COMMON CORE

myView®

LITERACY

5.2

SAVVAS

Teacher's Edition

COMMON CORE

myView

LITERACY

5.2

SAVVAS

LEARNING COMPANY

SAVVAS
LEARNING COMPANY

myView Literacy Experts and Researchers

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

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

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

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

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

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

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

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

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

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

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

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

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

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 5 Resources

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

STUDENT RESOURCES

Whole Group
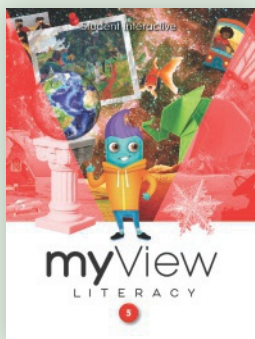
Student Interactive
2 Volumes

Read ALOUD

Mentor STACK

Trade Book Read Alouds

Genre, Skill, and Strategy Videos

Savvas Realize™ Intermediate Student Interface

Small Group & Independent

BOOK CLUB
with Trade Books

WRITING CLUB

SuccessMaker®
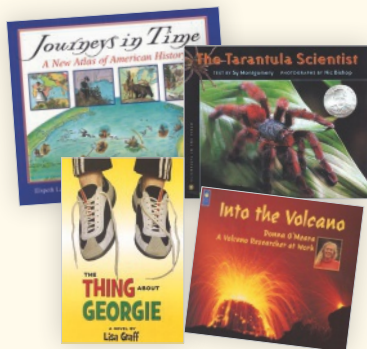
Digital Games

Leveled Content Readers with Access Videos
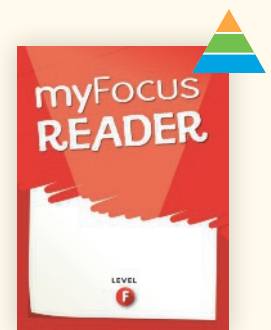
myFocus Reader

Digital Platform

Savvas Realize™

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

SAVVAS realize™

Google Classroom

Seamless Google Integration

realize reader™

Online/Offline Access

Trade book titles are subject to change.

Savvas Realize™

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

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

TEACHER RESOURCES
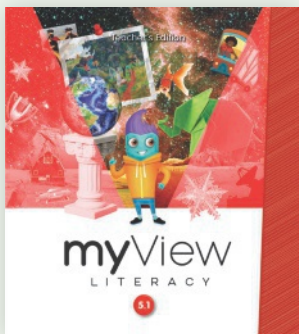
Teacher's Edition
5 Volumes
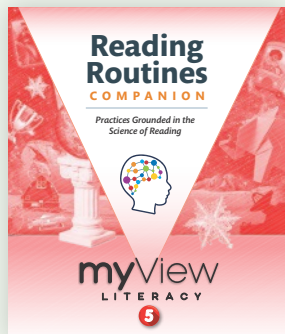
Reading Routines Companion
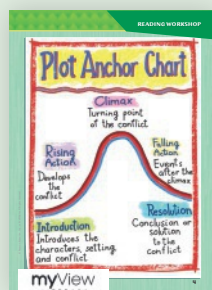
Anchor Charts
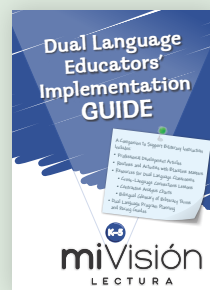
Dual Language Educators' Implementation Guide

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

Includes Digital Student Practice
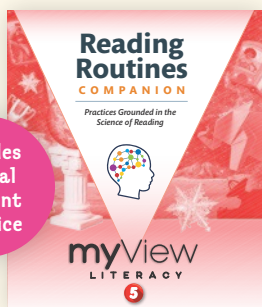
Reading Routines Companion
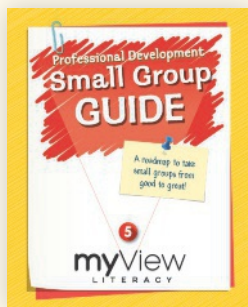
Small Group Professional Development Guide
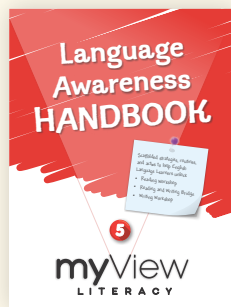
Language Awareness Handbook
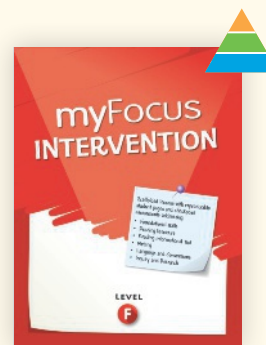
myFocus Intervention Teacher's Guide

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

Assessment & Reporting
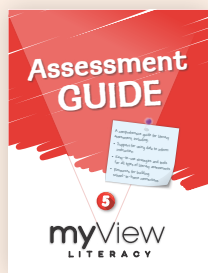
Assessment Guide

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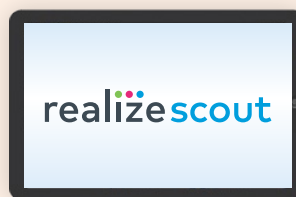
realize scout

Realize Scout Observational Tool

SAVVAS literacy Screener & Diagnostic Assessments

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

An Instructional Model for Today's Classroom

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

PROJECT-BASED INQUIRY

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

Reading

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

Reading-Writing Bridge

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

Writing

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

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

Foster a Love of Reading

Student Interactive

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

Mentor STACK

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

Read ALOUD

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

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
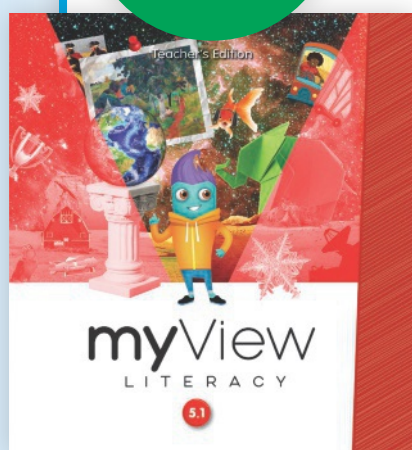
Teacher's Edition (K-5)

Whole group lessons with corresponding small group differentiated instruction.

Reading Routines Companion
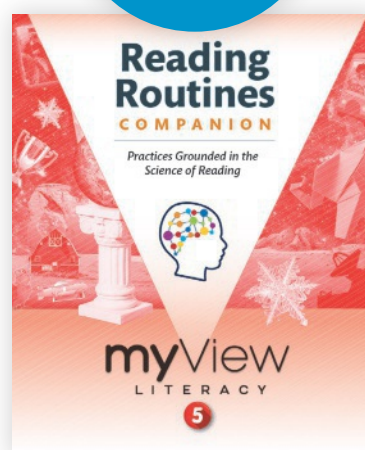
Reading Routines Companion (K-5)

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

Foundational Skills for Intermediate Students

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

WORD RECOGNITION X **LANGUAGE COMPREHENSION** = **READING COMPREHENSION**
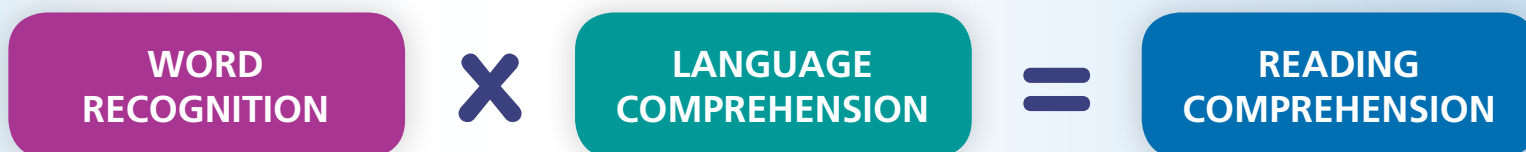
Graphic based on *The Simple View of Reading* (Gough & Tunmer, 1986)

LANGUAGE COMPREHENSION

- Background Knowledge
- Vocabulary
- Language Structure
- Verbal Reasoning
- Literacy Knowledge

WORD RECOGNITION

- Phonological Awareness
- Decoding & Spelling
- Sight Recognition

Increasingly Strategic

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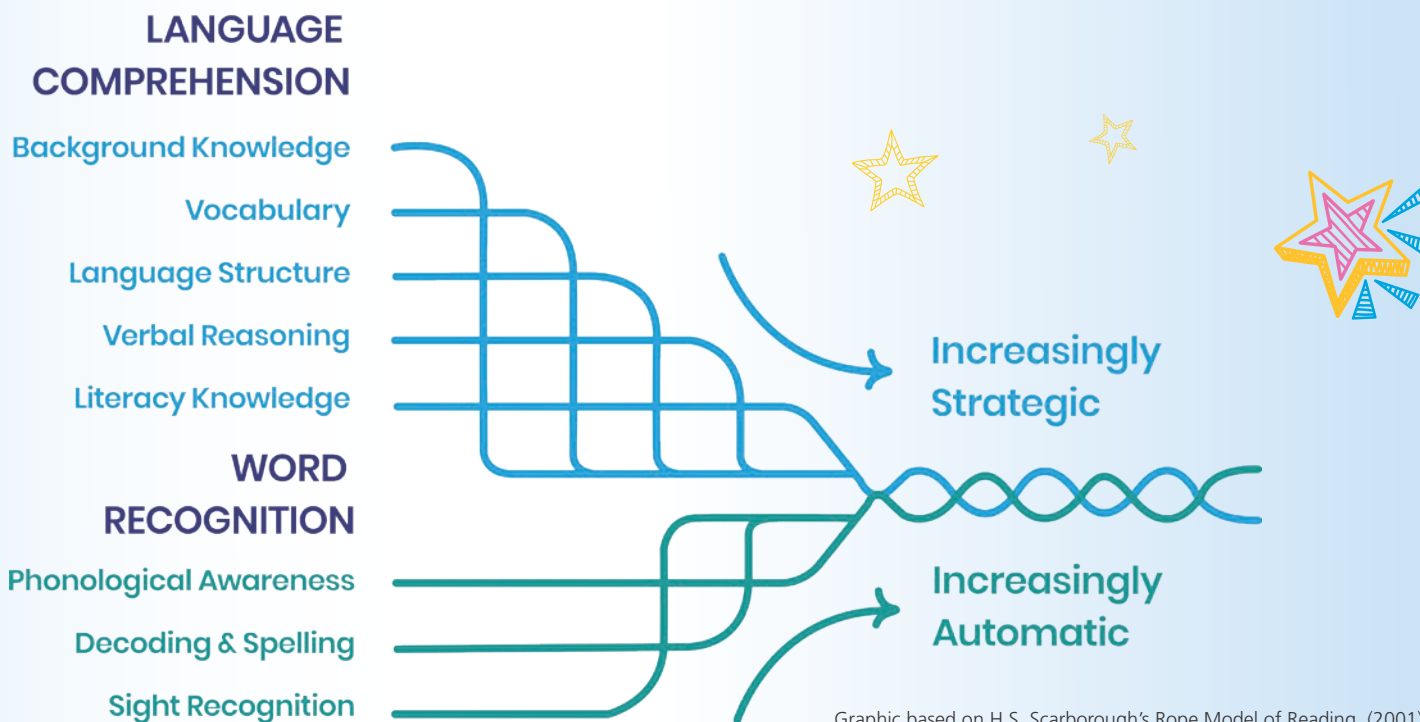
Graphic based on H.S. Scarborough's Rope Model of Reading. (2001)

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

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

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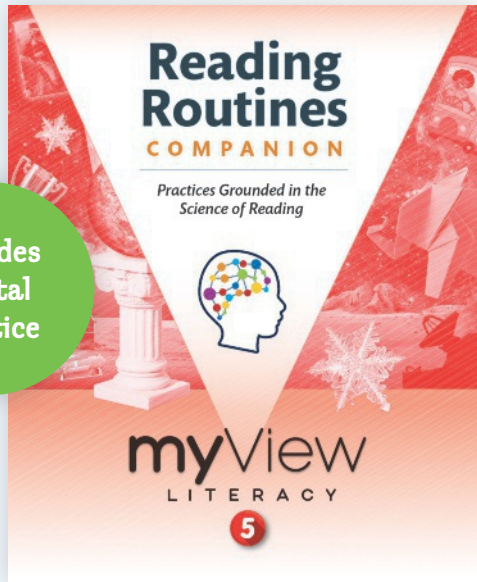
Reading Routines Companion

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

- Phonemic Awareness (Beginning, Intermediate, & Advanced)
- High-Frequency Words
- Multisyllabic Words
- Syllable Patterns
- Oral and Silent Reading Self-Monitoring
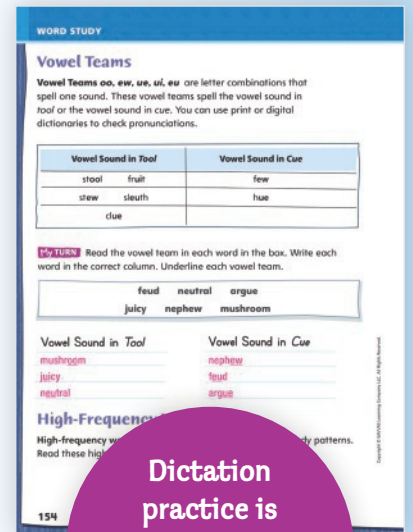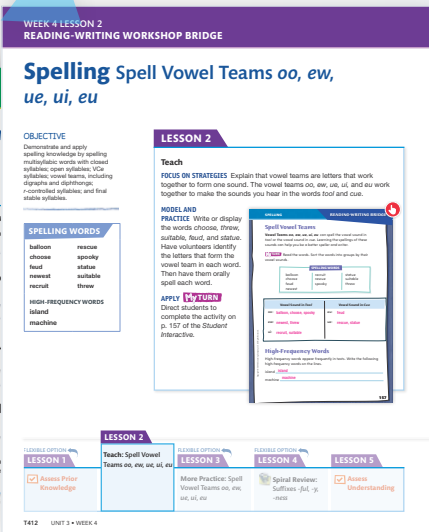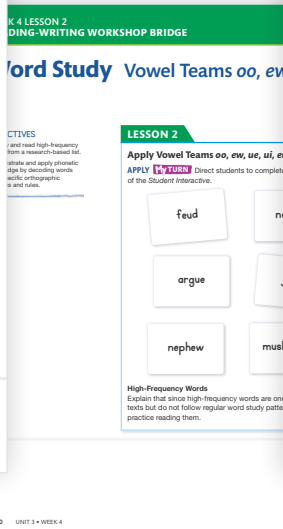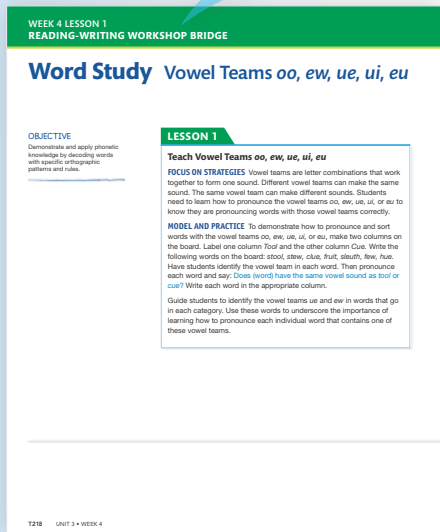
Grade 3 Example

Dictation practice is included in the Student Interactive.

Connected Word Study & Spelling Instruction

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

Purposeful Assessments, Powerful Results

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

Formative Assessments — Daily/Weekly

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

....

Unit Assessments — 5x Year

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

....

Summative Assessments — 3x Year

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

Assessment GUIDE
4
myView LITERACY
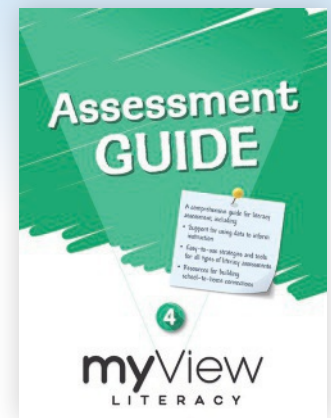
Data-Driven Assessment Guide

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

BASELINE ASSESSMENT

MIDDLE-OF-YEAR ASSESSMENT

DAILY FORMATIVE ASSESSMENTS

UNIT ASSESSMENTS

WEEKLY PROGRESS CHECK-UPS

END-OF-YEAR ASSESSMENT

Test Preparation (Grades 2—5)

- Weekly Standards Practice
- High-Stakes Practice Tests
- Test Item Banks for Reading, Writing, and Language Conventions

SAVVAS literacy Screener & Diagnostic Assessments

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

Universal Screener → **Multistage Adaptive Diagnostic** → **Instructional Recommendations**
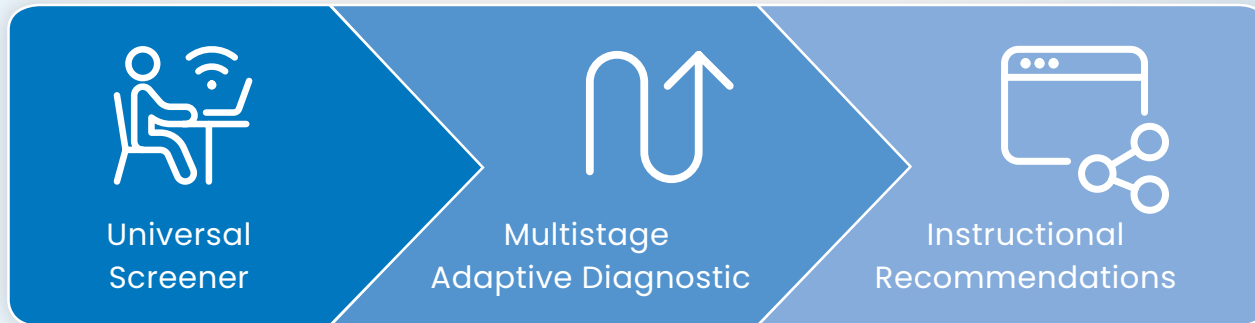
A short screening assessment identifies proficiency in precursor skills, including foundational skills in Grades K-3.

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

Student data connects skills to instructional supports and resources.

See progress by standard.

Drill into questions to see where students are struggling.

Focus on individual student performance.

Get small group recommendations with suggested next-step activities.
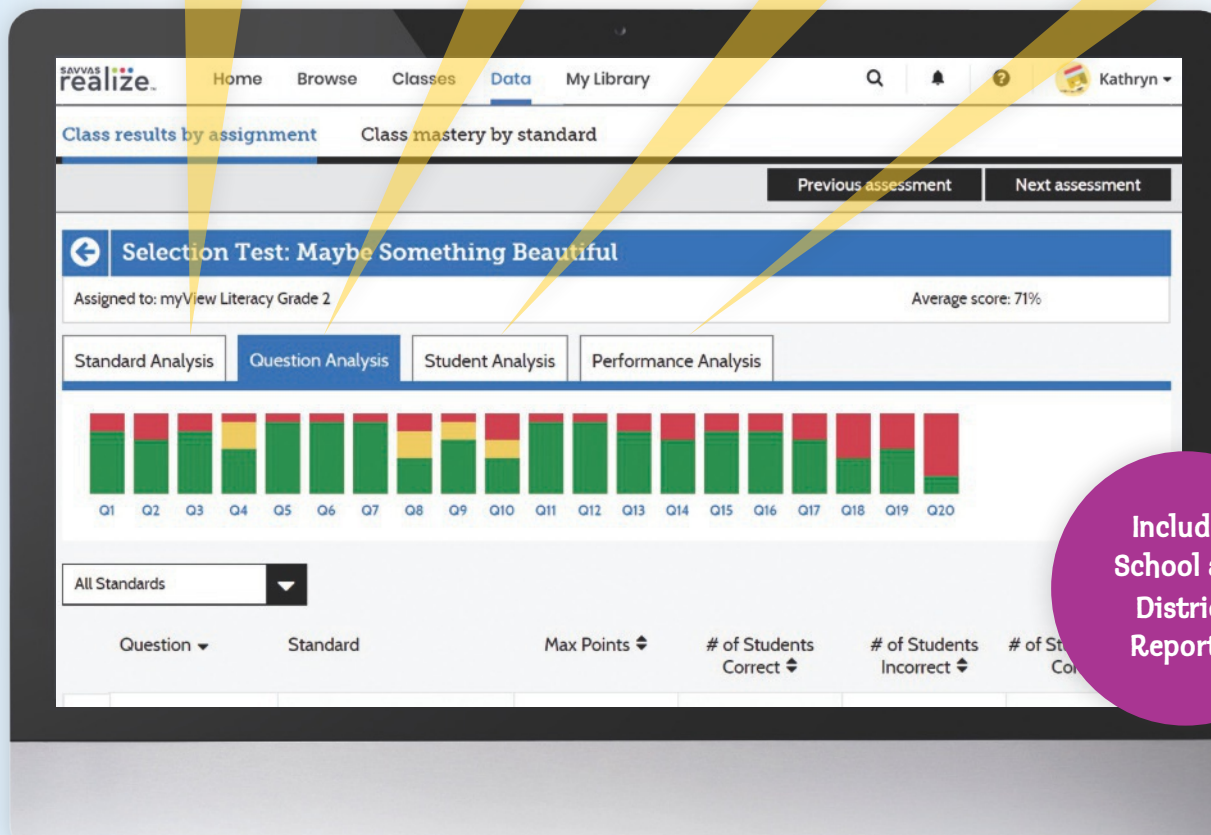
Intuitive Data Reporting

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.

---

savvas realize.

Home   Browse   Classes   **Data**   My Library   Kathryn ▾

Class results by assignment   Class mastery by standard

| | Previous assessment | Next assessment |

◀ Selection Test: Maybe Something Beautiful

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

Standard Analysis | Question Analysis | Student Analysis | Performance Analysis

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

All Standards ▾

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

The Digital Difference

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

The Student Experience

PRIMARY VIEW

INTERMEDIATE VIEW

Neighborhood

High-Interest resources capture attention and increase learning.

Spelling Sea

Word Islands

PLAY
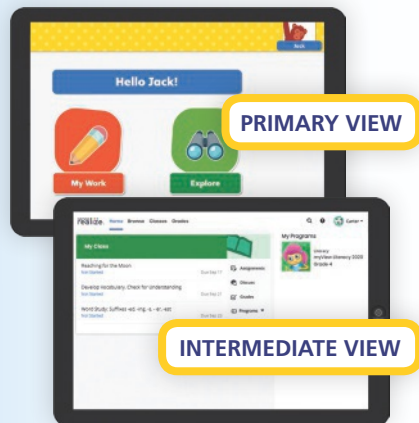
Adaptive Dashboard
Adjust student view for ease of use!
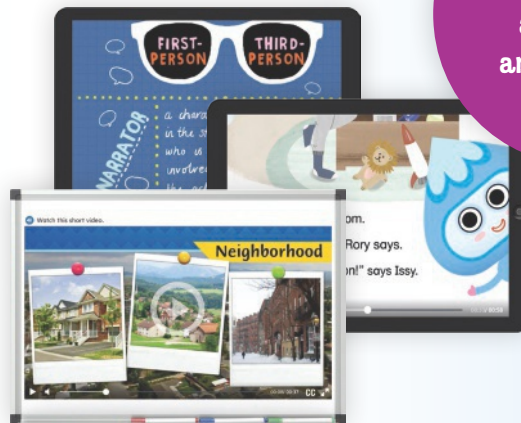
Engaging Videos
Introduce new topics, literacy skills, and background knowledge with high-interest resources.

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

The Teacher Experience

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

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

Create a Playlist
Cancel   Create
Title
Poetry Study
Description (Optional
Cancel   Create

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

SAVVAS

myView
L I T E R A C Y

miVisión
L E C T U R A

Videos, Guides, Lesson Planning Templates, and more help when teaching remotely.
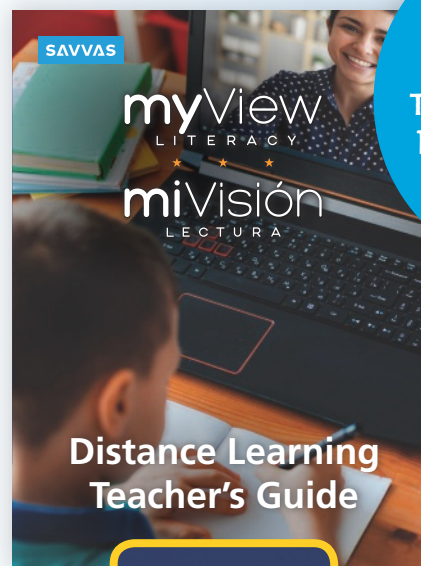
Distance Learning Teacher's Guide

DISTANCE
LEARNING

Engaged, Motivated Classrooms

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

Social-Emotional Learning

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

Inclusive and Equitable Instruction

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

Professional Learning and Program Implementation

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

Program Activation

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

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

Jump-start Your Teaching!

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

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

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

mySavvasTraining.com

Live Instructional Coaching Chat

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

On-Demand Training Library

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

Teacher Webinars

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

UNIT THEME
Observations

Essential Question

How do we learn through our observations?

SAVVAS realize™

Go ONLINE for all lessons.

myView Digital

- REALIZE READER
- NOTEBOOK
- AUDIO
- GAME
- ANNOTATE
- DOWNLOAD
- VIDEO
- RESEARCH
- INTERACTIVITY
- ASSESSMENT

Spotlight on Informational Text

UNIT THEME

Observations

Essential Question

How do we learn through our observations?

WEEK 3 from **Hatchet**

How can careful observation help a person survive?

BOOK CLUB

WEEK 2 A Place for Frogs

What can people do to protect species from a changing environment?

BOOK CLUB

WEEK 1 from **Far from Shore**

Why do scientists explore and study oceans?

"Tracking Monsters"

WEEK 4

What can we learn from studying animals in their natural habitats?

Let Wild Animals Be Wild and Don't Release Animals Back to the Wild

WEEK 5

What are some different ways in which people can observe and protect wildlife?

WEEK 6 Project

Project-Based Inquiry

At the end of the unit, students will get the chance to apply what they've learned about observations in the **WEEK 6 PROJECT: Staying Alive!**

UNIT THEME

Observations

	WEEK 1	**WEEK 2**	**WEEK 3**	
READING WORKSHOP	Informational Text *from* **Far from Shore**	Informational Text **A Place for Frogs**	Realistic Fiction *from* **Hatchet**	
	Evaluate details to help explain author's purpose in an informational text	Monitor comprehension to better analyze text structure in an informational text	Generate questions to help analyze point of view in realistic fiction	
READING-WRITING WORKSHOP BRIDGE	Bridge reading informational text through: • Academic Vocabulary • Word Study • Read Like a Writer • Write for a Reader			
BOOK CLUB SEL	*The Tarantula Scientist* by Sy Montgomery How can we gain new understanding about nature through observations?			
WRITING WORKSHOP	Introduce Mentor Stacks and immerse in informational texts	Develop elements of informational writing	Develop the structure of informational writing	
READING-WRITING WORKSHOP BRIDGE	Bridge writing informational text through: • Spelling • Language and Conventions			
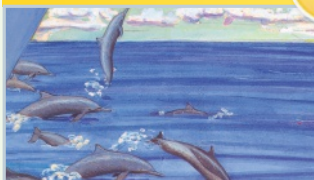
UNIT GOALS **SEL** SOCIAL-EMOTIONAL LEARNING

UNIT THEME
- Collaborate with others to explore how we learn through observations

READING WORKSHOP
- Know about different types of informational text and understand their structures and features

READING-WRITING WORKSHOP BRIDGE
- Use language to make connections between reading and writing informational texts

WRITING WORKSHOP
- Use elements of informational writing to write an informational article

---

WEEK 4

Informational Text
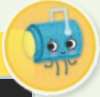
"Tracking Monsters"

Confirm predictions about informational text and explain relationships between ideas

WEEK 5

Argumentative Texts

Let Wild Animals Be Wild and Don't Release Animals Back to the Wild

Analyze and synthesize information to compare argumentative texts

WEEK 6

Inquiry and Research

Staying Alive! Research Articles

Project-Based Inquiry
- Generate questions for inquiry
- Research articles related to nature and wilderness survival
- Engage in productive collaboration
- Incorporate media
- Celebrate and reflect

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

The Tarantula Scientist by Sy Montgomery
How can we gain new understanding about nature through observations?

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

Publish, celebrate, and assess informational writing

Bridge reading and writing informational text through:
- Spelling
- Language and Conventions

UNIT THEME

Observations

		WEEK 1		WEEK 2		WEEK 3	
		Informational Text *from* **Far from Shore**		**Informational Text** **A Place for Frogs**		**Realistic Fiction** *from* **Hatchet**	
			CCSS		CCSS		CCSS
READING WORKSHOP	**Minilesson Bank**	Infographic: How Scientists Study Ocean Life	RI.5.10	Map: Protecting Habitats	RI.5.10	Poem: Perfect Inspiration	RL.5.10
		Informational Text: Far from Shore	RI.5.10	Informational Text: A Place for Frogs	RI.5.10	Realistic Fiction: Hatchet	RL.5.10
		Domain-specific vocabulary	L.5.6	Words that relate to key ideas in the text	RI.5.4	Words that relate to feelings or actions	RL.5.4
		Explain Author's Purpose	RI.5.10	Analyze Text Structure	RI.5.10	Analyze Point of View	RL.5.6
		Evaluate Details	RI.5.8	Monitor Comprehension	RI.5.10	Generate Questions	RL.5.10
		Talk About It	SL.5.1	Write to Sources	W.5.9	Write to Sources	W.5.9.a
	READING-WRITING WORKSHOP BRIDGE **Academic Vocabulary**	Related Words	L.5.4.c	Synonyms and Antonyms	L.5.5.c	Context Clues	L.5.4.a
	Word Study	Open and Closed Syllables	RF.5.3.a	Final Stable Syllables -le, -tion, -sion	RF.5.3.a	r-Controlled Vowels	RF.5.3.a
	Read Like a Writer	Analyze Graphic Features	RI.5.10	Analyze Author's Purpose	RI.5.10	Analyze Voice	RL.5.6
	Write for a Reader	Use Graphic Features	W.5.2.a	Develop Author's Purpose	W.5.1	Use Voice	W.5.4
WRITING WORKSHOP	**Weekly Focus**	Introduce and Immerse		Develop Elements		Develop Structure	
	Minilesson Bank	Analyze an Informational Article	W.5.10	Develop an Engaging Idea	W.5.4	Develop and Compose an Introduction	W.5.2.a
		Analyze a Lead Paragraph	W.5.10	Draft with Specific Facts and Concrete Details	W.5.2.b	Develop with Related Information	W.5.2.a
		Identify Details in Photographs	W.5.10	Develop with Definitions and Quotations	W.5.2.b	Develop with Transitions	W.5.2.c
		Set a Purpose	W.5.4	Develop with Other Information	W.5.2.b	Use Formatting	W.5.2.a
		Plan Your Informational Article	W.5.4	Develop with Visuals and Multimedia	W.5.2.a	Develop and Compose a Conclusion	W.5.2.e
	READING-WRITING WORKSHOP BRIDGE **Spelling**	Spell Words with Open and Closed Syllables	L.5.2.e	Spell Words with Final Stable Syllables	L.5.2.e	Spell Words with r-Controlled Vowels	L.5.2.e
	Language and Conventions	Subject-Verb Agreement	L.5.1	Principal Parts of Regular Verbs	L.5.1.c	Principal Parts of Irregular Verbs	L.5.1.c

How do we learn through our observations?

WEEK 4

Informational Text
"Tracking Monsters"

	CCSS
Primary Sources: In the Words of Theodore Roosevelt	RI.5.10
Informational Text: "Tracking Monsters"	RI.5.10
Domain-specific words	RI.5.4
Explain Relationships Between Ideas	RI.5.3
Confirm or Correct Predictions	RI.5.10
Write to Sources	W.5.9.b
Analogy	L.5.5
Prefixes *il-, in-, im-, ir-*	RF.5.3.a
Analyze Author's Message	RI.5.10
Develop Author's Message	W.5.2
Writer's Craft	
Use Precise Language	W.5.2.d
Use Correct Verb Tense	L.5.1.b
Edit for Adverbs	W.5.2.c
Edit Simple and Compound Sentences	W.5.2.c
Edit for Prepositional Phrases	L.5.1.a
Spell Words with Prefixes *il-, in-, im-, ir*	L.5.2.e
Perfect Verb Tenses	L.5.1.b

WEEK 5

Argumentative Texts
Let Wild Animals Be Wild and **Don't Release Animals Back to the Wild**

	CCSS
Video: Saving Natural Habitats	RI.5.7
Argumentative Texts: Let Wild Animals Be/ Don't Release Animals	RI.5.10
Precise words	RI.5.4
Analyze Argumentative Texts	RI.5.8
Synthesize Information	RI.5.6
Talk About It	SL.5.1.a
Parts of Speech	L.5.6
Base Words and Endings	RF.5.3.a
Understand First-Person Point of View	RI.5.6
Use First-Person Point of View	W.5.1
Publish, Celebrate, and Assess	
Edit for Punctuation Marks	L.5.2.a
Edit for Capitalization	L.5.2
Publish and Celebrate	W.5.2
Prepare for Assessment	W.5.2
Assessment	W.5.2
Spell Base Words with Endings	L.5.2.e
Active Voice	L.5.1

WEEK 6

Inquiry and Research

Staying Alive!

	CCSS
Leveled Research Articles	RI.5.10
Use Academic Words	L.5.6
Explore and Plan: Informational Texts	W.5.7
Conduct Research: Search Engine	RI.5.7
Informational Texts	W.5.7
Refine Research: Primary and Secondary Sources	W.5.7
Extend Research: Write a Business E-mail	W.5.6
Revise Vocabulary	W.5.5
Edit and Peer Review	W.5.5
Celebrate and Reflect	SL.5.4

The Horse of Seven Colors — **Level S**

Eating Well — **Level S**

NEW EARTH — **Level S**

SMALLED — **Level T**

Hatching a Surprise — **Level T**

AN ICELANDIC ADVENTURE — Katie Mastromattei • Art by Evan Piccirillo — **Level T**

MAKING OBSERVATIONS — Shirley Duke — **Level U**

A SYSTEM OF LIFE — M. M. Eboch — **Level U**

‹ LEVEL S

Leveled Readers for Unit 2

- Unit 2 guided reading levels range from Level S through W.
- Readers align to the unit theme, *Observations,* and to the Spotlight Genre, Informational Text.
- See the "Matching Texts to Learning" pages each week for suggested texts and instruction aligned to the week's instruction and genre.

Complete Online Access to the Grade 5 Leveled Library

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

INSTRUMENTS OF SCIENCE — George Homatidis

Online Reader Interactive Support

Before You Read
Build Background

INSTRUMENTS OF SCIENCE

George Homatidis

Literacy Consultants
David Booth • Kathleen Corrigan

ELL Access Videos

Think About It
Instruments of Science is divided into three main sections: measuring, observing, and documenting. Use a three-column chart to summarize the main ideas and the key supporting details of each section.

Measuring	Observing	Documenting
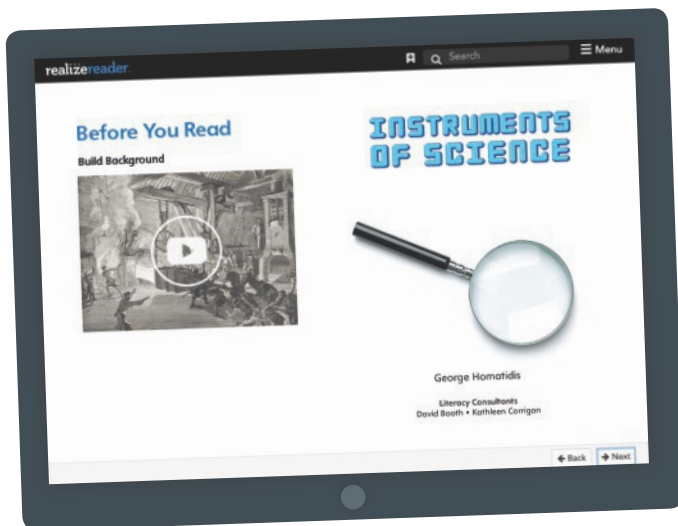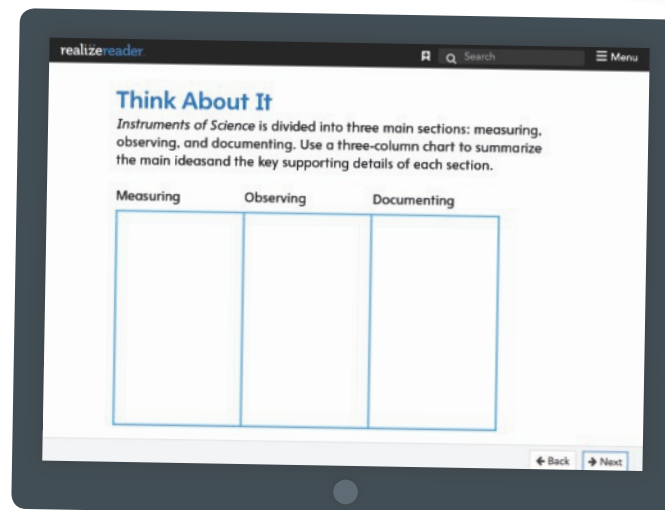
Interactive Graphic Organizers

TRAPPED IN CARNIVOROUS PLANTS
Linda Bozzo
Level U

INSTRUMENTS OF SCIENCE
George Hornstidis
Level V

SURPRISE! GREAT ACCIDENTAL INVENTIONS
Kirsten Donaghey
Level V

AN EYE ON ECOSYSTEMS
M. M. Eboch
Level V

FIT FOR SURVIVAL
Nancy Furstinger
Level W

SCIENCE IN THE WILD
Barbara Alpert
Level W
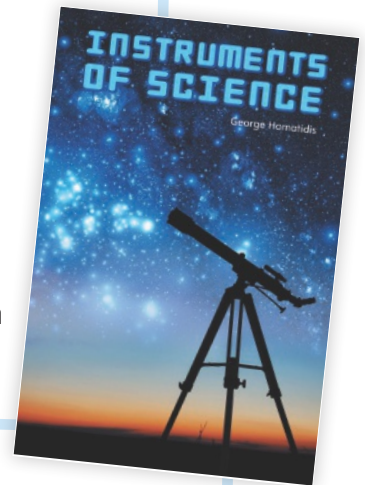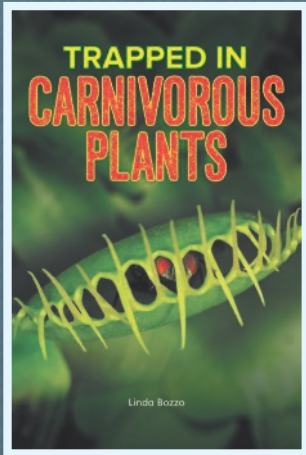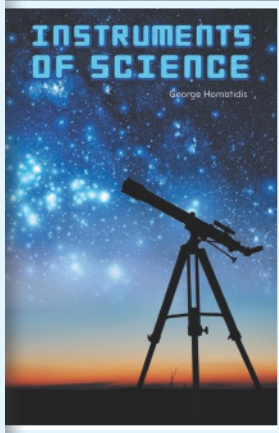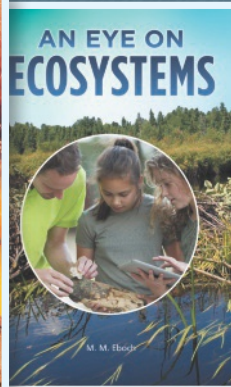
Animal Behaviors
Marie Ustyanich
Level W

LEVEL W ›

Teaching Support

See the Leveled Reader Teacher's Guide for

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

Differentiation
- Support for ELLs
- Language Development suggestions

Guided Writing
- Prompts for responding to text
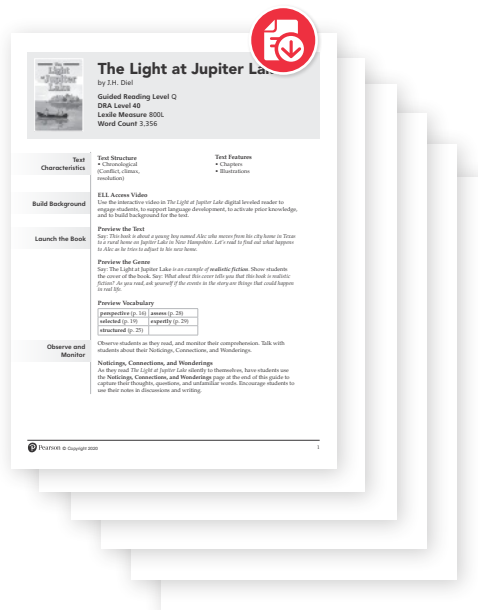
See the Small Group Guide for
- detailed information on the complete myView Leveled Reader Library.
- additional support for incorporating guided reading in small group time.
- progress monitoring tools.

SMALL GROUP GUIDE
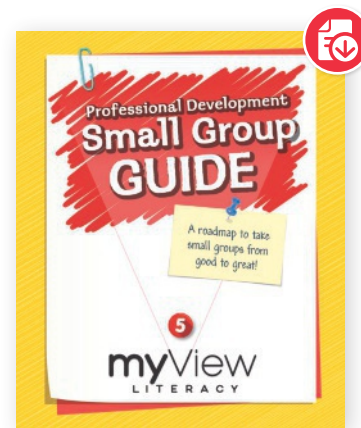
LEVELED READER TEACHER'S GUIDE

Observations

OBJECTIVES

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

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

Establish purpose for reading assigned and self-selected texts.

Recognize characteristics of digital texts.

Essential Question

Introduce the Unit 2 Essential Question, *How do we learn through our observations?* Tell students the texts they will read show how making observations teaches us about the world around us. Explain that reading different genres provides a unique perspective about the theme.

Watch the Unit Video Have students watch the video, "Observations and the Scientific Process," and make a list of the observations made and the lessons learned. ▶

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

- What different observations did the images show?
- How did sounds help you better understand the observations?

STUDENT INTERACTIVE, pp. 208–209

UNIT
2

Observations

Spotlight on Informational Text

Essential Question

How do we learn through our observations?

▶ **Watch**

"Observations and the Scientific Process"

TURN and TALK

In which situations would you make and use observations?

208

READING WORKSHOP

Infographic: How Scientists Study Ocean Life

from *Far from Shore* .... Informational Text
by Sophie Webb

Map: Protecting Habitats

A Place for Frogs .... Informational Text
by Melissa Stewart

Poem: Perfect Inspiration

from *Hatchet* .... Realistic Fiction
by Gary Paulsen

Primary Sources: In the Words of Theodore Roosevelt

"Tracking Monsters" .... Informational Text
by Mary Kay Carson

Video: Saving Natural Habitats

Let Wild Animals Be Wild and *Don't Release Animals Back to the Wild* .... Argumentative Texts
by David Bowles | by René Saldaña Jr.

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 **Informational Article**
- Develop Structure • Writer's Craft
- Publish, Celebrate, and Assess

PROJECT-BASED INQUIRY

- Inquire • Research • Collaborate

SAVVAS realize

Go ONLINE for all lessons.

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

209

ELL Targeted Support **Listening Comprehension** To help students understand the video, use the supports to tap into their listening comprehension.

Explain the five senses used to make observations. Encourage students to ask questions about the video that they don't understand. **EMERGING/DEVELOPING**

Ask students to retell the observations in their own words. **EXPANDING/BRIDGING**

Independent Reading

Self-Select Texts Discuss pp. 210–211 in the *Student Interactive*. Have students:

- Self-select texts by identifying nonfiction topics they find interesting.
- Choose a goal and establish a purpose for independent reading.
- Read a grade-level text with accuracy.

STUDENT INTERACTIVE, pp. 210–211

UNIT 2

INDEPENDENT READING

Independent Reading

When you establish a purpose for reading you improve your reading skills. In this unit, you will read informational texts. One purpose for reading informational texts is to gain new information. Keep this in mind as you select titles for independent reading.

Follow these steps to select a book to read on your own.

Step 1 Decide what you want to gain from the book. Ask yourself:

- Am I reading about a topic I find interesting?
- Do I want to learn something new?
- Do I want to read more from a series of texts I know about?

Step 2 Set a goal for your independent reading. Here are some examples. You can choose one of these or create your own.

- I want to read an informational text similar to a book I have already read in school.
- I want to read a book that helps me build my vocabulary.
- I want to read with accuracy and with good comprehension.

My goal for independent reading is _____

Independent Reading Log

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

210

211

ELL Language Transfer

Cognates Point out that all of this unit's Academic Vocabulary has Spanish cognates:

- expert : *experto*
- focus : *enfoque*
- visible : *visible*
- relate : *relacionar*
- detect : *detectar*

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. 212 of the *Student Interactive*.

- Have students rate how well they think they already meet the unit goals.

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

Students will revisit their ratings in Week 6.

Academic Vocabulary

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

Expand: When you have a special skill or knowledge about a topic, you are an **expert.**
Ask: What **experts** do you know?

Expand: In order to **focus,** you must pay close attention.
Ask: What do students **focus** on during school?

Expand: Something is **visible** when it is easily seen.
Ask: What things are **visible** at night?

Expand: When you make a connection between two things, you show how they **relate.**
Ask: How do mobile phones **relate** to computers?

Expand: Some people use a special machine to **detect** metal objects underground at the beach.
Ask: What does a magnifying glass help you **detect**?

TURN, TALK, AND SHARE Have students complete the chart on p. 213 for the listed words. Then have partners share their answers.

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

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

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

ELL Targeted Support **Use Academic Language** Use these supports for the Oral Vocabulary Routine.

Use the Language Transfer note to help Spanish speakers learn the academic words. For each word, create simple, short sentence frames that students can complete using one of the words. **EMERGING**

Have student pairs take turns asking and answering the Ask questions from the routine. Have students write their responses in their notebooks. **DEVELOPING**

In small groups, have students take turns reading the definitions of the academic words. Then have one student ask an Ask question to the student to the left. That student then asks the next student another Ask question. Repeat until all questions have been asked. Remind students to use the Academic Vocabulary in their responses. **EXPANDING**

STUDENT INTERACTIVE, pp. 212–213

UNIT 2

INTRODUCTION

Unit Goals

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

SCALE

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

Reading Workshop	1	2	3	4	5
I know about different types of informational text and understand their structures and features.					

Reading-Writing Bridge	1	2	3	4	5
I can use language to make connections between reading and writing informational texts.					

Writing Workshop	1	2	3	4	5
I can use elements of informational writing to write an informational article.					

Theme	1	2	3	4	5
I can collaborate with others to explore how we learn through observations.					

Academic Vocabulary

Use these words to talk about this unit's theme, *Observations*: *expert*, *focus*, *visible*, *relate*, and *detect*.

TURN and TALK Read the words and definitions. Identify at least two places where each word might be used. Write a sample sentence to show how the word might be used in that context.
Possible responses:

Academic Vocabulary	Definition	How it's used . . .	
		in school	at home
expert	one who shows special skill or knowledge gained from training	My teachers are academic experts.	My mom is an expert at building forts for us to play in.
focus	direct attention to something	You must focus the telescope to see the stars clearly.	I need to focus on my little sister when I babysit.
visible	easily seen	I sit up front in class so the board is visible.	My school is visible from my tree house.
relate	to tell; to show a relationship between two things	We will relate the story to another text we read.	I related the story about science class to my brother.
detect	to discover the truth about something	In biology class, we use a microscope to detect organisms on our samples.	After watching our garden, my dad detected that squirrels were stealing corn.

212

213

Suggested Daily Times

READING WORKSHOP

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

WRITING WORKSHOP

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

Learning Goals

- I can learn more about informational text by analyzing an author's purpose.
- I can develop knowledge about language to make connections between reading and writing.
- I can use elements of informational writing to write an informational article.

SEL ▶ SOCIAL-EMOTIONAL LEARNING

☑ Assessment Options for the Week

- Daily Formative Assessment Options

The following assessments are available on SavvasRealize.com:

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

Materials

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

LESSON 1
RI.5.10, RF.5.3, W.5.2, SL.5.2, L.5.4, L.5.5

READING WORKSHOP

GENRE & THEME
- Interact with Sources: Explore the Infographic: Weekly Question T18–T19
- Listening Comprehension: Read Aloud: "Jellyfish: Valuable Slime" T20–T21
- Informational Text T22–T23
  - ☑ **Quick Check** T23

READING BRIDGE
- Academic Vocabulary: Related Words T24–T25
- Word Study: Teach Open and Closed Syllables T26–T27

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS
- Guided Reading/Leveled Readers T28–T29, 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, T476–T481 **SEL**

WRITING WORKSHOP

MINILESSON
- Informational Article T338–T339
  - » Informational Article
  - » Share Back

INDEPENDENT WRITING
- Informational Article T339
- Conferences T336

WRITING BRIDGE

FLEXIBLE OPTION ◀
- Spelling: Open and Closed Syllables V/CV T340
  - ☑ **Assess Prior Knowledge** T340

FLEXIBLE OPTION ◀
- Language and Conventions: Spiral Review: Regular and Irregular Plural Nouns T341

LESSON 2
RF.5.3, RF.5.4.a, W.5.2.a, SL.5.2, SL.5.6, L.5.2.e

READING WORKSHOP

SHARED READ
- Introduce the Text T32–T49
  - » Preview Vocabulary
  - » Read: *Far from Shore*
- Respond and Analyze T50–T51
  - » My View
  - » Develop Vocabulary
  - ☑ **Quick Check** T51
  - » Check for Understanding

READING BRIDGE
- Word Study: Apply Open and Closed Syllables T52–T53

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS
- Guided Reading/Leveled Readers T28–T29, 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
- Informational Article T342–T343
  - » Lead Paragraph
  - » Share Back

INDEPENDENT WRITING
- Informational Article T343
- Conferences T336

WRITING BRIDGE
- Spelling: Teach Open and Closed Syllables T344

FLEXIBLE OPTION ◀
- Language and Conventions: Oral Language: Subject-Verb Agreement T345

LESSON 3
RI.5.10, RF.5.3.a, RF.5.4, SL.5.2, L.5.1

READING WORKSHOP

CLOSE READ
- Explain Author's Purpose T56–T57
  - » Close Read: *Far from Shore*
  - ☑ **Quick Check** T57

READING BRIDGE

- Read Like a Writer: Analyze Graphic Features T58–T59

FLEXIBLE OPTION ←
- Word Study: More Practice: Open and Closed Syllables T60–T61

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS
- Guided Reading/Leveled Readers T28–T29, 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
- Informational Article T346–T347
  - » Identify Details in Photographs
  - » Share Back

INDEPENDENT WRITING
- Informational Article T346
- Conferences T336

WRITING BRIDGE

FLEXIBLE OPTION ←
- Spelling: More Practice: Open and Closed Syllables T348
- Language and Conventions: Teach Subject-Verb Agreement T349

LESSON 4
RI.5.8, W.5.4, W.5.5, SL.5.6, L.5.1

READING WORKSHOP

CLOSE READ
- Evaluate Details T64–T65
  - » Close Read: *Far from Shore*
  - ☑ **Quick Check** T65

READING BRIDGE

- Write for a Reader: Use Graphic Features T66–T67

FLEXIBLE OPTION ←
- Word Study: Spiral Review: VCe Syllables T68–T69

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS
- Guided Reading/Leveled Readers T28–T29, 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
- Informational Article T350–T351
  - » Set a Purpose
  - » Share Back

INDEPENDENT WRITING
- Informational Article T350
- Conferences T336

WRITING BRIDGE

FLEXIBLE OPTION ←
- Spelling: Spiral Review: VCe Syllables T352
- Language and Conventions: Practice Subject-Verb Agreement T353

LESSON 5
W.5.4, W.5.5, SL.5.1.b, SL.5.1.c, SL.5.1.d

READING WORKSHOP

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

READING BRIDGE

FLEXIBLE OPTION ←
- Word Study: Open and Closed Syllables T74–T75
  - ☑ **Assess Understanding** T74

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS
- Guided Reading/Leveled Readers T28–T29, 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, T476–T481 SEL ►

WRITING WORKSHOP

MINILESSON
- Informational Article T354–T355
  - » Plan Your Informational Article
  - » Share Back

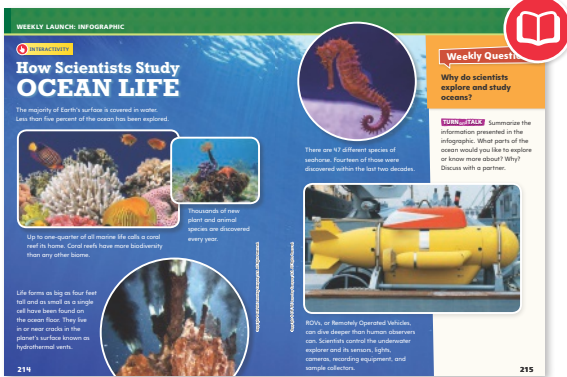**INDEPENDENT WRITING**
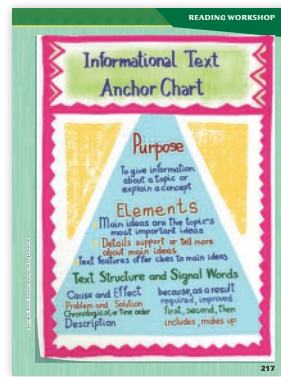- WRITING CLUB T354–T355 SEL ►
- Conferences T336

WRITING BRIDGE

- Spelling: Open and Closed Syllables T356
  - ☑ **Assess Understanding** T356

FLEXIBLE OPTION ←
- Language and Conventions: Standards Practice T357

Materials

INFOGRAPHIC
How Scientists Study Ocean Life

**READING
ANCHOR CHART**
Informational Text
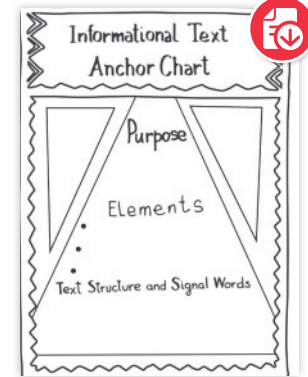
**EDITABLE
ANCHOR CHART**
Informational Text
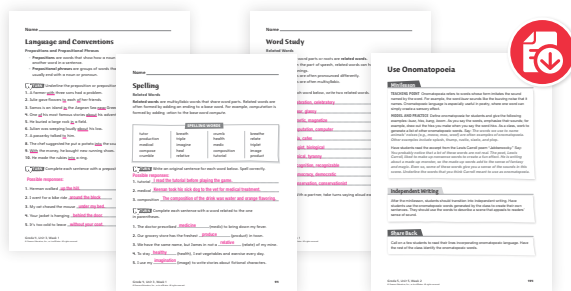
RESOURCE DOWNLOAD CENTER
Additional Practice
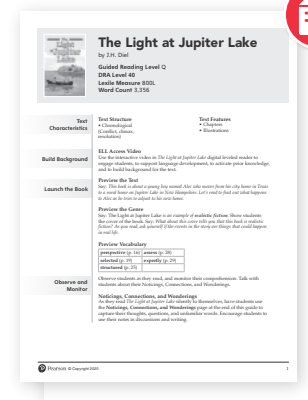
Leveled Readers

**LEVELED READERS
TEACHER'S GUIDE**

Words of the Week

Develop Vocabulary

marine
ecosystem
flying bridge
chlorophyll
nautical

Spelling Words

agent
recent
apex
vital
rotate
musical
donut
solar
vacation
slogan
malice
recommend
energetic
register

lavish
topical
enemy
honest
element
minimum

Challenge Spelling Words

hypnotizing
epidemic
equinox

Unit Academic Vocabulary

expert
focus
visible
relate
detect

READ ALOUD
"Jellyfish: Valuable Slime"

READ ALOUD TRADE BOOK LIBRARY

INTERACTIVE READ ALOUD LESSON PLAN GUIDE

SHARED READ
Far From Shore

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

Mentor STACK
Writing Workshop T335

LITERACY STATIONS

SCOUT

☑ Assessment Options for the Week

- Daily Formative Assessment Options

The following assessments are available on SavvasRealize.com:

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

ASSESSMENT GUIDE

Interact with Sources

OBJECTIVES

Summarize written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

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

Connect grade-level appropriate science concepts with the history of science, science careers, and contributions of scientists.

Observe the way organisms live and survive in their ecosystem by interacting with the living and nonliving elements.

ACADEMIC VOCABULARY

Language of Ideas Academic language helps students access ideas. After you discuss the infographic, ask: How does asking an expert help you understand an idea? How can having a focus on a subject help you learn more about it?

- expert
- focus
- visible
- relate
- detect

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 2: *How do we learn through our observations?* Point out the Week 1 Question: *Why do scientists explore and study oceans?*

Direct students' attention to the infographic on *Student Interactive* pp. 214–215. Explain that an infographic combines words and pictures to help readers make connections to information. Have students read the infographic and discuss how a scientist might learn about oceans through observation.

Use the following questions to guide discussion:

- Why do you think the biodiversity, or variety of living things, in a coral reef is important?
- Why do you think so many animals have been discovered in the last two decades?
- What facts about biodiversity and ocean exploration surprised you?

Have partners summarize the main idea and details presented in the infographic. Remind them that a summary includes only the most important information and does not include personal opinions.

WEEKLY QUESTION Reread the Week 1 Question: *Why do scientists explore and study oceans?* Tell students they just learned about a few ocean animals that a scientist might study. Explain that they will learn about more ocean animals and scientists this week.

TURN, TALK, AND SHARE Have partners discuss the aspects of the ocean that most interest them. Have pairs explain the reasons for their interest. Then have partners share their answers.

ELL Targeted Support **Prior Knowledge** Ask students if they have ever observed ocean life. Then read aloud the short paragraphs of the infographic. Have students tell you what they know about the visuals they see. Discuss how prior knowledge can lead to understanding of new topics, and preview the text.

Display key vocabulary: *discovered, surface, decades, underwater, equipment.* Ask: What is one plant or animal that a scientist might observe in the ocean? **EMERGING**

Display key vocabulary: *majority, biodiversity, species, cell, sensors.* Ask: What might scientists observe in a coral reef? **DEVELOPING**

Preview key vocabulary: *biome, hydrothermal vents.* Ask: Why do scientists observe the ocean biome? How can people safely observe hydrothermal vents? **EXPANDING**

Display key vocabulary: *Remotely Operated Vehicle (ROV).* Ask: Why would a scientist use an ROV to observe? What can an ROV do that a human cannot? **BRIDGING**

STUDENT INTERACTIVE, pp. 214–215

WEEKLY LAUNCH: INFOGRAPHIC

● INTERACTIVITY

How Scientists Study
OCEAN LIFE

The majority of Earth's surface is covered in water. Less than five percent of the ocean has been explored.

Up to one-quarter of all marine life calls a coral reef its home. Coral reefs have more biodiversity than any other biome.

Thousands of new plant and animal species are discovered every year.

Life forms as big as four feet tall and as small as a single cell have been found on the ocean floor. They live in or near cracks in the planet's surface known as hydrothermal vents.
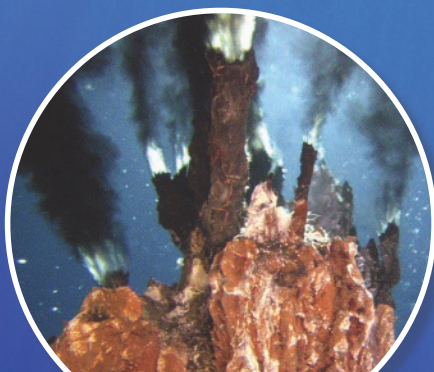
There are 47 different species of seahorse. Fourteen of those were discovered within the last two decades.

ROVs, or Remotely Operated Vehicles, can dive deeper than human observers can. Scientists control the underwater explorer and its sensors, lights, cameras, recording equipment, and sample collectors.

WEEK 1

Weekly Question

Why do scientists explore and study oceans?

TURN and TALK Summarize the information presented in the infographic. What parts of the ocean would you like to explore or know more about? Why? Discuss with a partner.

214

215

Listening Comprehension

OBJECTIVES

Summarize written text read aloud.

Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

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

Recognize characteristics and structures of informational text.

ELL Language Transfer

Cognates Point out the Spanish cognates in the text:

- scientists : *científicos*
- tentacles : *tentáculos*

💬 THINK ALOUD

Analyze Informational Text

I notice that the author used headings to break up sections in the text. Each section is about a different aspect of jellyfish. I'm going to pay attention to section headings so that I'll know when a new idea or issue is coming.

FLUENCY

After completing the Read-Aloud Routine, display "Jellyfish: Valuable Slime." Model reading aloud a short section, asking students to pay attention to how you read section headings or bulleted points. Explain that fluency is about reading for meaning, not speed. Invite partners to practice using sentences from the text.

Informational Text

Tell students you are going to read aloud an informational text. Have them listen as you read "Jellyfish: Valuable Slime." Explain that they should listen for main ideas and details as well as text features such as section headings that may provide clues about main ideas. Then, prompt them to summarize the text orally based on the main ideas and details they identified. Remind them to speak clearly and to maintain the logical order of the text in their summary.

➡ START-UP

READ-ALOUD ROUTINE

Purpose Have students actively listen for elements of informational text.

READ the entire text aloud, including section headings and bulleted points, without stopping for Think Aloud callouts.

REREAD the text aloud, pausing to model Think Aloud strategies related to the genre and any main ideas, details, and text features.

Jellyfish: Valuable Slime

Some of today's scientists observe jellyfish. For many years, scientists believed this organism had little value to other animals in the food chain. However, scientists now believe that jellyfish are more important to marine life than previously thought.

Dead Ends in the Food Web?
Contrary to their name, jellyfish aren't actually fish. They are invertebrates, which means they have no backbones. Their slimy, baglike bodies are 95 percent water. Jellyfish tentacles leave a painful sting when touched.

Scientists once believed jellyfish were "dead ends in the food web." They knew leatherback sea turtles ate jellyfish but were unsure about their value to other animals. In fact, many scientists thought dead jellyfish on the ocean floor simply decomposed rather than being consumed by other fish.

One reason scientists disregarded jellyfish as a food source is calories. Jellyfish are low in calories. Fast-moving fish need juicier, fattier fish to survive. So scientists reasoned that jellyfish could not be used as food. They were wrong.

"Jellyfish: Valuable Slime," continued

Food for Thought

When a scientist named Andrew Sweetman observed the ocean floor, at first he did not see jellyfish. Then he used remotely operated vehicles to observe scavengers there. He was surprised to find them eating all the jellyfish in sight!

Scientists also discovered that some animals consume jellyfish in creative ways. For example, scientists have known for years that lobster larvae, or baby lobsters, latch onto the backs of jellyfish to ride across the ocean. But in 2014, scientists saw the larvae feasting on the jellyfish as they floated along. With nowhere to go for weeks, the larvae burned few calories. As a result, the jellyfish provided enough food for the young lobsters to survive.

Scientists are studying why other animals may eat jellyfish, including

- bluefin tuna.
- birds such as penguins and albatross.
- spearfish.
- herring and smelt.

Scientists do not know exactly how important jellyfish are in the diets of these and other animals, but they are busy observing marine life to find out.

💬 **THINK ALOUD**

Analyze Informational Text This section heading playfully uses the expression "Food for Thought." But it still shows me that the section is about jellyfish as food.

💬 **THINK ALOUD**

Analyze Informational Test

This paragraph begins by saying "Scientists also discovered that some animals consume jellyfish in creative ways." That's the main idea. The rest of the paragraph talks about the way baby lobsters use jellyfish for transportation as well as food. Eating the thing you're traveling on is pretty creative. So it's a detail that supports the main idea.

ELL Access

To help prepare students for the oral reading of "Jellyfish: Valuable Slime," read aloud this short summary:

Scientists used to believe most other marine animals did not eat jellyfish. After observation and research, scientists now know that many species eat jellyfish to survive.

➡ WRAP-UP

JELLYFISH	
THEN	NOW

Use a T-chart to help students discuss what scientists used to believe about jellyfish and what they now believe.

Summarize a Text Read Aloud Display "Jellyfish: Valuable Slime" and have students summarize it.

FLEXIBLE OPTION ◂
INTERA**CTIVE**
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 **INTER**A**CTIVE** Read **Aloud Lesson Plan Guide** and **Student Response** available on SavvasRealize.com.

- Preview the book you select for appropriateness for your students.

SPOTLIGHT ON GENRE
Informational Text

LEARNING GOAL

I can learn about informational text by analyzing an author's purpose.

OBJECTIVES

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

Read text with purpose and understanding.

Recognize characteristics and structure of informational text.

LANGUAGE OF THE GENRE

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

- purpose
- text feature
- main idea
- detail

FLEXIBLE OPTION
ANCHOR CHARTS

- Display a blank poster-sized anchor chart in the classroom.
- Review the genre throughout the week by having students suggest additions.
- Have students suggest headings, lists, and images.

ELL Language Transfer

Cognates Point out these Spanish cognates:

- elements : *elementos*
- signal : *señal*

Minilesson

FOCUS ON STRATEGIES An informational text gives factual information about a person, event, or idea. Its main purpose is to inform. Lead a discussion about the recognizable characteristics of informational text.

- The title usually indicates the topic.
- The text states main ideas and gives supporting details. Main ideas are often at the beginning of the text or the start of paragraphs. Headings may signal main ideas.
- In addition to the title and headings, text features may include insets, bold (dark) words, images, charts, graphs, and lists.
- Information is usually grouped using organizational patterns such as cause and effect, comparison and contrast, and time sequence. Words such as *because, similarly, first*, and *finally* signal the structure.

MODEL AND PRACTICE Model analyzing an informational text: The main purpose of "Jellyfish: Valuable Slime" is to inform the reader about jellyfish as food. The title indicates the topic. Main ideas are supported by details and indicated by headings. The structure in the text contrasts what scientists used to think with what they think now.

ELL Targeted Support **Listening Comprehension** Help students collaborate with their peers to explore the characteristics and structure of informational text.

Display and read aloud an informational text. Ask leading questions about the main idea and supporting details. **EMERGING**

Display and read aloud an informational text. Have students identify the main idea, supporting details, and text features. **DEVELOPING**

Have partners read an informational text. Guide them to discuss how the text features help organize the text. **EXPANDING**

Have partners read an informational text. Ask them to suggest new text features. Remind them to listen to each other carefully. **BRIDGING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies to recognize characteristics and structures of an informational text, including the main idea with supporting evidence.

OPTION 1 TURN, TALK, AND SHARE Have students work with a partner to complete the Turn and Talk activity on p. 216 of the *Student Interactive*. Circulate to discover whether students can determine an informational text.

OPTION 2 Use Independent Text Have students list places in the text where they notice how bold print, diagrams, graphs, charts, or other text features support or clarify main ideas. Then have students choose one text feature and say how it helps their understanding.

☑ QUICK CHECK

Notice and Assess Can students identify informational text?

Decide

- **If students struggle,** revisit instruction about informational text in Small Group on pp. T30–T31.

- **If students show understanding,** have them continue practicing the strategies for reading informational text using the Independent Reading and Literacy Activities in Small Group on pp. T30–T31.

STUDENT INTERACTIVE, pp. 216–217

GENRE: INFORMATIONAL TEXT

Learning Goal

I can learn about informational text by analyzing an author's purpose.

Spotlight on Genre

Informational Text

An **informational text** gives factual information about a topic, or the person, event, or idea that a text is about. It includes

- **Main ideas,** which are the most important ideas about the topic
- **Details,** such as facts and other information that support the main ideas
- **Text features,** including a title, headings, insets, bold words, and images, which provide clues about the main ideas

Look for text features and words that connect facts, ideas, and events.

TURN and TALK Identify the topic and main ideas of an informational text you have read. Use the anchor chart to help you describe the text's characteristics. Take notes on your discussion.

My NOTES

216

READING WORKSHOP

Informational Text Anchor Chart

Purpose
To give information about a topic or explain a concept

Elements
- Main ideas are the topic's most important ideas
- Details support or tell more about main ideas
- Text features offer clues to main ideas

Text Structure and Signal Words
Cause and Effect   because, as a result
Problem and Solution   required, improved
Chronological, or time order   first, second, then
Description   includes, makes up

217

Academic Vocabulary

LEARNING GOAL

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

OBJECTIVE

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

ELL Language Transfer

Cognates Encourage Spanish speakers to apply knowledge of their home language as a strategy to help them learn the Academic Vocabulary words. Point out the following cognates:

- expert : *experto*
- relate : *relacionar*
- detect : *detectar*

WEEKLY STANDARDS PRACTICE ✅

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

Related Words

Minilesson

FOCUS ON STRATEGIES Words that are related have the same root or base word. Their meanings are usually related but may differ somewhat based on their part of speech or how they are used. Readers can better understand academic vocabulary by knowing related words.

- When you see an unfamiliar word, think of other words you know that have the same root or base word.
- Examine the context, or surroundings, of the unfamiliar word for clues to its meaning or part of speech.
- Consider the context clues together with the meaning of the related word to come up with a likely meaning for the unfamiliar word. Then check your idea in a print or digital dictionary.

MODEL AND PRACTICE Model this strategy using the Academic Vocabulary word *detect* in the chart on p. 241.

- Suppose in the sentence *The scientist detected the presence of metal,* the word *detected* is unfamiliar. But I know that *detective,* which has the same base word, means "someone who discovers answers to mysteries." In the sentence, *detected* is used as a verb for something the scientist did with an instrument. So I think it means "discovered."
- Have students apply this strategy to another word from the chart. Then discuss responses and correct misunderstandings.

ELL Targeted Support **Academic Vocabulary** Students may have trouble with forms and meanings of Academic Vocabulary when they write.

Give students sentence frames such as *I will _____ on studying for the test.* Have them write the correct Academic Vocabulary word to complete each sentence. Then write related words, such as *focusing,* and sentence frames to complete with those words. **EMERGING/DEVELOPING**

Do a shared writing activity in which students write sentences for each Academic Vocabulary word, brainstorm related words, and write sentences for them as well. **EXPANDING/BRIDGING**

FORMATIVE ASSESSMENT OPTIONS

Apply

My TURN Have students follow the same strategy as they complete the chart on p. 241 of the *Student Interactive.* Remind students that they will use these Academic Vocabulary words (including *visible*, which is not in the chart) throughout this unit.

STUDENT INTERACTIVE, p. 241

VOCABULARY   READING-WRITING BRIDGE

Academic Vocabulary

Related words may share roots or word parts. These words can have different meanings depending on how the word is used, such as *preserve*, *preserving*, and *preservation*.

Learning Goal

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

My TURN For each word,

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

2. **Add** a related word to the box.

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

Possible responses:

Word	Related Words	Fill in the Correct Form of the Word
expert	experts expertise **expertly**	She consulted several ___**experts**___ before she bought the painting.
focus	focused unfocused **focusing**	Her mind was ___**unfocused**___ as she thought about the game instead of studying.
relate	related relative **relationship**	Tran's closest ___**relative**___ lives three towns away from him.
detect	detecting detective **detection**	The ___**detective**___ solved the crime in a matter of months.

241

Word Study Open and Closed Syllables V/CV and VC/V

OBJECTIVE

Decode multisyllabic words with closed syllables; open syllables; VC*e* syllables; vowel teams, including digraphs and diphthongs; *r*-controlled syllables; and final stable syllables

LESSON 1

Teach Open and Closed Syllables

FOCUS ON STRATEGIES Syllables that end with a vowel sound are called open syllables. An example is found in the word *paper*. It has two syllables: *pa/per*. The first syllable ends with the long a sound (as in *say*). Syllables that end with a consonant sound are called closed syllables. An example is found in the word *talent*. It has two syllables: *tal/ent*. The first syllable contains a short *a* sound (as in *apple)* but ends in a consonant sound, *l*.

MODEL AND PRACTICE To demonstrate open and closed syllables, use the words *relax* and *value*. Say: *Relax* starts with an open syllable: *re/lax*. *Value* starts with a closed syllable: *val/ue*. Guide students to correctly divide the words *human* and *animal* into syllables and determine whether the first syllable of each word is open or closed.

ELL Targeted Support

Open and Closed Syllables Explain that identifying and reading open and closed syllables will help students spell and pronounce words. Display *human* and *animal*.

Work individually with students to divide the words into syllables and identify whether the first syllable of each word is open or closed. **EMERGING**

Show small groups how to look up the words in a dictionary to find the syllabification. Then have them identify and read open or closed first syllables. **DEVELOPING**

Have pairs of students divide the words into syllables and identify and read open or closed first syllables. **EXPANDING**

LESSON 1

Teach Open and Closed Syllables

LESSON 2

Apply Open and Closed Syllables

FLEXIBLE OPTION ←
LESSON 3

More Practice

FLEXIBLE OPTION ←
LESSON 4

Spiral Review:
VC*e* Syllables

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 T

Genre Fantasy

Text Elements
- Minimal illustration
- Wide range of sentence types

Text Structure
- Chronological

LEVEL U

Genre Informational Text

Text Elements
- Extensive use of text boxes
- Diagrams

Text Structure
- Description

LEVEL U

Genre Informational Text

Text Elements
- Variety of graphics
- Multisyllable words

Text Structure
- Description

Guided Reading Instruction Prompts

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

Identify Informational Text

- How can you tell this text is informational text?
- What is the topic of the text?
- What central ideas does it contain?
- What did you already know about the topic?

Develop Vocabulary

- What context clues lead to the meaning of the word ___? What does the word mean?
- How does the word ____ help you understand the theme *Observations*?
- What new words did the author use that gave you more information about a central idea or detail?

Evaluate Details

- How do details support central ideas of the text?
- What details do the text features provide?
- How does the text structure help you understand central ideas and details?

SURPRISE! GREAT ACCIDENTAL INVENTIONS
Kirsten Donaghey

LEVEL V

Genre Expository Text (Biography)

Text Elements
- Domain-specific vocabulary
- Photographs with captions

Text Structure
- Description

INSTRUMENTS OF SCIENCE
George Homatidis

LEVEL V

Genre Expository Text

Text Elements
- Extensive use of domain-specific vocabulary
- Photographs with captions

Text Structure
- Description

Animal Behaviors
Marta Ustyanich
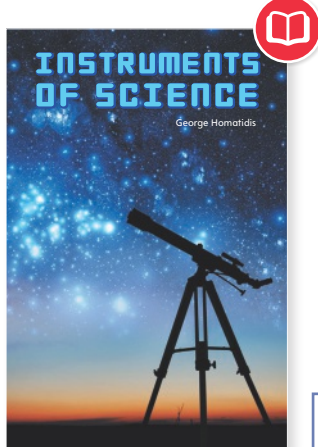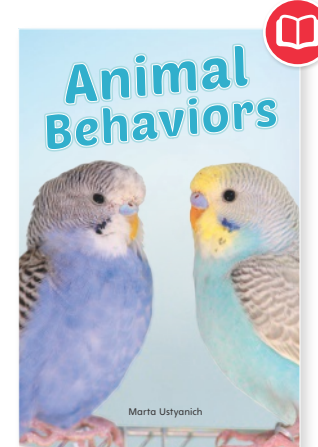
LEVEL W

Genre Expository Text

Text Elements
- Content-specific words defined in text or glossary
- Words that offer decoding challenges

Text Structure
- Description

Explain Author's Purpose

- Why do you think the author wrote this text?
- What did the author do to make the text interesting?
- What, if anything, could the author add to the text to better achieve his or her purpose?

Compare Texts

- What connections can you make to other texts?
- Which texts helped you understand more about this topic?

Word Study

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

Leveled Reader Teacher's Guide

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

The Light at Jupiter Lake
by J.W. Diel
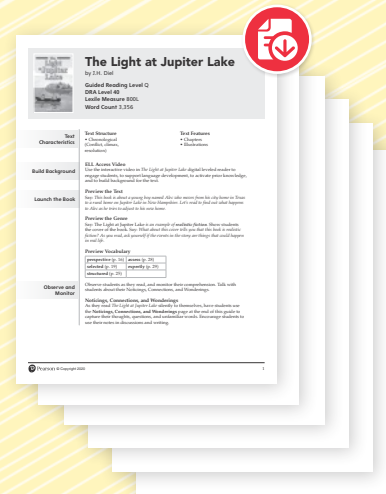
Use the ☑ **QUICK CHECK** on p. T23 to determine small group instruction.

Teacher-Led Options

Strategy Group 🔲

IDENTIFY INFORMATIONAL TEXT

Teaching Point Today I want to remind you that an informational text tells you facts about a topic, person, event, or idea. The text gives you central ideas about a topic and details to support those ideas. Review the anchor chart on *Student Interactive* p. 217. Ask students to identify main ideas and details in "Jellyfish: Valuable Slime" as well as any text features that support learning.

ELL Targeted Support

Tell students that informational texts have a purpose: to give information. They often include text features to make that information clear.

List text features on the board. Then display images of a heading, a bulleted list, an inset, a photograph, and a chart and have students identify the type of feature. **EMERGING**

Tell students: Sometimes a diagram or graph gives information in a clearer way than text does. Have partners find examples of these graphic features in a previously read text. **DEVELOPING**

Ask students to find visual support in a previously read text and explain the information it provides. **EXPANDING/BRIDGING**

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

Intervention Activity 🔺 📥

READING INFORMATIONAL TEXT

Use Lesson 26, pp. T173–T178, in the *myFocus Intervention Teacher's Guide* for instruction on the characteristics of informational text.

Lesson 26 — Genre: Informational and Procedural Texts — The Nile and Ancient Egypt — Reading Informational and Argumentative Text · T 173

On-Level and Advanced 👆 📥

INQUIRY

Question and Investigate Have students use the infographic on pp. 214–215 to generate questions about biodiversity in the ocean and then choose a question to investigate. Throughout the week, have them conduct research about the questions. See *Extension Activities* pp. 82–86 in the *Resource Download Center.*

Conferring

3 students / 3–4 minutes per conference

IDENTIFY INFORMATIONAL TEXT

Talk About Independent Reading Ask students to share the main ideas and details in the text they are reading. How did knowing characteristics of informational text help you understand?

Possible Conference Prompts

- What is one main idea in the text?
- What details support the main idea?
- Which text features helped you understand the main idea?

Possible Teaching Point Remember that informational texts often have signal words to show time or sequence. Facts about time or sequence can be important details to understand in informational texts.

Leveled Readers 📖 🔊 ✏️ ▶️ 👆

IDENTIFY INFORMATIONAL TEXT

- For suggested titles, see "Matching Texts to Learning," pp. T28–T29.
- For instructional support on how to find central ideas, details, and text features, see *Leveled Reader Teacher's Guide.*

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

Independent/Collaborative

Independent Reading 📖 🔊

Students can

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

Centers 📘 📥

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

Literacy Activities 🎮 📥

Students can

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

B O O K CLUB 📖

See Book Club, pp. T476–T479, 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 *Animal Camouflage.*

Whole Group

Share Bring the class back together. Invite students to share some observations about informational text based on their independent reading or the Turn and Talk discussion on *Student Interactive* p. 216.

Introduce the Text

Far from Shore

OBJECTIVES

Read text with purpose and understanding.

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

  marine: of or relating to the ocean

  ecosystem: a community of living things and the environment it inhabits

  flying bridge: the highest place on a ship from which it can be steered

  chlorophyll: a green substance found in plants that allows them to make food

  nautical: related to ships or navigation

- These words will help you understand the central ideas and details in *Far from Shore*. As you read, highlight the words when you see them in the text. Ask yourself how they help you understand ocean life.

Read 📖 🔊 ✏️ 🗐

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

FIRST READ STRATEGIES

NOTICE Remind students to evaluate how drawings, diagrams, graphs, captions, headings, and other text features help comprehension.

GENERATE QUESTIONS Encourage students to ask themselves or a partner questions about what the author wants readers to know.

CONNECT Ask students to consider how the ideas in the text relate to what they know about the world.

RESPOND Have students mark parts of the text that seem confusing or surprising.

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

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

"Students need to be able to determine what the text says, how the text works, what the text means, and what the text tells about what to do to change the world. If your instruction focuses on these goals, you will be mapping to the standards. Your job is to scaffold the questions that you ask about text to get at these elements. Also engage students in meaningful conversation about the text, making connections to what they know and to the world."

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

ELL Targeted Support **Drawings** Tell students that drawing and labeling diagrams can help them learn about new terms in informational text.

Write or display the vocabulary words. Draw a simple sketch of a flying bridge. Challenge students to name which vocabulary word you have drawn. **EMERGING/DEVELOPING**

Direct students to draw in their notebooks simple sketches of the five vocabulary words. Have student pairs discuss why drawings are important to informational texts. Encourage partners to talk about the importance of understanding details. **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 facts they have read about marine life.

STUDENT INTERACTIVE, pp. 218–219

Meet the Author

Sophie Webb has always loved to draw birds and mammals. As an ornithologist, a scientist who studies birds, she participates in research trips that take her to places around the world where she studies and draws. Other books by Webb include *My Season with Penguins* and *Looking for Seabirds*.

from
Far from Shore

Preview Vocabulary

As you read *Far from Shore*, pay attention to these vocabulary words. Notice how they relate to important ideas in the text.

> marine   ecosystem   flying bridge
> chlorophyll   nautical

Read

Before you begin, establish a purpose for reading. Readers use these strategies when they read **informational texts** for the first time.

Notice	**Generate Questions**
how drawings, diagrams, and captions help you understand the topic.	about what the author wants you to learn and understand.

First Read

Connect	**Respond**
ideas in the text to what you know about the world.	by marking parts you find confusing or surprising.

Genre Informational Text

from
FAR *from* SHORE
by Sophie Webb

🔊 AUDIO
✏️ ANNOTATE

218

219
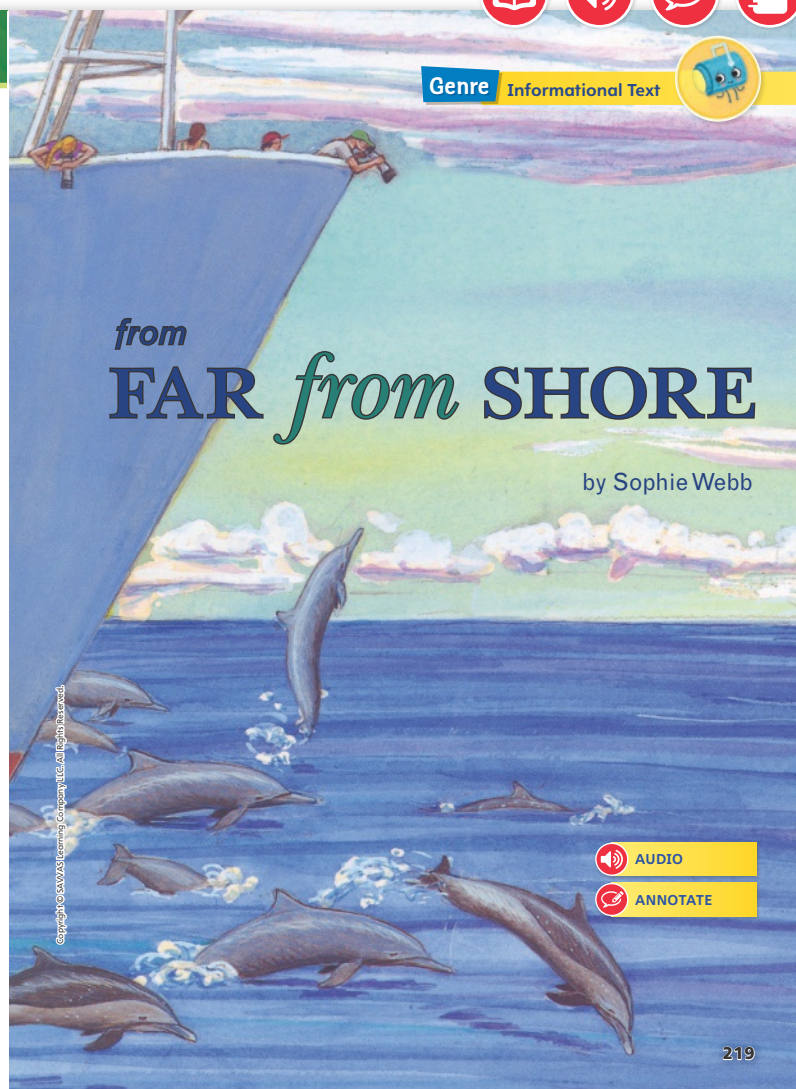
First Read

Generate Questions

💬 **THINK ALOUD** The author, biologist Sophie Webb, indicates that she conducts her studies in the field, or on site. Why is it important for scientists to study nature up close? I wonder how different her knowledge would be if she had only read or watched videos about her field of study.

Close Read

Explain Author's Purpose

Remind students that the purpose of informational text is to inform readers about a topic. Then have them scan **paragraph 2** for a sentence that helps them identify the author's purpose. **See student page for possible responses.**

Have students identify the topic about which the author will be providing information.

Possible Response: the Pacific ecosystem; life in the open sea

DOK 2

OBJECTIVES

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

Connect grade-level appropriate science concepts with the history of science, science careers, and contributions to science.

CLOSE READ

Explain Author's Purpose

Underline a sentence that gives you a clue about the author's purpose for writing this text.

marine of or relating to the ocean

ecosystem a community of living things and the environment it inhabits

1   My name is Sophie. I work as a field biologist and naturalist specializing in birds. Tomorrow I am going on a four-month journey to the Eastern Tropical Pacific Ocean (ETP) to study seabirds and marine mammals. I work for the Southwest Fisheries Science Center, a research laboratory run by the National Oceanic and Atmospheric Administration (NOAA) in California. The cruise's main goal is to discover what has happened to dolphin populations that have been affected by the tuna purse-seine fishery. However, we will also observe and count all other marine mammals that we encounter, count the seabirds (my main job), make oceanographic measurements, and study flying fish and squid. As scientists we want to understand the ecosystem as a whole, not only one part. The ETP, where we will work, is a huge portion of the Pacific, the world's largest ocean. It extends south from California to Peru and west to Hawaii, an area of 7.7 million square miles, larger than the continent of Africa.
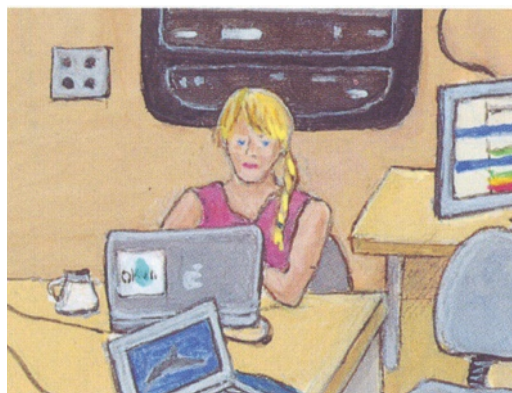
2   The open ocean, far from land, can seem lonely and empty, yet there are areas in the ETP that are full of amazing wildlife. Because it is so difficult to study these deep-sea animals far from shore, little is known about their natural history and ecology. My shipmates and I are about to embark on an incredible opportunity to explore this complex and exciting ecosystem.

220

CROSS-CURRICULAR PERSPECTIVES   Science

A coral reef is a ridge in the ocean filled with a combination of a mineral called calcium carbonate and tiny organisms called coral. Although it may look like a rock, coral is a living structure. It moves on its own as well as with the ocean waves. Many small fish and marine animals live in a coral reef. Have students connect this information to the infographic on *Student Interactive* pp. 214–215.

July—San Diego, California

32°73′ North Latitude, 117°17′ West Longitude

3   I drive south from my home in central California to San Diego. There I spend several days helping load scientific equipment aboard the NOAA ship *McArthur II* and setting up our work areas. Over the flying bridge, the highest deck on the ship, the ship's crew has strung a canvas canopy to provide shade. We will be grateful for the shade as we head south into the sunny tropics.

4   We've installed four sets of "big eyes," which will be key to our observations. We use these enormous mounted binoculars with a twenty-five-power magnification to scan to the horizon for marine mammals or count distant bird flocks. Three computer stations with chairs are also set up. Two stations, one per side, are where we birders sit to collect our bird data. The third one in the middle is where the marine mammal data recorder sits.

bow

marine mammal scientist chair and desk with computer box

big eyes

big eyes

bird scientist chair and desk with computer box

A bird's-eye view of the flying bridge shows the location of our stations and the big eyes.

CLOSE READ

Evaluate Details

Highlight details in the text that help you understand why the author included a diagram of the flying bridge.
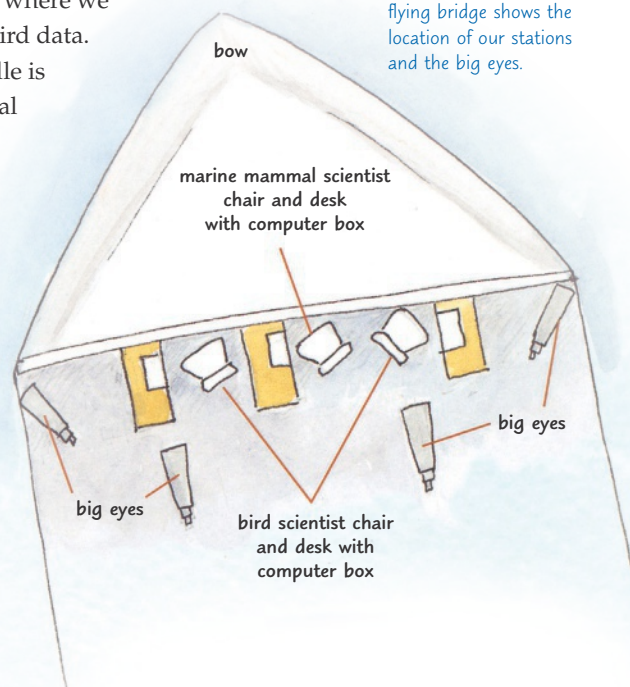
flying bridge the highest place on a ship from which it can be steered

221

First Read

Notice

💬 **THINK ALOUD** This text is full of facts and details. That's why I think the diagrams, headings, drawings, and captions are helpful. They are visual ways to represent detailed information. If the author decided not to include visuals, the information might be more difficult for me to understand.

Close Read

Evaluate Details

Have students study the diagram on **p. 221** and read the caption that accompanies it. Ask: How does the diagram support the text?

Possible Response: It shows a flying bridge, which the text discusses.

Ask students to highlight details in the text that help them understand why the author included a diagram of a flying bridge. **See student page for possible responses.**

DOK 3

OBJECTIVES

Evaluate details read to determine key ideas.

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

⋯ Possible Teaching Point 🌉

Read Like a Writer | Author's Craft

Figurative Language Have students reread the first sentence of paragraph 4. Ask what the "big eyes" are (large binoculars). Discuss how context clarifies the meaning of the figurative language. Ask why the author would call the binoculars "big eyes." (They are "enormous" and magnify what people on the ship see.)

First Read

Connect

💬 **THINK ALOUD** When the author describes how much she enjoys catching up with her crewmates on the *McArthur II*, it reminds me of coming back to school from summer break. In the first few days, it's always fun to catch up with friends.

Close Read

Explain Author's Purpose

Note that the author includes details to describe how crew members live and work together on the ship. Have students scan the text on **p. 222** and describe the crew members on the ship.

Possible Response: Thirty-seven people are on the ship, each with different jobs.

Ask students to underline details that help them draw conclusions about what the author's purpose was for providing such detailed descriptions. **See student page for possible responses.**

DOK 2

OBJECTIVE

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

mast for internet connection to satellite

rescue boat

boat used for science

"A" frame to deploy equipment

"J" frame to deploy equipment

labs

staterooms

stern

McARTHUR II
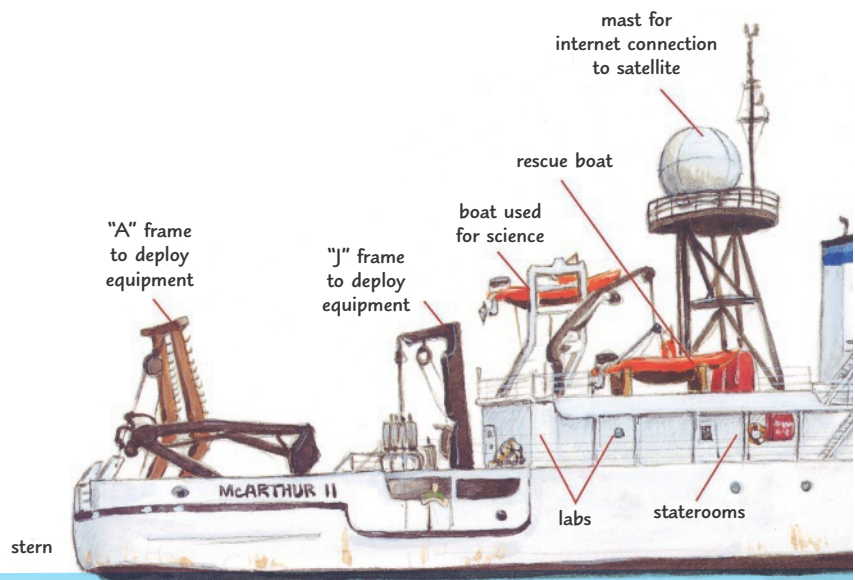
CLOSE READ

Explain Author's Purpose

Underline details that help you draw conclusions about how the scientists will work together on the ship.

5   There are thirty-seven people on the ship. Fifteen are scientists: one chief scientist, six marine mammal observers, two birders (one of them is me), two oceanographers, and four visiting scientists. The remaining twenty-two aboard include the captain, cooks, engineers, a variety of NOAA officers, who navigate and drive the ship, and the deck department folks, who clean and paint the ship and help us collect our data by driving the small boats and running the cranes and winches for casting nets and other equipment.

6   I have worked with many of the scientists before and know most of the ship's crew well. I've spent almost two of the past four years living and working on the *McArthur II*, so the first few days are always fun, catching up with others and learning what they have been doing over the months since the last trip.

222

CROSS-CURRICULAR PERSPECTIVES | Science 🔬

The *McArthur II* once belonged to the U.S. Navy and was named after William Pope McArthur, one of the first scientists to survey land along the Pacific coast. In 2002, the National Oceanic and Atmospheric Administration (NOAA) began using the ship for marine animal observations and mapping projects. It was used for nautical studies along the Pacific coast until 2011, when NOAA retired the ship. Have students connect this information to the infographic on *Student Interactive* pp. 214–215.

anemometer (detects wind speed and direction)
flying bridge with canopy
bridge
jack staff
anchor
bow
captain's cabin
mess
life rafts
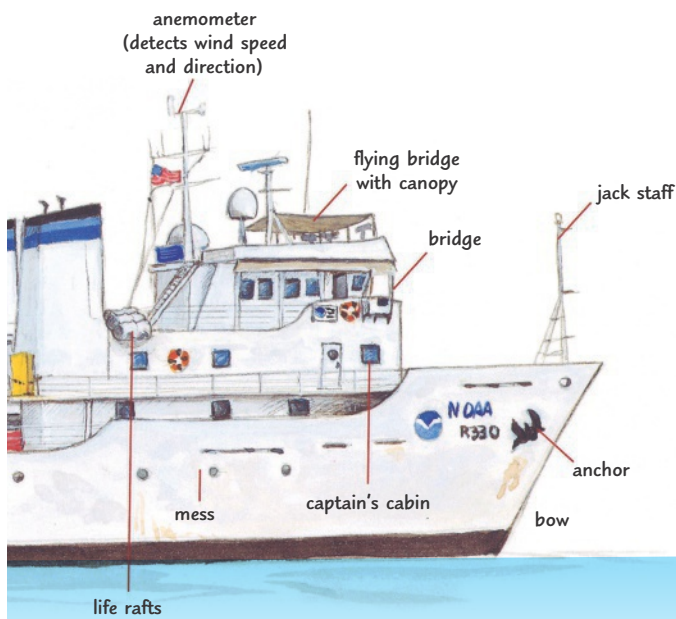
7 Although over the next months we will collect data on many aspects of the marine ecosystem, the primary focus of the trip is to find out what is happening to the populations of spotted and spinner dolphins.

CLOSE READ

Evaluate Details

Highlight details that help you understand why this research trip is important.
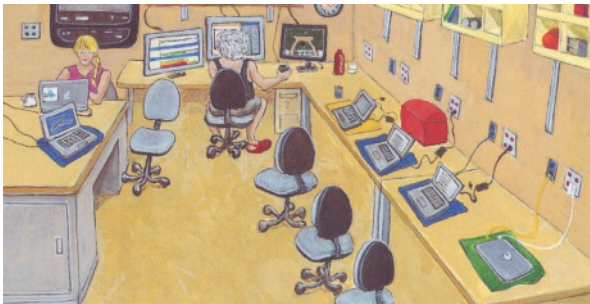
The dry lab where the computers are located. There is a wet lab as well, with two large sinks, one with fresh water, the other with salt water, where the samples from net tows and other scientific activities are processed.

223

First Read

Notice

The *McArthur II* looks like a very big ship! What in the diagram is new to you? What about the ship is familiar?

Possible Response: Students may find several of the labeled parts new. They are likely to be familiar with a mess hall for dining and a satellite for Internet connection, among other things.

Close Read

Evaluate Details

Have students read **paragraph 7**. Ask: Based on this paragraph, why is this research trip important? Have students highlight details that answer the question. **See student page for possible responses**.

DOK 2

OBJECTIVE

Evaluate details read to determine key ideas.

CROSS-CURRICULAR PERSPECTIVES   Science

Dolphins travel in large groups called "schools" and do not mind swimming with other species, such as humpback whales and tuna. As carnivores, they eat fish, shrimp, squid, and other marine life. Dolphins use echolocation, sending out echoes to determine the size, movement, and position of nearby animals—both predator and prey. Have students describe a section on dolphins that could be added to the infographic on pp. 214–215.

First Read

Generate Questions

💬 **THINK ALOUD** The author lists problems and solutions about dolphins on page 224. She mentions that purse seining was a dangerous process back in the 1970s, but even though laws now protect dolphins from it, the dolphin population is still shrinking. The author wants to know why, and so do I.

Close Read

Evaluate Details

Have students scan **paragraph 8** and study the graph on **p. 224**. Elicit that the dolphin population has been declining. Then have students highlight details that help explain how the work of ocean scientists can make a difference. **See student page for possible responses**.

Ask: Why is studying the dolphins, in particular, so important?

Possible Response: Dolphins are an important part of a marine ecosystem whose numbers are shrinking. The scientists may be able to find out why and reverse the trend.

| DOK 3 |

OBJECTIVE

Evaluate details read to determine key ideas.

CLOSE READ

Evaluate Details

Highlight details that help you understand how ocean scientists' work can make a difference in the world.

8   Why do we want to know about spotted and spinner dolphin numbers? There are several threats to these animals. The primary one used to be the yellowfin tuna fishery. In the ETP, tuna and dolphins are often found in large schools together. Tuna frequently are caught by a method called purse seining. A net is dragged to surround a tuna school, then drawn closed. If there are dolphins with the tuna, they are caught as well. In the past, tens of thousands of dolphins drowned each year in purse seines. This needless loss of life caused a great outcry by the general public and scientists in the 1970s. The result was the formation of the United States Marine Mammal Protection Act, which protects dolphins and other marine mammals in U.S. waters. Now most marine mammals are also protected by international law.
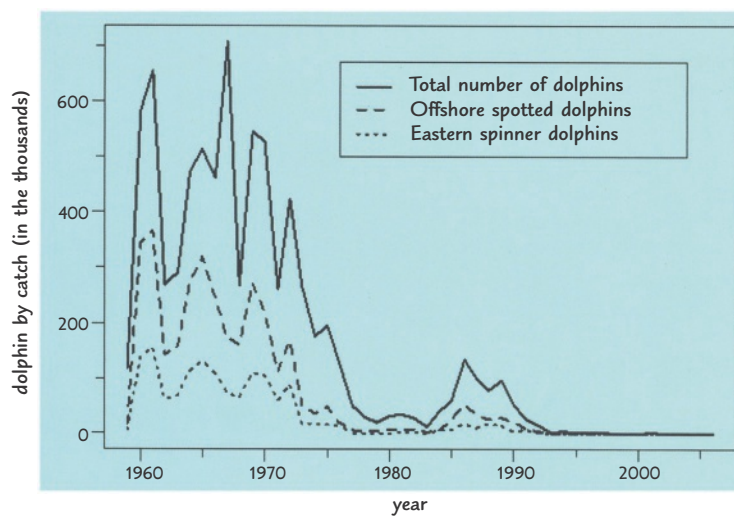
A graph showing how the numbers of dolphins killed in the yellowfin tuna purse-seine fishery has declined. Courtesy NOAA SWFSC.

224

ELL Targeted Support Vocabulary Remind students that many English words have multiple meanings.

Have a volunteer explain the most common meaning of the word *school*. Then have students use context to determine the word's meaning in paragraph 8 ("a group of fish"). Ask students to illustrate both meanings in sentences. **EMERGING/DEVELOPING**

Point to the term *purse seining* in paragraph 8. Have students investigate the different meanings of the word *seine* and explain their relationship between the net and the purse. (Both close in a similar way.) **EXPANDING/BRIDGING**

9   Currently, scientists closely monitor the tuna fishery. Now most tuna fishermen allow the dolphins to escape before they drown, sometimes with a swimmer in the net to help the dolphins escape. But dolphin populations are not recovering as quickly as predicted, and scientists don't know why. Does capture cause stress that lowers their survival? Or perhaps overfishing and pollution combined with shifts in climate may be affecting the balance of the ocean ecosystem. With long-term monitoring, combined with ecosystem studies, we hope to understand why these populations aren't recovering at a faster rate.

CLOSE READ

Explain Author's Purpose

Underline details that help you understand the goals of these ocean scientists.

lookout/crow's nest

spotting helicopter

bird flock

power skiffs

dolphins escaping over edge of net
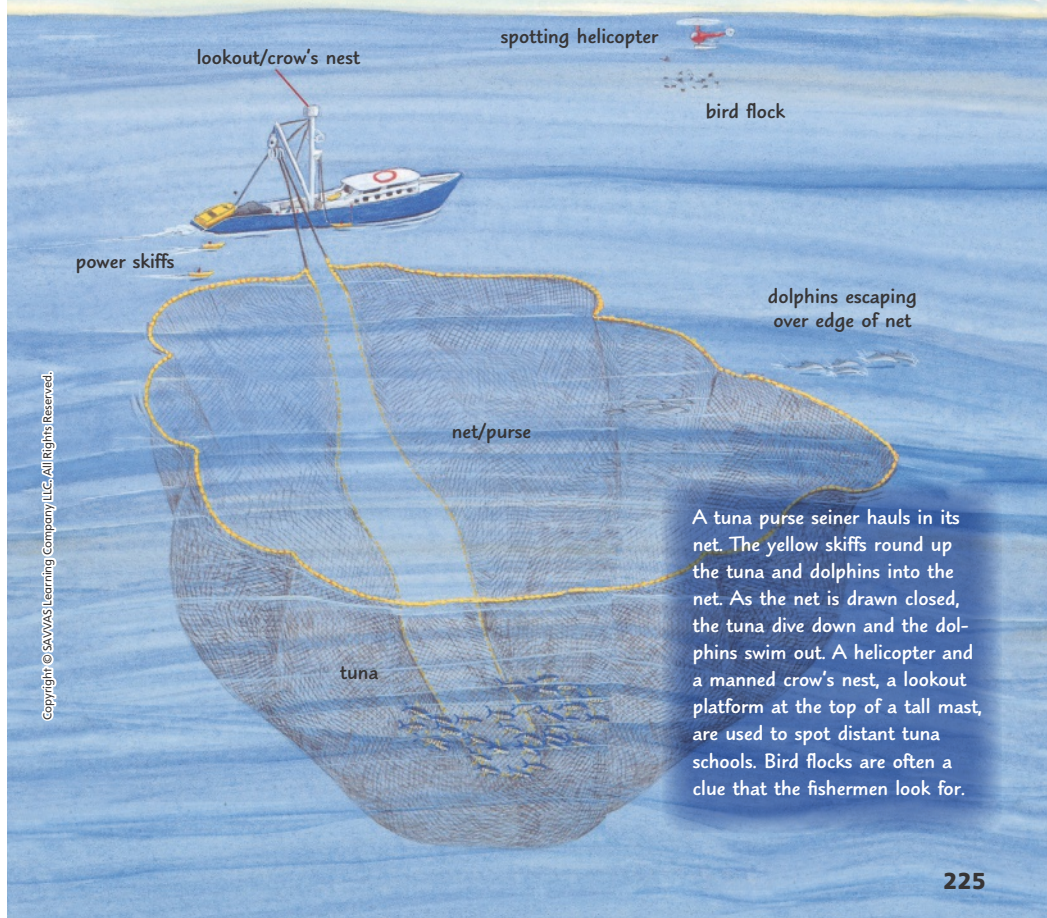
net/purse

tuna

A tuna purse seiner hauls in its net. The yellow skiffs round up the tuna and dolphins into the net. As the net is drawn closed, the tuna dive down and the dolphins swim out. A helicopter and a manned crow's nest, a lookout platform at the top of a tall mast, are used to spot distant tuna schools. Bird flocks are often a clue that the fishermen look for.

225

First Read

Respond

💬 **THINK ALOUD** It is surprising to read that the dolphin population is not recovering as quickly as predicted. The author lists possible reasons, but those are just theories. It is surprising to hear that even scientists do not fully understand what is happening to some dolphin species.

Close Read

Explain Author's Purpose

Have students scan the text on **p. 225** and explain the author's message about what ocean scientists are trying to do regarding dolphins.

Possible Response: The author is trying to explain why scientists are monitoring dolphins and trying to figure out why their population isn't recovering.

Have students underline details that help them understand the importance of the ocean scientists' mission. **See student page for possible responses.**

DOK 2

OBJECTIVE

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

··· Possible Teaching Point

Academic Vocabulary | Related Words

Use the Academic Vocabulary lesson on pp. T24–T25 in the Reading-Writing Workshop Bridge to underscore how related words usually have related meanings. Direct students to reread paragraph 9. Call their attention to the related words *fishery, fishermen,* and *overfishing.* Have students use context clues and online or print dictionaries, if necessary, to help them determine the meanings of the words.

First Read

Notice

💬 **THINK ALOUD** The heading on this page tells where the ship is going. The numbers under it must have something to do with the ship's location, so I think they are longitude and latitude.

Close Read

Evaluate Details

Ask students to evaluate what the detail about the color of the ocean means to scientists. Then have students study the drawing and caption on **p. 226**. Remind them that authors use captions as an extra resource for information.

Have students scan **paragraphs 10 and 11** and highlight the details in the text that the diagram and captain help explain. **See student page for possible responses.**

| DOK 3 |

OBJECTIVE

Evaluate details read to determine key ideas.

CLOSE READ

Evaluate Details

Highlight details on both pages that the drawing of a bongo net and the caption explain.

10 Finally we are ready to leave San Diego. Before each long journey there is always a sense of anticipation. What will we see this time? There is, however, a downside to every long trip. I know I will miss my home, family, and friends.

Heading South
15°47´ N, 120°52´ W

11 Over the next days we move off shore and head south to warm tropical water. Our route takes us south of the Hawaiian Islands. In a few weeks, after a month at sea, we will turn and head north to Hawaii to resupply and fuel the ship. The ocean color has changed since we left San Diego; it is a beautiful clear blue. I look down through the water and it seems as though I can see for miles. Here the water can be much more than a mile deep. It looks nothing like the ocean near shore off California, which often has a murky green or brownish cast to it caused by lots of plankton and algae. The tropical ocean is clear because it has much less of these.

5 meters (16 feet)

1 centimeter (1/2 inch)

sample jar

cod end collects sample

This net, called a bongo because it looks like the drum, is used for catching small fish and plankton. Some creatures frequently caught in a bongo tow are pictured here clockwise: a spotted larval squid, a semi-clear larval octopus, and a krill. Krill are small relatives of shrimp and are an important food for whales and birds.

226

CROSS-CURRICULAR PERSPECTIVES Science 🔬

The Hawaiian Islands are an island chain in the North Pacific Ocean. The largest of the inhabited islands is the island of Hawaii, often called the "Big Island." On this island sits Kilauea, one of the world's most active volcanoes. Have students consider how an active volcano could affect the marine life mentioned in the infographic on *Student Interactive* pp. 214–215.

12　Where there is food, there are animals. In the tropical ocean animals tend to be found in patches where there is more plankton and algae. Small fish and krill eat the plankton and algae, larger fish and squid eat them, and so on up the food chain to tuna and dolphins. One of the things we want to understand is what causes this patchiness. We combine our marine mammal and seabird observations with measurements of water, plankton, and algae. Every morning an hour before sunrise and every evening an hour after sunset we collect water samples from the surface down to 1,000 meters to look at the water's nutrients and chlorophyll. These nutrients are the building blocks of the ocean food chain. In the evening we also deploy nets to determine the amount and types of plankton at different depths. We use dip nets to catch flying fish and squid. All this information helps us have a more complete picture of the ecosystem of the tropical ocean.

CLOSE READ

Vocabulary in Context

Context clues are words and phrases in and around a sentence that help you understand the meaning of an unfamiliar word.

Underline the context clues that help you determine the meaning of *nutrients*.

chlorophyll a green substance found in plants that allows them to make food

A graph of a water sample showing measurements of oxygen, temperature, and salinity (salt) in the water from the surface to 1,000 meters (3,000 feet). As one follows the graph from 1,000 meters to the surface, note the drastic changes at a depth of about 100 meters: oxygen and temperature increase sharply as the salinity decreases. This is where two different water masses meet and is called the *thermocline*. A thermocline that is strong and close to the surface (50 to 100 meters) can indicate a highly productive area where we might find not only a large amount of algae and plankton but also animals much higher in the food chain such as tuna and dolphins. Courtesy NOAA SWFSC
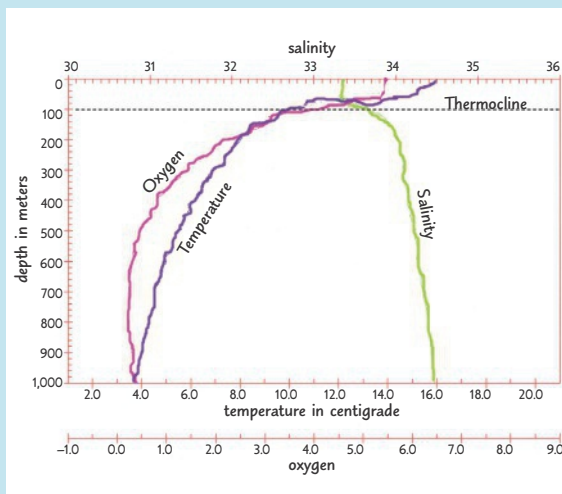
227

CROSS-CURRICULAR PERSPECTIVES　　**Science**

Chlorophyll is the pigment that makes plants green. A plant uses the chlorophyll it has to "trap" energy from the Sun. The plant uses this energy, along with carbon dioxide and water, to make starch, which the plant uses as food. This process is called photosynthesis. Have interested students investigate whether photosynthesis occurs in places shown in the infographic on *Student Interactive* pp. 214–215.

First Read

Respond

💬. **THINK ALOUD** When the author describes how ocean animals such as small fish and krill eat the tiniest marine life but then themselves are food for larger fish, it reminds me of other animals in different ecosystems. They form different food chains, but the big animals still usually eat the small ones.

Close Read

Vocabulary in Context

Have students read the meaning of the word *chlorophyll,* given alongside the paragraph in which it appears, and then underline the context clues that point to that meaning. **See student page for possible responses.**

Ask: Why does the author use the word *chlorophyll* in discussing a water sample? Why does the author call chlorophyll and other nutrients the "building blocks of the ocean food chain"?

Possible Response: There is plant material in the water. Chlorophyll and other nutrients are the smallest items in the food chain.

DOK 2

OBJECTIVE

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

First Read

Connect

💬 **THINK ALOUD** I've experienced stormy weather on land, and I'm sure it's worse at sea. It must be very useful for a marine biologist to have calm, clear weather when working.

Close Read

Evaluate Details

Have students scan **paragraph 13** and highlight details that describe the ocean and weather conditions that help the scientists makes their observations. **See student page for possible responses.**

| DOK 2 |

OBJECTIVE

Evaluate details read to determine key ideas.

At Beaufort 0, the ocean is glassy calm. One can see for miles. The pink and violet sunrise reflects on the still water.

CLOSE READ

Evaluate Details

Highlight details that describe the ocean and weather conditions that best help scientists observe the ecosystem.

nautical related to ships or navigation

A Day Offshore
13°13′ N, 122°47′ W

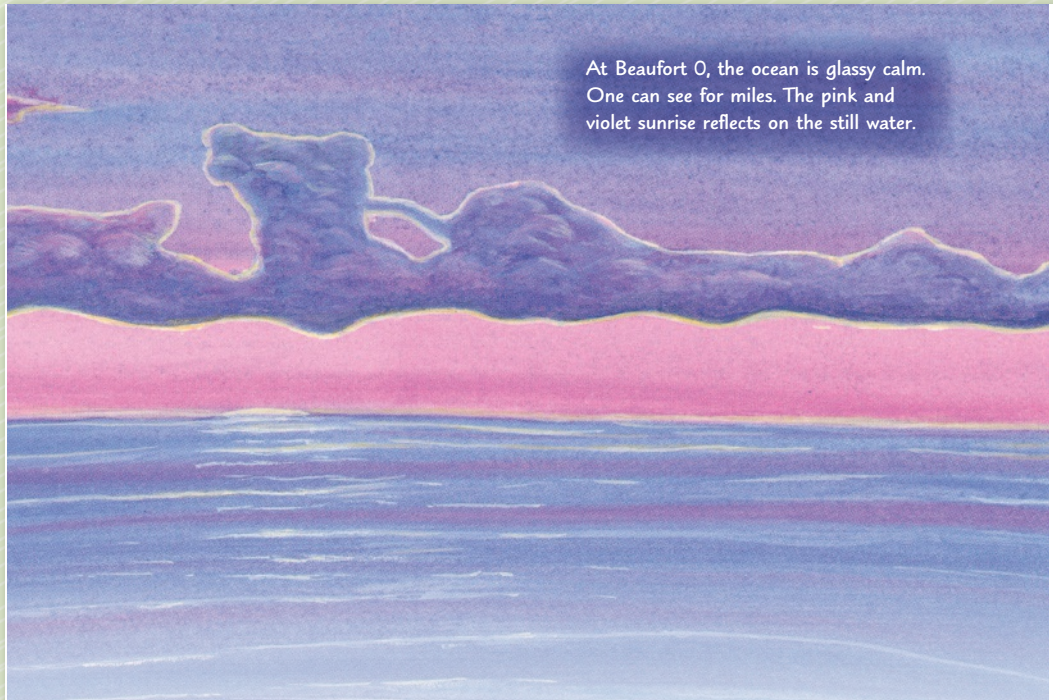13   The day dawns clear and calm, absolutely beautiful. The seas are glassy: Beaufort 0 (a nautical scale that assigns numbers based on wind speed and waves). Observations start just after dawn, when there is enough light to see out to the horizon. Everyone is ready on the flying bridge. Cornelia, a German marine mammal biologist, and Ernesto, a Mexican marine mammal biologist, stand on each side of the flying bridge to scan with the big eyes for marine mammals. Jim, an American marine mammal biologist, sits in the middle at the data computer. I sit with hand-held binoculars on either the port (left) or the starboard (right) side, depending on where I can avoid the sun's glare to scan for birds.

228

CROSS-CURRICULAR PERSPECTIVES   Science

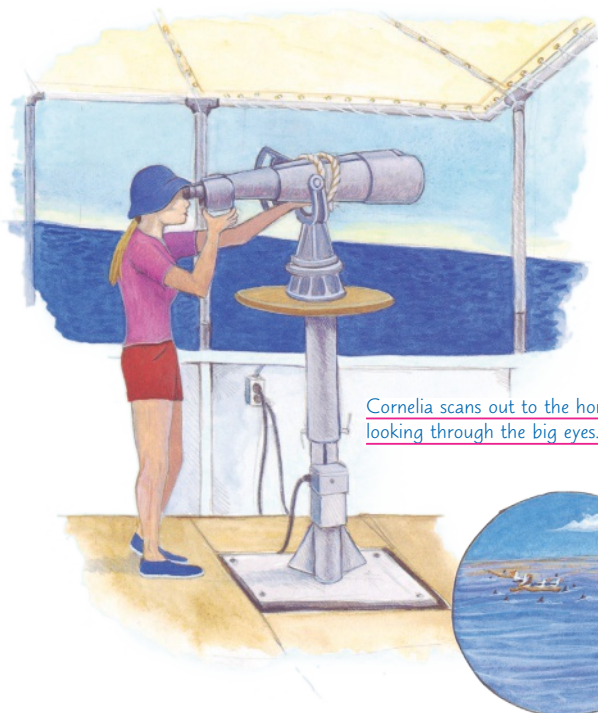Scientist Sir Francis Beaufort developed the Beaufort Wind Scale in 1805. It uses a numerical scale that is easy for most people to interpret. Ranging from 1–12, the scale describes ocean behavior, such as wave height and sea foam, as well as wind behavior, from light to hurricane force. Have students consider how this scale might be useful to the human observers mentioned in the infographic on *Student Interactive* pp. 214–215.

📖 🔊 ✎ 📔

14 It's time to start looking for critters. It is ten minutes past sunrise and the light is good. We start to travel along a set course, what scientists call a transect. Soon after we start, Cornelia yells, "Dolphins!" All scanning stops and everyone focuses on Cornelia's sighting.

15 She swings the big eyes in the direction of the dolphins.

16 Using her hand-held radio, Cornelia calls the captain on the bridge deck below us, where the ship's steering controls are located. "Bridge, flying bridge—we have dolphins," she says. "Please turn twenty degrees to the left. Over." The ship turns.

CLOSE READ

Explain Author's Purpose

How do the scientists use the big eyes? View the images and underline details in the diagram that help you understand.

Cornelia scans out to the horizon, looking through the big eyes.

What Cornelia sees through the big eyes.

229

Possible Teaching Point

Word Study | Open and Closed Syllables

Use the Word Study lesson on pp. T26–T27 in the Reading-Writing Workshop Bridge to teach open and closed syllables. Point out words from p. 229 and have students tell whether the first syllable in each word is open or closed: *sun/rise* (closed); *trav/el* (closed), *sci/en/tists* (open), *fo/cus/es* (open), *di/rec/tion* (open), *dol/phins* (closed).

First Read

Respond

💬 **THINK ALOUD** I like the way the author combines scientific information with everyday human experience, as in paragraph 14, where she uses the technical term *transect* but also calls the marine life by a folksy term, *critters.*

Close Read

Explain Author's Purpose

Point out the two round insets that accompany the main picture on **p. 229.** Ask students what the main picture shows and what the author's purpose was for including the insets along with it.

Possible Response: The picture shows Cornelia looking through the "big eyes," or one of the ship's big binoculars. The author included the insets to show the reader what she sees.

Have students read the captions. Then have them underline details that tell them how scientists use the big eyes. **See student page for possible responses.**

DOK 2

OBJECTIVES

Recognize characteristics and structures of informational text, including features such as insets, timelines, and sidebars to support understanding.

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

First Read

Generate Questions

💬. **THINK ALOUD** I wonder why the author chose to write only a few words on this page. Most of the page is an illustration. Maybe the author thought a picture would tell a better story.

Close Read

Explain Author's Purpose

Remind students that authors include graphics to support or clarify information in the text. Ask them to underline the detail in the sentence at the top of **p. 230** that the author clarifies in the drawing on the page. **See student page for possible answers.**

Ask: What do you think is the author's purpose for including the caption?

Possible Responses: to add information; to make graphics clearer

DOK 1

OBJECTIVE

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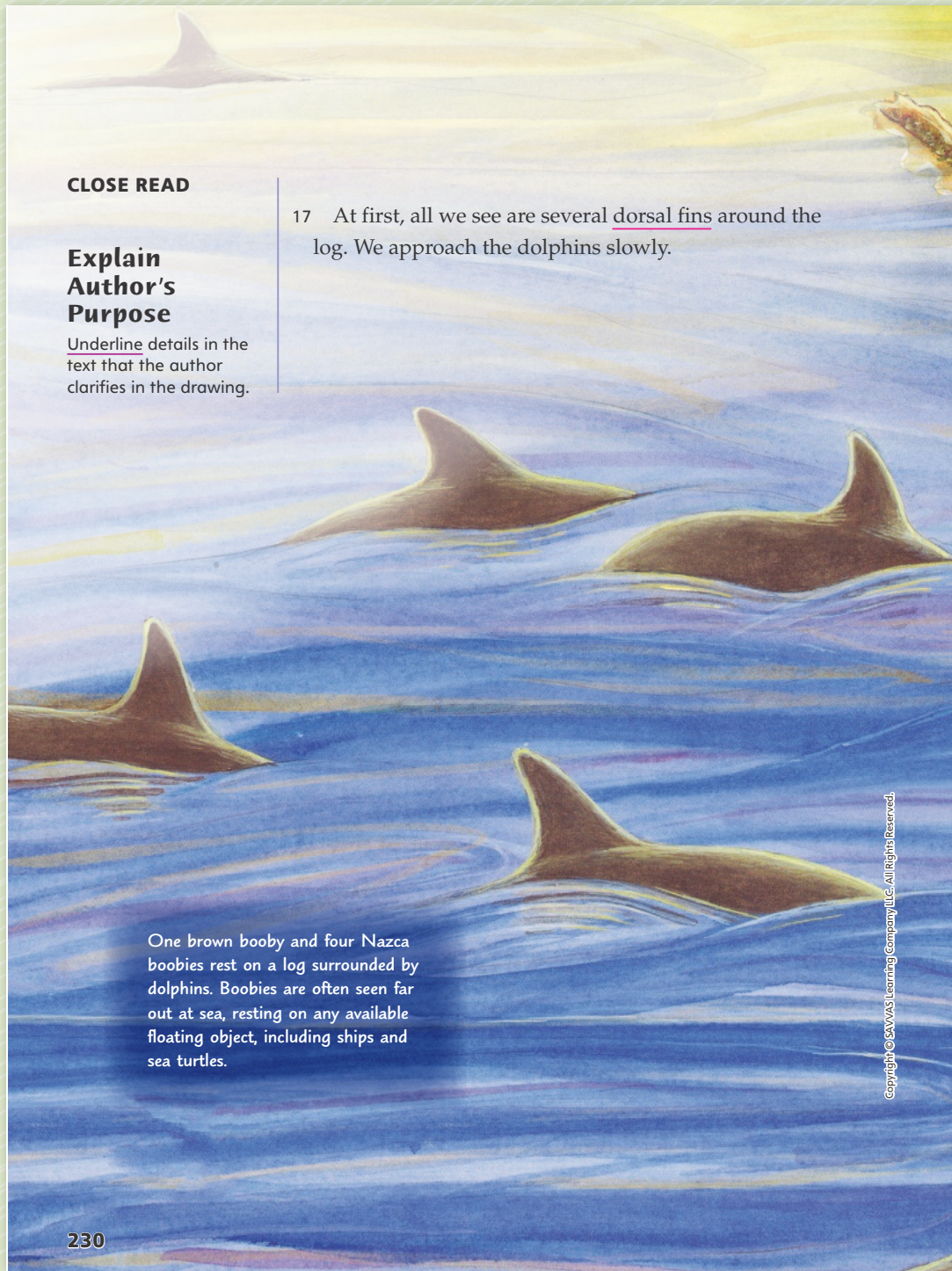
CLOSE READ

Explain Author's Purpose

Underline details in the text that the author clarifies in the drawing.

17 At first, all we see are several dorsal fins around the log. We approach the dolphins slowly.

One brown booby and four Nazca boobies rest on a log surrounded by dolphins. Boobies are often seen far out at sea, resting on any available floating object, including ships and sea turtles.

230

CROSS-CURRICULAR PERSPECTIVES **Science** 🔬

Dorsal means "relating to the back." Although dolphins and sharks are famous for their dorsal fins, almost every fish has one dorsal fin along its back, and some have two or even three. The dorsal fin helps balance the fish in the water, prevents it from rolling over, and helps it swim.

231

First Read

Connect

💬 **THINK ALOUD** This drawing reminds me of a time when I saw the ocean. Birds just like these were part of the ocean ecosystem. My prior knowledge helps me understand this drawing.

CROSS-CURRICULAR PERSPECTIVES   **Science** 🔬

Brown booby birds are native to tropical regions such as Hawaii and other parts of the Pacific. Adult birds are brown and white. When they breed, booby birds use twigs, grass, and leaves to make a nest on the ground. The brown booby eats squid and fish.

First Read

Connect

💬 **THINK ALOUD** Sometimes I use my prior knowledge to draw or create something. For example, I have drawn a map of my street and made a drawing of my pet. That's a lot like what Sophie Webb is doing here—using her knowledge of marine life to create these beautiful, informative drawings.

Close Read

Explain Author's Purpose

Ask students what they think the author's purpose was for including this drawing.

Possible Response: She wanted to convey her own vision of what an underwater scene could look like. Then she added labels to give the reader more information about ocean life.

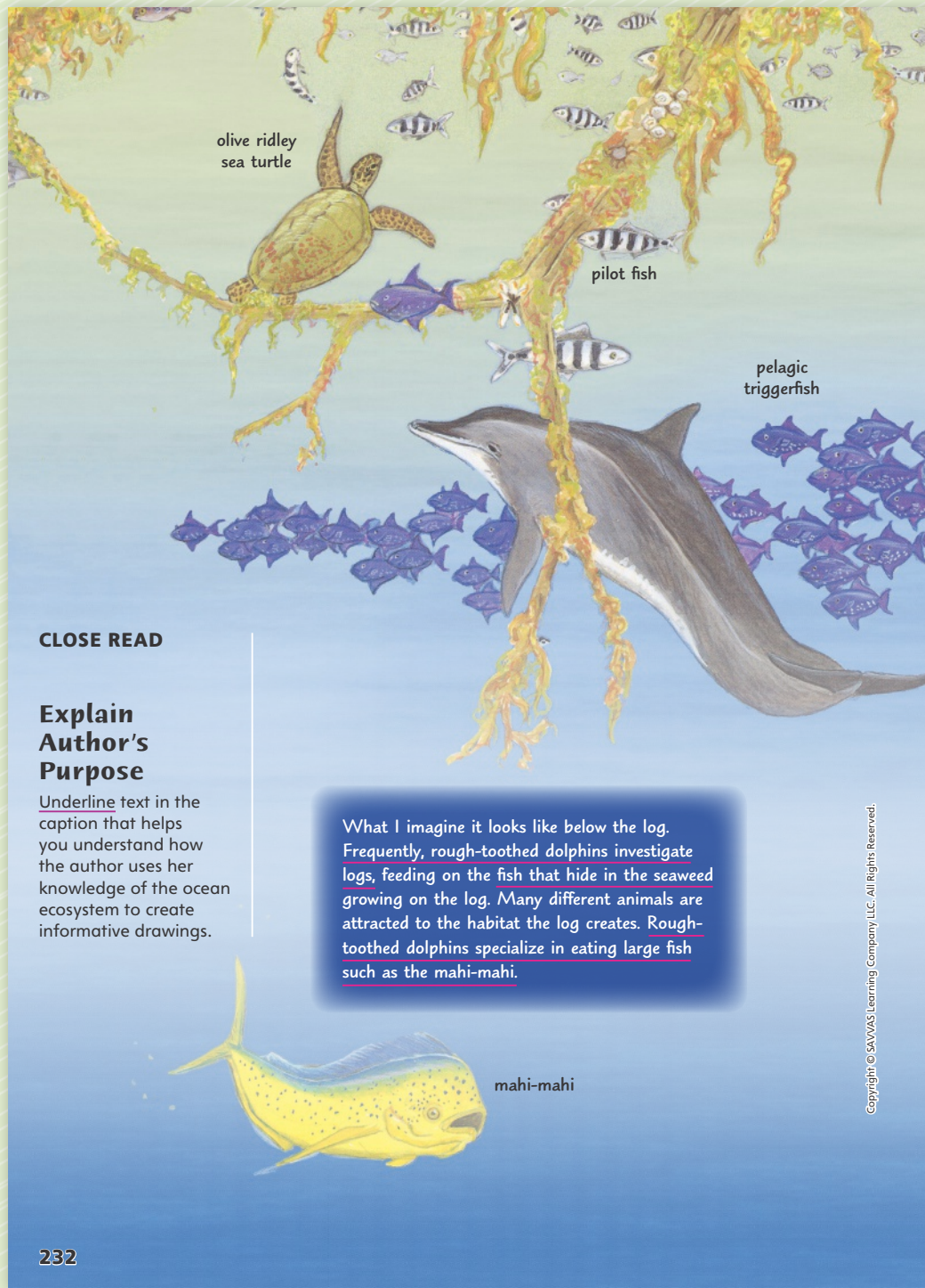Have students scan the caption on **p. 232** and underline details that help them understand how Sophie Webb used her knowledge to create the drawing. **See student page for possible responses.**

DOK 2

OBJECTIVE

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

CLOSE READ

Explain Author's Purpose

Underline text in the caption that helps you understand how the author uses her knowledge of the ocean ecosystem to create informative drawings.

olive ridley sea turtle

pilot fish

pelagic triggerfish

What I imagine it looks like below the log. Frequently, rough-toothed dolphins investigate logs, feeding on the fish that hide in the seaweed growing on the log. Many different animals are attracted to the habitat the log creates. Rough-toothed dolphins specialize in eating large fish such as the mahi-mahi.

mahi-mahi

232

·:·· Possible Teaching Point 🌉

Read Like a Writer | Author's Craft

Graphic Features Use the Author's Craft lesson on pp. T58–T59 in the Reading-Writing Workshop Bridge to underscore that authors use graphic features to present information in a way that the reader can visualize and better understand. Discuss examples of graphic features, such as photographs, charts, graphs, and labeled drawings. Have students identify the graphic feature on pp. 232–233 as a labeled drawing and encourage them to discuss how it helps them understand the text.
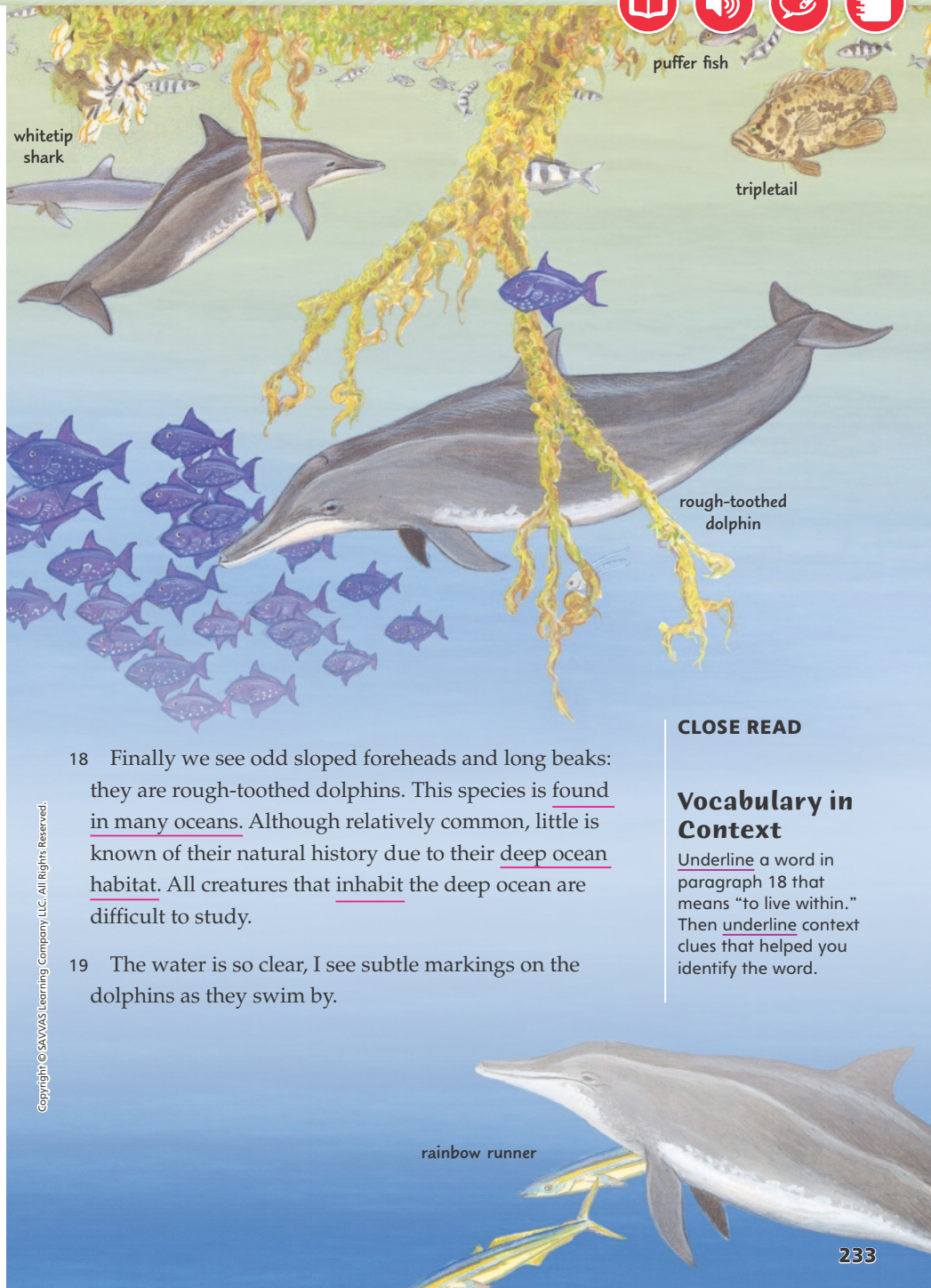
whitetip shark

puffer fish

tripletail

rough-toothed dolphin

rainbow runner

18 Finally we see odd sloped foreheads and long beaks: they are rough-toothed dolphins. This species is found in many oceans. Although relatively common, little is known of their natural history due to their deep ocean habitat. All creatures that inhabit the deep ocean are difficult to study.

19 The water is so clear, I see subtle markings on the dolphins as they swim by.

233

CLOSE READ

Vocabulary in Context

Underline a word in paragraph 18 that means "to live within." Then underline context clues that helped you identify the word.

First Read

Generate Questions

💬 **THINK ALOUD** I think the author wants the reader to understand how hard it is to study certain ocean animals. She mentions observing deep ocean animals. Why it is harder to study fish that inhabit the deep ocean than those closer to the surface?

Close Read

Vocabulary in Context

Have students review **paragraph 18** to find a word that means "to live within." Then have them underline context clues that helped them identify the word. **See student page for possible response.**

Have students explain why the words they underlined are a context clue to the meaning of *inhabit.*

Possible Response: The author writes that rough-tooth dolphins are "found in many oceans" in a "deep ocean habitat." So *inhabit* must mean "to live within."

DOK 2

OBJECTIVE

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

⋯ Possible Teaching Point 🌉

Academic Vocabulary | Related Words

Use the Academic Vocabulary lesson on pp. T24–T25 in the Reading-Writing Workshop Bridge to underscore that related words have related meanings. Call students' attention to related words *habitat* and *inhabit* in paragraph 18. Have students use the context to determine the meaning of each word. Ask for other related words.

First Read

Notice

💬 **THINK ALOUD** Notice how the drawings on page 234 support the text. Without the drawings, it is difficult to compare sizes of marine animals, even though the text includes measurements.

Close Read

Evaluate Details

Ask: Why do you think the author included the detailed drawings of whales on page 234?

Possible Response: The author wanted to show the similarities and differences between odontocetes.

Have students scan the caption on **p. 234.** Encourage them to highlight details that help show how dolphins and whales are similar. **See student page for possible responses.**

DOK 2

OBJECTIVE

Evaluate details read to determine key ideas.

CLOSE READ

Evaluate Details

Highlight details in the caption that help you understand the similarities between dolphins and whales.

All dolphins are *odontocetes* (toothed whales). Odontocetes also include porpoises, the little-known beaked whales, killer whales, and sperm whales. There is a great variation in size from the tiny harbor porpoise that measures 1.2 meters (4 feet) to the 18.5-meter (60-foot) male sperm whale.

sperm whale

killer whale (male)

striped dolphin

harbor porpoise
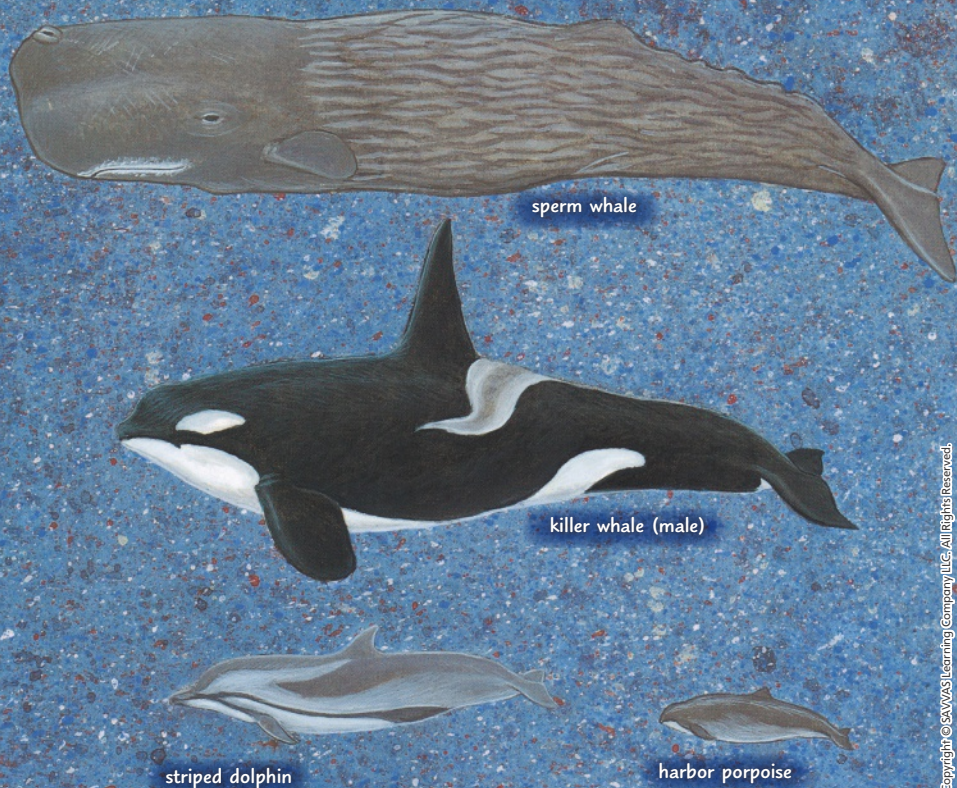
234

CROSS-CURRICULAR PERSPECTIVES Science

People sometimes confuse dolphins with porpoises, but the animals are different. Dolphins are long, while porpoises are stubby. The faces of dolphins and porpoises are also different. The dolphin's beak is long; the porpoise's is short. Dolphins are far more prevalent than porpoises, with nearly forty different species compared with only six porpoise species. However, both are highly intelligent mammals.

Galápagos storm-petrels are found far out at sea feeding on small crustaceans, halobates (the only marine insect), fish, and jellyfish at the ocean's surface. They breed on the remote and protected Galápagos Islands, which have few predators. Their populations at the moment appear to be stable.
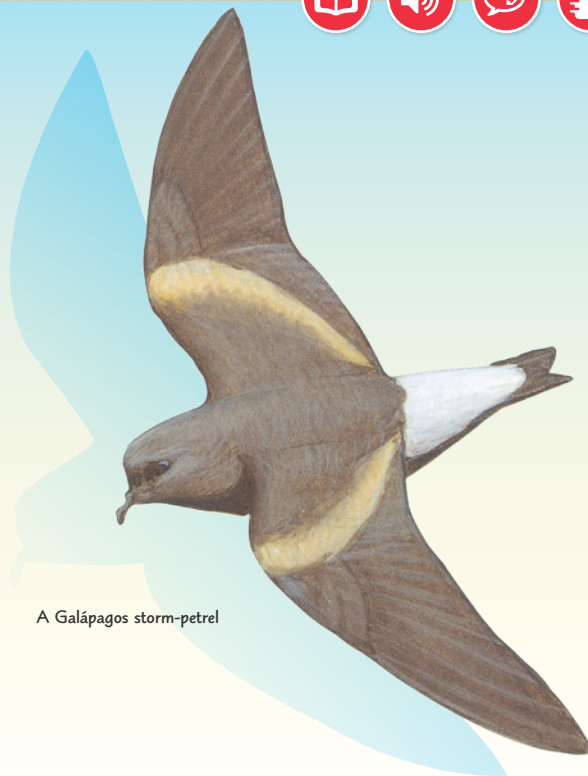
A Galápagos storm-petrel

20 We complete the rough-toothed dolphin count. There are twelve in the group and no calves (babies). Marine mammal biologists always note the presence or absence of calves and immature animals to gain clues about when and where the dolphins reproduce. We leave the dolphins by their log and continue on our course.

21 The day becomes progressively warmer. The air is still. Everyone is sleepy. The ship drones on along the transect line. We see no more marine mammals now, but birds occasionally fly by, such as the sparrow-size Galápagos storm-petrel. I record birds out to 300 meters (630 feet) on one side of the ship. Even when there are few birds, I have to stay focused and alert. I don't want to miss any of them in my count.

CLOSE READ

Explain Author's Purpose

Underline text that gives details about the purpose of the author's observations on the ship.

235

First Read

Connect

💬 **THINK ALOUD** When the author describes how the day becomes progressively warmer as the ship drones on, it reminds me of feeling sleepy on a car or boat ride. The droning sound and the gentle waves can rock a person to sleep.

Close Read

Explain Author's Purpose

Ask: Why do you think the author wanted to include details about her experiences on the ship?

Have students scan the text in **paragraphs 20 and 21.** Next, have them highlight sentences that show why the author included detailed observations. **See student page for possible responses.**

DOK 2

OBJECTIVE

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

ELL Targeted Support **Vocabulary** Explain that English, like many languages, has special words to refer to younger animals. The word *calves,* used for baby dolphins in paragraph 20, is an example.

Hold up illustrations to help students identify the terms for the young of these animals: *dog (puppy), cat (kitten), bear (cub), pig (piglet).*
EMERGING/DEVELOPING

Have student pairs identify the terms for the young of these animals, using online sources to help them if necessary: *dog (puppy), cat (kitten), bear (cub), pig (piglet), cow (calf—same as for a dolphin), horse (colt, foal), duck (duckling).* **EXPANDING/BRIDGING**

Respond and Analyze

Far from Shore

OBJECTIVES

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

Determine or clarify the meaning of general academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

Respond using newly acquired vocabulary as appropriate.

Recognize characteristics and structures of informational texts.

Analyze the author's use of print and graphic features and use the graphics to develop a summary of information in the text.

My View

Use these suggestions to lead students in discussing *Far from Shore*.

- **Brainstorm** What about this text did you like?

- **Discuss** Have students use the various graphs and diagrams in *Far from Shore* to summarize information presented in the text.

Develop Vocabulary

Minilesson

FOCUS ON STRATEGIES One of the characteristics of informational texts is that they often use domain-specific vocabulary, or language of a particular field of study. The words *marine*, *ecosystem*, *flying bridge*, *chlorophyll,* and *nautical,* which appear in *Far from Shore,* are terms used in the study of the oceans*.*

- Look for context clues to the word's meaning.

- Ask yourself how the word relates to the topic or main ideas.

MODEL AND PRACTICE Model filling out the graphic organizer on p. 236 for the word *marine*.

- Paragraph 1 uses the phrase "*seabirds* and *marine mammals*" and talks about "*oceanographic* measurements" of the *marine* mammals. These context clues make me think that *marine* has something to do with the sea or the ocean.

- The topic of the text is ocean study. *Marine* describes the many things studied. From the context clues and topic, I think *marine* means "related to the ocean."

ELL Targeted Support **Vocabulary** Display the vocabulary words and say that someone might use them to talk about the study of ocean life.

Provide simple cloze sentences and have students choose a word to complete each one. **EMERGING/DEVELOPING**

Have small groups use the words in a discussion of ocean exploration based on their reading. **EXPANDING/BRIDGING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for developing vocabulary.

OPTION 1 **My TURN** Note the topic of *Far from Shore* that appears in the center of the diagram on p. 236. Have students use text evidence to complete the diagram. Help them understand how each newly acquired vocabulary word relates to the topic.

OPTION 2 **Use Independent Text** Have students find and list unfamiliar words about ocean observation from their independent reading texts. Have them look for context clues to determine the meaning of each word and explain how it relates to the topic or main ideas of the text.

☑ QUICK CHECK

Notice and Assess Can students determine words' meanings and their connection to the topic?

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 **My TURN** Have students complete p. 237 of the *Student Interactive.*

STUDENT INTERACTIVE, pp. 236–237

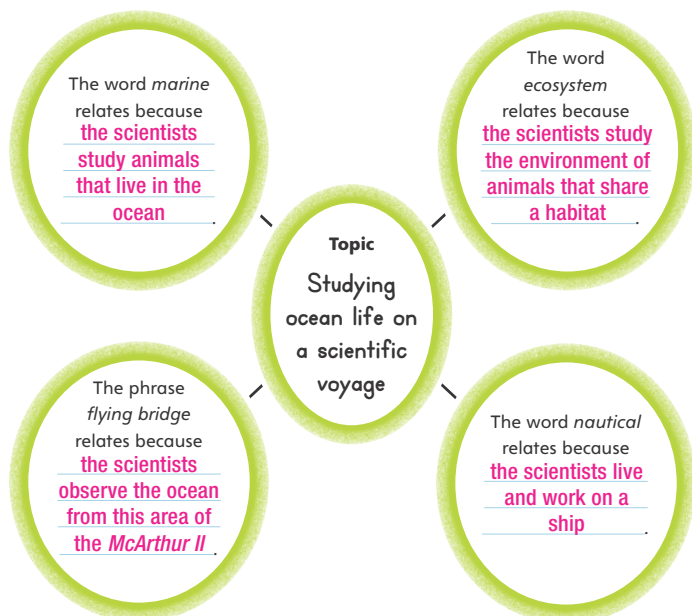**VOCABULARY**

COMPREHENSION   **READING WORKSHOP**

Develop Vocabulary

In informational texts, authors use domain-specific words, or words that are specific to the topic. These words can help the reader determine the relationship between ideas.

My TURN Read the topic of *Far from Shore*. Then complete the activity. Explain how each newly acquired term relates to the topic. **Possible responses:**

The word *marine* relates because <u>the scientists study animals that live in the ocean</u>.

The word *ecosystem* relates because <u>the scientists study the environment of animals that share a habitat</u>.

Topic
Studying ocean life on a scientific voyage

The phrase *flying bridge* relates because <u>the scientists observe the ocean from this area of the *McArthur II*</u>.

The word *nautical* relates because <u>the scientists live and work on a ship</u>.

Check for Understanding

My TURN Look back at the text to answer the questions.
Possible responses:

1. What examples from the text help you determine that *Far from Shore* is an informational text? **DOK 2**

   The topic, studying marine life, is factual. The text contains scientific facts and data, as well as diagrams and other graphic features to explain the topic.

2. Authors use diagrams to present information clearly. How does the diagram of the tuna purse seiner help you understand this fishing process? **DOK 2**

   The diagram shows how the fish are caught and how the dolphins are released. The drawing helps me understand the process by explaining it visually.

3. How do scientists build "a more complete picture of the ecosystem of the tropical ocean"? **DOK 3**

   The purpose of the expedition is to better understand ocean life. Each scientist looks for clues, such as the amount of nutrients in the water. Together these clues provide a more complete picture of the ecosystem.

4. Analyze the methods for studying the ocean that you read about in the infographic at the beginning of the week. Then compare it to the methods described in *Far from Shore*. **DOK 3**

   Responses will vary but may include that both types of scientists study the features and health of the ocean. Scientists who work underwater must use special equipment to survive. Equipment used by both kinds of scientists helps them observe and collect data.

236

237

Word Study Open and Closed Syllables V/CV and VC/V

OBJECTIVE

Decode multisyllabic words with closed syllables; open syllables; VC*e* syllables; vowel teams, including digraphs and diphthongs; *r*-controlled syllables; and final stable syllables.

LESSON 2

Apply Open and Closed Syllables

APPLY **My TURN** Direct students to complete the chart on p. 242 in the *Student Interactive.*

ocean

living

nature

limitless

Then have them list four additional words from *Far from Shore.* Have them correctly divide each word into syllables and determine whether the first syllable is open or closed.

STUDENT INTERACTIVE, p. 242

WORD STUDY

Open and Closed Syllables
V/CV and VC/V

An **open syllable (V/CV)** ends in a vowel and has a long vowel sound, such as the first syllable of *even*. A **closed syllable (VC/V)** ends in a consonant. The vowel in a closed syllable has a short sound, such as the first syllable in *frigid*.

The first syllable of the word *research* in paragraph 1 of *Far from Shore* is an open syllable because it ends in a vowel: re/search. It has a long vowel sound. The first syllable of the word *finish* is a closed syllable because it ends in a consonant: fin/ish. It has a short vowel sound.

My TURN Read the words, and correctly divide each word into syllables. Then determine if the first syllable of each word is open or closed. If needed, check a print or digital dictionary.

Word	Syllables	Open or closed?
ocean	o/cean	open
living	liv/ing	closed
nature	na/ture	open
limitless	lim/it/less	closed

242

LESSON 2

Apply Open and Closed Syllables

LESSON 1

Teach Open and Closed Syllables

FLEXIBLE OPTION ↰
LESSON 3

More Practice

FLEXIBLE OPTION ↰
LESSON 4

Spiral Review: VC*e* Syllables

FLEXIBLE OPTION ↰
LESSON 5

☑ Assess Understanding

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

Teacher-Led Options

Strategy Group 📖 ▶️

DEVELOP VOCABULARY

Teaching Point Informational texts use specific words related to the topic that the text is about. The words might be new to you because you do not hear them every day.

ELL Targeted Support

Have students use strategic learning techniques, such as images and context, to acquire and use the vocabulary.

Use strategies, such as watching videos or looking at pictures, to illustrate the words *marine, ecosystem, flying bridge, nautical,* and *chlorophyll*. Discuss the videos or pictures with students, and encourage conversation.
EMERGING

Watch videos or look at pictures that illustrate the words *marine*, *ecosystem*, *flying bridge*, *nautical*, and *chlorophyll*. Encourage partners to discuss the words and their meanings.
DEVELOPING

Have students make drawings to illustrate the vocabulary words. Then have them exchange their work with a partner and correctly label each drawing with the correct vocabulary. **EXPANDING**

Have students make drawings to illustrate the vocabulary words. Call on them to explain how their drawings illustrate each word's meaning.
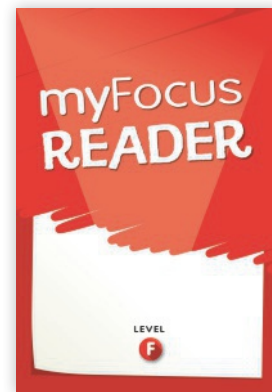**BRIDGING**

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

Intervention Activity 🔺 📥

myFOCUS READER

Read pp. 18–19 in the *myFocus Reader* with students. Use the teaching support online at SavvasRealize.com to provide additional insight for students on why part of a scientist's job is to observe.

Provide instructional support for comprehension and word study—Open and Closed Syllables and Academic Vocabulary.

Fluency — Assess 2–4 students 📖 📥 ☑

PROSODY

Have student pairs practice reading a short passage with fluent phrasing. Ask pairs to pay attention to domain-specific words, pronouncing them correctly and showing understanding.

ORAL READING RATE AND ACCURACY

Use pp. 31–36 in Unit 2 Week 1 *Cold Reads* to assess students. Have partners practice reading the passage. Use the *Fluency Progress Chart* to track student progress.

Conferring

3 students/3–4 minutes per conference

DEVELOP VOCABULARY

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

Possible Conference Prompts

- Why do you think the author needed to use the terms that scientists do?
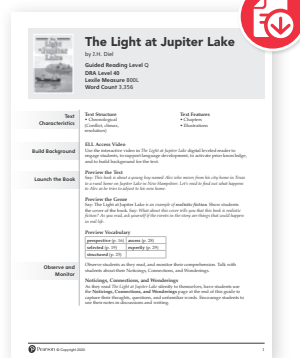- Why do you think the author used the word *marine* many times?
- What helps you understand new vocabulary words?

Possible Teaching Point Informational text may contain words that scientists or other experts use. This special vocabulary helps communicate information in more precise ways.

Leveled Readers

DEVELOP VOCABULARY

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

The Light at Jupiter Lake
by J.H. Diel

Guided Reading Level Q
DRA Level 40
Lexile Measure 800L
Word Count 2,316

	Text Structure	Text Features
Text Characteristics	• Chronological • Conflict, climax, resolution	• Chapters • Illustrations
Build Background	ELL Access Video	
Launch the Book	Preview the Text	
Observe and Monitor	Noticings, Connections, and Wonderings	

Whole Group

Share Bring the class back together. Invite several students to share new vocabulary they learned from their reading, explain what the words mean, and mention any related words they know. Have other volunteers suggest additional related words.

Independent/Collaborative

Independent Reading

Students can
- reread or listen to *Far from Shore* or the *myFocus Reader* text.
- read a self-selected trade book or their Book Club text.
- partner-read a text, asking each other questions about the book.

Centers

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

Literacy Activities

Students can
- complete the graphic organizer on Student *Interactive* p. 236.
- work with a partner to discuss and answer the questions on p. 237.
- play the *myView* games.
- choose a passage from a text and with a partner take turns retelling it while including important, domain-specific words.

SUPPORT COLLABORATION

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

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

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

5

myView LITERACY
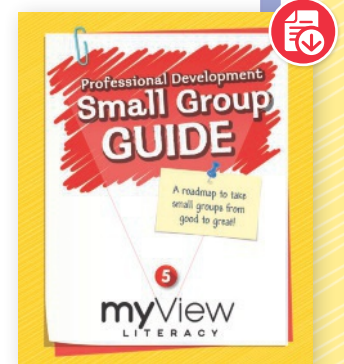
Explain Author's Purpose

Far from Shore

OBJECTIVES

Use text evidence to support an appropriate response.

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

ACADEMIC VOCABULARY

Integrate Offer students oral practice using the unit Academic Vocabulary words to talk about the author's purpose. Give students sentence starters such as:

- The author is an expert on _____.
- Her purpose is to relate how _____.

ELL Access

Discuss the importance of understanding an author's purpose for writing. Ask students to think about their own purposes for writing informational texts and to share their ideas with the group.

Minilesson

FOCUS ON STRATEGIES Authors often have more than one purpose for writing. Common purposes are

- to inform the reader about a particular topic.
- to entertain with humor or interesting subject matter.
- to persuade the reader to act or think in a certain way.
- to express ideas and feelings.

The author's purpose will drive choices about what to include. For instance, authors whose purpose is to inform often include text features such as diagrams, graphs, and photos.

MODEL AND PRACTICE Use the Close Read note on *Student Interactive* p. 220 to model how to find an author's purpose.

The text uses many science terms about the ocean. The author describes a main goal of researching dolphins but also mentions studying other ocean animals and understanding the ecosystem as a whole. I think her purpose is to inform the reader about her experiences studying the ocean ecosystem, so I am going to underline the last sentence as text evidence.

Have students underline two other sentences on p. 220 that help them determine the author's purpose.

ELL Targeted Support **Respond to Questions** Have students demonstrate comprehension by responding to questions about the text.

Read aloud paragraph 4 on p. 221. Ask questions and provide sentence frames: *What does this paragraph describe? It describes _____ that scientists use for observations. Why does the author include this information? She includes this information to show the importance of _____.* **EMERGING**

Have pairs read paragraph 4. Ask questions and provide sentence starters: *What does this paragraph describe? It describes _____. Why is this information important? It is important because _____.* **DEVELOPING**

Have individuals read paragraph 4. Ask: *What details support the author's purpose? Why are these details important?* **EXPANDING/BRIDGING**

FORMATIVE ASSESSMENT OPTIONS

Apply

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

OPTION 1 **My TURN** Have students use the Close Read notes in *Far from Shore*, underlining the text that helps them explain the author's main purpose for writing.

OPTION 2 **Use Independent Text** Make cards that say *inform*, *entertain*, *persuade*, and *express ideas and feelings*. Have one independent text of each type available. Encourage students to match the text to the type on the card and tell you why they chose each one.

☑ QUICK CHECK

Notice and Assess Can students accurately determine the author's purpose?

Decide

- **If students struggle,** review instruction about explaining author's purpose in Small Group on pp. T62–T63.

- **If students show understanding,** extend instruction about explaining author's purpose in Small Group on pp. T62–T63.

STUDENT INTERACTIVE, p. 238

CLOSE READ

Explain Author's Purpose

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

1. **My TURN** Go to the Close Read notes in *Far from Shore*. Underline the parts that help you explain the author's main purpose for writing.

2. **Text Evidence** Use the parts you underlined to complete the chart.

Possible responses:

Author's Purpose	to inform readers about how scientists study the ocean
Fact or Detail	"My shipmates and I are about to embark on an incredible opportunity to explore this complex and exciting ecosystem."
Fact or Detail	"Cornelia scans out to the horizon, looking through the big eyes." The image shows how the scientists use the big eyes to look far out at sea.

Explain how knowing the author's purpose helps you better understand the text. The author's purpose is to inform. The details and visuals give factual information about how scientists study the ocean.

238

Read Like a Writer

Analyze Graphic Features

Minilesson

FOCUS ON STRATEGIES Authors often use graphic features to present information in a visual way. They may use the features to clarify or highlight information in the text, provide information not given in the text, or add more detail to given information. Graphic features include graphs, charts, maps, diagrams, time lines, drawings, and photographs.

- Notice the graphic features included in the text.
- Ask yourself why the author included them.

MODEL AND PRACTICE Model analyzing the author's craft technique of using graphic features by directing students to the top of p. 243 of the *Student Interactive*. Have students follow along as you complete the steps.

- Identify that author Sophie Webb uses a labeled diagram near paragraph 4 of *Far from Shore* to present information.
- Ask why the author included the diagram. Have students consider how the diagram helps them understand Sophie Webb's work by showing the layout of the flying bridge where she works.
- Guide students to draw a conclusion about the author's use of the graphic feature. Point out that the diagram makes clear where the scientists' equipment is located on the bridge and where the scientists will be when they use it.

ELL Targeted Support **Graphic Features** To help students with the activity, offer the following supports.

Provide sentence frames to help students understand each type of graphic feature, such as *A diagram shows _____. A chart shows _____.* Then have students tell what a specific graphic feature in the text shows. *The _____ on p. _____ shows _____.* **EMERGING/DEVELOPING**

Point students to *Student Interactive* p. 244. Have them identify what type of graphic feature appears on the page. (a graph) Then ask them what the graph shows. (dolphins killed in yellow fish tuna purse-seine) **EXPANDING/BRIDGING**

ASSESS UNDERSTANDING

Apply

My TURN   Direct students to go back to *Far from Shore* and note other graphic features. Then have them focus on specific features by completing the activities on p. 243 of the *Student Interactive.*

STUDENT INTERACTIVE, p. 243

ANALYZE AUTHOR'S CRAFT   **READING-WRITING BRIDGE**

Read Like a Writer

Authors of informational texts use graphic features such as photographs, diagrams, and other images to present information in a way that is easy to understand. Graphic features are usually paired with text features, such as headings, labels, or captions.

Model !   Review the diagram and caption near paragraph 4 of *Far from Shore*.

1. **Identify**   Sophie Webb uses a labeled image to present information in the text.

2. **Question**   How does the graphic feature help me understand the concept?

3. **Conclude**   The caption identifies what the picture shows, and the labels give details about how the scientists work together.

Reread paragraph 9 of the text, view the diagram on the same page, and read the caption.

My TURN   Follow the steps to analyze the author's use of print and graphic features to clarify the concept she explains.

1. **Identify**   Sophie Webb uses   a labeled drawing of a tuna purse seiner and a caption to explain the drawing .

2. **Question**   How do the graphic features help me understand the concept?

3. **Conclude**   The graphic features   make it easier for me to understand how dolphins can escape these nets before they drown .

243

Word Study Open and Closed Syllables V/CV and VC/V

OBJECTIVE

Decode multisyllabic words with closed syllables; open syllables; VC*e* syllables; vowel teams, including digraphs and diphthongs; *r*-controlled syllables; and final stable syllables.

FLEXIBLE OPTION

LESSON 3

More Practice

FOCUS ON STRATEGIES Remind students that open syllables end with a vowel sound and closed syllables end with a consonant sound.

MODEL AND PRACTICE Display the word *favorite*. Have students say it aloud as you mark the three syllables: *fa/vor/ite*. Point out that the first syllable is open because it ends with a vowel sound. Repeat this process with the closed-syllable word *never*. Have students continue.

APPLY Have students complete *Word Study* p. 45 from the *Resource Download Center*. Note that students will practice reading the words in context.

Word Study, p. 45

More Practice

LESSON 1

Teach Open and Closed Syllables

LESSON 2

Apply Open and Closed Syllables

Spiral Review: VC*e* Syllables

Assess Understanding

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

Teacher-Led Options

Strategy Group

EXPLAIN AUTHOR'S PURPOSE

Teaching Point Knowing the purpose behind the text can help the reader figure out which ideas and details are important. Work with students to complete the graphic organizer on p. 238 of the *Student Interactive*.

ELL Targeted Support

To help students internalize new English words, guide them in explaining the author's purpose.

Point to the diagram on p. 221. Ask questions to elicit understanding of the author's purpose, such as *What does the diagram show?* Provide sentence frame: *The diagram shows the _____ on the flying bridge.* Guide students to use content-area vocabulary such as *marine, scientist,* and *computer* in their oral responses. **EMERGING**

Have student pairs choose an image from the text. Give them questions to discuss with a partner, such as *What does the image show? How does it support or connect to the author's purpose?* If needed, provide sentence starters: *The diagram shows _____. The diagram supports the author's purpose to inform by _____.* **DEVELOPING**

Have students review the images throughout the text and talk about how these text features help them understand the author's purpose. **EXPANDING/BRIDGING**

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

Intervention Activity

EXPLAIN AUTHOR'S PURPOSE

Use Lesson 33, pp. T219–T224, in the *myFocus Intervention Teacher's Guide* for instruction on explaining author's purpose.

LEVEL F • READ

Lesson 33 Author's Purpose

DIRECTIONS Read the following passages. Pay attention to the language, details, and structure to determine author's purpose.

Consider the Source

1   You may have heard the suggestion, "Consider the source." In today's online world, that advice is priceless. When you gather information online, it is very important to evaluate its source. Many people fail to check sources. As a result, they add to the lies and half-truths that are everywhere on the Internet.

2   Evaluating sources does not take a lot of time. In a few minutes you can check on an author or see whether you can find two or more sites that say the same thing. You might even search a website that busts Internet myths. By evaluating sources, you help yourself and the people who read the information you share. You make better decisions. You will be more convincing when you present your own opinions. And people will know that *you* are a source to be trusted.

3   Thinking critically about the information you read allows you to protect yourself from advertisers. If you are ready to buy a new skateboard, you will likely do some online research. You'll want to find the best board for the best price. A company's website may claim to have just that. But simply saying it is so does not make it true. By searching the Internet, you can check prices from many sellers. In the end, checking to see whether what the advertiser says is true can save you money. You can also avoid buying something that is not what it claims to be.

4   Gathering and evaluating information can also help you make wise decisions about the best actions to take. If your class is going to sponsor a charity, research that charity. Find out what it adds to the community. If you are voting for a class president, you want to consider what the candidates say. Are their claims true? Anyone can say he or she will deliver all-day recess, but that isn't going to happen. Take a good look at the facts before making a recommendation or casting a vote.

Reading Informational and Argumentative Text T • 219

Fluency | Assess 2-4 students

PROSODY

Have student pairs practice smoothly reading a short passage, paying particular attention to commas, quotation marks, and other punctuation.

ORAL READING RATE AND ACCURACY

Use pp. 31–36 in Unit 2 Week 1 *Cold Reads* to assess students. Have partners practice reading the passage. Use the *Fluency Progress Chart* to track student progress.

Independent/Collaborative

Conferring
3 students/3–4 minutes per conference

EXPLAIN AUTHOR'S PURPOSE

Talk About Independent Reading Ask students to explain how some of the words the author used helped them figure out the author's purpose.

Possible Conference Prompts

- What topic does the author explore?
- What main ideas does the author express?
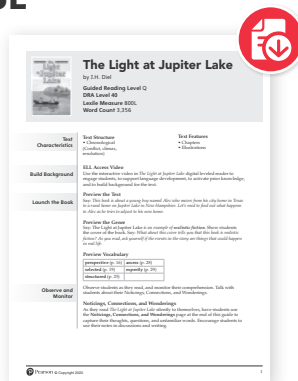- How do the topic and main ideas help you figure out the author's purpose?

Possible Teaching Point Readers often ask themselves, "Is this important? Do I need to remember this?" Knowing the author's purpose can help a reader answer these questions.

Leveled Readers

EXPLAIN AUTHOR'S PURPOSE

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

The Light at Jupiter Lake
by J.H. Diel

Guided Reading Level Q
DRA Level 40
Lexile Measure 800L
Word Count 1,156

Text Characteristics	Text Structure • Chronological (Conflict, climax, resolution)	Text Features • Chapters • Illustrations
Build Background		
Launch the Book		
Observe and Monitor		

Independent Reading

Students can

- reread or listen to *Far from Shore* or another text they have previously read.
- read a self-selected trade book or their Book Club text.
- support their partners in developing a summary of a passage they read in their book.

Centers

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

Literacy Activities

Students can

- complete the graphic organizer on p. 238 of the *Student Interactive*.
- practice this week's word study focus by creating a chart of related words.
- play the *myView* games.
- choose a passage from a text and with a partner take turns reading it with appropriate expression, paying attention to punctuation.

SUPPORT PARTNER READING

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

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

Professional Development
Small Group GUIDE

A roadmap to take small groups from good to great!

5

myView LITERACY

Whole Group

Share Bring the class back together. Invite several students to state the author's purpose, using evidence from the text as support.
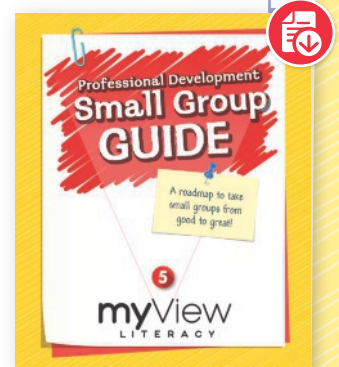
Evaluate Details

Far from Shore

OBJECTIVES

Evaluate details read to determine key ideas.

Use text evidence to support an appropriate response.

ACADEMIC VOCABULARY

Integrate Offer students oral practice using the unit Academic Vocabulary words to evaluate details. Ask:

- How does this detail <u>relate</u> to the author's purpose?
- How can I <u>focus</u> on details that are most important to the author's purpose?

Minilesson

FOCUS ON STRATEGIES Authors write because they have a message to share. Readers need to evaluate details to determine which are most important to the author's message. To determine key details, ask:

- Which details best help me understand the author's ideas?
- Which details most directly tie in to details mentioned before?
- Which details from the text also appear in text features such as graphs, charts, and diagrams?

MODEL AND PRACTICE Use the Close Read note on p. 224 of the *Student Interactive* to model how to evaluate details:

The details about dolphins help me understand the danger these animals face. The author said earlier that the goal of the science trip is to research dolphins, so details about dolphin research here must be important. The information about the drops in dolphin population appears in the graph on page 224.

ELL Targeted Support **Content Area Vocabulary** Tell students that evaluating details will help them understand the key ideas in a text and build academic language proficiency.

Reread paragraph 1 on p. 220 aloud. Explain that the main goal of the cruise is to study dolphin populations. Then ask students what else scientists will be doing during the trip. Provide sentence frames for oral responses: *Scientists will _____ and count marine animals. Scientists will make scientific _____. Scientists will _____ flying fish and squid.* **EMERGING**

Ask groups to reread paragraph 1. Have a volunteer orally complete the sentence starter *The main goal of the cruise is to study _____.* Then have other volunteers say what else the scientists will be doing on the trip. Provide sentence starters: *Scientists will observe and count _____. Scientists will make _____. Scientists will study _____.* **DEVELOPING**

Ask pairs to state the author's purpose in *Far from Shore.* Then have them find and discuss details in paragraph 1 that best support it. **EXPANDING**

Ask pairs to reread paragraph 1 and discuss which details do not support the author's purpose. Have them discuss how they reached this conclusion. **BRIDGING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for evaluating details.

OPTION 1 **My TURN** Have students flag pages that include important details. Then have them use their Close Read notes for Evaluate Details to complete the graphic on p. 239.

OPTION 2 **Use Independent Text** Have students flag details they want to evaluate. Then have them reread the text and scan textual features to evaluate the importance of the details.

☑ QUICK CHECK

Notice and Assess Can students evaluate details in an informational text?

Decide

- **If students struggle,** revisit instruction for evaluating details in Small Group on pp. T70–T71.

- **If students show understanding,** extend instruction for evaluating details in Small Group on pp. T70–T71.

STUDENT INTERACTIVE, p. 239

READING WORKSHOP

Evaluate Details

Readers **evaluate details** to determine which key ideas are most important and to better understand the text. In informational text, an author often includes details in images as well as in words. The most important details clarify complex information or give clues about the author's purpose or message. A message is what the author wants you to learn or do.

1. **My TURN** Go back to the Close Read notes and highlight text evidence that helps you evaluate the author's use of details.

2. **Text Evidence** Record important details you highlighted. Then evaluate how each detail connects to the author's purpose and message.

Possible responses:

Author's Purpose and Message

to inform readers about how scientists collect data about the ocean during an open-ocean voyage

Detail
"scan the horizon for marine mammals or count distant bird flocks."

Connection to purpose/message
tells how the author will study the ocean

Detail
"The primary focus of this trip is to find out what is happening to the populations of spotted and spinner dolphins."

Connection to purpose/message
tells why the author is making the trip

Image
The image shows the sea glassy and calm.

Connection to purpose/message
shows the best conditions for observing the ocean

239

Write for a Reader

OBJECTIVE

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

Use Graphic Features

Minilesson

FOCUS ON STRATEGIES Remind students that author Sophie Webb uses graphic features to clarify, highlight, or expand on information in the text of *Far from Shore.* Note that graphic features include those that show images (photos, maps) and those that organize information (graphs, charts). Tell students that they too can use graphic features when they write, following this procedure:

- Identify information in the text that you want to present visually.

- Decide on the type of graphic feature that could best present the information.

MODEL AND PRACTICE Have students read p. 244 of the *Student Interactive*. Model an example of how they might use a graphic feature in their writing.

- Identify a topic to illustrate, such as outdoor temperatures.

- Consider the best graphic feature to convey this information. Say: I am reporting outdoor temperatures that I measured twice a day for seven days. I think I can present this information most clearly on a three-column chart that lists two temperatures alongside each day.

- Together as a class, create the chart using reasonable temperature measurements that you provide.

ELL Targeted Support **Graphic Features** Review the types of graphic features, such as maps, charts, graphs, and diagrams, and what they are used for. Then have students reread the first three sentences of paragraph 11 on *Student Interactive*.

Ask: What graphic feature would best show this information? (a map) Why? (A map would show the exact route of the ship.) **EMERGING**

Provide this sentence frame for students: *A _____ is the best graphic feature to show this information because _____.* **DEVELOPING**

Have pairs draw and label a rough sketch of the ship's route from San Diego to Hawaii. Have them describe what their sketch shows in a sentence. **EXPANDING**

ASSESS UNDERSTANDING

Apply

My TURN Have students refer to Sophie Webb's use of graphic features as an example for their own writing. Then guide students to complete the activity on p. 244 of the *Student Interactive.*

Writing Workshop

Have students use graphic features in their informational articles from the Writing Workshop. During conferences, support students' writing by helping them find opportunities to include graphic features meaningfully in their writing.

STUDENT INTERACTIVE, p. 244

DEVELOP AUTHOR'S CRAFT

Write for a Reader

Writers include specific text features and visuals in informational texts to engage readers and explain concepts.

Images can focus attention or clarify concepts.

My TURN Think about how Sophie Webb's use of graphic features in *Far from Shore* affects your understanding of the text. Now identify how you can use graphic features to clarify information and engage your own readers.

1. If you were trying to inform a reader about your favorite animal, what graphic features might you include?
   Possible response: I would use photographs and labeled drawings. They would help the reader keep track of the specific topic I am explaining.

2. Describe a graphic feature you would add to an informational report about scientific observations of the ocean. Tell why you would use that feature.
   Responses will vary but should identify a type of graphic feature (photograph, chart, diagram) and explain how that graphic feature would clarify information or add interest to an informational report about a scientific observation.

244

Word Study Spiral Review

OBJECTIVE

Decode multisyllabic words with closed syllables; open syllables; VC*e* syllables; vowel teams, including digraphs and diphthongs; *r*-controlled syllables; and final stable syllables.

FLEXIBLE OPTION

LESSON 4

Spiral Review: VC*e* Syllables

FOCUS ON STRATEGIES Review with students the strategy about noticing when words have a VC*e* syllable at the end. In these words, the first vowel in the syllable has a long vowel sound, and the final *e* is silent.

MODEL AND PRACTICE Display the word *ate.* Explain that this word is a VC*e* syllable. Have students say the word aloud. Point out the long *a* sound and the silent *e*. Display *rotate* and divide its syllables: *ro/tate*. Have students say the word and identify the VC*e* syllable (the second).

Display *whine*, *erase,* and *behave* and have students identify and say the VC*e* syllable in each word.

APPLY Have students pair up or work independently to brainstorm words that end with a VC*e* syllable. They may want to use online resources. Have students sort each word by the sound of its VC*e* syllable.

ELL Targeted Support

Identify VCe Syllables Students whose native language is Spanish may pronounce the silent *e* at the ends of words.

Work individually with students as they practice reading silent *e* words in the Word Bank, in other classroom texts, or elsewhere. **EMERGING**

Invite students to find more words with the VC*e* pattern—ones they think of on their own or find in classroom texts. Have pairs or small groups brainstorm ideas and then check a dictionary for correct spelling. Review the list with them, making sure each group member pronounces the words correctly. **DEVELOPING**

LESSON 1

Teach Open and Closed Syllables

LESSON 2

Apply Open and Closed Syllables

FLEXIBLE OPTION
LESSON 3

More Practice

FLEXIBLE OPTION
LESSON 4

Spiral Review:
VC*e* Syllables

FLEXIBLE OPTION
LESSON 5

☑ Assess Understanding
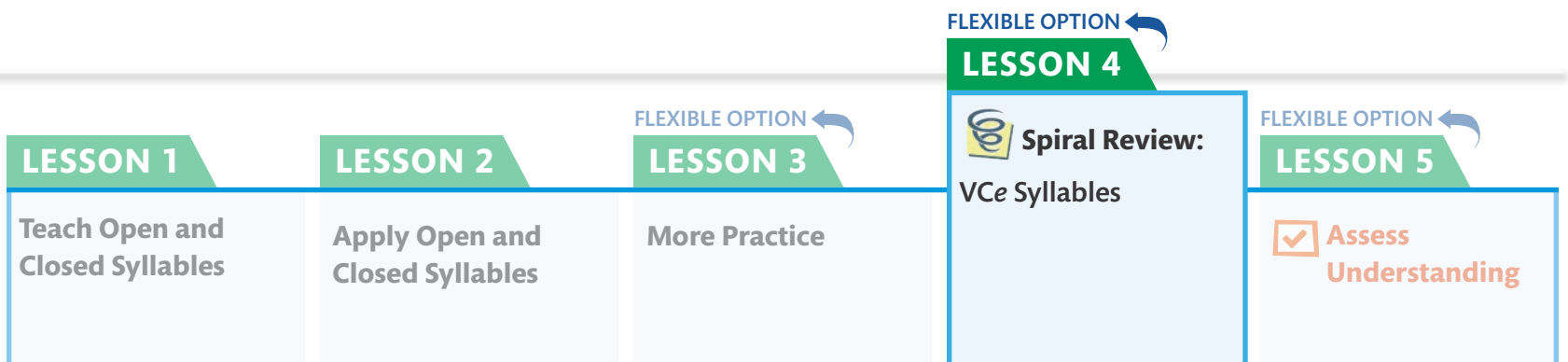
Use the ✅ **QUICK CHECK** on p. T65 to determine small group instruction.

Teacher-Led Options

Strategy Group 📖

EVALUATE DETAILS

Teaching Point Important details can be found in places other than the main part of the text. You may find them in images such as graphs or diagrams. You may find them in captions, headings, or labels. Guide students to find examples of these text features in *Far from Shore*.

ELL Targeted Support

Encourage students to use visuals for help when confused by domain-specific English words.

Have students scan the diagram of the ship on *Student Interactive* pp. 222–223. Help them find domain-specific words such as *equipment, science, labs,* and *flying bridge,* in labels and create a concept map that show how the words are related. **EMERGING**

Have groups scan the ship diagram, identify domain-specific words, and find those same words in the text. **DEVELOPING**

After students scan the ship diagram, have pairs work together to find and use domain-specific vocabulary in several new sentences. **EXPANDING**

After students scan the ship diagram to find domain-specific vocabulary, have pairs use the words in sentences to explain how the words are related. **BRIDGING**

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

Intervention Activity 🔺📥

EVALUATE DETAILS

Use Lesson 33, pp. T219–T224, in the *myFocus Intervention Teacher's Guide* for instruction on evaluating details.

LEVEL F • READ

Lesson 33 **Author's Purpose**

DIRECTIONS Read the following passages. Pay attention to the language, details, and structure to determine author's purpose.

Consider the Source

1 You may have heard the suggestion, "Consider the source." In today's online world, that advice is priceless. When you gather information online, it is very important to evaluate its source. Many people fail to check sources. As a result, they add to the lies and half-truths that are everywhere on the Internet.

2 Evaluating sources does not take a lot of time. In a few minutes you can check on an author or see whether you can find two or more sites that say the same thing. You might even search a website that busts Internet myths. By evaluating sources, you help yourself and the people who read the information you share. You make better decisions. You will be more convincing when you present your own opinions. And people will know that *you* are a source to be trusted.

3 Thinking critically about the information you read allows you to protect yourself from advertisers. If you are ready to buy a new skateboard, you will likely do some online research. You'll want to find the best board for the best price. A company's website may claim to have just that. But simply saying it is so does not make it true. By searching the Internet, you can check prices from many sellers. You can read dozens of product reviews. In the end, checking to see whether the advertiser says is true can save you money. You can also avoid buying something that is not what it claims to be.

4 Gathering and evaluating information can also help you make wise decisions about the best actions to take. If your class is going to sponsor a charity, research that charity. Find out what it adds to the community. If you are voting for a class president, you want to consider what the candidates say. Are their claims true? Anyone can say he or she will deliver all-day recess, but that isn't going to happen. Take a good look at the facts before making a recommendation or casting a vote.

Reading Informational and Argumentative Text T • 219

Fluency | Assess 2–4 students 📖📥✅

PROSODY

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

ORAL READING RATE AND ACCURACY

Use pp. 31–36 in Unit 2 Week 1 *Cold Reads* to assess students. Have partners practice reading the passage. Use the *Fluency Progress Chart* to track student progress.

Independent/Collaborative

Conferring
3 students/3–4 minutes per conference

EVALUATE DETAILS

Talk About Independent Reading Ask students to revisit their flagged pages. Have partners evaluate the importance of the details to the author's purpose.

Possible Conference Prompts
- Where do you see a main idea supported by details?
- Which details are highlighted in graphics, diagrams, drawings, or other images?

Possible Teaching Point Informational texts usually include more than one main idea. Communicating those ideas is the author's main purpose.

Leveled Readers

EVALUATE DETAILS
- For suggested titles, see "Matching Texts to Learning," pp. T28–T29.
- For instructional support on how to evaluate details in text features and text passages, see *Leveled Reader Teacher's Guide*.
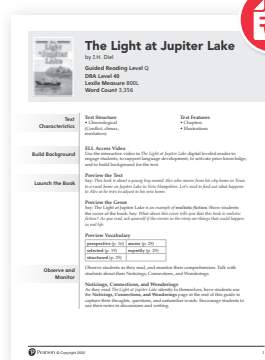
The Light at Jupiter Lake
by J.H. Diel
Guided Reading Level Q
DRA Level 40
Lexile Measure 810L
Word Count 3,356

| Text Characteristics | Text Structure · Chronological · Conflict, climax, resolution | Text Features · Chapters · Illustrations |

Independent Reading

Students can
- reread or listen to another text they read.
- work with a partner to identify a main idea and the key details that support it.
- reread for information with a partner by scanning a diagram, graph, or other image and then searching for related information.

Centers

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

Literacy Activities

Students can
- complete the graphic organizer on p. 239 of the *Student Interactive*.
- create a text feature, such as a graph or labeled drawing, based on a familiar text.
- play the *myView* games.
- with a partner, practice fluent reading.

SUPPORT INDEPENDENT READING

Help students set goals for their reading. Tell them they should track progress toward their goals.

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

Professional Development
Small Group GUIDE
A roadmap to take small groups from good to great!
5
myView LITERACY
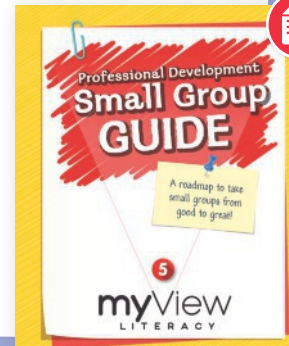
Whole Group

Share Bring the class back together. Invite volunteers to share what they learned today about evaluating details in a text.

Reflect and Share

Far from Shore

OBJECTIVES

Engage in collaborative discussions, staying on topic and building on others' ideas.

Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

ACADEMIC VOCABULARY

Integrate Offer students oral practice using the unit Academic Vocabulary words to reflect and share ideas about the importance of teamwork. Ask:

- Why is teamwork important to an expert trying to complete a task?
- Why would different members of the team focus on different tasks?

Talk About It

Minilesson

FOCUS ON STRATEGIES Explain that when students participate in group discussions, it is important to make pertinent comments, or comments related to the topic and build on specific ideas of others. Students should follow these guidelines:

- Listen to what others say instead of "waiting to talk."
- Use words that connect your comment to what has already been said, such as: "What you just said made me think of . . . " or "I disagree because . . . "

MODEL AND PRACTICE Model making pertinent comments using the Talk About It prompt on p. 240 in the *Student Interactive*.

If my discussion partner looked at the infographic on page 240 and said, "Teamwork is important when scientists observe marine life," I could reply with a comment that is pertinent to the discussion and to the topic of the text, such as, "I agree with you, because many scientists do dangerous jobs and they need partners to watch out for them."

After students have engaged in discussion, lead them in reviewing the ideas expressed about teamwork and help them to make inferences about its importance.

ELL Targeted Support **Express Ideas** Lead students to discuss the importance of teamwork. Have them record ideas in a word web like the one on p. 236.

Display a partially completed word web with "Teamwork is . . . " in the center. Suggest and add the phrases "working on a class project" and "hanging a picture frame." Have students brainstorm other ways to engage in teamwork. Write their ideas in the web. **EMERGING**

Make a word web. Draw a circle with "Teamwork is . . . " in the center. In small groups, have students brainstorm ways to engage in teamwork with others. They can write the ideas in the web. **DEVELOPING**

Have pairs make a word web with "Teamwork is important because . . . " in the center. Have students brainstorm and write reasons. **EXPANDING**

Have pairs brainstorm reasons why teamwork is important and share their web orally with the whole group. **BRIDGING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for making pertinent comments.

OPTION 1 **Use the Shared Read** Have students use specific ideas from the week's texts to discuss ways to work effectively with peers. 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 discuss ways to encourage positive interactions with peers during teamwork activities.

✓ QUICK CHECK

Notice and Assess Can students make pertinent comments?

Decide
- **If students struggle**, revisit instruction for making pertinent comments in Small Group on pp. T76–T77.
- **If students show understanding**, extend instruction for making pertinent comments 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 response on a separate sheet of paper.

STUDENT INTERACTIVE, p. 240

RESPOND TO TEXT

Reflect and Share

Talk About It The scientists on the *McArthur II* worked together to better understand the ocean. Consider all the texts you have read this week. What can you infer about the importance of teamwork? Determine and discuss the most important ideas and supporting details that point you to the meaning of the text and to the author's purpose for writing.

Make Thoughtful Comments When discussing, it is important to make comments that are related to the topic.
- Share ideas that are on topic.
- Discuss specific ideas in the text.
- Build on others' comments.

Use these sentence starters to guide your comments:

Teamwork is important because . . .

Your comment made me remember that . . .

Weekly Question

Why do scientists explore and study oceans?

240

Word Study Open and Closed Syllables V/CV and VC/V

OBJECTIVE

Decode multisyllabic words with closed syllables; open syllables; VC*e* syllables; vowel teams, including digraphs and diphthongs; *r*-controlled syllables; and final stable syllables.

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 open and closed syllables, provide them with the following words from *Far from Shore*:

populations

ecosystem

marine

department

several

Have students sound out each word, to divide it into syllables, and determine whether the first syllable is open or closed. Have them check their answers in a print or online dictionary.

Develop Language Awareness

For additional practice with open and closed syllables, complete the activity on p. 20 of the *Language Awareness Handbook*. In this practice activity, students will use contexual support to understand open and closed syllables.

Language Awareness HANDBOOK

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

5

myView LITERACY

LESSON 1	LESSON 2	FLEXIBLE OPTION ← LESSON 3	FLEXIBLE OPTION ← LESSON 4	FLEXIBLE OPTION ← LESSON 5
Teach Open and Closed Syllables	Apply Open and Closed Syllables	More Practice	Spiral Review: VCe Syllables	✓ Assess Understanding

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

Teacher-Led Options

Strategy Group

COMPARE TEXTS

Teaching Point In a group discussion, think before speaking. Saying the first thing that comes to mind might steer the discussion away from the topic. Tell students that during a discussion, they should listen carefully to what other people say. They should also use clear language as they ask for information.

ELL Targeted Support

One way to make pertinent comments is to seek clarification when classmates present their opinions.

Provide sentence starters to help students ask clarifying questions during discussion: *What did you mean when you said _____?* **EMERGING**

Encourage students to ask for text evidence that supports their classmates' points by asking questions, such as *What details in the text support your point?* **DEVELOPING**

Have students take notes and write down questions during the discussion. Explain that if their questions are related, they should ask them in an order that makes the most sense; for example, *What happened when _____? Why does that matter?* **EXPANDING**

Have small groups discuss information presented in the diagrams in the text. Have them practice identifying text evidence that clarifies one another's comments. **BRIDGING**

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

Intervention Activity

myFOCUS READER

Reread pp. 18–19 with students. Use the teaching support online at SavvasRealize.com to discuss what the texts they have read this week show about ocean study and the work scientists do. Encourage students to use the Academic Vocabulary words.
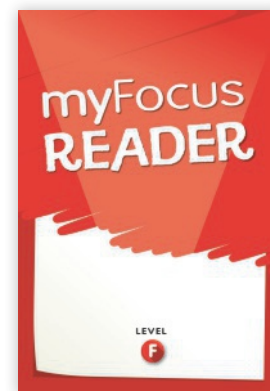
Intervention Activity

WORD STUDY

For students who need support, Word Study lessons are available in the *myFocus Intervention Teacher's Guide*, Lessons 1–10.

On-Level and Advanced

INQUIRY

Organize Information and Communicate Students should organize into an effective format their findings on why scientists explore and study.

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

See *Extension Activities* pp. 82–86 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 evaluating details in an informational text. Have them refer to p. 240 in the *Student Interactive*, if desired.

Possible Conference Prompts

- Which two texts have the same topic?
- Which texts have similar activities or events?
- Which two texts are the *least* alike? Why?

Possible Teaching Point Readers think about other texts they have read to make connections between topics, events, people, and other details.

Leveled Readers 📖 🔊 ✏️ ▶️ 👆

COMPARE TEXTS

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

The Light at Jupiter Lake
by J.H. Diel

Guided Reading Level Q
DRA Level 40
Lexile Measure 800L
Word Count 3,356
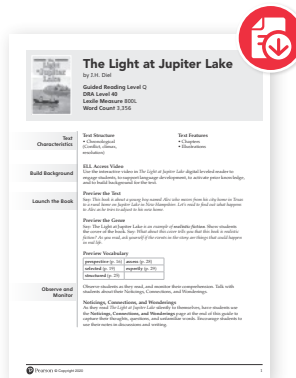
Whole Group

Share Bring the class back together. Invite a few students to share connections they made to events or details in other texts or their own lives. Encourage students to describe how the events or details are the same or different.

Independent/Collaborative

Independent Reading 👆 📖 🔊

Students can

- reread or listen to the infographic "How Scientists Study Ocean Life" with a partner.
- read a self-selected text.
- read 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.
- read or write about an informational text.
- watch a video about an informational topic and write a response.
- draw and label a diagram to share with a partner.
- research other kinds of observations about ocean life.
- play the *myView* games.

BOOK CLUB 📖

See Book Club, pp. T480–T481, for

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

Suggested Daily Times

READING WORKSHOP

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

WRITING WORKSHOP

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

Learning Goals

- I can learn more about informational text by analyzing text structure.
- I can develop knowledge about language to make connections between reading fiction and writing.
- I can use elements of informational writing to write an informational article.

SEL ▶ **SOCIAL-EMOTIONAL LEARNING**

☑ Assessment Options for the Week

- Daily Formative Assessment Options

The following assessments are available on SavvasRealize.com:

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

Materials

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

LESSON 1 — RI.5.2, RF.5.3.a, W.5.2, SL.5.2, L.5.5.c

READING WORKSHOP

GENRE & THEME
- Interact with Sources: Explore the Map: Weekly Question T82–T83
- Listening Comprehension: Read Aloud: "The Manatees' Future Is Looking Brighter" T84–T85
- Informational Text T86–T87
  - ☑ **Quick Check** T87

READING BRIDGE
- Academic Vocabulary: Synonyms and Antonyms T88–T89
- Word Study: Teach Final Stable Syllables -le, -tion, -sion T90–T91

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS
- Guided Reading/Leveled Readers T92–T93, 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, T482–T483 **SEL**

WRITING WORKSHOP

MINILESSON
- Informational Article T362
  - » Develop an Engaging Idea
  - » Share Back

INDEPENDENT WRITING
- Informational Article T363
- Conferences T360

WRITING BRIDGE

FLEXIBLE OPTION ◀
- Spelling: Final Stable Syllables -le, -tion, -sion T364
  - ☑ **Assess Prior Knowledge** T364

FLEXIBLE OPTION ◀
- Language and Conventions: Spiral Review: Subject-Verb Agreement T365

LESSON 2 — RI.5.10, W.5.2.b, W.5.2.d, SL.5.6, L.5.1.c, L.5.2.e

READING WORKSHOP

SHARED READ
- Introduce the Text T96–T113
  - » Preview Vocabulary
  - » Read: *A Place for Frogs*
- Respond and Analyze T114–T115
  - » My View
  - » Develop Vocabulary
  - ☑ **Quick Check** T115
  - » Check for Understanding

READING BRIDGE
- Word Study: Apply Final Stable Syllables -le, -tion, -sion T116–T117

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS
- Guided Reading/Leveled Readers T92–T93, T119
- Strategy and Intervention Activities T118
- Fluency T118
- ELL Targeted Support T118
- Conferring T119

INDEPENDENT/COLLABORATIVE
- Independent Reading T119
- Literacy Activities T119
- Partner Reading T119

WRITING WORKSHOP

MINILESSON
- Informational Article T366
  - » Draft with Specific Facts and Concrete Details
  - » Share Back

INDEPENDENT WRITING
- Informational Article T367
- Conferences T360

WRITING BRIDGE
- Spelling: Teach Final Stable Syllables -le, -tion, -sion T368

FLEXIBLE OPTION ◀
- Language and Conventions: Oral Language: Principal Parts of Regular Verbs T369

LESSON 3

RI.5.10, RF.5.3.a, RF.5.4, W.5.2.b, L.5.1.c

READING WORKSHOP

CLOSE READ
- Analyze Text Structure T120–T121
  - » Close Read: *A Place for Frogs*
  - ✓ **Quick Check** T121

READING BRIDGE
- Read Like a Writer: Analyze Author's Purpose T122–T123

  FLEXIBLE OPTION ◄
- Word Study: More Practice: Final Stable Syllables *-le*, *-tion*, *-sion* T124–T125

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS
- Guided Reading/Leveled Readers T92–T93, T127
- Strategy and Intervention Activities T126
- Fluency T126
- ELL Targeted Support T126
- Conferring T127

INDEPENDENT/COLLABORATIVE
- Independent Reading T127
- Literacy Activities T127

WRITING WORKSHOP

MINILESSON
- Informational Article T370
  - » Develop with Definitions and Quotations
  - » Share Back

INDEPENDENT WRITING
- Informational Article T371
- Conferences T360

WRITING BRIDGE

FLEXIBLE OPTION ◄
- Spelling: More Practice: Final Stable Syllables *-le*, *-tion*, *-sion* T372
- Language and Conventions: Teach Principal Parts of Regular Verbs T373

LESSON 4

RF.5.3, RF.5.4, W.5.2.b, W.5.4, L.5.1.c

READING WORKSHOP

CLOSE READ
- Monitor Comprehension T128–T129
  - » Close Read: *A Place for Frogs*
  - ✓ **Quick Check** T129

READING BRIDGE
- Write for a Reader: Develop Author's Purpose T130–T131

  FLEXIBLE OPTION ◄
- Word Study: Spiral Review: Open and Closed Syllables T132–T133

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS
- Guided Reading/Leveled Readers T92–T93, T135
- Strategy and Intervention Activities T134
- Fluency T134
- ELL Targeted Support T134
- Conferring T135

INDEPENDENT/COLLABORATIVE
- Independent Reading T135
- Literacy Activities T135
- Partner Reading T135

WRITING WORKSHOP

MINILESSON
- Informational Article T374
  - » Develop with Other Information and Examples
  - » Share Back

INDEPENDENT WRITING
- Informational Article T375
- Conferences T360

WRITING BRIDGE

FLEXIBLE OPTION ◄
- Spelling: Spiral Review: Open and Closed Syllables T376
- Language and Conventions: Practice Principal Parts of Regular Verbs T377

LESSON 5

RI.5.9, RF.5.3.a, W.5.2.a, W.5.9.b, L.5.2.e

READING WORKSHOP

COMPARE TEXTS
- Reflect and Share T136–T137
  - » Write to Sources
  - ✓ **Quick Check** T137
  - » Weekly Question

READING BRIDGE

FLEXIBLE OPTION ◄
- Word Study: Final Stable Syllables *-le*, *-tion*, *-sion* T138–T139
  - ✓ **Assess Understanding** T138

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS
- Guided Reading/Leveled Readers T92–T93, T141
- Strategy, Intervention, and On-Level/ Advanced Activities T140
- ELL Targeted Support T140
- Conferring T141

INDEPENDENT/COLLABORATIVE
- Independent Reading T141
- Literacy Activities T141
- **BOOK CLUB** T141, T482–T483 **SEL** ►

WRITING WORKSHOP

MINILESSON
- Informational Text T378
  - » Develop with Visuals and Multimedia
  - » Share Back

INDEPENDENT WRITING
- **WRITING CLUB** T378–T379 **SEL** ►
- Conferences T360

WRITING BRIDGE
- Spelling: Final Stable Syllables *-le, -tion, -sion* T380
  - ✓ **Assess Understanding** T380

  FLEXIBLE OPTION ◄
- Language and Conventions: Standards Practice T381

Materials

MAP
Protecting Habitats
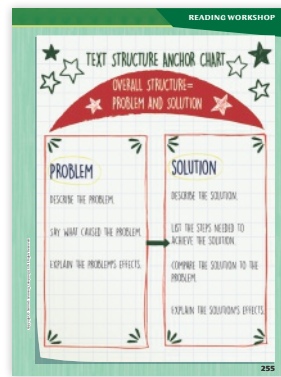
**READING
ANCHOR CHART**
Text Structure
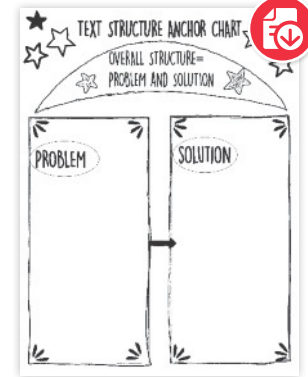
**EDITABLE
ANCHOR CHART**
Text Structure
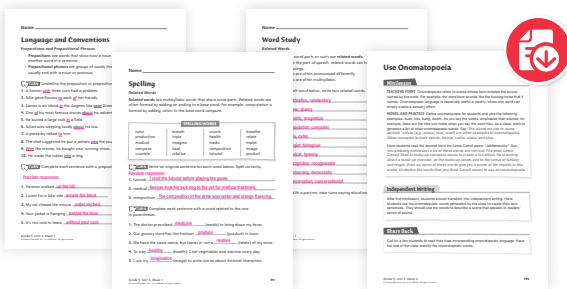
RESOURCE DOWNLOAD CENTER
Additional Practice
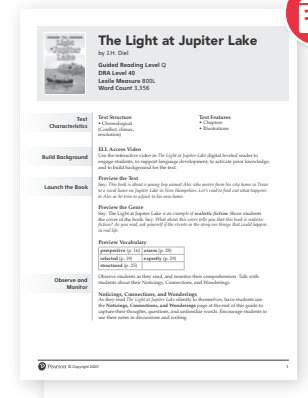
Leveled Readers

**LEVELED READERS
TEACHER'S GUIDE**

Words of the Week

Develop Vocabulary

comeback
native
migrating
restore
fungus

Spelling Words

observation	occupy
collide	ripple
scuffle	invasion
extension	occupation
situate	extend
article	particle
declaration	
invade	
untangle	
assemble	
observe	
situation	
collision	
declare	

Challenge Spelling Words

administration
irrigation
preamble

Unit Academic Vocabulary

expert
focus
visible
relate
detect

READ ALOUD
"The Manatees' Future Is Looking Brighter"

READ ALOUD TRADE BOOK LIBRARY

INTERACTIVE READ ALOUD LESSON PLAN GUIDE

SHARED READ
A Place for Frogs

BOOK CLUB

Titles related to Spotlight Genre and Theme: T482–T483

Mentor STACK

Writing Workshop T359

LITERACY STATIONS

SCOUT

☑ Assessment Options for the Week

- Daily Formative Assessment Options

The following assessments are available on SavvasRealize.com:

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

ASSESSMENT GUIDE

Interact with Sources

OBJECTIVES

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

Predict the effects of changes in ecosystems caused by living organisms, including humans, such as the overpopulation of grazers or the building of highways.

ACADEMIC VOCABULARY

Language of Ideas Academic language helps students understand ideas. After discussing the map, ask: What changes do scientists detect in the polar environment? What do experts say about cutting down trees in rain forests?

- expert
- relate
- focus
- detect
- visible

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

Explore the Map

Remind students of the Essential Question for Unit 2: *How do we learn through our observations?* Point out the Week 2 Question: *What can people do to protect species from a changing environment?*

Direct students' attention to the map on pp. 252–253 in the *Student Interactive.* Explain that a map can engage the reader and convey important information. Have students read the map and discuss the impact of human activity on environments as well as actions people are taking to protect species in trouble. 👆

Use the following questions to guide discussion:

- What are specific examples of environments experiencing negative changes?
- How are humans acting to help endangered animals and environments?
- Why do you think it is important to protect natural habitats?

WEEKLY QUESTION Reread the Week 2 Question: *What can people do to protect species from a changing environment?* Tell students they just learned of a few specific species that live in changing environments. Explain that this week they will read about more habitats and their inhabitants that need protection.

FREEWRITE Have students record their ideas in response to the Freewrite on p. 253. Then ask volunteers to share their responses.

EXPERT'S VIEW Ernest Morrell, University of Notre Dame

"As you are planning instruction, it's important to make sure that there is time for students to hear one another. Kids have a lot that they want to share. So much high-stakes communication is verbal rather than written. Kids need to get up and speak. They need to know how to speak in a large group or a small group. They need to do book talks. They need to engage in arguments and discussion. They need to share and develop their voices. They need to use their voices and their ideas to shape the conversation."

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

ELL Targeted Support   **Visual Support** Use visual support to help students develop background knowledge to better understand increasingly challenging language. Tell students to examine the visuals as you read aloud each paragraph of text on the map.

To help students develop background knowledge, discuss the animals shown in the photographs. Preview key vocabulary: *endangered, rain forest, inhabitants.* Ask: How are inhabitants of tropical rain forests endangered by human behavior? **EMERGING**

Have students develop background knowledge by identifying details in the visuals. Discuss how each relates to the topic of protecting habitats. Preview key vocabulary: *habitat, species.* Ask: How are species connected to habitats? **DEVELOPING**

Have students develop background knowledge by describing and discussing how each visual relates to the topic. Preview key vocabulary: *deforestation, extinction, incentives.* Ask: How can incentives and plans help stop deforestation and species extinction? **EXPANDING**

To help students develop background knowledge, have pairs write a paragraph using at least three key vocabulary words used on the map. **BRIDGING**

STUDENT INTERACTIVE, pp. 252–253

WEEKLY LAUNCH: MAP

● INTERACTIVITY

Protecting HABITATS

A natural habitat is a place where environmental conditions allow certain plants and animals to thrive. When environmental conditions change, plants and animals may struggle to survive. When people protect natural habitats, they also protect the species that live in those habitats.

North America

THE AMAZON The Amazon is the world's largest tropical rain forest. It is home to 40,000 plant species, 1,300 bird species, 3,000 types of fish, 430 types of mammals, and 2.5 million different kinds of insects! Rain forests around the world are threatened by deforestation, the act of cutting down trees. Securing forest habitats as national parks is one effort that protects the Amazon and its inhabitants.

South America

POLAR BEAR Polar bears are built for cold climates. They spend most of their time on sea ice in the Arctic Ocean. Warmer temperatures can melt away the ice a polar bear needs to survive. Arctic communities and governments have created incentives and plans to keep the polar bear safe from extinction.

MOUNTAIN GORILLA Mountain gorillas live in a small range in eastern and central Africa. Changes in climate and human activity, such as commercial development, threaten gorilla populations. Sanctuaries, ecotourism, and nature preserves help protect mountain gorillas and their habitat.

Africa

WEEK 2
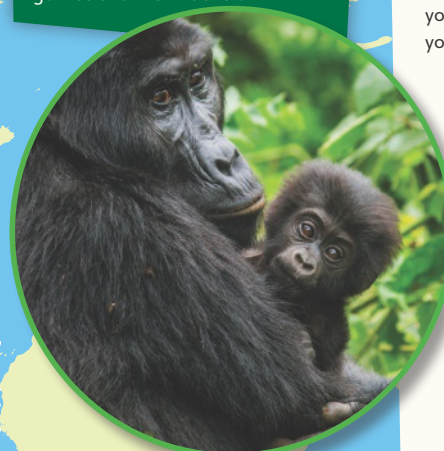
Weekly Question

What can people do to protect species from a changing environment?

Freewrite Think of ways in which you can help protect plant and animal species in your environment. Quickly write your ideas.

252

253

Listening Comprehension

OBJECTIVES

Listen actively to verbal messages, observe nonverbal messages, ask relevant questions, and make pertinent comments.

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

Recognize characteristics and structures of informational text.

ELL Language Transfer

Cognates Point out the Spanish cognates in "The Manatees' Future Is Looking Brighter":

- animal : *animal*
- habitat : *habitat*
- regulations : *regulaciones*

FLUENCY

After completing the Read-Aloud Routine, display "The Manatees' Future Is Looking Brighter." Model reading aloud a short section of the text, asking students to pay attention to your prosody, or expression, and to how you read the punctuation as well as the words. Invite partners to practice expressive reading using their favorite sentences.

💬 **THINK ALOUD**

Analyze Informational Text
This article contains facts and details about manatees and the dangers they have faced. Sometimes when I read an informational text, I have to reread sentences a few times to understand everything the writer is trying to tell me. It also helps if I can picture in my head something the writer is describing—such as what a manatee looks like.

Informational Text

Tell students you are going to read aloud an informational text. Have students listen as you read "The Manatees' Future Is Looking Brighter." Explain that students should listen actively, paying careful attention to facts and details about the subject. 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 characteristics of informational texts.

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

REREAD the text aloud, pausing to model Think Aloud strategies related to genre and the elements of informational texts.

The Manatees' Future Is Looking Brighter

Manatees—also known as sea cows—are large, graceful animals that live in shallow water. They can be 10 feet long (or more) and weigh as much as 1,200 pounds. They reside in the warm waters of Florida, the Caribbean, northern Brazil, and Mexico's Gulf Coast. Related to elephants—imagine an elephant being able to swim!—the manatee is a curious-looking mammal. It has a long and very round body, a flat tail, two large fins near its head, and an expressive face with a large, fleshy snout and eyes on either side of its head. Manatees look friendly, and they are; humans can easily approach them and pet them.

Manatees live in shallow water. Because they are mammals, they need to breathe air before submerging into the water. When resting, they can remain underwater for as long as 15 to 20 minutes, although they usually have to surface for air every 3 or 4 minutes.

Manatees are more exposed to humans than other large sea animals. Because they live in shallow water and must surface for air, manatees can be injured and killed by boats traveling the coasts of Florida, Mexico, and Brazil.

"The Manatees' Future Is Looking Brighter," continued

Manatees' primary food is sea grass, and decades of development near coasts impacted their habitats—sewage, chemical fertilizer runoff, and even manure killed off a great deal of sea grass. The large fishing nets used in coastal areas also contributed to the problem. By 1967, authorities were fearful that the manatee would be extinct if no action was taken. That year, they listed manatees as an endangered species.

However, because of the response of governments, local authorities, and concerned citizens in the past 45 years, the future of the manatee is looking much better. In Florida, boaters are educated to look for signs of manatees—their snouts above water, the pattern their tails make when diving back into the water—to avoid hitting and killing the animals. Stricter regulations against polluting coastal waters have reduced the damage to the manatees' habitat and allowed sea grass to flourish, preserving the manatees' primary food source.

All those human efforts made it possible for the U.S. Fish and Wildlife Service to downgrade the status of the manatee from "endangered" to "threatened" in March 2017. Although this may seem a small step, it is an important one because it means that authorities have seen the manatee population grow rather than decline, as it did for many years. It is estimated that there are 6,300 to 7,000 manatees in Florida. Although efforts must continue to protect them, the fact that their population is growing is a good sign.

WRAP-UP

MANATEE SURVIVAL

Dangers	Solutions

Use a T-chart to help students organize the dangers manatees have faced and the solutions that have saved them from becoming extinct.

💬 **THINK ALOUD**

Analyze Informational Text A trick I learned for reading informational texts is to focus on details that tell *why* and *how*. In this kind of writing, authors often try to explain why or how something happened. Here, the writer told me *why* human behavior caused manatees to be endangered and *how* human beings began doing things to solve the problem.

ELL Access

To help prepare students for the oral reading of "The Manatees' Future Is Looking Brighter," read aloud this short summary:

Almost 50 years ago, manatees were in danger of becoming extinct. Chemicals were poisoning their habitat and killing their main food source. Boats and fishing nets were killing them as well. Because of the efforts of governments and concerned citizens, the manatees were saved from extinction, and now their population is growing again.

FLEXIBLE OPTION ⭰ 🔴
INTERACTIVE
Trade Book Read Aloud

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

- Choose a book from the *Read Aloud Trade Book Library* or the school or classroom library.

- Select an **INTERACTIVE Read Aloud Lesson Plan Guide** and **Student Response** available on SavvasRealize.com.

- Preview the book you select for appropriateness for your students.

SPOTLIGHT ON GENRE
Informational Text

I can learn about informational text by analyzing text structure.

OBJECTIVES

Read text with purpose and understanding.

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 informational text in their discussions.

- explain
- descriptions
- cause and effect
- text structure
- solutions

FLEXIBLE OPTION
ANCHOR CHARTS

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

ELL Language Transfer

Cognates Point out the Spanish cognates related to informational texts:

- information : *información*
- problem : *problema*
- character : *carácter*
- description : *descripción*

Minilesson

FOCUS ON STRATEGIES Informational text is writing in which the author's main purpose is to explain, better understand, or learn about a topic, concept, or process. It usually uses precise language with many facts and details. When you read informational text, look for these characteristics:

- Look for clues to the topic in the title or in a statement early in the text. What do you think this article is going to be about? How do you know?
- Identify the organizational patterns. Does the text give descriptions, make comparisons, or show the order of events? Does it explain causes and effects, or a problem and a solution?
- Examine the facts and details the author provides. What central ideas do they support?

MODEL AND PRACTICE Model examining the elements and structure of an informational text. Say: In "The Manatees' Future Is Looking Brighter," the title indicates that the topic is manatees and their future survival. The text begins with a description of manatees but then focuses on a problem—manatees were endangered—and the things people are doing to solve or ease the problem. Most of the text details support the ideas that manatees faced extinction because of human behavior but are now doing better because of changes in human behavior.

Ask students to give examples of problem-and-solution informational texts they have read and explain what they learned from them.

ELL Targeted Support **Identify Problem and Solution** Have students identify facts from the text related to the problem or solution.

Provide students with sentence starters to help identify problems and solutions discussed in the article, such as *One problem manatees face is _____. One solution to this problem is _____.*
EMERGING/DEVELOPING

Provide sentence frames to help students identify solutions to the main problem, such as *Solutions such as _____ help make manatees safer because _____.* **EXPANDING/BRIDGING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies to identify informational text.

OPTION 1 **Use the Anchor Chart** Have students work with a partner to discuss the characteristics of informational text. Circulate to determine whether students show understanding.

OPTION 2 **Use Independent Text** Have students take notes about how the text is organized. For example, they might write down causes and effects or the author's description of a problem and its solution.

☑ QUICK CHECK

Notice and Assess
Can students recognize elements and structures of informational text?

Decide
- **If students struggle,** revisit instruction about informational text in Small Group on pp. T94–T95.
- **If students show understanding,** have them continue practicing the strategies for reading informational text in Small Group pp. T94–T95.

TURN, TALK, AND SHARE Have students complete the Turn and Talk activity on *Student Interactive* p. 254. Call on volunteers to share their purpose with the class.

STUDENT INTERACTIVE, pp. 254–255

GENRE: INFORMATIONAL TEXT

READING WORKSHOP

Learning Goal
I can learn about informational text by analyzing text structure.

Spotlight on Genre

Informational Text

In **informational text**, the author's main purpose is to inform or explain. The author uses a text structure, or way of organizing the information, to clarify relationships between ideas in the text. Authors use text structure to

- compare and contrast ideas
- organize ideas by cause and effect
- show the order in which events happened
- describe details in depth
- state a problem and offer one or more solutions

To identify text structure, look for descriptions, comparisons, causes, or problems that need solving.

Establish a Purpose The **purpose** for reading informational texts is often to learn something new. You also read informational texts to better understand a concept or process.

TURN and TALK With a partner, discuss different purposes for reading *A Place for Frogs*. For example, you may want to learn about different types of frogs. Set your purpose for reading this text.

My PURPOSE

TEXT STRUCTURE ANCHOR CHART

OVERALL STRUCTURE=
PROBLEM AND SOLUTION

PROBLEM

DESCRIBE THE PROBLEM.

SAY WHAT CAUSED THE PROBLEM.

EXPLAIN THE PROBLEM'S EFFECTS.

SOLUTION

DESCRIBE THE SOLUTION.

LIST THE STEPS NEEDED TO ACHIEVE THE SOLUTION.

COMPARE THE SOLUTION TO THE PROBLEM.

EXPLAIN THE SOLUTION'S EFFECTS.

254

255

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 relevant meaning of unfamiliar words or multiple-meaning words.

Use the relationship between particular words to better understand each of the words.

ELL Language Transfer

Affixes Speakers of some languages—such as Vietnamese, Korean, Cantonese, Khmer, and Hmong—may have difficulty understanding that a multisyllabic word with an affix is a single word. To help them learn this aspect of English, have students practice pronouncing and spelling the Academic Vocabulary words *expert, relate,* and *detect.*

WEEKLY STANDARDS PRACTICE

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

Synonyms and Antonyms

Minilesson

FOCUS ON STRATEGIES Synonyms are words that have the same or similar meanings. Antonyms are words that have opposite or nearly opposite meanings. Synonyms and antonyms can help readers better grasp the meaning of a word.

- When you come across an unfamiliar word in a text, search the sentences around it and even after it for another word that seems like it has a similar or opposite meaning.

- Use the meanings of the synonym or antonym as a clue to the meaning of the unfamiliar word.

MODEL AND PRACTICE Model this strategy using the Academic Vocabulary word *focus* from the activity on p. 279 in the *Student Interactive*.

- Suppose I see the word *focus* in this sentence, "We need to *focus* on cleanup first and then concentrate on replanting." In this context, focusing on cleanup and concentrating on replanting are presented as parallel activities. So I think *concentrate* is a synonym for *focus.* I know *concentrate* means "to pay special attention to," so I think *focus* means that, too.

- Have students apply this strategy to another word from the chart. Then discuss responses and correct misunderstandings.

ELL Targeted Support **Academic Vocabulary** Help students understand relationships between synonyms and antonyms.

Display the Academic Vocabulary words and have students define the terms orally. Encourage them to use synonyms when explaining the words. **EMERGING/DEVELOPING**

Pair students. Have partners take turns defining the words orally. Then have them brainstorm synonyms and antonyms for each word and share them with each other. **EXPANDING/BRIDGING**

ASSESS UNDERSTANDING

Apply

My TURN Have students follow the same strategy of using synonyms and antonyms for context clues as they complete the activity on p. 279 of the *Student Interactive*. Remind them that they will use these academic words (including *expert* and *detect*, which do not appear in the activity) throughout this unit.

STUDENT INTERACTIVE, p. 279

VOCABULARY   READING-WRITING BRIDGE

Academic Vocabulary

Synonyms, or words with similar meanings, and **antonyms**, words with opposite meanings, can help you better understand new words and express ideas.

Learning Goal

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

My TURN For each sample thesaurus entry,

1. **Read** each academic vocabulary entry word. Note that some words have more than one meaning.

2. **Choose** two synonyms and two antonyms.

3. **Confirm** your synonyms and antonyms in a print or online dictionary or thesaurus.

focus, *n.* **1** center of attention
Synonyms: main idea or topic, spotlight
Antonyms: edge, background

focus, *v.* to pay special attention to
Synonyms: notice, concentrate
Antonyms: distract, ignore

relate, *v.* to tell a story or share detailed information
Synonyms: describe, speak about
Antonyms: hide, withhold

visible, *adj.* seen clearly
Synonyms: noticeable, in plain sight
Antonyms: hidden, unclear

279

Word Study Final Stable Syllables -*le*, -*tion*, -*sion*

OBJECTIVE

Decode multisyllabic words with final stable syllables. Consult references as needed to spell words correctly.

LESSON 1

Teach Final Stable Syllables -*le, -ion, -sion*

FOCUS ON STRATEGIES Many words end with a final stable syllable. A final -*le* is part of a final syllable when it is preceded by a consonant: *cy/cle, fid/dle*. Other common final syllables are -*tion* and -*sion*. While -*tion* is virtually always pronounced *shun*, -*sion* can be pronounced *shun* or *zhun*.

MODEL AND PRACTICE To demonstrate words with final stable syllables, use the words *title, middle, action,* and *confusion*. Show students how to divide the words into syllables: *ti/tle, mid/dle, ac/tion*, and *con/fu/sion*. Say the words aloud so students can hear what the final stable syllables sound like. Point out that in *confusion*, -*sion* is pronounced *zhun*. Then have students say the words aloud.

Have students practice this skill with the words *un/cle*, *mo/tion*, *ex/plo/sion*, and *com/pas/sion*. Have them divide the words into syllables and pronounce them. If necessary, tell students to use a print or digital dictionary to check syllabication.

ELL Targeted Support

Final Stable Syllables *-le, -tion, -sion* Tell students that recognizing words with final stable syllables will make the words easier to spell and pronounce. Display *bicycle, graduation,* and *explosion*.

Have students work in pairs to divide the words and pronounce them. **EMERGING/DEVELOPING**

After students divide and pronounce the words, provide them with additional words for practice. **EXPANDING**

After students divide and pronounce the words, ask them to brainstorm and practice additional words. Have them use a dictionary, if necessary. **BRIDGING**

LESSON 1

Teach Final Stable Syllables *-le, -tion, -sion*

LESSON 2

Apply Final Stable Syllables *-le, -tion, -sion*

FLEXIBLE OPTION
LESSON 3

More Practice

FLEXIBLE OPTION
LESSON 4

Spiral Review

Open and Closed Syllables

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 U

Genre Expository Text

Text Elements
- Variety of graphics
- Multisyllable words

Text Structure
- Description

LEVEL U

Genre Informational Text

Text Elements
- Variety of graphics
- Multisyllable words

Text Structure
- Description

LEVEL V

Genre Informational Text

Text Elements
- Photographs with captions
- Maps, legends, and diagrams

Text Structure
- Description

Guided Reading Instruction Prompts

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

Identify Informational Text

- How can you tell that this is an informational text?
- What is the topic of the text?
- What do you already know about the topic?

Develop Vocabulary

- Did the author use language to show the structure?
- What do you think the word ____ means? How did you determine the meaning?
- What words did you encounter that were specific to the topic of the text?

Analyze Text Structure

- What kind of text structure does the author use? How can you tell?
- Did the author present descriptions or a series of events?
- Were there comparisons and contrasts or causes and effects?
- Did the author describe a problem and its solution?

FIT FOR SURVIVAL
Nancy Furstinger

LEVEL W

Genre Informational Text

Text Elements
- Extensive use of text boxes
- Decoding challenges

Text Structure
- Description

SCIENCE IN THE WILD
Barbara Alpert

LEVEL W

Genre Narrative Nonfiction

Text Elements
- Some information carried through photo captions
- Decoding challenges

Text Structure
- Description

Animal Behaviors
Marta Ustyanich
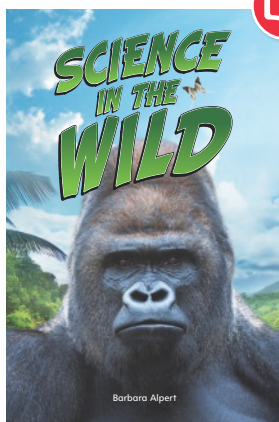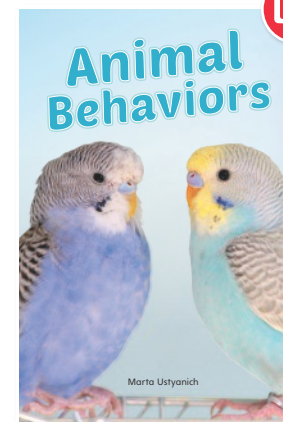
LEVEL W

Genre Expository Text

Text Elements
- Content-specific words defined in text or glossary
- Words that offer decoding challenges

Text Structure
- Description

Monitor Comprehension

- How did the author introduce or explain new vocabulary words?
- What details did the author provide to make the text structure clear to you?
- How would you summarize the central ideas and key details in the text?

Compare Texts

- What connections can you make to other texts on a related topic?
- Which texts best helped you understand the topic?

Word Study

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

Leveled Reader Teacher's Guide

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

The Light at Jupiter Lake
by J.M. Dial
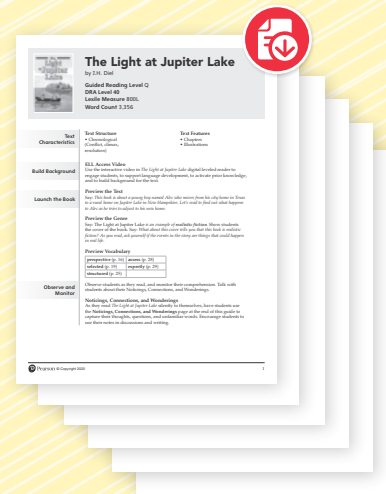
Use the ☑ **QUICK CHECK** on p. T87 to determine small group instruction.

Teacher-Led Options

Strategy Group 📙

IDENTIFY INFORMATIONAL TEXT

Teaching Point Remember that informational texts present facts and specific details and are written mainly to inform. Authors try to be as clear as they can when explaining their topics. Review the anchor chart on *Student Interactive* p. 255. Have students fill in the columns with the problems and solutions in "The Manatees' Future Is Looking Brighter."

ELL Targeted Support

Tell students that informational text sometimes explains problems and solutions related to a topic.

Use a T-chart to list problems and solutions in "The Manatees' Future Is Looking Brighter." Work with students to fill each column. Then echo read the chart with students. **EMERGING**

Provide sentence frames to help students discuss "The Manatees' Future Is Looking Brighter." *A main problem is _____. A solution the author presents is _____.* **DEVELOPING**

Ask students to describe how the author organizes information in "The Manatees' Future Is Looking Brighter." **EXPANDING**

Ask students to identify the three most important facts presented in "The Manatees' Future Is Looking Brighter" and to explain why they are important. **BRIDGING**

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

Intervention Activity 🔺 📥

READING INFORMATIONAL TEXT

Use Lesson 26, pp. T173–T178, in the *myFocus Intervention Teacher's Guide* for instruction on the characteristics of informational text.

LEVEL F • READ

Lesson 26 Genre: Informational and Procedural Texts

DIRECTIONS Read the following passages. What genre characteristics do you notice?

The Nile and Ancient Egypt

1 Most of Egypt is desert. Yet the terrain around the Nile River is full of life. Ancient Egypt became successful because it was located near the Nile.

2 Agriculture was possible because the river flowed through Egypt. Each spring heavy rains and melting snow poured into the river, so water from the Nile flooded the land around the river. When the water levels sank in the fall, the river left behind dark, rich soil. People planted crops in the rich soil.

3 The Nile River provided many sources of food. Farming was important. Because the river flooded each year, the ancient Egyptians could plan their growing seasons. They planted grain crops in the rich soil. They also planted fruit and vegetables. Often the Egyptians grew more food than they needed. As a result, they could store food to feed animals. Egyptians raised animals such as donkeys, sheep, goats, ducks, and geese. They used some of these animals for meat.

4 Wildlife was another important food source. The marsh areas around the Nile were home to birds, fish, antelope, and even lions. So the ancient Egyptians hunted these animals for food.

5 The Nile River was also important to ancient Egypt for supplies. Egyptians used the plants growing in the marshes near the Nile for food as well as for materials and tools. One of these plants was papyrus. This thin plant can grow nearly 15 feet (about 4.6 meters) high. Strips from its stems can be made into a strong cloth. Therefore, ancient Egyptians used this material to make rope, sails, sandals, and even clothing.

6 Most importantly, ancient Egyptians used papyrus to make paper. Papyrus was an excellent material for paper. Strips from papyrus stems could be layered together. Then the sap from the plant acted like glue. The strips dried into white sheets in the sun. Papyrus paper became the main writing material in ancient Egypt. Egypt sold it to other countries as well.

7 The Nile River is the longest river in the world. The river was important to ancient Egypt for protection. It was also important for travel and trade. Its shape and waterfalls, made it hard for people to travel into Egypt. As a result, the river helped protect Egypt from enemies outside the country.

Reading Informational and Argumentative Text T • 173

On-Level and Advanced 👆 📥

INQUIRY

Question and Investigate Have students use the map on pp. 252–253 to generate questions about protecting natural habitats, and then choose one habitat to investigate. Throughout the week, have them conduct research about the question. See *Extension Activities* pp. 82–86 in the *Resource Download Center.*

Conferring
3 students/3–4 minutes per conference

IDENTIFY INFORMATIONAL TEXT

Talk About Independent Reading Ask students to share the text structure of the book they are reading. Have them provide specific examples.

Possible Conference Prompts
- What is the author's topic and purpose?
- What details support the central ideas? Is there enough support?
- How is the text organized—cause and effect, problem and solution, or something else?

Possible Teaching Point Authors of informational texts use a variety of organizational structures. Sometimes they explain a problem and then discuss one or more possible solutions.

Leveled Readers

IDENTIFY INFORMATIONAL TEXT

- For suggested titles, see "Matching Texts to Learning," pp. T92–T93.

- For instructional support on how to find the features of informational texts, see *Leveled Readers Teacher's Guide*.

The Light at Jupiter Lake
by J.H. Diel
Guided Reading Level Q
DRA Level 40
Lexile Measure 800L
Word Count 7,356

Whole Group

Independent/Collaborative

Independent Reading

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

Centers

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

Literacy Activities

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

BOOK CLUB

See Book Club, pp. T482–T483, for
- teacher's summary of chapters in *The Tarantula Scientist*.
- talking points to share with students.
- collaboration prompts and conversation starters.
- suggestions for incorporating the Discussion Chart.
- alternate texts to support the unit theme and Spotlight Genre.

Share Bring the class back together. Invite a few students to share different purposes for reading from his or her Turn and Talk discussion on *Student Interactive* p. 254. Reinforce with the class the reading strategies that the students used.

Introduce the Text

A Place for Frogs

OBJECTIVES

Read text with purpose and understanding.

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

  comeback: a return to a healthy state

  native: belonging naturally to a specific place

  migrating: moving from one habitat to another with the seasons

  restore: return to original condition

  fungus: an organism that gets nutrition from decaying matter

- Tell students: These words will help you understand the key ideas presented in *A Place for Frogs.* Highlight the words when you see them in the text. Ask yourself what problems and solutions they help convey.

Read 📖 🔊 ✏️ 🗐

Discuss the First Read Strategies. Before reading, ask students to establish a purpose for reading this selection. Have students generate questions to deepen understanding about the problem and solution the author presents.

FIRST READ STRATEGIES

NOTICE Remind students to be aware of how the author structures the text and presents the information.

GENERATE QUESTIONS Encourage students to jot down questions about what the author wants the reader to understand.

CONNECT Ask students to think about how the ideas in the text might connect to problems and solutions related to frogs worldwide.

RESPOND Have students consider what in the text surprised them and why.

Students may read 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 **Drawing** Tell students that drawing can help them understand new terms.

Write each vocabulary word on the board. Then draw a simple sketch of animals migrating from one place to another. Challenge students to name which vocabulary word you have drawn. **EMERGING/DEVELOPING**

Instruct students to write a sentence for each vocabulary word and then draw an illustration for each sentence. Have volunteers share their efforts with the class. **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 what they have heard or read about endangered animals.

STUDENT INTERACTIVE, pp. 256–257

Meet the Author

Melissa Stewart writes science books for young people. She grew up exploring nature, and she has traveled widely to research more than 150 books. Stewart says that every natural place has a story to tell that people can discover by looking.

A Place for Frogs

Preview Vocabulary

As you read *A Place for Frogs*, pay attention to these vocabulary words. Notice how they relate to key ideas in the text.

| comeback | native |
| migrating | restore | fungus |

Read

Active readers of **informational text** follow these strategies when they read a text the first time. As you read, identify the purposes for reading and writing an informational text.

Notice how the author structures the text.

Generate Questions about what the author wants you to understand.

First Read

Connect ideas in this text to what you know about the world.

Respond by discussing what in the text surprised you.

Genre **Informational Text**

A Place for FROGS

by Melissa Stewart | illustrated by Higgins Bond

AUDIO

ANNOTATE

256

257

First Read

Notice

💬 **THINK ALOUD** The first thing I notice about this text is the photos—they grab my attention right away and help me "see" what the author is talking about. Then I notice the sidebars, or boxes of text set off from the main text, which some of the photos accompany. Breaking up the information this way makes it easier for me to absorb it.

Close Read

Monitor Comprehension

Have students read **paragraphs 1 and 2**. Ask: What problem for frogs is the author telling us about? Have students highlight the sentence that identifies the problem as a way of monitoring their own comprehension. **See student page for possible responses**.

Have students read the sidebar "A Frog's Life." Ask: What might people do to the area where tadpoles live that would make it harder for tadpoles to live and grow?

Possible Response: Humans could pollute the water or develop the area.

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

Annotating a text can help you break it down and better understand it.

Highlight a detail that helps you identify the problem the author will describe in the text.

1   Frogs make our world a better place. But sometimes people do things that make it hard for them to live and grow.

2   If we work together to help these special creatures, there will always be a place for frogs.

A Frog's Life

As frogs grow, they go through four life stages. After mating, a female frog lays eggs in a wet place. When a tiny tadpole breaks out of its egg, it spends most of its time eating and growing. Soon the tadpole begins to develop legs. Its tail shrinks, and it starts breathing air. The froglet hops onto land. It grows quickly and loses its tail. When it becomes a full-grown frog, it is ready to find a mate.

258

CROSS-CURRICULAR PERSPECTIVES   Science 🔬

Only three percent of the world's water is fresh—the rest is ocean water that contains salt. Even less of the world's fresh water is available to humans, since much of it is found in glaciers. So fresh water is very dear, but species like frogs rely on it to survive. If human activity pollutes fresh water, all the species dependent on the water are impacted. Have students connect this information to the "Protecting Habitats" on *Student Interactive* pp. 252–253.
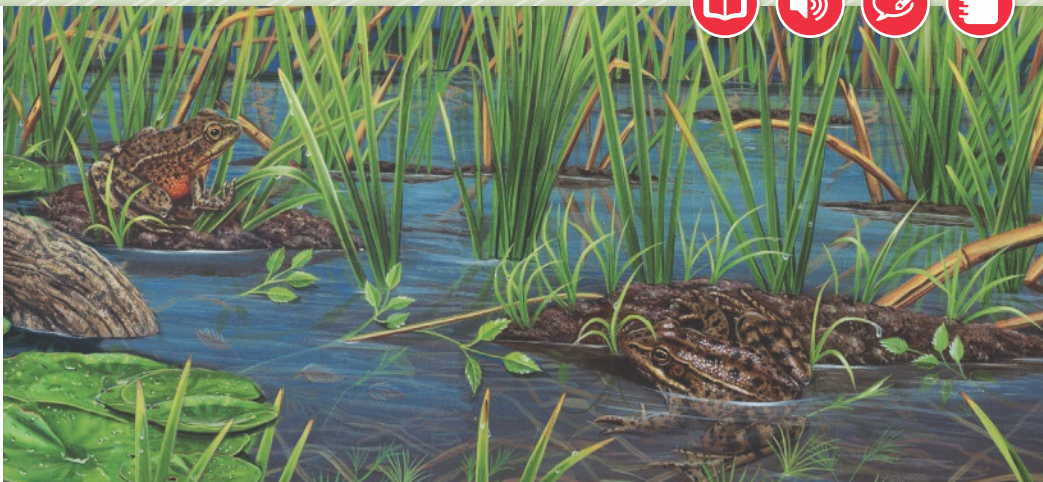
3   For frogs to survive, they need to stay safe and healthy. Some frogs are harmed by poisons used to kill insects.

4   When people stop spraying these dangerous chemicals, frogs can live and grow.

California Red-Legged Frog

Because frogs have thin skin, they are very sensitive to human-made chemicals. When people in Northern California sprayed poisons to kill insects that harm crops, many California red-legged frogs died too. In 2006, the Center for Biological Diversity forced people to stop using the chemicals that harm frogs. Now scientists are hoping the frogs can make a comeback.

CLOSE READ

Analyze Text Structure

Underline the problem and solution presented on this page.

comeback a return to a healthy state

259

First Read

Connect

💬 **THINK ALOUD** I know that chemicals used to kill insects can sometimes be harmful to humans. I guess these chemicals can be even more harmful to frogs, since their bodies are so much smaller.

Close Read

Analyze Text Stucture

Have students scan **paragraphs 3 and 4** to look at the text structure, or the way the information in the paragraphs is organized. Then ask them to underline the problem and solution. **See student page for possible responses.**

Ask students to read the sidebar "California Red-Legged Frog." Have them identify which sentences give more details about the problem (the first two) and which give more details about the solution (the second two).

DOK 1

OBJECTIVE

Recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance.

⋯ Possible Teaching Point 🌉

Academic Vocabulary | Synonyms

Use the Academic Vocabulary lesson on pp. T88–T89 in the Reading-Writing Workshop Bridge to underscore how knowing synonyms and antonyms can give students a clearer understanding of the meaning of unfamiliar words. Ask for synonyms of the words *sensitive, diversity,* and *comeback,* which all appear on p. 259. (Possible responses include *fragile* or *touchy, variety,* and *return.*)

First Read

Respond

💬 **THINK ALOUD** I'm surprised by the information about flatworms in the sidebar. I didn't think that fertilizer for plants could cause an increase in the population of an animal.

Close Read

Monitor Comprehension

Have students read the sidebar on **p. 260** and highlight the details that clarify the cause of the frogs' deformed legs. **See student page for possible responses.**

Point out that the details an author includes in a sidebar usually provide specific facts to support the main text. Then ask students to reread the main text and find which sentence is supported by the details they highlighted in the sidebar. ("Some tadpoles are harmed by chemicals farmers use to make crops grow bigger and stronger.")

| 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

Reread the text to identify problems and solutions.

Highlight details that help you understand what caused the frogs' legs to be deformed.

5 Some tadpoles are harmed by chemicals farmers use to make crops grow bigger and stronger.

6 When farmers and scientists find new ways to improve their crops, frogs can live and grow.

Northern Leopard Frog

In 1995, students in Henderson, Minnesota, found frogs with deformed legs at a local pond. It took scientists many years to figure out what was wrong.

When fertilizers from fields drained into the pond, the population of tiny flatworms exploded. The worms burrowed into the tadpoles' bodies and their legs couldn't develop normally. Now that scientists understand the problem, they are searching for a solution.

260

Possible Teaching Point

Read Like a Writer | Author's Craft

Author's Purpose Use the Author's Craft lesson on pp. T122–T123 in the Reading-Writing Workshop Bridge to teach the four most common purposes authors have for writing informational text: to persuade, to inform, to entertain, and to express ideas and feelings. Emphasize that authors may have more than one purpose. Point out that so far, Melissa Stewart has given a lot of information about frogs and how human behavior affects them. Ask students if they think Stewart is trying only to inform readers or if she has another purpose.
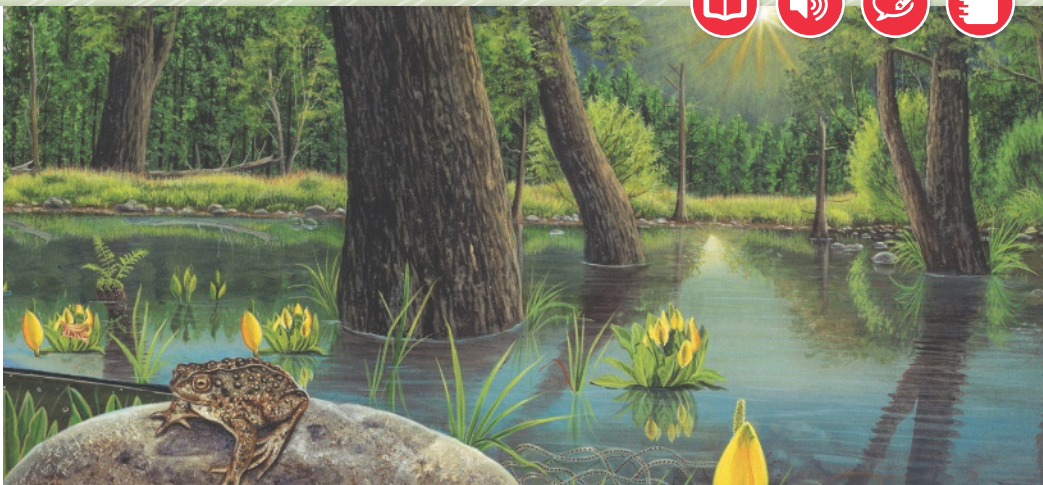
7   Some frogs lay their eggs in shallow ponds. The eggs can be damaged by too much sunlight.

8   When people find ways to block some of the sun's harmful rays, frogs can live and grow.

Western Toad

In the 1960s, people began using chemicals called CFCs in refrigerators and air conditioners. As the CFCs rose into the sky, they destroyed the part of Earth's atmosphere that blocks the sun's harmful rays. Super-strong sunlight killed many developing western toad tadpoles before they hatched. In 1995, CFCs were banned. By 2003, Earth's atmosphere had begun to block more sunlight. Scientists hope that it is not too late to save western toads.
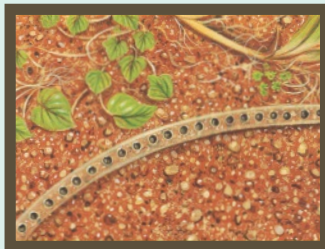
CLOSE READ

Analyze Text Structure

Underline a possible solution to the problem that strong sun damages western toad eggs.

261

First Read

Generate Questions

💬 **THINK ALOUD** As I read, I am going to think of questions I have about the text. I'm going to mark paragraph 7 because I have questions about how too much sunlight can damage the frogs' eggs.

Close Read

Analyze Text Stucture

Point out that the phrase "the sun's harmful rays" states the problem. Then ask students to read the sidebar to find more details about the problem and a possible solution.

Possible Response: She gives specific details about what happened to frogs' eggs when chemicals damaged the Earth's atmosphere and allowed "super-strong" sunlight to hit them.

Have students underline the words in the sidebar that present a possible solution to the problem of strong sunlight on frogs' eggs. **See student page for possible response.**

DOK 3

OBJECTIVE

Recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance.

ELL Targeted Support **Possessives** Explain that in English, an apostrophe is used to show possession.

Help students recognize that "the sun's harmful rays" in paragraph 8 is another way of saying "the harmful rays of the sun." Have them write down what "Earth's atmosphere" in the sidebar means ("atmosphere of Earth"). **EMERGING/DEVELOPING**

Have students make a T-chart listing phrases with *of* alongside a possessive form. Give them these phrases to start: "the croak of a frog," "the findings of a scientist" ("a frog's croak," "a scientist's findings"). **EXPANDING/BRIDGING**

First Read

Notice

💬. **THINK ALOUD** At this point in the text, it's clear to me that the author's structure is two short, general statements on each page and then a sidebar with more details. I find this structure easy to read.

Close Read

Analyze Text Stucture

Have students scan **p. 262** and underline the problem and solution it presents. **See student page for possible responses.**

| DOK 2 |

OBJECTIVE

Recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance.

CLOSE READ

Analyze Text Structure

Underline the problem and the solution presented on this page.

native belonging naturally to a specific place

9 Some frogs have trouble surviving when people introduce new plants to a natural habitat.

10 When people grow native plants to feed their horses and cattle, frogs can live and grow.

Oregon Spotted Frog

As Americans moved westward in the 1800s, some of them planted reed canary grass to feed their animals. It grew so thick that Oregon spotted frogs had trouble finding places to lay their eggs. Soon, the frogs were almost gone. Now that scientists know why Oregon spotted frogs are disappearing, they can remove the reed canary grass and replace it with native plants.

262

CROSS-CURRICULAR PERSPECTIVES   Science

Most frogs lay eggs in water. However, some frogs lay them on land. Eggs laid on land have a higher mortality, or death, rate than those laid in water. Although competition from plants has taken its toll on frogs, even more common problems for eggs laid on land are heat from the sun and lack of shade. Elicit that human behavior could increase these risks by creating super-strong sunlight (described on p. 261) and by cutting down trees.
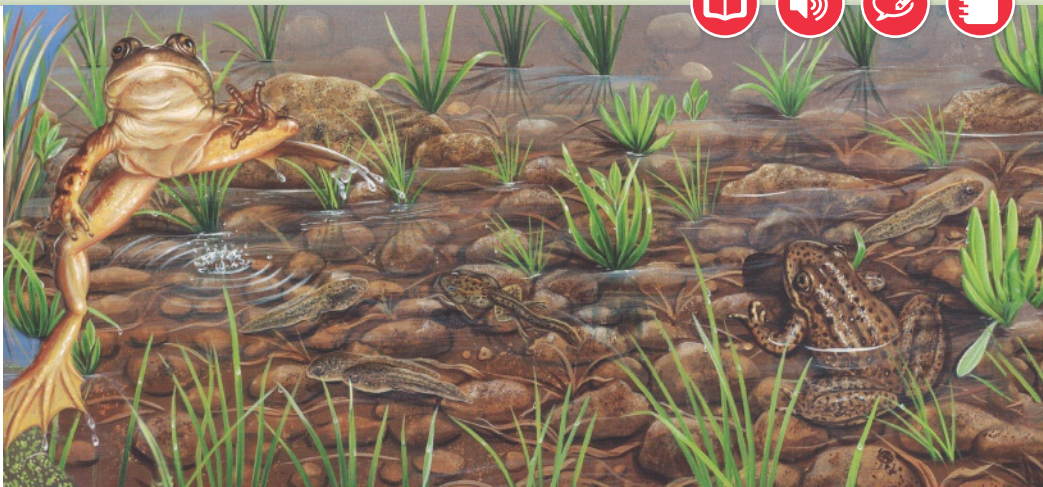
11 Some tadpoles have trouble surviving when people add fish to lakes and ponds.

12 When people take out the fish, frogs can live and grow.

Sierra Nevada Yellow-Legged Frog

Because the lakes high in the Sierra Nevada Mountains are so beautiful, people thought it would be fun to go fishing there. They added tons of trout to the lakes. It didn't take long for the fish to devour most of the yellow-legged tadpoles. When scientists noticed the problem, they convinced people to remove the trout. Then the frog population began to recover.
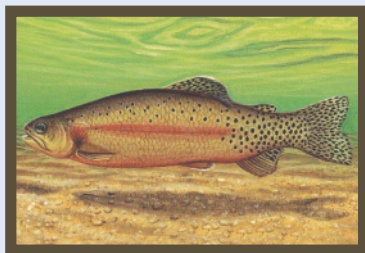
CLOSE READ

Analyze Text Structure

Underline the solution that helped to rebuild the frog population.

263

Read Like a Writer | Author's Craft

Persuasion Note that author Melissa Stewart is not only presenting information but also trying to persuade readers that human behavior must change to help frogs survive. On each page of the article, she makes an assertion that when people change their behavior, "frogs can live and grow." Ask students if they think Stewart is providing enough evidence to support her persuasive text. For more instruction on the author's purpose, see the Author's Craft lesson on pp. T122–T123.

First Read

Generate Questions

💬 **THINK ALOUD** I had a question when I read paragraph 11 because I didn't understand why people would add fish to a lake. Then I read the sidebar, and I think I figured out the reason.

Close Read

Analyze Text Stucture

Remind students that informational texts sometimes use cause-and-effect organization. Point out that the first word in the sidebar on **p. 263** is *Because,* which suggests a cause-and-effect relationship. Have students read the sidebar and explain the cause-and-effect chain reaction in the sidebar.

Possible Response: Because the area was attractive, people wanted to fish there. Because people wanted to fish there, the lake was stocked with fish. Because there were so many fish eating the Sierra Nevada yellow-legged tadpoles, the frogs were in danger of disappearing.

Have students underline the solution that helped rebuild the Sierra Nevada yellow-legged frog population. **See student page for possible responses.**

DOK 2

OBJECTIVE

Recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance.

First Read

Connect

💬 **THINK ALOUD** I once read that wetlands are important because they help prevent flooding by absorbing water when it rains a lot. So that's another reason to preserve them, in addition to protecting animals like frogs that live in them.

Close Read

Monitor Comprehension

Have students clearly state the problem discussed on **p. 264**.

Possible Response: People were destroying wetlands or temporary pools of water where frogs lived.

Have students scan the sidebar "Houston Toad" and annotate details to help ensure their comprehension of the solution. Point out that annotating details in the text can help students adjust their comprehension as they read. **See student page for possible responses.**

| 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

Reread the text and text feature on this page.

Highlight text clues that show a possible solution to a problem.

13 Frogs have trouble surviving when their natural homes are destroyed. Many frogs lay their eggs in wetlands that dry up in the summer.

14 When people protect these part-time ponds, frogs can live and grow.

Houston Toad

In the 1960s, people started building homes, businesses, and parking lots on the land where Houston toads lived. As workers filled in temporary ponds, Houston toads began to disappear. But now scientists realize how important the pools are. They have asked people to build fences around the pools so Houston toads have a place to lay their eggs. If people protect enough ponds, the toads can make a comeback.

264

ELL Targeted Support **Multiple-Meaning Words** Remind students that many English words have more than one meaning.

Mention the common meaning of *pools,* "outdoor structures where people swim." Help students use the context to determine the related but different meaning in the sidebar on p. 264, "places where water collects." **EMERGING/DEVELOPING**

Have students explain and illustrate the two meanings of the selection vocabulary word *native* ("belonging naturally to a specific place"; "a person who comes from a particular place"). **EXPANDING/BRIDGING**

15 Frogs that lay eggs in part-time ponds live in nearby forests. They travel to the pools each spring to mate and lay eggs. Sometimes they are killed when they try to cross busy roads.

16 When people make the trip safer, frogs can live and grow.

Wood Frog

Frogs don't know that roads are dangerous, and drivers can't always stop in time. In some towns, people watch for wood frogs on warm, rainy nights in early spring. When they see migrating frogs, the caring citizens stop traffic while the frogs hop across the road.
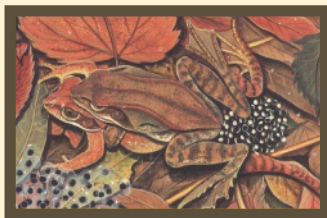
Copyright © SAVVAS Learning Company LLC. All Rights Reserved.

CLOSE READ

Analyze Text Structure

Underline the problem and solution described on this page.

migrating moving from one habitat to another with the seasons

265

First Read

Respond

💬 **THINK ALOUD** So far I've learned that frogs can interact with humans more than I imagined. All the different types of frogs the author describes are closely connected to our behavior.

Close Read

Analyze Text Stucture

Have students scan **p. 265** and use annotating to help them recognize the text structure, or the way the information is organized. Then have them underline the problem and solution the author presents. **See student page for possible responses.**

DOK 2

OBJECTIVE

Recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance.

⋯ Possible Teaching Point 🌉

Academic Vocabulary | Antonyms

Use the Academic Vocabulary lesson on pp. T88–T89 in the Reading-Writing Workshop Bridge to teach words with opposite meanings. Ask students for antonyms of the word *migrating* (*remaining* or *staying,* for example). Have volunteers use context to determine the meanings of these words on pp. 264–265 and then suggest antonyms for them: *natural* (*artificial*), *wetlands* (*deserts*), *temporary* (*permanent*), *caring* (*unconcerned*).

First Read

Notice

💬. **THINK ALOUD** As I read, it helps me to see the photos of the frogs the author is describing rather than try to imagine what they look like based on a description. I think the author provided photos to make the frogs and their challenges more real to the reader.

Close Read

Monitor Comprehension

Ask: How can fires have a positive effect on frog habitats? How did human interference create a problem with the fires?

Possible Responses: The fires burn back plants to create the sunny, open woodlands that some frogs need to survive. When people moved to the areas, they put out the fires.

To help students monitor their own comprehension, have them highlight details that show how the problem was solved. **See student page for possible response.**

DOK 3

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

How can fires have a positive effect on frog habitats? Discuss with a partner.

Highlight details that help you understand this solution.

restore return to original condition

17   Some frogs can only survive in sunny, open woodlands.

18   When people work to restore these wild places, frogs can live and grow.

Gopher Frog

At one time, natural wildfires regularly burned back plants in areas where gopher frogs live. But when people settled in the area, they put out the fires. Some plants grew large, crowding out the smaller plants gopher tadpoles depend on for food and shelter. In spring, the big plants sucked up wetland water before tadpoles could develop into frogs. When scientists noticed the problem, they began to carefully burn some forest areas so gopher frogs can survive.

266

📖 🔊 ✏️ 🗐

19   Other frogs depend on wetlands surrounded by thick, low shrubs.

20   When people work to save these watery worlds, frogs can live and grow.

Pine Barrens Tree Frog

In the late 1950s, the members of a <u>county planning</u> board in New Jersey <u>proposed</u> cutting down a pineland forest and building an airport. The project would have destroyed dozens of ponds where Pine Barrens tree frogs live. Fortunately, scientists and citizens worked together to stop the project and protect the land forever. Thanks to their efforts, Pine Barrens tree frogs will always have a place to live.

CLOSE READ

Vocabulary in Context

A **context clue** is a word or phrase that surrounds an unfamiliar word. Context clues help readers determine the meaning of unfamiliar words in a text.

<u>Underline</u> context clues that support your definition of *board*.

267

First Read

Respond

💬. **THINK ALOUD** I'm a little surprised that so many scientists and other citizens got together and were successful in saving the Pine Barrens. I wonder if there were other reasons besides wildlife preservation that made people want to stop the airport.

Close Read

Vocabulary in Context

Have students determine the meaning of the word *board* in the sidebar "Pine Barrens Tree Frog."

Possible Response: an official group in charge of something

Ask students to underline context clues within the sentence that support their definition of the word *board*. **See student page for possible responses.**

DOK 1

OBJECTIVE

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

CROSS-CURRICULAR PERSPECTIVES   Science 🔬

Pine Barrens tree frogs are very eye-catching—bright green with purple running down their sides and white underbellies. The New Jersey Pine Barrens are farther north than the areas these frogs prefer. Efforts to protect their habitat have helped, but these frogs remain endangered in New Jersey. Have students connect this information to the map on pp. 252–253 in the *Student Interactive*.

First Read

Generate Questions

💬 **THINK ALOUD** I'm marking the first sentence of the sidebar because I'm curious about caves in Puerto Rico. I wonder how big they are and what other animals might be found in them.

Close Read

Analyze Text Stucture

Ask students to identify the words in the main text that point out a problem. Then direct students to the sidebar "Puerto Rico Rock Frog." Have them identify details about the problem and the solution. **See student page for possible responses.**

DOK 2

OBJECTIVE

Recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance.

CLOSE READ

Analyze Text Structure

Underline details that show a solution to the problem of pollution in caves.

21   Some frogs can only live in cool, dark, rocky places.

22   When people clean up and protect these natural areas, frogs can live and grow.

Puerto Rico Rock Frog

The Puerto Rico rock frog lives in small caves in the southeastern part of Puerto Rico, an island in the Caribbean Sea. For many years, local people dumped their garbage in the caves. But now the dumping has stopped and citizens are cleaning up the caves. A healthy habitat will help the frogs survive.

268

CROSS-CURRICULAR PERSPECTIVES   **Science**

Puerto Rico rock frogs are unusual in the frog world in not having webbed feet. Instead, they have what look like toes with special pads on the bottom that allow them to climb rocks and trees. While they prefer living in caves, where they can climb into nooks and crannies, rock frogs also live where they find protective cover. Have students connect this information to the "Protecting Habitats" map on *Student Interactive* pp. 252–253.

23 Many frogs are dying of a terrible disease caused by a fungus. Scientists think the fungus is growing and spreading quickly because Earth is warming up.

24 When people use less oil, coal, and natural gas to heat their homes and power their cars, it helps slow down global warming. Then frogs can live and grow.

Harlequin Frog

More than a hundred kinds of harlequin frogs used to live in the rainforests of Central America. But now more than half of them are extinct. As we burn fossil fuels, Earth's atmosphere heats up and more clouds form over rainforests. That makes days cooler and nights warmer. These are perfect conditions for the fungus that is killing the frogs. If we can slow global warming soon, we may be able to save harlequin frogs.
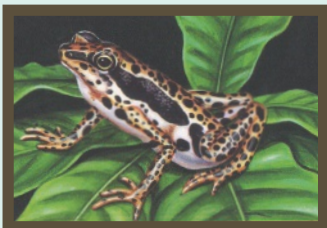
CLOSE READ

Monitor Comprehension

Reread the text and talk to a partner.

Highlight evidence that helps you understand how humans can keep frogs alive.

fungus an organism that gets nutrition from decaying matter

269

First Read

Connect

How does the threat that the Central American harlequin frog faces connect to the habitat crises described in the map on pages 252 and 253?

Possible Response: The harlequin frog's habitat is being threatened by climate change, like the habitats of the polar bear and the mountain gorilla.

Close Read

Monitor Comprehension

To better understand texts, readers can slow down, reread, and highlight key details. Ask: What reason does the author give for the growth and spread of the fungus causing a terrible disease that affects frogs?

Possible Response: The author suggests that the warming of the Earth is causing this fungus to grow and spread.

Have students highlight details on the page that show how humans can keep frogs alive. **See student page for possible responses.**

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   Science 🔬

Explain that not all fungi (the plural of *fungus*) are bad. Yeast, for example, is used to make bread. Mushrooms, another type of fungi, include many kinds that are edible. Some fungi, like penicillin, have important medicinal purposes. The bad kind of fungi causes disease, as described in the text, or spoilage—mold on bread is an example. Have interested students look online for more information on fungi and share their findings with classmates.

First Read

Notice

💬. **THINK ALOUD** I see that the sidebar on this page is different from the sidebars in the rest of the article so far. It seems to have two parts, with two headings. The photo with the sidebar is different too. It seems to apply only to the second part.

Close Read

Analyze Text Stucture

Point out the main text and the sidebar, which is a characteristic of informational texts. Have students underline the details in **paragraph 26** that explain the importance of solving the main problem discussed in *A Place for Frogs*. **See student page for possible responses.**

Next, have students reread the sidebar on **p. 270**. Ask: How are the details in the sidebar presented?

Possible Response: The details in the sidebar are presented in a logical order because they explain how frogs help humans and how frogs are a part of the food chain. These details show a strong reason to protect frogs and the places they live.

| DOK 2 |

OBJECTIVE

Recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance.

CLOSE READ

Analyze Text Structure

Underline details that discuss why it is important to solve the main problem discussed in the text.

25 When too many frogs die, other living things may also have trouble surviving.

26 That's why it's so important to protect frogs and the places where they live.

27 Frogs have lived on Earth for about 200 million years.

We Need Frogs

Frogs help us survive. By eating insects, frogs protect farmers' crops and help us stay healthy. Frogs are very sensitive to changes in the environment. When we see problems in our frogs, it warns us of dangers that might affect other plants and animals too. Then we can look for ways to fix the problems.

Other Animals Need Frogs

Frogs are an important part of the food chain. Eggs and tadpoles are good sources of food for fish, large water insects, and ducks. Adult frogs are eaten by fish, snakes, lizards, bats, otters, foxes, water shrews, and birds. Without frogs, many other creatures would go hungry.

270

ELL Targeted Support **Scientific Terms** Work with students to build their knowledge of specific science terms, such as *food chain*.

Guide students to understand that a chain links things together, and explain that a food chain is a series of living things in which one feeds on the next. Draw a simple food chain with identifiable animals. Have students label the food chain. **EMERGING**

List the animals named in "Other Animals Need Frogs." Have small groups draw and label a food chain with those animals. **DEVELOPING**

Display the term *food chain*. Ask: What do you think a food chain is? Have pairs discuss the questions and draw a simple food chain. **EXPANDING**

Have pairs draw a food chain based on the information in "Other Animals Need Frogs." **BRIDGING**
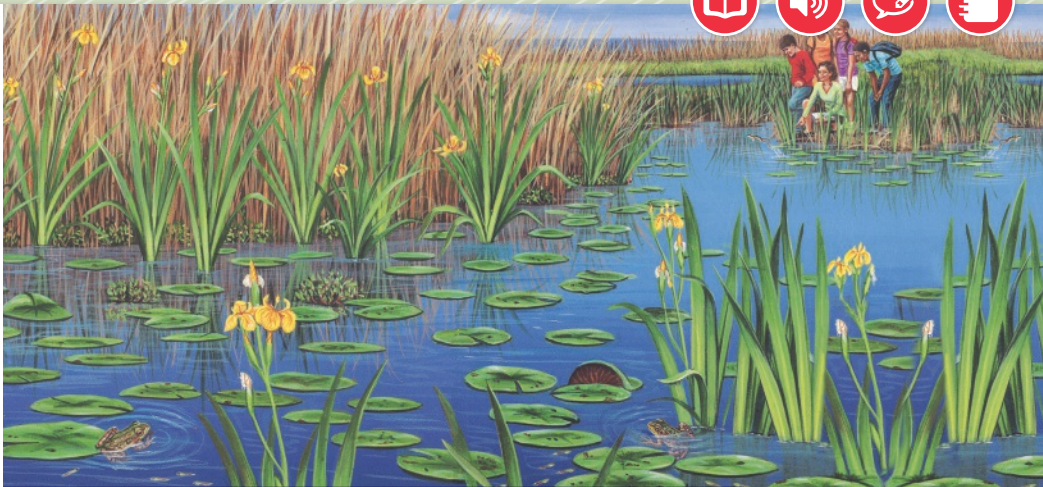
28 Sometimes people do things that can harm frogs. But there are many ways you can help these special creatures live far into the future.

29 Join a group of people keeping track of frogs that live in your area.

30 Join a group of people working to protect or restore wetlands near your home.

31 Talk to teachers at your school about celebrating Save the Frogs Day.

Helping Frogs
- Do not catch and keep frogs. Let them live in their natural environment.
- Do not buy frogs at a pet store. Frogs are wild animals and should live in their natural homes.
- If someone gives you a frog, do not release it in a wild place. It could eat other frogs or make them sick.
- Do not eat frogs' legs. Ask local restaurants not to serve them.
- Do not spray chemicals that could harm frogs.

CLOSE READ

Monitor Comprehension

Highlight a problem that the author is addressing in this section.

271

First Read

Respond

💬 **THINK ALOUD** Up until now, the author has told about what others are doing to protect frogs, so I was a little surprised when here she began making suggestions about what the reader can do.

Close Read

Monitor Comprehension

To improve comprehension, have students highlight the problem discussed on p. 271. **See student page for possible responses.**

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

Call to Action Explain that persuasive writing often ends with a call to action, asking the reader to do something specific. On p. 271, Stewart lists a number of things that readers can do to help frogs survive. Discuss with students the specific actions the author asks the reader to take. Ask: Do the actions seem realistic? Do they make sense in light of everything the author has already presented? For more instruction on the author's purpose, see the Author's Craft lesson on pp. T122–T123.

First Read

Notice

💬 **THINK ALOUD** The heading for this section is "Fascinating Frog Facts." As I read the text, I see each paragraph is a separate fact about frogs.

Close Read

Monitor Comprehension

Encourage students to generate questions about a text as a way to improve their comprehension. Ask: What distinguishes "true toads" from other types of frogs?

Possible Responses: True toads have dry, scaly skin and spend more time on land than other frogs do.

Have students highlight details that support their understanding of scientists' research about frogs. **See student page for possible responses.**

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

Ask a partner about the results of the scientists' research.

Highlight details that support your understanding.

Fascinating Frog Facts

32   No one knows exactly how many kinds of frogs live on Earth. So far, scientists have discovered and named almost five thousand different species. But people keep on finding new kinds of frogs every year.

33   The microfrog is the smallest frog on Earth. It's about the size of your fingernail. The Goliath frog is the world's largest frog. It's as big as a rabbit.

34   About five hundred kinds of frogs belong to a family called the "true toads." They have dry, scaly skin and spend more time on land than other frogs. That means all toads are frogs, but not all frogs are toads.

272

CROSS-CURRICULAR PERSPECTIVES   Science

Toads vs. Frogs Note that the text on p. 272 states that all toads are frogs, but not all frogs are toads. Some scientists disagree with the first part of that statement, instead classifying frogs and toads as closely related but distinct animals. Both are amphibians—animals that can live in water and on land—but toads spend more time on land than most frogs do. Frogs have moist, smooth skin; toads' skin is dry, rough, and bumpy. Frogs have small teeth on their upper jaw; toads have no teeth at all.

35 A female western toad can lay up to 16,500 eggs at a time. But less than 1 percent of those eggs hatch and develop into adults. The lucky few western toads that do grow up may live more than thirty-five years.

36 Harlequin frog tadpoles can only eat one kind of food—extra eggs laid by their moms.

37 In winter, wood frogs bury themselves in leaves and freeze solid. In spring, the males attract mates with a call that sounds like a quacking duck.

273

CLOSE READ

Analyze Text Structure

Underline a problem for which the author does not provide a solution.

First Read

Connect

THINK ALOUD I'm thinking about my own experiences with frogs and toads. I've seen some in person and some on TV. But it's amazing how much I didn't know about them!

Close Read

Analyze Text Stucture

Ask: Why do you think the author decided to list these individual facts about frogs at the end of the article?

Possible Response: The author may have discovered these interesting facts in her research that did not fit other sections of the article, so she decided to add them at the end.

Point out that authors often organize the details in their writing by how important they are. Have students underline a problem for which the author does not provide a solution. **See student page for possible responses.**

DOK 3

OBJECTIVE

Recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance.

Respond and Analyze

A Place for Frogs

OBJECTIVES

Synthesize information to create new understanding.

Determine or clarify the meaning of unknown multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

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

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

My View

Use these suggestions to prompt students' initial responses to reading *A Place for Frogs.*

- **Brainstorm** What facts about frogs surprised you the most?
- **Discuss** Were you surprised at how much human activity affected frogs' habitats? If so, what made the biggest impact on you?

Encourage students to use the new vocabulary they learned in the unit.

Develop Vocabulary

Minilesson

FOCUS ON STRATEGIES Tell students that authors of informational texts use precise language in order to be clear and avoid confusion.

- Remind yourself of each word's meaning.
- Ask yourself why the author chose that specific word.

MODEL AND PRACTICE Model filling out the chart on *Student Interactive* p. 274 using the words *restore* and *native*. In the article, the author makes the point that restoring frog habitats to their original state will help native frogs survive.

Point out that domain-specific vocabulary, such as *migrate*, *fungus*, and *restore,* is a characteristic of informational texts. This vocabulary can often help readers understand the author's purpose as well as the text's topic.

ELL Targeted Support **Vocabulary** Display the vocabulary words. Tell students that these are words about scientific ideas.

Provide sentence frames, such as *The ocean is full of _____ life. Green plants contain _____, which helps them make food.* Have pairs complete the sentences with the vocabulary words. Have them say the sentences aloud. **EMERGING/DEVELOPING**

Ask students to write two sentences about the marine ecosystem using at least two of the vocabulary words. Pair students and have them read aloud their sentences. **EXPANDING/BRIDGING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for developing vocabulary.

OPTION 1 **My TURN** Have students respond using newly acquired vocabulary as they complete p. 274 of the *Student Interactive*. They should use evidence from the text in their answers.

OPTION 2 **Use Independent Text** Have students find and list unfamiliar words from informational texts that they read independently. Then have them look for context clues to determine the meaning of each word.

☑ QUICK CHECK

Notice and Assess Can students identify how vocabulary words provide specific detail in *A Place for Frogs*?

Decide
- **If students struggle,** revisit instruction for developing vocabulary in Small Group on pp. T118–T119.
- **If students show understanding,** extend instruction for developing vocabulary in Small Group on pp. T118–T119.

Check for Understanding **My TURN** Have students complete p. 275 of the *Student Interactive.*

STUDENT INTERACTIVE, pp. 274–275

VOCABULARY

Develop Vocabulary

In informational texts, authors use precise words to describe important ideas about a topic. For example, in *A Place for Frogs*, author Melissa Stewart uses the specific phrases "chemicals called CFCs" and "reed canary grass" to describe items that people introduced to frogs' habitats.

My TURN Read each pair of words from *A Place for Frogs*. Then write a sentence to explain how these words help you understand an idea from the text. **Possible responses:**

restore	+	native	=	If people restore wild places where animals live and grow, native frogs can be saved.
native	+	migrating	=	Native frogs face dangers when migrating from place to place.
fungus	+	comeback	=	The spread of a deadly fungus makes a comeback for frogs difficult.

274

COMPREHENSION **READING WORKSHOP**

Check for Understanding

My TURN Look back at the text to answer the questions.
Possible responses:

1. How do you know that *A Place for Frogs* is an informational text? Give three examples. **DOK 2**

The text is about a factual topic: frogs. The author includes facts about frogs. Main ideas and details, as well as text features, support the presented information.

2. Why did the author write *A Place for Frogs*? How do you know? **DOK 3**

The author wants to persuade and inform readers about the dangers that threaten frogs and how people can help. She uses facts and other evidence.

3. How can a habitat become dangerous for a frog? What may happen if damaged habitats are not restored? Give examples. **DOK 2**

A habitat can become dangerous if it is poisoned by chemicals, damaged by construction or traffic, or disappears completely. Frogs may die. Frogs may have damaged body parts. Entire species of frogs may disappear from Earth.

4. How might damaged habitats harm other living things? Synthesize information from the text, and give at least one example. **DOK 3**

A damaged habitat can hurt everything that lives there. If a habitat changes enough, it might be taken over by other plants or animals. This will crowd out native plants and animals, which is what happened when people planted reed canary grass in Oregon.

275

Word Study Final Stable Syllables -*le*, -*tion*, -*sion*

OBJECTIVE

Decode multisyllabic words with final stable syllables. Consult references as needed to spell words correctly.

LESSON 2

Apply Final Stable Syllables -*le*, -*tion*, -*sion*

APPLY My TURN Direct students to complete the activity on p. 280 in the *Student Interactive.*

terrible	collision
information	obstacle
population	decision
comprehension	people
article	question

Then have them list three additional words from *A Place for Frogs* with the final stable syllables -*tion, -sion*, or a consonant + *le*. Have them correctly divide each word into syllables and pronounce the words.

STUDENT INTERACTIVE, p. 280

WORD STUDY

Final Stable Syllables -le, -tion, -sion

Final stable syllables are pronounced the same way when they are at the end of words. A final syllable ending in -le always has three letters: a consonant and -le. An example can be found in paragraph 9 of *A Place for Frogs*: the word *trou/ble*.

The final stable syllables -tion and -sion are both prounced *shun* or *zhun*. For example, the word *solution* in the "Northern Leopard Frog" text feature contains the final syllable -tion: *sol/u/tion*.

My TURN Read each word. Then rewrite each word using slashes to show the syllables. Check your syllabication in a print or digital dictionary if necessary.

terrible	decision
collision	comprehension
information	people
obstacle	article
population	question

ter/ri/ble

col/li/sion   de/ci/sion

in/for/ma/tion   com/pre/hen/sion

ob/sta/cle   peo/ple

pop/u/la/tion   ar/ti/cle

                  ques/tion

280

LESSON 1	**LESSON 2**	FLEXIBLE OPTION ↰ LESSON 3	FLEXIBLE OPTION ↰ LESSON 4	FLEXIBLE OPTION ↰ LESSON 5
Teach Final Stable Syllables *-le, -tion, -sion*	**Apply Final Stable Syllables *-le, -tion, -sion***	More Practice	📚 Spiral Review: Open and Closed Syllables	☑ Assess Understanding

Use the ☑ **QUICK CHECK** on p. T115 to determine small group instruction.

Teacher-Led Options

Strategy Group 📖

DEVELOP VOCABULARY

Teaching Point Remember that in informational texts authors use precise words to make sure their ideas are clearly conveyed about a topic. Have students look back at *A Place for Frogs* for some of the precise words the author used.

ELL Targeted Support

Tell students that using accessible language, or words they already know, can help them learn new words as they read. On the board, create a word web that has each weekly vocabulary word in a separate circle.

Model using synonyms and other accessible language to understand the the vocabulary words. For example, hold up a picture of birds or butterflies that migrate, and say: flying to new homes for the winter—migrating. Have students repeat your words. **EMERGING**

Have students write on the board the first words that come to mind when they think about one of the weekly vocabulary word. **DEVELOPING**

Ask students to add words to the word web. Then have them write a sentence that includes one or more of the words. **EXPANDING**

Have students develop and share questions to help the class come up with more related words. For example, *What is a native plant or animal to our state?* **BRIDGING**

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

Intervention Activity 🔺 📥

myFOCUS READER

Read pp. 20–21 in the *myFocus Reader* with students. Use the teaching support online at SavvasRealize.com to provide additional insight for students.

Provide instructional support for comprehension and word study—Final Stable Syllables and Academic Vocabulary.
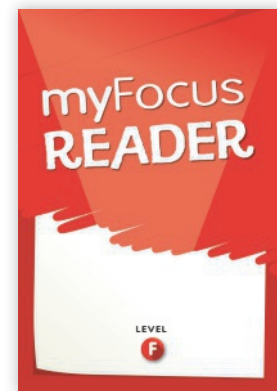
Fluency | Assess 2–4 students | 📖 📥 ☑

PROSODY

Have student pairs choose a sidebar feature from the text and take turns reading it with appropriate phrasing. Tell them to pay attention to the punctuation and to make their reading sound like they are speaking. If needed, model reading with appropriate expression.

ORAL READING RATE AND ACCURACY

Use pp. 37–42 in Unit 2 Week 2 *Cold Reads* to assess students. Have partners practice reading the passage. Use the *Fluency Progress Chart* to track student progress.

Conferring

3 students/3–4 minutes per conference

DEVELOP VOCABULARY

Talk About Independent Reading Ask students to tell you about some of the precise words the author used to convey information about frogs and how students figured out unfamiliar words through context clues.

Possible Conference Prompts

- What unfamiliar words did you encounter?
- How did you figure out their meaning?

Possible Teaching Point When readers come across unfamiliar words in an informational text, they try to determine what each word means because it could be important to the author's main idea.

Leveled Readers

DEVELOP VOCABULARY

- For suggested titles, see "Matching Texts to Learning," pp. T92–T93.
- For instructional support on how to develop vocabulary, see *Leveled Reader Teacher's Guide.*

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

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

Independent/Collaborative

Independent Reading

Students can

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

Centers

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

Literacy Activities

Students can

- complete the graphic organizer on *Student Interactive* p. 274.
- work with a partner to discuss and answer the questions on p. 275.
- play the *myView* games.

SUPPORT PARTNER READING

Help partners set goals for their reading. Tell them that they should track progress toward their goals.

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

Professional Development
Small Group GUIDE
A roadmap to take small groups from good to great!
5
myView LITERACY

Whole Group

Share Gather the class. Ask volunteers to share a new word they learned from their reading. Have them explain what the word means and why they think the author chose that specific word.
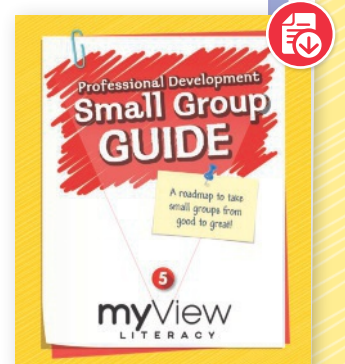
Analyze Text Structure

A Place for Frogs

OBJECTIVES

Recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance.

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

ACADEMIC VOCABULARY

Integrate Offer students oral practice using the unit Academic Vocabulary. Give students sentence starters, such as:

- Were the frogs visible after ___?
- The expert said that the frogs were ___.

ELL Access

Discuss with students the author's use of a problem-solution structure in this article. Create a T-chart with a *Problem* column and a *Solution* column. Have students identify specific problems and solutions in the text and include them in the chart.

Minilesson

FOCUS ON STRATEGIES Text structure is the way a text is organized. Informational text often uses comparison-and-contrast, cause-and-effect, or problem-solution structure. Readers should look for text evidence to determine the structure.

- What text structure does the author use?
- What evidence or details illustrate the structure?
- How does the structure convey the author's main ideas or contribute to the author's purpose?
- How are details arranged—from most to least important?

MODEL AND PRACTICE Use the Close Read note on p. 259 of the *Student Interactive* to model how to annotate the text to analyze text structure.

The author is using problem-and-solution structure. She says that poisons that are used to kill insects harm some frogs. That's a problem I'm going to underline as evidence of the structure.

Have pairs underline the solution the author offers to this problem in either the main text or the sidebar. Point out that authors can use different text structures in the same article.

ELL Targeted Support **Respond to Questions** Have students demonstrate comprehension by responding to questions about the structure of paragraphs 5 and 6 in *A Place for Frogs.*

Guide students to answer these questions: What do these paragraphs talk about? What is the problem? What is the solution? **EMERGING**

Have students fill in sentence starters such as *Chemicals can harm frogs, or cause a _____. Farmers can improve how they grow crops, or fix the _____. The text structure is _____.* **DEVELOPING**

Ask students what they learned from these paragraphs. Help them connect what they learned to the problem-and-solution structure of the paragraphs. **EXPANDING**

Ask students why they think the author chose problem-and-solution as the structure for these paragraphs. **BRIDGING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for analyzing structure.

OPTION 1 **My TURN** 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 chart on p. 276.

OPTION 2 **Use Independent Text** Have students use sticky notes to mark places in the text that help them identify the text structure the author is using. Have them write on the notes what the author is describing—for example, a problem or solution.

☑ QUICK CHECK

Notice and Assess Can students identify elements of text structure like problems and solutions?

Decide

- **If students struggle,** revisit instruction about text structure in Small Group on pp. T126–T127.

- **If students show understanding,** extend instruction about analyzing text structure in Small Group on pp. T126–T127.

STUDENT INTERACTIVE, p. 276

CLOSE READ

Analyze Text Structure

An author uses a **text structure** to organize a text. This structure supports the main idea and contributes to the author's purpose. An author uses a problem-and-solution text structure to present a problem and describe how it was or could be solved.

1. **My TURN** Go to the Close Read notes in *A Place for Frogs* and underline the parts that show a problem-and-solution structure.

2. **Text Evidence** Use the parts you underlined to complete the chart.

Problem	Solution
"Some frogs are harmed by poisons used to kill insects."	"When people stop spraying these dangerous chemicals, frogs can live and grow."
"Sometimes they are killed when they try to cross busy roads"	"caring citizens stop traffic while the frogs hop across the road"
"The eggs can be damaged by too much sunlight."	"CFCs were banned," which protects the atmosphere.

How does the text structure contribute to the author's purpose?
The problem-and-solution structure shows the relationship between the problems frogs face and ways to solve the problems. The structure allows the author to give information about the problem and argue for its solution.

276

Read Like a Writer

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

Analyze Author's Purpose

Minilesson

FOCUS ON STRATEGIES The purpose of a text is usually to inform, to entertain, to persuade, to express ideas and feeling, or some combination of these. Authors keep their purposes in mind when they write so that the text does not wander without focus.

- If the text gives facts about a topic, the author's purpose is to inform.
- If the text is fun to read, the author's purpose is to entertain.
- If a text tries to convince its audience to share an opinion or perform an action, the author's purpose is to persuade.
- If a text describes personal views and experiences, the author's purpose is to express ideas and feelings.

MODEL AND PRACTICE Model analyzing the author's purpose by directing students to the middle of p. 281 of the *Student Interactive*. Have them follow along as you complete the steps.

- Identify that Melissa Stewart gives facts about the health of frogs.
- Ask the effect of the author's word choices and the purpose behind her comments on pp. 270–271 of the *Student Interactive*.
- Guide students to draw a conclusion that the author's purpose is to inform readers about frogs and persuade them to support efforts to help frogs survive.

ELL Targeted Support **Author's Purpose** Clarify that the author's purpose is his or her reason for writing.

Provide this sentence frame to help students identify the author's purpose: *The details about ___ and ___ show me that the author wants to ___.*
EMERGING/DEVELOPING

Have student pairs take turns reading passages from *A Place for Frogs* that show that the author's purpose is to inform or to persuade.
EXPANDING/BRIDGING

ASSESS UNDERSTANDING

Apply

My TURN Direct students to go back to *A Place for Frogs* and find details that support the author's purpose. Then have them focus on specific examples that explain the author's purpose by completing the activities on p. 281 of the *Student Interactive*.

STUDENT INTERACTIVE, p. 281

ANALYZE AUTHOR'S CRAFT   **READING-WRITING BRIDGE**

Read Like a Writer

An author's purpose is his or her reason for writing. Four common purposes for writing are to persuade, to inform, to entertain, and to express ideas and feelings. An author can have more than one purpose. For example, a text that informs readers about an issue may also persuade readers to take action.

Model !   Read the text from *A Place for Frogs*.

> For frogs to survive, they need to stay safe and healthy. Some frogs are harmed by poisons used to kill insects.

1. **Identify** Melissa Stewart relates facts about the health of frogs.
2. **Question** What effect do her word choices have?
3. **Conclude** The reader is informed about frogs and persuaded to stop using poisons to kill insects.

Reread paragraph 23 of the text.

My TURN Follow the steps to analyze the passage. Explain the author's purpose for writing the text.

1. **Identify** The problem Melissa Stewart addresses is _that frogs are dying from a disease_ . The author includes facts, such as _"frogs are dying"_ and the description _"terrible"_ .
2. **Question** What effect do the author's choices have on her purpose?
3. **Conclude** Her choices emphasize her purposes: to _inform about a problem_ and to _persuade readers to agree on a solution_ .

281

Word Study Final Stable Syllables -*le*, -*tion*, -*sion*

OBJECTIVE

Decode multisyllabic words with final stable syllables. Consult references as needed to spell words correctly.

FLEXIBLE OPTION

LESSON 3

More Practice

FOCUS ON STRATEGIES Remind students that -*ie* has an unaccented *e*, -*tion* is pronounced -*shun*, and -*sion* is pronounced *zhun* or *shun*.

MODEL AND PRACTICE Display the word *believable*. Have students say it aloud slowly. Mark the syllables: *be/lieve/a/ble*. Point out that -*ble* is a final stable syllable that ends with *ie*. Repeat *dec/lar/a/tion* and *im/pres/sion.*

APPLY Have students complete *Word Study* p. 46 from the *Resource Download Center*.

Word Study, p. 46

LESSON 3

More Practice

LESSON 1

Teach Final Stable Syllables *-le, -tion, -sion*

LESSON 2

Apply Final Stable Syllables *-le, -tion, -sion*

LESSON 4

Spiral Review: Open and Closed Syllables

LESSON 5

Assess Understanding

Use the ✓ **QUICK CHECK** on p. T121 to determine small group instruction.

Teacher-Led Options

Strategy Group 📖 🗂

ANALYZE TEXT STRUCTURE

Teaching Point When you start reading a text, you may notice that the author is using a distinct structure. It could be problem-solution, for example, or cause and effect, explaining why something happened. Work with students to complete the graphic organizer on p. 276 of the *Student Interactive.*

ELL Targeted Support

Help students understand the relationship between a problem and its solution. Have students review *A Place for Frogs.* Ask them questions about the structure of the text, such as How does the author present information? What information appears after the author explains a problem? **EMERGING**

Ask students questions to help them identify a problem and its solution, such as What happens when wetlands dry up in the summer? How can humans protect frogs that lay eggs there? **DEVELOPING**

Have student pairs fill in a T-chart with problems from the text in the first column and their corresponding solutions in the second column. **EXPANDING**

Have small groups discuss the purpose of problem-and-solution text structure. Then ask why this structure was the best structure to use for this text. **BRIDGING**

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

Intervention Activity 🔺 📥

ANALYZE TEXT STRUCTURE

Use Lesson 32, pp. T213–T218, in the *myFocus Intervention Teacher's Guide* for instruction on comparing text structures.

Fluency | Assess 2–4 students 📖 📥 ✓

PROSODY

Have pairs of students practice reading one of the sidebars in the text, making sure they focus on smoothly reading the sidebar they chose.

ORAL READING RATE AND ACCURACY

Use pp. 37–42 in Unit 2 Week 2 *Cold Reads* to assess students. Have partners practice reading the passage. Use the *Fluency Progress Chart* to track student progress.

Conferring

3 students/3–4 minutes per conference

ANALYZE TEXT STRUCTURE

Ask students to look back at their sticky notes in their books and share what they learned about text structure.

Possible Conference Prompts

- How does the author structure the main text of the article?
- Does the author use any text features like sidebars or photos with captions?
- What do you think the author's main purpose was?

Possible Teaching Point Text structures may include visual elements, like sidebars, as well as content-related elements, like problem-solution or cause-and-effect structure.

Leveled Readers

ANALYZE TEXT STRUCTURE

- For suggested titles, see "Matching Texts to Learning," pp. T92–T93.
- For instructional support on how to analyze text structure, see *Leveled Reader Teacher's Guide*.

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

Independent/Collaborative

Independent Reading

Students can

- reread or listen to *A Place for Frogs* or another text they have previously read.
- read a self-selected trade book or their Book Club text.
- support their partners in developing a summary of a passage they read in their book.

Centers

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

Literacy Activities

Students can

- complete the graphic organizer on p. 276.
- create a chart of this week's word study and find related words for each vocabulary word.
- play the *myView* games.
- partner up and take turns reading a passage from any text they choose and practice reading aloud with expression.

SUPPORT INDEPENDENT READING

Students will need to practice independent reading throughout the unit. Encourage them by urging them to choose texts with genres and topics that appeal to them.

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

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

5
myView LITERACY

Whole Group

Share Bring the class back together. Ask a few students to name some of the text structure elements they have found in the text they are reading. Ask them to provide evidence from the text to illustrate the structures they identified.
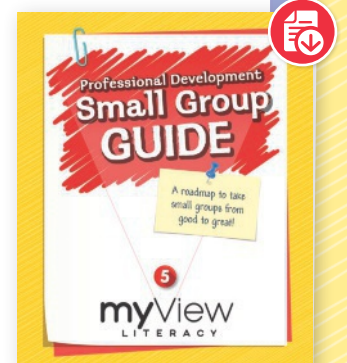
Monitor Comprehension

A Place for Frogs

OBJECTIVE

Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.

ACADEMIC VOCABULARY

Integrate Tell students they will continue to use the Academic Vocabulary in the lesson. Ask them the following:

- What problem did scientists detect?
- How does the problem relate to human behavior?

Minilesson

FOCUS ON STRATEGIES Good readers monitor comprehension, or check their understanding of ideas, details, vocabulary, and text structure. To monitor comprehension:

- Think about what you already know or have learned from the text.
- Ask yourself questions about what is unclear to you.
- Reread to answer your questions and clarify words and ideas.
- Highlight or annotate key details in the text.
- Check unfamiliar terms in a dictionary or another reference.

MODEL AND PRACTICE Use the Close Read note on p. 266 in the *Student Interactive* to model how to monitor comprehension.

The note asks, "How can fires have a positive effect on frog habitats?" I understand that wildfires burned back the plants where gopher frogs lived. But I'm not clear why that had a positive effect. I'm going to reread the sentences about what happened when there were no wildfires. I see the plants got larger and interfered with the tadpoles' ability to survive. So now I understand—the wildfires had a positive effect by keeping those plants from getting big."

ELL Targeted Support **Reread for Understanding** Tell students that readers often reread informational text to make sure they understand it. With students, reread aloud a sidebar from *A Place for Frogs.*

After reading, have students answer this comprehension question: What is the main problem these frogs face? **EMERGING**

After reading, have student pairs state the solution to the problem these frogs faced. **DEVELOPING**

After reading, have students state the main problem, its cause or effect, and its solution. **EXPANDING**

After reading, have students write a summary describing the problem the frogs faced, listing causes or effects, and stating its solution. **BRIDGING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for monitoring comprehension.

OPTION 1 **My TURN** Have students use the Close Read notes to highlight text evidence that explains the problems and solutions in the text. They should use the evidence to complete the chart on p. 277.

OPTION 2 **Use Independent Text** Have students use sticky notes to mark places in a text where they have questions or where they feel they need to reread a section of a text.

☑ QUICK CHECK

Notice and Assess Are students able to monitor their comprehension?

Decide

- **If students struggle,** revisit instruction for monitoring comprehension in Small Group on pp. T134–T135.

- **If students show understanding,** extend instruction for monitoring comprehension in Small Group on pp. T134–T135.

STUDENT INTERACTIVE, p. 277

READING WORKSHOP

Monitor Comprehension

To ensure you understand what you read, monitor your comprehension of vocabulary, main ideas, and text structure. Make adjustments by rereading and asking questions when your understanding breaks down.

1. **My TURN** Go back to the Close Read notes and highlight text evidence that helps you understand the text.

2. **Text Evidence** Make adjustments to your understanding by annotating, rereading, and talking to a partner. Record your highlighted text in the graphic organizer. **Possible responses:**

Annotate the Text
Annotating helped me understand the author's purpose for writing the text. "Frogs make our world a better place. But sometimes people do things that make it hard for them to live and grow."

Reread the Text
Rereading the text helped me identify why the northern leopard frogs' legs are becoming deformed. Tiny flatworms "burrowed into the tadpoles' bodies."

Ask a Partner
Talking to a partner about how fires can benefit frog habitats helped me understand why scientists carefully burn gopher frogs' habitats.

277

Write for a Reader

OBJECTIVES

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

Compose argumentative texts, including opinion essays, using genre characteristics and craft.

Develop Author's Purpose

Minilesson

FOCUS ON STRATEGIES Tell students that when they write, they should keep their purpose or purposes in mind and make sure that their word choices and details support their purpose.

Remind students that they just analyzed the purposes that Melissa Stewart had for writing *A Place for Frogs*. Discuss how the author's word choices and details reinforced her purposes.

MODEL AND PRACTICE Discuss how students might make their purpose(s) clear in their own writing using p. 282 of the *Student Interactive*. Model an example.

- Identify your purpose(s) for writing about protecting frogs. Say: Let's say I want to inform and persuade my audience.

- Consider how you can make your purpose(s) clear to your readers. Explain: I would begin with a fact about how frogs are harmed. I would explain how frogs are important to other life on Earth. Then I would say that because frogs are important, people should try to help them survive.

- Together as a class, draft a paragraph that states an opinion about frogs and uses facts about frogs to persuade readers to help frogs survive. Have volunteers offer suggestions to make the paragraph more persuasive.

ELL Targeted Support **Author's Purpose** Have students consider how to make their purposes clear in their writing.

Read aloud sentences such as *Frogs live in water and on land* and *We should save frogs because other animals need them for food*. Have students identify which aims to inform and which to persuade. **EMERGING/DEVELOPING**

Give students a worksheet with sentences that inform and sentences that persuade. Have them underline one and circle the other. Then have them write one of each type of sentence. **EXPANDING/BRIDGING**

ASSESS UNDERSTANDING

Apply

My TURN Have students refer to Melissa Stewart's purposes for writing *A Place for Frogs* as an example for their own writing. Then guide students to complete the activity on p. 282 of the *Student Interactive*.

Writing Workshop

Have students choose a purpose or purposes for their informational articles from the Writing Workshop. During conferences, support students' writing by helping them find opportunities to reinforce their purpose(s) with their word choices, details, and text structure.

STUDENT INTERACTIVE, p. 282

DEVELOP AUTHOR'S CRAFT

Write for a Reader

Authors often have more than one purpose for writing. If an author's main purpose is to persuade, the author must support his or her opinion with reasons and evidence to make it convincing.

> To persuade people, give them information that supports your point!

My TURN Think about why Melissa Stewart presents much of the information in *A Place for Frogs* in text features, such as sidebars. Now identify how you can present information to persuade readers to agree with your opinion.

1. Describe the purpose of Melissa Stewart's sidebars about different kinds of frogs.
   The purpose of the text features is to give detailed examples of specific dangers frogs face. The text features draw attention to details that support her argument.

2. Write a paragraph that begins with an opinion reflecting a concern about frogs. Support your opinion with details and facts that will help readers understand your concern. Develop a text feature that supports your opinion.

   Responses will vary but should begin with a clear statement of a problem, such as "Chemicals that hurt frogs should be outlawed." The text and text feature should incorporate facts and other supporting details from *A Place for Frogs* that relate to the problem.

282

Word Study Spiral Review

OBJECTIVE

Decode 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: Open and Closed Syllables

FOCUS ON STRATEGIES Review the strategies from pp. T26–T27 for words with open and closed syllables.

MODEL AND PRACTICE Display the word *creature*. Have students say the word aloud. Point out that the first syllable (*crea-*) is open because it ends with a vowel sound: *crea/ture*. Then display and have students say *family*. Point out that the first syllable is closed because it ends with a consonant sound: *fam/i/ly*. Display *broken* and *panic*. Ask students to explain which words starts with an open syllable and which with a closed syllable.

APPLY Have students pair up or work independently to brainstorm and sort words that start with open and closed syllables.

ELL Targeted Support

Open and Closed Syllables Explain that identifying open and closed syllables will help students spell and pronounce words. Display *human* and *animal*.

Work individually with students to divide the words into syllables and identify whether the first syllable of each word is open or closed. **EMERGING**

Show small groups how to look up the words in a dictionary to find the syllabification. Then have them identify open or closed first syllables. **DEVELOPING**

Have pairs of students divide the words into syllables and identify open or closed first syllables. **EXPANDING**

LESSON 1

Teach Final Stable Syllables *-le, -tion, -sion*

LESSON 2

Apply Final Stable Syllables *-le, -tion, -sion*

FLEXIBLE OPTION

LESSON 3

More Practice

FLEXIBLE OPTION

LESSON 4

Spiral Review: Open and Closed Syllables

FLEXIBLE OPTION

LESSON 5

☑ Assess Understanding
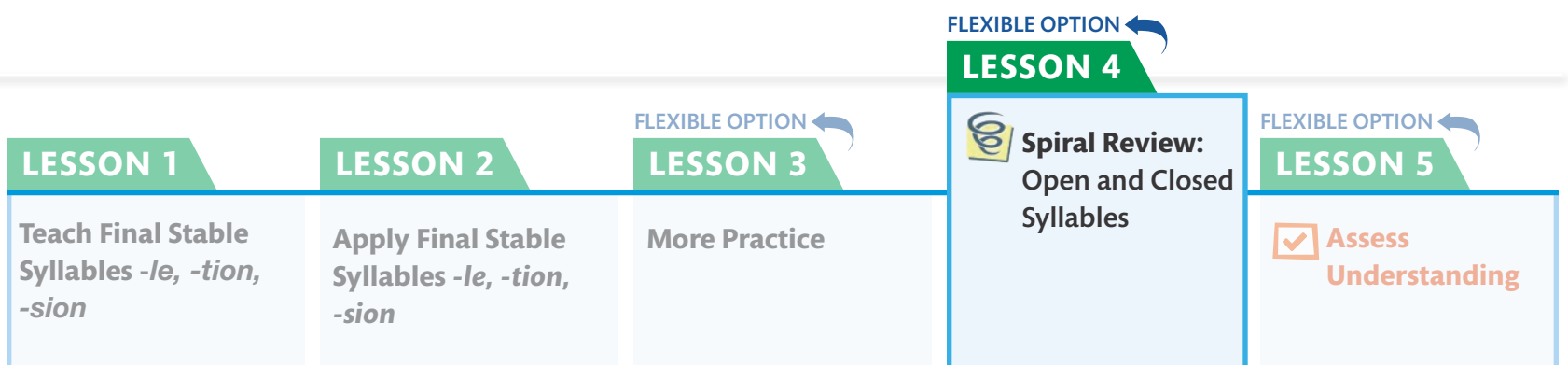
Use the ☑️ **QUICK CHECK** on p. T129 to determine small group instruction.

Teacher-Led Options

Strategy Group 📖

MONITOR COMPREHENSION

Teaching Point Your comprehension of a text is incomplete if you are not sure whether or how a passage is connected to earlier information. Rereading earlier sections of a selection can help you better comprehend what the author wants to tell readers. Guide students to monitor comprehension by rereading text.

ELL Targeted Support

Have students take notes by completing the following sentence frames about the sidebar "A Frog's Life" on *Student Interactive* p. 258.

The first life stage for a frog is _____. The second stage is _____. The third stage is _____. The final stage is _____. **EMERGING**

The first life stage for a frog is _____. I know this because _____. Repeat frames for second, third, and fourth stages. **DEVELOPING**

The first life stage for a frog is _____. At this stage, _____. Repeat frames for second, third, and fourth stages. **EXPANDING**

Have students write in their own words the four stages of the life cycle of a frog. **BRIDGING**

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

Intervention Activity 🔺 📲

MONITOR COMPREHENSION

Use Lesson 19, pp. T125–T130, in the *myFocus Intervention Teacher's Guide* for instruction on monitoring comprehension.

LEVEL F • READ

Lesson 19 **Monitor Comprehension**

DIRECTIONS Read the following stories. As you read, make predictions about what you think will happen next. You can change your predictions as you read and learn new details about the characters and events. Look at how the author supports ideas in each passage.

Reaching the Summit

1 Emin had been excited when the camp director announced earlier in the day that they would be going hiking, but now he wasn't so sure.
2 "Is *that* the mountain we're supposed to climb?" he asked as the camp bus pulled into the parking area. Mount Carson was covered in pine trees. At the summit it was bare rock that came to a point and seemed to touch the clouds.
3 "You'll be surprised what you can do when you give yourself a chance," said the camp director Mr. Martin. Emin hoped he was right.
4 The campers filed out of the bus and began their trek up the wooded trail. It wasn't that hard at first. The trail was gradual and pleasant. Emin was struck by the sweet smell of pine needles and the birdsong, so different from his city neighborhood.
5 The path got steeper. Emin breathed heavily. During the school year he had played football and basketball, but this summer he had mostly been playing video games. He felt out of shape.
6 Then there was a loud *crack* in the woods. Emin hadn't thought of wild animals until now. Could it be a bear? He felt his feet shaking fearfully in his hiking boots.
7 But he kept going. The hike began to feel long. The trees on the path got smaller and smaller. Soon there were no trees at all. Emin's legs felt tired and wobbly.
8 "This is the last bit before we reach the top!" said Mr. Martin.
9 Emin gasped. Before him was a steep rock face.
10 "You'll have to look for secure footholds and help your fellow climbers if they need it," Mr. Martin continued.
11 For a moment, Emin thought of sitting down and giving up. But then he remembered Mr. Martin's words and told himself, "You can do this." He took a big breath and began to climb. He found one foothold and then another. His muscles burned and his hands got scraped, but he didn't give up. Just when he thought he couldn't take another step, he reached the summit. The view was breathtaking. Trees and hills and lakes spread out far below him.
12 "Mr. Martin was right," he thought. "I just had to give myself a chance."

Reading Literature T • 125

Fluency | Assess 2–4 students 📖 📲 ☑️

PROSODY

Have student pairs practice reading a short passage, focusing on a smooth delivery.

ORAL READING RATE AND ACCURACY

Use pp. 37–42 in Unit 2 Week 2 *Cold Reads* to assess students. Have partners practice reading the passage. Use the *Fluency Progress Chart* to track student progress.

Independent/Collaborative

Conferring
3 students / 3–4 minutes per conference

MONITOR COMPREHENSION
Talk About Independent Reading Tell students to reread their sticky notes. Have them talk with a partner about one of the notes and explain what they did or need to do to clarify the term or idea that the note is about.

Possible Conference Prompts
- What was initially unclear about the passage or sentence you marked?
- Why did you think it was important to mark it?
- How did you clarify the text so that you understood the author's meaning?

Possible Teaching Point When reading a text, make an effort to understand the words and concepts it contains.

Leveled Readers

MONITOR COMPREHENSION
- For suggested titles, see "Matching Texts to Learning," pp. T92–T93.
- For instructional support on how to monitor comprehension, see *Leveled Reader Teacher's Guide*.

The Light at Jupiter Lake
by S.N. Diel
Guided Reading Level Q
DRA Level 40
Lexile Measure 800L
Word Count 3,756

Independent Reading

Students can
- reread or listen to another text they have previously read.
- read a trade book or their Book Club text.
- practice fluent reading with a partner by reading a selection of their text like a storyteller.

Centers

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

Literacy Activities

Students can
- complete the graphic organizer on p. 277.
- write about the text in their reader's notebook.
- play the *myView* games.
- take turns with a partner reading a favorite passage from a text, focusing on appropriate expression.

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

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

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

Whole Group

Share Bring the class back together. Ask volunteers to share what they learned about monitoring comprehension as they read a text.

Reflect and Share

A Place for Frogs

OBJECTIVES

Write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources.

Use text evidence to support an appropriate response.

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

Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.

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 does human behavior relate to frog habitats?
- Why is the focus of their efforts to help frogs survive?

Write to Sources

Minilesson

FOCUS ON STRATEGIES Explain that when students write about informational texts, they will often be asked to compare and contrast. Offer these guidelines:

- Clearly state what you are comparing and contrasting.
- Use signal words such as *both, similarly, like, but, although,* and *in contrast* to make comparisons and contrasts clear.
- Make sure you provided solid evidence to support your comparisons and contrasts.

MODEL AND PRACTICE Model a clear statement of comparison and contrast.

I want to compare the effects of humans on both manatees and frogs. I can clearly state my main comparison and contrast by using the words *both* and *while:* "Both manatees and frogs have been endangered by human behavior in the past. While manatees are now doing better, many species of frog are still struggling to survive."

ELL Targeted Support **Compare and Contrast** When students discuss informational texts, they will often need to compare and contrast to make a point. Review "The Manatees' Future Is Looking Brighter" and *A Place for Frogs.* Provide grade-appropriate connecting words such as *both, similarly, like, but, however,* and *although.* Use sentence frames to check students' understanding.

Manatees live in water. Frogs live in water. (Both) _____ manatees and frogs live in water. (Like) _____ manatees, frogs live in water. **EMERGING**

Similar to frogs, manatees _____. Frogs _____, but manatees _____. **DEVELOPING**

Although frogs _____, manatees _____. **EXPANDING**

Both frogs and manatees _____, but only manatees _____. **BRIDGING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for comparing and contrasting.

OPTION 1 **Use the Shared Read** Ask students to use evidence from this week's texts to discuss the complex relationship between humans and their activity and the animals that might be affected by such activity.

OPTION 2 **Use Independent Text** Students should use their self-selected independent texts to inform their discussion of protecting species from a changing environment.

☑ QUICK CHECK

Notice and Assess Can students make comparisons across texts?

Decide
- **If students struggle,** revisit instruction in Small Group on pp. T140–T141.
- **If students show understanding,** extend instruction in Small Group on pp. T140–T141.

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

STUDENT INTERACTIVE, p. 278

RESPOND TO TEXT

Reflect and Share

Write to Sources *A Place for Frogs* includes several examples of human impact on frogs' habitats. Consider all the texts you have read this week. How have humans affected the environment in positive and negative ways? Use examples from the texts to write and support a response.

Compare and Contrast Writers use text evidence to compare and contrast ideas. They look at similarities and differences to explain a topic. Use the chart as a model to take notes on a separate piece of paper. Consider the positive and negative effects of human involvement on the environment.

Positive Effects	Negative Effects

Use your notes to write a response explaining how humans can both negatively and positively affect the environment. Remember to use information from the texts you read to support your ideas.

Weekly Question

What can people do to protect species from a changing environment?

278

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.

At the beginning of A *Place for Frogs*, Melissa Stewart states that people can make it hard for frogs to live and grow. Near the end of the text, she lists things people can do to help frogs. Why do you think she wants people to change their habits? Use text evidence to support your opinion.

Word Study Final Stable Syllables *-le, -tion, -sion*

OBJECTIVE

Decode multisyllabic words with final stable syllables. Consult references as needed to spell words correctly.

WEEKLY STANDARDS PRACTICE

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

FLEXIBLE OPTION

LESSON 5

☑ **Assess Understanding**

To assess students' understanding of final stable syllables of a consonant + *-le, -tion,* and *-sion,* provide them with the following words.

| people | population | pollution |
| trouble | collision | tension |

Have them use their knowledge of final stable syllables to divide each word into syllables and then pronounce it. *(peo/ple, pop/u/la/tion, pol/lu/tion, trou/ble, col/li/sion, ten/sion)*

Develop Language Awareness

For additional practice with final stable syllables, complete the activity on p. 22 of the *Language Awareness Handbook.* In this practice activity, students will use contextual support to understand final stable syllables.

Language Awareness HANDBOOK

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

5

myView
LITERACY

LESSON 1	LESSON 2	FLEXIBLE OPTION ↰ LESSON 3	FLEXIBLE OPTION ↰ LESSON 4	FLEXIBLE OPTION ↰ LESSON 5
Teach Final Stable Syllables *-le, -tion, -sion*	Apply Final Stable Syllables *-le, -tion, -sion*	More Practice	🗒 Spiral Review: Open and Closed Syllables	☑ Assess Understanding

Use the ✓ **QUICK CHECK** on p. T137 to determine small group instruction.

Teacher-Led Options

Strategy Group

COMPARE TEXTS

Teaching Point Writers use a compare-and-contrast text structure to show important similarities and differences between texts or ideas. When you use such a structure, be sure your supporting evidence is strong. Help students use signal words to identify and explain likenesses and differences.

ELL Targeted Support

Use sentence frames to help students compare and contrast effects of human involvement on the environment.

Many species of frogs have faced dangers that range from _____ to _____. **EMERGING**

Like the polar bears in the Arctic, some frog habitats have been greatly affected by _____. **DEVELOPING**

While human activity has _____ some frogs' habitats, humans have also helped to _____ some of the endangered frog environments. **EXPANDING/BRIDGING**

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

Intervention Activity

myFOCUS READER

Reread pp. 20–21 with students. Use the teaching support online at SavvasRealize.com to discuss what the texts they have read this week show about human effects on the environment. Encourage them to use the Academic Vocabulary words.
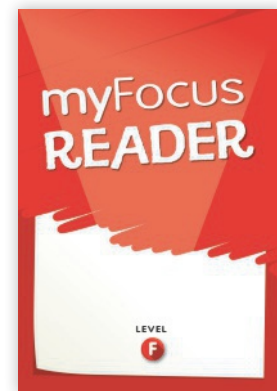
Intervention Activity

WORD STUDY

For students who need support, Word Study lessons are available in the *myFocus Intervention Teacher's Guide*, Lessons 1–10.

On-Level and Advanced

INQUIRY

Organize Information and Communicate Students should organize their findings on analyzing text structures into an effective format.

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

See *Extension Activities* pp. 82–86 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 comparing and contrasting texts.

Possible Conference Prompts
- What comparisons interested you most?
- What contrasts interested you most?
- Were you able to find good evidence to support comparisons and contrasts?

Possible Teaching Point Use your comparison and contrasting skills when you read other texts. Be sure to support your ideas with evidence.

Leveled Readers

COMPARE TEXTS
- For suggested titles, see "Matching Texts to Learning," pp. T92–T93.
- For instructional support on how to compare texts, see *Leveled Reader Teacher's Guide*.

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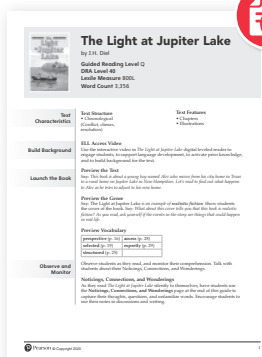
Whole Group

Share Bring the class back together. Ask volunteers to share the comparisons and contrasts they found in the week's texts and the supporting evidence they found.

Independent/Collaborative

Independent Reading
Students can
- reread the "Protecting Habitats" map.
- 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 endangered animals and their habitats.
- play the *myView* games.

BOOK CLUB
See Book Club, pp. T482–T483, for
- teacher's summary of chapters in *The Tarantula Scientist*.
- talking points to share with students.
- collaboration prompts and conversation starters.
- suggestions for incorporating the Discussion Chart.
- alternate texts to support the unit theme and Spotlight Genre.

Suggested Daily Times

READING WORKSHOP

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

WRITING WORKSHOP

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

Learning Goals

- I can learn more about the theme *Observations* by understanding point of view in realistic fiction.
- I can develop knowledge about language to make connections between reading and writing.
- I can use elements of informational writing to write an informational article.

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.5.4.b, W.5.2.a, W.5.10, SL.5.2, L.5.3, L.5.4.a

READING WORKSHOP

GENRE & THEME
- Interact with Sources: Explore the Poem: Weekly Question T146–T147
- Listening Comprehension: Read Aloud: "A Pinhole Camera" T148–T149
- Realistic Fiction T150–T151
  - ☑ **Quick Check** T151

READING BRIDGE
- Academic Vocabulary: Context Clues T152–T153
- Word Study: Teach *r*-Controlled Vowels T154–T155

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS
- Guided Reading/Leveled Readers T156–T157, T159
- Strategy, Intervention, and On-Level/Advanced Activities T158
- ELL Targeted Support T158
- Conferring T159

INDEPENDENT/COLLABORATIVE
- Independent Reading T159
- Literacy Activities T159
- **BOOK CLUB** T159, T484–T485 **SEL**

WRITING WORKSHOP

MINILESSON
- Informational Article T386–T387
  - » Develop and Compose an Introduction
  - » Share Back

INDEPENDENT WRITING
- Informational Article T387
- Conferences T384

WRITING BRIDGE
FLEXIBLE OPTION ◀
- Spelling: Words with *r*-Controlled Vowels T388
  - ☑ **Assess Prior Knowledge** T388

FLEXIBLE OPTION ◀
- Language and Conventions: Spiral Review: Principal Parts of Regular Verbs T389

LESSON 2
RL.5.4, RF.5.4.b, W.5.2.a, W.5.10, SL.5.6, L.5.1.c

READING WORKSHOP

SHARED READ
- Introduce the Text T160–T177
  - » Preview Vocabulary
  - » Read: *Hatchet*
- Respond and Analyze T178–T179
  - » My View
  - » Develop Vocabulary
  - ☑ **Quick Check** T179
  - » Check for Understanding

READING BRIDGE
- Word Study: Apply *r*-Controlled Vowels T180–T181

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS
- Guided Reading/Leveled Readers T156–T157, T183
- Strategy and Intervention Activities T182
- Fluency T182
- ELL Targeted Support T182
- Conferring T183

INDEPENDENT/COLLABORATIVE
- Independent Reading T183
- Literacy Activities T183

WRITING WORKSHOP

MINILESSON
- Informational Article T390–T391
  - » Develop with Related Information
  - » Share Back

INDEPENDENT WRITING
- Informational Article T391
- Conferences T384

WRITING BRIDGE
- Spelling: Teach Words with *r*-Controlled Vowels T392

FLEXIBLE OPTION ◀
- Language and Conventions: Oral Language: Principal Parts of Irregular Verbs T393

LESSON 3
RL.5.6, RF.5.3, W.5.2.c, W.5.10, L.5.1.c, L.5.6

READING WORKSHOP

CLOSE READ
- Analyze Point of View T184–T185
  - » Close Read: *Hatchet*
  - ☑ **Quick Check** T185

READING BRIDGE
- Read Like a Writer: Analyze Voice T186–T187

FLEXIBLE OPTION ◄
- Word Study: More Practice: *r*-Controlled Vowels T188–T189

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS
- Guided Reading/Leveled Readers T156–T157, T191
- Strategy and Intervention Activities T190
- Fluency T190
- ELL Targeted Support T190
- Conferring T191

INDEPENDENT/COLLABORATIVE
- Independent Reading T191
- Literacy Activities T191
- Partner Reading T191

WRITING WORKSHOP

MINILESSON
- Informational Article T394–T395
  - » Develop with Transitions
  - » Share Back

INDEPENDENT WRITING
- Informational Article T395
- Conferences T384

WRITING BRIDGE

FLEXIBLE OPTION ◄
- Spelling: More Practice: Words with *r*-Controlled Vowels T396
- Language and Conventions: Teach Principal Parts of Irregular Verbs T397

LESSON 4
RL.5.1, RL.5.10, W.5.2.a, W.5.4, L.5.1.c

READING WORKSHOP

CLOSE READ
- Generate Questions T192–T193
  - » Close Read: *Hatchet*
  - ☑ **Quick Check** T193

READING BRIDGE
- Write for a Reader: Use Voice T194–T195

FLEXIBLE OPTION ◄
- Word Study: Spiral Review: Final Stable Syllables *-le, -tion,-sion* T196–T197

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS
- Guided Reading/Leveled Readers T156–T157, T199
- Strategy and Intervention Activities T198
- Fluency T198
- ELL Targeted Support T198
- Conferring T199

INDEPENDENT/COLLABORATIVE
- Independent Reading T199
- Literacy Activities T199

WRITING WORKSHOP

MINILESSON
- Informational Article T398–T399
  - » Use Formatting
  - » Share Back

INDEPENDENT WRITING
- Informational Article T399
- Conferences T384

WRITING BRIDGE

FLEXIBLE OPTION ◄
- Spelling: Spiral Review: Final Stable Syllables *-le, -tion, -sion* T400
- Language and Conventions: Practice Principal Parts of Irregular Verbs T401

LESSON 5
RL.5.9, W.5.2.e, W.5.9.a, SL.5.1, L.5.2.e

READING WORKSHOP

CLOSE READ
- Reflect and Share T200–T201
  - » Write to Sources
  - ☑ **Quick Check** T201
  - » Weekly Question

READING BRIDGE

FLEXIBLE OPTION ◄
- Word Study: *r*-Controlled Vowels T202–T203
  - ☑ **Assess Understanding** T202

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS
- Guided Reading/Leveled Readers T156–T157, T205
- Strategy, Intervention, and On-Level/Advanced Activities T204
- ELL Targeted Support T204
- Conferring T205

INDEPENDENT/COLLABORATIVE
- Independent Reading T205
- Literacy Activities T205

BOOK CLUB T205, T484–T485 SEL ►

WRITING WORKSHOP

MINILESSON
- Informational Article T402
  - » Develop and Compose a Conclusion
  - » Share Back

INDEPENDENT WRITING
- Select a Genre T403
- Conferences T384

WRITING BRIDGE
- Spelling: Words with *r*-Controlled Vowels T404
  - ☑ **Assess Understanding** T404

FLEXIBLE OPTION ◄
- Language and Conventions: Standards Practice T405

Materials
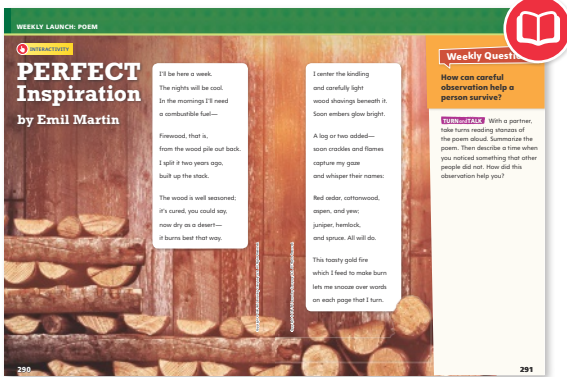
POEM
Perfect Inspiration
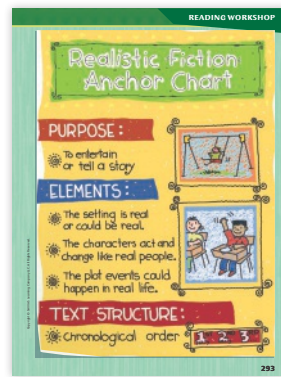
READING ANCHOR CHART
Realistic Fiction

EDITABLE ANCHOR CHART
Realistic Fiction
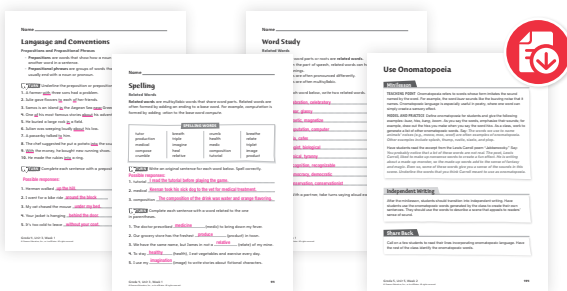
RESOURCE DOWNLOAD CENTER
Additional Practice
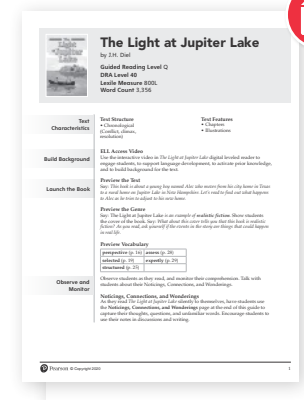
Leveled Readers

LEVELED READERS TEACHER'S GUIDE

Words of the Week

Develop Vocabulary

gingerly
ignite
sputtered
painstaking
gratified

Spelling Words

armada	majority
conserve	turbulent
guitar	quarter
proportion	harmony
internal	vertex
category	minority
vertical	
partition	
conform	
guardian	
external	
cardinal	
excursions	
injury	

Challenge Spelling Words

tarpaulin
notorious
honorable

Unit Academic Vocabulary

expert
focus
visible
relate
detect

READ ALOUD
"A Pinhole Camera"

READ ALOUD TRADE BOOK LIBRARY

INTERACTIVE READ ALOUD LESSON PLAN GUIDE

SHARED READ
Hatchet

BOOK CLUB

Titles related to Spotlight Genre and Theme: T484–T485

Mentor STACK

Writing Workshop T383

LITERACY STATIONS

SCOUT

☑ Assessment Options for the Week

- Daily Formative Assessment Options

The following assessments are available on SavvasRealize.com:

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

ASSESSMENT GUIDE

Interact with Sources

Explore the Poem

Remind students of the Essential Question for Unit 2: *How do we learn through our observations?* Point out the Week 3 Question: *How can careful observation help a person survive?*

Direct students' attention to the poem on pp. 290–291 in the *Student Interactive.* Note that it uses structures specific to the genre of poetry—it is presented in lines, for example, and the lines are in groups called stanzas. It also uses rhymes, like many poems do. Have partners take turns reading aloud stanzas of the poem and discuss what the poem is about. 👆

Use the following questions as a way to interact with the poem and guide the discussion about it. Encourage students to take notes on the discussion and annotate the poem.

- What experience does the poem describe?
- How does the speaker feel in the last stanza?
- What might the "perfect inspiration" of the title be?

WEEKLY QUESTION Reread the Week 3 Question: *How can careful observation help a person survive?* Point out that carefully observing and following the steps for lighting a fire, which are described in the poem, can sometimes be a matter of survival.

TURN, TALK, AND SHARE Have partners summarize the theme, or message, of the poem and discuss a time when they each observed something others did not. Then have them share their answers with classmates.

EXPERT'S VIEW Jim Cummins, **Professor Emeritus, University of Toronto**

"Having a strong conceptual foundation in the first language creates a solid foundation for learning academic language in English. It is good to encourage kids to continue to learn and read in their first language. Knowledge transfers from one language to another. If students have the concept in their first language, it is an easier lift because they only have to learn the English vocabulary."

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

ELL Targeted Support **Listening Comprehension** Read aloud each stanza of the poem. Have students demonstrate comprehension as they listen and respond to questions about the text.

Discuss the precise details the poem contains. Preview key vocabulary: *fuel, firewood, burns, light, flames*. Discuss how these words are related to fire. **EMERGING**

Discuss how the precise details make the poem realistic, or true to life. Preview key vocabulary: *desert, embers, gaze, toasty, snooze*. Ask: What feelings do *toasty* and *snooze* suggest? **DEVELOPING**

Have partners discuss how the precise details make the poem realistic. Preview key vocabulary: *combustible, kindling.* Ask: How are the words *combustible* and *kindling* related? **EXPANDING**

Have partners discuss how the precise details make the poem realistic. Preview the multiple-meaning words *stock, cured, seasoned,* and *shavings.* Ask students if picturing the scene helps them understand the words' meanings. **BRIDGING**

STUDENT INTERACTIVE, pp. 290–291

WEEKLY LAUNCH: POEM

👆 INTERACTIVITY

PERFECT Inspiration
by Emil Martin

I'll be here a week.
The nights will be cool.
In the mornings I'll need
a combustible fuel—

Firewood, that is,
from the wood pile out back.
I split it two years ago,
built up the stack.

The wood is well seasoned;
it's cured, you could say,
now dry as a desert—
it burns best that way.

I center the kindling
and carefully light
wood shavings beneath it.
Soon embers glow bright.

A log or two added—
soon crackles and flames
capture my gaze
and whisper their names:

Red cedar, cottonwood,
aspen, and yew;
juniper, hemlock,
and spruce. All will do.

This toasty gold fire
which I feed to make burn
lets me snooze over words
on each page that I turn.

WEEK 3

Weekly Question

How can careful observation help a person survive?

TURN and TALK With a partner, take turns reading stanzas of the poem aloud. Summarize the poem. Then describe a time when you noticed something that other people did not. How did this observation help you?

290

291

Listening Comprehension

OBJECTIVES

Listen actively to verbal messages, observe nonverbal messages, ask relevant questions, and make pertinent comments.

Recognize and analyze literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.

ELL Language Transfer

Cognates Point out these Spanish cognates in "A Pinhole Camera":

- camera : *cámara*
- solar : *solar*
- aluminum : *aluminio*

FLUENCY

After completing the Read Aloud Routine, display "A Pinhole Camera." Model reading a section of the story aloud, asking students to pay attention to your expression and how you indicate the punctuation. Explain that fluency is about reading for meaning, not speed. Invite partners to practice expressive reading using their favorite dialogue from the story.

💬. **THINK ALOUD**

Analyze Realistic Fiction I notice four characters speaking about how to view a solar eclipse. The characters seem like real people, telling about everyday feelings in everyday language. The information about building a pinhole camera is detailed and seems accurate. So I'd say this work of fiction is realistic, or true to life.

Realistic Fiction

Tell students you are going to read a realistic story aloud. Have students listen as you read "A Pinhole Camera." Explain that students should listen actively, paying careful attention to details that make the story realistic, or true to life, and to the characters' different points of view, or ways of looking at the events. Prompt students 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 realistic fiction.

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

REREAD the text aloud, pausing to model Think Aloud strategies related to realistic fiction.

A Pinhole Camera

"Everybody's talking about the solar eclipse. It's going to be amazing!"

"How long is it going to last, Sofia?" asked Marco, her younger brother.

"Hey, I heard it was only going to last two minutes," said her older sister, Neve, as she walked into the kitchen. "That's not very long at all."

"Two minutes! We might not get to see it," sighed their youngest brother, Isaac. "Besides, we don't have any solar glasses. Your eyes can get seriously injured if you look at the sun."

"My science teacher, Mrs. Padilla, showed us how to make a pinhole camera so we can watch it without solar glasses, and it will be totally visible," Sofia said as she walked toward the kitchen. "Neve, do we have aluminum foil and scissors?"

"I'll look," Marco offered. "What else do we need?"

"We each need a cardboard box. Maybe Mom has some shoeboxes. They would be a good size."

"I'll go ask," Marco volunteered, and he took off to the laundry room where their mother was folding clothes.

"How's that going to work?" Isaac asked. "A camera is supposed to focus light. How will a box ever do that?" he asked nervously.

"Get a thumbtack and some duct tape and I'll show you."

Isaac ran off to the garage to find a thumbtack.

When they had their supplies back in the kitchen, Sofia instructed the others cut a hole, big enough for any eye to look into, at one end of the long side of the box. Next, she told them to cut another, smaller hole on the short side of the box closest to the other hole. Finally, they taped the lid onto the box, making sure no light would get in. It was a painstaking process, but they finally had their "camera."

"How will this work?" Isaac asked anxiously.

"Oh, it'll never work!" Neve sputtered and frowned.

"Sure it will," said Sofia. "We just need to tape the aluminum foil over the hole on the short end of the box and poke a tiny hole in it with the tack. Then you'll see."

Once they were finished, Sofia grinned, "Good job! Now let's go make sure it works before tomorrow."

As sunlight streamed through the thumbtack hole, they saw the image of a perfectly round sun inside the the other end of box, and they knew tomorrow was going to be amazing!

THINK ALOUD

Analyze Realistic Fiction As I read, I noticed that the narrator is not a character in the story but instead refers to all the characters with pronouns such as *he, she,* and *they*. Still, I can tell that each character has a different way of looking at things. Sofia knows the most and seems to be the leader. Neve seems more doubtful, and Isaac seems worried. Marco just wants to be helpful. These characters could all exist in real life.

ELL Access

To help prepare students for the oral reading of "A Pinhole Camera," read aloud this short summary:

Sofia tells her sister and two brothers how to make a pinhole camera to watch a solar eclipse.

WRAP-UP

OBSERVATION

Use a sequence chart to help students list the steps for making a pinhole camera described in the story.

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.

Realistic Fiction

LEARNING GOAL

I can learn more about the theme *Observations* by understanding point of view in realistic fiction.

OBJECTIVES

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

Recognize and analyze literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.

LANGUAGE OF THE GENRE

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

- characters
- events
- setting
- plot

FLEXIBLE OPTION
ANCHOR CHARTS

- Display a blank poster-sized anchor chart in the classroom.
- Have students work with you to add genre characterstics.
- Have students add specific titles as they read new texts.

ELL Language Transfer

Cognates Point out the Spanish cognate related to realistic fiction:
- realistic : *realista*

Minilesson

FOCUS ON STRATEGIES Define realistic fiction as literature about imaginary people and events that is nevertheless true to life. Discuss literary elements such as plot, setting, theme, and characters.

- Ask yourself whether the characters seem like real people. Do they act and change in a realistic way?
- Consider whether the plot events could happen in real life. Do they center around a true-to-life problem?
- Look for details that capture the setting. Does the place where the story is set seem like a real place, even if it is not?

MODEL AND PRACTICE Model determining that a text is realistic fiction. Say: In "A Pinhole Camera," Sofia knows how to make a camera so she and her brothers and sister can look at the solar eclipse without harming their eyes. I ask myself if this could really happen. Yes, it could. Do the characters seem realistic? Do brothers and sisters talk to each other this way? Yes, and yes. Looking at the details, I determine that "A Pinhole Camera" is an example of realistic fiction.

Talk about stories from popular culture with which students are familiar. Discuss the characters, settings, and plots, and whether these stories are realistic.

FLUENCY Explain to students that, when they read with expression, they should be sure to express a character's emotion and pay attention to end punctuation. Read aloud a paragraph from "A Pinhole Camera" or from another realistic fiction text. Then read it together as a class. Give students time to practice reading independently. Finally, have students read the passage on their own, and check their fluency, focusing on expression.

ELL Targeted Support **Describe** Have students describe a character from a story or movie.

Prompt students to describe a favorite character. Write words and phrases from their descriptions on the board. Use these words to describe another character, and have students repeat what you say. **EMERGING/DEVELOPING**

Call on a volunteer to describe a character from a favorite story. Discuss whether he or she is realistic and why. **EXPANDING/BRIDGING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies to identify realistic fiction.

OPTION 1 **TURN, TALK, AND SHARE** Have partners complete the Turn and Talk activity on p. 292 of the *Student Interactive*. Circulate to discover if students understand the difference between informational text and realistic fiction.

OPTION 2 **Use Independent Text** Have students use sticky notes to mark places in the text where they notice characters, settings, and events that are like real-world people, settings, and events. Direct them to write on the sticky note how each is realistic.

Be a Fluent Reader Have students work with a partner to complete the fluency activity on p. 292 of the *Student Interactive*.

✅ QUICK CHECK

Notice and Assess Can students identify realistic fiction?

Decide

- **If students struggle,** revisit instruction about realistic fiction in Small Group on pp. T158–T159.

- **If students show understanding,** have them continue practicing the strategies for reading realistic fiction in Small Group on pp. T158–T159.

STUDENT INTERACTIVE, pp. 292–293

GENRE: REALISTIC FICTION

Learning Goal

I can learn more about the theme *Observations* by understanding point of view in realistic fiction.

Realistic Fiction

Realistic fiction includes events and characters that seem real—but are not. Look for

- A **purpose** of entertaining with a believable story
- **Characters and events** that are imaginary but believable
- The **plot,** or what happens in the story and could also happen in real life
- The **setting,** or the time and place of the story
- The **theme,** or the author's message

TURN and TALK Describe how realistic fiction is different from informational texts you have read. Use the chart to compare and contrast genres. Share your thoughts with a partner.

Be a Fluent Reader Fluent readers read with expression. Realistic fiction often contains dialogue between characters as well as internal monologue, which is one character's inner voice. Dialogue and internal monologue are perfect for practicing reading with expression.

When you read dialogue or internal monologue,

○ Raise or lower the pitch of your voice to express the emotion of the character.

○ Use inflection when you see a question mark at the end of a sentence.

READING WORKSHOP

Realistic Fiction Anchor Chart

PURPOSE:
☀ To entertain or tell a story

ELEMENTS:
☀ The setting is real or could be real.
☀ The characters act and change like real people.
☀ The plot events could happen in real life.

TEXT STRUCTURE:
☀ Chronological order 1ST 2ND 3RD
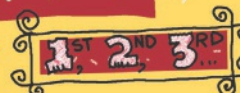
292

293

Academic Vocabulary

LEARNING GOAL

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

OBJECTIVE

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

ELL Language Transfer

In Spanish, words often end in vowels, and some consonants never end words. As a result, Spanish speakers may delete or substitute consonant sounds at the ends of English words. Encourage them to practice correctly writing and pronouncing English words with final consonants.

WEEKLY STANDARDS PRACTICE

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

Context Clues

Minilesson

FOCUS ON STRATEGIES Knowing how to look for context clues can help readers when they encounter an unfamiliar word. Context clues are the words and phrases surrounding a word that suggest its meaning.

- When you encounter an unfamiliar word in your reading, first use the context to identify its part of speech.
- Keeping its part of speech in mind, look at other words in the same sentence for clues to the unfamiliar word's meaning.
- Look beyond the sentence for more clues if necessary.

MODEL AND PRACTICE Model the strategy using the Academic Vocabulary word *expert* in the first sentence on *Student Interactive* p. 317.

- What part of speech is *expert*? Since it comes after *a* and names something, I think it's a noun. Then I look at the whole sentence. It says the expert is *well-respected* and *gives lectures and speeches* on wilderness survival. I think an expert is someone who knows a lot about a topic.
- Have students independently use context within a sentence with another word from p. 317. Then discuss their definitions and correct any misunderstandings.

ELL Targeted Support **Academic Vocabulary** Tell students that sounding out words and hearing different sounds will help them recognize which letters are being used. Display the word *expert*.

Say each letter sound aloud; have students repeat it. Say the entire word; have students repeat it. Repeat with other Academic Vocabulary words. **EMERGING**

Complete the above activity and then have students work in pairs to sound out the other Academic Vocabulary words. **DEVELOPING**

Complete the above activities and then have students spell the words to each other. **EXPANDING**

ASSESS UNDERSTANDING

Apply

My TURN Have students use context clues to help them discover the meaning of unfamiliar words in the sentences on p. 317 of the *Student Interactive*. Remind students that these words will be used throughout this unit.

STUDENT INTERACTIVE, p. 317

VOCABULARY   READING-WRITING BRIDGE

Academic Vocabulary

Context clues, or surrounding words and phrases, can be used to determine the meaning of words. Look for definitions of unfamiliar or multiple-meaning words within and beyond sentences. Also look for examples that help you determine relevant meanings.

Learning Goal

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

My TURN For each sentence,

1. **Read** the underlined academic vocabulary word.
2. **Highlight** the context clue or clues.
3. **Write** a brief definition of the word based on the clues.

Dr. Garcia is a well-respected expert who gives lectures and speeches about wilderness survival.

Definition: a person who knows a lot about a certain topic

The math team made sure to focus by studying hard and concentrating on the questions.

Definition: to fix one's attention on something

Using dry wood and leaves, the camper built a big, bright fire that was clearly visible from several miles away.

Definition: able to be seen

As he looked for evidence in the woods, Mr. O'Hara tried to detect if any animals were hiding nearby.

Definition: to discover or uncover

317

Word Study *r*-Controlled Vowels

OBJECTIVES

Decode multisyllabic words with *r*-controlled syllables.

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

LESSON 1

Teach *r*-Controlled Vowels

FOCUS ON STRATEGIES Explain that *r*-controlled vowels are vowels connected to the letter *r*. When vowels are followed by the letter *r*, the vowel sounds change. Note that some *r*-controlled vowels sound the same but are spelled differently.

MODEL AND PRACTICE To show how vowel sounds change when they are connected to the letter *r*, display the words *pack* and *park*. Point out that the short *a* sound in *pack* is different from the *r*-controlled vowel sound in *park*.

To show how the same *r*-controlled vowel sound can be spelled differently, write the words *turn, learn, birth,* and *person*. Point out that the same *r*-controlled vowel sound, *er*, is spelled *ur* in *turn*, *ear* in *learn*, *ir* in *birth*, and *er* in *person*.

Have students suggest other pairs of words that have the same *r*-controlled vowel sound but are spelled differently. Tell them that they can use a print or digital dictionary to check for correct pronunciation.

ELL Targeted Support

r-**Controlled Vowels** Tell students that understanding vowel sounds in English words will help them improve their language skills. Display and say the word *turned* and have students pronounce it after you.

Say the words *return* and *burning* and have students pronounce and write them. **EMERGING/DEVELOPING**

Have students work with partners to identify and write words that make the same sound as the *ur* in *turned* but use a different vowel or vowels before the *r* (*perhaps*, *learn*, etc.). **EXPANDING/BRIDGING**

LESSON 1	LESSON 2	FLEXIBLE OPTION ◄ LESSON 3	FLEXIBLE OPTION ◄ LESSON 4	FLEXIBLE OPTION ◄ LESSON 5
Teach *r*-Controlled Vowels	Apply *r*-Controlled Vowels	More Practice	Spiral Review: Final Stable Syllables *-le*, *-tion*, *-sion*	☑ Assess Understanding
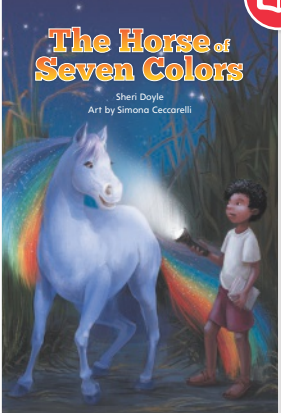
Matching Texts to Learning

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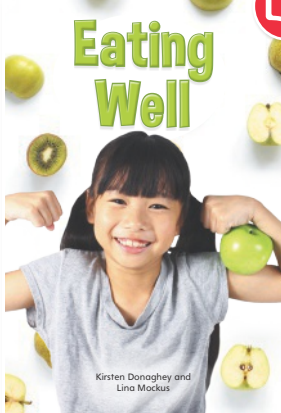
LEVEL S

Genre Traditional Literature

Text Elements
- Descriptive language
- Figurative language

Text Structure
- Chronological

LEVEL S

Genre Informational Text

Text Elements
- Dense content and format
- Some new words depend on glossary

Text Structure
- Description

LEVEL S

Genre Science Fiction

Text Elements
- Descriptive language
- Figurative language

Text Structure
- Chronological

Guided Reading Instruction Prompts

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

Identify Realistic Fiction

- How can you tell this text is fiction?
- What is the main problem in the story?
- Do the characters and settings seem like real-world people and places?
- Are the events similar to things that have happened to you?

Develop Vocabulary

- What context clues point to the meaning of the word _____?
- What does the word _____ tell you about characters and events?
- What new or interesting words did the author use?

Analyze Point of View

- Who is narrating the story?
- What different attitudes do different characters express toward the same events?
- Which characters' thoughts and feelings does the reader learn?

SMALLED

Joe Keenan
Art by Kevin Hopgood

LEVEL T

Genre Fantasy

Text Elements
- Minimal illustration
- Wide range of sentence types

Text Structure
- Chronological

AN ICELANDIC ADVENTURE

Katie Mastromattei • Art by Evan Piccirillo

LEVEL T

Genre Realistic Fiction

Text Elements
- Minimal illustration
- Wide range of sentence types

Text Structure
- Chronological

FIT FOR SURVIVAL

Nancy Furstinger
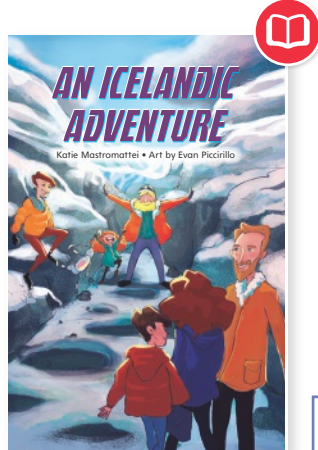
LEVEL W

Genre Informational Text

Text Elements
- Extensive use of text boxes
- Decoding challenges

Text Structure
- Description

Generate Questions

- What characters in the book would you like to know more about?
- What questions would you like to ask the main character?
- What questions could you ask the author to learn about writing fiction?

Compare Texts

- What connections can you make between texts?
- What did the author do to make this text more interesting than some others?

Word Study

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

Leveled Reader Teacher's Guide

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

The Light at Jupiter Lake
by J.W. Diel

Guided Reading Level Q
DRA Level 40
Lexile Measure 800L
Word Count 3,356
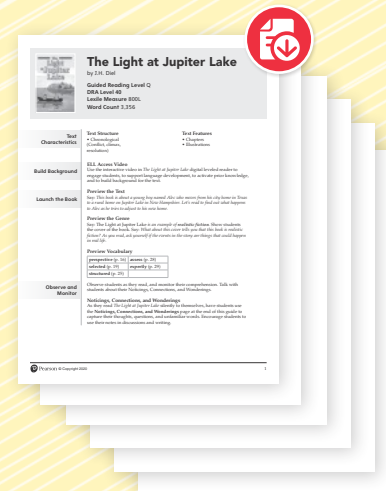
Use the ☑ **QUICK CHECK** on p. T151 to determine small group instruction.

Teacher-Led Options

Strategy Group

IDENTIFY REALISTIC FICTION

Teaching Point Today I want to remind you that when you are reading realistic fiction, it helps when you can figure out who is telling the story. The point of view of the story can also help you discover each character's voice. Review the Anchor Chart on *Student Interactive* p. 293. Ask students to identify the elements that show that "A Pinhole Camera" on pp. T148–T149 is realistic fiction.

ELL Targeted Support

Tell students that realistic fiction tells a story with characters, a setting, and a plot that could exist in real life. The characters usually face a problem.

Use a T-chart to list elements of realistic fiction on one side. Provide strips with definitions and have students place the definitions next to the appropriate element. Echo read the completed chart with students. **EMERGING**

Ask students to complete sentences for the story elements: *The setting of this story is _____. The _____ are named _____, _____, _____, and _____.* **DEVELOPING**

Ask students: Who is Sofia? Where does the story take place? What is the problem? What happens during the story? **EXPANDING/BRIDGING**

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

Intervention Activity

READING REALISTIC FICTION

Use Lesson 15, pp. T99–T104, in the *myFocus Intervention Teacher's Guide* for instruction on the characteristics of fiction.

LEVEL F • READ

Lesson 15   Genre: Fiction

DIRECTIONS Read each story. Pay attention to how the events are organized. Think about the characters and the setting.

Try Again

1   My little brother believes everything I tell him. Every now and then I take advantage to give me a leg up. The last whopper, though, worked to my disadvantage.
2   I was so busy bragging about how awesome I am at carnival games, I didn't realize I was setting myself up. He, of course, asked me to win a prize for him. Don't get me wrong. I would love to win a giant stuffed animal for Ty, but I have never—not even once—won a carnival game.
3   "Jamal is going to win a giant stuffed animal for me at the fair next week!" Ty declared. Dad looked skeptical. Mom shook her head. I tried to look confident but failed miserably.
4   I hoped Ty would forget. He didn't. Every time he saw me, he asked which game I was going to win. I told him I would have to check things out at the fair.
5   In the meantime, I checked my piggy bank. I knew I would be spending my life's savings trying to get that giant stuffed animal for Ty. Maybe one of the attendants would take pity on me. That seemed like my only hope.
6   The fair arrived and we went. Mom and Dad wished me luck. I tried to dodge Ty to see if I could just *buy* a prize. I couldn't shake him. I kept playing, but I lost every game. Despite a look of disappointment, Ty said, "It's okay, Jamal. I don't need a stupid animal anyway."
7   That made me feel even worse. I had lied and disappointed him and he was trying to make *me* feel better. I had to do something. . . . I had the perfect idea. There was a game I could win for sure!
8   I told Dad my plan. He nodded. I ran as fast as I could in the other direction. It took only five minutes.
9   As I returned to my family, I could see the smile stretch across Ty's face. He started jumping up and down! "For me???" he asked incredulously.
10 "For you," I said as I handed him a bag of five goldfish.
11 I was the hero for the day. And I promised myself to try not to disappoint this little guy ever again.

Reading Literature **T • 99**

On-Level and Advanced

INQUIRY

Question and Investigate Have students investigate details in "Perfect Inspiration" on pp. 290–291 to determine if they are realistic. Throughout the week, have them conduct research about their chosen details. See *Extension Activities* pp. 82–86 in the *Resource Download Center*.

Independent/Collaborative

Conferring
3 students / 3–4 minutes per conference

IDENTIFY REALISTIC FICTION

Talk About Independent Reading Ask students to share what they wrote on their sticky notes and to explain how knowing the characteristics of realistic fiction helped them better understand the story.

Possible Conference Prompts
- What characters, settings, and events were like real-world people, settings, and events?
- How did you use what you know about realistic fiction to understand the story?

Possible Teaching Point Can you explain the difference between informational text and realistic fiction? How does knowing the difference help you understand the text you are reading?

Leveled Readers

IDENTIFY REALISTIC FICTION
- For suggested titles, see "Matching Texts to Learning," pp. T156–T157.
- For instructional support on how to find characteristics of realistic fiction, see *Leveled Readers Teacher's Guide.*

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

Independent Reading

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

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

Literacy Activities

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

BOOK CLUB

See Book Club, pp. T484–T485, for
- teacher's summary of chapters in *The Tarantula Scientist.*
- talking points to share with students.
- collaboration prompts and conversation starters.
- suggestions for incorporating the Discussion Chart.
- alternate texts to support the unit theme and Spotlight Genre.

Whole Group

Share Bring the class back together. Invite one or two students to summarize some observations from the Turn and Talk discussion. Reinforce with the class the reading strategies the student used to read realistic fiction.

Introduce the Text

Hatchet

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

  gingerly: cautiously; with great care

  ignite: catch fire

  sputtered: gave out popping sounds

  painstaking: done with great care and attention

  gratified: felt great satisfaction

- Tell students: These words will help you understand the actions and feelings of the main character in *Hatchet*. As you read, highlight the words and ask yourself questions about what they are telling you about Brian.

Read 📖 🔊 ✏️ 📑

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

FIRST READ STRATEGIES

NOTICE Remind students to pay attention to how the main character responds to events.

GENERATE QUESTIONS Encourage students to ask themselves how the point of view from which the story is told affects their understanding of the main character's actions, thoughts, and feelings.

CONNECT Ask students to consider how events and ideas in this text connect to other things you have read, including the poem on pp. 290–291.

RESPOND Have students discuss with others their thoughts about the text as they read it.

Students may read 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 **Concept Mapping** Tell students that concept mapping can help them learn relationships between words and meanings.

Display a web diagram with the five vocabulary words around the phrase *Actions and Feelings* in a central circle. Read each word aloud and have students repeat it. Stress that these words name an action or a feeling. Encourage students to act out the meanings. **EMERGING/DEVELOPING**

Direct students to draw a web diagram in their notebooks with the five vocabulary words around a blank central circle. Have students discuss what the words tell about and write that in the center circle (Actions and Feelings). Have partners add additional words to the web and then share them 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 about someone who is alone and needs to solve a problem.

STUDENT INTERACTIVE, pp. 294–295

Meet the Author

Gary Paulsen wrote books about topics similar to events he experienced in his own life. He lived in the woods, raced dogs in Alaska, and, like Brian in *Hatchet*, survived tough situations alone. He was an avid reader and said he read books "like a wolf eats!"

from
Hatchet

Preview Vocabulary

As you read the excerpt from *Hatchet*, pay attention to these vocabulary words. Notice how they relate to Brian's feelings or actions.

	gingerly	ignite	
sputtered		painstaking	gratified

Read

Before you read, use what you know about **realistic fiction** to establish a purpose for reading. Follow these strategies as you read this text for the first time.
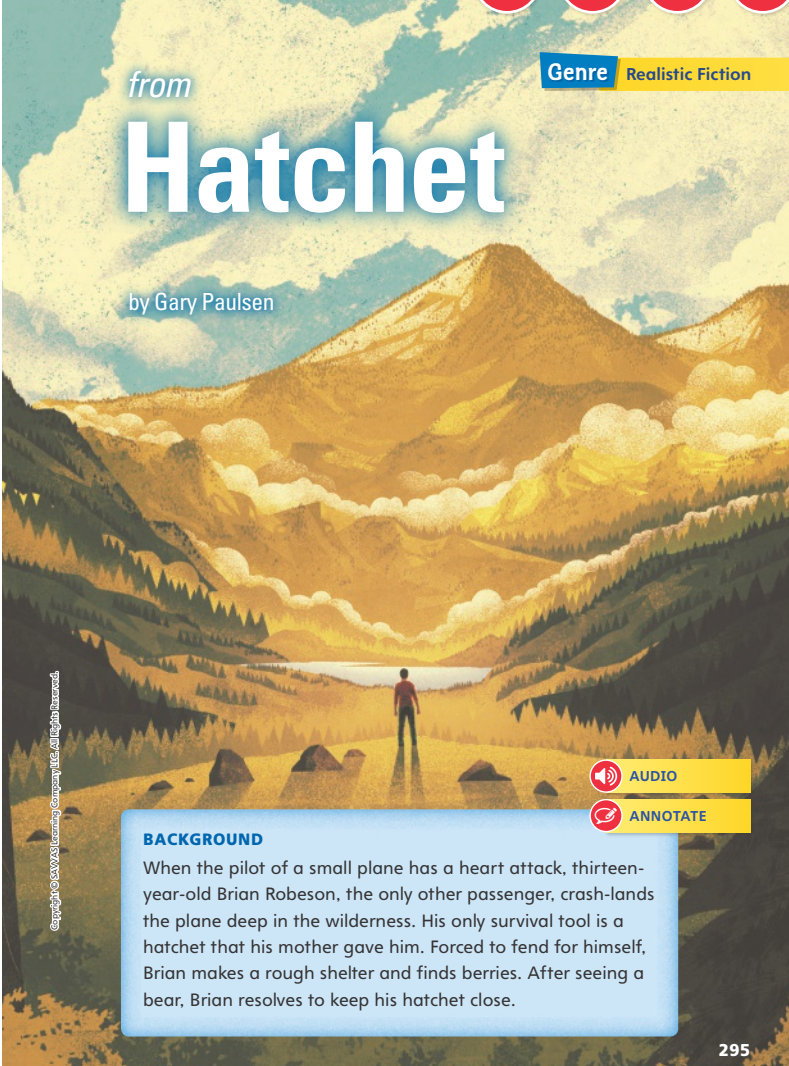
Notice how characters respond to events.

Generate Questions about point of view.

First Read

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

Respond by discussing your thoughts about the text as you read.

from
Hatchet

Genre Realistic Fiction

by Gary Paulsen

AUDIO
ANNOTATE

BACKGROUND
When the pilot of a small plane has a heart attack, thirteen-year-old Brian Robeson, the only other passenger, crash-lands the plane deep in the wilderness. His only survival tool is a hatchet that his mother gave him. Forced to fend for himself, Brian makes a rough shelter and finds berries. After seeing a bear, Brian resolves to keep his hatchet close.

294

295

First Read

Notice

💬 **THINK ALOUD** Even before the narrator tells me the boy's name, I can tell that he is scared. Many words and details show me his fear. He hears a growl. He smells something that terrifies him. He is reminded of "fright movies," or horror films. He hears slithering. He screams.

Close Read

Analyze Point of View

Have students scan **paragraphs 1–7.** Ask: What pronouns do you see in these paragraphs? Are the pronouns talking about the narrator, or someone else? Have students underline the pronouns they see, and discuss what they tell the reader about the narrator and the narrator's point of view. **See student pages for possible responses.**

Possible Response: The pronouns *he, his,* and *him* refer to Brian, so the story is told in third-person point of view.

Lead students to recognize that the point of view of *Hatchet* is third-person limited— limited to the thoughts and feelings of the main character, Brian, as told by the narrator.

DOK 1

OBJECTIVE

Identify and understand the use of literary devices, including first- or third-person point of view.

CLOSE READ

Analyze Point of View

Underline the words in paragraphs 1 through 7 that show that the narrator telling the story is not the main character.

1   At first he thought it was a growl. In the still darkness of the shelter in the middle of the night his eyes came open and he was awake and he thought there was a growl. But it was the wind, a medium wind in the pines had made some sound that brought him up, brought him awake. He sat up and was hit with the smell.

2   It terrified him. The smell was one of rot, some musty rot that made him think only of graves with cobwebs and dust and old death. His nostrils widened and he opened his eyes wider but he could see nothing. It was too dark, too hard dark with clouds covering even the small light from the stars, and he could not see. But the smell was alive, alive and full and in the shelter. He thought of the bear, thought of Bigfoot and every monster he had ever seen in every fright movie he had ever watched, and his heart hammered in his throat.

3   Then he heard the slithering. A brushing sound, a slithering brushing sound near his feet—and he kicked out as hard as he could, kicked out and threw the hatchet at the sound, a noise coming from his throat. But the hatchet missed, sailed into the wall where it hit the rocks with a shower of sparks, and his leg was instantly torn with pain, as if a hundred needles had been driven into it. "Unnnngh!"

4   Now he screamed, with the pain and fear, and skittered on his backside up into the corner of the shelter, breathing through his mouth, straining to see, to hear.
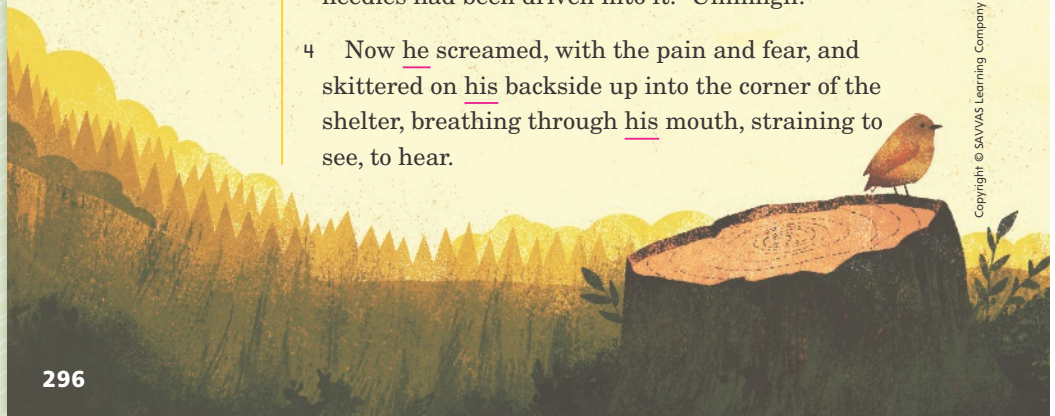
296

💬 **Possible Teaching Point**

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

Legend Point out that paragraph 2 includes an allusion, or reference, to Bigfoot, a large apelike creature of Native American and Canadian legend, also called Sasquatch, who is said to inhabit the Pacific Northwest. Discuss how and why this allusion stresses Brian's fear, eliciting that since Bigfoot is scary, smelling something that makes Brian think of Bigfoot shows how frightened he is.

5   The slithering moved again, he thought toward him at first, and terror took him, stopping his breath. He felt he could see a low dark form, a bulk in the darkness, a shadow that lived, but now it moved away, slithering and scraping it moved away and he saw or thought he saw it go out of the door opening.

6   He lay on his side for a moment, then pulled a rasping breath in and held it, listening for the attacker to return. When it was apparent that the shadow wasn't coming back he felt the calf of his leg, where the pain was centered and spreading to fill the whole leg.

7   His fingers gingerly touched a group of needles that had been driven through his pants and into the fleshy part of his calf. They were stiff and very sharp on the ends that stuck out, and he knew then what the attacker had been. A porcupine had stumbled into his shelter and when he had kicked it the thing had slapped him with its tail of quills.

CLOSE READ

Generate Questions

Highlight something the narrator describes. What question do you have about the narrator's point of view?

Record your question on the chart.

gingerly cautiously; with great care

297

First Read

Respond

💬. **THINK ALOUD** I know from the Background note on page 295 that Brian is where he is because the plane he was on crashed when the pilot had a heart attack. But I'm surprised that he was the only passenger on the plane. Now he's alone, trying to survive in the wilderness, which would be terrifying.

Close Read

Generate Questions

Have students scan **paragraphs 5–7** to find and highlight something the narrator describes. **See student page for possible responses.**

Ask students to generate questions about the information the narrator provides in these descriptions and then to answer the questions they ask.

Possible Response: Question: Why does the narrator delay in telling me that the "low dark form" is a porcupine? Answer: He wants me to feel the same mystery and tension that Brian feels so that I understand Brian's experience better and find the story suspenseful.

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

Use the Academic Vocabulary lesson on pp. T152–T153 in the Reading-Writing Workshop Bridge to teach the use of context clues to determine word meanings. Then direct students' attention to the multiple-meaning word *calf* in paragraph 7. Note that *calf* can mean a young cow or bull, a young dolphin or whale, a large piece of ice broken off a glacier, or the fleshy back part of the leg below the knee. Ask students to use context clues to determine which of these meanings applies in the text.

First Read

Connect

💬 **THINK ALOUD** When the narrator describes how Brian's leg feels after the porcupine quills spiked him, I remembered a time when I scraped my skin pretty badly and needed to put special salve on it. I sure wouldn't have wanted to be on my own in the wilderness when it happened!

Close Read

Analyze Point of View

Remind students that a third-person narrator is not a character but can reveal the thoughts and feelings of characters.

Have students scan **paragraphs 8–10** and underline sentences in which the narrator reveals Brian's thoughts and feelings. **See student page for possible responses.**

DOK 2

OBJECTIVE

Identify and understand the use of literary devices, including first- or third-person point of view.

CLOSE READ

Analyze Point of View

Underline sentences that show that the narrator is revealing Brian's thoughts to the reader.

8   He touched each quill carefully. The pain made it seem as if dozens of them had been slammed into his leg, but there were only eight, pinning the cloth against his skin. He leaned back against the wall for a minute. He couldn't leave them in, they had to come out, but just touching them made the pain more intense.

9   So fast, he thought. So fast things change. When he'd gone to sleep he had satisfaction and in just a moment it was all different. He grasped one of the quills, held his breath, and jerked. It sent pain signals to his brain in tight waves, but he grabbed another, pulled it, then another quill. When he had pulled four of them he stopped for a moment. The pain had gone from being a pointed injury pain to spreading in a hot smear up his leg and it made him catch his breath.

10   Some of the quills were driven in deeper than others and they tore when they came out. He breathed deeply twice, let half of the breath out, and went back to work. Jerk, pause, jerk—and three more times before he lay back in darkness, done. The pain filled his leg now, and with it came new waves of self-pity. Sitting alone in the dark, his leg aching, some mosquitos finding him again, he started crying. It was all too much, just too much, and he couldn't take it. Not the way it was.

298

CROSS-CURRICULAR PERSPECTIVES   Science 🔬

Porcupines are plant-eating members of the rodent family native to North and South American woodlands. Their quills are actually long hairs coated with keratin, the same substance that makes up human fingernails and toenails. Porcupines cannot shoot their quills, as people used to believe, but the quills do come out with contact and have sharp backward barbs that irritate the skin. Ask students why Brian is so careful when he touches the quills in his leg. (They have cut into and irritated his skin.)

📖 🔊 ✏️ 📕

11   I can't take it this way, alone with no fire and in the dark, and next time it might be something worse, maybe a bear, and it wouldn't just be quills in the leg, it would be worse. I can't do this, he thought, again and again. I can't. Brian pulled himself up until he was sitting upright back in the corner of the cave. He put his head down on his arms across his knees, with stiffness taking his left leg, and cried until he was cried out.

12   He did not know how long it took, but later he looked back on this time of crying in the corner of the dark cave and thought of it as when he learned the most important rule of survival, which was that feeling sorry for yourself didn't work. It wasn't just that it was wrong to do, or that it was considered incorrect. It was more than that—it didn't work. When he sat alone in the darkness and cried and was done, was all done with it, nothing had changed. His leg still hurt, it was still dark, he was still alone and the self-pity had accomplished nothing.

CLOSE READ

Analyze Point of View

Underline sentences that show the narrator telling Brian's thoughts using the first-person point of view.

299

First Read

Notice

💬 **THINK ALOUD** I notice that paragraph 11 opens with Brian's thoughts. The long first sentence runs on with detail after detail linked by the word *and.* This captures the way a person thinks when he or she is scared.

Close Read

Analyze Point of View

Have students scan the **text on p. 299** and underline the sentences that show Brian's thoughts using first-person pronouns. **See student page for possible responses.**

Have students discuss whether the sentences they underlined are actually a shift to first-person point of view or, if not, what the narrator is doing. Elicit that while the phrase "he thought" shows that the third-person narrator is still present, the narrator gives Brian's thoughts directly, using *I* just as if Brian were speaking dialogue. Ask: What is the effect of shifting to first-person pronouns here?

Possible Response: It makes Brian's thoughts seem more direct and personal.

DOK 3

OBJECTIVE

Identify and understand the use of literary devices, including first- or third-person point of view.

⋯ Possible Teaching Point 🌉

Word Study | *r*-Controlled Vowels

Use the Word Study lesson on pp. T154–T155 to teach *r*-controlled vowels. Identify words with *r*-controlled vowels in paragraph 11 of *Hatchet* (*fire, dark, worse, bear, corner, arms*). Discuss the differences in sound, sometimes slight and sometimes marked, created by linking a vowel to an *r* by comparing the *r*-controlled vowel sounds to vowel sounds in words without the *r*: *fire* and *fine, won* and *worse.*

First Read

Generate Questions

💬 **THINK ALOUD** I wonder if people really have problems they can't solve in the daytime and then get ideas about the solutions in their dreams. I think I'll do some research to find out more about how dreams relate to our real lives.

Close Read

Generate Questions

Point out the words in **paragraph 13** (such as "At last he slept" and "he dreamed") that show the narrator is going to describe a dream that Brian has. Then have students scan **paragraph 14** and highlight details that communicate what Brian sees and hears as he dreams. **See student page for possible responses.**

Have students generate a question about Brian's relationship with his father based on the dream.

Possible Response: How does Brian react in his dream when his father is cross with him for asking questions?

DOK 3

OBJECTIVE

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

CLOSE READ

Generate Questions

Highlight details that show that the narrator is communicating what Brian sees and hears as he dreams.

Generate a question about the relationship between Brian and his father based on his dream. Record your question in the chart.

13   At last he slept again, but already his patterns were changing and the sleep was light, a resting doze more than a deep sleep, with small sounds awakening him twice in the rest of the night. In the last doze period before daylight, before he awakened finally with the morning light and the clouds of new mosquitos, he dreamed. This time it was not of his mother, not of the Secret, but of his father at first and then of his friend Terry.

14   In the initial segment of the dream his father was standing at the side of a living room looking at him and it was clear from his expression that he was trying to tell Brian something. His lips moved but there was no sound, not a whisper. He waved his hands at Brian, made gestures in front of his face as if he were scratching something, and he worked to make a word with his mouth but at first Brian could not see it. Then the lips made an *mmmmm* shape but no sound came. *Mmmmm—maaaa.* Brian could not hear it, could not understand it and he wanted to so badly; it was so important to understand his father, to know what he was saying. He was trying to help, trying so hard, and when Brian couldn't understand he looked cross, the way he did when Brian asked questions more than once, and he faded. Brian's father faded into a fog place Brian could not see and the dream was almost over, or seemed to be, when Terry came.
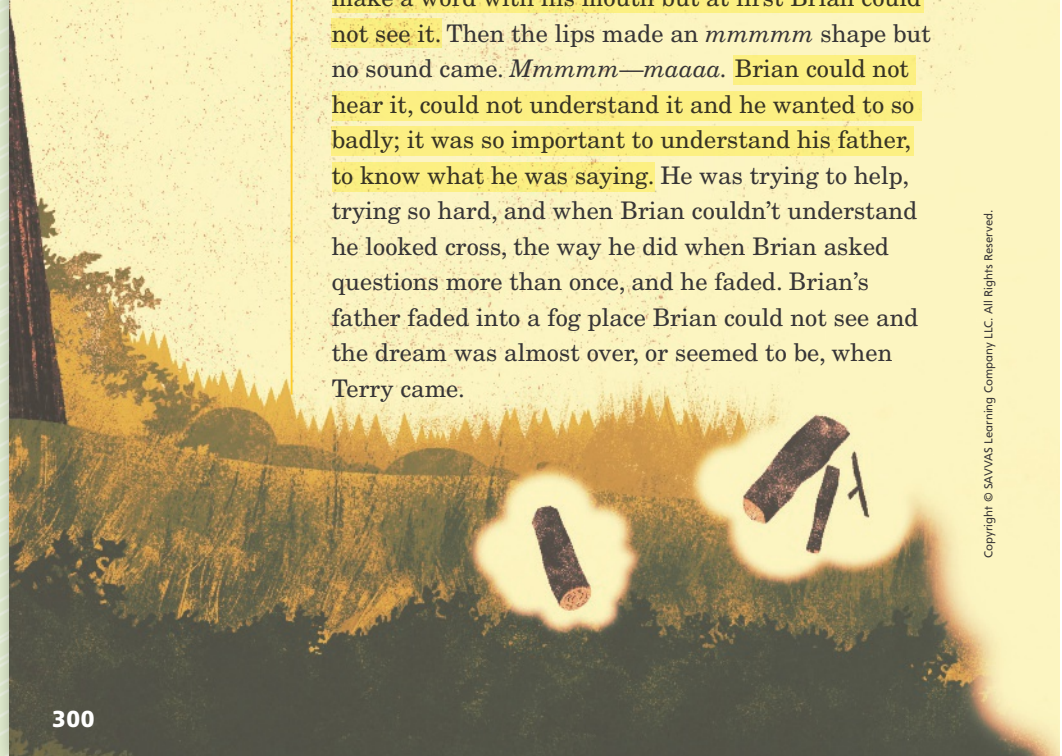
300

💬 **Possible Teaching Point**

Academic Vocabulary | Context Clues

Direct students' attention to the word *gestures* in paragraph 14. Ask them to use context clues to determine what the word means ("hand movements") and identify the clue that helped them figure out the meaning ("waved his hands"). For more instruction on using context clues to determine word meanings, see the Academic Vocabulary lesson on pp. T152–T153 in the Reading-Writing Workshop Bridge.

15 He was not gesturing to Brian but was sitting in the park at a bench looking at a barbecue pit and for a time nothing happened. Then he got up and poured some charcoal from a bag into the cooker, then some starter fluid, and he took a flick type of lighter and lit the fluid. When it was burning and the charcoal was at last getting hot he turned, noticing Brian for the first time in the dream. He turned and smiled and pointed to the fire as if to say, see, a fire.

16 But it meant nothing to Brian, except that he wished he had a fire. He saw a grocery sack on the table next to Terry. Brian thought it must contain hot dogs and chips and mustard and he could think only of the food. But Terry shook his head and pointed again to the fire, and twice more he pointed to the fire, made Brian see the flames, and Brian felt his frustration and anger rise and he thought all right, all right, I see the fire but so what? I don't have a fire. I know about fire; I know I need a fire.

17 I know that.

301

CLOSE READ

Generate Questions

Highlight words that tell you what is going on inside Brian's head.

What question would you ask the author about Brian? Record your question in the chart.

First Read

Connect

💬 **THINK ALOUD** This description of Terry starting a fire in a barbecue pit is very detailed. It reminds me of the detailed description of starting a fire in the poem on pages 290 and 291.

Close Read

Generate Questions

Have students highlight words that tell what Brian is thinking. **See student page for possible responses.**

Direct students to generate a question they would ask the author to gain information about Brian. If students need prompting, suggest that they might ask about the reasons for Brian's feelings in **paragraph 16.**

DOK 2

OBJECTIVE

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

ELL Targeted Support **Expressions** Tell students that expressions, such as "felt his frustration and anger rise" in paragraph 16, communicate ideas or feelings different from or in addition to the literal meanings of the words. Point out that the verb *rise* often means "to move upward," but in this case, its definition is "to grow stronger."

Read aloud the last three sentences of paragraph 16. Have small groups explain what the phrase "felt his frustration and anger rise" refers to. (Brian's feelings of annoyance, irritation, and impatience: "I see the fire but so what? I don't have a fire. I know about fire; I know I need a fire.") Discuss how the expression adds emphasis to the text. **EMERGING/DEVELOPING**

Have volunteers give examples of something else that can "rise." Correct misunderstandings as needed. **EXPANDING/BRIDGING**

First Read

Connect

💬 **THINK ALOUD** I'm thinking about what I know about how fires can start. I think the dream is a clue. It shows that Brian needs to pay attention to the sparks the hatchet made when he threw it.

Close Read

Analyze Point of View

Point out that the Close Read note on p. 302 addresses what Brian can physically sense as well as his emotions. Have students scan **paragraphs 18–20** and underline clues that indicate the narrator knows both Brian's physical and emotional feelings. **See student page for possible responses.**

Have students discuss why they underlined the words they did.

DOK 3

OBJECTIVE

Identify and understand the use of literary devices, including first- or third-person point of view.

CLOSE READ

Analyze Point of View

<u>Underline</u> clues that show you that the narrator knows Brian's physical and emotional feelings.

18 His eyes opened and there was light in the cave, a gray dim light of morning. He wiped his mouth and tried to move his leg, which had <u>stiffened like wood</u>. There was <u>thirst, and hunger</u>, and he ate some raspberries from the jacket. They had spoiled a bit, seemed softer and mushier, but still had a rich sweetness. He crushed the berries against the roof of his mouth with his tongue and drank the sweet juice as it ran down his throat. A flash of metal caught his eye and he saw his hatchet in the sand where he had thrown it at the porcupine in the dark.

19 He scooted up, wincing a bit when he bent his stiff leg, and crawled to where the hatchet lay. He picked it up and examined it and saw a chip in the top of the head.

20 The nick wasn't too large, but <u>the hatchet was important to him,</u> was his only tool, and he should not have thrown it. He should keep it in his hand, and make a tool of some kind to help push an animal away. Make a staff, he thought, or a lance, and save the hatchet. <u>Something came then, a thought as he held the hatchet,</u> something about the dream and his father and Terry, but he couldn't pin it down.

302

⋯ **Possible Teaching Point** 🌉

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

Sensory Language Have students identify sensory details in paragraph 18 and the senses to which they appeal. (For example, "stiffened like wood," "softer and mushier," and "crushed the berries" appeal to the sense of touch; "rich sweetness" and "sweet juice," to the sense of taste; "gray dim light of morning" and "flash of metal," to the sense of sight.) Discuss the overall effect of this vivid sensory language.

21   "Ahhh . . ." He scrambled out and stood in the morning sun and stretched his back muscles and his sore leg. The hatchet was still in his hand, and as he stretched and raised it over his head it caught the first rays of the morning sun. The first faint light hit the silver of the hatchet and it flashed a brilliant gold in the light. Like fire. That is it, he thought. What they were trying to tell me.

22   Fire. The hatchet was the key to it all. When he threw the hatchet at the porcupine in the cave and missed and hit the stone wall it had showered sparks, a golden shower of sparks in the dark, as golden with fire as the sun was now.

23   The hatchet was the answer. That's what his father and Terry had been trying to tell him. Somehow he could get fire from the hatchet. The sparks would make fire.

24   Brian went back into the shelter and studied the wall. It was some form of chalky granite, or a sandstone, but imbedded in it were large pieces of a darker stone, a harder and darker stone. It only took him a moment to find where the hatchet had struck. The steel had nicked into the edge of one of the darker stone pieces. Brian turned the head backward so he would strike with the flat rear of the hatchet and hit the black rock gently. Too gently, and nothing happened. He struck harder, a glancing blow, and two or three weak sparks skipped off the rock and died immediately.

CLOSE READ

Generate Questions

Highlight details that help you ask a question about the narrator's understanding of Brian's reasons for his actions.

303

First Read

Connect

💬 **THINK ALOUD** I remember that this unit is about observations and how they can help a person. I'm thinking that Brian has been very observant about some things but has taken a while to notice some other things. It seems to me that his observations will eventually help him solve his problem.

Close Read

Generate Questions

Have students reread **paragraphs 21–23** and highlight details that help them understand the narrator's knowledge about Brian's reasons for his actions. **See student page for possible responses.**

Ask: What question do you have for the narrator about Brian's reasons and actions?

Have students discuss the reasons for the questions they proposed.

DOK 3

OBJECTIVE

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

CROSS-CURRICULAR PERSPECTIVES   Science

One way to start a fire is with flint and steel. Flint is a hard gray rock often found in chalk. Other materials like flint, also found in softer rock such as chalk or limestone, include jasper and agate. When steel hits one of these hard rock materials, it causes a spark that can be used to ignite a piece of tinder to start a fire. The fire can then be fed with bigger and bigger pieces of wood. Have students connect this information to the details in *Hatchet* and to the poem on *Student Interactive* pp. 290–291.

First Read

Respond

💬 **THINK ALOUD** Now I know why this story is called *Hatchet.* The hatchet is going to save Brian's life and the brainstorm he has about how to use it is sort of like a hatchet striking.

Close Read

Analyze Point of View

Have students scan the text on **p. 304.** Say: I like how the author shares Brian's thoughts as Brian is thinking them.

Ask students to underline descriptions that show that the narrator is sharing Brian's thoughts as Brian is thinking them. **See student page for possible responses.**

DOK 2

OBJECTIVE

Identify and understand the use of literary devices, including first- or third-person point of view.

CLOSE READ

Analyze Point of View
Underline descriptions that show that the narrator relates Brian's thoughts when Brian thinks them.

ignite catch fire

sputtered gave out popping sounds

25   He swung harder, held the hatchet so it would hit a longer, sliding blow, and the black rock exploded in fire. Sparks flew so heavily that several of them skittered and jumped on the sand beneath the rock and he smiled and struck again and again.

26   There could be fire here, he thought. I will have a fire here, he thought, and struck again—I will have fire from the hatchet.

27   Brian found it was a long way from sparks to fire.

28   Clearly there had to be something for the sparks to ignite, some kind of tinder or kindling—but what? He brought some dried grass in, tapped sparks into it and watched them die. He tried small twigs, breaking them into little pieces, but that was worse than the grass. Then he tried a combination of the two, grass and twigs.

29   Nothing. He had no trouble getting sparks, but the tiny bits of hot stone or metal—he couldn't tell which they were—just sputtered and died.

30   He needed something finer, something soft and fine and fluffy to catch the bits of fire.

31   Shredded paper would be nice, but he had no paper.

32   "So close," he said aloud, "so close . . ."

304

⋯ **Possible Teaching Point**

Academic Vocabulary | Context Clues
Direct students' attention to *tinder* and *kindling* in paragraph 28. Ask students to use context clues to determine what the two words mean ("flammable material used to start a fire") and to identify the context clue ("something for the sparks to ignite"). Note that the words are synonyms, although *tinder* refers to any dry flammable material used to start a fire, and *kindling* usually refers to sticks or twigs. For more instruction on context clues, see the Academic Vocabulary lesson on pp. T152–T153.

📖 🔊 ✏️ 📓

33   He put the hatchet back in his belt and went out of the shelter, limping on his sore leg. There had to be something, had to be. Man had made fire. There had been fire for thousands, millions of years. There had to be a way. He dug in his pockets and found the twenty-dollar bill in his wallet. Paper. Worthless paper out here. But if he could get a fire going . . .

34   He ripped the twenty into tiny pieces, made a pile of pieces, and hit sparks into them. Nothing happened. They just wouldn't take the sparks. But there had to be a way—some way to do it.

35   Not twenty feet to his right, leaning out over the water were birches and he stood looking at them for a full half-minute before they registered on his mind. They were a beautiful white with bark like clean, slightly speckled paper.

36   Paper.

37   He moved to the trees. Where the bark was peeling from the trunks it lifted in tiny tendrils, almost fluffs. Brian plucked some of them loose, rolled them in his fingers. They seemed flammable, dry and nearly powdery. He pulled and twisted bits off the trees, packing them in one hand while he picked them with the other, picking and gathering until he had a wad close to the size of a baseball.

305

CLOSE READ

Generate Questions

Highlight parts of the narrator's description that help you answer questions about how Brian sees the world changing.

Vocabulary in Context

Skilled readers use **context clues** to determine the meaning of unknown words.

Underline the context clues that help you define *tendrils*.

First Read

Notice

💬 **THINK ALOUD** I know that Brian is looking for something finer and fluffier than twigs to help him light a fire. I'm going to use the details the narrator provides to picture the birch trees and their peeling, papery bark.

Close Read

Generate Questions

In **paragraphs 33–35,** have students highlight parts of the narrator's description that show how Brian sees the world. **See student page for possible responses.** Then discuss the questions students have about Brian's worldview.

DOK 3

Vocabulary in Context

Have students reread **paragraph 37** and use context clues to figure out what *tendrils* are.

Possible Response: long, thin, curling or fluffy pieces

Then direct students to underline the context clues that support their definition of *tendrils*. **See student page for possible responses.**

DOK 2

OBJECTIVES

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

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

CROSS-CURRICULAR PERSPECTIVES   Science 🌎

Birches are thin, fast-growing trees with bark that often peels. The papery peelings make excellent tinder for starting a fire. The wood of a birch, however, is less suitable for creating a fire than the soft wood of red cedar, cottonwood, aspen, spruce, and pine. Hardwoods such as birch, oak, maple, and walnut are denser and more difficult to ignite without proper kindling. Have students connect this information to the details in the poem on pp. 290–291.

First Read

Generate Questions

💬 **THINK ALOUD** Brian has a hatchet, and that seems like it is his most important survival tool. I am going to ask myself what else, besides the porcupine, was working against his survival.

Close Read

Analyze Point of View

Have students scan the **text on p. 306** and underline the thoughts Brian has that are shared from the narrator's point of view. **See student page for possible responses.**

Ask: What do you think Brian means when he thinks, "I must make a home for the sparks"?

Possible Response: He must make the fire material into a place where the sparks can stay.

| DOK 2 |

OBJECTIVE

Identify and understand the use of literary devices, including first- or third-person point of view.

CLOSE READ

Analyze Point of View

Underline Brian's thoughts told from the narrator's point of view.

painstaking done with great care and attention

38 Then he went back into the shelter and arranged the ball of birchbark peelings at the base of the black rock. As an afterthought he threw in the remains of the twenty-dollar bill. He struck and a stream of sparks fell into the bark and quickly died. But this time one spark fell on one small hair of dry bark—almost a thread of bark—and seemed to glow a bit brighter before it died.

39 The material had to be finer. There had to be a soft and incredibly fine nest for the sparks.

40 I must make a home for the sparks, he thought. A perfect home or they won't stay, they won't make fire.

41 He started ripping the bark, using his fingernails at first, and when that didn't work he used the sharp edge of the hatchet, cutting the bark in thin slivers, hairs so fine they were almost not there. It was painstaking work, slow work, and he stayed with it for over two hours. Twice he stopped for a handful of berries and once to go to the lake for a drink. Then back to work, the sun on his back, until at last he had a ball of fluff as big as a grapefruit—dry birchbark fluff.

306

ELL Targeted Support **Compound Words** Explain that two English words sometimes join to form a compound word. Use flash cards to show the two words (*birch* and *bark*) that make up *birchbark* in paragraph 38. Then explain that it means "the bark of the birch."

Point out the word *fingernails* in paragraph 41. Have students use flash cards to explain the word's meaning and show the words that make it up.
EMERGING/DEVELOPING

Point out *afterthought* in paragraph 38. Have students explain its meaning by putting together the meanings of the smaller words that make it up. Have students repeat this process using other compound words in *Hatchet*.
EXPANDING/BRIDGING

307

First Read

Notice

💬 **THINK ALOUD** In this picture, I notice the whitish trees behind Brian. They have bark that looks like it could be peeling. I think they must be birches.

First Read

Generate Questions

💬 **THINK ALOUD** I notice that Brian thinks he would be better at lighting a fire if he were an early man living in a cave—a Cro-Magnon man. I wonder how long it took those early cave dwellers to figure out how to start a fire. I wonder how they survived before they learned to build fires.

Close Read

Analyze Point of View

Have students reread **p. 308** and underline sentences in which the narrator relates Brian's thoughts. **See student page for possible responses.**

Ask: What emotions do you think Brian feels during the events in paragraph 47?

Possible Responses: disappointment; frustration

DOK 2

OBJECTIVE

Identify and understand the use of literary devices, including first- or third-person point of view.

CLOSE READ

Analyze Point of View

Underline sentences in which the narrator relates Brian's thoughts.

42   He positioned his spark nest—as he thought of it—at the base of the rock, used his thumb to make a small depression in the middle, and slammed the back of the hatchet down across the black rock. A cloud of sparks rained down, most of them missing the nest, but some, perhaps thirty or so, hit in the depression and of those six or seven found fuel and grew, smoldered and caused the bark to take on the red glow.

43   Then they went out.

44   Close—he was close. He repositioned the nest, made a new and smaller dent with his thumb, and struck again.

45   More sparks, a slight glow, then nothing.

46   It's me, he thought. I'm doing something wrong. I do not know this—a cave dweller would have had a fire by now, a Cro-Magnon man would have a fire by now—but I don't know this. I don't know how to make a fire.

47   Maybe not enough sparks. He settled the nest in place once more and hit the rock with a series of blows, as fast as he could. The sparks poured like a golden waterfall. At first they seemed to take, there were several, many sparks that found life and took briefly, but they all died.

48   Starved.
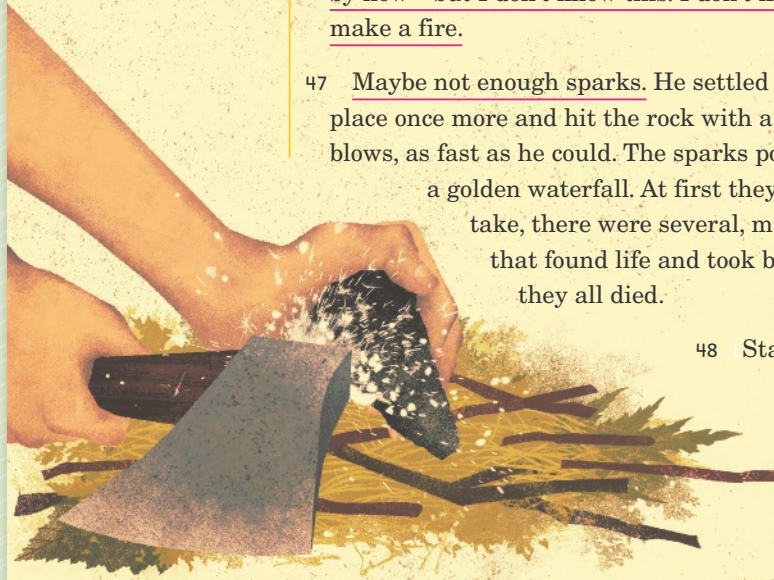
308

CROSS-CURRICULAR PERSPECTIVES   Science 🌐

Observation as a Science Skill Tell students that making observations is an important part of the scientific method, vital for learning about the world. Offer these four tips for practicing good observation skills: (1) Pay close attention, and be willing to engage other senses besides the sense of sight. (2) Observe from all angles and for as long as needed. (3) Be sure to have the tools you need (magnifying glass, scale, ruler, pencil, notebook, and so on) to conduct your observation. (4) Record your findings neatly and accurately.

49   He leaned back. They are like me. They are starving. It wasn't quantity, there were plenty of sparks, but they needed more.

50   I would kill, he thought suddenly, for a book of matches. Just one book. Just one match. I would kill.

51   What makes fire? He thought back to school. To all those science classes. Had he ever learned what made a fire? Did a teacher ever stand up there and say, "This is what makes a fire . . ."

52   He shook his head, tried to focus his thoughts. What did it take? You have to have fuel, he thought—and he had that. The bark was fuel. Oxygen—there had to be air.

53   He needed to add air. He had to fan on it, blow on it.

54   He made the nest ready again, held the hatchet backward, tensed, and struck four quick blows. Sparks came down and he leaned forward as fast as he could and blew.

55   Too hard. There was a bright, almost intense glow, then it was gone. He had blown it out.

56   Another set of strikes, more sparks. He leaned and blew, but gently this time, holding back and aiming the stream of air from his mouth to hit the brightest spot. Five or six sparks had fallen in a tight mass of bark hair and Brian centered his efforts there.
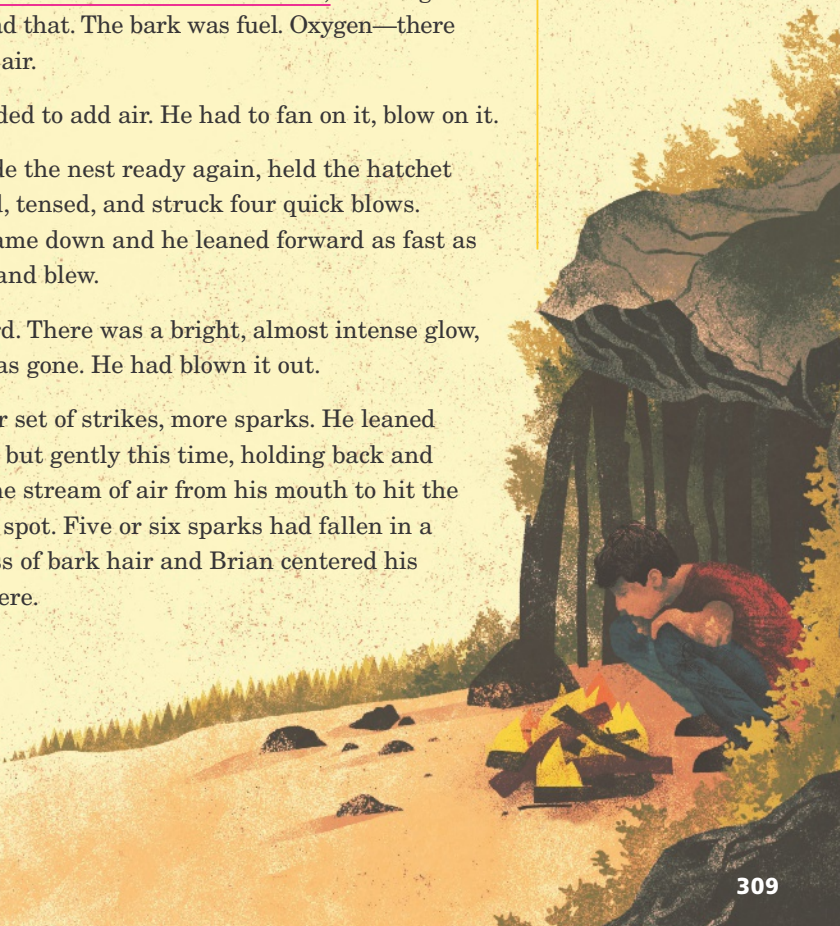
309

CLOSE READ

Analyze Point of View

Underline text evidence that shows the narrator has access to Brian's thoughts and memories.

First Read

Connect

💬. **THINK ALOUD** Brian thinks about what he learned in science class as he tries to build the fire. I've been thinking about that too. I've been trying to use what I know from science to predict what Brian will need and do to start a fire.

Close Read

Analyze Point of View

Have students scan **the text on p. 309** and underline the sentences in which the narrator shows he has access to what Brian is thinking and remembering. **See student page for possible responses.**

Then direct students' attention to **paragraph 55** and ask: Which sentence in paragraph 55 states what Brian is thinking and remembering most directly?

Possible Response: The first sentence, "Too hard."

Discuss how this paragraph blends thoughts from Brian's point of view with the narrator's third-person point of view.

DOK 3

OBJECTIVE

Identify and understand the use of literary devices including first- or third-person point of view.

········ **Possible Teaching Point** 🌉

Read Like a Writer | Author's Craft

Point of View Have students examine the different ways the narrator provides Brian's thoughts in paragraphs 49 and 50. Elicit that in paragraph 49, the narrator gives Brian's direct thoughts. In paragraph 50, though, the phrase "he thought suddenly" shows the presence of the narrator, but the short sentences show Brian's direct thoughts again. Discuss how the repetition in paragraph 50 helps make the thoughts more realistic and effective. For more instruction on the Author's Craft, see pp. T186–T187.

First Read

Respond

💬 **THINK ALOUD** This story could have changed dramatically if Brian had not had his hatchet and had not made the observation that his hatchet caused a spark when it hit the wall of the cave. Brian has shown me the importance of learning from our observations and how doing so might even save a life someday.

Close Read

Generate Questions

Have students scan **paragraphs 58–62** and highlight the parts of the narrator's description that show Brian's actions. **See student page for possible responses.**

Have students evaluate the effectiveness of the description. Were they able to follow Brian's actions? If not, what questions do they have that will deepen their understanding?

DOK 3

OBJECTIVE

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

CLOSE READ

Generate Questions

Highlight parts of the narrator's description that show Brian's actions. What question do you have about Brian's actions?

Record your question on the chart.

gratified felt great satisfaction

57   The sparks grew with his gentle breath. The red glow moved from the sparks themselves into the bark, moved and grew and became worms, glowing red worms that crawled up the bark hairs and caught other threads of bark and grew until there was a pocket of red as big as a quarter, a glowing red coal of heat.

58   And when he ran out of breath and paused to inhale, the red ball suddenly burst into flame.

59   "Fire!" He yelled. "I've got fire! I've got it, I've got it, I've got it . . ."

60   But the flames were thick and oily and burning fast, consuming the ball of bark as fast as if it were gasoline. He had to feed the flames, keep them going. Working as fast as he could he carefully placed the dried grass and wood pieces he had tried at first on top of the bark and was gratified to see them take.

61   But they would go fast. He needed more, and more. He could not let the flames go out.

62   He ran from the shelter to the pines and started breaking off the low, dead small limbs. These he threw in the shelter, went back for more, threw those in, and squatted to break and feed the hungry flames. When the small wood was going well he went out and found larger wood and did not relax until that was going. Then he leaned back against the wood brace of his door opening and smiled.

310

CROSS-CURRICULAR PERSPECTIVES   Science 🔬

Oxygen is a chemical element discovered in the 1770s by several chemists. One of them, Carl Wilhelm Scheele, called it "fire air" because it was the only known supporter of combustion. Burning, or combustion, is really a side product of a chemical process called oxidation. When wood or another fuel is heated, it begins to break down and release gases. As the gases get hotter, the molecules break apart and recombine with oxygen to form carbon dioxide and other products. This process is called oxidation; the heat it generates is the fire we observe. Have students connect this information with details in *Hatchet* and in the poem on *Student Interactive* pp. 290–291.

63 I have a friend, he thought—I have a friend now. A hungry friend, but a good one. I have a friend named fire.

64 "Hello, fire . . ."

65 The curve of the rock back made an almost perfect drawing flue that carried the smoke up through the cracks of the roof but held the heat. If he kept the fire small it would be perfect and would keep anything like the porcupine from coming through the door again.

66 A friend and a guard, he thought.

67 So much from a little spark. A friend and a guard from a tiny spark.

68 He looked around and wished he had somebody to tell this thing, to show this thing he had done. But there was nobody.

69 Nothing but the trees and the sun and the breeze and the lake.

70 Nobody.

311

CLOSE READ

Analyze Point of View

Underline words that show the narrator communicating Brian's loneliness.

Fluency

Read paragraphs 57–70 aloud with a partner to practice reading with expression. Pay attention to words in quotation marks.

Possible Teaching Point

Read Like a Writer | Author's Craft

Voice To help students develop a clear understanding of how an author develops a character's voice, draw their attention to paragraphs 66 and 67. Discuss the meaning and tone of this text and what it reveals about Brian's feelings as the fire burns. For more instruction on Author's Craft, see pp. T186–T187.

First Read

Generate Questions

I can think of several "what if" questions I have about the story: What if Brian had not had the hatchet? What if he hadn't thrown it and hit a hard rock? What if he hadn't seen the birch trees?

Remind students that this selection from *Hatchet* is part of a longer book. Direct them to list in their notebook one "what if" question about what happens next to Brian.

Close Read

Analyze Point of View

Have students scan **paragraphs 66–70** and describe how Brian seems to feel at the end of the story.

Possible Response: delighted with the fire but lonely because no one is with him

Have students underline the words with which the narrator communicates Brian's loneliness. **See student page for possible responses.**

DOK 2

Fluency

Have students read **paragraphs 57–70** with a partner to practice fluency. Students should focus on reading with appropriate expression.

DOK 1

OBJECTIVES

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

Identify and understand the use of literary devices, including first- or third-person point of view.

Respond and Analyze

Hatchet

OBJECTIVES

Use text evidence to support an appropriate response.

Respond using newly acquired vocabulary as appropriate.

Recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts.

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

Compose argumentative texts, including opinion essays, using genre characteristics and craft.

My View

Use these suggestions to prompt students' initial responses to reading *Hatchet.*

- **Brainstorm** What other observations did Brian make besides the sparks from the hatchet? Find evidence in the text of his observations.

- **Discuss** Have you ever been in a situation when you were all alone and had something important to do but were not sure how to do it?

Develop Vocabulary

Minilesson

FOCUS ON STRATEGIES Tell students that authors choose certain words to convey information about characters. The vocabulary words *gingerly, ignite, sputtered, painstaking,* and *gratified* tell us about Brian's actions and feelings in *Hatchet.*

- Remind yourself of the word's meaning.

- Ask yourself what the author is trying to convey about the actions and feelings of the character. What is the author's purpose?

MODEL AND PRACTICE Model filling out part of the word web on *Student Interactive* p. 312 using the word *gingerly.*

- In the story, Brian is attacked by a porcupine. Afterward, he runs his hands on his leg because the porcupine quills are stuck there and causing a lot of pain.

- *Gingerly* means "with great care." The author uses this word to explain that Brian is being very careful when he touches his leg.

ELL Targeted Support **Vocabulary** Display five vocabulary words from *Hatchet: gingerly, ignite, sputtered, painstaking, gratified.* Explain that these words describe feelings and actions.

Provide students with sentence frames that they can fill in using the vocabulary words: *Making a shelter in the wilderness is a _____ process. Brian feels _____ after he builds a fire.* Encourage students to collaborate to complete the sentences, say the sentences aloud, and ask questions about the words. **EMERGING/DEVELOPING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for developing vocabulary.

OPTION 1 **My TURN** Have students respond using newly acquired vocabulary as they complete p. 313 of the *Student Interactive.* They should use text evidence in their answers.

OPTION 2 **Use Independent Text** Have students make a two-column chart in their notebooks. In the first column, have them list unfamiliar words related to the actions or feelings of characters in their independent reading texts. In the second column, have them list context clues from the text that help them determine the meaning of each word.

☑ QUICK CHECK

Notice and Assess Can students identify how vocabulary words connect to the character?

Decide

- **If students struggle,** revisit instruction for developing vocabulary in Small Group on pp. T182–T183.

- **If students show understanding,** extend instruction for developing vocabulary in Small Group on pp. T182–T183.

Check for Understanding **My TURN** Have students complete p. 313 of the *Student Interactive.*

STUDENT INTERACTIVE, pp. 312–313

VOCABULARY

Develop Vocabulary

In realistic fiction, words that describe actions and feelings help the reader understand the characters, the narrator, and the story's point of view.

My TURN Complete the web of vocabulary words. Write a sentence explaining how the author uses each word to describe feelings or actions. Notice how the words help show details about character and point of view in *Hatchet*.

Possible responses:

gingerly

After a porcupine attack, Brian gingerly runs his hands over needles the animal left behind in Brian's calf.

ignite

Brian knows that getting sparks to ignite kindling is a long way from a fire.

BRIAN

painstaking
Brian knows he needs patience during the painstaking work of turning tiny bits of bark into a ball of kindling.

gratified
Brian feels extremely gratified the moment the fire starts.

312

COMPREHENSION   READING WORKSHOP

Check for Understanding

My TURN Look back at the text to answer the questions.
Possible responses:

1. How can you determine that the passage from *Hatchet* is realistic fiction?

DOK 2 The events in the story could happen, and the setting is a real place. Brian is a character the author made up, but his thoughts, feelings, and actions seem like those of an actual person who is trying to survive in the wilderness.

2. What is the author's purpose? How do you know? Give examples.

DOK 3 The author's purpose is to entertain. I know this because the author uses descriptive details and craft elements like tension and suspense to pull readers into the story. The narrator makes you feel as if you are right there with Brian. You can feel Brian's pain in his leg, his loneliness, and his thoughts about what to do.

3. How does the narrator help make the story seem real? Use text evidence.

DOK 3 The narrator makes the story seem real by describing Brian in a realistic way. Like a real person, Brian feels scared of bears and "every monster he had ever seen." Real people in Brian's situation would have to figure out how to make a fire with tools like a hatchet and birch bark. They might also think about loved ones as they try to survive.

4. Do you think you would survive in Brian's situation? Write a short argument describing how you would react to the same events.

DOK 3 Responses will vary but should include a specific event from the story, such as the porcupine attack or trying to build a fire, and what students think they would do in similar circumstances.

313

Word Study *r*-Controlled Vowels

OBJECTIVES

Decode multisyllabic words with *r*-controlled syllables.

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

LESSON 2

Apply *r*-Controlled Vowels

APPLY MyTURN Have students complete the chart on p. 318 in the *Student Interactive*.

For each *r*-controlled vowel sound, *ar*, *er*, and *or*, have students find two more words. The words in each pair should spell the *r*-controlled vowel sound differently. For example, *cord* and *shore*. Have students use a print or digital dictionary to check for correct pronunciation, if needed.

STUDENT INTERACTIVE, p. 318

WORD STUDY

r-Controlled Vowels

r-Controlled vowels are vowels connected to the letter *r*. The sounds of vowels change when they are followed by the letter *r*. Many *r*-controlled vowels sound the same but are spelled differently. The *r*-controlled vowel sound you hear in the word *turn* can be spelled *er*, *ir*, *or*, or *ur*. The *r*-controlled vowel sound you hear in the word *store* can be spelled *or*, *ore*, or *oar*.

My TURN For each row, read each word with an *r*-controlled vowel. Then complete the chart by adding two words with an *r*-controlled vowel from *Hatchet* or from other texts you have read this week. Use a print or digital dictionary to check for correct pronunciation.

Possible responses:

Sound	Spellings	Words	
ar	ar	sparks	dark barbecue
er	er ir or ur	perhaps thirteen worked turned	survival burning
or	or ore oar	morning tore roaring	porcupine before

318

LESSON 2

Apply r-Controlled Vowels

LESSON 1

Teach *r*-Controlled Vowels

FLEXIBLE OPTION ↰
LESSON 3

More Practice

FLEXIBLE OPTION ↰
LESSON 4

Spiral Review: Final Stable Syllables *-le, -tion, -sion*

FLEXIBLE OPTION ↰
LESSON 5

Assess Understanding

Use the ☑ **QUICK CHECK** on p. T179 to determine small group instruction.

Teacher-Led Options

Strategy Group 📖

DEVELOP VOCABULARY

Teaching Point I want to remind you to pay close attention to the words authors use to describe the feelings and actions of characters. Understanding these words will give you a better understanding of what the characters are like and why they act the way they do.

ELL Targeted Support

Tell students that learning general academic vocabulary can help them better understand a story and describe a character's actions and feelings.

Choose pictures from a book or magazine that illustrate the words *ignite, gingerly, sputtered, painstaking,* and *gratified.* Ask leading questions about each picture. **EMERGING**

Have students take turns acting out the vocabulary words *ignite, gingerly, painstaking,* and *gratified.* **DEVELOPING**

Have partners take turns using one of the five vocabulary words to describe how Brian feels or acts in the story. **EXPANDING**

Have students work individually to explain the meaning of each vocabulary word and then give synonyms for each. **BRIDGING**

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

Intervention Activity 🔺📥

myFOCUS READER

Read pp. 22–23 in the *myFocus Reader* with students. Use the teaching support online at SavvasRealize.com to provide additional insight for students on why observations can be so important to survival.
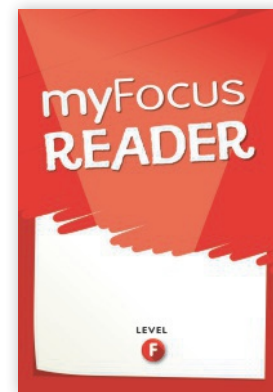
Provide instructional support for comprehension and word study—*r*-Controlled Vowels and Academic Vocabulary words.

Fluency | Assess 2-4 students 📖📥☑

PROSODY

Have students choose a short passage from the text or a leveled reader. Tell them to watch for question marks and exclamation points as clues to changes in intonation. Ask students to take turns reading with appropriate expression and intonation. If needed, model reading with expression and intonation.

ORAL READING RATE AND ACCURACY

Use pp. 43–48 in Unit 2 Week 3 *Cold Reads* to assess students. Have partners practice reading the passage. Use the *Fluency Progress Chart* to track student progress.

Conferring

3 students / 3–4 minutes per conference

DEVELOP VOCABULARY

Talk About Independent Reading Ask students to tell you about words the author uses to describe characters' feelings and actions and how students figured out unfamiliar words.

Possible Conference Prompts

- How did the author use specific words to tell you about a character's feelings and actions?
- Did the author's words make the character and his or her actions seem realistic?
- What context clues helped you understand unfamiliar words?

Possible Teaching Point As you read descriptions of a character's feelings and actions, ask yourself, "Why did the author choose that particular word? What is the author trying to tell me?"

Leveled Readers 📖 🔊 ✏ ▶ 👆

DEVELOP VOCABULARY

- For suggested titles, see "Matching Texts to Learning," pp. T156–T157.
- For instructional support on how to develop vocabulary, see *Leveled Readers Teacher's Guide*.

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

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

Independent/Collaborative

Independent Reading 📖 🔊

Students can

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

Centers 📚 📥

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

Literacy Activities 📖 👆 📓 🎮

Students can

- complete the graphic organizer on *Student Interactive* p. 312.
- work with a partner to discuss and answer the questions on *Student Interactive* p. 313.
- play the *myView* games.
- choose a passage from the text and with a partner take turns reading it with appropriate intonation and expression.

SUPPORT INDEPENDENT READING

Help students set goals for their reading. Tell them that they should track progress toward their goals.

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

Professional Development
Small Group GUIDE
A roadmap to take small groups from good to great!
5
myView LITERACY

Whole Group

Share Bring the class back together. Invite one or two students to share new words, what the words mean, and why the author chose those words.
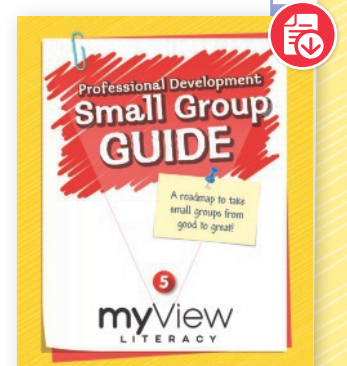
Analyze Point of View

Hatchet

OBJECTIVE

Identify and understand the use of literary devices, including first- or third-person point of view.

ACADEMIC VOCABULARY

Integrate Offer students oral practice using the unit Academic Vocabulary words to talk about point of view. Give them sentence frames, such as:

- Brian had to <u>focus</u> to _____ a fire.
- He would have to become an <u>expert</u> on how to _____.

ELL Access

Discuss the importance of understanding the narrator's point of view. Present text excerpts that are told from different points of view, and have the class compare and contrast them.

Minilesson

FOCUS ON STRATEGIES The narrator's point of view, or perspective, determines the way the reader sees settings, characters, and events. As a character in the story, a first-person narrator gives a personal eyewitness account and uses the first-person pronouns *I* and *me.* A third-person narrator stands outside the story, is more objective than a first-person narrator, and uses third-person pronouns. An omniscient third-person narrator relays the thoughts and feelings of many characters. A limited third-person narrator relays the thoughts and feelings of just one.

MODEL AND PRACTICE Use the Close Read note on *Student Interactive* p. 296 to model how to annotate the text to analyze point of view:

- Which words on page 296 reveal the narrator's point of view? The narrator uses the pronouns *he, him,* and *his* to refer to Brian. I am going to underline those words. The narrator gives only Brian's thoughts and feelings, so I'll write "third-person limited" in the margin.

- Have pairs continue to underline the words on p. 297 that show the third-person limited point of view.

ELL Targeted Support **Point of View** Tell students that describing or explaining how they learn about characters can help them identify the story's point of view.

Work with students to create a two-column list of first-person pronouns and third-person pronouns. **EMERGING/DEVELOPING**

Have student pairs list first-person pronouns and third-person pronouns in a T-chart. Then have them look back at previously read texts and identify the points of view. **EXPANDING/BRIDGING**

EXPERT'S VIEW Judy Wallis, **Literacy Specialist and Staff Developer**

"In general, we are spending way too much time scaffolding the text for students. When we do this, the students don't really have any work to do. The consequence is that neither we nor the students really know what they can do on their own. Coaching and scaffolding should occur within the context of the reading and should include just enough support so that students can be successful on their own."

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

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for analyzing point of view.

OPTION 1 **My TURN** Have students annotate the text using the other Close Read notes for Analyze Point of View and then use the text evidence from their annotations to complete the chart on *Student Interactive* p. 314.

OPTION 2 **Use Independent Text** Have students examine pronouns in the text and use sticky notes to mark pronouns and other elements, including thoughts and feelings of the characters, that show point of view.

✓ QUICK CHECK

Notice and Assess Can students identify the narrator's point of view?

Decide

- **If students struggle,** revisit instruction about analyzing point of view in Small Group on pp. T190–T191.

- **If students show understanding,** extend instruction about analyzing point of view in Small Group on pp. T190–T191.

STUDENT INTERACTIVE, p. 314

CLOSE READ

Analyze Point of View

Point of view is the perspective from which an author presents the actions and characters of a story. First-person point of view is told by a narrator who is a character in the story and uses the pronouns *I* and *me*. Third-person point of view is told by a narrator who is not a character in the story and uses the pronouns *he/him* or *she/her*.

A third-person omniscient narrator can tell thoughts and feelings of any or all characters. A third-person limited narrator tells only the thoughts and feelings of one character, who is not the narrator.

1. **My TURN** Go to the Close Read notes in *Hatchet*. Underline the parts that identify that the narrator knows all Brian's actions, thoughts, and feelings.

2. **Text Evidence** Use the parts you underlined to complete the item and chart.

Words that show point of view: he, his, him

Point of View: Third-Person Limited

Possible responses:

Actions:	Thoughts:	Feelings:
"He struck harder, a glancing blow, and two or three weak sparks skipped off the rock"	"I can't do this, he thought, again and again."	"There was thirst, and hunger." "the hatchet was important to him" "Something came then, a thought as he held the hatchet"

314

Read Like a Writer

OBJECTIVE

Examine how the author's use of language contributes to voice.

Analyze Voice

Minilesson

FOCUS ON STRATEGIES Authors create voice in literature by choosing specific words and descriptive details that help the reader understand story characters and their experiences. Follow these steps to analyze voice.

- Make note of any details in the text that describe what a character is thinking or feeling.

- Ask yourself if there are any details that make you feel like you are in the story or seeing the event through the character's eyes.

MODEL AND PRACTICE Model analyzing the author's craft technique of voice by directing students to the top of p. 319 in the *Student Interactive*. Have them follow along as you complete the steps.

- Identify the descriptive language the author uses to describe what Brian does and how he feels.

- Ask how these phrases help the reader understand Brian's feelings.

- Draw conclusions about how the author created voice and what it accomplished. Consider how the passage would be different without this descriptive language.

ELL Targeted Support **Voice** Help students examine the way the author of *Hatchet* uses voice to help the reader understand Brian's feelings.

Have students complete this sentence frame: *When the author writes that Brian "held his breath," it shows that Brian feels _____.* **EMERGING**

Have students reread paragraph 9. Ask: How does Brian feel when he pulls out the porcupine quills? How do you know? What does this tell you about Brian? Give students sentence starters if needed to answer the questions. **DEVELOPING**

Have student pairs take turns reading paragraph 9 in *Hatchet*. Direct them to give examples of words or phrases that show how Brian feels. **EXPANDING**

Have individuals write how Brian feels in their reader's notebooks. Instruct them to use text evidence in their answers. **BRIDGING**

ASSESS UNDERSTANDING

Apply

My TURN Direct students to reread paragraph 63 from *Hatchet*. Then have them complete the activities on p. 319 of the *Student Interactive* so that they can see how the author's use of specific language and details creates voice.

STUDENT INTERACTIVE, p. 319

ANALYZE AUTHOR'S CRAFT | **READING-WRITING BRIDGE**

Read Like a Writer

In literature, readers experience story events through a narrator's or a character's eyes, thoughts, and voice. Authors use specific language, including word choice and descriptive details, when writing from a particular point of view.

Model Read the text from *Hatchet*.

He grasped one of the quills, held his breath, and jerked. It sent pain signals to his brain in tight waves, but he grabbed another, pulled it, then another quill.

descriptive language

1. **Identify** In *Hatchet*, the narrator uses descriptive language to describe what Brian does and how he feels.

2. **Question** How does the narrator's voice help me understand what Brian feels?

3. **Conclude** The descriptive details help me feel Brian's pain vividly and immediately, as if I were there.

Reread paragraph 63 from *Hatchet*.

My TURN Follow the steps to analyze the paragraph. Examine how the author's use of language contributes to voice.

1. **Identify** The narrator uses the language "hungry friend" and "a friend named fire" to describe Brian's thoughts .

2. **Question** How does the narrator's voice help me understand what Brian is thinking?

3. **Conclude** The descriptive details help me understand that Brian knows both the importance and danger of fire .

319

Word Study *r*-Controlled Vowels

OBJECTIVES

Decode multisyllabic words with *r*-controlled syllables.

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

FLEXIBLE OPTION

LESSON 3

More Practice

FOCUS ON STRATEGIES Remind students that a vowel's sound changes when it is followed by an *r* and that some *r*-controlled vowels sound alike but are spelled differently.

MODEL AND PRACTICE Give an example of a word with an *r*-controlled vowel. Discuss the correct pronunciation of the word and how the vowel's sound changes with the *r*. Have students offer examples and discuss their sounds.

APPLY Have students complete *Word Study* p. 47 from the *Resource Download Center*. Note that students will practice reading the words in context.

Word Study, p. 47

More Practice

Teach *r*-Controlled Vowels

Apply *r*-Controlled Vowels

📄 **Spiral Review:** Final Stable Syllables *-le, -tion, -sion*

☑ **Assess Understanding**

Use the ✓ **QUICK CHECK** on p. T185 to determine small group instruction.

Teacher-Led Options

Strategy Group 📖 📑

ANALYZE POINT OF VIEW

Teaching Point Analyzing point of view helps readers understand whether a story is told from the perspective of a character inside the story or someone outside it. Work with students to complete the graphic organizer on *Student Interactive* p. 314.

ELL Targeted Support

Review with students that first-person point of view uses first-person pronouns, and third-person point of view uses third-person pronouns for all the characters.

Ask students to identify the pronouns used in *Hatchet.* (mostly third-person pronouns, with a few first-person ones) Guide groups to write a sentence in third-person point of view starting with *He* or *She*. Check for pronoun agreement. **EMERGING**

Have pairs write one sentence from third-person point of view and one sentence from first-person point of view, making sure each sentence has correct pronoun agreement. **DEVELOPING**

Have individuals write a sentence with a first-person point of view. Then have them change the sentence to be third-person point of view. **EXPANDING**

Have each student rewrite a short passage of *Hatchet,* changing the point of view. Have partners review each other's work, checking for pronoun agreement. **BRIDGING**

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

Intervention Activity 🔺 📥

ANALYZE POINT OF VIEW

Use Lesson 22, pp. T147–T152, in the *myFocus Intervention Teacher's Guide* for instruction on analyzing literary devices such as point of view.

LEVEL F • READ

Lesson 22 **Literary Devices**

DIRECTIONS Read the following texts. As you read, notice who is narrating the poem or story, how language is used to describe things, and the voice or style of the writing.

Hero (First Person)

1 After school I walked down the street to the restaurant where my mother worked. I would sit and do my homework at the counter for about an hour while she finished her shift. Then she would walk me home. Mom always wanted to make sure I got home safely.
2 One day my homework was to write about my hero. I was dead tired from a long day at school and couldn't think of anything to write about.
3 Sitting next to me was a regular customer, Mr. Eagleston. He was friendly, and it made me feel good whenever he sat nearby. He offered to help me.
4 He said, "A hero is someone who helps people, who protects others and keeps them safe without asking for anything in return. Who is like that in your life?"
5 I watched my mother working hard behind the counter. I thought about how even when she was tired after a shift she was always there for me and made sure I got home safely. Suddenly, I knew the hero I would write about!

Hero (Third Person)

1 After school Keesha walked down the street to the restaurant where her mother worked. Keesha would sit and do her homework at the counter for about an hour while her mother finished her shift. Then the pair would walk home together. Keesha's mom always wanted to make sure Keesha got home safely.
2 One day Keesha's homework was to write about her hero. She was dead tired from a long day at school and couldn't think of anything to write about.
3 Sitting next to her was a regular customer, Mr. Eagleston. He was friendly, and it made Keesha feel good whenever he sat nearby. He noticed Keesha seemed troubled and decided to help her.
4 He said, "A hero is someone who helps people, who protects others and keeps them safe without asking for anything in return. Who is like that in your life?"
5 Keesha watched her mother working hard behind the counter. She thought about how even when her mother was tired after a shift, she was always there and made sure Keesha got home safely. Suddenly, Keesha knew the hero she would write about!

Reading Literature T • 147

Fluency | Assess 2–4 students 📖 📥 ✓

PROSODY

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

ORAL READING RATE AND ACCURACY

Use pp. 43–48 in Unit 2 Week 3 *Cold Reads* to assess students. Have partners practice reading the passage. Use the *Fluency Progress Chart* to track student progress.

myView Digital

| 📖 REALIZE READER | ▶ VIDEO | ✎ ANNOTATE | 📥 DOWNLOAD | ☑ ASSESSMENT |
| 🔊 AUDIO | 🎮 GAME | 📓 NOTEBOOK | 👆 INTERACTIVITY |

SMALL GROUP

Conferring

3 students/ 3–4 minutes per conference

ANALYZE POINT OF VIEW

Talk About Independent Reading Ask students to look back at their sticky notes and share what they learned about point of view.

Possible Conference Prompts

- Is the narrator a character in the story? How do you know?
- What does the reader learn about the main character's thoughts, feelings, and actions?

Possible Teaching Point *Omniscient* means "all seeing and all knowing," which explains why this point of view includes the thoughts and feelings of many characters. A limited point of view is restricted to thoughts and feelings of only one character.

Leveled Readers 📖 🔊 ✎ ▶ 👆

ANALYZE POINT OF VIEW

- For suggested titles, see "Matching Texts to Learning," pp. T156–T157.
- For instructional support on how to analyze point of view, see *Leveled Readers Teacher's Guide.*

The Light at Jupiter Lake
by J.H. Diel
Guided Reading Level Q
DRA Level 40
Lexile Measure 810L
Word Count 1,356

Text Characteristics	Text Structure	Text Features
Build Background		
Launch the Book		
Preview Vocabulary		
Observe and Monitor		

Independent/Collaborative

Independent Reading 📖 🔊

Students can

- reread or listen to *Hatchet* or another text they have previously read.
- read a self-selected trade book or their Book Club text.
- collaborate with 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. 314.
- play the *myView* games.
- choose a passage from a text and with a partner take turns reading it with appropriate intonation and expression.

SUPPORT PARTNER READING

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

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

Professional Development
Small Group GUIDE
A roadmap to take small groups from good to great!
5
myView LITERACY

Whole Group

Share Bring the class back together. Invite two students to describe how the narrator's point of view helps them understand the story. Ask them for evidence of point of view from the text they read.
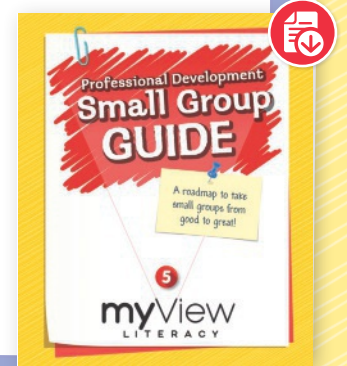
Generate Questions

Hatchet

OBJECTIVES

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

Identify and understand the use of literary devices, including first- or third-person point of view.

ACADEMIC VOCABULARY

Integrate Offer students oral practice using the unit Academic Vocabulary words to generate questions about *Hatchet.*

- How do details provided by the narrator help me relate to Brian's feelings?

- Why does the narrator focus on the incident with the hatchet?

Minilesson

FOCUS ON STRATEGIES Readers ask and answer questions about a text to improve their understanding and gain information before, during, and after they read.

- Think about information you read in the text that interests you, makes you wonder, or is unclear, and ask yourself questions about it.

- Keep the questions in mind as you continue to read.

- Use details from the text to help you answer your questions.

MODEL AND PRACTICE Use the Close Read note on p. 297 in the *Student Interactive* to model how to generate questions.

The narrator describes "a low dark form, a bulk in the darkness" in paragraph 5 but does not say what it is until two paragraphs later. Why does he delay telling me? I think he is putting me in Brian's shoes, trying to make me feel the same mystery and tension Brian feels. It's a way to show Brian's perspective even though Brian isn't telling the story. It's also a way to make the story more exciting.

ELL Targeted Support **Respond to Questions** Tell students that asking and answering questions as they read will deepen their understanding of a text.

Have students echo-read paragraph 7. Then display and ask these questions: *What attacked Brian in the cave? How do you know?* Have students respond verbally. **EMERGING**

Repeat the activity above, but have students respond to the questions in their notebooks. **DEVELOPING**

Ask students *why* or *how* questions about *Hatchet.* Have students write down your questions as well as their answers. Ask them to use your question structure to ask other *why* or *how* questions about parts of the text they found confusing. **EXPANDING**

Have students generate a list of questions about *Hatchet*. Then have them exchange their lists with a partner. After answering the questions, pairs should discuss why they wrote the questions they did. **BRIDGING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for generating questions to deepen understanding of a text and to gain understanding after reading.

OPTION 1 **My TURN** Have students annotate the text using the other Close Read notes for Generate Questions and then use the text evidence to complete the chart on *Student Interactive* p. 315.

OPTION 2 **Use Independent Text** Have students ask and answer questions to understand the text, using index cards to record questions, answers, page numbers, and relevant quotations from the text.

☑ QUICK CHECK

Notice and Assess Can students generate questions to better understand a text?

Decide

- **If students struggle,** revisit instruction for generating questions in Small Group on pp. T198–T199.

- **If students show understanding,** extend instruction for generating questions in Small Group on pp. T198–T199.

STUDENT INTERACTIVE, p. 315

READING WORKSHOP

Generate Questions

Before, during, and after reading, readers **generate,** or come up with, questions about the text to deepen understanding. Readers use evidence from the text to answer these questions.

1. **My TURN** Go back to the Close Read notes and highlight parts that helped you generate questions while reading *Hatchet*.

2. **Text Evidence** Use your highlighted text to ask questions, and use evidence to support your understanding of the text. Complete the chart by asking and answering one more question now that you have finished reading.

Possible responses:

When I Asked the Question	My Questions	Evidence in the Text
Before Reading	Why is this story called *Hatchet*?	"the hatchet was important to him, was his only tool, and he should not have thrown it"
During Reading	Why doesn't the narrator describe the creature as a porcupine right away?	"He felt he could see a low dark form, a bulk in the darkness, a shadow that lived, but now it moved away . . . "
After Reading	How does the narrator's point of view help me understand Brian?	The narrator's point of view provides insight into Brian's thoughts, feelings, and actions.

315

Write for a Reader

OBJECTIVES

Examine how the author's use of language contributes to voice.

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

Use Voice

Minilesson

FOCUS ON STRATEGIES Writers develop their craft by reading the work of other authors. As readers, writers can see how authors use elements of craft, such as how authors use language, to create specific effects.

Remind students that they just analyzed how author Gary Paulsen uses sensory details and word choice to create the narrator's voice in *Hatchet*.

MODEL AND PRACTICE Discuss with students how they can use word choice and sensory language to create voice in their own writing. Use p. 320 of the *Student Interactive* to model an example.

- Identify a character trait or emotion to illustrate, such as sadness.

- Consider specific words and sensory details that might help readers understand the sadness. For example, say: I might write a detail that appeals to the senses, such as seeing the character's teardrop roll down his cheek. Or I might say that the character's heart sank.

- As a class, write a sentence or two with the suggested details to showcase the voice. Ask students to offer suggestions on how to further improve the intended voice.

ELL Targeted Support **Sensory Details** Clarify that sensory details appeal to one or more of the five senses: sight, sound, taste, touch, and smell. Display these five words.

Have students work in pairs to list verbs that signal sensory details (*felt, tasted, touched, heard, saw).* Then have them write a short sentence using one of the words. **EMERGING/DEVELOPING**

Have students work in pairs to create lists of sensory words, such as *hot, cold, soft,* and *hard* for touch, and then write sentences using the words. **EXPANDING/BRIDGING**

ASSESS UNDERSTANDING

Apply

My TURN Remind students of how Gary Paulsen used descriptive language to create the voice of the narrator in *Hatchet*. Then direct students to complete the activity on p. 320 of the *Student Interactive*.

Writing Workshop

In fiction, authors use descriptive language to create voice in their stories. Tell students that they can use similar language in their informational articles from the Writing Workshop. Encourage them to find opportunities to use word choice or sensory language to develop their topics and supporting details.

STUDENT INTERACTIVE, p. 320

DEVELOP AUTHOR'S CRAFT

Write for a Reader

Authors use point of view and language to contribute to a narrator's or character's voice. They often use sensory details—about sights, sounds, and more—to help readers experience a character's thoughts and feelings.

Use specific language to make your voice heard!

My TURN Think about how the narrator's voice in *Hatchet* affects you as a reader. Now identify how you can use a character's voice to influence your own readers.

1. If you were trying to create a character with a specific voice, and that character was in a dangerous environment, what language would you use?

   Responses will vary but should include language that is specific to the character, such as "Donovan frantically tried to grab the rope, but his heart sank as the rope sailed out of view."

2. Write a passage describing your character's thoughts and actions. Choose a point of view that best expresses the character's voice. Use descriptive details to help your readers feel and "see" what the character is experiencing.

   Responses will vary but should include language that shows what makes the character's voice and point of view unique. All descriptive details should be filtered through the character.

320

Word Study Spiral Review

OBJECTIVE

Decode multisyllabic words with final stable syllables. Consult references as needed to spell words correctly.

FLEXIBLE OPTION

LESSON 4

Spiral Review: Final Stable Syllables *-le*, *-tion*, *-sion*

FOCUS ON STRATEGIES Review the previous week's strategies about the final stable syllables of a consonant + *le*, *-tion*, and *-sion*.

MODEL AND PRACTICE Call on a volunteer to rewrite a multisyllabic word ending in a *consonant + le*, *-tion*, or *-sion* to show the word divided into syllables. Remind students that the *e* is unaccented in *-le*, that *-tion* is pronounced *shun*, and that *-sion* is pronounced *shun* or *zhun*.

APPLY Have students work in pairs to list examples of words with each final stable syllable and then rewrite them to show the syllables. Allow students to share their lists and compare syllabication with others.

ELL Targeted Support

Final Stable Syllables *-le, -tion, -sion* Tell students that recognizing words with final stable syllables will make the words easier to spell and pronounce. Display *bicycle*, *graduation*, and *explosion*.

Have students work in pairs to divide the words and pronounce them. **EMERGING/DEVELOPING**

After students divide and pronounce the words, provide them with additional words for practice. **EXPANDING**

After students divide and pronounce the words, ask them to brainstorm and practice additional words. Have them use a dictionary, if necessary. **BRIDGING**

LESSON 1

Teach *r*-Controlled Vowels

LESSON 2

Apply *r*-Controlled Vowels

FLEXIBLE OPTION

LESSON 3

More Practice

FLEXIBLE OPTION

LESSON 4

Spiral Review: Final Stable Syllables *-le*, *-tion*, *-sion*

FLEXIBLE OPTION

LESSON 5

☑ Assess Understanding
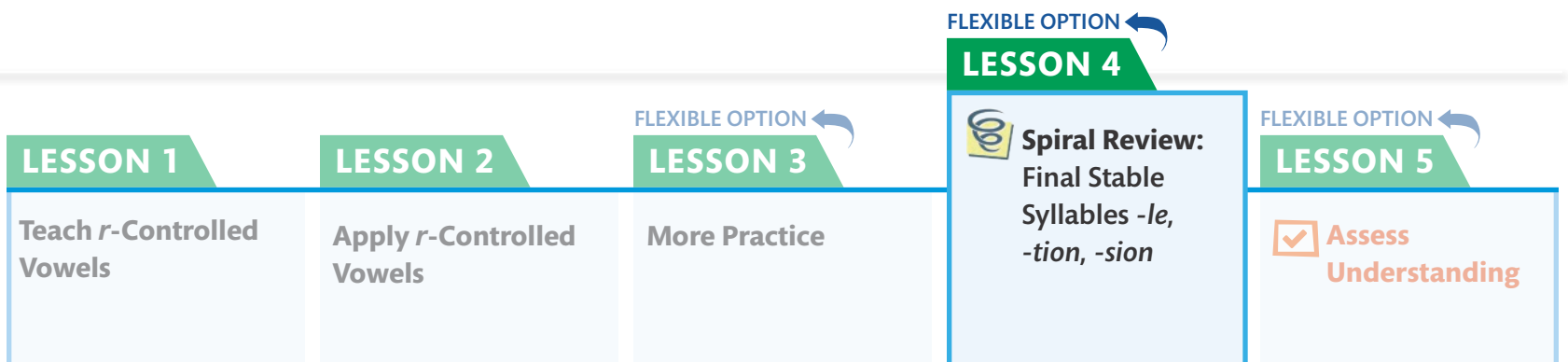
Use the ☑ **QUICK CHECK** on p. T193 to determine small group instruction.

Teacher-Led Options

Strategy Group 📖

GENERATE QUESTIONS

Teaching Point You can better understand a text if you ask and answer questions about it. Guide students to list some key questions about *Hatchet.*

ELL Targeted Support

Encourage students to use key words and expressions in asking and answering questions about *Hatchet*.

List on the board the key question words *who, what, where, when, why,* and *how.* Help students formulate simple questions using each of these words. **EMERGING**

Have students complete these sentence frames to generate questions: *Why does Brian dream about _____ ? How does the narrator show _____ ? What is the effect of the narrator giving details about _____ ?* **DEVELOPING**

Have students work in pairs to complete the sentence frames above and then answer them. **EXPANDING**

Encourage students to ask two questions about how people can survive in the wilderness—one that can be answered from text evidence and one that can be answered through research. **BRIDGING**

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

Intervention Activity 🔺 📥

GENERATE QUESTIONS

Use Lesson 17, pp. T113–T118, in the *myFocus Intervention Teacher's Guide* for instruction on asking and answering questions.

LEVEL F • READ

Lesson 17 | Set a Purpose for Reading and Ask and Answer Questions

DIRECTIONS Read the following passages. As you read, ask questions about what you want to know.

A Farm Field Trip

1 Right now, my science teacher, Mr. Frye, is handing out permission slips for a field trip. I can hardly wait. Next week my science class will be visiting a farm. I think my classmates are just as excited as I am. None of us lives near a farm, so visiting one will be something new for all of us.

2 Mr. Frye says that the farm has different types of animals living there. It has goats for milking and for keeping the grass short. The farmer has chickens and sells their eggs. The farmer also raises pigs and collects honey from his own bees. The farm mainly grows vegetables for people to eat. At the farm, first we will be visiting a greenhouse where the farmer is growing plants from seeds. Then we will see how the seedlings are planted in the ground.

3 Not long ago in class, we were learning about how plants grow. This spring we planted vegetable seeds, just like farmers do. Except instead of planting seeds in a field, we planted them in little pots and lined up the pots in a sunny window of our classroom. The pots are still there in the window. Last week some of the seeds were sprouting. On our field trip, we will be learning about how this process works on a real farm. Mr. Frye says we will be there just in time to see fields of seeds starting to sprout.

4 I must remember to ask my mom to sign the permission slip. I certainly don't want to miss out on a farm field trip.

Reading Literature T • 113

Fluency | Assess 2–4 students 📖 📥 ☑

PROSODY

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

ORAL READING RATE AND ACCURACY

Use pp. 43–48 in Unit 2 Week 3 *Cold Reads* to assess students. Use the *Fluency Progress Chart* to track student progress.

Conferring

3 students/ 3–4 minutes per conference

GENERATE QUESTIONS

Talk About Independent Reading Ask students to share with partners the questions and answers they wrote on their index cards.

Possible Conference Prompts

- What part of the story led you to ask the question?
- How did the text answer the question?

Possible Teaching Point When you generate and answer questions, be sure to include text evidence. You may ask about something in the text or answer using details from the text.

Leveled Readers

GENERATE QUESTIONS

- For suggested titles, see "Matching Texts to Learning," pp. T156–T157.
- For instructional support on how to generate questions, see *Leveled Readers Teacher's Guide.*

The Light at Jupiter Lake
by J.H. Diel
Guided Reading Level Q
DRA Level 40
Lexile Measure 800L
Word Count 2,256

Independent/Collaborative

Independent Reading

Students can

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

Centers

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

Literacy Activities

Students can

- complete the graphic organizer on *Student Interactive* p. 315.
- write about their book in their reader's notebook.
- play the *myView* games.
- with a partner, take turns reading a text with expression and intonation.

SUPPORT INDEPENDENT READING

Students will need to practice independent reading throughout the unit. Encourage them by urging them to choose texts with genres and topics that appeal to them.

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

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

Whole Group

Share Bring the class back together in whole group. Invite one or two students to share some of the questions they generated about their reading and the answers they found in their texts.
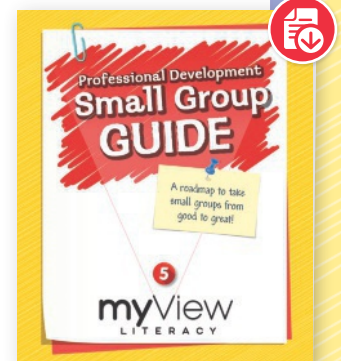
Reflect and Share

Hatchet

OBJECTIVES

Apply grade 5 Reading standards to literature.

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

Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.

ACADEMIC VOCABULARY

Integrate Offer students oral practice using the unit Academic Vocabulary words to reflect on the text and make connections to other texts, the unit theme, and the Essential Question. Ask:

- What does Brian detect when he looks at the stone the hatchet hit? Why is this observation important?
- How do Brian's experiences relate to those of characters in other texts about survival? What role does observation play in each of them?

Write to Sources

Minilesson

FOCUS ON STRATEGIES Explain that when students compare and contrast texts, they will often need to paraphrase texts, or restate them in their own words. Doing so will enable students to cite text evidence without plagiarizing.

- Use your own words when you paraphrase.
- Be sure your words accurately reflect the events and other details in the text.
- Paraphrase using a logical order.

MODEL AND PRACTICE Before students compose their own brief paraphrase, model how to paraphrase using the opening paragraph of *Hatchet* on p. 296 in the *Student Interactive*:

To paraphrase paragraph 1, I begin by rereading it to make sure I understand what happened. Then I restate the events and details from the paragraph using my own words. I also make sure I keep the meaning of the paragraph and the order of events true to the original paragraph. For example, I could paraphrase paragraph 1 to say: *In the dark night, Brian wakes up to what he thinks is a growl. It turns out to be just the wind. Then he smells something that wakes him up again.*

ELL Targeted Support **Paraphrase** Use the poem on pp. 290–291 to give students practice with paraphrasing.

Give students these sentence frames to paraphrase the first four lines of the poem: *I will be here for _____. Since the nights will be _____, I need _____. I will use _____.* Tell students to use words other than those in the poem— *seven days* for *a week,* for example, or *chilly* instead of *cool.* Clarify that *combustible* means "able to be burned." **EMERGING/DEVELOPING**

Have students paraphrase the events of the poem. Tell them to look up unfamiliar words in a dictionary. **EXPANDING/BRIDGING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for paraphrasing while making connections between texts.

OPTION 1　Use the Shared Read Have students use evidence from this week's texts to discuss how careful observations can help people survive.

OPTION 2　Use Independent Text Have students use their independent reading texts to examine other forms of observations that helped people survive. Remind them to use their own words when they paraphrase.

☑ QUICK CHECK

Notice and Assess Can students make comparisons across texts?

Decide
- **If students struggle,** revisit instruction for making text comparisons in Small Group on pp. T204–T205.
- **If students show understanding,** extend instruction for making text comparisons in Small Group on pp. T204–T205.

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

STUDENT INTERACTIVE, p. 316

RESPOND TO TEXT

Reflect and Share

Write to Sources In *Hatchet*, Brian uses natural resources around him to survive. What other survival stories have you read this week? Were these situations as dangerous as that of Brian? Use examples from the texts to compose and support a response.

Paraphrase Texts When writing a response, it is important to understand the texts you are writing about. Think about what you read this week and in this unit so far.

◌ Which texts helped you learn something new about survival?
◌ Which texts told risky stories of survival?

1. Choose two texts about survival.
2. Identify passages in each text that tell you about the dangers people faced and the solutions they found.
3. Next, paraphrase what happens in the text. As you use your own words to describe people, places, and events, be sure to maintain meaning and logical order.
4. Then ask questions such as *What did I learn about how people respond to unsafe situations?* Answer those questions and record any other thoughts that come to mind.
5. Finally, use what you paraphrased to compose a response.

Weekly Question

How can careful observation help a person survive?

316

My VIEW

Write About It For additional practice on developing and writing opinions using text evidence, ask students to respond to the prompt below on a separate sheet of paper.

In paragraph 23, the narrator reveals Brian's thoughts: "The hatchet was the answer." What do you think the hatchet means to Brian? Why is this object important to the events of the story? Use text evidence to support your opinion.

Word Study r-Controlled Vowels

OBJECTIVES

Decode multisyllabic words with r-controlled syllables.

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

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 r-controlled vowels, have students group each of the following words according to their r-controlled vowel sounds:

1. Earth
2. organ
3. word
4. score
5. birth
6. mark
7. purple
8. soar

When students are finished, discuss their answers. (Answers: *ar: mark; er: Earth, word, birth, purple; or: organ, score, soar*).

Develop Language Awareness

For additional practice with *r*-controlled vowels, complete the activity on p. 24 of the *Language Awareness Handbook.* In this practice activity, students will use contextual support to identify and pronounce words with *r*-controlled vowels.

Language Awareness HANDBOOK

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

5

myView LITERACY

FLEXIBLE OPTION ↰
LESSON 5

LESSON 1

Teach *r*-Controlled Vowels

LESSON 2

Apply *r*-Controlled Vowels

FLEXIBLE OPTION ↰
LESSON 3

More Practice

FLEXIBLE OPTION ↰
LESSON 4

Spiral Review: Final Stable Syllables *-le, -tion, -sion*

☑ **Assess Understanding**

Use the ✓ **QUICK CHECK** on p. T201 to determine small group instruction.

Teacher-Led Options

Strategy Group 📖 👆

COMPARE TEXTS

Teaching Point When you compare texts, you need to show how they are similar and how they are different. Create a Venn diagram with students to show how the ideas about observation in "Perfect Inspiration" and in *Hatchet* are the same and different.

ELL Targeted Support

Work with students to fill in this sentence starter. *Both* Hatchet *and _____ show the importance of observation in helping a person _____.*

Then display these sentence starters to model using comparing and contrasting connecting words. Have students complete the sentences orally with a partner. Then have them write their responses in their notebooks.

Brian makes an important observation when _____. **EMERGING**

Brian's most important observation was _____. It was important because _____. **DEVELOPING**

Like Brian, _____ learns that observation is important to survival. Both Brian and _____ are similar because _____. **EXPANDING**

Both Brian and _____ learn about the importance of observation. However, unlike Brian, _____ does/does not _____. **BRIDGING**

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

Intervention Activity 🔺 📥

myFOCUS READER

Reread pp. 22–23 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 observations and encourages them to use the Academic Vocabulary words.
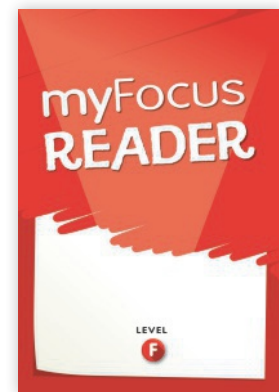
Intervention Activity 🔺 📥

WORD STUDY

For students who need support, Word Study lessons are available in the *myFocus Intervention Teacher's Guide*, Lessons 1–10.

On-Level and Advanced 📥

INQUIRY

Organize Information and Communicate Students should organize their findings on their chosen realistic details into an effective format.

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

See *Extension Activities* pp. 82–86 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 by comparing and contrasting the two survival stories.

Possible Conference Prompts

- How are characters' situations in the two texts similar? How are they different?
- How are the points of view of the two texts similar or different?
- What do the two texts show about the importance of observation to survival?

Possible Teaching Point Readers think about other texts to make connections between characters, events, ideas, and points of view.

Leveled Readers 📖 🔊 ✏️ ▶️ 👆

COMPARE TEXTS

- For suggested titles, see "Matching Texts to Learning," pp. T156–T157.
- For instructional support on how to compare texts, see *Leveled Readers Teacher's Guide.*

The Light at Jupiter Lake
by J.H. Diel

Guided Reading Level Q
DRA Level 40
Lexile Measure 850L
Word Count 3,356
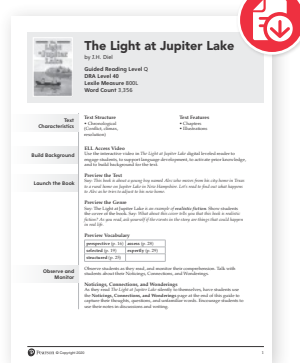
Whole Group

Share Bring the class together. Invite one or two students to share similarities and differences between *Hatchet* and another survival text, including similarities or differences in points of view.

Independent/Collaborative

Independent Reading 👆 📖 🔊

Students can

- reread or listen to the poem "Perfect Inspiration" with a partner.
- read a self-selected text.
- reread or listen to their leveled reader.

Centers 📒 📥

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

Literacy Activities 📓 🎮 🔍

Students can

- write in their reader's notebook in response to the Weekly Question.
- research other survival skills besides making a fire.
- play the *myView* games.

BOOK CLUB 📖

See Book Club, pp. T484–T485, for

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

Suggested Daily Times

READING WORKSHOP

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

WRITING WORKSHOP

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

Learning Goals

- I can learn more about informational text by explaining relationships between ideas.
- I can develop knowledge about language to make connections between reading and writing.
- I can use elements of informational writing to write an informational article.

SEL ▶ **SOCIAL-EMOTIONAL LEARNING**

☑ Assessment Options for the Week

- Daily Formative Assessment Options

The following assessments are available on SavvasRealize.com:

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

Materials

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

LESSON 1
RI.5.10, RF.5.3.a, W.5.2.d, SL.5.2, L.5.5.c

READING WORKSHOP

GENRE & THEME
- Interact with Sources: Explore the Primary Source: Weekly Question T210–T211
- Listening Comprehension: Read Aloud: "Armadillos of North America" T212–T213
- Informational Text T214–T215
  - ☑ **Quick Check** T215

READING BRIDGE
- Academic Vocabulary: Analogies T216–T217
- Word Study: Teach Prefixes *il-, in-, im-, ir-* T218–T219

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS
- Guided Reading/Leveled Readers T220–T221, T223
- Strategy, Intervention, and On-Level/Advanced Activities T222
- ELL Targeted Support T222
- Conferring T223

INDEPENDENT/COLLABORATIVE
- Independent Reading T223
- Literacy Activities T223

BOOK CLUB T223, T486–T487 **SEL**

WRITING WORKSHOP

MINILESSON
- Informational Article T410–T411
  - » Use Precise Language and Domain-Specific Vocabulary
  - » Share Back

INDEPENDENT WRITING
- Informational Article T411
- Conferences T408

WRITING BRIDGE
FLEXIBLE OPTION ◀
- Spelling: Prefixes *il-, in-, im-, ir-* T412
  - ☑ **Assess Prior Knowledge** T412
FLEXIBLE OPTION ◀
- Language and Conventions: Spiral Review: Principal Parts of Irregular Verbs T413

LESSON 2
RI.5.4, RF.5.3.a, L.5.1.b, L.5.1.c, L.5.1.d, L.5.4.c

READING WORKSHOP

SHARED READ
- Introduce the Text T224–T237
  - » Preview Vocabulary
  - » Read: "Tracking Monsters"
- Respond and Analyze T238–T239
  - » My View
  - » Develop Vocabulary
  - ☑ **Quick Check** T239
  - » Check for Understanding

READING BRIDGE
- Word Study: Apply Prefixes *il-, in-, im-, ir-* T240–T241
- High-Frequency Words T240

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS
- Guided Reading/Leveled Readers T220–T221, T243
- Strategy and Intervention Activities T242
- Fluency T242
- ELL Targeted Support T242
- Conferring T243

INDEPENDENT/COLLABORATIVE
- Independent Reading T243
- Literacy Activities T243
- Partner Reading T243

WRITING WORKSHOP

MINILESSON
- Informational Article T414–T415
  - » Use Correct Verb Tense
  - » Share Back

INDEPENDENT WRITING
- Informational Article T415
- Conferences T408

WRITING BRIDGE
- Spelling: Teach Prefixes *il-, in-, im-, ir-* T416

FLEXIBLE OPTION ◀
- Language and Conventions: Oral Language: Perfect Verb Tenses T417

| **LESSON 3** | RI.5.3, RI.5.10, W.5.5, L.5.1.b, L.5.1.c | **LESSON 4** | RF.5.4.a, W.5.4, SL.5.1, L.5.1.b, L.5.1.c | **LESSON 5** | W.5.1, W.5.9.b, SL.5.1, L.5.1.a, L.5.2.e |

LESSON 3

READING WORKSHOP

CLOSE READ
- Explain Relationships Between Ideas T244–T245
  - » Close Read: "Tracking Monsters"
    - ☑ **Quick Check** T245

READING BRIDGE

- Read Like a Writer: Analyze Author's Message T246–T247

FLEXIBLE OPTION ◀
- Word Study: More Practice: Prefixes *il-, in-, im-, ir-* T248–T249

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS
- Guided Reading/Leveled Readers T220–T221, T251
- Strategy and Intervention Activities T250
- Fluency T250
- ELL Targeted Support T250
- Conferring T251

INDEPENDENT/COLLABORATIVE
- Independent Reading T251
- Literacy Activities T251

WRITING WORKSHOP

MINILESSON
- Informational Article T418–T419
  - » Edit for Adverbs
  - » Share Back

INDEPENDENT WRITING
- Informational Article T419
- Conferences T408

WRITING BRIDGE

FLEXIBLE OPTION ◀
- Spelling: More Practice: Prefixes *il-, in-, im-, ir-* T420
- Language and Conventions: Teach Perfect Verb Tenses T421

LESSON 4

READING WORKSHOP

CLOSE READ
- Confirm or Correct Predictions T252–T253
  - » Close Read: "Tracking Monsters"
    - ☑ **Quick Check** T253

READING BRIDGE

- Write for a Reader: Develop Author's Message T254–T255

FLEXIBLE OPTION ◀
- Word Study: Spiral Review: Final Stable Syllables T256–T257

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS
- Guided Reading/Leveled Readers T220–T221, T259
- Strategy and Intervention Activities T258
- Fluency T258
- ELL Targeted Support T258
- Conferring T259

INDEPENDENT/COLLABORATIVE
- Independent Reading T259
- Literacy Activities T259
- Partner Reading T259

WRITING WORKSHOP

MINILESSON
- Informational Article T422–T423
  - » Edit Simple and Compound Sentences
  - » Share Back

INDEPENDENT WRITING
- Informational Article T423
- Conferences T408

WRITING BRIDGE

FLEXIBLE OPTION ◀
- Spelling: Spiral Review: *r*-Controlled Vowels T424
- Language and Conventions: Practice Perfect Verb Tenses T425

LESSON 5

READING WORKSHOP

COMPARE TEXTS
- Reflect and Share T260–T261
  - » Write to Sources
    - ☑ **Quick Check** T261
  - » Weekly Question

READING BRIDGE

FLEXIBLE OPTION ◀
- Word Study: Prefixes *il-, in-, im-, ir-* T262–T263
  - ☑ **Assess Understanding** T262

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS
- Guided Reading/Leveled Readers T220–T221, T265
- Strategy, Intervention, and On-Level/ Advanced Activities T264
- ELL Targeted Support T264
- Conferring T265

INDEPENDENT/COLLABORATIVE
- Independent Reading T265
- Literacy Activities T265

BOOK CLUB T265, T486–T487 **SEL** ▶

WRITING WORKSHOP

MINILESSON
- Informational Article T426
  - » Edit for Prepositions and Prepositional Phrases
  - » Share Back

INDEPENDENT WRITING

WRITING CLUB T426–T427 **SEL** ▶
- Conferences T408

WRITING BRIDGE

- Spelling: Prefixes *il-, in-, im-, ir-* T428
  - ☑ **Assess Understanding** T428

FLEXIBLE OPTION ◀
- Language and Conventions: Standards Practice T429

Materials
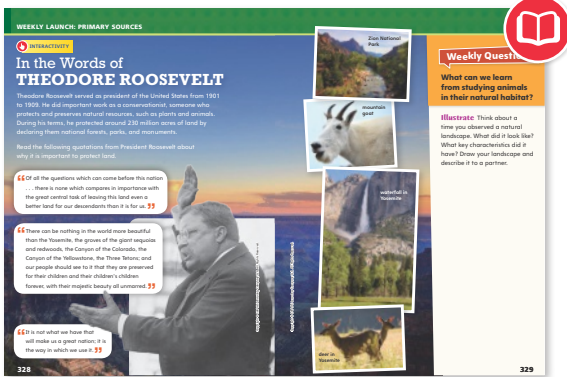
PRIMARY SOURCE
In the Woods of Theodore Roosevelt
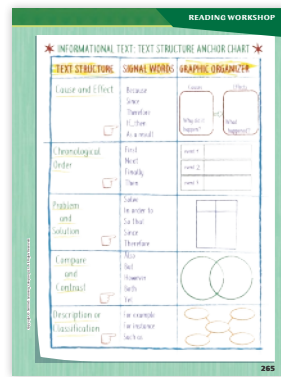
READING ANCHOR CHART
Text Features
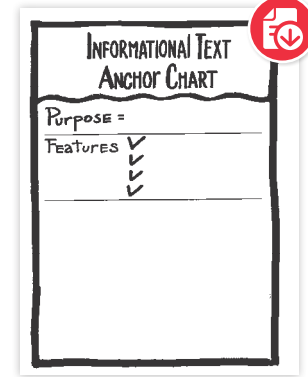
EDITABLE ANCHOR CHART
Text Features
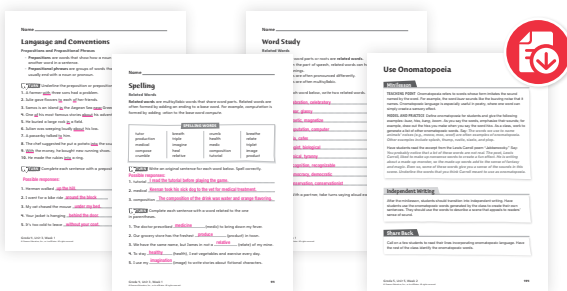
RESOURCE DOWNLOAD CENTER
Additional Practice
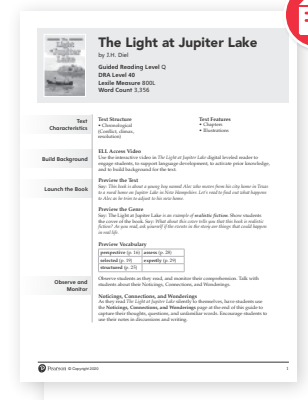
Leveled Readers

LEVELED READERS TEACHER'S GUIDE

Words of the Week

Develop Vocabulary

transmitter
iconic
nocturnal
burrows
fragmented

Spelling Words

logical	improbable
inoffensive	rational
irrational	illegal
probable	passable
legal	replaceable
adequate	immobile
offensive	
irreplaceable	
inaccurate	
illogical	
accurate	
impassable	
inadequate	
mobile	

Challenge Spelling Words

illumination
inefficiency
inexplicable

Unit Academic Vocabulary

expert
focus
visible
relate
detect

READ ALOUD
"Armadillos of North America"

READ ALOUD TRADE BOOK LIBRARY

INTERACTIVE READ ALOUD LESSON PLAN GUIDE

SHARED READ
Tracking Monster

BOOK CLUB

Titles related to Spotlight Genre and Theme: T486–T487

Mentor STACK
Writing Workshop T407

LITERACY STATIONS

SCOUT

✅ Assessment Options for the Week

- Daily Formative Assessment Options

The following assessments are available on SavvasRealize.com:

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

ASSESSMENT GUIDE

Interact with Sources

Explore the Primary Sources

Remind students of the Essential Question for Unit 2: *How do we learn through our observations?* Point out the Week 4 Question: *What can we learn from studying animals in their natural habitat?*

Direct students to read the primary sources on pp. 328–329 in the *Student Interactive*. Explain that Theodore Roosevelt was the President of the United States from 1901 to 1909 and that here students are reading his exact words. Have students read the quotations aloud and discuss what he means.

Use the following questions to guide discussion:

- Who is Theodore Roosevelt?
- What does Theodore Roosevelt think is the most important question for the nation?
- How does Theodore Roosevelt think we will become a great nation?
- What are students' own experiences with parks and the country's natural resources?
- What do they think would make the United States a great nation?

WEEKLY QUESTION Reread the Week 4 Question: *What can we learn from studying animals in their natural habitat?* Tell the students we need to protect and preserve natural resources in order to better interact with and learn about animals in their natural environments.

ILLUSTRATE Have students complete the Illustrating activity on p. 329. Ask volunteers to show their finished pieces to the class.

ELL Targeted Support **Prior Knowledge** Read aloud the short quotations from President Roosevelt. Tell students to listen closely as you read.

Preview the text. Discuss how prior knowledge can lead to understanding of new topics. Preview key vocabulary. Ask: What animals might you *observe* in their natural *habitat*? **EMERGING**

Preview the text. Discuss how prior knowledge can lead to understanding of new topics. Preview key vocabulary. Ask: What might scientists *observe* in a natural landscape? **DEVELOPING**

Preview the text. Discuss how prior knowledge can lead to understanding of new topics. Preview key vocabulary. Ask: What is the difference between what you *observe* in a natural *habitat* and in one that is not natural? **EXPANDING/BRIDGING**

STUDENT INTERACTIVE, pp. 328–329

WEEKLY LAUNCH: PRIMARY SOURCES

👆 INTERACTIVITY

In the Words of
THEODORE ROOSEVELT

Theodore Roosevelt served as president of the United States from 1901 to 1909. He did important work as a conservationist, someone who protects and preserves natural resources, such as plants and animals. During his terms, he protected around 230 million acres of land by declaring them national forests, parks, and monuments.

Read the following quotations from President Roosevelt about why it is important to protect land.

❝Of all the questions which can come before this nation . . . there is none which compares in importance with the great central task of leaving this land even a better land for our descendants than it is for us.❞

❝There can be nothing in the world more beautiful than the Yosemite, the groves of the giant sequoias and redwoods, the Canyon of the Colorado, the Canyon of the Yellowstone, the Three Tetons; and our people should see to it that they are preserved for their children and their children's children forever, with their majestic beauty all unmarred.❞

❝It is not what we have that will make us a great nation; it is the way in which we use it.❞

328
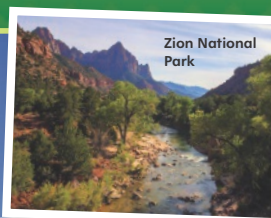
Zion National Park
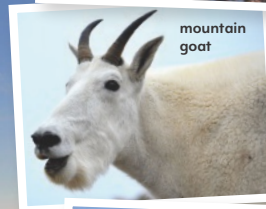
mountain goat
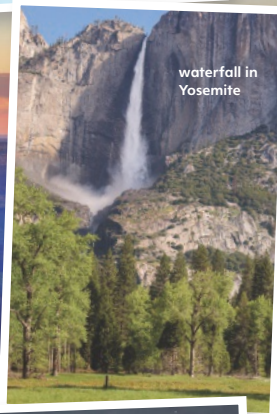
waterfall in Yosemite
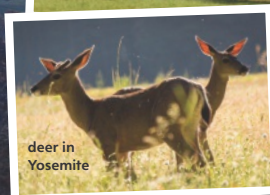
deer in Yosemite

WEEK 4

Weekly Question

What can we learn from studying animals in their natural habitat?

Illustrate Think about a time you observed a natural landscape. What did it look like? What key characteristics did it have? Draw your landscape and describe it to a partner.

329

Listening Comprehension

OBJECTIVES

Listen actively to verbal messages, observe nonverbal messages, ask relevant questions, and make pertinent comments.

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

Recognize characteristics and structures of informational text.

ELL Language Transfer

Cognates Point out the Spanish cognates in "Armadillos of North America."

- area : *area*
- insect : *insecto*
- multiple : *múltiple*

FLUENCY

After completing the Read-Aloud Routine, display "Armadillos of North America." Model reading aloud a short passage, asking students to pay attention to your speaking rate. Tell students it is important to maintain a smooth pace while reading aloud. Invite partners to practice an appropriate reading rate by reading aloud different sentences in "Armadillos of North America."

💬. THINK ALOUD

Analyze Informational Text

Text features are helpful tools for readers. If a text has multiple headings, photos, and captions, it's probably an informational text. Words in boldface type are important. Authors use headings to organize information. By analyzing the relationship between text features, readers can better identify the topic and understand how information is organized.

Informational Text

Tell students you are going to read an informational text aloud. Have students listen as you read "Armadillos of North America." Explain that students should listen actively, paying careful attention to facts and how information is organized as well as to the verbal and nonverbal messages of the other members of the group. Prompt them to ask questions to clarify information and follow agreed-upon discussion rules.

➡ **START-UP**

READ-ALOUD ROUTINE

Purpose Have students actively listen for elements of informational texts.

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.

Armadillos of North America

North America is the world's third-largest continent, covering a huge area—almost 5 percent of Earth's surface. It is bordered on three sides by oceans: the Atlantic to the east, the Arctic to the north, and the Pacific to the west. There are eight different climates that can be found in North America: deciduous forests, coniferous forests, Mediterranean, grassland, tundra, rain forest, and desert. Because of this diversity, many types of animals can be found across North America, including the nine-banded armadillo.

Finding Armadillos

Armadillos hate the cold because they have very low body temperatures and very little fat. Because of that, the nine-banded armadillo tends to stick to warmer climates, including the rain forests, grasslands, and deserts of North America. Because of its body temperature requirements, the highest population of nine-banded armadillos can be found in the state of Texas in the United States, but they have certainly expanded farther north and eastward!

Identifying Armadillos

Of all mammals, nine-banded armadillos are among the strangest looking. They are covered in a strong, protective, brownish shell and rarely move quickly. They are usually nocturnal, but when temperatures

"Armadillos of North America," continued

are cool, they sometimes come out during the warmer daylight hours. Armadillos also have bony plates that cover their head, back, and legs. With a long tail covered with multiple bony rings, nine-banded armadillos can grow to be 30 inches long! Their pointed ears, pointy snout, small eyes, peg-shaped teeth, and long, sticky tongue certainly make them unique-looking animals!

Armadillos' Diet

Because nine-banded armadillos can be found in such diverse climates, they need to be able to eat many different things. And, in fact, armadillos are omnivores. Their diets consist of insects, such as ants, termites, worms, beetles, and many more. However, armadillos also like eating bird eggs, fruit, berries, and all sorts of vegetables that they are able to find in the wild.

How Armadillos Behave

Nine-banded armadillos like being alone and don't travel or live in groups. When they are not foraging for food, they spend their days sleeping away in their burrows. They can sleep up to 16 hours a day! And they often have multiple burrows over their territory. This comes in handy because they are very slow walkers—although they can run when they need to get away from predators. They move through the world largely relying on their sense of smell to hunt because of their poor eyesight.

THINK ALOUD

Analyze Informational Text As I continue reading, I'll make sure to pay attention to the subheadings in the text. I know that these subheadings organize information into clear sections for readers. Each subheading tells what the next part of the text will be about.

ELL Access

To help prepare students for the oral reading of "Armadillos of North America," read aloud this short summary:

North America is the world's third-largest continent. It has diverse climates, and the nine-banded armadillo can be found in the climates that are warm. Armadillos are slow-moving and are protected by a strong shell. Nine-banded armadillos eat many different foods, are solitary, and are very unique-looking!

➤ **WRAP-UP**

ARMADILLOS OF NORTH AMERICA			
Location	Identification	Diet	Behavior

Have students use an organizer to sort facts according to the headings into the different categories.

FLEXIBLE OPTION ◄
INTERACTIVE
Trade Book Read Aloud

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

• Choose a book from the *Read Aloud Trade Book Library* or the school or classroom library.

• Select an **INTERACTIVE** Read **Aloud Lesson Plan Guide** and **Student Response** available on SavvasRealize.com.

• Preview the book you select for appropriateness for your students.

SPOTLIGHT ON GENRE
Informational Text

LEARNING GOAL

I can learn more about informational texts and explain ideas.

OBJECTIVES

Read text with purpose and understanding.

Recognize characteristics and structures of informational texts.

LANGUAGE OF THE GENRE

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

- title
- subheadings
- bulleted list
- purpose

FLEXIBLE OPTION
ANCHOR CHARTS

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

ELL Language Transfer

Base Words and Affixes Point out that the base word of *informational* is *inform*. Help students explore the meanings and parts of speech created when they add suffixes to the base word.

Minilesson

FOCUS ON STRATEGIES Text features are an important part of an informational text because they help readers find and use information. They explain relationships between topics, ideas, or events by presenting information in a specific way.

- Look for text features in an informational text, such as titles, headings, subheads, photos and images, captions, bulleted lists, diagrams, and special text, such as boldface or italicized text.
- Text features often provide clues about the author's main idea. As you notice text features, ask yourself how they might contribute to the overall point or argument the author is trying to make.
- The purpose of reading informational texts is often to learn something new, so, when active readers encounter text features, they use them to generate questions and to make predictions.

MODEL AND PRACTICE Model determining that a text is an informational text. In "Armadillos of North America," the author uses subheadings to organize facts about armadillos. Because it is organized this way, I know it is an informational text about armadillos.

Talk about what other text features and reading organization you would look for in a different text to determine if it is also an informational text similar to "Armadillos of North America."

ELL Targeted Support **Use Accessible Language** Have student pairs or groups talk to each other about the informational text "Armadillos of North America."

Have students review "Armadillos of North America" and jot down words that they either don't understand or might have difficulty pronouncing. Write the words on the board, define them, and pronounce them. Then help students use them in sample sentences. **EMERGING/DEVELOPING**

Display subheadings used in the text. Then use prompts to have students use their own words to provide details about armadillos: What did we learn about where armadillos live? What did we learn about what armadillos eat? What do armadillos look like? **EXPANDING**

FORMATIVE ASSESSMENT OPTIONS

Apply

OPTION 1 **Use the Anchor Chart** Have students work with a partner to discuss the characteristics of informational text. Circulate to determine if students show understanding.

OPTION 2 **Use Independent Text** Have students make a three-column chart with informational text genre traits in the first column and headings for the books they read independently in the second and third columns. Then have them complete the chart by checking off text features and other clues they see in their informational texts.

✅ QUICK CHECK

Notice and Assess Can students identify informational texts?

Decide

- **If students struggle,** revisit instruction about informational texts in Small Group on pp. T222–T223.

- **If students show understanding,** have them practice the strategies for reading informational texts in Small Groups on pp. T222–T223.

TURN, TALK, AND SHARE Have students complete the Turn and Talk activity on p. 330 of the *Student Interactive.*

STUDENT INTERACTIVE, pp. 330–331

GENRE: INFORMATIONAL TEXT — READING WORKSHOP

Learning Goal

I can learn more about informational text by explaining relationships between ideas.

Spotlight on Genre

Informational Text

Text features are an important part of informational text because they help readers find and use information. They explain relationships between topics, ideas, or events by presenting information in a specific way. Text features include

- titles, headings, and subheadings
- images, labels, and captions
- bulleted lists, sidebars, and time lines
- diagrams, charts, graphs, and maps
- special text styles, such as boldface, italics, and highlighting

Establish a Purpose The **purpose,** or reason, for reading informational texts is often to learn something new. Active readers of informational texts analyze text features and make predictions to help them understand new information.

If a text tells facts about real people, places, or things, it's informational text!

TURN and TALK Describe the text features used in one of the texts you read in this unit. Tell how the features helped you understand information. Take notes on your discussion.

TEXT FEATURES ANCHOR CHART

PURPOSE: To help readers understand informational text

Title [Tells you what the text is about]

PHOTOS GIVE A VISUAL REPRESENTATION. [captions explain photos]

BULLETED LISTS
- call out
- important information
- for readers

SUBHEADINGS: tell you what sections of the text are about

BOLDFACED WORDS HIGHLIGHTED WORDS CALL OUT KEYWORDS

330

331

Academic Vocabulary

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

OBJECTIVE

Respond using newly acquired vocabulary as appropriate.

ELL Language Transfer

Analogies Ask students to notice the difference in the Spanish words in each pair: *la lluvia / una tormenta eléctrica* and *visible / llamativo.* Guide the students to recognize that in this analogy, the second word or phrase in each pair is more specific and descriptive than the first. Explain that analogies in English are based on a common relationship between unrelated pairs of words.

WEEKLY STANDARDS PRACTICE

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

Figurative Language: Analogies

Minilesson

FOCUS ON STRATEGIES When writers use figurative language, they are using words in a way that have a meaning that's different from their literal meaning. This is done to create an effect or to give special meaning to the words, and it is often based on comparisons. Analogies are a type of figurative language that explains something by comparing it to something else. The word *like* can sometimes signal an analogy.

- When you come across an analogy, notice the two pairs of words that form the comparison.
- Think about the relationship between the two pairs of words.
- Ask yourself how the relationship in the analogy helps you to understand better the words that form it.

MODEL AND PRACTICE Model this strategy using the first analogy from p. 351 of the *Student Interactive*.

- For this analogy, I will think about the relationship between knowledge and an expert. An expert is a person who knows a lot about a certain topic or subject. Experts produce knowledge. A baker can make many things, including a wedding cake. A baker produces a wedding cake. Therefore, I can say that this analogy compares workers who produce something.
- Have students apply this strategy to another analogy on p. 351 on their own. Then, discuss responses and correct misunderstandings.

ELL Targeted Support **Analogies** Students may have trouble with some words in the analogies.

Make sure students understand the words that form the basis of comparison in each analogy—specifically, *eye-catching, overlook, detect,* and *thrive*. Explain the meaning of each word, or have students use a dictionary to find its meaning. **EMERGING/DEVELOPING**

ASSESS UNDERSTANDING

Apply

My TURN Have students follow the same strategy as they complete the activity on p. 351 of the *Student Interactive*. Remind students that they will use these academic words throughout this unit.

STUDENT INTERACTIVE, p. 351

VOCABULARY | READING-WRITING BRIDGE

Academic Vocabulary

An **analogy**, which is a type of **figurative language**, compares two unlike things that have something in common. Through analogies, readers learn relationships and connections between words.

Learning Goal

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

My TURN For each analogy,

1. **Identify** the relationship between words in the analogy.

2. **Write** the missing word on the line.

3. **Explain** the comparison in the analogy.

Knowledge is to **expert** as wedding cake is to _____baker_____.
An expert produces knowledge and a baker produces a cake. The analogy compares workers who produce something.

Focus is to camera as _____fly_____ is to airplane.
A camera can be focused and an airplane can be flown. The analogy compares an object and its action.

Visible is to eye-catching as _____rain_____ is to thunderstorm.
Eye-catching is a more descriptive word than *visible*, and a thunderstorm describes a very heavy rain. The analogy compares degrees of word meaning.

Overlook is to **detect** as thrive is to _____fail_____.
Detect and *overlook* are antonyms. *Thrive* and *fail* are antonyms. This analogy is between antonyms.

351

Word Study Prefixes *il-, in-, im-, ir-*

OBJECTIVE

Decode words using advanced knowledge of the influence of prefixes and suffixes on base words.

LESSON 1

Teach Prefixes *il-, in-, im-, ir-*

FOCUS ON STRATEGIES Prefixes *il-, in-, im-,* and *ir-* change the meaning of a base word into its opposite. *Illegal* means the opposite of *legal*, or "not legal." The prefix *il-* is usually used with words that begin with *l*. The prefix *ir-* is usually used with words that begin with *r*. The prefix *im-* usually comes before words beginning with *b* or *p*. The prefix *in* is used with most other words.

MODEL AND PRACTICE To demonstrate how prefixes *il-, in-, im-,* and *ir-* change the meaning of a word, use the words *polite* and *impolite*. Ask students what each word means and how the prefix changes the meaning of the base word.

Guide students to state the meanings of the words *visible* and *invisible* and to give an example of something that is visible and of something that is invisible.

ELL Targeted Support

Prefixes *il-, in-, im-, ir-* Tell students that finding patterns in English words will help improve their language skills.

Display the nine base words from p. 352 in the *Student Interactive.* Have students say them and review their meanings. Then ask what each word with its prefix means. **EMERGING**

In small groups, have students add one prefix to each word. Ask what the word means with its prefix. **DEVELOPING**

Ask students to work in pairs to add the correct prefix to each word and use the word with its prefix in a sentence. **EXPANDING**

Ask students to generate other words using the prefixes. Have them categorize the words according to the prefix that goes with each one. **BRIDGING**

LESSON 1

Teach Prefixes
il-, in-, im-, ir-

LESSON 2

Apply Prefixes
il-, in-, im-, ir-

FLEXIBLE OPTION ◄
LESSON 3

More Practice

FLEXIBLE OPTION ◄
LESSON 4

Spiral Review:
Final Stable
Syllables *-le,
-tion, -sion*

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.

MAKING OBSERVATIONS
Shirley Duke

LEVEL U

Genre Informational Text

Text Elements
- Extensive use of text boxes
- Diagrams

Text Structure
- Description

TRAPPED IN CARNIVOROUS PLANTS
Linda Bozzo

LEVEL U

Genre Expository Text

Text Elements
- Variety of graphics
- Multisyllable words

Text Structure
- Description

AN EYE ON ECOSYSTEMS
M. M. Eboch

LEVEL V

Genre Informational Text

Text Elements
- Photographs with captions
- Maps, legends, and diagrams

Text Structure
- Description

Guided Reading Instruction Prompts

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

Identify Informational Texts

- How can you tell this book is an informational text?
- What is a main idea in the text?
- What is a detail that supports that main idea?
- What did you already know about the subject of the text before you began reading it?

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 a system of life?
- What new words did the author use that gave you more information about a main idea or detail?

Evaluate Details

- How do details support a main idea of the text?
- How do text features support details in the text?
- How does your own prior knowledge help you understand the main ideas and details of this text?
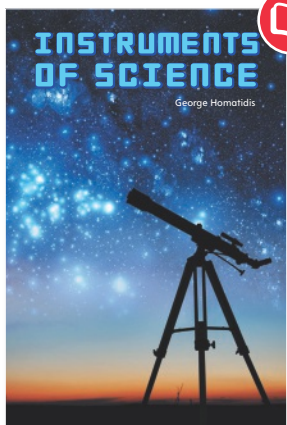
INSTRUMENTS OF SCIENCE
George Homatidis

LEVEL V

Genre Expository Text

Text Elements
- Extensive use of domain-specific vocabulary
- Photographs with captions

Text Structure
- Description

SCIENCE IN THE WILD
Barbara Alpert

LEVEL W

Genre Narrative Nonfiction

Text Elements
- Some information carried through photo captions
- Decoding challenges

Text Structure
- Description

Animal Behaviors
Marta Ustyanich
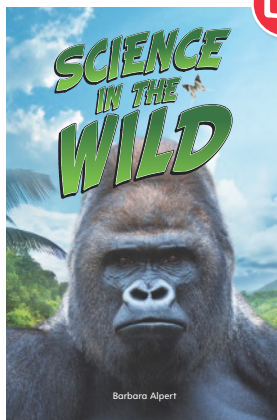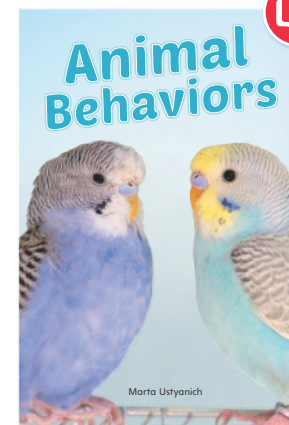
LEVEL W

Genre Expository Text

Text Elements
- Content-specific words defined in text or glossary
- Words that offer decoding challenges

Text Structure
- Description

Use Text Evidence
- What evidence does the author give about his or her experiences?
- Why do you think the author wanted to write this text?
- What could the author add to the text to aid comprehension?

Compare Texts
- What connections can you make to other books you've read?
- 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.

The Light at Jupiter Lake
by J.H. Diel
Guided Reading Level Q
DRA Level 40
Lexile Measure 810L
Word Count 3,356
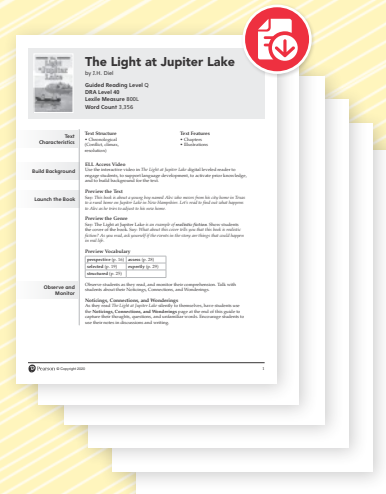
Use the ☑ **QUICK CHECK** on p. T215 to determine small group instruction.

Teacher-Led Options

Strategy Group

IDENTIFY INFORMATIONAL TEXT

Teaching Point Informational texts provide information about a topic, a person, an event, or an idea. The text features in an informational text give more information about the topic to help readers better understand the details. Review the Text Features anchor chart on *Student Interactive* p. 331. Ask students to identify text features in "Armadillos of North America."

ELL Targeted Support

Tell students that informational texts have a purpose: to tell information. Informational texts have elements that include a main idea, details, and text features.

Use a text features anchor chart to help students better understand text features. Provide examples of a heading, bulleted list, inset, photo, and caption, and a chart or diagram. **EMERGING**

Point out a visual text feature in a classroom text, and work with students to determine why the author may have included it. **DEVELOPING**

Prompt students to look for visual support in a classroom text, as well as the contextual support of surrounding details. Have partners help each other look for details in the text that are supported by text features. **EXPANDING/ BRIDGING**

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

Intervention Activity ▲ ⬇

READING INFORMATIONAL TEXT

Use Lesson 26, pp. T173–T178, in the *myFocus Intervention Teacher's Guide* for instructions on the characteristics of informational text and procedural texts.

On-Level and Advanced 👆 ⬇

INQUIRY

Question and Investigate Have students use the primary source on pp. 328–329 to generate questions about conservation. Throughout the week, have them conduct research about the question. See *Extension Activities* pp. 82–86 in the *Resource Download Center*.

Conferring

3 students/3–4 minutes per conference

IDENTIFY INFORMATIONAL TEXT

Talk About Independent Reading Ask students to share the main ideas and details in the book they are reading. Have them explain how the characteristics of informational texts helped them understand what they read.

Possible Conference Prompts
- How did you know you found a main idea?
- Where did you look for details that support the main idea?

Possible Teaching Point Informational texts often have signal text features to help readers find and use information. They explain relationships between topics, ideas, or events.

Leveled Readers

IDENTIFY INFORMATIONAL TEXT

- For suggested titles, see "Matching Texts to Learning," pp. T220–T221.
- For instructional support on how to identify the characteristics of informational text, see *Leveled Readers Teacher's Guide.*

The Light at Jupiter Lake
by J.H. Diel
Guided Reading Level Q
DRA Level 40
Lexile Measure 800L
Word Count 2,256
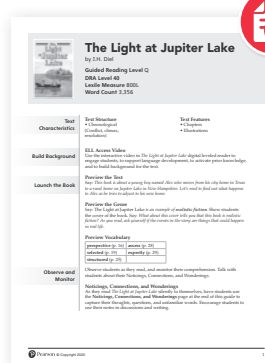
Whole Group

Share Bring the class back together. Invite students to share observations about different text features they find in their readings. Review the importance of the different text features they have discovered.

Independent/Collaborative

Independent Reading

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

Centers

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

Literacy Activities

Students can
- write about their reading in a reading notebook.
- retell 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 *The Tarantula Scientist*.
- talking points to share with students.
- collaboration prompts and conversation starters.
- suggestions for incorporating the Discussion Chart.
- alternate texts to support the unit theme and Spotlight Genre.

Introduce the Text

Tracking Monsters

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.

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

  transmitter: equipment that makes and sends electromagnetic waves that carry messages

  iconic: famous, popular, and representative of a place or time

  nocturnal: awake and active at night

  burrows: holes or tunnels dug by animals as places to live

  fragmented: broken into pieces

- These words will help you understand the main ideas and details in "Tracking Monsters." As you read, highlight these vocabulary words in the text. Ask yourself how they help you better understand desert life.

Read

Discuss the First Read Strategies. Prompt students to establish that the purpose for reading this selection is to learn new information. To make predictions, have students preview the text for details that show structure and genre. Have them make predictions and record them in the chart on p. 349.

FIRST READ STRATEGIES

NOTICE Remind students to look for key ideas and details as they make predictions.

GENERATE QUESTIONS Encourage students to ask questions to clarify information.

CONNECT Ask students how the the text relates to what they know about scientists.

RESPOND Have students mark text that confirms or corrects their predictions.

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

EXPERT'S VIEW Pamela Mason, **Harvard University**

"Informational texts often have text structures such as subheadings, charts, graphs, and diagrams. These structures are intended to reduce text complexity, but we cannot assume that students know how and when to use the text structures. An effective approach is to use them to preview the text. Have students read only the bold heads and graphics and predict what the text will be about. This can make the text more accessible and supports comprehension."

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

ELL Targeted Support **Use Resources** Help students choose and use appropriate print and digital resources to support their understanding of vocabulary words. Point out cognates to Spanish speakers: *nocturno, icónico, fragmento,* and *transmisor.*

Display the weekly vocabulary words. Display a dictionary entry for each word. Model using the pronunciation guide. Have students work in pairs to correctly pronounce each word. **EMERGING**

Create a word bank of the weekly vocabulary words and a dictionary entry for each word. Have students work in pairs to match the words to their definitions. **DEVELOPING**

Create a word bank of the weekly vocabulary words and a dictionary entry for each word. Have individuals match the words to their definitions. **EXPANDING**

Create a word bank of the weekly vocabulary words and a dictionary entry for each word. Have individuals match the words to their definitions and read each aloud. **EXPANDING**

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 facts they have read about animal life.

STUDENT INTERACTIVE, pp. 332–333

📖 🔊 ✎ 📕

Meet the Author

When author **Mary Kay Carson** was a child, she had a houseful of pets, including several possums. She wanted to become a scientist, but writing letters to family and friends inspired her love of writing. Today, Carson writes nonfiction books for children about scientific and historical topics.

Tracking Monsters

Preview Vocabulary

As you read "Tracking Monsters," pay attention to these weekly vocabulary words. Notice how they provide specific descriptions.

| fragmented | transmitter |
| nocturnal | burrows | iconic |

Read

Before you read, **make predictions** about what you will learn based on the genre. Record your predictions in the chart after the selection. Then follow these strategies as you read this **informational text**.

Notice key ideas and details that help you make predictions about the text.

Generate questions to help you clarify information.

First Read

Connect this text to what you know about how scientists work.

Respond by confirming or correcting your predictions.

Genre Informational Text

Tracking Monsters

from *Park Scientists* • by Mary Kay Carson

BACKGROUND

Park Scientists: Gila Monsters, Geysers, and Grizzly Bears in America's Own Backyard is about opportunities for scientific study in America's national parks. In this excerpt, the author joins researchers and citizen scientists in southern Arizona's Saguaro National Park to gather data about Gila monsters. These large lizards are notoriously difficult to study.

🔊 AUDIO
✎ ANNOTATE

332

333

First Read

Notice

💬 **THINK ALOUD** As I scan this page, I notice that the author has used different types of text features to guide my reading. For example, the photograph gives me a visual sense of what's being described in the text. And the caption explains the photo and provides additional information.

Close Read

Explain Relationships Between Ideas

Remind students what text features are, and then have them scan the first page and look for text features. Ask: What text features do you see on the first page?

Possible Response: Text features include a subheading, an image, a caption, and special text (the italicized word *beep*).

Have students underline the text feature that introduces the text's main idea. **See student page for possible responses.** Discuss how the subheading "Tracking Monsters" lets readers know what the text will be about.

DOK 1

OBJECTIVE

Recognize characteristics and structures of informational text.

CLOSE READ

Explain Relationships Between Ideas

Underline the text feature that introduces the text's main idea.

Researchers use radio telemetry to track Gila monsters in and around Saguaro National Park.

Tracking Monsters

1   Saguaro National Park, in southern Arizona, looks like a giant cactus garden. Acres of evenly spaced cacti in every imaginable spiny, prickly shape grow out of pastel-colored gravel. The park's Sonoran Desert home is full of fierce plants adapted to living thirsty. Tough grasses, waxy-leafed bushes, and smooth-skinned trees fill the space between cacti with smells of cooking herbs, tar, and soap. Sounds are part of the desert, too. The background buzz of insects is broken by a hawk's call— and there's also a *beep . . . beep . . . beep* noise.

334

CROSS-CURRICULAR PERSPECTIVES   Science 🔬

Saguaro National Park, in southern Arizona, is located in a desert environment and is home to many plants and animals. Although often visited by tourists over the years, it only achieved National Park status in 1994. If time and classroom resources allow, have students do research on the park (possibly visiting the National Park Service's Web site) and make a connection between Saguaro National Park and the actions of President Theodore Roosevelt that they read about on p. 328 of the *Student Interactive.*

📖 🔊 ✍ 📓

2   The beeping is coming from a small black box carried by a man wearing a wide-brimmed hat. Brian Park also holds up what looks like an old-fashioned TV antenna. The beeping box and antenna are radio telemetry instruments. Brian is using them to zero in on a critter with a radio transmitter inside of it. The beeps are getting louder. That means she's nearby, Brian tells the half dozen people hiking up a hill with him. Being careful to avoid the prickly pear and fishhook cacti, he sets down his gear near a hump of granite. The sun-hatted hikers circle the big rock and begin inspecting its crevices and cracks.

3   "She's visible, everybody!" Brian announces. He's stooped over and is using a small mirror to bounce strong desert sunlight underneath the rock. Everyone moves in for a look. "I can see her head in there," someone says. A crouching middle-aged woman puts a hand on the rock to steady herself. "I wouldn't put your fingers there," warns Brian. Why not? The animal stuffed underneath the rock can deliver a painful, venomous bite. It's a Gila (HEE-la) monster.

The researcher Brian Park and volunteer citizen scientists zero in on a Gila monster using radio telemetry.

CLOSE READ

Explain Relationships Between Ideas

Underline details that help you understand the relationship between the "trackers" and the "monsters."

transmitter equipment that makes and sends electromagnetic waves that carry messages

335

First Read

Notice

What type of "monster" are the trackers looking for? Is it dangerous?

Possible Response: The trackers are searching for a Gila monster. It is dangerous because it can bite and has painful venom.

Close Read

Explain Relationships Between Ideas

Tell students that when they are looking for specific details in a text, they should look for clue words related to the topic.

Have students scan **paragraphs 2 and 3** to find and underline details related to what the trackers are trying to do and what the "monster" is. **See student page for possible responses.** Reinforce using context clues to determine the meaning of unfamiliar words.

DOK 2

OBJECTIVE

Recognize characteristics and structures of informational text.

⸬ Possible Teaching Point 🌉

Read Like a Writer | Author's Craft

Dialogue Explain to students that authors of informational texts sometimes include dialogue in their writing. They may do so for several reasons: to give a sense of the personality of the people mentioned in the text, to make readers feel a connection with them, to help readers feel as if they are part of the events taking place, or to express a thought or feeling.

Point out the dialogue in paragraph 3. The first line, "She's visible, everybody!" helps readers understand the excitement that Brian and the others feel. And the line "I wouldn't put your fingers there" helps readers visualize the moment and better understand the potential danger.

First Read

Notice

Explain that paragraph 5 provides readers with some details about a Gila monster's diet. Ask: Do Gila monsters need to eat often? What are some of their favorite foods?

Possible Response: Gila monsters don't have to eat often—an adult may only eat a few times a year. Their favorite foods are baby bunnies and quail eggs.

Close Read

Explain Relationships Between Ideas

Have students examine the subheading and **paragraph 4** to determine what main idea is being expressed.

Possible Response: Gila monsters are large lizards.

Next, have students underline details in the text that support this idea. Ask: What is the relationship between these details? **See student page for possible responses.**

DOK 2

OBJECTIVE

Recognize characteristics and structures of informational text.

CLOSE READ

Explain Relationships Between Ideas

Underline details that develop a main idea presented earlier in the text.

iconic famous, popular, and representative of a place or time

nocturnal awake and active at night

burrows holes or tunnels dug by animals as places to live

Monstrous Lizards

4   Gila monsters are big lizards with powerful, clamping, venomous jaws. They're the largest lizards in the United States, growing up to two feet (61 cm) long and weighing up to three pounds (1.4 kg). "Gila monsters belong to a reptile group called Monstersauria," says Kevin Bonine. He's a scientist at the University of Arizona and heads up a Gila monster study. Monstersaurs roamed alongside *T. rexes* and other dinosaurs a hundred million years ago. Today, the only other remaining "monster lizard" species is the beaded lizard, who is also big and venomous.

5   Gila monsters make their homes in the deserts of the southwestern United States and northern Mexico. They're common in Arizona, and it's hard to mistake the large, slow-moving lizards. Gila monsters are chunky, low-to-the-ground lizards covered in pink, orange, and black skin studded with tiny pebbly bumps. "Gila monsters are an iconic species of the Sonoran Desert," says Kevin. But being famous hasn't gotten Gila monsters much scientific attention over the years. Gila monsters aren't easy to study. They're nocturnal much of the year and spend a lot of their time in underground burrows. Gila monsters don't need to be out constantly searching for food, like a bird or mouse does. A large adult lizard may eat only a few times a year. "Their favorite food is a nest full of baby bunnies or quail eggs," says Kevin. Gila monsters are expert nest raiders.

336

CROSS-CURRICULAR PERSPECTIVES   Science

In addition to being home to Gila monsters, Saguaro National Park in southern Arizona is also home to the giant saguaro cactus. This cactus species, which is the cactus that many people think of when they recall western films, can grow to up to 50 feet tall, and its blossom is the state flower of Arizona.

Part of the reason Saguaro National Park was established in 1994 was to protect the saguaro. Encourage students to learn more about this cactus by having them perform online research. Students can then make a connection between efforts to preserve this cactus species and the conservation efforts of President Roosevelt that they read about earlier.

📖 🔊 ✏ 📒

The Gila monster's name comes from the Gila River region of Arizona.

6   Kevin Bonine is a herpetologist, a scientist who studies amphibians and reptiles. He's hoping his research will solve some Gila monster mysteries. "We're not sure how many Gila monsters are out there, or exactly what they do all year," says Kevin. Scientists don't even know the time of year the lizards are born. Gila monster moms lay eggs in underground burrows in the late summer, and baby Gila hatchlings leave burrows the following spring. When exactly they hatch during those eight to ten months is their well-kept secret. Perhaps they hatch in autumn and the hatchlings spend the winter underground. "Or are they in the egg for a heck of a long time?" asks Kevin. The list of needed answers about Gila monsters in and around Saguaro National Park is long, says Kevin. How far do they travel in a year? Do they leave the park? How many burrows do they use? Do roads and housing developments affect them? "There's a whole lot of mystery," Kevin says.

CLOSE READ

Confirm or Correct Predictions

Highlight details in paragraph 6 that you can use to confirm a prediction you made about information in the text.

337

⋯ Possible Teaching Point 🌉

Read Like a Writer | Author's Craft

Structure To help students grasp the concept of structuring text for effect, point out the series of questions in paragraph 6: "How far do they travel in a year? Do they leave the park? How many burrows do they use? Do roads and housing developments affect them?"

Explain that the author could have just listed these items, but phrasing each as question and having a series of questions, one following another, emphasizes how much is still unknown about Gila monsters.

First Read

Respond

Point out that in paragraph 6, readers learn how little is actually known about Gila monsters. Say: Even with scientists studying Gila monsters, there is still an awful lot that isn't known about these lizards. Have students write down down some of the things scientists still don't know about Gila monsters.

Possible Responses: how many Gila monsters exist; what they do all year; the time of year they are born; how far they travel in a year; if they leave the park; how many burrows they use; how human development affects them

Close Read

Confirm or Correct Predictions

Even though students may have predicted that an expert could tell them a lot about Gila monsters, the lizards are still a mystery. Say: There are a lot of questions in paragraph 6. These mysteries still remain, but perhaps these questions can help us predict information that will come later in the text. Highlight details that could be important.

Possible Response: "He's hoping his research will solve some Gila monster mysteries," "Scientists don't even know the time of year the lizards are born," "The list of needed answers about Gila monsters in and around Saguaro National Park is long."

DOK 3

OBJECTIVE

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

First Read

Respond

Direct students' attention to the heading and overall structure of p. 338. Ask: What makes this page different from the ones before and after it?

Explain that structuring the text in this way causes it to stand out and focuses the reader's attention on the importance of what's being communicated: Gila monsters are not aggressive, but if provoked, they can deliver a venomous bite.

Close Read

Explain Relationships Between Ideas

Remind students that headings give readers an idea of the subject matter that will follow. Note that the heading coupled with the image of Gila monster suggests that the Gila monster is able to fight (it is "Armed") and can protect itself (it is "Armored").

Review what the word *armor* usually calls to mind (from images of knights in armor to the body armor worn by some members of the modern military).

Then have students review the text on p. 338 and underline details that serve as evidence that Gila monsters have a kind of armor and are, in a sense, armed. **See student page for possible responses.**

DOK 2

OBJECTIVE

Recognize characteristics and structures of informational text.

CLOSE READ

Explain Relationships Between Ideas

Underline details in the text that support the idea noted in the heading.

WARNING!
Armed and Armored

Gila monsters look ready for a fight. Their skin is covered in round bumps filled with bone, called osteoderms. This studded skin covers their head, tail, and body like armor. Long, powerful claws for digging and strong, powerful clamping jaws are their weapons—and so is their venom.

"They have venom glands in their lower jaw," explains Brian Park, a Gila monster researcher. Unlike a rattlesnake, a Gila monster can't inject venom. The venom simply mixes into its saliva, or spit, when they feel threatened. "When they bite you, they latch on," explains Brian, "and all that venom trickles into you." Sharp, grooved teeth help deliver it, as does chewing on the victim for a good long time. A Gila monster bite is intensely painful, but not fatal to humans. There's no antivenom treatment, and the bite can make a person sick for weeks. Medical scientists are interested in the venom that Gila monsters make. They've copied unique chemicals found in the lizard's saliva and are testing them as possible drugs for diabetes, attention deficit disorder, and memory loss.

While Gila monsters look tough, they aren't aggressive and don't go after people. If you see one, it's likely to be shuffling away from you. "If you don't ever stick a finger in front of one or pick it up, you should never have a problem," says Brian. "Most bites happen when harassing a Gila monster." If pain and suffering aren't reason enough to steer clear of Gila monsters, how about the law? As a protected species, harassing, handling, collecting, or killing them is illegal. Gila monsters were the first protected reptile in Arizona and in 1952 became the first protected venomous animal in the United States.

338

⋯ Possible Teaching Point 🌉

Word Study | Prefixes *il-, in-, im-, ir-*

Use the Word Study lesson on pp. T218–T219 in the Reading-Writing Workshop Bridge to underscore how prefixes provide information about the relationships between things. Direct students to reread the last paragraph of p. 338, noting the word *illegal*. Have students identify the prefix in this word (*il-*), and remind them that the prefix *il-* means "not." Ask a volunteer to give an example from the text of something that is *illegal*. Have another volunteer give an example of an action that is *legal*.

📖 🔊 ✏️ 📓

Female #291

7   The Gila monster that Brian Park has tracked down is providing some clues. Gila monster #291 has a radio inside her. Kevin's team has implanted tiny transmitters inside eight different Gilas. Now that Brian's telemetry receiver has found #291 under the big granite rock, Brian and his helpers get to work.

8   As she snoozes undisturbed in her burrow, they write down the lizard's GPS position, note the time of day, take air temperature and humidity measurements, and list the kinds of plants growing around her rock. All of this information will help scientists figure out how much Gila monsters travel about—and why. The study is finding that how much a Gila gets around depends on its age, sex, habitat, and the season. During spring and early summer, for example, when males are out looking for mates they will wander more than females generally. Female #291 may be on the move, too. She was down the hill in the picnic area near the road just two weeks ago, says Brian. Is #291 looking for a place to spend the winter?

CLOSE READ

Explain Relationships Between Ideas

Look at the photo. Underline details in the text that help you understand the concept shown in the image.

The radio transmitters like this one that scientists surgically implant into Gila monsters are about the size of an AA battery. A radio collar wouldn't work because it would get in a Gila monster's way as it squeezed under rocks or into holes.

339

ELL Targeted Support Acronyms

Point out the abbreviation *GPS* in paragraph 8 on p. 339 of the *Student Interactive.* Write *GPS* on the board and pronounce it. Then write *Global Positioning System*, placing emphasis on the letters *G, P,* and *S,* and pronounce the words. Have students copy the abbreviation and what it stands for. Explain that abbreviations are used because they are less wordy and are easier to say. **EMERGING/DEVELOPING**

Point out the abbreviation *GPS* and ask students what it stands for. Have volunteers offer acronyms that they may be familiar with, such as an organization (NASA) or through communication (LOL: **L**aughing **O**ut **L**oud). **EXPANDING**

First Read

Notice

💬 **THINK ALOUD** The series of questions on page 337 listed things that scientists still don't know about Gila monsters. One question related to how far Gila monsters travel. On this page, we learn that scientists are trying to answer this question. Scientists are using tiny implanted transmitters, or radios, to track the monsters.

Close Read

Explain Relationships Between Ideas

Ask: Have you heard the expression "a picture is worth a thousand words"? It means an image can often convey meaning or emotions much more quickly and directly than a lengthy description can. Remind students that writers often include photos in informational texts as a visual representation of what's being described in the text.

Ask students why the author included this photo on this page of the text.

Possible Response: This page is about tracking Gila monsters using implanted tracking devices. The photo shows one such device.

Direct students to review the text and underline details that directly relate to the tracking device shown in the photo. **See student page for possible responses.**

[DOK 1]

OBJECTIVE

Recognize characteristics and structures of informational text.

First Read

Notice

💬. **THINK ALOUD** The implanted transmitters tell scientists where Gila monsters are and estimate the animals' body temperature. A Gila monster's body temperature will tell researchers how warm or cool the animal is in the different shelters it uses at different times of year.

Close Read

Confirm or Correct Predictions

Explain to students that readers make predictions based on information they have already gathered. For instance, from what students have read to this point, they know that Gila monsters move from place to place, and scientists are tracking them using implanted transmitters.

Say: The image on this page shows a scientist using a device to track Gila monsters. What can we predict about Gila monsters? Do you think they stay in one place or move around often?

Next, direct students to highlight details in the text that show that Gila monsters move from place to place and scientists track them. **See student page for possible responses.**

DOK 2

OBJECTIVE

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

CLOSE READ

Confirm or Correct Predictions

How are the text features related to ideas in the paragraph? Make a prediction and highlight text that you can use to support it.

The herpetologist Kevin Bonine uses radio telemetry to track the wanderings of Gila monsters.

9   Gila monsters don't have permanent homes. An abandoned packrat burrow might be a good cool summer spot, while squeezing under a sunny rock can provide a cozy winter shelter. As with all reptiles, the body temperature of Gila monsters changes with their environment. The beeping radio inside the tracked Gila monster also estimates its body temperature. The warmer the body temperature, the faster the radio beeps. Researchers carefully record the body temperature of each lizard every time they track it. That way they know how much warmer or cooler the animal is in the various shelters it uses throughout the year. The rock that #291 is currently under gets a lot of sun on one side, says Brian. It might make a decent winter home.

340

ELL Targeted Support Visual and Contextual Support Reread paragraph 6 and the caption on p. 340 aloud. Tell students to listen closely to the details the author uses to describe how Gila monsters are tracked.

Provide sentence frames: *I see _____ and _____ in the photograph. It helps me understand _____ in the text.* **EMERGING**

Ask: What do you notice in the photograph? How does this relate to the text and caption? **DEVELOPING**

Have pairs answer these questions: *What does the photograph show that the text does not? How does the photograph help you understand the text?* **EXPANDING**

Have individuals answer the above questions on their own and then compare responses with the whole class. **BRIDGING**

📖 🔊 ✏️ 📓

BioBlitz and Microchips

10 Filling out #291's data sheet is taking a bit longer than usual. Everyone except Brian Park is new to Gila monster science. The hikers are volunteers taking part in BioBlitz, a twenty-four-hour scientific inventory of every species in Saguaro National Park. They are among the thousands of citizen scientists helping out during the event. So that lots of people can join in the activities and learn about biodiversity, BioBlitzes often take place in national parks near urban areas like Saguaro National Park. The city of Tucson, Arizona, fills the space between the park's two separate halves.

11 "Citizen science is important for involving the community," says Kevin. It's a big part of the study that researchers at the University of Arizona, including Kevin Bonine and Brian Park, are doing in Saguaro. In fact, their Gila Monster Project depends on it. "We try to get the public to send us their sightings," explains Kevin. How? They've posted colorful signs at kiosks near trails and in visitor centers. The signs say HAVE YOU SEEN ME? above a plump pink Gila monster. Below the photo are instructions for documenting the sighting and sending in the information. Kevin says, "People out hiking and park staff can really help us out." The key is taking a photograph of the Gila monster that clearly shows its markings. "The pattern on each individual is like a fingerprint," says Kevin. Researchers use the color patterns to identify individual Gila monsters.

CLOSE READ

Confirm or Correct Predictions

Use text features to make a prediction about BioBlitz.

Highlight details on this page that confirm or correct your prediction.

Brian Park and BioBlitz volunteers collect information about Gila monster #291 in Saguaro National Park.

341

CROSS-CURRICULAR PERSPECTIVES Science 🔬

The BioBlitz mentioned is not an event unique to Saguaro National Park. According to *National Geographic*, over 250 BioBlitzes took place across the United States in 2016. Each BioBlitz has a mission: to find and identify as many species as possible in a specified place over a short period of time.

These events bring together scientists, teachers, students, and community members, and they are open to all. Lead students in a discussion about why such BioBlitzes are important for conservation efforts and why volunteers are needed.

First Read

Notice

💬 **THINK ALOUD** Sometimes authors use terms that they know most readers won't be familiar with. As a result, they have to define these terms.

For example, in the heading on this page, the author uses the word *BioBlitz*. I didn't know this term when I first read the text, but I knew the author would define it. It's a twenty-four-hour inventory of every species in Saguaro National Park.

Close Read

Confirm or Correct Predictions

Explain to students that even if they don't immediately know what the term *BioBlitz* means, they can make a prediction based on parts of the term that they recognize.

Say: You may be familiar with the prefix *bio-*, meaning "life," from words such as *biology*. And you may recognize the term *blitz*, which means "a sudden attack," from the game of football. We can put these parts together and predict that *BioBlitz* might be an intense, concerted effort to study living organisms.

Have students highlight details in the text that either confirm or correct this prediction. **See student page for possible responses.**

DOK 2

OBJECTIVE

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

First Read

Notice

The image of the Gila monster from a distance shows that the lizard's skin color is similar to the color of the rock it's climbing on. Why might the Gila monster have evolved a skin color that is similar to the color of rocks in its habitat?

Possible Response: The Gila monster's skin color helps it to blend in to the background. It's a camouflage that helps protect it.

Close Read

Vocabulary in Context

Say: Not every term we encounter in an informational text will be defined for us. Sometimes, we need to scan the words and phrases near the unfamiliar word to see if they offer clues.

In paragraph 12, the author doesn't define the phrase *microchip tag*. But there are nearby words and phrases that can help us. They tell us how big a microchip tag is, what it looks like, and what it does.

Direct students to underline details in the text that serve as context clues for the phrase *microchip tag*. **See student page for possible responses.**

DOK 2

OBJECTIVE

Determine the meaning of general academic and domain-specific words and phrases.

CLOSE READ

Vocabulary in Context

Readers use **context clues**, or nearby words and phrases, to determine the meaning of unknown words or phrases.

Underline context clues that help you define the phrase *microchip tag*.

12   Sometimes the researchers receive a photo from a citizen scientist that matches a Gila monster they've tagged, "which is pretty exciting," says Kevin. The Gila Monster Project has been tagging the large lizards with microchips since 2009. Each tiny microchip tag looks like a metal grain of rice. It's the same kind of ID microchip tag that veterinarians use for dogs, cats, and other pets. Each tag has an identification number that a handheld scanner can read. "We've tagged more than one hundred and fifty Gila monsters," says Kevin. Every new Gila monster that the field biologists come across gets a tag.

By implanting a radio transmitter inside a Gila monster, researchers can track the lizard's movements over time with radio telemetry (above).

The skin bumps of Gila monsters have tiny bones in them called osteoderms (close-up top right). The patterns of color are unique to each animal. This Gila monster tag (bottom right) is a small metal pellet with an ID microchip in it.

342

CROSS-CURRICULAR PERSPECTIVES   Science

Scientists use a variety of methods to gather data. For those studying wildlife, one of the most important ways to understand animals is by tracking their movements. Among the animals scientists have tagged are sharks, leopards, butterflies, and birds. The data we learn can be very important in understanding how wildlife behaves when no one is around. Have students consider what they learned about conservation from the primary sources on *Student Interactive* p. 328 and think about why it's important to have space for animals to roam freely.

📖 🔊 ✏️ 📓

Catching Monsters

13   The punishing desert sun is sinking toward the distant mountaintops, but it's still 85°F (29°C). The giant piled-up pink and beige boulders soak up heat like pizza stones. Kevin doesn't seem to break a sweat, however, even though he's got one hand firmly gripping a Gila monster. In his other hand is what looks like a small plastic toothbrush. Kevin puts the softer end of the plastic tool on the lizard's closed mouth—and gives it a nudge. How do you get a Gila monster to open wide? "You talk very nicely to him," jokes Kevin. Evidently it's true. The smoky-pink lizard takes the bait, giving the plastic prod a few chomps. It will leave behind enough mouth cells for a DNA sample.

CLOSE READ

Explain Relationships Between Ideas

Underline details that help you explain how researchers collect data about Gila monsters.

Copyright © SAVVAS Learning Company LLC. All Rights Reserved.

The white plastic probe collects mouth cells full of DNA when chewed on (above).

Kevin estimates how much fat is stored in this Gila monster's tail by measuring the volume of water it displaces when pushed into the graduated cylinder (left). Well-fed, healthy Gila monsters have fat tails.

343

Possible Teaching Point 🌉

Read Like a Writer | Author's Craft

Sensory Details Point out to students that in paragraph 13, the author uses sensory details to create an effect. Point out the descriptions of the sun as "punishing" and that "boulders soak up heat like pizza stones." However, Kevin doesn't seem to sweat—even as he holds a Gila monster in one hand and equipment in the other. These details show that Kevin is used to the conditions and is comfortable in a task that he has clearly done before.

First Read

Generate Questions

Before you read this page, look at the two photos—but don't read the captions. Based on the photos, write down questions you have, and try to guess what's going on in the pictures. What is the scientist trying to accomplish?

Possible Response: In the first photo, I think the scientist is trying to measure how long the Gila monster's tail is. In the second, I think the scientist might be treating the Gila monster for an illness.

Close Read

Explain Relationships Between Ideas

Say: The author provides details in the main body of the text, but also in the captions and through the use of photographs. Images, charts, and diagrams are often used to reinforce an author's main ideas.

We know that when we look for details that help us explain how researchers collect data on Gila monsters, some of these details will involve what we're seeing in the photos. Therefore, we have to consider the information provided in the captions.

Direct students to search the text, including the captions, for details that explain how researchers collect data on Gila monsters. **See student page for possible responses.**

DOK 2

OBJECTIVE

Recognize characteristics and structures of informational text.

First Read

Connect

Often, when we think of the tools and equipment that scientists use, we visualize fancy, high-tech machines using cutting-edge technology. But that doesn't always reflect reality.

Have students examine the photos and tell which common, low-tech item they are familiar with and have likely used themselves.

Possible Response: the ruler in the right-hand photo

Close Read

Explain Relationships Between Ideas

Say: When looking for details in an informational text, we need to consider the body of the text, the photos, and the captions. In this case, the photos and the caption provide our first clues, showing two ways that researchers collect data on Gila monsters. Our next step is to search the text for details that work with the information provided in the photos and caption to explain how researchers collect data. Based on the photos and caption, we need to find details related to measuring, weighing, and perhaps holding.

Direct students to search the text to find details that work with the information provided in the photos and caption to explain how researchers collect data. **See student page for possible responses.**

DOK 2

OBJECTIVE

Recognize characteristics and structures of informational text.

Researchers measure each animal's head width using calipers (left). Body length is measured, as well as overall length from snout to tail tip (right).

CLOSE READ

Explain Relationships Between Ideas

Underline ideas that work together to explain how researchers collect data.

14   Gila Monster Project researchers such as Kevin and Brian hike and drive in Saguaro National Park regularly, tracking and checking in on the Gila monsters with radios and looking for new ones. When they come across a Gila monster, they catch it—very carefully. Foot-and-a-half-long medical tongs can help hold a squirmy one still. Each animal is measured, weighed, photographed, and injected with a microchip tag under the skin. Researchers also measure the volume of its fat-filled tail to find out how well fed it is. The plastic stick chewed on by the lizard is sent off to a DNA lab for analysis. "It gives us the ability to answer a whole range of questions," says Kevin—big-picture questions such as how similar Saguaro's Gila monsters are to those in California or Mexico, and how closely related the lizards in the park are to one another.

344

ELL Targeted Support Vocabulary Paragraph 14 contains a description of researchers collecting data that may prove challenging for ELL students because of the terms *medical tongs* and *squirmy*.

Write *medical tongs*, and draw a picture or display an image of the device. Then write the word *squirmy*. Use your hand to mimic how an animal might squirm. Explain that researchers are attempting to hold a Gila monster still so they can collect data. Mimic using tongs to hold a squirming Gila monster. Encourage students to draw and label a picture of a Gila monster being held, based on the photos in the selection. **EMERGING/DEVELOPING**

15 One of the goals of the Gila Monster Project is learning what these large, venomous lizards need to thrive, so they can be protected in the future. Are highways and fences separating Gila monsters and creating small, fragmented populations? DNA studies can tell if they are losing genetic diversity or inbreeding. Are new neighborhoods taking away needed habitat? Comparing the lives of Gila monsters not in the park with those inside it can help find out. "We want to learn a lot more about them both in the protected areas of the park as well as in the wildland-urban interface," says Kevin. "That's where they interact with roads and cars, people and dogs, and that sort of thing."

16 The Sonoran Desert is something special—fragile and harsh, dazzling and mysterious. "My life has always been tied to the desert," says Kevin of the Sonoran and its creatures. He hopes that the work of the Gila Monster Project will ensure that future generations have that connection, too. "We are hoping to get data that will be useful for decades to come," he says, "so we can learn a lot more about these magnificent lizards and help to protect them as well." If you're lucky enough to see a Gila monster in Saguaro National Park, take its picture and write down where you saw it. But keep your fingers to yourself.

CLOSE READ

Confirm or Correct Predictions

Use the text features to make a prediction about the Gila Monster Project.

Highlight text that confirms or corrects your prediction.

fragmented broken into pieces
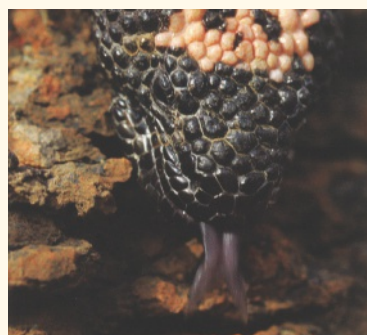
Gila monsters live in the Mojave, Sonoran, and Chihuahuan Deserts of North America. They smell by picking up scent particles with their purplish forked tongues (top). Gila monsters have feet and claws made for digging burrows and uncovering prey nests (bottom).

345

First Read

Connect

💬 **THINK ALOUD** People make connections to the places where they live. Kevin says, "My life has always been tied to the desert." We don't need to have lived in a desert to understand the underlying emotion he expresses. We can substitute whatever place is special and meaningful to us, whether it's a desert, a forest, an ocean, or a city.

Close Read

Confirm or Correct Predictions

Explain to students that readers make predictions based on information they have already gathered. Say: I know from what I've read to this point that researchers are trying to gather information on Gila monsters. They obviously care about the animals and want to protect them.

The first line on this page contains the term "Gila Monster Project." Knowing the work that the researchers are doing, make a prediction about what the Gila Monster Project is. Have students review the text on this page and highlight details that confirm or correct their predictions. **See student page for possible responses.**

DOK 3

OBJECTIVE

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

Possible Teaching Point

Academic Vocabulary | Figurative Language

Remind students that figurative language is not meant to be taken literally. Point out Kevin's statement in paragraph 16: "My life has always been tied to the desert." This does not mean that Kevin is physically attached to the land but that he feels connected to the Sonoran Desert and the animals that live there. For more instruction on Academic Vocabulary, see pp. T216–T217.

Respond and Analyze

Tracking Monsters

OBJECTIVES

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

Make inferences and use evidence to support understanding.

Use text evidence to support an appropriate response.

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

Determine the meaning of general academic and domain-specific words and phrases.

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

My View

Use these suggestions to prompt students' initial responses to "Tracking Monsters."

- **Brainstorm** What was the most interesting thing you learned from reading this text?

- **Discuss** How is this text similar to other texts, videos, or television shows you have read or seen about scientists who study animals?

Develop Vocabulary

Minilesson

FOCUS ON STRATEGIES Tell students that authors who write informational texts must use specific vocabulary. It is the reader's job to determine the relationship between ideas. The words *transmitter, nocturnal, burrows,* and *fragmented* tell us about desert life for the Gila monster in "Tracking Monsters."

MODEL AND PRACTICE Model filling out the chart on p. 346 of the *Student Interactive* using the word *transmitter*.

First, identify a resource that could be used to confirm your understanding of the vocabulary word, such as a print or digital dictionary or glossary. Second, determine the meaning of the word. Finally, explain how the reading "Tracking Monsters" ties back to the word and gives information about a scientific concept.

ELL Targeted Support **Vocabulary** Display the weekly vocabulary words. Explain that someone would use these words when talking about desert life while conducting scientific research.

Ask students to work with a partner to say the words they use. Write them on the board and add simple cloze sentences. Have students choose a word to complete each sentence. **EMERGING/DEVELOPING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for developing vocabulary.

OPTION 1 **MyTURN** Have students use text evidence to complete the chart on p. 346 of the *Student Interactive*. Help students understand how each newly acquired vocabulary word relates back to the main idea of the reading.

OPTION 2 **Use Independent Text** Have students find and list unfamiliar words that talk about desert environments or about reptiles from their independent reading texts. Then have the students look for main ideas, details, signal words, and text structure to determine the meaning of each word.

☑ QUICK CHECK

Notice and Assess Can students use resources to identify a word's meaning?

Decide

- **If students struggle,** revisit instruction for developing vocabulary in Small Group on pp. T242–T243.

- **If students show understanding,** extend instruction for developing vocabulary in Small Group on pp. T242–T243.

Check for Understanding **MyTURN** Have students complete p. 347 of the *Student Interactive*.

STUDENT INTERACTIVE, pp. 346–347

VOCABULARY

Develop Vocabulary

In informational texts, domain-specific words give precise information about the topic and help develop concepts. Readers can use print or digital resources, such as glossaries, dictionaries, and educational Web sites about the topic, to confirm word meanings.

MyTURN Complete the chart. First, identify a resource that could be used to confirm your understanding of each vocabulary word. Then, write the word's meaning. Finally, explain how the author of "Tracking Monsters" uses each word to give information about a scientific concept.
Possible responses:

Word	Resource	Meaning	Scientific Concept
transmitter	dictionary	equipment that makes and sends messages	explains how scientists track Gila monsters
nocturnal	dictionary	awake and active at night	explains why Gila monsters are difficult to study
burrows	dictionary	holes or tunnels dug by animals as places to live	explains why scientists know so little about Gila monsters and their young
fragmented	thesaurus	broken into pieces	explains a concern scientists have about Gila monsters

346

Copyright © SAVVAS Learning Company LLC. All Rights Reserved.

COMPREHENSION   **READING WORKSHOP**

Check for Understanding

MyTURN Look back at the text to answer the questions.
Possible responses:

1. How do you know that "Tracking Monsters" is an informational text?
DOK 2 Gila monsters live in deserts. The text contains quotations and information from scientists. Main ideas and scientific facts and details are also included.

2. What is the author's purpose and message? How does it affect your understanding of the text?
DOK 3 The author's purpose is to give information about Gila monsters and to persuade others they are worth studying and protecting. The message gives me a greater interest and appreciation for these animals.

3. Summarize how, where, and why researchers study Gila monsters.
DOK 2 In Saguaro National Park, researchers use implanted radio transmitters and microchips to track Gila monsters. Researchers perform tests to discover what the lizards need so that humans can protect them.

4. Are Gila monsters a greater threat to humans, or are humans a greater threat to Gila monsters? Use text evidence to support your opinion.
DOK 3 Humans are a greater threat to Gila monsters. Researchers are trying to determine if land development is posing a threat to the Gila monsters. Since Gila monsters live in the ground, anything that pollutes the soil and water could hurt them. Gila monsters do not attack humans unless they are threatened. A Gila monster bite is not fatal to humans, but it will make a person sick.

347

Copyright © SAVVAS Learning Company LLC. All Rights Reserved.

Word Study Prefixes *il-, in-, im-, ir-*

OBJECTIVES

Decode words using advanced knowledge of the influence of prefixes and suffixes on base words.

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

LESSON 2

Teach Prefixes *il-, in-, im-, ir-*

APPLY MyTURN Direct students to complete the activity on p. 352 in the *Student Interactive.*

Then have students write three sentences in which they use words with prefixes meaning "not."

High-Frequency Words

Remind students that they need to practice high-frequency words because these words do not follow regular word study patterns.

Display and say the high-frequency words *record*, *value*, *rhythm*, *science*, *shoulder*, and *company*. Ask students which words do not follow word study patterns. Ask what parts of the word *rhythm* are unusual.

STUDENT INTERACTIVE, p. 352

WORD STUDY

Prefixes *il-*, *in-*, *im-*, *ir-*

The **prefixes** *il-*, *in-*, *im-*, and *ir-* tell information about relationships between things. All four prefixes mean "not."

The word *illegal* in the last paragraph of the "WARNING! Armed and Armored" text feature in "Tracking Monsters" means "not legal" or "against the law." If you know the definition of a base word, you can figure out the meaning of a new word formed by adding a prefix that means "not."

My TURN Review the prefixes in the box. Add the correct prefix for each base word. Read the new words.

| il- | in- | im- | ir- |

im perfect	**ir** responsible	**in** complete
ir regular	**in** visible	**im** polite
in capable	**im** possible	**in** formal

High-Frequency Words

High-frequency words are words that you will see in texts over and over again. They often do not follow regular word study patterns. Read these high-frequency words: *record*, *value*, *rhythm*, *science*, *shoulder*, *company*. Try to identify them in your independent reading.

352

LESSON 1

Teach Prefixes
il-, *in-*, *im-*, *ir-*

LESSON 2

Apply Prefixes
il-, *in-*, *im-*, *ir-*

FLEXIBLE OPTION
LESSON 3

More Practice

FLEXIBLE OPTION
LESSON 4

Spiral Review:
Final Stable
Syllables *-le*,
-tion, *-sion*

FLEXIBLE OPTION
LESSON 5

☑ Assess
Understanding

Use the ☑ **QUICK CHECK** on p. T239 to determine small group instruction.

Teacher-Led Options

Strategy Group

DEVELOP VOCABULARY

Teaching Point There may be words you do not recognize that are specific to the science subject matter in the text. Think about how the words relate to each other and the main ideas of the text to better understand new science words.

ELL Targeted Support

Tell students they can understand main ideas and details more clearly when they are able to define the new words they learn in informational texts.

Watch videos or look at pictures that illustrate the words *transmitter*, *nocturnal*, *burrows*, and *fragmented*. Talk about the videos and pictures with the students and have them draw and label an animal that *burrows*. **EMERGING**

In pairs, have students describe pictures in "Tracking Monsters" using one or two of the vocabulary words. **DEVELOPING**

Have students identify words they are unfamiliar with in the reading and complete a word chart for each word they discover. Students should identify a resource to confirm the understanding of the vocabulary word and give information about the scientific concepts as they are used in "Tracking Monsters." **EXPANDING/ BRIDGING**

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

Intervention Activity

myFOCUS READER

Read pp. 24–25 in the *myFocus Reader* with students. Use the teaching support online at SavvasRealize.com to provide additional insight for students on informational text to explore how we learn through our observations.
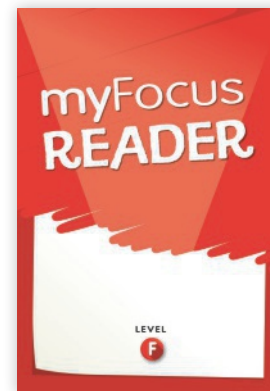
Provide instructional support for comprehension and word study—Prefixes *il-, im-, in, ir-* and Academic Vocabulary.

Fluency — Assess 2–4 students

PROSODY

Have students pair up and practice reading a short passage with fluent phrasing and smoothness. Ask pairs to pay attention to domain-specific words and use punctuation as cues to pause when reading. If needed, model reading a passage aloud first.

ORAL READING RATE AND ACCURACY

Use pp. 49–54 in Unit 2 Week 4 *Cold Reads* to assess students. Have partners practice reading the passage. Use the *Fluency Progress Chart* to track student progress.

Conferring

3 students/3–4 minutes per conference

DEVELOP VOCABULARY

Talk About Independent Reading Ask students to tell you about some of the words the author used to describe how researchers conduct their studies in the wild.

Possible Conference Prompts

- Why does the author use the terms and phrases from the researchers?
- Why do you think the author emphasizes specific words?
- What helps you understand new vocabulary words?

Possible Teaching Point When reading informational texts, readers may come across words that experts use. New vocabulary helps them learn about topics in more precise ways.

Leveled Readers 📖 🔊 ✏ ▶ 👆

DEVELOP VOCABULARY

- For suggested titles, see "Matching Texts to Learning," pp. T220–T221.
- For instructional support on developing vocabulary, *see Leveled Readers Teacher's Guide.*

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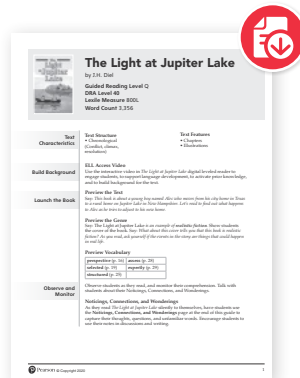
Whole Group

Share Bring the class back together. Invite volunteers to share some new vocabulary words they learned from their reading.

Independent/Collaborative

Independent Reading 📖 🔊

Students can

- reread or listen to "Tracking Monsters" or the *myFocus Reader* text.
- read a self-selected trade book or their Book Club text.
- read a text with a partner, asking each other questions about the book.

Centers 📚 📥

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

Literacy Activities 📖 👆 📓 🎮

Students can

- complete the graphic organizer on *Student Interactive* p. 347.
- work with a partner to discuss and answer the questions on *Student Interactive* p. 348.
- play the *myView* games.
- choose a passage from a text, and with a partner take turns retelling it while including important, domain-specific words.

SUPPORT PARTNER READING

Help partners set goals for their reading. Tell them that they should track progress toward their goals.

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

Professional Development
Small Group GUIDE
A roadmap to take small groups from good to great!
myView LITERACY
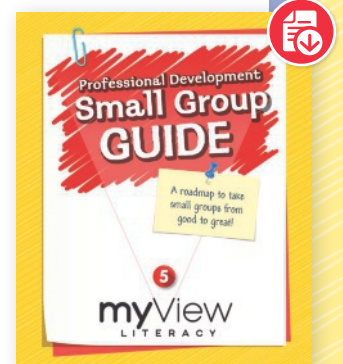
Explain Relationships Between Ideas

Tracking Monsters

OBJECTIVE

Recognize characteristics and structures of informational text.

ACADEMIC VOCABULARY

Integrate Offer students oral practice using the unit Academic Vocabulary words to talk about the main idea and details. Ask:

- What is the relationship between experts and the volunteers in "Tracking Monsters"?
- How does what volunteers do relate to the work of the scientists?

ELL Access

Discuss with students how important ideas are often supported by additional details within a text.

Minilesson

FOCUS ON STRATEGIES In informational texts, writers often state important ideas and support those ideas with additional details, such as quotations from experts, illustrations, and captions. Explain that the reader identifies relationships between ideas to better understand the text and determine the writer's most important points.

MODEL AND PRACTICE Use the Close Read note on p. 336 of the *Student Interactive* to model how to explain relationships between ideas.

- Say: "The beeping is coming from a small black box." "The beeps are getting louder. That means she's nearby." "It's a Gila (HEE-la) monster." What do these statements from the text have in common? They all tell about Gila monsters.

- Then have students underline the parts of the text that help them understand and explain the relationships between ideas. Have them use the evidence they underlined to complete the chart on p. 348.

ELL Targeted Support **Explain Relationships Between Ideas** Tell students that looking for repeated words often helps them find the most important ideas.

Have students look at the subtitle and text on p. 336 and list the repeated words they see on the page. **EMERGING/DEVELOPING**

On pp. 336–337, students look at the text features, underline statements about Gila monsters, and list these descriptions. **EXPANDING/BRIDGING**

EXPERT'S VIEW   Lee Wright, Teacher Specialist, Houston, TX

"Small groups can be difficult to manage for a teacher who thinks he or she has to monitor everything alone. As part of your small group routine and procedures, establish helper roles so that students are encouraged to become independent learners. For example, you might have a Table Captain who organizes materials, a Time Keeper, and a Professor who reads aloud directions and other text as needed. Research supports the importance of providing students with opportunities to become independent learners."

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

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for exploring relationships between ideas.

OPTION 1 **My TURN** Have students use the Close Read notes in *Tracking Monsters.* Direct them to underline the parts that help them explain relationships between ideas to complete the chart on *Student Interactive* p. 348.

OPTION 2 **Use Independent Text** Have students identify the relationship between main ideas in their independent reading texts and write it in their notebooks.

✓ QUICK CHECK

Notice and Assess Can students accurately explain relationships between ideas?

Decide

- **If students struggle,** revisit instruction for explaining relationships between ideas in Small Group on pp. T250–T251.

- **If students show understanding,** extend instruction for explaining relationships between ideas in Small Group on pp. T250–T251.

STUDENT INTERACTIVE, p. 348

CLOSE READ

Explain Relationships Between Ideas

In informational texts, writers state important ideas and support those ideas with details. Readers identify and explain relationships between ideas to better understand the text.

1. **My TURN** Go to the Close Read notes in "Tracking Monsters" and underline the parts that show central ideas in the text.

2. **Text Evidence** Use the parts you underlined to complete the graphic organizer and explain relationships between the ideas.
Possible responses:

Ideas	Explain Relationships Between Ideas
Gila monsters are big lizards.	The ideas show what Gila monsters are, how researchers track them, and what the researchers do when they find them.
"The beeping is coming from a small black box." "The beeps are getting louder. That means she's nearby." "It's a Gila (HEE-la) monster."	
"Each animal is measured, weighed, photographed"	

348

Read Like a Writer

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

Analyze Author's Message

Minilesson

FOCUS ON STRATEGIES The author's message is his or her most important idea—it's what he or she wants the reader to take away from the selection. It might be an idea that he or she wants to share or a lesson that he or she wants to teach.

- The author's purpose is to convey a specific message and support it by providing details in an organized way.

- When you read, think about the message the author wants to communicate.

MODEL AND PRACTICE Model analyzing the author's craft technique of conveying a message by directing students to p. 353 of the *Student Interactive*. Have students follow along as you complete the steps.

1. Identify that Mary Kay Carson writes that Gila monsters look tough, but they aren't aggressive. They usually stay away from humans.

2. Ask students how the details support Mary Kay Carson's message. Encourage students to understand that the details indicate a difference in the way a Gila monster looks from how it acts.

3. Guide students to draw a conclusion that Mary Kay Carson's message is that Gila monsters are not aggressive.

ELL Targeted Support **Author's Message** To aid students in understanding the author's message and the details that support it, display the words *look tough, shuffling,* and *aggressive*.

Pantomime the phrase *look tough,* and explain that to people, Gila monsters look tough. Pantomime *shuffling* and *aggressive.* Explain that while Gila monsters look tough, they are not aggressive and are seen shuffling away from people. **EMERGING**

Have students point to the words, say them, and explain how they help the author convey the overall message. **DEVELOPING/EXPANDING**

ASSESS UNDERSTANDING

Apply

My TURN Direct students to go back to "Tracking Monsters" and underline places that indicate or support the author's message. Then, have them complete the activity on p. 353 of the *Student Interactive*, focusing on specific details that support the author's message.

STUDENT INTERACTIVE, p. 353

ANALYZE AUTHOR'S CRAFT   READING-WRITING BRIDGE

Read Like a Writer

The message is the author's main point or a lesson the author wants to teach in the text. Authors can convey their message through the text and text features.

Model Read the text from "Tracking Monsters."

> While Gila monsters look tough, they aren't aggressive and don't go after people. If you see one, it's likely to be shuffling away from you.

1. **Identify** Mary Kay Carson uses details to describe Gila monsters.
2. **Question** How do the details support the author's message?
3. **Conclude** The details support the author's message that Gila monsters are not aggressive.

Read the text.

> One of the goals of the Gila Monster Project is learning what these large, venomous lizards need to thrive, so they can be protected in the future.

My TURN Follow the steps to analyze the passage. Explain the author's message.

1. **Identify** Mary Kay Carson uses details to _teach about Gila monsters_ .
2. **Question** How do the details support the author's message?
3. **Conclude** The details support the author's message, or main idea, that _Gila monsters should be protected_ .

353

Word Study Prefixes *il-, in-, im-, ir-*

OBJECTIVE

Decode words using advanced knowledge of the influence of prefixes and suffixes on base words.

FLEXIBLE OPTION

LESSON 3

More Practice

FOCUS ON STRATEGIES Remind students that prefixes *il-, in-, im-*, and *ir-* may be a cue that a word formed by adding the prefix means the opposite of the base word.

MODEL AND PRACTICE *Inflexible* means "not flexible" because the prefix *in-* means "not." A material that is rigid or difficult to bend might be said to be *inflexible*. Ask students to think of other words with one of the prefixes that means "not" and then to give an example of how it might be used.

APPLY Have students complete *Word Study* p. 48 from the *Resource Download Center*.

Word Study, p. 48

FLEXIBLE OPTION ◀

LESSON 3

LESSON 1	LESSON 2	More Practice	FLEXIBLE OPTION ◀ LESSON 4	FLEXIBLE OPTION ◀ LESSON 5
Teach Prefixes *il-, in-, im-, ir-*	**Apply Prefixes** *il-, in-, im-, ir-*		📑 **Spiral Review:** Final Stable Syllables *-le, -tion, -sion*	☑ **Assess Understanding**

Use the ✓ **QUICK CHECK** on p. T245 to determine small group instruction.

Teacher-Led Options

Strategy Group 📖

EXPLAIN RELATIONSHIPS BETWEEN IDEAS

Teaching Point Explain that authors state important ideas and support those ideas with details in informational texts.

ELL Targeted Support

To help students understand high-frequency, high-need, and concrete English words, guide them in explaining relationships between ideas in "Tracking Monsters."

Have students review p. 342. Provide sentence frames to elicit understanding of relationships between ideas, such as *The first photo shows _____. The second photo shows _____. The third photo shows _____. The photos connect to how scientists _____ Gila monsters.* **EMERGING**

Have groups choose a text feature with an image. Provide sentence starters to help students understand relationships between ideas: *The image helps me understand that _____.* **DEVELOPING**

Have groups review the text features. Have them answer questions such as *What information does the image show? How is this information related to ideas in the main text?* **EXPANDING**

Have pairs discuss which text features best helped them understand relationships between ideas in the text and why. **BRIDGING**

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

Intervention Activity 🔺 📥

EXPLAIN RELATIONSHIPS BETWEEN IDEAS

Use Lesson 17, pp. T113–T118, in the *myFocus Intervention Teacher's Guide* for instruction on explaining relationships between ideas.

Fluency | Assess 2–4 students 📖 📥 ✓

APPROPRIATE PHRASING

Have student pairs practice reading smoothly with a short passage.

ORAL READING RATE AND ACCURACY

Use pp. 49–54 in Unit 2 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

EXPLAIN RELATIONSHIPS BETWEEN IDEAS

Talk About Independent Reading Ask students to look back at their notebooks and share information about connecting ideas.

Possible Conference Prompts

- How can you tell what the main ideas are?
- Which details, examples, and quotations support those central ideas?

Possible Teaching Point Informational texts provide clues—such as repeated words and phrases, subtitles, photos, and captions—about the main ideas and support those ideas with details through the text features.

Leveled Readers

EXPLAIN RELATIONSHIPS BETWEEN IDEAS

- For suggested titles, see "Matching Texts to Learning," pp. T220–T221.
- For instructional support on how to explain relationships between ideas, *see Leveled Readers Teacher's Guide.*

The Light at Jupiter Lake
by J.H. Diel

Guided Reading Level Q
DRA Level 40
Lexile Measure 800L
Word Count 3,356

Text Characteristics	Text Structure • Chronological (Conflict, climax, resolution)	Text Features • Chapters • Illustrations
Build Background		
Launch the Book		
Observe and Monitor		

Whole Group
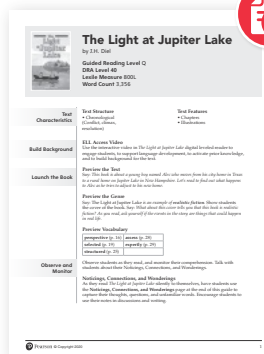
Independent/Collaborative

Independent Reading

Students may

- reread "Tracking Monsters" or another text they have previously read.
- read a self-selected trade book or their Book Club text.
- support their partners in developing a summary of a passage they read in their book.

Centers

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

Literacy Activities

Students may

- complete the graphic organizer on *Student Interactive* p. 348.
- practice this week's word study focus by creating a chart of related words.
- play the *myView* games.

SUPPORT INDEPENDENT READING

Students will need to practice independent reading throughout the unit. Urge them to choose texts with genres and topics that appeal to them.

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

Professional Development
Small Group GUIDE
A roadmap to take small groups from good to great!
5
myView LITERACY
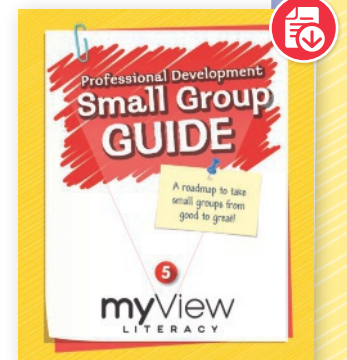
Share Bring the class back together. Invite students to share the important ideas in the text, the details supporting those ideas, and the relationship between ideas.

Confirm or Correct Predictions

Tracking Monsters

OBJECTIVE

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

ACADEMIC VOCABULARY

Integrate Offer students oral practice using the unit Academic Vocabulary words to talk about confirming predictions. Ask:

- What do scientists focus on when gathering research about lizards?
- How do scientists detect changes to an animal's habitat?

Minilesson

FOCUS ON STRATEGIES Before reading, readers preview text to make predictions, or informed guesses, about what a text will be about and what information they should learn. Readers can use the structure of a text to help them make predictions. The structure includes features, such as headings and subheadings, or signal words that show how the author has organized the text. While reading, readers check that their predictions were correct.

MODEL AND PRACTICE Ask students to scan the text, or quickly look at images, headings, and keywords. Based on what they saw, have them predict what the text will be about. Then have them use the Close Read notes in the *Student Interactive* to highlight details that help them confirm or correct a prediction they made before reading. Remind students to pay attention to clues about the text's structure as they make their predictions. When I scanned the text before reading, I saw a lot of headings about monsters, but I saw real people and animals in the pictures. I predicted that the text will be about real animals that look or act like monsters. As I read, I looked for information that either confirmed or corrected my prediction. After reading the text, I now understand that the text is about a desert animal called a Gila monster.

ELL Targeted Support **Confirm Understanding** Model for students how rereading helps when confirming predictions. Read aloud a paragraph from "Tracking Monsters." Then model rereading to clarify a detail you may have missed.

After reading, help small groups generate *yes/no* questions about their understanding. Model rereading for students. **EMERGING**

After reading, have partners discuss and clarify a section of text they still do not understand. Help students locate important details that clarify the idea. Have students tell which strategies helped them most. **DEVELOPING**

After reading, ask partners to discuss details in the text that they do not understand. Have students reread the details before and after the difficult part to try and clarify the confusing part. **EXPANDING**

After reading, have partners take note of and discuss any confusing details in the text. Then ask them to evaluate where on the page it might be most helpful to support clarification. **BRIDGING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for confirming or correcting predictions.

OPTION 1 **My TURN** **Use the Shared Read** Go back to the Close Read notes and highlight details that help students confirm a prediction they made before reading. If necessary, help students correct the prediction based on details in the text.

OPTION 2 **Use Independent Text** Have students preview the structure of the text to make predictions, or guesses, about what a text will be about and what information they will learn. While reading, readers can confirm or check that their predictions were correct. To correct a prediction, readers must find information that tells them why their prediction was inaccurate.

☑ QUICK CHECK

Notice and Assess Can students confirm or correct their predictions about informational text?

Decide

- **If students struggle,** review the instructions for confirming or correcting predictions in Small Group on pp. T258–T259.

- **If students show understanding,** extend instruction for confirming or correcting predictions in Small Group on pp. T258–T259.

STUDENT INTERACTIVE, p. 349

READING WORKSHOP

Confirm or Correct Predictions

Before reading, preview parts of the text to **make predictions,** or guesses, about what it will be about. Use the structure, or organization of ideas, to help you predict. While reading, **confirm,** or check, your predictions using text evidence. Correct your predictions based on information you learn.

1. **My TURN** Go back to the Close Read notes, look at the text's structure, and highlight details that help you confirm a prediction you made before reading. If necessary, correct the prediction.

2. **Text Evidence** Use your predictions and highlighted text to complete the graphic organizer. **Possible responses:**

> **Prediction**
>
> I think that BioBlitz is a quick study of Gila monsters done by professional scientists.

> **Evaluate Your Prediction**
>
> My prediction is: CORRECT   __PARTIALLY CORRECT__   INCORRECT
> I know this because
>
> the text states BioBlitz is "a twenty-four-hour scientific inventory of every species in Saguaro National Park." However, "thousands of citizen scientists" help the professional scientists gather information.

349

Write for a Reader

OBJECTIVES

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.

Develop Author's Message

Minilesson

FOCUS ON STRATEGIES Writers develop their craft by reading the work of other authors. As readers, writers can see how authors use elements of craft to create specific effects.

Remind students that they just analyzed how Mary Kay Carson uses specific details to emphasize her message in "Tracking Monsters."

MODEL AND PRACTICE Use p. 354 of the *Student Interactive* to discuss how students might use facts and details to develop a message in their own writing. Model an example.

- Identify how an author can illustrate his or her message. Say: Mary Kay Carson develops her message about Gila monsters by stating and repeating important details that describe their appearance, their behavior, and their adaptive characteristics.

- Consider how you can make your message clear to your readers. Explain: I would find important, relevant details to include and then repeat them in different ways so the reader will understand that they are significant and support my overall message.

- Together as a class, draft an informational paragraph with a clear main idea, well-organized facts, and details that support and strengthen the clearly stated message.

ELL Targeted Support **Develop a Message** Have students choose a topic in science or nature and state details that pertain to it.

If students have a pet, have them convey a message about their pet by identifying details about its appearance or behavior. **EMERGING**

Have students pick a topic, such as whales or thunderstorms, and describe it to convey a message about it. **DEVELOPING/EXPANDING**

ASSESS UNDERSTANDING

Apply

My TURN Have students refer to the way Mary Kay Carson uses important facts and details to develop her message as an example for their own writing. Then guide students to complete the activity on p. 354 of the *Student Interactive*.

Writing Workshop

Have students use important facts and details to develop the message of their informational texts from the Writing Workshop. During conferences, support students' writing by helping them find opportunities to develop their message in their writing.

STUDENT INTERACTIVE, p. 354

DEVELOP AUTHOR'S CRAFT

Write for a Reader

Authors use elements of craft, such as repetition, to emphasize information in the text. Authors also include facts and relevant details to underscore the message, or lesson.

This is my message! This is important!

My TURN Consider how Mary Kay Carson develops her message in "Tracking Monsters." Determine which elements, such as repetition of important facts and details, help you understand her message. Now identify how you can use craft to develop and emphasize a message in your own writing.

1. When writing an informational text, what elements would you use to best communicate your message?
   Responses will vary but should include facts and details to support their message. Responses may also mention text features as an option to emphasize an author's message.

2. Write an informational text on a topic of your choice. Use one element of craft, such as a text feature or repetition, to express your own author's message, or lesson.
   Responses will vary but should include facts and details that support an informational topic. Students should also include or describe how they would use an element of craft, such as a diagram or repetition of important ideas or facts, to express their message.

354

Word Study Spiral Review

OBJECTIVE

Decode multisyllabic words with final stable syllables. Consult references as needed to spell words correctly.

FLEXIBLE OPTION

LESSON 4

Spiral Review: Final Stable Syllables *-le, -tion, -sion*

FOCUS ON STRATEGIES Remind students that the final syllable *-le* adds the *l* sound to the end of a word. The final *e* is silent.

MODEL AND PRACTICE Four words on p. 352 of the *Student Interactive* have the stable final syllable *-le: capable, visible, responsible*, and *possible*. Ask students to think of other words that have this stable final syllable, such as *likable* or *flexible*.

APPLY Have students pair up or work independently to list other words with the stable final syllable *-le*. Challenge them to list as many words as possible and tell their meanings. Then allow students to share and compare their word lists with others.

ELL Targeted Support

Final Stable Syllables *-le, -tion, -sion* Tell students that recognizing words with final stable syllables will make the words easier to spell and pronounce. Display *bicycle*, *graduation*, and *explosion*.

Have students work in pairs to divide the words and pronounce them. **EMERGING/DEVELOPING**

After students divide and pronounce the words, provide them with additional words for practice. **EXPANDING**

After students divide and pronounce the words, ask them to brainstorm and practice additional words. Have them use a dictionary, if necessary. **BRIDGING**

FLEXIBLE OPTION

LESSON 4

LESSON 1

Teach Prefixes
il-, in-, im-, ir-

LESSON 2

Apply Prefixes
il-, in-, im-, ir-

FLEXIBLE OPTION

LESSON 3

More Practice

Spiral Review:
Final Stable
Syllables *-le*,
-tion, -sion

FLEXIBLE OPTION

LESSON 5

☑ Assess
Understanding
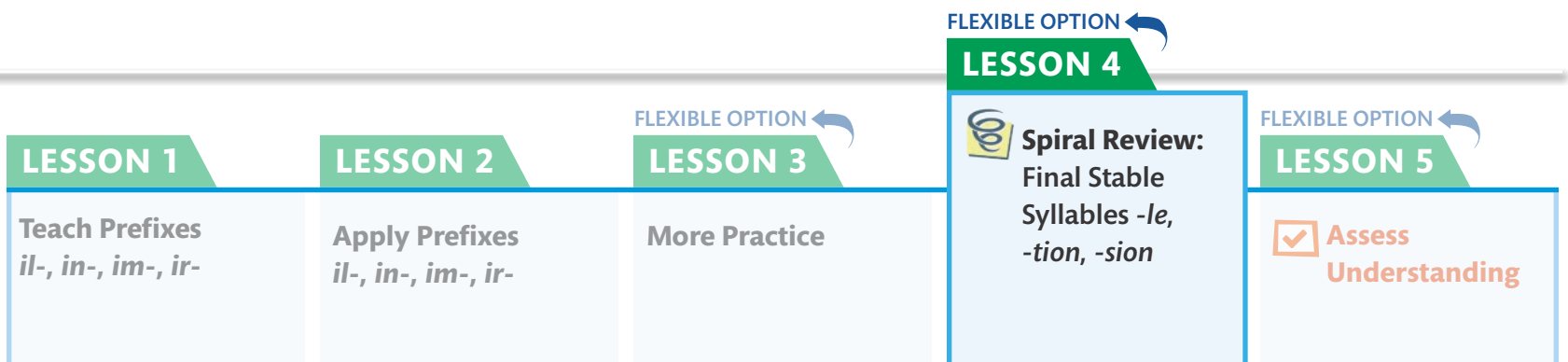
Use the ✓ **QUICK CHECK** on p. T253 to determine small group instruction.

Teacher-Led Options

Strategy Group 📖

CONFIRM OR CORRECT PREDICTIONS

Teaching Point While you are reading, try to make predictions, or guesses, about what will happen next or what something means based on your own experience and what you know so far from the text. You can make and confirm predictions about events or about what unfamiliar words or phrases mean. Confirm or correct your predictions while reading and after reading by finding details that either support or contradict your prediction.

ELL Targeted Support

Encourage students to think actively as they read and make as many predictions as they can about a chosen text.

Help students confirm predictions through sentence starters: *I predicted___. I know my prediction was correct/incorrect because _____.* **EMERGING**

Use the above activity. Then have partners identify and record text evidence to support or correct their prediction. **DEVELOPING**

Have students make predictions by completing the graphic organizer. Have student pairs find additional information to evaluate them. **EXPANDING**

Have pairs use the above activity to determine whether the predictions were correct, partially correct, or incorrect. **BRIDGING**

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

Intervention Activity 🔺📥

CONFIRM OR CORRECT PREDICTIONS

Use Lesson 19, pp. T125–T130, in the *myFocus Intervention Teacher's Guide* for instruction on confirming or correcting predictions.

Fluency 📖📥✓ | Assess 2-4 students

PROSODY

Have student pairs practice reading a short passage with fluent phrasing. Ask pairs to take turns smoothly reading the passage.

ORAL READING RATE AND ACCURACY

Use pp. 49–54 in Unit 2 Week 4 *Cold Reads* to assess students. Have partners practice reading the passage. Use the *Fluency Progress Chart* to track student progress.

Conferring

3 students/3–4 minutes per conference

CONFIRM OR CORRECT PREDICTIONS

Talk About Independent Reading Ask students to share what they learned about making, confirming, and correcting predictions.

Possible Conference Prompts

- What is one prediction I made when I first read the text?
- What are two text details that either help confirm or correct this prediction?

Possible Teaching Point Once you make a prediction, keep looking for clues that help you know if your prediction was correct or not. What clues does the author give? Be sure your prediction can be supported by text evidence.

Leveled Readers

CONFIRM OR CORRECT PREDICTIONS

- For suggested titles, see "Matching Texts to Learning," pp. T220–T221.
- For instructional support on how to confirm or correct predictions, see *Leveled Reader Teacher's Guide.*

The Light at Jupiter Lake
by J.H. Diel

Guided Reading Level Q
DRA Level 40
Lexile Measure 800L
Word Count 3,356
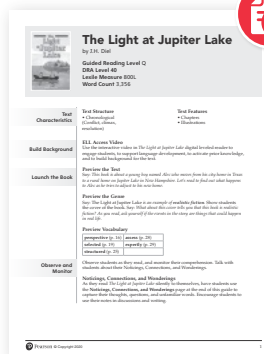
Whole Group

Share Bring the class back together. Invite students to share their predictions and the evidence they used to confirm or correct their predictions.

Independent/Collaborative

Independent Reading

Students can

- reread or listen to a text they already read.
- read a self-selected text.
- read 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.
- read or write about an informational text.
- watch a video about an informational topic and write a response.
- draw and label a diagram to share with a partner.
- play the *MyView* games.

SUPPORT PARTNER READING

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

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

Professional Development
Small Group GUIDE
A roadmap to take small groups from good to great!
5
myView
LITERACY
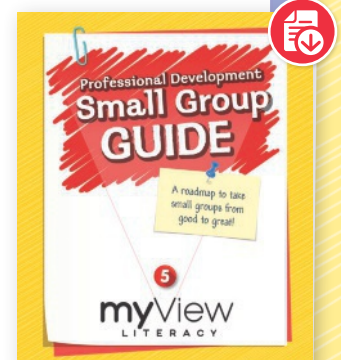
Reflect and Share

Tracking Monsters

OBJECTIVES

Synthesize information to create new understanding.

Use text evidence to support an appropriate response.

Compose argumentative texts, including opinion essays, using genre characteristics and craft.

ACADEMIC VOCABULARY

Integrate Offer students oral practice using the unit Academic Vocabulary words to talk about how scientists, such as those in "Tracking Monsters," give and follow instructions. Ask:

- How do the scientists use visible evidence when they conduct an experiment?
- How can a scientist's focus help when conducting research?

Write to Sources

Minilesson

FOCUS ON STRATEGIES Have students consider the texts they have read this week and why scientific studies and testing and tracking animals are important. Guide them to write an opinion about why it is important to share knowledge with others. Remind students that strong opinion writing should be supported with evidence, such as details or examples from texts.

MODEL AND PRACTICE Model assessing evidence using the Write to Sources prompt in the *Student Interactive* on p. 350.

First, I can state my claim in a clear sentence.

Explain that a claim must always state an opinion. Give examples of sentences that are not claims, such as *Scientists conduct research studies to learn about nature*, and sentences that are claims, such as *Scientific studies are important because they can help us better understand animals*. Emphasize the difference.

Text on page 345 states, "One of the goals of the Gila Monster Project is learning what these large, venomous lizards need to thrive, so they can be protected in the future." What is one claim this evidence supports?

ELL Targeted Support **Claims and Supporting Evidence** Remind students that authors use facts to support their opinions and convince their readers.

Help students generate a claim using a sentence frame: *Scientific studies are _____.* **EMERGING**

Use sentence frames to help student pairs generate a claim and a reason using sentence frames: *Scientific studies are _____ because _____.* Have students compare their reasons and add additional reasons to support their claims. **DEVELOPING**

Have students state a claim and identify three details from the text that support their claim. Encourage them to use transitions, such as *because, so,* and *therefore,* to show relationships. **EXPANDING/BRIDGING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for making connections between texts.

OPTION 1 **Use the Shared Read** Have students use evidence from this week's texts to discuss animals they are able to study in their daily environment and the importance of scientific studies.

OPTION 2 **Use Independent Text** Students should use their self-selected independent reading texts to discuss ways to find out more about what we can learn from studying animals and the value of scientific studies.

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

STUDENT INTERACTIVE, p. 350

RESPOND TO TEXT

Reflect and Share

Write to Sources Consider the texts you read this week. What scientific studies did you learn about? What makes these studies important? Use these questions to help you write an opinion about why it is important to share knowledge with others.

Use Text Evidence In opinion writing, you need to gather text evidence to support your opinion, or claim, and to develop your supporting reasons. Evidence should relate directly to your claim.

On a separate sheet of paper, write a claim about why scientific studies are necessary. Next, choose two texts. Identify evidence from each to support your claim. Use these questions to evaluate text evidence:

○ Does this quotation clearly support your claim?
○ Will this quotation help make your claim more persuasive to readers?
○ Are there better quotations to make your claim even more convincing? If yes, review your text annotations and notes.

Replace evidence as needed. Finally, write a short paragraph on your own paper to express and support your opinion.

Weekly Question

What can we learn from studying animals in their natural habitat?

350

QUICK CHECK

Notice and Assess Can students use text evidence?

Decide
• **If students struggle,** revisit instruction for using text evidence in Small Group on pp. T264–T265.

• **If students show understanding,** extend instruction by using Small Group pp. T264–T265.

My VIEW

Write About It For additional practice on developing and writing opinions using text evidence, ask students to respond to the prompt below on a separate sheet of paper.

In paragraphs 12–14, Mary Kay Carson explains how scientists observe, track, and carefully interact with Gila monsters. Why do you think it is important to study the behavior of different animals? What can people learn from them? Use text evidence to support your opinion.

Word Study Prefixes *il-, in-, im-, ir-*

OBJECTIVE

Decode words using advanced knowledge of the influence of prefixes and suffixes on base words.

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 prefixes, provide them with the words *improbable* and *insensitive*. Offer sample sentences:

1. It seemed improbable that Danny would attend the barbecue. He had a game scheduled later that afternoon.

2. Alejandra thought Nancy's complaint about the location of the party was insensitive. The planners had tried to take everyone's needs into account.

Ask what each new word means. (*improbable*: not probable; *insensitive*: not sensitive)

Develop Language Awareness

For additional practice with prefixes, complete the activity on p. 26 of the *Language Awareness Handbook*. In this practice activity, students will use contexual support to understand the prefixes *il–, in–, im–, ir–*.
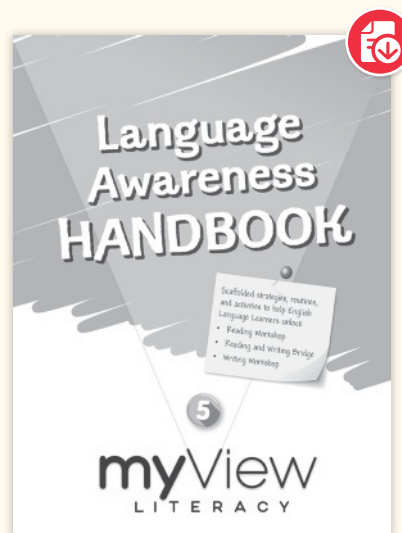
Language Awareness HANDBOOK

myView LITERACY

FLEXIBLE OPTION		FLEXIBLE OPTION	FLEXIBLE OPTION	FLEXIBLE OPTION
LESSON 1	**LESSON 2**	**LESSON 3**	**LESSON 4**	**LESSON 5**
Teach Prefixes *il-, in-, im-, ir-*	Apply Prefixes *il-, in-, im-, ir-*	More Practice	Spiral Review: Final Stable Syllables *-le, -tion, -sion*	✓ Assess Understanding

Use the ✓ **QUICK CHECK** on p. T261 to determine small group instruction.

Teacher-Led Options

Strategy Group 📖

COMPARE TEXTS

Teaching Point Compare texts to choose sources you will use as you write an opinion. Select text evidence to support your reasons. Evidence needs to directly relate to the claim being made.

ELL Targeted Support

Have students evaluate text evidence and connect their evidence to their claim. Display the following sentence starters to guide students in identifying, evaluating, and connecting evidence.

One text detail that supports my claim is _____. **EMERGING**

One text detail that supports my claim is _____. I know this detail supports my claim because _____. **DEVELOPING**

One quotation that strongly supports my claim is _____. This quotation is persuasive because _____. Another strong supporting detail is _____. This helps support my claim because _____. **EXPANDING/BRIDGING**

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

Intervention Activity 🔺 📥

myFOCUS READER

Reread pp. 24–25 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 observations and encourages them to use the Academic Vocabulary words.
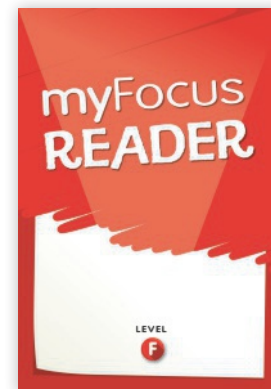
Intervention Activity 🔺 📥

WORD STUDY

For students who need support, Word Study lessons are available in the *myFocus Intervention Teacher's Guide,* Lessons 1–10.

On-Level and Advanced 📥

INQUIRY

Organize Information and Communicate Students should organize their findings on observations into an effective format.

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

See *Extension Activities* pp. 82–86 in the *Resource Download Center.*

Independent/Collaborative

Conferring
3 students/3-4 minutes per conference

COMPARE TEXTS

Talk About Independent Reading Ask students to share what they learned about the importance of scientific studies.

Possible Conference Prompts

- Which two texts have a similar topic?
- Which texts seem to connect most closely to the Weekly Question? Explain.
- Which two texts are the *least* alike? Why?

Possible Teaching Point Readers think about other texts they have read to make connections between topics.

Leveled Readers

COMPARE TEXTS

- For suggested titles, see "Matching Texts to Learning," pp. T220–T221.
- For instructional support on how to compare texts, see *Leveled Readers Teacher's Guide.*

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

Text Characteristics	Text Structure • Chronological (Conflict, climax, resolution)	Text Features • Chapters • Illustrations
Build Background	
Launch the Book	
Observe and Monitor	

Independent Reading

Students can

- reread "In the Words of Theodore Roosevelt" with a partner.
- read a self-selected text.
- read or listen to their leveled reader.

Centers

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

Literacy Activities

Students can

- write in their reader's notebook in response to the Weekly Question.
- research other information about tracking animals.
- make an infographic about an informational topic.
- play the *myView* games.

BOOK CLUB

See Book Club, pp. T486–T487, for

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

Whole Group

Share Bring the class together. Invite the students to share connections they made to main ideas or details in other texts or their own lives. Encourage students to describe similarities and differences among the texts and their experiences.

Suggested Daily Times

READING WORKSHOP

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

WRITING WORKSHOP

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

Learning Goals

- I can learn more about the theme *Observations* by analyzing argumentative texts.
- I can develop knowledge about language and make connections between reading and writing.
- I can use elements of informational writing to write an informational article.

SEL ▶ **SOCIAL-EMOTIONAL LEARNING**

☑ 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

Materials

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

LESSON 1 — RI.5.8, RF.5.3.a, SL.5.2, L.5.1.c, L.5.2.a, L.5.2.d

READING WORKSHOP

GENRE & THEME
- Interact with Sources: Explore the Video: Weekly Question T270–T271
- Listening Comprehension: Read Aloud: "You Are What You Eat" T272–T273
- Argumentative Texts T274–T275
  - ☑ **Quick Check** T275

READING BRIDGE
- Academic Vocabulary: Parts of Speech T276–T277
- Word Study: Teach Base Words and Endings T278–T279

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS
- Guided Reading/Leveled Readers T280–T281, T283
- Strategy, Intervention, and On-Level/ Advanced Activities T282
- ELL Targeted Support T282
- Conferring T283

INDEPENDENT/COLLABORATIVE
- Independent Reading T283
- Literacy Activities T283
- **BOOK CLUB** T283, T488–T489 **SEL** ▶

WRITING WORKSHOP

MINILESSON
- Informational Article T434–T435
  - » Edit for Punctuation Marks
  - » Share Back

INDEPENDENT WRITING
- Informational Article T435
- Conferences T432

WRITING BRIDGE
FLEXIBLE OPTION ◀
- Spelling: Base Words with Endings T436
  - ☑ **Assess Prior Knowledge** T436

FLEXIBLE OPTION ◀
- Language and Conventions: Spiral Review: Principal Parts of Irregular Verbs T437

LESSON 2 — RF.5.3.a, W.5.2, SL.5.6, L.5.2, L.5.4

READING WORKSHOP

SHARED READ
- Introduce the Texts T284–T299
  - » Preview Vocabulary
  - » Read: *Let Wild Animals Be Wild and Don't Release Animals Back to the Wild*
- Respond and Analyze T300–T301
  - » My View
  - » Develop Vocabulary
  - ☑ **Quick Check** T301
  - » Check for Understanding

READING BRIDGE
- Word Study: Apply Base Words and Endings T302–T303

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS
- Guided Reading/Leveled Readers T280–T281, T305
- Strategy and Intervention Activities T304
- Fluency T304
- ELL Targeted Support T304
- Conferring T305

INDEPENDENT/COLLABORATIVE
- Independent Reading T305
- Literacy Activities T305

WRITING WORKSHOP

MINILESSON
- Informational Article T438–T439
  - » Edit for Capitalization
  - » Share Back

INDEPENDENT WRITING
- Informational Article T439
- Conferences T432

WRITING BRIDGE
- Spelling: Teach Base Words with Endings T440

FLEXIBLE OPTION ◀
- Language and Conventions: Oral Language: Active Voice T441

LESSON 3 RI.5.8, RI.5.6, L.5.1, L.5.3, W.5.6	**LESSON 4** RI.5.2, RI.5.6, RF.5.4, W.5.10, L.5.1	**LESSON 5** W.5.9.b, SL.5.1.a, SL.5.1.c, SL.5.1.d, SL.5.4

LESSON 3

READING WORKSHOP

CLOSE READ
- Analyze Argumentative Texts T306–T307
  - » Close Read: *Let Wild Animals Be Wild and Don't Release Animals Back to the Wild*
  - ☑ **Quick Check** T307

READING BRIDGE

- Read Like a Writer: Understand First-Person Point of View T308–T309

FLEXIBLE OPTION ←
- Word Study: More Practice: Base Words and Endings T310–T311

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS
- Guided Reading/Leveled Readers T280–T281, T313
- Strategy and Intervention Activities T312
- Fluency T312
- ELL Targeted Support T312
- Conferring T313

INDEPENDENT/COLLABORATIVE
- Independent Reading T313
- Literacy Activities T313
- Partner Reading T313

WRITING WORKSHOP

MINILESSON
- Informational Article T442–T443
  - » Publish and Celebrate
  - » Share Back

INDEPENDENT WRITING
- Informational Article T443
- Conferences T432

WRITING BRIDGE

FLEXIBLE OPTION ←
- Spelling: More Practice: Base Words with Endings T444
- Language and Conventions: Teach Active Voice T445

LESSON 4

READING WORKSHOP

CLOSE READ
- Synthesize Information T314–T315
  - » Close Read: *Let Wild Animals Be Wild and Don't Release Animals Back to the Wild*
  - ☑ **Quick Check** T315

READING BRIDGE

- Write for a Reader: Use First-Person Point of View T316–T317

FLEXIBLE OPTION ←
- Word Study: Spiral Review: Prefixes *il-, in-, im-, ir-* T318–T319

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS
- Guided Reading/Leveled Readers T280–T281, T321
- Strategy and Intervention Activities T320
- Fluency T320
- ELL Targeted Support T320
- Conferring T321

INDEPENDENT/COLLABORATIVE
- Independent Reading T321
- Literacy Activities T321

WRITING WORKSHOP

MINILESSON
- Informational Article T446–T447
  - » Prepare for Assessment
  - » Share Back

INDEPENDENT WRITING
- Informational Article T447
- Conferences T432

WRITING BRIDGE

FLEXIBLE OPTION ←
- Spelling: Spiral Review: Prefixes *il-, in-,im-, ir-* T448
- Language and Conventions: Practice Active Voice T449

LESSON 5

READING WORKSHOP

COMPARE TEXTS
- Reflect and Share T322–T323
  - » Talk About It
  - ☑ **Quick Check** T323
  - » Weekly Question

READING BRIDGE

FLEXIBLE OPTION ←
- Word Study: Base Words and Endings T324–T325
  - ☑ **Assess Understanding** T324

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS
- Guided Reading/Leveled Readers T280–T281, T327
- Strategy, Intervention, and On-Level/Advanced Activities T326
- ELL Targeted Support T326
- Conferring T327

INDEPENDENT/COLLABORATIVE
- Independent Reading T327
- Literacy Activities T327

B O O K CLUB T327, T488–T489 **SEL →**

WRITING WORKSHOP

MINILESSON
- Informational Article T450
  - » Assessment

INDEPENDENT WRITING
- Assessment T451
- Conferences T432

WRITING BRIDGE

- Spelling: Base Words with Endings T452
  - ☑ **Assess Understanding** T452

FLEXIBLE OPTION ←
- Language and Conventions: Standards Practice T453

Materials

VIDEO
Saving Natural Habitats

READING ANCHOR CHART
Argumentative Text

EDITABLE ANCHOR CHART
Argumentative Text

RESOURCE DOWNLOAD CENTER
Additional Practice

Leveled Readers

LEVELED READERS TEACHER'S GUIDE

Words of the Week

Develop Vocabulary

sanctuaries
diminished
thrive
unfettered
cooperate

Spelling Words

program
programming
equip
equipped
permit
permitting
involve
involvement
benefit
benefited
rely
relies
theory
theories

revise
revising
industry
industries
conveys
conveying

Challenge Spelling Words

preferred
committing
accommodating

Unit Academic Vocabulary

expert
focus
visible
relate
detect

READ ALOUD
"You Are What You Eat"

READ ALOUD TRADE BOOK LIBRARY

INTERACTIVE READ ALOUD LESSON PLAN GUIDE

SHARED READ
Let Wild Animals Be Wild and
Don't Release Animals Back to the Wild

BOOK CLUB
Titles related to Spotlight Genre and Theme: T488–T489

Mentor STACK
Writing Workshop T431

LITERACY STATIONS

SCOUT

☑ Assessment Options for the Week

- Daily Formative Assessment Options

- Writing Workshop Assessment

The following assessments are available on SavvasRealize.com:

- Progress Check-Ups

- Cold Reads

- Weekly Standards Practice for Language and Conventions

- Weekly Standards Practice for Word Study

- Weekly Standards Practice for Academic Vocabulary

- Practice Tests

- Test Banks

- Writing Workshop Performance-Based Assessment

ASSESSMENT GUIDE

Interact with Sources

OBJECTIVES

Summarize written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Interact with sources in meaningful ways such as note taking, annotating, free writing, or illustrating.

Observe the way organisms live and survive in their ecosystem by interacting with the living and nonliving elements.

ACADEMIC VOCABULARY

Language of Ideas Academic language helps students access ideas. After you discuss the infographic and video, ask:

How do the infographic and video focus on protecting wildlife? How does the information presented in the video relate to the infographic?

- expert
- visible
- detect
- focus
- relate

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

Explore the Video

Remind students of the Essential Question for Unit 2: *How do we learn through our observations?* Point out the Week 5 Question: *What are some different ways in which people can observe and protect wildlife?*

Direct students' attention to the video and infographic on pp. 362–363 in the *Student Interactive*. Explain that an infographic uses both text and images to provide information. Have students read the infographic and watch the video, which uses images and audio to present information digitally. Have partners orally summarize the information. Then discuss how efforts to protect wildlife have led to the recovery of endangered animals.

Use the following questions to guide discussion:

- Which conservation effort did you find most interesting?
- Why do you think people want to help protect these animals?
- How many people impacted animal populations both in positive and negative ways?
- What other ways can we help preserve and protect animal habitats?

WEEKLY QUESTION Reread the Week 5 Question: *What are some different ways in which people can observe and protect wildlife?* Tell students they just learned about several conservation efforts. Explain that they will read about two different approaches to protecting wildlife.

TURN, TALK, AND SHARE Have students turn and talk to a partner to complete the comparison activity on p. 364. Remind them to recognize characteristics and specific features of digital texts and to listen actively to their partner.

ELL Targeted Support **Prior Knowledge** Ask students if they have ever been to the zoo. Have them describe the animals and habitats they saw. Then have students look at each image as you read aloud the short paragraphs in the infographic.

Preview the images and labels. Explain that each picture shows an animal that was threatened, or in danger, until people came along to help them. Preview key vocabulary: *habitat, bison, frog, rhino*. Ask students: Which animal looks like an animal you have seen before? Where did you see it? What did its home look like? **EMERGING/DEVELOPING**

Preview the text. Discuss how prior knowledge can reinforce new concepts. Preview key vocabulary: *population, hunting, wetland*. Then discuss each pictured animal's "story." Ask: Why was the animal in danger? How did people help? Then ask students to share what they know about each type of animal and its habitat. **EXPANDING/BRIDGING**

STUDENT INTERACTIVE, pp. 362–363

WEEKLY LAUNCH: VIDEO

👆 INTERACTIVITY

SAVING
Natural Habitats

How do animals interact with their habitats? Watch and read about how threatened animals have been returned to places where they once lived.

▶ WATCH
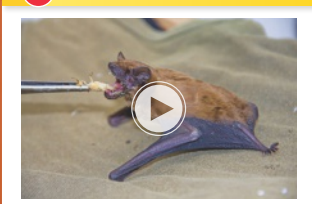
EUROPEAN BISON The European bison was nearly extinct, but conservation groups like Rewilding Europe are reintroducing the animals. Today more than 2,000 bison live in plains and forests of the Netherlands.

OREGON SPOTTED FROG The frogs' Pacific Northwest wetland home is threatened, but the Northwest Amphibian Recovery Project has helped return over 1,000 Oregon spotted frogs to their habitat.

BLACK RHINO Black rhinos have been victims of horn poaching, in which hunters remove and sell an animal's horns. Successful anti-poaching efforts have allowed black rhinos to make a comeback in southern Africa.

RED DEER Illegal hunting has decreased deer populations in Europe. However, a rewilding group recently released 36 red deer in the Rhodope Mountains. The team expects to see the population increase in the future.

WEEK **5**

Weekly Question

What are some different ways people can observe and protect wildlife?

TURN and TALK Summarize what you learned from watching the video. Discuss what you know about how animals survive in natural habitats. Take notes on your thoughts about the video, photos, and captions. Discuss characteristics unique to each type of media, and explain how each helped you understand the topic better than text alone.

362

363

Listening Comprehension

OBJECTIVES

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

Recognize argumentative and structures of informational text.

ELL Language Transfer

Cognates Point out the Spanish cognates in "You Are What You Eat."

- population : *población*
- organic : *orgánico*

FLUENCY

After completing the Read Aloud Routine, display "You Are What You Eat." Model reading aloud a paragraph, asking students to note how you say each word accurately. Explain that fluency is about reading for meaning, which requires accuracy. Remind students to say each word clearly without skipping over words. Invite partners to practice reading with accuracy using the text.

💬 THINK ALOUD

Analyze Argumentative Text
I notice that the author begins the article by describing the problem: the global population is growing, which means more food is needed. However, there is less farmland available. The author ends the introduction with a statement that describes why some people support GMOs and others do not. I think the author will probably explain both ideas before expressing an opinion. This will help me hear both sides of the argument before I make up my mind as well.

Argumentative Text

Tell students you are going to read an argumentative text aloud. Have students listen as you read "You Are What You Eat." Explain that students should listen actively for main ideas and details, as well as text features that provide clues about the main ideas. Prompt students to ask questions to clarify information and follow discussion rules.

➡️ **START-UP**

READ-ALOUD ROUTINE

Purpose Have students actively listen for elements of argumentative text.

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

REREAD the text aloud, pausing to model Think Aloud strategies related to the genre and supporting viewpoints.

You Are What You Eat

The world's population is growing at an accelerated rate. By 2050, we will have more than 9 billion mouths to feed. To accomplish this task, the United Nations estimates global food production efforts will have to be doubled. Yet the available farmland is shrinking. Scientists believe GMOs (genetically modified organisms) offer a possible solution to feed the growing population. Bigger yields on less land means more food and lower prices; however, others believe GMOs require further testing and may pose long-term health risks to both wildlife and people.

Genetically modified crops are engineered to be pest resistant. This means fewer pesticides will have to be used, which is better for the environment and for animals. It also cuts down on fuel emissions since farmers waste less gas spraying their fields.

Fewer pests means more crops. This is good for both the consumer and farmer. Farmers are guaranteed a more bountiful harvest, which results in lower prices for everyone since more food makes it to grocery store shelves.

GMOs can enhance the flavor and vigor of food. Scientists can introduce genes into foods, giving them a better taste, texture, and increased nutritional content. Not only can GM foods be made to be sweeter or spicier, but also healthier by reducing starch and fat

"You Are What You Eat," continued

content. Scientists can even increase the production of antioxidants in foods to help fight diseases. Foods can also be engineered to have a longer shelf life.

Although GM foods offer several benefits, some people are still not convinced enough testing has been performed. They worry the long-term risks of altering food genetics may outweigh the benefits. Many argue GMOs pose a risk to the environment. Cross-pollination from seeds blowing into nearby fields could potentially create pest resistant superweeds detrimental to native crops, plants, and animals. Scientists contribute the rising number of animal birth defects and reduced insect populations in the United States to GMOs.

Since little is known about the long-term effects of GMOs, there is growing concern that altering foods may affect people's health. Hybridized foods could affect people with food allergies or increase the risk of diseases. GMOs also increase the body's resistance to antibiotics, making medications less effective.

Natural is the way to go. People feel better about eating organic. Genetic engineering changes the chemical structure of foods, which could result in unintended mutations and less energy derived from foods. People who eat organic want apples to taste like apples and pears to taste like pears, without the extra additives, unaltered the way nature intended.

Since GMOs are a relatively new concept, more tests on the long-term effects will need to be conducted. Whether you support GM foods or organic, one thing is certain: we all have a responsibility for deciding what we choose to put in our bodies.

💬 THINK ALOUD

Analyze Argumentative Text As I read through the text, I notice the various details the author presents for both sides of the argument. The author leaves one of the strongest facts for last in order to support his or her opinion that "natural is the way to go." The author states that long-term effects of GMOs are not known and therefore more testing is needed.

ELL Access

To help prepare students for the oral reading of "You Are What You Eat," read aloud the short summary:

The world's population is growing. We will need more food to feed more people. Some scientists believe GMOs can help end world hunger. Others believe that changing food may harm people's health, animals, and the environment.

FLEXIBLE OPTION ◂
INTERACTIVE
Trade Book Read Aloud 🔴

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

- Choose a book from the *Read Aloud Trade Book Library* or the school or classroom library.

- Select an **INTERACTIVE** Read **Aloud Lesson Plan Guide** and **Student Response** available on SavvasRealize.com.

- Preview the book you select for appropriateness for your students.

➤ Wrap-Up

INTERACTIVE WHITEBOARD

GMOs	
Pros	**Cons**

Use a T-chart to help students discuss the pros and cons of GM foods.

Argumentative Text

LEARNING GOAL

I can learn more about the theme *Observations* by analyzing argumentative texts.

OBJECTIVES

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

Synthesize information to create new understanding.

Recognize characteristics and structures of argumentative text by identifying the claim.

LANGUAGE OF THE GENRE

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

- claim
- text structure
- facts
- evidence

FLEXIBLE OPTION
ANCHOR CHARTS

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

ELL Language Transfer

Cognates Point out the Spanish cognates related to argumentative text:

- purpose : *propósito*
- evidence : *evidencia*
- logical : *lógico*

Minilesson

FOCUS ON STRATEGIES To understand an argumentative text, students must identify its characteristics and structures, including the author's claim or opinion on the issue, and supporting reasons and evidence.

- Identify the issue being presented. What are several sides of the issue?
- Look for the claim the author states. Which side of the issue does the author take? What reasons does the author give for choosing this side?
- Identify and evaluate supporting evidence. How convincing is it?
- Is the information organized in a logical way? Is the argument clear and easy to follow?

MODEL AND PRACTICE Model determining that a selection is argumentative text. In "You Are What You Eat," the author presents the issue of using GMOs to increase food production for a growing world population. The author summarizes two sides of the issue before sharing his or her own opinion. I know this is an argumentative text because the author chooses one side and supports it with reasons and evidence.

To synthesize all of the information, break the passage into paragraphs. Discuss the claim and how the evidence supports the claim.

ELL Targeted Support **Retell** Have students retell an argumentative text using "You Are What You Eat." Read aloud and distribute copies for students to follow along. After reading:

Have students complete sentence frames: *The issue is _____. The author believes _____. One reason the author believes this is _____. One fact that supports the claim is _____.* **EMERGING**

Ask: What is the issue? What is the claim? What reason does the author give for the claim? What fact supports this reason? **DEVELOPING**

Have partners retell the issue, claim, and supporting details. **EXPANDING**

Have pairs retell "You Are What You Eat." Then have them discuss whether they agree with the author and why or why not. **BRIDGING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies to identify argumentative text.

OPTION 1 **TURN, TALK, AND SHARE** Have students work with a partner to complete the Turn and Talk activity on p. 364 of the *Student Interactive*. Circulate to discover if students can determine the key similarities and differences between both types of texts.

OPTION 2 **Use Independent Text** Have students identify characteristics of informational texts and argumentative texts in their independent reading text. Then have them identify whether their text is informational or argumentative. Have them write an explanation of the findings.

☑ QUICK CHECK

Notice and Assess Can students identify an argumentative text?

Decide

- **If students struggle,** revisit instruction about argumentative text in Small Group on pp. T282–T283.

- **If students show understanding,** have them continue practicing the strategies for reading argumentative text using the Independent Reading and Literacy Activities in Small Group on pp. T282–T283.

STUDENT INTERACTIVE, pp. 364–365

GENRE: ARGUMENTATIVE TEXT

Learning Goal

I can learn more about the theme *Observations* by analyzing argumentative texts.

Argumentative Text

Learn to recognize the characteristics and structures of argumentative text. The purpose of argumentative text is to persuade the reader that the argument is valid. It includes

- A **claim**, or opinion statement
- Supporting **reasons**
- **Facts, examples, quotations,** and other **evidence**
- A logical **text structure**

You can tell a text is argumentative if it states a claim and supports it with reasons and evidence.

TURN and TALK Compare and contrast informational text and argumentative text. How are they similar? How are they different? Use the anchor chart to help you. Write your thoughts and discuss them with a partner.

My NOTES

Copyright © SAVVAS Learning Company LLC. All Rights Reserved.

Copyright © SAVVAS Learning Company LLC. All Rights Reserved.

READING WORKSHOP
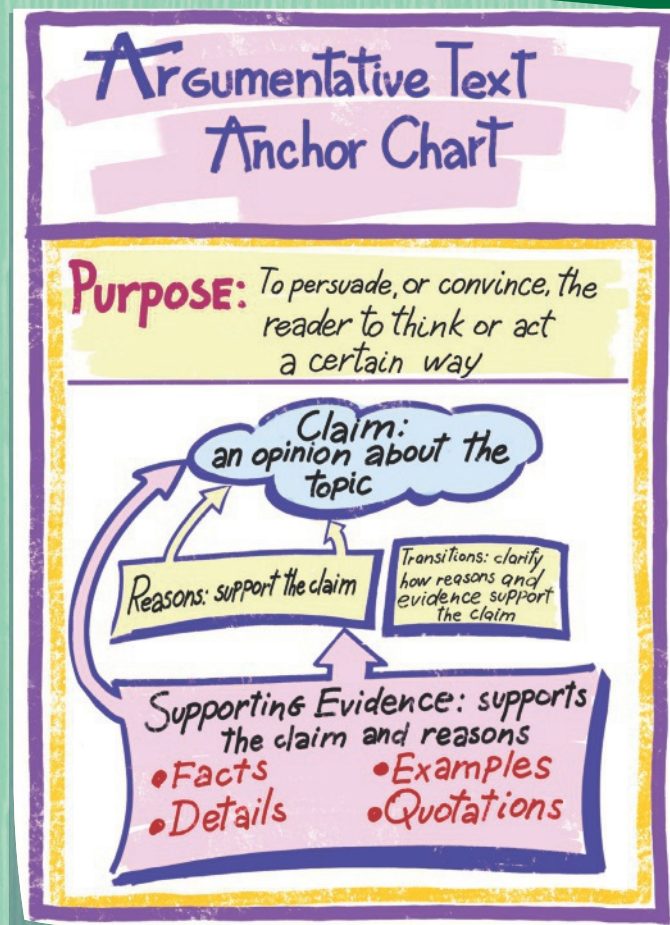
Argumentative Text Anchor Chart

PURPOSE: To persuade, or convince, the reader to think or act a certain way

Claim: an opinion about the topic

Reasons: support the claim

Transitions: clarify how reasons and evidence support the claim

Supporting Evidence: supports the claim and reasons
- Facts
- Details
- Examples
- Quotations

364

365

Academic Vocabulary

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

OBJECTIVE

Respond using newly acquired vocabulary as appropriate.

ELL Language Transfer

Cognates Encourage multilingual learners to apply knowledge of their home language to help them learn the Academic Vocabulary. Point out that *expert* is a cognate for Spanish- (*experto*), French- (*expert*), and Polish-speaking (*ekspert*) students.

WEEKLY STANDARDS PRACTICE

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

Parts of Speech

Minilesson

FOCUS ON STRATEGIES Every word fits into a category that explains what the word is and does. These categories are known as parts of speech.

- Students are already familiar with nouns, verbs, and adjectives.
- Tell students there are eight different parts of speech in total, including adverbs, interjections, prepositions, pronouns, and conjunctions.
- A word can become a different part of speech based on how it is used in a sentence and how it is spelled.

MODEL AND PRACTICE Use the Academic Vocabulary word *detect* to demonstrate how words can be used as more than one part of speech.

The word *detect* is a verb. It describes an action. I can add a suffix to *detect* to make a new word that is a different part of speech. When I add the suffix *-able* to the end of *detect*, it creates a new word: the adjective *detectable*.

ELL Targeted Support **Language Structures** Model using new language structures in class as students listen and interact. Review parts of speech as needed.

Display the Academic Vocabulary words, and work with students to identify the verbs. *(detect, focus, relate)* Read aloud these sentence frames: Detect *is a verb. It means to discover.* Repeat with *focus* and *relate*. **EMERGING**

Have groups orally complete sentence starters: Detect *is a _____. I know this because _____.* Detect *means to discover.* Repeat with *expert, focus, visible,* and *relate*. **DEVELOPING**

Ask: What part of speech is *detect?* (verb) How do you know? (It is an action word.) Repeat with *expert, focus, visible,* and *relate*. If needed, note that *expert* can also be an adjective and *focus* can be a noun. **EXPANDING**

Have student pairs identify the parts of speech of *expert, focus, visible, relate,* and *detect.* **BRIDGING**

ASSESS UNDERSTANDING

Apply

My TURN Have students use the same strategy as they complete the chart on p. 387 of the *Student Interactive*.

STUDENT INTERACTIVE, p. 387

VOCABULARY   **READING-WRITING BRIDGE**

Academic Vocabulary

Parts of speech are categories of words, which include nouns, verbs, adjectives, and adverbs.

Words can often be used as more than one part of speech. Often, when changing a word to a different part of speech, the spelling of the word changes as well.

Learning Goal

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

My TURN For each sentence,

1. **Read** the underlined academic vocabulary word in the sample sentence.

2. **Identify** the word's part of speech.

3. **Write** your own sentence using the base word as a different part of speech. Include the part of speech after your answer. If necessary, check a print or online dictionary. **Possible responses:**

Sentence	Part of Speech	My Sentence
The <u>expert</u> used his years of experience to estimate the sculpture's value.	noun	The master carpenter expertly built and stained a bench. (adverb)
Jin <u>focused</u> on his math homework instead of reading.	verb	The gymnast's focus helped her get high scores at the championship. (noun)
There was a <u>visible</u> shadow across the painting.	adjective	The surprise party visibly shocked the man. (adverb)

387

Word Study Base Words and Endings

OBJECTIVE

Decode words using advanced knowledge of the influence of prefixes and suffixes on base words.

LESSON 1

Teach Base Words and Endings

FOCUS ON STRATEGIES Explain to students that words can be made of many different parts. The base word, or main part, gives the word its most basic meaning. You can change a word's meaning or part of speech by adding an ending to the base word. The base word in *loud, louder,* and *loudest* is *loud*. Adding the endings *-er* and *-est* to the base word changes the base word's original meaning. Sometimes, adding endings may change the base word's spelling. For example, in *relatable*, the base word *relate* drops its final *e* when adding the ending *-able*.

MODEL AND PRACTICE Write or display the word *care*. Add the endings *-ful* and *-less* to the base word.

Point out to students that adding these endings changed the base word's meaning and part of speech. The base word *care* can be a noun or verb. *Careful* and *careless* are both adjectives.

Guide students through *Let Wild Animals Be Wild* and *Don't Release Animals Back to the Wild* to find other base words and endings.

ELL Targeted Support

Base Words and Endings Tell students that recognizing the language structure of base words can help them comprehend the meaning of unfamiliar words. Write these names and ages on the board: *Edward, 13; Grandma, 70; Mom, 45; Paul 10.*

Display *young* and *younger*. Provide sentence starters: *Edward is young, but his brother Paul is _____.* **EMERGING**

Display *young*, *younger*, *old*, and *older*. Provide sentence frames: *Edward is _____ than Mom, but Grandma is _____ than both of them.* **DEVELOPING**

Display *younger*, *youngest*, *older*, and *oldest*. Ask student pairs to write a sentence comparing Edward, Paul, and Mom. **EXPANDING**

Display *younger*, *youngest*, *older*, and *oldest*. Have student pairs write two sentences comparing Edward, Paul, Mom, and Grandma. **BRIDGING**

LESSON 1	LESSON 2	FLEXIBLE OPTION ◄ LESSON 3	FLEXIBLE OPTION ◄ LESSON 4	FLEXIBLE OPTION ◄ LESSON 5
Teach Base Words and Endings	Apply Base Words and Endings	More Practice	Spiral Review: Prefixes *il-*, *in-*, *im-*, *ir-*	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 T

Genre Realistic Fiction

Text Elements
- Minimal illustration
- Wide range of sentence types

Text Structure
- Chronological
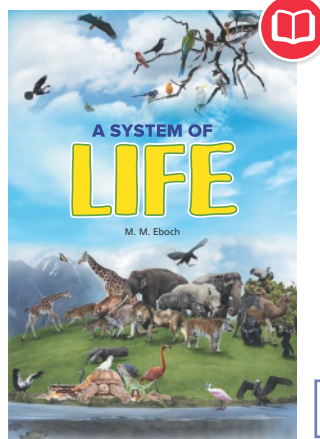
LEVEL U

Genre Informational Text

Text Elements
- Variety of graphics
- Multisyllable words

Text Structure
- Description

LEVEL V

Genre Expository Text (Biography)

Text Elements
- Domain-specific vocabulary
- Photographs with captions

Text Structure
- Description

Guided Reading Instruction Prompts

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

Identify Argumentative Text

- How can you tell this book is an argumentative text?
- What issue is discussed?
- What argument does the author make?
- What reasons and evidence support the claim? How convincing is the evidence?

Develop Vocabulary

- What new words did you learn?
- What context clues lead us to the meaning of the word _____?
- What does the word mean?
- What other ways can you use the word _____ in a sentence?

Analyze Argumentative Texts

- What is the author's claim? Where in the text is the claim stated?
- What reasons does the author provide for the claim?
- How does the evidence support the claim? What is the strongest evidence provided by the author?
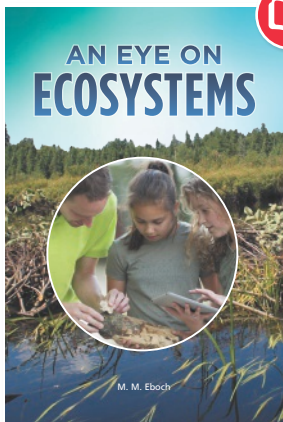
AN EYE ON ECOSYSTEMS
M. M. Eboch

LEVEL V

Genre Informational Text

Text Elements
- Photographs with captions
- Maps, legends, and diagrams

Text Structure
- Description

FIT FOR SURVIVAL
Nancy Furstinger

LEVEL W

Genre Informational Text

Text Elements
- Extensive use of text boxes
- Decoding challenges

Text Structure
- Description

SCIENCE IN THE WILD
Barbara Alpert
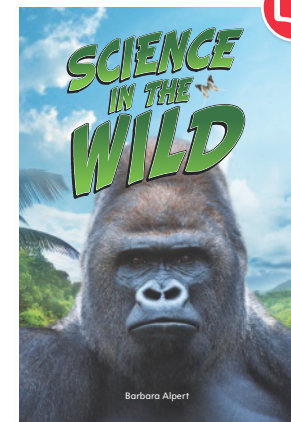
LEVEL W

Genre Narrative Nonfiction

Text Elements
- Some information carried through photo captions
- Decoding challenges

Text Structure
- Description

Synthesize Information

- What claim does the first author make? How is it different from the second author's claim?
- What evidence does each author present? What evidence is similar? What evidence is different?
- What information did you pull from both texts to determine your own opinion?

Compare Texts

- How does this book compare to other books on the same subject?
- 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.
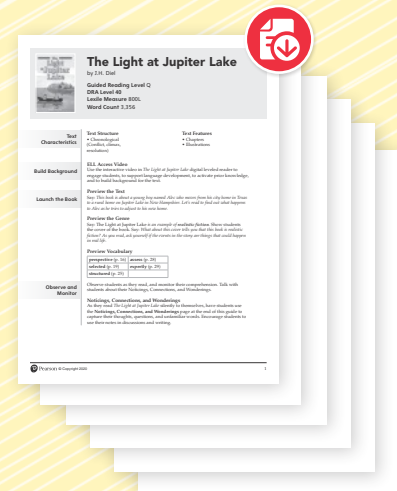
Use the ✅ **QUICK CHECK** on p. T275 to determine small group instruction.

Teacher-Led Options

Strategy Group

IDENTIFY ARGUMENTATIVE TEXT

Teaching Point When you read an argumentative text, you must evaluate, or judge, whether the author provided enough evidence to support the claim. You must also determine whether the evidence is weak or convincing. Remember that a claim is only as strong as the evidence the author provides. Review the anchor chart on p. 365. Ask students to identify characteristics of argumentative text in "You Are What You Eat."

ELL Targeted Support

Tell students that in an argumentative text, the author shares an opinion on an issue and tries to convince the reader to agree.

Review the key terms in the anchor chart with students: *purpose, claim, reasons, evidence.* Then have students summarize one of the selections. Provide these sentence frames: *The author's claim is _____. One reason for the claim is _____. One fact is _____. One detail is _____. The author (did/did not) persuade me because _____.* **EMERGING/DEVELOPING**

Have students review the terms in the anchor chart. Then have pairs discuss the features of argumentative texts. Provide these question prompts: *What is the author's purpose? What is the author's claim? What reasons does the author provide? Which evidence is the most convincing? What types of evidence does the author provide?* **EXPANDING/BRIDGING**

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

Intervention Activity

READING ARGUMENTATIVE TEXT

Use Lesson 27, pp. T179–T184, in the *myFocus Intervention Teacher's Guide* for instruction on the characteristics of argumentative text.

LEVEL F • READ

Lesson 27   Genre: Argumentative Text

DIRECTIONS Read the following passages. Pay attention to the reasons and evidence that the author gives to support his argument.

More Riders, Fewer Cars

1   Anyone who has driven downtown lately knows that our city has too much traffic. There are simply too many cars on the roads. It is causing problems for everyone who lives and works here. Many cities have solved their traffic problems by creating a special program that rewards people for sharing rides. These cities provide parking discounts, pay for gas, and give other assistance to people who carpool with coworkers and friends. It is time for our city to create a similar program to reduce the number of vehicles on our streets.

2   The most obvious reason is delays. Traffic jams are causing people to be late to work and school. For example, the City School Board recently published a report about tardiness. It said that students who ride buses from areas where traffic is heaviest are tardy more often than students who come from less busy areas.

3   Moreover, according to a *Downtown Business News* article, 80% of people who work downtown are late at least once a week. The reason they give is traffic. However, in cities where people are rewarded for carpooling, the percentage is much lower. Only 20% of employees in those cities are late due to traffic.

4   Another reason to reduce the number of cars on the road is the environment. The Pollution Control Department recently studied air quality around the state. Six cities were studied for ten years. The study showed that cities with the worst air pollution also had the worst traffic. But air quality isn't the only problem. Traffic also increases noise pollution. In a survey of downtown residents and business owners, people expressed frustration about the noise. They said noise levels were highest during times when traffic was heaviest. The noise made them feel stressed. It even made their dogs bark more! Clearly both air and noise pollution are bad for humans and animals. Yet we can improve our environment simply by getting more people not to drive by themselves.

Reading Informational and Argumentative Text T • 179

On-Level and Advanced

INQUIRY

Question and Investigate Have students use the video and infographic on *Student Interactive* pp. 362–363 to generate questions about threatened animals and then choose one to investigate. Throughout the week, have them conduct research about the question. See *Extension Activities* pp. 82–86 in the *Resource Download Center.*

Conferring

3 students / 3–4 minutes per conference

IDENTIFY ARGUMENTATIVE TEXT

Talk About Independent Reading Ask students to share how identifying elements of argumentative text helped them understand the material.

Possible Conference Prompts

- How were you able to identify the claim?
- What examples are the most effective at persuading?
- What types of evidence does the author use to support the claim?

Possible Teaching Point Remember that in an argumentative text, an author strengthens support for a claim by providing a variety of strong facts, quotations, examples, and details.

Leveled Readers 📕 🔊 ✏️ ▶️ 👆

IDENTIFY THEME

- For suggested titles, see "Matching Texts to Learning," pp. T280–T281.
- For instructional support on how to find the unit theme and Essential Question, see *Leveled Reader Teacher's Guide.*

The Light at Jupiter Lake
by J.H. Diel
Guided Reading Level Q
DRA Level 40
Lexile Measure 810L
Word Count 3,356
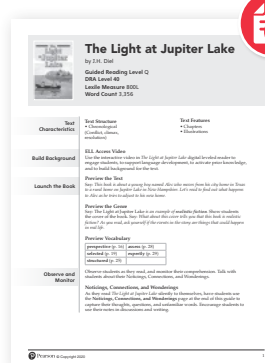
Whole Group

Share Bring the class back together. Invite a student to share some observations from his or her notebook or the Turn and Talk discussion. Reinforce the reading strategies that the student used.

Independent/Collaborative

Independent Reading 📕 🔊

Students can

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

Centers 📘 📥

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

Literacy Activities 🎮 📥

Students can

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

BOOK CLUB 📕

See Book Club, pp. T488–T489, for

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

Introduce the Text

Let Wild Animals Be Wild

Compare Texts

Point out that students will read two texts in this lesson, *Let Wild Animals Be Wild* and *Don't Release Animals Back to the Wild*. As they read, encourage students to think about the Week 5 Question: *What are some different ways people can observe and protect wildlife?*

Don't Release Animals Back to the Wild

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.

Recognize characteristics and structures of argumentative text.

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. 366 of the *Student Interactive* and define them as needed.

   sanctuaries: human-made places of safety and protection

   diminished: shrank, became smaller or fewer

   thrive: do well, be successful, grow

   unfettered: not limited, not restricted

- The vocabulary words will help you understand the claim and evidence in *Let Wild Animals Be Wild.* As you read, highlight these words and ask yourself how they help support the claim and the argument.

Read 📖 🔊 ✏️ 🗂️

Discuss the First Read Strategies. Prompt students to establish that the purpose for reading this selection is to learn about an issue and one perspective on it.

FIRST READ STRATEGIES

NOTICE Remind students to identify how evidence is organized and presented.

GENERATE QUESTIONS Encourage students to jot down questions about the author's claim, reasons for the claim, and the evidence provided.

CONNECT Ask students to connect the text to what they already know about animals in the wild and in zoos.

RESPOND Have students mark material they find interesting or challenging.

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

ELL Targeted Support **Concept Mapping** Tell students that concept mapping can help them develop new vocabulary. Draw a web with the phrase *protecting animals* in the middle and the four vocabulary words in the outside circles.

Read aloud each word. Have students repeat. Explain how these words relate to different ways people protect animals. Have students record the words and draw related pictures in a concept map. **EMERGING**

Ask volunteers to read aloud each vocabulary word. Then elicit each definition using pictures from the text, and work with students to add related words to their concept maps. **DEVELOPING**

Have partners define each word and add related words. **EXPANDING**

Have individuals use the pictures to define each word, add related words, and then share their concept maps with the class. **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 facts they have read about raising or releasing wild animals.

STUDENT INTERACTIVE, pp. 366–367

📖 🔊 ✏️ 📔

Meet the Author

David Bowles's love of reading comes from his grandmother, Marie Garza. She shared many folktales from the Rio Grande Valley, in southern Texas, where Bowles grew up. She also taught him about wildlife in the region. Bowles became a writer because he wanted to preserve and share the culture, history, and ecology of his homeland.

Let Wild Animals Be Wild

Preview Vocabulary

As you read *Let Wild Animals Be Wild*, pay attention to these vocabulary words. Note how the words relate to the ideas and relationships discussed in the text.

sanctuaries	diminished
thrive	unfettered

Read

You will read two **argumentative texts** in this unit. Follow these strategies as you read the texts for the first time.

Notice the text structure and characteristics.	**Generate Questions** about the claim.
Connect this text to what you know about animals in the wild.	**Respond** by discussing what you thought about as you read.

First Read

Genre Argumentative Text

Let Wild Animals BE WILD

BY DAVID BOWLES

🔊 AUDIO
✏️ ANNOTATE

366

367
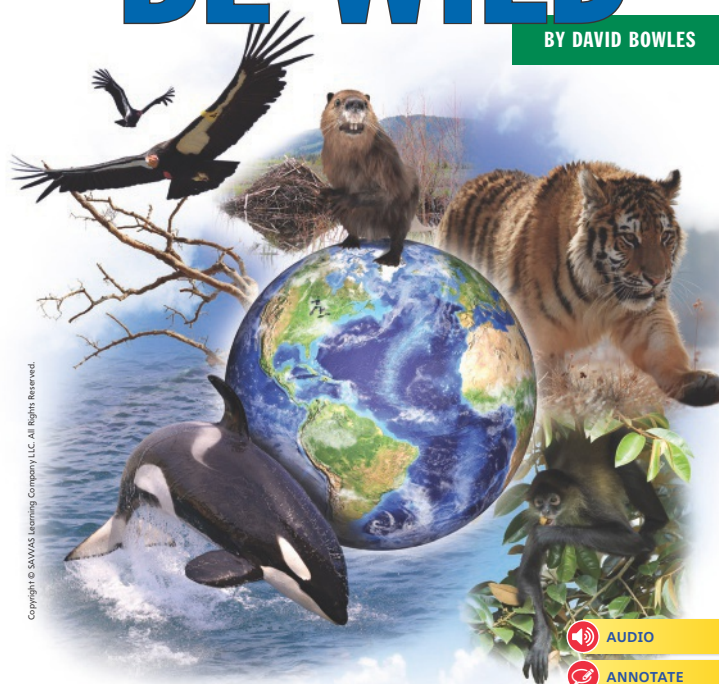
First Read

Notice

💬 **THINK ALOUD** At the beginning of the text, I learn that there are different ways to protect wildlife. For example, scientists raise endangered wild animals and treat and rehabilitate injured animals. The author says "keeping animals alive in captivity is not the final purpose." This makes me wonder what happens next for these animals.

Close Read

Analyze Argumentative Texts

Have students read **paragraph 1.** Ask: What word in this paragraph signals an opinion?

Possible Response: The word *should* in the last sentence signals an opinion.

Say: Underline the claim in this paragraph. Have them also identify and underline the intended audience. **See student page for possible responses.**

Have students read **paragraphs 2 and 3** and underline supporting details. **See student page for possible responses.**

Explain that authors present facts against their argument in a fair way to gain a reader's trust and strengthen their view. Ask: How do the details in paragraph 2 present the opposing view?

Possible Response: The details support the view that humans should protect wild animals by keeping them safe in captivity.

DOK 3

OBJECTIVES

Recognize characteristics and structures of argumentative text by identifying the claim.

Recognize characteristics and structures of argumentative text by identifying the intended audience or reader.

CLOSE READ

Analyze Argumentative Texts

Underline the author's claim in paragraph 1. Then underline reasons that support the author's claim and identify his intended audience.

sanctuaries human-made places of safety and protection

Vocabulary in Context

Context clues can help you understand the meaning of a word by telling what the word means as well as what it does not mean.

Underline context clues that help you determine the meaning of the word *rehabilitating*.

368

1   Many people feel a responsibility to protect and care for Earth's living creatures. People take action in many ways that either directly or indirectly benefit wildlife. One of the direct ways that we protect wildlife is by raising endangered wild animals in captivity, to ensure their survival. Another way that we directly protect wildlife is by treating injured wild animals and rehabilitating them in captivity. The goal of both actions should be to release animals back into the wild where they belong.

2   For endangered or injured animals, the benefits of living under human protection are clear. Animals in zoos and sanctuaries have plenty of food and water. They're safe from predators. They aren't threatened by hunting, environmental pollution, and habitat destruction. For endangered species, every death in the wild means another step toward extinction. If even a few members of an endangered species are successfully raised in captivity, hope for the species stays alive.

3   But keeping animals alive in captivity is not the final purpose of conservation. Real success comes when animals are plentiful and strong enough to return to their natural habitat. Only then can an ecosystem be in balance. An ecosystem is all the animals and plants that live in a certain area.

CROSS-CURRICULAR PERSPECTIVES   Science

The rise of exotic pets, such as monkeys, alligators, threatened parrots, and other wildlife, is the result of increased poaching, or the illegal capturing of wild animals. Poachers sell the animals at high prices to people around the world. This crime often results in the death of the animal, because its basic needs are not met outside of its habitat. Wildlife rescue groups and zoos work to rescue those animals that survive this illegal practice.

📖 🔊 ✏️ 📕

4   Here's one such success story. The California condor is one of the largest flying birds in the world. It was once found in many parts of the United States. But during the past two centuries, the species diminished. Settlers shot and poisoned the condors and took their eggs. Hunting condors was outlawed more than 100 years ago. However, their numbers continued to fall because of pollution, pesticide use, and other threats. Finally, by the 1970s, scientists discovered that only a few dozen wild condors were left. In the early 1980s, the U.S. government started a program to keep the condor from going extinct. Scientists began to collect wild condor eggs and hatch them in zoos. They also captured some condors. They kept these condors in zoos so they could lay eggs and raise their young in safety.

5   By 1987, there were no more condors left in the wild. However, there were 27 California condors in captivity. All along, the plan was to raise and then release condors back into the wild. No one was sure it would work. But it did. By the end of 2015, the total population of California condors was up to 435. That included 268 condors living in their natural habitat, once again soaring through the skies.
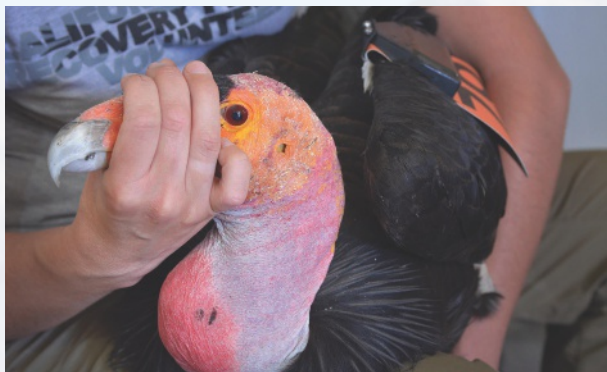
CLOSE READ

Analyze Argumentative Texts

How does the author use facts to support his claim? Underline a sentence that lets the reader know the author is presenting evidence.

diminished shrank, became smaller or fewer

369

First Read

Notice

💬. **THINK ALOUD** Many things can affect the population of an animal species. Laws were passed to prevent hunting condors, but their populations still decreased because of environmental dangers.

Close Read

Vocabulary in Context

Have students underline context clues in **paragraph 1** that help them determine the meaning of the word *rehabilitating*. **See student page for possible responses.**

DOK 2

Analyze Argumentative Texts

In argumentative texts, the author wants to make a claim and then uses facts to help support it.

Have students read **paragraph 4** to find a sentence that presents evidence to support the claim. **See student page for possible responses.**

DOK 2

OBJECTIVES

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

Recognize characteristics and structures of argumentative text by explaining how the author has used facts for or against an argument.

···• **Possible Teaching Point** 🌉

Academic Vocabulary | **Parts of Speech**

Use the Academic Vocabulary lesson on pp. T276–T277 in the Reading-Writing Workshop Bridge to point out that the word *flying* can be a verb or an adjective. By changing the ending, it can become the verb *fly.* Explain that condors are a type of <u>flying</u> bird. They used to <u>fly</u> in great numbers until their species became endangered. Thanks to conservation efforts, you can now find many condors <u>flying</u> in the California skies. Review the parts of speech you used.

First Read

Generate Questions

💬 **THINK ALOUD** As I read, I'm going to write down questions I have about the text. For example, in paragraph 8, I wonder what examples there are of keystone species.

Close Read

Analyze Argumentative Texts

Explain that in an argumentative text, an author presents reasons to explain why he or she holds an opinion. Then the author supports those reasons with specific evidence.

Have students read **paragraph 6** and underline one of the author's reasons for the claim. **See student page for possible responses.**

Ask: How do you know this is one of the author's reasons?

Possible Response: The text states that both animals and people benefit from wild animals being in the wild, which means that the statement supports the claim in paragraph 1.

DOK 2

OBJECTIVE

Recognize characteristics and structures of argumentative text by identifying the claim.

CLOSE READ

Analyze Argumentative Texts

Underline a reason the author uses to support the claim.

thrive do well, be successful, grow

unfettered not limited, not restricted

6   Returning wild animals to the wild is good for both animals and people. Let's start with the animals. Imagine a bird that was forever kept from flying free. Or what if a wild cat could never prowl the savannah? Wild animals such as these may be safe and protected under human care, but they can truly thrive only in the wild, where their natural instincts and behaviors are unfettered.

7   All of nature benefits when an endangered species is restored to its habitat. Many studies have shown the enormous effect even one species has on an ecosystem. This is particularly true of what are known as "keystone" species.

8   A keystone species is an animal or plant that plays an essential role in an ecosystem. If that species becomes extinct, or even threatened, the ecosystem is threatened. That's because other living things depend on that species for their own survival.

370

CROSS-CURRICULAR PERSPECTIVES   **Science** 🔬

Plants can also be keystone species, often as food sources. In tropical forests of America, figs provide year-round food for many mammals and birds. These species and ecosystems would be in danger if figs disappeared.

9 Beavers are a keystone species in the United States and Europe. Beavers use logs and sticks to build dams in rivers and streams. Their dams and the pools that form behind them become habitats for many other animals. For example, ducks, otters, and dragonflies may live there. When beavers became extinct in Scotland and other parts of Europe due to hunting, other animal populations suffered as well. In 2009, beavers were reintroduced to wild areas of Scotland, where they were monitored through 2014. Biologists declared the program an "outstanding success." The first several generations of beavers thrived and had a positive impact on the environment.

10 Animals can benefit in another way when they are released to the wild. Scientists have begun to put tracking devices on animals raised in captivity and on injured animals rehabilitated in captivity before returning both groups to their habitats. The devices allow scientists to follow the animals' movements and to study their behaviors. Information gathered helps us better understand and protect species.

CLOSE READ

Synthesize Information

Highlight information that relates to a claim made in *Don't Release Animals Back to the Wild.*

371

First Read

Connect

💬 **THINK ALOUD** The fact the beavers are "a keystone species" surprised me because I didn't think such a small animal could have an impact on its environment. Beavers actually help build habitats for other animals. This helps me understand how important all types of creatures are.

Close Read

Synthesize Information

Remind students that authors address counterarguments to help strengthen their own arguments. They present reasons and evidence to point out weaknesses in the counterargument.

Have students read **paragraph 10** and look for key words that appear in the claim in *Don't Release Animals Back to the Wild.* **See student page for possible responses**.

Have students synthesize information and explain in their own words how animals can benefit from being released into the wild.

Possible Response: Tracking devices placed on animals in captivity can help scientists gather information about the animals after they return to nature.

DOK 3

OBJECTIVE

Synthesize information to create new understanding.

:⋯: **Possible Teaching Point** 🌉

Read Like a Writer | Author's Craft

Types of Details Explain that supporting a claim or main idea with several different types of details helps strengthen the author's point and adds interest to the text. Remind students of different kinds of details: facts, examples, statistics, expert opinions, quotations, and anecdotes. Describe each type to students. Then have students read the page and identify how many different types of details they find. How do the different types of details help them better understand the topic?

First Read

Connect

💬 **THINK ALOUD** In paragraph 12 the author talks about tourism and how "releasing captive animals into the wild makes financial sense." In what other ways can tourism have both positive and negative impacts on the natural habitat of species?

Close Read

Analyze Argumentative Texts

Explain to students that authors can use facts to strengthen their argument and to weaken the counterargument.

Ask students how the author uses facts on this page. Then have them underline facts in **paragraphs 11 and 12** that support their response. **See student page for possible responses.**

Ask: What point does the author make about reintroducing wolves to Yellowstone National Park? Have students cite text evidence.

Possible Response: The author states that wolf-related tourists "brought in tens of millions of dollars each year."

DOK 2

OBJECTIVES

Recognize characteristics and structures of argumentative text by identifying the claim.

Recognize characteristics and structures of argumentative text by explaining how the author has used facts for or against an argument.

CLOSE READ

Analyze Argumentative Texts

How does the author use facts in this argument? Underline text evidence that supports your response.

11 The Siberian tiger, found mainly in the far east of Russia, is one of many threatened species that has benefited from tracking. Starting in the 1990s, members of the Siberian Tiger Project, based at the University of Idaho, began to catch Siberian tigers. They fitted the big cats with radio collars. Then they released the tigers. Scientists have been monitoring the tigers for decades, gathering valuable data. Wildlife workers use the information to help them effectively treat and release injured tigers. Scientists also hope to reintroduce Siberian tigers into areas where they have disappeared, such as northern Korea. Ongoing monitoring will ensure the tigers have the resources they need to thrive.

N 0   100 mi
   0 100 km
RUSSIA
Blagoveshchensk
Birobidzhan
•Khabarovsk
CHINA
Jiamusi
Harbin
Sea of Japan
Hunchun
Tiger distribution:
☐ Current range
☐ Historical range

12 Releasing captive animals into the wild also makes financial sense. Many people will travel almost anywhere to see animals. Therefore, reintroducing animals to a wilderness area brings in tourists. And tourists spend money. For example, wolves were reintroduced to Yellowstone National Park starting in 1995. A 2006 study by the University of Montana estimated that wolf-related tourists—people who visit Yellowstone primarily to see wolves—brought in tens of millions of dollars each year. That money helps Yellowstone. It also helps surrounding businesses, such as motels and restaurants.

372

CROSS-CURRICULAR PERSPECTIVES   Science 🔬

Coral reefs provide a natural habitat rich in biodiversity. Although coral reefs cover just 1 percent of the ocean floor, they provide homes for nearly 25 percent of all marine life. However, studies have revealed coral reefs may soon face extinction. Scientists estimate more than 90 percent of the world's reefs will die by 2050 due to climate change and pollution.

How will the destruction of this natural habitat impact marine life? Discuss ocean life that will be affected. Relate the information to the video and infographic on pp. 362–363 of the *Student Interactive*.

📖 🔊 ✍ 📓

13   Some people argue against releasing animals back into the wild. For one thing, they say animals raised or rehabilitated in captivity can't survive on their own. However, scientists are learning more and more about what wild animals need to live independently. Wildlife biologists and other specialists carefully prepare animals for life in the wild before releasing them. In the end, of course, the animals have to fend for themselves. But that's nature's way.

14   Other people say that reintroducing predators to the wild is bad for humans. (They might attack us! They might attack livestock!) But animals that live in a balanced ecosystem, with adequate food and space, rarely hurt people or livestock. The U.S. Department of Agriculture reported that of all cattle that died in 2010, only about 5 percent were killed by predators. An ecosystem needs all animals, predator and prey alike, to stay in balance.

15   Humans have the power to save and protect species. We also have the responsibility to let wild animals be wild and live according to their instincts. Releasing animals back into nature, whenever possible, is the best course of action for them, for us, and for Earth.

373

CLOSE READ

Synthesize Information

Highlight details that support the author's claim.

First Read
Generate Questions

💬 **THINK ALOUD** The author talks about how an ecosystem requires both "predator and prey alike, to stay in balance." It makes me wonder how the food chain would be affected if something in it disappeared. What if the predator disappeared? How would the food chain change if prey were removed? Do we as people have an effect on this ecosystem? How?

Close Read
Synthesize Information

Explain that when you synthesize, you pull different pieces of information together to deepen your understanding of a topic.

Have students reread **paragraphs 13 and 14** and highlight details that support the claim. **See student page for possible responses**.

Ask: How does this information help you better understand the author's claim?

Possible Response: Scientists learn about "what wild animals need to live independently" and know that ecosystems need to be balanced. These details support the claim that wild animals should be released to their natural habitats.

DOK 2

OBJECTIVE
Synthesize information to create new understanding.

···· **Possible Teaching Point** 🌉

Word Study | Base Words and Endings

Use the Word Study lesson on pp. T278–T279 in the Reading-Writing Workshop Bridge to teach students how to investigate the parts of a word. Remind them that a base word is a word's most basic form and that adding an ending can change what the word means or how it functions in a sentence. Point out *responsibility* in paragraph 15. Ask students to identify the base word (*responsible*) and its part of speech (adjective). Ask how the ending -*ity* changes the part of speech of the word.

Introduce the Text

Compare Texts

Let Wild Animals Be Wild

Before students read *Don't Release Animals Back to the Wild*, tell them that after they finish reading the text they will compare and contrast its claim and evidence to that of *Let Wild Animals Be Wild*.

Don't Release Animals Back to the Wild

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.

Recognize characteristics and structures of argumentative text.

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 word on p. 374 of the *Student Interactive* and define it as needed.

   cooperate: work together, participate in shared activity

- The vocabulary word will help you understand the claim and evidence in *Don't Release Animals Back to the Wild.* As you read, highlight this word when you see it in the text. Ask yourself how it helps support the author's claim and your understanding of the argument.

Read and Compare

Compare Texts Prepare students to compare and contrast ideas across texts. We just finished reading *Let Wild Animals Be Wild.* As we read *Don't Release Animals Back to the Wild,* notice similarities and differences between the two informational texts, including the claim each author makes and the evidence used to support the claim. Discuss the First Read Strategies with students.

> **FIRST READ STRATEGIES**
>
> **NOTICE** Remind students to identify the counterclaim and the supporting evidence.
>
> **GENERATE QUESTIONS** Encourage students to jot down questions about the author's facts and opinions.
>
> **CONNECT** Ask students to connect information in this text to what they learned from the first selection.
>
> **RESPOND** Have student pairs discuss similarities and differences between the texts.

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   **Vocabulary** Display the vocabulary word.

Read *cooperate* aloud, clapping or otherwise indicating the syllabication of the word. Point out that the letter *o* is pronounced twice, and there is no /oo/ sound in the word. Point out the base word, *operate*, and the prefix, co-. Have students repeat *cooperate*. Correct pronunciation as needed. **EMERGING**

Read *cooperate* aloud. Point out the base word, operate, and the prefix, co-. Have students read *cooperate* aloud, clapping or otherwise indicating the syllabication of the word. Ask: Do you hear an /oo/ sound? What sounds do you hear? **DEVELOPING**

Ask students to work with a partner and use the word correctly in an oral sentence. **EXPANDING**

Have students use the word correctly in an oral sentence. **BRIDGING**

ELL Access

Background Knowledge Students make meaning not only from the words they learn but also from their prior knowledge. Encourage students to share personal knowledge or facts they have read about raising or releasing wild animals.

STUDENT INTERACTIVE, pp. 374–375

📖 🔊 ✏️ 📄

Meet the Author

René Saldaña Jr. loves two things: writing and teaching. He teaches college students at Texas Tech University and writes a lot of books for children and young adults. His favorite part about writing is meeting his readers face-to-face.

Don't Release Animals Back to the Wild

Preview Vocabulary

As you read *Don't Release Animals Back to the Wild*, pay attention to this vocabulary word.

> cooperate

Read and Compare

As you read the second of the two argumentative texts, follow these strategies to compare and contrast each argument's claim.

Notice the counterclaim that the author includes in the text.

Generate Questions about facts and opinions.

First Read

Connect this text with information you learned from *Let Wild Animals Be Wild*.

Respond by discussing the similarities and differences between texts with a partner.

Genre **Argumentative Text**

Don't Release Animals Back to the WILD

BY RENÉ SALDAÑA JR.

374

375

First Read

Connect

💬 **THINK ALOUD** The author does a good job of incorporating ideas from the previous claim before introducing the counterclaim. How does the author transition from one claim to another? What reasons does the author use to support the claim?

Close Read

Synthesize Information

Explain to students that critical readers read multiple viewpoints on an issue and weigh the evidence carefully before putting the information together to form their own opinion on the topic.

Ask students to share similarities and differences they notice so far between the texts they have read. Have them highlight text evidence in **paragraph 1** that supports their answer. **See student page for possible responses.**

| DOK 3 |

OBJECTIVE

Synthesize information to create new understanding.

CLOSE READ

Synthesize Information

How is this text similar to and different from *Let Wild Animals Be Wild?* Highlight text evidence that supports your answer.

cooperate work together, participate in shared activity

1   Sometimes wildlife needs a helping hand. Biologists and conservationists often rescue orphaned, injured, or endangered animals. It's the only way to ensure their survival. Helping animals may require keeping them in captivity for weeks, months, or even years. Endangered species, in particular, may need to stay in captivity for extended periods. That way, they can begin to rebuild their population. Then what? ==One argument is that wild animals always should be released back to the wild. However, scientific research raises serious questions about the benefits of doing so.== For several reasons, it makes more sense to keep these animals in captivity.

2   For one thing, many animals that have been kept in captivity simply can't survive in the wild. This is especially true of animals that were born in captivity or raised in captivity from an early age.

3   All animals are born with certain instincts, or natural abilities. These instincts help them to survive. But animals also learn important survival skills after they're born from their parents or other members of their species. These may include how to hunt for food, recognize enemies, and cooperate with others. When orphaned or injured animals are raised in captivity, they miss out on this learning process. Therefore, when these animals are released into the wild, they are poorly equipped to survive.

4   Scientists at the Animal Behavior Research Group at the University of Exeter, England, examined the survival rates of animals released in the wild. The scientists studied 45 cases that involved 17 different species. The species included wolves, bears, foxes, African wild dogs, and otters.

376

CROSS-CURRICULAR PERSPECTIVES   **Science** 🔬

The Amazon rain forest is the world's largest rain forest, spanning 2.6 million miles across nine countries in South America. Ten percent of all known plant and animal species, along with human populations, can be found living under the canopy. The rain forest not only holds one-fifth of the world's fresh water but also provides many modern medications and acts as a carbon sink for greenhouse emissions. Sadly, within the last 40 years, agriculture and cattle ranching have threatened this natural habitat. Organized efforts from conservation groups have helped spread awareness.

5   The first group was made up of animals born in captivity and released into the wild. The second group was made up of animals caught in the wild and moved to a new area. The scientists found that the animals born in captivity had a much lower survival rate in the wild. These animals were more likely to starve to death. That's because they lacked hunting skills. The captive-born animals were also were less likely to find mates and start families. That means their species as a whole was less likely to thrive.

6   The captive-born animals also were less likely to avoid dangerous situations. "Captive-born animals have less natural fear of other large carnivores," said researcher Kristen Jule. She noted that "animals that are more bold, particularly toward humans, are more likely to die." African hunting dogs raised in captivity, for example, were frequently attacked by lions. Many African hunting dogs were also hunted or trapped by humans after their release into the wild.

CLOSE READ

Analyze Argumentative Texts

Underline reasons the author gives to support the main claim.

377

First Read
Respond

What types of evidence does the author use to persuade the reader? How is the information organized in a way that makes the information easier to understand?

Possible response: In each paragraph, the author includes information about both of the groups of animals in the wild, one born in the wild and the other born in captivity. This compare-and-contrast structure helps readers understand the differences between the two groups.

Close Read
Analyze Argumentative Texts

Remind students that claims are supported by reasons and that evidence supports both reasons and claims. Have students underline in **paragraphs 5 and 6** the reasons the author provides for his claim. **See student page for possible responses.**

Ask students how these points help support the author's claim.

Possible Response: Animals should not be released back into nature because captive wolves that returned to the wild were much more likely to starve to death or find themselves in dangerous situations.

DOK 2

OBJECTIVE

Recognize characteristics and structures of argumentative text by identifying the claim.

····• **Possible Teaching Point**

Academic Vocabulary | Parts of Speech

Use the Academic Vocabulary lesson on pp. T276–T277 in the Reading-Writing Workshop Bridge to point out that the word *hunting* can be a verb or an adjective. By changing the ending, it can become the verb *hunt*. Explain that wolves born in captivity lacked hunting skills. They could not hunt their own food and therefore had a lower survival rate. However, wolves born in the wild and relocated to a new area had no issues hunting. Review the parts of speech you used.

First Read

Notice

💬 **THINK ALOUD** Keiko's story is so sad. It really has an emotional effect on the reader. I think this story helps provide a strong case for the author's argument.

Close Read

Synthesize Information

Remind students that when they synthesize, they pull together different pieces of information to broaden their understanding of a topic. Say: Readers pay special attention to facts and details that appear in multiple texts. These key details help readers different perspectives about main, or central, ideas.

Have students highlight facts and details in **paragraphs 7 and 8.** Then have them use their annotations to synthesize information about zoos and aquariums. **See student page for possible responses.**

Ask students to identify details in this text that confirm or repeat information from *Let Wild Animals Be Wild.*

Possible Response: Zoos and other facilities provide good care for animals and keep them safe.

DOK 3

OBJECTIVE

Synthesize information to create new understanding.

CLOSE READ

Synthesize Information

Highlight facts and details the author provides to support the claim. Synthesize these facts with those presented in *Let Wild Animals Be Wild* to develop a new understanding of the role of zoos and aquariums.

7   Animals that are captured rather than born in captivity also face peril when they're released back into the wild. One example is Keiko, the orca that starred in the movie *Free Willy.* Keiko was captured from the North Atlantic Ocean, near Iceland. At the time, he was about three years old. After *Free Willy,* people around the world pushed to have Keiko released to the wild. The campaign succeeded. First, Keiko was returned to Iceland. There, he lived in a huge pen in the ocean. Scientists helped Keiko regain his health after years living in poor conditions. They took him out on "ocean walks" so he could get used to the open ocean. They even introduced him to wild orcas. Finally, in July 2002, he was released into the wild. But Keiko was unable to integrate into, or join, a wild orca group. Scientists believe this is key to orcas' health in the wild. Keiko died alone in December 2003.

8   Here's a second reason it makes sense to keep captive wild animals in captivity, rather than release them to the wild. Many modern zoos and other facilities offer everything these animals need to live long, healthy, and happy lives. And in many cases, nature does not.

9   Some people object to keeping animals in zoos. They compare zoo life to life in prison. But their
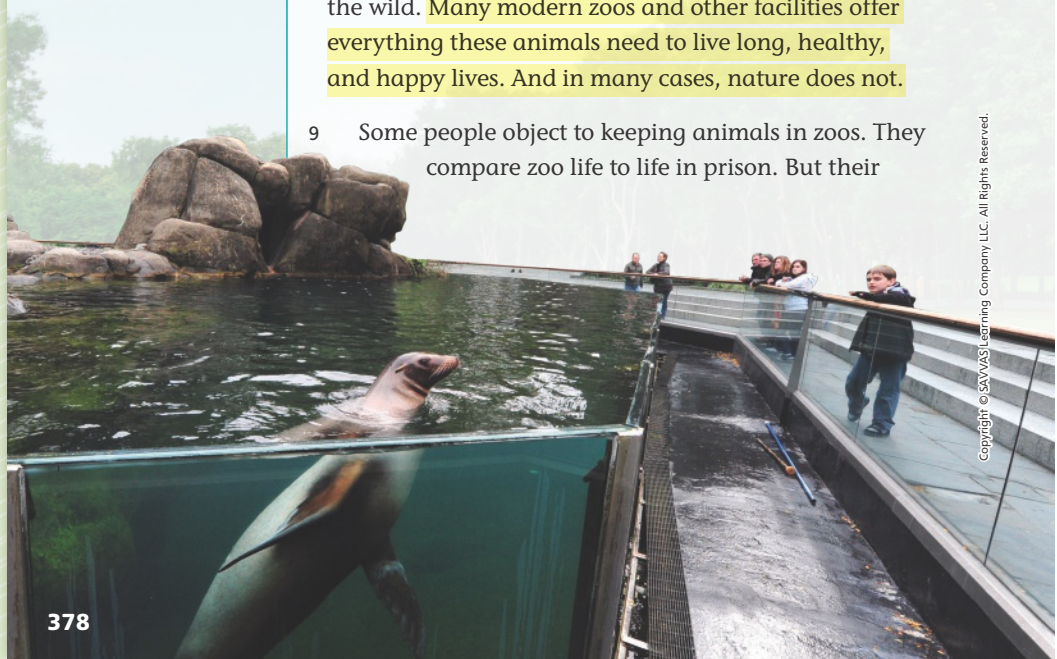
378

CROSS-CURRICULAR PERSPECTIVES   Science

Whales are the largest living mammals on Earth. Although they are at the top of the food chain, their diet consists primarily of krill, plankton, and small fish. However, as their natural habitat becomes threatened, populations of whales have had to migrate to other areas in search of food. Because they need to surface to breathe air, they often get tangled in fishing nets or come into contact with shipping vessels. Whale oil is used in perfumes, in cosmetics, and as fuel. Because of commercial fishing, whales were on the verge of becoming extinct and only through recent conservation efforts are starting to recover.

objections may be based on outdated ideas. The bare, concrete spaces and small cages of the past have given way to far more natural enclosures.

10   Many zoo designers now focus on behavioral enrichment. That means giving animals choices about where to go and what to do. In well-designed zoos, animals can roam large spaces that feature dirt, trees and other plants, and water. Moats or ditches have replaced cages and wire fences. Animals can climb, burrow, or simply stretch out and nap. They can do what comes naturally. Zoo personnel also provide toys and activities to prevent boredom. Animals have private space, too. They aren't always in view of visitors.

11   In some important ways, zoos and sanctuaries improve on nature. In captivity, animals can always eat well. Their food intake doesn't depend on their hunting skills. It doesn't vary according to the season or other environmental factors. Captive animals don't need to compete for scarce resources. They need not fear predators, hunters, or speeding cars. They won't lose their habitat to human development. Regular vet visits keep them healthy. And if animals reproduce in captivity, their babies will be born into, and raised in, a safe environment.

12   This is particularly important for animals whose species are dwindling in the wild—or entire species that no longer exist in the wild. The International Union for Conservation of Nature (IUCN) lists 33 species as extinct in the wild. Thirty-one of these species remain alive and well in zoos, aquariums, and other facilities. In many cases, these animals can't survive in the wild due to habitat destruction, poaching, or other factors. In captivity, they get the care they need to thrive.

CLOSE READ

Vocabulary in Context

Skilled readers use context clues to determine the meaning of unknown words.

Underline context clues that support your definition of the word *enclosures*.

Synthesize Information

Highlight information that is similar to what you read in *Let Wild Animals Be Wild*.

379

First Read

Connect

💬. **THINK ALOUD** Reading about these new kinds of zoos makes me wonder how many of these zoos there are. I haven't seen these types of features in our zoo. How can more zoos redesign their exhibits for the well-being of the animals?

Close Read

Vocabulary in Context

Have students determine the meaning of *enclosures* in **paragraph 9.** Have them underline clues that helped them figure out the meaning of the word. **See student page for possible responses.**

DOK 2

Synthesize Information

Have students scan **paragraph 11** for examples that are similar to those in *Let Wild Animals Be Wild* and highlight them. **See student page for possible responses.**

Ask students to synthesize one piece of information they identified here with something they learned from the first text.

Possible Response: Captive animals do not need to fear predators, animal or human.

DOK 3

OBJECTIVES

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

Synthesize information to create new understanding.

ELL Targeted Support **Vocabulary** Have students locate the word *poaching* in paragraph 12. Explain that the word means "the illegal hunting of animals." Discuss examples of poaching.

Have students find *poaching* on the next page and take turns reading the paragraph aloud. **EMERGING/DEVELOPING**

Have students look up *poaching* in a dictionary and then paraphrase the definition to a partner. Next, have student pairs identify other examples in this lesson where poaching contributed to the decline in the population of a species. **EXPANDING/BRIDGING**

First Read

Notice

💬 **THINK ALOUD** Paragraph 15 talks about observing animals in captivity for observational purposes. What examples does the author cite? Can you think of other examples when observing animals has benefitted wildlife?

Close Read

Analyze Argumentative Texts

Have students read **paragraphs 13 and 14** and underline reasons and facts that support the author's claim. **See student page for possible responses.**

Ask: How effective, or persuasive, are these reasons? Why do you think so? Who is the intended audience or reader?

Possible Response: These reasons are persuasive because they include a specific example, the Jungle Place. I can relate to this example because the author describes the sanctuary in a way that makes it sound similar to a zoo. The audience then must be the same people who would go to a zoo.

[DOK 2]

OBJECTIVES

Recognize characteristics and structures of argumentative text by identifying the claim.

Recognize characteristics and structures of argumentative text by explaining how the author has used facts for or against an argument.

Recognize characteristics and structures of argumentative text by identifying the intended audience or reader.

CLOSE READ

Analyze Argumentative Texts

How does the author use reasons and facts to support the text's claim? Underline examples to support your answer.

UNITED STATES

MEXICO

Quintana Roo

13   Individual endangered animals also may be rescued, taken to zoos or sanctuaries, nursed back to health, and kept in safe surroundings. For example, the Jungle Place in Quintana Roo, Mexico, provides food, shelter, medical care, and attention to rescued spider monkeys. The monkeys were victims of illegal pet trade, poaching, and habitat loss. There's no longer any safe wild environment for them in Mexico. Sanctuaries such as the Jungle Place keep these monkeys safe.

14   There's a third reason to keep rescued wild animals in captivity rather than releasing them back into the wild. Both scientists and the general public can learn a great deal from captive animals.

15   Carefully observing captive animals allows scientists to make discoveries about species' health and behavior that they can't make in the wild. What scientists learn about captive animals can benefit other members of the species that remain in the wild.

16   Seeing wild animals in captivity also helps people appreciate wildlife and wildlife-protection efforts. People are more likely to contribute to conservation organizations after seeing a member of an endangered species up close. That's unlikely to happen in the wild. Zoos, sanctuaries, and similar places also offer signs, guides, lectures, and other information to educate people about the animals living there.

17   In October 2014, the Monterey Bay Aquarium, in California, rescued an orphaned sea otter. She was part of a population of threatened Southern California otters. The pup was thought to be less than a week old. She was far too young to be without her mother.

380

CROSS-CURRICULAR PERSPECTIVES   **Science** 🔬

Elephants are the largest mammals on land. To support their weight, a typical elephant can eat 300 lbs. of vegetation each day. Rising temperatures have created drier, hotter conditions, affecting foraging rates and forcing populations of elephants to migrate to other areas. Elephant tusks are made of ivory and were once used to make piano keys as well as jewelry. Poaching and populations of humans moving into their environment has threatened their natural habitat and forced them onto the endangered species list.

📖 🔊 ✏️ 📓

18 Staff cared for the pup for a month. Then they moved her to the Shedd Aquarium in Chicago, Illinois, and named her Luna. They knew they couldn't release Luna to the sea. Pups learn most of their survival skills from their mothers. Luna missed out on this learning stage. She wouldn't last long in the wild.

19 Luna soon became a huge attraction for the public and the media. Tim Binder oversees the aquarium's animal care and its rescue program. He refers to Luna as an "ambassador" for her species and her ecosystem. Binder says Luna "reminds us that what we do on land has repercussions on the ocean environment and the animals that live there, inspiring us to make a difference." By studying Luna, scientists at Shedd have learned important information about sea otters and how to care for them. For example, they now know the exact calorie intake and activity levels an otter needs to grow to full size. Scientists can use such information to help sea otters in the wild.

20 In some cases, captive wild animals can, and should, be released to the wild. For example, if a sick or injured animal can be treated quickly, it can probably be released with little risk. However, for many captive animals, release is not worth the risk. Captivity offers safety, health, and well-being. It may even save entire species. For animals in peril, those benefits far outweigh freedom.
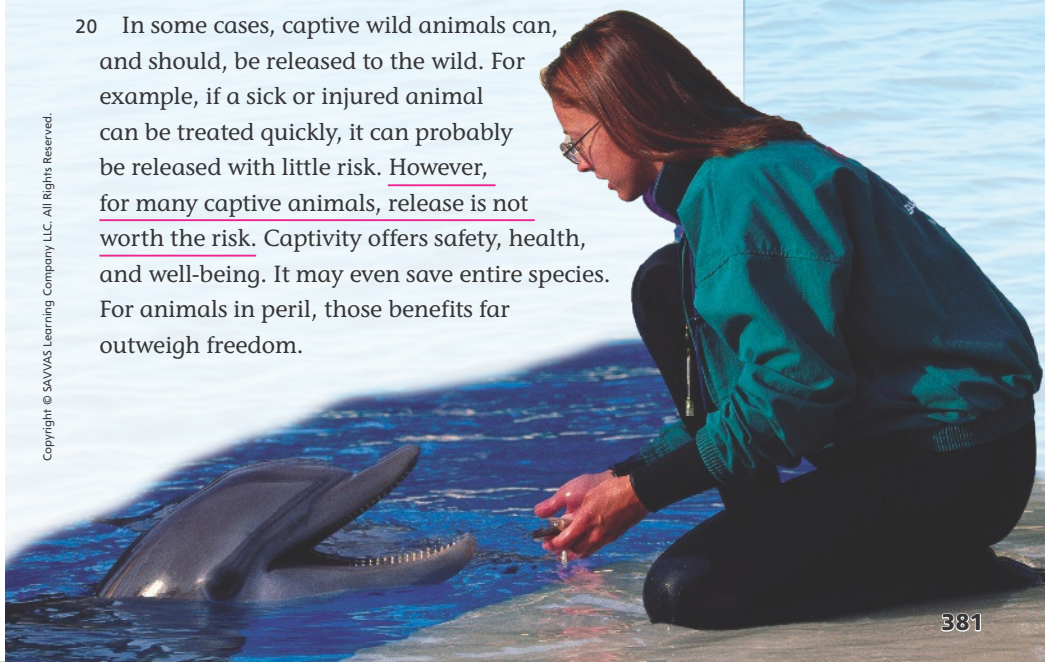
381

CLOSE READ

Analyze Argumentative Texts

Underline a restatement of the text's main claim.

First Read

Respond

💬 **THINK ALOUD** In the last paragraph, the author agrees that some captive wild animals should be released into the wild. That's interesting! He doesn't have an all-or-nothing approach. That makes me think more highly of his argument.

Close Read

Analyze Argumentative Texts

Have students scan **paragraph 20** and identify and underline the sentence that states the claim in a new way. **See student page for possible responses.**

Ask: What details in the paragraph include facts against the author's argument?

Possible Response: One fact against the author's claim is "If a sick or injured animal can be treated quickly, it can probably be released with little risk."

Ask students why the author emphasizes the claim in his conclusion.

Possible Response: The author wants to make sure that readers remember his claim: Releasing captive animals is not worth the risk.

DOK 2

OBJECTIVE

Recognize characteristics and structures of argumentative text by identifying the claim.

···· **Possible Teaching Point** 🌉

Word Study | **Base Words and Endings**

Point out the word *survival* in paragraph 18. Ask students to identify the base word (*survive*) and its part of speech (verb). Ask how the ending -*al* changes the part of speech of the word. For more instruction on Base Words and Endings, see pp. T278–T279.

Respond and Analyze

OBJECTIVES

Write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources.

Respond using newly acquired vocabulary as appropriate.

Recognize characteristics and structures of argumentative text by identifying the claim.

Recognize characteristics and structures of argumentative text by explaining how the author has used facts for or against an argument.

My View

Use these suggestions to prompt students' initial responses to *Let Wild Animals Be Wild* and *Don't Release Animals Back to the Wild.*

- **Brainstorm** What new ideas did you learn from the text?

- **Discuss** Which argument do you agree with? What questions do you have?

Develop Vocabulary

Minilesson

FOCUS ON STRATEGIES Tell students that authors use words to enhance knowledge on a particular subject. Understanding the words *sanctuaries, diminished, thrive, unfettered*, and *cooperate* helps students comprehend new ideas in *Let Wild Animals Be Wild* and *Don't Release Animals Back to the Wild.*

- Practice newly acquired vocabulary in new sentences.

- Ask yourself how the words help you understand ideas in the text.

MODEL AND PRACTICE Model answering the first question on p. 382 of the *Student Interactive*.

The text explains that the condor population diminished, in part, because hunters poisoned them and took their eggs. This meant new condors could not hatch. To increase the population, scientists worked with zoos to collect and hatch new eggs and release the condors. This sanctuary program worked! It helped increase the condor population in the wild.

ELL Targeted Support **Vocabulary** Display the words *sanctuaries, diminished, thrive, unfettered,* and *cooperate* and review their definitions.

Say the words, and have students repeat after you. Then have students use words, gestures, or sketches to tell what each word means. **EMERGING**

Read aloud sentence frames and have students complete them: *An animal shelter is a type of _____. The rain soon _____. Studying helps you _____ in school.* **DEVELOPING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for developing vocabulary.

OPTION 1 **My TURN** Have students demonstrate their understanding of newly acquired vocabulary words by completing *Student Interactive* p. 382.

OPTION 2 **Use Independent Text** Have students work in pairs to locate domain-specific words in their independent reading texts and identify context clues to determine the meaning of the words.

☑ QUICK CHECK

Notice and Assess Can students identify how vocabulary words give clues about the author's opinions?

Decide

- **If students struggle,** revisit instruction for developing vocabulary in Small Group on pp. T304–T305.

- **If students show understanding,** extend instruction for developing vocabulary in Small Group on pp. T304–T305.

Check for Understanding **My TURN** Have students complete p. 383 of the *Student Interactive.*

STUDENT INTERACTIVE, pp. 382–383

VOCABULARY

Develop Vocabulary

In argumentative texts, authors use precise words to state and support their opinions and to connect ideas.

My TURN Make connections between vocabulary words by answering the questions. Use the vocabulary words in your responses. **Possible responses:**

1. How did **sanctuaries** help the **diminished** population of condors?
   The condor population was so diminished that scientists took eggs to sanctuaries to save the species.

2. Why do some people think that wild animals do not **thrive** in a **sanctuary**?
   In a sanctuary, wild animals cannot thrive because they do not use their natural instincts.

3. How do animals' **unfettered** instincts help them **thrive** in the wild?
   Wild animals and their unfettered instincts can benefit an entire ecosystem and help it thrive.

4. Do animals learn to **cooperate** with others in a **sanctuary**?
   No, animals learn to cooperate with each other in the wild, not in a sanctuary.

382

COMPREHENSION **READING WORKSHOP**

Check for Understanding

My TURN Look back at the texts to answer the questions.
Possible responses:

1. How do you know that *Let Wild Animals Be Wild* and *Don't Release Animals Back to the Wild* are argumentative texts? Give three examples.
   DOK 2
   Both texts present an opinion on the topic of animal conservation. Each author clearly identifies his claim in each title. They pose questions about their claims and use facts and evidence to support their arguments.

2. Choose one of the two texts, and assess how effective the author's argument is.
   DOK 3
   Responses will vary but should include the main argument of the chosen text as well as an evaluation of the effectiveness of the details that support the claim.

3. How does each text use animal sanctuaries to support its claim? Use text evidence in your comparison.
   DOK 3
   Let Wild Animals Be Wild praises animal sanctuaries for keeping endangered or injured animals safe. However, the author argues "captivity is not the final purpose of conservation." The author of *Don't Release Animals Back to the Wild* states: "In some important ways, zoos and sanctuaries improve on nature."

4. Based on what you read, analyze claims about animal conservation from both texts.
   DOK 3
   Responses will vary but should include the main arguments for and against animal conservation, such as "Animals should be released back into the wild where they belong" and "It makes more sense to keep animals in captivity."

383

Word Study Base Words and Endings

OBJECTIVE

Decode words using advanced knowledge of the influence of prefixes and suffixes on base words.

LESSON 2

Apply Base Words and Endings

APPLY **My TURN** Have students complete the chart on p. 388 in the *Student Interactive*.

require

captive

recognize

active

conservation

Then have students write five sentences using the base words with endings correctly.

STUDENT INTERACTIVE, p. 388

WORD STUDY

Base Words and Endings

A **base word** is the most basic form of a word. Add an **ending** to a base word to change the word's meaning or part of speech. For example, adding *-tion* to the verb *cooperate* creates the noun *cooperation*.

The word *government* in paragraph 4 of *Let Wild Animals Be Wild* means "an organization that governs." The noun *government* is formed by adding the ending *-ment* to the verb *govern*.

My TURN Read each base word. Complete the chart by adding an ending to each base word and telling how it changes the part of speech. Check your endings and words in a print or online dictionary.
Possible response:

Base Word	Base Word with Ending	Change in Meaning
require	requirement	changes the verb to a noun
captive	captivity	changes the meaning from "prisoner" to "the state of being imprisoned"
recognize	recognition	changes the verb to a noun
active	activate	changes the adjective to a verb
conservation	conservationist	changes the meaning from "process of saving" to "someone who saves"

388

LESSON 2

LESSON 1

Teach Base Words and Endings

Apply Base Words and Endings

FLEXIBLE OPTION ↰
LESSON 3

More Practice

FLEXIBLE OPTION ↰
LESSON 4

🗒 Spiral Review: Prefixes *il-, in-, im-, ir-*

FLEXIBLE OPTION ↰
LESSON 5

☑ Assess Understanding

Use the ✅ **QUICK CHECK** on p. T301 to determine small group instruction.

Teacher-Led Options

Strategy Group 📖

DEVELOP VOCABULARY

Teaching Point Remember that in an argument, an author chooses precise words to help readers understand his or her opinions and to connect ideas. Have students review the paired selections to look for precise words that describe the authors' opinions.

ELL Targeted Support

Tell students that they can understand the connections between important ideas by looking at key vocabulary words in the text. Remind them to use linguistic accommodations, such as sidebar definitions and glossary pronunciations, as needed.

Review definitions of the weekly vocabulary words. Then provide cloze sentences for each word. Have students use the appropriate word that completes each sentence. Remind them to review the sidebar glossary definitions. **EMERGING**

Echo-read the sentences that contain the vocabulary words. Discuss definitions with students. Then have students work in pairs and use their own words to write definitions for the terms. **DEVELOPING**

Challenge students to write a sentence showing the relationship between two or more vocabulary words. **EXPANDING**

Have students take turns asking each other questions about text, using key vocabulary words. **BRIDGING**

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

Intervention Activity 🔺 📥

myFOCUS READER

Read pp. 26–27 in the *myFocus Reader* with students. Use the teaching support online at SavvasRealize.com to provide additional insight for students on observations.

Provide instructional support for comprehension and word study—Base Words and Endings and Academic Vocabulary.
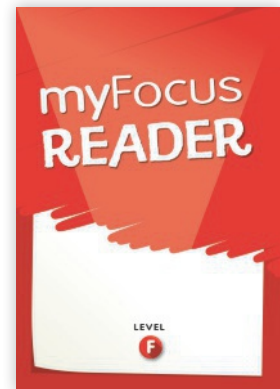
Fluency | Assess 2–4 students | 📖 📥 ✅

RATE

Model reading at an appropriate rate. Then have students work in pairs to choose a section they both enjoyed from the text or leveled reader. Have students take turns reading the passage aloud. Remind them to read at a pace that resembles the pace they use when they have a conversation. Circulate the room as students read aloud. If students read too fast, tell them that slowing down will help the reader and listener understand important details. If students read too slowly, explain that increasing the pace will help them better understand the text.

ORAL READING RATE AND ACCURACY

Use pp. 55–60 in Unit 2 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 identify precise words that helped them understand the author's support for his or her opinions.

Possible Conference Prompts

- What words did the author use to express or support his or her opinion?
- Why do you think the author choose those words?

Possible Teaching Point Pay attention to the precise words the author chose. Ask questions such as "What does this word help me understand about the author's argument?"

Leveled Readers 📖 🔊 ✏ ▶ 👆

DEVELOP VOCABULARY

- For suggested titles, see "Matching Texts to Learning," pp. T280–T281.
- For instructional support on how to develop vocabulary, see *Leveled Reader Teacher's Guide*.

The Light at Jupiter Lake
by J.H. Diel
Guided Reading Level Q
DRA Level 40
Lexile Measure 800L
Word Count 3,156

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

Independent/Collaborative

Independent Reading 📖 🔊

Students can

- reread or listen to the selections 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

- answer the questions on *Student Interactive* p. 382.
- work with a partner to discuss and answer the questions on *Student Interactive* p. 383.
- play the *myView* games.
- read aloud a passage at an appropriate pace.

SUPPORT INDEPENDENT READING

Encourage independent reading by urging students to choose texts with genres and topics that appeal to them.

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

Professional Development
Small Group GUIDE
A roadmap to take small groups from good to great!
5
myView LITERACY

Whole Group

Share Bring the class together. Ask students to share any new words they learned from their reading and to explain how the words help them understand the topic.
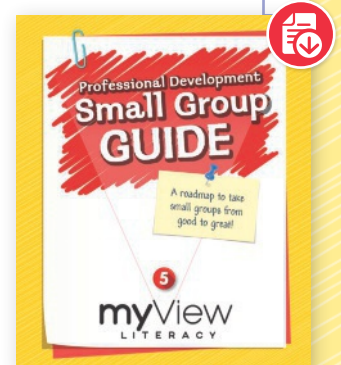
Analyze Argumentative Texts

Compare Texts

- *Let Wild Animals Be Wild*
- *Don't Release Animals Back to the Wild*

OBJECTIVE

Recognize characteristics and structures of argumentative text.

ACADEMIC VOCABULARY

Integrate Offer students oral practice using the unit Academic Vocabulary words to talk about argumentative texts. Give students sentence starters, such as

- Animals are able to detect ___ .
- The main focus of conservation groups is ___ .

ELL Access

Discuss the importance of understanding an author's support for his or her claim—the stronger the support, the more convincing the argument.

Minilesson

FOCUS ON STRATEGIES Argumentative texts present a claim, or opinion statement, and try to persuade the reader to agree with it. To convince the reader, the author provides reasons and a variety of evidence.

- The claim is often at the beginning of an argument. Read the introduction and notice how the author presents the claim.
- Look for reasons the author provides for believing in the claim. Look also for text that identifies the intended reader.
- Identify the evidence supporting the claim. How convincing is it?

MODEL AND PRACTICE Use the Close Read notes on p. 368 of the *Student Interactive* to model how to annotate the text to analyze the argument.

- What is the topic of the first paragraph? What opinion does the author state about the topic? This sentence expresses the author's opinion. It is the claim. I am going to underline it in the text.
- Have pairs of students reread the first paragraph and underline a reason the author provides for the claim. Then have them look for text on the page that identifies the intended audience.

ELL Targeted Support **Retell** Explain that retelling an argument is a good way to check understanding of the claim, reasons, and evidence.

Ask students to retell one of the author's claims. Provide sentence frames, such as: *The author thinks _____ should _____.* **EMERGING/DEVELOPING**

Have students retell one of the author's claims and the reasons and evidence provided for the claim. **EXPANDING/BRIDGING**

EXPERT'S VIEW Sharon Vaughn, **University of Texas at Austin**

"It's important to remember that oral reading fluency is not just about rate. Accuracy and prosody also have a significant impact on comprehension. Prosody is a wonderful marker for reading. Pay attention to whether students are reading with meaning and attending to punctuation when they are reading aloud. That is a better indicator of comprehension than reading rate alone."

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

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for analyzing argumentative texts.

OPTION 1 **My TURN** Have students annotate the text using the other Close Read notes for Analyze Argumentative Texts and then use the text evidence from their annotations to complete the chart on *Student Interactive* p. 384.

OPTION 2 **Use Independent Text** Have students use a chart like the one on p. 384 to take notes on the claim, reasons, and supporting evidence. Have students use their charts to explain the argument to a partner and explain how convincing they think it is.

☑ QUICK CHECK

Notice and Assess Can students analyze argumentative texts?

Decide

- **If students struggle,** revisit instruction about analyzing argumentative texts in Small Group on pp. T312–T313.

- **If students show understanding,** extend instruction about analyzing argumentative texts in Small Group on pp. T312–T313.

STUDENT INTERACTIVE, p. 384

CLOSE READ

Analyze Argumentative Texts

Authors write **argumentative texts** to persuade an audience or reader of their claim, or main opinion. The author supports the claim with reasons and then supports each reason with evidence, including facts, details, quotations, statistics, or examples.

1. **My TURN** Go to the Close Read notes in *Let Wild Animals Be Wild* and *Don't Release Animals Back to the Wild*. Underline the parts that help you understand and analyze the arguments in each text.

2. **Text Evidence** Use the parts you underlined to complete the chart for the text of your choice. **Possible responses:**

Title:	Claim:
Let Wild Animals Be Wild	"Release animals back into the wild where they belong."

Intended Audience:
People who care about animals

Reason	Facts and Other Supporting Evidence
"Returning wild animals to the wild is good for both animals and people."	"Wolves were reintroduced to Yellowstone National Park starting in 1995" and "brought in tens of millions of dollars each year."

Analyze how the reasons and evidence support the author's claim.
The reasons are supported by statistics, such as "tens of millions of dollars," and examples, such as the Siberian tracking project. These reasons and evidence about captive animals strongly support the author's claim about keeping wild animals wild.

384

Read Like a Writer

OBJECTIVE

Identify and understand the use of literary devices including first- or third-person point of view.

Understand First-Person Point of View

Minilesson

FOCUS ON STRATEGIES Authors use many tools to tell a story or share information. One of those tools is point of view. Point of view is the way the author wants readers to experience the story or text.

- Tell students there are three main types of point of view: first person and third person, which are more commonly used, and second person.

- First-person point of view is used when the main character or the author is telling the story. First-person point of view includes pronouns such as *I, we, us, mine,* and *ours* outside of dialogue.

MODEL AND PRACTICE Model determining first-person point of view for students by directing them to the top of p. 389 in the *Student Interactive*. Have students follow along as you complete the steps.

- Identify that author David Bowles uses the first-person pronoun *we* in his conclusion.

- Ask why Bowles chose first-person point of view. Encourage students to consider how words such as *I* and *we* may make them feel connected to humanity's power to save and protect animals.

- Help students understand the use of first-person point of view. Point out that the pronoun *we* can make readers feel like they are also responsible for ensuring the survival of different species.

ELL Targeted Support **Point of View** Help students understand the characteristics of first-person point of view.

Review first-person pronouns *I, we,* and *our* with students. Have them repeat the pronouns after you. **EMERGING/DEVELOPING**

Have pairs of students discuss how first-person pronouns can help readers understand the author's point of view. **EXPANDING/BRIDGING**

ASSESS UNDERSTANDING

Apply

My TURN Have students think about other texts they have read that use first-person pronouns. Then have them complete the activities on p. 389.

STUDENT INTERACTIVE, p. 389

ANALYZE AUTHOR'S CRAFT   READING-WRITING BRIDGE

Read Like a Writer

Authors sometimes use point of view to determine how to present information to readers. In argumentative texts, some writers use first-person pronouns—*I, we, us, mine,* and *ours*—to strengthen their opinions.

Model ! Read the text from *Let Wild Animals Be Wild*.

> Humans have the power to save and protect species. We also have the responsibility to let wild animals be wild and live according to their instincts.

first-person

1. Identify David Bowles uses the first-person pronoun *we* in his conclusion.

2. Question Why does he use *we* at the end of his argument?

3. Conclude David Bowles uses first-person point of view so that readers feel included in his argument: Wild animals belong in the wild.

Read the text.

> I believe that we should protect endangered species from dangers they would face in the wild. It is our responsibility to keep wild animals safe.

My TURN Follow the steps to analyze the author's point of view.

1. Identify The author uses   first-person pronouns *I, we,* and *our*   .

2. Question Why does the author use this point of view?

3. Conclude The author uses   first-person point of view   so that readers   know how strongly the author feels about the   argument: Endangered wild animals should stay in captivity   .

389

Word Study Base Words and Endings

OBJECTIVE

Decode words using advanced knowledge of the influence of prefixes and suffixes on base words.

FLEXIBLE OPTION

LESSON 3

More Practice

FOCUS ON STRATEGIES Tell students that endings can be added to base words to create new words with related or new meanings.

MODEL AND PRACTICE Create a list of base words on one side and endings on the other. Demonstrate how to match a base word to an appropriate ending. Then have students match the rest of the words, using the listed endings only once. After students make their matches, have them write a sentence using the newly formed word and underlining the base word.

APPLY Have students complete *Word Study* p. 49 from the *Resource Download Center*.

Word Study, p. 49

FLEXIBLE OPTION

LESSON 3

More Practice

LESSON 1

Teach Base Words and Endings

LESSON 2

Apply Base Words and Endings

FLEXIBLE OPTION

LESSON 4

Spiral Review: Prefixes *il-, in-, im-, ir-*

FLEXIBLE OPTION

LESSON 5

Assess Understanding

Use the ☑ **QUICK CHECK** on p. T307 to determine small group instruction.

Teacher-Led Options

Strategy Group 📖 📕

ANALYZE ARGUMENTATIVE TEXTS

Teaching Point Readers can determine how convincing an argument is by asking themselves, "How much evidence does the author present? Does the author provide specific facts and details, or is the evidence unclear and general?" Work with students to complete the graphic organizer on *Student Interactive* p. 384.

ELL Targeted Support

Explain that good readers discuss the parts of an argument, such as claims, reasons, and evidence.

Read aloud a paragraph from one of the arguments. Retell a claim, a reason and a piece of evidence. For each element you retell, have students point to the relevant sentence in the paragraph. **EMERGING**

Use the annotations in the selection to ask students questions about the author's argument. For example, for the annotation at the bottom of *Student Interactive* p. 368, ask: Does the author think animals should be kept in captivity forever? **DEVELOPING**

Have students ask each other questions about the claim and its support in each argument. Have partners discuss and agree upon the strongest evidence for each argument. **EXPANDING/ BRIDGING**

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

Intervention Activity 🔺 📥

ANALYZE ARGUMENTATIVE TEXTS

Use Lesson 32, pp. T213–T218, in the *myFocus Intervention Teacher's Guide* for instruction on comparing text structures.

LEVEL F • READ

Lesson 32 Compare Structure in Texts

DIRECTIONS Read the two texts. Notice their text structure and think about how the texts are similar and different.

Learning to Fly

1 Orville and Wilbur Wright were inventors who created the first powered airplane. Long before they did that, they ran a store that sold and repaired bicycles. By working on bikes, they learned how to build things.

2 The Wright brothers' father started their interest in flying. He gave the boys a toy helicopter. From there, the brothers became interested in gliders, or planes without motors. The more they learned about flying, the more they wanted to know. Eventually, they wanted to build a flying machine of their own.

3 But no one had ever created a machine that could fly very far. First, they faced the problem of getting a plane off the ground. Because of what they had learned about gliders, the Wright brothers knew the machine needed wings. That solved one problem—gliding in the air.

4 The Wright brothers built a glider in 1902. They tested it near Kitty Hawk, North Carolina. Their glider was a biplane with a top and a bottom wing on both sides. During 1902, they tested and retested their glider. They succeeded in getting it into the air and gliding for about 30 seconds.

5 But they needed power so the glider could stay in the air longer. Luckily for them, inventors were then starting to build engines for cars and other vehicles. The newest of these engines were smaller, lighter, and more powerful. The lighter weight of the new engines would help the machine stay in the air.

6 The Wright brothers used a lightweight engine to power propeller blades. These blades on the front of the plane pushed enough air to move the plane forward. The Wright brothers also needed a way to steer their motor-powered plane. They made a hip cradle. Pilots could move their hips from side to side to control the wings and tail.

7 By understanding power and steering, the Wright brothers had solved the last problems of flight. But they still had one thing left to do. They had to test the wings, engine, and steering to see whether their plane could fly. Then, on December 17, 1903, Orville Wright flew a powered airplane above a beach in North Carolina. The Wright brothers had at last achieved flight.

Reading Informational and Argumentative Text T • 213

Fluency | Assess 2-4 students 📖 📥 ☑

RATE

Have student pairs read aloud a short passage from one of the selections. Have them focus on reading at an appropriate pace.

ORAL READING RATE AND ACCURACY

Use pp. 55–60 in Unit 2 Week 5 *Cold Reads* to assess students. Have partners practice reading the passage. Use the *Fluency Progress Chart* to track student progress.

Conferring

3 students/3–4 minutes per conference

ANALYZE ARGUMENTATIVE TEXTS

Talk About Independent Reading Have students look back at the chart they made for their text and share how their charts helped them analyze the argument and understand the topic.

Possible Conference Prompts

- What reasons did you annotate in the text?
- How well does the evidence support the claim and reasons?
- How convincing is the argument?

Possible Teaching Point Readers pay attention to the relationship between the evidence and the claim and try to evaluate whether the author provided sufficient evidence for the claim.

Leveled Readers

ANALYZE ARGUMENTATIVE TEXTS

- For suggested titles, see "Matching Texts to Learning," pp. T280–T281.
- For instructional support on how to analyze argumentative texts, see *Leveled Reader Teacher's Guide*.

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

Text Characteristics	Text Structure • Chronological (Conflict, climax, resolution)	Text Features • Chapters • Illustrations
Build Background	ELL Access Video Use the interactive video in *The Light at Jupiter Lake* digital leveled reader to engage students, to support language development, to activate prior knowledge, and to build background for the text.	
Launch the Book	Preview the Text Say: *This book is about a young boy named Alex who moves from his city home to Texas to a small town in Jupiter Lake in New Hampshire. Let's read to find out what happens to Alex as he tries to adjust to his new home.*	
	Preview the Genre Say: The Light at Jupiter Lake is an example of *realistic fiction*. Have students discuss the *causes of the book*. Say: *What about this cover tells you that this book is realistic fiction? As you read, ask yourself if the events in the story are things that could happen in real life.*	
	Preview Vocabulary **perspective** (p. 16) **moves** (p. 18) **selected** (p. 19) **equally** (p. 29) **structured** (p. 29)	
Observe and Monitor	Observe students as they read, and monitor their comprehension. Talk with students about their Noticings, Connections, and Wonderings.	
	Noticings, Connections, and Wonderings As they read *The Light at Jupiter Lake* silently to themselves, have students use the Noticings, Connections, and Wonderings page at the end of this guide to capture their thoughts, questions, and unfamiliar words. Encourage students to use their notes in discussions and writing.	

Whole Group

Share Bring the class together. Call on volunteers to name some of the elements of an argumentative text they found and explain them to the class.

Independent/Collaborative

Independent Reading

Students can

- reread or listen to *Let Wild Animals Be Wild, Don't Release Animals Back to the Wild,* or another text they have previously read.
- read a self-selected trade book.
- 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. 384.
- practice this week's word study focus by creating a chart of related words.
- play the *myView* games.

SUPPORT PARTNER READING

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

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

Professional Development **Small Group GUIDE** *A roadmap to take small groups from good to great!* **5** myView LITERACY
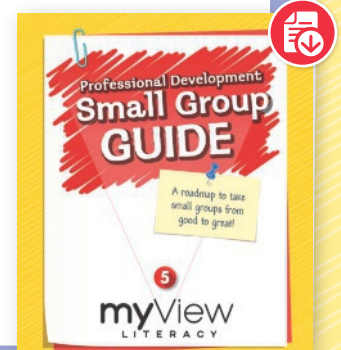
Synthesize Information

Compare Texts

- *Let Wild Animals Be Wild*
- *Don't Release Animals Back to the Wild*

OBJECTIVE

Synthesize information to create new understanding.

ACADEMIC VOCABULARY

Integrate Offer students oral practice using the unit Academic Vocabulary words to discuss the selections. Give students sentence starters, such as

- Experts on condors have much knowledge on how ___.
- Radio collars helped scientists detect ___.

ELL Access

Emphasize that the word *synthesizing* means to gather and interpret information from many texts. Synthesizing information helps readers better understand a specific topic. Compare synthesizing to a puzzle. The puzzle pieces are various texts and the completed puzzle is each student's understanding of the topic. Encourage students to identify information in both texts that helped them understand zoos. Ask: What did each author write about zoos?

Minilesson

FOCUS ON STRATEGIES A synthesis draws relationships from two or more sources to help the reader develop a deeper understanding of a topic.

- Identify details and facts that each author provides to support his or her claim.
- Note the information and ideas different authors present on similar issues.
- Connect the information and use it to develop a new understanding of the topic.

MODEL AND PRACTICE Use the Close Read note on p. 385 of the *Student Interactive* to model how to synthesize information to develop a new understanding:

- First, I have to recall the claim in *Don't Release Animals Back to the Wild.* The author believes that some animals are better off staying in captivity than risking danger in the wild.
- Next, I look for information about captive animals on page 371.
- The first paragraph discusses beavers in the wild. The second paragraph discusses animals raised and rehabilitated in captivity. Keeping these animals captive helped to protect the species. This information supports the claim in *Let Wild Animals Be Wild*. I will highlight these details.

ELL Targeted Support **Visual Support** Tell students that visuals are also supporting evidence and can help them better understand the authors' claims. Understanding the claims and evidence helps students synthesize the texts.

Point to each image in the first selection and ask: Where is the animal—in a zoo or in the wild? Are any people in the photo? Then repeat with the second selection, adding the question, Do the people look happy or sad? How can you tell? Ask students how the pictures help readers understand each author's claim. **EMERGING/DEVELOPING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for synthesizing information.

OPTION 1 **My TURN** Have students annotate the text using the other Close Read notes for Synthesize Information and then use their annotations to complete the chart on p. 385 of the *Student Interactive*.

OPTION 2 **Use Independent Text** Have students annotate at least two texts and synthesize the information in a chart in their reader's notebook. Have them explain their newfound understanding of the topic, citing the details they synthesized from the texts.

✅ QUICK CHECK

Notice and Assess Can students synthesize information from multiple sources?

Decide

- **If students struggle,** revisit instruction for about synthesizing in Small Group on pp. T320–T321.

- **If students show understanding,** extend instruction for synthesizing information in Small Group on pp. T320–T321.

STUDENT INTERACTIVE, p. 385

READING WORKSHOP

Synthesize Information

Readers **synthesize information,** or create new understanding based on information from multiple sources. Synthesizing information helps readers deepen their understanding of a topic. Readers can synthesize information to discover how authors can make an argumentative text effective.

1. **My TURN** Go back to the Close Read notes and highlight details that support each author's claim.

2. **Text Evidence** Use your highlighted text to complete the graphic organizer with details that support the claim in each text. Synthesize this information to make and support your own claim about animal conservation.

Details and Supporting Evidence

Let Wild Animals Be Wild	Don't Release Animals Back to the Wild
"An ecosystem needs all animals, predator and prey alike, to stay in balance."	They need not fear predators, hunters, or speeding cars."
"specialists carefully prepare animals for life in the wild before releasing them"	"scientific research raises serious questions about the benefits of releasing animals into the wild"

Synthesize Information to Make a Claim

Student responses should include a claim that is supported with information synthesized from both texts. Possible response: "I think animals should stay in the wild. The author makes a strong claim that the reintroduction of animals into the wild creates tourism. Money helps keep an area, such as Yellowstone, safe. That means that animals in the wild will still be protected."

385

Write for a Reader

Identify and understand the use of literary devices including first- or third-person point of view.

Compose argumentative texts, including opinion essays, using genre characteristics and craft.

Use First-Person Point of View

Minilesson

FOCUS ON STRATEGIES In argumentative texts or opinion essays, writers may want to use the first-person point of view to show their connection to the topic. This can help writers convince readers to see things from their point of view.

Remind students that they just analyzed how David Bowles uses first-person point of view to emphasize his opinion in *Let Wild Animals Be Wild.*

MODEL AND PRACTICE Discuss how students may use the same strategy in their own writing using p. 390 of the *Student Interactive*. Model an example.

- Identify a point you'd like to make about a topic that interests you.

- Discuss how using the first-person point of view can help you make your argument. Explain: I think travel is very important. By traveling to different places, I learned about different cultures. When I use the first-person point of view, readers can connect with my story. It may convince them that they want to travel too.

- As a class, create a paragraph that uses first-person point of view to persuade readers that travel is important. Ask for volunteers to make suggestions to add to the paragraph.

ELL Targeted Support **Point of View** Have students consider how they already express facts or opinions to help them understand first-person point of view.

Have students write a brief sentence using a first-person pronoun to convince a reader to agree with their opinion. **EMERGING/DEVELOPING**

Have pairs of students discuss why using first-person pronouns can help writers convince readers to agree with their opinion. **EXPANDING**

ASSESS UNDERSTANDING

Apply

My TURN Encourage students to reflect on the way David Bowles uses first-person point view to inspire their own writing. Then guide students to complete the activity on p. 390 of the *Student Interactive.*

Writing Workshop

Have students consider using first-person point of view in their informational articles from the Writing Workshop. During conferences, support students' writing by helping them find opportunities to meaningfully include first-person point of view in their writing.

STUDENT INTERACTIVE, p. 390

DEVELOP AUTHOR'S CRAFT

Write for a Reader

Some writers use literary devices in argumentative texts to emphasize their claims and help persuade readers. Using first-person point of view is one way to do this.

Use first-person point of view to strengthen your opinion.

My TURN Think about how the use of first person at the beginning and end of *Let Wild Animals Be Wild* appealed to your emotions, beliefs, and sense of reason. Now identify how you can use first-person point of view as a tool to help emphasize points and persuade your own readers.

1. If you were trying to persuade a reader about your opinion on animals in captivity or in the wild, how would you use first-person point of view?
   Responses will vary but should include such reasons as "I would use the word *we* to include my readers in my argument."

2. Write an argument about animal conservation using information from the text and some of your own research. Include facts to support your opinion, and use first-person point of view for emphasis and effect.
   Responses will vary but should include information about animal conservation that supports their argument. Students should also use first-person point of view to affect the reader's emotions, beliefs, or sense of reason.

390

Word Study Spiral Review

OBJECTIVE

Decode words using advanced knowledge of the influence of prefixes and suffixes on base words.

FLEXIBLE OPTION

LESSON 4

Spiral Review: Prefixes *il-*, *in-*, *im-*, *ir-*

FOCUS ON STRATEGIES See pp. T218–T219 to review the strategies for using the prefixes *il-*, *in-*, *im-*, and *ir-* to determine a word's meaning.

MODEL AND PRACTICE Remind students that the prefix *ir-* means "no" or "not." Ask students to define the word *irregular*. Point out how they used their knowledge of the prefix and the base word to define the word. Call on volunteers to define the remaining prefixes. Then have students work in pairs to write words that use the remaining prefixes *il-*, *in-*, and *im-*.

APPLY Divide the class into four groups. Have students work together to create a list of words using each of the prefixes *il-*, *in-*, *im-*, and *ir-*. Then have students share the words and their definitions with the class.

ELL Targeted Support

Prefixes *il-*, *in-*, *im-*, *ir-* Tell students that finding patterns in English words will help improve their language skills.

Display the nine base words from p. 352 in the *Student Interactive*. Have students say them and review their meanings. Then ask what each word with its prefix means. **EMERGING**

In small groups, have students add one prefix to each word. Ask what the word means with its prefix. **DEVELOPING**

Ask students to work in pairs to add the correct prefix to each word and use the word with its prefix in a sentence. **EXPANDING**

Ask students to generate other words using the prefixes. Have them categorize the words according to the prefix that goes with each one. **BRIDGING**

FLEXIBLE OPTION ←
LESSON 4

LESSON 1	**LESSON 2**	**FLEXIBLE OPTION** ← **LESSON 3**	**Spiral Review:** Prefixes *il-*, *in-*, *im-*, *ir-*	**FLEXIBLE OPTION** ← **LESSON 5**
Teach Base Words and Endings	Apply Base Words and Endings	More Practice		☑ Assess Understanding

Use the ☑ **QUICK CHECK** on p. T315 to determine small group instruction.

Teacher-Led Options

Strategy Group 📖 📒

SYNTHESIZE INFORMATION

Teaching Point Synthesizing information is particularly important when it comes to evaluating arguments. Pulling together information by different authors helps give readers a broader perspective of an issue.

ELL Targeted Support

To give students opportunities for discussion, have them work in pairs or small groups to discuss the steps they need to take to complete the chart on p. 385 of the *Student Interactive* and then work collaboratively to complete it.

Have students follow along as you read the text on the *Student Interactive* page. Ask students questions about what they need to do to complete the chart. Model filling in the first box. **EMERGING**

Have pairs of students discuss each step of completing the chart before returning to annotate the paired selections. Ask them to discuss possible supporting details and agree on the one that best supports the statement in each box. **DEVELOPING**

Have partners complete the chart and discuss how synthesizing information helped them think about the topic in a new way. Have them compare the claims they wrote and discuss similarities and differences. **EXPANDING/ BRIDGING**

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

Intervention Activity 🔺 📥

SYNTHESIZE INFORMATION

Use Lesson 19, pp. T125–T130, in the *myFocus Intervention Teacher's Guide* for instruction on synthesizing information.

Fluency | Assess 2–4 students 📖 📥 ☑

RATE

Have pairs of students take turns reading a short passage at an appropriate pace.

ORAL READING RATE AND ACCURACY

Use pp. 55–60 in Unit 2 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

SYNTHESIZE INFORMATION

Talk About Independent Reading Ask students to revisit the charts they made about the claim, reasons, and evidence in the text. Have students read an encyclopedia article about the same topic and synthesize new information they learn.

Possible Conference Prompts
- What important details did you already note in your chart about the topic?
- How does the new information expand your understanding of the topic?

Possible Teaching Point Synthesizing information allows the reader to evaluate multiple viewpoints on an issue and develop a clear understanding of each argument.

Leveled Readers

SYNTHESIZE INFORMATION
- For suggested titles, see "Matching Texts to Learning," pp. T280–T281.
- For instructional support on how to synthesize information, see *Leveled Reader Teacher's Guide*.

The Light at Jupiter Lake
by J.H. Diel

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

Text Characteristics	Text Structure	Text Features

Independent/Collaborative

Independent Reading

Students can
- reread and listen to one or both of the paired selections or another text they have previously read on a similar topic.
- read a trade book or their Book Club text.
- support their partners in identifying key evidence and reasons that they can synthesize with information from another source.

Centers

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

Literacy Activities

Students can
- complete the graphic organizer on *Student Interactive* p. 385.
- write about this week's word study.
- play the *myView* games.
- practice reading at an appropriate pace.

SUPPORT INDEPENDENT READING

Help students select books on topics that interest them. Suggest they keep a list of books to read.

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

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

myView LITERACY

Whole Group

Share Bring the class together. Have them talk about what they read during the independent reading and discuss what they learned from synthesizing information from various texts.
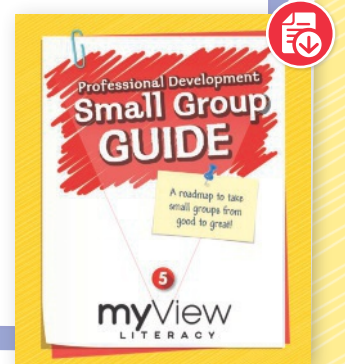
Reflect and Share

Compare Texts

- *Let Wild Animals Be Wild*
- *Don't Release Animals Back to the Wild*

OBJECTIVES

Apply grade 5 reading standards to informational texts.

Give an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively.

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 texts. Ask:

- How did the texts relate to one another?
- What did you learn about what zoos focus on when it comes to designing exhibits?
- What different opinions do science experts have on the topic of animal conservation?

Talk About It

Minilesson

FOCUS ON STRATEGIES Before students present their opinions on the topic of animal conservation, encourage them to first write a short summary of each text they read. In the summary, they should identify how the authors used reasons and evidence to support their claims. Then have students explain how these reasons influenced their own opinions about the texts. When they present an opinion, they should organize and present their ideas clearly.

- List specific key ideas and determine the order in which you will present them.
- As you present, remember to look around your audience.
- Speak neither too quickly nor too slowly. Speak loudly enough so that everyone in the room can hear you.
- As you speak clearly, move your hands and arms naturally.

MODEL AND PRACTICE Model ways to present an opinion by using the Talk About It prompt on p. 386 in the *Student Interactive*.

First, I would state a clear opinion, such as "I think animals should be released into the wild." Then I would present my reasons and evidence, starting with the evidence from weakest to strongest.

Tell students to be sure to make eye contact with their audience, speak clearly at an appropriate rate and volume, and make natural gestures to communicate their ideas when presenting.

ELL Targeted Support **Explain an Opinion** Have students explain with increasing specificity and detail their opinions about protecting wildlife.

Provide vocabulary to help students give details to support their opinions: *rescue, for, against, protect.* **EMERGING**

Have students identify details from the text that support their opinions. Have them use those words when they present to a small group. **DEVELOPING**

Encourage students to use specific details to give their opinions, choosing words that state exactly what they mean; for example, *wolves* instead of *animals*. **EXPANDING/BRIDGING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for using text evidence across texts.

OPTION 1 **Use the Shared Read** Have students gather evidence and organize and present their opinions as directed on *Student Interactive* p. 386.

OPTION 2 **Use Independent Text** Students should use their self-selected independent reading texts to gather further evidence about the importance of observations and form an opinion.

✓ QUICK CHECK

Notice and Assess Can students understand and present an opinion and supporting evidence in a clear way?

Decide
- **If students struggle,** revisit instruction for presenting an argument on pp. T326–T327.
- **If students show understanding,** extend instruction for presenting an argument on pp. T326–T327.

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

STUDENT INTERACTIVE, p. 386

RESPOND TO TEXT

Reflect and Share

Talk About It *Let Wild Animals Be Wild* argues for animal conservation. *Don't Release Animals Back to the Wild* presents a different claim about how wildlife should be protected. What other arguments and opinions about the environment have you read this week? Discuss specific ideas in the texts to support your own opinion about animal conservation.

Present an Opinion When giving an opinion, organize and present your ideas clearly.
- Write a short summary of how the authors of the texts you have chosen used reasons to support the points they made.
- Explain why these reasons made you agree or disagree with their points. Include your own observations to support your opinion.
- Speak clearly, at a natural rate and volume.

Use these sentence frames to guide your responses:

> I think that _____ because . . .

> When I read about _____, I thought . . .

Weekly Question

What are some different ways people can observe and protect wildlife?

386

Word Study Base Words and Endings

OBJECTIVE

Decode words using advanced knowledge of the influence of prefixes and suffixes on base words.

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' knowledge of base words and endings, provide them with the following sample sentences.

> The detective started dusting for fingerprints immediately.

> Some of the evidence wasn't detectable by the human eye.

Have students use their understanding of the strategy to choose the sentence that turns the base word *detect* into a noun.

Develop Language Awareness

For additional practice with base words and endings, complete the activity on p. 28 of the *Language Awareness Handbook.* In this practice activity, students will use phonic support to understand base words and endings.

Language Awareness HANDBOOK

myView LITERACY

FLEXIBLE OPTION ↰
LESSON 5

LESSON 1

Teach Base Words and Endings

LESSON 2

Apply Base Words and Endings

FLEXIBLE OPTION ↰
LESSON 3

More Practice

FLEXIBLE OPTION ↰
LESSON 4

Spiral Review: Prefixes *il-, in-, im-, ir-*

☑ **Assess Understanding**

Use the ✅ **QUICK CHECK** on p. T323 to determine small group instruction.

Teacher-Led Options

Strategy Group 📖

COMPARE TEXTS

Teaching Point Critical readers compare texts on the same topic and analyze the different ways authors present information and ideas. They notice similarities and differences in information provided and compare what authors say about counterarguments. Create a Venn diagram with students to compare and contrast the reasons and evidence in *Let Wild Animals Be Wild* and *Don't Release Animals Back to the Wild.*

ELL Targeted Support

Focus students on the different observations the authors make of animals in the wild versus animals in captivity.

Have students work in cooperative groups and discuss the reasons and evidence in each argument. Then have them write and complete the sentence starters in their notebooks and read them aloud in their group.

One way zoos help animals is _____.
EMERGING

One way the wild is better than a sanctuary is _____. **DEVELOPING**

While zoos help animals by _____, they can also _____. **EXPANDING**

Sanctuaries can help animals by _____, _____, and _____. **BRIDGING**

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

Intervention Activity 🔺 📥

myFOCUS READER

Reread pp. 26–27 with students. Use the teaching support online at SavvasRealize.com to discuss how the texts students read this week support their understanding of how we learn through our observations. Encourage them to use Academic Vocabulary words.
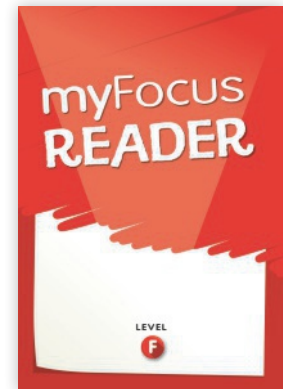
Intervention Activity 🔺 📥

WORD STUDY

For students who need support, Word Study lessons are available in the *myFocus Intervention Teacher's Guide,* Lessons 1–10.

On-Level and Advanced 📥

INQUIRY

Organize Information and Communicate Students should organize their findings on argumentative texts into an effective format.

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

See *Extension Activities* pp. 82–86 in the *Resource Download Center.*

Independent/Collaborative

Conferring
3 students/3–4 minutes per conference

COMPARE TEXTS

Talk About Independent Reading Have students share what they learned about making connections between texts.

Possible Conference Prompts
- What arguments and opinions about the environment have you read this week?
- What evidence did you find the most compelling?

Possible Teaching Point To be a critical reader, compare and contrast arguments you have read to other arguments you have read or heard, and develop your own opinion about them.

Leveled Readers

COMPARE TEXTS
- For suggested titles, see "Matching Texts to Learning," pp. T280–T281.
- For instructional support on how to compare texts, see *Leveled Reader Teacher's Guide*.

The Light at Jupiter Lake
by J.H. Diel
Guided Reading Level Q
DRA Level 40
Lexile Measure 800L
Word Count 2,356

Independent Reading

Students can
- reread "Saving Natural Habitats" and watch the video 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 observations other scientists make about animal conservation.
- play the *myView* games.

BOOK CLUB

See Book Club, pp. T488–T489, for
- teacher's summary of chapters in *The Tarantula Scientist*.
- talking points to share with students.
- collaboration prompts and conversation starters.
- suggestions for incorporating the Discussion Chart.
- alternate texts to support the unit theme and Spotlight Genre.

Whole Group

Share Bring the class together. Invite students to share the connections they made to other texts or to observations they've made of animals outside and in the zoo.

Resources

Stacks of Mentor Texts Mentor STACK	• Mentor texts, the foundation for each unit, provide students with a vision of the type of writing they will produce. • Five to eight mentor texts are recommended for each unit.
myView Literacy Student Interactive	• Students use the *myView Literacy Student Interactive* to practice their learning from the minilessons. • Students reference the *myView Literacy Student Interactive* to deepen their understanding of concepts taught in Writing Workshop.
Stapled Books *(Kindergarten and Grade 1)*	• Students in Kindergarten and Grade 1 will write in stapled books. • Primary students create the types of books they are reading, which are mostly picture books.
Writing Notebook *(Grades 2-5)*	• Students in Grades 2-5 will need a writing notebook. • Students use the writing notebook for writing drafts. Final copies may be written in their writing notebooks, or teachers may ask students to keyboard their final copies.
Portfolio	• Students may store final copies of their writing in their portfolios. • At the end of every unit, students will be asked to share one piece of writing in the Celebration.

Student authors learn to
▶ reflect on mentor texts.
▶ write in different genres and styles.
▶ apply writing conventions.

Conferences

Conferences are a cornerstone of the Writing Workshop. They provide an opportunity for the teacher to work one-on-one or in small groups with students to address areas of strength and areas of growth.

The focus of conferences should be on providing students with transferable writing skills and not solely on improving the current piece of writing.

Conference Pacing 30–40 minutes

- Consider a rotation where every student is conferred with over one week.

- Use the provided conference prompts for each lesson to guide conversations.

- Determine three possible teaching points for the conference based on student work.

- Come to the conference with stacks—published, teacher written, and student models.

- Use a note-taking system to capture pertinent details (Conference Notes Templates are available on SavvasRealize.com).

Conference Routine

Research → **Name** → **Decide on** → **Teach**

Research	A student may discuss the topic of his or her writing and questions he or she may have. Use this as an opportunity to learn about the student's writing and make decisions to focus conferences.
Name a Strength	Once the student has discussed his or her writing, provide specific praise for an element of the writing. Naming a strength develops a student's energy for writing.
Decide on a Teaching Point	Choose a teaching point that focuses on improving the writer within the student and not on improving the student's writing. A range of teaching points should be covered over the year.
Teach	Help the student understand how he or she can achieve success. Use a minilesson from the bank of minilessons to provide instruction on the teaching point. One text from the unit's stack serves as an example of what the student's writing should emulate.

Writing Assessment Options

Performance-Based Assessment

ONLINE OPTION 1

Prompt

Write an informative essay about the ship-building developments and navigational tools that aided European exploration. Use information from the passages in your essay.

Sources

- *Viking Longships*
- *Encyclopedia Entry: Caravel*
- *Innovations Improve Navigation*

ONLINE OPTION 2

Prompt

Write an informative essay about the role of the federal government in the United States and people's varying views on it. Use information from the passages in your essay.

Sources

- from *Federalist Paper #2*
- from *Franklin Delano Roosevelt's Acceptance Speech to the 1932 Democratic Convention*
- The Virginia Plan and the New Jersey Plan
- Federal Government: An Opinion Essay

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: Informational Text

UNIT 1
NARRATIVE:
PERSONAL NARRATIVE

Students will:

- explore personal narratives
- craft an introduction and sequence of events
- use adjectives, adverbs, and pronouns correctly
- write personal narratives

UNIT 2
INFORMATIONAL TEXT:
INFORMATIONAL ARTICLE

Students will:

- review and develop elements of effective informational articles
- use visuals, multimedia, and formatting to support their ideas
- use precise language and domain-specific vocabulary
- write clear informational articles

UNIT 3
ARGUMENTATIVE WRITING:
OPINION ESSAY

Students will:

- learn characteristics of opinion writing
- develop an opinion using reasons, facts, and details
- edit for capitalization
- write opinion essays

UNIT 4
NARRATIVE:
SCIENCE FICTION

Students will:

- learn characteristics of science fiction
- focus on characters, setting, and plot
- use prepositions and prepositional phrases correctly
- write science fiction stories

UNIT 5
POETRY:
POEM

Students will:

- study elements of poetry
- use rhythm, rhyme, and figurative language
- use subordinating conjunctions correctly
- write poetry

Your Writing Workshop
for Standards Success

UNIT 2	INFORMATIONAL TEXT: TRAVEL ARTICLE
WEEK 1 **INTRODUCE AND IMMERSE**	**Minilessons:** • Analyze an Informational Article • Plan Your Informational Article
WEEK 2 **DEVELOP ELEMENTS**	**Minilessons:** • Develop an Engaging Idea • Draft with Specific Facts and Concrete Details • Develop with Definitions and Quotations • Develop with Other Information and Examples • Develop with Visuals and Multimedia
WEEK 3 **DEVELOP STRUCTURE**	**Minilessons:** • Develop and Compose an Introduction • Develop with Related Information • Develop with Transitions • Use Formatting • Develop and Compose a Conclusion
WEEK 4 **WRITER'S CRAFT**	**Minilessons:** • Use Precise Language and Domain-Specific Vocabulary • Use Correct Verb Tense • Edit Simple and Compound Sentences • Edit for Prepositions and Prepositional Phrases
WEEK 5 **PUBLISH, CELEBRATE, ASSESS**	**Minilessons:** • Edit for Punctuation Marks • Edit for Capitalization • Assessment

Weekly Overview

Students will

- read numerous informational articles to see how authors write in this genre.
- learn about the elements of informational writing.
- begin thinking about and planning their own informational articles.

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.	Analyze an Informational Article T338	Analyze a Lead Paragraph T342	Identify Details in Photographs T346
INDEPENDENT WRITING AND CONFERENCES 30–40 min.	Independent Writing and Conferences T339	Independent Writing and Conferences T343	Independent Writing and Conferences T347
SHARE BACK FOCUS 5–10 min.	Who, What, Where, When, and Why T339	Lead Paragraph T343	Details in an Image T347
READING-WRITING WORKSHOP BRIDGE 5–10 min.	FLEXIBLE OPTION ◄ • **Spelling** Assess Prior Knowledge T340 FLEXIBLE OPTION ◄ • **Language & Conventions** Spiral Review: Regular and Irregular Plural Nouns T341	• **Spelling** Teach Spell Words with Open and Closed Syllables T344 FLEXIBLE OPTION ◄ • **Language & Conventions** Oral Language: Subject-Verb Agreement T345	FLEXIBLE OPTION ◄ • **Spelling** More Practice T348 • **Language & Conventions** Teach Subject-Verb Agreement T349

Mentor STACK

- *National Geographic Kids Everything Weather: Facts, Photos, and Fun That Will Blow Your Mind!* by Kathy Furgang
- *Planet Earth: What Planet Are You On?* by Dan Gilpin
- *National Geographic Animal Encyclopedia: 2,500 Animals with Photos, Maps, and More!* by Lucy Spelman
- *Cat Science Unleashed: Fun activities to do with your feline friend* by Jodi Wheeler-Toppen

Use the following criteria to add to your informational article stack:

- Articles should be roughly the same length as students' articles.
- Articles cover a variety of interesting topics.
- Articles include carefully chosen photographs or other graphics that support and add to the content.

Preview these selections for appropriateness for your students. Selections are subject to availability.

FAST TRACK

LESSON 4	LESSON 5
Set a Purpose T350	Plan Your Informational Article T354
Independent Writing and Conferences T351	Writing Club and Conferences T354–T355
Task, Audience, Purpose, and Topic T351	Steps in Planning T354
FLEXIBLE OPTION ◀ • **Spelling** Spiral Review T352 • **Language & Conventions** Practice Subject-Verb Agreement T353	• **Spelling Assess Understanding** T356 **FLEXIBLE OPTION** ◀ • **Language & Conventions** Standards Practice T357

ADDITIONAL RESOURCES

MINILESSON 5–10 min.	Brainstorm Ideas	Find Your Audience
INDEPENDENT WRITING AND CONFERENCES 30–40 min.	Independent Writing and Conferences	Independent Writing and Conferences
SHARE BACK FOCUS 5–10 min.	Develop Ideas	Share Ideas

See the online *Language Awareness Handbook* for additional writing support.

See the *Small Group Guide* for additional writing support.

Conferences Mentor STACK

During this time, assess for understanding of the basic characteristics of informational articles in order to gauge where students may need support in their informational article writing. Have stacks and minilessons available to reference during the conferences.

FORMATIVE ASSESSMENT	Conference Prompts
Genre Immersion Lessons	
If students need additional support,	▲ **Then** choose an informational article to review together and discuss its central ideas and supporting details.
If students show understanding,	**Then** ask: How do you think informational article writers decide which details are most important to include?
Identify Details in Photographs	
If students need additional support	▲ **Then** choose an image in a stack text to discuss together, and use shared writing to complete the activity.
If students show understanding,	**Then** ask: How do you think informational article writers decide what to show in a photograph?
Set a Purpose	
If students need additional support,	▲ **Then** ask: Why do people read informational articles?
If students show understanding,	**Then** ask: What do you think will be most challenging about writing an informational article?
Plan Your Informational Article	
If students need additional support,	▲ **Then** ask: Which step gave you the most difficulty?
If students show understanding,	**Then** ask: How will you make your informational article interesting for readers?

Conference Support for ELL

EMERGING

- Read a stack text together, pausing to define any unknown vocabulary.
- Help students answer *who, what, where, when, why,* and *how.*
- Use modeled writing to help students plan an informational article.

DEVELOPING

- Read a stack text together and record the central ideas and supporting details.
- Have students answer simple questions about topics they would like to write about.
- Use modeled writing to help students plan an informational article.

EXPANDING

- Read a stack text together and have students explain why it was interesting.
- Invite students to describe in detail a topic they would like to write about.
- Use guided writing to help students plan an informational article.

BRIDGING

- Invite students to share opinions about mentor stack texts.
- Discuss ways to make informational articles interesting and engaging.
- Use guided writing to help students plan an informational article.

Reading-Writing Workshop Bridge

While conferring with students, refer back to the Bridge minilessons on **graphic features** and **subject-verb agreement.**

ELL Minilesson Support

See the online *Language Awareness Handbook* for additional writing support.

Week 1: Introduce and Immerse

During the immersion week, your ELLs will benefit from additional language support that expands their awareness of the genre and helps them make connections to their own motivations to write. These targeted supports were chosen to help students better understand the characteristics of informational articles.

Use this note for the minilesson on p. T338.

ELL Targeted Support

ANALYZE AN INFORMATIONAL ARTICLE

Read and discuss several informational articles with students to help them learn text characteristics and internalize new content area vocabulary (*article, information, fact, supporting detail,* and so on).

Read aloud a stack text. Use sentence frames to prompt students to orally identify important information and details: *The article is about _____. One of the most important pieces of information is _____. A supporting detail is _____.*   **EMERGING**

Have student pairs read and discuss a stack text. Suggest that they use content area vocabulary as they ask each other questions: *What is this article about? What do you think is the most important information in it? What facts does it contain?*   **DEVELOPING**

Have student pairs read a stack text and use content area vocabulary to discuss its important information and details.   **EXPANDING**

Have students read stack texts independently and summarize for a partner the most important information and details. **BRIDGING**

Use this note for the minilesson on p. T342.

ELL Targeted Support

ANALYZE A LEAD PARAGRAPH

Work with students to reread and analyze the lead paragraph of an informational article. Encourage them to use increasing specificity and detail as they explain the paragraph.

Read aloud the lead paragraph. Use sentence frames to prompt students to orally explain important information and details: *The lead paragraph explains how _____. The lead paragraph gives the reason why _____.*   **EMERGING**

Read aloud the lead paragraph and ask students to explain the important information given. If necessary, prompt them with questions such as What happened? Where did it happen? Who did it? **DEVELOPING**

Have student pairs read and discuss a lead paragraph, providing specific details that answer the questions *who, what, where, when, why,* and *how* during their discussion. **EXPANDING**

Have student pairs read and discuss lead paragraphs from two different articles, examining how they present the most important information and make it engaging and interesting. **BRIDGING**

FAST TRACK

Analyze an Informational Article

OBJECTIVE

Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.

STUDENT INTERACTIVE, p. 247

INFORMATIONAL ARTICLE   WRITING WORKSHOP

Analyze an Informational Article

An **informational article** is a text that gives facts and details about who, what, where, when, and why important events happen. An informational article often gives the most important information first, followed by supporting details.

Learning Goal

I can use elements of informational writing to write an informational article.

My TURN Use an informational article you have read to complete the chart. Write information readers need most at the top. Then add details.

Who, What, Where, When, Why

247

Minilesson

Mentor STACK

TEACHING POINT Writers write informational articles to convey important facts and details about a particular topic. Informational articles often include

- well-researched details, facts, statistics, and quotations from relevant sources.
- a structure that puts the most important information first.
- graphics such as photographs, diagrams, and maps that support and add to the text.

MODEL AND PRACTICE Explain that students will be reading, discussing, and analyzing several informational articles over the next few days and then planning one of their own. Today, they will focus on identifying main, or central, ideas and supporting details in informational articles.

Read aloud two or three informational articles from the mentor stack. Pause to discuss the central ideas and supporting details. Use questions like these to prompt discussion:

- What is this article mainly about?
- What important people or events are discussed in it?
- Why do you think the author wrote about this topic?
- Which information in the article do you think is the most important, and why? Which details are less important?

Direct students to p. 247 in the *Student Interactive*. Have them use one of the informational articles you have just read together to complete the activity.

Independent Writing

Mentor STACK

FOCUS ON INDEPENDENT WRITING After the minilesson, students should transition into writing their own informational articles independently.

- If students need additional opportunities to develop their understanding of informational articles, they should read additional articles from the mentor stack.

WRITING SUPPORT

- **Modeled** Choose a stack text and do a Think Aloud to model identifying the important information and details.

- **Shared** Have students choose a stack text and read it independently. Tell them to identify and record important details.

- **Guided** Guide students in identifying important details in one article. Then direct them to do the same for another article independently.

▲ **Intervention** Refer to the *Small Group Guide* for support.

- If students demonstrate understanding, they should transition to planning and writing their own informational articles in their writer's notebook.

See the **Conference Prompts** on p. T336.

Share Back

Invite a few students to share the details they recorded about an informational article.

Spelling Spell Words with Open and Closed Syllables

OBJECTIVE

Spell multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

SPELLING WORDS

agent	malice
recent	recommend
apex	energetic
vital	register
rotate	lavish
musical	topical
donut	enemy
solar	honest
vacation	element
slogan	minimum

FLEXIBLE OPTION

LESSON 1

✓ Assess Prior Knowledge

Use the sentences from Lesson 5 Spelling, p. T356, to assess students' prior knowledge of words with open and closed syllables.

For students who understand that the spelling of certain parts of words with open and closed syllables follows certain patterns, include the following Challenge Words with the spelling list.

Challenge Words

hypnotizing

epidemic

equinox

ELL Targeted Support

Patterns English spelling patterns will make spelling easier for students.

Display *re/cent* and *hon/est.* Explain that *V* stands for "vowel" and *C* stands for "consonant." Review which letters are vowels and which are consonants. Have students say the patterns V/CV and VC/V aloud. Point to the relevant letters as they say the patterns. Have students practice writing *recent* and *honest.* **EMERGING/DEVELOPING**

FLEXIBLE OPTION

LESSON 1

✓ Assess Prior Knowledge

LESSON 2

Teach: Spell Words with Open and Closed Syllables

FLEXIBLE OPTION

LESSON 3

More Practice: Spell Words with Open and Closed Syllables

FLEXIBLE OPTION

LESSON 4

Spiral Review: VCe syllables

LESSON 5

✓ **Assess Understanding**

Language & Conventions
Spiral Review

FLEXIBLE OPTION

LESSON 1

🌀 **Spiral Review:** Regular and Irregular Plural Nouns

FOCUS ON STRATEGIES Review the regular and irregular plural nouns. See *Teacher's Guide* Vol. 1, p. T437.

MODEL AND PRACTICE Share this sentence with students: *I turned the page in the book.* Replace the word *page* with the word *pages* to show students an example of a regular plural form of a noun. Then share this sentence: *The child laughed.* Replace *child* with *children* to show students an example of an irregular plural form of a noun. Provide sentences with singular forms of nouns that have regular and irregular plurals. Help students practice forming the plurals.

APPLY Have students create sentences of their own, using regular and irregular plural forms of nouns.

OBJECTIVE

Edit drafts using standard English conventions, including complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments.

ELL Targeted Support

Irregular Plural Nouns Plural nouns are challenging even for native English speakers. Native speakers of Chinese, Hmong, and Vietnamese will most likely need extra practice as their home languages do not include plural nouns.

Ask groups to create sticky notes that show an irregular plural noun and its singular form. **EMERGING**

Ask groups to write a sentence with an irregular plural noun and its singular form. **DEVELOPING**

Ask pairs to write a sentence with an irregular plural noun and its singular form. **EXPANDING**

Ask individuals to write a paragraph with at least two irregular plural nouns and their singular forms. **BRIDGING**

FLEXIBLE OPTION

LESSON 1

🌀 **Spiral Review:** Regular and Irregular Plural Nouns	**FLEXIBLE OPTION** **LESSON 2** **Oral Language:** Subject-Verb Agreement	**LESSON 3** **Teach Subject-Verb Agreement**	**LESSON 4** **Practice Subject-Verb Agreement**	**FLEXIBLE OPTION** **LESSON 5** **Standards Practice**

Analyze a Lead Paragraph

OBJECTIVE

Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.

STUDENT INTERACTIVE, p. 248

INFORMATIONAL ARTICLE

Analyze a Lead Paragraph

A lead, or first, paragraph in an informational article answers important questions about the topic: *Who? What? Where? When? Why?* and *How?*

My TURN Reread an informational article in your classroom library. Complete the chart as you analyze the lead paragraph.

| Title |
| Who? |
| What? |
| Where? |
| When? |
| Why? |
| How? |

The lead paragraph helps you predict what the article will be about.

248

Minilesson

Mentor STACK

TEACHING POINT All informational articles begin with a lead paragraph. The lead paragraph usually

- contains one sentence that states the central idea of the article (the thesis).
- briefly gives key facts about the topic but does not go into detail.
- lets the reader know what to expect from the rest of the article.

MODEL AND PRACTICE Reread the lead paragraphs from the stack texts you read together yesterday. Prompt discussion with the following questions:

- How does the writer start the lead paragraph? How does he or she get the reader interested?
- What does the lead paragraph tell you about the topic? What does it not tell you?
- Does this lead paragraph make you want to keep reading the article? Why or why not?

Direct students to p. 248 in the *Student Interactive*, and have them use a different stack text to complete the activity.

Possible Teaching Point

Writing Process

Prewriting | Brainstorming a Lead Paragraph

Ask students what grabs their interest when they start reading an informational book or article. Tell them to pay attention to interesting or surprising facts as they research topics for their own writing. Encourage students to think of how they can hook readers with their lead paragraph.

Independent Writing

Mentor STACK

FOCUS ON INDEPENDENT WRITING After the minilesson, students should transition into writing their own informational articles independently.

- If students need additional opportunities to develop their understanding of informational articles, they should read additional articles from the mentor stack.

WRITING SUPPORT

- **Modeled** Choose a stack text and do a Think Aloud to model analyzing the lead paragraph.

- **Shared** Prompt students to identify important details in the lead paragraph of a stack text, and record their responses.

- **Guided** Use the stack texts to provide explicit instruction on how to write an engaging lead paragraph.

▲ **Intervention** Refer to the *Small Group Guide* for support.

- If students demonstrate understanding, they should transition to planning and writing their own informational articles in their writer's notebook.

See the **Conference Prompts** on p. T336.

Share Back

Call on a few volunteers to share their notes about the lead paragraph they analyzed. Ask them whether the lead paragraph made them want to continue reading the article, and have them explain why or why not.

Spelling Spell Words with Open and Closed Syllables

OBJECTIVE

Spell multisyllabic words with closed syllables; open syllables; VC*e* syllables; vowel teams, including digraphs and diphthongs; *r*-controlled syllables; and final stable syllables.

SPELLING WORDS

agent	malice
recent	recommend
apex	energetic
vital	register
rotate	lavish
musical	topical
donut	enemy
solar	honest
vacation	element
slogan	minimum

LESSON 2

Teach

FOCUS ON STRATEGIES Explain that open syllables end with a vowel; closed syllables end with a consonant. Open syllables follow the V/CV spelling pattern: *de/liver.* Closed syllables follow the VC/V pattern: *del/egate.*

MODEL AND PRACTICE Display the words *recent*, *topical,* and *honest.* Say each word aloud. Point out open and closed syllables and spelling patterns.

APPLY My TURN Have students complete the activity on p. 245 of the *Student Interactive* independently.

SPELLING   READING-WRITING BRIDGE

Spell Words with Open and Closed Syllables

An **open syllable (V/CV)** ends in a vowel. A **closed syllable (VC/V)** ends with a consonant.

My TURN Read the words. Spell and sort each word by its first syllable: V/CV or VC/V. After sorting, add a slash between each syllable of each word.

SPELLING WORDS

recent	rotate	energetic	malice
topical	musical	solar	recommend
honest	element	vacation	apex
lavish	minimum	register	enemy
vital	donut	slogan	agent

Open Syllables V/CV	Closed Syllables VC/V
re/cent	top/i/cal
vi/tal	hon/est
ro/tate	lav/ish
mu/si/cal	en/er/get/ic
so/lar	el/e/ment
do/nut	min/i/mum
va/ca/tion	reg/is/ter
slo/gan	mal/ice
a/pex	rec/om/mend
a/gent	en/e/my

245

LESSON 2

LESSON 1
☑ **Assess Prior Knowledge**

Teach: Spell Words with Open and Closed Syllables

LESSON 3
More Practice: Spell Words with Open and Closed Syllables

LESSON 4
🗂 **Spiral Review:** VC*e* syllables

LESSON 5
☑ **Assess Understanding**

Language & Conventions
Subject-Verb Agreement

FLEXIBLE OPTION ◀

LESSON 2

Oral Language: Subject-Verb Agreement

FOCUS ON STRATEGIES Explain that a subject and verb must agree in **number** (singular or plural).

MODEL AND PRACTICE Display these sentences: *The doctor work at the hospital*. *Addison and Sarah calls for the nurse.* Show students how to edit the sentences by making the subjects and verbs agree in number. Then write additional incorrect sentences and have students correct them.

APPLY Have students work in pairs to create an oral sentence in which the subject and verb agree in number.

OBJECTIVE

Edit drafts using standard English conventions, including complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments.

FLEXIBLE OPTION ◀

LESSON 2

Oral Language: Subject-Verb Agreement

FLEXIBLE OPTION ◀

LESSON 1

📝 **Spiral Review:** Regular and Irregular Plural Nouns

LESSON 3

Teach Subject-Verb Agreement

LESSON 4

Practice Subject-Verb Agreement

FLEXIBLE OPTION ◀

LESSON 5

Standards Practice

Identify Details in Photographs

OBJECTIVE

Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.

STUDENT INTERACTIVE, p. 249

WRITING WORKSHOP

Identify Details in Photographs

Writers carefully choose the photographs that accompany informational articles. Photographs

○ show important or meaningful events that are mentioned in the text.
○ may provide additional details and add interest.
○ help a reader better understand the text.

My TURN Read an informational article from your classroom library. Complete the chart to show what you learn from an image in the text.

Title

What is the article about?

Who or what does the picture show?

What details does the picture show that the text does not mention?

Why did the author include the photograph?

249

Minilesson

Mentor STACK

TEACHING POINT Many, but not all, informational articles include photographs. Explain that informational writers use photographs for a variety of reasons, including

- to catch the reader's attention and interest.
- to help the reader visualize the events, people, or places described in the text.
- to provide additional details about the topic.
- to make a complicated concept easier to understand.

MODEL AND PRACTICE Gather a selection of mentor stack texts that include photographs. Choose one text and cover up the photographs. Read the text aloud, and then briefly discuss the article's central ideas and supporting details. Then uncover the photographs and ask students to describe what they see in them. Discuss how the photographs add to, enhance, and support the text. The following questions may be used to prompt discussion:

- Why do you think the writer included this photograph?
- What did you learn from the photograph but not from the text?
- How does the photograph help you better understand the article?

Direct students to p. 249 in the *Student Interactive*. Have them use a different informational article with photographs to complete the activity.

Possible Teaching Point

Language & Conventions | Subject-Verb Agreement

Explain to students that photographs in informational articles usually have captions that explain what is happening in the image. Have students look at photographs from the mentor stack texts and explain what they see in each photograph, using correct subject-verb agreement.

Independent Writing

Mentor STACK

FOCUS ON DETAILS IN AN IMAGE   After the minilesson, students should write down their ideas for photographs that could accompany each topic idea.

- To generate ideas, students should refer to the stack texts as they are writing; they may use the entire independent writing time to work on this.

WRITING SUPPORT

- **Modeled** Choose a stack text and do a Think Aloud to model identifying details in photographs.

- **Shared** Have students choose a photograph in a stack text and identify details in it while you record their responses.

- **Guided** Use a stack text to provide explicit instruction on how to choose relevant and engaging photographs.

- ▲ **Intervention** Refer to the *Small Group Guide* for support.

- If students have already chosen a topic, they can begin researching it.

See the **Conference Prompts** on p. T336.

Share Back

Have students share with a partner their notes about the photograph they analyzed.

Spelling Spell Words with Open and Closed Syllables

OBJECTIVE

Spell multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; *r*-controlled syllables; and final stable syllables.

SPELLING WORDS

agent	malice
recent	recommend
apex	energetic
vital	register
rotate	lavish
musical	topical
donut	enemy
solar	honest
vacation	element
slogan	minimum

FLEXIBLE OPTION

LESSON 3

More Practice

FOCUS ON STRATEGIES Remind students that open syllables end with a vowel and closed syllables end with a consonant.

MODEL AND PRACTICE Write or display the words *slogan* and *lavish*. Have students work in pairs to divide the words into syllables and to identify whether their first syllables are open or closed.

APPLY Have students complete *Spelling* p. 50 from the *Resource Download Center.*

FLEXIBLE OPTION

LESSON 3

More Practice: Spell Words with Open and Closed Syllables

FLEXIBLE OPTION

LESSON 1

☑ **Assess Prior Knowledge**

LESSON 2

Teach: Spell Words with Open and Closed Syllables

FLEXIBLE OPTION

LESSON 4

Spiral Review: VCe syllables

LESSON 5

☑ **Assess Understanding**

Language & Conventions
Subject-Verb Agreement

LESSON 3

Teach Subject-Verb Agreement

FOCUS ON STRATEGIES Explain that the **subject** of a sentence is what the sentence is about; the **verb** tells what the subject is or does. The subject and verb in a sentence must agree in **number** (singular or plural). Except for *be*, verbs change form for number only in the present tense: *They walk; she walks.*

MODEL AND PRACTICE To reinforce the instruction, write or display sentences in which the subject agrees with the verb, such a*s The dog runs. The dog jumps. The dogs run. The dogs jump.* Then provide another singular and plural subject and ask students to create sentences using subject-verb agreement.

OBJECTIVE

Edit drafts using standard English conventions, including complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments.

ELL Targeted Support

Use Grammatical Structures Tell students that subjects and verbs need to agree in number.

Display several singular and plural nouns. Ask students to identify whether they are singular or plural. Then display several singular and plural verbs. Have students write the nouns and match the verbs with the nouns so that they agree. **EMERGING/ DEVELOPING**

Display several singular nouns, plural nouns, singular verbs, and plural verbs. Ask students to write sentences that use the nouns and verbs so that they agree. **EXPANDING/BRIDGING**

LESSON 3

FLEXIBLE OPTION ↰ **LESSON 1**	FLEXIBLE OPTION ↰ **LESSON 2**	**Teach Subject-Verb Agreement**	**LESSON 4**	FLEXIBLE OPTION ↰ **LESSON 5**
📓 **Spiral Review: Regular and Irregular Plural Nouns**	**Oral Language: Subject-Verb Agreement**		**Practice Subject-Verb Agreement**	**Standards Practice**

Set a Purpose

OBJECTIVE

Plan, revise, edit, and rewrite a draft for a specific topic, purpose, and audience using a range of strategies, such as brainstorming, freewriting, and mapping; try a new approach as needed.

Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.

STUDENT INTERACTIVE, p. 250

INFORMATIONAL ARTICLE

Set a Purpose

Before a writer begins, he or she considers the task, purpose, and audience.

My TURN Answer the questions as you plan your informational article.

The **task** is what you are assigned to do.
What are you being asked to do?

The **audience** is who will read your writing.
Who will read my article? What do my readers need to know about the topic?

The **purpose** is why you are writing.
Are you writing to entertain, persuade, or inform your readers? How will you achieve your purpose?

Use this checklist to choose a topic for your informational article.

WRITE FOR YOUR AUDIENCE:
☐ I will give facts and details about a topic.
☐ I believe my audience will be interested in learning about this topic.
☐ I will use language that helps my readers understand the most important details.

250

Minilesson

Mentor STACK

TEACHING POINT Considering task, purpose, and audience is an essential step in the writing planning process. Explain that to do so, informational writers ask questions such as:

- What is my writing assignment? Why have I chosen this topic?
- Who do I want to read my article? What do they already know about the topic? What do I want them to learn?
- Is my main purpose to entertain, to persuade, or to inform? How can I write an article that will achieve my purpose?

MODEL AND PRACTICE Say: Before you try to determine task, purpose, and audience for your own article, let's look at one of the articles that we've read together. Read aloud two or three stack texts with which students are already familiar. Lead a discussion about the writers' tasks, purposes, and audiences. For each text, ask questions such as the following:

- Why do you think the writer decided to write about this topic?
- Who is the audience for this article? Who did the writer want to read it?
- What is the writer's purpose, or the reason he or she wrote this article?

Direct students to p. 250 in the *Student Interactive*. Tell them to use the prompts to begin thinking and writing about their own tasks, audiences, and purposes.

·· Possible Teaching Point

Spelling | Spell Words with Open and Closed Syllables

Remind students that open syllables end with a vowel and closed syllables end with a consonant. As students begin writing about their tasks, audiences, and purposes for their writing, encourage them to pay attention to which words have open and closed syllables and how that impacts the spelling of each word.

myView
Digital **INTERACTIVITY**

Independent Writing

Mentor STACK

FOCUS ON PURPOSE After the minilesson, students should transition into independent writing.

- Students who need to finalize a topic may use this time to continue brainstorming.

WRITING SUPPORT

- **Modeled** Do a Think Aloud to model considering task, audience, and purpose.

- **Shared** Prompt students to identify their purpose, task, and audience.

- **Guided** Use two informational articles with different audiences to provide instruction on writing for audiences.

  Intervention Refer to the *Small Group Guide* for support.

- If students have already decided on a topic, they can use this time to record additional ideas about it or to research it.

See the **Conference Prompts** on p. T336.

Share Back

Ask for volunteers to share their ideas about the topic they are considering and the reasons they are considering it.

Spelling Spiral Review

OBJECTIVE

Spell multisyllabic words with closed syllables; open syllables; VC*e* syllables; vowel teams, including digraphs and diphthongs; *r*-controlled syllables; and final stable syllables.

SPELLING WORDS

agent	malice
recent	recommend
apex	energetic
vital	register
rotate	lavish
musical	topical
donut	enemy
solar	honest
vacation	element
slogan	minimum

Writing Workshop

As students proofread their writing, remind them to check the spellings of words with VC*e* syllables.

FLEXIBLE OPTION

LESSON 4

Spiral Review: VC*e* Syllables

FOCUS ON STRATEGIES See *Teacher's Guide* Vol. 1, p. T432, to review the spelling rule about VC*e* syllables.

MODEL AND PRACTICE Display the word *evaporate*. Call on a volunteer to point out the VC*e* syllable. Explain that *-ate* follows the "long vowel, consonant, silent *e*" rule. Knowing this rule will help students remember to include the silent *e* when they spell.

APPLY Using the Spelling Words from Vol. 1 p. T428, invite students to sort the words by the long vowel sound in the last syllable. Then pair students and have them quiz each other on the correct spelling of the words.

FLEXIBLE OPTION

LESSON 4

Spiral Review: VC*e* syllables

FLEXIBLE OPTION		FLEXIBLE OPTION		
LESSON 1	**LESSON 2**	**LESSON 3**	**LESSON 4**	**LESSON 5**
☑ Assess Prior Knowledge	Teach: Spell Words with Open and Closed Syllables	More Practice: Spell Words with Open and Closed Syllables	Spiral Review: VC*e* syllables	☑ Assess Understanding

Language & Conventions
Subject-Verb Agreement

Practice Subject-Verb Agreement

APPLY **My TURN** Have students edit the draft paragraph on *Student Interactive* p. 246.

LANGUAGE AND CONVENTIONS

Subject-Verb Agreement

The **subject** of a sentence tells what the sentence is about. The **verb** tells what the subject is or does. A subject and verb agree when they are both singular or both plural. The first and third sentences below are written incorrectly.

Incorrect: The scientist are observant.

singular ⟶ plural

The author corrected the sentence by making the singular subject and verb agree.

Correct: The scientist is observant.

Incorrect: The concert for the girls are at noon.

singular ⟵ plural

The author corrected the sentence by making the subject and verb agree.

Correct: The concert for the girls is at noon.

My TURN Edit this draft by correcting any errors in subject-verb agreement. **Possible responses:**

Scientists and crew members both wears rubber boots on the boat. The lead researcher on the team follows~~follow~~ all safety procedures. As they observe the dolphins and birds, the scientists takes some samples. One team collects living organisms, and another team classifies~~classify~~ them.

246

Copyright © SAVVAS Learning Company LLC. All Rights Reserved.

OBJECTIVE

Edit drafts using standard English conventions, including complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments.

Writing Workshop

As students begin drafts during Writing Workshop, remind them to use subject-verb agreement. Have them trade drafts with a partner to edit for complete sentences with subject-verb agreement.

FAST TRACK

Plan Your Informational Article

OBJECTIVE

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

STUDENT INTERACTIVE, p. 251

WRITING WORKSHOP

Plan Your Informational Article

Writers sometimes **map** to generate ideas for an article.

○ Think of a topic to write about.   **BEFORE YOU BEGIN**
○ Build a web diagram that looks like this with that topic written in the center circle.

○ Brainstorm details about the topic.   **START PLANNING**
○ Write each detail in a circle that extends from the center.
○ For each detail, consider supporting details or facts.
○ Write the supporting information next to the detail it supports.

○ Reread the main idea and details you wrote.   **REVIEW YOUR MAP**
○ Highlight the details that are most important for your readers.
○ Use those details as you continue to outline, research, and write.

○ Ask and answer relevant questions about each map in your Writing Club.   **DISCUSS YOUR PLAN**
○ Talk to your partners about how mapping your ideas helped to organize your thinking.

My TURN Follow the steps to map ideas for your informational article.

251

Minilesson

Mentor STACK

TEACHING POINT Building a web diagram can be a helpful technique for generating and organizing ideas for an informational article. Planning in this way helps writers

- record all their ideas about a topic and decide which details are most important.

- understand how different ideas and details are connected.

- identify gaps in their knowledge where additional research is necessary.

MODEL AND PRACTICE Say: Before you make a web diagram to organize ideas for your own topic, we're going to make one for one of the informational articles that we've read together.

Reread one of the stack texts aloud. Start a web diagram by writing the article's topic in the center circle. Then ask students to suggest the most important ideas and details in the article, and write each in a circle that extends from the center. Finally, invite students to offer supporting details or facts and write them next to the ideas or details they support.

Inform students that now they will plan their own informational articles by making a web diagram. Direct them to follow the prompts on p. 251 in the *Student Interactive*. Allow time for students to discuss their writing plans with their peers.

WRITING CLUB

Place students into Writing Club groups. See p. T355 for details of how to run Writing Club. See the **Conference Prompts** on p. T336.

Share Back

Call on a few volunteers to make pertinent comments about how making a web diagram helped them organize their ideas. Ask them if peer feedback or the process of making a web diagram made them change their mind about any aspect of their article. When they discuss their plans, make sure students follow classroom rules when asking and answering relevant questions.

WRITING CLUB

What's Happening This Week? In this week's Writing Club, students will share their ideas and web diagrams for their informational articles.

Because students may be in new Writing Club groups this week, they should begin the session by briefly discussing issues such as:

- the need to be attentive and respectful when other members are sharing
- considerate ways to give and accept feedback
- the process for taking turns during group discussions

What Are We Sharing? Students will be sharing and discussing the topics they have chosen and their web diagrams. Prior to sharing, students should inform their fellow group members of any particular element or issue about which they would like feedback. This information will help group members focus their attention appropriately as they are sharing.

How Do We Get Started? Conversation Starters

Students may use these prompts to begin their discussions in Writing Club.

- Why did you decide to write about this topic?
- What do you know about this topic? What do you still need to find out?
- How will you start your lead paragraph?
- What photographs are you thinking of including with your article? Why?
- How will you make your article interesting for readers?

Spelling Spell Words with Open and Closed Syllables

OBJECTIVE

Spell multisyllabic words with closed syllables; open syllables; VC*e* syllables; vowel teams, including digraphs and diphthongs; *r*-controlled syllables; and final stable syllables.

SPELLING WORDS

agent	malice
recent	recommend
apex	energetic
vital	register
rotate	lavish
musical	topical
donut	enemy
solar	honest
vacation	element
slogan	minimum

LESSON 5

☑ **Assess Understanding**

Use the following sentences for a spelling test.

Spelling Sentences

1. It is **vital** that I study for my test tonight.
2. She will **register** for classes at her new school.
3. We need a **minimum** of four days to complete the project.
4. We have **solar** panels on the roof of our house.
5. We need to **rotate** the car's tires.
6. He is **honest** and never tells a lie.
7. The librarian will **recommend** a book.
8. We watched a **musical** at the theater.
9. Carbon is an **element**.
10. She was very **energetic** at practice today.

LESSON 5

FLEXIBLE OPTION
LESSON 1

☑ Assess Prior Knowledge

LESSON 2

Teach: Spell Words with Open and Closed Syllables

FLEXIBLE OPTION
LESSON 3

More Practice: Spell Words with Open and Closed Syllables

FLEXIBLE OPTION
LESSON 4

Spiral Review: VC*e* syllables

LESSON 5

☑ Assess Understanding

Language & Conventions
Subject-Verb Agreement

FLEXIBLE OPTION ◀

LESSON 5

Standards Practice

Display the sentence and have students respond independently.

After school, Omar walk to baseball practice and head for his locker.

Which revision shows correct subject-verb agreement?

- **A** Sentence is correct as it is.
- **B** Change *walk* to *walks*.
- **Ⓒ** Change *walk* to *walks* and *head* to *heads*.
- **D** Change *head* to *headed*.

APPLY Have students complete *Language and Conventions* p. 55 from the *Resource Download Center*.

Name _____

Language and Conventions

Subject-Verb Agreement

Every sentence has a **subject**, which is what or whom the sentence is about. Sentences also have **verbs**, which tell what the subject is or does. The subject and verb in a sentence must agree in number.

TURN Correct the following sentences so that the subject and verb agree in number. Possible responses:

1. Scientists *is* often required to spend long hours working in a lab. ___are___
2. A research scientist *need* to be dedicated to get results. ___needs___
3. Before Maria can write her paper, she collects samples and *make* observations. ___makes___
4. At the park, Jordan and Maria *listens* for birdcalls. ___listen___

TURN Write two sentences about an after-school activity in which you use correct subject-verb agreement.

1. Responses will vary but should include correct subject-verb agreement.
   _____
   _____

2. Responses will vary but should include correct subject-verb agreement.
   _____
   _____
   _____

Grade 5, Unit 2, Week 1   55

OBJECTIVE

Edit drafts using standard English conventions, including complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments.

WEEKLY STANDARDS ☑ PRACTICE

To assess student progress on Language and Conventions, use the Weekly Standards Practice at SavvasRealize.com.

FLEXIBLE OPTION ◀

LESSON 5

Standards Practice

FLEXIBLE OPTION ◀   FLEXIBLE OPTION ◀

LESSON 1   **LESSON 2**   **LESSON 3**   **LESSON 4**

📖 **Spiral Review:** Regular and Irregular Plural Nouns

Oral Language: Subject-Verb Agreement

Teach Subject-Verb Agreement

Practice Subject-Verb Agreement

Weekly Overview

Students will

- choose an engaging topic to write about.
- write a first draft of an informational article.
- develop the draft with specific facts, concrete details, definitions, quotations, examples, and visuals.

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 an Engaging Idea T362	Draft with Specific Facts and Concrete Details T366	Develop with Definitions and Quotations T370	
INDEPENDENT WRITING AND CONFERENCES 30–40 min.	Independent Writing and Conferences T363	Independent Writing and Conferences T367	Independent Writing and Conferences T371	
SHARE BACK FOCUS 5–10 min.	Engaging Idea T363	Specific Facts or Concrete Details T367	Examples of Quotations T371	
🌐 **READING-WRITING WORKSHOP BRIDGE** 5–10 min.	**FLEXIBLE OPTION** ← • **Spelling** Assess Prior Knowledge T364 **FLEXIBLE OPTION** ← • **Language & Conventions** Spiral Review: Subject-Verb Agreement T365	• **Spelling** Teach Spell Words with Final Stable Syllables -le, -tion, -sion T368 **FLEXIBLE OPTION** ← • **Language & Conventions** Oral Language: Principal Parts of Regular Verbs T369	**FLEXIBLE OPTION** ← • **Spelling** More Practice T372 • **Language & Conventions** Teach Principal Parts of Verbs T373	

myView
Digital ▷ 📥 DOWNLOAD

Mentor STACK

Use the following criteria to add to your informational articles stacks:

• The articles match the approximate length of the article students will write.

• A compelling lead paragraph engages readers.

• Visuals, such as illustrations, graphs, and charts, support and enhance the text.

• Articles organize details in a clear way using transition words and headings.

FAST TRACK LESSON 4	*FAST TRACK* LESSON 5
Develop with Other Information and Examples T374	Develop with Visuals and Multimedia T378
Independent Writing and Conferences T375	Writing Club and Conferences T378–T379
Information and Examples T375	Visuals T378
FLEXIBLE OPTION • **Spelling** Spiral Review T376 • **Language & Conventions** Practice Principal Parts of Regular Verbs T377	• **Spelling Assess Understanding** T380 **FLEXIBLE OPTION** • **Language & Conventions** Standards Practice T381

ADDITIONAL RESOURCES

MINILESSON 5–10 min.	Specific Facts and Concrete Details	Other Information and Examples
INDEPENDENT WRITING AND CONFERENCES 30–40 min.	Independent Writing and Conferences	Independent Writing and Conferences
SHARE BACK FOCUS 5–10 min.	Engaging Idea	Quotations
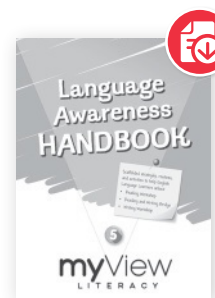
See the online *Language Awareness Handbook* for additional writing support.

See the *Small Group Guide* for additional writing support.

Conferences 📥 Mentor STACK 📚

During this time, assess for understanding of the elements of informational articles in order to gauge where students may need support in their informational article writing. Have stacks and minilessons available to reference during the conferences.

FORMATIVE ASSESSMENT	Conference Prompts
Develop an Engaging Idea	
If students need additional support,	🔺 **Then** ask: What interesting things have you read or heard about lately?
If students show understanding,	**Then** ask: How will you write about this idea in an interesting way?
Draft with Specific Facts and Concrete Details	
If students need additional support,	🔺 **Then** provide examples of facts and details and help students revise them.
If students show understanding,	**Then** ask: Where will you find facts to include in your article?
Develop with Definitions and Quotations	
If students need additional support,	🔺 **Then** review a stack text and discuss examples of definitions and quotations.
If students show understanding,	**Then** ask: Where will you use definitions and quotations in your article?
Develop with Other Information and Examples	
If students need additional support,	🔺 **Then** help students find additional information and examples in a stack text.
If students show understanding,	**Then** ask: What comparisons will you make in your article?
Develop with Visuals and Multimedia	
If If students need additional support,	🔺 **Then** help students brainstorm visuals they could include in their articles.
If students show understanding,	**Then** ask: What visuals are you thinking of using in your article, and why?

Conference Support for ELL

EMERGING

- Read a stack text together, pausing to define unknown vocabulary and discuss examples of facts, concrete details, definitions, and quotations.
- Help students find and use reference materials that are at an appropriate reading level for them.
- Use modeled writing to demonstrate using facts, details, definitions, quotations, and examples.

DEVELOPING

- Discuss examples of the elements of informational writing in a stack text.
- Invite students to talk about the topic they plan to write about. Prompt them to provide more details.
- Use shared writing to help students develop facts, details, definitions, quotations, and examples.

EXPANDING

- Provide examples of indefinite details and ask students how they would revise them.
- Use guided writing to help students develop the elements of informational article writing.

BRIDGING

- Invite students to read aloud a stack text and identify the elements of informational article writing.
- Use guided writing to help students develop the elements of informational article writing.

🌉 Reading-Writing Workshop Bridge

While conferring with students, refer back to the Bridge minilessons on **author's purpose** and **principal parts of regular verbs.**

ELL Minilesson Support

See the online *Language Awareness Handbook* for additional writing support.

Week 2: Develop Elements

As students work on creating and crafting informational articles, offer ELLs additional help using facts and details to support their writing and develop their drafts with other information and examples. These targeted supports were chosen to help students better understand and use the elements of informational writing.

Use this note for the minilesson on p. T366.

ELL Targeted Support

DRAFT WITH SPECIFIC FACTS AND CONCRETE DETAILS

Talking or writing about their own experiences can be a good way for students to practice increasing specificity and detail. Ask students to describe something they did last weekend.

Allow students to make a drawing that shows what they did last weekend, if necessary. Ask simple questions to elicit details about the event and provide students with sentence frames to respond. (*Did you go to the beach*? *Yes/no, I went to the _____*.) **EMERGING**

As students tell you about what they did, prompt them to describe the experience in more detail. (*Why did you do that? Who were you with?*) **DEVELOPING**

Have students write a paragraph about what they did last weekend and then exchange their paragraph with a partner. Their partner should ask questions to elicit more details about the experience. **EXPANDING**

Have students write about what they did last weekend, and challenge them to include as many specific details as possible. Point out any details that are vague, and have students revise them. **BRIDGING**
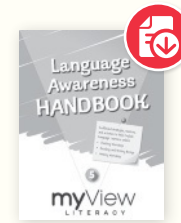
Use this note for the minilesson on p. T374.

ELL Targeted Support

DEVELOP WITH OTHER INFORMATION AND EXAMPLES

Connecting words can be useful for adding information and examples. Review common connecting words and help students incorporate them into their writing.

Display the words *and*, *or*, *but*, *because*, *however,* and *when*. Provide a sample sentence frame for each connecting word and have students fill in the blank and read the whole sentence aloud. **EMERGING**

Provide pairs of short sentences and have students combine the two sentences using a connecting word. **DEVELOPING**

Provide a list of connecting words common in informational writing and a sample sentence for each one. Challenge students to write their own sample sentences. **EXPANDING**

Provide a list of connecting words that are common in informational writing and clarify their definitions, if necessary. Have students review their drafts and look for sentences that could be strengthened with connecting words. **BRIDGING**

FAST TRACK

Develop an Engaging Idea

OBJECTIVES

Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea reflecting depth of thought with specific facts and details.

Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.

STUDENT INTERACTIVE, p. 285

| INFORMATIONAL ARTICLE | | WRITING WORKSHOP |

Develop an Engaging Idea

Develop ideas for an informational article by choosing a topic that you have thought deeply about. The article might also be about an issue on which you feel strongly. You will focus your writing by including specific facts and details that help your reader understand and take a similar interest in the topic.

Learning Goal

I can use elements of informational writing to write an informational article.

MyTURN Read the About the Author features in articles from your classroom library. Use the chart to list details about where those authors got ideas.

Title	Author	Origin of Engaging Idea

MyTURN In your writing notebook, develop several ideas for your own informational article. Choose the most engaging, and create a map or outline of specific facts and details to focus your writing.

285

Minilesson

Mentor STACK

TEACHING POINT Authors use characteristics such as interesting central ideas and details to craft different kinds of informational texts. Informational articles cover a tremendous variety of topics, including notable people, current or historical events, nature, travel, science and technology, art, and music. Authors may be inspired to focus their writing about a particular topic by

- events in their own life or the lives of other people they know.
- places they have visited or that they would like to visit.
- things, people, places, or events they have learned about in school or from books, newspapers, museums, and so on.

MODEL AND PRACTICE Tell students that they will be thinking about how authors come up with ideas for informational articles and then coming up with ideas of their own. Explain that an "engaging idea" is a topic that grabs readers' attention and makes them want to read the article to learn more. Read aloud the About the Author feature in one stack text. Ask: What inspired the author to write this article? Say: An informational article can be about any person, place, animal, event, or thing that interests you. If you have trouble coming up with ideas, focus on your hobbies and on which subjects you most like to learn about in school, in books, or on TV. Provide students with several articles that have About the Author features. Direct them to p. 285 in the *Student Interactive* and have them complete the activity.

Independent Writing

Mentor STACK 📚

FOCUS ON AN ENGAGING IDEA After the minilesson, students should transition into independent writing.

- Direct students to begin developing their own ideas for informational articles. They may use the entire independent writing time to work on this.

WRITING SUPPORT

- **Modeled** Do a Think Aloud to model brainstorming and choosing a topic.

- **Shared** Prompt students with questions about their interests, hobbies, and experiences to help them come up with ideas.

- **Guided** Use the stack texts to provide explicit instruction on the various ways authors come up with ideas.

▲ **Intervention** Refer to the *Small Group Guide* for support.

- If students are ready to begin their informational articles, they may write in their writer's notebooks.

See the **Conference Prompts** on p. T360.

Share Back

Ask for volunteers to share their most engaging idea and explain what inspired it.

Spelling Spell Words with Final Stable Syllables *-le, -tion, -sion*

OBJECTIVE

Spell multisyllabic words with closed syllables; open syllables; VC*e* syllables; vowel teams, including digraphs and diphthongs; *r*-controlled syllables; and final stable syllables.

SPELLING WORDS

observation	observe
collide	situation
scuffle	collision
extension	declare
situate	occupy
article	ripple
declaration	invasion
invade	occupation
untangle	extend
assemble	particle

FLEXIBLE OPTION

LESSON 1

✅ Assess Prior Knowledge

Use the sentences from Lesson 5 Spelling, p. T380, to assess students' prior knowledge of words with the final stable syllables of a consonant + *le*, *-tion,* or *-sion*.

For students who understand that the spelling of words with these final stable syllables follow certain patterns, include the following Challenge Words with the spelling list.

Challenge Words

administration

irrigation

preamble

ELL Targeted Support

Learn Relationships Tell students that they are learning relationships between sounds and letters.

With students, say aloud *-tion*, pronounced *shun*, and *-sion*, pronounced *zhun* or *shun*. Display words with these endings. Have students practice saying and spelling the words. **EMERGING/DEVELOPING**

Use the above activity. Then have partners make and practice with additional flashcards using other *-tion* and *-sion* words. **EXPANDING/BRIDGING**

FLEXIBLE OPTION

LESSON 1

✅ Assess Prior Knowledge

LESSON 2

Teach: Spell Words with Final Stable Syllables *-le, -tion, -sion*

FLEXIBLE OPTION

LESSON 3

More Practice: Spell Words with Final Stable Syllables *-le, -tion, -sion*

FLEXIBLE OPTION

LESSON 4

Spiral Review: Open and Closed Syllables

LESSON 5

☑ **Assess Understanding**

Language & Conventions
Spiral Review

FLEXIBLE OPTION

LESSON 1

Spiral Review: Subject-Verb Agreement

FOCUS ON STRATEGIES Review subject-verb agreement. See p. T349.

MODEL AND PRACTICE Write or display this sentence: *A student visits the park today.* Point out that the subject of the sentence, *student*, shares the same **number** with the verb, *visits*. Say: The subject and verb are both singular. Ask students to modify the sentence so that both the subject and the verb are plural.

Provide students with sentences that use correct and incorrect subject-verb agreement. Help students correct the incorrect sentences so that their subjects and verbs have the same number.

APPLY Have students create sentences of their own in which the subject and the verb agree in number.

ELL Targeted Support

Use Grammatical Structures Tell students that subjects and verbs need to agree in number.

Display several singular and plural nouns. Ask students to identify whether they are singular or plural. Then display several singular and plural verbs. Have students write the nouns and match the verbs with the nouns so that they agree. **EMERGING/ DEVELOPING**

Display several singular nouns, plural nouns, singular verbs, and plural verbs. Ask students to write sentences that use the nouns and verbs so that they agree. **EXPANDING/BRIDGING**

OBJECTIVE

Edit drafts using standard English conventions, including complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments.

FLEXIBLE OPTION

LESSON 1

Spiral Review: Subject-Verb Agreement	**FLEXIBLE OPTION** **LESSON 2** Oral Language: Principal Parts of Regular Verbs	**LESSON 3** Teach Principal Parts of Regular Verbs	**LESSON 4** Practice Principal Parts of Regular Verbs	**FLEXIBLE OPTION** **LESSON 5** Standards Practice

FAST TRACK

Draft with Specific Facts and Concrete Details

OBJECTIVE

Use precise language and domain-specific vocabulary to inform about or explain the topic.

STUDENT INTERACTIVE, p. 286

INFORMATIONAL ARTICLE

Draft with Specific Facts and Concrete Details

Make your informational article more effective and trustworthy by including specific facts and concrete details. Facts are true statements that can be proven with research and evidence.

Lacey is five feet tall. ◄···· Fact: This can be proven by measuring Lacey's height.

Lacey works too hard. ◄···· Not a Fact: This is an opinion that cannot be proven with hard evidence.

Concrete details are specific instead of general.

Julian went to the store.
Julian went to the grocery store.

Concrete details help a reader visualize what a writer describes.

Susanna sank into the comfort of her favorite chair.
Susanna sank into the cushions of her favorite chair.

Concrete details are precise.

Lawrence left for school at the end of the summer.
Lawrence left for school on August 29.

My TURN For each example, replace an indefinite detail with a precise term.
Possible responses:
At night ___At 7:00 p.m.___ Meal ___dinner___
Softness ___blanket___ Niceness ___handshake___

My TURN In your writing notebook, draft an informational article using specific facts. Revise your draft to make general details more concrete.

286

Minilesson

Mentor STACK

TEACHING POINT Specific facts and concrete details are characteristics of informational texts. Authors include facts and details to craft content that is both accurate and useful. Facts can be

- proven true using observation or other reliable scientific methods.
- verified using reliable sources (such as encyclopedias, reference books, and certain Web sites).

MODEL AND PRACTICE Remind students of the difference between facts and opinions. Explain that a fact can be proven true, while an opinion tells what someone thinks, feels, or believes. Ask students to provide examples of facts and opinions to confirm their understanding.

Explain that concrete details provide specific, rather than general, information. Provide an example of an indefinite detail, such as, "I went out the other day." Ask: What information can I add to make this detail more specific and useful?

Read aloud a stack text, pausing at appropriate points for discussion. Ask questions, such as: Is this a fact or an opinion? How do you know? Is this detail general or specific? If it's general, how could it be made more concrete? Direct students to complete the activity on p. 286 in the *Student Interactive*.

···· Possible Teaching Point

Writing Process

Drafting | Concrete Details

Concrete details help readers understand and imagine what is described in an informational article. To help students write concrete details, have them imagine that they are describing their topic to a friend as they write. Have them ask themselves:

- What do I imagine when I think about my topic?
- What do I want my friend to imagine about this topic?
- What features or characteristics best define my topic?

Independent Writing

Mentor STACK

FOCUS ON SPECIFIC FACTS AND CONCRETE DETAILS After the minilesson, students should transition into independent writing.

- If students need additional opportunities to develop their understanding of informational articles, allow them to refer to the stack texts to see models that exhibit genre characteristics and craft, including specific facts and details.

WRITING SUPPORT

- **Modeled** Do a Think Aloud to model revising indefinite details to make them concrete.

- **Shared** Make a chart with columns labeled fact, opinion, concrete detail, and indefinite detail. Provide examples of each and have students categorize them.

- **Guided** Use a stack text to provide explicit instruction on writing using specific facts and concrete details.

- **Intervention** Refer to the *Small Group Guide* for support.

- If students demonstrate understanding, they should use the independent writing time to write the first draft of their informational article. Give students the opportunity to do research if needed.

See the **Conference Prompts** on p. T360.

Share Back

Call on a few students to share examples of specific facts or concrete details they included in their first draft.

Spelling Spell Words with Final Stable Syllables *-le, -tion, -sion*

OBJECTIVE

Spell multisyllabic words with closed syllables; open syllables; VC*e* syllables; vowel teams, including digraphs and diphthongs; *r*-controlled syllables; and final stable syllables.

SPELLING WORDS

observation	observe
collide	situation
scuffle	collision
extension	declare
situate	occupy
article	ripple
declaration	invasion
invade	occupation
untangle	extend
assemble	particle

LESSON 2

Teach

FOCUS ON STRATEGIES Clarify that final stable syllables are always pronounced the same way when they are at the ends of words. Explain that there is always a consonant just before the *le* in final stable syllables that end in *le*.

MODEL AND PRACTICE Write or display the words *invasion, situation,* and *ripple.* Say each word aloud and point out the endings. Point out the consonant *p* before the *le* in the final stable syllable of *ripple.*

APPLY **My TURN** Have students independently complete the activity on p. 283 of the *Student Interactive*.

SPELLING — **READING-WRITING BRIDGE**

Spell Words with Final Stable Syllables *-le, -tion, -sion*

Final stable syllables are always pronounced the same way when they are at the end of words.

My TURN Read the words. Spell and sort the words by their final stable syllable.

SPELLING WORDS

observation	article	observe	ripple
collide	declaration	situation	invasion
scuffle	invade	collision	occupation
extension	untangle	declare	extend
situate	assemble	occupy	particle

-le
scuffle
article
particle
untangle
assemble
ripple

-sion
extension
collision
invasion

-tion
observation
declaration
situation
occupation

Other
collide
situate
invade
observe
declare
occupy
extend

283

LESSON 2

FLEXIBLE OPTION ◄
LESSON 1
☑ **Assess Prior Knowledge**

LESSON 2
Teach: Spell Words with Final Stable Syllables *-le, -tion, -sion*

FLEXIBLE OPTION ◄
LESSON 3
More Practice: Spell Words with Final Stable Syllables *-le, -tion, -sion*

FLEXIBLE OPTION ◄
LESSON 4
Spiral Review: Open and Closed Syllables

LESSON 5
☑ **Assess Understanding**

Language & Conventions
Principal Parts of Regular Verbs

FLEXIBLE OPTION

LESSON 2

Oral Language: Principal Parts of Regular Verbs

FOCUS ON STRATEGIES Introduce the principal parts of regular verbs by giving oral examples. Say: I play. I am playing. I played. I have played. Identify the principal part of the verb *play* in each example.

MODEL AND PRACTICE Choose a regular verb. Write or display the four principal parts of the verb. Explain to students how forms of *be* and *have* are used with participles. Then choose another regular verb and help students form its principal parts.

APPLY Provide a list of regular verbs. Have students choose a verb and create four oral sentences illustrating its principal part. Have other students identify each principal part and determine whether it is used correctly.

OBJECTIVES

Use verb tense to convey various times, sequences, states, and conditions.

Edit drafts using standard English conventions.

FLEXIBLE OPTION

LESSON 1

Spiral Review: Subject-Verb Agreement

FLEXIBLE OPTION

LESSON 2

Oral Language: Principal Parts of Regular Verbs

LESSON 3

Teach Principal Parts of Regular Verbs

LESSON 4

Practice Principal Parts of Regular Verbs

FLEXIBLE OPTION

LESSON 5

Standards Practice

FAST TRACK

Develop Definitions and Quotations

OBJECTIVE

Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.

STUDENT INTERACTIVE, p. 287

Minilesson

Mentor STACK

TEACHING POINT Informational writers provide definitions of terms with which readers may be unfamiliar. They include quotations to cite their sources and increase the credibility of their content. Quotations can come from

- reliable publications (nonfiction books, encyclopedias, certain Web sites).
- relevant experts.
- eyewitnesses to an event.

MODEL AND PRACTICE Choose a stack text that has both definitions and quotations, and read it aloud. Pause after reading a definition or quotation, and use questions such as the following to prompt discussion:

- How does the author help you understand what the word _____ means?
- Why do you think the author decided to include this quotation?

Brainstorm different reasons why informational authors may include quotations. Discuss places for students to find relevant quotations for their own articles. Ensure that students understand that it is essential to use quotation marks and cite the source any time they use someone else's words in their writing.

Direct students to read p. 287 in the *Student Interactive*.

······ **Possible Teaching Point**

Language & Conventions | Principal Parts of Verbs

Remind students that the principal parts of verbs—the present, the present participle, the past, and the past participle—form different verb tenses. As students write, have them identify when action is taking place in their informational articles. Have students check that they are using the principal parts of verbs to accurately construct each verb tense.

Independent Writing

Mentor STACK

FOCUS ON DEFINITIONS AND QUOTATIONS After the minilesson, students should transition into independent writing.

- If students need additional opportunities to develop their understanding of informational articles, have them refer to the stack texts to see additional examples.

WRITING SUPPORT

- **Modeled** Do a Think Aloud to model adding definitions and quotations to a text.

- **Shared** Review students' first drafts and suggest places that could benefit from a definition or quotation. Help students find and add appropriate definitions or quotations.

- **Guided** Use a stack text to provide instruction on how to use definitions and quotations to best effect.

🔺 **Intervention** Refer to the *Small Group Guide* for support.

- If students demonstrate understanding, they should use the entire independent writing time to conduct research and revise their first drafts.

See the **Conference Prompts** on p. T360.

Share Back

Invite a few students to share examples of the quotations they included in their informational articles. Ask them to explain why they chose each quotation.

Spelling Spell Words with Final Stable Syllables *-le, -tion, -sion*

OBJECTIVE

Spell multisyllabic words with closed syllables; open syllables; VC*e* syllables; vowel teams, including digraphs and diphthongs; *r*-controlled syllables; and final stable syllables.

SPELLING WORDS

observation	observe
collide	situation
scuffle	collision
extension	declare
situate	occupy
article	ripple
declaration	invasion
invade	occupation
untangle	extend
assemble	particle

FLEXIBLE OPTION

LESSON 3

More Practice

FOCUS ON STRATEGIES Note that many words have the final stable syllables of a consonant + *le, -tion,* or *-sion.* Remind students that *-tion* is pronounced *shun,* but *-sion* may be pronounced *zhun* or *shun.*

MODEL AND PRACTICE Write or display the words *article, occupation,* and *invasion.* Have students work in pairs to identify the final stable syllables and to point out the consonant *c* before the *le* in *article.*

APPLY Have students complete *Spelling* p. 51 from the *Resource Download Center.*

FLEXIBLE OPTION

LESSON 3

FLEXIBLE OPTION

LESSON 1

☑ **Assess Prior Knowledge**

LESSON 2

Teach: Spell Words with Final Stable Syllables *-le, -tion, -sion*

LESSON 3

More Practice: Spell Words with Final Stable Syllables *-le, -tion, -sion*

FLEXIBLE OPTION

LESSON 4

Spiral Review: Open and Closed Syllables

LESSON 5

☑ **Assess Understanding**

Language & Conventions
Principal Parts of Verbs

LESSON 3

Teach Principal Parts of Regular Verbs

FOCUS ON STRATEGIES Explain that a verb's **principal parts** are the **present** (tells what is happening now), the **present participle** (often used after a form of *be*), the **past** (tells what has happened), and the **past participle** (often used after a form of *have*). Explain that verb tenses, which show times, sequence of events, states, and conditions, are formed from these principal parts.

MODEL AND PRACTICE To reinforce the instruction, write or display a regular verb and four sentences that show its principal parts used correctly. Then choose another regular verb and write or display four sentences that show its principal parts used incorrectly. Help students correct these sentences.

ELL Targeted Support

Use Appropriate Verb Forms Tell students that it is important to use verb forms correctly to show when events happened.

Review principal parts of verbs by providing a regular verb (such as *live*) and four cloze sentences, one for each part. **EMERGING**

Display several short sentences using the principal parts of regular verbs. Have students identify the verb form and rewrite each sentence using a different principal part. **DEVELOPING**

Write or display the principal parts of a regular verb. Ask students to write sentences that correctly use each verb tense. **EXPANDING**

Have students exchange sentences with a partner for editing. Instruct them to make sure participles have the correct from of *be* or *have*. **BRIDGING**

LESSON 3

FLEXIBLE OPTION ↰ **LESSON 1**	FLEXIBLE OPTION ↰ **LESSON 2**	Teach Principal Parts of Regular Verbs	**LESSON 4**	FLEXIBLE OPTION ↰ **LESSON 5**
📖 Spiral Review: Subject-Verb Agreement	Oral Language: Principal Parts of Regular Verbs		Practice Principal Parts of Regular Verbs	Standards Practice

FAST TRACK

Develop with Other Information and Examples

OBJECTIVE

Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.

STUDENT INTERACTIVE, p. 288

INFORMATIONAL ARTICLE

Develop with Other Information and Examples

A writer helps readers relate information in an article to what they already know. The writer can do this by providing information and examples that help develop the topic.

A narwhal has a long, spiraled tusk that grows from the animal's upper lip. While the tusk may look like a rhinoceros's horn, it is actually a tooth, **like an elephant's tusk.** ◄········· Example

My TURN Read a new text from your classroom library. Identify examples and other information the writer uses to describe the topic. An example may compare or contrast the topic with familiar topics.

Title

Topic	Topic
Example	Example

My TURN In your writing notebook, develop a draft of your informational article with examples and other information related to the topic.

288

Minilesson

Mentor STACK

TEACHING POINT Informational authors often draw comparisons to familiar objects, places, or concepts to help readers understand new things and ideas. Share with students these or other examples:

- "The new factory will be the length of five football fields."

- "Belgium is about the same size as the state of Maryland."

- "Like owls and bats, the bandicoot is a nocturnal animal, meaning it is active only at night."

MODEL AND PRACTICE Read aloud a stack text that contains comparisons to familiar topics. Say: As I read this article, think about how the author helps you understand the topic by relating it to things you already know. Raise your hand when you hear an example or comparison that relates the topic to something you know about. Pause to discuss how each example clarifies the topic.

Direct students to p. 288 in the *Student Interactive* and have them complete the activity using a different informational article.

⋯ **Possible Teaching Point**

Spelling | Spell Words with Final Stable Syllables -*le*, -*tion*, -*sion*

Remind students that many words have a final stable syllable of a consonant + -*le, -tion,* or -*sion*. For example

- The final syllable in *article* is -*cle,* which is the consonant *c* plus the ending -*le*.

- The final syllable in *situation* is -*tion*.

- The final syllable in *extension* is -*sion*.

As students write, have them check that they are spelling words ending with -*le, -tion,* or -*sion* correctly.

Independent Writing

Mentor STACK

FOCUS ON OTHER INFORMATION AND EXAMPLES After the minilesson, students should transition into independent writing.

- If students need additional opportunities to develop their understanding of examples and comparisons, they should read additional articles from the stack.

WRITING SUPPORT

- **Modeled** Do a Think Aloud to model adding examples and other information to a stack text.

- **Shared** Ask guiding questions to help students come up with relevant examples for their articles, and record their responses.

- **Guided** Use a stack text to provide explicit instruction on developing a topic with information and examples.

- **Intervention** Refer to the *Small Group Guide* for support.

- If students demonstrate understanding, they should use the entire independent writing time to further develop their drafts in their writing notebooks.

See the **Conference Prompts** on p. T360.

Share Back

Ask a few students to share the other information and examples they added to their drafts today.

Spelling Spiral Review

OBJECTIVE

Spell multisyllabic words with closed syllables; open syllables; VC*e* syllables; vowel teams, including digraphs and diphthongs; *r*-controlled syllables; and final stable syllables.

SPELLING WORDS

observation	observe
collide	situation
scuffle	collision
extension	declare
situate	occupy
article	ripple
declaration	invasion
invade	occupation
untangle	extend
assemble	particle

Writing Workshop

As students proofread their writing, remind them to check the spellings of words with open and closed syllables.

FLEXIBLE OPTION

LESSON 4

Spiral Review: Open and Closed Syllables

FOCUS ON STRATEGIES Review the spelling rule from the previous week about the spelling of words with open and closed syllables.

MODEL AND PRACTICE Write or display the word *bicycle*. Ask students whether the first syllable is open or closed. Confirm that the syllable *bi-* is open because it ends with a vowel sound. Write or display the word *camera.* Ask students whether the first syllable is open or closed. Confirm that the syllable *cam-* is closed because it ends with a consonant sound.

APPLY Using the Spelling Words from the previous week, invite students to write a paragraph that incorporates three words that begin with open syllables and three that begin with closed syllables. Have partners switch papers and check each other's spelling.

FLEXIBLE OPTION

LESSON 4

Spiral Review: Open and Closed Syllables

FLEXIBLE OPTION

LESSON 1

✓ **Assess Prior Knowledge**

LESSON 2

Teach: Spell Words with Final Stable Syllables -*le*, -*tion*, -*sion*

FLEXIBLE OPTION

LESSON 3

More Practice: Spell Words with Final Stable Syllables -*le*, -*tion*, -*sion*

LESSON 5

✓ **Assess Understanding**

Language & Conventions
Principal Parts of Regular Verbs

Practice Principal Parts of Regular Verbs

APPLY **My TURN** Have students edit the draft paragraph on *Student Interactive* p. 284.

LANGUAGE AND CONVENTIONS

Principal Parts of Regular Verbs

Verb tense shows various times, sequences of events, states, and conditions. Verb tenses are formed from a verb's principal parts: the present, the present participle, the past, and the past participle.

The present tense tells what is happening now. The past tense tells what has already been or happened. Form participles by adding forms of *be* or *have*.

Principal Part	Add	Example
Present	singular subject: *-s* or *-es* plural subject: no change	He *walks*. The girls *walk*.
Present Participle	a form of *be* + *-ing*	She *is walking*. The boys *are walking*.
Past	*-ed*	The man *walked*. They *walked*.
Past Participle	a form of *be* or *have* + *-ed*	The dog *has walked*. I *have walked*.

My TURN Edit this draft by changing the verbs to past tense or the past participle. **Possible responses:**

People's actions ~~affect~~ **have affected** frogs' environments. Some chemicals and fertilizers ~~harm~~ **have harmed** the animals. Humans ~~move~~ **moved** into frogs' habitats and ~~increase~~ **increased** dangers for frogs. Many groups ~~form~~ **have formed** to save frogs.

284

OBJECTIVES

Use verb tense to convey various times, sequences, states, and conditions.

Edit drafts using standard English conventions.

Writing Workshop

As students work on their drafts during Writing Workshop, remind them to use verbs correctly in their sentences. You may wish to have students trade drafts with a partner to check that their sentences use verbs correctly.

FLEXIBLE OPTION ◀ **LESSON 1**	FLEXIBLE OPTION ◀ **LESSON 2**	**LESSON 3**	**LESSON 4** Practice Principal Parts of Regular Verbs	FLEXIBLE OPTION ◀ **LESSON 5**
📖 **Spiral Review:** Subject-Verb Agreement	**Oral Language:** Principal Parts of Regular Verbs	**Teach Principal Parts of Regular Verbs**		**Standards Practice**

FAST TRACK

Develop with Visuals and Multimedia

OBJECTIVES

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

Compose informational texts including brief compositions that convey information about a topic using a clear central idea and genre characteristics and craft.

STUDENT INTERACTIVE, p. 289

WRITING WORKSHOP

Develop with Visuals and Multimedia

Writers use illustrations or photographs to tell about a topic. In a digital article, a writer may include videos, sound clips, or other multimedia to help readers visualize information.

The Komodo Dragon

It is easy to understand where the Komodo dragon got the name "dragon." Native to islands near Indonesia—including Komodo—the lizards have scaly skin, flat heads, long noses, and large, strong tails. These dragons can't breathe fire, but they can kill water buffalo with the bacteria in their saliva.

MY TURN Use the paragraph and the photograph to answer the questions.
Possible response:
What does the image show that the text does not? What effect does this have?
It shows that a Komodo dragon has short, squatty legs. This makes it more impressive that it could kill a large animal.

MY TURN Use the checklist to help you select visuals to include in your article. Share your ideas with your Writing Club. Listen actively.

VISUALS AND MULTIMEDIA SHOULD
☐ clearly relate to your topic.
☐ add something new to the text.
☐ help the reader understand the text.

289

Minilesson

TEACHING POINT Informational authors use visuals to add interest and grab the reader's attention, to clarify or organize complex information, or to add more details about the topic. Types of visuals used in informational texts include

- drawings and photographs.
- maps, charts, graphs, and diagrams.
- slideshows, sound clips, and videos.

MODEL AND PRACTICE Show students three or four examples of stack texts that include visuals. Discuss the different types of visuals used and the information conveyed by each visual. Ask questions such as the following:

- Why do you think the author included this visual?
- What did you learn from this visual?
- How does this visual help you understand the text?
- What does the visual show you that the text does not?

Direct students to p. 289 in the *Student Interactive* and have them read the example and follow the prompts.

WRITING CLUB

Place students into Writing Club groups. See p. T379 for details of how to run Writing Club. See the **Conference Prompts** on p. T360.

Share Back

Call on a few students to share the visuals they have decided to include in their articles and explain their reasons for their choices.

WRITING CLUB

What's Happening This Week? In this week's Writing Club, students will share their drafts of informational articles and discuss their ideas for visuals.

Before students begin to share and discuss their work, remind them of the rules and expectations they discussed last week and the importance of

- listening attentively and respectfully when others are sharing their work.
- being considerate when giving feedback.
- giving each group member an equal opportunity to speak.

What Are We Sharing? Before sharing their drafts and ideas, students should think about whether they would like feedback on any particular element. They may want to focus on generating ideas for visuals or developing their drafts with more concrete details, examples, or quotations. Students should inform their group members of the element on which they would like to work before they begin sharing.

How Do We Get Started? Conversation Starters

Students may want to use the following prompts to get the conversation started in their Writing Club.

- What does the writer do to make you excited to read the article? What else could the writer do?
- What parts of the article need more details?
- What parts of the article are confusing or unclear to you? How could they be clarified?
- How does the writer use definitions, quotations, and examples to help you better understand the topic?
- What visuals would you like to see in this article, and why?

Spelling Spell Words with Final Stable Syllables *-le, -tion, -sion*

OBJECTIVE

Spell multisyllabic words with closed syllables; open syllables; VC*e* syllables; vowel teams, including digraphs and diphthongs; *r*-controlled syllables; and final stable syllables.

SPELLING WORDS

observation	observe
collide	situation
scuffle	collision
extension	declare
situate	occupy
article	ripple
declaration	invasion
invade	occupation
untangle	extend
assemble	particle

LESSON 5

✅ **Assess Understanding**

Use the following sentences for a spelling test.

Spelling Sentences

1. I liked that **article** about frogs.
2. There was a **scuffle** between two dogs at the park.
3. Through **observation**, I found out when the flowers bloom.
4. Her **occupation** as a teacher sometimes requires extra hours.
5. There is an **invasion** of poison ivy in our yard.
6. The highway is closed because of a car **collision**.
7. I have to **untangle** this yarn.
8. When I threw the stone into the pond, it made a **ripple** in the water.
9. The bridge will **extend** from one side of the river to the other.
10. Please **assemble** in the school auditorium.

FLEXIBLE OPTION ◀
LESSON 1

✅ **Assess Prior Knowledge**

FLEXIBLE OPTION ◀
LESSON 2

Teach: Spell Words with Final Stable Syllables *-le, -tion, -sion*

FLEXIBLE OPTION ◀
LESSON 3

More Practice: Spell Words with Final Stable Syllables *-le, -tion, -sion*

FLEXIBLE OPTION ◀
LESSON 4

Spiral Review: Open and Closed Syllables

LESSON 5

✅ **Assess Understanding**

Language & Conventions
Principal Parts of Regular Verbs

FLEXIBLE OPTION ⬅

LESSON 5

Standards Practice

Display the sentence and have students respond independently.

Hugo has visit his cousins.

Which revision shows the correct use of principal parts of the verb *visit*?

A Sentence is correct as it is.

Ⓑ Change *visit* to *visited*.

C Change *visit* to *visiting*.

D Change *has* to *is*.

APPLY Have students complete *Language and Conventions* p. 56 from the *Resource Download Center*.

Name _____

Language and Conventions
Principal Parts of Regular Verbs
The principal parts of a verb are:
- present
- present participle
- past
- past participle

The present tense tells what is happening right now. The past tense tells what has already happened.

Participles are created by adding a form of *be* or *have*. For example:

Elena **is talking**. (present participle)

Marco **has walked** his dog today. (past participle)

MY TURN Complete the following sentences using the verb and verb form shown in parentheses.
1. The girls (decide; past) _decided_ not to go to the movies.
2. Carlos always (finish; present) _finishes_ his homework before dinnertime.
3. The soccer team (practice; present participle) is practicing on the field.
4. Emma (rehearse; past participle) has rehearsed her lines in the play many times.

MY TURN Write two sentences in the past tense about some place fun you have visited.

Grade 5, Unit 2, Week 2
© Pearson Education, Inc., or its affiliates. All rights reserved.
56

OBJECTIVES

Use verb tense to convey various times, sequences, states, and conditions.

Edit drafts using standard English conventions.

WEEKLY STANDARDS PRACTICE ☑

To assess student progress on *Language and Conventions*, use the Weekly Standards Practice on SavvasRealize.com.

FLEXIBLE OPTION ⬅
LESSON 5
Standards Practice

FLEXIBLE OPTION ⬅
LESSON 1
📋 **Spiral Review:** Subject-Verb Agreement

FLEXIBLE OPTION ⬅
LESSON 2
Oral Language: Principal Parts of Regular Verbs

LESSON 3
Teach Principal Parts of Regular Verbs

LESSON 4
Practice Principal Parts of Regular Verbs

Weekly Overview

Students will
- develop and compose an introduction and a conclusion.
- develop informational articles with related information and transitions.
- use proper formatting.

WEEK	WRITING PROCESS	FLEXIBLE PATH
1	Prewriting	Introduce and Immerse
2	Drafting	Develop Elements
▶ 3	Drafting	Develop Structure
4	Revising and Editing	Writer's Craft
5	Publishing	Publish, Celebrate, and Assess

Minilesson Bank

Daily Plan

Based on what you know about your students' writing, choose one minilesson from the options below for each day's instruction.

	FAST TRACK LESSON 1	FAST TRACK LESSON 2	FAST TRACK LESSON 3	
MINILESSON 5–10 min.	Develop and Compose an Introduction T386	Develop with Related Information T390	Develop with Transitions T394	
INDEPENDENT WRITING AND CONFERENCES 30–40 min.	Independent Writing and Conferences T387	Independent Writing and Conferences T391	Independent Writing and Conferences T395	
SHARE BACK FOCUS 5–10 min.	General Observation, Hook T387	Specific to General, General to Specific T391	Text Structures T395	
🔵 **READING-WRITING WORKSHOP BRIDGE** 5–10 min.	FLEXIBLE OPTION ◀ • **Spelling** Assess Prior Knowledge T388 FLEXIBLE OPTION ◀ • **Language & Conventions** Spiral Review: Principal Parts of Regular Verbs T389	• **Spelling** Teach Spell Words with *r*-Controlled Vowels T392 FLEXIBLE OPTION ◀ • **Language & Conventions** Oral Language: Principal Parts of Irregular Verbs T393	FLEXIBLE OPTION ◀ • **Spelling** More Practice T396 • **Language & Conventions** Teach Principal Parts of Irregular Verbs T397	

Mentor STACK

The following criteria may be helpful in selecting texts from the stack to teach students the elements of informational articles:

- The length of the article is approximately the same length as the students' articles should be.
- Introductions, transitions, and conclusions are clearly identifiable in the article.
- The article has multiple examples of text features, such as headings, bulleted lists, and bold words.

FAST TRACK
LESSON 4

FAST TRACK
LESSON 5

LESSON 4	LESSON 5
Use Formatting T398	Develop and Compose a Conclusion T402
Independent Writing and Conferences T399	Select a Genre and Conferences T403
Heading, Bulleted List, Bold and Italic Print T399	Topic, Purpose, and Audience T403
FLEXIBLE OPTION ◀ • **Spelling** Spiral Review T400 • **Language & Conventions** Practice Principal Parts of Irregular Verbs T401	• **Spelling Assess Understanding** T404 **FLEXIBLE OPTION** ◀ • **Language & Conventions** Standards Practice T405

ADDITIONAL RESOURCES

MINILESSON 5–10 min.	Write a Headline and Byline	Put Important Information First
INDEPENDENT WRITING AND CONFERENCES 30–40 min.	Independent Writing and Conferences	Independent Writing and Conferences
SHARE BACK FOCUS 5–10 min.	Headlines	Order of Importance
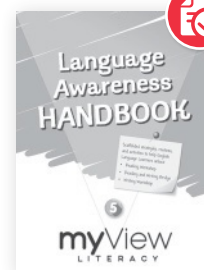
See the online *Language Awareness Handbook* for additional writing support.
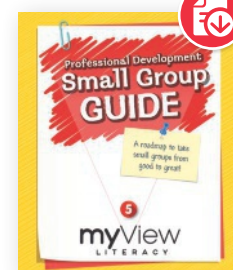
See the *Small Group Guide* for additional writing support.

Conferences 🔴 | Mentor STACK 📚

During this time, assess for understanding of the basic elements of informational articles in order to gauge where students may need support in developing the structure of their articles. Have stacks and minilessons available to reference during the conferences.

FORMATIVE ASSESSMENT	Conference Prompts
Develop and Compose an Introduction	
If students need additional support,	🔺 **Then** help them identify the elements of an introduction in a stack text.
If students show understanding,	**Then** have them practice writing another draft using a different hook.
Develop with Related Information	
If students need additional support,	🔺 **Then** ask them to identify a general and specific statement about their topic.
If students show understanding,	**Then** have them move onto drafting a second paragraph about their topic.
Develop with Transitions	
If students need additional support,	🔺 **Then** help them identify one transition that applies best to their topic.
If students show understanding,	**Then** ask: How can you add transitions to help readers understand your topic?
Use Formatting	
If students need additional support,	🔺 **Then** ask: What is the main topic of this paragraph?
If students show understanding,	**Then** have them add a heading to the paragraph.
Develop and Compose a Conclusion	
If students need additional support,	🔺 **Then** ask: Why did you think this topic was important?
If students show understanding,	**Then** ask: How can you tie the conclusion back to your introduction?

Conference Support for ELL

EMERGING

- Help students understand the terms *introduction, body, transitions,* and *conclusion*.
- Read a simple stack text aloud and ask the students to identify the beginning, middle, and end.
- Use shared writing to help students map their article.

DEVELOPING

- Use shared writing to create a graphic organizer for the introduction.
- Have students define *introduction, transitions, formatting,* and *conclusion* in their own words.
- Have students practice putting sample sentences in logical order.

EXPANDING

- Use modeled writing to demonstrate use of transitions.
- Have students explain where they might add headings and other formatting.
- Read a stack text and have students identify the introduction, transitions, and the conclusion.

BRIDGING

- Have students identify introductions and conclusions in stack texts.
- Have students use graphic organizers to show the organization of stack texts.
- Have students use transitions to summarize their article.

🌉 **Reading-Writing Workshop Bridge**

While conferring with students, refer back to the Bridge minilessons on **voice** and **irregular verbs.**

ELL Minilesson Support

See the online *Language Awareness Handbook* for additional writing support.

Week 3: Develop Structure

During the developing structure week, your ELLs will benefit from additional writing support that expands their awareness of writing structure and how to create an informational article. These targeted supports were chosen to help students better understand the planning process behind writing.

Use this note for the minilesson on p. T390.

ELL Targeted Support

DEVELOP WITH RELATED INFORMATION

Organizing a text by grouping related information together is key in being able to add details and specificity to writing.

Read the body of a stack text. Discuss the main points of each paragraph, and record main ideas as a group. **EMERGING**

Have pairs read a different stack text and highlight the topic sentences of each paragraph on printed copies. Have pairs take notes on the main ideas and specific details. **DEVELOPING**

Ask students to brainstorm different main points of their informational article, write down at least three topic sentences, and number them in a logical order. **EXPANDING**

Have students make an outline listing topic sentences and details to show what they want to cover in each paragraph of their article. **BRIDGING**
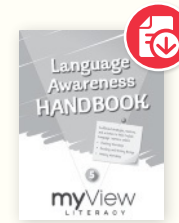
Use this note for the minilesson on p. T394.

ELL Targeted Support

DEVELOP WITH TRANSITIONS

To vary sentence lengths and make relationships of ideas clear, students need to use transitions in their writing.

Read aloud an excerpt from a stack text and give printed copies to the students. Have them raise their hands when they identify a transition word and highlight it on their copies. **EMERGING**

Have students read the excerpt aloud to a partner and write down the transitions it contains. Then have students write and combine their own sentences using the same transitions. **DEVELOPING**

Have students write one sentence or short paragraph with a transition for each of the text types on p. 325 of the *Student Interactive*. **EXPANDING**

Ask students to identify transitions in their own draft. If there are none, challenge them to add a few to bring clarity to the writing and vary sentence lengths. **BRIDGING**

FAST TRACK

Develop and Compose an Introduction

OBJECTIVE

Develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction, transitions, and a conclusion.

STUDENT INTERACTIVE, p. 323

Minilesson

Mentor STACK

TEACHING POINT An introduction grabs the reader's attention and tells what the article is about. A well-structured introduction includes

- a general statement about the topic.
- a more specific statement about what the article will address.
- a way to catch the reader's attention.

MODEL AND PRACTICE Explain that a good introduction should make the reader interested in learning more about the topic. It should tell the reader what to expect and why a reader should be interested in it.

Read sample introductions from the stack and help students identify the parts of each introduction as shown on *Student Interactive* p. 323.

- After reading each sentence aloud, ask students which part of the introduction they just heard.
- Pick one well-structured introduction from the stack and use modeled writing to develop a graphic organizer as an example.
- Ask the students what the reader has learned about the topic.

Direct students to pick a topic and begin building a graphic organizer like the one on p. 323 for their informational article introduction.

Independent Writing

Mentor STACK

FOCUS ON INTRODUCTION Students should transition into independent writing by using their graphic organizer to draft their informational article introduction.

- If students need additional opportunities to learn about the structure of an introduction, refer them to examples in the stack.

WRITING SUPPORT

- **Modeled** Do a Think Aloud to brainstorm what a reader might be interested to know about a student's topic.

- **Shared** Have students explain their topic while taking notes about main points and then discuss how they could be used in an introduction.

- **Guided** Have students identify the elements of an introduction in a stack text.

  🔺 **Intervention** Refer to the *Small Group Guide* for support.

- If students show comprehension of the topic, have them draft their own introduction in their writer's notebook.

See the **Conference Prompts** on p. T384.

Share Back

Ask for volunteers to share their introductions with the class and explain how they structured an introduction in their draft.

Spelling Spell Words with *r*-Controlled Vowels

OBJECTIVE

Spell multisyllabic words with closed syllables; open syllables; VC*e* syllables; vowel teams, including digraphs and diphthongs; *r*-controlled syllables; and final stable syllables.

SPELLING WORDS

armada	external
conserve	cardinal
guitar	excursions
proportion	injury
internal	majority
category	turbulent
vertical	quarter
partition	harmony
conform	vertex
guardian	minority

FLEXIBLE OPTION

LESSON 1

☑ Assess Prior Knowledge

Use the sentences from Lesson 5 Spelling, p. T404, to assess students' prior knowledge of *r*-controlled vowels.

For students who understand that some *r*-controlled vowels sound the same but are spelled differently, include the following Challenge Words with the spelling list.

Challenge Words

tarpaulin

notorious

honorable

ELL Targeted Support

***r*-Controlled Vowels** Remind students that vowel sounds change when they are linked to the letter *r*.

Give the correct pronunciation of each spelling word, and have students repeat after you. **EMERGING**

After the above activity, have students work in pairs to practice pronouncing the words with each other. **DEVELOPING**

After the above activities, have student pairs practice spelling the words. **EXPANDING**

FLEXIBLE OPTION

LESSON 1

☑ Assess Prior Knowledge

LESSON 2

Teach: Spell words with *r*-Controlled Vowels

FLEXIBLE OPTION

LESSON 3

More Practice: Spell words with *r*-Controlled Vowels

FLEXIBLE OPTION

LESSON 4

Spiral Review: Final Stable Syllables -*le*, -*tion*, -*sion*

LESSON 5

☑ **Assess Understanding**

Language & Conventions
Spiral Review

FLEXIBLE OPTION

LESSON 1

🗒️ **Spiral Review: Principal Parts of Regular Verbs**

FOCUS ON STRATEGIES Review principal parts of regular verbs on p. T373.

MODEL AND PRACTICE Display for students the principal parts of the verb *talk*.

- *talks*
- *is talking*
- *talked*
- *has talked*

Remind them of each principal part and of the helping verbs that accompany participles. As a class, change the verb in the following sentence to one that uses a present participle and a past participle: *She walks to the store. (She is walking to the store. She has walked to the store.)*

APPLY On their own, have students complete this sentence using the four principal parts of the verb *pull: Runners ____ muscles. (pull, are pulling, pulled, have pulled)*

OBJECTIVES

Use verb tense to convey various times, sequences, states, and conditions.

Edit drafts using standard English conventions, including past tense of irregular verbs.

ELL Targeted Support

Use Appropriate Verb Forms Tell students that it is important to use verb forms correctly to show when events happened.

Review principal parts of verbs by providing a regular verb (such as *live*) and four cloze sentences, one for each part. **EMERGING**

Display several short sentences using the principal parts of regular verbs. Have students identify the verb form and rewrite each sentence using a different principal part. **DEVELOPING**

Write or display the principal parts of a regular verb. Ask students to write sentences that correctly use each verb tense. **EXPANDING**

Have students exchange sentences with a partner for editing. Instruct them to make sure participles have the correct form of *be* or *have*. **BRIDGING**

FLEXIBLE OPTION

LESSON 1

🗒️ **Spiral Review: Principal Parts of Regular Verbs**	**FLEXIBLE OPTION** **LESSON 2** Principal Parts of Irregular Verbs	**LESSON 3** Teach Principal Parts of Irregular Verbs	**LESSON 4** Practice Principal Parts of Irregular Verbs	**FLEXIBLE OPTION** **LESSON 5** Standards Practice

FAST TRACK

Develop with Related Information

OBJECTIVES

Develop drafts into a focused, structured, and coherent piece of writing.

Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.

STUDENT INTERACTIVE, p. 324

INFORMATIONAL ARTICLE

Develop with Related Information

Paragraphs and sections show how facts and details relate to each other. Each paragraph often has one topic sentence that explains its main idea. All paragraphs support the main idea of the entire text. A writer can organize paragraphs in different ways.

Specific to General

| Amur tigers once roamed most of Asia. | → | All tigers that are endangered must be saved. |

General to Specific

| If we don't protect the planet, the human race may not have a future. | → | Preventing runoff from factories and farms can reduce pollution in our lakes. |

My TURN Each sentence is the topic sentence of a paragraph in an informational text. Put the topic sentences in a logical order.

1 Many kinds of animals are on the Endangered Species List.

4 People must stop killing green sea turtles for their shells, eggs, and meat.

3 Green sea turtles are threatened by humans and climate change.

2 Almost every species of sea turtle is endangered.

My TURN In your writing notebook, develop a draft of your informational article. Organize your ideas into paragraphs that support your main idea.

324

Minilesson

Mentor STACK

TEACHING POINT Information articles are separated into paragraphs, with each expressing its own main point. The paragraphs organize the article into a logical order.

- Paragraphs can be organized from specific to general or general to specific.
- A topic sentence usually expresses the main point of a paragraph.
- All the paragraphs should refer back to the topic of the article.

MODEL AND PRACTICE Ask students to turn to p. 324 in the *Student Interactive* and work on the first My Turn activity. Students should put a number in front of each sentence corresponding with the order in which the sentences should appear, from 1 to 4. Ask students why they chose that order and whether the order goes from general to specific or specific to general.

Read through stack texts and have students identify the topic sentences of each paragraph.

Possible Teaching Point

Writing Process

Drafting | Brainstorming

This week students will be writing an informational article about a topic they know or want to learn more about.

Have students

- think about subjects in which they have an interest and choose one
- jot notes about the most important information or questions they have about their subject
- look in mentor stacks or other resources for information about the subject

Independent Writing

Mentor STACK

FOCUS ON PARAGRAPH ORDER After the minilesson, students should transition into independent writing.

- If students need additional support, have them use a stack text to help them see the logical order of paragraphs.

  ### WRITING SUPPORT

  - **Modeled** Do a Think Aloud using a stack text to identify topic sentences.

  - **Shared** Have students explain the main points of their article. Prompt them to put these points in order from least detailed to most detailed.

  - **Guided** Encourage students to outline their article using topic sentences and to number the sentences before drafting their paragraphs.

  - **Intervention** Refer to the *Small Group Guide* for support.

- If students have identified topic sentences for their paragraphs, they can begin developing a logical order for the sentences and drafting their ideas into paragraphs.

See the **Conference Prompts** on p. T384.

Share Back

Ask students to explain how they chose the order of their paragraphs.

Spelling Spell Words with *r*-Controlled Vowels

OBJECTIVE

Spell multisyllabic words with closed syllables; open syllables; VC*e* syllables; vowel teams, including digraphs and diphthongs; *r*-controlled syllables; and final stable syllables.

SPELLING WORDS

armada	external
conserve	cardinal
guitar	excursions
proportion	injury
internal	majority
category	turbulent
vertical	quarter
partition	harmony
conform	vertex
guardian	minority

LESSON 2

Teach

FOCUS ON STRATEGIES Explain that vowel sounds change when they precede an *r*. Illustrate with the different vowel sounds in *fat* and *far*, *sit* and *sir*.

MODEL AND PRACTICE Write or display the words *external*, *cardinal, excursions, conform,* and *vertex*. Say each word aloud and have students echo you, focusing on the *r*-controlled vowel sounds.

APPLY MyTURN Have students complete the activity on p. 321 of the *Student Interactive*.

SPELLING   READING-WRITING BRIDGE

Spell Words with *r*-Controlled Vowels

Vowels followed by the letter *r* are called **r-controlled vowels.** To spell words with *r*-controlled vowels, consider the different spellings of the *r*-controlled vowel sounds. For example, *or, ore,* and *oar* are ways to spell the *r*-controlled vowel sound you hear in the word *core.* The *r*-controlled vowel sound you hear in the word *bird* can be spelled *er, ir, or,* or *ur*.

MyTURN Read the words. Spell and sort the list words by the sound made by their *r*-controlled vowel sound.

SPELLING WORDS

armada	category	external	turbulent
conserve	vertical	cardinal	quarter
guitar	partition	excursions	harmony
proportion	conform	injury	vertex
internal	guardian	majority	minority

sound *ar* as in *car*	sound *er* as in *hurt*	sound *or* as in *cord*
armada	conserve	proportion
guitar	internal	category
partition	vertical	conform
guardian	external	majority
cardinal	excursions	minority
harmony	injury	
	turbulent	
	vertex	
	quarter	

321

LESSON 2

LESSON 1

☑ **Assess Prior Knowledge**

Teach: Spell Words with *r*-Controlled Syllables

LESSON 3

More Practice: Spell Words with *r*-Controlled Syllables

LESSON 4

Spiral Review: Final Stable Syllables -*le*, -*tion*, -*sion*

LESSON 5

☑ **Assess Understanding**

Language & Conventions
Principal Parts of Irregular Verbs

FLEXIBLE OPTION ◀

LESSON 2

Oral Language: Principal Parts of Irregular Verbs

FOCUS ON STRATEGIES Introduce irregular verbs by giving students examples such as *go, went,* and *gone.* Explain that irregular verbs do not add *-ed* to form the past tense or past participle and that many irregular verbs have different simple past and past participle forms. Note that all verbs form their present participles in the regular way, by adding *-ing.* This is why present participles are not listed on p. 322 even though they are one of the four principal parts of verbs. Point out that the most irregular verbs are high-frequency words, or words that appear often in texts.

MODEL AND PRACTICE Point out that many common verbs are irregular. Help students think of examples and write their present, past, and past participle forms on the board. Remind students to add a form of *have* before a past participle; for example, *I see, I saw, I have seen.* Work with the class to edit several examples. Following patterns and rules will help students correctly spell words.

APPLY Have students work in pairs to identify the past tense and past participle of irregular verbs *sing, break,* and *choose.*

OBJECTIVES

Use verb tense to convey various times, sequences, states, and conditions.

Edit drafts using standard English conventions, including past tense of irregular verbs.

FLEXIBLE OPTION ◀

LESSON 2

Oral Language: Principal Parts of Irregular Verbs

FLEXIBLE OPTION ◀

LESSON 1

📓 Spiral Review: Principal Parts of Regular Verbs

LESSON 3

Teach Principal Parts of Irregular Verbs

LESSON 4

Practice Principal Parts of Irregular Verbs

FLEXIBLE OPTION ◀

LESSON 5

Standards Practice

FAST TRACK

Develop with Transitions

OBJECTIVE

Develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction, transitions, and a conclusion.

STUDENT INTERACTIVE, p. 325

WRITING WORKSHOP

Develop with Transitions

Writers use transitions and linking words to guide readers through a text. The transitional words, phrases, and clauses in an informational article provide structure by showing the logical relationships between details. Different text structures use different transitions. Depending on the writer's purpose, an informational article may follow one of these common text structures.

Structure	Transitions	Example
Cause and Effect	*because, as a result, then, since, for, cause, effect*	Jackie learned to be a great tennis player **because** she worked hard at tennis camp.
Time Order/ Chronology	*first, then, meanwhile, immediately, until, now, next, finally, soon*	**First**, she learned the basics. **Then** she began to practice her technique daily.
Comparison and Contrast	*similar, different, especially, as, yet, like, unlike, however, although, in contrast, but, at first*	Her playing style **at first** was clumsy, **but** soon she learned discipline and gained strength.
Problem and Solution	*as a result, problem, solution, challenge*	**As a result**, her playing improved rapidly.
Process	*after, since, during, when, while, first, second, third, next, finally, after that, then, last, meanwhile, in the end*	Now she tells other young players, "**First**, you need a goal. **Then** you have to practice all the time. **Meanwhile**, you have to believe in yourself. **In the end**, you will succeed."

My TURN In your writing notebook, develop a draft of your informational article. Use transitions to create structure.

325

Minilesson

Mentor STACK

TEACHING POINT Transitions help carry a thought from one sentence or paragraph to another. They guide the reader through an article by making logical connections between points or ideas. Transitions also provide structure. Writers use different transitions to show different relationships of ideas, such as

- cause and effect.
- time order or chronology.
- compare and contrast.
- problems and solutions.
- steps in a process.

MODEL AND PRACTICE Review each of the different text types and transition examples. Ask students to turn to their neighbor to take turns reading the example sentences. Use a stack text to have students identify transitions and the text type being used.

···· Possible Teaching Point

Langauge & Conventions | Principal Parts of Irregular Verbs

As students draft their informational articles, ask them to be aware of their uses of irregular verbs. Remind them that

- past and past participle forms of irregular verbs do not end in *-ed*
- simple past and past participle forms of an irregular verb often have different forms
- all verbs form their present participles in the regular way

Independent Writing

Mentor STACK

FOCUS ON TRANSITIONS After the minilesson, students should transition into independent writing.

- Remind students that they may need to adjust some of their paragraphs to add transitions. If they need further explanation of how to use transitions, guide them to stack texts that use transitions frequently.

WRITING SUPPORT

- **Modeled** Do a Think Aloud that includes transitions as you describe a sequence of events.

- **Shared** Have students choose a stack text and identify its transitions from the list on p. 325.

- **Guided** Have students identify a transition in a stack text and then create their own sentence using that transition.

🔺 **Intervention** Refer to the *Small Group Guide* for support.

- If students demonstrate understanding, encourage them to look back over their draft and add transitions to help create structure.

See the **Conference Prompts** on p. T384.

Share Back

Ask students to share with a partner one of their sentences with transitions. Have students explain why they chose the transitions and how they create structure. Then call on volunteers to share with the whole class.

Spelling Spell Words with *r*-Controlled Vowels

OBJECTIVE

Spell multisyllabic words with closed syllables; open syllables; VC*e* syllables; vowel teams, including digraphs and diphthongs; *r*-controlled syllables; and final stable syllables.

SPELLING WORDS

armada	external
conserve	cardinal
guitar	excursions
proportion	injury
internal	majority
category	turbulent
vertical	quarter
partition	harmony
conform	vertex
guardian	minority

FLEXIBLE OPTION

LESSON 3

More Practice

FOCUS ON STRATEGIES Remind students that vowel sounds change when they are *r*-controlled and that some *r*-controlled vowels sound alike but are spelled differently.

MODEL AND PRACTICE Write the following sentences and have students work in pairs to fill in the blanks with spelling words.

1. On their _____, the hikers climbed to Twin Falls. **(excursion)**

2. There were _____ columns at the building's entrance. **(vertical)**

APPLY Have students complete *Spelling* p. 52 from the *Resource Download Center.*

FLEXIBLE OPTION

LESSON 3

More Practice:
Spell Words with
r-Controlled Vowels

FLEXIBLE OPTION

LESSON 1

☑ **Assess Prior Knowledge**

LESSON 2

Teach: Spell Words with *r*-Controlled Vowels

FLEXIBLE OPTION

LESSON 4

Spiral Review: Final Stable Syllables -*le*, -*tion*, -*sion*

LESSON 5

☑ **Assess Understanding**

Language & Conventions
Principal Parts of Irregular Verbs

Teach Principal Parts of Irregular Verbs

FOCUS ON STRATEGIES Tell students that irregular verbs are verbs in which the past or past participle forms do not end in -ed. Often they have different forms for the simple past and past participle as well: *break, broke, have broken.* Sometimes they have the same irregular form for both: *teach, taught, have taught*. Note that students can check whether a verb is irregular by looking it up in a dictionary. The dictionary will list any irregular forms after the main entry for the verb.

MODEL AND PRACTICE Reinforce the lesson with more examples of common irregular verbs, such as *speak, buy, fall, catch, shake, drive,* and *tear.* Place students in pairs to write simple sentences that illustrate the past and past participle of these verbs. Remind them to use a form of *have* before the past participles. Tell students that memorizing irregular verbs and other high-frequency words will help them read and write more fluently.

OBJECTIVES

Use verb tense to convey various times, sequences, states, and conditions.

Edit drafts using standard English conventions, including past tense of irregular verbs.

ELL Targeted Support

Language Structures Help students learn new language structures heard during class. Explain that past participles use *has, have,* or *had* as a helping verb.

Have students repeat after you: The test has begun. The tests have begun. Have students identify the different participles. **EMERGING**

Have groups orally complete these sentence frames: *The test has _____. The tests have _____.* **DEVELOPING**

Have pairs edit these sentences so that the verbs use the past participle: *I drank the milk. (I have drunk the milk.) She took the book. (She has taken the book.)* Have pairs read their answers aloud. **EXPANDING**

Read sentences aloud and have students orally change each verb so that it has the past participle. **BRIDGING**

LESSON 3

FLEXIBLE OPTION ↰
LESSON 1

FLEXIBLE OPTION ↰
LESSON 2

Teach Principal Parts of Irregular Verbs

LESSON 4

FLEXIBLE OPTION ↰
LESSON 5

Spiral Review: Principal Parts of Regular Verbs

Principal Parts of Irregular Verbs

Practice Principal Parts of Irregular Verbs

Standards Practice

FAST TRACK

Use Formatting

OBJECTIVE

Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.

STUDENT INTERACTIVE, p. 326

Minilesson

Mentor STACK

TEACHING POINT Formatting in informational articles provides a guide for readers as they read and interpret the article. It helps them identify what is important about a topic and what the writer wants them to remember.

- Headings tell what the following paragraph will be about.
- Bold words indicate words readers should remember.
- Italics identify special terms.
- Bulleted lists identify basic facts or quickly sum up information.

MODEL AND PRACTICE Have students turn to p. 326 in the *Student Interactive* and reread "The Pink Meanie." Tell them to use the information in the paragraph to create a bulleted list of the main facts. Have students repeat this exercise using stack texts. Additionally, have them choose a stack text and add formatting, such as paragraph headings and bold or italic words, to the text.

·· Possible Teaching Point

Spelling | Words with *r*-Controlled Vowels

Help students understand that it is important to use correct spelling, especially in attention-getting headings. Remind them that

- vowel sounds change when they are followed by the letter *r*
- some *r*-controlled vowels sound the same but are spelled differently, such as those in *guardian* and *guitar*

If students are in doubt about a word's correct spelling, they should try sounding out the word or looking it up in a dictionary.

Independent Writing

Mentor STACK

FOCUS ON FORMATTING After the minilesson, students should transition into independent writing.

- If students need additional guidance on where to use formatting, refer them to stack texts with multiple examples of formatting.

WRITING SUPPORT

- **Modeled** Use a Think Aloud to read the students' paragraphs and identify words they may want to emphasize in bold or italic print.

- **Shared** Have students read and identify formatting options in a stack text.

- **Guided** Have students highlight words in their draft that are technical or that they want the reader to remember.

▲ **Intervention** Refer to the *Small Group Guide* for support.

- If students demonstrate understanding, have them continue adding formatting to additional paragraphs in their text, including a bulleted list to sum up information.

See the **Conference Prompts** on p. T384.

Share Back

Ask volunteers to share formatting examples, including their bulleted lists.

Spelling Spiral Review

OBJECTIVE

Spell multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

SPELLING WORDS

armada	external
conserve	cardinal
guitar	excursions
proportion	injury
internal	majority
category	turbulent
vertical	quarter
partition	harmony
conform	vertex
guardian	minority

Writing Workshop

As students proofread their drafts, remind them to check for spelling errors in words with final stable syllables.

FLEXIBLE OPTION

LESSON 4

Spiral Review: Final Stable Syllables -le, -tion, -sion

FOCUS ON STRATEGIES Review the spelling rule about the final stable syllables of a consonant -le, -tion, and -sion on p. T368.

MODEL AND PRACTICE Display this sentence: *Americans have the right to peacefully assembull.* Call on a volunteer to correct the misspelling. Point out that knowing how to spell final stable syllables can help students spell the words in which they appear, such as *assemble*.

APPLY Have students use the spelling words on p. T368 to make flash cards and quiz each other on the correct spellings.

FLEXIBLE OPTION

LESSON 1
☑ **Assess Prior Knowledge**

LESSON 2
Teach: Spell Words with *r*-Controlled Vowels

FLEXIBLE OPTION

LESSON 3
More Practice: Spell Words with *r*-Controlled Vowels

FLEXIBLE OPTION

LESSON 4
Spiral Review: Final Stable Syllables -le, -tion, -sion

LESSON 5
☑ **Assess Understanding**

Language & Conventions
Principal Parts of Irregular Verbs

Practice Principal Parts of Irregular Verbs

APPLY **My TURN** Have students edit the draft paragraph on *Student Interactive* p. 322.

LANGUAGE AND CONVENTIONS

Principal Parts of Irregular Verbs

A verb's tenses are formed from its principal parts: the present, the past, and the past participle. Spell the past tense of regular verbs by adding -ed. Use *has, have,* or *had* with the past tense to form the past participle. An **irregular verb** does not add -ed to form the past tense. Most irregular verbs have different spellings for the past and the past participle.

Present	Past	(has, have, or had +) Past Participle
become	became	become
begin	began	begun
drink	drank	drunk
forget	forgot	forgotten

Present	Past	(has, have, or had +) Past Participle
go	went	gone
know	knew	known
see	saw	seen
take	took	taken

My TURN Edit this draft by changing the irregular present-tense verbs in each sentence to past tense or past participle. Spell the words correctly.

Possible responses:

Brian ~~forgets~~ *had forgotten* how cold the woods ~~become~~ *became* at night. He ~~understands~~ *understood* that it ~~takes~~ *took* a lot for him to survive in the wilderness. He ~~begins~~ *began* each morning searching for water, and he ~~goes~~ *went* to the nearby stream. Earlier, he ~~sees~~ *had seen* that several animals ~~drink~~ *drunk* the water, so he ~~knows~~ *knew* it was clean.

322

OBJECTIVES

Use verb tense to convey various times, sequences, states, and conditions.

Edit drafts using standard English conventions, including past tense of irregular verbs.

Writing Workshop

Direct students to look at their writing notebooks to find places where they have used irregular verbs in their drafts. Have them check to make sure they have used correct verb forms and the correct spelling for words with patterns and rules.

FAST TRACK
Develop and Compose a Conclusion

OBJECTIVE

Develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction, transitions, and a conclusion.

STUDENT INTERACTIVE, p. 327

WRITING WORKSHOP

Develop and Compose a Conclusion

A writer sums up the events in an informational article with a concluding statement or section. The conclusion provides structure and helps readers understand how they can use the information in the article. For example, a writer may conclude an article with a suggestion about how the reader could learn more about the topic.

MY TURN Choose a topic and develop a draft. Focus your writing around a clear structure. Be sure to include a conclusion.

How can you sum up the topic of your article?

Why is the topic important for your readers to learn about?

What do you want your readers to do with the information in the article?

327

Minilesson

Mentor STACK

TEACHING POINT A conclusion summarizes the main points of a text and
- creates structure and coherence by providing closure.
- indicates why the topic is important.
- tells the reader how to learn more about the topic.
- leaves readers with a lesson to apply to their lives.
- calls readers to action.

MODEL AND PRACTICE Select a few stack texts to read aloud, but do not read the conclusions. Discuss with students the main points of the text using these questions:
- How can you sum up the topic of this text?
- Why is this topic important for readers to learn about?
- What do you think the author wants readers to do with information in the text?

Read a conclusion of a stack text to see how the author summarized the text and discuss what the author wanted the reader to learn.

Have the students turn to p. 327 in the *Student Interactive* to answer the listed questions about their informational article draft.

Independent Writing

Students should transition to independent writing and work to complete their informational article drafts. If students are making great progress on their drafts, you may choose to use the Select a Genre feature on p. T403. See the **Conference Prompts** on p. T384.

Share Back

Ask students to share a concluding summary of their article in one sentence or their complete conclusion if they choose. Have them explain how they structured their writing to make it coherent.

SELECT A GENRE

Topic In their writing notebooks, ask students to brainstorm possible topics or modifications to their informational article topic. Use these prompts to help students generate ideas.

- What action could a reader take after reading your informational article?
- What is your favorite hobby?
- Think of a funny, exciting, or scary experience you recently had.
- Tell me about a person you admire.

Purpose Tell students that determining the purpose of their writing will help them select a genre in which to write. Students should decide whether they want to

- convince a reader to change something or accomplish something.
- entertain a reader.
- inform a reader about a topic they find interesting.

Audience Have pairs of students discuss possible audiences for their topic. They should ask each other who they would like to read their writing. After the discussion, have students decide on an audience and write down 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 in naming the genre, provide common options such as the following as a starting point.

- Personal Narrative
- Realistic Fiction
- Poetry
- Argumentative Text
- Informational Article

In their writing notebooks, tell students to begin writing a first draft.

Spelling Spell Words with *r*-Controlled Vowels

OBJECTIVE

Spell multisyllabic words with closed syllables; open syllables; VC*e* syllables; vowel teams, including digraphs and diphthongs; *r*-controlled syllables; and final stable syllables.

SPELLING WORDS

armada	external
conserve	cardinal
guitar	excursions
proportion	injury
internal	majority
category	turbulent
vertical	quarter
partition	harmony
conform	vertex
guardian	minority

LESSON 5

✓ **Assess Understanding**

Use the following sentences for a spelling test.

Spelling Sentences

1. The city tries to **conserve** water during the hot summer months.
2. She took her **guitar** to the music shop to get it tuned.
3. The form had to be signed by a parent or **guardian**.
4. Something is wrong with the **internal** workings of the computer.
5. The pilot warned of a **turbulent** landing.
6. He earned a **quarter** for every shirt he ironed.
7. The red **cardinal** was easy to see in the snow.
8. A **partition** divided the room.
9. The **proportion** of students who do sports is rising.
10. Her **injury** kept her out for the rest of the season.

LESSON 5

FLEXIBLE OPTION ↰
LESSON 1

✓ Assess Prior Knowledge

FLEXIBLE OPTION
LESSON 2

Teach: Spell Words with *r*-Controlled Vowels

FLEXIBLE OPTION ↰
LESSON 3

More Practice: Spell Words with *r*-Controlled Vowels

FLEXIBLE OPTION ↰
LESSON 4

Spiral Review: Final Stable Syllables -*le*, -*tion*, -*sion*

✓ Assess Understanding

Language & Conventions
Principal Parts of Irregular Verbs

FLEXIBLE OPTION ←

LESSON 5

Standards Practice

Display the sentence and have students respond independently.

The pet store gives away dog treats for free.

Which choice changes the verb *gives* form present tense to simple past?

A gived
B gave
C has gave
D had given

APPLY Have students complete *Language and Conventions* p. 57 from the *Resource Download Center.*

Name _____

Language and Conventions

Principal Parts of Irregular Verbs

The principal parts of a verb are:
- present
- present participle
- past
- past participle

To form the past tense for regular verbs, add -ed, as in the following example for the word *watch*:

Kwame **watched** the movie.

However, do not add -ed to form the past tense for irregular verbs. Instead, most irregular verbs have completely different spellings for the past tense. Here is an example for the word *drink*:

Louisa **drank** a cold glass of lemonade after mowing the lawn.

The word has or have is added to form the past participle of irregular verbs:

Marcella **has begun** to volunteer at the community garden.

TURN Complete the following sentences using the irregular verb form shown in parentheses.

1. Mrs. Ochoa **(forget; past)** ___forgot___ to charge her cell phone.

2. Taylor and Kristen **(know; past participle)** have known each other for years.

3. Kenny **(see; past)** ___saw___ a turtle while kayaking.

4. Aisha **(go; past participle)** ___has gone___ to the art exhibit twice this month.

TURN Write one sentence using an irregular verb in the past tense and one sentence using the past participle of an irregular verb.

Responses will vary but should include correct irregular verbs.

Grade 5, Unit 2, Week 3   57

OBJECTIVES

Use verb tense to convey various times, sequences, states, and conditions.

Edit drafts using standard English conventions, including past tense of irregular verbs.

WEEKLY STANDARDS PRACTICE ✓

To assess student progress on Language and Conventions, use the Weekly Standards Practice at SavvasRealize.com.

FLEXIBLE OPTION ←

LESSON 5

Standards Practice

FLEXIBLE OPTION ←
LESSON 1

🗒 Spiral Review: Principal Parts of Regular Verbs

FLEXIBLE OPTION ←
LESSON 2

Principal Parts of Irregular Verbs

LESSON 3

Teach Principal Parts of Irregular Verbs

LESSON 4

Practice Principal Parts of Irregular Verbs

Weekly Overview

Students will

- effectively use precise language and correct verb tenses.
- edit for adverbs, simple and compound sentences, subject-verb agreement, prepositions, and prepositional phrases.

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 Precise Language and Domain-Specific Vocabulary T410	Use Correct Verb Tense T414	Edit for Adverbs T418
INDEPENDENT WRITING AND CONFERENCES 30–40 min.	Independent Writing and Conferences T411	Independent Writing and Conferences T415	Independent Writing and Conferences T419
SHARE BACK FOCUS 5–10 min.	Precise Language and Domain-Specific Vocabulary T411	Correct Verb Tenses T415	Conjunctive Adverbs T419
🔵 **READING-WRITING WORKSHOP BRIDGE** 5–10 min.	**FLEXIBLE OPTION** ⬅ • **Spelling** Assess Prior Knowledge T412 **FLEXIBLE OPTION** ⬅ • **Language & Conventions** Spiral Review: Principal Parts of Irregular Verbs T413	• **Spelling** Teach Spell Words with Prefixes *il-, in-, im-, ir-* T416 **FLEXIBLE OPTION** ⬅ • **Language & Conventions** Oral Language: Perfect Verb Tenses T417	**FLEXIBLE OPTION** ⬅ • **Spelling** More Practice T420 • **Language & Conventions** Teach Perfect Verb Tenses T421

Mentor STACK

The following criteria may be helpful in selecting texts from the stack to teach students the elements of informational articles:

• The length is approximately the same as the students' informational articles.

• The informational articles use precise and domain-specific language.

• Authors use adverbs, simple and compound sentences, correct verb tenses, and prepositional phrases.

FAST TRACK

LESSON 4

Edit Simple and Compound Sentences T422

Independent Writing and Conferences T423

Simple and Compound Sentences T423

FLEXIBLE OPTION ↰
• **Spelling** Spiral Review T424
• **Language & Conventions** Practice Perfect Verb Tenses T425

FAST TRACK

LESSON 5

Edit for Prepositions and Prepositional Phrases T426

Writing Club and Conferences T426–T427

Prepositions, Prepositional Phrases, and the Object of the Preposition T426

• **Spelling Assess Understanding** T428
FLEXIBLE OPTION ↰
• **Language & Conventions** Standards Practice T429

ADDITIONAL RESOURCES

MINILESSON 5–10 min.	Conduct an Interview	Use Adverbs Effectively
INDEPENDENT WRITING AND CONFERENCES 30–40 min.	Independent Writing and Conferences	Independent Writing and Conferences
SHARE BACK FOCUS 5–10 min.	Interview Questions	Sentences with Adverbs
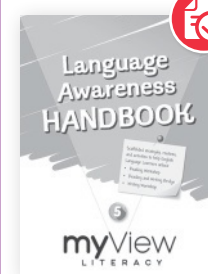
See the online *Language Awareness Handbook* for additional writing support.
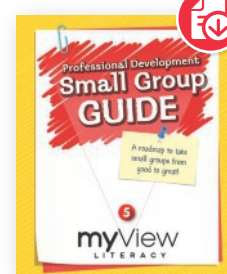
See the *Small Group Guide* for additional writing support.

Conferences ⟳ Mentor STACK 📚

During this time, assess for understanding of revising and editing techniques in order to gauge where students may need support in their informational article writing. Have stacks and minilessons available to refer to during conferences.

FORMATIVE ASSESSMENT	Conference Prompts
Use Precise Language and Domain-Specific Vocabulary	
If students need additional support,	🔺 **Then** ask: What word in this sentence can be more specific?
If students show understanding,	**Then** ask: How do precise words improve your writing?
Use Correct Verb Tense	
If students need additional support,	🔺 **Then** ask: What word does the future perfect tense always include?
If students show understanding,	**Then** ask: Did you use the same verb tense throughout your article?
Edit for Adverbs	
If students need additional support,	🔺 **Then** ask: What is one part of speech an adverb can describe?
If students show understanding,	**Then** ask: What conjunctive adverb can improve your paragraph?
Edit Simple and Compound Sentences	
If students need additional support,	🔺 **Then** ask: What is the difference between simple and compound sentences?
If students show understanding,	**Then** have students identify simple and compound sentences in their writing.
Edit for Prepositions and Prepositional Phrases	
If students need additional support,	🔺 **Then** ask them to identify the preposition in an example sentence.
If students show understanding,	**Then** ask them to identify the subject and the object of the preposition in a sentence.

Reading-Writing Workshop Bridge

While conferring with students, refer back to the Bridge minilessons on the **author's message** and **perfect verb tenses**.

Conference Support for ELL

EMERGING

- Teach the word *revise*. Explain the difference between revising and editing.
- Use modeled writing to show the correct verb tense and subject-verb agreement.
- Use stack texts to show examples of conjunctive adverbs.

DEVELOPING

- Use modeled writing to help students recognize how conjunctive adverbs create smooth articles.
- Use modeled writing to help students recognize where subjects and verbs do not agree.
- Use shared writing to help students practice adding conjunctive adverbs to their writing.

EXPANDING

- Use guided writing to help students edit their informational articles, identifying places that need more precise or domain-specific language.
- Use shared writing to encourage students to use both simple and compound sentences in their writing.
- Use guided writing to help students choose appropriate conjunctive adverbs.

BRIDGING

- Use Think Aloud to teach students how to read their writing for coherence and clarity.
- Use guided writing to teach students how to pair related sentences and improve flow.
- Use stack texts to illustrate how language helps articulate an idea.

ELL Minilesson Support

See the online *Language Awareness Handbook* for additional writing support.

Week 4: Writer's Craft

During the writer's craft week, your ELLs will benefit from writing support that helps them understand that revising and editing will improve the message they are trying to convey in their writing. These targeted supports were chosen to help students develop skills using correct adverbs and subject-verb agreement.

Use this note for the **minilesson** on p. T418.

ELL Targeted Support

EDIT FOR ADVERBS

Conjunctive adverbs, such as *however, then, next,* and *therefore,* can help writers organize their ideas and connect important information. Use simple sentences and sentence pairs to illustrate the use and meaning of conjunctive adverbs.

Have students find three examples of conjunctive adverbs in stack texts. Have them copy the sentences, omitting the adverbs. Then have them provide the correct adverb to complete partners' sentences. **EMERGING**

Provide sentence stems and ask students to complete each sentence in three ways, using different conjunctive adverbs. **DEVELOPING**

Provide a list of conjunctive adverbs. Have students write three original sentences, each using a conjunctive adverb. **EXPANDING**

Provide a list of conjunctive adverbs and have students write a short paragraph, using conjunctive adverbs to organize or combine ideas. **BRIDGING**
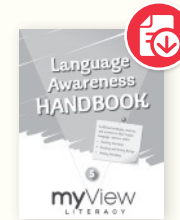
Use this note for the **minilesson** on p. T426.

ELL Targeted Support

EDIT FOR PREPOSITIONS AND PREPOSITIONAL PHRASES

Prepositions and prepositional phrases link sentence parts. Writers use prepositions and prepositional phrases to show location, time, direction, or other details.

Have students identify three prepositional phrases from stack texts. Direct them to copy the sentences and mark the preposition and the prepositional phrase. Then have them use the phrases to write new sentences. **EMERGING**

Ask students to work in groups to find and copy prepositional phrases in stack texts. Then have them replace the prepositional phrases with new ones of their own. **DEVELOPING**

Provide a list of prepositions and prepositional phrases. Have students use these examples to describe items in the classroom. **EXPANDING**

Have students write three sentences to describe a place they know well. Encourage them to use as many prepositional phrases as they can. **BRIDGING**

FAST TRACK
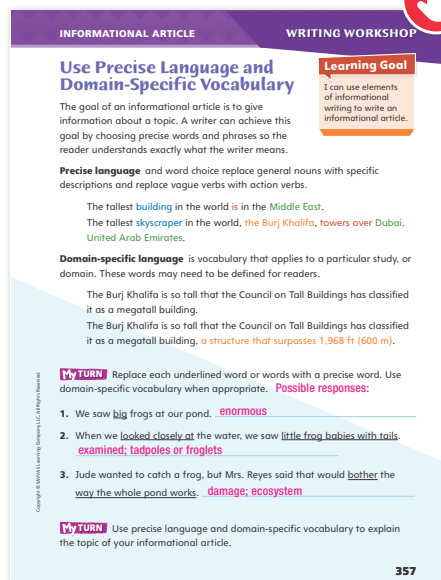
Use Precise Language and Domain-Specific Vocabulary

OBJECTIVES

Use precise language and domain-specific vocabulary to inform about or explain the topic.

Edit drafts using standard English conventions

STUDENT INTERACTIVE, p. 357

INFORMATIONAL ARTICLE — WRITING WORKSHOP

Use Precise Language and Domain-Specific Vocabulary

Learning Goal
I can use elements of informational writing to write an informational article.

The goal of an informational article is to give information about a topic. A writer can achieve this goal by choosing precise words and phrases so the reader understands exactly what the writer means.

Precise language and word choice replace general nouns with specific descriptions and replace vague verbs with action verbs.

The tallest building in the world is in the Middle East.
The tallest skyscraper in the world, the Burj Khalifa, towers over Dubai, United Arab Emirates.

Domain-specific language is vocabulary that applies to a particular study, or domain. These words may need to be defined for readers.

The Burj Khalifa is so tall that the Council on Tall Buildings has classified it as a megatall building.
The Burj Khalifa is so tall that the Council on Tall Buildings has classified it as a megatall building, a structure that surpasses 1,968 ft (600 m).

My TURN Replace each underlined word or words with a precise word. Use domain-specific vocabulary when appropriate. **Possible responses:**

1. We saw big frogs at our pond. enormous

2. When we looked closely at the water, we saw little frog babies with tails. examined; tadpoles or froglets

3. Jude wanted to catch a frog, but Mrs. Reyes said that would bother the way the whole pond works. damage; ecosystem

My TURN Use precise language and domain-specific vocabulary to explain the topic of your informational article.

357

Minilesson

Mentor STACK

TEACHING POINT The goal of an informational article is to give information about a topic. A writer can achieve this goal by choosing precise words and phrases so the reader understands exactly what the writer means.

- The writer replaces general nouns with precise language and specific descriptions, and he or she replaces vague verbs with action verbs.

- Domain-specific language applies to a particular study, or domain. These words may need to be defined for readers.

MODEL AND PRACTICE Provide two sentences using generic nouns, adjectives, and verbs, and edit them to be specific. Repeat the activity but replace the generic terminology with domain-specific language. Tell students to ask themselves these questions when reviewing a sentence for generic language:

- Could I modify the subject/verb/adjective in this sentence to give more detailed information about that subject/verb/adjective?

- Could I add domain-specific language from one of my sources?

- Do I need to explain the meaning of this domain-specific language?

Direct students to p. 357 of their *Student Interactive* and complete the first My Turn activity.

Independent Writing

Mentor STACK

FOCUS ON PRECISE AND DOMAIN-SPECIFIC LANGUAGE After the minilesson, students should transition into independent writing.

- If students need additional opportunities to understand precise and domain-specific language, have them look for examples in stack texts.

WRITING SUPPORT

- **Modeled** Offer descriptive sentences from a stack text and do a Think Aloud to show precise and domain-specific language.

- **Shared** Have students choose stack texts and identify examples of precise and domain-specific language.

- **Guided** Use stack texts to provide specific instruction on precise and domain-specific language.

▲ **Intervention** Refer to the *Small Group Guide* for support.

- If students demonstrate understanding, have them revise their drafts in their writing notebooks.

See the **Conference Prompts** on p. T408.

Share Back

Ask several volunteers to share from their drafts examples of sentences with precise or domain-specific language.

Spelling Spell Words with Prefixes *il-, in-, im-, ir-*

OBJECTIVE

Spell words using knowledge of prefixes.

SPELLING WORDS

logical	accurate
inoffensive	impassable
irrational	inadequate
probable	mobile
legal	improbable
adequate	rational
offensive	illegal
irreplaceable	passable
inaccurate	replaceable
illogical	immobile

FLEXIBLE OPTION

LESSON 1

☑ **Assess Prior Knowledge**

Use the sentences from Lesson 5 Spelling, p. T428, to assess students' prior knowledge of words with the prefixes *il-, im-, in-,* and *ir-*.

For students who understand that the spelling of the bases of words with these prefixes is the same, include the following Challenge Words with the spelling list.

Challenge Words

illumination

inefficiency

inexplicable

ELL Targeted Support

Prefixes Recognizing prefixes will help students understand English words.

Display *logical* and *illogical*. Say that adding *il-* did not change the base word's spelling. Have students copy the words. **EMERGING**

Display *logical* and *illogical*. Have students write what the words share. **DEVELOPING**

Have students copy words starting with *il-* and circle the base words. **EXPANDING**

Repeat the above activity with words that start with *in-, im-,* or *ir-*. **BRIDGING**

FLEXIBLE OPTION

LESSON 1

☑ **Assess Prior Knowledge**

LESSON 2

Teach: Prefixes *il-, im-, in-, ir*

FLEXIBLE OPTION

LESSON 3

More Practice: Prefixes *il-, im-, in-, ir-*

FLEXIBLE OPTION

LESSON 4

Spiral Review: *r*-Controlled Vowels

LESSON 5

☑ **Assess Understanding**

Language & Conventions
Spiral Review

LESSON 1

Spiral Review: Principal Parts of Irregular Verbs

FOCUS ON STRATEGIES Review principal parts of irregular verbs. See p. T397.

MODEL AND PRACTICE Display the four principal parts of the word *go: go, went, gone, going*. Point out that the verb is irregular because its past tense and past participle forms are different than expected. Have students use each form of the word *go* in a sentence to show that they understand how to use each of the principal parts.

APPLY Have students create sentences of their own using forms of irregular verbs, such as those for the words *ride, swim,* and *eat*.

ELL Targeted Support

Language Structures Help students learn new language structures heard during class. Explain that past participles use *has, have, or had* as a helping verb.

Have students repeat after you: The test has begun. The tests have begun. Have students identify the different participles. **EMERGING**

Have groups orally complete these sentence frames: *The test has _____. The tests have_____.* **DEVELOPING**

Have pairs edit these sentences so that the verbs use the past participle: *I drank the milk.* (*I have drunk the milk.*) *She took the book.* (*She has taken the book.*) Have pairs read their answers aloud. **EXPANDING**

Read sentences aloud and have students orally change each verb so that it has the past participle. **BRIDGING**

OBJECTIVES

Use verb tense to convey various times, sequences, states, and conditions.

Edit drafts using standard English conventions, including past tense of irregular verbs.

LESSON 1

Spiral Review: Principal Parts of Irregular Verbs	LESSON 2	LESSON 3	LESSON 4	LESSON 5
	Oral Language: Perfect Verb Tenses	Teach Perfect Verb Tenses	Practice Perfect Verb Tenses	Standards Practice

FAST TRACK
Use Correct Verb Tense

OBJECTIVES

Form and use the perfect verb tenses.

Use verb tense to convey various times, sequences, states, and conditions.

Recognize and correct inappropriate shifts in verb tense.

STUDENT INTERACTIVE, p. 358

INFORMATIONAL ARTICLE

Use Correct Verb Tense

Writers use **verb tense** to show various times, sequences of events, states, and conditions. The perfect tense uses a form of *have* with the past participle.

Tense	Shows	Example
Present Perfect	Action that began in the past and is completed in the present	I *have* finished the painting. She *has* graduated from art school.
Past Perfect	Action that began in the past and was completed in the past	I *had* decided to be an artist when I was young.
Future Perfect	Action that will be completed at some point in the future	I *will* have finished the project by Saturday.

Writers usually avoid shifts in tense within a sentence.

Salvador **chooses** red paint and **had brushed** it on his canvas. — **Incorrect**: *Chooses* and *had brushed* are different tenses.

Salvador **chooses** red paint and **brushes** it on his canvas. — **Correct**: *Chooses* and *brushes* are both present tense.

Sometimes, however, there is a good reason for a shift in tense.

After she **goes** to the art supply store, I **will have** what I need to finish the painting. — **Correct**: *Goes* and *will have* are different tenses, but they show a relationship between present and future action.

My TURN Form the correct perfect tense of each verb.

1. In less than three months from now, Julie __will have competed__ (compete) in five marathons.

2. She __has trained__ (train) hard every day to get in shape.

3. She __had decided__ (decide) to become a competitive runner after watching the Chicago Marathon last year.

358

Minilesson

Mentor STACK

TEACHING POINT Writers use verb tense to show various times, sequences of events, states, and conditions. The perfect tense uses a form of *have* with the past participle. Good writers avoid shifts in tense within a sentence. However, sometimes a shift in verb tense shows a relationship between present and future action.

MODEL AND PRACTICE Write *Clara smiles* and *had danced across the stage*. Explain that the verb tenses don't match and, depending on when the action takes place, the sentence can be corrected two ways. (present tense: *Clara smiles and dances across the stage*; past perfect: *Clara had smiled and had danced across the stage*.)

Write a similar sentence, and have students tell you which verbs should be changed. Prompt them with questions such as: When does the action of this sentence take place? Does that match the time of the verb being used? Was the action completed when the verb took place?

Direct students to p. 358 of their *Student Interactive*, complete the My Turn activity, and then talk with a partner to compare answers.

⋯ **Possible Teaching Point**

Writing Process

Revising and Editing | Edit for Verb Tense

This week students will be writing informational articles using precise language and domain-specific vocabulary.

Have students

- check that consistent verb tenses are used within sentences, and revise when necessary
- check that correct verb tenses are used throughout the draft to convey appropriate time, sequence, and condition

Independent Writing

FOCUS ON CONSISTENT VERB TENSES After the minilesson, students should transition into independent writing.

- If students need additional opportunities to understand verb tense, have them identify examples in stack texts.

WRITING SUPPORT

- **Modeled** Offer descriptive sentences from a stack text and do a Think Aloud to show how verb tense can alter the meaning of a sentence.

- **Shared** Have students choose stack texts and identify the verb tenses used throughout the texts.

- **Guided** Use a stack text to provide specific instruction on verb tense.

🔺 **Intervention** Refer to the *Small Group Guide* for support.

- If students demonstrate understanding, have them check and make any needed edits to their drafts in their writing notebooks.

See the **Conference Prompts** on p. T408.

Share Back

Ask several volunteers to share from their drafts examples of perfect verbs and their relative tenses. Encourage them to share examples of sentences that appropriately make use of multiple tenses.

Spelling Spell Words with Prefixes *il-, in-, im-, ir-*

OBJECTIVE

Spell words using knowledge of prefixes.

SPELLING WORDS

logical	accurate
inoffensive	impassable
irrational	inadequate
probable	mobile
legal	improbable
adequate	rational
offensive	illegal
irreplaceable	passable
inaccurate	replaceable
illogical	immobile

LESSON 2

Teach

FOCUS ON STRATEGIES Explain that in words with the prefixes *il-, im-, in-,* and *ir-*, the base word that follows the prefix doesn't change. The new word is formed by adding the prefix to the front of the base word.

MODEL AND PRACTICE Write or display a base word, such as *legal*, and then model adding a prefix to it, such as *il-*. Write or display the new word, *illegal*, noting how the base word did not change.

APPLY My TURN Have students complete the activity on p. 355 of the *Student Interactive* independently.

SPELLING   READING-WRITING BRIDGE

Spell Words with Prefixes *il-, in-, im-, ir-*

Prefixes add meaning to base words. In most cases, the spelling of the base word does not change. Instead, the prefix is simply added to the beginning of the word.

My TURN Read the words and find the related word pairs. Spell the words of each related word pair and write them side by side.

SPELLING WORDS

logical	adequate	accurate	rational
inoffensive	offensive	impassable	illegal
irrational	irreplaceable	inadequate	passable
probable	inaccurate	mobile	replaceable
legal	illogical	improbable	immobile

logical	illogical
probable	improbable
legal	illegal
adequate	inadequate
offensive	inoffensive
accurate	inaccurate
mobile	immobile
rational	irrational
passable	impassable
replaceable	irreplaceable

355

LESSON 2

LESSON 1

Teach: Prefixes *il-, im-, in-, ir*

LESSON 3

LESSON 4

LESSON 5

☑ **Assess Prior Knowledge**

More Practice: Prefixes *il-, im-, in-, ir-*

Spiral Review: *r*-Controlled Vowels

☑ **Assess Understanding**

Language & Conventions
Perfect Verb Tenses

FLEXIBLE OPTION ◄

LESSON 2

Oral Language: Perfect Verb Tenses

FOCUS ON STRATEGIES Introduce perfect verb tenses by giving oral examples, such as *He has left for school. She had seen that dog before.* Explain that perfect verb tenses indicate actions completed.

MODEL AND PRACTICE Display a variety of sentences using past- and future-tense verbs. Have students modify the sentences by replacing the verbs with verbs in perfect tenses. For example, write *I will return from Mexico.* Show that it can be changed to *By then, I will have returned from Mexico.* Help students modify the sentences by using the present perfect, the past perfect, and the future perfect tenses.

APPLY Have students work in pairs to create a sentence that contains a verb in a perfect tense. Have one partner use one perfect tense and the other partner a different one. Ask partners to share their sentences with another pair. The receiving pair should identify the words that form the perfect tense and name the tense.

OBJECTIVES

Form and use the perfect verb tenses.

Edit drafts using standard English conventions.

FLEXIBLE OPTION ◄

LESSON 2

Oral Language: Perfect Verb Tenses

FLEXIBLE OPTION ◄

LESSON 1

📖 **Spiral Review: Principal Parts of Irregular Verbs**

LESSON 3

Teach Perfect Verb Tenses

LESSON 4

Practice Perfect Verb Tenses

FLEXIBLE OPTION ◄

LESSON 5

Standards Practice

Edit for Adverbs

OBJECTIVE

Edit drafts using standard English conventions, including conjunctive adverbs.

STUDENT INTERACTIVE, p. 359

Minilesson

Mentor STACK

TEACHING POINT Writers use adverbs to make their writing more descriptive, which helps the reader to better understand their message. Writers use conjunctive adverbs to help connect ideas and improve the structure of their writing.

- An adverb describes how, where, or when actions happen.

- A conjunctive adverb shows a relationship between ideas within a sentence. It can introduce an independent clause, connect two independent clauses, or link sentences with similar ideas.

MODEL AND PRACTICE Display a series of related independent clauses separated by periods. Choose two clauses. Point out the list of common conjunctive adverbs on p. 359 of the *Student Interactive*. Ask: Which conjunctive adverb would best help me connect these two ideas? Explain that punctuation will differ depending on where the conjunctive adverb appears in a sentence. Model joining two independent clauses by changing a period to a semicolon before the added adverb and then adding a comma after it. Then model setting off a conjunctive adverb with commas.

Direct students to complete the first My Turn activity on p. 359. Then, direct them to talk with a partner to compare answers.

⋯ Possible Teaching Point

Language & Conventions | Adverbs

As students revise and edit their informational articles, remind them that

- adverbs describe how, where, or when actions occur

- adverbs make their writing more descriptive and more interesting

- adding conjunctive adverbs, such as *then*, *finally*, and *eventually*, will improve the flow of their writing and help them connect related ideas

Independent Writing

Mentor STACK

FOCUS ON CONJUNCTIVE ADVERBS After the minilesson, students should transition into independent writing.

- If students need additional opportunities to understand conjunctive adverbs, have them look for common conjunctive adverbs and the ideas they connect.

WRITING SUPPORT

- **Modeled** Offer descriptive sentences from a stack text and do a Think Aloud to show how verb tense can alter the meaning of a sentence.

- **Shared** Have students choose stack texts and identify the verb tenses used throughout the texts.

- **Guided** Use a stack text to provide specific instruction on verb tense.

▲ **Intervention** Refer to the *Small Group Guide* for support.

- If students demonstrate understanding, have them revise their drafts in their writing in their writing notebooks.

See the **Conference Prompts** on p. T408.

Share Back

Ask several volunteers to share from their drafts examples of how they used conjunctive adverb.

Spelling Spell Words with Prefixes *il-, in-, im-, ir-*

OBJECTIVE

Spell words using knowledge of prefixes.

SPELLING WORDS

logical	accurate
inoffensive	impassable
irrational	inadequate
probable	mobile
legal	improbable
adequate	rational
offensive	illegal
irreplaceable	passable
inaccurate	replaceable
illogical	immobile

FLEXIBLE OPTION

LESSON 3

More Practice

FOCUS ON STRATEGIES Remind students that the prefixes *il-, im-, in-,* or *ir-* can be added to a word without changing the spelling of the base word.

MODEL AND PRACTICE Write or display the following sentences. Have students work in pairs to fill in the blanks.

1. It is _____ for most people to disturb a Gila monster. **(illegal)**

2. It is _____ for the scientists studying the Gila monsters to handle them. **(legal)**

APPLY Have students complete *Spelling* p. 53 from the *Resource Download Center*.

Name _____

Spelling

Spell Words with Prefixes *il-, in-, im-, ir-*
Most of the time, adding a prefix does not change the way the base word is spelled. Prefixes do change the meaning of the base words to which they are added. In this case, the prefixes *il-, in-, im-,* and *ir-* all mean "not."

SPELLING WORDS

logical	adequate	accurate	rational
inoffensive	offensive	impassable	illegal
irrational	irreplaceable	inadequate	passable
probable	inaccurate	mobile	replaceable
legal	illogical	improbable	immobile

MyTURN Complete the following sentences by adding the correct prefix (*il-, in-, im-,* or *ir-*) to the base word shown in parentheses. Spell correctly.

1. Winning the lottery is **(probable)** improbable _____.

2. Even after combining their savings, Jordan and Mika had an **(adequate)** inadequate _____ amount of money to buy the video game.

3. Having been in the family for generations, the rare and delicate vase was **(replaceable)** irreplaceable _____.

MyTURN Follow the prompts below to practice spelling words with prefixes.

1. Use the word *immobile* in a sentence about trying to move something.

_____

2. Use the word *irreplaceable* in a sentence about a treasured item or an antique.

_____

Grade 5, Unit 2, Week 4
© Pearson Education, Inc., or its affiliates. All rights reserved.

53

FLEXIBLE OPTION

LESSON 3

More Practice:
Prefixes *il-, im-, in-, ir-*

FLEXIBLE OPTION

LESSON 1

☑ **Assess Prior Knowledge**

LESSON 2

Teach: Prefixes *il-, im-, in-, ir*

FLEXIBLE OPTION

LESSON 4

Spiral Review:
r-Controlled Vowels

LESSON 5

☑ **Assess Understanding**

Language & Conventions
Perfect Verb Tenses

Teach Perfect Verb Tenses

FOCUS ON STRATEGIES Say that perfect verb tenses indicate a completed action. An action can be completed in the present ("I have finished"), it could have been completed in the past ("I had finished"), or it will be completed some time in the future ("I will have finished"). The perfect verb tenses are the present perfect, the past perfect, and the future perfect.

MODEL AND PRACTICE To reinforce the instruction, say *I have finished my homework. After I had finished my homework, I had a snack. I will have finished my homework by the time you get home.* Ask students to use all three perfect tenses in related sentences.

OBJECTIVES

Form and use the perfect verb tenses.

Edit drafts using standard English conventions.

ELL Targeted Support

Perfect Tenses To help students correctly identify and refer to perfect tenses, remind them that one meaning of *perfect* is "complete." The perfect tenses refers to actions that were complete in the past, are complete in the present, or will be completed in the future.

Model expressing the same content with and without the perfect verb tense: "I ate breakfast already" can mean "I have eaten." "I ate breakfast before I came to school" can mean

"I had eaten before school." "Tomorrow, I am going to eat breakfast before coming to school" can mean "I will have eaten breakfast when I get to school." **EMERGING/DEVELOPING**

Have students make up and say sentences using each of the three perfect verb tense forms. Guide them to use specific daily events such as completing a project or chores. **EXPANDING**

FLEXIBLE OPTION
LESSON 1
Spiral Review: Principal Parts of Irregular Verbs

FLEXIBLE OPTION
LESSON 2
Oral Language: Perfect Verb Tenses

LESSON 3
Teach Perfect Verb Tenses

LESSON 4
Practice Perfect Verb Tenses

FLEXIBLE OPTION
LESSON 5
Standards Practice

FAST TRACK
Edit Simple and Compound Sentences

OBJECTIVE

Edit drafts using standard English conventions, including complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments.

STUDENT INTERACTIVE, p. 360

INFORMATIONAL ARTICLE

Edit Simple and Compound Sentences

A complete simple sentence has one independent clause, or at least one subject and one verb. A sentence without a subject or a verb is called a fragment. Writers edit to avoid fragments. A complete compound sentence has two independent clauses that are connected with a comma and a coordinating conjunction, such as *and*, *but*, or *or*. Joining independent clauses without a comma and coordinating conjunction creates a run-on sentence. Writers can also correct run-on sentences by adding end punctuation to separate the independent clauses into two simple sentences.

Sentence	Subject	Verb	Sentence Type
The horse whinnied with excitement.	horse	whinnied	simple
Daisy was eager to run, so she reared up on her back legs.	Daisy she	was reared	compound

The subject and verb of a sentence must work together, or **agree**.

The **mare fears** fire. | *Mare* is singular, and *fears* is a singular verb.

MY TURN Edit the paragraph for subject-verb agreement. Correct the fragment and the run-on sentence.

Painting with watercolors are challenging. You add water depending on how light or intense you wants the color to be. More water mean the color will be weaker, more of the paper show through. Less water and more paint creates bolder colors, and they are easier easier to see.

MY TURN Edit your informational article for subject-verb agreement and to be sure simple and compound sentences are complete and correct.

360

Minilesson

Mentor STACK

TEACHING POINT A simple sentence has one independent clause with at least one subject (a noun or pronoun) and one predicate (a verb). The subject and verb of a sentence must agree. A singular subject has a singular verb. A plural subject has a plural verb. If a statement does not have a subject or a verb, it is a sentence fragment. Writers should avoid fragments.

Compound sentences are two simple sentences connected by a comma and a coordinating conjunction. A run-on sentence happens when two independent clauses are incorrectly connected without a comma and coordinating conjunction. When two independent clauses are incorrectly connected with a comma, it creates a comma splice. Both run-ons and comma splices should be corrected.

MODEL AND PRACTICE Display *Mateo enjoys studying insects*. and *He belongs to the Bug Club at school*. Share a list of coordinating conjunctions. Explain that the word *and* best connects the simple sentences.

Display the compound sentence *Mateo and Ana attends a school that specializes in science*. Ask: What is the subject? Is the subject singular or plural? Does the form of verb match the number of subjects? Correct the singular verb *attends* to its plural form, *attend*. Say: When writing, we want to make sure our subjects and verbs agree.

Have students complete the first My Turn activity on p. 360.

···: Possible Teaching Point

Spelling | Words with Prefixes il-, in-, im-, ir-

Point out to students the importance of using correct spelling in their writing. Remind them that

- adding the prefixes *il-*, *in-*, *im-*, and *ir-* to a base word does not change the spelling of the base word

- adding the prefixes *il-*, *in-*, *im-*, and *ir-* to a base word changes the meaning of the base word, giving it the opposite meaning

Independent Writing

Mentor STACK

FOCUS ON SUBJECT-VERB AGREEMENT After the minilesson, students should transition into independent writing.

- Have students edit for subject-verb agreement and simple and compound sentences. Remind them to edit to avoid comma splices, run-on sentences, and sentence fragments.

WRITING SUPPORT

- **Modeled** Offer sentences from a stack text and do a Think Aloud to show how and why subjects and verbs agree or disagree.

- **Shared** Have students choose stack texts and identify examples of subject-verb agreement.

- **Guided** Use a stack text to provide specific instruction on subject-verb agreement.

▲ **Intervention** Refer to the *Small Group Guide* for support.

See the **Conference Prompts** on p. T408.

Share Back

Ask several volunteers to share from their drafts examples of sentences with simple and compound sentences. Have them explain the function of coordinating conjunctions. Then have them explain how they avoided run-ons, comma splices, and sentence fragments in their writing.

Spelling Spiral Review

OBJECTIVE

Review the spelling rule for *r*-controlled vowels.

SPELLING WORDS

logical	accurate
inoffensive	impassable
irrational	inadequate
probable	mobile
legal	improbable
adequate	rational
offensive	illegal
irreplaceable	passable
inaccurate	replaceable
illogical	immobile

Writing Workshop

As students proofread their writing, remind them to check the spellings of words with *r*-controlled vowels.

FLEXIBLE OPTION

LESSON 4

Spiral Review: *r*-Controlled Vowels

FOCUS ON STRATEGIES Review the spelling rule about *r*-controlled vowels on p. T392.

MODEL AND PRACTICE Display these words: *originate, armada, vertex, injury*. Explain that the /ar/ sound is usually spelled *ar*, the /or/ sound is usually spelled *or*, and the /er/ sound is usually spelled either *er* or *ur*. Ask the students to spell *guardian, majority,* and *turbulent*.

APPLY Using the spelling words on p. T388, invite students to make flashcards for the words, to quiz each other on the correct spellings, or to create a word search or crossword puzzle using the words with *r*-controlled vowels.

FLEXIBLE OPTION

LESSON 4

Spiral Review: *r*-Controlled Vowels

FLEXIBLE OPTION

LESSON 1

☑ **Assess Prior Knowledge**

LESSON 2

Teach: Prefixes *il-, im-, in-, ir*

FLEXIBLE OPTION

LESSON 3

More Practice: Prefixes *il-, im-, in-, ir-*

LESSON 5

☑ **Assess Understanding**

Language & Conventions
Perfect Verb Tenses

LESSON 4

Practice Perfect Verb Tenses

APPLY **My TURN** Have students edit the draft paragraph on *Student Interactive* p. 356.

LANGUAGE AND CONVENTIONS

Perfect Verb Tenses

The past tense tells what has happened or already been (*marched*). The present tense tells what is happening now (*march*). The future tense tells what is going to happen or will be (*will march*).

Perfect tenses use a helping verb to specify the relationship between actions in time.

- The **past perfect** tense shows an action that began and ended in the past.
  Last week, we had marched in the parade.
- The **present perfect** tense shows an action that began in the past and ended in the present.
  Now we have marched from Main Street to City Hall.
- The **future perfect** tense shows an action that will start and end in the future.
  By the end of the year, I will have marched in four parades.

My TURN Edit this draft by changing each verb to past perfect tense.
Possible responses:

        had checked   had arrived
Researchers check data after they arrive at the laboratory.
                 had
Last month, one of the machines failed to measure the
                  had
migration patterns. The manager asked the university for better
                  had
equipment. The state-of-the-art device arrived last week.

356

OBJECTIVES

Form and use the perfect verb tenses.

Edit drafts using standard English conventions.

Writing Workshop

As students work on their drafts during Writing Workshop, remind them to use perfect verb tenses thoughtfully to show actions completed in the present, past, or future. You may wish to have students trade drafts with a partner to check that the perfect verb tenses have been used correctly.

FLEXIBLE OPTION **LESSON 1**	FLEXIBLE OPTION **LESSON 2**	**LESSON 3**	**LESSON 4** Practice Perfect Verb Tenses	FLEXIBLE OPTION **LESSON 5**
Spiral Review: Principal Parts of Irregular Verbs	Oral Language: Perfect Verb Tenses	Teach Perfect Verb Tenses		Standards Practice

FAST TRACK

Edit for Prepositions and Prepositional Phrases

OBJECTIVE

Edit drafts using standard English conventions, including prepositions and prepositional phrases and their influence on subject-verb agreement.

STUDENT INTERACTIVE, p. 361

Minilesson

Mentor STACK

TEACHING POINT Prepositional phrases offer readers more information about the subjects of sentences and their actions. Prepositional phrases consist of two parts.

- The first part is the preposition. Common prepositions are *above, across, at, before, below, between, by, during, from, in, near, of, off, out, over, to, under, until, up,* and *with.*

- The second part is the object of the preposition. This is the noun or pronoun with which the subject or another noun interacts.

In the sentence *The lizard sleeps on the rocks, on* is a preposition and *the rocks* is its object. Verbs must agree with the subject of the sentence, not the object of the preposition.

- *The <u>lizard</u> on the rocks <u>sleeps</u> soundly.* (not <u>sleep</u> soundly)

MODEL AND PRACTICE Write *The skin of the Gila monsters feel rough and bumpy.* Ask: What is the prepositional phrase in this sentence? (of the Gila monsters) What is the preposition? (of) What is the object of the preposition? (the Gila monsters) Is the verb *feel* correct? How do you know? Explain to students that *feel* does not agree with the subject of the sentence: *skin.* Change *feel* to *feels.*

Direct students to complete the first My Turn activity on p. 361 and then talk with a partner to compare answers. Have them talk about how the prepositional phrases affected subject-verb agreement.

WRITING CLUB

Place students into Writing Club groups. See p. T427 for details of how to run Writing Club. See the **Conference Prompts** on p. T408.

Share Back

Call on students to explain the function of prepositions in sentences. Then have them share examples of prepositions and prepositional phrases in their writing.

WRITING CLUB

What's Happening This Week? In this week's Writing Club, students will share revised drafts of their informational articles. To ensure that students give feedback in an organized manner, they should spend the first 5–10 minutes in their groups discussing the following:

- The order in which they will share their drafts
- The situations in which it is appropriate to ask a writer to pause or repeat what he or she just read
- The way to organize feedback—for example, one person at a time or one issue at a time

What Are We Sharing? Before sharing their informational articles, students should decide which elements of their work they would like feedback on in today's Writing Club. To help the group focus, students should mention these concerns before they begin.

How Do We Get Started? Conversation Starters

Use these prompts to help students begin the discussions in their Writing Club.

- Are there ideas that do not move the article along?
- Does information seem to be missing?
- Is all language precise and domain-specific when appropriate?
- Are conjunctive adverbs used to connect ideas?
- Do subjects and verbs agree in simple and compound sentences?
- Is the verb tense correct?

Spelling Spell Words with Prefixes *il-, in-, im-, ir-*

OBJECTIVE

Spell words using knowledge of prefixes.

SPELLING WORDS

logical	accurate
inoffensive	impassable
irrational	inadequate
probable	mobile
legal	improbable
adequate	rational
offensive	illegal
irreplaceable	passable
inaccurate	replaceable
illogical	immobile

LESSON 5

✅ Assess Understanding

Use the following sentences for a spelling test.

Spelling Sentences

1. Manolo was a quiet, **inoffensive** man who treated everyone with kindness.
2. Jean made an **irrational** decision to buy the car without driving it first.
3. The one-of-a-kind necklace from her grandmother was **irreplaceable.**
4. The meteorologist's **inaccurate** weather forecast annoyed many morning commuters.
5. It is **illogical** to expect one person to do the work of five people.
6. The storm's strong winds and heavy rain made mountain roads **impassable.**
7. Diego thought Min's mild response to the crisis was **inadequate.**
8. Even though winning the big lottery was **improbable,** Joe still liked to play.
9. Doing something against the law is **illegal.**
10. Erin became **immobile** after she spotted the spider nearby.

FLEXIBLE OPTION ↰
LESSON 1

✅ **Assess Prior Knowledge**

FLEXIBLE OPTION
LESSON 2

Teach: Prefixes *il-, im-, in-, ir*

FLEXIBLE OPTION ↰
LESSON 3

More Practice: Prefixes *il-, im-, in-, ir*

FLEXIBLE OPTION ↰
LESSON 4

Spiral Review: *r*-Controlled Vowels

LESSON 5

✅ **Assess Understanding**

Language & Conventions
Perfect Verb Tenses

FLEXIBLE OPTION ←

LESSON 5

Standards Practice

Read this sentence:

Keisha made the batter and then put the muffins in the oven.

Which partial revision best emphasizes the completed action of making the batter?

- **A** "After Keisha had made the batter, she"
- **B** "Since Keisha made the batter, she"
- **C** "Keisha will have made the batter and now she"

APPLY Have students complete *Language and Conventions* p. 58 from the *Resource Download Center*.

Name _____

Language and Conventions

Perfect Verb Tenses
Verb tense can be thought of in terms of past, present, and future:
- **Past:** what has already happened or has already been (*walked*)
- **Present:** what is happening right now (*walk*)
- **Future:** what will happen or what will be (*will walk*)

Perfect tenses are a little different. They use a helping verb to show how actions are related in time:
- **Past perfect:** shows an action that began and ended in the past (*we had walked*)
- **Present perfect:** shows an action that began in the past and ended in the present (*we have walked*)
- **Future perfect:** shows an action that will start and end in the future (*we will have walked*)

MyTURN Complete the sentences using the verb and verb tense shown.

1. Elisa (**offer; past perfect**) _____ had offered _____ to help Tyler with his project.
2. By the time he is fifteen, Jack (**read; future perfect**) _____ will have read _____ many books.
3. We (**drive; past perfect**) _____ have driven _____ a long way to get here.
4. DeMarcus (**ask; past perfect**) _____ had asked _____ his mom if she needed help making dinner.
5. By the end of the summer, Rasheed (**harvest; future perfect**) _____ will have harvested _____ peppers, carrots, and squash.

Grade 5, Unit 2, Week 4
© Pearson Education, Inc., or its affiliates. All rights reserved.   58

OBJECTIVES

Form and use the perfect verb tenses.

Edit drafts using standard English conventions.

WEEKLY STANDARDS PRACTICE ✓

To assess student progress on Language and Conventions, use the Weekly Standards Practice at SavvasRealize.com.

FLEXIBLE OPTION ←
LESSON 5
Standards Practice

FLEXIBLE OPTION ←
LESSON 1
📖 **Spiral Review:** Principal Parts of Irregular Verbs

FLEXIBLE OPTION ←
LESSON 2
Oral Language: Perfect Verb Tenses

LESSON 3
Teach Perfect Verb Tenses

LESSON 4
Practice Perfect Verb Tenses

Weekly Overview

Students will

- edit drafts of informational articles for punctuation marks and capitalization.
- share, publish, and reflect on the writing experience.
- follow a six-step plan to write an informational article.
- write an informational article in response to a prompt.

WEEK	WRITING PROCESS	FLEXIBLE PATH
1	Prewriting	Introduce and Immerse
2	Drafting	Develop Elements
3	Drafting	Develop Structure
4	Revising and Editing	Writer's Craft
▶ 5	Publishing	Publish, Celebrate, and Assess

Minilesson Bank

Daily Plan

Based on what you know about your students' writing, choose one minilesson from the options below for each day's instruction.

	LESSON 1 *FAST TRACK*	LESSON 2 *FAST TRACK*	LESSON 3
MINILESSON 5–10 min.	Edit for Punctuation Marks T434	Edit for Capitalization T438	Publish and Celebrate T442
INDEPENDENT WRITING AND CONFERENCES 30–40 min.	Independent Writing and Conferences T435	Independent Writing and Conferences T439	Independent Writing and Conferences T443
SHARE BACK FOCUS 5–10 min.	Types of Punctuation T435	Reasons for Capitalization T439	Publishing T443
READING-WRITING WORKSHOP BRIDGE 5–10 min.	**FLEXIBLE OPTION** ◀ • **Spelling** Assess Prior Knowledge T436 **FLEXIBLE OPTION** ◀ • **Language & Conventions** Spiral Review: Principle Parts of Irregular Verbs T437	• **Spelling** Teach Spell Base Words with Endings T440 **FLEXIBLE OPTION** ◀ • **Language & Conventions** Oral Language: Active Voice T441	**FLEXIBLE OPTION** ◀ • **Spelling** More Practice T444 • **Language & Conventions** Teach Active Voice T445

Mentor STACK

The following criteria may be helpful in selecting texts from the stack to teach students the elements of informational articles:

- The topic comes from research, observation, or hands-on investigation.
- The article answers *who*, *what*, *when*, *where*, *why*, and *how*.
- The article includes an introduction and a conclusion.
- The article includes examples of comma usage and quotation marks.
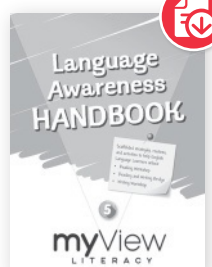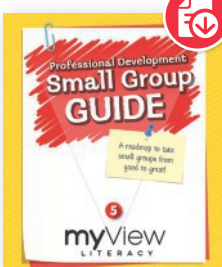
FAST TRACK

LESSON 4	LESSON 5
Prepare for Assessment T446	Assessment T450
Independent Writing and Conferences T447	Assessment T450–T451
Step-by-Step Plans for Writing T447	Assessment T451
FLEXIBLE OPTION • **Spelling** Spiral Review T448 • **Language and Conventions** Practice Active Voice T449	• **Spelling** Assess Understanding T452 **FLEXIBLE OPTION** • **Language and Conventions** Standards Practice T453

ADDITIONAL RESOURCES

MINILESSON 5–10 min.	Punctuate Direct Quotes	Publish Beyond the Classroom
INDEPENDENT WRITING AND CONFERENCES 30–40 min.	Independent Writing and Conferences	Independent Writing and Conferences
SHARE BACK FOCUS 5–10 min.	Punctuating Direct Quotes	Publishing

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 key structures, elements, and craft of informational articles in order to gauge where students may need support in writing their own informational article. Have stacks and minilessons available to reference during the conferences.

FORMATIVE ASSESSMENT	Conference Prompts
Edit for Punctuation Marks	
If students need additional support,	🔺 **Then** review punctuation by discussing commas and quotation marks.
If students show understanding,	**Then** ask: How does this punctuation clarify the ideas?
Edit for Capitalization	
If students need additional support,	🔺 **Then** review why words or abbreviations are capitalized.
If students show understanding,	**Then** ask: When is capitalization needed?
Publish and Celebrate	
If students need additional support,	🔺 **Then** remind them of different ways to publish writing for different audiences.
If students show understanding,	**Then** ask: Why is this an effective way to publish your article?
Assessment Lessons	
If students need additional support,	🔺 **Then** walk through any steps that are causing confusion.
If students show understanding,	**Then** encourage students to practice planning their informational article assessment.

Conference Support for ELL

EMERGING

- Use a K-W-L graphic organizer to discuss stack selection.
- Learn ways to use punctuation and capitalization in student's home language.
- Use modeled writing to help student edit an informational article.

DEVELOPING

- Use a word web to discuss the editing process.
- Model drawing and using visuals so student knows it is an acceptable form of communication.
- Use modeled writing to help student edit an informational article.

EXPANDING

- Help student compare and contrast punctuation and capitalization in English to his or her home language.
- Think Aloud as you work through the steps to publish an informational article.
- Use guided writing to help student evaluate whether he or she is ready to publish.

BRIDGING

- Use examples from stacks to discuss punctuation and capitalization.
- Let student practice publishing in different formats.
- Use guided writing to help student publish the article.

🌉 Reading-Writing Workshop Bridge

While conferring with students, refer back to the Bridge minilessons on **point of view** and **active voice.**

ELL Minilesson Support

See the online *Language Awareness Handbook* for additional writing support.

Week 5: Publish, Celebrate, and Assess

During the publish, celebrate, and assess week, your ELLs will benefit from additional writing support that expands their knowledge of editing and writing conventions such as punctuation and capitalization. These targeted supports were chosen to help students better understand the planning and editing process for informational articles.

Use this note for the minilesson on p. T434.

ELL Targeted Support

EDIT FOR PUNCTUATION MARKS

Have students view model examples of correct punctuation from the stack and then make a punctuation marks T-chart poster for classroom use.

Read and think aloud examples as you guide the writing on chart paper. Encourage students to point to the examples, such as a comma between items in a series, as they review them. **EMERGING**

Encourage partners to identify and talk about the examples from the stack, such as commas in compound sentences, before they report back to the group. **DEVELOPING**

Encourage student pairs to find examples of punctuation marks from the stack, such as commas and quotation marks in direct quotations. Have them think aloud to make decisions about what should be included on the chart, and encourage volunteers to assist you in writing. **EXPANDING/BRIDGING**
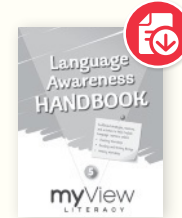
Use this note for the minilesson on p. T438.

ELL Targeted Support

EDIT FOR CAPITALIZATION

Display and discuss examples of correct capitalization to help students understand how and why to use it in informational articles. Have students view examples from the stack and then make a capitalization T-chart poster to hang for everyone in the class to use, as needed.

Read and think aloud examples, such as proper nouns, addresses, and titles. Encourage students to point to the examples they suggest from the stack. **EMERGING**

Encourage partners to identify and talk about the examples from the stack before they report to the group. **DEVELOPING**

Have student pairs find examples of capitalization from the stack. Have them use markers to write the examples in a T-chart poster for classroom use. **EXPANDING/ BRIDGING**

FAST TRACK

Edit for Punctuation Marks

OBJECTIVES

Edit drafts using standard English conventions, including punctuation marks, including commas in compound and complex sentences, quotation marks in dialogue, and italics and underlining for titles and emphasis.

Use punctuation to separate items in a series.

STUDENT INTERACTIVE, p. 393

Minilesson

Mentor STACK

TEACHING POINT After writing is complete, writers edit their work for mistakes. They may also look for ways to improve the piece. One way to improve a text is to edit it for more complex punctuation such as commas and quotation marks. Commas are used for

- separating items in a series.
- combining sentences with *for*, *and*, *nor*, *but*, *or*, *yet*, and *so*.

Quotation marks are used for

- marking dialogue.
- direct quotes.
- some titles.

MODEL AND PRACTICE Review editing for punctuation marks in *Student Interactive* p. 393. Ask: In what specific ways do you need to use commas, and why are they important? What do quotation marks tell you?

Group students into pairs and direct them to the classroom library. Challenge pairs to use sticky notes mark pages of a text that contains examples of commas in a sequence or quotation marks. Then direct students to the first My Turn activity on p. 393. Have pairs work together to edit the paragraph for correct use of commas and quotation marks.

Independent Writing

Mentor STACK

FOCUS ON QUOTATION MARKS AND COMMAS Encourage students to use quotation marks and commas correctly in their informational articles. Students who feel comfortable with these rules can write notes or paragraphs in their writer's notebooks.

WRITING SUPPORT

- **Modeled** Transcribe a paragraph from a stack text, leaving out punctuation. Then do a Think Aloud about editing for punctuation.

- **Shared** Have students choose a stack text and write sentences with commas.

- **Guided** Explicitly instruct students about how to use commas and quotation marks in their writing.

- **Intervention** Refer to the *Small Group Guide* for support.

See the **Conference Prompts** on p. T432.

Share Back

Call on pairs to share the punctuation examples from their classroom library book and evaluate how the punctuation clarifies ideas.

Spelling Spell Base Words with Endings

OBJECTIVE

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

SPELLING WORDS

program	rely
programming	relies
equip	theory
equipped	theories
permit	revise
permitting	revising
involve	industry
involvement	industries
benefit	conveys
benefited	conveying

FLEXIBLE OPTION

LESSON 1

☑ **Assess Prior Knowledge**

Use the sentences from Lesson 5, p. T452, to assess students' prior knowledge of base words and endings.

For students who understand that the spelling of certain words changes when endings are added to their base, include the following Challenge Words with the spelling list.

Challenge Words

preferred

committing

accommodating

ELL Targeted Support

Spelling Display words *rely/relies* and *equip/equips.* Say each pair of words. Have students repeat and then write the word pairs in their notebooks. **EMERGING**

Have partners add the suffixes *-ing* and *-ed* to *rely* and *equip,* following the spelling rules as they write in their notebooks. **DEVELOPING**

Have partners write each spelling word in their notebooks and identify the base word. **EXPANDING**

Have partners give each other spelling words to write in their notebooks. **BRIDGING**

FLEXIBLE OPTION

LESSON 1

☑ **Assess Prior Knowledge**

LESSON 2

Teach: Spell Base Words with Endings

FLEXIBLE OPTION

LESSON 3

More Practice: Spell Base Words with Endings

FLEXIBLE OPTION

LESSON 4

Spiral Review: Prefixes *il-, in-, im-, ir-*

LESSON 5

☑ **Assess Understanding**

Language & Conventions
Spiral Review

LESSON 1

Spiral Review: Principle Parts of Irregular Verbs

FOCUS ON STRATEGIES Review principle parts of irregular verbs. See p. T413.

MODEL AND PRACTICE Write or display the sentence *I bring an apple to school every day*. Then write or display the sentence *I brought an apple to school every day last year.* Point out to students that the verb *bring* is an irregular verb. When it is conjugated to be in the past tense, it becomes *brought*. Work together as a class to create sentences with the verb *catch* in the past and present tense.

APPLY Have students write their own sentences that use properly conjugated irregular verbs.

OBJECTIVES

Use verb tense to convey various times, sequences, states, and conditions.

Edit drafts using standard English conventions, including past tense of irregular verbs.

ELL Targeted Support

Language Structures Help students learn new language structures heard during class. Explain that past participles use *has, have,* or had as a helping verb.

Have students repeat after you: The test has begun. The tests have begun. Have students identify the different participles. **EMERGING**

Have groups orally complete these sentence frames: *The test has _____. The tests have _____.* **DEVELOPING**

Have pairs edit these sentences so that the verbs use the past participle: *I drank the milk*. (I have drunk the milk.) *She took the book*. (She has taken the book.) Have pairs read their answers aloud. **EXPANDING**

Read sentences aloud and have students orally change each verb so that it has the past participle. **BRIDGING**

LESSON 1

LESSON 1	LESSON 2	LESSON 3	LESSON 4	LESSON 5
Spiral Review: Principle Parts of Irregular Verbs	Oral Language: Active Voice	Teach Active Voice	Practice Active Voice	Standards Practice

FAST TRACK
Edit for Capitalization

OBJECTIVE

Edit drafts using standard English conventions, including capitalization of abbreviations, initials, acronyms, and organizations.

STUDENT INTERACTIVE, p. 394

INFORMATIONAL ARTICLE

Edit for Capitalization

Capitalizing does not only apply to the first word of a sentence and to proper nouns, such as names, places, and titles. Capitalization is also used for **abbreviations** of addresses and personal titles.

	Sample	Abbreviation	Example
Addresses	South	S.	391 S. Broadway
	Colorado	CO	Denver, CO
Titles	General	Gen.	Gen. Nguyen
	Junior	Jr.	Samuel Lee Jr.

Initials in place of personal names should be capitalized: J. R. Warren.

Organizations and **acronyms** also require capitalization. For example, NASA stands for National Air and Space Administration.

My TURN Edit the paragraph to have correct capitalization.

Our trip took us through Texas. We visited the L.b.J. Presidential Library, where we learned a lot about pres. Lyndon Johnson's time in the White House. Did you know that nasa named the space center in Houston for him? You can write to the library for more information: 2313 Red River st. Austin, Tx 78705

My TURN Edit a draft of your informational article to have correct capitalization of abbreviations, initials, acronyms, and organizations.

394

Minilesson

Mentor STACK

TEACHING POINT Just as writers edit for complex punctuation, they may also edit to check capitalization. A capital letter is not just used in the first letter of a sentence or for proper nouns. Capitalization is also used for

- abbreviations and acronyms.
- personal titles.
- initials in a name.
- organizations.

MODEL AND PRACTICE Have student pairs choose a stack text. Review the capitalization table on p. 394 of the *Student Interactive*. Tell students to find five examples of capitalization in abbreviations/acronyms, personal titles, initials, and organizations.

As students review their books, encourage them to evaluate why the letters they see might be capitalized. Have them take notes about their five examples on a sheet of paper. Ask: Why is this word capitalized?

Direct students to *Student Interactive* p. 394 and have them edit the paragraph for correct use of capitalization.

⋮ Possible Teaching Point

Language & Conventions | Active Voice

Review active voice and passive voice.

- Active voice means that the subject of the sentence is the performer of the action.
- Passive voice means the subject is the recipient of the action.

Point out that sentences written in active voice are stronger and clearer than those written in passive voice. Have students check their writing for passive voice constructions and change them to active voice to make them clearer and easier to read.

Independent Writing

Mentor STACK

FOCUS ON CAPITALIZATION Direct students to focus on capitalization as they refine their writing.

- Remind students who are having difficulty of the criteria for proper nouns.

WRITING SUPPORT

- **Modeled** Write one paragraph from a stack text, using all lowercase letters. Do a Think Aloud about editing for capitalization.

- **Shared** Have students choose a stack text. Prompt students to choose sentences that have addresses and titles.

- **Guided** Have students choose a stack text. Prompt students to choose sentences that have abbreviations and acronyms.

  ▲ Intervention Refer to the *Small Group Guide* for support.

- If students show understanding, ask them to brainstorm and write titles for their pieces using proper capitalization.

See the **Conference Prompts** on p. T432.

Share Back

Call on several volunteers to share the titles of their informational articles. Have them their explain which words start with capital letters and why.

Spelling Spell Base Words with Endings

OBJECTIVE

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

SPELLING WORDS

program	rely
programming	relies
equip	theory
equipped	theories
permit	revise
permitting	revising
involve	industry
involvement	industries
benefit	conveys
benefited	conveying

LESSON 2

Teach

FOCUS ON STRATEGIES Tell students that adding an ending to a base word can change the base word's spelling. When adding the ending *-ed* or *-ing* to a word that ends in a consonant, the consonant is often doubled before adding the ending. For words that end in the letter *y,* the letter *y* is first changed to the letter *i* before adding the ending.

MODEL AND PRACTICE Write or display the words *permit*, *permitting, industry,* and *industries*. Point out how each word changed when an ending was added to the base word.

APPLY My **TURN** Have students complete the activity on p. 391 of the *Student Interactive* independently.

SPELLING | READING-WRITING BRIDGE

Spell Base Words with Endings

A **base word** is the most basic form of a word. When you add an **ending** to a base word to change the word's meaning or part of speech, you may have to change the spelling.

Spelling changes can include dropping *e,* changing *y* to *i,* and doubling final consonants.

My **TURN** Read the words. Spell each base word and write it in the first column. Then spell the base word with the ending and write it in the second column so the words match up.

SPELLING WORDS

equipped	conveying	revise	revising
program	theories	rely	industry
relies	permit	involvement	conveys
permitting	involve	equip	programming
benefit	benefited	theory	industries

program	programming
benefit	benefited
permit	permitting
involve	involvement
revise	revising
rely	relies
equip	equipped
theory	theories
industry	industries
conveys	conveying

391

LESSON 2

Teach: Spell Base Words with Endings

Language & Conventions
Active Voice

LESSON 2

Oral Language: Active Voice

FOCUS ON STRATEGIES Explain active voice to students by saying the following sentences: *Scientists collected wild condor eggs. Wild condor eggs were collected by scientists.* Tell students the first sentence is an example of active voice because the subject of the sentence performed an action. The second sentence is an example of passive voice because the subject received the action.

MODEL AND PRACTICE Write or display the passive voice sentence *Logs and sticks are used by beavers to build dams*. Ask for a volunteer to explain how to rewrite the sentence using active voice.

APPLY Have students create their own sentences in passive voice. Then have them trade their work with a partner to revise the sentences using active voice.

OBJECTIVE
Edit drafts using standard English conventions.

LESSON 2

Oral Language: Active Voice

LESSON 1

Spiral Review: Principle Parts of Irregular Verbs

LESSON 3

Teach Active Voice

LESSON 4

Practice Active Voice

LESSON 5

Standards Practice

Publish and Celebrate

OBJECTIVES

Write legibly in cursive.

Publish written work for appropriate audiences.

STUDENT INTERACTIVE, p. 395

WRITING WORKSHOP

Publish and Celebrate

A writer publishes his or her work after revising and editing it. Some writers choose to publish by printing and handing out copies to readers. Others publish by posting the writing to a blog or other digital platform.

MyTURN Answer the questions. Write legibly, or clearly, in cursive writing to describe your writing experience. Make sure that your writing can be easily read by others.

My favorite topic to write an informational article about was

I would like to keep writing informational articles because

My favorite illustration to include in an informational article was

The next time I write an informational article, I will

395

Minilesson

Mentor STACK

TEACHING POINT After writers complete their work, they consider how it should be published.

Writers can publish work in a few ways, such as

- printing and handing out copies to readers.
- creating a book, magazine, or other print publication.
- posting a blog to a Web site.

Ask students if they can think of other ways for writers to publish a text.

MODEL AND PRACTICE Read aloud a short informational article from the stack, modeling fluency. Then have partners read aloud their articles, using these guidelines:

- Take turns listening closely to your partner's article.
- Identify the most exciting parts of each other's article.
- Highlight the agreed-upon part of each article, and read it aloud again.

Provide opportunities for students to record their readings of exciting parts of their articles. Then have students finish *Student Interactive* p. 395, writing legibly in cursive. Explain that this means their handwriting should be clear and easy to read. If students come up with more ideas, have them write those ideas on their sheet of paper to share.

·····: **Possible Teaching Point**

Spelling | Spell Base Words with Endings

Remind students that the spelling of certain words changes when endings are added to their base. As students write, have them check that they are correctly changing the spelling of base words by dropping *e*, changing *y* to *i*, and doubling consonants as they add endings such as *-ed* and *-ing* or make words plural.

Independent Writing

Mentor STACK

FOCUS ON PUBLISHING Direct students to review their informational article and brainstorm ways they could publish it (book, magazine, online). They should refer to the stack as they are writing to see the ways the authors published their texts.

WRITING SUPPORT

- **Modeled** Do a Think Aloud to model identifying genre characteristics in a hypothetical informational article you wrote.

- **Shared** Have students tell you how writing informational articles differs from writing fiction.

- **Guided** Guide students to identify ways they would like to write informational articles in the future.

▲ **Intervention** Refer to the *Small Group Guide* for support.

See the **Conference Prompts** on p. T432.

Share Back

Call on a few student pairs to share their ideas about publishing their informational article. Have student pairs talk about why publishing in one way might be more effective than another for certain types of writing.

Spelling Spell Base Words with Endings

OBJECTIVE

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

SPELLING WORDS

program	rely
programming	relies
equip	theory
equipped	theories
permit	revise
permitting	revising
involve	industry
involvement	industries
benefit	conveys
benefited	conveying

FLEXIBLE OPTION

LESSON 3

More Practice

FOCUS ON STRATEGIES Remind students that adding an ending can change the way a word is spelled.

MODEL AND PRACTICE Write or display the following sentences and base words. Then have students fill in the blanks.

1. Jasmine has many _____ on how the thief got away. (theory) (theories)

2. The farmer _____ growing corn last year. (stop) (stopped)

APPLY Have students complete *Spelling* p. 54 from the *Resource Download Center.*

FLEXIBLE OPTION

LESSON 3

More Practice: Spell Base Words with Endings

FLEXIBLE OPTION

LESSON 1

☑ **Assess Prior Knowledge**

LESSON 2

Teach: Spell Base Words with Endings

FLEXIBLE OPTION

LESSON 4

Spiral Review: Prefixes *il-, in-, im-, ir-*

LESSON 5

☑ **Assess Understanding**

Language & Conventions
Active Voice

Teach Active Voice

FOCUS ON STRATEGIES Tell students that active voice is when the subject of a sentence takes on an action. The action is a verb, and the subject is a noun. Review nouns and verbs with students if necessary.

MODEL AND PRACTICE Ask students to provide an example sentence using active voice using their own lives as inspiration. Then have students identify the subject and the verb in the sentence. Students will determine whether the sentence is an example of active voice.

OBJECTIVE

Edit drafts using standard English conventions.

ELL Targeted Support

Active Voice Write or display the sentence *Agatha plays tennis*. Ask: Who is the subject of the sentence? What action is she doing? **EMERGING**

Ask students to explain why the sentence *Agatha plays tennis* is in active voice. **DEVELOPING**

Have students write two sentences in active voice after *Agatha plays tennis*. **EXPANDING**

Have students write a paragraph that uses active voice. Then ask them to share their paragraph with a partner. **BRIDGING**

LESSON 3
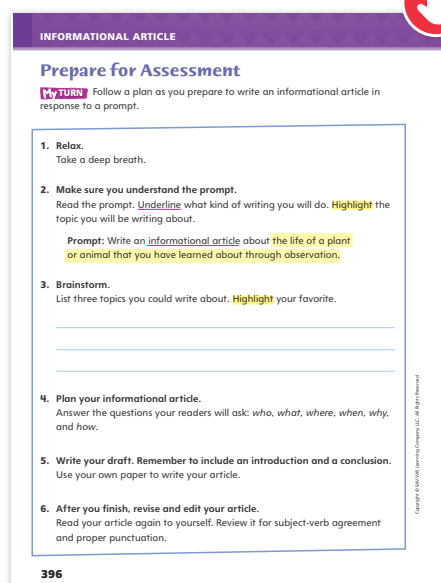
FLEXIBLE OPTION ↰ **LESSON 1**	FLEXIBLE OPTION ↰ **LESSON 2**	Teach Active Voice	**LESSON 4**	FLEXIBLE OPTION ↰ **LESSON 5**
📖 Spiral Review: Principle Parts of Irregular Verbs	Oral Language: Active Voice		Practice Active Voice	Standards Practice

Prepare for Assessment

OBJECTIVE

Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.

STUDENT INTERACTIVE, p. 396

INFORMATIONAL ARTICLE

Prepare for Assessment

My TURN Follow a plan as you prepare to write an informational article in response to a prompt.

1. **Relax.**
   Take a deep breath.

2. **Make sure you understand the prompt.**
   Read the prompt. Underline what kind of writing you will do. Highlight the topic you will be writing about.

   Prompt: Write an informational article about the life of a plant or animal that you have learned about through observation.

3. **Brainstorm.**
   List three topics you could write about. Highlight your favorite.

   _____

   _____

   _____

4. **Plan your informational article.**
   Answer the questions your readers will ask: who, what, where, when, why, and how.

5. **Write your draft.** Remember to include an introduction and a conclusion.
   Use your own paper to write your article.

6. **After you finish, revise and edit your article.**
   Read your article again to yourself. Review it for subject-verb agreement and proper punctuation.

396

Minilesson

Mentor STACK

TEACHING POINT With the class, review the plan for writing an informational article in response to a prompt by listing specifics such as

- checking for understanding.
- brainstorming topics.
- planning the article by answering *who*, *what*, *when*, *where*, *why*, and *how* questions.
- including an introduction and conclusion.
- revising and editing when finished.

MODEL AND PRACTICE Inform students that their assessment will be based on writing an informational article from a prompt. Today, they will focus on how to prepare to write by using a six-step plan.

Direct students to p. 396 in the *Student Interactive*. Walk through the six-step plan. If students need help, they can

- talk through their ideas with a partner.
- show plans to a partner prior to drafting.
- switch drafts with a partner to help revise and edit.

···· **Possible Teaching Point**

Writing Process

Revising and Editing | Edit for Specific Details

Have students revise and edit their informational article drafts by asking them to identify the *who*, *what*, *when*, *where*, *why*, and *how* of their subject. Remind them that a clear central idea is supported by specific details in order for readers to fully engage with the subject.

Independent Writing

Mentor STACK

FOCUS ON PREPARING FOR ASSESSMENT Have students draft an informational article in response to the prompt on p. 396 of the *Student Interactive*. Then have them revise and edit their work.

WRITING SUPPORT

- **Modeled** Choose a stack text and do a Think Aloud to review characteristics of informational articles.

- **Shared** Have students choose a stack text. Prompt them to identify characteristics of informational articles as you transcribe responses.

- **Guided** Use a stack text to review explicit instruction on a specific characteristic of informational articles, such as definitions, visuals, or order/sequence.

- **Intervention** Refer to the *Small Group Guide* for support.

See the **Conference Prompts** on p. T432.

Share Back

Call on a few students to share how they used the six-step plan.

Spelling Spiral Review

OBJECTIVE

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

SPELLING WORDS

program	rely
programming	relies
equip	theory
equipped	theories
permit	revise
permitting	revising
involve	industry
involvement	industries
benefit	conveys
benefited	conveying

Writing Workshop

As students proofread their writing, remind them to check the spellings of words that begin with *il-*, *in-*, *im-*, and *ir-*.

FLEXIBLE OPTION ←

LESSON 4

Spiral Review: Prefixes *il-*, *in-*, *im-*, *ir-*

FOCUS ON STRATEGIES Review the spelling rule about the prefixes *il-*, *in-*, *im-*, and *ir-* on p. T416.

MODEL AND PRACTICE Write or display this sentence: *It is ilegal in the United States to drive on the left side of the road.* Have a volunteer correct the misspelled word. Explain to students that knowing the rules that apply to adding prefixes to a base word can help them identify misspellings like *ilegal*.

APPLY Using the spelling words from this week, invite students to make flashcards with a word on one side and its opposite on the other side. Have student pairs use flashcards to find word's opposites.

FLEXIBLE OPTION ←

LESSON 4

Spiral Review: Prefixes *il-*, *in-*, *im-*, *ir-*

FLEXIBLE OPTION ←

LESSON 1

☑ **Assess Prior Knowledge**

LESSON 2

Teach: Spell Base Words with Endings

FLEXIBLE OPTION ←

LESSON 3

More Practice: Spell Base Words with Endings

LESSON 5

☑ **Assess Understanding**

Language & Conventions
Active Voice

LESSON 4

Practice Active Voice

APPLY **My TURN** Have students rewrite the paragraph on *Student Interactive* p. 392.

LANGUAGE AND CONVENTIONS

Active Voice

In the **active voice,** the subject of a sentence performs the action in the sentence. In the passive voice, the subject of the sentence receives the action. Writers replace passive voice with active voice to make their writing clear, concise, and direct.

Scientists caught the **animals.**
subject performing action

The animals were caught by **scientists.**
subject acted upon

Lions frequently attacked **African hunting dogs.**
subject performing action

African hunting dogs were frequently attacked by **lions.**
subject acted upon

My TURN Edit this draft by changing all of the passive voice to active voice. Rewrite the revised paragraph.

The World Wide Fund for Nature (WWF) was founded in 1961 by British naturalists. Animals and their habitats are protected by the organization. Today, money is provided by the WWF to fund environmental proposals all over the world.

Possible response: British naturalists founded the World Wide Fund for Nature (WWF) in 1961. The organization protects animals and their habitats. Today, the WWF provides money to fund environmental proposals all over the world.

392

OBJECTIVE
Edit drafts using standard English conventions.

Writing Workshop

As students work on their drafts during Writing Workshop, encourage them to use active voice in their writing to make their writing clearer and easier to read and understand. Highlight instances of passive voice in students' writing to help them find opportunities to use active voice in their work.

FLEXIBLE OPTION ↩
LESSON 1

📋 **Spiral Review:** Principle Parts of Irregular Verbs

FLEXIBLE OPTION ↩
LESSON 2

Oral Language: Active Voice

LESSON 3

Teach Active Voice

LESSON 4

Practice Active Voice

FLEXIBLE OPTION ↩
LESSON 5

Standards Practice

FAST TRACK
Assessment

OBJECTIVE

Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.

STUDENT INTERACTIVE, p. 397

Minilesson

Mentor STACK

TEACHING POINT Before students write their informational article for assessment, review skills they have learned throughout the unit. Students may need clarification for

- ideas and organization, such as brainstorming, structuring, and setting a purpose for writing.
- craft, such as including main ideas and details, or selecting visuals.
- conventions, such as precise language, grammar, punctuation, and capitalization.

MODEL AND PRACTICE Prepare students to write an informational article for assessment in response to a prompt. Before students begin their assessment, have them evaluate their knowledge of the skills needed to complete the assessment.

Guide students to use the checklist on p. 397 of the *Student Interactive* to rate their understanding of each skill. For each section of the checklist, ask:

- What do you do when you brainstorm, set a purpose, or group related information?
- How can you evaluate what you can add to your informational article to make it easier to understand?
- Why is it important to edit for punctuation, grammar, and capitalization?

Assessment

Have students complete the assessment on *Student Interactive* p. 397 or assess students' published writing using the rubric on p. T451.

WRITING ASSESSMENT 📥

Informational Article

Provide students with the assessment prompt below. The prompt may be displayed for students to respond to on a separate sheet of paper. Alternatively, the prompt may be printed from SavvasRealize.com.

READ the information in the box below.

> We can observe wildlife in our own backyard.

THINK about the different ways in which people can observe and protect wildlife.

WRITE an informational article about ways you could observe or protect wildlife at home.

Be sure to

- set a purpose for writing.
- organize your writing by grouping your information and including an introduction and conclusion.
- use transitions to show logical order.
- check for correct verb tense and subject-verb agreement.
- edit for punctuation and capitalization, such as correct use of commas and quotation marks.

4-Point Informational Writing Rubric 📥 ☑

Score	Focus	Organization	Development	Language and Vocabulary	Conventions
4	Informational text is clearly focused around a topic developed with relevant details.	Informational text has a logical structure and clear transitions.	Informational text includes thorough and effective use of supporting details and relevant text features.	Informational text uses precise, relevant, and accurate domain-specific language.	Informational text has correct grammar, usage, spelling, capitalization, and punctuation.
3	Informational text is mostly focused and developed throughout.	Informational text has a mostly logical structure, but it may lack transitions.	Informational text includes adequate use of supporting details. Some details may be weak.	Informational text uses mostly relevant language, including domain-specific language.	Informational text has a few conventions errors but is clear and coherent.
2	Informational text is somewhat developed but may occasionally lose focus.	Informational text's structure is somewhat unclear, and transitions may be absent.	Informational text includes few supporting details, or supporting details may be irrelevant, redundant, or inaccurate.	Language in informational text may be overly general or sometimes inaccurate.	Informational text has conventions errors that may affect clarity.
1	Informational text is unfocused.	Informational text has little or no apparent structure.	Informational text includes few or no relevant and accurate details.	Language in informational text is vague, unclear, or confusing.	Informational text is hard to follow because of errors.
0	Informational text gets no credit if it does not demonstrate adequate command of informational text writing traits.				

Spelling Spell Base Words with Endings

OBJECTIVE

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

SPELLING WORDS

program	rely
programming	relies
equip	theory
equipped	theories
permit	revise
permitting	revising
involve	industry
involvement	industries
benefit	conveys
benefited	conveying

LESSON 5

✓ Assess Understanding

Use the following sentences for a spelling test.

1. Learning how to read will **equip** you with an important skill.
2. The car came **equipped** with a security alarm.
3. Before you turn in your essay, make sure you **revise** your conclusion.
4. I'm **revising** my previous impression of Jacob; I think he's nice.
5. What is the main **industry** of Alaska?
6. Many **industries** no longer exist because of new technology.
7. I **rely** on my older brother to get to school on time.
8. My mom **relies** on GPS to drive in neighborhoods she doesn't know well.
9. She could not think of a solution that didn't **involve** telling their parents.
10. Did you have any **involvement** in that surprise party, Larry?

LESSON 5

FLEXIBLE OPTION ◄
LESSON 1

✓ **Assess Prior Knowledge**

LESSON 2

Teach: Spell Base Words with Endings

FLEXIBLE OPTION ◄
LESSON 3

More Practice: Spell Base Words with Endings

FLEXIBLE OPTION ◄
LESSON 4

Spiral Review: Prefixes *il-*, *in-*, *im-*, *ir-*

LESSON 5

✓ **Assess Understanding**

Language & Conventions
Active Voice

LESSON 5

Standards Practice

Display the following sentence and have students respond independently.

The cakes were taken out of the oven by the baker.

Which revision is a better example of active voice?

A   The cakes stayed in the oven until the baker took them out.

B   The baker took the cakes out of the oven.

C   The baker went to the oven to take out the cakes.

D   Sentence is fine as is.

APPLY Have students complete *Language and Conventions* p. 59 from the *Resource Download Center.*

OBJECTIVE

Edit drafts using standard English conventions.

WEEKLY STANDARDS PRACTICE ✓

To assess student progress on Language and Conventions, use the Weekly Standards Practice at SavvasRealize.com.

Name _____

Language and Conventions

Active Voice

Sentences can be written in the active voice or the passive voice.
- **Active Voice** The subject of the sentence performs the action: *Sonya and Jamie* started the chess club.
- **Passive Voice** The subject of the sentence receives the action: *The chess club* was started by Sonya and Jamie.

Writers use the active voice to make their writing clear, concise, and direct.

MyTURN Rewrite the following sentences so that they are in the active voice.

1. The library book was checked out by Ahmed.
   Ahmed checked out the library book.

2. Solar panels were installed by Eliana to create electricity.
   Eliana installed solar panels to create electricity.

3. Canned goods were collected by the fifth-graders for the food drive.
   The fifth-graders collected canned goods for the food drive.

4. The park is cleaned and maintained by volunteers.
   Volunteers clean and maintain the park.

5. The winning goal was scored by Tara!
   Tara scored the winning goal!

Grade 5, Unit 2, Week 5   59
© Pearson Education, Inc. or its affiliates. All rights reserved.

Standards Practice

📖 **Spiral Review:** Principle Parts of Irregular Verbs

Oral Language: Active Voice

LESSON 3

Teach Active Voice

LESSON 4

Practice Active Voice

This week students will
- research a national park or wilderness area.
- write an informational survival guide.

Lesson 1
T458–T461

Compare Across Texts
- Answer the Essential Question

Inquire
- Introduce Inquiry Project
- Read "Sights and Sounds in a Forest Preserve"
- Generate Questions
- Use Academic Vocabulary

RI.5.10, W.5.7, W.5.10, L.5.6

Lesson 2
T462–T465

Explore and Plan
- Informational Writing
- Read "Do You See What I See?"
- Apply characteristics to text

Conduct Research
- Parts of search engines
- Check credibility of sources

RI.5.7, W.5.2, W.5.7, W.5.8

Lesson 3
T466–T469

Collaborate and Discuss
- Analyze Student Model
- Identify features of informational texts

Refine Research
- Primary and Secondary Sources
- Read "Naturally Inspired"
- Identify primary and secondary sources in documents

RI.5.7, RI.5.8, RI.5.10, W.5.7, W.5.8, SL.5.1

Lesson 4
T470–T473

Extend Research
- Write a Business E-mail
- Incorporate business e-mail into research

Collaborate and Discuss
- Revise & Edit: Word Choice
- Peer review survival guides

W.5.5, W.5.7, W.5.10, W.5.9, L.5.2

Lesson 5
T474–T475

Celebrate and Reflect
- Share your survival guides
- Reflect on your project

Reflect on the Unit
- Reflect on your goals
- Reflect on your reading
- Reflect on your writing

W.5.5, W.5.6

INTEGRATE your INSTRUCTION

English Language Arts

- Write informative/explanatory pieces.
- Conduct short research projects.
- Engage in collaborative discussions.

uEngineer It! ⬇

For alternate Inquiry projects with a science focus, go online to SavvasRealize.com.

Science

- Use science findings to recognize patterns.
- Use science knowledge and processes to gain new knowledge.

4-Point Research Project Rubric ⬇ ✅

Score	Focus	Research	Organization and Development	Language and Vocabulary	Delivery
4	The topic is clear and is well supported by facts and details.	The topic is well developed and includes credible sources. The facts and details support the topic.	The introduction clearly states the central idea. An effective conclusion is provided.	Language is clear. Academic vocabulary is specific and informative.	Delivery, including eye contact, speaking rate, and volume, is effective.
3	The topic is mostly clear and somewhat supported by facts and details.	The topic is developed with at least one credible source. The facts and details mostly support the topic.	The organization is mostly clear. Most of the ideas are in logical order.	Language is mostly clear. Academic vocabulary is mostly informative.	Delivery, including eye contact, speaking rate, and volume, is adequate.
2	The topic is stated, but it is unclear, or the facts and details do not completely support the topic.	The topic is minimally developed. Details are weak or irrelevant.	The organization is not always clear. The order of ideas is confusing.	Language is often vague and general. Vocabulary may be unrelated to topic.	Delivery method is ineffective. Eye contact, speaking rate, and volume are uneven.
1	The topic is confusing, and details are absent.	Research is absent, irrelevant, or not credible.	Organization is confusing. Ideas are disconnected.	Language is vague and words may be used incorrectly.	There is little command of presentation skills.
0	Possible characteristics that would warrant a 0: • No topic is given. • Student does not demonstrate adequate research or understanding of a survival guide. • Response is unintelligible, illegible, not credible, or in the wrong format.				

⬇ Have students complete a student-friendly Research Project Checklist, p. 88, from the *Resource Download Center*.

Compare Across Texts

OBJECTIVES

Evaluate details read to determine key ideas.

Synthesize information to create new understanding.

Observations

In this unit, students explored the theme *Observations.* This unit of study should help students understand the many reasons people should observe the world around them.

TURN, TALK, AND SHARE **In a Word** Have students look back at each text to choose and record a word that best shows the unit theme, *Observations*. Encourage students to skim the texts to find interesting words to see whether they highlight the theme. Use the model text to demonstrate.

I think a good word that represents the theme Observations *is* journey *in the selection* Far from Shore. *I know that people sometimes must travel far to make observations about what they are studying.*

Compare Across Texts

Have a student volunteer point to each selection on the opener and tell the genres the unit covers (informational text, realistic fiction, and argumentative text). Then use the questions to help students compare across texts.

- How are *Far from Shore* and *A Place for Frogs* similar? What did the researchers want to learn? (Possible response: Both relate to observing animals in their natural habitat. The researchers wanted to explore humans' impact on these animals' habitats.)

- How is the researcher in *Far from Shore* different from the researcher in "Tracking Monsters"? If there were to have a discussion about their observations, what would they say to each other? (Possible response: In *Far from Shore,* Sophie Webb researches life in the ocean. In "Tracking Monsters," Brian Park studies life in the desert. They might discuss how observing animals helps humans learn how to preserve nature.)

Essential Question

My TURN Remind students of the Unit 2 Essential Question: *How do we learn through our observations?* 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.

- Then have students make connections to ideas in other texts and the larger community.

ELL Targeted Support   **Comparing and Discussing**   Explain that one way to strengthen understanding is to compare and discuss different texts students have read.

Display and say the words *similar, observations,* and *researcher.* Work with students to define the words and identify any synonyms.   **EMERGING**

Have students confirm understanding of *similar, observations,* and *researcher.* Work with them to identify synonyms for the words and explain they can use those words in their responses too. Provide sentence starters for discussion: *The researchers are _____ because _____.*   **DEVELOPING**

Have pairs use a Venn diagram to discuss and compare two texts from the unit, using the questions in the Compare Across Texts box as a guide. If needed, provide a word bank of related words: *both, same, similar, watch, observe, animals, life forms, nature.*   **EXPANDING**

Have student pairs talk about similarities and differences between two unit texts. Then have them complete a Venn diagram.   **BRIDGING**

📥 ☑ Use the *ELL Observational Assessment Checklists* to monitor student progress for this unit.

STUDENT INTERACTIVE, pp. 398–399

COMPARE ACROSS TEXTS

UNIT THEME
Observations

TURN and TALK
In a Word With a partner, look back at each text to choose and record a word that best shows the unit theme, *Observations.* Then use those words to help answer the Essential Question.

WEEK 1 from **Far from Shore**
Possible response: journey

WEEK 2 **A Place for Frogs**
Possible response: discovered

WEEK 3 from **Hatchet**
Possible response: focus

WEEK 4 "Tracking Monsters" from **Park Scientists**
Possible response: scientists

WEEK 5 **Let Wild Animals Be Wild** and **Don't Release Animals Back to the Wild**
Possible response: protect

Essential Question
My TURN
In your notebook, answer the Essential Question: How do we learn through our observations?

Project
WEEK 6
Now it is time to apply what you learned about *Observations* in your WEEK 6 PROJECT: Staying Alive!

398

399

Inquire

OBJECTIVES

Use the relationship between particular words to better understand each of the words.

Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

RESEARCH ARTICLES 📑

Sights and Sounds in a Forest Preserve	800L, 910L, 980L
Do You See What I See?	810L, 900L, 1010L
Naturally Inspired	820L, 920L, 1010L

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 topic:

- observe : observar
- survive : sobrevivir

Introduce the Project

This week students will address the theme of *Observations* by collaboratively researching and writing a survival guide for visitors to a natural area, such as a national park or wilderness area. Before assigning the survival guide, activate students' background knowledge and set a purpose for the project.

Begin by reading aloud the Activity prompt on p. 400. Then, ask students to identify national parks or wilderness areas they have visited or read about. (Students may mention the Grand Canyon or Yellowstone.) Display a map of the national parks in the United States to identify the parks closest to you or places you have traveled yourself. Brainstorm with students what a survival guide is, providing examples. Then, ask a volunteer to interpret the prompt.

CRITICAL LITERACY Build Background 📑

Read-Pause-Annotate Distribute copies of "Sights and Sounds in a Forest Preserve." Use the research article to help students build background and generate questions for research. Write the bulleted items on the board and have partners take turns reading the article aloud.

- Underline observations made in the article.
- Highlight what is confusing.
- Underline words and phrases that refer to the five senses.

After reading, have students discuss their annotations with the class.

COLLABORATE Have students work together to generate three questions they would like to have answered about surviving in a wilderness area. Tell students they will answer their questions when they conduct research.

EXPERT'S VIEW Alfred Tatum, University of Illinois at Chicago

❝Before students read a text, it is important to understand the benefits of that text. There has to be more than just a reading agenda. There need to be personal and intellectual agendas also. Intellectual development is extremely important. We want to balance reading skill and strategy development with personal and intellectual development. Both are powerful for advancing students' literacy. We can't neglect one for the other.❞

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

DIFFERENTIATED SUPPORT

OPTION 1 **Intervention** If students struggle to underline and highlight the text per the bulleted list, prompt pairs to reread the article looking for each bulleted item separately. For example, for the first read, they would focus on observations they find interesting to underline. Then, for the second read, they would highlight information that was confusing, and so on.

OPTION 2 **Extend** If students show understanding, have them compile a list of more than three questions they have for their research. Encourage them to highlight key words and phrases they can employ when researching online.

ELL Targeted Support

When it's time to read the article, you might think about assigning small groups of students with varying English proficiencies. Be prepared to differentiate the ways in which the small group reads the article. For example, ELLs can identify the academic words as someone else reads them.

Use Academic Words

COLLABORATE Have students complete the activity on p. 401. 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 survival guide.

STUDENT INTERACTIVE, pp. 400–401

INQUIRE

PROJECT-BASED INQUIRY

Staying Alive!

RESEARCH

Activity

Create a survival guide for visitors to a natural area, such as a national park. Include information on how to use clues found in nature to track animals, determine if bad weather is coming, find your way if you are lost, and carry out other activities that help protect you in a natural area.

Research Articles

With your partner, read "Sights and Sounds in a Forest Preserve" to generate questions you have about surviving in the wilderness. Make a research plan for writing your survival guide.

1. Sights and Sounds in a Forest Preserve
2. Do You See What I See?
3. Naturally Inspired

Generate Questions

COLLABORATE Read "Sights and Sounds in a Forest Preserve" and then generate three questions you have about the article. Compare your questions with a partner. Answer any you can before sharing them with the class.

1. _____
2. _____
3. _____

400

Use Academic Words

COLLABORATE In this unit, you learned many words related to the theme of *Observations*. Work with your partner to add more academic words to each category. If appropriate, use this vocabulary when you write your survival guide.

Academic Vocabulary	Word Forms	Synonyms	Antonyms
expert	expertly expertness expertise	authority professional specialist	amateur student beginner
focus	focused focusing focuses	apply concentrate direct	disregard ignore neglect
visible	visibly visibility visibilities	detectable noticeable obvious	hidden invisible inconspicuous
relate	related relating relatable	associate connect identify	detach disconnect separate
detect	detected detecting detectable	discover find observe	conceal hide overlook

401

Explore and Plan

OBJECTIVES

Work collaboratively with others to develop a plan of shared responsibilities.

Evaluate details read to determine key ideas.

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

Recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance.

Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.

Develop and follow a research plan with adult assistance.

RESEARCH ARTICLES 🔍

Sights and Sounds in a Forest Preserve	800L, 910L, 980L
Do You See What I See?	810L, 900L, 1010L
Naturally Inspired	820L, 920L, 1010L

See the *Small Group Guide* for additional information on how to distribute the articles.

Informative Writing

Use the article "Do You See What I See?" and the Plan Your Research chart on p. 403 of the *Student Interactive* to help students recognize the characteristics and structures of informational texts.

CRITICAL LITERACY 〉 Challenge the Text 🔍

COLLABORATE Distribute copies of "Do You See What I See?" Use the article to teach the characteristics and structure of informational texts. Tell students that reading critically involves generating and clarifying questions they have about a topic. When reading critically, we

- consider the author's **main idea**, or what the author wants readers to learn,
- think about the **facts and details** the author includes to support the central idea, and
- identify the **structure**, including an introduction, facts, and logical organization.

After students have read "Do You See What I See?" lead them in a discussion about the article. Ask the following questions to facilitate critical understanding. Then, have students complete p. 402 in the *Student Interactive.*

- Which sentence best explains the author's central idea?
- Which two facts or details best support the author's main idea? Why?
- Is the way the author organized the text effective? Why or why not?

COLLABORATE Before students begin researching, help them develop a plan for sharing responsibilities. Explain that pairs should work collaboratively to determine the tasks they need to complete and who will be assigned to each one. Some tasks may be done by just one person while other tasks may require both students.

Have student pairs use the **Plan Your Research** activity on p. 403 of the *Student Interactive* to help them develop a research plan, identify a central idea for their survival guide, and brainstorm types of supporting details they will include. Check students' plans against the bulleted lists in the first column.

ELL Targeted Support **Collaborating** Help students identify the central idea and its supporting facts and details in the research article.

Help students read the article. Check students' understanding by having them complete sentence frames. *The central idea is that* _____ (people use tools to perceive what their senses cannot). _____ (Telescopes and binoculars) *help people see things that are far away.* **EMERGING**

Help small groups read the article. Work with the groups to identify the author's central idea. Encourage them to verbally explain their responses using sentence starters: *The author's central idea is* _____. Have students share information from the article that supports the central idea: _____ *is a supporting detail because* _____. **DEVELOPING**

Have partners read the article. Have them identify the central idea, facts, and details. Then have them write their answers to the questions on p. 402. Have students share the information they find and discuss with another set of partners. **EXPANDING/BRIDGING**

STUDENT INTERACTIVE, pp. 402–403

EXPLORE AND PLAN

Information, Please!

Informational writing focuses on facts, not opinions.

People write informational texts to provide information on a topic to a specific audience. For your survival guide for visitors to a natural area, you will need to

• provide an introduction with a main idea
• include facts that support your main idea
• organize your writing in a logical way
• provide a conclusion that restates your main idea

📑 RESEARCH

COLLABORATE With your partner, read "Do You See What I See?" Then answer the questions about the article.

1. What is the author's main idea?

_____

_____

2. What facts does the author include to support the main idea?

_____

_____

3. How does the author structure, or organize, the article?

_____

_____

_____

402

PROJECT-BASED INQUIRY

Plan Your Research

COLLABORATE Before you begin researching your survival guide, work with your partner to develop a research plan. Use the activity to write a main idea and plan how you will look for facts and details.

Definition	Examples
MAIN IDEAS A main idea is the main point an author makes in an informational text. A main idea • defines a goal, • is specific, and • is supported by details, such as facts and examples. Read the two examples in the right column. On another sheet of paper, write a main idea for your survival guide.	Pick the best main idea for an informational survival guide. ☐ In my opinion, people must take the proper precautions to stay safe in the water. ☑ Taking the proper precautions will keep you and your children safe in the water.
SUPPORTING DETAILS Support your main idea with details, such as • facts • statistics • direct quotations • examples	**Fact:** Learning basic water safety skills can save your life. **Statistic:** Sixty-four percent of children who go swimming cannot perform the five basic water safety skills. **Quote:** According to the CDC, "CPR performed by bystanders has been shown to save lives." **Example:** Safety precautions include learning how to swim.

With your partner, list options for finding details for your survival guide.

403

Conduct Research

OBJECTIVES

Interact with digital or print sources in meaningful ways such as locating information, 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 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.

- Documents: Park maps, visitor guides, calendar of events, frequently asked questions, packing checklists
- Oral Histories: Interview park rangers, camping clubs, previous visitors
- Photographs: Pictures of the parks and any amenities

Search Engines

TEACHING POINT A search engine is a digital tool researchers use to gather information online. Knowing how to evaluate the credibility, or accuracy and trustworthiness, of the results is important. Not all information on the Internet is accurate and true. Researchers must demonstrate understanding of gathered information and determine which information to use in their projects and writing.

MODEL AND PRACTICE Use the example on p. 404 of the *Student Interactive* to model evaluating the credibility of search engine results.

- Jonas's online search led him to the Centers for Disease Control and Prevention Web site. I notice that the URL for "Healthy Swimming" includes *.gov*, which means that the government released this information. Government Web sites are usually reliable sources because they include information from experts. The CDC, a federal agency, controls information about "Healthy Swimming," which tells me that the Web site is reliable.

- Tell students that as they use search engines to research national parks or wilderness areas, they will find many Web sites. Encourage them to look for sites that are run by federal, state, or city governments or organizations. Remind them to look for URLs that end with *.gov*.

COLLABORATE Have students record their results on p. 405 of the *Student Interactive* as they conduct their own online research about their topic. Encourage them to refer to p. 404 as they work. Help students find government Web sites for their parks or wilderness areas as well as identify credibility of the sources as they search. Remind them that many parks have their own Web sites. Have them demonstrate understanding of the information they gathered.

USE MULTIPLE SOURCES Have students use information from this week's Research Articles and multiple digital sources to answer questions about survival techniques in a nature area.

EXPERT'S VIEW Julie Coiro, **University of Rhode Island**

"When conducting a search on the Internet, it's tempting to let kids just click. The perception is that it's easy—type in a key word and information magically appears. But it is not that easy. Once kids have located information, they have to sort through it. They have to evaluate the information. Is it relevant? Is it reliable? Is it useful for their particular needs? To figure these things out, they should have models of how to evaluate the author's purpose and the quality of the author's claims."

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

DIFFERENTIATED SUPPORT

OPTION 1 **Intervention** Provide struggling students with examples that show different search engines available to the class, pointing out the differences in appearance and usability from other digital texts or tools. Explain: Although most search engines function the same way, they will look different. Work with students to identify where users key in the Web site address and enter search key words. Then, have them evaluate the different results.

OPTION 2 **Extend** Have students write or share their own explanation of what search engines do and how to evaluate a digital text's credibility. Encourage them to provide a list of credible Web sites or other digital texts their classmates could also use. Have them share this list with the class.

ELL Targeted Support

Have students with similar topics form groups of mixed language proficiencies to collaborate on the online search. For example, group students who are researching a national park and encourage them to use the main National Park Service Web site as their initial resource. Assign roles such as Navigator, Notetaker, and Researcher.

NEXT STEPS Once students have collected information on their park or wilderness area, they should be ready to begin a first draft of their survival guides. As students begin writing, be sure they can explain which area they chose, credible facts related to surviving in that area, and the supporting details they will include in the guide. In the following activity, students will learn how to appeal to their audience.

STUDENT INTERACTIVE, pp. 404–405

CONDUCT RESEARCH

Evaluating Sources

A **search engine** is an online tool used to gather and identify relevant information. When researching, choose a search engine, enter keywords, and get search results. You must evaluate those results to determine if the sources are **credible**, or accurate and trustworthy.

EXAMPLE Jonas is going to the neighborhood pool with friends. He wants to know how to be safe while swimming. Jonas enters the keywords *Swimming Safety* to search for information online. How can he tell which Web sites are credible?

The part of the URL before the slash is the domain extension. A ".gov" URL is run by the government. To make sure Web site information is accurate, always try to locate the author of the article, and determine if he or she is an expert. Many government Web sites include research from leading scientists.

www.cdc.gov/healthywater/swimming/index.html

CDC Centers for Disease Control and Prevention

Healthy Swimming
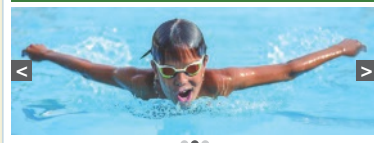
The name of the federal agency that publishes the Web site—Centers for Disease Control and Prevention—is stated clearly at the top.

Page last reviewed: May 24, 2018
Page last updated: May 24, 2018

You can find out when this page was last reviewed and updated. This tells you how current the information is.

Jobs Funding About CDC

You can click on the "About CDC" link to find out more about the CDC, what sources and research it uses, and other information that can help you decide if the Web site is credible.

404

PROJECT-BASED INQUIRY

COLLABORATE With your partner, go online to research your survival guide. Evaluate the credibility of each Web site that you visit. In your notebook, take notes on relevant information you gathered. On the lines, explain why you did or did not decide to use each Web site. For example, "The purpose of this Web site is to sell camping equipment, so I'm not sure I can trust its recommendations on the equipment needed to be safe."

Web site:
Author's expertise or source:
Why this Web site is or is not credible:

Web site:
Author's expertise or source:
Why this Web site is or is not credible:

Discuss the credibility of the Web sites you visited. Are you confident that you chose credible Web sites? If needed, do another search.

405

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 insets, timelines, and sidebars to support understanding.

Recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance.

Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea, genre characteristics and craft.

CUSTOMIZE IT!

As students begin drafting their survival guides, help them identify the most appropriate mode of delivery based on their audience and resources. For example, students may want to publish their guide as a brochure that can be shared at their chosen park or wilderness area. Alternatively, they might consider sharing the survival guide as Web page on the school's or class's Web site.

Analyze Student Model

TEACHING POINT Remind students that the student model is about water safety, but their writing project will be about survival in nature. Use the student model to review some characteristics of informational texts, such as the writer's main idea, supporting facts and details, and overall text structure. Tell students that their survival guides do not have to match this format; they can be as creative as they like. For example, point out that students can make a trifold brochure or multimedia presentation.

MODEL AND PRACTICE Use the water safety guide on p. 407 of the *Student Interactive* to model the parts of an informational survival guide.

When writing a survival guide, it is important that your topic is clear, well organized, and formatted well. An informational text will include a main idea, supporting details and facts, and transitions from one idea to the next. Also, be sure to highlight facts and details that appeal to your intended audience. Who is the intended audience for this survival guide? Allow students to respond. Have a student volunteer read the introductory paragraph. Use the callouts to teach students the characteristics and craft of informational texts. For example, discuss how transitions help readers follow the text. Encourage students to identify that the main idea is mentioned more than once.

COLLABORATE Direct student pairs to discuss the checklist on p. 406 as they craft a complete draft of their survival guide with genre characteristics such as a solid text structure.

Write for a Reader

Audience Students must consider their intended audience when writing. For their survival guides, students should include facts and details about their chosen park or wilderness area to support their clear main ideas about survival in that area. Display the phrase *people experienced in exploring natural areas.* Discuss with students the types of details they would include if that were their audience. Then display the phrase *people new to exploring natural areas.* Compare and contrast the information students would include for both audiences. Remind students to include details that will most appeal to the audience they are writing for.

ELL Targeted Support **Discuss** Read the Student Model aloud twice. Discuss its format and organization, focusing on the callouts and explanations. Have them highlight or underline as directed on p. 407 of the *Student Interactive*.

Discuss the main idea. Ask: Is this guide about water safety? How do you know? What is the central idea? Have students use a sentence frame to respond: *The main idea is _____* (how to be safe in the water). Ask: What is one fact about water safety? *One fact is _____* (65 percent) *of children cannot perform _____* (basic water safety skills). **EMERGING**

Ask: What is the author's main idea? Encourage small groups to underline the main idea. Provide sentence starters: *The main idea is _____.* Ask: What one fact or detail supports the main idea? *One supporting fact is _____.* **DEVELOPING**

Have partners read the survival guide together. Have them ask each other what the main idea is and supply one fact that supports it. Encourage them to respond with evidence from the text. **EXPANDING**

Ask students to answer these questions as a pair: What is the main idea of the guide? What is one fact that supports the main idea? Have students share their responses with another pair. **BRIDGING**

STUDENT INTERACTIVE, pp. 406–407

COLLABORATE AND DISCUSS

Word to the Wise

People write informational texts to inform an audience about a topic. An informative guide, such as one about survival skills in natural areas, provides a central idea about its topic. The guide then supports the main idea with facts.

Before you begin writing, decide on the audience for your survival guide. The audience you choose will determine the way in which you write your guide. Will it appeal to

- students?
- adults?
- families with children?
- senior citizens?
- people experienced in exploring natural areas?
- people new to exploring natural areas?

Then decide how best to deliver your survival guide, whether in print, online, or as a multimedia presentation.

COLLABORATE Read the Student Model. Work with your partner to recognize the characteristics of informational writing.

Now You Try It!

Discuss the checklist with your partner. Work together to follow the steps to create your survival guide.

Make sure your informational survival guide
- ☐ has an introduction and conclusion with a clear main idea.
- ☐ supports the main idea with facts from your sources.
- ☐ uses a text structure that makes sense for the topic.
- ☐ uses transitions to link ideas.
- ☐ uses graphics and text features to clarify ideas.

406

PROJECT-BASED INQUIRY

Student Model

Water Safety

If you are planning a day of swimming at a pool, lake, or beach, you probably are thinking mainly about the fun you will have. However, it is also important to keep water safety in mind. Taking the proper precautions will keep you and your children safe in the water.

The Red Cross reports that sixty-four percent of children who participate in water activities cannot perform the five basic water safety skills. The five basic skills are jumping into water over your head, returning to the surface to float or tread water for one minute, turning in a full circle to find an exit, swimming 25 yards to the exit, and exiting the water.

Without teaching basic water safety and taking other important precautions, you could be putting your children's lives in danger. Read each section for more information:

- Swimming Lessons
- CPR and First Aid
- Dangers of Air-Filled Toys
- Life Jackets
- Pool Fences
- Adult Supervision

No one wants to think about his or her children being injured. However, an ounce of prevention is worth a pound of cure. You and your children will be safer if you follow the precautions discussed here.

Highlight a transition that links ideas.

Underline the main idea.

Highlight a detail that reveals the intended audience.

Underline a fact that supports the main idea.

Underline the main idea.

407

Refine Research

RESEARCH ARTICLES

Sights and Sounds in a Forest Preserve	800L, 910L, 980L
Do You See What I See?	810L, 900L, 1010L
Naturally Inspired	820L, 920L, 1010L

See the *Small Group Guide* for additional information on how to distribute the articles.

Primary and Secondary Sources

TEACHING POINT There are two types of sources researchers use for information. Primary sources are made by people who have firsthand experience. Secondary sources are made by people who were not present at an event. A source is credible if it provides accurate facts to support its central idea or claim. Researchers use a combination of both types of sources to gather information.

MODEL AND PRACTICE Model how to identify primary and secondary sources.

- Read a passage aloud from one of the types of primary sources listed on p. 408 of the *Student Interactive*.

- What kind of writing is this? Was the author at the event being described? If the author was there, then it is a primary source. If the author did not experience the event firsthand, then it is a secondary source.

- How can you tell whether the author was present or has firsthand information about something? What questions can you ask yourself to figure this out?

CRITICAL LITERACY / Identify Sources

Distribute copies of "Naturally Inspired." Use this research article to explain why it is secondary source. Use the list of primary sources on p. 408 to help students determine where they could find firsthand sources. Guide them to consider the kind of information they might find in each type of source.

COLLABORATE Give student pairs time to complete the chart on p. 408. Have them identify facts about the topic in "Naturally Inspired" and in a primary source. Challenge them to explore each of the examples and whether they would apply to this topic. For example, ask:

- Are there photographs or illustrations about the topic? How could I find them?

- How could biographies help strengthen the information about the inventor?

Next, have students identify and analyze the credibility the primary and secondary sources to complete the activity on p. 409.

DIFFERENTIATED SUPPORT

OPTION 1 **Intervention** Support struggling students with additional practice with identifying primary and secondary sources. Point out that *primary* means *first, original,* or *earliest* to help them remember the difference between the two types of sources. Point out that *secondary* includes the word *second*. Explain that they can remember this clue when determining types of sources.

OPTION 2 **Extend** Have students who have grasped the concepts of identifying primary and secondary sources brainstorm additional sources not mentioned in the *Student Interactive*. Then encourage them to choose sources from their new list that would help their research for the project.

ELL Targeted Support

Have student discussion groups use active listening techniques to produce sentences showing understanding of the differences between primary and secondary sources. Provide sentence frames such as these: *Primary sources are sources by people who _____. Secondary sources are sources by people who _____.* Have them identify primary and secondary sources they have read.

NEXT STEPS Have students look at their drafts for opportunities to include facts and details from primary or secondary sources in their survival guide research.

STUDENT INTERACTIVE, pp. 408–409

👆 📓 🔍

REFINE RESEARCH

Primary and Secondary Sources

Primary sources are written or made by people who have knowledge of an event because they were there. **Secondary sources** are written by people who only have secondhand knowledge of an event or topic. Information in secondary sources comes from primary sources or other secondary sources. A source, whether primary or secondary, is **credible** if the facts are accurate and the author can be trusted.

Primary sources include
- diaries, journals, and letters
- firsthand accounts
- photographs and recordings
- interviews and speeches
- government documents

Secondary sources include
- secondhand accounts
- encyclopedia articles
- biographies and histories
- textbooks

🔍 **RESEARCH**

COLLABORATE Read "Naturally Inspired." Discuss why the article is a secondary source. Find a primary source about the topic. Compare and contrast the types of facts that are included in both sources.

Fact from "Naturally Inspired"	
Fact from Primary Source	

408

PROJECT-BASED INQUIRY

COLLABORATE Read the excerpts from the two documents. Then answer the questions.

Water Wings Unsafe for Children

This section of the guide will teach aspiring lifeguards about safe and unsafe flotation devices. That way lifeguards can educate parents. The only safe flotation devices are life jackets, according to the Centers for Disease Control and Prevention (CDC). Water wings, "floaties," and pool "noodles" are not safe, because they often deflate, slip off children, or slide out of children's grasp.

Dear Diary,   4/30/2018

Today I went to the pool. It was a million degrees outside! It was so hot that I decided to take off my life jacket. I can swim, so it doesn't matter if I wear one or not. My older brother told me that. He also told me there's a dragon that lives in the deep end. Of course I don't believe him, but I stayed in the shallow water just to be safe.

1. Is the first document a primary source or a secondary source? How do you know if it is credible?
It is a secondary source. It is credible because the facts come from a reliable government agency, the CDC.

2. Is the second document a primary source or a secondary source? How do you know if it is credible?
It is a primary source. It is not credible because the author is not an expert and makes claims that are not supported.

409

Extend Research

OBJECTIVES

Compose letters or other correspondence.

Identify and gather relevant information from a variety of sources.

Primary Source SCIENCE

Go online to SavvasRealize.com for primary sources that will help students with their research.

Write a Business E-mail

TEACHING POINT Writers can strengthen their writing and research by composing correspondence to request information from an expert. Writers can meet with the person for a face-to-face interview, or they can write a business e-mail to the person.

MODEL AND PRACTICE Use the business e-mail example on p. 410 of the *Student Interactive* to discuss different parts of an e-mail.

- All e-mails include a subject line that tells the recipient what the e-mail is about. Remember that the subject line should be short and to the point. Sometimes, people's e-mail accounts send messages without subject lines to "spam" or "junk" folders. If that happens, your expert may never see or read your e-mail.

- Begin your business e-mail with a greeting and a colon, not a comma. Business e-mails are formal, so the greeting should include the title Mr., Ms., Mrs., or Dr.

- The body of the e-mail should include who you are, questions you have, and any requests for additional information or materials. Be short and to the point in the body of the e-mail too.

- All business e-mails end with a closing, such as *Sincerely* or *Thank you*. The closing is followed by your name. Even though the e-mail includes your e-mail address at the top, add your e-mail address after your name too.

COLLABORATE Discuss with students who they can contact for research materials about wilderness survival: the National Park Service, a wilderness guide, a professor, or another professional. Have pairs use p. 411 to brainstorm ideas for a business e-mail to send to an expert. Have them consider these questions: *Which expert will I contact? What questions would I like him or her to answer? What materials would I like him or her to send me with his or her response?* Remind students that e-mails requesting information should always be formal and professional.

ELL Targeted Support **Self-Correct Writing** Remind students that writers check and correct their writing before they send a letter or an e-mail. Point out that mistakes in the letter can affect a reader's understanding.

Work with students to review their business e-mail, stopping when you encounter a mistake. Point to the area and identify the kind of mistake. For example, say: I think there might be a misspelled word in this sentence. Can you find it? Work with students to identify the mistake and brainstorm how they might self-correct it. Offer suggestions: Could you look up the word in the dictionary? Have them repeat or offer another idea: *I could _____.* **EMERGING/DEVELOPING**

Modify the above activity by having a small group work together to identify mistakes in one another's writing. Then encourage them to brainstorm how they could self-correct the mistakes. Provide a sentence starter: *I could change _____.* Then have students self-correct another mistake independently. **EXPANDING/BRIDGING**

STUDENT INTERACTIVE, pp. 410–411

EXTEND RESEARCH

Write a Business E-mail

People use print and online sources when doing research. Sometimes, they also contact experts to conduct an interview, ask questions, or request relevant materials. Today, with so much technology at our fingertips, people often contact experts via a business e-mail rather than a letter. The two are similar; however, business e-mails are usually shorter and have a subject line.

This e-mail shows the proper format for a business e-mail.

New Message   x

To lnguyen@parkservice.gov

Subject Request for Interview ◄······ [Subject line]

Dear Mr. Nguyen: ◄······ [Greeting with colon]

I am a student at Washington School in Tallahassee, Florida. I am writing a survival guide for visitors to natural areas, such as national parks and national wilderness areas. Since you are a ranger with the National Park Service, I would like to interview you about wilderness survival techniques, such as how to find your way if you are lost. Are you available to talk on the phone this week? Please reply to my e-mail and let me know. I really appreciate your help with my project. ◄···· [Body of e-mail that is short and to the point]

Sincerely, ◄···· [Closing]

Aiden Walker ◄···· [Sender's name]

awalker@email.com ◄···· [Sender's e-mail address]

410

PROJECT-BASED INQUIRY

COLLABORATE With your partner, go online to find the name and e-mail address of a National Park Service ranger. Then use the outline to compose a business e-mail to the ranger. When you are finished, send the e-mail. Use the ranger's response to help you write your informational survival guide.

New Message   x

Ranger's e-mail address

Subject line

Greeting

Body of e-mail

Closing

Sender's name

Sender's e-mail address

411

Collaborate and Discuss

CUSTOMIZE IT!

As students revise and edit their work, remind them to review the academic and domain-specific vocabulary they use with their audience in mind. Offer questions such as these: *Will my audience know what these words mean? Can I provide context clues or a glossary to help my audience better understand my topic? Will my audience be able to pronounce the words? Should I include a pronunciation guide to help my readers?*

Revise and Edit

TEACHING POINT Writers analyze their own writing to see how they make sure they have chosen the best words for their topic. Remind students that they should review their drafts for relevant academic and domain-specific vocabulary as well as transitions that show relationships.

MODEL AND PRACTICE Model how writers revise their word choice on p. 412 of the *Student Interactive*, referring to the Student Model on p. 407 as needed. In the water safety guide, the writer looked for opportunities to improve the word choice. For example, the word *keep* isn't the most specific or relevant. By replacing it with *focus on*, the writer makes the text sound more academic. Ask students how the revision to the second section of the text makes the writing more accurate and sound more scientific. Then encourage students to brainstorm other words and phrases the writers could have used when revising.

Peer Review

COLLABORATE Have pairs exchange survival guides and review each other's writing. Remind students to be respectful in their comments, focusing on the writing and not the writer.

Vocabulary Have pairs reread their survival guides using the Revise checklist on p. 412. Encourage students to ask questions, such as *How can I make my writing sound more academic? Can I revise words or phrases to include scientific vocabulary related to the topic? Where would transitions make my writing easier to understand?* Have students mark specific places where they can improve their word choice.

Conventions Next, have pairs use the Edit checklist on p. 413 to make sure they used correct conventions. Encourage students to consult a dictionary to check the spelling of any academic or scientific vocabulary words. Point out that students should purposefully include simple and compound sentences for variety. Have partners double-check for subject-verb agreement and active voice, as well as that they have avoided any comma splices and run-ons.

DIFFERENTIATED SUPPORT

OPTION 1 **Intervention** Support struggling students as they complete the Revise and Edit checklists. Have them scan their survival guides for each checklist item, one at a time. Offer questions to guide students, such as *Did I include academic vocabulary from the unit? Are all of my domain-specific words related to my topic? Did I include transitions that help readers move from one idea to the next?*

OPTION 2 **Extend** Encourage students who show understanding to clearly state their central idea and included supportive facts and details. Then have them demonstrate understanding of the proper use of simple and compound sentences or subject-verb agreement in their writing.

ELL Targeted Support

Support the revising and editing process by reading aloud the Student Model on p. 407 of the *Student Interactive,* stopping as appropriate to "Think Aloud." Sharing your thoughts will help students emulate the revising and editing process for their own writing, extending the process from the previous lesson. For example, say: I wonder if this word is spelled correctly. Let's look it up in a dictionary to find out.

NEXT STEPS Have students prepare a clean, final copy of their survival guide to share with others.

STUDENT INTERACTIVE, pp. 412–413

COLLABORATE AND DISCUSS

PROJECT-BASED INQUIRY

Revise

Vocabulary Reread your informational survival guide with your partner. Have you included

☐ relevant academic vocabulary from the unit?
☐ accurate domain-specific vocabulary related to the topic?
☐ transitions that show relationships and help readers move from one idea to the next?

Revise Word Choice

The writers of the survival guide about water safety realized that they did not include many academic or domain-specific vocabulary words. They replaced general or imprecise words with precise academic and domain-specific words to make their guide more accurate and informative.

focus on
However, it is also important to ~~keep~~ water safety ~~in mind~~.

The
~~There are~~ five basic water safety skills. are jumping into water over your head, returning to the surface to float or tread water for one minute, turning in a full circle to find an exit, swimming 25 yards to the exit, and exiting the water.

Edit

Conventions Read your survival guide again. Have you used correct conventions?

☐ spelling
☐ punctuation
☐ correct simple and compound sentences
☐ subject-verb agreement
☐ active voice

Peer Review

COLLABORATE Exchange survival guides with another group. As you read, try to recognize characteristics of the informational survival guide. Look for the main idea, the facts that support the main idea, the intended audience, and the text structure. Then identify which supporting fact was the most informative and helpful. Tell the authors why you think that supporting fact would be the most useful in a survival situation in a natural area.

412

413

Celebrate and Reflect

OBJECTIVES

Listen actively to verbal messages, observe nonverbal messages, ask relevant questions, and make pertinent comments.

Give an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively.

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

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

Publish written work for appropriate audiences.

Use an appropriate mode of delivery to present results.

CUSTOMIZE IT!

To model effective speaking, play a video from a National Park Service or a local wilderness area Web site. Have students make observations about the speaker's eye contact, rate, volume, enunciation, gestures, and language used to convey the ideas in the video.

Celebrate!

Before final publication, have student pairs present their survival guides orally to another pair. If students have included any media with their guides, students should be prepared to deliver it to the appropriate audience.

Use the Student Model on p. 407 of the *Student Interactive* to model effectively sharing this project with others. When you finish, point out the traits of effective speech.

- When I shared my survival guide, I did not look down and read directly from my paper the entire time. I made sure to look at my audience, make eye contact, and smile.

- I took my time and did not rush. I enunciated and spoke with a natural rate and volume.

- I listened to the audience's questions carefully before providing an answer.

COLLABORATE   Have students present their work to the appropriate audience by using an appropriate mode of delivery. Allow students to practice their oral delivery by speaking clearly and making adjustments based on peer reactions. Have them write down their classmates' reactions on p. 414.

Reflect

My TURN   Students should work independently or with their partners to evaluate their work, using the rubric on p. T457. Encourage them to consider which parts of the guide were strongest and how they might improve their informational writing for the next project.

Reflect on the Unit

Reflect on Your Goals Have students revisit their goals on p. 212 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 to better understand the text in a broader context. Use *Hatchet* to model discussing how people's observations of nature aid in survival. In *Hatchet*, I read about Brian and how he had to rely on his observations and bravery to survive in the wild. I realized that humans—not just animals—also need to learn how to survive in their environment. Have students answer the Reflect on Your Reading questions.

Reflect on Your Writing Writers reflect on the challenges and successes they experience so that they can continue to improve their writing. Use the edits to the Student Model on pp. 407 and 412 of the *Student Interactive* to model reflecting on writing. Revising words and phrases definitely improved the safety guide. Before these changes, the text was too general. The addition of academic vocabulary and details about the water safety skills made the writers sound like experts. Have students answer the Reflect on Your Writing questions.

Reading and Writing Strategy Assessment Checklists

📥 ✅ The *Reading and Writing Strategy Assessment Checklists* will help you monitor student progress.

STUDENT INTERACTIVE, pp. 414–415

CELEBRATE AND REFLECT

Time to Celebrate!

COLLABORATE Present your survival guide to another group. Choose the best way of presenting the information to your audience. For example, decide if you want to publish a print, digital, or multimedia survival guide. Then demonstrate one of the survival techniques—such as reading a compass—that you wrote about in your guide.

As you present, remember to make eye contact and enunciate, or speak clearly at a natural rate and volume. Then listen to any questions from the group. How did group members respond to your survival guide? Write some of their reactions.

_____

_____

Reflect on Your Project

My TURN Reflect on your informational survival guide. Which parts do you think are the strongest? How might you improve your informational writing in your next project? Write your thoughts here.

Strengths

_____

_____

Areas of Improvement

_____

_____

REFLECT ON THE UNIT

Reflect on Your Goals

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

Look back at your unit goals.
Use a different color to rate yourself again.

Reflect on Your Reading

Which three texts that you read independently during this unit best informed you about how people can use their observations of nature to aid the survival of many species (including humans)?

_____

_____

_____

Reflect on Your Writing

Which type of text structure did you choose for your informational article? Explain why you chose that type and describe any challenges you had using it.

_____

_____

_____

414

415

BOOK CLUB

OBJECTIVES

Listen actively to verbal messages, observe nonverbal messages, ask relevant questions, and make pertinent comments.

Read grade-appropriate texts independently.

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.

FLEXIBLE OPTION
TRADE BOOK LESSON PLAN

To teach this unit's trade book during Small Group or Whole Group, see the lesson plan for *The Tarantula Scientist*, available online at SavvasRealize.com.

Plan Book Club

1 **CHOOSE THE BOOK** You may want to group students who read at about the same level of complexity into clubs. Help students choose a book or you choose one for them from the list on p. T477.

2 **PLAN THE BOOK** Book Club will meet twice each week, during Small Group time. Help the club decide how to divide the book across these ten days. Choose enough chapters or pages so that groups can have a lively conversation each day, but help students pace the book so they will have clearly defined reading expectations before each meeting.

3 **KNOW THE BOOK** Have a clear idea of what happens in the book so that you can 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.

5 **ENJOY THE BOOK** Remember that Book Club is a time for students to discover the enjoyment of reading. As they read and discuss the book in a group, they will apply some of the same thinking they've been introduced to in the *Student Interactive,* but the focus will be on their interactions with the book and with their fellow club members.

⭐ **CONNECT TO THE THEME** So that students can make text connections, you might help them choose a book related to the theme, *Observations,* or the Essential Question for the unit: *How do we learn through our observations?* As a class, discuss how the book relates to both.

⭐ **CONNECT TO THE SPOTLIGHT GENRE** To help students further practice their reading strategies for informational texts and to make comparisons between central ideas, key details, and other characteristics of the genre, you might help them choose a book that has informational text.

Each Day

DISCUSSION CHART Display a sample of the Discussion Chart and ask students to create something similar in their notebooks. Explain that they will fill in their charts with details they **notice**, **connections** they make, and things they **wonder** about as they read to prepare for their Book Club conversations.

Noticings	Connections	Wonderings

TEACHER'S ROLE Since Book Club is a time for students to get their own enjoyment out of reading, the teacher's role should be as an occasional facilitator, helping to start conversations or direct groups to understandings.

When groups sit down for their conversations each day, they might have trouble sustaining a meaningful conversation about the book. If so, ask groups questions to spark collaborative discussion of the book.

COLLABORATION An important part of Book Club is students' ability to effectively share their ideas and build on those of others. Offer them examples of how to phrase their ideas productively and respectfully. **SEL**

- I agree with _____ because _____.
- Based on _____, I think that _____.
- I have a question about _____.

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.

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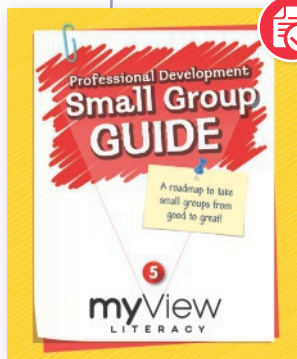
READING WORKSHOP

SMALL GROUP

CHOOSE YOUR

BOOK

- ☐ *The Tarantula Scientist* by Sy Montgomery
- ☐ *Journey into the Deep* by Rebecca L. Johnson
- ☐ *Ben and Me* by Robert Lawson
- ☐ *John Muir Wrestles a Waterfall* by Julie Danneberg
- ☐ *A Journey into a Wetland* by Rebecca L. Johnson
- ☐ *The Secret Garden* by Frances Hodgson Burnett

Preview these selections for appropriateness for your students and for title availability.

BOOK CLUB

BOOK CLUB CHOICE

The following pages offer instruction specific to one of this unit's books, *The Tarantula Scientist.* If you would like students to read a different book, you can use one from the list provided, a book of your own choosing, or one chosen by the book club. On p. T476 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 *The Tarantula Scientist*

Teacher's Role

GUIDE BOOK CLUB Have students move into book clubs. Remind them that in Book Club, they are responsible for guiding and assessing their own reading and writing. The role of the teacher in Book Club is as a guide who does not ask specific questions to get specific answers but who instead helps guide students toward new understandings.

CONNECT TO THE THEME The text connects to both the unit theme, *Observations,* and the Essential Question for the unit: *How do we learn through our observations?*

CONNECT TO THE SPOTLIGHT GENRE As students read *The Tarantula Scientist*, listen for moments in their Book Club conversations when they are using strategies for reading informational texts. You can prompt them to use reading strategies. For example, *What details help you determine the author's purpose? Which details give clues about the author's message?*

LAUNCH THE BOOK Over the course of this unit, students will read *The Tarantula Scientist* by Sy Montgomery. This informational text explains the job of a tarantula scientist and describes the characteristics of different tarantulas. Through text and photographs, students will learn about the science of tarantulas.

EXPERT'S VIEW   Frank Serafini, Arizona State University

"Building a community of readers is important. In our classrooms, we all read and we all talk about our reading. We read some texts together and some independently. Some texts we choose and some are chosen for us based on our needs and interests. As a teacher, you need to know the material that children are reading. If you don't know the material, you just talk at children rather than engaging them in rich discussions of a text."

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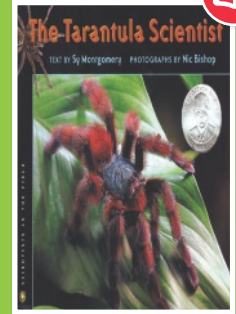
Book Support

DISCUSSION CHART The Discussion Chart provides three distinct focuses students can use when they are responding to a new book or experience.

- **Noticings** is a place for students to note what catches their attention in the text.

- **Connections** encourages students to read the book through the lens of their own lives.

- **Wonderings** allows students to share any questions that remain after reading the text.

Noticings	Connections	Wonderings

Book Club Options

See the *Small Group Guide* for help with

- choosing a different book for your class to read.
- conducting Book Club with a book of your or students' choosing.
- guiding a student-led Book Club.
- facilitating Book Club when there aren't enough books for all students.
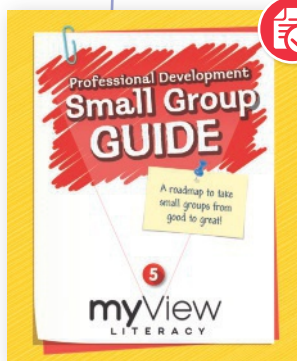
Professional Development
Small Group GUIDE
A roadmap to take small groups from good to great!

5

myView
LITERACY

SMALL GROUP

CHOOSE YOUR BOOK

- ✓ *The Tarantula Scientist* by Sy Montgomery
- *Journey into the Deep* by Rebecca L. Johnson
- *Ben and Me* by Robert Lawson
- *John Muir Wrestles a Waterfall* by Julie Danneberg
- *A Journey into a Wetland* by Rebecca L. Johnson
- *The Secret Garden* by Frances Hodgson Burnett

BOOK CLUB

OBJECTIVES

Listen actively to verbal messages, observe nonverbal messages, ask relevant questions, and make pertinent comments.

Read grade-appropriate texts independently.

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.

Week 1

TEACHER'S SUMMARY

Chapter 1 In "Queen of the Jungle," we meet Sam Marshall, an arachnologist, or spider scientist, who specializes in tarantulas. Sam is in French Guiana studying the largest species of spider on Earth, the Goliath birdeater tarantula. We learn where these tarantulas live, what they look like, how they smell and see, how they catch prey, how they protect themselves, how they got their name, and how their physical characteristics and behavior make them such majestic creatures.

KEY IDEAS If necessary, refer to the Teacher's Summary and share some of the following talking points to guide students' thinking toward elements the class has been working on.

Based on the images and the author's descriptions on the first few pages, what do you think the author wants readers to feel about tarantulas?

What are some differences between female and male Goliath birdeater tarantulas?

What is different about a tarantula's skeleton?

Why do tarantulas rarely bite humans?

Why do you think the author says tarantulas seem like creatures from another planet?

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 like these as examples of how students should phrase their ideas productively and respectfully. **SEL** ▶

- I'd like to add that _____.
- My idea builds on _____.

Session 1

Present the book to the groups. Explain that the largest type of tarantula can be found in northern South America. Point out that this text is informational text. Ask students to notice details about central ideas, supporting details, facts, and text structure.

Tell the groups that they will begin reading today and that by Session 2, they should finish reading the first chapter and be ready to discuss it.

Display a sample of the Discussion Chart and ask students to create something similar in their notebooks. Explain that 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.

CHOOSE YOUR

BOOK

- ✓ *The Tarantula Scientist* by Sy Montgomery
- *Journey into the Deep* by Rebecca L. Johnson
- *Ben and Me* by Robert Lawson
- *John Muir Wrestles a Waterfall* by Julie Danneberg
- *A Journey into a Wetland* by Rebecca L. Johnson
- *The Secret Garden* by Frances Hodgson Burnett

Session 2

By Session 2, students will have read Chapter 1 of *The Tarantula Scientist.* Now they are ready to begin talking about the book.

Circulate around the room and notice how each group's conversation is going. When appropriate, ask questions to guide their conversation.

When groups sit down for their first conversation, they might have trouble getting started or continuing their conversation. If so, ask groups questions like the following to spark collaborative discussion.

CONVERSATiON STARTERS

- What did you think about tarantulas before you read Chapter 1? Did the chapter impact your opinion?
- Do you agree with Sam Marshall that tarantulas are beautiful animals? Why or why not?
- How do tarantulas protect themselves?

Students should refer to details and ideas from their Discussion Charts. Students should be prepared to discuss Chapter 2 next week.

BOOK CLUB

Week 2

OBJECTIVES

Listen actively to verbal messages, observe nonverbal messages, ask relevant questions, and make pertinent comments.

Read grade-appropriate texts independently.

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.

TEACHER'S SUMMARY

Chapter 2 In "Science and Spiders," we read about Sam's mishaps and adventures searching for tarantulas, including a painful run-in with a wasp's nest. We also learn about the everyday items he uses as scientific equipment. The author explains the importance and purpose of working in quadrants. In addition, the text describes Sam's journey into the world of tarantulas, beginning as a child when he discovered his love for observing animals. Later, in college, he struggled to do well in his science courses until he embarked on a special research project studying tarantulas. The project transformed his view of science and inspired him to become an arachnologist.

KEY IDEAS If necessary, refer to the Teacher's Summary and share some of the following talking points to guide students' thinking toward elements the class has been working on.

What supplies does Sam carry with him, and what does he use them for?

How does the list of supplies help you better understand the information it contains?

How did Sam's research project in college change his life?

According to Sam, how do tarantulas tend to live?

What purpose do quadrants serve? What questions can they help Sam answer?

COLLABORATION Remind students that it is important in any group discussion for people to take turns talking and know how to ask questions based on what others say. Offer sentence stems like these as examples of ways to talk about text.

- What part of the text made you think that?
- Can you say more about _____?

Session 3

By Session 3, students will have read through p. 24 of *The Tarantula Scientist.*

Circulate around the room and notice how each group's conversation is going. When appropriate, ask questions to guide their conversation.

Based on what you observe, you can ask these questions to encourage conversation about the book.

CONVERSATION STARTERS

- What did Sam think about science as a child? How does this compare to how you view science?
- How do the text features help support the information in the text?
- How did Sam's views on science change after his college research project?

Session 4

By Session 4, students will have finished reading Chapter 2 of *The Tarantula Scientist.*

CONVERSATION STARTERS

- What circumstances make the search for a burrow difficult?
- What new information did you learn about Sam's job?

Students should refer to details and ideas from their Discussion Charts. Students should be prepared to discuss Chapter 3 next week.

SMALL GROUP

CHOOSE YOUR BOOK

- ✓ *The Tarantula Scientist* by Sy Montgomery
- *Journey into the Deep* by Rebecca L. Johnson
- *Ben and Me* by Robert Lawson
- *John Muir Wrestles a Waterfall* by Julie Danneberg
- *A Journey into a Wetland* by Rebecca L. Johnson
- *The Secret Garden* by Frances Hodgson Burnett

BOOK CLUB

OBJECTIVES

Listen actively to verbal messages, observe nonverbal messages, ask relevant questions, and make pertinent comments.

Read grade-appropriate texts independently.

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.

Week 3

TEACHER'S SUMMARY

Chapter 3 In "Secrets of the Burrow," we follow Sam as he continues studying the Goliath birdeater tarantula. Sam focuses on studying the spider's burrow, or underground home. He describes how tarantulas keep their homes tidy and compares a tarantula's grooming habits to those of a cat. He tries to lure out the tarantula with a worm and ultimately digs into the burrow to catch the spider so that he can measure and mark her. During the dig, he encounters other chambers and animals within the burrow. Angered by Sam's persistent pestering, the tarantula attacks him by throwing dartlike hairs at his nose and arms. The chapter ends with a feature on spiders found in the United States and tips for viewing them.

KEY IDEAS If necessary, refer to the Teacher's Summary and share some of the following talking points to guide students' thinking toward elements the class has been working on.

What surprises and questions does Sam's dig reveal?

What animal does the author repeatedly compare spiders to, and how effective are those comparisons?

What is the most important reason a tarantula grooms its hair?

Whose perspective does the author focus on? Why do you think the author describes the exploration this way?

What two key ideas does the author want readers to grasp from the feature "Arachnids All Around"?

What questions do you have after reading this chapter?

COLLABORATION Offer other sentence stems like these as examples of how to phrase ideas in a conversation.

- The illustration of _____ helps me understand _____.
- One detail I find interesting is _____.

Session 5

By Session 5, students will have read through p. 37 of *The Tarantula Scientist*.

When groups sit down for their conversation, they might have trouble getting started. If so, ask groups the following questions to spark collaborative discussion of the text:

CONVERSATION STARTERS

- What tarantula behaviors do you find most interesting?
- What more have you learned about tarantulas?
- How is a tarantula like a cat? How is it different?
- What do you think might happen with the unusual tarantula Sam captured?

Session 6

By Session 6, students will have read the feature "Arachnids All Around," thus finishing Chapter 3 in *The Tarantula Scientist*.

CONVERSATION STARTERS

- What different kinds of observations can you make about spiders within a 24-hour span?
- What clues reveal where a spider might have been in your home?
- What questions do you have about tarantula behavior?

Students should refer to details and ideas from their Discussion Charts. Students should be prepared to discuss Chapters 4 and 5 next week.

SMALL GROUP

CHOOSE YOUR

BOOK

- ☑ *The Tarantula Scientist* by Sy Montgomery
- ☐ *Journey into the Deep* by Rebecca L. Johnson
- ☐ *Ben and Me* by Robert Lawson
- ☐ *John Muir Wrestles a Waterfall* by Julie Danneberg
- ☐ *A Journey into a Wetland* by Rebecca L. Johnson
- ☐ *The Secret Garden* by Frances Hodgson Burnett

BOOK CLUB

Week 4

Listen actively to verbal messages, observe nonverbal messages, ask relevant questions, and make pertinent comments.

Read grade-appropriate texts independently.

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.

TEACHER'S SUMMARY

Chapter 4 In "Expedition to Les Grottes," Sam encounters a pinktoe tarantula, one of six species of tarantula that live near the nature center where he is staying during his trip. Sam then heads to Les Grottes, an area of caves where unusual spiders roam. He encounters a tailless whip scorpion, an arachnid as large as a Goliath birdeater. It has such strange features that Sam describes it as almost alien. He captures *Holothele* tarantulas for a student who wants to study their mating patterns. The chapter ends with a feature on spider silk, which explains how spiders make silk, what they use silk for, and how other animals and humans use spider silk.

Chapter 5 In "Hairy Mats and Hissing Fits," we learn about Sam's unique spider lab at Hiram College, which contains more species of tarantulas from more distinct countries than any other spider lab. The author describes different types of spiders, simple containers that house them, ways in which tarantulas differ from other larger animals in observation, and the various observations themselves.

KEY IDEAS If necessary, refer to the Teacher's Summary and share some of the following talking points to guide students' thinking toward elements the class has been working on.

Chapter 4 introduces three new types of tarantulas. Describe similarities and differences between one of these types and Goliath birdeaters.

How do spiders make silk, and what do they use it for?

What process discovered how Goliath birdeaters produce sound?

COLLABORATION Offer other sentence stems like these as examples of how to phrase ideas in a meaningful conversation. **SEL**▶

- The main idea might be _____.
- I see it another way. For example, _____.
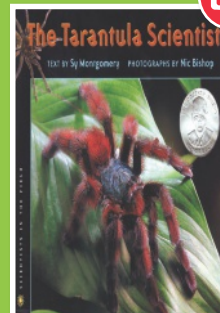
Session 7

By Session 7, students will have read Chapter 4 of *The Tarantula Scientist*.

CONVERSATION STARTERS

- What did you think of the new types of tarantulas?
- What other jobs does Sam's job remind you of?
- Despite it being one of its most popular traits, what *can't* all spiders do?
- What are some characteristics of spider silk?
- What facts about webs surprised you?

As groups discuss the book, circulate around the room and notice where the conversations are going. When it seems appropriate, touch base with each group and ask aspects of the book they are talking about.

Session 8

By Session 8, students will have read Chapter 5 of *The Tarantula Scientist*.

CONVERSATION STARTERS

- Why do tarantulas seem to behave the same way in captivity as they behave in the wild?
- What surprising detail did you learn about tarantulas?
- What characteristics make tarantulas more complex creatures than they seem?

Students should refer to details and ideas from their Discussion Charts. Students should be prepared to discuss Chapters 6 and 7 next week.

CHOOSE YOUR

BOOK

- ☑ *The Tarantula Scientist* by Sy Montgomery
- ☐ *Journey into the Deep* by Rebecca L. Johnson
- ☐ *Ben and Me* by Robert Lawson
- ☐ *John Muir Wrestles a Waterfall* by Julie Danneberg
- ☐ *A Journey into a Wetland* by Rebecca L. Johnson
- ☐ *The Secret Garden* by Frances Hodgson Burnett

BOOK CLUB

Week 5

OBJECTIVES

Listen actively to verbal messages, observe nonverbal messages, ask relevant questions, and make pertinent comments.

Read grade-appropriate texts independently.

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.

TEACHER'S SUMMARY

Chapter 6 "Tarantula Frontiers" follows the work of Sam's students, who also spend hours observing the behaviors and physical traits of spiders. For example, one student, Michelle, studies the levels of aggression in spiders from the family Barychelidae. Two other students observe spiders sharing food, a rare event among spiders. Another student, Amanda, studies the mating behavior of an East African tarantula and of *Holothele*.

Chapter 7 In this final chapter, we learn why Sam meets with children and has them touch and hold tarantulas. We also learn about the issue of tarantulas being killed to sell as tourist souvenirs. In addition, the author discusses ways tarantulas can help humans, including how Chilean tarantula venom might help heart attack victims.

KEY IDEAS If necessary, refer to the Teacher's Summary and share some of the following talking points to guide students' thinking toward elements the class has been working on.

How do stereotypes about spiders impact what people know about spiders?

Why is it rare for spiders to share food?

What new discoveries did Sam's students make about spiders?

What issue might be affecting tarantula populations in French Guiana?

In what ways can tarantulas help humans?

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 think the author is trying to _____.
- I agree with _____ because _____.
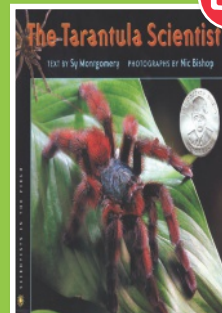
Session 9

By Session 9, students will have read Chapter 6 of *The Tarantula Scientist.* Circulate around the room. When appropriate, touch base with each group and support students to keep the conversation going.

CONVERSATION STARTERS

- Has an animal ever escaped under your care? What happened? How was the incident similar to or different from Michelle's experience?
- What detail made you think differently about tarantulas or about scientists?
- Can you picture yourself working in a spider lab? Why or why not?

Session 10

By Session 10, students will have read Chapter 7 of *The Tarantula Scientist.* 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

- How can teaching people about tarantulas impact the issue of tarantulas being killed for money?
- In what ways is observation a large part of a scientist's job?
- What part of a scientist's job do you find most interesting?
- What was your opinion of tarantulas at the beginning of the book? How has that changed from reading the book?

CHOOSE YOUR BOOK

- ✓ *The Tarantula Scientist* by Sy Montgomery
- *Journey into the Deep* by Rebecca L. Johnson
- *Ben and Me* by Robert Lawson
- *John Muir Wrestles a Waterfall* by Julie Danneberg
- *A Journey into a Wetland* by Rebecca L. Johnson
- *The Secret Garden* by Frances Hodgson Burnett

Glossary

OBJECTIVE

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

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 information about syllabication, pronunciation, part of speech, definition, and often the word's origin.

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 terms on the glossary page.

If a word or phrase does not appear in the glossary, tell students to 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 or phrase. When a term 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. 416 in the *Student Interactive.*

- When I look up a word or phrase 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, *admitted* begins with the letter *a* so I know that it will be at the beginning of the glossary. When I find *admitted,* I can see that it is divided into three syllables.

- In parentheses, I see how *admitted* 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. In this case, I see the abbreviation *v.,* so I know *admitted* is a verb. After that I see the definition and the word origin, from Latin.

Ask students to work with a partner to locate a different word in the glossary. Have them explain what they learned from the entry and then use the word in a sentence.

Apply

My TURN Have students try this process independently as they complete the My Turn activity on p. 416 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, pronunciation, syllabication, and word origin of a word or phrase that does not appear in the glossary. Encourage them to describe how the process relates to looking up a word or phrase in a glossary. Then have them identify the meaning, pronunciation, syllabication, and word origin for their chosen word using a print or digital dictionary.

STUDENT INTERACTIVE, p. 416

GLOSSARY INSTRUCTION

How to Use a Glossary

This glossary can help you understand the meaning, origin, pronunciation, and syllabication of some of the words in this book. The entries in this glossary are in alphabetical order. The guide words at the top of each page show the first and last words on the page. If you cannot find a word, check a print or digital dictionary. To use a digital resource, type the word you are looking for in the search box at the top of the page.

The pronunciation is in parentheses. It also shows which syllables are stressed.

The entry word in bold type is divided into syllables.

The part-of-speech label shows the function of an entry word.

ad•mit•ted (ad mit′id), *v.* granted access to a place. from the Latin word *admittere*, meaning "to send in"

The definition shows what the word means.

The word origin tells what language the word came from.

My TURN

Find and write the meaning of the word *inspired*. Say the word aloud.
caused something to be created

Write the syllabication of the word. in•spired

Write the origin of the word. from the Latin *in-*, meaning "in," and *spirare*, meaning "to breathe"

How did the origin help you understand the meaning of the word?
Possible response: I can read the word *inspired* as "breathing new life into something," which is like creativity.

TURNandTALK Discuss how you can find the meaning of a word that is not in this glossary.

416

GLOSSARY

STUDENT INTERACTIVE, p. 417

GLOSSARY

adventure • comeback

Aa

ad•ven•ture (ad ven′chər), *N*. an exciting experience

as•tro•bi•o•lo•gists (as′trō bī ol′ə jists), *N*. scientists who study life in the universe

Bb

bur•rows (bėr′ōz), *N*. holes or tunnels dug by animals as a place to live. from the Middle English word *borough*, meaning "fortress"

Cc

chlo•ro•phyll (klôr′ə fil), *N*. a green substance found in plants that allows them to make food. from the Greek words *chlōros*, meaning "green," and *phyllon*, meaning "leaf"

cit•i•zens (sit′ə zənz), *N*. people who belong to a particular place

col•o•ny (kol′ə nē), *N*. a group of animals living in one place. from the Latin word *colonus*, meaning "settler"

come•back (kum bak), *N*. a return to a healthy state

Pronunciation Guide

Use the pronunciation guide to help you pronounce the words correctly.

a in *hat*	ō in *open*	sh in *she*
ā in *age*	ò in *all*	th in *thin*
â in *care*	ô in *order*	in *then*
ä in *far*	oi in *oil*	zh in *measure*
e in *let*	ou in *out*	ə = a in *about*
ē in *equal*	u in *cup*	ə = e in *taken*
ėr in *term*	ù in *put*	ə = i in *pencil*
i in *it*	ü in *rule*	ə = o in *lemon*
ī in *ice*	ch in *child*	ə = u in *circus*
o in *hot*	ng in *long*	

417

STUDENT INTERACTIVE, p. 418

GLOSSARY

compositions • focus

com•po•si•tions (kom′pə zish′ənz), *N*. works of art, such as paintings or songs

co•op•er•ate (kō op′ə rāt′), *V*. work together; participate in shared activity

course (kôrs), *N*. the direction of travel

cur•i•ous (kyür′ē əs), *ADJ*. having an interest to learn about something. from the Latin word *curiosus*, meaning "inquisitive"

Dd

de•tect (di tekt′), *V*. to discover the truth, or fact of, something. from the Latin word *detectum*, meaning "uncovered"

di•mi•nished (də mi′nishd), *V*. shrank; became smaller or fewer

Ee

e•co•sys•tem (ē′kō sis′təm), *N*. a community of living things and the environment it inhabits

ex•hib•it (eg zib′it), *N*. a group of artworks or other objects arranged for public viewing. from the Latin word *exhibitum*, meaning "held out"

ex•pert (ek′spėrt), *N*. one who shows special skill or knowledge gained from training

ex•press (ek spres′), *V*. show or tell thoughts and feelings to others. from the Latin word *expressum*, meaning "pressed out"

Ff

fath•oms (faᴛн′əmz), *N*. units of length that measure the depth of water. from the Old English word *faethm*, meaning "width of outstretched arms"

fly•ing bridge (flī′ing brij), *N*. the highest place on a ship from which it can be steered

fo•cus (fō′kəs), *V*. direct attention to something. from the Latin word *focus*, meaning "hearth"

418

STUDENT INTERACTIVE, p. 419

fragmented • leagues

frag•men•ted (frag′mən′tid), *ADJ*. broken into pieces. from the Latin word *frangere*, meaning "to break"

fun•gus (fung′gəs), *N*. an organism that gets nutrition from decaying matter. from the Latin word *fungus*, meaning "mushroom"

Gg

gin•ger•ly (jin′jər lē), *ADJ*. cautiously; with great care

girth (gėrth), *N*. distance around something; circumference

grat•i•fied (grat′ə fīd), *ADJ*. felt great satisfaction. from the Latin words *gratus*, meaning "pleasing," and *facere*, meaning "to make or do"

Ii

i•con•ic (ī kon′ik), *ADJ*. famous, popular, and representative of a place or time. from the Greek word *eikōn*, meaning "image"

ig•nite (ig nīt′), *V*. catch fire. from the Latin word *ignitum*, meaning "fired"

im•i•ta•ted (im′ə tā tid), *V*. copied; tried to do the same things others did. from the Latin word *imitatum*, meaning "copy"

im•mi•gra•tion (im′ə grā′shən), *N*. the act of moving to a new country to live there

in•sight (in′sīt′), *N*. clear or complete understanding of a situation

in•spired (in spīrd′), *V*. caused something to be created. from the Latin *in-*, meaning "in," and *spirare*, meaning "to breathe"

in•ter•sect•ing (in′tər sekt′ing), *ADJ*. crossing or overlapping. from the Latin word *intersectum*, meaning "divided"

Jj

jaunts (jônts), *N*. short, enjoyable journeys

Ll

leagues (lēgz), *N*. units of distance. from the Latin word *ligare*, meaning "to bind"

419

STUDENT INTERACTIVE, p. 420

GLOSSARY

marine • relate

Mm

ma•rine (mə rēn′), *ADJ*. of or relating to the ocean. from the Latin word *marinus*, meaning "of the sea"

mi•crobes (mī′krōbz), *N*. the smallest living things. from the Greek words *mikros*, meaning "small," and *bios*, meaning "life"

mi•grat•ing (mī′grāt ing), *ADJ*. moving from one habitat to another with the seasons. from the Latin word *migratum*, meaning "moved"

Nn

na•tive (nā′tiv), *ADJ*. belonging naturally to a specific place

nau•ti•cal (nô′tə kəl), *ADJ*. related to ships or navigation. from the Greek word *naus*, meaning "ship"

noc•tur•nal (nok tėr′nl), *ADJ*. awake and active at night. from the Latin word *noctem*, meaning "night"

Oo

op•por•tu•ni•ty (op′ər tü′nə tē), *N*. an agreeable situation or chance

Pp

pains•tak•ing (pānz′tā′king), *ADJ*. done with great care and attention

pas•sage (pas′ij), *N*. an entry or doorway

peer•ing (pi′ring), *V*. looking closely at something that is hard to see

proc•ess•ing (pros′es ing), *N*. a series of steps in a legal action

Rr

ra•di•a•tion (rā′dē ā′shən), *N*. dangerous energy rays that cannot be seen

re•late (ri lāt′), *V*. to tell; to show a relationship between two things. from the Latin *re-*, meaning "back," and *latum*, meaning "brought"

420

restore • wandered

re•store (ri stôr′), *v.* return to original condition. from the Latin word *restaurare*, meaning "repair, rebuild"

rov•ers (rō′vərz), *N.* vehicles used to explore a planet's surface. from the Middle English word *roven*, meaning "to shoot arrows at targets while moving"

Ss

sanc•tu•ar•ies (sangk′chŭ er′ēz), *N.* human-made places of safety and protection

sen•sors (sen′sərz), *N.* devices that detect changes in light, moisture, or other physical conditions

sput•tered (spu′tird), *v.* gave out popping sounds

Tt

thrive (thrīv), *v.* do well, be successful, grow

tide (tīd), *N.* the rise and fall of the ocean. from the Middle English word *tīd*, meaning "time"

trans•mit•ter (trans mi′tər), *N.* equipment that makes and sends electromagnetic waves that carry messages. from the Latin *trans-*, meaning "across," and *mittere*, meaning "to send"

tra•versed (trə vèrsd′), *v.* traveled through; moved across. from the Latin word *transversare*, meaning "to move across"

Uu

un•fet•tered (un fe′tərd), *ADJ.* not limited, not restricted

Vv

vi•a (vī′ə), *PREP.* by way of; by means of; through. from the Latin word *via*, meaning "way"

vis•i•ble (viz′ə bəl), *ADJ.* easily seen

Ww

wan•dered (won′dərd), *v.* walked slowly or aimlessly

421

Handwriting Model

Cursive
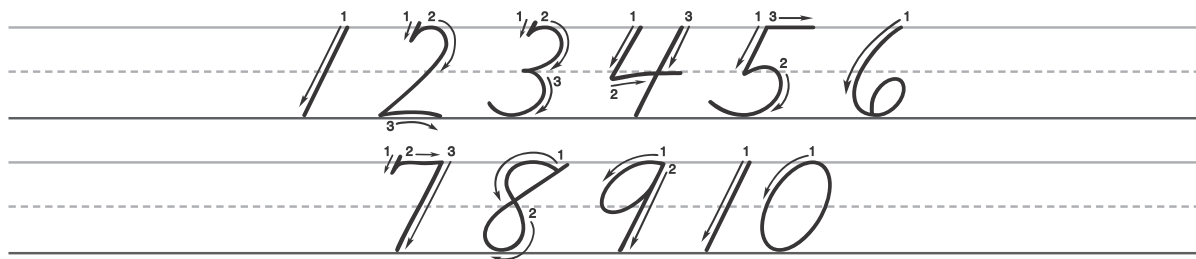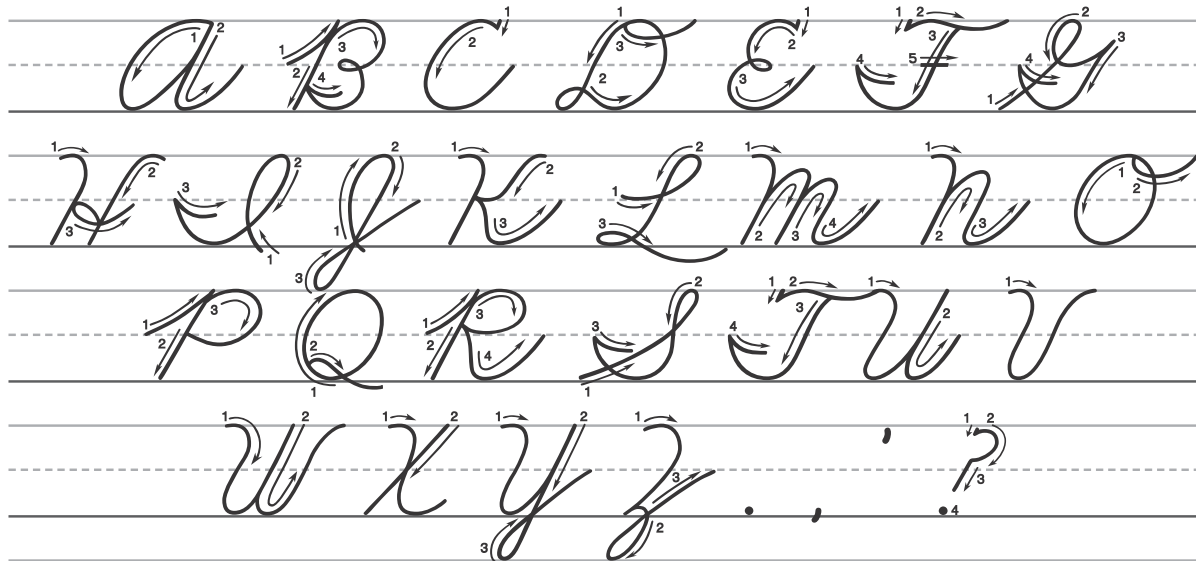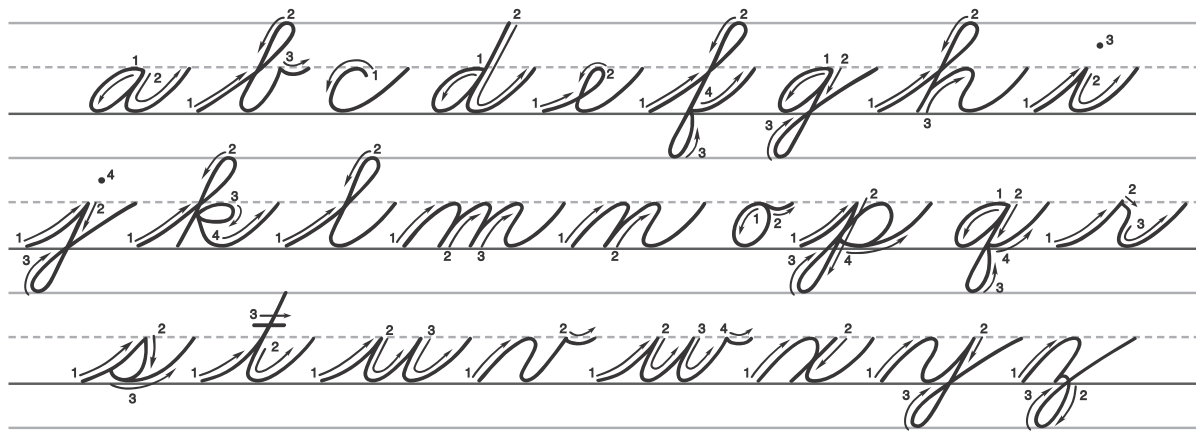
Handwriting Model

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

Boyds Mills Press
From Pedro's Journal by Pam Conrad. Copyright © 1991 by Pam Conrad. Published by Boyds Mills Press. Used by permission.

Charlesbridge Publishing
Life on Earth And Beyond. Text copyright © 2008 by Pamela S. Turner. Used with permission by Charlesbridge Publishing, Inc. 85 Main Street, Watertown, MA 02472 (617) 926-0329. All rights reserved.

Cricket Media
The Path to Paper Son by Grant Din, Cobblestone magazine, February 2016, Volume 37, Number 2, p. 21. Used with permission from Cricket Media. Louie Share Kim, Paper Son by Barbara D. Krasner, Cobblestone magazine, February 2016, Volume 37, Number 2, pp. 2-5. Used with permission from Cricket Media.

Flannery Literary Agency
Hatchet by Gary Paulsen, © Gary Paulsen.

Kristine O'Connell George
Learning the World by Kristine O'Connell George. Used with permission of author who controls all rights.

James Hildreth
Latitude Longitude Dreams by Drew Lamm & James Hildreth, Thanks to Drew for this fun collaboration.

Houghton Mifflin Harcourt Publishing Company
FAR FROM SHORE: Chronicles of an Open Ocean Voyage by Sophie Webb. Copyright© 2011 by Sophie Webb. Reprinted by permission of Houghton Mifflin Harcourt Publishing Company All rights reserved. From Park Scientists: Gila Monsters, Geysers, and Grizzly Bears in America's Own Backyard by Mary Kay Carson, with photographs by Tom Uhlman. Text copyright © 2014 by Mary Kay Carson. Photographs copyright © 2014 by Tom Uhlman. Reprinted by permission of Houghton Mifflin Harcourt Publishing Company. All rights reserved.

Drew Lamm
Latitude Longitude Dreams by Drew Lamm & James Hildreth, Reprinted by permission.

Peachtree Publishers, Ltd.
First published in the United States under the title A Place for Frogs by Melissa Stewart, illustrated by Higgins Bond, Text©2009, 2016 by Melissa Stewart. Illustrations © 2009, 2016 by Higgins Bond. Published by arrangement with Peachtree Publishers.

Simon & Schuster, Inc.
From HATCHET by Gary Paulsen. Copyright© 1987 by Gary Paulsen. Reprinted with the permission of Atheneaum Books for Young Readers, an imprint of Simon & Schuster Children's Publishing Division. All rights reserved.

Marilyn Singer
Early Explorers From Marilyn Singer's Footprints on the Roof: Poems about the Earth, New York: Knopf Books, 2002.

Karen O'Donnell Taylor
A Map and a Dream poem by Karen O'Donnell Taylor. Used by permission of the author who retains all rights.

Photographs

Photo locators denoted as follows Top (T), Center (C), Bottom (B), Left (L), Right (R), Background (Bkgd)

8 (BL) Everett - Art/Shutterstock, (Bkgd) I Love Photo/Shutterstock; **9** (T) Everett Historical/Shutterstock, (TL) Denis Belitsky/Shutterstock, (B) M-imagephotography/iStock/Getty Images Plus/Getty Images, (BL) Dlinca/iStock/Getty Images Plus/Getty Images; **14** (CL) PA Archive/PA Images/Alamy Stock Photo, (BR) Vlad G/Shutterstock, (Bkgd) Bekulnis/Shutterstock; **15** (TL) Wayne Hsieh78/Shutterstock; **19** Everett Historical/Shutterstock; **20** Library of Congress Prints and Photographs Division [LC-DIG-det-4a13264]; **21** Andreasnikolas/Shutterstock; **22** (TL) Used with permission from Cricket Media., (TC) Library of Congress Prints and Photographs Division Washington [LC-DIG-ds-03059], (TR) Hywit Dimyadi/Shutterstock, (CL) Used with permission from Cricket Media.; **24** (Bkgd) Used with permission from Cricket Media., (C) Melissa King/Shutterstock; 27 (T),(B) Used with permission from Cricket Media.; **28** Radoslaw Lecyk/Shutterstock; **29** (C) Used with permission from Cricket Media., (Bkgd) Banana Republic images/Shutterstock, (TC) Pakhnyushchy/Shutterstock; **46** (Bkgd) James Cohen/Shutterstock; **46** (TR) Fisherss/Shutterstock, (CL) Tifonimages/Shutterstock, (BR) Gary Yim/Shutterstock; **47** (TL) Stephen Girimont/Shutterstock, (BL) MarcelClemens/Shutterstock; **50** Used with permission from Charlesbridge Publishing.; **51** Denis Belitsky/Shutterstock; **52** (B) NASA; **53** Pablofdezr/Shutterstock; **54** (T) Christopher McKay/NASA; **58** (BR) Centers of Disease Contro/RGB Ventures/SuperStock/Alamy Stock Photo; **59** (T) NG Images/Alamy Stock Photo; **60** Christopher McKay/NASA; **61** (B) Detlev van Ravensway/Picture Press/Getty Images; **62** (B) JPL/NASA; **64** Patrick Zachmann/Magnum Photos; **66** (TL) Dr. Jacek Wierzchos, (TR) Cornell/JPL/NASA; **67** (B) satellite of the Americas/NASA; **88** (T) Pam Conrad author of Pedro's Journal. Copyright © 1991 by Pam Conrad. Published by Boyds Mill Press. Used by permission.; **89** Valentin Agapov/Shutterstock; **124** (TC) Anna Chusova/Shutterstock, (C) Lina Truman/Shutterstock, (BR) Paper_Owl/Shutterstock, (BL) Meilun/Shutterstock; **124** Drical/Shutterstock; **125** (TR) Pogorelova Olga/Shutterstock, (TL) Natcha29/Shutterstock, (BR)Victor Brave/Shutterstock, (BL) M. Stasy/Shutterstock; **128** Used with permission of author.; **129** M-imagephotography/iStock/Getty Images;

131 Imtmphoto/Shutterstock; 133 Uschools/iStock/ Getty Images Plus/Getty Images; 135 DiversityStudio/ Shutterstock; 137 Wavebreakmedia/Shutterstock; 154 (T) Historic Collection/Alamy Stock Photo, (C) Print Collector/Hulton Fine Art Collection/Getty Images, (B) Universal History Archive/Universal Images Group/ Getty Images; 154 Africa Studio/Shutterstock; 155 Universal History Archive/Universal Images Group/ Getty Images;159 Dlinca/iStock/Getty Images Plus/ Getty Images; 160 (C) Bettmann/Getty Images, (T) Bphillips/iStock/Getty Images Plus/Getty Images; 161 The Artchives/Alamy Stock Photo, © 2017 Banco de México Diego Rivera Frida Kahlo Museums Trust, Mexico, D.F./Artists Rights Society (ARS), New York; 162 Archivart/Alamy Stock Photo; © 2017 Banco de México Diego Rivera Frida Kahlo Museums Trust, Mexico, D.F./Artists Rights Society (ARS), New York; 164 Admin_design/Shutterstock; 165 CSU Archives/ Everett Collection/Alamy Stock Photo; © 2017 Georgia O'Keeffe Museum/Artists Rights Society (ARS), New York; 167 FineArt/Alamy Stock Photo, © 2017 Georgia O'Keeffe Museum/Artists Rights Society (ARS), New York; 168 Peter Horree/Alamy Stock Photo; 170 The Print Collector/Alamy Stock Photo; 171 (CR) Solarisys/ Shutterstock; 172 (BL) Martin Valigursky/Shutterstock; 173 Peter Horree/Alamy Stock Photo; 191 CWB/ Shutterstock; 196 (TR) The Ohio Collection/Alamy Stock Photo; 198 (Bkgd) Serban Bogdan/Shutterstock; 199 (BR) Illpos/Shutterstock, (BC) Joyfuldesigns/ Shutterstock; 200 (Bkgd) Globe Turner, LLC/Getty Images; 205 (B) FatCamera/E+/Getty Images; 208 (BL) Cubephoto/Shutterstock, (Bkgd) ESB Professional/Shutterstock; 214 (TL) Vlad61/ Shutterstock, (TR) Seaphotoart/Shutterstock, (B) AF Archive/Alamy Stock Photo; (Bkgd) Rich Carey/ Shutterstock; 215 (TL) Yakov Oskanov/Shutterstock, (B) Dmitri Ma/Shutterstock; 252 (T) Ritesh Chaudhary/ Shutterstock, (B) Ammit Jack/Shutterstock; 253 Gudkov Andrey/Shutterstock; 256 Used with permission from Peachtree Publishers, Ltd.; 289 Ekaterina V. Borisova/Shutterstock; 290 Anteromite/ Shutterstock; 294 Al Grillo/AP images; 328 (BR) Everett Historical/Shutterstock, (Bkgd) James Chen/ Shutterstock; 329 (TL) John A. Anderson/Shutterstock, (C) Nicole Baly/Shutterstock, (CL) Brandon Baker/ Shutterstock, (BL) Albert Czyzewski/Shutterstock; 332 Used with permission from Mary Kay Carson.; 333 Matthijs Kuijpers/123RF; 338 (Bkgd) K.Narloch- Liberra/Shutterstock; 362 (T) Belizar/Shutterstock, (B) Johan Swanepoel/123RF, (C) Szczepan Klejbuk/ Shutterstock, (Bkgd) Arturas Kerdokas/123RF; 367 (TL) Andriy Blokhin/Shutterstock, Kruraphoto/ Shutterstock, (TR) Valentyna Chukhlyebova/ Shutterstock, (TC) Bumihills/Shutterstock, (C) Npeter/ Shutterstock, (CL) Christian Musat/Shutterstock, (CR) Miroslav Chytil/Shutterstock, (BR) Worlds wildlife wonders/Shutterstock; 368 Martin Schneiter/123RF; 369 USFWS Photo/Alamy Stock Photo; 370 (B) Robert McGouey/Wildlife/Alamy Stock Photo, (Bkgd) Dennis

MacDonald/Age Fotostock/Alamy Stock Photo; 372 (Bkgd) Mikhail Serdiukov/EyeEm/Getty Images; 373 Yuri Smityuk/ITAR-TASS Photo Agency/Alamy Stock Photo; 375 (TL) Greg Dale/National Geographic/Getty Images, (TR) Belizar73/iStock/Getty Images, (C) ZJAN/ Shedd Aquarium/Newscom, (CL) Andrey_Kuzmin/ Shutterstock, (CBL) Kris Wiktor/Shutterstock, (BL) Ohm2499/Shutterstock, (BC) Patrick Kientz/Biosphoto/ Alamy Stock Photo, (BR) Paulette Sinclair/Alamy Stock Photo; 376 Pakhnyushchy/Shutterstock; 377 Holly Kuchera/Shutterstock; 378 (BC) Rafael Ben-Ari/Alamy Stock Photo, (Bkgd) Mr.Rapisan Swangphon/123RF; 380 Pavel Vakhrushev/Shutterstock; 381 Stewart Cohen/Stockbyte/Getty Images; 398 All_about_ people/Shutterstock; 400 Radius Images/Alamy Stock Photo; 404 Rdanailova/Shutterstock; 406 Ozerov Alexander/Shutterstock; 408 Furoking300/ Shutterstock; 410 Stan Wakefield/Foap/Getty Images; 415 Monkey Business Images/Shutterstock.

Illustrations

17, 255 Valentina Belloni; 49, 331 Ilana Exelby; 87, 127, 217, 365 Olga & Aleksey Ivanov; 129 TM Detwiler; 131 Jo Tronic; 133 Kevin Rechin; 135 Nathalie Beauvios; 137 Sarah McMenemy; 157 Valeria Cis; 160, 169, 171, 196, 372, 380 Karen Minot; 293 Ken Bowser; 295–311 Brave Union; 367, 375 Jeff Mangiat.

myView LITERACY — TEXT COMPLEXITY

from *Far from Shore*
By Sophie Webb
Genre: Informational Text

Recommended Placement

The **Quantitative Measures** suggest that this text is at the upper level of readability for Grade 5. Use the **Qualitative Measures** to inform and support your instruction.

The **Qualitative Measures** suggest that students might need additional support with

- Language: Domain-specific vocabulary
- Knowledge Demands: Marine mammals and ecosystems

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: **1040L**   Average Sentence Length: **14.676**   Word Frequency: **3.371**   Word Count: **2,084**

Complexity Level	Qualitative Measures
Author's Purpose Simple —— Very Complex	The author's purpose is **clearly stated** in paragraph 2: *My shipmates and I are about to embark on an incredible opportunity to explore this complex and exciting ecosystem*. Students can infer that the author's purpose is to explain the expedition and determine what is happening to dolphin populations.
Text Structure Simple —— Very Complex	The text structure is **chronological** and is supported by headings that identify dates or events. The headings also note coordinates to help readers understand location. Text features such as illustrations, diagrams, and charts **directly support** the text and allow students to make connections.
Language Conventionality and Clarity Simple —— Very Complex	Students may need support to understand **domain-specific vocabulary** such as *purse-seine fishery, marine mammals, oceanographic measurements,* and *ecosystem*. Students may also need assistance with remembering acronyms, such as *NOAA* and *ETP*. The text also includes some longer **compound and complex** sentences.
Knowledge Demands Simple —— Very Complex	The subject matter requires **some discipline-specific content knowledge.** There are no references to other texts, but there are references to historical events, such as legislation that has been passed to protect marine mammals. Some background knowledge in studying changes in ecosystems and marine mammals will enhance comprehension.

Reader and Task Considerations

English Language Learners	Intervention	On Level/Advanced
Language Use a **two-column chart** to teach domain-specific vocabulary and acronyms. Work with students to preview the text, looking for these words and using context to determine meaning. Have students use **sentence frames** to understand acronyms. • NOAA is _____. This group _____. • The ETP is _____. It is located _____.	**Structure** Have students preview the selection, paying close attention to the **diagrams, illustrations, and charts**. • Ask students what information these text features provide. • Have students discuss what they hope to learn from the text.	**Knowledge Demands** Have students read the first page of the text, determine the author's purpose, and predict what they will learn. Then have students • use online media to learn more about declining dolphin populations and legislation that has been passed to protect marine mammals. • share what they learned with another pair.

myView LITERACY

TEXT COMPLEXITY

A Place for Frogs
By Melissa Stewart
Genre: Informational Text

Recommended Placement

The **Quantitative Measures** place this text in the Grade 4–5 complexity band.

The **Qualitative Measures** suggest that students might need additional support with

- Text Structure: Text boxes
- Knowledge Demands: Frogs and how they have been harmed and helped

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: **900L**   Average Sentence Length: **12.376**   Word Frequency: **3.361**   Word Count: **1,646**

Complexity Level	Qualitative Measures
Author's Purpose Simple — Very Complex	The author's purpose is **explicitly stated** in paragraph 2: *If we work together to help these special creatures, there will always be a place for frogs.* Students can infer that they will learn about frogs, why frogs are important, and how people can help frogs.
Text Structure Simple — Very Complex	The informational text follows a **description text structure**. Text features, such as text boxes, diagrams, and illustrations **directly support** the text and help readers **make connections** and better understand the content. The text boxes provide information about specific frog species.
Language Conventionality and Clarity Simple — Very Complex	The sentences are **simple** with **some compound and complex sentences**. The vocabulary is largely familiar, but students may need assistance with some domain-specific vocabulary, such as *tadpoles*, *froglets*, *chemicals*, *poisons*, and *CFCs.*
Knowledge Demands Simple — Very Complex	Subject matter includes **concrete ideas** that students can **easily follow**. However, students may not be familiar with frogs and how they have been harmed, so **background knowledge** of frogs will be beneficial. References are made to past events and legislation that has been passed to protect frogs.

Reader and Task Considerations

English Language Learners	Intervention	On Level/Advanced
Structure Preview the text with students, pointing out the **text boxes** on each page. Explain that it is necessary to read the text in the boxes to understand how frogs have been harmed and helped. Then use the **sentence frames** to help students practice using new vocabulary: • A tadpole is _____. • A froglet is _____. • CFCs are _____.	**Knowledge Demands** Use a **KWL chart** to determine what students know and want to know about frogs. You may also want to • explore online media to build background for specific frogs and the life cycle of a frog. • have students preview the information in the text boxes and predict how it will help them understand the author's purpose.	**Purpose Say:** Imagine that your friend says that frogs aren't important. What are some things you could say to convince your friend that frogs are important and need our help to survive? • Think of two reasons frogs are important. • Think of how people can help frogs. • Tell your ideas to a partner.

myView LITERACY — TEXT COMPLEXITY

from *Hatchet*
By Gary Paulsen
Genre: Realistic Fiction

Recommended Placement

The **Quantitative Measures** place this text in the Grade 4–5 complexity band.

The **Qualitative Measures** suggest that students might need additional support with

- Language: Sentences with dashes
- Knowledge Demands: Surviving in the wilderness

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: **780L**   Average Sentence Length: **14.725**   Word Frequency: **3.822**   Word Count: **3,372**

Complexity Level	Qualitative Measures
Levels of Meaning Simple — Very Complex	There are **multiple subtle levels of meaning**, but the central ideas of survival and self-reliance are **clear**. Students may focus on only the character's actions rather than his thoughts and feelings, which also help reveal the themes.
Text Structure Simple — Very Complex	The narrative follows a **chronological text structure**; however, it includes a dream, so students may need assistance in understanding that these events are not real. Point out that because there is only one character, there is no dialogue. The illustrations **directly support** the story by showing the characters, setting, and important events.
Language Conventionality and Clarity Simple — Very Complex	The vocabulary is **familiar**. The sentences are **simple** with some **compound, complex, and compound-complex sentences and some fragments**. Students may need assistance with sentences with dashes, such as: *Jerk, pause, jerk—and three more times before he lay back in darkness, done.*
Knowledge Demands Simple — Very Complex	The plot events are **clear and easy to follow**; however, students will not be familiar with trying to survive alone in the wilderness. There are no references to other texts, but some **background knowledge** of survival techniques or what one might face in the wilderness may prove beneficial.

Reader and Task Considerations

English Language Learners	Intervention	On Level/Advanced
Language Help students understand the use of dashes by displaying the sentence described above. Point out first that the subject *he* is missing but is easily inferred, and the dash is used for emphasis. Review other uses of dashes. Then use the **sentence frames** below to help teach idioms from the story. • *Pin it down* means _____. • *He looked cross* means _____.	**Knowledge Demands** Use a **web graphic organizer** with the phrase *alone in the wilderness* in the center. Have students brainstorm ideas of how they would survive and what they would need to survive. Have students discuss • how they would feel if they were alone in the wilderness. • what skills they have that would help them survive.	**Structure** Have students preview the text and point out the lack of dialogue. Discuss how they think the lack of dialogue will affect their understanding of the character and events. Then have students • write a short story that does not contain dialogue. • share the story with a partner. • discuss what it was like to write and read a short story without dialogue.

myView LITERACY — TEXT COMPLEXITY

"Tracking Monsters"
from *Park Scientists*
By Mary Kay Carson
Genre: Informational Text

Recommended Placement

The **Quantitative Measures** suggest that this text is at the upper level of readability for Grade 5. Use the **Qualitative Measures** to inform and support your instruction.

The **Qualitative Measures** suggest that students might need additional support with

- Language: Domain-specific vocabulary
- Knowledge Demands: Gila monsters and desert ecosystems

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: **1030L**   Average Sentence Length: **14.203**   Word Frequency: **3.241**   Word Count: **2,443**

Complexity Level	Qualitative Measures
Author's Purpose Simple ———————— Very Complex	The author's purpose is **not explicitly stated but is easy to infer,** based on the details about Kevin Bonine and Brian Park: they are hoping their "research will solve some Gila monster mysteries." Students can infer that the author's purpose is to describe how and why scientists study the Gila monster.
Text Structure Simple ———————— Very Complex	The informational text mainly follows a **description text structure**, and the headings introduce the main focus of each section. Students may need help distinguishing between key details and less important details about the Gila monster. Text features like photographs and captions **provide additional information** to support the content.
Language Conventionality and Clarity Simple ———————— Very Complex	The sentences are **mostly simple** with **some compound and complex** sentences. The **vocabulary** is mostly familiar and conversational, but the text does include **domain-specific words**, including *venomous, adapted, herpetologist,* and *amphibians.* Students may also need assistance understanding the questions in paragraph 6 about Gila monsters that scientists want to answer through research.
Knowledge Demands Simple ———————— Very Complex	Although the subject matter includes **domain-specific content knowledge,** students will be able to follow and understand what the scientists do to study the Gila monster. There are no references to other texts, but some **background knowledge** of desert ecosystems will be helpful.

Reader and Task Considerations

English Language Learners	Intervention	On Level/Advanced
Knowledge Demands Have students preview the photos in the text. Help them form questions about the Gila monster and the scientists who study them. Provide **sentence frames**: - What do Gila monsters _____? - How do scientists _____? - Where do Gila monsters _____?	**Language** Introduce the scientific terms *herpetologist*, *venomous*, *amphibian*, and *species*. Display a **two-column chart** that lists each word and definition. Then, have student pairs preview the photographs and write sentences about them, using the vocabulary words.	**Structure** **Say:** Imagine you are writing an article about a scientist who studies Gila monsters. Have students - make a list of questions they would ask the scientist. - do online research to find answers. - determine the text structure they would use to write the article.

myView LITERACY — TEXT COMPLEXITY

Let Wild Animals Be Wild
By David Bowles
Genre: Argumentative Text

Recommended Placement

The **Quantitative Measures** place this text in the Grade 4–5 complexity band.

The **Qualitative Measures** suggest that students might need additional support with

- Language: Domain-specific vocabulary
- Knowledge Demands: Animals living in captivity

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: **910L** Average Sentence Length: **12.761** Word Frequency: **3.373** Word Count: **1,123**

Complexity Level	Qualitative Measures
Author's Purpose Simple — Very Complex	The author's purpose is **explicitly stated** on the first page: *The goal of both actions should be to release animals back into the wild where they belong.* Students may need support in determining the reasons for including specific details and relating them to the main argument.
Text Structure Simple — Very Complex	The text mostly uses a problem-and-solution text structure with **subtle connections** between ideas. Students may need support to recognize parts of the author's argument: claim, reasons, supporting facts and details, and a conclusion that restates the claim: *Releasing animals back into nature, whenever possible, is the best course of action for them, for us, and for Earth.*
Language Conventionality and Clarity Simple — Very Complex	The sentences are **simple** with some **compound and complex sentences**. The vocabulary is mostly **familiar;** however, students may need support with **domain-specific vocabulary** such as *endangered, habitat, environmental pollution, keystone species,* and *extinct.*
Knowledge Demands Simple — Very Complex	Subject matter includes **concrete information and examples** that will help facilitate understanding. While there are no references to other texts, students may need some **background knowledge** about how animals live in captivity and in the wild in order to comprehend the author's argument.

Reader and Task Considerations

English Language Learners	Intervention	On Level/Advanced
Knowledge Demands Use a **KWL chart** to see what students know and want to know about how animals live in captivity and in the wild. You may also want to • build background by sharing images and facts about some of the species mentioned, such as the condor. • preview the first paragraph and help students locate the words that state the author's claim.	**Language** Read the following sentence from paragraph 9: *Their dams and the pools that form behind them become <u>habitats</u> for many other animals*. • Have students identify context clues that help them identify the meaning of the word *habitat*. • Draw a web graphic organizer for the word *habitat*. Help students complete the graphic organizer with descriptions and examples.	**Structure Say:** Imagine you work at a zoo and rescue an injured animal. The staff wants to release it back to the wild when it has been healed. Do you agree or disagree with this decision? • Think of your point of view. • Tell your point of view to a partner. • Think of two reasons that support your point of view.

Don't Release Animals Back to the Wild
By René Saldaña Jr.
Genre: Argumentative Text

Recommended Placement

The **Quantitative Measures** place this text in the Grade 4–5 complexity band.

The **Qualitative Measures** suggest that students might need additional support with

- Language: Domain-specific vocabulary
- Knowledge Demands: Animals living in captivity and in the wild

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: **900L**   Average Sentence Length: **12.348**   Word Frequency: **3.348**   Word Count: **1,420**

Complexity Level	Qualitative Measures
Author's Purpose Simple — Very Complex	The author's purpose is **explicitly stated** on the first page: *For several reasons, it makes more sense to keep these animals in captivity.* In this argumentative text, students should be able to follow the author's **reasons** and **opinions** about why captive animals should not be released into the wild.
Text Structure Simple — Very Complex	Students may need support to recognize the parts of the author's argument in this problem-and-solution text: a claim, reasons, supporting details, and a conclusion that restates the claim. The photographs and maps are **mostly simple** and **support readers** in understanding the text.
Language Conventionality and Clarity Simple — Very Complex	The sentences are **simple** with some **compound and complex sentences**. The vocabulary is mostly **familiar**; however, students may need support with **domain-specific vocabulary**, such as *captivity*, *survival skills*, *species*, *orphaned*, *behavioral enrichment*, *predators*, *habitat*, *poaching*, and *sanctuaries.*
Knowledge Demands Simple — Very Complex	The subject matter includes **concrete information** that many students can relate to from watching nature shows or visiting zoos. While there are no references to other texts, students may need some **background knowledge** to understand species that are threatened and why animals live in captivity.

Reader and Task Considerations

English Language Learners	Intervention	On Level/Advanced
Language Use a **two-column chart** to teach the academic vocabulary such as *captivity* and *survival skills*. Help students skim the text to find the words and look for context clues. Use **sentence frames** to help students use the vocabulary in sentences: • Animals that live in _____ are safe because _____. • _____ include being able to find food.	**Purpose** Explain the parts of an argument essay, including the claim, reasons, supporting evidence, and conclusion. Read aloud the title and help students think of reasons for leaving wild animals in captivity. • **List** the reasons on the board. • Call on students to tell whether they agree or disagree with the reasons.	**Knowledge Demands** Ask students if they have ever watched a nature show on captive or threatened animals or have ever been to a zoo. **List** their ideas on the board. You may also want to • explore online media to build background about threatened animal species. • review the structure of an argument essay.

SCOPE AND SEQUENCE	K	1	2	3	4	5
FOUNDATIONAL SKILLS						
Print Concepts						
Hold a book upright and turn from page to page	•	•				
Track print from left to right, top to bottom of a page, and from front to back of a book	•	•				
Know uppercase and lowercase letters	•	•				
Understand that words are separated by spaces	•	•				
Identify the correspondence between oral words and printed words	•	•				
Show awareness of information in different parts of a book	•	•				
Recognize the upper- and lowercase letters of the alphabet	•	•				
Alphabetize to the first or second letter		•	•			
Phonological Awareness						
Recognize and produce rhyming words	•	•	•			
Count syllables in spoken words	•	•				
Segment and blend syllables in words	•	•				
Segment and blend onset and rime	•	•				
Identify the same and different initial sounds in words	•	•				
Identify the same and different ending sounds in words	•	•				
Identify the same and different medial sounds in words	•	•				
Isolate the initial, medial, or ending sounds in words	•	•				
Add or delete beginning or ending phonemes in words	•	•	•			
Segment a word or syllable into sounds	•	•				
Phonics						
Connect sounds and letters to consonants	•	•	•	•	•	•
Know sound-letter relationships and match sounds to letters	•	•	•	•	•	•
Generate sounds from letters and blend those sounds to decode	•	•	•	•	•	•
• Consonants, consonant blends, and consonant digraphs	•	•	•	•	•	•
• Short and long vowels	•	•	•	•	•	•
• *r*-controlled vowels, vowel digraphs, and other common vowel patterns	•	•	•	•	•	•
Decode multisyllabic words	•	•	•	•	•	•
Recognize common letter patterns in words and use them to decode syllables (CVC, VCCV, VCV, VCCCV)	•	•	•	•	•	•
High-Frequency Words						
Read common high-frequency words (sight words)	•	•	•	•	•	•
Read irregularly spelled words	•	•	•	•	•	•

READING WORKSHOP

SCOPE AND SEQUENCE	K	1	2	3	4	5
Word Structure and Knowledge						
Use a dictionary to find words, determine word origin, syllabication, and pronunciation	•	•	•	•		
Recognize and know the meaning of common prefixes and suffixes		•	•	•	•	•
Recognize and know common inflectional endings (*-s, -es, -er, -est, -ed, -ing*)		•	•	•	•	•
Decode words with common suffixes (*-ly, -ful, -able, -ible, -ment, -less*)		•	•	•	•	•
Learn and recognize irregular spellings of words		•	•	•	•	•
Identify and decode compound words and contractions	•	•	•	•		
Fluency						
Read aloud with accuracy		•	•	•	•	•
Read aloud with appropriate pace and expression		•	•	•	•	•
Read aloud with prosody (stress, intonation)		•	•	•	•	•
Read aloud grade-level poetry and prose with fluency, accuracy, and comprehension		•	•	•	•	•
READING COMPREHENSION						
Genre Characteristics						
Identify and understand types of fiction (e.g., historical, realistic, traditional)	•	•	•	•	•	•
Identify and understand types of informational texts (e.g., science, social studies, technical)	•	•	•	•	•	•
Identify and understand characteristics of informational text (e.g., headings, illustrations, maps, captions, tables, sidebars)	•	•	•	•	•	•
Identify and understand structures of informational texts (e.g., cause and effect, problem and solution, compare and contrast)	•	•	•	•	•	•
Identify and understand characteristics of opinion writing or persuasive texts (facts, opinions, claim, supporting evidence, counterclaim)	•	•	•	•	•	•
Identify and understand characteristics of poetry and drama	•	•	•	•	•	•
Identify and understand characteristics of digital and multimodal texts	•	•	•	•	•	•
Identify the audience of a text					•	•
Key Ideas and Details						
Ask and answer questions about what is read	•	•	•	•	•	•
Identify details to help determine key ideas and themes	•	•	•	•	•	•
Use text evidence to support a response	•	•	•	•	•	•
Retell and paraphrase text	•	•	•	•	•	•
Make inferences or draw conclusions about a text, character, or theme	•	•	•	•	•	•
Set a purpose for reading	•	•	•	•	•	•
Make predictions	•	•	•	•	•	•

READING WORKSHOP

SCOPE AND SEQUENCE

READING WORKSHOP

SCOPE AND SEQUENCE	K	1	2	3	4	5
Analysis						
Evaluate details to determine the main idea	•	•	•	•	•	•
Retell, paraphrase, or summarize a text	•	•	•	•	•	•
Make connections (to a text, to other texts, to personal experiences, to society)	•	•	•	•	•	•
Identify cause and effect				•	•	•
Compare and contrast details and information	•	•	•	•	•	•
Recognize facts and opinions				•	•	•
Confirm or correct predictions	•	•	•	•	•	•
Create mental images to build understanding of a text	•	•	•	•	•	•
Monitor comprehension and make adjustments to improve understanding		•	•	•	•	•
Describe the relationships between ideas, events, characters, people	•	•	•	•	•	•
Explain the effect of various elements of poetry (rhyme, imagery, line breaks, stanzas)			•	•	•	•
Analyze elements of fiction and drama (characters, setting, plot, dialogue, theme)	•	•	•	•	•	•
Identify and analyze the parts of a plot (rising action, conflict, falling action, resolution)	•	•	•	•	•	•
Identify the use of literary elements and devices (e.g., alliteration, hyperbole, imagery, symbolism)			•	•	•	•
Synthesize information to create a new understanding	•	•	•	•	•	•
Distinguish and analyze author's point of view	•	•	•	•	•	•
Determine the meaning of specific words or phrases used in a text	•	•	•	•	•	•
Recognize the characteristics of persuasive or argumentative text		•	•	•	•	•
Analyze graphic elements and features (e.g., illustrations, diagrams, graphs, maps)	•	•	•	•	•	•
Response to Sources						
Reflect on reading and respond by speaking or writing	•	•	•	•	•	•
Use text or text evidence to write about what is read	•	•	•	•	•	•
Interact with sources in meaningful ways	•	•	•	•	•	•
Make connections to personal experiences, ideas in other texts, society	•	•	•	•	•	•
Comparison Across Texts						
Compare two or more texts	•	•	•	•	•	•
Compare two or more genres	•	•	•	•	•	•
Compare two or more authors	•	•	•	•	•	•
Appreciate texts across a broad range of genres	•	•	•	•	•	•

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	•	•	•	•	•	•
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						•

(Left side vertical labels: READING WORKSHOP, READING–WRITING WORKSHOP BRIDGE)

SCOPE AND SEQUENCE	K	1	2	3	4	5
Word Learning Strategies						
Use picture cues and other graphics to help determine the meaning of new words	•	•				
Recognize and learn selection vocabulary	•	•	•	•	•	•
Use print and digital references to determine the meaning of new words	•	•	•	•	•	•
Learn academic language	•	•	•	•	•	•
Learn and understand domain-specific vocabulary and specialized vocabulary				•	•	•
Academic Language						
Learn the language of ideas used in academic discourse				•	•	•
Understand the difference between informal spoken language and the conventions of formal written language			•	•	•	•
ANALYZE AUTHOR'S CRAFT						
Analyze and describe an author's use of imagery and figurative language	•	•	•	•	•	•
Identify and analyze an author's use of simile and metaphor			•	•	•	•
Analyze an author's use of illustrations	•	•	•	•	•	•
Analyze an author's use of print and graphic features (e.g., titles, headings, charts, tables, graphs)	•	•	•	•	•	•
Analyze an author's use of text structure (e.g., time order, compare and contrast, cause and effect)	•	•	•	•	•	•
Analyze how an author's language and word choice contribute to voice		•	•	•	•	•
Analyze an author's use of point of view	•	•	•	•	•	•
Analyze and explain an author's purpose and message in a text	•	•	•	•	•	•
DEVELOP WRITER'S CRAFT						
Introduce a topic or opinion	•	•	•	•	•	•
Use a clear and coherent organization		•	•	•	•	•
Provide reasons and evidence to support a claim or opinion		•	•	•	•	•
End with a concluding or final statement		•	•	•	•	•
Use linking words and phrases (i.e., transitions) to connect and organize ideas		•	•	•	•	•
Describe experiences with facts and descriptive details in a clear sequence		•	•	•	•	•
Use dialogue and description to develop situations and characters		•	•	•	•	•
Use description to show the reaction of characters or real persons to situations and events			•	•	•	•
CONVENTIONS OF LANGUAGE						
Spelling						
Use and apply knowledge of spelling to spell grade-level words	•	•	•	•	•	•
Consult reference materials (glossaries, dictionaries) as needed to correct spelling	•	•	•	•	•	•

READING–WRITING WORKSHOP BRIDGE

SCOPE AND SEQUENCE	K	1	2	3	4	5
Spelling *(cont.)*						
Use and apply knowledge of base words and affixes to spell words with inflections, prefixes, or suffixes		•	•	•	•	•
Spell words with blends, digraphs, silent letters, and unusual consonant combinations	•	•	•	•	•	•
Spell words with short vowels, long vowels, *r*-controlled vowels, the schwa sound, and other vowel combinations		•	•	•	•	•
Use knowledge of Greek and Latin roots to spell words					•	•
Use knowledge of syllable patterns (e.g., VCV, VCCV, VCCCV) to spell multisyllabic words	•	•	•	•	•	•
Spell words with irregular plurals		•	•	•	•	
Learn and spell high-frequency words	•	•	•	•	•	•
Grammar and Usage						
Learn about the parts of speech, including						
• nouns and pronouns	•	•	•	•	•	•
• adjectives and adverbs		•	•	•	•	•
• prepositions and prepositional phrases	•	•	•	•	•	•
• conjunctions, interjections, and articles		•	•	•	•	•
Use and form irregular plurals of nouns		•	•	•	•	
Use and form verb tenses with regular and irregular verbs		•	•	•	•	•
Use and form comparative and superlative forms of adjectives and adverbs				•	•	•
Use coordinating, correlative, and subordinating conjunctions			•	•	•	•
Form and use contractions			•	•		
Use an apostrophe and form singular and plural possessives		•	•	•	•	
Identify and use declarative, interrogative, exclamatory, and imperative sentences	•	•	•	•		
Identify and use simple, compound, and complex sentences		•	•	•	•	•
Write sentences with subject-verb agreement		•	•	•	•	•
Avoid common sentence errors (e.g., misused words, misplaced modifiers, double negatives, shifts in verb tense)					•	•
Capitalization and Punctuation						
Capitalize the beginnings of sentences, proper nouns and adjectives, the pronoun *I,* days of the week and months of the year, holidays	•	•	•	•	•	•
Use end punctuation with sentences (period, question mark, exclamation mark)	•	•	•	•		
Use common conventions for commas (e.g., in dates and addresses; with items in a series; in compound sentences; with greetings and closings; in dialogue)		•	•	•	•	•
Use an apostrophe to form contractions and possessives, when appropriate		•	•	•	•	

READING-WRITING WORKSHOP BRIDGE

SCOPE AND SEQUENCE	K	1	2	3	4	5
Capitalization and Punctuation *(cont.)*						
Learn how and when to use quotation marks with dialogue				•	•	•
FOUNDATIONAL SKILLS FOR WRITING						
Letter Formation, Handwriting, Cursive						
Develop handwriting by printing words legibly	•	•	•			
Write legibly by leaving appropriate spaces between words		•	•	•		
Write cursive letters legibly			•	•	•	•
Ways of Writing						
Create writing in both printed and digital forms	•	•	•	•	•	•
Write regularly both short and longer products			•	•	•	•
Revise and edit drafts of writing		•	•	•	•	•
Develop keyboarding skills				•	•	•
Use technology to produce and publish writing	•	•	•	•	•	•
Use technology to interact and collaborate with others	•	•	•	•	•	•
Speaking and Listening						
Participate in discussions with partners and groups about writing	•	•	•	•	•	•
Work with a peer or group to revise and edit writing	•	•	•	•	•	•
COMPOSITION						
The Writing Process: Plan, Draft, Revise, Edit, Publish						
Prewrite and plan using a variety of strategies	•	•	•	•	•	•
Develop drafts into organized pieces of writing	•	•	•	•	•	•
Revise drafts for coherence and clarity	•	•	•	•	•	•
Edit drafts for the conventions of standard English	•	•	•	•	•	•
Publish written work for audiences	•	•	•	•	•	•
Genre Immersion: Modes and Products						
Write in a variety of modes						
• Informative or explanatory	•	•	•	•	•	•
• Narrative	•	•	•	•	•	•
• Persuasive	•	•	•	•	•	•
Write and produce a variety of forms of writing						
• Letters, thank-you notes, emails		•	•	•	•	•
• Editorials, presentations, speeches, essays, brochures	•	•	•	•	•	•
• News stories, reports, summaries, how-to articles, informational articles	•	•	•	•	•	•
• Poems, stories, plays, and other creative writing	•	•	•	•	•	•
Write in self-selected forms			•	•	•	•

WRITING WORKSHOP

SCOPE AND SEQUENCE	K	1	2	3	4	5
SPEAKING						
Retell an experience or story	•	•	•	•	•	•
Summarize a text or experience with descriptive details and relevant facts	•	•	•	•	•	•
Discuss politely and respectfully in groups	•	•	•	•	•	•
Speak clearly and coherently about a topic or text	•	•	•	•	•	•
Speak with sufficient volume and appropriate rate	•	•	•	•	•	•
Communicate effectively while following the conventions of English	•	•	•	•	•	•
Ask and answer questions	•	•	•	•	•	•
Ask for and provide clarification or elaboration	•	•	•	•	•	•
Connect ideas to those of others in a group	•	•	•	•	•	•
Report on a topic or text		•	•	•	•	•
Include media in an oral presentation or report			•	•	•	•
LISTENING						
Listen to others when working in groups or with partners	•	•	•	•	•	•
Use active listening strategies (e.g., making eye contact, facing the speaker, asking questions)	•	•	•	•	•	•
Work collaboratively with others by following agreed-upon rules, norms, and protocols	•	•	•	•	•	•
COLLABORATION						
Engage in discussions (e.g., one-on-one, in groups, teacher-led) on collaborative projects	•	•	•	•	•	•
Work in pairs or with partners for inquiry projects		•	•	•	•	•
RESEARCH SKILLS AND PROCESS						
Conduct Short Research Projects						
Develop and follow a plan for research	•	•	•	•	•	•
Compose correspondence that requests information		•	•	•	•	•
Take notes on sources and organize information from notes		•	•	•	•	•
Generate questions for formal or informal inquiry	•	•	•	•	•	•
Use an appropriate mode of delivery to present results		•	•	•	•	•
Paraphrase information from research sources		•	•	•	•	•
Identify and Gather Information						
Use primary and secondary sources for research			•	•	•	•
Avoid plagiarism				•	•	•
Find information for research from both print and online sources	•	•	•	•	•	•
Cite research sources (including print and online sources) and develop a bibliography			•	•	•	•
Review sources critically for relevance and reliability		•	•	•	•	•

ORAL LANGUAGE

PROJECT-BASED INQUIRY

SCOPE AND SEQUENCE	K	1	2	3	4	5
Identify and Gather Information *(cont.)*						
Demonstrate understanding of information gathered	•	•	•	•	•	•
Make appropriate use of media and technology	•	•	•	•	•	•
Interact with sources in meaningful ways	•	•	•	•	•	•
TEST PREPARATION						
Editing						
Edit for complete sentences (avoid sentence fragments, run-on sentences, and comma splices)				•	•	•
Edit for capitalization (e.g., proper nouns and adjectives, first word in a sentence, pronoun *I,* days of the week, months of the year) and punctuation (periods, question marks, apostrophes, quotation marks)	•	•		•	•	•
Edit for end punctuation (periods, question marks, exclamation marks) and other punctuation, including commas, apostrophes, and quotation marks, where appropriate	•	•	•			
Edit for commas in dates, addresses, compound sentences, and quotations			•	•	•	•
Edit to avoid spelling mistakes		•	•	•	•	•
Edit to maintain consistent verb tense		•	•	•	•	•
Edit to maintain subject-verb agreement		•	•	•	•	•
Extended Writing Prompts						
Develop a personal narrative		•	•	•	•	•
Develop an informational or explanatory paragraph or essay		•	•	•	•	•
Develop poetry or fiction		•	•	•	•	•
Develop a persuasive paragraph or essay				•	•	•
Develop correspondence		•	•	•	•	•
Author's Craft and Structure						
Identify the author's purpose and craft	•	•	•	•	•	•

ASSESSMENT

T127, T135, T141, T159, T183, T191, T199, T205, T223, T243, T251, T259, T265, T283, T305, T313, T321, T327; **U3:**T31, T53, T61, T69, T75, T93, T113, T121, T129, T135, T153, T179, T187, T195, T201, T219, T233, T241, T249, T255, T273, T293, T301, T309, T315; **U4:**T31, T51, T59, T67, T73, T91, T115, T123, T131, T137, T155, T177, T185, T193, T199, T217, T241, T249, T257, T263, T281, T311, T319, T327, T333; **U5:**T31, T59, T67, T75, T81, T99, T121, T129, T137, T143, T161, T185, T193, T201, T207, T225, T239, T247, T255, T261, T279, T301, T309, T317, T323

Book Club, **U1:**T31, T71, T89, T135, T153, T201, T219, T257, T275, T319, T468–T481; **U2:**T31, T77, T95, T141, T159, T205, T223, T265, T283, T476–T489; **U3:**T31, T75, T93, T153, T201, T219, T255, T273, T315, T464–T477; **U4:**T31, T73, T91, T137, T155, T199, T217, T263, T281, T386–T495; **U5:**T31,T81, T99, T161, T207, T225, T261, T279, T323, T472–T485

Conferring, **U1:**T31, T49, T57, T65, T71, T89, T113, T121, T129, T135, T153, T179, T187, T195, T201, T219, T235, T243, T251, T257, T275, T297, T305, T313, T319; **U2:**T31, T55, T63, T71, T77, T95, T119, T127, T135, T141, T159, T183, T191, T199, T205, T223, T243, T251, T259, T265, T283, T305, T313, T321, T327; **U3:**T31, T53, T61,T69, T75, T93, T113, T121, T129, T135, T153, T179, T187, T195, T201, T219, T233, T241, T249, T255, T273, T293, T301, T309, T315; **U4:**T31, T51, T59, T67, T73, T91, T115, T123, T131, T137, T155, T177, T185, T193, T199, T217, T241, T249, T257, T263, T281, T311, T319, T327, T333; **U5:**T31, T59, T67, T75, T81, T99, T121, T129, T137, T143, T161, T185, T193, T201, T207, T225, T239, T247, T255, T261, T279, T301, T309, T317, T323

Independent Reading, **U1:**T31, T49, T57, T65, T71, T89, T113, T121, T129, T135, T153, T179, T187, T195, T201, T219, T235, T243, T251, T257, T275, T297, T305, T313, T319; **U2:**T31, T55, T63, T71, T77, T95, T119, T127, T135, T141, T159, T183, T191, T199, T205, T223, T243, T251, T259, T265, T283, T305, T313, T321, T327; **U3:**T31, T53 T61, T69, T75, T93, T113, T121, T129, T135, T153, T179, T187, T195, T201, T219, T233, T241, T249, T255, T273, T293, T301, T309, T315; **U4:**T31, T51, T59, T67, T73, T91, T115, T123, T131, T137, T155, T177, T185, T193, T199, T217, T241, T249, T257, T263, T281, T311, T319, T327, T333; **U5:**T31, T59, T67, T75, T81, T99, T121, T129, T137, T143, T161, T185, T193, T201, T207, T225, T239, T247, T255, T261, T279, T301, T309, T317, T323

Leveled Readers, **U1:**T08–T09, T29, T31, T49, T57, T65, T71, T87, T89, T113, T121, T129, T135, T151, T153,

T179, T187, T195, T201, T217, T219, T235, T243, T251, T257, T273, T275, T297, T305, T313, T319; **U2:**T29, T31, T55, T63, T71, T77, T93, T95, T119, T127, T135, T141, T157, T159, T183, T191, T199, T205, T221, T223, T243, T251, T259, T265, T281, T283, T305, T313, T321, T327; **U3:**T29, T31, T53, T61, T69, T75, T91, T93, T113, T121, T129, T135, T151, T153, T179, T187, T195, T201, T217, T219, T233, T241, T249, T255, T271, T273, T293, T301, T309, T315; **U4:**T29, T31, T51, T59, T67, T73, T89, T91, T115, T123, T131, T137, T153, T155, T177, T185, T193, T199, T215, T217, T241, T249, T257, T263, T279, T281, T311, T319, T327, T333; **U5:**T29, T31, T59, T67, T75, T81, T97, T99, T121, T129, T137, T143, T159, T161, T185, T193, T201, T207, T223, T225, T239, T247, T255, T261, T277, T279, T301, T309, T317, T323

Literacy Activities, **U1:**T31, T49, T57, T65, T71, T89, T113, T121, T129, T135, T153, T179, T187, T195, T201, T219, T235, T243, T251, T257, T275, T297, T305, T313, T319; **U2:**T31, T55, T63, T71, T77, T95, T119, T127, T135, T141, T159, T183, T191, T199, T205, T223, T243, T251, T259, T265, T283, T305, T313, T321, T327; **U3:**T31, T53, T61, T69, T75, T93, T113, T121, T129, T135, T153, T179, T187, T195, T201, T219, T233, T241, T249, T255, T273, T293, T301, T309, T315; **U4:**T31, T51, T59, T67, T73, T91, T115, T123, T131, T137, T155, T177, T185, T193, T199, T217, T241, T249, T257, T263, T281, T311, T319, T327, T333; **U5:**T31, T59, T67, T75, T81, T99, T121, T129, T137, T143, T161, T185, T193, T201, T207, T225, T239, T247, T255, T261, T279, T301, T309, T317, T323

Teacher-Led Options, **U1:**T30–T31, T48–T49, T56–T57, T64–T65, T70–T71, T88–T89, T112–T113, T120–T121, T128–T129, T134–T135, T152–T153, T178–T179, T186–T187, T194–T195, T200–T201, T218–T219, T234–T235, T242–T243, T250–T251, T256–T257, T274–T275, T296–T297, T304–T305, T312–T313, T318–T319; **U2:**T30–T31, T54–T55, T62–T63, T70–T71, T76–T77, T94–T95, T118–T119, T126–T127, T134–T135, T140–T141, T158–T159, T182–T183, T190–T191, T198–T199, T204–T205, T222–T223, T242–T243, T250–T251, T258–T259, T264–T265, T282–T283, T304–T305, T312–T313, T320–T321, T326–T327; **U3:**T30–T31, T52–T53, T60–T61, T68–T69, T74–T75, T92–T93, T112–T113, T120–T121, T128–T129, T134–T135, T152–T153, T178–T179, T186–T187, T194–T195, T200–T201, T218–T219, T232–T233, T240–T241, T248–T249, T254–T255, T272–T273, T292–T293, T300–T301, T308–T309, T314–T315; **U4:**T30–T31, T50–T51, T58–T59, T66–T67, T72–T73, T90–T91, T114–T115,

B

T158, T160, T162, T166, T171–T172, T224, T226, T280, T283; **U4:**T35, T39, T42, T44, T94, T95, T98, T103, T108–T109, T158, T161, T164, T167–T168, T171, T221, T223, T225, T230, T235, T288, T294, T296, T298, T305

Cross-text evaluation. *See* Compare texts

J

L

M

N

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, listening comprehension

Oral reading ability, assessment of, U1:T48, T56, T64, T112, T120, T128, T178, T186, T194, T234, T242, T250, T296, T304, T312; **U2:**T54, T62, T70, T118, T126, T134, T182, T190, T198, T242, T250, T258, T304, T312, T320; **U3:**T52, T60, T68, T112, T120, T128, T178, T186, T194, T232, T240, T248, T292, T300, T308; **U4:**T50, T58, T66, T114, T122, T130, T176, T184, T192, T240, T248, T256, T310, T318, T326; **U5:**T58, T66, T74, T120, T128, T136, T184, T192, T200, T238, T246, T254, T300, T308, T316

Oral vocabulary development. *See* Academic vocabulary; Content knowledge; Oral Reading Ability

P

Paraphrase, U1:T460–T461

Parts of a book. *See* Text features

Parts of speech. *See* Adjectives; Adverbs; Conjunctions; Interjections; Nouns; Prepositions; Pronouns; Verbs

Performance task. *See* Assessment, progress monitoring

Phonics/decoding

common syllable patterns, **U3:**T284, T268–T269, T290–T291, T298–T299, T312–T313, T424, T428, T432, T440; **U4:**T64–T65, T358; **U5:**T94–T95, T104, T111, T118–T119, T126–T127, T140–T141, T198–T199, T396

different patterns, **U5:**T360, T364, T368, T376

final stable syllable, **U2:**T90–T91, T116–T117, T124–T125, T138–T139, T196–T197, T256–T257, T364, T368, T372, T380, T400

VC*e*, **U1:**T280, T287, T291, T294–T295, T428, T432, T436, T444; **U2:**T68–T69, T352

VC/V, **U2:**T26–T27, T52–T53, T60–T61, T74–T75

V/CV, **U2:**T26–T27, T52–T53, T60–T61, T74–T75

consonant changes, **U5:**T26–T27, T47, T52, T56–T57, T64–T65, T78–T79, T134–T135, T336, T340, T344, T352, T372

open and closed syllables, **U2:**T26–T27, T43, T52–T53, T60–T61, T74–T75, T132–T133, T340, T344, T348, T356, T376

vowels

r-controlled, **U2:**T154–T155, T165, T180–T181, T188–T189, T202–T203, T388, T392, T396, T404, T424

schwa, **U5:**T220–T221, T228, T236–T237, T244–T245, T258–T259, T314–T315, T408, T412, T416, T424, T444

vowel changes, **U5:**T283, T285, T274–T275, T298–T299, T306–T307, T320–T321, T432, T436, T440, T448

vowel teams, **U1:**T148–T149, T160**,** T166**,** T176–T177, T184–T185, T198–T199, T248–T249, T380**,** T384**,** T388**,** T396**,** T416

words, multisyllabic, **U5:**T156–T157, T164, T169, T182–T183, T190–T191, T204–T205, T252–T253, T384, T388, T392, T400, T420

Phrasing. *See* Fluency, reading

Pictures. *See* Text features, illustrations/photographs

Play. *See* Genres, drama/play

Plot, U3:T90, T96, T99, T101–T103, T105–T107, T114–T115; **U4:**T348–T349, T404–T405; **U5:**T158, T164–T165, T169, T170, T173, T177–T179, T186–T187. *See also* Listening, listening comprehension; Story structure

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 and correct predictions, U1:T273, T278, T282, T283, T286, T287, T306–T307; **U2:**T229, T232, T233, T237, T252–T253; **U3:**T271, T276, T278–T279, T282, T286, T302–T303; **U5:**T97, T103, T104, T107, T110, T111, T113, T130–T131

Prefixes, U2:T318–T319, T448. *See also* Spelling, Word Study, prefixes; Word Study, prefixes

Prepositions and prepositional phrases, U2:T409, T426; **U3:**T333, T337, T341, T345, T353; **U4:**T416

Prior knowledge. *See* Background knowledge; ELL (English Language Learners)

Progress monitoring. *See* Assessment, progress monitoring

Project-Based Inquiry, U1:T448–T467; **U2:**T457–T475; **U3:**T445–T463; **U4:**T463–T481; **U5:**T453–T471

celebrate and reflect, **U1:**T466–T467; **U2:**T474–T475; **U3:**T462–T463; **U4:**T480–T481; **U5:**T470–T471

S

U

V

INDEX

TEACHER NOTES

COMMON CORE

myView® LITERACY

UNIT 2

SAVVAS
LEARNING COMPANY