

Teacher's Edition



COMMON CORE

myview[®]

L I T E R A C Y

3.4

SAVVAS

Teacher's Edition

COMMON CORE
myView
L I T E R A C Y

3.4

Copyright © 2020 by Savvas Learning Company LLC. All Rights Reserved. Printed in the United States of America.

This publication is protected by copyright, and permission should be obtained from the publisher prior to any prohibited reproduction, storage in a retrieval system, or transmission in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise. This work is solely for the use of instructors and administrators for the purpose of teaching courses and assessing student learning. Unauthorized dissemination, publication, or sale of the work, in whole or in part (including posting on the internet), will destroy the integrity of the work and is strictly prohibited. For information regarding permissions, request forms, and the appropriate contacts within the Savvas Learning Company Rights Management group, please send your query to the address below.

Savvas Learning Company LLC, 15 East Midland Avenue, Paramus, NJ 07652

Cover: Olgysa/Shutterstock; NASA; Stocktrek Images, Inc./Alamy Stock Photo; Poprotsky Alexey/Shutterstock; Catwalker/Shutterstock; Roserunn/Shutterstock

Attributions of third party content appear on pages T500–T501, which constitutes an extension of this copyright page.

Savvas® and **Savvas Learning Company®** are the exclusive trademarks of Savvas Learning Company LLC in the U.S. and other countries.

Savvas Learning Company publishes through its famous imprints **Prentice Hall®** and **Scott Foresman®** which are exclusive registered trademarks owned by Savvas Learning Company LLC in the U.S. and/or other countries.

Unless otherwise indicated herein, any third party trademarks that may appear in this work are the property of their respective owners, and any references to third party trademarks, logos, or other trade dress are for demonstrative or descriptive purposes only. Such references are not intended to imply any sponsorship, endorsement, authorization, or promotion of Savvas Learning Company products by the owners of such marks, or any relationship between the owner and Savvas Learning Company LLC or its authors, licensees, or distributors.

myView Literacy Experts and Researchers



María Guadalupe Arreguín-Anderson, Ed.D.
Associate Professor, Interdisciplinary Learning and Teaching, University of Texas at San Antonio



Ernest Morrell, Ph.D.
Coyle Professor of Literacy Education and Director of the Center for Literacy Education, University of Notre Dame



Julie Coiro, Ph.D.
Associate Professor, School of Education, University of Rhode Island



P. David Pearson, Ph.D.
Evelyn Lois Corey Emeritus Chair in Instructional Science, Graduate School of Education, University of California, Berkeley



Jim Cummins, Ph.D.
Professor Emeritus, University of Toronto



Frank Serafini, Ph.D.
Professor of Literacy Education and Children's Literature, Arizona State University



Pat Cunningham, Ph.D.
Professor, Wake Forest University



Alfred Tatum, Ph.D.
Provost and Vice President for Academic Affairs, Metropolitan State University of Denver



Richard Gómez Jr., Ph.D.
CEO, Gómez and Gómez Dual Language Consultants



Sharon Vaughn, Ph.D.
Professor and Executive Director, Meadows Center for Preventing Educational Risk, The University of Texas at Austin



Elfrieda "Freddy" H. Hiebert, Ph.D.
CEO/President, TextProject



Judy Wallis, Ed.D.
National Literacy Consultant Houston, Texas



Pamela A. Mason, Ed.D.
Senior Lecturer on Education, Harvard University Graduate School of Education



Lee Wright, Ed.D.
Literacy Coach and Regional Staff Developer Houston, Texas



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

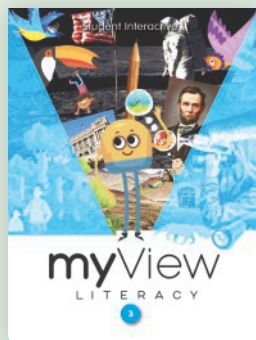


Grade 3 Resources

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

Read **ALoud**

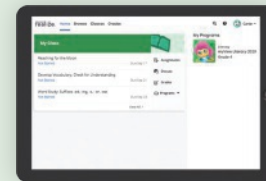
Mentor **STACK**



Trade Book Read Alouds



Genre, Skill, and
Strategy Videos



Savvas Realize™
Intermediate Student
Interface

Small Group & Independent

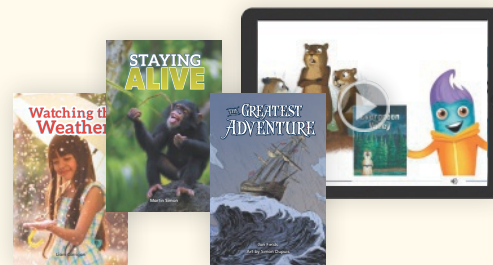
BOOK CLUB
with Trade Books



WRITING CLUB

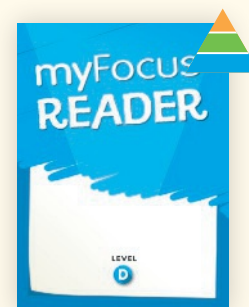


Digital Games



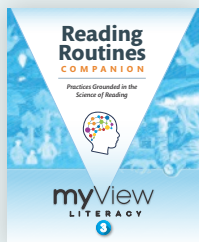
Leveled Content Readers
with Access Videos

SuccessMaker

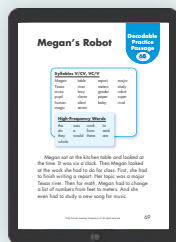


myFocus Reader

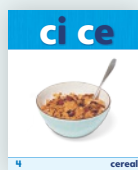
Foundational Skills



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

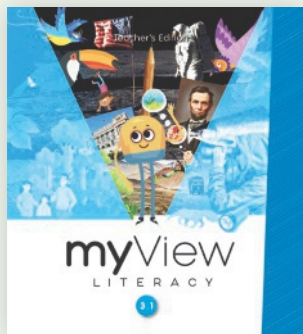


Savvas Realize™

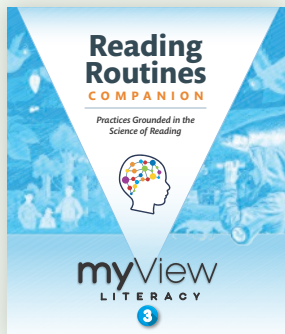
- Seamless Google Integration
- Interactive PDFs
- Distance Learning Teacher's Guide
- Downloadable/Printable Content
- Customizable Playlists
- Upload files and video
- Assign, Submit, and Grade
- Access to Realize Reader™ on and offline

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

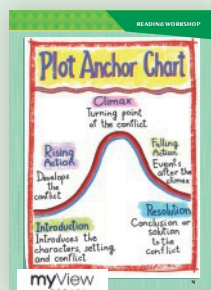
TEACHER RESOURCES



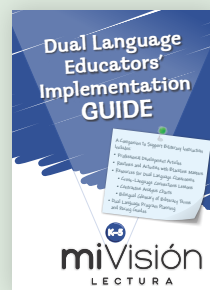
Teacher's Edition
5 Volumes



Reading Routines Companion



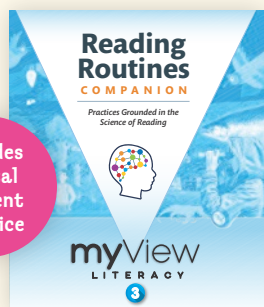
Anchor Charts



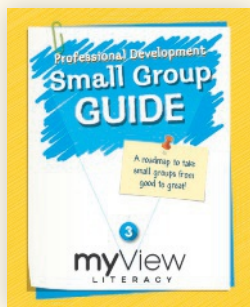
Dual Language Educators' Implementation Guide

Printables Include:

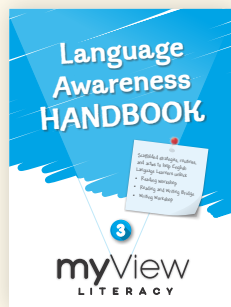
- Handwriting Practice
- Handwriting Models
- Writing Minilessons and Student Practice
- Language & Conventions Resources
- Spelling Resources
- Read Aloud Trade Book Lesson Plans



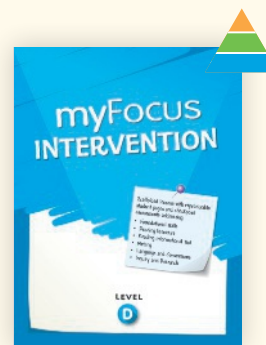
Reading Routines Companion



Small Group Professional Development Guide



Language Awareness Handbook

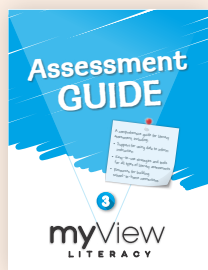


myFocus Intervention Teacher's Guide

Printables Include:

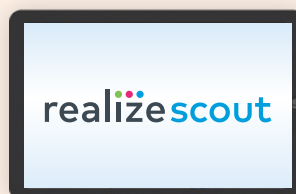
- Extension Activities
- *Quest* and *uEngineer It!* Cross-curricular projects
- Project-Based Inquiry Rubrics & Leveled Research Articles
- Writing Conference Notes & Student Feedback Template
- Leveled Literacy Stations
- Leveled Content Reader Teacher's Guide

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.

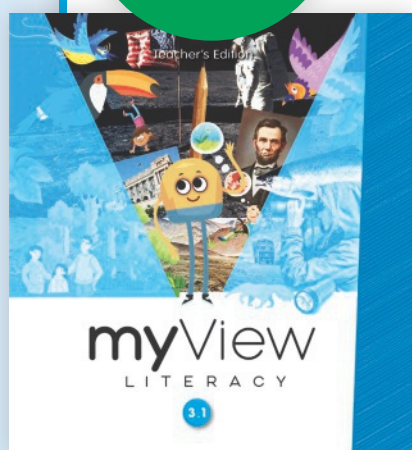
A Continuum of Resources to Meet the Needs of Your Students



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

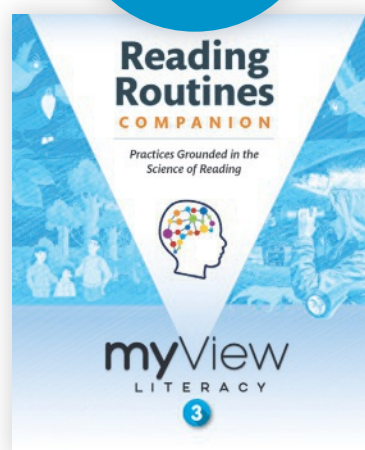
Teacher's Edition



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



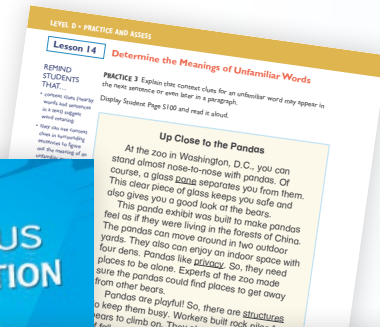
SuccessMaker®

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



myFocus Intervention

myFocus INTERVENTION



myFocus Intervention

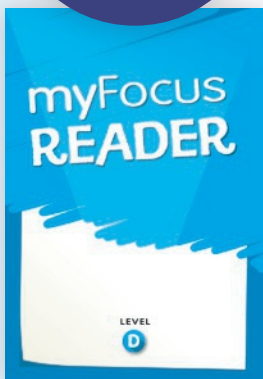
Small group instruction related to core lessons for students needing significant support to master key skills and concepts.

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)

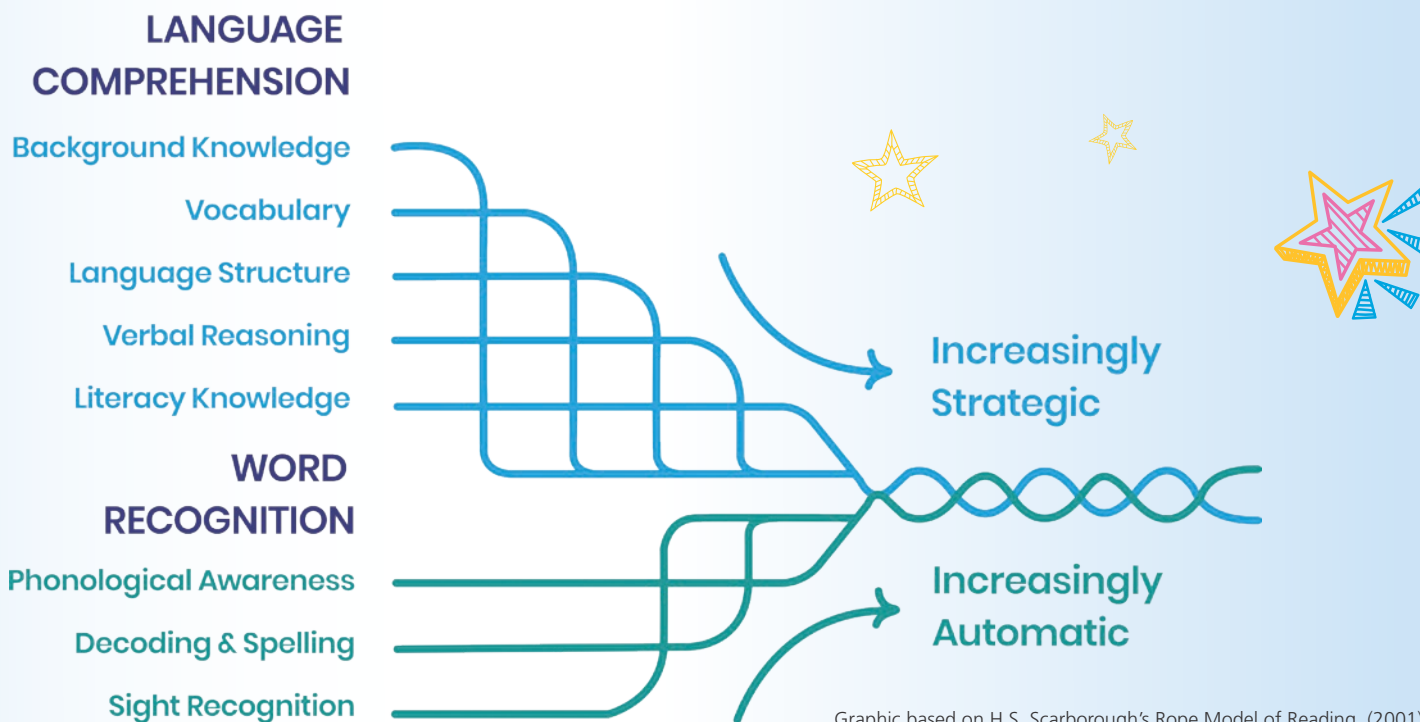
Foundational Skills for Intermediate Students



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

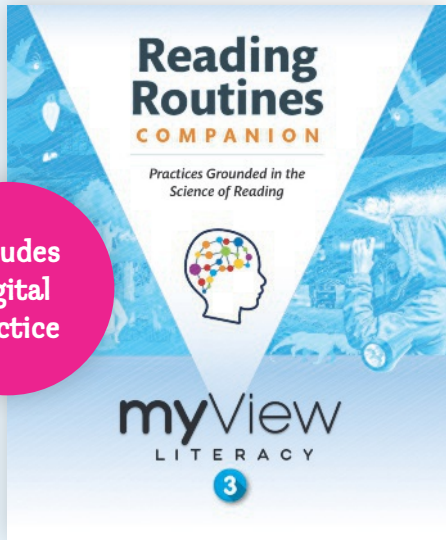
Includes established beneficial routines of modeling, practice, feedback, and structured opportunities for review and application

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

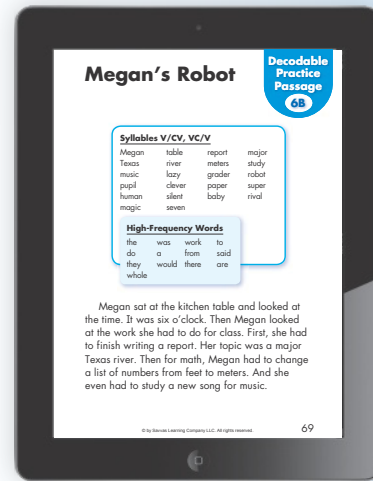


Includes Digital Practice

Reading Routines Companion

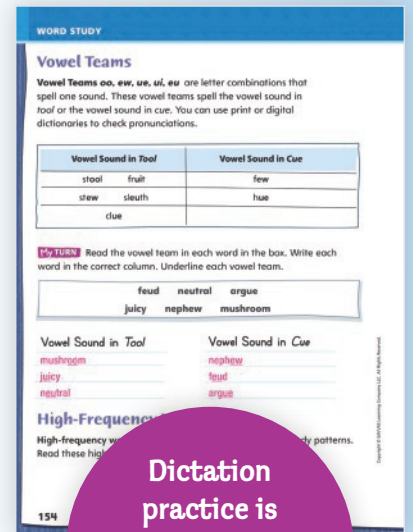
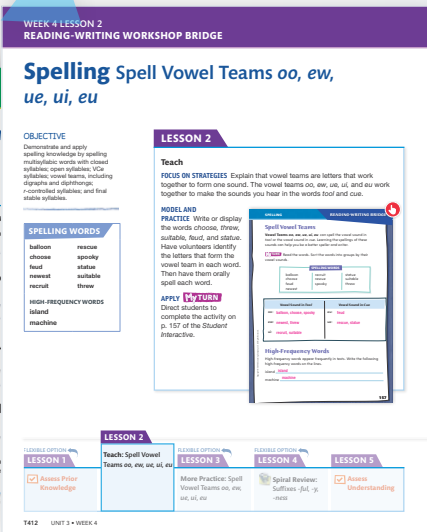
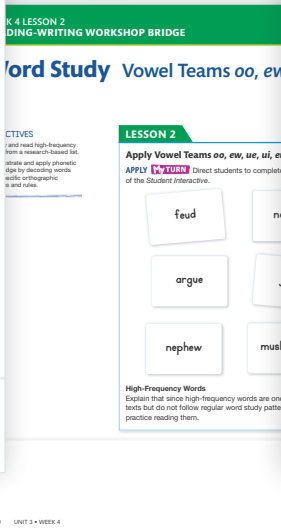
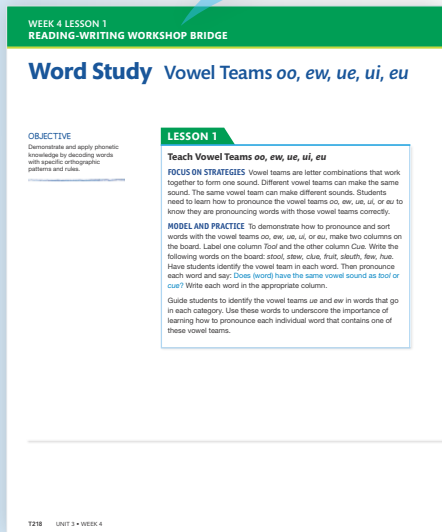
Continue supporting strong foundational skills instruction in intermediate grades with systematic and explicit routines for:

- 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

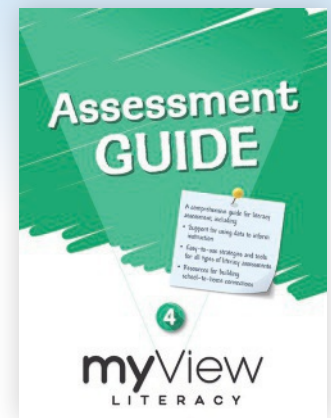
- Quick Checks
- Assess and Differentiate
- Assess Prior Knowledge
- Assess Understanding
- Observational Checklists
- Conferring Checklists
- Reading and Writing Rubrics for Student Self-Assessment
- Weekly Progress Check-Ups
- Weekly Cold Read Assessments for Fluency and Comprehension (Grades 1-5)

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

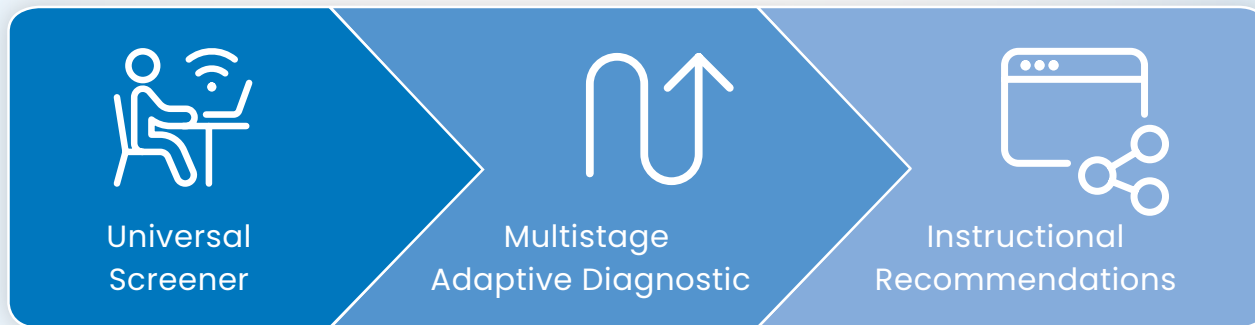
Test Preparation (Grades 2–5)



- 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.

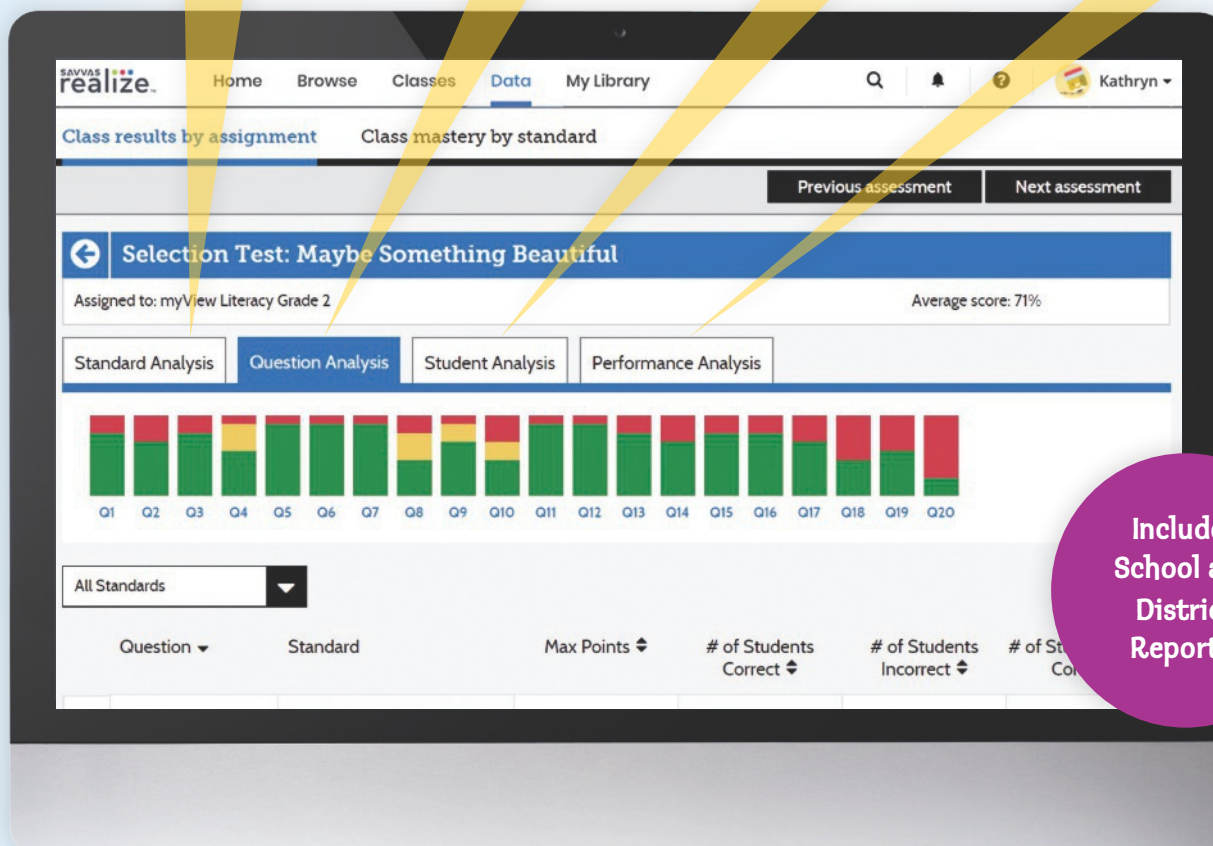
Student data connects skills to instructional supports and resources.

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.

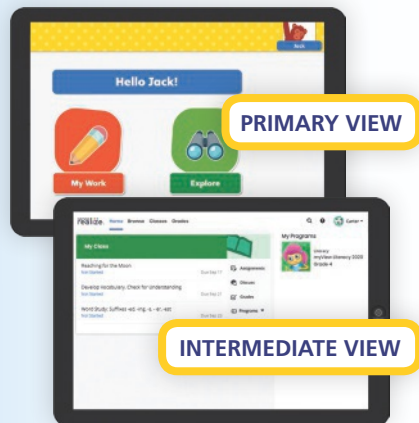
The Digital Difference



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

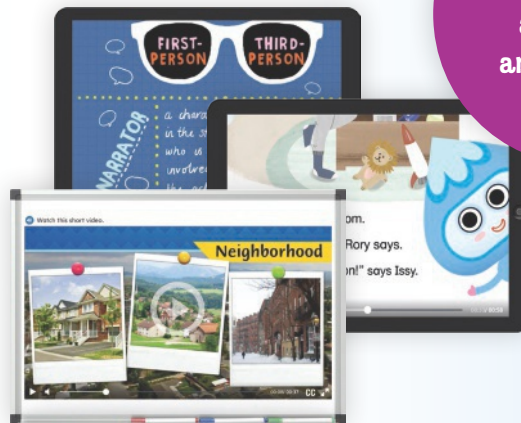
The Student Experience

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.

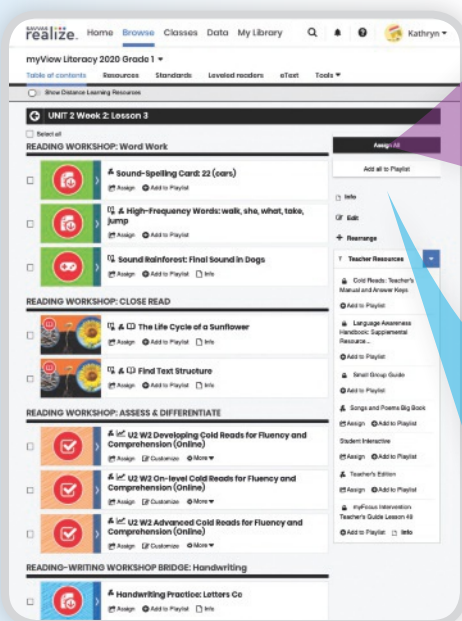


Digital Games

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

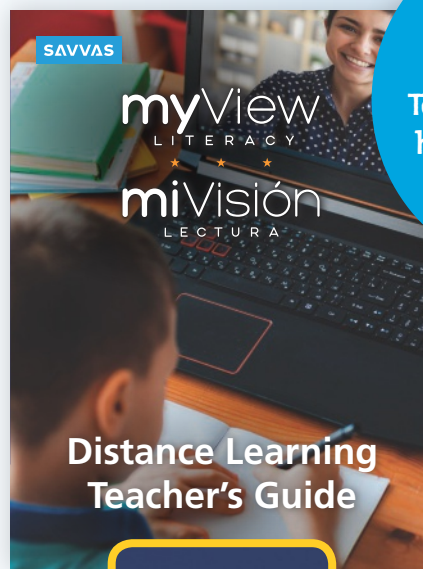
Add content, rearrange lessons, delete what you don't need—**make it your own!**

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

Events

Essential Question

How do communities change over time?

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



REALIZE
READER



NOTEBOOK



AUDIO



GAME

myView
Digital



ANNOTATE



DOWNLOAD



VIDEO



RESEARCH



INTERACTIVITY



ASSESSMENT



WEEK 1



The House That Jane Built pp. T14–T77

Biography

by Tanya Lee Stone

WEEKLY QUESTION How can one person improve a community?

WEEK 2



from *Frederick Douglass* pp. T78–T137

Biography

by Josh Gregory

WEEKLY QUESTION How can personal stories change society?

WEEK 3



from *Milton Hershey* pp. T138–T201

Biography

by Charnan Simon

WEEKLY QUESTION How do big ideas change communities?

WEEK 4



Green City pp. T202–T267

Narrative Nonfiction

by Allan Drummond

WEEKLY QUESTION How can a leader's experiences inspire change?

WEEK 5



Grace and Grandma pp. T268–T329

Drama

by Rich Lo

WEEKLY QUESTION How do people support each other in difficult times?

WEEKS 1–5

BOOK CLUB Read and discuss a book with others.

SEL SOCIAL-EMOTIONAL LEARNING

WEEK 6

PROJECT-BASED INQUIRY pp. T458–T477

Informational Text

Write an Informational Poster

UNIT THEME

Events

Essential Question

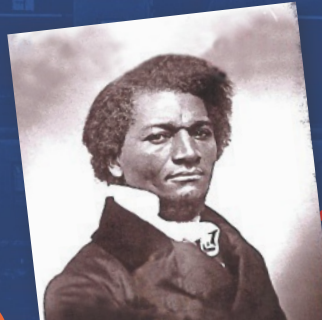
How do communities change over time?



WEEK
3

from **Milton Hershey:**
**Chocolate King,
Town Builder**

How do big ideas change communities?



WEEK
2

from **Frederick Douglass**

How can personal stories change society?



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

WEEK
1

**The House That
Jane Built**

How can one person improve a community?





WEEK
4

Green City: How One Community Survived a Tornado and Rebuilt for a Sustainable Future
How can a leader's experiences inspire change?



WEEK
5

Grace and Grandma
How do people support each other in difficult times?



WEEK
6

Project

Project-Based Inquiry
At the end of the unit, students will get the chance to apply what they've learned about events in the **WEEK 6 PROJECT: Past and Present.**



UNIT THEME

Events

WEEK 1

WEEK 2

WEEK 3

READING WORKSHOP

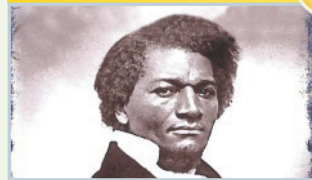
Biography



The House That Jane Built

Learn more about biography and analyze text structure in a biography

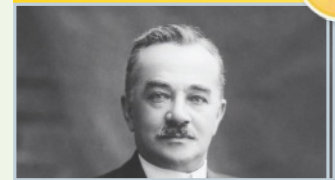
Biography



from Frederick Douglass

Learn more about biography and identify the main idea and key details in a biography

Biography



from Milton Hershey: Chocolate King, Town Builder

Learn more about biography and explain the author's purpose in a biography



READING-WRITING WORKSHOP BRIDGE

Bridge reading and writing biography through:

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

BOOK CLUB SEL

Sonia Sotomayor by Barbara Kramer
How can events affect a person's life and community?

WRITING WORKSHOP

Introduce Mentor Stacks and immerse in opinion essay texts

Develop elements of opinion essay writing

Develop the structure of opinion essay writing



READING-WRITING WORKSHOP BRIDGE

Bridge reading and writing biography through:

- Spelling
- Language and Conventions

UNIT GOALS

SEL SOCIAL-EMOTIONAL LEARNING

UNIT THEME

- Collaborate with others to determine how communities change over time

READING WORKSHOP

- Know about biography and understand its elements

READING-WRITING WORKSHOP BRIDGE

- Use language to make connections between reading and writing narrative nonfiction

WRITING WORKSHOP

- Use elements of opinion writing to write an opinion essay

WEEK 4

Biography



Green City: How One Community Survived a Tornado and Rebuilt for a Sustainable Future

Learn more about themes concerning *events* by distinguishing viewpoint in narrative nonfiction

Bridge reading and writing biography through:

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

Sonia Sotomayor by Barbara Kramer
How can events affect a person's life and community?

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

WEEK 5

Poetry



Grace and Grandma

Learn more about themes concerning *events* by reading a text that helps me identify elements in a drama

Publish, celebrate, and assess opinion essay writing

Bridge reading and writing biography through:

- Spelling
- Language and Conventions

WEEK 6

Inquiry and Research



Past and Present Research Articles

Project-Based Inquiry

- Generate questions for inquiry
- Research how communities have changed over time
- Engage in productive collaboration
- Incorporate media
- Celebrate and reflect

UNIT 4 SKILLS OVERVIEW

UNIT THEME

Events

		WEEK 1		WEEK 2		WEEK 3	
		Biography The House That Jane Built		Biography from Frederick Douglass		Biography from Milton Hershey	
		CCSS		CCSS		CCSS	
READING WORKSHOP	Minilesson Bank	Primary Source: Daniel Burnham	SL.3.1.b	Primary Source: Sojourner Truth	RI.3.10	Infographic: Think Big	RI.3.10
		Biography: <i>The House That Jane Built</i>	RI.3.10	Biography: <i>Frederick Douglass</i>	RI.3.10	Biography: <i>Milton Hershey</i>	RI.3.10
		Words That Explain Main Ideas	L.3.6	Words That Explain Events in a Person's Life	L.3.6	Descriptive Words	L.3.6
		Analyze Text Structure	RI.3.3	Identify Main Idea and Key Details	RI.3.2	Explain Author's Purpose	RI.3.6
		Correct or Confirm Predictions	RI.3.10	Make Inferences	RI.3.10	Ask and Answer Questions	RI.3.1
		Talk About It: Ask Relevant Questions	SL.3.1.c	Write to Sources: Compare Ideas in Informational Text	W.3.10	Write to Sources: Use Text Evidence	W.3.10
READING-WRITING WORKSHOP BRIDGE	Academic Vocabulary	Related Words	L.3.4.c	Synonyms and Antonyms	L.3.5	Context Clues	L.3.4.a
	Word Study	<i>r</i> -Controlled Vowels <i>ir, er, ur, ear</i>	RF.3.3	VCCCV Pattern	RF.3.3	Latin Suffixes	RF.3.3.b
	Read Like a Writer	Explain the Use of Descriptive Language	RI.3.10	Analyze Graphic Features	RI.3.7	Explain the Use of Tone and Voice	RI.3.10
	Write for a Reader	Use Descriptive Language	L.3.3.a	Use Graphic Features	W.3.2	Use Tone and Voice	L.3.3.a
WRITING WORKSHOP	Weekly Focus	Introduce and Immerse		Develop Elements		Develop Structure	
	Minilesson Bank	Opinion Essay	W.3.1	Develop the Topic	W.3.1	Compose an Introduction	W.3.1.a
		Topic	W.3.1	Develop an Opinion	W.3.1.a	Organize Supporting Reasons	W.3.1.a
		Point of View and Reasons	W.3.1	Distinguish Between Fact and Opinion	W.3.1	Organize Supporting Facts	W.3.1.a
		Brainstorm Topics and Focus on Opinion	W.3.1	Develop Reasons	W.3.1.b	Compose a Conclusion	W.3.1.d
		Plan Your Opinion Essay	W.3.1.b	Develop Supporting Facts	W.3.1.b	Use Technology	W.3.6
READING-WRITING WORKSHOP BRIDGE	Spelling	Spell <i>r</i> -Controlled Vowels <i>ir, er, ur, ear</i>	L.3.2.f	Spell Words with the VCCCV Pattern	L.3.2.f	Spell Words with <i>-able, -ible, -ation</i>	L.3.2.e
READING-WRITING WORKSHOP BRIDGE	Language and Conventions	Possessive Pronouns	L.3.1.a	Contractions	L.3.1	Prepositions and Prepositional Phrases	L.3.1

Essential Question

How do communities change over time?

WEEK 4

Narrative Nonfiction

Green City



	CCSS		CCSS
Time Line: Changing the World With One Idea	RI.3.10	Poem: Thank You for Understanding	RL.3.10
Narrative Nonfiction: <i>Green City</i>	RI.3.10	Drama: <i>Grace and Grandma</i>	RL.3.10
Words That Help Readers Connect Events	L.3.6	Precise Words	L.3.5
Distinguish Viewpoint	RI.3.6	Identify Play Elements	RL.3.5
Make Connections	RI.3.10	Monitor Comprehension	RL.3.10
Write to Sources: Support Comparison or Opinion with Text Evidence	W.3.1	Talk About It: Use Text Evidence to Support Opinions	SL.3.1.a
Analogy	L.3.5.b	Parts of Speech	L.3.1.a
Homographs	RF.3.3.d	Homophones	RF.3.3.d
Analyze Text Structure	RI.3.10	Explain Author's Message	RL.3.2
Use Text Structure	W.3.3.c	Share a Message	W.3.3
Writer's Craft		Publish, Celebrate, and Assess	
Revise Drafts by Adding Linking Words	W.3.1.c	Use Technology to Publish Written Work	W.3.6
Revise Drafts by Adding Details	W.3.1.b	Edit for Spelling	L.3.2
Edit for Capitalization	L.3.2	Publish and Celebrate	W.3.1
Peer Edit	W.3.5	Prepare for Assessment	W.3.1
Use Peer and Teacher Suggestions	W.3.5	Assessment	W.3.1
Words That Are Homographs	L.3.2.e	Spell Homophones	L.3.2.e
Comparing with Adjectives	L.3.1.g	Adverbs	L.3.1.a

WEEK 5

Drama

Grace and Grandma



WEEK 6

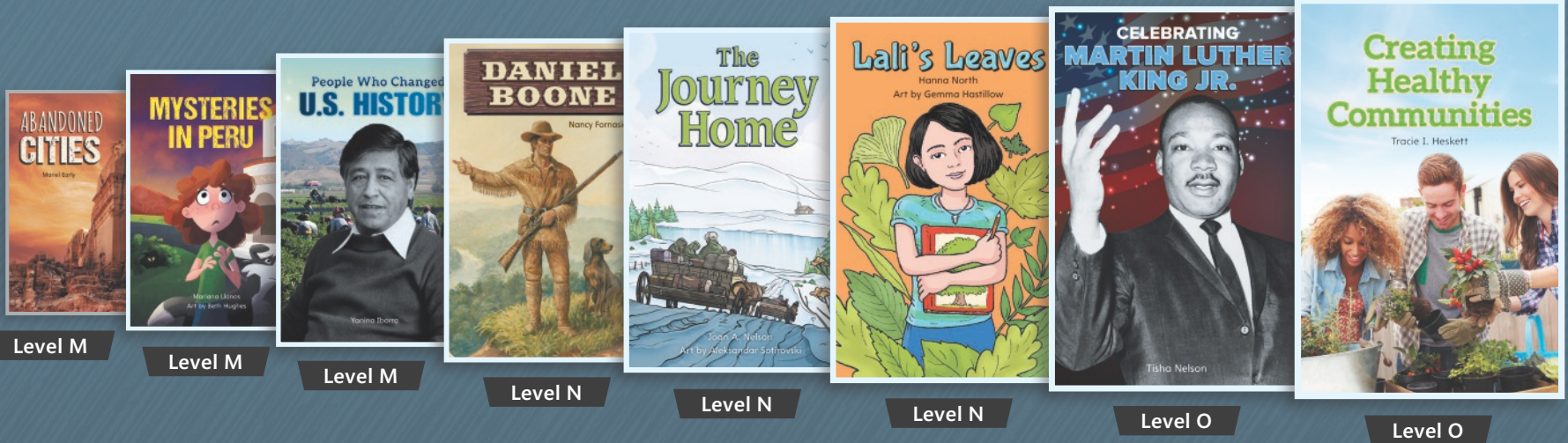
Inquiry and Research



Past and Present

	CCSS
Leveled Research Articles	RI.3.10
Use Academic Words	L.3.6
Explore and Plan: Informational Writing	W.3.5
Conduct Research: Library of Congress	RI.3.5
Informational Writing: Poster	W.3.2
Refine Research: Identifying Sources	W.3.7
Extend Research: Include Images	W.3.7
Revise for Clarity and Coherence	W.3.5
Edit and Peer Review	W.3.5
Celebrate and Reflect	SL.3.5

UNIT 4 LEVELED READERS LIBRARY



LEVEL M

Leveled Texts for Unit 4

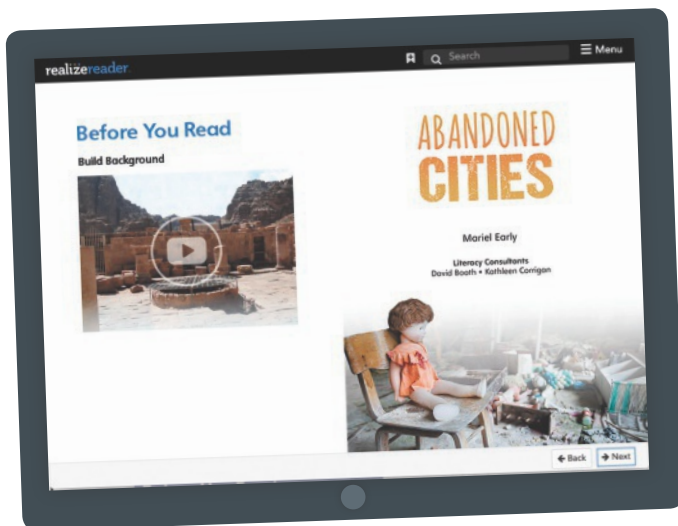
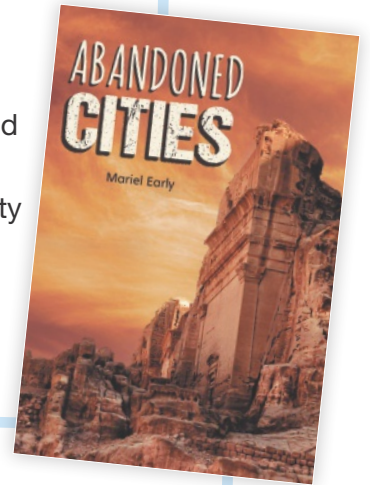
- Unit 4 guided reading levels range from M through P.
- Readers align to the unit theme, Events, and to the Spotlight Genre, Biography.
- See the Matching Texts to Learning pages each week for suggested texts and instruction aligned to the week's instruction and genre.

Complete Online Access to the Grade 3 Leveled Library

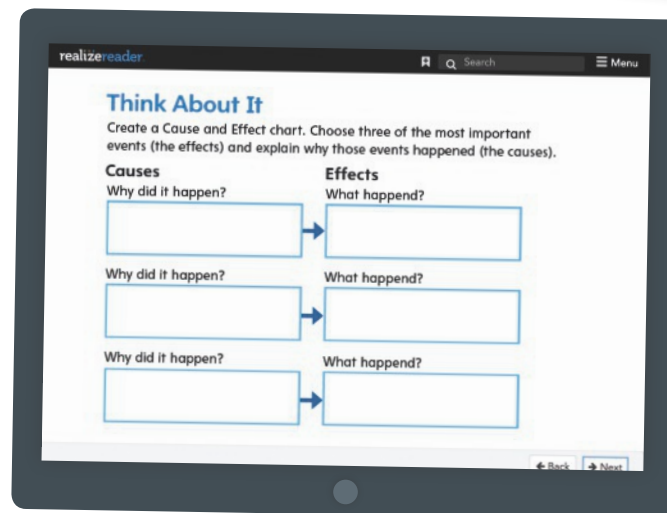
- A range of levels from L to P
- Rich variety of genres, including biographies, informational text, realistic fiction, and more
- Text structures and features aligned to the continuum of text levels
- Leveled Reader Search functionality in SavvasRealize.com



Online Reader Interactive Support



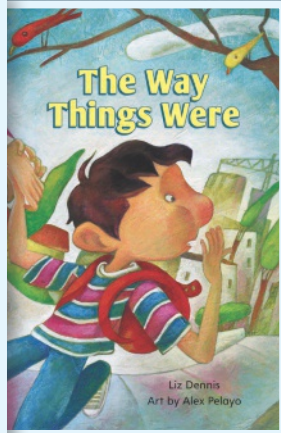
ELL Access Videos



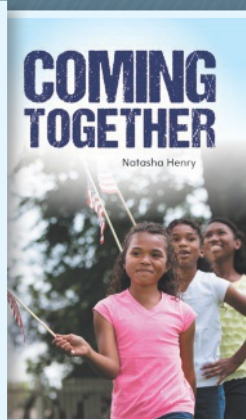
Interactive Graphic Organizers



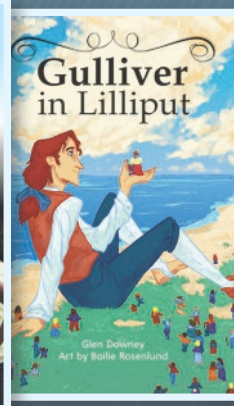
Level O



Level O



Level P



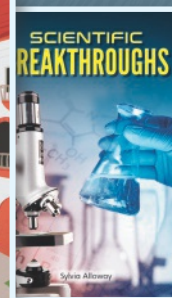
Level P



Level P



Level P



Level P

LEVEL P

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

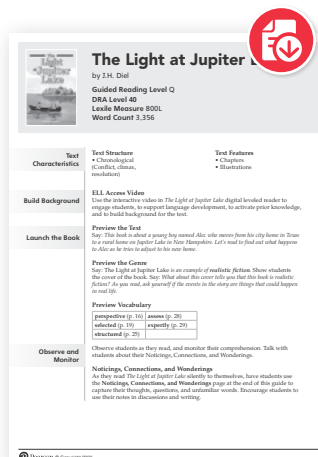
Differentiation

- Support for ELLs
- Language Development suggestions

Guided Writing

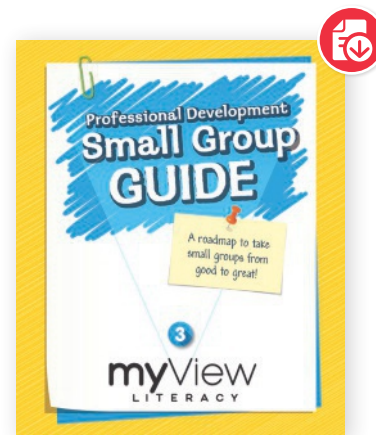
- Prompts for responding to text

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

Events


OBJECTIVES

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

Interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps.

Essential Question

Introduce the Unit 4 Essential Question, *How do communities change over time?* Tell students they will read many texts to learn how people have changed their communities. Tell students that they will read a variety of genres and discover how different authors provide a unique perspective on the theme.

Watch the Unit Video Tell students that a video is a multimodal text because it combines sound and pictures. Have students watch “Changing Communities” and take notes about how people improve their communities. 

TURN, TALK, AND SHARE Have partners discuss the characteristics of multimodal texts. Use these questions for discussion.

- What did you learn about community projects from the video?
- How did the sounds in the video help your understanding?

STUDENT INTERACTIVE, pp. 214–215



UNIT 4

Events

Essential Question
How do communities change over time?

Watch
“Changing Communities”

TURN and TALK
What kinds of events can change a community?

SAVVAS realize
Go ONLINE for all lessons.

- VIDEO
- AUDIO
- INTERACTIVITY
- GAME
- ANNOTATE
- BOOK
- RESEARCH

Spotlight on Biography

READING WORKSHOP

- Primary Source:** Daniel Burnham
The House That Jane Built Biography
by Tanya Lee Stone
- Primary Source:** Sojourner Truth
from Frederick Douglass Biography
by Josh Gregory
- Infographic:** Think Big
from Milton Hershey Biography
by Charnan Simon
- Time Line:** Changing the World with One Idea
Green City Narrative Nonfiction
by Allan Drummond
- Poem:** Thank You for Understanding
Grace and Grandma Drama
by Rich Lo

READING-WRITING BRIDGE

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

WRITING WORKSHOP

- Introduce and Immerse • Develop Elements **Opinion Essay**
- Develop Structure • Writer’s Craft
- Publish, Celebrate, and Assess

PROJECT-BASED INQUIRY

- Inquire • Research • Collaborate

214 215



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 *community*, *neighbors*, *projects*, and *common good*. **EMERGING/DEVELOPING**

Ask students to use background knowledge they have on community projects and being a good citizen to add to the discussion. **EXPANDING/BRIDGING**

Independent Reading

Self-Select Texts Discuss pp. 216–217 in the *Student Interactive*. Have students:

- Self-select biographies or autobiographies.
- Establish a purpose for reading about people they find interesting.
- Spend increasing periods of time reading independently to build stamina and fluency.

STUDENT INTERACTIVE, pp. 216–217



UNIT
4
INDEPENDENT READING

Independent Reading

You will read several biographies, a work of narrative nonfiction, and a drama in this unit.

You may want to read with the purpose of learning about people you find interesting. You might choose other biographies, autobiographies, or drama.

As you read independently, try using some fix-up strategies. Fix-up strategies help you to get “unstuck” when you do not understand something. Try different fix-up strategies for different kinds of reading.

Independent Reading Log

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

Fix-Up Strategies

- Reread** Reread a sentence, a word, or a part of the text to find meaning.
- Ask Questions** Ask questions as you read and look for the answers in the text. Remember what you have read.
- Make a Connection** Use what you know to make a connection between the text and a personal experience or memory, what you have read in another text, or what you know about the world.
- Make Predictions** As you read, think about what might happen next.
- Stop and Think** Stop reading every so often and summarize in your head what you have read.
- Adjust Your Reading Rate** Adjust your rate of reading to the difficulty of the text. Slow down for difficult or unfamiliar text.

216
217

UNIT 4

INTRODUCE THE UNIT

OBJECTIVES

Respond using newly acquired vocabulary as appropriate.

Identify real-life connections between words and their uses.

ELL Language Transfer

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

- advice : *aviso*
- benefit : *beneficio*
- familiar : *familiar*
- generation : *generación*

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. 218 of the *Student Interactive*.

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

Students will revisit their ratings in Week 6.

Academic Vocabulary

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

Expand: Having a new library is a **benefit** for everyone in town.

Ask: What kind of community project would **benefit** your town?

Expand: In my parents' **generation**, people liked to roller-skate.

Ask: What activity defines what your **generation** does for fun?

Expand: Friends like to offer **advice** when we need help.

Ask: What kind of **advice** do you give your friends in need?

Expand: A smart **consumer** uses coupons to save money.

Ask: What is another way a smart **consumer** can save money?

Expand: If you are not **familiar** with a new town, you might get lost.

Ask: What are some **familiar** buildings in your town?

TURN, TALK, AND SHARE Have students use the listed words to complete the sentences on p. 219 of the *Student Interactive*. Then have partners share their answers.



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

“There are many elements that can influence the complexity of the text for students—the number of clauses or phrases in sentences, the length of the text. But the content or ideas in a text exert the biggest influence on comprehension. Unfamiliar topics create more challenges than familiar ones. In that content is always represented by vocabulary, it's the match between students' vocabularies and the content of texts that determines the complexity of texts.”

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



ELL Targeted Support Use Supported Reading Use these reading supports to develop vocabulary and confirm comprehension.

Read the Academic Vocabulary words and definitions aloud as students follow along in their books. Ask questions to confirm comprehension. **EMERGING**

Write this sentence frame on the board: *A generation/benefit/consumer is _____*. Have pairs take turns starting and finishing the sentence by choosing one of the nouns and then reading its definition. (A benefit is something that helps a person or a thing.) **DEVELOPING**

Have pairs take turns reading the definition of one of the nouns and then asking their partner for an example. For example: *A consumer is a person who buys goods. What is an example of a consumer?* Monitor answers to ensure comprehension. **EXPANDING**

Have student pairs write sentences that connect their experiences or knowledge to each word. Ask students to read their sentences aloud to a partner or to the class. **BRIDGING**

STUDENT INTERACTIVE, pp. 218–219



UNIT
4

INTRODUCTION

Unit Goals

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



Reading Workshop	1	2	3	4	5
I know about biography and understand its elements.	○	○	○	○	○
Reading-Writing Bridge	1	2	3	4	5
I can use language to make connections between reading and writing narrative nonfiction.	○	○	○	○	○
Writing Workshop	1	2	3	4	5
I can use elements of opinion writing to write an opinion essay.	○	○	○	○	○
Unit Theme	1	2	3	4	5
I can collaborate with others to determine how communities change over time.	○	○	○	○	○

Copyright © SAVVAS Learning Company LLC. All Rights Reserved.

Academic Vocabulary

Use these words to talk and write about this unit's theme, *Events*: *benefit, generation, advice, consumer, and familiar*.

TURN and TALK Read the words and definitions. Make a connection between two words. What other connections can you make?

- benefit** [n.]—something that helps a person or thing
- generation** [n.]—a group of individuals born and living at the same time
- advice** [n.]—an opinion or suggestion offered about a situation
- consumer** [n.]—a person who buys goods
- familiar** [adj.]—common, well-known

Possible responses:

Benefit and *consumer* are connected because **consumers would probably benefit from the goods they buy**

Generation and *familiar* are connected because **people in the same generation will be familiar with similar things**

Consumer and *advice* are connected because **a consumer might seek advice about what kinds of goods to buy**

Copyright © SAVVAS Learning Company LLC. All Rights Reserved.

UNIT 4 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 biography and analyze text structure in a biography.
- I can develop knowledge about language to make connections between reading and writing.
- I can use elements of opinion writing to write an opinion essay.

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

RF.3.3, RI.3.2, W.3.1, SL.3.1, L.3.4.b, L.3.4.c

READING WORKSHOP

GENRE & THEME

- Interact with Sources: Explore the Primary Source: Weekly Question T18–T19
- Listening Comprehension: Read Aloud “The Bridges That Ruby Built” T20–T21
- Biography T22–T23
- Quick Check** T23

READING BRIDGE

- Academic Vocabulary: Related Words T24–T25
- Word Study: Teach *r*-Controlled Vowels *ir, er, ur, ear* 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

- Opinion Essay T340–T341
 - » Opinion Essay
 - » Share Back

INDEPENDENT WRITING

- Opinion Essay T341
- Conferences T338

WRITING BRIDGE

- FLEXIBLE OPTION**
 - Spelling: Spell *r*-Controlled Vowels *ir, er, ur, ear* T342
 - Assess Prior Knowledge** T342
- FLEXIBLE OPTION**
 - Language and Conventions: Spiral Review: Pronouns T343

LESSON 2

RF.3.3, RI.3.4, RI.3.10, W.3.1, L.3.2.d, L.3.2.f

READING WORKSHOP

SHARED READ

- Introduce the Text T32–T49
 - » Preview Vocabulary
 - » Read: *The House That Jane Built*
- Respond and Analyze T50–T51
 - » My View
 - » Develop Vocabulary
 - Quick Check** T51
 - » Check for Understanding

READING BRIDGE

- Word Study: Apply *r*-Controlled Vowels *ir, er, ur, ear* T52–T53
- High-Frequency Words T52

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T54–T55
- Strategy and Intervention Activities T54
- Fluency T54
- ELL Targeted Support T54
- Conferring T55

INDEPENDENT/COLLABORATIVE

- Independent Reading T55
- Literacy Activities T55
- Collaboration T55

WRITING WORKSHOP

MINILESSON

- Opinion Essay T344–T345
 - » Topic
 - » Share Back

INDEPENDENT WRITING

- Opinion Essay T345
- Conferences T338

WRITING BRIDGE

- Spelling: Teach *r*-Controlled Vowels *ir, er, ur, ear* T346
- FLEXIBLE OPTION**
 - Language and Conventions: Oral Language: Possessive Pronouns T347

LESSON 3

RI.3.3, RI.3.8, W.3.1.b,
SL.3.1, L.3.2.d

READING WORKSHOP

CLOSE READ

- Analyze Text Structure T56–T57
 - » Close Read: *The House That Jane Built*
 - Quick Check** T57

READING BRIDGE

- Read Like a Writer: Explain the Use of Descriptive Language T58–T59
- Word Study: More Practice: *r*-Controlled Vowels *ir, er, ur, ear* T60–T61 **FLEXIBLE OPTION**

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T62–T63
- Strategy and Intervention Activities T62
- Fluency T62
- ELL Targeted Support T62
- Conferring T63

INDEPENDENT/COLLABORATIVE

- Independent Reading T63
- Literacy Activities T63
- Partner Reading T63

WRITING WORKSHOP

MINILESSON

- Opinion Essay T348–T349
 - » Point of View and Reasons
 - » Share Back

INDEPENDENT WRITING

- Opinion Essay T349
- Conferences T338

WRITING BRIDGE

- Spelling: More Practice: *r*-Controlled Vowels *ir, er, ur, ear* T350 **FLEXIBLE OPTION**
- Language and Conventions: Teach Possessive Pronouns T351

LESSON 4

RF.3.4.a, RF.3.4.b, RI.3.3,
W.3.5, SL.3.1.a, L.3.2.d

READING WORKSHOP

CLOSE READ

- Correct or Confirm Predictions T64–T65
 - » Close Read: *The House That Jane Built*
 - Quick Check** T65

READING BRIDGE

- Write for a Reader: Use Descriptive Language T66–T67
- Word Study: Spiral Review: Irregular Plurals T68–T69 **FLEXIBLE OPTION**

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T70–T71
- Strategy and Intervention Activities T70
- Fluency T70
- ELL Targeted Support T70
- Conferring T71

INDEPENDENT/COLLABORATIVE

- Independent Reading T71
- Literacy Activities T71

WRITING WORKSHOP

MINILESSON

- Opinion Essay T352–T353
 - » Brainstorm Topics and Focus on Opinion
 - » Share Back

INDEPENDENT WRITING

- Opinion Essay T353
- Conferences T338

WRITING BRIDGE

- Spelling: Spiral Review: Irregular Plurals T354 **FLEXIBLE OPTION**
- Language and Conventions: Practice Possessive Pronouns T355

LESSON 5

RF.3.3, W.3.1, W.3.5,
SL.3.1, SL.3.3, L.3.2.d

READING WORKSHOP

COMPARE TEXTS

- Reflect and Share T72–T73
 - » Talk About It
 - Quick Check** T73
 - » Weekly Question

READING BRIDGE

- Word Study: *r*-Controlled Vowels *ir, er, ur, ear* T74–T75 **FLEXIBLE OPTION**
 - Assess Understanding** T74

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T76–T77
- Strategy, Intervention, and On-Level/Advanced Activities T76
- ELL Targeted Support T76
- Conferring T77

INDEPENDENT/COLLABORATIVE

- Independent Reading T77
- Literacy Activities T77

BOOK CLUB T77 **SEL**

WRITING WORKSHOP

MINILESSON

- Opinion Essay T356
 - » Plan Your Opinion Essay
 - » Share Back

INDEPENDENT WRITING

- WRITING CLUB** T357 **SEL**
 - Conferences T338

WRITING BRIDGE

- Spelling: *r*-Controlled Vowels *ir, er, ur, ear* T358
 - Assess Understanding** T358
- Language and Conventions: Standards Practice T359 **FLEXIBLE OPTION**

UNIT 4 WEEK 1 WEEK AT A GLANCE: RESOURCE OVERVIEW

Materials

WEEKLY LAUNCH: PRIMARY SOURCE

MINNESOTA

DANIEL BURNHAM

People need places to play, and they deserve to live in a beautiful area with plenty of parks. That was the belief of Daniel Burnham.

Burnham was a builder and city planner. He lived in Chicago, Illinois, which is on the shores of Lake Michigan.

In the early 1900s, Burnham drew up a plan to make most of Chicago's shoreline into parks. He convinced city leaders to follow the plan. Today most of Chicago's shoreline is parkland. Many thousands of people visit the parks every year.

Here are some of Burnham's ideas about parks and the value of nature.

"First an importance is the shore of Lake Michigan. It should be treated as park space to the greatest possible extent."

"A city... must provide for the health and pleasure of the greatest body of workers."

"The lakefront by itself belongs to the people."

"[The lake is] a thing that belongs to the people."

"The Chicago Lakefront Trail is one of the city's modern marvels." — Walker and cyclist Mike Seemann, 2016

Here are quotes from other people about Chicago's lakefront park:

"[A part of the lakefront should be] Public Ground... to Remain Forever Open, Clear and Free of any Buildings, or Other Obstructions whatsoever." — Chicago leaders, 1836

Weekly Question

How can one person improve a community?

Turn and Talk. Which quote from Daniel Burnham best shows how he wanted to help his community? Discuss your opinion with your partner. Give reasons for the quote you chose.

220

PRIMARY SOURCE
Daniel Burnham

READING WORKSHOP

Narrative Nonfiction Anchor Chart

Purpose
To recount a true event, or series of events

Types of Narrative Nonfiction

- History: about past events
- Biography: about someone's life (not the author's life)
- Autobiography: about the author's life
- Memoir: about one time or event in the author's life
- Newspaper article: about current events
- Journal or diary: about daily events in the author's life

223

READING ANCHOR CHART
Narrative Nonfiction

Narrative Nonfiction Anchor Chart

Purpose

Types of Narrative Nonfiction

EDITABLE ANCHOR CHART
Narrative Nonfiction

Language and Conventions

Word Study

Use Onomatopoeia

Spelling

Independent Writing

Share Back

RESOURCE DOWNLOAD CENTER
Additional Practice

Leveled Readers

The Light at Jupiter Lake
by J.H. Dool

Guided Reading Level C
ORA Level 40
Lexile Measure 370L
Word Count 1,336

Text Characteristics

Build Background

Launch the Book

Explore the Genre

Preview Vocabulary

Observe and Monitor

LEVELED READERS TEACHER'S GUIDE

Words of the Week

High-Frequency Words

system
brought

Develop Vocabulary

community
donate
convince
generous
transformed

Spelling Words

certainty
earn
return
search
swerve
termite
third
thirsty
thirteen
thirty

Challenge Spelling Words

determine
virtual
personable

Unit Academic Vocabulary

benefit
generation
advice
consumer
familiar

WEEK 1 LESSON 1 READING WORKSHOP GENRE & THEME

Listening Comprehension

OBJECTIVES
Listen actively, use evidence to identify information, determine the main idea and supporting details, and make an oral presentation about a topic.

ELL Language Transfer
Objective: Find out the Spanish word for "community."
• community: comunidad
• magazine: revista
• vocabulary: vocabulario

FLUENCY
Also completing the Read Aloud fluency passage, students will read and discuss the text. They will be asked to read the text aloud to a partner or to the class.

THE BRIDGES THAT RUBY BUILT
You might not think a ten-year-old child could do much to improve a community, but that's just what Ruby Bridges did. Ruby Bridges was born September 15, 1929, in Natchitoches, Louisiana. She was the oldest of eight children. When she was four years old, she moved with her family to New Orleans, Louisiana. At the time, the schools in New Orleans were segregated. Black children and white children went to separate schools. Because Ruby was African American, she had to attend kindergarten at a school just for African American students. That all changed when Ruby was in first grade. She passed a test and allowed her to be the first African American child to integrate William Francis Elementary School. But Ruby's time in first grade was far from easy.



READ ALOUD TRADE BOOK LIBRARY

Interactive Read Aloud

Fiction Lesson Plan

WHY
Interactive Read Alouds:
• engage students to learn about their independent reading levels.
• support students' comprehension.
• enhance 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 and theme of the story.
• Determine the Teaching Point.
• Write your independent reading level. Record the Read Aloud on sticky notes and place in the book at the points where you plan to stop to interact with students.
• Determine Focus of text.

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

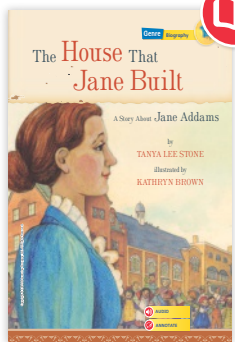
DURING READING
• You can choose to stop and reading to students just to get to the end and enjoy. Think Aloud and make predictions for a change also into the text.
• Read with expression to draw in listeners.
• Ask questions to guide the discussion and draw attention to the teaching point.
• Use Think Aloud to model strategies and make use of reader comprehension and content reading strategies.
• Help students draw connections to their own experiences. Ask them how they are related to the text, or the world.

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



INTERACTIVE READ ALOUD LESSON PLAN GUIDE

READ ALOUD "The Bridges That Ruby Built"



SHARED READ *The House That Jane Built*



BOOK CLUB

Titles related to Spotlight Genre and Theme: T482-T483

Mentor STACK

Writing Workshop T337



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

Work collaboratively with others by following agreed-upon rules.

Describe how individuals, events, and ideas have changed communities, past and present.

ACADEMIC VOCABULARY


Language of Ideas Developing familiarity with Academic Vocabulary creates opportunities for learning. Discuss the primary source and ask: [What benefit did Daniel Burnham think all Chicagoans should enjoy? How does each new generation living in Chicago get to enjoy the plans made by Daniel Burnham and other early Chicago leaders?](#)

- benefit
- advice
- familiar
- generation
- consumer

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

Explore the Primary Source

Remind students of the Essential Question for Unit 4: *How do communities change over time?* Point out the Week 1 Question: *How can one person improve a community?*

Direct students' attention to the primary source on pp. 220–221 in the *Student Interactive*. Remind students that a primary source is a firsthand account of an event. Examples of primary sources include photographs, letters, journals, newspaper articles, and audio and video recordings. Have students read the text and quotes on the student pages and discuss how one person's ideas can improve a community. 

Use the following questions to guide discussion:

- How did reading the quotes from Daniel Burnham and others help you better understand the ideas presented on the page?
- In what ways did Daniel Burnham improve his community?
- What are other examples of ways individuals improve their communities?

Tell students that as they work collaboratively, they should follow the agreed-upon rules, norms, and protocols (ways of working). These rules, norms, and protocols have been established so that all members can be heard and fully participate in the learning process.

WEEKLY QUESTION Reread the Week 1 Question: *How can one person improve a community?* Tell students that they just learned about one person who improved his community, and that this week they will read about other people who improved their communities.

TURN, TALK, AND SHARE Have students work with partners to answer the Turn and Talk question on p. 221 in the *Student Interactive*, and then share some of their ideas with the class. Remind students that as they work collaboratively, they should follow the agreed-upon rules.



ELL Targeted Support Visual Support Read aloud the information that accompanies the picture of Chicago’s lakefront, then read the Daniel Burnham quotes. Tell students to listen closely as you read.

Preview the visuals. Discuss how the photographs and map relate to the topic. Preview key vocabulary: *parks, builder, shores, plan, leaders, quotes, lakefront, trail, community*. Ask: **What did Daniel Burnham want to create along Chicago’s lakefront?** **EMERGING**

Preview the visuals. Discuss how the photographs and map relate to the topic. Preview key vocabulary: *beliefs, city planner, shoreline, parkland, quotes, value, lakefront, public*. Ask: **How did Daniel Burnham most improve his community?** **DEVELOPING**

Preview the visuals. Discuss how the photographs and map relate to the topic. Preview key vocabulary: *deserve, convinced, quotes, extent, pleasure, refreshing, obstruction, marvels*. Ask: **How does this primary source show that one person can improve a community?** **EXPANDING/BRIDGING**

STUDENT INTERACTIVE, pp. 220–221



WEEKLY LAUNCH: PRIMARY SOURCE

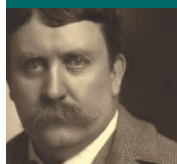


DANIEL BURNHAM

People need places to play, and they deserve to live in a beautiful area with plenty of parks. Those were the beliefs of Daniel Burnham.

Burnham was a builder and city planner. He lived in Chicago, Illinois, which is on the shores of Lake Michigan.

In the early 1900s, Burnham drew up a plan to make most of Chicago’s shoreline into parks. He convinced city leaders to follow the plan. Today most of Chicago’s shoreline is parkland. Many thousands of people use the parks every year.



Here are some of Burnham’s quotes about parks and the value of nature.

“First in importance is the shore of Lake Michigan. It should be treated as park space to the greatest possible extent.”

“A city . . . must provide for the health and pleasure of the great body of workers.”

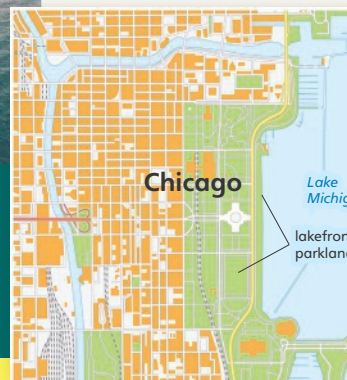
“The lakefront by right belongs to the people.”

“[The lake is] a living thing, delighting man’s eye and refreshing his spirit.”

Here are quotes from other people about Chicago’s lakefront park:

“[A part of the lakefront should be] Public Ground... to Remain Forever Open, Clear and Free of any Buildings, or Other Obstruction whatever.”
— Chicago leaders, 1836

“The Chicago Lakefront Trail is one of the city’s modern marvels.”
— Writer and cyclist Luke Seemann, 2016



Weekly Question

How can one person improve a community?

Turn and Talk Which quote from Daniel Burnham best shows how he wanted to help his community? Discuss your opinion with your partner. Give reasons for the quote you chose.

WEEK 1

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 Bridges That Ruby Built.”

- community : *comunidad*
- integrate : *integrar*
- foundation : *fundación*

FLUENCY

After completing the Read-Aloud Routine, model reading aloud a short section of “The Bridges That Ruby Built,” asking students to pay attention to your prosody, or expression. Have partners practice expressive reading using their favorite sentences from the story.

THINK ALOUD

Analyze Biography

After reading the first three paragraphs, say, *I can see that this text is about a real person named Ruby Bridges. Ruby’s life story is told by another person, which tells me that this text is a biography. I also know that most biographies are told in chronological, or time, order. As I continue to read, I am going to look for clues that tell me if this text is written in chronological order.*

Biography

Tell students you are going to read a biography aloud. Have students listen as you read “The Bridges That Ruby Built.” Explain that students should listen actively, paying careful attention to the order of events that happen to the subject of this biography. After listening, have students recount the events of the text with appropriate facts and relevant supporting details. Remind students to speak at a clear and understandable pace. If students have trouble remembering parts of the text, prompt them to ask relevant questions to clarify information.

START-UP

READ-ALOUD ROUTINE

Purpose Have students actively listen for elements of biography.

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 biography.

The Bridges That Ruby Built

You might not think a six-year-old child could do much to improve a community, but that’s just what Ruby Bridges did.

Ruby Nell Bridges was born September 8, 1954, in Tylertown, Mississippi. She was the oldest of eight children. When she was four years old, she moved with her family to New Orleans, Louisiana. At the time, the schools in New Orleans were segregated: black children and white children went to separate schools. Because Ruby was African-American, she had to attend kindergarten at a school just for African-American students.

That all changed when Ruby was in first grade. She passed a test that allowed her to be the first African-American child to integrate William Frantz Elementary School. But Ruby’s time in first grade was far from easy.

*“The Bridges That Ruby Built,” continued*

Some parents of white children at the school did not like the idea of integration. At first, they took their children out of school, and federal marshals had to walk Ruby to school every day just so she would be safe. Eventually the children came back, but that didn't mean things were normal for Ruby. None of the other students or teachers wanted to be in a classroom with her. One teacher, Barbara Henry, volunteered to teach Ruby in a classroom by herself all year.

Ruby couldn't go to recess with the other kids, and her family suffered in the community. Her father was fired from his job, and her family was banned from shopping at their usual grocery store. Still, Ruby remained brave and showed up to school every single day of first grade. Because of Ruby's bravery, several African-American students enrolled at the school the next year. Ruby's high school was fully integrated, and today segregated schools in America are a thing of the past.

Ruby didn't stop working for the greater good after first grade, though. After getting married and having four sons, she decided to start the Ruby Bridges Foundation in 1999. The foundation works with children to stop the spread of racism.

Ruby's last name is appropriate for her. Through her acts of bravery as a child and her work with her foundation as an adult, she has built many invisible bridges between the people in her community.

THINK ALOUD

Analyze Biography I can see that this biography is told in the order in which events happen. The text starts with Ruby being born, then tells about her childhood and ends with what she is doing now as an adult. This tells me that like most biographies, the text is written in chronological order. By learning the events of Ruby's life in this order, I can also identify how the challenges she and her family faced helped to improve her community over time.

ELL Access

Read aloud this short summary:

Many years ago, black children and white children had to go to different schools in some parts of the United States. Ruby Bridges was the first African-American child to integrate, or go to an all-white school, in New Orleans. Many people did not want schools to integrate. But Ruby was brave, and she went to the school every day. Soon more black children started going to her school. Ruby's bravery is one reason all children can go to any school today.

WRAP-UP

Use an idea web with “Ruby Bridges” in the center circle. Have students share ideas about how Ruby Bridges improved her community. Put these ideas in the outer circles.

FLEXIBLE OPTION 

INTERACTIVE

Trade Book Read Aloud

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

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





SPOTLIGHT ON GENRE

Biography

LEARNING GOAL

I can learn more about biography and analyze text structure in a biography.

OBJECTIVE

Recognize characteristics and structures of informational text.

LANGUAGE OF THE GENRE

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

- biography
- narrative nonfiction
- chronological
- time-order words

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 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 biography:

- story : *historia*
- real : *real*
- order : *orden*

Minilesson

FOCUS ON STRATEGIES Narrative nonfiction is informational text that is written about true events. It includes biographies, autobiographies, diaries, and even some newspaper articles. A biography is the true story of somebody's life written by another person. Biographies are usually written in chronological order, or the order that things happened in time.

- Ask yourself whether the text is the life story of a real person, written by somebody else. How can you tell?
- Look for words that indicate the story is told in chronological order. What are some examples of these words that pertain to time?

MODEL AND PRACTICE Model determining that a text is a biography. *I can tell that "The Bridges That Ruby Built" is the story of a real person's life. It is a true story that includes real events that happened. I can tell that it was written by somebody else because the author uses words like *she* and *her* instead of *I* and *me*. I also identify words that indicate time like *the next year* and *later*, and I see dates listed in order, so I can tell that the text structure of this biography is chronological order. I determine that "The Bridges That Ruby Built" is a biography with a chronological text structure.*

Talk about any other biographies students might be familiar with. Discuss characteristics that make these texts biographies.

ELL Targeted Support Describe Have students describe the life of someone they know very well.

Have students describe a familiar person. Tell students to look in a thesaurus for words to describe this person. Then, have students fill in the following sentence frames: _____ is from _____. He/She is _____. When he/she was young _____. Then, _____. Today _____.

EMERGING/DEVELOPING

Have student pairs write words, phrases, or sentences that tell about a familiar person. Tell students to include some events that happened in this person's life. Have students put those events in chronological order. Finally, ask students to write a sentence about each event. **EXPANDING/BRIDGING**



FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies to identify biographies.

OPTION 1 TURN, TALK, AND SHARE Have students work with a partner to complete the Turn and Talk activity on p. 222 of the *Student Interactive*. Circulate to determine if students can tell whether a text is a biography.

OPTION 2 Use Independent Text Have students use sticky notes to mark places in the text where they notice elements of a biography. They should note which element it is and why it shows that the text is a biography.

QUICK CHECK

Notice and Assess Can students identify a biography?

Decide

- **If students struggle**, revisit instruction about biographies in Small Group on pp. T30–T31.
- **If students show understanding**, have them keep practicing the strategies for reading biographies using the Independent Reading and Literacy Activities in Small Group on pp. T30–T31.

STUDENT INTERACTIVE, pp. 222–223



GENRE: BIOGRAPHY

READING WORKSHOP

Learning Goal

I can learn more about biography and analyze text structure in a biography.

Spotlight on Genre



Biography

Biography is a type of narrative nonfiction. It is the story of a real person's life that is written by another person.

Most biographies have a text structure that follows **chronological**, or time, order.

- Time-order words, such as *before*, *then*, and *later*, help readers understand the order of events in a person's life.
- Chronological order can also help readers identify events that cause the person to change over time or find solutions to problems.

Look for dates to identify the order of events.



TURN and TALK With a partner, discuss an event in the life of a person in a story you have read. Use the Narrative Nonfiction Anchor Chart to determine if the story was a biography. Take notes on your discussion.

My NOTES

Copyright © SAVVAS Learning Company LLC. All Rights Reserved.

Copyright © SAVVAS Learning Company LLC. All Rights Reserved.

Narrative Nonfiction
Anchor Chart

Purpose

To recount a true event or series of events

Types of Narrative Nonfiction

- **History**: about past events
- **Biography**: about someone's life (not the author's life)
- **Autobiography**: about the author's life
- **Memoir**: about one time or event in the author's life
- **Newspaper article**: about current events
- **Journal or diary**: about daily events in the author's life

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.

Respond using newly acquired vocabulary as appropriate.

ELL Language Transfer

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

- benefit : *beneficio*
- generation : *generación*
- consumer : *consumidor*
- familiar : *familiar*

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 roots or word parts, but have different meanings. Typically, adding an affix to a base word changes its part of speech. Recognizing related words can help readers determine a word's meaning.

- When you come across an unfamiliar word in your reading, notice its root and whether it has an affix.
- Think about the meaning of the root and whether you have seen it in words you already know.
- Determine if the affix gives you clues to the meaning of the unfamiliar word.

MODEL AND PRACTICE Model this strategy using the example on p. 247 of the *Student Interactive*.

- Read the word *benefit* and its related words *benefiting* and *beneficial*. Say: **These related words contain a form of the word *benefit*. I'll think of another affix I could add to *benefit*. I'm going to try to add -s. When I add -s, I form the related word *benefits*.**
- Then help students determine which of the related words completes the sentence.

ELL Targeted Support Roots Guide students to identify and read the roots in related words.

Display the word *consume*. Show pictures or pantomime the word to express its meaning. Add an -s to change its meaning. Then add -er. Help students understand the new meaning. **EMERGING/DEVELOPING**



ASSESS UNDERSTANDING

Apply

My TURN Have students follow the same strategy as they complete the chart on p. 247 in the *Student Interactive*. Remind students that they will use Academic Vocabulary throughout this unit.

STUDENT INTERACTIVE, p. 247



VOCABULARY

READING-WRITING BRIDGE

Academic Vocabulary

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

Learning Goal

I can develop knowledge about 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.
2. **Add** an additional related word in the box.
3. **Choose** the correct form of the word to complete the sentence.

Possible responses:

Word	Related Words	Sentence
benefit	benefiting beneficial benefits	One benefit of living near the park is the baseball field.
generation	generate generational generating	You will generate more speed by riding downhill.
advice	advise adviser advising	She is a great adviser because she always tells me the right things to do.
consumer	consume consumerism consumed	The bear is a consumer because it eats other animals for food.
familiar	familiarity unfamiliar familiarize	I like this familiar story because I already know the ending.

Copyright © SAVVAS Learning Company LLC. All Rights Reserved.

Word Study *r*-Controlled Vowels

ir, er, ur, ear

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 *r*-Controlled Vowels *ir, er, ur, ear*

FOCUS ON STRATEGIES In a word with an *r*-controlled vowel, one or more vowels combine with the letter *r* to spell a different sound. The letters *ir, er, ur,* and *ear* are *r*-controlled vowels that can all spell the vowel sound heard in the word *turn*.

MODEL AND PRACTICE Display the following words: *firm, term, burn, earn*. Read the words aloud with students and then have them identify the *r*-controlled vowel in each word.

Then display the following multisyllabic words with *r*-controlled vowels, and have students decode them: *confirm, early, searchable, curbing*.

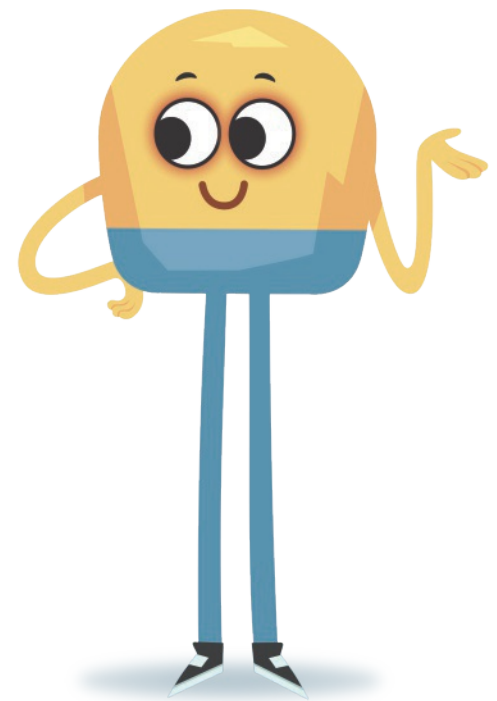


ELL Targeted Support

r-Controlled Vowels For practicing *r*-controlled vowels, display these words on the board: *heard*, *bird*, *curl*, and *nerve*.

Have students read the letters that make the /er/ sound in each word and then read the words. (heard, bird, curl, nerve) **EMERGING/ DEVELOPING**

Complete the activity above. Then add the following words with *r*-controlled vowels to the list on the board: *search*, *confirm*, *number*, and *surprise*. Have students underline the letters that make the /er/ sound in each word and pair the words with the same *r*-controlled vowel. (heard, search; bird, confirm; curl, surprise; nerve, number) Then have them read the words. **EXPANDING/ BRIDGING**



LESSON 1

Teach *r*-Controlled Vowels *ir*, *er*, *ur*, *ear*

LESSON 2

Apply *r*-Controlled Vowels *ir*, *er*, *ur*, *ear*


FLEXIBLE OPTION

LESSON 3

More Practice

FLEXIBLE OPTION

LESSON 4

 Spiral Review: Irregular Plurals

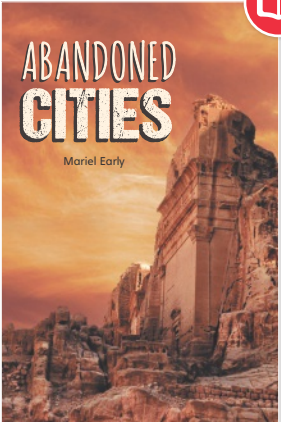
FLEXIBLE OPTION

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 at SavvasRealize.com.



LEVEL M

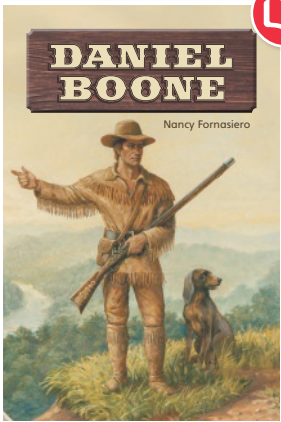
Genre Informational Text

Text Elements

- Most content carried by text
- Multisyllable words

Text Structure

- Compare and Contrast



LEVEL N

Genre Biography

Text Elements

- Some new vocabulary explained in the text
- Maps with legends

Text Structure

- Description



LEVEL O

Genre Biography

Text Elements

- Some content builds on prior knowledge
- Chapter titles, glossary, and index

Text Structure

- Description

Guided Reading Instruction Prompts

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

Identify Biography

- How can you tell this book is a biography?
- What text structure can you identify? Is the text written in chronological order?
- What problem did the person have to overcome?

Develop Vocabulary

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

Analyze Text Structure

- Which details tell you the text structure of this biography is chronological?
- What time-order words are used to tell about the events in this person's life?
- Does the author use other text structures to tell the story of this person's life? Show me evidence of these structures in the text.



Genre Informational text

Text Elements

- Challenging multisyllable words
- Multiple subtopics of a larger topic

Text Structure

- Description



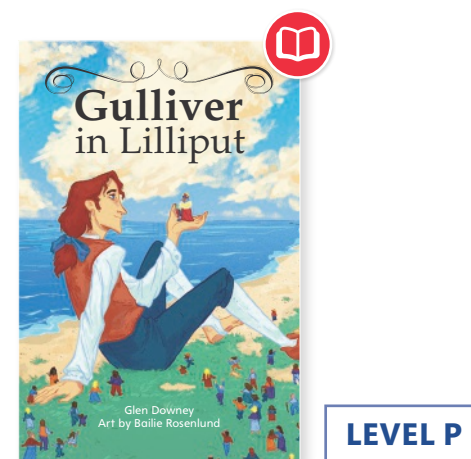
Genre Informational Text (Biography)

Text Elements

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

Text Structure

- Compare and Contrast



Genre Adaptation

Text Elements

- Characters revealed by what they say and do
- Extensive use of descriptive language

Text Structure

- Chronological

Confirm or Correct Predictions

- What details in the early part of the text helped you predict which events in this person's life the author would focus on?
- What part of the text helped you confirm the predictions you made?
- Where in the text did you find details that helped you correct the predictions you made?

Compare Texts

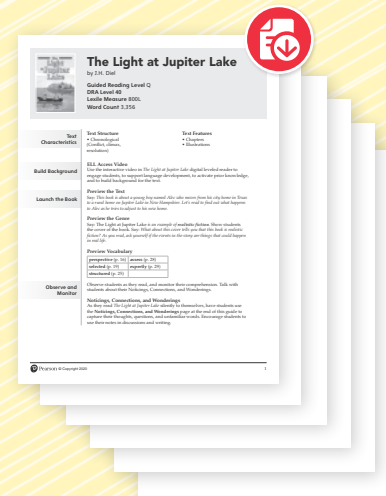
- What connections can you make to other books?
- What are interesting differences between this text and other texts you have read?

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 BIOGRAPHY

Teaching Point A biography is a type of narrative nonfiction that is usually written in chronological order, or the order in which things happened. Look for time-order words to help you better understand the events of the person's life. Review the description of biography in the anchor chart on p. 223 in the *Student Interactive*.

ELL Targeted Support

Provide prereading supports such as graphic organizers and pretaught vocabulary to help students read and comprehend a biography.

List common time-order words. Ask students to pantomime a process, such as planting a flower or baking a cake. Narrate the process using the listed time-order words. **EMERGING**

To help students focus their reading on the elements of biography, provide them with these sentence frames: *This biography is about a real person named _____. I can tell it is a biography because _____. Have them complete the sentences after they finish reading. **DEVELOPING***

Have students define chronological order. Tell students to identify time-order words as they read, and complete a graphic organizer, such as a sequence chart. Have pairs compare their completed graphic organizers and discuss any differences. **EXPANDING/BRIDGING**



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

Intervention Activity

IDENTIFY BIOGRAPHY

Use Lesson 33, pp. T215–T220, in the *myFocus Intervention Teacher's Guide* for instruction on the characteristics of narrative nonfiction.

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!

Copyright © Pearson Education, Inc., or its affiliates. All Rights Reserved. Reading Informational and Argumentative Text T • 215

On-Level and Advanced

INQUIRY

Question and Investigate Have students generate a question about their community. Throughout the week, have them conduct research about the question. See *Extension Activities* pp. 170–174 in the *Resource Download Center*.

Conferring

3 students / 3–4 minutes per conference

IDENTIFY BIOGRAPHY

Talk About Independent Reading Ask students to share what they have learned about the person in the biography they are reading.

Possible Conference Prompts

- Is the text structure chronological?
- What words does the author use to indicate that the story is a biography?

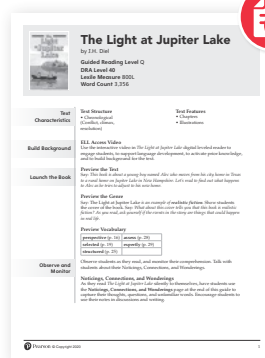
Possible Teaching Point A biography is about a real person but is written by another person. A biography is usually written in chronological order.

Leveled Readers



IDENTIFY BIOGRAPHY

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



Whole Group

Share Bring the class back together in a whole group. Have one or two students share the subject of their biography and what elements make the text a biography.

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 books from the suggested titles on p. T479.

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. T478–T483, 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 *Sonia Sotomayor*.

Introduce the Text



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. 224 in the *Student Interactive* and define them as needed.

community: a group of people living in the same area

donate: give as a way to help others

convince: persuade or cause someone to believe

generous: giving or kind toward others

transformed: changed or made very different

- **These words give clues about the life of Jane Addams in “The House That Jane Built.”** As you read, highlight the words when you see them in the text.

Read

Discuss the First Read Strategies. Tell students that the narrative, time-order structure of a biography can help them make a prediction about the text. Biographies, like stories, often relate events in the order in which they occurred. Tell students to consider a logical sequence of events when they make a prediction.

FIRST READ STRATEGIES

NOTICE Remind students to pay attention to the text structure of this biography. How does the author show the organization of ideas?

GENERATE QUESTIONS Tell students to use illustrations and other text features to write questions they have about what the author wants readers to understand.

CONNECT Ask students how this biography relates to what they know about communities.

RESPOND Have students respond by marking text they find interesting or surprising.

Students may read the text independently, in pairs, or as a whole class. Use the First Read notes to help them engage with the text.



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

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

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



ELL Targeted Support Language Acquisition Tell students that making a connection between familiar words and phrases and new words can help them understand and remember new vocabulary.

Write the vocabulary words on the board and review their meanings. Help students brainstorm a list of synonyms or related words for each vocabulary word, such as *generous: giving, kind, unselfish*. **EMERGING**

List synonyms of the vocabulary words on the board. Have students use the word list to compose oral sentences that include vocabulary words. **DEVELOPING**

Have students work with a partner to locate and read the margin definitions of the vocabulary words in the text. Have students restate the definitions in their own words and compose sentences using each vocabulary word or a synonym. Invite students to share their synonyms and sentences with the group. **EXPANDING/BRIDGING**

ELL Access

Background Knowledge Guide students in using their prior knowledge to understand meanings of newly acquired English words. Review the vocabulary words and encourage students to share their prior knowledge or a personal experience, such as an experience they have had in their community or a time when they tried to convince a friend or family member to do or try something.

STUDENT INTERACTIVE, pp. 224-225

Meet the Author



Tanya Lee Stone has enjoyed writing ever since she was young. Today she is best known for her books about remarkable people who might be unknown to readers. For example, you may not have heard of Jane Addams. After you read *The House That Jane Built*, she is someone you will likely remember!

The House That Jane Built

Preview Vocabulary

As you read *The House That Jane Built*, pay attention to these vocabulary words. Notice how they provide clues about the life of Jane Addams.

community donate
convince generous transformed

Read

A text's structure can help you make predictions by showing when and why events happened. Preview the text and predict what it will be about. Follow these strategies the first time you read this **biography**.

Notice who and what the text is about.	Generate Questions about what the author wants you to understand.
Connect this biography to what you know about communities.	Respond by marking parts you find interesting or surprising.

First Read

Copyright © SAVVAS Learning Company LLC. All Rights Reserved.



Genre Biography

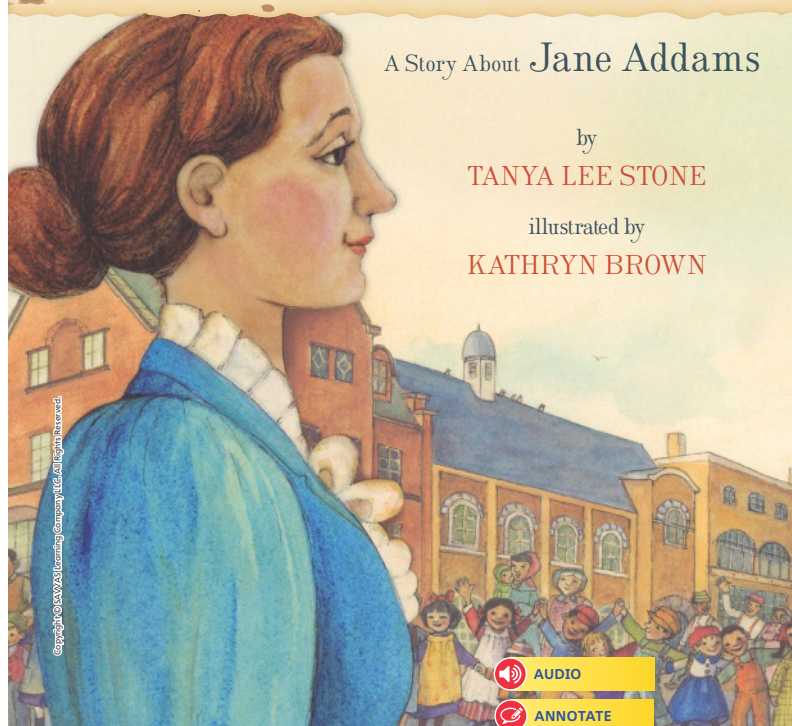


The House That Jane Built

A Story About Jane Addams

by TANYA LEE STONE

illustrated by KATHRYN BROWN



AUDIO



ANNOTATE

First Read

Notice

THINK ALOUD As I begin reading the story, I notice that this text is about a wealthy woman named Jane Addams who moved into a poor neighborhood in Chicago. The author's question in paragraph 2 makes me want to keep reading to discover why Jane moved to this neighborhood and why this decision is important to the story.



Close Read

Analyze Text Structure

Remind students that text structure is the author's organization of the text. Explain that readers analyze text structure in a biography to assist with comprehension. Text structure can also give clues about the author's purpose for writing.

Have students scan **paragraph 1**. Ask: *What detail in this paragraph helps you recognize that this biography has a time-order text structure?* Have students underline a detail in the text that indicates the time-order, or chronological, text structure. **See student page for a possible response.**

DOK 2

OBJECTIVE

Recognize characteristics and structures of informational text.

CLOSE READ

Analyze Text Structure

Underline a detail in paragraph 1 that helps you recognize that this biography has a time-order text structure.

- 1 In 1889, a wealthy young woman named Jane Addams moved into a lovely, elegant house in Chicago, Illinois. But instead of moving into a lovely, elegant neighborhood, she picked a house that was smack in the middle of one of the filthiest, poorest parts of town.
- 2 Why would a wealthy young woman do this when she could have lived anywhere?

226

Copyright © SAVVAS Learning Company LLC. All Rights Reserved.

Possible Teaching Point



Read Like a Writer | Author's Craft

Posing Questions to the Reader Have students review the text on p. 226 of the *Student Interactive*. Ask: *Why do you think the author ended the page with a question? What effect does this have on the reader?* Provide an opportunity for students to respond and discuss how posing a question directly to the reader emphasizes an important question that the author will explore in the biography. Have students share their ideas about how they could effectively pose questions to the reader in their own writing.



Copyright © SAVVAS Learning Company LLC. All Rights Reserved.

- 3 Jane was just six years old when she went on a trip with her father and noticed that not everyone lived like her family did. She vowed that one day she would live “right in the midst of horrid little houses” and find a way to fix the world.
- 4 Jane was a strong soul from the start. And she was brave. When she and her stepbrother George were young, they would sneak away at night to explore in nearby caves. Once, Jane lowered George over a cliff on a rope to spy on an owl in its nest.

CLOSE READ**Correct or Confirm Predictions**

Highlight a detail in paragraph 3 that could help you correct or confirm a prediction you made about what this biography of Jane Addams would focus on.

227

ELL Targeted Support Use Visual Clues Have students work with a partner to use visual clues to help them correct or confirm their predictions.

Have students examine the illustration to identify details related to the focus of the biography, such as the details that show the time period of the biography, the contrast between the clothes and carriage of Jane and her father and the clothes and homes of the people they see, and Jane’s expression of concern.

EMERGING/DEVELOPING

Have students work with a partner to use visual clues in the illustration as described above and then write a brief explanation of how the details in the illustration help them confirm or correct predictions they have made about the focus of the biography. **EXPANDING/BRIDGING**

First Read**Generate Questions**

THINK ALOUD As I read, I am going to think of questions I have about what the author wants me to understand. As I read about Jane’s childhood, I wonder why the author includes a quotation in paragraph 3. I ask myself, “Does the author include this quote because it helps to answer the question about why Jane moved to a poor neighborhood in 1889?” I will keep reading to find an answer to my question.

Close Read**Correct or Confirm Predictions**

As students reread the text, have them look for text evidence that can correct or confirm predictions they made about the text. Ask: **Why would you want to look for details that help you check the predictions you made about this biography?**

Possible response: By correcting or confirming my predictions, I check my understanding of the text and compare what I thought the text would be about to details from the text that either do or do not support my initial ideas.

Have students scan **paragraph 3** to find and highlight a detail that they could use to help them correct or confirm a prediction they made about the focus of this biography. **See student page for possible response.**

DOK 2

OBJECTIVE

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

First Read

Connect

THINK ALOUD As I read about Jane's education, I find it surprising that the book collection at Jane's house was used as the town's library because public libraries today are not in people's homes. I think this text detail shows that Jane's family not only valued books and education, but that they also thought it was important to share their books and home with their community.

Close Read

Vocabulary in Context

Ask students to determine the meaning of the word *collection* in **paragraph 5**. Have them underline context clues that support their definition. **See student page for possible responses.**

Ask: *Why do you think the author describes Jane's father's book collection in this paragraph about Jane's education?*

Possible response: The author describes the collection to show that Jane grew up in a house with many books and with a family that valued reading and education. This helps the reader understand why the author describes Jane as "smart."

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 within the sentence to determine the meaning of *collection* in paragraph 5.

Underline the context clues that helped you determine the word's meaning.

- 5 Jane was smart. She read and read from her father's book collection, which doubled as the town library. Most girls did not go to college then, but Jane's father believed women should be educated. She went to Rockford Female Seminary and graduated at the top of her class.
- 6 But when school was over, she wasn't sure what to do with her life. That same summer, her father died.
- 7 Jane was lost.



Possible Teaching Point



Word Study | r-Controlled Vowels *ir, er, ur, ear*

Use the *r*-Controlled Vowels lesson on pp. T26–T27 to teach students about words with *r*-controlled vowels. Explain that in some words the *r* blends with the vowel to create the sound /er/. Have students read words on page 228 with *r*-controlled vowels. (*her, father, girls, over, sure*)



- 8 About two years later, she and her friends traveled to Europe. They went to the theater, the opera, and many beautiful places. But then Jane saw something in London she couldn't forget: people in ragged clothes with outstretched hands, begging a cart vendor to buy his leftover rotten fruits and vegetables that hadn't sold at market. The spoiled food was all they could afford.
- 9 What could she do to help? Long after her trip was over, the question stuck in her mind. She remembered how she felt when she was six.

Copyright © SAVVAS Learning Company LLC. All Rights Reserved.

CLOSE READ

Analyze Text Structure

Underline details in paragraphs 8 and 9 that help you recognize that the biography has a time-order text structure.

229

First Read

Respond

THINK ALOUD As I read about Jane's trip to London, I find it interesting that Jane was very affected by seeing people who did not have enough money for food and wanted to figure out how she could help. Most people who go on vacation think about the fun they had rather than how they could help the people in need, so this information shows that Jane is a caring person with a special interest in helping others.

Close Read

Analyze Text Structure

Have students scan **paragraphs 8 and 9** and underline details that help them recognize that the biography has a time-order text structure. **See student page for possible responses.**

Ask: *How do the words and phrases that you underlined help you understand the sequence of events in Jane's life that sparked her interest in helping people in need?*

Possible response: The phrases "About two years later," "then," and "Long after her trip was over" help me understand when Jane traveled to Europe and how long after her trip her feelings of wanting to help people continued.

DOK 2

OBJECTIVE

Recognize characteristics and structures of informational text.

Possible Teaching Point




Read Like a Writer | Author's Craft

Descriptive Language Explain to students that authors can use descriptive language to help readers picture a scene in a text. To help students develop a clear understanding of the author's use of descriptive language, encourage them to identify and discuss details that help them picture the scene Jane saw in London. For more instruction on descriptive language, see pp. T58–T59 in the Reading-Writing Workshop Bridge.

First Read

Notice

 **THINK ALOUD** As I read, I find it interesting that the author devotes two pages to showing and describing the settlement house in London. I think this information must be important to the biography. I circle paragraph 12 because I am curious to know what Jane will do after visiting Toynbee Hall.

Close Read

Correct or Confirm Predictions

Remind students that they can make, correct, and confirm predictions using text structure. Have students review **paragraphs 10 and 11** and highlight details that could help them correct or confirm a prediction about how events in London led to the events that happened later in Chicago. **See student page for possible responses.**

Ask: *Why do you think the author decided to have only one sentence in the last paragraph of the page?*

Possible response: The author wanted to show the reader that the information in the sentence is very important. Visiting Toynbee Hall changed Jane's life and caused her to create a settlement house in Chicago.

DOK 2

OBJECTIVE

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

CLOSE READ

Correct or Confirm Predictions

Highlight details in paragraphs 10 and 11 that help you correct or confirm a prediction you made about how events in London led to the events that happened later in Chicago.

community a group of people living in the same area

- 10 Jane traveled back to London to learn about a place she had heard was helping the poor in a brand-new way. At Toynbee Hall, the idea was to **have rich and poor people live together in the same community and learn from each other.** Instead of simply serving soup, for example, people could take cooking classes. Other skills were taught as well.
- 11 Toynbee Hall was the first settlement house. It was called a settlement house because the **well-off people who worked there during the day** didn't go back to their own homes at night. Instead, they "settled" in and **lived at Toynbee Hall, right in the same neighborhood as the needy.**
- 12 Jane now knew what to do.



230

Possible Teaching Point



Academic Vocabulary | Related Words

Use the Academic Vocabulary lesson on pp. T24–T25 in the Reading-Writing Workshop Bridge to help students understand that related words usually have related meanings. Direct students to reread paragraph 11, and call their attention to the words *settlement* and *settled* as an example of related words. Ask student volunteers to explain how the words and their meanings are related.



231

First Read

Generate Questions

THINK ALOUD As I read, I continue thinking of questions I have about the text. When I look at this illustration of Toynbee Hall, I ask, *What does the author want me to understand from the illustration?*

When I look closely at the details in the illustration, I notice that there are many people inside the large building and that the people are doing different kinds of activities, such as dancing, cooking, building, and playing music. So I believe the author included the illustration to help me visualize and understand what Toynbee Hall looked like and the types of skills people could learn at the settlement house.

CROSS-CURRICULAR PERSPECTIVES

Social Studies



Toynbee Hall was established in London by Samuel Barnett in 1884. This settlement house was created as a place for future leaders to live and work as volunteers in poverty-stricken neighborhoods. As a result, these leaders would have firsthand experience with issues related to poverty and be able to develop viable solutions to England's social problems and injustices. Toynbee Hall still exists today and continues to serve people and communities in need as well as advocate for policies and laws that protect and support the United Kingdom's most vulnerable individuals and families.

First Read

Connect

What does the author mean when she states that Chicago had a “glittery side” and a “gritty side”? How does the description of Chicago connect to what you know about communities?

Possible response: The author uses these phrases to mean that there were wealthy and poor people who lived in different areas of Chicago. This description connects Chicago to what I know about communities, because many communities today include people who have a lot of money as well as people who have little money and have difficulties finding good jobs.

Close Read

Analyze Text Structure

Tell students that when they are analyzing text structure, they should look for clue words that help them determine the author’s organization of the text. Clue words might include information about time order, dates, or times.

Have students scan **paragraph 14** and underline a sentence that helps them recognize that the text is structured chronologically, or in time order. **See student page for possible responses.**

DOK 2

OBJECTIVE

Recognize characteristics and structures of informational text.



CLOSE READ

Analyze Text Structure

Underline a sentence in paragraph 14 that helps you recognize that the text is structured chronologically.

- 13 She told her friend Ellen Gates Starr about her plan to build a settlement house in Chicago. It was “as if a racehorse had burst out of the gate, free at last to pour every ounce of energy into running.”
- 14 There was a glittery side to Chicago, with its mansions, fancy shops, and sparkling lakefront. But there was a gritty side, too. One million people lived in Chicago in 1889. Most were immigrants—people who came from other countries. They came for a better life, but they didn’t speak English. That made it hard to find good jobs. Many needed help.

Copyright © SAVVAS Learning Company LLC. All Rights Reserved.

232

Possible Teaching Point



Word Study | r-Controlled Vowels *ir, er, ur, ear*

Point out the word *burst* in paragraph 13. Tell students that *burst* has an *r*-controlled vowel, or a vowel sound that is affected by an *r*. The *r* blends with the vowel *u* to create the sound /*ér*/. Have students find and read other words in paragraphs 13 and 14 that have *r*-controlled vowels. (*her, energy, were, other, better*) Use pp. T26–T27 in the Reading-Writing Workshop Bridge for instruction on decoding words with *r*-controlled vowels.



15 Jane found the perfect house. It had big rooms with high ceilings and marble fireplaces. And it was in one of the worst neighborhoods in the city. Garbage lay rotting in the streets, piled high. Large families were crammed into tiny, ramshackle houses with no running water. The smell from back-lot outhouses hung in the air. Rough boys ran the streets, stirring up trouble because they had nothing to do.

CLOSE READ**Correct or Confirm Predictions**

Highlight details in the paragraph that help you correct or confirm any predictions you made about problems the text would describe.

First Read**Respond**

How does the author's description in paragraph 15 help you better understand Jane and her new neighborhood?

Possible response: The description provides vivid details that help me understand the sights and smells of the neighborhood. It also gives me an appreciation of Jane because she chose to live in this rough neighborhood and help the community even though she was able to afford a home in a neighborhood that did not have these problems.

**Close Read****Correct or Confirm Predictions**

Have students scan **paragraph 15**. Have them highlight details that could help them correct or confirm predictions they made about problems that would be described in the text. **See student page for possible responses.**

Ask students to explain how the author's description of the neighborhood helps readers understand why Jane's work at Hull House was important to the community.

Possible response: The details the author includes help the reader understand that the neighborhood had many problems that Jane's work at Hull House helped solve.

DOK 2

OBJECTIVE

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

Possible Teaching Point**Write for a Reader | Author's Craft**

Descriptive Language Have students examine p. 233 of the *Student Interactive* and identify descriptive language that helps them contrast Jane's house with her neighborhood ("big rooms" and "marble fireplaces" vs. "tiny" and "ramshackle"). Ask students how descriptive language could enhance their own writing. For more instruction on descriptive language, see pp. T66–T67 in the Reading-Writing Workshop Bridge.

First Read

Generate Questions

As I continue reading, I ask questions about what the author wants me to understand. For example, when I read paragraphs 17 and 18, I ask, “What does the author want me to understand about Jane and Hull House by explaining that Jane did not lock the doors and welcomed everyone into her home?”

Possible response: The author wants readers to understand that Jane cared for the people in her neighborhood and created Hull House as a place where anyone in need could come for help.

Close Read

Analyze Text Structure

Explain to students that authors of an informational text, such as a biography, may include more than one type of text structure to emphasize important ideas.

Have students review **paragraph 16**. Have students underline details that describe the interaction between Jane and Helen Culver. **See student page for possible responses.**

Ask: *How do these details help you recognize that this part of the text has a cause-and-effect text structure?*

Possible response: These details help readers recognize a cause-and-effect text structure because telling Helen Culver about her plans caused Helen Culver to give Jane the house for free.

DOK 2

OBJECTIVE

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

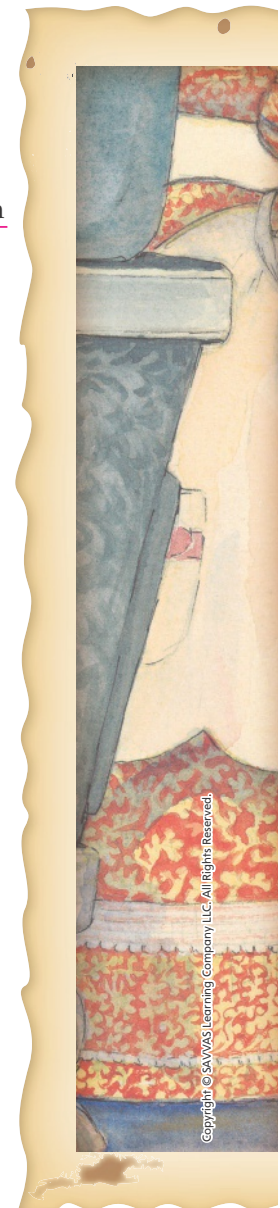
CLOSE READ

Analyze Text Structure

Authors may include multiple text structures within an informational text to emphasize important ideas.

Underline details that describe the interaction between Jane and Helen Culver. How do these details help you recognize that the text has a cause-and-effect structure?

- 16 The house had belonged to Charles J. Hull, and he had left it to a wealthy cousin named Helen Culver. At first, Jane paid rent, but after she told Helen what she had in mind, Helen gave her the house for free. In thanks, Jane named it Hull House.
- 17 Jane moved in on September 18, 1889. The very first night, she was so busy and excited that she forgot to lock a side door before going to sleep. But no one broke in. She decided to leave Hull House unlocked from then on so people would know they could come in at any time.
- 18 People who didn't have enough to eat or had no shoes on their feet or had just lost a job began to find their way to Hull House.



234

Possible Teaching Point



Academic Vocabulary | Related Words

Use the Academic Vocabulary lesson on pp. T24–T25 in the Reading-Writing Workshop Bridge to help students understand that related words usually have related meanings. Direct students to reread paragraph 17, and have them locate the words *lock* and *unlocked* as an example of related words. Ask students to explain the meaning of each word and then tell how the meanings of the words are related.



235

First Read

Notice

Who is shown in the illustration, and what are the people doing? How does this illustration help you better understand Jane Addams and her work at Hull House?

Possible response: The illustration shows Jane serving food to children who have come to Hull House. The illustration helps me understand that Jane was a caring person whose work at Hull House helped many people in her neighborhood.

ELL Targeted Support Use Visual and Contextual Clues Tell students that they can use clues in the illustrations to enhance their understanding of the text.

Tell students to study the illustration and label it with familiar words. In small groups, have students discuss its meaning. **EMERGING/DEVELOPING**

Have students work with a partner to examine the details in the illustration and identify text on p. 234 of the *Student Interactive* that the illustration helps them understand. ("People who didn't have enough to eat . . . began to find their way to Hull House.") **EXPANDING/BRIDGING**

First Read

Connect

THINK ALOUD I can relate to the text about boys throwing rocks because it ties into my knowledge about communities. I know that sometimes people do things they should not do, and they often get in trouble as a result. Often people get upset and call the police. Instead, Jane tried to understand the kids' behavior and provided activities for them to do.

Close Read

Correct or Confirm Predictions

Have students scan paragraphs 19 and 20 and highlight details that they could use to correct or confirm any predictions they have made about problems Jane would try to solve. **See student page for possible responses.**

Ask students to explain how this example of a problem and Jane's solution help them better understand the subject of the biography.

Possible response: This example helps readers understand that Jane was a calm and kind person who believed the best way to handle problems was to use kindness and work to understand other people to find solutions.

DOK 2

OBJECTIVE

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

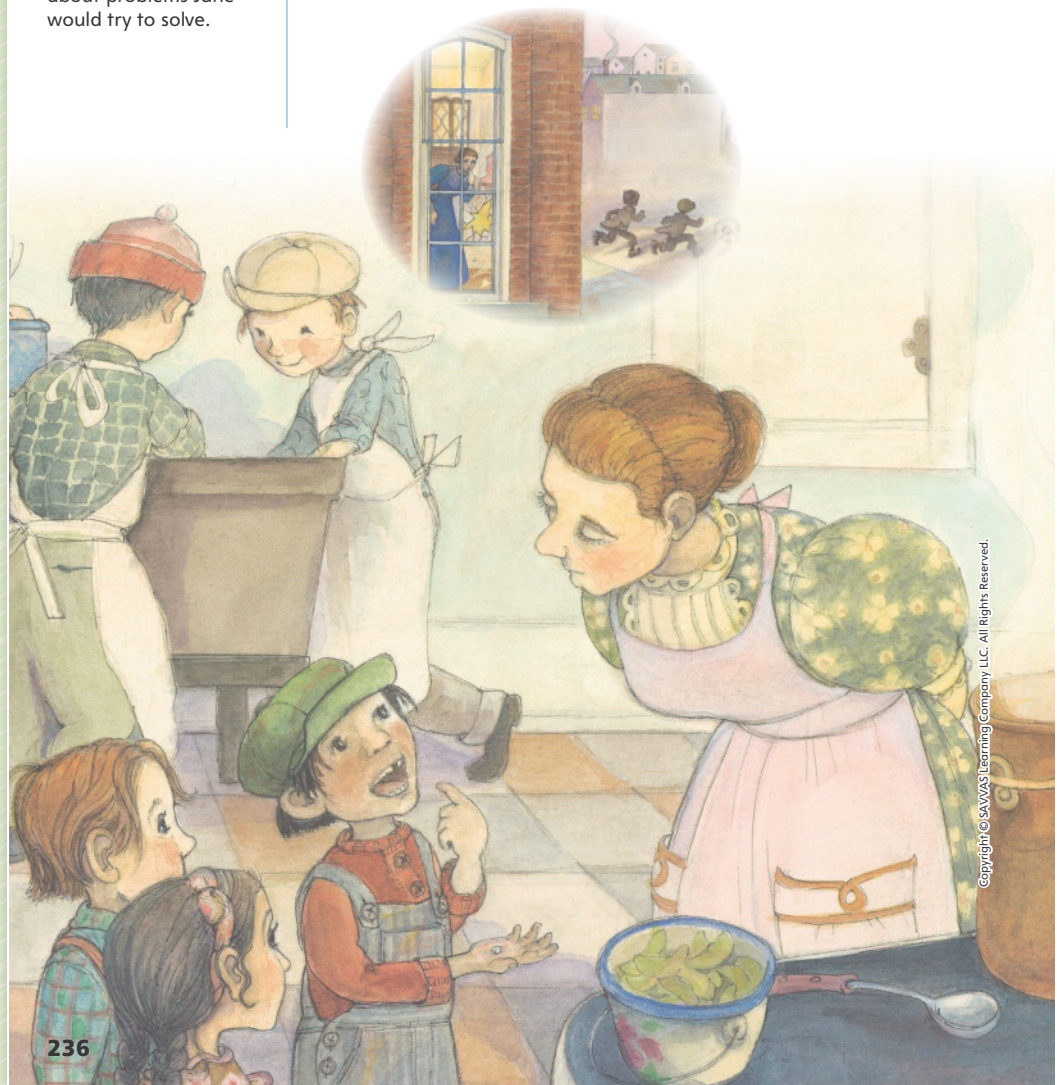
CLOSE READ

Correct or Confirm Predictions

Highlight details in the two paragraphs that correct or confirm any predictions you made about problems Jane would try to solve.

19 Of course, it wasn't always peaceful. Once, a couple of boys threw rocks at the house and broke a window.

20 Instead of getting upset, Jane took it as a sign to give the neighborhood kids something to do. She had her own way of looking at things.



ELL Targeted Support Figurative Language Have students read the last sentence in paragraph 20.

Guide students in understanding that “She had her own way of looking at things,” does not mean that Jane literally looked at things differently, but rather, that she had a unique way of thinking about things. Assist students in using the expression in their own oral sentences. **EMERGING/DEVELOPING**

Discuss how this sentence relates to the expression “the way I see it.” Prompt students to use these expressions in their own sentences, providing support as needed. **EXPANDING/BRIDGING**



21 Another time, Jane discovered a man in the house looking for something to steal. He tried to jump out a window to escape, but she showed him the door so he wouldn't get hurt. When he broke in a second time, she asked him why. He said he was out of work and had no money. Jane told him to report back the next morning. When he did, she gave him a job.



Copyright © SAVVAS Learning Company LLC. All Rights Reserved.



237

CLOSE READ

Analyze Text Structure

Underline words and phrases that help you explain the order of events in the biography.

First Read

Respond

THINK ALOUD I thought it was extraordinary that when Jane caught a man trying to steal things at Hull House, Jane did not get angry or upset. Instead, "she showed him the door so he wouldn't get hurt." Later, when she found out he was out of work and needed money, she gave him a job. So I will mark the sentences with these details that I find interesting and surprising.

Close Read

Analyze Text Structure

Remind students that most biographies have a time-order text structure. Have students scan **paragraph 21** and underline words and phrases that help them understand the order of the events in the biography. **See student page for possible responses.**

Ask: How does the text structure of paragraph 21 help you understand the sequence of events?

Possible response: The time-order text structure helps readers understand that first the man tried to steal something from Hull House two separate times. This finally caused Jane to speak with the man and give him a job.

DOK 2

OBJECTIVE

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

Possible Teaching Point



Word Study | **r-Controlled Vowels** *ir, er, ur, ear*

Use the *r*-Controlled Vowels lesson on pp. T26–T27 in the Reading-Writing Workshop Bridge to teach students how to recognize words with *r*-controlled vowels. Tell students that words with *r*-controlled vowels have vowels that are affected by an *r* to create the sound /er/. Have students find and read words in paragraph 21 with *r*-controlled vowels (*another, discovered, hurt*).

First Read

Generate Questions

THINK ALOUD As I read, I continue to ask questions about what the author wants readers to understand about the subject of this biography. I am surprised to learn that people did not have running water at the time the book took place. I have questions about what a public bath is and how Jane put one in her neighborhood. I circle the text about public baths in paragraph 23 because I would like to know more about them.

Close Read

Vocabulary in Context

Have students locate the word *tackled* in paragraph 23. Explain that the word *tackled* can be used as a verb to mean “grabbed and pulled to the ground” or to mean “worked on or dealt with.”

Have students underline context clues in paragraph 23 that help them determine the meaning of *tackled*. See student page for possible responses.

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

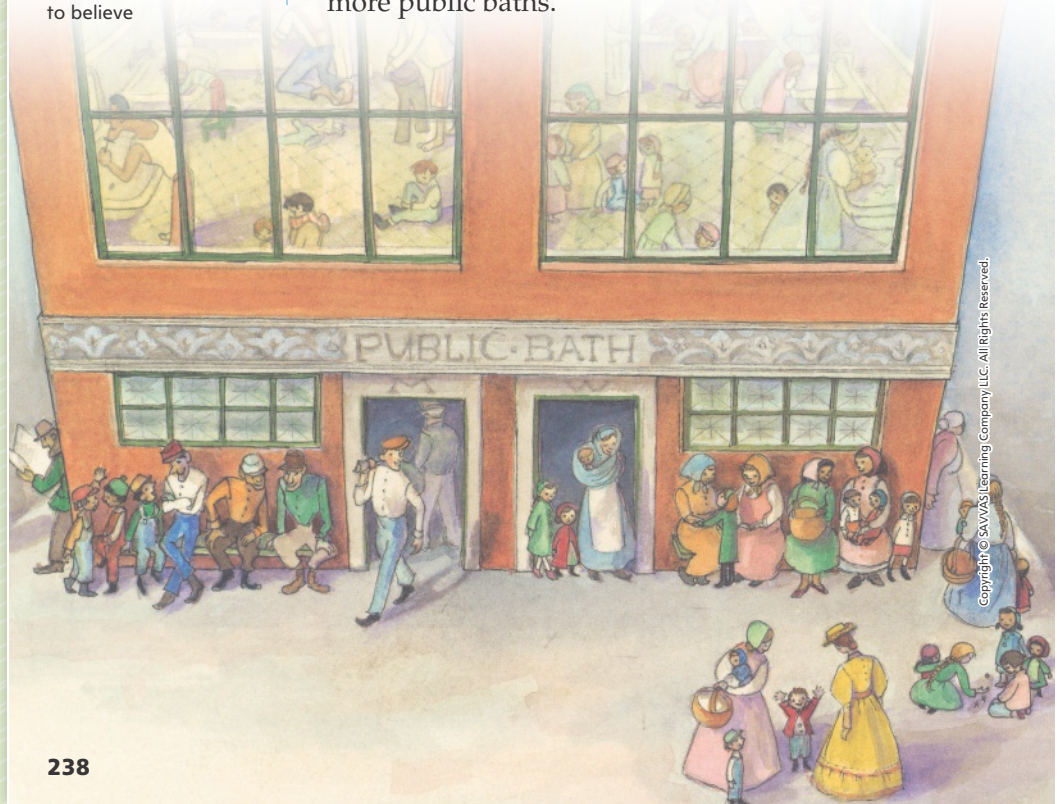
Underline a context clue beyond the sentence that helps you determine the meaning of *tackled* in paragraph 23.

donate give as a way to help others

convince persuade or cause someone to believe

22 Jane spent her own money running Hull House, and asked other well-off people to donate, too. She did not want to be paid for working there. Even when people gave her gifts, she gave them away. Her friends teased Jane about this. One friend gave her new underwear with her initials just so Jane couldn't pass them on. But she did!

23 Any problem Jane discovered, she tackled. No running water in houses meant no easy way to bathe. This led to sickness. So Jane put in a public bath. People flocked to it, which helped her convince city officials they needed to build more public baths.



238

Possible Teaching Point

Read Like a Writer | Author's Craft

Descriptive Language Have students review paragraph 22. Ask: *How does the author use descriptive language to support the idea that Jane Addams was a generous person?* Guide students in understanding that the author's use of specific details, such as Jane spending her own money to run Hull House, helps readers understand that Jane was willing to give all that she had to those in need. For more instruction on descriptive language, see pp. T58–T59 in the Reading-Writing Workshop Bridge.



Copyright © SAVVAS Learning Company LLC. All Rights Reserved.

- 24 No safe place for children to play? Jane talked a wealthy man into giving her the lot he owned near Hull House. Workmen tore down the shabby buildings and turned the lot into a playground. It was the first one in Chicago!
- 25 Little kids home alone because their parents had to work fourteen hours a day? Jane started a morning kindergarten and after-school clubs. She also set up afternoon classes for older kids who had to go to work during the school day.

CLOSE READ

Analyze Text Structure

Underline details that help you recognize that paragraphs 24 and 25 have a problem-and-solution text structure.

239

CROSS-CURRICULAR PERSPECTIVES

Social Studies



In the 1800s, many children living in cities had health problems related to working long hours in factories and living in poor housing conditions. To address the health problems, in the late 1800s people began building outdoor areas where children could play, often called sand gardens. The playground created at Hull House in 1894 is considered by some to be the country's first formal playground not based upon the sand garden model. Jane Addams and other Hull House leaders also fought for child-labor and factory laws for the protection of children.

First Read

Notice

Who and what is the text in paragraphs 24 and 25 about? How does this information help you better understand what the author wants you to know about Jane Addams and Hull House?

Possible response: The text in paragraphs 24 and 25 is about the needs of the people in the neighborhood and the ways that Jane addressed those needs in the community and at Hull House. These examples tell me that the author wants readers to understand that Jane Addams was a person who found ways to meet the needs of the people in her community and made a difference in many people's lives.

Close Read

Analyze Text Structure

Have students examine the text in **paragraphs 24 and 25**, and have them underline details that help them recognize that the paragraphs have a problem-and-solution text structure. **See student page for possible responses.**

Ask: *Why do you think the author used a problem-and-solution text structure for the information on this page?*

Possible response: The author wanted to emphasize the problems that people faced and Jane's creative solutions to those problems.

DOK 2

OBJECTIVE

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

First Read

Respond

THINK ALOUD As I read about the people and activities at Hull House, I am impressed by how Hull House grew and what it offered to the people in the community. I mark the details that I think are interesting, such as text about the subjects that were taught and the features that were added as Hull House grew, such as the theatre and music school.

Close Read

Correct or Confirm Predictions

Have students scan **paragraph 26** and highlight details that they could use to correct or confirm predictions about how people helped Hull House grow. **See student page for possible responses.**

Ask: Which details in paragraphs 26 and 27 cause you to create mental images that deepen your understanding of how Hull House had grown by 1907?

Possible response: The details “they taught literature, art, English, math, science, and cooking,” “thirteen buildings,” and “gymnasium, coffee house, theatre, music school, community kitchen, and an art gallery” help me picture how many people were involved with Hull House and the types of classes and activities that people could do at this settlement house.

DOK 2

OBJECTIVES

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

Create mental images to deepen understanding.

CLOSE READ

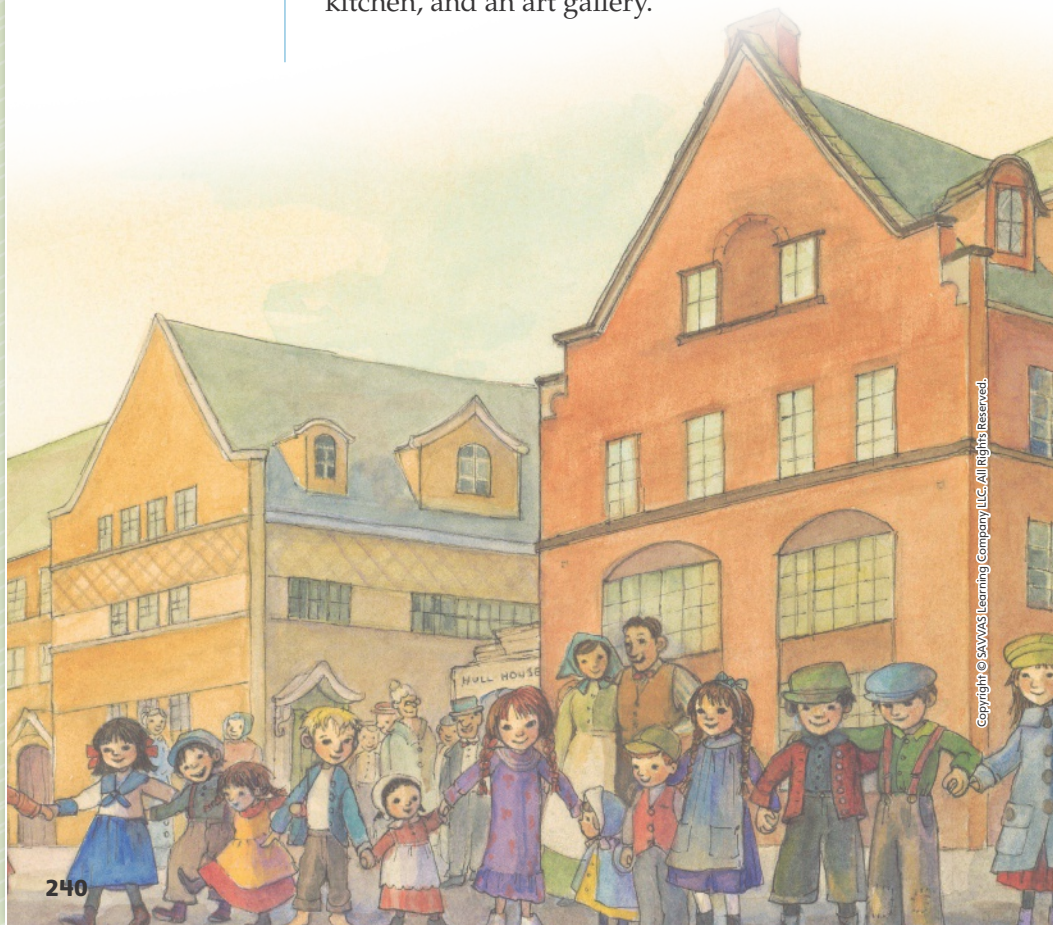
Correct or Confirm Predictions

Highlight details in paragraph 26 that correct or confirm any predictions you made about how people helped Hull House grow.

generous giving or showing kindness toward others

26 Jane did not do all this alone. Ellen Gates Starr was her partner from the start. Many other smart, generous people moved into Hull House and helped. They taught literature, art, English, math, science, and cooking.

27 Soon there was not just one building, but two. Then three, and four, and more. By 1907, Hull House had grown into thirteen buildings, including a gymnasium, coffee house, theatre, music school, community kitchen, and an art gallery.



240

Copyright © SAVVAS Learning Company LLC. All Rights Reserved.

Possible Teaching Point



Academic Vocabulary | Related Words

Use the Academic Vocabulary lesson on pp. T24–T25 in the Reading-Writing Workshop Bridge to help students understand that related words usually have related meanings. Display the words *cook* and *build* on the board. Have students identify related words in the text (*cooking*, *building*), and ask students to explain how the meanings of the words are related. Guide students in recognizing that *cook* and *build* are verbs and the roots of the related words *cooking* and *building*.



28 By the early 1920s, more than nine thousand people a week visited Hull House. The house that Jane built brought all kinds of people together and helped those in need. It changed a bad neighborhood into a great and strong community. Hull House transformed the lives of all who stepped inside.

29 Today, every community center in America, in large part, has Jane Addams to thank. With all that she did, both inside and outside the house that Jane built, her childhood wish to help fix the world came true.

CLOSE READ**Analyze Text Structure**

Underline details in paragraphs 28 and 29 that help you recognize how the biography is structured.

transformed changed or made very different

First Read**Connect**

How does the author make a connection between Jane's community and communities today?

Possible response: In the first sentence of paragraph 29, the author states that "Today, every community center in America, in large part, has Jane Addams to thank." This tells readers that Jane's work and programs at Hull House became a model for community centers throughout the country.

Close Read**Analyze Text Structure**

Have students scan **paragraphs 28 and 29**. Direct students to underline details that help them recognize how the biography is structured. **See student page for possible responses.**

Ask: How do these details help support the main idea, or what the author wants readers to understand about Jane Addams by reading this biography?

Possible response: The details "By the early 1920s" and "Today" help support the main idea of the text that the work that Jane Addams did in her community in the 1900s still affects us today. Addams' work improved the lives of many people at the time and acted as a model for community centers that help people throughout America.

DOK 3

OBJECTIVE

Recognize characteristics and structures of informational text, including the central idea with supporting evidence.



Copyright © SAVVAS Learning Company LLC. All Rights Reserved.

241

ELL Targeted Support Use Language Structures Direct students' attention to the first sentences of paragraphs 28 and 29.

Assist students in identifying the time-related words or phrases that begin paragraphs 28 and 29. Have students practice using these words in sentences about their own life to build meaning. **EMERGING/DEVELOPING**

Have students work with partners to fill in sentence frames similar in structure to the first sentences in paragraphs 28 and 29. Students can use their own knowledge of current and past events. For example: *By ____.* *Women were voting by ____.* *Today ____.* **EXPANDING/BRIDGING**

Respond and Analyze



OBJECTIVES

Determine the main idea of a text; recount the key details and explain how they support the main idea.

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

Use text evidence to support an appropriate response.

Respond using newly acquired vocabulary as appropriate.

Recognize characteristics and structures of informational text.

My View

Begin by asking students what they thought about the text or what part of the text most surprised or interested them.

- **Connect** What impressed you the most about Jane Addams?
- **Express Opinions** Do you think settlement houses would be good to have in cities today? How would the idea work?

Develop Vocabulary

Minilesson

FOCUS ON STRATEGIES Tell students that authors of biographies and other informational texts want readers to know the main idea, or most important idea, of their text. They use words that explain, support, and develop that idea. The vocabulary words *community*, *donate*, *generous*, and *transformed* are examples of words that help convey the main idea of *The House That Jane Built*.

- Remind yourself of each word's meaning.
- Ask yourself how the author uses it to convey the main idea or key details in the text.

MODEL AND PRACTICE Model filling out the chart on p. 242 of the *Student Interactive* using the word *community*.

- The author discusses people in the city of Chicago who lived in a particular neighborhood, or community.
- Jane Addams helped people in the community around Hull House.

ELL Targeted Support Vocabulary Display the words in the Word Bank. Explain that these words can describe how to make neighborhoods better.

Have students say the words. If possible, show pictures from magazines or books that depict the words' meanings. On the board, write simple cloze sentences for students to complete that connect the words to their experiences, such as: *A coat of paint ____ how the room looked.*

EMERGING



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. 242 of the *Student Interactive*. Their sentences should accurately reflect how each word is used to describe events in *The House That Jane Built*.

OPTION 2 Use Independent Text Have students find and list unfamiliar words that relate to the topic of the text they are reading. Have them use context clues or use a print or online dictionary to determine the meaning of each word. Students should then consider how the word relates to the main idea of the text.

QUICK CHECK

Notice and Assess Can students identify words related to concepts and the main idea in *The House That Jane Built*?

Decide

- **If students struggle**, revisit instruction for developing vocabulary in Small Group on pp. T54–T55.
- **If students show understanding**, extend instruction for developing vocabulary in Small Group on pp. T54–T55.

Check for Understanding MyTURN Have students complete p. 243 of the *Student Interactive*.

STUDENT INTERACTIVE, pp. 242–243



VOCABULARY

Develop Vocabulary

In biographies, authors use specific words to explain the main idea, or the most important idea in the text. These words help identify what the author wants the reader to know about the subject.

MyTURN Add a vocabulary word from the word bank to complete each sentence. Then use the word in a sentence about the text.

Word Bank

community donate generous transformed

Possible responses:

Community means “a group of people living in the same area.”

Sentence: Jane helped people in her community.

Generous means “showing kindness toward others.”

Sentence: Many generous people moved into Hull House to help.

Transformed means “changed or made very different.”

Sentence: Jane transformed the lives of many people.

Donate means “give as a way to help others.”

Sentence: Jane asked many people to donate money to Hull House.

242

COMPREHENSION

READING WORKSHOP

Check for Understanding

MyTURN Look back at the text to answer the questions.

Possible responses:

1. How can the reader tell that *The House That Jane Built* is a biography?

DOK 2

It tells a true story about the life of a real person and is written by another person.

2. What is the author’s purpose for including the question in paragraph 2? How does it connect to the rest of the biography?

DOK 2

The purpose is to catch readers’ attention and make them curious about the answer. The next paragraphs answer the question by describing Jane’s childhood and her move in 1889.

3. How are events from Jane Addams’s youth related to her later decision to build Hull House? Cite text evidence.

DOK 2

As a child, Jane wanted to “fix the world.” Later, she visited a settlement house and got the idea for creating Hull House.

4. Based on text evidence, what were some of Jane Addams’s personality traits? Analyze how these traits helped her create Hull House.

DOK 3

Jane was “strong,” “brave,” and “smart.” These traits lead Jane to face challenges and create Hull House to help others.

243

Word Study *r*-Controlled Vowels

ir, er, ur, ear

OBJECTIVES

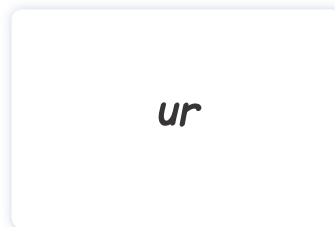
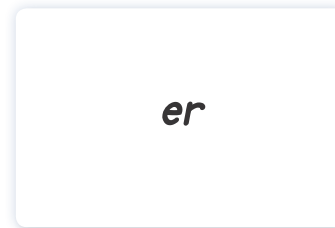
Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; *r*-controlled syllables; and final stable syllables.

Identify and read high-frequency words from a research-based list.

LESSON 2

Apply *r*-Controlled Vowels *ir, er, ur, ear*

APPLY MyTURN Direct students to complete the activity on p. 248 of the *Student Interactive*.



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. 248



WORD STUDY

r-Controlled Vowels

r-Controlled Vowels *ir, er, ur, ear* can all spell the vowel sound you hear in the word *turn*. The letter *r* immediately after the vowel changes, or controls, the sound of the vowel.

MyTURN Read each sentence from *The House That Jane Built*. Read and write the word or words that contain an *r*-controlled vowel on the line. Then underline the *r*-controlled letters in the word.

1. By the early 1920s, more than nine thousand people a week visited Hull House. early
2. Rough boys ran the streets, stirring up trouble because they had nothing to do. stirring
3. Jane traveled back to London to learn about a place she had heard was helping the poor in a brand new way. learn, heard

High-Frequency Words

High-frequency words are common words used in reading and writing. Read these high-frequency words: *system, brought*. Try to identify them in your independent reading.

Copyright © SAVVAS Learning Company, LLC. All Rights Reserved.

248



LESSON 2

Apply r-Controlled Vowels *ir, er, ur, ear*

FLEXIBLE OPTION
LESSON 3

More Practice

FLEXIBLE OPTION
LESSON 4

Spiral Review:
Irregular Plurals

FLEXIBLE OPTION
LESSON 5

Assess Understanding

LESSON 1

Teach *r*-Controlled Vowels *ir, er, ur, ear*

Use the  **QUICK CHECK** on p. T51 to determine small group instruction.

Teacher-Led Options

Strategy Group



DEVELOP VOCABULARY

Teaching Point Today I want to remind you that authors use specific words to convey the main idea of a text. Knowing the meaning of those words can help a reader draw conclusions. Have students look back at *The House That Jane Built* for words that relate to its main idea.

ELL Targeted Support

Tell students they can understand the important ideas in a text if they know the meanings of words. Have students use visual and contextual support to learn new vocabulary words.

Choose pictures from a magazine or book that illustrate *community*, *donate*, *convince*, *generous*, and *transformed*. Ask students what idea the words might have in common.

EMERGING/DEVELOPING

Use pictures to teach the meanings of *community*, *donate*, *convince*, *generous*, and *transformed*. Ask students to act out or show what the words might have in common.

EXPANDING

Help partners find the meanings for *donate*, *convince*, *generous*, and *transformed*. Have students write in their notebooks what idea the words might have in common. **BRIDGING**



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

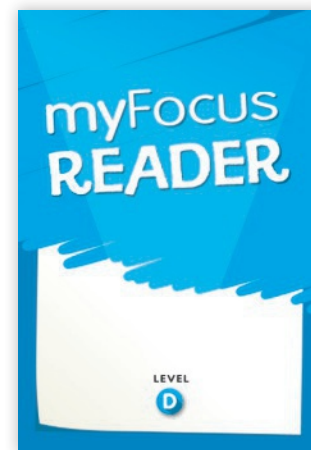
Intervention Activity



myFOCUS READER

Read pp. 42–43 in the *myFocus Reader* with students. Use the teaching support online at SavvasRealize.com to provide additional insight for students on how one person can improve a community.

Provide instructional support for comprehension and word study—*r*-Controlled Vowels 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, paying attention to rhythm—reading phrases appropriately and deciding where to pause, which words to stress, and when to change the pitch of their voice. They should each read the passage three times with appropriate rhythm. If needed, model reading aloud with appropriate rhythm.

ORAL READING RATE AND ACCURACY

Use pp. 91–96 in Unit 4 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 words the author used that helped convey the main idea of the text and how students figured out the meanings of the words.

Possible Conference Prompts

- What words did the author use that helped you figure out the main idea of the text?
- Why do you think the author chose those words?
- What helped you understand each word?

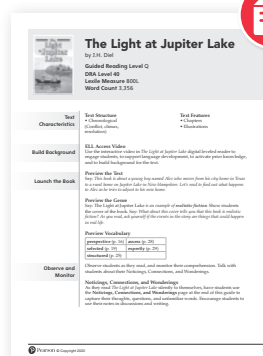
Possible Teaching Point Readers pay attention to familiar words as they read new information. Use familiar words to build meaning of new words and important ideas.

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 students to share words in their texts that helped them figure out the author’s main idea.

Independent/Collaborative

Independent Reading



Students can

- reread or listen to *The House That Jane Built* 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. 242.
- work with a partner to discuss and answer the questions on *Student Interactive* p. 243.
- play the *myView* games.
- choose a passage from a text and read it with appropriate rhythm.

SUPPORT COLLABORATION

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

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



Analyze Text Structure



The House That Jane Built

OBJECTIVE

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 unit Academic Vocabulary words to talk about people improving communities. Give students sentence starters, such as:

- **Members of one generation** might leave a community because _____.
- **My community is familiar to me** because _____.

ELL Access

Discuss with students the importance of understanding how the author has organized, or structured, the text. When students see the pattern of the text, they can understand it better. Use graphic organizers such as a sequence chart and a main idea and details chart to remind students of common structures. Point out that if a text has mostly one text structure, parts may still have a different text structure.

Minilesson

FOCUS ON STRATEGIES Readers of informational text notice how the author structures the text—that is, how the text is organized. Biographies usually have a chronological text structure, but an author may use other text structures, such as cause and effect, problem and solution, and compare and contrast, to emphasize certain ideas.

- Look for words and text evidence that help you figure out how the text is structured.
- Notice paragraphs that the author has structured differently, and think about its purpose.

MODEL AND PRACTICE Use the Close Read note on p. 226 of the *Student Interactive* to model annotating the text to figure out its structure.

- **What evidence helps me figure out the text structure? On page 226, I see a date, 1889, in paragraph 1. That is a clue that this biography of Jane Addams will be told with the text structure emphasizing sequence. Most biographies are told in this structure. I will underline that date.**
- Have pairs find evidence on p. 227 of the *Student Interactive* detailing how the author takes Jane’s story back in time to give more information about her. They should note “Jane was just six years old” in paragraph 3 and “from the start” and “were young” in paragraph 4.

ELL Targeted Support Sequence Tell students that a biography, the life story of someone, is almost always told in chronological order.

Have students create cards that list important milestones in their own lives, such as: second grade, lost first tooth, kindergarten, rode a bike, and learned to walk. Have students put the cards in sequence. **EMERGING/DEVELOPING**



FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategy 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. 244 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 sections that show different text structures, such as time order, cause-and-effect, and problem-and-solution.

QUICK CHECK

Notice and Assess Can students find and use clues to identify text structure?

Decide

- **If students struggle**, revisit instruction about text structure in Small Group on pp. T62–T63.
- **If students show understanding**, extend instruction about text structure in Small Group on pp. T62–T63.

STUDENT INTERACTIVE, p. 244



CLOSE READ

Analyze Text Structure

A biography usually has one overall text structure. An author might include other text structures to emphasize key ideas. To **analyze text structure**, look for words that help you recognize the text structure. Then think about how the structure helps you understand the text.

1. **MyTURN** Go to the Close Read notes in *The House That Jane Built* and 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 Helps Me Understand the Text
paragraph 1: "In 1889"	time order	It helps me know when an important event in Jane's life happened.
paragraphs 8 and 9: "About two years later"; "then"; "Long . . . after her trip was over"	time order	It helps me understand the order of certain events in Jane's life.
paragraph 16: "... after she told Helen what she had in mind, Helen gave her the house for free."	cause and effect	It helps me know what happened when Jane told Helen about her plans for Hull House.
paragraph 25: "Little kids home alone . . . Jane started a morning kindergarten and after-school clubs."	problem and solution	It helps me understand a problem in Jane's neighborhood and how she solved it.

Copyright © SAVVAS Learning Company LLC. All Rights Reserved.

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.

Explain the Use of Descriptive Language

Minilesson

FOCUS ON STRATEGIES Authors use descriptive language to help readers create mental pictures of the scenes in texts.

- Look for descriptive adjectives in sentences.
- Use the adjectives to help you create a mental picture of the scene.
- Analyze the mental picture of the scene to understand why the author chose to describe the scene in that specific way.

MODEL AND PRACTICE Model explaining the author's use of descriptive language by directing students to the top of p. 249 of the *Student Interactive*. Have students follow along as you complete the steps.

1. Point out that the author uses descriptive adjectives to describe the neighborhoods.
2. Have students identify the descriptive adjectives in the example sentence. Ask students how a neighborhood described as *lovely* and *elegant* would differ from one described as *filthiest* and *poorest*.
3. Guide students to understand that the contrast between the author's word choices reveals how rough the neighborhood is. Describing the scene in this way helps readers understand more about the choice Jane made.

ELL Targeted Support Descriptive Language Help students understand how adjectives affect the meaning of sentences. Display these sentences: *He walked past the tiny house with broken windows. He walked past the huge house with beautiful windows.*

Remove the adjectives from the sentences. Ask students to fill in the sentence frames with their own descriptive words. **EMERGING/DEVELOPING**

Have students identify the adjectives in each sentence (*tiny, broken; huge, beautiful*) and discuss how the adjectives add meaning to the sentences. **EXPANDING/BRIDGING**



ASSESS UNDERSTANDING

Apply

MyTURN Direct students to go back to *The House That Jane Built* and identify the author's use of descriptive language. Help guide their search by reminding them that descriptive language helps readers picture a scene. Then have them focus on a specific example of descriptive language by completing the activities on p. 249 of the *Student Interactive*.

STUDENT INTERACTIVE, p. 249



ANALYZE AUTHOR'S CRAFT

READING-WRITING BRIDGE

Read Like a Writer

Authors use descriptive language to help readers picture a scene.

Model ! Read the sentence from *The House That Jane Built*.

But instead of moving into a lovely, elegant neighborhood, she picked a house that was smack in the middle of one of the filthiest, poorest parts of town.

descriptive
adjectives

- 1. Identify** Tanya Lee Stone uses opposite descriptions for the purpose of describing the neighborhoods.
- 2. Question** How do these descriptive adjectives help me picture the neighborhoods?
- 3. Conclude** The descriptive words *filthiest* and *poorest* help me picture the neighborhood in which Jane chose to do her work.

Read the text.

... people in ragged clothes with outstretched hands, begging a cart vendor ...

MyTURN Follow the steps to analyze the text. Describe the author's use of descriptive language to achieve a specific purpose.

- 1. Identify** Tanya Lee Stone uses the descriptive adjectives **ragged, outstretched**.
- 2. Question** How do the descriptive adjectives help me picture the people that Jane saw in London?
- 3. Conclude** The descriptive words help me picture **people begging for food**.



Word Study *r*-Controlled Vowels

ir, er, ur, ear

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 *r*-controlled vowel patterns *er*, *ir*, *ur*, and *ear* can all spell the vowel sound heard in the word *learn*.

MODEL AND PRACTICE Show students the words *sturdy*, *perfect*, *firmly*, and *learning*. Have students identify the *r*-controlled vowel in each word. Then have students read the multisyllabic words.



APPLY Have students complete *Word Study* p. 133 from the *Resource Download Center*.

Name _____

Word Study

r-Controlled Vowels *ir, er, ur, ear*

When a vowel is followed by *r*, its sound is affected by the *r*. Not all *r*-controlled vowels make the *er* sound, but many words with these vowels make the *er* sound heard in the word *perfect*.

- Many *r*-controlled vowels are spelled with the letters *ic, er, ur, or ear* to create the *er* sound.
- Use knowledge of *r*-controlled vowels to pronounce unfamiliar words.

My TURN Underline the letters that create the *er* sound in each word.

clerk	heard	early	twirl
dirty	hammer	turtle	burn

My TURN Sort the words into the correct category based on the letters that create the *er* sound in each word.

tiger	curtain	pearl	first
feather	chirping	purple	learn

<i>ir</i>	<i>er</i>	<i>ur</i>	<i>ear</i>
chirping	tiger	curtain	pearl
first	feather	purple	learn

High-Frequency Words

High-frequency words appear often in text. Being able to read high-frequency words helps you to read fluently.

TURN and TALK Make flashcards of high-frequency words, including system, brought. With a partner, practice reading the words aloud.

Grade 3, Unit 4, Week 1
© Pearson Education, Inc., or its affiliates. All rights reserved. 133

Word Study, p. 133



FLEXIBLE OPTION
LESSON 3

More Practice

LESSON 1

Teach *r*-Controlled Vowels *ir, er, ur, ear*

LESSON 2

Apply *r*-Controlled Vowels *ir, er, ur, ear*

FLEXIBLE OPTION
LESSON 4

Spiral Review:
Irregular Plurals

FLEXIBLE OPTION
LESSON 5

Assess Understanding

Use the  **QUICK CHECK** on p. T57 to determine small group instruction.

Teacher-Led Options

Strategy Group

ANALYZE TEXT STRUCTURE

Teaching Point Readers look for details they can use to determine the structure of a text. An author may use an overall text structure, but use a different structure for smaller parts of the text. Have students complete the graphic organizer on *Student Interactive* p. 244.

ELL Targeted Support

Display a list of common text structures and a list of actions representing those structures.

Cause and Effect: Shaking a can and opening it

Compare and Contrast: Choosing between two items on a shelf


Problem and Solution: Having trouble opening a jar

Description: Painting

Time Order (Sequence): Making a sandwich

Have small groups of students pantomime the actions and match them to the text structure they represent. **EMERGING/DEVELOPING**

Have students pantomime the actions and then create their own scenarios to pantomime. **EXPANDING/BRIDGING**

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

Intervention Activity

ANALYZE TEXT STRUCTURE

Use Lesson 33, pp. T216–T220, in the *myFocus Intervention Teacher's Guide* for instruction on text structure.

LEVEL D • READ

Lesson 33 Genre: Narrative Nonfiction and Informational Texts

Making Lemonade

You will need a lemon cut into four pieces, honey, ice, water, and a shaker or cup with a tight lid (16 ounces).



1. Fill the cup with ice.
2. Squeeze lemon slices over the ice. Put two of the four slices in the cup.
3. Add a teaspoon or so of honey.
4. Fill the cup or shaker with water.
5. Put the lid on, shake, and then shake some more.
6. Have a drink. Add lemon or honey if needed.

Madame C.J. Walker

- 1 Madame C.J. Walker would eventually become one of the first American women millionaires. She was born Sarah Breedlove, the fifth daughter of recently freed enslaved parents. Orphaned at age seven, Breedlove had a rocky start to life. She worked in fields and did household work as a child. She married at age fourteen and had a daughter at sixteen. Her first husband died when she was only eighteen.
- 2 In her early twenties, Breedlove began losing her hair. She tried everything to stop it from falling out. She worked and worked on the perfect treatment. Her second husband, Charles J. Walker, was an advertiser. He helped her get the word out about her creation.
- 3 In 1908, Walker had made enough money to open her own factory and beauty school. Her business was a complete success. She soon became a self-made millionaire.

T • 216 Reading Informational and Argumentative Text

Fluency

Assess 2–4 students  

PROSODY

Have student pairs practice reading a short passage with appropriate rhythm.

ORAL READING RATE AND ACCURACY

Use pp. 91–96 in Unit 4 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 STRUCTURE

Talk About Independent Reading Have students share clues that helped them determine their book's overall text structure.

Possible Conference Prompts

- What clues reveal the text's overall structure?
- Why did the author use that structure?

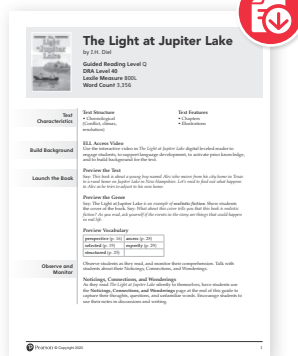
Possible Teaching Point Readers pay attention to words and clues that help them determine the structures of a text. This helps them understand and remember the text better.

Leveled Readers



ANALYZE TEXT STRUCTURE

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



Whole Group

Share Bring the class back together as a whole group. Have volunteers share clues they found to figure out the text structures in texts that they read.

Independent/Collaborative

Independent Reading



Students can

- reread or listen to *The House That Jane Built* or another text they have previously read.
- read a self-selected trade book or their Book Club text.
- support their partner by finding clues about the text structure of his or her book.

Centers



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

Literacy Activities



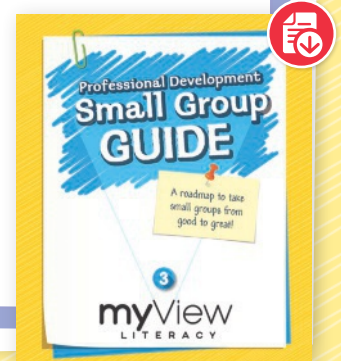
Students can

- complete the graphic organizer on *Student Interactive* p. 244.
- practice the week's word study focus by looking for *r*-controlled vowels in texts.
- play the *MyView* games.

SUPPORT PARTNER READING

Keep partners on track by having them quiz each other on details of the text they are reading.

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



Correct or Confirm Predictions



OBJECTIVE

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

ADDITIONAL VOCABULARY

Integrate Offer students oral practice using unit Academic Vocabulary words to help them discuss their predictions. For example:

- I predicted that Jane Addams's efforts would benefit the community, and I learned from the text that _____.
- I predicted that Jane Addams would give a lot of advice to the people of the community, and I learned from the text that _____.

Encourage students to use the Academic Vocabulary as they analyze and discuss their reading throughout the week.

Minilesson

FOCUS ON STRATEGIES Readers use characteristics of a particular genre as well as the selection's text structure, or organization of ideas, to make, correct, or confirm predictions about a text.

- Before reading, look for characteristics of a biography, such as a memorable main character. Examine the text to see if it is written in chronological order. Use the text structure to make predictions.
- Use the chronological text structure of a biography to note when important events take place. Correct or confirm your predictions based on what you learn as you read.

MODEL AND PRACTICE Use the Close Read note on p. 227 of the *Student Interactive* to model correcting or confirming a prediction about the text.

- **Based on the title and pictures, I predicted that this biography would be about Jane Addams and her experience building a house for many people. Jane Addams is the subject of the biography and I knew that the text was in time-order, so I focused on important events in her life. As I read, I thought about the chronological order of ideas and highlighted a detail in paragraph 3 to help confirm my prediction about her life.**
- Have pairs use text structure and characteristics of biography to discuss their process for making, correcting, and confirming predictions about the text.

ELL Targeted Support Make Predictions Tell students that good readers use what they already know to make predictions about a text before they start to read.

Show students an unfamiliar biography with pictures. In small groups, ask them to fill in the following sentence frames: *This book's title is _____.* *From the cover, I can see it is about _____.* *Looking at the pictures, I predict _____ will happen. I can confirm or correct my prediction as I read.* **EMERGING/DEVELOPING**

Have partners look at an unfamiliar biography with pictures. Tell them to write predictions based on the title, cover, and features of the text. Help confirm their predictions. **EXPANDING/BRIDGING**



FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategy of correcting or confirming 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. 245 in the *Student Interactive*.

OPTION 2 Use Independent Text Have students write in their notebooks predictions about a new text they are going to read. At various points as they read, have them refer to their predictions, note confirmations or corrections, and make new predictions about the next section of the text.

QUICK CHECK

Notice and Assess Can students make, confirm, and correct predictions?

Decide

- **If students struggle**, revisit instruction on predictions in Small Group on pp. T70–T71.
- **If students show understanding**, extend instruction on predictions in Small Group on pp. T70–T71.

STUDENT INTERACTIVE, p. 245



READING WORKSHOP

Correct or Confirm Predictions

Readers review elements of a text to correct or confirm predictions, or educated guesses, they made. After reading, readers use the text's details, pictures, and structure—such as cause and effect—to correct inaccurate predictions or confirm accurate ones.

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

Possible responses:

Prediction Before Reading	Details	Correct or Confirm the Prediction
I predicted that this biography would focus on: a house that Jane Addams built to help people.	"... she would live 'right in the midst of horrid little houses' and find a way to fix the world."	Confirmed. The focus of the biography is how Jane created Hull House and helped people in a community.
I predicted that Jane's efforts to help in the neighborhood would: be welcomed by everyone who lived there.	"... it wasn't always peaceful. Once, a couple of boys threw rocks at the house and broke a window."	Corrected. Jane's efforts were not welcomed by everyone, but Hull House did improve many people's lives.

Write for a Reader

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.

Use abstract nouns.

Use Descriptive Language

Minilesson

FOCUS ON STRATEGIES Writers use language for specific purposes. They use descriptive language to help readers picture people, places, and events. When you use descriptive language, you can:

- Think about the purpose you want your language to achieve.
- Make word choices that help readers create a mental picture of what you are trying to describe.
- Use a thesaurus to find new descriptive words to add to your writing.

MODEL AND PRACTICE Discuss how students might use descriptive language in their own writing using p. 250 of the *Student Interactive*.

1. Tell students that you are going to use descriptive adjectives to describe your favorite animal.
2. Think aloud as you brainstorm descriptive adjectives for your favorite animal: *My favorite animal is a dog. Some descriptive words that describe dogs are playful, soft, caring, funny, loving, cute, and goofy.*
3. Ask students for other descriptive words and add them to the list. Add their words and say: *I'll use this list to add descriptive details to my paragraph so it will achieve my purpose of describing dogs as fun and loving animals.*

ELL Targeted Support Descriptive Language Help students understand how to brainstorm different descriptive words.

Say the names of two different animals, such as *cat* and *dog*. Have partners work together to brainstorm words that could be used to describe each animal. **EMERGING/DEVELOPING**

Have partners choose four different animals and brainstorm words that could be used to describe the appearance and personality of the animals. Have partners group the words under these two headings. **EXPANDING/BRIDGING**



ASSESS UNDERSTANDING

Apply

MyTURN Have students refer to how the author's use of descriptive language helped them picture what she was describing. Then guide students to complete the activity on p. 250 of the *Student Interactive*.

Writing Workshop

Have students use descriptive language in their writing from the Writing Workshop. During conferences, support students' writing by helping them find opportunities to meaningfully make language choices that will improve their use of descriptive language.

STUDENT INTERACTIVE, p. 250



DEVELOP AUTHOR'S CRAFT

Write for a Reader

Writers use descriptive language for the specific purpose of helping readers picture people, settings, and events. Descriptive adjectives add specific details so readers can visualize what the writer is describing.

MyTURN Think about how Tanya Lee Stone's use of descriptive language in *The House That Jane Built* helped you picture what she was describing. Now make your writing more detailed by using descriptive adjectives to help readers picture what you are describing.

Descriptive adjectives help your writing come alive!



1. List several descriptive words that describe your favorite animal.
Students should list descriptive adjectives that appropriately describe their chosen animal.
2. Write a paragraph that describes your favorite animal. Use some of the words from your list. Underline all of the descriptive adjectives in your writing. Then briefly describe how your use of descriptive language allows you to achieve the purpose of helping readers picture the animal.

Students should write a descriptive paragraph that includes some of the adjectives they wrote in item 2. Students should underline their adjectives and briefly describe how their use of descriptive language allows them to achieve the purpose of helping readers picture the animal.

Word Study Spiral Review

OBJECTIVE

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



FLEXIBLE OPTION 

LESSON 4



Spiral Review: Irregular Plurals

FOCUS ON STRATEGIES Review the strategies from the previous week about the rules for forming irregular plurals. See pp. T278–T279 in Unit 3.

MODEL AND PRACTICE Write the following words on the board: *shelf, foot, deer, louse, and man*. Have volunteers form the plural for each word. (*shelves, feet, deer, lice, men*) After the volunteer forms the plural for each word, discuss the spelling rule used to form the plural.

APPLY Have students work independently to write sentences that use the plural form of the following words: *life, leaf, tooth, sheep, mouse, hero, woman, child*. Have students exchange the sentences with a partner. Have the partner identify the plurals and confirm that they are spelled correctly.



ELL Targeted Support

Irregular Plural Nouns Explain to students that some words have unique spelling changes when made plural. Tell them that they will have to practice and memorize the rules for spelling irregular plural nouns.

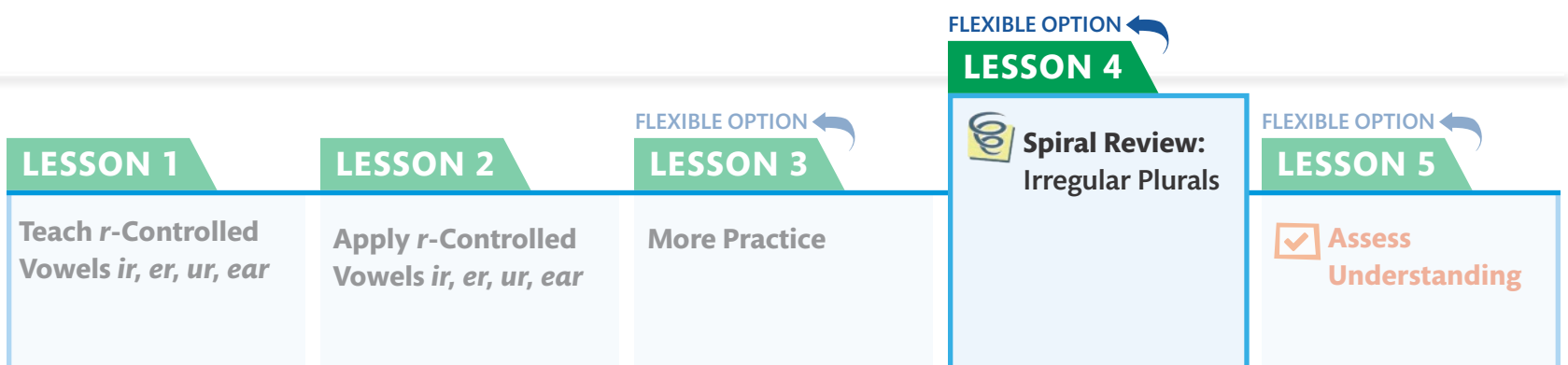
Practice *foot* and *feet* and *tooth* and *teeth*. Point out the spelling changes.

EMERGING

Write the rules for changing *f* or *fe* endings, for adding *-es* to words that end in *o*, and for changing *-an* to *-en*. Have students apply them to examples.

DEVELOPING

Ask students to provide examples for each of the types of spelling changes for irregular plural nouns they have learned. **EXPANDING/BRIDGING**



Use the  **QUICK CHECK** on p. T65 to determine small group instruction.

Teacher-Led Options

Strategy Group



CORRECT OR CONFIRM PREDICTIONS

Teaching Point Before you read, look at the text and make predictions. As you read, think about your predictions and use details and text features to confirm or correct them. Guide students to list reasons for their predictions and find text to confirm or alter them.

ELL Targeted Support

Have students identify details that would correct or confirm a prediction about *The House That Jane Built*. Use sentence frames such as, *If I made a prediction that _____, would the detail _____ confirm or correct the prediction?*

Provide students with a prediction about the text. Ask students if it is a good prediction. Provide one detail to support or contradict the prediction. Tell students to complete the sentence frame.

EMERGING/DEVELOPING

Provide students with one correct prediction and one incorrect prediction about the text. Ask students to identify the correct prediction and find a detail to support it. **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, and 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!

Copyright © Pearson Education, Inc., or its affiliates. All Rights Reserved.

Reading Literature T • 153

Fluency

Assess 2-4 students



PROSODY

Have student pairs practice reading a short passage with appropriate rhythm.

ORAL READING RATE AND ACCURACY

Use pp. 91–96 in Unit 4 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 discuss what they predicted, why they made that prediction, and what the details proved about it.

Possible Conference Prompts

- What did you use to make that prediction?
- Was your prediction correct? How did you know?

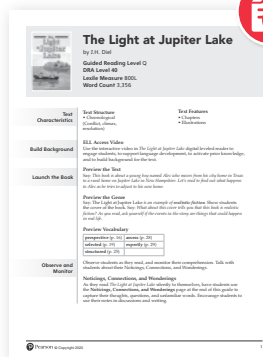
Possible Teaching Point You will understand the text better if you make predictions. You can confirm or correct your understanding based on the details you read.

Leveled Readers



CORRECT OR CONFIRM PREDICTIONS

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



Whole Group

Share Bring the class back together as a whole group. Ask students to share their predictions and how they confirmed or corrected them.

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 by reading their texts with appropriate rhythm.

Centers



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

Literacy Activities



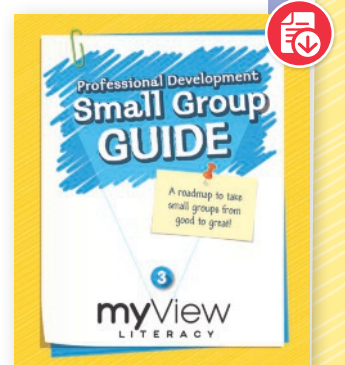
Students can

- complete the graphic organizer on *Student Interactive* p. 245.
- write about their book and predictions they made about it in their Reader’s Notebook.
- play the *myView* games.
- have partners take turns reading a passage with appropriate rhythm.

SUPPORT INDEPENDENT READING

Prior to reading, have students make predictions about their text in a reading notebook. While reading, have students record details that help them correct or confirm each prediction.

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



Reflect and Share



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, how did one person in a community benefit the whole community?
- How did a person from one generation help people of another generation in the community?

Talk About It

Minilesson

FOCUS ON STRATEGIES Explain to students that when they participate in discussions with other readers, they should ask and answer questions that are relevant to the discussion. Questions should attempt to clarify others' statements, while answers should elaborate on statements and provide clarifying details.

- If you don't understand what people have said, ask questions so that they can clarify their statements.
- Listen carefully to other's questions and elaborate and provide details in your responses.

MODEL AND PRACTICE Model asking and answering relevant questions using the Talk About It prompt on p. 246 in the *Student Interactive*.

In a discussion about solving problems creatively, I might look for positive examples of people working together. I might ask why everyone thinks a certain solution is creative. This would encourage everyone to share ideas. If someone needed clarification about the topic, I would try to find details or elaborate.

ELL Targeted Support Express Ideas Give students an example of a good discussion topic based on pp. 220–221 in the *Student Interactive*. Say: Some people think the best way to use the shoreline of a lake is to place businesses there, because they may need a lot of water to be successful. Have students follow along as you read aloud the pages, especially the various quotes.

Display this sentence frame: *I think the best use of the shoreline of a lake is _____ because _____.* Have students take turns filling in the frame. Encourage students to ask questions about each response. **EMERGING/DEVELOPING**

Have partners discuss whether people in the infographic would want to place businesses along a shoreline. Then have the partners discuss their thoughts on the best use of a shoreline and write their ideas in their notebooks. **EXPANDING/BRIDGING**



FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for asking and answering questions during a discussion.

OPTION 1 Use the Shared Read Have partners ask each other relevant questions about creative solutions described in the week's texts. If desired, distribute Collaborative Conversations tips from the *Resource Download Center* to help guide discussions.

OPTION 2 Use Independent Text Students should use their self-selected independent reading texts to ask and answer relevant questions about solving problems creatively.

QUICK CHECK

Notice and Assess Can students ask relevant questions as they compare texts?

Decide

- **If students struggle**, revisit instruction about comparing texts in Small Group on pp. T76–T77.
- **If students show understanding**, extend instruction about comparing texts in Small Group on pp. T76–T77.

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. 246



RESPOND TO TEXT

Reflect and Share

Talk About It Jane Addams helped many people by finding creative solutions to serious problems. Consider other texts you have read this week. What creative solutions did people use to solve problems?



Ask and Answer Relevant Questions During discussions, it is important to ask questions that are relevant, or related, to the topic. You should also answer questions about your topic and explain your ideas in more detail.

- Ask questions to clarify other people's statements.
- Answer questions to clarify your own statements.
- Ask questions to encourage other people to share ideas.
- Answer questions to add more details about your own ideas.

Use these sentence starters to guide your questions to make sure they are relevant:

What did you mean when you said . . . ?

What do you think about . . . ?

Weekly Question

How can one person improve a community?

Word Study *r*-Controlled Vowels

ir, er, ur, ear

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 *r*-controlled vowels *ir*, *er*, *ur*, and *ear*, provide them with the following words.

certain

earnings

returnable

purple

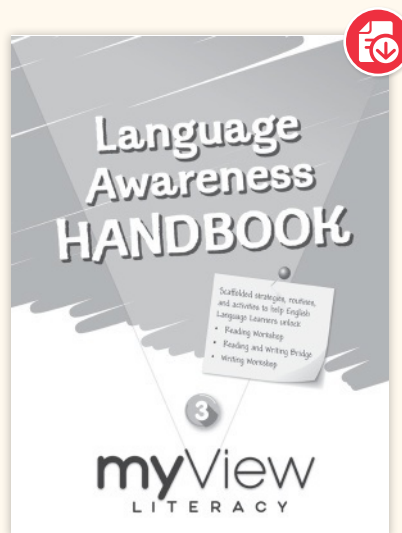
Have students demonstrate their phonetic knowledge by decoding the multisyllabic words with *r*-controlled vowels.





Develop Language Awareness

For additional practice with *r*-controlled vowels, complete the activity on p. 42 of the *Language Awareness Handbook*. In this practice activity, students will use phonic support to understand *r*-controlled vowels.



				FLEXIBLE OPTION
LESSON 1	LESSON 2	FLEXIBLE OPTION LESSON 3	FLEXIBLE OPTION LESSON 4	LESSON 5
Teach <i>r</i> -Controlled Vowels <i>ir, er, ur, ear</i>	Apply <i>r</i> -Controlled Vowels <i>ir, er, ur, ear</i>	More Practice	Spiral Review: Irregular Plurals	<input checked="" type="checkbox"/> Assess Understanding

Use the  **QUICK CHECK** on p. T73 to determine small group instruction.

Teacher-Led Options

Strategy Group



COMPARE TEXTS

Teaching Point Critical readers often compare texts and discuss how individuals approach problems and find solutions. Comparing texts in this way gives us insight into individuals and helps us understand the main idea or topic better. Have students make a four-column chart with a column each for: *title of the text*, *name of the person who made a difference*, *problem*, and *solution*. Use information from *Student Interactive* pp. 220–221 and previously read texts to fill in the chart.

ELL Targeted Support

Have students practice asking and answering questions while discussing “Daniel Burnham” on *Student Interactive* pp. 220–221. Write these sentence starters on the board: *I don’t ____.* *What do you ____?* *Could you please ____?*

Say: *In a discussion, if you don’t understand what another person says, try these sentences.*

Have students practice using the sentences in discussion. Tell them to use previously learned vocabulary as they construct detailed responses. Provide a word bank of Academic Vocabulary if needed. **EMERGING/DEVELOPING**

Have partners make a list of questions that encourage discussion about “Daniel Burnham.” Students should then form small groups to practice answering each other’s questions. **EXPANDING/BRIDGING**



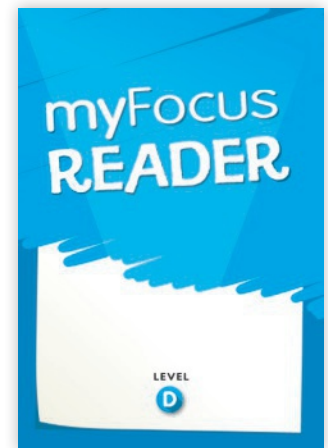
For additional support, see the online *Language Awareness Handbook*.

Intervention Activity



myFOCUS READER

Reread pp. 42–43 in the *myFocus Reader* with students. Use the teaching support online at SavvasRealize.com to discuss how the texts they have read this week support the idea that one person can make a difference in a community. 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 making a difference into an effective format.

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

See *Extension Activities* pp. 170–174 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 a difference in a community. Have them refer to p. 246 in the *Student Interactive*.

Possible Conference Prompts

- What creative ideas did individuals use to solve community problems?
- What do individuals need to do to improve their community?

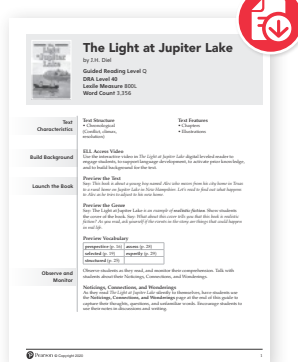
Possible Teaching Point Readers ask and answer questions to better understand problems and solutions found in texts.

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. Ask volunteers to share information they learned about problem-solving within a community.

Independent/Collaborative

Independent Reading



Students can

- reread or listen to the infographic “Daniel Burnham” 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 in response to the Weekly Question.
- research various cities’ uses of prime real estate, such as lakefront land, based on the infographic.
- play the *myView* games.

BOOK CLUB



See Book Club, pp. T482–T483, for

- teacher’s summary of chapters in *Sonia Sotomayor*.
- 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 4 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 biography and identify the main idea and key details in a biography.
- I can develop knowledge about language to make connections between reading and writing.
- I can use elements of opinion writing to write an opinion essay.

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

RF.3.4.c, RI.3.10, W.3.1, W.3.1.a, SL.3.1.b, L.3.2.d

READING WORKSHOP

GENRE & THEME

- Interact with Sources: Explore Primary Sources: Weekly Question T82–T83
- Listening Comprehension: Read Aloud “The Man Who Made People Smile” T84–T85
- Biography T86–T87
- Quick Check** T87

READING BRIDGE

- Academic Vocabulary: Synonyms and Antonyms T88–T89
- Word Study: Teach VCCCV Pattern T90–T91

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T94–T95
- Strategy, Intervention, and On-Level/Advanced Activities T94
- ELL Targeted Support T94
- Conferring T95

INDEPENDENT/COLLABORATIVE

- Independent Reading T95
- Literacy Activities T95

BOOK CLUB T95 **SEL**

WRITING WORKSHOP

MINILESSON

- Opinion Essay T364–T365
 - » Develop the Topic
 - » Share Back

INDEPENDENT WRITING

- Opinion Essay T365
- Conferences T362

WRITING BRIDGE

- FLEXIBLE OPTION**
 - Spelling: Spell Words with the VCCCV Pattern T366
 - Assess Prior Knowledge** T366
- FLEXIBLE OPTION**
 - Language and Conventions: Spiral Review: Possessive Pronouns T367

LESSON 2

RF.3.3, RF.3.4.c, RI.3.4, W.3.1.a, L.3.1, L.3.2.f

READING WORKSHOP

SHARED READ

- Introduce the Text T96–T109
 - » Preview Vocabulary
 - » Read: *Frederick Douglass*
- Respond and Analyze T110–T111
 - » My View
 - » Develop Vocabulary
 - Quick Check** T111
 - » Check for Understanding

READING BRIDGE

- Word Study: Apply VCCCV Pattern 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

- Opinion Essay T368–T369
 - » Develop an Opinion
 - » Share Back

INDEPENDENT WRITING

- Opinion Essay T369
- Conferences T362

WRITING BRIDGE

- Spelling: Teach Words with the VCCCV Pattern T370
- FLEXIBLE OPTION**
 - Language and Conventions: Oral Language: Contractions T371

LESSON 3

RI.3.2, RI.3.7, W.3.1,
SL.3.1.a, L.3.1

READING WORKSHOP

CLOSE READ

- Identify Main Idea and Key Details T116–T117
- » Close Read: *Frederick Douglass*
- ☑ **Quick Check** T117

READING BRIDGE

- Read Like a Writer: Analyze Graphic Features T118–T119
- Word Study: More Practice: VCCCV Pattern T120–T121 **FLEXIBLE OPTION**

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

- Opinion Essay T372–T373
- » Distinguish Between Fact and Opinion
- » Share Back

INDEPENDENT WRITING

- Opinion Essay T373
- Conferences T362

WRITING BRIDGE

- Spelling: More Practice: Words with the VCCCV Pattern T374 **FLEXIBLE OPTION**
- Language and Conventions: Teach Contractions T375

LESSON 4

RI.3.6, RI.3.7, W.3.1,
W.3.1.b, SL.3.1.d, L.3.1

READING WORKSHOP

CLOSE READ

- Make Inferences T124–T125
- » Close Read: *Frederick Douglass*
- ☑ **Quick Check** T125

READING BRIDGE

- Write for a Reader: Use Graphic Features T126–T127
- Word Study: Spiral Review: *r*-Controlled Vowels *ir, er, ur, ear* T128–T129 **FLEXIBLE OPTION**

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

- Opinion Essay T376–T377
- » Develop Reasons
- » Share Back

INDEPENDENT WRITING

- Opinion Essay T377
- Conferences T362

WRITING BRIDGE

- Spelling: Spiral Review: Words with *r*-Controlled Vowels *ir, er, ur, ear* T378 **FLEXIBLE OPTION**
- Language and Conventions: Practice Contractions T379

LESSON 5

RI.3.1, RI.3.2, RF.3.3.c,
W.3.1, W.3.1.b, SL.3.1.b

READING WORKSHOP

COMPARE TEXTS

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

READING BRIDGE

- Word Study: VCCCV Pattern T134–T135 **FLEXIBLE OPTION**
- ☑ **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

- Opinion Essay T380
- » Develop Supporting Facts
- » Share Back

INDEPENDENT WRITING

- WRITING CLUB** T381 **SEL**
- Conferences T362

WRITING BRIDGE

- Spelling: VCCCV Words T382
- ☑ **Assess Understanding** T382
- Language and Conventions: Standards Practice T383 **FLEXIBLE OPTION**

UNIT 4 WEEK 2 WEEK AT A GLANCE: RESOURCE OVERVIEW

Materials

WEEKLY LAUNCH: PRIMARY SOURCE

SOJOURNER TRUTH

Sojourner Truth was born in New York in 1775. She was an enslaved person for many years, but in the 1820s she ran away to gain her freedom. As the years passed, she worked hard to end slavery. She also worked for women to have equal rights with men.

In 1851, Sojourner Truth went to Ohio for a meeting about women's rights. She told about her own hard work as an enslaved person and as a woman. In this excerpt of Sojourner Truth's speech, called "Ain't I a Woman?", she responds to a man who claimed that women were treated so well that they did not need equal rights.

"That man over there says that women need to be helped into carriages, and lifted over ditches, and to have the best place everywhere. Nobody ever helps me into carriages, or over mud-puddles, or gives me any best place! And ain't I a woman? Look at me! Look at my arm! I have ploughed and planted, and gathered from barns, and no man could do better than I! And ain't I a woman?"

This statue is part of the Sojourner Truth Memorial in Florence, Massachusetts, where Truth lived from 1843 to 1875.

Weekly Questions:
How can personal stories change society?
How can personal stories change society? How can personal stories change society? How can personal stories change society? How can personal stories change society?

PRIMARY SOURCE
Sojourner Truth

READING WORKSHOP

Biography Anchor Chart

- The subject is a real person.
- The setting is a real time and a real place, and there are often multiple settings.
- Events are told as a narrative, and based on facts gathered from sources.
- The narrative is written from a third-person point of view.

READING ANCHOR CHART
Biography

Biography Anchor Chart

-
-
-
-

EDITABLE ANCHOR CHART
Biography

Language and Conventions

Word Study

Use Onomatopoeia

RESOURCE DOWNLOAD CENTER
Additional Practice

Leveled Readers

The Light at Jupiter Lake

by J.H. Day

Guided Reading Level: Q
ORA Level: 40
Lexile Measure: 720L
Word Count: 1,356

Test

Characteristics

Text Structure

Build Background

Launch the Book

Preview Vocabulary

Observe and Monitor

LEVELED READERS
TEACHER'S GUIDE

Words of the Week

High-Frequency Words

common
though

Develop Vocabulary

slavery
abolitionist
violence
equality
influential

Spelling Words

surprise
pilgrim
subtract
control
sample
inspect
contrast
employ
exclaim
athlete

Challenge Spelling Words

contraction
embrace
completion

Unit Academic Vocabulary

benefit
generation
advice
consumer
familiar

WEEK 1 LESSON 1
READING WORKSHOP > GENRE & THEME

Listening Comprehension

OBJECTIVE
Develop an engaging through listening, reading, and discussion.

ELL Language Transfer
Requires: Read the lesson together.
• identify: context
• infer: details
• compare: implications

THINK ALOUD
Analyze paragraphs, the reading strategy, and the genre. Read the text aloud to a partner. Discuss the text and the strategy. Write a paragraph about the text and the strategy.

FLUENCY
Use the strategy to read aloud to a partner. Discuss the text and the strategy. Write a paragraph about the text and the strategy.

START-UP
READ-ALOUD ROUTINE
Purpose: Have students actively listen for elements of the genre biography.
Read: The entire text aloud without stopping for Think Aloud activities.
Respond: The text aloud, pausing to model Think Aloud strategies related to the genre and the main idea and its details.

The Man Who Made People Smile
What Disney was a fun-loving man who changed the world by creating animated cartoons and movies that brought joy and laughter to millions of people. Disney's path to achieving his dreams was sometimes difficult, but he did not give up in the face of trouble.
Born in 1901, Walt Disney spent his early childhood on a farm in Missouri with his four siblings and parents. Early on in life, he discovered art and realized that he not only enjoyed it but also was good at it. Some of his family's close neighbors were paid for his childhood sketches. Later on, Disney attended high school in Chicago, Illinois, where he focused on his artistic and creative and photography. He studied cartoon-making on his own.
After high school, Disney was living in Kansas City and met a young artist named Ub Iwerks. In 1922, both men wanted to become animating artists. They bought a used movie camera and began making personal observations to be shown at the local movie theaters. But soon they had to close the business because they weren't making enough money.



READ ALOUD TRADE BOOK LIBRARY

Interactive Read Aloud

Fiction Lesson Plan

WHY
Interactive Read Aloud:
• enables students to look about their independent reading levels.
• allows students to understand and improve reading.
• 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.
• Select the title and theme of the story.
• Determine the Teaching Point.
• Write your independent reading level, Read Aloud or other, notes and plan in the book at the point where you plan to stop to think and discuss.
• Discuss the vocabulary essential for understanding.

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 use that background knowledge for understanding.
• Discuss the vocabulary essential for understanding.

DURING READING
• You can choose to stop and reading to students get to get to the end and enjoy. Think Aloud and open-ended questions 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 make use to monitor comprehension and correct reading that text.
• Help students make connections to their own experiences, think 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 teacher or the text of the story.
• Choose and assign a Student Response form available on ReadAloud.com.

Finals Teaching Points
• Summarize the story.
• Analyze the characters.
• Describe the Teaching Point.
• Summarize the story.
• Analyze the characters.



INTERACTIVE READ ALOUD LESSON PLAN GUIDE

READ ALOUD
"The Man Who Made People Smile"

SHARED READ
Frederick Douglass

from **FREDERICK DOUGLASS**
by Josh Gregory

Background
Frederick Douglass faced many hardships growing up enslaved in Maryland. As a young boy, he escaped from slavery and began to work for his wife, Anne Murray in New Bedford, Massachusetts. On this journey, he learned how Douglass became a national leader who worked to end slavery and gain equal rights for all people.



BOOK CLUB

Titles related to Spotlight Genre and Theme: T484-T485

Mentor STACK

Writing Workshop T361



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

Use text evidence to support an appropriate response.

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

Describe how individuals, events, and ideas have changed communities, past and present.

ACADEMIC VOCABULARY

Language of Ideas Academic Vocabulary is a means for students to understand important ideas. After you discuss the primary sources on the student pages, ask: [What are the benefits to society when a person speaks up about important issues?](#)


[How did the actions and words of Sojourner Truth affect the generations to follow?](#)

- benefit
- generation
- advice
- consumer
- familiar

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

Explore Primary Sources

Remind students of the Essential Question for Unit 4: *How do communities change over time?* Point out the Week 2 Question: *How can personal stories change society?*

Direct students' attention to the primary sources on pp. 258–259 in the *Student Interactive*. Explain that in a biography, writers use primary sources to research and discover true events and statements about a person's life. 

Use the following questions to guide discussion:

- How did the excerpt from the Sojourner Truth's speech help you understand her feelings about women's rights?
- What did you learn about Sojourner Truth by reading the quotes from people who knew her?
- What does reading the excerpt and quotes tell you about the importance of primary sources?

WEEKLY QUESTION Reread the Week 2 Question: *How can personal stories change society?* Explain to students that this week they will read more about how individual stories can change communities and the larger society.

QUICK WRITE Have students write about how personal stories like Sojourner Truth's can help change the way people think.



EXPERT'S VIEW Ernest Morrell, University of Notre Dame

“High-quality and relevant literature is an important aspect of engagement. But the literature only does part of the work. The teacher and students also have work to do. As a teacher, it is important to think about what you can do to make the literature come alive. What are students going to do once they have read that piece of literature? We need to ask them to do important things with the literature so that they read as a writer or read as a producer of knowledge. It creates a much more intimate relationship with the text.”

See [SavvasRealize.com](https://www.savvasrealize.com) for more professional development on research-based best practices.



ELL Targeted Support Visual Support Read aloud the text on pp. 258–259 of the *Student Interactive*. Tell students to examine the images while they listen closely. Write the following keywords on the board: *slave, freedom, women’s rights, power, unselfish, equal rights*. Discuss word meanings and reread together. Ask students how these words help them understand Sojourner Truth.

Make a character web with Sojourner Truth in the center. Have students describe Sojourner Truth. Write the terms around her name on the organizer. Then echo-read with students. **EMERGING**

Have students read each vocabulary word on the board and choose the appropriate words to fill in the blanks. Sojourner Truth was a ____ (*slave*) for many years. She ran away to gain ____ (*freedom*). and fought for women’s ____ (*rights*). **DEVELOPING**

Have students write a sentence about Sojourner Truth using one of the words from the board. Then have partners trade sentences, read one another’s sentences, and identify the keyword in the sentence. **EXPANDING/BRIDGING**

STUDENT INTERACTIVE, pp. 258–259



WEEKLY LAUNCH: PRIMARY SOURCE

INTERACTIVITY

Sojourner TRUTH

Sojourner Truth was born in New York in 1797. She was an enslaved person for many years, but in the 1820s she ran away to gain her freedom. As the years passed, she worked hard to end slavery. She also worked for women to have equal rights with men.

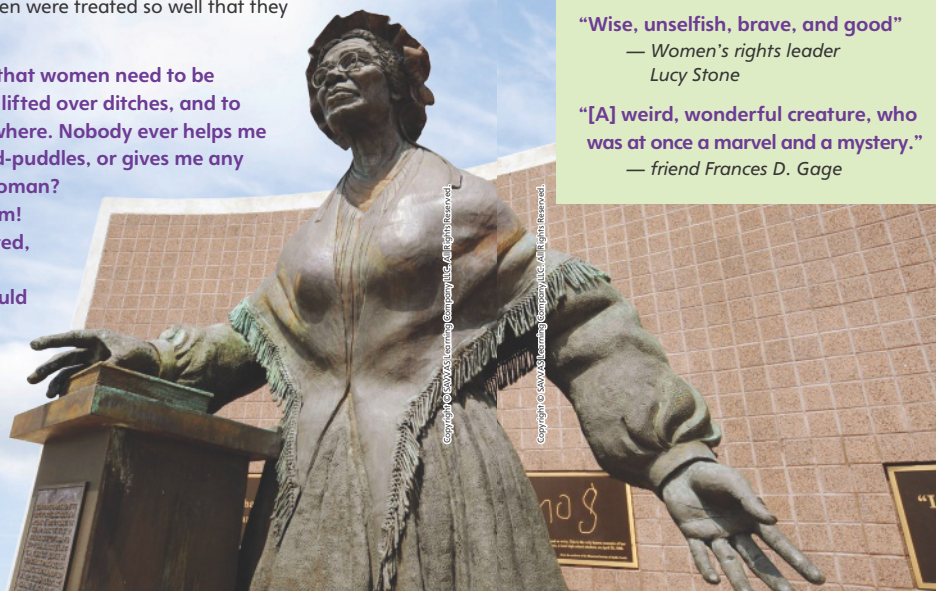
In 1851, Sojourner Truth went to Ohio for a meeting about women’s rights. She told about her own hard work as an enslaved person and as a woman. In this excerpt of Sojourner Truth’s speech, called “Ain’t I a Woman?” she responds to a man who claimed that women were treated so well that they did not need equal rights.

“That man over there says that women need to be helped into carriages, and lifted over ditches, and to have the best place everywhere. Nobody ever helps me into carriages, or over mud-puddles, or gives me any best place! And ain’t I a woman?

**Look at me! Look at my arm!
I have ploughed and planted,
and gathered [farm crops]
into barns, and no man could
[do better than] me!
And ain’t I a woman?”**

This statue is part of the Sojourner Truth Memorial in Florence, Massachusetts, where Truth lived from 1843 to 1856.

258



People who knew Sojourner Truth said these things about her:



“There was both power and sweetness in that great warm soul and that vigorous [strong] frame.”

— Antislavery author
Harriet Beecher Stowe

“Wise, unselfish, brave, and good”

— Women’s rights leader
Lucy Stone

“[A] weird, wonderful creature, who was at once a marvel and a mystery.”

— friend Frances D. Gage

WEEK
2

Weekly Question

How can personal stories change society?

Quick Write Sojourner Truth told people what her life as a woman was like. How might stories such as hers help people change the way they think? How can the way people think change society? Freewrite your ideas.

259

Listening Comprehension

OBJECTIVE

Develop oral language through listening, speaking, and discussion.

ELL Language Transfer

Cognates Point out the Spanish cognates in “The Man Who Made People Smile.”

- creating : *creando*
- artist : *artista*
- inspiration : *inspiración*

THINK ALOUD

Analyze Biography After reading the first two paragraphs, say: I notice that this text is about a man named Walt Disney, who lived in Missouri and Chicago, Illinois. I know that Walt Disney was a real person who lived during the 20th century. As I read on, phrases like *Born in 1901*, *early in his life*, and *later on* show that this text was written in chronological order. These clues tell me that this text is a biography.

FLUENCY

After completing the Read-Aloud routine, display the biography. Model reading a part of it aloud, asking students to listen to your prosody, or expression. Have students choose a paragraph to practice reading expressively with a partner.

Biography

Tell students you are going to read a biography aloud. Have students listen as you read “The Man Who Made People Smile.” Explain that students should actively listen for the main idea and key details in the biography as you read. Prompt students to ask relevant questions to clarify information and follow planned discussion routines.

START-UP

READ-ALoud ROUTINE

Purpose Have students actively listen for elements of the genre biography.

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

REREAD the text aloud, pausing to model Think Aloud strategies related to the genre and the main idea and key details.

The Man Who Made People Smile

Walt Disney was a fun-loving man who changed his world by creating animated cartoons and movies that brought joy and laughter to millions of people. Disney’s path to achieving his dreams was sometimes difficult, but he did not give up in the face of trials.

Born in 1901, Walt Disney spent his early childhood on a farm in Missouri with his four siblings and parents. Early in his life, he discovered art and realized that he not only enjoyed it but also was good at it. Some of the family’s close neighbors even paid for his childhood sketches. Later on, Disney attended high school in Chicago, Illinois, where he focused on learning about drawing and photography. He studied cartoon making on his own.

After high school, Disney was living in Kansas City and met a young artist named Ub Iwerks. In 1922, both men wanted to become self-supporting artists. They bought a used movie camera and began making animated advertisements to be shown at the local movie theaters. But soon they had to close the business because they weren’t making enough money.



“The Man Who Made People Smile,” continued

Despite this failure, Disney was unstoppable. He decided to move to California to pursue his dreams. After some success, Disney and his friend Iwerks created the famous cartoon mouse named Mickey and his girlfriend, Minnie. People found the little talking creatures lovable and entertaining. This led to the invention of other characters, including Donald Duck, Pluto, and Goofy.

Disney saw how these funny little creatures brought people enjoyment. He had always wanted to make movies, and now that people recognized his work, the business grew. *Snow White and the Seven Dwarfs* (1937) was the first full-length movie made with animation. It was followed soon after by the animated movies *Pinocchio*, *Fantasia*, *Dumbo*, and *Bambi*.

Success followed success even with another major business setback in 1941. But Disney would not quit. He saw the possibilities of television early on. The long-running hit *The Mickey Mouse Club* started in 1955 as a program for children. Then in the 1960s, Disney created the live-action movie *Mary Poppins*.

In addition to making movies, Disney always dreamed of building a huge park where children could experience a magical escape. After years of planning, he opened Disneyland in 1955. Disney summarized his dream this way: “Disneyland is dedicated to the ideals, the dreams, and the hard facts that have created America ... with the hope that it will be a source of joy and inspiration to all the world.”

THINK ALOUD

Analyze Biography It seems that from an early age, Disney wanted to entertain people through his art. If I look for supporting details as evidence, I think the sentence that tells how Disney’s famous cartoon characters brought people enjoyment is one key detail. Then, I read about the fun movies he created, like *Snow White* and *Pinocchio*. Even in his quote about Disneyland, he says he hoped to bring joy and inspiration to the world. Disney’s ideas for movies and TV programs and his dream of a children’s park are key details that support the main idea that Disney’s goal in life was to bring joy to people through his creations.

ELL Access

Read aloud this short summary:

Walt Disney loved drawing. He focused on art and photography in high school. Disney’s first business was not a success, but he didn’t give up. He moved to California where he and a friend created the cartoon characters Mickey and Minnie Mouse. Disney went on to create animated movies, a television show for children, and Disneyland.

WRAP-UP

Time-order Words and Phrases

Use a one-column chart to help students identify and list time-order words and phrases in the biography.

FLEXIBLE OPTION

INTERACTIVE



Trade Book Read Aloud

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

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





SPOTLIGHT ON GENRE

Biography

LEARNING GOAL

I can learn more about biography and identify the main idea and key details in a biography.

OBJECTIVE

Recognize characteristics and structures of informational text.

LANGUAGE OF THE GENRE

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

- key events
- historical documents
- point of view
- purpose
- main idea and key details

FLEXIBLE OPTION ANCHOR CHARTS

- Display a blank poster-sized anchor chart in the classroom.
- Review the characteristics of a biography during the week and have students add ideas.
- Ask students to suggest headings and graphics.
- Encourage students to add specific text titles as they read.

ELL Language Transfer

Cognates: Point out the Spanish cognates related to biography:

- author : *autor*
- person : *persona*
- information : *información*
- sequence : *secuencia*

Minilesson

FOCUS ON STRATEGIES Biographies are a type of narrative nonfiction written about a real person's life. When reading a biography, look for key details, including historical documents, photographs, letters, and quotes, to help you learn more about the subject.

- Ask yourself if the text is about a real person. Did the person live in the past, or is the person alive today?
- A biography is always written about someone else. Is the text written from the third-person point of view?
- Look for details and facts that show key events in the person's life presented in time order, including challenges, problems, and successes.

MODEL AND PRACTICE Model determining whether an informational text is a biography: In "The Man Who Made People Smile," Walt Disney's story is told from the time he was born to when he became a successful adult. I ask myself if there are time-order words to help me follow the events of his life. Yes, I see many examples, starting with the year of his birth in 1901. The writer says *he* and uses the name Walt Disney. I'm certain that these are clues that this is a biography about Walt Disney.

Establish a purpose for reading a biography. Remind students that one reason for reading a biography could be to learn information about a person or time period that they may not know much about. Another reason could be for enjoyment or entertainment.

ELL Targeted Support Choose Words and Phrases for Effect Help students choose appropriate time-order words and phrases while discussing the life of a familiar person.

Write the following time-order words on the board: *first, now, before, then, after, and later*. Ask students to fill in simple sentence frames about a familiar person's life. **EMERGING/DEVELOPING**

Assign time-order words and phrases to student partners. Ask pairs to generate sentences with these words to chronologically describe the events in a familiar person's life. **EXPANDING/BRIDGING**



FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies to identify biography.

OPTION 1 Use the Anchor Chart Have students work with a partner to discuss the characteristics of a biography.

OPTION 2 Use Independent Text Have students list reasons they have determined the text is biographical. Ask students to note page numbers that show examples of chronological text structure, use of time-order words, researched facts and details, and evidence that the text is written in the third person.

QUICK CHECK

Notice and Assess Can students identify biographical text?

Decide

- **If students struggle**, revisit information about biographies in Small Group on pp. T94–T95.
- **If students show understanding**, have them continue to practice identifying characteristics of biographies in Small Group on pp. T94–T95.

TURN, TALK, AND SHARE Have students complete the Turn and Talk activity on p. 260 of the *Student Interactive*.

STUDENT INTERACTIVE, pp. 260–261



GENRE: BIOGRAPHY

READING WORKSHOP

Learning Goal

I can learn more about biography and identify the main idea and key details in a biography.

Spotlight on Genre**Biography**

A **biography** tells the story of a real person's life, written by another person. A biography may cover a person's whole life or only parts of it. The author of a biography conducts research to gather information about the person. A biography usually includes

- A **sequence of true events**, especially key events from the subject's life, including challenges, problems, and successes
- **Photographs** or other **historical documents**
- A third-person **point of view**, or outside perspective

Establish Purpose The **purpose**, or reason, for reading a biography is often to learn facts about a person's life or for enjoyment.

Whose life story would you like to read about in a biography?

**My PURPOSE**

TURN and TALK With a partner, discuss different purposes for reading *Frederick Douglass*. For example, after previewing the text, you may want to find out what role Douglass played in the abolitionist movement.

Copyright © SAVVAS Learning Company LLC. All Rights Reserved.

Copyright © SAVVAS Learning Company LLC. All Rights Reserved.

**Biography
Anchor Chart**

- ★ The **subject** is a real person.
- ★ The **setting** is a real time and a real place, and there are often multiple settings.
- ★ **Events** are told as a narrative and based on facts gathered from sources.
- ★ The narrative is written from a **third-person point of view**.

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.

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:

- consumer : *consumidor*
- familiar : *familiar*

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 Words that have the same or similar meanings are called synonyms. *Tired* and *exhausted* are synonyms because they have similar meanings. Antonyms are words with opposite meanings. *Tired* and *rested* are antonyms. They have opposite meanings.

MODEL AND PRACTICE Model this strategy using the academic vocabulary word *advice* in the chart on p. 281 in the *Student Interactive*.

- I see that *advice* means “an opinion or suggestion offered about a situation.” If I want to deepen my understanding of this word, I can look in a print or online dictionary or thesaurus for synonyms and antonyms. I see that one synonym, or a word that means the same, for *advice* is *guidance*. I will write this in the synonym column. I see that an antonym of *advice* is *hindrance*. I will write this in the antonym column.
- Have students apply this strategy to the other words on the chart. Then discuss responses and correct any misunderstandings.

ELL Targeted Support Academic Vocabulary As students learn related words, they may have trouble recognizing that words can be related in meaning. Have them compare shades of meaning in words to determine which words are similar.

Write the words *hot* and *cold* and discuss with students that these words have opposite meanings. Point out that they produce opposite feelings on the skin. Ask students to describe the feelings. **EMERGING**

Have partners write two words that mean the same or roughly the same as *hot* and *cold*, such as *warm* and *chilly* or *burning* and *icy*. Ask them to discuss how the words are synonyms and the slight differences in meanings. **DEVELOPING**

Have students make a list of antonyms and synonyms for *hot* and *cold* as well as other adjectives. Then ask them to discuss in small groups how the words’ meanings are similar but not exactly the same. **EXPANDING/BRIDGING**



ASSESS UNDERSTANDING

Apply

My TURN Have students follow the same strategy as they complete the chart on p. 281 of the *Student Interactive*. Remind students that they will use these Academic Vocabulary words throughout this unit.

STUDENT INTERACTIVE, p. 281



VOCABULARY

READING-WRITING BRIDGE

Academic Vocabulary

Synonyms and Antonyms Words that have the same or similar meanings are **synonyms**. For example, *enormous* and *huge* are synonyms. Words that have opposite meanings are **antonyms**. *Huge* and *tiny* 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.
2. **Identify** a synonym and antonym.
3. **Use** each synonym and antonym in a sentence and **explain** each meaning.
4. **Use** a print or online dictionary or thesaurus as needed.

Possible responses:

Synonym	Word	Antonym
guidance Meaning: help and support	advice : an opinion or suggestion offered about a situation	hindrance Meaning: interference
customer Meaning: one who buys things	consumer : a person who buys goods	producer Meaning: one who makes things
usual Meaning: typical	familiar : common, well-known	unfamiliar Meaning: not common

Word Study VCCCV Pattern

OBJECTIVE

Demonstrate and apply phonetic knowledge by decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts.

LESSON 1

Teach VCCCV Pattern

FOCUS ON STRATEGIES Words with the VCCCV pattern have a vowel, three consonants, then another vowel. Two of the consonants form a blend or a digraph. Syllables of these words divide between the blend or digraph and the other consonant. Say the sound of each syllable to hear which consonants stay together. Dividing the words in this way can help readers decode unfamiliar words.

MODEL AND PRACTICE To demonstrate how to use the VCCCV pattern to decode words, write the words *complex* and *although* on the board. Guide students to read the VCCCV pattern in each word and underline the blend or digraph. (*com/plex, al/though*)

Guide students to use the VCCCV pattern to decode the words *contract* and *instead*.



ELL Targeted Support

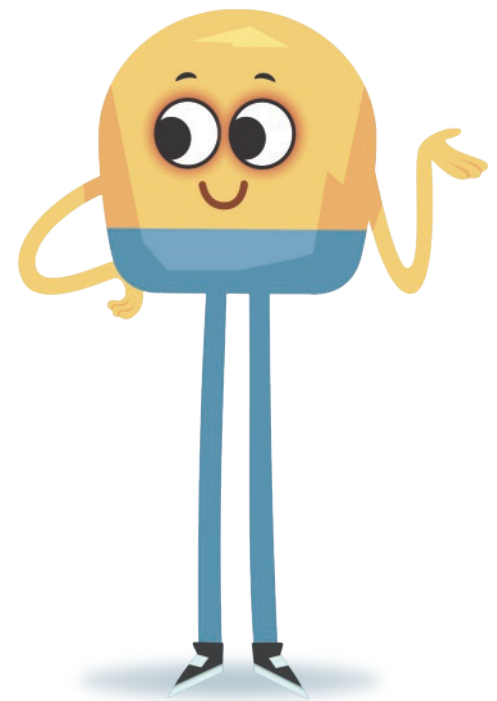
VCCCV Pattern Write the word *purchase* on the board. Help students locate and decode the consonants and vowels. Then help them read the word.

EMERGING

Write the word *purchase* on the board and help students read it. Have students identify where two consonants form a blend or digraph in the word and the third consonant that is beside them. **DEVELOPING**

Write the words *purchase*, *monster*, *substance*, and *merchant* on notecards. Have partners read the words to each other, emphasizing the place where syllables are divided. **EXPANDING**

Have partners look for VCCCV words and read the words to each other. **BRIDGING**



LESSON 1

Teach VCCCV Pattern

LESSON 2

Apply VCCCV Pattern


FLEXIBLE OPTION

LESSON 3

More Practice

FLEXIBLE OPTION

LESSON 4

 **Spiral Review:**
r-Controlled Vowels
ir, er, ur, ear

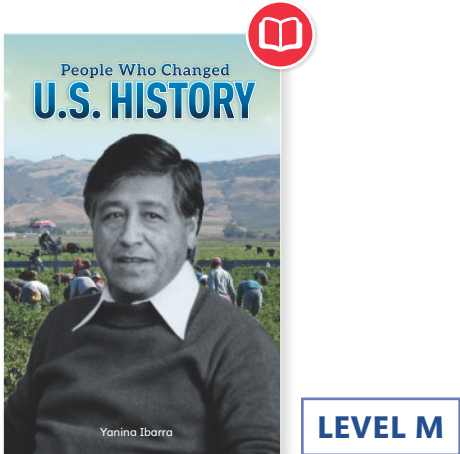
FLEXIBLE OPTION

LESSON 5

Assess Understanding

Matching Texts to Learning

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



LEVEL M

Genre Biography

Text Elements

- Most content carried by text
- Additional information carried through captions

Text Structure

- Compare and Contrast



LEVEL N

Genre Historical Fiction

Text Elements

- Characters' attributes shown in various ways
- Sentences of varying length and complexity

Text Structure

- Chronological



LEVEL O

Genre Biography

Text Elements

- Some new vocabulary explained in the text
- Maps with legends

Text Structure

- Description

Guided Reading Instruction Prompts

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

Identify Biography

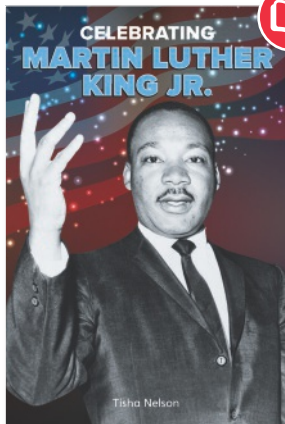
- How can you tell this book is a biography?
- Who wrote the story? Could this be an autobiography?
- Are the events told in chronological order? What evidence in the text supports this structure?

Develop Vocabulary

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

Identify Main Idea and Key Details

- What do the key details tell you about the subject of the biography?
- What is one of the most important ideas in this biography?
- Which key details support the main ideas of this biography?



LEVEL O

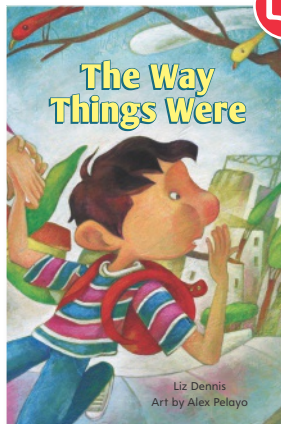
Genre Biography

Text Elements

- Some content builds on prior knowledge
- Chapter titles, glossary, and index

Text Structure

- Description



LEVEL O

Genre Realistic Fiction

Text Elements

- Characters revealed by what they say and do
- Minimal illustration

Text Structure

- Description



LEVEL P

Genre Biography

Text Elements

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

Text Structure

- Compare and Contrast

Make Inferences

- What details helped you make inferences about why the subject of this biography made decisions and choices?
- What details helped you make inferences about the effect the subject of this biography had on other people?
- What details helped you make inferences about why a biography was written about this person?

Compare Texts

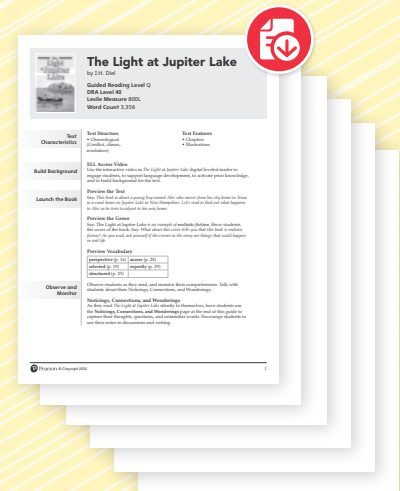
- How does this story compare with other biographies you have read?
- In what ways did the author make this story interesting to you?

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. T87 to determine small group instruction.

Teacher-Led Options

Strategy Group

IDENTIFY BIOGRAPHY

Teaching Point I want to remind you that biographies are a type of narrative nonfiction. Biographies tell a sequence of true events about a real person. The author of a biography is never the biography’s subject. Sometimes you can identify the subject of the biography by reading the title and headings in the text. Ask students to consider the features of a biography in “The Man Who Made People Smile.”

ELL Targeted Support

Remind students that a biography tells the life story of a real person and is always written by someone else.

Use the anchor chart on p. T95 of the *Student Interactive* as a checklist to determine if “The Man Who Made People Smile” is a biography. Find examples for each item.

EMERGING/DEVELOPING

Have students list three events in Walt Disney’s life in chronological order. **EXPANDING/BRIDGING**



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

Intervention Activity

IDENTIFY BIOGRAPHY

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

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!

Copyright © Pearson Education, Inc., or its affiliates. All Rights Reserved. Reading Informational and Argumentative Text T • 215

On-Level and Advanced

INQUIRY

Question and Investigate Have students use the primary source on *Student Interactive* pp. 258–259 to develop questions about Sojourner Truth and then choose one to investigate. Throughout the week, have them conduct research about the question. See *Extension Activities* on pp. 170–174 in the *Resource Download Center*.

Conferring

3 students / 3–4 minutes per conference

IDENTIFY BIOGRAPHY

Talk About Independent Reading Ask students to share what they have learned about the person in their biography. Ask how understanding the text structure of biography helps them understand the story.

Possible Conference Prompts

- Who is the subject of this biography?
- What are the most important ideas about this person?

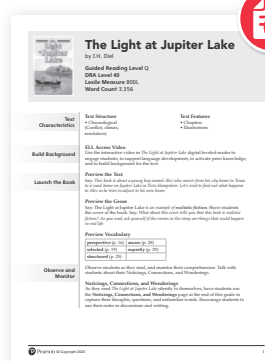
Possible Teaching Point Remember to look for a time-order text structure to help understand the events in a person’s life.

Leveled Readers



IDENTIFY BIOGRAPHY

- For suggested titles, see “Matching Texts to Learning,” pp. T92–T93.
- For instructional support on how to identify the characteristics of biography, see the *Leveled Reader Teacher’s Guide*.



Whole Group

Share Bring the class back together with their independent reading texts. Have several students share what they learned about the genre of biography, and celebrate students’ learning.

Independent/Collaborative

Independent Reading



Students can

- read a self-selected trade book.
- reread or listen to a previously read text.
- continue reading their Book Club text or one of the suggested titles on p. T479.

Centers



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

Literacy Activities



Students can

- write about their reading in a reader’s notebook.
- read a passage from a text to a partner.
- play the *myView* games.
- work on an activity in the *Resource Download Center*.

BOOK CLUB



See Book Club, pp. T484–T485, for

- teacher’s summary of chapters in *Sonia Sotomayor*.
- 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



Frederick Douglass

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. 262 in the *Student Interactive*. Have students share what they already know about the words. Define words as needed.
 - slavery:** a system in which people are owned by others
 - abolitionist:** a person who believes slavery should be stopped
 - violence:** actions that cause great harm, damage, or injury
 - equality:** the right of all people to be treated the same
 - influential:** having a great effect on someone or something
- Have students read the Background text on p. 263 of the *Student Interactive* and look at how the word *slavery* is used.
- You can relate these words to the sequence of events in *Frederick Douglass*. Based on the background information and the vocabulary words, make a prediction about how Frederick Douglass worked to end slavery. As you read, highlight the vocabulary words when you see them in the text.

Read

Discuss the First Read Strategies. Prompt students to scan the headings, images, and captions in the selection and then establish a purpose for their first reading of this biography.

FIRST READ STRATEGIES

NOTICE Ask students to note what they would like to know more about. Suggest that students use sticky notes to mark these details.

GENERATE QUESTIONS Remind students to ask themselves questions about information that seems different from what they already know. Have students jot down questions before, during, and after reading.

CONNECT Tell students to think about the similarities and differences this text has with other texts they have read, including other types of informational and fictional texts.

RESPOND Have students respond by discussing how this text answers the Weekly Question: *How can personal stories change society?* Ask students to discuss the text with their classmates, either in pairs or small groups.

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



ELL Targeted Support Review Use images and sentence frames to introduce the concept of slavery. Build upon prior knowledge to introduce new words.

Have students fill in sentence frames using the words *abolitionist* and *slavery*. For example, *An _____ is someone who is against _____*. If students have trouble, show them illustrations or pictures that will help with understanding. **EMERGING/DEVELOPING**


Have students complete the Emerging/Developing activity. Then introduce the word *equality*. Ask students if they have ever seen the root word *equal*. Have students fill in the following sentence frames using the words *equal* and *equality*: *Enslaved people were not treated ____*. *Abolitionists wanted ____ for all people*. **EXPANDING/BRIDGING**

ELL Access

Background Knowledge Use a Civil War map of the United States to identify the northern and southern states and explain the terms *North* and *South* in context. Tell students that the North and South had different laws about slavery before 1865. In the North, slavery was illegal and almost all enslaved people were freed by 1840. However, slavery was still legal in the South, so some enslaved people escaped to the North to be free.

STUDENT INTERACTIVE, pp. 262–263

Meet the Author



Josh Gregory has written nearly 200 books for young people, including many biographies. He has written about historical figures and athletes. His book about Steve Jobs—the developer of many well-known digital technologies—has been very popular.

from
Frederick Douglass

Preview Vocabulary

As you read *Frederick Douglass*, pay attention to these vocabulary words. Notice how they give you clear ideas about the sequence of events.

slavery	abolitionist
violence	equality influential

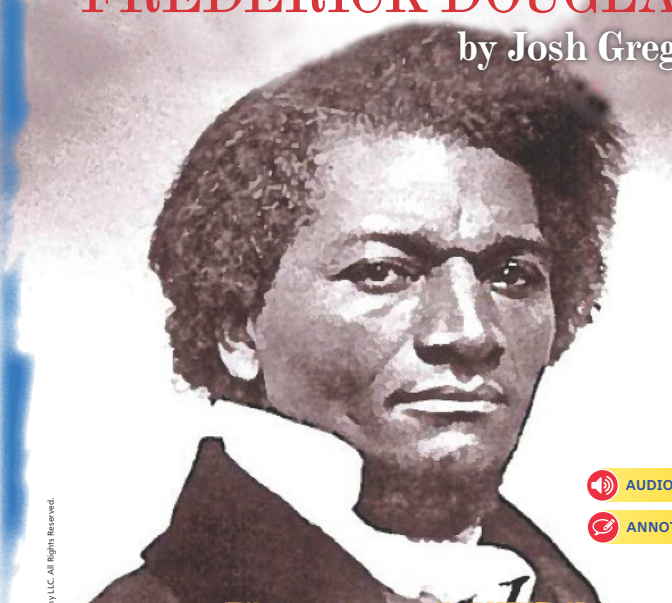
Read

Before you begin, look at the headings, images, and captions and establish a purpose for reading. The following strategies can help you when you read a **biography** the first time.

Notice what you would like to know more about.	Generate Questions by asking yourself what seems different from what you already know.
Connect this text to other texts you have read.	Respond by discussing with classmates how this text answers the weekly question.

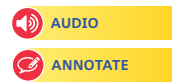
Genre **Biography**

from
FREDERICK DOUGLASS
by Josh Gregory



Background

Frederick Douglass faced many hardships growing up enslaved in Maryland. As a young man, he escaped from slavery and began a new life with his wife, Anna Murray, in New Bedford, Massachusetts. In this excerpt, we learn how Douglass became a national leader who worked to end slavery and gain equal rights for all people.



First Read

Notice

THINK ALOUD The text begins with a section titled “Spreading a Message.” I know that enslaved people could not do anything without their owner’s permission, so I think Douglass needed to escape slavery before he could begin spreading his own messages. I want to know exactly what his message was.

Close Read

Make Inferences

Remind students that authors may suggest or hint at ideas instead of stating them directly. Readers can infer meaning by using prior knowledge and text details.

Have students scan **paragraphs 1–2** and highlight details that help them infer why Douglass joined the abolitionist movement. **See student page for possible responses.**

Ask: **Based on these details, why did Douglass join the abolitionist movement? Use evidence to support your inference.**

Possible Response: The text says it was difficult for him to find work because black people were “not always treated fairly.” No one likes unfairness, so Douglass probably wanted equal treatment for black people. Since he read abolitionist newspapers and attended meetings, I can infer that he also wanted to end slavery. He used to be an enslaved person, so he knew how terrible it was, and learning what abolitionists were doing would give him ideas about what he could do.

DOK 2

OBJECTIVE

Make inferences and use evidence to support understanding.

CLOSE READ

Make Inferences

Highlight details that help you make an inference about why Douglass joined the abolitionist movement.

slavery a system in which people are owned by others

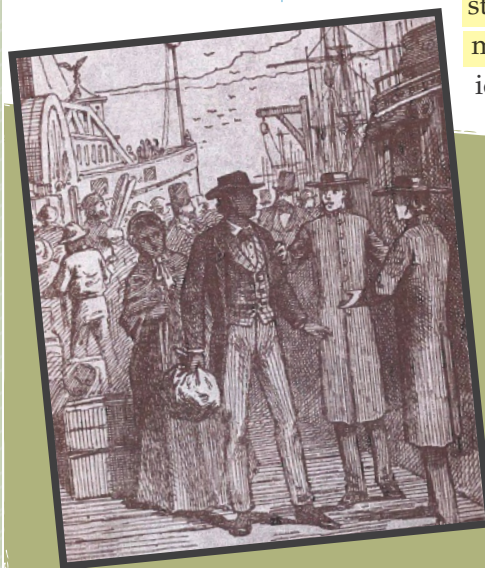
abolitionist a person or group that believes slavery should be stopped

Spreading a Message

- 1 In Massachusetts, Douglass began to build a new life with Anna. They soon started a family, eventually having five children. To support them, Douglass worked a variety of odd jobs. It was sometimes **difficult to find work**. Even though slavery was illegal in the North, **black people living there were still not always treated fairly**. Many white people would not hire them for jobs.

Joining the Movement

- 2 As a free man, Douglass was able to read whatever he wanted, whenever he wanted. He **began subscribing to abolitionist newspapers**. In them, he **read about the ways people were working to end slavery completely**. He also **started attending local abolitionist meetings**, where people shared their ideas for ways to help.



264

The Douglasses arrive in New Bedford.

Copyright © SAVVAS Learning Company LLC. All Rights Reserved.

Possible Teaching Point

Word Study | VCCCV Pattern

To ensure that students can read aloud and recognize words with three consonants between vowels, use the VCCCV Pattern lesson on pp. T90–T91. Point out that *children*, in paragraph 1, has two syllables, *chil* and *dren*, and the second syllable starts with two consonants, *dr*, that blend together. Ask students to apply the same strategy to read aloud the word *completely* in paragraph 2.



Police and proslavery whites break up an abolitionist meeting as Douglass delivers a speech.



- 3 At these meetings, Douglass became friends with important abolitionist leaders such as William Lloyd Garrison. They wanted Douglass to share his story with others. At first, he was unsure. He did not want to draw too much attention to himself. But one day in 1841, he stood up and spoke to a crowd in the town of Nantucket. The audience was awed by his remarkable tale and his impressive way with words.

Speaking Out

- 4 Douglass was still afraid of being caught. However, he knew that his life story and speaking skills could help spread the abolitionist cause. He toured the northern states, giving speeches about his experiences as a slave. He became famous for his passionate arguments against slavery. Though he was sometimes met with harsh treatment from proslavery whites, he never gave up.

CLOSE READ

Identify Main Idea and Key Details

Underline evidence that Douglass risked his safety to speak out against slavery.

First Read

Generate Questions

The illustration shows Douglass speaking at a meeting. Is this an example of the “harsh treatment from proslavery whites”? Are the angry-looking people trying to reach Douglass to stop him from speaking or to do worse? Are the police there because they expect people to fight every time Douglass speaks at a meeting?

Close Read

Identify Main Idea and Key Details

Explain that sometimes readers must infer the main idea about a topic from evidence, or details, in the text that supports the idea.

Have students scan **paragraphs 3–4** and underline evidence that Douglass risked his safety to speak out against slavery. **See student page for possible responses.**

Ask: **How does your evidence support the idea that it was dangerous for Douglass to speak out?**

Possible Response: The detail that Douglass “did not want to draw too much attention to himself” is a clue that speaking out could be bad for him, and the author explains why by saying that Douglass was “still afraid of being caught.” I can infer that sharing his life story could help his owner locate him.

DOK 2

OBJECTIVES

Recognize characteristics and structures of informational text, including the central idea with supporting evidence.

Make inferences and use evidence to support understanding.

Possible Teaching Point



Read Like a Writer | Author's Craft

Graphic Features To help students understand the purpose of the illustration, ask: **Why do you think the author included this illustration?** Point out the word *proslavery* in the caption to help students connect the illustration to the text detail about “harsh treatment from *proslavery* whites” in paragraph 4. Use the Read Like a Writer lesson on pp. T118–T119 to have students determine why the illustration was provided.

First Read

Connect

THINK ALOUD I have read autobiographies, so I know that these are nonfiction books that people write to tell about their own lives. I also know that most enslaved people were not allowed to learn to read or write, so I am impressed that Douglass was such a talented writer and speaker. The fact that his first book was a best seller suggests that many people wanted to learn about his personal experiences.

Close Read

Make Inferences

Have students scan **paragraphs 5–6** and highlight details that help them make inferences about how Douglass’s books and speeches affected people’s feelings about slavery. **See student page for possible responses.**

Ask: **How do you think Douglass’s books and speeches made people feel about slavery?**

Possible Response: I think they made more people realize that slavery was wrong. Reading “detailed descriptions” about “the true horrors of slavery” for the first time probably shocked people and made them feel bad for enslaved people. The detail that Douglass was “gathering support for the effort to end slavery” suggests that his speeches also made people feel that they should do something to help.

DOK 2

OBJECTIVES

Make inferences and use evidence to support understanding.

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

CLOSE READ

Make Inferences

Highlight details that help you make inferences about how Douglass’s books and speeches affected people’s feelings about slavery.

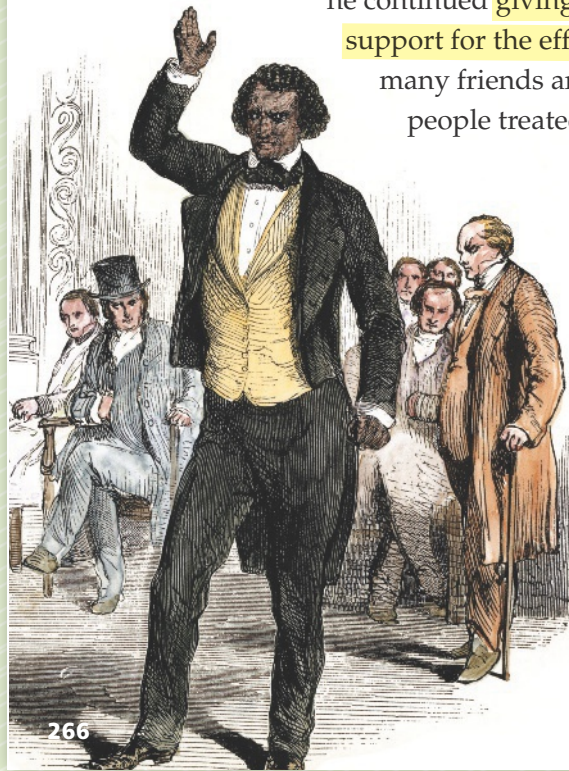
violence acts that cause great harm, such as damage or injury

Sharing His Story

5 In 1845, Frederick published the first of his three autobiographies. The book became a best seller. In it, Douglass included **detailed descriptions of the violence and mistreatment** he had experienced while a slave. The book was **the first time many readers were exposed to the true horrors of slavery.**

Traveling Abroad

6 Because he included the names of his former owners in his book, Douglass was more afraid than ever that they would find him. To avoid being captured, he traveled to Europe. There, he continued **giving speeches and gathering support for the effort to end slavery.** He made many friends and was amazed at how well people treated him overseas.



Abolitionists in Europe did everything they could to support Douglass after hearing his story.

Copyright © SAVVAS Learning Company LLC. All Rights Reserved.

CROSS-CURRICULAR PERSPECTIVES

Social Studies



Educating enslaved people was discouraged in the South, due to the fear that literacy might make enslaved people more likely to revolt. Some southern states made it illegal to teach enslaved people to read and write. When Frederick Douglass was eight years old, his owner’s wife began teaching him the alphabet and how to read, but her husband soon discovered her activities and forced her to stop. Douglass taught himself with the help of white schoolboys he met in the neighborhood. Have students connect this information to “Sojourner Truth” on pp. 258–259 of the *Student Interactive*.



Finally Free

7 Though he was successful in Europe, Douglass knew he needed to return home. He wanted to be with his family and continue fighting to end slavery. To help, his European supporters raised the money he needed to pay his former owners for his freedom. This made him legally free. An escaped slave could be captured and returned to slavery. A free person could not. In 1847, he returned home, able to speak and write without fear.

CLOSE READ

Vocabulary in Context

The word *raised* can mean “lifted up” or “collected funds.” Use context clues within the sentence to determine the meaning of the word *raised* in the text.

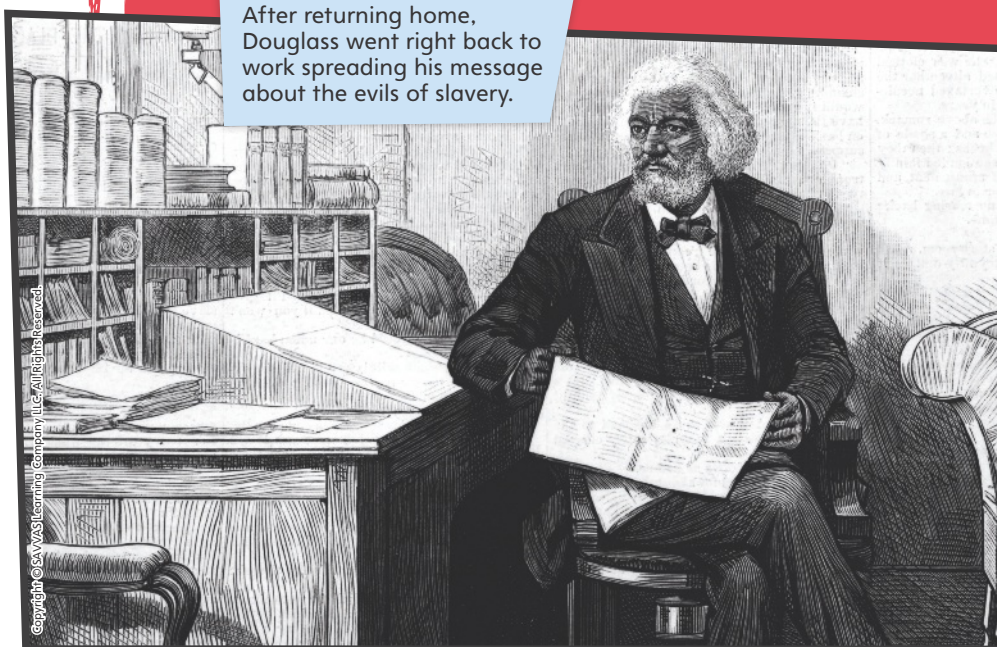
Underline the context clues that support your definition.

First Read

Respond

How would being legally free affect Douglass's ability to change society?

Possible Response: Not having to worry about being captured would make it easier for Douglass to spread his message and do even more to help end slavery.



After returning home, Douglass went right back to work spreading his message about the evils of slavery.

Copyright © Savvas Learning Company LLC. All Rights Reserved.

267

Close Read

Vocabulary in Context

Have students read the Close Read note and locate the word *raised* in **paragraph 7**. Prompt students to find and underline context clues within the sentence to determine the meaning of *raised*. **See student page for possible responses.**

Ask: **Why do you think the author says Douglass's supporters raised the money instead of saying they gave him the money?**

Possible Response: The word *raised* shows that it took effort for Douglass's supporters to collect the money. This helps readers understand how strongly the supporters believed in Douglass.

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.

Possible Teaching Point




Academic Vocabulary | Synonyms and Antonyms

Call students' attention to the word *continue* in paragraph 7. Ask students to define the word based on what they have read so far. Ask: **What word can replace *continue* without changing the meaning of the sentence? (keep) What word would create the opposite meaning? (stop)** Tell students that identifying synonyms and antonyms can help them better understand the meaning of a word. For further instruction in using this strategy, use the Academic Vocabulary lesson on pp. T88–T89 in the Reading-Writing Workshop Bridge.

First Read

Connect

 **THINK ALOUD** I have seen sidebar features in other informational texts, but not ones that take up a whole page, like “The Abolitionist Movement.” This feature must be important to the biography, even though it does not focus on Douglass.

Close Read

Identify Main Idea and Key Details

Remind students that authors write a biography to tell the story of a real person’s life.

Have students scan the **first paragraph** of the feature and underline sentences that help them identify how this feature relates to the main idea of the biography. **See student page for possible responses.**

Ask: *What does this feature help readers to understand about Douglass?*

Possible Response: The feature helps readers understand how important Douglass was to the abolitionist movement. He was one of many abolitionists, so he did not end slavery by himself. But it could have taken even longer for people to realize that slavery was wrong if Douglass had not written his books and given speeches.

DOK 2

OBJECTIVES

Recognize characteristics and structures of informational text, including the central idea with supporting evidence.

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

CLOSE READ

Identify Main Idea and Key Details

Underline sentences that help you identify how this feature relates to the main idea of the biography.



THE ABOLITIONIST MOVEMENT

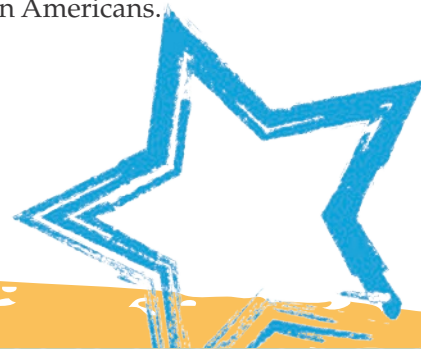
Frederick Douglass was only one of many people working to end slavery in the United States. From the earliest days of the nation, people spoke out against this horrible practice. Here are some of the most famous of them.



equality the right for all people to be treated the same

William Lloyd Garrison

An early supporter of Douglass, William Lloyd Garrison began publishing the antislavery newspaper *The Liberator* in 1831. Garrison was known for his controversial political opinions. While many abolitionists argued only for slaves’ freedom, Garrison also argued for equality for African Americans.



268

Copyright © SAVVAS Learning Company LLC. All Rights Reserved.

CROSS-CURRICULAR PERSPECTIVES

Social Studies



Antislavery sentiment in America existed even in the colonies. The first known organized protest against slavery in the New World is a petition written in 1688 by Quakers in the Germantown settlement in Pennsylvania. The petition likened the slavery of African Americans to the oppression the Quakers had faced in Europe. In addition to this ethical objection, the petition raised two pragmatic concerns: that European settlers might avoid Pennsylvania because it allowed slavery and that slavery invited dangerous revolts. Although little came of the petition at the time, the document was rediscovered in 1844, and today it is attributed with laying the groundwork for the Quaker abolitionist movement.



Harriet Tubman

After escaping slavery when she was about 29 years old, Harriet Tubman dedicated herself to helping others do the same on the Underground Railroad. Slave owners

offered rewards for her capture, while abolitionists praised her heroic deeds.

CLOSE READ

Make Inferences

Highlight details that help you make an inference about how the actions of Tubman, Truth, and Brown helped to end slavery.



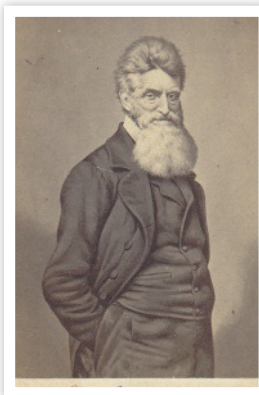
Sojourner Truth

Like Frederick Douglass, Sojourner Truth was a former slave who became famous for her powerful antislavery speeches. Later in life, she dedicated herself to the cause of women's rights and provided advice to recently freed slaves.



John Brown

Unlike most abolitionists, John Brown believed that violence was the only way to end slavery. In October 1859, he and an armed group of followers took about 60 people hostage in Harpers Ferry, Virginia, which is now part of West Virginia. Brown hoped to inspire slaves to join him in rebellion. However, his plan was unsuccessful. He was convicted of treason, or betraying the country, and hanged.



Copyright © SAVVAS Learning Company LLC. All Rights Reserved.

269

First Read

Notice

THINK ALOUD Looking at the headings, I recognize Sojourner Truth's name from the Weekly Opener. This makes me want to read something that Frederick Douglass wrote, too, so I hope the author includes quotes from his books or speeches. I have heard of Harriet Tubman and the Underground Railroad, but not John Brown, so I want to learn how he helped end slavery.

Close Read

Make Inferences

Have students scan **all three sections** and highlight details that help them make an inference about how the actions of Tubman, Truth, and Brown helped to end slavery. **See student page for possible responses.**

Ask: *What inference can you make about the ways that Tubman, Truth, and Brown tried to end slavery? Use evidence to explain your reasoning.*

Possible Response: I can infer that these abolitionists all tried to help enslaved people in the way they thought they best could. When people want to be helpful, they use their knowledge and skills to do what they do best. Tubman and Truth had both been enslaved, so they used their knowledge and experiences of slavery to help enslaved people escape. Brown had a "group of followers," so I think he must have been good at convincing people to agree with his ideas.

DOK 2

OBJECTIVES

Make inferences and use evidence to support understanding.

Use text evidence to support an appropriate response.

Possible Teaching Point



Academic Vocabulary | Synonyms and Antonyms

Call students' attention to the word *advice* in the Sojourner Truth section. Use the Academic Vocabulary lesson on pp. T88–T89 in the Reading-Writing Workshop Bridge to have students develop their understanding of this word by identifying synonyms and antonyms. Encourage students to share their ideas about what advice Truth might have given, based on what they read about her on pp. 258–259 in the *Student Interactive*.

First Read

Generate Questions

I thought that very few African Americans at this time could read and write. Were the writers and editors of *The North Star* people who had been enslaved, like Douglass, or were they born free? What questions do you have about the information on this page?

Possible Response: Is the heading “A National Leader” a hint that *The North Star* was the first African American newspaper? Who was the audience for the newspaper? Was the paper named *The North Star* because it encouraged enslaved people to try to escape or join the fight for equal rights? Did Douglass also write articles for other newspapers during this time?

Close Read

Identify Main Idea and Key Details

Have students scan **paragraph 9** and underline details about the beliefs important to Douglass’s work to help them identify the main idea. **See student page for possible responses.**

Ask: What is the “Freedom and Equality for All” section about?

Possible Response: The first sentence states the main idea. Douglass wanted all Americans, including women, to have freedom and equality.

DOK 2

OBJECTIVE

Recognize characteristics and structures of informational text, including the central idea with supporting evidence.

CLOSE READ

Identify Main Idea and Key Details

Underline details about the beliefs important to Douglass’s work to help you identify the main idea.

A National Leader

- 8 After returning to the United States, Douglass decided to start his own abolitionist newspaper. Called *The North Star*, its first issue was published on December 3, 1847. Unlike other similar newspapers, it was owned, written, and edited by African Americans. It included everything from news articles to poems and book reviews. Douglass himself wrote many of the paper’s articles.

Freedom and Equality for All

- 9 In addition to wanting to end slavery, Douglass believed in equality for all Americans. In *The North Star*, his other writings, and his speeches, he often discussed the importance of equal rights for women. He also wrote often about the necessity of education for all Americans.



270

The North Star was named for the bright star in the night sky that escaped slaves used as a guide toward freedom.

Copyright © SAVVAS Learning Company LLC. All Rights Reserved.

Possible Teaching Point



Read Like a Writer | Author’s Craft

Text Features To reinforce students’ understanding of the headings in informational texts, call their attention to the heading “A National Leader.” Elicit that the previous main section was titled “Spreading a Message” and began on p. 264. Remind students that authors use headings to help readers identify the main topic of a section and that sometimes headings provide clues about the main idea of that section. Ask students to predict what the main topic of “A National Leader” will be, based on the information on this page.



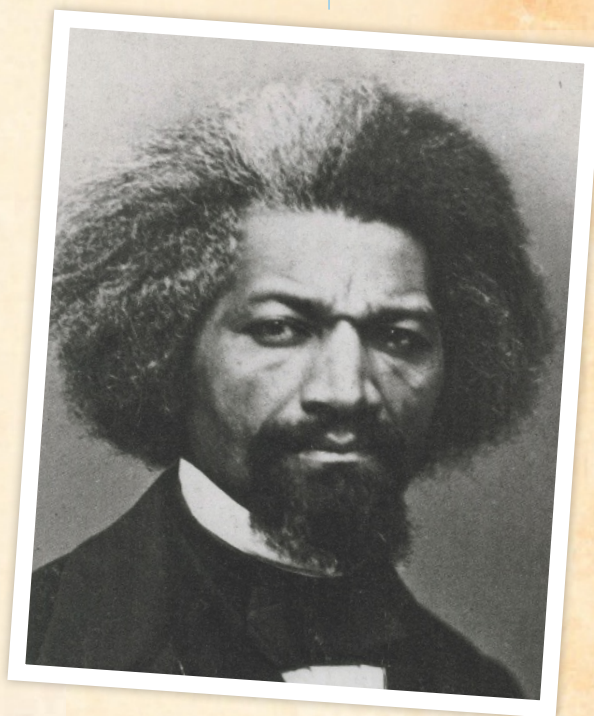
A Spectacular Speech

On July 5, 1852, Frederick Douglass delivered one of the best-known speeches of his career. He spoke at a Fourth of July celebration in Rochester, New York. In front of a crowd of about 500 people, he pointed out that Independence Day did not mark freedom for African Americans. It only stood for the freedom of the nation's white residents. He called for the country to embrace its founding principles of freedom and equality by ending slavery.

CLOSE READ

Make Inferences

Highlight details that help you make inferences about why Douglass's speech in Rochester is one of his most famous.



271

Copyright © SAVVAS Learning Company LLC. All Rights Reserved.

First Read

Notice

"A Spectacular Speech" is another feature. The stars remind me of the American flag and fireworks, so I think they are used here to call attention to the fact that Douglass gave this speech at a Fourth of July celebration. What do you notice is interesting about this page?

Possible Response: Douglass has gray hair in this photograph, so it was taken later than the one on page 263. It might be from the day he gave this speech. I also notice that the author does not quote the speech, and I would like to read some of Douglass's own words.

Close Read

Make Inferences

Have students scan the paragraph and highlight details that help them make inferences about why Douglass's speech in Rochester is one of his most famous. **See student page for possible responses.**

Ask: What does the author suggest is the reason this speech is one of Douglass's best known?

Possible Response: I think the author is saying that the speech is famous because it was perfect for the situation. The author says Douglass "pointed out that Independence Day did not mark freedom for African Americans." Independence Day is supposed to celebrate freedom from England, so using this name for the Fourth of July reminds us of the meaning of the holiday. This supports Douglass's message that the country needs to follow its "founding principles of freedom and equality by ending slavery."

DOK 2

OBJECTIVE

Make inferences and use evidence to support understanding.

ELL Targeted Support Background Knowledge Tell students that Independence Day is the official name of the "Fourth of July" or "July Fourth" holiday, and define the words *independence* and *freedom*.

Use images of fireworks and parades to activate students' prior knowledge. Use cloze sentences to check their understanding of *independence* and *freedom*. **EMERGING/DEVELOPING**

Ask students to use the words *independence* and *freedom* to discuss similar holidays in other countries or for specific groups. **EXPANDING/BRIDGING**

First Read

Connect

This timeline is similar to the timelines I've seen in other texts. It shows the order of only the most important events in Douglass's life and images for these events. What else can you understand on this page by connecting to other texts?

Possible Response: I learned about the Underground Railroad in another text, so I think the image for 1838 may show Douglass escaping on one of those routes. I also read that plantations were large farms where enslaved people did all the work, so I think *labor* means "workers."

Close Read

Vocabulary in Context

Have students locate the word *conflict* in **paragraph 10** and use context clues beyond the sentence to determine its meaning. Ask students to underline the context clues they use. **See student page for possible responses.**

Ask: *How would you contrast this meaning of conflict with the conflict in the plot of a story?*

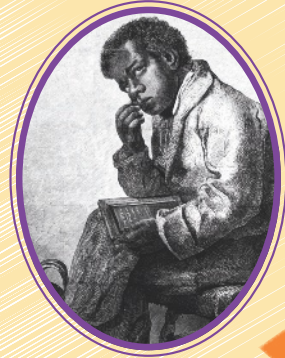
Possible Response: "The Civil War broke out between the North and the South" is a clue that a conflict is a war or fight between two groups. The conflict in a story is a problem the main character must struggle with and solve, and it does not have to involve another character.

DOK 2

OBJECTIVE

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

A Timeline of Frederick Douglass's Life

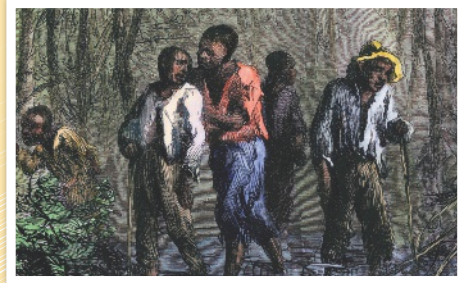


1817–1818

Frederick Augustus Washington Bailey is born on a plantation in Maryland.

1838

Frederick escapes from slavery and takes the last name Douglass.



CLOSE READ

Vocabulary in Context

Use context clues in paragraph 10 to determine the meaning of the word *conflict*.

Underline the context clues that support your definition.

The End of Slavery

10 In the 1850s, the national debate over slavery became more and more heated. Many people in the northern states wanted abolition. However, plantation owners in the southern states did not want to give up their source of free labor. Finally, the Civil War broke out between the North and the South in 1861. Douglass hoped that the conflict could bring an end to slavery once and for all.

272

Copyright © SAVVAS Learning Company LLC. All Rights Reserved.

Possible Teaching Point

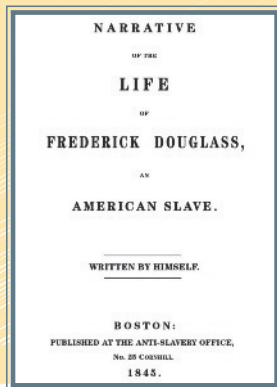


Read Like a Writer | Author's Craft

Graphic Features Point out that some timelines use a number line labeled with years instead of arrows. Ask: *Why do you think the author uses arrows between the events in this timeline? Besides time order, or sequence, what is another relationship that arrows can show?* (cause and effect) *Do you think the arrows in this time line show that one event leads to the next? Why or why not?* For additional instruction, use the Read Like a Writer lesson on pp. T118–T119 in the Reading-Writing Workshop Bridge.

**1845**

Douglass publishes his first autobiography and travels to Europe.

**1865**

The 13th Amendment abolishes slavery in the United States.

- 11 During the Civil War, Douglass encouraged free black men to join the military and fight against the South. He even met with President Abraham Lincoln to discuss the way black soldiers were treated. He wanted to make sure they received fair payment for their services.
- 12 The North defeated the South in 1865. Later that year, Congress approved the 13th Amendment to the U.S. Constitution, which officially ended slavery throughout the country.

Copyright © SAVVAS Learning Company LLC. All Rights Reserved.

CLOSE READ**Make Inferences**

Highlight facts that help you make an inference about how Douglass worked with other leaders to improve the lives and treatment of African Americans.

First Read**Generate Questions**

The timeline events on this page jump from 1845, the year Douglass published his first autobiography, to 1865, the year slavery ended. I want to know why the timeline does not include anything that Douglass did during the Civil War. What are some questions you have about the information on this page?

Possible Response: Did Douglass join the northern army? What did Douglass do after slavery ended?

Close Read**Make Inferences**

Have students scan **paragraph 11** and highlight facts that help them make an inference about how Douglass worked with other leaders to improve the lives and treatment of African Americans. **See student page for possible responses.**

Ask: Based on Douglass's meeting with President Lincoln and what you know about him, what can you infer about his skill in working with other leaders?

Possible Response: Since Douglass had spoken to so many people in both Europe and the United States, I think he probably was skilled at persuading leaders to agree with him or at least think about his beliefs and ideas.

DOK 2

OBJECTIVES

Make inferences and use evidence to support understanding.

Synthesize information to create new understanding.

Possible Teaching Point**Academic Vocabulary | Synonyms and Antonyms**

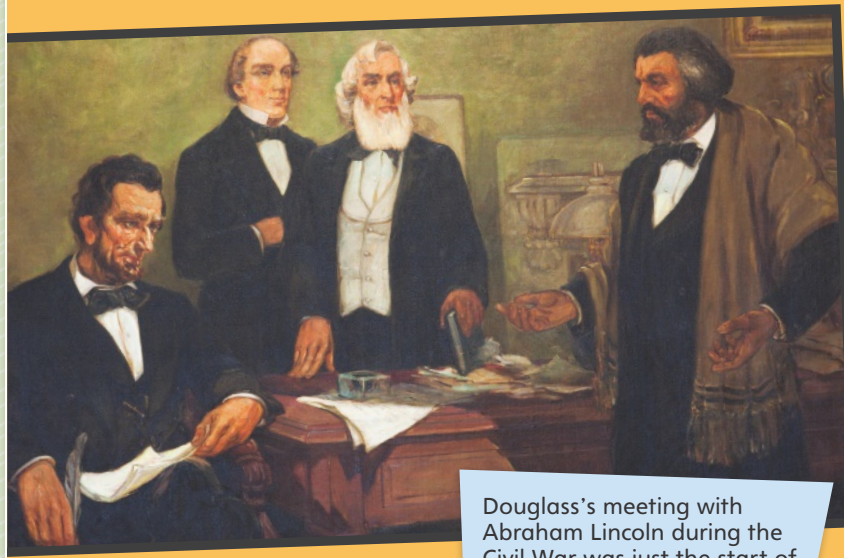
Call students' attention to the word *abolishes* in the time line. Point out the word *ended* in paragraph 12. Have students use the synonym *ended* to determine the meaning of *abolishes*. Have students share possible synonyms for the word *abolishes* to clarify its meaning. For further instruction, use the Academic Vocabulary lesson on pp. T88–T89 in the Reading-Writing Workshop Bridge.

First Read

Notice

The illustration is the same as the last one shown in the time line. Why do you think the author reuses this illustration?

Possible Response: The caption says that Douglass’s meeting with Lincoln was “just the start of his government leadership.” Putting this illustration with the “More to Do” section tells me that most of Douglass’s efforts after slavery ended involved the kind of work shown—meeting and talking with top government leaders like Lincoln.



Douglass’s meeting with Abraham Lincoln during the Civil War was just the start of his government leadership.

Close Read

Identify Main Idea and Key Details

Have students scan **paragraph 13** and underline evidence to help them identify the main idea that Douglass was an important leader. **See student page for possible responses.**

Ask: **Based on your evidence, what conclusion can you draw about Douglass’s importance as a leader after slavery ended? Explain your conclusion.**

Possible Response: Douglass became an important leader for all Americans because he kept “fighting for equality” for people who still received unfair treatment and was appointed to high positions in the U.S. government.

DOK 3

OBJECTIVES

Recognize characteristics and structures of informational text, including the central idea with supporting evidence.

Synthesize information to create new understanding.

CLOSE READ

Identify Main Idea and Key Details

Underline evidence that Douglass was an important leader to help you identify the main idea.

More to Do

- 13 Even after slavery was abolished, Douglass kept fighting for equality. He argued for the importance of voting rights and other fair treatment for African Americans and women. Beginning in the early 1870s, he was appointed to several positions in the U.S. government. Among them were marshal in the District of Columbia and U.S. minister and consul general to Haiti. These positions made him the first African American to hold high rank in the government.

274

Copyright © SAVVAS Learning Company LLC. All Rights Reserved.

CROSS-CURRICULAR PERSPECTIVES

Social Studies



Frederick Douglass continued to advocate for civil rights throughout his life, a fact perhaps best demonstrated by some of the prestigious positions he held before his federal government appointments. For instance, Douglass was a board member of Howard University (a historically black university in Washington, D.C.) and president of the Freedman’s Bank, a bank established by President Lincoln to support the work of the Freedman’s Bureau and help people recently freed from slavery manage their finances. Douglass is quoted as saying, “Verily, the work does not end with the abolition of slavery, but only begins.” Have students connect this information to “Sojourner Truth” on pp. 258–259 of the *Student Interactive*.



Remembering a Hero

14 In 1895, at about the age of 77, Frederick Douglass died of heart failure. Around the world, people celebrated the life of this great man. With strength and determination, he had risen up from slavery to become one of the nation's most influential figures. He is remembered as a hero who fought bravely to end slavery and promote equality. His work continues to inspire people to this day.

CLOSE READ

Identify Main Idea and Key Details

Underline sentences that help you identify the main idea of the biography.

influential having a great effect on someone or something

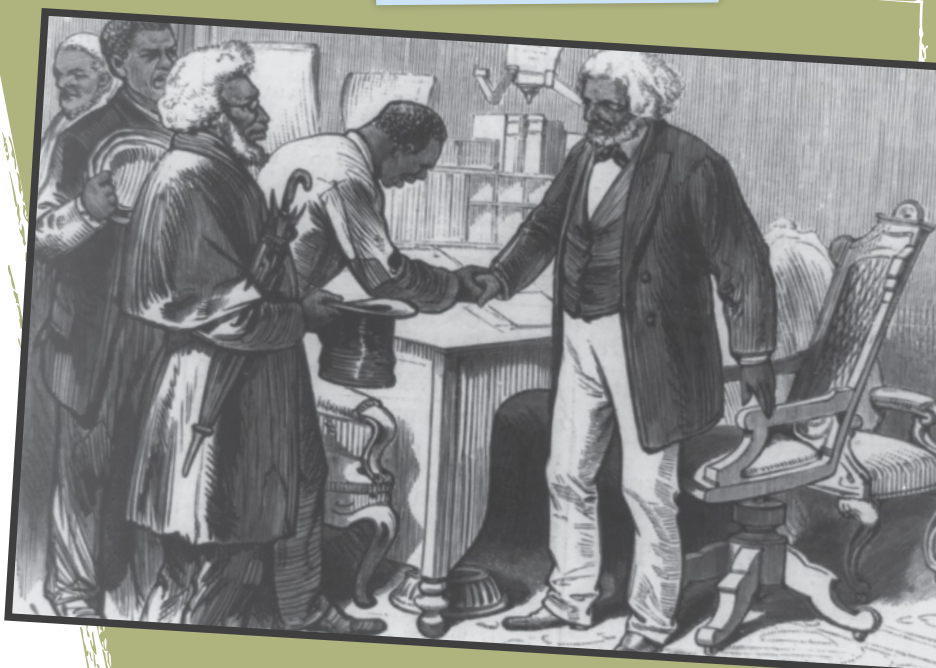
First Read

Respond

The heading “Remembering a Hero” reminds me of the Weekly Question: *How can personal stories change society? What do you think is the text’s answer to this question?*

Possible Response: By sharing his personal story about being an enslaved person, Douglass helped people understand why slavery was wrong and gathered support for ending it. The story of how he went from being an enslaved person to an influential leader also may inspire others to never give up and do what they can to help fix problems and make changes in society.

Douglass greets supporters after taking office as marshal of the District of Columbia.



Copyright © SAVVAS Learning Company LLC. All Rights Reserved.

275

Close Read

Identify Main Idea and Key Details

Remind students that the main idea of a text is the most important idea. Have students scan **paragraph 14** and underline sentences that help them identify the main idea of the biography. **See student page for possible responses.**

Ask: *How would you state the main idea of the biography in your own words?*

Possible Response: Frederick Douglass was a former enslaved person who became an influential leader in the efforts to end slavery and obtain equality for all Americans.

DOK 2

OBJECTIVES

Recognize characteristics and structures of informational text, including the central idea with supporting evidence.

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

Possible Teaching Point



Read Like a Writer | Author's Craft

Tone To reinforce the understanding that tone is used in multiple genres, remind students that an author's choice of words reveals his or her tone, or attitude toward the subject. Call students' attention to this clause in paragraph 14: “he had risen up from slavery to become one of the nation's most influential figures.” Ask students to describe the tone of this clause. (admiring) Elicit other ways that the author could have expressed the same idea and discuss whether the tone changes for each. Then have students describe the overall tone of the biography's conclusion. Ask: *What is the author's opinion of Frederick Douglass? How can you tell?*

Respond and Analyze



Frederick Douglass

OBJECTIVES

Use newly acquired vocabulary expressively.

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 features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding.

Determine the meaning of general academic and domain-specific words and phrases.

My View

Use these suggestions to prompt students' initial responses to reading *Frederick Douglass*.

- **React** What did you think about this text?
- **Discuss** Which of Frederick Douglass's accomplishments did you find most interesting and why?

Develop Vocabulary

Minilesson

FOCUS ON STRATEGIES Tell students that authors of biographies choose specific words to help readers understand the events in a person's life. The vocabulary words relate to the life and work of Frederick Douglass.

- Remind yourself of each word's meaning.
- Ask yourself how each word relates to the topic.

MODEL AND PRACTICE Model completing the chart on p. 276 of the *Student Interactive* using the word *equality*:

- The first definition states that people have the right to be treated the same way.
- I know that *equal* means "the same," so I write the word *equality* in the left column next to its definition.
- Next, I think about Frederick Douglass and why he fought for equality. I write, *Douglass believed in equality for all Americans.*

ELL Targeted Support Use Vocabulary Explain that the vocabulary words are relevant to the week's lesson. Tell students that they will encounter these words often in several subject areas.

Have students choose one vocabulary word and find images from the text that illustrate the word. If students are able, ask them to write one sentence using the word. **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. 276 of the *Student Interactive*. Remind them to use text evidence to help them construct their sentences.

OPTION 2 Use Independent Text Have students find and list four unfamiliar words from another biography. Then have them look for context clues to determine the meaning of each word.

QUICK CHECK

Notice and Assess Can students explain how vocabulary words relate to the biography of Frederick Douglass?

Decide

- **If students struggle**, revisit instruction for developing vocabulary in Small Group on pp. T114–T115.
- **If students show understanding**, extend instruction for developing vocabulary in Small Group on pp. T114–T115.

Check for Understanding MyTURN Have students complete p. 277 of the *Student Interactive*.

STUDENT INTERACTIVE, pp. 276–277



VOCABULARY

Develop Vocabulary

The author of a historical biography uses specific words that help readers understand the main idea and key details. You can use this newly acquired vocabulary to discuss the fight against slavery in America.

MyTURN Write the word from the word bank next to its definition. Then use the vocabulary word in a sentence about the text.

Word Bank

slavery abolitionist equality influential

Possible responses:

Vocabulary Word	Definition	Sentence Featuring the Word
equality	the right for all people to be treated the same	Douglass believed in equality for all Americans.
abolitionist	a person who believes that slavery should be stopped	Abolitionists wanted to free the enslaved people.
influential	having a great effect on someone or something	Douglass was an influential leader in the fight against slavery.
slavery	a system in which some people are owned by others	Frederick Douglass was born into slavery.

276

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 recognize that the text is a biography?

The text includes key events in the life of a real person, Frederick Douglass. The text is written from a third-person point of view.

- DOK 2** 2. What is the most likely reason that the author included the section titled “The Abolitionist Movement” in this biography?

The author wanted to show what other important abolitionists, such as Harriet Tubman, had done to help free enslaved people.

- DOK 1** 3. Why was Douglass at risk when he spoke in public against slavery? Cite relevant text evidence to support your response.

He was at risk because some people wanted to harm him for speaking out against slavery. He “was sometimes met with harsh treatment from proslavery whites.” He was enslaved but had escaped, and he was “more afraid than ever” that his former owners “would find him.”

- DOK 2** 4. Which evidence from the text can be used to prove that Douglass was an influential leader of the abolition of slavery?

“He toured the northern states, giving speeches about his experiences as a slave. He became famous for his passionate arguments against slavery.” His autobiography “was the first time many readers were exposed to the true horrors of slavery.”

277

Word Study VCCCV Pattern

OBJECTIVES

Demonstrate and apply phonetic knowledge by decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts.

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

LESSON 2

Apply VCCCV Pattern

APPLY MyTURN Direct students to complete the activity on p. 282 of the *Student Interactive*.

conflict

farther

hamster

dolphin

handsome

exchange

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. 282



WORD STUDY

VCCCV Syllable Pattern

VCCCV Syllable Pattern words have three consonants between vowels. Two of the consonants could be blends (like *nd*, *fl*, *cl*, *st*), two letters whose sounds are blended together. Two of the consonants could be digraphs (like *ch*, *th*, *sh*, *ph*), two letters that spell one sound. A word with the syllable pattern VCCCV would not be divided between either a blend or a digraph. When you know where to divide the syllables in a VCCCV pattern word, you will be able to read it.

My TURN Read each VCCCV syllable pattern word. Then write the two syllables in each word.

VCCCV Pattern Words	First Syllable	Second Syllable
conflict	con	flict
farther	far	ther
hamster	ham	ster
dolphin	dol	phin
handsome	hand	some
exchange	ex	change

High-Frequency Words

High-frequency words do not follow regular word study patterns. They appear frequently in texts. Read these high-frequency words: *common*, *though*.

Copyright © SAVVAS Learning Company, LLC. All Rights Reserved.

282



LESSON 2

Apply VCCCV Pattern

FLEXIBLE OPTION
LESSON 3

More Practice

FLEXIBLE OPTION
LESSON 4

Spiral Review:
r-Controlled Vowels
ir, *er*, *ur*, *ear*

FLEXIBLE OPTION
LESSON 5

Assess Understanding

LESSON 1

Teach VCCCV Pattern

Use the  **QUICK CHECK** on p. T111 to determine small group instruction.

Teacher-Led Options

Strategy Group



DEVELOP VOCABULARY

Teaching Point Remember that the authors of biographies choose specific words to help readers understand the events in a person's life. Have students look back at *Frederick Douglass* to find words the author used to describe the life and work of Frederick Douglass.

ELL Targeted Support

Tell students that learning unfamiliar words in a biography can increase their understanding of the events in a person's life. Have students use related words to enhance their understanding of the vocabulary words.

Provide cloze sentences for each vocabulary word: *slavery*, *abolitionist*, *equality*, *violence*, and *influential*. Have students fill in the blanks with the appropriate word. Remind them to use the process of elimination if any of the words are particularly difficult. **EMERGING**

Have students work with a partner to read, repeat, and rephrase the sentences that contain vocabulary words on *Student Interactive* pp. 274–275. **DEVELOPING**

Tell students to use the vocabulary words to write sentences about one of the people on *Student Interactive* pp. 268–269. **EXPANDING/BRIDGING**



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

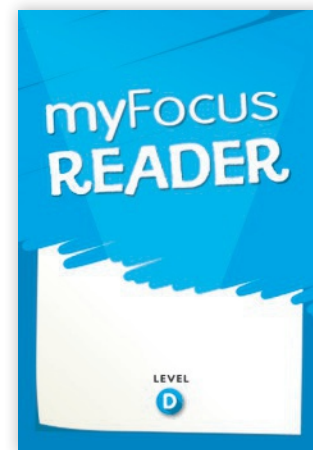
Intervention Activity



myFOCUS READER

Read pp. 44–45 in the *myFocus Reader* with students. Use the teaching support online at SavvasRealize.com to provide additional insight for students on personal stories that change society.

Provide instructional support for comprehension and Word Study—VCCCV Pattern and Academic Vocabulary.



Fluency

Assess 2–4 students



PROSODY

Have students choose a passage of at least two paragraphs from the text. Tell partners to take turns reading the passage, paying attention to the words they emphasize to help convey the author's meaning. Remind students that reading with fluency is about reading for meaning, not speed. If needed, model reading with expression.

ORAL READING RATE AND ACCURACY

Use pp. 97–102 in Unit 4 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 the words related to the topic.

Possible Conference Prompts

- What unfamiliar words did you find in the text?
- How did you figure out what these words meant?
- What helped you understand how the words related to the text’s main idea?

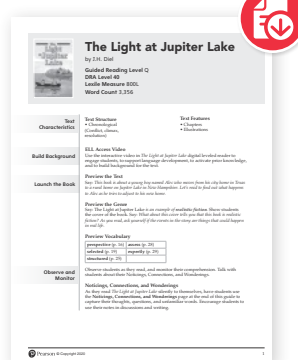
Possible Teaching Point Readers pause when they see an unfamiliar word and use related words to figure out the word’s meaning and how it relates to the topic of the text.

Leveled Readers



DEVELOP VOCABULARY

- For suggested titles, see “Matching Texts to Learning,” pp. T92–T93.
- 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 in whole group. Invite one or two students to share some new vocabulary words they learned from their reading and to explain how the words helped them understand the topic of the text.

Independent/Collaborative

Independent Reading



Students can

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

Centers



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

Literacy Activities



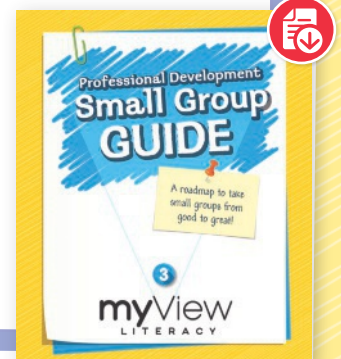
Students can

- complete the graphic organizer on *Student Interactive* p. 276.
- work with a partner to discuss and answer the questions on *Student Interactive* p. 277.
- play the *myView* games.

SUPPORT PARTNER READING

Keep partners on track by having them agree upon partner-reading rules.

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



Identify Main Idea and Key Details



Frederick Douglass

OBJECTIVES

Evaluate details read to determine key ideas.

Recognize characteristics and structures of informational text, including the main idea with supporting evidence.

ACADEMIC VOCABULARY

Integrate Offer students oral practice using the unit Academic Vocabulary words to talk about the main idea and details. Give students sentence starters, such as:

- Frederick Douglass's antislavery and equality work still benefits ____.
- The next generation of people fighting for equality will ____.

ELL Access

Discuss with students the reasons for identifying the main idea and key details of a biography. To help them with this task, students may want to take notes in a concept web, writing *Frederick Douglass's Life* in the center and adding key details as they go.

Minilesson

FOCUS ON STRATEGIES Readers identify the main idea of a text, such as a biography, and are able to explain how the key details support the main idea. The main idea is the most important idea about the topic.

- Ask yourself what the text's main topic is and what the author wants to say about the topic.
- As you read, notice the details that support the main idea.
- Be able to explain how the details help you identify the main idea.

MODEL AND PRACTICE Use the Close Read note on p. 265 of the *Student Interactive* to model how to identify the main idea of a biography:

- Looking at the title, illustration, and text, I can see that Douglass was in danger from pro-slavery people and in danger of being caught. I am going to underline "he was unsure. He did not want to draw too much attention to himself" as evidence of Douglass's danger in speaking out.
- Have pairs find and underline other details that provide evidence that Douglass risked his safety by speaking out against slavery. Ask students to explain how the key details support the main idea.

ELL Targeted Support Summarize Material Tell students that summarizing what they've read, either orally or in notes, is a good way to identify key details that support the main idea.

Help pairs read *Student Interactive* p. 265 to each other and retell the information orally. Provide sentence frames to help them summarize:
The main idea is ____. *The first supporting detail is ____.*

EMERGING/DEVELOPING

Have students read *Student Interactive* p. 265 and write a short paragraph to summarize it. Tell them to include the text's main idea and a key detail.

EXPANDING/BRIDGING



FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use strategies for identifying main ideas and key details.

OPTION 1 MyTURN Have students annotate the text using the other Close Read notes for Identify Main Idea and Key Details and then use their annotations to complete the chart on p. 278 of the *Student Interactive*.

OPTION 2 Use Independent Text Have students take notes on the text identifying the main idea and a few key details. Ask students to explain in their notes how they identified these elements.

QUICK CHECK

Notice and Assess Can students identify the main idea and key details of a text?

Decide

- **If students struggle**, revisit instruction on identifying main idea and key details in Small Group on pp. T122–T123.
- **If students show understanding**, extend instruction about identifying main idea and key details in Small Group on pp. T122–T123.

STUDENT INTERACTIVE, p. 278



CLOSE READ

Identify Main Idea and Key Details

The **main idea** is the most important idea about the topic.
The **key details** explain or support the main idea. You evaluate the key details in a text to identify the main idea.

1. **MyTURN** Go to the Close Read notes in *Frederick Douglass* and underline evidence that helps you identify the main idea and key details that support it.
2. **Text Evidence** Complete the graphic organizer. Use some of the key details you underlined to identify the main idea of the text and important supporting evidence.

Possible responses:

Main Idea		
Frederick Douglass, who had escaped slavery, became an influential abolitionist who also fought for the rights of all Americans.		
Key Detail	Key Detail	Key Detail
Douglass wanted “to end slavery” and believed “in equality for all Americans.”	Douglass “had risen up from slavery to become one of the nation’s most influential figures.”	Douglass “is remembered as a hero who fought bravely to end slavery and promote equality.”

How do the key details support the main idea?

They tell about Douglass’s life and show how he became an important abolitionist.

Read Like a Writer

OBJECTIVE

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 to bring their writing to life and provide another view of the events or people they have written about.

- Readers can better understand a text when they can view graphic features that expand on the information.
- Good graphic features can offer new information to help readers better understand what they have read.
- Readers can combine graphic features with the text for a better understanding of the author's ideas.

MODEL AND PRACTICE Model analyzing the author's use of graphic features by directing students to the top of p. 283 of the *Student Interactive*. Have students follow along as you complete the steps.

1. Point out that the author uses an illustration on p. 265 of the *Student Interactive* to show the conflict and passion Frederick Douglass and his speeches produced.
2. Discuss with students how the details in the illustration support information about Frederick Douglass's life.
3. Point to specific parts of the text that are shown in the illustration, such as "passionate arguments against slavery" and "harsh treatment from proslavery whites."

ELL Targeted Support Graphic Features Have pairs look carefully at the illustration on p. 264 of the *Student Interactive*.

Have pairs complete the sentence frame: *I look at illustrations in a text because they help me understand _____.* **EMERGING/DEVELOPING**

Have students view the illustration carefully to find details that the author does not describe in the text. Have students explain what they think is happening in the illustration. **EXPANDING/BRIDGING**



ASSESS UNDERSTANDING

Apply

My TURN Direct students to go back to *Frederick Douglass* and circle parts of the text that go with one of the illustrations. Help guide their search by having them read the captions on these illustrations and then match the content to parts of the text. Then have students focus on specific examples of illustrations by completing the activities on p. 283 of the *Student Interactive*.

STUDENT INTERACTIVE, p. 283



ANALYZE AUTHOR'S CRAFT

READING-WRITING BRIDGE

Read Like a Writer

Authors use graphic features such as illustrations to provide additional information that will deepen a reader's understanding of key ideas.

Model Read the sentence from *Frederick Douglass*.

Though he was sometimes met with harsh treatment from proslavery whites, he never gave up.

illustrated major event

- 1. Identify** The illustration that goes with this text shows police and proslavery whites breaking up an abolitionist meeting as Frederick Douglass delivers a speech.
- 2. Question** How does this illustration help me understand the text?
- 3. Conclude** It helps me understand the harsh treatment Frederick Douglass had to face as he worked to end slavery.

Read the sentence.

Beginning in the early 1870s, he [Douglass] was appointed to several positions in the U.S. government.

My TURN Follow the steps to analyze graphic features. Describe how the author uses illustrations to help readers.

- 1. Identify** The illustration near paragraph 13 shows Frederick Douglass meeting President Abraham Lincoln.
- 2. Question** How does this illustration help me understand the text?
- 3. Conclude** It helps me understand that President Lincoln respected Douglass.



Word Study VCCCV Pattern

OBJECTIVE

Demonstrate and apply phonetic knowledge by decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts.

FLEXIBLE OPTION 

LESSON 3


More Practice

FOCUS ON STRATEGIES Remind students that decoding words with the VCCCV pattern can help them read words.

MODEL AND PRACTICE Show students the words *laughter* and *simply*. Guide them to read the VCCCV pattern in each word. Then use the pattern to divide the word into syllables. (*laugh/ter, sim/ply*)



APPLY Have students complete *Word Study* p. 134 from the *Resource Download Center*.



Name _____

Word Study

VCCCV Pattern

Knowing how to break words into syllables can help you read unfamiliar words. Words with the VCCCV pattern are multisyllabic words, which means they have more than one syllable. Divide these words between the consonants that form a blend or a digraph and the other consonant. Knowing this syllable division pattern will help you to read the words correctly.

complain = com / plain
kitchen = kit / chen
control = con / trol

WYJUM Decode the VCCCV words by dividing each multisyllabic word into single syllables and writing each syllable on a line.

pilgrim _pil_ / _grim_
partner _part_ / _ner_
hundred _hun_ / _dred_
improve _im_ / _prove_
dolphin _dol_ / _phin_
mischief _mis_ / _chief_

Grade 3, Unit 4, Week 2
© Pearson Education, Inc., or its affiliates. All rights reserved.

134

Word Study, p. 134



FLEXIBLE OPTION ←
LESSON 3

More Practice


LESSON 1

Teach VCCCV Pattern

LESSON 2

Apply VCCCV Pattern

FLEXIBLE OPTION ←
LESSON 4

 **Spiral Review:**
r-Controlled Vowels
ir, er, ur, ear

FLEXIBLE OPTION ←
LESSON 5

Assess Understanding

Use the  **QUICK CHECK** on p. T117 to determine small group instruction.

Teacher-Led Options

Strategy Group



IDENTIFY MAIN IDEA AND KEY DETAILS

Teaching Point Readers can identify the main idea of a biography by asking themselves what key details the author includes in the text. The key details will help form the main idea. Ask yourself if you can explain how the details supported the main idea. Work with students to complete the graphic organizer on *Student Interactive* p. 278.

ELL Targeted Support

To help students learn unfamiliar English words, help them look for key details in the text that support the main idea.

Review the terms *abolitionist* and *equality* with students. Have students fill in the following sentence frame, *Frederick Douglass was an _____ who wanted _____ for all Americans.*

EMERGING/ DEVELOPING

Have students look for important words throughout the text. Review the meaning of the words. Discuss how those words help explain the main idea. **EXPANDING**

Discuss the main idea of the text with students. Ask them to locate one detail that supports the main idea. Remind them to pay attention to key words while looking for details in the text.

BRIDGING



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

Intervention Activity



IDENTIFY MAIN IDEA AND KEY DETAILS

Use Lesson 35, pp. T227–T232, in the *myFocus Intervention Teacher's Guide* for instruction on identifying main idea and key details.

LEVEL D • READ

Lesson 35 Main Idea and Details

DIRECTIONS Read the following passage about *Curiosity*, a vehicle that explores Mars, and think about the main idea in each paragraph and the text as a whole.

Curiosity Explores Mars

- 1 Scientists want to know more about the planet Mars. They want to know about the weather and landscape on Mars. They also want to know whether there was ever life on Mars. To find out, scientists have sent special vehicles called rovers to explore the planet. The newest is a smart little rover named *Curiosity*.
- 2 Mars rovers have wheels. Instead of seats they have cameras, long arms, and tools. Each rover has a special job.
- 3 One of *Curiosity's* jobs is to learn about what Mars was like in the past. It does this by studying rocks, dirt, and dust. It looks for signs that water and life once existed there. These signs of life are so small that they can only be seen through a microscope.
- 4 *Curiosity* is built to travel the rocky ground of Mars. Its six big wheels let it roll and climb. *Curiosity* has traveled a lot. It has been to places such as Yellowknife Bay and Mount Sharp. *Curiosity* uses its 17 cameras to take pictures along the way.
- 5 The rover also has many ways to study rocks. It can use a robotic arm to scoop up rocks. It can also use a drill to dig down into the rocks. It can even use a laser to zap rocks into dust. Tools inside *Curiosity* study the dirt to see what it is made of. The rover learns all kinds of things about Mars this way.

Copyright © Pearson Education, Inc., or its affiliates. All Rights Reserved.
Reading Informational and Argumentative Text T • 227

Fluency

Assess 2–4 students



PROSODY

Have student pairs practice reading the first three paragraphs of *Frederick Douglass* smoothly and with expression.

ORAL READING RATE AND ACCURACY

Use pp. 97–102 in Unit 4 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

IDENTIFY MAIN IDEA AND KEY DETAILS

Talk About Independent Reading Have students share how they identified the main idea and key details of their text.

Possible Conference Prompts

- What words or phrases tell you the point the author wants to make about the topic?
- How does the first detail help you identify the main idea?

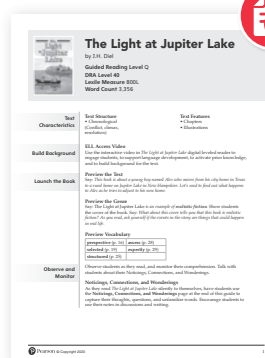
Possible Teaching Point Readers question as they read a biography: *Whom is this biography about? What does the author want me to understand about this person?*

Leveled Readers



IDENTIFY MAIN IDEA AND KEY DETAILS

- For suggested titles, see “Matching Texts to Learning,” pp. T92–T93.
- For instructional support on how to identify the main idea and key details, see the *Leveled Reader Teacher’s Guide*.



Whole Group

Share Bring the class back together in whole group. Invite one or two students to share what they have learned by identifying the main idea and one or two key details of the text they are reading. Provide time to celebrate students' learning.

Independent/Collaborative

Independent Reading



Students can

- reread or listen to *Frederick Douglass* or the *myFocus Reader* text.
- read a trade book or their Book Club text.
- support their partners in developing a summary of a passage they read in their book.

Centers



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

Literacy Activities



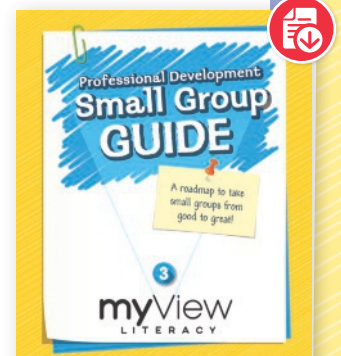
Students can

- complete the graphic organizer on *Student Interactive* p. 278.
- create a chart of VCCCV words.
- play the *myView* games.
- take turns reading a text with expression.

SUPPORT PARTNER READING

Keep partners on track by providing questions that prompt students to discuss the main idea and supporting details in their text.

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



Make Inferences



Frederick Douglass

OBJECTIVE

Make inferences and use evidence to support understanding.

ACADEMIC VOCABULARY

Integrate Offer students oral practice using the unit Academic Vocabulary words to help them monitor comprehension. Ask:

- How did Frederick Douglass become familiar with the abolitionist movement?
- What advice did important abolitionists give Frederick Douglass?

Continue to revisit Academic Vocabulary words with students throughout the week.

Minilesson

FOCUS ON STRATEGIES Readers use background knowledge combined with clues in the text to understand information that is not directly stated in a biography.

- Think about what you already know about the person or topic you are reading about.
- Pause in your reading to identify clues that help you understand an idea in the text.
- Use the text evidence you found to make inferences about the topic.

MODEL AND PRACTICE Use the Close Read note on p. 264 of the *Student Interactive* to model how to make inferences in a text. *I'm trying to understand why Frederick Douglass joined the abolitionist movement. It says that it was hard for a black person to get a job. I also see that Frederick Douglass read a lot about efforts to stop slavery. I know that abolitionists had associations and published newspapers. I highlight these clues. This helps me infer how Frederick Douglass came to join the abolitionist movement.*

ELL Targeted Support Make Inferences Tell students that readers should look for details to understand ideas not stated in the text.

Help pairs read aloud to each other from *Student Interactive* p. 264. Point out the line “black people living there were still not always treated fairly.” Ask students what vocabulary word they learned is about being “treated fairly.” Ask: *How did this make Douglass feel?* **EMERGING/DEVELOPING**

Have pairs read aloud to each other from *Student Interactive* pp. 264–265. Ask students to list words that explain how Frederick Douglass might have felt to not be treated fairly. Tell students to write a sentence using one of these words. **EXPANDING/BRIDGING**



FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for making inferences about text.

OPTION 1 MyTURN Have students annotate the text using one of the other Close Read notes for Make Inferences and then use their annotations to complete p. 279 of the *Student Interactive*.

OPTION 2 Use Independent Text Have students use sticky notes to mark places where they find clues that help them make inferences about the text. Tell them to pause each time they place a note and follow these two steps: 1) use their strategies to make inferences and 2) write their inferences on the notes.

QUICK CHECK

Notice and Assess Can students make inferences about text?

Decide

- **If students struggle**, revisit instruction for making inferences in Small Group on pp. T130–T131.
- **If students show understanding**, extend instruction for making inferences in Small Group on pp. T130–T131.

STUDENT INTERACTIVE, p. 279



READING WORKSHOP

Make Inferences

Readers **make inferences**, or figure out information that is not stated directly in a text. They look for clues in the text and combine this text evidence with what they already know to support their understanding.

1. **MyTURN** Go back to the Close Read notes in *Frederick Douglass* and highlight parts that help you make inferences.
2. **Text Evidence** Use some of your highlighted evidence to make inferences that support your understanding of the text.

Possible responses:

Key Detail	What I Read	What I Know	My Inference
the reason Douglass joined the abolitionist movement	“black people living there were still not always treated fairly”	When people are treated unfairly, they try to find a way to be treated better.	Douglass likely joined because he wanted all people to be treated fairly.
how Douglass’s work affected people’s feelings about slavery	“first time many readers were exposed to the true horrors of slavery”	People want to help others who are being hurt.	Douglass’s work made people upset and want to help enslaved people.
how other abolitionists fought against slavery	“helping others”; “powerful antislavery speeches”; “provided advice”; “rebellion”	When people are not free, they need other people’s help to gain their freedom.	Abolitionists found ways to fight slavery and help enslaved people gain their freedom.

Write for a Reader

OBJECTIVE

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, such as photographs and illustrations, to add more details to their writing.

- Graphic features help readers visualize the people, places, events, and things discussed in a text in new and interesting ways.
- Illustrations can show details from the past and help readers compare the past with the present.

MODEL AND PRACTICE Discuss how students might use a similar technique in their own writing using p. 284 of the *Student Interactive*. Model an example:

1. Select one of the illustrations that shows an event from Frederick Douglass's life.
2. Describe how this illustration helps readers better understand Frederick Douglass.
3. Have students identify an event in a person's life that an illustration could help readers visualize or better understand.

ELL Targeted Support Graphic Features Help students consider the ways illustrations could help improve their writing.

Have partners work together to brainstorm an event from their lives that could be shown in an illustration. Ask them to discuss what details the illustration could show about this event. **EMERGING/DEVELOPING**

Have students choose an event from their lives, and describe the details that they would show in an illustration of that event. Then have them explain what each detail would add to the reader's understanding of that event. **EXPANDING/BRIDGING**



ASSESS UNDERSTANDING

Apply

MyTURN Have students refer to Josh Gregory's use of graphic features as an example for their own writing. Then guide them to complete the activity on p. 284 of the *Student Interactive*.

Writing Workshop

Have students suggest illustrations they could use in their biographies from the Writing Workshop. During conferences, support students' writing by helping them find illustrations or suggest possibilities they could use in their writing.

STUDENT INTERACTIVE, p. 284



DEVELOP AUTHOR'S CRAFT

Write for a Reader

Writers use graphic features such as illustrations for specific purposes. Often they include illustrations to help readers better understand a major event in a text.

MyTURN Think about how the illustrations in *Frederick Douglass* helped you better understand the major events in the text. Now think about how you could use illustrations to help readers understand major events in a person's life. On the lines, write three major events in the life of a person you would like to write about. Draw one of the events on a separate sheet of paper. Below your drawing, briefly explain how this graphic feature achieves the purpose of helping readers understand the event.

Illustrations help readers picture what words describe!



1. Responses should feature a major event in a person's life.

2. Responses should feature a second major event in that person's life.

3. Responses should feature a third major event in that person's life.

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: *r*-Controlled Vowels *ir, er, ur, ear*

FOCUS ON STRATEGIES Review the strategies for decoding *r*-controlled vowels.

MODEL AND PRACTICE Write the following words on the board: *first, clerk, furnish, and heard*. Have students identify and read the *r*-controlled vowel sound in each word and say how it is spelled.

APPLY Have students work independently to find *r*-controlled vowels in words in a story they recently read. Have them write the words and sort them into columns according to the spellings of the *r*-controlled vowels.



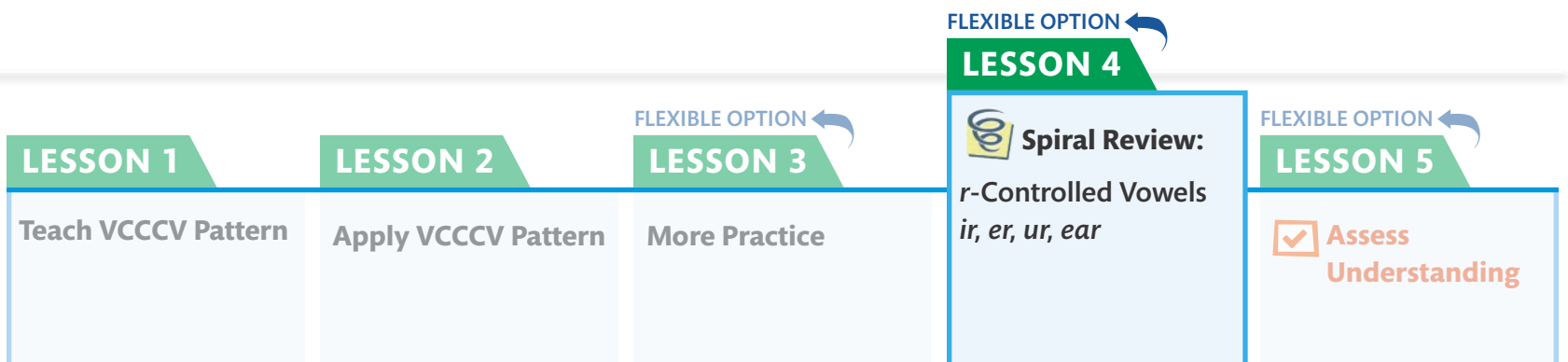
ELL Targeted Support

r-Controlled Vowels For practice identifying and reading words with *r*-controlled vowels, display these words on the board: *heard*, *bird*, *curl*, and *nerve*.

Have students identify the letters that make the /er/ sound in each word and then read the word. (heard, bird, curl, nerve) **EMERGING/ DEVELOPING**

Complete the activity above. Then add the following words with *r*-controlled vowels to the list on the board: *search*, *confirm*, *number*, and *surprise*.

Have students underline the letters that make the /er/ sound in each word and pair the words with the same *r*-controlled vowel. (heard, search; bird, confirm; curl, surprise; nerve, number) **EXPANDING/BRIDGING**



Use the  **QUICK CHECK** on p. T125 to determine small group instruction.

Teacher-Led Options

Strategy Group



MAKE INFERENCES

Teaching Point It can be challenging to make inferences because readers need to figure out for themselves the meaning of the text. Active readers use what they already know and search for evidence to make an inference. Guide students in reviewing how to make inferences.

ELL Targeted Support

Tell students that sometimes authors do not state things directly when writing. Encourage students to use support from peers and teachers to help with understanding.

Have each student work with a partner to list three words that describe Frederick Douglass. Tell students to think about what they read and not what the author said.

EMERGING/ DEVELOPING

Remind students that Frederick Douglass thought that everyone should be treated equally. Tell them that Frederick Douglass also had a difficult time getting a job because of the color of his skin. Ask students to complete the following sentence: *Frederick Douglass was _____ when he could not find a job because _____.*

EXPANDING/BRIDGING



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

Intervention Activity



MAKE INFERENCES

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.

Copyright © Pearson Education, Inc., or its affiliates. All Rights Reserved. Reading Literature T • 167

Fluency

Assess 2–4 students



PROSODY

Have students practice reading *Frederick Douglass* paragraphs 6–7 with appropriate rhythm and intonation.

ORAL READING RATE AND ACCURACY

Use pp. 97–102 in Unit 4 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

MAKE INFERENCES

Talk About Independent Reading Have students share sticky notes and explain how they identified supporting details and made inferences from the details and their prior knowledge.

Possible Conference Prompts

- What details did you identify on your first read?
- How did your prior knowledge contribute to your understanding?
- How did making this inference help you better understand the whole text?

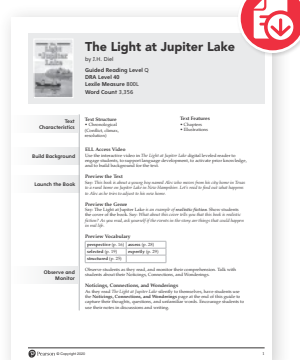
Possible Teaching Point You can gain a sense of accomplishment using your prior knowledge to help you understand new ideas.

Leveled Readers



MAKE INFERENCES

- For suggested titles, see “Matching Texts to Learning,” pp. T92–T93.
- For instructional support on how to make inferences, 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 what they learned about making inferences while reading biographies.

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 by choosing a text to read aloud with a partner.

Centers



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

Literacy Activities



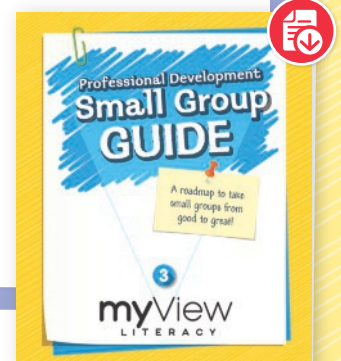
Students can

- complete the graphic organizer on *Student Interactive* p. 279.
- write about their independent text in their reader’s notebook.
- play the *myView* games.
- practice making inferences and checking understanding with a partner by reading a passage from a text aloud and discussing it.

SUPPORT INDEPENDENT READING

Provide students with sticky notes and have them record the inferences they make about the text as they read independently.

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



Reflect and Share



Frederick Douglass

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 text and make connections to other texts, the unit theme, and the Essential Question. Ask:

- How can the story of Frederick Douglass's life influence generations?
- If Frederick Douglass were alive today, what advice might he give our society?

Continue to revisit Academic Vocabulary words with students throughout the week.

Write to Sources

Minilesson

FOCUS ON STRATEGIES Explain that writers should use text evidence to analyze the qualities of people in biographies. Emphasize that a description is more convincing if there is evidence to support it.

- Make a list of the subjects' qualities. Narrow the list down to those qualities that helped them achieve. Find evidence in the text.
- Highlight evidence that shows how their personal qualities are linked to achievements.

MODEL AND PRACTICE Model discussing people who met their goals, using the Interact with Sources prompt on p. 280 in the *Student Interactive*.

I want to highlight the personal qualities of Frederick Douglass and Harriet Tubman. I think I will focus on the quality of being determined. First I will reread the biography of Frederick Douglass to see if it mentions being determined. I don't see those words in the text, but I can make an inference. Paragraph 4 says, *Though he was sometimes met with harsh treatment ... he never gave up.* Now I need to find a similar detail that indicates that Harriet Tubman was determined.

ELL Targeted Support Summarize Students can expand their vocabulary by retelling the story of Frederick Douglass.

Have students work in small groups to summarize the biography *Frederick Douglass*. Students can use the text or images for support. Tell them to use the following sentence starters: *First, Frederick Douglass _____.* *Next, Frederick Douglass _____.* *Finally, Frederick Douglass _____.*

EMERGING/DEVELOPING



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 text to compare personal qualities that helped people meet their goals.

OPTION 2 Use Independent Text Tell students to use their self-selected independent reading texts to identify qualities associated with success. Instruct them to find text evidence for support. Remind students to speak fluently as they present their findings.

QUICK CHECK

Notice and Assess Can students make connections and comparisons across texts?

Decide

- **If students struggle**, revisit instruction for making comparisons in Small Group on pp. T136–T137.
- **If students show understanding**, extend instruction for making comparisons 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 response on a separate sheet of paper.

STUDENT INTERACTIVE, p. 280



RESPOND TO TEXT

Reflect and Share

Write to Sources In *Frederick Douglass*, you learned about a formerly enslaved person who became a leader in the struggle to abolish slavery. Consider this text and other texts you have read this week. What personal qualities helped people meet their goals? Choose one person, and use examples from the text to write and support your response.



Interact with Sources Writers interact with sources by taking notes that will help them answer questions. Before you begin writing, think about questions that could guide your notes about the texts.

- What qualities of the person do I want to focus on?
- What text details show how the person met goals?
- How did personal qualities help the person succeed?

Write key details from the texts that help answer these questions. Use this text evidence to support an appropriate response. Write your response on a separate sheet of paper.

Weekly Question

How can personal stories change society?

My VIEW

Write About It For additional practice on developing and writing opinions using text evidence, ask students to respond to the prompt below on a separate sheet of paper.

Frederick Douglass published his autobiography which “included detailed descriptions of the violence and mistreatment he had experienced while a slave.” Do you think it was wise of Frederick Douglass to publish this book? Use text evidence to support your opinion.

Word Study VCCCV Pattern

OBJECTIVE

Demonstrate and apply phonetic knowledge by decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts.

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 VCCCV pattern, decode the following example word first: *embrace*. (*em/brace*)

Then, provide students with the following words.

transform

extra

complain

pumpkin

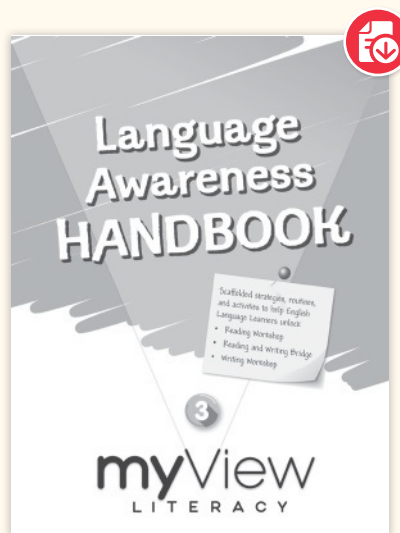
Have students use their knowledge of the VCCCV pattern to decode the words by dividing them into syllables. (*trans/form*, *ex/tra*, *com/plain*, *pump/kin*)





Develop Language Awareness

For additional practice with the VCCCV pattern, complete the activity on p. 44 of the *Language Awareness Handbook*. In this practice activity, students will use phonic support to understand the VCCCV pattern.



				FLEXIBLE OPTION
LESSON 1	LESSON 2	FLEXIBLE OPTION LESSON 3	FLEXIBLE OPTION LESSON 4	LESSON 5
Teach VCCCV Pattern	Apply VCCCV Pattern	More Practice	Spiral Review: <i>r</i> -Controlled Vowels <i>ir, er, ur, ear</i>	<input checked="" type="checkbox"/> 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, both in school and out, 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 way the information is presented in *Frederick Douglass* with the information in “Sojourner Truth” on *Student Interactive* pp. 258–259.

ELL Targeted Support

Ask students to make a comparison between people to answer the Weekly Question: *How can personal stories change society?*

Have students complete this sentence: *The stories of _____ and _____ show how they changed society 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 personal stories and explaining how they answer the Weekly Question. **DEVELOPING**

Have students work individually to present their answers to the Weekly Question. Afterward, have students assess their own presentations based on the strategies they learned in the minilesson.

EXPANDING/BRIDGING



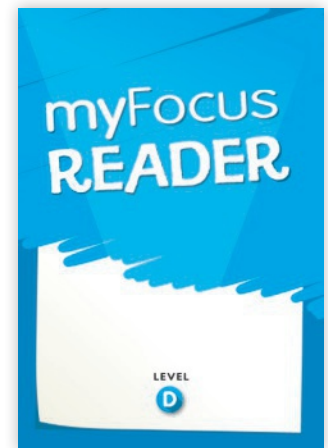
For additional support, see the online *Language Awareness Handbook*.

Intervention Activity



myFOCUS READER

Reread pp. 44–45 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 personal stories that change society 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 the main idea and key details of the text into an effective format.

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

See *Extension Activities*, pp. 170–174, in the *Resource Download Center*.

Conferring

3 students / 3-4 minutes
per conference

COMPARE TEXTS

Possible Conference Prompts

- What similarities and differences did you notice across the various personal stories you read?
- What parts of the texts did you find more or less useful as you formed your ideas?
- How did the text features contribute to your understanding of the text?

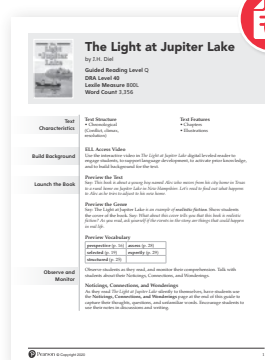
Possible Teaching Point Comparing and contrasting an informational text with others you have read and comparing and connecting ideas about the texts can help you become a more active reader.

Leveled Readers



COMPARE TEXTS

- For suggested titles, see “Matching Texts to Learning,” pp. T92–T93.
- 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 between them.

Independent/Collaborative

Independent Reading



Students can

- reread or listen to the Primary Source “Sojourner Truth” with a partner.
- read a self-selected text.
- reread or listen to their leveled reader.

Centers



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

Literacy Activities



Students can

- write in their reader’s notebook in response to the Weekly Question.
- research the personal story of someone who changed society.
- play the *myView* games.

BOOK CLUB



See Book Club, pp. T484–T485, for

- teacher’s summary of chapters in *Sonia Sotomayor*.
- 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 4 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 biography and explain the author's purpose in a biography.
- I can develop knowledge about language to make connections between reading and writing.
- I can use elements of opinion writing to write an opinion essay.

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

RF.3.4.b, RF.3.4.c, W.3.4, SL.3.1.a, L.3.4.a, L.3.5.a

READING WORKSHOP

GENRE & THEME

- Interact with Sources: Explore the Infographic: Weekly Question T142–T143
- Listening Comprehension: Read Aloud “George Washington Carver” T144–T145
- Biography T146–T147
- ☑ **Quick Check** T147

READING BRIDGE

- Academic Vocabulary: Context Clues T148–T149
- Word Study: Teach Latin Suffixes 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

- Opinion Essay T388–T389
 - » Compose an Introduction
 - » Share Back

INDEPENDENT WRITING

- Opinion Essay T389
- Conferences T386

WRITING BRIDGE

- Spelling: Spell Words with *-able*, *-ible*, *-ation* T390

☑ **Assess Prior Knowledge** T390

- Language and Conventions: Spiral Review: Contractions T391

LESSON 2

RF.3.3.b, W.3.1.a, W.3.1.b, SL.3.1, L.3.1, L.3.2.e

READING WORKSHOP

SHARED READ

- Introduce the Text T156–T173
 - » Preview Vocabulary
 - » Read: *Milton Hershey: Chocolate King, Town Builder*
- Respond and Analyze T174–T175
 - » My View
 - » Develop Vocabulary
- ☑ **Quick Check** T175
- » Check for Understanding

READING BRIDGE

- Word Study: Apply Latin Suffixes T176–T177
- High-Frequency Words T176

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T178–T179
- Strategy and Intervention Activities T178
- Fluency T178
- ELL Targeted Support T178
- Conferring T179

INDEPENDENT/COLLABORATIVE

- Independent Reading T179
- Literacy Activities T179
- Collaboration T179

WRITING WORKSHOP

MINILESSON

- Opinion Essay T392–T393
 - » Organize Supporting Reasons
 - » Share Back

INDEPENDENT WRITING

- Opinion Essay T393
- Conferences T386

WRITING BRIDGE

- Spelling: Teach Words with *-able*, *-ible*, *-ation* T394

- Language and Conventions: Oral Language: Prepositions and Prepositional Phrases T395

LESSON 3

RF.3.3.b, RI.3.3, RI.3.6,
W.3.1, W.3.4, L.3.1

READING WORKSHOP

CLOSE READ

- Explain Author's Purpose T180–T181
 - » Close Read: *Milton Hershey*
- ☑ **Quick Check** T181

READING BRIDGE

- Read Like a Writer: Explain the Use of Tone and Voice T182–T183
- Word Study: More Practice: Latin Suffixes T184–T185 **FLEXIBLE OPTION** ←

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T186–T187
- Strategy and Intervention Activities T186
- Fluency T186
- ELL Targeted Support T186
- Conferring T187

INDEPENDENT/COLLABORATIVE

- Independent Reading T187
- Literacy Activities T187
- Partner Reading T187

WRITING WORKSHOP

MINILESSON

- Opinion Essay T396–T397
 - » Organize Supporting Facts
 - » Share Back

INDEPENDENT WRITING

- Opinion Essay T397
- Conferences T386

WRITING BRIDGE

- Spelling: More Practice: Words with *-able*, *-ible*, *-ation* T398 **FLEXIBLE OPTION** ←
- Language and Conventions: Teach Prepositions and Prepositional Phrases T399

LESSON 4

RF.3.3, RI.3.1, W.3.1.d,
W.3.4, SL.3.1.c, L.3.1

READING WORKSHOP

CLOSE READ

- Ask and Answer Questions T188–T189
 - » Close Read: *Milton Hershey*
- ☑ **Quick Check** T189

READING BRIDGE

- Write for a Reader: Use Tone and Voice T190–T191
- Word Study: Spiral Review: VCCCV Pattern T192–T193 **FLEXIBLE OPTION** ←

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T194–T195
- Strategy and Intervention Activities T194
- Fluency T194
- ELL Targeted Support T194
- Conferring T195

INDEPENDENT/COLLABORATIVE

- Independent Reading T195
- Literacy Activities T195

WRITING WORKSHOP

MINILESSON

- Opinion Essay T400–T401
 - » Compose a Conclusion
 - » Share Back

INDEPENDENT WRITING

- Opinion Essay T401
- Conferences T386

WRITING BRIDGE

- Spelling: Spiral Review: VCCCV Pattern T402 **FLEXIBLE OPTION** ←
- Language and Conventions: Practice Prepositions and Prepositional Phrases T403

LESSON 5

RF.3.3.b, RI.3.3, RI.3.6,
W.3.6, L.3.1

READING WORKSHOP

COMPARE TEXTS

- Reflect and Share T196–T197
 - » Write to Sources
- ☑ **Quick Check** T197
- » Weekly Question

READING BRIDGE

- Word Study: Latin Suffixes T198–T199 **FLEXIBLE OPTION** ←
- ☑ **Assess Understanding** T198

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T200–T201
- Strategy, Intervention, and On-Level/Advanced Activities T200
- ELL Targeted Support T200
- Conferring T201

INDEPENDENT/COLLABORATIVE

- Independent Reading T201
- Literacy Activities T201

BOOK CLUB T201 **SEL** →

WRITING WORKSHOP

MINILESSON

- Opinion Essay T404
 - » Use Technology
 - » Share Back

INDEPENDENT WRITING

- WRITING** Select a Genre T405
- Conferences T386

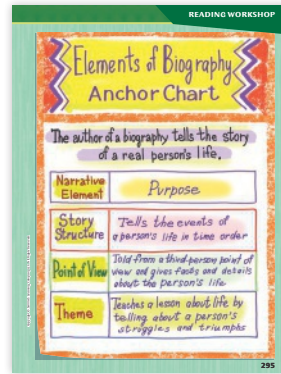
WRITING BRIDGE

- Spelling: Words with *-able*, *-ible*, *-ation* T406
- ☑ **Assess Understanding** T406
- Language and Conventions: Standards Practice T407 **FLEXIBLE OPTION** ←

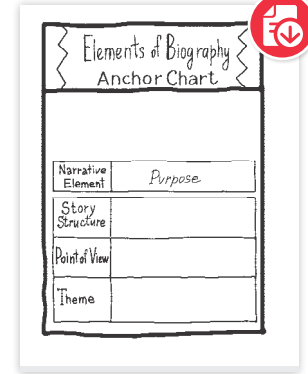
Materials



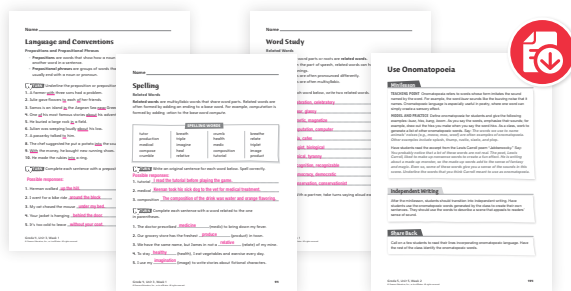
INFOGRAPHIC
Think Big



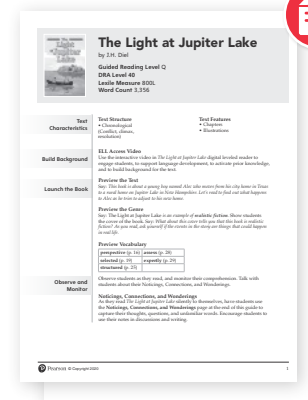
READING ANCHOR CHART
Biography



EDITABLE ANCHOR CHART
Biography



RESOURCE DOWNLOAD CENTER
Additional Practice



LEVELED READERS
TEACHER'S GUIDE

Words of the Week

High-Frequency Words

language
clear

Develop Vocabulary

succeed
determined
impressed
eventually
imagined

Spelling Words

anticipation
civilization
convertible
dependable
flexible
likable
movable
terrible
usable
visible

Challenge Spelling Words

traceable
invincible
inspiration

Unit Academic Vocabulary

benefit
generation
advice
consumer
familiar

WEEK 1 LESSON 1
READING WORKSHOP GENRE & THEME

Listening Comprehension

OBJECTIVE
Listen actively, ask relevant questions to clarify information, and use text to answer questions.

ELL Language Transfer
Explain that all students should be able to understand the text.

START-UP
READ-ALOUD ROUTINE
Purpose: Have students actively listen for elements of biography.
READ the entire text aloud without stopping for Think Alouds unless...
RECALL the text aloud, pausing to model Think Aloud strategies related to biography.

George Washington Carver
All 8 books were a simple title posted to change the lives of many Americans. Of course, it wasn't really that simple. It took a lot of scientific research and the efforts of one man: George Washington Carver.

George Washington Carver was born into slavery in Missouri in either 1864 or 1865. Since there was no written record of his birth, the exact date and year George was born are uncertain, and right after the war, he was taken to Georgia and the Kirtland family. They taught him to read and sing and encouraged him to keep up with his studies.

George did continue to study, but graduating from high school and then becoming the first African American student at Iowa State Agricultural College. There, he got a degree in botany, which is the study of plants, and became a teacher. George spent 47 years teaching at language institutes in Oklahoma.



READ ALOUD TRADE BOOK LIBRARY

Interactive Read Aloud

Fiction Lesson Plan

WHY
Interactive Read Alouds...
• engage students to learn about their independent reading levels.
• provide explicit comprehension...
• enhance students' overall language development.
• provide an opportunity to build fluency and improve 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 and theme of the story.
• Determine the Teaching Points.
• 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.

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 choose to stop and reading to students get the gist of the story and apply 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 points.
• Use Think Alouds to model strategies and make use of in-classroom comprehension and critical thinking strategies.
• Help students make connections to their own experiences, think they have read or learned in the past, or the world.

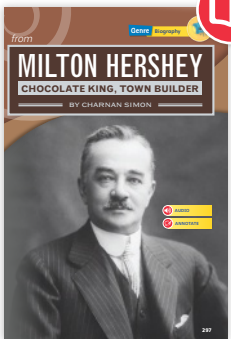
AFTER READING
• Summarize and allow students to share thoughts about the story.
• Engage in a discussion by modeling the format on the last of the story.
• Choose and assign a Student Response Form available on Read.com.



INTERACTIVE READ ALOUD LESSON PLAN GUIDE

READ ALOUD

“George Washington Carver”



SHARED READ
Milton Hershey:
Chocolate King, Town Builder

BOOK CLUB

Titles related to Spotlight Genre and Theme: T486-T487

Mentor STACK

Writing Workshop T385



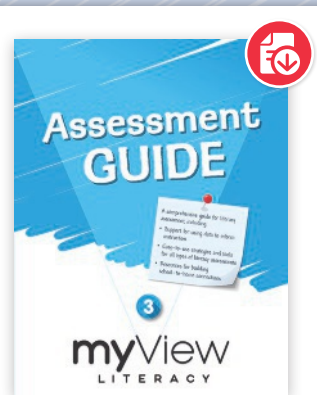
LITERACY STATIONS



SCOUT

Assessment Options for the Week

- Daily Formative Assessment Options
- The following assessments are available on SavvasRealize.com:**
- Progress Check-Ups
 - Cold Reads
 - Weekly Standards Practice for Language and Conventions
 - Weekly Standards Practice for Word Study
 - Weekly Standards Practice for Academic Vocabulary
 - Practice Tests
 - Test Banks



ASSESSMENT GUIDE

Interact with Sources

OBJECTIVES

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

Describe how individuals, events, and ideas have changed communities, past and present.

ACADEMIC VOCABULARY


Language of Ideas Academic Vocabulary helps students access ideas. After you discuss the infographic, ask: [What advice would you give to your community leaders to help improve your community? How do consumers benefit from supermarkets built in food deserts?](#)

- benefit
- advice
- familiar
- generation
- consumer

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 4: *How Do Communities Change Over Time?* Point out the Week 3 Question: *How do big ideas change communities?*

Direct students' attention to the infographic on pp. 292–293 in the *Student Interactive*. Explain that an infographic is a source that combines words and pictures to provide information. Have students read the infographic and discuss the ways big ideas can change communities. 

Use the following questions to guide discussion:

- Have you seen either of these big ideas in action?
- Do you have a big idea that could change your community?

WEEKLY QUESTION Reread the Week 3 Question: *How do big ideas change communities?* Tell students they just learned a few ways big ideas have changed communities. Explain that they will learn about more ways this week.

ILLUSTRATE Have students draw pictures in response to the prompt on p. 293 in the *Student Interactive* and then share their illustrations.



EXPERT'S VIEW Jim Cummins, Professor Emeritus, University of Toronto

“Getting access to literacy is a powerful way of expanding students' sense of self. When students listen to stories, read books, and start writing about things that interest them, they gain confidence in what they are capable of achieving. Writing becomes an expression of self.”

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



ELL Targeted Support Visual Support Read the short paragraphs. Tell students to use the images to help with understanding.

Discuss how the images relate to the topic. Tell students to fill in this sentence frame, *Communities need _____ to feed people _____ food.* **EMERGING**

Discuss the images and elicit new vocabulary. Ask: *What problem needs to be solved?* **DEVELOPING**

Discuss how each image relates to the topic. Discuss new vocabulary, such as *community*, *gardening*, and *desert*. Ask students to write sentences about the images using the new vocabulary. **EXPANDING/BRIDGING**

STUDENT INTERACTIVE, pp. 292–293



WEEKLY LAUNCH: INFOGRAPHIC

INTERACTIVITY

THINK BIG

People can change their communities for the better when they think big. Big ideas make life better for everyone.

BIG IDEA: COMMUNITY GARDENS

Many cities encourage community gardening. The gardens produce food, create beauty, and give people a sense of pride about where they live. They also bring people together to work, play, and learn.

Around **15 percent** of the world's food is grown in urban areas, such as backyards, rooftop gardens, or community gardens.

BIG IDEA: SUPERMARKETS IN FOOD DESERTS

"Food deserts" are areas in a community without stores that sell healthy foods, such as vegetables and fruits. In some communities, grocery stores are few. Community leaders often work to open new supermarkets in food deserts.

About **23.5 million** people live in food deserts.

About **2.2 percent** of all U.S. households are more than ten miles away from a supermarket.

Weekly Question

How do big ideas change communities?

Illustrate On a separate sheet of paper, illustrate, or draw, to show how you might help change your community for the better.

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 “George Washington Carver.”

- scientific : *científico*
- studies : *estudios*
- plants : *plantas*
- invented : *inventó*
- products : *productos*

FLUENCY

After completing the Read-Aloud Routine, display “George Washington Carver.” Model reading aloud a short section of the story. Invite partners to practice accurate and expressive reading using their favorite sentences from the story.

THINK ALOUD

Analyze Biography I can see that this is a biography because it's the story of a real person, George Washington Carver, written by another person. The dates and time-order words help me know it's written in chronological order. I will think about the author's purpose for writing this biography as I continue to read.

Biography

Tell students you are going to read a biography aloud. Have students listen as you read “George Washington Carver.” Explain that students should listen actively, paying careful attention to the ways in which George Washington Carver's big ideas improved his community. 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 biographies.

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

REREAD the text aloud, pausing to model Think Aloud strategies related to biographies.

George Washington Carver

All it took was a simple little peanut to change the lives of many Americans. Of course, it wasn't really that simple. It took a lot of scientific research and the efforts of one man: George Washington Carver.

George Washington Carver was born into slavery in Missouri in either 1864 or 1865. Since there was no written record of his birth, the exact date and year George was born are unknown, and right after he was born, his parents were kidnapped. But even though slavery was made illegal when George was just a baby, his former slave owners continued to raise George and his brother James. They taught him to read and write and encouraged him to keep up with his studies.

George did continue his studies, first graduating from high school and then becoming the first African-American student at Iowa State Agricultural College. There, he got a degree in botany, which is the study of plants, and became a teacher. George spent 47 years teaching at Tuskegee Institute in Alabama.



“George Washington Carver,” continued

During his time at Tuskegee Institute, George studied new uses for crops. These crops included soybeans, sweet potatoes, pecans, and peanuts. George traveled around the community with a cart to educate farmers on how to grow these new crops. Many of the farmers were poor African-American former slaves. George’s ideas for new crops came at an important time because the farmers’ old cotton crops were dying and not selling well. In order to help the farmers make money off the new crops, George invented new products that could be made from the plants.

But George became most famous for his studies on the peanut. He invented more than 300 products that could be made from peanuts. These products included milk, plastics, soap, makeup, paints, medicines—and of course plenty of foods. George became known as “The Peanut Man.”

George Washington Carver was famous for helping a community of struggling farmers and inspiring other young African-Americans to become scientists. He died on January 5, 1943.

THINK ALOUD

Analyze Biography I wonder why the author would write a biography of George Washington Carver, so I have to think about the problem George had to solve and then figure why his solution was important. The problem was that many African-American farmers were poor because their cotton crops were failing. George Washington Carver helped them solve their problem by teaching them to plant new crops as well as inventing ways the crops could be used. So, he made a difference by helping many poor African-Americans make a living. I think the author’s purpose is to inform readers about the effects of George Washington Carver’s ideas about farming on the people in his community.

ELL Access

Read aloud this short summary:

George Washington Carver was born into slavery in the 1860’s. His former slave owner taught him to read and write. Later, he went to school and became a plant scientist. He taught farmers to plant new crops and invented new ways to use the crops.

WRAP-UP

George Washington Carver

Paragraph	Illustration

Help students create their own class infographic about George Washington Carver. Have students suggest important ideas about Carver, and take note of them on a chart. Divide the ideas up so groups can create a paragraph and illustration of each. Put students’ work together in one larger poster.

FLEXIBLE OPTION INTERACTIVE Trade Book Read Aloud

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

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





SPOTLIGHT ON GENRE

Biography

LEARNING GOAL

I can learn more about biography and explain the author's purpose in a biography.

OBJECTIVES

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

Recognize characteristics and structures of informational text.

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

LANGUAGE OF THE GENRE

After discussing the genre and anchor chart, remind students to use words related to biography.

- narrative elements
- theme
- point of view

FLEXIBLE OPTION ANCHOR CHARTS

- Display a blank poster-size anchor chart in the classroom.
- Review the genre throughout the week.
- Have students suggest headings and graphics.

ELL Language Transfer

Cognates Point out the Spanish cognates related to biography:

- entertain : *entretener*
- inform : *informar*
- theme : *tema*

Minilesson

FOCUS ON STRATEGIES A biography is a true story of a person's life. Authors of biographies use their own point of view to interpret facts and details about the person's life story. Sometimes the author generates a theme based on this point of view. Often it is revealed in the major events or accomplishments of a person's life.

- Ask yourself which details of the biography make up the story of the person's life? Is there a plot or is the biography only told in chronological order?
- Look for examples of the author's point of view. How does the author feel about the subject of the biography? How can you tell?
- Think about what the author's point of view tells you about his or her purpose for writing a biography about that person. Does the author's point of view establish a theme?

MODEL AND PRACTICE Model analyzing narrative elements in a biography. Say: In "George Washington Carver," I see that the story of George Washington Carver's life is told in chronological order. He was born a slave, his former slave owners raised him, he went to college and studied botany, and he worked as a professor and scientist who helped poor farmers plant new crops. The author uses words like "helped" and "inspired," so I can tell the author admired George Washington Carver. This point of view makes me think the author's purpose in writing a biography of George Washington Carver was to teach people about a person whose big ideas made a difference in his community. The author's purpose reveals the theme that hard work can lead to big achievements.

Talk about other biographies students have read. Discuss the story line, theme, point of view, and author's purpose of these biographies.

FLUENCY Model reading the first page of "George Washington Carver" with accuracy. Demonstrate how to self-correct when a mistake is made, carefully decoding sounds in words and rereading sentences to understand word meanings and ideas presented. Emphasize that accuracy should not be sacrificed for speed and the importance of using fix-up strategies when an error occurs. Have students echo-read, following your model as you self-correct. Follow up with Paired Reading of the same text for more practice, explaining the effectiveness of repeated reading to increase accuracy.



FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies to identify a biography.

OPTION 1 TURN, TALK, AND SHARE Have students work with a partner to complete the Turn and Talk activity on p. 294 of the *Student Interactive*. Circulate to discover if students can determine and compare the authors' purposes for writing the biographies.

OPTION 2 Use Independent Text Have students create a chart in their reading notebooks that lists the plot, theme, point of view, and author's purpose in their independent reading.

QUICK CHECK

Notice and Assess Can students identify a biography?

Decide

- **If students struggle**, revisit instruction about biography in Small Group on pp. T154–T155.
- **If students show understanding**, have them continue practicing the strategies for reading biographies in Small Group on pp. T154–T155.

Be a Fluent Reader Have students work with a partner to complete the fluency activity on p. 294 of the *Student Interactive*.

STUDENT INTERACTIVE, pp. 294–295



GENRE: BIOGRAPHY

READING WORKSHOP

Learning Goal

I can learn more about biography and explain the author's purpose in a biography.

Spotlight on Genre



Biography

A **biography** is a type of narrative nonfiction that tells a story about a person's life. Narrative elements add interest to real (nonfiction) information about a person's life. Authors can have more than one **purpose**, or reason, for writing a biography. For example, an author may want to write a biography to **entertain** readers with engaging stories and to **inform** readers about events in the subject's life.

TURN and TALK Think about two biographies you have read. With a partner, compare the authors' purposes for writing the biographies.

Be a Fluent Reader Fluent readers of biographies read with accuracy. Accuracy means reading with few or no mistakes.



When you read text aloud,

- sound out letters in unfamiliar words.
- reread a sentence if you do not know the meaning of a word or idea.

294

Elements of Biography Anchor Chart

The author of a biography tells the story of a real person's life.

Narrative Element	<i>Purpose</i>
Story Structure	<i>Tells the events of a person's life in time order</i>
Point of View	<i>Told from a third-person point of view and gives facts and details about the person's life</i>
Theme	<i>Teaches a lesson about life by telling about a person's struggles and triumphs</i>

295

Academic Vocabulary

LEARNING GOAL

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

OBJECTIVES

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

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

Distinguish the literal and nonliteral meanings of words and phrases in context.

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:

- benefit : *beneficio*
- generation : *generación*
- consumer : *consumidor*
- familiar : *familiar*

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 the words and sentences around a word that help you know what the word means. Readers use context clues to figure out the meanings of unfamiliar words.

- A context clue can be a synonym or an antonym.
- A synonym has the same or almost the same meaning as another word.
- An antonym has the opposite meaning of another word.

MODEL AND PRACTICE Model this strategy using the example on p. 319 of the *Student Interactive*.

- Read the sentences that include the word *benefit*. Say: *I'll look for a context clue to help me determine the meaning of the word benefit. In the second sentence I see the word advantage. This word is a context clue to help me determine the meaning of benefit. Advantage and benefit are synonyms. Both are something good or helpful.*
- Point out to students that the example in the chart was completed with this information.

ELL Targeted Support Synonyms and Antonyms Use the strategic learning technique of comparing and contrasting to help students identify synonyms and antonyms.

Display the words *benefit* and *advantage*. Provide the following sentences: *It would benefit me to learn a new language. It would be an advantage to learn a new language.* Help elicit the meaning of both words, and help students see how they are both used in the same way. Explain that this is a synonym. **EMERGING**

Display these words: *buyer*, *seller*. Provide the following sentences: *The buyer wanted cookies. The seller gave the buyer cookies for one dollar.* Have students compare the meanings. Explain that the words are antonyms. **DEVELOPING**

Have students compare and contrast these words: *guidance*, *unfamiliar*, *advice*, *familiar*. Provide example sentences. Have students identify which words are synonyms and which are antonyms. Then have students write sentences using all of the words. **EXPANDING/BRIDGING**



ASSESS UNDERSTANDING

Apply

My TURN Have students follow the same strategy as they complete the chart on p. 319 of the *Student Interactive*. Remind students that they will use Academic Vocabulary throughout this unit.

STUDENT INTERACTIVE, p. 319



VOCABULARY

READING-WRITING BRIDGE

Academic Vocabulary

Context Clues are the words and sentences around a word that give clues to a word's meaning. Some common context clues are synonyms and antonyms. A **synonym** is a word with the same or similar meaning as another word. An **antonym** is a word with the opposite meaning.

Learning Goal

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

My TURN For each pair of sentences below,

1. **Read** the sentences.
2. **Identify** the context clue for the boldfaced vocabulary word.
3. **Tell** whether the context clue is a synonym or an antonym.

Sentences	Context Clue	Type of Context Clue
One benefit to the project is working as a team. It is an advantage to have many minds thinking about the project.	advantage	synonym
The younger generation is skilled with technology. People in that age group began using technology when they were very young.	age group	synonym
She gave great advice . Her guidance helped me decide exactly what to do.	guidance	synonym
The consumer bought everything the seller had on sale.	seller	antonym
I thought the music sounded familiar , but the band was new to me.	new	antonym

Word Study Latin Suffixes

OBJECTIVES

Decode words with Latin suffixes.

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.

LESSON 1

Teach Latin Suffixes

FOCUS ON STRATEGIES Latin is the language of ancient Rome. Many English words and word parts come from Latin, including the suffixes *-able*, *-ible*, and *-ation*. Adding one of these suffixes can change the part of speech of the base word. Adding *-able* or *-ible* to a verb changes it into an adjective. Adding *-ation* to a verb changes it into a noun.

MODEL AND PRACTICE To demonstrate how to decode words with the Latin suffixes *-able*, *-ible*, and *-ation*, write the following words on the board: *movable*, *flexible*, and *civilization*. Have students say each word aloud. Then have them identify the base word and suffix of each word. (*move*, *-able*; *flex*, *-ible*; *civilize*, *-ation*) Discuss the part of speech of each word. (*movable*: adjective; *flexible*: adjective; *civilization*: noun)

Then guide students to identify the spelling changes that must be made to the base words when the suffixes are added.



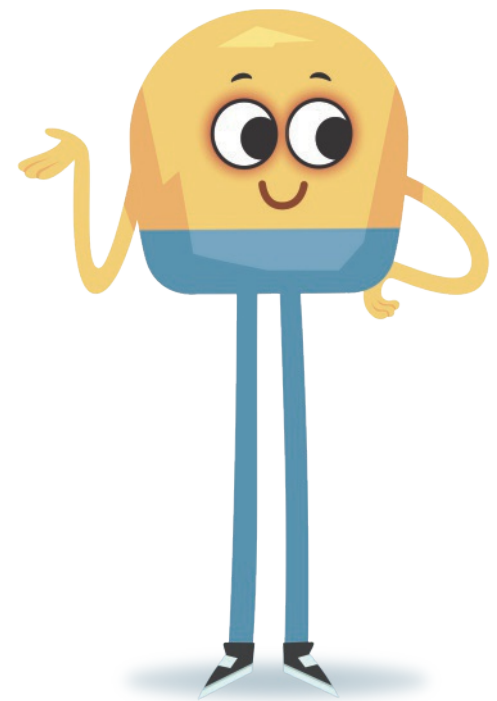
ELL Targeted Support

Suffixes -able, -ible, -ation Remind students that the suffixes *-able*, *-ible*, and *-ation* come from Latin. Use the activities below to practice identifying the suffixes.

Display these words: *comfortable*, *reversible*, and *inspiration*. Have students identify the suffixes. (*comfortable*, *reversible*, *inspiration*) **EMERGING/DEVELOPING**

Display these words: *advise*, *comfortable*, *inflate*, *reversible*, and *inspiration*. Have students circle the words with the suffixes *-able*, *-ible*, and *-ation*. Then have them identify the suffixes in the words they circled. (*comfortable*, *reversible*, *inspiration*) **EXPANDING**

Complete the activity above. Then have students identify the base word in each of the words with suffixes. (*comfort*, *reverse*, *inspire*) **BRIDGING**



LESSON 1

Teach Latin Suffixes

LESSON 2

Apply Latin Suffixes

FLEXIBLE OPTION
LESSON 3

More Practice

FLEXIBLE OPTION
LESSON 4

 **Spiral Review:**
VCCCV Pattern

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 at SavvasRealize.com.



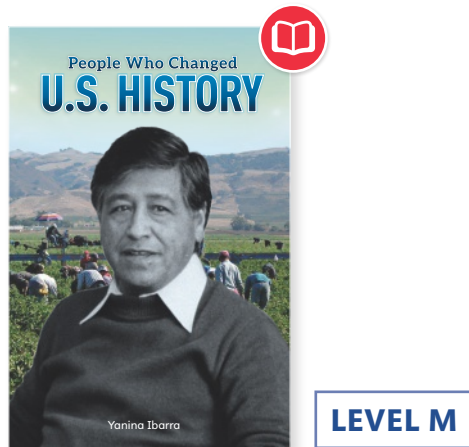
Genre Biography

Text Elements

- Some new vocabulary explained in the text
- Challenging multisyllable words

Text Structure

- Compare and Contrast



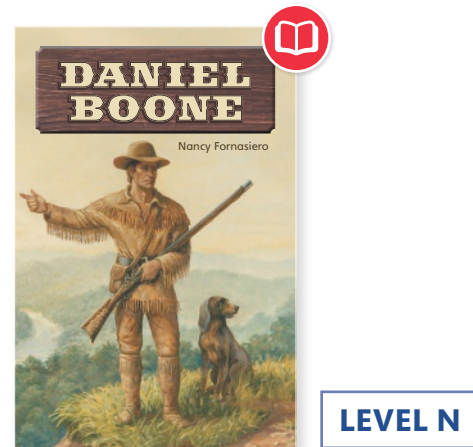
Genre Narrative Nonfiction and Biography

Text Elements

- Most content carried by text
- Additional information carried by captions

Text Structure

- Compare and Contrast



Genre Biography

Text Elements

- Some new vocabulary explained in the text
- Maps with legends

Text Structure

- Description

Guided Reading Instruction Prompts

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

Identify Biography

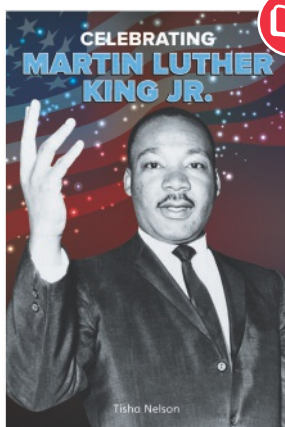
- How can you tell this book is a biography?
- What is the plot of the biography?
- Does the biography have a theme?

Develop Vocabulary

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

Explain Author's Purpose

- What is the author's point of view about the subject of the biography?
- What message or theme was the author trying to convey in this biography?
- What clues help you explain the author's purpose for writing this biography?



LEVEL O

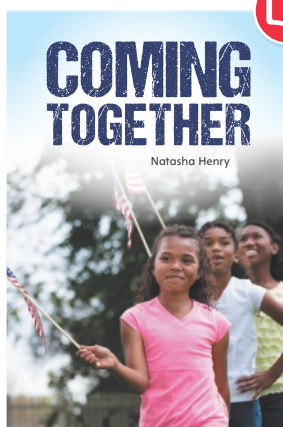
Genre Biography

Text Elements

- Some content builds on prior knowledge
- Chapter titles, glossary, and index

Text Structure

- Description



LEVEL P

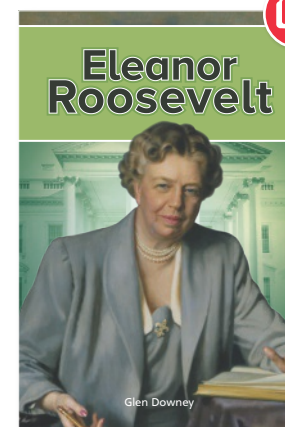
Genre Informational Text and Biography

Text Elements

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

Text Structure

- Compare and Contrast



LEVEL P

Genre Biography

Text Elements

- Content may be new to many students
- Denser format of text

Text Structure

- Description

Ask and Answer Questions

- Which details helped you ask questions about the subject of the biography?
- What questions did you ask yourself about the plot and theme of this biography?
- What details in the text helped you ask questions about the author's point of view and purpose?

Compare Texts

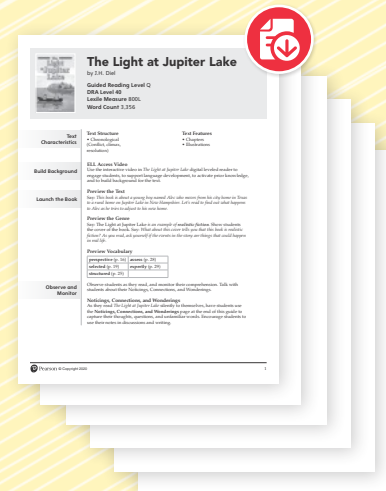
- What connections can you make to other books?
- What did the author do to make this biography interesting?

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 BIOGRAPHY

Teaching Point Recall that a biography is a type of narrative nonfiction that often has a theme. Biographies are written from the point of view of another person. The author’s point of view will help explain the author’s purpose for writing the biography. Review the anchor chart on p. 295 in the *Student Interactive*. Ask students to identify some of the elements of biography in “George Washington Carver.”

ELL Targeted Support

Provide prereading supports to help students identify theme, point of view, and author’s purpose in a biography.

Preteach vocabulary related to the elements of biography. Then have students create a T-chart listing the elements on one side. Create strips with the definitions, and have students place them next to the appropriate terms. Echo read the chart with students. **EMERGING**

To help students focus their reading, provide them with these sentence frames to complete as they read “George Washington Carver.” *Two events in Carver’s life were when _____ and when _____. The author’s purpose for writing was _____.* **DEVELOPING**

Have pairs identify the theme of the biography, and provide details that support that theme. Students may use a Main Idea and Details chart to take notes on the theme and supporting details. **EXPANDING/BRIDGING**



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

Intervention Activity



READING NARRATIVE NONFICTION

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

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!

Reading Informational and Argumentative Text T • 215

On-Level and Advanced



INQUIRY

Question and Investigate Have students use the “Think Big” infographic to generate questions about the big ideas it presents and then choose one to investigate. Throughout the week, have them conduct research about the question. See *Extension Activities*, pp. 170–174, in the *Resource Download Center*.

Conferring

3 students / 3-4 minutes
per conference

IDENTIFY BIOGRAPHY

Talk About Independent Reading Ask students what they have learned about the subjects of the biographies they are reading and if they have identified elements of narrative nonfiction.

Possible Conference Prompts

- What is the structure of the biography?
- Did you notice a theme?
- What evidence do you see of the author’s point of view and the author’s purpose for writing the biography?

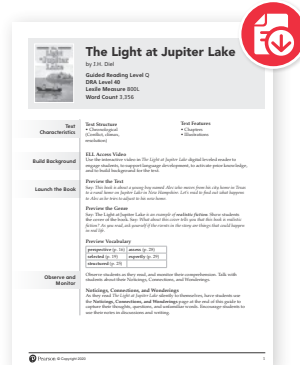
Possible Teaching Point We can usually find elements of narrative nonfiction in biographies, such as theme and author’s point of view. We can use these elements to determine the author’s purpose for writing the biography.

Leveled Readers



IDENTIFY BIOGRAPHY

- For suggested titles, see “Matching Texts to Learning,” pp. T152–T153.
- For instructional support on how to identify the characteristics of biography, see the *Leveled Reader Teacher’s Guide*.



Whole Group

Share Bring the class back together as a whole group. Invite students to share the theme, point of view, and author’s purpose of their independent reading.

Independent/Collaborative

Independent Reading



- 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. T479.

Centers



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

Literacy Activities



Students can

- write about their reading in a reader’s notebook.
- describe the structure of a text they are reading to a partner.
- play the *myView* games.
- work on an activity in the *Resource Download Center*.

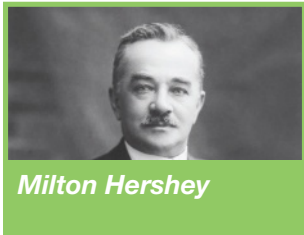
BOOK CLUB



See Book Club, pp. T486–T487, for

- teacher’s summary of chapters in *Sonia Sotomayor*.
- 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 a purpose for reading assigned and self-selected texts.

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

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

Shared Read Plan

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

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

Preview Vocabulary

- Introduce the vocabulary words on p. 296 in the *Student Interactive*. Have students share what they already know about the words, and define them as needed.
 - succeed:** do well or achieve a goal
 - determined:** committed or firmly decided
 - impressed:** affected in a favorable way
 - eventually:** finally or after a long time
 - imagined:** believed or thought was possible
- These words will help you understand the author's purpose in *Milton Hershey: Chocolate King, Town Builder*. As you read, highlight the words when you see them in the text. Ask yourself how each word provides clues to the author's purpose for writing this biography.

Read

Discuss the First Read Strategies. Prompt students to establish that the purpose for reading this selection is to learn about biographies and explain the authors' purposes for writing them.

FIRST READ STRATEGIES

NOTICE Tell students to look for the different features that help them explain the text.

GENERATE QUESTIONS Have students ask questions about the author's purpose for writing the biography.

CONNECT Ask students to make connections between the events in the biography and experiences they have had in their lives.

RESPOND Ask students to respond by discussing the biographies with a partner.

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



ELL Targeted Support Concept Mapping Use a concept web to help students develop their understanding of new vocabulary.

Display a word web and have students copy it into their notebooks. In the center of the web, write the vocabulary word *succeed*. Write the definition in an outer circle of the web. Then, ask students to generate a list of synonyms and antonyms to add to the outer circles. Continue this process with the remaining vocabulary terms. **EMERGING/DEVELOPING**

Direct students to draw a word web in their notebooks and write the heads: *Definition, Synonym, Antonym, and Sentence*. Have them write one of the vocabulary words in the center circle and ask them to work with partners to fill in each of the outer circles. Have them repeat this process with the other four words. **EXPANDING/BRIDGING**

ELL Access

Background Knowledge Remind students that biographies are nonfiction narratives that are usually told in chronological order. To help students understand the order of events in the text, discuss the signal words and phrases the author uses to indicate the sequence of events, such as *by the time, after, then, before he knew it, soon, and as a result*. Build on students' prior knowledge to explain or review the importance of understanding the order of events in a biography.

STUDENT INTERACTIVE, pp. 296–297



Genre Biography

Meet the Author

Charnan Simon was the editor of a children's magazine and the author of more than 100 books for young readers. She had a passion for bringing history and science to life through her stories. Charnan Simon died in 2014.

from

MILTON HERSHEY

Preview Vocabulary

As you read *Milton Hershey*, pay attention to these vocabulary words. Notice how they provide clues to the author's purpose.

succeed	determined
impressed	eventually imagined

Read

Before you begin, read the title to identify the subject of the **biography**. Then follow these strategies as you read the text the first time.

<p>Notice text features that help explain the text.</p>	<p>Generate Questions about 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

Copyright © SAVVAS Learning Company LLC. All Rights Reserved.

from

MILTON HERSHEY

CHOCOLATE KING, TOWN BUILDER


BY CHARNAN SIMON

AUDIO

ANNOTATE

First Read

Connect

 **THINK ALOUD** I see the text starts with a question addressed to the readers. Before I continue, I think about my answer to the question. I can think of times I had what I thought was a great idea, but I couldn't figure out how to make it work. It made me think my ideas weren't so great and I gave up. I wonder if that is what happened to Hershey? I'm ready to start reading to find out more about him.

Close Read

Ask and Answer Questions

Have students scan **paragraph 1** and highlight details about trying hard. Together, discuss the saying, "If at first you don't succeed, try, try again." Ask students to generate questions about the author's purpose for including it in the text. **See student page for possible responses.**

Ask: *What part of the author's message does this old saying illustrate?*

Possible Response: The author uses the old saying about trying hard to illustrate the idea that hard work pays off and failure is not a good reason to quit a project or assignment, which is one of the themes of this text.

DOK 2

OBJECTIVE

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

CLOSE READ

Ask and Answer Questions

Highlight details about trying hard. Use these details to help you ask a question about the author's purpose for including an old saying in the text.

succeed do well or achieve a goal

determined committed or firmly decided

"If at First You Don't Succeed..."

- 1 Have you ever had a really wonderful idea, but you couldn't make it work? **No matter how hard you tried, it just never turned out the way you wanted it to. There is an old saying, "If at first you don't succeed, try, try again."** This can be difficult advice to follow. When you keep failing, you want to give up.
- 2 One man who knew all about trying and failing was Milton Snavely Hershey. **He tried to set up his own business many times. Each time he failed miserably.** He lost all of his own money and the money of his friends and family. But Milton was stubborn. He knew he had a good idea, and he was determined to make it work.
- 3 Today, we can all be grateful for Milton Hershey's stubbornness. His good idea was the Hershey Chocolate Company. Thanks to Milton's hard work and determination, we have Hershey's candy bars, chocolate syrup, cocoa, and other treats to sweeten up our world!

298

Copyright © SAVVAS Learning Company LLC. All Rights Reserved.

Possible Teaching Point



Read Like A Writer | Author's Craft

Tone To help students recognize the author's use of language to set the tone, display this example from paragraph 2: "But Milton was stubborn. He knew he had a good idea, and he was determined to make it work." Discuss how the word *stubborn* can often have a negative connotation, but the two sentences work together to clarify the author's positive opinion of Hershey and his willingness to work hard to meet his goals. For additional instruction, use the Read Like a Writer lesson on pp. T182–T183 in the Reading-Writing Workshop Bridge.



Copyright © SAVVAS Learning Company LLC. All Rights Reserved.

First Read

Generate Questions

THINK ALOUD I'm going to look at this photograph and see if I have any questions about what it shows and why the author chose to include it in this biography. Since I just learned that Milton Hershey started the Hershey Chocolate Company, I think that this photograph is of his chocolate factory. But where is the factory? Who is in this picture? Will she be part of the story? How do they make the chocolate? Do they use a secret recipe? How do the machines work? How many candy bars can they make from that table full of chocolate? Now I really want to continue reading and see if I can find out the answers to these questions.

299

Possible Teaching Point




Word Study | Latin Suffixes

Use the Word Study lesson on pp. T150–T151 in the Reading-Writing Workshop Bridge to reinforce how understanding Latin suffixes can help students define an unknown word and determine its part of speech. Have students reread paragraph 3 and focus on the word *determination*. Ask them to identify the base word (*determine*) and the suffix (*-ation*). Then, help them classify the word *determine* as a verb and *determination* as a noun. Continue by having them use each word in an original sentence.

First Read

Notice

 **THINK ALOUD** When I turned the page, the text in the brown box at the bottom of the page immediately caught my attention. I see the word *Philanthropist* in large letters. This box must explain what that word means. I bet it will give me more clues about how Milton Hershey lived his life. I'm going to read the box carefully to see how it relates to the main text.

Close Read

Vocabulary in Context

Have students use context clues beyond the sentence to determine the meaning of the word *disadvantaged* in **paragraph 6**. As they read, ask them to underline the text that helps them define the word.

Ask: *What conclusions can you draw about why Milton Hershey was concerned about disadvantaged children?*

Possible Response: Milton Hershey grew up poor and did not have many opportunities to further his own education. He wanted to help other children so they would get a better education and have more chances to become successful than he had growing up.

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 a context clue beyond the sentence to determine the meaning of the word *philanthropist* in the text feature.

Underline the context clue that supports your definition.

- 4 Milton Hershey made a lot of money from his chocolate company. He wanted to use his money in a worthwhile way. Instead of spending it all on himself, he used his money to help other people.
- 5 Milton Hershey built an entire town called Hershey, Pennsylvania. In this town he built homes, schools, and churches. He also built theaters, swimming pools, a sports arena, and an amusement park.
- 6 Perhaps most importantly, Milton Hershey started a school for disadvantaged children. Milton knew what it was like to be young and penniless. He had no children of his own, but that didn't stop him from wanting to help other children. He gave his entire personal fortune to the school that is named after him. Today, the Milton Hershey School serves more than one thousand boys and girls.

PHILANTHROPIST

Milton Hershey was a philanthropist.

A philanthropist is a person who helps others by giving them money and other things they need.

A philanthropist doesn't expect to receive anything in return.

300

CROSS-CURRICULAR PERSPECTIVES

Social Studies



Milton Hershey wanted to do more than build a town for those who worked in his factories. He and his wife, Kitty, decided to create an orphanage that was also a school. They opened the Hershey Industrial School in 1909 inside the home where Hershey had grown up. Their idea was to teach orphans basic trades so they could support themselves. They would also provide a stable home life, clothing, food, and schooling. But nine years later, Kitty suddenly died and Milton gave his personal fortune to the school. Over time, its machine shops where once students learned the skills needed to work in the Hershey plant became part of a college-prep institute.



- 7 Milton Snavely Hershey was born in the little town of Derry, Pennsylvania, on September 13, 1857. Milton's family had lived in the rolling hills of central Pennsylvania for more than one hundred years. His great-grandfather built the farmhouse, called The Homestead, in which Milton was born.
- 8 Milton didn't live in the comfortable stone farmhouse for long, however. His father, Henry, was a dreamer. Henry couldn't seem to settle down to any one job or place to live. He moved his family many times during Milton's childhood.

Copyright © SAVVAS Learning Company LLC. All Rights Reserved.

CLOSE READ

Explain
Author's
Purpose

Underline details that help you connect information about where Hershey was born with where he later built his factory and town. Explain how these details relate to the author's purpose and message.

301

ELL Targeted Support Comprehension Help students comprehend expressions, such as “*he was a dreamer.*”

Write the sentence in paragraph 8: “His father, Henry, was a dreamer.” on the board and read it aloud. Ask students to repeat the sentence. Explain that this phrase doesn't mean he had dreams as he slept, but means he had wishful ideas. Then have students fill in the sentence starter, *I dream that _____.*

EMERGING/DEVELOPING

Have pairs reread paragraph 8 and describe the relationship between the idea that Hershey's father was a dreamer and the reasons his family moved frequently. **EXPANDING/BRIDGING**

First Read

Respond

THINK ALOUD The information on this page says Milton's family lived on The Homestead for more than one hundred years, but Milton moved many times during his childhood. Talk with a partner about how moving to new places might have influenced his life and why the author thinks it is an important detail for the reader to know.

Close Read

Explain Author's Purpose

Have students scan **paragraph 7** to find and underline details in the text that help explain why Milton Hershey was drawn to central Pennsylvania. **See student page for possible responses.**

Guide students in recognizing the author's purpose for including this information in the text. Ask: **Why does the author include the information about the family home, The Homestead?**

Possible Response: She includes this information to inform the reader of his family's ties to central Pennsylvania. It helps me understand his early childhood, explains why he loves the area, and tells me why he would eventually choose to set up his factory and build a small town there.

DOK 2

OBJECTIVE

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

First Read

Connect

THINK ALOUD The caption on this page tells me this is a picture of Milton's school. It looks so different from our schools today. In fact, it looks more like a house than a school to me. It is very tiny and has a front door like I have at home. Our school is huge with lots of big hallways and several wide front doors. I wish I could see the inside of Milton's school to see if it looks like our classroom.

Close Read

Explain Author's Purpose

Ask students to read the Close Read note and scan **paragraphs 9–10**. Prompt them to underline details that help explain the author's purpose for including information about Hershey's education in this text. **See student page for possible responses.**

Ask: *What clues about Hershey's character does the information about his education provide for the reader?*

Possible Response: These details illustrate the challenges he had to overcome as he was growing up. Attending different schools and then leaving home to live and work with a new family was probably difficult for Hershey. By including information about these challenges, the author shows the readers that he was able to overcome obstacles and work toward his goals.

DOK 2

OBJECTIVE

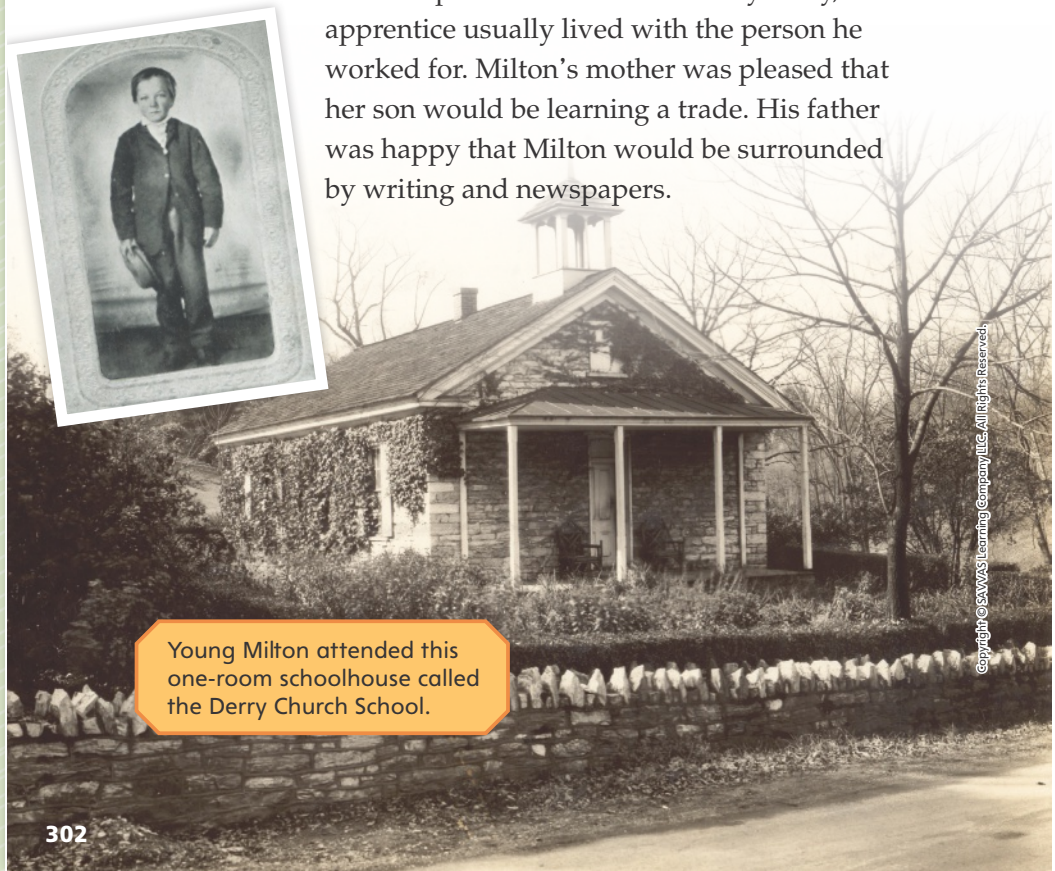
Explain the author's purpose and message within a text.

CLOSE READ

Explain Author's Purpose

Underline details that help you explain the author's purpose for including information about Hershey's education.

- 9 All of this moving made it hard for Milton to get an education. By the time he was thirteen years old, he had attended six different schools. But Milton's father loved books and reading. He wanted his son to keep going to school. Milton's mother Fanny, however, was more practical. She thought it was time for her son to learn a trade.
- 10 Milton's mother and father came to an agreement. Milton would leave school and become a printer's apprentice. An apprentice is a young person who is learning a trade from a skilled person. In Milton Hershey's day, an apprentice usually lived with the person he worked for. Milton's mother was pleased that her son would be learning a trade. His father was happy that Milton would be surrounded by writing and newspapers.



Young Milton attended this one-room schoolhouse called the Derry Church School.

302

ELL Targeted Support Multiple-Meaning Words Tell students that some words have more than one meaning.

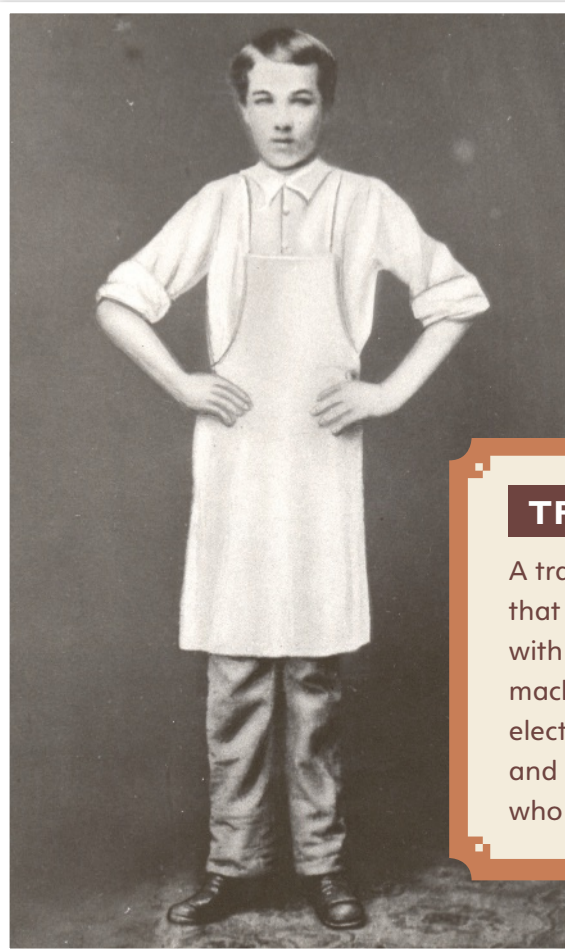
Draw students' attention to the word *trade* on p. 303 of the *Student Interactive*. Ask: *What does the text say the word means?* ("a job or a craft that requires working with your hands or with machines") Then, ask students to think of another meaning for the word ("to exchange one item for another").

EMERGING/DEVELOPING

Have pairs brainstorm a list of multiple-meaning words and write their definitions. Have them look through the text for multiple-meaning words and add them to their list. **EXPANDING/BRIDGING**



- 11 Unfortunately, Milton wasn't a very good printer's apprentice. After two years, Fanny Hershey found another job for her son. Milton would learn to make candy in Joe Royer's Ice Cream Parlor and Garden in Lancaster, Pennsylvania.



Copyright © SAVVAS Learning Company LLC. All Rights Reserved.



CLOSE READ

Ask and Answer Questions

Highlight a detail that can help you answer this question to deepen your understanding of the text: What is the author's purpose for including the information about Hershey failing as a printer's apprentice?

TRADE

A trade is a job or craft that requires working with your hands or with machines. Carpenters, electricians, mechanics, and printers are all people who have learned a trade.

303

First Read

Respond

THINK ALOUD The first sentence on this page says that Milton "wasn't a very good printer's apprentice." This is surprising to me, because I know eventually he is going to become a famous businessman with his chocolates. Talk with a partner about possible reasons why Milton wasn't a very good apprentice. Discuss these questions: Was working in a print shop too complicated for him? Did he just did not like the work he was doing, so he didn't try hard enough?

Close Read

Ask and Answer Questions

Have students scan **paragraph 11** and highlight details that would help them to ask and answer a question about the author's purpose for including information about Hershey failing as an apprentice. **See student page for possible response.**

Ask: *Why do you think the author wanted the reader to understand Hershey's failures as an apprentice?*

Possible Response: The details about him failing as an apprentice tell me that things did not come easily to him and he was not immediately successful at everything he tried to do. I think the author included this information to show the reader that Hershey was not easily discouraged and was willing to try new things, even though he might fail.

DOK 2

OBJECTIVE

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

Possible Teaching Point



Word Study | Latin Suffixes

Tell students that practicing reading words formed from a base word and a Latin suffix can help them read more fluently. Call their attention to the word *education* in paragraph 9. Ask students to name the base word (*educate*) and use it in a sentence. Then, discuss how the part of speech changes when the Latin suffix *-ation* is added to the word. For further instruction, use the Word Study lesson on pp. T150–T151 in the Reading-Writing Workshop Bridge.

First Read

Connect

THINK ALOUD The two black-and-white photos at the top of the page are of Milton's parents. They remind me of old family photos we have of my grandparents and great-grandparents. I wonder if someday people will look at pictures of me and think they look old-fashioned.



Henry and Fanny Hershey,
Milton's parents

Close Read

Explain Author's Purpose

Ask students to scan **paragraph 13** and underline details that help explain the author's purpose and message for the biography. **See student page for possible responses.**

Ask: **How did the author organize this text to help you understand her message and purpose?**

Possible Response: This text is organized chronologically, so the reader can follow the events in Hershey's life in the order in which they took place. This helps the author achieve her purpose of informing the reader about his life because the information is presented in a sequential order and is easy for the reader to follow.

DOK 2

OBJECTIVE

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

CLOSE READ

Explain Author's Purpose

Underline details that help you explain how the text in paragraph 13 relates to the author's purpose and message of the biography.

- 12 Milton liked candy making from the beginning. It was a tricky business, since there were no exact recipes to follow. Joe Royer taught his young apprentice to start with sugar, then add water and flavorings. He showed Milton how to let the mixture boil until just the right moment. Then, together, Joe and Milton poured the candy out onto a big marble counter to cool.
- 13 Milton learned that he had a special knack for making candy. Customers liked his caramels and peppermints and fudge. After a few years, Milton decided he had learned all he could from Joe Royer. It was time to start his own candy business.

304

Copyright © SAVVAS Learning Company LLC. All Rights Reserved.

Possible Teaching Point



Read Like a Writer | Author's Craft

Tone To help students understand how the author uses tone, display the sentence: *Milton learned that he had a special knack for making candy.* Explain that the word *knack* means "a special talent for something that is hard to teach." Then, ask: **What does this sentence tell us about the author's attitude toward Hershey?** (She uses this term to describe Milton's talents in the candy kitchen, underscoring the idea that he is creative and talented.) For further instruction, use the Read Like a Writer lesson on pp. T182–T183 in the Reading-Writing Workshop Bridge.



- 14 Luck was with Milton. His caramel candies—made with fresh milk—were a great success. An Englishman was so impressed with the candies, he ordered a huge supply to be shipped to England. Milton knew the milk would keep his candy fresh even after weeks on an ocean liner.
- 15 Before he knew it, Milton had more business than he could handle. He borrowed money from the Lancaster National Bank to buy more candy-making equipment. Milton had no trouble paying back the loan.

CLOSE READ

Ask and Answer Questions

Highlight details in paragraphs 14 and 15 that help you ask a question about how Hershey's business became successful. Then use these details to answer your question and deepen your understanding of how Hershey's success relates to the author's message.

impressed affected in a favorable way

First Read

Notice

THINK ALOUD The first thing I notice on this page is the photograph of milk. This seems out of place to me. I know that Milton Hershey made candy, but the author only mentioned sugar, water, and flavorings as ingredients in the recipes. I don't understand why milk would be important to him or his story. I need to read the text carefully to see why the author chose to illustrate this page with a pitcher of milk.



Copyright © SAVVAS Learning Company LLC. All Rights Reserved.

305

Close Read

Ask and Answer Questions

Remind students that while they are reading they should ask themselves questions to better their understanding of the text. Have them scan **paragraphs 14 and 15** and highlight details they can use to ask questions about how Hershey's business became successful. **See student page for possible responses.**

Ask: *What additional information would you add to this section to help strengthen the author's message?*

Possible Response: I would include more facts and details about his hard work to grow the caramel candy business in this passage. I would also include some information about problems he solved as he was building up his business. This information would help make the author's message that hard work pays off clearer.

DOK 3

OBJECTIVE

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

Possible Teaching Point



Academic Vocabulary | Context Clues

Remind students that if they see an unfamiliar word in the text, they can use context clues to help them determine the word's meaning. Have students reread paragraph 15 and ask them to use context clues in the paragraph to define the word *loan* (borrowed money). Use the Academic Vocabulary lesson on pp. T148–T149 in the Reading-Writing Workshop Bridge to provide additional instruction using context clues to define unknown words.

First Read

Notice

THINK ALOUD At the bottom of this page, I see an old-fashioned photograph of a large building. I wonder what this building has to do with candy. Then I notice the gold box with the caption in it. This text feature explains that the building is the Lancaster Candy Company, Milton's first business. This information is helpful as it adds to what I've learned in the biography and helps me better understand the text.

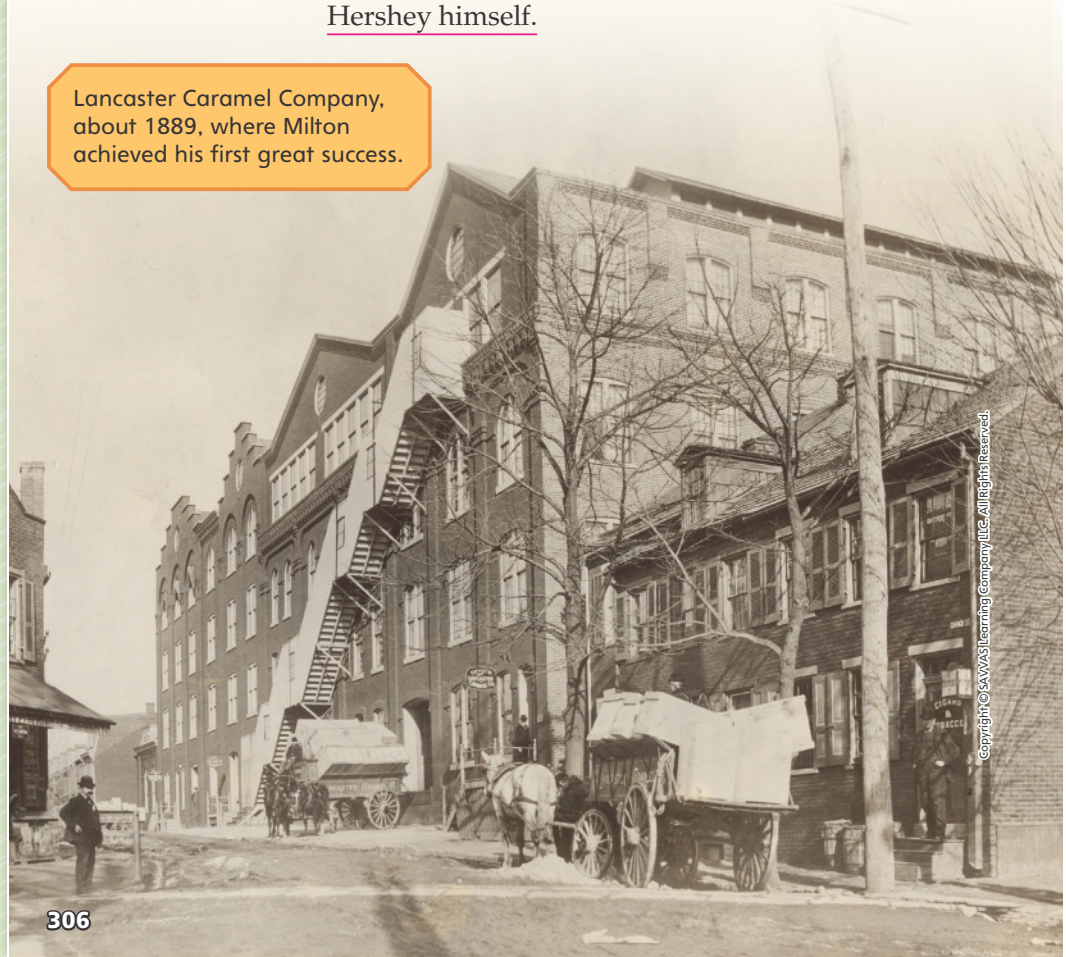
CLOSE READ

Explain Author's Purpose

Underline a sentence that helps you explain the author's purpose for describing different types of caramels in the biography.

16 Business kept booming. Everyone seemed to be eating the caramels Milton was making in his Lancaster Caramel Company. There were so many to choose from! McGinties, Jim Cracks, and Roly Polies for the children. Lotuses, Paradox, and Coconut Ices for adults. Melbas, Empires, and Icelets for people who liked their candies made with skimmed milk instead of smooth, rich cream. And all of the different shapes and flavors were invented by Milton Hershey himself.

Lancaster Caramel Company, about 1889, where Milton achieved his first great success.



Close Read

Explain Author's Purpose

Have students scan **paragraph 16** and underline a sentence that helps explain the author's purpose for describing different types of caramels. **See student page for possible responses.**

Say: *Why do you think the author listed so many caramels and included details about who liked each kind?*

Possible Response: I think the author wanted to emphasize that Hershey was very talented and could make caramels for anyone.

DOK 2

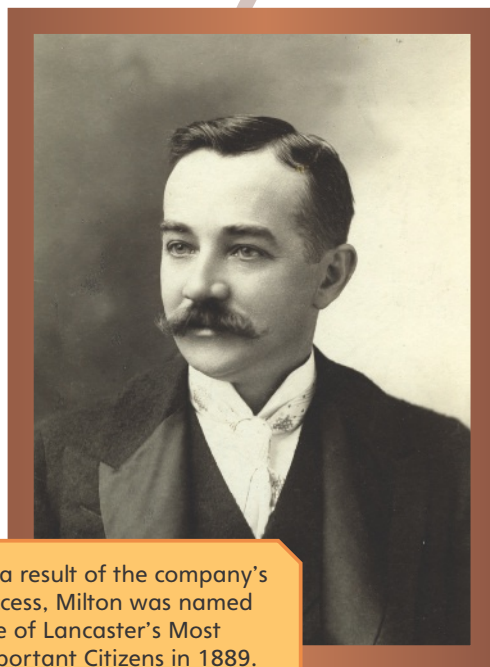
OBJECTIVE

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

ELL Targeted Support Summarize Tell students that one way to make sure they understand the biography is to stop every few pages and summarize what they have read up to this point. On the board, draw a horizontal flow chart with three boxes.

Have students draw a picture to illustrate the main events that took place during three phases of Hershey's life. **EMERGING/DEVELOPING**

Label three phases of Hershey's life. Ask students to write one sentence describing each phase. **EXPANDING/BRIDGING**



As a result of the company's success, Milton was named one of Lancaster's Most Important Citizens in 1889.

- 17 Soon Milton had to expand. He built factories in other Pennsylvania cities. He started a branch in New York City, and another in Chicago. He shipped his caramels all over the country—and soon, all over the world. People everywhere—Japan, China, Australia, and Europe—loved Milton's caramels.
- 18 The Lancaster Caramel Company made Milton Hershey a rich man. But it wasn't caramels that made him famous. In 1893, Milton had an idea that would make “Hershey” a household name around the world.

Copyright © SAVVAS Learning Company LLC. All Rights Reserved.

CLOSE READ

Vocabulary in Context

Readers use context to determine the meaning of multiple-meaning words. They look at words within the sentence and in nearby sentences to define the words.

The word *branch* can mean “a small limb of a tree” or “one location of a business.” Use context clues within and beyond the sentence to determine the meaning of *branch* in paragraph 17. Underline the context clues that support your definition.

307

First Read

Respond

THINK ALOUD Hershey's caramels must have been delicious! I knew he was famous for making chocolates, but now I know that he was also talented at making other types of candies. In paragraph 17, I learned that his company was expanding and he was sending his candy all over the world. I wish I could taste one!

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.

Ask students to find the word *branch* in **paragraph 17** and review the different meanings of the word with the class. Then direct them to identify and underline the context clues that help them determine the correct meaning of the word in this paragraph. **See student page for possible responses.**

Ask: **How are the two meanings of the word *branch* similar?**

Possible Response: Both meanings of the word mean “a smaller part of something larger.” Just like a branch growing off a tree trunk, a branch of a company is a smaller part that is connected to something larger.

DOK 2

OBJECTIVE

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

Possible Teaching Point



Academic Vocabulary | Context Clues

Draw students' attention to the word *expand* in paragraph 17. Have them read the paragraph to find context clues that help them define the word. Then, challenge them to think of a list of synonyms and antonyms for the word. (Synonyms: *grow, increase, extend, multiply*; Antonyms: *decrease, shrink, reduce*). For further instruction, use the Academic Vocabulary lesson on pp. T148–T149 in the Reading-Writing Workshop Bridge.

First Read

Notice

THINK ALOUD When I preview this page of the text, I notice a quote set in large type at the top of the page. This grabs my attention and tells me that we are finally going to learn about how Milton began making his famous Hershey's chocolate. I can't wait to start reading to learn about this part of his career.

Close Read

Ask and Answer Questions

Have students scan **paragraph 20**. Ask: *What challenges did Hershey overcome to make his chocolates? What questions do you have about this information?* Highlight details that help the class ask and answer questions about these challenges as students point them out. **See student page for possible responses.**

Ask students how this information relates to the author's purpose for writing this biography and have them consider what she wants the readers to learn from these details.

Possible Response: The author wants to teach us that Hershey had to keep working hard for his success, even though he already was an excellent candy maker. This adds to her message that success comes from hard work.

DOK 2

OBJECTIVES

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

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

CLOSE READ

Ask and Answer Questions

Highlight details that help you ask a question about how Hershey overcame the challenges of making chocolate. Then use these details to answer your question and deepen your understanding of how overcoming challenges relates to the author's purpose and message.

eventually finally or after a long time

"I Want to Make Chocolate"

- 19 It all started when Milton visited the World's Columbian Exposition in Chicago. Milton was fascinated by an exhibition of chocolate-making equipment from Germany. He studied the machinery for hours. Then he made up his mind. He would buy the equipment, ship it to Lancaster, and start making chocolate himself.
- 20 Making chocolate was harder than it looked. Milton and his candy makers tried one recipe after another, until they found just the taste they wanted. Eventually, Milton's factory was making 114 different kinds of fancy chocolates. Then, in 1900, Milton Hershey made a big decision. He didn't want to run both a caramel factory and a chocolate factory. From then on, he would only make chocolates.



308

Possible Teaching Point



Academic Vocabulary | Context Clues

Remind students that authors often include context clues to help readers define words. Often, these clues are synonyms. Draw students' attention to this phrase in paragraph 19: "an exhibition of chocolate-making equipment from Germany" Then, ask students to find a synonym that helps them define the word *equipment* ("machinery"). For additional practice, use the Academic Vocabulary lesson on pp. T148–T149.



WORLD'S COLUMBIAN EXPOSITION

The 1893 World's Columbian Exposition in Chicago was held to celebrate the 400th anniversary of Christopher Columbus's arrival in North America. It was a giant world's fair, with exhibits from around the globe. More than 27,000,000 people visited the exposition.

CLOSE READ

Explain Author's Purpose

Underline details that help you explain the author's purpose for including the "World's Columbian Exposition" text feature.

First Read

Generate Questions

THINK ALOUD As I scan this page, I see text about the "World's Columbian Exposition" and a picture of a Ferris wheel. This doesn't seem to go with the topic of the biography we're reading. Why did the author include information about this exposition? What exactly is an exposition? What does a Ferris wheel have to do with making candy? I will have to read this page carefully to understand how it fits in to the rest of the text.

Close Read

Explain Author's Purpose

Have students read **page 309** to find details explaining the author's purpose for including this feature about the exposition in the text. Underline the students' responses as they point them out. **See student page for possible responses.**

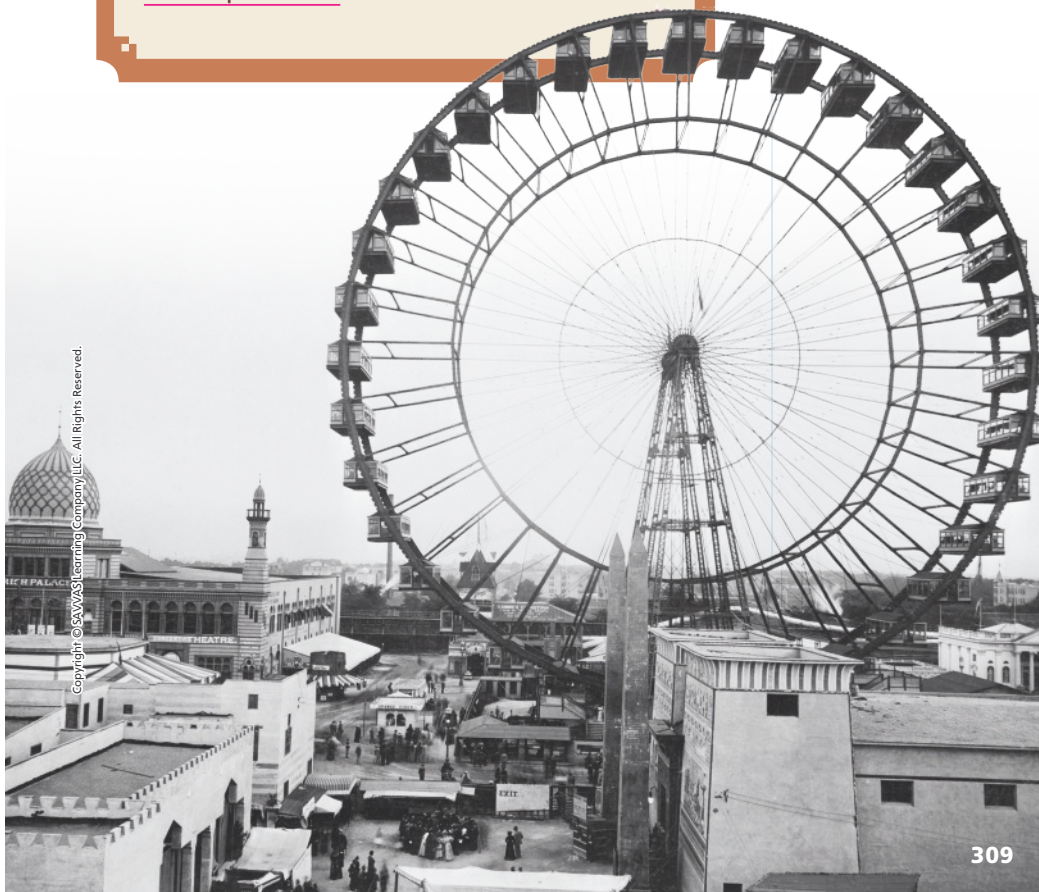
Ask: *Why might someone like Milton Hershey want to attend the 1893 World's Columbian Exposition?*

Possible Response: Hershey was an inventor and an entrepreneur, so he was probably very curious to see all the different exhibits and ideas being shared at the exposition. He wanted to gather new ideas, learn about new technology, and meet other people who had similar interests.

DOK 2

OBJECTIVE

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



Copyright © Savvas Learning Company LLC. All Rights Reserved.

CROSS-CURRICULAR PERSPECTIVES

Social Studies



In 1893, America was just becoming a grand nation and it gave itself a birthday party in Chicago. It began as a celebration of the four hundredth anniversary of Christopher Columbus coming to America, but soon it turned into a massive display of culture, industry, education, and spectacle. Gigantic buildings displayed modern wonders, from moving sidewalks to the first chewing gum.

First Read

Connect

THINK ALOUD The photograph of the men preparing the land for the factory helps me understand the size of the project Hershey was overseeing. It also helps me to see how building technology has changed over time. The image of the men with shovels is very different from a photo we would have of a construction site today. They are not wearing any safety equipment and their jobs seem much harder than they would be with modern equipment.

Close Read

Ask and Answer Questions

Have students review the text on page 310 and look for information that describes why Hershey wanted to build his factory near Derry, Pennsylvania. Highlight the text details in **paragraphs 21 and 22** as students point them out. **See student page for possible responses.** Then have students use these details to ask and answer a question about Hershey's determination to build his factory on this farmland.

Possible Response: Why was Hershey confident this was the best place to start his business? Text details show there was plenty of land, water, and fresh milk in the farmland. He was confident that with these things available he could build a successful factory.

DOK 2

OBJECTIVE

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

CLOSE READ

Ask and Answer Questions

Highlight details about Pennsylvania. Use those details to ask and answer a question about why Hershey was determined to build his factory there.

21 On August 10, 1900, Milton Hershey sold the Lancaster Caramel Company for \$1 million. He immediately began plans to build a huge new chocolate factory. This factory would be located out in the farmland **near Milton's birthplace** in Derry, Pennsylvania.

22 Building a factory in the middle of the cornfields made sense to Milton Hershey. There was **plenty of land to build on**. There was **plenty of fresh water**. And there were **plenty of cows to provide good, fresh milk** for making delicious chocolates.

Milton decided to build his chocolate factory in the farm country near his hometown.



310

Copyright © Savvas Learning Company LLC. All Rights Reserved.

Possible Teaching Point

Read Like a Writer | Author's Craft

Tone Remind students that tone reveals the author's attitude toward a subject. Read aloud the following sentence from paragraph 22: "And there were plenty of cows to provide good, fresh milk for making delicious chocolates." Ask: **What does the author's word choice suggest about her attitude toward Hershey's idea to build a factory near farmland?** (The author agrees with Hershey because she describes the cow's milk as "good" and "fresh.") Use pp. T182–T183 to provide additional instruction about identifying tone.



- 23 Not everyone agreed with Milton. His wife, Kitty, told him he ought to have his head examined. Everyone knew that factories belonged in cities! Besides, she would ask, where would the factory workers live—in a barn?
- 24 But Milton Hershey had thought of that, too. He promptly began to build a town for his workers. There would be comfortable houses with gardens. There would also be schools, churches, and stores. There would be a post office and a trolley car for transportation. It would be a wonderful town—and it would eventually be named Hershey, Pennsylvania.

Kitty Hershey, around the time she married Milton (1898)



Copyright © SAVVAS Learning Company LLC. All Rights Reserved.

311

CLOSE READ

Explain Author's Purpose

Underline details about Hershey's solution for a problem related to his factory workers. How do these details help you explain the author's purpose and message?

First Read

Generate Questions

THINK ALOUD When I scan this page, I notice a picture of a woman in a black dress and wonder why the author included it. When I read the caption, I learned that she was Hershey's wife. Was she involved with creating the famous chocolate recipe? Does she work with Hershey in the factory? I wonder if Hershey brainstorms his ideas with her before he tries them. I'll have to keep reading to find out her role in his life.

Close Read

Explain Author's Purpose

Have students scan **paragraphs 23 and 24**. Ask: **How did Hershey solve problems for his factory workers?** Have students underline the details in the text that help them answer the question. **See student page for possible responses.**

Together, discuss the author's purpose for including this information in the biography. Then, ask: **What does this information reveal about Hershey's character?**

Possible Responses: It shows that he was a smart and organized businessman. The details illustrate that he was an excellent planner and thought about potential problems as he made plans for his chocolate factory. It also shows that he wanted to create a nice place for his workers to live. I bet he thought if they were happy at home, they would be happier at work.

DOK 2

OBJECTIVE

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

Possible Teaching Point



Word Study | Latin Suffixes

Ask students to look for Latin suffixes *-able* and *-ible*. Remind them that these suffixes change words from verbs to adjectives. Draw their attention to the word *comfortable* in paragraph 24. Guide them to identify the word as an adjective describing the houses Hershey was building for his workers. For additional practice using Latin suffixes, use the Word Study lesson on pp. T150–T151.

First Read

Connect

THINK ALOUD After looking at the photograph on this page, I have a much better understanding of trolley cars. I can see that the trolley car looks similar to a bus, so it is able to hold a lot of people. They have wide bench seats, which is also similar to a modern-day bus. I bet people used these to get around town just like we use public transportation today.

Close Read

Ask and Answer Questions

Have students review the text and the photograph on page 312 of the *Student Interactive*. Ask: **What details help you think of a question about transportation in Hershey, Pennsylvania?** Highlight the text details on **page 312** as students point them out. **See student page for possible responses.**

Then have students use the text evidence to answer their question about transportation in Hershey, Pennsylvania.

Possible Response: The text evidence shows that trolley cars were used for transportation. The trolley cars ran on power from overhead power lines.

DOK 2

OBJECTIVE

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

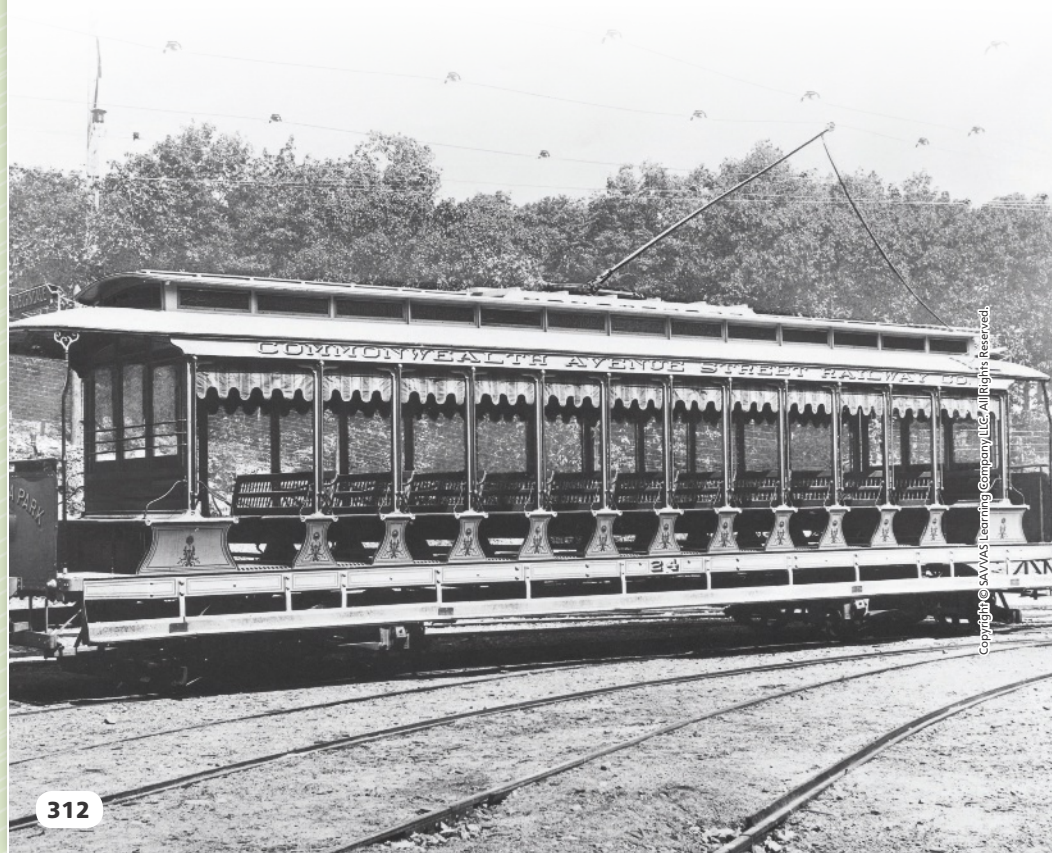
CLOSE READ

Ask and Answer Questions

Highlight details that help you generate a question about transportation in Hershey, Pennsylvania. Use text evidence to answer the question and gain information about the town of Hershey.

TROLLEY CARS

Trolley cars, or streetcars, are a sort of passenger train that roll along rails in city streets. The cars are run by overhead power lines.



CROSS-CURRICULAR PERSPECTIVES

Social Studies



Today we have buses and subways in most modern cities, but long ago stagecoaches carried groups of people through the streets. These were replaced by horsecars in the 1830s. Trolley cars eventually put horsecars out of business when electricity became available. They used a long pole to touch an electric line suspended high above the street, which provided the power for the vehicle. Trolley cars used very little energy to carry large numbers of people. Modern trolleys remain popular in many cities today because buses burning diesel fuel are five times more expensive to operate.



25 It all happened just the way Milton Hershey said it would. The Hershey Chocolate Company was soon bigger than anyone could have imagined. And Hershey, Pennsylvania, grew into a thriving town with two main streets—named Chocolate and Cocoa Avenues!

Many of the streets of Milton's town were given names that refer to chocolate.



CLOSE READ

Explain Author's Purpose

Underline details the author includes about Hershey's success. Use these details to help you explain the author's purpose and message within the text.

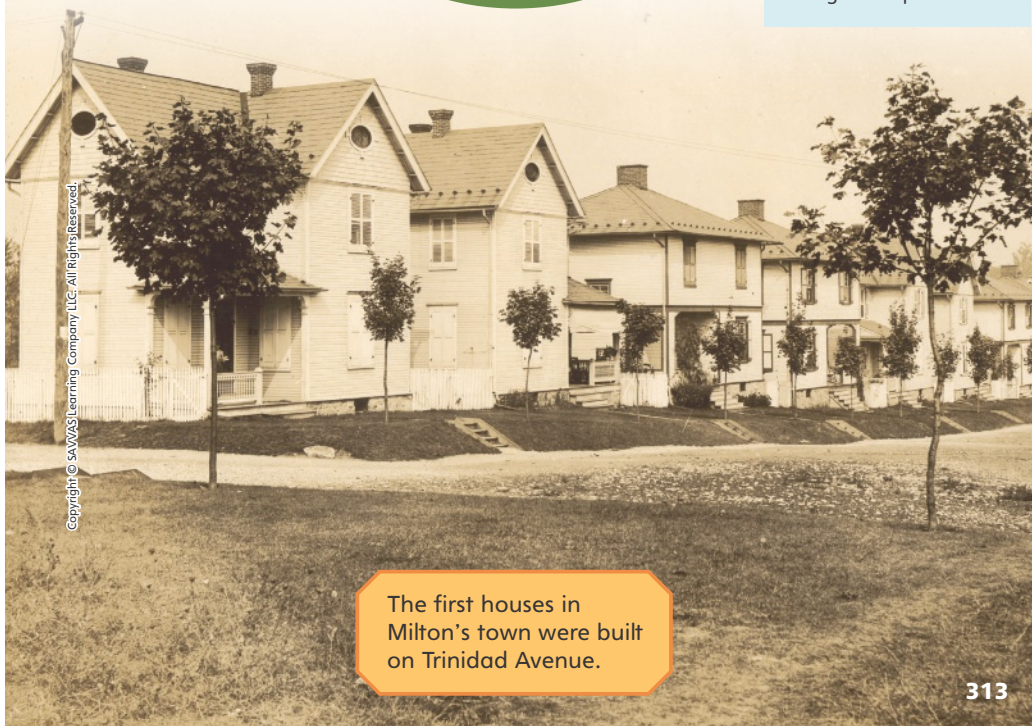
Fluency Read paragraph 25 aloud with a partner to practice reading with accuracy. When you come to an unfamiliar word, pause and try to sound it out.

imagined believed or thought was possible

First Read

Notice

THINK ALOUD Illustrations and captions can provide important information that explains details in the text. These primary source photographs show what Hershey, PA, looked like when the town started. The picture of the street signs helps me understand that the town was truly centered around chocolate.



The first houses in Milton's town were built on Trinidad Avenue.

313

Close Read

Explain Author's Purpose

Ask students to scan **paragraph 25** and underline details that describe Hershey's success. Discuss the author's purpose for including this information.

Ask: *Why do you think the author included that the company "was bigger than anyone could have imagined"?*

Possible Response: The author wanted to emphasize that Hershey had done something really big and important.

DOK 2

FLUENCY

Tell students that accuracy is a fluency skill, and it means that one doesn't make mistakes when reading words. Have students work with partners to practice reading **paragraph 25** until they can read it accurately, or without any mistakes.

DOK 1

OBJECTIVES

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

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CROSS-CURRICULAR PERSPECTIVES

Social Studies



Hershey, Pennsylvania today remains the special creation of its founder, Milton S. Hershey. It is still called Chocolate Town, U.S.A., and the Sweetest Place on Earth. Its main attractions besides being a pleasant place to live remain the Hershey Chocolate World Attraction where visitors can see how its chocolates are made. Equally popular is Hershey Park, an amusement park that attracts fun-seekers. The Penn State Medical Center is another part of Hershey's legacy. The city Milton S. Hershey created and nurtured with an eye to the future still remains strong today.

Respond and Analyze



Milton Hershey:
Chocolate King, Town
Builder

OBJECTIVES

Use text evidence to support an appropriate response.

Respond using newly acquired vocabulary as appropriate.

My View

Begin by asking students, “What did you think about this text?” or “What part surprised you or interested you most?”

- **Connect** Would you like to have lived in the town Milton Hershey founded—Hershey, Pennsylvania? Why or why not?
- **React** What impressed you the most about Milton Hershey?

Develop Vocabulary

Minilesson

FOCUS ON STRATEGIES Tell students that authors of biographies and narrative nonfiction use vivid words to give readers clear pictures of the people they are writing about. The vocabulary words *succeed*, *determined*, *impressed*, and *imagine* give readers a more complete idea of who Milton Hershey was.

- Remind yourself of the word’s meaning.
- Ask yourself what the author is trying to convey about the person.

MODEL AND PRACTICE Model filling out the chart on p. 314 of the *Student Interactive* using the word *determined*.

- The author describes how committed Milton Hershey was to making his idea work. He was *determined*.
- If you are determined, you are not going to let small problems stop you.
- My sentence must tell something that Hershey was determined to do.

ELL Targeted Support Linguistic Support Display the words in the Word Bank. Use linguistic support to help students understand how these words can describe people’s actions and beliefs.

Have students listen as you read cloze sentences. Have pairs work together to choose the correct vocabulary word to complete each cloze sentence: *Hershey wanted to _____. Hershey’s company was bigger than he had _____. (succeed; imagined)* **EMERGING/DEVELOPING**

Have pairs use the vocabulary words to ask and answer questions about their reactions to the text. **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. 314 of the *Student Interactive*. Their sentences should use text evidence to tell about Milton Hershey.

OPTION 2 Use Independent Text Have students find and list vivid words that tell about people and characters in their independent reading texts. Have them look for context clues or use a print or online dictionary to determine the meaning of each word.

QUICK CHECK

Notice and Assess Can students identify vivid words that give clues to the character of Milton Hershey?

Decide

- **If students struggle**, revisit instruction for developing vocabulary in Small Group Intervention on pp. T178–T179.
- **If students show understanding**, extend instruction for vocabulary in Small Group on pp. T178–T179.

Check for Understanding MyTURN Have students complete p. 315 of the *Student Interactive*.

STUDENT INTERACTIVE, pp. 314–315



VOCABULARY

Develop Vocabulary

In biographies and other narrative nonfiction, authors use vivid words to describe a person's actions, beliefs, and interactions. These words help create a complete picture in readers' minds.

MyTURN Add a vocabulary word from the word bank to complete each sentence. Then use the word in a sentence about Milton Hershey.

Word Bank

succeed determined impressed imagined

Possible responses:

Milton Hershey

Determined means "committed."

Sentence: Hershey was **determined** to start a chocolate company.

Succeed means "do well."

Sentence: **Hershey knew he would succeed with hard work.**

Imagined means "believed."

Sentence: **The company grew bigger than anyone imagined.**

Impressed means "affected in a favorable way."

Sentence: **Many people were impressed by Hershey's candies.**

314

COMPREHENSION

READING WORKSHOP

Check for Understanding

MyTURN Look back at the text to answer the questions.

Possible responses:

1. How do you know that *Milton Hershey* is a biography?

DOK 2 The author tells the true story of another person's life. The text is based on facts and events about a real person, Milton Hershey.

2. Why does the author include a section about the World's Columbian Exposition in the biography?

DOK 2 The author includes the text feature to add details about the event and help readers to understand the size and importance of the exposition that inspired Hershey to make chocolate.

3. Why should Milton Hershey be remembered for more than making candy? Construct a logical argument using details from the text.

DOK 2 Hershey should be remembered for more than making candy because he built the entire town of Hershey, Pennsylvania. The town included homes, schools, and churches. He also built a school for disadvantaged children.

4. Connect the saying "If at first you don't succeed, try, try again" to Hershey's story. Cite text evidence.

DOK 2 Hershey did not succeed at first, but he kept trying. For example, he did not succeed working as a printer. He ended up learning to make candy instead. He used his skills to start his own businesses. He had to try many different chocolate recipes before he found ones that worked.

315

Word Study Latin Suffixes

OBJECTIVES

Decode words with Latin suffixes.

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.

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

LESSON 2

Apply Latin Suffixes

APPLY MyTURN Direct students to complete the activity on p. 320 of the *Student Interactive*.

inspiration

advisable

reversible

starvation

inflatable

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. 320



WORD STUDY

Latin Suffixes

Latin Suffixes *-able, -ible, -ation* can be added to the ends of some words. The suffixes *-able* or *-ible* change a verb into an adjective. The suffix *-ation* changes a verb to a noun. When a verb ends with the letter *e*, the *e* is often dropped when adding the suffix.

The suffixes *-able* and *-ible* are spelled differently, but they are read, or pronounced, the same. In the suffix *-ation*, the letter *a* spells the long *a* sound. The letters *tion* spell the sound you hear in the word *shun*.

My TURN Read each word. Complete the chart.

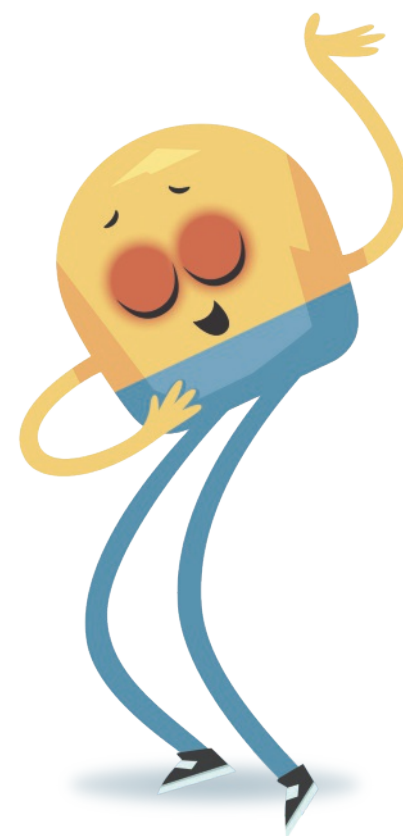
Word	Base Word	Suffix	Part of Speech
inspiration	inspire	-ation	noun
advisable	advise	-able	adjective
reversible	reverse	-ible	adjective
starvation	starve	-ation	noun
inflatable	inflate	-able	adjective

High-Frequency Words

High-frequency words are words that you will see often in texts. Read these high-frequency words: *language, clear*.

Copyright © SAVVAS Learning Company, LLC. All Rights Reserved.

320



LESSON 2

Apply Latin Suffixes

FLEXIBLE OPTION
LESSON 3

More Practice

FLEXIBLE OPTION
LESSON 4

Spiral Review:
VCCCV Pattern

FLEXIBLE OPTION
LESSON 5

Assess Understanding

LESSON 1

Teach Latin Suffixes

Use the  **QUICK CHECK** on p. T175 to determine small group instruction.

Teacher-Led Options

Strategy Group



DEVELOP VOCABULARY

Teaching Point Biographical authors use vivid words—clear, descriptive, interesting words—about the subjects of their texts. This helps them express their point of view. Have students look back at *Milton Hershey: Chocolate King, Town Builder* for words that describe Milton Hershey and his actions.

ELL Targeted Support

Tell students they can understand the subject of a biography better by looking for vivid words the author uses to describe the subject and his or her actions. Have students use visual and contextual support for vocabulary words about Milton Hershey.

Find the words *succeed*, *determined*, *impressed*, and *imagined* in the text. Explain the meaning of each word using accessible language. Then have students fill in sentence frames using the new words such as, *Milton Hershey was _____ to _____*. **EMERGING/DEVELOPING**

Have partners find meanings for *succeed*, *determined*, *impressed*, and *imagined*. For each word, have them write two sentences—one with the word and one with a synonym, such as: *I am determined to do it. I strongly want to do it.* They may write these sentences in their notebooks. **EXPANDING/BRIDGING**



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

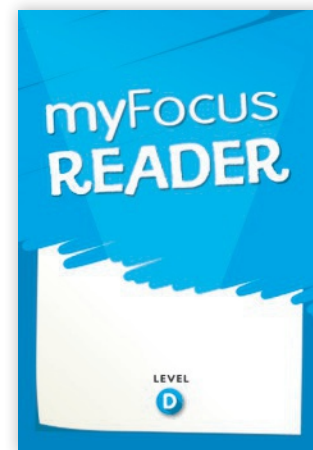
Intervention Activity



myFOCUS READER

Read pp. 46–47 in the *myFocus Reader* with students. Use the teaching support online at SavvasRealize.com to provide additional insight for students on how big ideas change communities.

Provide instructional support for comprehension and Word Study—Latin suffixes *-able*, *-ible*, *-ation* 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 accurately. That is, they should read the actual words of the text, without omissions (leaving a word out), substitution (using one word instead of another), or errors in identifying a word. Have each student read the passage three times accurately. Their reading should be smooth and without hesitations. If needed, model reading aloud accurately.

ORAL READING RATE AND ACCURACY

Use pp. 103–108 in Unit 4 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

Reading Ask students to tell you some vivid and interesting words the author used in the text to tell about people and how students figured out the meanings of the words.

Possible Conference Prompts

- What vivid or unusual words did the author use to tell about a person’s character and actions?
- What helped you understand each word?

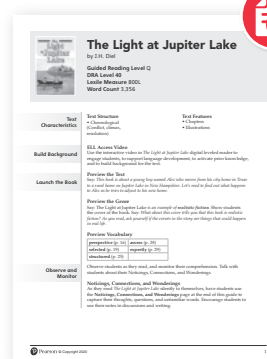
Possible Teaching Point Readers pay attention to the vivid words an author uses about a person’s character and actions. They might ask, “Why did the author choose this word?”

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*.



Whole Group

Share Bring the class back together as a whole group. Invite one or two students to share vivid and interesting words used to describe people in their texts.

Independent/Collaborative

Independent Reading



Students can

- reread or listen to *Milton Hershey: Chocolate King*, *Town Builder* or the *myFocus Reader* text.
- read a trade book or their Book Club text.
- partner-read a text, making sure they understand all word meanings.

Centers



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

Literacy Activities



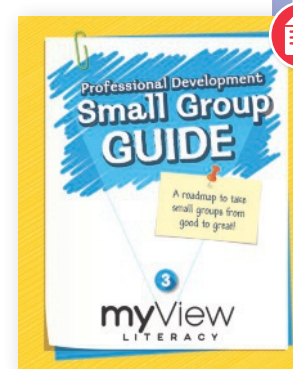
Students can

- complete the graphic organizer on *Student Interactive* p. 314.
- work with a partner to discuss and answer the questions on *Student Interactive* p. 315.
- play the *myView* games.
- take turns reading a passage accurately.

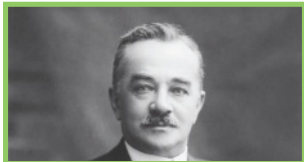
SUPPORT INDEPENDENT READING

Have students list words that they find interesting in their independent reading, and compose sentences using the words.

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



Explain Author's Purpose



Milton Hershey:
Chocolate King, Town
Builder

OBJECTIVE

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

ACADEMIC VOCABULARY

Integrate Offer students oral practice using unit Academic Vocabulary words to talk about how big ideas change communities. Give students sentence starters, such as:

- A big idea can be a **benefit** to a community by ____.
- People who are not **familiar** with a big idea about their community could learn about it by ____.

ELL Access

Discuss with students the different purposes authors often have for writing, providing examples of entertaining, informative, and persuasive texts.

Minilesson

FOCUS ON STRATEGIES Readers use details in the text to help them figure out the author's point of view. Readers should look for vivid language and the tone of the text to draw conclusions. Once the reader has determined the author's point of view, they can establish why the author wrote the text.

MODEL AND PRACTICE Use *Student Interactive* p. 301 to model annotating the text to figure out the author's purpose and message.

- The author gives details of the place where Milton Hershey was born. This is a biography, and these details are important because Hershey later built a town on similar farmland. I will underline them and use them to help me figure out the author's purpose and message.
- Have students look through the text and identify words and phrases that hint at the author's purpose. Remind students to pay attention to the tone of the text.

ELL Targeted Support Analyze Author's Purpose Remind students that authors have a purpose, or reason, for writing a text.

Have pairs ask and answer questions about the author's purpose, using sentence frames: *Why did the author write _____? I think the author wrote _____ to _____.* **EMERGING/DEVELOPING**



EXPERT'S VIEW Judy Wallis, Literacy Specialist and Staff Developer

“Comprehension must be embedded in text, and kids need different tools to develop as readers. First, kids need declarative knowledge from us—noticing and naming: *I noticed that you just made an inference.* Then they need procedural knowledge: *Kids, I'm going to share with you what is going on in my head as I read this.* Finally, they need us to offer them conditional knowledge—knowledge and when and why to apply strategies. There is nothing we learn that doesn't include declarative, procedural, and conditional knowledge.”

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



FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for identifying the author's purpose for writing and relating this purpose to the author's message.

OPTION 1 MyTURN Have students annotate the text using the Close Read notes for Explain Author's Purpose and then use the text evidence from their annotations to complete the graphic organizer on p. 316 of the *Student Interactive*.

OPTION 2 Use Independent Text Have students use sticky notes to mark places that give clues to the author's purpose. After they have read, they should write a conclusion about what the author's purpose and central message are.

QUICK CHECK

Notice and Assess Can students find clues about the author's purpose?

Decide

- **If students struggle**, revisit instruction about analyzing author's purpose in Small Group on pp. T186–T187.
- **If students show understanding**, extend instruction about author's purpose in Small Group activities on pp. T186–T187.

STUDENT INTERACTIVE, p. 316



CLOSE READ

Explain Author's Purpose

An **author's purpose** is his or her reason for writing a text. An **author's message** is the specific idea that the author wants readers to understand after reading the text. You can use text details to explain the author's purpose and message within a text.

1. **MyTURN** Go to the Close Read notes in *Milton Hershey*. Underline parts that help you explain the author's purpose and message.
2. **Text Evidence** Use some of the parts you underlined to complete the chart.

Possible responses:

What the Text Says	How the Text Relates to Author's Purpose	How the Text Relates to Author's Message
<p>"Milton learned that he had a special knack for making candy. . . . It was time to start his own candy business."</p> <p>"where would the factory workers live . . . ?"; "He promptly began to build a town for his workers."</p>	<p>The author wants to tell readers how Hershey started his own candy business.</p> <p>The author wants to tell readers why Hershey created a town.</p>	<p>The author wants readers to understand that Hershey was ambitious and hard working.</p> <p>The author wants readers to understand that Hershey was determined and found solutions to problems.</p>

Explain the author's purpose and message within the biography:

The author's purpose is to inform readers about the life of Milton Hershey. The author's message is that Hershey worked hard and was determined to succeed.

Copyright © SAVVAS Learning Company LLC. All Rights Reserved.

Read Like a Writer

OBJECTIVE

Discuss how the author's use of language contributes to voice.

Explain the Use of Tone and Voice

Minilesson

FOCUS ON STRATEGIES Authors make specific word choices to create a certain tone and voice.

- Tone is an author's attitude toward the subject of a piece of writing.
- Voice is an author's personality as it is reflected in his or her writing.
- Readers can learn about an author's tone and voice by analyzing the author's word choices.

MODEL AND PRACTICE Model how to analyze tone and voice by directing students to the top of p. 321 of the *Student Interactive*.

1. Identify that author Charnan Simon uses the word *grateful* to describe how people should feel about Hershey's stubbornness.
2. Have students analyze why Simon might have chosen this word. Why does she think people should be thankful for another person's stubbornness, when stubbornness is usually viewed as a bad thing?
3. Guide students to understand that Simon's choice of the word *grateful* shows she thinks Hershey's stubbornness made good things happen. This shows that Simon's voice is positive.

ELL Targeted Support Connotations To help students better understand positive and negative connotations, have them work with a partner to analyze the connotations of words.

Display this sentence: *Business kept booming*. Have partners use a dictionary to find the meaning of *booming*. Then have them discuss whether the sentence means business was good or bad. What other words or phrases could students use to replace *booming* that would have the same meaning? **EMERGING/DEVELOPING**

Display the sentence: *Business kept booming*. Have partners discuss whether that means business was good or bad. How do they know? What other words or phrases could they use in place of *booming* to have the same meaning? Then challenge pairs to write a sentence using a word that means the opposite of *booming*. **EXPANDING/BRIDGING**



ASSESS UNDERSTANDING

Apply

My TURN Direct students to go back to *Milton Hershey* and identify the author's tone. Help guide their search by reminding them that tone shows the author's attitude toward the subject. Then have them focus on a specific word choice that reveals the author's tone as they complete the activities on p. 321 of the *Student Interactive*.

STUDENT INTERACTIVE, p. 321



ANALYZE AUTHOR'S CRAFT

READING-WRITING BRIDGE

Read Like a Writer

An author's attitude toward a subject is **tone**. Authors' words create a tone that contributes to the author's **voice**, or personality.

Model ! Read the sentence from *Milton Hershey*.

Today, we can all be **grateful** for Milton Hershey's stubbornness.

author's word choice

- 1. Identify** Charnan Simon uses the word *grateful* to describe how people should feel about Hershey's stubbornness.
- 2. Question** How does word choice reveal tone and voice?
- 3. Conclude** It suggests a positive tone that reveals the author's belief that stubbornness can sometimes be a good trait.

Read the sentence.

Business kept booming.

My TURN Follow the steps to analyze the sentence. Describe how word choice contributes to tone and voice.

- 1. Identify** The author describes business as booming.
- 2. Question** How does word choice reveal tone and voice?
- 3. Conclude** The author's word choice suggests a positive tone that reveals her personality; she admires Hershey's success.

Word Study Latin Suffixes

OBJECTIVES

Decode words with Latin suffixes.

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.

FLEXIBLE OPTION 

LESSON 3

More Practice

FOCUS ON STRATEGIES Remind students that adding Latin suffixes *-able*, *-ible*, or *-ation* to a word can change the base word's part of speech. Identifying suffixes can help students learn parts of speech and read words fluently.

MODEL AND PRACTICE Show students the following words on the board: *desirable*, *reversible*, and *preparation*. Have students identify the base word and suffix and then read each word. Discuss the part of speech of each word. (*desirable*: adjective; *reversible*: adjective; *preparation*: noun)



APPLY Have students complete *Word Study* p. 135 from the *Resource Download Center*.

Name _____

Word Study

Latin Suffixes
Adding the Latin suffixes -able, -ible, or -ation changes a base word's part of speech. Knowing the new parts of speech can help you decode words with these suffixes.

- Words with the suffix -able or -ible are adjectives.
- Words with the suffix -ation are nouns.

My Turn Read each word, then sort the words into the correct category.

breakable	responsible	adorable
vibration	suggestible	situation
preparation	flexible	bearable

-able	-ible	-ation
breakable _____	responsible _____	vibration _____
adorable _____	suggestible _____	preparation _____
bearable _____	flexible _____	situation _____

My Turn Use the information to write a word by adding the suffix -able, -ible, or -ation. Remember that if the base word ends in -e, you may need to drop the -e before adding the suffix.

- an adjective with the base word break: breakable
- an adjective with the base word response: responsible
- a noun with the base word vibrate: vibration

Grade 3, Unit 4, Week 3 135

Word Study, p. 135



FLEXIBLE OPTION
LESSON 3

More Practice

LESSON 1

Teach Latin Suffixes

LESSON 2

Apply Latin Suffixes

FLEXIBLE OPTION
LESSON 4

Spiral Review:
VCCCV Pattern

FLEXIBLE OPTION
LESSON 5

Assess Understanding

Use the  **QUICK CHECK** on p. T181 to determine small group instruction.

Teacher-Led Options

Strategy Group

EXPLAIN AUTHOR'S PURPOSE

Teaching Point Readers look for clues about the author's purpose—why the author wrote the text. This helps them figure out the author's message. Work with students to complete the graphic organizer on *Student Interactive* p. 316.

ELL Targeted Support

Help students internalize words associated with author's purpose. Prepare eight cards with four writing terms and their definitions as shown below:

Entertain: To tell an interesting and enjoyable story, play, or poem.

Inform: To explain something, tell about something, or tell how to do something.

Persuade: To get you to think or act a certain way.

Express: To describe something.

Hold up familiar picture books. Ask students to identify what they believe to be the author's purpose. Use the illustrations for support. Confirm their understanding. **EMERGING/DEVELOPING**

EMERGING/DEVELOPING

Have partners match each term with its definition and find an example of each term. Tell students to explain their choices in small groups.

EXPANDING/BRIDGING



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

Intervention Activity

EXPLAIN AUTHOR'S PURPOSE

Use Lesson 40, pp. T261–T266, in the *myFocus Intervention Teacher's Guide* for instruction on author's purpose and viewpoint.

LEVEL D • READ

Lesson 40 Author's Purpose and Viewpoint

DIRECTIONS Read "Living in Space" silently. As you read, think about why the author wrote this passage.

Living in Space

- 1 Will people like you and me live on the moon one day? The answer is probably no. The moon is too hot and too far away. In the future, we will probably live on space stations that go around Earth.
- 2 Astronauts are already living on space stations. And they are already solving many of the challenges of living in space. These include eating, exercising, getting clean, and sleeping. Meeting these challenges is important. If astronauts can learn how to live in space more easily, it will be easier for the rest of us to live there, too.
- 3 For example, astronauts have figured out ways to eat and keep food in space. People who live in space have to take their food with them. The food might have to be stored for many months. Scientists have developed special ways to prepare and store food so that it does not spoil. Astronauts are also learning how to grow food in space. It will taste great!
- 4 Exercise in space is another challenge. Scientists say that a person can lift 200 pounds easily in space because there is no gravity. As a result, astronauts need to exercise more to get a good workout. Astronauts have special ways to exercise. They use bikes and weights that are built to be used in space.

Copyright © Pearson Education, Inc., or its affiliates. All Rights Reserved.

Reading Informational and Argumentative Text T • 261

Fluency

Assess 2–4 students

PROSODY

Have student pairs practice reading a short passage with accuracy.

ORAL READING RATE AND ACCURACY

Use pp. 103–108 in Unit 4 Week 3 *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

EXPLAIN AUTHOR'S PURPOSE

Talk About Independent Reading Have students use the sticky notes in their books to discuss the author's purpose for writing the text and if there is a theme.

Possible Conference Prompts

- Why did the author write this text? What details helped you decide this?
- What theme does the author want to convey? How does the purpose for writing support that?

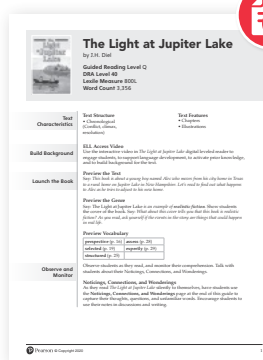
Possible Teaching Point Authors often give clues in a text expressing their viewpoint. Find those clues to figure out the author's purpose, and then think about how the purpose relates to the theme.

Leveled Readers



EXPLAIN AUTHOR'S PURPOSE

- For suggested titles, see "Matching Texts to Learning," pp. T152–T153.
- For instructional support on how to explain an author's purpose, see the *Leveled Reader Teacher's Guide*.



Whole Group

Share Bring the class back as a whole group. Invite volunteers to share clues they found in their texts that helped them determine the author's purpose for writing.

Independent/Collaborative

Independent Reading



Students can

- reread or listen to *Milton Hershey: Chocolate King*, *Town Builder* or the *MyFocus Reader* text.
- read a trade book or their Book Club text.
- support their partners in analyzing clues to the author's purpose and central message.

Centers



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

Literacy Activities



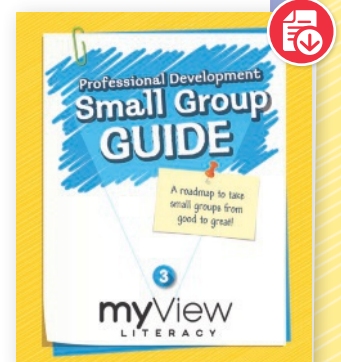
Students can

- complete the graphic organizer on *Student Interactive* p. 316.
- find words with Latin suffixes in various texts.
- play the *myView* games.
- work on an activity in the *Resource Download Center*.

SUPPORT PARTNER READING

Keep partners on track by giving them a list of questions to spark discussion about the author's purpose and message.

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



Ask and Answer Questions



Milton Hershey:
Chocolate King, Town
Builder

OBJECTIVES

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

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

ACADEMIC VOCABULARY

Integrate Offer students oral practice using the unit Academic Vocabulary words to ask and answer questions about communities:

- What big idea would help consumers in a community? I think ____.
- What advice would ordinary citizens give to leaders of communities? They could suggest ____.

Minilesson

FOCUS ON STRATEGIES Readers ask themselves questions before, during, and after reading to clarify meaning, focus their reading, and review content. The answers to those questions should deepen readers' understanding of the text. Readers should remember to ask themselves what the author's purpose was in writing the text and what main idea and possible theme the author is trying to convey.

- Before reading, look through the text to generate questions about why the author wrote the text and what the author wants you to know.
- During reading, look for details that answer your questions about the author's purpose and message. Modify your questions and ask new ones as you see answers to your initial questions.
- After reading, review the answers you found to help you understand the author's message in the text.

MODEL AND PRACTICE Use the Close Read note on p. 298 of *Milton Hershey: Chocolate King, Town Builder* to model asking and answering questions while reading. **The author seems to be writing about the value of hard work and persistence, or sticking with a task. Is that why she included the old saying in paragraph 1? I'll highlight those details and see if they help me figure out the theme of this biography.**

When students begin an independent text, have them ask questions before, during, and after reading to reflect and deepen their understanding.

ELL Targeted Support Answer Questions Tell students that active readers ask questions about the text and reflect on their answers. Review with students the image on *Student Interactive* p. 299 and reread the First Read note on p. T159. Explain that the note demonstrates the types of questions readers might ask themselves as they read a text.

Have pairs review the text and identify an image that prompted them to ask questions. Then instruct them to discuss how their questions were or were not answered in the text. **EMERGING/DEVELOPING**

Complete the activity above. Then ask: **Does the image connect to the main idea or the author's purpose in the text?** Instruct pairs to discuss their responses and explain their answers using evidence in the text.

EXPANDING/BRIDGING



FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategy of asking and answering questions about the author's purpose and message.

OPTION 1 MyTURN Have students annotate the text using other Close Read notes for Ask and Answer Questions and then use the text evidence from their annotations to complete p. 317 of the *Student Interactive*.

OPTION 2 Use Independent Text Have students preview and then write in their notebooks questions about a new text they are going to read. At various points as they read, they should refer to their questions, note details that help to answer the questions, formulate ideas about the author's purpose and theme, and write new questions.

QUICK CHECK

Notice and Assess Can students ask and answer questions?

Decide

- **If students struggle**, revisit instruction in Small Group Intervention or ELL Targeted Support on pp. T194–T195.
- **If students show understanding**, extend instruction in Small Group pp. T194–T195.

STUDENT INTERACTIVE, p. 317



READING WORKSHOP

Ask and Answer Questions

Readers can **ask and answer questions** about the author's purpose and message within a text. Asking, or generating, questions during reading and then answering those questions after reading will help you deepen your understanding and gain information about the text.

1. **MyTURN** Go back to the Close Read notes and highlight evidence that helps you ask and answer questions about the text.
2. **Text Evidence** Use some of your highlighted evidence to ask and answer questions about the text during and after reading.

Possible responses:

Highlighted Text	My Question	Answer to My Question
"There is an old saying, 'If at first you don't succeed, try, try again.'"	What is the author's purpose for including this saying in the text?	The author wants readers to understand that Hershey did not succeed at first, but he kept trying until he was successful.
"Milton and his candy makers tried one recipe after another, until they found just the taste they wanted."	What is the author's purpose for including details about the challenges of making chocolate?	The author wants to help readers understand that Hershey had to work hard to become successful.

Write for a Reader

OBJECTIVE

Discuss how the author's use of language contributes to voice.

Use Tone and Voice

Minilesson

FOCUS ON STRATEGIES As you write, choose words that create the tone, or attitude, you want to show toward your subject.

- Choose words that reflect your feelings toward a subject.
- Make sure the words create a mood and influence the readers feelings.
- Your word choices can be positive, negative, or neutral. They should highlight your purpose.

MODEL AND PRACTICE Discuss how students might use a similar technique in their own writing using p. 322 of the *Student Interactive*.

1. Tell students that you are going to think of a person you admire and brainstorm words that reflect your feelings.
2. Think aloud as you name the person and explain why you admire him or her: *A person I admire is my mother. My mother raised my three siblings and me while she worked full-time. She made sure to help us with our homework every night. She was never too tired or too busy to pay attention to each of us.*
3. Ask students if they can think someone they admire. Tell them that the person can be a family member, a teacher, or even a friend. Say: *Think of the reasons you have for admiring a special person.*

ELL Targeted Support **Connotations** Help students brainstorm words that have positive, negative, or neutral connotations.

Have partners work together to list words that describe foods they like, foods they dislike, and foods they have never had. Help them identify each word as *positive, negative, or neutral*. **EMERGING/DEVELOPING**

Have partners work together to brainstorm descriptive words for foods they like, dislike, and have never tasted. Have pairs sort the words into a three-column chart with the headings Positive, Negative, and Neutral. **EXPANDING/BRIDGING**



ASSESS UNDERSTANDING

Apply

MyTURN Have students think of ways that Charnan Simon's tone shows how she admires Milton Hershey. Then guide students to complete the activity on p. 322 of the *Student Interactive*.

Writing Workshop

Have students make specific word choices to establish a desired tone in their writing from the Writing Workshop. During conferences, support students' writing by helping them make meaningful word choices that will establish their desired tone.

STUDENT INTERACTIVE, p. 322



DEVELOP AUTHOR'S CRAFT

Write for a Reader

Choose words carefully to create a particular tone, or attitude, toward the subject you are writing about. Think about how the tone will show your writer's voice.

MyTURN In *Milton Hershey*, Charnan Simon chooses specific words to show she admires Hershey. Now you will choose words to create a particular tone that contributes to voice.

1. Think of a person you admire. Write the person's name and explain why you admire the person.

Person: Responses should name a person the student admires.

Why I Admire This Person: Students should use words that set a tone of admiration toward the person.

2. Write a paragraph about the person you admire. Choose words that reveal your attitude toward the subject. Then underline the words in your paragraph that show your tone. Finally, briefly describe how your use of language in this paragraph shows your tone and contributes to your writer's voice.

Students' writing should contain word choices that establish a tone appropriate to the feelings of admiration they identified about the person. Students' writing should also briefly describe how their use of language shows their tone and contributes to their writer's voice.

Word choices may be positive, negative, or neutral.



Word Study Spiral Review

OBJECTIVE

Demonstrate and apply phonetic knowledge by decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts.



FLEXIBLE OPTION 

LESSON 4



Spiral Review: VCCCV Pattern

FOCUS ON STRATEGIES Review the strategies from the previous week about the rules for decoding words with the VCCCV pattern.

MODEL AND PRACTICE Write the following words on the board: *hundred, contract, hamster, pumpkin, and kitchen*. Have volunteers identify the VCCCV pattern in each word and read the words. Then have students identify where to split the syllables of each word. (*hun/dred, con/tract, ham/ster, pump/kin, kitch/en*)

APPLY Have students work independently to write sentences that contain a VCCCV word. Have students exchange the sentences with a partner. Have the partner identify the VCCCV word in each sentence and decode the word by showing where to split the syllables in the VCCCV pattern.



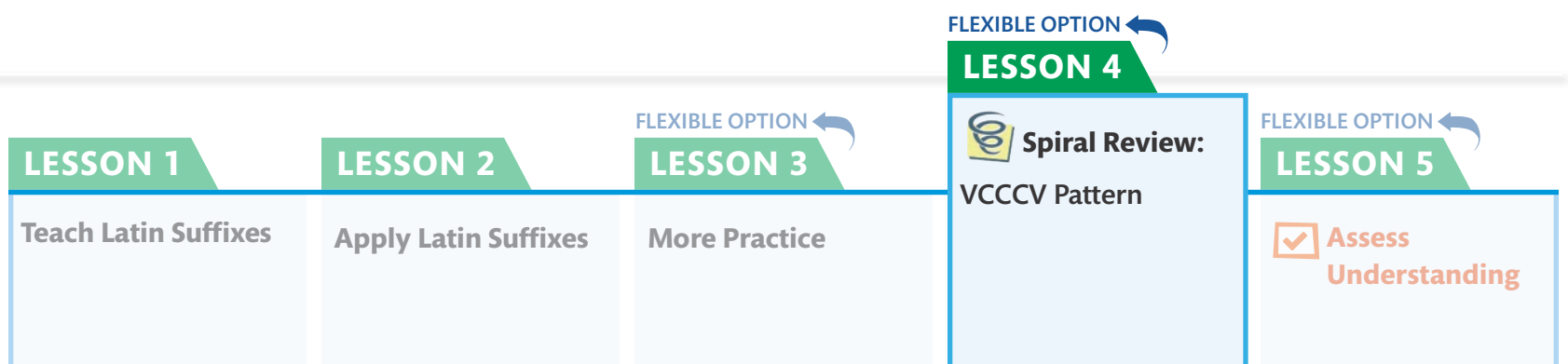
ELL Targeted Support

VCCCV Pattern Write the word *purchase* on the board. Have students identify the consonants and the vowels and read the word. **EMERGING**

Write the word *purchase* on the board and ask students to read it. Have students identify where two consonants form a blend or digraph in the word and the third consonant that is beside them. **DEVELOPING**

Write the words *purchase*, *monster*, *substance*, and *merchant* on notecards. Have partners read the words to each other, emphasizing the place where syllables are divided. **EXPANDING**

Have partners look for VCCCV words and read the words to each other. **BRIDGING**



Use the  **QUICK CHECK** on p. T189 to determine small group instruction.

Teacher-Led Options

Strategy Group



ASK AND ANSWER QUESTIONS

Teaching Point Before reading, ask yourself questions to guide your reading. As you read, look for details that help answer those questions. Continue to ask and answer questions throughout the text. Guide students to infer why the author wrote *Milton Hershey: Chocolate King, Town Builder*.

ELL Targeted Support

Prepare students to infer the author's purpose for writing *Milton Hershey: Chocolate King, Town Builder*. Prompt them with the questions below and have them use specific details from the text in their answers.

Have students reflect on their experience reading the story. Ask: **Did you enjoy the story? Did you learn something?** **EMERGING**

Complete the activity above. Then ask: **What words do you remember that described Milton Hershey?** **DEVELOPING**

Display the following questions on the board: *Did you enjoy the story? Did you learn something? How did the author describe Milton Hershey? Did the author's words make you think one way or another?* Have pairs discuss their responses to the questions. Then instruct each student to write his or her own answers in a notebook.

EXPANDING

Complete the activity above. Ask students: **What was the author's purpose for writing *Milton Hershey: Chocolate King, Town Builder*?** Have students write their responses in their notebooks. **BRIDGING**



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

Intervention Activity



ASK AND ANSWER QUESTIONS

Use Lesson 25, pp. T161–T166, in the *myFocus Intervention Teacher's Guide* for instruction on asking and answering questions about a text.

LEVEL D • READ

Lesson 25 Ask and Answer Questions About a Text

DIRECTIONS Read "Weekend Fun" silently. Then listen as your teacher reads the passage aloud. Think of questions you might ask about the characters or plot of the story.

Weekend Fun

- 1 Carly felt a little nervous. Her best friend Julia had been talking all week about going swimming on Saturday. Carly loved to swim, but the last time she and Julia went swimming hadn't been much fun.
- 2 Julia's mom and dad had taken them to the pool at the high school. After two hours, Carly had had enough. The screaming and yelling had given her a headache. There was barely enough room in the pool to stand, much less swim. Wall-to-wall people weren't Carly's idea of a good time. And Julia's older brother thought it was funny to do cannonballs into the pool, splashing Carly every time.
- 3 But Julia was her best friend, so Carly had decided to go. Maybe the pool wouldn't be as noisy and crowded this time.
- 4 Instead of going to the high school, Julia's parents drove the family and Carly to the lake outside of town. It had an enormous beach with lots of room to run around and play. Everyone could swim and play in the water without being crowded. Carly and Julia built a sandcastle. Julia's dad and brother flew a kite.
- 5 Carly was a bit sad when Julia's family finally decided to leave. She thanked Julia's parents, and told Julia to call her later.
- 6 When they talked, Julia was still excited about what a fun day it had been. Carly told her that she already had plans for the two of them for next weekend.

Copyright © Pearson Education, Inc., or its affiliates. All Rights Reserved. Reading Literature T • 161

Fluency

Assess 2–4 students



ACCURACY

Have student pairs practice reading a short passage with accuracy.

ORAL READING RATE AND ACCURACY

Use pp. 103–108 in Unit 4 Week 3 *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

ASK AND ANSWER QUESTIONS

Talk About Independent Reading Have students discuss what they learned about the author’s purpose and message.

Possible Conference Prompts

- What questions did you ask about the author’s purpose? How did you find answers to your questions?
- What did you understand the author’s purpose to be? Why?

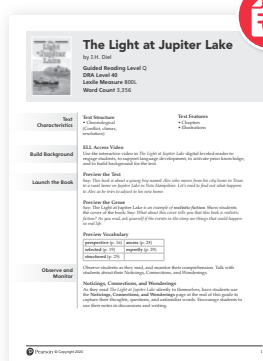
Possible Teaching Point Asking questions about the text before, during, and after you read can help you determine the author’s purpose and infer the theme.

Leveled Readers



ASK AND ANSWER QUESTIONS

- For suggested titles, see “Matching Texts to Learning,” pp. T152–T153.
- For instructional support on how to ask and answer questions, 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 questions they asked about a text they read and answers they found.

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.

Centers



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

Literacy Activities



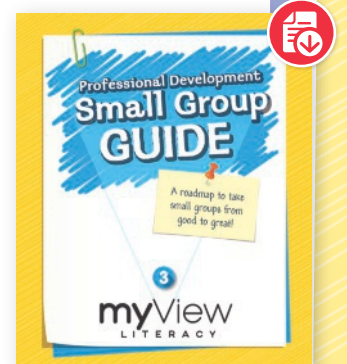
Students can

- complete the graphic organizer on *Student Interactive* p. 317.
- write in their reader’s notebook about their book and questions they asked and answered about the author’s purpose and message.
- play the *myView* games.
- work on an activity from the *Resource Download Center*.

SUPPORT INDEPENDENT READING

Have students write two or three questions they have about their independent reading text. Discuss strategies for how students can find answers to their questions.

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



Reflect and Share



Milton Hershey:
Chocolate King, Town
Builder

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.

Distinguish their own point of view from that of the author of the text.

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:

- How long did it take big ideas to **benefit** various communities?
- If change happens very slowly in a community, what **advice** might an older **generation** give a younger **generation** that is becoming impatient?

Write to Sources

Minilesson

FOCUS ON STRATEGIES Tell students that when they compare texts in their writing, their statements must be supported by text evidence. They must be able to refer to specific words and sentences in the texts for support.

- The best way to remember parts of texts is to take notes as you read.
- Your notes can then be organized and developed into strong ideas.

MODEL AND PRACTICE Model taking notes using the Write to Sources prompt on p. 318 in the *Student Interactive*.

Milton Hershey achieved his goals despite challenges. I see one challenge on page 298 of the *Student Interactive*. Paragraph 2 says that Hershey tried to start many businesses, but each time they failed. However, the text says he was stubborn and was determined to make his good idea work. I know he eventually started the Hershey Chocolate Company and the town of Hershey, Pennsylvania. I will write that information from paragraph 2 in my notes. I will then use my notes to compare Hershey with a person in another biography who was faced with challenges.

ELL Targeted Support Express Ideas Help students express the main idea of the infographic on pp. 292–293 of the *Student Interactive: Getting tasty, healthful food can be a problem for communities in large cities*. Have students follow along as you read aloud the infographic.

Display these sentence frames: *One idea to get better food in a community is _____. A second idea is _____. Another way I have heard of is _____.*

Have students discuss possibilities for completing the sentences.

EMERGING/DEVELOPING

Have partners discuss the ideas in the infographic. What is good about each one? What problems might communities face with each? What other possibilities can students think of for getting good food to everyone in big cities? **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 text evidence from this week’s texts to write a comparison of character traits of two subjects of biographies they read.

OPTION 2 Use Independent Text Students should use text evidence to compare the character traits of two subjects from different biographies.

 **QUICK CHECK**

Notice and Assess Can students use text evidence to compare texts?

Decide

- **If students struggle**, revisit instruction in Small Group on pp. T200–T201.
- **If students show understanding**, extend instruction in Small Group on pp. T200–T201.

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 responses in small groups.

STUDENT INTERACTIVE, p. 318



RESPOND TO TEXT

Reflect and Share

Write to Sources Milton Hershey followed his dream of building the Hershey Chocolate Company. Consider the biographies you have read so far in this unit. How did the subjects of the biographies achieve their goals? What challenges did they face? Write a response about the character traits that helped the subjects of two biographies achieve their goals and overcome challenges.


Use Text Evidence When writing a response to a text, use text evidence to support your ideas.

- Look for key words or sentences that explain the person’s goals and challenges.
- Look for character traits and connections across texts.

Locate evidence that supports your ideas about the shared character traits of the subjects of two biographies, and take notes. Organize your notes, and develop the ideas. Then write your response on a separate sheet of paper.

Weekly Question

How do big ideas change communities?



Copyright © SAVVAS Learning Company LLC. All Rights Reserved.

My VIEW

Write About It For additional practice on developing and writing opinions using text evidence, ask students to respond to the prompt below on a separate sheet of paper.

The author states, “It all happened just the way Milton Hershey said it would. The Hershey Chocolate Company was soon bigger than anyone could have imagined.” The author’s view is that Milton Hershey is a great success. This is evident in his tone and word choice. How do you view Milton Hershey? Do you share the author’s viewpoint? Use text evidence to support your opinion.

Word Study Latin Suffixes

OBJECTIVE

Decode words with Latin suffixes.

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.

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 Latin suffixes, provide them with the following words.

breakable

reversible

inspiration

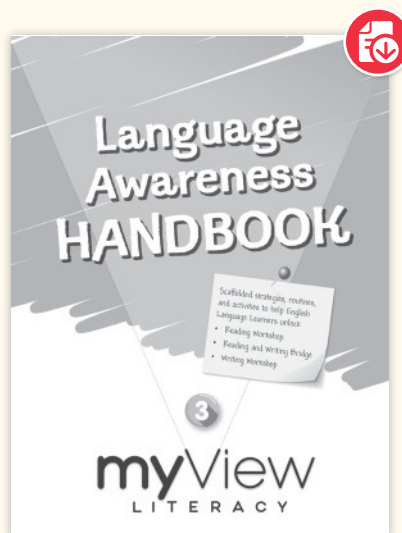
Identify and read the suffix and the base word of each. (*break, -able; reverse, -ible; inspire, -ation*) Point out the part of speech of each word.

Display these words: *vibration, usable, and flexible*. Have students use their knowledge of Latin suffixes *-able, -ible, and -ation* to identify and read the suffix in each word. Then ask them to name each word's part of speech. (*vibration: -ation, noun; usable: -able, adjective; flexible: -ible, adjective*)



Develop Language Awareness

For additional practice with Latin suffixes, complete the activity on p. 46 of the *Language Awareness Handbook*. In this practice activity, students will use phonic support to understand Latin suffixes.



				FLEXIBLE OPTION
LESSON 1	LESSON 2	FLEXIBLE OPTION LESSON 3	FLEXIBLE OPTION LESSON 4	LESSON 5
Teach Latin Suffixes	Apply Latin Suffixes	More Practice	Spiral Review: VCCCV Pattern	<input checked="" type="checkbox"/> Assess Understanding

Use the  **QUICK CHECK** on p. T197 to determine small group instruction.

Teacher-Led Options

Strategy Group



COMPARE TEXTS

Teaching Point Critical readers think about how authors present information to clearly make a point. Ask students to compare the presentation of material in the infographic on *Student Interactive* p. 292–293 to the presentation of ideas in the biography of Milton Hershey.

ELL Targeted Support

Brainstorm with students a list of characteristics of successful people.

Tell students to use the list to fill in a sentence frame, such as *Milton Hershey was ____ and ____*. **EMERGING/DEVELOPING**

Have partners use the list of characteristics to describe Milton Hershey and another person whose biography they read this week. Partners should then fill out the following sentence frames, *Milton Hershey and ____ were both ____*. *This helped them change their community by ____ and ____*.

EXPANDING/BRIDGING



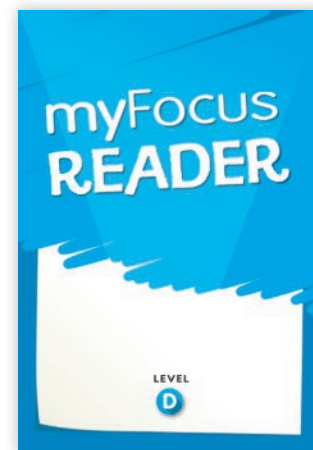
For additional support, see the online *Language Awareness Handbook*.

Intervention Activity



myFOCUS READER

Reread pp. 46–47 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 how big ideas change communities 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 how author's present their ideas in an effective format.

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

See *Extension Activities*, pp. 170–174, 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 how people with big ideas changed a community.

Possible Conference Prompts

- Who were some people with big ideas who changed their communities?
- What were some characteristics of the people who changed their communities?

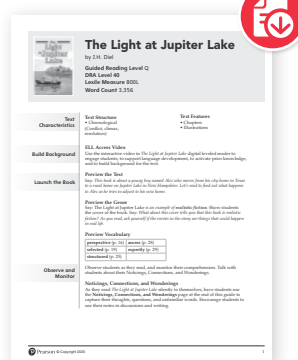
Possible Teaching Point Readers look for similarities among people in different texts whose ideas helped change their communities.

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 students to share connections between texts about people whose big ideas helped their communities. Celebrate students’ learning.

Independent/Collaborative

Independent Reading



Students can

- reread or listen to the infographic “Think Big” 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 other people with big ideas who changed their communities.
- play the *myView* games.

BOOK CLUB



See Book Club, pp. T486–T487, for

- teacher’s summary of chapters in *Sonia Sotomayor*.
- 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 4 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 *events* by distinguishing viewpoint in narrative nonfiction.
- I can develop knowledge about language to make connections between reading and writing.
- I can use elements of opinion writing to write an opinion essay.

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

RI.3.1, RI.3.3, W.3.1, W.3.1.c, SL.3.1.a, L.3.5.b

READING WORKSHOP

GENRE & THEME

- Interact with Sources: Explore the Time Line: Weekly Question T206–T207
- Listening Comprehension: Read Aloud “Never a Quitter” T208–T209
- Narrative Nonfiction: Biographies and Autobiographies T210–T211

Quick Check T211

READING BRIDGE

- Academic Vocabulary: Analogies T212–T213
- Word Study: Teach Homographs T214–T215

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T218–T219
- Strategy, Intervention, and On-Level/Advanced Activities T218
- ELL Targeted Support T218
- Conferring T219

INDEPENDENT/COLLABORATIVE

- Independent Reading T219
- Literacy Activities T219

BOOK CLUB T219 **SEL**

WRITING WORKSHOP

MINILESSON

- Opinion Essay T412–T413
 - » Revise Drafts by Adding Linking Words
 - » Share Back

INDEPENDENT WRITING

- Opinion Essay T413
- Conferences T410

WRITING BRIDGE

- **FLEXIBLE OPTION**
 - Spelling: Words That Are Homographs T414

Assess Prior Knowledge T414

- **FLEXIBLE OPTION**
 - Language and Conventions: Spiral Review: Prepositions and Prepositional Phrases T415

LESSON 2

RF.3.3, RI.3.6, RI.3.10, W.3.5, L.3.1.g

READING WORKSHOP

SHARED READ

- Introduce the Text T220–T239
 - » Preview Vocabulary
 - » Read: *Green City*
- Respond and Analyze T240–T241
 - » My View
 - » Develop Vocabulary

Quick Check T241

- » Check for Understanding

READING BRIDGE

- Word Study: Apply Homographs T242–T243
- High-Frequency Words T242

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T244–T245
- Strategy and Intervention Activities T244
- Fluency T244
- ELL Targeted Support T244
- Conferring T245

INDEPENDENT/COLLABORATIVE

- Independent Reading T245
- Literacy Activities T245
- Collaboration T245

WRITING WORKSHOP

MINILESSON

- Opinion Essay T416–T417
 - » Revise Drafts by Adding Details
 - » Share Back

INDEPENDENT WRITING

- Opinion Essay T417
- Conferences T410

WRITING BRIDGE

- Spelling: Teach Words That Are Homographs T418

- **FLEXIBLE OPTION**
 - Language and Conventions: Oral Language: Comparing with Adjectives T419

LESSON 3

RI.3.3, RI.3.6, W.3.5,
SL.3.1, L.3.1.g, L.3.2

READING WORKSHOP

CLOSE READ

- Distinguish Viewpoint T246–T247
 - » Close Read: *Green City*
- ✓ **Quick Check** T247

READING BRIDGE

- Read Like a Writer: Analyze Text Structure T248–T249
- Word Study: More Practice: Homographs T250–T251 **FLEXIBLE OPTION**

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T252–T253
- Strategy and Intervention Activities T252
- Fluency T252
- ELL Targeted Support T252
- Conferring T253

INDEPENDENT/COLLABORATIVE

- Independent Reading T253
- Literacy Activities T253
- Partner Reading T253

WRITING WORKSHOP

MINILESSON

- Opinion Essay T420–T421
 - » Edit for Capitalization
 - » Share Back

INDEPENDENT WRITING

- Opinion Essay T421
- Conferences T410

WRITING BRIDGE

- Spelling: More Practice: Words That Are Homographs T422 **FLEXIBLE OPTION**
- Language and Conventions: Teach Comparing with Adjectives T423

LESSON 4

RF.3.3.b, RI.3.3, W.3.5,
SL.3.1.b, L.3.1.g

READING WORKSHOP

CLOSE READ

- Make Connections T254–T255
 - » Close Read: *Green City*
- ✓ **Quick Check** T255

READING BRIDGE

- Write for a Reader: Use Text Structure T256–T257
- Word Study: Spiral Review: Words with *-able, -ible, -ation* T258–T259 **FLEXIBLE OPTION**

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T260–T261
- Strategy and Intervention Activities T260
- Fluency T260
- ELL Targeted Support T260
- Conferring T261

INDEPENDENT/COLLABORATIVE

- Independent Reading T261
- Literacy Activities T261

WRITING WORKSHOP

MINILESSON

- Opinion Essay T424–T425
 - » Peer Edit
 - » Share Back

INDEPENDENT WRITING

- Opinion Essay T425
- Conferences T410

WRITING BRIDGE

- Spelling: Spiral Review: Words with *-able, -ible, -ation* T426 **FLEXIBLE OPTION**
- Language and Conventions: Practice Comparing with Adjectives T427

LESSON 5

RF.3.3, RI.3.2, W.3.1.a,
W.3.1.c, SL.3.1.d, L.3.1

READING WORKSHOP

COMPARE TEXTS

- Reflect and Share T262–T263
 - » Write to Sources
- ✓ **Quick Check** T263
- » Weekly Question

READING BRIDGE

- Word Study: Homographs T264–T265 **FLEXIBLE OPTION**
- ✓ **Assess Understanding** T264

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T266–T267
- Strategy, Intervention, and On-Level/Advanced Activities T266
- ELL Targeted Support T266
- Conferring T267

INDEPENDENT/COLLABORATIVE

- Independent Reading T267
- Literacy Activities T267

BOOK CLUB T267 **SEL**

WRITING WORKSHOP

MINILESSON

- Opinion Essay T428
 - » Use Peer and Teacher Suggestions
 - » Share Back

INDEPENDENT WRITING

- **WRITING CLUB** T429 **SEL**
- Conferences T410

WRITING BRIDGE

- Spelling: Words That Are Homographs T430
- ✓ **Assess Understanding** T430
- Language and Conventions: Standards Practice T431 **FLEXIBLE OPTION**

UNIT 4 WEEK 4 WEEK AT A GLANCE: RESOURCE OVERVIEW

Materials

WEEKLY LAUNCH: TIME LINE

CHANGING THE WORLD with One Idea

Barney-Lee developed a computer program that could store information on files and also connect to other files. These connected files, known as hypertext, led Barney-Lee to develop the World Wide Web. Learning changed forever with an amazing source of information on computers, phones, and other Internet devices.

Weekly Question: How can a leader's experiences inspire change?

Annotate: Adding notes or comments to a text to improve understanding is annotating. Underline parts of the time line that you think most clearly answer the weekly question. Show your ideas with a partner and take notes on your discussion.

This time line shows important technology changes in the 1990s:

- 1990:** Barney-Lee develops a computer program. The program makes it possible to link files of information in one file to other files.
- 1991:** Barney-Lee invents the World Wide Web (WWW). The Web allows all computer users to find information through linking pages.
- 1992:** The first public e-mail server becomes available. Before then, most computer users did not have e-mail.
- 1994-95:** The first browser for home use becomes available. A browser lets a computer user find and look at information on the Internet.

TIME LINE
Changing the World with One Idea

READING WORKSHOP

ELEMENTS OF NARRATIVE NONFICTION ANCHOR CHART

- a **STORY STRUCTURE** with time-ordered sequence
- **CHARACTERS** who are real people
- **FACTS** and **DETAILS** about real-life events
- a **THEME**, or message, the author wants to share

READING ANCHOR CHART
Narrative Nonfiction

ELEMENTS OF NARRATIVE NONFICTION ANCHOR CHART

EDITABLE ANCHOR CHART
Narrative Nonfiction

Resource Download Center

Additional Practice

- 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 4
Lexile Measure: 820L
Word Count: 3,356

Text: The main text is a short story titled "The Light at Jupiter Lake" by J.H. Diaz. It is a narrative nonfiction piece.

Character Analysis: The main character is a young boy named John. He is described as being curious and determined. Other characters include his family and a friend.

Build Background: The story is set in a rural area. It is important to understand the setting and the time period to fully appreciate the story.

Launch the Book: The teacher should read the story aloud to the class. After reading, students should discuss the story and its themes.

Explore the Text: The teacher should guide students to analyze the text. This includes identifying the main idea, supporting details, and the author's purpose.

Practice Vocabulary: The teacher should provide a list of vocabulary words from the story. Students should use these words in their writing and speaking.

Observe and Monitor: The teacher should monitor students' understanding of the text. This includes asking questions and providing feedback.

LEVELED READERS
TEACHER'S GUIDE

Words of the Week

High-Frequency Words

equation
among

Develop Vocabulary

destroyed
opportunity
sustainability
reclaimed
constructed

Spelling Words

transplant
consult
finance
content
minute
digest
upset
research
incline
construct

Challenge Spelling Words

entrances
manifest
invalid

Unit Academic Vocabulary

benefit
generation
advice
consumer
familiar

WEEK 1 LESSON 1
READING WORKSHOP GENRE & THEME

Listening Comprehension

OBJECTIVE
Develop an engagement through listening, reading, and discussion.

ELL Language Transfer
Engage students in the language transfer by using the language transfer to "Never a Quitter."

ELL Support
• Listen actively
• Listen carefully
• Listen intently

FLUENCY
Also using the Read Aloud routine, read aloud the text of the narrative nonfiction book. Encourage students to read with expression and to use their voices to convey the meaning of the text. Encourage students to read with a partner.

THINK ALOUD
Analyze the text. How does the author use the text to convey the meaning of the text? How does the author use the text to convey the meaning of the text? How does the author use the text to convey the meaning of the text?

Never a Quitter
Meet Ellen Ochoa, who was born in 1952 in Los Angeles, California. I will be the first to tell you that the key to her success is to never give up and never stop learning. In 1995, she became the first Hispanic woman to travel into space.

Ellen and I were classmates. In high school, she loved math and science. They were her favorite subjects, and she was excited at both. But at the time, most girls did not think of careers in science, and most teachers didn't encourage it. So Ellen thought maybe she would become a research scientist and also enjoyed playing the flute. That all changed after the first female American astronaut went into space.

The first man walked on the moon when Ellen and I were only eleven. That was exciting, but Ellen didn't begin to imagine space flight for herself until she was 20, when Sally Ride, the first American woman in space, flew off with her crew on the space shuttle Challenger. This was a turning point for Ellen. A new possibility had become real for her.

READ ALOUD
"Never a Quitter"



READ ALOUD TRADE BOOK LIBRARY

Interactive Read Aloud

Fiction Lesson Plan

WHY
Interactive Read Aloud:
• Engage students to read books about their independent reading level.
• Engage students in discussion and language development.
• Engage students in reading and language development.
• Engage students in reading and language development.
• Engage students in reading and language development.

PLANNING
• Select a text from the Read Aloud Trade Book Library or the school or classroom library.
• Read the text aloud to the students.
• Determine the Teaching Point.
• Write open-ended questions to support Think Alouds on sticky notes and place in the book at the points where you plan to stop to think with students.

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.
• Ask students to share their thoughts on the cover.
• 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 why. Think Alouds and think-aloud questions for a chapter also work in 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 reading strategies.
• After students share their thoughts on their own experience, have them write or discuss in the book at the end of the text.

AFTER READING
• Summarize and allow students to share thoughts about the story.
• Engage students in discussion by modeling the Think Alouds you used at the end of the story.
• Choose and assign a Student Response Form available on ReadAloud.com.

INTERACTIVE READ ALOUD
LESSON PLAN GUIDE

Green City
How One Community Survived a Tornado and Rebuilt for a Sustainable Future

By Allan Drummond

SHARED READ
Green City

BOOK CLUB

Titles related to
Spotlight Genre and
Theme: T488-T489

Mentor STACK

Writing Workshop T409

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

A comprehensive guide for 100+ assessment activities.
• Support for every data to inform instruction.
• Tools for use in every classroom.
• Resources for building student learning outcomes.

3

myView LITERACY

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.

Know that information, critical thinking, scientific problem solving, and the contributions of scientists are used in making decisions.

ACADEMIC VOCABULARY


Language of Ideas Academic Vocabulary is a means for students to understand important ideas. After you discuss the time line, ask: [How does the world benefit when a leader develops scientific solutions to problems?](#) [How familiar are you with the World Wide Web?](#)

- benefit
- generation
- advice
- consumer
- familiar

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 4: *How do communities change over time?* Point out the Week 4 Question: *How can a leader's experiences inspire change?*

Direct students' attention to the time line on pp. 330–331 in the *Student Interactive*. Explain that a time line tells events in the order in which they happened. In this case, the time line shows the development of the Internet by computer scientist Sir Tim Berners-Lee. 

Use the following questions to guide discussion:

- How does the time line help you understand the development of the Internet?
- In what ways did Sir Tim Berners-Lee change the world?
- What other developments related to the Internet would you add to extend the time line forward?

WEEKLY QUESTION Reread the Week 4 Question: *How can a leader's experiences inspire change?* Explain that this week students will read about ways people have inspired change in the world around them.

ANNOTATE Have students underline parts of the time line they believe best answer the Weekly Question on p. 331 in the *Student Interactive* and then share their annotations with a partner.



ELL Targeted Support Words in Context Read aloud the text and the time line on pp. 330–331 of the *Student Interactive*. Help students with key vocabulary, including *computer, software, link, connect, browser, and technology*.

Display these sentences: *Sir Tim Berners-Lee was a ____ expert. (computer) He made it possible for people to find information through ____ files. (linking/connecting)* **EMERGING**

Have students read and discuss one event on the time line using the vocabulary above, as appropriate. **DEVELOPING**

Have students read the time line and discuss Sir Tim Berners-Lee’s impact on the world, using the vocabulary above, as appropriate. **EXPANDING/BRIDGING**

STUDENT INTERACTIVE, pp. 330–331

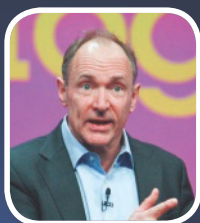


WEEK
4

WEEKLY LAUNCH: TIME LINE

INTERACTIVITY

CHANGING THE WORLD with One Idea



Many people think of Sir Tim Berners-Lee as a modern day world-changer. Berners-Lee was born in London in 1955, the son of two computer scientists. Working with computers came easily to Berners-Lee. After a few years planning computer software, he began working on a new idea. He was inspired to find a way to link information.

Berners-Lee developed a computer program that could store information in files and also connect to other files. These connected files, known as hypertext, led Berners-Lee to develop the World Wide Web. Learning changed forever with an amazing source of information on computers, phones, and other Internet devices.

This time line shows important technology changes in the 1990s.

Weekly Question

How can a leader’s experiences inspire change?

Annotate Adding notes or comments to a text to improve understanding is annotating. Underline parts of the time line that you think most clearly answer the weekly question. Share your ideas with a partner and take notes on your discussion.

1990 Tim Berners-Lee develops a computer program. The program makes it possible to link files of information in one file to other files.

1992–93 The first public e-mail server becomes available. Before then, most computer users did not have e-mail.

1991 Berners-Lee invents the World Wide Web (WWW). The Web allows all computer users to find information through linking pages.

1994–95 The first browser for home use becomes available. A browser lets a computer user find and look at information on the Internet.

1990

1991

1992

1993

1994

1995

330

331

Listening Comprehension

OBJECTIVE

Develop oral language through listening, speaking, and discussion.

ELL Language Transfer

Cognates Point out the Spanish cognates in “Never a Quitter.”

- space : *espacio*
- science : *ciencia*
- careers : *carreras*
- mission : *misión*

FLUENCY

After using the Read-Aloud routine, display the selection. Model reading a part of the narrative nonfiction aloud. Ask students to listen to your rate, or speed, and to notice your use of pauses for punctuation. Have students practice reading expressively with a partner.

THINK ALOUD

Analyze Narrative Nonfiction
I notice that this narrative nonfiction text tells about the important events in Ellen Ochoa’s life. There are details about her successes but also facts about the obstacles that stood in her way. The descriptions of the events in her life help me recognize that this is a narrative nonfiction text.

Narrative Nonfiction

Tell students you are going to read a narrative nonfiction aloud. Have them listen as you read “Never a Quitter.” Remind students that narrative nonfiction tells about a real event or series of events. Explain that students should listen actively as you read, paying attention to clues that will help them distinguish the viewpoints presented in the 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 narrative nonfiction elements and viewpoints presented in the 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.

Never a Quitter

Meet Ellen Ochoa, who was born in 1958 in Los Angeles, California. I will be the first to tell you that the key to her success is to never give up and never stop learning. In 1993, she became the first Hispanic woman to travel into space.

Ellen and I were classmates. In high school, she loved math and science. They were her favorite subjects, and she was excellent at both. But at that time, most girls did not think of careers in science, and most teachers didn’t encourage it. So Ellen thought maybe she would become a musician because she also enjoyed playing the flute. That all changed after the first female American astronaut went into space.

The first men walked on the moon when Ellen and I were only eleven. That was exciting, but Ellen didn’t begin to imagine space flight for herself until she was 25, when Sally Ride, the first American woman in space, lifted off with her crew on the space shuttle *Challenger*. This was a turning point for Ellen. A new possibility had become real for her.



“Never a Quitter,” continued

However, Ellen was not accepted into NASA training. She was disappointed, but this did not stop her. Ellen got another job and kept working hard. She also kept dreaming. She applied again after five long years. This time Ellen was accepted, and she began the challenge of training to become an astronaut.

After flying her first space mission in 1993 on the shuttle *Discovery*, Ellen flew again in 1994, 1999, and 2002. In 1999, Ellen and the *Discovery* crew were able to dock, or join, their shuttle to the International Space Station (ISS) while in space. This was the first time a shuttle had ever docked to the ISS. They were able to successfully deliver needed supplies to the first crew living on the space station. Ellen also took part in a historic eight-hour spacewalk on that mission. She went on to become a leader in the space administration. After serving as the deputy director of the Johnson Space Center, Ellen became the director in 2013.

Although she had setbacks, Ellen Ochoa did not give up. I have watched her become successful in a career that once employed few women. When it seemed impossible, she did not quit. Ellen feels strongly about advising young people who want to achieve their dreams. She says, “If you are interested in something, you still need to learn other things. Try hard if you want to do it.”

THINK ALOUD

Analyze Narrative Nonfiction This narrative nonfiction text is a story about a real person, Ellen Ochoa, but it’s not written by her. The text begins and ends with the narrator describing Ellen’s feelings about trying hard even if there are obstacles. Even the title hints at this theme. I believe that the narrator has a positive viewpoint on Ellen and her accomplishments.

ELL Access

Read aloud this short summary:

Ellen Ochoa was the first Hispanic woman to become an astronaut. She was always good in science in school. After the first American female astronaut went into space, Ellen applied to become an astronaut. She was not accepted. But she did not give up. She tried again five years later. This time she made it. Ellen was very successful and flew several space missions. In 2013, Ellen became director of the Johnson Space Center. Her message is to never give up on reaching your goals.

WRAP-UP

Identifying Viewpoint

Identifying Viewpoint		

Use a chart to help students list examples of the narrator's viewpoint on Ellen Ochoa and her accomplishments.

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.



Narrative Nonfiction

LEARNING GOAL

I can learn more about themes concerning events by distinguishing viewpoint in narrative nonfiction.

OBJECTIVES

Establish purpose for reading assigned and self-selected texts.

Recognize characteristics and structures of informational text.

LANGUAGE OF THE GENRE

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

- chronological order
- autobiography
- biography
- viewpoint
- facts and details

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 biography:

- events : *eventos*
- description : *descripción*
- reason : *razón*

Minilesson

FOCUS ON STRATEGIES Narrative nonfiction uses facts, details, narrative elements, and chronological order to tell about real events.

- Ask yourself whether the events in the narrative are real. Did these events really happen? When did they take place?
- Look for facts and details that tell of a series of events that usually follow a chronological order.
- Think of ways you can make connections with the events. What is the viewpoint of the person in the story? What does the person think about the events that happen?

MODEL AND PRACTICE Model determining whether a narrative nonfiction text is a biography or another form of narrative nonfiction. *This narrative is about a real person's life. I see many instances where the text refers to Ellen by her name and the narrator uses the word I. This word choice tells me that the narrator is telling Ellen's story. I also see details that help me understand the narrator's viewpoint on Ellen. Finally, I notice that all the events are told in chronological order. This text must be a biography, which is one form of narrative nonfiction.*

Talk about other narrative nonfiction texts students are familiar with. Have them discuss what they believe the viewpoints are and how those texts are similar to biographies. Ask students whether they were able to make personal connections with the viewpoints in any or all of the texts.

ELL Targeted Support Viewpoint Have students think about what it means to have a viewpoint.

Show students two images taken from different viewpoints. Ask students to explain how the images are different. Explain that a viewpoint is the unique way that someone thinks or feels about something. Present the students with a few common issues, such as recycling or extra recess time, and prompt them to discuss their viewpoints. **EMERGING/DEVELOPING**

Have students do the Emerging/Developing activity. Then have students chart each other's discussion responses for further comparison.

EXPANDING/BRIDGING



FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies to identify narrative nonfiction.

OPTION 1 Use the Anchor Chart Have students work with a partner to discuss the characteristics of narrative nonfiction.

OPTION 2 Use Independent Text Have students find evidence to determine whether a text is narrative nonfiction. Ask students to write a sentence or two about what they believe the narrator's viewpoint is based on the person's thoughts and feelings about the events.

QUICK CHECK

Notice and Assess Can students identify traits of narrative nonfiction?

Decide

- **If students struggle**, revisit information about narrative nonfiction in Small Group on pp. T218–T219.
- **If students show understanding**, have them continue to identify characteristics of narrative nonfiction in Small Group on pp. T218–T219.

TURN, TALK, AND SHARE Have students complete the activity on p. 332 of the *Student Interactive*. Call on volunteers to share their purposes for reading this text.

STUDENT INTERACTIVE, pp. 332–333



GENRE: NARRATIVE NONFICTION

READING WORKSHOP

Learning Goal

I can learn more about themes concerning events by distinguishing viewpoint in narrative nonfiction.

Narrative Nonfiction

Narrative nonfiction is writing that tells about a real event or series of events. Narrative nonfiction includes these elements:

- **Facts and details** that inform the reader about one or more events
- **Narrative elements**, such as vivid descriptions of people, places, and events, that make the text read like a story
- A **chronological**, or time order, text structure

Establish Purpose The purpose, or reason, for reading narrative nonfiction may be for enjoyment or to gain knowledge about a particular person, event, or time in history.

Narrative nonfiction describes real events!

**My PURPOSE**

TURN and TALK With a partner, discuss different purposes for reading *Green City*. For example, you may want to know how the people worked together to help their community. Set your purpose for reading this text.

Copyright © SAVVAS Learning Company LLC. All Rights Reserved.

Copyright © SAVVAS Learning Company LLC. All Rights Reserved.

ELEMENTS OF NARRATIVE NONFICTION ANCHOR CHART

- a **STORY STRUCTURE** with time-ordered sequence
- **CHARACTERS** who are real people
- **FACTS and DETAILS** about real-life events
- a **THEME**, or message, the author wants to share

Academic Vocabulary

LEARNING GOAL

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

OBJECTIVES

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

Identify real-life connections between words and their use.

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:

- benefit : *beneficio*
- generation : *generación*
- consumer : *consumidor*
- familiar : *familiar*

WEEKLY STANDARDS PRACTICE



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

Analogies

Minilesson

FOCUS ON STRATEGIES Figurative language includes words and phrases that are used in creative ways to add meaning to a text. Analogies are a type of figurative language. In an analogy, something that is unknown is compared to something that is well known. Analogies help readers connect words and ideas.

MODEL AND PRACTICE Model this strategy using the Academic Vocabulary word *benefit* in the sample analogy on p. 359 in the *Student Interactive*.

- To figure out the missing word in the sample analogy, we first need to think about the relationship between the first two underlined words, *benefit* and *positive*. *Positive* is an adjective that describes *benefit*. The next word is *harm*. We need to think of an adjective that describes *harm*. One adjective that describes *harm* is *negative*. So the analogy is *benefit* is to *positive* as *harm* is to *negative*.
- Have students apply this strategy to another academic word from the chart. Then discuss responses and correct misunderstandings.

ELL Targeted Support Related Words As students learn related words, they may have trouble recognizing the different ways in which words can be related. Have students think about how words can be related.

Write a simple word on the board and help students think of other words that are related to that word in some way. For example, write the word *tall*. Ask students to think of other words that are related to *tall*, such as *long*, *big*, *giant*, *building*, *giraffe*, and so on. Write their ideas on the board.

EMERGING/DEVELOPING

Write a word from the academic vocabulary list on the board. Ask partners to think of two words that are related to the word. Then have them write down another set of words that have a similar relationship to the first set.

EXPANDING/BRIDGING



ASSESS UNDERSTANDING

Apply

MyTURN Have students follow the same strategy as they complete the activity on p. 359 of the *Student Interactive*. Remind students that they will use Academic Vocabulary throughout this unit.

STUDENT INTERACTIVE, p. 359



VOCABULARY

READING-WRITING BRIDGE

Academic Vocabulary

Analogies are a type of figurative language. They compare two items that have something in common. To write an analogy, compare something unfamiliar to something familiar to link words and ideas.

Learning Goal

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

MyTURN For each analogy below,

1. **Identify** the relationship between the underlined words.
2. **Write** the missing word on the line.
3. **Explain** the comparison in the analogy.

Benefit is to positive as harm is to negative.

A benefit is positive. Harm is negative. Positive is an adjective that describes benefit. Negative is an adjective that describes harm.

Generation is to age group as hammer is to tool.

A generation is a type of age group. A hammer is a type of tool. The analogy compares parts of a whole.

Advice is to suggestion as fact is to truth.

Advice and suggestion are similar in meaning. Fact and truth are similar in meaning. The analogy compares synonyms.

Consumer is to seller as customer is to salesperson.

Consumer and seller are opposites; customer and salesperson are opposites. The analogy is between antonyms.

Familiar is to family as unknown is to strangers.

Familiar describes family. Unknown describes strangers. The analogy relates an adjective to a noun.

Word Study Homographs

OBJECTIVE

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

LESSON 1

Teach Homographs

FOCUS ON STRATEGIES Homographs are words that are spelled the same but have different pronunciations and meanings. An example is *project*. This word pronounced with the accent on the first syllable means “a task or work.” With the accent on the second syllable, *project* means “to throw or hurl.”

MODEL AND PRACTICE To demonstrate how to determine different pronunciations and meanings, write the words *subject* and *produce* on the board. Guide students to pronounce each word and then to think of possible meanings for each pronunciation. With the accent on the first syllable, *subject* can mean “the noun doing the action in a sentence.” With the accent on the second syllable, it means “to control or force.” With the accent on the first syllable, *produce* means “fruits and vegetables,” and with the accent on the second syllable, it means “to make or create.”

Guide students to use the pronunciations and meanings of the words *lead* and *contract* to learn their homographs.



ELL Targeted Support

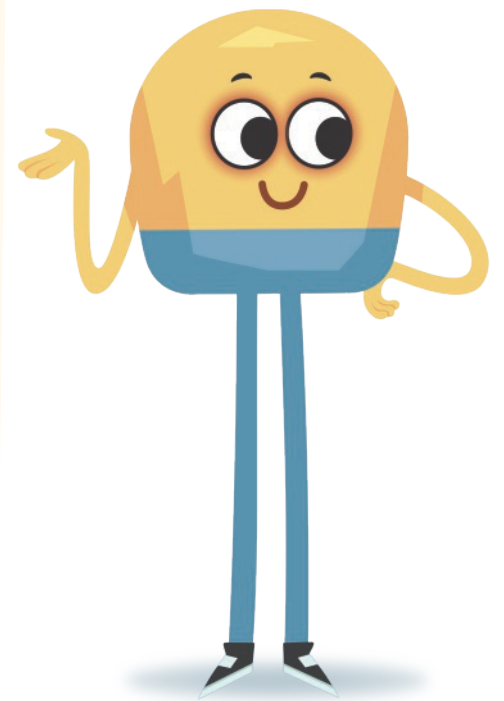
Homographs Tell students that as they develop their vocabulary, they will encounter words that are spelled the same but have different pronunciations and meanings. These words are categorized as homographs.

Write the word *bow* on the board. Explain that it can be pronounced two ways. Have students say each pronunciation with you. Then give the meaning associated with each pronunciation. **EMERGING**

Say the word *bow*, first with the sound /ow/ and then with a long o. Have students identify which pronunciation means “to bend at the waist” and which is “a thing that shoots arrows.” **DEVELOPING**

Write the word *tear* on the board. Help students determine that *tear* can be pronounced like *hair* or like *ear*. Have students use each word in a sentence. **EXPANDING**

Ask pairs to look for other homographs in classroom books. Have students pronounce both meanings. **BRIDGING**



LESSON 1

Teach Homographs


LESSON 2

Apply Homographs

FLEXIBLE OPTION
LESSON 3

More Practice

FLEXIBLE OPTION
LESSON 4

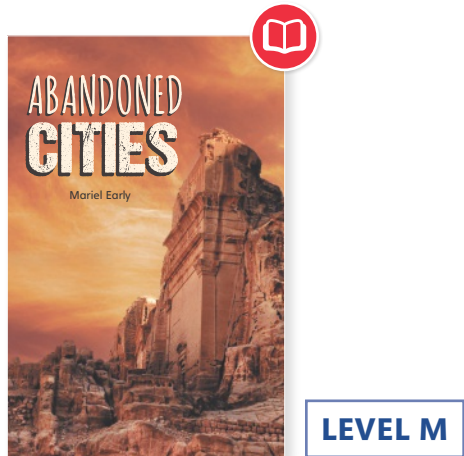
 **Spiral Review:**
Words with *-able*,
-ible, *-ation*

FLEXIBLE OPTION
LESSON 5

Assess Understanding

Matching Texts to Learning

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



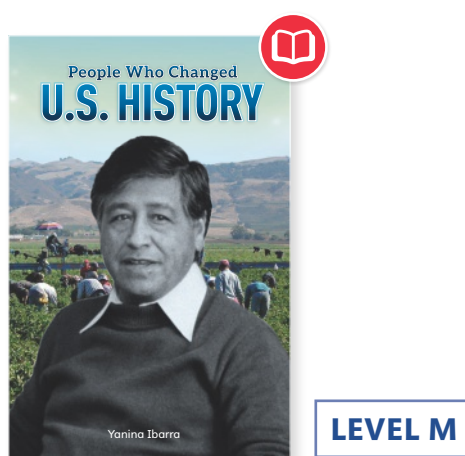
Genre Informational Text

Text Elements

- Most content carried by text
- Multisyllable words

Text Structure

- Compare and Contrast



Genre Narrative Nonfiction and Biography

Text Elements

- Most content carried by text
- Additional information carried through captions

Text Structure

- Compare and Contrast



Genre Informational Text

Text Elements

- Challenging multisyllable words
- Multiple subtopics of a larger topic

Text Structure

- Description

Guided Reading Instruction Prompts

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

Identify Narrative Nonfiction

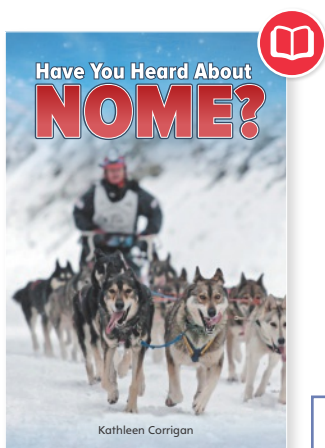
- How can you tell that this book is a type of narrative nonfiction?
- Does a time-order sequence help you understand the events?
- What are some facts and details that help you understand important events?

Develop Vocabulary

- How did you use context clues to figure out the meaning of ____? What is the meaning?
- Which words helped you understand the character of a person described in the text?
- Which words were the most interesting or new to you?

Distinguishing Viewpoint

- Are there personal feelings and thoughts shared or quoted in the book? How do you know?
- How does the author let you know what the subject of the book thinks or feels?
- What is one of the key viewpoints that the subject of this book has?



LEVEL P

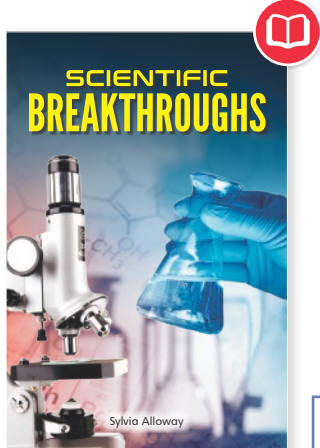
Genre Informational Text

Text Elements

- Content may be new to many students
- Table of contents, glossary, and index

Text Structure

- Description



LEVEL P

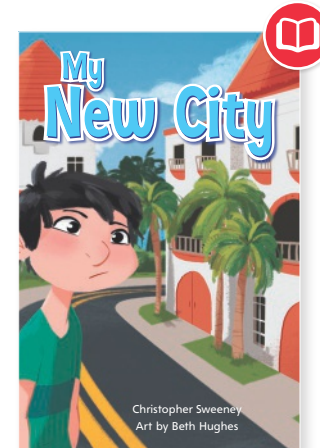
Genre Informational Text

Text Elements

- Content may be new to many students
- Some new vocabulary explained in the text

Text Structure

- Compare and Contrast



LEVEL P

Genre Realistic Fiction

Text Elements

- Requires reader to take on diverse perspectives
- Chapter titles

Text Structure

- Chronological

Make Connections

- What happened in the narrative that you have also experienced in your life?
- Using what you know about life, what events or facts in the narrative can you connect with?
- What kinds of details in the narrative most interested you?

Compare Texts

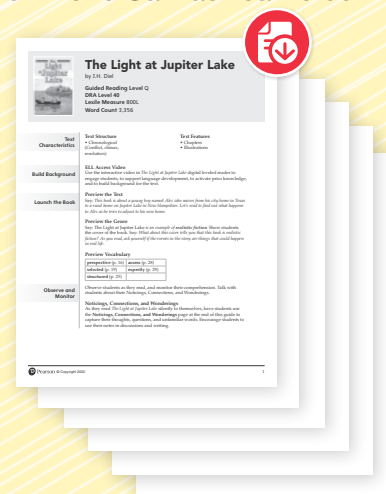
- How is this book similar to or different from other narrative nonfiction texts you have read?
- In what ways was the book interesting to you?

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. T211 to determine small group instruction.

Teacher-Led Options

Strategy Group

IDENTIFY NARRATIVE NONFICTION

Teaching Point I want to remind you that when you read narrative nonfiction, you can determine what type of text it is by looking for certain features. If the text tells about an event for a series of events, it is likely narrative nonfiction. Review the anchor chart on p. 333 of the *Student Interactive*. Ask students to keep the important features in mind as they read the selection.

ELL Targeted Support

Remind students that narrative nonfiction usually includes the author’s or subject’s viewpoint, or thoughts and feelings about events.

Review the anchor chart on p. 333 of the *Student Interactive*. Have students listen to “Never a Quitter” again. Tell them to raise their hand when they hear the word *I*. Help them understand that the narrative is told from the author’s viewpoint.

EMERGING/DEVELOPING

Tell students to listen to “Never a Quitter” read aloud. When they hear the word *I*, ask students if a viewpoint is revealed. If so, record the viewpoint. **EXPANDING/BRIDGING**



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

Intervention Activity

READING NARRATIVE NONFICTION

Use Lesson 33, pp. T216–T220, in the *myFocus Intervention Teacher’s Guide* for instruction on the characteristics of narrative nonfiction.

LEVEL D • READ

Lesson 33 Genre: Narrative Nonfiction and Informational Texts

Making Lemonade

You will need a lemon cut into four pieces, honey, ice, water, and a shaker or cup with a tight lid (16 ounces).

1. Fill the cup with ice.
2. Squeeze lemon slices over the ice. Put two of the four slices in the cup.
3. Add a teaspoon or so of honey.
4. Fill the cup or shaker with water.
5. Put the lid on, shake, and then shake some more.
6. Have a drink. Add lemon or honey if needed.

Madame C.J. Walker

- 1 Madame C.J. Walker would eventually become one of the first American women millionaires. She was born Sarah Breedlove, the fifth daughter of recently freed enslaved parents. Orphaned at age seven, Breedlove had a rocky start to life. She worked in fields and did household work as a child. She married at age fourteen and had a daughter at sixteen. Her first husband died when she was only eighteen.
- 2 In her early twenties, Breedlove began losing her hair. She tried everything to stop it from falling out. She worked and worked on the perfect treatment. Her second husband, Charles J. Walker, was an advertiser. He helped her get the word out about her creation.
- 3 In 1908, Walker had made enough money to open her own factory and beauty school. Her business was a complete success. She soon became a self-made millionaire.

T • 216 Reading Informational and Argumentative Text

Copyright © Pearson Education, Inc., or its affiliates. All Rights Reserved.

On-Level and Advanced

INQUIRY

Question and Investigate Have students use the time line on *Student Interactive* pp. 330–331 to develop questions about Sir Tim Berners-Lee and then choose one question to investigate. Throughout the week, have them conduct research about the question. See *Extension Activities*, pp. 170–174, in the *Resource Download Center*.

Conferring

3 students / 3–4 minutes per conference

IDENTIFY NARRATIVE NONFICTION

Talk About Independent Reading Ask students to share what they have learned about the narrative nonfiction text they have read. Ask students to share any connections they made to the text.

Possible Conference Prompts

- Whom or what is the narrative about?
- What are the most important events?
- What details explain the viewpoint?

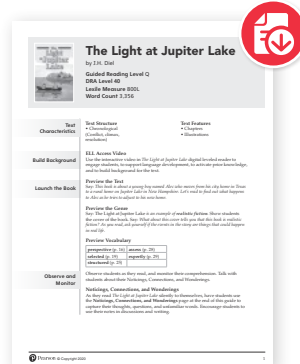
Possible Teaching Point Key details showing a person’s thoughts and feelings should help you understand his or her viewpoint.

Leveled Readers



IDENTIFY NARRATIVE NONFICTION

- For suggested titles, see “Matching Texts to Learning,” pp. T216–T217.
- For instructional support on how to find the characteristics of narrative nonfiction, see the *Leveled Reader Teacher’s Guide*.



Whole Group

Share Bring the class back together with their independent reading books. Have students share viewpoints or connections they noticed when reading.

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. T479.

Centers



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

Literacy Activities



Students can

- write about their reading in a reader’s notebook.
- read aloud a text 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 *Sonia Sotomayor*.
- 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

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. 334 in the *Student Interactive*. Have students share what they know about the words. Define words as needed.
 - destroyed:** completely ruined
 - opportunity:** a chance for a good experience or improvement
 - sustainability:** a way of acting that uses resources wisely
 - reclaimed:** took back to reuse
 - constructed:** built or made
- Ask students to read the full title of the selection on p. 335 of the *Student Interactive*.
- Ask students to predict what the events in the text might be, based on these words and the selection's title. Highlight each word when you see it in the text.

Read

Discuss the First Read Strategies. Ask students to keep in mind their purpose for reading this narrative nonfiction selection.

FIRST READ STRATEGIES

NOTICE Remind students to pay attention to details and note what they would like to know more about.

GENERATE QUESTIONS Ask students to write questions about the text before reading. Tell students to ask questions as they read and after they have finished.

CONNECT Have students connect the text to what they know about the world.

RESPOND Ask students to discuss how the text answers the Weekly Question: *How can a leader's experiences inspire change?*

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

EXPERT'S VIEW Pamela Mason, Harvard University



“There is no such thing as a wrong answer. It's just an answer to a different question. We need to get students to explain their answers so that we can understand their point of view. We may think a student is misinterpreting a text, but based on their own background, their interpretation might make sense. It is important for students to understand that they don't have to have the “right” answer, but they do need to be able to support their answer based on the text or experiential evidence.”

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



ELL Targeted Support Prereading Activity Point out that *Rebuilt* in the selection subtitle means “built again.” Display and label three images of a house matching these headings: *Ruined House*, *Rebuilding a House*, and *Rebuilt House*.

Have students use simple sentences to discuss the pictures. Have them put the pictures in order to show the process of rebuilding a house. **EMERGING/DEVELOPING**

Have students use complex sentences to discuss the pictures. Then have them put the pictures in order and use them to tell a story about how a ruined house was rebuilt. **EXPANDING/BRIDGING**

ELL Access

Background Knowledge Help students connect sustainability to reducing, reusing, and recycling. Use green reduce-reuse-recycle posters or objects with these logos, such as products labeled as recyclable, to discuss actions that help the environment. Explain that these actions are *sustainable* because not wasting things helps to make sure that there are enough natural resources for everyone, now and in the future. Have students share examples of things they do at school or at home that are sustainable and things that are not sustainable (wasteful).

STUDENT INTERACTIVE, pp. 334-335



Meet the Author



Allan Drummond is an award-winning author and illustrator who enjoys writing about how people can work together to solve problems and change their communities. He explores this theme in the text you are about to read as well as in his most recent children’s book, *Pedal Power: How One Community Became the Bicycle Capital of the World*.

Green City

Preview Vocabulary

As you read *Green City*, pay attention to these vocabulary words. Consider what they suggest about how the sequence of events unfolds.

destroyed opportunity
sustainability reclaimed constructed

Read

Before you begin, look at the illustrations to identify the order of events. Follow these strategies when you read this work of **narrative nonfiction** the first time.

<p>Notice what you would like to know more about.</p>	<p>Generate Questions to deepen your understanding of text details.</p>
<p>Connect this text to what you know about the world.</p>	<p>Respond by discussing how this text answers the weekly question.</p>

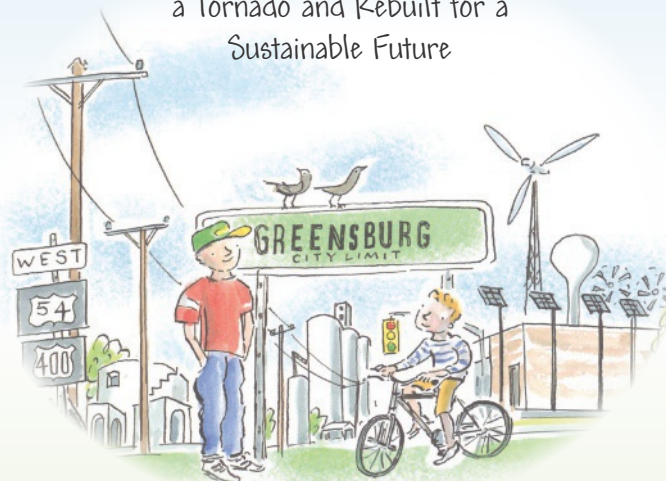
First Read

Copyright © SAVVAS Learning Company LLC. All Rights Reserved.

Genre Narrative Nonfiction

Green City

How One Community Survived a Tornado and Rebuilt for a Sustainable Future



by Allan Drummond

AUDIO

ANNOTATE

First Read

Notice

THINK ALOUD The author uses a narrator whose family lived in Greensburg during the tornado. This point of view should help us understand what the events were like for the people of Greensburg. I want to know where the town is and when the tornado damaged the town.

Close Read

Distinguish Viewpoint

Explain that authors may state their viewpoint, or way of looking at a topic, or reveal it through their opinions, details, and words. Remind students that their own opinion might differ from that of the author. Encourage students to form their own opinions while reading.

Have students scan **paragraphs 3–4** and underline details that help them identify the author’s viewpoint on how the tornado affected people in Greensburg. **See student page for possible responses.**

Ask: *Why does the narrator say “everyone’s past” instead of “everyone’s things”?*

Possible Response: The author wants readers to know that the people lost the lives they once had, not just their possessions.

Ask: *What does the author think about the tornado’s effect?*

Possible Response: The author thinks the tornado ruined people’s lives by taking away everything they had. It destroyed everyone’s past and future because people could not live the same way they did before the tornado.

DOK 2

OBJECTIVES

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

Distinguish their own point of view from that of the author of a text.

CLOSE READ

Distinguish Viewpoint

Underline details that help you identify the author’s viewpoint, or opinion, about the tornado’s effect on people in Greensburg. Your own opinion may differ from that of the author. Consider these differences as you read the text.

destroyed completely ruined

- 1 I remember the night when a tornado destroyed Greensburg in nine minutes flat.
- 2 All of my things, our house, *everything* was blown thousands of feet into the air.
- 3 When it was all over and we climbed out of our shelter in the basement, everyone’s past had been swept away.
- 4 Suddenly the entire town of Greensburg had no future.



336

Possible Teaching Point

Read Like A Writer | Author’s Craft

Text Structure To have students consider how text structure supports the author’s purpose, remind them of the text’s subtitle: *How One Community Survived a Tornado and Rebuilt for a Sustainable Future*. Ask students which of these events they think the text will focus on and how they know. Elicit that the information on this page is organized in sequence. To discuss why the author uses this structure, use the Read Like a Writer lesson on pp. T248–T249 in the Reading-Writing Workshop Bridge.



- 5 Eleven people died because of the storm.
- 6 It took twelve people to lift a truck off Mr. Schmidt's house.
- 7 It was like a huge bomb had gone off. Our **school** was destroyed just two weeks before graduation.
- 8 The hospital, nine churches, the water tower, the drugstore with its soda fountain, the grocery store, the two hotels, the three banks, the theater, and everything else—just gone.



- 9 The trees were shredded to nothing. Not a bird in sight.
- 10 The only buildings left standing were the courthouse, the historic S.D. Robinett building, and Greensburg's giant grain elevator complex.



Copyright © SAVVAS Learning Company LLC. All Rights Reserved.

CLOSE READ

Make
Connections

Highlight details that help you make a connection between buildings in Greensburg and your town. Explain how the buildings that had been in Greensburg were similar to and different from buildings where you live.

First Read

Connect

THINK ALOUD I know it is difficult to predict when and where a tornado will hit, so Greensburg probably did not have much warning. The wind speed must have been very fast to cause this much damage. Most likely, the three buildings still standing had some windows broken, at least.

Close Read

Make Connections

Have students scan **paragraphs 7–10** and highlight details that help them make a connection between the buildings in Greensburg and those in their town. **See student page for possible responses.**

Say: Explain how the Greensburg buildings were similar to and different from buildings where you live.

Possible Response: Responses will vary. Students should compare and contrast the same types of buildings, noting essential services (hospital, school, grocery store), common amenities (theaters), and numbers of buildings. Students also should discuss buildings unique to Greensburg or their town, such as Greensburg's grain elevator complex.

Ask: Based on your connection, how would you describe the town of Greensburg? Use evidence to support your description.

Possible Response: Greensburg was not a big town. There was only one grocery store, one hospital, and three banks. It was a town in a farming community, because it had a "giant grain elevator complex."

DOK 2

OBJECTIVES

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

Evaluate details read to determine key ideas.

337

CROSS-CURRICULAR PERSPECTIVES

Social Studies



The tornado that hit Greensburg on May 4, 2007, was estimated to be 1.7 miles wide, wider than the town itself. It flattened 95 percent of the town's structures and caused serious damage to those still standing. The loss of homes forced half of Greensburg's population of about 1,600 to relocate immediately. Those who remained had no telephone or other communication services because the tornado also damaged infrastructure. Information about recovery efforts was distributed twice a week via a printed bulletin.

First Read

Generate Questions

The detail about “endless cornfields” confirms that this is a farming area, but what state is it in? And why did the people ask, “What good is Greensburg anymore?” I will try to answer these questions as I read.

Close Read

Make Connections

Have students scan **paragraph 11** and highlight details that help them connect people’s feelings about the problems in Greensburg to students’ feelings about a big problem or challenge in their own town. **See student page for possible responses.**

Remind students that connections help readers make inferences. Ask: **Based on your experience and the text details, how do you think the people felt about the problems they faced?**

Possible Response: I think they felt hopeless and unable to fix all the problems. The detail that Greensburg had “only been a little town” reminds me of how some people in my town said our problem was too big to solve. I also think people asked, “What good is Greensburg anymore?” because they were not sure they should even try to fix the problems. I know things I can do to help my town, but I am not always sure that they will make a difference.

DOK 2

OBJECTIVES

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

Make inferences and use evidence to support understanding.

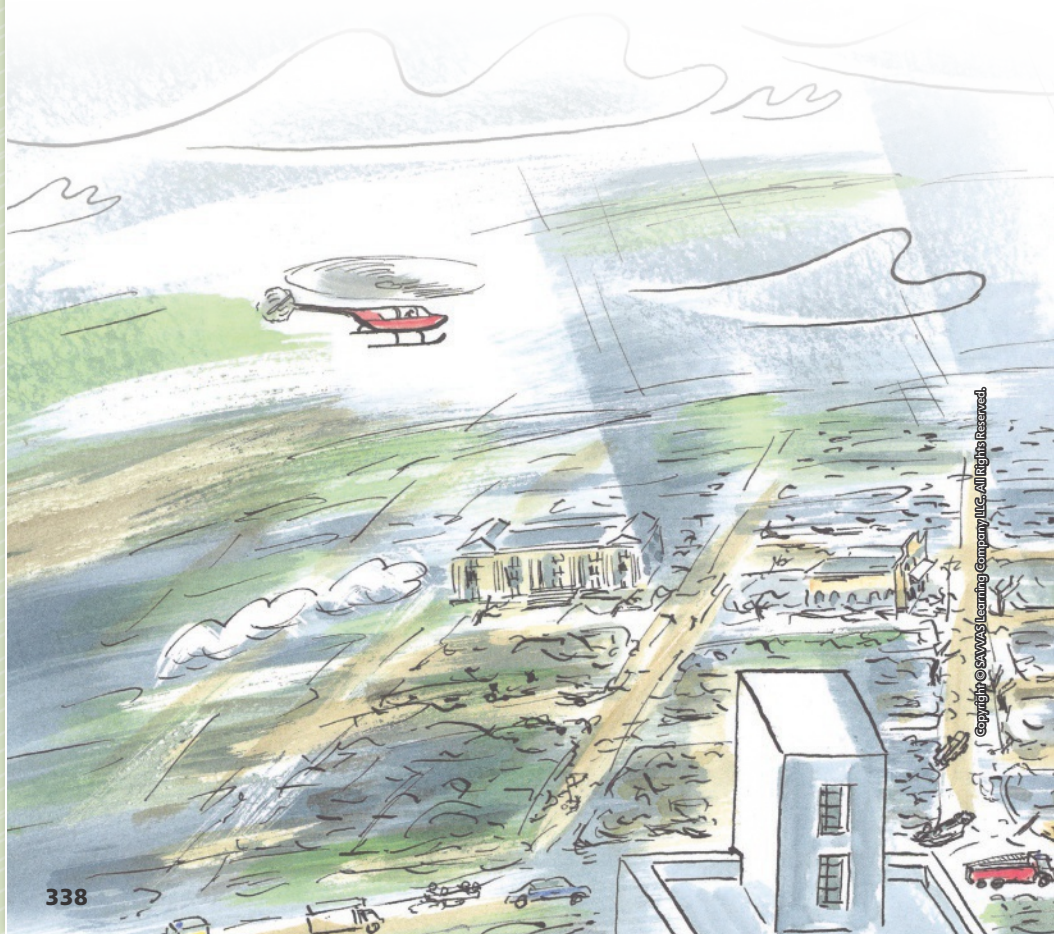
CLOSE READ

Make Connections

Highlight details that help you connect how people’s feelings about the problems in Greensburg compare to feelings you have had when facing a big problem in your own town.

11 And looking at the town from high up, it was clear that nothing was left. Some people were asking, “What good is Greensburg anymore?” After all, we’d only been a little town in the middle of endless cornfields.

12 Down on the ground there was a gigantic mess to clean up.



Possible Teaching Point

Word Study | Homographs

Tell students that homographs are words with different meanings that are spelled the same. Call attention to the word *left* in paragraph 11. Explain why students must use context clues to determine that here *left* means “remaining.” Use the Word Study lesson on pp. T214–T215 in the Reading-Writing Workshop Bridge to identify, use, and explain other homographs. Have students identify and explain additional homographs they find in classroom text and use one or two examples in a written paragraph.



- 13 The very next day we met in a huge emergency tent set up amid rubble outside the courthouse. Five hundred people were there, along with TV news teams, emergency crews, and volunteers.
- 14 With almost no buildings left, the only thing that remained of Greensburg was the people.
- 15 It seemed like the end of our town.
- 16 But some people saw the whole situation as an opportunity for a fresh start.
- 17 Soon the big question for everyone became “What do we want to be now?”

CLOSE READ

Distinguish Viewpoint

Underline details that help you identify two viewpoints about the situation in Greensburg. Explain which viewpoint you would take.

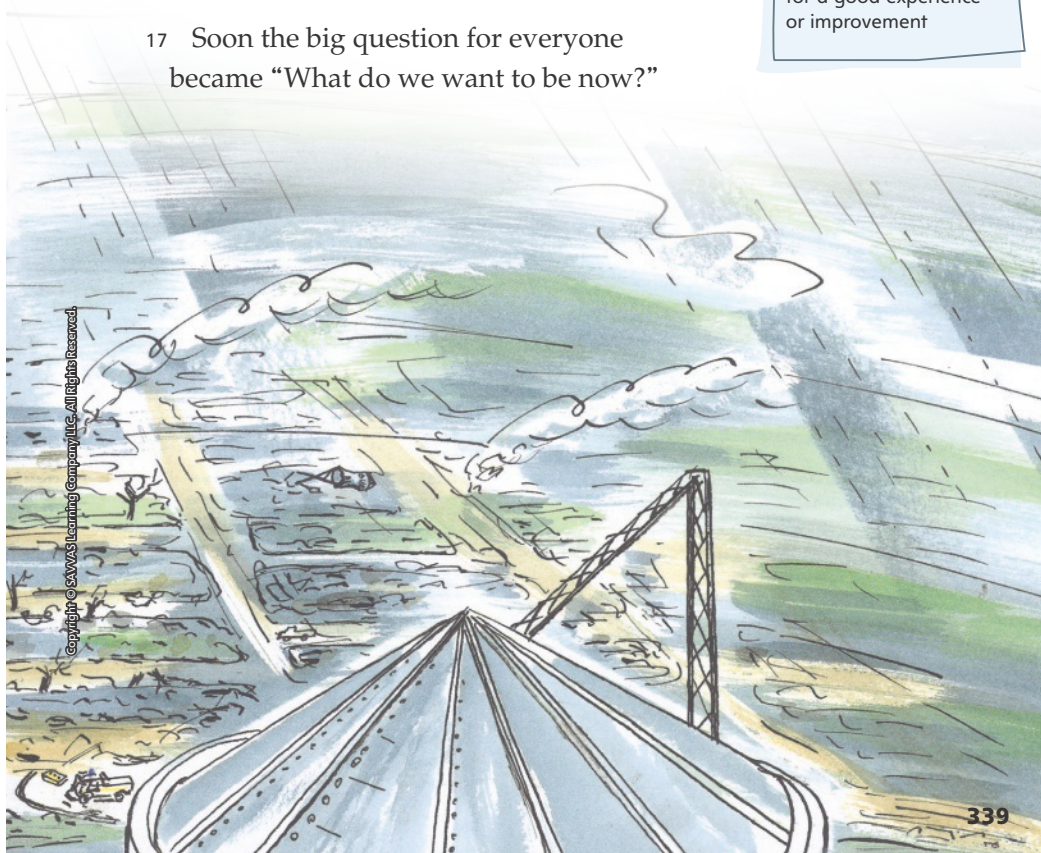
opportunity a chance for a good experience or improvement

First Read

Respond

The people of the town are asking a different question now and seem to have changed how they are thinking about the situation. This reminds me of the Weekly Question: *How can a leader’s experiences inspire change? At this point, who do you think the leader is in Greensburg?*

Possible Response: We have not read about an official leader, but the people who saw the situation as an opportunity may have inspired others to believe this, too.



Close Read

Distinguish Viewpoint

Have students scan **paragraphs 15–16** and underline details that help them identify two viewpoints about the situation in Greensburg. **See student page for possible responses.**

Ask: *What are the two viewpoints?*

Possible Response: Some people thought they could not rebuild the town. Other people thought they could improve the town while rebuilding it.

DOK 2

OBJECTIVES

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

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

ELL Targeted Support Vocabulary Write the phrase “amid rubble” from paragraph 13 on the board with these definitions: *amid*: “in the middle of or surrounded by something;” *rubble*: “broken pieces of stone or bricks from buildings.” Remind students to seek support to comprehend challenging language.

Use the top illustration on p. 337 to explain *rubble*. Use the illustration on p. 336 and this sentence to explain *amid*: *They found a door amid the rubble.* Ask students to sketch a picture of the “tent set up amid rubble.”

EMERGING/DEVELOPING

Ask students to sketch a picture of the emergency tent in the described location. Share example sentences using *amid* and *rubble*, and ask students to write and share their own sentences. **EXPANDING/BRIDGING**

First Read

Notice

THINK ALOUD I recognize the boy in the first illustration from the title page, so I think he may be the narrator. The president looks like George W. Bush, so these events must have happened before 2009. I also see that the volunteers are cleaning up the mess from the tornado. I want to know more about the volunteers and where they came from.

Close Read

Vocabulary In Context

Have students locate the word *flocked* in **paragraph 20** and read the Close Read note. Tell students to determine the meaning of *flocked* as it is used in the sentence and to underline the context clues that helped them. **See student page for possible responses.**

Ask: *Why does the author use the word *flocked* to describe what the volunteers did? Explain.*

Possible Response: The word *flocked* tells me that the volunteers made a large crowd because they came to Greensburg all at one time. The detail that there were “so many” volunteers shows that flocking is something a large group does, and I know all the people came around the same time because the town “had to build a whole trailer park for them.” A flock is also a big group of one kind of animal, like a flock of birds, so I think the author is emphasizing that the volunteers all came for the same reason.

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

The author uses the word *flocked* to describe the action of volunteers.

Use context clues within and before the sentence to determine the meaning of *flocked* as it is used in paragraph 20.

Underline the context clues that support your definition.

- 18 Everyone set to work.
- 19 The president flew in and declared Greensburg a disaster area.
- 20 So many volunteers flocked to the town we had to build a whole trailer park for them!



340

Possible Teaching Point

Read Like a Writer | Author’s Craft

Graphic Features Discuss how the author used the illustrations to support the text. Elicit that the illustrations provide information about how the people of Greensburg felt about the president’s visit and the help they received from the many volunteers. Then ask: *Does the text on this page have a positive or negative tone? How did the author use the illustrations to help you understand his viewpoint? Why did the author feel that an illustration would be helpful here?*



- 21 Donations came from all over Kansas, the United States, and the world.
- 22 The government sent experts to help us.
- 23 And there was a whole lot of rubble to clear out—more than 388,000 tons.

CLOSE READ

Distinguish Viewpoint

Underline a detail that identifies the author's viewpoint about the rubble and explain if you agree or disagree with this viewpoint.

Copyright © SAVVAS Learning Company LLC. All Rights Reserved.



341

CROSS-CURRICULAR PERSPECTIVES

Social Studies



Kansas's Division of Emergency Management and the Federal Emergency Management Agency (FEMA) began the recovery effort immediately. For the first few weeks, FEMA also brought in experts and staff from other federal agencies. According to Bob Dixon, most of the volunteers were from other areas of Kansas. They included people from government agencies and other organizations. Altogether, volunteers donated 57,786 hours of work to the effort.

First Read

Respond

THINK ALOUD Kansas is the only state mentioned, so I think Greensburg is in Kansas. People often want to help others in their area, so it makes sense for donations to come from people in the state. Since all the homes and stores in Greensburg were destroyed, people probably donated clothes and food as well as money.

Close Read

Distinguish Viewpoint

Have students underline the detail in **paragraph 23** that identifies the author's viewpoint about the rubble. **See student page for possible responses.**

Ask: *Why does the narrator point out how many tons of rubble the town had to remove?*

Possible Response: Pointing out that the town moved 388,000 tons of rubble gives me a better idea of how much work was involved.

Tell students that a small car weighs about one ton, or 2,000 pounds. Ask: *Do you agree or disagree with the author's viewpoint about the rubble? Explain.*

Possible Response: I agree that there was a lot of rubble and that 388,000 cars would take up a lot of space. The illustration also shows people standing on a mountain of rubble, and there is a big machine to move it all.

DOK 2

OBJECTIVE

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

First Read

Generate Questions

Do you think that the number of trailer homes tells us how many families are living there? I also wonder how far away the closest town is. Where do the people buy what they need? What questions do you have about this page?

Possible Response: If the trailer city is not far from Greensburg and both are in Kansas, why is the narrator surprised by the heat? Does he have nightmares about the tornado, or is there another reason he is worried about being blown away?

Close Read

Make Connections

Have students scan **paragraphs 26–29** and highlight details that help them connect the narrator’s experiences in the city of trailer homes to a challenge that they have experienced. **See student page for possible responses.**

Ask: **How does your connection help you understand how difficult the narrator’s experiences were?**

Possible Response: When I had to change schools, it was hard to get used to doing things differently. This helps me understand that it was probably very stressful and uncomfortable to be living in a new place, especially if you were worried about whether your home was safe. I also got upset about things that I could not do anymore, like walk to school, so I am not surprised that people had disagreements.

DOK 2

OBJECTIVE

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

CLOSE READ

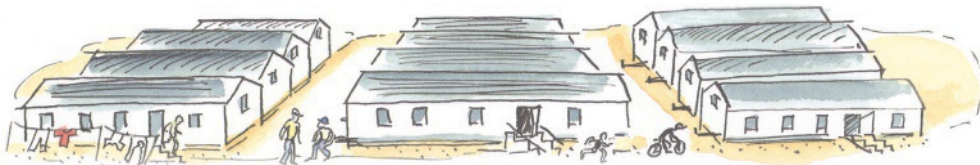
Make Connections

Highlight details that help you connect the narrator’s experiences in the city of trailer homes to a challenge that you have experienced.

24 We had to move out of town and find somewhere to stay during the big cleanup.



25 By the summer, we were living in our own small city of three hundred trailer homes outside Greensburg.



26 Life was not easy, and there were disagreements. Some people moved away and never came back.

27 Out there, living close to the weather, we realized how hot Kansas really could be.

28 We had to drive everywhere.

29 And there was always the chance that our trailers would be blown away by the wind.

Copyright © SAVVAS Learning Company LLC. All Rights Reserved.

342

Possible Teaching Point



Word Study | Homographs

Ask students to read paragraph 29 aloud. Use the Word Study lesson on pp. T214–T215 in the Reading–Writing Workshop Bridge to explain that some homographs, are pronounced differently. Help students determine whether this is true of the word *close* in paragraph 27, by asking them to read aloud sentences using the word’s alternate meanings. For example: *Close the computer program. He is close to the finish line.*



- 30 We kept dreaming of what Greensburg and our new homes would look like.
- 31 We did a lot of talking about how to build again.
- 32 Sure, we all agreed on tornado-proof houses. And houses that we could keep cool in the summer and warm in the winter without using more fuel than necessary would be great. The word *green* kept coming up at every meeting.
- 33 “Isn’t green just a color of paint?” asked Bob Dixson.
- 34 Then Daniel Wallach spoke up. “Green is basic common sense,” he declared. “Don’t use up more than you need. It’s sustainability! The Kansas farmers’ way!”
- 35 Mr. Wallach opened an office and called it Greensburg GreenTown.
- 36 “Not just green houses, a whole green city!” he said.

Copyright © SAVVAS Learning Company LLC. All Rights Reserved.



343

CLOSE READ

Distinguish Viewpoint

Underline details that help you explain how your viewpoint on sustainability compares to Daniel Wallach’s viewpoint.

sustainability a way of doing or making something that does not harm the environment and uses resources wisely

First Read

Connect

THINK ALOUD I know that the word *green* can describe anything that is good for the environment, not just a color. For example, things made from recycled paper or that do not have too much packaging are green products. Reusing and recycling things and using less of them are all ways of being green. I think that green products and actions are also sustainable. Sustainability depends on making choices that protect resources and allow us to always have what we need.

Close Read

Distinguish Viewpoint

Have students scan **paragraphs 34–36** and underline details that help them explain how their viewpoint on sustainability compares with Daniel Wallach’s viewpoint. **See student page for possible responses.**

Ask: **How is your viewpoint on sustainability similar to or different from Daniel Wallach’s viewpoint?**

Possible Response: I agree with his viewpoint that sustainability is “basic common sense” because sustainability makes sense to me, and I think most people understand that they should protect the environment and not waste resources. And although sustainability is “the Kansas farmers’ way,” these farmers are not the only people who do sustainable things. I try to save trees by using both sides of a piece of paper before recycling it, and I think everyone should act in a sustainable way.

DOK 2

OBJECTIVES

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

Respond using newly acquired vocabulary as appropriate.

ELL Targeted Support Language Structures Explain that hyphens may connect words to show that they act together to describe something. Use a dictionary to determine if a hyphen is needed. Write on the board: *proof*: “made to protect against or prevent something;” *waterproof boots*; *tornado-proof houses* (paragraph 32).

Show students an image of rain boots. Ask what the boots protect against or prevent. Have volunteers share examples of other waterproof items. Then ask what something *tornado-proof* protects against. **EMERGING/DEVELOPING**

First Read

Notice

Some people in Greensburg have creative ideas about how to make their new homes green. What details about these homes interest you the most?

Possible Response: I want to know what *geodesic* means because that home has an interesting shape. A wind-resistant home should be safe from tornadoes, but I am curious about why this makes the home green.

Close Read

Make Connections

Have students highlight details in **paragraphs 37-39** that help them connect the creative experiences of the people in Greensburg to their own personal experiences with creativity. **See student page for possible responses.**

Say: Use your connections to explain what it was probably like to be at the Greensburg GreenTown office at this time.

Possible Response: When I was making a birthday present for my mom, talking about it with my friends made me more excited and gave me ideas. I also drew lots of plans and found pictures of examples. So I think it was probably exciting to be at the office and talking about ideas, looking at other people's plans and pictures, getting new ideas, and sharing advice.

DOK 2

OBJECTIVES

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

Make inferences and use evidence to support understanding.

CLOSE READ

Make Connections

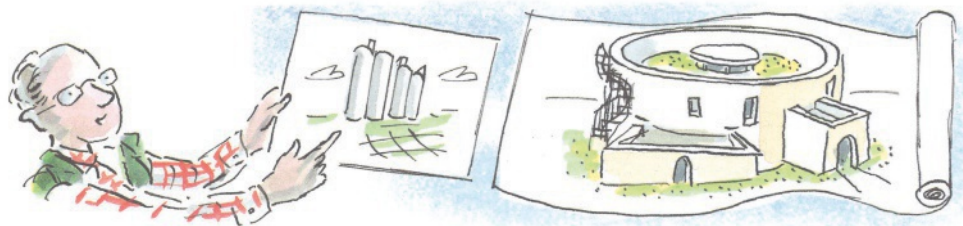
Highlight details that help you connect the creative experiences of the people in Greensburg to your personal experiences with creativity.

reclaimed took back to reuse

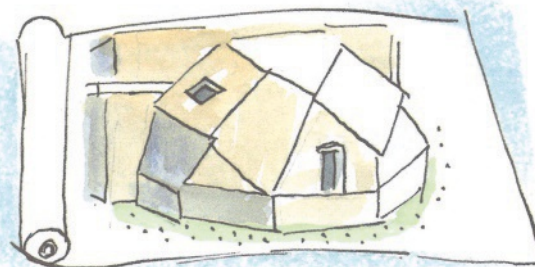
37 The whole idea of a green city had everyone excited, and some people got really creative.

Lana and John Janssen reclaimed the kitchen cabinets and tiles from the remnants of their old house.

38 Daniel Wallach suggested the Silo Eco-Home, with rounded walls like the grain elevator complex that survived the storm.



39 Jill and Scott Eller started work on an amazing wind-resistant geodesic dome home made from wooden panels.



Copyright © SAVVAS Learning Company LLC. All Rights Reserved.

344

Possible Teaching Point



Read Like a Writer | Author's Craft

Text Structures To help students recognize how the author uses text structure, ask them what word or words they could insert in paragraph 37 to make a connection between the first and second sentence. (*For example*) Elicit that the phrase “some people got really creative” is not a fact but a claim. Ask: **Why does the author inform readers about what the Janssens did?** (To show how people got creative) For additional instruction, use the Read Like a Writer lesson on pp. T248–T249 in the Reading-Writing Workshop Bridge.



- 40 Bob Dixon designed a super-strong, super-insulated wood frame for his home.
- 41 Sixteen sustainable, affordable houses, called the Prairie Pointe Townhomes, would be built for Greensburgers right on Main Street.
- 42 But these were difficult times, and not everyone had the money to keep going.

CLOSE READ

Distinguish Viewpoint

Underline details in the text feature “Going Green” that help you understand the author’s viewpoint on Greensburg becoming a green city. Distinguish the author’s viewpoint from your own viewpoint on the subject.

Going Green

Daniel Wallach lived in nearby Macksville when the tornado hit. As an expert on community projects he was able to give good advice right from the start when people began talking about rebuilding green.

Only five days after the storm, Daniel Wallach wrote down his ideas for Greensburg GreenTown. This would be an office where homeowners and businesses that were thinking about rebuilding green could learn all about it.

A month later the office was open, and it became a place where people could share information about the latest ideas in green building and living.

When the news spread that Greensburg was aiming to rebuild green, people in the United States and around the world got very excited. Greensburg became famous when newspapers and TV stations used the words “Green City” to describe the project.

Bob Dixon took a little while to come around to green ideas. But later on, as mayor of Greensburg, he became well known as a leader of the town’s green initiative.



345

Copyright © SAVVAS Learning Company LLC. All Rights Reserved.

First Read

Respond

After you read “Going Green,” discuss the Weekly Question with a partner: How can a leader’s experiences inspire change?

Possible Response: Responses will vary. Students should compare the leadership of Daniel Wallach and Bob Dixon and discuss the role of the GreenTown office.

Close Read

Distinguish Viewpoint

Have students scan the text feature “Going Green” and underline details that help them understand the author’s viewpoint on Greensburg becoming a green city. **See student page for possible responses.**

Ask: *Why does the author tell readers about how Greensburg became famous?*

Possible Response: The author thinks that the project was important and wants to support this idea by explaining that many people shared this viewpoint.

Explain that analyzing the words authors use can help readers decide how their own viewpoint is alike or different.

Say: *Distinguish the author’s viewpoint on the town becoming green from your own viewpoint.*

Possible Response: The phrase “was aiming to rebuild green” suggests that the author thought there was a chance the project might fail I would be more positive and say that the town “was going to rebuild green.”

DOK 2

OBJECTIVE

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

Possible Teaching Point



Academic Vocabulary | Analogies

Call students’ attention to the word *advice* in the first paragraph of the feature. Ask students to share their ideas about how they could explain what advice is by comparing it to something familiar. Tell students that this type of comparison is called an analogy. Use the Academic Vocabulary lesson on pp. T212–T213 in the Reading-Writing Workshop Bridge to teach students about the purpose of analogies and how to write them.

First Read

Generate Questions

Does the text feature help you understand what a sustainable house is? What questions can you ask to check your understanding?

Possible Response: Is a house sustainable if it uses just the sun for heating and lighting? Does all the electricity need to be made from the sun? How does insulation keep a house both warm and cool?

Close Read

Make Connections

Have students scan pp. 342-346 and highlight details that help them connect the family's experience of rebuilding their home to a personal experience in their own life that required hard work. See student page for possible responses.

Say: *Have you ever wanted something badly? Did you have to work for it? Think about how that made you feel.*

Possible Response: I wanted to get a good grade on a test. It was important to me because I wanted to prove that I could do it. I studied really hard and never gave up. It was a lot of work, but like the family in the story, it felt good when I accomplished my goal.

DOK 2

OBJECTIVE

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

CLOSE READ

Make Connections

Highlight details that help you connect the family's experience of rebuilding their home to a personal experience that required hard work.

Vocabulary in Context

In the text, the author uses the word *solar* to describe pipes used in sustainable homes.

Use context clues within and before the sentence to determine the meaning of *solar*.

Underline the context clues that support your definition.

- 43 My family was lucky, and for the next two years we worked hard to build our home in as sustainable a way as possible.

Building a Sustainable House

- 1 A house loses heat through its windows. The cold north side of a house gets little or no sun, so the windows should be smaller here. The rooms that aren't used much during the day should be put on the cold side.
- 2 The sunny south side of a house can have large windows to allow the light and warmth of the sun into the dwelling.
- 3 Solar pipes made of shiny metal with a clear cover on top can be set into the roof to bring sunlight down into dark areas, reducing the need for electric light during the day.
- 4 Plenty of insulation in the walls, roof, and floor of a house acts like a warm blanket, keeping the heat inside. All this insulation keeps the house cool in summer, too.
- 5 Solar panels generate electricity from the sun.
- 6 Water use can be reduced with special faucets and toilets.

346

Copyright © SAVVAS Learning Company LLC. All Rights Reserved.

Possible Teaching Point

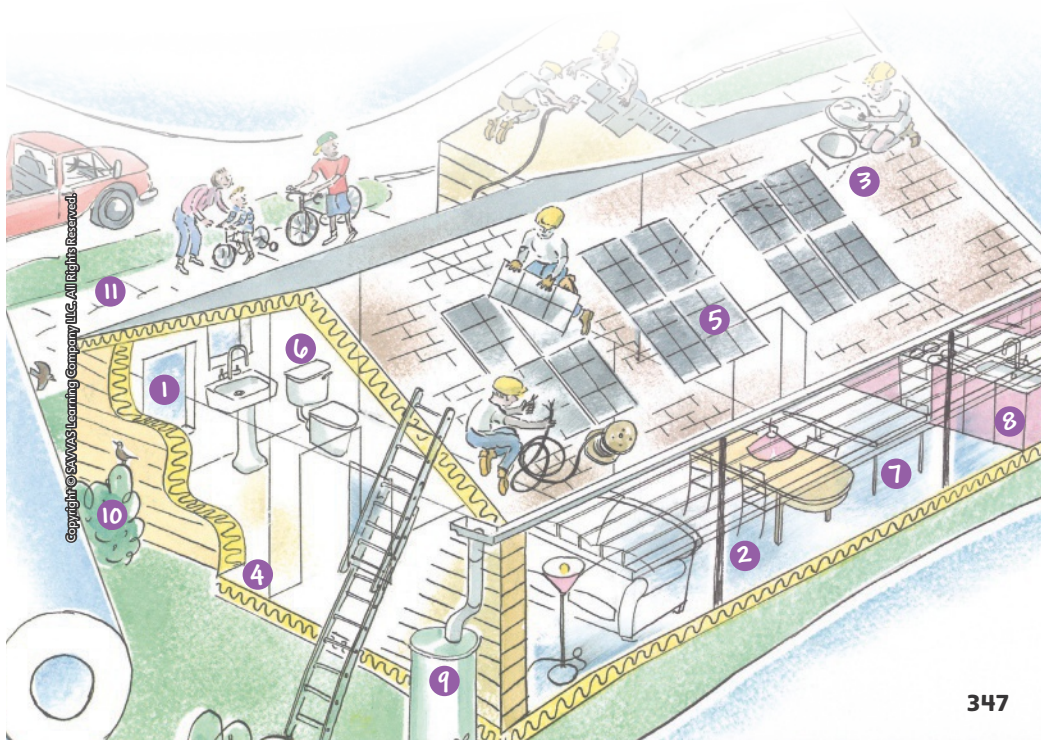


Read Like a Writer | Author's Craft

Point of View To develop students' understanding of narrative nonfiction, ask whose home is discussed in paragraph 43. Elicit that in this sentence, the first-person narrator uses *we* and *our* to speak just about his own family and home. Ask students whether they think the narrator knows enough to explain all the information given in the text feature. Ask guiding questions to discuss whose point of view the author uses, such as: **Why do you think this information is separated from the main text? What do we know about the narrator?**



- 7 Reclaimed materials can be used to build new floors and walls.
- 8 Sometimes appliances and cabinets can be reclaimed, too.
- 9 Rainwater can be collected from the roof and used to water the garden.
- 10 Some types of plants require less water.
- 11 Light-colored sidewalks and paths are much cooler to walk on than dark ones. They reflect the heat of the sun.



First Read

Notice

I see that the illustration on this page goes with the “Building a Sustainable House” feature. I notice that the number labels on the house match the numbered items in the boxes. What details does the illustration help you understand?

Possible Response: The illustration helps me understand how the solar pipes are different from a skylight. It shows that the pipes are much wider than normal pipes and can curve instead of going straight down from the roof. I also notice that there are two people on the roof working with wires or cords. I think the wires must be for the electricity from the solar panels.

Close Read

Vocabulary In Context

Have students read the second Close Read note on p. 346 of the *Student Interactive* and locate the word *solar* in item 3 of the text feature. Tell students to scan **items 2–5** and underline and use context clues within and beyond the sentence to determine the meaning of *solar*. **See student page for possible responses.**

Say: Explain what you can describe using the word *solar*, based on how it is used here.

Possible Response: The word *solar* can describe anything that uses the sun’s light or energy. The solar pipes described in the text use sunlight to light the dark parts of a house. Panels that use the sun to make electricity are called solar panels. So you also can say that batteries you charge with sunlight are solar batteries.

DOK 2

OBJECTIVE

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

CROSS-CURRICULAR PERSPECTIVES

Social Studies



Daniel Wallach turned Greensburg GreenTown into a nonprofit organization that educates the public about sustainable building. It built Silo Eco-Home, a living laboratory that showcases energy-efficient construction methods and supports itself as a bed-and-breakfast. Wallach explained, “We want it to be fun and interesting for folks to come see and experience...in a lot of cases [it] inspires people to want to do it themselves.” Have students connect this information to the “Changing the World with One Idea” time line on pp. 330–331 of the *Student Interactive*.

First Read

Connect

I have heard of Best Western hotels. This reminds me that Greensburg and these buildings are real, since this is a nonfiction text. The 5.4.7 Arts Center could be named for its street address, like some buildings, or the numbers may mean something else. What personal connection helps you understand what *eco-friendly* means?

Possible Response: *Eco* reminds me of *ecosystem*, so I think *eco-friendly* means “good for the environment.”

Close Read

Make Connections

Have students scan **paragraphs 44–47** and highlight details that help them connect the experiences of people helping to rebuild Greensburg to their own experiences with improving their community. **See student page for possible responses.**

Ask: How are your experiences similar to the experiences people had rebuilding Greensburg?

Possible Response: When my scout troop cleaned up the park, we had different jobs but all helped to achieve the same goal. Some scouts picked up trash, and others helped to sort it. The people in Greensburg also did different things for a shared goal. Some built green buildings, and others built a wind farm. The detail about the students building the arts center also reminds me of how working together made my troop’s job of cleaning the park easier.

DOK 2

OBJECTIVE

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

CLOSE READ

Make Connections

Highlight details that help you connect the experiences of people helping to rebuild Greensburg to your own experiences with improving your community.

constructed built or made

- 44 The town’s businesses were rebuilding green, too—new offices for start-up companies, and a retail center.
- 45 The 5.4.7 Arts Center arrived by truck and was put together by University of Kansas architecture students.
- 46 On the outskirts of town we built a wind farm big enough to power the whole community.
- 47 The banks made sure their new buildings were as eco-friendly as possible.
- 48 So did the Best Western hotel and, beside it, the Kiowa County Memorial Hospital.
- 49 Our new hurricane-proof water tower was constructed next to the new, green Big Well Museum.

348

Copyright © Savvas Learning Company LLC. All Rights Reserved.

Possible Teaching Point



Read Like a Writer | Author’s Craft

Graphic Features To develop students’ understanding of how illustrations support and supplement the text, have students compare the illustration with the information in paragraphs 45–47. Ask students to share specific text details that the illustration explains, such as wind turbines and solar panels. Ask: *Why do you think the author shows this additional information in an illustration instead of in words?*



- 50 We knew our school had to be at the very center of it all. The plans looked exciting.
- 51 For three years we only had small trailers for classrooms.
- 52 But we became experts in environmental science.

CLOSE READ

Distinguish Viewpoint

Underline a detail that reveals the author's viewpoint on how the townspeople changed as they waited for the school to be rebuilt. Do you share this viewpoint? Explain.



349

First Read

Notice

If the students' classes were held in trailers for three years, that means it took that long to design and build the new school. What do you notice about the illustration on this page? How does it support or add to the text?

Possible Response: The illustration shows a class visiting a construction site, so I think the author is showing that the students had at least one field trip to learn about their new school and sustainability. They would need many field trips to become experts in environmental science!

Close Read

Distinguish Viewpoint

Have students scan **paragraph 52** and underline a detail that reveals the author's viewpoint on how the townspeople changed as they waited for the school to be rebuilt. **See student page for possible responses.**

Ask: **Do you share this viewpoint about the townspeople? Explain.**

Possible Response: I do not agree that everyone became an "expert," because the author does not give any evidence to support this. I think some people probably learned a lot about environmental science, but most probably did not know as much as environmental scientists, who studied this subject in school and use it for their jobs.

DOK 3

OBJECTIVES

Evaluate details read to determine key ideas.

Use text evidence to support an appropriate response.

Possible Teaching Point



Read Like a Writer | Author's Craft

Hyperbole Ask students to explain the meaning of this phrase in paragraph 50: "at the very center of it all." Elicit that "at the center of" can mean being physically located in the center or middle. Explain that it also can mean being the main focus or the cause of the most interest, activity, or discussion. Then ask: **Do you think the narrator is exaggerating a bit? Is the word very necessary to describe the center?** Remind students that authors may use hyperbole to make a point, not just to add humor. Ask: **Does this sentence help you understand anything about the narrator? Explain.**

First Read

Notice

The name of the school tells us that Greensburg must be in Kiowa County. The school's design sounds very similar to the design of sustainable houses. What is one different feature?

Possible Response: There is a wind turbine instead of solar panels.

Close Read

Make Connections

Have students scan the **feature box** and highlight details that help them connect some ways that the green school in Greensburg compares or contrasts with their school. **See student page for possible responses.**

Ask: *Based on what you know about our school and this information, how green is our school? Explain your inference.*

Possible Response: Our school is not very green. It does not have a wind turbine like the Kiowa School, and the sports fields are watered with regular sprinklers, not collected rainwater. Some classrooms are sunnier than others, so we always have to turn on lights in the darker rooms. The bathroom faucets help save water by turning off automatically, but they may not be the kinds that use less water. I know the insulation is not good because sometimes I feel drafts in the classrooms or hallway.

DOK 2

OBJECTIVES

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

Make inferences and use evidence to support understanding.

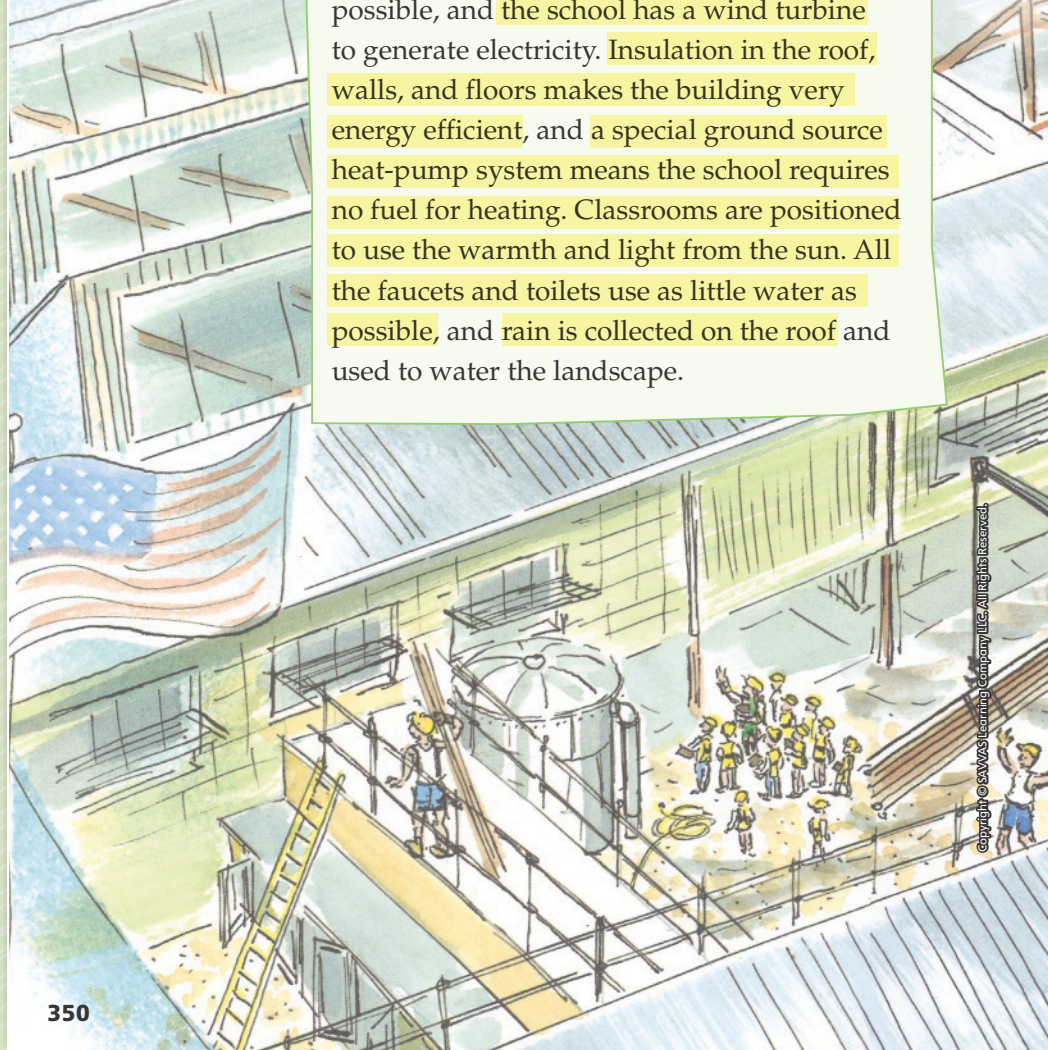
CLOSE READ

Make Connections

Highlight details that help you connect some ways that the green school in Greensburg compares or contrasts to your school.

The Kiowa County School Leads the Way in Green School Design

The Kiowa County School was designed to be the greenest building in the whole town. It was built from scratch. Reclaimed and recycled materials were used wherever possible, and the school has a wind turbine to generate electricity. Insulation in the roof, walls, and floors makes the building very energy efficient, and a special ground source heat-pump system means the school requires no fuel for heating. Classrooms are positioned to use the warmth and light from the sun. All the faucets and toilets use as little water as possible, and rain is collected on the roof and used to water the landscape.



350

Possible Teaching Point

Read Like a Writer | Author's Craft

Text Structure To develop students' understanding of text structure, ask them to identify the main idea of the text feature. Point out that the phrase "the greenest building" is a clue that the author will give examples of the school's green features. Elicit that the author uses the text structure to develop and support the main idea. For further instruction, use the Read Like a Writer lesson on pp. T248–T249 in the Reading-Writing Workshop Bridge.

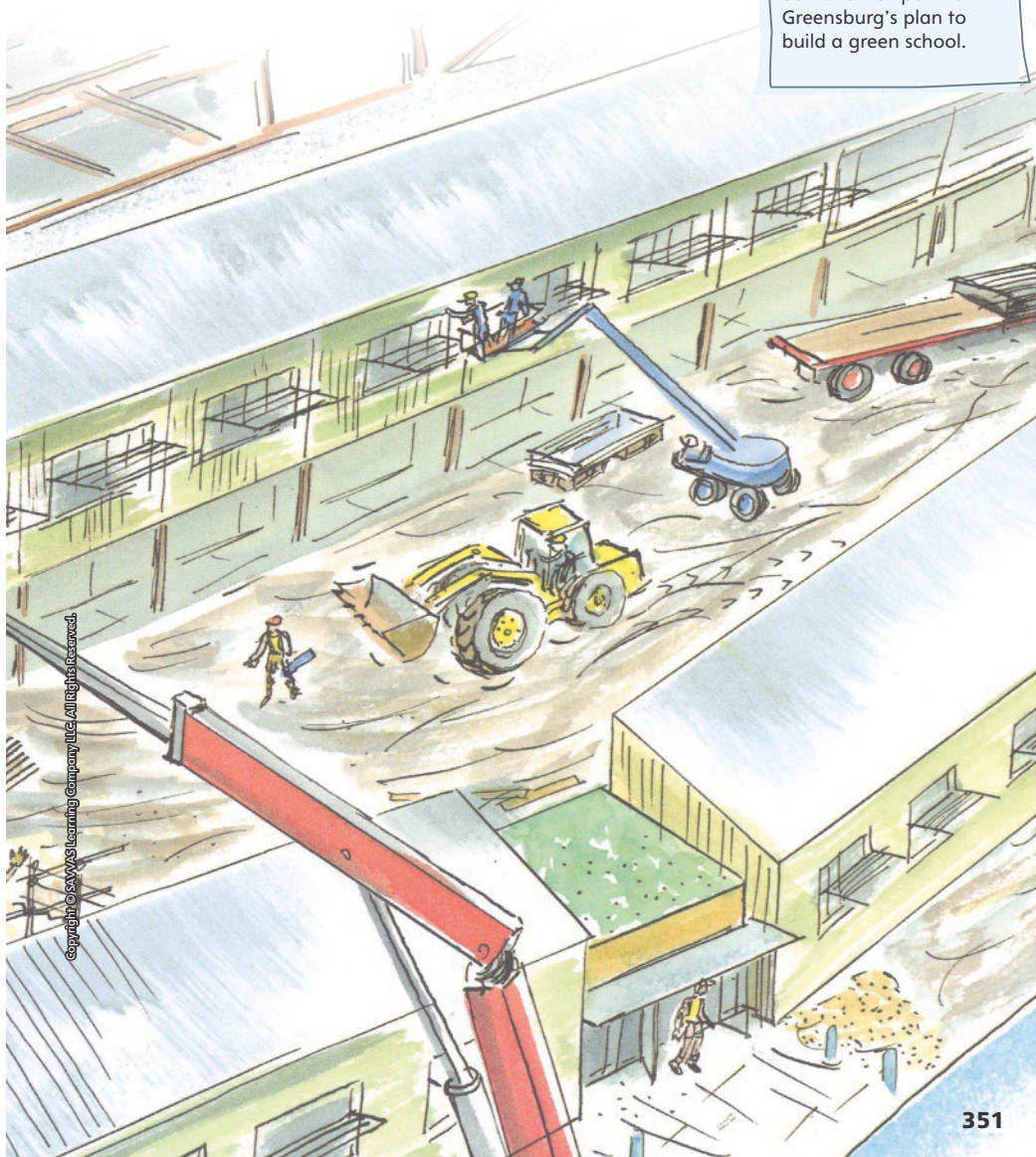


53 Our new school was going to be one of the greenest in the United States.

CLOSE READ

Distinguish Viewpoint

Underline details that help you infer the author's viewpoint on Greensburg's plan to build a green school.



351

First Read

Connect

The illustration shows that the school has a long courtyard. I can use what I learned about sustainable buildings and what I already know to think about the advantages of having a courtyard. For example, since the school is not very tall, I think a lot of sun will be able to reach the courtyard. This means the classrooms around it can have windows that let in natural light. Can you think of one way that courtyards might help students to stay cool without using electricity?

Possible Response: If you open the school windows, you might get a breeze through the courtyard without using fans. You could plant a few trees in the courtyard so students could sit in the shade during recess.

Close Read

Distinguish Viewpoint

Have students scan **paragraph 53** and underline details that help them infer the author's viewpoint on Greensburg's plan to build a green school. **See student page for possible responses.**

Ask: **Based on the narrator's description of the new school, what can you infer is the author's viewpoint on the plan for the school?**

Possible Response: Since the narrator says the school would be "one of the greenest in the United States," the author thinks the plan is one of the best designs for a sustainable, or green, school in the country.

DOK 2

OBJECTIVES

Make inferences and use evidence to support understanding.

Use text evidence to support an appropriate response.

CROSS-CURRICULAR PERSPECTIVES

Social Studies



Cities in the United States are increasingly recognizing the benefits of "walkable" communities: mixed-use neighborhoods that encourage walking. Such communities are more sustainable due to lower greenhouse gas emissions. Higher-density development leads to smaller homes that are more energy efficient and discourage overconsumption of goods. Interactions on sidewalks also can help develop a sense of community and civic responsibility. Such considerations influenced Greensburg's placement of Kiowa County School along Main Street.

First Read

Notice

How does the illustration show that Green City is a good nickname for Greensburg?

Possible Response: It shows many ways the city is green: There are solar panels on the street that might be used for the street lights. There are also several wind turbines to make electricity. Two children are riding bikes, and it looks like many people are walking instead of driving.

Close Read

Make Connections

Elicit from students that the people in Greensburg worked hard to solve their problems. Have students scan paragraphs 54–55 and highlight details that help them connect the text to their own experiences. See student page for possible responses.

Ask: How does remembering your experiences of working hard to solve a problem help you understand how the people of Greensburg felt once the rebuilding was complete?

Possible Response: When I finally learned how to swim after taking many lessons, I was proud of myself and happy to be able to swim in any part of the pool. I think the people of Greensburg must also have been proud of themselves and glad that they made the effort to rebuild. The detail that “Greensburg has come back to life” shows that their efforts were successful.

DOK 2

OBJECTIVES

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

Make inferences and use evidence to support understanding.

CLOSE READ

Make Connections

Highlight details that help you connect the text to your own experiences. Compare experiences when you worked hard to solve a problem to the experiences of people in Greensburg.

54 It took a few years for everything to come together, but now look! Greensburg is Green City.

55 We moved into our new houses and Greensburg has come back to life.



352

Possible Teaching Point

Read Like a Writer | Author's Craft

Figurative Language To help students recognize the author's use of figurative language, call students' attention to the clause “Greensburg has come back to life” in paragraph 55. Ask students whether a town can be alive or dead in the same sense as a person, animal, or plant. Have students share their ideas about why the author describes the renewal or restoration of the town in this way. Ask: What point is the author making about the town with this expression? What could you describe as a sign of life in the illustration?



- 56 I still remember the night when the tornado destroyed our town in nine minutes flat.
- 57 Back then it really did seem like the end for Greensburg. Our town and our future were shattered.
- 58 But we *did* rebuild into one of the greenest towns in America.
- 59 That's official—the president even said so on TV.
- 60 By thinking and building green, we've given Greensburg its future. We planned for the future, because the future is green. Just ask the experts!

Copyright © SAVVAS Learning Company LLC. All Rights Reserved.

CLOSE READ**Distinguish Viewpoint**

Underline details that help you compare the author's viewpoint on the importance of green building and living to your own viewpoint on the topic.

353

First Read**Respond**

We know that leaders can inspire change. Now that you have finished reading the text, what do you think is necessary for change to happen?

Possible Response: People need to work hard and make a group effort, like the citizens of Greensburg did. It also can take time for change to happen, because you need to make careful plans, and some things take longer to do.

Close Read**Distinguish Viewpoint**

Have students scan **paragraph 60** and underline details that help them compare the author's viewpoint on the importance of green building and living with their own viewpoint. **See student page for possible responses.**

Ask: **Do you agree with the author's viewpoint on the importance of sustainability? Use text evidence to explain your response.**

Possible Response: I agree with the author that sustainability is important for the future. Green building and living use fewer resources, so "the future is green." I think that green designs, will enable us to stop using resources that are running out and that we cannot replace.

DOK 2

OBJECTIVE

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

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

Voice To help students recognize the author's voice, call their attention to paragraph 59. Ask them why the narrator, not the author, points out that the president made the observation shared in paragraph 58. (to provide evidence, to persuade readers) Elicit that the informal way the detail is phrased ("even said so") matches the personality of the narrator. Ask: **How might this information be stated in the author's voice if it appeared in a text feature? Why do you think the author has the narrator share this detail instead? Would it be as impressive if it was stated in the author's voice?**

Respond and Analyze



OBJECTIVES

Use text evidence to support an appropriate response.

Respond using newly acquired vocabulary as appropriate.

Recognize characteristics and structures of informational text.

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

My View

Use these suggestions to prompt students' initial responses to reading *Green City*.

- **React** Would you have chosen to rebuild or move away? Why?
- **Discuss** Which part of Greensburg's cleanup and rebuilding process did you find most interesting, and why?

Develop Vocabulary

Minilesson

FOCUS ON STRATEGIES Tell students that authors of narrative nonfiction choose words that readers are familiar with. This helps the reader build connections. The vocabulary words *reclaimed*, *opportunity*, *constructed*, and *destroyed* relate to the events that happened after a tornado.

MODEL AND PRACTICE Model filling out the chart on *Student Interactive* p. 354 using the word *destroyed*. Say: **First, write the word above its definition. Then I will write a sentence about an experience when a tree limb destroyed my roof. Lastly, I look back to the text and write a sentence about something that was destroyed in Greensburg.**

ELL Targeted Support Vocabulary Display the four weekly vocabulary words and review their definitions. Remind students that authors choose words that help readers feel connected to the text.

Say each word and help students find another familiar word with a similar meaning. **EMERGING/DEVELOPING**

Say each word and have students use one word to describe an event in their own life. **EXPANDING/BRIDGING**



FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for building vocabulary.

OPTION 1 MyTURN Have students respond using newly acquired vocabulary as they complete p. 354 of the *Student Interactive*. They should use events in their lives and text evidence to help them construct their sentences.

OPTION 2 Use Independent Text Have students find and list four unfamiliar words from another narrative nonfiction text. Tell them to use a dictionary to write the definition of each word. Then have them use the words to describe events in their own lives.

QUICK CHECK

Notice and Assess Can students explain how the vocabulary words can be used to describe events?

Decide

- **If students struggle**, revisit instruction for developing vocabulary in Small Group on pp. T244–T245.
- **If students show understanding**, extend instruction for vocabulary in Small Group on pp. T244–T245.

Check for Understanding MyTURN Have students complete p. 354 of the *Student Interactive*.

STUDENT INTERACTIVE, pp. 354–355

VOCABULARY	COMPREHENSION	READING WORKSHOP															
<p>Develop Vocabulary</p> <p>In narrative nonfiction, authors choose words that best describe an event or series of events. These words help readers connect events described in the text to their own lives.</p> <p>MyTURN Add each vocabulary word from the word bank to the chart. Then connect the word to an experience of your own. Finally, use the word in a sentence about experiences in Greensburg.</p> <div style="border: 1px solid #ccc; padding: 5px; margin: 10px 0;"> <p style="text-align: center; background-color: #2e7d32; color: white; margin: 0;">Word Bank</p> <p style="margin: 0;">reclaimed opportunity constructed destroyed</p> </div> <p style="color: #e91e63; margin: 0;">Possible responses:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #2e7d32; color: white;">Word</th> <th style="background-color: #e8f5e9;">Personal Experience</th> <th style="background-color: #e8f5e9;">Experience in Greensburg</th> </tr> </thead> <tbody> <tr> <td style="background-color: #e8f5e9;">destroyed completely ruined</td> <td style="background-color: #e8f5e9;">My little brother destroyed my model airplane.</td> <td style="background-color: #e8f5e9;">The tornado destroyed many buildings in Greensburg.</td> </tr> <tr> <td style="background-color: #e8f5e9;">opportunity a chance for a good experience</td> <td style="background-color: #e8f5e9;">I have the opportunity to learn Spanish this summer.</td> <td style="background-color: #e8f5e9;">People had the opportunity to rebuild their town in a new way.</td> </tr> <tr> <td style="background-color: #e8f5e9;">reclaimed took back to reuse</td> <td style="background-color: #e8f5e9;">We reclaimed wood from an old barn to make bookshelves.</td> <td style="background-color: #e8f5e9;">Some people reclaimed materials from their old house.</td> </tr> <tr> <td style="background-color: #e8f5e9;">constructed built or made</td> <td style="background-color: #e8f5e9;">My family constructed a shed in our yard.</td> <td style="background-color: #e8f5e9;">People constructed buildings that used less energy.</td> </tr> </tbody> </table>	Word	Personal Experience	Experience in Greensburg	destroyed completely ruined	My little brother destroyed my model airplane.	The tornado destroyed many buildings in Greensburg.	opportunity a chance for a good experience	I have the opportunity to learn Spanish this summer.	People had the opportunity to rebuild their town in a new way.	reclaimed took back to reuse	We reclaimed wood from an old barn to make bookshelves.	Some people reclaimed materials from their old house.	constructed built or made	My family constructed a shed in our yard.	People constructed buildings that used less energy.	<p>Check for Understanding</p> <p>MyTURN Look back at the text to answer the questions.</p> <p style="color: #e91e63; margin: 0;">Possible responses:</p> <ol style="list-style-type: none"> <li style="margin-bottom: 10px;"> DOK 2 <p>1. What details help you understand that <i>Green City</i> is a narrative nonfiction text? The text includes facts and details about real events, narrative elements, and a chronological text structure.</p> <li style="margin-bottom: 10px;"> DOK 2 <p>2. Why do you think the author chose to narrate the Greensburg events himself? Narrating the events himself gives the reader details from the perspective of a person who experienced the events.</p> <li style="margin-bottom: 10px;"> DOK 2 <p>3. Why does the author use Daniel Wallach to explain sustainability? Cite text evidence. The author identifies Daniel Wallach as “an expert” who gives “good advice right from the start when people begin talking about rebuilding green.”</p> DOK 3 <p>4. What do you think is the theme, or message, of the text? Cite text evidence. I think the theme of the text is that sometimes problems bring people together and provide opportunities to make things better in a community. Even though Greensburg had “almost no buildings left,” some people “saw the whole situation as an opportunity for a fresh start” and building green gave “Greensburg its future.”</p> 	<div style="text-align: right; margin-bottom: 10px;"> </div> <p style="text-align: right; font-weight: bold; margin: 0;">355</p>
Word	Personal Experience	Experience in Greensburg															
destroyed completely ruined	My little brother destroyed my model airplane.	The tornado destroyed many buildings in Greensburg.															
opportunity a chance for a good experience	I have the opportunity to learn Spanish this summer.	People had the opportunity to rebuild their town in a new way.															
reclaimed took back to reuse	We reclaimed wood from an old barn to make bookshelves.	Some people reclaimed materials from their old house.															
constructed built or made	My family constructed a shed in our yard.	People constructed buildings that used less energy.															
<p>354</p>	<p><small>Copyright © SAVVAS Learning Company LLC. All Rights Reserved.</small></p>	<p>355</p>															

Word Study Homographs

OBJECTIVES

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

Identify and read high-frequency words from a research-based list.

LESSON 2

Apply Homographs

APPLY MyTURN Direct students to complete p. 360 of the *Student Interactive*.

wind

close

High-Frequency Words

High-frequency words are words that appear often in texts. Many of them do not follow regular sound-spelling patterns. Have students find, identify, and read the words *equation* and *among* in various texts.



STUDENT INTERACTIVE, p. 360



WORD STUDY

Homographs

Homographs are words that are spelled the same but have different meanings. Two words that are homographs may or may not have the same pronunciation. The word *wind* in paragraph 29 of *Green City* means “moving air” and is pronounced with a short *i* sound. The word *wind* may be pronounced with a long *i* sound and mean “to curve or twist.” Often the context tells you the meaning and pronunciation. You can also use a print or digital dictionary.

My TURN Reread paragraph 27. Identify a word that has a homograph and explain its meaning in the text. Then, use a print or digital dictionary to find a different meaning for the word’s homograph. Finally, use the homograph in a sentence of your own.

Homograph in text: close

Meaning in text: near in physical space

Meaning of homograph: to block entry

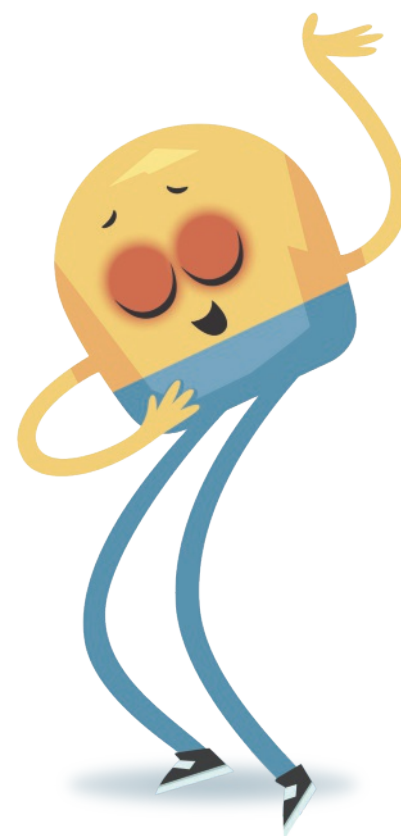
Your sentence: Possible response: Please close the door.

High-Frequency Words

High-frequency words appear often in text. Read these high-frequency words: *equation*, *among*.

Copyright © SAVVAS Learning Company, LLC. All Rights Reserved.

360



LESSON 2

Apply Homographs

LESSON 1

Teach Homographs

FLEXIBLE OPTION
LESSON 3

More Practice

FLEXIBLE OPTION
LESSON 4

Spiral Review:
Words with *-able*,
-ible, *-ation*

FLEXIBLE OPTION
LESSON 5

Assess Understanding

Use the  **QUICK CHECK** on p. T241 to determine small group instruction.

Teacher-Led Options

Strategy Group



DEVELOP VOCABULARY

Teaching Point Active readers pay attention to the words authors use in narrative nonfiction to describe events. Readers think about how they might use these words in their own lives. Doing so may help them build connections. Have students look back at *Green City* for words that describe events.

ELL Targeted Support

Have students use shared reading to develop understanding of the vocabulary words *reclaimed*, *opportunity*, *constructed*, and *destroyed*.

Have partners find the vocabulary words in the text. Tell them to use two of the words in a sentence frame. *The house was _____ in the tornado, so the neighbors _____ a new one.*

EMERGING

Have partners use two vocabulary words to write two sentences related to the text. **DEVELOPING**

Have partners use vocabulary words in sentences about an event in their lives.

EXPANDING/BRIDGING



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

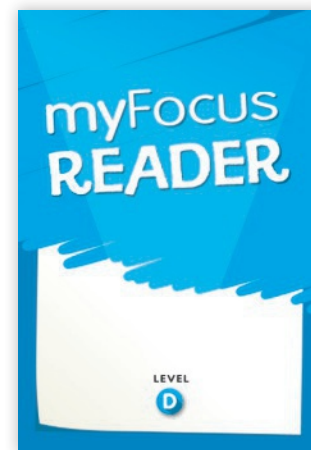
Intervention Activity



myFOCUS READER

Read pp. 48–49 in the *myFocus Reader* with students. Use the teaching support online at SavvasRealize.com to provide additional insight for students on leaders inspiring changes in society.

Provide instructional support for comprehension and word study—Homographs and Academic Vocabulary.



Fluency

Assess 2–4 students



PROSODY

Have students choose a few paragraphs from the text or a leveled reader. Ask pairs to take turns reading the passage aloud, making sure they say every word correctly and do not skip any words. If students skip or mispronounce words, tell them to slow down and concentrate on reading every word. Have them repeat challenging words or phrases slowly and then reread the passage. Remind students that reading accurately will help listeners fully understand the text. If needed, model reading with accuracy.

ORAL READING RATE AND ACCURACY

Use pp. 109–114 in Unit 4 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 how they determined the meaning of unfamiliar words.

Possible Conference Prompts

- What unfamiliar words did you find in the text?
- Did it help to use context clues or outside resources to determine meaning?

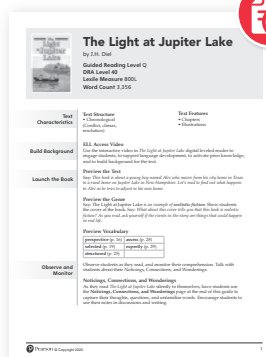
Possible Teaching Point Readers use context clues to figure out the meaning of unfamiliar words. It is easier to remember the meaning of words, if readers make personal connections.

Leveled Readers



DEVELOP VOCABULARY

- For suggested titles, see “Matching Texts to Learning,” pp. T216–T217.
- 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 some new vocabulary they learned from their reading and to explain how the words reminded them of events or experiences in their own lives.

Independent/Collaborative

Independent Reading



Students can

- reread or listen to *Green City* 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. 354.
- work with a partner to discuss and answer the questions on *Student Interactive* p. 355.
- play the *myView* games.
- work with a partner to write a narrative paragraph describing an event in their lives.

SUPPORT PARTNER READING

Keep partners on track by having them use a concept web to make connections between words and phrases used to describe events in their text.

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



Distinguish Viewpoint



OBJECTIVES

Use text evidence to support an appropriate response.

Distinguish their own point of view from that of the author of a text.

ACADEMIC VOCABULARY

Integrate Offer students oral practice using the unit Academic Vocabulary words to talk about the author’s viewpoint. Give students sentence starters such as

- Everything that was familiar to the townspeople was _____.
- How did the green rebuilding process benefit consumers in Greensburg?

ELL Access

Discuss with students the reasons for distinguishing the author’s viewpoint of an event. To help them with this task, encourage students to take notes in a T-chart, writing events in one column and the author’s opinion of the events in the other column.

Minilesson

FOCUS ON STRATEGIES Readers identify the viewpoint of the author by considering opinions, details, and examples. Then readers compare the author’s viewpoint with their own.

- Ask yourself what the author’s opinion is of events in the text.
- As you read, notice how these opinions are supported with details.
- Decide if you agree or disagree are supported with the author’s opinions and why.

MODEL AND PRACTICE Use the Close Read note on p. 336 of the *Student Interactive* to model how to distinguish the author’s viewpoint:

- The author says “everyone’s past had been swept away” by the tornado. That phrase shows that the author thought the tornado was devastating.
- Have pairs find and underline the next phrase or sentence that gives a clue to the author’s viewpoint about the tornado.

ELL Targeted Support Retell the Narrative Tell students that retelling the events in the narrative they read, either orally or in writing, is a good way to check their comprehension.

Help pairs read *Student Interactive* p. 336 to each other and retell the information orally. Provide sentence frames to help them retell the narrative: *The town of Greensburg* _____. *The people of Greensburg* _____. **EMERGING/DEVELOPING**

Have students read *Student Interactive* p. 336 and write a short paragraph to retell the events. Tell them to include details and the author’s opinion of events. **EXPANDING/BRIDGING**



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 strategies for distinguishing the author’s viewpoint.

OPTION 1 MyTURN Have students annotate the text using the other Close Read notes for Distinguish Viewpoint and then use their annotations to complete the chart on *Student Interactive* p. 356.

OPTION 2 Use Independent Text Have students take notes on the text, distinguishing the author’s viewpoint from their own. Ask students to explain in their notes how they used details and examples to identify the author’s viewpoint.

QUICK CHECK

Notice and Assess Can students distinguish the author’s viewpoint in a text?

Decide

- **If students struggle,** revisit instruction on distinguishing viewpoint in Small Group on pp. T252–T253.
- **If students show understanding,** extend instruction about distinguishing viewpoint in Small Group on pp. T252–T253.

STUDENT INTERACTIVE, p. 356



CLOSE READ

Distinguish Viewpoint

An author’s **viewpoint** is a way of looking at or thinking about something. Readers consider the opinions, details, and examples that support the author’s viewpoint. Then readers compare the author’s viewpoint with their own.

1. **MyTURN** Go to the Close Read notes in *Green City* and underline parts that help you understand the author’s viewpoint. Then distinguish this viewpoint from your own.
2. **Text Evidence** Use some of the parts you underlined to complete the chart.

Possible responses:

Text Evidence that Reveals Author’s Viewpoint on . . .

a tornado destroying Greensburg
“...everyone’s past had been swept away. Suddenly the entire town of Greensburg had no future.”

how the townspeople changed as they waited for the school to be rebuilt

“ . . . we became experts in environmental science.”

rebuilding Greensburg
“By thinking and building green, we’ve given Greensburg its future. . . the future is green.”

How My Viewpoint Compares with Author’s Viewpoint

I agree with the author that the people of Greensburg must have felt like they lost their past and their future when the tornado destroyed their town.

I disagree. The townspeople probably learned a lot about environmental science, but they did not become real experts.

I agree with the author. I think building and living in sustainable ways will be important for the future of towns.

Read Like a Writer

OBJECTIVE

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

Analyze Text Structure

Minilesson

FOCUS ON STRATEGIES Authors write to entertain, inform, or persuade. They choose a text structure based on their purpose for writing. Time order, or sequence, is a common text structure.

- In the time-order text structure, events are presented in sequence, or the order in which events happened.
- Authors use time-order words, such as *now*, *after*, *before*, and *later*. These words can be used to describe the relationship between events in texts featuring a range of genres and topics, including fiction, history, and science texts.
- Authors may show events on a time line so readers can see the order in which they occurred.

MODEL AND PRACTICE Model analyzing the author's use of time-order, or sequence, text structure by directing students to the top of p. 361 of the *Student Interactive*. Have students follow along as you complete the steps.

1. Identify that the author, Allan Drummond, uses a time-order word in the sentence from the passage.
2. Help students identify how the time-order word brings structure to the text and shows how quickly things changed for the town.
3. Guide students to understand that the time-order word *suddenly* shows when things changed. This adds structure to the passage by showing that the order of events will be before and after a tornado.

ELL Targeted Support Text Structure To help students better understand how text structure organizes ideas, ask them to identify the author's use of time-order words.

Have partners review a text they have read in class and find time-order words that tell the order in which events occur. Tell students to take turns retelling a part of the text, using the time-order words they found. **EMERGING/DEVELOPING**



ASSESS UNDERSTANDING

Apply

My TURN Direct students to go back to *Green City* and circle any time-order words they find. Help guide their search by having them look for words that show when events occurred or how long they lasted. Then have them focus on specific examples of text structure by completing the activities on p. 361 of the *Student Interactive*.

STUDENT INTERACTIVE, p. 361



ANALYZE AUTHOR'S CRAFT

READING-WRITING BRIDGE

Read Like a Writer

Authors write for a specific purpose—to entertain, inform, or persuade. How the author organizes ideas is called text structure. Text structure supports the author's purpose and helps readers understand important ideas in a text. One type of text structure is sequence, or time order.

Model ! Read the sentence from *Green City*.

Suddenly the entire town of Greensburg had no future.

Time-order word

- 1. Identify** The author uses a time-order text structure to show how quickly the storm created damage.
- 2. Question** How does this text structure support the author's purpose?
- 3. Conclude** It supports the author's purpose of informing readers about the storm's devastating effects on the town.

Read the sentence.

The very next day we met in a huge emergency tent set up amid rubble outside the courthouse.

My TURN Follow the steps to analyze the sentence. Describe how the text structure supports the author's purpose.

- 1. Identify** The author uses a time-order text structure to discuss the first steps people took right after the storm.
- 2. Question** How does this text structure support the author's purpose?
- 3. Conclude** It supports the author's purpose of informing readers about how the townspeople began to rebuild the town.



Word Study Homographs

OBJECTIVE

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

FLEXIBLE OPTION 

LESSON 3

More Practice

FOCUS ON STRATEGIES Remind students that homographs are words that look the same but have different meanings and that may or may not be pronounced differently.

MODEL AND PRACTICE Have students read the word *desert*. Guide them to pronounce the word two different ways and ask them to provide meanings. Invite them to use a dictionary or other print or digital resource to determine and confirm meanings. (*desert*—accent on first syllable to mean "a hot dry place"; *desert*—accent on second syllable to mean "to leave or abandon.") Then invite volunteers to find and explain another homograph they have read this week.



APPLY Have students complete *Word Study* p. 136 from the *Resource Download Center*.

Name _____

Word Study

Homographs
Homographs are words that are spelled the same but have different meanings. They may also be pronounced differently.

By Turn Use a dictionary to identify two meanings for these homographs. Write the definitions on the lines.

Possible responses:

1. lead
to go first and guide followers
a type of metal

2. down
a direction going lower
dense, fluffy feathers

3. fine
very good
money paid as punishment

4. wound
an injury
wrapped around

5. present
a gift
being in a place

Grade 3, Unit 4, Week 4
© Pearson Education, Inc., or its affiliates. All rights reserved. 136

Word Study, p. 136



FLEXIBLE OPTION
LESSON 3

More Practice

LESSON 1

Teach Homographs

LESSON 2

Apply Homographs

FLEXIBLE OPTION
LESSON 4

Spiral Review:
Words with *-able*,
-ible, *-ation*

FLEXIBLE OPTION
LESSON 5

Assess Understanding

Use the  **QUICK CHECK** on p. T247 to determine small group instruction.

Teacher-Led Options

Strategy Group

DISTINGUISH VIEWPOINT


Teaching Point Readers can identify the author's viewpoint in *Green City* by asking themselves what the author wants to say about the tornado and the rebuilding. Work with students to complete the graphic organizer on *Student Interactive* p. 356.

ELL Targeted Support

To help students understand unfamiliar English words, help them explain to each other how the author thinks the tornado affected Greensburg.

Read one section of the text that indicates how the author felt about the tornado. Then have students fill in the following sentence starter: *The author thinks _____*. **EMERGING/DEVELOPING**

Have partners find a section of text that indicates how the author feels about the tornado. Tell them to write one sentence about the author's viewpoint. **EXPANDING/BRIDGING**

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

Intervention Activity

DISTINGUISH VIEWPOINT

Use Lesson 40, pp. T195–T200, in the *myFocus Intervention Teacher's Guide* for instruction on the author's purpose and viewpoint.

LEVEL D • READ

Lesson 40 Author's Purpose and Viewpoint

DIRECTIONS Read "Living in Space" silently. As you read, think about why the author wrote this passage.

Living in Space

- 1 Will people like you and me live on the moon one day? The answer is probably no. The moon is too hot and too far away. In the future, we will probably live on space stations that go around Earth.
- 2 Astronauts are already living on space stations. And they are already solving many of the challenges of living in space. These include eating, exercising, getting clean, and sleeping. Meeting these challenges is important. If astronauts can learn how to live in space more easily, it will be easier for the rest of us to live there, too.
- 3 For example, astronauts have figured out ways to eat and keep food in space. People who live in space have to take their food with them. The food might have to be stored for many months. Scientists have developed special ways to prepare and store food so that it does not spoil. Astronauts are also learning how to grow food in space. It will taste great!
- 4 Exercise in space is another challenge. Scientists say that a person can lift 200 pounds easily in space because there is no gravity. As a result, astronauts need to exercise more to get a good workout. Astronauts have special ways to exercise. They use bikes and weights that are built to be used in space.

Copyright © Pearson Education, Inc., or its affiliates. All rights reserved.

Reading Informational and Argumentative Text, T • 261

Fluency

Assess 2–4 students

PROSODY

Have student pairs practice reading two pages of *Green City* smoothly and with expression.

ORAL READING RATE AND ACCURACY

Use pp. 109–114 in Unit 4 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

DISTINGUISH VIEWPOINT

Talk About Independent Reading Encourage students to form their own opinions separate from the author's viewpoint.

Possible Conference Prompts

- How does the author express his or her viewpoint?
- How does the author's viewpoint make you feel? What words or phrases would you use about the topic?

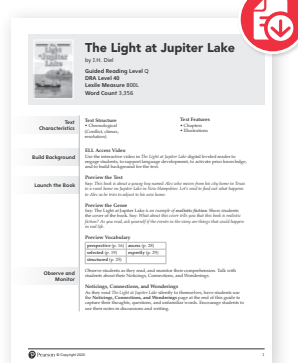
Possible Teaching Point Readers examine words, phrases, and the author's tone in the text to identify the author's viewpoint on the topic or main idea. They then examine their own thoughts and feelings.

Leveled Readers



DISTINGUISH VIEWPOINT

- For suggested titles, see “Matching Texts to Learning,” pp. T216–T217.
- For instructional support on how to distinguish the author's viewpoint, see the *Leveled Reader Teacher's Guide*.



Whole Group

Share Bring the class back together as a whole group. Ask volunteers to explain how they used language and tone to help them distinguish the author's viewpoint. Celebrate students' learning.

Independent/Collaborative

Independent Reading



Students can

- reread or listen to *Green City* or another text they have previously read.
- read a trade book or their Book Club text.
- support their partners in developing a summary of a passage they read in their book.

Centers



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

Literacy Activities



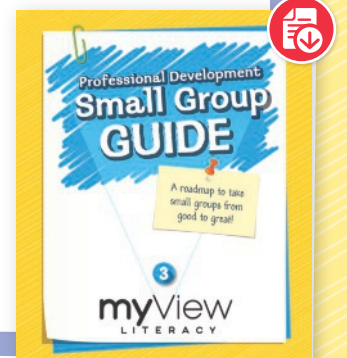
Students can

- complete the graphic organizer on *Student Interactive* p. 356.
- search for homographs in the text.
- play the *myView* games.
- choose a passage from a text and with a partner explain what the author thinks about the events in the passage.

SUPPORT INDEPENDENT READING

Help students set goals for their reading. Assist them in identifying goals that are neither too broad nor too narrow.

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



Make Connections



OBJECTIVE

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

ADDITIONAL VOCABULARY

Integrate Offer students oral practice using the unit Academic Vocabulary words to talk about making connections. Ask:

- What advice would the people of Greensburg likely give other tornado victims?
- When has a fresh start benefited you in your own life?

Continue to revisit Academic Vocabulary words with students throughout the week.

Minilesson

FOCUS ON STRATEGIES Review with students that readers make connections between events, feelings, ideas, and themes found in texts and their own lives, society, or other texts. Remind students that these connections help deepen their understanding of the text. Furthermore, readers can use those connections to develop new ideas.

MODEL AND PRACTICE Use the Close Read note on p. 337 of the *Student Interactive* to model how to use strategies to make connections in a text. I highlighted the buildings that were destroyed in the tornado because I remember when a storm destroyed some trees in my neighborhood. I felt really sad. I imagine that the people of Greensburg felt the same way. I wish there were ways to prevent these disasters from happening.

ELL Targeted Support Confirm Understanding Tell students that good readers notice and take action when they come across something they do not understand. Have them practice confirming understanding.

Help pairs read aloud to each other from *Student Interactive* p. 344. Instruct the listeners to stop the readers when they hear a word or phrase they do not understand. Guide them in using strategies: **Reread the confusing word or phrase slowly. Look at the context for clues. Discuss how you might rephrase the sentence that contains the confusing word or phrase. Check with each other or ask for help to make sure you understand the sentence before moving on.** **EMERGING/DEVELOPING**

Have pairs read aloud to each other from *Student Interactive* p. 344. Instruct the listeners to take notes on anything they don't understand. Have partners then share their notes with each other, discuss why those words or phrases were difficult, and decide how they can use the text to better understand the difficult words or phrases. **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 and then use their annotations to complete p. 357 of the *Student Interactive*.

OPTION 2 Use Independent Text Have students use sticky notes to mark places where they find clues that help them make connections with the text. Students should use their strategies to make connections, and then write their connections on the note.

QUICK CHECK

Notice and Assess Can students successfully make personal connections with the text?

Decide

- **If students struggle**, revisit instruction for making connections in Small Group on pp. T260–T261.
- **If students show understanding**, extend instruction for making connections in Small Group on pp. T260–T261.

STUDENT INTERACTIVE, p. 357



READING WORKSHOP

Make Connections

Making connections between what you read and your personal experiences helps you better understand a text. To make these connections, think about what happens in a text and find similar examples in your own life.

1. **MyTURN** Go back to the Close Read notes and highlight parts that help you make connections.
2. **Text Evidence** Use some of the highlighted text to make connections between the text and your personal experiences.

Possible responses:

Experiences of People in Greensburg	Experiences in My Life
Being Creative “reclaimed the kitchen cabinets and tiles”; “Silo Eco-Home”; “geodesic dome”	Being Creative When I got to redo my bedroom, I was excited and made drawings that showed my ideas.
Working Hard “. . . we worked hard to build our home in as sustainable a way as possible.”	Working Hard I worked hard to write an interesting book report.
Solving Problems “It took a few years for everything to come together, but now look! . . . Greensburg has come back to life.”	Solving Problems I was excited and proud when I finished my science fair project after working on it for two months.

Write for a Reader

OBJECTIVES

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

Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Use Text Structure

Minilesson

FOCUS ON STRATEGIES Writers use text structure that emphasizes sequence when they want readers to understand the order in which events occur in a text.

- Text structure that puts events in time order helps writers organize information for readers.
- Authors use words that emphasize order, such as *first*, *next*, *then*, and *last*, to help readers follow a sequence of events.
- Writers are careful to include every step in a process. They ask themselves, *Why do I need this step? What is the effect of missing this step?*

MODEL AND PRACTICE Model how students might use a similar technique in their own writing, using p. 362 of the *Student Interactive*.

1. Remind students that certain steps must occur in order for a scientific process to be successful.
2. Say: *Before I write, I think about what I need to grow a flower. I then think about why I need each step. If I miss a step, there will be an effect. My flower won't grow. If necessary, I can draw pictures to help me remember every step in the sequence. After I write each step, I look to see if I added time-order words to emphasize the sequence.*

ELL Targeted Support Text Structure Help students use time-order words to provide structure to their writing.

Use illustrations or photographs to help build students' vocabulary regarding time order. Create a list for students to refer to when necessary. **EMERGING/DEVELOPING**

Have students use time-order words in sentences that tell the beginning, middle, and end of an event. Have each student record his or her sentences on slips of paper, writing one sentence per slip. Have peers use the slips to correctly order the sentences. **EXPANDING/BRIDGING**



ASSESS UNDERSTANDING

Apply

MyTURN Have students refer to Allan Drummond's use of text structure and time-order words as an example for their own writing. Then guide students to complete the activity on p. 362 of the *Student Interactive*.

Writing Workshop

Have students use time-order text structure in their stories from the Writing Workshop. During conferences, support students' writing by helping them find opportunities to meaningfully include time-order words.

STUDENT INTERACTIVE, p. 362



DEVELOP AUTHOR'S CRAFT

Write for a Reader

Writers use text structure to organize information for readers. Putting events in time order helps readers understand the sequence of events in a text.

MyTURN Think about how Allan Drummond used a time-order text structure to tell about the rebuilding of Greensburg in *Green City*. Consider how you can use a time-order text structure to contribute to your own purpose for writing.

Possible responses:

1. Think about how a flower grows from a seed. List at least four time-order words you could use to describe the process.

first, next, then, last

2. Write a few sentences describing how a flower grows from a seed, using some of the time-order words you listed.

First, a seed from a flower falls to the ground. Next, the seed sprouts roots and a tiny stem or leaf. Then, it grows until it is big enough to make a bud. Finally, the bud opens up into a flower.

3. Explain how using time-order text structure contributes to your purpose for writing.

Using time-order text structure helped me organize the process so readers could follow what happened as a flower grows.

Use time-order words to organize the event sequence in your text!



Word Study Spiral Review

OBJECTIVES

Decode words with Latin suffixes.

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.



FLEXIBLE OPTION 

LESSON 4



Spiral Review: Words with *-able*, *-ible*, *-ation*

FOCUS ON STRATEGIES Review the strategies from the previous week for adding Latin suffixes to base words to make nouns or adjectives. The suffixes *-able* and *-ible* change a verb into an adjective. The suffix *-ation* changes a verb into a noun.

MODEL AND PRACTICE Write the following words on the board: *love*, *convert*, *starve*, and *collect*. Have volunteers add *-able*, *-ible*, or *-ation* and identify the new parts of speech. (*lovable*, adjective; *convertible*, adjective; *starvation*, noun; and *collectible*, adjective)

APPLY Have students work independently to find words with the suffixes *-able*, *-ible*, or *-ation* in a story they recently read. Have students read the words, identify their parts of speech, and then write the words, dividing each into its base word and added suffix.



ELL Targeted Support

Suffixes -able, -ible, -ation Remind students that the suffixes *-able*, *-ible*, and *-ation* come from Latin. Use the activities below to practice identifying and reading words with the suffixes.

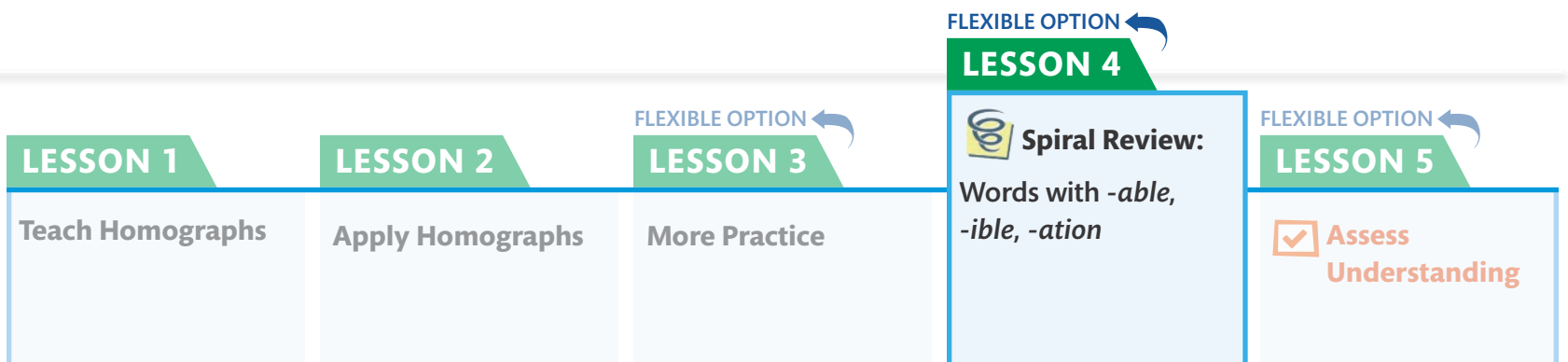
Display these words: *comfortable*, *reversible*, and *inspiration*. Have students identify the suffixes and read the words. (*comfortable*, *reversible*, *inspiration*)

EMERGING/DEVELOPING

Display these words: *advise*, *comfortable*, *inflate*, *reversible*, and *inspiration*. Have students circle the words with the suffixes *-able*, *-ible*, and *-ation*.

Then have them identify the suffixes in the words they circled and then read the words. (*comfortable*, *reversible*, *inspiration*) **EXPANDING**

Complete the activity above. Then have students identify the base word in each of the words with suffixes and then read the words. (*comfort*, *reverse*, *inspire*) **BRIDGING**



Use the  **QUICK CHECK** on p. T255 to determine small group instruction.

Teacher-Led Options

Strategy Group

MAKE CONNECTIONS

Teaching Point Some readers may find it challenging to make connections with a text. To make connections, active readers generate questions that help them find similarities and differences with their own personal experiences. Guide students in reviewing the making connections strategies.

ELL Targeted Support

Tell students that the text on *Student Interactive* p. 342 includes details about how people feel and react. Ask students to orally answer the following questions: **How do the residents of Greensburg feel about living outside of town and having to drive everywhere? Have you ever felt that way before? When and why?**

Have students discuss the topic using simple sentences to answer the questions. Ask them to use specific details from the text in their responses. **EMERGING/DEVELOPING**

Have students describe in their own words how their feelings and reactions to a situation are similar to or different from the people in the passage. **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.

Copyright © Pearson Education, Inc., or its affiliates. All Rights Reserved. Reading Literature T • 147

Fluency

Assess 2–4 students

PROSODY

Have pairs practice reading *Green City* paragraphs 20–29 with appropriate intonation.

ORAL READING RATE AND ACCURACY

Use pp. T109–T114 in Unit 4 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 partners to compare their independent reading experiences. Have them explain how they identified details that related to their own lives and how they made connections with the text.

Possible Conference Prompts

- What details to compare and contrast did you identify on your first read?
- How was your experience different from or similar to the details you noted in the text?

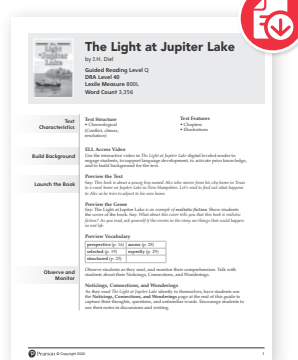
Possible Teaching Point Using strategies for making connections will help you deepen your understanding of the text and develop empathy with the author’s position.

Leveled Readers



MAKE CONNECTIONS

- For suggested titles, see “Matching Texts to Learning,” pp. T216–T217.
- For instructional support on how to use strategies to make connections, 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 what they learned about making connections and deepening understanding while reading narrative nonfiction.

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 reading alternating pages of a text with a partner.

Centers



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

Literacy Activities



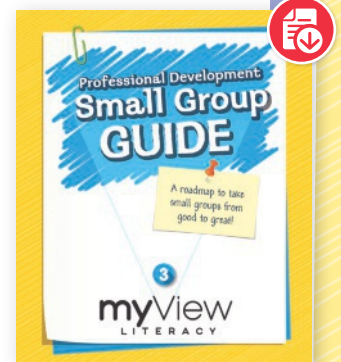
Students can

- complete the graphic organizer on *Student Interactive* p. 357.
- write about their independent text in their reader’s notebook.
- play the *myView* games.

SUPPORT INDEPENDENT READING

Help students set reasonable goals for their reading and encourage them to reach a little further than in the last unit. Tell them they should track progress toward their goals.

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.

Introduce a topic or text, state an opinion, and create an organizational structure that lists reasons.

Use linking words and phrases to connect opinion and reasons.

Provide a concluding statement or section.

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. Have students complete the following sentences:

- Making connections between Greensburg's challenges and today's challenges benefits _____.
- Sometimes communities have to give up what is familiar in order to _____.

Continue to revisit Academic Vocabulary words with students throughout the week.

Write to Sources

Minilesson

FOCUS ON STRATEGIES Tell students that when they express an opinion, they need to use text evidence to support their ideas. Emphasize that an opinion is more convincing when evidence supports it.

- Before stating an opinion, ask yourself if you have text evidence for support.
- Think about how you will connect different pieces of evidence to strengthen your opinion.
- Use linking words and phrases, such as *because*, *since*, or *for example*, to connect your opinion to your evidence.
- Annotate or highlight details in texts that support your opinion.

MODEL AND PRACTICE Read aloud the Write to Sources prompt on p. 358 of the *Student Interactive*, and model using text evidence to support an opinion.

I'll choose Daniel Wallach as a person who was most successful in improving the lives of others because the text says he helped rebuild a community after a tornado. For example, in the text, it says he used the design of the town's silo, which wasn't destroyed, as a model for buildings that would be tornado-proof.

Ask students to identify your use of linking words and phrases to connect your ideas, evidence, and opinions. Then, have students work with partners to provide a concluding statement.

ELL Targeted Support Compare Ideas Tell students to think about the texts they have read and identify a person who improved other people's lives.

Offer sentence frames, such as _____ changed lives by _____.
The changes _____ made are _____. They were helpful because _____.

EMERGING/DEVELOPING

Have each student list a reason the person they chose was successful in improving lives. Tell students to use linking words to connect their opinions to evidence.

EXPANDING/BRIDGING



FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for finding evidence in multiple texts.

OPTION 1 Use the Shared Read Have students use evidence from this week’s text to prove the effectiveness of people who changed lives in their communities.

OPTION 2 Use Independent Text Students should use their self-selected independent reading texts to identify a person who has changed lives in a community or society for the better. They should support their opinions by providing evidence from the text and presenting it with appropriate fluency skills.

QUICK CHECK

Notice and Assess Can students compare texts to find evidence to support their opinions?

Decide

- **If students struggle**, revisit instruction for comparing texts in Small Group on pp. T266–T267.
- **If students show understanding**, extend instruction for comparing texts in Small Group on pp. T266–T267.

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

STUDENT INTERACTIVE, p. 358



RESPOND TO TEXT

Reflect and Share

Write to Sources In this unit, you have read about people who helped improve lives in their community or society. Based on these texts, which person was most successful in improving the lives of other people? Write your opinion and include evidence to support it.



Use Text Evidence When you write your opinion, you must support it with evidence from the text. To find the best text evidence, ask yourself if the evidence

- contains facts, reasons, or examples
- supports your opinion
- will help convince others of your opinion

On a separate sheet of paper, write an introductory sentence that states your opinion. Then support your opinion with evidence from the text. Use linking words and phrases, such as *because* and *for example*, to connect your opinion to reasons that support it. End your paragraph with a sentence that restates your opinion.

Weekly Question

How can a leader’s experiences inspire change?

My VIEW

Write About It For additional practice on developing and writing opinions using text evidence, ask students to respond to the prompt below on a separate sheet of paper.

The author says, “It seemed like the end of our town. But some people saw the whole situation as an opportunity for a fresh start.” What is your view on the rebuilding of Greensburg? Were the people smart to rebuild? Use text evidence to support your opinion.

Word Study Homographs

OBJECTIVE

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

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 homographs, provide them with the word *wind*. Model how *wind* can be pronounced in two different ways and that each has a different meaning: with a long /i/, *wind* means "twist," with a short /i/, *wind* means "the movement of air."

Then, provide students with the following words.

bass

crooked

object

dove

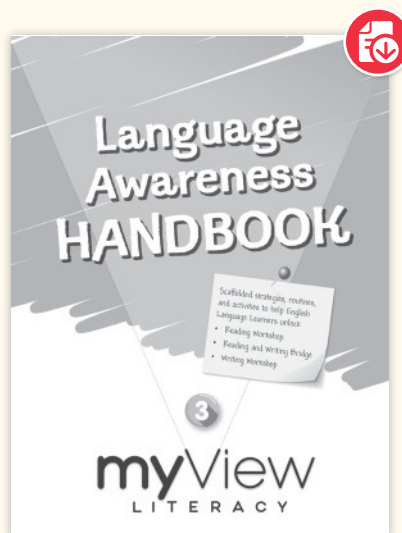
Have students read the words, saying both pronunciations of each. Then guide them to determine the different meanings of the word and associate them with the proper pronunciation; for example, *bass* with a short /a/ is a type of fish, while *bass* with a long /ā/ can be a musical instrument.





Develop Language Awareness

For additional practice with homographs, complete the activity on p. 48 of the *Language Awareness Handbook*. In this practice activity, students will use phonic support to understand homographs.



				FLEXIBLE OPTION
LESSON 1	LESSON 2	FLEXIBLE OPTION LESSON 3	FLEXIBLE OPTION LESSON 4	LESSON 5
Teach Homographs	Apply Homographs	More Practice	Spiral Review: Words with <i>-able</i> , <i>-ible</i> , <i>-ation</i>	<input checked="" type="checkbox"/> Assess Understanding

Use the  **QUICK CHECK** on p. T263 to determine small group instruction.

Teacher-Led Options

Strategy Group



COMPARE TEXTS

Teaching Point When you read nonfiction narratives about people who are committed to changing lives, you will naturally compare individuals and their achievements. When forming an opinion, it is important to support your opinions with text evidence. Have students compare and contrast the way the information is presented in *Green City* with the time line on *Student Interactive* pp. 330–331.

ELL Targeted Support

Help students form an opinion and answer the Weekly Question: *How can a leader's experiences inspire change?*

Have students finish the following sentence starter: *A leader inspires change because _____.* **EMERGING/DEVELOPING**

Have partners make a list of ways that a leader's experiences can inspire change. Tell students to use illustrations for ideas. **EXPANDING/BRIDGING**



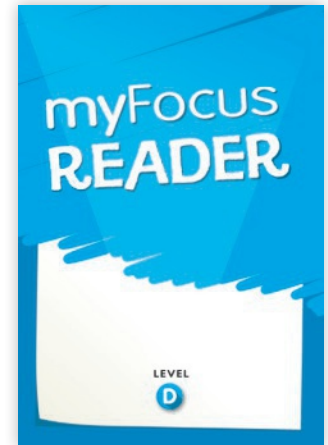
For additional support, see the online *Language Awareness Handbook*.

Intervention Activity



myFOCUS READER

Reread pp. 48–49 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 people who inspire change 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 distinguishing viewpoint into an effective format.

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

See *Extension Activities*, pp. 170–174, in the *Resource Download Center*.

Conferring

3 students / 3–4 minutes per conference

COMPARE TEXTS

Talk About Independent Reading Have students share what they learned about forming opinions and making connections between texts. Refer them to *Student Interactive* p. 358 if needed.

Possible Conference Prompts

- What similarities and differences did you notice across the various narratives you read?
- What parts of the texts helped you form opinions?

Possible Teaching Point Comparing and contrasting opinions about texts can help you become a more active and informed reader.

Leveled Readers



COMPARE TEXTS

- For suggested titles, see “Matching Texts to Learning,” pp. T216–T217.
- 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. Have students share the connections they made between texts.

Independent/Collaborative

Independent Reading



Students can

- reread or listen to “Changing the World with One Idea” 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 a leader who inspires change.
- play the *myView* games.

BOOK CLUB



See Book Club, pp. T488–T489, for

- teacher’s summary of chapters in *Sonia Sotomayor*.
- 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 4 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 *events* by reading a text that helps me identify elements in a drama.
- I can develop knowledge about language to make connections between reading and writing.
- I can use elements of opinion writing to write an opinion essay.

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
- Writing Workshop Performance-Based Assessment

Materials

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

LESSON 1

RL.3.1, RL.3.4, W.3.6, SL.3.1.d, L.3.1.g

READING WORKSHOP

GENRE & THEME

- Interact with Sources: Explore the Poems: Weekly Question T272–T273
- Listening Comprehension: Read Aloud “The Comforts of Home” T274–T275
- Drama T276–T277
- Quick Check** T277

READING BRIDGE

- Academic Vocabulary: Parts of Speech T278–T279
- Word Study: Teach Homophones T280–T281

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T284–T285
- Strategy, Intervention, and On-Level/Advanced Activities T284
- ELL Targeted Support T284
- Conferring T285

INDEPENDENT/COLLABORATIVE

- Independent Reading T285
- Literacy Activities T285

BOOK CLUB T285 **SEL**

WRITING WORKSHOP

MINILESSON

- Opinion Essay T436–T437
 - » Use Technology to Publish Written Work
 - » Share Back

INDEPENDENT WRITING

- Opinion Essay T437
- Conferences T434

WRITING BRIDGE

- Spelling: Spell Homophones T438
 - Assess Prior Knowledge** T438
- Language and Conventions: Spiral Review: Comparing with Adjectives T439

LESSON 2

RL.3.4, RL.3.10, W.3.5, SL.3.1, L.3.2.g, L.3.5.a

READING WORKSHOP

SHARED READ

- Introduce the Text T286–T301
 - » Preview Vocabulary
 - » Read: *Grace and Grandma*
- Respond and Analyze T302–T303
 - » My View
 - » Develop Vocabulary
- Quick Check** T303
 - » Check for Understanding

READING BRIDGE

- Word Study: Apply Homophones T304–T305
- High-Frequency Words T304

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T306–T307
- Strategy and Intervention Activities T306
- Fluency T306
- ELL Targeted Support T306
- Conferring T307

INDEPENDENT/COLLABORATIVE

- Independent Reading T307
- Literacy Activities T307
- Collaboration T307

WRITING WORKSHOP

MINILESSON

- Opinion Essay T440–T441
 - » Edit for Spelling
 - » Share Back

INDEPENDENT WRITING

- Opinion Essay T441
- Conferences T434

WRITING BRIDGE

- Spelling: Teach Homophones T442
- Language and Conventions: Oral Language: Adverbs T443

LESSON 3

RL.3.5, RL.3.10, W.3.1,
W.3.6, SL.3.1.b, L.3.1.a

READING WORKSHOP

CLOSE READ

- Identify Play Elements T308–T309
 - » Close Read: *Grace and Grandma*
- ☑ **Quick Check** T309

READING BRIDGE

- Read Like a Writer: Explain Author’s Message T310–T311
- Word Study: More Practice: Homophones T312–T313 **FLEXIBLE OPTION**

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T314–T315
- Strategy and Intervention Activities T314
- Fluency T314
- ELL Targeted Support T314
- Conferring T315

INDEPENDENT/COLLABORATIVE

- Independent Reading T315
- Literacy Activities T315
- Partner Reading T315

WRITING WORKSHOP

MINILESSON

- Opinion Essay T444–T445
 - » Publish and Celebrate
 - » Share Back

INDEPENDENT WRITING

- Opinion Essay T445
- Conferences T434

WRITING BRIDGE

- Spelling: More Practice: Homophones T446 **FLEXIBLE OPTION**
- Language and Conventions: Teach Adverbs T447

LESSON 4

RL.3.10, RF.3.3, W.3.1.b,
SL.3.1.b, L.3.1.a

READING WORKSHOP

CLOSE READ

- Monitor Comprehension T316–T317
 - » Close Read: *Grace and Grandma*
- ☑ **Quick Check** T317

READING BRIDGE

- Write for a Reader: Share a Message T318–T319
- Word Study: Spiral Review: Homographs T320–T321 **FLEXIBLE OPTION**

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T322–T323
- Strategy and Intervention Activities T322
- Fluency T322
- ELL Targeted Support T322
- Conferring T323

INDEPENDENT/COLLABORATIVE

- Independent Reading T323
- Literacy Activities T323

WRITING WORKSHOP

MINILESSON

- Opinion Essay T448–T449
 - » Prepare for Assessment
 - » Share Back

INDEPENDENT WRITING

- Opinion Essay T449
- Conferences T434

WRITING BRIDGE

- Spelling: Spiral Review: Homographs T450 **FLEXIBLE OPTION**
- Language and Conventions: Practice Adverbs T451

LESSON 5

RL.3.5, RF.3.3, W.3.1,
SL.3.1.a, SL.3.4, L.3.1.a

READING WORKSHOP

COMPARE TEXTS

- Reflect and Share T324–T325
 - » Talk About It
- ☑ **Quick Check** T325
- » Weekly Question

READING BRIDGE

- Word Study: Homophones T326–T327 **FLEXIBLE OPTION**
- ☑ **Assess Understanding** T326

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T328–T329
- Strategy, Intervention, and On-Level/Advanced Activities T328
- ELL Targeted Support T328
- Conferring T329

INDEPENDENT/COLLABORATIVE

- Independent Reading T329
- Literacy Activities T329

BOOK CLUB T329 **SEL**

WRITING WORKSHOP

MINILESSON

- Opinion Essay T452
 - » Assessment
 - » Share Back

INDEPENDENT WRITING

- Assessment T453
- Conferences T434

WRITING BRIDGE

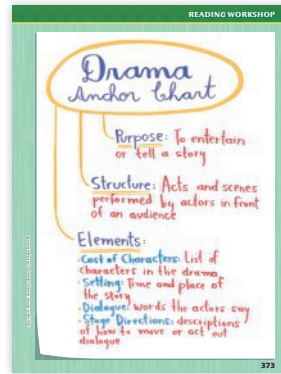
- Spelling: Homophones T454
- ☑ **Assess Understanding** T454
- Language and Conventions: Standards Practice T455 **FLEXIBLE OPTION**

UNIT 4 WEEK 5 WEEK AT A GLANCE: RESOURCE OVERVIEW

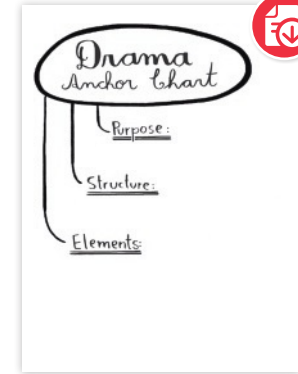
Materials



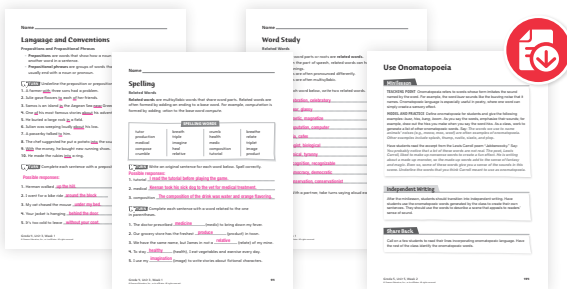
POEMS
Thank You for Understanding



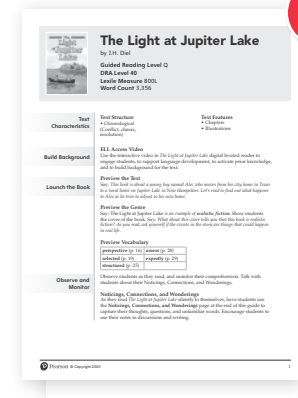
READING ANCHOR CHART
Drama



EDITABLE ANCHOR CHART
Drama



RESOURCE DOWNLOAD CENTER
Additional Practice



LEVELED READERS TEACHER'S GUIDE

Words of the Week

High-Frequency Words

government
material

Develop Vocabulary

heritage
immigrants
interview
permission
arrival

Spelling Words

ate
cell
dear
deer
dual
duel
eight
pause
paws
sell

Challenge Spelling Words

weather
whether
seize

Unit Academic Vocabulary

benefit
generation
advice
consumer
familiar

WEEK 1 LESSON 1
READING WORKSHOP GENRE & THEME

Listening Comprehension

OBJECTIVE
Listen actively, use evidence to make inferences, and answer open-ended questions.

ELL Language Transfer
Explain that the language transfer is "The Comforts of Home."

FLUENCY
After introducing the Read Aloud routine, assign students to read aloud in pairs. Encourage them to use evidence from the text to support their inferences. Encourage them to use evidence from the text to support their inferences.

THINK ALOUD
Analyze the text to make inferences about the characters and the setting. Encourage students to use evidence from the text to support their inferences.

START-UP
READ-ALOUD ROUTINE
Purpose: Have students actively listen for elements of drama.
READ the entire text aloud without stopping for Think Aloud callouts.
REPEAT the read aloud, pausing to make Think Aloud stoppages.

The Comforts of Home
Michael, age 10
Mr. Jacobs: service club leader
Chloe, age 10
Scene 1
Setting: a homeless shelter
(MICHAEL and MR. JACOBS serve food at the homeless shelter. MICHAEL notices Chloe at the same shelter.)
MR. JACOBS: What's the matter, Michael?
MICHAEL: That boy over there, Chloe. He's in my class. He's the one who hit me and the best at kickball. I don't know the best way to meet him.
MR. JACOBS: Well, anybody can meet a whole lot of kids and end up homeless, Michael.
Scene 2
Setting: school playground, the next day
CHLOE: Hey, Michael, we're playing kickball. We need a good pitcher!
MICHAEL: I can't throw.



READ ALOUD TRADE BOOK LIBRARY

Interactive Read Aloud

Fiction Lesson Plan

WHY
Interactive Read Aloud:
• engages students to look about their independent reading time.
• 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.
• Read the text aloud to the students.
• Determine the Teaching Point.
• Write open-ended questions and record Think Alouds on sticky notes and place in the book at the points where you plan to stop to think with students.
• Prepare the Teaching Points.
• Determine the Teaching Point.
• Determine the Teaching Point.
• Determine the Teaching Point.

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.
• Gather prior knowledge and use that background knowledge for understanding.
• Discuss key vocabulary essential for understanding.

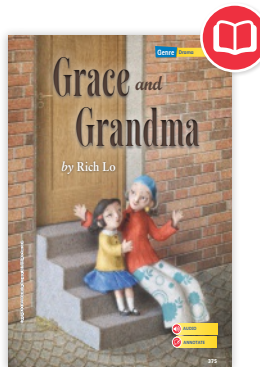
DURING READING
• You can choose to stop after reading to students get to get to the next stop and apply Think Aloud and open-ended questioning for a longer stop into the text.
• Read with expression to draw in listeners.
• Ask questions to guide the discussion and draw attention to the teaching point.
• Use Think Aloud to model strategies and make use to monitor comprehension and correct reading strategies.
• Help students draw connections to their own experiences, think 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 about the story by using the big idea of the story.
• Choose one assign a Student Response Form available on Read.com



INTERACTIVE READ ALOUD LESSON PLAN GUIDE

READ ALOUD
"The Comforts of Home"



SHARED READ
Grace and Grandma

BOOK CLUB

Titles related to Spotlight Genre and Theme: T490-T491

Mentor STACK

Writing Workshop T433



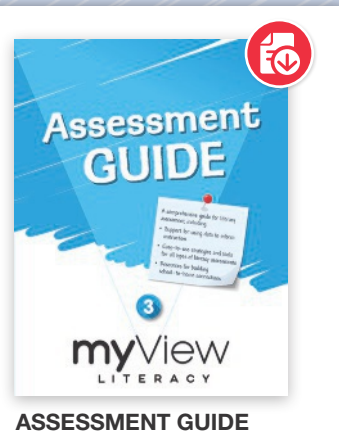
LITERACY STATIONS



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
 - Writing Workshop Performance-Based Assessment



ASSESSMENT GUIDE

Interact with Sources

OBJECTIVES

Describe personal connections to a variety of sources including self-selected texts.

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

ACADEMIC VOCABULARY


Language of Ideas Academic Vocabulary helps students access ideas. After you discuss the poems, ask: [How do you think supporting someone else benefits the helper?](#) [What advice would you give someone whose friend was going through one of the difficult situations described in these poems?](#)

- benefit
- generation
- advice
- consumer
- familiar

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

Explore the Poems

Remind students of the Essential Question for Unit 4: *How do communities change over time?* Point out the Week 5 Question: *How do people support each other in difficult times?*

Direct students' attention to the poems on pp. 370–371 in the *Student Interactive*. Explain that poetry can be an alternative way to tell a story or share a person's feelings. Have students read the poems and discuss how people can support each other during difficult times. 

Use the following questions to guide discussion:

- What difficult situation was the person facing in the poem “Together”? How did other people provide support?
- When the child in “Wanted: A Friend” was facing a difficult time, what made the other children want to be supportive?
- How does “Silent Bond” show how somebody can be supportive during a difficult time, even though it doesn't tell the exact problem the person has?

WEEKLY QUESTION Reread the Week 5 question: *How do people support each other in difficult times?* Tell students they just learned a few ways people can support others who are going through difficult times. Explain that they will read about other ways this week.

FREWRITE Have students freewrite to answer the Quick Write question on p. 371 of the *Student Interactive* and then share their responses.



ELL Targeted Support Visual Support Read aloud the short poems and point out the pictures. Tell students to listen closely as you read each poem.

Preview the visuals. Discuss how each relates to the topic. Preview key vocabulary: *poem, pup, neighbors*. Ask: **What ways do people help each other?** **EMERGING**

Preview the visuals. Discuss how each relates to the topic. Preview key vocabulary: *understanding, painful, feelings were hurt, receive, support*. Ask: **How can you help a friend who has a problem?** **DEVELOPING**

Preview the visuals. Preview key vocabulary: *approve, comfort, supported, difficult*. Ask: **What are some ways people support each other?** **EXPANDING**

Have students review key vocabulary in context, and then use some of the words to write a brief paragraph or poem about how they helped someone, or were helped, through a difficult time. **BRIDGING**

STUDENT INTERACTIVE, pp. 370–371



WEEK
5

WEEKLY LAUNCH: POEM

INTERACTIVITY

THANK YOU for Understanding

TOGETHER

“Oh, Buddy! Buddy!
Where can you be?”
My new little pup
Had found his way free.
Quickly mom came,
and soon sister too.
The neighbors called out,
“What can we do?”
The doors swung open
And people came out.
We searched down the street,
Together we’d scout.
Mom pointed and called,
“Look there in the shade!”
I ran over and saw him,
asleep where he’d played.



WANTED: A FRIEND

Walking into school one day,
My feet would hardly move.
Being new was painful—
I hoped you’d all approve.
You came to me at recess,
said you were new once too.
“It’s hard to leave your friends,”
you said,
“But, you will find some new.”
At first, I’d felt so all alone,
But then, you changed it all.
You took me by the hand and said,
“Let’s go and play some ball!”

Weekly Question

How do people support each other in difficult times?

Freewrite What kind of support did the speaker in each poem receive? When has someone supported you during a difficult time? When have you supported someone else? Write your ideas.

SILENT BOND

My feelings were hurt,
My heart was not light.
But you gave me comfort,
And held me so tight.



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 Comforts of Home.”

- group : *grupo*
- serve : *servir*
- residents : *residentes*

FLUENCY

After completing the Read-Aloud routine, display “The Comforts of Home.” Model reading aloud a short section of the story, 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 sentences from the story.

THINK ALOUD

Analyze Drama I can see that this passage has a cast of characters and that it is written as lines for actors to say. Those are both elements of a drama.

Drama

Tell students you are going to read a drama aloud. Have students listen as you read “The Comforts of Home.” Explain that students should listen actively, paying careful attention to the elements of drama 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 drama.

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

REREAD the text aloud, pausing to model Think Aloud strategies.

The Comforts of Home

Characters

Michael, age 10
Mr. Jacobs, service club leader
Owen, age 10

Scene 1

Setting: a homeless shelter

(MICHAEL and MR. JACOBS serve food at the homeless shelter. Suddenly MICHAEL freezes as he sees OWEN.)

MR. JACOBS: What’s the matter, Michael?

MICHAEL: That boy over there, Owen. He’s in my class. He’s the smartest kid in class and the best at kickball. I didn’t know he lived here.

MR. JACOBS: Well, anybody can meet a stroke of bad luck and end up homeless, Michael.

Scene 2

Setting: school playground, the next day

OWEN: Hey, Michael, we’re playing kickball. We need a good pitcher!

MICHAEL: I don’t know . . .



“The Comforts of Home,” continued

OWEN: Look, I know you saw me at the shelter yesterday. My dad lost his job when the factory closed. Then my mom got sick, and we had to pay all these medical bills. Pretty soon we ran out of money and lost our house.

MICHAEL: That's really tough. Is there anything I can do?

OWEN: Not really. Well, there is something you could do . . . you can be our pitcher in the game.

(The boys smile and head to the field.)

Scene 3

Setting: Two days later, before the service club meeting.

(MICHAEL approaches MR. JACOBS.)

MICHAEL: I think our club should collect donations for the homeless shelter.

MR. JACOBS: Wonderful idea, Michael. Why don't we brainstorm some ideas at today's meeting?

Scene 4

Setting: A month later, outside the homeless shelter.

(MR. JACOBS and OWEN are standing by a truck full of donations.)

MICHAEL: I can't believe how many donations we got!

(OWEN approaches MICHAEL and MR. JACOBS.)

OWEN: Wow, look at all this stuff! I won't be here to use it, though, because my dad got a job and we're moving to an apartment. But I know this will help people at the shelter feel more at home.



THINK ALOUD

Analyze Drama I also notice that this passage contains some lines that are written in italics. These aren't lines that the actors say, they're stage directions. They tell the reader more about what is happening and tell the actors in the play how to act and move.

ELL Access

To help prepare students for the oral reading of “The Comforts of Home,” read aloud this short summary:

This is a drama, or a play that tells a story. In the story, Michael is serving food at a homeless shelter with the service club when he sees that one of his classmates, Owen, lives at the shelter. Michael decides to collect donations to make the shelter a happier place to live.

WRAP-UP

T-Chart

Element of Drama	Example

Use a T-chart to help students note elements of drama, such as cast of characters, setting, stage directions, and actors' lines.

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.



Drama

LEARNING GOAL

I can learn more about themes concerning *events* by reading a text that helps me identify elements in a drama.

OBJECTIVE

Discuss elements of drama, such as characters, dialogue, setting, and acts.

LANGUAGE OF THE GENRE

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

- cast of characters
- setting
- dialogue
- stage directions

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 students suggest headings and graphics.
- Have them add specific text titles as they read new texts.

ELL Language Transfer

Cognates Point out the Spanish cognates related to drama:

- dialogue : *diálogo*
- direction : *dirección*

Minilesson

FOCUS ON STRATEGIES A drama tells a story in the form of a play that people act out. The whole story is told in the actors' dialogue. In a drama, a cast of characters is listed at the beginning and tells the names of the people in the play and a little about them. The play also lists a setting, or where the story takes place. Plays also include stage directions, which are written directions that tell the actors what to do, not what to say.

- Ask yourself if this story is told entirely in lines of dialogue by actors.
- Look for elements of drama, such as a list of the cast of characters, setting, and scene or act numbers.
- Think about whether there are stage directions, or words in italics that tell actors what to do, not what to say. How can you tell these are stage directions?

MODEL AND PRACTICE Model how to determine that a passage is a drama. I can see that “The Comforts of Home” includes a cast of characters box, and it lists scene numbers along with the setting of those scenes. Those are elements of drama, so they help me figure out that this passage is a drama. I also see that the story is not told in paragraphs; it is told by the lines that actors say. That is another clue that this is a drama. Finally, I see stage directions in italics, which is something you would find in a drama.

Talk about other dramas that are familiar to students. Discuss the characters, scenes, acts, and possible dialogue or stage directions from those dramas.

ELL Targeted Support Describe Have students describe the elements of a drama.

Read aloud the list of the elements of drama from the anchor chart. Have students repeat each one after you. Then have them look through “The Comforts of Home” and point out each element. Prompt them to use single words or simple phrases to describe each element. **EMERGING/DEVELOPING**

Read aloud the list of the elements of drama from the anchor chart. Have students repeat each one after you. Then have them look through “The Comforts of Home” and point out each element. Prompt them to use complete sentences to describe each element. **EXPANDING/BRIDGING**



FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies to identify elements of drama.

OPTION 1 TURN, TALK, AND SHARE Have students work with a partner to complete the Turn and Talk activity on p. 372 of the *Student Interactive*. Circulate to discover if students can compare and contrast biography and drama.

OPTION 2 Use Independent Text Have students use sticky notes to mark places where they see elements of drama from the anchor chart. They should label each note with the name of the element.

QUICK CHECK

Notice and Assess Can students identify dramas?

Decide

- **If students struggle**, revisit instruction about drama in Small Group on pp. T284–T285.
- **If students show understanding**, have them continue practicing the strategies for reading drama in Small Group on pp. T284–T285.

STUDENT INTERACTIVE, pp. 372–373



GENRE: DRAMA

READING WORKSHOP

Learning Goal

I can learn more about themes concerning events by reading a text that helps me identify elements in a drama.

Drama

Learn to recognize the literary elements of drama. A **drama** is a story written to be acted out for an audience. A drama is also called a **play**.

The text structure of drama is different from other genres. In a drama, the action of the story is organized into

- **Acts**: major divisions of the action
- **Scenes**: smaller divisions of the action
- **Lines**: words spoken by characters or stage directions related to the setting and action

Actors perform a drama for an audience!



TURN and TALK Discuss with a partner how a drama is similar to and different from a biography. Use the Drama Anchor Chart to compare and contrast the genres. Take notes on your discussion.

My NOTES

Copyright © SAVVAS Learning Company LLC. All Rights Reserved.

Copyright © SAVVAS Learning Company LLC. All Rights Reserved.

Drama Anchor Chart

Purpose: To entertain or tell a story

Structure: Acts and scenes performed by actors in front of an audience

Elements:

- **Cast of Characters:** List of characters in the drama
- **Setting:** Time and place of the story
- **Dialogue:** words the actors say
- **Stage Directions:** descriptions of how to move or act out dialogue

Academic Vocabulary

LEARNING GOAL

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

OBJECTIVE

Identify the meaning of words with affixes such as *im-* (into), *non-*, *dis-*, *in-* (not, non), *pre-*, *-ness*, *-y*, and *-ful*.

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:

- benefit : *beneficio*
- generation : *generación*
- consumer : *consumidor*
- familiar : *familiar*

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 broken into categories that serve different functions. Four of the categories are nouns, verbs, adjectives, and adverbs.

- Nouns are words that name people, places, or things.
- Verbs are words that show action.
- Adjectives are words that describe nouns. Adjectives provide more details about the noun.
- Adverbs are words that describe verbs. Adverbs provide more details about how, when, or where something happened.

MODEL AND PRACTICE Model this strategy using the example on p. 395 of the *Student Interactive*.

- Read the first sentence in the chart. Say: **This sentence includes the word *benefit*. To determine the part of speech of the word *benefit* in this sentence, I have to analyze how the word is used. This sentence says, “The benefit.” That usage lets me know that *benefit* is used as a noun in this sentence. It names a thing.**
- Then help students identify how the word *benefit* can transform into other parts of speech. (verb: *benefit, benefits, benefitted*; adjective: *beneficial*; adverb: *beneficially*)

ELL Targeted Support Parts of Speech Help students identify the part of speech of related words.

Display these words: *consumer, consuming, and consumable*. Ask students **Which word names a person? (*consumer*) Which word names an action? (*consuming*) Which word could be used to describe a noun? (*consumable*)** **EMERGING/DEVELOPING**

Have partners create similar questions using the words *benefit, benefitted, and beneficial*. **EXPANDING/BRIDGING**



ASSESS UNDERSTANDING

Apply

MyTURN Have students follow the same strategy as they complete the chart on p. 395 of the *Student Interactive*. Remind students that they will use Academic Vocabulary words throughout this unit.

STUDENT INTERACTIVE, p. 395



VOCABULARY

READING-WRITING BRIDGE

Academic Vocabulary

Parts of Speech are the categories of words.

- **nouns:** words naming people, places, or things
- **verbs:** words that tell what something or someone is or does
- **adjectives:** words describing nouns
- **adverbs:** words that tell how, when, or where something happens

Words can often be used as more than one part of speech.

MyTURN For each sentence below,

1. **Underline** the form of the academic vocabulary word. Identify the word's part of speech.
2. **Write** your own sentence using a different form of the word. Identify the new part of speech.
3. **Use** a print or digital dictionary as needed.

Possible responses:

Sentence	Part of Speech	My Sentence
The <u>benefit</u> to waking up early is being on time to catch the bus.	noun	I <u>benefited</u> from hearing my parents' <u>advice</u> . (verb)
As a <u>consumer</u> , I buy products at the store.	noun	The product came in a <u>consumable</u> <u>bag</u> . (adjective)
She knew her mom was cooking stew due to the <u>familiar</u> smell.	adjective	The blanket from the old house gives me a sense of <u>familiarity</u> . (noun)

Copyright © SAVVAS Learning Company LLC. All Rights Reserved.

Word Study Homophones

OBJECTIVE

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

LESSON 1

Teach Homophones

FOCUS ON STRATEGIES Words that have the same pronunciation but different spellings and meanings are called homophones. Because they sound the same, you must learn the spelling and meaning of homophone pairs to make sure you are using the correct word.

MODEL AND PRACTICE To demonstrate how to identify homophones, 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*) Say: Notice how *one* and *won* are pronounced the same way and *our* and *hour* are pronounced the same way despite being two different words. Having the same pronunciation makes these words homophones.

Guide students to understand the different meanings of *our* and *hour*, as well as *one* and *won*.



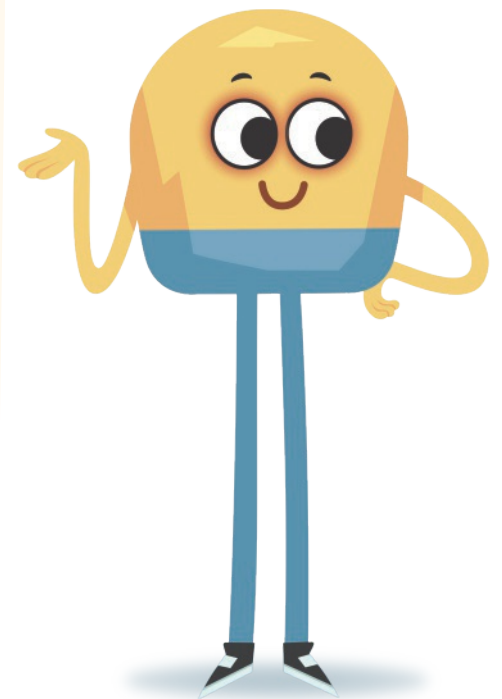
ELL Targeted Support

Homophones Remind students that they will need to learn the different spellings and meanings of homophones.

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**



LESSON 1

Teach Homophones

LESSON 2

Apply Homophones


FLEXIBLE OPTION

LESSON 3

More Practice

FLEXIBLE OPTION

LESSON 4

 **Spiral Review:**
Homographs

FLEXIBLE OPTION

LESSON 5

Assess Understanding

Matching Texts to Learning

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



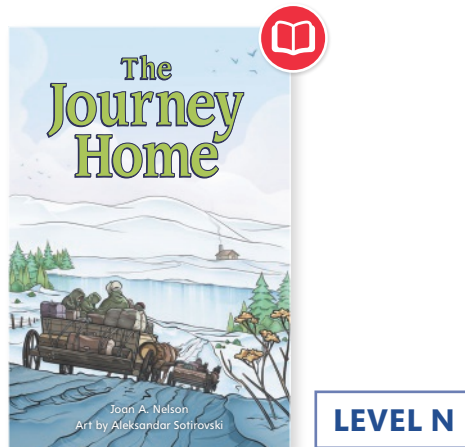
Genre Mystery

Text Elements

- Most content carried by text
- Multisyllable words offering decoding challenges

Text Structure

- Chronological



Genre Historical Fiction

Text Elements

- Character's attributes shown in various ways
- Sentences of varying length and complexity

Text Structure

- Chronological



Genre Realistic Fiction

Text Elements

- Plot with numerous episodes
- Content carried by text

Text Structure

- Chronological

Guided Reading Instruction Prompts

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

Identify Drama

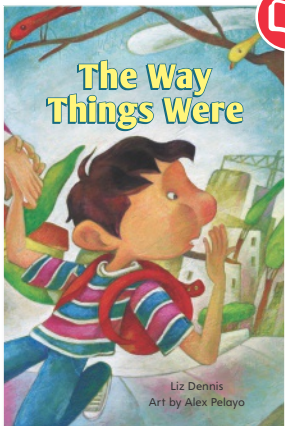
- How can you tell this book is a drama?
- What elements of drama can you identify?
- What is the plot of this drama?
- What problem do the characters have to solve?

Develop Vocabulary

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

Analyze Characters

- How does the character feel? What part of the text tells you that?
- What evidence does the reader get about the character from the character's dialogue?
- How do the characters' actions and/or feelings change? Show me dialogue in the drama that tells why.



LEVEL O

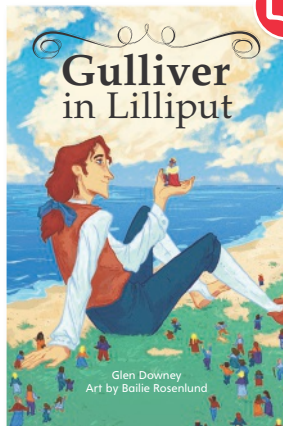
Genre Realistic Fiction

Text Elements

- Characters revealed by what they say and do
- Minimal illustration

Text Structure

- Description



LEVEL P

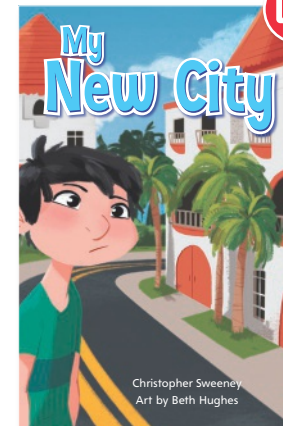
Genre Adaptation

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

- Requires reader to take on diverse perspectives
- Chapter titles

Text Structure

- Chronological

Make Inferences

- What might have changed the character's behavior?
- Why did the character make that choice?
- Thinking about other characters you know, why do you think a person might think or act that way?

Compare Texts

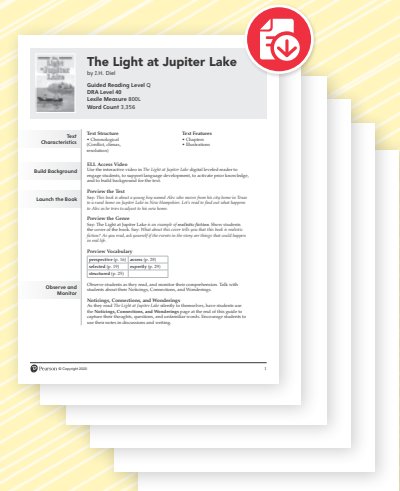
- What connections can you make to other books?
- What did the author do to make this book interesting?

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. T277 to determine small group instruction.

Teacher-Led Options

Strategy Group

IDENTIFY DRAMA

Teaching Point Today I want to remind you that a drama is a play where the story is told in the actors' dialogue, not in paragraphs. You will also see stage directions, which are lines that the actors don't say, but give them instructions. Actors' lines and stage directions are two elements to look for in a drama. You will probably also see a cast of characters, act and scene numbers, and a setting. Review the anchor chart on p. 373 of the *Student Interactive*. Ask students to identify elements of drama in "The Comforts of Home."

ELL Targeted Support

Tell students that a drama is a play that people act out. It has a cast of characters, a setting, dialogue, and stage directions.

Ask students to use "The Comforts of Home" to complete the following sentence frames: *The first character in the cast of characters box is _____.* *_____ is the setting. One line of dialogue says _____.* *_____ is an example of a stage direction.*

EMERGING/DEVELOPING

List the elements of drama from the anchor chart on the board. Ask student pairs to find an example of each element from a familiar play.

EXPANDING/BRIDGING



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

Intervention Activity

IDENTIFY DRAMA

Use Lesson 22, pp. T139–T144, in the *myFocus Intervention Teacher's Guide* for instruction on the characteristics of poetry and drama.

LEVEL D • READ

Lesson 22 Genre: Poetry and Drama

DIRECTIONS Read the play and the poems. Notice how the structure of poetry and drama is different from stories.

The Ant and the Grasshopper

Cast of Characters: Ant, Grasshopper
Setting: a green field in spring, under an apple tree

Act 1

- 1 **GRASSHOPPER.** (*lying under the tree, eating an apple*) Ant, why do you work so hard? It is such a nice day!
- 2 **ANT.** (*carrying a rock*) Winter will be here soon. I need to build a home and collect food to eat.
- 3 **GRASSHOPPER.** But winter is not here yet. The weather is warm and there is lots of fruit to eat.
- 4 **ANT.** (*gestures to the sky*) The warm weather will not last, and soon the fruit will be gone.
- 5 **GRASSHOPPER.** Nonsense! There is plenty of time. You work too hard, Ant.
- 6 **ANT.** Suit yourself, Grasshopper. I think you'll be sorry when winter comes.

Act 2 (*It is winter. The apple tree is bare.*)

- 7 **GRASSHOPPER.** (*sitting under the tree, shivering*) Oh, I am so cold! I am so hungry!
- 8 (*Ant walks by.*)
- 9 **GRASSHOPPER.** Ant, do you have a bit of food for a hungry grasshopper?
- 10 **ANT.** The food I gathered in the summer is all back in my home.
- 11 **GRASSHOPPER.** Could I visit? Is it warm there?
- 12 **ANT.** It is very warm. But I am afraid it is not suited for a grasshopper. You will have to stay outside in the cold. Perhaps next year you will plan better.

Copyright © Pearson Education, Inc., or its affiliates. All Rights Reserved. Reading Literature T • 139

On-Level and Advanced

INQUIRY

Question and Investigate Have students use the poems on *Student Interactive* pp. 370–371 to generate questions about poetry and poets and then choose one to investigate. Throughout the week, have them conduct research about the question. See *Extension Activities*, pp. 170–174, in the *Resource Download Center*.

Conferring

3 students / 3–4 minutes per conference

IDENTIFY DRAMA

Talk About Independent Reading Ask students to share what they have learned from the drama they are reading.

Possible Conference Prompts

- Point out an example of dialogue and an example of a stage direction. How did understanding the difference between dialogue and stage direction help you better understand what you read?
- How is a drama different from another type of story? How is it the same?

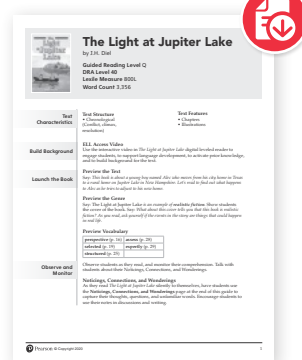
Possible Teaching Point Could you explain to somebody else what the elements of a drama are and point out examples of each?

Leveled Readers



IDENTIFY THEME

- For suggested titles, see “Matching Texts to Learning,” pp. T282–T283.
- For instructional support on how to identify theme, 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 drama they found in their reading.

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. T479.

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. T490–T491, for

- teacher’s summary of chapters in *Sonia Sotomayor*.
- 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



Grace and Grandma

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. 374 in the *Student Interactive* and define them as needed.

heritage: family or cultural history and traditions that are passed down through the years

immigrants: people who come to live in another country

interview: a formal meeting where one or more persons question another person

permission: formal or official approval to do something

arrival: the act of coming to a place

- These words will help you understand the drama *Grace and Grandma*. As you read, highlight the words when you see them in the text. Ask yourself what they teach you about the characters and plot of the drama.

Read

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

FIRST READ STRATEGIES

NOTICE Remind students to focus on the main characters in the text.

GENERATE QUESTIONS Tell students to pause while reading to ask questions about anything they don't understand.

CONNECT Have students think about what they know about other cultures and make connections between other cultures and the cultures described in the text.

RESPOND Tell students to talk with a partner about 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 Draw Tell students that drawing can help them learn relationships between words and meanings.

Write the five vocabulary words on a chart, leaving space for drawings. Discuss the meaning of each word, then have students repeat it. Invite student volunteers to draw a picture to represent each word. Have other students use single words or short phrases to describe each drawing.

EMERGING/DEVELOPING

Provide a written list of the five vocabulary words where students can see it. Discuss the meaning of each word. Have student pairs draw and label a picture of each word. Depending on their English proficiency, they can either write phrases or complete sentences about each picture. Invite them to share their work with the group. **EXPANDING/BRIDGING**

ELL Access

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

STUDENT INTERACTIVE, pp. 374–375



Meet the Author



Rich Lo is a writer and artist who lives in Chicago, Illinois. His family emigrated from China in 1964 to live in the United States. Rich Lo has written two children's books and illustrated a third one. One of his books tells about his experiences growing up in China.

Grace and Grandma

Preview Vocabulary

As you read *Grace and Grandma*, pay attention to these vocabulary words. Notice how they provide clues to what the drama is about.

heritage	immigrants
interview	permission arrival

Read

Before you begin, skim the text to identify the characters. Follow these strategies when you read this **drama** the first time.

<p>Notice who and what the text is about.</p>	<p>Generate Questions to determine what the author wants you to understand.</p>
<p>Connect this text to what you know about other cultures.</p>	<p>Respond by discussing with classmates how this text answers the weekly question.</p>

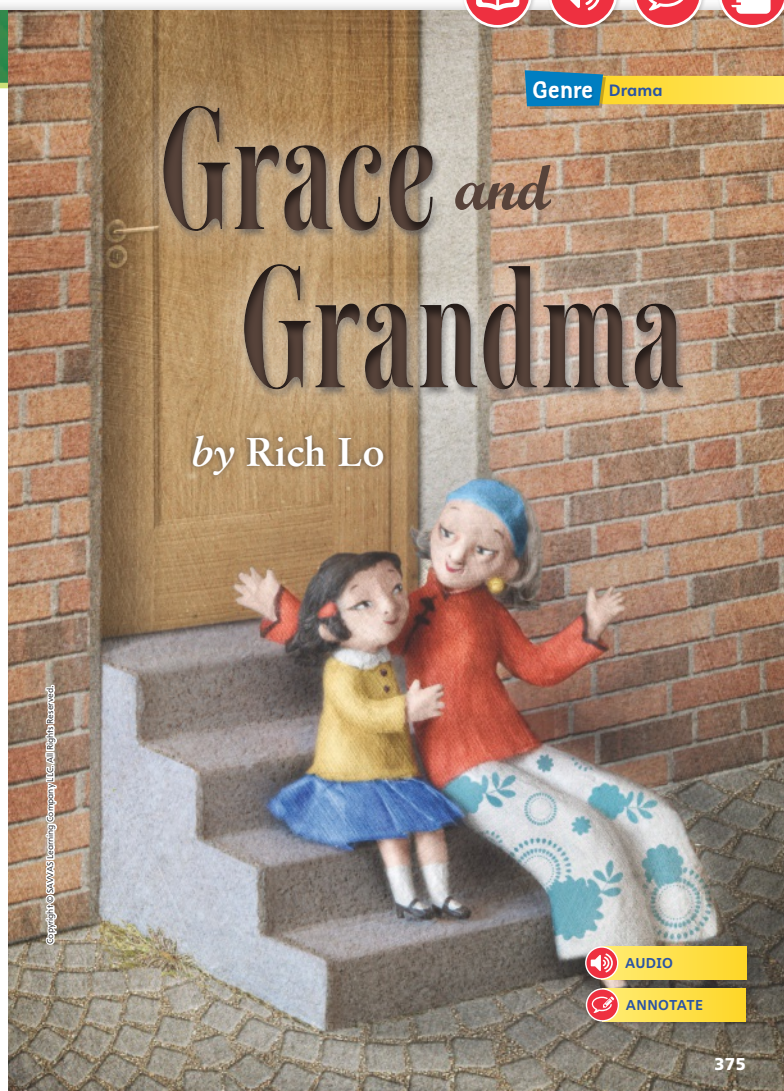
First Read

Copyright © SAVVAS Learning Company LLC. All Rights Reserved.

Genre Drama

Grace and Grandma

by Rich Lo



AUDIO

ANNOTATE

First Read

Generate Questions

THINK ALOUD I can see from the title and cast of characters that this play appears to be about a family. I wonder what is special about Grandma and why is she part of the title? Also, who is Wendi Zhang, and how does she fit into the story?

Close Read

Identify Play Elements

Ask: *Where can you find a list of characters in this play?* Students should point to the Characters box. Have them underline the names of the characters. **See student page for possible responses.**

Ask students to explain how the cast of characters list is a unique feature of the drama.

Possible Response: A cast of characters list is a feature found at the beginning of a play. The list introduces each of the characters that will appear in the play. A fiction or nonfiction story usually would not have this feature.

DOK 2

OBJECTIVE

Discuss elements of drama such as characters, dialogue, setting, and acts.

CLOSE READ

Identify Play Elements

Underline words that help you identify all of the characters who will appear in the play. Use this text evidence to discuss this element of the drama.



heritage family or cultural history and traditions that are passed down through the years

376

Characters

DAD

MOM

GRACE LIU, Age 8

WENDI ZHANG, Age 8

GRANDMA MEI

1 *Setting: Chicago, Illinois, in the year 2006*

Scene 1

2 *It's Monday afternoon. GRACE has just come home from school and is talking to DAD in the kitchen of their home.*

3 **DAD** (to GRACE): How was school today, Grace?

4 **GRACE**: It was good—except for Chinese class. As usual.

5 **DAD**: Shhh! Don't let your grandmother hear you say that!

6 **GRACE** (lowering her voice): I don't know why I have to take Chinese.

7 **DAD**: Yes, you do know why. Everyone in our family speaks Chinese. It's an important part of our heritage.

8 **GRACE**: But you hardly ever speak Chinese at home! Except when you're saying something you don't want me to understand. You know, like, "Let's make Grace go to bed early tonight so we can have some peace and quiet."

Copyright © SAVVAS Learning Company LLC. All Rights Reserved.

CROSS-CURRICULAR PERSPECTIVES

Social Studies



According to the 2010 Census, approximately 3.8 million people in the United States identify as Chinese-American. Immigrants from China have brought with them the Chinese language and food, as well as the celebration of Chinese New Year. Chinese New Year is the beginning of the year in the traditional Chinese calendar. During Chinese New Year, look for brightly-colored fairs and parades, and especially a giant dancing dragon. Children might receive money in red envelopes for Chinese New Year.



- 9 **DAD** (*laughing*): If you understand that, you must be learning *something* in Chinese class.
- 10 **GRACE**: I don't understand the words. I hear my name, and then I can guess the rest from the look on your face.
- 11 **DAD**: That means you're pretty bright. Bright enough to learn Chinese. When you do, Mom and I won't be able to keep secrets from you anymore.
- 12 **GRACE**: That'd be nice, but . . . Chinese is so hard. Our teacher is strict, too. Really, Dad, what's the point? I'm an American! I don't speak Chinese with any of my friends. We all speak English! Chinese is what the older Chinese people speak.
- 13 **GRANDMA MEI** (*entering the room*): Older, eh?
- 14 **GRACE** (*hugging GRANDMA MEI*): I didn't mean it that way, Grandma! I just—
- 15 **GRANDMA MEI**: It's all right, Grace. I know I'm no spring chicken. (*She laughs. GRACE looks confused.*)
- 16 **DAD**: *Spring chicken* means someone young, like a chicken that just hatched in the spring.

Copyright © SAVVAS Learning Company LLC. All Rights Reserved.



377

CLOSE READ

Monitor
Comprehension

Highlight words that you could reread to monitor your comprehension of which characters are speaking in this scene.

First Read

Notice

THINK ALOUD I now see that this play is about Grace and her family. I think that Grandma must have come from China, because she thinks speaking Chinese is important. I think this play is going to be about differences between the American and Chinese cultures.

Close Read

Monitor Comprehension

Tell students that in a drama, the names of the characters who are speaking are written at the front of the lines. They are often in all capital letters and boldfaced, with a colon after the name. Point out that if a character's name is in the middle of a stage direction, that tells what the character does, not says.

Have students scan p. 377 and highlight words that they could reread to monitor their comprehension of which characters are speaking in this scene. **See student page for possible responses.**

Ask: **How does knowing who is speaking help you monitor your comprehension?**

Possible Response: In a play, the characters tell the whole story, so it is very important to know who is speaking in order to follow the events of the play.

DOK 1

OBJECTIVE

Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.

Possible Teaching Point




Read Like a Writer | Author's Craft

Word Choice Explain to students that analyzing an author's word choices can help them identify the author's message. For example, authors choose precise adjectives to help the reader better understand the characters' feelings and actions. Call students' attention to the words *important* (paragraph 7), *bright* (paragraph 11), and *confused* (paragraph 15) and ask what each word tells them about the author's message. For practice analyzing word choices, see Read Like a Writer on pp. T310–T311 in the Reading-Writing Workshop Bridge.

First Read

Connect

 **THINK ALOUD** I can connect some of the events in this play to what I know about other places. For example, I know that in Mexico, most people speak Spanish. When people come to the United States from Mexico, they may learn English, just as Grandma did when she came from China.

Close Read

Identify Play Elements

Have students locate the heading for Scene 2. Remind them that sometimes details about setting can be found in stage directions. Have students scan **paragraph 21** and underline details that help them identify the setting. **See student page for possible responses.**

DOK 1

Vocabulary in Context

Tell students that when they analyze idioms, they should remember that the words in an idiom mean something apart from the words' literal meanings. Have them explain the idiom they underlined in **paragraph 18**. Then ask them to identify, use, and explain an idiom they have read in another text.

DOK 2

OBJECTIVES

Discuss elements and features of a drama such as characters, dialogue, setting, and acts.

Demonstrate understanding of word relationships and nuances in word meanings.

CLOSE READ

Identify Play Elements

Underline details that help you identify the setting of scene 2.

Vocabulary in Context

Idioms are phrases or expressions whose meaning cannot be understood from the ordinary meaning of the words that form them.

Underline the idiom in paragraph 18 to identify it. Then underline the context clue within the sentence that helps you explain its meaning. Finally, use the idiom in an original sentence.



378

- 17 *It's dinner time on the same day.*
- 18 **GRANDMA MEI:** That was one of the first phrases I learned when I came to this country. I was a spring chicken back then, just like you are now, Grace. Back then, I didn't want to learn English any more than you want to learn Chinese.
- 19 **GRACE** (*frowning*): But you *had* to learn English to live here. I don't have to learn Chinese to live here! I just want to speak English. I'm going to go do my *English* homework.
- 20 (*GRACE picks up her backpack and heads to her room.*)

Scene 2

- 21 *It's early Monday evening of the same day.* **MOM** has just come home from work. She joins **GRACE**, **DAD**, and **GRANDMA MEI** at the dinner table.
- 22 **MOM** (*speaking excitedly*): Guess what happened at work today?
- 23 **DAD:** Hmm. You discovered a cure for the common cold?
- 24 **GRANDMA MEI:** We already have the cure. It's Chinese hot and sour soup, from Great-Grandma Ni Ni's recipe.
- 25 **DAD:** True, true. Okay, so what happened?

Copyright © SAVVAS Learning Company LLC. All Rights Reserved.

CROSS-CURRICULAR PERSPECTIVES

Science

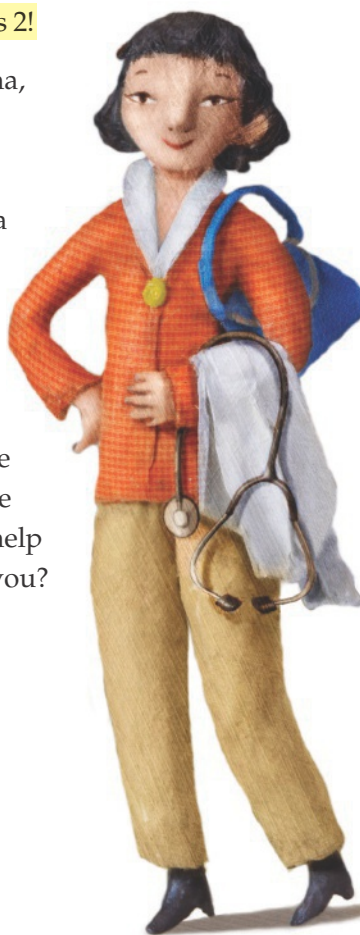


Most people are familiar with the common cold, usually just called a cold. It is a harmless respiratory illness. There is actually no cure for the common cold, because it can be caused by so many different viruses. A person with a cold can just treat the symptoms with medicine and rest. In addition, many cultures have a version of cold treatment that they insist will "cure" the common cold.



- 26 **MOM:** I met a woman whose family just moved from China. Her daughter is starting at your school next week, Grace. She's just a month younger than you.
- 27 **GRACE:** What's her name? Does she speak English?
- 28 **MOM:** Wendi Zhang, and yes. Her mom says Wendi started learning English when she was 2!
- 29 **GRANDMA MEI:** I'm not surprised. In China, people think it's very important to learn English.
- 30 **MOM:** Wendi's grandfather came to America around the same time you did, Mei! Wendi's dad was born here in Chicago.
- 31 **GRACE:** I thought you said Wendi just moved here.
- 32 **MOM:** Yes. Her dad went to China to become a teacher. Then he got married, and now the family has come to live in America. You'll help Wendi find her way around school, won't you?
- 33 **GRACE:** Okay, I guess so, but I have a lot to do tomorrow! I don't see why someone else can't—

Copyright © SAVVAS Learning Company LLC. All Rights Reserved.



379

CLOSE READ**Monitor Comprehension**

Highlight dialogue that can help you ask and answer a question to monitor your comprehension of who Wendi is.

First Read**Respond**

Ask: How do you think this play will answer the weekly question, "How do people support each other in difficult times?" Have students turn and talk to a partner, then come back in whole groups and invite students to share their responses.

Possible response: It seems like Grace is going to help Wendi get used to a new country and a new school, which must be a very difficult situation for Wendi.

Close Read**Monitor Comprehension**

Remind students that this is a good time to pause and monitor their comprehension. Tell them that while reading Scene 1, we asked who Wendi Zhang was and how she fit into the story.

Tell students to read paragraphs 26–33 and highlight any dialogue that helps them ask and answer this question. See student page for possible responses.

Ask students to make inferences about how both Wendi and Grace might be feeling at this point in the story.

Possible Response: I think Wendi must be feeling very scared to be in a new country and starting a new school where she doesn't know anybody. Grace seems like she isn't sure if she wants to help Wendi.

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

Dialogue Remind students that authors carefully write dialogue in dramas to emphasize the theme or clarify the author's message. Ask students: Does Grace seem excited or hesitant to meet Wendi? Elicit that the author uses dialogue between Grace and her mother that implies Grace does not like the idea of meeting Wendi. This moment helps develop the author's message. Tell students that an author's message or story theme is clearer when dialogue provides character insights. For more practice analyzing the author's message, see Read Like a Writer on pp. T310–T311 in the Reading-Writing Workshop Bridge.

First Read

Connect

THINK ALOUD I see that Grace's mom is very interested in Grace being aware of her culture. I can understand why parents and grandparents want children to remember their heritage now that they live in America. Our country is made of people of many heritages, and a lot of them try to keep some of their cultural traditions once they come to America. It is important to them that the traditions of their home countries not be forgotten.

Close Read

Identify Play Elements

Have students scan the page and underline stage directions that help them understand how the actors speak and move in the scene. **See student page for possible responses.**

Ask: **How do stage directions help a reader better understand a play?**

Possible Response: They help us picture what the characters do, not just what they say.

DOK 2

OBJECTIVE

Discuss elements and features of drama such as characters, dialogue, setting, and acts.

CLOSE READ

Identify Play Elements

Underline stage directions that help you understand how the actors speak and move in the scene.

- 34 **MOM** (*in a serious tone*): Wendi shares your heritage, Grace. I thought you'd be excited!
- 35 **GRACE**: Why should I care about my heritage? (*Pulls back her chair from the dining room table.*) I'm not hungry anymore. May I go to my room?
- 36 (*MOM nods, and GRACE leaves the table and goes to her room.*)
- 37 **MOM**: What's the matter with her?
- 38 **DAD**: I don't know. Every time we mention the word *China* lately, she turns into a storm cloud.
- 39 **GRANDMA MEI** (*laughing*): She doesn't seem to like the word *heritage*, either! Oh, well. Let's not allow this pasta to go to waste. (*She takes the pasta GRACE left on her plate.*)

Scene 3

- 40 *It's later on Monday evening. GRACE is lying on her bed, doing homework. GRANDMA MEI knocks on her door and peers around the corner. She's carrying leftover spaghetti and salad on a tray.*
- 41 **GRANDMA MEI**: Mind if I come in for a moment, Grace?
- 42 **GRACE** (*sitting up*): Of course not.
- 43 **GRANDMA MEI**: I brought you some leftovers. The pasta is cold, but I know you like it that way!

Copyright © SAVVAS Learning Company LLC. All Rights Reserved.

380

ELL Targeted Support Expressions Tell students that expressions communicate ideas but don't mean exactly what the words say. Point out the sentence, "Every time we mention the word *China* lately, she turns into a storm cloud."

Write the sentence on the board and read it aloud. Discuss the meaning of "turns into a storm cloud" with students. Have students draw pictures to represent the expression. **EMERGING/DEVELOPING**

Brainstorm a list of other possible expressions that could have the same meaning as "turns into a storm cloud." Write them down and ask volunteers to illustrate them. **EXPANDING/BRIDGING**



- 44 **GRACE** (*laughing*): True! I guess you've seen me eating straight from the refrigerator! Thanks, Grandma. I'm sorry about how I acted before. I was rude.
- 45 **GRANDMA MEI**: It's okay. I think I know a little bit about how you're feeling. When I came to this country, in 1939, I was the same age you are now. I didn't want to come here. I wanted to stay in China. There I didn't have to think about being Chinese all the time. Everyone there was Chinese! So I just felt like a *person*. But here, being Chinese made me stand out.
- 46 **GRACE**: What do you mean?

CLOSE READ**Vocabulary in Context**

The word *straight* can be an adjective that means "without a curve" or an adverb that means "directly."

Use context clues within the sentence to determine the meaning of the word *straight* in paragraph 44.

Underline the context clues that support your definition.

First Read**Notice**

THINK ALOUD As I read, I notice that Grandma is starting to tell a story from her past. I think Grandma's story might help Grace change her mind about helping Wendi.

Close Read**Vocabulary in Context**

Have students scan **paragraph 44** and underline context clues that help them to determine the meaning of the word *straight*. **See student page for possible responses.**

Ask: *Why does the author use the word **straight** to describe Grace's eating?*

Possible Response: The author wants to show that Grace must really like cold pasta, because she eats it directly out of the refrigerator instead of stopping to heat it up.

DOK 2

OBJECTIVE

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



Copyright © SAVAS Learning Company LLC. All Rights Reserved.

381

Possible Teaching Point**Academic Vocabulary | Parts of Speech**

Point out the word *person* in paragraph 45. Have students draw on their prior knowledge to identify the word as a noun. Tell them that this word can also be used as an adjective by adding *-able*. Give students an example by using *personable* in a sentence. (She was a personable student.) Then ask them to write a sentence using *person* as a noun and another using *personable* as an adjective. For additional practice identifying and using parts of speech, use the Academic Vocabulary lesson on pp. T278–T279 in the Reading-Writing Workshop Bridge.

First Read

Notice

THINK ALOUD I see that Grandma is explaining to Grace how difficult it was for her when she came to this country. I think Grace might have a new understanding of the difficult time immigrants go through and wants to support Wendi.

Close Read

Identify Play Elements

Have students read **page 382** and underline dialogue that contains questions that another character has to answer. **See student page for possible responses.**

Ask: *What is one thing that the sentences you underlined have in common?*

Possible Response: The sentences are both questions.

DOK 1

OBJECTIVE

Discuss features and elements of drama such as characters, dialogue, setting, and acts.

CLOSE READ

Identify Play Elements

Underline dialogue that contains questions that another character answers in the scene.

immigrants people who come to live in another country

- 47 **GRANDMA MEI:** When my family came to America, we had a difficult time at first. There was so much we had to learn—and so many questions we had to answer.
- 48 **GRACE:** I don't understand. Why was it so hard?
- 49 **GRANDMA MEI:** Well, it's complicated. All ships carrying Chinese immigrants had to land at a place called Angel Island, so that's where my family went. We were frightened. It was all so new to us.
- 50 **GRACE:** What happened there?
- 51 **GRANDMA MEI:** We stayed in a crowded building. We had to sleep on bunk beds. I didn't even know what a bunk bed was! I remember they gave us oatmeal for breakfast—I thought it was the worst thing I'd ever tasted! I wanted rice and eggs, like we had at home.
- 52 **GRACE:** I don't understand. Why did you have to stay at Angel Island?



Copyright © SAVVAS Learning Company LLC. All Rights Reserved.

ELL Targeted Support Language Comprehension Help students understand the meaning of words that may be unfamiliar, such as *difficult* (paragraph 47), *complicated* (paragraph 49), and *frightened* (paragraph 49).

Point out each word in context and discuss the definition of each with students. Have students use single words or simple phrases to provide definitions. **EMERGING/DEVELOPING**

Point out each word in context and discuss the definition of each with students. Have student volunteers use each word in an original sentence.

EXPANDING/BRIDGING



- 53 **GRANDMA MEI:** The law said that all Chinese immigrants had to go to Angel Island. We were all assigned numbers. When they called my number, I had to go to an interview. At the interview, American officials asked us a lot of questions. I remember they asked me strange things like, “How many windows are in your house in China?”
- 54 **GRACE:** Why would they need to know *that*?
- 55 **GRANDMA MEI:** They wanted to make sure we were who we claimed to be. If I said there were 10 windows in our house, and my mother said there were 16 windows in our house, they might think we weren’t really related to each other. Of course, I was only 8. I didn’t even know how many windows were in our house, but I knew I wanted permission to stay in the U.S.

CLOSE READ**Monitor Comprehension**

Highlight sentences you can reread to monitor your comprehension of how Grandma Mei’s dialogue informs the audience about the interview in this scene.

interview a formal meeting where one or more persons questions another person

permission formal or official approval to do something



383

Copyright © SAVVAS Learning Company LLC. All Rights Reserved.

First Read

Respond

Ask: After hearing Grandma’s story about coming to America, how do you think Grace might answer the weekly question: *How do people support each other in difficult times?* Have students turn and talk to a partner.

Close Read

Monitor Comprehension

Have students read the page and highlight sentences that they can reread to help them better comprehend how Grandma’s dialogue informs the audience of the interview described in this scene. **See student page for possible responses.**

Ask: What do you think Grace and the audience learn from Grandma’s story about the interview and being new to America?

Possible Response: Grace and the audience learn that it is hard to be in a new, unfamiliar country. Grace might have more understanding of what Wendi is going through now that she has heard Grandma’s story.

DOK 2

OBJECTIVE

Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.

CROSS-CURRICULAR PERSPECTIVES**Social Studies**

Have students look at the map on p. 382 in the *Student Interactive*. Ask them what features they notice, such as the dot to represent San Francisco or the amount of water in the area. Display a more detailed map of the region and point out map elements, such as title, compass rose, legend, scale, and grid system.

First Read

Generate Questions

THINK ALOUD I read this page, and I understand that Grandma wants Grace to know how important it is for her to understand her Chinese heritage. I wonder if talking to Grandma will change Grace's mind about wanting to learn Chinese.

Close Read

Vocabulary in Context

Have students read paragraph 59 and locate the phrase *settled into*. Then have them underline the context clues that help them determine the meaning of the phrase. **See student page for possible responses.**

Ask: *What does the phrase "settled into" mean in this paragraph?*

Possible Response: It means that Grandma Mei and her family got used to life in their new country and felt like they belonged there. They felt at home.

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 within the sentence to determine the meaning of the phrase *settled into* in paragraph 59.

Underline the context clue that supports your definition.

56 **GRACE:** But they let you stay in America anyway, right?

57 **GRANDMA MEI:** Yes. We were at Angel Island for two long weeks. We waited and answered questions and more questions. And we got medical exams. Finally, we were allowed to come to Chicago. We were so excited. Can you imagine?

58 **GRACE:** That's quite a story. You went through a lot to become an American, Grandma.

59 **GRANDMA MEI:** Well, it happened a long time ago. We settled into our new lives here, and after a while we started to feel at home. I'm just telling you all this now because—

60 **GRACE:** Grandma, I know why you're telling me. It's part of my heritage.

61 **GRANDMA MEI:** I know you don't like that word, but yes, that's partly why. We went through a great deal to make our home here. I'm proud and happy that you consider yourself American. But I want you to be proud of your background, too.



384

Copyright © SAVVAS Learning Company LLC. All Rights Reserved.

ELL Targeted Support Visual Aids Display a world map to help students understand Grandma Mei's journey from China to Angel Island, and finally to Chicago. Draw a line to represent her trip.

Have students fill in the sentence frames: *Grandma Mei started in the country of _____, where she was born. She and her family sailed on a boat to _____ Island. Then they were allowed to move to _____, where they stayed to live.*

EMERGING/DEVELOPING

Have students help you generate three sentences to describe Grandma Mei's journey, using the three locations mentioned in the play.

EXPANDING/BRIDGING



- 62 **GRACE:** I am, Grandma! It's just that sometimes it seems as though everyone wants me to be more Chinese than American.
- 63 **GRANDMA MEI** (*quietly*): We just don't want you to forget that you're both.
- 64 **GRACE:** I know.
- 65 **GRANDMA MEI:** I told you about Angel Island for another reason, too. Remember that girl who's starting at your school tomorrow—the one who just moved here from China?
- 66 **GRACE:** Wendi. Did she have to stay at Angel Island, too?
- 67 **GRANDMA MEI:** No! Wendi didn't have to go through Angel Island, but coming to live in a new country is always difficult. America is a land of opportunity, but it's still hard in many ways. Take it from me!
- 68 **GRACE:** You're right, Grandma. I promise I'll help Wendi feel at home in Chicago. It'll be fun! I wonder if she's ever eaten American food before.
- 69 **GRANDMA MEI:** Probably. American fast food is all over China now, but she's never had Chicago pizza! And as we both know—
- 70 **GRACE and GRANDMA MEI** (*together*): Chicago pizza is the BEST!

Copyright © SAVVAS Learning Company LLC. All Rights Reserved.

**CLOSE READ****Monitor Comprehension**

Highlight stage directions that help you infer the characters' feelings.

First Read**Respond**

THINK ALOUD I wondered if Grandma's story about her journey to America would help Grace better understand how difficult it is to be new to America and make her want to be more welcoming to Wendi. On this page, Grace says that she does understand how difficult it is to be new to a country, and she promises to help Wendi. I can see this play is about understanding other people's difficult situations and trying to support them in those situations.

Close Read**Monitor Comprehension**

Have students read **page 385** and highlight text evidence that shows how stage directions about lines of dialogue can help readers infer the characters' feelings. **See student page for possible responses.**

Ask: *What can you infer from Grandma saying, "We just don't want you to forget that you're both" in a quiet voice?*

Possible Response: Sometimes when people want to say something important, they lower their voices so the listener will pay special attention. I think the lesson that Grace is both American and Chinese is important to Grandma, so she says it quietly so Grace will pay attention.

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

Word Choice Remind students that the author's message is an idea the author wants the reader to understand. The words the author chooses can help define the message. Ask: *Why do you think the author calls America a "land of opportunity"?* For more practice analyzing the author's message, see Read Like a Writer on pp. T310–T311 in the Reading-Writing Workshop Bridge.

First Read

Respond

Ask: How does Grace and Wendi's dialogue relate to the weekly question, "How do people support each other in difficult times?" Have students discuss in pairs.

Close Read

Identify Play Elements

Have students read p. 386 and underline details that help them identify how the setting of Scene 4 is different from the setting of other scenes. See student page for possible responses.

DOK 2

Vocabulary in Context

Tell students that when they identify, use, and explain idioms, they should remember that the words in an idiom mean something apart from the words' literal meanings. Have them explain the idiom they underlined in paragraph 76. Then ask them to identify, use, and explain an idiom they have read in another text.

DOK 2

OBJECTIVES

Discuss elements of a drama such as characters, dialogue, setting, and acts.

Demonstrate understanding of word relationships and nuances in word meanings.

CLOSE READ

Identify Play Elements

Underline details that help you identify how the setting of scene 4 is different from the setting of other scenes.

Vocabulary in Context

Idioms are phrases or expressions whose meaning cannot be understood from the ordinary meaning of the words that form them.

Underline the idiom in paragraph 76 to identify it. Then underline the context clue in paragraph 78 that helps you explain its meaning. Finally, use the idiom in an original sentence.

Scene 4

- 71 *It's Monday, one week later. GRACE is outside her school at recess. She is talking to WENDI in the schoolyard.*
- 72 **GRACE:** My mom told me you'd be starting school today. I'm glad you're in my class!
- 73 **WENDI:** My mother told me about you, too! I almost feel as if I know you already. We are the same in many ways.
- 74 **GRACE:** Yup! We both have moms who are doctors. And we both have grandparents who moved here a long time ago.
- 75 **WENDI:** What is *yup*? My English is not as good as yours.
- 76 **GRACE:** It means "yes." Your English sounds perfect to me! Anyway, I was born here, so I had a head start.
- 77 **WENDI:** *Head start*? What is that?
- 78 **GRACE:** It just means I had more time to learn English. I grew up speaking it, but I can't speak much Chinese at all.
- 79 **WENDI:** I can help you learn Chinese if you like!
- 80 **GRACE:** That would be great. And I can help you—umm—

386

Copyright © SAVVAS Learning Company LLC. All Rights Reserved.

Possible Teaching Point



Academic Vocabulary | Parts of Speech

Use the Academic Vocabulary lesson on pp. T278–T279 in the Reading-Writing Workshop Bridge to teach how related words can form different parts of speech. Display a word bank containing the following words, part of speech labels, and definitions: *perfect* (verb), "to make something flawless," *perfect* (adjective), "complete, accurate, and without mistakes," *perfection* (noun), "state of being without error," *perfectly* (adverb), "thoroughly, correctly." Ask students to explain how they can use context clues and their knowledge of word parts to identify the part of speech of *perfect* in paragraph 76.



81 **WENDI** (*pointing to some students playing a game in the corner of the playground*): You can help me understand what those children are doing!

82 **GRACE**: Oh, that's a game called Four Square. Let's go check it out!

83 **WENDI**: *Check it out?*

84 (*GRACE smiles, takes WENDI's arm, and leads her over to the game.*)

85 **WENDI** (*as she watches the students play*): I wonder if our grandparents were at Angel Island at the same time. We should have them meet!

86 **GRACE**: That's a great idea. Maybe your family can come over for dinner some night. I'll ask my parents.

87 **WENDI**: Or you can come to our house! This weekend, my grandfather is making a big Chinese feast. He wants to celebrate our arrival in America. I will ask if your family can come!

CLOSE READ**Monitor Comprehension**

Highlight stage directions that help you monitor your comprehension of the characters' actions in the scene.

arrival the act of coming to a place



Copyright © SAVVAS Learning Company LLC. All Rights Reserved.

First Read**Connect**

THINK ALOUD I notice that Wendi isn't familiar with the game Four Square, which makes sense because children play different games in different countries. For example, I know that Catch the Dragon's Tail is a game children play in China, and Escargot is a game children play in France. I wonder what games are the same in different countries.

Close Read**Monitor Comprehension**

Have students highlight stage directions that work with visual cues in the image to help them monitor comprehension of the characters' actions in the scene.

See student page for possible responses.

Ask: How does the image and one of the stage directions you underlined help you comprehend the story?

Possible Response: The stage direction in paragraph 84 tells about Grace smiling, taking Wendi's arm, and taking her to the Four Square game. I can see this happening in the image. Both help me understand that Grace is being kind and supportive to Wendi.

DOK 1

OBJECTIVE


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

Possible Teaching Point**Word Study | Homophones**

Tell students that homophones are words with the same pronunciation but different meanings. Read aloud the sentence "We should have them meet" from 85. Ask: **Which word in the sentence is a homophone?** (*meet*) Elicit from students that the homophone of *meet* is *meat*. Then model how to identify, use, and explain the homophones *be* and *bee*. Challenge students to identify and explain additional homophones found in classroom text and to use one or two examples in a written paragraph. For additional practice using homophones, see Word Study on pp. T280–T281 in the Reading-Writing Workshop Bridge.

First Read

Notice

 **THINK ALOUD** I noticed that during the play, Grace learned a lesson. By listening to Grandma’s story about coming to America, Grace learned that being new to a country is a difficult situation. That helped her realize that she should support Wendi during her difficult times, too.

Close Read

Monitor Comprehension

Have students highlight dialogue on p. 388 in the *Student Interactive* that helps them understand how Grace’s feelings have changed. **See student page for possible responses.**

Ask: *What is one piece of text evidence that shows a change in Grace from Scene 1 to Scene 5?*

Possible Response: In Scene 1, Grace didn’t want to learn Chinese. By Scene 5, she is excited to learn Chinese.

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 dialogue that helps you understand how Grace’s feelings have changed from scene 1 to scene 5.

Scene 5

- 88 *It’s Monday afternoon. GRACE has just come home from school. She is talking to GRANDMA MEI on the front steps of their apartment building.*
- 89 **GRANDMA MEI:** Did you meet Wendi Zhang today, Grace?
- 90 **GRACE:** Yes! She’s in my class! **She’s really nice. She speaks English so well, too! Maybe someday I can speak Chinese that well.**
- 91 **GRANDMA MEI (smiling):** There’s an old Chinese saying. *Wàn shì kāi tóu nán.* It means “all things are difficult before they are easy.” You will learn Chinese if you put your mind to it.
- 92 **GRACE:** **It would be fun to speak Chinese with you, Grandma—and with Wendi, too.**
- 93 **GRANDMA MEI:** I’m glad you have a new friend. She’s lucky to have met you! I’m sure she must feel overwhelmed.
- 94 **GRACE:** She seemed pretty calm for someone who just moved to a new country. I don’t think she had to go through the same interview you did, Grandma.
- 95 **GRANDMA MEI:** Yes, I’m glad she didn’t have to remember how many windows are in her old home! Now when are you going to bring her over for pizza?

388

Copyright © SAVVAS Learning Company LLC. All Rights Reserved.

ELL Targeted Support Language Support Help students understand how Grace has changed throughout the play.

Have students complete the sentence frames: *At the beginning of the play, Grace didn’t want to _____. By the end of the play, she wanted to _____.*

EMERGING/DEVELOPING

Have students work with partners to write complete sentences answering the sentence frames: *At the beginning of the play, Grace _____. By the end of the play, Grace _____. **EXPANDING/BRIDGING***



- 96 **GRACE:** Oh, that reminds me! Wendi wants to invite us over to her house. She said her grandfather is making a Chinese feast this weekend. It's going to be a party!
- 97 **GRANDMA MEI:** Wendi's grandfather, eh? He is the one who came to America around the same time I did—is that right?
- 98 **GRACE:** That's him! I think you two might have a lot to talk about, Grandma. (*GRACE winks.*)
- 99 **GRANDMA MEI:** I hope you're winking because you have something in your eye, Grace.
- 100 **GRACE:** Maybe, maybe not!

CLOSE READ**Identify Play Elements**

Underline text evidence that helps you infer the tone of the dialogue between Grace and Grandma Mei. Discuss how the tone helps you better understand the relationship between the two characters.

First Read**Connect**

THINK ALOUD I see that Wendi's grandfather is going to celebrate the arrival of Wendi's family with a big feast. I can make a connection to other cultures, because I know many cultures celebrate special occasions with their traditional foods.

**Close Read****Identify Play Elements**

Have students underline a stage direction that helps them infer the meaning of the dialogue between Grace and Grandma Mei. **See student page for possible responses.**

Ask: *What inference can you make from the stage direction "Grace winks"? How does this element of the drama help you better understand the relationship between Grace and Grandma Mei?*

Possible Response: Grace is winking because she is thinking that her grandmother and Wendi's grandfather might fall in love. Grace winking at her grandmother infers that they have a loving, close, and comfortable relationship.

DOK 2

OBJECTIVE

Discuss the elements of drama such as characters, dialogue, setting, and acts.

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

Descriptive Language Remember that authors choose descriptive language to achieve specific purposes. For example, the author chose to use the word *feast* to describe the meal Wendi's grandfather was making, to show that it was a big, special celebration, not just an ordinary meal.

Respond and Analyze



Grace and Grandma

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.

Discuss elements of drama such as characters, dialogue, setting, and acts.

My View

Use these suggestions to prompt students' initial responses to reading *Grace and Grandma*.

- **React** What difficulties do you think there would be if you moved to a country where you didn't know anyone and didn't even know the language?
- **Connect** If you were an actor in this play, what character would you like to play? Why?

Develop Vocabulary

Minilesson

FOCUS ON STRATEGIES Tell students that authors of plays and other fictional writing use precise words to give readers a clear idea of what is happening. The vocabulary words *immigrants*, *interview*, *permission*, and *arrival* tell us about important characters and events in *Grace and Grandma*.

MODEL AND PRACTICE Model filling out the chart on p. 390 of the *Student Interactive* using the word *immigrants*.

- The author writes about Chinese *immigrants* being kept out of the United States. From the context, I can tell that immigrants are people who come into a country as newcomers.
- In the chart, I will write *immigrants* as the vocabulary word and think of an antonym. Then I will write a sentence using the vocabulary word.

ELL Targeted Support Vocabulary Display the words in the Word Bank. Explain that these words are used in the play to tell about people who come to the United States.

Have students say the words. If possible, show pictures or act out scenes that depict the meanings. On the board, write simple sentence frames and have students complete them, such as: *I need _____ to go to the library.* **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. 390 of the *Student Interactive*. Their sentences should accurately use the words as the author uses them.

OPTION 2 Use Independent Text Have students find and list words that precisely tell about characters and events in their independent reading texts. Have students use context clues such as synonyms and antonyms to determine the meaning of each word.

QUICK CHECK

Notice and Assess Can students identify the meaning of words that help describe events in the play?

Decide

- **If students struggle**, revisit instruction for developing vocabulary in Small Group on pp. T306–T307.
- **If students show understanding**, extend instruction for developing vocabulary in Small Group on pp. T306–T307.

Check for Understanding MyTURN Have students complete p. 391 of the *Student Interactive*.

STUDENT INTERACTIVE, pp. 390–391



VOCABULARY

Develop Vocabulary

In plays and other works of fiction, authors choose precise words to describe events. These words help readers imagine what is described.

MyTURN Write the correct vocabulary word from the word bank in the first column, using the synonym or antonym clue provided. Then fill in the missing synonym or antonym and use the vocabulary word in a sentence about the play.

Word Bank

immigrants interview permission arrival

Possible responses:

Vocabulary Word	Synonym	Antonym	Sentence
immigrants	newcomers	natives	Many immigrants had to stay on Angel Island.
permission	approval	denial	Immigrants needed permission to enter the United States.
arrival	entrance	departure	Wendi's grandfather wants to celebrate her arrival.
interview	questioning	answering	U.S. officials asked Grandma Mei questions during the interview.

390

COMPREHENSION

READING WORKSHOP

Check for Understanding

MyTURN Look back at the text to answer the questions.

Possible responses:

1. What identifies *Grace and Grandma* as a drama?
DOK 2 It has a cast of characters, settings, dialogue, and scenes. Stage directions tell the actors what to do.
2. Why does the author have Wendi asking questions about the meanings of words or phrases in paragraphs 75, 77, and 83?
DOK 2 Wendi's questions show the challenges of learning another language. Some words and phrases are informal English or cannot be understood literally.
3. What can you conclude about how Grandma Mei feels about her Chinese heritage?
DOK 2 Grandma Mei's Chinese heritage is important to her. Moving to America as a child was hard for her and her family. She wants Grace to appreciate being an American and also value her Chinese heritage.
4. How can you connect the Chinese saying "All things are difficult before they are easy" to Grace's challenges?
DOK 3 Learning Chinese is hard for Grace, but if she works hard at it, as Grandma Mei suggests, it will probably get easier for her. Having an easier time speaking Chinese will help Grace enjoy it more and help her understand her heritage better.

391

Word Study Homophones

OBJECTIVES

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

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

LESSON 2

Apply Homophones

APPLY MyTURN Direct students to complete p. 396 of the *Student Interactive*.

your

you're

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. 396



WORD STUDY

Homophones

Homophones are words with the same pronunciation but different meanings and spellings. Some examples include *their–there*, *peace–piece*, and *to–too–two*. Be careful to use the correct word for the context.

My TURN Reread paragraphs 10 and 11 in *Grace and Grandma*. Identify a pair of homophones and explain their meanings in the text. Then, use the homophones in sentences of your own.

Homophones in text: your you're

Meaning in text: Your is a possessive pronoun that means "relating to oneself." You're is a contraction for the words you are.

Your sentences: Possible responses: I like your jeans. You're a good dresser.

High-Frequency Words

High-frequency words are commonly used in text. Often they do not follow regular word study patterns. Read these high-frequency words: *government*, *material*. Try to identify them in your independent reading.

Copyright © SAVVAS Learning Company, LLC. All Rights Reserved.

396



LESSON 2

Apply Homophones

FLEXIBLE OPTION
LESSON 3

More Practice

FLEXIBLE OPTION
LESSON 4

Spiral Review:
Homographs

FLEXIBLE OPTION
LESSON 5

Assess
Understanding

LESSON 1

Teach Homophones

Use the  **QUICK CHECK** on p. T303 to determine small group instruction.

Teacher-Led Options

Strategy Group



DEVELOP VOCABULARY

Teaching Point Authors use precise words—clear, exact words—to describe events in the text. This helps the reader imagine the action happening in the text. Have students look back at *Grace and Grandma* for words that clearly describe the action in the play.

ELL Targeted Support

Tell students they can understand the characters and action in a play or in fiction better 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.

Find pictures in magazines or books that illustrate *immigrants*, *interview*, *permission*, and *arrival*. Have students match words and pictures, helping answer questions as necessary. As appropriate, have students offer ideas about how the words relate to people moving to a new country. **EMERGING/DEVELOPING**

Have partners brainstorm or find meanings for *immigrants*, *interview*, *permission*, and *arrival*. Have students draw a stick-figure or other simple cartoon showing the meaning of each word.

EXPANDING

Have students use a print or online dictionary to find meanings for *immigrants*, *interview*, *permission*, and *arrival*. Have students use each word in a written sentence. **BRIDGING**



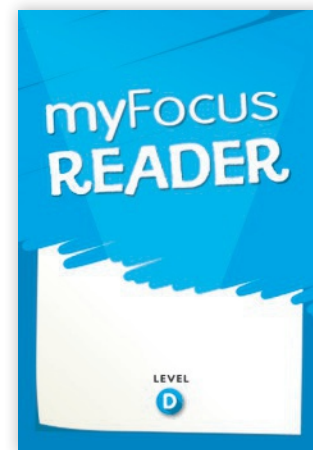
For additional support, see the online *Language Awareness Handbook*.

Intervention Activity



myFOCUS READER

Read pp. 50–51 in the *myFocus Reader* with students. Use the teaching support online at SavvasRealize.com to provide additional insight for students on ways people support each other during difficult times.



Provide instructional support for comprehension and word study—Homophones and Academic Vocabulary.

Fluency

Assess 2–4 students



PROSODY

Have students choose a short passage from the text or a leveled reader that includes dialogue. Tell students that dialogue must be read orally in such a way that listeners can hear it and visualize the back-and-forth conversation. The intonation—the tone of the reader’s voice—must go up and down to show expression and emotion, as speech in a conversation would. Have each student read the passage three times with appropriate expression. If needed, model reading aloud with expression.

ORAL READING RATE AND ACCURACY

Use pp. 115–120 in Unit 4 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 tell you some precise words the author uses in the text to describe events and people.

Possible Conference Prompts

- What precise words does the author use?
- How do the words help you imagine the action and the characters being described?

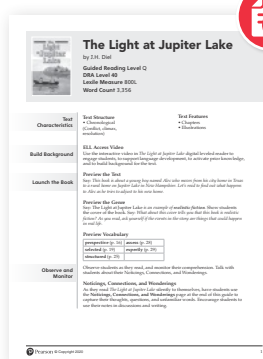
Possible Teaching Point Readers pay attention to precise words an author uses because those words help the reader visualize the characters and action.

Leveled Readers



DEVELOP VOCABULARY

- For suggested titles, see “Matching Texts to Learning,” pp. T282–T283.
- 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 precise words they found in their texts that describe characters and action. Praise students for their findings.

Independent/Collaborative

Independent Reading



Students can

- reread or listen to *Grace and Grandma* 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



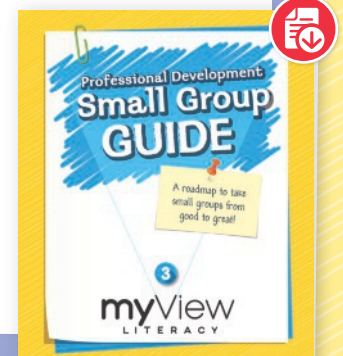
Students can

- complete the graphic organizer on *Student Interactive* p. 390.
- work with a partner to discuss and answer the questions on *Student Interactive* p. 391.
- play the *myView* games.
- choose a conversation from a play and read it with a partner with appropriate expression.

SUPPORT INDEPENDENT READING

Have students make a list by genre of books they have read recently. Have them select a book from a different genre to read independently.

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



Identify Play Elements



Grace and Grandma

OBJECTIVES

Discuss elements of drama such as characters, dialogue, setting, and acts.

Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

ACADEMIC VOCABULARY

Integrate Offer students oral practice using unit Academic Vocabulary words to talk about how people support each other in difficult times.

- A person from one generation can help a person from another generation by ____.

ELL Access

Discuss with students that identifying parts of a play will help them better understand it. Project the play, and read parts of it aloud.

Minilesson

FOCUS ON STRATEGIES When reading a drama, readers need to recognize the parts of a play in order to determine the setting, characters, and plot. They understand how each part builds upon earlier sections of the drama. This prepares the reader to present the story using dialogue in front of an audience.

- A *drama* is divided into parts. Large parts are called *acts*. Smaller parts of acts are called *scenes*. Scenes build upon each other to tell a story.
- *Characters* are the people in the play. A *cast of characters* is listed at the beginning of the script.
- The *setting* is the time and place of the story. The play's author writes the setting at the beginning of the printed play and also at the beginning of an act or scene if the setting changes.
- *Dialogue* is the actors' lines. The character's name is written before each line.
- *Stage directions* are instructions printed in the play that tell the actors how and where to move or how to say their lines. Often authors put stage directions in parentheses to set them apart from the dialogue.

MODEL AND PRACTICE Use the Close Read note on *Student Interactive* p. 376 to model annotating the text to identify play elements.

- All plays have characters. They are the people in the play. I will look for a cast list at the start of the play to identify the characters. I can also look at the dialogue to identify characters. Characters' names are listed before lines of dialogue. What element of a play might I look for to find where the drama takes place?
- Have students find the setting of the play and underline that as one of the elements of a drama.



EXPERT'S VIEW Sharon Vaughn, University of Texas at Austin

“Even one minute of targeted instruction has value. You are going to have students whose reading abilities are below grade-level expectations. The challenge is how to support those students. One way to do that is to realize the value of one-minute lessons. For example, you could pull two or three students for one minute of practice in reading high frequency words both in isolation and in context. There is a big payoff for just that one minute per day.”

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



FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategy of identifying play elements in order to understand the written text of the play.

OPTION 1 MyTURN Have students annotate the text using the Close Read notes on how to identify play elements, and then use their annotations to complete the graphic organizer on p. 392 of the *Student Interactive*.

OPTION 2 Use Independent Text Have students use sticky notes to mark important elements of a play, such as the setting and plot. After they read, they should write how noticing these elements helped them understand how scenes build upon each other to tell a story.

QUICK CHECK

Notice and Assess Can students find the elements of a drama and understand the dialogue?

Decide

- **If students struggle**, revisit instruction about play elements in Small Group on pp. T314–T315.
- **If students show understanding**, extend instruction about analyzing play elements in Small Group pp. T314–T315.

STUDENT INTERACTIVE, p. 392



CLOSE READ

Identify Play Elements

Play elements include characters, scenes, settings, stage directions, and dialogue. Identifying how these elements build upon each other will help you better understand the play.

1. **MyTURN** Go to the Close Read notes in *Grace and Grandma* and underline parts that help you identify play elements.
2. **Text Evidence** Use some of the parts you underlined to complete the chart.

Possible responses:

Question	Underlined Text Evidence	Play Element
Who are all the people in the play?	"DAD; GRACE LIU, age 8; GRANDMA MEI; MOM; WENDI ZHANG, age 8"	characters
When and where does scene 2 take place?	"It's early Monday evening of the same day ... at the dinner table."	setting
What does Grace ask in scene 3 that causes Grandma Mei to describe her experience at Angel Island?	"Why was it so hard?"	dialogue
What does Grace do in paragraph 98?	"(GRACE winks.)"	stage direction

Explain how the scenes build upon each other to help you understand the play. Scene 1 introduces the characters. Scenes 1 and 2 set up the problem that Grace does not care about her heritage. Scene 3 shows Grace's feelings begin to change in the dialogue with Grandma Mei. In scenes 4 and 5, Grace takes a new interest in her family history.

Read Like a Writer

OBJECTIVE

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

Explain Author's Message

Minilesson

FOCUS ON STRATEGIES The author's message is an idea that the author wants readers to understand. To identify the author's message, readers have to analyze the word choices the author makes.

- Look for descriptive words or details that emphasize the author's message.
- Think about what the author's word choices say about the main idea.
- Draw a conclusion about the author's message.

MODEL AND PRACTICE Model identifying the author's message by directing students to the top of p. 397 of the *Student Interactive*. Have students follow along as you complete the steps.

1. Identify that the author Rich Lo makes word choices to emphasize his message.
2. Have students identify that the author uses descriptive adjectives to emphasize his message about heritage. Ask students to think about the message the word *important* gives. **Some descriptive words that show how I feel about friendship are *trustworthy, dependable, reliable, and kind.***
3. Guide students to understand that Lo uses the word *important* to express the message that a person's heritage is important and worth keeping.

ELL Targeted Support Descriptive Adjectives To help students better analyze descriptive adjectives, have them work with a partner to identify descriptive adjectives that are relevant to the author's message.

Display these sentences: *She felt relieved that she wore her helmet and elbow pads. The safety equipment kept her safe and unhurt.* Have partners identify the different adjectives in each sentence. (*relieved, safe, unhurt*) **EMERGING/DEVELOPING**



ASSESS UNDERSTANDING

Apply

MyTURN Direct students to go back to *Grace and Grandma* and identify the author's message. Help guide their search by reminding them that authors use words that emphasize their message. Then have them focus on the author's message by completing the activities on p. 397 of the *Student Interactive*.

STUDENT INTERACTIVE, p. 397



ANALYZE AUTHOR'S CRAFT

READING-WRITING BRIDGE

Read Like a Writer

An **author's message** is an idea the author wants readers to understand. Analyzing word choices can help you identify the message.

Model ! Read the passage from *Grace and Grandma*.

DAD: Yes, you do know why. Everyone in our family speaks Chinese. It's an **important** part of our heritage.

Word choice emphasizes the message.

- 1. Identify** Rich Lo emphasizes his message by using the descriptive adjective *important*.
- 2. Question** What does this word show about the author's message?
- 3. Conclude** It shows that the author's message is that parts of a person's heritage are worth keeping.

Read the passage.

GRANDMA MEI: . . . I'm proud and happy that you consider yourself American. But I want you to be proud of your background, too.

MyTURN Follow the steps to analyze the passage. Describe how the author's word choice helps you understand his message.

- 1. Identify** Rich Lo emphasizes his message by using the descriptive word **proud**.
- 2. Question** What does this word show about the author's message?
- 3. Conclude** It shows that the author's message is that **people should feel a positive connection to their backgrounds and heritage**.

Word Study Homophones

OBJECTIVE

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

FLEXIBLE OPTION 

LESSON 3

More Practice

FOCUS ON STRATEGIES Tell students that because homophones sound the same, they will have to learn the spelling and meaning of homophone pairs so that they will know which word to use.

MODEL AND PRACTICE Show students the words *whose*, *hear*, *bee*, *here*, *be*, and *who's*. Have students read the words aloud and identify the homophones and their meanings (*be*, *bee*; *hear*, *here*; *whose*, *who's*)



APPLY Have students complete *Word Study* p. 137 from the *Resource Download Center*.

Name _____

Word Study

Homophones
Homophones are words that have the same pronunciation but different spellings and meanings. You can identify homophones by comparing the pronunciations of two or more words. If they have the same pronunciation, then they are homophones.

My Turn Write the word from the word box next to the homophone for each word.

sent	site	knew	deer	peak	waste	for	whether
------	------	------	------	------	-------	-----	---------

1. cent _____ *sent* _____ 5. new _____ *knew* _____
 2. waist _____ *waste* _____ 6. peek _____ *peak* _____
 3. dear _____ *deer* _____ 7. weather _____ *whether* _____
 4. four _____ *for* _____ 8. site _____ *site* _____

My Turn Write a homophone or homophones for each of the following words. Use a dictionary or other resource to help you.

9. break _____ <i>break</i> _____	13. by _____ <i>buy, bye</i> _____
10. bare _____ <i>bear</i> _____	14. to _____ <i>too, two</i> _____
11. wood _____ <i>would</i> _____	15. sow _____ <i>so, sew</i> _____
12. hare _____ <i>hair</i> _____	16. heel _____ <i>heal, he'll</i> _____

Grade 3, Unit 4, Week 5
© Pearson Education, Inc., or its affiliates. All rights reserved. 137

Word Study, p. 137



FLEXIBLE OPTION
LESSON 3

More Practice

LESSON 1

Teach Homophones

LESSON 2

Apply Homophones

FLEXIBLE OPTION
LESSON 4

Spiral Review:
Homographs

FLEXIBLE OPTION
LESSON 5

Assess Understanding

Use the  **QUICK CHECK** on p. T309 to determine small group instruction.

Teacher-Led Options

Strategy Group



IDENTIFY PLAY ELEMENTS

Teaching Point When you read a play, it is important to recognize the play elements so that you can visualize the setting, the characters, and the plot. Work with students to complete the graphic organizer on p. 392 of the *Student Interactive*.

ELL Targeted Support

To help students internalize terms for play elements, write the terms from *Student Interactive* p. 373 on the board and point to the terms as you discuss a play.

Help students locate the cast of characters, the acts, and each scene. Tell students to underline one major character's dialogue throughout a scene. Use correct terms to describe play elements. **EMERGING/DEVELOPING**

Have students act out a scene from a play. Point out terms for each play element introduced. Repeat the terms often. Then have students read the play marking each part with a sticky note.

EXPANDING/BRIDGING



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

Intervention Activity



IDENTIFY PLAY ELEMENTS

Use Lesson 22, pp. T139–T144, in the *myFocus Intervention Teacher's Guide* for instruction on poetry and drama.

LEVEL D • READ

Lesson 22 Genre: Poetry and Drama

DIRECTIONS Read the play and the poems. Notice how the structure of poetry and drama is different from stories.

The Ant and the Grasshopper

Cast of Characters: Ant, Grasshopper
Setting: a green field in spring, under an apple tree

Act 1

- 1 **GRASSHOPPER.** (*lying under the tree, eating an apple*) Ant, why do you work so hard? It is such a nice day!
- 2 **ANT.** (*carrying a rock*) Winter will be here soon. I need to build a home and collect food to eat.
- 3 **GRASSHOPPER.** But winter is not here yet. The weather is warm and there is lots of fruit to eat.
- 4 **ANT.** (*gestures to the sky*) The warm weather will not last, and soon the fruit will be gone.
- 5 **GRASSHOPPER.** Nonsense! There is plenty of time. You work too hard, Ant.
- 6 **ANT.** Suit yourself, Grasshopper. I think you'll be sorry when winter comes.

Act 2 (*It is winter. The apple tree is bare.*)

- 7 **GRASSHOPPER.** (*sitting under the tree, shivering*) Oh, I am so cold! I am so hungry!
- 8 (*Ant walks by.*)
- 9 **GRASSHOPPER.** Ant, do you have a bit of food for a hungry grasshopper?
- 10 **ANT.** The food I gathered in the summer is all back in my home.
- 11 **GRASSHOPPER.** Could I visit? Is it warm there?
- 12 **ANT.** It is very warm. But I am afraid it is not suited for a grasshopper. You will have to stay outside in the cold. Perhaps next year you will plan better.

Copyright © Pearson Education, Inc., or its affiliate(s). All Rights Reserved. Reading Literature T • 139

Fluency

Assess 2–4 students



PROSODY

Have student pairs practice reading a short passage with appropriate expression.

ORAL READING RATE AND ACCURACY

Use pp. 115–120 in Unit 4 Week 5 *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

IDENTIFY PLAY ELEMENTS

Talk About Independent Reading Have students use their sticky notes to discuss dramatic elements in a play.

Possible Conference Prompts

- How were you able to determine which character was speaking?
- How does the format of a play help build the plot of a story?

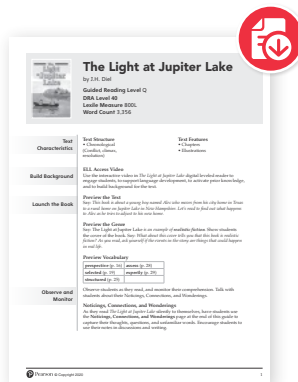
Possible Teaching Point Readers of a play pay attention to dialogue to understand the characters better. This will help a performance.

Leveled Readers



IDENTIFY PLAY ELEMENTS

- For suggested titles, see “Matching Texts to Learning,” pp. T282–T283.
- For instructional support on how to identify play elements, 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 identified different elements of a play. Celebrate what students have learned about play elements.

Independent/Collaborative

Independent Reading



Students can

- reread or listen to *Grace and Grandma* or another text they have previously read.
- read a trade book or their Book Club text.
- take on dramatic roles to understand who is talking in a dialogue in a drama.

Centers



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

Literacy Activities



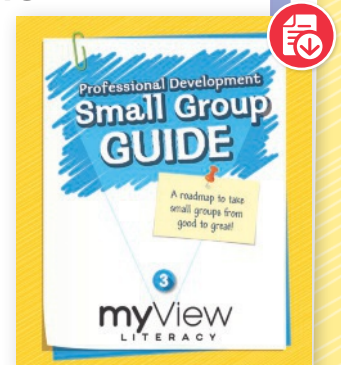
Students can

- complete the graphic organizer on *Student Interactive* p. 392.
- look for homophones in various texts.
- play the *myView* games.
- take turns with a partner reading a text with dramatic expression.

SUPPORT PARTNER READING

Monitor book discussions and spend a few minutes interacting with pairs, asking questions to help them delve deeper into the reading.

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



Monitor Comprehension



Grace and Grandma

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 monitor their comprehension. Ask:

- What familiar ideas can you use to understand the unfamiliar ideas in this text?
- What advice would you give someone about how to understand this text?

Minilesson

FOCUS ON STRATEGIES Readers are always asking themselves if they understand what they are reading. If they don't understand the text, they know strategies for fixing their comprehension.

- Reread the part you don't understand.
- Look at pictures and graphic sources that accompany the text to help you understand the text.
- Use your background knowledge—what you know about the topic—to help you understand new information.
- Ask yourself questions and look again in the text to find answers.
- Look in outside sources such as dictionaries to find definitions.
- Underline text, highlight text, or use sticky notes to mark important words and information that might help you figure out what you don't understand.

MODEL AND PRACTICE Use the Close Read note on p. 377 of the *Student Interactive* to model monitoring comprehension. **The dialogue in a play can be hard to follow. If I lose track of who is talking, I can highlight the names of the characters to help me clearly see the speaker's name.**

ELL Targeted Support Use Background Knowledge Tell students that readers use their prior knowledge to help them understand what they read.

Have students reread the first page of the play, stopping after the word “heritage.” Model how to use prior knowledge by explaining how you feel when you think about your own heritage. Ask students to tell you about important parts of their heritage. Tell students that as they read, they will keep those thoughts in mind to better understand the text. **EMERGING/DEVELOPING**

Have students reread the play, and make a T-chart of challenges faced by Grandma Mei and by Wendi when they moved to the United States. Then have them discuss challenges the characters faced or would face upon moving to a new home. **EXPANDING/BRIDGING**



FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for monitoring comprehension while reading a drama.

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. 393 of the *Student Interactive*.

OPTION 2 Use Independent Text Have students place sticky notes at places in their text where their comprehension broke down and write on the sticky note a brief statement of what they did to regain comprehension.

QUICK CHECK

Notice and Assess Are students able to tell you where in the text they lost comprehension and what strategy they used to regain comprehension?

Decide

- **If students struggle**, revisit instruction for monitoring comprehension in Small Group pp. T322–T323.
- **If students show understanding**, extend instruction for monitoring comprehension in Small Group pp. T322–T323.

STUDENT INTERACTIVE, p. 393



READING WORKSHOP

Monitor Comprehension

While reading a drama, readers **monitor comprehension** to make sure they understand what they read. When their understanding breaks down, readers might reread, use background knowledge, ask questions, or annotate.

1. **MyTURN** Go back to the Close Read notes and highlight details that help you monitor your comprehension of the drama.
2. **Text Evidence** Use some of your highlighted details to show how you monitored your comprehension of these details.

Possible responses:

Question	Highlighted Text Details	How I Checked My Understanding
Who speaks in scene 1?	"DAD", "GRACE", and "GRANDMA MEI"	I reread the characters' names.
How are the characters speaking at the end of scene 3?	"(quietly)"; "(together)"	I asked questions about the words appearing before the dialogue.
What are Grace's actions in paragraph 84?	"(GRACE smiles, takes WENDI's arm, and leads her over to the game.)"	I marked the stage directions and reread them.
In scene 5, how does Grace feel about speaking Chinese?	"It would be fun to speak Chinese with you, Grandma—and with Wendi, too."	I reread Grace's dialogue and used what I already know about how people can change.

Write for a Reader

OBJECTIVE

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

Share a Message

Minilesson

FOCUS ON STRATEGIES Writers write to convey a message to readers. Writers use descriptive adjectives to emphasize that message and to make sure that readers understand their feelings about it.

- Before you start writing, know what message you want to share.
- Make a list of descriptive adjectives that help emphasize your feelings about your message.

MODEL AND PRACTICE Discuss how students might use a similar technique in their own writing using p. 398 of the *Student Interactive*.

1. Tell students that you are going to think of descriptive adjectives you could use to describe how you feel about the value of friendship.
2. Think aloud as you brainstorm some descriptive adjectives that could describe the value of friendship: *Some descriptive words about friendship are trustworthy, dependable, reliable, and kind.*
3. Ask students if they can think of any other words to add to the list.

ELL Targeted Support Descriptive Adjectives Help students understand how to brainstorm different descriptive adjectives.

Have partners work together to brainstorm words that could be used to describe friendship. Have them start by thinking of words that describe their friends. **EMERGING/DEVELOPING**

Have partners work together to brainstorm words that could be used to describe friendship. Have the partners use a thesaurus to look up synonyms for words like *kind* and *reliable*. **EXPANDING/BRIDGING**



ASSESS UNDERSTANDING

Apply

MyTURN Have students refer to how Rich Lo's word choices help readers identify his message. Then guide students to complete the activity on p. 398 of the *Student Interactive*.

Writing Workshop

Have students make word choices to convey a specific message in their writing from the Writing Workshop. During conferences, support students' writing by helping them find opportunities to meaningfully make word choices that will help the message they are trying to share.

STUDENT INTERACTIVE, p. 398



DEVELOP AUTHOR'S CRAFT

Write for a Reader

Writers share messages with readers. To make sure their message is understood, writers use precise language or descriptive words.

MyTURN Think about how Rich Lo uses descriptive adjectives to emphasize his message about heritage. Think of a message you want to give readers about the value of friendship. Plan how to use language to make your message understood.

Use descriptive adjectives to emphasize your message



1. What message could you give readers about the value of friendship? What descriptive words could you use to emphasize this message?
Students should list precise or descriptive words they could use to emphasize the value of friendship.
2. Write about a character who learns a new skill through friendship. Emphasize your message by using descriptive adjectives.
Students should write about a character who learns a new skill through friendship, such as how to swim or how to be kind. Students should also emphasize their message by using some of the descriptive words they listed in item 1.
3. Explain how your use of descriptive adjectives helps make your message clear.
Students should explain how the descriptive words help to convey the message.

Copyright © SAVVAS Learning Company LLC. All Rights Reserved.

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: Homographs

FOCUS ON STRATEGIES Review the strategies from the previous week about identifying homographs.

MODEL AND PRACTICE Write the following sentences on the board: *The wind blew the leaves. You have to wind the clock.* Have volunteers read the sentences and identify the homographs. (*wind*) Have a volunteer say how the word is pronounced differently in each sentence.

APPLY Have students work independently to write two sentences that use the homograph *record*. Be sure to instruct students to use both meanings of the homograph. Have students exchange the sentences with a partner. Have the partner identify the pronunciation and meaning of the homograph as it is used in each sentence.



ELL Targeted Support

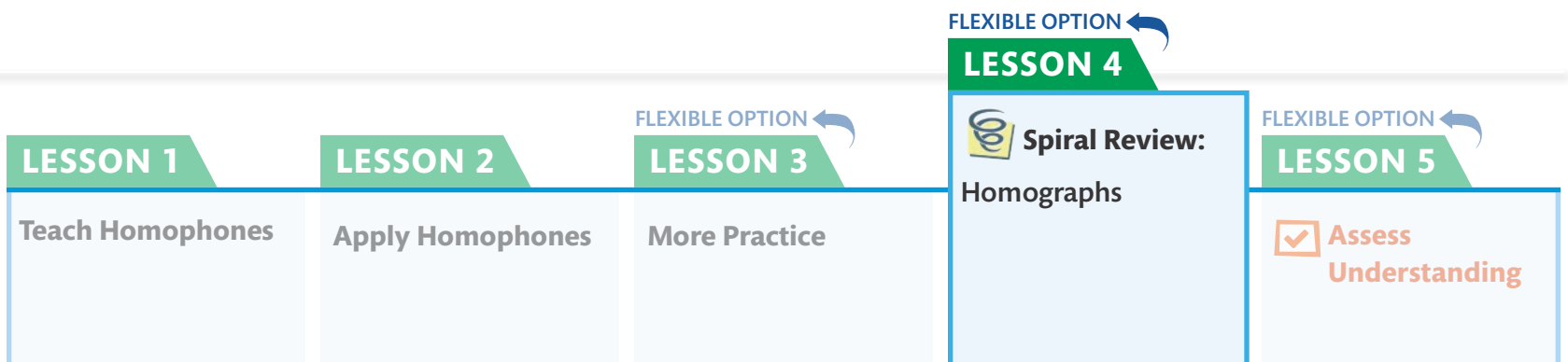
Homographs Tell students that as they develop their vocabulary, they will encounter words that are spelled the same but have different pronunciations and meanings. These words are categorized as homographs.

Write the word *bow* on the board. Explain that it can be pronounced two ways. Have students say each pronunciation with you. Then give the meaning associated with each pronunciation. **EMERGING**

Say the word *bow*, first with the sound /ow/ and then with a long o. Have students identify which pronunciation means “to bend at the waist” and which is “a thing that shoots arrows.” **DEVELOPING**

Write the word *tear* on the board. Help students determine that *tear* can be pronounced like *hair* or like *ear*. Have students use each word in a sentence. **EXPANDING**

Ask pairs to look for other homographs in classroom books. Have students pronounce both meanings. **BRIDGING**



Use the  **QUICK CHECK** on p. T317 to determine small group instruction.

Teacher-Led Options

Strategy Group

MONITOR COMPREHENSION

Teaching Point Skilled readers monitor their comprehension—that is, they are always asking themselves if they understand what they are reading. If they don't understand something, they know what to do to get back on track. Review strategies for correcting comprehension, such as: rereading, using background knowledge, checking for visual cues and graphic organizers, asking questions to oneself or others, and annotating the text.

ELL Targeted Support

Remind students of strategies they use when they don't understand what someone says, and have them apply these strategies to comprehension of written text.

Discuss with students several ways they might finish these sentences: *If I don't understand what someone says, I can ask the speaker to ____.* *If I don't understand what the author writes, I can ____.* **EMERGING/DEVELOPING**

Have pairs of students think of what they do when they don't understand what someone says and think of similar strategies to use when they don't understand text. Students can make T-charts showing comparable strategies.

EXPANDING/BRIDGING



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

Intervention Activity



MONITOR COMPREHENSION

Use Lesson 22, pp. T139–T144, in the *myFocus Intervention Teacher's Guide* for instruction on strategies for reading poetry and drama.

LEVEL D • READ

Lesson 22 Genre: Poetry and Drama

DIRECTIONS Read the play and the poems. Notice how the structure of poetry and drama is different from stories.

The Ant and the Grasshopper

Cast of Characters: Ant, Grasshopper
Setting: a green field in spring, under an apple tree

Act 1

- 1 **GRASSHOPPER.** (*lying under the tree, eating an apple*) Ant, why do you work so hard? It is such a nice day!
- 2 **ANT.** (*carrying a rock*) Winter will be here soon. I need to build a home and collect food to eat.
- 3 **GRASSHOPPER.** But winter is not here yet. The weather is warm and there is lots of fruit to eat.
- 4 **ANT.** (*gestures to the sky*) The warm weather will not last, and soon the fruit will be gone.
- 5 **GRASSHOPPER.** Nonsense! There is plenty of time. You work too hard, Ant.
- 6 **ANT.** Suit yourself, Grasshopper. I think you'll be sorry when winter comes.

Act 2 (*It is winter. The apple tree is bare.*)

- 7 **GRASSHOPPER.** (*sitting under the tree, shivering*) Oh, I am so cold! I am so hungry!
- 8 (*Ant walks by.*)
- 9 **GRASSHOPPER.** Ant, do you have a bit of food for a hungry grasshopper?
- 10 **ANT.** The food I gathered in the summer is all back in my home.
- 11 **GRASSHOPPER.** Could I visit? Is it warm there?
- 12 **ANT.** It is very warm. But I am afraid it is not suited for a grasshopper. You will have to stay outside in the cold. Perhaps next year you will plan better.

Copyright © Pearson Education, Inc., or its affiliate(s). All Rights Reserved. Reading Literature T • 139

Fluency

Assess 2–4 students



PROSODY

Have student pairs practice reading a short passage with appropriate expression.

ORAL READING RATE AND ACCURACY

Use pp. 115–120 in Unit 5 Week 4 *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

MONITOR COMPREHENSION

Talk About Independent Reading Have students use their sticky notes to converse with you about strategies they used for monitoring and self-correcting their comprehension of text.

Possible Conference Prompts

- How did you know when your comprehension of the text had broken down?
- What strategies did you use to regain your comprehension?

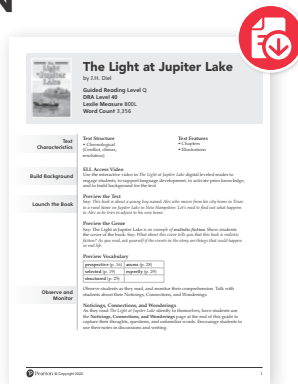
Possible Teaching Point As you read, pause and ask yourself, “Do I understand this text?” Remember to use strategies you have learned for correcting comprehension when you do not understand the text.

Leveled Readers



MONITOR COMPREHENSION

- For suggested titles, see “Matching Texts to Learning,” pp. T282–T283.
- For instructional support on how to monitor comprehension, 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 ways they regained comprehension when they didn’t understand something in their texts. Affirm their strategies.

Independent/Collaborative

Independent Reading



Students can

- reread or listen to another text they read.
- read a trade book or their Book Club text.
- take parts in text that includes conversation and practice reading the parts fluently and expressively.

Centers



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

Literacy Activities



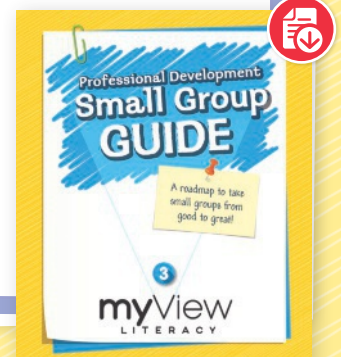
Students can

- complete the graphic organizer on *Student Interactive* p. 393.
- write about their book in their reader’s notebook.
- play the *myView* games.
- with a group, practice reading parts of a drama fluently and expressively.

SUPPORT INDEPENDENT READING

Check in with the goals students set for their reading. Ask them to evaluate how they are progressing toward their goals.

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



Reflect and Share



Grace and Grandma

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.

Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

Recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

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:

- How do communities benefit when people support each other during difficult times?
- How do various texts show the support that different generations give a community during difficult times?

Talk About It

Minilesson

FOCUS ON STRATEGIES Explain to students that when they are discussing their opinions with other readers, they must use evidence from texts to support their opinions.

- Be prepared for the discussion by finding evidence in the text that supports your opinions.
- Recount facts and relevant details, speaking clearly and at an understandable pace.

MODEL AND PRACTICE Model using text evidence for your opinions by referring to the Talk About It prompt on p. 394 in the *Student Interactive*. I think an effective way to change people's opinions is to talk with them, listen to their thoughts, and express my opinions clearly and logically. Grandma did this with Grace on pages 384 and 385 in the play. As scenes build upon one another, Grace begins to rethink her opinion before she meets Wendi. Grandma's ways worked. I will use this as text evidence.

ELL Targeted Support Express Opinions Give students an example of a content-related opinion based on the poems on *Student Interactive* pp. 370–371, such as: I think each one of us should take the first step to make others feel better in difficult times. Have students follow along as you read aloud the poems.

Display this sentence frame: *I think this is _____ because _____.* Have students write an opinion first, and then help students find a line that supports the opinion. **EMERGING/DEVELOPING**

Have partners discuss the poems and write down lines that support the opinion. They should also write down one experience of their own that supports the opinion. Have students share with small groups. **EXPANDING/BRIDGING**



FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use strategies for using text evidence to support their opinions about texts.

OPTION 1 Use the Shared Read Have students find text evidence from this week's texts to support their ideas about how to change someone's opinion about a topic.

OPTION 2 Use Independent Text Students should note text evidence from self-selected reading about how to change someone's opinion about a topic. Encourage students to refer to parts of a story or drama during their discussion, describing how the scenes build upon each other.

QUICK CHECK

Notice and Assess Can students find text evidence to support an opinion?

Decide

- **If students struggle**, revisit instruction for using text evidence in Small Group on pp. T328–T329.
- **If students show understanding**, extend instruction for using text evidence in Small Group on pp. T328–T329.

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

STUDENT INTERACTIVE, p. 394



RESPOND TO TEXT

Reflect and Share

Talk About It In scenes 1 and 2 of the play, Grace does not want to learn Chinese. By scene 5, she changes her mind about learning Chinese. Consider all of the texts you have read in this unit. What are the most effective ways to change someone's opinion about a topic? Use evidence from the play and the other texts to support your opinion.



Use Text Evidence When discussing an opinion, it is important to use text evidence to support your ideas.

- Locate text details that support your opinion.
- If necessary, identify which part of the text you are using to support your ideas.
- Quote from the text to support your ideas. Include the scene numbers where your quotes appear.

Make thoughtful comments when discussing your opinion. Use these sentence starters in your discussion:

In my opinion, . . .

In scene 1, . . .

Weekly Question

How do people support each other in difficult times?

Word Study Homophones

OBJECTIVE

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

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 homophones, provide them with the following words.

who's

where

whose

Read the words aloud. Point out that *who's* and *whose* have the same pronunciation; therefore, they are homophones.

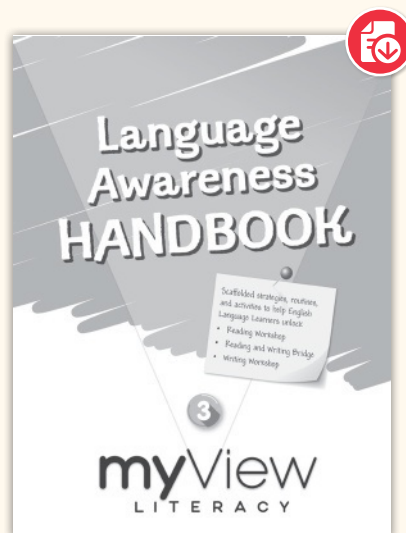
Display these words: *steak*, *stoke*, *stake*. Have students read the words aloud and identify which two of the words are homophones. (*stake*, *steak*)





Develop Language Awareness

For additional practice with homophones, complete the activity on p. 50 of the *Language Awareness Handbook*. In this practice activity, students will use phonic support to understand homophones.



		FLEXIBLE OPTION	FLEXIBLE OPTION	FLEXIBLE OPTION
LESSON 1	LESSON 2	LESSON 3	LESSON 4	LESSON 5
Teach Homophones	Apply Homophones	More Practice	Spiral Review: Homographs	<input checked="" type="checkbox"/> Assess Understanding

Use the  **QUICK CHECK** on p. T325 to determine small group instruction.

Teacher-Led Options

Strategy Group



COMPARE TEXTS

Teaching Point Readers form opinions during and after reading, and they look for places in texts that help support their opinions. Create a simple Venn diagram with students to compare and contrast ways of helping another person in *Grace and Grandma* and one of the poems from pp. 370–371 of the *Student Interactive*.

ELL Targeted Support

Use the following activities to guide students as they compare texts. Remind them to cite specific evidence from the text.

Display these sentence frames and work with students to complete them: *In the play, Wendi needed ____ because ____.* *Grace helped her by ____.* *In the poem “Wanted: A Friend,” the speaker needed ____ because ____.* *Another child helped the speaker by ____.* **EMERGING**

Have partners work together to complete these sentence frames: *In the play, Wendi needed ____ because ____.* *Grace helped her by ____.* *In the poem “Wanted: A Friend,” the speaker needed ____ because ____.* *Another child helped the speaker by ____.* They should find lines in the text that support their answers. **DEVELOPING**

Have students decide which poem was most like Wendi’s need in the play and how Grace helped. They should find lines in the texts that support their answers. **EXPANDING/BRIDGING**



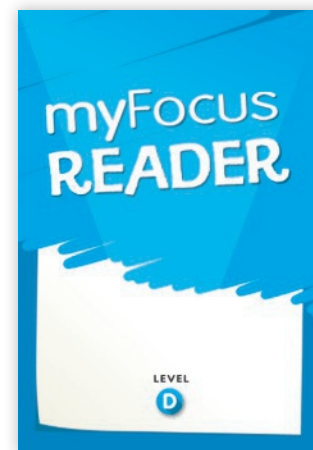
For additional support, see the online *Language Awareness Handbook*.

Intervention Activity



myFOCUS READER

Reread pp. 50–51 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 how people support each other in difficult times 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 supporting each other in difficult times into an effective format.

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

See *Extension Activities*, pp. 170–174, 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 how people support each other during difficult times.

Possible Conference Prompts

- Who were some people facing difficult times?
- How were they helped and supported by others?
- Did a community change over time? If so, how?

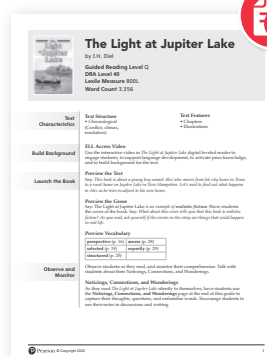
Possible Teaching Point Readers look at different texts for similar themes and ideas to help them form opinions.

Leveled Readers



COMPARE TEXTS

- For suggested titles, see “Matching Texts to Learning,” pp. T282–T283.
- 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 people who supported each other during difficult times. Encourage students to describe how the difficult situations were similar.

Independent/Collaborative

Independent Reading



Students can

- reread or listen to the “Thank You for Understanding” poems 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 people who survived difficult times because of the help of others.
- play the myView games.

BOOK CLUB



See Book Club, pp. T490–T491, for

- teacher’s summary of chapters in *Sonia Sotomayor*.
- 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



Name



Decide on



Teach

Research	A student may discuss the topic of his or her writing and questions he or she may have. Use this as an opportunity to learn about the student's writing and make decisions to focus conferences.
Name a Strength	Once the student has discussed his or her writing, provide specific praise for an element of the writing. Naming a strength develops a student's energy for writing.
Decide on a Teaching Point	Choose a teaching point that focuses on improving the writer within the student and not on improving the student's writing. A range of teaching points should be covered over the year.
Teach	Help the student understand how he or she can achieve success. Use a minilesson from the bank of minilessons to provide instruction on the teaching point. One text from the unit's stack serves as an example of what the student's writing should emulate.



Writing Assessment Options

Performance-Based Assessment

ONLINE OPTION 1

Prompt

Write an essay in which you give your opinion about whether it is better to do homework or to learn in other ways at home. Use information from the passages in your essay.

Sources

- Homework Is Important
- No More Homework

ONLINE OPTION 2

Prompt

Write an article for the school newspaper in which you give your opinion about whether schools and businesses should require students and workers to exercise. Use information from the passages in your article.

Sources

- Require Exercise at School and Work
- Encourage Exercise, but Don't Require It



Download a performance-based assessment from SavvasRealize.com for students to demonstrate their understanding of the reading and writing skills from the unit.

Writing Assessment

WEEK 5 • LESSON 5 OPTION

- The Writing Workshop Assessment is on Day 5 of Week 5 of every unit. Teachers may choose how to assess their students.
- Collect students' compositions after the Celebration and use the designated rubric to grade the writing.
- Give students an on-demand prompt that will require them to synthesize their understanding of the genre, author's purpose and craft, and writing conventions in one succinct piece of writing without the support of a teacher.
- Assessment prompts and writing rubrics can be found in the Writing Workshop of *myView Literacy Teacher's Edition* on Day 5 of Week 5, or they may be accessed on SavvasRealize.com.



Units of Study

This Unit: Opinion Writing

UNIT
1

NARRATIVE: PERSONAL NARRATIVE

Students will

- read personal narratives
- focus on setting and plot
- use coordinating conjunctions correctly
- write personal narratives

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
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

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
5

POETRY: POEM

Students will

- explore the genre of poetry
- use imagery, rhythm, and rhyme
- use adjectives to compare accurately
- write a poem



FAST TRACK

Your Writing Workshop for Standards Success

UNIT
4

OPINION WRITING: OPINION ESSAY

WEEK 1 INTRODUCE AND IMMERSE	Minilessons: <ul style="list-style-type: none">• Opinion Essay• Plan Your Opinion Essay
WEEK 2 DEVELOP ELEMENTS	Minilessons: <ul style="list-style-type: none">• Develop the Topic• Develop an Opinion• Distinguish Between Fact and Opinion• Develop Reasons• Develop Supporting Facts
WEEK 3 DEVELOP STRUCTURE	Minilessons: <ul style="list-style-type: none">• Compose an Introduction• Organize Supporting Reasons• Organize Supporting Facts• Compose a Conclusion• Use Technology
WEEK 4 WRITER'S CRAFT	Minilessons: <ul style="list-style-type: none">• Revise by Adding Linking Words• Edit for Capitalization• Peer Edit• Use Peer and Teacher Suggestions
WEEK 5 PUBLISH, CELEBRATE, ASSESS	Minilessons: <ul style="list-style-type: none">• Use Technology to Publish Writing• Edit for Spelling• Assessment

Weekly Overview

Students will

- explore the genre of opinion essays.
- identify topics, points of view, and reasons in published essays.
- brainstorm topics and plan an opinion essay.


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.	Opinion Essay T340	Topic T344	Point of View and Reasons T348
INDEPENDENT WRITING AND CONFERENCES 30–40 min.	Independent Writing and Conferences T341	Independent Writing and Conferences T345	Independent Writing and Conferences T349
SHARE BACK FOCUS 5–10 min.	Common Features of Opinion Essays T341	Strong Topics T345	Persuasive Reasons T349
 READING-WRITING WORKSHOP BRIDGE 5–10 min.	<p>FLEXIBLE OPTION ↩</p> <ul style="list-style-type: none"> • Spelling Assess Prior Knowledge T342 <p>FLEXIBLE OPTION ↩</p> <ul style="list-style-type: none"> • Language & Conventions Spiral Review: Pronouns T343 	<ul style="list-style-type: none"> • Spelling Teach: Spell r-Controlled Vowels <i>ir, er, ur, ear</i> T346 <p>FLEXIBLE OPTION ↩</p> <ul style="list-style-type: none"> • Language & Conventions Oral Language: Possessive Pronouns T347 	<p>FLEXIBLE OPTION ↩</p> <ul style="list-style-type: none"> • Spelling More Practice T350 • Language & Conventions Teach Possessive Pronouns T351



Mentor STACK



- *Stella Writes an Opinion* by Janiel M. Wagstaff
- *I Wanna Iguana* by Karen Kaufman Orloff
- *You Can Write a Terrific Opinion Piece* by Jennifer Fandel
- *Olivia and Oscar Build an Opinion Piece* by Andrea Pelleschi
- *Writing Opinion Papers* by Benjamin Proudfit

Use the following criteria to add to your opinion essay stack:

- The opinion essay has a compelling topic.
- The opinion essay has a clear point of view.
- The opinion essay supports the point of view with strong reasons.

Preview these selections for appropriateness for your students. Selections are subject to availability.

FAST TRACK

LESSON 4

LESSON 5

Brainstorm Topics and Focus on Opinion T352

Plan Your Opinion Essay T356

Independent Writing and Conferences T353

Writing Club and Conferences T356-T357

Excitement About a Topic T353

Revising a Plan T356

FLEXIBLE OPTION

- **Spelling** Spiral Review T354
- **Language & Conventions** Practice Possessive Pronouns T355

- **Spelling Assess Understanding** T358

FLEXIBLE OPTION

- **Language & Conventions** Standards Practice T359

ADDITIONAL RESOURCES

MINILESSON

5–10 min.

Voice Your Opinion Effectively

Focus on One Part of Your Idea

INDEPENDENT WRITING AND CONFERENCES

30–40 min.

Independent Writing and Conferences

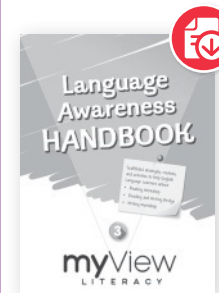
Independent Writing and Conferences

SHARE BACK FOCUS

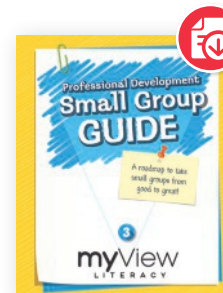
5–10 min.

Effective and Respectful Opinions

Focused Topics



See the online *Language Awareness Handbook* for additional writing support.



See the *Small Group Guide* for additional writing support.

Conferences



Mentor STACK



During this time, assess for understanding of the basic features of opinion essays in order to gauge students' ability to brainstorm and plan their own opinion essay. Have stacks and minilessons available to reference during the conferences.

FORMATIVE ASSESSMENT

Conference Prompts

Opinion Essay and Topic

If students need additional support,

Then highlight features of an opinion essay in a stack text.

If students show understanding,

Then ask: Why is it important to write about a topic that supports a strong opinion?

Point of View and Reasons

If students need additional support,

Then review the types of reasons that can be used.

If students show understanding,

Then ask: Which type of reason is most persuasive?

Brainstorm Topics and Focus on Opinion

If students need additional support,

Then ask about students' interests to help with brainstorming.

If students show understanding,

Then ask: Why do you feel strongly about the topic that you chose?

Plan Your Opinion Essay

If students need additional support,

Then ask: What types of reasons would support the topic that you chose?

If students show understanding,

Then ask: Which reason you provided is most convincing? Why?

Conference Support for ELL

EMERGING

- Practice opinions using the sentence stems *I like _____* and *I do not like _____*.
- Practice questions with *why* to ask for reasons.
- Teach vocabulary connected to facial expressions and gestures that express opinion.

DEVELOPING

- Have students state a simple opinion on various topics.
- Have students summarize the opinion of a stack text.
- Teach vocabulary used to express opinions in an essay (e.g., *I think, I believe, I agree that, I would recommend*).

EXPANDING

- Discuss additional evidence that could have been used in a stack text.
- Discuss how a stack text might have been different if written from an opposite point of view.
- Discuss vocabulary that can be used to persuade an audience.

BRIDGING

- Have students try to persuade you to agree with an opinion.
- Brainstorm the evidence needed for an opinion essay using the same topic as a stack text but another point of view.
- Examine a stack text for specific language that can be used in students' opinion essays.



Reading-Writing Workshop Bridge

While conferring with students, refer back to the Bridge minilessons on **descriptive language** and **possessive pronouns**.



ELL Minilesson Support

Week 1: Introduce and Immerse

During the week, your ELLs will benefit from additional support that increases their ability to read published opinion essays on various topics and plan their own essay. These targeted supports were chosen to help students better understand how to read and speak about opinion essays.

Use this note for the minilesson on p. T340.

ELL Targeted Support

OPINION ESSAY

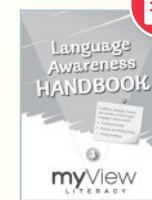
The more proficiently students can read published opinion essays, the more they will be able to understand the genre and use that knowledge in their own writing. Have students practice reading a text from the stack.

Provide support by echo-reading the first sentences or paragraph of a stack text. Use props, gestures, and simple explanations to communicate the text's main ideas. **EMERGING**

Have students take turns reading sentences from a stack text. Support students by correcting for pronunciation and intonation as needed. **DEVELOPING**

Have partners take turns reading sentences of a stack text. Ask them to provide peer support with pronunciation and intonation as needed. **EXPANDING**

Have partners silently read the same stack text. Have them ask peers for support with unfamiliar words, as needed. **BRIDGING**



See the *Language Awareness Handbook* for additional writing support.

Use this note for the minilesson on p. T356.

ELL Targeted Support

PLAN YOUR OPINION ESSAY

In order to speak about their own writing, students need to build their content area vocabulary. Have students practice using the terms *topic*, *opinion*, *point of view*, and *reason* in context as they discuss opinion essays.

Display the terms *topic*, *opinion/point of view*, and *reason*. Write a simple sentence corresponding to each term. Have students repeat the sentence and say the term it exemplifies. **EMERGING**

Display a one-paragraph opinion essay. Have students identify the opinion. Remind them to look for phrases such as *I like*, *We think*, and *They believe*. Have students fill in the following sentence frame: *The opinion is _____*.

DEVELOPING

Provide partners with a one-paragraph short opinion essay. Have them use all of the terms above as they identify various parts of the essay. **EXPANDING**

Have partners discuss the plans for their opinion essays using the terms above. Have them ask questions about each other's plans using the terms. **BRIDGING**

FAST TRACK

Opinion Essay

OBJECTIVE

Compose argumentative texts, including opinion essays, using genre characteristics and craft.

STUDENT INTERACTIVE, p. 253

OPINION ESSAY WRITING WORKSHOP

Opinion Essay

An **opinion essay** states a writer's point of view on a certain topic. The purpose of an opinion essay is to help a reader take a side on a matter or to get the reader to do something. A good opinion essay is supported with strong reasons.

Learning Goal
I can use elements of opinion writing to write an opinion essay.

My Turn Choose an opinion essay that you have read and use it to fill in the chart.

The introduction includes a clear statement of opinion.	What is the writer's opinion?
The body provides the writer's reasons. Reasons include facts and examples. The reasons should be convincing.	What reasons does the writer provide to support the opinion?
The conclusion may restate or summarize the writer's opinion. It could also persuade the reader to take some kind of action.	How does the writer end the essay?

253

Minilesson

Mentor **STACK**



TEACHING POINT An opinion essay expresses a writer's opinion, or point of view, on a particular topic. Its content, tone, and structure work together to persuade readers to agree with the writer and possibly take action. An opinion essay includes the following sections:

- Introduction, where the opinion and topic are stated.
- Reasons in the body of the essay, which support the opinion.
- Conclusion, which may include a summary or request.

MODEL AND PRACTICE Tell students that they will be exploring opinion essays 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 opinion essays from the stack and pointing out its main features. As you read each essay, ask:

- What is this essay about?
- What is the writer's opinion?
- How does the writer support that opinion?

Direct students to p. 253 in the *Student Interactive*. Have them select one of the essays you just read, reread it, and use it to complete the chart.



Independent Writing

Mentor STACK



FOCUS ON GENRE After the minilesson, students should transition into independent writing.

- If students need extra support in understanding opinion essays, have them read additional stack texts and reflect on them using the questions from *Student Interactive* p. 253.

WRITING SUPPORT

- **Modeled** Choose a stack text and do a Think Aloud to model identifying the writer's opinion.
- **Shared** Have students choose a stack text. Prompt students to identify reasons used in the body paragraphs to support the author's opinion.
- **Guided** Ask questions that help students analyze the conclusion of a stack text.

 **Intervention** Refer to the *Small Group Guide* for support.

- If students have a strong understanding of the genre, they should begin brainstorming topics for their opinion essay in their writer's notebook.

See the **Conference Prompts** on p. T338.



Share Back

Have a few students share their responses from the *Student Interactive* page. Tell the class to discuss how each essay shares common features.

Spelling Spell *r*-Controlled Vowels

ir, er, ur, ear

OBJECTIVE

Demonstrate and apply spelling knowledge by spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; *r*-controlled syllables; and final stable syllables.

SPELLING WORDS

certainty	termite
earn	third
return	thirsty
search	thirteen
swerve	thirty

HIGH-FREQUENCY WORDS

system
brought

FLEXIBLE OPTION

LESSON 1

✓ Assess Prior Knowledge

Use the sentences from Lesson 5 Spelling, p. T358, to assess students' prior knowledge of the *r*-controlled vowels *ir, er, ur, and ear*.

For students who understand how to form and spell the *r*-controlled vowels *ir, er, ur, and ear*, include the following Challenge Words with the spelling list.

Challenge Words

determine
virtual
personable

ELL Targeted Support

***r*-Controlled Vowels** Help students look for *r*-controlled vowels in words. Display these words: *earn, return, third*.

Have students find the *r*-controlled vowel in each word and then say the word aloud.

EMERGING

Have students underline the *r*-controlled vowels and then spell each word aloud.

DEVELOPING

Have partners say and spell each word and then write original sentences using each word. **EXPANDING/BRIDGING**

FLEXIBLE OPTION

LESSON 1

✓ Assess Prior Knowledge

LESSON 2

Teach: Spell *r*-Controlled Vowels *ir, er, ur, ear*


FLEXIBLE OPTION

LESSON 3

More Practice: Spell *r*-Controlled Vowels *ir, er, ur, ear*

FLEXIBLE OPTION

LESSON 4

 Spiral Review: Irregular Plurals

LESSON 5

✓ Assess Understanding



Language & Conventions

Spiral Review

FLEXIBLE OPTION

LESSON 1



Spiral Review: Pronouns

FOCUS ON STRATEGIES Review the language and conventions topic pronouns. See p. T441 in Unit 3.

MODEL AND PRACTICE Display the following sentence: *The dog runs fast, and the dog barks loudly.* Have a volunteer identify the words that can be replaced with a pronoun. (*the dog*) Then have another volunteer revise the sentence using a pronoun. (*The dog runs fast, and it barks loudly.*)

APPLY Have students write three sentences that use pronouns. Have them exchange their sentences with a partner. Have the partner identify the pronouns used in the sentences.

OBJECTIVE

Edit drafts using standard English conventions, including pronouns, including subjective, objective, and possessive cases.

ELL Targeted Support

Pronouns Help students identify pronouns and nouns that can be replaced by pronouns in simple sentences.

Write the following sentence: *We have a car.* Have students identify the noun and the pronoun in the sentence. **EMERGING**

Use the same sentence as above, but have students use a pronoun for the noun and vice versa. **DEVELOPING**

Have students write sentences using as many nouns as possible. Then have them substitute pronouns to see how pronouns can take the place of nouns.

EXPANDING/BRIDGING

FLEXIBLE OPTION

LESSON 1



Spiral Review: Pronouns

FLEXIBLE OPTION

LESSON 2

LESSON 3

LESSON 4

FLEXIBLE OPTION

LESSON 5

Oral Language:
Possessive Pronouns

Teach Possessive
Pronouns

Practice Possessive
Pronouns

Standards Practice

Topic

OBJECTIVE

Compose argumentative texts, including opinion essays, using genre characteristics and craft.

STUDENT INTERACTIVE, p. 254

OPINION ESSAY

Topic
A topic is the subject or issue an author chooses to write about. An opinion essay allows writers to share their feelings or point of view about a topic and persuade readers to share the same opinion.

Some possible topics for an opinion essay include

- a book or movie review
- a particular subject with different viewpoints, such as recycling

MY TURN Think about a book review or opinion essay you have read. Then fill in the chart about the topic.

What is the topic of the essay?	
What words or phrases does the writer use to show his or her opinion or point of view about this topic?	Why is this topic important to the writer?

254

Minilesson

Mentor STACK 

TEACHING POINT The topic of an opinion essay can be anything about which a writer is able to express thoughts and feelings, although ideally it would be something that greatly interests the writer. A topic can be serious or humorous, and appeal to a wide audience or just a few people. Many opinion essays focus on:

- Movies, books, and restaurants (i.e., reviews)
- Political issues (e.g., whom or what to vote for)
- Moral issues (e.g., whether an action is right or wrong)

MODEL AND PRACTICE Review the definition of *topic*, and compare it to the terms *main idea* and *subject*. Select two or three stack texts with diverse topics to read with students. As you read each text, ask:

- What is the topic of this essay?
- What is the writer's opinion? How do you know?
- Why do you think the writer has chosen this topic for an essay?

Direct students to p. 254 in the *Student Interactive*. If students need extra support understanding topics, have them complete the My Turn using a stack text you just read together. If students have a strong understanding of topics, invite them to select any stack text that interests them.

Possible Teaching Point

Language & Conventions | Possessive Pronouns

Remind students that pronouns are words that stand in for nouns. Possessive pronouns show who or what owns something.

- Ask students to identify possessive pronouns they have noticed in stack texts and think about how they can use those same pronouns in their writing.
- Tell them that possessive pronouns such as *my*, *mine*, and *your* can be used to express an opinion.



Independent Writing

Mentor STACK



FOCUS ON TOPIC After the minilesson, students should transition into independent writing.

- If students need extra support understanding the range of topics that an opinion essay can be about, have them explore additional stack texts.

WRITING SUPPORT

- **Modeled** Choose a stack text, and do a Think Aloud to model identifying the topic of an opinion essay.
- **Shared** Read the introductions of several stack texts, and compare the types of topics covered in them.
- **Guided** Provide explicit instruction about how an author introduced the topic of a stack text.



Intervention Refer to the *Small Group Guide* for support.

- If students demonstrate understanding, they can continue to brainstorm topics and explore what their opinion and interest level are for each one.

See the **Conference Prompts** on p. T338.

Share Back

Have a few students share a topic they might write about, as well as their reason for choosing the topic. Invite the class to share their opinions about whether the topic is a strong one.

Spelling Spell *r*-Controlled Vowels

ir, er, ur, ear

OBJECTIVE

Demonstrate and apply spelling knowledge by spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; *r*-controlled syllables; and final stable syllables.

SPELLING WORDS

certainty	termite
earn	third
return	thirsty
search	thirteen
swerve	thirty

HIGH-FREQUENCY WORDS

system
 brought

LESSON 2

Teach

FOCUS ON STRATEGIES Explain that *r*-controlled vowel teams are vowels that pair with the letter *r* to make the *er* sound. Some *r*-controlled vowels are *ir*, *er*, *ur*, and *ear*.

MODEL AND PRACTICE

Display the words *thirty*, *certainty*, *return*, and *earn*. Have volunteers identify the letters that form each *r*-controlled vowel and spell each word.

APPLY MyTURN

Have students complete the activity on p. 251 of the *Student Interactive* independently.

SPELLING READING-WRITING BRIDGE

Spell *r*-Controlled Vowels

r*-Controlled Vowels *ir, er, ur, ear can all spell the vowel sound you hear in the word *term*.

MyTURN Read the words. Sort them by the spelling of the *r*-controlled vowel.

SPELLING WORDS		
certainty	swerve	thirsty
earn	termite	thirteen
return	third	thirty
search		

<i>r</i> -Controlled Vowels			
<i>ir</i>	<i>er</i>	<i>ur</i>	<i>ear</i>
third	certainly	return	earn
thirsty	swerve		search
thirteen	termite		
thirty			

High-Frequency Words

Write the following high-frequency words on the lines.

system **system**

brought **brought**

251

LESSON 2

Teach: Spell
r-Controlled Vowels *ir*,
er, ur, ear

FLEXIBLE OPTION LESSON 1

Assess Prior Knowledge

FLEXIBLE OPTION LESSON 3

More Practice: Spell
r-Controlled Vowels *ir*,
er, ur, ear

FLEXIBLE OPTION LESSON 4

Spiral Review:
 Irregular Plurals

LESSON 5

Assess Understanding



Language & Conventions

Possessive Pronouns

FLEXIBLE OPTION **LESSON 2****Oral Language: Possessive Pronouns**

FOCUS ON STRATEGIES Say that pronouns take the place of nouns. Possessive pronouns show who or what owns something. Possessive pronouns take the place of possessive nouns.

MODEL AND PRACTICE Write the following sentences on the board: *My sister has a game I like. I borrow my sister's game all the time.* Read the sentences aloud. Have a volunteer identify which words can be replaced by a possessive pronoun. (*my sister's*) Then have the volunteer revise the sentence so that it uses the possessive pronoun. (*My sister has a game I like. I borrow her game all the time.*)

APPLY Have students work with a partner. Have one student form a sentence that uses a possessive noun. Have the partner identify the possessive noun used in the sentence.

OBJECTIVES

Edit drafts using standard English conventions, including pronouns, including subjective, objective, and possessive cases.

Form and use possessives.

FLEXIBLE OPTION **LESSON 2**

Oral Language:
Possessive Pronouns

FLEXIBLE OPTION **LESSON 1**

Spiral Review:
Pronouns

LESSON 3

Teach Possessive
Pronouns

LESSON 4

Practice Possessive
Pronouns

FLEXIBLE OPTION **LESSON 5**

Standards Practice

Point of View and Reasons

OBJECTIVE

Compose argumentative texts, including opinion essays, using genre characteristics and craft.

STUDENT INTERACTIVE, p. 255

Point of View and Reasons
Effective writers support their point of view, or opinion, with reasons. If writers want to be convincing, they need strong reasons, or explanations, that tell why readers should agree with their opinion. Finding strong reasons usually involves research. Reasons may include

- facts, or information that can be proved to be true
- numbers, such as statistics or data
- the findings of others
- examples that are relevant and based on facts
- details, or descriptions that explain the facts

My Turn Read an opinion essay from your classroom library. Use it to fill in the chart. Discuss your findings with a partner.

Writer's Point of View		
Reason 1	Reason 2	Reason 3
Facts, examples, or details	Facts, examples, or details	Facts, examples, or details

255

Minilesson

Mentor STACK



TEACHING POINT Readers of an opinion essay are unlikely to be persuaded unless the writer's point of view is supported by strong reasons. Reasons may include:

- Factual details
- Statistics or data
- Explanations or findings from experts

MODEL AND PRACTICE Discuss the importance of reasons in an opinion essay. Say: *I should not expect readers to agree with my opinion essay because I want them to. I need to persuade them, or convince them that my point of view is correct. I can do this by supporting my point of view with strong facts, explanations, and evidence.*

Select a stack text with particularly strong supporting reasons. Share it with students and ask:

- What is the writer's point of view?
- What are some reasons that support the point of view?
- How do the reasons help to persuade the reader?

Direct students to p. 255 in the *Student Interactive*. If students need extra support understanding point of view and reasons, they may complete the My Turn with a partner and then discuss their findings with other students.

Possible Teaching Point

Writing Process

Prewriting | Answering the 5 Ws

Tell students that answering *who*, *what*, *where*, *when*, and *why* questions will help them prepare to write their opinion essays. Have students create a two-column chart with questions on one side and answers on the other.

- Who are experts that know a lot about this topic?
- What facts can I research to support my point of view?
- Where can I find statistics or data that support my opinion?
- When was this information published? Is it still up-to-date?
- Why do I want readers to agree with my point of view?



Independent Writing

Mentor STACK



FOCUS ON POINT OF VIEW AND REASONS After the minilesson, students should transition into independent writing.

- If students have a topic but not a point of view, they can research facts and information for their topic to develop an opinion.

WRITING SUPPORT

- **Modeled** Choose a stack text, and do a Think Aloud explaining how each reason supports the point of view.
- **Shared** Choose a stack text, and brainstorm additional reasons that could support the point of view.
- **Guided** Provide explicit instruction about how a writer might have chosen the reasons in an essay.



Intervention Refer to the *Small Group Guide* for support.

- If students have decided on their essay's topic and point of view, they can research reasons that support their point of view.

See the **Conference Prompts** on p. T338.

Share Back

Have a few students share the reasons they have chosen to support their point of view in their opinion essay.

Spelling Spell *r*-Controlled Vowels *ir, er, ur, ear*

OBJECTIVE

Demonstrate and apply spelling knowledge by spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; *r*-controlled syllables; and final stable syllables.

SPELLING WORDS

certainty	termite
earn	third
return	thirsty
search	thirteen
swerve	thirty

HIGH-FREQUENCY WORDS

system
 brought

FLEXIBLE OPTION

LESSON 3

More Practice

FOCUS ON STRATEGIES Remind students that they should learn and practice spelling words with *r*-controlled vowels.

MODEL AND PRACTICE Write or display the following words. Have students point out which words have the same *r*-controlled vowel.

- earn
- third
- termite
- thirty
- search
- swerve

APPLY Have students complete *Spelling* p. 138 from the *Resource Download Center*.

Name _____

Spelling
 Spell *r*-Controlled Vowels *ir, er, ur, ear*
 The *r*-controlled vowels *ir, er, ur,* and *ear* make the *er* sound. Although *r*-controlled vowels make the same sound, they can be spelled in different ways. Identify the *r*-controlled vowel in words.

SPELLING WORDS			
certainty	search	third	thirteen
earn	swerve	thirsty	thirty
return	termite		

My Turn Complete each word from the spelling list by writing the correct letters of the *r*-controlled vowel on the line.

1. *ear* _ _ n
2. *sw* _ *er* _ ve
3. *th* _ *ir* _ sty
4. *th* _ *ir* _ ty
5. *t* _ *er* _ mite
6. *ret* _ *ur* _ n
7. *th* _ *ir* _ teen
8. *th* _ *ir* _ d
9. *s* _ *er* _ ch
10. *c* _ *er* _ tainty

My Turn Sort the words in the spelling list by writing each next to the *r*-controlled vowel it uses.

11. *ear*: earn search
12. *er*: certainty swerve termite
13. *ir*: third thirsty thirteen thirty
14. *ur*: return

Grade 3, Unit 4, Week 1
 © Pearson Education, Inc., or its affiliates. All rights reserved. 138

FLEXIBLE OPTION

LESSON 1

Assess Prior Knowledge

LESSON 2

Teach: Spell *r*-Controlled Vowels *ir, er, ur, ear*

FLEXIBLE OPTION

LESSON 3

More Practice: Spell *r*-Controlled Vowels *ir, er, ur, ear*

FLEXIBLE OPTION

LESSON 4

Spiral Review: Irregular Plurals

LESSON 5

Assess Understanding



Language & Conventions

Possessive Pronouns

LESSON 3

Teach Possessive Pronouns

FOCUS ON STRATEGIES Say that **possessive pronouns** show who or what owns something. Possessive pronouns take the place of possessive nouns.

MODEL AND PRACTICE Write the following sentence on the board: *Jasmine and Maddy rode Jasmine's and Maddy's bikes.* Read the sentence aloud. Have a volunteer say how to edit the sentence so that it uses a possessive pronoun. (*Jasmine and Maddy rode their bikes.*)

OBJECTIVES

Edit drafts using standard English conventions, including pronouns, including subjective, objective, and possessive cases.

Form and use possessives.

ELL Targeted Support

Possessive Pronouns Help students identify the possessive pronouns.

Display the pronouns: *me, mine, he, his.* Have students identify the possessive pronouns. (*mine, his*) **EMERGING**

Display the pronouns: *me, mine, he, his, you, your, they, theirs, it, its.* Have students identify the possessive pronouns. (*mine, his, your, theirs, its*) **DEVELOPING**

Display the pronouns: *me, he, she, you, they, it.* Have students write the possessive form(s) of each pronoun (*my, mine, his, her, hers, your, yours, their, theirs, its*) **EXPANDING**

Have partners ask and answer questions about objects in the classroom using possessive pronouns. **BRIDGING**

LESSON 3

Teach Possessive Pronouns

FLEXIBLE OPTION

LESSON 1



Spiral Review:
Pronouns

FLEXIBLE OPTION

LESSON 2

Oral Language:
Possessive Pronouns

LESSON 4

Practice Possessive
Pronouns

FLEXIBLE OPTION

LESSON 5

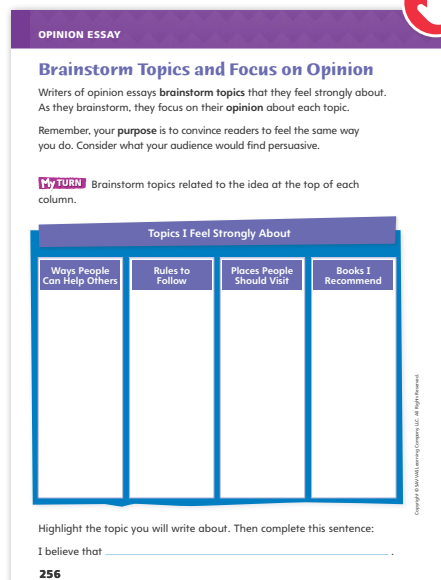
Standards Practice

Brainstorm Topics and Focus on Opinion

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. 256



OPINION ESSAY

Brainstorm Topics and Focus on Opinion

Writers of opinion essays **brainstorm** topics that they feel strongly about. As they brainstorm, they focus on their **opinion** about each topic.

Remember, your **purpose** is to convince readers to feel the same way you do. Consider what your audience would find persuasive.

My TURN Brainstorm topics related to the idea at the top of each column.

Topics I Feel Strongly About			
Ways People Can Help Others	Rules to Follow	Places People Should Visit	Books I Recommend

Highlight the topic you will write about. Then complete this sentence:
I believe that _____.

256

Minilesson

Mentor **STACK**



TEACHING POINT When writers brainstorm, they often come up with ideas that greatly interest them. In turn, the writers will likely have strong opinions about the ideas. The more passionate writers are about a topic and opinion, the more likely readers will be persuaded. When writers brainstorm, they:

- Write down every idea they think of.
- Allow themselves to be surprised.
- Let one idea lead to another.

MODEL AND PRACTICE Review the brainstorming process with students. Say: *You probably have a lot of topics that you are interested in, but they may not all be suitable for an opinion essay. Through brainstorming, you will think of all the possible topics that interest you. Then you can choose which topic will be most appropriate to support an opinion essay.*

Display a two-column chart with these headings: *Restaurants*, *Music*. Model brainstorming topics for each heading. Then think aloud as you consider each topic, choose the best one for you, and state your opinion about it. Say: *I know this is the right topic because I am excited to write about it, and I have a strong opinion that I know I could support with reasons.*

Direct students to p. 256 in the *Student Interactive*. If they find it challenging to come up with ideas for topics, have an assortment of magazines, pictures, and books available for them to browse.

Possible Teaching Point

Spelling | Spell *r*-Controlled Vowels *ir*, *er*, *ur*, *ear*

Remind students that some vowels pair with the letter *r* to make the *er* sound. Point out examples, such as *bird*, *turn*, *earnest*, and *serve*. As students write their opinion essays, have them check to make sure they are spelling words with *ir*, *er*, *ur*, and *ear* correctly.



Independent Writing

Mentor STACK



FOCUS ON BRAINSTORMING After the minilesson, students should transition into independent writing.

- If students need more time to decide on a topic for their opinion essays, have them continue to brainstorm ideas.

WRITING SUPPORT

- **Modeled** Do a brainstorming Think Aloud with topics that relate to school. Think aloud how an opinion could form from a topic.
- **Shared** Brainstorm topics with students. After topics have been generated, have students tell what kind of opinions could develop from the topics.
- **Guided** Ask students questions to help them brainstorm creative topics. Then ask how they would develop opinions from the topics.



Intervention Refer to the *Small Group Guide* for support.

- If students are satisfied with the topic they chose in the My Turn activity, have them begin developing their topic in their writer's notebook.

See the **Conference Prompts** on p. T338.

Share Back

Have a few students share their chosen topic, telling what kind of opinions they have about the topic and why they are excited to write about the topic. Ask the class to offer encouragement to each student who shares.

Spelling Spiral Review

OBJECTIVE

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

SPELLING WORDS

certainty	termite
earn	third
return	thirsty
search	thirteen
swerve	thirty

HIGH-FREQUENCY WORDS

system
brought

Writing Workshop

As students proofread their writing, remind them to check their use of irregular plurals. Have them make sure they are using and spelling the irregular plurals correctly.

FLEXIBLE OPTION

LESSON 4



Spiral Review: Irregular Plurals

FOCUS ON STRATEGIES Review the spelling rules for irregular plurals. Remind students that these plurals follow different spelling rules from regular plurals. See p. T436 in Unit 3.

MODEL AND PRACTICE Display the following words: *wolf*, *goose*, *sheep*, and *volcano*. Have volunteers spell the plural version of each word. (*wolves*, *geese*, *sheep*, *volcanoes*) Have students tell the spelling rule they used to spell the plural.

APPLY Have students create flash cards of the spelling words from last week, with the singular form of the word on one side and the plural on the other. Have students use the flash cards to quiz each other on the spellings of the plurals.

FLEXIBLE OPTION

LESSON 4



Spiral Review: Irregular Plurals

FLEXIBLE OPTION

LESSON 1

Assess Prior Knowledge

LESSON 2

Teach: Spell *r*-Controlled Vowels *ir*, *er*, *ur*, *ear*

FLEXIBLE OPTION

LESSON 3

More Practice: Spell *r*-Controlled Vowels *ir*, *er*, *ur*, *ear*

LESSON 5

Assess Understanding



Language & Conventions

Possessive Pronouns

LESSON 4

Practice Possessive Pronouns

APPLY MyTURN Have students edit the draft paragraph on *Student Interactive* p. 252.

LANGUAGE AND CONVENTIONS

Possessive Pronouns

Pronouns are words that take the place of nouns. Some pronouns show who or what owns, or possesses, something. This kind of pronoun is called a **possessive pronoun**.

Possessive Pronouns	Examples
my, mine	This is <u>my</u> coat. This coat is <u>mine</u> .
your, yours	I like <u>your</u> story. The best story is <u>yours</u> .
her, hers	I borrowed <u>her</u> hat. That hat is <u>hers</u> .
his	Marco returned <u>his</u> bike. The bike is <u>his</u> .
our, ours	Grandpa walks <u>our</u> dog. The dog he walks is <u>ours</u> .
their, theirs	I voted for <u>their</u> project. The project I voted for is <u>theirs</u> .
its	The dog buried <u>its</u> bone.

MyTURN Edit the paragraph by adding possessive pronouns.
Possible responses:

I walk my neighbor's dog. Its name is Toby. Sometimes my mom joins us. Her dog treats are Toby's favorite. I wish Toby was ours.

252

Copyright © Savvas Learning Company LLC. All Rights Reserved.

OBJECTIVES

Edit drafts using standard English conventions, including pronouns, including subjective, objective, and possessive cases.

Form and use possessives.

Writing Workshop

As students begin drafts during Writing Workshop, remind them to check to see if they are spelling and using possessive pronouns correctly. You may wish to have students trade drafts with a partner to check to see if possessive pronouns are being used and spelled correctly.

FLEXIBLE OPTION

LESSON 1



Spiral Review:
Pronouns

FLEXIBLE OPTION

LESSON 2

Oral Language:
Possessive Pronouns

LESSON 3

Teach Possessive
Pronouns

LESSON 4

Practice Possessive Pronouns

FLEXIBLE OPTION

LESSON 5

Standards Practice

FAST TRACK

Plan Your Opinion Essay

OBJECTIVES

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

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

STUDENT INTERACTIVE, p. 257

The screenshot shows a writing workshop organizer titled "Plan Your Opinion Essay". It includes instructions for students to take a side on a topic and support their opinion with reasons. A "TIP" section suggests using the organizer to map an opinion essay. Below the text is a graphic organizer with a box for "State your opinion:", three boxes for "REASON 1:", "REASON 2:", and "REASON 3:", and a box for "Concluding statement:". The page number 257 is visible in the bottom right corner.

Minilesson

Mentor **STACK**

TEACHING POINT Opinion essays are built around the writer’s point of view on a topic. In other words, it is not until the writer has taken a position about a topic that the rest of the essay’s content can be determined. With opinion in hand, the writer should:

- Outline an introduction that states the topic and opinion.
- Gather reasons to support the opinion.
- Develop an effective concluding statement.

MODEL AND PRACTICE Explain to students that planning their essay in advance will help them to eliminate difficulties as they draft. Encourage students to seek guidance and support from adults while planning. Say: *If you know your purpose for each of the sections you include in your essay, the writing will go more smoothly. A plan will guide you through your draft.*

Select a stack text that is familiar to students. Model completing a chart similar to the one on p. 257 of the *Student Interactive*. Say: *After reading, I reflect on this chart and imagine how the author may have filled it in before writing. Let’s compare the organization in this chart to the text. Can we fill it in to match the structure of the text?*

Direct students to p. 257 of the *Student Interactive*. If they have not yet chosen a topic and opinion for their essay, encourage them to seek the guidance of an adult. Remind students to use adult assistance as they are planning, revising, and editing.

WRITING CLUB

Place students into Writing Club groups. See p. T357 for details on how to run Writing Club. See the **Conference Prompts** on p. T338.

Share Back

Have a few students share their Writing Club experience with the class. They can explain how the plan for their opinion essay changed after receiving feedback on it.



WRITING CLUB

What's Happening This Week? In this week's Writing Club, students will share their plan for an opinion essay.

Writing Club groups should spend the first 5–10 minutes discussing the following:

- Giving helpful feedback when you disagree with a writer's opinion
- What to do when supporting reasons do not seem relevant or true
- How giving feedback on a plan is different than giving feedback on a draft

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 essay's topic, point of view, or reasons. 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.

- The topic of your essay is _____.
- How did you decide on your point of view?
- I think readers will agree with your opinion because _____.
- Which of your reasons is most important, and why?
- What will you do to make your conclusion persuasive?

Spelling Spell *r*-Controlled Vowels

ir, er, ur, ear

OBJECTIVE

Demonstrate and apply spelling knowledge by spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; *r*-controlled syllables; and final stable syllables.

SPELLING WORDS

certainty	termite
earn	third
return	thirsty
search	thirteen
swerve	thirty

HIGH-FREQUENCY WORDS

system
brought

LESSON 5

✓ Assess Understanding

Use the following sentences for a spelling test.

Spelling Sentences

1. I can say with great **certainty** that I will be home by 5:00.
2. She worked hard to **earn** good grades.
3. We will **return** to school tomorrow.
4. The detectives **search** for clues about the missing watch.
5. I had to **swerve** to avoid hitting the hole.
6. A **termite** likes to eat wood.
7. She took **third** in the race.
8. I was **thirsty**, so I drank some water.
9. My sister is **thirteen** years old.
10. There are **thirty** crayons in the box.

FLEXIBLE OPTION LESSON 1

✓ Assess Prior Knowledge


LESSON 2

Teach: Spell *r*-Controlled Vowels *ir, er, ur, ear*

FLEXIBLE OPTION LESSON 3

More Practice: Spell *r*-Controlled Vowels *ir, er, ur, ear*

FLEXIBLE OPTION LESSON 4

 Spiral Review: Irregular Plurals

LESSON 5

✓ Assess Understanding



Language & Conventions

Possessive Pronouns

FLEXIBLE OPTION

LESSON 5

Standards Practice

Display the sentence and have students respond independently.

My mom and I love to walk in the woods. It is one of ____ favorite things to do.

Which possessive pronoun completes the sentence correctly?

- A your
- B our
- C their
- D its

APPLY Have students complete *Language and Conventions* p. 143 from the *Resource Download Center*.

Name _____

Language and Conventions

Possessive Pronouns
Pronouns take the place of nouns. Possessive pronouns show who or what owns something. Possessive pronouns take the place of possessive nouns.

- Use possessive pronouns to make your writing smoother and less repetitive.
- Pick the correct possessive pronoun for the noun you replace.
- Use possessive pronouns only when it is clear to whom or to what the pronoun is referring.

Write Write the correct possessive pronoun or pronouns for each word.

1. me my or mine
2. you your or yours
3. Jennifer her or hers
4. Antoine his
5. Grandma and me our or ours
6. the students their or theirs
7. the forest its

Write Write the correct possessive pronoun to complete each sentence.

8. The band played its instruments.
9. The workers used their tools to complete the job.
10. We found our lost dog.
11. She went to her bedroom after dinner.
12. The teachers plan their lesson carefully.

Grade 3, Unit 4, Week 1
© Savvas Learning Company LLC. All rights reserved. 143

OBJECTIVES

Edit drafts using standard English conventions, including pronouns, including subjective, objective, and possessive cases.

Form and use possessives.

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:
Pronouns

FLEXIBLE OPTION

LESSON 2

Oral Language:
Possessive Pronouns

LESSON 3

Teach Possessive
Pronouns

LESSON 4

Practice Possessive
Pronouns

Weekly Overview

Students will

- develop a topic and opinion statement for an opinion essay.
- learn to differentiate between fact and opinion.
- include facts and reasons to support their opinion essay.

WEEK	WRITING PROCESS	FLEXIBLE PATH
1	Prewriting	Introduce and Immerse
▶ 2	Drafting	Develop Elements
3	Drafting	Develop Structure
4	Revising and Editing	Writer's Craft
5	Publishing	Publish, Celebrate, and Assess

Minilesson Bank

Daily Plan

Based on what you know about your students' writing, choose one minilesson from the options below for each day's instruction.

	FAST TRACK LESSON 1	FAST TRACK LESSON 2	FAST TRACK LESSON 3
MINILESSON 5–10 min.	Develop the Topic T364	Develop an Opinion T368	Distinguish Between Fact and Opinion T372
INDEPENDENT WRITING AND CONFERENCES 30–40 min.	Independent Writing and Conferences T365	Independent Writing and Conferences T369	Independent Writing and Conferences T373
SHARE BACK FOCUS 5–10 min.	Supporting and Opposing Ideas for Topic T365	Analyze Opinion Statements T369	Identify Facts and Opinions T373
 READING-WRITING WORKSHOP BRIDGE 5–10 min.	<p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Spelling Assess Prior Knowledge T366 <p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Language & Conventions Spiral Review: Possessive Pronouns T367 	<ul style="list-style-type: none"> • Spelling Teach: Spell Words with the VCCCV Pattern T370 <p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Language & Conventions Oral Language: Contractions T371 	<p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Spelling More Practice T374 • Language & Conventions Teach Contractions T375



Mentor STACK



The following criteria may be helpful in selecting texts to add to the stack:

- The essay has a focused and clearly stated opinion statement.
- The essay includes reasons, facts, and details that support the author’s opinion statement.

FAST TRACK

LESSON 4

Develop Reasons T376

Independent Writing and Conferences T377

Reason-and-Fact Chart T377

- FLEXIBLE OPTION**
- **Spelling** Spiral Review T378
 - **Language & Conventions** Practice Contractions T379

FAST TRACK

LESSON 5

Develop Supporting Facts T380

Writing Club and Conferences T380–T381

Details and Examples T380

- **Spelling** *Assess Understanding* T382
- **FLEXIBLE OPTION**
- **Language & Conventions** Standards Practice T383

ADDITIONAL RESOURCES

MINILESSON

5–10 min.

Set a Purpose for Writing

Determine Your Audience

INDEPENDENT WRITING AND CONFERENCES

30–40 min.

Independent Writing and Conferences

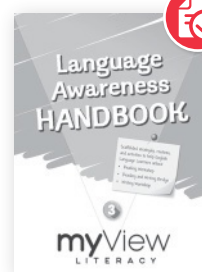
Independent Writing and Conferences

SHARE BACK FOCUS

5–10 min.

Purpose of Essay

Identify Audience








See the online *Language Awareness Handbook* for additional writing support.



See the *Small Group Guide* for additional writing support.

Conferences Mentor STACK

During this time, assess for understanding of the basic structure of composing and supporting an opinion essay. Have stacks and minilessons available to reference during the conferences.

FORMATIVE ASSESSMENT		Conference Prompts
Develop the Topic		
If students need additional support,		Then ask: What things matter to you? What do you think should be changed?
If students show understanding,		Then ask: Why is this topic important to you?
Develop an Opinion		
If students need additional support,		Then assist them to write a sentence that says what they believe.
If students show understanding,		Then ask: How will you support your opinion in the essay?
Distinguish Between Fact and Opinion		
If students need additional support,		Then identify facts and opinions from the stack texts.
If students show understanding,		Then ask: Which opinions did you replace with facts?
Develop Reasons		
If students need additional support,		Then review a stack text to look at supporting reasons.
If students show understanding,		Then ask: Which reasons do you think are your strongest?
Develop Supporting Facts		
If students need additional support,		Then guide them to use sources to find supporting facts.
If students show understanding,		Then discuss details they included that develop their facts.

Conference Support for ELL

EMERGING

- Have students draw a picture of a problem in the school or community that they think needs to be solved.
- Use students' drawings and vocabulary to help frame simple sentences, such as: *I think that* ____ or *We should/should not* ____.

DEVELOPING

- Have students create a T-chart of likes and dislikes.
- Provide sentence frames to help students write an opinion statement based on one topic in the chart.
- Use Modeled writing to help students list two reasons that support their opinion.

EXPANDING

- Have groups brainstorm a list of topics they feel strongly about.
- Choose one topic and do a Think Aloud to model how to list reasons that support an opinion statement.
- Use Shared writing to help students provide details or examples to support two reasons.

BRIDGING

- Have students create a pro/con list to examine both sides of their topic.
- Invite partners to discuss why they hold their opinions and to create a list of reasons.
- Use Guided writing and use different colored highlighters to show the opinion statement, reasons, and facts.

Reading-Writing Workshop Bridge

While conferring with students, refer to the Bridge minilessons on **graphic features** and **contractions**.



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 opinion essays. These targeted supports were chosen to help students form opinion statements and develop reasons.

Use this note for the minilesson on p. T368.

ELL Targeted Support

DEVELOP AN OPINION

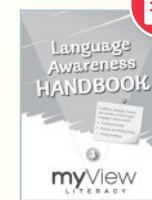
As students work on developing their opinion, have them work on writing sentence lengths that accurately and fully state their ideas.

Present students with a subject, such as “best season.” Then have students write a short sentence stating their opinion about the subject. Provide sentence frames, such as: *I think the best season is ____.* **EMERGING**

Work individually with students as they write their opinion statements. Guide students to add a detail or reason to their sentence to focus their opinion. Provide sentence frames, such as: *I think the best season is ____ because ____.*

DEVELOPING

Have students write a variety of sentence lengths to state their opinion about a topic. Instruct them to include a reason and at least one detail that supports their reason. Discuss how adding supporting details to one's writing can help persuade readers to share the same opinion. **EXPANDING/BRIDGING**



See the *Language Assessment Handbook* for additional writing support.

Use this note for the minilesson on p. T376.

ELL Targeted Support

DEVELOP REASONS

Have students practice expressing ideas that serve as reasons to support opinions.

Present an opinion, such as, “I think recess should be 10 minutes longer.” Say aloud one reason that supports the opinion. Then help students express their own ideas. Ask students to give a reason of their own that supports this opinion. **EMERGING**

Have students work in pairs, and take turns stating an opinion of their own and one reason that supports the opinion. Have partners express their ideas by adding one additional reason that would support their partner's stated opinion. Students should state whether they agree or disagree with the opinion and provide one reason why. **DEVELOPING**

Have students work in pairs, and take turns stating an opinion of their own and at least two reasons that support the opinion. Have partners express their own ideas about the topic, agreeing or disagreeing with the opinion, and stating the reasons why. **EXPANDING/BRIDGING**

FAST TRACK

Develop the Topic

OBJECTIVES

Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.

Compose argumentative texts, including opinion essays, using genre characteristics and craft.

Introduce a topic or text, state an opinion, and create an organizational structure that lists reasons.

STUDENT INTERACTIVE, p. 287

The screenshot shows a page from a student interactive titled "Develop the Topic" under the heading "OPINION ESSAY WRITING WORKSHOP". It includes a "Learning Goal" box stating "I can use elements of opinion writing to write an opinion essay." Below this is a section for "My Topic: School sports are just as important as classes." with two columns: "Ideas that support my position on the topic" (listing children needing exercise to stay healthy and sports helping children focus) and "Ideas that do not support my position on the topic" (listing children getting enough exercise at home and needing more time learning in class). A "My TURN" section at the bottom provides a blank organizer for students to draft their own topic.

Minilesson

Mentor STACK



TEACHING POINT The topic of an opinion essay is the subject the writer is discussing. The writer presents his or her point of view on the topic.

- The writer takes a position on the topic—either for or against it.
- The writer tries to convince readers to accept his or her position.

MODEL AND PRACTICE Explain to students that choosing a topic for an opinion essay requires thought. A good topic is one in which the audience has views on both sides of the issue—either for or against it. Say: **A good opinion topic is one that has two clear sides. In addition, the topic for an opinion essay should be important. For example, eating candy as a meal would not be a good topic for an opinion essay.**

- Ask: **What are some topics that you feel strongly about?** Transcribe students' responses on the board. Then, discuss whether the topics are important and whether they clearly have two sides.

Read aloud an opinion essay from the stack. Ask: **What is the topic of this essay? Are there ideas that do not support this topic? Why do you think this is a good topic to write about?**

Direct students to p. 287 in the *Student Interactive*. Read the instruction together. Point out that by thinking about both sides of an issue, a writer can build a strong argument for his or her own position.



Independent Writing

Mentor STACK



FOCUS ON TOPIC After the minilesson, students should transition into independent writing.

- If students need more time to choose a topic, have them brainstorm a list of issues they feel are important.

WRITING SUPPORT

- **Modeled** Use a T-chart and model how to list ideas that support and oppose your position on a topic.
- **Shared** Choose a topic, such as having a class pet. Have students provide ideas that support and oppose the topic.
- **Guided** To help students think of opposing ideas, ask them to say why someone might not agree with their opinion.



Intervention Refer to the *Small Group Guide* for support.

- For students who have chosen a topic, have them write two or three ideas that support and refute their claim.

See the **Conference Prompts** on p. T362.



Share Back

Call on a few students to share the topic of their opinion essay and ideas that support the topic. Encourage the class to suggest other ideas that support or oppose the position.

Spelling Spell Words with the VCCCV Pattern

OBJECTIVE

Demonstrate and apply spelling knowledge by spelling words using knowledge of syllable division patterns such as VCCV, VCV and VCCCV.

SPELLING WORDS

surprise	inspect
pilgrim	contrast
subtract	employ
control	exclaim
sample	athlete

HIGH-FREQUENCY WORDS

common
 though

FLEXIBLE OPTION

LESSON 1

✓ Assess Prior Knowledge

Use the sentences from Lesson 5 Spelling, p. T382, to assess students' prior knowledge of words with the VCCCV pattern.

For students who understand how to use the VCCCV pattern when spelling words, include the following Challenge Words with the spelling list.

Challenge Words

contraction
 embrace
 completion

ELL Targeted Support

Syllable Division Tell students that dividing words into syllables will help them spell words with the VCCCV pattern.

Say the spelling words with emphasis on the syllable breaks. **EMERGING/DEVELOPING**

Have students say each word aloud, emphasizing each syllable. Ask them to spell the word using the sounds of the syllables as a guide. **EXPANDING/BRIDGING**

FLEXIBLE OPTION

LESSON 1

✓ Assess Prior Knowledge

LESSON 2

Teach: Spell Words with the VCCCV Pattern


FLEXIBLE OPTION

LESSON 3

More Practice: Spell Words with the VCCCV Pattern

FLEXIBLE OPTION

LESSON 4

 **Spiral Review:** Words with *r*-Controlled Vowels *ir, er, ur, ear*

LESSON 5

✓ Assess Understanding



Language & Conventions

Spiral Review

FLEXIBLE OPTION

LESSON 1



Spiral Review: Possessive Pronouns

FOCUS ON STRATEGIES Review the language and conventions topic possessive pronouns.

MODEL AND PRACTICE Display the following sentence: *My father is also her uncle and the head of our family.* Help students identify the possessive pronouns (*My, her, our*) and the nouns to which they are related (*father, uncle, family*). Then have students explain what these possessive pronouns tell about the relationship of the nouns to the writer of this sentence.

APPLY Have students write other sentences that use different possessive pronouns and exchange sentences with a partner. Ask partners to read the sentence, circle the possessive pronoun, and underline the noun to which it is related.

OBJECTIVES

Edit drafts using standard English conventions, including pronouns, including subjective, objective, and possessive cases.

Form and use possessives.

ELL Targeted Support

Possessive Pronouns Help students identify the possessive pronouns.

Display the pronouns: *me, mine, he, his.* Have students identify the possessive pronouns. (*mine, his*) **EMERGING**

Display the pronouns: *me, mine, he, his, you, your, they, theirs, it, its.* Have students identify the possessive pronouns. (*mine, his, your, theirs, its*) **DEVELOPING**

Display the pronouns: *me, he, she, you, they, it.* Have students write the possessive form(s) of each pronoun (*my, mine, his, her, hers, your, yours, their, theirs, its*) **EXPANDING**

Have partners ask and answer questions about objects in the classroom using using possessive pronouns. **BRIDGING**

FLEXIBLE OPTION

LESSON 1



Spiral Review:
Possessive
Pronouns

FLEXIBLE OPTION

LESSON 2

Oral Language:
Contractions

LESSON 3

Teach Contractions

LESSON 4

Practice Contractions

FLEXIBLE OPTION

LESSON 5

Standards Practice

FAST TRACK

Develop an Opinion

OBJECTIVES

Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.

Compose argumentative texts, including opinion essays, using genre characteristics and craft.

Introduce a topic or text, state an opinion, and create an organizational structure that lists reasons.

STUDENT INTERACTIVE, p. 288

OPINION ESSAY

Develop an Opinion

An opinion is your point of view on a topic. An opinion essay presents a point of view on a topic. Effective writers state their opinions clearly. The opinion statement is the focus of the essay.

Examples: Students should not have a lot of homework.
Dogs should be allowed to swim at the town lake.
I think *Charlotte's Web* is the best book about animals.
I think cats make better pets than dogs.

My Turn: Read the following paragraph from an opinion essay. Underline the writer's opinion.

When you go to a restaurant, the first thing you get is a menu. You can order a salad or a grilled cheese sandwich. You can even order a milk shake! But at the school cafeteria, you just get what they serve that day. In my opinion, students should be able to order off a menu for school lunch.

My Turn: Write an opinion statement as you develop a draft for your opinion essay.

Make an opinion statement clear with the words *should* or *should not*.

288

Minilesson

Mentor STACK



TEACHING POINT An opinion is the writer's point of view on a topic. Opinion statements should be clearly written.

- The writer's opinion states what he or she believes.
- Statements should be substantial enough to build an argument or essay around.

MODEL AND PRACTICE Tell students that once they have chosen a topic for their essay they need to write a sentence that clearly states their opinion. The more focused the opinion statement is, the easier it will be to write the essay. Read a book review from the periodical from the stack.

- Ask: **What is the writer's opinion about this book? Which sentence states the writer's opinion? Is the sentence at the beginning or end of the essay?** Point out that some writers begin their essays with their opinion statement, whereas others like to end the essay with their opinion.
- Ask: **Do you think it is better to write your opinion at the beginning of the essay or at the end? Why?**

Tell students that they are going to write their opinion statements. Direct students to p. 288 in the *Student Interactive*. Read the instruction aloud and discuss why the examples are clear and focused statements. Then, have students complete the first My Turn independently.

Possible Teaching Point

Spelling | Spell Words with the VCCCV Pattern

Tell students that they can use what they know about syllable patterns to spell words correctly as they draft their opinion essays. Remind them to divide words with the VCCCV pattern between the two consonants that form a blend or digraph and the other consonant. Give them the following examples as a guide:

- *complete* (com / plete)
- *extra* (ex / tra)
- *improve* (im / prove)



Independent Writing

Mentor STACK



FOCUS ON OPINION STATEMENT After the minilesson, students should transition into independent writing to write an opinion statement.

- If students need support, review the notes they made for their topic on p. 287 of the *Student Interactive*. Encourage them to look at the examples on p. 288 of the *Student Interactive* for ideas.

WRITING SUPPORT

- **Modeled** Write a weak opinion statement, such as: *Vegetables are good for you*. Do a Think Aloud to demonstrate how to revise this into a strong opinion statement.
- **Shared** Display a list of general topics and have students provide opinion statements.
- **Guided** Ask students questions about their topic in general. Then have them focus on their opinion, using *I believe* or *should/should not* statements.



Intervention Refer to the *Small Group Guide* for support.

- Students who have started their drafts should edit their opinion statements based on this minilesson.

See the **Conference Prompts** on p. T362.

Share Back

Have a few students read their opinion statements. Invite the class to decide whether the statement is clear by paraphrasing the writer's opinion.

Spelling Spell Words with the VCCCV Pattern

OBJECTIVE

Demonstrate and apply spelling knowledge by spelling words using knowledge of syllable division patterns such as VCCV, VCV and VCCCV.

SPELLING WORDS

surprise	inspect
pilgrim	contrast
subtract	employ
control	exclaim
sample	athlete

HIGH-FREQUENCY WORDS

common
 though

LESSON 2

Teach

FOCUS ON STRATEGIES Explain to students that to spell words with the VCCCV pattern, they should divide the word into syllables before or after any consonant blend or digraph.

MODEL AND PRACTICE

Write or display the words *surprise*, *contrast*, *inspect*, *employ*, and *athlete*. Say each word aloud, emphasizing any blend or digraph, and then divide the word between the blend or digraph and the other consonant. Have students repeat the words after you.

APPLY MyTURN

Have students complete the activity on p. 285 of the *Student Interactive* independently.

SPELLING
READING-WRITING BRIDGE

VCCCV Syllable Pattern

VCCCV Syllable Pattern Some words have three consonants in the middle. If two consonants form a blend or a digraph, divide the word before or after the blend or digraph. For example, the word *complete* would divide like this: com / plete; the word *instant* would divide like this: in / stant. Knowing where to divide a word with a VCCCV syllable pattern will help you spell it correctly.

MyTURN Sort the words by the number of letters in their first syllable. Then alphabetize each list, using the third letter, or beyond, as needed.

SPELLING WORDS		
surprise	sample	employ
pilgrim	inspect	exclaim
subtract	contrast	athlete
control		

Two Letters	Three Letters	
employ _____	athlete _____	sample _____
exclaim _____	contrast _____	subtract _____
inspect _____	control _____	surprise _____
	pilgrim _____	

High-Frequency Words

Write the following high-frequency words on the lines.

common common _____

though though _____

285

LESSON 2

Teach: Spell Words with the VCCCV Pattern

FLEXIBLE OPTION LESSON 1

Assess Prior Knowledge

FLEXIBLE OPTION LESSON 3

More Practice: Spell Words with the VCCCV Pattern

FLEXIBLE OPTION LESSON 4

Spiral Review: Words with r-Controlled Vowels *ir, er, ur, ear*

LESSON 5

Assess Understanding



Language & Conventions

Contractions

FLEXIBLE OPTION

LESSON 2

Oral Language: Contractions

FOCUS ON STRATEGIES Explain that **contractions** are words that are created by putting two words together. When making contractions, some letters are left out and an apostrophe takes their place. Pronouns with linking or helping verbs can form contractions. Examples include: *I am = I'm*, *he is = he's*, *we are = we're*, *they will = they'll*.

MODEL AND PRACTICE Write the following sentence on the board: *She is coming over, and we will go to the party.* Ask a volunteer to identify the subject pronouns and the helping or linking verbs that could be rewritten as contractions. Have students explain which letters are replaced with an apostrophe. (*She's*: *i* is replaced; *we'll*: *wi* is replaced)

APPLY Have students work with a partner. Tell each partner to write a sentence with a pronoun and a helping or linking verb. Have partners switch papers and rewrite the pronoun and verb as a contraction. Then ask pairs to confirm whether the contractions are correctly spelled.

OBJECTIVE

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.

FLEXIBLE OPTION

LESSON 2

Oral Language: Contractions

FLEXIBLE OPTION

LESSON 1



Spiral Review:
Possessive
Pronouns

LESSON 3

Teach Contractions

LESSON 4

Practice Contractions

FLEXIBLE OPTION

LESSON 5

Standards Practice

FAST TRACK

Distinguish Between Fact and Opinion

OBJECTIVES

Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.

Compose argumentative texts, including opinion essays, using genre characteristics and craft.

STUDENT INTERACTIVE, p. 289

WRITING WORKSHOP

Distinguish Between Fact and Opinion

A **fact** is information that is known to be true and can be proved. You can check facts by reading, observing, or asking an expert.

An **opinion** is someone's belief or way of thinking about something. Opinions cannot be proved true or false, but they can be explained or supported. Words such as *feel*, *think*, *best*, and *worst* might signal opinions.

Facts	Opinions
School begins at 8:00 A.M.	School starts too early.
The willow is a type of tree.	The willow is the most beautiful tree.

My Turn On the lines provided, write F for sentences that are facts and O for sentences that are opinions.

- F Mars is the fourth planet from the sun.
- O Students need more time for lunch.
- O Banana bread is delicious.
- F School recess is a half hour.
- O Dogs are nicer than cats.
- F George Washington was a general.
- O Earth is the most fascinating planet.
- F Houston is a city in Texas.

My Turn As you develop your draft in your writing notebook, identify sentences that are facts and those that are opinions. If you have too many opinions, research facts to support your opinion.

289

Minilesson

Mentor **STACK**



TEACHING POINT A fact is information that can be proved true. An opinion is someone's personal belief. Opinions cannot be proved true or false.

- Facts can be verified by using reliable sources.
- Opinions state beliefs. They often contain judgment words.

MODEL AND PRACTICE Tell students that when they read or write opinion essays, it is important to distinguish between facts and opinions. Say: **A fact is information that is known to be true and can be proved. An opinion is someone's belief or way of thinking about something. Informed readers can tell the difference between a fact and opinion.**

Direct students to p. 289 in the *Student Interactive*. Read the introductory instruction and chart with students. Guide students in distinguishing between facts and opinions by reading aloud a book review or an essay from the stack. As you read, ask students to identify facts and opinions. Write their responses on a T-chart on the board.

Next, evaluate the responses. Ask: **Why do you think this statement is a fact? Can it be proved? Why is this statement an opinion?**

Have students return to p. 289 in the *Student Interactive* and complete the first My Turn activity.

Possible Teaching Point

Language & Conventions | Contractions

Remind students that contractions are formed by joining two words. Often, writers join a pronoun with a helping or linking verb, such as *I've* for *I have* or *you'd* for *you would*. As students draft their opinion essays, remind them to spell contractions correctly by making sure to

- remove the correct letters when joining words
- replace the letters with an apostrophe



Independent Writing

Mentor STACK



FOCUS ON FACT AND OPINION In the second My Turn activity, students will transition into independent writing. Using their drafts, have students highlight factual statements in blue and opinions in yellow. Remind students that if they have too many opinions in their essays, they need to replace them with facts. Provide students with resources so they may research facts.

- For students who need additional support differentiating facts from opinions, read additional texts from the stack.

WRITING SUPPORT

- **Modeled** Read a newspaper and do a Think Aloud to model how to differentiate between facts and opinions.
- **Shared** Ask students to provide three facts and three opinions about their favorite food. Practice with other topics, such as sports, movies, or superheroes.
- **Guided** Work with students and ask questions about opinions in their essays. If they cannot prove a statement, they will need to replace it with a fact.



Intervention Refer to the *Small Group Guide* for support.

- If students demonstrate understanding, they may begin to write.

See the **Conference Prompts** on p. T362.

Share Back

Invite a few students to read factual statements from their drafts. Have the class say whether they agree that a sentence indeed states a fact. Next, call on students to read opinions from their drafts.

Spelling Spell Words with the VCCCV Pattern

OBJECTIVE

Demonstrate and apply spelling knowledge by spelling words using knowledge of syllable division patterns such as VCCV, VCV and VCCCV.

SPELLING WORDS

surprise	inspect
pilgrim	contrast
subtract	employ
control	exclaim
sample	athlete

HIGH-FREQUENCY WORDS
 common
 though

FLEXIBLE OPTION

LESSON 3

More Practice

FOCUS ON STRATEGIES Remind students to divide words with the VCCCV pattern between the two consonants that form a blend or digraph and the other consonant. This will help them spell the words.

MODEL AND PRACTICE Write or display the following words. Have pairs divide the words into two syllables.

- sample
- contrast

APPLY Have students complete *Spelling* p. 139 from the *Resource Download Center*.

Name _____

Spelling
 Spell Words with the VCCCV Pattern
 The VCCCV pattern appears in words that have a vowel, three consonants, and then another vowel. Words with the VCCCV syllable division pattern are multisyllabic words, which means they have more than one syllable. To spell these words, divide each word into syllables, making sure that the two consonants that form a blend or digraph stay together.

SPELLING WORDS			
surprise	control	contrast	exclaim
pilgrim	sample	employ	athlete
subtract	inspect		

WRITING Read the words in the Spelling Words box. Write the word or words that include each blend or digraph. Then divide the word into syllables.

1. gr pilgrim _____	5. pr surprise _____
2. pl sam/ple _____	6. cl exclaim _____
em/ploy _____	7. tr con/tract _____
3. sp in/spect _____	sub/tract _____
4. th ath/lete _____	con/trol _____

Grade 3, Unit 4, Week 2
 © Pearson Education, Inc., or its affiliates. All rights reserved. 139

FLEXIBLE OPTION

LESSON 1

Assess Prior Knowledge

LESSON 2

Teach: Spell Words with the VCCCV Pattern

FLEXIBLE OPTION

LESSON 3

More Practice: Spell Words with the VCCCV Pattern

FLEXIBLE OPTION

LESSON 4

Spiral Review: Words with r-Controlled Vowels *ir, er, ur, ear*

LESSON 5

Assess Understanding



Language & Conventions

Contractions

LESSON 3

Teach Contractions

FOCUS ON STRATEGIES Explain that contractions can be formed by joining a pronoun with a helping or linking verb and eliminating a letter or letters. Remind students that an apostrophe replaces the letter or letters that have been eliminated.

MODEL AND PRACTICE Display the following sentences: *We are going now. They will come soon. You are leaving later.* Ask volunteers to help you replace the pronouns and helping or linking verbs with contractions. Have students identify which letter or letters should be eliminated and replaced with an apostrophe. (*We're going now. They'll come soon. You're leaving later.*)

OBJECTIVE

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.

ELL Targeted Support

Contractions Help students identify contractions in simple sentences. Write the following sentence: *We've fed the dog.* Have students identify the contraction in the sentence. **EMERGING**

Use the same sentence as above, but have students identify the subject and the linking verb that were joined in the contraction. **DEVELOPING**

Have students write sentences with pronouns as subjects and with linking or helping verbs. Tell them to rewrite these sentences, forming contractions from the pronouns and linking or helping verbs. **EXPANDING/BRIDGING**

LESSON 3

Teach Contractions

FLEXIBLE OPTION

LESSON 1



Spiral Review:
Possessive
Pronouns

FLEXIBLE OPTION

LESSON 2

Oral Language:
Contractions

LESSON 4

Practice Contractions

FLEXIBLE OPTION

LESSON 5

Standards Practice

FAST TRACK

Develop Reasons

OBJECTIVES

Introduce a topic or text, state an opinion, and create an organizational structure that lists reasons.

Provide reasons that support the opinion.

Provide a concluding statement or section.

STUDENT INTERACTIVE, p. 290

OPINION ESSAY

Develop Reasons

Reasons support a writer's opinion. In an opinion essay, the writer usually gives at least two or three reasons. Then each reason is supported with facts. You can use resources such as books and reliable sites on the Internet to find facts that support your reasons.

My TURN Read the information in the chart. Then answer the question.

Opinion Statement: Our playground needs more trees.	
Reasons:	Facts to Support Reasons:
<ul style="list-style-type: none"> Trees are beautiful. Trees are healthy for people. Trees are good for the environment. 	<ul style="list-style-type: none"> Some trees bloom. Trees provide shade and cool the ground. Trees also make oxygen.

Which reason do you think best supports the opinion statement? Explain.

How to Develop Reasons

- Create a list of reasons that support your opinion.
- Before you write, arrange the reasons in order of importance.
- Do research to find facts to support your reasons.

My TURN In your writing notebook, organize a reason-and-fact chart before you start your own opinion essay.

290

Minilesson

Mentor STACK



TEACHING POINT Reasons tell why a writer holds a certain position on a topic. Many opinion essays include at least two or three reasons that support an opinion.

- Reasons must be supported with facts.
- Reasons should be listed in order of importance.

MODEL AND PRACTICE Explain that once a writer states his or her opinion, it must be supported with reasons. Reasons explain why the writer feels that way.

Read a book review from the periodical from the stack. After you read, record the writer's opinion on the board. Then ask: **What is one reason the writer provides that supports this opinion?** Number and write the reason on the board. **What other reasons are there?** Continue as you number and list all the writer's reasons on the board.

Next, ask students to look for facts that support each reason. As students identify supporting facts, write them on the board next to the corresponding reasons.

Tell students that today they are going to create a similar reason-and-fact chart to support their opinion. Direct students to p. 290 in the *Student Interactive*. Read the page together and have students answer the question. Discuss the answer as a class. Then have them create their reason-and-fact chart.

Possible Teaching Point

Writing Process

Drafting | Reasons and Supporting Facts

Tell students that they should include only the strongest, most persuasive facts and reasons in their opinion essays. As students draft, have them ask themselves:

- Does each reason clearly show my position on the topic?
- Does each fact strongly support each reason?
- How will these reasons and facts convince my audience to agree with my opinion?



Independent Writing

Mentor STACK



FOCUS ON SUPPORTING REASONS After the minilesson, students should transition into independent writing. Remind them to provide a strong concluding statement. Conclusions should restate their opinion statements.

- For students who need additional support understanding how to support their point of view, read additional texts from the stack. Encourage them to look for how each author supports his or her opinion.

WRITING SUPPORT

- **Modeled** Display your opinion about your favorite book and use a reason-and-fact chart to model how to develop reasons and supporting facts.
- **Shared** Display an opinion statement about a popular movie. Have students provide at least three reasons and three facts to support the reasons.
- **Guided** To help students write clear reasons, have them complete the sentence frame: *I think ___ because ___.*



Intervention Refer to the *Small Group Guide* for support.

- Students who have started writing should revise their opinion drafts based on today's minilesson.

See the **Conference Prompts** on p. T362.

Share Back

Ask a few students to use their charts to state their opinion and their main reasons. Have the class say whether they think the reasons are listed in order of importance.

Spelling Spiral Review

OBJECTIVE

Demonstrate and apply spelling knowledge by spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; *r*-controlled syllables; and final stable syllables.

SPELLING WORDS

surprise	inspect
pilgrim	contrast
subtract	employ
control	exclaim
sample	athlete

HIGH-FREQUENCY WORDS

common
 though

Writing Workshop

As students proofread their writing, remind them to check their spellings of words with *r*-controlled vowels.

FLEXIBLE OPTION

LESSON 4



Spiral Review: Words with *r*-Controlled Vowels *ir*, *er*, *ur*, *ear*

FOCUS ON STRATEGIES Review the spelling rules for words with the *r*-controlled vowels *ir*, *er*, *ur*, and *ear*.

MODEL AND PRACTICE Display the following words: *stir*, *other*, *purple*, and *heard*. Have volunteers pronounce the words, focusing on the *r*-controlled vowel sound in each. Have them spell the words with particular attention to the different spellings of the *r*-controlled vowel sounds.

APPLY Ask students to create flash cards of the spelling words from last week. Have them quiz each other on how to spell the words. As they spell the words, have them say each word aloud, emphasizing the *r*-controlled vowel sound and how it is spelled before spelling the word.

FLEXIBLE OPTION

LESSON 4



Spiral Review: Words with *r*-Controlled Vowels *ir*, *er*, *ur*, *ear*

FLEXIBLE OPTION

LESSON 1

✓ Assess Prior Knowledge

LESSON 2

Teach: Spell Words with the VCCCV Pattern

FLEXIBLE OPTION

LESSON 3

More Practice: Spell Words with the VCCCV Pattern

LESSON 5

✓ Assess Understanding



Language & Conventions

Contractions

LESSON 4

Practice Contractions

APPLY MyTURN Have students edit the draft paragraph on *Student Interactive* p. 286.

LANGUAGE AND CONVENTIONS

Contractions

A **contraction** is a word made by putting two words together. When words are joined in a contraction, an apostrophe replaces a letter or letters. Pronouns can be used with linking verbs or helping verbs to make contractions. For example:

I am = I'm	we are = we're
he is = he's	they will = they'll

Pronoun	Verb	Contraction
I, he, she, we, you	will	I'll, he'll, she'll, we'll, you'll
he, she	is	he's, she's
you, we, they	are	you're, we're, they're

MyTURN Edit this draft by replacing each underlined pronoun and verb with a contraction.

Amir put on his coat. "I am ready," he told his brother.

"If we do not go now, we will be late," his brother said.

We're late!" Amir said. "Now they will be upset."

You're the one who is always late," his brother said.

Copyright © Savvas Learning Company LLC. All Rights Reserved.

286

OBJECTIVE

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.

Writing Workshop

As students begin drafts during the Writing Workshop, remind them to check to make sure they have correctly formed contractions with apostrophes. You may wish to have partners trade drafts to check that any contractions have been properly formed.

FLEXIBLE OPTION

LESSON 1



Spiral Review:
Possessive
Pronouns

FLEXIBLE OPTION

LESSON 2

Oral Language:
Contractions

LESSON 3

Teach Contractions

LESSON 4

Practice Contractions

FLEXIBLE OPTION

LESSON 5

Standards Practice

FAST TRACK

Develop Supporting Facts

OBJECTIVES

Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.

Compose argumentative texts, including opinion essays, using genre characteristics and craft.

Provide reasons that support the opinion.

STUDENT INTERACTIVE, p. 291

WRITING WORKSHOP

Develop Supporting Facts

Writers give **supporting facts** to back up their reasons for an opinion essay. Writers might also provide **details** or **examples** to support their facts.

MY TURN Read this passage from a book review. Draw a box around the opinion statement. Underline two reasons that support the opinion and highlight supporting facts for each reason.

The most interesting book I have read this year is Firefighters in Action. I like it because the author uses personal stories.

The book explains the firefighters' different jobs. For example, Captain Owen describes his battle in the air. He flies an air tanker through thick smoke. Fire Chief Ann Ramirez describes working on the ground. One time she had to battle a fire on a steep slope and worry about slipping!

Another reason the book is great is because there are photographs on every page. The photos show what a forest looked like before and after a fire. Even after the fire, I can see some trees standing and new seedlings were already growing.

MY TURN Identify facts from one of your own drafts. Make sure you have included details or examples that develop each fact. Share your facts and details with your Writing Club.

Use the library and reliable Web sites to find facts.

291

Minilesson

Mentor **STACK**



TEACHING POINT Opinion essays need more than reasons. They also need supporting facts. Writers explain and develop their facts with:

- Supporting details
- Specific examples

MODEL AND PRACTICE Explain to students that writers use facts in opinion essays to provide support for their position. Say: **Writers use facts in opinion essays to support reasons, but a list of facts is not very persuasive. Writers need details and examples to explain the facts. Supporting details help readers better understand the writer's position.**

Read a book review from the periodical from the stack and have students listen for facts as well as details and examples that support the facts. Ask: **What kinds of details does the writer use to develop the fact? How do these details help you understand the writer's opinion?**

Direct students to p. 291 in the *Student Interactive* and read the page aloud. Have students complete the first My Turn and then return to their draft and look for places where they can include details and examples to develop their facts.

WRITING CLUB

Have students continue with their Writing Club groups. See p. T381 for details of how to run Writing Club. See the **Conference Prompts** on p. T362.

Share Back

Call on a few students to share their opinion essay drafts. Ask the class whether the essays need more details or some examples to help solidify the writer's facts.



WRITING CLUB

What's Happening This Week? In this week's Writing Club, students will share the current draft of their opinion essay.

As students continue to work with their Writing Club group, they should spend the first 5–10 minutes discussing the following:

- A process to make sure everyone has time to read his or her draft
- Ways to make sure everyone participates
- The role of an active listener

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 opinion essays. 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.

- Why did you decide on that topic?
- Tell me more about your opinion on this topic.
- How did you decide which facts to include?
- I think the best reason you had was ___ because ___.
- What details or examples did you use to support your facts?



Spelling Spell Words with the VCCCV Pattern

OBJECTIVE

Demonstrate and apply spelling knowledge by spelling words using knowledge of syllable division patterns such as VCCV, VCV and VCCCV.

SPELLING WORDS

surprise	inspect
pilgrim	contrast
subtract	employ
control	exclaim
sample	athlete

HIGH-FREQUENCY WORDS

common
though

LESSON 5

✓ Assess Understanding

Use the following sentences for the spelling test.

Spelling Sentences

1. Your arrival was a happy **surprise**.
2. The **pilgrim** walked a long way to visit the special place.
3. If you **subtract** five dollars, I will have two dollars left.
4. A wild horse is difficult to **control**.
5. He made a small **sample** of the cookies he will sell.
6. Dad will **inspect** our rooms after we clean them.
7. The **contrast** between the old house and the new one was amazing.
8. I will **employ** a neighbor to mow my lawn.
9. Did you hear him **exclaim** with delight when he won the prize?
10. A good **athlete** can play tennis for hours.

LESSON 5

✓ Assess Understanding

FLEXIBLE OPTION
LESSON 1

✓ Assess Prior Knowledge


LESSON 2

Teach: Spell Words with the VCCCV Pattern

FLEXIBLE OPTION
LESSON 3

More Practice: Spell Words with the VCCCV Pattern

FLEXIBLE OPTION
LESSON 4

 **Spiral Review:**
Words with *r*-Controlled Vowels *ir, er, ur, ear*



Language & Conventions

Contractions

FLEXIBLE OPTION

LESSON 5

Standards Practice

Display the sentence and have students respond independently.

They're going, I'am coming too, and she'll join us later after she's back from school.

Which revision makes the contractions in the sentence correctly formed?

- A Change *They're* to *Their*.
- B Change *I'am* to *I'm*.
- C Change *she'll* to *she'l*.
- D Change *she's* to *shes*.

APPLY Have students complete *Language and Conventions* p. 144 from the *Resource Download Center*.

Name _____

Language and Conventions

Contractions
Contractions are words that are created by putting two words together. When making contractions, an apostrophe replaces a letter or letters. Pronouns can be used with linking or helping verbs to make contractions.

Example Complete the sentences with a contraction made from the pronoun and helping or linking verb shown before each sentence. Make any necessary spelling or punctuation changes.

- (You are) You're going to come over to my house.
- (He will) He'll loan you my bike.
- (I am) I'm a good friend of the family.
- (She is) She's the best soccer player on the team.
- (We will) We'll go on a picnic soon.
- (They are) They're supposed to clean up the room tomorrow.
- (He is) He's the leader of his group.
- (We are) We're helping to plant trees.

Grade 3, Unit 4, Week 2
© Savvas Learning Co. All rights reserved. 144

OBJECTIVE

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.

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:
Possessive
Pronouns

FLEXIBLE OPTION

LESSON 2

Oral Language:
Contractions

LESSON 3

Teach Contractions

LESSON 4

Practice Contractions

Weekly Overview

Students will

- compose an introduction and conclusion for their opinion essay.
- organize supporting reasons and facts for their essay.
- use technology to type a draft of their essay.

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.	Compose an Introduction T388	Organize Supporting Reasons T392	Organize Supporting Facts T396
INDEPENDENT WRITING AND CONFERENCES 30–40 min.	Independent Writing and Conferences T389	Independent Writing and Conferences T393	Independent Writing and Conferences T397
SHARE BACK FOCUS 5–10 min.	Components of an Introduction T389	Explaining Organizational Choices T393	How Facts Support Reasons T397
READING-WRITING WORKSHOP BRIDGE 5–10 min.	<p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Spelling Assess Prior Knowledge T390 <p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Language & Conventions Spiral Review: Contractions T391 	<ul style="list-style-type: none"> • Spelling Teach: Spell Words with <i>-able, -ible, -ation</i> T394 <p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Language & Conventions Oral Language: Prepositions and Prepositional Phrases T395 	<p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Spelling More Practice T398 • Language & Conventions Teach Prepositions and Prepositional Phrases T399



Mentor STACK



The following criteria may be helpful in selecting texts to add to your opinion essay stack:

- The author utilizes a strong introduction and conclusion to state and restate an opinion.
- Supporting reasons include factual information.
- Persuasive language is used throughout to convince readers.

FAST TRACK

LESSON 4

Compose a
Conclusion T400

Independent Writing and
Conferences T401

Parts of a Strong
Conclusion T401

- FLEXIBLE OPTION** ↩
- **Spelling** Spiral Review T402
 - **Language & Conventions** Practice Prepositions and Prepositional Phrases T403

FAST TRACK

LESSON 5

Use Technology T404

Select a Genre and
Conferences T404–T405

Challenges with
Technology T404

- **Spelling** **Assess Understanding** T406
- **FLEXIBLE OPTION** ↩
Language & Conventions Standards Practice T407

ADDITIONAL RESOURCES

MINILESSON

5–10 min.

Base Reasons
on the Facts

How to Write
a Draft

INDEPENDENT WRITING
AND CONFERENCES

30–40 min.

Independent
Writing and
Conferences

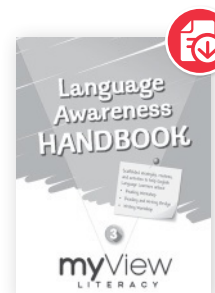
Independent
Writing and
Conferences

SHARE BACK FOCUS

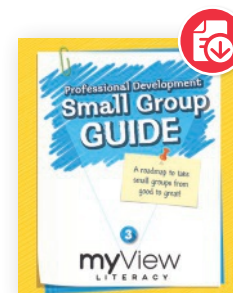
5–10 min.

Reasons Based
on Fact

Main Sections of
an Opinion Essay








See the online
Language Awareness Handbook for additional writing support.



See the *Small Group Guide* for additional writing support.

Conferences Mentor STACK

During this time, assess for understanding of the structural components that make up opinion essays. Have stacks and minilessons available to reference during the conferences.

FORMATIVE ASSESSMENT		Conference Prompts
Compose an Introduction		
If students need additional support		Then discuss parts of an introduction.
If students show understanding		Then ask: How will you go about writing a strong introduction?
Organize Supporting Reasons		
If students need additional support		Then help students choose a method of organization.
If students show understanding		Then ask: How did you choose the best way to organize your reasons?
Organize Supporting Facts		
If students need additional support		Then review the difference between opinions, reasons, and facts.
If students show understanding		Then ask: How many facts have you found to support each reason?
Compose a Conclusion		
If students need additional support		Then review the parts of a conclusion.
If students show understanding		Then ask: What should readers think when they finish your essay?
Use Technology		
If students need additional support		Then review how to type the essay and use the technology to do so.
If students show understanding		Then ask: How can technology help during the drafting process?

Conference Support for ELL

EMERGING

- Provide sentence stems for an introduction (e.g., *This essay is about ___; My opinion is ___*).
- Practice using the word *because* to give a reason.
- Name and demonstrate basic commands that students will use on the computer (e.g., open, save, print).

DEVELOPING

- Model common persuasive vocabulary (e.g., *you should, I hope that you, would you, please think about*).
- Help student restate an opinion or a reason for a conclusion.
- Practice giving reasons for a variety of opinions.

EXPANDING

- Discuss how readers might react to an essay without supporting facts.
- Compare and contrast the structure of an introduction and a conclusion.
- Discuss the order of reasons in a stack text.

BRIDGING

- Guide students to reorder a stack text's reasons and defend the choices made.
- Rewrite the conclusion of a stack text together.
- Have students give a preference for writing on paper or using a computer and support the opinion with reasons.

Reading-Writing Workshop Bridge

While conferring with students, refer to the Bridge minilessons on **tone and voice** and **prepositions and prepositional phrases**.



ELL Minilesson Support

Week 3: Develop Structure

During the week, your ELLs will benefit from additional writing support that increases their understanding of the structural components of opinion essays. These targeted supports were chosen to help students explain with increasing specificity and use content-based vocabulary.

Use this note for the minilesson on p. T392.

ELL Targeted Support

ORGANIZE SUPPORTING REASONS

Giving reasons for an opinion requires students to extend the level of detail in their writing beyond the expression of basic ideas. Have students explain why a certain school subject is their favorite, using specificity and details.

Display these sentences: *My favorite subject is ____.* *It is ____.* Provide a word bank for each blank. Help students use details from the word bank to complete the sentences and then write the completed sentences. **EMERGING**

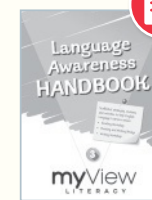
Help students write two sentences, one that states their opinion and one that explains why they hold it. Have them read their sentences aloud. **DEVELOPING**

Assign student pairs a specific school subject. Have them write a paragraph stating their opinion and giving detailed reasons for it. Make sure both students write the paragraph.

EXPANDING

Have individual students write a paragraph stating their favorite subject and giving at least three reasons why it is their favorite. Tell them to write with as much detail as possible.

BRIDGING



See the *Language Awareness Handbook* for additional writing support.

Use this note for the minilesson on p. T400.

ELL Targeted Support

COMPOSE A CONCLUSION

The conclusion of an opinion essay restates the essay's main points in a fresh way. Have students write the conclusion of an opinion essay that uses newly acquired content-based vocabulary.

Display a simple conclusion with blanks and a word bank. Help students complete each blank with a word from the word bank. Then have them copy the conclusion. **EMERGING**

With students, compose a three-sentence conclusion that restates the opinion and gives a final plea to readers. Have students copy the paragraph. **DEVELOPING**

Have partners write a conclusion. Tell them to use vocabulary from the essay and new words with similar meanings when they restate their opinion and provide a final plea to readers.

EXPANDING

Have students write a conclusion. Tell them to restate the final plea to readers in their own words, using newly acquired vocabulary as appropriate. **BRIDGING**

FAST TRACK

Compose an Introduction

OBJECTIVES

Develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction and a conclusion.

Compose argumentative texts, including opinion essays, using genre characteristics and craft.

STUDENT INTERACTIVE, p. 325

OPINION ESSAY WRITING WORKSHOP

Compose an Introduction

The introduction of an opinion essay focuses on what the essay is about. The introduction

- identifies the topic.
- states the writer's opinion, or point of view, about a topic.
- may include persuasive language.

Learning Goal
I can use elements of opinion writing to write an opinion essay.

A New Park for Oakville
The city of Oakville is known for its natural spaces. Oakville has nature trails, forest preserves, and two parks. We need to build another park in the southwest part of the city to make Oakville the best place to live!

The topic is Oakville's natural spaces.

The opinion is that another park should be built.

Persuasive language helps to convince others.

MY TURN Compose the introduction of your opinion essay in your writing notebook. Use this checklist as a guide for focusing your introduction.

MY INTRODUCTION

- gives the topic of my essay.
- states my opinion, or point of view, about the topic.
- includes persuasive language.

325

Minilesson

Mentor STACK



TEACHING POINT The introduction of an opinion essay not only provides key information to readers, but it also prepares the reader for the rest of the essay. Organizing a strong introduction is essential if the writer wants to convince readers that the opinion is correct. A good introduction might

- State the essay's topic.
- State the writer's opinion, or point of view, about the topic.
- Suggest to readers why the opinion is correct.

MODEL AND PRACTICE Discuss the importance of a strong introduction in an opinion essay. Say: *The introduction to an opinion essay is very important. By the time readers finish the introduction, their opinion will already be forming. The introduction must give the right information and set up the readers to agree with your opinion.*

Read the introductions of several stack texts. Ask the following questions to help students compare them:

- How is the topic stated in each introduction?
- How is the opinion stated?
- What else is included in each introduction?

Direct students to p. 325 in the *Student Interactive*. Read the text, sample introduction, and checklist with students before they begin independent writing.



Independent Writing

Mentor STACK



FOCUS ON INTRODUCTION After the minilesson, students should transition into independent writing.

- If students need extra support composing an introduction to their opinion essay, tell them to create a list of information they wish to include in it. They can then rearrange the order of the information as needed and refer to the list as they compose their introduction.

WRITING SUPPORT

- **Modeled** Perform a Think Aloud to explain the different ways of introducing a topic and opinion in an introduction.
- **Shared** Display a sentence introducing a topic, and have students add a sentence stating an opinion about it.
- **Guided** Ask questions to help students generate ideas on how to add persuasive language to their introduction.



Intervention Refer to the *Small Group Guide* for support.

See the **Conference Prompts** on p. T386.

Share Back

Ask a few students to read their introduction. Have the class check each introduction against the checklist on p. 325 of the *Student Interactive*.



Spelling Spell Words with *-able*, *-ible*, *-ation*

OBJECTIVE

Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes.

SPELLING WORDS

anticipation	likable
civilization	movable
convertible	terrible
dependable	usable
flexible	visible

HIGH-FREQUENCY WORDS

language
clear

FLEXIBLE OPTION

LESSON 1

✓ Assess Prior Knowledge

Use the sentences from Lesson 5 Spelling, p. T406, to assess students' prior knowledge of words with *-able*, *-ible*, and *-ation*.

For students who understand how to spell words with *-able*, *-ible*, and *-ation*, include the following Challenge Words with the spelling list.

Challenge Words

traceable
invincible
inspiration

ELL Targeted Support

Dropping Final -e Tell students that knowing how to drop the final *-e* will help them spell words with *-able*, *-ible*, and *-ation* correctly.

Display *anticipate* + *-ation* and *move* + *-able*. Have students cross out the final *-e* and spell the words correctly. **EMERGING/DEVELOPING**

Display the words *anticipateation* and *anticipation*. Have students identify which spelling is correct and why. **EXPANDING/BRIDGING**

FLEXIBLE OPTION

LESSON 1

✓ Assess Prior Knowledge

LESSON 2

Teach: Spell Words with *-able*, *-ible*, *-ation*

FLEXIBLE OPTION

LESSON 3

More Practice: Spell Words with *-able*, *-ible*, *-ation*

FLEXIBLE OPTION

LESSON 4

 Spiral Review: VCCCV Pattern

LESSON 5

✓ Assess Understanding



Language & Conventions

Spiral Review

FLEXIBLE OPTION

LESSON 1



Spiral Review: Contractions

FOCUS ON STRATEGIES Remind students that a contraction is a combination of two words. When the words are combined, an apostrophe shows where letters were taken out. See p. T375.

MODEL AND PRACTICE Display the following sentences: *We are late. I am early. You are on time.* Have volunteers identify words in each sentence that can be edited to become contractions. (*We are, I am, You are*) Then have another volunteer rewrite each sentence using the contractions. (*We're late. I'm early. You're on time.*)

APPLY Have students write three sentences that include words that can become contractions. Have students exchange their sentences with a partner. Have the partner edit the sentences to include the appropriate contractions.

OBJECTIVE

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.

ELL Targeted Support

Contractions Help students identify contractions in simple sentences.

Write the following sentence: *We've fed the dog.* Have students identify the contraction in the sentence. **EMERGING**

Use the same sentence as above, but have students identify the subject and the linking verb that were joined in the contraction. **DEVELOPING**

Have students write sentences with pronouns as subjects and with linking or helping verbs. Tell them to rewrite these sentences, forming contractions from the pronouns and linking or helping verbs. **EXPANDING/BRIDGING**

FLEXIBLE OPTION

LESSON 1



Spiral Review: Contractions

FLEXIBLE OPTION

LESSON 2

Oral Language:
Prepositions and
Prepositional Phrases

LESSON 3

**Teach Prepositions
and Prepositional
Phrases**

LESSON 4

**Practice Prepositions
and Prepositional
Phrases**

FLEXIBLE OPTION

LESSON 5

Standards Practice

FAST TRACK

Organize Supporting Reasons

OBJECTIVES

Develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction and a conclusion.

Compose argumentative texts, including opinion essays, using genre characteristics and craft.

Provide reasons that support the opinion.

STUDENT INTERACTIVE, p. 326

OPINION ESSAY

Organize Supporting Reasons

An opinion essay includes reasons and examples that support the writer's opinion. The **supporting reasons** help to convince or persuade readers to think the way the writer does. Writers organize their reasons in different ways, depending on the purpose they are trying to achieve.

Organizational Structure	Purpose
most important reason to <i>least</i> important reason	to grab the reader's attention right away
least important reason to <i>most</i> important reason	to provide a strong ending
similar reasons grouped together	to establish a clear and even flow of ideas

My Turn Organize the supporting reasons for building a park in Oakville. Number reasons from most important (1) to least important (3).
Possible response:
3 A park will offer a place for people to walk their dogs.
1 A park in the southwest part of Oakville will be the very first natural space for the people who live in that area.
2 A park will make it easier for people to exercise, which will improve their health.

My Turn In your writing notebook, list and organize supporting reasons for your opinion about the topic.

326

Minilesson

Mentor STACK



TEACHING POINT In an opinion essay, supporting reasons are used to back up the writer's opinion and persuade readers to agree with it. Strong supporting reasons will make readers take the opinion more seriously. They may be organized in various ways, including:

- From most important to least important reason
- From least important to most important reason
- By grouping similar reasons together

MODEL AND PRACTICE Select a stack text with clearly organized supporting reasons. As you read the text, highlight each reason you encounter. Say: **Good writers organize the supporting reasons in their opinion essay. They choose an order that will leave a deep impression on readers.**

Discuss the three main organizational structures as described on p. 326 of the *Student Interactive*. Then identify which structure (if any) the stack text uses. Ask: **Do you think the writer's organization of supporting reasons is effective? Why?**

Direct students to the first My Turn on p. 326 of the *Student Interactive*. Remind them that more than one order may be correct, but they should be able to explain their thought process for the order they choose.

Possible Teaching Point

Writing Process

Drafting | Organizing Reasons

Tell students that a strong organizational structure will make their opinion essays more persuasive for readers. To help students choose a structure for their opinion essays, have them ask themselves

- What is my most important reason?
- What facts and details are the most convincing?
- Would readers be more persuaded if I begin or end with my strongest reasons, facts, and details? Why?



Independent Writing

Mentor STACK



FOCUS ON SUPPORTING REASONS After the minilesson, students should transition into independent writing. Direct students to the second My Turn on p. 326 of the *Student Interactive*.

- If students need extra support in thinking of supporting reasons, they might want to use an idea web to help them brainstorm before they are ready to list and organize supporting reasons.

WRITING SUPPORT

- **Modeled** Think aloud as you brainstorm reasons that support an opinion.
- **Shared** Create a list of reasons for an opinion, and help students choose the strongest ones.
- **Guided** Ask questions that help students create the best order for their reasons.



Intervention Refer to the *Small Group Guide* for support.

See the **Conference Prompts** on p. T386.

Share Back

Have a few students share their organization of the reasons on p. 326 of the *Student Interactive* page. Ask them to justify their organization by explaining why each reason is more or less important than the others.

Spelling Spell Words with *-able*, *-ible*, *-ation*

OBJECTIVE

Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes.

SPELLING WORDS

anticipation	likable
civilization	movable
convertible	terrible
dependable	usable
flexible	visible

HIGH-FREQUENCY WORDS

language
clear

LESSON 2

Teach

FOCUS ON STRATEGIES Explain that *-able*, *-ible*, and *-ation* can be added to words to change the part of speech of the word. The word endings become suffixes. Sometimes, when the base word ends with an *-e*, you drop the *-e* when you add the suffix.

MODEL AND PRACTICE

Write or display the words *likable*, *movable*, and *dependable*. Have volunteers identify the suffix used in each word. (*-able*) Then have students identify which base words needed the final *-e* dropped. (*like*, *move*)

APPLY MyTURN

Have students complete the activity on p. 323 of the *Student Interactive* independently.

SPELLING

READING-WRITING BRIDGE

Spell Words with *-able*, *-ible*, *-ation*

When the word parts *-able*, *-ible*, and *-ation* are used as suffixes added to base words, they sometimes require spelling changes. For example, to add the suffix *-ation* to *civilize*, drop the final *e* before adding the suffix.

MyTURN Sort the words according to those that drop the final *e* when adding the suffix and those that do not drop a final *e*. If a word does not fit either category, write it in the *Other* column.

SPELLING WORDS

anticipation	flexible	terrible
civilization	likable	usable
convertible	movable	visible
dependable		

Drop the Final e	Do Not Drop the Final e	Other
civilization	convertible	anticipation
likable	dependable	terrible
movable	flexible	visible
usable		

High-Frequency Words

High-frequency words are common words that appear frequently in text. Write the following high-frequency words on the lines.

language language
clear clear

323

LESSON 2

Teach: Spell Words with *-able*, *-ible*, *-ation*

FLEXIBLE OPTION
LESSON 1

Assess Prior Knowledge

FLEXIBLE OPTION
LESSON 3

More Practice: Spell Words with *-able*, *-ible*, *-ation*

FLEXIBLE OPTION
LESSON 4

Spiral Review: VCCCV Pattern

LESSON 5

Assess Understanding



Language & Conventions

Prepositions and Prepositional Phrases

FLEXIBLE OPTION

LESSON 2**Oral Language: Prepositions and Prepositional Phrases**

FOCUS ON STRATEGIES Say that a preposition is the first word in a prepositional phrase. The object of the preposition is the noun or pronoun at the end of the prepositional phrase.

MODEL AND PRACTICE Write the following sentence on the board: *The baseball field is behind the school.* Read the sentence aloud. Have a volunteer identify the prepositional phrase. (*behind the school*) Have one student identify the preposition and another student identify the object of the preposition. (*behind, school*) Point out that in a prepositional phrase, the preposition is the first word and the object of the preposition is the last word.

APPLY Have students work with a partner. Have one student form a sentence that has a prepositional phrase. Have the partner identify the prepositional phrase as well as the preposition and the object of the preposition in the phrase.

OBJECTIVE

Edit drafts using standard English conventions, including prepositions and prepositional phrases.

FLEXIBLE OPTION

LESSON 2

Oral Language:
Prepositions and
Prepositional Phrases

FLEXIBLE OPTION

LESSON 1

Spiral Review:
Contractions

LESSON 3

Teach Prepositions
and Prepositional
Phrases

LESSON 4

Practice Prepositions
and Prepositional
Phrases

FLEXIBLE OPTION

LESSON 5

Standards Practice

FAST TRACK

Organize Supporting Facts

OBJECTIVES

Develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction and a conclusion.

Compose argumentative texts, including opinion essays, using genre characteristics and craft.

Provide reasons that support the opinion.

STUDENT INTERACTIVE, p. 327



WRITING WORKSHOP

Organize Supporting Facts

Writers include facts to support their opinions. Supporting facts convince readers to share the writer's opinion. In an opinion essay, one or more facts should support each reason.

MY TURN Work with a partner. For each reason given in the chart, write the number of the fact that best supports the reason.

Facts:

- The park district estimates that 77 percent of the population exercises when a park is nearby.
- No public spaces currently allow dogs.
- Oakville's population in the southwest has doubled, but the residents have no park.

Building a Park in Oakville		
<p>Reason: A park will offer a place for people to walk their dogs.</p> <p>Fact #: <u>2</u></p>	<p>Reason: A park in southwest Oakville will be the first natural space for people who live in that area.</p> <p>Fact #: <u>3</u></p>	<p>Reason: A park will make it easier for people to exercise, which will improve their health.</p> <p>Fact #: <u>1</u></p>

MY TURN Decide how to organize the supporting facts for your opinion essay. Use this structure as you continue to compose your draft.

327

Minilesson

Mentor STACK



TEACHING POINT Giving reasons for an opinion is often not enough to persuade readers. These reasons must also be supported with evidence. In an opinion essay, one or more facts are used to support each reason. These facts might be in the form of:

- Data or statistics
- Accurate observations
- Statements by experts

MODEL AND PRACTICE Explain how supporting facts are related to reasons in an opinion essay. Then select a stack text with clear reasons and supporting facts. As you read the text with students, highlight reasons in one color and highlight facts in a different color. Say: *It is hard for readers to argue or disagree with facts. If the facts in an opinion essay are strong, readers will be more easily convinced that the opinion is correct.*

Examine each reason and corresponding facts in the stack text. Ask: *How is each fact related to the reason? How does it support the reason?*

Direct students to the first My Turn on p. 327 in the *Student Interactive*. If students struggle, have them underline key words in the reasons, which may help them connect the reason to the fact.

Possible Teaching Point

Spelling | Spell Words with *-able*, *-ible*, *-ation*

Remind students that the spelling of base words sometimes stays the same when adding suffixes *-able*, *-ible*, *-ation*. For example, *relax* becomes *relaxation*. As students spell words with the suffixes *-able*, *-ible*, *-ation*, tell them in some cases, they may need to

- drop the final e (*excite* becomes *excitable*)
- change the final y to i (*rely* becomes *reliable*)

If students are not sure what changes to make, have them look up the word in a dictionary.



Independent Writing

Mentor STACK



FOCUS ON SUPPORTING FACTS After the minilesson, students should transition into independent writing. Direct students to the second My Turn on p. 327 in the *Student Interactive*. Have students research and select supporting facts for each of the reasons in their essay.

- If students need extra support, tell them to use a chart or list to organize their facts in their writer's notebook so they can be easily added to their draft as needed.

WRITING SUPPORT

- **Modeled** Model how to research simple facts to support a reason.
- **Shared** Display an opinion, reason, and fact. Help students identify and order them the way they would appear in an essay.
- **Guided** Provide explicit instruction about how to find and choose facts for a reason.



Intervention Refer to the *Small Group Guide* for support.

See the **Conference Prompts** on p. T386.

Share Back

Ask a few students to share a reason from their draft, as well as a supporting fact. Have the class discuss how the fact supports the reason.

Spelling Spell Words with *-able*, *-ible*, *-ation*

OBJECTIVE

Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes.

SPELLING WORDS

anticipation	likable
civilization	movable
convertible	terrible
dependable	usable
flexible	visible

HIGH-FREQUENCY WORDS

language
 clear

FLEXIBLE OPTION

LESSON 3

More Practice

FOCUS ON STRATEGIES Remind students that *-able*, *-ible*, and *-ation* are sometimes suffixes. Suffixes change the part of speech of a word. Tell students that identifying the root word in each word will help them learn how to spell the words.

MODEL AND PRACTICE Write or display the following words. Have students identify the roots and suffixes. Then spell the words orally.

1. anticipation
2. convertible
3. dependable

APPLY Have students complete *Spelling* p. 140 from the *Resource Download Center*.

Name _____

Spelling
 Spell Words with *-ible*, *-able*, *-ation*
 When the word parts *-ible*, *-able*, and *-ation* are used as suffixes to base words, they sometimes require spelling changes. If a base word ends in an *-e*, the final *-e* is sometimes dropped when adding the suffix. These word parts change base words to nouns or adjectives.

SPELLING WORDS			
anticipation	dependable	movable	usable
civilization	flexible	terrible	visible
convertible	likable		

My TURN Sort the words from the spelling list into the correct column.

<i>-able</i>	<i>-ible</i>	<i>-ation</i>
dependable	convertible	anticipation
likable	flexible	civilization
movable	terrible	
usable	visible	

My TURN Write the base word and the suffix for each word. Be sure to include the final *-e* on a base word if the *-e* had been dropped.

1. civilization: civiliz + ation
2. likable: like + able
3. flexible: flex + ible
4. movable: move + able

Grade 3, Unit 4, Week 3
 © Good and Beautiful, Inc. All rights reserved. 140

FLEXIBLE OPTION

LESSON 1

Assess Prior Knowledge

LESSON 2

Teach: Spell Words with *-able*, *-ible*, *-ation*

FLEXIBLE OPTION

LESSON 3

More Practice: Spell Words with *-able*, *-ible*, *-ation*

FLEXIBLE OPTION

LESSON 4

Spiral Review: VCCCV Pattern

LESSON 5

Assess Understanding



Language & Conventions

Prepositions and Prepositional Phrases

LESSON 3

Teach Prepositions and Prepositional Phrases

FOCUS ON STRATEGIES Tell students that in a sentence a phrase that tells them where, when, or which one is called a prepositional phrase. Every prepositional phrase includes a preposition and an object. The preposition is always first. The object is the noun or pronoun at the end.

MODEL AND PRACTICE The prepositional phrase *before breakfast* tells me when. The first word, *before*, is the preposition. *Breakfast* is the object of the preposition.

Write the following on the board: *Cara is always tired after practice.* Ask students to identify the prepositional phrase (*after practice*), the preposition (*after*), and the object (*practice*).

OBJECTIVE

Edit drafts using standard English conventions, including prepositions and prepositional phrases.

ELL Targeted Support

Prepositional Phrases Help students identify prepositions in prepositional phrases.

Display the prepositional phrases: *before school, across the lake, in the jar.* Have students identify the preposition in each phrase. (*before, across, in*) Have them note that the preposition is always at the beginning of the phrase.

EMERGING

Display the above prepositional phrases. Have students identify the preposition in each phrase (*before, across, in*) and the object of each preposition. (*school, lake, jar*) **DEVELOPING**

Display the sentences: *I went before school. She lives across the lake. The rocks are in the jar.* Have students identify the preposition and the object of the preposition in each phrase.

EXPANDING/BRIDGING

LESSON 3

Teach Prepositions and Prepositional Phrases

FLEXIBLE OPTION

LESSON 1



Spiral Review:
Contractions

FLEXIBLE OPTION

LESSON 2

Oral Language:
Prepositions and
Prepositional Phrases

LESSON 4

**Practice Prepositions
and Prepositional
Phrases**

FLEXIBLE OPTION

LESSON 5

Standards Practice

FAST TRACK

Compose a Conclusion

OBJECTIVES

Compose argumentative texts, including opinion essays, using genre characteristics and craft.

Provide a concluding statement or section.

STUDENT INTERACTIVE, p. 328



OPINION ESSAY

Compose a Conclusion

The final paragraph of an opinion essay is the conclusion. Clear and coherent conclusions do not include new information but restate information in a new way.

If we want Oakville to remain known for its natural spaces, we need to build another park now. It will provide a terrific place for our new and longtime residents to get together. Please write a letter to our mayor and ask her to approve this project.

- The writer restates the topic and opinion.
- The writer restates an important reason in a new way.
- The writer asks the audience to support the opinion and take action.

MY TURN Answer these questions about your opinion essay. Use your answers to help you compose a coherent conclusion for your essay.

1. What is your topic and opinion?

2. Which reason or fact in your essay is the most persuasive?

3. How could you ask your audience to agree with you or take action?

328

Minilesson

Mentor STACK



TEACHING POINT The conclusion of an opinion essay is the writer’s last opportunity to persuade readers to agree with a point of view. Just as in the introduction, it is important to be respectful of your audience. Readers do not want to feel pressured to agree, but this is also the writer’s final chance to make a case. A good conclusion will:

- Restate the opinion in a new way
- Restate at least one compelling reason in fresh language
- Make a final plea to readers to support the opinion and/or take action

MODEL AND PRACTICE Explain the importance of a strong conclusion in an opinion essay. Select a stack text with which students are familiar and that contains a strong conclusion. Say: *When we read this essay, note that the conclusion does not give any new information. Instead, it will summarize important points from the essay and move readers to think or act in a different way.* Discuss the content of the conclusion and how it includes items from the bullet list above.

Direct students to p. 328 in the *Student Interactive*. Have them answer the questions about their opinion essay in preparation for independent writing.

Possible Teaching Point

Language & Conventions | Prepositions and Prepositional Phrases

Provide students with a list of common prepositions, such as *on, since, before, at, from, between, about, with, and by*. As students draft their opinion essays, encourage them to use prepositions and prepositional phrases to write clearly.



Independent Writing

Mentor STACK



FOCUS ON CONCLUSION After the minilesson, students should transition into independent writing. Have students use their responses from p. 328 of the *Student Interactive* to compose the conclusion of their essay.

- If students need extra support, have them consider what would be most convincing if they were in the place of a reader.

WRITING SUPPORT

- **Modeled** Think aloud as you decide how to restate your opinion in a new way for the conclusion.
- **Shared** Discuss how you choose a reason to restate in a conclusion.
- **Guided** Ask questions that guide students to add a final plea or a call to action in their conclusion.



Intervention Refer to the *Small Group Guide* for support.

See the **Conference Prompts** on p. T386.

Share Back

Ask a few students to share the conclusion they wrote during independent writing. Have the class identify the different parts of a strong conclusion in each one.

Spelling Spiral Review

OBJECTIVE

Demonstrate and apply spelling knowledge by spelling words using knowledge of syllable division patterns such as VCCV, VCV and VCCCV.

SPELLING WORDS

anticipation	likable
civilization	movable
convertible	terrible
dependable	usable
flexible	visible

HIGH-FREQUENCY WORDS

language
 clear

Writing Workshop

As students proofread their writing, remind them to check their use of VCCCV words. Have them make sure they are using and spelling the VCCCV words correctly.

FLEXIBLE OPTION

LESSON 4



Spiral Review: VCCCV Pattern

FOCUS ON STRATEGIES Review the spelling rules for words with the VCCCV pattern. Remind students that two of the three consonants in a row form a blend or digraph.

MODEL AND PRACTICE Display the following singular words: *surprise*, *control*, *inspect*, and *athlete*. Have volunteers identify the VCCCV pattern and then read each word. (*sur/prise*, *con/trol*, *in/spect*, *ath/lete*) Then have students identify the blend or digraph in each word. (*sur/prise*, *con/trol*, *in/spect*, *ath/lete*)

APPLY Have students create flash cards of the spelling words from last week. Have students use the flash cards to quiz each other on the spellings of these words with the VCCCV pattern.

FLEXIBLE OPTION

LESSON 4



Spiral Review: VCCCV Pattern

FLEXIBLE OPTION

LESSON 1

✓ Assess Prior Knowledge

LESSON 2

Teach: Spell Words with *-able*, *-ible*, *-ation*

FLEXIBLE OPTION

LESSON 3

More Practice: Spell Words with *-able*, *-ible*, *-ation*

LESSON 5

✓ Assess Understanding



Language & Conventions

Prepositions and Prepositional Phrases

LESSON 4

Practice Prepositions and Prepositional Phrases

APPLY MyTURN Have students edit the draft paragraph on *Student Interactive* p. 324.

LANGUAGE AND CONVENTIONS

Prepositions and Prepositional Phrases

A **preposition** is the first word in a group of words called a **prepositional phrase**. A prepositional phrase ends with a noun or pronoun called the **object of the preposition**. The preposition shows a relationship between the noun or pronoun and the other words in a sentence.

Type of Preposition	Examples of Prepositions	Prepositional Phrases
Location and Direction	across, against, around, at, behind, below, beyond, by, down, far, from, in, inside, near, on, outside, over, to, toward, under, within	The fence behind the <u>shed</u> is white. The picture was hung below the <u>clock</u> . We walked toward the <u>classroom</u> .
Time	after, at, before, during, until	I have math class after <u>lunch</u> . School ends at <u>3:00</u> .
Description	in, for, with, without	The man with the <u>dog</u> is Mr. Sanchez. This apple is for <u>you</u> .

MyTURN Edit this draft by adding prepositions that make sense. Then underline the prepositional phrase.

Possible responses:

We went to the chocolate factory before the school year began. The factory is near my grandmother's house. A shop inside the factory has a giant chocolate statue on the counter.

324

OBJECTIVE

Edit drafts using standard English conventions, including prepositions and prepositional phrases.

Writing Workshop

As students begin drafts during Writing Workshop, remind them to check to see if they are using prepositions and prepositional phrases correctly. You may wish to have students trade drafts with a partner to check, too.

FLEXIBLE OPTION

LESSON 1



Spiral Review:
Contractions

FLEXIBLE OPTION

LESSON 2

Oral Language:
Prepositions and
Prepositional Phrases

LESSON 3

**Teach Prepositions
and Prepositional
Phrases**

LESSON 4

**Practice Prepositions
and Prepositional
Phrases**

FLEXIBLE OPTION

LESSON 5

Standards Practice

FAST TRACK

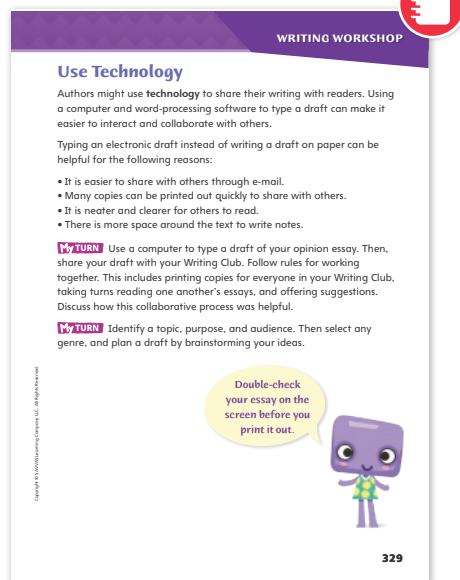
Use Technology

OBJECTIVES

Work collaboratively with others by following agreed-upon rules, norms, and protocols.

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. 329



WRITING WORKSHOP

Use Technology

Authors might use **technology** to share their writing with readers. Using a computer and word-processing software to type a draft can make it easier to interact and collaborate with others.

Typing an electronic draft instead of writing a draft on paper can be helpful for the following reasons:

- It is easier to share with others through e-mail.
- Many copies can be printed out quickly to share with others.
- It is neater and clearer for others to read.
- There is more space around the text to write notes.

MY TURN Use a computer to type a draft of your opinion essay. Then, share your draft with your Writing Club. Follow rules for working together. This includes printing copies for everyone in your Writing Club, taking turns reading one another's essays, and offering suggestions. Discuss how this collaborative process was helpful.

MY TURN Identify a topic, purpose, and audience. Then select any genre, and plan a draft by brainstorming your ideas.

Double-check your essay on the screen before you print it out.

329

Minilesson

Mentor STACK



TEACHING POINT Through technology, writers can more easily draft work and share it with others. Technology enables writers to collaborate with others as they revise their writing. Specifically, using a computer to type a draft means:

- The draft can be shared through e-mail.
- Multiple copies can be printed out.
- It will be neater for others to read.
- There will be more space in the margins for notes and comments.

MODEL AND PRACTICE Explain the reasons that writers might decide to use a computer to type a draft. Say: **There are many benefits to using a computer. Writing can be shared more easily, either electronically or through printouts. Essays that have been typed are easier for others to read. Finally, typing an essay allows for larger margins, which means others can more easily write comments in the extra space.**

Model copying a written rough draft onto the computer. Show students how to mark their place on the written copy, glance between the paper and screen, and reread their work on the screen to make sure they are not accidentally adding or omitting words. Ask: **What seems most challenging about the process of typing your work onto a computer? How can taking the time to type a draft end up saving time later?**

Direct students to p. 329 in the *Student Interactive*. Have them read the instruction and complete the first My Turn.

Independent Writing

Use the instruction on p. T405 to help students complete the second My Turn activity on p. 329 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 opinion essays.

Share Back

Call on a few students to share their challenges and successes while using a computer to type their draft. Have the class offer suggestions to deal with the challenges that students faced.



SELECT A GENRE



Topic In their writing notebooks, ask students to use brainstorming to explore possible modifications to the topic of their opinion essay. Use the prompts below to help students generate topics.

- How could your topic be used in an informational text?
- Do you have a personal experience to share about your topic?
- Can you think of a realistic fiction story involving your topic?

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

- teach readers about a particular topic,
- tell readers a story from their life, or
- create an entertaining story.

Audience Place students in pairs. 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:

- Informational Text
- Personal Narrative
- Realistic Fiction

In their writing notebooks, tell students to begin writing a first draft.



Spelling Spell Words with *-able*, *-ible*, *-ation*

OBJECTIVE

Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes.

SPELLING WORDS

anticipation	likable
civilization	movable
convertible	terrible
dependable	usable
flexible	visible

HIGH-FREQUENCY WORDS

language
clear

LESSON 5

✓ Assess Understanding

Use the following sentences for the spelling test.

Spelling Sentences

1. I wait for recess with great **anticipation**.
2. The Romans were a powerful **civilization**.
3. The **convertible** sofa turns into a bed.
4. My **dependable** friend is always on time.
5. The **flexible** rubber toy bends in different directions.
6. The crossing guard is very friendly and **likable**.
7. The desk has wheels so it is **movable**.
8. The rotten smell is **terrible**.
9. The pencil is old but still **usable**.
10. Many stars are **visible** on a clear night.

FLEXIBLE OPTION
LESSON 1

✓ Assess Prior Knowledge

LESSON 2

Teach: Spell Words with *-able*, *-ible*, *-ation*

FLEXIBLE OPTION
LESSON 3

More Practice: Spell Words with *-able*, *-ible*, *-ation*

FLEXIBLE OPTION
LESSON 4

 Spiral Review: VCCCV Pattern

LESSON 5

✓ Assess Understanding



Language & Conventions

Prepositions and Prepositional Phrases

FLEXIBLE OPTION

LESSON 5

Standards Practice

Display the sentence and have students respond independently.

My class went on a field trip to the factory.

What is the object of the preposition *on*?

- A My
- B class
- C field trip**
- D factory

APPLY Have students complete *Language and Conventions* p. 145 from the *Resource Download Center*.

Name _____

Language and Conventions

Prepositions and Prepositional Phrases
Prepositional phrases add details to sentences and provide clarity to readers. A preposition is the first word in a prepositional phrase. The object of the preposition is the noun or pronoun at the end of the prepositional phrase.

- Some prepositional phrases give additional details about location and direction.
- Some prepositional phrases give additional details about the time of events.
- Some prepositional phrases give additional details about an object, person, or event.

WRITING Underline the prepositional phrases. Circle the prepositions.

- The mouse ran under the deck.
- He will be there before school.
- After sunset, we can see the stars.
- The dog chased the rabbit around the house.
- My friend went without me.

WRITING Sort the prepositional phrases into the correct category.

under the umbrella without a jacket	until noon during the storm	for my mom toward the fence
--	--------------------------------	--------------------------------

Location and Direction	Time	Description
under the umbrella toward the fence	until noon during the storm	without a jacket for my mom

Grade 3, Unit 4, Week 3
© Pearson Education, Inc., or its affiliates. All rights reserved. 145

OBJECTIVE

Edit drafts using standard English conventions, including prepositions and prepositional phrases.

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:
Contractions

FLEXIBLE OPTION

LESSON 2

Oral Language:
Prepositions and
Prepositional Phrases

LESSON 3

**Teach Prepositions
and Prepositional
Phrases**

LESSON 4

**Practice Prepositions
and Prepositional
Phrases**

Weekly Overview

Students will

- learn about linking words and supporting details.
- edit drafts for capitalization, including official titles of people, holidays, and geographical names and places.
- revise their opinion essays, incorporating peer and teacher suggestions.

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	FAST TRACK LESSON 3
MINILESSON 5–10 min.	Revise Drafts by Adding Linking Words T412	Revise Drafts by Adding Details T416	Edit for Capitalization T420
INDEPENDENT WRITING AND CONFERENCES 30–40 min.	Independent Writing and Conferences T413	Independent Writing and Conferences T417	Independent Writing and Conferences T421
SHARE BACK FOCUS 5–10 min.	Add Linking Words T413	Add Supporting Details T417	Names of People, Holidays, and Geographic Locations T421
READING-WRITING WORKSHOP BRIDGE 5–10 min.	<p>FLEXIBLE OPTION ↩</p> <ul style="list-style-type: none"> • Spelling Assess Prior Knowledge T414 <p>FLEXIBLE OPTION ↩</p> <ul style="list-style-type: none"> • Language & Conventions Spiral Review: Prepositions and Prepositional Phrases T415 	<ul style="list-style-type: none"> • Spelling Teach Words That Are Homographs T418 <p>FLEXIBLE OPTION ↩</p> <ul style="list-style-type: none"> • Language & Conventions Oral Language: Comparing with Adjectives T419 	<p>FLEXIBLE OPTION ↩</p> <ul style="list-style-type: none"> • Spelling More Practice T422 • Language & Conventions Teach Comparing with Adjectives T423



Mentor STACK



The following criteria may be helpful in selecting texts to add to your opinion essay stack:

- The text includes linking words that guide the reader and connect ideas.
- The opinions are supported by relevant details.

FAST TRACK

LESSON 4

FAST TRACK

LESSON 5

Peer Edit T424

Use Peer and Teacher Suggestions T428

Independent Writing and Conferences T425

Writing Club and Conferences T428–T429

Share Reflections T425

Final Changes T428

- FLEXIBLE OPTION**
- **Spelling** Spiral Review T426
 - **Language & Conventions** Practice Comparing with Adjectives T427

- **Spelling** *Assess Understanding* T430
- **FLEXIBLE OPTION**
- **Language & Conventions** Standards Practice T431

ADDITIONAL RESOURCES

MINILESSON

5–10 min.

Relevant Details

Apply Linking Words

INDEPENDENT WRITING AND CONFERENCES

30–40 min.

Independent Writing and Conferences

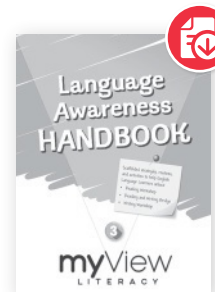
Independent Writing and Conferences

SHARE BACK FOCUS

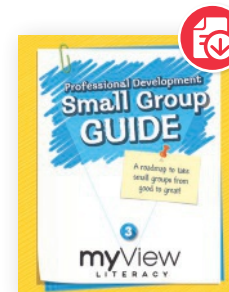
5–10 min.

Delete Irrelevant Details

Use Linking Words



See the online *Language Awareness Handbook* for additional writing support.



See the *Small Group Guide* for additional writing support.

Conferences



Mentor STACK



During this time, assess for understanding of text structure and development. Gauge where students may need support as they revise their opinion essays. Have stacks and minilessons available to reference during the conferences.

FORMATIVE ASSESSMENT

Conference Prompts

Revise Drafts by Adding Linking Words

If students need additional support,  **Then** provide more examples from a stack text.


If students show understanding, **Then** have students show you where they added linking words in their drafts.

Revise Drafts by Adding Details

If students need additional support,  **Then** use a web graphic to help students list supporting details.

If students show understanding, **Then** ask: How do these details support your reasons?

Edit for Capitalization

If students need additional support,  **Then** provide more examples of proper nouns.


If students show understanding, **Then** ask: Which nouns were you unsure about capitalizing?

Peer Edit

If students need additional support,  **Then** assist students in using the Checklist.

If students show understanding, **Then** ask: What was the biggest challenge in peer editing?

Use Peer and Teacher Suggestions

If students need additional support,  **Then** work with individual students to review comments and apply to final drafts.

If students show understanding, **Then** ask: Which suggestions did you find most useful? Why?

Conference Support for ELL

EMERGING

- Have students state likes and dislikes using the linking word *because*.
- Have students write, sort, and say proper nouns.
- Use Modeled writing to help students add a supporting detail.

DEVELOPING

- Provide cloze sentences for practice in using linking words.
- Display a simple sentence that states an opinion and have students write a supporting detail.
- Use Shared writing to help students peer edit.

EXPANDING

- Work with students to add linking words to show how the ideas are connected.
- Have students circle the proper nouns in their essay.
- Discuss peer editing and have pairs read their essays aloud.

BRIDGING

- Use a book review to show the ways linking words are used.
- Use *Green City* to identify the capitalization of proper nouns.
- Work with partners as they peer edit, and ask questions that will help them make suggestions.



Reading-Writing Workshop Bridge

While conferring with students, refer to the Bridge minilessons on **text structure** and **adjectives**.



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 opinion essays. Use these targeted supports to help students create clear and cohesive writing.

Use this note for the minilesson on p. T412.

ELL Targeted Support

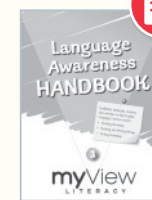
REVISE DRAFTS BY ADDING LINKING WORDS

Reread a familiar story. Then have students write about and discuss who their favorite character is, using connecting words to explain why.

Provide the following sentence frame: *My favorite character is _____ because ____*. In a class discussion, brainstorm possible answers, and then ask students to write the complete sentence by filling in the blanks with their answers. **EMERGING**

Have pairs of students write the name of one of the characters and words that describe what they like about the character. Then have partners discuss which connecting words to use to combine a few of their phrases into one or two sentences. **DEVELOPING**

Have pairs of students discuss their character, using as many connecting words as possible. Have each student write their ideas and trade with their partner for peer review of appropriate connecting words and appropriate sentence length. **EXPANDING/BRIDGING**



See the *Language Awareness Handbook* for additional writing support.

Use this note for the minilesson on p. T416.

ELL Targeted Support

REVISE DRAFTS BY ADDING DETAILS

Have students support an opinion with details. Display the open-ended prompt *My favorite season is _____*. Have students complete the sentence.

Have students draw a scene to illustrate the prompt. Then have them write one or two sentences to support the statement and their drawing, such as *Summer is hot. I wear shorts.*

EMERGING

Ask students to write a sentence or two giving one detail and two facts to support their opinion. Have students read their sentences to a partner. **DEVELOPING**

Have students work with partners to ask and answer questions about their favorite seasons.

EXPANDING

Tell students to write a paragraph that explains their opinion. They must include details, facts, and examples. Have students discuss their work with a partner. **BRIDGING**

FAST TRACK

Revise Drafts by Adding Linking Words

OBJECTIVES

Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.

Use linking words and phrases to connect opinion and reasons.

STUDENT INTERACTIVE, p. 365

OPINION ESSAY WRITING WORKSHOP

Revise Drafts by Adding Linking Words

Learning Goal
I can use elements of opinion writing to write an opinion essay.

In an opinion essay, writers use **linking words** and phrases to connect their opinion and reasons. Linking words add coherence, or tie ideas together. They make your writing clearer.

Examples of Linking Words and Phrases	
also	for example
because	therefore

Notice how this writer added linking words and phrases, in blue, to connect reasons to an opinion.

Our activity center built a swimming pool **because** swimming is great exercise. Swimmers use all their body parts. **For example**, they use their arms and legs to move forward. They **also** use their stomach muscles to help them move in a straight line.

My Turn Fill in each blank with a linking word or phrase from the chart.

I think owning a pet is good **because** it teaches responsibility. **For example**, pets have to be fed every day. They **also** need fresh water daily. Pets love to go on walks. **Therefore**, pet owners will be motivated to walk too.

My Turn Revise a draft of your opinion essay by adding linking words and phrases to connect your opinion and reasons.

365

Minilesson



TEACHING POINT Linking words add coherence, guiding readers and showing them how ideas are connected. In an opinion essay, linking words and phrases connect reasons to opinions.

- Linking words such as *because* or *since* join the reason to the opinion.
- Linking words such as *therefore* and *for example* show how ideas and sentences are related.

MODEL AND PRACTICE Tell students that when writers want the reader to accept their opinion, they need a clear argument. Say: **Persuasive writers need to explain why they think their point of view is correct. By using linking words and phrases, such as *because* or *for example*, writers can connect their ideas together and guide readers through their reasoning.**

Read a book review or an opinion essay from the stack. Pause when you locate linking words and ask: **What ideas does this linking word connect?**

Direct students to p. 365 in the *Student Interactive*. Read the top instruction and sample paragraph. Point out how the linking words help link the opinion to reasons and show how ideas are related. Then have students complete the activity for the first My Turn.



Independent Writing

Mentor STACK



FOCUS ON LINKING WORDS In the second My Turn, students will transition into independent writing. Students revise drafts to improve sentence structure by adding linking words or phrases to improve coherence and clarity.

- If students need additional support, read another stack text, focusing on the use of linking words.

WRITING SUPPORT

- **Modeled** Write a few sentences without linking words. Do a Think Aloud as you revise, demonstrating how the linking words connect ideas.
- **Shared** Write an opinion, such as: *Carrots are the best vegetable.* Prompt students to provide reasons, using the linking word *because*.
- **Guided** Help individuals locate where they can link an example to a reason.



Intervention Refer to the *Small Group Guide* for support.

- If students demonstrate understanding, they may revise their drafts based on today's minilesson.

See the **Conference Prompts** on p. T410.

Share Back

Have students share linking words they have used in their drafts. Ask the class how the linking words connect ideas.



Spelling Words That Are Homographs

OBJECTIVES

Identify, use, and explain the meaning of homographs.

Alphabetize a series of words to the third letter.

SPELLING WORDS

transplant	digest
consult	upset
finance	research
content	incline
minute	construct

HIGH-FREQUENCY WORDS

equation
among

FLEXIBLE OPTION

LESSON 1

✓ Assess Prior Knowledge

Use the sentences from Lesson 5 Spelling, p. T430, to assess students' prior knowledge of homographs.

For students who understand how to use the pronunciations and meanings of homographs when spelling words, include the following Challenge Words with the spelling list.

Challenge Words

entrances

manifest

invalid

Alphabetize Words Write each of these words on a word strip: *king, kite, kick, knob, knee*. Display them for students. Say: **We can alphabetize these words, but they all start with the same letter. What do we do?**

Guide students to the understanding that alphabetical order works with the second and third letters in a word. Work with them to alphabetize the words. (*kick, king, kite, knee, knife, knob*)

ELL Targeted Support

Homographs Tell students that being able to divide and sound out syllables will help them say and spell homographs.

Display the spelling words. Then read aloud each word, using both pronunciations. Have students repeat each word. Help students with the definitions of each word.

EMERGING/DEVELOPING

Have students use each homograph in two different sentences that demonstrate the word's different meanings. Ask students to read their sentences aloud to a partner.

EXPANDING/BRIDGING

FLEXIBLE OPTION

LESSON 1

✓ Assess Prior Knowledge

LESSON 2

Teach: Words That Are Homographs


FLEXIBLE OPTION

LESSON 3

More Practice: Words That Are Homographs

FLEXIBLE OPTION

LESSON 4

 **Spiral Review:** Words with *-able, -ible, -ation*

LESSON 5

✓ Assess Understanding



Language & Conventions

Spiral Review

FLEXIBLE OPTION 

LESSON 1



Spiral Review: Prepositions and Prepositional Phrases

FOCUS ON STRATEGIES Review the language and conventions topic prepositions and prepositional phrases.

MODEL AND PRACTICE Display the following sentence: *The desert stretched beyond the fence without any grass.* Help students identify the prepositions (*beyond, without*) and prepositional phrases (*beyond the fence; without any grass*) in the sentence. Then have students identify the nouns used in the prepositional phrases. (*fence; grass*)

APPLY Have students write a sentence with two prepositional phrases. Ask them to exchange sentences with a partner. Have the partner read the sentence, circle the prepositional phrases, and underline the prepositions.

OBJECTIVE

Edit drafts using standard English conventions, including prepositions and prepositional phrases.

ELL Targeted Support

Prepositional Phrases Help students identify prepositions in prepositional phrases.

Display the prepositional phrases: *before school, across the lake, in the jar.* Have students identify the preposition in each phrase. (*before, across, in*) Have them note that the preposition is always at the beginning of the phrase. **EMERGING**

Display the above prepositional phrases. Have students identify the preposition in each phrase (*before, across, in*) and the object of each preposition. (*school, lake, jar*) **DEVELOPING**

Display the sentences: *I went before school. She lives across the lake. The rocks are in the jar.* Have students identify the preposition and the object of the preposition in each phrase. **EXPANDING/BRIDGING**

FLEXIBLE OPTION 

LESSON 1



Spiral Review:
Prepositions and
Prepositional
Phrases

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

Revise Drafts by Adding Details

OBJECTIVE

Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.

STUDENT INTERACTIVE, p. 366



OPINION ESSAY

Revise Drafts by Adding Details

Opinions that are not well supported are not very convincing. To support an opinion, writers need **details**. Details add coherence because they tie ideas together. They add clarity because they further explain ideas. Details in opinion essays may include facts, examples, or explanations.

My TURN Read the paragraph. Look at the added details, in blue, that support the reasons for the opinion. Then complete the chart.

I think our school should stay open late. Students who stay late can complete homework. **They can concentrate better and get help from teachers.** Students could also learn fun things. **For example, students could learn how to play the guitar.**

Opinion: I think our school should stay open late.		
Reason	Supporting Detail	How the Detail Supports the Reason
Students who stay late can complete homework.	They can concentrate better and get help from teachers.	Possible response: This detail adds information about how students would benefit by doing homework at school.
Students could also learn fun things.	For example, students could learn how to play the guitar.	Possible response: This detail gives more information about types of fun things students could learn.

My TURN Revise a draft of your opinion essay by adding details for coherence and clarity.

366

Minilesson

Mentor STACK



TEACHING POINT Opinions need to be supported with evidence. Evidence supports the writer's ideas. Evidence in an opinion essay includes:

- Facts that can be verified
- Examples that illustrate the writer's opinion
- Explanations that clarify the writer's reasons

MODEL AND PRACTICE Tell students that during revision, they may find statements that do not have support. Say: *As you read your drafts, imagine the reader is saying, "Prove it." You may need to research and find more facts to add strength. Or you might include an example to support your statements.*

Read aloud a book review or an opinion essay from the stack. As you read, point out details, facts, examples, and explanations that support statements. Use the following questions to develop students' understanding:

- *How does this example help support the writer's opinion?*
- *How does the evidence make the essay more persuasive?*

Direct students to p. 366 in the *Student Interactive*. Read the instructions aloud and have students complete the first My Turn.

Possible Teaching Point

Language & Conventions | Comparing with Adjectives

Tell students that they can strengthen their essays by using adjectives to make their ideas clear.

- Comparative adjectives, which end with *-er*, compare two different things.
- Superlative adjectives, which end in *-est*, compare more than two things.



Independent Writing

Mentor STACK



FOCUS ON ADDING DETAILS After the minilesson, students should transition into independent writing. In the second My Turn, students revise drafts to improve sentence structure by adding supporting details for clarity.

- Students may need to conduct further research to find facts. Then have them brainstorm evidence that could support their statements.

WRITING SUPPORT

- **Modeled** Display a persuasive paragraph that lacks evidence. Do a Think Aloud to model how to add facts that support the opinion and reasons.
- **Shared** Display a statement about a community issue. Have students elaborate on the statement by providing facts, examples, and explanations.
- **Guided** Prompt students to locate reasons in their drafts that they feel need more detail and explanation.



Intervention Refer to the *Small Group Guide* for support.

See the **Conference Prompts** on p. T410.

Share Back

Have a few students share some evidence they added to their drafts and explain why this strengthened their opinion.

Spelling Words That Are Homographs

OBJECTIVE

Identify, use, and explain the meaning of homographs.

SPELLING WORDS

transplant	digest
consult	upset
finance	research
content	incline
minute	construct

HIGH-FREQUENCY WORDS

equation
 among

LESSON 2

Teach

FOCUS ON STRATEGIES Explain that homographs are words that are spelled the same but have different meanings and often have different pronunciations. Remind students that learning homographs will help them read fluently and understand what they read.

MODEL AND PRACTICE

Write or display the words *transplant*, *content*, *minute*, *research*, and *incline*. Say each word aloud and give its meanings. Have students repeat the words.

APPLY MyTURN

Have students complete the activity on p. 363 of the *Student Interactive* independently.

SPELLING
READING-WRITING BRIDGE

Homographs

Homographs are words that are spelled the same but have different meanings. Many homographs are pronounced differently.

MyTURN Read the words. Sort them into alphabetical order. If two words start with the same few letters, you can alphabetize to the second, third, or fourth letters. You might even alphabetize to the fifth letter! Remember to alphabetize based on the first letter that is different between the two words.

SPELLING WORDS		
transplant	minute	research
consult	digest	incline
finance	upset	construct
content		

construct

consult

content

digest

finance

incline

minute

research

transplant

upset

High-Frequency Words

High-frequency words appear frequently in texts. Write the following high-frequency words on the lines.

equation equation

among among

363

LESSON 2

Teach: Words That Are Homographs

FLEXIBLE OPTION LESSON 1

Assess Prior Knowledge

FLEXIBLE OPTION LESSON 3

More Practice: Words That Are Homographs

FLEXIBLE OPTION LESSON 4

Spiral Review: Words with *-able*, *-ible*, *-ation*

LESSON 5

Assess Understanding



Language & Conventions

Comparing with Adjectives

FLEXIBLE OPTION

LESSON 2**Oral Language: Comparing with Adjectives**

FOCUS ON STRATEGIES Say that adjectives are describing words that tell something about nouns. Adjectives that end with *-er* are comparative adjectives. They compare two different things. For example: *A mountain is taller than a mailbox.* Superlative adjectives end in *-est* and compare more than two things. For example: *That mountain is the tallest thing on the island.*

MODEL AND PRACTICE Write the following sentence on the board: *The light bulb is brighter than a candle, but the sun is the brightest object in the sky.* Have a volunteer identify the adjectives in this sentence. Then have volunteers tell which adjective is a comparative form and which is a superlative form. Students should point out the ending on each form.

APPLY Have students work in pairs. Ask each student to write a sentence that includes adjectives that compare two or more things. Have the partner read the sentence, identify the form of each adjective as comparative or superlative, and confirm that the correct ending has been used. Have students edit each other's sentences as necessary.

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:
Prepositions and
Prepositional
Phrases

LESSON 3

Teach Comparing
with Adjectives

LESSON 4

Practice Comparing
with Adjectives

FLEXIBLE OPTION

LESSON 5

Standards Practice

FAST TRACK

Edit for Capitalization

OBJECTIVE

Edit drafts using standard English conventions, including capitalization of official titles of people, holidays, and geographical names and places.

STUDENT INTERACTIVE, p. 367

WRITING WORKSHOP

Edit for Capitalization

Writers follow standard rules of English conventions, including **capitalization**. The name of a particular person, place, or thing is a proper noun. Proper nouns begin with a capital letter.

- Capitalize **official titles** of people.
Mrs. Nora Brown Dr. Parker
Mayor Castro Uncle Tony
- Capitalize the names of **holidays**.
Thanksgiving Memorial Day Presidents' Day
- Capitalize **geographical names**.
United States Houston New Mexico
Magnolia Road Mustang Park Pacific Ocean

My TURN Edit the following paragraph for correct capitalization.

The best vacation I had was when we went to south padre island. I was so excited to spend time with aunt Lucy at our family reunion. We watched the sunrise over the gulf of Mexico. We hope to come back next labor day.

My TURN Edit one of your own drafts for capitalization. Look for titles of people, holidays, and geographical names.

If it were a holiday, Capitalization Day would be a proper noun.

367

Minilesson

Mentor STACK



TEACHING POINT Proper nouns identify specific people, places, or things. Proper nouns are capitalized. Proper nouns include:

- Official titles of people
- Names of holidays
- Specific geographical names and places

MODEL AND PRACTICE Explain to students that titles of people, names of holidays, and specific geographical names and places are capitalized. Say: **A proper noun names a particular person, place, or thing. Proper nouns are capitalized. Proper nouns include official titles of people, specific holidays, and geographical names and places.**

Review *Green City* from the Reading Workshop. With students, look for examples of official titles of people, holidays, or geographical names and places. Ask: **Why are these words capitalized? What did you learn about these words that are capitalized?** Locate common nouns, such as *theater*, *president*, *world*, and *water tower*, and discuss why these words are not capitalized.

Then direct students to p. 367 in the *Student Interactive*. Read the rules and examples together. Have students edit the paragraph for the first My Turn.

Possible Teaching Point

Spelling | Homographs

Remind students that homographs are words that are spelled the same but have different meanings and may be pronounced differently. Have them work with a partner to create a list of common homographs to look for in their writing.



Independent Writing

Mentor STACK



FOCUS ON CAPITALIZATION After the minilesson, students should transition into independent writing. In the second My Turn, students edit their drafts using standard English, including capitalizing official titles of people, holidays, and geographical names and places.

- If students need additional practice with editing for capitalization, review the rules on p. 367 in the *Student Interactive* and provide additional examples.

WRITING SUPPORT

- **Modeled** Display sentences with uncapitalized proper nouns. Do a Think Aloud to demonstrate which words should be capitalized and explain why.
- **Shared** List common nouns for geographical places. For each noun, have students think of as many proper nouns as they can.
- **Guided** Have students highlight proper nouns in their drafts and make sure they have capitalized these nouns.



Intervention Refer to the *Small Group Guide* for support.

See the **Conference Prompts** on p. T410.

Share Back

Call on students to share which nouns they capitalized in their drafts and why. Have the class tell whether they agree.

Spelling Words That Are Homographs

OBJECTIVE

Identify, use, and explain the meaning of homographs.

SPELLING WORDS

transplant	digest
consult	upset
finance	research
content	incline
minute	construct

HIGH-FREQUENCY WORDS

equation
 among

FLEXIBLE OPTION

LESSON 3

More Practice

FOCUS ON STRATEGIES Remind students that there are two different pronunciations and more than one meaning for each spelling word, but the word is always spelled the same.

MODEL AND PRACTICE Write or display the following words. Have pairs pronounce the words two different ways, one for each meaning.

1. minute
2. upset

APPLY Have students complete *Spelling* p. 141 from the *Resource Download Center*.

Name _____

Spelling
 Spell Homographs
 Homographs are words that are spelled the same but have different meanings. Some homographs have more than one syllable and may be pronounced differently.

SPELLING WORDS			
transplant	content	upset	incline
consult	minute	research	construct
finance	digest		

Directions Read the words in the box. Identify the correct homograph, and write it on the line. If necessary, use an accent mark on the proper syllable to show that meaning.

1. The gardener will _____ the rose bush. (dig up and move)
2. I need to have a _____ with my lawyer. (a meeting)
3. We need money to _____ this project. (provide funds)
4. Much of the _____ of the book was false. (topics in a written work)
5. It took a _____ for the car to start. (60 seconds)
6. Don't be _____ by the surprise. (disturbed)
7. We went to the library to do _____ . (careful study)
8. They will _____ a new home. (build)
9. The ramp has a sharp _____ . (a slope or slant)
10. The magazine was a _____ of longer articles. (shorter version)

Grade 3, Unit 4, Week 4
 © Houghton Mifflin Harcourt Publishing Company

FLEXIBLE OPTION

LESSON 3

More Practice: Words That Are Homographs

FLEXIBLE OPTION

LESSON 1

Assess Prior Knowledge

LESSON 2

Teach: Words That Are Homographs

FLEXIBLE OPTION

LESSON 4

Spiral Review: Words with -able, -ible, -ation

LESSON 5

Assess Understanding



Language & Conventions

Comparing with Adjectives

LESSON 3

Teach Comparing with Adjectives

FOCUS ON STRATEGIES Remind students that adjectives can be used to compare two or more things. Comparative adjectives use *-er* to compare two things. Superlative adjectives use *-est* to compare more than two things.

Using these endings allows you to compare things with different forms of the same adjective.

MODEL AND PRACTICE Display the following sentences: *My room is clean. My brother's room is cleaner. The bathroom is the cleanest room in the house.* Have volunteers help you determine how many things are being described in each sentence and what form and ending each adjective uses. (*clean*, one thing, no ending; *cleaner*, two things, comparative, *-er*; *cleanest*, more than two things, superlative, *-est*)

OBJECTIVE

Edit drafts using standard English conventions, including adjectives, including their comparative and superlative forms.

ELL Targeted Support

Comparing with Adjectives Help students identify comparative and superlative adjectives in simple sentences.

Write the following sentence on the board: *A river is wider than a stream.* Help students circle the adjective and underline the ending. **EMERGING**

Use the same sentence as above, adding the sentence *This is the widest river in the state.* **DEVELOPING**

Have students write two sentences: one with a comparative adjective and another with a superlative adjective. Tell partners to exchange papers and circle the comparative and superlative adjective in each sentence. **EXPANDING/BRIDGING**

LESSON 3

Teach Comparing with Adjectives

FLEXIBLE OPTION

LESSON 1



Spiral Review:
Prepositions and
Prepositional
Phrases

FLEXIBLE OPTION

LESSON 2

Oral Language:
Comparing with
Adjectives

LESSON 4

**Practice Comparing
with Adjectives**

FLEXIBLE OPTION

LESSON 5

Standards Practice

FAST TRACK

Peer Edit

OBJECTIVE

Work collaboratively with others by following agreed-upon rules, norms, and protocols.

STUDENT INTERACTIVE, p. 368



OPINION ESSAY

Peer Edit

Exchanging writing with a partner and making comments is **peer editing**. Reading peers' opinion essays helps your peers know whether their reasons are convincing. You might also find problems or errors in the essays. Remember to share ideas and suggest corrections politely. For example, first name something the writer did well, and then mention something he or she could fix. Pointing out both strong and weak points in your partner's essay helps you develop social communication skills.

My TURN Work with a partner. Read each other's opinion essay and politely discuss how to make the reasons stronger. Use the checklist to help you.

CHECKLIST FOR PEER EDITING

- Does the writer state an opinion clearly?
- Do strong reasons support the opinion?
- Does the writer add details that support the reasons?
- Are the reasons listed logically?
- Does the writer use linking words to connect the opinion to reasons?

My TURN Answer these questions about your partner's opinion essay.

What is the strongest part of the opinion essay?

What part of the essay needs improvement?

368

Minilesson

Mentor STACK



TEACHING POINT A peer editor is a classmate who will read a partner's writing and make suggestions for improvement. Feedback should be shared in a polite and respectful manner, using agreed-upon rules. For this opinion essay, peer editors should focus on the following:

- Clear opinion statement
- Convincing reasons supporting the opinion
- Facts and supporting examples
- Logical order
- Linking words

MODEL AND PRACTICE Tell students that even professional writers have someone read their writing before they publish. Say: **A peer editor can identify opinions that need developing and recognize whether you used linking words to connect ideas. A peer editor can find mistakes that you missed. In general, a peer editor can help you write a stronger opinion essay.**

Remind students that peer editors point out strengths in the writing as well as areas that need improvement.

Direct students to p. 368 in the *Student Interactive*. Read the page aloud with students and review the Checklist for Peer Editing. Then have students peer edit. Have students use social communication skills by conversing politely as they discuss each other's essays.

Possible Teaching Point

Writing Process

Revising and Editing | Positive Feedback

As peers edit each other's essays, emphasize how important it is to give each other positive feedback. A writer appreciates hearing what he or she has done well before hearing what might need improvement. In addition, remind students to use a respectful and kind tone when sharing ideas to improve their partner's essays.



Independent Writing

Mentor STACK



FOCUS ON PEER EDITING After students peer edit, they will transition into independent writing as they reflect on their partner's essay.

- Tell students to write in complete sentences and to explain their responses. Students should comment on specific examples or sentences from their partner's essay. Observe pairs closely and provide assistance to those who need support.

WRITING SUPPORT

- **Modeled** Display a short essay with errors, and do a Think Aloud to model editing. Begin by noting what the writer did well. Then focus on specific areas that need improvement.
- **Shared** Give students an unedited paragraph. Ask them to identify the strengths. Then have them note specific problems and suggest ideas to make the writing better.
- **Guided** As students peer edit, have them use the Checklist on p. 368 in the *Student Interactive*.



Intervention Refer to the *Small Group Guide* for support.

See the **Conference Prompts** on p. T410.

Share Back

Ask partners to share what they learned from peer editing. Have students tell what they enjoyed most about the process.

Spelling Spiral Review

OBJECTIVE

Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes.

SPELLING WORDS

transplant	digest
consult	upset
finance	research
content	incline
minute	construct

HIGH-FREQUENCY WORDS

equation
among

Writing Workshop

As students proofread their writing, remind them to check their spellings of words with *-able*, *-ible*, and *-ation*.

FLEXIBLE OPTION

LESSON 4



Spiral Review: Words with *-able*, *-ible*, *-ation*

FOCUS ON STRATEGIES Review the spelling rules from the previous week for words with *-able*, *-ible*, and *-ation*. Remind students that sometimes these endings are added to base words as suffixes.

MODEL AND PRACTICE Display the following words: *communicable*, *civilization*, *sensible*, and *believable*. Ask volunteers to determine each word's base word and suffix. Have them take note of any spelling changes to the base word that occurred when the suffix was added.

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 say the words aloud, emphasizing *-able*, *-ible*, and *-ation* before spelling the word.

FLEXIBLE OPTION

LESSON 4



Spiral Review:
 Words with *-able*,
-ible, *-ation*

FLEXIBLE OPTION

LESSON 1

✓ Assess Prior Knowledge

LESSON 2

Teach: Words That Are Homographs

FLEXIBLE OPTION

LESSON 3

More Practice: Words That Are Homographs

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. 364.

LANGUAGE AND CONVENTIONS

Comparing with Adjectives

Adjectives are describing words. You can use adjectives to compare. 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**.

One thing: My dad has a new car.

Two things: My mom's car is newer than my dad's car.

Three or more things: Grandpa's car is the newest car in the family.

Some Comparing Adjectives

One	Two/Comparative	Three or more/ Superlative
green	greener	greenest
great	greater	greatest
high	higher	highest
few	fewer	fewest

My TURN Edit this draft by correcting incorrect comparative and superlative adjectives.

Grandma and her neighbor Jean each planted green beans. Grandma's beans grew ^{higher} ~~highest~~ than Jean's beans, but Grandma's plants had ^{fewer} ~~fewest~~ beans. Another neighbor, Ben, brought beans home from the store. His beans were ^{greener} ~~green~~ than Grandma's or Jean's. I told Grandma that she had the ^{greatest} ~~great~~ beans of all.

364

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 make sure the adjectives they use to compare things have the proper endings. You may wish to have partners trade drafts to check that any adjectives being used to compare are in the correct form.

FLEXIBLE OPTION

LESSON 1



Spiral Review:
Prepositions and
Prepositional
Phrases

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

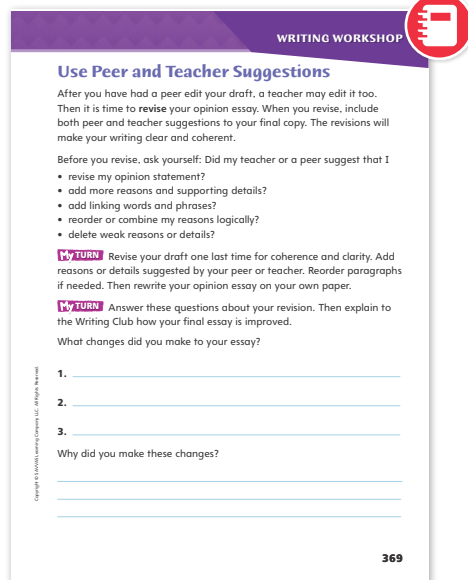
FAST TRACK

Use Peer and Teacher Suggestions

OBJECTIVE

Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.

STUDENT INTERACTIVE, p. 369



Minilesson

Mentor **STACK**



TEACHING POINT Revising involves reading peer and teacher suggestions and applying them to the final copy. Revisions may include:

- Improving the introduction
- Rearranging ideas to improve structure
- Adding support or linking words

MODEL AND PRACTICE Tell students that they will revise their drafts one last time. This time, they will use peer and teacher suggestions. Say: **A peer has offered suggestions to make your opinion essay stronger. I have also included suggestions. Reread these comments and apply the changes to your essay. Remember, you are not rewriting the essay. You are revising to make your writing clear and coherent. Some of you may have to reorganize your ideas. Some of you may need to add support. And some of you may need to add examples.**

Direct students to p. 369 in the *Student Interactive*. Have them read the page and create a plan on how to implement the suggestions. Students may use the entire independent writing time to work on revising their drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging. Then have them answer the questions.

WRITING CLUB

Have students gather into their Writing Club groups. See p. T429 for details of how to run Writing Club. See the **Conference Prompts** on p. T410.

Share Back

Invite students to share the changes they made to their essays and to explain how these changes improved their writing.



WRITING CLUB

What's Happening This Week? In this week's Writing Club, students will share revisions of their opinion essays.

As students continue to work with their Writing Club group, they should spend the first 5–10 minutes discussing the following:

- How to show the reader you are listening
- Making positive suggestions rather than stating the essay needs work
- Ways to record suggestions to use during independent writing

What Are We Sharing? Before sharing their work, students should decide which skill or technique 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 opinion essays. 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.

- What linking words did you add?
- What details did you add to support your reasons?
- How did you decide which nouns to capitalize?
- What was your favorite part of peer editing?
- Which suggestions improved your essay the most?

Spelling Words That Are Homographs

OBJECTIVE

Identify, use, and explain the meaning of homographs.

SPELLING WORDS

transplant	digest
consult	upset
finance	research
content	incline
minute	construct

HIGH-FREQUENCY WORDS

equation
among

LESSON 5

✓ Assess Understanding

Use the following sentences for the spelling test.

Spelling Sentences

1. My mom was able to **transplant** the seedling in the garden.
2. You need to **consult** a doctor for your health problems.
3. Dad wanted to **finance** his new car so he could pay for it over time.
4. The class discussed the **content** of the passage.
5. A bear can sense even a **minute** amount of food.
6. My friend cannot **digest** cow's milk, so she drinks almond milk.
7. Our teacher was **upset** because no one did the homework.
8. We used an encyclopedia to **research** ancient Greece.
9. The road up the mountain was a steep **incline**.
10. Workers will **construct** a new library downtown.

FLEXIBLE OPTION
LESSON 1

✓ Assess Prior Knowledge

LESSON 2

Teach: Words That Are Homographs

FLEXIBLE OPTION
LESSON 3

More Practice: Words That Are Homographs

FLEXIBLE OPTION
LESSON 4

🌀 Spiral Review:
Words with *-able*,
-ible, *-ation*

LESSON 5

✓ Assess Understanding



Language & Conventions

Comparing with Adjectives

FLEXIBLE OPTION

LESSON 5

Standards Practice

Display the following sentence and have students respond independently.

The red blanket is smaller than the blue blanket, but it is the warmer of all our blankets.

Which revision changes an adjective to its proper form?

- A Change *warmer* to *warmest*.
- B Change *smaller* to *smallest*.
- C Change *warmer* to *warm*.
- D Change *smaller* to *small*.

APPLY Have students complete *Language and Conventions* p. 146 from the *Resource Download Center*.

Name _____

Language and Conventions
Comparing with Adjectives

A comparative adjective compares two things and has an -er ending. A superlative adjective compares more than two things and has an -est ending.

Directions Write the comparative or superlative adjective that would be used to compare the number of things noted using the adjective shown.

- smooth (6 things) smoothest
- blue (2 things) bluer
- tall (3 things) tallest
- long (7 things) longest
- soon (2 things) sooner
- cold (2 things) colder
- brave (2 things) braver
- bold (4 things) boldest

Grade 3, Unit 4, Week 4 146

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:
Prepositions and
Prepositional
Phrases

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

- practice keyboarding and editing for spelling to prepare for publishing.
- publish, celebrate, and reflect on their writing.
- write opinion essays 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	FAST TRACK LESSON 2	LESSON 3
MINILESSON 5–10 min.	Use Technology to Publish Written Work T436	Edit for Spelling T440	Publish and Celebrate T444
INDEPENDENT WRITING AND CONFERENCES 30–40 min.	Independent Writing and Conferences T437	Independent Writing and Conferences T441	Independent Writing and Conferences T445
SHARE BACK FOCUS 5–10 min.	Identifying Keyboarding Skills T437	How an Editing Process Helps T441	Making Essays More Persuasive T445
READING-WRITING WORKSHOP BRIDGE 5–10 min.	<p>FLEXIBLE OPTION ↩</p> <ul style="list-style-type: none"> • Spelling Assess Prior Knowledge T438 <p>FLEXIBLE OPTION ↩</p> <ul style="list-style-type: none"> • Language & Conventions Spiral Review: Comparing with Adjectives T439 	<ul style="list-style-type: none"> • Spelling Teach: Spell Homophones T442 <p>FLEXIBLE OPTION ↩</p> <ul style="list-style-type: none"> • Language & Conventions Oral Language: Adverbs T443 	<p>FLEXIBLE OPTION ↩</p> <ul style="list-style-type: none"> • Spelling More Practice T446 • Language & Conventions Teach Adverbs T447



Mentor STACK



The following criteria may be helpful in selecting texts to add to the stack:

- The essays were typed and published with correct formatting.
- The essays were edited for spelling.
- The essays are examples of effective persuasion.

FAST TRACK

LESSON 4

LESSON 5

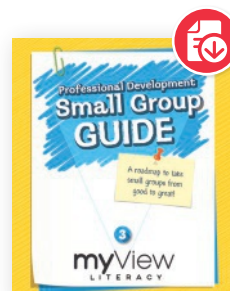
Prepare for Assessment T448	Assessment T452
Independent Writing and Conferences T449	Assessment T452–T453
Time Management During an Assessment T449	Assessment T452
<p>FLEXIBLE OPTION ↩</p> <ul style="list-style-type: none"> • Spelling Spiral Review T450 • Language & Conventions Practice Adverbs T451 	<ul style="list-style-type: none"> • Spelling <i>Assess Understanding</i> T454 <p>FLEXIBLE OPTION ↩</p> <ul style="list-style-type: none"> • Language & Conventions Standards Practice T455

ADDITIONAL RESOURCES

MINILESSON 5–10 min.	Common Keyboard Shortcuts	How to Write a Final Draft
INDEPENDENT WRITING AND CONFERENCES 30–40 min.	Independent Writing and Conferences	Independent Writing and Conferences
SHARE BACK FOCUS 5–10 min.	Benefits of Keyboard Shortcuts	Reviewing a Final Draft



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, evaluate students' keyboarding skills, their understanding of editing and publishing, and their readiness for a writing assessment. Have stacks and minilessons available to reference during the conferences.


FORMATIVE ASSESSMENT Conference Prompts

Use Technology to Publish Written Work

If students need additional support,  **Then** ask: Which keyboarding skill is most challenging?

If students show understanding, **Then** ask: What other keyboarding techniques would you like to learn?

Edit for Spelling

If students need additional support,  **Then** follow the steps for a misspelled word together.

If students show understanding, **Then** ask: Which words did you learn how to spell while editing?

Publish and Celebrate

If students need additional support,  **Then** review the reasons for writing an opinion essay.

If students show understanding, **Then** ask: What did you learn about persuading an audience?

Prepare for Assessment

If students need additional support,  **Then** review how to organize supporting reasons and facts.

If students show understanding, **Then** ask: What is your greatest strength in writing opinion essays?

Conference Support for ELL

EMERGING

- Label and practice saying these parts of a draft: *name, date, title, line, paragraph*.
- Teach a spelling pattern that will help student to spell newly acquired vocabulary.
- Use a picture dictionary with student to look up hard-to-spell words.

DEVELOPING

- Help students say a sentence describing each keyboarding skill as it is carried out.
- Teach a spelling pattern that is challenging to students, based on misspelled words in drafts.
- Help students use a print dictionary to look up words and read their definitions.

EXPANDING

- Discuss other ways that students have used technology.
- Review spelling patterns or individual words that students find challenging.
- Ask how students have been persuaded to do something or to agree with someone.

BRIDGING

- Have students display their keyboarding skills to you by simultaneously demonstrating and describing them.
- Discuss how the students formed an opinion for the essay and what other topics are of interest for the future.
- Discuss any extra things that students can do to prepare for assessment.



Reading-Writing Workshop Bridge

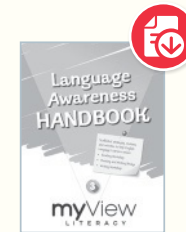
While conferring with students, refer to the Bridge minilessons on **author's message** and **adverbs**.



ELL Minilesson Support

Week 5: Publish, Celebrate, and Assess

During the week, your ELLs will benefit from additional writing support that increases their ability to write in and about the opinion essay genre. These targeted supports were chosen to help students describe their writing and use connecting words.



See the *Language Awareness Handbook* for additional writing support.

Use this note for the minilesson on p. T444.

ELL Targeted Support

PUBLISH AND CELEBRATE

When students are able to reflect on their writing, they will be motivated to write more and improve their skills. Have students describe their writing strengths and weaknesses in regard to opinion essays.

Display the following stem and three possible answers: *I can write a good ____.* (*introduction, opinion, reason*) Help students choose an appropriate answer and copy the sentence. Repeat with this second stem: *I need help writing ____.* (*an introduction, a conclusion, facts*)

EMERGING

Display the sentence stems from the Beginning note, but without the answer choices. Have students copy and complete each stem.

DEVELOPING

Have students write four sentences, two describing their writing strengths and two describing their writing weaknesses. Assist students as needed with vocabulary, grammar, and detail. **EXPANDING/BRIDGING**

Use this note for the minilesson on p. T448.

ELL Targeted Support

PREPARE FOR ASSESSMENT

Have students practice using connecting words to write about opinions and reasons.

Display the following sentence:

I think __ (opinion) __ because __ (reason) __.

Explain that the word *because* connects the opinion and the reason. Give students choices for each blank, and help them to complete and copy the sentence. **EMERGING**

Display the following sentence: *I think __ (opinion) __ because __ (reason) __.* Explain that the word *because* connects the opinion and the reason. Have students complete and copy the sentence, adding in their opinion and reason.

DEVELOPING

Review how to use the connecting words *because* and *since*. Have partners write two sentences, each using one of these words to connect an opinion and a reason. Have both students write down the sentences.

EXPANDING/BRIDGING

FAST TRACK

Use Technology to Publish Written Work

OBJECTIVE

Publish written work for appropriate audiences.

STUDENT INTERACTIVE, p. 401

OPINION ESSAY WRITING WORKSHOP

Use Technology to Publish Written Work

Many authors choose to publish their writing, or make it available for audiences to read. Authors may publish their work in print, such as magazines, or they may use technology to publish it digitally, such as a blog. If they choose to publish using word-processing software, they will need keyboarding skills.

Learning Goal
I can use elements of opinion writing to write an opinion essay.

Importance of Keyboarding Skills	
Benefit	Explanation
Faster typing	Learning the keyboard improves speed.
More accurate typing	Practicing keyboarding skills results in fewer typing mistakes.
Higher quality of published work	Follow your teacher's guidelines for typing a final draft with word-processing software.

My TURN Produce a draft of your opinion essay using a computer. Use the checklist to help you focus on your keyboarding skills.

WHEN I TYPE MY DRAFT.

- I put my name and the date at the top of the page.
- I set the title in bold type and center it.
- I use the tab key to indent paragraphs.
- I press the return key at the end of each paragraph.
- I choose a font, or kind of lettering, that is easy to read.

401

Minilesson

Mentor **STACK**



TEACHING POINT Students who have strong keyboarding skills are better equipped to use word-processing software when publishing their writing. If students practice certain keyboarding techniques to type a draft, they will benefit by

- Typing at a faster rate.
- Typing more accurately.
- Creating a higher quality of published work.

MODEL AND PRACTICE Display a published stack text, and say: **Let's look at the features of this essay that make it easier to read. The person who typed this essay used keyboarding skills to create this look.** Point out features of the text that have been produced with keyboarding skills (e.g., boldface title, paragraph indentations, font choice).

Model typing the draft of an opinion essay. Think aloud as you demonstrate each item on the checklist from p. 401 of the *Student Interactive*. Say: **At first, you might have to think about these actions as you do them. But you will eventually do them automatically as you continue to practice your keyboarding skills. In time, your keyboarding skills will improve.**

Direct students to p. 401 of the *Student Interactive*. Explain that they will use the checklist to help them perform the same techniques that you just modeled.



Independent Writing

Mentor STACK



FOCUS ON KEYBOARDING SKILLS After the minilesson, students should transition into independent writing.

- If students find any items from the checklist to be challenging, have them practice these items a few times separately.

WRITING SUPPORT

- **Modeled** Model how to place your fingers on a keyboard.
- **Shared** Provide students with a document that has formatting errors. Work with the students to correct the errors.
- **Guided** Give explicit instruction that guides students to format the top of their opinion essay.

 **Intervention** Refer to the *Small Group Guide* for support.

See the **Conference Prompts** on p. T434.

Share Back

Have a few students share the draft they typed, either onscreen or in printed form. Ask the class to identify where checklist items from the *Student Interactive* page were carried out.



Spelling Spell Homophones

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

ate	duel
cell	eight
dear	pause
deer	paws
dual	sell

HIGH-FREQUENCY WORDS

government
 material

FLEXIBLE OPTION LESSON 1

Assess Prior Knowledge

Use the sentences from Lesson 5 Spelling, p. T454, to assess students' prior knowledge of homophones.

For students who understand how to spell these homophones, include the following Challenge Words with the spelling list.

Challenge Words

weather
 whether
 seize

ELL Targeted Support

Homophones Tell students that knowing pairs of homophones will help them decide if the correct homophone is being used in each context.

Display the homophones in pairs: *duel, dual*; *cell, sell*; and *dear, deer*. Have students point out the letters that are different in each homophone pair. **EMERGING/DEVELOPING**

Display the homophones in pairs: *du_, du_*; *_ell, _ell*; and *de_r, de_r*. Have students fill in the blanks with letters that create two different homophones (*duel, dual*; *cell, sell*; and *dear, deer*) **EXPANDING/BRIDGING**

FLEXIBLE OPTION LESSON 1

Assess Prior Knowledge


LESSON 2

Teach: Spell Homophones

FLEXIBLE OPTION LESSON 3

More Practice: Spell Homophones

FLEXIBLE OPTION LESSON 4

 Spiral Review: Homographs

LESSON 5

 Assess Understanding



Language & Conventions

Spiral Review

FLEXIBLE OPTION

LESSON 1



Spiral Review: Comparing with Adjectives

FOCUS ON STRATEGIES Review that adjectives can be used to compare two or more things. Comparative adjectives use *-er* to compare two things. Superlative adjectives use *-est* to compare more than two things.

MODEL AND PRACTICE Display the following sentences. *This tree is tall. The tree near my house is taller than this tree. The tree at the playground is the tallest tree in the neighborhood.* Ask students to describe how many objects are being compared in each sentence and what form and ending each adjective uses. (*tall*, one thing and no ending; *taller*, two things and comparative, *-er*; *tallest*, more than two things and superlative, *-est*).

APPLY Have students write a sentence comparing two things using comparative adjectives. Then, have students write a sentence comparing more than two things using superlative adjectives. Ask partners to identify the number of things being compared and the adjectives being used.

OBJECTIVE

Edit drafts using standard English conventions, including adjectives, including their comparative and superlative forms.

ELL Targeted Support

Comparing with Adjectives Help students identify comparative and superlative adjectives in simple sentences.

Write the following sentence on the board: *A river is wider than a stream.* Help students circle the adjective and underline the ending. **EMERGING**

Use the same sentence as above, adding the sentence *This is the widest river in the state.* **DEVELOPING**

Have students write two sentences: one with a comparative adjective and another with a superlative adjective. Tell partners to exchange papers and circle the comparative and superlative adjective in each sentence. **EXPANDING**

FLEXIBLE OPTION

LESSON 1



Spiral Review:
Comparing with
Adjectives

FLEXIBLE OPTION

LESSON 2

Oral Language:
Adverbs

LESSON 3

Teach Adverbs

LESSON 4

Practice Adverbs

FLEXIBLE OPTION

LESSON 5

Standards Practice

FAST TRACK

Edit for Spelling

OBJECTIVE

Edit drafts using standard English conventions.

STUDENT INTERACTIVE, p. 402



OPINION ESSAY

Edit for Spelling

To edit your opinion essay for correct spelling, highlight or underline words that might be misspelled. Then follow these steps for each word:

1. **Spell the word as best you can.** Use what you already know about letter sounds and spelling patterns. Recall spelling rules you have learned this year. Look for high-frequency words you know how to spell correctly.
2. **Look up in a print or online dictionary** any word you are not sure how to spell.
3. **Read the definition** to make sure it is the right word.
4. **If you cannot find the word:**
 - Scan the nearby entry words.
 - Look up other possible spellings of the word.
 - Ask for help from peers or adults.

My TURN Edit the draft sentences below. Fix the underlined, misspelled words by writing the correct spelling on the line. Remember to use the spelling patterns and rules you have learned as well as the correct spelling of high-frequency words.

1. Brandon is my best freind. friend
2. I am wearing a jacket becuze it is cold. because
3. You are allways on time for school. always
4. Theyrre several ways to get to school. There are
5. My favorite part of every meal is desert. dessert
6. I wrote my essay on the computer. computer
7. On my birthday, I recieved a lot of great gifts. received

402

Minilesson

Mentor STACK



TEACHING POINT When editing for the correct spelling of words with orthographic rules and patterns, students should reread their draft slowly. When students find a misspelled word, they should

- Make sure they spelled the word using orthographic patterns and rules.
- Look up the word in a print or online dictionary to confirm or correct the spelling of the word.

If a word doesn't seem to follow orthographic rules or patterns, it may be a high-frequency word. Students should

- Check different spellings of the word in a dictionary to confirm or correct the spelling.
- Ask another student or a teacher for help.

MODEL AND PRACTICE Say: **Let's take a closer look at the spelling in your essay while you edit your work. When you find misspelled words during the editing stage, there are certain steps you can take.** Model showing students how to use a dictionary to confirm or correct the spelling of the word *horses*, which has orthographic rules and patterns. Then model how to use a dictionary to confirm or correct the spelling of the high-frequency word *science* with different possible misspellings, such as *syince*, *sience*.

Direct students to the My Turn on p. 402 of the *Student Interactive*. Tell them to follow the steps for each word even if they think they know the correct spelling, as it will help them to practice the editing process.

Possible Teaching Point

Spelling | Spell Homophones

Remind students that homophones are words with different spellings and meanings but the same pronunciation. Provide a few examples.

- *meat, meet*
- *bear, bare*
- *to, two, too*

As students prepare to publish their opinion essays, have them check that they used the correct spelling for any words that are homophones.



Independent Writing

Mentor STACK



FOCUS ON SPELLING After the minilesson, students should transition into independent writing. Tell them to confirm or correct the spellings of high-frequency words and words with orthographic rules and patterns.

- If students need help with the editing process outlined on *Student Interactive* p. 402, tell them to ask their peers or teachers for assistance.

WRITING SUPPORT

- **Modeled** Model possible options for when the first steps of the process have not led to a correct spelling.
- **Shared** Take turns completing steps as you search for a word's correct spelling.
- **Guided** Ask questions that guide students through each step of the process for finding a correct spelling.



Intervention Refer to the *Small Group Guide* for support.

See the **Conference Prompts** on p. T434.

Share Back

Have a few students share words they corrected in their draft, as well as how the process on the *Student Interactive* page helped them to do it. Ask the class if they have any additional advice when editing for spelling.

Spelling Spell Homophones

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

ate	duel
cell	eight
dear	pause
deer	paws
dual	sell

HIGH-FREQUENCY WORDS
 government
 material

LESSON 2

Teach

FOCUS ON STRATEGIES Explain that homophones are words that have the same pronunciation but different spellings and meanings. Tell students that they will have to learn the difference between pairs of homophones in order to use and spell each word correctly.

MODEL AND PRACTICE

Write or display the words *pause*, *ate*, *eight*, and *paws*. Have volunteers pair the homophones and then spell each word aloud.

APPLY My TURN Have students complete p. 399 of the *Student Interactive* independently.

SPELLING
READING-WRITING BRIDGE

Spell Homophones

Homophones are words that sound alike but have different spellings and meanings.

My TURN Sort the words into homophone pairs. Write each pair on the lines, alphabetizing the words. If a pair of homophones starts with the same two letters, use the third letter in each word to alphabetize the words. Then, on a separate sheet of paper, choose a homophone pair, explain the words' meanings, and use each word in a sentence.

SPELLING WORDS		
ate cell dear pause	sell duel eight	deer paws dual

_____ ate _____

_____ eight _____

_____ pause _____

_____ paws _____

_____ dear _____

_____ deer _____

_____ cell _____

_____ sell _____

_____ dual _____

_____ duel _____

High-Frequency Words

Write the following high-frequency words on the lines.

government **government** _____

material **material** _____

399

LESSON 2

Teach: Spell Homophones

FLEXIBLE OPTION
LESSON 1

Assess Prior Knowledge

FLEXIBLE OPTION
LESSON 3

More Practice: Spell Homophones

FLEXIBLE OPTION
LESSON 4

Spiral Review: Homographs

LESSON 5

Assess Understanding



Language & Conventions

Adverbs

FLEXIBLE OPTION

LESSON 2**Oral Language: Adverbs**

FOCUS ON STRATEGIES Ask students to explain the function of a verb in their own words. Say that an adverb tells more about the action of a verb in a sentence. Adverbs tell how, when, or where something happens. Adverbs are typically found near the verbs in sentences, and sometimes they can be identified by their *-ly* ending.

MODEL AND PRACTICE Write the following sentence on the board: *My calico cat walks silently.* Read the sentence aloud. Have a volunteer identify the adverb in the sentence and orally explain the function of the adverb. (*silently*) Remind the volunteer to say whether the adverb tells more about how, when, or where the cat walks. (*how*)

APPLY Have students work with a partner. Have one student form a sentence that uses an adverb. Have the partner identify the adverb used in the sentence and orally explain whether the adverb 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.

FLEXIBLE OPTION

LESSON 2
**Oral Language:
Adverbs**

FLEXIBLE OPTION

LESSON 1
**Spiral Review:
Comparing with
Adjectives**
LESSON 3

Teach Adverbs

LESSON 4

Practice Adverbs

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. 403



Publish and Celebrate

A writer might publish an opinion essay to a particular audience for the following reasons:

- to express thoughts and feelings
- to bring attention to a topic
- to affect the way people think or act
- to change something in the world

WRITING TIP After you publish your opinion essay, complete these sentences about your experience. Write legibly in cursive. Leave spaces between words so your writing is easy to read.

The reasons I chose this topic are _____

I organized my opinion essay by _____

My opinion essay is persuasive because _____

In the future, I would also like to share my opinion on these topics:

403

Minilesson

Mentor STACK



TEACHING POINT When writers publish their opinion essays, they might want to express thoughts and feelings about a topic, bring attention to a topic, change how people think or act, or even change the world. Publishing options for students' opinion essays include

- A classroom newspaper with opinion essays published as editorials.
- A classroom blog with a new opinion essay posted each day.
- Thematic collections of essays that can be added to the classroom library.

MODEL AND PRACTICE Show students examples of published opinion essays, such as stack texts, reviews in magazines, essays in anthologies, and editorials in newspapers. Say: *Why did you write your opinion essay? Who should read it? Is it about something current, or will it matter to readers for a long time?* Discuss with students how to publish their stories.

Direct students to p. 403 in the *Student Interactive*. Read each prompt with students to make sure they know how to answer it.

Possible Teaching Point

Writing Process

Publishing | Reflect on Writing

As students prepare to share their opinion essays, encourage them to reflect on their writing experience. Have them ask themselves questions, such as

- What part of my essay was most persuasive?
- What was the hardest part about writing an opinion essay?
- What part of the writing process did I enjoy the most?



Independent Writing

Mentor STACK



FOCUS ON PUBLISHING After the minilesson, students should transition into independent writing.

- Remind them to use cursive as they complete the prompts on p. 403 of the *Student Interactive* page. Have them reread their essay to help them consider how they organized it and why it is persuasive.

WRITING SUPPORT

- **Modeled** Think aloud as you consider why a writer might publish an opinion essay and where the writer might publish it.
- **Shared** Together brainstorm places where student opinion essays could be published.
- **Guided** Ask questions that guide students to consider the most important reason why they may want to publish an opinion essay.



Intervention Refer to the *Small Group Guide* for support.

See the **Conference Prompts** on p. T434.

Share Back

Have a few students share their responses from the *Student Interactive* page. Ask the class how they might try to make future opinion essays more persuasive.

Spelling Spell Homophones

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

ate	duel
cell	eight
dear	pause
deer	paws
dual	sell

HIGH-FREQUENCY WORDS
 government
 material

FLEXIBLE OPTION

LESSON 3

More Practice

FOCUS ON STRATEGIES Remind students that homophones are words that have the same pronunciation but different spellings and meanings.

MODEL AND PRACTICE Write or display the following words. Have volunteers write the homophone for each word.

- ate
- cell
- deer
- dual

APPLY Have students complete *Spelling* p. 142 from the *Resource Download Center*.

Name _____

Spelling
 Spell Homophones
 Homophones are words that sound alike but have different spellings and meanings. You have to learn the meaning of each homophone in order to use and spell the homophone correctly.

SPELLING WORDS			
ate	deer	eight	paws
cell	dual	pause	sell
dear	duel		

My Turn Use the correct homophone in each sentence.

- We _____ lunch at noon.
ate / eight
- She saw a _____ run across the field.
dear / deer
- They _____ popcorn at the movie theater.
cell / sell
- The actors had a _____ with swords during the play.
dual / duel
- The dog runs on its four _____.
paws / pause

Grade 3, Unit 4, Week 5
 © Houghton Mifflin Harcourt Publishing Company

FLEXIBLE OPTION

LESSON 3

More Practice: Spell Homophones

FLEXIBLE OPTION

LESSON 1

Assess Prior Knowledge

LESSON 2

Teach: Spell Homophones

FLEXIBLE OPTION

LESSON 4

Spiral Review: Homographs

LESSON 5

Assess Understanding



Language & Conventions

Adverbs

LESSON 3

Teach Adverbs

FOCUS ON STRATEGIES Say that adverbs tell how, when, or where something happens. Adverbs are typically found near the verbs in sentences.

MODEL AND PRACTICE Write the following sentence on the board: *We studied hard, and we will study again.* Read the sentence aloud. Have a volunteer identify the adverbs in the sentence. (*hard, again*) Then have another volunteer identify the function of the adverbs. (*hard*: how; *again*: when)

OBJECTIVE

Edit drafts using standard English conventions, including adverbs that convey time and adverbs that convey manner.

ELL Targeted Support

Adverbs Help students identify the 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**

LESSON 3

Teach Adverbs

FLEXIBLE OPTION

LESSON 1



Spiral Review:
Comparing with
Adjectives

FLEXIBLE OPTION

LESSON 2

Oral Language:
Adverbs

LESSON 4

Practice Adverbs

FLEXIBLE OPTION

LESSON 5


Standards Practice

Prepare for Assessment

OBJECTIVE

Use the writing process recursively to compose multiple texts that are legible and use appropriate conventions.

STUDENT INTERACTIVE, p. 404



OPINION ESSAY

Prepare for Assessment

My TURN Follow a plan as you prepare to write an opinion essay in response to a prompt.

- Study the prompt.**
Read the prompt. Underline the kind of writing you will do. **Highlight** the main idea or topic you will write about.
Prompt: Write an opinion essay about **whether a third-grader should own a smartphone.**
- Brainstorm.**
Clearly state your topic and opinion in one sentence. Then the rest of the essay will follow more easily.
- Organize and plan your opinion essay.**
Think of several reasons for your opinion. Then think about how to back up those reasons with supporting facts.
- Write your draft.**
Start with an introduction. Then organize your supporting reasons and facts. Finally, end with a conclusion that restates your opinion and reason for it.
- Revise and edit your opinion essay.**
Use the skills you have learned to make changes and corrections as needed.

Using a graphic organizer can help you organize reasons and facts.

404

Minilesson

Mentor STACK



TEACHING POINT During the assessment, students should organize key points of their opinion essay before they draft. Without taking this time to plan beforehand, they might encounter challenges. As students plan their opinion essay, they should

- Make sure they understand the directions in the prompt.
- Think of a clear topic and point of view before they start.
- Develop and order strong reasons and facts.

MODEL AND PRACTICE Explain to students that they should begin their assessment by making a plan for their opinion essay. Say: **If you take time to read the directions and plan the key points of your essay before you begin to write, your draft will go more smoothly. You will have fewer problems with your draft. During an assessment, there is not a lot of time to fix problems, so you want to avoid them if possible.** With students, brainstorm which key points they should know before they draft.

Direct students to p. 404 in the *Student Interactive*. Model with a different prompt how to complete the first three steps listed in the My Turn:

- First, study the prompt, underlining any important direction words.
- Next, brainstorm your topic and opinion and be ready to state it in one sentence.
- Then, think of several reasons and supporting facts and how to organize them.

Remind students to include an introduction and conclusion while they draft. Also stress the importance of revising and editing at the very end.

Possible Teaching Point

Language & Conventions | Adverbs

Remind students that adverbs tell how, when, and where an action takes place. Provide them with the following examples:

- how: *slowly, clearly, very*
- when: *first, never, regularly*
- where: *here, there, nowhere*



Independent Writing

Mentor STACK



FOCUS ON ASSESSMENT After the minilesson, have students independently complete the first three activities on p. 404 of the *Student Interactive*.

WRITING SUPPORT

- **Modeled** Perform a Think Aloud on how to highlight and underline key direction words in a prompt.
- **Shared** Brainstorm together how to state a topic and opinion in one sentence for an assessment.
- **Guided** Provide explicit instruction on how to organize reasons and facts quickly for an assessment.



Intervention Refer to the *Small Group Guide* for support.

See the **Conference Prompts** on p. T434.

Share Back

Have a few students share their experiences from the practice assessment. Ask them whether they spent too much or too little time on any part of the process.

Spelling Spiral Review

OBJECTIVES

Identify, use, and explain the meaning of homographs.

SPELLING WORDS

ate	duel
cell	eight
dear	pause
deer	paws
dual	sell

HIGH-FREQUENCY WORDS

government
material

Writing Workshop

As students proofread their writing, remind them to check their use of homographs. Have them make sure they are spelling and using the homographs correctly.

FLEXIBLE OPTION

LESSON 4



Spiral Review: Homographs

FOCUS ON STRATEGIES Review the concept of homographs. Remind students that homographs are words that are spelled the same but have different meanings.

MODEL AND PRACTICE Display the following homographs: *content* and *minute*. Have volunteers say the words aloud. Remind students that homographs can be pronounced differently depending on their use. Make sure to say both words with each pronunciation.

APPLY Have students create flash cards of the spelling words from last week. On the back side, have them write the multiple definitions for each word. Have students use the flash cards to quiz each other on the spellings of the homographs. Then have them discuss and compare the definitions of each homograph.

FLEXIBLE OPTION

LESSON 4



Spiral Review: Homographs

FLEXIBLE OPTION

LESSON 1

✓ Assess Prior Knowledge

LESSON 2

Teach: Spell Homophones

FLEXIBLE OPTION

LESSON 3

More Practice: Spell Homophones

LESSON 5

✓ Assess Understanding



Language & Conventions

Adverbs

LESSON 4

Practice Adverbs

APPLY My TURN Have students edit the draft paragraph on *Student Interactive* p. 400.

LANGUAGE AND CONVENTIONS

Adverbs

An **adverb** is a word that can tell how, when, or where something happens. Adverbs tell more about the actions named by verbs. Adverbs can come before or after the verbs they describe. Adverbs that tell how something happens or happened often end in *-ly*.

Adverbs That Tell	Examples
How	carefully, easily, extremely, fast
When	again, always, later, never, now
Where	behind, far, inside, out, there

My TURN Edit this draft by adding four adverbs to make the paragraph more descriptive.

Possible responses:

I was ^{extremely} tired. I did not want to go to the store to help my abuela talk to the manager. We had to walk ^{far} to get there.

I did not understand why she could not ^{easily} learn English. I had learned it. I asked her ^{again} in English, "Why don't you try to go on your own this time?"

Copyright © SAVVAS Learning Company, LLC. All Rights Reserved.

400

OBJECTIVE

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 see if they are spelling and using adverbs correctly. You may wish to have students trade drafts with a partner to check to see if adverbs are used and spelled correctly.

FLEXIBLE OPTION

LESSON 1



Spiral Review:
Comparing with
Adjectives

FLEXIBLE OPTION

LESSON 2

Oral Language:
Adverbs

LESSON 3

Teach Adverbs

LESSON 4

Practice Adverbs

FLEXIBLE OPTION

LESSON 5

Standards Practice

FAST TRACK

Assessment

OBJECTIVES

Use the writing process recursively to compose multiple texts that are legible and use appropriate conventions.

Compose argumentative texts, including opinion essays, using genre characteristics and craft.

STUDENT INTERACTIVE, p. 405



WRITING WORKSHOP

Assessment

My Turn Before you write an opinion essay 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	I can brainstorm and develop a topic and opinion.	<input type="checkbox"/>	<input type="checkbox"/>
	I can plan an opinion essay.	<input type="checkbox"/>	<input type="checkbox"/>
	I can develop and organize reasons and facts.	<input type="checkbox"/>	<input type="checkbox"/>
	I can distinguish between fact and opinion.	<input type="checkbox"/>	<input type="checkbox"/>
Craft	I can revise by adding details to text.	<input type="checkbox"/>	<input type="checkbox"/>
	I can write a clear and organized introduction.	<input type="checkbox"/>	<input type="checkbox"/>
	I can write a persuasive conclusion.	<input type="checkbox"/>	<input type="checkbox"/>
	I can use technology to publish writing.	<input type="checkbox"/>	<input type="checkbox"/>
Conventions	I can use capitalization correctly.	<input type="checkbox"/>	<input type="checkbox"/>
	I can edit for spelling.	<input type="checkbox"/>	<input type="checkbox"/>
	I can revise by adding linking words.	<input type="checkbox"/>	<input type="checkbox"/>
	I can peer edit and incorporate peer and teacher suggestions into my work.	<input type="checkbox"/>	<input type="checkbox"/>

405

Minilesson

Mentor STACK



TEACHING POINT As students reflect on how well they have acquired the skills taught in this unit, they will learn how well they are prepared for the assessment and finally write the actual assessment essay. Reviewing any challenging skills will boost this preparation level. Remind students that

- The assessment covers exactly what they have been practicing for weeks.
- If they plan and organize first, they will have enough time to finish.
- They have learned more than they realize.

MODEL AND PRACTICE With students, read the skills listed on p. 405 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 teachers.**

Provide time for students to independently complete their evaluation of skills. 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 student will take. Alternatively, you may prefer to use students’ published opinion essays as the assessment.



WRITING ASSESSMENT



Opinion Essay

Provide students the assessment prompt below.

READ the information in the box below.

It only takes one person to change the world.

THINK about something in your school or community that needs to change.

WRITE an opinion essay about what should change and why.

Be sure to

- Develop reasons and facts that support your point of view.
- Write a strong introduction, organized reasons and facts, and conclusion.
- Use correct spelling, punctuation, and grammar.

4-Point Opinion Essay Writing Rubric



Score	Focus	Organization	Development	Language and Vocabulary	Conventions
4	Opinion essay is focused around a clear claim and developed with supporting evidence.	Opinion essay has a well-developed, logical structure, including a strong introduction and conclusion.	Opinion essay includes strong reasons and supporting evidence, such as relevant facts and details.	Opinion essay uses precise, relevant, and accurate domain-specific language.	Opinion essay has correct grammar, usage, spelling, capitalization, and punctuation.
3	Opinion essay is mostly focused and developed throughout.	Opinion essay has a mostly logical structure and includes an introduction and conclusion.	Opinion essay includes some reasons and supporting evidence.	Opinion essay uses mostly relevant language, including adequate domain-specific language.	Opinion essay has a few conventions errors but is clear and coherent.
2	Opinion essay is somewhat developed but may occasionally lose focus.	Opinion essay's structure is somewhat unclear, and introduction or conclusion may be absent.	Opinion essay includes few reasons and little supporting evidence. Some facts and details may be irrelevant, redundant, or inaccurate.	Language in opinion essay may be overly general or sometimes inaccurate.	Opinion essay has some errors in usage, grammar, spelling, and/or punctuation that may affect clarity.
1	Opinion essay may be confusing, unfocused, or too short.	Opinion essay has little or no apparent structure and little evidence of an introduction or conclusion.	Opinion essay includes few reasons and minimal or ineffective supporting evidence.	Language in opinion essay is vague, unclear, or confusing.	Opinion essay is hard to follow because of frequent errors.
0	Opinion essay gets no credit if it does not demonstrate adequate command of opinion essay writing traits.				

Spelling Spell Homophones

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

ate	duel
cell	eight
dear	pause
deer	paws
dual	sell

HIGH-FREQUENCY WORDS
government
material

LESSON 5

Assess Understanding


Use the following sentences for the spelling test.

Spelling Sentences

1. We **ate** lunch outside today.
2. The prisoner was kept in a small **cell**.
3. I lost the necklace that my **dear** grandmother gave me.
4. The **deer** walks quietly through the forest.
5. The **dual** engines make the boat go fast.
6. The hero challenged the villain to a **duel**.
7. I have **eight** pencils in my desk.
8. I always **pause** to look both ways before crossing the street.
9. The dog's muddy **paws** got the carpet dirty.
10. They **sell** pie at the restaurant down the street.

LESSON 5

FLEXIBLE OPTION 
LESSON 1

 **Assess Prior Knowledge**


LESSON 2

Teach: Spell Homophones

FLEXIBLE OPTION 
LESSON 3

More Practice: Spell Homophones

FLEXIBLE OPTION 
LESSON 4

 **Spiral Review: Homographs**

 **Assess Understanding**



Language & Conventions

Adverbs

FLEXIBLE OPTION

LESSON 5

Standards Practice

Display the sentence and have students respond independently.

1. We swam fast to get across the creek and out of the freezing water.

Which word in the sentence is an adverb?

- A swam
- B fast
- C across
- D freezing

APPLY Have students complete *Language and Conventions* p. 147 from the *Resource Download Center*.

Name _____

Language and Conventions

Adverbs
An adverb is a word that can tell how, when, or where something happens. Adverbs can tell more about the action of a verb in a sentence.

- Examples of adverbs that tell how something happens: quietly, quickly, loudly, carefully
- Examples of adverbs that tell when something happens: again, always, never, soon
- Examples of adverbs that tell where something happens: far, there, ahead, near

Read Underline the adverb in each sentence. Then write how, when, or where on the line to identify whether the adverb tells how, when, or where something happens.

1. The green car moved ahead of the blue car. where
2. He always sends a thank-you note. when
3. She quickly solves the math problems. how
4. The turtle walks slowly over the rocks. how
5. The baby bear hides behind the tree. where

Write Add an adverb to complete each sentence.

6. The soccer player possible response: swiftly kicks the ball.
7. We travel possible response: far to get to Grandmother's house.
8. Rain falls possible response: heavily during the storm.
9. She possible response: always arrives on time.
10. The duck swims possible response: quickly across the pond.

Grade 3, Unit 4, Week 5
© Pearson Education, Inc., or its affiliates. All rights reserved. 147

OBJECTIVE

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:
Adverbs

LESSON 3

Teach Adverbs

LESSON 4

Practice Adverbs

Week 6

PROJECT FOCUS

This week students will

- Research communities that have changed over time.
- Create a poster showing a part of a city or town that has changed.

Lesson 1 Compare Across Texts

T460–T463

- Answer the Essential Question

RF.3.4.b, RI.3.1,
RI.3.9, W.3.7, SL.3.1

Inquire

- Introduce Inquiry Project
- Read “From Wood to Stone”
- Generate questions about the topic
- Apply Academic Vocabulary

Lesson 2 Explore and Plan

T464–T467

- Informational Writing
- Read “Yankee Stadium: Then and Now”
- Set a purpose, identify a topic, and list research goals

RI.3.5, W.3.7, W.3.8,
W.3.10, SL.3.1.b

Conduct Research

- Use the Library of Congress Web site
- Gather information on a research topic

Lesson 3 Collaborate and Discuss

T468–T471

- Analyze a Student Model
- Identify features of informational posters

RF.3.4.a, RI.3.2,
W.3.2, W.3.2.b, W.3.8,
SL.3.2

Refine Research

- Identify source types
- Read “History in the Making”
- Apply identifying source types to article

Lesson 4 Extend Research

T472–T475

- Find or create images
- Incorporate images into poster

RI.3.7, W.3.5, W.3.8,
SL.3.1.b, L.3.1

Collaborate and Discuss

- Revise & Edit: Clarity and Coherence
- Peer review posters

Lesson 5 Celebrate and Reflect

T476–T477

- Share your posters
- Reflect on your project

RF.3.4, W.3.1.b,
W.3.4, SL.3.1.c,
SL.3.4

Reflect on the Unit

- Reflect on your goals
- Reflect on your reading
- Reflect on your writing



INTEGRATE your INSTRUCTION

English Language Arts

- Write informative/explanatory pieces.
- Conduct short research projects.
- Engage effectively in collaborative conversations.

Quest SOCIAL STUDIES



For alternative inquiry projects with a social studies focus, go to SavvasRealize.com.

Social Studies

- Develop questions and plan inquiries.
- Gather and evaluate sources.

4-Point Research Project Rubric



Score	Focus	Research	Organization and Development	Language and Vocabulary	Delivery
4	The topic is clear, engaging, and relevant to the project question.	The topic is well developed with thorough and accurate research. Sources are cited.	The organization is clear and effective. The topic is supported by engaging visuals and relevant facts, definitions, and details.	Language is clear and precise and subjects and verbs are in agreement. Vocabulary is specific and appropriate to the topic.	Delivery method is effective and engaging. Presenter employs appropriate eye contact, speaking rate, volume, and enunciation.
3	The topic is mostly clear and relevant to the project question.	The topic is developed with mostly relevant and accurate research. Sources are mostly cited.	The organization is mostly clear. The topic is supported by some visuals, facts, definitions, and details.	Language is mostly clear with most subjects and verbs in agreement. Vocabulary is mostly appropriate to the topic.	Delivery method is adequate. Presenter employs mostly appropriate eye contact, speaking rate, volume, and enunciation.
2	The topic is stated, but connection to the project question is weak or confusing.	The topic is minimally developed. Research is often missing or irrelevant. Sources are rarely or incorrectly cited.	The organization is not always clear. Some visuals and supporting evidence may be missing or irrelevant.	Language is often vague and subjects may not agree with verbs. Vocabulary may be overly general.	Delivery method is ineffective. Eye contact, speaking rate, volume, and enunciation are uneven.
1	The topic is not clear or is not relevant to the project question.	Research is absent, irrelevant, or inaccurate. Sources are not cited.	Organization is confusing and support is absent, irrelevant, or inaccurate.	Language is vague, general, and words and conventions 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 poster. • Response is unintelligible, illegible, or off topic. 				



Have students complete a student-friendly Research Project Checklist, p. 176, 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.

Events

In this unit, students explored different ways of looking at Events. This unit of study should help students understand how knowing about the events and people who changed their communities can influence how they see their own place in their community and the world.

TURN, TALK, AND SHARE **Trait Snapshot** Have students look back at each selection to choose a trait, or characteristic, to describe each person, community, or main character. Tell students to use text evidence to support their response by finding a sentence or passage in each text. Use the entry about Jane Addams to model a response.

I learned that Jane Addams used her own money to support Hull House. That action tells me that Jane Addams was a very generous person. I'll write the word *generous* as the characteristic. I scan the text and find a sentence on page 238 that supports this character trait: "Even when people gave her gifts, she gave them away." I write this sentence to support my response.

Compare Across Texts

Have a student volunteer point to each selection on the opener and tell the genres the unit covers (biography, narrative nonfiction, drama). Then, use these questions to have students synthesize information from several texts to help students create a new understanding of the unit theme.

- How did Frederick Douglass and Jane Addams help their communities? (Possible response: They both took action to help people who were treated poorly and did not have the resources to help themselves.)
- How did Milton Hershey and the residents of Greensburg change their communities? (Possible response: They both built an entire town.)

Essential Question

MyTURN Review with students the Unit 4 Essential Question: *How do communities change over time?* Have students answer the question in their notebooks. If they struggle to answer:

- Place students in pairs or small groups and have each group review the Weekly Questions for each selection.
- Have students make connections to ideas in other texts and the larger community.



ELL Targeted Support Academic Vocabulary Review these Academic Vocabulary words with students: *benefit, generation, advice, consumer, familiar*. Tell students that becoming familiar with these words heard during classroom instruction and interactions will expand their vocabulary.

Ask yes/no questions that lead students to talk about their communities, such as: *Would building parks benefit your community?* Expand students' responses through discussion and write their comments on the board. **EMERGING**

Read aloud the Essential Question: *How do communities change over time?* Have students use the Academic Vocabulary to write two or three sentences that relate to the question. **DEVELOPING**

Have student pairs use the Academic Vocabulary to ask and answer questions regarding changes to Communities over time. **EXPANDING**

Organize students in pairs and have them reread part of one selection to find similarities to another text they have read in the unit. Instruct students to discuss similarities using the Academic Vocabulary words. **BRIDGING**



Use the ELL Observational Assessment Checklists to monitor student progress for this unit.



STUDENT INTERACTIVE, pp. 406-407

COMPARE ACROSS TEXTS

UNIT THEME
Events

TURN and TALK Trait Snapshot
With a partner, look back at the Unit 4 texts. Choose a trait, or characteristic, to describe each person, group, or main character. Find a sentence in the text that supports the trait you selected. Write the sentence and discuss how it relates to the unit theme of *Events*.

WEEK 1 **BOOK CLUB**
The House That Jane Built
from **Jane Addams**
Possible response: *generous*;
"Even when people gave her gifts, she gave them away."

WEEK 2 **BOOK CLUB**
Frederick Douglass
from **Frederick Douglass**
Possible response: *inspiring*;
"His work continues to inspire people to this day."

WEEK 3 **BOOK CLUB**
Milton Hershey
from **Milton Hershey**
Possible response: *determined*;
"Milton Hershey built an entire town called Hershey, Pennsylvania."

WEEK 4 **BOOK CLUB**
Green City
The residents of Greensburg
Possible response: *cooperative*;
"Everyone set to work."

WEEK 5 **BOOK CLUB**
Grace and Grandma
Grace
Possible response: *helpful*;
"I promise I'll help Wendi feel at home in Chicago."

WEEK 6 **BOOK CLUB**
Project
Now it is time to apply what you learned about events in your **WEEK 6 PROJECT: Past and Present**.

Essential Question
MyTURN
In your notebook, answer the Essential Question:
How do communities change over time?

406 407

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

From Wood to Stone	660L, 760L, 840L
Yankee Stadium: Then and Now	640L, 740L, 830L
History in the Making	650L, 760L, 820L

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:

- community : *comunidad*
- repair : *reparar*

Introduce the Project

This week students will address themes related to events by collaboratively researching and creating an informational poster about how part of a city or town has changed. Before assigning the research project, motivate students by activating background knowledge and setting a purpose for the project.

Begin by reading aloud the Activity prompt on p. 408 of the *Student Interactive*. Then, ask students to identify a word from the Activity prompt that they think the whole class should know. (Most students will probably choose the word *repaired*.) Have students define the meaning of the word *repair*. Then, ask a volunteer to interpret the prompt.

CRITICAL LITERACY **Build Background**

Read-Pause-Annotate Distribute copies of “From Wood to Stone.” Use the research article to have students build background and generate questions on a topic for inquiry. 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 details that you find most interesting.
- Circle text that you find confusing.
- Highlight words and phrases that reveal facts and details about the topic.

After reading, have students discuss their annotations with the class.

COLLABORATE Have students work together to generate questions they would like to have answered about changes in communities. Tell students that they will work to answer their questions when they conduct research.



EXPERT'S VIEW Alfred Tatum, University of Illinois at Chicago

“Shape a literacy collaborative in your classroom—we are all responsible for the success of everyone in that environment. As the teacher, you set the context. When students are in an environment where the routines and expectations are very clear, they know literacy—reading and writing—is something to be embraced.”

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



DIFFERENTIATED SUPPORT

OPTION 1 Intervention If students struggle to generate questions for research, prompt pairs to reread the article and underline words and phrases they don't understand. Then encourage them to infer the meaning of those words based on the article, photo, and Activity prompt. They can use those meanings to generate questions.

OPTION 2 Extend If students show understanding, have them compile a list of keywords they might use when researching the topic. Tell students that they can also try searching a phrase in quotes to find information with the same words.

ELL Targeted Support

When it is time for students to read the article, assign reading partners, pairing English Language Learners with more fluent readers. Pay attention to how you pair students and be willing to differentiate the ways in which pairs read. For example, ELLs can set a purpose for reading by generating questions about the topic.

Use Academic Words

COLLABORATE Have students complete the activity on p. 409 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 posters.

STUDENT INTERACTIVE, pp. 408–409



INQUIRE
PROJECT-BASED INQUIRY

PAST and PRESENT

Activity
All communities change over time. New homes and buildings are built. Older buildings are repaired or removed. Where and how people live changes, too. Create an informational poster about how part of a city or town has changed.

Research Articles
With your partner, read "From Wood to Stone" to generate questions you have about the inquiry topic. With help from an adult, make a research plan for creating your informational poster.

- From Wood to Stone
- Yankee Stadium: Then and Now
- History in the Making

Generate Questions
COLLABORATE Read "From Wood to Stone." Then generate three questions you have about the article. Share your questions with the class.

- _____
- _____
- _____

Use Academic Words

COLLABORATE In this unit, you learned many words related to the theme of *Events*. Work with your partner to add more academic vocabulary words to each category. If appropriate, use this vocabulary in your informational poster.

Academic Vocabulary	Word Forms	Synonyms	Antonyms
benefit	benefits benefited beneficial	help asset advantage	problem drawback disadvantage
generation	generations generate generated	age group era	individual
advice	advise advisor	guidance opinion suggestion	question
consumer	consume consumed consumable	buyer user customer	salesperson seller
familiar	familiarly familiarity familiarize	usual known ordinary	unusual unknown unfamiliar

Explore and Plan

OBJECTIVES

Work collaboratively with others by following agreed-upon rules, norms, and protocols.

Evaluate details read to determine key ideas.

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

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

Develop and follow a research plan with adult assistance.

Informational Writing

Use the informational text “Yankee Stadium: Then and Now” and the Plan Your Research chart to help students recognize the characteristics and structure of informational texts.

CRITICAL LITERACY

Analyze the Text

COLLABORATE

Distribute copies of “Yankee Stadium: Then and Now.” Use the research article to teach the characteristics and structures of an informational text. Tell students that reading critically is about understanding the topic, the author’s craft, and the author’s purpose for writing. When reading critically we

- Consider the author’s **purpose**.
- Think about the **main idea** in the text.
- Identify the **text structure** or organization of ideas.
- Utilize **text features** to gain information.

After students have read “Yankee Stadium: Then and Now,” lead them in a discussion about the article. Ask the following questions to facilitate critical understanding. Then have students complete p. 410 of the *Student Interactive*.

- What is the topic of the article?
- Which words, phrases, and images support the topic?
- How do the facts and details support the topic?
- How does the text structure support the understanding of the topic?

COLLABORATE

Have student pairs use the **Plan Your Research** activity on p. 411 of the *Student Interactive* to help them identify and define a topic for their posters and brainstorm facts, details, and images they might use to support their topic. Check students’ purpose, topics, and goals. With adult assistance, have students use their responses on p. 411 to develop and follow a research plan.

RESEARCH ARTICLES

From Wood to Stone	660L, 760L, 840L
Yankee Stadium: Then and Now	640L, 740L, 830L
History in the Making	650L, 760L, 820L

See the *Small Group Guide* for additional information on how to distribute the articles.



ELL Targeted Support Listen and Respond Help students understand how the facts, details, and illustration in the article “Yankee Stadium: Then and Now” are relevant to the topic. Let students know that as they collaborate on their research, they will develop their topic by finding and evaluating evidence to support their topic.

Read the article aloud to students. Check students’ understanding by asking simple questions, such as: *Did many people go to the stadium? Did the Yankees have to share the first stadium? Did the stadium have lights?* **EMERGING**

Read the article aloud with students. Then, write the headings *Then* and *Now* on the board. Give students sentences and have them use what they know from the article to write their answers under the correct headings. **DEVELOPING**

Read the article aloud with students. Work with them to identify the topic in a class discussion. During the discussion, have them listen for and identify facts and details that support the topic. **EXPANDING/BRIDGING**

STUDENT INTERACTIVE, pp. 410–411



EXPLORE AND PLAN

Inform with Purpose

Informational text informs readers about real people, events, or the natural world. When reading informational text, evaluate details and look for

- text features such as bold and italicized words;
- text features such as images, tables, or graphs;
- the main, or most important, idea in the text;
- facts and details that support the main idea;
- clues to the author’s purpose for writing; and
- a specific text structure, or organization of ideas.

Writers choose a text structure to organize ideas logically.



RESEARCH

COLLABORATE Read “Yankee Stadium: Then and Now” with your partner. Then, answer the questions about the text.

1. What is the author’s purpose for writing the text?

2. How does the author use text features to support the topic?

3. How is the information in the article organized? How does this organization help the reader understand the text?

PROJECT-BASED INQUIRY

Plan Your Research

COLLABORATE Before you begin researching how part of a city or town has changed, you will need to make a research plan. Use this activity to help you make a plan.

Research Steps and Example	My Poster
<p>SET A PURPOSE: What is the purpose, or reason, you are making an informational poster?</p> <p>Example: The purpose of my poster is to identify and describe wildlife in a park in my state.</p>	<p>The purpose of my informational poster is to</p> <p>_____</p> <p>_____</p>
<p>IDENTIFY THE TOPIC: What will people learn by reading your poster?</p> <p>Example: My poster will describe the park and identify one bird, one reptile, and one mammal found in the park.</p>	<p>My poster will</p> <p>_____</p> <p>_____</p>
<p>LIST RESEARCH GOALS: What information will you research to support your topic?</p> <p>Example: I will research facts and details about a bird, reptile, and mammal that live in the park. I will also find an image of each animal.</p>	<p>I will do research to find</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p>

Share your research plan with your partner. Add any suggestions to the chart.

Conduct Research

OBJECTIVES

Work collaboratively with others by following agreed-upon rules, norms, and protocols.

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

Identify and gather relevant information from a variety of sources.

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

Write routinely over an extended period of time frames and shorter time frames for a range of tasks, purposes, and audiences.

PRIMARY SOURCES

Remind students that **primary sources** are evidence that people use to add credibility to their research. Review some possible primary sources students can use for their project.

- Publications: Interviews with community leaders who have inspired or created change; books written by leaders who have inspired or created change
- Photographs: Pictures of communities before and after a big change

Library of Congress

TEACHING POINT Digital texts can be found on the Internet. They are books, articles, and other media that have been placed on a Web site and can be searched and downloaded. The Library of Congress, the largest library in the world, provides online access to millions of books, photographs, maps, and other documents for students to evaluate. It is a good first step for conducting research. Researchers then need to determine whether the sources they evaluate are useful and relevant to their topic. By taking notes about sources, researchers organize the information they find.

MODEL AND PRACTICE Use the example on p. 412 of the *Student Interactive* to model using the search function on the Library of Congress Web site.

Molly wants to find historical information and images about wildlife in national parks. She decides to explore the Library of Congress Web site. How can she search the Library of Congress online? If she wants to search images, Molly would select the format Photos, Prints, Drawings. Then she would enter the keywords she wants to research, such as *wildlife* and *national parks*.

Tell students that as they research communities that have changed, they will find several published works that relate to their topic. Have students scan the descriptions of the sources they find to determine if these digital texts and media are relevant to their chosen topic.

COLLABORATE Have students interact with the Library of Congress Web site to identify and gather relevant information from digital texts and media on their topics. Have students demonstrate understanding of the information gathered by taking notes and recording their results on the notecards on p. 413 of the *Student Interactive*. Encourage them to refer to p. 412 as they work. Students can often find more specific information by carefully selecting their search terms. As students work collaboratively with partners, have them follow agreed-upon rules.



EXPERT'S VIEW Julie Coiro, University of Rhode Island

“As students research online, it's important to teach them to recognize the difference between information and commercials. You might start from the familiar—the difference between news and commercials on TV. On many Web sites, there are commercials. Sometimes they are on the side, sometimes they are woven into the text, and sometimes they pop up in texts. Talk aloud as students encounter new types of text. Help them evaluate whether the text is information or advertising.”

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



DIFFERENTIATED SUPPORT

OPTION 1 Intervention Provide struggling students with checklists to help ensure the sources they find support and develop their chosen topic. For example, *The source explains changes to the community I am researching. The source gives facts and details that show how the community has changed. The source is current and reliable.* Model finding support with sources that are only partially relevant to their topic and sources that are relevant to their topic.

OPTION 2 Extend Have each student pick one source that interests them. Then, have them write tips for making sure that a source is relevant to their topic.

ELL Targeted Support

Have students form groups to collaborate on a Library of Congress Web site search. Assign group roles, such as Search Expert, Source Evaluator, and Notetaker. Each group leader should provide guidance about which formats and keywords to use and which sources to record.

NEXT STEPS Once students have collected information on their cities or towns and the changes these communities have undergone, they should be ready to begin a first draft of their posters. As students begin to organize their information and start writing, be sure that they can state the main idea and evidence and identify the text features they will use for their topic. In the following activity, students will learn how to organize and create their posters.

STUDENT INTERACTIVE, pp. 412–413



CONDUCT RESEARCH

PROJECT-BASED INQUIRY

WORLD'S Largest LIBRARY

Libraries contain many types of texts, including multimedia and digital texts. The Library of Congress is the national library of the United States. It is also the largest library in the world, with more than 164 million books, photographs, maps, and other documents. The Library of Congress is located in Washington, D.C., but people can explore its collections online.



EXAMPLE Molly wants to find historical information and images about wildlife in national parks. She decides to explore the Library of Congress Web site. How can she search the Library of Congress online?

Search a Topic Type keywords related to your topic into the "Search Loc.gov" box. Then, click on the magnifying glass to find the information.

https://www.loc.gov/

LIBRARY OF CONGRESS

All Formats Search Loc.gov

All Formats
Audio Recordings
Books/Printed Materials
Films, Videos
Legislation
Manuscripts/Mixed Material
Maps
Notated Music
Newspapers
Periodicals
Personal Narratives
Photos, Prints, Drawings
Software, E-Resources
Archived Web Sites
Web Pages
3D Objects

Select the Format The Library of Congress Web site lets you search a variety of formats, or types of sources, in the library's collections. Click on the arrow in the All Formats box and highlight the format you want to search. For example, highlight "Photos, Prints, Drawings" to find images related to your topic.

COLLABORATE With your partner, review your research plan and your goals. Use the Library of Congress Web site to identify and gather relevant facts, details, and images for your poster.

Research Goal 1:

Keywords:

Format (Print or Digital Text):

Notes:

Research Goal 2:

Keywords:

Format (Print or Digital Text):

Notes:

Discuss your search results. Do you need to change your keywords? Should you select a different format or type of text?

Collaborate and Discuss

OBJECTIVES

Recognize characteristics and structures of informational text, including the central idea with supporting evidence.

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 purpose and message within a text.

Compose informational texts including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.

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 pairs begin organizing and drafting their posters, help them identify the most appropriate mode of organization based on the information they have found. For example, they might have general information they want to use to create categories or groupings of information on the poster and use more specific information as captions for images they find to explain what is happening in the images.

Analyze Student Model

TEACHING POINT Remind students that the student model is about wildlife at Big Bend, but their writing task is about a city or town that has changed. Use the student model to review some of the characteristics and structures of informational texts, as well as possible formatting and organization of their posters.

MODEL AND PRACTICE Use the student model on p. 415 of the *Student Interactive* to help students recognize characteristics and structures of an informational text.

When creating a poster, it is important that the information you present is organized and relevant to your topic. A poster should have a clear, visible title to tell the reader what the topic is. It should also contain facts and details to support the topic. The poster should have text features, such as illustrations, captions, and subheadings. Let's look at some of the parts of an informational poster using the student model.

- What is the topic?
- How does the writer organize the facts and details that support the topic?
- What text features did the student use?

Allow students to respond. Then have student volunteers read the title, the captions for the illustrations, and the central idea with supporting evidence for each type of wildlife on the poster. Use the callouts to teach students how to recognize and evaluate the structure of a poster, as well as the characteristics of an informational text.

COLLABORATE Direct students to follow the steps in the checklist on p. 414 of the *Student Interactive* to create a first draft of their poster. Remind students to look for opportunities to use some of their newly acquired academic vocabulary as they work on their drafts.

Write for a Reader

Audience Students must consider their intended audience when writing. For their posters, students should use visual elements that are interesting and large enough for readers to see. They should also use clear labels for their illustrations, photos, and charts. Remind students that the visual organization of a poster should be clear and colorful, leaving enough room for each element to stand out. Complete sentences should be in formal English, which does not include contractions.



ELL Targeted Support Read and Understand Environmental Print Provide support for students as they read and derive meaning from the student model of an informational poster on p. 415 of the *Student Interactive*. You may incorporate additional environmental print into your classroom by bringing informational posters for students to read and analyze.

Tell students to read the poster title and headings. Ask partners to identify the main idea. Then have partners read the captions for each photo and explain their purpose.

EMERGING

Have students read the title and first paragraph of the poster. Ask yes/no questions that require students to demonstrate understanding. For example: **Is Big Bend a state park? Is it in Mexico? Do hundreds of animal species live there?** **DEVELOPING**

Have partners look at the photographs and read the captions, heading, and paragraph next to each photograph. Ask them to identify a fact and a supporting detail relating to each image. Then have them ask and answer questions about the poster's overall purpose and how the images and information support that purpose. **EXPANDING**

Instruct student pairs to read the informational poster. Then have them discuss how the photographs, text, color, and layout work together to explain the topic. **BRIDGING**

STUDENT INTERACTIVE, pp. 414–415



COLLABORATE AND DISCUSS

PROJECT-BASED INQUIRY

Keep Me POSTED!

An **informational poster** tells key information about a topic. Informational posters are a mix of text and images meant to provide important information.

Before you begin developing your informational poster, answer the following questions:

- What is the purpose of your informational poster?
- What is the topic of your poster?
- Which facts and details will you use to support your topic?
- What images about the topic will you include on your poster?
- How will you organize the text and images?

COLLABORATE Read the Student Model. Work with your partner to recognize the characteristics of an informative poster.

Now You Try It!

Discuss the checklist with your partner. Work together to follow the steps as you create your informational poster.

Make sure your informational poster

- shows a title that identifies the topic.
- states facts and details that support the topic.
- includes photos, illustrations, maps, or other images.
- displays all text and images with clear organization.

414

Student Model

Wildlife at Big Bend

Big Bend National Park is in western Texas along the border of Mexico. Hundreds of animal species live in Big Bend. Here are some animals you might see during a visit to the park.

Underline the title that identifies the topic.

Highlight a sentence that helps you identify the author's purpose.



Reptiles

Big Bend is home to 56 species of reptiles. The diamondback rattlesnake and crevice spiny lizard are two kinds of reptiles that live in Big Bend.

Mammals

Some of Big Bend's mammals, such as the kit fox and bobcat, avoid the desert heat by sleeping during the day and searching for food at night. Others, such as the blacktail jackrabbit and badger, are active during the day.



Birds

More than 450 species of birds have been seen in Big Bend! The tiny Lucifer hummingbird and the Western screech owl make their home in Big Bend.

Underline a fact about birds.

415

Refine Research

OBJECTIVES

Identify and gather relevant information from a variety of sources.

Identify primary and secondary sources.

Demonstrate understanding of information gathered.

RESEARCH ARTICLES



From Wood to Stone	660L, 760L, 840L
Yankee Stadium: Then and Now	640L, 740L, 830L
History in the Making	650L, 760L, 820L

See the *Small Group Guide* for additional information on how to distribute the articles.

Identifying Sources

TEACHING POINT Researchers must identify all of the sources that they use in their research project or report. It is important to identify each source as a primary or secondary source. In general, primary sources are the most reliable sources of information. Note that it is possible to have primary sources quoted within secondary sources.

MODEL AND PRACTICE Model how to identify sources using information from p. 416 of the *Student Interactive*.

- There are two types of sources. Let’s read the definitions on the page and review some of the types of primary and secondary sources.
- If I want to identify a source type, I ask myself, “Does the author have firsthand evidence of the event or topic?” If the author has firsthand evidence of the event or topic, it is a primary source. If the author does not have firsthand evidence of the event or topic, it is a secondary source.
- Remember that a secondary source can quote information from a primary source.

CRITICAL LITERACY

Analyze Sources



Distribute copies of “History in the Making.” Use the research article to provide practice in identifying primary and secondary sources. As students analyze the sources in the article, display the following bullet points to further assist students in identifying sources.

- A **primary source** provides firsthand evidence of an event of topic.
- A **secondary source** provides information from someone who does not have firsthand knowledge of an event or topic.

COLLABORATE Give student pairs time to complete the chart on p. 416 of the *Student Interactive* independently. When students have completed the activity, ask them to explain how they were able to identify the sources.

Next, have students read the article on p. 417 of the *Student Interactive* and answer the questions. Encourage them to use the definition and examples on p. 416 for support. When students have completed the activity, have students review their responses with their partners.



DIFFERENTIATED SUPPORT

OPTION 1 Intervention Provide struggling students with additional practice in identifying sources. Using a source selected by a student in the group, point out ways that readers can assess whether or not the author has firsthand evidence of the topic.

OPTION 2 Extension Students who readily grasp the method of identifying sources should practice using a list of five sources they have found from a library database. Monitor student groups as they identify the source types for each of these sources. Guide them to ask questions about the author's evidence of the topic.

ELL Targeted Support

Have students discuss how to identify a source type. Provide sentence frames such as these: *If someone has firsthand evidence of an event, it is a _____ source. In contrast, if someone does not have firsthand knowledge of an event, it is a _____ source.*

NEXT STEPS Have students review their drafts to find opportunities to correctly identify sources.

STUDENT INTERACTIVE, pp. 416–417



REFINE RESEARCH

PROJECT-BASED INQUIRY

Identify Sources

When you use information from a source, identify it as a primary source or a secondary source.

A **primary source** provides firsthand evidence of an event or topic. Examples of primary sources include the following:

- photographs
- diaries
- speeches
- letters
- interviews
- autobiographies

A **secondary source** provides information from someone who does not have firsthand knowledge of an event or topic. Examples of secondary sources include the following:

- textbooks
- newspapers
- encyclopedias
- biographies

COLLABORATE Read “History in the Making.” Work with your partner to identify primary and secondary sources referenced in the article. Discuss how you were able to identify the sources.

Description of Source	Type of Source (Primary or Secondary)	How I Identified the Source Type

COLLABORATE Read the article and answer the questions.

Protecting a Natural Treasure

by Jonathan Garcia

In 1933, Texas established Big Bend State Park to protect land along the Rio Grande River. However, visiting the area was not easy. There were steep mountains and few roads. Between 1934 and 1942, workers built trails and roadways through the park.

Plans were made to make Big Bend a national park. In a 1940 speech, President Franklin Roosevelt said, “We are living under governments that are proving their devotion to national parks . . . I hope, [we] will have another one for us to dedicate, the Big Bend Park away down in Texas, close to the Mexican line.” On June 12, 1940, Big Bend became a national park.

1. What primary source is in the article? Why is it a primary source?
The quotation by Roosevelt is a primary source. It provides direct evidence about the topic.

2. Is the article “Protecting a Natural Treasure” a primary or a secondary source? Explain.
The article is a secondary source. It is a description by someone who does not have firsthand knowledge of the topic.

Extend Research

OBJECTIVES

Work collaboratively with others by following agreed-upon rules, norms, and protocols.

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

Recognize characteristics of digital texts.

Identify and gather relevant information from a variety of sources.

Demonstrate understanding of information gathered.

Primary Source SOCIAL STUDIES



Go online to SavvasRealize.com for primary sources that will help students with their research.

Include Images

TEACHING POINT Authors can strengthen their writing and make their digital texts, such as slide shows, more interesting by adding information through images, such as photographs and illustrations.

MODEL AND PRACTICE Use the images on p. 418 of the *Student Interactive* to model how to incorporate additional images into their projects.

- Writers use images to capture reader’s interest and support their topic. An image can be a photo or illustration. For example, a writer might use “before” and “after” photographs to show how an old building was repaired and renovated to match the way it was originally built.
- Look at the images on the page. How could adding an illustration to your poster help support your topic? When would using a photograph be a better choice than an illustration?

Provide an opportunity for students to respond and then discuss ways in which students could add additional images to enhance their posters and make the information clearer.

COLLABORATE Discuss specific photos and illustrations that students might include on their posters. Point out that the images should always relate to the topic and support it. Have student pairs take notes on p. 419 of the *Student Interactive*. Tell students to follow agreed-upon rules, norms, and protocols as they work collaboratively to brainstorm, identify, and gather images they could include on their posters. Consider the following questions: *Would including additional images make the poster more interesting? If so, what would it add to the poster? How would these images support the topic?*



ELL Targeted Support Use Visuals Remind students that writers use pictures to engage their audience, to clarify information, and to support their topic. Have students expand vocabulary by retelling basic information represented and supported by pictures within a text.

Have students return to *Frederick Douglass*. Explain: **The photo on the first page of this text shows Frederick Douglass. This tells me that the text is going to focus on Frederick Douglass.** Continue moving through the text, pointing out photos and illustrations and asking questions such as, *What information do you learn from this image?* **EMERGING**

Modify the above procedure by asking pairs of students to identify how each picture relates to main ideas in the text. Use oral sentence frames, such as *This picture adds to the ideas in the text by _____*. Share responses. **DEVELOPING**

Have students work in pairs to choose a biography or nonfiction narrative from student-friendly magazines. Have them create a T-chart with the headings *Text* and *Pictures*. Have students complete the chart and then retell basic information represented or supported by the selected pictures. **EXPANDING/BRIDGING**

STUDENT INTERACTIVE, pp. 418-419



EXTEND RESEARCH

PROJECT-BASED INQUIRY

Picture IT!

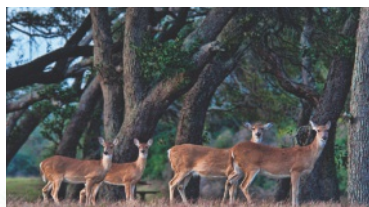
Add information to digital texts, such as slide shows, by including images, such as illustrations and photographs. Combine words and images to help readers better understand the topic.

Include **illustrations**, such as drawings or other artwork, to capture readers' interest and help them imagine details.



Wildlife roams freely in a state park.

Use **photographs** to provide exact details about real people, places, and things.



Deer are a common sight in state parks.

COLLABORATE With your partner, brainstorm which types of images would best support the topic of your poster. Take notes by recording your ideas and describe how each image would support your topic. Then, conduct research to find or create images for your informational poster.

Images That Support My Topic

Type of image:

Information the image would provide about my topic:

Source:

Type of image:

Information the image would provide about my topic:

Source:

Type of image:

Information the image would provide about my topic:

Source:

Collaborate and Discuss

OBJECTIVES

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 punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series.

CUSTOMIZE IT!

As students revise and edit their work, remind them to consider their audience and how their mode of delivery will best engage that audience. Offer questions such as, *What reaction do I want my audience to have? How can I refine my delivery to make it more interesting? What can I do to make my project stand out?*

Revise and Edit

TEACHING POINT Writers analyze their own writing to see how they can make their ideas clearer for their audience. Remind students that they should use facts, details, and images related to their topic to make it clearer and more interesting. They should also pay attention to sentence structure for clarity and coherence.

MODEL AND PRACTICE Model how writers revise drafts for clarity and coherence on p. 420 of the *Student Interactive*, referring back to the student model on p. 415 as needed.

The writer of the poster on wildlife in Big Bend reviewed her first draft. She realized that she had too much information, and her poster was not clear to her readers. She deleted unnecessary information in the first sentence for clarity. This edit helps the reader know quickly and clearly where Big Bend is.

Ask volunteers to explain how adding, deleting, combining, and rearranging ideas make the sights at Big Bend clearer and coherent to the reader. Offer corrective feedback as needed. As students review their drafts, have them make necessary corrections before creating their final drafts of their posters.

Peer Review

COLLABORATE Have pairs exchange posters and review each other's writing. Remind students to be respectful in their comments.

Clarity Have pairs reread their posters using the Revise checklist. Encourage students to ask questions such as *Do these details support my topic? Is my text easy to understand? Did I include facts and details in my writing? Are there images that support the topic and make it more interesting?* Have students revise drafts to improve sentence structure and word choice by adding, deleting, combining, or rearranging ideas for coherence and clarity.

Conventions Next, have pairs use the Edit checklist to make sure they used correct conventions. Encourage students to consult a dictionary to check the spelling of any unfamiliar words. Tell them to use standard English conventions, including punctuation, apostrophes in contractions and possessives, and commas in compound sentences and items in a series. Point out that students should capitalize all proper nouns.

DIFFERENTIATED SUPPORT

OPTION 1 Intervention Support struggling students as they complete the Edit checklist. Have them scan their posters for each item on the list, one at a time. Offer questions for each item, such as *Did I spell all the vocabulary words correctly?*

OPTION 2 Extend Encourage students who show understanding to evaluate their use of images and text features. Images that are too detailed can make the poster difficult to read. Images that do not support the topic make the poster difficult to understand.

ELL Targeted Support

Support the revision and editing process by reading aloud the students' posters, stopping as appropriate to Think Aloud. Asking and answering questions about specific writing conventions aloud to reveal your thoughts will help students to emulate the process for their own writing. Later, you can pair students to follow the same process.

NEXT STEPS Once students have revised and edited their posters, have students create a clean, final copy.

STUDENT INTERACTIVE, pp. 420–421

COLLABORATE AND DISCUSS

Revise

Clarity and Coherence Reread your informational poster with your partner. Have you included

- brief and concise text about the topic?
- clear sentences that work together as a whole and are easy for readers to understand?
- facts and details that clearly support the topic?

Revise for Clarity and Coherence

In her first draft, the creator of the poster on Big Bend National Park noticed that the text in her introduction was too long and difficult to understand. She revised her text to improve her sentence structures by adding, deleting, and rearranging ideas for coherence and clarity.

Big Bend National Park is located in an area of western Texas along the border of Mexico, and includes miles of U.S. land along the Rio Grande River. In Big Bend, there are many types of animals and habitats. Here are some animals you might see during a visit to that people can see when they visit the park. Hundreds of animal species live in Big Bend.

420

PROJECT-BASED INQUIRY

Edit

Conventions Read your informational poster again. Have you used correct writing conventions?

- spelling
- capitalization of proper nouns
- punctuation, including apostrophes in contractions and possessives
- commas in compound sentences and items in a series

Peer Review

COLLABORATE Exchange informational posters with another group. As you read, look for characteristics of an informational poster, such as a title and informational text and images. Discuss how the organization of the posters supports the authors' purposes. Suggest edits for coherence and clarity.



421

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.

Develop social communication such as conversing politely in all situations.

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

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.

BIBLIOGRAPHY

Confer with students to review sources they used in their informational posters. Ask each pair questions such as, *Do you think your audience would be interested in both your primary and secondary sources?*

Celebrate!

Before final publication, have student pairs present their posters orally to another pair of classmates. They should be prepared to present both the text and the images on their posters.

Use the student model on p. 415 of the *Student Interactive* to model how to effectively present a poster. When you finish, identify traits of effective speech.

- When I read the text aloud and explained the images, I made eye contact with my audience. I did not stare down at my paper.
- I did not rush through my presentation, and I did not speak so slowly that it sounded unnatural. I read a little bit more slowly than my usual speaking rate so that you could hear and understand every word.
- As I presented my poster, I did not skip any words or images. I pronounced each of my words clearly and correctly.

COLLABORATE Allow students time to practice their presentations and make adjustments based on the reactions of their peers. Have them write down suggestions from their classmates on p. 422 of the *Student Interactive*. Then have students publish their work by using an appropriate mode of delivery, an oral presentation.

Reflect

MyTURN Students should work independently or with their partners to evaluate the posters that they created. Encourage them to consider what worked well, what surprised them, which aspects were most challenging, and what they might do differently next time. During discussion, have students converse politely, 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. 218 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 Readers reflect on what they read independently to better understand the texts in a broader context. Use *Frederick Douglass* to model reflecting on reading. *In Frederick Douglass I was surprised to find out that he also fought for women’s rights. I didn’t know that he was involved in so many movements of the time.* Tell students that they can connect their personal experiences to various texts, and have them describe their personal connections to a text from this unit or their self-selected texts. Then have students answer the Reflect on Your Reading question on p. 423 of the *Student Interactive*.

Reflect on Your Writing Writers reflect on the challenges, successes, and improvements they experience as they write. Use the edits to the student model on pp. 415 and 420 of the *Student Interactive* to model reflecting on writing. *In the wildlife poster, I liked the way the writer included information about groups of wildlife in the park. The images helped me understand the information because I could see what the animals looked like.* Have students reflect on the writing they have done in this unit’s Writing Workshop and how writing an opinion essay improved their skills as a writer to answer the Reflect on Your Writing Question on p. 423 of the *Student Interactive*.

Reading and Writing Strategy Assessment Checklists



The *Reading and Writing Strategy Assessment Checklists* will help you monitor student progress.



STUDENT INTERACTIVE, pp. 422–423

CELEBRATE AND REFLECT

Time to Celebrate!

COLLABORATE Decide how you will deliver your informational poster to classmates. Rehearse your presentation, remembering to make eye contact with your audience. Speak clearly at an understandable rate and volume. Then present the poster. After presenting, allow time for questions and comments. Be sure to respond politely.

What questions or comments did classmates have about your poster? Write some of their reactions.

Reflect on Your Project

My TURN Think about your informational poster. Which parts of your poster are the strongest? Which parts could you improve? Write your thoughts.

Strengths

Areas of Improvement

422

REFLECT ON THE UNIT

Reflect on Your Goals

Look back at your unit goals. Use a different color to rate yourself again.

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

Reflect on Your Reading

What did you learn from the texts that you selected to read for independent reading during this unit?

Reflect on Your Writing

What did you enjoy most about writing an opinion essay?

423

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 *Sonia Sotomayor*, available online at [SavvasRealize.com](https://www.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 you choose one for them from the list on p. T479.
- 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 *Sonia Sotomayor*, suggest grouping shorter sections and dividing “Being Brave” and “A Higher Court” 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 have 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, you might help them choose a book related to the theme, Events, or the Essential Question for the unit: *How do communities change over time?* As a class, discuss how the book relates to both.
- ★ **CONNECT TO THE SPOTLIGHT GENRE** To help students further practice their reading strategies for biographies and to make comparisons between text structures, main ideas, and other characteristics of the genre, help them choose a biography.

Each Day

DISCUSSION CHART Display a sample of the Discussion Chart and ask students to create something similar in their notebooks. Explain that as they read they will fill in their charts with details they **notice**, **connections** they make, and things they **wonder** about as they read to prepare for their Book Club conversations.

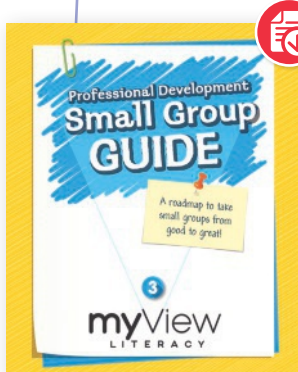
Noticings	Connections	Wonderings

TEACHER'S ROLE Since Book Club is a time for students to get their own enjoyment out of reading, the teacher's role should be as an occasional facilitator, helping to start conversations or direct groups to understandings.

When groups sit down for their conversations each day, they might have trouble sustaining a meaningful conversation about the book. If so, ask groups questions to spark collaborative discussion of the book.

COLLABORATION An important part of Book Club is students' ability to contribute to and help guide the discussion. Offer these examples of how to phrase ideas and questions productively and respectfully. **SEL**

- What did you think about _____?
- When you say _____, do you mean _____?
- I agree/disagree, because _____.



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

- Sonia Sotomayor*
by Barbara Kramer 
- Frederick's Journey: The Life of Frederick Douglass*
by Doreen Rappaport 
- Nelson Mandela: Long Walk to Freedom* abridged
by Chris Van Wyk 
- Black Elk's Vision: A Lakota Story* by
S.D. Nelson 
- Little Melba and Her Big Trombone*
by Kathryn Russell-Brown 
- Thurgood Marshall*
by David Adler 
- Friends for Freedom*
by Suzanne Slade 

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, *Sonia Sotomayor*. 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. T478–T479 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 *Sonia Sotomayor*

Teacher's Role

GUIDE BOOK CLUB Have students move into book clubs. Remind them that they are responsible for leading and assessing their own reading, discussions, and writing. In Book Club, the role of the teacher is to be a guide. You will help students explore the book so they can better appreciate its meaning, not ask specific questions to get specific answers.



CONNECT TO THE THEME This text connects to both the unit theme, Events, and the Essential Question for the unit: *How do communities change over time?*

CONNECT TO THE SPOTLIGHT GENRE As students read *Sonia Sotomayor*, listen for moments in their Book Club conversations when they are using strategies for reading biographies. You can prompt them to use reading strategies. *For example, What can you infer about Sonia Sotomayor's personality from this fact? Or, What words are clues to the author's viewpoint about how this event affected Sonia?*

LAUNCH THE BOOK Over the course of this unit, students will read *Sonia Sotomayor* by Barbara Kramer. This brief biography introduces the first Hispanic Supreme Court justice as someone who had always dreamed of becoming a judge. "Growing Up in the Bronx" discusses Sotomayor's Puerto Rican heritage and early childhood. The remaining sections present her personal and professional challenges and achievements on the way to the Supreme Court. Photographs, highlighted facts, and quotes provide context for events and supplementary information. An end-of-book quiz is also included.



EXPERT'S VIEW Frank Serafini, Arizona State University

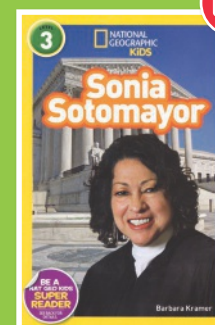
“We can't assume that students know how to talk about books. For Book Clubs, you can't just leave them alone and ask them to use their role sheets. As a teacher, you should demonstrate to students how to talk about books. Through read alouds and reading alongside students, we have to model how to talk about texts.”

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



READING WORKSHOP

SMALL GROUP



CHOOSE YOUR

BOOK

 Sonia Sotomayor
by Barbara Kramer *Frederick's
Journey: The Life of
Frederick Douglass*
by Doreen Rappaport *Nelson Mandela:
Long Walk to
Freedom abridged*
by Chris Van Wyk *Black Elk's Vision:
A Lakota Story* by
S.D. Nelson *Little Melba and
Her Big Trombone*
by Kathryn
Russell-Brown *Thurgood Marshall*
by David Adler *Friends for
Freedom*
by Suzanne Slade

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.

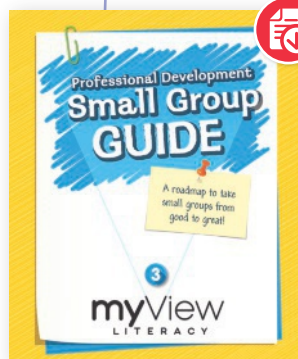
Noticings	Connections	Wonderings



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 students' choosing.
- guiding a student-led Book Club.
- facilitating Book Club when there aren't 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

Who Is Sonia Sotomayor? (pp. 4–7) In 2009, Sonia Sotomayor became the first Hispanic person and the third woman to be sworn in as a Supreme Court justice. As one of the nine Supreme Court justices, Sotomayor helps shape U.S. laws. At age 10, Sonia was impressed by the influence of the judge character on the *Perry Mason* show. She dreamed of becoming a judge, but she had no idea that one day she would join the Supreme Court.

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.

On the first page, we learn who Sonia Sotomayor is now and what she has achieved. Why do you think the author begins with this information? What can you predict will be the overall structure of the rest of the book?

COLLABORATION Remind students that there is a purpose for talking about texts. Students should listen carefully and build on the ideas of others. Offer sentence stems and questions like these as examples of how students can phrase their ideas productively and respectfully. **SEL**

- _____ makes me think that _____.
- Why do you say that?
- I see _____ differently because _____.








READING WORKSHOP

SMALL GROUP



CHOOSE YOUR

BOOK

- Sonia Sotomayor*
by Barbara Kramer 
- Frederick's Journey: The Life of Frederick Douglass*
by Doreen Rappaport 
- Nelson Mandela: Long Walk to Freedom* abridged
by Chris Van Wyk 
- Black Elk's Vision: A Lakota Story* by
S.D. Nelson 
- Little Melba and Her Big Trombone*
by Kathryn Russell-Brown 
- Thurgood Marshall* by David Adler 
- Friends for Freedom*
by Suzanne Slade 

Session 1

Present the book to the groups. Explain that it is a biography about an important person in the U.S. government. Ask students to take note of features, such as the table of contents, “Words to Know,” and captioned images as they read.

Tell the groups that they will begin reading today and that by Session 2 they should finish reading the first section, “Who Is Sonia Sotomayor?”

Display a sample of the **Discussion Chart** and ask students to create something similar in their notebooks. Explain that as they read, they will fill in their charts with details they notice, connections they make, and things they wonder about as they read.

Allow groups to use any remaining Book Club time to begin reading.

Session 2

By Session 2, students will have read “Who Is Sonia Sotomayor?” Now they are ready to begin their conversation.

Circulate around the room and notice how each group’s conversation is going. When appropriate, ask questions or offer background information to encourage discussion or generate interest in a new point.

When groups sit down for their first conversation, they might have trouble getting started or continuing their conversation. If so, use questions like the following to enliven the discussion.

CONVERSATION STARTERS

- What did you already know about the Supreme Court? What is the most interesting thing that you learned?
- What do you think about the number of Supreme Court justices? How important is each justice’s ruling?
- Sotomayor began dreaming of being a judge when she was about your age. What does this tell you about her?

Students should be prepared to discuss pp. 8–15 of *Sonia Sotomayor* 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

Growing Up in the Bronx (pp. 8–11) Sonia Sotomayor was born in 1954 in New York City, where her parents met and got married after leaving Puerto Rico. When Sonia's brother, Juan, was born, the family moved to a new housing project in the Bronx. They had many relatives living nearby and gathered weekly for food and games. The family's summer outings included all-day beach picnics and baseball games that turned Sonia into a Yankees fan.

Being Brave (pp. 12–15) When Sotomayor was almost eight, she was diagnosed with diabetes and she began giving herself daily insulin shots. Her father died a year later, and her mother worked hard to support the family by herself. She also taught Sonia and Juan the importance of education. Study tips from a classmate helped Sotomayor become one of the top students in her fifth-grade class.

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 "Growing Up in the Bronx" focuses on Sotomayor's family. What details support the idea that her family was very close?

Why does the author discuss Sotomayor's study habits in the "Being Brave" section? What can you infer is the author's message on this subject?

COLLABORATION Remind students that it is important in any group discussion for people to take turns talking and ask helpful questions based on what others say. Offer sentence stems and questions like these as examples of ways to talk about text. **SEL** SOCIAL-EMOTIONAL LEARNING

- I notice that _____.
- Can you explain why you think that?
- Another reason might be _____.

READING WORKSHOP

SMALL GROUP



CHOOSE YOUR

BOOK

 Sonia Sotomayor
by Barbara Kramer

 Frederick's Journey: The Life of Frederick Douglass
by Doreen Rappaport

 Nelson Mandela: Long Walk to Freedom abridged
by Chris Van Wyk

 Black Elk's Vision: A Lakota Story
by S.D. Nelson

 Little Melba and Her Big Trombone
by Kathryn Russell-Brown

 Thurgood Marshall
by David Adler

 Friends for Freedom
by Suzanne Slade

Session 3

By Session 3, students will have read “Growing Up in the Bronx” in *Sonia Sotomayor*.

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 book.

CONVERSATION STARTERS

- How is Sonia Sotomayor’s family similar to and different from yours?
- Which images were the most helpful for understanding Sotomayor’s childhood? What did they explain or help you understand?

Session 4

By Session 4, students will have read pp.12–15 of the “Being Brave” section in *Sonia Sotomayor*.

Before groups begin their discussion, remind them to refer to the details and ideas from their Discussion Charts.

CONVERSATION STARTERS

- Do you agree with the author that Sonia Sotomayor was a brave young girl? Why or why not?
- How does the author give readers a sense of Sotomayor’s personality and traits? In what ways are you able to connect or relate to her?

Tell students that they should be prepared to discuss the rest of the “Being Brave” section as well as pp.18–23 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

Being Brave (pp.16–17) When Sotomayor was a student at Cardinal Spellman High School, her family moved to a safer area of the Bronx to avoid increasing gang activity and crime. She graduated in 1972 with a scholarship to Princeton University.

Studying Hard (pp. 18–19) Sotomayor felt out of place at Princeton and struggled socially and academically at first. Hard work helped her graduate in 1976 with the highest honors.

Studying Hard (pp. 20–21) Sotomayor married her high-school boyfriend, immediately went on to Yale Law School to pursue her dream of becoming a judge, and graduated in 1979.

Sotomayor's Cool Firsts (pp. 22–23) Before becoming the first Hispanic Supreme Court Justice, Sotomayor achieved many other “firsts,” such as being the first Hispanic woman to win a prestigious award at Princeton and becoming a federal judge in New York State.

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.

Does the detail about Sotomayor's boyfriend help develop the theme of “Being Brave,” or does the author include it for a different purpose?

What does the author achieve by describing Sotomayor's challenges at Princeton?

What is the author's viewpoint on what is “cool”? How do you know?

COLLABORATION Offer sentence stems like these as examples of how to phrase ideas and offer differing opinions in a conversation. **SEL**

- The author's _____ is interesting because _____.
- I don't agree that _____ because _____.

READING WORKSHOP

SMALL GROUP



CHOOSE YOUR

BOOK

- Sonia Sotomayor*
by Barbara Kramer
- Frederick's Journey: The Life of Frederick Douglass*
by Doreen Rappaport
- Nelson Mandela: Long Walk to Freedom* abridged
by Chris Van Wyk
- Black Elk's Vision: A Lakota Story*
by S.D. Nelson
- Little Melba and Her Big Trombone*
by Kathryn Russell-Brown
- Thurgood Marshall*
by David Adler
- Friends for Freedom*
by Suzanne Slade

Session 5

By Day 1 of Week 3, students will have finished reading the section “Being Brave” and the first half of “Studying Hard” (pp.18–19).

When groups sit down for their conversation, remind students that they can refer to their earlier Discussion Charts to refresh their memories about the first half of “Being Brave.” If a group is having trouble getting started, ask the following questions to spark collaborative discussion.

CONVERSATION STARTERS

- If Sotomayor was a student at Princeton today, what might be different or the same? Why do you think so?
- What do you think is Sotomayor’s most admirable trait?

As groups discuss the book, circulate around the room and touch base with each group when there is a lull in the conversation. Ask students what they are talking about.

Session 6

By Session 6, students will have finished reading “Studying Hard” and “Sotomayor’s Cool Firsts.”

Suggest that groups share details and ideas from their Discussion Charts as they discuss the book.

CONVERSATION STARTERS

- What do you think about the amount and type of work required to become a judge?
- What do you notice about most of the “cool firsts”? Which fact do you think reveals the most about Sotomayor?

Tell students that they should be prepared to discuss pp. 24–33 of *Sonia Sotomayor* 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

Fighting Crime (pp. 24–27) Sotomayor's legal career began with the New York City district attorney's office. In 1984, she went to work for a small New York City firm, still hoping to be nominated for a judgeship.

Reaching a Dream (pp. 28–29) In 1992, the Senate confirmed Sotomayor's nomination to be a federal judge for a U.S. District Court. At age 38, she became New York's first Hispanic federal judge.

Saving Baseball (pp. 30–31) In 1995, Sotomayor ruled in favor of the players on their 232-day strike against Major League Baseball.

6 Cool Facts About Sotomayor (pp. 32–33) The facts include Sotomayor's favorite childhood comics, an appearance on *Sesame Street*, and a chance to throw the first pitch at a Yankees game in 2009.

KEY IDEAS If necessary, refer to the Teacher's Summary and share some of the following talking points to guide students' thinking.

What connections help you understand why Sotomayor left the district attorney's office for a different job?

What is the author's viewpoint about Sotomayor becoming a federal judge at 38? How can you tell?

Does the author think that Sotomayor's ruling on the baseball strike was affected by the fact that she was a fan? Do you? Why or why not?

Do you agree with the author's choices of "cool" facts? Why or why not?

COLLABORATION Offer sentence stems like these as examples of how to phrase ideas in a meaningful conversation. **SEL**

- _____ reminds me that _____.
- Can you say more about why _____?
- I want to follow up on your idea about _____.








READING WORKSHOP

SMALL GROUP



CHOOSE YOUR

BOOK

- Sonia Sotomayor*
by Barbara Kramer 
- Frederick's Journey: The Life of Frederick Douglass*
by Doreen Rappaport 
- Nelson Mandela: Long Walk to Freedom* abridged
by Chris Van Wyk 
- Black Elk's Vision: A Lakota Story*
by S.D. Nelson 
- Little Melba and Her Big Trombone*
by Kathryn Russell-Brown 
- Thurgood Marshall*
by David Adler 
- Friends for Freedom*
by Suzanne Slade 

Session 7

By Session 7, students will have finished reading the sections “Fighting Crime” and “Reaching a Dream.”

CONVERSATION STARTERS

- What do you think would be the most challenging and rewarding parts of working for a district attorney’s office?
- What does Sotomayor’s quote about giving back opportunities mean? What is your own opinion?
- How do you think Sotomayor felt about becoming the first Hispanic federal judge? Is her cultural background important? Why or why not?

As groups discuss the book, circulate around the room and notice where the conversations are going. When it seems appropriate, touch base with each group to check on their progress. Suggest new points for discussion if needed.

Session 8

By Session 8, students will have finished reading the sections “Saving Baseball” and “6 Cool Facts About Sotomayor.”

CONVERSATION STARTERS

- Based on what you read and know, how do you think Sotomayor made her decision about the baseball strike?
- How would you contrast the “cool facts” about Sotomayor with the “firsts” featured earlier? Why do you think the author included each feature?
- How would you describe Sonia Sotomayor?

Ask students to share details and ideas from their Discussion Charts. Tell students that they should be prepared to discuss the sections “A Higher Court” and “Inspiring Others” 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

A Higher Court (pp. 34–39) In 1997, President Bill Clinton nominated Sotomayor to the U.S. Court of Appeals. After facing some opposition, she was confirmed in 1998 and served as a judge for 11 years. In 2009, President Barack Obama interviewed Sotomayor and nominated her to be a Supreme Court justice. The Senate voted her in after three days of intense questioning.

A Higher Court (pp. 40–41) Sotomayor's mother and brother were with her when she was sworn in as a Supreme Court Justice. She will serve on the court for the rest of her life, working hard to prepare for cases and carry out her duties as a justice.

Inspiring Others (pp. 42–43) Sotomayor achieved success despite the disadvantages and challenges she faced, because she dreamed big and worked hard. Her life story has inspired many people to do the same.

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.

How do you know that being nominated to the U.S. Court of Appeals is a promotion, or a step up, for Sotomayor?

What can the timeline help you understand about Sotomayor's life?

How can you check that you understand the main idea of "Inspiring Others"?

COLLABORATION Remind students that it is important in any group discussion for people to be part of the conversation and share what they are thinking. Offer sentence stems like these as examples. **SEL**

- I want to add that _____.
- I think we also should discuss _____.
- Do we all agree that _____?

SMALL GROUP



CHOOSE YOUR

BOOK

- Sonia Sotomayor*
by Barbara Kramer
- Frederick's Journey: The Life of Frederick Douglass*
by Doreen Rappaport
- Nelson Mandela: Long Walk to Freedom* abridged
by Chris Van Wyk
- Black Elk's Vision: A Lakota Story*
by S.D. Nelson
- Little Melba and Her Big Trombone*
by Kathryn Russell-Brown
- Thurgood Marshall*
by David Adler
- Friends for Freedom*
by Suzanne Slade

Session 9

By Session 9, students will have read pp. 34–39 of “A Higher Court” in *Sonia Sotomayor*.

Circulate around the room. When appropriate, touch base with each group and support students to keep the conversation going.

CONVERSATION STARTERS

- Why do you think some senators did not want Sotomayor to become a Court of Appeals judge?
- Does the photograph on page 38 help you imagine what the questioning was like? What kinds of questions do you think Sotomayor had to answer?
- Which confirmation process do you think was more difficult for Sotomayor—the one for the Court of Appeals or for the Supreme Court? What makes you think that?

Session 10

By Session 10, students will have finished reading *Sonia Sotomayor*. 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 your opinion of the swearing-in ceremony for a Supreme Court justice? How do you think Sotomayor felt during the ceremony?
- What do you most admire about Sonia Sotomayor? Explain your answer.
- How does this biography compare to others you have read? Would you read another biography by this author or from the same book series?

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.

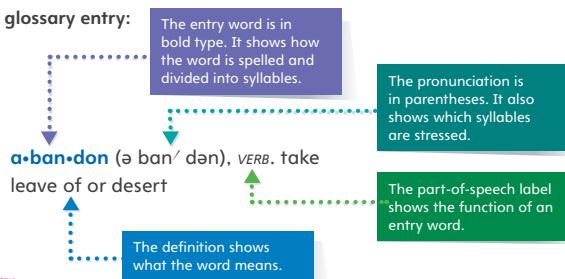
STUDENT INTERACTIVE, p. 632

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-ished (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 gənt), *ADJECTIVE*. graceful in style and beauty

e-mer-gen-cy (i mēr' jən sē), *NOUN*. a serious or dangerous situation

en-cour-age (en kər' ij), *VERB*. to give someone hope to keep trying

e-nor-mous (i nôr' məs), *ADJECTIVE*. huge or very large

e-qual-i-ty (i kwäl' 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 (jən' ə rā' shən), *NOUN*. a group of individuals born and living at the same time

gen-er-ous (jən' ər əs), *ADJECTIVE*. giving or showing kindness toward others

Copyright © SAVVAS Learning Company LLC. All Rights Reserved.

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 məj' 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 grəntz), *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' ər 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-vived (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

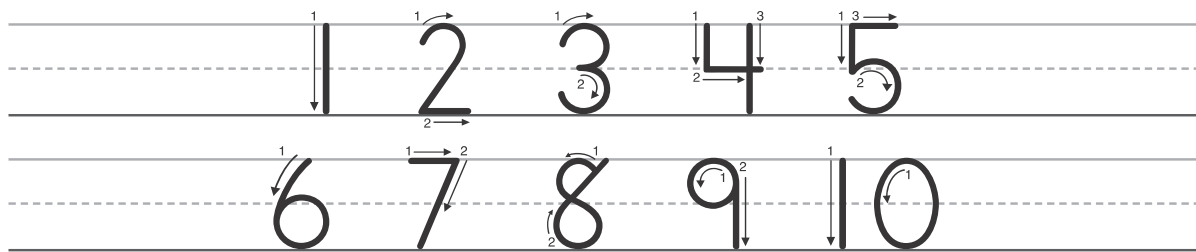
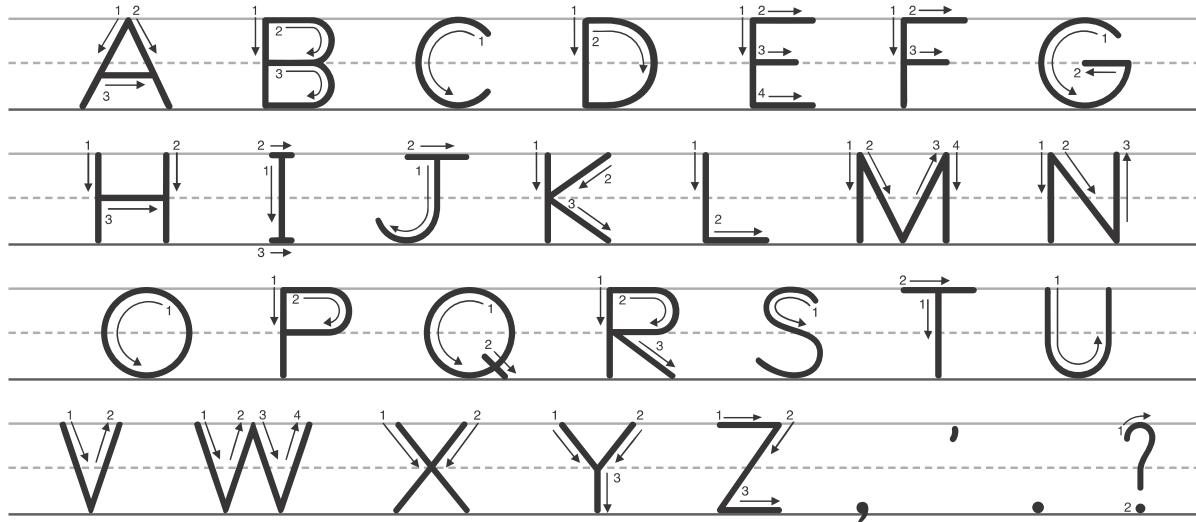
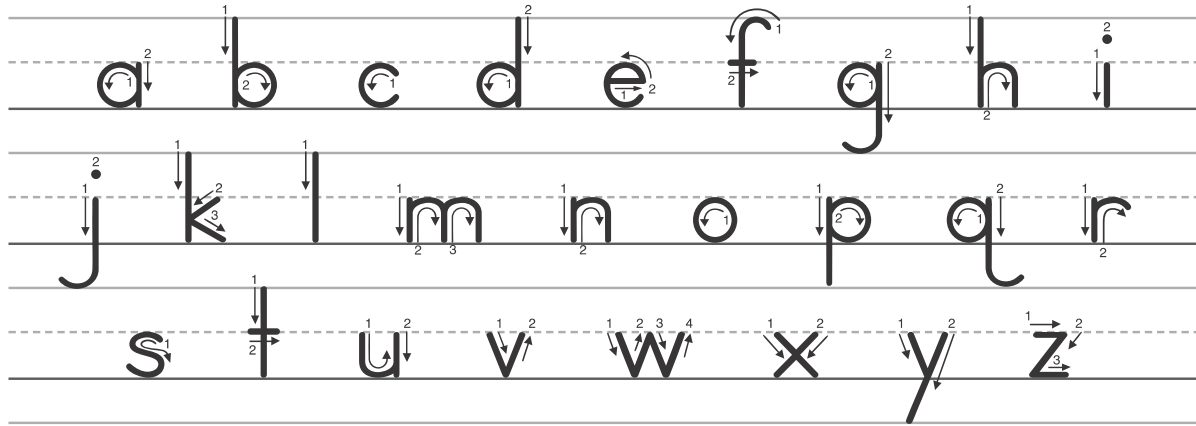
twin-kle (twing' kəl), *VERB*. sparkle or shine with a flickering light

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

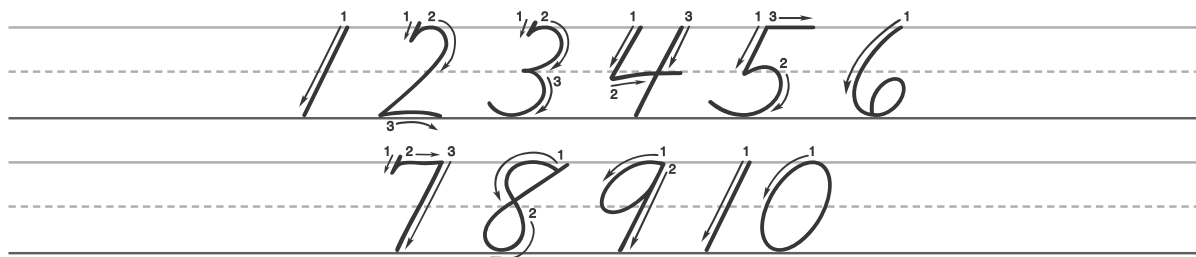
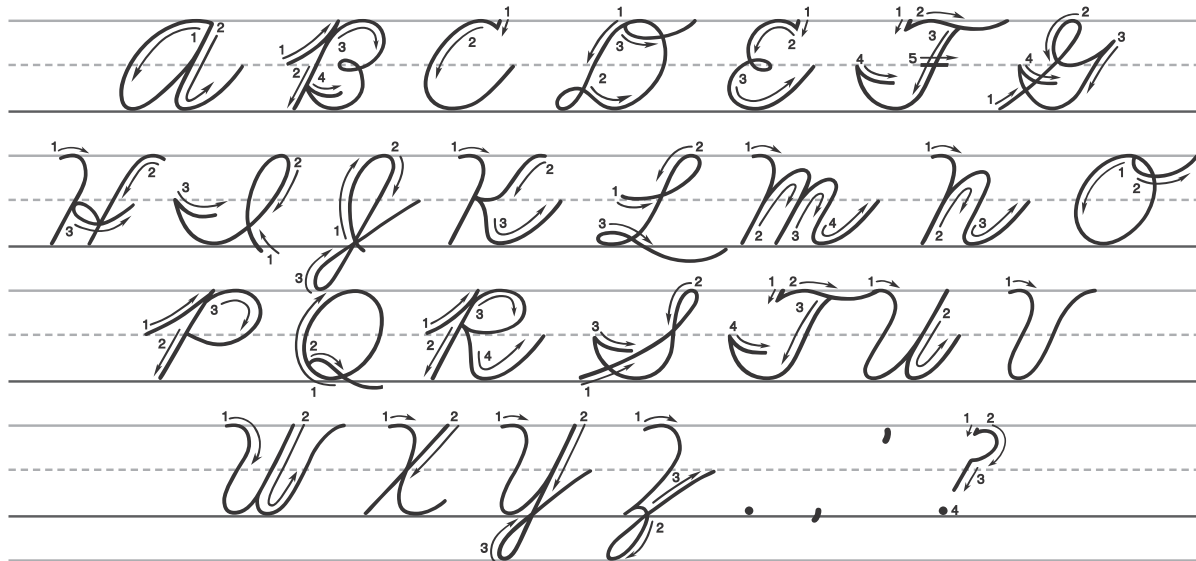
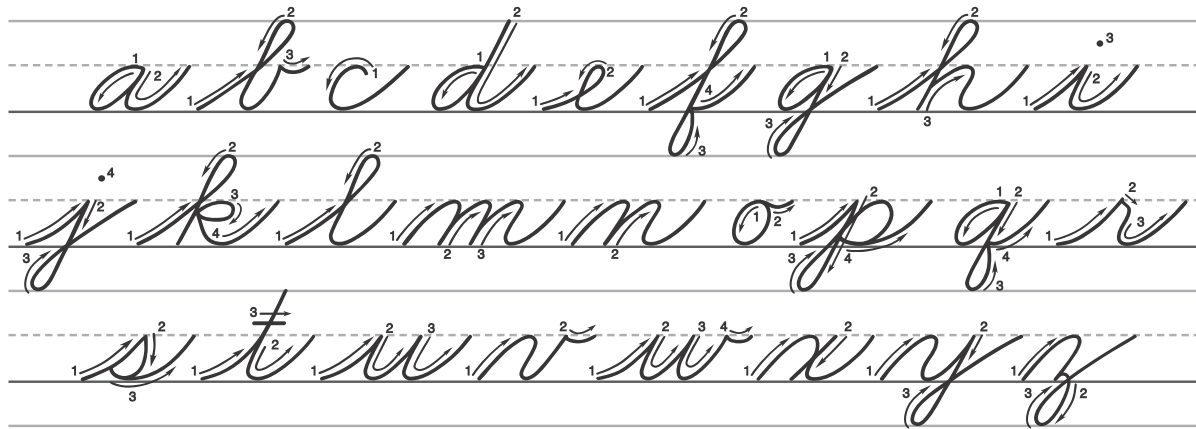
a b c d e f g h i
j k l m n o p q r s t
u v w x y z

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

CREDITS

Text

Candlewick Press

GRANDDADDY'S TURN. Text copyright © 2015 by Michael S. Bandy and Eric Stein. Illustrations copyright © 2015 by James E. Ransome. Reproduced by permission of the publisher, Candlewick Press.

Crabtree Publishing Company

Earthquakes, Eruptions, and Other Events That Change Earth by Natalie Hyde. Used with permission from Crabtree Publishing Company.

Curtis Brown Ltd.

"Miss Stone" copyright © 2002 by Nikki Grimes. Originally published by Creative Classroom Publishing LLC. Currently published in AMAZING FACES (Lee & Low Books). Reprinted by permission of Curtis Brown, Ltd.

Gina Maccoby Literary Agency

Nora's Ark, text copyright 2005 by Natalie Kinsey-Warnock. Used by permission of the Gina Maccoby Literary Agency.

HarperCollins Publishers

Little House on the Prairie by Laura Ingalls Wilder, text copyright 1935, 1963 Little House Heritage Trust. Used by permission of HarperCollins Publishers. Please Note: "LITTLE HOUSE" (R) is A Registered Trademark of HarperCollins Publishers, Inc.
By the Shores of Silver Lake by Laura Ingalls Wilder, text copyright 1939, 1967 Little House Heritage Trust. Used by permission of HarperCollins Publishers. This selection may not be re-illustrated without written permission of HarperCollins Publishers, Inc.

Henry Holt & Company

The House That Jane Built: A Story About Jane Addams by Tanya Lee Stone, reprinted by Henry Holt Books for Young Readers. Caution: Users are warned that this work is protected under copyright laws and downloading is strictly prohibited. The right to reproduce or transfer the work via any medium must be secured with Macmillan Publishing Group, LLC d/b/a Henry Holt & Company.
Green City: How One Community Survived a Tornado and Rebuilt for a Sustainable Future by Allan Drummond. Caution: Users are warned that this work is protected under copyright laws and downloading is strictly prohibited. The right to reproduce or transfer the work via any medium must be secured with Macmillan Publishing Group, LLC d/b/a Henry Holt & Company.

Houghton Mifflin Harcourt Publishing Company

AESOP'S FOX, retold and illustrated by Aki Sogabe. Copyright © 1999 by Aki Sogabe. Reprinted by permission of Houghton Mifflin Harcourt Publishing Company. All rights reserved.

Lee & Low Books

In Daddy's Arms from IN DADDY'S ARMS, I AM TALL. Text Copyright ©1997 by Folami Abiade. Illustrations Copyright © 1997 Javaka Steptoe. Permission arranged with LEE & LOW BOOKS, Inc., New York, NY 10016. All rights not specifically granted herein are reserved.
Firefighter Face from AMAZING FACES. Illustration by Chris Soentpiet. Illustrations Copyright © 2010 Chris Soentpiet. Permission arranged with LEE & LOW BOOKS, Inc., New York, NY 10016. All rights not specifically

granted herein are reserved.

The Race from IN LOVE TO MAMA: A TRIBUTE TO MOTHERS. Text Copyright ©2001 by Jennifer Trujillo. Illustrations Copyright © 2001 Paula S. Barragan. Permission arranged with LEE & LOW BOOKS, Inc., New York, NY 10016. All rights not specifically granted herein are reserved.

Prospect Agency, LLC

Firefighter Face by Mary E. Cronin. Used with permission from the author.

Rocky Hill Group

Granddaddy's Turn: A Journey to the Ballot Box by Michael S. Bandy and Eric Stein, used with permission from LSH/Rocky Hill Group, Inc.

Scholastic Library Publishing

Frederick Douglass by Josh Gregory. All rights reserved. Reprinted by permission of Children's Press an imprint of Scholastic Library Publishing, Inc.
Milton Hershey: Chocolate King, Town Builder by Charnan Simon. All rights reserved. Reprinted by permission of Children's Press an imprint of Scholastic Library Publishing, Inc.

Simon & Schuster, Inc.

Mama Miti: Wangari Maathai and the Trees of Kenya by Donna Jo Napoli. Copyright © 2010 by Donna Jo Napoli. Reprinted with the permission of Simon & Schuster, Inc. All Rights Reserved.

Photographs

Photo locators denoted as follows Top (T), Center (C), Bottom (B), Left (L), Right (R), Background (Bkgd)

10 (T) Darleine Heitman/Shutterstock.(B) Michael Jung/Shutterstock; 11 Used with permission from Prospect Agency LLC. 16 (L, R, B) NASA, (Bkgd) Elena Polina/123RF; 20 Geoffrey Swaine/Rex Features/AP Images; 60 Choreograph/123RF; 64 Used with permission from Michael Bandy.; 94 (T) Digital Image Library/Alamy Stock Photo. (B) Stocktrek Images, Inc./Alamy Stock Photo, (Bkgd) Photolinc/Shutterstock; 95 (T) JT Vintage/Glasshouse Images/Alamy Stock Photo; 98 Fine Art Images/Heritage Image Partnership Ltd/Alamy Stock Photo; 106 Fine Art Images/Heritage Image Partnership Ltd/Alamy Stock Photo.; 130 (T) Interim Archives/Contributor/Getty Images, (B) Steve Larson/Denver Post/Getty Images; 131 (T) RitchardD/Shutterstock, (B) Matt Moyer/Millrock Productions, Inc./Corbis/Getty Images; 134 Used with permission from Donna Jo Napoli.; 164 (T) Catwalker/Shutterstock, (B) Maria Evseyeva/Shutterstock; 165 Chris Dorney/Shutterstock; 168 The Race Poem from the collection Love to Mama A Tribute to Mothers. Text copyright © 2001 by Jennifer Trujillo. Permission arranged with Lee & Low Books, New York, NY 10016.; 169 Hilary Morgan/Alamy Stock Photo; 202 Florian Kopp/imageBROKER/Alamy Stock Photo; 208 (T) KidStock/Blend Images/Getty Images, (B) RosaIreneBetancourt 7/Alamy Stock Photo; 211 Image Source/DigitalVision/Getty Images; 130 Roberto Sorin/Shutterstock; 164 PhotoStock10/Shutterstock; 170 Used with permission from Prospect Agency LLC. 198 Asiseeit/iStock/Getty Images; 204-205

CREDITS

Terraxplorer/E+/Getty Images; **206-207** Romakoma/Shutterstock; **214** (Bkgd) Maciej Bledowski/Alamy Stock Photo.; **215** Library of Congress Prints and Photographs Division Washington[LC-USZ62-13484]; **220** (BL) Paul Fearn/Alamy Stock Photo, (Bkgd) Rainer Lesniewski/Alamy Stock Vector; **224** Used with permission from Macmillan Publishers Ltd; **257** Dennis MacDonald/Age Fotostock/Alamy Stock Photo; **259** Library of Congress Washington[LC-USZ62-119343]; **262** Used with permission from Josh Gregory.; **265** Everett Collection Inc/Alamy Stock Photo; **266** North Wind Picture Archives/Alamy Stock Photo; **267** Hulton Archive/Getty Images; **268** Library of Congress Prints and Photographs Division [LC-DIG-ppmsca-38382]; **269** (TL) JT Vintage/Glasshouse Images/Alamy Stock Photo, (CR) Library of Congress Prints and Photographs Division [LC-USZ62-119343], (BL) Library of Congress Prints and Photographs Division [LC-DIG-ppmsca-07773]; **270** (BL) Everett Collection Inc/Alamy Stock Photo, (BR) Photo Researchers/Science History Images/Alamy Stock Photo; **272** (TL) NAWROCKI/ClassicStock/Alamy Stock Photo, (TR) North Wind Picture Archives/Alamy Stock Photo; **273** (TL) Bettmann/Getty Images, (TR) Library of Congress Prints and Photographs Division [LC-DIG-highsm-09902]; **274** Library of Congress Prints and Photographs Division [LC-DIG-highsm-09902]; **275** (B) Library of Congress Prints and Photographs Division [LC-USZ62-93268]; **292** (Bkgd) Alison Hancock/Shutterstock; **293** Oyls/Shutterstock; **297** Bettmann/Getty Images; **299** H. Mark Weidman Photography/Alamy Stock Photo; **301** Andre Jenny/Alamy Stock Photo; **302** (CL) Courtesy of Hershey Community Archives, Hershey, PA, (B) Courtesy of Hershey Community Archives, Hershey, PA; **303** Courtesy of Hershey Community Archives, Hershey, PA; **305** (BC) Jozsef Szasz-Fabian/Shutterstock; **306** Courtesy of Hershey Community Archives, Hershey, PA; **307** Courtesy of Hershey Community Archives, Hershey, PA.; **308** (BR) Bygone Collection/Alamy Stock Photo; **312** (B) Superstock; **313** (B) Courtesy of Hershey Community Archives, Hershey, PA, (TC) Centli/Shutterstock; **330** Drserg/Shutterstock; **330-331** (Bkgd) Pluie_r/Shutterstock; **334** Used with permission from Macmillan Publishers Ltd.; **370** (T) Karelnope/Shutterstock, (CL) Unge255_photostock/Shutterstock, (CR) Rawpixel.com/Shutterstock, (B) Maria Ivanushkina/Shutterstock; **370** (Bkgd) VectorPot/Shutterstock, (B) Pixelheadphoto digitalskillet/Shutterstock; **408** Richie Chan/Shutterstock; **412** Ed Metz/Shutterstock; **414** Gabbro/Alamy Stock Photo; **415** (T) C. Steimer/Arco Images GmbH/Alamy Stock Photo, (C) Joel Sartore/National Geographic/Getty Images, (B) Jim and Lynne Weber/Shutterstock; **416** Zack Frank/Shutterstock; **418** Newman Mark/Prisma by Dukas Presseagentur GmbH/Alamy Stock Photo; **424** (Bkgd) Peky/Shutterstock.; **430** (T) Poprotskyi Alexey/Shutterstock, (B) Monkey Business Images/Shutterstock, (Bkgd) Stephane Bidouze/Shutterstock; **431** (T) Helen Hotson/Shutterstock; **434** Shirin Yim Bridges; **435** Mark Lloyd/Alamy Stock Photo; **436** Donatas Dabravolskas/Shutterstock; **437** (T) Isabella Pfenninger/Shutterstock, (B) Dr Morley Read/Shutterstock; **438** (T) US Marines Photo/Alamy Stock Photo, (B) Mark Lloyd/Alamy Stock Photo; **439** (T) Interfoto/Travel/Alamy Stock Photo, (B)

US Marines Photo/Alamy Stock Photo; **440** Jose More/VWPics/Alamy Stock Photo; **441** Keith Kapple/SuperStock/Alamy Stock Photo; **442** Dave stamboulis/Alamy Stock Photo; **442** (Bkgd) Tony Waltham/Robertharding/Alamy Stock Photo; **443** (T) Aleksandra H. Kossowska/Shutterstock;(B) Dave stamboulis/Alamy Stock Photo; **444** (T) GillesBarbier/imageBROKER/Alamy Stock Photo, (B) Ariadne Van Zandbergen/Alamy Stock Photo; **445** Ton koene/Alamy Stock Photo; **446** (L) Alison Wright/National Geographic Creative/Alamy Stock Photo, (R) Tbkmedia.de/Alamy Stock Photo; **447** Tatiana Kholina/Shutterstock; **448** Robert Matton AB/Alamy Stock Photo; **448** (Bkgd) Outdoor-Archiv/Klauer/Alamy Stock Photo; **449** (BR) Top-Pics TBK/Alamy Stock Photo; **450** V. Belov/Shutterstock; **451** (TL) Ragnar Th Sigurdsson/ARCTIC IMAGES/Alamy Stock Photo, (TR) Anders Ryman/Alamy Stock Photo, (B) tbkmedia.de/Alamy Stock Photo; **452** F1online digitale Bildagentur GmbH/Alamy Stock Photo; **453** (TR) Fotomicar/Shutterstock, (TL) MaxyM/Shutterstock, (BR) Radu Bercan/Shutterstock; **474** Used with permission from Crabtree Publishing Company.; **476** (TL) Think4photop/Shutterstock; **477** (B) Webspark/Shutterstock; **478** Somjin Klong-ugkara/Shutterstock; **479** (T) Designua/Shutterstock, (BR) Dorling Kindersley/Getty Images; **480** La Prensa Grafica/AP Images; **481** Shutterstock; **482** (CL) Pierre Leclerc/Shutterstock, (B) luigi nifosi/Shutterstock; **483** Sadatsugu Tomizawa/AFP/Jiji Press/Getty Images; **484** (B) Maria Luisa Lopez Estivill/123rf; **485** (T) Ragnar Th Sigurdsson/ARCTIC IMAGES/Alamy Stock Photo; **502** Tom Reichner/Shutterstock; **503** Welcomia/123RF, IrinaK/Shutterstock; **507** Iakov Filimonov/Shutterstock; **508** Jessica Lynn Culver/Moment/Getty Images; **510** (BL) Minerva Studio/Shutterstock, (CL) Fesus Robert/Shutterstock, (TL) Brisbane/Shutterstock, (C) Gece33/iStock/Getty Images; **511** (R) ILI/Juice Images/Alamy Stock Photo, (L) Arek_Malang/Shutterstock; **512** Redpixel.PL/Shutterstock; **515** Serg_V/123RF; **516** Lawrence Manning/Corbis/Getty Images; **517** Sergey Novikov/Shutterstock; **518** Kzenon/Shutterstock; **519** Aldomurillo/E+/Getty Images; **536** Library of Congress Prints and Photographs Division Washington[LC-DIG-ppmsca-31916]; **537** (T) Library of Congress Prints and Photographs Division[LC-DIG-hec-38293], (B) Library of Congress Prints and Photographs Division Washington[LC-USF34-002505-E]; **540** Copyright © 2017 by Natalie Kinsey-Warnock. Used by permission of The Gina Maccoby Literary Agency.; **578** (Bkgd) Ryan DeBerardinis/Shutterstock; **582** Used with permission from Aki Sogabe.; **616** Tommy E Trenchard/Alamy Stock Photo; **622** Martin Shields/Alamy Stock Photo; **625** Andrea Booher/FEMA; **626** (T) Tom Uhlman/Alamy Stock Photo, (C) Jim West/Alamy Stock Photo, (B) Douglas R. Clifford/Tampa Bay Times/ZUMA Wire/Alamy Stock Photo; **629** Syda Productions/Shutterstock.

Illustrations

19, 167, 223, 433, 581 Ken Bowser; **63, 261, 295, 473** Olga & Aleksey Ivanov; **97, 333, 505** Ilana Exelby; **99-113** Amal; **133, 373, 539** Valeria Cis; **208, 620** Karen Minot; **375-389** Laura Osolini; **418** Rob Schuster; **502-503** Scott Burroughs; **513** Jodi O'Rourke

TEXT COMPLEXITY CHARTS

***The House That Jane Built:
A Story About Jane Addams***

By Tanya Lee Stone
Genre: Biography

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

- Text Structure: Understanding the non-chronological introduction
- Knowledge Demands: Understanding how community centers help communities

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: **710L** Average Sentence Length: **12.329** Word Frequency: **3.686** Word Count: **1,048**

Complexity Level	Qualitative Measures
<p>Author's Purpose</p> <p>Simple Very Complex</p>	<p>This biography has an easily identified purpose: to inform readers about Jane Addams, who started a settlement house in a poor area in Chicago and, more narrowly, to answer the question on the first page: <i>Why would a wealthy young woman do this when she could have lived anywhere?</i> It explores concepts of income inequality, persistence, and community.</p>
<p>Text Structure</p> <p>Simple Very Complex</p>	<p>The narrative is mostly chronological; it begins when Jane Addams moves into Hull House and then goes back in time to reveal what led up to that event. It includes passages of explanation, such as what a settlement house is. Students may need support with the time and informational shifts.</p>
<p>Language Conventuality and Clarity</p> <p>Simple Very Complex</p>	<p>Sentences are mostly simple and compound constructions. There are some sentence fragments and embedded questions that are answered in the text. Transition words and phrases such as <i>about two years later</i> help track the passage of time and explain when events happen. Some vocabulary will need defining (<i>elegant, horrid, vendor, ramshackle, rough boys</i>).</p>
<p>Knowledge Demands</p> <p>Simple Very Complex</p>	<p>In this biography, the ideas are not recognizable to most readers. Background knowledge of the historical time period and the difficulties immigrants faced in the 1890s will help students interpret the author's message about Addams and the impact of Hull House.</p>

Reader and Task Considerations

English Language Learners	Intervention	On Level/Advanced
<p>Structure Explain that some texts talk about events out of order. Read aloud the first two paragraphs. Have students read the first sentence of paragraph 3. Guide students to see that the first paragraphs talk about Jane starting Hull House; then the text tells about Jane's life when she was younger. Create a time line as you begin reading to help students understand the chronology of Jane's life.</p>	<p>Knowledge Demands Mention the names of some community centers (including local YMCAs, senior centers, and similar places). Ask:</p> <ul style="list-style-type: none"> • What kinds of activities take place there? • How are these places good for the community? <p>Explain that this text is about one of the first community centers.</p>	<p>Purpose Read the first page and the question in paragraph 2. Have students brainstorm ideas about Jane Addams's decision.</p> <ul style="list-style-type: none"> • As students offer ideas, make a list on the board. • After reading, have students evaluate their predictions. • Then, have partners list ways people can improve their communities today.

from Frederick Douglass

By Josh Gregory

Genre: Biography

Recommended Placement

The **Quantitative Measures** suggest that this text is at the upper level of readability for Grade 3. Use the **Qualitative** analysis below to inform and support your instruction.

The **Qualitative Measures** suggest that students might need additional support with

- Language: Understand the terms *abolitionist* and *proslavery*
- Knowledge Demands: Historical context and important events of Douglass's life

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: 920L

Average Sentence Length: 13.433

Word Frequency: 3.438

Word Count: 1,303

Complexity Level

Author's Purpose



Text Structure



Language Conventionalty and Clarity



Knowledge Demands



Qualitative Measures

This biography has an **easily identified purpose** of telling the story of a significant historical figure but also includes **abstract concepts** related to equality, freedom, and the fight for equal rights. Although Douglass's story is **chronological**, the flow is disrupted by focus on other leaders in the abolitionist movement.

The **description text structure** is **explicit and clear**, with **headings** introducing each event in Douglass's life. Different types of **text features** (fine art, time line, sidebar, photos, and captions) **support** the main text.

Sentence structure is varied and includes several **complex sentences**, although the language is mostly **explicit and easy to understand**. Idiomatic language is included, such as *odd jobs*. Vocabulary includes many examples of **academic** and **domain-specific terms** that may be unfamiliar (*subscribing, awed, impressive, proslavery, supporters, and mistreatment*).

This biography includes **complex and sophisticated themes**. **Background knowledge** of the fight against slavery and for civil rights is important to understanding the context of Douglass's life story.

Reader and Task Considerations

English Language Learners

Language Preteach the words *abolitionist* and *proslavery*. Explain that they have opposite meanings. Then use the **sentence frames**.

- Douglass was an _____. He worked to _____ slavery.
- Some _____ wanted to keep slavery.

Intervention

Knowledge Demands Have students preview the time line on pages 272–273. You may also wish to

- have partners complete a **KWL chart** about the abolitionist movement.

On Level/Advanced

Structure Have students preview the text by identifying text features.

- Pairs work together to examine the text feature and **report** back on how it adds to or clarifies the text.
- After reading, each pair adds one additional text feature to the list.

TEXT COMPLEXITY CHARTS

from *Milton Hershey: Chocolate King, Town Builder*

By Charman Simon
Genre: Biography

Recommended Placement

The **Quantitative Measures** suggest that this text is at the upper level of readability for Grade 3. Use the **Qualitative** analysis below to inform and support your instruction.

The **Qualitative Measures** suggest that students might need additional support with

- Language: Concept of a *household name*
- Knowledge Demands: Connecting Milton Hershey to familiar products from today

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: 840L

Average Sentence Length: 11.655

Word Frequency: 3.384

Word Count: 1,317

Complexity Level

Qualitative Measures

Author's Purpose



Simple

Very Complex

This biography has an **easily identified** purpose of telling the story of a significant historical figure and featuring his greatest accomplishments. It also includes **themes** related to persistence, hard work, and success from failure.

Text Structure



Simple

Very Complex

The structure of this informational text is mostly **chronological**, although a lengthy (six paragraphs) introductory section gives an overview of Hershey's accomplishments before the text cycles back to his childhood. Different types of graphic and **text features** add details not found in the main text and **enhance readers' understanding** of the content.

Language Conventionalty and Clarity



Simple

Very Complex

The text is made up of mostly **simple and compound sentences**. The language is mostly literal and straightforward, with a few examples of idiomatic or figurative language, such as *Luck was with Milton, household name, and just the right moment*. **Vocabulary** includes many examples of **academic** and **domain-specific terms** that may be unfamiliar such as *apprentice, fortune, practical, trade, equipment, and exhibition*.

Knowledge Demands



Simple

Very Complex

The biography includes a detailed look at Milton Hershey's life, although prior knowledge of Hershey or his accomplishments is **not necessary to understand the text**. **Some background knowledge** of historical details such as the World's Fair and trolley cars will enhance understanding.

Reader and Task Considerations

English Language Learners

Intervention

On Level/Advanced

Language Use the title and the term *household name* to introduce the topic of the text. Explain that when a person becomes a household name, his or her name is known in nearly every household, or home. Discuss examples from current events. Then, use the **sentence frames** below to help students discuss Milton Hershey.

- Milton Hershey became _____.
- Many people knew his name because _____.

Knowledge Demands Ask students to identify what is being made in the photo on page 299.

- Ask them to read the title, look at the photo, and think about how this text will connect to their own lives.
- After students share their ideas with a partner, have them share aloud. Show students examples of products associated with Milton Hershey to spark interest.

Purpose Have students read aloud the first heading "If at First You Don't Succeed ...". Invite them to finish the saying.

- Ask students to discuss with a partner a time when they did not succeed, but tried again.
- Invite volunteers to share their stories.

Green City

By Allan Drummond
Genre: Narrative
Nonfiction

Recommended Placement

The **Quantitative Measures** suggest that this text is at the upper level of readability for Grade 3. Use the **Qualitative** analysis below to inform and support your instruction.

The **Qualitative Measures** suggest that students might need additional support with

- Language: Understanding abstract figurative language
- Knowledge Demands: Natural disasters and green, sustainable living

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: **880L** Average Sentence Length: **12.864** Word Frequency: **3.543** Word Count: **1,415**

Complexity Level	Qualitative Measures
<p>Author's Purpose</p> <p>Simple Very Complex</p>	<p>This nonfiction narrative has an easily identified purpose expressed in its subtitle: <i>How One Community Survived a Tornado and Rebuilt for a Sustainable Future</i>. However, several concepts are implied, such as managing loss, the importance of sustainability, negotiating disagreements, and working as a community.</p>
<p>Text Structure</p> <p>Simple Very Complex</p>	<p>The story's chronological structure is evident from the opening words <i>I remember</i> and the use of time-order words and phrases. The problem and solution is clearly presented. The text features <i>Going Green</i> and <i>Building a Sustainable House</i> help readers' understanding of the topic.</p>
<p>Language Conventinality and Clarity</p> <p>Simple Very Complex</p>	<p>Sentence constructions include mostly simple and compound sentences, and the vocabulary is mostly familiar and conversational. There are some occasions for more complex meaning (<i>everyone's past had been swept away; entire town ... had no future; going green</i>).</p>
<p>Knowledge Demands</p> <p>Simple Very Complex</p>	<p>The narrative includes ideas of varying levels of complexity, and some abstract ideas are presented. The concepts of living through a natural disaster and green building may be challenging, and references to structures such as grain elevators and geodesic domes may need explanation.</p>

Reader and Task Considerations

English Language Learners	Intervention	On Level/Advanced
<p>Language Explain that some phrases don't have literal meanings. Preteach the following phrases:</p> <ul style="list-style-type: none"> • <i>everyone's past had been swept away</i> • <i>the entire town ... had no future</i> <p>Explain that the narrator is explaining what it felt like for his town to be destroyed by a tornado. People lost the things that were part of their daily life, and the future of the town was uncertain.</p>	<p>Knowledge Demands Explain that weather can be dangerous. Introduce the concepts of tornados, hurricanes, and earthquakes.</p> <ul style="list-style-type: none"> • Have small groups research each type of weather and make a list of its effects on Earth. • Discuss how to stay safe during each of these types of weather. 	<p>Structure Explain to students that a tornado destroyed the town of Greensburg, Kansas. The town faced many problems after the tornado.</p> <ul style="list-style-type: none"> • Have small groups research tornadoes and their impact. • Have groups make a T-chart of the problems people might experience after a natural disaster and possible solutions. • Discuss the charts as a class.

TEXT COMPLEXITY CHARTS

Grace and Grandma

By Rich Lo

Genre: Drama

Recommended Placement

The **Quantitative Measures** are not generated for poetry and drama. See the **Qualitative** analysis for support.

The **Qualitative Measures** suggest that students might need additional support with

- Language: Idiomatic language
- Knowledge Demands: Immigration and Angel Island

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Complexity Level

Qualitative Measures

Levels of Meaning



Simple Very Complex

The drama has **multiple themes**—related to friendship, language, valuing one’s heritage, and entering a new culture—revealed by the different interactions of characters. These themes are **revealed over the entirety of the text**.

Text Structure



Simple Very Complex

The drama has a **chronological structure**, but characters discuss events that took place in the past. Readers need to connect events in the past with the play’s present. The play has five scenes, and stage directions at the beginning of each explain the setting and context of the scene.

Language Conventuality and Clarity



Simple Very Complex

The vocabulary is **mostly contemporary and conversational**, but the play’s exploration of the difficulty in learning idiomatic phrases when entering a new culture gives occasion for more complex, abstract meaning. Students may need support in interpreting the idioms and understanding the purpose of including them.

Knowledge Demands



Simple Very Complex

Experiences of entering a new culture or being from an immigrant family may be **unfamiliar to some readers**, and the historical significance of Angel Island may also be unfamiliar. Background knowledge about Chinese immigration to the United States will support comprehension.

Reader and Task Considerations

English Language Learners

Intervention

On Level/Advanced

Knowledge Demands Explain that students will read about Angel Island in the play. Tell them that Angel Island is an immigration station off the West Coast, much like Ellis Island off the East Coast.

- Have partners find Angel Island and Ellis Island on a map.
- Have students think about the names in the title of the drama. As they begin reading, have them infer which character is most likely to have arrived in the United States by way of Angel Island.

Language Explain that an **idiom** is a phrase that has a meaning that is different from the literal definitions of the words. Read and discuss the two idioms Grace explains to Wendi in Scene 4: *head start* and *check it out*. Have students work with a partner to use each idiom in a sentence, then think of other idioms they know.

Structure Have students preview the settings of the play by reading the setting description at the beginning of each scene.

- Have students work in pairs to create a graphic outline (a **story sequence chart** or similar) of the play that tells when and where each scene takes place and which characters are in each scene.
- Have partners make space in their outline to add plot events so they can use it to take notes on what happens in the play.

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			•	•	•	•	
ORAL LANGUAGE	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	•	•	•	•	•	•	

A

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

Leveled Readers, **U1**:T29, T31, T61, T69, T77, T83, T99, T101, T123, T131, T139, T145, T161, T163, T185, T193, T201, T207, T223, T225, T255, T263, T271, T277, T293, T295, T317, T325, T333, T339; **U2**:T29, T31, T53, T61, T69, T75, T91, T93, T115, T123, T131, T137, T153, T155, T175, T183, T191, T197, T213, T215, T237, T245, T253, T259, T275, T277, T299, T307, T315, T321; **U3**:T29, T31, T61, T69, T77, T83, T99, T101, T121, T129, T137, T143, T159, T161, T183, T191, T199, T205, T221, T223, T243, T251, T259, T265, T281, T283, T301, T309, T317, T323; **U4**:T29, T31, T55, T63, T71, T77, T93, T95, T115, T123, T131, T137, T153, T155, T179, T187, T195, T201, T217, T219, T245, T253, T261, T267, T283, T285, T307, T315, T323, T329; **U5**:T29, T31, T57, T65, T73, T79, T95, T97, T115, T123, T131, T137, T153, T155, T175, T183, T191, T197, T213, T215, T243, T251, T259, T265, T281, T283, T305, T313, T321, T327

Literacy Activities, **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, T73, 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

Teacher-Led Options, **U1**:T30–T31, T60–T61, T68–T69, T76–T77, T82–T83, T100–T101, T122–T123, T130–T131, T138–T139, T144–T145, T162–T163, T184–T185, T192–T193, T200–T201, T206–T207, T224–T225, T254–T255, T262–T263, T270–T271, T276–T277, T294–T295, T316–T317, T324–T325, T332–T333, T338–T339; **U2**:T30–T31, T52–T53, T60–T61, T68–T69, T74–T75, T92–T93, T114–T115, T122–T123, T130–T131, T136–T137, T154–T155, T174–T175, T182–T183, T190–T191, T196–T197, T214–T215, T236–T237, T244–T245, T252–T253, T258–T259, T276–T277, T298–T299, T306–T307, T314–T315,

T320–T321; **U3**:T30–T31, T60–T61, T68–T69, T76–T77, T82–T83, T100–T101, T120–T121, T128–T129, T136–T137, T142–T143, T160–T161, T182–T183, T190–T191, T198–T199, T204–T205, T222–T223, T242–T243, T250–T251, T258–T259, T264–T265, T282–T283, T300–T301, T308–T309, T316–T317, T322–T323; **U4**:T30–T31, T53–T54, T62–T63, T70–T71, T76–T77, T94–T95, T114–T115, T122–T123, T130–T131, T136–T137, T154–T155, T178–T179, T186–T187, T194–T195, T200–T201, T218–T219, T244–T245, T252–T253, T260–T261, T266–T267, T284–T285, T306–T307, T314–T315, T322–T323, T328–T329; **U5**:T30–T31, T56–T57, T64–T65, T72–T73, T78–T79, T96–T97, T114–T115, T122–T123, T130–T131, T136–T137, T154–T155, T174–T175, T182–T183, T190–T191, T196–T197, T214–T215, T242–T243, T250–T251, T258–T259, T264–T265, T282–T283, T304–T305, T312–T313, T320–T321, T326–T327

Fluency, **U1**:T60, T68, T76, T122, T130, 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**:T60, T68, T76, T120, T128, T136, T182, T190, T198, T242, T250, T258, 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

Intervention Activity, **U1**:T30, T60, T68, T76, T82, T100, T122, T130, T138, T134, T162, T184, T192, T200, T206, T224, T254, T262, T270, T276, T294, T316, T324, T332, T333; **U2**:T30, T52, T60, T68, T74, T92, T114, T122, T130, T136, T154, T174, T155, T190, T196, T214, T236, T244, T252, T258, T276, T298, T306, T314, T320; **U3**:T30, T60, T68, T76, T82, T100, T120, T128, T136, T142, T160, T182, T190, T198, T204, T222, T242, T250, T258, T264, T282, T300, T308, T316, T322; **U4**:T30, T54, T62, T70, T76, T94, T114, T122, T130, T136, T154, T178, T186, T194, T200, T218, T244, T252, T260, T266, T284, T306, T314, T322, T328; **U5**:T30, T56, T64, T72, T78, T96, T114, T122, T130, T136, T154, T174, T182, T190, T196, T214, T242, T250, T258, T264, T282, T304, T312, T320, T326

On-Level and Advanced, **U1**:T30, T82, T100, T144, T162, T206, T224, T276, T294, T333; **U2**:T30, T74, T92, T136, T154, T196, T214, T258, T276, T320; **U3**:T30, T82, T100, T142, T160, T204, T222, T264, T282, T322; **U4**:T30, T76, T94, T136, T154, T200, T218, T266, T284, T328; **U5**:T30, T78, T96, T136, T154, T196, T214, T264, T282, T326

Strategy Group, **U1**:T30, T60, T68, T76, T82, T100, T122, T130, T138, T144, T162, T184, T192, T200, T206, T224, T254, T262, T270, T276, T294, T316, T324, T332, T333; **U2**:T30, T52, T60, T68, T74, T92, T114, T122, T130, T136, T154, T174, T155, T190, T196, T214, T236, T244, T252, T258, T276, T298, T306, T314, T320; **U3**:T30, T60, T68, T76, T82, T100, T120, T128, T136, T142, T160, T182, T190, T198, T204, T222, T242, T250, T258, T264, T282, T300, T308, T316, T322; **U4**:T30, T54, T62, T70, T76, T94, T114, T122, T130, T136, T154, T178, T186, T194, T200, T218, T244, T252, T260, T266, T284, T306, T314, T322, T328; **U5**:T30, T56, T64, T72, T78, T96, T114, T122, T130, T136, T154, T174, T182, T190, T196, T214, T242, T250, T258, T264, T282, T304, T312, T320, T326

ELL Targeted Support, **U1**:T30, T60, T68, T76, T82, T100, T122, T130, T138, T144, T162, T184, T192, T200, T206, T224, T254, T262, T270, T276, T294, T316, T324, T332, T338; **U2**:T30, T52, T60, T68, T74, T92, T114, T122, T130, T136, T154, T174, T155, T190, T196, T214, T236, T244, T252, T258, T276, T298, T306, T314, T320; **U3**:T30, T60, T68, T76, T82, T100, T120, T128, T136, T142, T160, T182, T190, T198, T204, T222, T242, T250, T258, T264, T282, T300, T308, T316, T322; **U4**:T30, T54, T62, T70, T76, T94, T114, T122, T130, T136, T154, T178, T186, T194, T200, T218, T244, T252, T260, T266, T284, T306, T314, T322, T328; **U5**:T30, T56, T64, T72, T78, T96, T114, T122, T130, T136, T154, T174, T182, T190, T196, T214, T242, T250, T258, T264, T282, T304, T312, T320, T326. *See also* ELL (English Language Learners)

Whole Group, **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, T137, T155, T165, 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

Assessment

classroom-based. *See under* Assessment, progress monitoring

formative, **U1**:T23, T57, T63, T71, T79, T348, T93, T119, T125, T133, T155, T141, T181, T187, T195, T203, T217, T251, T257, T265, T273, T287, T313, T319, T327, T335, T372, T396, T420, T444; **U2**:T23, T53, T55, T63, T71, T85, T111, T117, T125, T133, T147, T171, T177, T185, T193, T207, T233, T239, T247, T245, T269, T295, T301, T309, T317, T330, T354, T378, T402, T426; **U3**:T23, T57, T63, T71, T79, T117, T123, T131, T139, T153, T179, T185, T193, T201, T215, T239, T245, T253, T261, T275, T297, T303, T311, T319, T332, T356, T380, T404, T428; **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, T338, T362, T386, T410, T434; **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, T336, T360, T384, T408, T432

performance-based assessment, **U1**: T343; **U2**: T325; **U3**: T327; **U4**: T333

progress monitoring

abbreviations, **U3**:T140–T141

base words and endings, **U1**:T204–T205

compound words, **U2**:T194–T195

contractions, **U2**:T318–T319

final stable syllables, **U5**:T320–T321

homographs, **U4**:T264–T265

homophones, **U4**:T326–T327

inflected endings, **U1**:T142–T143

prefixes, **U3**:T80–T81

r-controlled vowels, **U2**:T134–T135; **U4**:T74–T75

schwa, **U5**:T262–T263

suffixes, **U3**:T202–T203; **U4**:T198–T199; **U5**:T194–T195

syllable patterns, **U1**:T80–T81, T330–T331; **U2**:T72–T73, T256–T257; **U4**:T134–T135

vowel digraphs, **U1**:T274–T275

vowel patterns, **U5**:T134–T135

vowel teams, **U3**:T262–T263

scoring guide/rubric, **U1**:T463, T469; **U2**:T445, T451; **U3**:T447, T453; **U4**:T453, T459; **U5**:T451, T457

spelling, **U1**:T368, T392, T416, T440, T464; **U2**:T350, T374, T398, T422, T446; **U3**:T352, T376, T400, T424, T448; **U4**:T358, T382, T406, T430, T454; **U5**:T356, T380, T404, T428, T452

writing, **U1**:T462–T463; **U2**:T444–T445; **U3**:T446–T447; **U4**:T452–T453; **U5**:T450–T451. See also Writing rubrics

Audience. See Literary devices/terms, audience

Author's craft, **U2**:T47; **U4**:T301; **U5**:T237

action, **U1**:T114

additional sources, **U1**:T248

author's perspective/viewpoint/bias, **U5**:T35

cause-effect, **U2**:T292, T310–T311

context clues, **U2**:T283

descriptive language, **U1**:T304; **U3**:T291, T295, T304–T305, T312–T313; **U4**:T37, T41, T46, T58–T59, T66–T67; **U5**:T42

details, **U1**:T104; **U2**:T105

dialogue, **U3**:T107

genre, **U1**:T298

hyperbole, **U3**:T108, T186–T187, T194–T195; **U4**:T235

illustrations, **U3**:T38, T40, T52, T64–T65, T72–T73

imagery, figurative language, **U1**:T35, T37, T46, T51, T64–T65, T71–T73, T188–T189, T196–T197, T228; **U2**: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

narrative structure, **U2**:T168

onomatopoeia, **U1**:T35, T282

personification, **U1**:T37, T106; **U3**:T50

point of view, **U4**:T232; **U5**:T220

precise verbs, **U2**:T97, T107, T118–T119, T126–T127; **U5**:T288, T289, T296, T316–T317

print and graphic features, **U1**:T42, T107, T109, T126–T127, T134–T135, T177, T179, T233, T234, T242, T244, T258–T259, T266–T267; **U2**:T56–T57, T64–T65, T109; **U3**:T34; **U4**:T99, T106, T118–T119, T226, T234; **U5**:T103, T105, T107, T118–T119, T126–T127, T218, T231

purpose and message, **U1**:T45, T48, T52, T117, T172, T320–T321, T328–T329; **U2**:T158, T178–T179, T186–T187; **U3**:T41, T111, T114, T115, T124–T125, T132–T133, T175, T177; **U4**:T289, T297, T310–T311; **U5**:T43, T51, T235

questions, posing, **U4**:T34

repetition, **U1**:T41; **U2**:T164, T167

sensory language, **U2**:T105; **U3**:T44

setting influences, **U3**:T37

sharing a message, **U4**:T318–T319; **U5**:T68–T69

simile and metaphor, **U1**:T46; **U3**:T50

text features, **U2**:T101; **U4**:T104; **U5**:T39, T45, T49, T60–T61, T163, T167

text structure, **U2**:T282, T286, T289, T302–T311; **U3**:T49; **U4**:T222, T230, T236, T248–T249, T256–T257; **U5**:T168, T178–T179, T186–T187

tone, **U2**:T218, T222, T226, T240–T241, T248–T249; **U3**:T113, T227, T231, T246–T247, T254–T255; **U4**:T109, T158, T164, T170, T182–T183, T190–T191; **U5**:T50, T226

voice, **U2**:T240–T241, T248–T249; **U3**:T104, T246–T247, T254–T255; **U4**:T182–T183, T190–T191, T239; **U5**:T219, T225, T232, T254–T255

word choice, **U1**:T178, T300, T306, T309; **U3**:T43

Author's message. See Author's purpose

Author's purpose, **U1**:T45, T48, T52, T117, T172, T320–T329, T362–T363; **U2**:T158, T178–T187, T274, T280, T283, T285, T287, T290, T293, T300–T301, T344–T345; **U3**:T41, T111, T114, T115, T124–T125, T132–T133, T175, T177; **U4**:T152, T161, T162, T164, T169, T171,

INDEX

T173, T180–T181, T289, T297, T310–T311, T319;
U5:T43, T51, T69, T235. See *also* Listening, listening comprehension

Author's viewpoint, U4:T216, T222, T225, T227, T229, T231, T235, T237, T239, T246–T247; **U5:**T35, T213, T468

B

Background, build. See Background knowledge

Background knowledge, U1:T33, T103, T227, T297, T472; **U2:**T33, T42, T95, T157, T217, T223, T225, T279, T454; **U3:**T33, T103, T163, T171, T225, T285, T456, T459; **U4:**T33, T97, T105, T157, T221, T287, T462; **U5:**T33, T157, T217, T285, T460

Base words. See Word study

Bilingual children. See ELL (English Language Learners)

Biography. See Genres, biography

Book Club, U1:T31, T83, T101, T163, T207, T225, T277, T295, T488–T501; **U2:**T31, T75, T93, T155, T197, T215, T259, T277, T470–T470; **U3:**T31, T83, T101, T161, T205, T223, T265, T283, T472–T485; **U4:**T31, T63, T95, T155, T201, T219, T267, T285, T478–T491; **U5:**T31, T79, T97, T155, T197, T215, T265, T283, T476–T489

C

Capitalization, U3:T406–T407; **U4:**T420–T421

Cause and Effect, U1:T21; **U2:**T292, T310–T311. See *also* Listening, listening comprehension

Central idea, of informational text. See Informational text

Central message. See Literary devices/terms

Characters, U3:T338–T339, T358–T359
analyze, **U1:**T160, T166, T167, T169–T171, T174, T178, T186–T187; **U3:**T98, T107, T109, T110, T112, T115, T122–T123; **U4:**T282

See *also* Listening, listening comprehension; Make inferences, about characters

Chart/table. See Graphic sources, chart/table

Choral reading. See Fluency, reading

Chronology. See Sequence

Classroom-based assessment. See Assessment, progress monitoring

Cognates. See ELL (English Language Learners), language transfer, cognates

Commas, U5:T441, T445, T449, T453

Communication, oral. See Listening

Compare and contrast, U2:T213, T219, T220, T223, T227, T231, T246–T247; **U3:**T159, T164, T167, T168, T173, T177, T192–T193. See *also* Listening, listening comprehension

Compare texts, U1:T29, T78–T79, T99, T140–T141, T161, T202–T203, T223, T272–T273, T293, T334–T335, T470–T471; **U2:**T29, T70–T71, T91, T132–T133, T153, T192–T193, T216, T224, T232, T238, T254–T255, T275, T316–T317, T452–T453; **U3:**T31, T78–T79, T99, T138–T139, T159, T162, T170–T171, T200–T201, T221, T260–T261, T281, T318–T319, T454–T455; **U4:**T29, T72–T73, T93, T132–T133, T153, T196–T197, T217, T262–T263, T283, T324–T325, T460–T461; **U5:**T29, T74–T75, T95, T132–T133, T153, T192–T193, T213, T260–T261, T281, T322–T323, T458–T459. See *also* Characters, analyze

Composition. See Writing forms/products; Writing mode; Writing traits

Compound words. See Spelling, Word Study, compound words; Word Study, compound words

Comprehension strategies/skills. See Strategies/skills

Computers, using. See Technology

Conclusions, draw, U1:T414; **U2:**T396; **U4:**T400–T401.
See *also* Listening, listening comprehension

Conferring. See Assess and Differentiate, Small Group, Independent/Collaborative, Conferring

Conjunctions, coordinating, U1:T422–T423; **U2:**T420.
See *also* Language and conventions

Connections

make, **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

text to learning, **U1:**T28–T29, T160–T161, T222–T223, T292–T293; **U2:**T28–T29, T90–T91, T152–T153, T212–T213, T274–T275; **U3:**T28–T31, T98–T99, T158–T159, T220–T221, T280–T281; **U4:**T28–T29, T92–T93, T152–T153, T216–T217, T282–T283; **U5:**T28–T29, T94–T95, T152–T153, T212–T213, T280–T281

text to text, **U1:**T474; **U2:**T213; **U4:**T464; **U5:**T462

See *also* Compare texts; Cross-Curricular Perspectives; ELL (English Language Learners)

Content knowledge, build oral vocabulary, U1:T12; **U2:**T12; **U3:**T12; **U4:**T12; **U5:**T12

Context clues. **U2:**T283; **U5:**T160. See also Vocabulary skills/strategies, academic vocabulary strategies, context clues

Contractions. **U2:**T272–T273, T296–T297, T204–T305, T318–T319, T430, T434, T438, T446; **U3:**T74–T75, T348; **U4:**T371, T375, T379, T383, T391

Contrasting. See Compare and contrast

Conventions of standard English. See Language and conventions

Cross-Curricular Perspectives

humanities, **U3:**T166

science, **U1:**T116; **U2:**T34, T36, T39, T43, T96, T98, T102, T104, T108, T162, T163, T166, T169, T220, T221, T285, T288, T290, T451; **U3:**T45, T46; **U4:**T290; **U5:**T34, T36, T48, T106, T221, T224, T229, T236, T291, T293

social studies, **U1:**T36, T39, T40, T43, T50, T55, T105, T108, T111, T115, T166, T174, T175, T230, T235, T238, T245, T301, T307, T311; **U3:**T35, T47, T55, T110, T112, T226, T229, T232, T234, T237, T286, T294; **U4:**T39, T47, T100, T102, T108, T160, T169, T172–T173, T223, T227, T233, T237, T288, T295, T298; **U5:**T159

Cross-text evaluation. See Compare texts

D

Decode

digraphs. See Phonics/decoding, vowels, digraphs
words in context. See Phonics/decoding
words in isolation. See Phonics/decoding

Demonstratives. See Adjectives; Language and Conventions

Details, identify. See Main idea, and details

Dictionary/glossary

definitions, **U2:**T364–T365

spelling. See Spelling

See also Reference sources

Differentiated instruction. See Assess and Differentiate

Digital texts. See SavvasRealize.com to access Realize Reader and all other digital content

Discussion. See Listening

Drama. See Genres, drama/play

Draw conclusions. See Conclusions, draw

E

Electronic information. See Technology

ELL (English Language Learners)

access, **U1:**T21, T33, T62, T91, T103, T124, T153, T165, T186, T215, T227, T256, T285, T297, T318; **U2:**T21, T33, T54, T83, T95, T116, T145, T157, T176, T205, T217, T225, T238, T267, T279, T300; **U3:**T21, T33, T62, T91, T103, T122, T151, T163, T171, T184, T213, T244, T273, T285, T302; **U4:**T21, T33, T56, T85, T97, T116, T145, T157, T180, T209, T246, T275, T287, T308; **U5:**T21, T33, T58, T87, T99, T116, T145, T157, T176, T205, T217, T244, T273, T285, T306

conference support, **U1:**T348, T372, T396, T420, T444; **U2:**T330, T354, T378, T402, T426; **U3:**T332, T356, T380, T404, T428; **U4:**T338, T362, T386, T410, T434; **U5:**T334, T360, T384, T408, T432

insights, **U4:**T221

language support

expressing ideas, **U2:**T70

responding to questions, **U2:**T54

retelling material, **U5:**T244

language transfer

cognates, **U1:**T12, T20, T22, T24, T90, T92, T94, T152, T154, T156, T214, T216, T218, T284, T286, T288;

U2:T12, T20, T22, T24, T82, T84, T86, T144, T146, T148, T204, T206, T208, T266, T268, T270, T454; **U3:**T12, T20, T22, T24, T90, T92, T94, T150, T152, T154, T212, T214, T216, T272, T274, T276, T456; **U4:**T12, T20, T22, T24, T84, T86, T88, T144, T146, T148, T208, T210, T212, T274, T276, T278, T462; **U5:**T12, T20, T22, T24, T86, T88, T90, T144, T148, T204, T206, T208, T272, T274, T276, T460

multisyllabic words, **U1:**T472

targeted support, **U1:**T124, T473, T477, T481, T485; **U2:**T455, T459, T463, T467; **U3:**T461, T465, T469; **U4:**T110, T463, T467, T471, T475; **U5:**T110, T238, T461, T465, T469, T473
abbreviations, **U3:**T97, T360

academic vocabulary/language, **U1:**T13, T24, T94, T156, T246, T288; **U2:**T13, T86; **U3:**T13, T94, T154, T276; **U4:**T88, T461; **U5:**T13

accessible language, **U3:**T225

adding ideas for coherence and clarity, **U3:**T405

adding *-tion*, **U2:**T24

adjectives, **U5:**T349

adverbs, **U4:**T447

affixes, **U3:**T24; **U5:**T24

asking for information, **U3:**T467

asking questions, **U2:**T116; **U5:**T322

author's message, **U2:**T178, T186

- author's purpose, **U1**:T320, T328; **U2**:T268, T300;
U4:T180
- background knowledge, **U2**:T223; **U3**:T459; **U4**:T105, T316;
U5:T223, T233
- cause and effect, **U2**:T302, T310
- characters, **U1**:T186; **U3**:T122
- common and proper nouns, **U1**:T457
- comparing, **U2**:T225, T453; **U3**:T138, T171; **U4**:T132, T262,
T423; **U5**:T58, T99, T132, T260, T349, T373
- complex sentences, **U5**:T397
- composing a headline and lead, **U2**:T331
- composing a setting, **U1**:T373
- composing conclusions, **U4**:T387
- composing dialogue, **U3**:T381
- composing with imagery, **U5**:T361
- composing with rhythm and rhyme, **U5**:T361
- compound subjects, **U1**:T433
- compound words, **U2**:T151, T382
- comprehension, **U1**:T475; **U2**:T100; **U4**:T161; **U5**:T463
- concept mapping, **U1**:T103, T227; **U2**:T279; **U3**:T33, T103,
T285; **U4**:T157; **U5**:T157, T285
- confirm understanding, **U1**:T249, T264
- confirming understanding, **U1**:T173; **U2**:T106; **U4**:T124,
T254; **U5**:T162, T295
- conjunctions, **U1**:T409
- connecting words, **U3**:T192
- connotations, **U4**:T182, T190
- consonant digraphs, **U1**:T376
- context, **U3**:T176
- contextual clues, **U1**:T231, T243, T302; **U2**:T148; **U4**:T43;
U5:T166, T148, T271
- contractions, **U2**:T319, T430; **U4**:T375
- contrasting, **U2**:T157, T225; **U5**:T217
- describing actions, thoughts, and feelings, **U1**:T396
- describing environments, **U1**:T202
- describing events with details, **U3**:T381
- describing patterns, **U2**:T64
- description, **U1**:T22, T92, T154, T216; **3**:T22, T92, T152;
U4:T22, T276; **U5**:T274
- descriptive adjectives, **U4**:T310, T318
- descriptive language, **U3**:T304, T312; **U4**:T58, T66
- developing vocabulary, **U1**:T170, T188, T196; **U2**:T280,
T284; **U5**:T42
- diphthongs, **U1**:T291, T448
- discussion, **U2**:T238, T453; **U5**:T459
- distinguishing sounds, **U1**:T352
- drawing, **U1**:T297; **U2**:T95; **U3**:T163; **U4**:T287
- dropping the final -e, **U4**:T390
- editing for coherence and clarity, **U5**:T433
- editing for comparative and superlative adjectives, **U5**:T409
- editing for complete sentence with subject-verb agreement,
U2:T427
- editing for prepositions and prepositional phrases, **U2**:T403;
U3:T429
- editing for punctuation marks, **U3**:T429; **U5**:T409
- editing for singular, plural, common, and proper nouns,
U2:T403
- editing for subjective, objective, and possessive pronouns,
U3:T405
- editing for verbs, **U1**:T445; **U2**:T355
- enhancing understanding, **U5**:T44, T385
- environmental print, **U4**:T469; **U5**:T467
- explaining steps in a sequence, **U2**:T379
- explaining using details, **U1**:T78; **U4**:T387
- expressing ideas, **U1**:T140, T334; **U2**:T124, T192; **U3**:T78,
T184, T318; **U4**:T72, T196; **U5**:T74
- expressing opinions, **U1**:T479; **U3**:T463; **U4**:T324
- expressions, **U2**:T160; **U3**:T292; **U4**:T292; **U5**:T104, T299
- figurative language, **U1**:T72; **U4**:T44; **U5**:T208
- final stable syllables, **U5**:T279, T436
- giving relevant support, **U2**:T254
- graphic features, **U1**:T126, T134, T266; **U4**:T118, T126;
U5:T118, T126
- graphic sources, **U3**:T260
- headings, **U5**:T178
- helping verbs, **U2**:T439
- historical fiction, **U3**:T333
- homographs, **U4**:T215, T414
- homophones, **U1**:T49; **U4**:T281, T438; **U5**:T108
- how-to articles, **U2**:T331
- hyperbole, **U3**:T186, T194
- identification, **U5**:T22, T146, T274
- illustrations, **U3**:T64; **U5**:T33
- informal English, **U3**:T105
- introduction, **U2**:T379
- irregular plural forms, **U2**:T367
- irregular plural nouns, **U3**:T279, T432
- irregular verbs, **U3**:T417
- key ideas, **U5**:T471
- language acquisition, **U4**:T33
- language comprehension, **U4**:T294
- language structures, **U1**:T38, T64, T236; **U3**:T36, T233;
U4:T49, T229; **U5**:T228
- language support, **U4**:T300
- language transfer, **U3**:T39
- learning strategies, **U2**:T461
- learn new expressions, **U2**:T208
- listening and responding, **U2**:T457; **U4**:T465; **U5**:T192
- listening support, **U1**:T283
- making connections, **U1**:T194
- maps, **U1**:T258
- media, **U2**:T465
- monitoring and self-correcting, **U3**:T455
- monitoring comprehension, **U2**:T116; **U3**:T310

monitoring speaking, **U1**:T471
monitoring understanding, **U1**:T70; **U2**:T62
multiple-meaning words, **U4**:T162; **U5**:T102
organizing, **U5**:T203
parts of a sentence, **U1**:T361
parts of speech, **U2**:T270; **U4**:T278; **U5**:T276
patterns, **U2**:T56
peer collaboration, **U2**:T316
personal narratives, **U1**:T349
planning historical fiction stories, **U3**:T333
plot: writing a resolution, **U3**:T357
poetry, **U5**:T337
possessive case, **U2**:T391, T415
possessive pronouns, **U4**:T351
precise verbs, **U2**:T118, T126; **U5**:T308, T316
prefixes, **U3**:T27, T336
preparing for assessment, **U4**:T435; **U5**:T433
prepositional phrases, **U4**:T399
prior knowledge, **U1**:T11, T33, T165; **U2**:T11; **U3**:T11;
U4:T11; **U5**:T11
problem, **U1**:T373
pronoun-antecedent agreement, **U5**:T421
pronouns, **U1**:T421; **U3**:T441
pronunciation, **U1**:T97
publishing and celebrating, **U1**:T445; **U2**:T427; **U4**:T435
r-controlled vowels, **U2**:T89, T358; **U4**:T27, T342
reading poetry, **U5**:T337
reading strategies, **U2**:T22, T33, T84, T206
reasons, **U4**:T363
related ideas, **U1**:T218
related words, **U4**:T212
relevant details, **U2**:T355
repetition, **U3**:T124, T132
responding to questions, **U1**:T62; **U2**:T132, T176; **U3**:T62,
T200, T302; **U5**:T306
retelling, **U1**:T326; **U4**:T246, T473
reviewing, **U4**:T97
revising by adding connecting words, **U4**:T411
revising by adding details, **U4**:T411
revising for word choice, **U5**:T385
roots, **U4**:T24
schwa, **U5**:T211, T412
seeking clarification, **U5**:T124
sequence of events, **U1**:T349
serial commas, **U5**:T441
setting, **U1**:T349; **U3**:T244
short *o*, **U5**:T340
silent letters and consonant clusters, **U1**:T400
similes, **U3**:T216
simple verb tenses, **U3**:T393
singular and plural nouns, **U2**:T343
sound-letter relationships, **U5**:T364

speaking about characters, **U3**:T357
spelling changes, **U1**: T159
subject-verb agreement, **U1**: T385, T421; **U3**:T337, T369
suffixes, **U3**:T157, T384; **U4**:T151; **U5**:T151, T388
summarizing, **U1**:T110, T318; **U3**:T288; **U4**:T116, T166;
U5:T116
supported reading, **U4**:T13, T339
syllable division, **U4**:T366
syllable patterns, **U1**:T27; **U2**:T27, T211, T334, T407;
U4:T91
synonyms and antonyms, **U4**:T148; **U5**:T90
taking notes, **U3**:T271; **U5**:T252
talking about poetry, **U5**:T337
text features, **U1**:T256; **U2**:T268; **U5**:T60, T66, T68, T176
text structure, **U4**:T86, T232, T256; **U5**:T88
text to self, **U1**:T138; **U2**:T184, T308; **U3**:T70, T130;
U4:T188; **U5**:T184, T314
text to text, **U2**:T246; **U3**:T252
text to world, **U4**:T64
time order, **U4**:T56; **U5**:T186
tone, **U2**:T240, T248; **U3**:T246, T254
viewpoint, **U4**:T210
visual aids, **U4**:T296
visual clues, **U1**:T231, T243, T302; **U4**:T35, T43; **U5**:T166,
T271, T287
visualization, **U2**:T217; **U3**:T72
visuals, **U2**:T465; **U3**:T168
visual support, **U1**:T19, T89, T151, T213; **U2**:T19, T81,
T143, T203, T265; **U3**:T19, T89, T149, T211; **U4**:T19,
T83, T143, T273; **U5**:T19, T85, T143
voice, **U2**:T240, T248; **U3**:T246, T254; **U5**:T246
vowel digraphs, **U1**:T221, T424
vowel patterns, **U5**:T27, T142
vowel teams, **U3**:T219, T408
words in context, **U4**:T207, T339
writing sentences, **U1**:T397; **U4**:T365
targeted text, prereading activity, **U4**:T221
vocabulary support, **U1**:T56, T118, T180, T250, T312; **U2**:T38,
T48, T110, T170, T232, T294; **U3**:T56, T116, T178, T238,
T239; **U4**:T50, T174, T225, T240, T302; **U5**:T52, T170, T300

Endings. See Spelling, Word Study, endings

English, conventions of. See Language and conventions

Essential Question, U1:T2, T7, T10, T470; **U2**:T2, T7,
T10, T452; **U3**:T2, T7, T10, T454; **U4**:T2, T7, T10, T460;
U5:T2, T7, T10, T458. See also Unit Overview

Evaluation. See Assessment

Expert's View

Coiro, Julie, **U1**:T476; **U2**:T458; **U3**:T460; **U4**:T466; **U5**:T464
Cummins, Jim, **U1**:T150; **U2**:T142; **U3**:T148; **U4**:T142;
U5:T142

Hiebert, Elfrieda “Freddy,” **U1**:T12; **U2**:T12; **U3**:T12; **U4**:T12; **U5**:T12

Mason, Pamela, **U1**:T226; **U2**:T94; **U3**:T224; **U4**:T220; **U5**:T216

Morrell, Ernest, **U1**:T88; **U2**:T84; **U3**:T88; **U4**:T82; **U5**:T84

Pearson, P. David, **U1**:T32; **U2**:T32; **U3**:T32; **U4**:T32; **U5**:T32

Serafini, Frank, **U1**:T490; **U2**:T472; **U3**:T474; **U4**:T440; **U5**:T478

Tatum, Alfred, **U1**:T472; **U2**:T454; **U3**:T456; **U4**:T462; **U5**:T460

Vaughn, Sharon, **U1**:T296, T318; **U3**:T302; **U4**:T308; **U5**:T270

Wallis, Judy, **U1**:T186; **U2**:T176; **U3**:T184; **U4**:T180; **U5**:T176

Wright, Lee, **U2**:T202; **U3**:T244; **U4**:T246; **U5**:T244

Expression/intonation. See Fluency, reading

F

Fact(s)

and details, **U2**:T340–T341, T364–T365; **U4**:T372–T373, T380, T396–T397

and opinion, **U4**:T368–T369, T372–T373. See *also* Listening, listening comprehension

First read, U1:T34–T55, T104–T117, T166–T179, T228–T249, T298–T311; **U2**:T34–T47, T96–T109, T158–T169, T218–T223, T226–T231, T280–T293; **U3**:T34–T55, T104–T115, T164–T169, T172–T177, T226–T237, T286–T295; **U4**:T34–T49, T98–T109, T158–T173, T222–T239, T288–T301; **U5**:T34–T51, T100–T109, T158–T169, T218–T237, T286–T299. See *also* First-read strategies

First-read strategies

connect, **U1**:T32, T36, T42, T43, T49, T54, T102, T105, T107, T108, T113, T117, T164, T168, T170, T174, T226, T230, T232, T239, T243, T248, T296, T300, T305, T310; **U2**:T32, T36, T40, T44, T46, T94, T100, T104, T106, T109, T156, T158, T161, T162, T166, T216, T221, T227, T278, T282, T287; **U3**:T32, T36, T45, T51, T52, T102, T106, T111, T115, T162, T166, T170, T175, T177, T224, T228, T234, T236, T284, T286, T295; **U4**:T32, T36, T40, T44, T49, T96, T100, T102, T106, T156, T158, T164, T170, T172, T220, T223, T229, T234, T237, T286, T290, T292, T299, T301; **U5**:T32, T35, T42, T44, T47, T49, T50, T98, T102, T107, T156, T158, T169, T216, T222, T226, T230, T233, T234, T284, T288, T290, T295, T299

generate questions, **U1**:T32, T34, T38, T40, T47, T102, T106, T110, T112, T114, T164, T167, T175, T226, T229, T233, T237, T241, T245, T249, T296, T299, T303, T307; **U2**:T32, T37, T39, T41, T94, T98, T102, T107, T156, T159, T164, T216, T219, T220, T228, T278, T281, T290, T292; **U3**:T32, T35, T37, T38, T41, T42, T46, T47, T50, T55, T102, T105, T107, T112, T114, T162, T165, T170, T173, T224, T226,

T230, T232, T235, T284, T288, T292, T294; **U4**:T32, T35, T39, T42, T46, T96, T99, T104, T107, T156, T159, T169, T171, T220, T224, T228, T232, T286, T288, T296; **U5**:T32, T36, T41, T45, T98, T103, T105, T109, T156, T159, T165, T167, T216, T219, T221, T225, T228, T235, T284, T286, T291, T294, T297

notice, **U1**:T32, T35, T41, T44, T46, T50, T51, T53, T55, T102, T104, T109, T111, T164, T166, T171, T172, T177, T178, T226, T228, T234, T235, T240, T246, T296, T298, T304, T309; **U2**:T32, T34, T38, T43, T94, T96, T101, T103, T108, T156, T160, T165, T168, T216, T218, T226, T230, T278, T280, T284, T289, T291; **U3**:T32, T34, T39, T40, T49, T102, T104, T108, T110, T162, T164, T167, T168, T169, T170, T172, T176, T224, T227, T231, T233, T237, T284, T287, T290, T293; **U4**:T32, T34, T38, T43, T47, T96, T98, T103, T105, T108, T156, T160, T165, T166, T168, T173, T220, T222, T226, T230, T233, T235–T236, T238, T289, T293, T294, T300; **U5**:T32, T34, T37, T39, T40, T43, T46, T48, T98, T100, T104, T108, T156, T160, T163, T164, T168, T216, T218, T220, T223, T227, T229, T232, T236, T284, T287, T293, T298

respond, **U1**:T32, T37, T41, T45, T48, T52, T102, T115, T116, T164, T169, T173, T176, T179, T226, T231, T236, T238, T242, T244, T247, T296, T301, T302, T306, T308, T311; **U2**:T32, T35, T42, T45, T47, T94, T97, T105, T156, T163, T168, T169, T216, T222, T223, T229, T231, T278, T283, T285, T286, T288, T293; **U3**:T32, T43, T44, T48, T53, T54, T102, T109, T113, T162, T170, T174, T224, T229, T284, T289, T291; **U4**:T32, T37, T41, T45, T48, T96, T101, T109, T156, T161, T163, T167, T220, T225, T227, T231, T239, T286, T291, T295, T297, T298; **U5**:T32, T38, T51, T98, T101, T106, T156, T161–T162, T166, T216, T224, T231, T237, T284, T289, T292, T296

Fluency, reading, U2:T146; **U3**:T214, T221, T236; **U5**:T206

accuracy, **U1**:T60, T68, T76, T122, T130, T138, T174, 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**: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

expression, **U3**:T60, T68, T76, T274

modeling by teacher, **U1**:T20, T90, T152, T214, T284; **U2**:T20, T82, T144, T204, T266; **U3**:T20, T90, T150, T212, T272, T274; **U4**:T20, T84, T144, T208, T274; **U5**:T20, T86, T144, T204, T272

rate, **U1**:T122, T130

See *also* Oral reading ability

Folk tale. See Genres, folk tale

Format (of text). See Text structure

Formative assessment. See Assessment

Foundational skills. See Fluency, reading;
Phonics/decoding

G

Genres, U1:T298; **U5:**T280

argumentative text, **U1:**T474–T475; **U3:**T458–T459;
U5:T462–T463

biography, **U3:**T214–T215; **U4:**T22–T23, T86–T87, T146–T147

drama/play, **U4:**T276–T277, T288, T290, T292, T294, T298,
T301, T308–T309

folktale, **U1:**T92–T93

historical fiction, **U3:**T22–T23, T92–T93, T152–T153, T334–
T335, T338–T339; **U5:**T206–T207

how-to article, **U2:**T332–T333, T336–T337

informational text, **U1:**T216–T217; **U2:**T22–T23, T84–T85,
T268–T269, T456–T457; **U4:**T464–T465; **U5:**T22–T23,
T88–T89

myth, **U1:**T286–T287

narrative nonfiction, **U4:**T210–T211

opinion essay, **U4:**T340–T341, T344–T345

personal narrative, **U1:**T350–T351, T354–T355

persuasive text, **U2:**T206–T207

poetry, **U1:**T88–T89; **U3:**T88–T89, T274–T275; **U4:**T272–
T273; **U5:**T270–T271, T338–T339, T342–T343, T346–T347,
T362–T363

procedural text, **U5:**T146–T147

realistic fiction, **U1:**T154–T155; **U2:**T146–T147

selecting, **U1:**T415; **U3:**T374, T399; **U4:**T405; **U5:**T390–T391,
T403

traditional tale, **U1:**T22–T23; **U5:**T274–T275

Gifted students. See Assess and Differentiate

Glossary. See Dictionary/glossary

Goals

learning, **U1:**T14, T22, T24, T84, T92, T94, T146, T154, T156,
T208, T216, T218, T278, T286, T288; **U2:**T14, T22, T24,
T76, T84, T86, T138, T146, T148, T198, T206, T208, T260,
T268, T270; **U3:**T14, T22, T24, T84, T92, T94, T144, T152,
T154, T206, T214, T216, T266, T274, T276; **U4:**T14, T22,
T64, T78, T86, T88, T138, T146, T148, T202, T210, T212,
T268, T276, T278; **U5:**T14, T22, T24, T80, T88, T90, T138,
T146, T148, T198, T206, T208, T266, T274, T276

and outcome. See Plot; Story Structure

unit, **U1:**T5, T12; **U2:**T5, T12; **U3:**T5, T12; **U4:**T5, T12;
U5:T5, T12

weekly, **U1:**T14, T84, T146, T208, T278; **U2:**T14, T76, T138,
T198, T260; T14, T84, T144, T206, T266; **U4:**T14, T78,
T138, T202, T268; **U5:**T14, T80, T138, T198, T266

Grammar and usage. See Adjectives; Adverbs;
Agreement, subject-verb; Conjunctions; Contractions;
Nouns; Prepositions; Pronouns; Sentences; Verbs

Graph. See Graphic sources

Graphic organizers

Cause and Effect organizer, **U1:**T21

idea web, **U4:**T21

list, **U5:**T145

one-column chart, **U2:**T267; **U4:**T85, T209

Problem and Solution chart, **U1:**T91

T-Chart, **U1:**T153, T215, T285; **U2:**T21, T145, T205; **U3:**T91,
T151, T213, T273; **U4:**T275; **U5:**T87, T205

three-column chart, **U2:**T83

web diagram, **U5:**T21

Graphics, simple. See Informational text

Graphic sources

chart/table, **U3:**T21; **U4:**T145; **U5:**T145, T273

diagrams/scale drawing, **U1:**T150–T151; **U2:**T142–T143,
T264–T265

list, **U5:**T145

map/globe, **U1:**T18–T19; **U5:**T84–T85

time line, **U3:**T210–T211; **U4:**T206–T207; **U5:**T18–T19

Grouping students for instruction. See Assess and
Differentiate

Guided reading, U1:T28–T29, T98–T99, T160–T161, T222–
T223, T292–T293; **U2:**T28–T29, T90–T91, T152–T153,
T212–T213, T274–T275; **U3:**T28–T29, T98–T99, T158–
T159, T220–T221, T280–T281; **U4:**T28–T29, T92–T93,
T152–T153, T216–T217, T282–T283; **U5:**T28–T29, T94–
T95, T152–T153, T212–T213, T280–T281

H

Higher-order thinking skills. See Conclusions, draw;
Make inferences

High-frequency words, U1:T58–T59, T120–T121, T182–
T183; **U2:**T112–T113, T172–T173; **U3:**T180–T181, T298–
T299; **U4:**T52–T53, T176–T177, T242–T243; **U5:**T27,
T172–T173, T240–T241, T302–T303

Historical fiction. See Genres, historical fiction

Homographs, U4:T214–T215, T224, T228, T242–T243,
T250–T251, T264–T265, T320–T321, T414, T418, T422,
T430, T450

Homonyms. See Vocabulary skills/strategies, academic vocabulary strategies, context clues

Homophones, U4:T299, T280–T281, T299, T304–T305, T312–T313, T326–T327, T438, T442, T446, T454;
U5:T70–T71, T352. See also Vocabulary skills/strategies, academic vocabulary strategies, context clues

I

Illustrations. See Text features, illustrations/photographs

Implied message. See Literary devices/terms, theme; Main idea, and details

Independent Reading. See Self-selected text

Inferring. See Make Inferences

Inflected endings. See Spelling, Word Study, endings, inflected

Infographic, U1:T212–T213; **U2:**T18–T19, T80–T81, T202–T203; **U3:**T148–T149, T270–T271; **U4:**T142–T143; **U5:**T142–T143

Informal assessment. See Assessment, progress monitoring

Informational text

“Amazing Monarchs,” **U2:**T266–T267

“Amazing Rainforest,” **U5:**T20–T21

“Brave-Courageous,” **U3:**T212–T213

“Bridges That Ruby Built,” **U4:**T20–T21

“Conducting a School Fire Drill,” **U5:**T144–T145

“Dance of the Bees,” **U2:**T20–T21

Deep Down and Other Extreme Places to Live, **U5:**T32–T53

Do Tornadoes Really Twist?, **U5:**T478

“Dreamtime of the Australian Aborigines,” **U2:**T82–T83

Earthquakes, Eruptions, and Other Events That Change Earth, **U5:**T98–T111

Frederick Douglass, **U4:**T96–T111

Green City, **U4:**T220–T241

House That Jane Built, **U4:**T32–T51

“Hurricane Force,” **U5:**T86–T87

Living in Deserts, **U1:**T226–T251

“Man Who Made People Smile,” **U4:**T84–T85

Milton Hershey:Chocolate King, Town Builder, **U4:**T156–T175

Nature’s Patchwork Quilt, **U2:**T278–T295

“Never a Quitter,” **U4:**T208–T209

Patterns in Nature, **U2:**T32–T49

“Recess for Middle School,” **U2:**T204–T205

Safety Plan:In Case of Emergency, **U5:**T156–T171

Sonia Sotomayor, **U4:**T480

“Surviving in the Four Corners,” **U1:**T214–T215

Welcome Back, Wolves, **U2:**T216–T223

Wetlands, **U2:**T472

Wolves Don’t Belong in Yellowstone, **U2:**T224–T231

“George Washington Carver,” **U4:**T144–T145

See also Genres, informational text

Instructions. See Genres, procedural text

Integrated curriculum. See Cross-Curricular Perspectives

Interact with Sources

explore diagrams, **U1:**T150–T151; **U2:**T142–T143, T264–T265

explore infographics, **U1:**T212–T213; **U2:**T18–T19, T80–T81, T202–T203; **U3:**T148–T149, T270–T271; **U4:**T142–T143; **U5:**T142–T143

explore maps, **U1:**T18–T19; **U5:**T84–T85

explore media, **U1:**T282–T283

explore poetry, **U1:**T88–T89; **U3:**T88–T89; **U4:**T272–T273; **U5:**T270–T271

explore primary sources, **U3:**T18–T19; **U4:**T18–T19, T82–T83; **U5:**T202–T203

explore time lines, **U3:**T210–T211; **U4:**T206–T207; **U5:**T202–T203

Internet. See Technology

Intervention. See Assess and Differentiate

Interview. See Listening

J

Judgments, making. See Author’s purpose; Conclusions, draw; Fact(s), and opinion; Predict

L

Language, oral. See Fluency, reading; Listening; Oral reading ability

Language and conventions

adverbs, **U4:**T443, T447, T451, T455; **U5:**T341

common and proper nouns, **U1:**T453, T457, T461, T465; **U2:**T335

comparing with adjectives, **U4:**T419, T423, T427, T431; **U5:**T345, T349, T353, T357, T365

comparing with adverbs, **U5:**T369, T373, T377, T381, T389

complex sentences, **U5:**T393, T397, T301, T305, T413

compound sentences, **U1:**T405, T409, T413, T417, T425, **U4:**T291

compound subjects and predicates, **U1:**T429, T433, T437, T441, T449

contractions, **U4:**T371, T375, T379, T383, T391

edit for commas, **U5:**T441, T445, T449, T453

irregular plural nouns, **U2:**T363, T367, T371, T375, T383

irregular verbs, **U3**:T413, T417, T421, T425, T433
main verbs and helping verbs, **U2**:T435, T439, T443, T447
plural possessive nouns, **U2**:T411, T415, T419, T423, T431
possessive pronouns, **U4**:T343, T347, T351, T359, T367
prepositions and prepositional phrases, **U4**:T395, T403, T407,
T411, T415
pronoun-antecedent agreement, **U5**:T417, T421, T425, T429,
T437
pronouns, **U3**:T437, T441, T445, T449
simple sentences, **U1**:T357, T361, T365, T369, T377
simple verb tenses, **U3**:T164, T389, T392, T397, T401, T409
singular and plural nouns, **U2**:T339, T343, T347, T351, T359
singular possessive nouns, **U2**:T387, T391, T395, T399, T407
subjects and predicates, **U1**:T381, T385, T389, T393, T401
subject-verb agreement, **U3**:T341, T345, T349, T353, T361,
T365, T369, T373, T377, T385

See *also* all grammar usage and punctuation entries;
Capitalization; Spelling; Unit Overview

Language Arts. See Language and conventions

Learning goal. See Goals, learning

Less-able readers. See Assess and Differentiate

Leveled readers, U1:T8–T9, T29, T31, T61, T69, T77, T83,
T99, T101, T123, T131, T139, T145, T161, T163, T185,
T193, T201, T207, T223, T225, T255, T263, T271, T277,
T293, T295, T317, T325, T333, T339; **U2**:T8–T9, T29,
T31, T53, T61, T69, T75, T91, T93, T115, T123, T131,
T137, T153, T155, T165, T183, T191, T197, T213, T215,
T237, T245, T253, T259, T275, T277, T299, T307, T315,
T321; **U3**:T8–T9, T29, T31, T61, T69, T77, T83, T99,
T101, T121, T129, T131, T143, T159, T161, T183, T191,
T199, T205, T221, T223, T243, T251, T259, T265, T281,
T283, T301, T309, T317, T323; **U4**:T8–T9, T29, T31,
T54, T63, T71, T77, T93, T95, T115, T123, T131, T137,
T153, T155, T179, T187, T195, T201, T217, T219, T245,
T253, T261, T267, T283, T285, T307, T315, T323, T329;
U5:T8–T9, T29, T31, T57, T65, T73, T79, T95, T97, T115,
T123, T131, T137, T153, T155, T175, T183, T191, T197,
T213, T215, T243, T251, T259, T265, T281, T283, T305,
T313, T321, T327

Library. See Reference sources

Life, text's relation to. See Connections

Limited-English proficient children. See ELL (English
Language Learners)

List. See Graphic organizers, list; Graphic sources, list

Listening, listening comprehension, U1:T20–T21, T90–
T91, T152–T153, T214–T215, T284–T285; **U2**:T20–T21,
T82–T83, T144–T145, T204–T205, T266–T267; **U3**:T20–
T21, T90–T91, T150–T151 T212–T213, T272–T273;

U4:T20–T21, T84–T85, T144–T145, T208–T209, T274–
T275; **U5**:T20–T21, T86–T87, T144–T145, T204–T205,
T272–T273

Literacy activities. See Assess and Differentiate

Literary devices/terms, U1:T228

alliteration, **U5**:T374
audience, **U1**:T478; **U2**:T460; **U3**:T462; **U4**:T468; **U5**:T466
characters, **U1**:T160, T161, T166, T167, T169–T171, T174,
T178, T186–T187; **U3**:T98, T99, T107, T109, T110, T112,
T115, T122–T123, T338–T339, T358–T359; **U4**:T282
details, **U1**:T292, T299, T300, T302, T326–T327, T306, T308–
T310; **U2**:T30, T34, T36, T38, T40, T42, T44, T45, T47, T91,
T96, T100, T105, T106, T108, T124–T125, T281, T282,
T286, T289, T291, T308–T309, T340–T341, T361–T362;
U3:T398; **U4**:T92, T99, T102, T104, T108–T109, T116–T117,
T416–T417; **U5**:T281, T286, T288, T290, T297, T314–T315
dialogue, **U1**:T406–T407; **U3**:T107, T394–T395
message, **U4**:T318–T319; **U5**:T68–T69
mood, **U3**:T48, T53, T165, T173
narrator, **U1**:T354–T355, T378–T379
onomatopoeia, **U1**:T35, T308
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
point of view, **U4**:T232, T348–T349; **U5**:T212, T219, T220,
T223, T226, T227, T230, T235, T237, T244–T245
purpose, **U1**:T45, T48, T52, T117, T172, T320–T307, T362–
T363; **U2**:T158, T178–T179, T186–T187, T274, T280, T283,
T285, T287, T290, T293, T300–T301, T344–T345; **U3**:T41,
T111, T114, T115, T124–T133, T175, T177; **U4**:T152, T161,
T162, T164, T169, T171, T173, T180–T181, T289, T297,
T310–T311, T319; **U5**:T43, T51, T69, T235
repetition, **U1**:T41; **U2**:T164, T167
resolution, **U1**:T390; **U3**:T370–T371
rhyme, **U5**:T370
rhythm, **U5**:T370
sensory details, **U2**:T105; **U3**:T44
sequence (of events), **U1**:T398–T399; **U3**:T386–T387
setting, **U1**:T35, T36, T38, T41, T42, T45, T48, T51, T52,
T54, T62–T63, T358–T359, T382–T383; **U3**:T28, T35, T39,
T43, T44, T47, T48, T51, T53, T55, T62–T63, T338–T339,
T362–T363
theme, **U1**:T98, T107, T109, T113–T115, T117, T124–T125;
U3:T158, T165, T166, T169, T172, T174, T184–T185;
U5:T280, T289, T292, T294, T298, T306–T307
tone, **U2**:T218, T222, T226, T240–T241, T248–T249; **U3**:T113,
T227, T231, T246–T255; **U4**:T109, T164, T170, T182–T183,
T190–T191; **U5**:T50, T226

See *also* Sound devices and poetic elements

Literary genres. See Genres

Literary response, Reflect and Share, U1:T78–T79, T140–T141, T202–T203, T272–T273, T334–T335; **U2:**T70–T71, T132–T133, T192–T193, T254–T255, T316–T317; **U3:**T78–T79, T138–T139, T200–T201, T260–T261, T318–T319; **U4:**T72–T73, T132–T133, T196–T197, T262–T263, T324–T325; **U5:**T74–T75, T132–T133, T192–T193, T260–T261, T322–T323

Literature selections

Aesop’s Fox, **U5:**T284–T301
 “Animal Village,” **U5:**T272–T273
 “Beaded Necklace,” **U1:**T284–T285
Below Deck: A Titanic Story, **U3:**T32–T57
 “Black Blizzards,” **U5:**T204–T205
 “Boy’s Advice,” **U1:**T20–T21
Cocoliso, **U1:**T164–T181
 “Comforts of Home,” **U4:**T274–T275
 “Crossing the Rockies,” **U3:**T20–T21
Eleven Nature Tales, **U1:**T490
 “Everyday Superheroes,” **U3:**T150–T151
 “Feeling the Cold,” **U1:**T152–T153
 “Firefighter Face,” **U3:**T286–T287
 “Gift Horse,” **U1:**T90–T91
Golden Flower, **U1:**T296–T313
Grace and Grandma, **U4:**T286–T303
Granddaddy’s Turn, **U3:**T102–T117
Grandma and the Great Gourd, **U1:**T32–T57
 “Heart Mountain,” **U3:**T90–T91
Hero Two Doors Down, **U3:**T474
 “in daddy’s arms,” **U3:**T292–T293
Little House on the Prairie, **U3:**T162–T170
Mama Miti: Wangari Maathai and the Trees of Kenya, **U3:**T224–T239
 “Miss Stone,” **U3:**T288–T289
Nora’s Ark, **U5:**T216–T239
 “Producer and Consumer,” **U2:**T144–T145
 “Race,” **U3:**T290–T291
By the Shores of Silver Lake, **U3:**T170–T177
 “There for Me,” **U3:**T272–T273
 “The Wright Brothers,” **U3:**T294–T295
Weird Friends, **U2:**T94–T111
Why the Sky Is Far Away, **U1:**T102–T119
Wolf Island, **U2:**T156–T171
 See also Genres

and details, **U1:**T104, T292, T299, T300, T302, T306, T308–T310, T326–T327; **U2:**T30, T34, T36, T38, T40, T42, T44, T45, T47, T91, T96, T100, T105, T106, T108, T124–T125, T281, T282, T286, T289, T291, T308–T309, T340–T341, T361–T362; **U3:**T398; **U4:**T92, T99, T102, T104, T108, T109, T116–T117, T416–T417; **U5:**T281, T286, T288, T290, T297, T314–T315. See also Listening, listening comprehension

of informational text. See Informational text

Make connections. See Connections, make

Make inferences, U1:T168, T173, T175–T177, T179, T194–T195; **U4:**T93, T98, T100, T103, T105, T107, T124–T125, T283

about characters, **U1:**T161; **U3:**T99

about theme, **U1:**T98, T107, T109, T113–T115, T117, T124–T125

Map/globe. See Graphic sources

Mechanics. See Capitalization; Comma

Media

audio recording, **U4:**T204; **U5:**T398

explore, **U1:**T282–T283

including, **U2:**T464–T465

incorporating, **U3:**T466–T467

Media center/library. See Reference sources

Mentor Stacks, U1:T346, T348, T350–T351, T354–T355, T358–T359, T362–T363, T366, T370, T372, T374–T375, T378–T379, T382–T383, T386–T387, T390, T394, T396, T398–T399, T402–T403, T406–T407, T410–T411, T414, T418, T420, T422–T423, T426–T427, T430–T431, T434–T435, T438, T442, T444, T446–T447, T450–T451, T454–T455, T458–T459, T462; **U2:**T328, T330, T332–T333, T336–T337, T340–T341, T344–T345, T348, T352, T354, T356–T357, T360–T361, T364–T365, T368–T369, T372, T376, T378, T380–T381, T384–T385, T388–T389, T392–T393, T396, T400, T402, T404–T405, T408–T409, T412–T413, T416–T417, T420, T424, T426, T428–T429, T432–T433, T436–T437, T440–T441, T444; **U3:**T331, T332, T334–T335, T338–T339, T342–T343, T346–T347, T350, T355, T356, T358–T359, T362–T363, T366–T367, T370–T371, T379, T380, T382–T383, T386–T387, T390–T391, T394–T395, T398, T403, T404, T406–T407, T410–T411, T414–T415, T418–T419, T422, T427, T428, T430–T431, T434–T435, T438–T439, T442–T443, T446; **U4:**T336, T338, T340–T341, T344–T345, T348–T349, T352–T353, T356, T360, T362, T364–T365, T368–T369, T372–T373, T376–T377, T380, T384, T386, T388–T389, T392–T393, T396–T397, T400–T401, T404, T408, T410, T412–T413, T416–T417, T420–T421, T424–T425, T428,



Magazine. See Reference sources

Main idea, U2:T356–T357

T432, T434, T436–T437, T440–T441, T444–T445, T448–T449, T452; **U5**:T334, T336, T338–T339, T342–T343, T346–T347, T350–T351, T354, T358, T360, T362–T363, T366–T367, T370–T371, T374–T375, T378, T382, T384, T386–T387, T390–T391, T394–T395, T398–T399, T402, T406, T408, T410–T411, T414–T415, T418–T419, T422–T423, T426, T430, T432, T434–T435, T438–T439, T442–T443, T446–T447, T450

Monitor progress. See Assessment, progress monitoring

Multiple-meaning words. See Vocabulary skills/strategies, academic vocabulary strategies, context clues

Myth. See Genres, myth

myView Digital. See SavvasRealize.com to access Realize Reader and all other digital content

N

Narrator. See Literary devices/terms, narrator

Nouns, U5:T418–T419

common, **U1**:T453, T457, T461, T465; **U2**:T355, T412–T413
irregular, **U2**:T363, T367, T371, T375, T383; **U3**:T278–T279, T290, T293, T298–T299, T306–T307, T320–T321, T432, T436, T440, T426–T427, T448; **U4**:T68–T69, T354

plural, **U2**:T339, T343, T347, T351, T359, T363, T367, T371, T375, T383, T412–T413; **U3**:T278–T279, T290, T293, T298–T299, T306–T307, T320–T321, T432, T436, T440, T426–T427, T448; **U4**:T68–T69, T354

possessive, **U2**:T339, T343, T347, T351, T359, T387, T391, T395, T399, T407

proper, **U1**:T453, T457, T461, T465; **U2**:T355, T412–T413

singular, **U2**:T339, T343, T347, T351, T359, T387, T391, T395, T399, T407, T412–T413

O

On-level learners. See Assess and Differentiate

Online student resources. See SavvasRealize.com to access Realize Reader and all other digital content

Onomatopoeia. See Literary devices/terms, onomatopoeia; Sound devices and poetic elements, onomatopoeia

Opinion and fact. See Fact(s), and opinion

Oral language. See Listening

Oral reading ability, assessment of, U1:T60, T68, T76, T122, T130, 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**: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
 collaborate and discuss, **U1**:T478–T479, T484–T485; **U2**:T460–T461, T466–T467; **U3**:T366–T463, T468–T469; **U4**:T468–T469, T474–T475; **U5**:T466–T467, T472–T473
 compare across texts, **U1**:T470–T471; **U2**:T452–T453; **U3**:T454–T455; **U4**:T460–T461; **U5**:T458–T459

explore and plan, **U1**:T474–T475; **U2**:T456–T457; **U3**:T458–T459; **U4**:T464–T465; **U5**:T462–T463

inquire, **U1**:T472–T473; **U2**:T454–T455; **U3**:T456–T457; **U4**:T462–T463; **U5**:T460–T461

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

objective, **U3**:T422

possessive, **U3**:T422; **U4**:T347, T351, T355, T359, T367

pronoun-antecedent agreement, **U5**:T417, T421, T425, T429, T437

subjective, **U3**:T422

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

genre characteristics. See Genres

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

identify details, **U2:**T30, T34, T36, T38, T40, T42, T44,
T45, T47; **U4:**T92, T99, T102, T104, T108–T109,
T116–T117

make inferences, **U1:**T98, T107, T109, T113–T115, T117,
T124–T125, T161, T168, T173, T175–T177, T179,
T194–T195; **U3:**T99; **U4:**T93, T98, T100, T103, T105,
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

reflect on reading and respond, **U1:**T56–T57, T118–T119,
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

action, **U1:**T114

additional sources, **U1:**T248

cause-effect, **U2:**T292

context clues, **U2:**T283

descriptive language, **U1:**T304; **U3:**T291, T295, T304–T305;
U4:T37, T41, T46, T58–T59; **U5:**T42

details, **U1:**T104; **U2:**T105

dialogue, **U3:**T107

genre, **U1:**T298

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

narrative structure, **U2:**T168

onomatopoeia, **U1:**T35, T308

personification, **U1:**T37, T106; **U3:**T50

point of view, **U4:**T232; **U5:**T220

precise verbs, **U2**:T97, T107, T118–T119; **U5**:T288, T289, T296

print and graphic features, **U1**:T42, T107, T109, T126–T127, T177, T179, T233, T234, T242, T244, T258–T259; **U2**:T56–T57, T109; **U3**:T34; **U4**:T99, T106, T118–T119, T226, T234; **U5**:T103, T105, T107, T118–T119, T218, T231

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

questions, posing, **U4**:T34

repetition, **U1**:T41; **U2**:T164, T167

sensory language, **U2**:T105; **U3**:T44

setting influences, **U3**:T37

simile and metaphor, **U1**:T46; **U3**:T50

text features, **U2**:T101; **U4**:T104; **U5**:T39, T45, T49, T60–T61, T163, T167

text structure, **U2**:T282, T286, T289, T302–T303; **U3**:T49; **U4**:T222, T230, T236, T248–T249, T256–T257; **U5**:T168, T178–T179

tone, **U2**:T218, T222, T226, T240–T241; **U3**:T113, T227, T231, T246–T247; **U4**:T109, T158, T164, T170, T182–T183; **U5**:T50, T226

viewpoint, **U5**:T35

voice, **U2**:T240–T241; **U3**:T104, T246–T247; **U4**:T182–T183, T239; **U5**:T219, T225, T232, T254–T255

word choice, **U1**:T178, T300, T306, T309; **U3**:T43

conventions of language. See Language and conventions

develop author’s craft

descriptive language, **U3**:T312–T313; **U4**:T66–T67

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

tone, **U2**:T248–T249; **U3**:T254–T255; **U4**:T190–T191

voice, **U2**:T248–T249; **U3**:T254–T255; **U4**:T190–T191

monitoring comprehension

reading on, **U2**:T45

using background knowledge, **U2**:T42

spelling. See Spelling

vocabulary acquisition

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

citing, **U2**:T462–T463

identifying, **U1**:T480–T481; **U4**:T470–T471

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

technology. See Technology

See *also* Dictionary/glossary; Research/study skills

Research/study skills

bookmarking, **U5**:T464–T465

cite sources, **U2**:T462–T463

field research, **U1**:T476–T477

identify sources, **U1**:T480–T481; **U4**:T470–T471

include images, **U4**:T472–T473

include visuals/media, **U2**:T464–T465

incorporate media, **U3**:T466–T467

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

works cited page, **U2**:T462; **U5**:T468–T469

writing thank you notes, **U1**:T482–T483

See *also* Graphic organizers; Graphic sources; Reference sources

Response to literature. See Connections; Literary response

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

Sensory details. See Literary devices/terms, sensory details

Sentences

complete, **U2:**T432–T433

parts of

predicate, **U1:**T381, T385, T389, T393, T401

compound, **U1:**T429, T433, T437, T441, T449; **U2:**T420

subject, **U1:**T381, T385, T389, T393, T401

subject-verb agreement, **U1:**T438; **U2:**T432–T433; **U3:**T341, T345, T349, T353, T361, T365, T369, T373, T377, T385

structure

complex, **U5:**T393, T397, T401, T405, T413

compound, **U1:**T429, T433, T437, T441, T449; **U2:**T420; **U4:**T291

simple, **U1:**T356, T361, T365, T369, T377

Sequence, U1:T358; **U2:**T388–T389

sequence of events, **U1:**T398–T399; **U3:**T386–T387

See also Listening, listening comprehension

Setting, U1:T35, T36, T38, T41, T42, T45, T48, T51, T52, T54, T62–T63, T358–T359, T382–T384; **U3:**T28, T35, T39, T43, T42, T47, T48, T51, T53, T55, T62–T63, T338–T339, T362–T363 See also Listening, listening comprehension; Literary devices/terms, setting

Shared Read, U1:T32–T57, T102–T119, T164–T181, T226–T251, T296–T313; **U2:**T32–T53, T94–T111, T156–T171, T216–T233, T278–T295; **U3:**T32–T57,

T102–T117, T162–T179, T224–T239, T284–T297; **U4:**T32–T51, T96–T111, T156–T175, T236–T241, T286–T303; **U5:**T32–T53, T198–T111, T156–T171, T216–T239, T284–T301

Small Group. See Assess and Differentiate, Small Group

Social studies activities. See Cross-Curricular Perspectives, social studies

Social studies in reading, U1:T469; **U3:**T261; **U4:**T459; **U5:**T457. See also Cross-Curricular Perspectives, social studies

Sound devices and poetic elements, U3:T280, T287, T290, T294, T302–T303

alliteration, **U5:**T374–T375

imagery, **U1:**T35, T37, T46, T51, T64–T73, T188–T197, T228;

U2:T228, T281; **U3:**T230, T235, T236; **U4:**T238; **U5:**T308–T309, T366–T367

onomatopoeia, **U1:**T35, T308

rhyme, **U5:**T370–T371

rhythm, **U5:**T370–T371

sensory details, **U2:**T105; **U3:**T44

Sources. See Interact with Sources; Reference sources; Technology

Speaking. See Listening, listening comprehension

Spelling

phonics, connection to

vowel digraphs, **U1:**T424, T428, T432, T440, T460

vowel diphthongs, **U1:**T448, T452, T456, T464

vowel patterns, **U5:**T340, T344, T348, T356, T364, T368, T372, T376, T380, T400

vowels, *r*-controlled, **U2:**T358, T362, T366, T374, T394;

U4:T342, T346, T350, T358, T378

Word Study

abbreviations, **U3:**T360, T364, T368, T376, T396

compound words, **U2:**T382, T386, T390, T398, T418

contractions, **U2:**T430, T434, T438, T446

diphthongs, **U1:**T448, T452, T456, T464

endings

and base words, **U1:**T400, T404, T408, T416, T436

inflected, **U1:**T376, T380, T384, T392, T412

homographs, **U4:**T414, T418, T422, T430, T450

homophones, **U4:**T438, T442, T446, T454

irregular plural nouns, **U3:**T432, T436, T440, T448

prefixes, **U3:**T336, T340, T344, T352, T372

schwa sound, **U5:**T412, T416, T420, T428, T448

suffixes, **U3:**T384, T388, T392, T400, T420; **U4:**T390, T394, T398, T406; **U5:**T388, T392, T396, T404, T424

syllable patterns, **U2:**T334, T338, T342, T346, T370, T406, T410, T414, T422, T442

final stable syllables, **U5:**T436, T440, T444, T452

- VCCCV, **U4**:T366, T370, T374, T382, T402
 VC/CV, **U1**:T352, T356, T360, T368, T388
 vowel digraphs, **U1**:T424, T428, T432, T440, T460
 vowel patterns, **U5**:T340, T344, T348, T356, T364, T368, T372, T376, T380, T400
 vowels, *r*-controlled, **U2**:T358, T362, T366, T374, T394; **U4**:T342, T346, T350, T358, T378
 vowel teams, **U3**:T408, T412, T416, T424, T244
- Spiral review, U1**:T74–T75, T136–T137, T198–T199, T268–T269, T330–T331, T353, T364, T377, T388, T401, T412, T425, T436, T449, T460; **U2**:T66–T67, T128–T129, T188–T189, T250–T251, T312–T313, T335, T346, T359, T370, T383, T394, T407, T418, T431, T442; **U3**:T74–T75, T134–T135, T196–T197, T256–T257, T314–T315, T337, T348, T361, T372, T385, T396, T409, T420, T433, T444; **U4**:T68–T69, T128–T129, T192–T193, T258–T259, T320–T321, T343, T354, T367, T378, T391, T402, T415, T426, T439, T450; **U5**:T70–T71, T128–T129, T188–T189, T256–T257, T318–T319, T341, T352, T365, T376, T389, T400, T413, T424, T437, T448
- Story elements.** See *under* Literary devices/terms
- Story structure, U2**:T168; **U3**:T220; **U5**:T94. See *also* Plot; Text Structure
- Strategies/skills**
- analyze characters, **U1**:T160, T166, T167, T169–T171, T174, T178, T186–T187; **U3**:T98, T107, T109, T110, T112, T115, T122–T123; **U4**:T282
- analyze descriptive language, **U1**:T293, T298, T301, T303, T304, T307, T318–T319
- analyze illustrations, **U2**:T153, T159, T160, T162, T167, T168, T176–T177
- analyze plot, **U1**:T28
- analyze plot and setting, **U1**:T35, T36, T38, T41, T42, T45, T48, T51, T52, T54, T62–T63; **U3**:T28, T35, T39, T43, T42, T47, T48, T51, T53, T55, T62–T63
- analyze point of view, **U5**:T212, T219, T223, T226, T227, T230, T235, T237, T244–T245
- analyze structure, **U3**:T220; **U5**:T94
- analyze text features, **U1**:T222, T228, T230, T231, T233, T235, T237, T239, T241, T243, T246, T248, T249, T256–T257; **U5**:T28, T35, T36, T38, T40, T41, T43, T46, T48, T50–T51, T58–T59
- 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
- ask and answer questions, **U1**:T99, T104, T106, T109, T113, T116, T132–T133; **U4**:T153, T158, T163, T165, T168, T170, T172, T188–T189
- author's purpose, **U4**:T161
- compare and contrast texts, **U2**:T213, T219, T220, T223, T227, T231, T246–T247; **U3**:T159, T164, T167, T168, T173, T177, T192–T193
- 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
- discovering text structure, **U2**:T90
- distinguish viewpoint, **U4**:T216, T222, T225, T227, T229, T231, T235, T237, T239, T246–T247
- evaluate details, **U2**:T91, T96, T100, T105, T106, T108, T130–T125; **U5**:T281, T286, T288, T290, T297, T314–T315
- explain author's purpose, **U2**:T274, T280, T283, T285, T287, T290, T293, T300–T301; **U4**:T152, T162, T164, T169, T171, T173, T180–T181
- explain poetic elements, **U3**:T280, T287, T290, T294, T302–T303
- fluency, **U3**:T221, T236
- identify genre, **U5**:T280
- identify main idea and details, **U2**:T30, T34, T36, T38, T40, T42, T44, T45, T47
- identify main idea and key details, **U4**:T92, T99, T102, T104, T108–T109, T116–T117
- 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
- infer theme, **U1**:T98, T107, T109, T113–T115, T117, T124–T125
- make inferences about characters, **U1**:T161; **U3**:T99
- making connections to viewpoint, **U5**:T213
- monitor comprehension, **U2**:T29, T35, T41, T43, T46; **U3**:T281, T289, T291, T292, T310–T311; **U4**:T289, T291, T295, T297, T299, T300, T316–T317; **U5**:T153, T159, T164, T167, T168, T184–T185
- summarize informational text, **U3**:T229, T230, T235, T236, T252–T253
- synthesize details/information, **U2**:T152, T158, T161, T163, T164, T166, T169, T184–T185; **U5**:T95, T101, T102, T105, T109, T124–T125

use text evidence, **U1**:T29, T37, T39, T43, T44, T46, T47, T49, T53, T70–T71, T223, T229, T232, T234, T236, T238, T242, T244, T245, T247, T264–T265

visualize, **U2**:T275, T292

visualize details, **U1**:T292, T299, T300, T302, T306, T308–T310, T304–T327; **U2**:T281, T282, T286, T289, T291, T308–T309

See also Unit Overview

Strategy Group. See Assess and Differentiate, Teacher-Led Options, Strategy Group

Structures of informational text. See Informational text

Struggling readers. See Assess and Differentiate

Study strategies. See Graphic organizers; Graphic sources; Research/study skills

Subject-verb agreement. See Agreement, subject-verb

Success, predictors. See Assessment, progress monitoring

Suffixes, U3:T256–T257, T420; **U4**:T171, T258–T259, T426; **U5**:T256–T257, T424. See also Spelling, Word Study; Word Study

Summarize. See Strategies/skills, summarize

Syllables. See Phonics/decoding; Word Study, syllable patterns

Synonyms, U1:T94–T95, T112; **U2**:T86–T87, T99; **U3**:T94–T95, T106, T109; **U4**:T101, T103, T107, T88–T89; **U5**:T90–T91, T100, T101. See also Connections

Synthesize. See Strategies/Skills, synthesize details/information



Tables. See Graphic sources, chart/table

Teaching strategies

classroom-based assessment. See Assessment, progress monitoring

Possible Teaching Point (Reading Workshop), **U1**: T31, T35–T37, T41, T42, T44–T48, T51–T54, T61, T69, T77, T83, T101, T104, T106, T107, T109, T112–T114, T117, T123, T131, T139, T145, T163, T167–T169, T171, T172, T176, T178, T179, T193, T201, T207, T225, T228, T229, T232–T234, T237, T240–T242, T244, T247, T248, T255, T263, T271, T277, T295, T298–T300, T303–T306, T308, T309, T317, T325, T333, T339; **U2**: T31, T35, T37, T40–T42, T44–T47, T53, T61, T65, T75, T93, T97, T99, T101, T103, T105, T107, T109, T115, T123, T131, T137, T155, T158, T159, T161, T164, T165, T167, T168, T183, T191, T197, T215, T218, T219, T222, T226, T227, T229–T231, T237, T245,

T253, T259, T277, T281, T282, T283, T286, T289, T291, T292, T293, T299, T307, T315, T321; **U3**: T31 T34, T37, T38, T41–T44, T48–T54, T61, T69, T77, T83, T101, T104, T106, T107, T109, T111, T113, T114, T121, T129, T131, T143, T161, T164, T165, T167, T169, T172–T175, T177, T191, T199, T205, T223, T227, T228, T230, T231, T235, T236, T243, T251, T259, T265, T283, T287, T289–T291, T293, T295, T301, T309, T317, T323; **U4**: T31, T34, T36, T37, T40, T42, T45–T46, T48, T55, T63, T71, T63, T95, T98, T99, T101, T103, T104, T106, T107, T109, T115, T123, T131, T137, T155, T158–T159, T163–T165, T167, T168, T170, T171, T187, T195, T201, T219, T222, T224, T226, T228, T230–T232, T234–T236, T238, T239, T245, T253, T261, T267, T285, T289, T291, T293, T297, T299, T301, T307, T315, T323, T329; **U5**: T31, T35, T37–T39, T41, T43, T45–T47, T49–T51, T57, T65, T73, T79, T97, T100, T103, T105, T107, T109, T115, T123, T131, T137, T155, T158–T161, T163–T165, T167, T168, T183, T191, T197, T215, T218–T220, T222, T225–T227, T230–T232, T234, T235, T237, T243, T251, T259, T265, T283, T286, T288–T290, T292, T294, T296–T298, T305, T313, T321, T327

Possible Teaching Point (Writing Workshop), **U1**: T354, T358, T362, T378, T382, T386, T402, T406, T410, T426, T430, T434, T450, T454, T458; **U2**: T336, T340, T344, T360, T364, T368, T384, T388, T392, T408, T412, T416, T432, T436, T440; **U3**: T338, T342, T346, T362, T366, T370, T386, T390, T394, T410, T414, T418, T434, T438, T442; **U4**: T344, T348, T353, T368, T372, T376, T392, T396, T400, T416, T420, T424, T440, T444, T448; **U5**: T342, T346, T350, T366, T370, T374, T390, T394, T398, T414, T418, T422, T438, T442, T446 routines

Book Club. See Book Club

read-aloud, **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

See also Assessment; Writing Club

Technology

publishing writing with, **U4**:T436–T437

using, **U4**:T404, T436–T437

visual display, **U5**:T402

Testing, formal and informal. See Assessment

Text, types. See Genres

Text Complexity Charts, U1: R2–R6; **U2**: R2–R7; **U3**: R2–R10; **U4**: R2–R6; **U5**: R2–R6

Text elements. See Text features

Text evidence, U1:T29, T37, T39, T43, T44, T46, T47, T49, T53, T70–T71, T223, T229, T232, T234, T236, T238, T242, T244, T245, T247, T264–T265

Text features, U1:T222, T228, T230, T231, T233, T235, T237, T239, T241, T243, T246, T248, T249, T256–T257;

U2:T101; **U4:**T104; **U5:**T28, T35, T36, T38–T41, T43, T45, T46, T48–T51, T58–T59, T60–T61, T163, T167
 graphic sources. See Graphic sources
 illustrations/photographs, **U2:**T153, T159, T160, T162, T167, T168, T176–T177, T392–T393; **U3:**T38, T40, T52, T64–T73
 See also Graphic sources

Text structure, U2:T90, T97, T99, T101, T102, T104, T107, T109, T116–T117, T212, T218, T221, T222, T226, T229, T230, T222–T239 T282, T286, T289, T302–T311; **U3:**T49, T227, T231, T233, T234, T244–T245; **U4:**T28, T34, T37, T40, T42, T45, T47, T49, T56–T57, T222, T230, T236, T248–T249, T256–T257; **U5:**T100, T104, T106, T108, T116–T117, T152, T158, T161, T163, T165–T166, T168, T169, T176–T179, T186–T187, T410–T411
 cause-effect, **U2:**T292, T310–T311
 See also Text features

Theme

of literature. See Literary devices/terms, theme
 of unit. See Unit Overview

Timeline. See Graphic sources

Time sequence. See Sequence

Types of literature. See Genres

U

Unfamiliar words. See Vocabulary skills/strategies, academic vocabulary strategies, context clues

Unit goals. See Goals, unit

Unit Overview, U1:T2–T7; **U2:**T2–T7; **U3:**T2–T7; **U4:**T2–T7; **U5:**T2–T7

Usage. See Adjectives; Adverbs; Agreement; Conjunctions; Contractions; Nouns; Prepositions and prepositional phrases; Pronouns; Sentences; Verbs

V

Verbs, U1:T450–T451; **U3:**T418–T419; **U5:**T394
 helping, **U2:**T435, T439, T443, T447; **U3:**T337
 irregular, **U3:**T413, T417, T421, T425, T433
 main, **U2:**T435, T439, T443, T447; **U3:**T337
 precise, **U2:**T97, T107, T118–T127; **U5:**T288, T289, T296, T316–T317
 simple tense, **U3:**T164, T389, T393, T397, T401, T409
 strong, **U2:**T372

subject-verb agreement, **U1:**T438; **U2:**T432–T433; **U3:**T341, T345, T349, T353, T361, T365, T369, T373, T377, T384
 See also Agreement, subject-verb

Visualize. See Strategies/skills, visualize

Vocabulary development, U1:T56–T57, T118–T119, 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, T239–T297; **U4:**T50–T51, T110–T111, T174–T175, T240–T241, T302–T303; **U5:**T52–T53, T110–T111, T170–T171, T238–T239, T300–T301

compound words, **U2:**T150–T151, T161 T172–T173, T180–T181, T194–T195, T250–T251, T382, T386, T390, T398, T418

high-frequency words, **U1:**T58–T59, T120–T121, T182–T183, T252–T253, T314–T315; **U2:**T50–T51, T112–T113, T172–T173, T234–T235, T296–T297; **U3:**T58–T59, T118–T119, T180–T181, T240–T241, T298–T299; **U4:**T52–T53, T112–T113, T176–T177, T242–T243, T304–T305; **U5:**T54–T55, T112–T113, T172–T173, T240–T241, T302–T303

preteach. See ELL (English Language Learners), vocabulary support

preview, **U1:**T32, T102, T164, T226, T296; **U2:**T32, T94, T156, T216, T224, T278; **U3:**T32, T102, T162, T170, T224, T284; **U4:**T32, T96, T156, T220, T286; **U5:**T32, T98, T156, T216, T284

selection vocabulary, **U1:**T28, T98, T160, T222, T292; **U2:**T30, T90, T152, T212, T274; **U3:**T28, T98, T158, T220, T280; **U4:**T28, T92, T152, T216, T282; **U5:**T28, T94, T152, T212, T280

See also Vocabulary skills/strategies

Vocabulary skills/strategies

academic vocabulary strategies

analogies, **U4:**T212–T213, T231

context clues, **U1:**T156–T157, T169, T171, T176; **U2:**T148–T149, T159, T165; **U3:**T154–T155, T167; **U4:**T148–T149, T165, T167, T168; **U5:**T148–T149, T158, T161

figurative language, **U1:**T51, T218–T219, T240; **U2:**T208–T209, T227, T230; **U3:**T216–T217; **U5:**T230, T234, T208–T209

Latin suffixes, **U4:**T171

oral language, **U1:**T12; **U2:**T12; **U3:**T12; **U4:**T12; **U5:**T12

parts of speech, **U1:**T288–T289, T303, T305, T310;

U2:T270–T271, T287, T293; **U3:**T276–T277, T287, T289;

U4:T278–T279, T293; **U5:**T276–T277, T290, T292, T298

related words, **U1:**T24–T25, T44, T47, T53; **U2:**T24–T25, T35, T37; **U3:**T24–T25, T42, T51; **U4:**T24–T25, T38, T42, T48; **U5:**T24–T25, T37, T41, T47

synonyms and antonyms, **U1**:T94–T95, T112; **U2**:T86–T87, T99; **U3**:T94–T95, T106, T109; **U4**:T101, T103, T107, T88–T89; **U5**:T90–T91, T100, T101

vocabulary in context, **U1**:T50, T55, T105, T110, T172, T240, T305; **U2**:T37, T98, T103, T165, T228, T284, T288; **U3**:T36, T41, T49, T106, T175, T176, T228, T293; **U4**:T36, T46, T101, T106, T160, T167, T226, T232, T293, T296; **U5**:T42, T103, T107, T162, T222, T229, T232, T296

Vowels. See Phonics/decoding, vowels



Web. See Graphic organizers, web

Word attack skills. See Dictionary/glossary; Phonics/decoding; Vocabulary skills/strategies, academic vocabulary strategies, context clues; Word Study

Word identification. See Dictionary/glossary; Vocabulary skills/strategies, academic vocabulary strategies, context clues; Word Study

Word Study, U1:T29, T82, T99, T144, T161, T223, T276, T293, T338; **U2**:T29, T74, T91, T136, T153, T196, T213, T258, T275, T320; **U3**:T29, T82, T99, T142, T159, T204, T221, T264, T281, T322; **U4**:T29, T76, T93, T136, T153, T200, T217, T283, T328; **U5**:T29, T78, T95, T136, T153, T196, T213, T264, T281, T326

abbreviations, **U3**:T96–T97, T118–T119, T126–T127, T140–T141, T196–T197

compound words, **U2**:T150–T151, T161, T172–T173, T180–T181, T194–T195, T250–T251

context clues, **U5**:T160

contractions, **U2**:T272–T273, T296–T297, T291, T304–T305, T318–T319

endings

and base words, **U1**:T158–T159, T168, T182–T183, T190–T191, T204–T205, T268–T269; **U3**:T169

inflected, **U1**:T96–T97, T113, T120–T121, T128–T129, T142–T143, T198–T199

homographs, **U4**:T214–T215, T224, T228, T242–T243, T250–T251, T264–T265, T320–T321

homophones, **U4**:T280–T281, T299, T304–T305, T312–T313, T326–T327

irregular plural nouns, **U3**:T278–T279, T298–T299, T306–T307, T320–T321, T290, T293, T426–T427

prefixes, **U3**:T26–T27, T54, T58–T59, T66–T67, T80–T81, T134–T135

suffixes

-en, **U5**:T150–T151, T159, T164–T165, T172–T173, T180–T181, T194–T195, T256–T257

-ful, -y, -ness, **U3**:T156–T157, T172, T174, T180–T181, T188–T189, T202–T203, T256–T257

Latin, **U4**:T150–T151, T159, T163, T202–T203, T176–T177, T184–T185, T198–T199, T258–T259

syllable patterns, **U1**:T26–T27, T58–T59, T66–T67, T72–T75, T80–T81, T136–T137, T290–T291, T299, 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, T312–T313

final stable syllables, **U5**:T286, T294, T297, T278–T279, T302–T303, T310–T311, T320–T321

VCCCV, **U4**:T90–T91, T98, T112–T113, T120–T121, T134–T135, T192–T193

VC/CV, **U1**:T26–T27, T36, T56, T58–T59, T66–T67, T72–T75, T80–T81, T136–T137

VCe, **U2**:T219, T229, T231

vowels

digraphs, **U1**:T220–T221, T229, T232, T237, T241, T247, T252–T253, T260–T261, T274–T275

diphthongs, **U1**:T290–T291, T299, T314–T315, T322–T323, T336–T337

r-controlled, **U2**:T88–T89, T103, T112–T113, T120–T121, T134–T135, T188–T189; **U4**:T26–T27, T36, T40, T45, T52–T53, T60–T61, T74–T75, T128–T129

schwa, **U5**:T222, T227, T210–T211, T240–T241, T248–T249, T262–T263, T318–T319

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

vowel teams, **U3**:T218–T219, T228, T240–T241, T248–T249, T262–T263, T314–T315

See also Spelling, Word Study; Vocabulary skills/strategies

Word Wall. See Academic vocabulary, Word Wall

Write for a Reader. See Reading Writing Workshop Bridge, develop author's craft; Teaching strategies, Possible Teaching Point

Writing, with technology. See Technology

Writing assessment. See Assessment, writing; Writing rubrics

Writing Club, U1:T366, T367, T390, T438, T439; **U2**:T348, T349, T372, T373, T396, T397, T420, T421; **U3**:T350, T351, T374, T375, T422, T423; **U4**:T356–T357, T380–T381, T428–T429; **U5**:T354–T355, T378–T379, T426–T427

Writing forms/products

commands, **U2**:T368–T369

historical fiction, **U3**:T330–T351, T354–T375, T378–T399, T402–T423, T426–T447

how-to article, **U2**:T328–T349, T352–T373, T400–T421, T424–T445
 informational text, **U2**:T376–T397
 opinion essay, **U4**:T336–T357, T360–T381, T384–T405, T412–T429, T432–T453
 personal narrative, **U1**:T346–T367, T370–T391, T394–T415, T418–T439, T442–T463
 poetry, **U5**:T334–T351, T358–T379, T386–T403, T408–T426, T432–T451
 thank-you notes, **U1**:T482–T483

Writing mode

argumentative, **U1**:T474–T475; **U3**:T458–T459; **U5**:T462–T463
 informational, **U2**:T445, T456–T457; **U4**:T464–T465
 narrative, **U1**:T463; **U3**:T447
 opinion essay, **U4**:T453
 poetry, **U5**:T451

Writing process. See Writing Workshop, composition

Writing rubrics, U1:T463; **U2**:T445; **U3**:T447; **U4**:T453; **U5**:T451

Writing traits

focus/ideas, **U1**:T374–T375; **U2**:T384–T385; **U3**:T410–T411, T414–T415; **U5**:T414–T415
 organization, **U2**:T384–T385
 sentences, **U1**:T361; **U2**:T420, T432–T433; **U5**:T401
 word choice, **U1**:T178, T300, T306, T309; **U3**:T43; **U5**:T394

Writing Workshop

composition
 adding and deleting ideas for coherence and clarity, **U3**:T410–T411, T414–T415
 alliteration, **U5**:T374–T375
 assessment, **U1**:T462–T463; **U2**:T444–T445; **U3**:T446–T447; **U4**:T452–T453; **U5**:T450–T451
 audio recording, **U4**:T204; **U5**:T398–T399
 brainstorming, **U1**:T362–T363; **U2**:T344–T345; **U3**:T346–T347; **U5**:T350
 capitalization, **U3**:T406–T407; **U4**:T420–T421
 cause-and-effect text structure, **U2**:T311
 characters, **U3**:T338–T339, T358–T359
 clarifying steps using strong verbs, **U2**:T372
 commands, **U2**:T368–T369
 commas, **U5**:T448
 complete sentences, **U2**:T432–T433
 complex sentences, **U5**:T401
 composing like a poet, **U5**:T362–T363
 compound sentences, **U2**:T420
 conclusion, **U1**:T414; **U2**:T396; **U4**:T400–T401
 definitions, **U2**:T364–T365
 describing actions, thoughts, and feelings, **U1**:T410–T411
 describing events with details, **U3**:T398
 descriptive language, **U3**:T313; **U4**:T67

details, **U2**:T340–T341, T361–T362; **U4**:T416–T417
 developing engaging ideas, **U1**:T374–T375
 dialogue, **U1**:T406–T407; **U3**:T394–T395
 event sequences, **U1**:T398–T399; **U3**:T386–T387
 facts, **U2**:T340–T341, T364–T365; **U4**:T372–T373, T380, T396–T397
 figurative language, **U1**:T73; **U5**:T378
 graphic features, **U1**:T135, T267; **U2**:T65; **U4**:T127; **U5**:T127
 headlines and leads, **U2**:T336–T337
 hyperbole, **U3**:T195
 illustrations, **U2**:T392–T393; **U3**:T73
 imagery, **U1**:T197; **U5**:T366
 introduction, **U1**:T398–T399; **U2**:T380–T381; **U3**:T382–T383; **U4**:T388–T389
 line breaks and stanzas, **U5**:T386
 main idea, **U2**:T356–T357
 narrator, **U1**:T354–T355, T378–T379
 opinions, **U4**:T368–T369, T372–T373
 organize ideas into steps, **U2**:T384–T385
 peer and teacher suggestions, **U4**:T428
 peer edit, **U4**:T424–T425
 plot, **U3**:T342–T343, T366–T367, T370–T371
 point of view, **U4**:T348–T349
 prepare for assessment, **U1**:T458–T459; **U2**:T440–T441; **U3**:T442–T443; **U4**:T448–T449; **U5**:T446–T447
 problem, **U1**:T386–T387; **U3**:T366–T367
 pronoun-antecedent agreement, **U5**:T425
 punctuation, **U3**:T430–T431; **U5**:T426
 purpose and message, **U1**:T329, T362–T363; **U2**:T187, T344–T345; **U3**:T133; **U4**:T319; **U5**:T69
 rearranging ideas, **U5**:T414–T415
 reasons, **U4**:T348–T349, T376–T377, T392–T393
 resolution, **U1**:T390; **U3**:T370–T371
 rhythm and rhyme, **U5**:T370–T371
 sequences, **U1**:T358–T359; **U2**:T388–T389
 setting, **U1**:T358–T359, T382–T383; **U3**:T338–T339, T362–T363
 simple sentences, **U1**:T353, T357, T361, T364, T369
 structure, **U5**:T410–T411
 subjects
 compound predicates and, **U1**:T437; **U2**:T420
 and predicates, **U1**:T389, T413
 subject-verb agreement, **U1**:T438; **U2**:T432–T433; **U3**:T349, T373
 text structure, **U4**:T257; **U5**:T187
 tone, **U2**:T249; **U3**:T255; **U4**:T191
 topics, **U4**:T344–T345, T352–T353, T364–T365
 visual display, **U5**:T402
 voice, **U2**:T249; **U3**:T255; **U4**:T191; **U5**:T255
 word choice, **U5**:T394

writing process

draft, **U3**:T386–T387

edit, **U1**:T446–T447, T450–T451, T484; **U2**:T404–T405, T412–T413, T416–T417, T420, T428–T429, T432–T433, T466; **U3**:T406–T407, T418–T419, T422, T430–T431, T434–T435, T468; **U4**:T420–T421, T424–T425, T440–T441, T474; **U5**:T418–T419, T422–T423, T426, T438–T439, T449, T472

plan and prewrite, **U1**:T366; **U2**:T348; **U3**:T350, T370–T371; **U4**:T356; **U5**:T354

publish, **U1**:T454–T455; **U2**:T436–T437; **U3**:T438–T439; **U4**:T436–T437, T444–T445; **U5**:T442–T443

revise, **U1**:T484; **U2**:T408–T409, T466; **U3**:T468; **U4**:T412–T413, T416–T417, T474; **U5**:T394–T395, T410–T411, T434–T435, T472

Foundational Skills for Writing

legibility, **U1**:T446–T447; **U2**:T428–T429

speaking and listening. See Listening

spelling, **U1**:T364, T388, T412, T436, T460; **U2**:T346, T370, T394, T418, T442; **U3**:T348, T372, T396, T420, T444; **U4**:T354, T378, T402, T426, T450; **U5**:T352, T376, T400, T424, T448

genre immersion. See Genres

parts of speech

adjectives, **U5**:T353T438–T439

comparative, **U1**:T426–T427; **U5**:T422–T423

comparing with, **U4**:T427

superlative, **U1**:T426–T427; **U5**:T422–T423

adverbs, **U1**:T434–T435; **U2**:T416–T417; **U4**:T451; **U5**:T377, T438–T439

conjunctions, coordinating, **U1**:T422–T423; **U2**:T420

nouns, **U5**:T418–T419

common, **U1**:T461; **U2**:T412–T413

irregular, **U2**:T371

plural, **U2**:T347, T371, T412–T413, T423

possessive, **U2**:T395, T423

proper, **U1**:T461; **U2**:T412–T413

singular, **U2**:T347, T395, T412–T413

prepositions and prepositional phrases, **U2**:T404–T405; **U3**:T434–T435; **U4**:T403

pronouns, **U1**:T430–T431; **U3**:T445

objective, **U3**:T422

possessive, **U3**:T422; **U4**:T355

subjective, **U3**:T422

verbs, **U1**:T450–T451; **U3**:T418–T419; **U5**:T394–T395

helping, **U2**:T443

irregular, **U3**:T421

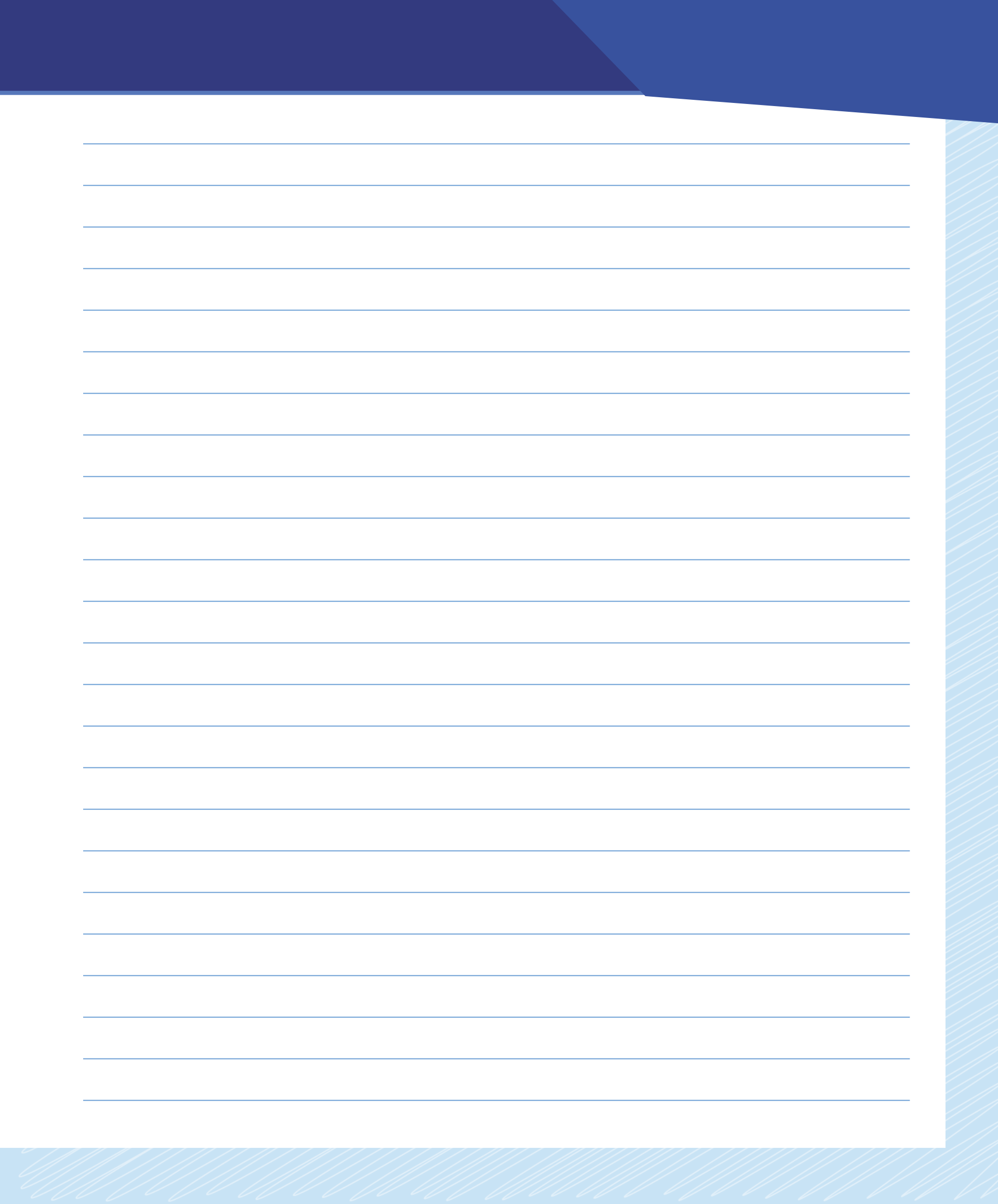
main, **U2**:T443

precise, **U2**:T127; **U5**:T317

simple tenses, **U3**:T397

See also Literary devices/terms





COMMON CORE

myView®
L I T E R A C Y

UNIT 4

SAVVAS
LEARNING COMPANY

SavasRealize.com

ISBN-13: 978-1-323-21955-3
ISBN-10: 1-323-21955-2

