings. Now you will choose specific language to give details about characters.

Choose specific words to convey voice.



1. Think of a story you would like to write about two characters. Plan your writing by brainstorming details about your characters and how they feel about each other.
Student responses should describe two characters and how they feel about each other.
2. Write from the main character's point of view using the details you brainstormed. Use specific language to reveal the narrator's voice and to show how he or she feels about the other character.
Student responses should be written from the main character's point of view and include specific language that reveals the narrator's voice and his or her feelings about the other character.
3. How did your use of language contribute to the narrator's voice and show how he or she felt about the other character?
Student responses should include a description of how language choices show the narrator's voice and feelings.

Word Study Spiral Review

OBJECTIVE

Demonstrate and apply phonetic knowledge by decoding multisyllabic words with multiple sound-spelling patterns such as *eigh*, *ough*, and *en*.



FLEXIBLE OPTION 

LESSON 4



Spiral Review: Words with the Suffix *-en*

FOCUS ON STRATEGIES Review the strategies from the previous week about using the *-en* ending to determine word meanings.

MODEL AND PRACTICE Call on a volunteer to define the meaning of the *-en* ending. Discuss how knowing the meaning of this word ending can help students determine the meaning of words that have the ending, such as *brighten*.

APPLY Write the following words on the board: *harden*, *driven*, *flatten*. Have volunteers underline the base word in each word. Point out that for some words, like *flatten*, the final consonant is doubled before the *-en* ending is added. Then have students work independently to use the meaning of the base words and the meaning of the *-en* ending to determine the meaning of the each word. Have pairs exchange papers and check each other's work.



ELL Targeted Support

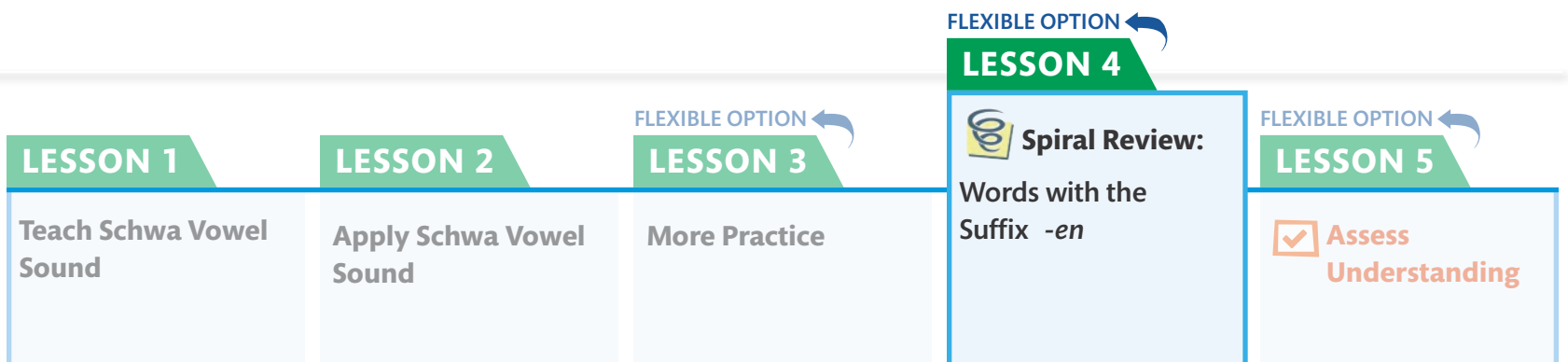
Suffix -en Help students identify the spelling pattern *base word + -en*.

Display these words: *hard, quick, soft*. Have students write the word and add the suffix *-en* to each word. Choral read the new words. **EMERGING**

Display these words: *hard, take, sad*. Point out the spelling rules to apply when adding *-en*. Have students write the *-en* form of each word. **DEVELOPING**

Display these words: *quick, drive, flat*. Have students discuss which rule to apply when adding the suffix *-en* to each word. Then have them write the *-en* form of each word. **EXPANDING**

Have students write sentences using the suffix *-en* for these words: *deep, fall, take*. Remind them to apply the correct rules for adding *-en* to each word. **BRIDGING**



Use the  **QUICK CHECK** on p. T253 to determine small group instruction.

Teacher-Led Options

Strategy Group

MAKE CONNECTIONS

Teaching Point Skilled readers know that the details in a historical fiction text can help them understand the time period in the text and make connections between that time and modern life. They read the text and text features and identify details they can compare and contrast with their own experiences to better understand the text. Work with students to complete the graphic organizer on *Student Interactive* p. 565.

ELL Targeted Support

Have students work in pairs or small groups to complete the graphic organizer on p. 565.

Have students follow along as you read the text on the *Student Interactive* page. Model highlighting details about life in the story's time period. Act as scribe as students orally volunteer details to complete the graphic organizer.

EMERGING

Ask students to discuss each step of filling out the graphic organizer. Then have students annotate the text and complete the graphic organizer. **DEVELOPING**

Have pairs complete the graphic organizer. Then have partners discuss how they used annotations to identify details in the text and text features to compare and contrast with modern life. **EXPANDING/BRIDGING**



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

Intervention Activity



MAKE CONNECTIONS

Use Lesson 23, pp. T147–T152, in the *myFocus Intervention Teacher's Guide* for instruction on making connections.

LEVEL D • READ

Lesson 23 Set a Purpose for Reading and Make Connections

DIRECTIONS Follow along as your teacher reads the passages. As you read, think about what you want to know.

Ben's Gift

- 1 Ben wants to get a nice birthday gift for his mother. He goes to the store with his father.
- 2 Ben sees a red hat. "She might like that," Ben thinks. Then he sees a dress with flowers. His mother loves flowers.
- 3 Ben counts his money.
- 4 "I don't think you have enough," says Ben's father. "Let's keep looking."
- 5 They look, but Ben cannot find the right gift. They go home. Ben feels sad and upset.
- 6 Ben walks through the yard. He sees a bright red flower. "I know just what I will give her!" he says.

The Truth About Spiders

- 1 There are many kinds of spiders. All spiders have eight legs, and many have eight eyes. Spiders do not have ears. They can "hear" things because the tiny hairs on their legs vibrate if something near them makes a sound.
- 2 All spiders have two parts. One is a head. The other is the abdomen. The abdomen is filled with light blue blood.
- 3 Spiders live in many different places. Some live in dry places. Some live in wet places. They live in hot and cold places. They even live in water. Many spiders make webs to live on. Other spiders live underground or in flowers.
- 4 Although many people fear spiders, most spiders cannot hurt people. Many spiders eat insects that people consider pests.

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Fluency

Assess 2–4 students



PROSODY

Have students practice reading *Nora's Ark*, paragraphs 7–12, with fluent phrasing. Ask partners to comment on each other's phrasing.

ORAL READING RATE AND ACCURACY

Use pp. 139–144 in Unit 5 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

MAKE CONNECTIONS

Talk About Independent Reading Ask students to look back at text evidence they marked. Have them tell how they used this evidence to make connections.

Possible Conference Prompts

- Which information did you compare and contrast with your own life and community?
- How did making connections add to your understanding of the time period in the story?

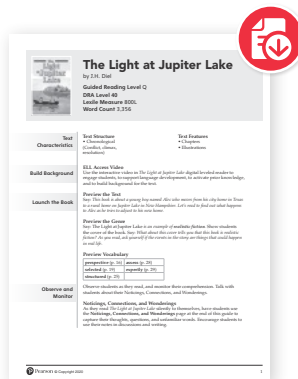
Possible Teaching Point Skilled readers pay attention to details in a historical fiction text. They interact with the text by highlighting important information and taking notes.

Leveled Readers



MAKE CONNECTIONS

- For suggested titles, see “Matching Texts to Learning,” pp. T212–T213.
- For instructional support on how to make connections, see the *Leveled Reader Teacher’s Guide*.



Whole Group

Share Bring the class back together in whole group. Tell one or two students to share how they used connections they made to help them understand the text. Celebrate their success.

Independent/Collaborative

Independent Reading



Students can

- reread or listen to another text they have previously read.
- read a trade book or their Book Club text.
- practice fluent reading by taking turns with a partner reading paragraphs from *Nora’s Ark*.

Centers



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

Literacy Activities



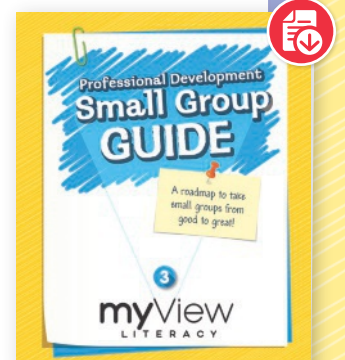
Students can

- complete the graphic organizer on *Student Interactive* p. 565.
- play the *myView* games.
- with a partner, take turns reading a text at an appropriate rate.

SUPPORT INDEPENDENT READING

Guide students to think about the added meaning the author of a text introduces with images, subheadings, and other text features.

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



Reflect and Share



OBJECTIVES

Write a response to a literary or informational text that demonstrates an understanding of a text.

Use text evidence to support an appropriate response.

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 texts. Ask:

- What did you learn about the damage caused by the 1927 Flood?
- Which event in the story did you not anticipate happening?
- What did you learn about the threat of floods in the valleys of a rural area like Vermont?

Write to Sources

Minilesson

FOCUS ON STRATEGIES Explain to students that writing a response to a historical fiction text and synthesizing ideas from two texts is easier when they ask and answer questions about what they have read. Emphasize that details and examples will make their response more convincing.

- Before gathering details and examples from *Nora's Ark* and another text, ask yourself what kinds of details you should look for in order to write about ways to survive an emergency.
- Think about ways you can connect pieces of evidence from different texts to show what you have learned about helping your community get through an emergency situation.
- From each text, annotate or highlight details that support the ideas you want to express.

MODEL AND PRACTICE Model synthesizing facts and details about people surviving during disasters, using the Interact with Sources prompt on p. 566 in the *Student Interactive*.

When reading about people surviving disasters, I need to collect information from multiple sources. I also need to understand my particular communities' needs. I think I will write down details about how the people gathered together in one safe place in *Nora's Ark* and brought supplies with them to help everyone. This is a great plan for someone who lives in a small community.

ELL Targeted Support Compare Ideas Tell students to find details from *Nora's Ark* and another text to show how to manage an emergency.

Have student groups use details from their text annotations to make an illustrated guide with captions about how to survive an emergency.

EMERGING/DEVELOPING

Have student groups use details from their text annotations to write and present an emergency plan for the classroom. **EXPANDING/BRIDGING**



FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for making connections across texts.

OPTION 1 Use the Shared Read Have students use evidence from this week’s text and from another text to make an emergency plan for their community.

OPTION 2 Use Independent Text Students should use their self-selected independent reading texts to find strategies for survival that are supported by text evidence.

QUICK CHECK

Notice and Assess Can students make connections across texts?

Decide

- **If students struggle**, revisit instruction for making connections across texts in Small Group on pp. T264–T265.
- **If students show understanding**, extend instruction for making connections across texts in Small Group on pp. T264–T265.

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. 566



RESPOND TO TEXT

Reflect and Share

Write to Sources Consider what you have learned about responding to a disaster in *Nora’s Ark* and other texts you have read in this unit. What did you learn that could help your community prepare for a disaster? Use examples from *Nora’s Ark* and at least one other text to write and support your response.



Interact with Sources Writers interact with sources by taking notes or annotating text to help them answer questions. Before you write a response, discuss these questions with a partner, and use the questions to help you take notes on the text.

- Which details from the texts could help your community in an emergency?
- What are some examples from the texts of how people can help each other in an emergency?

Take notes or underline ideas and examples in the texts. Use this text evidence to write your response on a separate sheet of paper.

Weekly Question

How should people respond during a disaster?

My VIEW

Write About It For additional practice developing and writing opinions using text evidence, ask students to respond to the prompt below on a separate sheet of paper.

At the end of the story, Wren says that the hoofprints on the floor of her home, “remind [her] of what’s important: family and friends and neighbors helping neighbors.” Why do you think emergency situations bring “family and friends and neighbors” closer together? Use text evidence to support your opinion.

Word Study Schwa

OBJECTIVE

Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; *r*-controlled syllables; and final stable 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 assess students' understanding of the schwa vowel sound, pronounce the word *seven*. Have them listen for the *uh* sound in the unstressed syllable. Ask them which syllable has the schwa sound. (the second)

Then provide students with the following words.

system

sofa

circus

carrot

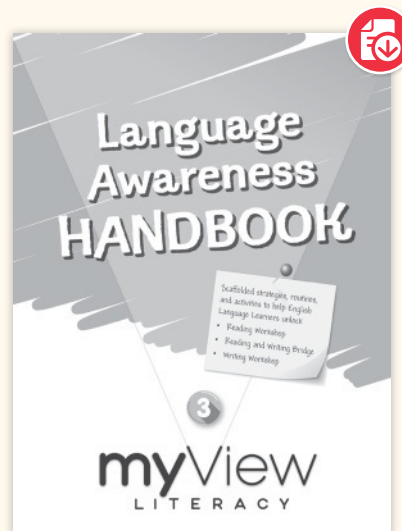
Have students use their knowledge of the schwa vowel sound to decode the words by pronouncing each word and identifying the unstressed syllable in each word that has a vowel sound pronounced *uh*.





Develop Language Awareness

For additional practice with the schwa vowel sound, complete the activity on p. 59 of the *Language Awareness Handbook*. In this practice activity, students will use phonic support to understand the schwa vowel sound.



FLEXIBLE OPTION

LESSON 5

Assess Understanding

LESSON 1

Teach Schwa Vowel Sound

LESSON 2

Apply Schwa Vowel Sound

FLEXIBLE OPTION

LESSON 3

More Practice

FLEXIBLE OPTION

LESSON 4

Spiral Review:
Words with the Suffix *-en*

Use the  **QUICK CHECK** on p. T261 to determine small group instruction.

Teacher-Led Options

Strategy Group



COMPARE TEXTS

Teaching Point As you read informational and historical fiction texts, you will naturally make connections between ideas across texts. It is important to be able to express those connections in a way that others understand. Have students compare and contrast the way the information is presented in *Nora's Ark* with the presentation of information in the primary source on *Student Interactive* pp. 536–537.

ELL Targeted Support

Have students make connections between texts to answer the Weekly Question: *How should people respond during a disaster?*

Have students orally complete this sentence: *The primary source and the historical fiction text show that people can survive disasters if they _____ and _____.* Have students share their sentences aloud. **EMERGING**

Have students work in pairs to discuss their responses to the Weekly Question. Tell them to reference survival strategies from two of the historical fiction texts they read this week.

DEVELOPING

Complete the activity above. Then have pairs compare how characters in historical fiction respond to disasters and how they might respond in a modern context. Ask: *Could the disaster in the text still happen today? How can we better prepare for this disaster now?* Call on student volunteers to share highlights from their discussions. **EXPANDING/BRIDGING**



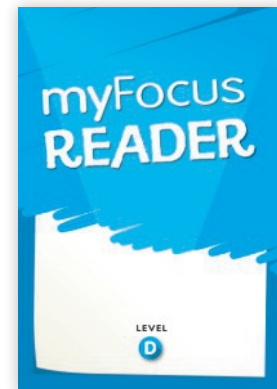
For additional support, see the online *Language Awareness Handbook*.

Intervention Activity



myFOCUS READER

Reread pp. 60–61 in the *MyFocus Reader* 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 disaster responses 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 1–16.

On-Level and Advanced



INQUIRY

Organize Information and Communicate

Students should organize their findings on experiences of people who survive a disaster into an effective format.

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

See *Extension Activities* pp. 214–218 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 dealing with disasters. Have them refer to p. 566 in the *Student Interactive* if desired.

Possible Conference Prompts

- What similarities did you notice across the texts you read?
- How did the text features contribute to your understanding of a text?

Possible Teaching Point Compare a historical fiction text to another you have read. Synthesize information from each text and form new ideas.

Leveled Readers



COMPARE TEXTS

- For suggested titles, see “Matching Texts to Learning,” pp. T212–T213.
- For instructional support on how to compare texts, see the *Leveled Reader Teacher’s Guide*.



Whole Group

Share Bring the class back together in whole group. Tell one or two students to share the connections they made as they compared different texts.

Independent/Collaborative

Independent Reading



Students can

- reread or listen to the primary source “The Dust Bowl” 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 strategies of people who have survived natural disasters in recent years.
- play the *myView* games.

BOOK CLUB



See Book Club, pp. T486–T487, for

- teacher’s summary of chapters in *Do Tornadoes Really Twist?*
- talking points to share with students.
- collaboration prompts and conversation starters.
- suggestions for using the Discussion Chart.
- alternate texts to support the unit theme and Spotlight Genre.

UNIT 5 WEEK 5

SUGGESTED WEEKLY PLAN

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 themes concerning *solutions* by reading a text that helps me infer theme in traditional tales.
- I can develop knowledge about language to make connections between reading and writing.
- I can use knowledge of the sound and shape of poetry to write a poem.

SEL SOCIAL-EMOTIONAL LEARNING

Assessment Options for the Week

- Daily Formative Assessment Options
- Writing Workshop Assessment

The following assessments are available on [SavasRealize.com](https://www.savasrealize.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

READING WORKSHOP

GENRE & THEME

- Interact with Sources: Explore the Poem: Weekly Question T270–T271
- Listening Comprehension: Read Aloud: “The Ant and the Grasshopper” T272–T273
- Traditional Tales T274–T275
- Quick Check** T275

READING BRIDGE

- Academic Vocabulary: Parts of Speech T276–T277
- Word Study: Teach Final Stable Syllables *-le, -ture, -ive, -ize* T278–T279

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T282–T283
- Strategy, Intervention, and On-Level/Advanced Activities T282
- ELL Targeted Support T282
- Conferring T283

INDEPENDENT/COLLABORATIVE

- Independent Reading T283
- Literacy Activities T283

BOOK CLUB T283 **SEL**

WRITING WORKSHOP

MINILESSON

- Poetry T434–T435
 - » Revise for Coherence and Clarity
 - » Share Back

INDEPENDENT WRITING

- Poetry T435
- Conferences T432

WRITING BRIDGE

- FLEXIBLE OPTION**
 - Spelling: Spell Final Stable Syllables T436
 - Assess Prior Knowledge** T436
- FLEXIBLE OPTION**
 - Language and Conventions: Spiral Review: Pronoun-Antecedent Agreement T437

LESSON 2

READING WORKSHOP

SHARED READ

- Introduce the Text T284–T299
 - » Preview Vocabulary
 - » Read: *Aesop’s Fox*
- Respond and Analyze T300–T301
 - » My View
 - » Develop Vocabulary
- Quick Check** T301
 - » Check for Understanding

READING BRIDGE

- Word Study: Apply Final Stable Syllables *-le, -ture, -ive, -ize* T302–T303
- High-Frequency Words T302

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

WRITING WORKSHOP

MINILESSON

- Poetry T438–T439
 - » Edit for Adjectives and Adverbs
 - » Share Back

INDEPENDENT WRITING

- Poetry T439
- Conferences T432

WRITING BRIDGE

- Spelling: Teach Final Stable Syllables T440
- FLEXIBLE OPTION**
 - Language and Conventions: Oral Language: Edit for Commas T441

LESSON 3

READING WORKSHOP

CLOSE READ

- Infer Theme T306–T307
 - » Close Read: *Aesop's Fox*
- ✓ **Quick Check** T307

READING BRIDGE

- Read Like a Writer: Describe Use of Imagery T308–T309
- Word Study: More Practice: Final Stable Syllables *-le, -ture, -ive, -ize* T310–T311 **FLEXIBLE OPTION**

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

- Poetry T442–T443
 - » Publish and Celebrate
 - » Share Back

INDEPENDENT WRITING

- Poetry T443
- Conferences T432

WRITING BRIDGE

- Spelling: More Practice: Final Stable Syllables T444 **FLEXIBLE OPTION**
- Language and Conventions: Teach Editing for Commas T445

LESSON 4

READING WORKSHOP

CLOSE READ

- Evaluate Details T314–T315
 - » Close Read: *Aesop's Fox*
- ✓ **Quick Check** T315

READING BRIDGE

- Write for a Reader: Use Precise Verbs T316–T317
- Word Study: Spiral Review: Schwa T318–T319 **FLEXIBLE OPTION**

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

- Poetry T446–T447
 - » Prepare for Assessment
 - » Share Back

INDEPENDENT WRITING

- Poetry T447
- Conferences T432

WRITING BRIDGE

- Spelling: Spiral Review: Schwa T448 **FLEXIBLE OPTION**
- Language and Conventions: Practice Editing for Commas T449

LESSON 5

READING WORKSHOP

COMPARE TEXTS

- Reflect and Share T322–T323
 - » Talk About It
- ✓ **Quick Check** T323
- » Weekly Question

READING BRIDGE

- Word Study: Final Stable Syllables *-le, -ture, -ive, -ize* T324–T325 **FLEXIBLE OPTION**
- ✓ **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

- Poetry T450
 - » Assessment
 - » Share Back

INDEPENDENT WRITING

- Assessment T451
- Conferences T432

WRITING BRIDGE

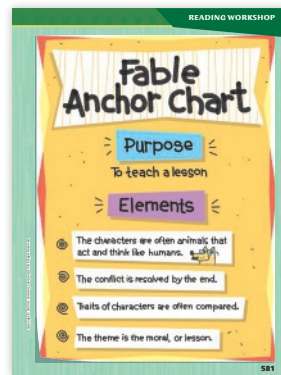
- Spelling: Final Stable Syllables T452
- ✓ **Assess Understanding** T452
- Language and Conventions: Standards Practice T453 **FLEXIBLE OPTION**

UNIT 5 WEEK 5 WEEK AT A GLANCE: RESOURCE OVERVIEW

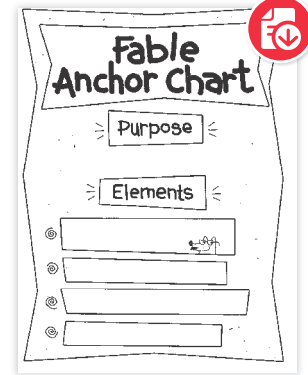
Materials



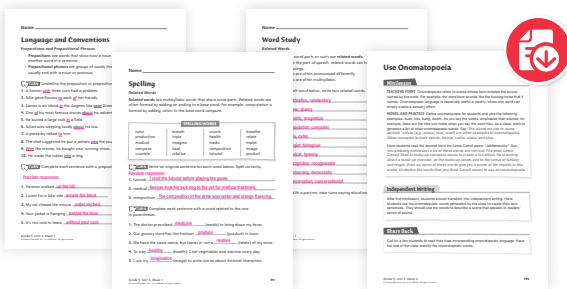
POEM
"Lesson From the Forest"



READING ANCHOR CHART
Fable



EDITABLE ANCHOR CHART
Fable



RESOURCE DOWNLOAD CENTER
Additional Practice



LEVELED READERS TEACHER'S GUIDE

Words of the Week

High-Frequency Words

love
developed

Develop Vocabulary

elegant
remarkable
flattery
spectacle
imitation

Spelling Words

title
vegetable
humble
active
capture
organize
positive
posture
creature
finalize

Challenge Spelling Words

characterize
legislature
chronicle

Unit Academic Vocabulary

analysis
threat
damage
anticipate
pollution

WEEK 1 LESSON 1
READING WORKSHOP

GENRE & THEME

Listening Comprehension

OBJECTIVE
Listen actively, ask relevant questions to clarify information, and use your own context.

ELL Language Transfer
Compare "The Ant and the Grasshopper" with the Spanish version "El Hormiga y el Saltamontes."

FLUENCY
After comparing the Read-Aloud Record, students read "The Ant and the Grasshopper" aloud. Encourage students to use context clues to help them understand the meaning of unfamiliar words. Encourage students to use context clues to help them understand the meaning of unfamiliar words.

READ-ALOUD ROUTINE
Purpose: Have students actively listen for elements of fiction.
Read the entire text aloud without stopping for Think-Aloud callouts.
Read the text aloud, pausing to model Think-Aloud strategies related to the genre and discuss relevant information.

The Ant and the Grasshopper

Summer
The days were long. The air was warm, and good food was easy to find. In fields and gardens, flowers and leaves were budding from the ground. All of it had been watered with care.

Winter
The days were long. The air was warm, and good food was easy to find. In fields and gardens, flowers and leaves were budding from the ground. All of it had been watered with care.



READ ALOUD TRADE BOOK LIBRARY

Interactive Read Aloud

Fiction Lesson Plan

WHY
Interactive Read Aloud:
• Encourage students to look about their independent reading level.
• Encourage students to use context clues to help them understand the meaning of unfamiliar words.
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PLANNING
• Select a text from the Read-Aloud Trade Book Library or the school or classroom library.
• Read the text aloud to the students.
• Prepare the text for reading.
• Prepare the text for reading.
• Prepare the text for reading.

BEFORE READING
• Show the cover of the book to introduce the title, author, illustrator, and genre.
• Ask the students to share their thoughts about the cover.
• Ask the students to share their thoughts about the cover.
• Ask the students to share their thoughts about the cover.

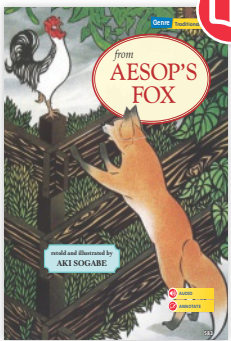
DURING READING
• Read with expression to draw in listeners.
• Ask questions to guide the discussion and draw attention to the text.
• Use Think-Aloud to model strategies and draw attention to the text.
• Encourage students to use context clues to help them understand the meaning of unfamiliar words.

AFTER READING
• Encourage and allow students to share thoughts about the story.
• Encourage and allow students to share thoughts about the story.
• Encourage and allow students to share thoughts about the story.



INTERACTIVE READ ALOUD LESSON PLAN GUIDE

READ ALOUD
"The Ant and the Grasshopper"



SHARED READ
Aesop's Fox



BOOK CLUB

Titles related to
Spotlight Genre and
Theme: T488–T489

Mentor STACK

Writing Workshop T431



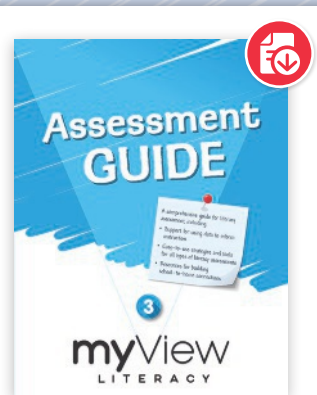
LITERACY STATIONS



SCOUT

Assessment Options for the Week

- Daily Formative Assessment Options
 - Writing Workshop Assessment
- 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

OBJECTIVE

Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.

ACADEMIC VOCABULARY


Language of Ideas Academic Vocabulary helps students gain a better understanding of unfamiliar concepts and ideas. After you discuss the poem, ask: *What lesson did the speaker learn from seeing how the forest responded to damage from a fire? What do you anticipate the speaker will do after visiting the forest with Gramps?*

- analysis
- threat
- damage
- anticipate
- pollution

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

Explore the Poem

Remind students of the Essential Question for Unit 5: *How does the world challenge us?* Point out the Week 5 Question: *What can nature teach us about ourselves?*

Direct students' attention to the poem on pp. 578–579 in the *Student Interactive*. Explain that sometimes a poem tells a story. Have students read the poem and discuss the lesson the speaker in the poem learned from nature. 

Use the following questions to guide discussion:

- How did the grandfather try to teach the speaker a lesson using nature?
- What are some other lessons we can learn from nature?
- How does this poem suggest that nature can teach us about ourselves?

WEEKLY QUESTION Reread the Week 5 Question: *What can nature teach us about ourselves?* Tell students they just learned about one way people can learn about themselves from nature. Explain that they will read about more ways this week.

FREWRITE Have students annotate the poem to answer the question on *Student Interactive* p. 579 and then share their responses.



EXPERT'S VIEW Sharon Vaughn, University of Texas at Austin

“Instructional feedback is as important as instruction, but what should feedback look like? It doesn't just mean telling the student, “Good job!” Feedback means asking questions about what students are learning from text and asking them to demonstrate how the text supports their response. Good feedback is asking students to engage in purposeful activities through oral expression or in writing.”

See [SavvasRealize.com](https://www.savvasrealize.com) for more professional development on research-based best practices.



ELL Targeted Support Visual and Contextual Support Read aloud the poem. Tell students to listen closely as you read.

Point out the photograph and discuss how it relates to the topic. Preview key vocabulary: *bases, loaded, strike, ump, batter, nodded, headed, forest*. Ask: **What happens to the speaker at the baseball game? Where does the grandfather bring the speaker after the baseball game?** **EMERGING**

Point out the photograph and discuss how it relates to the topic. Preview key vocabulary: *blur, chanting, gently, burn, replied, sprang*. Ask: **What can the speaker learn from the visit to the burned forest?** **DEVELOPING**

Point out the photograph and discuss how it relates to the topic. Preview key vocabulary: *trials, disasters, growth*. Ask: **Why did the grandfather take the speaker to the forest?** **EXPANDING/BRIDGING**

STUDENT INTERACTIVE, pp. 578–579



WEEKLY LAUNCH: POEM

INTERACTIVITY

Lesson From THE FOREST

The bases were loaded,
The fans were a blur.
I heard the folks chanting;
My name could be heard.

But the timing was off—
“STRIKE ONE!” came the shout.
The ump called two more.
The batter was out!

That batter was me,
And I wanted to hide.
Then I saw my grandpa
Walk up to my side.

He smiled down so gently,
And asked, “Want to go?”
I nodded—we left,
So my tears didn’t show.

The next day, Gramps said,
“Let’s go for a ride.”
“Where are we headed?”
“The old burn,” he replied.

We drove to the forest
Where trees once stood tall,
Gramps stopped the truck there,
Saying, “Come see it all.”

He told of the fire,
That burned all the trees.
But Gramps pointed out
Where new life sprang free.

“Nature is a teacher
In joy, trials, or both.
Disasters might shake you,
But wait for the growth.”

WEEK
5

Weekly Question

What can nature teach us about ourselves?

Freewrite Annotating means marking up a text. Annotate the poem by underlining parts that you think might apply to the Weekly Question. Think about how being in nature might help a person recover from a disappointment or failure. Then write your thoughts and discuss them with a partner.

Listening Comprehension

OBJECTIVE

Listen actively, ask relevant questions to clarify information, and make pertinent comments.

ELL Language Transfer

Cognates Point out the Spanish cognates in “The Ant and the Grasshopper.”

- garden : *jardín*
- violin : *violín*

FLUENCY

After completing the Read-Aloud Routine, display “The Ant and the Grasshopper.” Model reading aloud a short section of the passage, asking students to pay attention to your prosody, or expression. Point out that the punctuation of sentences informs the way you read them aloud by giving information about pauses, questions, and exclamations. Invite partners to practice expressive reading using their favorite sentences from the passage.

THINK ALOUD

Analyze Fables Fables are traditional tales that teach a lesson. One element common in fables is animal characters that act and think like humans. As I read the first two paragraphs of this tale, I notice that the characters are animals and that they behave like people. This tells me that the tale is most likely a fable. I look for other clues that tell me this is a fable as I continue to read.

Traditional Tales

Tell students you are going to read aloud a type of traditional tale called a fable. Have students listen as you read “The Ant and the Grasshopper.” Explain that students should listen actively, paying careful attention to the lessons the fable teaches 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 fables.

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 lessons learned from the fable.

The Ant and the Grasshopper

Summer

The days were long, the sun was warm, and good food was easy to find. In fields and gardens, flowers and leaves were bursting from the ground. All of nature hummed with contentment.

Grasshopper enjoyed the excellent weather. She played in the flowers. She sat atop a large rock, basking in the warm sunlight and playing her violin. She needed very little, and what she needed, she got. It was enough for her to have a mouthful of food, the warm sun, the cool breeze, and beautiful music filling the air.

While Grasshopper relaxed, Ant worked hard. She toiled nonstop. She carefully harvested everything that each plant could offer. Back and forth, to and fro, she left her house empty-handed and returned carrying a load many times her own size.

One day as Ant passed Grasshopper's rock, carrying an enormous bundle of food, she stopped and looked up. “Hey! You up there! Every day, you sit up there and play. Shouldn't you be working, like I am?”

Grasshopper paused thoughtfully. The sound of the violin faded away to silence. For a moment, there was nothing. Then, Grasshopper began again to play.

*"The Ant and the Grasshopper," continued***Fall**

The days were shorter, and the sun sometimes gave way to bursts of rain. In the fields and gardens, shiny greens were starting to be replaced by oranges, golds, and pale yellows.

Ant had collected all the food near her home. Every day, she had to go farther to find supplies. Her storerooms now contained all the bounty of summer, but they were far from full. She knew that she must continue to work. Ant would not rest until winter.

Meanwhile, Grasshopper played as beautifully as ever. The top of her rock was not so warm now, but it still had a wonderful view. She watched the colors change and she put it into her song.

Ant, shivering in the evening chill, shouted up to her, "Grasshopper! Have you put away no stores? All this time I've been working, I've always heard your music." She got no reply but the soft melody of Grasshopper's sweet trilling.

Winter

The days were short pauses between long, frigid, snowy nights. Nothing green could be seen anywhere. The low, gray skies looked down on colorless fields.

Ant was tucked inside her cozy home, surrounded by her well-stocked pantry. For many months she had worked to fill every corner with food. Now there was nothing to do but sit quietly. So quietly. Ant looked around at the wealth she had gathered. She listened closely and heard nothing but the howling wind. She listened. She listened.

A single, mournful note sounded outside her door.

Ant, bursting with joy, rushed to bring Grasshopper inside. Grasshopper, much relieved, took a sip of water and a bite of food. She merrily played the violin for her friend all winter long.

The moral of the story is *Each person's contribution has value.*

**THINK ALOUD**

Analyze Fables The purpose of a fable is often to instruct. To help me think about the lesson of the fable, I can compare the traits of the animal characters. Ant always works hard. What else does Ant do? Grasshopper always plays. What else does Grasshopper do? What is the fable trying to teach us about how each of us can contribute with our different strengths and abilities? It is telling us that each one of us has something good and different to share.

ELL Access

To help students understand the meaning of "The Ant and the Grasshopper," read aloud this short summary.

Ant works hard all year long to collect enough food for the winter. Grasshopper makes music and does not collect food. When winter comes, the two friends share their offerings with 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****Plot Chart**

Beginning	
Middle	
End	
Moral	

Have students help you create a chart that summarizes what happens at the beginning, middle, and end of the fable. You may want to write the moral of the fable at the bottom.

Traditional Tales

LEARNING GOAL

I can learn more about themes concerning solutions by reading a text that helps me infer theme in traditional tales.

OBJECTIVE

Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, legends, and myths.

LANGUAGE OF THE GENRE

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

- moral
- theme
- lesson
- purpose

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 text.

ELL Language Transfer

Cognates Point out the Spanish cognates related to fables:

- theme : *tema*
- lesson : *lección*

Minilesson

FOCUS ON STRATEGIES A fable is a type of traditional tale. The purpose of a fable is to teach a moral, or lesson.

- Look for characters that are animals but behave like humans. You might also notice characters whose traits are compared.
- Think about the conflict in the story. In a fable, the conflict is resolved by the end.
- Ask yourself if you can determine a moral of the fable. The moral is a lesson or theme in the story. Is it stated at the end of the fable?

MODEL AND PRACTICE Model how to identify a fable. In “The Ant and the Grasshopper,” the characters are animals, which is a common element in a fable. I notice that these animals have human characteristics. Stating the moral of the story is another common element in fables.

Ask students to think about informational texts they have read. Remind them that informational texts take many forms and may sometimes teach ideas and provide explanations, but that they are always about real people, places, and events. Ask students to use the anchor chart as well as what they already know to discuss with a partner key differences between and examples of informational texts and fables.

ELL Targeted Support Identify and Describe Find another fable from a book or online. Distribute copies on which students can write. Read the fable as students follow along.

Work with students to help them highlight and label the following in their fables: animal characters, human traits in animals, comparisons of characters, conflict resolution, and a moral. (Note: not all fables have every element.)

EMERGING/DEVELOPING

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies to identify fables.

OPTION 1 TURN, TALK, AND SHARE Have students work with a partner to complete the Turn and Talk activity on p. 580 of the *Student Interactive*. Circulate to discover whether students can identify the differences between fables and informational texts.

OPTION 2 Use Independent Text In a reading notebook, have students take notes about the characteristics of a fable that they see in their independent reading.

 **QUICK CHECK**

Notice and Assess Can students identify fables?

Decide

- **If students struggle**, revisit instruction about fables in Small Group on pp. T282–T283.
- **If students show understanding**, extend instruction in Small Group on pp. T282–T283.

STUDENT INTERACTIVE, pp. 580–581



GENRE: TRADITIONAL TALES

Learning Goal

I can learn more about themes concerning *solutions* by reading a text that helps me infer theme in traditional tales.

Traditional Tales

A **fable** is a type of traditional tale. It is a brief story that gives a **moral**, or lesson. In a fable, the moral is

- The **theme**, or central message, of the story
- Usually **stated** in the text at the end of the story
- The **purpose**, or reason, for the story

TURN and TALK How is a fable different from an informational text? With a partner, discuss key differences and examples of each genre. Use the Fable Anchor Chart to help you. Take notes on your discussion.

My NOTES

A moral, or lesson, usually appears at the end of a fable.



580


READING WORKSHOP

Fable Anchor Chart

Purpose

To teach a lesson

Elements

- ☉ The characters are often animals that act and think like humans. 
- ☉ The conflict is resolved by the end.
- ☉ Traits of characters are often compared.
- ☉ The theme is the moral, or lesson.

581

Academic Vocabulary

LEARNING GOAL

I can develop knowledge about language to make connections between reading and writing.

OBJECTIVE

Respond using newly acquired vocabulary as appropriate.

ELL Language Transfer

Cognates Encourage Spanish speakers to apply knowledge of their native language as a strategy to help them understand and remember the Academic Vocabulary words. Point out the following cognates:

- analysis : *análisis*
- anticipate : *anticipar*

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 Parts of speech are categories of words that include nouns, verbs, adjectives, and adverbs. Some words may be used as more than one part of speech. Use your knowledge of parts of speech to identify the part of speech of a word as it is used in context.

- If a word names a person, place, thing, or idea, it is a noun.
- If a word names an action, it is a verb.
- If a word describes a noun, it is an adjective.
- If a word describes an action, it is an adverb.

MODEL AND PRACTICE Model this strategy using the example on p. 603 of the *Student Interactive*.

- Read the sentence in the first row in the chart. Say: **To identify the part of speech of the word analysis, I'll ask questions about the word. Does it name a person, place, thing, or idea? Yes, it names an idea. So in this sentence, analysis is a noun.**
- Then help students think of the words related to *analysis* that could be used as different parts of speech. (*analysis*, noun; *analyze, analyzed, analyzing*: verbs; *analytic, analytical*: adjectives; *analytically*: adverb)

ELL Targeted Support Parts of Speech As students learn about parts of speech, they may have trouble understanding that the same word can be used as different parts of speech.

Display these sentences: *The wind could damage buildings. The damage done by the storm was great.* Have students write the sentences, underline the word *damage*, and identify whether the word *damage* is used as a noun or a verb in each sentence. (verb, noun) **EMERGING/DEVELOPING**

Display these sentence frames: *The ____ could damage ____.* *The damage was ____.* Have students write sentences by completing the sentence frames. Then have them identify whether *damage* is used as a noun or a verb in each sentence. **EXPANDING/BRIDGING**



ASSESS UNDERSTANDING

Apply

MyTURN Have students follow the same strategy as they complete the chart on p. 603 of the *Student Interactive*. Remind students that they will use Academic Vocabulary words throughout this unit.

STUDENT INTERACTIVE, p. 603



VOCABULARY

READING-WRITING BRIDGE

Academic Vocabulary

Parts of Speech are categories of words, such as nouns, verbs, adjectives, and adverbs. Some words may be used as more than one part of speech.

We **train** dogs at the park district. (verb)

Dad rides the **train** to work. (noun)

Learning Goal

I can develop knowledge about language to make connections between reading and writing.

MyTURN For each sentence below,

1. **Read** each sentence and underline the academic vocabulary word.
2. **Identify** the part of speech of the underlined word.
3. **Write** a sentence using the word as a different part of speech. You may change the form of the word, such as changing *pollution* to *pollute*. Identify the new part of speech.

Possible responses:

Sentence	Part of Speech	My Sentence
After <u>analysis</u> , Jamie realized her error.	noun	We analyzed weather information. (verb)
Once the <u>threat</u> of the storm passed, we went back outside.	noun	A storm threatened to cancel the baseball game. (verb)
Getting too much sun can cause skin <u>damage</u> .	noun	The damaged fruit was on sale. (adjective)
Air <u>pollution</u> is a problem.	noun	It was unsafe to breathe in the polluted air. (adjective)

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Word Study Final Stable Syllables

-le, -ture, -ive, -ize

OBJECTIVE

Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; *r*-controlled syllables; and final stable syllables.

LESSON 1

Teach Final Stable Syllables *-le, -ture, -ive, -ize*

FOCUS ON STRATEGIES The syllables *-le, -ture, -ive,* and *-ize* are called final stable syllables because they always appear at the end of a word. Learn to identify these syllables to be able to decode words that end with them.

MODEL AND PRACTICE To demonstrate how to decode words by identifying the final stable syllable, display the following words: *rattle*, *picture*, and *realize*. Read the words aloud, emphasizing the final sound. Have volunteers identify the final stable syllable in each word. (*rattle*, *picture*, *realize*)

Guide students to think of additional words that include the final stable syllables *-le, -ture, -ive,* and *-ize*.



ELL Targeted Support

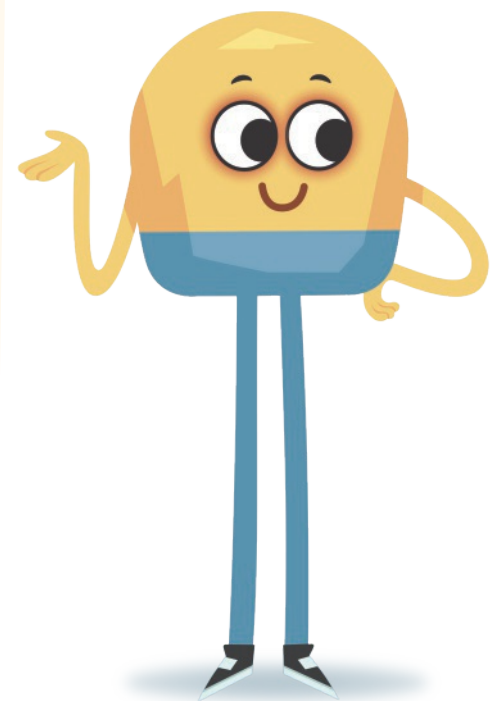
Final Stable Syllables Help students identify the final stable syllables *-le*, *-ture*, *-ive*, and *-ize*. Display these words on the board: *purple*, *adventure*, *arrive*, and *apologize*.

Read aloud each word. Have students copy the words into their notebooks and underline the letters that make up the final stable syllable in each word.

EMERGING/DEVELOPING

Complete the activity above. Then have students write four more words that are spelled with the same final stable syllables. (e.g., *huddle*, *picture*, *thrive*, *realize*) **EXPANDING**

Complete the activity above. Then have pairs work together to review the text and find words that have the final stable syllables *-le*, *-ture*, *-ive*, and *-ize*. Instruct them to write a list of the words in their notebooks. **BRIDGING**



LESSON 1

Teach Final Stable Syllables *-le*, *-ture*, *-ive*, *-ize*

LESSON 2

Apply Final Stable Syllables *-le*, *-ture*, *-ive*, *-ize*


FLEXIBLE OPTION

LESSON 3

More Practice

FLEXIBLE OPTION

LESSON 4

 **Spiral Review:**
Schwa

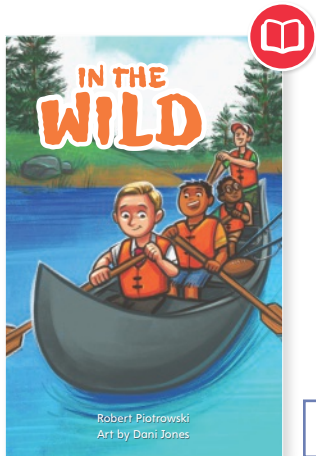
FLEXIBLE OPTION

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 in SavvasRealize.com.



LEVEL N

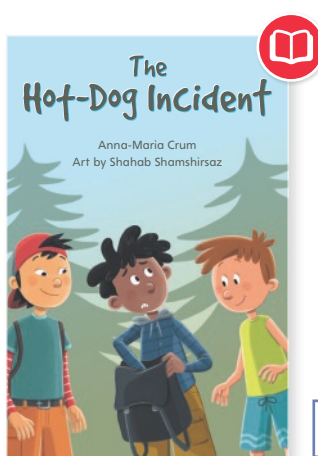
Genre Realistic Fiction

Text Elements

- Plot with numerous episodes
- Table of contents, chapter titles

Text Structure

- Chronological



LEVEL O

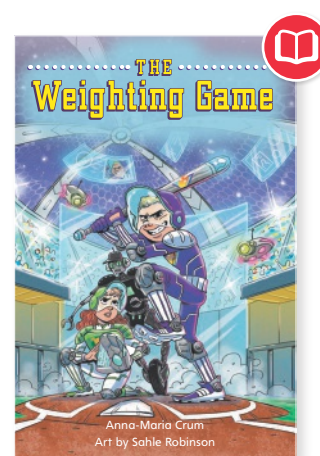
Genre Realistic Fiction

Text Elements

- Characters revealed by what they say and do
- Minimal illustration

Text Structure

- Chronological



LEVEL O

Genre Science Fiction

Text Elements

- Multiple characters to understand
- Descriptive language

Text Structure

- Chronological

Guided Reading Instruction Prompts

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

Identify Genre

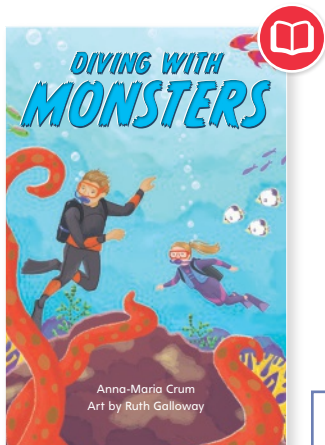
- What is the genre of this book?
- How can you tell?
- What are some elements of that genre that you can point out?

Develop Vocabulary

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

Infer Theme

- What is the theme, or central message, of this book?
- What details help you infer the theme, or central message, of the book?
- How is the theme different from the topic of the book?



LEVEL P

Genre Realistic Fiction

Text Elements

- Characters revealed by what they say and do
- Extensive use of descriptive language

Text Structure

- Chronological



LEVEL P

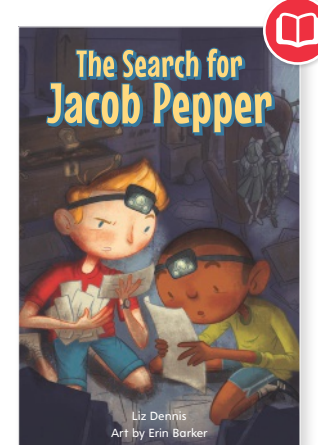
Genre Realistic Fiction

Text Elements

- Characters revealed by what they say and do
- Extensive use of descriptive language

Text Structure

- Chronological



LEVEL P

Genre Realistic Fiction

Text Elements

- Characters revealed by what they say and do
- Table of contents and chapter titles

Text Structure

- Chronological

Evaluate Details

- What details helped you evaluate the key lesson or moral presented in this book?
- How do the details help you evaluate the main conflict and its resolution?
- How do the details support the theme?

Compare Texts

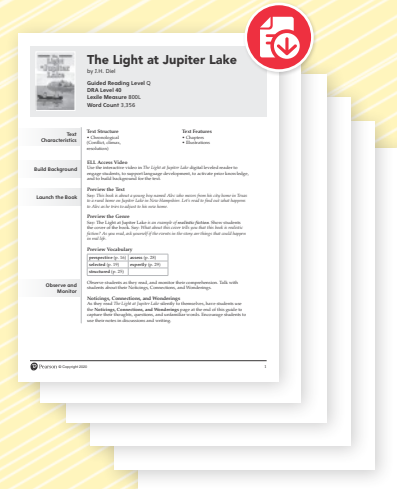
- What connections can you make to other books?
- What did the author do to make the book interesting?

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. T275 to determine small group instruction.

Teacher-Led Options

Strategy Group

IDENTIFY TRADITIONAL TALES

Teaching Point Remember: A fable is a traditional tale. The purpose of a fable is to teach a moral, or lesson. Characters are often animals that have human traits. The conflict is resolved by the end, and the moral is often stated at the end. Review the anchor chart on *Student Interactive* p. 581.

ELL Targeted Support

Provide prereading supports such as pictures, graphic organizers, and pretaught vocabulary to help students read and understand fables.

Show students illustrations from animal fables. Ask questions about the pictures to activate students' prior knowledge about fable elements before rereading "The Ant and the Grasshopper."

EMERGING

Display the first four paragraphs of "The Ant and the Grasshopper." Preteach key vocabulary such as *contentment*, *toiled*, and *empty-handed*. Have pairs take turns reading the paragraphs to each other. **DEVELOPING**

Provide students with a printed copy of "The Ant and the Grasshopper" and a T-chart. On one side of the chart, have them write the following elements of a fable: *animal characters*, *animals that act like people*, *problem solved at the end*, *moral or lesson*. As they read, tell them to record examples of each fable element on the other side of the T-chart. **EXPANDING/BRIDGING**



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

Intervention Activity

IDENTIFY TRADITIONAL TALES

Use Lesson 20, pp. T127–T132, in the *myFocus Intervention Teacher's Guide* for instruction on the characteristics of traditional tales.

LEVEL D • READ

Lesson 20 Genre: Traditional Tales

DIRECTIONS As you read the traditional tales, think about the characters, settings, and events. How are they like those in other stories you have read?

Pecos Bill Rides a Cyclone

- 1 Long ago, when our country's West was still wild, a terrible drought hit the plains. From North Dakota to Texas, not a drop of water was to be found. The plants shriveled up. The land blew away. It was so dry that the wind coughed instead of blowing.
- 2 The cowboys knew they needed help. They knew just who to ask. Pecos Bill was the man for the job. You know Bill. He's the boy raised by coyotes, and the cowboy who made a lasso of a rattlesnake. He would know what to do.
- 3 "Can you get us some rain here, Bill?" the cowboys asked. Bill figured he was as good a bet as any at getting the rain to come. He just needed a plan. So he hopped on Widow-Maker, his horse, and went for a ride. He did his best thinking while riding.
- 4 As he rode, he stared right into that scorching sun. He watched the dirt blow in circles, flying away from the earth. He made it to Oklahoma, where he spied the cyclone of all cyclones. It was 10 miles wide and reached its neck right up into the sky. Bill got a dandy idea staring at that monster. He gave Widow-Maker a nudge, and the two chased that cyclone. A giant bolt of lightning struck the ground beside Bill as they gave chase. He didn't run away. No sir!

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On-Level and Advanced

INQUIRY

Question and Investigate Have students use the lesson launch poem "Lesson From the Forest" to generate questions about natural disasters and then choose one to investigate. Throughout the week, have them conduct research about the question. See *Extension Activities* pp. 214–218 in the *Resource Download Center*.

Conferring

3 students / 3–4 minutes per conference

IDENTIFY TRADITIONAL TALES

Talk About Independent Reading Ask students to share what they have learned about fables.

Possible Conference Prompts

- What elements of a fable did you notice in your book?
- What was the moral of the fable?

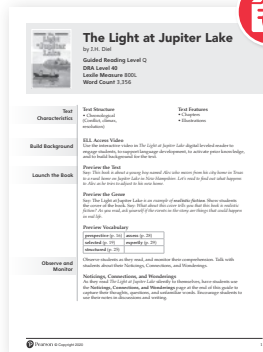
Possible Teaching Point Do you remember the elements of fables? The characters are often animals that have human traits. The purpose of a fable is to teach a moral, or lesson, and that moral is often stated at the end of the fable.

Leveled Readers



IDENTIFY TRADITIONAL TALES

- For suggested titles, see “Matching Texts to Learning,” pp. T280–T281.
- For instructional support on how to identify the characteristics of traditional tales, see the *Leveled Reader Teacher’s Guide*.



Whole Group

Share Bring the class back together in a whole group. Invite one or two students to share the elements of fables that they found in their independent reading. Reinforce with the class the reading strategies that the student used.

Independent/Collaborative

Independent Reading



Students can

- read a self-selected trade book.
- reread or listen to a previously read text.
- begin reading their Book Club text or one of 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 reader’s notebook.
- retell to 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 *Do Tornadoes Really Twist?*
- talking points to share with students.
- collaboration prompts and conversation starters.
- suggestions for using the Discussion Chart.
- alternate texts to support the unit theme and Spotlight Genre.

Introduce the Text



Aesop's Fox

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.

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. 582 in the *Student Interactive*. Have students share what they already know about the words, and define them as needed.
 - elegant:** graceful in style and beauty
 - remarkable:** extraordinary or amazing
 - flattery:** praise that is dishonest or exaggerated
 - spectacle:** entertaining sight or display
 - imitation:** a copy of something else
- These words will help you understand the events in *Aesop's Fox*. As you read, highlight the vocabulary words in the text. Ask yourself how each word helps to describe story events in the fable.

Read

Discuss the First Read Strategies. Prompt students to establish that the purpose for reading this selection is to learn about fables and explain the purpose for reading them.

FIRST READ STRATEGIES

NOTICE Tell students to look for information in the text that helps them understand who and what the text is about and mark it in the text as they read.

GENERATE QUESTIONS Have students ask questions about what seems different about the characters, conflict, or theme from what they already know.

CONNECT Ask students to consider how this text connects to other texts they have read about a similar topic.

RESPOND Have students respond by jotting down and discussing their thoughts and ideas about this text with a partner.

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 Concept Mapping Explain that recognizing the story structure helps readers understand the plot and moral of a fable. Display a four-column chart labeled *Character*, *Setting*, *Resolution*, and *Moral*. As students read the story *Aesop's Fox*, stop and ask them to fill in the appropriate sections of the chart.

Read several pages of the text. Tell students to sketch the main character, Fox, in the first box. Then have them draw an image for the setting. Finish the story and ask students to illustrate the resolution and the moral of the fable in the appropriate boxes. Finally, have them share their work with the class. **EMERGING/DEVELOPING**


Direct students to draw a chart using *character*, *setting*, *resolution*, and *moral* headings in their notebooks. Have them write several sentences to describe each story element found in *Aesop's Fox*. **EXPANDING/BRIDGING**

ELL Access

Background Knowledge Review that fables usually have a moral or teach a lesson. Ask students to think about other stories, television programs, or movies they have seen that have a moral. Ask them to briefly describe the story and share the moral or lesson with the class.

STUDENT INTERACTIVE, pp. 582-583

Meet **the Author**



Aki Sogabe was born in Japan and made her first paper-cutting picture when she was in middle school. Now she is a master of the ancient art of Japanese paper cutting. She is an author, as well as the illustrator of several award-winning children's books that feature her detailed cut-paper artwork.

from
Aesop's Fox

Preview Vocabulary

As you read *Aesop's Fox*, pay attention to these vocabulary words. Notice how they help you understand the story events in the fable.

elegant	remarkable
flattery	spectacle imitation

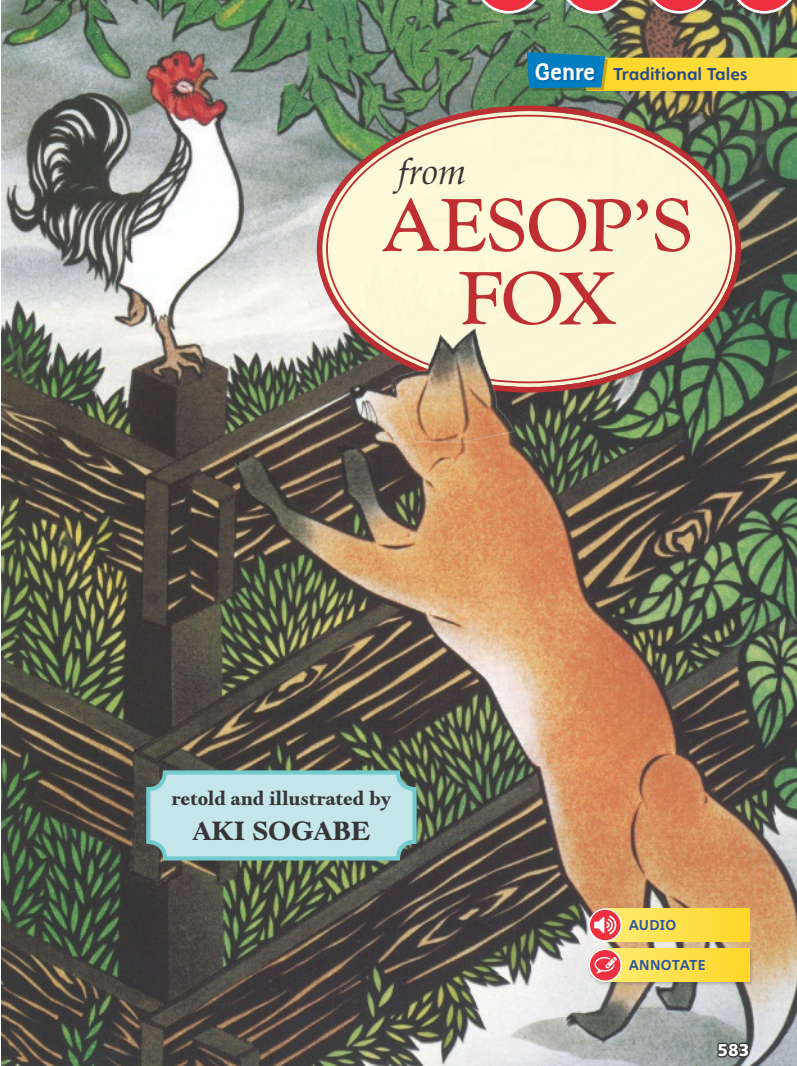
Read

Preview the text and set a purpose for reading. Follow these strategies when you read this **traditional tale** the first time.

Notice who and what the text is about.	Generate Questions about what seems different from what you already know.
Connect this text to other texts you have read.	Respond by discussing your thoughts with others as you read.

First Read

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Genre Traditional Tales

from
AESOP'S FOX

retold and illustrated by
AKI SOGABE


AUDIO

ANNOTATE

583

First Read

Generate Questions

 **THINK ALOUD** This story is a fable, so I know it will have a moral or a lesson at the end. I wonder what it will be. The first paragraph tells me that Fox is looking for food. I wonder what he eats for breakfast. He meets Rooster. Will he eat Rooster? Or are they friends? What kind of lesson will they teach me?

Close Read

Evaluate Details

Have students scan p. 584 and highlight details that help them determine Fox's problem and his plans to solve it. **See student page for possible responses.**

Ask: *What can you infer about Fox from the details on this page?*

Possible response: I can infer that he is clever, because he approached Rooster in a friendly manner and then quickly figured out a plan to have Rooster "shut his eyes very tight" and stretch "his neck very straight" so he could grab him and eat him. By thinking quickly of a plan, it seems like he can solve his problem of being hungry.

DOK 2

OBJECTIVE

Evaluate details read to determine key ideas.

CLOSE READ

Evaluate Details

Highlight details that help you determine Fox's problem and how he plans to solve his problem.

elegant graceful in style and beauty

- 1 One summer morning Fox woke up and started out on his search for breakfast. **He couldn't find anything to eat in the forest, so he trotted over to the nearby farmyard and saw Rooster** perched on the fence post.
- 2 "Good morning, Mr. Rooster," Fox said in his most friendly manner. "I didn't hear your beautiful voice this morning. Is anything wrong? My day doesn't start without your singing."
- 3 Rooster proudly shook his crest.
- 4 "I used to listen to your uncle's song," Fox continued. "Oh, he was a great singer. And so beautiful! I miss his voice very much."
- 5 Rooster waved his elegant crest from left to right and back again.
- 6 What a vain fellow! Fox thought.
- 7 "**Can you sing as well as your uncle?**" Fox asked.
- 8 "Of course I can. I sing much better," Rooster finally answered proudly. He opened his beak and took a deep breath.
- 9 "Wait!" said Fox. "When your dear uncle sang, **he shut his eyes very tight and stretched his neck very straight.** Then he sang his heart out."
- 10 "I can certainly do that," said Rooster. **He shut his eyes very tight and stretched his neck very straight.** "*Cock-a-doodle-doo! Cock-a-doodle-doo!*"
- 11 **Fox leaped at him, seized him by the throat,** and ran toward the forest.

584

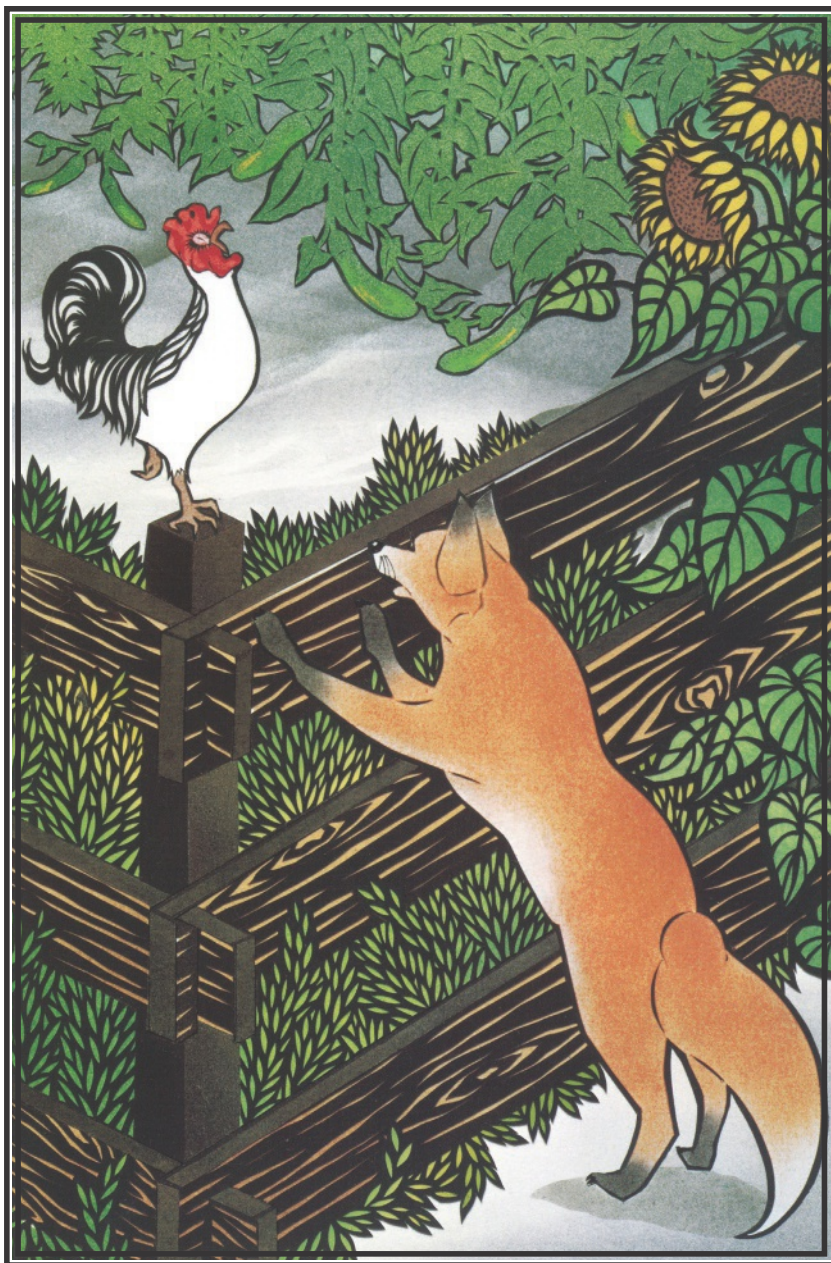
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Possible Teaching Point



Word Study | Final Stable Syllables

Remind students that certain letter combinations, such as *-le* and *-ize*, are at the end of the last syllable in some words and that they are called final stable syllables. Have students identify a word in paragraphs 7 and 9 that contains a final stable syllable. (*uncle*) For more instruction on final stable syllables, see pp. T278–T279 in the Reading-Writing Workshop Bridge.



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First Read

Notice

THINK ALOUD I read that Fox is hungry and is trying to trick Rooster. I know he wants to have Rooster for his breakfast. When I look at the illustration on this page, it helps me understand exactly what is happening in the text. I can see where Rooster is sitting and how Fox approaches the farmyard. In the picture, it looks like they are having a friendly chat, but I also notice that Fox is a lot larger than Rooster. I think it will probably be pretty easy for him to grab the bird and have a feast.

ELL Targeted Support Use Visual Clues Have students work with a partner to use visual clues to help them improve their comprehension of this fable.

Have students examine the illustration to identify details related to the problem and solution described on *Student Interactive* p. 584, such as the artwork that illustrates the characters and the setting. Using this image as a guide, have students discuss Fox's plan to solve his problem. **EMERGING/DEVELOPING**

Have students work with a partner to use visual clues in the illustration as described above and then write a brief summary of how the details in the illustration help them to better understand the characters, Fox's problem, and his planned solution. **EXPANDING/BRIDGING**

First Read

Connect

THINK ALOUD In other stories I have read, the fox is always clever. He is always able to outsmart others to get exactly what he wants. I think that Fox in this story is also pretty tricky.

Close Read

Evaluate Details

Have students scan **paragraph 13** and highlight the details that help them identify the key idea that reveals how Rooster solves his problem. **See student page for possible responses.**

Ask: **How are Rooster's and Fox's solutions to their problems similar?**

Possible Response: Both characters think quickly to come up with a solution to their problems. Both Rooster and Fox trick the other into doing something they might not normally do so they can get what they want.

DOK 2

OBJECTIVE

Evaluate details read to determine key ideas.

CLOSE READ

Evaluate Details

Highlight details that you can evaluate to determine the key idea about how Rooster solves his problem.

- 12 The farmer saw Fox and began to chase him. "Stop! Thief!" he cried, and came closer and closer.
- 13 "My dear Fox," Rooster said as Fox held him tightly in his jaws. "Why don't you just tell him that I belong to you?"



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Possible Teaching Point

Write for a Reader | Author's Craft

Precise Verbs Tell students that authors select precise verbs to help readers visualize the action in a text. Read aloud the first sentence in paragraph 12: "The farmer saw Fox and began to chase him." Discuss how the word *chase* conveys a more precise meaning than the word *follow*. For more instruction on Precise Verbs, see pp. T316–T317 in the Reading-Writing Workshop Bridge.



- 14 What a good idea, Fox thought. He opened his mouth and called to the farmer, "This is my rooster! My breakfast!"
- 15 At that instant Rooster flew up to a tree branch.
- 16 The hungry fox said to himself, trotting away, "Think before you speak."

CLOSE READ

Infer Theme

Underline details that help you infer the theme, or central message, before it is stated. How is the theme different from the topic, or what the fable is about?



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First Read

Respond

THINK ALOUD I was surprised when Rooster got Fox to call out to the farmer so he could escape. I thought that Fox was going to eat Rooster quickly before the farmer could catch up with them. Rooster might be more clever than Fox!

Close Read

Infer Theme

Tell students that characters' speech and actions show readers how they respond to the problem in the story. Continue by explaining that these responses can be a clue to the theme of the story. Then have students read **paragraphs 14, 15, and 16** and underline details that help them infer the theme, or central message, of this fable. **See student page for possible responses.**

Ask: **How is the theme of this fable different than the plot of the story?**

Possible Response: The theme of this story is "think before you speak," but the plot of this story focuses on the two characters trying to trick one another. Both Fox and Rooster get the other to sing or speak without thinking of the consequences of their actions. As a result, Rooster almost loses his life and Fox does lose his breakfast. When Fox says, "Think before you speak," he is reminding readers that if he or Rooster had thought carefully about what they were going to say or do, they would not have been tricked into singing or speaking.

DOK 3

OBJECTIVE

Infer the theme of a work, distinguishing theme from topic.

Possible Teaching Point




Write for a Reader | Author's Craft

Word Choice Ask a volunteer to read paragraph 14 aloud. Point out the verb *called*. Ask students to think about the mental image this word helped them create. Then, challenge them to think of more precise verbs the author could have used to help them create a more vivid picture. For additional instruction on precise verbs, see pp. T316–T317 in the Reading-Writing Workshop Bridge.

First Read

Connect

 **THINK ALOUD** On this page, the words *Zuuuk*, *zuuuk*, *zuuuk* are in italics. I have no idea what these words mean. In other texts I have read, the author has used italics for words written in another language so that they stand out from the rest of the paragraph. I wonder what these words mean. Are they a foreign language? Or a language that only animals speak? I will keep reading to find out.

Close Read

Evaluate Details

Remind students that authors don't always directly state the key idea, but often let the reader draw conclusions about what the details explain. Have students scan p. 588 and highlight details that lead them to the key idea. **See student page for possible responses.**

Ask: **How do the details about Boar's tusk help you determine the key idea on this page?**

Possible response: The key idea on this page is that Boar is sharpening his tusks to be prepared for whatever may come in the future. Boar explains that his tusks are his "only weapons" and that if he waits until later "it will be too late." He wants to be ready in case of danger. I will look for more details and text evidence of this key idea as I keep reading.

DOK 2

OBJECTIVE

Evaluate details read to determine key ideas.

CLOSE READ

Evaluate Details

Highlight details that lead you to the key idea.

- 17 As Fox walked along he heard some strange rasping sounds, and in a few moments he saw a large boar sharpening his tusks on the trunk of a tree.
- 18 *Zuuuk, zuuuk, zuuuk.*
- 19 "I beg your pardon," said Fox. "Why are you doing that?"
- 20 "I'm sharpening my tusks," Boar replied. "These are the only weapons I have to fight my enemies. Unlike you, I have no sharp claws or fast feet."
- 21 Fox looked about. Except for the noise Boar made, the forest was silent and peaceful. Surely this boar was a fool to spend his time this way when there was no need.
- 22 "But there's no danger here that I can see," Fox said.
- 23 "Not at this moment," replied Boar. "But when the hunters come after me with their dogs, then it will be too late to sharpen my tusks." He went back to the tree. *Zuuuk, zuuuk, zuuuk.*
- 24 Fox walked away and thought, He's right. If you are prepared to defend yourself, you have nothing to fear.

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Possible Teaching Point

Academic Vocabulary | Parts of Speech

Use the Academic Vocabulary lesson on pp. T276–T277 in the Reading-Writing Workshop Bridge to reinforce how words can function as more than one part of speech. Have students reread paragraph 23, and point out the word *back*. Guide students to understand that the word is used as an adverb in this sentence. Explain that the word can also be used as a verb, an adjective, and a noun. Allow students to create new sentences that use the word as each of its different parts of speech.



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First Read

Generate Questions

THINK ALOUD After reading the previous page, I see that a new character, Boar, has been introduced. I have heard of boars, but I don't know much about them. Are they large animals? What do they eat? Are they friendly? Do they live in the forest or in the water? I will go back to the details on the page and look at the illustration to see if I can answer some of my questions about boars.

CROSS-CURRICULAR PERSPECTIVES


Science



Wild boars are members of the pig family and are the largest type of wild pig. They live in forests on every continent around the world except Antarctica. Wild boars have long, rubbery snouts they use to dig for food, such as roots and bulbs. They also have upper and lower tusks. These tusks are actually teeth. Just like humans, wild boars have baby tusks which fall out and are replaced by permanent, or adult, tusks. Boars keep their tusks sharp and use them for many different purposes. They use them to attack prey, cut food, and protect themselves from other animals and hunters.

First Read

Notice

 **THINK ALOUD** As I begin reading this page, I notice that Fox is still hungry and is eyeing a bunch of grapes. I wonder how he will get them down from the trellis. He seems like a pretty smart character, so I bet he will come up with a clever plan to get them.

Close Read

Infer Theme

Explain that characters' feelings are revealed through both their speech and actions in a story. These feelings can often be a clue to the theme of the story. Have students scan **paragraphs 25–27** and underline details that help them infer the theme, or lesson, of this fable before it is stated. **See student page for possible responses.**

Ask: *What can you infer about the theme of the story from Fox's speech and actions?*

Possible response: Fox is really frustrated that he cannot get the grapes, but instead of admitting that he is upset, he adopts a negative attitude toward the grapes. Boar points out that Fox only dislikes the grapes when he cannot have them. These details help me infer that the theme of this part of the story is "We often pretend to dislike what we can't have."

DOK 3

OBJECTIVE

Infer the theme of a work, distinguishing theme from topic.

CLOSE READ

Infer Theme

Underline details that help you infer the theme, or lesson, before it is stated.

- 25 Fox was very hungry now. He soon came upon a large vineyard at the edge of the forest. Bunches of juicy grapes hung from a trellis. They looked ripe and ready to eat. They smelled delicious.
- 26 "What beautiful grapes!" Fox licked his lips and jumped up to get a bite of the purple bunches. But he couldn't reach them. He jumped again and again—and again—but the grapes remained beyond his reach. He could get nothing.
- 27 Finally he turned away and said angrily, "I didn't want those grapes anyway. Look at them! They are probably sour."
- 28 He walked back into the forest. Boar, who had been watching, said, "We often pretend to dislike what we can't have."
- 29 It was lunchtime now, and Fox was still without food.

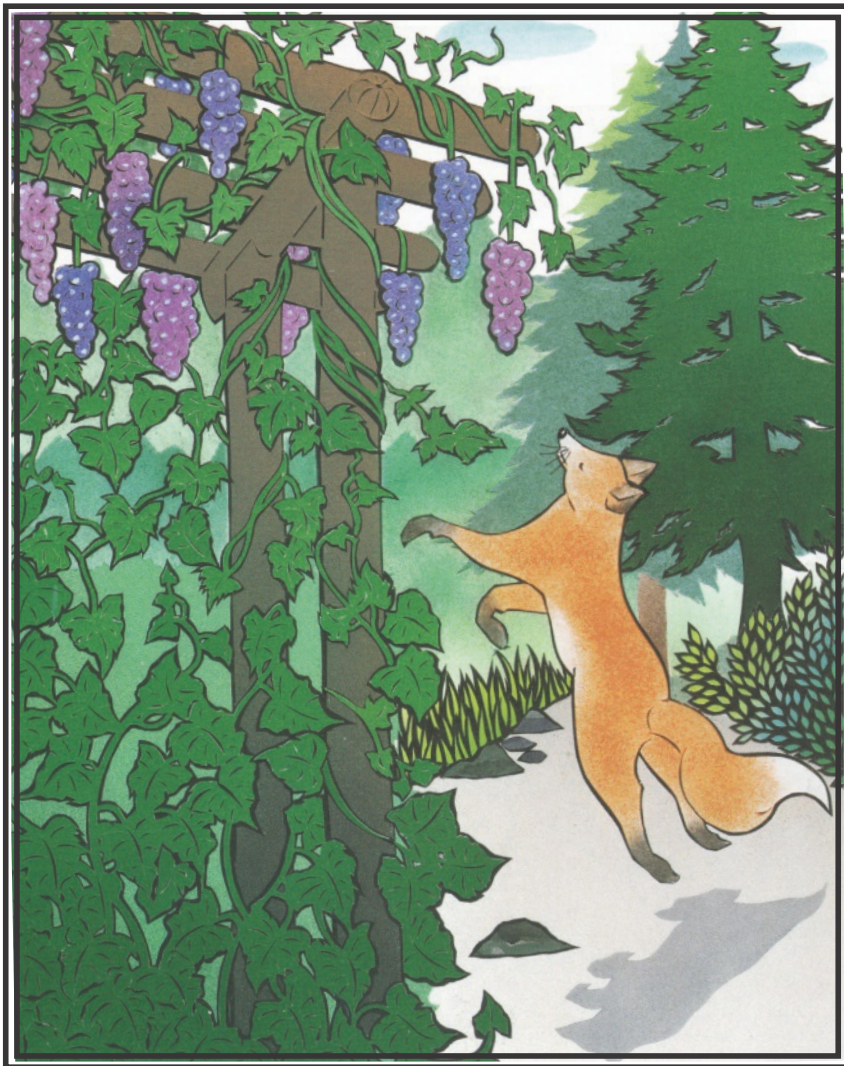
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Possible Teaching Point

Academic Vocabulary | Parts of Speech

Remind students that some words can be used as more than one part of speech. Then, call students' attention to the word *bite* in paragraph 26. Have students draw on their prior knowledge to identify the word as a noun. Then, tell them that this word can also be used as a verb. Encourage students to come up with an original sentence using *bite* as a verb. Use the Academic Vocabulary lesson on pp. T276–T277 in the Reading-Writing Workshop Bridge to provide additional instruction on identifying and defining parts of speech.



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First Read

Notice

THINK ALOUD The first things I notice on this page are the purple grapes hanging from the trellis. I like the way that the illustration supports the author's description of the grapes. When I look at the picture, I can see that these grapes are "juicy" and "ripe and ready to eat." I can see why Fox is anxious to get them down and have them for his lunch.

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CROSS-CURRICULAR PERSPECTIVES


Science



The red fox is a mammal that grows to be about as big as a medium-sized dog. Red foxes live all over the world in places as warm as Africa and as cold as the Arctic tundra. As a result of the different climates, these animals have adapted to live in many different environments. No matter the location, they make their homes by building dens, or burrows, in the ground. They eat both plants and meat and will change their diets to eat whatever is available to them. By adapting their homes and diets to their environments, red foxes have learned to thrive all around the world.

First Read

Generate Questions

 **THINK ALOUD** Fox is still hungry and sees Crow with a piece of cheese. This seems a little strange to me. Do crows eat cheese? Where did she find cheese in the forest? Will Fox be able to trick her and get the cheese for himself? What will he do to convince her to give up the cheese? I'll have to keep reading to find out.

Close Read

Infer Theme

Review with students that the theme of a fable is the central message or moral of the story. Continue by reminding them that the theme is not the same as the topic. Ask them to scan p. 592 and underline details that they can use to infer the theme of this fable before it is stated in the text. **See student page for possible responses.**

Ask students to explain how the description of Crow's reaction to Fox's flattery helps readers infer the theme.

Possible response: Crow liked receiving compliments from Fox and wanted to show off her singing voice. I think she wanted to sing so that she could get even more compliments from Fox. She didn't think carefully about her actions, and as a result, she dropped her food, which was exactly what Fox wanted her to do. As a result, she taught readers a lesson, which is the theme of this fable: "Never believe flattery."

DOK 3

OBJECTIVE

Infer the theme of a work, distinguishing theme from topic.

CLOSE READ

Infer Theme

Underline details that help you infer the theme before it is stated. Distinguish the theme from the topic of the fable.

remarkable
extraordinary
or amazing

flattery praise
that is dishonest
or exaggerated

- 30 Then Fox saw Crow sitting on a branch with a piece of cheese in her beak.
- 31 Surely this is my chance to have something to eat! he thought. And so he addressed Crow.
- 32 "What a handsome bird you are," Fox said. "Your glossy feathers are remarkable. Why, I believe not even the peacock's splendor can equal yours."
- 33 Crow seemed interested but still held the cheese tightly in her beak.
- 34 "Your noble face and bright eyes are like Eagle's—No! Not even Eagle's. If you can sing like the nightingale," Fox continued, "I will tell all the beasts that you are Queen of the Birds."
- 35 Crow had listened closely and liked what she heard. This fox told the truth. She *was* handsome and her voice *was* beautiful. She opened her beak and sang, "Caw! Caw!"
- 36 "The piece of cheese fell into Fox's mouth. Fox gobbled it up and said to Crow, "Never believe flattery."

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Possible Teaching Point



Word Study | Final Stable Syllables

Use the Final Stable Syllables lesson on pp. T278–T279 in the Reading-Writing Workshop Bridge to teach students letter combinations that are found only at the end of words. Ask students to reread paragraph 34, and challenge them to find words that end with the final stable syllable *-le* (*noble, eagle*).



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First Read

Notice

How does the illustration on this page remind you of the earlier illustrations in this fable?

Possible response: It reminds me of the illustration of Rooster on the fence earlier in the story. In both pictures, the bird is above Fox, who is down on the ground, looking up. They both help tell the story of how Fox tried to trick the birds. The main difference is that Rooster escaped but Crow lost his cheese to Fox, who was waiting down at the bottom of the tree.

ELL Targeted Support Confirm Understanding Use the illustration on this page to clarify information presented and monitor comprehension.

Confirm understanding by pointing to different parts of the illustration. Ask: **Who is this? What is Fox trying to do? Why did Crow open her beak? What happened when she began to sing?** Tell students to refer to parts of the illustration in their responses. **EMERGING/DEVELOPING**

Have students volunteer to take turns reading paragraphs 32–36 aloud. Then, ask questions to begin a discussion about the relationship between Fox and Crow. Ask: **Why is Fox complimenting Crow? How does Crow react to his words? Who benefits from this conversation? Why?** **EXPANDING/BRIDGING**

First Read

Respond

THINK ALOUD When I read this page, I learned that the animals are nervous and afraid of something. I wonder what is happening in the forest. What kind of danger could be approaching that all the animals would be afraid of? I will write in my notebook to make a prediction about what I think will happen. Then I will keep reading to find out what happens.

Close Read

Vocabulary in Context

Remind students that if they find an unfamiliar word in a text, they can use context clues to help them determine its meaning.

Have students reread **paragraph 37** to determine the meaning of the word *alarmed*. Have them underline context clues that support their definition. **See student page for possible responses.**

Ask: *What other synonyms for **alarmed** could the author have used to describe Fox on this page?*

Possible response: The author could have described Fox as frightened, fearful, spooked, panicked, scared, terrified, disturbed, and worried. All these words help the reader understand how Fox is feeling as he walks down the path.

DOK 2

OBJECTIVE

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

CLOSE READ

Vocabulary in Context

Use context clues before and beyond the sentence to determine the meaning of *alarmed*. Underline the context clues that support your definition.

37 After taking a nap Fox trotted down the path and saw Rabbit huddled in the underbrush, trembling. A few seconds later Deer ran past him with terror in her eyes. Fox became alarmed. Obviously some terrible danger lurked in the forest.



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Possible Teaching Point

Write for a Reader | Author's Craft

Word Choice Explain that authors use precise verbs to convey a specific meaning and to help readers create a mental picture of the scene being described. Draw students' attention to paragraph 37. Ask students to point out the precise verbs used on this page. Discuss how the verbs *trotted*, *huddled*, and *lurked* convey stronger meanings than *walked*, *hid*, and *was*. Ask students to demonstrate the verbs to confirm understanding. Use the Write for a Reader lesson on pp. T316–T317 in the Reading-Writing Workshop Bridge to provide additional instruction on using precise verbs.



38 Peering over a hedge, he was surprised to see Old Lion snarling and pawing the ground. But when Fox looked more closely, he saw **it wasn't Lion at all—it was Donkey**. He was **draped in a lion's skin** and was enjoying the spectacle of the forest animals who ran in fear at the sight of him.

39 Fox leaped over the hedge and stood in front of Donkey.

40 "So you aren't afraid of the King of Beasts," Donkey said to Fox in a growly voice. "We'll see about that!" He **bared his teeth and gave his best imitation of Lion's roar**.

41 "Hee-haw! Hee-haw!"

42 Fox burst out laughing. "You can't frighten me," he said. "I see your gray ears under the **lion's skin and I hear your bray**." He trotted through the forest thinking, No matter how hard you try, you can't hide your true self.



595

CLOSE READ

Evaluate
Details

Highlight details that help you determine a key idea about imitation.

spectacle entertaining sight or display

imitation a copy of something else

First Read

Generate Questions

THINK ALOUD As I scan this page, I notice the picture at the bottom. It looks like a donkey or a horse has a lion on its back. That seems really strange to me. I know that lions are the "kings of the jungle" and that most animals are afraid of them, so it seems odd that the donkey would be carrying the lion instead of the other way around. Why is the donkey carrying a lion? I am going to read this page carefully to see if I can figure out what is going on in this part of the fable.

Close Read

Evaluate Details

Review the definition of *imitation* with students, explaining that it means "the action of copying someone or something else." Then, ask students to read p. 595 to find details they can use to determine a key idea about imitation. Underline the students' responses as they point them out. **See student page for possible responses.**

Ask students to explain how these details help them determine a key idea about imitation.

Possible Response: The details that describe Donkey as "draped in a lion's skin" and explain that he "bared his teeth and gave his best imitation of lion's roar" helped me understand that Donkey was trying to get the others to believe that he was Old Lion. Although he believes he looks and acts like a lion, Fox quickly figures out that he is just imitating a lion.

DOK 2

OBJECTIVE

Evaluate details read to determine key ideas.

Possible Teaching Point




Word Study | Final Stable Syllables

Remind students that a syllable is a word or part of a word with one vowel sound. Then ask: **Where does the final stable syllable come in a word?** (at the end) **Which word in paragraph 38 contains a final stable syllable?** (*spectacle*) **What is the final stable syllable?** (*-le*) For more instruction on final stable syllables, see pp. T278–T279 in the Reading-Writing Workshop Bridge.

First Read

Notice

 **THINK ALOUD** The first paragraph of this page seems so different from the other pages I have read in this fable. Instead of Fox having trouble locating or getting food, he easily finds and eats delicious bread and fruit. I have a feeling this is going to cause him problems, but I am not quite sure what they will be. I will keep reading to see what happens to him.

Close Read

Infer Theme

Have students scan **paragraphs 43–45**. Direct them to underline details that help them infer the theme before it is stated in the text. **See student page for possible responses.**

Ask: *What are Fox's problems on this page? What can you learn from Fox's solution to each problem? How does this information help you infer the theme?*

Possible response: Fox quickly solved his problem of being hungry by eating “every last morsel” of the food he found. He solved his initial problem, but then he created another one when he got stuck in the hollow. We can learn that you should think before you act and that you should not be selfish, because it can cause more problems. This information helps me infer that another theme of this fable is, “Next time, don’t be so greedy.”

DOK 3

OBJECTIVE

Infer the theme of a work, distinguishing theme from topic.

CLOSE READ

Infer Theme

Underline details that help you infer the theme before it is stated. How is this theme different from the fable's topic?

- 43 It was late and Fox was getting hungry again. He sniffed the air for something good to eat, and this time his nose took him to a small hollow in a big oak tree. Inside he saw some fragrant bread and fruit that had been left by a woodcutter a short time earlier. Fox crept inside the hollow and ate every last morsel.
- 44 “That was delicious,” said Fox. “I am finally satisfied. Time to go.” But when he tried to crawl out of the hollow, he found he was stuck. He had eaten so much that his stomach was too big to squeeze through the narrow space. To make matters worse, his meal had made him very thirsty. “I can’t even get a drink of water,” cried Fox. “What shall I do?”
- 45 Raccoon passed by and heard Fox’s lament. “You’ll have to stay there until your stomach shrinks again,” he said wisely. “Next time don’t be so greedy.”
- 46 Fox had to admit Raccoon was right. He settled back into the hollow.
- 47 “Ah, well,” he said. “Time fixes everything.”
- 48 Fox fell fast asleep. And by the time the moon rose, Farmer, Rooster, Boar, Crow, Rabbit, Deer, Donkey, and Raccoon had done the same.



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Possible Teaching Point



Academic Vocabulary | Parts of Speech

Write the following sentence from paragraph 44 on the board: “I can’t even get a drink of water.” Underline the word *drink*. Ask for a volunteer to identify the part of speech of *drink* as it is used in this text. (noun) Then, write the following sentence on the board: “I like to drink milk with dinner.” Have students identify the part of speech. (verb) Together, discuss the differences in the meanings based on the usage of the word. For additional instruction on identifying parts of speech, use the Academic Vocabulary lesson on pp. T276–T277 in the Reading-Writing Workshop Bridge.



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First Read

Connect

THINK ALOUD In this picture, Fox looks so peaceful falling asleep with the moonlight in the background. It reminds me of many other stories I've read that end with the main character solving a problem. I also like how all the other characters have happy endings as well. It seems like everyone in the forest is doing well and is settling in for a peaceful evening of sleep. I'm so glad this fable has a happy ending.

597

ELL Targeted Support Expressions Provide opportunities for students to discuss and use new expressions to enhance their understanding and develop new vocabulary.

Have students work with a partner to read and determine the meaning of the last sentence in paragraph 47. Have student volunteers share their responses, and guide students in understanding that “time fixes everything” does not mean that time literally can fix or solve problems, but rather that feelings of sadness and disappointment gradually go away as time passes. Assist students in using the expression in their own oral sentences.

EMERGING/DEVELOPING

Respond and Analyze



Aesop's Fox

OBJECTIVES

Evaluate details read to determine key ideas.

Synthesize information to create new understanding.

Use text evidence to support an appropriate response.

Respond using newly acquired vocabulary as appropriate.

Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, legends, and myths.

My View

Use these suggestions to prompt students' initial responses to reading *Aesop's Fox*.

- **React** Did you like Fox? Why or why not?
- **Discuss** How is this story like other stories you know that teach a lesson?

Develop Vocabulary

Minilesson

FOCUS ON STRATEGIES The vocabulary words *elegant*, *spectacle*, *flattery*, and *imitation* help describe characters in *Aesop's Fox*.

- Use context clues or a print or online dictionary to figure out what a word means.
- Ask yourself how the word helps describe a character or characters.

MODEL AND PRACTICE Model filling out the chart on p. 598 of the *Student Interactive* using the word *imitation*.

- I read a definition in the first row. What word has that meaning?
The word *imitation* has that meaning.
- As I look at the text again, I see the word *imitation* used to tell about the Donkey wearing a lion's skin. I will use the word in a sentence about the Donkey.

ELL Targeted Support Vocabulary Display the vocabulary words in the Word Bank on p. 598 in the *Student Interactive*.

Have students say the words, and discuss meanings with students. On the board, write simple cloze sentences and have students complete them, such as: *A person dressed to go to a wedding looks ____.* **EMERGING/DEVELOPING**

Have partners discuss or find the word meanings and work together to use the words in sentences that explain the meanings. Have them use the words in sentences to describe characters in *Aesop's Fox*. **EXPANDING/BRIDGING**



FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for developing vocabulary.

OPTION 1 MyTURN Have students respond using newly acquired vocabulary as they complete p. 598 of the *Student Interactive*. They should accurately use the words in sentences about characters and events in *Aesop's Fox*.

OPTION 2 Use Independent Text Have students find and list unfamiliar words that tell about characters in their independent reading texts. Have them use context clues or reference sources to determine the meaning of each word.

QUICK CHECK

Notice and Assess Can students identify how vocabulary words describe characters and events in *Aesop's Fox*?

Decide

- **If students struggle**, revisit instruction in Small Group on pp. T304–T305.
- **If students show understanding**, extend instruction in Small Group on pp. T304–T305.

Check for Understanding MyTURN Have students complete p. 599 of the *Student Interactive*.

STUDENT INTERACTIVE, pp. 598–599



VOCABULARY

Develop Vocabulary

In traditional tales and other forms of fiction, authors use descriptive words to tell about characters and events. These words often help teach the moral, or lesson, of the fable.

MyTURN Add the vocabulary word from the word bank to the chart to complete each sentence. Then identify the character the word describes and use the word in a sentence.

Word Bank

elegant spectacle flattery imitation

Possible responses:

Word	Tells About	Sentence
Imitation means "copy or act like something or someone else."	Donkey	Donkey's imitation of Lion did not frighten Fox.
Flattery means "praise that is dishonest or exaggerated."	Crow	Crow was tricked by Fox's flattery.
Spectacle means "entertaining sight or display."	scared forest animals	Donkey enjoyed the spectacle of animals running away from him.
Elegant means "graceful in style and beauty."	Rooster	Rooster waved his elegant crest.

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COMPREHENSION

READING WORKSHOP

Check for Understanding

MyTURN Look back at the text to answer the questions.

Possible responses:

- DOK 2** 1. What story elements help you identify this text as a fable?

The characters are animals that act and think like humans. The stories teach a lesson, which is directly stated at the end of the story.

- DOK 2** 2. Explain the author's use of dialogue in paragraphs 9 and 10. How does it help you predict what will happen next?

The author uses the dialogue to show that Fox is tricking Rooster. This helps me predict that Fox will try to catch Rooster when his eyes are shut.

- DOK 2** 3. What conclusion can be drawn about imitation from the interaction between Fox and Donkey?

A person may pretend to be someone else, but the person's true self cannot be hidden from those who look closely.

- DOK 3** 4. Synthesize information to make a connection between the characters of Rooster and Crow.

Both Rooster and Crow are tricked by Fox's flattery, showing that being too proud and believing flattery is unwise.

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Word Study Final Stable Syllables

-le, -ture, -ive, -ize

OBJECTIVES

Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; *r*-controlled syllables; and final stable syllables.

Demonstrate and apply phonetic knowledge by identifying and reading high-frequency words from a research-based list.

LESSON 2

Apply Final Stable Syllables *-le, -ture, -ive, -ize*

APPLY MyTURN Direct students to complete the activity on p. 604 of the *Student Interactive*.

survive

apologize

little

sensitive

culture

High-Frequency Words

Explain that since high-frequency words are ones that appear often in texts but do not follow regular word study patterns, students need to practice reading them.



STUDENT INTERACTIVE, p. 604

WORD STUDY

Final Stable Syllables

Final Stable Syllables *-le, -ture, -ive, -ize* are letters at the end of the syllables that do not change. The letter combinations spell unique sounds. In the word *table*, the letters *ble* spell the sound you hear in the word *bull*. In the word *picture*, the letters *ture* spell the sound *chur*. When a word ends with the letters *ive*, the *i* could spell either a short or long *i* sound. When a word ends with the letters *ize*, the *i* spells a long *i* sound.

My TURN Read each sentence. Underline the words with final stable syllables.

1. You cannot survive for very long without water.
2. I need to apologize to my friend.
3. My mom prefers little dogs.
4. We should be sensitive to each person's culture.

High-Frequency Words

High-frequency words may not follow regular word study patterns. Read these high-frequency words: *love, developed*.

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LESSON 2

Apply Final Stable Syllables *-le, -ture, -ive, -ize*

FLEXIBLE OPTION
LESSON 3

More Practice

FLEXIBLE OPTION
LESSON 4

Spiral Review:
Schwa

FLEXIBLE OPTION
LESSON 5

Assess Understanding

LESSON 1

Teach Final Stable Syllables *-le, -ture, -ive, -ize*

Use the  **QUICK CHECK** on p. T301 to determine small group instruction.

Teacher-Led Options

Strategy Group



DEVELOP VOCABULARY

Teaching Point Readers notice the words authors use to describe characters and events. Have students look back at *Aesop's Fox* for words the author used to tell about characters and events.

ELL Targeted Support

Tell students they can understand a character by looking for words that describe the character or events involving the character. Have students use visual and contextual support to enhance their understanding of the vocabulary.

Choose pictures of people or ceremonies from magazines or books that illustrate *elegant*, *spectacle*, and *imitation*. Write the words, and have students match the words and the pictures, asking questions to help them as necessary.

EMERGING

Write vocabulary words *elegant*, *spectacle*, and *imitation*, and have partners discuss or find meanings. Then, have partners choose pictures from magazines or books that illustrate them. **DEVELOPING**

Have partners use a print or online dictionary to find meanings for the vocabulary words and write a sentence for each one. **EXPANDING**

Have students use a print or online dictionary to find meanings for the vocabulary words. For one of the words, students should write a short story that invokes the word's meaning. **BRIDGING**



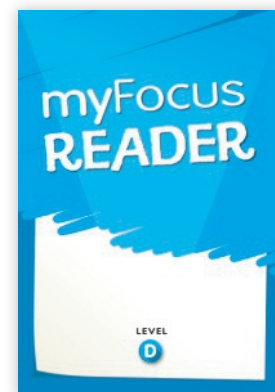
For additional support, see the online *Language Awareness Handbook*.

Intervention Activity



myFOCUS READER

Read pp. 62–63 in the *myFocus Reader* with students. Use the teaching support online at SavvasRealize.com to provide additional insight for students on what nature can teach us about ourselves.



Provide instructional support for comprehension and word study—Final Stable Syllables *-le*, *-ture*, *-ive*, *-ize* 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 expression, reading conversations as if characters were speaking animatedly and reading narration in a way that will keep the listener interested in the description. Each pair should read the passage three times. If needed, model reading with fluent expression.

ORAL READING RATE AND ACCURACY

Use pp. 145–150 in Unit 5 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

DEVELOP VOCABULARY

Talk About Independent Reading Ask students to name some vivid words the author uses to describe characters and events.

Possible Conference Prompts

- What vivid words did the author use to tell about characters and events in the story?
- Why do you think the author uses those words?
- What helped you understand those words?

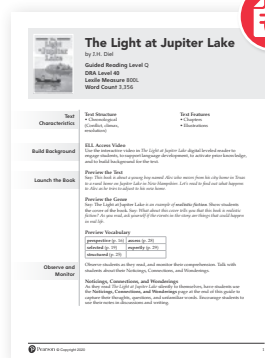
Possible Teaching Point Readers pay attention to vivid words authors use to learn more about characters and events in a story.

Leveled Readers



DEVELOP VOCABULARY

- For suggested titles, see “Matching Texts to Learning,” pp. T280–T281.
- For instructional support on how to use strategies to develop vocabulary, see the *Leveled Reader Teacher’s Guide*.



Whole Group

Share Invite students to share vivid words authors use to tell about characters and events. How did those words help the reader visualize what was happening?

Independent/Collaborative

Independent Reading



Students can

- reread or listen to *Aesop’s Fox* 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



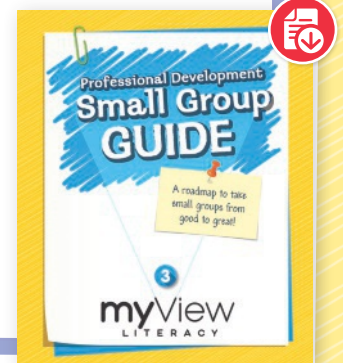
Students can

- complete the graphic organizer on *Student Interactive* p. 598.
- work with a partner to discuss and answer the questions on *Student Interactive* p. 599.
- play the *myView* games.
- take turns reading a passage with expression.

SUPPORT INDEPENDENT READING

Suggest that as students hear about interesting books, they make a list called “Books I Want to Read” and then cross off titles as they succeed.

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



Infer Theme



Aesop's Fox

OBJECTIVE

Infer the theme of a work, distinguishing theme from topic.

ACADEMIC VOCABULARY

Integrate Offer students oral practice using unit Academic Vocabulary words to talk about characters and events. Give students sentence starters, such as:

- Fox seemed to be a threat to animals such as ____.
- I could anticipate ____ in *Aesop's Fox* because ____.

ELL Access

Point out the importance of understanding the theme of a story—the central message, lesson, or big point an author is making. It helps to ask, “What does this all come down to—what does the author want me to know?” Point out that the lesson of an Aesop’s fable is often found at the end, and show examples.

Minilesson

FOCUS ON STRATEGIES Readers can infer the theme of a story, or its central message, by thinking about the plot—the events of the story. A story’s theme often unfolds throughout a text and centers on the conflict, or struggles, of the characters. It may be emphasized in the conclusion. The theme tends to encapsulate all of the characters’ struggles and problems. It is the central message of the text.

- The topic of a story is what it is about. The topic is different from the theme, or message, of the story, which usually hints at the deeper meaning.
- Think about what happens to the characters and the lessons they learn.
- Ask yourself what the author wants you understand or learn.
- A theme does not state the conclusion; it is a general statement about truths and the human condition.

MODEL AND PRACTICE Use the Close Read note on *Student Interactive* p. 587 to model how to infer a theme.

- This part of the story is about Fox trying to catch Rooster. That is the topic. What lesson does Fox learn, and what events lead to that lesson? I will underline the detail in paragraph 14 of what Fox does and the detail in paragraph 15 of what Rooster does.
- What does Fox learn from this? What is the point of the fable? Have students underline the lesson Fox learns in paragraph 16.

ELL Targeted Support Respond to Questions Tell students that responding to questions that others ask them or that they ask themselves will help them understand the text and its theme.

Tell students that they should review the questions they asked as they were reading the text to assess whether or not their questions were answered. For example, reread the Think Aloud from the First Read note on p. T294. Have partners discuss the answers to the questions. **EMERGING/DEVELOPING**

Complete the above activity. Then instruct students to return to questions they had as they were reading the text. Tell them to discuss their own questions with a partner and take notes in their notebooks.

EXPANDING/BRIDGING



FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for inferring a story's theme.

OPTION 1 MyTURN Have students annotate the text using the Close Read notes for Infer Theme and then use the text evidence from their annotations to complete the graphic organizer on p. 600 of the *Student Interactive*.

OPTION 2 Use Independent Text Have students use a story map to record story events that lead to a resolution. Based on this, students should write the theme of the story—the basic lesson the characters learn or the author's central message—and differentiate it from the topic of the story.

QUICK CHECK

Notice and Assess Can students infer a theme based on story details?

Decide

- **If students struggle**, revisit instruction about inferring the theme in Small Group on pp. T312–T313.
- **If students show understanding**, extend instruction about inferring the theme in Small Group on pp. T312–T313.

STUDENT INTERACTIVE, p. 600



CLOSE READ

Infer Theme

The **theme** of a story is its central message, or what the author wants the reader to understand about life. To infer the theme and distinguish it from the story's **topic**, or subject, think about the problems the characters face and the lessons the characters learn.

1. **MyTURN** Go to the Close Read notes in the fable and underline the parts that help you infer the different themes, or morals.
2. **Text Evidence** Use some of the parts you underlined to complete the chart. **Possible responses:**

Fox's Interactions	Topic	Details	Theme
Fox and Rooster	how a hungry fox tries to catch a rooster	"He opened his mouth and called to the farmer. . ." ". . . Rooster flew up . . ."	"Think before you speak."
Fox and the grapes	a fox that tries to get grapes	". . . he couldn't reach them." "They are probably sour."	"We often pretend to dislike what we can't have."
Fox and Crow	the way a fox gets food from a crow	"What a handsome bird you are, . . ."; "She opened her beak and sang . . ."; ". . . cheese fell into Fox's mouth."	"Never believe flattery."

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Read Like a Writer

OBJECTIVE

Describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes.

Describe Use of Imagery

Minilesson

FOCUS ON STRATEGIES Authors use imagery to achieve specific purposes. Imagery helps readers picture the setting, the action, and the events that an author describes.

- Precise verbs help readers create a mental picture of the action.
- Authors use precise verbs to describe specific actions.
- Authors choose a verb that best describes the action for their story.

MODEL AND PRACTICE Model describing the author's use of imagery by directing students to the top of p. 605 of the *Student Interactive*. Have students follow along as you complete the steps.

1. Find the verb the author uses to describe how the fox moved.
2. Guide students to identify that *trotted* describes the way the fox moved more precisely than other verbs like *walked* or *ran* would have.
3. Explain that the author uses the precise verb *trotted* to help readers create a specific mental image of the fox's movement. Ask: **What picture does the word *trotted* create in your mind? How would that picture be different if the author had used a verb like *walked*?**

ELL Targeted Support **Precise Verbs** To help students understand how precise verbs affect meaning, have them work in small groups on the following.

Display the following sentences: *The boy walked.* *The boy skipped.* *The boy hopped.* Have groups identify the verb in each sentence. Have volunteers point out the verb in each sentence. Have students discuss how the precise verbs *skipped* and *hopped* add meaning to the sentence.

EMERGING/DEVELOPING

Display the sentence frame: *The girl ___ across the room.* Have groups use the frame to complete the sentence with three different verbs that describe ways the girl might move across the room. If appropriate, allow the groups to act out their sentences to show how the more precise verbs added meaning to the sentence. **EXPANDING/BRIDGING**



ASSESS UNDERSTANDING

Apply

My TURN Direct students to go back to *Aesop's Fox* and identify where and how the author uses imagery. Help guide their search by reminding them that authors use precise verbs to help create specific mental images for readers. Then have them focus on the author's use of imagery by completing the activities on p. 605 of the *Student Interactive*.

STUDENT INTERACTIVE, p. 605



ANALYZE AUTHOR'S CRAFT

READING-WRITING BRIDGE

Read Like a Writer

Authors use imagery to achieve specific purposes. For instance, precise verbs help readers better picture the action in a text. The precise verbs *sprint*, *race*, and *dart* more clearly describe the general verb *run*.

Model Read the sentence from *Aesop's Fox*.

He couldn't find anything to eat in the forest, so he **trotted** over to the nearby farmyard and saw Rooster perched on the fence post.

precise verb

- Identify** The author uses the precise verb *trotted*.
- Question** What is the author's purpose for using this verb?
- Conclude** The author's purpose is to give readers a more detailed description of how the fox walked.

Read the passage.

He was draped in a lion's skin . . .

My TURN Follow the steps to analyze the passage. Describe how the author uses precise verbs.

- Identify** The author uses the precise verb draped.
- Question** What is the author's purpose for using this verb?
- Conclude** The author's purpose is to give readers a more detailed description of the way Donkey was covered.

Word Study Final Stable Syllables

-le, -ture, -ive, -ize

OBJECTIVE

Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; *r*-controlled syllables; and final stable syllables.

FLEXIBLE OPTION 

LESSON 3

More Practice

FOCUS ON STRATEGIES Remind students that the syllables *-le*, *-ture*, *-ive*, and *-ize* appear only at the end of a word. Tell students that identifying these syllables is important to being able to decode the words that end in them.

MODEL AND PRACTICE Show students the words *purple*, *adventure*, *arrive*, and *apologize*. Read the words aloud and have students decode them by identifying the final stable syllables in each word. (*purple*, *adventure*, *arrive*, *apologize*)



APPLY Have students complete *Word Study* p. 181 from the *Resource Download Center*.

Name _____

Word Study

Final Stable Syllables -le, -ture, -ive, -ize
The syllables -le, -ture, -ive, and -ize are called final stable syllables because they are letters at the end of the last syllable of some multisyllabic words that do not change. The final syllables -le, -ive, and -ize include a consonant at the beginning of the syllable. Learning to identify these syllables will help you to decode words that have them.

- Identify the final stable syllable in the word.
- Say the word aloud to make sure you pronounce the final stable syllable correctly.

handle	active	nature	positive
finalize	organize	capture	candle

MySUN Write the word from the word box next to the correct final stable syllable.

1. -le: handle candle

2. -ture: nature capture

3. -ive: active positive

4. -ize: finalize organize

MySUN Circle the words in the paragraph below that have the final stable syllable -le, -ture, -ive, or -ize.

Friday we will leave on a grand adventure to search for a hidden treasure. Leaders will organize our teams by color. We will split up into an orange, a blue, and a purple team. I am active that in the end, my team will be the one to capture the final prize.

Grade 3, Unit 5, Week 5
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Word Study, p. 181



FLEXIBLE OPTION
LESSON 3

More Practice

LESSON 1

Teach Final Stable Syllables -le, -ture, -ive, -ize

LESSON 2

Apply Final Stable Syllables -le, -ture, -ive, -ize

FLEXIBLE OPTION
LESSON 4

Spiral Review:
Schwa

FLEXIBLE OPTION
LESSON 5

Assess Understanding

Use the  **QUICK CHECK** on p. T307 to determine small group instruction.

Teacher-Led Options

Strategy Group

INFER THEME

Teaching Point Readers think about what happens to characters in a story so that they can identify the theme, or central message. You can ask, *What lesson can the characters learn from what has happened to them?* Work with students to complete the graphic organizer on *Student Interactive* p. 600.

ELL Targeted Support

Help students use what they know about the characters, characters' goals, plot events, and resolution to infer the theme of a story.

Work with students to complete unfinished sentences: *The big things that happened to the main character were _____. If the character asked, "What lesson can I learn from this?" the answer would be _____. The theme of the story is _____.*

EMERGING

Have partners work together to answer questions: *What did the main character want? What major events happened to the main character? Did the character reach his or her goal? What lesson could the character learn from these events? In one sentence, what is the theme of the story?* **DEVELOPING**

Help students create story maps that record and review characters' goals, plot events, and the outcome. Then students should write a sentence stating the theme—the lesson the characters learned or the author's central message. Students should be able to use their story maps to find text that supports the theme.

EXPANDING/BRIDGING



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

Intervention Activity



INFER THEME

Use Lesson 27, pp. T175–T180, in the *myFocus Intervention Teacher's Guide* for instruction on determining a story's theme.

LEVEL D • READ

Lesson 27 Determine Theme

DIRECTIONS Read "Robbie's Secret Friend" silently. Then follow along as your teacher reads the passage aloud. Listen for information about the central, or main, message of the story as well as for details that convey the message.

Robbie's Secret Friend

- 1 My name is Robert Angus MacDonald, but everyone calls me Robbie. I live with my family on the shores of Loch Ness. Loch Ness is the most famous lake in Scotland. It is the home of a fabled creature called the Loch Ness Monster, also known as Nessie.
- 2 Why do people call unusual creatures "monsters"? A monster is a bad guy, right? Nessie doesn't misbehave. It just swims around the lake minding its own business. It does not want to hurt people. It just wants to be left alone. How do I know? Don't tell anyone, but Nessie's son and I are friends.
- 3 One day, I was playing in the woods near the lake when I heard a voice whisper, "Robbie." I looked around, but all I saw was a little log floating near the shore. Then one end of the log rose out of the water. Two big round eyes stared right at me! Yikes! I would have run away, but the thought "Don't be scared" popped into my head. Was this creature talking to me inside my head?
- 4 "Who are you?" I thought back.
- 5 The eyes blinked. "You can call me Roon. I'm Nessie's son!"
- 6 "Oh, come on. Nessie is just a legend. It doesn't really exist!"
- 7 "Then what am I?"
- 8 Good question.

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Reading Literature T • 175

Fluency

Assess 2–4 students



PROSODY

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

ORAL READING RATE AND ACCURACY

Use pp. 145–150 in Unit 5 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

INFER THEME

Talk About Independent Reading Have students use a story map to discuss the topic of their story and the story’s theme—the author’s central message.

Possible Conference Prompts

- What is the topic of this story in a word or two?
- What events happen to the characters?
- What lesson or lessons might the characters learn from what happens?
- Therefore, what is the theme of this story?

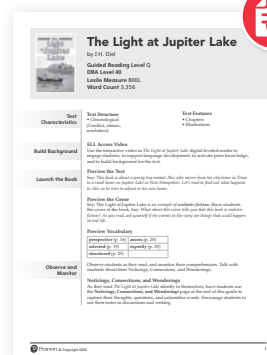
Possible Teaching Point Readers pay attention to the events in the story because they can then infer the central message, or theme, of the story.

Leveled Readers



INFER THEME

- For suggested titles, see “Matching Texts to Learning,” pp. T280–T281.
- For instructional support on how to infer theme, see the *Leveled Reader Teacher’s Guide*.



Whole Group

Share Invite one or two students to share how they inferred the theme in a fictional story they read. Celebrate them for their ability to analyze text.

Independent/Collaborative

Independent Reading



Students can

- reread or listen to Aesop’s *Fox* or another text they have previously read.
- read a trade book or their Book Club text.
- discuss story events and a story’s theme.

Centers



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

Literacy Activities



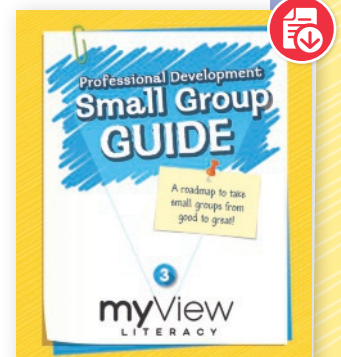
Students can

- complete the graphic organizer on *Student Interactive* p. 600.
- find words with final stable syllables *-le, -ture, -ive, -ize*.
- play the *myView* games.
- take turns with a partner reading a text fluently and with expression.

SUPPORT PARTNER READING

Keep partners on track by suggesting they use text maps and graphic organizers to help them stay focused on their texts.

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



Evaluate Details



Aesop's Fox

OBJECTIVE

Evaluate details read to determine key ideas.

ACADEMIC VOCABULARY

Integrate Offer students oral practice using the unit Academic Vocabulary words to evaluate details in the text: Ask:

- Using details you have read in the story so far, what can you anticipate will happen next?
- Does an analysis of the text show details that support my inferences?

Minilesson

FOCUS ON STRATEGIES Readers notice details as they read and evaluate those details to learn about characters and the plot, to make inferences, and to infer the author's central message or theme.

- Some details are important because they tell about key ideas, and some details make the writing more interesting. As you read, remember details that tell you about characters and events in the plot.
- Evaluate the details and use them as text support to analyze the characters and the plot and to infer the author's central message, or theme.

MODEL AND PRACTICE Use the Close Read note on *Student Interactive* p. 600 of *Aesop's Fox* to model using details that help the reader determine elements of the plot—what Fox's problem is and how he plans to solve it.

In the plot of many fictional stories, a character starts out with a problem and has to figure out how to solve it. By evaluating details about how the problem is solved, I can figure out the author's central message, or theme. I will highlight details that tell me what Fox's problem is and how he plans to solve it. I see details of his problem in paragraph 1, sentence 2. I see details of his plan to solve his problem in his conversation with Rooster in paragraphs 7, 9, and 10. The action he takes to solve it is in paragraph 11. I will highlight those to evaluate later.

ELL Targeted Support Text to Self Tell an anecdote in which you learned a lesson from an experience that happened to you. Explain that the events you narrated are the details and the lesson you learned would be associated with the theme.

Have students tell the group about an incident that happened to them, and have them end by completing a sentence: *What I learned from that was _____, or The life lesson I will remember from that is _____.* **EMERGING/DEVELOPING**

Have students write a paragraph that describes something that happened to them. They should end the story with a sentence about what they learned from the incident. **EXPANDING/BRIDGING**



FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for evaluating details in a plot.

OPTION 1 MyTURN Have students annotate the text using the Close Read notes for Evaluate Details and then use their annotations to complete p. 601 of the *Student Interactive*.

OPTION 2 Use Independent Text Have students put sticky notes in their stories to mark details they notice about the plot. Tell students to evaluate those details to help them infer the story's theme.

QUICK CHECK

Notice and Assess Can students find details to evaluate in order to infer the theme?

Decide

- **If students struggle**, revisit instruction in Small Group on pp. T320–T321.
- **If students show understanding**, extend instruction in Small Group on pp. T320–T321.

STUDENT INTERACTIVE, p. 601



READING WORKSHOP

Evaluate Details

Readers **evaluate details** as they read to determine key ideas. Readers use their evaluation of details to understand more about setting, characters, plot, and theme.

1. **MyTURN** Go back to the Close Read notes and highlight details in the fable that help you determine key ideas.
2. **Text Evidence** Use some of the parts you highlighted to complete the chart. Evaluate the details you chose to determine the key ideas.

Possible responses:

Fox's Interactions	Details to Evaluate	Key Ideas About Theme
Fox and Rooster	"Why don't you just tell him that I belong to you?"	Rooster wants to trick Fox to escape.
Fox and Boar	"These are the only weapons I have to fight my enemies."	Boar prepares to protect himself if hunters come.
Fox and Donkey	"I see your gray ears under the lion's skin and I hear your bray."	Donkey tries to look and act like Lion, but Fox is not fooled by Donkey's imitation.

Write for a Reader

OBJECTIVE

Describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes.

Use Precise Verbs

Minilesson

FOCUS ON STRATEGIES Writers use precise verbs to achieve a specific purpose—to help readers form clear mental images of an action.

- Identify the verbs in sentences.
- Analyze each verb. Is it a general verb that describes an ordinary action? Or does the verb describe a precise action that adds meaning to the sentence?
- Replace each general verb with a verb that is more precise and better explains the action.

MODEL AND PRACTICE Discuss how students might use a similar technique in their own writing using p. 606 of the *Student Interactive*. Model an example:

1. Remind students that general verbs can be replaced with verbs that are more precise and create better imagery. **Think about the verb *jump*, as in the sentence *I saw the athlete jump*. There are more vivid, precise verbs that we can use instead of *jump*. Each will create a different mental picture. The athlete can *hop, leap, bounce, dive, plunge, launch, or hurdle*. What do you see in your mind when you hear each verb?** Discuss what the meaning of each of these precise verbs adds to the sentence.
2. Ask students to think of precise verbs to replace the verb *walk*. Discuss the precise verbs and the mental images they convey.

ELL Targeted Support Precise Verbs Help students understand how a more precise verb can create a sentence with better imagery.

Display the following sentence: *The dog ran across the yard*. Have partners identify the verb in the sentence. (*ran*) Then have the pairs come up with two different verbs that are more precise that could replace *ran* in the sentence. **EMERGING/DEVELOPING**

Instruct students to write a sentence. Next, have them exchange sentences with a partner. Tell each student to read the sentence and explain the image it creates. If possible, students should suggest a more precise verb to create more vivid imagery. **EXPANDING/BRIDGING**



ASSESS UNDERSTANDING

Apply

MyTURN Have students refer to how the author's use of precise verbs helps to create specific mental images. Then guide students to complete the activity on p. 606 of the *Student Interactive*.

Writing Workshop

Have students use precise verbs to create specific mental images in their writing from the Writing Workshop. During conferences, support students' writing by helping them find opportunities to use more precise verbs that will create specific mental images in readers' minds.

STUDENT INTERACTIVE, p. 606



DEVELOP AUTHOR'S CRAFT

Write for a Reader

Use precise verbs to help readers better picture the action in a text.

MyTURN Think about how the use of precise verbs in *Aesop's Fox* helps readers picture the action. Then think about how you can use precise verbs to help readers picture actions in your own fable.

Possible responses:

1. Write a precise verb on the line next to each general verb. You may want to use a dictionary or a thesaurus.

jump: **leap** _____

walk: **march** _____

carry: **lug** _____

cry: **weep** _____

laugh: **chuckle** _____

2. Start a draft of a fable on your own paper. Include as many of the precise verbs you wrote as you can. Then describe how your use of imagery helps readers picture the action.

Students' responses should include precise verbs they wrote in item 1, as well as an explanation of how the use of this imagery allows them to help readers picture the action.

Help readers "see" the action!



Word Study Spiral Review

OBJECTIVE

Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; *r*-controlled syllables; and final stable syllables.



FLEXIBLE OPTION 

LESSON 4

Spiral Review: Schwa

FOCUS ON STRATEGIES Review the strategies from the previous week about identifying and reading the schwa sound.

MODEL AND PRACTICE Write the following words on the board: *along*, *children*, *album*, and *reckon*. Say the words aloud. In each word, identify the syllable that contains the schwa sound. (along, children, alum, reckon) Have students identify the letter that makes the schwa sound in each word and then read the words.

APPLY Have students work independently to write five words that include the schwa sound. Have students exchange lists with a partner. Have the partner identify the letter that creates the schwa sound in each word and then read the words.



ELL Targeted Support

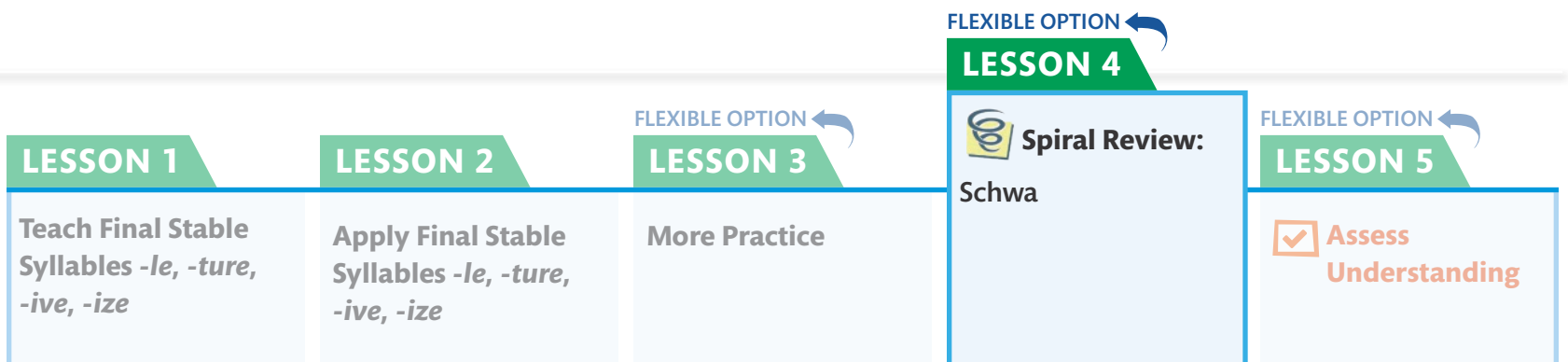
Schwa Use the following activities to teach students how to identify and read the schwa sound.

Explain to students that schwa has the *uh* sound. Have students say the *uh* sound with you. **EMERGING**

Have students pronounce *pilot* and *banana* to hear the *uh* sound at the end of these words. Have students read these words to each other. **DEVELOPING**

Write the words *salad*, *vacant*, *pencil*, and *apron* on note cards. Have pairs read them aloud, emphasizing the *uh* sound in each word's second syllable.

EXPANDING/BRIDGING



Use the  **QUICK CHECK** on p. T315 to determine small group instruction.

Teacher-Led Options

Strategy Group

EVALUATE DETAILS

Teaching Point As you are reading, look for details. Some describe the setting and the characters, and some help you determine key ideas about characters' traits and events in the plot. Think about which details will help you infer the theme, or the author's central message. Guide students as they look for and evaluate details in *Aesop's Fox* to determine key ideas.

ELL Targeted Support

Help students evaluate and differentiate between the details important to key ideas in *Aesop's Fox*.

Prepare a list of various details about Fox and Rooster, such as: Fox couldn't find anything to eat; Rooster shut his eyes to sing, and Fox seized him; Rooster's uncle was a great singer; a farmer ran and chased Fox; Fox opened his mouth to call to the farmer; and so on. Work with students to evaluate details that contribute toward key ideas. **EMERGING/DEVELOPING**

Have partners make a list of details, some descriptive, some important to key ideas, from one of the fables. Then have them exchange their list with another pair. Each pair should evaluate the importance of the details in light of the theme. **EXPANDING/BRIDGING**



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

Intervention Activity

EVALUATE DETAILS

Use Lesson 27, pp. T175–T180, in the *myFocus Intervention Teacher's Guide* for instruction on evaluating details to determine a story's theme.

LEVEL D • READ

Lesson 27 Determine Theme

DIRECTIONS Read "Robbie's Secret Friend" silently. Then follow along as your teacher reads the passage aloud. Listen for information about the central, or main, message of the story as well as for details that convey the message.

Robbie's Secret Friend

- 1 My name is Robert Angus MacDonald, but everyone calls me Robbie. I live with my family on the shores of Loch Ness. Loch Ness is the most famous lake in Scotland. It is the home of a fabled creature called the Loch Ness Monster, also known as Nessie.
- 2 Why do people call unusual creatures "monsters"? A monster is a bad guy, right? Nessie doesn't misbehave. It just swims around the lake minding its own business. It does not want to hurt people. It just wants to be left alone. How do I know? Don't tell anyone, but Nessie's son and I are friends.
- 3 One day, I was playing in the woods near the lake when I heard a voice whisper, "Robbie." I looked around, but all I saw was a little log floating near the shore. Then one end of the log rose out of the water. Two big round eyes stared right at me! Yikes! I would have run away, but the thought "Don't be scared" popped into my head. Was this creature talking to me inside my head?
- 4 "Who are you?" I thought back.
- 5 The eyes blinked. "You can call me Roon. I'm Nessie's son!"
- 6 "Oh, come on. Nessie is just a legend. It doesn't really exist!"
- 7 "Then what am I?"
- 8 Good question.

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Fluency

Assess 2–4 students



PROSODY

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

ORAL READING RATE AND ACCURACY

Use pp. 145–150 in Unit 5 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

EVALUATE DETAILS

Talk About Independent Reading Have students use sticky notes in their stories to conference with you about details important to inferring the theme.

Possible Conference Prompts

- Which key ideas helped you infer the theme?
- Which details helped you understand key ideas, and which described the setting and the characters?

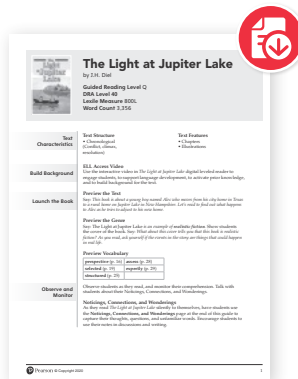
Possible Teaching Point Not all details will help you understand key ideas related to the theme, or the author’s central message. Think about which details describe characters and events and which point to the theme.

Leveled Readers



EVALUATE DETAILS

- For suggested titles, see “Matching Texts to Learning,” pp. T280–T281.
- For instructional support on how to evaluate details, see the *Leveled Reader Teacher’s Guide*.



Whole Group

Share Invite volunteers to share how they decided which details were important for determining key ideas in their stories.

Independent/Collaborative

Independent Reading



Students can

- reread or listen to another text they read.
- read a trade book or their Book Club text.
- practice fluent reading with a partner by reading their texts with interest and drama.

Centers



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

Literacy Activities



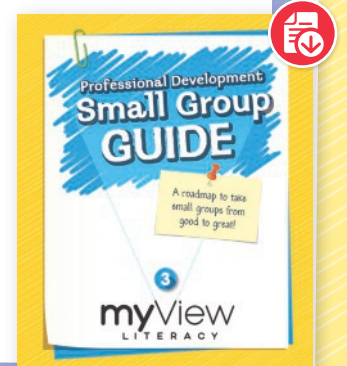
Students can

- complete the graphic organizer on *Student Interactive* p. 601.
- write about their book in their reader’s notebook.
- play the *myView* games.
- with a partner, take turns reading a text fluently and with expression.

SUPPORT INDEPENDENT READING

It is perfectly fine for students to read light, fun texts at times, but help them to evaluate the overall quality of their reading choices.

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



Reflect and Share



Aesop's Fox

OBJECTIVES

Listen actively, ask relevant questions to clarify information, and make pertinent comments.

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

Explain their own ideas and understanding in light of the discussion.

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:

- Do you see the natural world as a threat or as a challenge and opportunity? Why?
- As you consider how nature can challenge you, what lessons do you anticipate learning?

Talk About It

Minilesson

FOCUS ON STRATEGIES Tell students that when they participate in discussions with other readers, they should ask relevant questions about the topic.

- If you do not understand what a person has said, ask the person a question so that the statement can be clarified.
- If a person is not participating, ask the person what he or she thinks about the topic being discussed. Everyone's ideas are worth hearing, so encourage the person to share.

MODEL AND PRACTICE Model asking relevant questions using the Talk About It prompt on p. 602 in the *Student Interactive*.

In a discussion about helpful or hurtful character traits, if I did not understand what another person said, I could ask, "What did you mean by that? Please explain." I would notice who is sharing and who is not, and I could ask a person who has been silent "What do you think is an interesting character trait of that character in the story?" This helps everyone to participate and add relevant ideas to the discussion.

Remind students that they should consider how their own thoughts and opinions have changed after the group discussion.

ELL Targeted Support Ask Questions Give students practice asking each other questions based on the poem on pp. 578–579 of the *Student Interactive*. Display these sentence frames: *(Name), what did you mean when you said ____?* *(Name), what do you think about ____?* Have students follow along as you read the poem aloud.

Ask students: *What was Gramps like in the poem? Why did Gramps take the child to the burned forest? What did they see there? How did Gramps help the child?* During the discussion, ask various students the questions in the sentence frames. Students can echo back the question, changing pronouns to first person, and then answer. **EMERGING/DEVELOPING**

Have small groups discuss: *What was one personal trait of the child in the poem? What was one personal trait of Gramps? How did Gramps help the child?* Instruct them to use the sentence frames. **EXPANDING/BRIDGING**



FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategy of asking relevant questions to clarify information during discussions that compare characters in text.

OPTION 1 Use the Shared Read Have students ask relevant questions as they discuss whether characters' traits in their texts lead to positive or negative results for the characters.

OPTION 2 Use Independent Text Students should ask each other relevant questions that clarify information as they discuss whether characters' traits in their self-selected independent reading texts lead to positive or negative results for the characters.

QUICK CHECK

Notice and Assess Do students ask relevant questions when comparing?

Decide

- **If students struggle**, revisit instruction in Small Group on pp. T326–T327.
- **If students show understanding**, extend instruction in Small Group on pp. T326–T327.

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 responses on a separate sheet of paper or discuss in small groups.

STUDENT INTERACTIVE p. 602



RESPOND TO TEXT

Reflect and Share

Talk About It Think about the characters you have read about this week. What traits do these characters have? How do these traits help or hurt the characters? Use these questions to help you discuss traits that lead to positive and negative results for the characters.



Ask Relevant Questions During a discussion, it is important to include others. You can do that by asking them questions that are relevant, or related, to the topic.

- Ask questions about what someone has said.
- Ask questions about what others think about an idea.

Use these sentence starters to ask relevant questions:

What did you mean when you said . . . ?

What do you think about the idea that . . . ?

After the discussion, think about how your classmates' comments affected your own opinions. Explain how your thinking has changed.

Weekly Question

What can nature teach us about ourselves?

Word Study Final Stable Syllables

-le, -ture, -ive, -ize

OBJECTIVE

Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; *r*-controlled syllables; and final stable 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 assess students' understanding of the final stable syllables *-le*, *-ture*, *-ive*, and *-ize*, provide them with the following words.

rattle

adventure

arrive

apologize

Read the words aloud. Identify for students the final stable syllable in each word. (*rattle*, *adventure*, *arrive*, *apologize*)

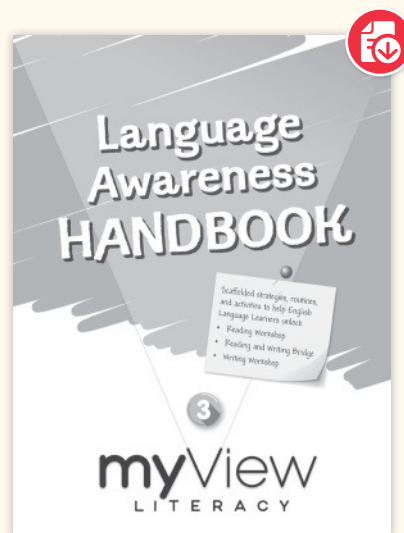
Display these words: *handle*, *capture*, *active*, *organize*. Have students read the words aloud and identify the final stable syllable in each word. (*handle*, *capture*, *active*, *organize*)





Develop Language Awareness

For additional practice with final stable syllables, complete the activity on p. 61 of the *Language Awareness Handbook*. In this practice activity, students will use phonic support to understand final stable syllables.



				FLEXIBLE OPTION
LESSON 1	LESSON 2	FLEXIBLE OPTION LESSON 3	FLEXIBLE OPTION LESSON 4	LESSON 5
Teach Final Stable Syllables <i>-le, -ture, -ive, -ize</i>	Apply Final Stable Syllables <i>-le, -ture, -ive, -ize</i>	More Practice	Spiral Review: Schwa	<input checked="" type="checkbox"/> Assess Understanding

Use the  **QUICK CHECK** on p. T323 to determine small group instruction.

Teacher-Led Options

Strategy Group



COMPARE TEXTS

Teaching Point Critical readers compare the traits of characters in different texts to analyze whether those traits lead to positive or negative results. Have partners make a four-column chart using information from this week's texts, with a column each for: *character's name*, *character's trait*, *how the trait led to a result*, and *whether the result is positive or negative*. Encourage each pair to discuss their opinions.

ELL Targeted Support

Help students engage in a constructive discussion. Write sentence starters on the board, such as:
Could you please explain what you meant by ____?
What do you think about the idea that ____?

Tell students: *In a discussion, if you do not understand what another person says or you want to include a person, you could ask these questions.* Have students practice saying the sentence frames to each other. Then model completing each sentence frame to form a question. **EMERGING/DEVELOPING**

Assign pairs one of the stories they read this week, and ask them to discuss what they learned with their partner. Remind them to use the sentence starters on the board for support.

EXPANDING

Complete the activity above. Then ask: *How did your discussion with your partner change your thinking?* **BRIDGING**



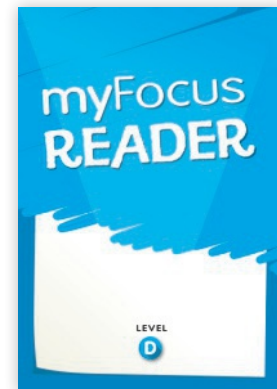
For additional support, see the online *Language Awareness Handbook*.

Intervention Activity



myFOCUS READER

Reread pp. 62–63 in the *myFocus Reader* with students. Use the teaching support online at SavvasRealize.com to engage students in a conversation that demonstrates how the texts support their understanding of how nature can teach us about ourselves and encourages 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 1–16.

On-Level and Advanced



INQUIRY

Organize Information and Communicate

Students should organize their findings on nature teaching us about ourselves into an effective format.

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

See *Extension Activities*, pp. 214–218 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 as they made connections between characters' traits. Have them refer to p. 602 in the *Student Interactive* if desired.

Possible Conference Prompts

- What kinds of traits did the characters have?
- How did these traits affect what the characters learned?

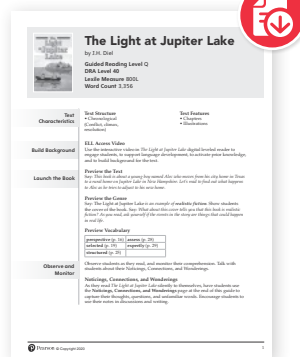
Possible Teaching Point Readers think about various texts as they make connections among characters, events, and themes.

Leveled Readers



COMPARE TEXTS

- For suggested titles, see “Matching Texts to Learning,” pp. T280–T281.
- For instructional support on how to compare texts, see the *Leveled Reader Teacher’s Guide*.



Whole Group

Share Bring the class back together as a whole group. Invite one or two students to share connections they made with characters in various texts who learned lessons. Celebrate students for their insights.

Independent/Collaborative

Independent Reading



Students can

- reread or listen to the poem “Lesson from the Forest” 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 a response to the Weekly Question.
- research different texts that discuss the lessons nature teaches fictional characters and real people about themselves.
- play the *myView* games.

BOOK CLUB



See Book Club, pp. T488–T489, for

- teacher’s summary of chapters in *Do Tornadoes Really Twist?*
- talking points to share with students.
- collaboration prompts and conversation starters.
- suggestions for using the Discussion Chart.
- alternate texts to support the unit theme and Spotlight Genre.

Resources

Stacks of Mentor Texts



- 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	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

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](https://www.savvasrealize.com).

Writing Workshop Unit Overview

WEEK 1 Introduce and Immerse

WEEK 2 Develop Elements

WEEK 3 Develop Structure

WEEK 4 Writer's Craft

WEEK 5 Publish, Celebrate, and Assess

FLEXIBLE PATH



Units of Study

This Unit: Poetry

UNIT
1

NARRATIVE: PERSONAL NARRATIVE

Students will

- read personal narratives
- focus on setting and plot
- use coordinating conjunctions correctly
- write personal narratives

UNIT
4

OPINION WRITING: OPINION ESSAY

Students will

- explore the genre of opinion writing
- learn how to support an opinion with strong reasons
- use linking words and phrases correctly
- write an opinion essay

UNIT
2

INFORMATIONAL TEXT: HOW-TO ARTICLE

Students will

- read how-to articles
- learn how to develop an idea with facts and details
- use prepositions and prepositional phrases correctly
- write a how-to article

UNIT
5

POETRY: POEM

Students will

- explore the genre of poetry
- use imagery, rhythm, and rhyme
- use adjectives to compare accurately
- write a poem

UNIT
3

NARRATIVE: HISTORICAL FICTION

Students will

- explore the genre of historical fiction
- learn how to create characters and plot
- edit for capitalization
- write a historical fiction story



FAST TRACK

Your Writing Workshop for Standards Success

UNIT
5

POETRY: POEM

WEEK 1 INTRODUCE AND IMMERSE	Minilessons: <ul style="list-style-type: none">• Poetry• Plan Your Poetry
WEEK 2 DEVELOP ELEMENTS	Minilessons: <ul style="list-style-type: none">• Composing Like a Poet• Compose with Imagery• Compose with Rhythm and Rhyme• Compose with Alliteration• Compose with Figurative Language
WEEK 3 DEVELOP STRUCTURE	Minilessons: <ul style="list-style-type: none">• Revise for Word Choice: Verbs• Create an Audio Recording• Create a Visual Display
WEEK 4 WRITER'S CRAFT	Minilessons: <ul style="list-style-type: none">• Edit for Nouns• Edit for Comparative and Superlative Adjectives• Edit for Punctuation Marks
WEEK 5 PUBLISH, CELEBRATE, ASSESS	Minilessons: <ul style="list-style-type: none">• Edit for Adjectives and Adverbs• Assessment

Weekly Overview

Students will

- explore the genre of poetry.
- analyze the sounds and appearance of poems.
- brainstorm ideas and plan a poem.

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.	Poetry T338	What Poetry Sounds Like T342	What Poetry Looks Like 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.	Similarities Among Poems T339	Identifying Sound Devices T343	Connecting Topics and Forms T347
READING-WRITING WORKSHOP BRIDGE 5–10 min.	<p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Spelling Assess Prior Knowledge T340 <p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Language & Conventions Spiral Review: Adverbs T341 	<ul style="list-style-type: none"> • Spelling Teach: Spell Vowel Patterns <i>au, aw, al, augh, ough</i> T344 <p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Language & Conventions Oral Language: Comparing with Adjectives T345 	<p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Spelling More Practice T348 • Language & Conventions Teach Comparing with Adjectives T349



Mentor STACK



- *It's Raining Pigs and Noodles* by Jack Prelutsky
- *Swirl by Swirl: Spirals in Nature* by Joyce Sidman
- *Kids Pick the Funniest Poems* by Bruce Lansky
- *National Geographic Book of Animal Poetry: 200 Poems with Photographs That Squeak, Soar, and Roar!*

Use the following criteria to add to your poetry stack:

- The poem's use of sound devices adds variety to your stack.
- The poem's form or shape adds variety to your stack.
- The poem's sound devices and form enhance its meaning.

Preview these selections for appropriateness for your students. Selections are subject to availability.

FAST TRACK

LESSON 4

LESSON 5





Brainstorm Ideas T350	Plan Your Poetry T354
Independent Writing and Conferences T351	Writing Club and Conferences T354–T355
Choosing Topics, Sounds, and Appearances T351	From Freewriting to Poetry T354
<p>FLEXIBLE OPTION ↩</p> <ul style="list-style-type: none"> • Spelling Spiral Review T352 • Language & Conventions Practice Comparing with Adjectives T353 	<ul style="list-style-type: none"> • Spelling Assess Understanding T356 <p>FLEXIBLE OPTION ↩</p> <ul style="list-style-type: none"> • Language & Conventions Standards Practice T357

ADDITIONAL RESOURCES

<p>MINILESSON</p> <p>5–10 min.</p>	Poetry Starters	Haikus
<p>INDEPENDENT WRITING AND CONFERENCES</p> <p>30–40 min.</p>	Independent Writing and Conferences	Independent Writing and Conferences
<p>SHARE BACK FOCUS</p> <p>5–10 min.</p>	Unique Ideas for Poems	Haiku Topics
 <p>See the online <i>Language Awareness Handbook</i> for additional writing support.</p>	 <p>See the <i>Small Group Guide</i> for additional writing support.</p>	

Conferences Mentor STACK

During this time, assess for understanding of the basic features of poetry in order to gauge students' ability to brainstorm and plan their own poems. Have stacks and minilessons available to reference during the conferences.

FORMATIVE ASSESSMENT		Conference Prompts
Poetry and What Poetry Sounds Like		
If students need additional support,	 Then highlight the features of poetry, including sound, found in a stack poem.	
If students show understanding,	Then ask: Why might you want to use sound devices in a poem?	
What Poetry Looks Like		
If students need additional support,	 Then review different forms that a poem can have.	
If students show understanding,	Then ask: Which shape or form would you most like to use for a poem?	
Brainstorm Ideas		
If students need additional support,	 Then ask: Which topics from the stack poems did you like?	
If students show understanding,	Then ask: How did the results of brainstorming surprise you?	
Plan Your Poetry		
If students need additional support,	 Then help students outline the poem's beginning, middle, and end.	
If students show understanding,	Then ask: What is most important as you begin drafting?	

Conference Support for ELL

EMERGING

- Teach rhyming words that follow a basic phonics pattern (e.g., *man, van, fan, pan*).
- Teach student a simple rhyme and tap out the rhythm together.
- Teach student alliterative words that have the same beginning consonants or consonant blends.

DEVELOPING

- Display familiar words with different phonics patterns, and have student provide a rhyming word for each.
- Ask student why a shape poem has a particular shape.
- Echo read a stack poem with a clearly defined rhythm.

EXPANDING

- Present the first line of a couplet, and have student write a second line that rhymes with the first.
- Read a stack poem with traditional lines or stanzas, and discuss what kind of shape would make sense for it.
- Help student read a stack poem with correct rhythm.

BRIDGING

- Give student a pair of rhyming words, and have student create a couplet with them.
- Ask student to explain the stanza breaks in a stack poem.
- Discuss the effect of alliteration in a stack poem.



Reading-Writing Workshop Bridge

While conferring with students, refer back to the Bridge minilessons on **text features** and **comparing with adjectives**.



ELL Minilesson Support

Week 1: Introduce and Immerse

During the week, your ELLs will benefit from additional support that increases their ability to read a variety of poetry and plan their own poems. These targeted supports were chosen to help students read rhythmic poetry and learn rhyming words.

Use this note for the minilesson on p. T338.

ELL Targeted Support

READ POETRY

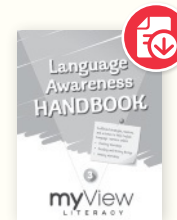
Have students practice reading aloud poetry with proper intonation, as well putting emphasis on the stressed syllables.

Display part of a stack poem that has shorter lines and a distinct rhythm. Echo-read the poem with students several times until they can imitate your intonation. **EMERGING**

Use a short stack poem with a distinct rhythm. Read it aloud with students while tapping out the rhythm. Then have students read the poem aloud, individually or in groups. **DEVELOPING**

Have partners read aloud one of the stack poems to determine its rhythm. They can mark up the text to remind them when to stress syllables, pause, or change pace. Then have them do a shared reading of the poem. **EXPANDING**

Have partners take turns reading a stack poem. Tell them to listen to each other's intonation and rhythm, then make suggestions as needed. **BRIDGING**



See the *Language Awareness Handbook* for additional writing support.

Use this note for the minilesson on p. T342.

ELL Targeted Support

WHAT POETRY SOUNDS LIKE

Have students use sound device vocabulary to talk about what poetry sounds like.

Provide students with rhyming couplets. Have them read the couplets aloud, and then talk about the rhyming words: ___ rhymes with ___ and ___ rhymes with ___. **EMERGING**

Provide students with a poem that uses alliteration. Help them talk about the poet's use of alliteration by completing sentences such as: *The poet used the words ___ and ___ to ___.* (create rhythm, add emphasis, contribute to the mood or tone) **DEVELOPING**

Remind students of the meaning of the word *onomatopoeia*. Give students a poem that uses onomatopoeia, and tell them to talk about how it adds meaning to the poem. **EXPANDING**

Provide students with a poem that uses rhyme, rhythm, alliteration, and onomatopoeia. Have pairs read the poem aloud and then speak about each of the sound devices, including where and why the poet used them. **BRIDGING**

FAST TRACK

Poetry

OBJECTIVE

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

STUDENT INTERACTIVE, p. 465



POETRY WRITING WORKSHOP

Poetry

Poetry is a creative way to express oneself in writing. The rules for poetry are different from prose, or written language in its ordinary form.

Learning Goal

I can use knowledge of the sound and shape of poetry to write a poem.

	Poetry	Prose
What is the structure?	Poems may be unstructured or grouped into stanzas.	It has sentences and paragraphs.
What does it say?	It tells a story or expresses feelings or ideas.	It usually focuses on a story.
Does it use many words?	It often communicates meaning with few words.	It often includes descriptions and complete sentences.
Does it use sound devices such as rhyme and rhythm?	Words at the end of lines may or may not rhyme. Poems also may use other sound devices, such as repetition or rhythm.	Sound devices such as rhyme are rarely used.

My Turn Use a poem you have read to answer the questions.

1. How many lines and stanzas are in the poem? _____
2. What is the poet saying? _____
3. Write a phrase that expresses meaning with few words. _____
4. If the poem rhymes, write a pair of rhyming words. Write a word that imitates a natural sound, if there is one. _____

465

Minilesson

Mentor STACK



TEACHING POINT Poetry often allows writers to express themselves more creatively because there is more flexibility in regard to form and content. The following are some ways that poetry differs from prose:

- Poetry is grouped into stanzas instead of paragraphs.
- Poetry can tell about feelings or ideas without including a narrative or story.
- Poetry tends to use fewer words to communicate meaning.
- Poetry often uses sound devices, such as rhyme and rhythm.

MODEL AND PRACTICE Tell students that they will be exploring a variety of poetry over the coming weeks in order to familiarize themselves with the genre and write their own drafts. Introduce the genre by using two or three poems from the stack that vary in both form and content. As you read each poem, ask:

- What is this poem about?
- Is it written in a special way? How?
- Is there anything special about how it sounds? What?

Direct students to p. 465 in the *Student Interactive*. Have them study the compare-and-contrast chart. Then tell them to use one of the poems you just shared to complete the My Turn.



Independent Writing

Mentor STACK



FOCUS ON GENRE After the minilesson, students should transition into independent writing.

- If students need extra support in understanding the basic characteristics of poetry, have them read additional stack texts and think about how they are different from prose stories.

WRITING SUPPORT

- **Modeled** Read one of the stack poems and perform a Think Aloud as you note its poetic features.
- **Shared** Together rewrite a stack poem as prose so students can compare and contrast the two forms.
- **Guided** Provide explicit instruction about how to uncover the meaning of a stack poem.

 **Intervention** Refer to the *Small Group Guide* for support.

- If students have a strong understanding of the genre, they should use their writer's notebook to begin brainstorming topics for their own poems.

See the **Conference Prompts** on p. T336.



Share Back

Have a few students read the poems they used with p. 465 of the *Student Interactive*, as well as the responses they wrote down. Ask the class to identify similar features found in the poems.

Spelling Spell Vowel Patterns *au, aw, al, augh, ough*

OBJECTIVE

Demonstrate and apply phonetic knowledge by identifying and spelling high-frequency words from a research-based list.

SPELLING WORDS

fault	distraught
author	naughty
bought	fought
sought	squawk
awful	sprawls

HIGH-FREQUENCY WORDS

special
heavy

FLEXIBLE OPTION

LESSON 1

Assess Prior Knowledge

Use the sentences from Lesson 5 Spelling, p. T356, to assess students' prior knowledge of the vowel patterns *au, aw, al, augh, and ough*.

For students who understand how to spell words with the vowel patterns *au, aw, al, augh, and ough*, include the following Challenge Words with the spelling list.

Challenge Words

awesome
afterthought
exhaustion

ELL Targeted Support

Vowel Patterns Remind students that various vowel patterns can create the vowel sound found in the word *saw*.

Display the following words: *fault, bought, naughty, and sprawls*. Have students identify the letters that form the vowel pattern in each word and then read the words. (*fault; bought; naughty; sprawls*) **EMERGING/DEVELOPING**

Write the following *f__lt, b__t, n__ty, and spr__ls*. Have students insert the correct letters in each word. (This should read: *au, ough, augh, aw*) **EXPANDING**

Complete the activity above. Then have pairs use each word in a sentence. Encourage them to use a dictionary to check their spelling. Call on volunteers to read their sentences aloud. **BRIDGING**

FLEXIBLE OPTION

LESSON 1

Assess Prior Knowledge

LESSON 2

Teach: Spell Vowel Patterns *au, aw, al, augh, ough*

FLEXIBLE OPTION

LESSON 3

More Practice: Spell Vowel Patterns *au, aw, al, augh, ough*

FLEXIBLE OPTION

LESSON 4

Spiral Review: Homophones

LESSON 5

Assess Understanding



Language & Conventions

Spiral Review

FLEXIBLE OPTION

LESSON 1



Spiral Review: Adverbs

FOCUS ON STRATEGIES Review the language and conventions topic adverbs. See p. T447 in Unit 4.

MODEL AND PRACTICE Write the following sentences on the board: *We played hard in the game. We always play hard.* Read the sentences aloud. Have a volunteer identify the adverbs in the sentences. (*hard, always, hard*) Ask another volunteer to say what each adverb tells about the action. (*hard*: how; *always*: when)

APPLY Have students work with a partner. Have one student write a sentence that uses an adverb. Have the partner identify the adverb used in the sentence and say whether it tells how, when, or where. Have students switch roles.

OBJECTIVE

Edit drafts using standard English conventions, including adverbs that convey time and adverbs that convey manner.

ELL Targeted Support

Adverbs Help students identify adverbs in sentences. Display the sentence: *The bird flies gracefully.* Help students identify the adverb in the sentence by having them answer the question: How does the bird fly? (*gracefully*) **EMERGING**
Display the sentence frame: *The bird flies ____.* Have students complete the sentence frame using an adverb that describes how the bird flies. **DEVELOPING**

Display the sentence frame: *The bird flies ____.* Have students complete the sentence frame two ways: with an adverb telling how the bird flies and then with one telling when the bird flies.

EXPANDING

Display this list of adjectives: *quick, lazy, quiet, careful.* Ask students to write sentences using the corresponding adverbs.

BRIDGING

FLEXIBLE OPTION

LESSON 1



Spiral Review: Adverbs

FLEXIBLE OPTION

LESSON 2

Oral Language: Comparing with Adjectives

LESSON 3

Teach Comparing with Adjectives

LESSON 4

Practice Comparing with Adjectives

FLEXIBLE OPTION

LESSON 5

Standards Practice

What Poetry Sounds Like

OBJECTIVE

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

STUDENT INTERACTIVE, p. 466

POETRY

What Poetry Sounds Like

Some elements of poetry affect the way it sounds. Read each example and listen to its sound. Then read the explanation.

Example	Explanation
The earth starts to <i>quake</i> . And I can feel the ground <i>shake</i> .	<i>Quake</i> and <i>shake</i> rhyme, or have the same end sound.
/ / U / U Tall moun tains wob ble. Large build ings top ple.	These lines rhyme and have a rhythm, or beat. Tap a pencil as you read aloud. What <i>rhythm</i> do you hear?
The rocks made a loud noise as they fell. <i>Crash! Smash!</i>	With <i>onomatopoeia</i> , words sound like their meaning.
Nearby neighbors are <i>nice</i> to those in need.	<i>Alliteration</i> is the repetition of beginning sounds in nearby words.

My Turn Choose one or more poems you enjoyed reading. Complete the chart using examples from these poems.

Rhyme	Rhyme
Onomatopoeia	Alliteration

466

Minilesson

Mentor STACK

TEACHING POINT When poetry is read aloud, it sounds different than prose. Many poems use one or more sound devices to create a certain feeling or mood. The feeling or mood usually coincides with the poem’s content. Sound devices include:

- Rhyme, which usually happens at the end of a poem’s lines.
- Rhythm, which adds to a poem’s musical quality.
- Onomatopoeia, which occurs when words sound like their meaning.
- Alliteration, which occurs when two or more words have the same beginning sound.

MODEL AND PRACTICE Choose several poems from the stack, making sure that each sound device above is exemplified at least once among them. Read the first poem aloud and then ask:

- What is this poem about?
- What kind of mood or feeling does this poem have?
- How do the sounds of this poem match the mood or feeling?

Explain and discuss the sound devices used in the poem. Then repeat this process for the other poems you have chosen to read.

Direct students to p. 466 in the *Student Interactive*. After students read the instruction, have them select poems from the stack and use them to complete the My Turn activity.

Possible Teaching Point

Spelling | Vowel Patterns

Tell students that poets repeat vowel sounds to call attention to ideas or to create a mood. Remind students that the vowel patterns *au*, *aw*, *al*, *augh*, and *ough* are spelled differently but can sound alike. Encourage students to use repeated vowel sounds for emphasis in their poems.



Independent Writing

Mentor STACK



FOCUS ON SOUNDS OF POETRY After the minilesson, students should transition into independent writing.

- If students need extra support in understanding how sounds are used in poetry, have them read aloud stack poems to themselves and listen for various sound devices.

WRITING SUPPORT

- **Modeled** Think aloud as you analyze the sound devices used in a stack poem.
- **Shared** With students, tap out the rhythm of a stack poem as you read it aloud.
- **Guided** Provide explicit instruction about how a writer incorporated sound devices into a poem.



Intervention Refer to the *Small Group Guide* for support.

- If students have a strong understanding of poetry sounds, have them write original examples of sound devices in their writer's notebooks.

See the **Conference Prompts** on p. T336.

Share Back

Ask a few students to share sound devices they wrote on p. 466 of the *Student Interactive* or original examples of sound devices from their writer's notebooks. Have the class identify the sound device used in each.

Spelling Spell Vowel Patterns *au, aw, al, augh, ough*

OBJECTIVE

Demonstrate and apply phonetic knowledge by identifying and spelling high-frequency words from a research-based list.

SPELLING WORDS

fault	distraught
author	naughty
bought	fought
sought	squawk
awful	sprawls

HIGH-FREQUENCY WORDS
 special
 heavy

LESSON 2

Teach

FOCUS ON STRATEGIES The vowel patterns *au, aw, al, augh, and ough* can spell the vowel sound that is heard in *saw*. Identifying which pattern is used in specific words will help you spell the words correctly.

MODEL AND PRACTICE

Write or display the words *author, sought, awful, and distraught*. Have volunteers identify the letters that spell the sound /ó/. Then orally spell each word.

APPLY MyTURN

Have students complete the activity on p. 463 of the *Student Interactive* independently.

READING-WRITING BRIDGE

SPELLING

Spell Vowel Patterns

Vowel Patterns *au, aw, al, augh, ough* call all spell the vowel sound you hear in the word *saw*. Knowing how to spell these vowel patterns will help you spell words with this vowel sound.

MyTURN Read the words. Sort them by the spelling of the vowel pattern. Write *none* if there is no word for a vowel pattern.

SPELLING WORDS		
fault	awful	fought
author	distraught	squawk
bought	naughty	sprawls
sought		

au	fault, author
aw	awful, squawk, sprawls
al	none
augh	distraught, naughty
ough	bought, sought, fought

High-Frequency Words

High-frequency words appear often. Write the following high-frequency words on the lines.

special special

heavy heavy

463

LESSON 2

Teach: Spell Vowel Patterns *au, aw, al, augh, ough*

FLEXIBLE OPTION LESSON 1

Assess Prior Knowledge

FLEXIBLE OPTION LESSON 3

More Practice: Spell Vowel Patterns *au, aw, al, augh, ough*

FLEXIBLE OPTION LESSON 4

Spiral Review: Homophones

LESSON 5

Assess Understanding



Language & Conventions

Comparing with Adjectives

FLEXIBLE OPTION **LESSON 2****Oral Language: Comparing with Adjectives**

FOCUS ON STRATEGIES Explain that adjectives can be used to compare people, places, groups, or things. When comparing two things, you usually add *-er* to an adjective. When you compare three or more things, you usually add *-est* to an adjective.

MODEL AND PRACTICE Write the following sentence on the board: *The building is tall.* Read the sentence aloud. Have a volunteer identify the adjective in the sentence. (*tall*) Then have two other volunteers create sentences using the words *taller* and *tallest*. (*The building is taller than the one next to it. The building is the tallest in the neighborhood.*)

APPLY Have students work with a partner. Give students an adjective, such as *cold*. Have students work together to form the comparative and superlative versions of *cold*. (*colder, coldest*) Then have the students write sentences that correctly use all three versions, *cold, colder, and coldest*.

OBJECTIVE

Edit drafts using standard English conventions, including adjectives, including their comparative and superlative forms.

FLEXIBLE OPTION **LESSON 2**

Oral Language:
Comparing with
Adjectives

FLEXIBLE OPTION **LESSON 1**

Spiral Review:
Adverbs

LESSON 3

Teach Comparing
with Adjectives

LESSON 4

Practice Comparing
with Adjectives

FLEXIBLE OPTION **LESSON 5**

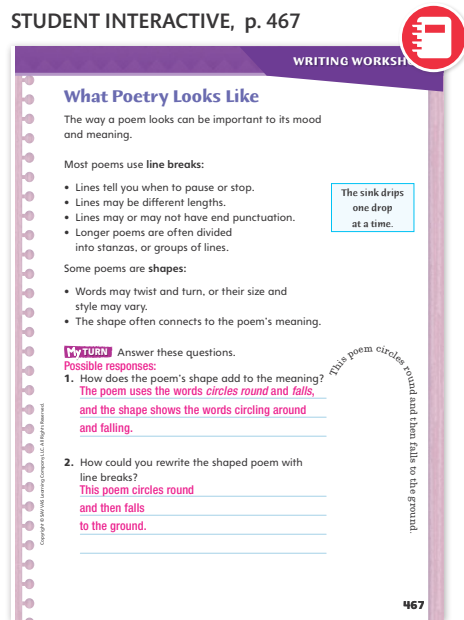
Standards Practice

What Poetry Looks Like

OBJECTIVE

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

STUDENT INTERACTIVE, p. 467



Minilesson

Mentor STACK



TEACHING POINT Just as a poem's sounds add to its meaning, so does a poem's appearance. A poem's shape might be traditional, with uniform lines and stanzas. It might be freeform, with a wandering or irregular shape. Or it might have any other form a writer wants to create. The following characteristics are commonly found in poems:

- Line breaks, which do not necessarily come at natural pauses
- Stanzas, which often divide the lines of longer poems into groups
- Shapes, in which words might twist and turn to create patterns or pictures

MODEL AND PRACTICE Choose several poems from the stack that have distinct appearances (due to shape, line breaks, and so on). Display each poem, and read it aloud. Then ask:

- What is the poem about?
- What mood or feeling does this poem have?
- What shape does this poem have?
- How does the shape add to the poem's meaning?

Direct students to p. 467 in the *Student Interactive*. After they complete the My Turn, have them read aloud the poems on the page and think about the appearance of each one.

Possible Teaching Point

Language & Conventions | Comparing with Adjectives

Tell students that comparisons can help readers imagine what poets are describing. Remind them that adjectives used to compare two things usually end in *-er*, such as *smaller*. Adjectives used to compare three or more things usually end in *-est*, such as *smallest*.



Independent Writing

Mentor STACK



FOCUS ON VISUAL FORM After the minilesson, students should transition into independent writing.

- If students need extra support understanding what poetry looks like, have them explore additional stack texts and analyze their appearance.

WRITING SUPPORT

- **Modeled** Think aloud as you identify the form of a stack poem.
- **Shared** With students, compare the form of two stack poems.
- **Guided** Ask questions that help students connect a poem's form to its meaning.



Intervention Refer to the *Small Group Guide* for support.

- If students have a strong understanding of what poetry can look like, have them brainstorm which visual forms to use with topics they have selected for their poems.

See the **Conference Prompts** on p. T336.

Share Back

Have the class discuss poetic forms, specifically how each form and its topic seem to be connected. Ask a few students to share the results of their brainstorming during independent writing.

Spelling Spell Vowel Patterns *au, aw, al, augh, ough*

OBJECTIVE

Demonstrate and apply phonetic knowledge by identifying and spelling high-frequency words from a research-based list.

SPELLING WORDS

fault	distraught
author	naughty
bought	fought
sought	squawk
awful	sprawls

HIGH-FREQUENCY WORDS

special
heavy

FLEXIBLE OPTION

LESSON 3

More Practice

FOCUS ON STRATEGIES Remind students that the vowel patterns *au, aw, al, augh, and ough* are all different ways of spelling the sound /ò/.

MODEL AND PRACTICE Have volunteers identify a word from the spelling list that matches the vowel patterns in these words:

1. auto (fault, author)
2. draw (awful, squawk, sprawls)

APPLY Have students complete *Spelling* p. 182 from the *Resource Download Center*.

Name _____

Spelling
 Spell Vowel Patterns *au, aw, al, augh, ough*
 The vowel patterns *au, aw, al, augh, and ough* can make the *aw* sound you hear in the word *saw*. Identifying the sound-spelling pattern in words will help you spell the words correctly.

- Identify the *aw* sound in a word as in the word *saw*.
- Identify which vowel pattern is used in the word.
- Use a dictionary to help confirm that you are using the correct vowel pattern.

SPELLING WORDS			
fault	sought	naughty	squawk
author	awful	fought	sprawls
bought	distraught		

My Turn Fill in each blank with the letters that form the correct vowel pattern in each single-syllable and multisyllabic word from the spelling list.

1. b. <u>ough</u> t	6. <u>au</u> thor
2. squ <u>aw</u> k	7. <u>aw</u> ful
3. f. <u>ough</u> t	8. spr <u>aw</u> ls
4. n. <u>augh</u> ty	9. distr <u>augh</u> t
5. f. <u>au</u> t	10. s <u>ough</u> t

My Turn Write the words from the spelling list in alphabetical order. Then underline the letters that create the short *au, aw, al, augh, or ough* vowel pattern. Alphabetize words to the second or third letter, if necessary.

11. <u>author</u>	15. <u>fault</u>	18. <u>squawk</u>
12. <u>awful</u>	16. <u>fought</u>	19. <u>sprawls</u>
13. <u>bought</u>	17. <u>naughty</u>	20. <u>squawk</u>
14. <u>distraught</u>		

Grade 2, Unit 5, Week 1
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FLEXIBLE OPTION

LESSON 1

Assess Prior Knowledge

LESSON 2

Teach: Spell Vowel Patterns *au, aw, al, augh, ough*

FLEXIBLE OPTION

LESSON 3

More Practice: Spell Vowel Patterns *au, aw, al, augh, ough*

FLEXIBLE OPTION

LESSON 4

Spiral Review: Homophones

LESSON 5

Assess Understanding



Language & Conventions

Comparing with Adjectives

LESSON 3

Teach Comparing with Adjectives

FOCUS ON STRATEGIES Say that comparative adjectives compare two people, places, groups, or things. Superlative adjectives compare three or more people, places, groups, or things. When comparing two things, you usually add *-er* to an adjective. When you compare three or more things, you usually add *-est* to an adjective.

MODEL AND PRACTICE Write the following sentences on the board: *I am not very old. My dad is older than my mom. My grandfather is the oldest person in our family.* Read the sentences aloud. Have volunteers identify the adjectives in each sentence. (*old, older, oldest*) Then talk about which is a comparative adjective and which is a superlative adjective.

OBJECTIVE

Edit drafts using standard English conventions, including adjectives, including their comparative and superlative forms.

ELL Targeted Support

Adjectives That Compare Help students write sentences that compare with adjectives.

Display the sentence: *We have a big dog.* Have students identify the adjective in the sentence. (*big*) Help students complete the following sentence frames using the comparative and superlative versions of *big*. *We have a ___ dog than our neighbors. We have the ___ dog in the whole neighborhood.* **EMERGING**

Display the sentences: *We have a ___ dog than our neighbors. We have the ___ dog in the whole neighborhood.* Help students complete the sentence frames using adjectives. **DEVELOPING**

Display the sentence: *We have a big dog.* Have students write two more sentences that describe the dog using the words *bigger* and *biggest*. **EXPANDING/BRIDGING**

LESSON 3

Teach Comparing with Adjectives

FLEXIBLE OPTION

LESSON 1



Spiral Review:
Adverbs

FLEXIBLE OPTION

LESSON 2

Oral Language:
Comparing with
Adjectives

LESSON 4

Practice Comparing
with Adjectives

FLEXIBLE OPTION

LESSON 5

Standards Practice

Brainstorm Ideas

OBJECTIVE

Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.

STUDENT INTERACTIVE, p. 468



POETRY

Brainstorm Ideas

When authors **brainstorm ideas**, they write down every idea they have without judging whether or not to use the idea. Brainstorming helps authors develop creative and original poetry.

TRY IT! Plan a first draft for your poem by brainstorming. Brainstorm three different topics. Then brainstorm words that sound like their meaning. In the last column, describe the way the poem might look.

Topic	Sound	Appearance

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Minilesson

Mentor **STACK**



TEACHING POINT Because almost any topic has the possibility of becoming a good poem, students should be open to any idea that comes to them. Brainstorming is an effective way for students to think of a variety of topics in a short period of time. When brainstorming, they should:

- Write down all of their ideas.
- Not stop to judge, organize, or edit.
- Keep brainstorming even when they think they are out of ideas.

MODEL AND PRACTICE Review poems that you have read together this week. Have students identify the topic of each poem. Say: **There are many ways that writers come up with ideas for their poems. One method is brainstorming. What do you know about brainstorming?** After students have shared what they know, add any information they might need.

Model using a chart like the one on p. 468 of the *Student Interactive* to brainstorm topics, sounds, and appearances for poems. Let one idea lead to another, and brainstorm in unexpected directions. After you brainstorm, look over your chart. Say: **A poem can be about almost anything, so I am going to choose the topic that I find most interesting. Then I am going to write a poem that deals with that topic in a fresh and original way.**

Direct students to p. 468 in the *Student Interactive*. Give them sufficient time to complete the chart and choose among their ideas.

Possible Teaching Point

Writing Process

Prewriting | Freewriting

Explain that freewriting is one way to come up with ideas. Have students write for a few minutes on a topic of their choice. Tell them not to worry about spelling or grammar. The goal is to explore the topic. Then have students review what they wrote and circle key words and phrases they can use in their poems.



Independent Writing

Mentor STACK



FOCUS ON BRAINSTORMING After the minilesson, students should transition into independent writing.

- If students do not yet have a topic, have them continue to brainstorm or assess the ideas they have already written down.

WRITING SUPPORT

- **Modeled** Think aloud as you select a topic and further develop sound and visual effects for it.
- **Shared** Provide students with a list of topics, and have them analyze which would make the best poems.
- **Guided** Provide explicit instruction to help students think about sound and form as they brainstorm topics.



Intervention Refer to the *Small Group Guide* for support.

- If students are satisfied with the topic they chose after their brainstorming session, have them begin to develop it in their writer's notebook.

See the **Conference Prompts** on p. T336.

Share Back

Ask the class to identify how each student's ideas for topic, sound, and appearance are connected. Have a few students share the ideas they chose from their brainstorming session.

Spelling Spiral Review

OBJECTIVES

Demonstrate and apply phonetic knowledge by identifying and spelling high-frequency words from a research-based list.

Demonstrate and apply spelling knowledge by spelling homophones.

SPELLING WORDS

fault	distraught
author	naughty
bought	fought
sought	squawk
awful	sprawls

HIGH-FREQUENCY WORDS

special
heavy

Writing Workshop

As students proofread their writing, remind them to check their use of homophones. Have them make sure they are using and spelling the homophones correctly.

FLEXIBLE OPTION

LESSON 4



Spiral Review: Homophones

FOCUS ON STRATEGIES Review the concept of homophones. Remind students that homophones are words that have the same pronunciation but different spellings and meanings.

MODEL AND PRACTICE Write or display the words *pause*, *ate*, *eight*, and *paws*. Have volunteers pair the homophones. Then discuss the meaning of each word. Have volunteers use the words in sentences.

APPLY Have students create flash cards of the spelling words from Unit 4, Week 5. Have students use the flash cards to quiz each other on the spellings of the homophones. Then have the students place the flash cards facedown. Have them play a memory game with the flash cards, pairing the words with their homophones.

FLEXIBLE OPTION

LESSON 4



Spiral Review: Homophones

FLEXIBLE OPTION

LESSON 1

Assess Prior Knowledge

LESSON 2

Teach: Spell Vowel Patterns *au*, *aw*, *al*, *augh*, *ough*

FLEXIBLE OPTION

LESSON 3

More Practice: Spell Vowel Patterns *au*, *aw*, *al*, *augh*, *ough*

LESSON 5

Assess Understanding



Language & Conventions

Comparing with Adjectives

LESSON 4

Practice Comparing with Adjectives

APPLY My TURN Have students edit the draft paragraph on *Student Interactive* p. 464.

LANGUAGE AND CONVENTIONS

Comparing with Adjectives

To compare two people, places, groups, or things, you usually add *-er* to an adjective. These are called **comparative adjectives**. To compare three or more people, places, groups, or things, you usually add *-est*. These are called **superlative adjectives**.

Adjective	Comparative Adjective	Superlative Adjective
It is hot outside today.	It is hotter than it was yesterday.	Today is the hottest day this week.
The tree is tall.	The tree is taller than the tree next to it.	The tree is the tallest in the neighborhood.
Tori's hair is long.	Tori's hair is longer than Nia's hair.	Tori's hair is the longest of all the girls in her class.

My TURN Edit this draft. Change each underlined adjective to its comparative or superlative form.

Jayden and Dereck are brothers. Jayden is the old brother. They ran a race with their friends. Jayden said he was fast than his brother. In fact, he said he was the fastest of all their friends. When the race was over, he turned out to be the slow runner of everyone!

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OBJECTIVE

Edit drafts using standard English conventions, including adjectives, including their comparative and superlative forms.

Writing Workshop

As students begin drafts during the Writing Workshop, remind them to check to see whether they are comparing with adjectives correctly. You may wish to have students trade drafts with a partner to check whether students are using comparative and superlative adjectives correctly.

FLEXIBLE OPTION

LESSON 1



Spiral Review:
Adverbs

FLEXIBLE OPTION

LESSON 2

Oral Language:
Comparing with
Adjectives

LESSON 3

Teach Comparing
with Adjectives

LESSON 4

Practice Comparing with Adjectives

FLEXIBLE OPTION

LESSON 5

Standards Practice

FAST TRACK

Plan Your Poetry

OBJECTIVES

Listen actively, ask relevant questions to clarify information, and make pertinent comments.

Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.

STUDENT INTERACTIVE, p. 469



WRITING WORKSHOP

Plan Your Poetry

What is freewriting?	Freewriting is writing nonstop for a period of time, without worrying about correct grammar or how the ideas connect. Writers do not need to use complete sentences when they freewrite.
What is the goal of freewriting?	The goal of freewriting is to let ideas flow and get them down on paper.
What do writers do after freewriting?	After freewriting, writers can read what they wrote and choose the best words, phrases, and ideas for their poetry.

MY TURN Plan your first draft for your poem by freewriting for five minutes about what you might include. Think about the topic and purpose of your poem and who your audience will be. Then meet with your Writing Club to share and discuss what you wrote. Remember to listen actively by paying close attention as others are speaking.

469

Minilesson

TEACHING POINT After students have a topic and general structure for their poem, they need to develop it in greater detail. Freewriting can help them to think creatively and come up with original ways to express themselves.

- During freewriting, students should write nonstop and write down all of their ideas.
- After freewriting, students should choose words, phrases, and ideas to add to their poems.

MODEL AND PRACTICE Explain that a main purpose of poetry is creative expression. Display a topic for a poem, and say: **I am going to freewrite about this topic for a poem. I am going to write nonstop and let the ideas flow out of me and onto the paper. Afterward, I should have some specific words, phrases, and ideas that will become part of my poem.** Demonstrate the freewriting process, and then read over what you wrote. Have students help you select parts of your freewriting to include in a poem. Show students how you might start to incorporate them into the poem's first draft.

Direct students to the My Turn feature on p. 469 in the *Student Interactive*. Tell students that if they fill the page before time is up, they can continue to freewrite in their writer's notebook. Explain that discussing their freewrite with a group can help them organize their thoughts before writing a first draft.

WRITING CLUB

Place students into Writing Club groups. See p. T355 for details on how to run Writing Club. Remind students to speak one at a time and listen carefully to what their partners have to say. See the **Conference Prompts** on p. T336.

Share Back

Ask a few students to share their favorite parts of their freewriting and explain how they plan on using these parts in their poems.



WRITING CLUB

What's Happening This Week? In this week's writing club, students will share their plan for a poem.

Writing Club groups should spend the first 5–10 minutes in their groups discussing the following:

- What to do when you hear a poem's rhythm or rhyme differently than the writer does
- How to give suggestions when only fragments of a poem have been written
- How to respond when someone does not understand the poetic form you chose

What Are We Sharing? Give students time to choose one focused area that they would like help with in today's Writing Club. For example, they might choose to discuss their poem's topic, its form, or specific words and phrases they might use. Students should inform their Writing Club of this focus before sharing their work.



How Do We Get Started? Conversation Starters

Use these prompts to help students begin the discussions in their Writing Club.

- What features of poetry will you include?
- Will your poem rhyme? Why or why not?
- What do you want your poem to look like?
- What is the meaning or mood of your poem?
- How are your poem's topic, sounds, and appearance connected?



Spelling Spell Vowel Patterns *au, aw, al, augh, ough*

OBJECTIVE

Demonstrate and apply phonetic knowledge by identifying and spelling high-frequency words from a research-based list.

SPELLING WORDS

fault	distraught
author	naughty
bought	fought
sought	squawk
awful	sprawls

HIGH-FREQUENCY WORDS

special
heavy

LESSON 5

✓ Assess Understanding

Use the following sentences for the spelling test.

Spelling Sentences

1. It is my **fault** the desk tipped over.
2. She is the **author** of our favorite book.
3. We **bought** apples at the store today.
4. Tickets to the championship will be highly **sought**.
5. It is **awful** that so many trees fell in the storm.
6. I am **distraught** that the school year is almost over.
7. That **naughty** dog got into the garbage again.
8. I **fought** hard not to stumble in the strong wind.
9. Cover his cage, or that noisy bird will **squawk** all night.
10. The cat **sprawls** out on the window sill.

FLEXIBLE OPTION
LESSON 1

✓ Assess Prior Knowledge


LESSON 2

Teach: Spell Vowel Patterns *au, aw, al, augh, ough*

FLEXIBLE OPTION
LESSON 3

More Practice: Spell Vowel Patterns *au, aw, al, augh, ough*

FLEXIBLE OPTION
LESSON 4

 Spiral Review: Homophones

LESSON 5

✓ Assess Understanding



Language & Conventions

Comparing with Adjectives

FLEXIBLE OPTION

LESSON 5

Standards Practice

Display the following sentence and have students respond independently.

Of all of us, Kiera is the _____ swimmer.

Which of the following words uses the correct form of the adjective to complete the sentence?

- A fast
- B faster
- C fastest
- D most fastest

APPLY Have students complete *Language and Conventions* p. 187 from the *Resource Download Center*.

Name _____

Language and Conventions

Comparing with Adjectives

Comparative adjectives compare two people, places, groups, or things.
Superlative adjectives compare three or more people, places, groups, or things.

- When comparing two people, places, groups, or things, you usually add *-er* to an adjective.
- When comparing three or more people, places, groups, or things, you usually add *-est* to an adjective.

My Turn Complete each sentence by changing the adjective to its comparative or superlative form.

The mouse is quicker than the cat.
quick

The basketball player is the tallest person in school.
tall

The oak tree is thicker than the birch tree.
thick

I think dolphins are the smartest animals in the sea.
smart

Bass Lake is the largest lake in our county.
large

My Turn Complete each sentence using a comparative or superlative adjective.

The monkey is the possible response: loudest animal in the jungle.

Our school building is possible response: larger than the post office building.

The teacher's desk is the possible response: cleanest desk in the room.

The gym is the possible response: biggest room in the building.

Grade 3, Unit 5, Week 1
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OBJECTIVE

Edit drafts using standard English conventions, including adjectives, including their comparative and superlative forms.

WEEKLY STANDARDS PRACTICE

To assess student progress on Language and Conventions, use the Weekly Standards Practice on SavvasRealize.com.

FLEXIBLE OPTION

LESSON 5

Standards Practice

FLEXIBLE OPTION

LESSON 1



Spiral Review:
Adverbs

FLEXIBLE OPTION

LESSON 2

Oral Language:
Comparing with
Adjectives

LESSON 3

Teach Comparing
with Adjectives

LESSON 4

Practice Comparing
with Adjectives

Weekly Overview

Students will

- learn the elements of poetry related to sound, imagery, and figurative language.
- write several poems using their knowledge of poetic elements.

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.	Composing Like a Poet T362	Compose with Imagery T366	Compose with Rhythm and Rhyme 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.	Poem About an Object T363	Poem About a Favorite Place T367	Adding Rhyming Words T371
READING-WRITING WORKSHOP BRIDGE 5–10 min.	<p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Spelling Assess Prior Knowledge T364 <p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Language & Conventions Spiral Review: Comparing with Adjectives T365 	<ul style="list-style-type: none"> • Spelling Teach: Spell Words with Vowel Patterns <i>ei</i> and <i>eigh</i> T368 <p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Language & Conventions Oral Language: Comparing with Adverbs T369 	<p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Spelling More Practice T372 • Language & Conventions Teach Comparing with Adverbs T373

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Use the following criteria to add to your poetry stack:



- Poems include sensory imagery and figurative language.
- Poems employ sound devices, such as rhythm, rhyme, and alliteration.

FAST TRACK

LESSON 4

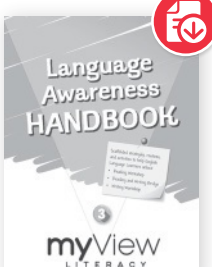
FAST TRACK

LESSON 5

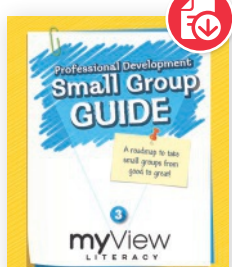
Compose with Alliteration T374	Compose with Figurative Language T378
Independent Writing and Conferences T375	Writing Club and Conferences T378–T379
Poem About a Favorite Animal T375	Adding a Simile or Metaphor T378
<p>FLEXIBLE OPTION </p> <ul style="list-style-type: none"> • Spelling Spiral Review T376 • Language & Conventions Practice Comparing with Adverbs T377 	<ul style="list-style-type: none"> • Spelling Assess Understanding T380 <p>FLEXIBLE OPTION </p> <ul style="list-style-type: none"> • Language & Conventions Standards Practice T381

ADDITIONAL RESOURCES

MINILESSON		
5–10 min.	Hyperbole	Shape Poetry
INDEPENDENT WRITING AND CONFERENCES		
30–40 min.	Independent Writing and Conferences	Independent Writing and Conferences
SHARE BACK FOCUS		
5–10 min.	Poem Using Hyperbole	Poem Written in a Shape



See the online *Language Awareness Handbook* for additional writing support.



See the *Small Group Guide* for additional writing support.

Conferences



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During this time, assess for understanding of the basic elements of composing poetry using poetic language. Have stacks and minilessons available to reference during the conferences.

FORMATIVE ASSESSMENT		Conference Prompts
Composing Like a Poet		
If students need additional support,	Then ask: What words can you use to make your favorite thing seem special?	
If students show understanding,	Then ask: How did you make the object seem special?	
Compose with Imagery		
If students need additional support,	Then help them compose a poem using a word web.	
If students show understanding,	Then ask: Which sensory details did you include?	
Compose with Rhythm and Rhyme		
If students need additional support,	Then identify rhyming words and rhythms from other poems.	
If students show understanding,	Then have them identify rhyming words in their poem and tap out the rhythm.	
Compose with Alliteration		
If students need additional support,	Then review the sound word list.	
If students show understanding,	Then ask: How does alliteration or onomatopoeia enhance your poem?	
Compose with Figurative Language		
If students need additional support,	Then provide more examples of similes and metaphors and discuss them.	
If students show understanding,	Then ask: What is the meaning of your simile/metaphor?	

Conference Support for ELL

EMERGING

- Have students draw a picture of a place. Help them create a word web using sensory words that describe the place.
- Use students' drawings and adjectives to write a two-line poem, such as: *The ocean is _____. It sounds like _____.*

DEVELOPING

- Brainstorm a list of words for each of the senses.
- Say a word and have students provide rhyming words. Create a list to use during composing.
- Use Modeled writing to help students write a short poem about their favorite place or animal.

EXPANDING

- Have groups brainstorm a list of sensory words to share as they compose their poems.
- Provide sentence frames to practice alliteration, such as: *Six small squirrels _____. Five frogs _____. Have students use dictionaries.*
- Provide sentence frames to help students create similes, such as: *Her eyes sparkle like _____.*

BRIDGING

- Have partners create a list of alliterative words. Have pairs exchange lists and write a tongue twister.
- Have partners write humorous poems using onomatopoeia. Read the poems aloud.
- Used Shared writing to help students use similes and metaphors.



Reading-Writing Workshop Bridge

While conferring with students, refer back to the Bridge minilessons on **graphic features** and **adverbs**.



ELL Minilesson Support

Week 2: Develop Elements

During the week, your ELLs will benefit from additional writing support that allows them to make adjustments to their poems. These targeted supports were chosen to help students use imagery and sound devices in their poems.

Use this note for the minilesson on p. T366.

ELL Targeted Support

COMPOSE WITH IMAGERY

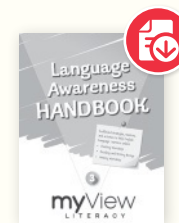
Identifying sensory words helps students increase their vocabulary and understanding of adjectives. Have students use imagery to describe a special place.

Show students a picture of your favorite place, such as the beach. Draw eyes, ears, a nose, a hand, and a mouth on sticky notes. On each note, write a word related to that sense that describes the place. Then create a simple sentence using each sticky note, such as *The beach is hot*. Write each sentence as a line in a poem. Have students follow the process to write their own poems, using magazine photos or their own drawings.

EMERGING/DEVELOPING

Have partners work on a sensory detail web with eyes, ears, a nose, a hand, and a mouth to label each category. Then ask them to write a four-line poem titled “My Favorite Place.” Provide a model for students and point out where the sensory words are placed in each line. Invite pairs to read their poems aloud.

EXPANDING/BRIDGING



See the *Language Awareness Handbook* for additional writing support.

Use this note for the minilesson on p. T370.

ELL Targeted Support

COMPOSE WITH RHYTHM AND RHYME

Writing poetry allows students to practice vocalizing rhyming words. Encourage students to create lists of rhyming words and use them in their poems.

Display a picture of a three-letter word, such as *cat*. Work with students to identify four rhyming words, such as: *bat, hat, mat, rat*. Have students draw each object and write the word on separate note cards. Have students say the words aloud. Then do a Think Aloud to help students write two rhyming lines, such as: *I have a cat. / He sleeps on the mat.*

EMERGING/DEVELOPING

Present partners with one of the following words: *cat, rake, star, or boy*. Have them work together and identify as many rhyming words as they can. Ask students to say the words aloud. Then have partners compose rhyming poems and take turns reading their poem aloud.

EXPANDING/BRIDGING

FAST TRACK

Composing Like a Poet

OBJECTIVES

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

Choose words and phrases for effect

STUDENT INTERACTIVE, p. 497

POETRY **WRITING WORKSHOP**

Composing Like a Poet

When poets write, they have plenty of tools to use. **Poetic language** allows poets to turn ordinary words into something special. It allows readers to see the world in new and different ways.

Poetic language includes

- Vivid imagery
- Musical qualities
- Unusual comparisons

Read the poem about a tree. Notice how the poet uses poetic language to describe this ordinary object.

Learning Goal
I can use knowledge of the sound and shape of poetry to write a poem.

My Friend
Mighty oak tree, **unafraid**,
You give me peace, you give me **shade**.
Your limbs **stretch** upward to the sky.
You make me gaze and wonder **why**.
Bright green branches slowly **sway**.
We **wave** goodbye to this great day.

The words *mighty, unafraid, and bright green* are descriptive words that help me imagine the tree.

The words *stretch, sway, and wave* describe movements a person could make. These verbs make the tree seem like a person.

The rhyming words *unafraid/shade, why/why, and sway/day* add a rhythm or musical quality to the description.

My Turn In your writing notebook, compose a poem about an ordinary object.

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Minilesson

Mentor STACK

TEACHING POINT When writing poetry, poets use poetic language. Poetic language turns the ordinary into something extraordinary. Poetic language includes:

- Vivid imagery
- Musical qualities
- Unusual comparisons

MODEL AND PRACTICE Explain to students that poets use language in creative ways. Say: **Poets enjoy playing with words and images. They often paint pictures with their words. Poets also play with the musical qualities of language. They use the sounds of words to create rhyme and rhythm. They also make unexpected comparisons.**

Read aloud a poem from your poetry stack. Ask the following questions and do a second read: **What senses does this poem appeal to? Did you hear any words that rhyme? What did you like best about this poem?**

Direct students to p. 497 in the *Student Interactive*. Read the instructions and the poem about the tree together. Ask: **Can you imagine the tree stretching and waving? How does this poem make you feel about the tree?**

Point out that many poems are about ordinary objects. The poet's words make the object special.



Independent Writing

Mentor STACK



FOCUS ON POETIC LANGUAGE After the minilesson, students should transition into independent writing.

- If students are having a difficult time choosing an object, prompt them to think about something in nature, such as a flower, lake, sunset, or cloud.

WRITING SUPPORT

- **Modeled** Use a web organizer to model how to brainstorm details to describe an ordinary object, such as a notebook. Use those details to write a short poem.
- **Shared** Choose an object, such as a pencil sharpener. Have students provide sensory words and phrases that describe the object as a hungry pencil eater. Then work together on a poem that rhymes.
- **Guided** As students write their poems, have them say words aloud to find rhyming words. Ask questions about each sense to include sensory details.



Intervention Refer to the *Small Group Guide* for support.

- If students want a challenge, have them write about an object in the kitchen, such as an oven or microwave, and compose a poem about the object as though it were a hungry creature.

See the **Conference Prompts** on p. T360.



Share Back

Ask a few students to share their poems with the class. Have the class discuss what makes the ordinary object seem special.

Spelling Spell Words with Vowel Patterns *ei* and *eigh*

OBJECTIVE

Identify and spell high-frequency words from a research-based list.

SPELLING WORDS

eighty	neighbor
eighteen	ceiling
weigh	receive
weight	height
weightless	

HIGH-FREQUENCY WORDS

built
square

FLEXIBLE OPTION

LESSON 1

✓ Assess Prior Knowledge

Use the sentences from Lesson 5 Spelling, p. T380, to assess students' prior knowledge of words with vowel patterns *ei* and *eigh*.

For students who understand how to use the vowel patterns *ei* and *eigh* when spelling words, include the following Challenge Words with the spelling list.

Challenge Words

perceive
paperweight
leisurely

ELL Targeted Support

Sound-Letter Relationships Use the following supports to help students learn to spell words with an *ei* or *eigh* vowel pattern.

Help pairs write the spelling words with the *ei* vowel pattern pronounced as long e. (*ceiling, receive*) **EMERGING**

Help pairs make a T-chart to sort spelling words with *ei* and *eigh* vowel patterns pronounced as long *a* and long *e*. **DEVELOPING**

Have each student make a three-column chart, identifying spelling words with the *ei* and *eigh* vowel patterns pronounced as long *a*, long *e*, and long *i*. Have students underline the vowel pattern in each word. **EXPANDING/BRIDGING**

FLEXIBLE OPTION

LESSON 1

✓ Assess Prior Knowledge

LESSON 2

Teach: Spell Words with Vowel Patterns *ei* and *eigh*


FLEXIBLE OPTION

LESSON 3

More Practice: Spell Words with Vowel Patterns *ei* and *eigh*

FLEXIBLE OPTION

LESSON 4

 Spiral Review: Words with Vowel Patterns *au, aw, al, augh, and ough*

LESSON 5

✓ Assess Understanding



Language & Conventions

Spiral Review

FLEXIBLE OPTION

LESSON 1



Spiral Review: Comparing with Adjectives

FOCUS ON STRATEGIES Review the language and conventions topic comparing with adjectives.

MODEL AND PRACTICE Display the following sentences: *The line for the movie is long. The line is longer for this movie than for the other one. The longest line is for the third movie.* Help students identify the adjectives (*long, longer, longest*) and the noun that these adjectives are comparing (*line*). Then have students identify the ending that compares two lines (*-er*) and the ending that compares more than two lines (*-est*).

APPLY Have students write a simple sentence with an adjective. Then have them write sentences using the same adjective with different endings to compare two things and then three or more things.

OBJECTIVE

Edit drafts using standard English conventions, including adjectives, including their comparative and superlative forms.

ELL Targeted Support

Adjectives That Compare Help students write sentences that compare with adjectives.

Display the sentence: *We have a big dog.* Have students identify the adjective in the sentence. (*big*) Help students complete the following sentence frames using the comparative and superlative versions of *big*. *We have a ____ dog than our neighbors. We have the ____ dog in the whole neighborhood.* **EMERGING**

Display the sentences: *We have a ____ dog. We have a ____ dog than our neighbors. We have the ____ dog in the whole neighborhood.* Help students complete the sentence frames using adjectives. **DEVELOPING**

Display the sentence: *We have a big dog.* Have students write two more sentences that describe the dog using the words *bigger* and *biggest*. **EXPANDING/BRIDGING**

FLEXIBLE OPTION

LESSON 1



Spiral Review:
Comparing with
Adjectives

FLEXIBLE OPTION

LESSON 2

Oral Language:
Comparing with
Adverbs

LESSON 3

Teach Comparing
with Adverbs

LESSON 4

Practice Comparing
with Adverbs

FLEXIBLE OPTION

LESSON 5

Standards Practice

FAST TRACK

Compose with Imagery

OBJECTIVES

Describe how the author’s use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes.

Choose words and phrases for effect.

STUDENT INTERACTIVE, p. 498

POETRY

Compose with Imagery

Imagery is the use of words that help the reader experience sensory details. Poets use imagery to create a picture in a reader’s mind.

Sound
quiet, roaring

Smell
smoky, fresh

Sight
bright, foggy

Taste
salty, spicy

Feel
silky, slimy

Sensory Details

My Turn Read a poem from your classroom library. Look for words that the poet uses to create imagery and add them in the circles.

My Turn In your writing notebook, compose a short poem about a favorite place. Include sensory details.

498

Minilesson

Mentor STACK



TEACHING POINT Imagery is the use of words that help the reader experience the way things look, sound, smell, taste, or feel. Imagery allows the reader to visualize what the poet is describing.

- Imagery is language that appeals to all of the senses.
- Imagery creates pictures with words.

MODEL AND PRACTICE Tell students that writers often use imagery that appeals to sight, allowing readers to visualize what is happening. However, poets particularly enjoy appealing to a variety of senses. Say: **Poets like to use language that describes how something looks, sounds, smells, tastes, or feels. By including more than one sensory detail, the poet helps the reader better experience what the poet feels.** Choose a poem from the stack that uses a variety of sensory language.

Ask: **What words help you “see”?** What are some words that are related to the senses of sound, smell, taste, and touch? Point out that some imagery appeals to two senses at once. Provide examples, such as the phrase *fragrant rose* (smell, sight) or *soft brown fur*. (touch, sight) The reader can “see” the object and knows what it smells or feels like.

Ask: **Which sensory detail did you enjoy the most? Why?**

Direct students to p. 498 in the *Student Interactive*. Read the instructions aloud and discuss the examples in the graphic organizer. Then have students complete the first My Turn independently.

Possible Teaching Point

Spelling | Spell Words with Vowel Patterns *ei* and *eigh*

Remind students of their spelling words *weightless*, *ceiling*, and *height*. Point out that they may use these words and others spelled with *ei* and *eigh* in their poems. If students are unsure whether to use *ei* or *eigh* when spelling a word, they should use a dictionary.



Independent Writing

Mentor STACK



FOCUS ON IMAGERY In the second My Turn, students will transition into independent writing. This poem will be about a favorite place.

- If students do not think the word web on p. 498 in the *Student Interactive* applies to their favorite place, suggest that they create their own sensory word web.

WRITING SUPPORT

- **Modeled** Use a web organizer to model how to brainstorm sensory words to use in a poem. Then write a short poem about a place.
- **Shared** Work with students to create a sensory web organizer and use those words to create a poem.
- **Guided** Work with students individually to include sensory details in their poems.



Intervention Refer to the *Small Group Guide* for support.

See the **Conference Prompts** on p. T360.

Share Back

Ask volunteers to share their poems with the class. Have the class discuss how the sensory details helped them visualize and experience the location.

Spelling Spell Words with Vowel Patterns *ei* and *eigh*

OBJECTIVE

Identify and spell high-frequency words from a research-based list.

SPELLING WORDS

eighty	neighbor
eighteen	ceiling
weigh	receive
weight	height
weightless	freight

HIGH-FREQUENCY WORDS

built
square

LESSON 2

Teach

FOCUS ON STRATEGIES Explain that the vowel patterns *ei* and *eigh* can be pronounced as long *a* or long *e*. Sometimes the vowel pattern *eigh* has the long *i* vowel sound.

MODEL AND PRACTICE

Display the words *eighty*, *weight*, *neighbor*, *height*, and *freight*. Say each word aloud, emphasizing how vowel patterns *ei* and *eigh* are pronounced in these words. Have students repeat the words after you.

APPLY MyTURN

Have students complete the activity on p. 495 of the *Student Interactive* independently.

READING-WRITING BRIDGE

SPELLING

Spell Words with Vowel Patterns

Vowel Patterns *ei*, *eigh* spell the long *a* sound, as in *sleigh*; the long *e* sound, as in *seize*; and the long *i* sound, as in *heighten*.

MyTURN Read the words. Sort them by the spelling of the vowel pattern. Then identify the vowel sound.

SPELLING WORDS		
ceiling	height	weigh
eighteen	neighbor	weight
eighty	receive	weightless
freight		

eigh	ei	
eighteen, long <i>a</i>	neighbor, long <i>a</i>	ceiling, long <i>e</i>
eighty, long <i>a</i>	weigh, long <i>a</i>	receive, long <i>e</i>
freight, long <i>a</i>	weight, long <i>a</i>	
height, long <i>i</i>	weightless, long <i>a</i>	

High-Frequency Words

High-frequency words appear frequently in texts. Write these high-frequency words on the lines:

built built

square square

495

LESSON 2

Teach: Spell Words with Vowel Patterns *ei* and *eigh*

FLEXIBLE OPTION
LESSON 1

Assess Prior Knowledge

FLEXIBLE OPTION
LESSON 3

More Practice: Spell Words with Vowel Patterns *ei* and *eigh*

FLEXIBLE OPTION
LESSON 4

Spiral Review: Words with Vowel Patterns *au*, *aw*, *al*, *augh*, and *ough*

LESSON 5

Assess Understanding



Language & Conventions

Comparing with Adverbs

FLEXIBLE OPTION **LESSON 2****Oral Language: Comparing with Adverbs**

FOCUS ON STRATEGIES Say that adverbs describe how the actions of verbs take place. Comparative adverbs have the ending *-er* and compare two actions. Superlative adverbs have the ending *-est* and compare three or more actions. For adverbs that end in *y*, the *y* is changed to an *i* before *-er* or *-est* is added.

MODEL AND PRACTICE Write the following sentences on the board: *The class worked hard. Your class worked harder than mine. Ray's class worked the hardest of any in the grade.* Have a volunteer identify the adverb and any endings added to the base adverb in these sentences. Then ask the volunteer to tell which adverb is comparative and which is superlative and how many actions are being compared in each sentence.

APPLY Have students work in pairs to write a sentence that includes an adverb. Then have them write two more related sentences that use the adverb in its comparative and superlative forms.

OBJECTIVES

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

Edit drafts using standard English conventions, including adverbs that convey time and adverbs that convey manner.

FLEXIBLE OPTION **LESSON 2**

Oral Language:
Comparing with
Adverbs

FLEXIBLE OPTION **LESSON 1**

Spiral Review:
Comparing with
Adjectives

LESSON 3

Teach Comparing
with Adverbs

LESSON 4

Practice Comparing
with Adverbs

FLEXIBLE OPTION **LESSON 5**

Standards Practice

FAST TRACK

Compose with Rhythm and Rhyme

OBJECTIVE

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

STUDENT INTERACTIVE, p. 499

Compose with Rhythm and Rhyme

Poetry has characteristics that make it different from other forms of writing. Poets use elements of craft, such as rhythm and rhyme, when they compose poems. **Rhythm** is the pattern of sounds in speech or writing. Just like a song has a beat, a poem can have a beat, or rhythm.

Rhyme is two or more words that have the same ending sound. Many poems use rhyme at the ends of lines.

Examples: bag/rag frog/dog

MY TURN Read the poem several times. When you hear the rhythm, read the poem aloud and clap your hands to the rhythm.

The Farmer's Market
Bright orange pumpkins,
Lined up in a row,
Crunchy green vegetables,
The sun makes them grow!
Bright red tomatoes,
Some fresh homemade bread,
My mouth starts to water,
Let's buy jelly spread!

MY TURN Write the pairs of words that rhyme in the poem.
row/grow; bread/spread

MY TURN Compose or revise a rhyming poem, making sure ending words rhyme. Read your poem softly and tap the rhythm.

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Minilesson

Mentor STACK



TEACHING POINT Rhythm is the pattern of sounds in speech or writing created by the arrangement of stressed and unstressed syllables. Rhyme is the repetition of sounds in at least the final accented syllables of two or more words.

- Rhythm provides a musical quality to a poem. It gives a poem a beat.
- Many poems use end rhyme.

MODEL AND PRACTICE Tell students that it is helpful to read poetry aloud. Reading aloud allows readers to hear sounds and rhythms that they may not notice when reading silently. Say: *When you read a poem aloud, you can hear the musical qualities of the words. You can hear words that rhyme, or have the same sound. You can also hear the rhythm, or the beat of the poem.*

Read aloud a rhyming poem with a definite rhythm from the stack or from the class library. Read it several times, prompting students to listen to the rhyming sounds and rhythm. Ask: *Which words had the same sounds? Did you hear a beat to the poem?* Read the poem again, and have students clap out the rhythm.

Direct students to p. 499 of the *Student Interactive*. Read the introductory instruction and poem with students. Next, have pairs read the poem aloud and tap out its rhythm. Have students complete the second My Turn.

Possible Teaching Point

Language & Conventions | Comparing with Adverbs

Remind students that adverbs are words that describe verbs. Encourage them to use adverbs to add description to their poems. They can use special types of adverbs to compare.

- a comparative adverb, such as *louder*, compares two actions
- a superlative adverb, such as *loudest*, compares three or more actions



Independent Writing

Mentor STACK



FOCUS ON RHYTHM AND RHYME In the third My Turn, students will transition into independent writing. Students will revise one poem, adding end rhyme. Have pairs read their poems aloud and tap out the rhythm.

- If students need additional support with rhyme or rhythm, read additional poems aloud from the stack.

WRITING SUPPORT

- **Modeled** Display a word and write a list of rhyming words. Do a Think Aloud to demonstrate how to use those words to write a poem about a place. Tap out the rhythm and have students join in.
- **Shared** Write a beginning line to a poem, ending with a word that is easily rhymed. Have students take turns, each one adding a line that rhymes.
- **Guided** Guide students as they write their poems to find words that rhyme.



Intervention Refer to the *Small Group Guide* for support.

See the **Conference Prompts** on p. T360.

Share Back

Call on volunteers who want to share their poems with the class. Have the class say which words rhyme. If time allows, have students read a second time and invite other students to tap out the rhythm.

Spelling Spell Words with Vowel Patterns *ei* and *eigh*

OBJECTIVE

Identify and spell high-frequency words from a research-based list.

SPELLING WORDS

eighty	neighbor
eighteen	ceiling
weigh	receive
weight	height
weightless	freight

HIGH-FREQUENCY WORDS

built
square

FLEXIBLE OPTION

LESSON 3

More Practice

FOCUS ON STRATEGIES Remind students that knowing which vowel pattern, *ei* or *eigh*, is used in specific words will help in spelling the words correctly.

MODEL AND PRACTICE Write or display the following words. Have pairs pronounce and spell these words.

1. weightlessness
2. height

APPLY Have students complete *Spelling* p. 183 from the *Resource Download Center*.

The thumbnail shows a worksheet with a 'Name' field, a 'Spelling' section, and a 'My Turn' section. The 'Spelling' section lists words: ceiling, freight, receive, weight, eighteen, height, weigh, weightless, eighty, neighbor. The 'My Turn' section has three columns: 'Long a sound' (eighteen, eighty, freight, neighbor, weigh, weight, weightless), 'Long e sound' (ceiling, receive), and 'Long i sound' (height). There are lines for writing the words in the correct column.

FLEXIBLE OPTION

LESSON 3

More Practice: Spell Words with Vowel Patterns *ei* and *eigh*

FLEXIBLE OPTION

LESSON 1

Assess Prior Knowledge

LESSON 2

Teach: Spell Words with Vowel Patterns *ei* and *eigh*

FLEXIBLE OPTION

LESSON 4

Spiral Review: Words with Vowel Patterns *au*, *aw*, *al*, *augh*, and *ough*

LESSON 5

Assess Understanding



Language & Conventions

Comparing with Adverbs

LESSON 3

Teach Comparing with Adverbs

FOCUS ON STRATEGIES Remind students that an adverb describes an action. A comparative adverb has the ending *-er* and compares two actions. A superlative adverb has the ending *-est* and compares three or more actions. For adverbs that end in *y*, the *y* is changed to *i* before adding *-er* or *-est*.

Adverbs can compare the same verb action or different verb actions.

MODEL AND PRACTICE Display the following sentences: *Last Tuesday I arrived early to school. Yesterday I arrived even earlier than the day before. Today I arrived the earliest of any other day this month.* For each sentence, have volunteers identify the adverb, any endings added, and spelling changes, as well as the action that these adverbs are comparing. (*early, earlier, earliest; arrive*)

OBJECTIVES

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

Edit drafts using standard English conventions, including adverbs that convey time and adverbs that convey manner.

ELL Targeted Support

Compare with Adverbs Have students complete the following activities to practice comparing with adverbs.

Display an image of a horse and write the label *fast*. Write the sentence frame: *This horse runs ____* and point to the horse as you read the sentence aloud. Have students identify the verb. Then guide them to complete the sentence with the adverb *fast*. **EMERGING**

Complete the activity above. Repeat the activity with the adverb *faster*. Then ask students to explain what the adverb *faster* is telling the reader about the action. **DEVELOPING**

Have students write a sentence using an action verb that could be described with the adverb *high, hard, late, or early*. Have them circle the adverb and explain what the adverb is saying about the action. **EXPANDING/BRIDGING**

LESSON 3

Teach Comparing with Adverbs

FLEXIBLE OPTION

LESSON 1



Spiral Review:
Comparing with
Adjectives

FLEXIBLE OPTION

LESSON 2

Oral Language:
Comparing with
Adverbs

LESSON 4

Practice Comparing
with Adverbs

FLEXIBLE OPTION

LESSON 5

Standards Practice

FAST TRACK

Compose with Alliteration

OBJECTIVE

Describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes.

STUDENT INTERACTIVE, p. 500



POETRY

Compose with Alliteration

Poets use **alliteration** to express sounds and words. Alliteration is the repetition of a consonant sound or letter at the beginnings of words. Tongue twisters have alliteration.

Peter Piper **p**icked a **p**eck of **p**ickled **p**eppers.

Poets also use alliteration to create a mood. For example, words that begin with the letter *l* or *m* may create a peaceful mood.

Long days, **l**azy nights
Lullabies about **l**ove

Onomatopoeia refers to words that sound like what they mean. Onomatopoeia is a sound-device tool that poets use to help readers experience a poem.

Examples: hiss, sizzle, clickity-clack

My Turn Read the poem. Highlight the words that show alliteration. Underline the words that show onomatopoeia.

The Bee

Busy bee, you **b**uzz all day,
Pollinating **p**lants on the **p**rairie **p**ath.
Humming, **b**uzzing, **z**ipping by,
Hiding **h**oney in your **h**ive.

My Turn In your writing notebook, compose a short poem about your favorite animal. Include alliteration or onomatopoeia.

500

Minilesson

Mentor STACK



TEACHING POINT Alliteration is the repetition of consonant sounds at the beginning of words (as in *snow skiing on slopes*). Onomatopoeia refers to words that sound like their meaning. *Whoosh, snap, and hiss* are examples.

- Alliteration is used in tongue twisters. Poets sometimes use alliteration to develop the mood of a poem.
- Onomatopoeia is used to create sounds the reader can experience.

MODEL AND PRACTICE Tell students that poets enjoy playing with the sound of language. In addition to rhyme, poets use alliteration and onomatopoeia. Define the terms and provide examples.

Read a poem from the stack that uses alliteration. After you read several lines, ask: **Which words begin with the same sound or letter? How does this alliteration affect the mood of the poem?** Write students' responses on a chart and display it in the classroom.

Read aloud a poem that uses onomatopoeia. Brainstorm a list of sound words to display during the unit. Have students use the sound words to create sentences about animals.

Direct students to p. 500 in the *Student Interactive*. Read the instructions and poem aloud. Complete the first activity as a class.

Possible Teaching Point

Writing Process

Drafting | Using Sound Devices

To help students better understand alliteration, help them see how repeated sounds can create a particular effect. Recite the sentence *She soothed her sorrowful son*. Guide students to understand how the repeated *s* sound draws the reader's attention to the main idea and creates a soft tone that mimics whispering. Encourage students to use alliteration to create an effect in their poems.



Independent Writing

Mentor STACK



FOCUS ON SOUND DEVICES After the minilesson, students should transition into independent writing, composing a poem about their favorite animal.

- If students need assistance in understanding alliteration and onomatopoeia, review the list of sound words you created together. Have students make animal noises aloud and think of words to match the sound.

WRITING SUPPORT

- **Modeled** Do a Think Aloud to model writing a poem using alliteration and onomatopoeia.
- **Shared** Have students brainstorm a list of alliterative and onomatopoeic words. Then work with them to write a three- or four-line poem.
- **Guided** Help students transfer some of the onomatopoeic words from the class list to their poems.



Intervention Refer to the *Small Group Guide* for support.

See the **Conference Prompts** on p. T360.

Share Back

Invite students to share their poems with the class. Discuss how alliteration or onomatopoeia was used in the poems.

Spelling Spiral Review

OBJECTIVE

Demonstrate and apply phonetic knowledge by identifying and spelling high-frequency words from a research-based list.

SPELLING WORDS

eighty	neighbor
eighteen	ceiling
weigh	receive
weight	height
weightless	freight

HIGH-FREQUENCY WORDS

built
square

Writing Workshop

As students proofread their writing, remind them to check their spelling of words that have vowel patterns *au*, *aw*, *al*, *augh*, and *ough*.

FLEXIBLE OPTION

LESSON 4



Spiral Review: Words with Vowel Patterns *au*, *aw*, *al*, *augh*, and *ough*

FOCUS ON STRATEGIES Review the spelling rule about how to spell words with the vowel patterns *au*, *aw*, *al*, *augh*, and *ough* and how they all make the vowel sound heard in the word *saw*.

MODEL AND PRACTICE Display the following words: *stalk*, *brought*, *August*, *lawn*, and *caught*. Have volunteers read the words, focusing on the different vowel patterns.

APPLY Have students create flash cards of the spelling words from last week and quiz each other on how to spell the words. As they spell the words, have them read each word aloud, emphasizing the vowel pattern before spelling the word.

FLEXIBLE OPTION

LESSON 4



Spiral Review:
 Words with
 Vowel Patterns
au, *aw*, *al*, *augh*,
 and *ough*

FLEXIBLE OPTION

LESSON 1

✓ Assess Prior Knowledge

LESSON 2

Teach: Spell Words with Vowel Patterns *ei* and *eigh*

FLEXIBLE OPTION

LESSON 3

More Practice: Spell Words with Vowel Patterns *ei* and *eigh*

LESSON 5

✓ Assess Understanding



Language & Conventions

Comparing with Adverbs

LESSON 4

Practice Comparing with Adverbs

APPLY My TURN Have students edit the draft paragraph on *Student Interactive* p. 496.

LANGUAGE AND CONVENTIONS

Comparing with Adverbs

Adverbs tell more about the actions named by verbs. Some adverbs compare actions. **Comparative adverbs** compare two actions. To form most comparative adverbs, add *-er* to the end of the adverb. **Superlative adverbs** compare three or more actions. To form most superlative adverbs, add *-est*.

An adverb of **time** answers the question *when* or *how often*. An adverb of **manner** answers the question *how*. When an adverb ends in *e*, drop the final *e* before adding *-er* or *-est*. When an adverb ends in *y*, change the final *y* to an *i* before adding *-er* or *-est*.

Adverb	Comparative Adverb	Superlative Adverb
fast (how?) Shon runs fast .	faster Steph runs faster than Shon.	fastest Derrick runs the fastest of them all.
early (when?) I left early .	earlier I left earlier than Sue.	earliest Gia left earliest of all.

My TURN Edit this draft for the correct use of adverbs.

Kim jumps ^{higher}high than Sydney. However, Sydney runs ^{faster}fast than Kim. The day of their basketball game, Kim arrives ^{earlier}earliest than Sydney. Kim plays ^{hardest}harder of all.

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OBJECTIVES

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

Edit drafts using standard English conventions, including adverbs that convey time and adverbs that convey manner.

Writing Workshop

As students begin drafts during the Writing Workshop, remind them to check to make sure they use the proper endings on any adverbs they use to compare actions. You may wish to have partners trade drafts to check that adverbs properly compare actions.

FLEXIBLE OPTION

LESSON 1



Spiral Review:
Comparing with
Adjectives

FLEXIBLE OPTION

LESSON 2

Oral Language:
Comparing with
Adverbs

LESSON 3

Teach Comparing
with Adverbs

LESSON 4

Practice Comparing
with Adverbs

FLEXIBLE OPTION

LESSON 5

Standards Practice

FAST TRACK

Compose with Figurative Language

OBJECTIVES

Describe how the author’s use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes.

Distinguish shades of meaning among related words that describe states of mind or degrees of certainty.

Choose words and phrases for effect.

STUDENT INTERACTIVE, p. 501

WRITING WORKSHOP

Compose with Figurative Language

Figurative language gives words a meaning beyond their dictionary definitions.

Definition	Example	Meaning
A simile compares two unlike things that are alike in at least one way using the comparison words <i>like</i> or <i>as</i> .	The children ran <i>like</i> the wind.	The simile compares the speed of children running to the wind.
A metaphor is a comparison between two unlike things that are alike in at least one way without using any words of comparison.	Happiness is iced tea on a summer day.	The metaphor compares the quality of happiness to the joy of sipping iced tea.

My TURN Read the poem. Highlight similes and underline metaphor.

My dog is hunting
Like a panther in the forest.
 She lowers her body,
 One paw placed slowly in front of the other.
She sneaks around the corner
Like a thief in the night.
 Her eyes are yellow moons
 Without notice, she sprints toward the tree,
Lighting her path,
Fast as lightning.

My TURN Revise one of your poems by adding a simile or metaphor. Share your revised poem with your Writing Club.

501

Minilesson

Mentor STACK

TEACHING POINT Poets use figures of speech to compare two unlike things.

- A simile compares two unlike things using the words *like* or *as*. (She is as sweet as pie.)
- A metaphor makes a direct comparison of two unlike things. (She is a peach.)

MODEL AND PRACTICE Explain to students that poets like to make unusual comparisons to help readers look at the world differently. Say: *When poets compare two unlike things, they use figures of speech. A simile always uses the words like or as. The lake was as calm as glass is a simile. What two things are being compared? Do you think that sentence gives the reader a better image than The lake had no waves? If I said, The lake was glass, which is a metaphor, that also suggests the lake is smooth and calm. Poets carefully choose words with precise meanings to have the strongest possible effect on readers.*

Read a poem from the stack or classroom library that uses similes and metaphors. As you read, pause and ask: *What two things are being compared? What does the comparison mean? How does the simile or metaphor help you visualize the poet’s words?*

Direct students to p. 501 in the *Student Interactive*. Read the examples aloud and discuss what they mean. Have partners complete the first My Turn, and review as a class. Discuss the meaning of each figure of speech.

Have students select one of their poems and look for places where they could add a simile or metaphor. Encourage them to use a thesaurus to find precise words to evoke clear images.

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

Call on a few students to share the language they added to one of their poems. Have the class discuss how the language helped them visualize the object or idea differently.



WRITING CLUB

What's Happening This Week? In this week's Writing Club, students will share a revised poem.

As students continue to work with their Writing Club group, they should spend the first 5–10 minutes discussing the following:

- Setting goals for the session
- Ways to ask questions to stay on topic
- Process to share ideas, such as raising hands or using round-robin

What Are We Sharing? Before sharing their drafts, have students review the topics covered in this week's minilessons. Then have students choose a specific element that they would like help with in today's Writing Club. Students should inform their Writing Club of the element they wish to discuss before they begin reading their poems. This will allow the group to focus on one element and help direct their discussions.



How Do We Get Started? Conversation Starters

Use these prompts to help students begin the discussions in their Writing Club.

- Which sensory details did you use the most in your poem?
- Which words in your poem rhyme?
- Why did you choose to use alliteration or onomatopoeia for this animal?
- What is the meaning of your metaphor or simile?
- Which poetic language tool did you enjoy using the most? Why?



Spelling Spell Words with Vowel Patterns *ei* and *eigh*

OBJECTIVE

Identify and spell high-frequency words from a research-based list.

SPELLING WORDS

eighty	neighbor
eighteen	ceiling
weigh	receive
weight	height
weightless	freight

HIGH-FREQUENCY WORDS

built
square

LESSON 5


Assess Understanding

Use the following sentences for the spelling test.

Spelling Sentences

1. The **ceiling** fan really cools the room.
2. When you reach the age of **eighteen**, you are considered an adult.
3. Her grandfather is **eighty** years old.
4. That truck hauls **freight** across the country.
5. The ladder was too short for the **height** of the building.
6. Our **neighbor** put up a wall between our houses.
7. I hope to **receive** a package in the mail today.
8. Kelly had to **weigh** herself at the doctor's office.
9. A camel can carry more **weight** than a horse.
10. In space, **weightlessness** means there is no gravity.

FLEXIBLE OPTION 
LESSON 1

 **Assess Prior Knowledge**


LESSON 2

Teach: Spell Words with Vowel Patterns *ei* and *eigh*

FLEXIBLE OPTION 
LESSON 3

More Practice: Spell Words with Vowel Patterns *ei* and *eigh*

FLEXIBLE OPTION 
LESSON 4

 **Spiral Review:** Words with Vowel Patterns *au*, *aw*, *al*, *augh*, and *ough*

LESSON 5

 **Assess Understanding**



Language & Conventions

Comparing with Adverbs

FLEXIBLE OPTION

LESSON 5

Standards Practice

Display the sentence and have students respond independently.

Jonell played harder than Wanda, and Becky played hard of all.

Which revision properly compares actions in this sentence?

- A Change *harder* to *hard*.
- B Change *harder* to *hardest*.
- C Change *hard* to *hardest*.
- D Change *hard* to *harder*.

APPLY Have students complete *Language and Conventions* p. 188 from the *Resource Download Center*.

Name _____

Language and Conventions

Comparing with Adverbs

A **comparative adverb** compares two actions. Comparative adverbs are usually formed by adding *-er* to the end of an adverb. A **superlative adverb** compares three or more actions. Superlative adverbs are usually formed by adding *-est* to the end of an adverb. If an adverb ends in *y*, drop the *y* and add an *i* for both comparative and superlative forms.

TURN Write sentences using comparative or superlative form of each adverb based on the number of actions shown. Make any necessary spelling changes.

Possible responses:

- fast (3 actions) I was the fastest runner in the race.
- late (2 actions) Gwen arrived later than her brother.
- hard (6 actions) Steve is the hardest worker in third grade.
- near (1 action) Sue ran near the school.
- slow (2 actions) The old dog moves slower than the puppy.
- loud (2 actions) Anne talks louder than Kate.
- far (1 action) Grandpa walked far to get to the park.
- early (4 actions) The baby wakes up the earliest of all four children.

Grade 3, Unit 5, Week 2
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OBJECTIVES

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

Edit drafts using standard English conventions, including adverbs that convey time and adverbs that convey manner.

WEEKLY STANDARDS PRACTICE

To assess student progress on Language and Conventions, use the Weekly Standards Practice on SavvasRealize.com.

FLEXIBLE OPTION

LESSON 5

Standards Practice

FLEXIBLE OPTION

LESSON 1



Spiral Review:
Comparing with
Adjectives

FLEXIBLE OPTION

LESSON 2

Oral Language:
Comparing with
Adverbs

LESSON 3

Teach Comparing
with Adverbs

LESSON 4

Practice Comparing
with Adverbs

Weekly Overview

Students will:

- learn to use line breaks, stanzas, and empty space in their poems.
- revise their poems for stronger verbs.
- create audio recordings and visual displays for their poems.

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	LESSON 2	LESSON 3
MINILESSON 5–10 min.	Use Line Breaks and Stanzas T386	Select a Genre T390	Revise for Word Choice: Verbs 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.	Effects of a Poem's Structure T387	Benefits of Writing in a Second Genre T391	How Stronger Verbs Change a Poem T395
READING-WRITING WORKSHOP BRIDGE 5–10 min.	<p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Spelling Assess Prior Knowledge T388 <p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Language & Conventions Spiral Review: Comparing with Adverbs T389 	<ul style="list-style-type: none"> • Spelling Teach: Spell Words with Suffix <i>-en</i> T392 <p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Language & Conventions Oral Language: Complex Sentences T393 	<p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Spelling More Practice T396 • Language & Conventions Teach Complex Sentences T397



Mentor STACK



The following criteria may be helpful in selecting texts to add to your stack:

- The poet uses line breaks, stanzas, and/or empty space effectively.
- The poem includes strong verbs.
- The poem is accompanied by an audio recording and/or visual display.

FAST TRACK

LESSON 4

FAST TRACK

LESSON 5

Create an Audio Recording T398	Create a Visual Display T402
Independent Writing and Conferences T399	Select a Genre and Conferences T402–T403
The Effects of Listening to a Poem T399	How Visual Displays Enhance Meaning T402
<p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Spelling Spiral Review T400 • Language & Conventions Practice Complex Sentences T401 	<ul style="list-style-type: none"> • Spelling Assess Understanding T404 <p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Language & Conventions Standards Practice T405

ADDITIONAL RESOURCES

MINILESSON			
5–10 min.	Figurative Language to Create Images	Use a Thesaurus	
INDEPENDENT WRITING AND CONFERENCES			
30–40 min.	Independent Writing and Conferences	Independent Writing and Conferences	
SHARE BACK FOCUS			
5–10 min.	What Makes Language Figurative	How Writers Choose Words	
<p>See the online <i>Language Awareness Handbook</i> for additional writing support.</p>	<p>See the <i>Small Group Guide</i> for additional writing support.</p>		

Conferences



Mentor STACK



During this time, assess for understanding of the structure, word choice, and audio and visual presentations of poems. Have stacks and minilessons available to reference during the conferences.

FORMATIVE ASSESSMENT


Conference Prompts

Use Line Breaks and Stanzas

If students need additional support,  **Then** discuss reasons for line breaks and stanzas.

If students show understanding, **Then** ask: What is the effect of the empty space in your poem?

Select a Genre

If students need additional support,  **Then** model how to transfer a topic from one genre to another.

If students show understanding, **Then** ask: Which genre do you think is most unlike poetry, and why?

Revise for Word Choice: Verbs

If students need additional support,  **Then** review how to find verbs in a poem.

If students show understanding, **Then** ask: How can strong verbs help you to use fewer words?

Create an Audio Recording

If students need additional support,  **Then** focus on practicing one skill at a time (pronunciation, pace, etc.).

If students show understanding, **Then** ask: Who might want to listen to your audio recording?

Conference Support for ELL

EMERGING

- Teach students several new verbs.
- Have students listen to a recording of a familiar poem and create an audio recording of the poem.
- Have students create a “found poem,” a collage of familiar words and pictures cut and pasted from newspapers and magazines.

DEVELOPING

- Review and discuss the features of various genres.
- Help students identify parts of speech using the words of a stack poem.
- Help with pronunciation of students’ poems in preparation for an audio recording.

EXPANDING

- Together, brainstorm and discuss a list of verbs that might replace a weaker verb in a poem.
- Have students describe a visual display for a poem.
- Ask how students would like to improve speaking skills for an audio recording.

BRIDGING

- Use a thesaurus to help students find stronger verbs and understand nuances among their meanings.
- Ask detailed questions about why students chose certain elements for a visual display.
- Discuss why students made certain decisions about intonation for an audio recording.



Reading-Writing Workshop Bridge

While conferring with students, refer back to the Bridge minilessons on **text structure** and **complex sentences**.



ELL Minilesson Support

Week 3: Develop Structure

During the week, your ELLs will benefit from additional writing support that increases their understanding of the skills involved in reading and writing poetry. These targeted supports were chosen to help students understand poetry better and use verbs correctly.

Use this note for the minilesson on p. T386.

ELL Targeted Support

USE LINE BREAKS AND STANZAS

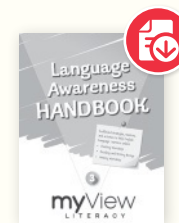
Help students learn to understand a poem's structure in order to enhance or confirm their understanding of the poem's meaning.

Display a poem with lines that break at natural pauses. Read the poem together. Then paraphrase each line to help students understand its meaning. **EMERGING**

Display a poem with stanzas that group lines in a logical way. Read the poem with students and help them summarize the meaning of each stanza to confirm their understanding. **DEVELOPING**

Have pairs read a stack poem with line breaks and stanzas. Have them discuss the meaning of the poem and how the line breaks and stanzas help them understand the poem better. Offer support as needed. **EXPANDING**

Have students read a stack poem with stanzas. Have them determine the meaning of the poem, as well as how the stanzas support that meaning. Provide support as needed. Then have partners share their findings. **BRIDGING**



See the *Language Awareness Handbook* for additional writing support.

Use this note for the minilesson on p. T394.

ELL Targeted Support

REVISE FOR WORD CHOICE: VERBS

Have students practice identifying and editing verbs for tense.

Display a poem, and have students say whether the verbs are in past tense or present tense. Have them underline each subject and verb.

EMERGING

Display a simple poem with regularly formed verbs changed to past tense instead of present tense (or vice versa). Have students identify each subject and verb, correct verbs for tense, and copy the poem. **DEVELOPING**

Provide pairs with a copy of a stack poem in which some verb tenses have been changed to a mixture of past and present tense. Have pairs read the poem, underline each verb, and edit for correct verb tense. **EXPANDING**

Have each student write a short poem and then trade poems with a partner. Have each student read their partner's poem, underline each verb, and edit for correct verb tense as needed.

BRIDGING

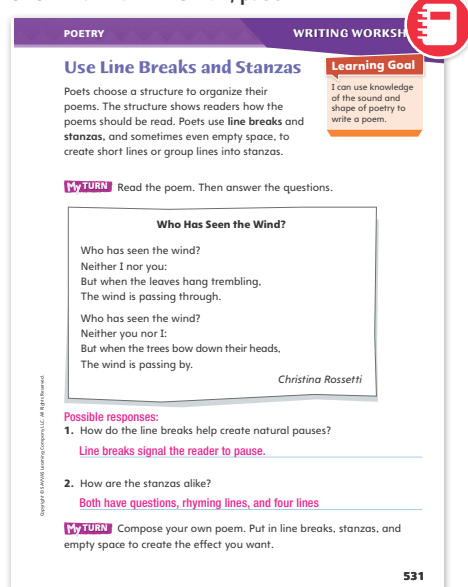
Use Line Breaks and Stanzas

OBJECTIVES

Explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems.

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

STUDENT INTERACTIVE, p. 531



POETRY WRITING WORKSHOP

Use Line Breaks and Stanzas

Poets choose a structure to organize their poems. The structure shows readers how the poems should be read. Poets use **line breaks** and **stanzas**, and sometimes even empty space, to create short lines or group lines into stanzas.

Learning Goal
I can use knowledge of the sound and shape of poetry to write a poem.

My TURN Read the poem. Then answer the questions.

Who Has Seen the Wind?

Who has seen the wind?
Neither I nor you:
But when the leaves hang trembling,
The wind is passing through.

Who has seen the wind?
Neither you nor I:
But when the trees bow down their heads,
The wind is passing by.

Christina Rossetti

Possible responses:

1. How do the line breaks help create natural pauses?
Line breaks signal the reader to pause.
2. How are the stanzas alike?
Both have questions, rhyming lines, and four lines

My TURN Compose your own poem. Put in line breaks, stanzas, and empty space to create the effect you want.

531

Minilesson

Mentor STACK



TEACHING POINT The structure of a poem can change the way it is read and understood. Readers (either silently or aloud) might pause differently or emphasize different words depending on how the text is organized. Three tools that are used to create a poem's structure are

- Line breaks, which help to create pauses or emphasize certain words
- Stanzas, which create groups of lines and might separate ideas in longer poems
- Empty space, which could affect the pace or add emphasis to certain words

MODEL AND PRACTICE Choose a few stack poems that use line breaks, stanzas, and empty space in different ways. Display them together for students and ask: **Before we read these poems, we can study their organization. What do you notice about the way the poem is structured?**

Define *line breaks*, *stanzas*, and *empty space* with students. Discuss how they might add meaning to a poem or change the way it is read. Say: **These are just a few tools that affect readers when they encounter a poem. It is important to notice how all of a poem's elements work together.**

Direct students to p. 531 in the *Student Interactive*. Before students complete the first My Turn independently, read the poem aloud so they can hear the pauses and emphases.

Independent Writing

Mentor STACK



FOCUS ON STANZAS After the minilesson, students should transition into independent writing, following the directions in the second My Turn on p. 531 of the *Student Interactive*.

- If students need additional support understanding line breaks, stanzas, and empty space, have them analyze additional stack poems.

WRITING SUPPORT

- **Modeled** Think aloud as you talk through reasons for line breaks in a stack poem.
- **Shared** Work with students to discuss the reasons for using stanzas in a stack poem.
- **Guided** Ask questions to help students assess the reasoning behind line breaks and stanzas in one of their poems.

 **Intervention** Refer to the *Small Group Guide* for support.

See the **Conference Prompts** on p. T384.

Share Back

Have a few students display and read aloud an original poem that uses line breaks, stanzas, and/or empty space. Ask the class to identify the effects of each structural element.



Spelling Spell Words with Suffix *-en*

OBJECTIVE

Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes.

SPELLING WORDS

awaken	lengthen
given	gladden
widen	brighten
soften	loosen
sharpen	lighten

HIGH-FREQUENCY WORDS

syllables
 direction

FLEXIBLE OPTION

LESSON 1

✓ Assess Prior Knowledge

Use the sentences from Lesson 5 Spelling, p. T404, to assess students' prior knowledge of words with suffix *-en*.

For students who understand how to spell words with the suffix *-en*, include the following Challenge Words with the spelling list.

Challenge Words

strengthen
 misshapen
 refasten

ELL Targeted Support

Suffix *-en* Help students learn the rules for spelling words with the suffix *-en*.

Display these words: *soften*, *sharpen*, and *lighten*. Have students underline the suffix in each word. Then have them identify the base words. **EMERGING/DEVELOPING**

Display these words: *awaken*, *given*, and *gladden*. Have students underline the base words. Then ask students to identify the spelling rule applied to each base word. (drop final e: *awaken*, *given*; double final consonant: *gladden*) **EXPANDING/BRIDGING**

FLEXIBLE OPTION

LESSON 1

✓ Assess Prior Knowledge

LESSON 2

Teach: Spell Words with Suffix *-en*


FLEXIBLE OPTION

LESSON 3

More Practice: Spell Words with Suffix *-en*

FLEXIBLE OPTION

LESSON 4

 Spiral Review: Vowel Patterns *ei*, *eigh*

LESSON 5

✓ Assess Understanding



Language & Conventions

Spiral Review

FLEXIBLE OPTION

LESSON 1



Spiral Review: Comparing with Adverbs

FOCUS ON STRATEGIES Review the language and conventions topic comparing with adverbs. See p. T373.

MODEL AND PRACTICE Display the following sentences: *Lloyd runs faster than Meg. Janell runs the fastest of them all.* Have one volunteer identify the adverbs in the sentences. (*faster, fastest*) Then have another volunteer tell which adverb compares the way two people run (*faster*) and which compares the way three or more people run. (*fastest*)

APPLY Have students write a sentence that uses an adverb that compares the actions of two or more people or things. Have them exchange their sentence with a partner. Have the partner underline the adverb and tell if the action compares two people or things or three or more people or things.

OBJECTIVES

Demonstrate and apply phonetic knowledge by decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants.

Edit drafts using standard English conventions, including adverbs that convey time and adverbs that convey manner.

ELL Targeted Support

Compare with Adverbs Have students complete the following activities to practice comparing with adverbs.

Display an image of a horse and write the label *fast*. Write the sentence frame: *This horse runs ____* and point to the horse as you read the sentence aloud. Have students identify the verb. Then guide them to complete the sentence with the adverb *fast*. **EMERGING**

Complete the activity above. Repeat the activity with the adverb *faster*. Then ask students to explain what the adverb *faster* is telling the reader about the action. **DEVELOPING**

Have students write a sentence using an action verb that could be described with the adverb *high, hard, late, or early*. Have them circle the adverb and explain what the adverb is saying about the action. **EXPANDING/BRIDGING**

FLEXIBLE OPTION

LESSON 1



Spiral Review:
Comparing with
Adverbs

FLEXIBLE OPTION

LESSON 2

Oral Language:
Complex Sentences

LESSON 3

Teach Complex
Sentences

LESSON 4

Practice Complex
Sentences

FLEXIBLE OPTION

LESSON 5


Standards Practice

Select a Genre

OBJECTIVE

Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.

STUDENT INTERACTIVE, p. 532



POETRY

Select a Genre

A **genre** is a category of writing. Poetry is one genre of writing. Examples of some other genres include personal narratives, opinion essays, and historical fiction. Some writers find it helpful to explore a single topic in two separate genres. Writing in one genre may bring out different ideas and details that can be used in the other genre.

My Turn Brainstorm topics, and decide on one for your poem. Then select another genre for that same topic. In your writing notebook, write about your topic in that genre. Finally, answer the questions.

1. What is your topic?

2. What genre did you select? Why?

3. How would you describe the experience of writing about your topic in that genre?

4. How can you use this writing to improve your poem?

532

Minilesson

Mentor **STACK**



TEACHING POINT Genres, or types of writing, include poetry, personal narratives, opinion essays, and historical fiction. Some effects of writing about a topic in more than one genre are

- Examining or researching the topic from different angles
- Writing details in one genre that can be adapted for another
- Creating a work in one genre that includes nuances of another genre

MODEL AND PRACTICE Select a stack poem on a particular topic and then discuss what other genres may work with the topic. If students are having difficulties, say: **Sometimes writers decide to explore a single topic in two or more genres. If I were writing a poem about a pond, I could try writing an opinion essay about cleaning the pond or a historical fiction piece about what life was like hundreds of years ago at the pond. Writing in a different genre may help me add ideas to my poem.**

Direct students to p. 532 in the *Student Interactive*. Then brainstorm a list of genres together, based on what students have both read and written.

Display this list for students to use as they complete the first two questions of the My Turn.

Possible Teaching Point

Spelling | Words with Suffix *-en*

Remind students that the spelling of base words may change when adding suffixes. As students spell words with the suffix *-en*, tell them in some cases, they may need to

- drop the final *e*, as in *widen*
- double final consonants, as in *flatten*

If students are not sure what changes to make, have them look up the word in a dictionary.



Independent Writing

Mentor STACK



FOCUS ON TOPIC AND GENRE After the minilesson, students should transition into independent writing.

- If students need extra support understanding genre, provide them with additional texts that they can explore and categorize by genre.

WRITING SUPPORT

- **Modeled** Think aloud as you consider how a poem's topic could be written about in various genres.
- **Shared** Discuss the pros and cons of writing about a poem's topic in a particular genre.
- **Guided** Provide explicit instruction as students choose a second genre in which to write.



Intervention Refer to the *Small Group Guide* for support.

- If students have a strong understanding of genre, they can use their writer's notebook to write about their topic in a second genre. After they finish, have them complete the last two questions of the My Turn.

See the **Conference Prompts** on p. T384.

Share Back

Ask a few students to share their responses from *Student Interactive* p. 532. Have the class discuss the benefits of writing in a second genre.

Spelling Spell Words with Suffix *-en*

OBJECTIVE

Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes.

SPELLING WORDS

awaken	lengthen
given	gladden
widen	brighten
soften	loosen
sharpen	lighten

HIGH-FREQUENCY WORDS

syllables
 direction

LESSON 2

Teach

FOCUS ON STRATEGIES Explain that sometimes the suffix *-en* can be added directly to the base word without any spelling changes. When a base word ends in *-e*, drop the final *-e* before adding the *-en*. When the base word ends in a vowel-consonant combination, double the final consonant.

MODEL AND PRACTICE

Write the words *lengthen*, *widen*, and *gladden*.

Have volunteers identify the suffix and base word of each.

APPLY My TURN

Have students complete the activity on p. 529 of the *Student Interactive* independently.

READING-WRITING BRIDGE

SPELLING

Spell Words with Suffix *-en*

Words with Suffix *-en* sometimes have a spelling change before adding the suffix. Knowing the rules for adding the suffix *-en* can help you figure out how to spell these words.

My TURN Read the words. Sort the words by the spelling change that occurs when *-en* is added.

SPELLING WORDS		
awaken	sharpen	brighten
given	lengthen	loosen
widen	gladden	lighten
soften		

Add <i>-en</i>	Drop the final <i>e</i> and add <i>-en</i>	Double the final consonant and add <i>-en</i>
soften	awaken	gladden
sharpen	given	
lengthen	widen	
brighten	loosen	
lighten		

High-Frequency Words

High-frequency words can be difficult to sound out. Write these high-frequency words on the lines.

syllables syllables

direction direction

529

LESSON 2

Teach: Spell Words with Suffix *-en*

FLEXIBLE OPTION LESSON 1

Assess Prior Knowledge

FLEXIBLE OPTION LESSON 3

More Practice: Spell Words with Suffix *-en*

FLEXIBLE OPTION LESSON 4

Spiral Review: Vowel Patterns *ei*, *eigh*

LESSON 5

Assess Understanding



Language & Conventions

Complex Sentences

FLEXIBLE OPTION **LESSON 2****Oral Language: Complex Sentences**

FOCUS ON STRATEGIES Say that a complex sentence is made up of at least one independent clause and at least one dependent clause. Note that dependent clauses signal various relationships; for example, *After the Cubs won the World Series in 2016, . . .* or *Whenever my mom goes to the store, . . .*

MODEL AND PRACTICE Write the following sentence on the board: *Before going to bed, I brush my teeth.* Read the sentence aloud. Have a volunteer identify the independent clause in the sentence. (*I brush my teeth*) Then have another volunteer identify the dependent clause. (*Before going to bed*)

APPLY Have students work with a partner to create a complex sentence that has two clauses. Provide them with the following dependent clause to use as a sentence starter: *Before school each day, ____.*

OBJECTIVES

Edit drafts using standard English conventions.

Produce simple, compound, and complex sentences.

FLEXIBLE OPTION **LESSON 2**

Oral Language:
Complex Sentences

FLEXIBLE OPTION **LESSON 1**

Spiral Review:
Comparing with
Adverbs

LESSON 3

Teach Complex
Sentences

LESSON 4

Practice Complex
Sentences

FLEXIBLE OPTION **LESSON 5**

Standards Practice

FAST TRACK

Revise for Word Choice: Verbs

OBJECTIVES

Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.

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

Distinguish shades of meaning among related words that describe states of mind or degrees of certainty.

Choose words and phrases for effect.

Minilesson

Mentor STACK



TEACHING POINT In poetry, every word is significant because fewer words are used to convey meaning than in prose. Therefore, writers must consider whether each word is necessary, and they need to ponder shades of meaning among related words to determine the best, most effective words to use. Some reasons that writers revise verbs are

- To be more concise with wording
- To provide unique words to excite the reader
- To add to sound or rhythm
- To better communicate mood or feeling
- To convey a precise meaning to enhance the reader’s understanding

MODEL AND PRACTICE Display a stack poem with strong verbs and read it aloud. Have students help you identify and underline each verb in the poem. Ask: **What does it mean for a verb to be strong? Are the verbs in this poem strong or weak? What effect do the verbs have in this poem? If the verbs were weaker, how would the poem be different?**

Have students help you replace some or all of the verbs in the poem. Read the new version aloud and discuss how the poem has changed (e.g., in regard to mood or impact on readers). Point out any related verbs and help students distinguish how the words differ in meaning.

Direct students to p. 533 in the *Student Interactive*. Read the first My Turn poem aloud and discuss the poem’s meaning with students before the activity.

STUDENT INTERACTIVE, p. 533



WRITING WORKSHOP

Revise for Word Choice: Verbs

Here are some reasons to revise poetry for word choice:

- Choose specific verbs.
- Surprise an audience with an unexpected word.
- Improve a poem’s sound or rhythm.
- Use a word that better fits the topic or mood.
- Combine ideas or rearrange words for clarity.

Because poetry uses fewer words than prose, or ordinary language, every word should say as much as possible. Use strong verbs to help readers experience action or emotion.

My Turn Read the poem. Revise it by writing two strong verbs that could replace each highlighted verb.

Stronger Verbs:

Rain

The rain is **draining** all around.
It **falls** on field and tree,
It **rolls** on the umbrellas here,
And on the ships of sea.
Robert Louis Stevenson

Stronger Verbs:

Stronger Verbs:

Stronger Verbs:

My Turn As you revise your poem, choose verbs that help you create the effect you want to have on the reader

533

Possible Teaching Point

Writing Process

Drafting | Choosing Verbs

Because word choice is so important in poetry to convey mood, to develop rhythm or rhyme, and to excite the reader, remind students to search for the most effective verbs as they write.



Independent Writing

Mentor STACK



FOCUS ON VERBS After the minilesson, students should transition into independent writing.

- If students need help with verbs, have them read additional stack poems and analyze the verbs.

WRITING SUPPORT

- **Modeled** Think aloud as you determine which verbs are weak in a poem.
- **Shared** Brainstorm a list of verbs that might replace a weak verb in a poem, and choose the best one.
- **Guided** Ask questions that help students decide which verbs should be replaced in one of their poems.



Intervention Refer to the *Small Group Guide* for support.

- If students can identify and choose strong verbs, have them complete the second My Turn on *Student Interactive* p. 533, revising their own poems for strong verbs.

See the **Conference Prompts** on p. T384.

Share Back

Ask a few students to share the revision work they did during independent writing. Ask the class to discuss the effects of the revisions.

Spelling Spell Words with Suffix -en

OBJECTIVE

Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes.

SPELLING WORDS

awaken	lengthen
given	gladden
widen	brighten
soften	loosen
sharpen	lighten

HIGH-FREQUENCY WORDS

syllables
 direction

FLEXIBLE OPTION

LESSON 3


More Practice

FOCUS ON STRATEGIES Remind students that when forming words with the suffix *-en*, you must follow certain spelling rules.

MODEL AND PRACTICE Display the following words. Have volunteers identify the base word and the spelling rule applied to each word when the suffix *-en* was added.

- loosen
- gladden

APPLY Have students complete *Spelling* p. 184 from the *Resource Download Center*.



Name _____

Spelling
 Spell Words with Suffix -en
 In some words, the suffix -en can add the meaning "to make or become." In some words, the suffix can add the meaning "the nature of."
 Sometimes the suffix can be added directly to the end of the base word without any spelling changes.
 When a base word ends in -e, drop the final -e before adding -en.
 When the base word ends in a vowel-consonant combination, double the final consonant.

SPELLING WORDS			
awaken	soften	gladden	loosen
given	sharpen	brighten	lighten
widen	lengthen		

My Turn Write a definition for each of the following words.

- soften to make or become soft _____
- brighten to make or become bright _____
- flatten to make or become flat _____
- sharpen to make or become sharp _____
- lighten to make or become light _____
- widen to make or become wide _____

Grade 2, Unit 5, Week 3
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FLEXIBLE OPTION

LESSON 3

More Practice: Spell Words with Suffix -en

FLEXIBLE OPTION

LESSON 1

Assess Prior Knowledge

LESSON 2

Teach: Spell Words with Suffix -en

FLEXIBLE OPTION

LESSON 4

 **Spiral Review: Vowel Patterns ei, eigh**

LESSON 5

Assess Understanding



Language & Conventions

Complex Sentences

LESSON 3

Teach Complex Sentences

FOCUS ON STRATEGIES Say that an independent clause is a simple sentence. A dependent clause is a clause that is added to an independent clause to create a complex sentence. Dependent clauses can signal temporal or spatial relationships; for example, *Once I got home from school, I had a snack* or *Where there is smoke, there is fire*.

MODEL AND PRACTICE Write the following sentence on the board: *We studied for our spelling test*. Read the sentence aloud. Have a volunteer identify if this is a dependent or independent clause. (*independent*) Then have another volunteer add a dependent clause to the sentence to make it a complex sentence. (e.g., *While we were at the library, we studied for our spelling test*.)

OBJECTIVES

Edit drafts using standard English conventions.

Produce simple, compound, and complex sentences.

ELL Targeted Support

Complex Sentences Help students write complex sentences by using independent and dependent clauses.

Display the clauses: *We went to see the movie* and *after we had dinner*. Have students put the clauses together to write a complex sentence. **EMERGING**

Display the sentence frame: *We went to see the movie* _____. Have students write a dependent clause to complete the sentence and form a complex sentence. **DEVELOPING**

Using a variety of sentence lengths, have students write a complete sentence about their daily routines. **EXPANDING/ BRIDGING**

LESSON 3

Teach Complex Sentences

FLEXIBLE OPTION

LESSON 1



Spiral Review:
Comparing with
Adverbs

FLEXIBLE OPTION

LESSON 2

Oral Language:
Complex Sentences

LESSON 4

Practice Complex Sentences

FLEXIBLE OPTION

LESSON 5

Standards Practice

FAST TRACK

Create an Audio Recording

OBJECTIVES

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

Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

STUDENT INTERACTIVE, p. 534

POETRY

Create an Audio Recording

Poets make **audio recordings** of their poems for different reasons.

- Poetry often has a musical quality that is better enjoyed when reading or hearing it aloud.
- A poet's expression, rate of speaking, and volume can give an audience extra information about a poem's mood, emotion, and meaning.
- An audio recording might reach audiences who are not able to read a poem.

My Turn Work with a partner. Take turns reading your poems aloud. Use the checklist to help you practice. Then create an audio recording of your poem.

READING A POEM ALOUD

- I pronounce every word correctly.
- I read fluently and at an understandable pace by speeding up, slowing down, and pausing as needed.
- I read with adequate volume.
- I read with appropriate expression.

Match your speaking style to the meaning of the poem.

534

Minilesson

Mentor **STACK**



TEACHING POINT Although the appearance of a poem can add meaning and interest for readers, it is probably the sound—the rhythm, rhyme, and other sound devices used—that affects readers in a memorable way. Writers make audio recordings of their poems to:

- Help readers enjoy the musical dimension of a poem
- Communicate additional meaning through the poet's voice
- Reach audiences who cannot read the printed version

MODEL AND PRACTICE Explain to students that they will be making an audio recording of their poem. Demonstrate how to record yourself reading a stack poem. Say: **Before you record your own poem, you will practice reciting it. You will need to know when to pause, emphasize a word, and change your pace. Then your poem will have the greatest effect on listeners.**

After you have recorded the poem, play it back for students. Discuss the benefits of listening to a recording.

Direct students to p. 534 in the *Student Interactive*. If possible, allow students to rerecord themselves if they are not satisfied with their first attempt.

Possible Teaching Point

Language & Conventions | Complex Sentences

Tell students that using a variety of sentence types will make their poems sound more interesting. Ask students to identify different sentence types they used in their poems. Have they used both simple and complex sentences? Remind them to check to see if they have included at least one independent clause and one dependent clause in each complex sentence.



Independent Writing

Mentor STACK



FOCUS ON EXPRESSION After the minilesson, students should transition into independent writing.

- Have students revisit the poem they recorded and revise it to be more effective when read aloud. Alternatively, have them revise another poem in preparation for it to be read aloud.

WRITING SUPPORT

- **Modeled** Think aloud as you consider pronunciation, pace, volume, and expression while recording a few lines of a poem.
- **Shared** Discuss where pauses, emphases, etc., should occur when reading a stack poem.
- **Guided** Ask questions to help students decide the most effective way to read their poem aloud.



Intervention Refer to the *Small Group Guide* for support.

See the **Conference Prompts** on p. T384.

Share Back

Ask a few students to play the audio recording of their poem. Have the class discuss what listening to each poem makes them think and feel.

Spelling Spiral Review

OBJECTIVE

Identify and spell high-frequency words from a research-based list.

SPELLING WORDS

awaken	lengthen
given	gladden
widen	brighten
soften	loosen
sharpen	lighten

HIGH-FREQUENCY WORDS

syllables
direction

Writing Workshop

As students proofread their writing, remind them to check their use of words with the vowel patterns *ei*, *eigh*. Have them make sure they are correctly spelling the words with these vowel patterns.

FLEXIBLE OPTION

LESSON 4



Spiral Review: Vowel Patterns *ei*, *eigh*

FOCUS ON STRATEGIES Review the vowel patterns *ei* and *eigh*. Remind students that these vowel patterns can make the long *a* sound, the long *e* sound, or the long *i* sound.

MODEL AND PRACTICE Display the following words: *ceiling*, *neighbor*, and *height*. Have volunteers read the words aloud and identify the long vowel sound in each word. Then have students point out the vowel pattern in each word. (*ceiling*, *neighbor*, and *height*)

APPLY Have students create flash cards of the spelling words from last week. On the back side, have them write the vowel pattern and the long vowel sound that the word makes. Have students use the flash cards to quiz each other on the spellings of the words with the *ei* or *eigh* pattern.

FLEXIBLE OPTION

LESSON 1

✓ Assess Prior Knowledge

LESSON 2

Teach: Spell Words with Suffix *-en*

FLEXIBLE OPTION

LESSON 3

More Practice: Spell Words with Suffix *-en*

FLEXIBLE OPTION

LESSON 4



Spiral Review:
Vowel Patterns *ei*,
eigh

LESSON 5

✓ Assess Understanding



Language & Conventions

Complex Sentences

LESSON 4

Practice Complex Sentences

APPLY My TURN Have students edit the draft paragraph on *Student Interactive* p. 530.

LANGUAGE AND CONVENTIONS

Complex Sentences

A **complex sentence** is made up of two clauses, or groups of words with a subject and a verb. In a complex sentence, one clause cannot stand alone—a **dependent clause**. The other clause can stand alone—an **independent clause**. The dependent clause begins with a subordinating conjunction such as *before*, *after*, *when*, or *until*. If the dependent clause starts the sentence, a comma follows it.

Dependent Clause	Independent Clause	Complex Sentence
Before adding the sugar	Mix the butter with a mixer.	Before adding the sugar, mix the butter with a mixer.
After my sister got sick	We all went to the doctor.	We all went to the doctor after my sister got sick.
When it is cold outside	We wear warm coats.	When it is cold outside, we wear warm coats.
Until my parents get home	I am in charge.	I am in charge until my parents get home.

My TURN Edit this draft by combining dependent and independent clauses to create complex sentences. Use a subordinating conjunction to join clauses.

Possible responses:

Daryl and I made lemonade. We got a pitcher. We poured in the lemon juice. ^{before we} We added the sugar. We poured ^{until it} in cold water. ^{it} reached the top. ^{After we} We added crushed ice. ^{we} We served the lemonade. ^{After we} We had another cup. ^{we} We still wanted more!

530

OBJECTIVES

Edit drafts using standard English conventions.

Produce simple, compound, and complex sentences.

Writing Workshop

As students begin drafts during the Writing Workshop, remind them to check to see if they are using complex sentences correctly. You may wish to have students trade drafts with a partner to check that they are using complex sentences correctly and that they are using them to vary their sentence length.

FLEXIBLE OPTION

LESSON 1



Spiral Review:
Comparing with
Adverbs

FLEXIBLE OPTION

LESSON 2

Oral Language:
Complex Sentences

LESSON 3

Teach Complex
Sentences

LESSON 4

Practice Complex Sentences

FLEXIBLE OPTION

LESSON 5

Standards Practice

FAST TRACK

Create a Visual Display

OBJECTIVES

Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.

Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

STUDENT INTERACTIVE, p. 535

The thumbnail shows a page titled 'Create a Visual Display' with a 'WRITING WORKSHOP' header. It includes an introduction, a 'My Turn' section with a 2x2 grid for brainstorming ideas (Colors, Pictures, Lettering, Lines That Form a Shape), and a second 'My Turn' section for planning a draft. A red hand icon points to the grid.

Minilesson

Mentor STACK



TEACHING POINT A poem’s appearance can affect its meaning in various ways. The most fundamental aspect of a poem’s appearance is the placement of its words on a page. But other visual effects can also enhance a poem’s meaning, such as:

- Colors
- Images
- Lettering
- Shape of lines

Explain to students that poets publish visual displays and audio recordings of their poems online.

MODEL AND PRACTICE Choose a stack poem that does not include visual effects. Read the poem aloud and say: *As writers, we always want to help our audience understand the meaning of our poems. If this was our poem, extra visual details could emphasize certain aspects of the poem.*

Think aloud as you create a visual display for the poem. Add at least one visual detail from each of the four categories above, and explain your reasoning for each choice. Then ask:

- How do you think these details add to the poem’s overall meaning?
- What other visual details would you consider adding to this poem?

Direct students to p. 535 in the *Student Interactive*. Guide them as they create a visual display, create an audio recording, and publish their work for others to enjoy.

Independent Writing

Use the instruction on p. T403 to help students complete the second My Turn activity on p. 535 of the *Student Interactive*. Guide students on how to plan a first draft by selecting a genre for a particular topic, purpose, and audience. Alternatively, students may continue writing their poems.

Share Back

Ask a few students to share the visual display they created for their poem. Have the class discuss how each visual display enhances the meaning of the poem.



SELECT A GENRE



Topic In their writing notebooks, ask students to use mapping to explore possible modifications to the topic of their poem. Use the prompts below to help students generate topics.

- How could a story set in the past be developed around your topic?
- Would you like to research your topic for an informational text?
- Is there an opinion about your topic that you feel strongly about?

Purpose Tell students that determining the purpose of their writing will help them select a genre in which to write. Ask students to think about whether they want to

- entertain readers with a story,
- teach readers something new, or
- persuade readers to think differently or take action.

Audience Place students in their Writing Club groups. Have them brainstorm possible audiences that they would like to read their writing. Then ask students to decide on an audience and write their decision in their writing notebooks.



Genre of Choice

Students should look at their topic, purpose, and audience to select a genre. If students need support with naming the genre, provide common options such as the ones below as a starting point:

- Historical Fiction
- Informational Text
- Opinion Essay

In their writing notebooks, tell students to begin writing a first draft.



Spelling Spell Words with Suffix *-en*

OBJECTIVE

Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes.

SPELLING WORDS

awaken	lengthen
given	gladden
widen	brighten
soften	loosen
sharpen	lighten

HIGH-FREQUENCY WORDS

syllables
direction

LESSON 5


Assess Understanding

Use the following sentences for the spelling test.

Spelling Sentences

1. My dog loves to **awaken** with a big stretch.
2. He was **given** a special treat for performing a trick.
3. Workers will **widen** that road.
4. The stiff shirt will **soften** after a few washes.
5. May I **sharpen** my pencil?
6. Road construction may **lengthen** my bus ride home.
7. It will **gladden** me to see everyone working quietly.
8. Seeing the rainbow will **brighten** her day.
9. I tied my shoes too tightly, so I will **loosen** the laces.
10. Take some books out of your backpack to **lighten** its weight.

FLEXIBLE OPTION 
LESSON 1

 **Assess Prior Knowledge**

LESSON 2

Teach: Spell Words with Suffix *-en*

FLEXIBLE OPTION 
LESSON 3

More Practice: Spell Words with Suffix *-en*

FLEXIBLE OPTION 
LESSON 4

 **Spiral Review:**
Vowel Patterns *ei*,
eigh

LESSON 5

 **Assess Understanding**



Language & Conventions

Complex Sentences

FLEXIBLE OPTION

LESSON 5

Standards Practice

Display the sentence and have students respond independently.

While we were playing soccer, it started to rain.

Which part of the sentence is underlined?

- A subject
- B verb phrase
- C dependent clause
- D independent clause

APPLY Have students complete *Language and Conventions* p. 189 from the *Resource Download Center*.

Name _____

Language and Conventions

Complex Sentences
A complex sentence is made of up two clauses: an independent clause and a dependent clause. Having more than one clause is what makes a sentence complex.

- An independent clause is a simple sentence. It can stand alone as a complete thought.
- A dependent clause begins with a coordinating conjunction. It cannot stand alone as a complete sentence.
- Create a complex sentence by combining an independent and a dependent clause.

My Turn Underline the dependent clause in each sentence.

1. Before the car moves, buckle your seat belt.
2. Bring your umbrella when you go outside.
3. Until it warms up, we will keep the heat on.
4. When you catch a ball, you need to wrap your hands around it.
5. We checked for the letter after the mail was delivered.

My Turn Add a clause to each of the following to make a complex sentence.

6. After leaving school, possible response: I go to my grandmother's house
7. On holiday weekends, possible response: we have special meals
8. We play soccer in the park. possible response: when the weather is warm
9. We took our tests on the computer. possible response: after we studied all week
10. After we baked the pie, possible response: we let it cool for half an hour

Grade 3, Unit 5, Week 3
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OBJECTIVES

Edit drafts using standard English conventions.

Produce simple, compound, and complex sentences.

WEEKLY STANDARDS PRACTICE

To assess student progress on Language and Conventions, use the Weekly Standards Practice on SavvasRealize.com.

FLEXIBLE OPTION

LESSON 5

Standards Practice

FLEXIBLE OPTION

LESSON 1



Spiral Review:
Comparing with
Adverbs

FLEXIBLE OPTION

LESSON 2

Oral Language:
Complex Sentences

LESSON 3

Teach Complex
Sentences

LESSON 4

Practice Complex
Sentences

Weekly Overview

Students will

- revise their poems for structure and clarity.
- edit for nouns, comparative and superlative adjectives, and punctuation marks.

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	LESSON 2	LESSON 3
MINILESSON 5–10 min.	Revise for Structure T410	Rearrange Ideas for Coherence and Clarity T414	Edit for Nouns 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.	Arranging Lines and Making Stanzas T411	Rearranging Ideas T415	Singular, Plural, Common, and Proper Nouns T419
READING-WRITING WORKSHOP BRIDGE 5–10 min.	<p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Spelling Assess Prior Knowledge T412 <p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Language & Conventions Spiral Review: Complex Sentences T413 	<ul style="list-style-type: none"> • Spelling Teach: Spell Words with the Schwa Sound T416 <p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Language & Conventions Oral Language: Pronoun-Antecedent Agreement T417 	<p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Spelling More Practice T420 • Language & Conventions Teach Pronoun-Antecedent Agreement T421

Mentor STACK



The following criteria may be helpful in selecting texts to add to your stack:

- The poems illustrate how writers arrange lines and ideas to achieve cohesion and clarity.
- Poems provide clear examples of how writers use language and conventions of grammar to strengthen their writing.


FAST TRACK

LESSON 4

Edit for Comparative and Superlative Adjectives T422

Independent Writing and Conferences T423

Adding Comparative and Superlative Adjectives T423

- **FLEXIBLE OPTION**  **Spelling Spiral Review** T424
- **Language & Conventions Practice Pronoun-Antecedent Agreement** T425


FAST TRACK

LESSON 5

Edit for Punctuation Marks T426

Writing Club and Conferences T426–T427

Using Correct Punctuation T426

- **Spelling Assess Understanding** T428
- **FLEXIBLE OPTION**  **Language & Conventions Standards Practice** T429

ADDITIONAL RESOURCES

MINILESSON

5–10 min.

Metaphors

Simile

INDEPENDENT WRITING AND CONFERENCES

30–40 min.

Independent Writing and Conferences

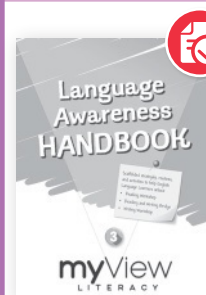
Independent Writing and Conferences

SHARE BACK FOCUS

5–10 min.

Using a Metaphor

Using a Simile



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 text structure and development. Have stacks and minilessons available to reference during the conferences.

FORMATIVE ASSESSMENT

Conference Prompts

Revise for Structure

If students need additional support,  **Then** discuss lines and stanzas using a poem from the stack.

If students show understanding, **Then** ask: How did you decide what structure to use for your poem?

Rearrange Ideas for Coherence and Clarity

If students need additional support,  **Then** review how to rearrange words and lines to improve clarity.


If students show understanding, **Then** ask: How did your rearrangement improve the clarity of your poem?

Edit for Nouns

If students need additional support,  **Then** review the rules and provide more examples.

If students show understanding, **Then** ask: Which nouns were most challenging for you to edit?

Edit for Comparative and Superlative Adjectives

If students need additional support,  **Then** review adjectives using a poem from the stack.

If students show understanding, **Then** ask: Where can you add adjectives to your poem?

Edit for Punctuation Marks

If students need additional support,  **Then** ask: Which rule do you need help with most?

If students show understanding, **Then** ask: How did you decide when to use commas or end marks?

Conference Support for ELL

EMERGING

- Work with students to write plurals of nouns they know.
- Introduce students to comparative and superlative adjectives.
- Have students practice forming possessives using apostrophes.

DEVELOPING

- Use picture cards to have students say and write plural forms of nouns.
- Provide cloze sentences with comparative and superlative adjectives.
- Use Shared Writing to help students review punctuation.

EXPANDING

- Provide students with poems to edit, focusing on capitalization.
- Have partners revise poems to add comparative or superlative adjectives.
- Have pairs use contractions in sentences.

BRIDGING

- Have partners revise for structure, rhyme, and clarity.
- Have students add a comparative or superlative adjective to a poem.
- Have pairs edit for punctuation.



Reading-Writing Workshop Bridge

While conferring with students, refer back to the Bridge minilessons on **voice** and **pronoun-antecedent agreement**.



ELL Minilesson Support

Week 4: Writer's Craft

During the week, your ELLs will benefit from additional support that allows them to make adjustments to their poems. Use these targeted supports to help students better understand adjectives and punctuation.

Use this note for the minilesson on p. T422.

ELL Targeted Support

EDIT FOR COMPARATIVE AND SUPERLATIVE ADJECTIVES

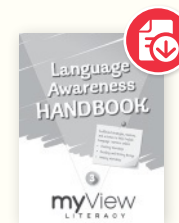
Create picture cards of different people, places, or things. Then display the adjectives *tall*, *big*, *long*, *old*, *happy*, and *warm*.

Show students two picture cards; for example, a card of an adult and a card of a child. Ask questions using the comparative form of an adjective, such as “Who is taller?” Provide sentence frames: *The ___ is ___ than the ___*. **EMERGING**

Display three picture cards; for example, three mountains of different heights. Point to the cards and say: *This mountain is tall. This mountain is taller. This mountain is the tallest*. Have students use the cards to compose sentences following this pattern. **DEVELOPING**

Show picture cards and have pairs write sentences using either the comparative or superlative forms of adjectives. **EXPANDING**

Display the following adjectives: *quiet*, *sunny*, *small*. Have individuals write sentences using the comparative and superlative form of each adjective. **BRIDGING**



See the *Language Awareness Handbook* for additional writing support.

Use this note for the minilesson on p. T426.

ELL Targeted Support

EDIT FOR PUNCTUATION MARKS

Use the following activities to teach students how to correctly use apostrophes in contractions or to show possession.

Display these sentences: *The rabbits ears are soft. He is furry and he is dirty. He is the babys toy*. Help students replace the underlined words with the possessive nouns *rabbit's* and *baby's*. Model how to create contractions with the words *he is*. **EMERGING**

Provide pairs with a list of three nouns and two sets of words that can be made contractions. Have them write the possessive form of the nouns and write the contractions.

DEVELOPING

Distribute one or two paragraphs from a stack text. Have students work in pairs or individually to annotate the paragraphs, identifying contractions and possessives. Challenge students to rewrite sentences to add or remove contractions and possessives. **EXPANDING/BRIDGING**

Revise for Structure

OBJECTIVE

Explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems.

STUDENT INTERACTIVE, p. 573

The screenshot shows a page titled "POETRY WRITING WORKSHOP" with the main heading "Revise for Structure". Below the heading is a paragraph explaining that the structure of a poem refers to how it is organized, mentioning lines and stanzas. A "Learning Goal" box states: "I can use knowledge of the sound and shape of poetry to write a poem." The poem "A Chill" by Christina Rossetti is presented in three stanzas. Callout boxes explain that a poet structures lines based on rhyme and that a stanza is a group of lines. A "My Turn" section at the bottom asks students to revise their own poems, ensuring each line makes sense and stanzas are spaced.

Minilesson

Mentor STACK



TEACHING POINT Poetry, like prose, has structure. The poet makes creative and careful choices when structuring a poem. The length of a line may depend on meter and rhyme.

- Poets may choose to end lines with rhyming words.
- A group of lines forms a stanza, often centering around one idea.

MODEL AND PRACTICE Explain to students that poetry has structure, just as a song has structure. Say: *When poets write poems, they think about the rhythm of the words. They use rhythm to decide how long a line should be. They also consider rhyme. Poets may want to have some or all of the end words rhyme.*

Explain what a stanza is. Say: *Poems do not have paragraphs; they have stanzas. There is a space between each pair of stanzas.*

Display a poem from the stack. Read the poem and pause at the end of a stanza. Ask: *Does each line of the poem have a similar rhythm? Which words at the end of the line rhyme?* Circle the rhyming words. Read the next stanza and discuss whether the second stanza has the same rhyme scheme. Ask: *Which words rhyme in this stanza?* Circle the words and note whether there is a pattern.

Direct students to p. 573 in the *Student Interactive*. Read the top instruction and the poem aloud. Point out the rhyming words and the space between each stanza. Ask: *How many stanzas does this poem have? What image does the first stanza focus on? The second? What is the message of the last stanza?*



Independent Writing

Mentor STACK



FOCUS ON POETIC STRUCTURE After the minilesson, students should transition into independent writing. Students will choose one poem to revise, paying attention to end rhyme and creating stanzas based on imagery.

- If students need additional support, read another poem and discuss the rhyme scheme and the imagery of each stanza.

WRITING SUPPORT

- **Modeled** Display a poem you have written. Do a Think Aloud to demonstrate how to create lines based on rhyming words.
- **Shared** Display a poem you have written in prose form. Have students decide how the lines should be written based on rhyming words.
- **Guided** Help individual students find rhyming words in their poems.



Intervention Refer to the *Small Group Guide* for support.

See the **Conference Prompts** on p. T408.

Share Back

Ask volunteers to share examples in their poems where they arranged their lines to rhyme and where they created stanzas. Ask them how they decided where stanzas should be.



Spelling Spell Words with the Schwa Sound

OBJECTIVE

Identify and spell high-frequency words from a research-based list.

SPELLING WORDS

citizen	global
decimal	item
delicious	nickel
economy	notify
gallon	travel

HIGH-FREQUENCY WORDS

ready
 anything

FLEXIBLE OPTION

LESSON 1

✓ Assess Prior Knowledge

Use the sentences from Lesson 5 Spelling, p. T428, to assess students' prior knowledge of words with the schwa sound.

For students who understand how to identify the schwa sound when spelling words, include the following Challenge Words with the spelling list.

Challenge Words

synthesis
 precedent
 president

ELL Targeted Support

Schwa Vowel Sound Help students learn to identify the schwa vowel sound in their spelling words.

Display and read aloud the following words: *gallon, delete, ready, travel, item*. Instruct students to raise their hands when they hear a word with the schwa sound. **EMERGING**

Have pairs practice reading aloud the vocabulary words. Tell them to sound out each syllable deliberately and isolate the schwa sound. **DEVELOPING**

Have students write and say each spelling word and underline the vowel that has the schwa sound. **EXPANDING/BRIDGING**

FLEXIBLE OPTION

LESSON 1

✓ Assess Prior Knowledge

LESSON 2

Teach: Spell Words with the Schwa Sound


FLEXIBLE OPTION

LESSON 3

More Practice: Spell Words with the Schwa Sound

FLEXIBLE OPTION

LESSON 4

 Spiral Review: Words with the Suffix *-en*

LESSON 5

✓ Assess Understanding



Language & Conventions

Spiral Review

FLEXIBLE OPTION

LESSON 1



Spiral Review: Complex Sentences

FOCUS ON STRATEGIES Review the language and conventions topic complex sentences. See p. T397 in Unit 5.

MODEL AND PRACTICE Display the following sentence: *When the weather gets warm, everyone wears shorts.* Help students identify the dependent clause, which includes a subject and predicate but cannot stand alone. (*When the weather gets warm*) Help students identify the independent clause, which is a full sentence with a subject and predicate and can stand alone. (*everyone wears shorts*) Remind students that two clauses like these together make up a complex sentence.

APPLY Have students write a simple stand-alone sentence with a subject and predicate. This will become the independent clause of a complex sentence they will write. Tell them to write a dependent clause that starts with a subordinating conjunction, such as *before, after, when, or until*. Have them put the two clauses together to form a complex sentence. Remind them to include a comma as necessary.

OBJECTIVES

Edit drafts using standard English conventions.

Produce simple, compound, and complex sentences.

ELL Targeted Support

Complex Sentences Help students write complex sentences by using independent and dependent clauses.

Display the clauses *We went to see the movie* and *after we had dinner*. Have students put the clauses together to write a complex sentence. **EMERGING**

Display the sentence frame: *We went to see the movie ____.* Have students write a dependent clause to complete the sentence and form a complex sentence. **DEVELOPING**

Using a variety of sentence lengths, have students write a complete sentence about their daily routines. **EXPANDING/BRIDGING**

FLEXIBLE OPTION

LESSON 1



Spiral Review:
Complex Sentences

FLEXIBLE OPTION

LESSON 2

Oral Language:
Pronoun-Antecedent Agreement

LESSON 3

Teach
Pronoun-Antecedent Agreement

LESSON 4

Practice
Pronoun-Antecedent Agreement

FLEXIBLE OPTION

LESSON 5

Standards Practice

Rearrange 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. 574

POETRY

Rearranging Ideas for Coherence and Clarity

To make their poems clearer, writers may rearrange ideas and poetic language to make an image more vivid or to change the rhythm or rhyme. Rearranged ideas might be single words, phrases, or lines. Here is how a writer added details and rearranged ideas.

Original

A snake slithered down the tree.
He didn't see me, but stopped to hiss.
He slid away without a scene.
And he had smooth green scales.

Rearranged

A slimy snake slithered down the tree.
He stopped to hiss, but not at me.
His scales were smooth and glossy green.
He slid away without a scene.

My TURN Rearrange the lines, ideas, or language of this stanza to make it clearer.
Possible responses:

A leopard frog hopped ^{quickly} down the lane.
He sings with ^{his} friends, all through the night.
^{His most vivid spots are} dark spots on his back, bright yellow and white.
He stopped ^{and croaked loudly, but did} ~~le-croak-end not~~ complain!

My TURN On one of your own drafts, rearrange the lines, ideas, or language to improve the clarity of your poem.

574

Minilesson

Mentor STACK

TEACHING POINT Imagery, rhythm, and rhyme are important elements in poetry. To make their poems clearer, poets revise and rearrange lines:

- Poets may add sensory details to create a vivid image.
- Poets may rearrange words to create a rhyme scheme.
- Poets may rearrange lines to create a better rhythm or to improve the rhyme scheme.

MODEL AND PRACTICE Tell students that revising a poem may require rearranging words and lines to create consistent rhythm and rhyme. Say: *As you revise your poem, read it aloud. Do you hear a regular rhythm or pattern? Are the words rhyming in the right place? Can you rearrange words or lines in the poem to create stronger rhythm or rhyme?*

Read a poem from the stack. Point out how the lines have a definite rhythm. Identify end rhyme for each stanza.

Direct students to p. 574 in the *Student Interactive*. Read the instruction aloud and discuss the changes in the rearranged stanzas. Ask: *What changes did the poet make? Why do you think the poet made these changes?* Then have students complete the first My Turn.

Possible Teaching Point

Writing Process

Revising and Editing | Clarity and Coherence

To help students make sure their poems are clear and coherent, have them ask themselves questions such as

- Does my rhyme scheme call attention to important words?
- Is my rhythm strong and consistent?
- Did I include enough imagery to help readers imagine what I am describing?



Independent Writing

Mentor STACK



FOCUS ON COHERENCE AND CLARITY In the second My Turn, students will transition into independent writing. Students should select a poem to revise.

- If students need extra help identifying lines to rearrange, sensory words to add, and words to rearrange to make their poems clearer, work with them individually.

WRITING SUPPORT

- **Modeled** Display a poem that lacks cohesion. Do a Think Aloud to show how to rearrange words and lines to make the poem clearer.
- **Shared** Display a poem that lacks cohesion. Have students revise the poem by rearranging lines and words within the lines.
- **Guided** Help students find lines in their poems that could be rearranged. Help them to improve the poem's clarity.



Intervention Refer to the *Small Group Guide* for support.

See the **Conference Prompts** on p. T408.

Share Back

Call on a few students to share their revisions with the class and explain their reasoning.

Spelling Spell Words with the Schwa Sound

OBJECTIVE

Identify and spell high-frequency words from a research-based list.

SPELLING WORDS

citizen	global
decimal	item
delicious	nickel
economy	notify
gallon	travel

HIGH-FREQUENCY WORDS

ready
anything

LESSON 2

Teach

FOCUS ON STRATEGIES Explain that the schwa, or *uh*, sound occurs in unstressed syllables that do not have a long or short vowel sound.

MODEL AND PRACTICE

Write or display the words *decimal*, *economy*, *global*, and *notify*. Say each word, emphasizing the schwa sound in the unstressed syllables.

Have students repeat the words.

APPLY MyTURN

Have students complete the activity on p. 571 of the *Student Interactive* independently.

SPELLING
READING-WRITING BRIDGE

Spell Words with the Schwa Sound

Words with the Schwa Sound are usually multisyllabic. In multisyllabic words, one syllable is pronounced with more stress. The unstressed syllable is often the schwa vowel sound, pronounced as *uh*. The schwa sound can be spelled with any vowel.

MyTURN Read the words. Sort the words by writing the word in the correct circle based on which letter spells the schwa sound. One word will fit in two categories.

SPELLING WORDS		
citizen	gallon	nickel
decimal	global	notify
delicious	item	travel
economy		

Schwa with a

decimal

global

Schwa with e

citizen

travel

Schwa with i

notify

decimal

Schwa with o

gallon

economy

nickel

item

Schwa with iou

delicious

High-Frequency Words

High-frequency words appear frequently in texts. Write the following high-frequency words on the lines.

ready ready

anything anything

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LESSON 2

Teach: Spell Words with the Schwa Sound

FLEXIBLE OPTION LESSON 1

Assess Prior Knowledge

FLEXIBLE OPTION LESSON 3

More Practice: Spell Words with the Schwa Sound

FLEXIBLE OPTION LESSON 4

Spiral Review: Words with the Suffix *-en*

LESSON 5

Assess Understanding



Language & Conventions

Pronoun-Antecedent Agreement

FLEXIBLE OPTION

LESSON 2**Oral Language: Pronoun-Antecedent Agreement**

FOCUS ON STRATEGIES Pronouns are substitutes for nouns or groups of nouns. The antecedent is the noun or nouns to which the pronoun refers. The pronoun must agree with its antecedent in number (singular or plural) and person (first, second, or third).

MODEL AND PRACTICE Write the following sentences on the board: *The tree fell near Tammy and Lena. Luckily, it missed them.* Have a volunteer identify the pronouns and their antecedents. (*it*: tree; *them*: Tammy and Lena) Point out that *tree* is singular and so is *it*. *Tammy and Lena* are plural and so is *them*.

APPLY Have students work in pairs. Ask each partner to write a sentence using nouns that are plural or singular; male or female; or first, second, or third person. Have partners exchange papers, read each other's sentence, and identify the nouns. Then have them write a sentence that could follow the original one, using pronouns that agree with the antecedents in person and number. If necessary, tell students to review the chart on *Student Interactive* p. 572 for examples of pronoun person and number.

OBJECTIVE

Edit drafts using standard English conventions, including pronouns, including subjective, objective, and possessive cases.

FLEXIBLE OPTION

LESSON 2

Oral Language:
Pronoun-Antecedent
Agreement

FLEXIBLE OPTION

LESSON 1

Spiral Review:
Complex
Sentences

LESSON 3

Teach
Pronoun-Antecedent
Agreement

LESSON 4

Practice
Pronoun-Antecedent
Agreement

FLEXIBLE OPTION

LESSON 5

Standards Practice

FAST TRACK

Edit for Nouns

OBJECTIVES

Edit drafts using standard English conventions, including singular, plural, common, and proper nouns.

Use abstract nouns.

STUDENT INTERACTIVE, p. 575

The thumbnail shows a page titled 'Edit for Nouns' with a table of noun rules and a 'My Turn' section. The table lists rules for forming plural nouns based on their singular endings. The 'My Turn' section contains a paragraph about horses and a task to edit it for correct noun usage.

Forming Plural Nouns	Singular	Plural
For most nouns, add -s.	boat	boats
If a singular noun ends in ch, sh, x, s, or ss, add -es.	beach fax	beaches faxes
If a singular noun ends in a consonant and y, change the y to i and add -es.	baby party	babies parties
Irregular plural nouns are not formed in any of the usual ways.	child mouse	children mice

My Turn Edit this paragraph for errors with nouns. Then highlight two abstract nouns.

Four horses are in their stables for the night. I cover them with blankets to keep them cozy and warm. My favorite horse is named Spicy. Her strength and beauty amaze me.

My Turn Edit one of your own drafts for correct use of nouns.

Minilesson

Mentor STACK



TEACHING POINT A noun names a person, place, or thing.

- Abstract nouns refer to ideas or concepts, such as *happiness* or *friendship*.
- Singular nouns refer to one person, place, or thing.
- Plural nouns name more than one noun. Plural nouns are formed in a variety of ways.
- Common nouns refer to any person, place, or thing. Proper nouns identify specific people, places, or things and begin with a capital letter.

MODEL AND PRACTICE Explain to students that nouns refer to people, places, and things. Say: **Some nouns are singular. They refer to only one person, place, or thing. Plural nouns refer to more than one noun. Plural nouns have different endings than singular nouns.** Display the following examples and talk about how to form the endings.

dog→dogs, patch→patches, box→boxes, story→stories, foot→feet

Review the text *Nora's Ark* from the Reading Workshop. With students, look for examples of singular, plural, common, and proper nouns. Ask questions such as: **Why is the word *river* not capitalized? Why is *Vermont* capitalized? Is *children* a singular or plural noun? Which of these nouns is abstract—*gravy*, *life*, or *quilts*?** Locate singular nouns and write their plural forms on the board. Locate plural nouns and point out context clues that let readers know the nouns are plural.

Direct students to p. 575 in the *Student Interactive*. Read the rules and examples together. Have students complete the first My Turn.

Possible Teaching Point

Language & Conventions | Pronoun-Antecedent Agreement

As students edit and revise their poems, have them check for pronoun-antecedent agreement. Remind them that pronouns and their antecedents must agree.

- The noun, called the antecedent, must come before the pronoun.
- Both noun and pronoun must be singular or plural.
- Both noun and pronoun must be first, second, or third person.



Independent Writing

Mentor STACK



FOCUS ON NOUNS After the minilesson, students should transition into independent writing. In the second My Turn on *Student Interactive* p. 575, students are instructed to edit one of their poems for nouns.

- If students need more practice with nouns, review the rules on the *Student Interactive* page and provide additional examples.

WRITING SUPPORT

- **Modeled** Display a poem with several nouns that should be plural or capitalized but are not. Do a Think Aloud to correct the errors.
- **Shared** Make a list of singular nouns. Have students give the plural form for each and give a proper noun for each common noun listed.
- **Guided** Work with individuals as they edit their poems, helping them identify nouns that should be plural or capitalized.



Intervention Refer to the *Small Group Guide* for support.

See the **Conference Prompts** on p. T408.

Share Back

Call on students to share which nouns they edited in their poems and to explain why they made the correction. Ask the class whether they agree.

Spelling Spell Words with the Schwa Sound

OBJECTIVE

Identify and spell high-frequency words from a research-based list.

SPELLING WORDS

citizen	global
decimal	item
delicious	nickel
economy	notify
gallon	travel

HIGH-FREQUENCY WORDS

ready
anything

FLEXIBLE OPTION

LESSON 3

More Practice

FOCUS ON STRATEGIES Have students emphasize the schwa sound in each word and hear how the vowel is pronounced *uh* in the unstressed syllable.

MODEL AND PRACTICE Write or display the following words. Have pairs read and spell these words.

1. gallon
2. travel

APPLY Have students complete *Spelling* p. 185 from the *Resource Download Center*.

Name _____

Spelling
 Words with the Schwa Sound
 The schwa sound occurs in the unstressed syllables of many words. The schwa sound can be spelled with any vowel.

SPELLING WORDS

citizen	economy	item	notify
decimal	gallon	nickel	travel
delicious	global		

My Turn Each of the spelling words contains a schwa sound. Complete each sentence with the appropriate spelling word. Then circle the letter or letters that spell the schwa sound in each word.

1. The library will _____ me when my book is due.
2. We learned how to place a _____ in math class.
3. A good apple is _____.
4. I drank a whole _____ of milk.
5. It is good for the _____ when people spend money.
6. I am a _____ of the United States.
7. In social studies, we read about _____ issues that affect everyone.
8. Mom had just one _____ in her cart.
9. I put a shiny _____ in my piggy bank.
10. Jon has to _____ far to get to school each day.

Grade 3, Unit 5, Week 4
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FLEXIBLE OPTION

LESSON 3

More Practice: Spell Words with the Schwa Sound

FLEXIBLE OPTION

LESSON 1

Assess Prior Knowledge

LESSON 2

Teach: Spell Words with the Schwa Sound

FLEXIBLE OPTION

LESSON 4

Spiral Review: Words with the Suffix -en

LESSON 5

Assess Understanding



Language & Conventions

Pronoun-Antecedent Agreement

FLEXIBLE OPTION

LESSON 3

Teach Pronoun-Antecedent Agreement

FOCUS ON STRATEGIES Ask students how they know which noun (or nouns) a pronoun is referring to. Help them understand that the noun has to come before the pronoun. Remind students that the noun is called an antecedent and that the pronoun has to have the same qualities as its antecedent. Review with students these qualities, which can be number, gender, or person.

MODEL AND PRACTICE Display the following sentences: *The boy rode his bike. I rode it to school with his sister. He has her own bike, too.* Have volunteers identify the pronouns and their antecedents. Elicit that *I* is not the correct pronoun in the second sentence because the antecedent is *boy*, so this pronoun should be *He*. *I* is in first person; *boy* is in third person. Also, note that *He* should be *She* in the third sentence because the pronoun's antecedent is *sister* and the pronoun must match this female noun.

OBJECTIVE

Edit drafts using standard English conventions, including pronouns, including subjective, objective, and possessive cases.

ELL Targeted Support

Pronoun-Antecedent Agreement Help students understand that a pronoun must agree with the noun it represents in person and number. Display a chart similar to the one on p. 572 in the *Student Interactive* for support.

Display and read aloud the following sentences: *let* *borrow a book. [He/She] asks [him/her] to return [him/her/it].* Fill in the blanks in the first sentence with the names of two students in the classroom. Have students follow along as you model how to choose the correct pronouns to complete the second sentence. **EMERGING**

Complete the activity above. Explain to students that the pronouns *He/She* and *him/her* are third person and singular. Ask: **What is the person and number of the pronoun *it*?**

DEVELOPING

Have students write a sentence that includes a pronoun and the noun to which it refers. Then have pairs exchange papers and circle the pronoun and noun in each sentence.

EXPANDING/BRIDGING

LESSON 3

Teach
Pronoun-Antecedent
Agreement

FLEXIBLE OPTION

LESSON 1



Spiral Review:
Complex
Sentences

FLEXIBLE OPTION

LESSON 2

Oral Language:
Pronoun-Antecedent
Agreement

LESSON 4

Practice
Pronoun-Antecedent
Agreement

FLEXIBLE OPTION

LESSON 5

Standards Practice

FAST TRACK

Edit for Comparative and Superlative Adjectives

OBJECTIVE

Edit drafts using standard English conventions, including adjectives including their comparative and superlative forms.

STUDENT INTERACTIVE, p. 576



POETRY

Edit for Comparative and Superlative Adjectives

An adjective describes a noun or pronoun. Most adjectives answer one of these questions: *What kind? How many? Which one?*
Examples: *fuzzy dog, five turtles, first snow*

Most adjectives have three degrees of comparison: positive, comparative, and superlative.

A **positive adjective** describes one noun.
A **comparative adjective** compares two nouns.
A **superlative adjective** compares three or more nouns.

Positive (one)	Comparative (two)	Superlative (three or more)
deep	deeper	deepest
pretty	prettier	prettiest

My TURN Edit the paragraph by adding an appropriate adjective from the word bank to each sentence frame.

Word Bank
busy yellow larger smallest brighter

Yellow daffodils grow in my garden. I wonder if daffodils are *larger* than daisies. The tulips have *brighter* colors than the lilies. I watch the *busy* bee as it buzzes all around. Will it find the tiny flowers? The *smallest* flowers in my garden are hidden from the sun.

My TURN Edit one of your poems for descriptive details by adding comparative and superlative adjectives.

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Minilesson

Mentor STACK



TEACHING POINT An adjective describes a noun or pronoun. Adjectives answer these questions: What kind? How many? Which one?

- A comparative adjective compares two nouns and ends in *-er*.
- A superlative adjective compares three or more nouns and ends in *-est*.

MODEL AND PRACTICE Explain that adjectives are used to describe nouns. Writers use comparative adjectives when they want to compare two people, places, things, or ideas. They use the superlative form to compare three or more nouns. Say: *A poet comparing two mountains might say one is higher than the other. A poet who writes It was the happiest day of my life is comparing that day with all other days.*

Read a poem from the stack and have students help you find comparative and superlative adjectives and identify the endings. Ask: *How many (nouns) are being compared?*

Direct students to p. 576 in the *Student Interactive*. Read the page aloud and have them complete the first My Turn.

Possible Teaching Point

Spelling | Words with the Schwa Sound

Remind students that the schwa sound, *uh*, can be made by any vowel. Encourage students to use a dictionary to check the spelling of any words they've used with schwa sounds.



Independent Writing

Mentor STACK



FOCUS ON ADJECTIVES After the minilesson, students should transition into independent writing. Instruct students to edit one of their poems for descriptive details by adding comparative and superlative adjectives.

- If students need additional practice, review more poems from the stack.

WRITING SUPPORT

- **Modeled** Display pictures of different objects. As you write sentences about the objects, do a Think Aloud to model how to use comparative and superlative adjectives.
- **Shared** Provide lines from poems that are missing descriptive adjectives. Have students add a comparative or superlative adjective. Remind students to use context clues to help them determine the correct form.
- **Guided** Ask questions to help students locate places in their poems where they could add adjectives.



Intervention Refer to the *Small Group Guide* for support.

See the **Conference Prompts** on p. T408.

Share Back

Ask a few students to share their revised poems with the class, focusing on details that use comparative and superlative adjectives. Have the class say what the adjectives compare.

Spelling Spiral Review

OBJECTIVE

Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes.

SPELLING WORDS

citizen	global
decimal	item
delicious	nickel
economy	notify
gallon	travel

HIGH-FREQUENCY WORDS
ready
anything

Writing Workshop

As students proofread their writing, remind them to check their spelling of words that have the *-en* suffix.

FLEXIBLE OPTION

LESSON 4



Spiral Review: Words with the Suffix *-en*

FOCUS ON STRATEGIES Review the spelling rules from the previous week about words with the added suffix *-en*.

MODEL AND PRACTICE Display the following words: *awaken*, *given*, *soften*, *loosen*, and *gladden*. Have volunteers read the words, focusing on the *-en* ending. Have them note words that drop the final e or double the final consonant.

APPLY Ask students to create flash cards of the spelling words from last week. Have students quiz each other on how to spell the words. As they spell the words, have them read the words aloud, emphasizing the *-en* suffix. Ask them to note any spelling changes before writing the word.

FLEXIBLE OPTION

LESSON 4



Spiral Review: Words with the Suffix *-en*

FLEXIBLE OPTION

LESSON 1

✓ Assess Prior Knowledge

LESSON 2

Teach: Spell Words with the Schwa Sound

FLEXIBLE OPTION

LESSON 3

More Practice: Spell Words with the Schwa Sound

LESSON 5

✓ Assess Understanding



Language & Conventions

Pronoun-Antecedent Agreement

LESSON 4

Practice Pronoun-Antecedent Agreement

APPLY My TURN Have students edit the draft paragraph on *Student Interactive* p. 572.

LANGUAGE AND CONVENTIONS

Pronoun-Antecedent Agreement

A **pronoun** is a word that takes the place of a noun or group of nouns. The **antecedent** is the noun or nouns to which the pronoun refers. The pronoun must agree with its antecedent in number (singular or plural) and person.

Person	Singular Pronouns	Plural Pronouns
First Person	I, me, mine, my	we, us, ours, our
Second Person	you, your, yours	you, your, yours
Third Person	he, him, his, she, her, hers, it, its	they, them, theirs, their

Example sentences:

The boy runs to the mailbox. He checks for the mail.

My brother and I went to the store. We bought some fruit.

My TURN Edit this draft by replacing four incorrectly used pronouns with pronouns that agree with their antecedents.

The storm was approaching fast. It was going to be a big one. My parents and I boarded up the windows. We set up boards as quickly as we could. My dad used her power drill to make the work go quicker. The neighbors ran out of boards. They came over to borrow some boards from us. We helped carry the boards to their house. It were heavy.

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OBJECTIVE

Edit drafts using standard English conventions, including pronouns, including subjective, objective, and possessive cases.

Writing Workshop

As students begin drafts during the Writing Workshop, remind them to check to make sure pronouns match their antecedents in every quality. You may wish to have partners trade drafts to check that antecedents have the correct pronouns.

FLEXIBLE OPTION

LESSON 1



Spiral Review:
Complex
Sentences

FLEXIBLE OPTION

LESSON 2

Oral Language:
Pronoun-Antecedent
Agreement

LESSON 3

Teach
Pronoun-Antecedent
Agreement

LESSON 4

Practice
Pronoun-Antecedent
Agreement

FLEXIBLE OPTION

LESSON 5

Standards Practice

FAST TRACK

Edit for Punctuation Marks

OBJECTIVES

Edit drafts using standard English conventions, including punctuation marks including apostrophes in contractions and possessives and commas in compound sentences and items in a series.

Produce simple, compound, and complex sentences.

Use commas in addresses.

STUDENT INTERACTIVE, p. 577



WRITING WORKSHOP

Edit for Punctuation Marks

Punctuation marks signal readers to pause, stop, or use expression.

- Declarative and imperative sentences end with a period.
- An interrogative sentence ends with a question mark.
- An exclamatory sentence ends with an exclamation mark.

The **comma** (,) tells readers to briefly pause. A comma separates clauses, phrases, and words to help the reader understand the author's meaning. It is also used in **compound sentences**, **items in a series**, and **addresses**.

Examples: Joe decorated the dining room, and Martha baked a cake.
I like tomatoes, carrots, and olives on my salad.
19 Rivertown St.
Tulsa, OK 74137

An **apostrophe** (') shows **possession** or replaces letters in a **contraction**.

Examples: Maria's hat the boys' lockers you will = you'll

MY TURN Edit the paragraph by correcting punctuation errors.

Big Bend has tall mountains, and there are many trails to hike. Some of the animals in the park include wolves, roadrunners, and deer. You'll like this great park? Write to the park to learn more:
P. O. Box 129
Big Bend National Park, TX 79834

MY TURN Edit one of your poems for correct punctuation. Discuss your choices with your Writing Club.

577

Minilesson

TEACHING POINT Punctuation is essential to clear writing. Punctuation lets readers know when there's a pause, when a sentence ends, or when a question is being asked. Punctuation can show possession and represent missing letters.

- End marks show where a sentence ends and can show the type of sentence.
- Commas separate words and phrases. Commas are also used in compound sentences, addresses, and to separate items in a series.
- Apostrophes are used in possessive nouns and contractions.

MODEL AND PRACTICE Tell students that poets use punctuation to help clarify their writing. Review the rules of end marks and point out the different types of sentences. Ask: **How does a question sound different from a statement?** Then review when to use commas. Remind students that commas are clues that tell readers when to pause. Last, review the rules of using apostrophes. Provide examples, such as *girl's shoe*, *dog's tail*, *we'll*, and *isn't*.

Review the text *Nora's Ark* from the Reading Workshop with students and look for examples of these rules. Discuss the significance of end marks and ask volunteers to read sentences aloud, using expression to indicate different end marks. Have students find commas and apostrophes and discuss why they are used.

Direct students to p. 577 in the *Student Interactive*. Review the rules and have students complete the My Turn activities independently. Have them edit one of their poems for correct punctuation.

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

Invite a few students to share the edits they made to their poems. Start a discussion about questions they may have regarding how to punctuate poetry.



WRITING CLUB

What's Happening This Week? In this week's Writing Club, students will share edited drafts of their poems.

As students continue to work with their Writing Club group, they should spend the first 5–10 minutes discussing the following:

- Rules on how to ask and answer questions
- Appropriate ways to help others who are having difficulty
- How to be an active listener by keeping eye contact with the speaker

What Are We Sharing? Before sharing their work, students should decide which structural or grammatical skill they would like to focus on in today's Writing Club. Students should inform their Writing Club of the skill they wish to discuss before they begin reading their poems. This will allow the group to focus on one skill and help direct discussion.



How Do We Get Started? Conversation Starters

Use these prompts to help students begin the discussions in their Writing Club.

- How did you decide where to begin a new stanza?
- What ideas did you rearrange to improve your poem?
- Which nouns did you find most difficult to edit?
- What do the adjectives compare in your poem?
- Which edits do you think improved your poem the most?



Spelling Spell Words with the Schwa Sound

OBJECTIVE

Identify and spell high-frequency words from a research-based list.

SPELLING WORDS

citizen	global
decimal	item
delicious	nickel
economy	notify
gallon	travel

HIGH-FREQUENCY WORDS

ready
anything

LESSON 5


Assess Understanding

Use the following sentences for the spelling test.

Spelling Sentences

1. The Internet is a form of **global** communication.
2. Our **economy** is strong because businesses are growing.
3. Her family will **travel** to Europe this summer.
4. I put a **nickel** in the parking meter.
5. The price for the **item** appears on the package.
6. Ben's mother made a **delicious** fruit salad.
7. You must study our nation's laws to become a **citizen**.
8. A **gallon** of water is heavier than four quarts of whipped cream.
9. The school will **notify** parents of any changes in the bus schedule.
10. I use a **decimal** point to write the amount of money I have saved.

FLEXIBLE OPTION 
LESSON 1

 **Assess Prior Knowledge**


LESSON 2

Teach: Spell Words with the Schwa Sound

FLEXIBLE OPTION 
LESSON 3

More Practice: Spell Words with the Schwa Sound

FLEXIBLE OPTION 
LESSON 4

 **Spiral Review: Words with the Suffix -en**

LESSON 5

 **Assess Understanding**



Language & Conventions

Pronoun-Antecedent Agreement

FLEXIBLE OPTION

LESSON 5

Standards Practice

Display the following sentences and have students respond independently.

Andy and Ray threw a football, but Peg wanted to play with him. She wanted to catch it.

Which revision makes all the pronouns match their antecedents?

- A Change *Andy and Ray* to *We*.
- B Change *him* to *them*.
- C Change *She* to *It*.
- D Change *it* to *us*.

APPLY Have students complete *Language and Conventions* p. 190 from the *Resource Download Center*.

Name _____

Language and Conventions

Pronoun-Antecedent Agreement
Pronouns are words that take the place of nouns or groups of nouns. An antecedent is the noun or nouns to which the pronoun refers. The pronoun must agree with its antecedent in number (singular or plural) and person.

WRITING Write a sentence using the type of pronoun indicated in the "Person" column. Place an antecedent noun before the pronoun that matches it.

Person	Sentence	Possible responses:
1. (first person, singular)		<i>Vivian said, "I will win."</i>
2. (third person, plural)		<i>The kids wanted the dogs to chase them.</i>
3. (second person, plural)		<i>Al said to the girls, "You have to come."</i>
4. (first person, plural)		<i>The students shouted, "We will be there!"</i>
5. (third person, female)		<i>Jarvis wanted everyone to follow her.</i>
6. (third person, male)		<i>Alex caught the ball thrown to him.</i>
7. (second person, singular)		<i>Laura said to the dog, "You go fetch!"</i>
8. (first person, plural)		<i>The winners said, "Coach gave us a trophy."</i>

Grade 3, Unit 5, Week 4
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OBJECTIVE

Edit drafts using standard English conventions, including pronouns, including subjective, objective, and possessive cases.

WEEKLY STANDARDS PRACTICE

To assess student progress on Language and Conventions, use the Weekly Standards Practice on SavvasRealize.com.

FLEXIBLE OPTION

LESSON 5

Standards Practice

FLEXIBLE OPTION

LESSON 1



Spiral Review:
Complex
Sentences

FLEXIBLE OPTION

LESSON 2

Oral Language:
Pronoun-Antecedent
Agreement

LESSON 3

Teach
Pronoun-Antecedent
Agreement

LESSON 4

Practice
Pronoun-Antecedent
Agreement

Weekly Overview

Students will

- revise and edit their poetry in preparation for publication.
- publish, celebrate, and reflect on their poetry.
- write a poem in response to a writing 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	LESSON 2	LESSON 3
MINILESSON 5–10 min.	Revise for Coherence and Clarity T434	Edit for Adjectives and Adverbs 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.	How Revisions Increase Coherence and Clarity T435	Identifying What Is Compared T439	Experimenting with Poetry T443
READING-WRITING WORKSHOP BRIDGE 5–10 min.	<p>FLEXIBLE OPTION ↩</p> <ul style="list-style-type: none"> • Spelling Assess Prior Knowledge T436 <p>FLEXIBLE OPTION ↩</p> <ul style="list-style-type: none"> • Language & Conventions Spiral Review: Pronoun-Antecedent Agreement T437 	<ul style="list-style-type: none"> • Spelling Teach: Spell Final Stable Syllables T440 <p>FLEXIBLE OPTION ↩</p> <ul style="list-style-type: none"> • Language & Conventions Oral Language: Edit for Commas T441 	<p>FLEXIBLE OPTION ↩</p> <ul style="list-style-type: none"> • Spelling More Practice T444 • Language & Conventions Teach Editing for Commas T445

Mentor **STACK**

The following criteria may be helpful in selecting texts to add to your stack:

- The poems possess the qualities of coherence and clarity.
- The poems use the comparative and superlative forms of adjectives and adverbs.
- The poems represent a variety of poetic elements.

FAST TRACK**LESSON 4****LESSON 5**

Prepare for Assessment T446	Assessment T450
Independent Writing and Conferences T447	Assessment T450–T451
Balancing Creativity and Productivity T447	Assessment T450
<p>FLEXIBLE OPTION ↩</p> <ul style="list-style-type: none"> • Spelling Spiral Review T448 • Language & Conventions Practice Editing for Commas T449 	<ul style="list-style-type: none"> • Spelling Assess Understanding T452 <p>FLEXIBLE OPTION ↩</p> <ul style="list-style-type: none"> • Language & Conventions Standards Practice T453

ADDITIONAL RESOURCES


MINILESSON		
5–10 min.	Experiment with Structure	Apply Your Poetry to a Description
INDEPENDENT WRITING AND CONFERENCES		
30–40 min.	Independent Writing and Conferences	Independent Writing and Conferences
SHARE BACK FOCUS		
5–10 min.	Content and Structure of Quatrains	Identifying Poetic Language in Prose
 <p>See the online <i>Language Awareness Handbook</i> for additional writing support.</p>	 <p>See the <i>Small Group Guide</i> for additional writing support.</p>	

Conferences Mentor STACK


During this time, evaluate students' ability to revise and edit their work, their understanding of how to publish poetry, and their readiness for a writing assessment. Have stacks and minilessons available to reference during the conferences.

FORMATIVE ASSESSMENT Conference Prompts


Revise for Coherence and Clarity

If students need additional support,	 Then have students add and omit details to strengthen the poem's central idea.
If students show understanding,	Then ask: How did your poem change during the revision process?


Edit for Adjectives and Adverbs

If students need additional support,	 Then review what adjectives and adverbs describe.
If students show understanding,	Then ask: Why would you include a comparison in a poem?

Publish and Celebrate

If students need additional support,	 Then discuss the sound and look of the student's poem.
If students show understanding,	Then ask: What kind of poetry would you like to publish in the future?

Prepare for Assessment

If students need additional support,	 Then review parts of the assessment that most concern the student.
If students show understanding,	Then ask: How does a time limit affect the poetry writing process?

Conference Support for ELL

EMERGING

- Create pictures to help students learn basic adjectives (e.g., *big, small, tall, short, hard, soft, light, dark*).
- Act out basic adverbs with students (e.g., *quickly, slowly, carefully, loudly, quietly*).

DEVELOPING

- Provide simple sentence stems and help students complete them with comparative or superlative adjectives (e.g., *Winter is ___ than summer.*).
- Present a practice assessment prompt and have students interpret it and begin brainstorming ideas.

EXPANDING

- Read a published poem and discuss its different features, including coherence and clarity.
- Present a practice assessment prompt. Have students interpret it and begin brainstorming ideas.

BRIDGING

- Read a poem in an unfamiliar form (e.g., limerick) and discuss its features, including coherence and clarity.
- Ask students to describe the challenges of writing poetry in a timed assessment and how to overcome them.

Reading-Writing Workshop Bridge

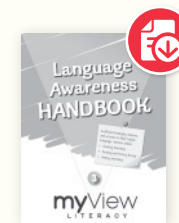
While conferring with students, refer back to the Bridge minilessons on **precise verbs** and **comma uses**.



ELL Minilesson Support

Week 5: Publish, Celebrate, and Assess

During the week, your ELLs will benefit from additional writing support that improves their ability to draft and revise their own poems. These targeted supports were chosen to help students write with adjectives, adverbs, and newly acquired content-based vocabulary.



See the *Language Awareness Handbook* for additional writing support.

Use this note for the minilesson on p. T434.

ELL Targeted Support

REVISE FOR COHERENCE AND CLARITY

Tell students that to make their writing clear and understandable, their sentences should follow basic patterns. Have students practice combining sentences in order to improve the clarity of their writing. Tell students that combining ideas can improve the clarity of all writing, including poetry.

Display these sentences: *Felicia likes bananas. Felicia likes apples.* Then display the combined sentence, *Felicia likes bananas _____ apples*. Work with students to use the word *and*. Have students write the new sentence. **EMERGING**

Display these sentences: *Felicia likes bananas. Felicia likes apples.* Have partners discuss the best connecting word to use to combine the sentences. Ask each student to write the new sentence. **DEVELOPING**

Display these sentences: *Felicia likes bananas. Felicia likes apples. Sanjay likes oranges.* Work with students to combine these three sentences using the words *and* and *but* and a comma. Have students write the new sentence. **EXPANDING**

Have students write sentences that combine two ideas. Instruct them to use the words *and*, *or*, and *but* at least one time to combine phrases or clauses within each sentence.

BRIDGING

Use this note for the minilesson on p. T446.

ELL Targeted Support

PREPARE FOR ASSESSMENT

Help students respond to the prompt by practicing nature-related vocabulary with them beforehand.

Display a simple poem that includes a few blanks for nature-related words. Place those words in a word bank and define them for students. Help students fill in the blanks and copy the poem with the blanks filled in.

EMERGING

Display and define several new words related to nature. Ask students to suggest lines for a short poem that include the new words. Write down the poem, and have students copy it.

DEVELOPING

Provide pairs of students with a short list of new words related to nature, as well as simple definitions for them. Have pairs draft a poem that includes all of the words. Make sure both students write down the poem. **EXPANDING**

Provide individual students with a short list of new words related to nature. Have them look up definitions for the words and then write a poem that uses them all. Help students as needed.

BRIDGING

Revise 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. 609

The screenshot shows a page from a student interactive with the following content:

- POETRY WRITING WORKSHOP**
- Revise for Coherence and Clarity**
- Learning Goal:** I can use knowledge of the sound and shape of poetry to write a poem.
- Text:** A poem has coherence when everything in it is connected and makes sense. A poem has clarity when ideas are clear and easily understood. Poets revise for coherence and clarity by adding clear and relevant ideas and deleting unnecessary or confusing ideas. They also combine or group related ideas and rearrange ideas for sense and flow.
- My Turn:** Revise this poem by: (1) adding a title, (2) deleting a line that does not belong, (3) combining ideas with a conjunction, and (4) rearranging the poem so that it is in a better order.
- Possible response: The Sun and I**
- Poem:**

The sun settles
And so do I.
I tell it good night
With a yawn and a sigh.
The morning sun rises
And so do I.
I smile at the sun
The sun is a star
As it heats up the sky.
- Annotation:** A pink arrow points from the text "Switch the order of stanzas 1 and 2." to the first two stanzas of the poem.
- My Turn:** Revise a draft of one of your poems for coherence and clarity. Add, delete, combine, and rearrange ideas as needed.
- Page Number:** 609

Minilesson

Mentor STACK



TEACHING POINT A good poem possesses both coherence and clarity. A poem is coherent when its words and ideas are connected and make sense. A poem is clear when it is easily understood by readers. When revising for coherence and clarity, writers might:

- Add relevant words and ideas
- Delete unnecessary words and ideas
- Combine or rearrange words and ideas

MODEL AND PRACTICE Display a stack poem that has strong coherence. Read the poem aloud and say: *A poem that is coherent will feel like all the lines of the poem are connected. It will have similar words, phrases, and ideas repeated several times throughout the poem.*

Highlight the similar words, phrases, and ideas that create coherence, or unity, in the poem. Then, define the term *clarity* for students. Point out specific ways that the stack poem exhibits clarity. Then ask:

- Is there anything you would add or delete to make the poem more coherent?
- Is there anything you would add or delete to make the poem clearer?
- What would make the poem less coherent or less clear?

Direct students to p. 609 in the *Student Interactive*. Read the poem in the My Turn together to ensure understanding before students complete the activity.



Independent Writing

Mentor **STACK**

FOCUS ON SIMILAR WORDS, PHRASES, AND IDEAS After the minilesson, students should transition into independent writing.

- If students need extra support understanding coherence and clarity, have them read additional stack poems to identify how ideas are connected and easy to understand.

WRITING SUPPORT

- **Modeled** Think aloud as you brainstorm different ways to express a poetic idea and choose the clearest one.
- **Shared** Display a couplet with unclear meaning, and collaborate to revise it for clarity.
- **Guided** Ask questions to guide students in determining coherence in a poem.



Intervention Refer to the *Small Group Guide* for support.

- If students understand coherence and clarity, have them revise their own poetry for these qualities.

See the **Conference Prompts** on p. T432.



Share Back

Have a few students share the revisions they made during independent writing. Ask students how the revised version has increased coherence and clarity.

Spelling Spell Final Stable Syllables

OBJECTIVE

Demonstrate and apply phonetic knowledge by identifying and spelling high-frequency words from a research-based list.

SPELLING WORDS

title	organize
vegetable	positive
humble	posture
active	creature
capture	finalize

HIGH-FREQUENCY WORDS

love
developed

FLEXIBLE OPTION

LESSON 1

✓ Assess Prior Knowledge

Use the sentences from Lesson 5 Spelling, p. T452, to assess students' prior knowledge of the final stable syllables *-le*, *-ture*, *-ive*, *-ize*.

For students who understand how to spell words with the final stable syllables *-le*, *-ture*, *-ive*, *-ize*, include the following Challenge Words with the spelling list.

Challenge Words

characterize
legislature
chronicle

ELL Targeted Support

Final Stable Syllables Tell students that identifying the final stable syllables in words can help them spell words.

Display the following words: *title*, *capture*, *active*, and *organize*. Have students write the words in their notebook and underline the letters that form the final stable syllables in each word. (*title*, *capture*, *active*, *organize*) **EMERGING/DEVELOPING**

Display the following words: *finalize*, *positive*, *vegetable*, *posture*, *title*, *capture*, *active*, and *organize*. Have students write the words in pairs according to the final stable syllable. (*title*, *vegetable*; *posture*, *capture*; *positive*, *active*; *finalize*, *organize*) **EXPANDING/BRIDGING**

FLEXIBLE OPTION

LESSON 1

✓ Assess Prior Knowledge

LESSON 2

Teach: Spell Final Stable Syllables

FLEXIBLE OPTION

LESSON 3

More Practice: Spell Final Stable Syllables

FLEXIBLE OPTION

LESSON 4

 Spiral Review: Schwa

LESSON 5

✓ Assess Understanding



Language & Conventions

Spiral Review

FLEXIBLE OPTION

LESSON 1



Spiral Review: Pronoun-Antecedent Agreement

FOCUS ON STRATEGIES Review the language and conventions topic pronoun-antecedent agreement. See p. T421.

MODEL AND PRACTICE Write the following sentences on the board: *My sisters are great teammates. She always play hard.* Read the sentences aloud. Have a volunteer identify the pronoun and its antecedent. (*she, my sisters*) Then have another volunteer tell if the pronoun and the antecedent agree. (*no*) Edit the sentence so that the pronoun and the antecedent agree. (*My sisters are great teammates. They always play hard.*)

APPLY Have students work in pairs. Have one student write two sentences that include a pronoun and an antecedent. Have the other student identify the pronoun and its antecedent and tell if they agree in person and number. If they do not agree, have that student edit the sentences so that they do agree. Have pairs switch roles.

OBJECTIVE

Edit drafts using standard English conventions, including pronouns, including subjective, objective, and possessive cases.

ELL Targeted Support

Pronoun-Antecedent Agreement Help students understand that a pronoun must agree with the noun it represents in person and number. Display a chart similar to the one on p. 572 in the *Student Interactive* for support.

Display and read aloud the following sentences: _____ *let* _____ *borrow a book. [He/She] asks [him/her] to return [him/her/it].* Fill in the blanks in the first sentence with the names of two students in the classroom. Have students follow along as you model how to choose the correct pronouns to complete the second sentence. **EMERGING**

Complete the activity above. Explain to students that the pronouns *He/She* and *him/her* are third person and singular. Ask: **What is the person and number of the pronoun *it*?**

DEVELOPING

Have students write a sentence that includes a pronoun and the noun to which it refers. Then have pairs exchange papers and circle the pronoun and noun in each sentence.

EXPANDING/BRIDGING

FLEXIBLE OPTION

LESSON 1



Spiral Review:
Pronoun-
Antecedent
Agreement

FLEXIBLE OPTION

LESSON 2

Oral Language:
Edit for Commas

LESSON 3

Teach Editing for
Commas

LESSON 4

Practice Editing for
Commas

FLEXIBLE OPTION

LESSON 5

Standards Practice

FAST TRACK

Edit for Adjectives and Adverbs

OBJECTIVE

Edit drafts using standard English conventions, including adverbs that convey time and manner.

STUDENT INTERACTIVE, p. 610



POETRY

Edit for Adjectives and Adverbs

Use a **comparative adjective** to compare two people, places, or things.
Use a **superlative adjective** to compare three or more nouns.

Comparative Adjective	Superlative Adjective
Rod is taller than Cho.	Rod is the tallest boy in the class.

Adverbs of time tell when or how often. Adverbs of manner tell how. Adverbs can have comparative and superlative forms, too.

Comparative Adverb	Superlative Adverb
Ava ran faster than Mia.	Among everyone, Ava ran fastest .

My TURN Edit the poem, choosing the correct comparative or superlative adjectives to replace the bold words.

The wind is **stronger** than the door—
It flings it open wide.
The thunder is **louder** than the rain—
My friends, they run and hide.
My friends, they run and hide.
But I am **bravest** of us all—
I face the storm outside!

My TURN Edit a poem of your own for comparative and superlative adjectives and for adverbs that convey time and manner.

610

Minilesson

Mentor STACK



TEACHING POINT Both adjectives and adverbs can be used to compare. Adjectives compare people, places, or things. Adverbs compare actions.

- Comparative adjectives usually end in *-er* and compare two people, places, or things.
- Comparative adverbs usually end in *-er* and compare the actions of two people, places, or things.
- Superlative adjectives usually end in *-est* and compare three or more people, places, or things.
- Superlative adverbs usually end in *-est* and compare the actions of three or more people, places, or things.

MODEL AND PRACTICE Select one or more stack poems that use adjectives and adverbs to compare. Read the poems aloud, and underline the words that compare. Say: *Adjectives and adverbs are used to describe other words in a sentence. They can also be used to compare other words in a sentence. When they are used to compare, their form changes.*

Explain the comparative and superlative forms of adjectives and adverbs, including their purpose and ending. Then think aloud as you examine the underlined words in the stack poems and determine what they compare.

Direct students to p. 610 in the *Student Interactive*. Discuss the examples in the instruction before students complete the first My Turn activity.

Possible Teaching Point

Spelling | Final Stable Syllables *-le*, *-ture*, *-ive*, and *-ize*

Remind students that the spelling of final stable syllables *-le*, *-ture*, *-ive*, and *-ize* does not change. As students prepare to publish their work, have them check to make sure they have correctly spelled words with final stable syllables.



Independent Writing

Mentor STACK



FOCUS ON ADJECTIVES AND ADVERBS After the minilesson, students should transition into independent writing.

- If students need extra support understanding adjectives and adverbs that compare, review the stack poems.

WRITING SUPPORT

- **Modeled** Think aloud as you make sure you have structured a comparison correctly.
- **Shared** Present two animals, and help students create different comparisons for them.
- **Guided** Ask questions that guide students to think of new comparisons for their poems.



Intervention Refer to the *Small Group Guide* for support.

- If students have a strong understanding of the topic, have them complete the second My Turn on p. 610 of the *Student Interactive*, editing their own work for comparative and superlative adjectives and adverbs.

See the **Conference Prompts** on p. T432.

Share Back

Have a few students share the revisions they made during independent writing. Ask the class to identify what is being compared in each example.

Spelling Spell Final Stable Syllables

OBJECTIVE

Demonstrate and apply phonetic knowledge by identifying and spelling high-frequency words from a research-based list.

SPELLING WORDS

title	organize
vegetable	positive
humble	posture
active	creature
capture	finalize

HIGH-FREQUENCY WORDS

love
 developed

LESSON 2

Teach

FOCUS ON STRATEGIES The final stable syllables *-le*, *-ture*, *-ive*, and *-ize* are always the final syllable of a multisyllabic word.

MODEL AND PRACTICE

Write or display the words *humble*, *creature*, *active*, and *finalize*. Have volunteers identify the letters that form the final stable syllable in each word.

APPLY MyTURN
 Have students complete p. 607 of the *Student Interactive* independently.

SPELLING
READING-WRITING BRIDGE

Spell Final Stable Syllables

Final Stable Syllables *-le*, *-ture*, *-ive*, *-ize* are always the same series of letters at the end of the final syllable of a multisyllabic word. Their spellings stay the same although their sounds may change.

MyTURN Read and sort the words by their final stable syllable.

SPELLING WORDS		
title	capture	posture
vegetable	organize	creature
humble	positive	finalize
active		

Final Stable Syllable	Words
consonant + <i>-le</i>	title, vegetable, humble
<i>-ture</i>	capture, posture, creature
consonant + <i>-ive</i>	active, positive
consonant + <i>-ize</i>	organize, finalize

High-Frequency Words

Write each high-frequency word on the lines.

love love _____

developed developed _____

607

LESSON 2

Teach: Spell Final Stable Syllables

FLEXIBLE OPTION
LESSON 1

Assess Prior Knowledge

FLEXIBLE OPTION
LESSON 3

More Practice: Spell Final Stable Syllables

FLEXIBLE OPTION
LESSON 4

Spiral Review:
 Schwa

LESSON 5

Assess Understanding



Language & Conventions

Edit for Commas

FLEXIBLE OPTION **LESSON 2****Oral Language: Edit for Commas**

FOCUS ON STRATEGIES Say that a comma is a punctuation mark that has many uses. Commas are never used as end punctuation. Commas are used in dates and addresses, to separate items in a series, and to separate compound sentences.

MODEL AND PRACTICE Write the following sentence on the board: *We won our first game, but we lost our second game.* Read the sentence aloud. Have a volunteer point out the comma in the sentence. Then have a volunteer tell the purpose of the comma in the sentence. (*to separate the parts of the compound sentence*)

APPLY Have pairs work together to write a compound sentence that properly uses a comma. Then have partners choral-read their sentence to another pair. That pair should identify where to put the comma in the sentence.

OBJECTIVES

Edit drafts using standard English conventions, including punctuation marks including apostrophes in contractions and possessives and commas in compound sentences and items in a series.

Produce simple, compound, and complex sentences.

Use commas in addresses.

Use commas and quotation marks in dialogue.

FLEXIBLE OPTION **LESSON 2**

Oral Language:
Edit for Commas

FLEXIBLE OPTION **LESSON 1**

Spiral Review:
Pronoun-
Antecedent
Agreement

LESSON 3

Teach Editing for
Commas

LESSON 4

Practice Editing for
Commas

FLEXIBLE OPTION **LESSON 5**

Standards Practice

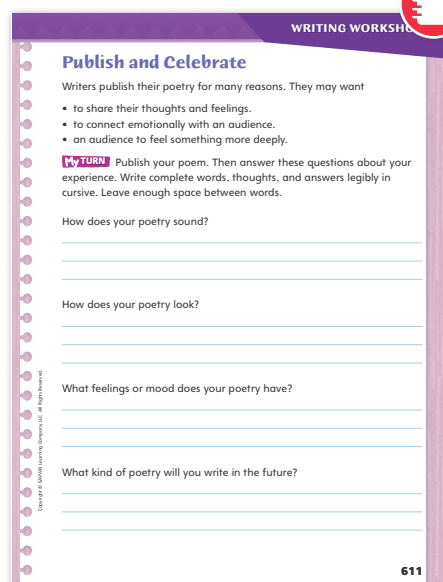
Publish and Celebrate

OBJECTIVES

Write complete words, thoughts, and answers legibly in cursive, leaving appropriate spaces between words.

Publish written work for appropriate audiences.

STUDENT INTERACTIVE, p. 611



Minilesson

Mentor STACK



TEACHING POINT When writers publish their poetry, they do so for various reasons: to share thoughts and feelings, to connect emotionally with readers, or to elicit an emotional response from readers. Publishing options for students' poetry include:

- A bulletin board display that includes visual embellishments
- A classroom blog with a new poem posted each day
- An anthology of poems, grouped by topic or form, for the classroom library

MODEL AND PRACTICE Show students examples of print and digital published poetry (e.g., poems in magazines, poetry collections by a single author, and anthologies with many authors, illustrated and non-illustrated). Say: *What kind of audience would read your poem? Where could you see your poem being published?* Discuss with students how to publish their poetry.

Direct students to p. 611 in the *Student Interactive*. Read each question with students to ensure comprehension.

Possible Teaching Point

Writing Process

Publishing | Making a Poetry Collection

Offer students the opportunity to gather all of the poems they have written during this unit into a poetry collection they can share with their classmates, friends, and families. Encourage them to write more poems and add to their poetry collection during the year.



Independent Writing

Mentor STACK



FOCUS ON PUBLISHING After the minilesson, students should transition into independent writing. Remind them to write in cursive as they answer the questions on p. 611 of the *Student Interactive*.

- If students need extra support answering the questions, have them reread their poetry to help them reflect on its sounds, appearance, and mood.

WRITING SUPPORT

- **Modeled** Think aloud as you decide why a particular poem might be published.
- **Shared** Together brainstorm audiences for students' poems.
- **Guided** Ask questions that help students connect their reasons for publishing to appropriate kinds of publication.



Intervention Refer to the *Small Group Guide* for support.

- If students reflected thoughtfully on their poem, have them brainstorm ideas for future poems.

See the **Conference Prompts** on p. T432.

Share Back

Have a few students share their responses from the *Student Interactive* page. Ask the class why it is worthwhile to experiment with new forms, sounds, and topics in poetry.

Spelling Spell Final Stable Syllables

OBJECTIVE

Demonstrate and apply phonetic knowledge by identifying and spelling high-frequency words from a research-based list.

SPELLING WORDS

title	organize
vegetable	positive
humble	posture
active	creature
capture	finalize

HIGH-FREQUENCY WORDS

love
 developed

FLEXIBLE OPTION

LESSON 3

More Practice

FOCUS ON STRATEGIES Remind students that the final stable syllables *-le*, *-ture*, *-ive*, and *-ize* are always the final syllable of a multisyllabic word.

MODEL AND PRACTICE Have volunteers identify the final stable syllable in each of the following words.

- vegetable
- posture

APPLY Have students complete *Spelling* p. 186 from the *Resource Download Center*.

Name _____

Spelling
 Spell Final Stable Syllables *-le*, *-ture*, *-ive*, *-ize*
 The final stable syllables *-le*, *-ture*, *-ive*, and *-ize* are letters at the end of the final syllables in some multisyllabic words that do not change. Their spellings stay the same even though their sounds may change. The final stable syllables *-le*, *-ive*, and *-ize* include a consonant at the beginning of the syllable.

- Identify the final stable syllable in a word.
- Identify how to pronounce the word.

SPELLING WORDS			
title	active	positive	creature
vegetable	capture	posture	finalize
humble	organize		

My Turn Write the words from the spelling list in alphabetical order. Then underline the final stable syllable in each word, including the first consonant of the syllable.

11. <u>active</u>	16. <u>organize</u>
12. <u>capture</u>	17. <u>positive</u>
13. <u>creature</u>	18. <u>posture</u>
14. <u>finalize</u>	19. <u>title</u>
15. <u>humble</u>	20. <u>vegetable</u>

Grade 2, Unit 5, Week 5
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FLEXIBLE OPTION

LESSON 3

More Practice: Spell Final Stable Syllables

FLEXIBLE OPTION

LESSON 1

✓ Assess Prior Knowledge

LESSON 2

Teach: Spell Final Stable Syllables

FLEXIBLE OPTION

LESSON 4

Spiral Review: Schwa

LESSON 5

✓ Assess Understanding



Language & Conventions

Edit for Commas

LESSON 3

Teach Editing for Commas

FOCUS ON STRATEGIES Say that a comma is a punctuation mark that has many uses. Commas are used in dates and addresses, to separate items in a series, and to separate compound sentences. Tell students that commas can also be used to separate a speaker's words from other words in the sentence.

MODEL AND PRACTICE Write the following sentences on the board: *"We are going to the library after school" said Deandre. "Do you want to come?"* Read the sentences aloud. Tell students that a comma needs to be added to separate what the speaker is saying from the tag that tells who said it. Have volunteers point out where to add a comma. (*"We are going to the library after school," said Deandre. "Do you want to come?"*)

OBJECTIVES

Edit drafts using standard English conventions, including punctuation marks including apostrophes in contractions and possessives and commas in compound sentences and items in a series.

Produce simple, compound, and complex sentences.

Use commas in addresses.

Use commas and quotation marks in dialogue.

ELL Targeted Support

Serial Commas Help students use commas to separate items in a series.

Display the sentence: *We have a dog a cat and a parrot.* Help students identify the three items in the series and where to place the commas. Have them write the complete sentence in their notebooks. (*We have a dog, a cat, and a parrot.*) **EMERGING/DEVELOPING**

Display the sentence frame: *Three things that are in my home are ____.* Have students use the frame to write a sentence listing three things that are in their homes. **EXPANDING**

Complete the activity above. Then have students exchange sentences and edit for the correct placement of punctuation. **BRIDGING**

LESSON 3

Teach Editing for Commas

FLEXIBLE OPTION

LESSON 1



Spiral Review:
Pronoun-
Antecedent
Agreement

FLEXIBLE OPTION

LESSON 2

Oral Language:
Edit for Commas

LESSON 4

Practice Editing for Commas

FLEXIBLE OPTION

LESSON 5

Standards Practice

Prepare for Assessment

OBJECTIVES

Composition: listening, speaking, reading, and writing using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions.

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

STUDENT INTERACTIVE, p. 612

POETRY

Prepare for Assessment

My Turn Follow this plan to help you write a poem in response to a prompt.

- Study the prompt.**
Read the prompt carefully. Underline the kind of writing you will do. **Highlight** the topic or idea you will write about.
Prompt: Write a poem about something in nature that reminds you of your life.
- Brainstorm.**
List three ideas for a poem based on the prompt. Highlight your favorite idea.
- Organize and plan your poem.**
What will your poem say? How will your poem look and sound?
- Write your draft.**
Use rhythm, rhyme, and imagery to help your poem come alive.
- Revise and edit your poem.**
Use the skills you have learned to make changes and corrections as needed.

It might be easier to work on rhyme after you have written your draft.

612

Minilesson

Mentor **STACK**



TEACHING POINT During the assessment, it is important that students are relaxed enough to be creative and inspired as they craft their poetry. This relaxation will come from:

- Understanding the kind of poetry they are to write
- Taking enough time to brainstorm topics, forms, sounds, and other poetic elements
- Knowing rhythm and rhyme to the point where they come naturally

MODEL AND PRACTICE Explain to students that they need to allow themselves time and freedom to be creative at the beginning of the assessment. Say: **Writing poetry is a creative activity. It is important that you set aside time at the beginning of the assessment to explore ideas for the poem you will write. After you brainstorm ideas and decide on one topic on which to write your draft, you can revise and edit it in a more structured way.**

Direct students to p. 612 in the *Student Interactive*. Model with a different prompt how to complete the first three steps listed in the My Turn. Demonstrate the balance between letting yourself be creative and staying on task due to time constraints.

Possible Teaching Point

Language & Conventions | Edit for Commas

Remind students that a comma has many uses, but it is never used as end punctuation. Have students check that they use commas correctly to

- separate items in a list
- write dates
- create compound sentences with a conjunction (*and*, *but*, or *or*)
- set off a speaker's words from other words in a sentence



Independent Writing

Mentor STACK



FOCUS ON ASSESSMENT After the minilesson, students should transition into independent writing. Have them independently complete the My Turn on p. 612 of the *Student Interactive*.

- If students need extra support, review the poetry-writing process with them.

WRITING SUPPORT

- **Modeled** Think aloud as you read an assessment prompt and brainstorm ideas for it.
- **Shared** Together list elements of poetry that would be suitable for a specific prompt and topic.
- **Guided** Ask questions to help students revise key elements of their poem during a timed assessment.



Intervention Refer to the *Small Group Guide* for support.

- During the assessment, you might consider alerting students when they should conclude the planning process, which will help them prepare for timed writing assessments.

See the **Conference Prompts** on p. T432.

Share Back

Have a few students share their experience from the practice assessment. Ask the class to discuss how they will strike a balance between creativity and productivity during their timed assessment.

Spelling Spiral Review

OBJECTIVE

Identify and spell high-frequency words from a research-based list.

SPELLING WORDS

title	organize
vegetable	positive
humble	posture
active	creature
capture	finalize

HIGH-FREQUENCY WORDS

love
developed

Writing Workshop

As students proofread their writing, remind them to check to see if they spelled words with the schwa sound correctly.

FLEXIBLE OPTION

LESSON 4



Spiral Review: Schwa

FOCUS ON STRATEGIES Review the schwa sound. Remind students that various vowels can make the schwa sound.

MODEL AND PRACTICE Write or display the words *citizen*, *global*, *notify*, *gallon*, and *delicious*. Have volunteers identify the vowels that create the schwa sounds in each word.

APPLY Have students create flash cards of the spelling words from last week. Have students write the words on one side and then identify the vowel that creates the schwa sound on the other side. Have students use the cards to quiz each other on spellings of words with the schwa sound. After they spell each word, have them identify the vowels that create the schwa sound in each word.

FLEXIBLE OPTION

LESSON 4



Spiral Review: Schwa

FLEXIBLE OPTION

LESSON 1

✓ Assess Prior Knowledge

LESSON 2

Teach: Spell Final Stable Syllables

FLEXIBLE OPTION

LESSON 3

More Practice: Spell Final Stable Syllables

LESSON 5

✓ Assess Understanding



Language & Conventions

Edit for Commas

LESSON 4

Practice Editing for Commas

APPLY My TURN Have students edit the draft paragraph on *Student Interactive* p. 608.

LANGUAGE AND CONVENTIONS

Edit for Commas

A **comma** is a punctuation mark that has many uses. In writing, commas are used in dates, items in a series, and compound sentences, and to set off the exact words of a speaker.

Comma Uses	Example
In the date , use a comma between the day and the year.	June 5, 2018
Three or more items in a row form a series . Put a comma after each item in a series except for the last one.	Sam, Ben, and Jason went to the ballgame.
Put a comma before a coordinating conjunction such as <i>and</i> , <i>but</i> , or <i>or</i> to form a compound sentence .	I like painting, and I enjoy the classes on Saturdays.
When you write a dialogue , use a comma to separate the speaker's words from the speech tag. A speech tag, such as <i>said Mike</i> , identifies who is speaking. If the speech tag appears after the speaker's words, place the comma inside the quotation marks. If the speech tag appears before the speaker's words, place the comma outside the quotation marks.	"Your backpack is cool," said Renaldo. Luis said, "Thanks. I got it last summer."

My TURN Edit this draft for correct use of commas.

On March 3, 2018, Mike, Jamal, and Lin bought a gift for their friend Justin, who lived in New York. Mike said, "Let's ship it to him today!" They packed the gift in a box, and they shipped it from the post office.

608

OBJECTIVES

Edit drafts using standard English conventions, including punctuation marks including apostrophes in contractions and possessives and commas in compound sentences and items in a series.

Produce simple, compound, and complex sentences.

Use commas in addresses.

Use commas and quotation marks in dialogue.

Writing Workshop

As students begin drafts during the Writing Workshop, remind them to check to see if they are using commas correctly. You may wish to have students trade drafts with a partner to review for the correct use of commas.

FLEXIBLE OPTION

LESSON 1



Spiral Review:
Pronoun-
Antecedent
Agreement

FLEXIBLE OPTION

LESSON 2

Oral Language:
Edit for Commas

LESSON 3

Teach Editing for
Commas

LESSON 4

Practice Editing for
Commas

FLEXIBLE OPTION

LESSON 5

Standards Practice

FAST TRACK

Assessment

OBJECTIVES

Composition: listening, speaking, reading, and writing using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions.

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

STUDENT INTERACTIVE, p. 613



WRITING WORKSHOP

Assessment

My Turn Before you write a poem for your assessment, rate how well you understand the skills you have learned in this unit. Go back and review any skills you mark “No.”

		Yes	No
Ideas and Organization	<input type="checkbox"/> I can select a genre for writing.	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> I can see something like a poet sees it.	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> I can brainstorm ideas.	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> I can plan my poetry.	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> I can revise for structure.	<input type="checkbox"/>	<input type="checkbox"/>
Craft	<input type="checkbox"/> I can use imagery and figurative language.	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> I can use rhythm, rhyme, and alliteration.	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> I can use line breaks and stanzas.	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> I can make an audio recording and a visual display of my poetry.	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> I can use nouns correctly.	<input type="checkbox"/>	<input type="checkbox"/>
Conventions	<input type="checkbox"/> I can use adjectives and adverbs correctly including their comparative and superlative forms.	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> I can use punctuation marks.	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> I can revise my writing for choice of verbs.	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>

613

Minilesson

TEACHING POINT As students reflect on the skills they acquired throughout this unit, they will evaluate how prepared they are for the assessment. Reviewing the skills that they find challenging will boost this preparation level. Remind students that:

- Everyone has creative talent
- Although they will write a new poem during the assessment, they can rely on techniques they have used before

MODEL AND PRACTICE With students, read the skills listed on p. 613 of the *Student Interactive*. For each item, think aloud as you demonstrate how to assess whether you need additional practice or support. Say: **After you have marked “Yes” or “No” for each item, reread the items marked “No.” Determine what you should do to review these items. You might need to look over pages from the *Student Interactive*, read through your drafts or writing notebook, or ask questions of your peers or teacher.**

Provide time for students to complete their evaluation of skills independently. If several students have marked “No” for one or more of the same skills, consider placing them in a small group and reviewing these skills together before they begin their assessment. You may also have students participate in peer teaching, matching students who need help with a particular skill to those who have mastered it.

Assessment

Inform students that they are going to take a writing assessment. They will use the skills they have learned in this unit as they respond to a prompt. If students answer the prompt on a separate sheet of paper, you may assign a line or space limit if you would like this assessment to emulate other writing assessments students will take. Alternatively, you may prefer to use students’ published poetry as the assessment.



WRITING ASSESSMENT



Poetry

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.

Nature is powerful.

THINK about something in nature that has a powerful effect on people's lives.

WRITE a poem that expresses your thoughts and feelings about something powerful in nature.

Be sure to

- understand the prompt.
- choose a topic and create a plan for your poem.
- use poetic elements such as rhythm and rhyme in your draft.
- use correct spelling, punctuation, and grammar.

4-Point Poetry Writing Rubric  

Score	Focus	Organization	Development	Language and Vocabulary	Conventions
4	Poetry is clearly focused and developed throughout.	Poetry has a well-developed structure and appropriate form.	Poetry includes effective use of imagery and sound devices to convey ideas and to add specific effects.	Poetry includes precise, concrete sensory language as well as appropriate figurative language.	Poetry uses appropriate conventions, including using stanzas and line breaks for effect.
3	Poetry is mostly focused and developed throughout.	Poetry has a somewhat developed structure and form.	Poetry includes some imagery and sound devices to convey ideas or to add some effects.	Poetry uses adequate sensory language and some figurative language.	Poetry has some errors in conventions but is still coherent and effective.
2	Poetry is somewhat developed but may occasionally lose focus.	Poetry's structure is confusing, and the form may be unrecognizable.	Poetry includes minimal or ineffective imagery and few sound devices.	Language in poetry is imprecise and includes minimal sensory detail. Figurative language is ineffective or absent.	Poetry includes errors in conventions with little regard to poetic effect.
1	Poetry may be confusing, unfocused, or too short.	Poetry has little or no apparent form or structure.	Poetry includes no imagery or sound devices to convey ideas.	Language in poetry is vague, unclear, or confusing.	Poetry is hard to follow because of frequent errors.
0	Poetry gets no credit if it does not demonstrate adequate command of poetry-writing traits.				

Spelling Spell Final Stable Syllables

OBJECTIVE

Demonstrate and apply phonetic knowledge by identifying and spelling high-frequency words from a research-based list.

SPELLING WORDS

title	organize
vegetable	positive
humble	posture
active	creature
capture	finalize

HIGH-FREQUENCY WORDS

love
developed

LESSON 5


Assess Understanding

Use the following sentences for the spelling test.

Spelling Sentences

1. The **title** of the story is *Aesop's Fox*.
2. Broccoli is my favorite **vegetable**.
3. She is very **humble** about how smart she is.
4. I love to play **capture** the flag.
5. I am **active** because I play soccer every day.
6. Our teachers **organize** the games at recess.
7. I had a **positive** experience at the museum.
8. He sits upright with good **posture**.
9. Sometimes I think there is a mysterious **creature** in my yard.
10. We need to **finalize** our plan to see a movie this weekend.

FLEXIBLE OPTION 
LESSON 1

 **Assess Prior Knowledge**

LESSON 2

Teach: Spell Final Stable Syllables

FLEXIBLE OPTION 
LESSON 3

More Practice: Spell Final Stable Syllables

FLEXIBLE OPTION 
LESSON 4

 **Spiral Review:**
Schwa

LESSON 5

 **Assess Understanding**



Language & Conventions

Edit for Commas

FLEXIBLE OPTION

LESSON 5

Standards Practice

Display the sentence and have students respond independently.

“Carly is going to the movies” said Janell.

Where should the comma be placed?

- A after *Carly*
- B** between *movies* and the quotation mark
- C after *said*
- D after *Janell*

APPLY Have students complete *Language and Conventions* p. 191 from the *Resource Download Center*.

Name _____

Language and Conventions

Edit for Commas

A comma is a punctuation mark that has many uses.

- In dates, use a comma between the day and the year.
- In a series, use a comma to separate each item in the series.
- In a compound sentence, use a comma before the conjunction that connects the two parts of the sentence.
- In a conversation, use a comma to separate what a speaker is saying from the rest of the sentence.

My TURN Insert one or more commas to punctuate each sentence correctly.

1. My sister was born on March 14, 2009.
2. We are going to the park, and we are going swimming.
3. "We will have salads for dinner tonight," said Jesse's father.
4. Dad says we can play a board game, go to the park, or see a movie.

My TURN Rewrite each sentence, putting commas in the correct places.

5. That book is interesting, scary, and funny.

6. Jewel, Sandra, and I are going to play soccer after school.

7. My grandmother was born on August 27, 1940.

Grade 3, Unit 5, Week 5
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OBJECTIVES

Edit drafts using standard English conventions, including punctuation marks including apostrophes in contractions and possessives and commas in compound sentences and items in a series.

Produce simple, compound, and complex sentences.

Use commas in addresses.

Use commas and quotation marks in dialogue.

WEEKLY STANDARDS PRACTICE



To assess student progress on Language and Conventions, use the Weekly Standards Practice on SavvasRealize.com.

FLEXIBLE OPTION

LESSON 5

Standards Practice

FLEXIBLE OPTION

LESSON 1



Spiral Review:
Pronoun-
Antecedent
Agreement

FLEXIBLE OPTION

LESSON 2

Oral Language:
Edit for Commas

LESSON 3

Teach Editing for
Commas

LESSON 4

Practice Editing for
Commas

Week 6

PROJECT FOCUS

This week students will

- write a travel brochure that persuades readers to visit, or not visit, a place likely to be affected by a natural disaster.
- research evidence that supports their claim and persuades their audience.

Lesson 1

T458–T461

Compare Across Texts

- Answer the Essential Question

Inquire

- Introduce Inquiry Project
- Read “Living on a Fault Line”
- Generate questions about the topic
- Apply Academic Vocabulary

Lesson 2

T462–T465

Explore and Plan

- Argumentative Writing
- Read: “The City I Love”
- Apply characteristics of text

Conduct Research

- Bookmarking Web pages
- Identify relevant information

Lesson 3

T466–T469

Collaborate and Discuss

- Read a Student Model
- Identify features of argumentative text

Refine Research

- Cite sources on works cited page
- Read “A Mighty Flood”
- Apply citing sources

Lesson 4

T470–T473

Extend Research

- Create a slide show
- Use a slide show to support a claim in an argumentative text

Collaborate and Discuss

- Revise & Edit: Persuasive Language
- Peer review travel brochures

Lesson 5

T474–T475

Celebrate and Reflect

- Present your travel brochure
- Reflect on your project

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.
- Gather information from print and digital sources.

uEngineer It!



For alternative inquiry projects with a science focus, go online to [Savvas Realize.com](http://SavvasRealize.com).

Science

- Use science explanations to describe the mechanisms for natural events.
- Use technology to make accurate observations.

4-Point Research Project Rubric



Score	Focus	Research	Organization and Development	Language and Vocabulary	Delivery
4	The topic and claim are clear and convincing.	The claim and reasons are well supported with facts and details from accurate research. Sources are cited.	The organization of the brochure is clear and effective. The claim is supported by relevant reasons, facts, and details. Visuals are engaging.	Language is clear and precise. Vocabulary is specific and appropriate to the topic.	Presenter employs appropriate eye contact, speaking rate, volume, and enunciation.
3	The topic and claim are mostly clear.	The claim and reasons are supported with some facts and details from research. Sources are mostly cited.	The organization is mostly clear. The claim is supported by some reasons, facts, and details. Visuals are adequately engaging.	Language is mostly clear. Vocabulary is mostly appropriate to the topic.	Eye contact, speaking rate, volume, and enunciation are mostly even.
2	The topic is stated, but the claim is weak or confusing.	The claim and reasons are minimally supported with facts and details from research. Sources are rarely cited.	The organization is not always clear. Some reasons and supporting evidence are irrelevant. Visuals are often not engaging or relevant to the topic.	Language is often vague. Vocabulary is sometimes overly general and not specific to the topic.	Eye contact, speaking rate, volume, and enunciation are uneven.
1	The topic and claim are confusing or not present.	Research is absent, irrelevant, or inaccurate. Sources are not cited.	Organization is confusing and support is absent, irrelevant, or inaccurate. No media is used.	Language is vague, general, and words may be used incorrectly.	There is little command of presentation skills.
0	Possible characteristics that would warrant a 0: <ul style="list-style-type: none"> • No response is given. • Student does not demonstrate adequate command of writing or delivery of a persuasive brochure. • Response is unintelligible, illegible, or off topic. 				



Have students complete the student-friendly Research Project Checklist, p. 220, from the *Resource Download Center*.

Compare Across Texts

OBJECTIVES

Evaluate details read to determine key ideas.

Synthesize information to create new understanding.

Use text evidence to support an appropriate response.

Solutions

In this unit, students explored the theme of Solutions. This unit of study allowed students to examine the effects of Earth's extreme places and natural events on people's lives, and people's solutions to environmental challenges.

TURN, TALK, AND SHARE **In a Word** Have student pairs look back at the texts in Unit 5 and choose a word from each text that best illustrates the theme of Solutions. Then have students use their words to answer the Essential Question. Use *Deep Down and Other Extreme Places to Live* to demonstrate.

When I scan the text of *Deep Down and Other Extreme Places to Live*, I look for a word that connects this text to the theme of Solutions. I choose the word *adapt* because when people adapt to their environment, they solve problems or overcome challenges. I then write *adapt* as the theme word for the Week 1 text.

Compare Across Texts

Ask students to discuss what they learned about solutions by reading the texts in this unit. Then use this question to have students synthesize information from texts to help them create a new understanding of the unit theme.

The people discussed in *Deep Down and Other Extreme Places to Live* find solutions to challenges of living in extreme environments. How are their challenges and solutions similar to and different from those of Wren in *Nora's Ark* and Fox in *Aesop's Fox*? (Possible response: Similarities: They all find solutions that help them survive. Differences: The people in *Deep Down* solve problems related to living in an extreme environment, Wren's solutions relate to a single flood, and Fox's solutions relate to experiences that help teach a moral, or life lesson.)

Essential Question

MyTURN Review with students the Unit 5 Essential Question: *How does the world challenge us?* Have students use their theme words to answer the question in their notebooks. If students struggle to answer: Have them work with their partner to review the challenges presented in each of the unit texts. Then, have students make connections between these challenges and those in their independent reading texts.



ELL Targeted Support Discuss Using Vocabulary Provide language support for students as they discuss theme words in the unit texts. Guide them to use routine language needed for classroom discussions.

Explain to students that they can use visuals when they scan the unit texts to help them identify pages that may include words related to solutions. Have student pairs use the visuals and their newly acquired vocabulary to identify and say the theme words.

EMERGING

Direct students to use visuals and headings as they scan the unit texts to help them identify words related to solutions. Have students use their newly acquired vocabulary to select theme words for each text and share them aloud. **DEVELOPING**

Have students use the headings and text to evaluate words related to solutions. Direct students to discuss theme word options with their partner. **EXPANDING**

Have students scan the text to identify theme word options for each text and state their opinion about which word would be the best choice for each text. **BRIDGING**



Use the ELL Observational Assessment Checklists to monitor student progress for this unit.



STUDENT INTERACTIVE, pp. 614-615

COMPARE ACROSS TEXTS

UNIT THEME
Solutions

TURN and TALK In a Word
With a partner, look back at each Unit 5 text to choose and record a word that best shows the unit theme of *Solutions*. Then, use those words as you answer the Essential Question.

WEEK 1
Deep Down and Other Extreme Places to Live
Theme word:
Possible response: *adapt*

WEEK 2
Earthquakes, Eruptions, and Other Events that Change Earth
Theme word:
Possible response: *study*

WEEK 3
A Safety Plan: In Case of Emergency
Theme word:
Possible response: *prepared*

WEEK 4
Nora's Ark
Theme word:
Possible response: *helping*

WEEK 5
from Aesop's Fox
Theme word:
Possible response: *advice*

WEEK 6
Project
Now it is time to apply what you learned about solutions in your WEEK 6 PROJECT: **Take a Trip!**

Essential Question
MyTURN
In your notebook, answer the Essential Question:
How does the world challenge us?

BOOK CLUB

614 615

Inquire

OBJECTIVES

Work collaboratively with others by following agreed-upon rules, norms, and protocols.

Respond using newly acquired vocabulary as appropriate.

Conduct short research projects that build knowledge about a topic.

Develop and follow a research plan with adult assistance.

RESEARCH ARTICLES

Living on a Fault Line	670L, 770L, 840L
The City I Love	690L, 790L, 830L
A Mighty Flood	680L, 760L, 850L

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:

- solution : *solución*
- disaster : *desastre*
- visit : *visita*

Introduce the Project

This week students will explore the theme of Solutions by working collaboratively to research and create a travel brochure that persuades readers to visit, or not visit, a place likely to be affected by a natural disaster.

Begin by reading aloud the Activity prompt on p. 616 of the *Student Interactive*. Have students identify the term *travel brochure* in the prompt and ask student volunteers to share any personal experiences they have had with a travel brochure and explain what a travel brochure is. Then point out that students have the option of persuading readers to visit a location that is likely to have natural disasters or persuading readers to not visit a location where disasters might happen. Tell students they will generate, or ask, questions for formal inquiry about the travel site they choose. Generating questions will help them target the research they need to do for their project.

CRITICAL LITERACY

Build Background

Read-Pause-Annotate Distribute copies of “Living on a Fault Line.” Use the research article to help students build background and generate questions on a topic for research. Write the bulleted items below on the board and have partners take turns reading the article aloud. Tell students to pause periodically to annotate the following:

- Underline the names of places affected by natural disasters.
- Circle text that you find confusing or do not understand.
- Highlight words and phrases that reveal the author’s opinion or feelings about dangers of living where natural disasters may happen.

After reading, have students share and discuss their annotations.

COLLABORATE

Have students work together to generate questions they would like to answer about places affected by natural disasters. Tell students that they will work to answer their questions when they conduct research.



EXPERT'S VIEW Alfred Tatum, University of Illinois at Chicago

“Our charge as teachers is to make it difficult for students to be disengaged. We need to self-audit—take a look at the texts we choose and our instructional practices and routines. If students are not engaged, the lesson is either mis-paced or misplaced. Either we go too slowly or we miss the point of the text and its connection to students’ lives. Our instruction should be well-paced and well-placed. Students should find the instructional supports that they need.”

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



DIFFERENTIATED SUPPORT

OPTION 1 Intervention If students struggle to generate questions about the article, prompt pairs to reread the article and underline words they do not understand or key ideas they would like to know more about. Then have students compose a question using their underlined text.

OPTION 2 Extend If students show understanding, have them brainstorm possible answers to their questions. Have partners discuss their questions and possible answers, and identify ways that they could confirm or correct their answers.

ELL Targeted Support

Prior to reading the article, pair students of different language proficiency levels as reading partners. As students read, have them work together to generate questions about the article. Explain that students can first compose questions orally and then work together to write the questions using content-based vocabulary from the article.

Use Academic Words

COLLABORATE Have students complete the activity on p. 617 of the *Student Interactive*. Ask volunteers to share the words they added to the chart with the class. Tell students that they should try to use some of these Academic Vocabulary words in their brochure.

STUDENT INTERACTIVE, pp. 616–617



INQUIRE

Take A TRIP!

Activity

When a natural disaster happens, communities must find solutions to many problems. Recovering from a natural disaster can be difficult and take many years. Create a travel brochure that persuades readers to visit, or not visit, a place that is likely to be affected by a natural disaster.

Research Articles

With your partner, read “Living on a Fault Line” to generate questions you have about the inquiry topic. With an adult’s help, make a research plan for creating your travel brochure.

- 1 Living on a Fault Line
- 2 The City I Love
- 3 A Mighty Flood

Generate Questions

COLLABORATE After reading “Living on a Fault Line,” generate three questions you have about the article. Share your questions with the class.

1. _____
2. _____
3. _____

PROJECT-BASED INQUIRY

Use Academic Words

COLLABORATE In this unit, you learned many words related to the theme of *Solutions*. Work with your partner to add more academic vocabulary words to each category. If appropriate, use this vocabulary in your travel brochure.

Academic Vocabulary	Word Forms	Synonyms	Antonyms
analysis	analyses _____ _____	examination investigation inspection _____	indifference ignorance _____
threat	threats threaten threatening _____	risk hazard danger _____	certainty safety protection _____
damage	damages damaged damaging _____	destruction breakage wreckage _____	recovery repair improvement _____
anticipate	anticipates anticipated anticipation _____	expect guess predict _____	doubt surprise shock _____
pollution	pollute polluted pollutant _____	dirtying contamination _____	cleanliness _____

Explore and Plan

OBJECTIVES

Work collaboratively with others by following agreed-upon rules, norms, and protocols.

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

Recognize characteristics and structures of argumentative text by identifying the claim.

Recognize characteristics and structures of argumentative text by distinguishing fact from opinion.

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

Living on a Fault Line	670L, 770L, 840L
The City I Love	690L, 790L, 830L
A Mighty Flood	680L, 760L, 850L

See the *Small Group Guide* for additional information on how to distribute the articles.

Argumentative Writing

Use the article “The City I Love” and the Plan Your Research chart to help students recognize the characteristics and structures of argumentative texts and develop a plan for researching information for their travel brochure.

CRITICAL LITERACY

Analyze the Text

Distribute copies of “The City I Love.” Use the research article to review characteristics and structures of argumentative text and reinforce critical reading skills. Remind students that reading critically helps them determine why an author wrote about a particular topic and what the author wants readers to understand about the topic. When critically reading an argumentative text, explain that readers should identify and analyze

- the author’s **claim**, or opinion,
- **reasons** that support the claim,
- **facts** and **details** that support the reasons, and
- the **audience** or reader the author wants to persuade.

After reading “The City I Love,” lead students in a discussion about the article. Ask the following questions to promote critical understanding. Then have students complete p. 618 in the *Student Interactive*.

- Which words and phrases help you understand the author’s opinion about the topic?
- How does the author use facts and opinions to support this opinion?
- What clues help you determine the author’s purpose for writing the article?

COLLABORATE

Have student pairs use the **Plan Your Research** activity on p. 619 of the *Student Interactive* to help them identify the topic, state a claim, and plan their research. Have students check their topics, claims, and reasons against the definitions and examples in the first column. With adult assistance, have students use their responses on p. 619 to develop and follow a research plan.



ELL Targeted Support Comprehend Text Use linguistic supports to help students read “The City I Love” and respond to the questions on p. 618 of the *Student Interactive*.

To help students determine the author’s purpose, write the following question on the board: *What is the author’s opinion about Rome?* Read the article aloud. Have students follow along as you identify words and phrases that reveal the author’s opinion.

EMERGING

Provide definitions and give students examples of facts and opinions. As students read “The City I Love,” have them write facts on one side of a T-chart and opinions on the other side. **DEVELOPING**

As they read, tell students pairs to work together and take notes about the author’s claim and the persuasive facts and opinions that support that claim. If needed, you may provide students with a graphic organizer, such as a Main Idea and Details Diagram, to facilitate their note-taking. **EXPANDING**

Have students read the article independently and note words and phrases that reveal the author’s intended audience, the claim, and the author’s use of facts and opinions. When finished, have students use their notes to discuss their responses. **BRIDGING**

STUDENT INTERACTIVE, pp. 618–619



EXPLORE AND PLAN

Inform with Purpose

Authors write **argumentative text** to convince, or persuade, someone to think or do something. When reading argumentative text, identify

- the author’s claim, or opinion;
- reasons that support the claim;
- facts and details that support the reasons; and
- the audience or reader the author wants to persuade.

Use persuasive words, such as *should* and *need*, to convince readers to agree with you.



COLLABORATE Read “The City I Love” with your partner. Then, answer the questions about the text.

1. Whom does the author want to persuade? How do you know?

2. What is the author’s claim?

3. Do the facts and opinions persuade you to agree with the author? Use a fact and an opinion from the text to explain why or why not.

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PROJECT-BASED INQUIRY

Plan Your Research

COLLABORATE Before you begin researching places that are likely to be affected by natural disasters, you will need to plan your research. With help from an adult, use this activity to make a plan for how you will conduct research for your brochure.

Definition and Example	Research Goal and Findings
<p>The topic is the subject of the text. Example: The topic of Maria’s brochure is the Belden Youth Service Club.</p>	<p>To identify my topic, I will conduct research to find out _____</p> <p>My topic: _____</p>
<p>A claim is a statement that tells the author’s opinion about a topic. Example: Maria thinks the Belden Youth Service Club is a valuable group and other students need to join.</p>	<p>To form my opinion, I will conduct research to find out _____</p> <p>My claim: _____</p>
<p>Authors use reasons to support their claim and persuade readers to agree with their opinion. Example: Students should join the Belden Youth Service Club because they can help people, learn valuable skills, and make new friends.</p>	<p>To develop my reasons, I will conduct research to find out _____</p> <p>My reasons: 1. _____ 2. _____ 3. _____</p>

Discuss your research plan with your partner. Add any suggestions to the chart.

Conduct Research

OBJECTIVES

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

Demonstrate understanding of information gathered.

Recognize the difference between paraphrasing and plagiarism when using source materials.

PRIMARY SOURCES

Remind students that primary sources are evidence that can add credibility to their research. Review some primary sources students can use for their project.

- Documents: travel brochures produced by a city's chamber of commerce
- Oral Histories: Interviews of people in cities where natural disasters have occurred
- Photographs: Historical photographs of cities

Bookmarking

TEACHING POINT Bookmarking is a way of saving information on a computer that allows researchers to quickly return to Web pages that contain valuable information. Once a Web page is bookmarked, researchers can access the source without having to use a search engine to return to the Web page.

MODEL AND PRACTICE Use the example on p. 620 of the *Student Interactive* to model bookmarking a Web page.

- Maria wants to find information about the Belden Youth Service Club and finds a Web page with valuable information. She knows that she will want to return to this Web page, so she bookmarks the Web page. While the Web page is open on her computer screen, she presses the Control and D buttons on her keyboard, names the bookmark, and clicks “Done.” When Maria wants to return to the Web page, she can simply click on this bookmark.
- Tell students that they should evaluate a Web page to make sure the information is reliable and relevant before bookmarking it. Review ways to assess the reliability of Web pages with students, such as looking for .gov and .edu in the URLs and identifying the dates when information was posted or updated on a Web page to make sure the information is current.

COLLABORATE Have students look back at their research plan to follow the steps in order. Students should use the notecards on p. 621 of the *Student Interactive* to record their research information and identify how the information supports their claim. Remind students to paraphrase or quote the information from their research to avoid plagiarism. After students have completed their notecards, direct them to review the information and identify additional information that could improve their brochures.



EXPERT'S VIEW Julie Coiro, University of Rhode Island

“Talking and conversation are important elements of reading and building understanding. Rather than having kids working individually on a computer with a headset on, students should be collaborating, talking, discussing, and questioning. Reading on the Internet often involves two students sitting at one computer and making sense of information together. This develops a collaborative give and take—questioning, thinking, responding.”

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



DIFFERENTIATED SUPPORT

OPTION 1 Intervention Have struggling students work with a partner to create a list of numbered steps that they can follow to bookmark a Web page. Provide an opportunity for student pairs to use a computer to create a bookmark using their numbered steps.

OPTION 2 Extend Have students work in small groups to brainstorm ideas for Web pages that could provide valuable information for their brochures. Then provide an opportunity for students to explore their ideas and bookmark Web pages with information that supports their claim and supporting reasons.

ELL Targeted Support

Remind students that Web pages with relevant information include facts and details about their topic and strongly support their claim. Have partners work collaboratively to determine if a Web page includes relevant information about their topic and specific facts and details that support their claim. Remind students to bookmark and record information from Web pages with the most valuable information.

NEXT STEPS Once students have collected information through online research, they should be ready to begin a first draft of their brochures. As students begin writing, be sure that they can identify their topic, claim, reasons, and facts and details that support their reasons. In the following activity, students will learn how to write their travel brochures.

STUDENT INTERACTIVE, pp. 620–621



CONDUCT RESEARCH

PROJECT-BASED INQUIRY

MARK the PAGE!

If you find a useful Web page while researching, you can bookmark it. **Bookmarking** allows you to return quickly to a Web page that has valuable information. With adult assistance, use bookmarking as you follow your research plan.

EXAMPLE Maria wants to find facts about the Belden Youth Service Club. She finds a Web page with valuable information. How can she bookmark the Web page so that she can return to it later?

http://beldenyouth_service.org



- STEP 1** **Open Web page** Use your browser to go to the Web page you want to bookmark.
- STEP 2** **Press Ctrl+D or Command+D** Depending on the kind of computer you use, press the Ctrl (Control) and D keys on your computer keyboard at the same time. If you do not see the menu, press the Command and D keys on your keyboard. This will show you a bookmark menu.
- STEP 3** **Name the bookmark** Create a name for the bookmark or use the name that is shown.
- STEP 4** **Done or Add** Click the “Done” or “Add” box in the menu to bookmark the Web page.

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COLLABORATE With your partner, review your research plan and go online to bookmark Web pages with the most valuable information for your brochure. Take notes as you conduct research. Be careful not to copy words or ideas, which is plagiarizing. To avoid plagiarism, retell ideas in your own words, which is paraphrasing. If you use exact words, be sure to use quotation marks and give credit to your sources.

<p>Research Goal: _____</p> <p>URL: _____</p> <p>Relevant information: _____</p> <p>How information supports my claim: _____</p> <p>I will...</p> <p><input type="checkbox"/> retell or paraphrase while maintaining meaning and logical order.</p> <p><input type="checkbox"/> quote exact words in my brochure to make sure I do not plagiarize.</p>
<p>Research Goal: _____</p> <p>URL: _____</p> <p>Relevant information: _____</p> <p>How information supports my claim: _____</p> <p>I will...</p> <p><input type="checkbox"/> retell or paraphrase while maintaining meaning and logical order.</p> <p><input type="checkbox"/> quote exact words in my brochure to make sure I do not plagiarize.</p>

Discuss your search results. Identify information that could improve your brochure.

621

Collaborate and Discuss

OBJECTIVES

Recognize characteristics and structures of argumentative text by identifying the claim.

Recognize characteristics and structures of argumentative text by distinguishing facts from opinion.

Recognize characteristics and structures of argumentative text by identifying the intended audience or reader.

Compose argumentative texts, including opinion essays, using genre characteristics and craft.

CUSTOMIZE IT!

As pairs begin drafting their brochures, remind students to consider their audience as they write. If their audience is their classmates, have them consider what language and supporting evidence will help them persuade their classmates to agree with their claim.

Analyze Student Model

TEACHING POINT Remind students that the student model is a brochure that persuades readers to join the Belden Youth Service Club, but their writing task is to create a travel brochure that persuades readers to visit, or not visit, a place likely to be affected by a natural disaster. Use the student model to review some of the characteristics and structures of argumentative texts.

MODEL AND PRACTICE Use the student model on p. 623 of the *Student Interactive* to help students recognize characteristics and structures of an argumentative text.

When making a persuasive brochure, it is important to include text that identifies the topic and clearly states your claim. Your brochure should also include reasons, facts, and details from your research that support your claim and help to persuade the audience. Also consider what images you will include in the brochure and how you will organize the text and images. Let's look at the characteristics of a persuasive brochure using the student model.

- What is the student's claim? How do you know?
- What reasons and evidence does the student use to support the claim and persuade the audience?
- How did the student organize the information in the brochure? Do you think the brochure was successful in persuading readers to agree with the student's claim? Explain why or why not.

Call on students to share their thoughts and responses. Use the callouts to teach students how to recognize and evaluate the parts of the brochure as well as the characteristics of argumentative text.

COLLABORATE Direct students to follow the steps in the checklist on p. 622 of the *Student Interactive* to write a complete first draft of their travel brochure. Remind students to look for opportunities to use some of their newly acquired academic vocabulary in their drafts.

Write for a Reader

Audience Remind students to consider their intended audience while they are writing. For their travel brochures, students should use formal English, include complete sentences, and not use contractions.



ELL Targeted Support Read and Understand Environmental Print Provide support for students as they read and derive meaning from the student model brochure on p. 623 of the *Student Interactive*. You may incorporate additional environmental print into your classroom by bringing brochures from local businesses for students to read.

Have students read the words in black type above each page of the student model. Ask what the words mean. If necessary, illustrate the meanings by folding a piece of paper so that it has a front, back, and inside. Have students read the first line. Ask: **Why is the first word in all capital letters?** (It is an important word.) **EMERGING**

Have students read the front of the brochure. Ask questions that allow them to demonstrate understanding. For example, point to the logo and ask: **What do the letters BYSC stand for? How do you know? What do the logo, acronym, and first line tell you about the topic of the brochure?** **DEVELOPING**

Have partners take turns reading aloud each section of the brochure. Have them pause after each section to ask and answer questions about the information. **EXPANDING**

Have partners read the brochure and take turn asking and answering questions about the brochure's topic, audience, claim, and supporting evidence. Tell them to point to the words in the brochure that answer the questions. **BRIDGING**

STUDENT INTERACTIVE, pp. 622-623



COLLABORATE AND DISCUSS

PROJECT-BASED INQUIRY

Persuade ME

Authors write an **argumentative text** to persuade their intended audience to support their opinion.

Before you begin making your brochure, answer the questions.

- What is the topic of your brochure?
- Who is my audience or reader?
- What is your claim, or opinion?
- What are your reasons? What is your supporting evidence?
- What images will you include?
- How will you organize the information in your brochure?

COLLABORATE Read the Student Model. Work with your partner to recognize the characteristics of an argumentative text.

Now You Try It!

Discuss the checklist with your partner. Work together to follow the steps to create your brochure.

Make sure your brochure includes

- your claim, or opinion, about the topic.
- reasons that support your claim.
- facts and details that support the reasons.
- images that relate to the topic.
- organizing text features, such as a title and headings.

Student Model

Front

Back



JOIN the Belden Youth Service Club!
Do you like helping people?
Are you interested in saving lives? **Becoming a member of the Belden Youth Service Club means helping your community!**

Underline a sentence that defines the topic.

Highlight the author's claim.

Join to make new friends or learn something new. Join to teach someone else something you know how to do. When we share our time and talent, everyone benefits.

To learn more about the Belden Youth Service Club, come to our next club meeting on Tuesday after school in the cafeteria!

Inside



WHAT is the Belden Youth Service Club?
The Belden Youth Service Club is a group of kids who are interested in helping their community and people in need. We decide on a project and work together to make it happen.

Underline a reason.

WHY Should You Join?

Being a member of the Belden Youth Service Club has many benefits. You will:

- Help people in our community
- Learn amazing lifesaving skills
- Make new friends
- Learn how to help in emergencies
- Be part of a team of more than 100 volunteers

Highlight facts that support the reason.

Refine Research

OBJECTIVES

Identify and gather relevant information from a variety of sources.

Demonstrate understanding of information gathered.

Create a works cited page.

RESEARCH ARTICLES



Living on a Fault Line	670L, 770L, 840L
The City I Love	690L, 790L, 830L
A Mighty Flood	680L, 760L, 850L

See the *Small Group Guide* for additional information on how to distribute the articles.

Works Cited Page

TEACHING POINT A works cited page is list of sources that an author used to write a text. Explain that a works cited page includes specific information about each source and follows a specific format.

MODEL AND PRACTICE Model how to cite sources in a works cited page using the examples on p. 624 of the *Student Interactive*.

- To cite a printed book, provide the author's name, book title, publisher, and publication year. Be sure to use the correct punctuation, capitalization, and fonts, which are shown in the description and example.
- To cite a Web page, provide the author's name if it is listed on the Web page, the Web page title, the name of the Web site, the date the site was created, the URL, and the date you accessed the site. Remember to use the correct punctuation, capitalization, and fonts for the information.

Explain that the style for citing printed books and Web pages are provided, but other sources, such as magazines, brochures, and online books, can also be used in their research and cited with information specific to each type of source. Then, have students independently read the article on p. 625 of the *Student Interactive* and cite the source. When students are finished, have them review the information in their citation with their partner.

CRITICAL LITERACY

Multiple Viewpoints

Distribute copies of "A Mighty Flood" and use the research article to help students evaluate information within a text. When students have completed their reading, ask: **If the author used a printed book as the source for the facts about the flooding of the Limpopo River, what information would the author need to include in the works cited page?** (author's name, the book title, the publisher, and the year of publication) Then discuss with students how the information in a works cited page would be different if the author used a Web page as the source of information in the article.

COLLABORATE Have student pairs work together to respond to the prompt on p. 624 of the *Student Interactive*. Encourage students to share and discuss their responses.



DIFFERENTIATED SUPPORT

OPTION 1 Intervention Provide struggling students with additional practice in citing sources. Give students several books and Web pages and have them work in small groups to cite each of the sources. Then ask volunteers to describe their group's process for finding the information used in the citations and identifying the correct formatting to use for each source.

OPTION 2 Extend Have students who fully comprehend how to cite printed books and Web pages research how other sources, such as magazines and online books, should be cited. Direct students to work in small groups to conduct their research and report their findings to the class.

ELL Targeted Support

As students paraphrase and discuss information in the article "A Mighty Flood," have them monitor their oral language by comparing their pronunciations of keywords and phrases in the article to your pronunciations of the words. Encourage students to use this monitoring strategy to confirm or correct their pronunciations of important words and phrases in the text as they read.

NEXT STEPS Have students review their drafts and create a works cited page for the sources they used in their writing.

STUDENT INTERACTIVE, pp. 624–625



REFINE RESEARCH

Cite Your Source!

A **works cited page** is a list of sources that an author actually used in the final draft. It is a separate page at the end of a research paper or project. When you cite a source, follow a specific format to give information.

This is how you cite a printed book.

Author, last name first (if more than one author, list in order they are listed on the book's title page).
Title of book. Publisher, year of publication.

Kinsey-Warnock, Natalie. *Nora's Ark*. HarperCollins, 2005.

This is how you cite a Web page.

Author, if known. "Title of Web Page." Name of Web site, date of site creation (if available). URL. Date you accessed, or visited, the site.

"About Us—Belden Youth Service Group." *Belden Community Service*, 2017. www.url.here. Accessed 12 May 2017.

COLLABORATE Read "A Mighty Flood." With your partner, examine the article and brainstorm sources of information that could help you learn more about the topic. Discuss the information you would need to cite these sources on a works cited page.

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PROJECT-BASED INQUIRY

COLLABORATE Read the excerpt and examine one of the sources the author used. Use information from the source to create a works cited page with your partner. Use the examples on the Cite Your Source! page to help you.

Recovering from Disaster

by Douglas Miller

May 10, 2017—After a tornado swept through Cedarburg yesterday, people are beginning to clean up. The town was hit hard by the tornado, which had winds of up to 127 miles per hour. Local officials estimate that nearly half of the town's homes were damaged or destroyed by the storm. However, hope is on the horizon. Volunteers arrived in vans and buses this morning with food, supplies, and support for the people of Cedarburg.

www.url.here Web page URL

HOME CALENDAR EVENTS NEWS
Tornado Emergency Information Title of Web page

Tornado Facts: The tornado that impacted Cedarburg touched down at 10:32 a.m. five miles west of town and dissipated at 10:43 a.m. near County Road 14. Local weather services recorded wind speeds as high as 127 miles per hour.

Town of Cedarburg Updated May 9, 2017 9:19 p.m. Title of organization and Web page date

Works Cited

"Tornado Emergency Information." *Town of Cedarburg*, 2017.
www.cedarburg.gov/tornadoemergency.html. Accessed 9 May 2017.

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Extend Research

OBJECTIVES

Work collaboratively with others by following agreed-upon rules, norms, and protocols.

Recognize characteristics of digital texts.

Identify and gather relevant information from a variety of sources.

Demonstrate understanding of information gathered.

Use an appropriate mode of delivery to present results.

Primary Source SCIENCE



Go online to [SavvasRealize.com](https://www.savvasrealize.com) for primary sources that will help students with their research.

Present a Slide Show

TEACHING POINT Explain that a slide show is a presentation that uses a series of images to convey visual information about a topic. Tell students that authors of argumentative texts can use a slide show to present and support their claim and help them persuade their audience.

MODEL AND PRACTICE Use the images and information on p. 626 of the *Student Interactive* to discuss what a slide show is and how it can be used to present and support an argumentative text.

- The images on this page show photographs displayed during a slide show, and the text tells what the speaker says as each photograph is shown.
- Notice how each photograph supports the text and provides visual details about key ideas.
- How do the images help you learn about the topic of relief workers? What details in the photographs support the author's claim? Does the slide show persuade you to encourage family members and friends to become volunteer relief workers?

Provide an opportunity for students to respond. Then discuss ways in which students could use a slide show to present their brochures and help them persuade the audience to agree with their claim.

COLLABORATE Direct student pairs to complete p. 627 of the *Student Interactive*. Have them identify images that they could use to support their claim or make their brochures more persuasive. Tell students to follow agreed-upon rules as they work collaboratively to conduct research and gather images that they could include in a slide show presentation of their brochures.



ELL Targeted Support Identify Key Ideas Provide support for students as they identify key ideas to illustrate with slide show images.

Have students work with a partner to use the headings and images in their brochure to help them identify the key idea of each section. Then have students use the text within the brochure to generate ideas for additional images that could illustrate each key idea in a slide show. **EMERGING/DEVELOPING**

Have students work with a partner to use the headings, images, and text in the brochure to identify the key ideas of each section. Then direct students to create a flowchart to outline the sequence of ideas and images that could be presented in their slide show. **EXPANDING**

Have students use the headings to identify key details in their brochure. Then ask students to evaluate the key ideas to determine which should be illustrated in a slide show to strengthen their claim and make their argumentative text more persuasive.

BRIDGING

STUDENT INTERACTIVE, pp. 626–627



EXTEND RESEARCH

PROJECT-BASED INQUIRY

Present **A SLIDE SHOW**

A **slide show** is a presentation that uses a series of images. A presentation can include spoken words as well as visual information, such as slides. During a slide show, writers present information by speaking to the audience as they display images. Writers of argumentative texts can present a slide show to make and support a claim with images that persuade the audience.



Each year, thousands of people are affected by natural disasters. Relief workers provide help after disasters.



Volunteers help people in your community and communities around the world. They make a difference in people's lives.



Encourage people you know to become volunteer relief workers. Volunteers provide food, support, and shelter for victims of natural disasters.

COLLABORATE With your partner, discuss how you could use a slide show to present the information in your brochure. Follow agreed-upon rules as you collaborate. Begin by choosing key information from the brochure. Then discuss what kind of visual information would best get across the ideas from the brochure. Conduct research to find images for your slide show. Then, plan what you will say as you display each image.

Slide show ideas:

Image 1: Description:

Source:

What I will say when displaying this image:

Image 2: Description:

Source:

What I will say when displaying this image:

Image 3: Description:

Source:

What I will say when displaying this image:

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Collaborate and Discuss

OBJECTIVES

Recognize characteristics and structures of argumentative text by identifying the claim.

Develop drafts into a focused, structured, and coherent piece of writing.

Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.

Edit drafts using standard English conventions, including capitalization of official titles of people, holidays, and geographical names and places.

Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CUSTOMIZE IT!

As student pairs revise and edit their brochures, encourage them to consider any changes they might want to make to their brochures based on their audience. Explain that students will be presenting their brochures to the class, so they may want to include language and examples that they think would persuade their classmates. Encourage volunteers to share their ideas about what types of language, images, and examples might persuade their classmates to agree with their claim.

Revise and Edit

TEACHING POINT Explain that writers of argumentative text analyze their own writing to determine how they can more clearly express their claim, strongly support their claim with reasons and evidence, and make their writing more persuasive.

MODEL AND PRACTICE Use the text on p. 628 of the *Student Interactive* to model how writers can revise the sentence structure and word choice in their brochures to make their writing more engaging and persuasive. Explain that the text in black font is from the first draft of the brochure about the Belden Youth Service Club that appears on p. 623 of the *Student Interactive* and the text in red font shows how the student revised the text. *When the writer of the brochure reviewed the first draft, she noticed that some of her text was not very engaging or persuasive. So she revised her text to include questions to engage the reader and a sentence that adds excitement to the topic of her brochure.*

Have students compare and contrast the text of the first draft with the revised text and ask volunteers to identify the similarities and differences. Ask volunteers to explain how the student's revision improved the sentence structure and word choice of the text and added interest to the brochure.

Peer Review

COLLABORATE Have students exchange brochures and review each other's writing. Remind students to be respectful in their comments.

Persuasive Language Have student pairs reread their brochures using the Revise checklist. Tell them to look for the main idea and supporting details in their partner's brochure. Direct students to closely examine their writing to ensure it includes all of the items on the checklist. Have students mark specific places in the brochure where words, phrases, sentences, or images can be improved or strengthened to make it more persuasive.

Conventions Next, have partners use the Edit checklist to make sure they used correct conventions. Encourage students to use a dictionary to check the spelling of any unfamiliar words. Remind students that they should edit for capitalization of specific places referenced in the brochure, clear paraphrasing of information from their research, and the correct use of quotation marks with information quoted from a source.

DIFFERENTIATED SUPPORT

OPTION 1 Intervention Support struggling students as they use the Revise checklist. Have students examine their brochures to make sure each checklist item is included, and then review the language in the brochure to determine if it is persuasive and engaging. Provide time for students to revise their text if needed.

OPTION 2 Extend Have students who show understanding review their brochures with a focus on persuasive language. Have them evaluate their sentence structures and word choices to identify words and phrases that could be revised to make their brochures more persuasive and engaging.

ELL Targeted Support

Provide support for students as they check their brochures for spelling, punctuation, and grammar. Have partners identify and capitalize proper nouns, including those that refer to towns, cities, or regions. Direct students to check their grammar by reviewing the subject-verb agreement of their sentences.

NEXT STEPS Once students have revised and edited their brochures, have students write a clean, final copy.

STUDENT INTERACTIVE, pp. 628–629

COLLABORATE AND DISCUSS

Revise

Vocabulary Reread your brochure with your partner. Have you included

- an informative description of the topic?
- a claim and reasons that support your claim?
- facts and details that persuade readers?
- text features, such as a title and headings, that organize information?

Revise for Persuasive Language

In her first draft, the author of the Belden Youth Service Club brochure noticed that some of her text was not very engaging or persuasive. She revised the draft for coherence and clarity. She added, combined, and rearranged ideas to improve sentence structure and word choice.

Do you like helping people? Are you interested in saving lives? Becoming a member of the Belden Youth Service Club means helping your community!
~~Students should join the Belden Youth Service Club because it is fun. It also helps people in need.~~

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PROJECT-BASED INQUIRY

Edit

Conventions Read your brochure again. Have you used correct conventions?

- spelling and punctuation
- correct grammar
- capitalization of specific places
- clear paraphrasing
- quotation marks for exact words

Peer Review

COLLABORATE Exchange brochures with another pair. As you read, look for characteristics of argumentative text, including the writer's claim and supporting reasons. Discuss edits to correct errors in writing conventions and revisions that could make brochures more persuasive.



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629

Celebrate and Reflect

OBJECTIVES

Listen actively, ask relevant questions to clarify information, and make pertinent comments.

Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.

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

Synthesize information to create new understanding.

Publish written work for appropriate audiences.

Use an appropriate mode of delivery to present results.

Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Celebrate!

Provide time for student pairs to plan and practice their presentations, reminding students that they are taking on the role of travel agents who are trying to convince the audience to visit, or not visit, a place likely to be affected by a natural disaster. If students have created a slide show, they should be prepared to share their slide show with the audience.

Use the student model on p. 623 of the *Student Interactive* to model how to present a brochure. When you finish, identify traits of effective speech.

- When I presented the brochure, I made eye contact with the audience.
- As I spoke, my voice was loud enough that everyone in the audience could hear what I was saying. I also concentrated on what I was saying so that I pronounced each of my words clearly and correctly.
- I did not rush through my presentation, but spoke slowly and at a steady, natural pace.

COLLABORATE Provide time for student pairs to practice their oral delivery and make adjustments before presenting to the class. Tell students that as they practice, they should remember to communicate their ideas effectively. Remind them to maintain good eye contact and speak clearly, using a rate and volume that allows listeners to easily understand them. They should also remember to use correct conventions of language. After completing their presentations, have students write about their classmates' reactions to their presentations on p. 630 of the *Student Interactive*. Then have students publish their work by using an appropriate mode of delivery, an oral presentation.

Reflect

My TURN Students should work independently or with their partners to evaluate their travel brochures. Encourage them to identify the strengths of their writing as well as ways their argumentative text could be improved. Conclude the activity by leading a class discussion about what students enjoyed most about the project, what they learned, and how they could apply what they learned in this project to assignments or projects in other subject areas. During discussion, have students listen actively, ask relevant questions to clarify information, and make pertinent comments.



Reflect on the Unit

Reflect on Your Goals Have students revisit the unit goals on p. 428 of the *Student Interactive*. Remind them to use a different color to re-rate how well they think they have met the goals.

Reflect on Your Reading Have students reflect on the texts they have read during the unit to synthesize information they have learned about natural disasters and explain what information surprised them most. Provide a model to guide students in how they can synthesize information from their reading: *The information that surprised me most about natural disasters was how quickly they can happen and how dramatically they can change a community. In Nora's Ark and Earthquakes, Eruptions, and Other Events that Change Earth, I was amazed by how quickly natural disasters, such as floods or landslides, can take place and affect the people in a community.* Then have students answer the Reflect on Your Reading question on p. 631 of the *Student Interactive*.

Reflect on Your Writing Have students consider what connections they made to personal experiences, ideas in other texts, and the world by writing poetry in Unit 5. Have students use their reflections to 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. 630–631

CELEBRATE AND REFLECT

Time to Celebrate!

COLLABORATE Imagine that you are a travel agent and your classmates are looking for a place to go. Present your persuasive brochure or slide show. Be sure to establish eye contact and speak with appropriate volume and rate. Enunciate, or pronounce, words clearly. Follow standard English conventions. After presenting, answer the questions.

Did your classmates agree with your claim? How could you tell? Write about your classmates' reactions.

Reflect on Your Project

My TURN Think about your travel brochure. Which parts are the strongest? What could you improve? Write your thoughts.

Strengths

Areas of Improvement

630

REFLECT ON THE UNIT

Reflect on Your Goals

Look back at your unit goals. Use a different color to rate yourself again.

Reflect on Your Reading

Based on the texts you read in this unit, synthesize, or put together, information about natural disasters. What information about natural disasters did you find most surprising?

Reflect on Your Writing

What connections did you make to personal experiences, ideas in other texts, and the world by writing poetry?

631

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 *Do Tornadoes Really Twist?*, 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 each week, during Small Group time. Help the club decide how to divide the book across these ten days and define clear reading expectations. Choose enough pages for each meeting so that groups can have a lively conversation. For *Do Tornadoes Really Twist?*, suggest dividing “Hurricanes: What and Why” into three sections instead of two, as shown in the model lesson plan that follows.
- 3 KNOW THE BOOK** Have a clear idea of what happens in the book, to help you participate in groups' conversations if necessary.
- 4 PREVIEW THE BOOK** Present the book to the assembled groups. Give a brief preview of the topic and what the book is about. Then, allow students the chance to discover the book on their own.



- ★ **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 a group, they will apply some of the same thinking they've been introduced to in the *Student Interactive*, but the focus will be on their interactions with the book and with their fellow club members.
- ★ **CONNECT TO THE THEME** So that students can make text connections, help them choose a book related to the theme, Solutions, or the Essential Question for the unit: *How does the world challenge us?* As a class, discuss how the book relates to both.
- ★ **CONNECT TO THE SPOTLIGHT GENRE** To help students further practice their reading strategies and to make comparisons between text structures, features, and other characteristics of the genre, help them choose an informational text.

Each Day

DISCUSSION CHART Display a sample of the Discussion Chart and ask students to copy it 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 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 help make discussions interesting and fun for everyone in their group. In addition to contributing their ideas, students should build on the ideas of others and ask thoughtful questions. Offer these examples of how to phrase their ideas and questions productively and respectfully. **SEL** SOCIAL-EMOTIONAL LEARNING

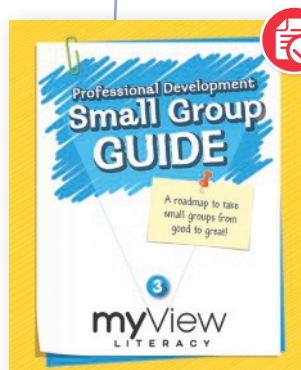
- I think _____, because _____. What do others think?
- I agree that _____, but I also think _____.
- Does anyone think that _____ ?



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



Do Tornadoes Really Twist?
by Melvin and Gilda Berger



Little Book of Fables retold by Veronica Uribe



Two Bear Cubs retold by Robert San Souci



Built Below Sea Level: New Orleans
by Laura Layton Strom



How Volcanoes Shape the Earth
by Megan Cuthbert & Jared Siemans



Banner in the Sky
by James Ramsey Ullman



Weather Myths, Busted! by Carol Hand



Preview these selections for appropriateness for your students and for title availability.

BOOK CLUB

OBJECTIVES

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, *Do Tornadoes Really Twist?* 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 *Do Tornadoes Really Twist?*

Teacher's Role

GUIDE BOOK CLUB Have students move into book clubs. Remind them that in Book Club, they are responsible for leading and assessing their own reading, discussions, and writing. The teacher's role in Book Club is to be a guide. You will help students explore the book and its features to guide students toward new understandings, not ask specific questions to get specific answers.



CONNECT TO THE THEME This text connects to both the unit theme, Solutions, and the Essential Question for the unit: *How does the world challenge us?*

CONNECT TO THE SPOTLIGHT GENRE As students read *Do Tornadoes Really Twist?* listen for moments in their Book Club conversations when they are using strategies for reading informational texts. You can prompt them to use reading strategies. For example, *How well did the author explain the difference between tornadoes and hurricanes?*

LAUNCH THE BOOK Over the course of this unit, students will read *Do Tornadoes Really Twist?* by Melvin and Gilda Berger. This informational text discusses tornadoes as well as hurricanes in separate sections that are structured by a question-and-answer format.



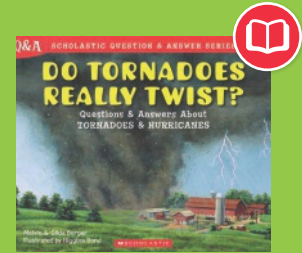
EXPERT'S VIEW Frank Serafini, Arizona State University

“Literacy assessments should help you come to know children as readers and writers. Use them to gather information to drive your instruction. In order to support readers and writers, we need to know what they can and cannot do. It takes a variety of assessment tools to get to know children as readers and writers—literature logs, running records, observational notes, think aloud protocols, and conferences all help us get to know our students.”

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



SMALL GROUP



CHOOSE YOUR

BOOK

 Do Tornadoes Really Twist?
by Melvin and Gilda Berger

 Little Book of Fables retold by Veronica Uribe

 Two Bear Cubs retold by Robert San Souci

 Built Below Sea Level: New Orleans by Laura Layton Strom

 How Volcanoes Shape the Earth by Megan Cuthbert & Jared Siemans

 Banner in the Sky by James Ramsey Ullman

 Weather Myths, Busted! by Carol Hand

Book Support

DISCUSSION CHART The Discussion Chart provides three distinct focuses students can use when they are responding to a new book or experience.

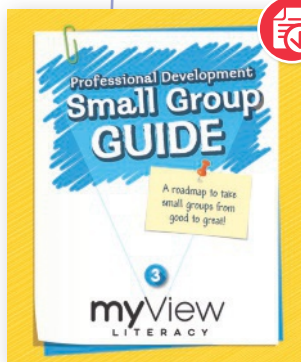
- **Noticings** is a place for students to note what catches their attention in the text.
- **Connections** encourages students to read the book through the lens of their own lives.
- **Wonderings** allows students to share any questions that remain after reading the text.

Noticings	Connections	Wonderings

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 students' choosing.
- guiding a student-led Book Club.
- facilitating Book Club when there are not enough books for all students.



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 1

TEACHER'S SUMMARY

Tornadoes: What and Why (pp. 4–7) Tornadoes do twist, so they are popularly called “twisters.” A tornado is a severe windstorm that is shaped like a funnel and formed by a thunderstorm. Scientists are not sure exactly how thunderstorms create tornadoes, but the thunderstorms that do form into tornadoes often produce hailstones as well. Tornadoes in the northern and southern hemispheres typically twist in different directions. Although tornadoes are not very big storms, they can cause a great deal of damage.

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.

I notice that this text has many illustrations. How does the author help readers understand what these images show? Why do some illustrations not need captions or labels?

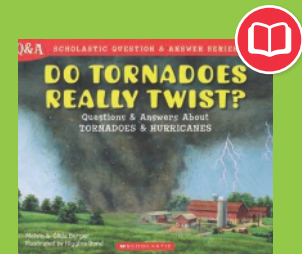
Based on the table of contents and these first pages, how do you think the author will present the information about hurricanes? How can you check your prediction?

COLLABORATION Remind students that there is a purpose for talking about texts. Students should listen carefully and respectfully build on the ideas of others. Offer sentence stems like these as examples of how students can phrase their ideas productively and politely. **SEL**

- I think the authors should/should not have _____, because _____.
- I want to follow up on your idea about _____.
- We see _____ differently, because _____.

READING WORKSHOP

SMALL GROUP



CHOOSE YOUR

BOOK



Do Tornadoes Really Twist?
by Melvin and
Gilda Berger



Little Book of Fables retold by
Veronica Uribe



Two Bear Cubs
retold by Robert
San Souci



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by Laura Layton
Strom



How Volcanoes Shape the Earth by
Megan Cuthbert &
Jared Siemans



Banner in the Sky
by James Ramsey
Ullman



Weather Myths, Busted! by Carol
Hand

Session 1

Present the book to the groups. Point out that it is an informational text in a series titled, “Question & Answer.” Ask students to locate informational text features, such as the table of contents, headings, and graphic features as they read.

Tell the groups that they will begin reading today and that by Session 2 they should finish reading pp. 4–7 of “Tornadoes: What and Why.”

Display a sample of the **Discussion Chart** and ask students to create something similar in their notebooks. Explain that as they read, they should fill in their charts with details they notice, connections they make, and things they wonder about as they read.

Allow groups to use any remaining time to begin reading.

Session 2

By Session 2, students will have read pp. 4–7 in *Do Tornadoes Really Twist?* 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 discussion.

When groups sit down for their first conversation, they might have trouble getting started or continuing their conversation. If so, ask groups questions like the following to spark collaborative discussion.

CONVERSATION STARTERS

- How well do the questions match what you wanted to know about tornadoes? What did you already know about them?
- What do you think about the illustrations? How would you compare and contrast the illustrations to photos?
- Why do you think scientists do not fully understand how tornadoes form? Explain whether or not this was surprising and why.

Students should be prepared to discuss the rest of “Tornadoes: What and Why” and pp.12–17 of “Tornadoes: When and Where” next week.

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 2

TEACHER'S SUMMARY

Tornadoes: What and Why (pp. 8–11) A single tornado usually lasts less than one hour. In the United States, tornadoes travel from the southwest to the northeast at about 35 miles per hour, but the fastest traveled 73 miles per hour. Tornadoes can be heard from miles away when they touch the ground. A tornado over water becomes a waterspout that is slower and shorter than tornadoes over land.

Tornadoes: When and Where (pp. 12–17) Most tornadoes occur between April and June, in the middle of the United States and Canada. The United State's Tornado Alley has more tornadoes than any other region, with most occurring in Texas and Oklahoma, but tornadoes can form in mountainous and other areas. They also can strike the same place more than once. The worst tornado in the United States destroyed over 164 square miles from Missouri to Indiana in 1925.

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.

It looks like the whole text is structured in the same way. What do you think are the advantages and disadvantages of this text structure?

What information in the text does the map on page 13 help you understand? What can you conclude from both the text details and the map?

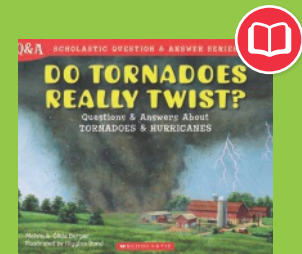
COLLABORATION Remind students that in any group discussion, individuals should take turns talking and ask questions based on what others say. Offer sentence stems students can use to talk about the text.

SEL SOCIAL-EMOTIONAL LEARNING

- _____ makes me think _____.
- Can you explain what you mean?
- Did you notice that _____?

READING WORKSHOP

SMALL GROUP



CHOOSE YOUR

BOOK

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 Banner in the Sky by James Ramsey Ullman

 Weather Myths, Busted! by Carol Hand

Session 3

By Session 3, students will have read pp. 8–11 in *Do Tornadoes Really Twist?*

Circulate around the room and monitor 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 reading and the whole “Tornadoes: What and Why” section. Remind students that they can refer to their **Discussion Charts**.

CONVERSATION STARTERS

- Which facts or graphic feature about tornadoes are the most helpful or the most interesting? Why?
- How well does this section explain what tornadoes are like and why they are dangerous?

Session 4

By Session 4, students will have read pp. 12–17 of the second section, “Tornadoes: When and Where.”

CONVERSATION STARTERS

- What should people living in areas that do not have tornadoes know about them? Why do you think that?
- This book was published in 2000. Would you want to read an updated version of this? Why or why not? What changes would you expect or want to see?

Remind students to refer to details and ideas from their Discussion Charts.

Ask students to be ready to discuss the rest of the section as well as pp. 24–27 of “Hurricanes: What and Why” next week.

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

Tornados: When and Where (pp. 18–23) Unusual tornadoes include one in 1944 that temporarily blew all the water out of a river. The strangest tornado picked up and dropped about 45,000 ducks in 1915. Meteorologists study tornadoes using radar, satellites, planes, and balloons. They rate tornadoes using the Fujita-Pearson scale for the damage caused at different wind speeds. They also issue tornado watches and tornado warnings. The safest place to be during a tornado is in an underground shelter or the lowest, most protected spot in a building, away from windows.

Hurricanes: What and Why (pp. 24–27) A hurricane is a huge, doughnut-shaped storm with heavy rain and strong winds. Hurricanes and tornadoes both have winds that blow in circles, but hurricanes are much larger, more destructive, and form over oceans instead of land. Warm, moist air over tropical seas rises and creates thunderstorms, rain clouds, and circular winds that spin faster and faster. When the wind speed reaches 74 miles per hour, the tropical storm becomes a hurricane. About 45 hurricanes form each year around the globe, and most are about 340 miles wide.

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.

Now that you have finished reading about tornadoes, why do you think the author addressed the “what” and “why” questions before the “when” and “where” questions?

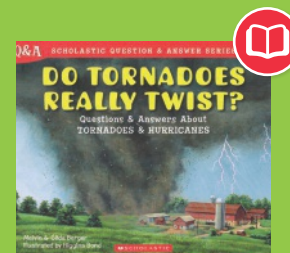
How well do you understand the difference between hurricanes and tornadoes? What would be a good way to check your understanding?

COLLABORATION Offer sentence stems like these as examples of how to phrase ideas and respectfully discuss opinions in a conversation. **SEL**

- _____ is interesting/confusing because_____.
- I think there is more/less evidence that_____.

READING WORKSHOP

SMALL GROUP



CHOOSE YOUR

BOOK



Do Tornadoes Really Twist?
by Melvin and
Gilda Berger



Little Book of Fables retold by
Veronica Uribe



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Megan Cuthbert &
Jared Siemans



Banner in the Sky
by James Ramsey
Ullman



Weather Myths, Busted! by Carol
Hand

Session 5

By Day 1 of Week 3, students will have finished reading “Tornadoes: When and Where” in *Do Tornadoes Really Twist?*

As groups discuss the book, listen in to see if they are making connections to the previous information about tornadoes. If not, suggest that students refer to their earlier Discussion Charts to help them also discuss the whole section and the book’s overall treatment of the topic. Use the following questions to spark collaborative discussion, as needed.

CONVERSATION STARTERS

- How do you know that the wind speed of a tornado is not the speed at which a tornado moves? If you were the author, how could you make this point easier for readers to understand?
- What else do you want to learn about tornadoes or how you can prepare for them and stay safe?

Session 6

By Session 6, students will have read pp. 24–27 of the “Hurricanes: What and Why” section.

CONVERSATION STARTERS

- What do you think of the illustration on page 25? If you could replace it with a different graphic feature, what would you choose and why?
- Why do you think the authors discuss tornadoes and hurricanes in the same book? Was this a good approach or would you rather read a separate book about each type of storm? Explain.

Ask students to share details and ideas from their Discussion Charts.

Tell students that they should be prepared to discuss the rest of “Hurricanes: What and Why” next week.

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 4

TEACHER'S SUMMARY

Hurricanes: What and Why (pp. 28–31) Hurricane winds spin faster around their center than in the outer edges of the storm. The winds spin in different directions in the Northern and Southern Hemispheres. In the 10 hours it can take a hurricane to pass overhead, the heavy rain and high-powered winds can destroy buildings and trees and hurl debris. The eye of a hurricane is the calm center surrounded by blowing winds; when the eye passes overhead, it can appear as if the storm is over. Hurricanes travel about 12 miles per hour or 300 miles per day. They last about 10 days before running out of heat or moisture.

Hurricanes: What and Why (pp. 32–37) Hurricanes and tornadoes often occur together. The rain bands in a hurricane often bring lightning and some of the world's heaviest rainfalls. A big hurricane, like Hurricane Dennis in 1981, can dump 20 inches of rain over an area, but the record rainfall is 73 inches. Such rains cause flooding that damages everything underwater and can claim lives. Hurricanes also cause dangerous storm surges, or sudden rises in sea levels, that cause saltwater to sweep over coastlines. Each season's hurricanes are named to follow the alphabet.

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.

What opinions do the authors express in these pages? Which viewpoint do you think is the best supported and why?

What connections help you understand the dangers of hurricanes, floods, or storm surges? What do these connections help you understand?

COLLABORATION Offer sentence stems like these as examples of how to phrase ideas in a meaningful conversation. **SEL** SOCIAL-EMOTIONAL LEARNING

- The evidence suggests that _____.
- I agree/disagree that _____ because _____.
- _____ is important/not important because _____.

READING WORKSHOP

SMALL GROUP



CHOOSE YOUR

BOOK

 Do Tornadoes Really Twist?
by Melvin and Gilda Berger

 Little Book of Fables retold by Veronica Uribe

 Two Bear Cubs retold by Robert San Souci

 Built Below Sea Level: New Orleans by Laura Layton Strom

 How Volcanoes Shape the Earth by Megan Cuthbert & Jared Siemans

 Banner in the Sky by James Ramsey Ullman

 Weather Myths, Busted! by Carol Hand

Session 7

By Session 7, students will have read pp. 28–31 of “Hurricanes: What and Why.”

CONVERSATION STARTERS

- Which do you think is more important: the direction in which hurricanes travel or their traveling speed? Why?
- Is the “eye” a good name for the center of a hurricane? What else could you call it to emphasize a characteristic other than its location?

As groups discuss the book, circulate around the room and notice the conversations. When it seems appropriate, touch base with each group and ask what aspects of the book they are talking about.

Remind students that looking back at their earlier Discussion Charts can help them relate this information to the first part of the section.

Session 8

By Session 8, students will have finished reading the “Hurricanes: What and Why” section.

CONVERSATION STARTERS

- Why do you think the authors combined the text and illustrations on these pages?
- How well do the illustrations help you understand the damage caused by hurricanes?
- What do you think about the current system for naming hurricanes?

Ask students to share details and ideas from their Discussion Charts.

Tell students that they should be prepared to discuss the “Hurricanes: When and Where” section next week.

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 5

TEACHER'S SUMMARY

Hurricanes: When and Where (pp. 38–41) Most hurricanes form over oceans within 1,000 miles of the equator. They also are known as typhoons, cyclones, or willy-willies, depending on their location. Each hemisphere has a different hurricane season. The most powerful hurricane was Hurricane Camille in 1969, and the worst year for hurricanes was 1955. Many of the worst hurricanes occur in the Bay of Bengal and India, where one hurricane killed about 300,000 people and led survivors to form a new country. The most destructive hurricane in the United States was Hurricane Andrew.

Hurricanes: When and Where (pp. 42–47) Meteorologists use air, sea, and land equipment to track and study hurricanes. Hurricane Hunters fly airplanes with radar and use *dropsondes*, or measuring instruments with parachutes. The Saffir-Simpson Hurricane scale rates hurricanes by wind speed and surge height. The National Weather Service issues hurricane watch and warning alerts to give people time to prepare and reduce injuries and deaths. For safety, people should prepare their homes, leave the area or stay indoors, and stay out of disaster areas. Despite the damage hurricanes cause, they also benefit the 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.

What is the authors' main message about where hurricanes occur? What details helped you determine this?

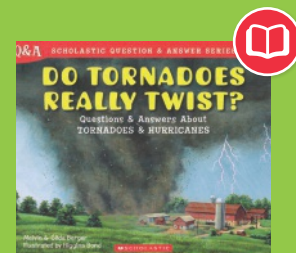
The authors discuss what you should do before, during, and after a hurricane but provide different safety information about tornadoes. What central ideas do these details support about each type of storm.

COLLABORATION Remind students that it is important in any group discussion for individuals to be part of the conversation and share what they are thinking. Offer sentence stems like these as examples. **SEL**

- I want to know what you think about _____.
- What can we all agree on?

READING WORKSHOP

SMALL GROUP



CHOOSE YOUR

BOOK

 Do Tornadoes Really Twist?
by Melvin and Gilda Berger

 Little Book of Fables retold by Veronica Uribe

 Two Bear Cubs retold by Robert San Souci

 Built Below Sea Level: New Orleans by Laura Layton Strom

 How Volcanoes Shape the Earth by Megan Cuthbert & Jared Siemans

 Banner in the Sky by James Ramsey Ullman

 Weather Myths, Busted! by Carol Hand

Session 9

By Session 9, students will have read pp. 38–41 of “Hurricanes: When and Where.” Circulate around the room. When appropriate, touch base with each group and support students to keep the conversation going.

CONVERSATION STARTERS

- What labels or other information could you add to the map on page 39 to make it more interesting or to better support the text?
- What are the government’s responsibilities before, during, and after a hurricane? Is the government responsible if people are warned about a hurricane and choose not to leave the area? Explain.

Session 10

By Session 10, students will have finished reading *Do Tornadoes Really Twist?* On this final day of this unit’s Book Club, the groups should widen the focus of their discussions to take in the entire book.

CONVERSATION STARTERS

- What is the most important thing that you learned about tornadoes and hurricanes from this book? Why might someone want to reread or refer back to it?
- What is another way the authors could have structured this book? How would your structure help readers understand the information?

If time allows, encourage students to review the “Wonderings” on their Discussion Chart and seek out more information on these topics or answers to their questions.

Glossary

OBJECTIVE

Use print or digital resources to determine meaning, syllabication, and pronunciation.

How to Use a Glossary

Minilesson

FOCUS ON STRATEGIES Remind students 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. 632 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, **abandon** begins with the letter *a*, so I know that it will be at the beginning of the glossary. When I find **abandon**, I can see that it is divided into three syllables.
- In parentheses, I see how **abandon** 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.

ASSESS UNDERSTANDING

Apply

My TURN Have students try this process independently as they complete the My Turn activity on p. 632 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.

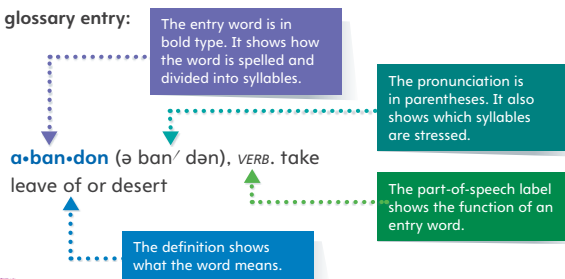
STUDENT INTERACTIVE, p. 632

GLOSSARY INSTRUCTION

How to Use a Glossary

This glossary can help you understand the meaning, 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 online 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:



My TURN

Find and write the meaning of the word *generous*. Say the word aloud.
giving or showing kindness toward others

Write the syllabication of the word. **gen•er•ous**

Write the part of speech of the word. **adjective**

How did the part of speech help you understand how the word is used?
Possible response: Adjectives describe nouns. Nouns can name people, and people can show kindness. The word is probably used to describe a person.

Find the word *succeed* in the glossary. Note its meaning, syllabication, and pronunciation. Then use an online dictionary or other digital resource to check this information.

TURN and TALK Discuss how you can find the meaning of a word that is not in this glossary.

STUDENT INTERACTIVE, p. 633

GLOSSARY

abandon • astonished

Aa

a-ban-don (ə ban' dən), *VERB*. take leave of or desert

ab-o-li-tion-ist

(ab' ə lish' ə nist), *NOUN*. a person or group that believes slavery should be stopped

a-chieve

(ə chēv'), *VERB*. to succeed at something or reach a goal

ad-vice (əd vīs'), *NOUN*. an opinion or suggestion offered about a situation

a-nal-y-sis (ə nal' ə sis), *NOUN*. the study of something in great detail

an-tic-i-pate (ən tis' ə pāt), *VERB*. to expect something to happen

ap-peared (ə pird'), *VERB*. became visible or able to be seen

ar-riv-al (ə rī' vəl), *NOUN*. the act of coming to a place

as-ton-ish-ed (ə ston' isht), *ADJECTIVE*. very surprised or amazed

Pronunciation Guide

Use the pronunciation guide to help you pronounce the words correctly.

a in *hat*

ā in *age*

ā in *care*

ā in *far*

e in *let*

ē in *equal*

ēr in *term*

i in *it*

ī in *ice*

o in *hot*

ō in *open*

ō in *all*

ō in *order*

ō in *oil*

ou in *out*

u in *cup*

û in *put*

û in *rule*

ch in *child*

ng in *long*

sh in *she*

th in *thin*

th in *then*

zh in *measure*

ə = a in *about*

ə = e in *taken*

ə = i in *pencil*

ə = o in *lemon*

ə = u in *circus*

633

STUDENT INTERACTIVE, p. 634

GLOSSARY

attracts • destroyed

at-tracts (ə trakt's), *VERB*. interests or brings toward

Bb

ben-e-fit (ben' ə fit), *NOUN*.

something that helps a person or thing

Cc

cer-e-mo-nies (ser' ə mō' nēs), *NOUN*. formal religious or public events

chal-lenge (chal' ənj), *NOUN*. a difficult situation or contest

com-mand (kə mand'), *VERB*. to direct or give an order

com-mu-ni-ty (kə myū' nə tē), *NOUN*. a group of people living in the same area

com-pa-ny (kum' pə nē), *NOUN*. being together with another person or other people

com-plain (kəm plān'), *VERB*. express a feeling of unhappiness about something

con-struct-ed (kən struk' ted), *VERB*. built or made

con-sum-er (kən sūm' mər), *NOUN*. a person who buys goods

con-vince (kən vins'), *VERB*. to persuade or cause someone to believe

cur-i-ous (kyūr' ē əs), *ADJECTIVE*. interested in knowing or seeing

Dd

dam-age (dam' ij), *NOUN*. harm done to something so that it is broken or injured

dam-ag-ing (dam' ij ing), *ADJECTIVE*. harming or dangerous

dan-ger-ous (dān' jər əs), *ADJECTIVE*. unsafe or likely to cause harm

de-feat (di fēt'), *NOUN*. a loss or setback of some kind

de-stroyed (di stroid'), *VERB*. completely ruined

634

STUDENT INTERACTIVE, p. 635

determined • generous

de-ter-mined (di tēr' mänd), *ADJECTIVE*. committed or firmly decided

dis-tin-guish (dis ting' gwish), *VERB*. to tell the difference between two things

dis-turbed (dis tərb'd'), *VERB*. bothered or moved the position of

do-nate (dō' nāt), *VERB*. to give as a way to help others

Ee

el-e-gant (el' ə gant), *ADJECTIVE*. graceful in style and beauty

e-mer-gen-cy (i mēr' jən sē), *NOUN*. a serious or dangerous situation

en-cour-age (en kēr' ij), *VERB*. to give someone hope to keep trying

e-nor-mous (i nōr' məs), *ADJECTIVE*. huge or very large

e-qual-i-ty (i kwāl' ə tē), *NOUN*. the right for all people to be treated the same

e-ven-tu-al-ly (i ven' chū ə lē), *ADVERB*. finally or after a long time

ex-treme (ek strēm'), *ADJECTIVE*. far from normal or average

Ff

fa-mil-i-ar (fə mil' yər), *ADJECTIVE*. common, well-known

fig-ured (fig' yərd), *VERB*. believed or thought

flat-ter-y (flat' ər ē), *NOUN*. praise that is usually dishonest or exaggerated

fur-i-ous (fyūr' ē əs), *ADJECTIVE*. intense, raging, or violent

Gg

gen-e-ra-tion (jēn' ə rā' shən), *NOUN*. a group of individuals born and living at the same time

gen-er-ous (jēn' ə rəs), *ADJECTIVE*. giving or showing kindness toward others

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635

STUDENT INTERACTIVE, p. 636

GLOSSARY

heritage • opportunity

Hh

her-it-age (her' ə tij), *NOUN*. family or cultural history and traditions that are passed down through the years

hor-ri-bly (hōr' ə blē), *ADVERB*. in a very bad way

Ii

i-mag-ined (i maj' ənd), *VERB*. believed or thought was possible

im-i-ta-tion (im' ə tā' shən), *NOUN*. a copy of something else

im-mi-grants (im' ə grantz), *NOUN*. people who come to live in another country

im-pressed (im prest'), *ADJECTIVE*. affected in a favorable way

in-flu-en-tial (in' flū en' shəl), *ADJECTIVE*. having a great effect on someone or something

in-sist-ed (in sist' ed), *VERB*. stated firmly

in-struc-tions (in struk' shənz), *NOUN*. directions or orders

in-ter-fered (in' tər fird'), *VERB*. got involved in the matters of others

in-ter-view (in' tər vyū), *NOUN*. a formal meeting where one or more persons questions another person

Ll

la-ment-ing (lə ment' ing), *VERB*. expressing feelings of sadness

land-forms (land' fōrmz), *NOUN*. natural features of Earth's surface, such as mountains and valleys

Mm

med-i-cine (med' ə sən), *NOUN*. a substance used for treating an illness

mem-o-rize (mem' ə rīz'), *VERB*. learn exactly and without the chance of forgetting

Oo

of-fer-ing (ō' fər ing), *VERB*. giving or presenting

op-por-tu-ni-ty (op' ə tū' nə tē), *NOUN*.

a chance for a good experience or improvement

636

patience • stationary

Pp

pa-tience (pā' shəns), *NOUN*. the ability to wait without getting upset

per-mis-sion (pēr mish' ən), *NOUN*. formal or official approval to do something

pit-e-ous-ly (pit' ē əs lē), *ADVERB*. in a sad and suffering way

pol-lu-tion (pə lū' shən), *NOUN*. something that makes a place dirty, unsafe, or not suitable to use

pre-pared (pri pâr'd'), *ADJECTIVE*. ready or have made ready for use at a later time

pro-cess-es (pros' es ēz), *NOUN*. series of actions that happen over time

pro-duc-es (prə dūs' ez), *VERB*. makes or forms

Rr

re-claimed (ri klâmd'), *VERB*. took back

re-gion (rē' jən), *NOUN*. area of land

re-lief (ri lēf'), *NOUN*. a feeling of happiness that follows worry

re-mark-a-ble (ri mâr' kə bəl), *ADJECTIVE*. extraordinary or amazing

re-mem-bered (ri mem' bərd), *VERB*. thought of something that occurred in the past

re-spon-si-ble (ri spɔn' sə bəl), *ADJECTIVE*. in charge or in control of a job or duty

Ss

slav-er-y (slā' vər ē), *NOUN*. a system in which people are owned by others

spec-ta-cle (spek' tə kəl), *NOUN*. entertaining sight or display

spec-tac-u-lar (spek tak' yə lâr), *ADJECTIVE*. wonderful or very beautiful

sta-tion-ar-y (stā' shə ner' ē), *ADJECTIVE*. not moving

GLOSSARY

succeed • violence

suc-ceed (sək sēd'), *VERB*. to do well or achieve a goal

sur-face (sēr' fis), *NOUN*. the outside or outermost part

sur-ved (sər vīvd'), *VERB*. lived through or stayed alive

sus-tain-a-bil-i-ty (sə stā' nə bil' i tē), *NOUN*. a way of doing or making something that does not harm the environment and uses resources wisely

Tt

tem-per (tem' pər), *NOUN*. a person's state of mind or feelings of anger

ter-ri-bly (ter' ə blē), *ADVERB*. in an awful or very bad way

threat (thret), *NOUN*. something that may cause harm or danger

tra-di-tion (trā dish' ən), *NOUN*. custom or belief passed down among a group of people

trans-formed (tran sfôrmd'), *VERB*. changed or made very different

trans-port (trans' pôrt), *VERB*. carry or move from one place to another

tri-um-phant (trī um' fənt), *ADJECTIVE*. joy-filled or winning

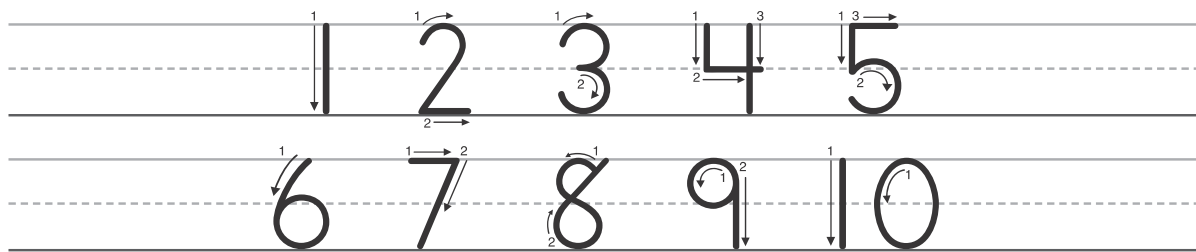
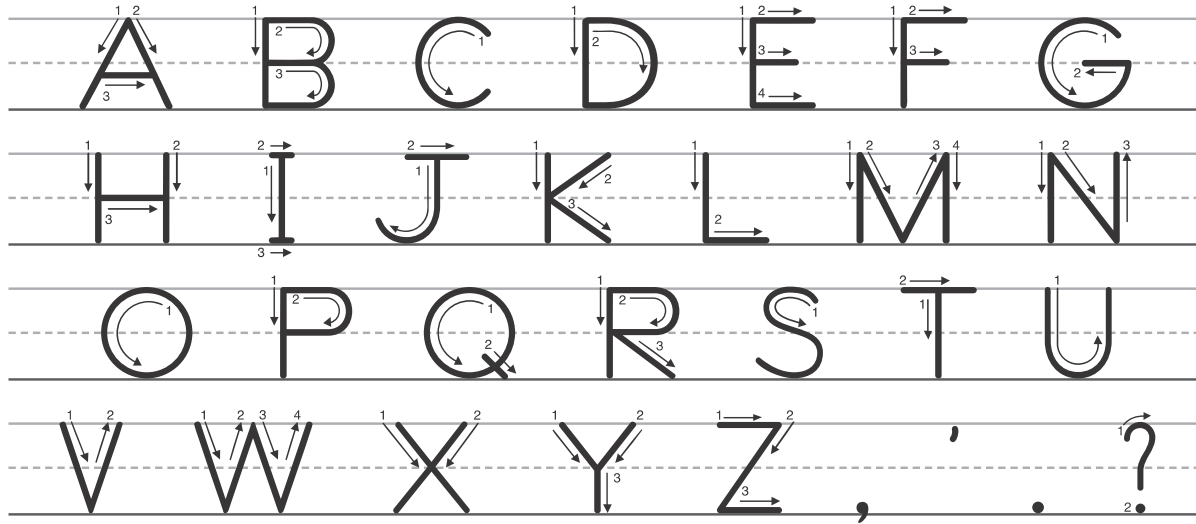
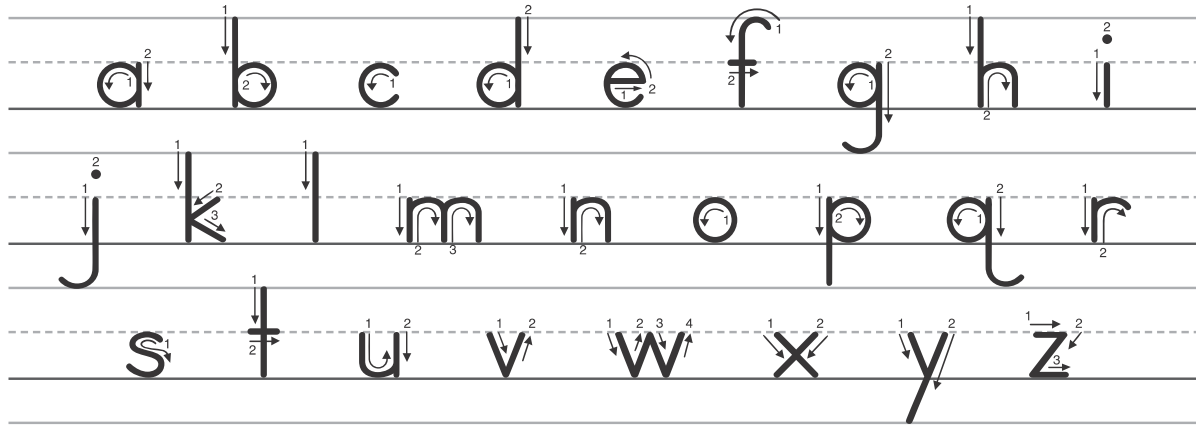
twin-kle (twing' kəl), *VERB*. sparkle or shine with a flickering light

Vv

vi-o-lence (vī' ə ləns), *NOUN*. acts that cause great harm, such as damage or injury

Handwriting Model

Manuscript



Handwriting Model

D'Nealian™ Alphabet

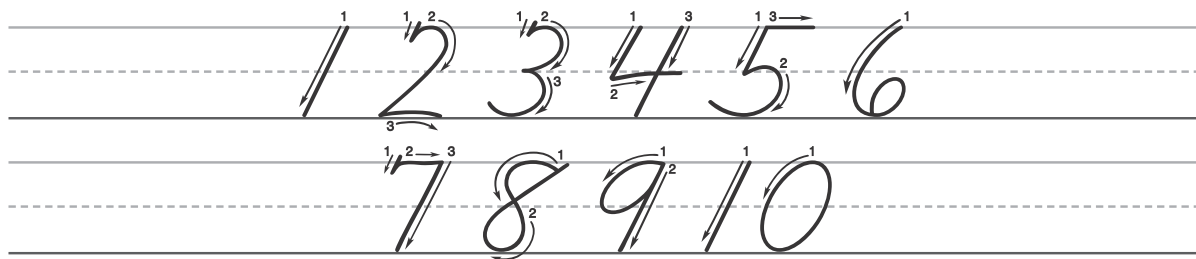
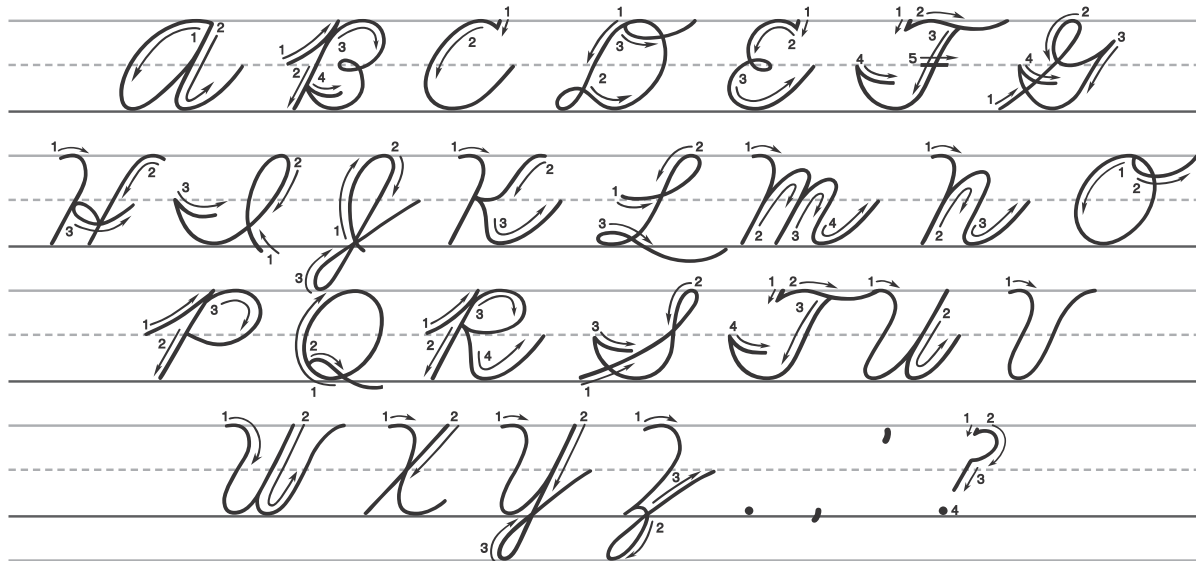
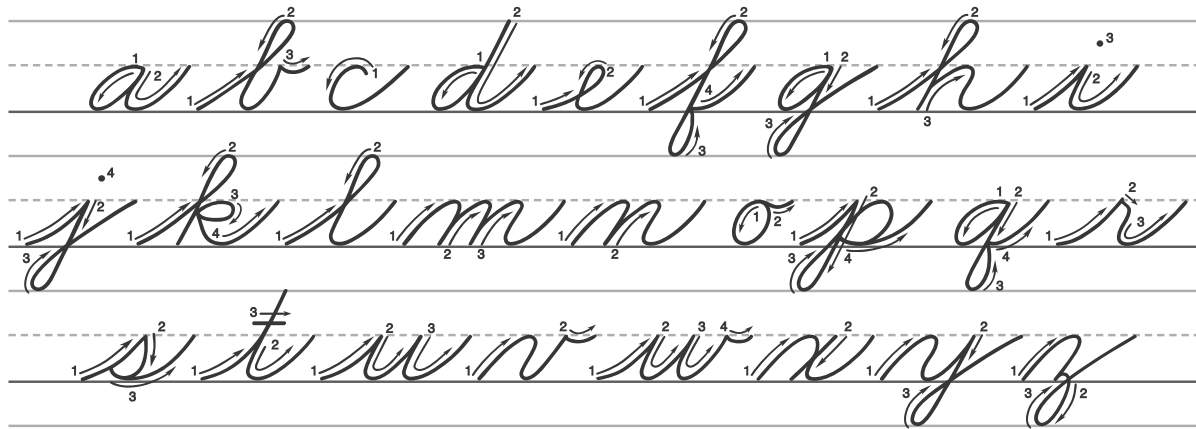
a b c d e f g h i
j k l m n o p q r s t
u v w x y z

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

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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TEXT COMPLEXITY CHARTS

**Deep Down and Other
Extreme Places to Live**

By Shirin Yim Bridges

Genre: Informational

Text

Recommended Placement

The **Quantitative Measures** place this text in the Grade 2–3 complexity band.

The **Qualitative Measures** suggest that students might need additional support with

- Knowledge Demands: Understanding the geographical locations and cultures described in the text
- Author’s Purpose: Connecting daily life in extreme places to daily life in readers’ experiences

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: **600L**

Average Sentence Length: **10.793**

Word Frequency: **3.473**

Word Count: **993**

Complexity Level

Qualitative Measures

Author’s Purpose



The author’s purpose is **explicitly stated** from the invitation in paragraph 4: *Let’s meet some people living in extreme places.* The text **focuses** on different people and details about their locations, and ends by asking readers to compare their own experiences with those of people in the text.

Text Structure



Each location gets its own section, indicated by a **heading**. The exceptions are the introductory and concluding sections, which relate the descriptive text back to readers’ own lives. Additional **text features** (subheadings, captions, and callouts with facts) provide additional information and **enhance** readers’ understanding of the topic. Students may need support connecting the information found in text features back to the main text.

Language Conventinality and Clarity



The sentences are **primarily simple and compound** in construction, and the language is **largely easy to understand** even as it describes the unusual lives and cultures of people living in “extreme” places. The vocabulary includes terms from other languages, but these are usually defined in the text.

Knowledge Demands



The subject matter relies on some **discipline-specific content knowledge** of different geographical locations, their features, and cultures found there. The text makes these relatable by explaining ideas clearly and connecting them to students’ own lives. However, students may need support connecting content to their own lives.

Reader and Task Considerations

English Language Learners

Intervention

On Level/Advanced

Purpose Ask: *What does your home look like? Where do you get food? How do you get from one place to another?*

- Discuss everyday tasks, like going to the grocery store, traveling to school, going to bed.
- Make a **list** of the different ways students live (apartments/houses; driving/walking) and point out that people do different things every day.

Knowledge Demands Share maps of the locations in the text and note geographical features (mountains, rivers, etc.). You may also wish to

- have students research the locations and cultures.
- prepare a **two-column chart** for note-taking during reading that has the headings *Extreme Location* and *How People Live*.

Structure Say: *Read the title of the book. What can you infer about what you will learn in this text?*

- Have partners share ideas.
- Ask pairs to preview the text by looking at the headings and text features.
- *How would you describe the way the author has organized this text?*

**Earthquakes, Eruptions,
and Other Events that
Change Earth**

By Natalie Hyde
Genre: Informational
Text

Recommended Placement

The **Quantitative Measures** place this text in the Grade 2–3 complexity band.

The **Qualitative Measures** suggest that students might need additional support with

- Language: Definitions of science terms
- Knowledge Demands: Accessing prior knowledge of rocks, earthquakes, and volcanoes

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: 730L

Average Sentence Length: 9.699

Word Frequency: 3.408

Word Count: 999

Complexity Level

Qualitative Measures

Author's Purpose



The author's overall purpose is **concrete and narrowly focused** on how and why various processes change Earth, as the title makes clear. Students should have little difficulty determining the author's purpose for this informational text.

Text Structure



The informational text has a cause-and-effect structure. **Connections between some ideas are implicit**; for example, readers must infer why the *Layers* section is important to understanding the text as a whole. Graphic features such as diagrams and maps **enhance** the text.

Language Conventinality and Clarity



The language is **easy to understand**, and sentences are **mainly simple and compound**. The vocabulary can be **content-specific**, but academic and domain-specific terms are **mostly defined** in very simple, familiar language (... *erupts*, or *shoots out*).

Knowledge Demands



The subject matter relies on **some discipline-specific content knowledge** such as information about rock, lava, and the features of Earth's landscape. Students may benefit from reviewing or recalling other texts they have read about rocks, earthquakes, or volcanoes.

Reader and Task Considerations

English Language Learners

Intervention

On Level/Advanced

Language Tell students that this text uses science words with clues to their meanings. Read aloud the first sentence in paragraph 9. Point out that this sentence defines two terms: *volcano* and *erupts*. Have students use **sentence frames** to define each word:

- A volcano is _____.
- When a volcano erupts, rock and ash _____ of the volcano.

Knowledge Demands Use a whole-group **KWL chart** to assess students' prior knowledge about rocks, earthquakes, and volcanoes. Have them use questions to complete the W column.

- As students read, have them mark answers to the questions with sticky notes.
- If any questions are left unanswered, discuss ways to answer them.

Structure Have students look at the diagram on page 477 and the map on page 479. **Ask: How are these two graphic features related?**

- Have students discuss their ideas with a partner.
- Have pairs share aloud their ideas.
- Have students suggest materials that could be used to make a model of Earth's structure, using the map and diagram for ideas.

TEXT COMPLEXITY CHARTS

A Safety Plan: In Case of Emergency

By Marcie Rendon
Genre: Procedural Text

Recommended Placement

The **Quantitative Measures** place this text in the Grade 2–3 complexity band. The **Qualitative Measures** suggest that students might need additional support with

- Knowledge Demands: Understanding expiration dates on medicine and nonperishable versus perishable food
- Language: Academic vocabulary and contractions

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: 770L Average Sentence Length: 11.225 Word Frequency: 3.545 Word Count: 999

Complexity Level	Qualitative Measures
<p>Author's Purpose</p> <p>Simple Very Complex</p>	<p>The purpose of explaining how to be prepared for an emergency is clear, concrete, and narrowly focused. The title and introduction explain exactly what readers will learn how to do in the text: make a plan for responding to an emergency.</p>
<p>Text Structure</p> <p>Simple Very Complex</p>	<p>After a short introduction, readers are guided through the steps of making a disaster plan in this procedural text. A large number of text features, such as headings, subheadings, and lists enhance the reader's understanding of the content. A table describing particular natural disasters supplements the text.</p>
<p>Language Conventinality and Clarity</p> <p>Simple Very Complex</p>	<p>The language is largely explicit and easy to understand, although some complex sentences and challenging vocabulary are included. The vocabulary is mostly conversational, and students may need support with reading contractions and understanding colloquial terms such as <i>comfy</i>. Readers may also need support reading the bulleted lists.</p>
<p>Knowledge Demands</p> <p>Simple Very Complex</p>	<p>The text relies on a mixture of common practical knowledge (first aid kits, escape plans, neighborhoods) and some discipline-specific content knowledge (expiration dates on medicine, nonperishable food, types of natural disasters).</p>

Reader and Task Considerations

English Language Learners	Intervention	On Level/Advanced
<p>Language Preteach the word <i>prepare</i>. Have students list examples of preparing or being prepared. Then, use the sentence frames below to help teach contractions.</p> <ul style="list-style-type: none"> • When you're (you are) prepared, you feel _____. • It's (It is) good to create a plan for a(n) _____. • You'll (You will) need a safety _____. 	<p>Knowledge Demand Explain expiration dates on medicine and nonperishable food.</p> <ul style="list-style-type: none"> • Define <i>expiration date</i>. Share with students a photo of an expiration date on a medicine bottle or food label to have them decide if it is expired. • Use fresh and canned fruit to show the difference between perishable and nonperishable food. 	<p>Structure Preview the book's text and graphic features. Ask: <i>What text features and graphic features do you see as you look through the book?</i></p> <ul style="list-style-type: none"> • Have partners make a list of the text features they find. • Have students think of one additional text feature that would add to the text (glossary, table of contents, additional captions, etc.) and explain their idea.

Nora's Ark

By Natalie

Kinsey-Warnock

Genre: Historical Fiction

Recommended Placement

The **Quantitative Measures** place this text in the Grade 2–3 complexity band.

The **Qualitative Measures** suggest that students might need additional support with

- Meaning: Understanding the metaphor “just gravy” to discern a theme of the story
- Language: Idiomatic and figurative language

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: **630L**

Average Sentence Length: **11.03**

Word Frequency: **3.673**

Word Count: **1,820**

Complexity Level

Qualitative Measures

Levels of Meaning



The text includes **multiple storylines** of Grandpa building a house for Grandma and the effects of the historical Vermont Flood of 1927. **Themes** of family, contentment, and community are thus framed by a devastating natural disaster. Students may need support with how the characters are shaped by events.

Text Structure



The first-person story is **chronological** and focused on the main character, Wren, who witnesses and narrates the flooding and its effect on her family and neighbors. A **sub-plot** in which Grandpa goes into the flood and is delayed in returning adds to the tension and suspense of the story, while the house full of animals adds humor.

Language Conventionalty and Clarity



Language contains idiomatic dialogue and examples of **figurative language** (*she's made of granite; the new house is just gravy*). **Vocabulary** is sometimes unfamiliar, especially terms associated with farming or old-fashioned items such as *wringer washing machine, heifer, and cookstove*. Sentences are a variety of **simple, compound, and complex**.

Knowledge Demands



The story includes **themes of varying levels of complexity**. The historical setting and **experiences** of living through a flood are **uncommon** to most readers. The title is an **allusion** to the biblical story of Noah's ark, and the battle of Gettysburg is referenced.

Reader and Task Considerations

English Language Learners	Intervention	On Level/Advanced
<p>Language Preview some figurative and idiomatic language examples. Help students determine what the phrases mean and restate them in their own words.</p> <ul style="list-style-type: none"> • <i>Grandma may look small, but she's made of granite</i> (Grandma is small but brave) • <i>full to bursting</i> (very full) • <i>I thought I was a goner</i> (I thought I might die) 	<p>Meaning Preview the metaphor of “just gravy” to help students connect it to examples from their own lives. Read aloud paragraphs 3–11.</p> <ul style="list-style-type: none"> • Have students work with partners to explain what “just gravy” means in their own words. • Have pairs come up with scenarios from their own lives where something was “just gravy.” 	<p>Knowledge Demands Have students use their prior knowledge of the Noah's Ark story and the illustration on the cover to predict what might happen in the story.</p> <ul style="list-style-type: none"> • Have students list events they expect to read about in the story. • Have them revisit the list after reading to evaluate their predictions.

TEXT COMPLEXITY CHARTS

from *Aesop's Fox*
Retold by Aki Sogabe
Genre: Traditional Tales

Recommended Placement

The **Quantitative Measures** place this text in the Grade 2–3 complexity band. The **Qualitative Measures** suggest that students might need additional support with

- Language: Identifying characters' spoken dialogue and internal thoughts
- Text Structure: Structure of an Aesop's fable

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: **670L** Average Sentence Length: **8.96** Word Frequency: **3.607** Word Count: **1,129**

Complexity Level

Levels of Meaning



Text Structure



Language Conventinality and Clarity



Knowledge Demands



Qualitative Measures

The text consists of several fables, each with its own moral, giving the text **multiple themes clearly distinguished from each other**. The themes are stated **clearly** in characters' thoughts or dialogue.

The story is made up of a number of short fables that feature the character Fox. The fables have been placed into a **chronological** framework so Fox seems to go in and out of **multiple storylines** during the same day. Each fable has its own characters and moral, with Fox as the thread tying them all together.

The language is **easy to understand**. Most sentences are **simple** or **compound**, and the vocabulary is mostly **familiar**. Although the dialogue is punctuated conventionally, students may need support identifying Fox's internal thoughts, as these are not marked or called out by punctuation or italics.

The story explores **several themes**. There are **no references or allusions to other texts or cultural elements**. Characters are fantastical but in keeping with conventions of the genre, and the events are easy to understand.

Reader and Task Considerations

English Language Learners

Language Remind students that dialogue spoken by characters is set inside quotations marks and is often marked by the word *said*. Have students find examples of spoken dialogue. Then, show students that sometimes the character Fox thinks to himself, and these thoughts are not punctuated like dialogue. Point out examples in paragraphs 14 and 24, noting the marker word *thought*. Have students read aloud the words Fox thinks to himself.

Intervention

Structure Review the typical structure of an Aesop's fable, especially that each one is short and ends with a lesson or moral. Then have students discuss with a partner what they know about fables featuring a fox.

- Provide a copy of Aesop's fables for students to refer to or use for ideas.
- Have students preview the illustrations to see if they can guess which fables this retelling includes.

On Level/Advanced

Meaning Say: *Think about the fables you know that have a character who is a fox. What characteristics does the fox usually have? What does the fox usually want?*

- Have students discuss the questions with a partner.
- Challenge students to identify what the fox wants—his motivation—in each scene of the story. Have them write these on sticky notes as they read.

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	•	•	•	•	•	•
• <i>r</i> -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	•	•	•	•	•	•

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
READING WORKSHOP	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	•	•	•	•	•	•	

SCOPE AND SEQUENCE		K	1	2	3	4	5
READING WORKSHOP	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	•	•	•	•	•	•	
READING-WRITING WORKSHOP BRIDGE	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						•

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, <i>r</i> -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>I</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
WRITING WORKSHOP	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			•	•	•	•	

SCOPE AND SEQUENCE		K	1	2	3	4	5
ORAL LANGUAGE	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	•	•	•	•	•	•
PROJECT-BASED INQUIRY	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		•	•	•	•	•	

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	•	•	•	•	•	•
ASSESSMENT	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>I</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	•	•	•	•	•	•



Academic vocabulary

integrate/integration, **U1**:T62, T70, T78, T124, T132, T140, T186, T194, T202, T256, T264, T272, T318, T326; **U2**:T54, T62, T70, T116, T124, T132, T176, T184, T192, T202, T238, T246, T254, T300, T308, T316; **U3**:T62, T70, T78, T122, T130, T138, T184, T192, T200, T244, T252, T260, T302, T310, T318; **U4**:T56, T64, T72, T116, T124, T132, T180, T188, T196, T246, T254, T262, T308, T316, T324; **U5**:T58, T66, T74, T116, T124, T132, T176, T184, T192, T244, T252, T260, T306, T314, T322

language of ideas, **U1**:T18, T88, T150, T213, T282; **U2**:T18, T80, T142, T264; **U3**:T18, T88, T148, T210, T270; **U4**:T18, T82, T142, T206, T272; **U5**:T18, T84, T142, T202, T270

use/using academic vocabulary, **U1**:T473; **U2**:T455; **U3**:T457; **U4**:T463; **U5**:T461

vocabulary, **U1**:T334

Word Wall, **U1**:T12; **U2**:T12; **U3**:T12; **U4**:T12; **U5**:T12

See also Vocabulary skills/strategies, academic vocabulary strategies

Accuracy. See Fluency, reading

Achieving English proficiency. See ELL (English Language Learners)

Adjectives, U5:T345, T349, T353, T357, T365, T438–T439

articles, **U4**:T439

comparative, **U1**:T426–T427; **U5**:T422–T423

comparing with, **U4**:T419, T423, T427, T431; **U5**:T345, T349, T353, T357, T365

superlative, **U1**:T426–T427; **U5**:T422–T423

Advanced-high learners. See ELL (English Language Learners)

Advanced learners. See ELL (English Language Learners)

Adverbs, U1:T434–T435; **U2**:T416–T417; **U4**:T443, T447, T451, T455; **U5**:T341, T369, T373, T377, T389, T438–T439

Affixes. See Spelling, Word Study, prefixes; Word Study, prefixes

Agreement

pronoun-antecedent, **U5**:T417, T421, T425, T429, T43

subject-verb, **U1**:T438; **U2**:T432–T433; **U3**:T341, T345, T349, T353, T361, T365, T369, T373, T377, T396

Alliteration. See Literary devices/terms, alliteration; Sound devices and poetic elements, alliteration

Analyzing. See Connections, text to text

Anchor chart, U1:T22, T92, T154, T216, T286; **U2**:T22, T84, T146, T206; **U3**:T22, T92, T152, T214, T274;

U4:T22, T86, T146, T210, T276; **U5**:T22, T88, T146, T206, T274

Answering questions. See Questioning

Antonyms, U1:T94–T95, T112; T86–T87, T99; **U3**:T94–T95, T106, T109; **U4**:T88–T89, T101, T103, T107; **U5**:T90–T91, T100, T101

Appreciating literature. See Literary response

Articles. See Adjectives, articles

Asking questions. See Questioning

Assess and Differentiate

myView Digital. See SavvasRealize.com to access Realize Reader and all other digital content

Quick Check, **U1**:T23, T57, T63, T71, T79, T93, T119, T125, T133, T141, T155, T181, T187, T195, T203, T217, T251, T257, T265, T273, T287, T313, T319, T327, T335; **U2**:T23, T53, T55, T63, T71, T85, T111, T117, T125, T133, T147, T171, T177, T185, T193, T207, T233, T239, T247, T255, T269, T295, T301, T309, T317; **U3**:T23, T57, T63, T71, T79, T183, T117, T123, T131, T139, T153, T179, T185, T193, T201, T215, T239, T245, T253, T261, T275, T297, T303, T311, T319; **U4**:T23, T51, T57, T65, T73, T87, T111, T117, T125, T133, T147, T175, T181, T189, T197, T211, T241, T247, T255, T263, T277, T303, T309, T317, T325; **U5**:T23, T53, T59, T67, T75, T89, T111, T117, T125, T133, T147, T171, T177, T185, T193, T207, T239, T245, T253, T261, T275, T301, T307, T315, T323

Small Group, **U1**:T28–T31, T60–T61, T68–T69, T76–T77, T82–T83, T98–T101, T122–T123, T130–T131, T138–T139, T144–T145, T160–T163, T184–T185, T192–T193, T200–T201, T206–T207, T222–T225, T254–T255, T262–T263, T270–T271, T276–T277, T292–T295, T316–T317, T324–T325, T332–T333, T338–T339; **U2**:T30–T31, T52–T53, T160–T61, T68–T69, T74–T75, T90–T93, T114–T115, T122–T123, T130–T131, T136–T137, T152–T155, T174–T175, T155–T183, T190–T191, T196–T197, T212–T215, T236–T237, T244–T245, T252–T253, T258–T259, T274–T277, T298–T299, T306–T307, T314–T315, T320–T321; **U3**:T28–T31, T60–T61, T68–T69, T76–T77, T82–T83, T98–T101, T120–T121, T128–T129, T136–T137, T142–T143, T158–T161, T182–T183, T190–T191, T198–T199, T204–T205, T220–T223, T242–T243, T250–T251, T258–T259, T264–T265, T280–T283, T300–T301, T308–T309, T316–T317, T322–T323; **U4**:T28–T31, T54–T55, T62–T63, T70–T71, T76–T77, T92–T95, T114–T115, T122–T123, T130–T131, T136–T137, T152–T155, T178–T179, T186–T187, T194–T195, T200–T201, T216–T219, T244–T245, T252–T253, T260–T261, T266–T267, T282–T285, T306–T307, T314–T315, T322–T323, T328–T329; **U5**:T28–T31, T56–T57, T64–T65, T72–T73, T78–T79, T94–T97, T114–T115, T122–T123, T130–T131, T136–T137, T152–T155, T174–T175, T182–T183,

T190–T191, T196–T197, T212–T215, T242–T243, T250–T251, T258–T259, T264–T265, T280–T283, T304–T305, T312–T313, T320–T321, T326–T327

Independent/Collaborative, **U1**:T31, T61, T69, T77, T83, T101, T123, T131, T139, T145, T163, T185, T193, T201, T207, T225, T255, T263, T271, T277, T295, T317, T325, T333, T339; **U2**:T31, T53, T61, T69, T75, T93, T115, T123, T131, T137, T155, T175, T183, T191, T197, T215, T237, T245, T253, T259, T277, T299, T307, T315, T321; **U3**:T31, T61, T69, T77, T83, T101, T121, T129, T131, T143, T161, T183, T191, T199, T205, T223, T243, T251, T259, T265, T283, T301, T309, T317, T323; **U4**:T31, T55, T63, T71, T77, T95, T115, T123, T131, T137, T155, T179, T187, T195, T201, T219, T245, T253, T261, T267, T285, T307, T315, T323, T329; **U5**:T31, T57, T65, T73, T79, T97, T115, T123, T131, T137, T155, T175, T183, T191, T197, T215, T243, T251, T259, T265, T283, T305, T313, T321, T327

Book Club, **U1**:T31, T83, T101, T163, T207, T225, T277, T295, T488–T501; **U2**:T31, T75, T93, T155, T197, T215, T259, T277, T470–T483; **U3**:T31, T83, T101, T161, T205, T223, T265, T283, T472–T485; **U4**:T31, T77, T95, T155, T201, T219, T267, T285, T478–T491; **U5**:T31, T79, T97, T155, T197, T215, T265, T283, T476–T489

Conferring, **U1**:T31, T61, T69, T77, T83, T101, T123, T131, T139, T145, T163, T185, T193, T201, T207, T225, T255, T263, T271, T277, T295, T317, T325, T333, T339; **U2**:T31, T53, T61, T69, T75, T93, T115, T123, T131, T137, T155, T175, T183, T191, T197, T215, T237, T245, T253, T259, T277, T299, T307, T315, T321; **U3**:T31, T61, T69, T77, T83, T101, T121, T129, T131, T143, T161, T183, T191, T199, T205, T223, T243, T251, T259, T265, T283, T301, T309, T317, T323; **U4**:T31, T54, T63, T71, T77, T95, T115, T123, T131, T137, T155, T179, T187, T195, T201, T219, T245, T253, T261, T267, T285, T307, T315, T323, T329; **U5**:T31, T57, T65, T73, T79, T97, T115, T123, T131, T137, T155, T175, T183, T191, T197, T215, T243, T251, T259, T265, T283, T305, T313, T321, T327

Independent Reading, **U1**:T31, T61, T69, T77, T83, T101, T123, T131, T139, T145, T163, T185, T193, T201, T207, T225, T255, T263, T271, T277, T295, T317, T325, T333, T339; **U2**:T31, T53, T61, T69, T75, T93, T115, T123, T131, T137, T155, T175, T183, T191, T197, T215, T237, T245, T253, T259, T277, T299, T307, T315, T321; **U3**:T31, T61, T69, T77, T83, T101, T121, T129, T131, T143, T161, T183, T191, T199, T205, T223, T243, T251, T259, T265, T283, T301, T309, T317, T323; **U4**:T31, T55, T63, T71, T77, T95,

T115, T123, T131, T137, T155, T179, T187, T195, T201, T219, T245, T253, T261, T267, T285, T307, T315, T323, T329; **U5**:T31, T57, T65, T73, T79, T97, T115, T123, T131, T137, T155, T175, T183, T191, T197, T215, T243, T251, T259, T265, T283, T305, T313, T321, T327

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On-level learners. See Assess and Differentiate

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T316, T324, T332; **U2**:T52, T60, T68, T114, T122, T130, T174, T155, T190, T236, T244, T252, T298, T306, T314; **U3**:T60, T68, T76, T120, T128, T136, T182, T190, T198, T242, T250, T258, T274, T300, T308, T316; **U4**:T54, T62, T70, T114, T122, T130, T178, T186, T194, T244, T252, T260, T306, T314, T322; **U5**:T56, T64, T72, T114, T122, T130, T174, T182, T190, T242, T250, T258, T304, T312, T320

Oral vocabulary development. See Academic vocabulary; Content knowledge; Oral Reading Ability

P

Paraphrase, U3:T464–T465

Parts of a book. See Text features

Parts of speech. See Adjectives; Adverbs; Conjunctions; Nouns; Prepositions; Pronouns; Verbs

Performance task. See Assessment, progress monitoring

Phonics/decoding

common syllable patterns, **U1**:T26–T27, T58–T59, T66–T67, T74–T75, T80–T81, T136–T137, T290–T291, T314–T315, T322–T323, T336–T337; **U2**:T26–T27, T44, T50–T51, T58–T59, T72–T73, T128–T129, T210–T211, T234–T235, T242–T243, T256–T257, T334, T338, T342, T350, T370, T406, T410, T414, T422

final stable syllable, **U5**:T286, T294, T297, T278–T279, T302–T303, T310–T311, T320–T321, T436, T440, T444, T452

VCCCV, **U4**:90–T91, T98, T112–T113, T120–T121, T134–T135, T192–T193 T366, T370, T374, T382, T402

VC/CV, **U1**:T36, T54, T74–T75, T136–T137, T352, T356, T360, T364, T368, T388

VCe, **U2**:T210–T211, T219, T229, T231, T234–T235, T242–T243, T256–T257, T312–T313, T406, T410, T414, T422, T442

VC/V and V/CV, **U2**:T128–T129, T370

vowels

digraphs, **U1**:T220–T221, T229, T232, T237, T241, T247, T252–T253, T260–T261, T274–T275, T330–T331, T424, T428, T432, T440, T460

diphthongs, **U1**:T299, T290–T291, T314–T315, T322–T323, T336–T337, T448, T452, T456, T464; **U2**:T66–T67, T346

r-controlled, **U2**:T88–T89, T103, T112–T113, T120–T121, T134–T135, T188–T189, T358, T362, T366, T374, T394; **U4**:T26–T27, T36, T40, T45, T52–T53, T60–T61, T74–T75, T128–T129, T342, T346, T350, T358, T378

schwa, **U5**:T222, T227, T210–T211, T240–T241, T248–T249, T262–T263, T318–T319, T412, T416, T420, T428, T448

vowel patterns, **U5**:T26–T27, T38, T46, T54–T55, T62–T63, T76–T77, T92–T93, T109, T112–T113, T120–T121, T134–T135, T128–T129, T188–T189, T340, T344, T348, T356, T364, T368, T372, T376, T380, T400

vowel teams, **U3**:T218–T219, T228, T240–T241, T248–T249, T262–T263, T314–T315, T408, T412, T416, T424, T444, T444

words, compound, **U2**:T150–T151, T172–T173, T180–T181, T194–T195, T250–T251, T382, T386, T390, T398, T418

Phrasing. See Fluency, reading

Pictures. See Text features, illustrations/photographs

Play. See Genres, drama/play

Plot, U1:T28, T35, T36, T38, T41, T42, T45, T48, T51, T52, T54, T62–T63; **U3**:T28, T35, T39, T43, T44, T47, T48, T51, T53, T55, T62–T63, T342–T343, T366–T367, T370–T371. See *also* Listening, listening comprehension; Story structure

Plurals. See Nouns, plural; Word Study, irregular plural nouns

Poetic devices. See Literary devices/terms; Sound devices and poetic elements

Poetry. See Genres, poetry

Possessives. See Word Study

Possible Teaching Point. See Teaching strategies, Possible Teaching Point

Predict, confirm or correct predictions, U3:T29, T34, T37, T38, T40, T42, T45, T46, T50, T52, T54, T70–T71; **U4**:T29, T35, T38, T41, T44, T48, T64–T65; **U5**:T29, T34, T37, T39, T44, T45, T47, T49, T66–T67

Prefixes, U3:T134–T135, T372. See *also* Spelling, Word Study, prefixes; Word Study, prefixes

Prepositions and prepositional phrases, U2:T404–T405; **U3**:T434–T435; **U4**:T395, T399, T403, T407, T415

Prior knowledge. See Background knowledge; ELL (English Language Learners)

Procedural text. See Genres, procedural text

Progress monitoring. See Assessment, progress monitoring

Project-Based Inquiry, U1:T469–T487; **U2**:T451–T469; **U3**:T453–T471; **U4**:T459–T477; **U5**:T457–T475
 celebrate and reflect, **U1**:T486–T487; **U2**:T468–T469; **U3**:T470–T471; **U4**:T476–T477; **U5**:T474–T475
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explore and plan, **U1**:T474–T475; **U2**:T456–T457; **U3**:T458–T459; **U4**:T464–T465; **U5**:T462–T463

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research, **U1**:T476–T477, T480–T483; **U2**:T458–T459, T462–T465; **U3**:T460–T461, T464–T467; **U4**:T466–T467, T470–T473; **U5**:T464–T465, T466–T471

Pronouns, U1:T430–T431; **U3**:T437, T441, T445, T449; **U4**:T343

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possessive, **U3**:T422; **U4**:T347, T351, T355, T359, T367

pronoun-antecedent agreement, **U5**:T417, T421, T425, T429, T437

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Proofreading. See Writing Workshop, composition, writing process

Prosody, U1:T60, T68, T76, T138, T184, T192, T200, T254, T262, T270, T316, T324, T332; **U2**:T52, T60, T68, T114, T122, T130, T174, T155, T190, T236, T244, T252, T298, T306, T314; **U3**:T120, T130, T136, T182, T190, T198, T242, T250, T258, T274, T300, T308, T316; **U4**:T54, T62, T70, T114, T122, T130, T178, T186, T244, T252, T260, T306, T314, T322; **U5**:T56, T64, T72, T114, T122, T130, T174, T182, T190, T242, T250, T258, T304, T312, T320. See *also* Assess and Differentiate, Small Group; Fluency, reading, expression

Publish, Celebrate, and Assess, U1:T442–T463; **U2**:T424–T445; **U3**:T426–T447; **U4**:T432–T453; **U5**:T430–T451

Punctuation, U3:T430–T431; **U5**:T426. See *also* Comma

Purpose and audience. See Author's purpose

Q

Questioning, U1:T99, T104, T106, T109, T113, T116, T132–T133; **U4**:T34, T153, T158, T163, T165, T168, T170, T172, T188–T189

Quick Check. See Assess and Differentiate, Quick Check

R

Rate. See Fluency, reading

Read aloud. See Reading to students

Reader response. See Connections

Reading fluency. See Fluency, reading; Oral reading ability

Reading rate. See Fluency, reading

Reading to students, U1:T20, T90, T152, T214, T284;
U2:T20, T82, T144, T204, T266; **U3:**T20, T90, T150,
T212, T272; **U4:**T20, T84, T144, T208, T274; **U5:**T20,
T86, T144, T204, T272

Reading Workshop

Foundational Skills

fluency. See Fluency, reading

high-frequency words. See Vocabulary development,
high-frequency words

listening comprehension. See Listening, listening
comprehension

phonics. See Phonics/decoding

word structure and knowledge. See Dictionary/glossary;
Phonics/decoding; Prefixes; Spelling; Suffixes

reading comprehension

analysis. See Strategies/skills

compare across texts

compare two or more texts, **U1:**T29, T99, T161, T223,
T293; **U2:**T29, T91, T153, T216, T224, T232, T238,
T275; **U3:**T29, T99, T159, T162, T170–T171, T221,
T281; **U4:**T29, T93, T153, T217, T283; **U5:**T29, T95,
T153, T213, T281

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independent and self-selected reading

self-select texts, **U1:**T11, T31, T61, T69, T77, T83, T101,
T123, T131, T139, T145, T163, T185, T193, T201,
T207, T225, T255, T263, T271, T277, T295, T317,
T325, T333, T339; **U2:**T11, T31, T53, T61, T69, T75,
T93, T115, T123, T131, T137, T155, T183, T183, T191,
T197, T215, T237, T245, T253, T259, T277, T299,
T307, T315, T321; **U3:**T11, T31, T61, T69, T77, T83,
T121, T129, T131, T143, T161, T183, T191, T199,
T205, T223, T243, T251, T259, T265, T283, T301,
T309, T317, T323; **U4:**T11, T31, T54, T63, T71, T77,
T95, T115, T123, T131, T137, T155, T179, T187, T195,
T201, T219, T245, T253, T261, T267, T285, T307,
T315, T323, T329; **U5:**T11, T31, T57, T65, T73, T79,
T97, T115, T123, T131, T137, T155, T175, T183, T191,
T197, T215, T243, T251, T259, T265, T283, T305,
T313, T321, T327

key ideas and details

ask and answer questions, **U1:**T99, T104, T106, T109,
T113, T116, T132–T133; **U4:**T153, T158, T163, T165,
T168, T170, T172, T188–T189

confirm or correct predictions, **U3:**T29, T34, T37, T38,
T40, T42, T45, T46, T50, T52, T54, T70–T71; **U4:**T29,
T35, T38, T41, T44, T48, T64–T65; **U5:**T29, T34, T37,
T39, T44, T45, T47, T49, T66–T67

draw conclusions, **U1:**T414; **U2:**T396; **U4:**T400–T401

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T45, T47; **U4:**T92, T99, T102, T104, T108–T109,
T116–T117

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T124–T125, T161, T168, T173, T175–T177, T179,
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T107, T124–T125, T283

retell/paraphrase, **U3:**T464–T465

response to sources

interact with sources, **U1:**T18–T19, T88–T89, T150–T151,
T212–T213, T282–T283; **U2:**T18–T19, T80–T81, T142–
T143, T202–T203, T264–T265; **U3:**T18–T19, T88–T89,
T148–T149, T210–T211, T270–T271; **U4:**T18–T19,
T82–T83, T142–T143, T206–T207, T272–T273;
U5:T18–T19, T84–T85, T142–T143, T202–T203,
T270–T271

make connections, **U3:**T104, T105, T108, T111, T113,
T114, T130–T131; **U4:**T217, T223, T224, T228, T230,
T234, T236, T238, T254–T255; **U5:**T213, T220, T225,
T228, T231, T233, T234, T236, T252–T253

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T180–T181, T250–T251, T312–T313; **U2:**T48–T49,
T110–T111, T170–T171, T232–T233, T294–T295;
U3:T56–T57, T116–T117, T178–T179, T238–T239,
T296–T297; **U4:**T50–T51, T110–T111, T174–T175,
T240–T241, T302–T303; **U5:**T52–T53, T110–T111,
T170–T171, T238–T239, T300–T301

Reading-Writing Workshop Bridge

analyze author's craft, **U2:**T47; **U4:**T301; **U5:**T237

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additional sources, **U1:**T248

cause-effect, **U2:**T292

context clues, **U2:**T283

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U4:T37, T41, T46, T58–T59; **U5:**T42

details, **U1:**T104; **U2:**T105

dialogue, **U3:**T107

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hyperbole, **U3:**T108, T186–T187; **U4:**T235

illustrations, **U3:**T38, T40, T52, T64–T65

imagery, figurative language, **U1:**T35, T37, T46, T51, T64–
T65, T167, T188–T189, T228; **U2:**T228, T281; **U3:**T230,
T235, T236; **U4:**T238; **U5:**T308–T309

images, **U2:**T40, T41, T46

literary devices, **U1:**T228

mood, **U3:**T48, T53, T165, T173

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onomatopoeia, **U1:**T35, T308

personification, **U1:**T37, T106; **U3:**T50

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purpose and message, **U1**:T45, T48, T52, T117, T172, T320–T321; **U2**:T158, T178–T179; **U3**:T41, T111, T114, T115, T124–T125, T175, T177; **U4**:T289, T297, T310–T311; **U5**:T43, T51, T235

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- hyperbole, **U3**:T194–T195
- illustrations, **U3**:T72–T73
- imagery, figurative language, **U1**:T72–T73, T196–T197
- precise verbs, **U2**:T126–T127; **U5**:T316–T317
- print and graphic features, **U1**:T134–T135, T266–T267; **U2**:T64–T65; **U4**:T126–T127; **U5**:T126–T127
- purpose and message, **U1**:T328–T329; **U2**:T186–T187; **U3**:T132–T133
- sharing a message, **U4**:T318–T319; **U5**:T68–T69
- text structure, **U2**:T310–T311; **U4**:T256–T257; **U5**:T186–T187
 - cause-effect, **U2**:T310–T311
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academic language/vocabulary. *See* Academic vocabulary

Word Study. *See* Spelling, Word Study; Word Study

Read Like a Writer. *See* Reading Writing Workshop Bridge, analyze author’s craft; Teaching strategies, Possible Teaching Point

Realism and fantasy. *See* Listening, listening comprehension

Realistic fiction. *See* Genres, realistic fiction

Reference sources

- additional, **U1**:T248
- analyze, **U1**:T480; **U4**:T470
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- information from, **U3**:T464
- Internet. *See* Technology
- primary, **U1**:T476, T480–T481; **U2**:T458; **U3**:T18–T19, T460; **U4**:T18–T19, T82–T83, T466; **U5**:T202–T203, T464
- secondary, **U1**:T480–T481
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See also Dictionary/glossary; Research/study skills

Research/study skills

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- cite sources, **U2**:T462–T463
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- identify sources, **U1**:T480–T481; **U4**:T470–T471
- include images, **U4**:T472–T473
- include visuals/media, **U2**:T464–T465
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- library databases, **U2**:T458–T459
- Library of Congress, **U4**:T466–T467
- paraphrasing and quoting, **U3**:T464–T465
- present slide show, **U5**:T470–T471
- review/revise topic, **U1**:T484–T485; **U2**:T466–T467; **U3**:T468–T469; **U4**:T474–T475; **U5**:T472–T473
- search engines, **U3**:T460–T461
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See also Graphic organizers; Graphic sources; Reference sources

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Rhyme. *See* Literary devices/terms, rhyme; Sound devices and poetic elements, rhyme

Rhythm. *See* Literary devices/terms, rhythm; Sound devices and poetic elements, rhythm

Routines. *See* Teaching strategies, routines

Rubric. *See* Assessment, scoring guide/rubric; Writing rubrics; Writing Workshop

S

SavvasRealize.com. See SavvasRealize.com to access Realize Reader and all other digital content

Science activities. See Cross-Curricular Perspectives, science

Science in reading. See Cross-Curricular Perspectives, science

Self-selected text, U1:T11, T31, T61, T69, T77, T83, T101, T123, T131, T139, T145, T163, T185, T193, T201, T207, T225, T255, T263, T271, T277, T295, T317, T325, T333, T339; **U2:**T11, T31, T53, T61, T69, T75, T93, T115, T123, T131, T137, T155, T183, T183, T191, T197, T215, T237, T245, T253, T259, T277, T299, T307, T315, T321; **U3:**T11, T31, T61, T69, T77, T83, T101, T121, T129, T131, T143, T161 T183, T191, T199, T205, T223, T243, T251, T259, T265, T283, T301, T309, T317, T323; **U4:**T11, T31, T54, T63, T71, T77, T95, T115, T123, T131, T137, T155, T179, T187, T195, T201, T219, T245, T253, T261, T267, T285, T307, T315, T323, T329; **U5:**T11, T31, T57, T65, T73, T79, T97, T115, T123, T131, T137, T155, T175, T183, T191, T197, T215, T243, T251, T259, T265, T283, T305, T313, T321, T327

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See also Listening, listening comprehension

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Social studies in reading, U1:T469; **U3:**T261; **U4:**T459; **U5:**T457. See also Cross-Curricular Perspectives, social studies

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- analyze point of view, **U5**:T212, T219, T223, T226, T227, T230, T235, T237, T244–T245
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- analyze text structure, **U2**:T97, T99, T101, T102, T104, T107, T109, T116–T117, T212, T218, T221, T222, T226, T229, T230, T238–T239; **U3**:T227, T231, T233, T234, T244–T245; **U4**:T28, T34, T37, T40, T42, T45, T47, T49, T56–T57; **U5**:T100, T104, T106, T108, T116–T117, T152, T158, T161, T163, T165–T166, T169, T176–T177
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- explain poetic elements, **U3**:T280, T287, T290, T294, T302–T303
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- identify play elements, **U4**:T288, T290, T292, T294, T298, T301, T308–T309
- infer theme, **U3**:T158, T165, T166, T169, T172, T174, T184–T185; **U5**:T280, T289, T292, T294, T298, T306–T307
- make connections, **U3**:T104, T105, T108, T111, T113, T114, T130–T131; **U4**:T217, T223, T224, T228, T230, T234, T236, T238, T254–T255; **U5**:T220, T225, T228, T231, T233, T234, T236, T252–T253
- make inferences, **U1**:T168, T173, T175–T177, T179, T194–T195; **U4**:T93, T98, T100, T103, T105, T107, T124–T125, T283
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Structures of informational text. See Informational text

Struggling readers. See Assess and Differentiate

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Text features, U1:T222, T228, T230, T231, T233, T235, T237, T239, T241, T243, T246, T248, T249, T256–T257;

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Vocabulary skills/strategies

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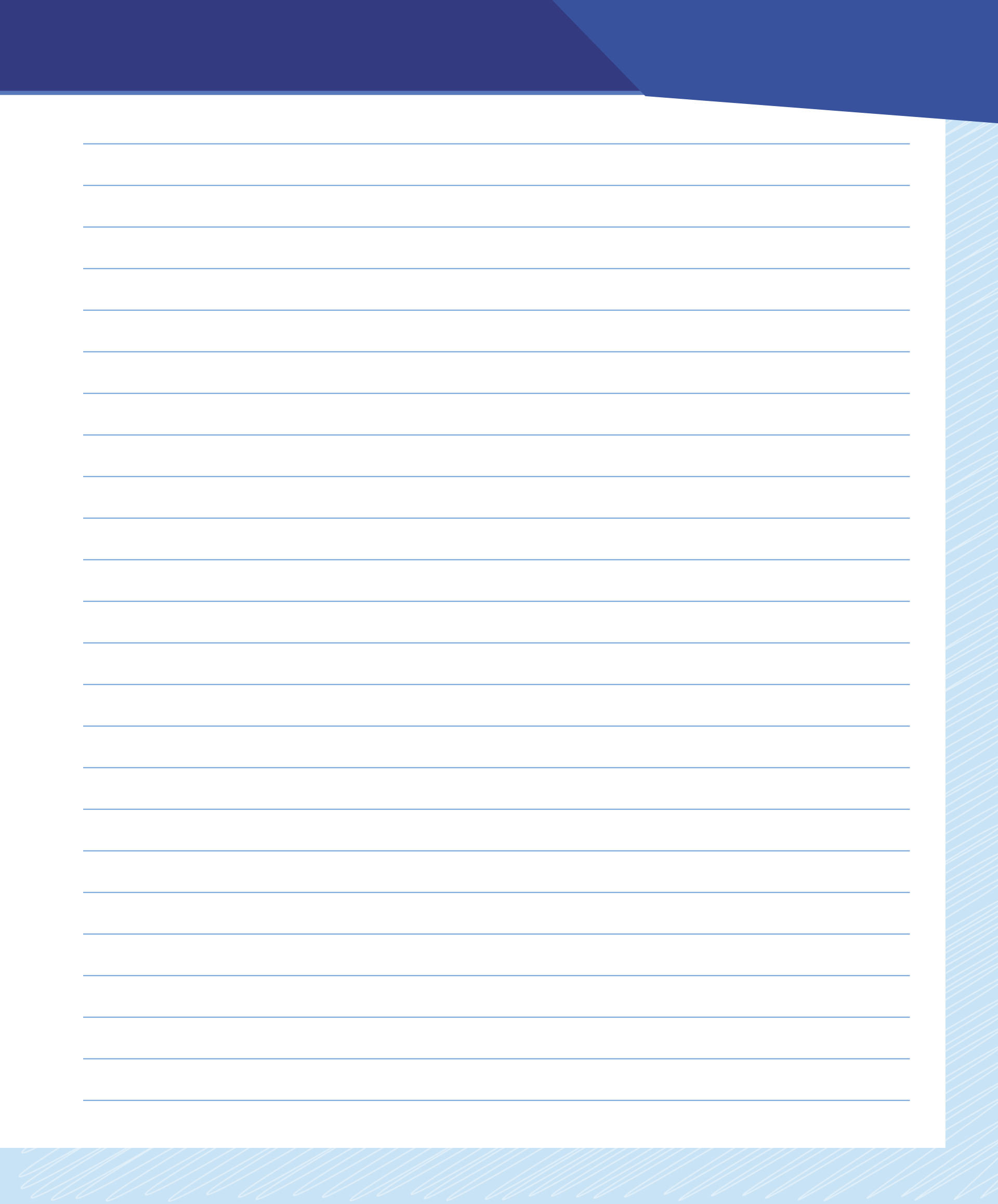
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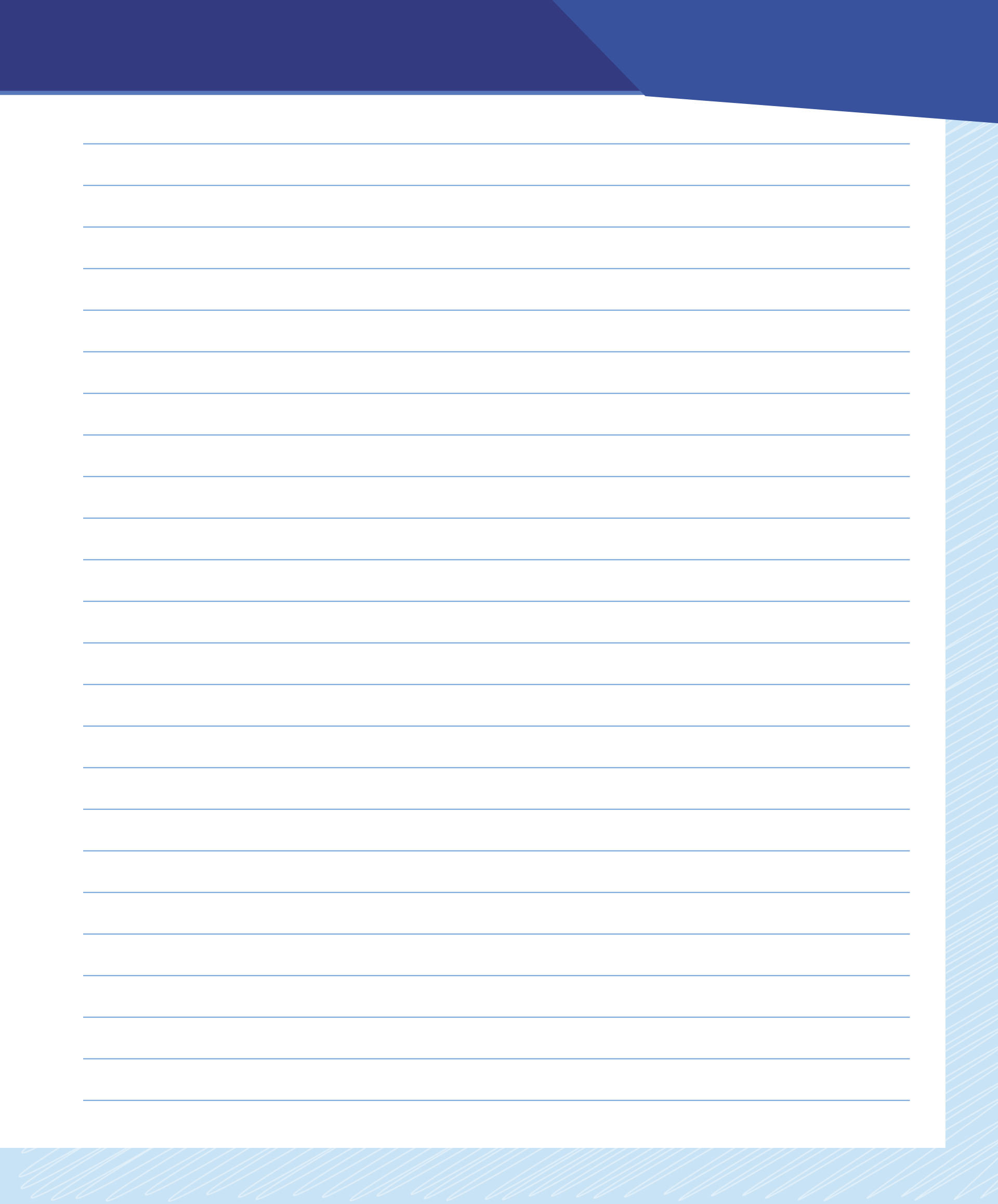
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See also Literary devices/terms







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